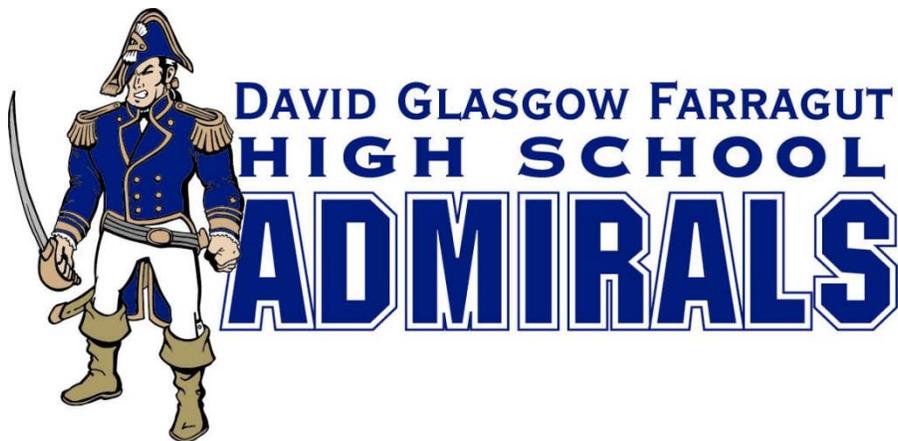


# School Profile

## David Glasgow Farragut Middle/High School

Rota, Spain



Douglas McEnery, Principal

Kenneth Harvey, Assistant Principal

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<http://www.rota-hs.eu.dodea.edu/>

Yearly updates are reflected as follows:  
Original document for SY 2006-07 is in black

SY 2008-09 are in blue

SY 2009-10 are in red

SY 2010-11 are in green

## ***SCHOOL PROFILE DEVELOPMENT***

Our School Improvement Leadership Team (SILT) is composed of the following people:

- Pam Cleaverley, Laura Dawson, Elaine Hermann, Greg Jacobs, Justin Keller, David Wass- teacher representatives
- 2008- Tom Birch, Pam Cleaverly, Elaine Hermann, Greg Jacobs, David Wass, Doug Dowden, Bill Brogan, Chris Tutty- teacher representatives
- 2009- Tom Birch, Pam Cleaverly, Elaine Hermann, David Wass, Doug Dowden, Bill Brogan, Chris Tutty, Tim Streeter- teacher representatives
- Mary Delgado, Thomas Johnson- parent representatives
- No parents in SILT 08-09
- No parents in SILT 09-10- Will recruit by second semester
- Doug McEnergy, Ken Harvey- administrators
- Maribel Bastidas- SIP chair
- 20092-010-Greg Jacobs and Maribel Bastidas- CSI co-chairs
- 2010-2011 CSILT- Greg Jacobs and Maribel Bastidas- CSI co-chairs- Chris Tutty, Josh Garrison, Dave Wass, Tim Streeter, Tom Birch, Joy Andrews- teacher representatives  
Barbara Peters- SLO and Margaret Beck, parent

The SIP chair began the preparations of writing the school profile and planning the timeline for year one in the new SIP cycle in August 06. The SILT team, the SIP Chair and the principal, Doug McEnergy, met and reviewed the timeline and task group assignments. The faculty reviewed the NCA Next Steps from the NCA out brief and signed up for a task group. Some staff members were asked to facilitate each task group and to be members of the SILT team.

The SILT Co-Chairs prepared work folders, which included pertinent information that each task group needed to accomplish their profile analysis. At the first task group meeting, each task group met with their facilitator, assigned roles for each member, and familiarized themselves with the data they needed to research. The task groups looked at many sources of data. One group researched and analyzed standardized test scores, another researched data from local assessments, another researched DoDDS mandates, community and educational needs to include the forecast of the future needs of our students. One group researched the local insights of our community and demographics of our student population. Another reviewed the NCA report,

instructional practices, on-line courses and the professional development opportunities of DGF staff. The task groups met again and began working on the school profile. They reviewed, analyzed and collected data pieces for their portion of the school profile. The faculty met and each task group gave a summary of their findings. The SILT team compiled the final school profile from the information submitted by the task groups. The staff reviewed the school profile before it was submitted to our SIP coordinator for their final input.

## ***MISSION STATEMENT***

### **DoDEA Vision**

Communities investing in success for ALL students

### **DoDEA Mission**

To provide an exemplary education that inspires and prepares all DoDEA students for success in a dynamic, global environment.

### **Mediterranean District Mission**

To support schools for the success of *every* student

### **David Glasgow Farragut High/Middle School Mission Statement**

Our mission is to empower all students to learn to their maximum potential and to become productive, responsible members of a dynamic global society.

**2009: This is now our Vision Statement**

**2010-11 Rota High School Vision Statement**

**We empower all students to learn to their maximum potential and to become productive, responsible members of a dynamic global society. All stakeholders are committed to providing a rigorous, standards-based curriculum in a nurturing and safe environment.**

### **Core Commitments / Beliefs**

At DGF Middle/High School, we believe...

- In success for all students
- In trust and respect for others
- In the development of life-long learners
- Education should be rigorous and accessible for all students
- We should provide motivating challenges to inspire excellence in all our students
- We should provide a safe and stable learning environment
- We should have the highest expectations for all our students

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*Assessment results and analysis updates were historically stored in the K drive and not embedded into this document. However, beginning SY 2010-11, we have additionally created a “Data Addendum” contained at the end of this document.*

## ***UNIQUE LOCAL INSIGHTS***

### **Data Collection Instruments**

1. School Structure
2. Curriculum and School Programs
3. Teacher Demographics
4. Student Demographics
5. Parent Focus Groups
6. Student Focus Groups

### **Presentation / Analysis of Data**

David Glasgow Farragut High School is located at Rota Naval Station in southern Spain. The base is known as the Gateway to the Mediterranean. Rota Naval Station is strategically located near the straits of Gibraltar and halfway between the United States and Southwest Asia. The Spanish-owned installation provides vital support to both the US Sixth Fleet and to the US Air Force Mobility Command units transiting into or through the theater.

Because of its strategic location, Naval Station Rota provides invaluable support to both the U.S. Navy's Sixth Fleet units in the Mediterranean and the U.S. Air Force Air Mobility Command units transiting into or through the theater.

### **School structure**

DGF is a small school with a 7th-12th-grade enrollment of 228 in a middle school/high school combination. We are working to create a separate Middle School within our school structure.

**SY 09-10: 180 Students 7-12.**

**SY 10-11: 203 Students 7-12.**

**SY 09-10 the middle school teachers were in the elementary school, the office was also in the elementary school and most of the high school teachers were in temporary trailers.**

**It should be noted that we have had four moves in the past five years and that several teachers have moved multiple times.**

### **Curriculum and Programs**

Although DGF is a small school, it offers a comprehensive selection of courses to meet the needs of all our students. The range of courses goes from remedial instruction/support, AVID to Advanced Placement.

We have a standards-based curriculum. Our programs support the DoDEA's standards and directives. Our programs include:

- Accelerated Reader
- Advancement Via Individual Determination (AVID)
- ASACS Pal Student Program

- ASACS Tutoring liaison with military members
- Career Practicum (CWE)
- College Fair
- College Forum
- Creative Connections
- DoDEA Math Matters
- DoDEA Reads
- Drama Fest
- Health Fair
- Honors Band
- Honors Choir
- International Student Leadership Institute
- i-SAFE
- Junior Leadership Academy
- Lingua Fest
- Math Counts
- Missouri State Boy's State Leadership Program
- National History Day
- PAN support for Physical Education
- Odyssey of the Mind
- Project Adventure
- Red Ribbon Week
- Student Council Leadership Workshop

In addition, the following support programs are offered at our school:

- ASACS tutoring--liaison with military members
- Computer on Wheels Algebra Lab
- Geometry Lab
- Information Center Support
- Kitchen Table (2008: no longer re-instated in 09)
- Math Lab HS
- Math Support MS
- NHS Tutors
- PSAT Workshop
- READ 180
- Reading Lab
- SAT Workshop
- Special Education Aides
- Sustained Silent Reading
- Lunch Bunch 7-8
- Lunch Bunch 7-12

The following extracurricular programs are also offered at DGF:

- Academic Games
- Art Club
- Dance Team
- Drama Club
- Future Business Leaders of America
- Future Educators of America
- Model U.S. Senate
- National Honor Society
- National Junior Honor Society
- NJROTC
- Outdoor Club
- *Pensamientos* Literary Magazine
- Spanish Culture Club (International Club)
- Student Council
- Student Council Middle School
- Student Newspaper, *Admiral's Journal*
- Yearbook
- Golf
- Football
- Cross Country
- Cheerleading fall and winter
- Volleyball
- Basketball
- Wrestling
- Soccer
- Baseball
- Softball

o Track

**Teacher Demographics**

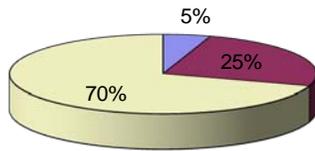
The school has 2 administrators, 37 teachers, 2 secretaries, and 1 local national support staff. Thirty-eight percent of the staff is female and sixty-two percent is male.

08-09: The school has 2 administrators, 24 teachers, 1 ET, 1 counselor, 1 nurse, 1 school psychologist, 1 ASACS counselor, 1 librarian, 2 teacher aids,)

09-10: The school has 2 administrators, 1 SMSS, 24 teachers, 1 ET, 1 counselor, 1 nurse, 1 school psychologist, 1 ASACS counselor, 1 librarian, 2.5 teacher aids,)

10-11: two administrators, 24 teachers, 1 ET, 1 Counselor, .5 nurse, 1 psychologist, 1 ASACS counselor, 1 librarian, 2.5 aides, 1 SMSS

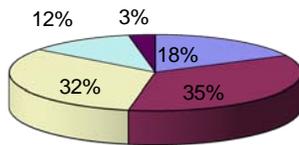
**Educational Level of Staff**



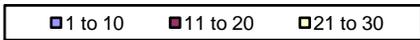
70% of the teachers hold a Masters Degree and 25% hold a Bachelor of Arts or Bachelor of Science. 5% of the teaching staff hold a PhD. 2010



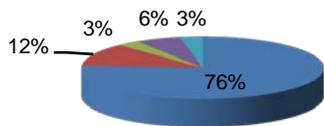
**Total Teaching Years**



Over 67% of our teachers have between 11 and 30 years experience in 2010.



**Staff Ethnicity SY 10-11**



76 % of our teaching staff is Caucasian.



## Student Demographics

Student Gender

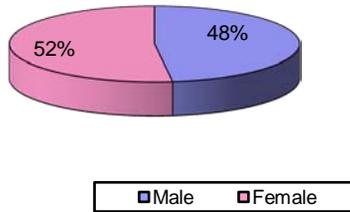


Figure 1 SY 10-11

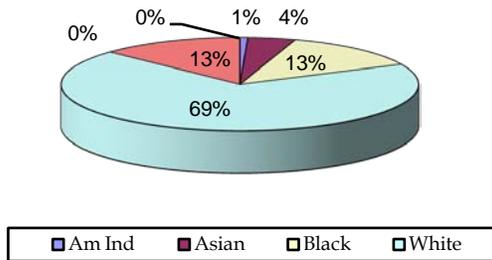
The student body is composed of 107 female (47%) and 121 male (53%) students.

2008: Our total student body is 194 students, 30 less students than 2006.

2009: Our total student body is 180 students.

2010: Our total student body is 203 students.

Student Racial Demographics



The majority of our population is Caucasian, with African-American and mixed as tied as the second largest ethnic populations.

## Parent Demographics

Enrollment By Sponsor Affiliation

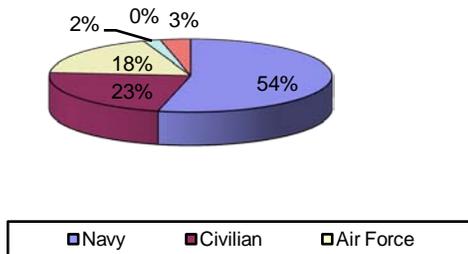


Figure 2 SY 2010-2011

The majority of parents and sponsors serve in the Navy, with Civilian and the Air Force comprising an almost equal share of our next largest affiliations.

2008- There is an increase of Air force families gradually arriving to our school.

2009- There is an increase of Air force families gradually arriving to our school.

## Parent Focus Groups

(no longer able to conduct focus groups or administer surveys at the school level)

We conducted two parent focus groups to find out their perception about the school, one with Middle School parents and the other with High School parents.

The parents were pleased with what they recognized as a safe and accepting school climate. They thought the one-on-one attention that students receive was a tremendous asset to DGF that they hadn't experienced in the States. They believe that DGF teachers care and are concerned about not only academic progress, but also social needs of students. Overall, the school seems to be one big melting pot without all the cliques found in the States.

Parent satisfaction with the level of rigor seemed to be determined by prior school experiences. Some parents felt that the rigor was “just fine”, but others thought rigor needed to be increased.

### **Student Focus Groups**

**(no longer able to conduct focus groups or administer surveys at the school level)**

We conducted two student focus groups, one with Middle School and one with High School students. Students agreed that DGF was a “good school”, one in which they felt safe. On the topic of whether students felt challenged, the observers had differing results, but both agreed that a number of students opined that there were too many “second chances”. Teachers were singled out in a positive manner for being supportive, encouraging, and generally respectful of the students.

## Implications for Student Performance Goals

Increase higher expectations for student performance

None at this time

None at this time

None at this time

## Target groups:

None at this time

None at this time

None at this time

## Other Actions Needed

- Investigate more effective ways to offer test repair/ second chances.
- Investigate ways to increase academic rigor and higher expectations for all students.
- Analyze results of the DoDEA Customer Satisfaction Survey in March 2007.
- Continue to seek input from parents and students in the School Improvement Process.
- None at this time
- None at this time
- The high mobility rate of our families is a factor that we need to be keenly aware of and to address. It affects our continuum of instruction as well as our data analysis. We will ensure to include this impact into our discussions and ongoing plans.

## *EXISTING SCHOOL DATA: STUDENTS*

### **Data Collection Instruments**

1. Terra Nova Multiple Assessments
2. Communication Arts (discontinued)
3. PSAT
4. Advanced Placement (AP) Tests

### **Presentation / Analysis of Data**

#### **1. Terra Nova Multiple Assessments**

Terra Nova Multiple Assessment, 2<sup>nd</sup> Edition is a system-wide, norm-referenced assessment given annually in the spring to all of our students in grades 7-11. The 2006 results were placed on bar graphs and examined in a variety of categories: academic areas, subtests, Objective Performance Index (OPI), grade level, gender, quartile, and ethnicity.

The DoDEA Community Strategic Plan goal 2002-2006 was to have 75% of the students in the top two quartiles (1<sup>st</sup> and 2<sup>nd</sup>). (Blue highlight) Additionally, the goal was to have less than 8% of the students in the bottom quartile (4<sup>th</sup>) in all subject areas. (Green highlight). The following chart reflects the results in Spring of 2006. Previous years data is archived.

<b>2006 Terra Nova Quartile Percents – DoDEA Goals</b>						
<b>Grade Level</b>	<b>Quartile Percents</b>	<b>Reading 2006</b>	<b>Language Arts 2006</b>	<b>Mathematics 2006</b>	<b>Science 2006</b>	<b>Social Studies 2006</b>
7	1 <sup>st</sup>	39.6	58.5	37.7	32.1	47.2
7	2 <sup>nd</sup>	32.1	22.6	37.7	35.8	22.6
7	4 <sup>th</sup>	5.7	7.5	7.5	7.5	5.7
8	1 <sup>st</sup>	28.2	25.6	20.5	15.4	15.4
8	2 <sup>nd</sup>	33.3	28.2	51.3	41.0	43.6
8	4 <sup>th</sup>	12.8	7.7	7.7	15.4	7.7
9	1 <sup>st</sup>	38.8	38.8	44.9	51.0	32.7
9	2 <sup>nd</sup>	42.9	36.7	36.7	26.5	40.8
9	4 <sup>th</sup>	6.1	6.1	6.1	8.2	8.2

<b>10</b>	<b>1<sup>st</sup></b>	<b>41.5</b>	<b>53.7</b>	<b>51.2</b>	<b>41.5</b>	<b>41.5</b>
<b>10</b>	<b>2<sup>nd</sup></b>	<b>41.5</b>	<b>24.4</b>	<b>34.1</b>	<b>29.3</b>	<b>26.8</b>
<b>10</b>	<b>4<sup>th</sup></b>	<b>0.0</b>	<b>2.4</b>	<b>0.0</b>	<b>7.3</b>	<b>7.3</b>
<b>11</b>	<b>1<sup>st</sup></b>	<b>53.8</b>	<b>42.3</b>	<b>50.0</b>	<b>50.0</b>	<b>38.5</b>
<b>11</b>	<b>2<sup>nd</sup></b>	<b>38.5</b>	<b>42.3</b>	<b>30.8</b>	<b>23.1</b>	<b>46.2</b>
<b>11</b>	<b>4<sup>th</sup></b>	<b>3.8</b>	<b>3.8</b>	<b>0.0</b>	<b>7.7</b>	<b>3.8</b>

This chart reflects weakness in all grade levels in the areas of Science and Social Studies. Students scored the lowest in the following subtests: identifying reading strategies, editing skills, problem solving and reasoning, geometry, physical science, history and culture, and civics and government.

a) Science:

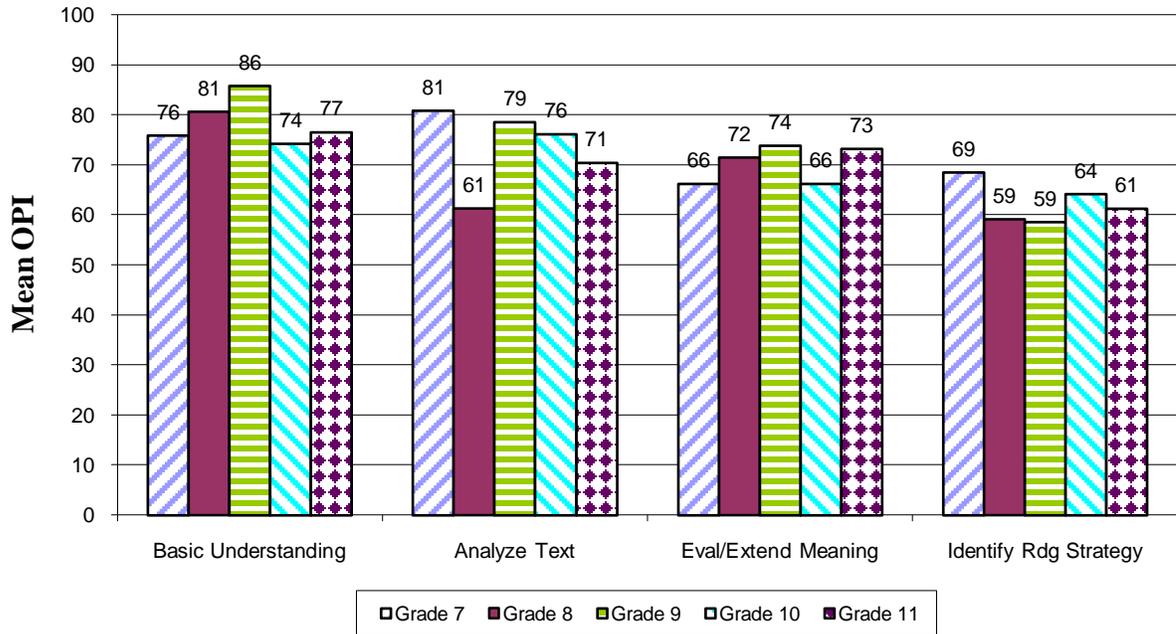
Further analysis of the thinking skills called for in the Terra Nova Teacher’s Guide 2<sup>nd</sup> edition in the item analysis, shows the following patterns: the majority of questions on the science test across all grade levels are categorized as “analyze information”, the second most frequent questions are “compare” and “infer” in grades 9-12 and “recall” in grades 7-8. “Compare” and “infer” are the third most frequent kind of question in grades 7 and 8. The majority of questions that our students are missing are the higher-level questions of analyzing information, comparisons, and inferences in science.

b) Social Studies:

The Terra Nova Teacher’s Guide 2<sup>nd</sup> edition item analysis by thinking skills shows that the majority of questions in social studies tests require higher-level thinking skills: the majority of questions on the social studies test across all grade levels are categorized as “analyze information”. The combination of inference and comparison are the second most frequently asked questions for all grade levels.

c) Reading skills:

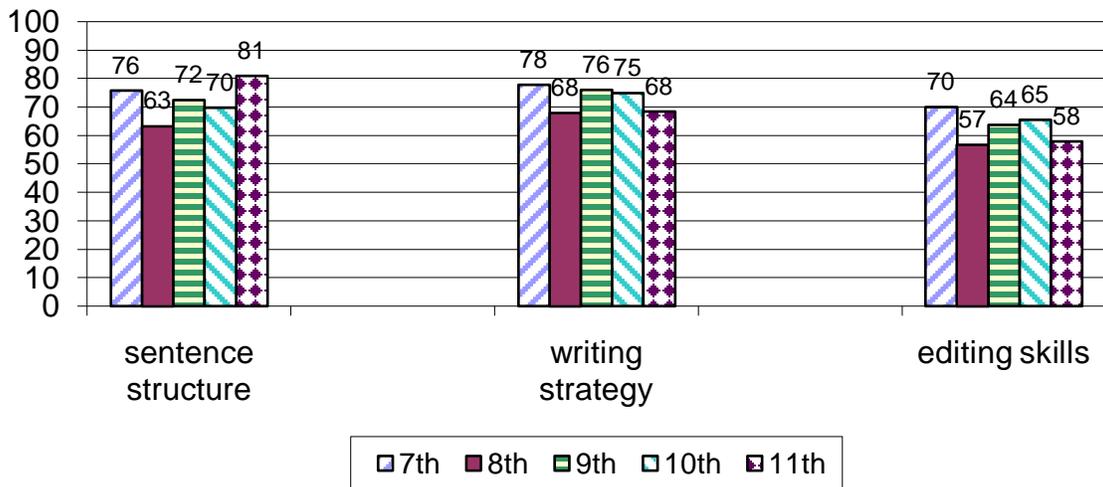
**Terra Nova 2006 Reading Subtests Mean OPI by Grade Level**



Identify Reading Strategies was the subtest with the lowest scores across all grade levels. Subtest skills included summarize, apply genre criteria, vocabulary strategies, graphic strategies, self-monitor, formulate questions, make connections, and synthesize across texts.

d) Language Subtests

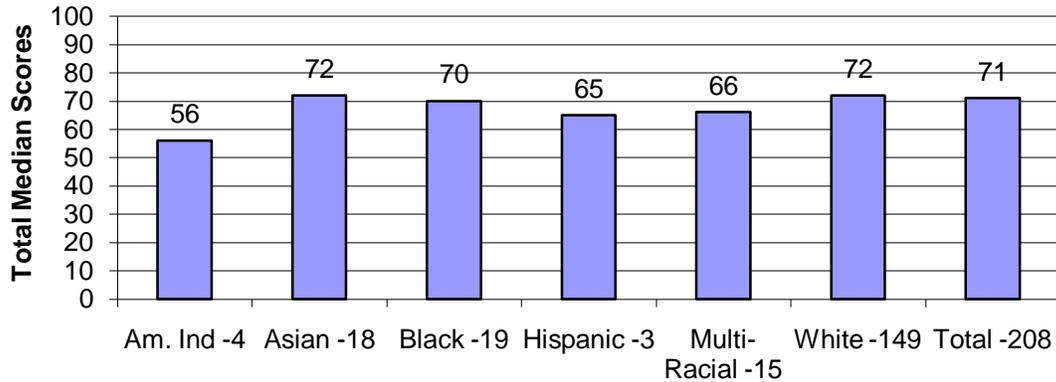
**Terra Nova 2006 Language Subtests Mean OPI by Grade Level**



Editing Skills subtest has the lowest scores across all grade levels. Skills included in this subtest are usage, proof reading, idiom/diction, and punctuation.

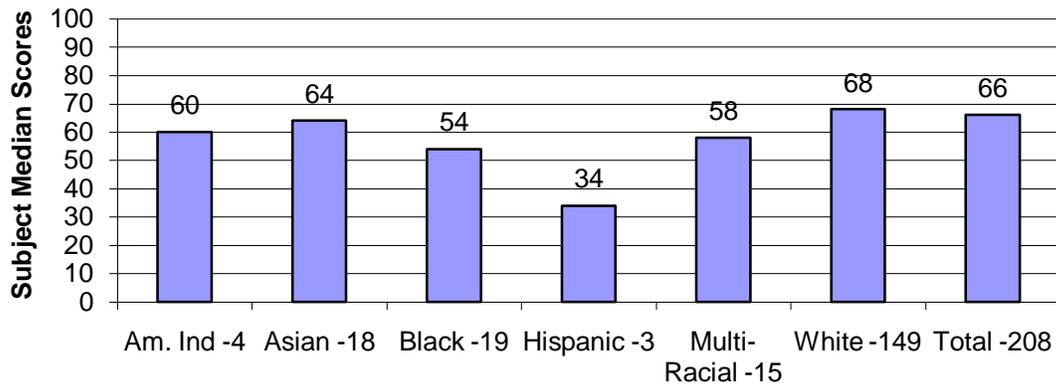
## Race

**Terra Nova 2006 Total Median Scores by Race**



Terra Nova scores do not reveal a significant gap among different races and ethnic groups in the total median scores. The number of American Indians and Hispanic is insignificant.

**Terra Nova 2006 Median Social Studies by Race**



Terra Nova Social Studies scores do reveal a gap between the Black / Multi-racial minorities and the White majority. The number of American Indians and Hispanic is insignificant.

## Communication Arts Test

### Grade 8

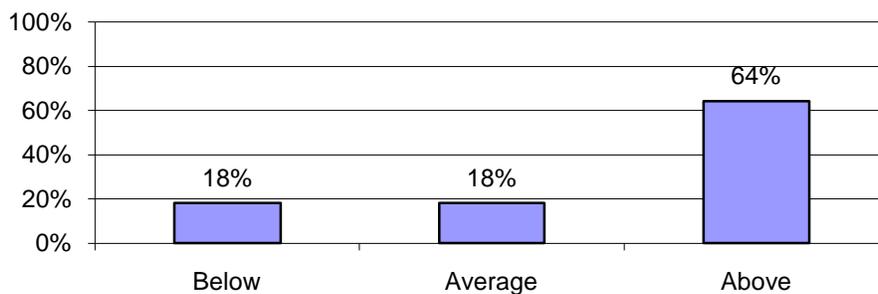
Reading (Strands)	Mean Points Earned	Local % Correct	National % Correct
Establish Understanding	4.6 of 6	77	65
Explore Meaning	3.9 of 6	64	63
Extend Meaning and Examine Strategies	3.6 of 6	61	60
Evaluate Critically	3.3 of 6	55	56
Total Reading	15.4 of 24	64	61
<b>Writing Strands</b>			
Write Effectively	9.4 of 18	52	59
Write Fluently	5.7 of 9	63	78
Total Writing	15.1 of 27	56	65
<b>Total Communication Arts</b>	<b>30.5 of 51</b>	<b>60</b>	<b>63</b>

Eighth grade students scored below the national average in the Communication Arts test and were especially weak in writing.

## PSAT

Pre-Scholastic Aptitude Test is administered to all sophomores and juniors.

### Junior Class Mastery of Critical Reading Skills Compared to the National Average on the 2005 PSAT



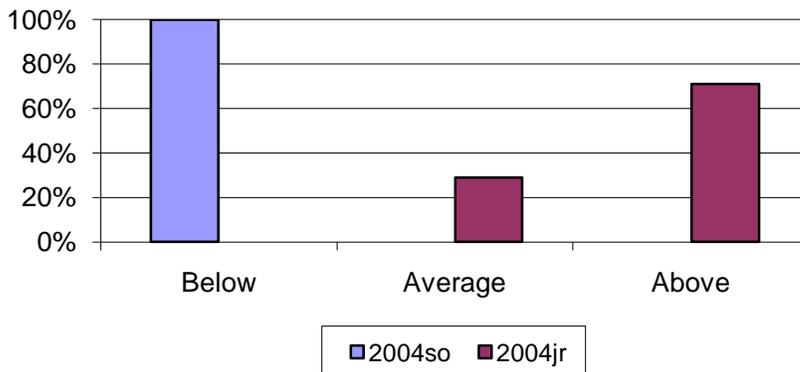
On the 2005 PSAT, 82% of DGF juniors scored at or above the national average on the Critical Reading Skills subtest. However, DGF juniors had fewer correct responses than the “Nation” on 44% of the more difficult questions (difficulty 5-9 on a scale of 1-9) and fewer correct responses than a “Comparable Group” on 52% of the more difficult questions. These data indicate that DGF juniors are not as competitive on higher-level questions as they are on more basic level questions.

The following twelve critical reading skills were identified as weaknesses because DGF juniors scored below the national average for juniors (as defined on the PSAT SOAS 2005 Report) on more than 50 % of the questions associated with the following skills:

- Understanding tone
- Comparing and contrasting ideas presented in two passages
- Recognizing the purpose of various writing strategies
- Determining an author’s purpose or perspective
- Being thorough
- Understanding difficult vocabulary
- Understanding how negative words, suffixes, and prefixes affect sentences
- Understanding complex sentences
- Recognizing connections between ideas in a sentence
- Recognizing a definition when it is presented in a sentence
- Understanding sentences that deal with abstract ideas
- Comprehending long sentences

We believe that these data indicate a need for improvement in critical thinking and effective communication among the students in the DGF junior class.

### Mastery of PSAT Writing Skills Compared to the National Average in 2004



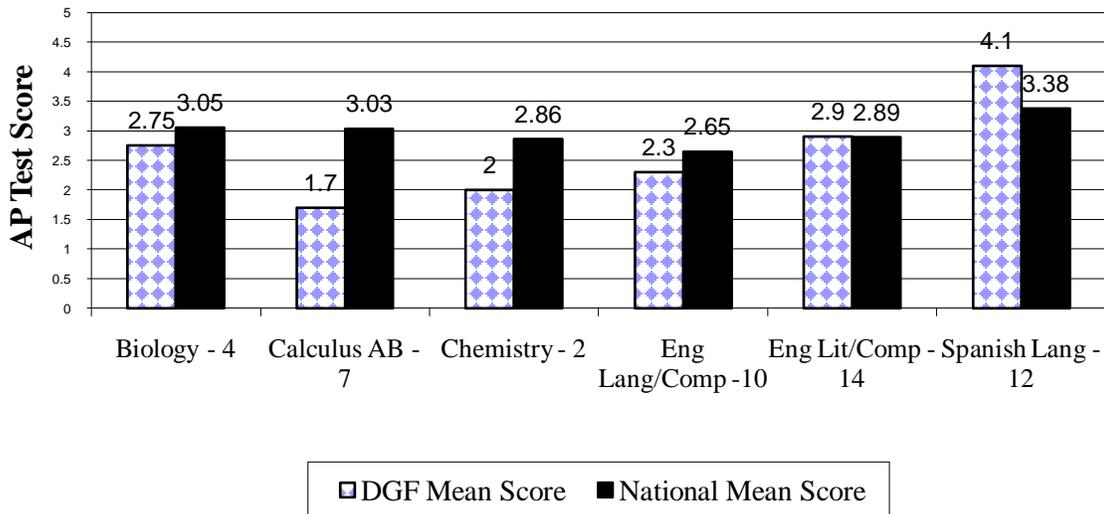
100% of sophomores scored below the national average in writing skills. Even though 100% of juniors scored at or above the national average on the writing skills subtest of the 2004 PSAT, the difference between the two indicates a skill weakness in writing.

## 2006 Advanced Placement

The Advanced Placement tests are administered in May to students who take the Advanced Placement courses during the school year. Students scoring a 3 or above may earn college credit. We offer 6 in-house AP classes in addition to online options. Any high school student may enroll in an AP class.

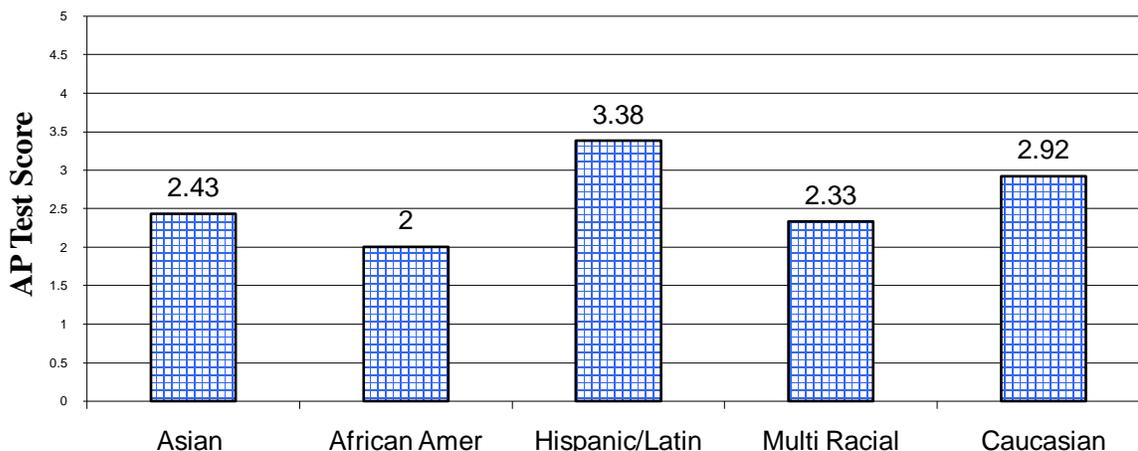
The AP tests are rigorous college-level exams that require students to use higher-level thinking skills in order to be successful.

**AP 2006 DGF Mean Scores**



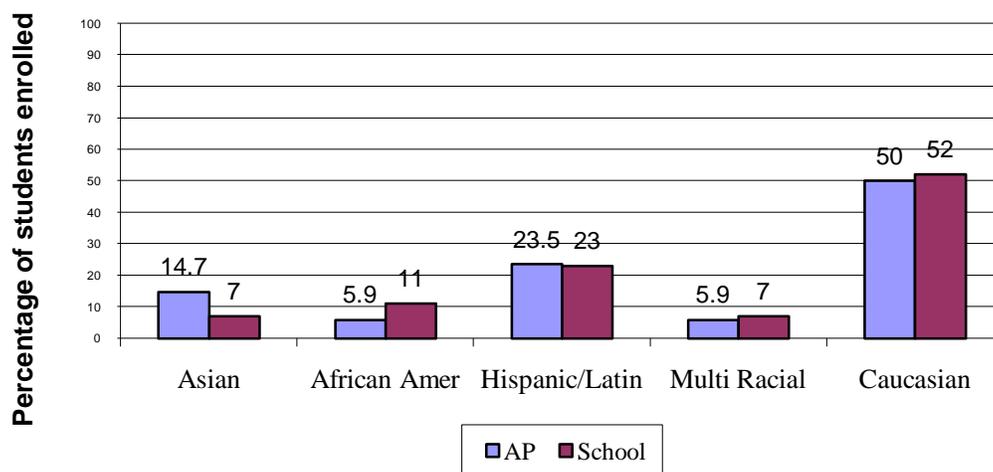
The number of students enrolled in each AP course is shown after the subject name. . Our students scored below the national average on two thirds of our AP exams. Our school-wide average AP score for 2006 was 2.79.

### AP 2006 Average Scores by Ethnic Group at DGF



Hispanic population average AP scores are the highest, while our African American population average AP scores are the lowest.

### 2006 AP Enrollment vs School Enrollment by Ethnicity



At DGF in 2006, the AP enrollment shows a higher percentage of Asians students and a lower percentage of African American and multi-racial students compared to their ethnic population in the entire student body.

**Assessment Results Updates are on the K Drive**

Assessment Results Updates are on the K Drive

**Assessments Results Updates are at the end of this document in the “Data Addendum”**

### **Implications for Student Performance Goals**

Although DGF students consistently perform at or above the average on Terra Nova and Communication Arts standardized tests, an analysis of the data reveals that there is a need to improve student performance in higher level thinking and writing/ editing skills.

In depth analysis of PSAT scores reveal a need for improvement on higher level thinking skills and effective communication. AP scores also revealed a need for improvement in these areas.

**SIP Goals are validated**

SIP Goals are validated

See “Data Addendum” at the end of this document

### **Target Groups**

None at this time

None at this time

None at this time

None at this time

### **Other Actions Needed**

- Develop specific strategies to address the weakness in higher-level thinking skills and communication skills
- Develop specific strategies to improve student performance on the Terra Nova, AP, and PSAT tests
- Continue to analyze annual standardized test data

None at this time

None at this time

See “Data Addendum” at the end of this document

## ***EXISTING SCHOOL DATA: COMMUNITY***

### **Data Collection Instruments**

1. Community Programs
2. Parent Organizations
3. Parent Academic Partnerships
4. SAC
5. School construction

### **Presentation / Analysis of Data**

#### **Community Programs**

We have community programs endorsed by the Morale, Welfare and Recreation department. Most of these take place at JAMS, our local youth center. These include: Homework Power Hour after school sessions, community dances and local sightseeing trips.

Our achievements, special events, and school information are disseminated through our local newspaper and the base radio station. Every week *The Coastline* features some of the highlights of our schools.

Many commands on base open their doors for hands-on learning. The hospital, NEMOC and AMC are among the most visited, as well as *The Coastline* offices.

Our school has yearly cultural exchanges with local schools, a dance academy, and a foster home. Students have a chance to get involved in the host nation while learning life skills.

#### **Parent Organizations**

The following parent organizations support our academic and extracurricular endeavors at DGF: AVID Parent Volunteers and the Booster Club.

#### **Parent Academic Partnerships**

Parents get involved in our school in the following ways:

- Chaperones on field trips
- School Advisory Committee
- Adopt-a-Troop
- Guest speakers
- Open House
- Parent/teacher conference
- AVID family workshops

#### **School construction**

Our school is undergoing construction and will not be completed until 2008. Most rooms are outdated and we have a temporary cafeteria. Most parents, students and teachers cite the facilities as an area in need of improvement.

Completed in Fall, 2010, Grand Opening 4 November 2010. Track and Field to be completed.

#### **SAC**

The school advisory committee formed by parents, teachers, students and the administration meets once a month.

### **Implications for Student Performance Goals**

There are ample opportunities for student-community partnerships. Continued parental involvement and partnerships will be encouraged.

None at this time

None at this time

None at this time

### **Other Actions Needed**

None at this time

None at this time

None at this time

None at this time

## ***EXISTING SCHOOL DATA: INSTRUCTIONAL***

### **Data Collection Instruments**

1. Teacher Survey
2. Common Instructional Techniques
3. Staff development opportunities
4. NCA Review Report

### **Presentation / Analysis of Data**

#### **Teacher Survey**

Results of the teacher survey indicate a positive attitude toward the school improvement process but also reveal a need for more parent involvement. Thirty-two teachers (84%) agreed that SIP makes a difference for teaching and learning but 13 teachers (36%) did not agree that parents were taking an active roll in the SIP process and 15 teachers (39%) did not agree that our SIP goals were the guiding factor in all decision making at our school. All teachers did agree that our Administration has a clear vision for our school that they communicate effectively with the staff and that teachers' opinions are valued and taken into consideration in the decision-making process and day-to-day running of the school. Regarding parent involvement, 86% of the teachers felt that parents were actively involved in ensuring their children are successful in school.

Most of our teachers feel that the school is a safe and secure environment in which our teachers respect diversity and collaborate daily or weekly to discuss students and instruction. But when it came to professional development, 27% of our teachers feel that opportunities are not sufficient for useful professional development that supports our SIP goals, 38% feel that opportunities for useful profession development that supports our adopted standards-based curriculum are not sufficient, and 51% feel that opportunities are not sufficient for useful professional development that relates directly to the subject area that they teach.

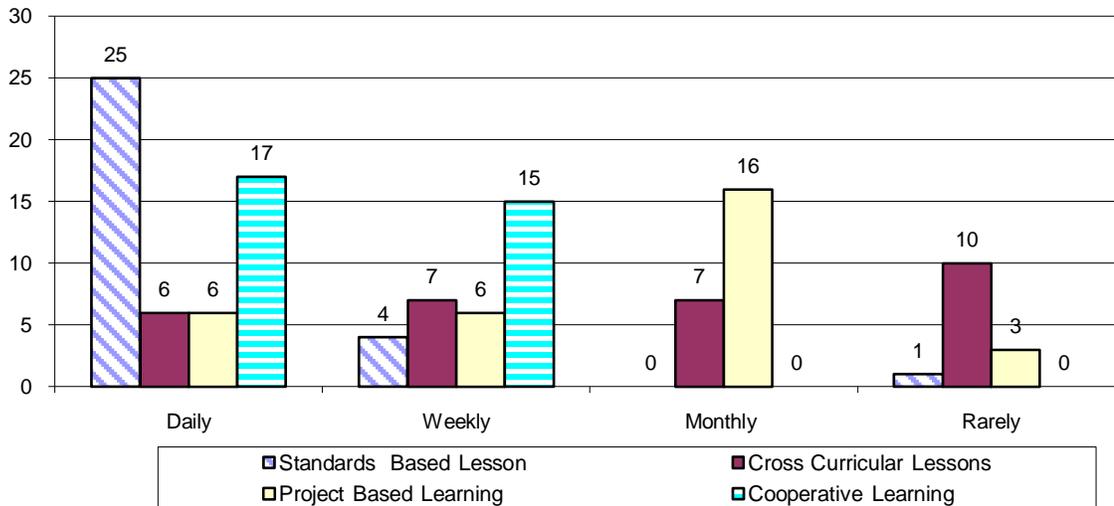
With regard to technology, 51% of our teachers disagreed that ample technology resources (hardware and software) are available for their classes, 44% disagreed that they have ample support and training for technology integration, and 18% did not infuse technology in the day to day instruction in their classroom. 42% of the teachers did not think it was easy to access the necessary technology to deliver whole-class instruction.

Although it appears that there are many opportunities for staff development, teachers cite the lack of time to take advantage of the offers has hindered their efforts at staff development.

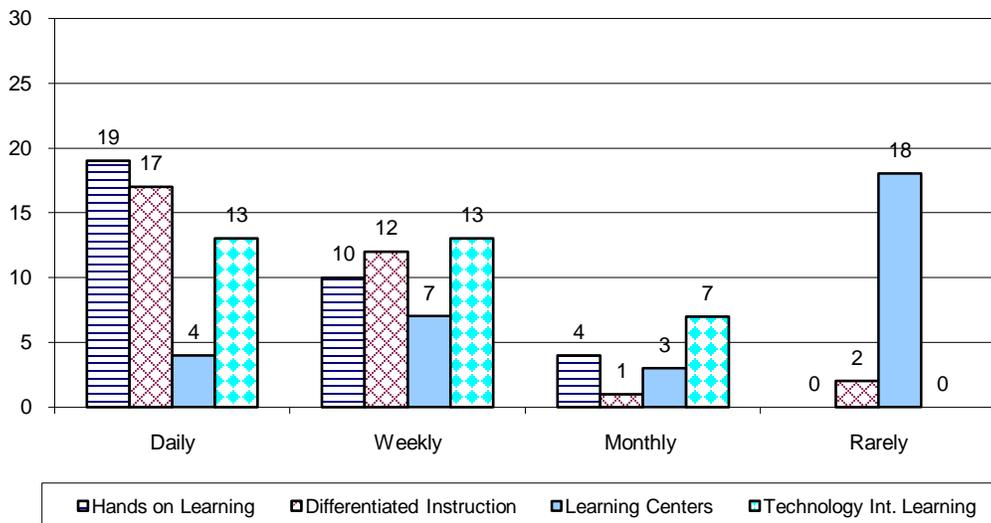
#### **Common instructional techniques**

Teachers self reported that they commonly used the following instructional techniques such as activators/summarizers, anticipatory sets, Big6 process, engaged learning, Socratic method, paired activities, simulations, WebQuests, and online tutorials.

**Frequency of Teaching Strategies 1**



**Frequency of Teaching Strategies 2**



The teacher self-reported survey 2006 reveals that cooperative learning, standards-based lessons, hands-on-learning, and technology use are the most frequently used teaching strategies.

**Staff development opportunities**

Opportunities for staff development include online college courses for credit; GIFT class offered through the Union; DoDDS-E training; DSO training; local study groups; and Educational Technologist training sessions.

**NCA Review Report**

The Staff Development Committee identified the most significant areas for improvement from the NCA report: 1) increase parent involvement within the context of their child’s education; 2) increase funding and staff

training in the use of technology; 3) increase rigor and differentiated instruction in all classes and 4) assure that standards are being addressed in all classes.

### **Implications for Student Performance Goals**

The most significant weaknesses noted are: parental involvement both in the SIP process and in the context of their child's education; rigor and differentiated instruction; technology training and the allocation of technology resources; professional development; SIP goals are not the guiding factor in school decisions.

None at this time

None at this time

None at this time

### **Target Groups**

None at this time

None at this time

None at this time

### **Other Actions Needed**

- Further study and then implement the most effective solutions to the problems noted above.
- Create staff websites: the technology committee recommended that a template be created to allow all teachers to have a basic informational website to post curriculum information and to give parents another option for communication with the school.

None at this time

None at this time

None at this time

## ***INTERPRETATION AND TRIANGULATION OF DATA***

**SY 2006-07**

**Student Performance Goal 1: *All students will improve effective communication skills***

***Essence:*** “At DGF we will focus on the ability to transfer ideas to new situations clearly and concisely in writing by going beyond the surface meaning.”

We chose this goal based in the triangulation of the following data sources:

- Terra Nova Language Subtests, page 11
- Communications Arts, page 13
- PSAT, page 13-14

**Student Performance Goal 2: *All students will improve critical thinking skills***

***Essence:*** “DGF defines critical thinking skills as the ability to synthesize, integrate information and develop conclusions.”

We chose this goal based in the triangulation of the following data sources:

- Terra Nova Science, pages 9-10
- PSAT, pages 13-15
- AP Test, pages 15-16

### **Rationale for Student Performance Goals**

As we looked through all of our data, there were common threads noticed throughout. Some of the threads were not evident until we looked deeply into what skills were being tested. We found these threads from parents, teachers, students, prior NCA report, and our empirical testing data from norm-referenced and criterion-referenced tests.

We also disaggregated our data to ascertain whether or not we have an achievement gap by gender, race, or ethnicity. In selecting our goals, we believed it was important that the goals cross all teaching disciplines and meet the needs of our students for the 21<sup>st</sup> century.

Every faculty member was involved in the process of organizing, collecting, and analyzing the information that went into our profile. Parents and students were also involved in this process. A few parents served in leadership positions.

*We arrived at student performance goal 1: All students will improve effective communication skills through the following data analysis and conclusions:*

Terra Nova Editing Skills subtest has the lowest scores across all grade levels. Skills included in this subtest are usage, proof reading, idiom/diction, and punctuation.

Eighth grade students scored below the national average in the Communication Arts test and were especially weak in writing.

The student weaknesses on the PSAT are related to writing: recognizing the purpose of various writing strategies, determining an author's purpose or perspective; being thorough; understanding difficult vocabulary; understanding how negative words, suffixes, and prefixes affect sentences; understanding complex sentences; recognizing connections between ideas in a sentence; recognizing a definition when it is presented in a sentence; understanding sentences that deal with abstract ideas; and comprehending long sentences.

Former students said that they wanted better preparation in writing longer papers.

*We arrived at student performance goal 2: All students will improve critical thinking skills through the following data analysis and conclusions:*

Low scores in the Terra Nova Science and Social Studies tests reflected a weakness in skills such as analyzing information, comparisons, and inferences.

On the 2005 PSAT, DGF juniors had fewer correct responses than the national average on 44% of the more difficult questions (difficulty 5-9 on a scale of 1-9) and fewer correct responses than a "Comparable Group" on 52% of the more difficult questions. We believe that these data indicate a need for improvement in critical thinking and effective communication among the students in the DGF junior class.

Our students scored below the national average on two thirds of our AP exams. Our school-wide average AP score for 2006 was 2.79. The AP tests are rigorous college-level exams that require students to use higher-level thinking skills in order to be successful. This indicates that more attention must be paid to higher-level thinking skills.

NCA, Former Students, and parents indicated a need to increase rigor and expectations of our students.

Data from Terra Nova, Communication Arts, and PSAT show that our students do well on the basic skills, but they could improve on the more difficult higher level questions.

**SY 2009-10 Our goals were converted to SMART Goals as followed per DoDEA guidance:**

**Goal 1:** All students, by June 2014, will improve in effective communication skills as measured by the selected system-wide and school-based assessments. We will focus on the ability to transfer ideas to new situations clearly and concisely through improvement in writing.

**Goal 2:** All students, by June 2014, will improve critical thinking skills as measured by the selected system-wide and school based assessments. We will focus on as the ability to synthesize, integrate information and develop conclusions.

**SY 2010-11 Our End of the Year Status Report validates that our CSI goals are valid and relevant and will continue this school year. See Status Report SY 2009-10 on K drive.**

**Data Addendum: SY 2010-11**

Data Results and Analysis SY 2009-10

Goal 1:

- **Summative Assessment 1: TNMA 3<sup>rd</sup> Edition**

# Rota High School

## National Quarters from the Terra Nova Test

The DoDEA goal for the year 2011 is to have seventy-five percent of all students in grades 3-11 performing "At the Standard" level or higher (the top two quarters – 51%-100%) on a system-wide, norm- referenced assessment. Seven percent or less will perform "Below the Standard" level (the bottom quarter – 0%-25%).

*Highlighted cells indicate reaching these CSP goals.*

### Language

Grade Level	Quarter Percent	2009 (Baseline)	2010	DECREASE	GAIN
7	75% - 100%	60.9	54.8	14.2	
7	51% - 75 %	13.0	33.3		
7	26% - 50%	26.1	11.9		
7	0% - 25%	0.0	0.0		
8	75% - 100%	43.3	44.0	6.0	
8	51% - 75 %	26.7	32.0		
8	26% - 50%	26.7	24.0		
8	0% - 25%	3.3	0.0		3.3
9	75% - 100%	50.0	42.5	24.9	
9	51% - 75 %	47.4	30.0		
9	26% - 50%	2.6	25.0		
9	0% - 25%	0.0	2.5	2.5	
10	75% - 100%	62.2	55.2	13.2	
10	51% - 75 %	10.8	31.0		
10	26% - 50%	27.0	13.8		
10	0% - 25%	0.0	0.0		
11	75% - 100%	52.0	44.0	4.0	
11	51% - 75 %	24.0	28.0		
11	26% - 50%	20.0	28.0		
11	0% - 25%	4.0	0.0		4.0

Summary: On the TerraNova Language test, we saw improvement at grades 7, 8, and 10. The improvement was significant (over 10% growth in percent of students in the top two quartiles) at grades 7 and 10, and at grade 8 we attained the goal of having at least 75% of our students in the top two quartiles while reducing the number of students in the bottom quartile to zero.

At grade 11, the results were mixed. We saw improvement in that we reduced the number of students in the bottom quartile to zero, but the percent of students in the top two quartiles also dropped enough that we failed to meet the goal.

At grade 9, we saw a significant decrease in performance, dropping the percent of students in the top two quartiles by nearly 25%. Though the original number of students in the top two quartiles was nearly 100%, this decrease begs further investigation into the school's program at the 9<sup>th</sup> grade level.

### COHORT TRENDS LANGUAGE

CLASS OF 2014	7 <sup>th</sup> grade 2009	8 <sup>th</sup> grade 2010	Change
Percent of students in top two quartiles	73.9	76.0	+2.1
Percent of students in bottom quartile	0.0	0.0	0.0

CLASS OF 2013	8 <sup>th</sup> grade 2009	9 <sup>th</sup> grade 2010	Change
Percent of students in top two quartiles	70.0	72.5	+2.5
Percent of students in bottom quartile	3.3	2.5	-0.8

CLASS OF 2012	9 <sup>th</sup> grade 2009	10 <sup>th</sup> grade 2010	Change
Percent of students in top two quartiles	97.4	86.2	-11.2
Percent of students in bottom quartile	0.0	0.0	0.0

CLASS OF 2011	10 <sup>th</sup> grade 2009	11 <sup>th</sup> grade 2010	Change
Percent of students in top two quartiles	73.0	72.0	-1.0
Percent of students in bottom quartile	0.0	0.0	0.0

Summary: We see that in each case, the number of students in the bottom quartile either maintained at zero or grew closer to that value.

We also see modest improvements in the percent of students in the top two quartiles for the classes of 2014 and 2013. The class of 2014 raised its performance enough to meet the goal of 75%. There was a modest decrease for the class of 2011.

The class of 2012 showed a decrease in the percent of students in the top two quartiles of over 10%, though still met the goal of at least 75%. Though still high-achieving, this decrease suggests a closer look at the students in the class of 2012.

## OPI LANGUAGE SCORES

### Language; Sentence Structure

	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
2009	75	69	81	70	84
2010	77	69	72	76	83

### Language; Writing Strategies

	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
2009	79	69	79	73	73
2010	82	73	71	72	72

### Language; Editing Skills

	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
2009	60	57	62	72	61
2010	59	62	51	73	61

Summary: We see that the Sentence Structure sub-test scores showed that the 9<sup>th</sup> grade decreased by 9, and the class of 2012 decreased by 5. We also see that the Writing Strategies sub-test scores showed that the 9<sup>th</sup> grade decreased by 8, and the class of 2012 decreased by 7. We see that the Editing Skills sub-test scores showed that the 9<sup>th</sup> grade decreased by 9, though the class of 2012 increased by 11.

## INDIVIDUAL STUDENT ANALYSIS

### 2010 9<sup>th</sup> grade individual student improvements on TerraNova Language

9th	language
1	-1
2	-35
3	No scores from last year
4	No scores from last year
5	-15
6	No scores from last year
7	No scores from last year
8	No scores from last year
9	-9
10	<b>+13 (93)</b>
11	No scores from last year
12	No scores from last year
13	No scores from last year
14	-15
15	No scores from last year
16	<b>+19 (96)</b>
17	<b>-2 (88)</b>
18	No scores from last year
19	-28
20	+24
21	No scores from last year
22	No scores from last year
23	No scores from last year
24	No scores from last year
25	<b>-11 (86)</b>
26	+7
27	<b>+53 (95)</b>
28	+20
29	-17
30	-25
31	-7
32	-29
33	-13
34	No scores from last year
35	-13
36	<b>+22 (92)</b>
37	+1
38	-13
39	No scores from last year
40	No scores from last year

**2010 10<sup>th</sup> grade individual student improvements on TerraNova Language**

10th	language
1	<b>all scores at or above</b>
2	No scores from last year
3	-7
4	-1
5	-5
6	<b>all scores at or above</b>
7	+2
8	<b>+22 (98)</b>
9	No scores from last year
10	<b>+1 (98)</b>
11	<b>+8 (96)</b>
12	-3
13	No scores from last year
14	<b>-4 (85)</b>
15	<b>-7 (91)</b>
16	<b>-13</b>
17	<b>-16</b>
18	-7
19	No scores from last year
20	-6
21	<b>+25</b>
22	No scores from last year
23	<b>-27</b>
24	0
25	<b>all scores at or above 90</b>
26	+2
27	<b>-12</b>
28	No scores from last year
29	<b>+30 (97)</b>

Summary: Increases and decreases in percentile scores for each student were tracked for each TerraNova test. When a student scored at or above the 85<sup>th</sup> percentile in all subjects, no score was recorded and a note was made regarding the overall level of achievement. Scores at or above the 85<sup>th</sup> percentile were recorded in a bold format. Each score below the 85<sup>th</sup> percentile was compared to the previous year's score and the difference was listed. When a score was 10 percentile or more away from the previous year's score, it was color-coded. The increases were coded blue and the decreases were coded red.

Of the 40 ninth grade students who were tested, 17 were new to our school. Eleven of the remaining 23 ninth grade students had a significant (10 percentile or more) decrease in Language score when compared to their 8<sup>th</sup> grade test. This represents nearly 50% of the returning students. 6 students had a significant increase in Language score.

Of the 29 tenth grade students who were tested, 6 were new to our school. Four of the remaining 23 tenth grade students had a significant decrease in Language score when compared to their 9<sup>th</sup> grade test. Three students had a significant increase in Language score.

## National Quarters from the Terra Nova Test

The DoDEA goal for the year 2011 is to have seventy-five percent of all students in grades 3-11 performing "At the Standard" level or higher (the top two quarters – 51%-100%) on a system-wide, norm-referenced assessment. Seven percent or less will perform "Below the Standard" level (the bottom quarter – 0%-25%).

*Highlighted cells indicate reaching these CSP goals.*

### OPI MATHEMATICS SCORES

#### Mathematics; Communication

	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
2009	42	60	58	60	0
2010	49	60	42	63	0

Summary: We see that the Communication sub-test scores showed that the 8<sup>th</sup> grade maintained its level and the 10<sup>th</sup> grade improved by 3 points. The class of 2013, however, decreased by 16. We are unable to determine the progress of the class of 2012 because the 11<sup>th</sup> grade TerraNova test does not have a communication sub-test. Grade 7 improved by 7 points.

- Summative Assessment 2:

PSAT

Writing Test

DAVID G FARRAGUT HIGH SCHOOL DOD (578550)  
WEDNESDAY FORM: CLASS OF 2011

PSAT/NMSQT SUMMARY OF ANSWERS AND SKILLS 2008

### ANALYSIS OF PERFORMANCE ON WRITING SKILLS

KEY	Skills	Comparative Performance				
		Below national average	National average	Exceeds national average	State	Local
	W1 Being precise and clear				X	□
	W2 Following conventions in writing					□
	W3 Recognizing logical connections within sentences and passages				X	□
	W4 Using verbs correctly				X	□
	W5 Recognizing improper pronoun use				X	□
	W7 Understanding complicated sentence structures				X	□
	W9 Understanding the structure of sentences with abstract ideas				X	□
	W10 Understanding the structure of sentences that relate to science or math				X	□
	W11 Understanding the structure of sentences that relate to the arts					□

DAVID G FARRAGUT HIGH SCHOOL DOD (578550)  
WEDNESDAY FORM: CLASS OF 2012

PSAT/NMSQT SUMMARY OF ANSWERS AND SKILLS 2009

### ANALYSIS OF PERFORMANCE ON WRITING SKILLS

KEY	Skills	Comparative Performance				
		Below national average	National average	Exceeds national average	State	Local
	W1 Being precise and clear				X	□
	W2 Following conventions in writing					□
	W3 Recognizing logical connections within sentences and passages				X	□
	W4 Using verbs correctly				X	□
	W5 Recognizing improper pronoun use				X	□
	W7 Understanding complicated sentence structures					□
	W9 Understanding the structure of sentences with abstract ideas				X	□
	W10 Understanding the structure of sentences that relate to science or math				X	□
	W11 Understanding the structure of sentences that relate to the arts					□

Summary: From 2008 to 2009, our 10<sup>th</sup> graders improved in the areas of (a) being precise and clear, (b) recognizing logical connections within sentences and passages, (c) using verbs correctly, (d) recognizing improper pronoun use, and (e) understanding the structure of sentences that relate to science or math. Our 10<sup>th</sup> graders declined in the areas of (a) understanding complicated sentence structures, (b) understanding the structure of sentences with abstract ideas, and (c) understanding the structure of sentences that relate to the arts.

Our 10<sup>th</sup> graders remained consistent in the area of **(a) following conventions in writing**. Our weakest areas are **(a) following conventions in writing** and (b) understanding the structure of sentences that relate to the arts.

Goal 1: Writing

- **Summative Assessment 3:**

Local Assessment: Writing

The school administered a locally-created writing assessment in the Fall of 2009 and scored it on a 4-point scale. By the Spring of 2010, it was apparent to stakeholders that the strategies implemented were not giving us the results that were desired. This realization was based on a review of the previous year's local assessment result as well as participation on AdvancED QAR teams by three of the CSI leaders. A decision was made that the writing assessment would be given to a random sampling of students rather than school-wide as had been done in the previous years.

In the spring, the staff worked on selecting a more powerful intervention and effective assessment methods. The last 3 months of the school year involved the planning of this implementation, assessing all the students during the last month of school would have been counterproductive and artificial.

	Writing Fall 09	Writing Spring 10	Difference
7	2.412	2.465	0.053
8	2.549	2.641	0.092
9	2.605	2.423	-0.182
10	2.741	2.741	0.000
11	2.587	2.592	0.005
12	2.764	2.781	0.017

The data revealed that there was only a slight increase in 7<sup>th</sup>, 8<sup>th</sup>, 11<sup>th</sup>, grade writing, there was a decrease in 9<sup>th</sup> grade, and no gain in 10<sup>th</sup> grade.

Have you made progress and shown significant improvement?

Although students have shown improvement across many grade levels, ninth grade remains a challenge and has shown the least progress. (The ninth grade doubled our special education population and provided additional areas of concern regarding behavior and attendance issues). The progress in the other grade levels is modest to sporadic. It must be noted that due to a high mobility rate of our students this year, the cohort group is quite small and therefore year to year analysis should be taken in this context. We also determined that we have not been deriving enough valuable information from our local writing assessments and decided to make improvements by selecting a more powerful intervention and more frequent local assessments.

Our staff analysis determined that there is not enough significant improvement in writing across the school or curriculum. We then set forward the following next steps to address more succinctly, the needs of the students in this area.

Next Steps:

We have made the following decisions/next steps in motion for our students' writing needs. We looked at the all of the data in details again as a staff, including individual student scores. We agreed that the we needed to add a unified focus and direction to our instructional interventions and more frequent assessments. We adopted the 6 Traits + 1 writing intervention and developed two levels of a matching rubric. After looking at the Terra Nova data we decided to focus upon the conventions and organization traits first. We have a teacher who will assist teachers in the training of their use. We also decided to modify our local/writing assessment to improve the prompts and change the rubric. We continued to use a different prompt for middle and high school to be age appropriate.

Several years ago, all teachers were trained and score student writing samples and have been involved in scoring the local assessments. However, in reviewing our student writing samples and the scores, the CSILT determined that we would have greater consistency if we used the language arts teachers to score full essays using all the 6+1 writing traits. We also decided to administer this assessment during the students' language arts classes to set a more focused student expectation for performance.

All other teachers would focus on applying the two targeted traits, organization and conventions, in their classes and use the school adopted rubric for instruction and scoring. . With regards to instruction, we are ensuring that all teachers in all subject areas are instructed and comfortable with incorporating the target 6 Traits+ 1 rubric into their curriculum as

appropriate and thus supporting the language arts goal throughout the school. All teachers will collect formative results for school wide review once a quarter to ascertain the effectiveness of this intervention. We created the calendar for the new school year that provided the training, practice and formative assessment dates for the school year. We determined that all teachers will collect formative results for school-wide review once a quarter to ascertain the effectiveness of this intervention and that we would meet quarterly to look at this data to determine changes that needed to be made.

We believe that this plan has addressed the weaknesses we identified and understand that further adjustments may be necessary as we look at our formative results.

Goal 2:

- **Summative Assessment 1: TNMA 3<sup>rd</sup> Edition**

## Rota High School

### National Quarters from the Terra Nova Test

The DoDEA goal for the year 2011 is to have seventy-five percent of all students in grades 3-11 performing "At the Standard" level or higher (the top two quarters – 51%-100%) on a system-wide, norm-referenced assessment. Seven percent or less will perform "Below the Standard" level (the bottom quarter – 0%-25%).

*Highlighted cells indicate reaching these CSP goals.*

### Reading

Grade Level	Quarter Percent	2009 (Baseline)	2010	DECREASE	GAIN
7	75% - 100%	34.8	50.0	7.9	
7	51% - 75 %	47.8	40.5		
7	26% - 50%	17.4	7.1		
7	0% - 25%	0.0	2.4	2.4	
8	75% - 100%	26.7	24.0	19.3	
8	51% - 75 %	30.0	52.0		
8	26% - 50%	30.0	20.0		
8	0% - 25%	13.3	4.0		9.3
9	75% - 100%	71.1	42.5	27.3	
9	51% - 75 %	23.7	25.0		
9	26% - 50%	5.3	27.5		
9	0% - 25%	0.0	5.0	5.0	
10	75% - 100%	62.2	58.6	7.0	
10	51% - 75 %	13.5	24.1		
10	26% - 50%	13.5	13.8		
10	0% - 25%	10.8	3.4		7.4
11	75% - 100%	52.0	56.0	13.3	
11	51% - 75 %	44.0	20.0		
11	26% - 50%	0.0	24.0		
11	0% - 25%	4.0	0.0		4.0

Summary: On the TerraNova Reading test, we saw improvement at grades 7, 8, and 10. The improvement was significant (over 10% growth in percent of students in the top two quartiles) at grade 8, and at grade 8 we attained the goal of having at least 75% of our students in the top two quartiles. At grades 8 and 10, the percent of students in the bottom quartile decreased greatly, allowing us to meet the goal of having no more than 7% of students in that quartile.

At grade 11, the results were mixed. We saw improvement in that we reduced the number of students in the bottom quartile to zero, but the percent of students in the top two quartiles also dropped significantly (over 10% decrease).

At grade 9, we saw a significant decrease in performance, dropping the percent of students in the top two quartiles by over 25%. Though the original number of students in the top two quartiles was nearly 100%, this decrease begs further investigation into the school's program at the 9<sup>th</sup> grade level.

### COHORT TRENDS READING

CLASS OF 2014	7 <sup>th</sup> grade 2009	8 <sup>th</sup> grade 2010	Change
Percent of students in top two quartiles	82.6	76.0	-6.6
Percent of students in bottom quartile	0.0	4.0	+4.0

CLASS OF 2013	8 <sup>th</sup> grade 2009	9 <sup>th</sup> grade 2010	Change
Percent of students in top two quartiles	56.7	67.5	+10.8
Percent of students in bottom quartile	13.3	5.0	-8.3

CLASS OF 2012	9 <sup>th</sup> grade 2009	10 <sup>th</sup> grade 2010	Change
Percent of students in top two quartiles	94.8	82.7	-12.1
Percent of students in bottom quartile	0.0	3.4	+3.4

CLASS OF 2011	10 <sup>th</sup> grade 2009	11 <sup>th</sup> grade 2010	Change
Percent of students in top two quartiles	75.7	76.0	+0.3
Percent of students in bottom quartile	10.8	0.0	-10.8

Summary: We see significant improvement (over 10% growth) in the percent of students in the top two quartiles for the class of 2013. The classes of 2011, 2012, and 2014 maintained their goal of 75% of students in the top two quartiles. There was a significant decrease (over 10% decrease) for the class of 2012 in the percent of students in the top two quartiles. This should be looked at further.

Each class accomplished the goal of having no more than 7% of students in the bottom quartile, with large decreases for the class of 2011 and 2013.

Though the class of 2013 did not meet the goal of 75% of students in the top two quartiles, there was significant improvement toward that goal at the same time as a large decrease in the percent of students in the bottom quartile.

## OPI READING SCORES

### Reading; Analyze Text

	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
2009	56	61	70	65	78
2010	59	65	57	69	75

### Reading; Evaluate/Extend Meaning

	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
2009	54	64	74	65	74
2010	57	69	63	67	72

Summary: We see that the Analyze Text sub-test scores showed that the 9<sup>th</sup> grade decreased by 13, and the class of 2012 decreased by 1. We also see that the Evaluate/Extend Meaning sub-test scores showed that the 9<sup>th</sup> grade decreased by 11, and the class of 2012 decreased by 7.

## INDIVIDUAL STUDENT ANALYSIS

### 2010 9<sup>th</sup> grade individual student improvements on TerraNova Reading

9th	reading
1	+20
2	-3
3	No scores from last year
4	No scores from last year
5	<b>+8 (88)</b>
6	No scores from last year
7	No scores from last year
8	No scores from last year
9	+2
10	<b>+25 (98)</b>
11	No scores from last year
12	No scores from last year
13	No scores from last year
14	<b>+2 (91)</b>
15	No scores from last year
16	<b>+12 (87)</b>
17	+4
18	No scores from last year
19	+2
20	+43
21	No scores from last year
22	No scores from last year
23	No scores from last year
24	No scores from last year
25	<b>-4 (93)</b>
26	-5
27	+8
28	+2
29	+12
30	+27
31	+5
32	-3
33	<b>-14</b>
34	No scores from last year
35	+28
36	<b>+11 (85)</b>
37	+16
38	+8
39	No scores from last year
40	No scores from last year

**2010 10<sup>th</sup> grade individual student improvements on TerraNova Reading**

10th	reading
1	<b>all scores at or above</b>
2	No scores from last year
3	+18
4	-19
5	<b>+19 (96)</b>
6	<b>all scores at or above</b>
7	<b>+4 (91)</b>
8	<b>+1 (95)</b>
9	No scores from last year
10	-8
11	<b>+8 (99)</b>
12	-18
13	No scores from last year
14	<b>-6 (90)</b>
15	<b>+28 (95)</b>
16	-26
17	<b>0 (91)</b>
18	<b>-2 (95)</b>
19	No scores from last year
20	-14
21	-6
22	No scores from last year
23	-23
24	<b>-13 (85)</b>
25	<b>all scores at or above</b>
26	+14
27	-24
28	No scores from last year
29	<b>-1 (91)</b>

## 2010 11<sup>th</sup> grade individual student improvements on TerraNova Reading

11th	reading
1	+32
2	<b>+5 (89)</b>
3	<b>+12 (96)</b>
4	-4
5	<b>+6 (99)</b>
6	+46
7	+4
8	<b>0 (95)</b>
9	<b>+6 (99)</b>
10	<b>all scores at or above</b>
11	+19
12	+3
13	-1
14	<b>all scores at or above</b>
15	<b>-1 (98)</b>
16	+6
17	-6
18	No scores from last year
19	<b>+7 (88)</b>
20	+24
21	<b>all scores at or above</b>
22	+3
23	-8
24	-10
25	+13

Summary: Increases and decreases in percentile scores for each student were tracked for each TerraNova test. When a student scored at or above the 85<sup>th</sup> percentile in all subjects, no score was recorded and a note was made regarding the overall level of achievement. Scores at or above the 85<sup>th</sup> percentile were recorded in a bold format. Each score below the 85<sup>th</sup> percentile was compared to the previous year's score and the difference was listed. When a score was 10 percentile or more away from the previous year's score, it was color-coded. The increases were coded blue and the decreases were coded red.

Of the 40 ninth grade students who were tested, 17 were new to our school. One of the remaining 23 ninth grade students had a significant (10 percentile or more) decrease in Reading score when compared to their 8<sup>th</sup> grade test. 8 students had a significant increase in Reading score.

Of the 29 tenth grade students who were tested, 6 were new to our school and 3 had scores in every area that were at or above the 85<sup>th</sup> percentile (growth for these students was not tracked). Seven of the remaining 20 tenth grade students had a significant decrease in Reading score when compared to their 9<sup>th</sup> grade test. Four students had a significant increase in Reading score.

Of the 25 eleventh grade students who were tested, 1 was new to our school and 3 had scores in every area that were at or above the 89<sup>th</sup> percentile (growth for these students was not tracked). One of the remaining 21 eleventh grade students had a significant decrease in Reading score when compared to their 10<sup>th</sup> grade test. Six students had a significant increase in Reading score.

## National Quarters from the Terra Nova Test

The DoDEA goal for the year 2011 is to have seventy-five percent of all students in grades 3-11 performing "At the Standard" level or higher (the top two quarters – 51%-100%) on a system-wide, norm- referenced assessment. Seven percent or less will perform "Below the Standard" level (the bottom quarter – 0%-25%).

*Highlighted cells indicate reaching these CSP goals.*

### Mathematics

Grade Level	Quarter Percent	2009 (Baseline)	2010	DECREASE	GAIN
7	75% - 100%	30.4	40.5	11.5	
7	51% - 75 %	39.1	40.5		
7	26% - 50%	26.1	19.0		
7	0% - 25%	4.3	0.0		4.3
8	75% - 100%	50.0	41.7	5.0	
8	51% - 75 %	30.0	33.3		
8	26% - 50%	10.0	25.0		
8	0% - 25%	10.0	0.0		10.0
9	75% - 100%	57.9	35.9	25.4	
9	51% - 75 %	34.2	30.8		
9	26% - 50%	7.9	23.1		
9	0% - 25%	0.0	10.3	10.3	
10	75% - 100%	51.4	58.6	21.0	
10	51% - 75 %	24.3	37.9		
10	26% - 50%	18.9	3.4		
10	0% - 25%	5.4	0.0		5.4
11	75% - 100%	48.0	54.2	23.6	
11	51% - 75 %	36.0	4.2		
11	26% - 50%	12.0	33.3		
11	0% - 25%	4.0	8.3	4.3	

Summary: On the TerraNova Mathematics test, we saw improvement at grades 7, 8, and 10. The improvement was significant (over 10% growth in percent of students in the top two quartiles) at grades 7, 8, and 10. At grade 8, though the percent of our students in the top two quartiles decreased, we still maintained the goal of having at least 75% of our students in the top two quartiles while reducing the number of students in the bottom quartile to zero.

At grade 11, we saw a significant decrease in performance, dropping the percent of students in the top two quartiles by nearly 25%. The percent of students in the bottom quartile increased, causing us to fail to meet the goal of 7% or fewer students in that quartile.

At grade 9, we saw a significant decrease in performance, dropping the percent of students in the top two quartiles by over 25%. The percent of students in the bottom quartile increased, causing us to fail to meet the goal of 7% or fewer students in that quartile.

### COHORT TRENDS MATHEMATICS

CLASS OF 2014	7 <sup>th</sup> grade 2009	8 <sup>th</sup> grade 2010	Change
Percent of students in top two quartiles	69.5	75.0	+5.5
Percent of students in bottom quartile	4.3	0.0	-4.3

CLASS OF 2013	8 <sup>th</sup> grade 2009	9 <sup>th</sup> grade 2010	Change
Percent of students in top two quartiles	80.0	66.7	-13.3
Percent of students in bottom quartile	10.0	10.3	+0.3

CLASS OF 2012	9 <sup>th</sup> grade 2009	10 <sup>th</sup> grade 2010	Change
Percent of students in top two quartiles	92.1	96.5	+4.4
Percent of students in bottom quartile	0.0	0.0	0.0

CLASS OF 2011	10 <sup>th</sup> grade 2009	11 <sup>th</sup> grade 2010	Change
Percent of students in top two quartiles	75.7	58.4	-17.3
Percent of students in bottom quartile	5.4	8.3	+2.9

Summary: We see a modest improvement for the classes of 2014 and 2012. Each increased the percent of students in the top two quartiles and ended with 0% of students in the bottom quartile.

The classes of 2013 and 2011 showed a decrease in the percent of students in the top two quartiles of over 10% and an increase in the percent of students in the bottom quartile.

## OPI MATHEMATICS SCORES

### Math; Geometry and Spatial Sense

	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
2009	51	60	62	52	63
2010	57	60	41	58	53

### Math; Patterns, Functions, and Algebra

	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
2009	66	56	70	65	65
2010	72	55	55	74	58

### Math; Problem Solving and Reasoning

	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
2009	46	57	69	53	51
2010	51	52	53	60	44

Summary: We see that the Geometry and Spatial Sense sub-test scores showed that the 8<sup>th</sup> grade maintained its level and the 10<sup>th</sup> grade improved by 6 points. The class of 2013, however, decreased by 19 but the class of 2011 improved by 1 point.

We see that the Patterns, Functions, and Algebra sub-test scores showed that the 8<sup>th</sup> grade decreased by 1 point but the 10<sup>th</sup> grade improved by 9 points. The class of 2013 decreased by 1 point and the class of 2011 decreased by 7 points.

We see that the Problem Solving and Reasoning sub-test scores showed that the 8<sup>th</sup> grade decreased by 5 points but the 10<sup>th</sup> grade increased by 7 points. The class of 2013 decreased by 4 points and the class of 2011 decreased by 11 points.

## INDIVIDUAL STUDENT ANALYSIS

### 2010 9<sup>th</sup> grade individual student improvements on TerraNova Mathematics

9th grade	math
1	+13
2	+8
3	No scores from last year
4	No scores from last year
5	<b>+16 (95)</b>
6	No scores from last year
7	No scores from last year
8	No scores from last year
9	<b>+7 (95)</b>
10	+28
11	No scores from last year
12	No scores from last year
13	No scores from last year
14	<b>-2 (89)</b>
15	No scores from last year
16	-3
17	-9
18	No scores from last year
19	+12
20	-10
21	No scores from last year
22	No scores from last year
23	No scores from last year
24	No scores from last year
25	-31
26	-13
27	<b>-3 (87)</b>
28	+9
29	+5
30	-20
31	-29
32	+3
33	-14
34	No scores from last year
35	-13
36	INV
37	-15
38	<b>+9 (92)</b>
39	No scores from last year
40	No scores from last year

### 2010 11<sup>th</sup> grade individual student improvements on TerraNova Mathematics

11th grade	math
1	+8
2	-8
3	INV
4	+8
5	<b>+16 (94)</b>
6	-9
7	+10
8	<b>-12 (86)</b>
9	<b>+6 (86)</b>
10	<b>all scores at or above 91</b>
11	+24
12	+3
13	<b>-1 (97)</b>
14	<b>all scores at or above 92</b>
15	-12
16	-13
17	+3
18	No scores from last year
19	<b>+9 (91)</b>
20	-6
21	<b>all scores at or above 89</b>
22	+16
23	-30
24	<b>+3 (85)</b>
25	-23

Summary: Increases and decreases in percentile scores for each student were tracked for each TerraNova test. When a student scored at or above the 85<sup>th</sup> percentile in all subjects, no score was recorded and a note was made regarding the overall level of achievement. Scores at or above the 85<sup>th</sup> percentile were recorded in a bold format. Each score below the 85<sup>th</sup> percentile was compared to the previous year's score and the difference was listed. When a score was 10 percentile or more away from the previous year's score, it was color-coded. The increases were coded blue and the decreases were coded red.

Of the 40 ninth grade students who were tested, 17 were new to our school and 1 had the score invalidated. Eight of the remaining 22 ninth grade students had a significant (10 percentile or more) decrease in Mathematics score when compared to their 8<sup>th</sup> grade test. This represents 36% of the returning students. 4 students had a significant increase in Mathematics score.

Of the 25 eleventh grade students who were tested, 1 was new to our school, 3 had scored at or above the 89<sup>th</sup> percentile (growth was not tracked for these students) and 1 had the score invalidated. Four of the remaining 20 eleventh grade students had a significant decrease in Mathematics score when compared to their 10<sup>th</sup> grade test. Four students also had a significant increase in Mathematics score.

## National Quarters from the Terra Nova Test

The DoDEA goal for the year 2011 is to have seventy-five percent of all students in grades 3-11 performing "At the Standard" level or higher (the top two quarters – 51%-100%) on a system-wide, norm-referenced assessment. Seven percent or less will perform "Below the Standard" level (the bottom quarter – 0%-25%).

*Highlighted cells indicate reaching these CSP goals.*

### Science

Grade Level	Quarter Percent	2009 (Baseline)	2010	DECREASE	GAIN
7	75% - 100%	21.7	40.5	13.9	
7	51% - 75 %	47.8	42.9		
7	26% - 50%	26.1	11.9		
7	0% - 25%	4.3	4.8	0.5	
8	75% - 100%	36.7	36.0	2.6	
8	51% - 75 %	36.7	40.0		
8	26% - 50%	16.7	16.0		
8	0% - 25%	10.0	8.0		2.0
9	75% - 100%	44.7	35.9	15.0	
9	51% - 75 %	39.5	33.3		
9	26% - 50%	15.8	23.1		
9	0% - 25%	0.0	7.7	7.7	
10	75% - 100%	48.6	48.3	2.0	
10	51% - 75 %	24.3	27.6		
10	26% - 50%	21.6	24.1		
10	0% - 25%	5.4	0.0		5.4
11	75% - 100%	48.0	52.0	16.0	
11	51% - 75 %	40.0	20.0		
11	26% - 50%	4.0	20.0		
11	0% - 25%	8.0	8.0		

Summary: On the TerraNova Science test, we saw improvement at grades 7, 8, and 10. The improvement was significant (over 10% growth in percent of students in the top two quartiles) at grade 7, and at all three grades

we attained the goal of having at least 75% of our students in the top two quartiles. At grade 10, the percent of students in the bottom quartile was reduced to zero.

At grades 9 and 11, we saw a significant decrease in performance, dropping the percent of students in the top two quartiles by over 15% or more in each case. At the 9<sup>th</sup> grade level, there was also a surge in the percent of students in the bottom quartile such that we did not meet the goal of having 7% or fewer in the bottom quartile.

- One of our science teachers was a substitute from November through the end of the school year.

**COHORT TRENDS SCIENCE**

CLASS OF 2014	7 <sup>th</sup> grade 2009	8 <sup>th</sup> grade 2010	Change
Percent of students in top two quartiles	69.5	76.0	+6.5
Percent of students in bottom quartile	4.3	8.0	+3.7

CLASS OF 2013	8 <sup>th</sup> grade 2009	9 <sup>th</sup> grade 2010	Change
Percent of students in top two quartiles	73.4	69.2	-4.2
Percent of students in bottom quartile	10.0	7.7	-2.3

CLASS OF 2012	9 <sup>th</sup> grade 2009	10 <sup>th</sup> grade 2010	Change
Percent of students in top two quartiles	84.2	75.9	-8.3
Percent of students in bottom quartile	0.0	0.0	0.0

CLASS OF 2011	10 <sup>th</sup> grade 2009	11 <sup>th</sup> grade 2010	Change
Percent of students in top two quartiles	72.9	72.0	-0.9
Percent of students in bottom quartile	5.4	8.0	+2.6

Summary: We see no significant improvement or decrease (over 10% growth or decrease) in the percent of students in the top two quartiles for any class. The classes of 2012 and 2014 maintained their goal of 75% of students in the top two quartiles, though the class of 2012 saw a large decrease (8.3%).

Only the class of 2012 accomplished the goal of having no more than 7% of students in the bottom quartile, maintaining a level of 0%. The class of 2013, though not attaining that goal, moved closer to it, while the

classes of 2011 and 2014 increased the percent of students in that quartile to such an extent that they failed to meet the goal.

## OPI SCIENCE SCORES

### Science; Science Inquiry

	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
2009	65	70	68	78	68
2010	73	73	62	80	66

Summary: We see that the Science Inquiry sub-test scores showed that the 9<sup>th</sup> grade decreased by 6 points and the 11<sup>th</sup> grade decreased by 2 points, while the class of 2013 increased by 12 points.

## INDIVIDUAL STUDENT ANALYSIS

### 2010 9<sup>th</sup> grade individual student improvements on TerraNova Science

9th	science
1	+16
2	+26
3	No scores from last year
4	No scores from last year
5	<b>+5 (93)</b>
6	No scores from last year
7	No scores from last year
8	No scores from last year
9	<b>+8 (89)</b>
10	+5
11	No scores from last year
12	No scores from last year
13	No scores from last year
14	<b>-5 (92)</b>
15	No scores from last year
16	<b>+14 (91)</b>
17	+18
18	No scores from last year
19	<b>-20</b>
20	+33
21	No scores from last year
22	No scores from last year
23	No scores from last year
24	No scores from last year
25	+2
26	<b>-19</b>
27	-4
28	+2
29	<b>-18</b>
30	-2
31	-3
32	-8
33	+18
34	No scores from last year
35	+3
36	INV
37	+32
38	<b>-4 (90)</b>
39	No scores from last year
40	No scores from last year

### 2010 11<sup>th</sup> grade individual student improvements on TerraNova Science

11th	science
1	-9
2	-5
3	<b>+16 (91)</b>
4	<b>+6 (86)</b>
5	<b>-6 (89)</b>
6	<b>0 (95)</b>
7	<b>-38</b>
8	+2
9	<b>-13</b>
10	<b>all scores at or above 91</b>
11	+16
12	<b>-17</b>
13	<b>-5 (91)</b>
14	<b>all scores at or above 92</b>
15	0
16	+22
17	-3
18	No scores from last year
19	-7
20	+9
21	<b>all scores at or above 89</b>
22	+3
23	+8
24	+10
25	+31

Summary: Increases and decreases in percentile scores for each student were tracked for each TerraNova test. When a student scored at or above the 85<sup>th</sup> percentile in all subjects, no score was recorded and a note was made regarding the overall level of achievement. Scores at or above the 85<sup>th</sup> percentile were recorded in a bold format. Each score below the 85<sup>th</sup> percentile was compared to the previous year's score and the difference was listed. When a score was 10 percentile or more away from the previous year's score, it was color-coded. The increases were coded blue and the decreases were coded red.

Of the 40 ninth grade students who were tested, 17 were new to our school and 1 had the score invalidated. Three of the remaining 22 ninth grade students had a significant (10 percentile or more) decrease in Science score when compared to their 8<sup>th</sup> grade test. 7 students had a significant increase in Science score.

Of the 25 eleventh grade students who were tested, 1 was new to our school and 3 had scores in every area that were at or above the 89<sup>th</sup> percentile (growth for these students was not tracked). Three of the remaining 21 eleventh grade students had a significant decrease in Science score when compared to their 10<sup>th</sup> grade test. Five students had a significant increase in Science score.

- **Summative Assessment 2:**

PSAT Writing Test

DAVID G FARRAGUT HIGH SCHOOL DOD (578550)  
WEDNESDAY FORM: CLASS OF 2011

PSAT/NMSQT SUMMARY OF ANSWERS AND SKILLS 2008

**ANALYSIS OF PERFORMANCE ON WRITING SKILLS**

KEY	Skills	Comparative Performance				
		Below national average		National average	Exceeds national average	
	W1 Being precise and clear				X	□
	W2 Following conventions in writing				□	
	W3 Recognizing logical connections within sentences and passages				X	□
	W4 Using verbs correctly				X	□
	W5 Recognizing improper pronoun use				X	□
	W7 Understanding complicated sentence structures				X	□
	W9 Understanding the structure of sentences with abstract ideas				X	□
	W10 Understanding the structure of sentences that relate to science or math				X	□
	W11 Understanding the structure of sentences that relate to the arts					□

DAVID G FARRAGUT HIGH SCHOOL DOD (578550)  
WEDNESDAY FORM: CLASS OF 2012

PSAT/NMSQT SUMMARY OF ANSWERS AND SKILLS 2009

**ANALYSIS OF PERFORMANCE ON WRITING SKILLS**

KEY	Skills	Comparative Performance				
		Below national average		National average	Exceeds national average	
	W1 Being precise and clear				X	□
	W2 Following conventions in writing				□	X
	W3 Recognizing logical connections within sentences and passages				X	□
	W4 Using verbs correctly				X	□
	W5 Recognizing improper pronoun use				X	□
	W7 Understanding complicated sentence structures				□	
	W9 Understanding the structure of sentences with abstract ideas				□	
	W10 Understanding the structure of sentences that relate to science or math				X	□
	W11 Understanding the structure of sentences that relate to the arts				□	X

Summary: From 2008 to 2009, our 10<sup>th</sup> graders improved in the areas of (a) being precise and clear, (b) recognizing logical connections within sentences and passages, (c)

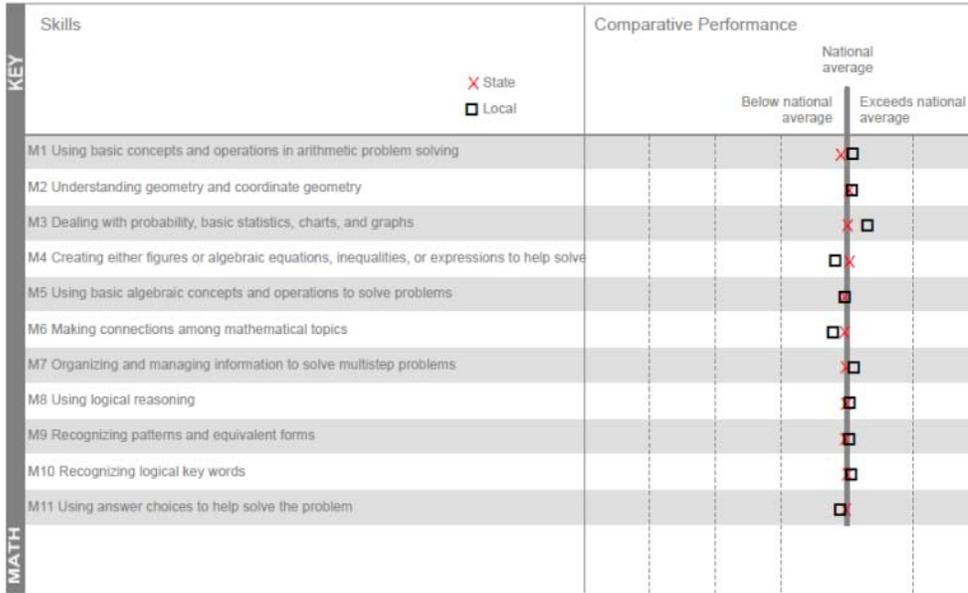
using verbs correctly, (d) recognizing improper pronoun use, and (e) understanding the structure of sentences that relate to science or math. Our 10<sup>th</sup> graders declined in the areas of **(a) understanding complicated sentence structures, (b) understanding the structure of sentences with abstract ideas**, and (c) understanding the structure of sentences that relate to the arts. Our 10<sup>th</sup> graders remained consistent in the area of (a) following conventions in writing. Our weakest areas are (a) following conventions in writing and (b) understanding the structure of sentences that relate to the arts.

# Mathematics Test

DAVID G FARRAGUT HIGH SCHOOL DOD (578550)  
WEDNESDAY FORM: CLASS OF 2011

PSAT/NMSQT SUMMARY OF ANSWERS AND SKILLS 2008

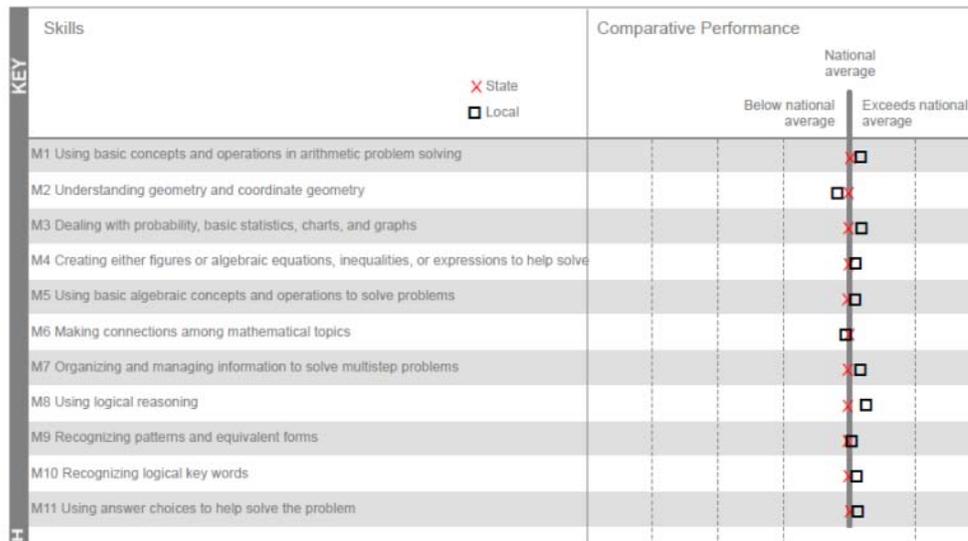
## ANALYSIS OF PERFORMANCE ON MATHEMATICS SKILLS



DAVID G FARRAGUT HIGH SCHOOL DOD (578550)  
WEDNESDAY FORM: CLASS OF 2012

PSAT/NMSQT SUMMARY OF ANSWERS AND SKILLS 2009

## ANALYSIS OF PERFORMANCE ON MATHEMATICS SKILLS



Summary: From 2008 to 2009, our 10<sup>th</sup> graders improved in the areas of (a) using basic concepts and operations in arithmetic problem solving, (b) **creating either figures or algebraic equations, inequalities, or expressions to help solve**, (c) using basic

algebraic concepts and operations to solve problems, **(d) making connections among mathematical topics**, **(e) organizing and managing information to solve multistep problems**, and **(f) using logical reasoning**. Our 10<sup>th</sup> graders declined in the areas of (a) understanding geometry and coordinate geometry, **(b) dealing with probability, basic statistics, charts, and graphs**, and (c) using answer choices to help solve the problem. Our 10<sup>th</sup> graders remained consistent in the areas of (a) recognizing patterns and equivalent forms and (b) recognizing logical key words. Our weakest areas are (a) understanding geometry and coordinate geometry and **(b) making connections among mathematical topics**.

# Reading Test

DAVID G FARRAGUT HIGH SCHOOL DOD (578550)  
WEDNESDAY FORM: CLASS OF 2011

PSAT/NMSQT SUMMARY OF ANSWERS AND SKILLS 2008

## ANALYSIS OF PERFORMANCE ON CRITICAL READING SKILLS

KEY	Skills	Comparative Performance		
		Below national average	National average	Exceeds national average
CRITICAL READING	CR1 Understanding main ideas in a reading passage			□
	CR3 Comparing and contrasting ideas presented in two passages			□
	CR4 Understanding the use of examples		□	
	CR5 Recognizing the purpose of various writing strategies		□	
	CR6 Applying ideas presented in a reading passage		□	
	CR7 Determining an author's purpose or perspective			□
	CR8 Making connections between information in different parts of a passage		□	
	CR9 Distinguishing conflicting viewpoints		□	
	CR10 Being thorough		□	
	CR11 Understanding difficult vocabulary		□	
	CR12 Understanding how negative words, suffixes, and prefixes affect sentences		□	
	CR15 Recognizing words that signal contrasting ideas in a sentence			□
	CR16 Recognizing a definition when it is presented in a sentence		□	
	CR17 Understanding sentences that deal with abstract ideas		□	
	CR19 Comprehending long sentences		□	
	CR21 Understanding sentences that deal with scientific ideas			□

DAVID G FARRAGUT HIGH SCHOOL DOD (578550)  
WEDNESDAY FORM: CLASS OF 2012

PSAT/NMSQT SUMMARY OF ANSWERS AND SKILLS 2009

## ANALYSIS OF PERFORMANCE ON CRITICAL READING SKILLS

KEY	Skills	Comparative Performance		
		Below national average	National average	Exceeds national average
CRITICAL READING	CR1 Understanding main ideas in a reading passage			□
	CR3 Comparing and contrasting ideas presented in two passages			□
	CR4 Understanding the use of examples		□	
	CR5 Recognizing the purpose of various writing strategies		□	
	CR6 Applying ideas presented in a reading passage		□	
	CR7 Determining an author's purpose or perspective		□	
	CR9 Distinguishing conflicting viewpoints		□	
	CR10 Being thorough		□	
	CR11 Understanding difficult vocabulary		□	
	CR12 Understanding how negative words, suffixes, and prefixes affect sentences		□	
	CR16 Recognizing a definition when it is presented in a sentence		□	
	CR17 Understanding sentences that deal with abstract ideas		□	
	CR19 Comprehending long sentences		□	

Summary: From 2008 to 2009, our 10<sup>th</sup> graders improved in the areas of (a) understanding main ideas in a reading passage, (b) **comparing and contrasting ideas presented in two passages**, (c) understanding the use of examples, (d) recognizing the

purpose of various writing strategies, **(e) applying ideas presented in a reading passage**, **(f) determining an author’s purpose or perspective**, **(g) distinguishing conflicting viewpoints**, (h) being thorough, (i) understanding how negative words, suffixes, and prefixes affect sentences, and **(j) comprehending long sentences**. Our 10<sup>th</sup> graders declines in the areas of **(a) understanding difficult vocabulary** and (b) recognizing a definition when it is presented in a sentence. Our 10<sup>th</sup> graders remained consistent in the area of **(a) understanding sentences that deal with abstract ideas**. Our weakest areas are **(a) understanding difficult vocabulary**, **(b) understanding sentences that deal with abstract ideas**, and (c) recognizing a definition when it is presented in a sentence.

- **Summative Assessment 3:**

### Goal 2: Critical Thinking

The school administered a locally-created critical thinking assessment in the Fall of 2009 and compared the results to previous years local assessment data. There was a consensus that our rubric was not powerful enough or broad enough in scope. We also determined that we were not seeing the progress needed to meet our goals. We recognized we needed to revise our interventions and our local assessment which we determined was too narrow in scope.

	Critical Thinking Fall 09	Critical Thinking spring 10	Difference
7	2.541	2.636	0.095
8	2.684	2.712	0.028
9	2.646	2.225	-0.421
10	2.563	2.423	-0.140
11	2.453	3.043	0.590
12	2.537	3.175	0.638

The 11<sup>th</sup> and 12<sup>th</sup> grade students had a significant growth, each seeing about a 25% increase in score. The 10<sup>th</sup> grade students showed a 5% decline, the 7<sup>th</sup> and 8<sup>th</sup> grade showed only a slight improvement, while the 9<sup>th</sup> grade students showed a 16% decline.

### **Summative Assessment 3:**

Have you made progress and shown significant improvement?

We question the validity of our results due to the weaknesses of the local assessments. However, our students have shown modest improvement across many grade levels, ninth grade and eleventh grade demonstrate needs to address since they have consistently shown the least progress across all summative assessments. (The ninth grade doubled our special education population and provided additional areas of concern regarding behavior and attendance issues). The progress in the other grade levels is modest to sporadic. It must be noted that due to a high mobility rate of our students this year, the cohort group is quite small and therefore year to year analysis should be taken in this context. We also determined that our departmental specific interventions were not sufficiently powerful enough and that we were needed a school wide intervention.

Our staff analysis determined that there is not enough significant improvement in our students' critical thinking skills across the school or curriculum. We also realized that collecting data at the beginning and end of the school year was not giving us data or information that we could use in a formative manner during the school year.

We determined that we have not been deriving enough valuable information from our local critical thinking assessments and decided to make improvements by selecting a more powerful intervention and better and more frequent local assessments.

Next Steps:

We looked at the all of the data in details again as a staff, including individual student scores. We determined that we needed a common school-wide intervention and the CSILT looked at various research articles and critical thinking models. We adopted the school-wide the intervention framework of (Costas) Three Level House. We decided on school-wide interventions to give us a common language and better means of

professional collaboration and staff development. The CSILT adapted several critical thinking skills rubrics and created one to match the Three Level House model. We planned for the training and practice using this model and our rubric ensuring that all teachers in all subject areas are instructed and comfortable with incorporating the Three Level House and the use of the rubric into their curriculum as appropriate. We created the calendar for the new school year that provided the training, practice and formative assessment dates for the school year. We determined that all teachers will collect formative results for school-wide review once a quarter to ascertain the effectiveness of this intervention and that we would meet quarterly to look at this data to determine changes that needed to be made.

We believe that this plan has addressed the weaknesses we identified and understand that further adjustments may be necessary as we look at our formative results.

**Implications for Student Performance Goals:**

We have determined, through data analysis shown in this document and as also denoted in our End of the Year Status, that our CSI goals need further implementation to address the still present student weaknesses of written communication and critical thinking skills.

**Target Groups:** We are instituting academic support structures for our at risk students:

Lunch Bunch (7-12) and Kitchen Table (7-12)

**Other Actions:**

We are implementing more powerful instructional interventions, and creating new, more meaningful systems of ongoing data analysis to support our endeavors in increasing student achievement in these and in all curricular areas.