

Osan Middle School
Continuous School Improvement Blueprint – Goal 2
SY 11-12

Principal: Jeffrey McGee		CSI Chair(s): Sharon Manuel, Michael Paul	
DoDEA Mission Statement: To provide an exemplary education that inspires and prepares all DoDEA students for success in a dynamic, global environment.			
Vision Statement: Providing a Setting of High Expectations that Engage and Motivate All Students in a Successful Learning Environment.			
S.M.A.R.T. Goal: By 2014 OMS student achievement will significantly increase overall as measured by local summative assessment; and, in targeted areas of data analysis/statistics/probability, computation/estimation, and problem solving/reasoning as measured by the TerraNova 3 rd edition.			
Triangulation of Data: What three (minimum) data sources support the selection of this goal?			
<ol style="list-style-type: none"> 1. TerraNova 2. Local Summative Assessment (open-ended) 3. Local Summative Assessment (multiple-choice) 			
Assessments Selected to Measure Student Achievement in this Goal Area			
System-wide Assessment Name: TerraNova Multiple Assessment (Math) Grade Levels: 6-8 When Given: March Scored by: McGraw-Hill How do we know we have achieved success (indicator of success): There will be a meaningful increase in the percentage of students scoring in the top two quarters and meaningful decrease in the percentage of students scoring in the bottom quarter.		School Selected Assessments Name: Local Summative Math Assessment (open-ended) Grade Levels: 6-8 When Given: October, May Scored by: Math Educators How do we know we have achieved success (indicator of success): There will be a meaningful increase in the percentage of students scoring 84 (or more) of the 120 possible points (70%) on the assessment.	
		Name: Local Summative Math Assessment (multiple-choice) Grade Levels: 6-8 When Given: September, May Scored by: Math Educators How do we know we have achieved success (indicator of success): Indicator/measurement of success: There will be a meaningful increase in the percentage of students scoring a 70% or above on the assessment.	
Common Assessments			
Name: Common Formative MATH OPI Assessment Grade Levels: 6-8 When Given: Quarterly (November, January, April) Scored by: Math Educators			

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Action Plan

Intervention: Formative Assessment (Quarterly OPI in MATH)

Intervention: Cornell Notes (all classrooms)

Tasks/Action Steps	Timeline		Persons Responsible
	Begin	End	
1. Enhance ownership of vision, goals, and interventions. 2. Implement instructional routine focusing on targeted OPI subskills. 3. Develop common quarterly formative assessments focusing on OPI subskills.	August September September	June June April	Principal Department Leader/Educators

Monitoring the Implementation of Interventions

Date	Intervention Focus	Monitoring Process	Person/Group Responsible	Evidence; Use of the Evidence
Sept.- June	Formative Assessment (new in SY 2011-2012)	Daily OPI questioning protocol in all MATH classrooms to guide instruction is observed via walk-through and formal observations. Quarterly OPI formative assessment developed, scheduled and administered.	Educators/Department Leader/ Principal	OPI questions selected and administered systematically in Math classrooms. Quarterly Common Formative Assessment administered and results analyzed and used to guide instruction in subsequent quarter.
Sept.- June	Cornell Notes	Daily use of Cornell Notes in each classroom (critical elements) observed via walk-through and observation protocol.	Educators/Department Leader/ Principal	Use of Cornell format in open-ended local summative assessment. Cornell Notes will be posted in classrooms and in hallways.

1. How will you communicate or publicize the plan to achieve the identified goal to the community, the students, and the parents?	Our plan will be publicized to our community via the following media/channels: in-school displays; weekly newsletters; web page, CSI brochure; PTSO; School Advisory Council; and, Mission Support Group
2. How will you communicate or publicize the results of the identified goal assessments to the community, the students, and the parents?	The status of CSI program will be documented annually and shared with our community via the following media/channels: in-school displays; weekly newsletters; web page, CSI brochure; PTSO; School Advisory Council; Mission Support Group; and, Frequently Asked Questions Document
3. How will you use the on-going evaluation results to adjust and maintain progress in order to reach the identified goal?	Implementation of interventions will be monitored via quarterly review by goal teams; adjustments will be made as necessary.
4. How will you celebrate the successful implementation of interventions?	Successful implementation of interventions will result in increased student achievement which will be publicized via established media/channels once annual status reports are prepared. Students are recognized individually via quarterly and end-of-year awards programs to which parents are invited.

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Results-based Professional Development Framework

Staff Development Outcome <i>(What do educators need to know and be able to do?)</i>		Intervention Formative Assessment (new in SY 2011-2012)		Student Outcome <i>(What do we want students to know, learn, and demonstrate?)</i>	
Use formative assessment to guide instruction.		School Year 2011-2012		Increased mastery of important OPI TerraNova subskills.	
Steps	Activities	Responsible	Evidence	Resources	Timeline
Knowledge	Understand how formative assessment as intervention is a strategy for school vision and Math goal attainment.	Administration/ Department Leader	Educator Reports	None	Before 29 September 11
	Develop questions, questioning protocol, and quarterly assessments that target OPI goal strands.		Assessments	Consultation with ISS	Ongoing
Low Risk/On the Job Practice with Feedback	Systematic administration of questions. Based on learner response, questioning protocol can be adjusted.	Math Educators	Walkthrough/ Educator Reports/ Observation	N/A	October-November 2011
New Staff Plan	This process is new to all staff; therefore, activities will be whole group oriented.	Administration	See above	N/A	Monthly Department Meetings beginning in August 2011.

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Results-based Professional Development Framework					
Staff Development Outcome <i>(What do educators need to know and be able to do?)</i>		Intervention Cornell Notes		Student Outcome <i>(What do we want students to know, learn, and demonstrate?)</i>	
Increase frequency of use and effectiveness of Cornell Notes in all classrooms.		School Year 2011-2012		Improved conceptual understanding of instructional topics via essential questioning, note-taking/graphic organizers, and summary writing.	
Steps	Activities	Responsible	Evidence	Resources	Timeline
Knowledge	Understand how research-based instructional strategies are effectively implemented via Cornell Notes.	Administration /CSI Team	Evaluations	CD AVID Focused Note-taking	Whole Group: August (heavy focus); monthly refreshers thereafter
Low Risk/On the Job Practice with Feedback	Educators share notes implemented in classrooms during department meeting.	Department Leaders/Administration	Cornell Notes Work Samples/Observation	Consultation with ISS	September 2011-June 2012
New Staff Plan	All staff will receive monthly refresher training relevant to the use of Cornell Notes.	See above	Educator Reports	N/A	Monthly Faculty Meetings

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**ANNUAL STATUS REPORT – GOAL TWO
SY 10-11
(August 8, 2011)**

STUDENT PERFORMANCE GOAL AND INTERVENTIONS

S.M.A.R.T Goal:

By 2014 OMS student achievement will significantly increase overall as measured by local summative assessment; and, in targeted areas of data analysis/statistics/probability, computation/estimation, and problem solving/reasoning as measured by the TerraNova 3rd edition.

Classroom Intervention/Program (SY 10-11):

Use of Cornell notes and formative assessment across the curriculum to promote critical thinking and student achievement.

Data Analysis Procedures

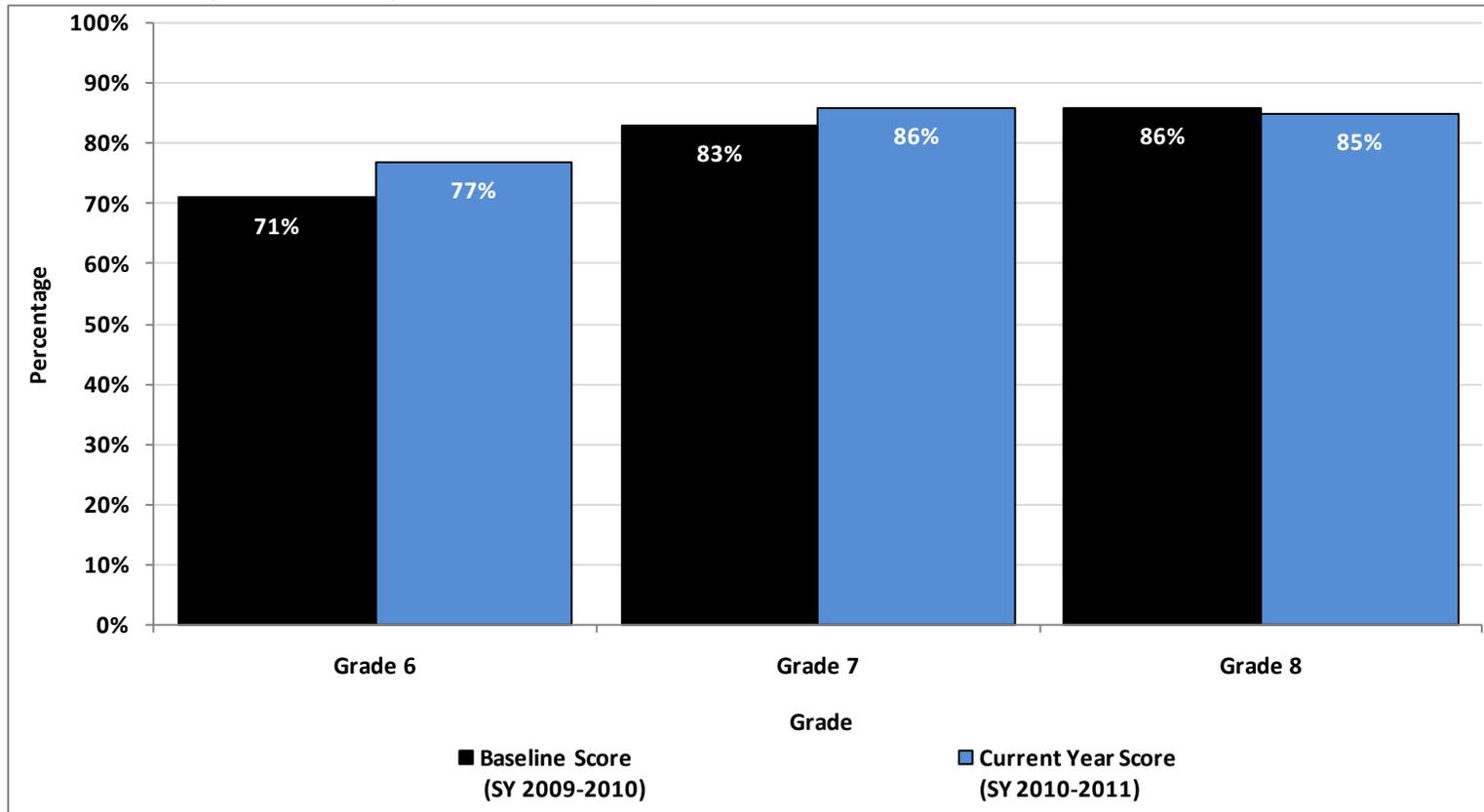
Baseline data and data collected at the end of each year of the school improvement cycle were disaggregated by grade level (and targeted subgroup) and were analyzed. Data were converted to standard scores (z-scores) and analyzed. Z-scores greater than or equal to 1.96 show a significant decrease whereas z-scores less than or equal to -1.96 show a significant increase between the baseline year and the current year. The table below shows the number of students who were assessed each year. As the number of students assessed decreases, fluctuation in the percentages of students scoring above the benchmark can drastically change.

TABLE 1: NUMBER OF STUDENTS ASSESSED BY SCHOOL YEAR AND GRADE

Assessments	Grade 6		Grade 7		Grade 8	
	BY	CY	BY	CY	BY	CY
TerraNova Math Subtest	45	47	47	51	43	47
Thunderbird Local Summative Math Assessment (Open-Ended)	49		50		42	
Thunderbird Local Summative Math Assessment (Multiple Choice)	46		52		46	

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TerraNova 3rd Edition – (Math Subtest)
Top Two National Quarters

EXHIBIT 1: PERFORMANCE LEVEL PERCENTAGES IN THE TOP TWO NATIONAL QUARTERS ON THE TERRANOVA (3RD EDITION) MATH SUBTEST, SY 2009-2010 - SY 2010-2011



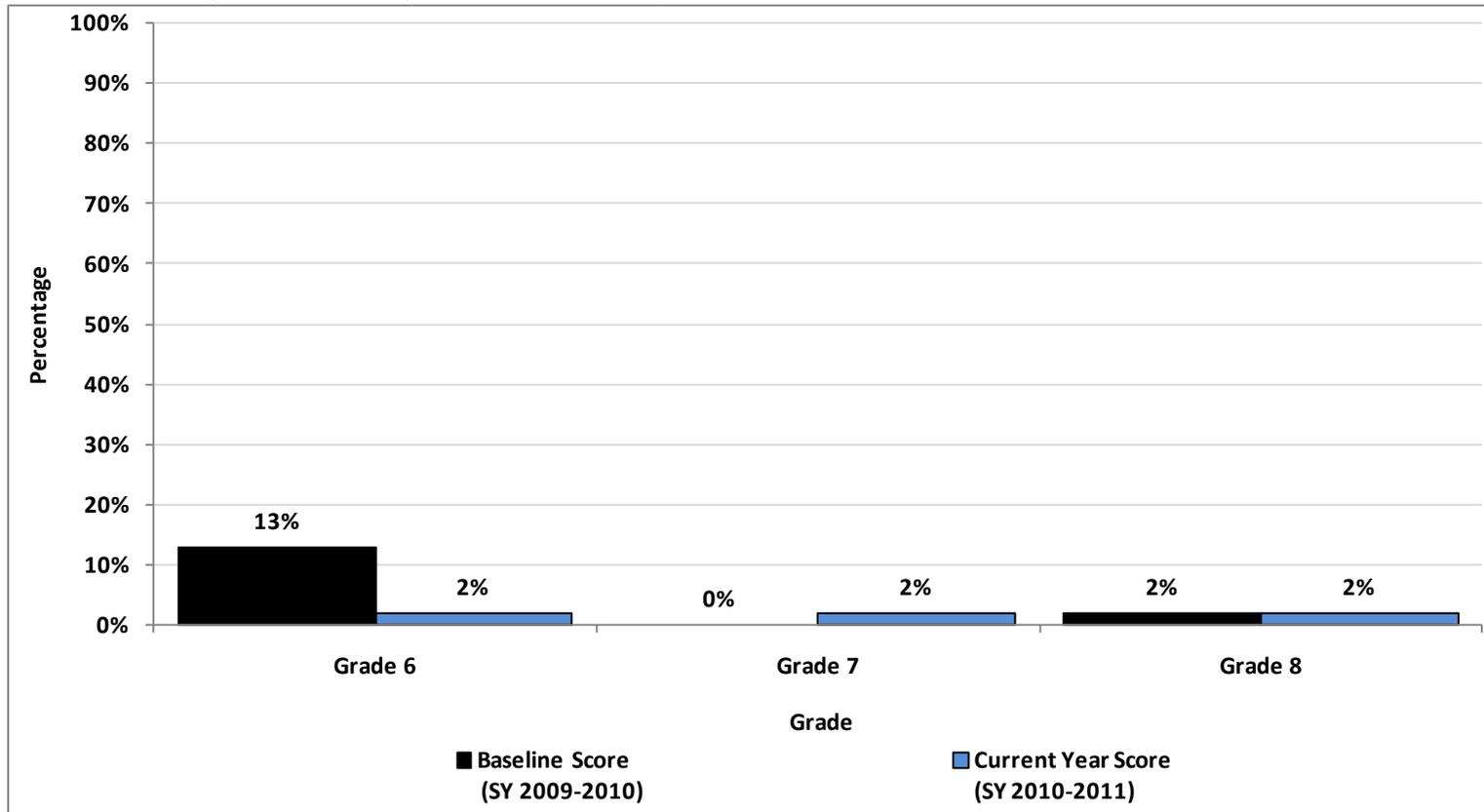
Source: Consolidated Data Warehouse, 2010, CTB McGraw-Hill, 2011.

Indicator of Success:

Meeting CSP goal; there will be a meaningful increase in the percentage of students scoring in the top two quarters and meaningful decrease in the percentage of students scoring in the bottom quarter.

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TerraNova 3rd Edition – (Math Subtest)
Bottom National Quarter

EXHIBIT 2: PERFORMANCE LEVEL PERCENTAGES IN THE BOTTOM NATIONAL QUARTER ON THE TERRANOVA (3RD EDITION) MATH SUBTEST, SY 2009-2010 - SY 2010-2011



Source: Consolidated Data Warehouse, 2010, CTB McGraw-Hill, 2011.

Indicator of Success:

Meeting CSP goal; there will be a meaningful increase in the percentage of students scoring in the top two quarters and meaningful decrease in the percentage of students scoring in the bottom quarter.

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Top Two National Quarters

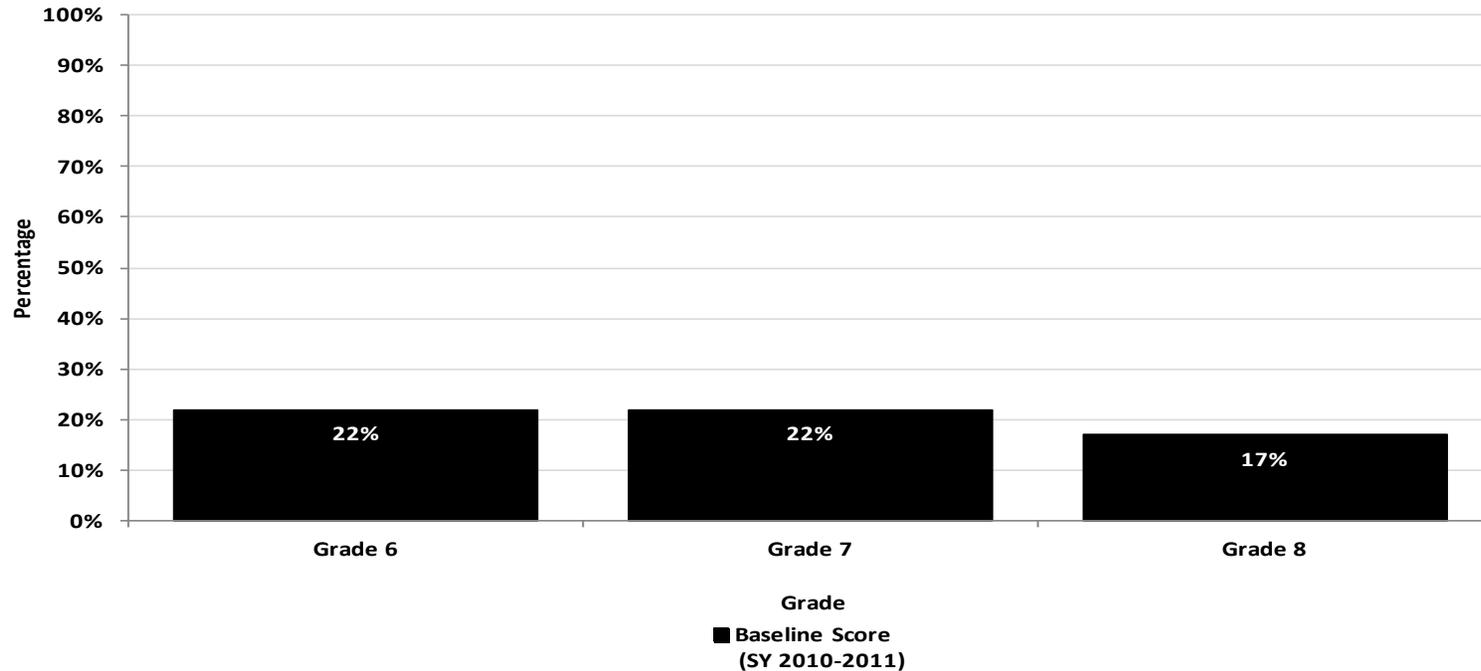
Assessment TerraNova Math Subtest	Baseline Score (SY 2009- 2010)	Current Year Score (SY 2010- 2011)	Description of Growth Baseline Year to Current Year
Grade 6	71%	77%	The percentage of students who scored in the top two quarters (above or at the standard) increased by 6% from 71% to 77% which produced a z-score of -0.66. This increase is not statistically significant.
Grade 7	83%	86%	The percentage of students who scored in the top two quarters (above or at the standard) increased by 3% from 83% to 86% which produced a z-score of -0.41. This increase is not statistically significant.
Grade 8	86%	85%	The percentage of students who scored in the top two quarters (above or at the standard) decreased by 1% from 86% to 85% which produced a z-score of 0.13. This decrease is not statistically significant.

Bottom National Quarter

Assessment TerraNova Math Subtest	Baseline Score (SY 2008- 2009)	Current Year Score (SY 2010- 2011)	Description of Growth Baseline Year to Current Year
Grade 6	13%	2%	The percentage of students who scored in the bottom quarter (below the standard) decreased by 11% from 13% to 2% which produced a z-score of 2.02. This decrease is statistically significant.
Grade 7	0%	2%	The percentage of students who scored in the bottom quarter (below the standard) increased by 2% from 0% to 2% which produced a z-score of -0.97. This increase is not statistically significant.
Grade 8	2%	2%	The percentage of students who scored in the bottom quarter (below the standard) remained the same at 2%.

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 Thunderbird Local Summative Math Assessment (Open-Ended)
 At and Above Standard**

EXHIBIT 3: PERCENTAGE OF STUDENTS SCORING AT OR ABOVE THE STANDARD ON THE THUNDERBIRD LOCAL SUMMATIVE MATH ASSESSMENT (OPEN-ENDED), SY 2010-2011



Source: Osan Middle School, 2011.

Indicator of Success:

There will be a meaningful increase in the percentage of students scoring 84 (or more) of the 120 possible points (70%) on the assessment.

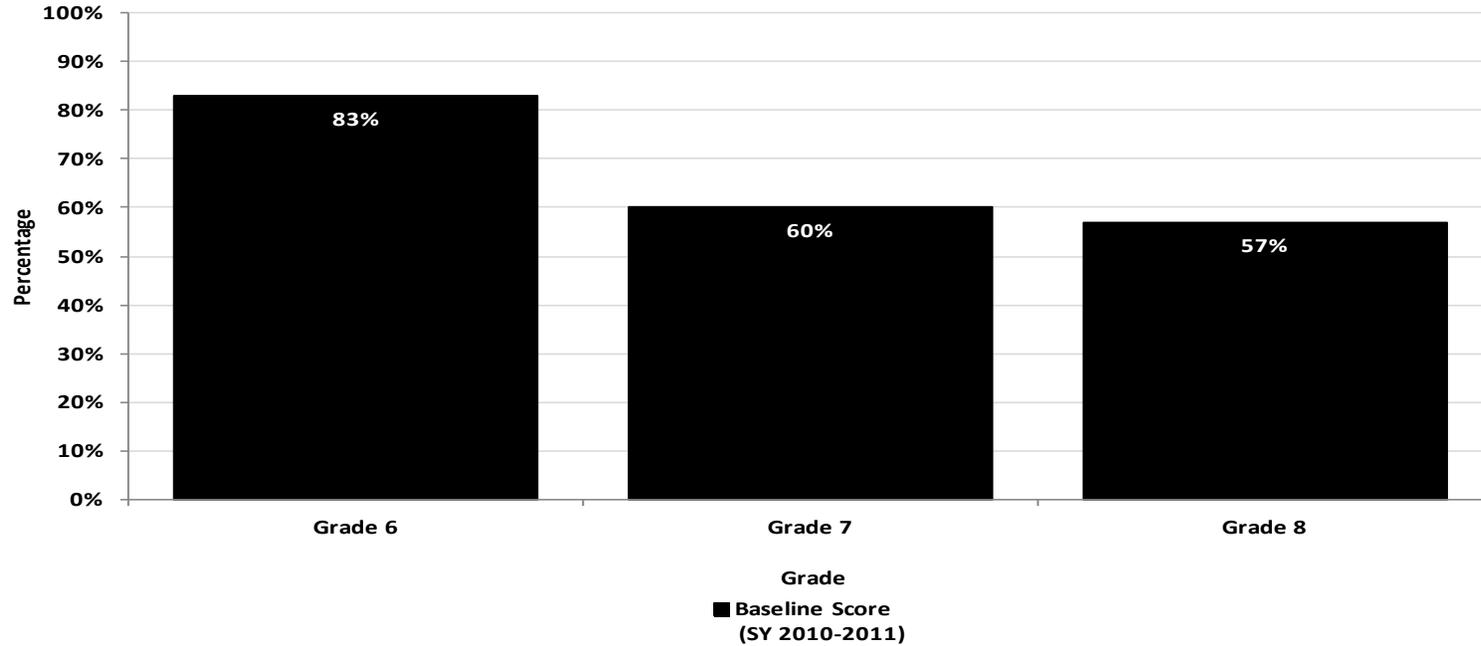
At and Above Standard

Assessment Local Summative Math Assessment (Open-Ended)	Baseline Score (SY 2010-2011)	Description of Growth Baseline Year to Current Year
Grade 6	22%	SY 2010-2011 was the first year the Thunderbird Local Summative Math (open-ended) Assessment was administered.
Grade 7	22%	
Grade 8	17%	

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**Thunderbird Local Summative Math Assessment (Multiple Choice)
At and Above Standard**

EXHIBIT 4: PERCENTAGE OF STUDENTS SCORING AT OR ABOVE THE STANDARD ON THE THUNDERBIRD LOCAL SUMMATIVE MATH ASSESSMENT (MULTIPLE CHOICE), SY 2010-2011



Source: Osan Middle School, 2011.

Indicator of Success:

There will be a meaningful increase in the percentage of students scoring a 70% or above on the assessment.

At and Above Standard

Assessment Local Formative Math Assessment (Multiple Choice)	Baseline Score (SY 2010- 2011)	Description of Growth Baseline Year to Current Year
Grade 6	83%	SY 2010-2011 was the first year the Thunderbird Local Summative Math (Multiple Choice) Assessment was administered.
Grade 7	60%	
Grade 8	57%	

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ANALYSIS

Comparison of Scores between Baseline Year and Current Year

Assessments	Grade 6	Grade 7	Grade 8
Top Two Quarters TerraNova Math Subtest	+	+	--
Bottom Quarter TerraNova Math Subtest	--*	+	0
Thunderbird Local Summative Math Assessment (Open-Ended)	Baseline Year		
Thunderbird Local Summative Math Assessment (Multiple Choice)	Baseline Year		
+ = Increase 0 = Remained the same -- = Decrease * = Statistically Significant			

Comparison of TerraNova Math Objective Performance Indices

		2009-2010			2010-2011			Analysis 2010 to 2011		
		6	7	8	6	7	8	6	7	8
Goal 2	Computation and Numerical Estimation	54	67	77	62	67	70	+	0	--
	Data Analysis, Statistics, and Probability	69	60	69	75	60	69	+	0	0
	Problem Solving and Reasoning	61	56	62	68	58	62	+	+	0
+ = Increase 0 = Remained the same -- = Decrease										

Note: Objective Performance Index is “an estimate number of the items that a student could be expected to answer correctly if there had been 100 such items for that objective” (TerraNova, Third Edition: Educator’s Guide, 2009, p. 294).

1. What was the change in each individual assessment?

- a. The percentage of students scoring in the top two quarters on the Math TerraNova test increased in two of the three grade levels tested (66.7% of the grades) when comparing baseline data (SY 2009-2010) to the current year (SY 2010-2011) data. As Osan Middle School (OMS) strives to meet DODEA’s assessment goals, every grade level met the CSP goal of 75% or more students scoring in the top two quarters.
- b. The percentage of students scoring in the bottom quarter on the Math TerraNova test decreased in significantly in one of the three grades (33.3% of the grades) when comparing baseline data (SY 2009-2010) to the current year (SY 2010-2011) data. As OMS strives to meet DODEA’s assessment goals, every grade level met the goal of 7% or less of the students performing below the standard in SY 2010-2011.
- c. OMS students were assessed using the Thunderbird Local Summative Math Assessments (open-ended and multiple-choice) for the first time in SY 2010-2011.

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2. Overall, what are the findings of all the assessments?

- a. Although there were slight changes in the percentage of students scoring in the top two quarters, each grade level met the CSP goal of 75% or more students scoring in the top two quarters on the Math TerraNova test.
- b. Although there were slight changes in the percentage of students scoring in the bottom quarter, each grade level met the CSP goal of 7% or less students scoring in the bottom quarter on the Math TerraNova test.
- c. The percentage of students who scored at or above the standard on the open-ended summative math assessment ranged from 17% in eighth grade and 22% in sixth and seventh grade.
- d. Results from the multiple-choice, formative math assessment showed that 83% of sixth grade students scored at or above 70% whereas 60% of the seventh and 57% of the eighth grade students scored at or above 70% on the assessment.

3. Do you need disaggregated data? Which assessment? What disaggregations?

- a. To further understand the data shown above, disaggregated data should be analyzed for the each grade, curricular area, and depth of knowledge by question as the percentages of students scoring at or above the standard are lower on the local assessments.

4. What was the impact of each intervention on student performance based on the data?

- a. The data is limited (i.e., comparison results exist for only the TN 3rd Edition), therefore we are only able to evaluate the effect of interventions on TN 3rd Edition data. Although variance exists overall and in targeted Objective Performance Indicators (OPI), the variance is not statistically significant. Additionally, only one comparison year exists in TN 3rd Edition data. These factors make a determination of the impact of the interventions premature.

5. Will the intervention(s) continue? Why?

- a. Yes. The mixed and statistically insignificant overall and targeted OPI results and the lack of comparative data point to the need for the continuation of current interventions.

6. Will the classroom intervention(s) be modified in light of these assessment results? Why?

- a. Yes. Classroom interventions will be modified to meet differentiated curricular and learner needs.

7. How will the intervention be modified?

- a. In each classroom Cornell notes may be modified while maintaining critical Cornell elements. Critical Cornell elements (as listed in our articulation of interventions) include: Questions, Cues, and Advanced Organizers to activate prior knowledge; Graphic Organizers to present information in conceptual clusters; and, Note-taking and Summary Writing to process and clarify thinking.
- b. In each Mathematics classroom, our common formative assessment protocol will become quarterly and focused on targeted Objective Performance Indicators.