

FORT BRAGG DISTRICT

**USING RESULTS FOR CONTINUOUS IMPROVEMENT
SY 2015-2016**

**CSI Goal Assessments
Annual Summative Assessment Student Performance Report**

Albritton Middle School

Bldg 4-3331 Normandy Dr .
Ft. Bragg, NC 28307

Principal: Pat Schob

MAKING CONNECTIONS:

SUMMARY SHEET: ASSESSMENTS, MEASURES, STRATEGIES

School Goal 1: All students at Albritton Middle School will improve non-fiction reading comprehension skills.

Assessments

- Assessment 1.1: TerraNova 3rd Edition Multiple Assessment Reading Subtest
 - Measurable Objective:
- Assessment 1.2: Scholastic Reading Inventory
 - Measurable Objective:
- Assessment 1.2: Albritton Reading Comprehension Assessment
 - Measurable Objective:

Implemented **research-based** and **best practice** strategies: (whole group and targeted sub group)

- Students will be provided with instruction and given opportunities to use strategies to effectively activate prior knowledge and organize information essential for comprehending non-fiction materials across the curriculum.

Data Analysis Procedures:

Baseline data and all subsequent data are collected at the same time each year of the school improvement cycle. The length of the cycle is the amount of time it takes to meet the chosen objectives on each assessment in the goal area. Baseline data are collected prior to the use of the stated activities/interventions/strategies.

GOAL 1: DATA ANALYSIS SUMMARY

Assessment 1.1: TerraNova 3rd Edition Multiple Assessment Reading Subtest

Measurable Objective:

Figure 1.1: TerraNova 3rd Edition Multiple Assessment Reading Subtest Results by Grade Level and Year

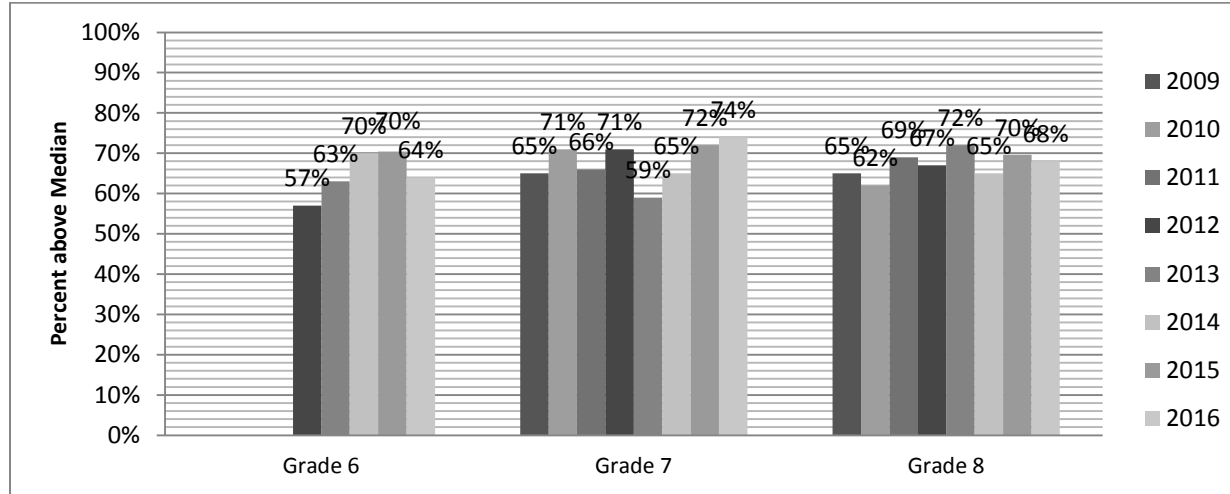


Table 1.1: Change in Student Performance

Grade	Change (base to most recent) (%)	Achievement (Years)	Number of Students	Statement of Findings
6	+7 pct pts	4	141	A small decrease in 2016 from the previous 2 year plateau. Increase of +7 since baseline in 2012.
7	+9 pct pts	6	122	A small increase from 2009 to 2015 but little improvement – plateau.
8	+3 pct pts	6	121	Very little improvement from 2009 to 2016 – plateau.

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Assessment 1.2: Scholastic Reading Inventory

Measurable Objective:

Figure 2: Scholastic Reading Inventory EOY Results by Grade Level and Year

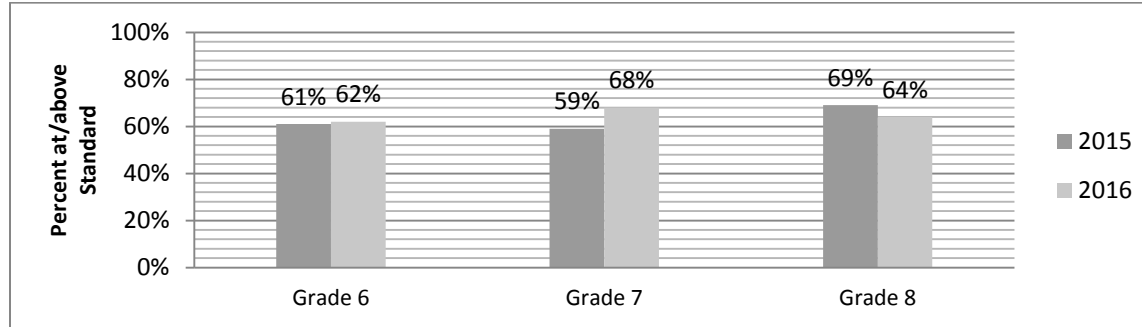


Table 1.2: Change in Student Performance

Grade	Change (base to most recent) (%)	Achievement (Years)	Number of Students	Statement of Findings
6	+1 pct pts	1	131	Proficiency levels continue to be below expectations - plateau
7	+9 pct pts	1	122	Proficiency levels continue to be below expectations – small gain over baseline.
8	-5 pct pts	1	126	Proficiency levels continue to be below expectations – inconsistencies.

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Assessment 1.3: Albritton Reading Comprehension Assessment
 Measurable Objective:

Figure 3: Albritton Reading Comprehension Assessment EOY Results by Grade Level and Year

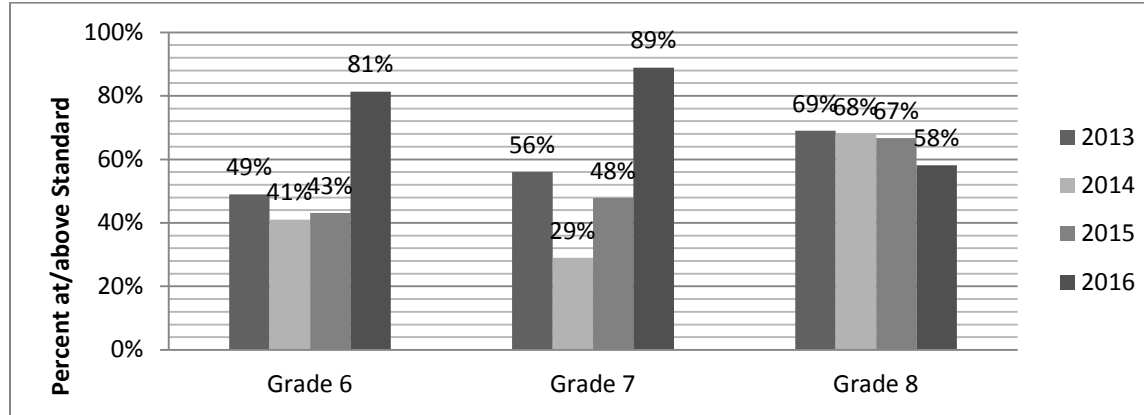


Table 1.3: Change in Student Performance

Grade	Change (base to most recent) (%)	Achievement (Years)	Number of Students	Statement of Findings
6	+32 pct pts	3	129	Inconsistent results with unexplained gains in Spring 2016. Four year emphasis on non-fiction reading comprehension and constructive responses.
7	+33 pct pts	3	109	Inconsistent results with unexplained gains in Spring 2016. Four year emphasis on non-fiction reading comprehension and constructive responses.
8	-11 pct pts	3	117	Inconsistent results with continual declines in overall performance.

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OVERALL COMPARATIVE ANALYSIS – Goal 1

Assessment	Grade 6	Grade 7	Grade 8
TerraNova 3 rd Edition Multiple Assessment Reading Subtest	^	^	^
Scholastic Reading Inventory	^	^	!
Albritton Reading Comprehension Assessment	^	^	!

Key for Comparative Analysis

^ = Improved

@ = Remained the same

! = Not Improved

* = Met Objective

NEXT STEPS: GOAL 1

Think about the change in each individual assessment between the baseline year and the current year for all students and for the targeted sub group of students and the progress made towards meeting the measurable objectives when responding to the questions in Appendix A.

Appendix A – GOAL 1

All teachers should be able to discuss the following based on the information from this report. This is not an exercise for one person or a few people to complete.

Areas of Notable Achievement

(Bullets and/or short answer)

1. Which area(s) are above the expected levels of performance? *None
2. Describe the area(s) that show a positive trend in performance. *Positive gains overall in TN reading except drop in 6th grade in 2016 and 7th in 2013.
3. Which area(s) indicate the overall highest performance? *Highest performance over 7 years from baseline is 7th grade in TN reading
4. Which subgroup(s) show a trend toward increasing performance? *No data achievement tracking for gap analysis of subgroups at this time
5. Between which subgroup is the achievement gap closing? *No data achievement tracking for gap analysis of subgroups at this time
6. Which of the above reported findings are consistent with findings from other data sources? 6th and 7th grade have had gains in all reading data assessments since their baseline year

Areas in Need of Improvement

(Bullets and/or short answer)

1. Which area(s) are below the expected levels of performance? *Large population not performing at proficiency/mastery levels for all grades
2. Describe the area(s) that show a negative trend in performance. *8th grade showed a slight decline in local common assessment and SRI
3. Which area(s) indicate the overall lowest performance? *Both the SRI and local common assessment show inconsistencies from year to year
4. Which subgroup(s) show a trend toward decreasing performance? *Subgroups not identified at this time
5. Between which subgroup is the achievement gap becoming greater? *Subgroups not identified at this time
6. Which of the above reported findings are consistent with findings from other data sources? *All data sources are below proficiency levels

All teachers, staff, students, and other stakeholders-parents should collaboratively answer the questions/statements below. All stakeholders should use the information from the following questions/statements in their instructional planning (teachers/staff), completing assignments (students), and supporting the goals (other stakeholders-parents).

Using the Results

(The information below will need to be more expansive than bullets or short answer.)

1. What inference can be made about the impact of the strategy on student performance based on the data?
Student performance in all grade levels show very little gains and/or losses or inconsistent gains/losses. Proficiency levels tend to be plateaued at 60 to 70 percent levels, but 6th and 7th grade scores for the local common assessment in spring of 2016 jumped 30+ points. Inconsistencies tend to continue with our local reading assessment of five multiple choice questions and a constructive response from a

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selected non-fiction reading. TerraNova data covers years 2009 to 2016 for 7th and 8th grade and the change from base to present is within a point increase. Albritton population reflects a mobility rate of greater than 25% per year. The percentage of students at Albritton receiving services for special education, ESL, and 504 education plans is approximately 20%. TerraNova multiple assessment objectives are not aligned with Dodea education standards.

2. Was the measurable objective met?

The measurable objective was not met as our goal states that “all” students will improve in reading comprehension skills for informational text. Although our TerraNova scores show a slight increase for all grade levels since the baseline, the gains are negligible and inconsistent from year to year.

3. Will the strategy(s) continue? Be modified? Change?

a. If the answer to this question is yes, the strategy(s) will continue state why.

b. If the answer to this question is the strategy(s) will be modified, describe the modifications.

Strategies for students will be modified to include utilizing digital tools.

Strategies for teachers have been implemented to include setting objectives, unpacking standards, providing feedback and using data to drive instruction since 2015.

Strategies this year include implementation of CCRS-L anchor standards, new textbook and materials and extensive professional development lead by district instructional experts.

c. If the answer to this question is the strategy(s) will change, detail the new strategy and why this strategy will better address the needs of the students.

MAKING CONNECTIONS:

SUMMARY SHEET: ASSESSMENTS, MEASURES, STRATEGIES

School Goal 2: Every student will improve written communication to express solutions to problems in mathematics.

Assessments

- **Assessment 2.1:** TerraNova 3rd Edition Multiple Assessment Problem Solving & Reasoning OPI
 - Measurable Objective:
- **Assessment 2.2:** TerraNova 3rd Edition Multiple Assessment Science Inquiry OPI
 - Measurable Objective:
- **Assessment 2.3:** Local Common Problem Solving Assessment
 - Measurable Objective:

Implemented **research-based** and **best practice** strategies: (whole group and targeted sub group)

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- Student Constructive Responses - Students will be able to define the task, seek and locate information, use information, synthesize information, evaluate the process, and communicate the solution to solve problems. Students will be provided with strategies to solve problems and instruction and opportunities to develop communication skills to express solutions.

Data Analysis Procedures:

Baseline data and all subsequent data are collected at the same time each year of the school improvement cycle. The length of the cycle is the amount of time it takes to meet the chosen objectives on each assessment in the goal area. Baseline data are collected prior to the use of the stated activities/interventions/strategies.

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GOAL 2: DATA ANALYSIS SUMMARY

Assessment 2.1: TerraNova 3rd Edition Multiple Assessment Problem Solving & Reasoning OPI

Measurable Objective:

Figure 2.1: TerraNova 3rd Edition Multiple Assessment Problem Solving & Reasoning OPI Results by Grade Level and Year

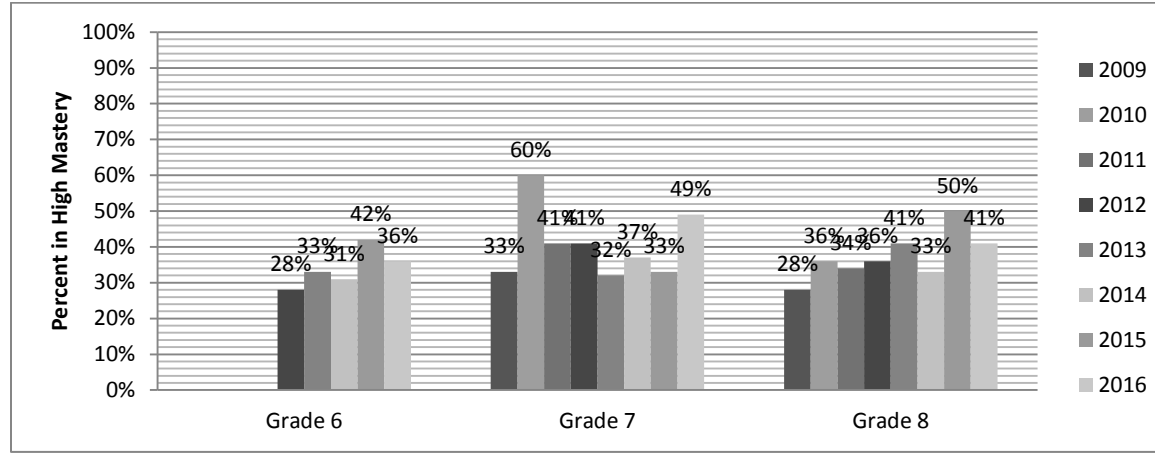


Table 2.1: Change in Student Performance

Grade	Change (base to most recent) (%)	Achievement (Years)	Number of Students	Statement of Findings
6	+8 pct pts	4	141	Proficiency level is below expected performance and although there is an overall gain since the baseline, scores are inconsistent from year to year.
7	+16 pct pts	7	122	Proficiency level is below expected performance and although there is an overall gain since the baseline, scores are inconsistent from year to year.
8	+13 pct pts	7	121	Proficiency level is below expected performance and although there is an overall gain since the baseline, scores are inconsistent from year to year.

Assessment 2.2: TerraNova 3rd Edition Multiple Assessment Science Inquiry OPI
 Measurable Objective:

Figure 2.2: TerraNova 3rd Edition Multiple Assessment Science Inquiry OPI Results by Grade Level and Year

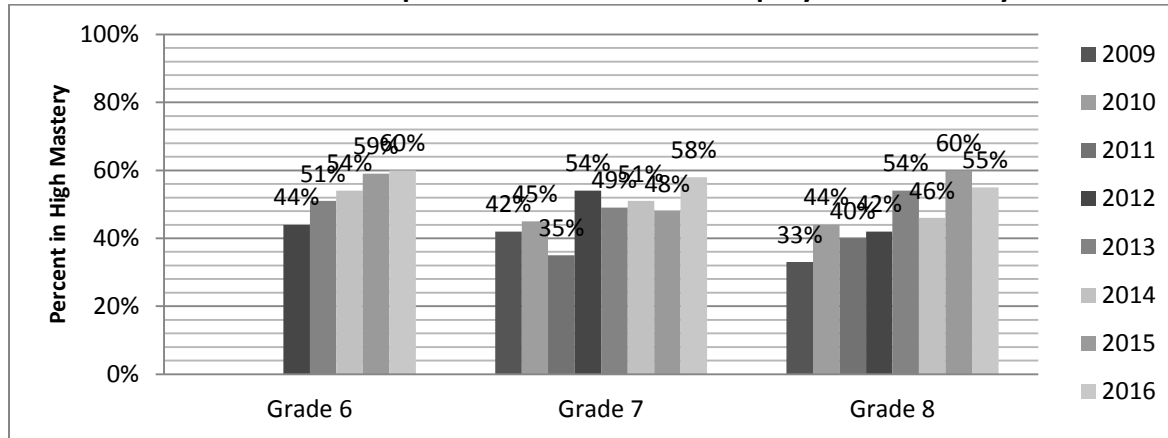


Table 2.2: Change in Student Performance

Grade	Change (base to most recent) (%)	Achievement (Years)	Number of Students	Statement of Findings
6	+16 pct pts	4	141	Proficiency level is below expected performance but each year there has been a slight gain in 6 th grade.
7	+16 pct pts	7	122	Proficiency level is below expected performance but 2016 shows a good gain but inconsistencies continue from year to year.
8	+22 pct pts	7	121	Proficiency level is below expected performance and inconsistencies continue from year to year.

Assessment 2.3: Local Common Problem Solving Assessment
 Measurable Objective:

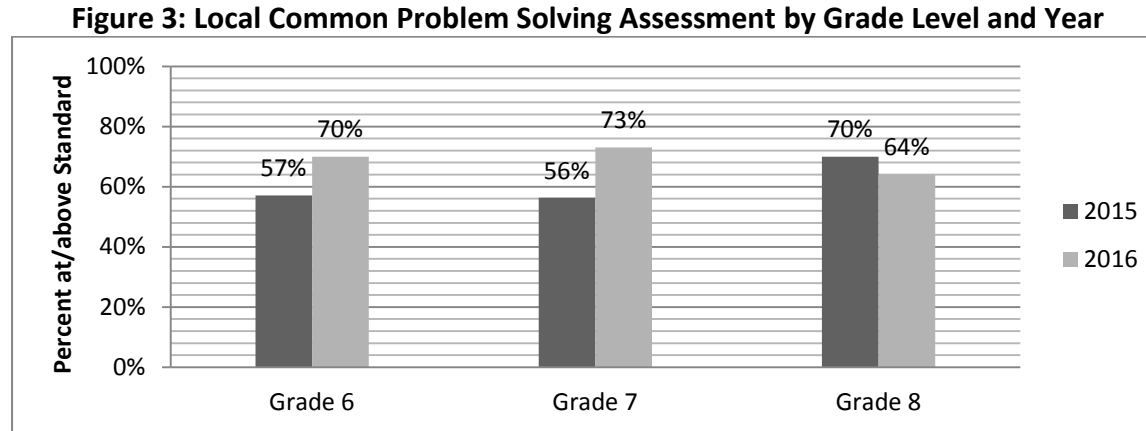


Table 2.3: All Students: Change in Student Performance

Grade	Change (base to most recent) (%)	Achievement (Years)	Number of Students	Statement of Findings
6	+13 pct pts	1	116	Proficiency levels are below expectations but gains in 2016.
7	+17 pct pts	1	70	Proficiency levels are below expectations but gains in 2016.
8	-6 pct pts	1	90	Proficiency levels are below expectations .

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OVERALL COMPARATIVE ANALYSIS – Goal 2

Assessment	Grade 6	Grade 7	Grade 8
TerraNova 3 rd Edition Multiple Assessment Problem Solving & Reasoning OPI	^	^	^
TerraNova 3 rd Edition Multiple Assessment Science Inquiry OPI	^	^	^
Local Common Problem Solving Assessment	^	^	!

Key for Comparative Analysis ^ = Improved @ = Remained the same ! = Not Improved * = Met Objective

NEXT STEPS: GOAL 2

Think about the change in each individual assessment between the baseline year and the current year for all students and for the targeted sub group of students and the progress made towards meeting the measurable objectives when responding to the questions in Appendix B.

Appendix B – GOAL 2

All teachers should be able to discuss the following based on the information from this report. This is not an exercise for one person or a few people to complete.

Areas of Notable Achievement

(Bullets and/or short answer)

1. Which area(s) are above the expected levels of performance? *None
2. Describe the area(s) that show a positive trend in performance. *Positive gains overall since baseline for TN problem solving, reasoning and science inquiry for all grades. 7th grade showed gains in 2016 in both TN areas.
3. Which area(s) indicate the overall highest performance? *Highest gains from 2015 to 2016 was in 7th grade for TN multiple assessments.
4. Which subgroup(s) show a trend toward increasing performance? *No data achievement tracking for gap analysis of subgroups at this time.
5. Between which subgroup is the achievement gap closing? *No data achievement tracking for gap analysis of subgroups at this time.
6. Which of the above reported findings are consistent with findings from other data sources? *No consistencies with other data sources. Local math assessment scores have higher proficiencies than TN multiple assessment data.

Areas in Need of Improvement

(Bullets and/or short answer)

1. Which area(s) are below the expected levels of performance? *Large population not performing at proficiency/mastery levels for all grades.
2. Describe the area(s) that show a negative trend in performance. *8th grade shows decrease in all assessment data from 2015 to 2016.
3. Which area(s) indicate the overall lowest performance? *Problem solving and reasoning OPI show the lowest scores.
4. Which subgroup(s) show a trend toward decreasing performance? *Subgroups not identified at this time.
5. Between which subgroup is the achievement gap becoming greater? *Subgroups not identified at this time.
6. Which of the above reported findings are consistent with findings from other data sources? *All grade levels are below expected proficiency levels and show no consistency from year to year.

All teachers, staff, students, and other stakeholders-parents should collaboratively answer the questions/statements below. All stakeholders should use the information from the following questions/statements in their instructional planning (teachers/staff), completing assignments (students), and supporting the goals (other stakeholders-parents).

Using the Results

(The information below will need to be more expansive than bullets or short answer.)

1. What inference can be made about the impact of the strategy on student performance based on the data?
Student performance in all grade levels show very little gains or inconsistent gains. Performance levels tend to be less than 60 percent with TerraNova problem solving and reasoning and science inquiry. The local common assessment scores for 2016 were all above the 60%

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proficiency level for all grades. Albritton student population reflects a mobility rate of greater than 25% per year. The percentage of students at Albritton receiving services for special education, ESL, and 504 education plans is approximately 20%. TerraNova multiple assessment objectives are not aligned with Dodea education standards. The measureable objectives was not met as our goal states that “all” students will improve in communication to express solutions to problems in mathematics. Improvement at all grade levels were shown with our local common math assessment, which is aligned with Dodea education standards.

2. Will the strategy(s) continue? Be modified? Change?

a. If the answer to this question is yes, the strategy(s) will continue state why.

b. If the answer to this question is the strategy(s) will be modified, describe the modifications.

Strategies for students will be modified to include utilizing digital tools.

Strategies for teachers have been implemented to include setting objectives, unpacking standards, providing feedback and using data to drive instructions since 2015.

Strategies this year include implementation of CCRS-M anchor standards, new textbook and materials and extensive professional development lead by district instructional experts.

c. If the answer to this question is the strategy(s) will change, detail the new strategy and why this strategy will better address the needs of the students.

Appendix C

The Annual Student Performance Report is used to do the following:

- Maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance.
- Ensure consistent measurement across classrooms and courses.
- Ensure assessments are reliable and bias free.
- Regularly and systematically evaluate its comprehensive student assessment system for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.
- Continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning and instruction.
- Ensure systematic processes and procedures for collecting, analyzing, and applying learning from data sources are documented and used consistently by professional and support staff.
- Systematically and consistently use results to design, implement, and evaluate continuous improvement action plans related to student learning.

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- Use data to determine the effectiveness of strategies, modifications to or changes in research-based strategies and strategies, faculty and staff professional development needs, and the fidelity of implementation processes.
- Ensure professional and support staffs are trained in the evaluation, interpretation, and use of data.
- Engage in a continuous process to determine verifiable improvement in student learning.
- Ensure policies and procedures clearly define and describe a process for analyzing data that determine verifiable improvement in student learning.
- Evaluate results for significant improvement.
- Monitor and communicate comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.