WELCOME TO RANKIN ELEMENTARY HOME OF THE RACERS

Self Assessment Overview

Beginning in 2009-2010, Rankin Elementary School has been reorganized to house around 400 students in grades three, four and five for the first time in its existence.   All staff with the exception of four is new to the facility. The staff has embraced the "new " Rankin and sees the challenges as learning opportunities for professional growth.

Through reviewing our strengths and weaknesses from the first semester, we now plan to enhance Rankin's quality assurance and continuous improvement efforts to:

- *Foster relationships with students, families and community:*
- *Challenge ourselves to be accountable to close the achievement gap;*
- *Participate in professional learning communities to hone instructional practices;*
- *Focus on data and use it to monitor and improve instruction school-wide; and,*
- *Build stakeholder relations through better communication and involvement.*

Rankin's PBS Totals

	Aug./Sept.	**Oct.**	**Nov.**	**Dec.**	**Jan.**
Tardies	121	138	77	105	125
Absences	586	337	244	350	251
Bullying, Harassment, Inappropriate Touching	14	12	0	0	5
Fight	13	3	2	2	6
Other	19	50	29	18	20
Proactive Counseling	15	15	11	7	8
Profanity	4	0	7	3	3
Weapons	0	0	0	0	1
OSS	11	25	15	9	9

MCT2 Practice Test Class Roster Data Analysis

Teacher								
2010 January	Math			Subtests				
Name	**ID #**	**Score**	**%**	**Competency One**	**Competency Two**	**Competency Three**	**Competency Four**	**Competency Five**
Student 1	XXXXXX	48.0	87.3%	16 - 84.2%	8 - 88.9%	7 - 77.8%	8 - 88.9%	9 - 100%
Student 2	XXXXXX	32.0	58.2%	10 - 52.6%	6 - 66.7%	6 - 66.7%	3 - 33.3%	7 - 77.8%
Student 3	XXXXXX	36.0	65.5%	14 - 73.7%	7 - 77.8%	5 - 55.6%	5 - 55.6%	5 - 55.6%

MCT2 Practice Test Standard Item Data Analysis

				Median Score		37.0	67.3%		
	Total Possible		55.0						
	Question Count		55	Mean Score		39.1	71.0%		
	Tests Scored		15	Highest Score		48.0	87.3%		
	Standard Deviation		5.23	Lowest Score		31.0	56.4%		
	KR20		.74						
Question #			**Responses**			**Blanks**	**Mults**	**Correct**	**Pt. Biserial**
1		A (0, 0%)	**B (15, 100%)**	C (0, 0%)	D (0, 0%)			15, 100%	0.
2		**F (12, 80%)**	G (1, 7%)	H (1, 7%)	J (1, 7%)			12, 80%	0.32
3		A (4, 27%)	**B (9, 60%)**	C (1, 7%)	D (1, 7%)			9, 60%	0.29

Progressive MCT2 Practice Scores

Beginning (Sept.) MCT2 Practice Test Scores (OVERALL)

	Minimal (1)	Basic (2)	Proficient (3)	Advanced (4)
Grade 3	23.105%	43.682%	24.188%	9.025%
Grade 4	17.530%	26.295%	37.052%	19.124%
Grade 5	20.089%	43.304%	29.018%	7.589%

Middle (Jan.) MCT2 Practice Test Scores (OVERALL)

	Minimal (1)	Basic (2)	Proficient (3)	Advanced (4)
Grade 3	12.671%	24.315%	37.329%	25.685%
Grade 4	17.625%	24.521%	34.483%	23.372%
Grade 5	19.005%	37.104%	35.294%	8.597%

OVERALL Changes in MCT2 Practice Test Scores from Beginning to Middle

	Minimal (1)	Basic (2)	Proficient (3)	Advanced (4)
Grade 3	10.434%	19.367%	13.141%	16.66%
Grade 4	+0.095%	1.774%	-2.569%	4.248%
Grade 5	1.084%	6.236%	6.276%	1.008%

Best Practices Implemented for Student Success

- ⊙ Math
  - Manipulatives
  - Small Group Differentiation
  - Promethean Board

- ⊙ Reading
  - *Making Meaning*
  - *Thinking Maps*
  - Vocabulary Focus

- ⊙ Writing
  - Technology Tool
  - *Being A Writer*

- ⊙ Science
  - Delta Science & Picture Perfect Kits
  - AEE Integration Grant

Language Arts Target Goals by Subgroups

Subgroups	3rd gr. 08/09 Test Results	3rd gr. 09/10 Test Targets	4th gr. 08/09 Test Results	4th gr. 09/10 Test Targets	5th gr. 08/09 Test Results	5th gr. 09/10 Test Targets
All			66%	74%	56%	67%
African–American			46%	59%	32%	49%
Asian			75%	81%	75%	81%
White			77%	83%	84%	88%
Hispanic					33%	50%
F/R L			41%	56%	43%	57%
LEP			25%	44%	33%	50%
SPED			20%	40%	29%	47%

Math Target Goals
by Subgroups

Subgroups	3rd gr. 08/09 Test Results	3rd gr. 09/10 Test Targets	4th gr. 08/09 Test Results	4th gr. 09/10 Test Targets	5th gr. 08/09 Test Results	5th gr. 09/10 Test Targets
All			62%	72%	82%	87%
African–American			61%	71%	43%	57%
Asian			75%	81%	100%	100%
White			80%	85%	86%	90%
Hispanic			33%	50%	100%	100%
F/R L			69%	77%	50%	62%
LEP			0%	25%	100%	100%
SPED			30%	48%	29%	47%

Benchmarking

* Quality Distribution Index Reports
* *Scantron* extensive data analysis
* Grade level meetings to collect and analyze data
* Individual instructor data analysis
* Lesson planning to differentiate instruction based on state competencies and needs
* Grade level notebooks containing daily guided practice items and weekly teacher made tests
* Quarterly United Screening to test for student progress
* State competency checklists to track mastered competencies
* Student accountability through individual tracking for progress
* TST Progress Monitoring
* Teacher observations of differentiated instruction

Implementation of 08-09AEE Grants

- M & M (Math & Manipulatives) $1,254.20
- Write It! Read It! Celebrate It $1,192.49
- Different Strokes for Little
  Folks – Digital Arts $1,465.80
- To Read or Not to Read:
  That is the Question $7,489.74
- Brain Works! – An Interactive
  Odyssey of the Thinking Mind $7,201.95
- Super Nova Discovery Zone –
  Reaching for thee STARS $9,973.40

                                             TOTAL $28,577.58

2010-2011 AEE Grants Written

- Kick up the Volume - Amplify Education $6,659.00
- Cruising Continental Cultures $3,811.95
- Leonardo's Workshop $7,374.00
- A Portrait in Leadership $6,708.00
- iTouch the Future! $9,693.99
- The Good Manners Club (GMC) $1,507.00
- Different Strokes for Different Folks $2,500.00
- Eco – Exploration $4,319.88
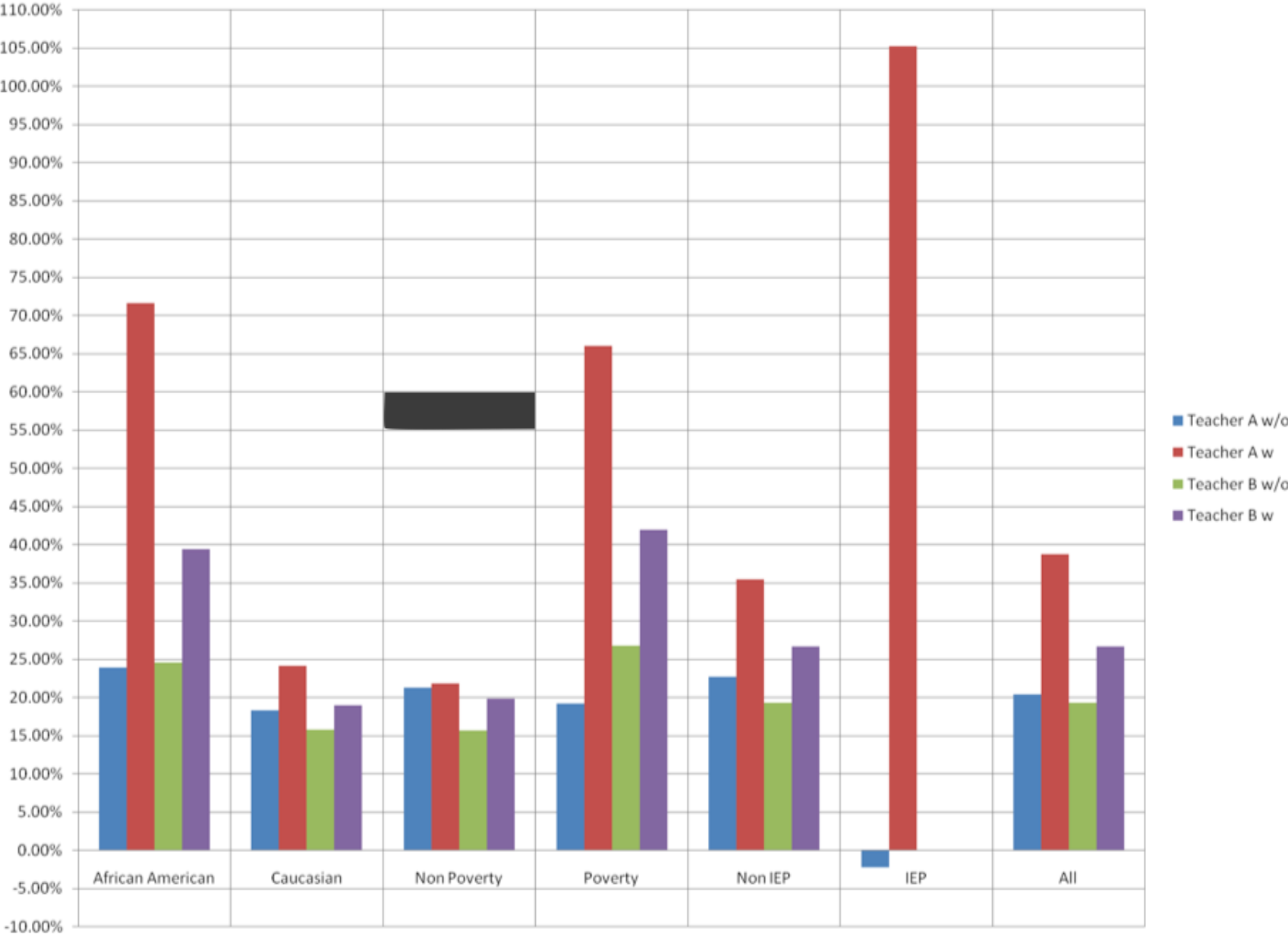
TOTAL $42,573.82

What's in a Word?

Action Research Project

Brenda Johnson and Brenda Meriweather

Data Analysis

- Did student learning improve with the use of technology versus traditional instructional methods?

- Did the performance of various subgroups improve when comparing the two methods?

Mailing May - Week 3

Percentage of Improvement

Rankin's Finest