

Parkrose Middle School

Data Report & Action Plan

2010-2011

Middle School Profile Data

	ELL	Languages	Mobility	Special Education	Free and Reduced Lunch
1999-2000	9%	12	29%	12%	25%
2005-2006	16%	15	35%	11%	61%
2009-2010	16%	25	37%	12%	71%
2010-2011	11%	23	12%	14%	74%

Middle School Profile Data

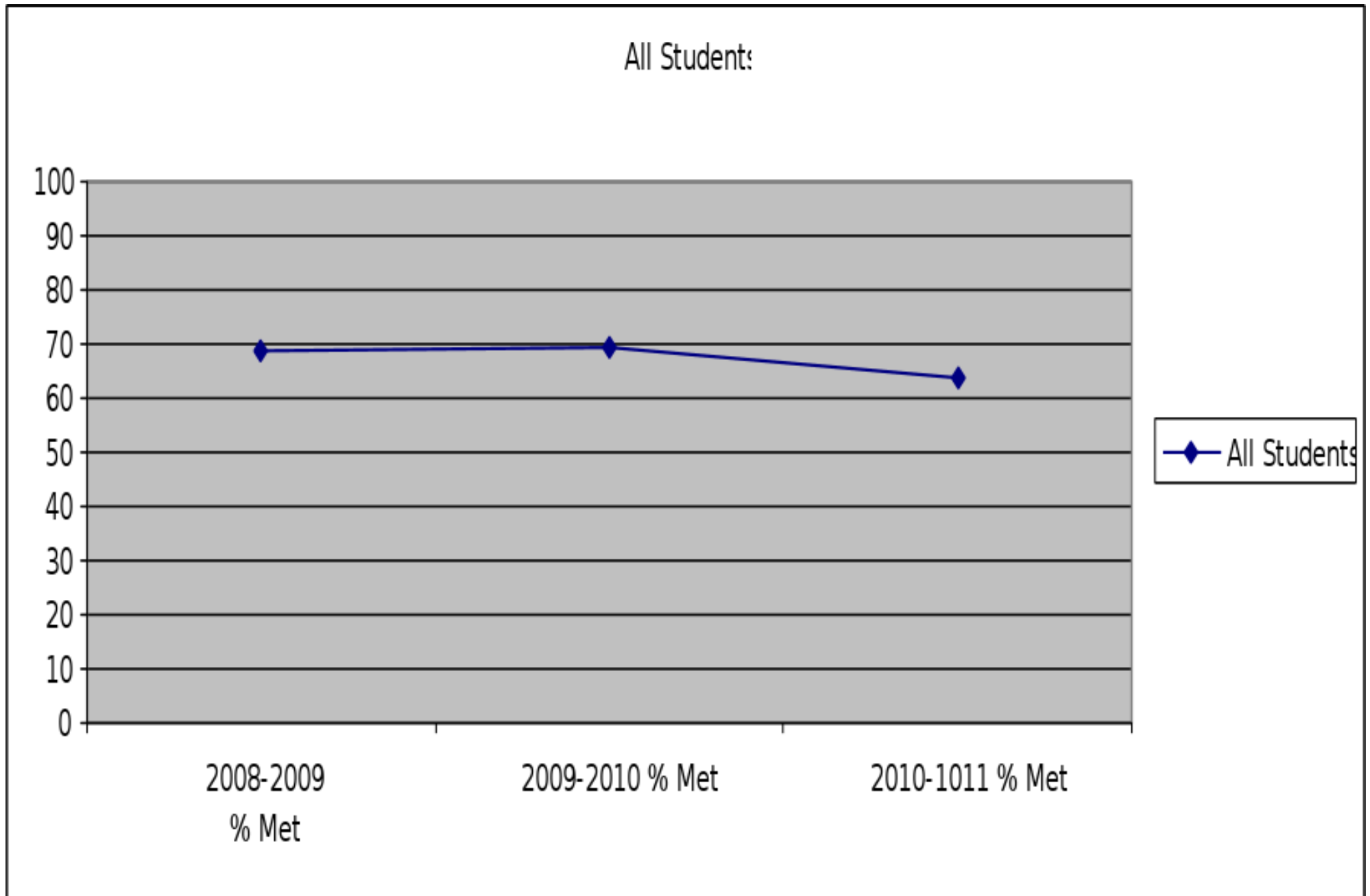
	White	Black	Hispanic	Asian	Native American	Multi
1999- 2000	70%	11%	6%	12%	1%	N/A
2005- 2006	52%	14%	14%	18%	1%	N/A
2009- 2010	46%	11%	22%	16%	5%	N/A
2010- 2011	44%	14%	23%	16%	6%	20%

Historical Math Data

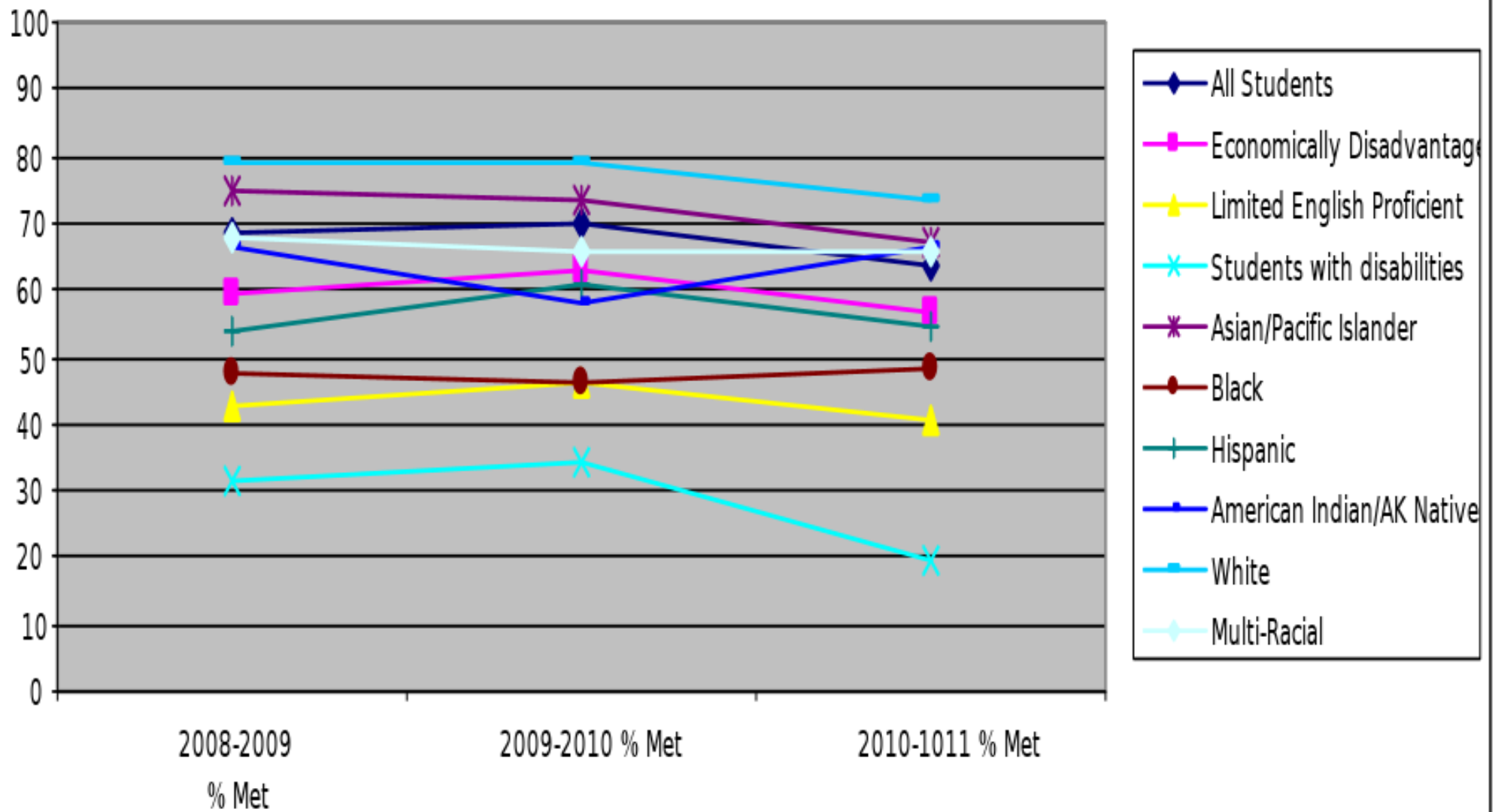
Content Areas & School Year Data Represents → Enter Grade Level or special Subgroups ↓	<u>Content:</u> Math Exceeds/Meets School Year:	<u>Content:</u> Math Exceeds/Meets School Year:	<u>Content:</u> Math Exceeds/Meets School Year:	<u>Content:</u> Math Exceeds/Meets School Year:	<u>Content:</u> Math Exceeds/Meets School Year:
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
	46.7%	70.4%	64.8%	60.7%	43%
6					
7	72.5%	68.5%	78.7%	79.0%	50%
8	57.3%	58.6%	61.1%	64.8%	46%

Academic Status		2009-2010		2010-11		Year(s) of data for best status	% Met Status	Margin of Error	Adjusted Status
		# Tests	#Met	#Tests	Using 09-10 Standar ds # Met				
All Students	NOT MET	743	517	778	493	2009- 2011	57.79	3.87	61.66
Economically Disadvantaged	NOT MET	503	317	538	306	2009- 2011	50.53	4.68	55.21
Limited English Proficient	NOT MET	133	54	156	77	2009- 2011	35.64	8.88	44.52
Students with disabilities	NOT MET	117	40	108	23	2009- 2011	23.56	10.07	33.63
Asian/Pacific Islander	MET	143	105	145	101	2009- 2011	65.28	8.90	74.18
Asian				128	92		59.38		
Pacific Islander				17	9		41.18		
Black	NOT MET	76	34	106	39	2009- 2011	32.97	11.19	44.16
Hispanic	NOT MET	164	99	174	95	2009- 2011	47.04	8.21	55.25
American Indian/AK Native	NA	12	9	6	5	2009- 2011	72.22	23.30	95.52
White	MET	296	234	293	220	2009- 2011	67.57	6.22	73.79
Multi-Racial	MET	52	36	50	33	2009- 2011	59.80	14.95	74.75

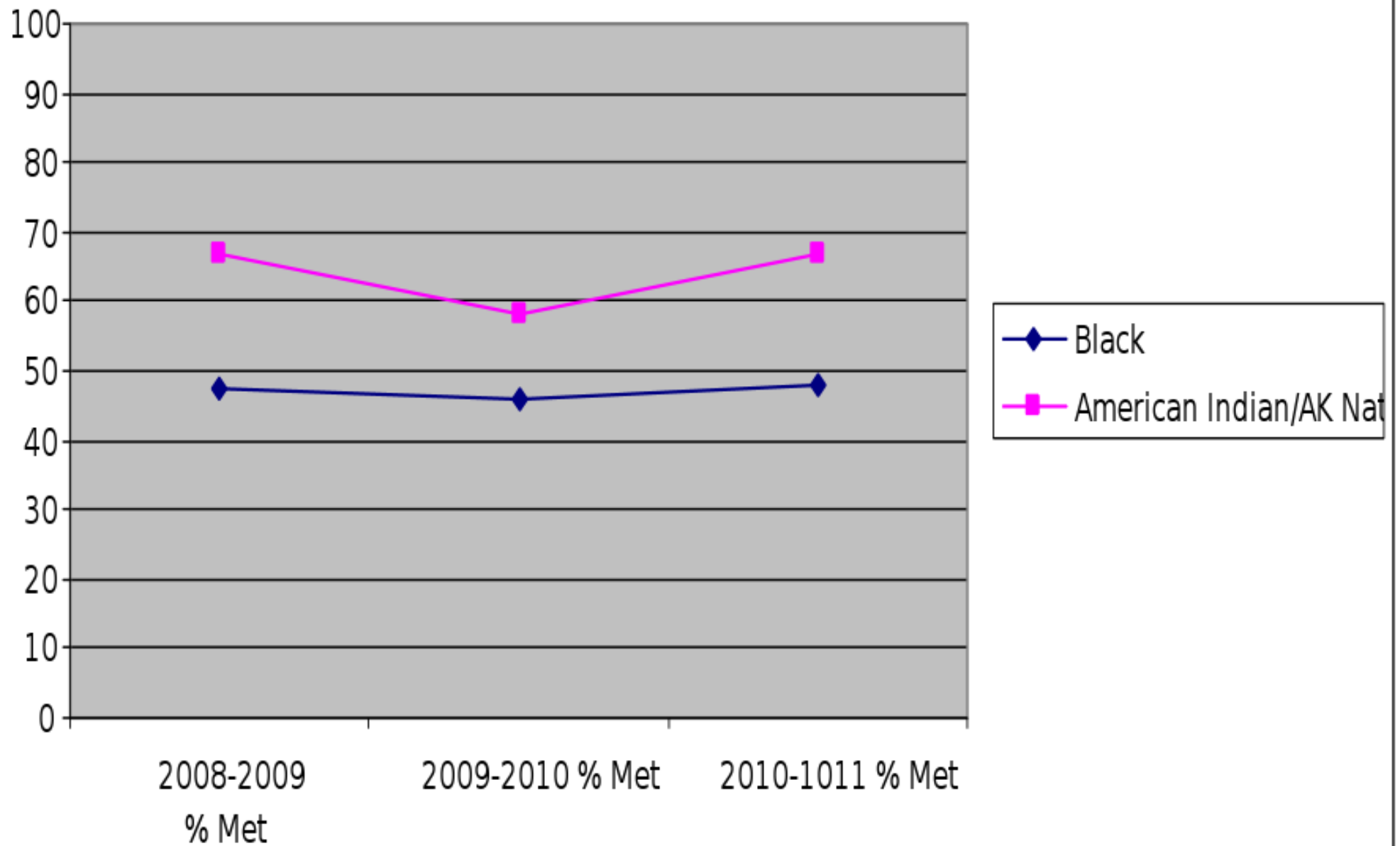
Math 2010-2011



Math



Math 2010-2011 Growth



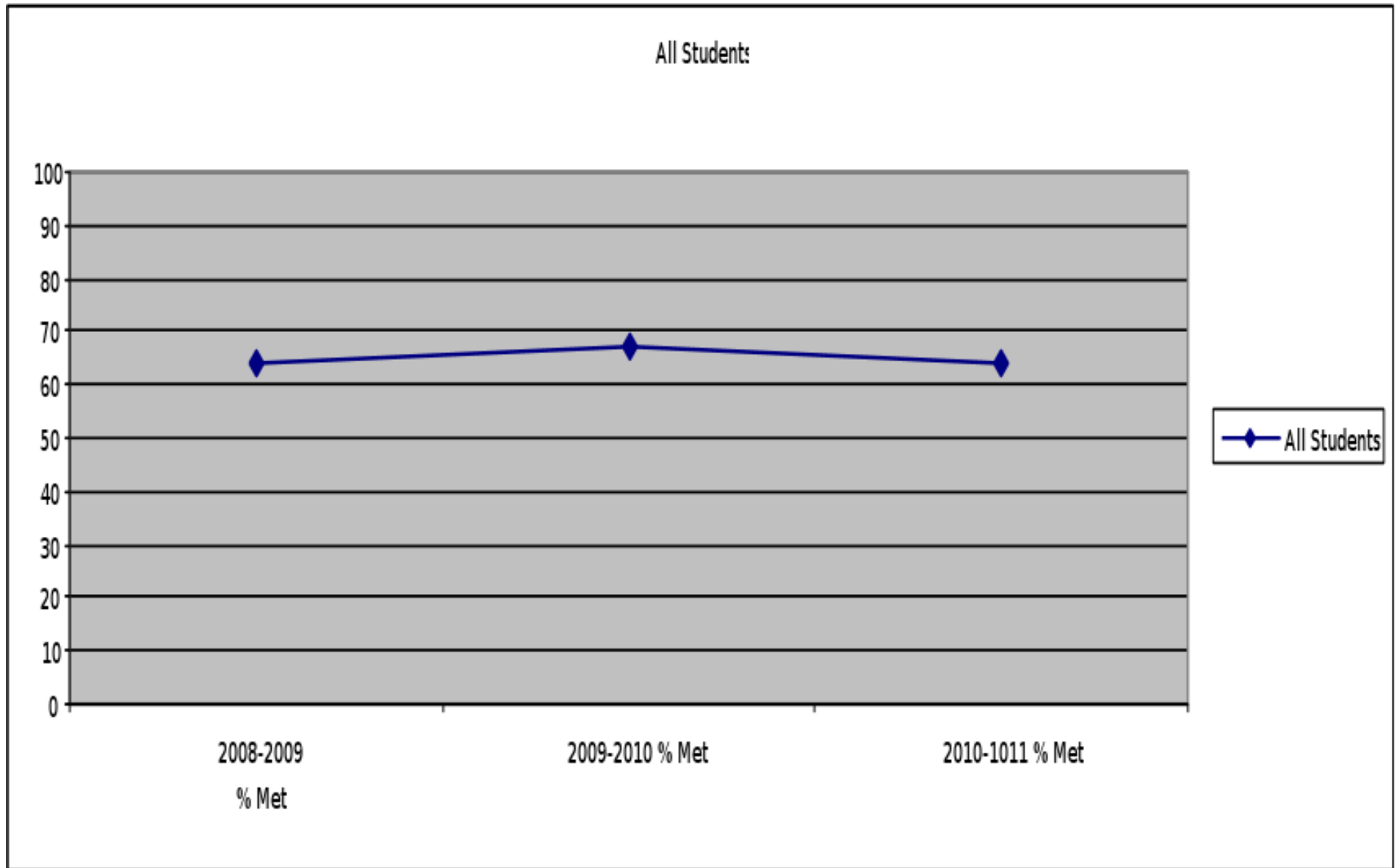
Historical Reading Data

Content Areas & School Year Data Represents → Enter Grade Level or special Subgroups ↓	<u>Content:</u> Reading Exceeds/Meets School Year:	<u>Content:</u> Reading Exceeds/Meets School Year:	<u>Content:</u> Reading Exceeds/Meets School Year:	<u>Content:</u> Reading Exceeds/Meets School Year:	<u>Content:</u> Reading Exceeds/Meets School Year:
6	2006-2007 48.2%	2007-2008 68.5%	2008-2009 62%	2009-2010 63.8%	69% 2010-2011
7	76%	64.2%	71.3%	77.4%	67%
8	61.8%	52.1%	56.5%	56.6%	57%

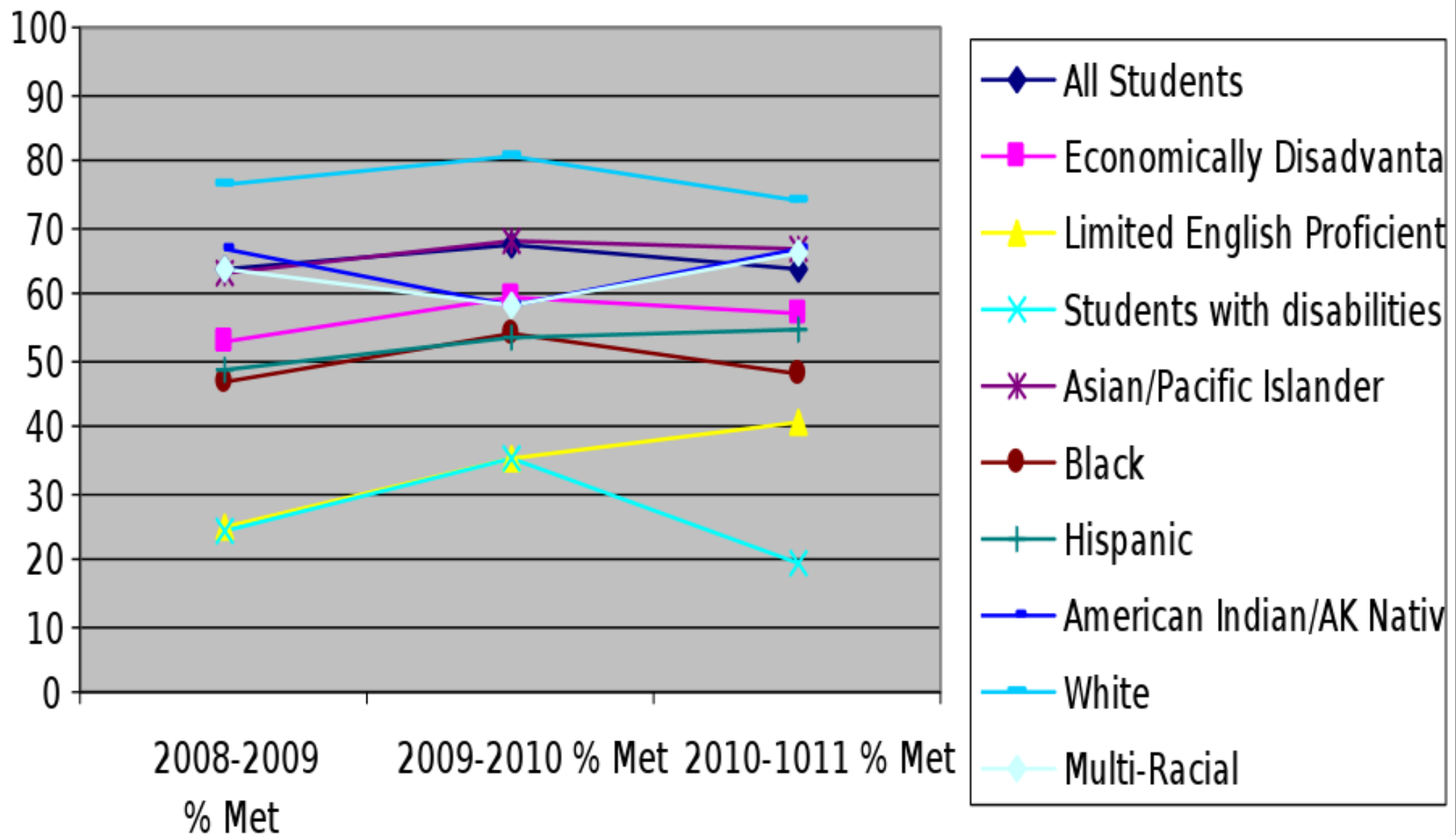
ELA Target: 70%

Academic Status	Academic Status	2009-2010		2010-2011		Year(s) Of data For	% Met Status	Margin Of error	Adjusted Status
		# Tests	# Met	#Tests	# Met				
All Students	MET	744	518	778	496	2009-11	66.62	3.87	70.49
Economically Disadvantaged	NOT MET	504	318	538	305	2009-11	59.79	4.68	64.47
Limited English Proficient	NOT MET	150	69	156	63	2009-11	43.14	8.63	51.77
Students with disabilities	NOT MET	117	40	108	21	2009-11	27.11	10.07	37.18
Asian/Pacific Islander	MET	143	105	145	97	2009-11	70.14	8.90	79.04
Asian	NOT MET			128	88		68.75		
Pacific Islander	NA			17	9		52.94		
Black	NOT MET	74	34	106	51	2009-11	47.22	11.25	58.47
Hispanic	NOT MET	164	100	174	95	2009-11	57.69	8.21	65.90
American Indian/AK Native	NA	12	7	6	4	2009-11	61.11	23.30	84.41
White	MET	296	234	293	216	2009-11	76.40	6.22	82.62
Multi-Racial	MET	55	36	50	33	2009-11	65.71	14.74	80.45

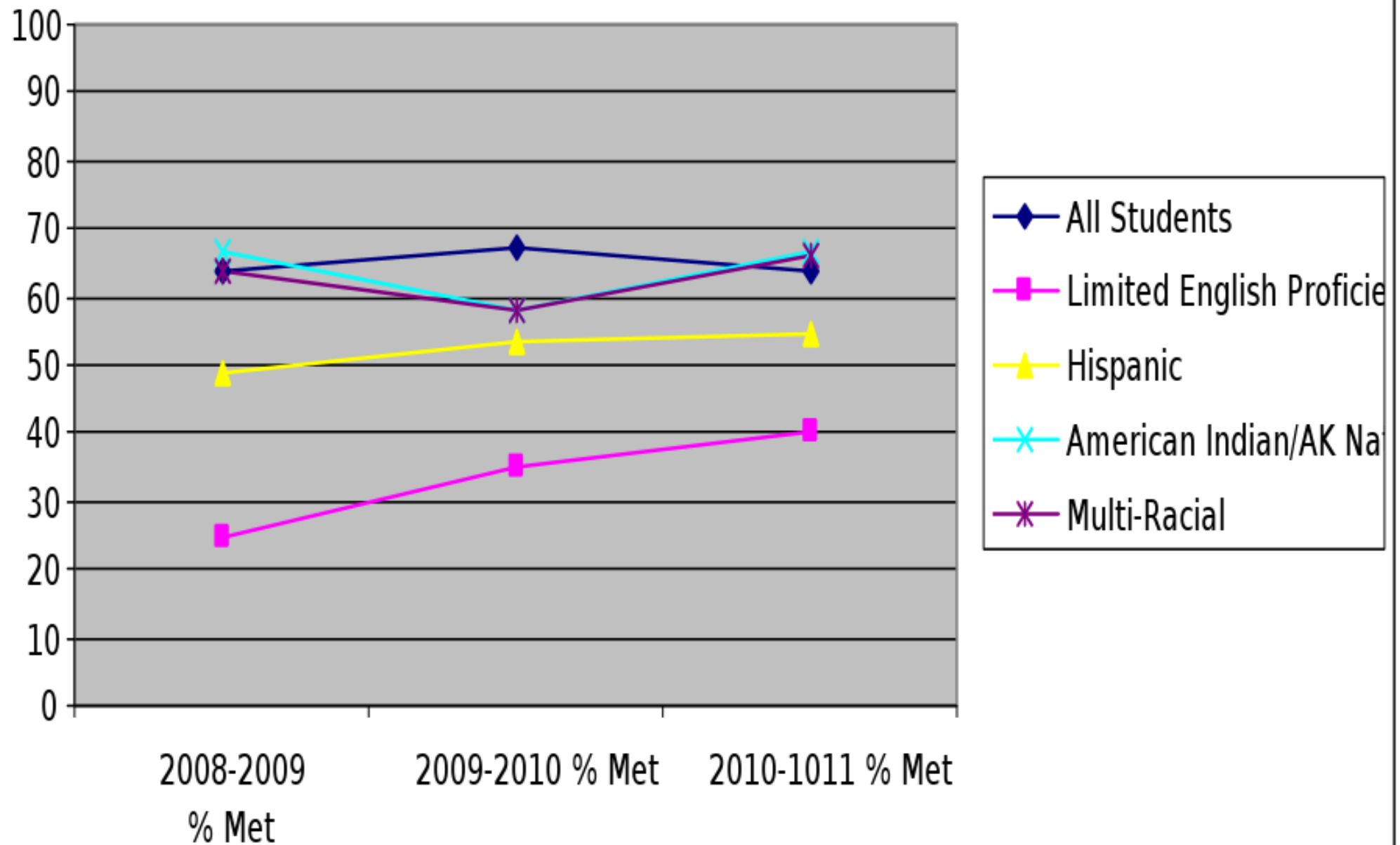
Reading 2010-2011



Reading



Reading 2010-2011 Growth



Instructional Accomplishments

- 100% of Parkrose Middle School teachers implemented Cornell notes at least two times in their classes during the 2010-2011 school year.
- 100% of all Parkrose Middle School teachers have implemented at least two content area reading strategies during the 2010-2011 school year.
- We have implemented a professional development plan that matches the criteria set forth by the Oregon Department of Education as “high quality” professional development.
- Sixth grade humanities implemented a 45 minute core reading time in their classrooms with a flexible intervention class. They also created ALL the assessments, units and lessons to teach in that class. 68% of our 6th graders passed the state reading test which is 7% more than last year - even with LARGE class sizes.
- Sixth grade math designed second trimester intervention classes that were specifically linked to data that was reviewed in PLC

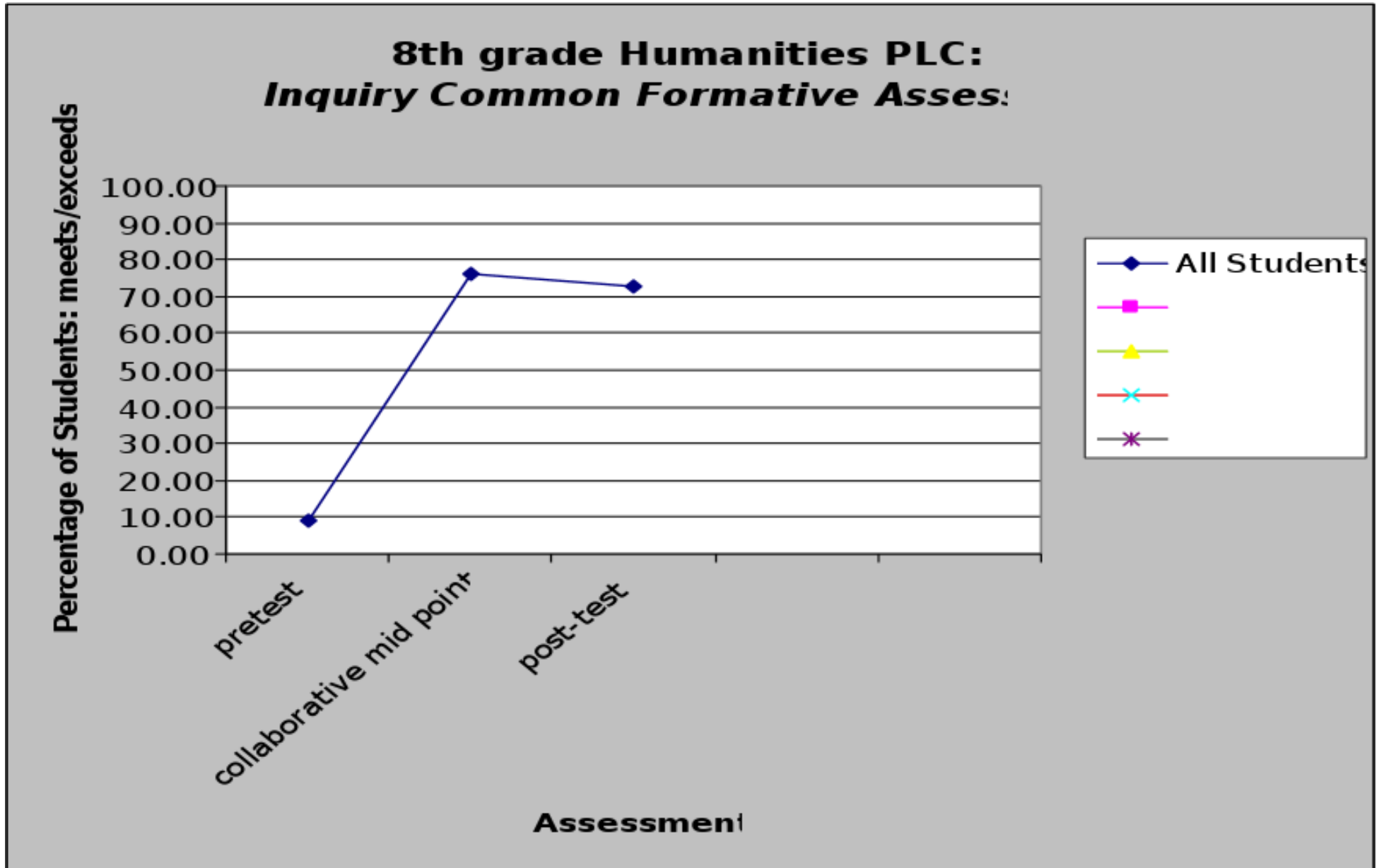
- Sixth grade language arts exceeded their SMARTE goal last year on informational text. This year they have collaborated to create a differentiated unit that will incorporate texts at students' individual reading levels on informational text.
- Seventh grade language arts added additional differentiated lessons to a short story unit and seventh grade social studies worked on differentiating a mini-unit on the Renaissance that incorporates independent reading.
- The 7/8 Science PLC found new Engineering Design instructions to use with students and created a modified version for students who need more scaffolding.
- Thirty-nine formative assessments were *given, collected, and analyzed* for all seventh grade students by the seventh grade LA/SS team. Instructional responses were adjusted to meet the learning needs for these students and have also been implemented.



- Seventh grade science collaborated with Stacey to implement a lesson plan on geologic relative dating that explicitly taught students how to integrate graphical information with textual information. Eighth grade science is currently collaborating with her to incorporate a similar lesson in the coming weeks.
- Seventh and eighth grade science created and implemented a differentiated approach to scientific inquiry with three tiers of support.
- Eighth grade LA and SS exceeded their first goal to have students write Costa's leveled questions about fiction, textbooks, and maps. The pre-assessment showed that 9% of students were proficient. Their goal was 70% students proficient, and they ended up with 75% proficient.
- Eighth grade SS and LA collaborated on a chunk paragraph writing unit. Initially, 6% of students could proficiently write a chunk paragraph. After instruction in LA, 62% demonstrated proficiency on the next formative assessment. On the summative assessment in March, 65% of students were able to write a chunk paragraph.
- PE and Health teachers have implemented explicit reading

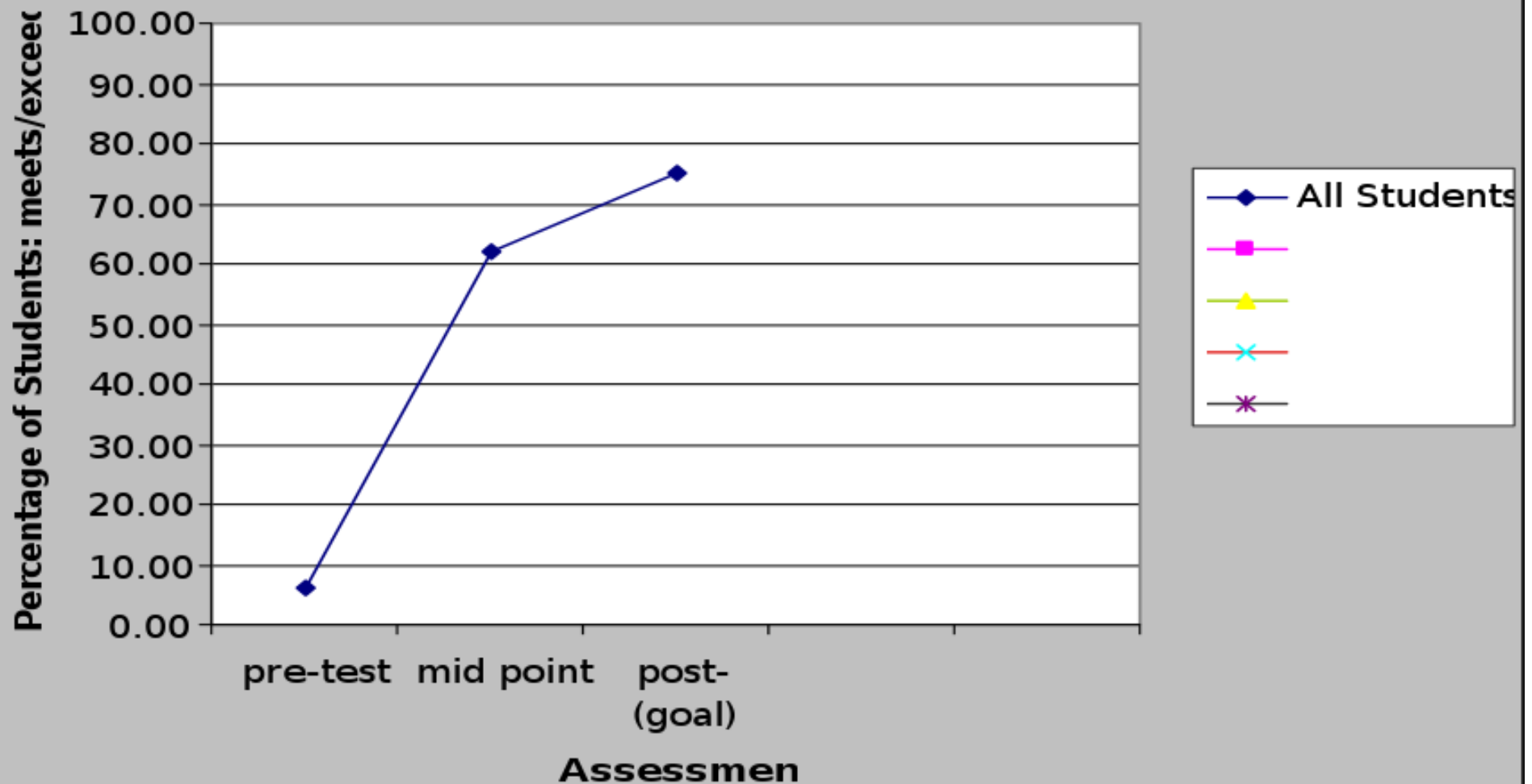
- The ELD/Spanish PLC met their first SMART goal: 80% of students will score 75% or higher on a question-writing scoring rubric when creating Cornell notes. They have also been able to create common goals even though their content and curriculum are vastly different.
- We got results that our ELD students met *every single goal* set by the AMAO (Annual Measurement of Achievement Objectives) last year.
- Elective and fine art teachers have aligned their curricula with language arts standards and integrated reading and writing activities with a strong emphasis on conventions and marking the text strategies.
- Chris Loesel started an after school science math and engineering club called MESA this year. MESA students traveled to Portland State University for a wind energy competition. Our students not only learned a lot but represented Parkrose so well and impressed our sponsors (Intel, Pacific Power) so much that MESA has extended our budget and offered to fund another field trip!

Common Formative Assessment Example



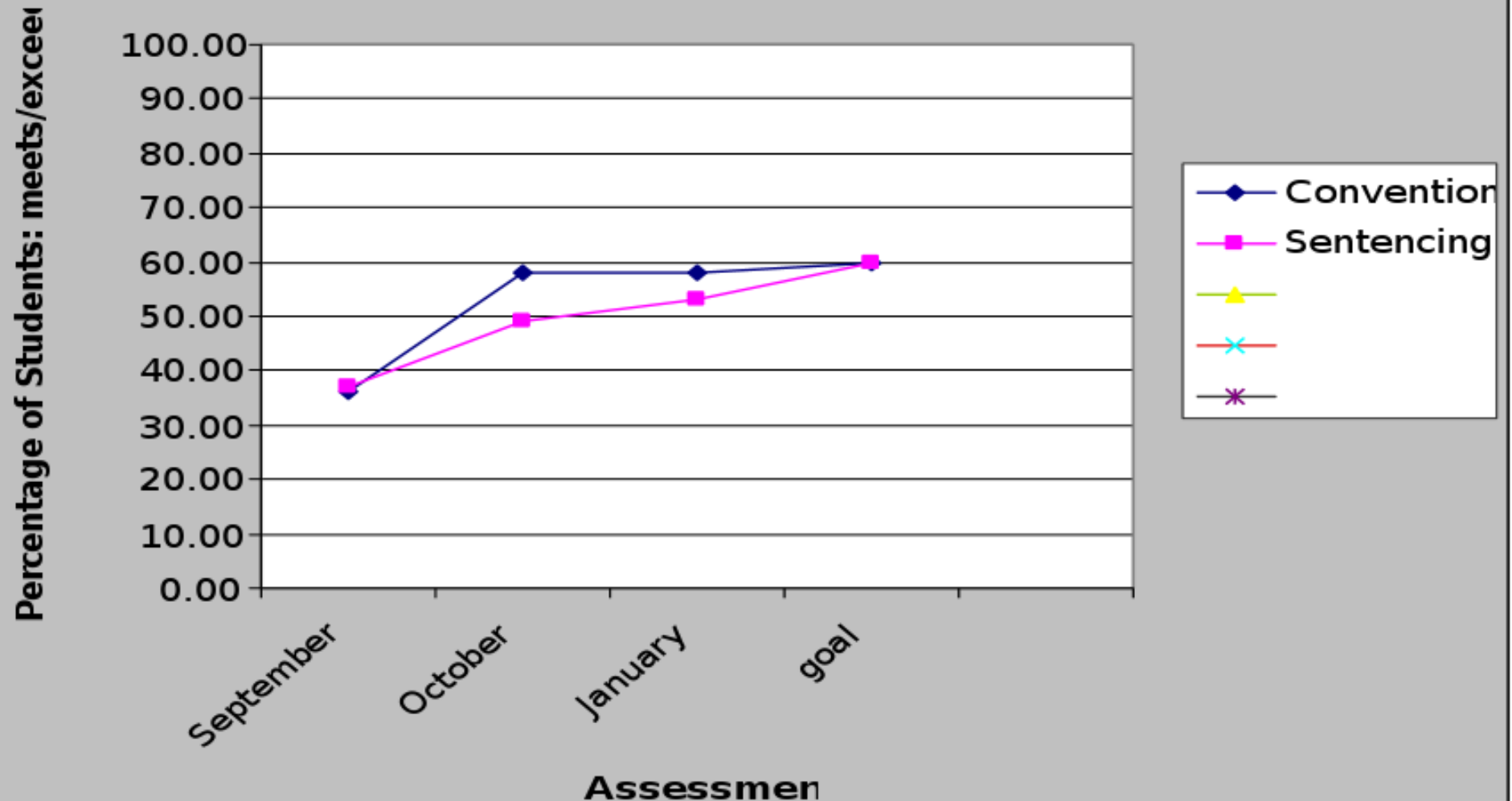
Common Formative Assessment Example

8th grade Humanities PLC: *Chunk Paragraph Common Formative Asse*

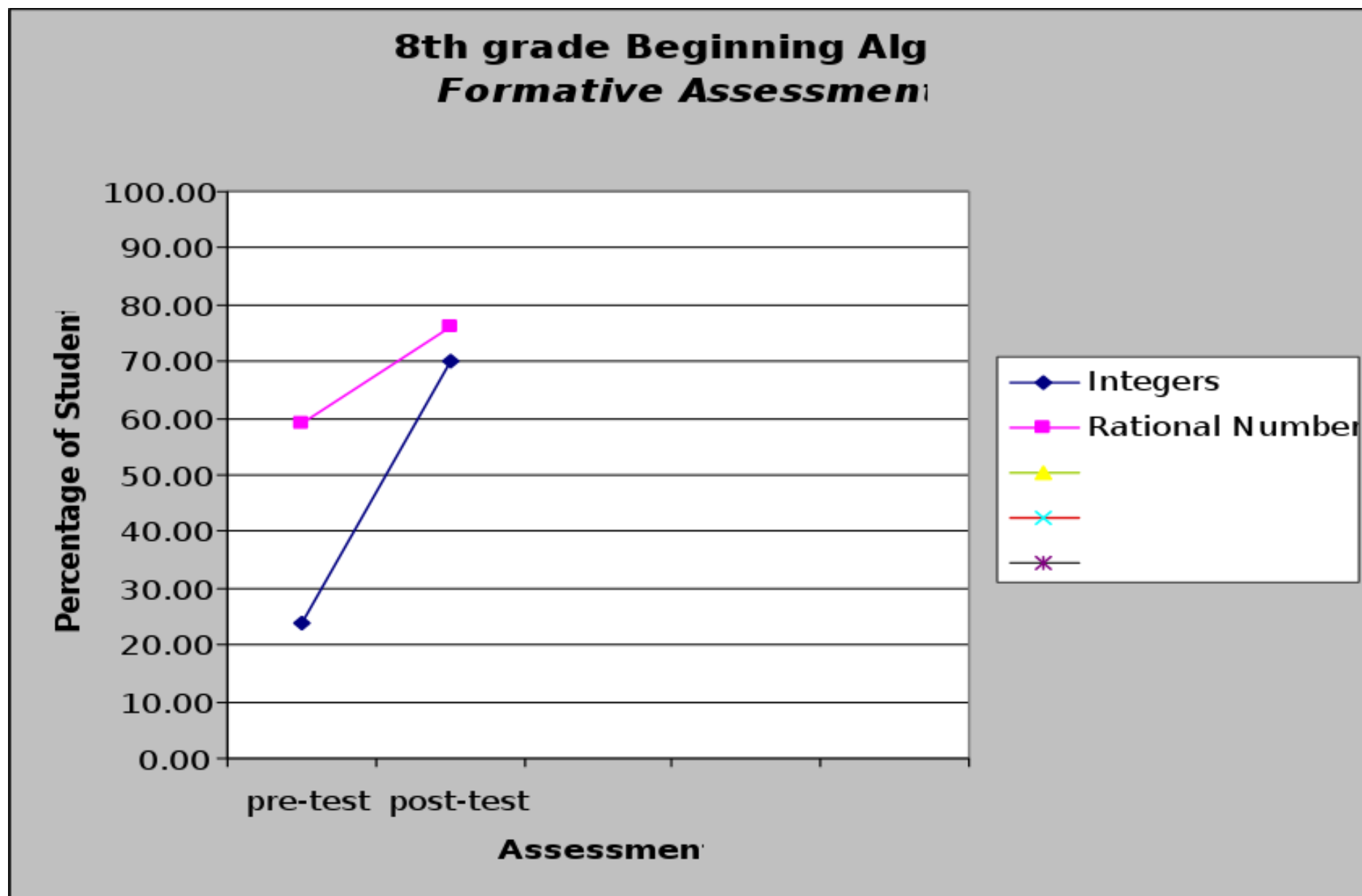


Common Formative Assessment Example

7th grade Humanities PLC: *Writing Common Formative Assess*



Common Formative Assessment Example



Targeted Professional Development...

*Objective: Each core teacher complete one 1/2 day **minimum** of Differentiated Instruction or S.I.O.P. professional development 2010-2011*

Completed...

Differentiated Instruction:

- 8th Humanities (x2)
- 7th Math
- 8th Math
- 7th Science (x2)
- 8th Science (x2)
- 6th Humanities (x2)
- 6th Math/Science (x2)
- 7th Humanities

S.I.O.P.:

- 7th Math
- 8th Math
- 7th Science
- 8th Science
- 6th Math/Science
- 7th Humanities

Next Steps...

- Expansion of intervention classes
 - Increased access to students
 - 12 week vs. 6 week programs
 - Specifically defined levels
 - Easy CBM progress monitoring
 - Double dose special education students Math
- Expand Targeted Professional Development
- Test Coordinator
- Expand Algebra 1 classes
- 6-8 Writing Alignment
 - 7 common agreements
- Expand AVID- 6th grade
- District TOSA- Academic Support- math teams

"If you look at the data
and don't refine
instruction,

don't look at the data"