

SIP STATUS REPORT- GOAL TWO  
*W.T. Sampson Unit School*

*June 16, 2006*

**Student Performance Goal and Interventions**

Goal Statement: ***All Students will increase their ability to solve problems across the curriculum.***

**Interventions:**

1. *Big 6 and Super 3*
2. *Communication*
3. *Problem Solving Tip of the Month*

**DATA ANALYSIS PROCEDURES**

*Baseline data for the Problem Solving Goal was collected during the spring of the 2004-2005 school year. The TerraNova science and math scores and the Balanced Assessment in Mathematics (BAM) were used as system-wide assessments. The Naglieri: Non-Verbal Ability Test and InView assessments were used locally. This range of tests also provide coverage of all grades of students as follows:*

- *TerraNova: Grades 3-11*
- *BAM: Grades 4 & 8*
- *Naglieri: Grades K-2*
- *InView: Grade 12*

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

- *TerraNova: Percentage of students in top two quartiles in math and science*
- *BAM: Percentage of students at or above the standard*
- *Naglieri: Percentage of students at or above grade level*
- *InView: Percentage of students at or above the national average*

*The BAM assessment was discontinued by DDESS/DODEA and will not be utilized this year or in the future.*

*Using NCA/CASI Data Analysis guidelines, a standard score difference of +0.51 was computed which within the NCA range as being a substantial improvement.*

*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 Two Assessments Overview**

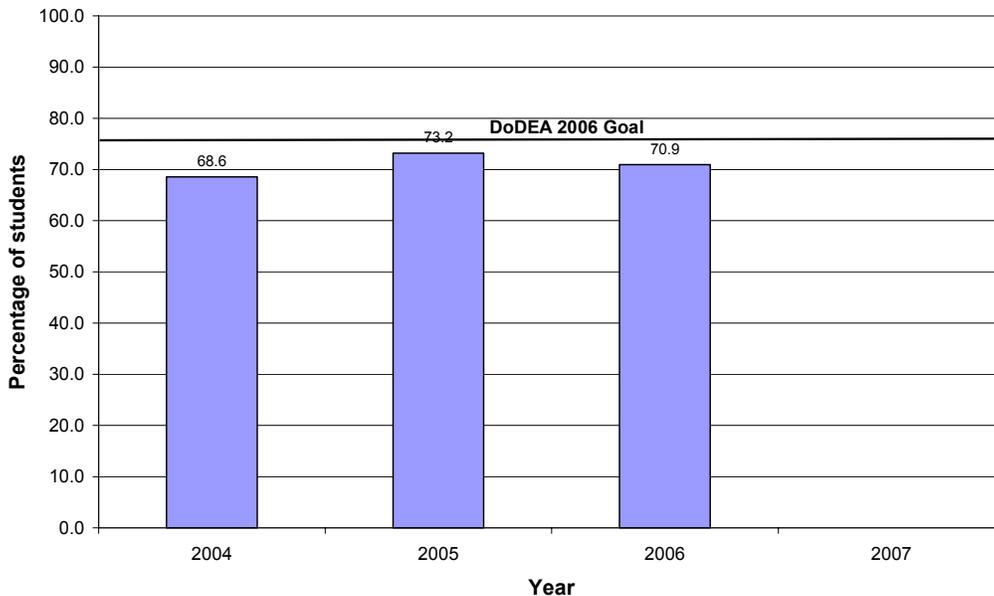
	2005	2006	ASU
Terra NOVA Math - School composite	73.2	70.9	-0.07
Terra NOVA Science - School composite	71.5	70.4	-0.03
Balanced Assessment in Mathematics (BAM)	62.5	0	0
Naglieri: Non-verbal Ability Test	80.4	82	+0.06
InView	20	890	+2.07
		Change	+0.51

**TerraNova Math Data**

**2006 Data**

Grade	# students	# students in top 2 quartiles	# students in bottom quartile
3	26	19	2
4	31	25	1
5	31	19	2
6	22	17	1
7	24	19	3
8	17	10	2
9	22	15	2
10	18	15	0
11	12	5	2
School Total	203	144	15
School Percentage		70.9	7.4

**TerraNova Math % Students in Top 2 Quartiles**



Indicator of Success: The z-score change in TerraNova Math scores is -0.07, or a decrease not enough to mention.

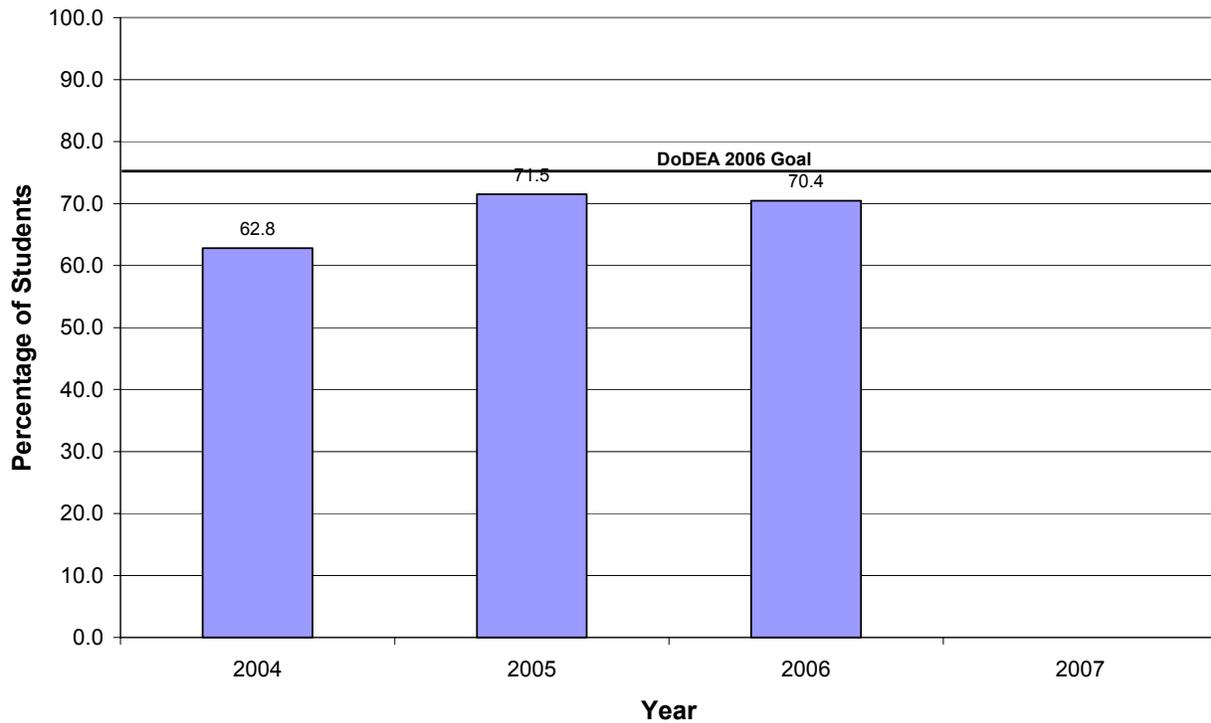
Findings: The school had a slight decrease in the percentage of students in the top two quartiles of the TerraNova Math subtest and is still slightly below the DODEA goal of having 75% of students in the top two quartiles.

### TerraNova Science Data

**2006 Data**

Grade	# students	# students in top 2 quartiles	# students in bottom quartile
3	26	21	2
4	31	23	0
5	31	22	2
6	22	17	1
7	24	17	1
8	17	11	4
9	22	11	1
10	18	16	1
11	12	5	1
School Total	203	143	13
School Percentage		70.4	6.4

### TerraNova Science % Students in Top 2 Quartiles



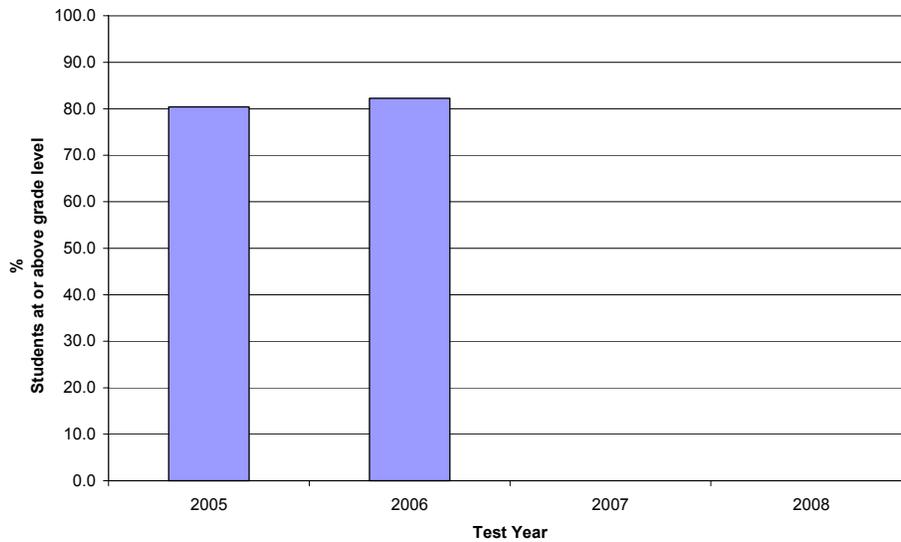
Indicator of Success: The z-score change in TerraNova Science scores is -0.03, or a decrease not enough to mention.

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

### Naglieri Data

	# of students	Below Average	Average	Above Average	Average Number At or Above Average	% At or Above Average
<b>2006</b>						
Kindergarten	23					
Pattern completion (PC)		7	8	8	16	70
Reasoning by Analogy (RA)		5	14	4	18	78
					<b>17</b>	<b>74</b>
1st Grade	25					
Pattern completion (PC)		1	14	10	24	96
Reasoning by Analogy (RA)		5	14	6	20	80
Serial Reasoning (SR)		6	12	7	19	76
Spatial Visualization (SV)		19	6	0	6	24
					<b>21</b>	<b>84</b>
2nd Grade	21					
Pattern completion (PC)		3	15	3	18	86
Reasoning by Analogy (RA)		2	13	8	21	100
Serial Reasoning (SR)		3	8	10	18	86
Spatial Visualization (SV)		1	12	6	18	86
					<b>18.75</b>	<b>89</b>
<b>2006 School Summary</b>	<b>69</b>				<b>56.75</b>	<b>82</b>

Naglieri (K-2)



Indicator of Success: The z-score change in Naglieri scores is +0.06, or an improvement not enough to mention.

Findings: The Kindergarten through 2<sup>nd</sup> grade students showed a slight increase of percentage of students placing in the top two quartiles, from 80.4 to 82%.

## InView Data

### InView

Total Score

InView  
Summary

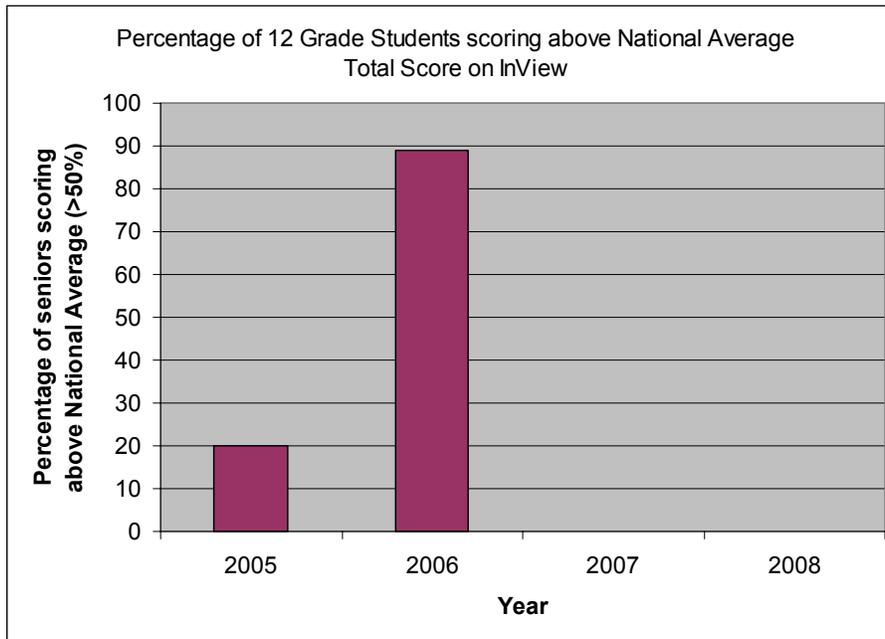
Year	% At or Above
2005	20
2006	89

Problem Solving % in the Process  
Standards

Year	Grade	Average Percentage score	Percentage of Students At or Above National Average	Number At or Above	Number of students
2005	12	24	20	2	10

Problem Solving % in the Process  
Standards

Year	Grade	Average Problem Solving Percentage score	Percentage of Students At or Above Standard (level 3 & 4)	Number At or Above	Number of students
2006	12	70.2	88.89	8	9



Indicator of Success: The z-score change for this small group is +2.07, which is a substantial improvement; however, since the group size of 9 is less than 30, it can abnormally skew the result.

Findings: The seniors have vastly improved on this assessment.

## **Analysis**

*Over all student performance, as measured by using NCA/CASI performance accreditation guidelines, adding the z-scores together, shows a change that is a substantial improvement; however, that change was highly influenced by the group of 9 seniors. Taking that into account, the realistic change is not enough to mention. Furthermore, grade level analysis was not recommended by the NCA visiting team due to small numbers of students in each grade level, and is not then provided.*

*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	Type of Assessment	Elementary
0	Anecdotal Notes-	7
1	Checklists	9
2	Observations	11
8	Projects/Pre.	10
5	Rubrics	9
5	Student/Group Dis.	11
5	Teacher made Evaluation	7
6	Tests -Books	7
5	Writing that shows evidence of skill	7

*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*