

FLORIDA DEPARTMENT OF EDUCATION

Differentiated Accountability



Mid-Year Narrative Report

Form DA-2

2011-2012

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Mid-Year Narrative Report

All DA schools should submit a Baseline Data Report, Mid-year Data Report, and a Mid-year Narrative Report for: reading in grades K-2; reading and mathematics in grades 3-8; Algebra I; Geometry; writing; science, and Biology EOC for those grade levels tested.

These data are required for all students in grade 3 and Level 1-3 students in reading and mathematics for grades 4-10; however, the reporting of data for students at Levels 4 and 5 is strongly encouraged.

Non-Title I and Title I “A”, “B”, and “C” DA schools are only required to submit a Baseline and Mid-year Data Report and a Mid-year Narrative Report for subgroups who did not make AYP during the prior school year.

READING

Kindergarten – Grade 2

Please respond to the following questions based on the Florida Assessments for Instruction in Reading (FAIR).

Reading Data Analysis

1. Describe the gains and/or decreases in the percentage of students achieving Low Probability of Reading Success (PRS), Moderate PRS, or High PRS.

N/A

2. Describe the specific strategies or school improvement activities that have contributed to increases in the percentage of students achieving a High PRS. Please be specific for each grade level and/or category (subgroup).

N/A

3. Describe the changes to instruction, strategies, and/or school improvement activities that will be made to ensure students achieving Moderate PRS receive additional instruction at varying levels of intensity, and students achieving Low PRS receive intensive intervention to accelerate reading growth.

N/A

4. For students receiving a PRS of less than 85%, please describe the progress that is being made with Broad Diagnostic Inventory (BDI) Tasks and Targeted Diagnostic Inventory (TDI) Tasks.

N/A

5. Describe the enrichment activities provided to students receiving a PRS of more than 85%. Please be specific for each grade level and/or subgroup.

N/A

READING

Grade 3 – Grade 10

Reading: Please respond to either the School/District Assessment (S/DA) question or the Florida Assessments for Instruction in Reading (FAIR) question.

Reading Data Analysis

(S/DA) 1. Describe the gains and/or decreases in student achievement percentage points that have occurred between the baseline and mid-year assessments. Include specific information about the grade levels or subgroups in which improvements or declines have occurred.

or

(FAIR) 1. Describe the gains and/or decreases in percentage points of students in Reading Comprehension (RC) between Assessment Period 1 (AP1) and Assessment Period 2 (AP2). Using the FCAT Success Probability (FSP), what is the probability of students passing FCAT during the Assessment Period 2?

9th Grade Percent of Students at or Above Proficiency

The Benchmark Assessment Test (BAT) data shows an increase (7.9%) of total students in the percent of students demonstrating proficiency in grade 9. The BAT data shows an increase in achievement for the following groups- (1.6%) FCAT level 1, (16.4%) FCAT level 2, (7.1%) FCAT level 3, (3.3%) FCAT level 4 and the same level of proficiency for FCAT level 5. The BAT data also shows an increase in the percent of students demonstrating proficiency in the AYP subgroups of White (6.1%), Black (4.8%), Hispanic (11.6%), Asian (20.8%), Economically Disadvantaged (8.4%), English Language Learners (15.9%) and Students with Disabilities (7.1%).

10th Grade Percent of Students at or Above Proficiency

The Benchmark Assessment Test (BAT) data shows a significant increase (17.7%) of total students in the percent of students demonstrating proficiency in grade 10. The BAT data shows an increase in achievement for the following groups-FCAT level (6.6), FCAT level 2 (25%), FCAT level 3 (24%). FCAT level 4 (12.8%) and the same level of proficiency for FCAT level 5. 1, a moderate decrease (2.4%) in FCAT level 4 and the same level of proficiency for FCAT level 5. That BAT data also show a significant increase in the percent of students demonstrating proficiency in the AYP subgroups of White (12.6%), Black (22.7%), Hispanic (18.8%), Asian (24%), Economically Disadvantaged (16.7%), English Language Learners (2.3%) and Students With Disabilities (14.3%).

Overview

Although there were improvements in all AYP subgroups in 9th and 10th grades, the data suggests that as a school the commitment to reinforcing the benchmarks such as Reading Application, Vocabulary and Informational Text.

(S/DA) 2. Describe the specific strategies or school improvement activities that have contributed to increases in student achievement percentage points between the baseline and mid-year assessment. Please be specific for each grade level and/or subgroup.

or

(FAIR) 2. Describe the specific strategies or school improvement activities that have contributed to increases in the percentage of students achieving a High FCAT Success Probability that have occurred between AP1 and AP2. If the increase in percentage of students achieving an FSP of 85% or greater has not been demonstrated, review the changes in the RC score for students. Please be specific for each grade level and/or category (subgroup).

Both 9th and 10th grade students significantly increased in percent at or above proficiency. All 9th and 10th grade Social Studies teachers have committed to partnering with the reading department by administering reading strategies to their lessons to determine students' areas of weakness and tailoring lessons to reinforce weaker areas. Both 9th and 10th ELL students also increased due to the Extended Learning Opportunities through tutoring for all content area classes, utilizing the ELL teacher assistant for instructional assistance. All Reading and English teachers use curriculum that is aligned with the district reading plan, the district Instructional Focus Calendar, and our school's secondary Instructional Focus Calendar. All teachers have continued to attend throughout the school year, Professional Learning Communities focused on Differentiated Instruction and Common Core Standards.

(S/DA) 3. Utilizing data from the reading baseline and mid-year assessments, describe the changes to instruction, strategies, and/or school improvement activities that will be made prior to the administration of the FCAT to ensure that students scoring FCAT Levels 1 or 2 increase achievement to proficiency (FCAT Level 3). Please be specific for each grade level and/or subgroup.

or
(FAIR) 3. Based on AP1 and AP2, describe the changes to instruction, strategies, and/or school improvement activities that will be made to ensure that students achieving 16-84% probability in FSP receive additional instruction at varying levels of intensity, and that students achieving 15% or less probability in FSP receive intensive intervention to accelerate reading growth. Students that show an increase or decrease in their RC but are not achieving .85% on FSP describe the changes to instruction.

To ensure that all students in every level and subgroup reach mastery (FCAT level 3), each of our departments embraces certain benchmarks that they will practice in their subject area. The reading coach will provide content specific FCAT materials that will provide extra instruction for these teachers. Teachers are encouraged to get Car-PD training in order to better utilize reading strategies in content area classes. Every eligible 9th and 10th grade students will have the opportunity to utilize at home for FCAT instruction TEENBIZ online for additional reading instruction. The TEENBIZ instruction targets and provides additional enrichment for level 1 and 2 students. All teachers have identified the lowest 30%ile, At Risk students and students that fall into more than one AYP subgroup, using BAT baseline and mid year data to create differentiated instruction and practice for their students. According to the BAT baseline and midyear data, FCAT level 1 and 2 students were weakest in reading application which will be addressed in both the Reading and Language Arts through the Instructional Focus Calendar. According to the BAT baseline and midyear data, FCAT level 1 and 2- 10th grade students need the most remediation in vocabulary and informational text. All departments are encouraged to emphasize and utilize more vocabulary strategies across content areas. Teachers in all content areas are also encouraged to create Word Walls in their rooms that are interactive, foster reading skills, and build vocabulary. Social Studies

teachers will use primary source documents and Document Based Question Essays to reinforce informational text. The school reading coach continues to monitor and implement a pullout program for our level 1 and 2 students in reading. The pullout program will give the students the opportunity for individualized instruction.

(S/DA) 4. Utilizing data from the reading baseline and mid-year assessments, describe the specific strategies that will be used for students scoring FCAT Level 3 to maintain proficiency and/or increase achievement to above proficiency (FCAT Levels 4 or 5)? Please be specific for each grade level and/or subgroup.

or

(FAIR) 4. For students receiving an FCAT Probability of Success of less than 85%, please describe the progress that is being made with Broad Screen RC Tasks and Targeted Diagnostic Inventory (TDI) Maze and Word Analysis Tasks.

According to the BAT baseline and midyear data, FCAT level 3-9th grade students need the most remediation in reading application. All departments are encouraged to emphasize and utilize more reading application strategies across content areas. Teachers in the Reading and Language Arts departments, as well as supporting departments such as Social Studies will continue to use primary and secondary source documents, literature books and differentiated instruction to better prepare students for these areas on the FCAT. Social Studies teachers will incorporate reading primary source documents and analyzing the documents to determine author's purpose, bias and main idea. According to the BAT baseline and midyear data, FCAT level 3 10th grade students need the most remediation in informational text. All content area teachers will incorporate strategies that build students' vocabulary and comprehension skills. Teachers in all content areas are also encouraged to create Word Walls in their rooms that are interactive, foster reading skills, and build vocabulary.

All Reading teachers will utilize the mini assessments provided by the district as well as the BAT baseline and midyear data to re-teach the skills/areas those students need additional help in. Teachers will also use this data as well as the data from Virtual Counselor to create lessons that target individual student needs.

(S/DA) 5. Utilizing data from the reading baseline and mid-year assessments, describe the activities designed for students scoring FCAT Levels 4 or 5 to maintain above level proficiency and provide enrichment? Please be specific for each grade level and/or subgroup.

or

(FAIR) 5. Describe the enrichment activities provided to students achieving High FCAT Success Probability. Please be specific for each grade level and/or subgroup.

According to the BAT baseline and midyear data, FCAT level 4 and 5 9th and 10th grade students need the most remediation in vocabulary, informational text, and literary analysis. All departments are encouraged to emphasize and utilize more vocabulary strategies across content areas. Teachers in all content areas are also encouraged to create Word Walls in their rooms that are interactive, foster reading skills, and build vocabulary. All content areas teachers will implement reading strategies provided by the school reading coach . Data Chats in which reading strategies are shared and discussed will be held with each department, administrator for that department and the school reading coach. Effective strategies are determined by reviewing student data monthly. Teachers will utilize Differentiated Instructional strategies and Common Core Standards received through the Professional Learning Community to create lesson plans that will provide for meaningful and varied instruction to increase reading levels for all students.

MATHEMATICS

Grade 3 – Grade 8

Mathematics Data Analysis

1. Describe the gains and/or decreases in student achievement percentage points that have occurred between the baseline and midyear assessments. Include specific information about the grade levels or subgroups where improvements or declines have occurred.

N/A

2. Describe the specific strategies or school improvement activities that have contributed to increases in student achievement percentage points between the baseline and mid-year assessments. Please be specific for each grade level and/or subgroup.

N/A

3. Utilizing data from the mathematics baseline and mid-year assessments, describe the changes to instruction, strategies, and/or school improvement activities that will be made prior to the administration of the FCAT to ensure that students scoring FCAT Levels 1 or 2 increase achievement to proficiency (FCAT Level 3). Please be specific for each grade level and/or subgroup.

N/A

4. Utilizing data from the mathematics baseline and mid-year assessments, describe the specific strategies that will be used for students scoring FCAT Level 3 to maintain proficiency and/or increase achievement to above proficiency (FCAT Levels 4 or 5). Please be specific for each grade level and/or subgroup.

N/A

5. Utilizing data from the mathematics baseline and mid-year assessments, describe the activities designed for students scoring FCAT Levels 4 or 5 to maintain above level proficiency and enrichment. Please be specific for each grade level and/or subgroup

N/A

ALGEBRA 1 Only * (Include all students, at each grade level, who will be administered the End of Course Exam)

1. Describe the gains and/or decreases in student achievement percentage points that have occurred between the baseline and mid-year assessments. Include specific information about the content clusters in which improvements or declines have occurred.

Percent of Students at or Above Proficiency

The Benchmark Assessment Test (BAT) data shows a decrease (12.4%) of total students in the percent of students demonstrating proficiency in algebra. The BAT data shows a decrease overall in the percent of students demonstrating proficiency in FCAT levels 2 (19.6%), level 3 (5.9%), level 4 (20.5%), level 5 (25%). That BAT data also shows a decrease overall in the percent of students demonstrating proficiency in the AYP subgroups of White (13%), Black (6.5%), Hispanic (14.5%), Economically Disadvantaged (10.7%), English Language Learners (6.5%), and Students With Disabilities (13.2%).

Percent of Students at of Above Proficiency in Clusters

The BAT data shows an increase (6.8%) of total students in the percent of students demonstrating proficiency in the clusters of Functions, (9.4%) Linear, Equations and Inequalities, (.3%) Polynomials. The BAT data shows a decrease in the percent of students demonstrating proficiency in the Rationals, Radicals, Quadratics (1.8%) and Discrete Mathematics (6.9%) cluster.

2. Utilizing data from the baseline and mid-year assessments, describe changes to instruction, strategies, and/or school improvement activities that will be made prior to the administration of the Algebra EOC to ensure that students achieve proficiency.

For the low performing AYP subgroups and all students, Algebra teachers will focus during the months of January- March to review and remediate all Algebra clusters based on student data. Teachers will also emphasize Functions, Linear, Equations and Inequalities and Rationals, Radicals, Quadratics and Discrete Mathematics clusters since those areas showed a significant decline in almost all AYP subgroups and FCAT levels.

The leadership team will identify all students who did not score at proficiency on BAT 2 to ensure that these students are attending afterschool tutoring and/or pullout assistance.

Level 1 and 2 students, including those in the non AYP subgroups, will be counseled with and parents contacted to encourage to participate in afterschool math tutoring. Mathematics teachers will use midyear data to implement to address student's instructional needs utilizing Differentiated Instruction and Common Core Standards for all students.

***GEOMETRY Only *(Include all students, at each grade level, who will be administered the End of Course Exam)**

1. Describe the gains and/or decreases in student achievement percentage points that have occurred since the baseline and mid-year assessments. Include specific information about the content clusters in which improvements or declines have occurred.

Percent of Students at or Above Proficiency

The Benchmark Assessment Test (BAT) data shows an decrease (.3%) of total students in the percent of students demonstrating proficiency in geometry. The BAT data shows a decrease (33.3%) FCAT level 2, an increase (8.3%) in the FCAT level 3, a decrease (2.4%)FCAT level 4, and an increase (25%) FCAT level 5. The BAT data also shows an increase for the following AYP subgroups – (12.1%) Black, (2.8%) Hispanic, ELL (16.5%), SWD (25%). BAT data shows a decrease for the following AYP subgroups – (8.1%) White, (3.9%) Economically Disadvantaged.

Percent of Students at of Above Proficiency in Clusters

The BAT data shows an increase (8.2%) in the percent of students demonstrating proficiency in the cluster Two-Dimensional Geometry.

The BAT data shows a decrease (8.7%) in the percent of students demonstrating proficiency in the cluster Three Dimensional Geometry.

The BAT data shows decrease (35.1%) in the percent of students demonstrating proficiency in the cluster Trigonometry and Discrete Math.

2. Utilizing data from the baseline and mid-year assessments, describe changes to instruction, strategies, and/or school improvement activities that will be made prior to the administration of the Geometry EOC to ensure that students achieve proficiency.

For the low performing AYP subgroups and all students, Geometry teachers will focus more time during the months of January- March to review and remediate all Geometry clusters based on needs. Teachers will also emphasize Three-Dimensional Geometry and Trigonometry and Discrete Math clusters utilizing data reports showing cluster areas of decline for all AYP subgroups and FCAT levels. The leadership team will identify all students who did not score at proficiency on BAT 2 to ensure that these students are attending afterschool tutoring and/or pullout assistance. Level 1 and 2 students, including those in the non-AYP subgroups, will be invited and encouraged to participate in afterschool tutoring. Teachers will use midyear data to create Differentiated Instruction and Common Core Standards for all students.

WRITING

Writing Data Analysis

1. Describe the gains and/or decreases in student achievement percentage points that have occurred between the baseline and mid-year assessments. Include specific information about the grade levels or subgroups in which improvements or declines have occurred.

The BAT data shows a slight increase (0.34) in the overall average of 10th grade students. Tenth grade students decreased (10.59%) in the percent of students achieving proficiency at 4.0 or higher. The following AYP subgroups demonstrated a decrease from baseline to midyear data in writing proficiency overall - (8.45%) White, (17.13%) Black, (5.35%) Hispanic, (35.41%) Asian, (16.75%) Economically Disadvantaged, (11.35%) ELL. The AYP subgroup (1.66%) SWD showed an increase in proficiency.

2. Describe the specific strategies or school improvement activities that have contributed to increases in student achievement percentage points between the baseline and mid-year assessments. Please be specific for each grade level and/or subgroup.

In accordance to the Instructional Focus Calendar and Writing Plan, 9th and 10th grade students complete two writing prompts (persuasive and expository) in their English classes and receive writing instruction in the classroom teacher and pull out writing instruction from the writing coach. All English teachers use curriculum that is aligned with the district reading Plan and Instructional Focus Calendar. All English teachers plan for daily writing instruction to take place in the classroom. All teachers continue to attend school based professional development focused on Differentiated Instruction and Common Core Standards.

3. Utilizing data from the baseline and mid-year assessments, describe the changes to instruction, strategies, and/or school improvement activities that will be made prior to the administration of the FCAT to ensure that students achieve Adequate Yearly Progress (FCAT Level 3.0). Please be specific for each grade level and/or subgroup that declined.

All students will take a simulated FCAT Writing essay in a simulated test environment, essays will be scored by 9th and 10th grade teachers. Students will receive remedial instruction through a teacher/student one-on-one conference and a writing pull-out program. After pull-out instruction is completed, students will write an additional essay, applying writing skills acquired through pull-out and classroom teacher instruction. All subgroups increased in students at or above 4.0 from baseline to midyear data.

4. Utilizing data from the baseline and mid-year assessments, describe the activities designed to maintain proficiency and provide enrichment to students that achieve FCAT Level 5.0 or above in writing. Please be specific for each grade level and/or subgroup.

All students will take a simulated FCAT Writing essay. Essays will be scored by 9th and 10th grade teachers, students will receive instruction through a

teacher/student one-on-one conference and a writing pull-out program with the writing coach. After pull-out instruction is completed, students will write an essay, applying writing skills acquired through pull-out instruction. These students are also in advanced Language Arts classes and as a result are exposed to more rigorous material, with greater focus on developing analytical skills, vocabulary and expression. Afterschool tutoring, will be offered to all 10th grade students and parents will be contacted to encourage student participation.

SCIENCE

Science Data Analysis

1. Describe the gains and/or decreases in student achievement percentage points that have occurred between the baseline and mid-year assessments in each tested grade level. Include specific information about the grade levels where improvements or declines have occurred.

N/A

2. Describe the specific strategies or school improvement activities that have contributed to increases in student achievement percentage points between the baseline and mid-year assessments in each tested grade level. Please be specific for each grade level.

N/A

3. Utilizing data from the baseline and mid-year assessments, describe the changes to instruction, strategies, and/or school improvement activities that will be made prior to the administration of the FCAT to ensure that students achieve proficiency (Level 3) in each tested grade level. Please be specific for each grade level that declined.

N/A

4. Utilizing data from the baseline and mid-year assessments, describe the activities designed to maintain proficiency and provide enrichment to students that are above proficiency (Level 4 or 5) in science. Please be specific for each grade level and/or subgroup.

N/A

Biology EOC *(Include all students, at each grade level, who will be administered the End of Course Exam)

1. Describe the gains and/or decreases in student achievement percentage points that have occurred between the baseline and mid-year assessments. Include specific information about the content clusters in which improvements or declines have occurred.

Percent of Students at or Above Proficiency

The Benchmark Assessment Test (BAT) data shows an increase (10.6%) of total students in the percent of students demonstrating proficiency in Biology.

Percent of at or Above Proficiency in Clusters

The BAT data shows an increase in the percent of students demonstrating proficiency on (25.2%) Classification, Evolution and Organisms, Populations, and (23.2%) Ecosystems clusters. There was a decrease (3.7%) in the Molecular and Cellular Biology cluster.

2. Utilizing data from the baseline and mid-year assessments, describe changes to instruction, strategies, and/or school improvement activities that will be made prior to the administration of the Biology EOC to ensure that students achieve proficiency.

Students not achieving proficiency in Biology will be highly encouraged to attend our after school tutoring, providing for students to review and relearn concepts that they have not mastered. This program will be opened to all Biology students. Teachers will create lessons that focus on Biology clusters that showed the least percentage mastery such as Molecular and Cellular Biology. Science teachers will attend workshops that emphasize differentiated instruction and incorporate these techniques into their lessons, while focusing on Differentiated Instruction and Common Core Standards.

EXTENDED LEARNING

Extended Learning Programs for Students: Describe the activities (e.g. after school, pull-outs, etc) that have taken place to date. Add additional rows if necessary.

*When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

<i>Activity</i>	<i>Frequency (e.g., # of times per week, month, etc.)</i>	<i>Duration (e.g., # of minutes, hours, etc.)</i>	<i>Total # of Level 1, 2, and 3 Students in the School</i>	<i>% of Level 1, 2, and 3 Students Participating</i>
Afterschool Tutoring-Math & Writing	2 x week	60 minutes	TBD	TBD
TEENBIZ (FCAT reading online program for class and home use)	daily	30-60 minutes	TBD	TBD

Other than using the baseline and mid-year data, how will you progress monitor students in extended learning programs and how will you use this data to determine how students are responding to the extended learning program?

Monitoring of student data will occur through the use of mini-assessments, teacher made assessments, and student work samples (literacy folders). Results will be reviewed by teachers/department heads/leadership team to determine an emphasis on benchmark proficiency throughout all academic instruction. Teachers will utilize their Professional Growth Plans and School Improvement Plan and PLC strategies to assist and identify their students' FCAT Reading

level and academic deficiencies. At-Risk students, students who dropped in reading proficiency, and students' weakest FCAT benchmarks. Teachers will determine practical literacy strategies based on Common Core Standards that will be utilized in the classroom, with an additional focus on student data (i.e.- grade distribution each quarter, student attendance and review BAT I and II data.

Research-based Professional Development Activities for Teachers

Describe the professional development activities to date that are aligned with the school's instructional needs. *Add additional rows if necessary.*

Date MM/DD/YYYY	Title of Professional Development	Instructional Need(s) Addressed	# of Teachers for which PD is Applicable	# of Teachers in Content Area	# of Teachers in Attendance
08/11-ongoing	Data Chats in Leadership Meeting	<ol style="list-style-type: none"> 1. Review midterm examinations for higher order questions 2. Compare BAT I data to BAT II data and determine trends 3. Review student performance on Mini-Assessments and FAIR testing Review best practices and share	all	all	Leadership Team (Administration, Department Heads, Instructional Coaches, ESE Specialist)

Based on the baseline and mid-year data, describe the additional professional development activities that will be offered before the FCAT to help teachers increase student performance.

After a review of BAT 1 & BAT 2 data, teachers will develop crunchtime plans to focus on curricular areas of need in each content area. Crunchtime plans will be developed during the Professional Learning Community prior to FCAT and EOC administration.

End of Mid-Year Narrative Report