

Charles F. Bolden Elementary/Middle School SY 2013-2014 Profile



Mrs. Vicky Parr, Principal

**1523 Laurel Bay Blvd.
Beaufort, SC 29906
(843) 846-6112**

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

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School Improvement Leadership Team – SY 2014-2015

Vicky Parr

Aimee Tidwell

Lori Wynn

Leatha Averett

Susan Schmidt

Shernean Johnson

Principal

Co-Chairperson

Co-Chairperson

Team Member

Team Member

Team Member

School Improvement Goals for SY 2014-2015

Goal #1

75 % or more of the Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in problem solving and reasoning skills in Mathematics as measured by the percentage of students scoring proficient or above on standardized and local assessments.

Goal #2

75 % or more of the Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in writing as measured by the percentage of students scoring proficient or above on standardized and local assessments.

DoDEA Guiding Principles

- S** Success for all Students
- T** Trust and Respect for Others
- U** Uncompromising Advocacy for Students
- D** Development of Lifelong Learners
- E** Equal Access to Quality, Rigorous Education
- N** New and Motivating Challenges to Inspire Excellence
- T** Teaching with High Expectations
- S** Safe and Stable Learning Environment

DoDEA Mission Statement

To Educate, Engage, and Empower Each student to succeed in a dynamic world.



Bolden Elementary/Middle School Vision

Bolden Elementary/Middle School's vision is to increase student performance by inspiring curiosity and the love of learning in all students.

Charles F. Bolden Elementary/Middle School: Our Journey

Charles F. Bolden Elementary/Middle School has gone through many changes over the past several years, the most significant being a frequent turnover of principals. The school has had four different principals in the past six years, along with inconsistent membership on the school's Continuous School Improvement (CSI) team. The many transitions at Bolden Elementary/Middle School have had a major impact on the momentum and integrity of the school improvement process.

In SY 2012-2013, Ms. Vicky Parr, became the leader of Bolden Elementary/Middle School and under her leadership, is moving the school towards meeting the school's CSI goals. During SY 2012-2013, the school researched and reviewed the characteristics of an effective school and the implementation of 21st Century teaching and learning at Bolden Elementary/Middle School. The staff utilized the AdvancED "Standards for Quality Schools" as their guide in developing a *Shared Direction Action Plan* to prioritize the school-wide focus areas. The *Shared Direction Action Plan* includes the following:

- Ensure the daily use of intervention language for both Goal #1 and Goal #2.
- Display authentic student work with specific feedback that addresses our CSI interventions or specific learning objective.
- Maintain a consistent grading policy in each grade level for each content area.
- Facilitate student goal setting and progress monitoring using SRI and SMI.
- Plan weekly interactive SMART board and computer activities.
- Establish and maintain permanent workstations for writing, problem solving and technology.
- Use data in collaboration time to plan for varied, rigorous, project/performance based instruction which includes the integration of technology.

In SY 2013-2014, Bolden Elementary/Middle School continued to embrace the CSI action plans and their school's two goals. The staff invested time within the school year and put forth a concentrated effort in reaffirming their commitment to their school's vision and school improvement action plans. The school continues to encourage parents, students, and the command to be part of the school's community and actively participate in the school's plans in meeting the CSI goals. Bolden is dedicated to its vision and the CSI process.

Overview of the School and the Community

In 2004, the name chosen for our school was Charles Frank Bolden, Jr. Elementary/Middle School. General Bolden is a native of Columbia, South Carolina, and retired from the United States Marine Corps with 34 years of active duty service and has made some visits to our school.

Bolden Elementary/Middle School is located in the Laurel Bay Housing Area, near Beaufort, South Carolina. It is part of the South Carolina/Fort Stewart/DoDDS Cuba School District that is part of the Department of Defense Education Activity (DoDEA) Domestic Dependent Elementary

and Secondary Schools (DDESS). Bolden Elementary/Middle School serves approximately 375 students in grades 3 through 8. There are five (5) third grade classes, three (3) fourth grade classes, and three (3) fifth grade classes. Grades 3 through 5 are self-contained. Grades 7 and 8 were added in SY 2007-08 and the middle school grew to include grade 6 in SY 2012-2013.

The core curriculum taught in our school includes instruction in English Language Arts, Mathematics, Science, and Social Studies. Special Area subjects include: General Music, Art, Physical Education, Character Education/Guidance, Library/Media Education, Video Production, AVID, Creative Thinking, Study Skills, Spanish, Applied Technology, Computer Applications, and Math Support. We also offer an extra-curricular program that includes band, chorus, sign language club, National Junior Honor Society, student government, and sports (basketball, soccer) for students in grades 7 and 8. In addition, the school offers Special Education, Gifted Education, a Read 180 program, Speech.

Students attending the school reside on two of the three military bases in Beaufort, South Carolina: Marine Corps Air Station (MCAS)-Beaufort, the Marine Corps Recruit Depot, Parris Island, and the Naval Hospital, Beaufort.

- The Marine Corps Air Station Beaufort is home of one of the largest aircraft groups, Marine Aircraft Group 31, which includes approximately 4,200 marines and sailors. The Air Station has earned the title “Fightertown” because of the size of the Air Station itself, combined with the reputation of MAG-31’s tactical proficiency. In December 2010, MCAS Beaufort was selected by the Department of the Navy as home to three new F35B Fighter Squadrons. This will generate new jobs in the area and guarantee a sustained military presence in the area for many years to come.
- The Marine Corps Recruit Depot, Parris Island has two missions. First, it trains male recruits from the Eastern Recruiting Region, which consists of the area east of the Mississippi River. It also trains female recruits from the entire United States. Secondly, Parris Island is the headquarters of the Eastern Recruiting Region, which is over three district headquarters and 23 recruiting stations.
- Naval Hospital, Beaufort, SC is located next to the Beaufort River approximately halfway between the Marine Corps Air Station and Parris Island. The Naval Hospital command includes the Naval Base and two Branch Medical Clinics, one at Parris Island and the other at the Air Station.

Bolden Elementary/Middle School Faculty

There are approximately 50 full-time employees who include a principal, an Administrative Officer, teachers, a full-time guidance counselor, a half-time guidance counselor, teaching assistants, office support personnel, and cafeteria and custodial staff. A review of the staffs’ education levels shows that 24% of the teachers have a BS/BA degree, 61% have MA/M.Ed. degrees, and 15 % have Ed.S/Ed.D degrees (Figure 1). Eight-two percent (82%) of our teaching staff is female (Figure 2) and 64% have over 10 years of teaching experience with DoDEA

(Figure 3). Seventy-nine percent (79%) of our teachers are Caucasian and 21% African American.

Figure 1: Staff Education Levels – SY 2013-2014

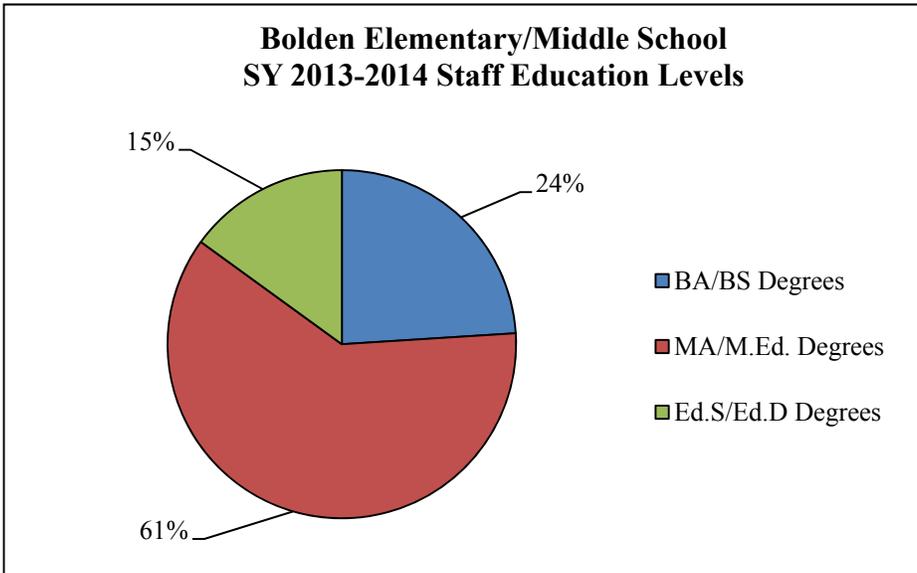


Figure 2: Staff Teaching Years in DoDEA – SY 2013-2014

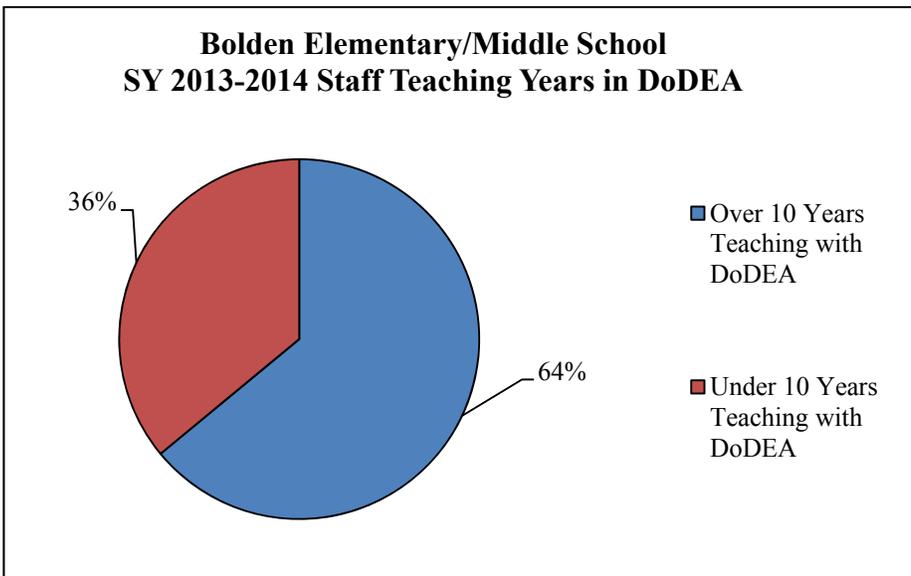


Figure 3: Staff Gender – SY 2013-2014

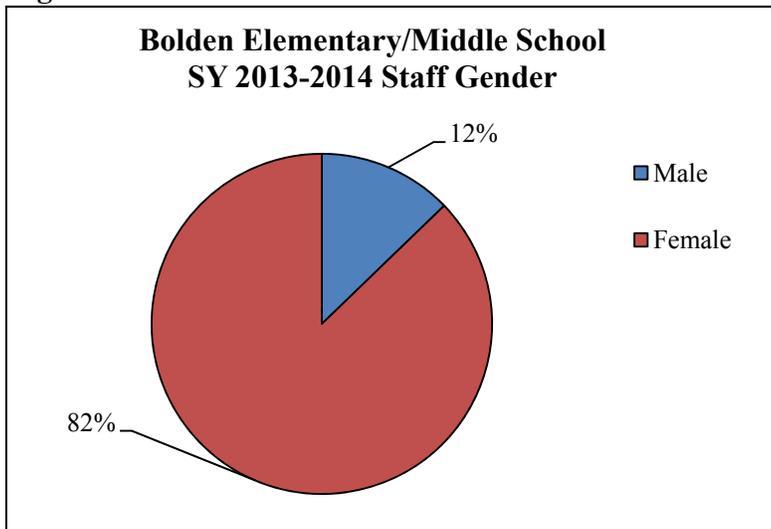
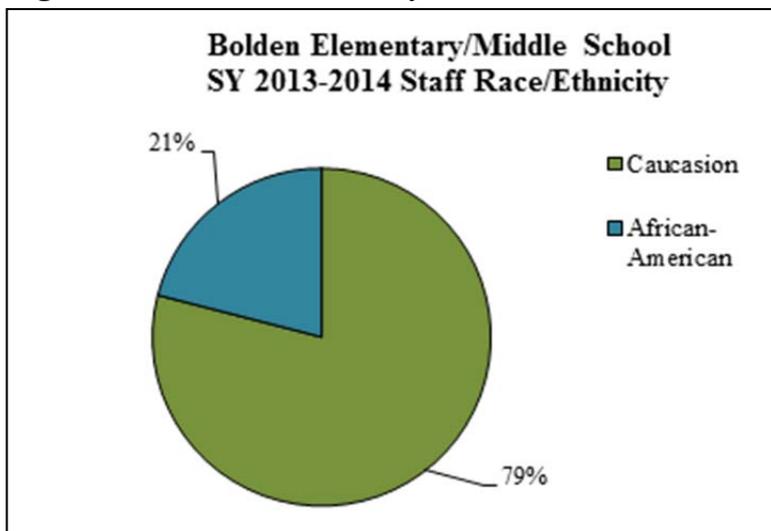


Figure 4: Staff Race/Ethnicity – SY 2013-2014



Academics

Bolden Elementary/Middle School’s academic curriculum complies with DoDEA requirements and objectives through the implementation of DoDEA standards. The core-curriculum is taught using standards-based instruction and provides our students in grades 3-8 with an academic foundation that is assessed on system-wide and locally identified assessments.

In addition to standards-based instruction in the core curriculum areas, students also receive standards based instruction in: Music, Physical Education, Visual Arts, Character Education/Guidance, and Multi-media/Technology. Middle School students (grades 6-8) are offered electives in Physical Education, Art, Music, AVID, Spanish, Math Support, Creative Thinking, Applied Technology, Computer Applications and Video Production. High school

courses are also available to eligible middle school students and include subjects such as Algebra, and Spanish I.

For those students requiring extra academic support, Bolden Elementary/Middle School offers the following programs: Gifted Education, Read 180, Special Education, Speech and Language Therapy, and Special Services such as Physical Therapy, Occupational Therapy, English as a Second Language, Military & Family Life Consultation, and counseling.

Clubs, Activities, and Support Programs

Name of Club, Activity, or Support Program	Description of Club, Activity, or Support Program
Student Council Grades 3-8	<p>Students are recommended by their teachers based on their leadership, teamwork, and communication skills. Officers are selected by election and serve a term of one year. Student Council members show good character and are responsible and are dependable. Student council members are responsible for representing the student body in campus decision making and serving on the Continuous School Improvement Team.</p> <p>Service projects include:</p> <ul style="list-style-type: none"> • placing flags on the graves at Beaufort National Cemetery for Memorial Day • raising and lowering the American Flag in the school's court yard • clean-up activities • making cards at holiday time for nursing homes • supporting child abuse centers • supporting deployed military • conducting annual canned food and toy drives • assisting the PTO with fund raisers such as tsunami and hurricane relief • weekly paper recycling
AVID Grades 7 & 8	<p>Advancement Via Individual Determination (AVID) is a program designed to help students prepare for and succeed in colleges and universities. Students in the program commit themselves to improvement and preparation for college. AVID offers a rigorous program of instruction in academic "survival skills" and college level entry skills. The AVID program teaches students how to study, read for content, take notes, and manage time. Students participate in collaborative study groups or tutorials led by tutors who use skillful questioning to bring students to a higher level of understanding.</p> <p>AVID is an elective class which meets during the regular school day. In preparation for the college prep curriculum in the high school, AVID students are encouraged to enroll in rigorous courses, such as Algebra, Geometry and a foreign language.</p>
National Junior Honor Society Grades 7-8	<p>The National Junior Honor Society (NJHS) is governed by the National Association of Secondary School Principals. The NJHS is open to all seventh and eighth grade students who have met five criteria: scholarship, leadership, service, character, and citizenship. The basic scholarship requirement is a cumulative average of 3.5. Academically eligible candidates are evaluated on the basis of leadership, service, character, and citizenship. Students must have satisfactory conduct and they can have no suspensions from school (in or out of school suspensions). Selection is made by a majority vote of a Faculty Council consisting of five faculty members.</p>
Band - Grades 5-8 Chorus - Grades 3-8	<p>Bolden Elementary students in the 5th and 8th grades are provided with the opportunity to join the school band. All students in Grades 3rd -8th are provided the opportunity to be in chorus. The band and chorus are offered as an extension of the general music program. Rehearsals for both of these groups are held before and after school.</p>

Name of Club, Activity, or Support Program	Description of Club, Activity, or Support Program
Journalism Club Grades 5-8	<p>The Journalism Club is an after school club where students develop and enhance writing and some photography skills. Students are responsible for:</p> <ul style="list-style-type: none"> • the school’s annual yearbook • contributing articles to the Bolden Bugle • publishing the school newspaper
Sign Language Club Grades 3-8	<p>The Sign Language Club is an after school club that students join in order to learn sign language interpretation. Students also learn to sing songs using sign language and then perform them as part of our winter and spring programs along with the band and the chorus.</p>
Sports Grades 6-8	<p>The sports offered at Bolden Middle School are boys’ and girls’ basketball, and soccer. We have plans to establish a girls’ volleyball team in the near future. Bolden Middle School competes with the local public and private middle schools. We are in our 3rd season of our sports program and are looking forward to continued success. GO EAGLES!</p>
Extended Learning Opportunity (ELO) Grades 3-8	<p>The <i>Extended Learning Opportunity Program (ELO)</i> is comprised of students who are selected by a combination of standardized test scores, teacher recommendation, and various classroom assessments used to measure performance in the areas of reading and mathematics.</p> <p>The goal of the program is to narrow the achievement gap by providing direct teacher-to-student research based instruction. The curriculum emphasizes proven methodologies that have shown to help students become more successful in both math and reading. It is designed to meet students where they are and challenge them to reach their highest potential.</p>
Drug Abuse Resistance Education (D.A.R.E.) Grades 4-6	<p>Drug Abuse Resistance Education (D.A.R.E.) is the primary drug education program for our students. This program teaches children how to recognize and resist the direct and subtle pressures that influence them to experiment with alcohol, tobacco, marijuana, and other controlled substances.</p>
Celebration of Learning All Grade Levels	<p>Quarterly Awards' Assemblies are held at Bolden Elementary/Middle School to recognize and celebrate student success. Students receive certificates and iron-on patches for their Bolden T-shirts for achievement in the following categories:</p> <ul style="list-style-type: none"> • All A’s Honor Roll • A/B Honor Roll • Principal's Achievement Club (PAC) • Reading Counts Awards • Athletic awards • Student of the Quarter for Middle School <p>We continually look at additional opportunities to recognize student achievement in both our elementary grades and middle school.</p>

Events and Programs

Events and Programs	Events and Program Descriptions
Memorials	<ul style="list-style-type: none"> • On April 19, 1995, the fifth-grade students at Laurel Bay Intermediate School organized and conducted a Tree Dedication Ceremony as a tribute to the children who died in the Oklahoma City Bombing. • On September 11, 2002, the students and faculty conducted a Tree Dedication Memorial Program to honor those who died in the 9/11 tragedies. • On November 10, 2011, the Lions Club donated a tree in honor of our Veterans.
Time Capsule	<ul style="list-style-type: none"> • In August 2002, during the dedication ceremony of our new library wing, the students and staff of Bolden Elementary/Middle School prepared and contributed to a time capsule. • In November of 2012, staff and students from past and present opened the time capsule to reveal the artifacts from 10 years ago.
STEMposium	<p>Charles F. Bolden Elementary/Middle School had their first STEMposium in April 2013. Many students discovered the essential elements of engineering and explored fundamental computer programming concepts through the use of Lego Robotic kits and Scratch animation. Georgia Tech, one of our major partnerships, mentored our students as they collaborated and problem-solved. After-school programs were also an integral part of this showcase. A comprehensive, multimedia, marketing campaign including logos, mission statements, product images, and a written technical paper highlighted each booth. On the culminating day, unique robotic designs and video games were demonstrated and presented to parents, peers, primary/elementary students, and expert judges.</p> <p>Bolden’s STEM week kicked off with a career day for all to experience. Personnel from the base and local businesses provided an overview of their job experiences. Many community partnerships were developed prior to and during our STEMposium as well. NASCAR, Gulf Stream, a Bio-Hazardous team from the base and others provided our students with hands-on opportunities such as:</p> <ul style="list-style-type: none"> • Newton’s Law of Motions • bio-hazardous procedures • rocket propulsion • the use of robotics to detonate bombs <p>High-level activities and hands-on activities engaged and empowered all of our students throughout our STEMposium lending itself to a technology based 21st Century experience.</p>

Stakeholder Data

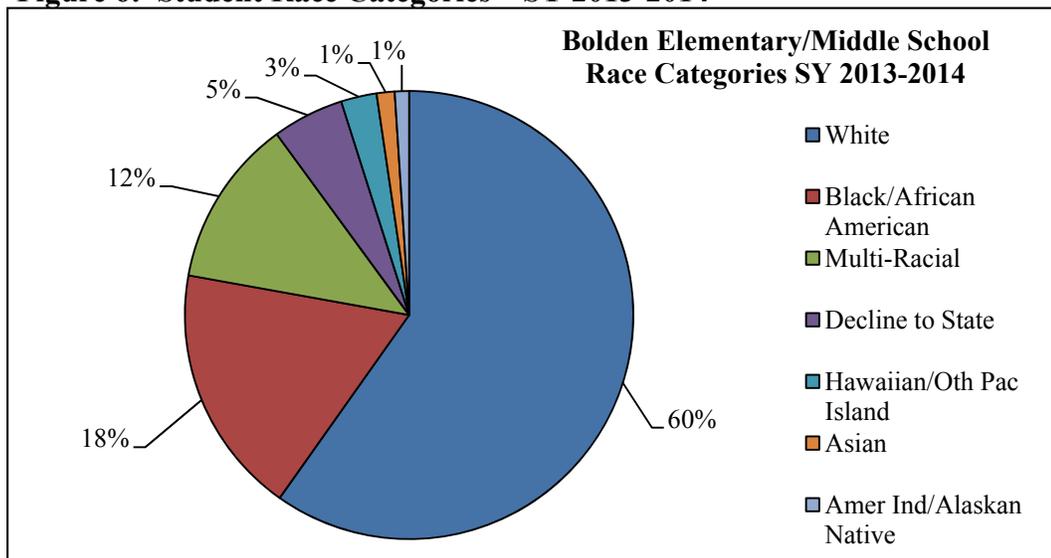
In 2010, Bolden Elementary/Middle School parents and students participated in the 2010 DoDEA Customer Satisfaction Survey. The survey was online and all parents and students in grades 4-12 were asked to complete the survey. Bolden Elementary/Middle School had 24% of their parents respond to the survey and 98% of the students (Figure 5). Additional survey questions that showcase stakeholder’s satisfaction with the school are provided. The overall results for DoDEA are located on the DoDEA website.

Figure 5: Bolden Elementary/Middle School Responses to some 2010 DoDEA Customer Satisfaction Survey Items

Questions from the 2010 DoDEA Customer Satisfaction Survey	Parents	Students
Bolden Elementary/Middle School Participation Rates	24%	98%
What grade would you give (your/your child's) school? (Percent responding A and B)	79%	66%
How effective do you think the DoD schools are in preparing students for the 21st century? (Percent responding Very or Somewhat Effective)	89%	84%
How effective is (your/your child's) school in using computer technology as a tool for learning? (Percent responding Very or Somewhat Effective)	87%	71%
Grade (your/your child's) school on the following: (Percent responding A and B)		
<ul style="list-style-type: none"> Communicating (my/my child's) academic progress 	84%	74%
<ul style="list-style-type: none"> Communicating (my/my child's) behavior 	79%	75%
<ul style="list-style-type: none"> Keeping me informed about school events and activities 	84%	74%
<ul style="list-style-type: none"> Responding to my questions and concerns in a timely manner 	82%	67%

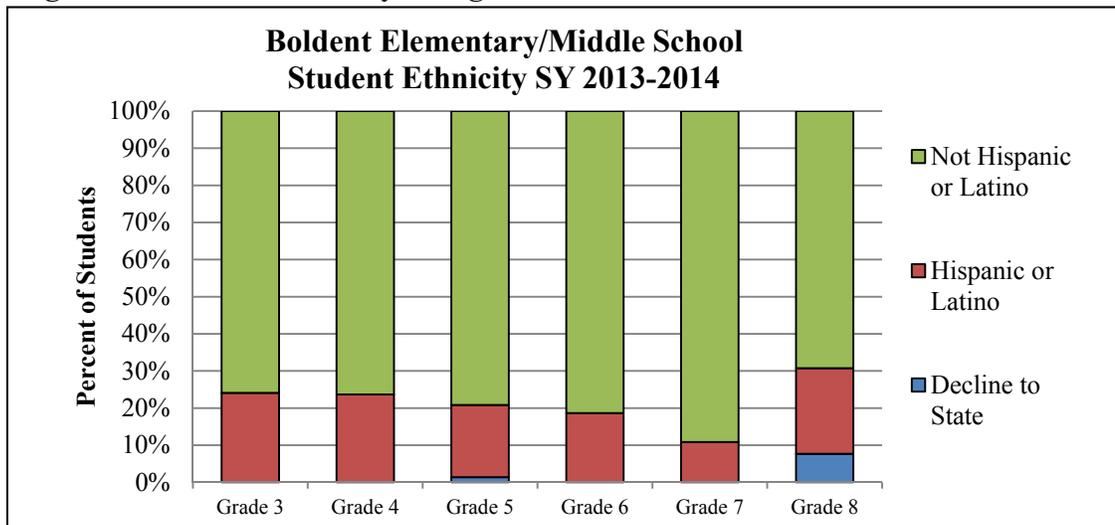
Student Demographic Data

Figure 6: Student Race Categories – SY 2013-2014



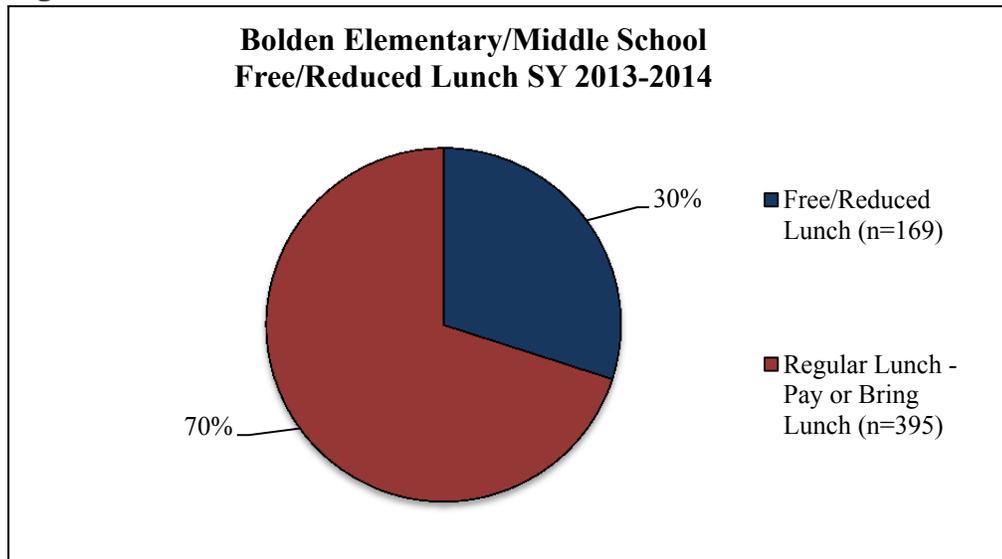
The ethnicity of Bolden Elementary/Middle School students range from 60% White to 1% Asian and American Indian/Alaskan Native.

Figure 7: Student Ethnicity Categories – SY 2013-2014



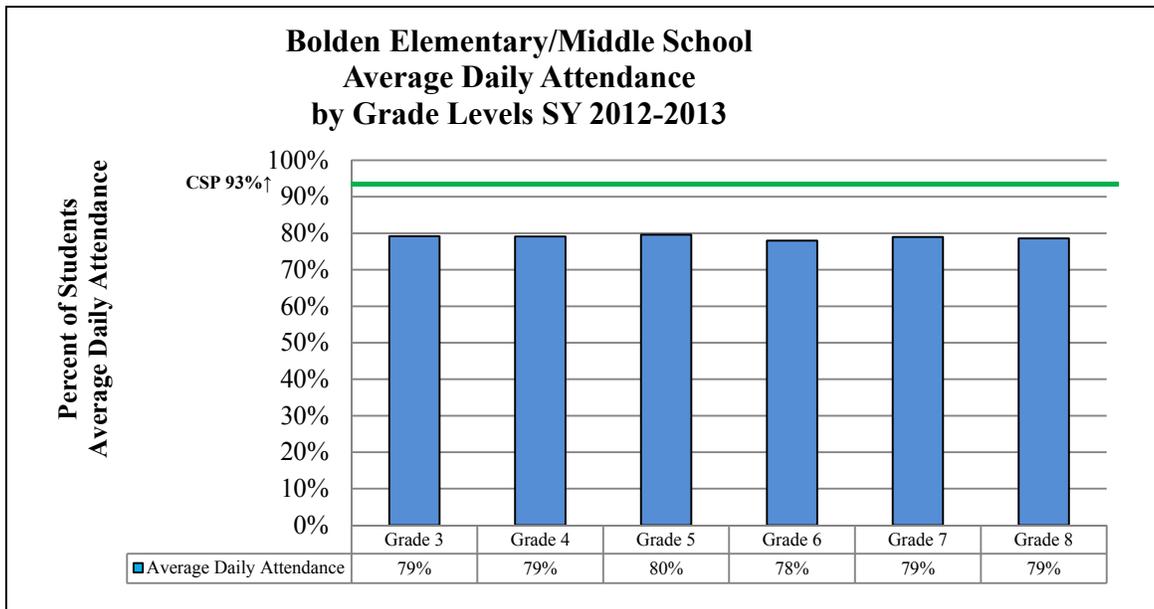
The majority of Bolden Elementary/Middle School students are non-Hispanic or Latino. In most grade levels, approximately 20% of the students are reporting Hispanic or Latino as their Ethnicity background, except in grade 7.

Figure 8: Students Free/Reduced Lunch – SY 2013-2014



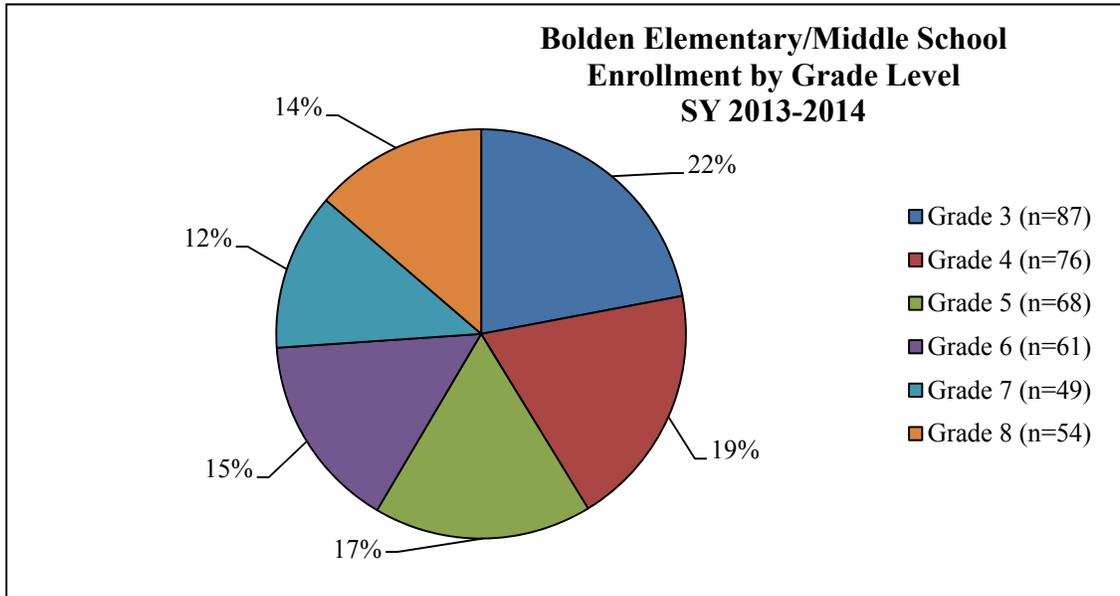
Approximately 30% of Bolden Elementary/Middle School students receive free and/or reduced lunch.

Figure 9: Students Average Daily Attendance – SY 2012-2013



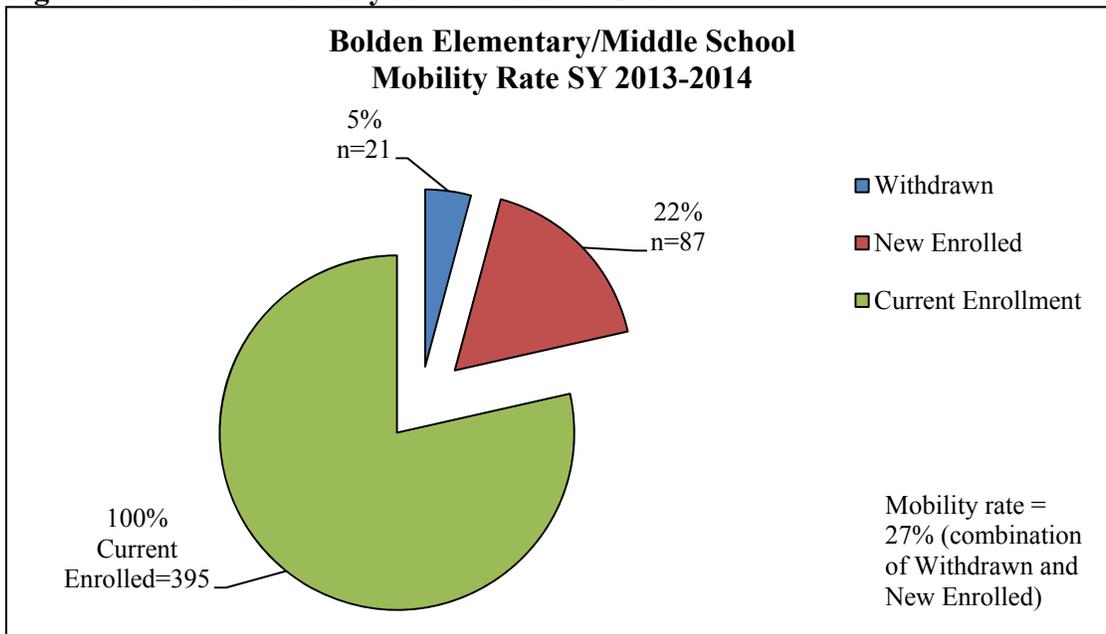
The average daily attendance at Bolden Elementary/Middle School is approximately 79-80% across grade levels. This is below the DoDEA target of 93% average daily attendance goal.

Figure 10: Student Enrollment by Grade Level – SY 2013-2014



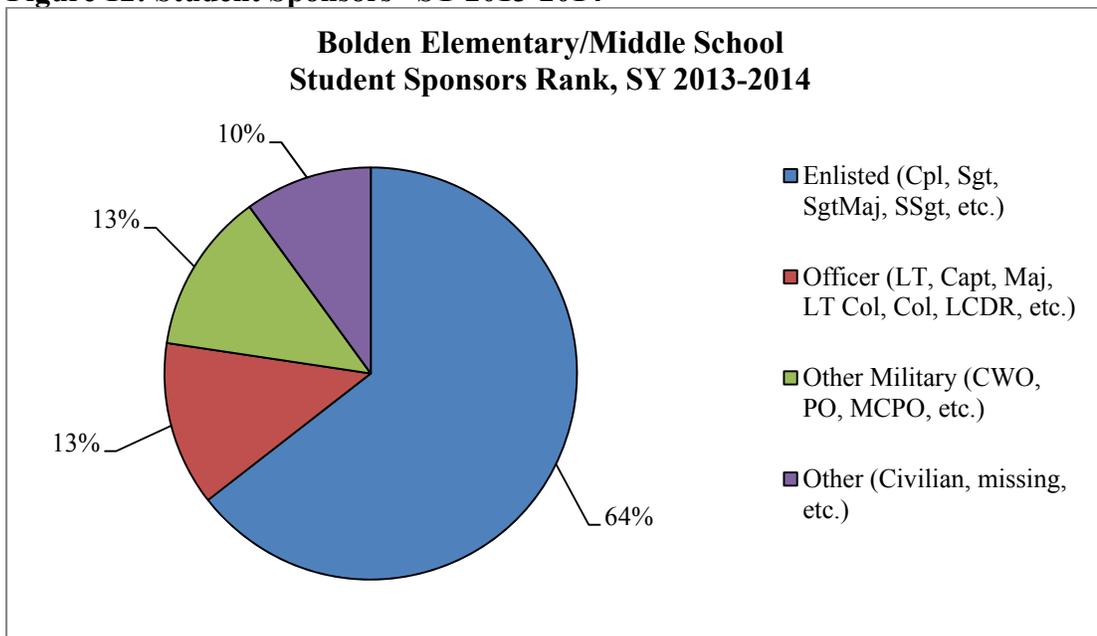
At Bolden Elementary/Middle School, the majority of students are in grades 3-5.

Figure 11: Student Mobility Rate – SY 2013-2014



Bolden Elementary/Middle School is currently showing a mobility rate of 27%.

Figure 12: Student Sponsors– SY 2013-2014



Bolden Elementary/Middle School students sponsors are mainly enlisted service members (64%) with the remaining 36% reporting as officers, or other military and civilian members.

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

School Year 2013-2014

MAKING CONNECTIONS:

SUMMARY SHEET: ASSESSMENTS, MEASURES, STRATEGIES

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 05/30/2014 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 Third, Fourth, Fifth, Sixth, Seventh and Eighth grade 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, 2009-2014

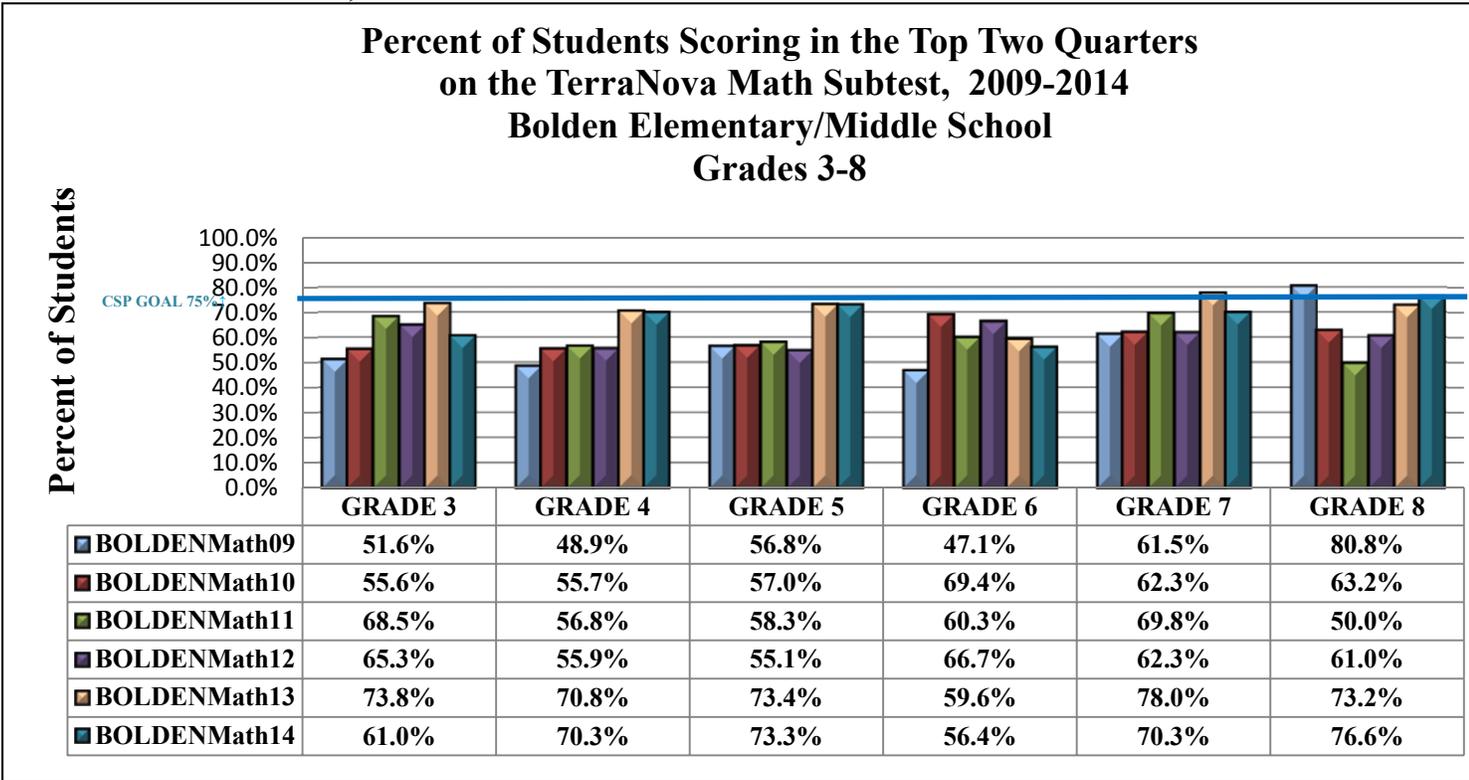


Table 1.1a: Change in Student Performance

Grade	% Change (base to most recent)	Achievement (Years)	Number of Students	Statement of Findings (3% increase proficiency – SY 13/14)	Met DoDEA Goal
3	+9.4%	2009-2014	81	Grade 3 has shown a small increase across six school years in the percent of students scoring in the Top Two Quarters. From SY 2013-2014 this grade level had a moderate decrease (-12.8%) in the percent of students scoring in the Top Two Quarters which does not meet their school goal of a 3% increase.	Not met goal of 75% or more in the Top Two Quarters
4	+21.4	2009-2014	74	Grade 4 has shown a large increase across six school years in the percent of students scoring in the Top Two Quarters. From SY 2013 to SY 2014 this grade level shows no measurable increase/decrease (-0.5%) in the percent of students scoring in the Top Two Quarters which does not meet their school goal of a 3% increase.	Not met goal of 75% or more in the Top Two Quarters
5	+16.5%	2009-2014	60	Grade 5 has shown a fairly large increase across six school years in the percent of students scoring in the	Not met goal of 75% or more in

Grade	% Change (base to most recent)	Achievement (Years)	Number of Students	Statement of Findings (3% increase proficiency – SY 13/14)	Met DoDEA Goal
				Top Two Quarters. From SY 2013 to SY 2014 this grade level shows no measurable increase/decrease (-0.1%) in the percent of students scoring in the Top Two Quarters which does not meet their school goal of a 3% increase.	the Top Two Quarters
6	+9.3%	2009-2014	55	Grade 6 has shown a small increase across six school years in the percent of students scoring in the Top Two Quarters. From SY 2013 to SY 2014 this grade level shows no measurable increase/decrease (-3.2%) in the percent of students scoring in the Top Two Quarters which does not meet their school goal of a 3% increase.	Not met goal of 75% or more in the Top Two Quarters
7	+8.8%	2009-2014	37	Grade 7 has shown a small increase across six school years in the percent of students scoring in the Top Two Quarters. From SY 2013 to SY 2014 this grade level shows no measurable increase/decrease (-7.7%) in the percent of students scoring in the Top Two Quarters which does not meet their school goal of a 3% increase.	Not met goal of 75% or more in the Top Two Quarters
8	-4.2%	2009-2014	47	Grade 8 has shown no measurable increase/decrease across six school years in the percent of students scoring in the Top Two Quarters. From SY 2013 to SY 2014 this grade level shows no measurable increase/decrease (+3.4%) yet they did meet their school goal of a 3% increase of students scoring in the Top Two Quarters and they met the DoDEA goal of 75% or more of the students in the grade level scoring in the Top Two Quarters.	Met the goal of 75% or more in the Top Two Quarters

Chart Assessment 1.1b: Percent of Students Scoring in the Bottom Quarter on the TerraNova Math Subtest, 2009-2014

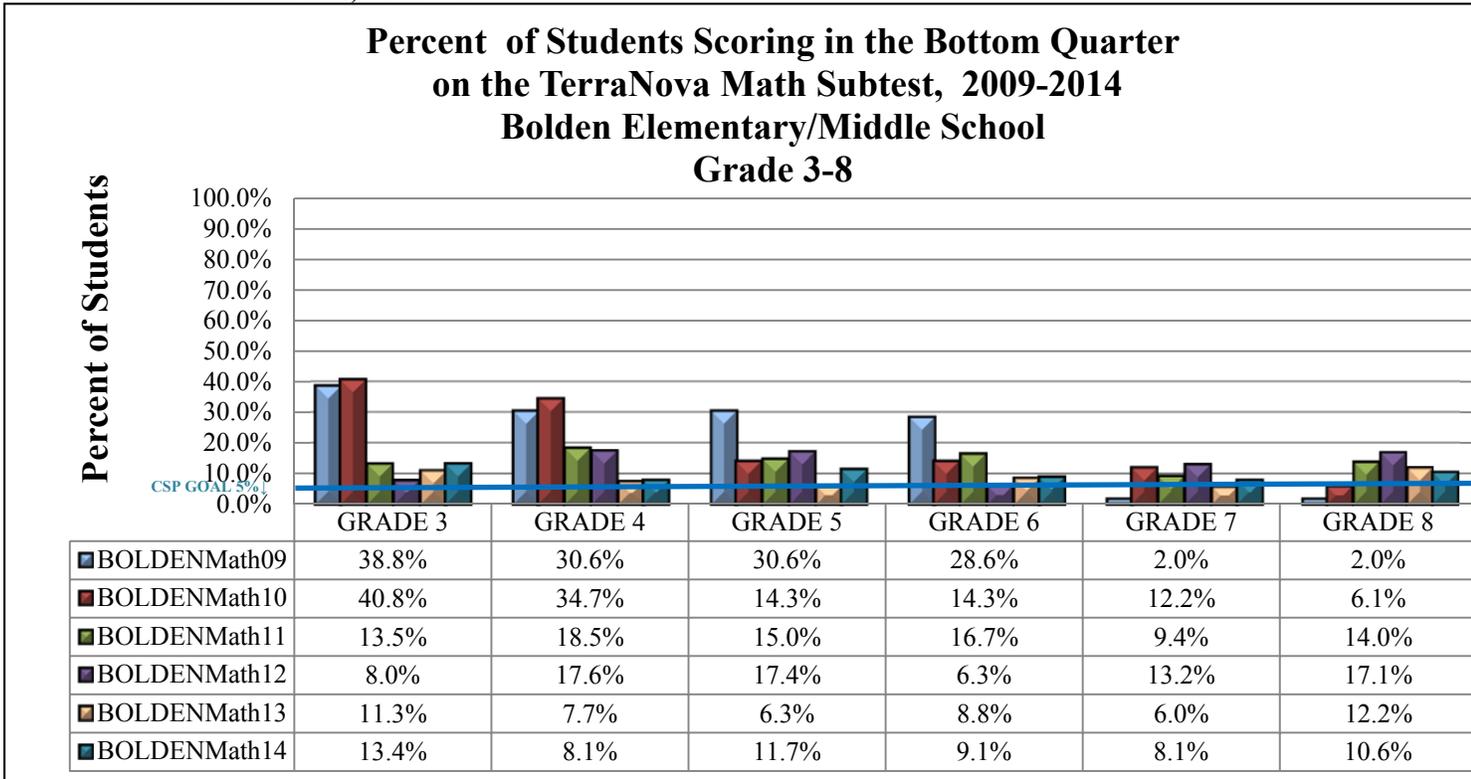


Table 1.1b: Change in Student Performance

Grade	% Change (base to most recent)	Achievement (Years)	Number of Students	Statement of Findings (3% increase proficiency – SY 13/14)	Met DoDEA Goal
3	-25.4%	2009-2014	81	Grade 3 has shown a very large decrease across six school years in the percent of students scoring in the Bottom Quarter. From SY 2013-2104, this grade level had no measurable increase/decrease (+2.1%) in the percent of students scoring in the Bottom Quarter which does not meet their school goal of a 3% increase in proficiency.	Not met goal of 5% or less in the Bottom Quarter
4	-22.5%	2009-2014	74	Grade 4 has shown a large decrease across six school years in the percent of students scoring in the Bottom Quarter. From SY 2013-2104, this grade level had no measurable increase/decrease (+0.4%) in the percent of students scoring in the Bottom Quarter which does not meet their school goal of a 3% increase in proficiency.	Not met goal of 5% or less in the Bottom Quarter

Grade	% Change (base to most recent)	Achievement (Years)	Number of Students	Statement of Findings (3% increase proficiency – SY 13/14)	Met DoDEA Goal
5	-18.9%	2009-2014	60	Grade 5 has shown a large decrease across six school years in the percent of students scoring in the Bottom Quarter. From SY 2013-2104, this grade level had no measurable increase/decrease (+5.4%) in the percent of students scoring in the Bottom Quarter which does not meet their school goal of a 3% increase in proficiency.	Not met goal of 5% or less in the Bottom Quarter
6	-19.5%	2009-2014	55	Grade 6 has shown a large decrease across six school years in the percent of students scoring in the Bottom Quarter. From SY 2013-2104, this grade level had no measurable increase/decrease (+0.3%) in the percent of students scoring in the Bottom Quarter which does not meet their school goal of a 3% increase in proficiency.	Not met goal of 5% or less in the Bottom Quarter
7	+6.1	2009-2014	37	Grade 7 has shown no measurable increase/decrease across six school years in the percent of students scoring in the Bottom Quarter. From SY 2013-2104, this grade level had no measurable increase/decrease (+2.1%) in the percent of students scoring in the Bottom Quarter which does not meet their school goal of a 3% increase in proficiency.	Not met goal of 5% or less in the Bottom Quarter
8	+8.6	2009-2014	47	Grade 8 has shown a small increase across six school years in the percent of students scoring in the Bottom Quarter. From SY 2013-2104, this grade level had no measurable increase/decrease (-1.6%) in the percent of students scoring in the Bottom Quarter which does not meet their school goal of a 3% increase in proficiency.	Not met goal of 5% or less in the Bottom Quarter

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

Measureable 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.

Chart Assessment 1.2: Percent of Students Scoring High Mastery on the TerraNova Subtest OPI: Problem Solving & Reasoning, 2009-2014

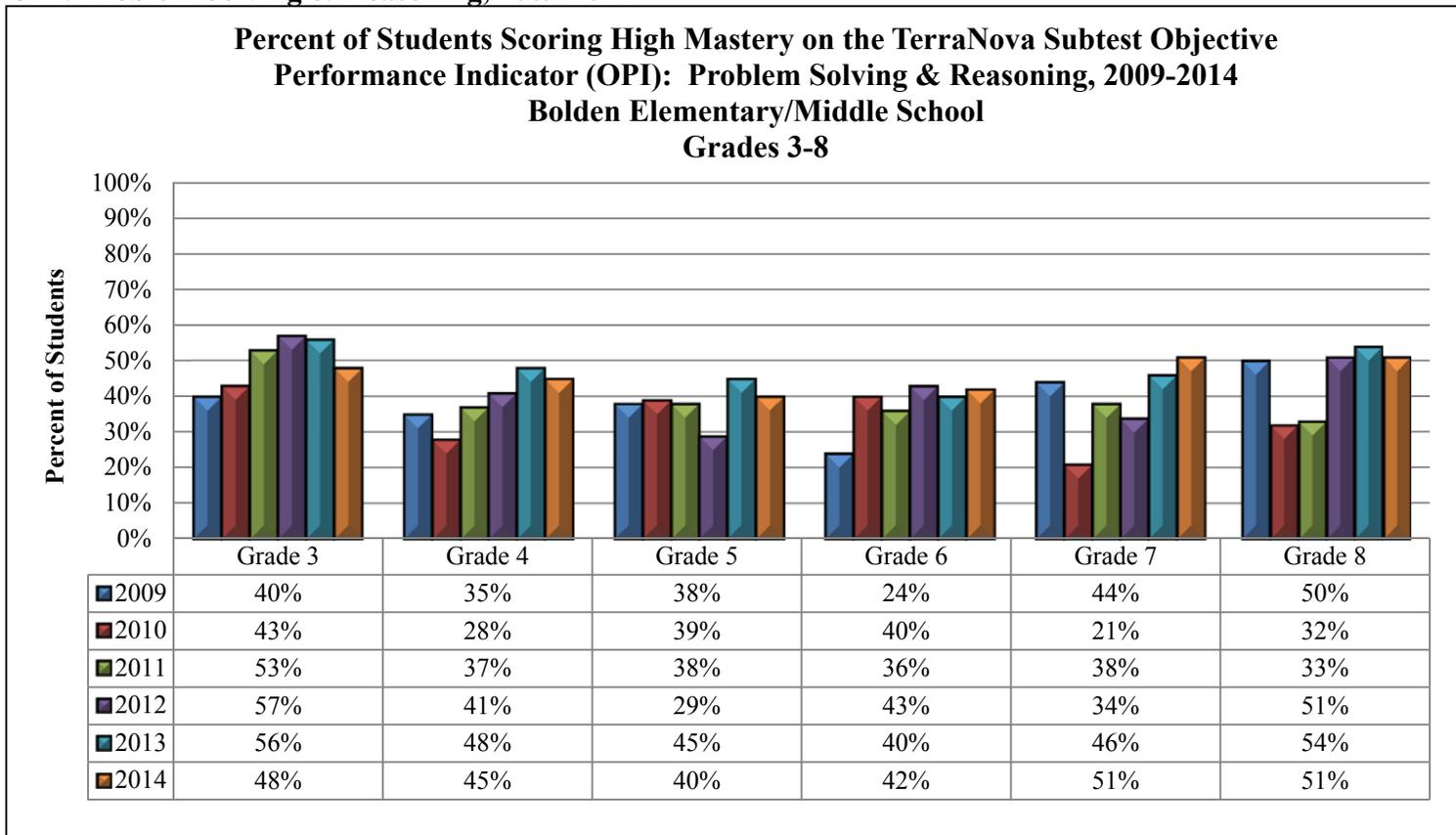


Table 2: Change in Student Performance

Grade	% Change (base to most recent)	Achievement (Years)	Number of Students (SY 2014)	Statement of Findings (3% increase proficiency – SY13/14)	Met School Goal
3	+8%	2009-2014	81	Grade 3 has shown a small increase across six school years in the percent of students scoring High Mastery in Problem Solving. From SY 2013-2104, this grade level had a small decrease (-8%) in the percent of students scoring High Mastery in Problem Solving.	Not met goal of 3% increase in Proficiency in SY 13-14
4	+10%	2009-2014	74	Grade 4 has shown a small increase across six school years in the percent of students scoring High Mastery in Problem Solving. From SY 2013-2104, this grade level had no measurable increase/decrease (-3%) in the percent of students scoring High	Not met goal of 3% increase in Proficiency in SY 13-14

Grade	% Change (base to most recent)	Achievement (Years)	Number of Students (SY 2014)	Statement of Findings (3% increase proficiency – SY13/14)	Met School Goal
				Mastery in Problem Solving.	
5	+2%	2009-2014	60	Grade 5 has shown no measurable increase/decrease across six school years in the percent of students scoring High Mastery in Problem Solving. From SY 2013-2104, this grade level had no measurable increase/decrease (-5%) in the percent of students scoring High Mastery in Problem Solving.	Not met goal of 3% increase in Proficiency in SY 13-14
6	+18%	2009-2014	55	Grade 6 has shown a large increase across six school years in the percent of students scoring High Mastery in Problem Solving. From SY 2013-2104, this grade level had no measurable increase/decrease (+2%) in the percent of students scoring High Mastery in Problem Solving.	Not met goal of 3% increase in Proficiency in SY 13-14
7	+7%	2009-2014	37	Grade 7 has shown no measurable increase/decrease across six school years in the percent of students scoring High Mastery in Problem Solving. From SY 2013-2104, this grade level had no measurable increase/decrease (+5%) in the percent of students scoring High Mastery in Problem Solving yet they did meet the school goal of a 3% increase in the percent of students scoring proficiency.	Met goal of 3% increase in Proficiency in SY 13-14
8	+1%	2009-2014	47	Grade 8 has shown no measurable increase/decrease across six school years in the percent of students scoring High Mastery in Problem Solving. From SY 2013-2104, this grade level had no measurable increase/decrease (-3%) in the percent of students scoring High Mastery in Problem Solving.	Not met goal of 3% increase in Proficiency in SY 13-14

Assessment 1.3: Local Math Problem Solving Assessment

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.

Chart Assessment 1.2: Percent of Students Scoring in the Top Two Performance Levels on the Local Math Problem Solving Assessment, 2011-2014

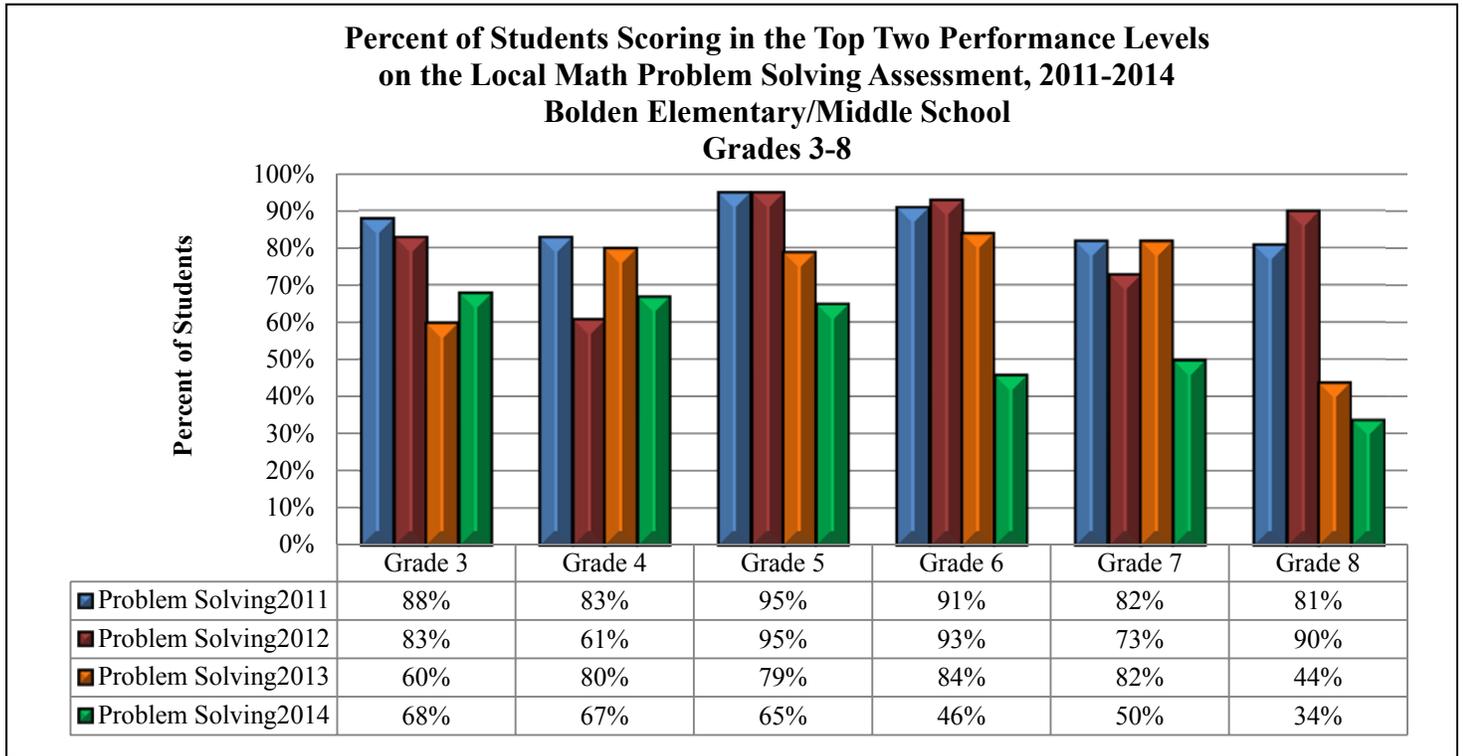


Table 3: Change in Student Performance

Grade	% Change (base to most recent)	Achievement (Years)	Number of Students	Statement of Findings (3% increase proficiency – SY13/14)	Met School Goal
3	-20%	2011-2014	100	Grade 3 has shown large decrease across six school years in the percent of students scoring in the Top Two Performance Levels. From SY 2013-2104, this grade level had a small increase (+8%) in the percent of students scoring in the Top Two Performance Levels which meets the school goal of a 3% increase.	Met goal of 3% increase in Proficiency in SY 13-14
4	-16%	2011-2014	84	Grade 4 has shown fairly large decrease across six school years in the percent of students scoring in the Top Two Performance Levels. From SY 2013-2104, this grade level had a moderate decrease (-13%) in the percent of students scoring in the Top Two Performance Levels which does not meet the school goal of a 3% increase.	Not met goal of 3% increase in Proficiency in SY 13-14
5	-30%	2011-2014	77	Grade 5 has shown very large decrease across six school years in the percent of students	Not met goal of 3% increase in

Grade	% Change (base to most recent)	Achievement (Years)	Number of Students	Statement of Findings (3% increase proficiency – SY13/14)	Met School Goal
				scoring in the Top Two Performance Levels. From SY 2013-2104, this grade level had a moderate decrease (-14%) in the percent of students scoring in the Top Two Performance Levels which does not meet the school goal of a 3% increase.	Proficiency in SY 13-14
6	-45%	2011-2014	58	Grade 6 has shown very large decrease across six school years in the percent of students scoring in the Top Two Performance Levels. From SY 2013-2104, this grade level had a very large decrease (-38%) in the percent of students scoring in the Top Two Performance Levels which does not meet the school goal of a 3% increase.	Not met goal of 3% increase in Proficiency in SY 13-14
7	-32%	2011-2014	37	Grade 7 has shown very large decrease across six school years in the percent of students scoring in the Top Two Performance Levels. From SY 2013-2104, this grade level had a very large decrease (-32%) in the percent of students scoring in the Top Two Performance Levels which does not meet the school goal of a 3% increase.	Not met goal of 3% increase in Proficiency in SY 13-14
8	-47%	2011-2014	47	Grade 8 has shown very large decrease across six school years in the percent of students scoring in the Top Two Performance Levels. From SY 2013-2104, this grade level had a small decrease (-10%) in the percent of students scoring in the Top Two Performance Levels which does not meet the school goal of a 3% increase.	Not met goal of 3% increase in Proficiency in SY 13-14

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 05/30/2014 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 09-14	SY 13-14										
1.1a	TerraNova Math Subtest – Top Two SY 2008-2009 to SY 2013-2014	↑	↓	↑	↓	↑	↓	↑	↓	↑	↓	↑*	↑*
1.1b	TerraNova Math Subtest - Bottom SY 2008-2009 to SY 2013-2014	↑	↓	↑	↓	↑	↓	↑	↓	↓	↓	↓	↑
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

In review of trend data, Bolden Elementary/Middle School has shown an increase in student math academic achievement with grade 8 reaching the DoDEA goal of 75% or more scoring in proficiency categories on standardized assessments. However, in comparison of the last two school years, the school is showing no measurable increases/decreases or small increases/decreases in student math academic achievement with only a few grade levels reaching the goal of a 3% increase in student math achievement.

NEXT STEPS: GOAL 1

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

Appendix A – GOAL 1

Directions: As a staff, respond to the areas below. All teachers should be able to discuss the following based on the information from this report.

Areas of Notable Achievement (*Bullets and/or short answer*)

1. Which area(s) are above the expected levels of performance?
 - Seventh grade is above 75% in the top two quarters.
 - Seventh and 5th grade are both below 7% in the bottom quarter.
 - Seventh grade, 8th grade, and 4th grade are all below 7% in the bottom quarter in language.

2. Describe the area(s) that show a positive trend in performance.
 - Grades 3, 4, 5, 6, and 7 in the top 2 quarters in math.
 - Grades 3, 4, 5, and 6 in the bottom quarter in math.
 - Grades 3, 4, 5, and 6 in the OPI for problem solving and reasoning.

3. Which area(s) indicate the overall highest performance?
 - Based on the 2013 TerraNova subtests which support our CSI gals, math shows the highest overall performance.

4. Which subgroup(s) show a trend toward increasing performance?
 - Based on the TerraNova school report card information from 2009-2013, the achievement gap does not appear to be closing between subgroups however both Black and Hispanic have shown substantial increase in math performance.

5. Between which subgroup is the achievement gap closing?
 - Based on the TerraNova school report card information from 2009-2013, the achievement gap does not appear to be closing between the subgroups however both Black and Hispanic have shown substantial increase in math performance.

6. Which of the above reported findings are consistent with findings from other data sources?
 - The only data source used was TerraNova subtests related to Bolden CSI goals.

Areas in Need of Improvement (Bullets and/or short answer)

1. Which area(s) are below the expected levels of performance?

Based on the 2013 TerraNova subtests which support our CSI goals, the following areas are below expected levels of performance.

- Sixth grade math showed the least percentage in the top 2 quarters.
- Third grade math showed the greatest percentage in the bottom quarter.

2. Describe the area(s) that show a negative trend in performance.

Based on the 2013 TerraNova subtest which support our CSI goals, Eighth grade shows a negative trend in performance for the percent of students in the top 2 quarters in math.

3. Which area(s) indicate the overall lowest performance?

4. Which subgroup(s) show a trend toward decreasing performance?

Based on the TerraNova school report card information from 2009-2013, there was no decreasing trend in subgroup performance.

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

Based on the TerraNova school report card information from 2009-2013, the achievement gap is becoming greater in math for Hispanic students.

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

The only data source used was TerraNova subtests related to Bolden CSI goals.

Using Results – Goal 1

All teachers, staff, students, and other stakeholders-parents should collaboratively answer the questions/statements below. (The information below will need to be more expansive than bullets or short answer.)

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).

1. What inference can be made about the impact of the strategy on student performance based on the data?

2. Will the strategy(s)
 - a. Continue?
 - i. If the answer to this question is yes, the strategy(s) will continue state why.
 - ii. If the answer to this question is the strategy(s) will be modified, describe the modifications.
 - iii. 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.

 - b. Be modified?
 - i. If the answer to this question is yes, the strategy(s) will continue state why.
 - ii. If the answer to this question is the strategy(s) will be modified, describe the modifications.
 - iii. 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.

 - c. Change?
 - i. If the answer to this question is yes, the strategy(s) will continue state why.
 - ii. If the answer to this question is the strategy(s) will be modified, describe the modifications.
 - iii. 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: 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 05/30/2014 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 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.
- Assessment 2.2: TerraNova Language Subtest Objective Performance Indicator (OPI): Writing Strategies
 - Measurable Objective: 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.
- Assessment 2.3: Local Writing Assessment
 - Measurable Objective: 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.

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 the permanent writing work station.
- 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, Math Subtest; a measure of student achievement towards the schools CSI goal #1.

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 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.

Chart Assessment 2.1a: Percent of Students Scoring in the Top Two Quarters on the TerraNova Language Subtest, 2009-2014

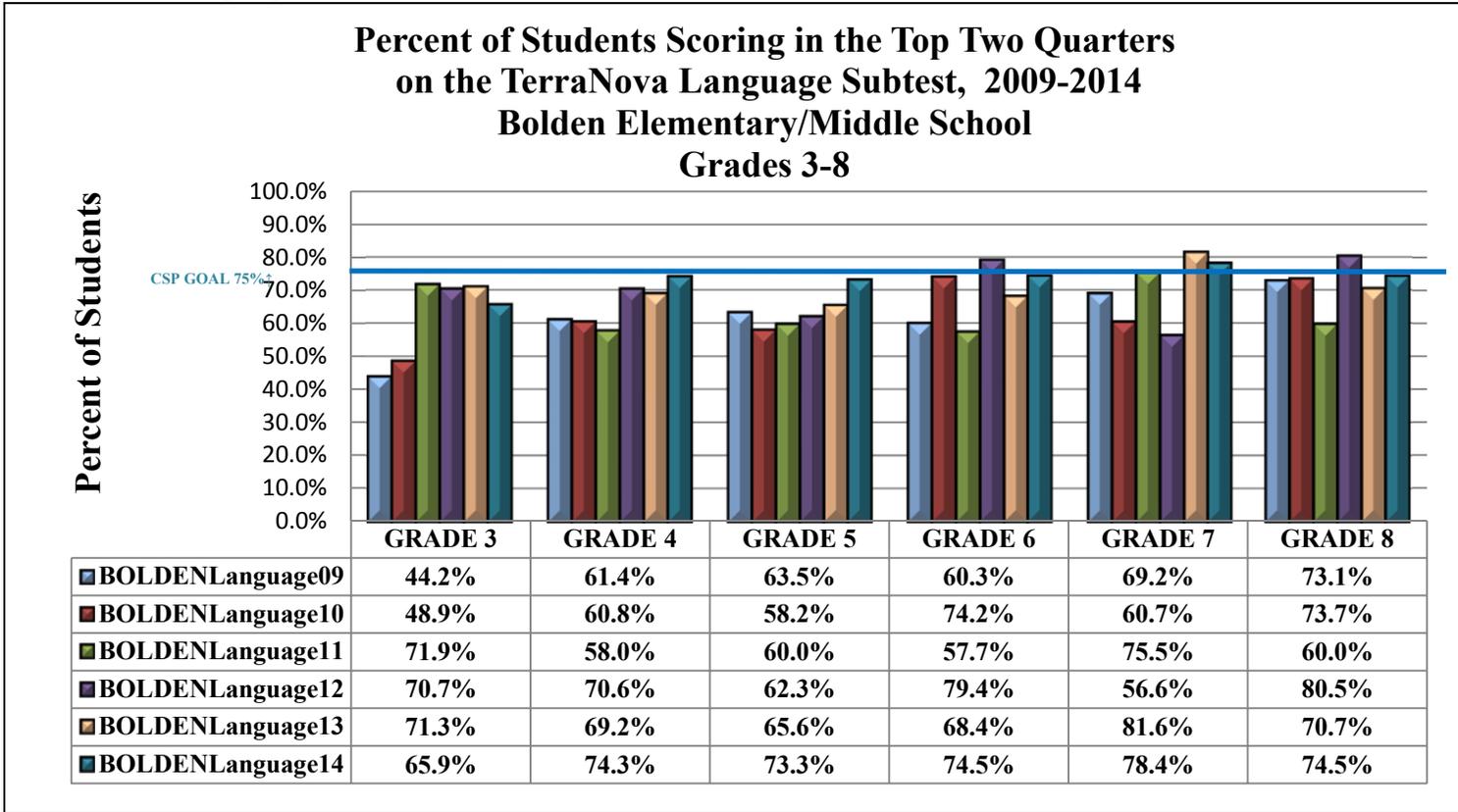


Table 2.1a: Change in Student Performance

Grade	% Change (base to most recent)	Achievement (Years)	Number of Students (SY 2014)	Statement of Findings (3% increase proficiency – SY 13/14)	Met School Goal
3	+21.7%	2009-2014	81	Grade 3 has shown a large increase across six school years in the percent of students scoring in the Top Two Quarters. From SY 2013-2014 this grade level had no measurable increase/decrease (-5.4%) in the percent of students scoring in the Top Two Quarters which does not meet their school goal of a 3% increase.	Not met goal of 75% or more in the Top Two Quarters
4	+12.9%	2009-2014	74	Grade 4 has shown a moderate increase across six school years in the percent of students scoring in the Top Two Quarters. From SY 2013 to SY 2014 this grade level shows no measurable increase/decrease (+5.1%) in the	Not met goal of 75% or more in the Top Two Quarters

Grade	% Change (base to most recent)	Achievement (Years)	Number of Students (SY 2014)	Statement of Findings (3% increase proficiency – SY 13/14)	Met School Goal
				percent of students scoring in the Top Two Quarters yet they did meet their school goal of a 3% increase of students scoring in the Top Two Quarters.	
5	+9.8%	2009-2014	60	Grade 5 has shown a small increase across six school years in the percent of students scoring in the Top Two Quarters. From SY 2013 to SY 2014 this grade level shows no measurable increase/decrease (+7.7%) in the percent of students scoring in the Top Two Quarters yet they did meet their school goal of a 3% increase of students scoring in the Top Two Quarters.	Not met goal of 75% or more in the Top Two Quarters
6	+14.2%	2009-2014	55	Grade 6 has shown a moderate increase across six school years in the percent of students scoring in the Top Two Quarters. From SY 2013 to SY 2014 this grade level shows no measurable increase/decrease (+6.1%) in the percent of students scoring in the Top Two Quarters yet they did meet their school goal of a 3% increase of students scoring in the Top Two Quarters.	Not met goal of 75% or more in the Top Two Quarters
7	+9.2%	2009-2014	37	Grade 7 has shown a small increase across six school years in the percent of students scoring in the Top Two Quarters. From SY 2013 to SY 2014 this grade level shows no measurable increase/decrease (-3.2%) in the percent of students scoring in the Top Two Quarters which does not meet their school goal of a 3% increase of students scoring in the Top Two Quarters yet this grade level did meet the DoDEA goal of 75% or more of students scoring in the Top Two Quarters (78.4%).	Met the goal of 75% or more in the Top Two Quarters
8	+1.4%	2009-2014	47	Grade 8 has shown no measurable increase/decrease across six school years in the percent of students scoring in the Top Two Quarters. From SY 2013 to SY 2014 this grade level shows no measurable increase/decrease (+3.8%) yet they did meet their school goal of a 3% increase of students scoring in the Top Two Quarters.	Not met goal of 75% or more in the Top Two Quarters

Chart Assessment 2.1b: Percent of Students Scoring in the Bottom Quarter on the TerraNova Language Subtest, 2009-2014

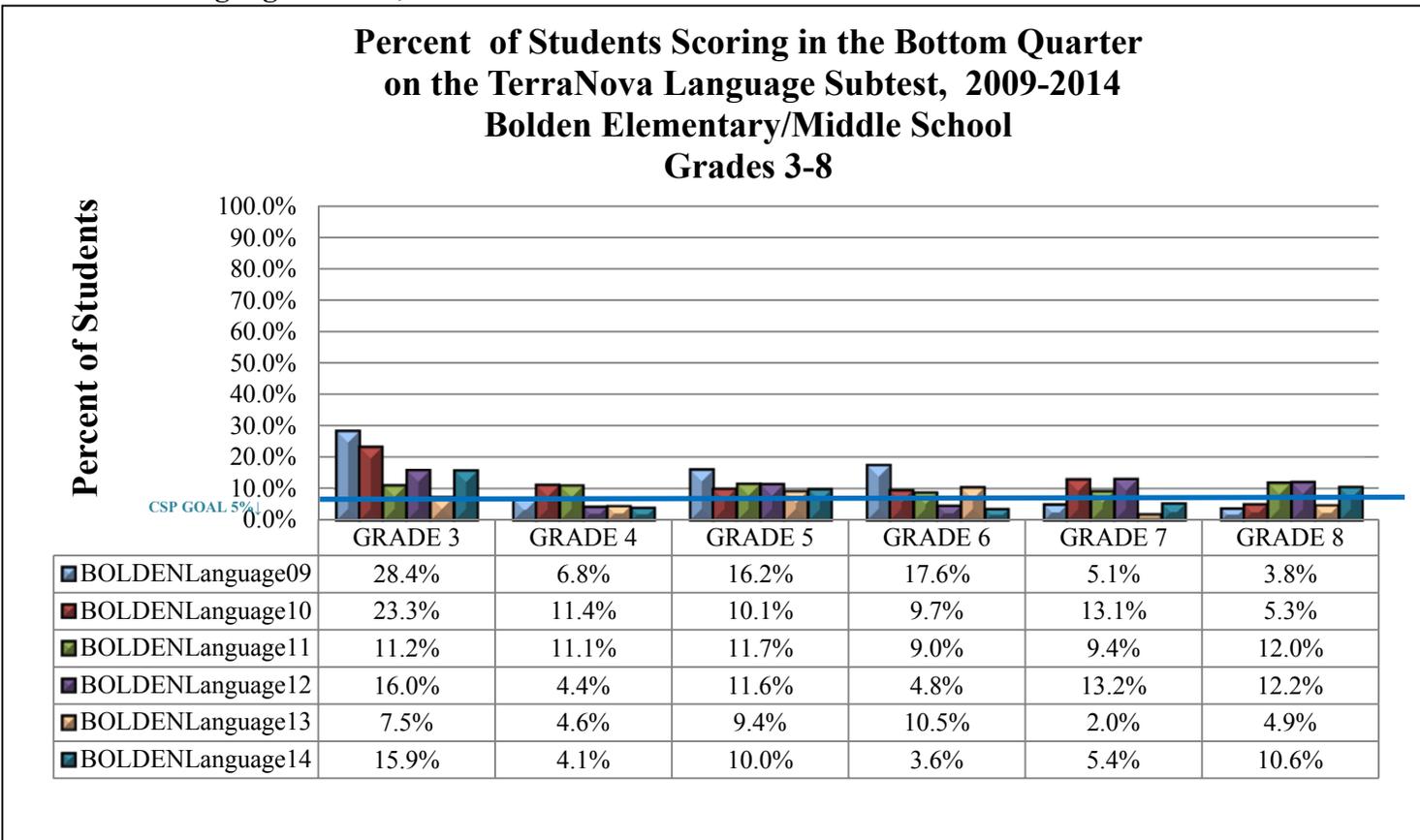


Table 2.1b: Change in Student Performance

Grade	% Change (base to most recent)	Achievement (Years)	Number of Students (SY 2014)	Statement of Findings (3% increase proficiency – SY 13/14)	Met School Goal
3	-12.5%	2009-2014	81	Grade 3 has shown a moderate decrease across six school years in the percent of students scoring in the Bottom Quarter. From SY 2013-2104, this grade level had a small increase (+8.4%) in the percent of students scoring in the Bottom Quarter which does not meet their school goal of a 3% increase in proficiency.	Not met goal of 5% or less in the Bottom Quarter
4	-2.7%	2009-2014	74	Grade 4 has shown no measurable increase/decrease across six school years in the percent of students scoring in the Bottom Quarter. From SY 2013-2104, this grade level had no measurable increase/decrease (-0.5%) in the percent of students scoring in the Bottom Quarter which does not meet their school goal of a 3% increase in proficiency yet this grade level met the DoDEA goal of 5% or less of	Met goal of 5% or less in the Bottom Quarter

Grade	% Change (base to most recent)	Achievement (Years)	Number of Students (SY 2014)	Statement of Findings (3% increase proficiency – SY 13/14)	Met School Goal
				the students scoring in the Bottom Quarter.	
5	-6.2%	2009-2014	60	Grade 5 has shown no measurable increase/decrease across six school years in the percent of students scoring in the Bottom Quarter. From SY 2013-2104, this grade level had no measurable increase/decrease (+0.6%) in the percent of students scoring in the Bottom Quarter which does not meet their school goal of a 3% increase in proficiency.	Not met goal of 5% or less in the Bottom Quarter
6	-14.0%	2009-2014	55	Grade 6 has shown a moderate decrease across six school years in the percent of students scoring in the Bottom Quarter. From SY 2013-2104, this grade level had no measurable increase/decrease (-6.9%) in the percent of students scoring in the Bottom Quarter which meets their school goal of a 3% increase in proficiency and this grade level met the DoDEA goal of 5% or less of the students scoring in the Bottom Quarter (3.6%)	Met the goal of 5% or less in the Bottom Quarter
7	+0.3%	2009-2014	37	Grade 7 has shown no measurable increase/decrease across six school years in the percent of students scoring in the Bottom Quarter. From SY 2013-2104, this grade level had no measurable increase/decrease (+3.4%) in the percent of students scoring in the Bottom Quarter which does not meet their school goal of a 3% increase in proficiency.	Not met goal of 5% or less in the Bottom Quarter
8	+6.8%	2009-2014	47	Grade 8 has shown no measurable increase/decrease across six school years in the percent of students scoring in the Bottom Quarter. From SY 2013-2104, this grade level had no measurable increase/decrease (+5.7%) in the percent of students scoring in the Bottom Quarter which does not meet their school goal of a 3% increase in proficiency.	Not met goal of 5% or less in the Bottom Quarter

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

Measureable Objective: 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.

Chart Assessment 2.2: Percent of Students Scoring High Mastery on the TerraNova Objective Performance Indicator (OPI): Writing Strategies, 2009-2014

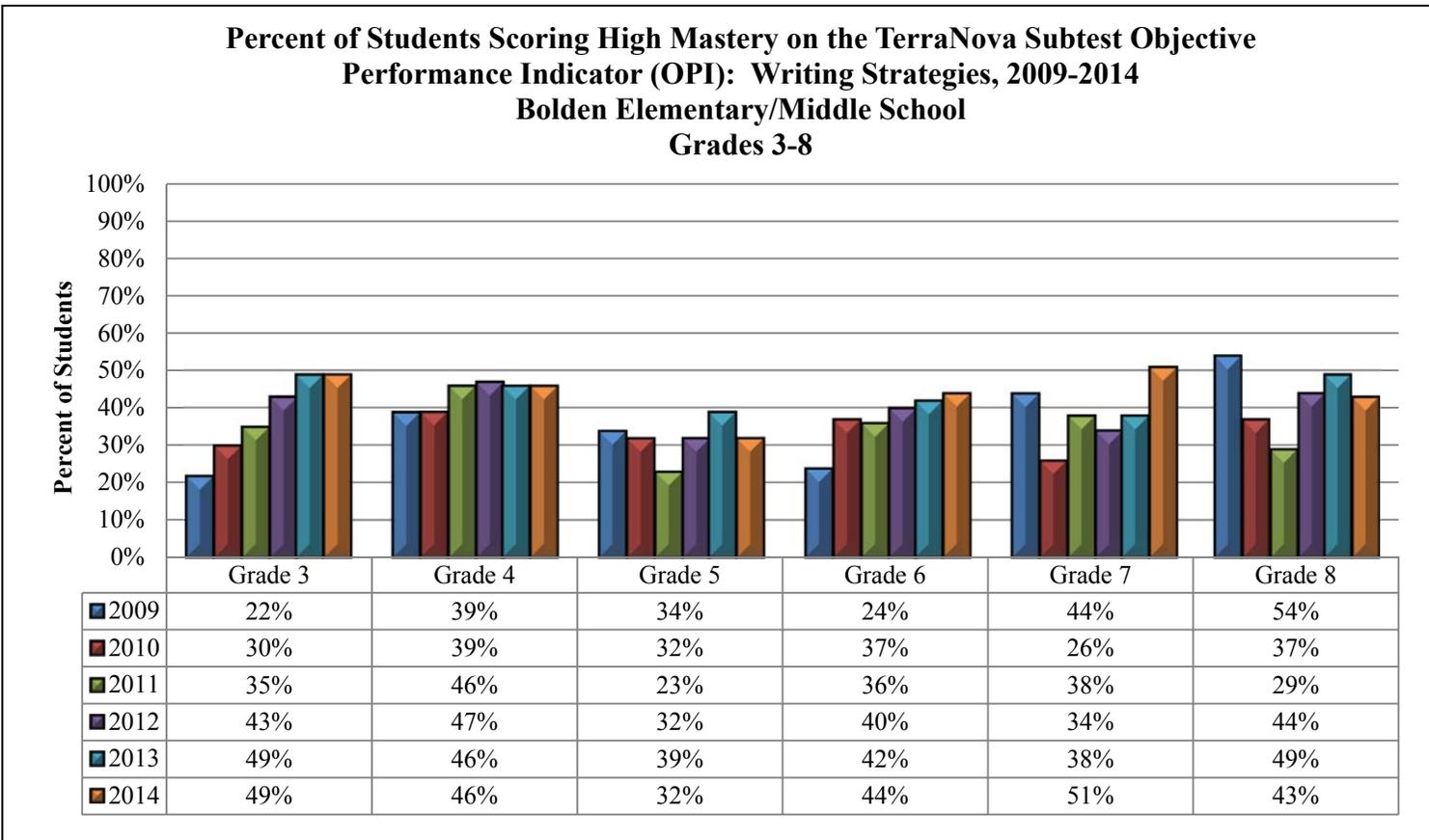


Table 2: Change in Student Performance

Grade	% Change (base to most recent)	Achievement (Years)	Number of Students (SY 2014)	Statement of Findings (3% increase proficiency – SY 13/14)	Met School Goal
3	+27%	2009-2014	81	Grade 3 has shown a very large increase across six school years in the percent of students scoring High Mastery. From SY 2013-2014, this grade level had no measurable increase/decrease (0%) in the	Not met goal of 3% increase in Proficiency in SY 13-14

Grade	% Change (base to most recent)	Achievement (Years)	Number of Students (SY 2014)	Statement of Findings (3% increase proficiency – SY 13/14)	Met School Goal
				percent of students scoring High Mastery.	
4	+7%	2009-2014	74	Grade 4 has shown no measurable increase/decrease across six school years in the percent of students scoring High Mastery. From SY 2013-2104, this grade level had no measurable increase/decrease (0%) in the percent of students scoring High Mastery.	Not met goal of 3% increase in Proficiency in SY 13-14
5	-2%	2009-2014	60	Grade 5 has shown no measurable increase/decrease across six school years in the percent of students scoring High Mastery. From SY 2013-2104, this grade level had no measurable increase/decrease (-7%) in the percent of students scoring High Mastery.	Not met goal of 3% increase in Proficiency in SY 13-14
6	+20%	2009-2014	55	Grade 6 has shown a large increase across six school years in the percent of students scoring High Mastery. From SY 2013-2104, this grade level had no measurable increase/decrease (+2%) in the percent of students scoring High Mastery.	Not met goal of 3% increase in Proficiency in SY 13-14
7	+7%	2009-2014	37	Grade 7 has shown no measurable increase/decrease across six school years in the percent of students scoring High Mastery. From SY 2013-2104, this grade level had a moderate increase (+13%) in the percent of students scoring High Mastery and met the school goal of an increase of 3% scoring proficiency.	Met the goal of a 3% increase in Proficiency in SY 13-14
8	-11%	2009-2014	47	Grade 8 has shown a small decrease across six school years in the percent of students scoring High Mastery. From SY 2013-2104, this grade level had no measurable increase/decrease (-6%) in the percent of students scoring High Mastery yet this grade level met the school goal of an increase of 3% scoring proficiency.	Not met the goal of a 3% increase in Proficiency in SY 13-14

Assessment 2.3: Local Writing Assessment

Measurable Objective: 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.

Chart Assessment 2.3: Percent of Students Scoring in the Top Two Performance Levels, Local Writing Assessment, 2009-2014

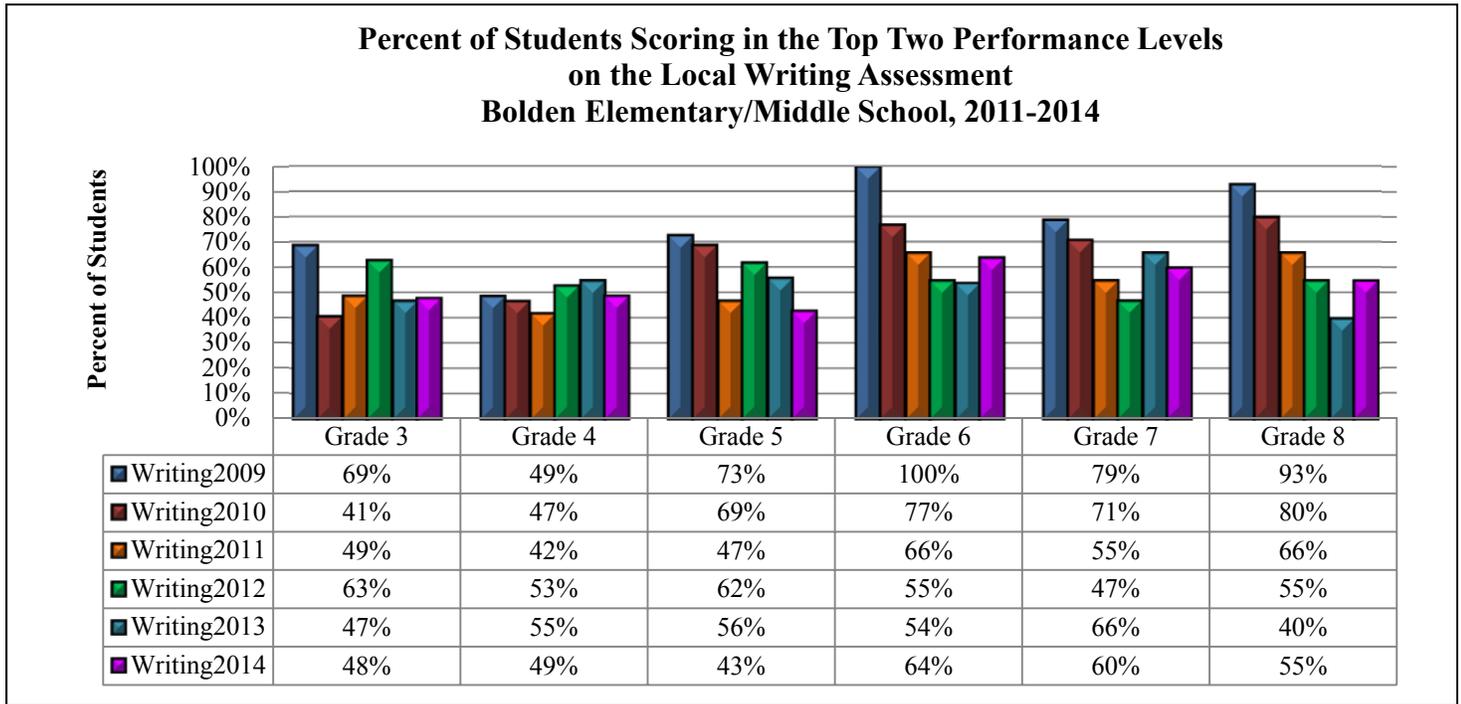


Table 3: Change in Student Performance

Grade	% Change (base to most recent)	Achievement (Years)	Number of Students (SY 2014)	Statement of Findings (3% increase proficiency – SY 13/14)	Met School Goal
3	-21%	2009-2014	100	Grade 3 has shown large decrease across six school years in the percent of students scoring in the Top Two Performance Levels. From SY 2013-2104, this grade level had no measurable increase/decrease (+1%) in the percent of students scoring in the Top Two Performance Levels.	Not met goal of 3% increase in Proficiency in SY 13-14
4	0%	2009-2014	84	Grade 4 has shown no measurable increase/decrease across six school years in the percent of students scoring in the Top Two Performance Levels. From SY 2013-2104, this grade level had no measurable increase/decrease (-6%) in the percent of students scoring in the Top Two Performance Levels.	Not met goal of 3% increase in Proficiency in SY 13-14
5	-30%	2009-2014	77	Grade 5 has shown a very large decrease across six school years in the percent of students scoring in the Top Two	Not met goal of 3% increase in Proficiency in SY

Grade	% Change (base to most recent)	Achievement (Years)	Number of Students (SY 2014)	Statement of Findings (3% increase proficiency – SY 13/14)	Met School Goal
				Performance Levels. From SY 2013-2104, this grade level had a moderate decrease (-13%) in the percent of students scoring in the Top Two Performance Levels.	13-14
6	-36%	2009-2014	58	Grade 6 has shown a very large decrease across six school years in the percent of students scoring in the Top Two Performance Levels. From SY 2013-2104, this grade level had a small increase (+10%) in the percent of students scoring in the Top Two Performance Levels and met the goal of a 3% increase in the students scoring in the Top Two Performance Levels.	Met the goal of a 3% increase in Proficiency in SY 13-14
7	-19%	2009-2014	37	Grade 7 has shown a fairly large decrease across six school years in the percent of students scoring in the Top Two Performance Levels. From SY 2013-2104, this grade level had no measurable increase/decrease (-6%) in the percent of students scoring in the Top Two Performance Levels.	Not met goal of 3% increase in Proficiency in SY 13-14
8	-38%	2009-2014	39	Grade 8 has shown a very large decrease across six school years in the percent of students scoring in the Top Two Performance Levels. From SY 2013-2104, this grade level had a fairly large increase (+15%) in the percent of students scoring in the Top Two Performance Levels and met the goal of a 3% increase in the students scoring in the Top Two Performance Levels.	Met the goal of a 3% increase in Proficiency in SY 13-14

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 05/30/2014 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 09-14	SY 13-14										
2.1a	TerraNova Language Subtest–Top Two SY 2008-2009 to SY 2013-2014	↑	↓	↑	↑*	↑	↑*	↑	↑*	↑	↓	↑	↑*
2.1b	TerraNova Language Subtest - Bottom SY 2008-2009 to SY 2013-2014	↑	↓	↑	↑	↑	↓	↑	↑	↓	↓	↓	↑
2.2	TerraNova Language Subtest Objective Performance Indicator (OPI): Writing Strategies	↑	↔	↑	↔	↓	↓	↑	↑	↑	↑*	↓	↑*
2.3	Local Writing Assessment	↓	↑	↔	↓	↓	↓	↓	↑*	↓	↓	↓	↑*

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

In review of trend data, Bolden Elementary/Middle School has shown somewhat of an increase in student writing academic achievement with improvement on standardized assessments but not on the local writing assessment. However, in comparison of the last two school years, the school is showing no measurable increases/decreases or small increases/decreases in student writing academic achievement with only a few grade levels reaching the goal of a 3% increase in student writing achievement.

NEXT STEPS: GOAL 2

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

Appendix B – GOAL 2

Directions: As a staff, respond to the areas below. All teachers should be able to discuss the following based on the information from this report.

Areas of Notable Achievement (*Bullets and/or short answer*)

1. Which area(s) are above the expected levels of performance?
 - Seventh grade is above 75% in the top two quarters in language.
 - Seventh grade, 8th grade, and 4th grade are all below 7% in the bottom quarter in language.
2. Describe the area(s) that show a positive trend in performance.
 - Grades 3, 4, 5, and 6 in the OPI for writing strategies.
3. Which area(s) indicate the overall highest performance?
4. Which subgroup(s) show a trend toward increasing performance?

Based on the TerraNova school report card information from 2009-2013, Black, Hispanic, and White students show a trend in increasing performance only in math not language.

5. Between which subgroup is the achievement gap closing?

Based on the TerraNova school report card information from 2009-2013, the achievement gap does not appear to be closing between subgroups.

6. Which of the above reported findings are consistent with findings from other data sources?
The only data source used was TerraNova subtests related to Bolden CSI goals.

Areas in Need of Improvement (*Bullets and/or short answer*)

1. Which area(s) are below the expected levels of performance?
 - Fifth grade language showed the least percentage in the top 2 quarters.
 - Fifth grade language showed the greatest percentage in the bottom quarter.

2. Describe the area(s) that show a negative trend in performance.

3. Which area(s) indicate the overall lowest performance?

Based on the 2013 TerraNova subtests which support our CSI goals, no grade level scored over 49% on the OPI for writing strategies in language.

4. Which subgroup(s) show a trend toward decreasing performance?

Based on TerraNova school report card

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

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

- iii. 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.
- 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 – 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.