

SIP STATUS REPORT- GOAL ONE  
**W.T. Sampson ES/HS**

**June 14, 2006**

**Student Performance Goal and Interventions**

Goal Statement: **All students will improve reading comprehension across the curriculum.**

**Interventions:**

1. *Multiple-Strategy Instruction*
2. *Technology*
3. *School/Home Partnership (SCHP)*
4. *Communication*

**DATA ANALYSIS PROCEDURES**

*Baseline data for Goal 1 was collected during the spring of the 2004-2005 school year. The TerraNova reading scores for grades 3-11 were used as our system-wide assessment. The Developmental Reading Assessment (DRA) reading scores for grades K-3 and the Scholastic Reading Inventory (SRI) reading scores for grades 3-12 were used as the local assessments. This places the school in year two of the five year cycle.*

*The data used for each of these assessments to measure goal success was as follows:*

- *TerraNova: Percentage of students in top two quartiles in reading subtest*
- *DRA: Percentage of students at or above the standard*
- *SRI: Percentage of students at or above grade level*

*Using NCA/CASI Data Analysis guidelines, a standard score difference of -0.07 was computed, within the NCA range of .1 to -.1, is not enough to mention.*

*The data for the 2005-2006 school-year is provided, as well as the graphs depicting data from when the goals were selected in the 2003-2004 school-year.*

**MONITORING**

*Teachers submitted monthly a variety of evidence demonstrating implementation of the interventions to the principal. The evidence was viewed and used by the NCA visiting team.*

## DATA DISPLAY: Goal One Assessments Overview

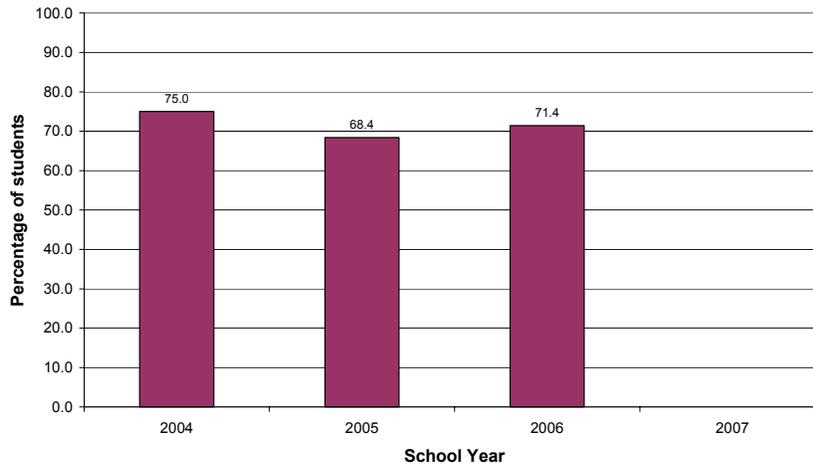
Goal 1 Reading	2004	2005	2006	ASU
Terra NOVA Reading - School composite	75	68.4	71.4	0.08
Developmental Reading Assessment (DRA)	0	90.5	81.4	-0.414
Scholastic Reading Inventory (SRI)	81.2	85.8	88.5	0.13
Average Change				-0.07

### TerraNova Reading

#### 2006 Data

Grade	# students	# students in top 2 quartiles	# students in bottom quartile
3	26	16	3
4	31	24	1
5	31	22	0
6	22	14	2
7	24	19	2
8	17	11	1
9	22	16	0
10	18	16	0
11	12	7	3
School Total	203	145	12
School Percentage		71.4	5.9

**TerraNova Reading Results**  
% students in top two quartiles



Indicator of Success: The z-score change in TerraNova Reading scores is +0.08, or not enough to mention.

Findings: The school had a slight increase in the percentage of students in the top two quartiles of the TerraNova Reading subtest and is still slightly below the DODEA goal of having 75% of students in the top two quartiles.

## Developmental Reading Assessment (DRA) Data

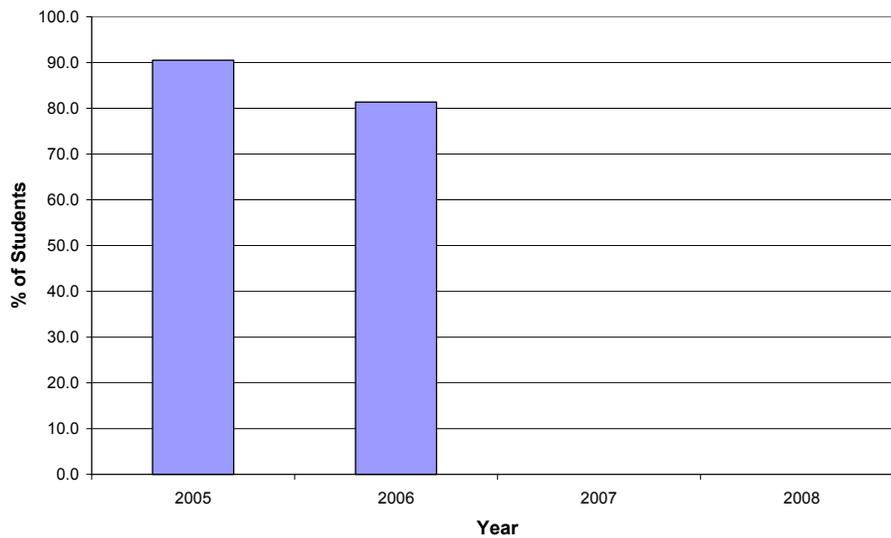
### 2005 June

Grade	# of Students	Grade Level Benchmark	# students At or Above Grade Level
Kindergarten	26	2	26
1	29	16	24
2	24	28	21
3	16	38	15
<b>Total</b>	<b>95</b>		<b>86</b>
School Percentage			<b>90.5</b>

### 2006 June

Grade	# of Students	Grade Level Benchmark	# students At or Above Grade Level
Kindergarten	21	2	20
1	31	16	23
2	26	28	17
3	24	38	23
<b>Total</b>	<b>102</b>		<b>83</b>
School Percentage			<b>81.4</b>

**DRA % Students At or Above Grade Level (Sure Start --> Grade 3)**



Indicator of Success: The z-score change on the DRA scores is -0.41, or a decline substantially significant to mention.

Findings: The school had a significant decrease in the percentage of students in the percentage of students scoring at or above grade level on the DRA.

## Scholastic Reading Inventory (SRI) Data

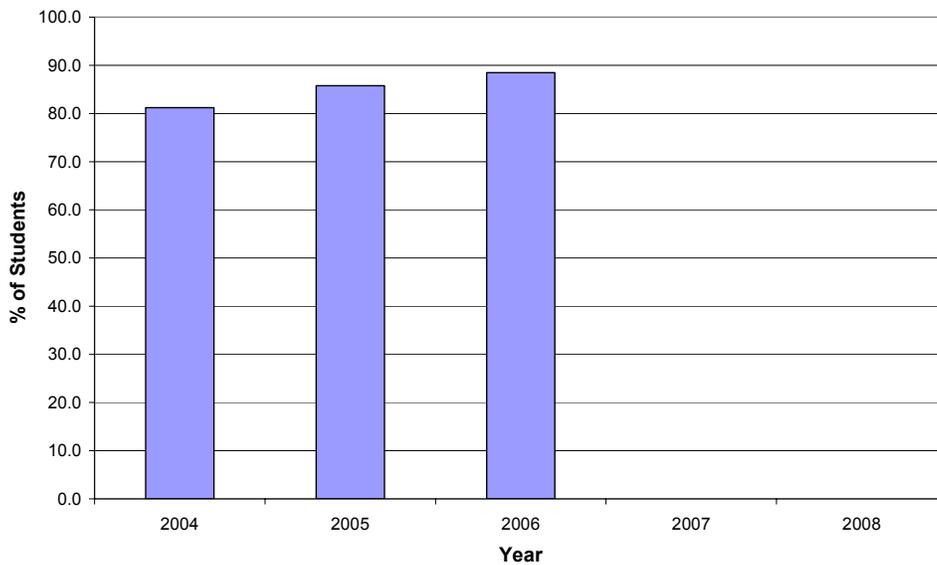
### 2005 June

	# of students	# of Students At or Above Grade Level	# of Students Below Grade Level
Elementary campus	140	117	23
High School campus	113	100	13
Total School	253	217	36
Percentage of Students		<b>85.8</b>	14.2

### 2006 June

	# of students	# of Students At or Above Grade Level	# of Students Below Grade Level
Elementary campus	110	99	11
High School campus	107	93	14
Total School	217	192	25
Percentage of Students		<b>88.5</b>	13.0

**SRI % Students At or Above Grade Level**



Indicator of Success: The z-score change on the DRA scores is +0.13, or an improvement enough to mention.

Findings: The school had a slight increase in the percentage of students in the percentage of students scoring at or above grade level on the SRI.

## **Analysis**

*Overall student performance, as measured by using NCA/CASI performance accreditation guidelines, averaging the z-scores, shows a change that is not significant enough to mention.*

*The NCA visiting team made several recommendations, actually repeating a few. Those repeated next-step recommendations were:*

- *“Create a committee(s) responsible for the collection, analysis, disaggregation, and monitoring of data...”*
- *“...further development is needed for local and classroom assessments..”*
- *“continue to seek additional methods of communicating with the parents and community.”*

## **Recommendations**

*Teachers indicated in a mid-year survey that they needed more information on how to implement the Big 6 and Super 3. It would seem then that the focus of the August professional development should be on further teacher ability to implement this intervention.*

*The School Improvement Staff have taken on many of the duties involved in the process. From the NCA recommendations it seems necessary to involved the staff in a variety of tasks to analyze the data while keeping the process going. The principal has formed the following committees in preparation for the upcoming year:*

- *Professional Development Committee*
  - Objective: Produce a two-year professional development action plan for school improvement goals.
  - Question: What professional development does the staff need to implement the SIP Action Plan and other DoDEA/DDESS requirements?
- *Overall School Data Analysis Committee*
  - Objective: Develop an action plan for reviewing, analyzing, and reporting data.
  - Objective: Gather local data from students on how well the school prepared them for their next level of education. (DoDEA is conducting the longevity study for graduates.)
  - Questions: What do our students look like? Are their any observable patterns and trends?
- *Environmental Scan Committee*
  - Objective: Conduct a thorough review of the skills that our students will need to be successful in a global society.
  - Question: What skills do our students need for entering society, college, or the job market?

- **Data Disaggregation Committee**
  - Objective: Review and analyze school improvement data to identify sub-performing groups in reading and problem solving abilities.
  - Question: Which students need additional assistance in reading and problem solving abilities? Which students are in the bottom quartile? What are the subgroups?
  
- **School/Community/Home Program (SCHP) Committee**
  - Objective: Review methods used for communicating and involving all stakeholders in school improvement process. Develop an action plan for parental involvement and increased community awareness.
  - Question: How will we involve more parents in the school improvement process? How can we communicate our goals to the community at large?
  
- **Local Assessments Committee**
  - Objective: Recommend local assessments for use in monitoring changes in student reading and problem solving abilities.
  - Question: How do we know if our students are improving in their reading comprehension and problem solving abilities? How can we monitor student progress for the purpose of adjusting instruction for increased student learning?

*The NCA Visiting Team also made several recommendations to implement local assessments that would enhance the ability for teachers and the school to monitor implementation of the problem solving interventions and the results. Teachers were asked to list what methods they used this year, which is shown in the following chart.*

High School	<u>Type of Assessment</u>	Elementary
0	<i>Anecdotal Notes-</i>	9
1	<i>Checklists</i>	10
3	<i>Observations</i>	11
8	<i>Projects/Pre.</i>	11
<b>Non-Applicable</b>	<i>Reading Counts</i>	8
5	<i>Rubrics</i>	9
2	<i>SRI</i>	7
6	<i>Retelling</i>	8
8	<i>Teacher made Evaluation</i>	9

*The local assessment committee made several recommendations for additional assessments that could be implemented for the next school year.*

*Problem Solving Recommendations*

- *Portfolios*
- *Peer Assessment*
- *Plan, Do, and Review Projects*
- *Manipulatives*
- *Peer Mediation*