

**STATUS REPORT- GOAL ONE  
West Point Middle School**

June 2009

**Student Performance Goal and Interventions**

**Goal Statement: All students will improve their writing skills across the curriculum.**

**Interventions:**

1. **Teachers and students will implement the 6+1 Traits of Writing in all curricular areas and on all grade levels.** The 6+1 Traits of Writing model provides a framework that offers a shared vision and a vocabulary for students and teachers to use when instructing and assessing writing. The qualities of good writing are defined and both students and teachers use a common rubric to evaluate progress. Daily activities and quarterly writing assessments provide a way to identify and document students' writing strengths and weaknesses.

**Assessments:**

1. TerraNova Language Arts Subtest
2. Local Assessment Annual Writing Prompt for Organization
3. Local Assessment Annual Writing Prompt for Word Choice

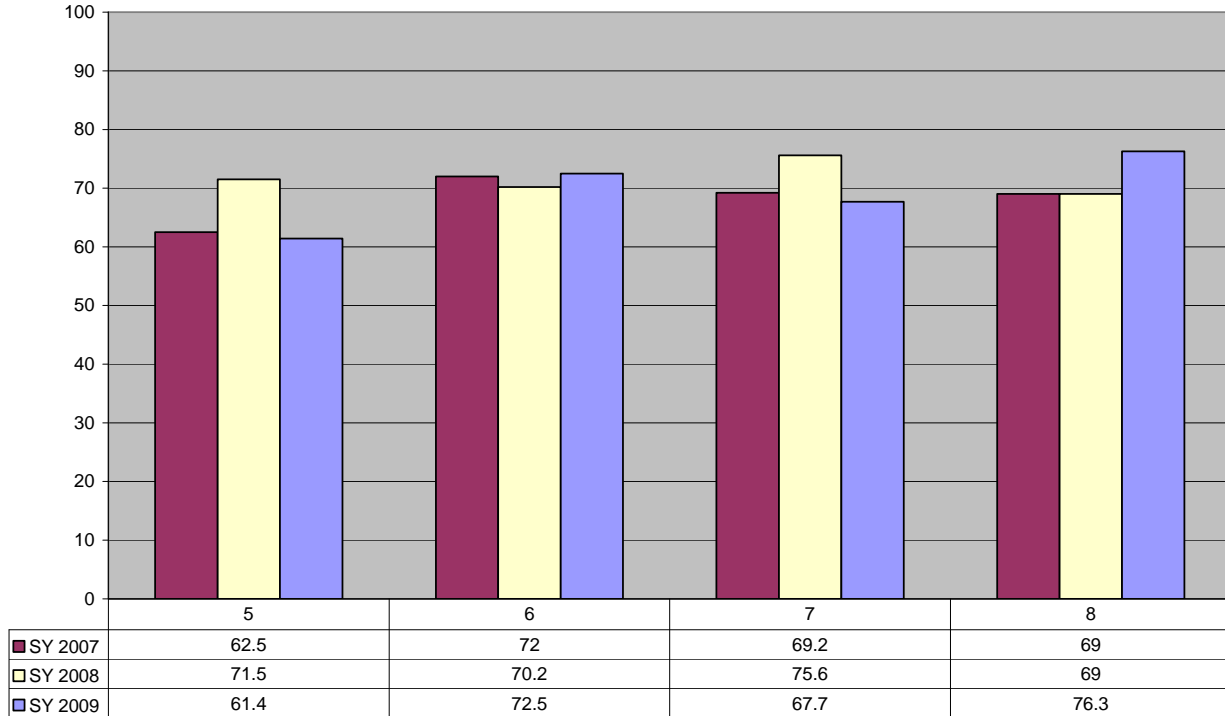
**DATA ANALYSIS PROCEDURES**

Baseline data SY 2006-2007 and data collected at the end of SY 2005-2006 were disaggregated by grade level and analyzed. Our Baseline data was collected from TerraNova standardized assessment using the language scores and two local assessments: school-wide annual writing prompt for organization, and a second school-wide annual writing prompt for word choice. The TerraNova data from SY 2006-2007 as well as TerraNova data from SY 2007-2008 was reported for language arts and sorted by the Top Two and Bottom National Quartile. The percentage of students scoring in each range was compared using the Total School scores for both school years. The Objective Performance Index for the writing strand was also reported. The Normal Curve Equivalent was included to show yearly progress or decline. The results were disaggregated and analyzed by grade level. These assessments were compared and a mean score was calculated. Mean differences were reported as standard scores (z-scores). The effect size (ASU) was interpreted as follows:

<b>An ASU of</b>	<b>Interpretation</b>
<b>.3 or greater</b>	<b>Shows growth that is substantial</b>
<b>.2 or greater but less than .3</b>	<b>Shows growth that is quite good</b>
<b>.1 or greater but less than .2</b>	<b>Shows growth that is enough to mention</b>
<b>Less than .1 but greater than -.1</b>	<b>Shows growth that is not enough to mention</b>
<b>-.1 and -.2</b>	<b>Shows decline that is enough to mention</b>
<b>-.2 and -.3</b>	<b>Shows decline that is quite bad</b>
<b>-.3 or greater</b>	<b>Shows decline that is substantial</b>

## TerraNova Median Normal Curve Equivalent Language Arts

TerraNova Median Normal Curve Equivalent  
Language Arts Scores by Grade Level



**Indicator of Success:** The median NCE percentile score on the TerraNova Language subtest shows growth at two grade levels. The growth in language arts ranges from quite good to not enough to mention.

**Fifth Grade:** The performance for this grade level shows growth that is not enough to mention. (Z=-0.05)

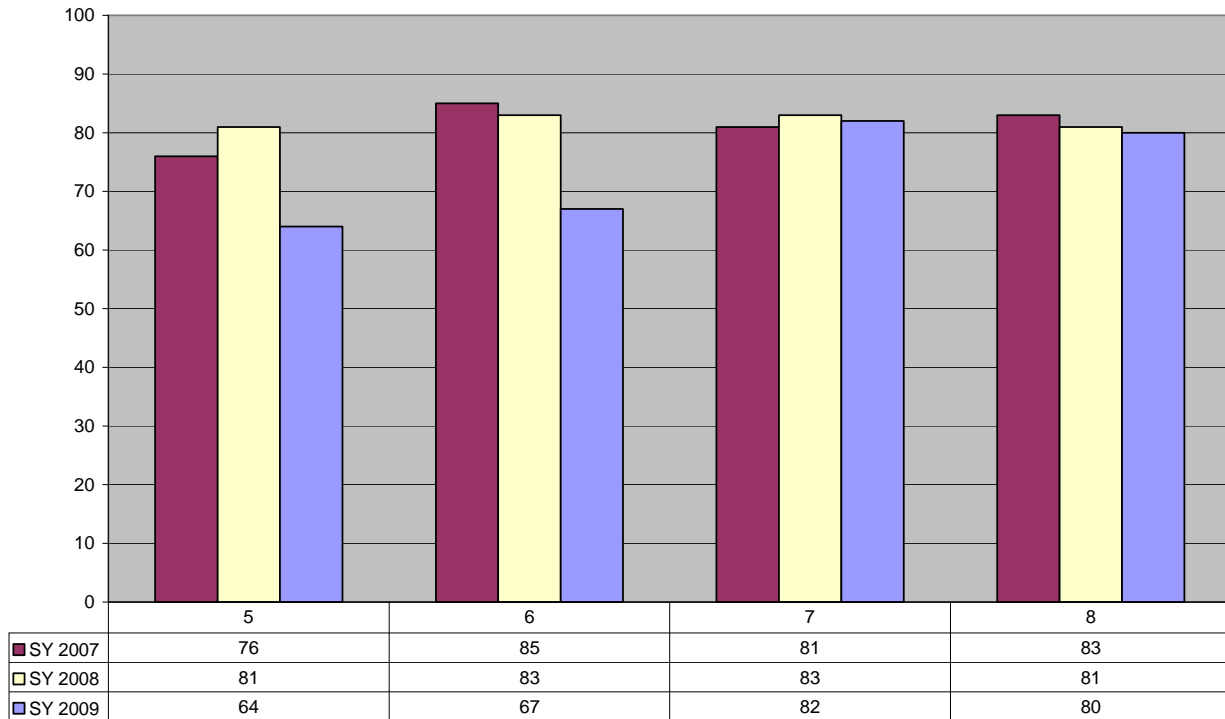
**Sixth Grade:** The performance for this grade level shows growth that is not enough to mention. (Z=0.03)

**Seventh Grade:** The performance for this grade level shows growth that is not enough to mention. (Z=-0.03)

**Eighth Grade:** The performance for this grade level shows growth that is quite good. (Z=0.21)

## TerraNova Objective Performance Index Writing Strategies

TerraNova Objective Performance Index  
Writing Strategies by Grade Level (percents)



**Indicator of Success:** The scores on the TerraNova Objective Performance Index Writing Strategies subtest indicates that students show growth on one grade level. The scores stayed within the same scoring range for grade eight and declined for grades five and six.

**Fifth Grade:** This grade level shows decline that is substantial.  
(Z=-0.35)

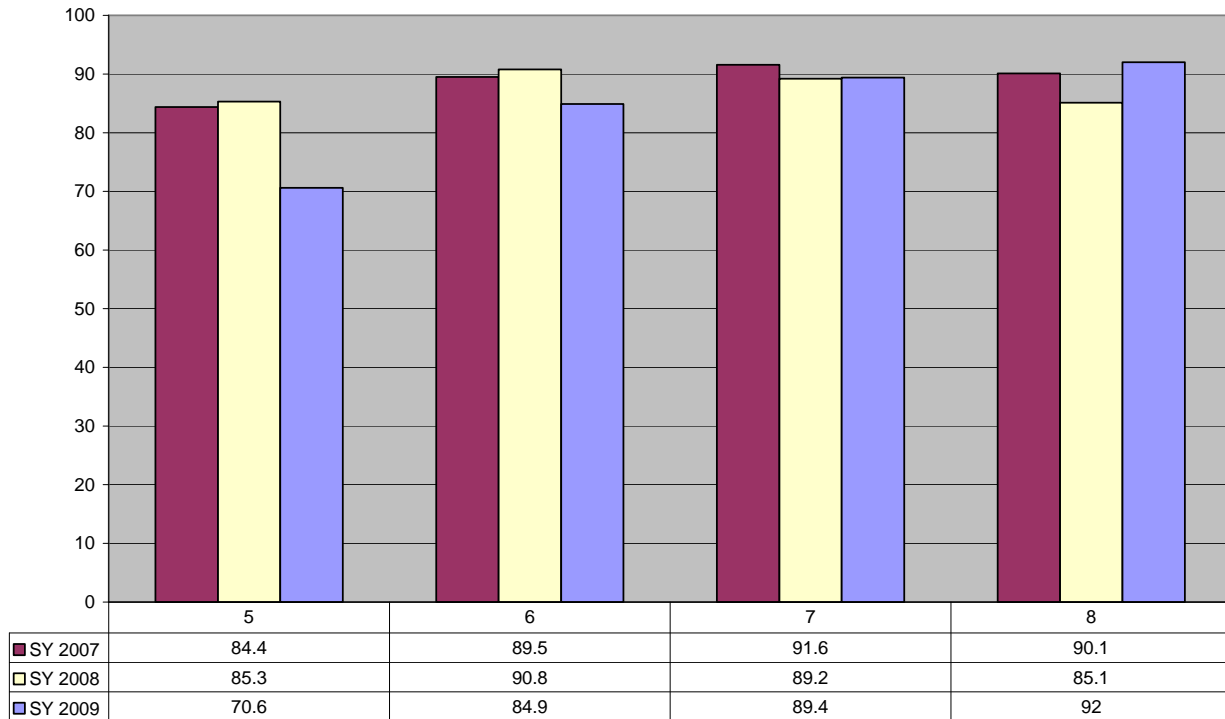
**Sixth Grade:** This grade level shows decline that is substantial.  
(Z=-0.6)

**Seventh Grade:** This grade level shows growth that is not enough to mention.  
(Z=0.04)

**Eighth Grade:** This grade level show decline that is enough to mention.  
(Z=-0.11)

## TerraNova Language Subtest - Top Two National Quartiles

TerraNova Language Arts  
Top Two Quartiles (percents)



**Indicator of Success:** There is very little increase or decrease in the percentage of students scoring in the Top Two National Quartiles in grades seven and eight, however in grades five and six there was substantial decline. It is important to note that on all grade levels we are more than twenty percent above the national percentile.

**Fifth Grade:** This grade level showed decline that is substantial. (Z=-0.44)

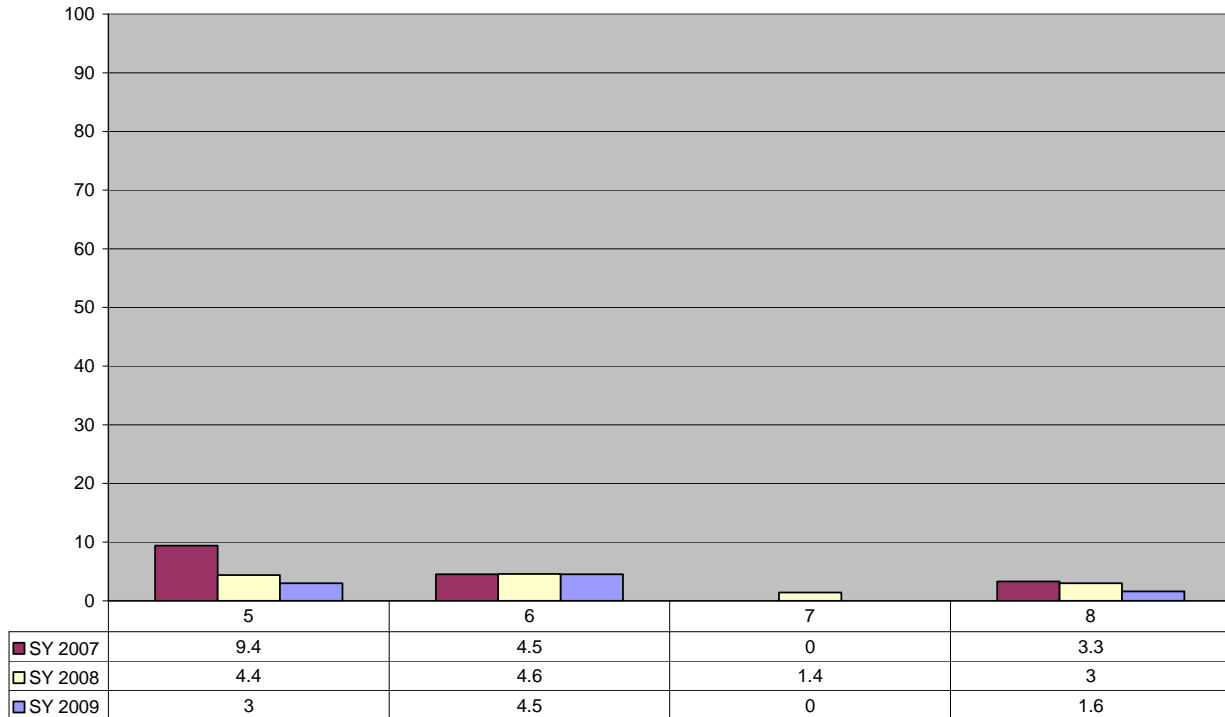
**Sixth Grade:** This grade level shows decline that is quite bad. (Z=-0.24)

**Seventh Grade:** This grade level showed decline that is enough to mention. (Z=-0.18)

**Eighth Grade:** This grade level showed shows growth that is enough to mention. (Z=0.13)

## TerraNova Language Subtest - Bottom National Quartiles

TerraNova Language Arts  
Bottom Quartile (percents)



**Indicator of Success:** There is a decrease in the percentage of students scoring in the Bottom National Quartile for grades five and eight. Grade seven remains at zero students in the bottom quartile and grade six remains the same as year 2007.

**Fifth Grade:** Fewer students remained in the Bottom Quarter which shows a decline that is substantial. (Z=-0.54)

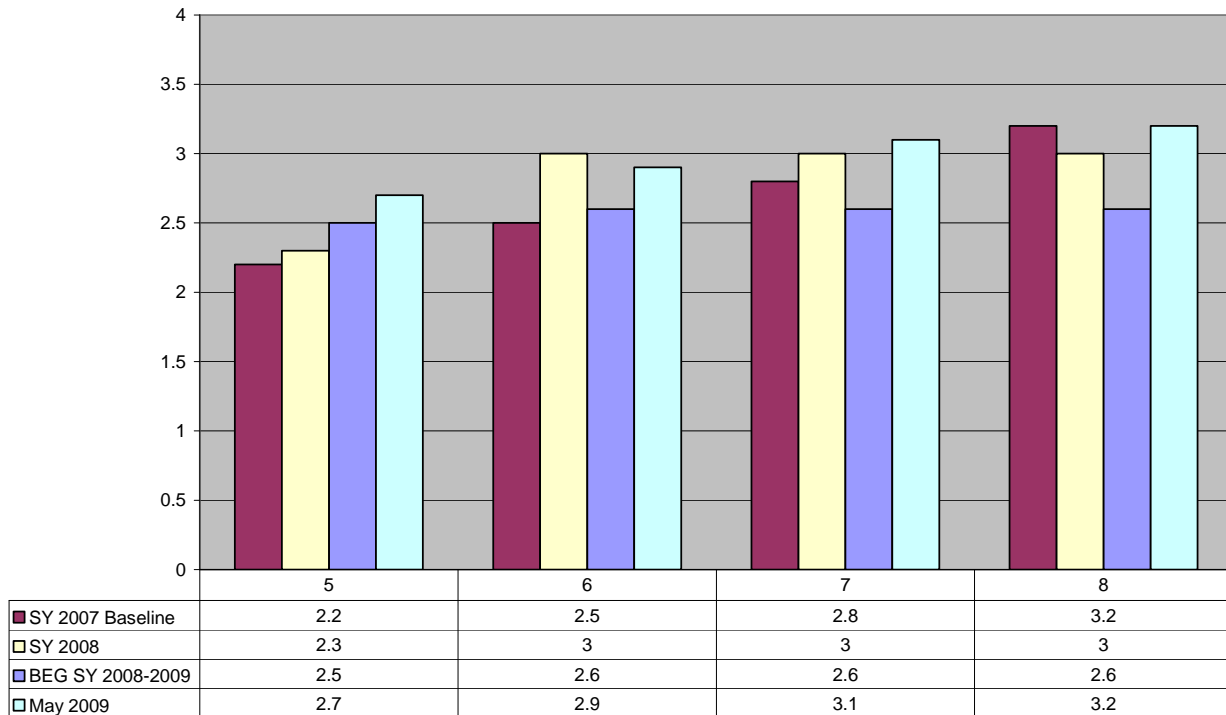
**Sixth Grade:** Percentage of students in the Bottom Quarter remained the same which shows growth that is not enough to mention. (Z=0)

**Seventh Grade:** Percentage of students in the Bottom Quarter remained the same which shows growth that is not enough to mention. This is due to the fact that the bottom quartile in 2007 as well as 2009 had zero students. (Z=0)

**Eighth Grade:** Fewer students remained in the Bottom Quarter which shows a decline that is enough to mention. (Z=-0.17)

## Annual Pre and Post Writing Prompts Organization

Annual Assessment Prompt for Organization  
Mean Rubric Score



**Indicator of Success:** At the end of SY 2008-2009 the scores for our locally-developed annual assessment for writing show a growth that ranges from not enough to mention to substantial.

**Fifth Grade:** This grade level showed growth that is substantial.  
(Z=0.34)

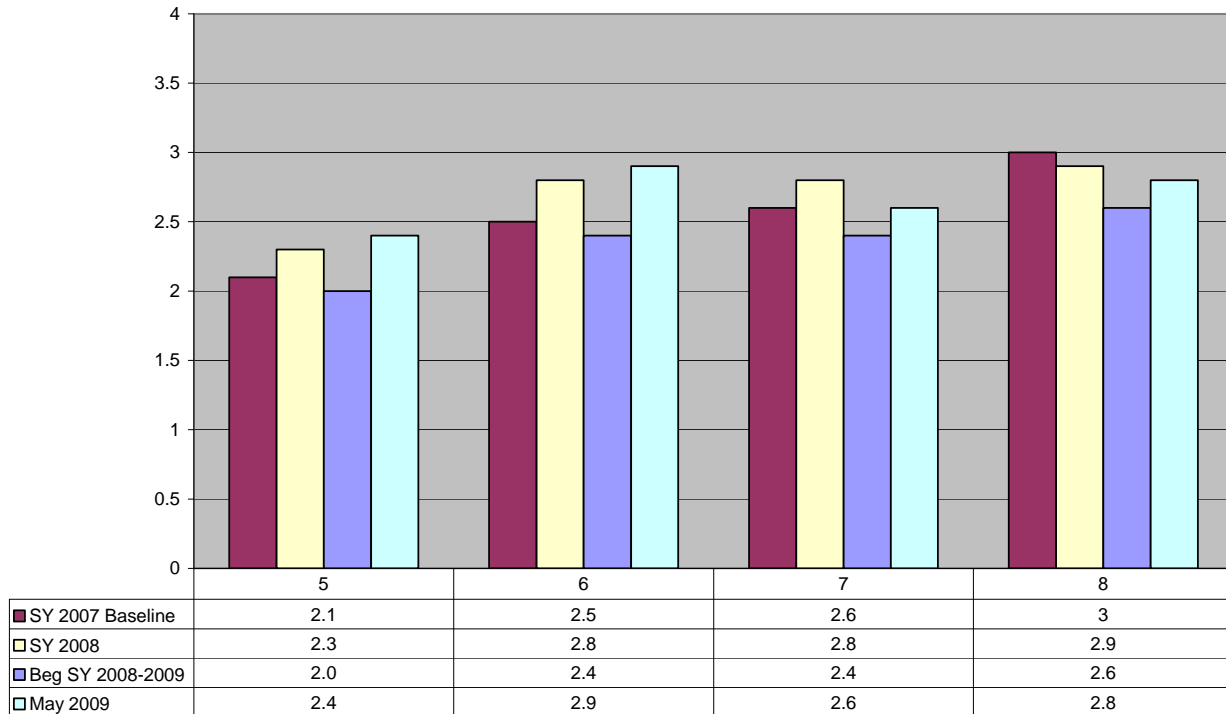
**Sixth Grade:** This grade level showed growth that is quite good.  
(Z=0.28)

**Seventh Grade:** This grade level showed growth that is quite good.  
(Z =0.25)

**Eighth Grade:** This grade level showed growth that is not enough to mention.  
(Z=0.00)

## Annual Pre and Post Writing Prompts Word Choice

Annual Assessment Prompt for Word Choice  
Mean Rubric Score



**Indicator of Success:** At the ending of SY 2008-2009 the scores for our locally-developed annual assessment for writing showed growth that is quite good in grade six. Growth that is enough to mention in grades five, stability in grade seven and a decline in grade eight. We are comparing the baseline 2007 results with May 2009 results.

**Fifth Grade:** This grade level showed growth that is enough to mention.  
(Z=0.17)

**Sixth Grade:** This grade level showed growth that is quite good.  
(Z=0.28)

**Seventh Grade:** This grade level showed growth that is not enough to mention.  
(Z=0)

**Eighth Grade:** This grade level showed a decline that is enough to mention.  
(Z=-0.15)

## **Analysis**

**The TerraNova test that was used for SY 2009 is a new edition which may have impacted some of our test scores. In evaluating the results we see some decreases that may be a result of the new edition of the test.**

**The TerraNova Normal Curve Equivalent demonstrates that progress is consistent in language arts across the curriculum. When comparing the baseline scores of 2007 with the end of school year 2009 our scores show growth that was quite good or statically within a percentage point.**

**In TerraNova language arts subtest, seventy-one percent of our fifth graders are at the top two quartiles and eighty-five percent or higher of our sixth, seventh and eighth grade. Our upper grades meet and exceed the DoDEA goal of at least seventy-five percent. Our bottom quartile is below five percent for every grade level which is below the DoDEA goal of eight percent**

**We are happy to report that all grade levels are at the high end, or exceed the high mastery range on the TerraNova OPI for the language arts sub-test.**

**In reviewing the results of the baseline SY 07-08 to the end of SY 08-09, local annual assessments for both Organization and Word Choice, it is noted that six out of eight categories showed either growth that is not enough to mention or higher.**

## **Recommendations**

**We see a need to continue with Goal 1 of writing across the curriculum. There will be a continued emphasis of our school wide focus with 6+1 Traits of Writing as our intervention.**

**As in the end of SY 07-08 we conclude that more time is needed with use of the intervention of 6+1 Traits of Writing in order to evaluate our Goal of writing across the curriculum. We expect that continued implementation of the intervention and increased experience will help students improve writing skills.**