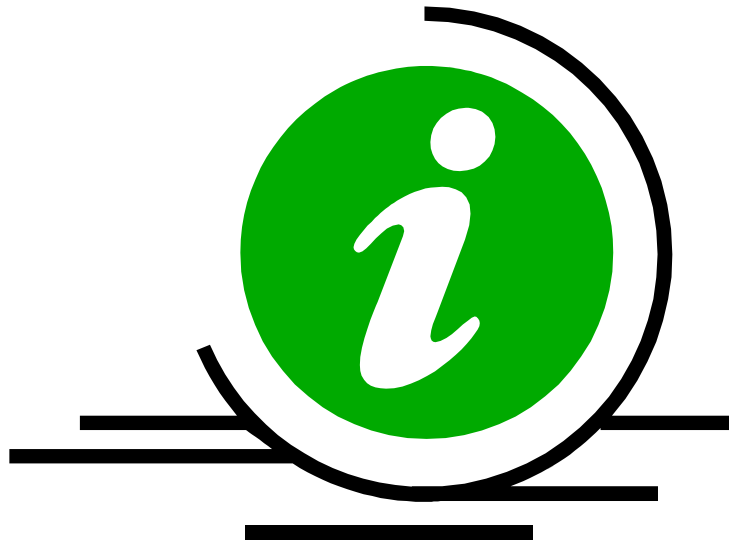


# Sample Data Notebook



Ms. Smith  
Eighth Grade Language Arts and Reading

Note: This sample notebook is based on one teacher's actual data, analysis, and reflection, so student names, the school name, and some dates have been modified to protect anonymity. The pieces contained in the notebook are not necessarily complete, as they are included to provide examples.

- Sections:
- Student Information
  - Daily Learning
  - Quarterly Data
  - Annual Review
  - School Data

## ITEMS INCLUDED

### **Contact Log**

Like most teachers, Ms. Smith knows a lot about the personal details of her students' families' lives. In the contact log her school requires, Ms. Smith jots brief notes about her students and their families as she documents communications in email, notes, face-to-face meetings, and by telephone. The check marks indicate further documentation or copies organized elsewhere in her contact log.

### **Subgroup Information**

Ms. Smith accessed information regarding her students' subgroups and other demographic and school process information at the beginning of the school year through her school's LEP (Limited English Proficient) Coordinator, counselor, and EC Specialist.

### **Other Information**

Throughout the school year, Ms. Smith receives and finds other information about her students, including information about students with 504 plans. PEPs, or Personalized Education Plans, are developed for any student entering eighth grade that has not passed his/her Reading and/or Math EOG). Because she teaches most of the Reading PEP students, Ms. Smith has a database with relevant information about them. From the counselor, she also received a list of first quarter failing students with notes regarding the subjects they failed, PEPs, disabilities, 504 Plans, and whether students' parents have signed up for a student-led conference (SLC) or for a regular parent conference (PC).

## Contact Log

DATE	STUDENT	CONTACT	STIMULUS	COMMUNICATION/NOTES
11/11	Josh	mother - Emily	OBX trip payment	<u>EMAIL</u> Emily just laid off job, needs some health probs, needs financial aid
11/11	Jasma	mother	grades/unreturned action alert	<u>PHONE</u> Jasma & sister adopted from abusive situation
11/11	Matt	mother - Lula	grades/unreturned action alert	<u>PHONE</u>
11/15	Frank	mother & Father	parent req	<u>TEAM CONF</u> attn probs, daydreams, structure & set time for hmwk @ home
11/16	Josh	mother - Emily	Emily email concern abt Josh's emotions	<u>EMAIL</u>
11/21	Daniel	high school	parent req	<u>RECOMMENDATION</u>
11/21	Matt	high school	parent req	<u>RECOMMENDATION</u>
11/28	STUDENT INTERVENTION TEAM W/ COUNSELOR			<u>MEETING</u>
11/29	EMAILED NOTIFICATIONS OF FAILED LIT TERM QUIZZES			<u>EMAIL</u>
11/29	Harry Montez Desaree	mothers	Family Night	<u>MEETING</u> re reading goals
	Johnny	granfather & aunt take care of Johnny mentor = Steve ~ contact re hmwk		
12/2	Jasmine	counselor	Fainting spells	<u>EMAIL</u> DSS interventions

# Subgroup Information – LEP Roster

Confidential

## LEP Roster

September

Name	ID	Current Grade	ESL	LEP	EC	US Entry Date	Entry Date	Test Date
Banesa		8	Y	Y	Unknown	8/21/1997	3/4	
Luis - Ecuador		8	Y	Y	11/3/2003	11/3/2003	3/4	
Ibrahim		8	Y	Y	Unknown	6/21/2001	3/4	
Luis		8	Y	Y	Unknown	2/6/1997	3/4	
Isaac - born in CA		8	Y	Y	Unknown	11/18/1998	3/4	
Alexander ADD?		8	Y	Y	Unknown	5/1/1997	3/4	
Maria		8	Y	Y	Unknown	8/26/1999	3/4	

tested

Classroom and Testing Mode	Extended Time		Read Aloud		Separate Room		Dict./ Translator	
	Score	P Level	Score	P Level	Score	P Level	Score	P Level
EOG Reading	258	3	261	3				
	262	3	285	4				
EOG Math	271	4	280	4				
	261	3	270	4				
IPT Reading	39	5	222	4				
	42	5	222	4				
IPT Writing	46	6	222	4				
	46	6	222	4				
IPT Oral	43	5	332	6				
	43	5	332	6				
IPT Conventions	47	6	332	6				
	47	6	332	6				

ESL English as a Second Language Students are "Served" or "Monitored"

LEP Limited English Proficient All ESL students are LEP but not all LEP students are ESL

EC Exceptional Children EC Dept. decides accommodations See database from Lisa Pharr

IPT IDEA Proficiency Test Given annually to all LEP students P Levels 1-6 Student with all 6's no longer LEP

P Level Proficiency Level

## Subgroup Information – Hispanic Student Roster

	Grade	Last Name	First Name	Sex	Eth	EC	LEP	EOG Reading Score	EOG Reading Level	EOG Math Score	EOG Math Level
1	6		LUZ	F	S		Y	253	3	245	2
2	6		FELIPE	M	S	LD	Y	237	1	251	3
3	6		ARTURO	M	S	LD	Y	241	2	245	2
4	6		CRISTIAN	M	S	LD	Y	255	3	256	3
5	6		JANETH	F	S		Y	246	2	250	3
6	6		JORDAN	M	S	AI		259	4	274	4
7	6		RAFAEL	M	S		Y	236	1	256	3
8	6		FREDY	M	S			252	3	252	3
9	6		DAIRA	F	S		Y	257	3	260	4
10	6		JOHNATHAN	M	S	AI	N	269	4	273	4
11	6		GRACE	F	S		Y	259	4	257	3
12	6		KENIA	F	S		Y	249	3	268	4
13	6		LUCIA	F	S		N	253	3	265	4
14	6		NORMA	F	S		N	262	4	261	4
15	7		JENNIFER	F	S		Y	249	2	256	3
16	7		JOEL	M	S		N	269	4	276	4
17	7		DENNES	M	S			257	3	267	4
18	7		MARIA	F	S		N	272	4	280	4
19	7		MICHAEL	M	S		Y	261	3	272	4
20	7		DIANA	F	S		N	263	3	273	4
21	7		EMILIA	F	S		Y	265	4	278	4
22	7		AMANDA	F	S	AI		264	4	271	4
23	7		KIMBERLY	F	S		N	259	3	272	4
24	7		VALERIA	F	S		Y	250	2	257	3
25	7		MIGUEL	M	S			265	4	272	4
26	7		VERONICA	F	S		N	261	3	265	4
27	7		JOSELYN	F	S		N	260	3	266	4
28	8		FIAMA	F	S			257	3	261	3
29	8		GERALDO	M	S	AI		270	4	295	4
30	8		MARIA	F	S	AI		0	0	0	0
31	8		LEONARDO	M	S			269	4	283	4
32	8		BANESA	F	S		Y	258	3	261	3
33	8		LAUREN	F	S	AI		274	4	278	4
34	8		LUIS	M	S		Y	262	3	285	4
35	8		ALEXANDRA	F	S	AI		268	4	286	4
36	8		LUIS	M	S	AI	Y	261	3	270	4
37	8		ISAAC	M	S		Y	248	2	266	3
38	8		WENDY	F	S		N	269	4	275	4
39	8		CERITA	F	S			266	4	262	3
40	8		MARIA	F	S		Y	260	3	269	4
41	8		JONATHAN	M	S			255	3	256	2

## Subgroup Information – Asian Student Roster

	Grade	Last Name	First Name	Sex	Eth	EC	LEP	EOG Reading Score	EOG Reading Level	EOG Math Score	EOG Math Level
1	6		JUGAD	M	R	AI		261	4	277	4
2	6		JANINE	F	R		N	259	4	272	4
3	6		MICHAEL	M	R		N	253	3	264	4
4	6		JOSE	M	R	AI		264	4	270	4
5	6		AUGUST	M	R	SI		263	4	263	4
6	6		ANDREW	M	R	AI	N	271	4	287	4
7	6		ELIZABETH	F	R		Y	253	3	264	4
8	6		SUSAN	F	R		Y	251	3	254	3
9	6		ANH	F	R	AI	N	269	4	271	4
10	6		KIM	F	R	AI		274	4	279	4
11	6		ROHIT	M	R			265	4	267	4
12	6		ANKUR	M	R			262	4	260	4
13	6		GUNJAN	M	R		N	263	4	277	4
14	6		GAYATRI	F	R		Y	0	0	0	0
15	6		OLIVIA	F	R	AI		261	4	274	4
16	6		KISHAN	M	R	AI		269	4	281	4
17	6		DEON	M	R	AI		266	4	270	4
18	6		CHRISTINE	F	R			0	0	0	0
19	6		MARIUM	F	R		Y	0	0	0	0
20	6		ANAN	F	R	AI	N	271	4	281	4
21	7		ANKITA	F	R		N	0	0	0	0
22	7		EMILY	F	R	AI		264	4	270	4
23	7		SAMANTHA	F	R			266	4	280	4
24	7		NILA	F	R	AI		267	4	284	4
25	7		RICHARD	M	R	AI	N	257	3	274	4
26	7		HIEU	M	R		N	266	4	280	4
27	7		CHANDNI	F	R			266	4	279	4
28	7		QUI	F	R	LD	Y	245	2	260	3
29	7		FRANKLIN	M	R	AI		262	3	284	4
→30	8		BUSE	M	R		N	262	3	274	4
31	8		PANG	F	R	AI	N	267	4	281	4
→32	8		SOPHIA	F	R	AI	N	272	4	287	4
33	8		MONICA	F	R			258	3	263	3
34	8		DUSTIN	M	R	AI		268	4	289	4
35	8		NEELES	M	R	AI		270	4	284	4
→36	8		KOOK	M	R		N	272	4	295	4
37	8		BHAVIK	M	R			258	3	266	3
38	8		HAI	M	R		N	261	3	274	4
39	8		RIKI	F	R			271	4	272	4
→40	8		MINH-PHUONG	F	R	AI	N	274	4	292	4
41	8		REBECCA	F	R	AI		281	4	297	4
→42	8		NILIMA	F	R			264	4	275	4
43	8		ZAINAB	F	R		N	267	4	284	4
44	8		ALEXANDER	M	R		Y	261	3	265	3

## Subgroup Information – EC Student Roster

Last name	First name	Certified	Level	Test Mods	IEP
8th grade	Hartford	LD/br,rc,we	RS	sg,ext,ra,ms,wb	5/9
	Damonterris	OH	RG	sg,ext, ms	11/11
	Alec	OH	RG	sg,ext,ms,wb	1/19
	Jacob	LD/br,rc,we	RG	sg,ext,ra	2/1
	Weston	LD/we,mc,mr	RG	ext,wb	3/20
	Michelle	EM	RS	sg,ext,ra,ms	5/22
	JaQuan	LD/br,rc,we	RG	sg,ext,ra,ms	12/9
	Bianca	LD/br,rc,we	RS	sg,ext,ra,ms,wb	2/21
	Jammie	LD/br,rc,we,mc,mr	RG	sg,ext,ra,ms	12/6
	Nick	LD/mc	RG	sg,ext,wb,ms-m	3/15
	Denzel	LD/rc,we,mc	RS	sg,ext,ra,ms,wb	4/17
	Emily	LD/we	RG	sg,ext	1/9
	Saimone	LD/br,rc,we	RG	sg,ext,ra,ms-r,wb	12/16
	Marquiese	LD/br,rc,we,mc,mr	RG	sg,ext,ms	11/2
	Davonte	OH	RG	sg,ext,wb	2/8
	Jamil	LD/we,mc	RG	sg,ext,ms,wb,ra-c/mc	2/24

## Other – Students with 504 Plans

### 504 Students 8<sup>th</sup> Grade

<u>Student</u>	<u>Review</u>	<u>Disability</u>	<u>Accommodations</u>	<u>Testing Mods</u>
<i>Daryale</i>	4/06	Dyspraxia	Extended time assignments and tests Preferential seating Use of bathroom as needed Carry water as needed Use of planner for communication	Separate room Extended time
<i>Jeremy</i>	5/06	ADHD	Jeremy asks teachers to sign daily behavior checklist Preferential seating Separate room/extended time for assignments and tests	Separate room Extended time
<i>Aaron</i>	11/05	ADHD	Preferential seating Use of timer for some assignments Separate room, extended time, multiple sessions for tests Study buddy Student takes planner to teachers to be signed	Separate room Extended time Multiple test sessions
<i>Pressley</i>	10/05	ADHD	Preferential seating Extended and small group for tests Extended time for assignments Use of planner for communication	Separate room Extended time



# Other – PEP Database

first	Homebase	eth	lc	ec	PEP	Read 7th	Read 7th	Math 7th	as of 9/5)	age	rel?	testing?	IQ	Last year absences	Last year OSS/ISS
AUSTIN	824 W	F	BED		x	252	3	253	2	12 no		exited speech 2002		5 unex	1 oss 1 iss
TRISTAN	952 B	F	BED		x	246	2	251	2	14 3rd					6 oss
JASMINE	832 B	F			x	250	2	267	4	13 no		exited LD 2004 in WE, changed k-5 8 times	91	5 unex	2 iss
DANIEL	812 W	F	AI		x	243	2	265	3	13 no		none		1 unex	1 oss
JOHNNY	831 B	F			x	251	2	268	4	13 no		none		1 unex	3 iss
HARTFORD	823 B	F	LD		XMA	234	1	254	2	13 no		EC Reading		none	4 oss 5 iss
CHANEL	812 B	F			x	250	2	266	3	12 no		none but limited cum folder		none	none
DESAREE	811 B	F			x	258	3	256	2	14 4TH		tested 2001 DNQ	91	3 unex	15 oss 11 iss
SHONTE'	832 B	F			x	254	3	257	2	13 no		exited EMD 2004	90	5 unex	none
REGINALD	952 B	M	BED		x	241	1	251	2	14 1st				18 unex	44 oss 1 iss
BASHA	823 B	F			x	250	2	261	3	12 no		none		7 unex	none
JEREMY	822 B	F			x	248	2	264	3	13 no		tested 2003 DNQ, mom works in our cafeteria	86	8 unex	5 iss
ALEXIS	831 B	R			x	246	2	263	3	12 no		none, homeschooled before middle school		1 unex	none
KEYONA	823 B	F			x	243	2	259	3	14 1st		exited LD 2004	78	1 unex	3 oss 2 iss
JACOYA	823 B	F			x	250	2	255	2	13 no		none, cum incomplete		3 unex	2 oss
TYRELL	812 B	M			x	241	1	253	2	13 no		exited speech 2003		3 unex	1 oss 1 iss
JOHN	952 B	F	BED		x	245	2	252	2	14					
TALAYA	812 B	F			x	257	3	252	2	13 no		none		18 unex	7 oss
DEMARIO	822 B	M			x	249	2	251	1	14 8th		exited speech 2003 multiple evals	76	none	1 oss 1 iss
DWAYNE	811 B	F			x	247	2	263	3	13 1st		none		3 unex	3 oss 9 iss
BIANCA	812 B	R	LD		XMA	246	2	254	2	13 no		EC reading and writing	90	4 unex	8 oss 1 iss
PRESSLEY	821 B	F			504 x	248	2	259	3	12 no		exit speech 2002 tested 2002 DNQ	86	2 unex	2 iss
SHANITA	823 B	F			x	257	3	252	2	13 no		tested 2001 DNQ	78	8 unex	1 iss
RAKEEM	842 B	F			x	246	2	257	2	13 no		right choices may 2005, tested 1999 DNQ	83	5 unex	17 oss 5 iss
MONTEZ	812 B	F			x	243	2	262	3	13 no		exited 504/ADHD 2005		4 unex	1 oss
ISAAC	822 S	F			x	248	2	266	3	13 no		none		1 unex	
RASHAWN	832 B	F			x	244	2	265	3	13 no		none		5 unex	
MONIQUE	810 B	F			x	253	3	251	2	12 no		exited speech 2000		2 unex	
HARRY	823 B	F			x	240	1	257	2	14 5th		tested 2003 DNQ	76	none	1 oss
KAISON	831 B	F			x	244	2	266	3	13 no		none		2 unex	4 oss 4 iss
JAMIL	842 B	F	LD		XRE	249	2	250	2	12 no		EC math and writing	93	6 unex	1 oss
JONATHAN	831 S	R			x	255	3	256	2	13 no		exited speech 2003		2 unex	1 iss

## Other – First Quarter Failure List

### 1<sup>st</sup> Quarter Failures-8<sup>th</sup> Grade

	Shane	LA	SLC	
	Andre	Algebra, SS, Band	SLC	
	TJ	Algebra, Reading		
	Jasmine	Reading, SS	SLC	
PEP	Jasmine	SS		
	Sylina	Acc Math, SS		
	James	Reading, Algebra, SS, Band, Spanish		
	Dustin	Algebra		
PEP	Johnny	SS	SLC	
	Dominique	Algebra		
	Keyosha	SS, Spanish		
	Kiorra	LA, SS		
	Demichael	Acc Math, Band	SLC	
	Monica	LA, SS		
	Cameron	Reading	SLC	PC
	Brandon	SS	SLC	
	Athena	Spanish		
OHI	Damont	SS	SLC	
PEP	Desaree	Spanish		
PEP	Shonte	LA, Reading, SC, SS		
	Ariel	Reading	SLC	
	Tiffany	SC, SS		
	Sarah	SS		
	Chalanda	LA, Reading, SS		
	Ethan	Algebra		
	Julissa	LA, Spanish		
	Quarice	SS	SLC	
	Cherish	SS		
	Chelsea	LA		
	Kim	SS, Band		
SOY	Jeremy	SC, SS		
	Wesley	LA		
	Jasmine	SS	SLC	
	Shamiah	LA	SLC	
	Breonna	LA, Spanish	SLC	
	Hai	SS		
	Watress	SS, Spanish		
	John	SC, SS	SLC	PC
PEP	Jacoya	Spanish		
PEP	Tyrell	SC, SS, Spanish	SLC	PC
BED	John	SS	SLC	
PEP	Talaya	LA, Reading, SS	SLC	
SOY	Aaron	LA		PC

## ITEMS INCLUDED

### **Reading Mini-Assessment Score Analysis (Excel)**

Throughout the school year, Ms. Smith administers 6-question mini-assessments to determine whether her students are meeting the learning objectives of her reading curriculum. Ms. Smith designed an Excel spreadsheet to enter student scores from the mini-assessments. The spreadsheet automatically calculates the average number correct for each student and also for each mini-assessment. This helps her decide which students are having difficulty and which mini-assessments reveal class difficulties.

### **Mini-Assessment Teacher Notes and Item Analyses**

Ms. Smith also tracks the class's mini-assessment performance on a graph and is able to compare the average number correct for this class to the same level class last year. She takes notes on student strengths and weaknesses after completing an item analysis for each mini-assessment. She also uses her item analyses when going over the tests with her students.

### **At-Home Reading Student Self-Assessment**

Two or three times a quarter, Ms. Smith asks her students to review the work they have done for their at-home independent reading, reflect, and assess improvement in their comprehension. She uses the same self-assessment questions each time and compiles student answers, thinking as she does so about next steps and the students' perceptions of their comprehension versus her own.

### **Reading Focus Reflection (Affinity Chart)**

In Ms. Smith's second block class, students have difficulty focusing on reading. To help them, Ms. Smith designed a reading focus rubric and started having her students assess and monitor their focus during independent reading. On 3/23, after several weeks of using this rubric, Ms. Smith gave each student a large post-it note, posed several questions about their reading focus and strategies, and had each student respond. She then collected the post-it notes and read through them, categorizing the student responses into groups which she used to reflect on her teaching and plan next steps. The set of post-its included here show her second block class's responses to the questions regarding their reading focus and strategies. She categorized the student responses by her perception of different students' levels of focus and reflected on their answers. Although Ms. Smith kept all students' responses in her notebook, only two representative samples are shown here for each category.

## MINI-ASSESSMENTS

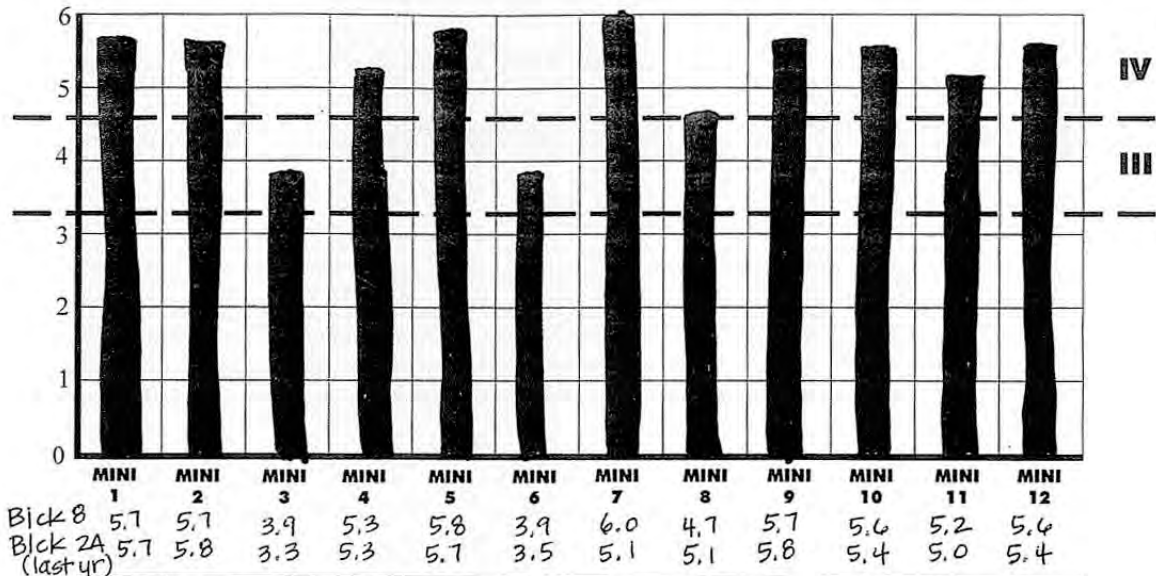
**BLOCK 8  
SMITH**

[illegible]

# Mini-Assessment Teacher Notes

## READING MINI-ASSESSMENTS

BLOCK 8  
SEM I



Bick 8  
Bick 2A  
(last yr)

MINI	TEACHER NOTES
1	
2	
3	(3.9)
4	"Futureworld" - studs had difficult time w/ main purpose b/c only looked @ 1st part of passage; #4 A & C were correct but studs didn't choose best answer - again they picked out a detail rather than looking @ passage as a whole
5	
6	(3.9)
7	(6.0)
8	(4.7)
9	
10	
11	
12	

## Item Analysis (Minis 1-3)

#1, PASSAGE(S): Language of the People  
 TYPE: informational DATE: 9/14

1. B    A    C I    D I
2. C    A    B    D
3. D    A I    B    C
4. B    A I    C    D I
5. D    A    B I    C
6. A    B    C    D

#2, PASSAGE(S): Robeson County  
 TYPE: informational DATE: 10/25

1. B    —
2. D    —
3. B    A I    C    D I
4. C    A II    B I    D I
5. D    A I    B    C I
6. A    B    C    D

#3, PASSAGE(S): Futureworld  
 TYPE: persuasive nonfiction DATE: 10/25

1. B    A    C <sup>II</sup> ~~II~~ D
2. C    A ~~II~~ ~~I~~ B I    D II
3. A    B I    C I    D III
4. C    A ~~II~~ ~~II~~ ~~II~~ B ~~II~~ D
5. D    A <sup>III</sup>    B III    C III
6. B    A III    C II    D ~~II~~ II

## Item Analysis (Minis 4-6)

#4, PASSAGE(S): Letter to Editor

TYPE: \_\_\_\_\_ DATE: 11/9

- |    |          |   |                   |                   |
|----|----------|---|-------------------|-------------------|
| 1. | <u>D</u> | A | B                 | C                 |
| 2. | <u>C</u> | A | B                 | <del>HH</del> I D |
| 3. | <u>B</u> | A | C                 | D                 |
| 4. | <u>D</u> | A | <del>HH</del> B   | C                 |
| 5. | <u>C</u> | A | B                 | D                 |
| 6. | <u>C</u> | A | <del>HH</del> I B | D                 |

#5, PASSAGE(S): Ooka and the Stolen Smell

TYPE: Fiction DATE: 11/9

- |    |          |   |   |   |
|----|----------|---|---|---|
| 1. | <u>B</u> | A | C | D |
| 2. | <u>C</u> | A | B | D |
| 3. | <u>D</u> | A | B | C |
| 4. | <u>C</u> | A | B | D |
| 5. | <u>A</u> | B | C | D |
| 6. | <u>C</u> | A | B | D |

#6, PASSAGE(S): Old Jim Bridger

TYPE: Folklore / tall tale DATE: 12/7

- |    |          |                                                  |   |                                                  |
|----|----------|--------------------------------------------------|---|--------------------------------------------------|
| 1. | <u>C</u> | A                                                | B | D                                                |
| 2. | <u>B</u> | A                                                | C | D                                                |
| 3. | <u>B</u> | A                                                | C | D <del>HHH</del> <del>HHH</del> <del>HHH</del> I |
| 4. | <u>D</u> | A                                                | B | C <del>HHH</del> <del>HHH</del> I                |
| 5. | <u>A</u> | B                                                | C | D                                                |
| 6. | <u>C</u> | A <del>HHH</del> <del>HHH</del> <del>HHH</del> I | B | D <del>HHH</del> <del>HHH</del> I                |

## Item Analysis (Minis 7-9)

#7, PASSAGE(S): Baba Yaga

TYPE: drama DATE: 12/7

1. C A B D
2. D A B C
3. A B C D
4. A B C D
5. C A B D
6. C/D A B

#8, PASSAGE(S): Buttercup Gold

TYPE: Folklore DATE: 12/7

1. D A I B III C I
2. C A ~~III~~ ~~III~~ B D I
3. A B III C D II
4. B A ~~III~~ II C D
5. D A B C II
6. A B I C I D I

#9, PASSAGE(S): TV poems

TYPE: poetry DATE: 1/3

1. B A C I D I
2. A B C ~~III~~ D
3. P A B C
4. D A B C
5. C A B D II
6. A B C D



# **Compilation of At-Home Reading Student Self-Assessment Comments**

AT-HOME

## **READING SELF-ASSESSMENT**

**QUARTER** 3

**PERIOD:** 1/20 **TO** 3/16

DONE 3/23  
2nd half  
3rd Qtr

## **READING GOALS**

1. Find books and reading material that you like and that challenge you.
2. Improve your reading comprehension.
3. Improve your vocabulary.

Please answer the following questions.

1. What kinds of material did you read this period? How did you feel about what you read?

mystery novels ✓✓✓  
magazines ✓✓  
about sports ✓  
Michael Jordan book  
Are You In the House Alone?

Chicken Soup

Carnivorous Carnival

Strange and Eerie Stories

books w/ action

Bluford books - "I felt good because I was into it."

2. Has your comprehension of your reading improved? ☐ Yes ☐ No  
How do you know?

☒ YES

- Read better  
- Read faster ✓✓  
- Remember what I read  
- Read more ✓✓  
- know what kind of books I "adapt" to  
- More skills  
- know/learn more vocab words  
- Test scores went up  
- Understand more ✓✓

- I like to read now

- Understand more complicated books

- Understand questions better

- "Because now when I read I know what the next sentence will be."

☐ NO

- I barely bring my homework in

3. What will you do now to continue to improve yourself as a reader?

- Do more blue sheets (homework) ✓
- Read more (@ home) ✓✓✓✓✓
- Read @ night before I go to bed & in the morning
- Keep trying as hard as I can
- Keep reading books I enjoy
- Start doing Stop and Think
- Keep reading
- Stop and think about what I read

4. Other comments:

- Thanks for all your help this year.
- We should have a book report and write about the book
- Need help passing EOG & better focus in class
- "Let no one bring me down because I know I can become a better reader."

## Daily Focus Rubric

### READING FOCUS

#### DESCRIPTION

- 5** I was very focused today and did not allow myself to be distracted even once.
- 4** I was distracted once, but was able to regain my focus quickly.
- 3** I was somewhat distracted today (2-3 times).
- 2** I was obviously distracted today. The teacher had to warn me.
- 1** I was very distracted and had to be timed out.

### 3/23 Focus Self-Reflection Transparency

3/23  
2ND BLOCK

#### FOCUS SELF-REFLECTION

- ① What rank would you give your focus today?
- ② Looking at previous sheets, what rank would you give your focus for the quarter?
- ③ Overall, what strategy do you use the most when reading? Why?
- ④ What have you learned this quarter from your reading?
- ⑤ What else do you need to do to improve your reading focus and comprehension?

## Smith's Grouping – Students with Good Focus

3/23 STUDENTS W/ GOOD FOCUS (9 STUDS)

MY OPINION OVERALL 4.5-5  
THEIR AVERAGE TODAY - 4.2  
THEIR AVERAGE FOR QTR - 4.2

Students' general  
feeling is to keep  
practicing; "Stop and  
Think" sheets work

Isaac
① My focus I think a 4.
② For my quarter 4
③ Visualization. Because I'll get to understand it better.
④ I did not like to read but I kinda do know, and that my vocabulary is improving.
⑤ To keep reading and to do stop and think at the end.

Daniel
① 4.5
② 4.5
③ Asking questions and Make good connections. Because some of the stuff I read leaves out important details.
④ How to think while reading in a helpful way that is not disturbing.
⑤ I just need to stay focused and I will be good. I believe that is my key to succeed.

## Smith's Grouping – Students with Mediocre Focus

3/23 STUDENTS W/ MEDIOCRE FOCUS (6 STUD)

MY OPINION OVERALL 3-4

THEIR AVERAGE TODAY - 3.4

THEIR AVERAGE FOR QTR - 4.7

← ?! Kids  
are overestim-  
ating focus;  
calls for  
more  
interest-  
ing  
books

03-23	Chanel	Keyona	03/23
1 today	<del>because this book is very boring and I'm sleepy now</del>	1.3	
4.5 Quarter		2.4.5	
The most Strategie I use is all of them, but most if Vocabulary & Connection I don't know why		3. Vocabulary sometimes I know what every thing mean to understand.	
Never give up & keep trying.		4. I've learned that you have to read over things that you don't understand.	
Get better book that interest me		5. I don't know	

## Smith's Grouping – Students with Poor Focus

3/23 STUDENTS W/ POOR FOCUS (4 STUDS)

MY OPINION OVERALL 1 - 2.5

THEIR AVERAGE TODAY - 2.6

THEIR AVERAGE FOR QTR - 3.8

Montez
1. 3.25
2. Average 3- I get warning
3. Visualize Because when I read I see what is happening
4. I learned you have to read the hold story to get better and not skip
5 read more books to get better

Again, overestimating. w/out direct feedback from me (which I gave today - kids in general not focused) they think they're very focused. Perhaps they are more focused than they have been in the past but they're a long way from what they need to be. Perhaps this need for direct feedback and monitoring from me is the reason behind these kids doing poorly when they complete a reading assessment with another teacher.

Plan - Keep it going.  
Help these students continue to improve self-monitoring  
→ reflections  
→ conference w/ Montez, Harry, & Jacoya

## ITEMS INCLUDED

### **Grade Analysis**

Each quarter, Ms. Smith tallies the numbers of As, Bs, Cs, Ds, and Fs in her classes as well as the number and types of assignments she collects for grades. This helps her compare student success from class to class. She also notes the grade categories of chosen students – generally the ones struggling in her classes – as they move from quarter to quarter. Tracking improvement or lack of improvement in these students gives a good picture of whether her interventions are working for them.

### **Quarter 2 Assessment – Teacher Analysis**

In Ms. Smith’s district, students are required to take quarterly assessments. Ms. Smith receives data from the district which includes percentages of students in each class that get each question correct. Ms. Smith charts these results in her analysis and determines which questions gave which classes the most trouble and why (see shaded cells).

### **Class Intervention Action Sheet**

Using her quarter test analysis, Ms. Smith used a Class Intervention Action Sheet to plan next steps for instruction with her lower level second block class.

### **Reading Score Track Sheet**

At the start of the school year, Ms. Smith determines whether students showed point growth or decline on the seventh grade reading EOG. She also tracks percentages on district quarterly assessments from quarter to quarter, and uses those numbers to determine the need for individual student interventions.

### **Student Intervention Action Sheet**

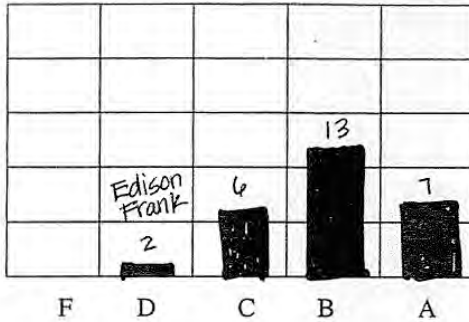
For students needing individual interventions (as shown by notes on the Reading Score Track Sheet), Ms. Smith uses a Student Intervention Action Sheet to reflect and determine what interventions have the best chance of being effective for Basha.



# Grade Analysis

Class: 3RD BLOCK - SCHOLARS LANG ARTS

Quarter 1

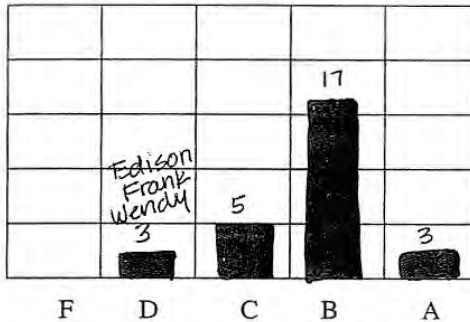


Classwork Assignments: 42  
Types: Daybook only (completion rubric)

Assessments: 3  
Types: Legends tests

Homework Assignments: 7  
Types: Summer rdg. project  
vocabulary, double-entry journals

Quarter 2

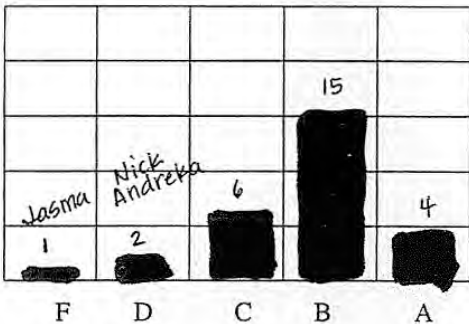


Classwork Assignments: 36  
Types: Daybook  
Stereotype Court Case (100)

Assessments: 6  
Types: Legends test  
Unit 1 Self-Assess  
Qtr 1 Assess. Literary terms quizzes

Homework Assignments: 3  
Types: vocabulary

Quarter 3

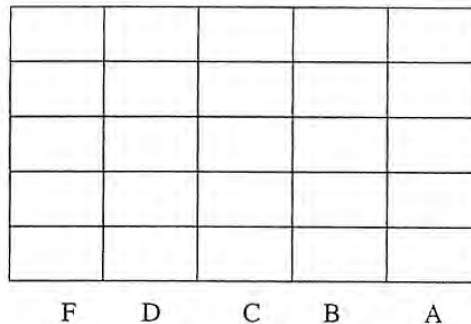


Classwork Assignments: 41  
Types: Greek Viewing Guide, Teamwork Discussion, Daybook (completion rubric) (34)

Assessments: 8  
Types: Literary terms quizzes  
Mythology tests

Homework Assignments: 13  
Types: annotation checks  
vocabulary  
study guides  
draft news articles

Quarter 4



Classwork Assignments: \_\_\_\_\_  
Types: \_\_\_\_\_

Assessments: \_\_\_\_\_  
Types: \_\_\_\_\_

Homework Assignments: \_\_\_\_\_  
Types: \_\_\_\_\_

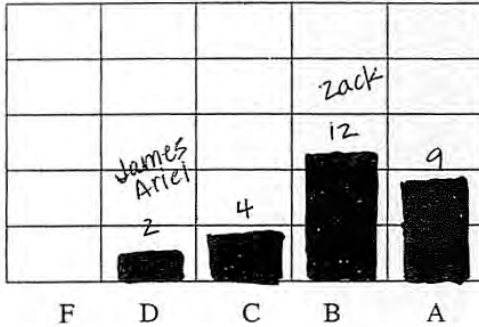


# Grade Analysis

Class: 4TH BLOCK - SCHOLARS LANG ARTS

ASSIGNMENTS  
APPROXIMATELY  
SAME AS  
3RD  
BLOCK

Quarter 1



Classwork Assignments: \_\_\_\_\_

Types: \_\_\_\_\_

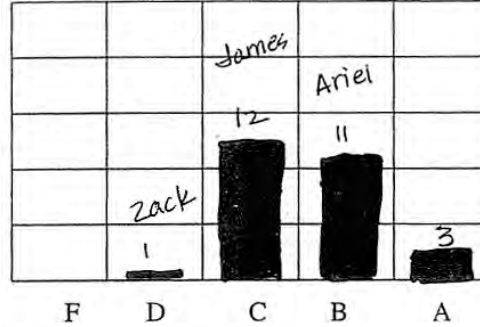
Assessments: \_\_\_\_\_

Types: \_\_\_\_\_

Homework Assignments: \_\_\_\_\_

Types: \_\_\_\_\_

Quarter 2



Classwork Assignments: \_\_\_\_\_

Types: \_\_\_\_\_

Assessments: \_\_\_\_\_

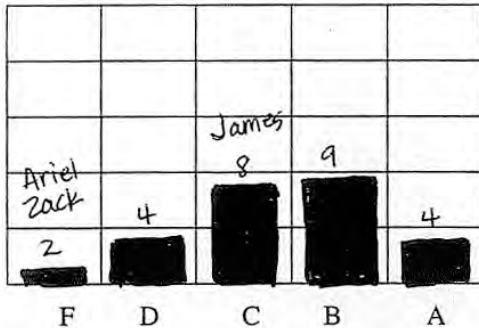
Types: \_\_\_\_\_

Homework Assignments: \_\_\_\_\_

Types: \_\_\_\_\_

lit term quiz  
grades  
count

Quarter 3



Classwork Assignments: \_\_\_\_\_

Types: \_\_\_\_\_

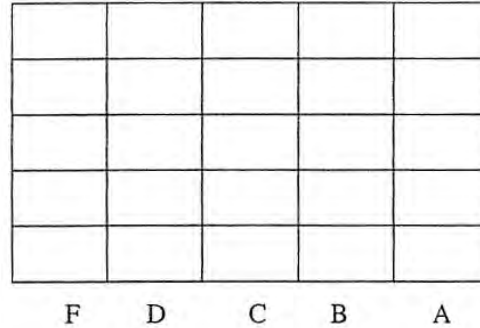
Assessments: \_\_\_\_\_

Types: \_\_\_\_\_

Homework Assignments: \_\_\_\_\_

Types: \_\_\_\_\_

Quarter 4



Classwork Assignments: \_\_\_\_\_

Types: \_\_\_\_\_

Assessments: \_\_\_\_\_

Types: \_\_\_\_\_

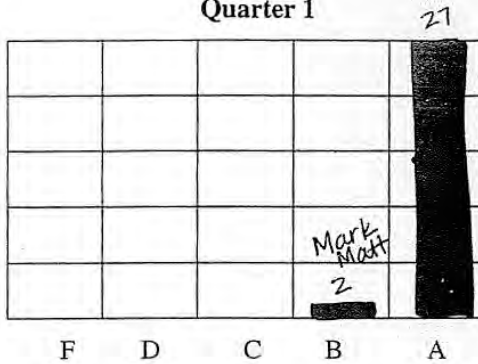
Homework Assignments: \_\_\_\_\_

Types: \_\_\_\_\_

# Grade Analysis

Class: 5TH BLOCK - SCHOLARS LANG ARTS *ASSIGNMENTS APPROXIMATELY SAME AS 3RD BLOCK*

Quarter 1

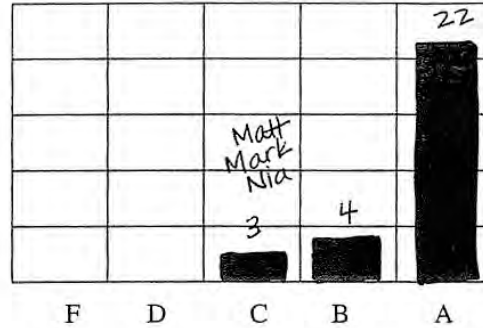


Classwork Assignments: 42  
Types:

Assessments: 3  
Types:

Homework Assignments: 7  
Types:

Quarter 2

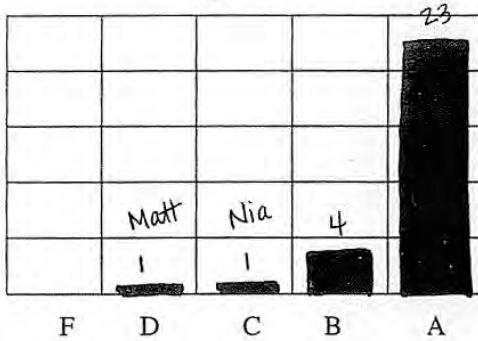


Classwork Assignments: \_\_\_\_\_  
Types:

Assessments: \_\_\_\_\_  
Types:

Homework Assignments: \_\_\_\_\_  
Types:

Quarter 3

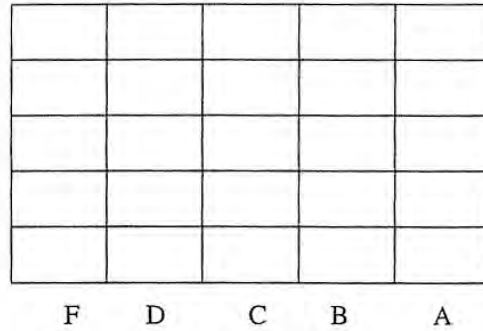


Classwork Assignments: \_\_\_\_\_  
Types:

Assessments: \_\_\_\_\_  
Types:

Homework Assignments: \_\_\_\_\_  
Types: *added book reviews*

Quarter 4



Classwork Assignments: \_\_\_\_\_  
Types:

Assessments: \_\_\_\_\_  
Types:

Homework Assignments: \_\_\_\_\_  
Types:

## Quarter 2 Assessment – Teacher Analysis

Question Type	#	Answer Choice	Teacher Notes	% Students in Class with Question Correct			
Passage 1 – Murre Letter to the Editor				2 <sup>nd</sup> Block	3 <sup>rd</sup> Block	4 <sup>th</sup> Block	5 <sup>th</sup> Block
INF	1	A		38	96	92	97
LIT	2	D		44	92	96	97
INF	3	C		56	76	85	93
LIT	4	C		63	84	92	97
INF	5	A		75	100	100	100
INF	6	B		50	80	85	97
INF	7	A		56	84	85	97
INF	8	A	ques about which org author would adopt	25	68	73	79
LIT	9	B		75	92	100	100
LIT	10	C	author's mood	38	60	88	90
Passage 2 – Excerpt from <u>Monkey's Paw</u> (drama)				2 <sup>nd</sup> Block	3 <sup>rd</sup> Block	4 <sup>th</sup> Block	5 <sup>th</sup> Block
LIT	11	B		50	84	77	90
LIT	12	C	bad ques effect of dialogue on setting?	19	32	54	14
INF	13	C	rel b/w char	31	32	35	55
LIT	14	A		63	96	96	100
LIT	15	D		75	96	100	100
BAS	16	C		50	92	96	100
LIT	17	C		69	88	100	100
LIT	18	D	italics after "scene" = stage dir	25	68	69	97
BAS	19	C		44	84	92	97
LIT	20	A	mood	19	16	35	34
Passage 3 – "Hatteras Jack" (long informational)				2 <sup>nd</sup> Block	3 <sup>rd</sup> Block	4 <sup>th</sup> Block	5 <sup>th</sup> Block
LIT	21	D	which quote est genre	19	44	81	97
VOC	22	A		44	84	85	97
INF	23	B		50	72	92	97
LIT	24	D		63	80	100	100
BAS	25	A		44	88	92	100
BAS	26	D		44	92	81	100
LIT	27	C		63	84	81	86
VOC	28	B	meaning of "appraise"	38	60	96	97
BAS	29	C	why was it unique - basic ques	31	48	88	97
LIT	30	A		38	84	88	93

LIT	31	A		38	72	92	100
<b>Passage 4 – “Political Economy...”</b> <i>very difficult passage</i>				<b>2<sup>nd</sup> Block</b>	<b>3<sup>rd</sup> Block</b>	<b>4<sup>th</sup> Block</b>	<b>5<sup>th</sup> Block</b>
BAS	32	C		75	92	96	97
INF	33	B		56	80	100	76
INF	34	A		38	92	100	100
INF	35	B	<i>how does author dev support (pers. opinion &amp; expert)</i>	44	32	38	62
BAS	36	B	<i>Fact in passage</i>	19	36	72	72
BAS	37	A		31	88	88	100
VOC	38	B	<i>vocab – “remunerative”</i>	50	40	54	86
LIT	39	B	<i>tone</i>	6	0	0	14
INF	40	B		44	96	77	90
INF	41	A		50	96	92	100
LIT	42	C	<i>genre</i>	25	84	96	97
<b>Passage 5 – “Bright Shining Old Man” (myth)</b> <i>easiest passage</i>				<b>2<sup>nd</sup> Block</b>	<b>3<sup>rd</sup> Block</b>	<b>4<sup>th</sup> Block</b>	<b>5<sup>th</sup> Block</b>
INF	43	B	<i>how does author entertain – description</i>	25	60	62	55
INF	44	D		63	92	100	100
BAS	45	B	<i>clue that something will happen</i>	38	52	96	66
LIT	46	C	<i>tactic of author to show N.A.</i>	19	48	38	76
INF	47	C		38	80	96	97
BAS	48	C		38	84	96	100
LIT	49	C	<i>mood &amp; tone</i>	25	24	42	55
VOC	50	D		31	80	96	93
BAS	51	A		38	92	92	100
LIT	52	C	<i>point of view</i>	13	44	65	72

## Intervention Action Sheet – Class

Assessment: QTR 2 ASSESSMENT

Class: BLOCK 2 - REGULAR LANG ARTS/ READING

Identified Weaknesses	Teacher Reflection	Intervention Strategies	How will I know if this intervention is effective?
Unfamiliar w/ genre types & characteristics <u>2 ques</u>	Obviously, I need to do a good terms review, but I have to do it in a fun way – games, etc.	1. When using passage make explicit 2. Review terms 3. w/ game	Quizzes
Unfamiliar with mood & tone <u>3 ques</u>	I also think I have to make it real – have the kids be authors & use these elements	1. 2. 3. } - Review terms w/ game - Identify in children's books – discuss - Write children's book	
Pt of view dialogue	Then we can extend some discussion to other authors and genres.	1. 2. 3.	Students will be able to talk about the use of these elements in their own writing.
How authors... entertain develop support <u>2 ques</u>		1. 2. 3.	
		1. 2. 3.	

# Reading Score Track Sheet

## BLOCK 2/7 - REGULAR

	7 <sup>th</sup> EOG Scale	+/- 6 <sup>th</sup> to 7 <sup>th</sup>	Quarter 1 %	Quarter 2 %	Quarter 3 %	8 <sup>th</sup> EOG Scale	+/- 7 <sup>th</sup> to 8 <sup>th</sup>		
Jasmine	250 2	+8	34	42					
Scott	243 2	-14	50	67					
John	251 2		38	54					
Chanel	250 2	-8	50	62					
Basha	250 2	+1	38	37	— Intervention				
Jeremy	248 2	-3	31	58					
Keyona	243 2	+4		27					
Jacoya	250 2	-1	59	52	— Intervention				
Tyrell	241 1		28	29					
Dwayne	247 2	-4							
Rakeem	246 2	-4	34						
Montez	243 2	-7	28	17	— Intervention				
Isaac	248 2		44	42	— ELL				
RaShawn	244 2	-11	28	48					
Harry	240 1	-8	19	36					
Kaison	244 2	-9	53	52					
Hartford	234 1	-2	34	31	— EC				
Michelle	243 2	-3	41	44					
John	245 2	+5	38	40					
DeMario	249 2	+12	31	27	— EC				
Bianca	246 2	-8	31	35					
Jammie	246 2	+1	47	25	— EC				
Denzel	254 3	+2	25						



# Intervention Action Sheet – Student

Student: Basha

Concerns: Despite being a hard worker and earning good grades, Basha is not progressing on standardized state and district assessments.

Data	Teacher Reflection	Intervention Strategies and Planning
<b>Demographics</b> female, Black, lives @ home w/ mom & 7 yr old sister; goes to grandmother's to ride bus; mom has fiance & was recently hospitalized; Basha also recently hospitalized -	Reflect on the data. What does it tell you about this student's needs? Basha's mom (per Basha) seems strong and strict. Basha's not allowed heels, rap music, cussing, boys or bad friends.	List and describe the interventions you will implement for this student. - Read aloud - Think aloud indiv tutoring w/ volunteer
<b>Student Learning</b> List standardized and classroom data. - flat quarterly data - no growth 7th → 8th EOG - good grades / mostly Bs	catching up she says this is the first class she's really read anything in. she reads slowly. she's hyper aware of all the activity around her but doesn't respond or react to it. I'm not sure where the lack of concentration comes from - kids or habit? she admits being afraid of moving up another level & not keeping up. Her goals are a little low though she is applying for early college program in high school.	Practice self-monitoring during reading
<b>School Processes</b> Describe the school and classroom processes which affect this student's learning. in same low level class w/ same kids for 3 yrs except for French.		
<b>Perception</b> Describe how this student perceives his/her learning and learning environment. Basha likes school but doesn't like the kids in the track w/ her - she says she can't concentrate over & over (because of classmates).	Keeps low profile in class.	<b>Further Data</b> Describe what further data is needed to intervene effectively.

classmates).

## ITEMS INCLUDED

### **Reading Score Track Sheets for 2004-2005**

Ms. Smith uses the completed track sheets at the end of the year to determine point growth/decline by individual students and by class.

### **Annual Data Disaggregation and Reflection (2004-2005)**

At the end of the year, Ms. Smith disaggregates her data to share with colleagues, reflect on the year, and plan for the next year.



# Reading Score Track Sheet

Block 3 – Regular, 2004-2005

	6 <sup>th</sup> EOG	7 <sup>th</sup> EOG	Quarter 1 %	Quarter 2 %	Quarter 3 %	8 <sup>th</sup> EOG	+/- 7 <sup>th</sup> to 8 <sup>th</sup>		
Gabriel	2	254/3	21	38	64	253/2	-1		
Ja’Lisa	2	246/2	24	35	41	245/2	-1		
Shar	2	248/2	24	35	48	255/3	7		
Meriel	3	251/2	39	42	48	257/3	6		
Daquan	3	254/3	39						
Rush	3	253/3	39	58	64	267/4	14		
Tehanea	2	247/2	39	38	46	242/1	-5		
Jalisa	2	245/2	24	35	43	254/3	9		
Jessica	2	246/2	24	21		262/3	16		
Keyona	2	245/2	42	33	54	258/3	13		
Dennisha	1	248/2	27	40	45	257/3	9		
Jordan	1	252/3	36	29	43	259/3	7		
Paul	2	248/2	36	35	43	253/2	5		
Shamika	3	252/3	55	19	55	257/3	5		
Janah	3	249/2	52	60	61	258/3	9		
Damian	2	253/3	36	46	45	252/2	-1		
LaQuasha	3	254/3	52	54	43	265/3	11		
Ashley		249/2				252/2	3		

106 pts / 17 studs  
Avg = 6.1 pts

# Reading Score Track Sheet

Block 5 – Scholar + EC, 2004-2005

	6 <sup>th</sup> EOG	7 <sup>th</sup> EOG	Quarter 1 %	Quarter 2 %	Quarter 3 %	8 <sup>th</sup> EOG	+/- 7 <sup>th</sup> to 8 <sup>th</sup>		
Jerrelle	4	262/3	70	67	68	269/4	7		
Destiny	4	270/4	82	73	86	272/4	2		
Lechelle	4	269/4	67	83	79	269/4	0		
Michelle	3	267/4	91	69	77	268/4	1		
Ieshia	4	282/4	82	85	86	270/4	-12		
Gioia	3	272/4	79	81	86	269/4	-3		
Joslyn	4	269/4	61	73	66	267/4	-2		
Camile	3	266/4	67	58	64	265/3	-1		
Laura	4	269/4	76	75	79	272/4	3		
Daisha	3	261/3	64	46	70	267/4	6		
Xan	4	269/4	67	77		271/4	2		
Makeda	4	274/4	85	85	82	272/4	-2		
Kiara	3	263/3	73		71	265/3	2	2 pts / 14 studs Avg = .14 pts	
Justin	4	268/4	76	81	77	267/4	-1		
Travis				46	29	252/2	15		
Latwan					39	251/2	15		
Corinthius				29	46	257/3	3		
Sataj				42	50	254/3	1		

36 pts / 18 studs  
Avg = 2.0 pts

# Reading Score Track Sheet

Block 7 – Scholar, 2004-2005

	6 <sup>th</sup> EOG	7 <sup>th</sup> EOG	Quarter 1 %	Quarter 2 %	Quarter 3 %	8 <sup>th</sup> EOG	+/- 7 <sup>th</sup> to 8 <sup>th</sup>		
Kathryn	4	268/4	79	87	86	282/4	14		
Madeline	4	279/4	85	92	89	276/4	-3		
Zoe	4	272/4	94	96	96	282/4	10		
Kevin	4	270/4	73	75	89	272/4	2		
Marquette	4	272/4	85	81	86	270/4	-2		
Ana	4	275/4	85	88		281/4	6		
John	4	269/4	85	75	77	272/4	3		
Kanika	4	268/4	82	90	80	277/4	9		
Courtney	4	272/4	85	88	86	275/4	3		
Theresa	4	271/4	85	85	88	281/4	10		
Emma	4	277/4	79	85	93	273/4	-4		
Alma	4	282/4	85	85	91	276/4	-6		
Chelsea	4	277/4	94	88	88	272/4	-5		
Toi			70	71	75	266/4	0		
Nikki			64	85	77	270/4	-3		
Holly	4	272/4	88	90	80	280/4	8		
Sy	3	264/4	52	73	80	265/3	1		
Sam	4	276/4	85	85	93	278/4	2		
Lacy	4	272/4	82	83	91	278/4	10		
Anna	4	279/4	88	87	93	280/4	1		
Ian	4	271/4	70		82	269/4	-2		
Sarah	4	275/4	91	85	93	282/4	7	104 pts / 29 studs Avg = 3.59 pts	
Victoria	4	277/4	94	90	84	284/4	7		
Sara	4	275/4	88	77	84	278/4	3		
Javarveia				25					
Rosie	4	274/4	94	83	89	284/4	10		
Jennifer	4	270/4	82	87	91	280/4	10		
Kelsey	4	277/4	88	90	93	280/4	3		
Billy	4	272/4	94	85	75	277/4	5		
Michelle	4	273/4	88	87	89	278/4	5		

# Annual Data Disaggregation

**Ms. Smith, Eighth Grade  
2004-2005 School Year**

## Average Point Growth

	2003		2004		2005	
	Average Point Growth	+ / Total #	Average Point Growth	+ / Total #	Average Point Growth	+ / Total #
8 <sup>th</sup> Grade (all)			<b>3.2</b>		<b>3.4</b>	
My average (all)					<b>3.6</b>	64/91
Regular	<b>4.9</b>	13/17	<b>3.5</b>	12/13	<b>6.1</b>	13/17
Accelerated	<b>4.4</b>	17/19	<b>1.1</b>	15/24		
Scholars (all)	<b>4.0</b>		<b>3.2</b>		<b>2.8</b>	
Scholars (Algebra)	<b>5.0</b>	18/21	<b>3.7</b>	18/23	<b>1.9</b>	27/41
Scholars (Geometry)	<b>3.0</b>	15/21	<b>2.8</b>	19/28	<b>3.6</b>	21/29
Male			<b>3.1</b>	25/32	<b>3.5</b>	22/30
Female			<b>2.5</b>	39/55	<b>3.6</b>	42/61
Black			<b>2.2</b>	32/43	<b>3.1</b>	29/46
Hispanic			<b>3.6</b>	4/5	<b>3.4</b>	4/5
Asian			<b>- 0.8</b>	2/5	<b>3.5</b>	4/4
White			<b>3.5</b>	25/34	<b>3.9</b>	28/36
Free/reduced lunch			<b>1.7</b>	26/36	<b>4.9</b>	25/33
Paid lunch			<b>3.4</b>	38/52	<b>2.6</b>	40/58
EC			<b>3.0</b>	5/7	<b>7.3</b>	7/8
LEP			<b>3.6</b>	4/5	<b>2.6</b>	4/5

## Point Growth

Point Growth		2003			2004			2005			
		R	A	S	R	A	S	R	A	S <sup>7&amp;8</sup>	S <sup>5</sup>
+	10 +	29	5	14	15	4	14	4		8	
	6 – 9	24	47	24	15	13	12	6		10	2
	3 – 5	20	16	21	8	21	25	3		12	1
	1 – 2	6	21	17	38	25	22			11	4
–	0 – 2	12	5	12		17	14	3		7	5
	3 – 5		5	12	15	13	12	1		6	1
	6 – 9	12				8	2			2	
	10 +				8						1
Total # students		by percentages			by percentages			17		56	14

## **What have I learned by reflecting on my data?**

### **2004**

My scores are a lot lower and I have been trying to figure out why. I haven't taught any less intensely, but a few things were different.

- I didn't start vocabulary start until late in the year because I was reconsidering how I was doing it. I think vocabulary is the key for many students.
- It took all year to bring discipline in my accelerated class under control. The class was always difficult with a number of disruptive students. The class was 99% African American students and it also contained my greatest number of free/reduced lunch students. I see how discipline and make-up can affect the academic outcomes of an entire class, especially when it is not a small class.

### **2005**

First, the "Stop and Think" method for reading comprehension I developed and used this year is very effective.

Over the years, I have learned well how to teach lower level students and the highest of the high students. This year's and last year's EOG data tells me that I have trouble with the kids in the middle. I equate my 5<sup>th</sup> block class (who started the year as high 3s and low 4s; note that I am not counting the 4 EC students who were added to that Reading class) with my accelerated class from last year. When teaching a mid-level class, I think what I do is try and mold them into my vision of a very high scholars class, and from student performance, student feedback, and other teachers' observations, I believe I am successful in this. But, in doing so, I never back up and work on the basics of reading comprehension that are assessed by the EOG. I can teach the basics very, very well as evidenced by my success with lower level students, but until now, I never really thought it necessary to do that with those mid-level classes I am molding into scholars.

I also noticed that the trend in quarterly scores as a class can indicate a potential problem coming up to the EOG, although I don't think this works for individual students. For example, more students' quarterly scores declined from quarter to quarter in my fifth block class than any of my other classes, and that fifth block class was the one that showed almost no growth on the EOG (not counting the EC students). Within that class, however, the student whose EOG score went down 12 points had quarterly scores that went up slightly from quarter to quarter. I don't think it's a matter of specific skills that should be taught or retaught from quarter to quarter, but really helping students put all those specific skills together into a reading and test-taking strategy like the "Stop and Think" method over the course of the year. The class with which I used "Stop and Think" (not the district focus lessons), for the most part, showed a percentage increase from quarter to quarter on the quarterly assessments and performed exceedingly well on the EOG.

## **What are my next steps?**

### **2004**

I will get vocabulary moving from the get-go, and I also intend to pay more attention to the district focus lessons. If the schedule puts together a similar group of difficult students, I will advocate for change to a smaller class or more heterogeneous mixing.

### **2005**

Continue to follow my own advice about vocabulary from last year with the low and mid-level students. I will continue to mold my mid-level students into the super-scholars I want them to be, but I will be sure to back-track and bolster their basic skills as well. This does not need to be done with focus lessons, but can be done quite well with the “Stop and Think” method I worked on this past school year with lower level students.

## **What do I need from the school and administration?**

### **2004**

Consider how accelerated students are placed in the schedule. The students I taught in 2003-2004 were very bright, but as a class it was rough going – too many needs, too much drama and playing. Students who are accelerated , but still very needy might need smaller classes for the same reasons as the Level 1s and 2s.

### **2005**

As in past years, please give me all levels of students so I can continue to improve my success with lower and very high readers, but work on my success with mid-level students.

## **Next year’s School Improvement Plan goal**

### **2004**

1. Support personal and school NCLB subgroups in reading achievement.

Strategies: a. Identify critical subgroup students.  
b. Identify and address specific reading needs.

### **2005**

1. Support personal and school NCLB subgroups in reading achievement.

Strategies: a. Continue development and use of “Stop and Think” comprehension method.  
b. Target accelerated and low scholars classes with basic comprehension practice.

## ITEMS INCLUDED

### **AYP Information**

Ms. Smith's principal shared ABC data at the year's first faculty meeting.

### **School Report Card**

## School ABC Data

## ABC's Accountability Report

GROWTH

Actual				Expected				High					
2004 Grade	Mean Score	2005 Grade	Mean Score	Growth	Students in Model	Score	Growth	Difference in Growth	Standard Growth	Score	Growth	Difference in Growth	Standard Growth
READING													
7	159.8	7	163.9	4.1	281	164.3	4.4	-0.4	-0.34	164.6	4.8	-0.7	-0.64
8	163.7	8	166.2	2.5	277	166.9	3.2	-0.7	-0.57	167.1	3.5	-1.0	-0.80
MATH													
6	165.5	6	174.1	8.6	320	171.0	5.5	3.1	1.44	171.7	6.2	2.4	1.11
7	174.6	7	177.9	3.4	281	177.8	3.3	0.1	0.05	178.5	3.9	-0.5	-0.28
8	177.9	8	179.9	2.1	277	180.4	2.5	-0.5	-0.28	180.9	3.0	-1.0	-0.57
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1. In grades 3-8, reading and math students with less than 140 days in membership are excluded from growth calculations.
2. The Difference in Growth is actual minus expected or actual minus high growth.
3. The Difference in Growth is adjusted and shown as the standard growth. The purpose for this adjustment is to have each component contribute equally to the composite score. (Standard growth is calculated by dividing each difference by the associated standard deviation.)
4. ~ means there is insufficient data to compute.
5. Full precision, although not shown, is carried through all calculations.
6. Weighted Growth Composite is the sum of weighted components. Note: The weight is determined by dividing the number of scores for each component by the total number across all components.



# School Report Card



Grades 6-8  
Magnet School  
Traditional Calendar

## HIGH STUDENT PERFORMANCE

### Performance of Students in Each Grade on the ABCs End-of-Grade Tests

Percentage of Students' Scores At or Above Grade Level

	Grade 6		Grade 7		Grade 8		OVERALL	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
<b>Our School</b>	89.7	>95	89.7	93.1	94.0	88.4	91.0	92.9
<b>District</b>	77.2	87.0	80.8	82.1	84.7	80.5	82.6	85.8
<b>State</b>	81.1	89.2	85.1	84.3	87.9	84.0	84.6	87.3

\* N/A = 5 or fewer students

## SCHOOL PROFILE

### School Size

The total number of students in this school and the average number of students in schools with similar grade ranges at the district and state levels.

OUR SCHOOL	DISTRICT	STATE
916	957	674

### Average Class Size

The average number of students enrolled in a "typical" K-8 classroom.

	OUR SCHOOL	DISTRICT	STATE
Grade 6	11	21	21
Grade 7	12	21	21
Grade 8	11	20	21

### Performance of Each Student Group on the ABCs End-of-Grade Tests

Percentage of Students, Grouped by Gender, Ethnicity, and Other Factors, Who Passed BOTH the Reading and Math Tests

	Male	Female	White	Black	Hispanic	Amer Indian	Asian Pacific Islander	Multi-Racial	E.D.	N.E.D.	I.E.P.	Migrant Students	Students with Disabilities
<b>Our School</b>	83.9	91.0	>95	82.0	81.6	N/A	94.4	>95	74.6	>95	57.9	N/A	48.6
<b># of tests taken</b>	391	513	275	538	38	3	36	14	389	515	19	0	70
<b>District</b>	74.6	81.1	92.9	66.5	66.0	72.1	87.4	83.5	64.2	90.5	46.9	N/A	42.2
<b>State</b>	76.9	82.7	88.1	66.1	68.5	71.9	87.5	82.5	68.3	89.9	49.7	61.2	46.6

E.D. = Economically Disadvantaged

N.E.D. = Not Economically Disadvantaged

I.E.P. = Limited English Proficiency

\* N/A = 5 or fewer students

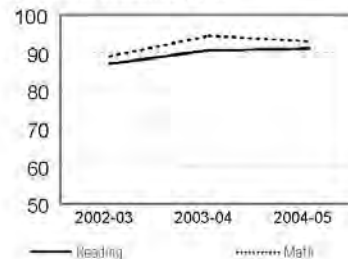
### Percentage of Students Promoted at Each Gateway

NC students are required to meet state-wide standards for promotion in grades 3, 5, and 8. These gateways are designed to ensure that students are working at grade level before being promoted to the next grade.

	GRADE 3	GRADE 5	GRADE 8
<b>Our School</b>	N/A	N/A	>95
<b>District</b>	>95	>95	>95
<b>State</b>	>95	>95	>95

### Three Year Trend of Student Performance on the ABCs End-of-Grade Reading and Math Tests

Percentage of students at or above grade level for the past three years.



## SAFE, ORDERLY AND CARING SCHOOLS

### School Safety

The number of acts of crime or violence reported below includes all acts occurring in school, at a bus stop, on a school bus, on school grounds or during off-campus, school-sponsored activities.

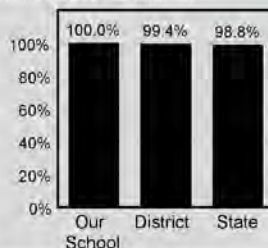
Out of 916 students in our school, there were a total of 2 act[s] of crime or violence.

The number of acts of crime or violence per 100 students:

OUR SCHOOL	0
DISTRICT	1
STATE	1

### Access to Technology

Percentage of classrooms connected to the Internet



### Keeping you informed

More information about your school is available on the NC School Report Cards Web site at: <http://www.ncreportcards.org>

## HIGH STUDENT PERFORMANCE, CONTINUED

### School Performance

Each year, schools in North Carolina may receive several designations based on their performance on the state's ABCs tests. These designations are awarded on the basis of the percentage of students performing at grade level and on whether students have learned as much as they are expected to learn in one year. The designations earned by your school are displayed below, followed by a brief description of each designation.

**Our School's Designation(s):** School of Excellence, Expected Growth

DESIGNATION	PERFORMANCE: STUDENTS PERFORMING AT GRADE LEVEL	GROWTH: LEARNING ACHIEVED IN ONE YEAR			PERCENT OF SCHOOLS WITH DESIGNATION	
		High Growth	Expected Growth	Expected Growth Not Achieved	DISTRICT	STATE
HONOR SCHOOL OF EXCELLENCE	At least 90% of students at grade level and the school made adequate yearly progress (AYP)				18	17
SCHOOL OF EXCELLENCE	At least 90% of students at grade level		✓		11	5
SCHOOL OF DISTINCTION	At least 80% of students at grade level				21	20
SCHOOL OF PROGRESS	At least 60% of students at grade level				4	1
NO RECOGNITION	60 to 100% of students at grade level				39	55
PRIORITY SCHOOL	50 to 60% of students at grade level, OR Less than 50% of students at grade level				7	1
LOW PERFORMING	Less than 50% of students at grade level				0	0

### Adequate Yearly Progress (AYP) Results

North Carolina has set target goals that schools must meet to make Adequate Yearly Progress (AYP) under the federal No Child Left Behind act.

Our school did not make adequate yearly progress.

Our school met 20 out of 21 AYP targets.

In any group where the percentage of students at a grade level is greater than 95% or less than 5%, the actual values may not be displayed because of federal privacy regulations. In these cases the results will be shown as >95% or <5% for the group.

## QUALITY TEACHERS

	Total Number of Classroom Teachers*	Fully Licensed Teachers	Classes Taught by "Highly Qualified Teachers"	Teachers with Advanced Degrees	National Board Certified Teachers*	Years of Teaching Experience			Teacher Turnover Rate
						0-3 years	4-10 years	10+ years	
Our School	66	91%	89%	29%	9	21%	32%	47%	21%
District	64	81%	83%	24%	5	34%	33%	33%	26%
State	47	84%	81%	24%	4	26%	28%	47%	22%

\* The total number of teachers in this school and the average number of teachers in schools with similar grade ranges at the district and state level.

**Becoming involved in your child's school is one way to guarantee success in the classroom. Working together, we can create superior schools for all children.**

*Michael F. Easley*

Michael F. Easley,  
Governor, State of North Carolina

North Carolina Office of the Governor • Public Schools of North Carolina • North Carolina Education Research Council