



DEPARTMENT OF DEFENSE
DOMESTIC DEPENDENT ELEMENTARY AND SECONDARY SCHOOLS
SOUTH CAROLINA/FORT STEWART/DoDDS-CUBA DISTRICT
DISTRICT SUPERINTENDENT OFFICE
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Bolden Elementary/Middle School
SY 2014-2015



USING RESULTS FOR CONTINUOUS IMPROVEMENT
CSI Goal Assessments
Annual Student Performance Report

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<http://www.am.dodea.edu/Bolden/>

MAKING CONNECTIONS:

SUMMARY SHEET: ASSESSMENTS, MEASURES, STRATEGIES

School Goal 1: A 3% increase of all Bolden students will demonstrate a proficiency in problem solving and reasoning skills in Mathematics by 06/05/2015 as measured by Terra Nova 3rd Edition Math Subtests (Grades 3-8) and selected local assessments (Grades 3-8).

Assessments

- **Assessment 1.1:** TerraNova Math Subtest
 - Measurable Objective: A 3% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in problem solving and reasoning skills in Mathematics.
- **Assessment 1.2:** TerraNova Math Subtest Objective Performance Indicator (OPI): Problem Solving & Reasoning
 - Measurable Objective: A 3% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in problem solving and reasoning skills in Mathematics.
- **Assessment 1.3:** Local Math Problem Solving:
 - Measurable Objective: A 3% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in problem solving and reasoning skills in Mathematics.

Strategies

Implemented **research-based** and **best practice** strategies:

Strategy 1: 4-step problem solving process

- Students will apply the 4-step problem solving process utilizing appropriate strategies to improve problem solving and reasoning skills.
 - Research Cited: Polya, G. How to Solve It; NCTM. Principles and Standards for School Mathematics; O'Connell, Susan. Introductions to Problem Solving.

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.

Beginning school year 2008-2009 DoDEA Schools administered the TerraNova 3rd Edition normed-reference test to students in grades 3-11. In SY 2013-2014 DoDEA Schools administer the TerraNova 3rd Edition to students in grades 3-9. Bolden Elementary/Middle School uses the 2009 TerraNova 3rd Edition as baseline data in the area of math. In spring 2014, all students in grades 3-8 at Bolden Elementary/Middle School were administered the TerraNova Assessment 3rd Edition, Math Subtest; a measure of student achievement towards the schools CSI goal #1.

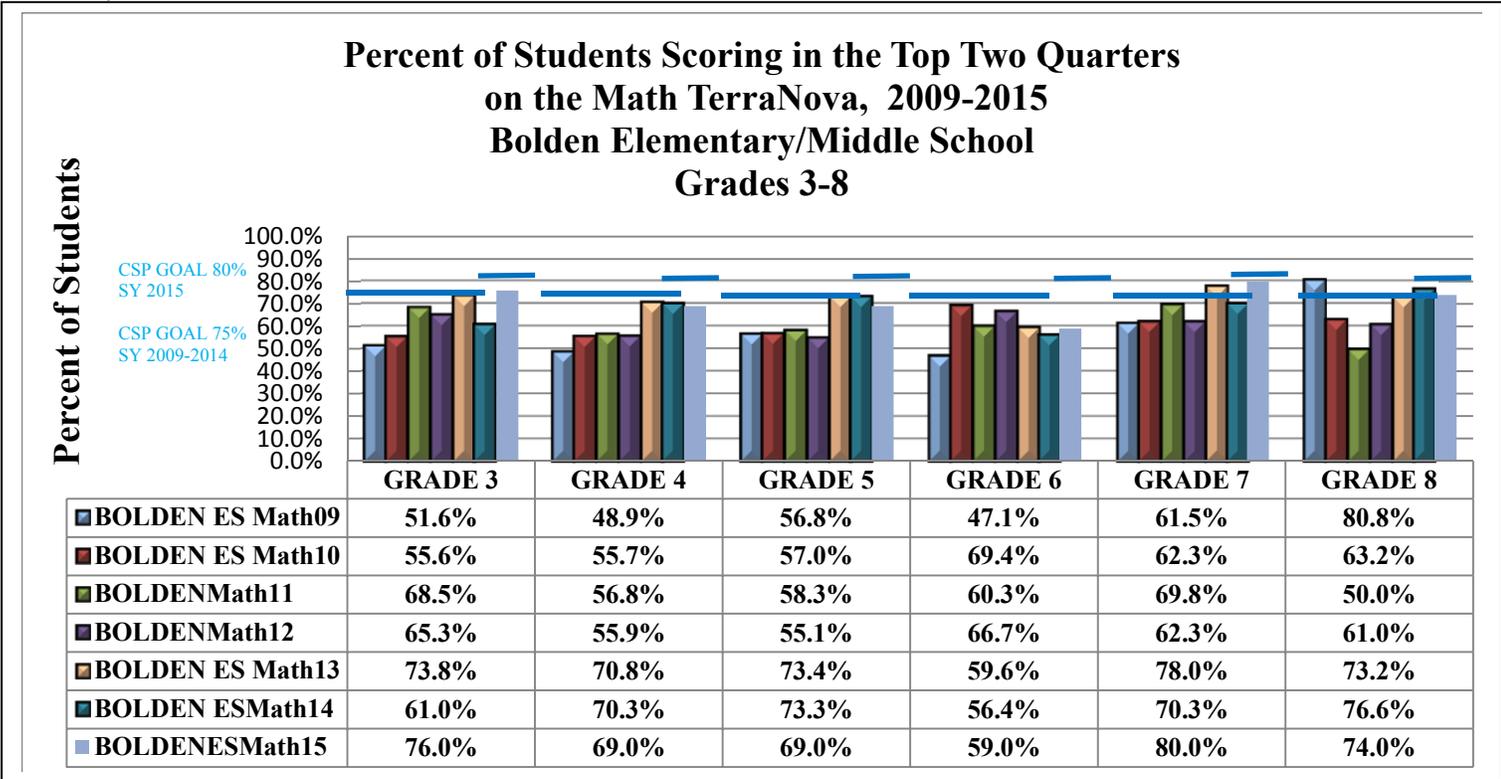
In the fall 2009, Bolden Elementary/Middle School developed and administered a Local Math Problem Solving Assessment to students in grades 3-5 at the beginning and end of the school year. Students in grades 6-8 were administered the Texas Assessment of Knowledge and Skills (TAKS) test. Due to the unavailability of the TAKS test after SY 2009-2010 and the need to have a consistent local math assessment for all grades levels, Bolden Elementary/Middle School began administering the Local Math Problem Solving Assessment to all grades levels in SY 2010-2011. The results of this local math assessment are compared across four school years in this report as a measure of student achievement towards the school's CSI goal #1.

GOAL 1: DATA ANALYSIS SUMMARY

Assessment 1.1: TerraNova Math Subtest

Measurable Objective: A 3% increase of all Bolden students will demonstrate a proficiency in problem solving and reasoning skills in Mathematics.

Chart Assessment 1.1a: Percent of Students Scoring in the Top Two Quarters on the TerraNova Math Subtest, 2009-2015

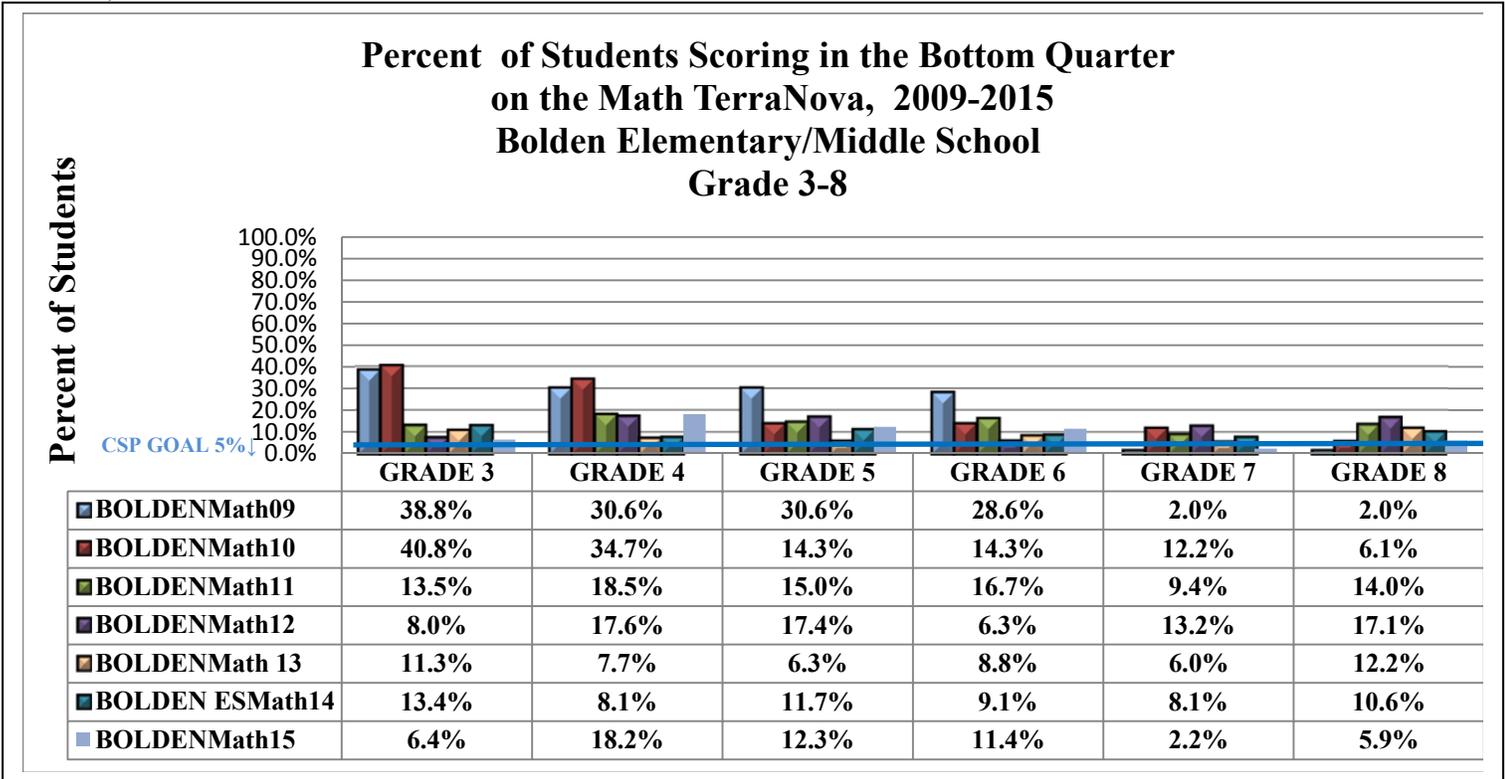


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Table 1.1a: Change in Student Performance

Grade	% Change (base to most recent)	Achievement (Years)	Number of Students	Statement of Findings (3% increase proficiency – SY 14/15)	Met DoDEA Goal
3	+24.4%	2009-2015	78	Grade 3 demonstrated a fairly large increase across seven school years in the percent of students scoring in the Top Two Quarters. From SY 2014 – 2015, this grade level displayed a small increase (+15%) in the percent of students scoring in the Top Two Quarters, thereby, meeting the school’s goal of a 3% increase in performance from SY 14 -15.	No, grade level did not meet goal of 80% in the Top Two Quarters.
4	+20.1%	2009-2015	55	Grade 4 demonstrated a fairly large increase across seven school years in the percent of students scoring in the Top Two Quarters. From SY 2014 – 2015, this grade level displayed no descriptive difference (-1.3%) in the percent of students scoring in the Top Two Quarters thereby, not meeting the school’s goal of a 3% increase in performance from SY 14 -15.	No, grade level did not meet goal of 80% in the Top Two Quarters.
5	+12.2	2009-2015	57	Grade 5 demonstrated a small increase across seven school years in the percent of students scoring in the Top Two Quarters. From SY 2014 – 2015, this grade level displayed no descriptive difference (-4.3%) in the percent of students scoring in the Top Two Quarters, thereby, not meeting the school’s goal of a 3% increase in performance from SY 14 -15.	No, grade level did not meet goal of 80% in the Top Two Quarters.
6	+11.9	2009-2015	44	Grade 6 demonstrated no descriptive difference across seven school years in the percent of students scoring in the Top Two Quarters. From SY 2014 – 2015, this grade level displayed no descriptive difference (+2.6%) in the percent of students scoring in the Top Two Quarters, thereby, not meeting the school’s goal of a 3% increase in performance from SY 14 -15.	No, grade level did not meet goal of 80% in the Top Two Quarters.
7	+18.5	2009-2015	46	Grade 7 demonstrated a moderate increase across seven school years in the percent of students scoring in the Top Two Quarters. From SY 2014 – 2015, this grade level displayed no descriptive difference (+9.7%) in the percent of students scoring in the Top Two Quarters, thereby, meeting the school’s goal of a 3% increase in performance from SY 14 -15.	Yes, grade level met the goal of 80% in the Top Two Quarters.
8	-6.8	2009-2015	34	Grade 8 demonstrated no descriptive difference across seven school years in the percent of students scoring in the Top Two Quarters. From SY 2014 – 2015, this grade level displayed no descriptive difference (-2.6%) in the percent of students scoring in the Top Two Quarters, thereby, not meeting the school’s goal of a 3% increase in performance from SY 14 -15.	No, grade level did not meet goal of 80% in the Top Two Quarters.

Chart Assessment 1.1b: Percent of Students Scoring in the Bottom Quarter on the TerraNova Math Subtest, 2009-2015



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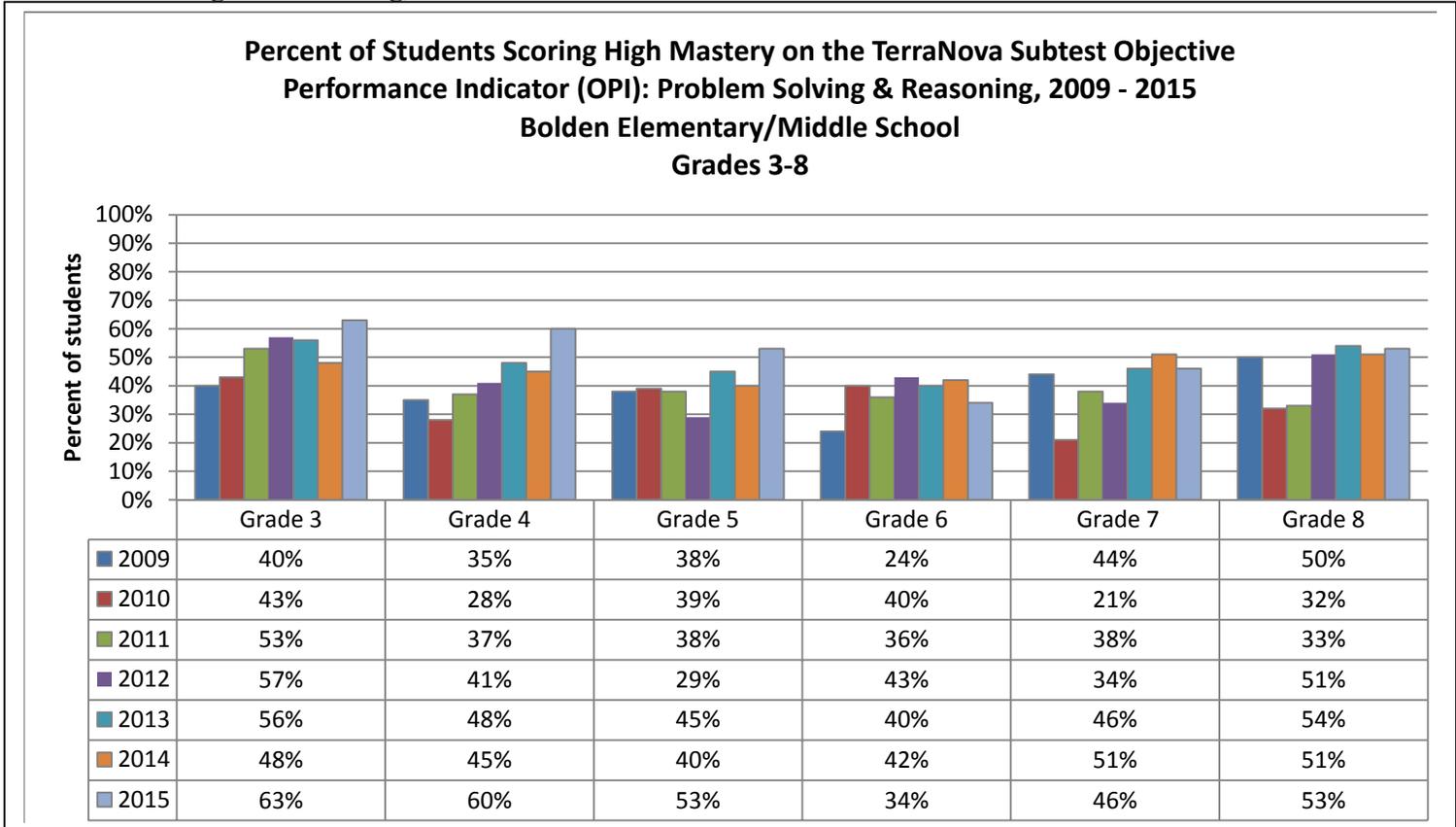
Table 1.1b: Change in Student Performance

Grade	% Change (base to most recent)	Achievement (Years)	Number of Students	Statement of Findings (3% increase proficiency – SY 14/15)	Met DoDEA Goal
3	-32.4%	2009-2014	78	Grade 3 demonstrated a very large decrease across seven school years in the percent of students scoring in the Bottom Quarter. From SY 2014 – 2015, this grade level displayed no descriptive differences (-7%) in the percent of students scoring in the Bottom Quarter.	No, grade level did not meet CSP goal of 3% or less of students performing in the Bottom Quarter.
4	-12.4%	2009-2015	55	Grade 4 demonstrated no descriptive difference across seven school years in the percent of students scoring in the Bottom Quarter. From SY 2014 – 2015, this grade level displayed no descriptive differences (+10.1%) in the percent of students scoring in the Bottom Quarter.	No, grade level did not meet CSP goal of 3% or less of students performing in the Bottom Quarter.
5	-18.3%	2009-2015	57	Grade 5 demonstrated a moderate decrease across seven school years in the percent of students scoring in the Bottom Quarter. From SY 2014 – 2015, this grade level displayed no descriptive differences (+.6%) in the percent of students scoring in the Bottom Quarter.	No, grade level did not meet CSP goal of 3% or less of students performing in the Bottom Quarter.
6	-17.2%	2009-2015	44	Grade 6 demonstrated a moderate decrease across seven school years in the percent of students scoring in the Bottom Quarter. From SY 2014 – 2015, this grade level displayed no descriptive differences (+2.3%) in the percent of students scoring in the Bottom Quarter.	No, grade level did not meet CSP goal of 3% or less of students performing in the Bottom Quarter.
7	+0.2%	2009-2015	46	Grade 7 demonstrated no descriptive difference across seven school years in the percent of students scoring in the Bottom Quarter. From SY 2014 – 2015, this grade level displayed no descriptive differences (-5.9%) in the percent of students scoring in the Bottom Quarter.	Yes, grade level met CSP goal of 3% or less of students performing in the Bottom Quarter.
8	+3.9	2009-2015	34	Grade 8 demonstrated no descriptive difference across seven school years in the percent of students scoring in the Bottom Quarter. From SY 2014 – 2015, this grade level displayed no descriptive differences (-4.7%) in the percent of students scoring in the Bottom Quarter.	No, grade level did not meet CSP goal of 3% or less of students performing in the Bottom Quarter.

Assessment 1.2: TerraNova Math Subtest Objective Performance Indicator (OPI): Problem Solving & Reasoning

Measureable Objective: A 3% increase of all Bolden students will demonstrate a proficiency in problem solving and reasoning skills in Mathematics.

Chart Assessment 1.2: Percent of Students Scoring High Mastery on the TerraNova Subtest OPI: Problem Solving & Reasoning, 2009-2015



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Table 2: Change in Student Performance

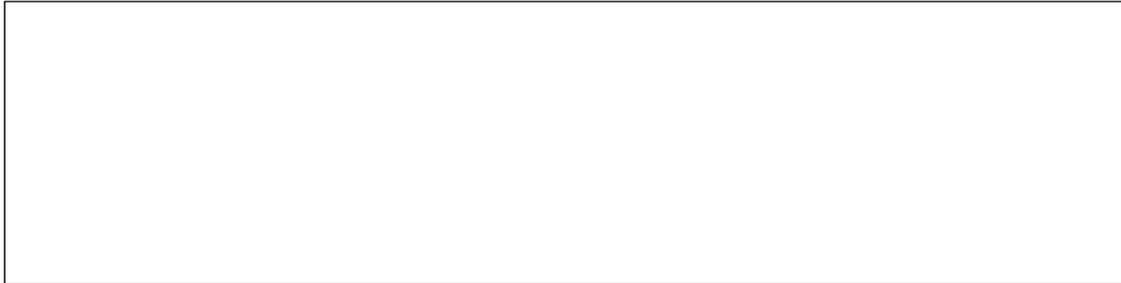
Grade	% Change (base to most recent)	Achievement (Years)	Number of Students	Statement of Findings (3% increase proficiency – SY14/15)	Met School Goal
3	+23%	2009-2015	78	Grade 3 demonstrated a fairly large increase across seven school years in the percent of students scoring High Mastery. From SY 2014 – 2015, this grade level displayed a small increase (+15%) in the percent of students scoring High Mastery.	Yes, grade level met the school goal of a 3% increase in performance from SY 2014 – SY 2015.
4	+25%	2009-2015	55	Grade 4 demonstrated a fairly large increase across seven school years in the percent of students scoring High Mastery. From SY 2014 – 2015, this grade level displayed a small increase (+15%) in the percent of students scoring High Mastery.	Yes, grade level met the school goal of a 3% increase in performance from SY 2014 – SY 2015.
5	+15%	2009-2015	57	Grade 5 demonstrated a small increase across seven school years in the percent of students scoring High Mastery. From SY 2014 – 2015, this grade level displayed a small increase (+13%) in the percent of students scoring High Mastery.	Yes, grade level met the school goal of a 3% increase in performance from SY 2014 – SY 2015.
6	+10%	2009-2015	44	Grade 6 demonstrated no measurable difference across seven school years in the percent of students scoring High Mastery. From SY 2014 – 2015, this grade level displayed no measurable difference (-8%) in the percent of students scoring High Mastery.	No, grade level did not meet the school goal of a 3% increase in performance from SY 2014 – SY 2015.
7	+2%	2009-2015	46	Grade 7 demonstrated no measurable difference across seven school years in the percent of students scoring High Mastery. From SY 2014 – 2015, this grade level displayed no measurable difference (-5%) in the percent of students scoring High Mastery.	No, grade level did not meet the school goal of a 3% increase in performance from SY 2014 – SY 2015.
8	+3%	2009-2015	34	Grade 8 demonstrated no measurable difference across seven school years in the percent of students scoring High Mastery. From SY 2014 – 2015, this grade level displayed no measurable difference (+2%) in the percent of students scoring High Mastery.	No, grade level did not meet the school goal of a 3% increase in performance from SY 2014 – SY 2015.

Assessment 1.3: Local Math Problem Solving Assessment

Measureable Objective: A 3% increase of all Bolden students will demonstrate a proficiency in problem solving and reasoning skills in Mathematics.

Chart Assessment 1.3: Percent of Students Scoring in the Top Two Performance Levels on the Local Math Problem Solving Assessment, 2011-2015

No Problem Solving Data for SY 2014 - 2015



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Table 3: Change in Student Performance

Grade	% Change (base to most recent)	Achievement (Years)	Number of Students	Statement of Findings (3% increase proficiency – SY14/15)	Met School Goal
3		2011-2015			
4		2011-2015			
5		2011-2015			
6		2011-2015			
7		2011-2015			
8	-	2011-2015			

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OVERALL COMPARATIVE ANALYSIS – School Goal 1: A 3% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in problem solving and reasoning skills in Mathematics by 06/05/2015 as measured by Terra Nova 3rd Edition Math Subtests (Grades 3-8) and selected local assessments (Grades 3-8).

Table 4: Overall Comparative Analysis – Goal 1

Assessments		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
		SY 09-15	SY 14-15										
1.1a	TerraNova Math Subtest – Top Two SY 2008-2009 to SY 2014-2015	↑	↑	↑	↓	↑	↓	↑	↑	↑	↑	↓	↓
1.1b	TerraNova Math Subtest - Bottom SY 2008-2009 to SY 2014-2015	↓	↓	↓	↑	↓	↑	↓	↑	↑	↓	↑	↓
1.2	TerraNova Math Subtest Objective Performance Indicator (OPI): Problem Solving & Reasoning	↑	↑	↑	↑	↑	↑	↑	↓	↑	↓	↑	↑
1.3	Local Math Problem Solving												

Key: ↑ = Improved; ↓ = Declined; * = Met Objective Goal; ↔ = No Change

A review of trend data revealed that Bolden Elementary/Middle School improved performance across all grade levels, with the exception of grade 8, from SY 2009 – 2015 on the TerraNova Mathematics Subtest. Likewise, all grades, with the exception of grades 7 and 8, decreased the number of students performing in the Bottom Quarter between SY 2009 – 2015. When comparing SY 2009 to SY 2015, students in grades 3 and 4 demonstrated a fairly large increase in the percentage of students performing at a mastery level on the Problem Solving & Reasoning OPI. Grade 5 reported gains in the number of students performing at a mastery level on the problem solving and reasoning OPI as well, however, the increase was small. Overall, Bolden Elementary/Middle School reported improvements in math performance levels. However, with the exception of grade 7, no grade level met and/or exceeded DoDEA TerraNova CSP goals. Additionally, only 50% of the grade levels (3:6) met the school goal of a 3% increase in the number of students that demonstrated high mastery on the Math TerraNova Problem Solving & Reasoning OPI.

NEXT STEPS – 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?
 - Grade 7 performed at the expected level of performance with 80% of students scoring in the top two quarters.
2. Describe the area(s) that show a positive trend in performance.
 - Grade 4, 5, and 6 show a positive trend in performance; however, only grade 7 met the school's goal of a 3% increase in performance of the top two quarters.
3. Which area(s) indicate the overall highest performance?
 - Grade 7 has the highest overall performance at 80% of students in the top two quarters, while grade 3 is close behind with 76% of students in the top two quarters.
4. Which subgroup(s) show a trend toward increasing performance?
 - Grades 4, 5, and 6 show a trend toward increasing performance; however, grade 7 is the only grade to meet the school's goal.
5. Between which subgroup is the achievement gap closing?
 - Grades 3, 4, 6, and 7 show the achievement gap closing from SY 2009-SY 2015.
6. Which of the above reported findings are consistent with findings from other data sources?
 - We only have Terra Nova and OPI data. The school did not perform local assessments during the 2014-2015 school year.

Areas in Need of Improvement

(Bullets and/or short answer)

1. Which area(s) are below the expected levels of performance?
 - Grade 4, 5, 6, and 8 are below the expected levels at 69%, 69%, 59%, and 74% of students scoring in the top two quarters.
2. Describe the area(s) that show a negative trend in performance.
 - According to Table 1.1b grade 7 and 8 showed no descriptive difference in percent of students scoring in the bottom quarter.
3. Which area(s) indicate the overall lowest performance?
 - Grade 6 has the lowest performance at 59% of students scoring in the top two quarter.
4. Which subgroup(s) show a trend toward decreasing performance?
 - Grades 4, 5, and 6 show a trend toward decreasing performance.
5. Between which subgroup is the achievement gap becoming greater?
 - Grade 7 SY 13 to Grade 8 SY 14 showed an increase in the students scoring in the bottom quarter. When analyzing the data diagonally you see that students scoring in the top two quarters increases every year; showing a decrease in the achievement gap.
6. Which of the above reported findings are consistent with findings from other data sources?

- We only have Terra Nova and OPI data. The school did not perform local assessments during the 2014-2015 school 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?
Based on the data the 4 square problem solving is working. Grades and 3 and 7 met the school's goal of a 3% percent increase in mathematics and reasoning skills. Grade 6 is very close to meeting the school's goal. Grade 4, 5, and 8 did not meet the goal; but the decrease was not big enough to show that the strategy is not working.
2. Was the measurable objective met?
Grade 3 and 7 met the measurable goal. Grade 6 was 2.6%, so they were very close to meeting the measurable objective.
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.
 - 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.

Bolden will continue to use the strategy; however, we plan on modifying the strategy to address CCRSM guidelines and standards. We are looking for assessments that align with CCRSM and a rubric that is more holistic to give us more valid and reliable data.

MAKING CONNECTIONS:

SUMMARY SHEET: ASSESSMENTS, MEASURES, STRATEGIES

School Goal 2: A 3% increase of all Bolden students will demonstrate a proficiency in writing by applying the 6 Traits of Writing in English Language Arts by 06/05/2015 as measured by the percentage of students scoring proficient or above on standardized and local assessments.

Assessments

- Assessment 2.1: TerraNova Language Subtest
 - Measurable Objective: A 3% increase of all Bolden students will demonstrate a proficiency in writing by applying the 6 Traits of Writing in English Language Arts.
- Assessment 2.2: TerraNova Language Subtest Objective Performance Indicator (OPI): Writing Strategies
 - Measurable Objective: A 3% increase of all Bolden students will demonstrate a proficiency in writing by applying the 6 Traits of Writing in English Language Arts.

➤ Assessment 2.3: Local Writing Assessment

- Measurable Objective: A 3% increase of all Bolden students will demonstrate a proficiency in writing by applying the 6 Traits of Writing in English Language Arts.

Strategies

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

Strategy 1: 6 Traits of Writing

- Students will apply the 6 Traits of Writing in written compositions, journals, story starters, and other writing activities to include those in permanent writing work stations in classrooms.
- Research Cited: Northwest Regional Educational Laboratory. Research on Writing with the 6 Traits

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.

Beginning school year 2008-2009 DoDEA Schools administered the TerraNova 3rd Edition normed-reference test to students in grades 3-11. In SY 2013-2014 DoDEA Schools administer the TerraNova 3rd Edition to students in grades 3-9. Bolden Elementary/Middle School uses the 2009 TerraNova 3rd Edition as baseline data in the area of Language. In spring 2014, all students in grades 3-8 at Bolden Elementary/Middle School were administered the TerraNova Assessment 3rd Edition, Language Subtest; a measure of student achievement towards the schools CSI goal #2.

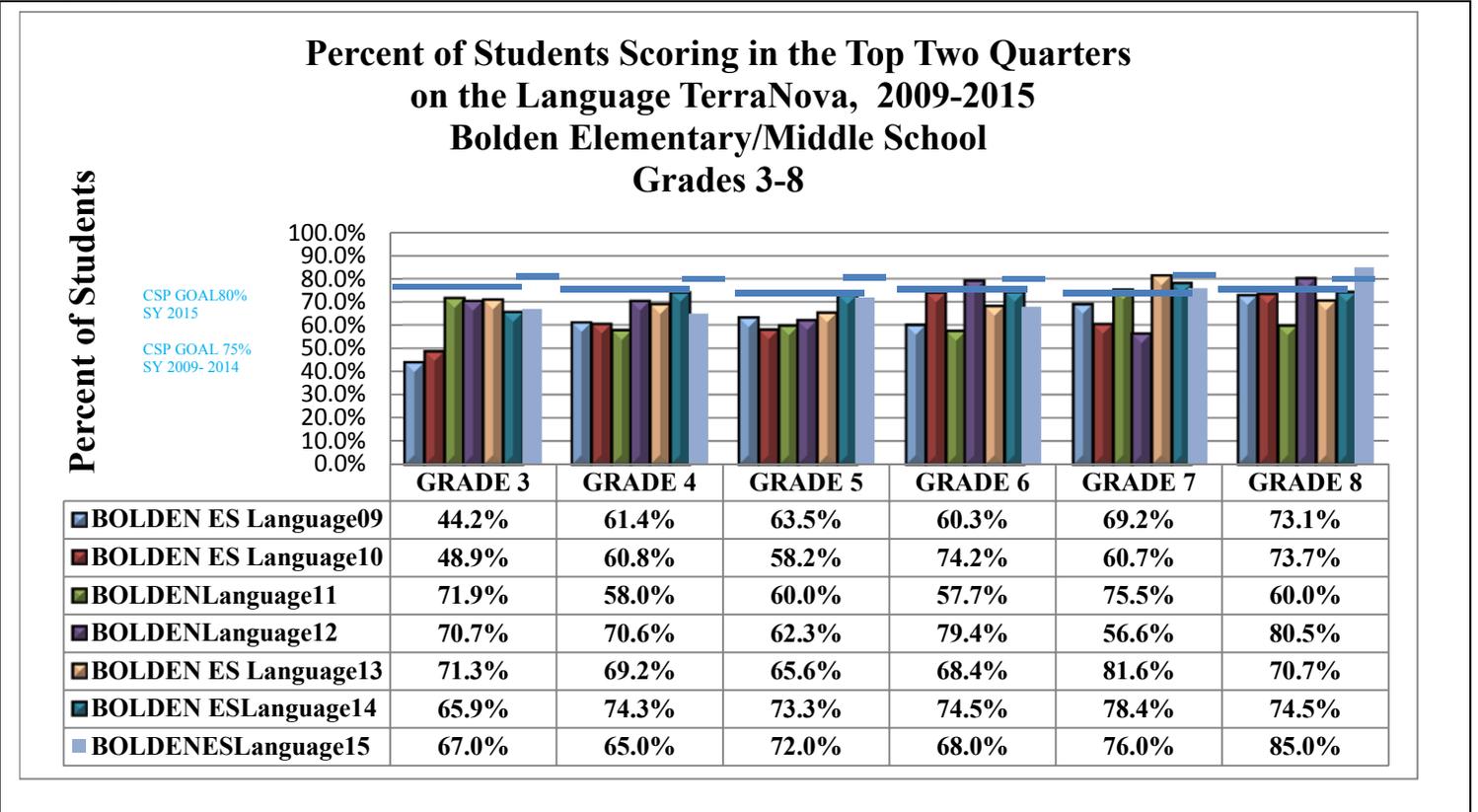
In the fall 2009, Bolden ES/MS developed and administered the Local Writing Assessment to students in grades 3-8 at the beginning and end of the year. The results of this local assessment are compared in this report as a measure of student achievement towards the school's CSI goal #2.

GOAL 2: DATA ANALYSIS SUMMARY

Assessment 2.1: TerraNova Language Subtest

Measureable Objective: A 3% increase of all Bolden students will demonstrate a proficiency in writing by applying the 6 Traits of Writing in English Language Arts.

Chart Assessment 2.1a: Percent of Students Scoring in the Top Two Quarters on the TerraNova Language Subtest, 2009-2015

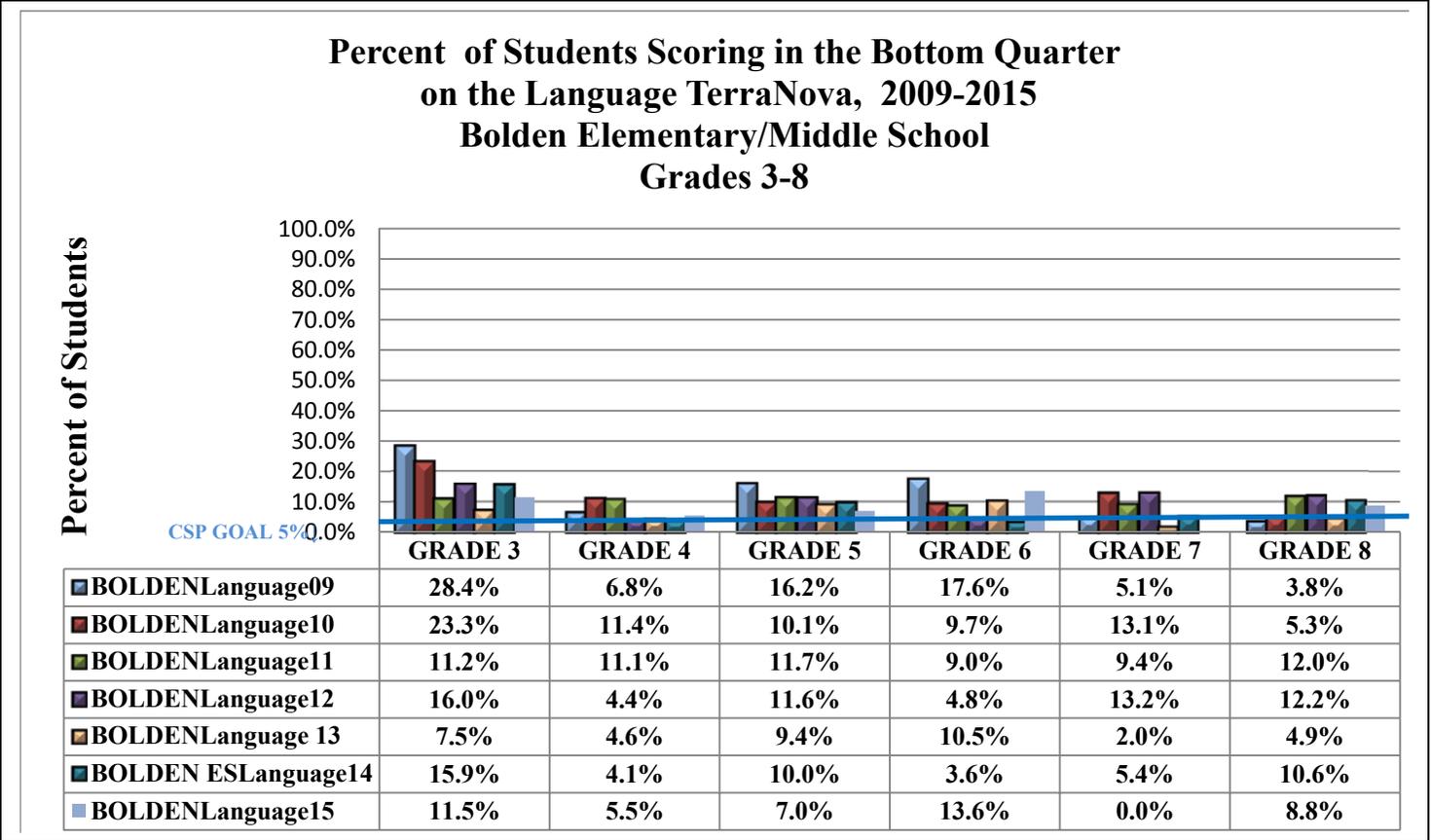


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Table 2.1a: Change in Student Performance

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3	+22.8%	2009-2015	78	Grade 3 demonstrated a fairly large increase across seven school years in the percent of students scoring in the Top Two Quarters. From SY 2014 – 2015, this grade level displayed no measurable difference (+1.1%) in the percent of students scoring in the Top Two Quarters, thereby, not meeting the school’s goal of a 3% increase in performance from SY 14 -15.	No, grade level did not meet goal of 80% in the Top Two Quarters.
4	+3.6%	2009-2015	55	Grade 4 demonstrated no measurable difference across seven school years in the percent of students scoring in the Top Two Quarters. From SY 2014 – 2015, this grade level displayed no measurable difference (-9.3%) in the percent of students scoring in the Top Two Quarters, thereby, not meeting the school’s goal of a 3% increase in performance from SY 14 -15.	No, grade level did not meet goal of 80% in the Top Two Quarters.
5	+8.5%	2009-2015	57	Grade 5 no descriptive difference across seven school years in the percent of students scoring in the Top Two Quarters. From SY 2014 – 2015, this grade level displayed no descriptive difference (-1.3%) in the percent of students scoring in the Top Two Quarters, thereby, not meeting the school’s goal of a 3% increase in performance from SY 14 -15.	No, grade level did not meet goal of 80% in the Top Two Quarters.
6	+7.7%	2009-2015	44	Grade 6 no descriptive difference across seven school years in the percent of students scoring in the Top Two Quarters. From SY 2014 – 2015, this grade level displayed no descriptive difference (-6.5%) in the percent of students scoring in the Top Two Quarters, thereby, not meeting the school’s goal of a 3% increase in performance from SY 14 -15.	No, grade level did not meet goal of 80% in the Top Two Quarters.
7	+6.8%	2009-2015	46	Grade 7 no descriptive difference across seven school years in the percent of students scoring in the Top Two Quarters. From SY 2014 – 2015, this grade level displayed no descriptive difference (-2.4%) in the percent of students scoring in the Top Two Quarters, thereby, not meeting the school’s goal of a 3% increase in performance from SY 14 -15.	No, grade level did not meet goal of 80% in the Top Two Quarters.
8	+11.9%	2009-2015	34	Grade 8 no descriptive difference across seven school years in the percent of students scoring in the Top Two Quarters. From SY 2014 – 2015, this grade level displayed no descriptive difference (+10.5%) in the percent of students scoring in the Top Two Quarters, thereby, meeting the school’s goal of a 3% increase in performance from SY 14 -15.	Yes, grade level met goal of 80% in the Top Two Quarters.

Chart Assessment 2.1b: Percent of Students Scoring in the Bottom Quarter on the TerraNova Language Subtest, 2009-2015



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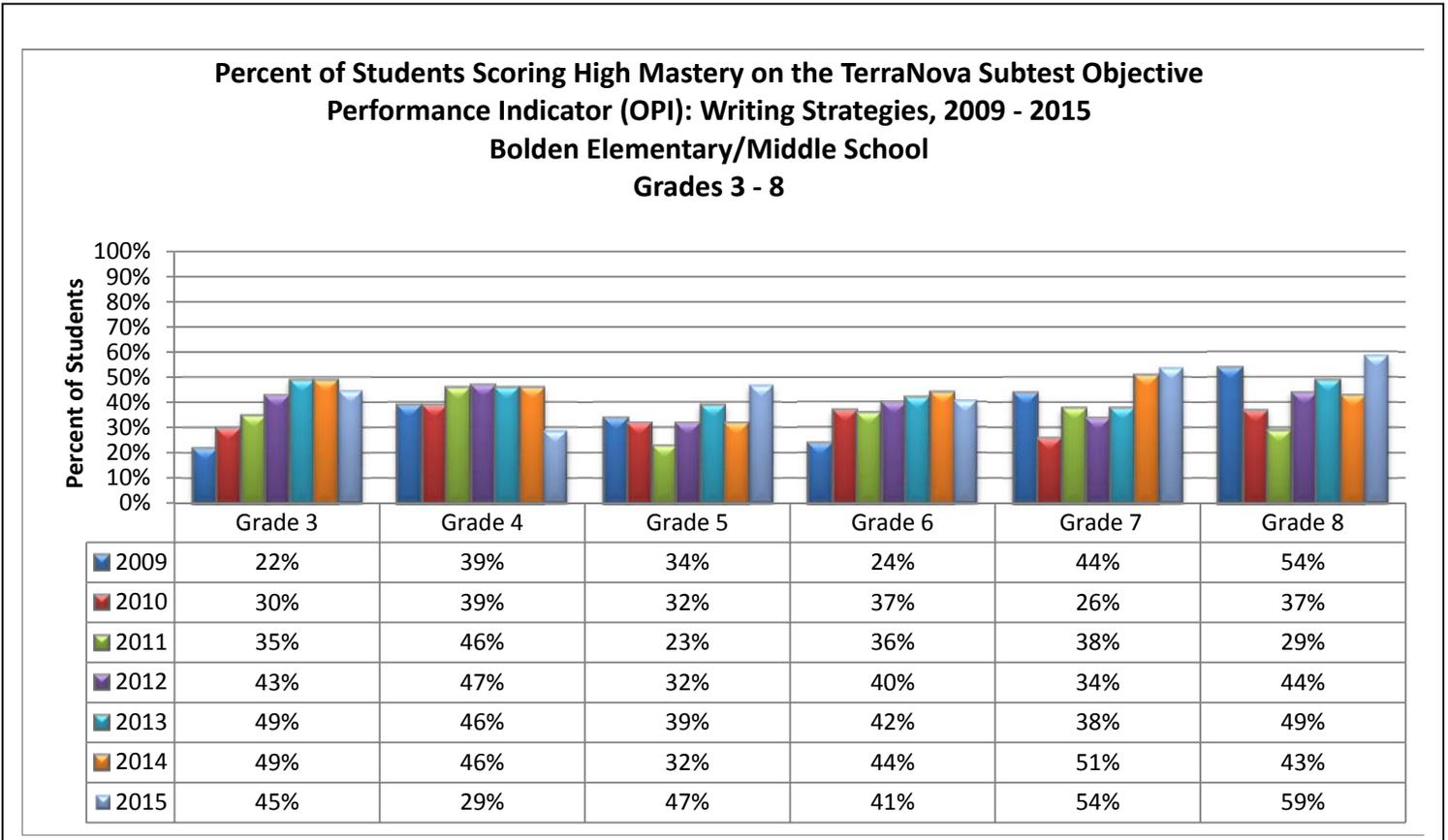
Table 2.1b: Change in Student Performance

Grade	% Change (base to most recent)	Achievement (Years)	Number of Students	Statement of Findings (3% increase proficiency – SY 14/15)	Met DoDEA Goal
3	-16.9%	2009-2015	78	Grade 3 demonstrated a moderate decrease across seven school years in the percent of students scoring in the Bottom Quarter. From SY 2014 – 2015, this grade level displayed no descriptive differences (-4.4%) in the percent of students scoring in the Bottom Quarter.	No, grade level did not meet CSP goal of 3% or less of students performing in the Bottom Quarter.
4	-1.3%	2009-2015	55	Grade 4 demonstrated no descriptive difference across seven school years in the percent of students scoring in the Bottom Quarter. From SY 2014 – 2015, this grade level displayed no descriptive differences (+1.4%) in the percent of students scoring in the Bottom Quarter.	No, grade level did not meet CSP goal of 3% or less of students performing in the Bottom Quarter.
5	-9.2%	2009-2015	57	Grade 5 demonstrated no descriptive difference across seven school years in the percent of students scoring in the Bottom Quarter. From SY 2014 – 2015, this grade level displayed no descriptive differences (-3%) in the percent of students scoring in the Bottom Quarter.	No, grade level did not meet CSP goal of 3% or less of students performing in the Bottom Quarter.
6	-4.0%	2009-2015	44	Grade 6 demonstrated no descriptive difference across seven school years in the percent of students scoring in the Bottom Quarter. From SY 2014 – 2015, this grade level displayed no descriptive differences (+10.0%) in the percent of students scoring in the Bottom Quarter.	No, grade level did not meet CSP goal of 3% or less of students performing in the Bottom Quarter.
7	-5.1%	2009-2015	46	Grade 7 demonstrated no descriptive difference across seven school years in the percent of students scoring in the Bottom Quarter. From SY 2014 – 2015, this grade level displayed no descriptive differences (-5.4%) in the percent of students scoring in the Bottom Quarter.	Yes, grade level met CSP goal of 3% or less of students performing in the Bottom Quarter.
8	+5.0%	2009-2015	34	Grade 8 demonstrated no descriptive difference across seven school years in the percent of students scoring in the Bottom Quarter. From SY 2014 – 2015, this grade level displayed no descriptive differences (-1.8%) in the percent of students scoring in the Bottom Quarter.	No, grade level did not meet CSP goal of 3% or less of students performing in the Bottom Quarter.

Assessment 2.2: TerraNova Language Subtest Objective Performance Indicator (OPI): Writing Strategies

Measureable Objective: A 3% increase of all Bolden students will demonstrate a proficiency in writing by applying the 6 Traits of Writing in English Language Arts.

Chart Assessment 2.2: Percent of Students Scoring High Mastery on the TerraNova Objective Performance Indicator (OPI): Writing Strategies, 2009-2015



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Table 2: Change in Student Performance

Grade	% Change (base to most recent)	Achievement (Years)	Number of Students	Statement of Findings (3% increase proficiency – SY 14/15)	Met School Goal
3	+23%	2009-2015	78	Grade 3 demonstrated a fairly large increase across seven school years in the percent of students scoring High Mastery. From SY 2014 – 2015, this grade level displayed no descriptive difference (-4%) in the percent of students scoring High Mastery.	No, grade level did not meet the school goal of a 3% increase in performance from SY 2014 – SY 2015.
4	-10%	2009-2015	55	Grade 4 demonstrated no descriptive difference across seven school years in the percent of students scoring High Mastery. From SY 2014 – 2015, this grade level displayed a moderate decrease (-17%) in the percent of students scoring High Mastery.	No, grade level did not meet the school goal of a 3% increase in performance from SY 2014 – SY 2015.
5	+13%	2009-2015	57	Grade 5 demonstrated a small increase across seven school years in the percent of students scoring High Mastery. From SY 2014 – 2015, this grade level displayed a small increase (+15%) in the percent of students scoring High Mastery.	Yes, grade level met the school goal of a 3% increase in performance from SY 2014 – SY 2015.
6	+17%	2009-2015	44	Grade 6 demonstrated a moderate increase across seven school years in the percent of students scoring High Mastery. From SY 2014 – 2015, this grade level displayed no descriptive difference (-3%) in the percent of students scoring High Mastery.	No, grade level did not meet the school goal of a 3% increase in performance from SY 2014 – SY 2015.
7	+10%	2009-2015	46	Grade 7 demonstrated no descriptive difference across seven school years in the percent of students scoring High Mastery. From SY 2014 – 2015, this grade level displayed no descriptive difference (+3%) in the percent of students scoring High Mastery.	Yes, grade level met the school goal of a 3% increase in performance from SY 2014 – SY 2015.
8	+5%	2009-2015	34	Grade 8 demonstrated no descriptive difference across seven school years in the percent of students scoring High Mastery. From SY 2014 – 2015, this grade level displayed a moderate increase (+16%) in the percent of students scoring High Mastery.	Yes, grade level met the school goal of a 3% increase in performance from SY 2014 – SY 2015.

Assessment 2.3: Local Writing Assessment

Measureable Objective: A 3% increase of all Bolden students will demonstrate a proficiency in writing by applying the 6 Traits of Writing in English Language Arts.

Chart Assessment 2.3: Percent of Students Scoring in the Top Two Performance Levels, Local Writing Assessment, 2009-2015

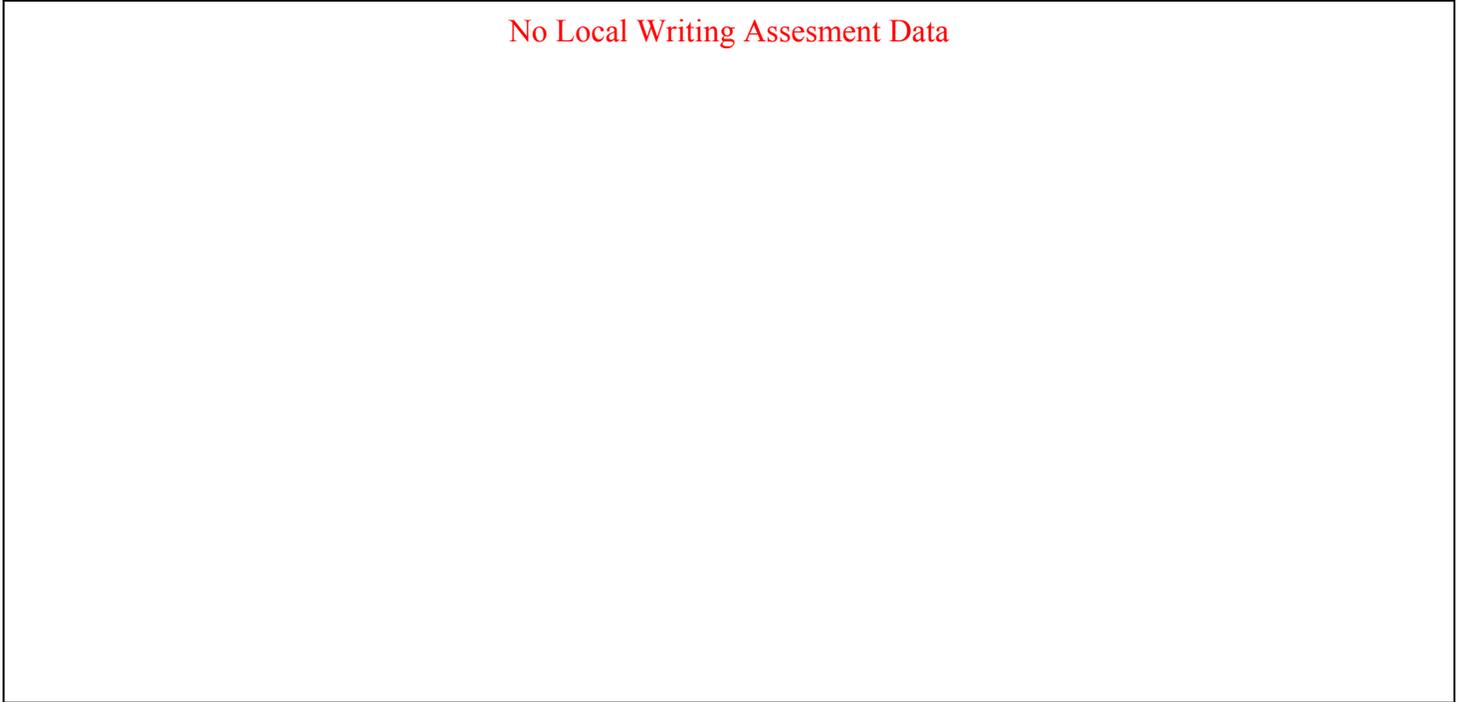


Table 3: Change in Student Performance

Grade	% Change (base to most recent)	Achievement (Years)	Number of Students	Statement of Findings (3% increase proficiency – SY 14/15)	Met School Goal
3		2009-2015			
4		2009-2015			
5		2009-2015			
6		2009-2015			
7		2009-2015			
8		2009-2015			

OVERALL COMPARATIVE ANALYSIS – Goal 2: A 3% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in writing by applying the 6 Traits of Writing in English Language Arts by 06/05/2015 as measured by the percentage of students scoring proficient or above on standardized and local assessments.

Table 4: Overall Comparative Analysis – Goal 2

Assessments		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
		SY 09-15	SY 14-15										
2.1a	TerraNova Language Subtest–Top Two SY 2008-2009 to SY 2014-2015	↑	↑	↑	↓	↑	↓	↑	↓	↑	↓	↑	↑
2.1b	TerraNova Language Subtest - Bottom SY 2008-2009 to SY 2014-2015	↓	↓	↓	↑	↓	↓	↓	↑	↓	↓	↑	↓
2.2	TerraNova Language Subtest Objective Performance Indicator (OPI): Writing Strategies	↑	↓	↓	↓	↑	↑	↑	↓	↑	↑	↑	↑
2.3	Local Writing Assessment												

Key: ↑ = Improved; ↓ = Declined; * = Met Objective Goal; ↔ = No Change

A review of trend data revealed that Bolden Elementary/Middle School improved performance in grades 3, 6, and 8 between SY 2009 – 2015 and 2014 -2015 on the TerraNova Language Subtest. Likewise, grades 3, 5, and 7 decreased the number of students performing in the Bottom Quarter between SY 2009 – 2015. When comparing the last two school years, the school overall is showing no measurable increases/decreases in student writing academic achievement. Only one grade met the DoDEA CSP goal for the Top Two Quarters and Bottom Quarter and 50% of grade levels met the school’s OPI goal of a 3% increase in writing strategies.

NEXT STEPS – 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)

7. Which area(s) are above the expected levels of performance?
 - Grade 8 performed above the expected level of performance with 85% of students scoring in the top two quarters.
8. Describe the area(s) that show a positive trend in performance.
 - Grades 3-8 show a positive trend in performance; however, only grade 8 met the school's goal of a 3% increase in performance for the top two quarters.
9. Which area(s) indicate the overall highest performance?
 - Grade 8 shows the overall highest level of performance with 85% of students scoring in the top two quarters. Grades 5 and 7 are close behind with 72% and 76% scoring in the top two quarters.
10. Which subgroup(s) show a trend toward increasing performance?
 - Grade 5 shows a trend toward increasing performance. This grade steadily improved from SY 2009-SY 2015. Grades 3, 4, 6, 7, and 8 have scores that vary year to year; it is not a steady increase.
11. Between which subgroup is the achievement gap closing?
 - Grades 3, 4, 5, and 7 are closing the achievement gap. Grade 6 stays steady throughout the years.
12. Which of the above reported findings are consistent with findings from other data sources?
 - We only have Terra Nova and OPI data. The school did not perform local assessments during the 2014-2015 school year

Areas in Need of Improvement

(Bullets and/or short answer)

7. Which area(s) are below the expected levels of performance?
 - Grades 3, 4, and 6 are below the expected levels of performance.
8. Describe the area(s) that show a negative trend in performance.
 - According to Table 2.1b grades 4-8 showed no descriptive difference in percent of students scoring in the bottom quarter. Grade 3 showed a moderate decrease, but only 7th grade met the DODEA goal of only 3% of students performing in the bottom quarter.
9. Which area(s) indicate the overall lowest performance?
 - Grade 4 had 65% of students score in the top two quarters. Grade 6 had 13.6% of students perform in the bottom quarter and grade 3 had 11.5% perform in the bottom quarter.
10. Which subgroup(s) show a trend toward decreasing performance?
 - The scores vary year to year in the top two quarters and bottom quarter. However, looking at SY 14-SY15 it shows that grade 4 and grade 6 had a drop in students performing in the top two quarters. Grade 4 SY 14 was 74.3% and SY 15 was 65% performing in the top two quarters. Grade 6 SY 14 was 74.5% and SY 15 was 68% performing in the top two quarters. You see this trend in the bottom

quarter for grade 4 and 6 from SY 14- SY 15. Grade 4 had an increase; SY 14 4.1% to SY15 5.5% in the bottom quarter and grade 6 SY 14 3.6% to SY 15 13.6% performing in the bottom quarter.

11. Between which subgroup is the achievement gap becoming greater?

- Again, the scores vary quite a bit from grade to grade when you analyze the scores diagonally and horizontally. Some years see a decrease in the students performing in the bottom quarter and an increase in the students performing in the top two quarters, but there are no scores that stay consistent enough to make a determination.

12. Which of the above reported findings are consistent with findings from other data sources?

- We only have Terra Nova and OPI data. The school did not perform local assessments during the 2014-2015 school 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.)

4. What inference can be made about the impact of the strategy on student performance based on the data?
Based on the data the strategy was not having enough of an impact to improve student performance. The strategy's focus was too broad. Trying to focus on all 6 traits was not conducive to performing well on any of the 6 Traits.
5. Was the measurable objective met?
Grade 3 and Grade 8 met the measurable objective.
6. 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.
 - 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.

Bolden plans to change the strategy to focus on 3 of the 6 Traits. The strategy will focus on Organization, Ideas, and Conventions. Bolden will use a Summary Graphic Organizer to help students focus on the 3 Traits. The students will use a nonfiction article to fill in the graphic organizer that asks for main idea and supporting details. Once the organizer is complete the student will compose a one paragraph summary showing if they have grasped the organization provided by the graphic organizer, the ideas that were presented in the article and articulated in their summary, as well as using proper conventions to complete the paragraph. Focusing on 3 Traits will allow students to master them before moving on to the 3 remaining Traits.

Appendix A

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.
- 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.

Appendix B – EOY Status Report Magnitude Chart

To assist schools and districts in identifying a change in growth (increases or decreases), the following chart is being used. To calculate a change, subtract current year percentage from past year percentage; look at the N-count for the assessment being analyzed; then see what type of “change” occurred.

Guide for Describing Meaningful Differences

Descriptive Difference	Total Number of Students Being Compared			
	50	100	200	500+
	Percentages Points Difference			
None	0-12	0-8	0-5	0-3
Small	13-15	9-11	6-7	4-5
Moderate	16-19	12-14	8-10	6-8
Fairly Large	20-25	15-17	11-13	9-10
Large	26-29	18-24	14-19	11-15
Very Large	30+	25+	20+	16+