

*NY/VA/PR District*  
*West Point Middle School*

**School Improvement Status Report 2011-2012**



***West Point Middle School***

***Principal: David Rudy***

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**EXECUTIVE SUMMARY**

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The Department of Defense Education Activity (DoDEA) Community Strategic Plan (CSP) contains the strategic direction for the school years 2006-2011. The CSP provides a road map for maintaining DoDEA in the forefront in advancing the Department of Defense's agenda for education and as a leader in the Nation for improving student performance and achievement.

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The *NY/VA/PR* district ensures all schools maintain DoDEA's CSP and AdvancED Accreditation by meeting standards for quality schools, engaging in continuous school improvement (CSI), and demonstrating quality assurance through internal and external review.

In pursuit of improved student achievement and AdvancEd Accreditation, *West Point Middle School* created a Continuous School Improvement Plan (CSIP) specifying its CSI Goals:

**CSI Goal 1-** All students will improve their writing, ability to express ideas clearly and effectively, across the curriculum as measured by the selected system-wide and local assessments.

**CSI Goal 2-** All students will increase their problem solving, specifically, the ability to retrieve, evaluate, use and interpret information in print and electronically as measured by system-wide and local assessments.

To meet its CSI Goals, *West Point Middle* implemented the following interventions:

**Intervention for Goal 1:** Teachers and students will implement the 6+1 Traits of Writing in all curricular areas and on all grade levels.

**Intervention for Goal 2:** Teachers and students will implement the Big 6 Steps in Problem Solving in all curricular areas and on all grade levels.

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**REPORT OVERVIEW**

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The purpose of the End of the Year School Improvement Status Report (SISR) is for *West Point Middle* to do the following:

- Examine change in student academic performance by comparing current school year data with the schools' Continuous School Improvement (CSI) baseline data.
- Utilize data to make decisions on (1) the effectiveness of interventions; (2) modifications or updates to interventions; (3) determining staff development needs; and (4) the quality or fidelity of implementation processes.
- Develop and maintain a data management system to facilitate the updating of the school CSI profile.

Included in the SISR are the CSI goals, interventions, strategies, assessments, measures, data analysis, next steps in the CSI process and recommendations for future action.

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**SISR 2010-2012**

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This section presents an analysis of student performance; it divides the material into several sub-sections. The first sub-section describes the school's goals stated in terms of student outcomes. Sub-section 2 identifies the interventions and strategies the school used to increase student performance. The next section describes the particular assessments and measures that *West Point Middle* uses to evaluate progress toward achieving the CSI Goals. Sub-Section 4 reports school improvement outcomes.

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**GOALS AND INTERVENTION(S)**

**CSI Goal 1-** All students at West Point Middle School will improve their writing, ability to express ideas clearly and effectively, across the curriculum as measured by the selected system-wide and local assessments.

**Intervention for Goal 1:** Teachers and students will implement the 6+1 Traits of Writing in all curricular areas and on all grade levels.

**ASSESSMENTS AND MEASURES**

*West Point* used the below listed assessments to measure progress toward meeting Goal 1.

**Standardized Assessments**

1. TerraNova Language

**Local Assessments**

1. Reading Street Writing Assessment
2. In Progress

**DATA ANALYSIS**

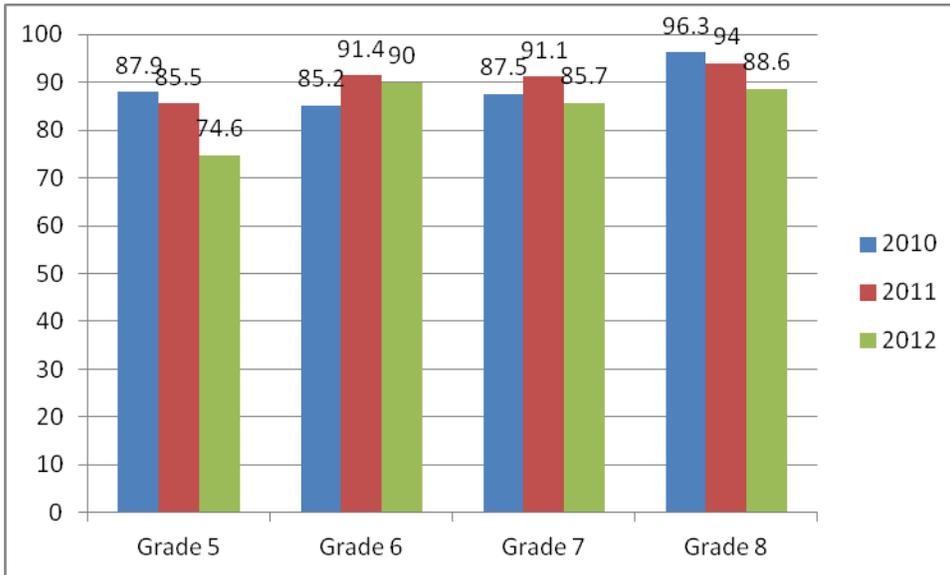
The analysis measures the changes in student achievement by comparing aggregated grade-level scores from the baseline assessment data to the 2012 scores. The analysis is displayed as yearly aggregate grade-level student performance in a set of bar graphs where each set of bar graphs represents the percentage of students scoring “*At Standard or Above*” for a particular school year.

**INDICATOR OF SUCCESS**

*Success is measured by a meaningful increase in the percent of students performing “At or Above Standard”. DoDEA has set a goal of having at least 75% of students scoring at or above standard.*

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**Figure 1: Percent of Students Performing “At and Above Standard” (top two quarters) TerraNova, Language**



**CSI Goal 1: Assessment 1**

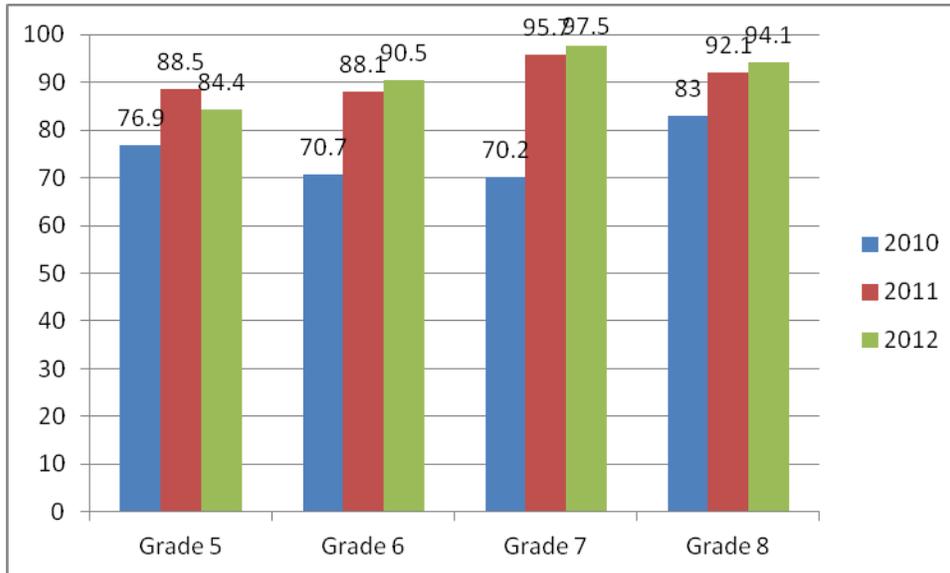
Figure 1 shows data from the *Terra Nova, Third Edition* Language test, for 2010, 2011, and 2012. The vertical axis represents the percentage of *West Point* students performing above the national median (50<sup>th</sup> percentile) “At and Above Standard” (top two quarters), on this assessment. Comparing the height of the bars to each other within each cluster shows the amount of annual change in the level of student performance across grade levels.

**STATEMENT OF FINDINGS**

**From 2010 to 2012, Grade 5 experienced a 13 percentage point decrease in the percent of students performing at or above standard. 6<sup>th</sup> grade increased the percentage of students scoring at or above standard by 5 points, 7<sup>th</sup> grade decreased by just under 2 points and Grade 8 decreased by just under 8 points.**

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**Figure 2: Percent of Students Performing “At or Above Standard”  
Reading Street Writing Local Assessment**



**CSI Goal 1: Assessment 1, Measure 2**

Figure 2 shows data from Reading Street Writing Local Assessment. The vertical axis represents the percentage of students performing “At or Above Standard”. Comparing the height of the bars to each other within each cluster shows the amount of annual change in the level of student performance across grade levels.

**STATEMENT OF FINDINGS**

**From 2010 to 2012, Grade 5 had an increase of 8 points in the percent of students performing “At or Above Standard”. Grade 6 grew by 20 percentage points and Grade 7 grew by 27 points. Grade 8 grew by 11 points.**

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**GOAL AND INTERVENTION(S)**

**CSI Goal 2-** All students will increase their problem solving, specifically, the ability to retrieve, evaluate, use and interpret information in print and electronically as measured by system-wide and local assessments.

**Intervention for Goal 2:** Teachers and students will implement the Big 6 Steps in Problem Solving in all curricular areas and on all grade levels.

**ASSESSMENTS AND MEASURES**

*West Point Middle* used the below listed assessments to measure progress toward meeting Goal 2.

**Standardized Assessments**

1. Terra Nova Math
2. Terra Nova Science

**Local Assessments**

1. Locally developed problem solving assessment
2. In progress

**DATA ANALYSIS**

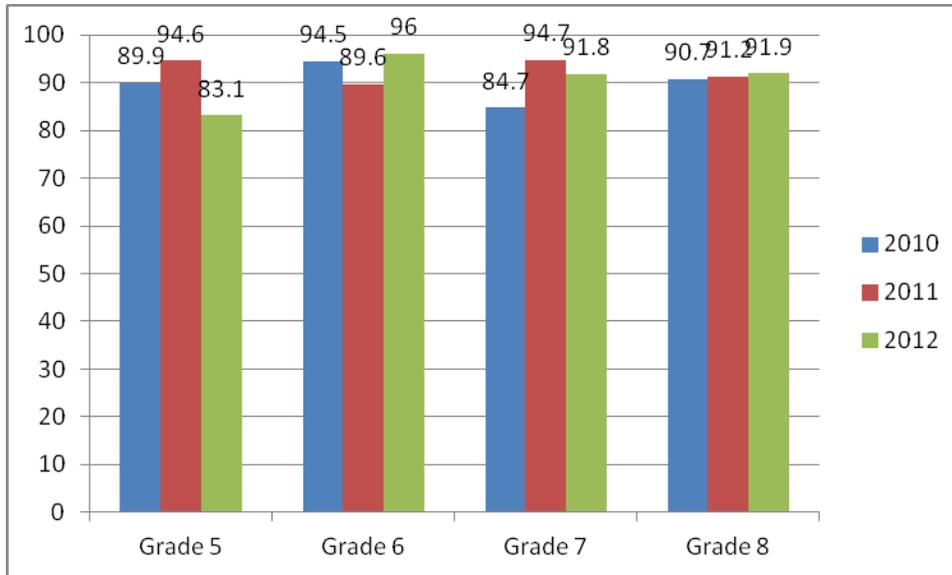
The analysis measures the changes in student achievement by comparing aggregated grade-level scores from the baseline assessment data to the 2012 scores. The analysis is displayed as yearly grade-level student performance in a set of bar graphs where each set of bar graphs represents the percentage of students scoring “*At and Above Standard*” or “*At Standard*” for a particular school year.

**INDICATOR OF SUCCESS**

*Success is measured by a meaningful increase in the percent of students performing “At and Above Standard” and/or by above average achievement levels. Ideally, at least 75% of students perform “At or Above Standard.”*

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**Figure 3: Percent of Students Performing “At or Above Standard”  
TerraNova Math**



**CSI Goal 2: Assessment 1**

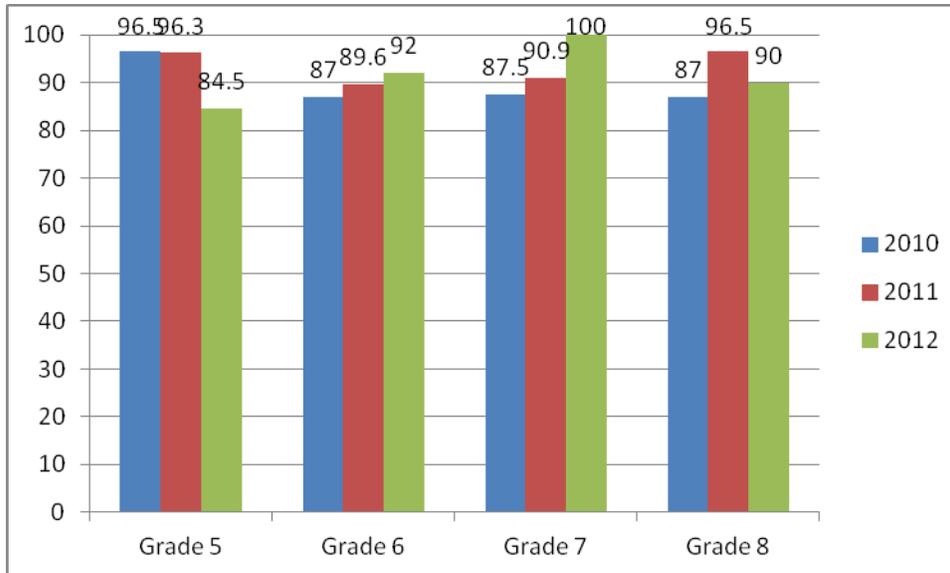
Figure 3 shows data from TerraNova Math Assessment. The vertical axis represents the percentage of students performing “At or Above Standard”. Comparing the height of the bars to each other within each cluster shows the amount of annual change in the level of student performance across grade levels.

**STATEMENT OF FINDINGS**

**From 2010 to 2012, Grade 5 had a decrease of 6.8 points in the percent of students performing “At or Above Standard”. Grade 6 grew by 1.5 percentage points and Grade 7 grew by 7 points. Grade 8 grew by 1 point.**

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**Figure 4: Percent of Students Performing “At or Above Standard”  
TerraNova Science**



**CSI Goal 2: Assessment 1**

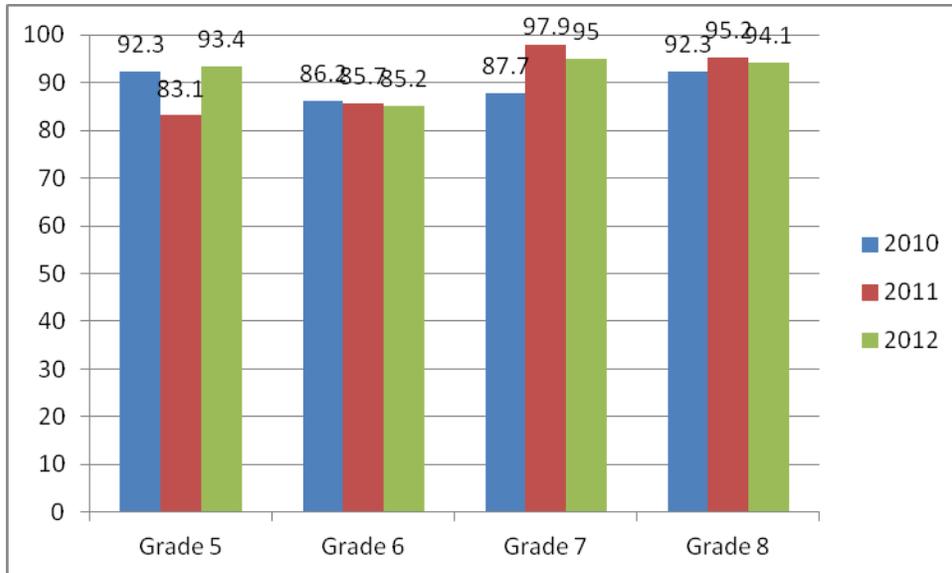
Figure 4 shows data from TerraNova Science Assessment. The vertical axis represents the percentage of students performing “At or Above Standard”. Comparing the height of the bars to each other within each cluster shows the amount of annual change in the level of student performance across grade levels.

**STATEMENT OF FINDINGS**

**From 2010 to 2012, Grade 5 had a decrease of 12 points in the percent of students performing “At or Above Standard”. Grade 6 grew by 5 percentage points and Grade 7 grew by 12.5 points. Grade 8 grew by 3 points.**

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**Figure 5: Percent of Students Performing “At or Above Standard”  
Locally Developed Problem Solving Assessment**



**CSI Goal 2: Assessment 1**

Figure 5 shows data from the Locally Developed Problem Solving Assessment. The vertical axis represents the percentage of students performing “At or Above Standard”. Comparing the height of the bars to each other within each cluster shows the amount of annual change in the level of student performance across grade levels.

**STATEMENT OF FINDINGS**

**From 2010 to 2012, Grade 5 had a 1 point increase in the percent of students performing “At or Above Standard”. Grade 6 decreased by 1 percentage point and Grade 7 grew by 7 points. Grade 8 grew by just under 2 points.**

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The West Point Middle School has met and exceeded the goals set by DoDEA according to the data collected from the TerraNova Third Edition Language Test, the TerraNova Third Edition Mathematics Test, and the TerraNova Third Edition Science Test.

For Goal 1, West Point Middle School was successful in implementing our 6+1 Traits of Writing intervention to address the goal of writing across the curriculum. The efficacy of the intervention was measured using the TerraNova Third Edition Language test which indicated students performed at or above standard.

A decrease of 13 percentage points in Grade 5 is noted. We will monitor this grade level closely this year. Teachers on this grade level will increase their collection of data throughout the year using it to drive instruction. All teachers on all grade levels will continue to implement the intervention along with monitoring student data closely. Grade 6 showed an increase of 5 percentage points from last year, and Grades 7 and 8 showed a decrease of 5 percentage points.

Our local assessment showed an increase at each grade level. Grade 5 increased by 8 points, Grade 6 by 20 points, Grade 7 by 27 points, and Grade 8 by 11 points. We attribute the difference in scores from 2010 to 2012 due to the implementation of a more effective assessment model, increased teacher training in the use of the rubric, and teachers scoring within their grade levels.

We also addressed the required actions from the 2011 Pre-QAR visit. We standardized the rubric, provided exemplars to both students and faculty for uniformity, and conducted teacher training in the use of the intervention and the rubric. Evidence of uniformity was shown by hanging current student work that related to the goal, the intervention, and the exemplars.

Our future focus will include ongoing teacher training, an implementation of new a teacher mentoring program as suggested on our Pre QUAR and a more vigorous collection of data for instructional planning.

For Goal 2, problem solving across the curriculum, the TerraNova Math Assessment showed that most students performed at or above the standard. Grade 5 had a decrease of 6.8 percentage points. Grades 6 had an increase of 1.5 percent. Grade 7 had an increase of 7 percentage points, and Grade 8 had a growth of 1 percentage point. We determined that the assessment we used was not as effective as anticipated. We are turning to our Math and Science Instructional Support Staff to provide a more accurate assessment of our goal.

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The TerraNova Science Assessment showed a decrease of 12 points for Grade 5, Grade 6 grew by 5 percentage points, Grade 7 by 12.5 points and Grade 8 by 3 points.

Our local assessment for Goal 2 showed a 1 point increase at Grade 5, a 1 point decrease at Grade 6, a 7 point increase at Grade 7 and a little under 2 point increase was experienced at Grade 8. We are relating the differences in these changes to the degrees of subjectivity of the scoring method among raters.

Every class and grade level has exceeded the standard set by DoDEA of having at least 75% of students scoring at or above standard.

As per Pre-QAR recommendations we are using a standardized rubric, ongoing teacher training, and complete implementation of the rubric when scoring students' work.

Our future focus will include analyzing and using data collected to drive instruction and provide ongoing data on the efficacy of the interventions.

We are continuing to implement the interventions that are already in place because they seem to be effective, and we are hoping that the time invested in the process will produce even better results. We are requesting assistance in developing a better local assessment, one that is not scored as subjectively as the previous assessments used.

We are confident that this year's more vigorous implementation of differentiation will help us to achieve even better student performance. The staff development already provided, and the district's Instructional Support Staff plans to model, co-teach, train and support the curriculum will significantly add to our plans for improvement. The increasing use of the latest technology (SMART Response systems, SMARTBoard, VBrick for Video, use of Elmo's, etc.) will also make an impact.

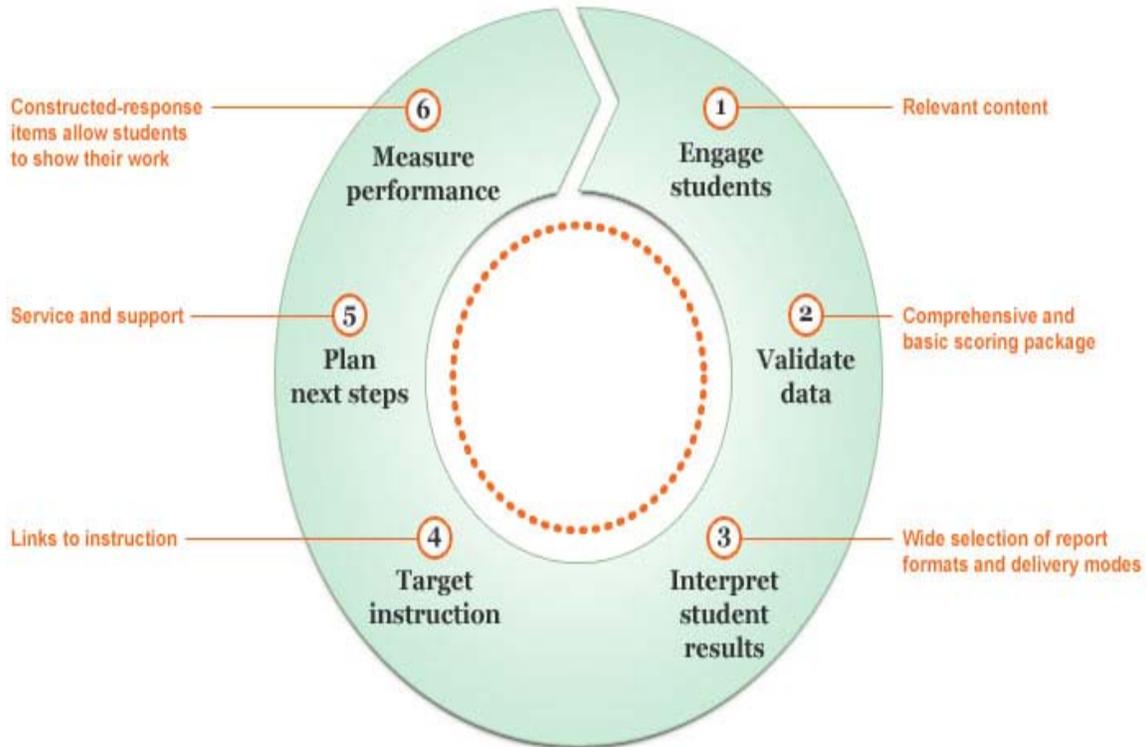
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**Standardized Assessments**

***TerraNova, Third Edition***: This assessment was administered to all students in grades 3-8 in the spring of 2011. Beginning school year 2008-09, DoDEA Schools administered the *TerraNova, Third Edition* norm-referenced test to students in grades 3-11. The *Third Edition* of the *TerraNova* is a new version of the test using a new norm group of students. Because the 2009 *TerraNova, Third Edition* normative scores reflect student performance on a different test and a new norm group of students, they cannot be directly compared to the *TerraNova, Second Edition* results from previous years. *Barkley* uses the 2009 *TerraNova, Third Edition* as its baseline.

*TerraNova, Third Edition* Multiple Assessments measures important higher-order thinking skills as well as basic and applied skills. These assessments generate norm-referenced achievement scores, criterion-referenced objective mastery scores, and performance-level information. Multiple Assessments supports student achievement at every stage of the instruction/assessment cycle, as illustrated in the assessment model below.

A model for meeting student achievement standards:



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