NCA CASI School Profile
Updated 2009-2010

OSAN Middle School
Unit 2037
APO AP 96278
DSN:784-7256/7262
From US:011-82-31-661-7262
From within Korea:031-661-7262/7256
FAX (DSN):784-7243
FAX (From US):011-82-31-661-7243

http://www.Osan-ms.pac.dodea.edu/index.htm

Principal: Dr. Jennifer Smith

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DoDEA VISION

Communities committed to success for ALL students

DoDEA MISSION

To provide an exemplary education that inspires and prepares all DoDEA students for success in a dynamic, global environment.

OSAN MIDDLE SCHOOL VISION STATEMENT

Setting High Expectations to Engage and Motivate All Students in a Successful Learning Environment.

OSAN MIDDLE SCHOOL MISSION STATEMENT

The mission of Osan American Middle School is to provide an exemplary education that inspires and prepares all DoDEA students for success in a dynamic, global environment.

*NCA's MISSION IS:

NCA is a dynamic school accreditation and evaluation organization that protects the public trust and is proactive in promoting a system of education that:
- Enhances student learning and the love of learning.
- Fosters healthy, creative, and innovative human beings.
- Prepares students to live and learn in an ever-changing and diverse world.
- Ensures successful schooling transitions for its learners through the application of standards and evaluation services for schools.

*The North Central Association Commission on Accreditation and School Improvement (NCA CASI)
NCA CASI accredits over 8,500 public and private schools in 19 states, the Navajo Nation, and the Department of Defense Schools. NCA CASI is an accreditation division of AdvancED.

School Profile Development Team

This is the Standard Operating Procedure for our Continuous School Progress (CSP) in-services. Our staff meets during the school year to review the process and procedures. They analyze and results and data of the surveys, assessments, and demographics of the school. The data determines where we have been, where we are, and where we need to go. The CSP Leadership Team is selected and based upon their individual expertise and interest in school improvement.

Data Team

Katie Hampton (Special Education Teacher)
Monica Hoagland (Information Specialist-Librarian-Teacher)

Survey Team

Michael Paul (CSI-Chair and Technology Teacher)
Stephanie Laird (FEA Representative – Survey Questionnaire Evaluator)

Standardized Testing Team

Tynia Hopkins (Counselor)
Shannon Gourdin (AVID Site Team Coordinator)
Dr. Jennifer Smith (School Principal)

Department Chairs

Martha McIntyre (Math)
Thomas Carlin (Science)
?? (Social Studies)
Tyler Dixon (Language Arts)
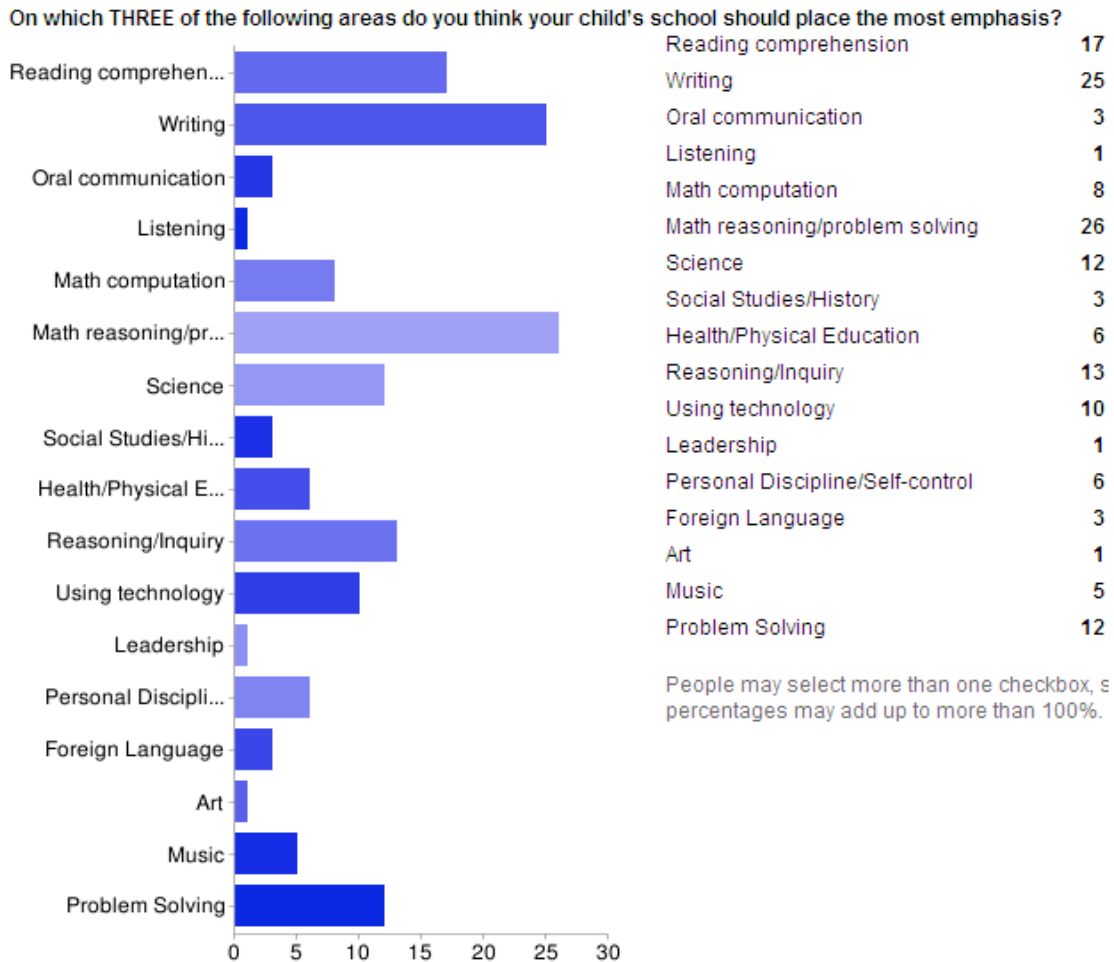Shay Wallace (ESL Teacher)
Katie Hampton (CSC)

Unique Local Insights – Parent, Student, and Staff Perceptions

Data Collection Instrument(s)

We selected the following instruments to collect data regarding parent, student, and staff perceptions: Student, Parent, and Staff Surveys.
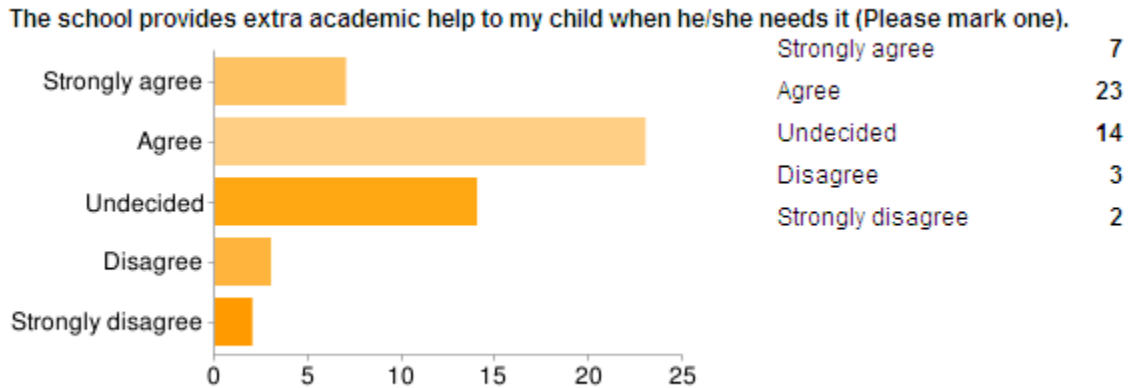
Presentation of Data: Unique Local Insights – OSAN Middle School Parent Group

Significant Parent Survey Results – Number of Responses: 52 Parents

On which THREE of the following areas do you think your child's school should place the most emphasis?

Area	Count
Reading comprehension	17
Writing	25
Oral communication	3
Listening	1
Math computation	8
Math reasoning/problem solving	26
Science	12
Social Studies/History	3
Health/Physical Education	6
Reasoning/Inquiry	13
Using technology	10
Leadership	1
Personal Discipline/Self-control	6
Foreign Language	3
Art	1
Music	5
Problem Solving	12

People may select more than one checkbox, s
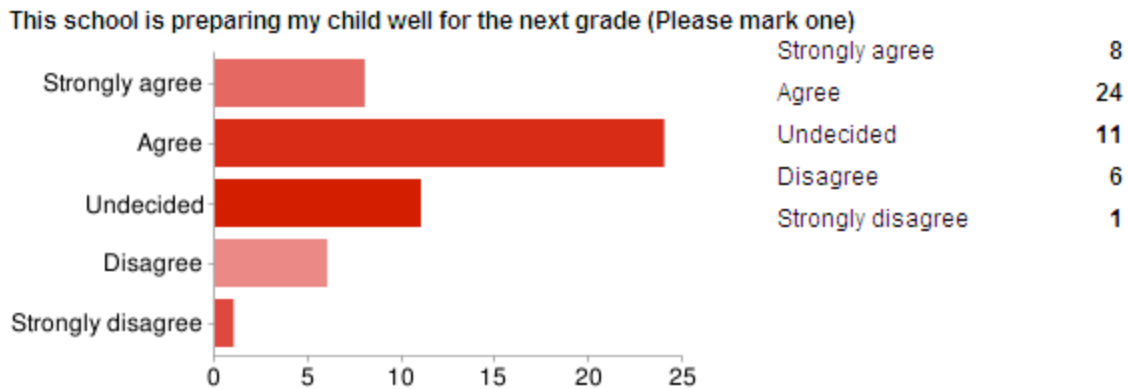percentages may add up to more than 100%.

Parent Perceptions Data (Parent Focus Group Data):
- To determine parent perceptions of the quality of our school, data were collected from a survey sent to all parents with children enrolled in our school. The response rate was 36%. The table above summarizes parent perceptions.
- The 3 areas parents indicated our school should place more emphasis on included Math reasoning/problem solving, writing, and reading comprehension.
- **Please see Implications for Action**

The school provides extra academic help to my child when he/she needs it (Please mark one).

Strongly agree	7
Agree	23
Undecided	14
Disagree	3
Strongly disagree	2

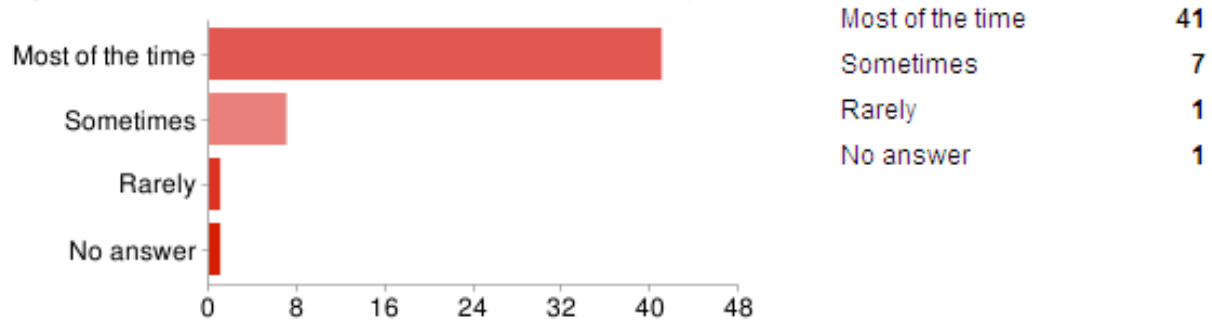Parent Perceptions Data (Parent Focus Group Data):
- To determine parent perceptions of the quality of our school, data were collected from a survey sent to all parents with children enrolled in our school. The response rate was 36%. The table above summarizes parent perceptions.
- 61% of the parents indicated the school provides extra academic help for their children.
- **Please see Implications for Action**

This school is preparing my child well for the next grade (Please mark one)

Strongly agree	8
Agree	24
Undecided	11
Disagree	6
Strongly disagree	1

Parent Perceptions Data (Parent Focus Group Data):
- To determine parent perceptions of the quality of our school, data were collected from a survey sent to all parents with children enrolled in our school. The response rate was 36%. The table above summarizes parent perceptions.
- 32 (out of 50) parents believe that the school is preparing their child for the next grade level.
- **Please see Implications for Action**

My child's school makes me feel welcome when I visit. (Please mark one).

Most of the time	41
Sometimes	7
Rarely	1
No answer	1

Parent Perceptions Data (Parent Focus Group Data):
- To determine parent perceptions of the quality of our school, data were collected from a survey sent to all parents with children enrolled in our school. The response rate was 36%. The table above summarizes parent perceptions.
- 82% of the parents believe they feel welcome whenever they visit the school.
- **Please see Implications for Action**

How often does the school communicate with you (by phone, email, classroom newsletter, etc.)? (Please mark one).
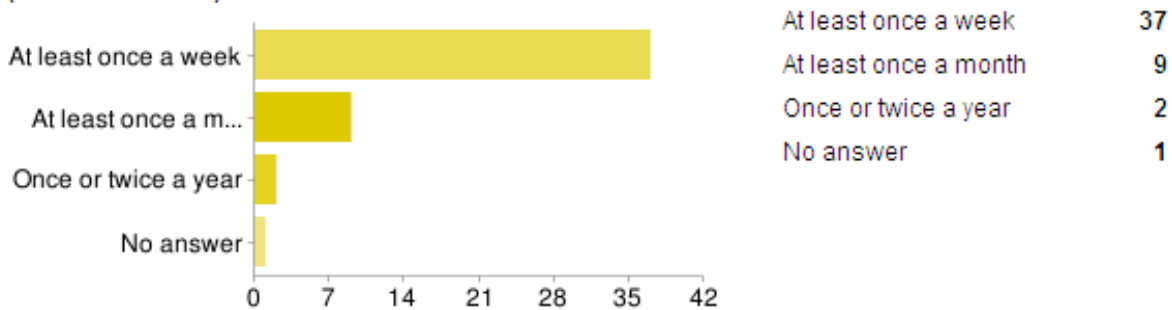
At least once a week	37
At least once a month	9
Once or twice a year	2
No answer	1

Parent Perceptions Data (Parent Focus Group Data):
- To determine parent perceptions of the quality of our school, data were collected from a survey sent to all parents with children enrolled in our school. The response rate was 36%. The table above summarizes parent perceptions.
- 37 (out of 49) parents believe the school communicates with them at least once a week. 46 (out of 49) parents receive communication at least once a month by phone, email, classroom newsletter, etc…
- **Please see Implications for Action**

Who usually initiates the communication between you and the school? (Please mark one).
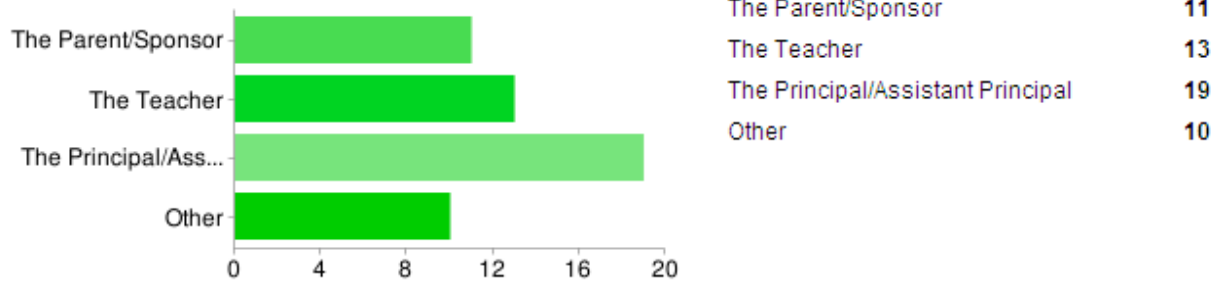
The Parent/Sponsor	11
The Teacher	13
The Principal/Assistant Principal	19
Other	10

Parent Perceptions Data (Parent Focus Group Data):
- To determine parent perceptions of the quality of our school, data were collected from a survey sent to all parents with children enrolled in our school. The response rate was 36%. The table above summarizes parent perceptions.
- Communication between the schools and the parents was evenly initiated by parents, teachers, and the administration.
- **Please see Implications for Action**

The staff at my child's school listen carefully when I express my opinions and concerns. (Please mark one).
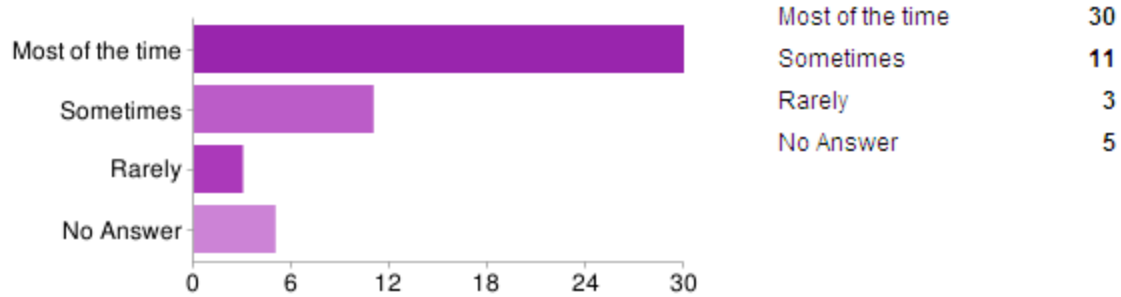
|	
Most of the time	30
Sometimes	11
Rarely	3
No Answer	5

Parent Perceptions Data (Parent Focus Group Data):
- To determine parent perceptions of the quality of our school, data were collected from a survey sent to all parents with children enrolled in our school. The response rate was 36%. The table above summarizes parent perceptions.
- 41 (out of 49) parents felt the staff listened and valued the student's opinions and concerns at OSAN Middle School.
- **Please see Implications for Action**

Presentation of Data: Unique Local Insights – OSAN Middle School Students

**Significant Student Survey Results –** Number of Responses: 108 Students

When I need help with my school work, someone at my school is available to help me. (Please mark one).
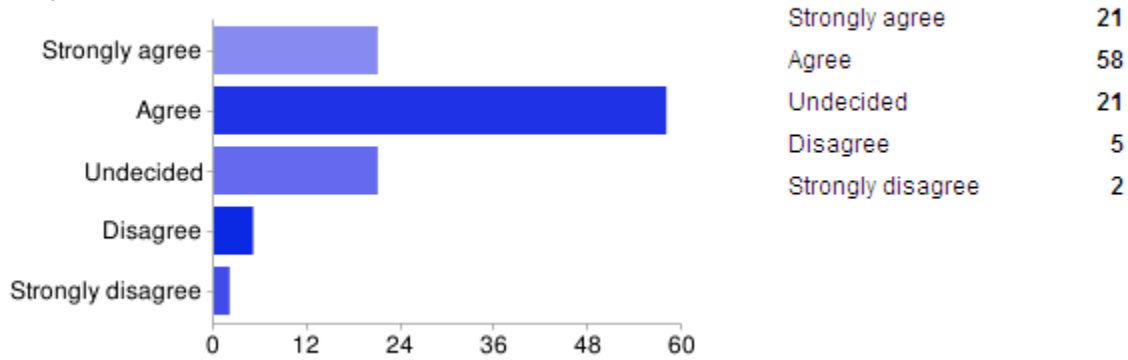
Strongly agree	21
Agree	58
Undecided	21
Disagree	5
Strongly disagree	2

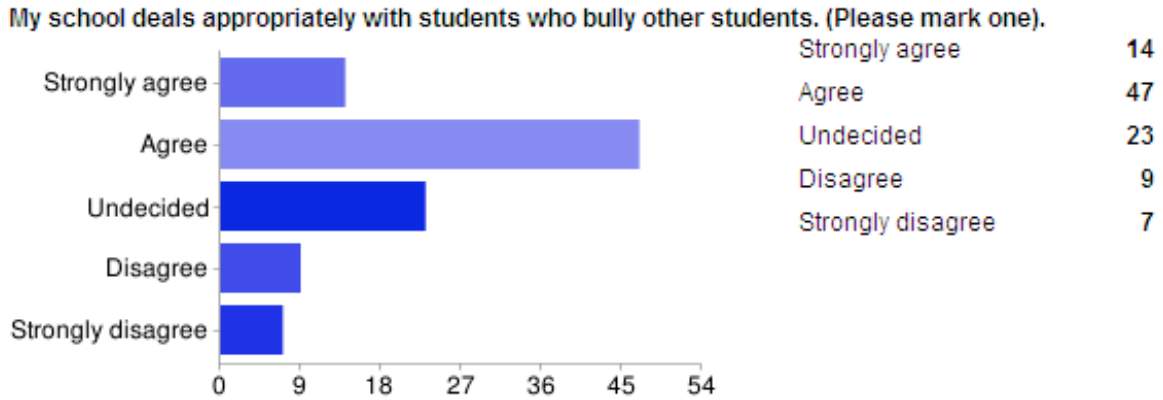Student Perceptions Data (Student Focus Group Data):
- To determine student perception of the quality of our school, data was collected from a survey of all OSAN Middle School students enrolled in our school. The response rate was 74%. The table above summarizes student perceptions.
- 79 (out of 107) students agree that the school provides extra assistance with their homework.
- **Please see Implications for Action**

This school is preparing me well for the next grade. (Please mark one).
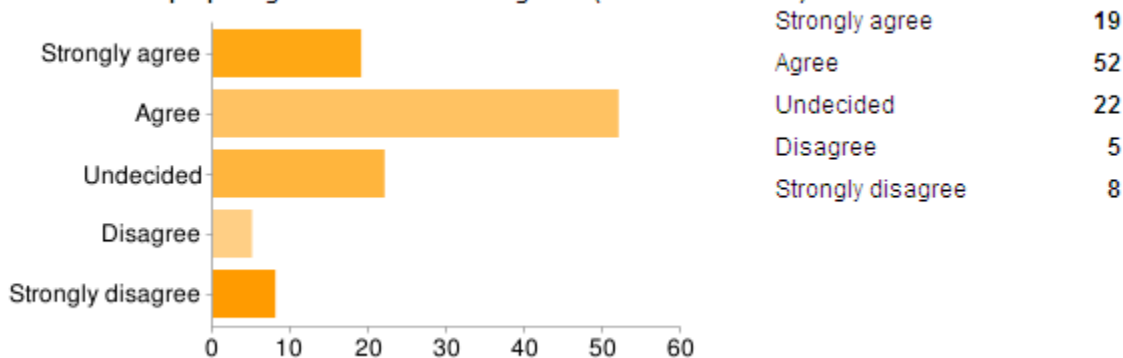
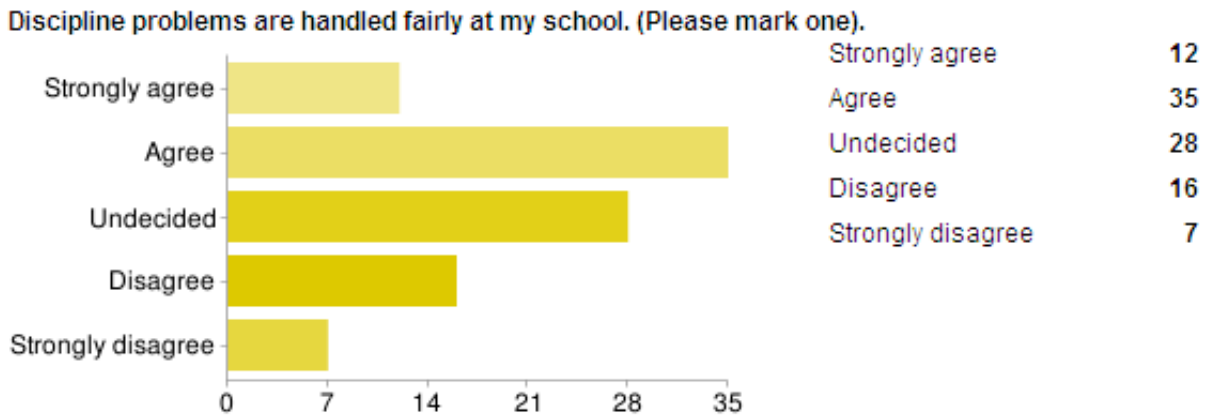|	
Strongly agree	19
Agree	52
Undecided	22
Disagree	5
Strongly disagree	8

Student Perceptions Data (Student Focus Group Data):
- To determine student perception of the quality of our school, data was collected from a survey of all OSAN Middle School students enrolled in our school. The response rate was 74%. The table above summarizes student perceptions.
- 71 (out of 106) students believe they are being well prepared for the next grade level.
- 13 (out of 106) students disagree and 22 are undecided.
- **Please see Implications for Action**

My school deals appropriately with students who bully other students. (Please mark one).

Strongly agree	14
Agree	47
Undecided	23
Disagree	9
Strongly disagree	7

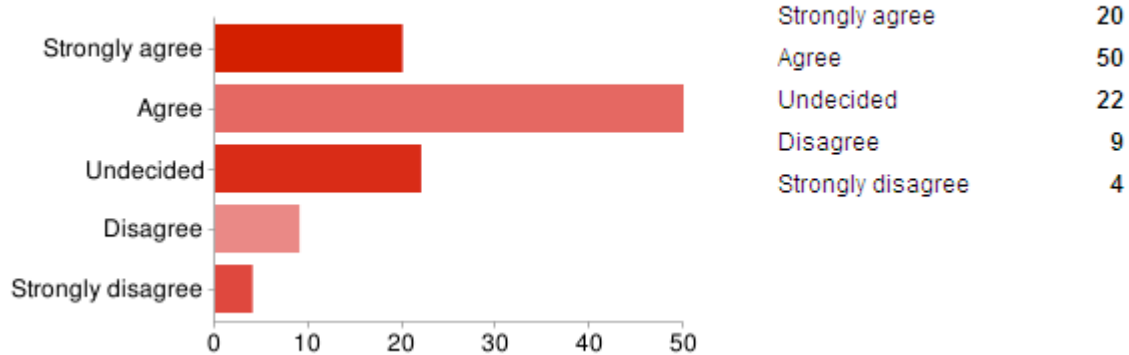Student Perceptions Data (Student Focus Group Data):
- To determine student perception of the quality of our school, data was collected from a survey of all OSAN Middle School students enrolled in our school. The response rate was 74%. The table above summarizes student perceptions.
- 61 (out of 100) agreed or strongly agreed that OSAN Middle School deals appropriately with student bullying.
- 39 (out of 100) students were undecided or disagreed how the school deals with student who bully other students.
- **Please see Implications for Action**

Discipline problems are handled fairly at my school. (Please mark one).

Strongly agree	12
Agree	35
Undecided	28
Disagree	16
Strongly disagree	7

Student Perceptions Data (Student Focus Group Data):
- To determine student perception of the quality of our school, data was collected from a survey of all OSAN Middle School students enrolled in our school. The response rate was 74%. The table above summarizes student perceptions.
- 47 (out of 98) students believe problems are handled fairly at the school.
- 51 (out of 98) students were undecided or disagreed that the school handled discipline problems fairly.
- **Please see Implications for Action**

My school maintains good discipline. (Please mark one).

Strongly agree	20
Agree	50
Undecided	22
Disagree	9
Strongly disagree	4

Student Perceptions Data (Student Focus Group Data):
- To determine student perception of the quality of our school, data was collected from a survey of all OSAN Middle School students enrolled in our school. The response rate was 74%. The table above summarizes student perceptions.
- 70 (out of 105) student felt the school maintains good discipline.
- **Please see Implications for Action**

How safe do you feel at school? (Please mark one).
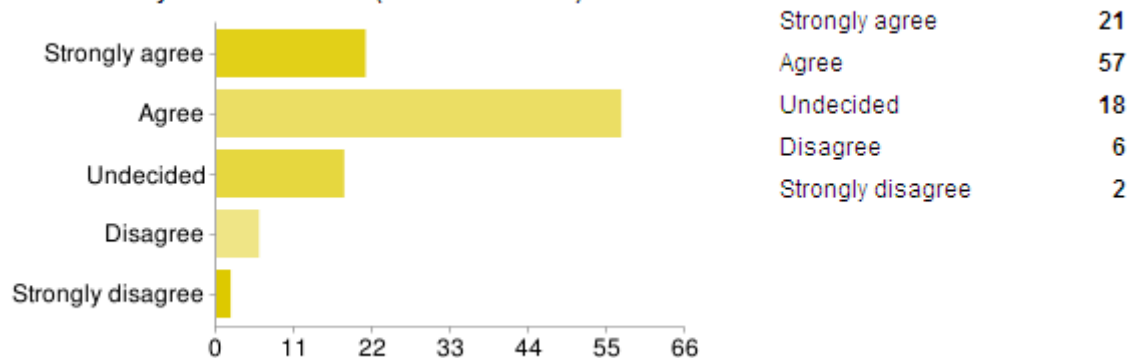
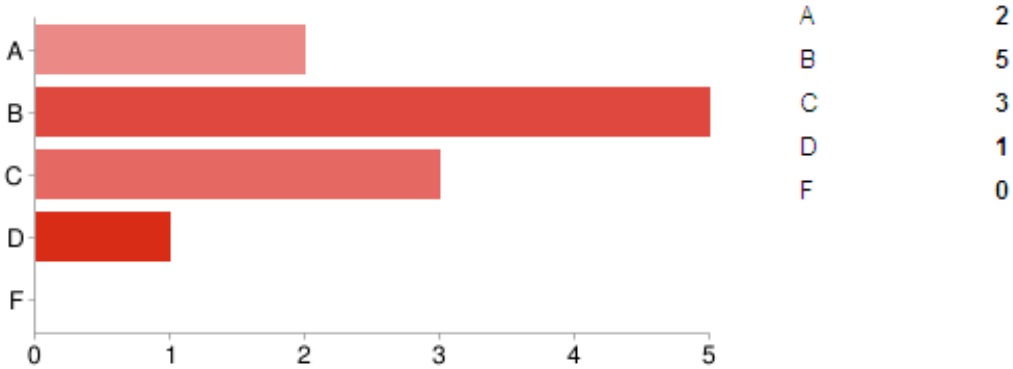|	
Strongly agree	21
Agree	57
Undecided	18
Disagree	6
Strongly disagree	2

Student Perceptions Data (Student Focus Group Data):
- To determine student perception of the quality of our school, data was collected from a survey of all OSAN Middle School students enrolled in our school. The response rate was 74%. The table above summarizes student perceptions.
- 78 (out of 104) student felt safe at the school.
- 8 (out of 104) students that responded felt unsafe at school.
- **Please see Implications for Action**

Presentation of Data: Unique Local Insights – OSAN Middle School Teachers

**Significant Teacher Survey Results –** Number of Responses: 11 Teachers

What grade would you give the DoD schools overall?

A	2
B	5
C	3
D	1
F	0

Teacher Perceptions Data (Teacher Focus Group Data):
- To determine student perception of the quality of our school, data was collected from a survey of all OSAN Middle School teachers working in our school. The response rate was 74%. The table above summarizes student perceptions.
- 64% of the teachers graded DoDD's schools a B or higher.
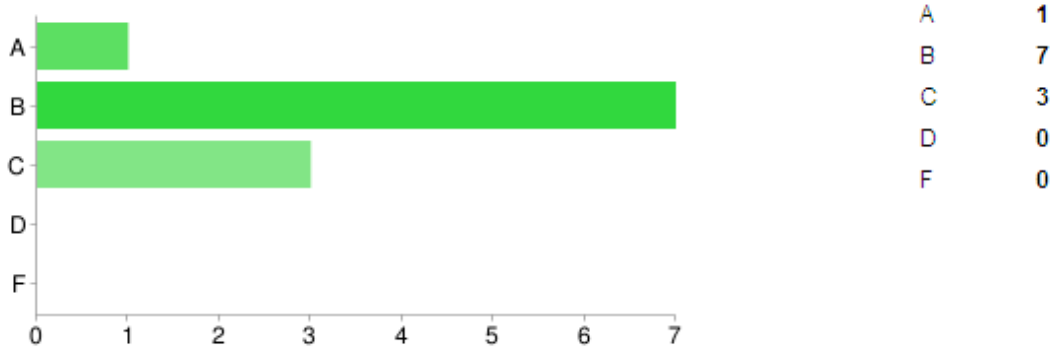- **Please see Implications for Action**

What grade would you give the school?
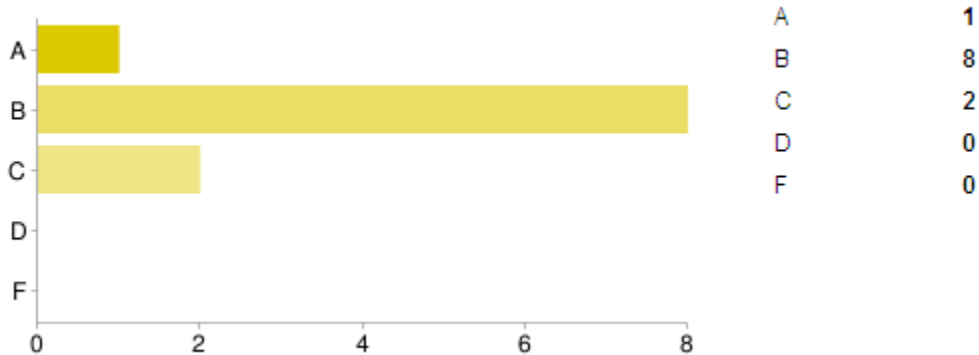
A	1
B	8
C	2
D	0
F	0

Teacher Perceptions Data (Teacher Focus Group Data):
- To determine student perception of the quality of our school, data was collected from a survey of all OSAN Middle School teachers working in our school. The response rate was 74%. The table above summarizes student perceptions.
- 82% of the teachers graded OSAN Middle School a B or higher.
- 100% graded the school at a C or higher.
- **Please see Implications for Action**

One of the DoD schools' main goals is for all students to meet or exceed challenging academic standards. Grade how well the school is meeting this goal right now.

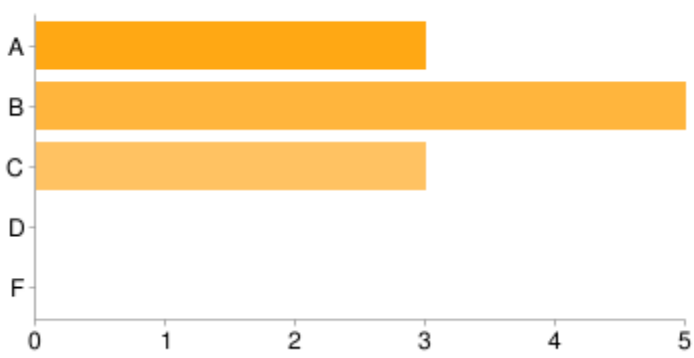|	
A	1
B	7
C	3
D	0
F	0

Teacher Perceptions Data (Teacher Focus Group Data):
- To determine student perception of the quality of our school, data was collected from a survey of all OSAN Middle School teachers working in our school. The response rate was 74%. The table above summarizes student perceptions.
- 100% of the teachers felt DoDD's schools were meeting or exceeding academic standards.
- **Please see Implications for Action**

Specific subject evaluations (teacher's grading of subject/curriculum) and perceptions for OSAN Middle School are charted below:
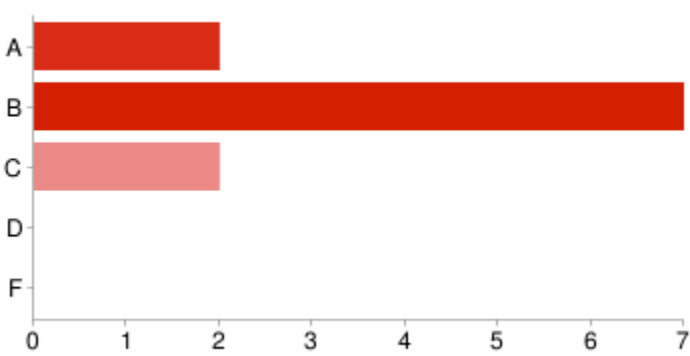
Reading

A	2
B	5
C	4
D	0
F	0

Writing

A	1
B	3
C	6
D	1
F	0

13
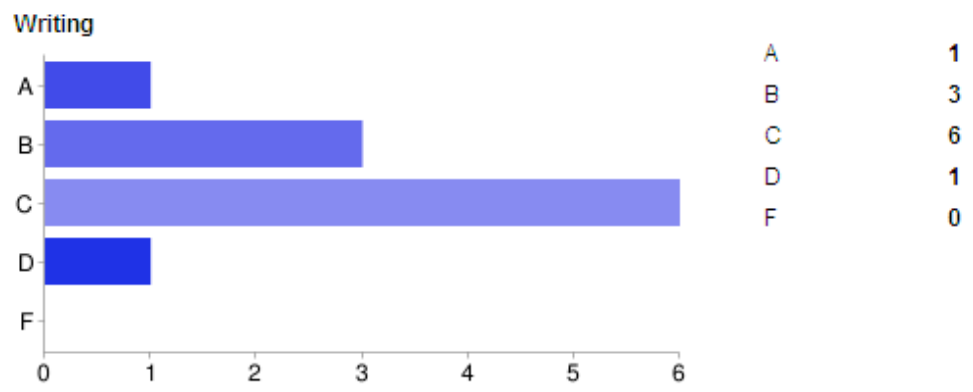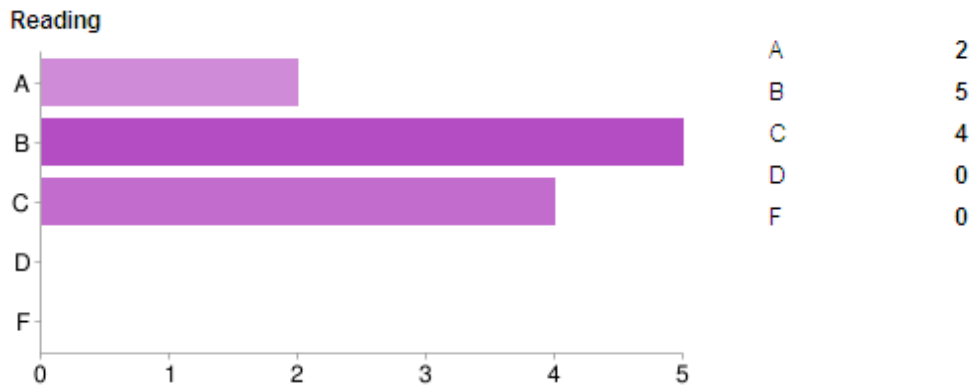
Mathematics

A	3
B	5
C	3
D	0
F	0

Science

A	2
B	7
C	2
D	0
F	0

Social Studies
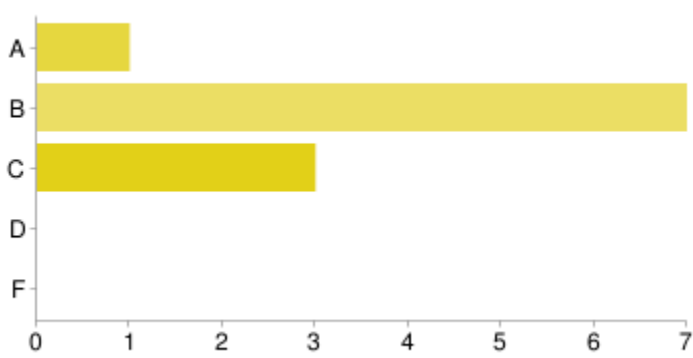
A	1
B	7
C	3
D	0
F	0

Use of Technology
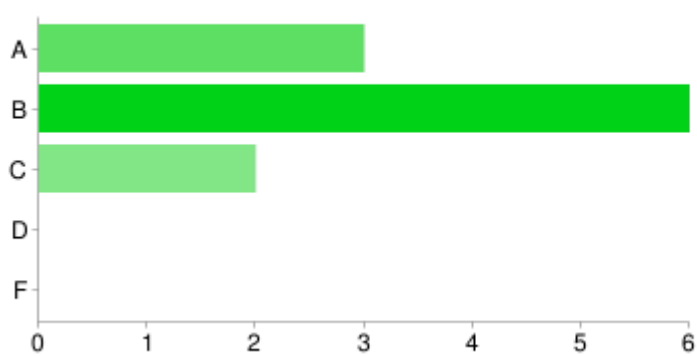
A	3
B	6
C	2
D	0
F	0

Foreign Language

A	2
B	3
C	3
D	2
F	1

Physical Education

A	1
B	7
C	3
D	0
F	0
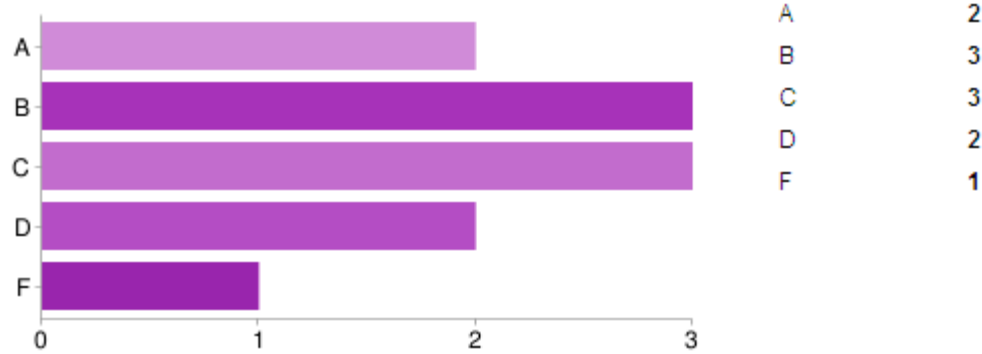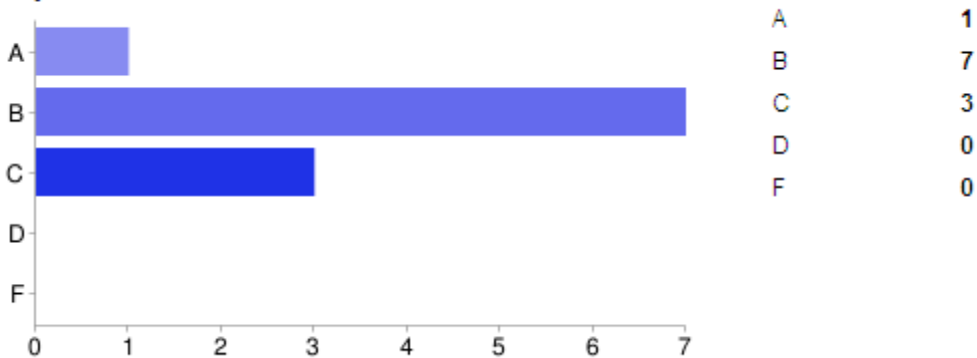
How effective do you think the DoD schools are in preparing students for the 21st century?
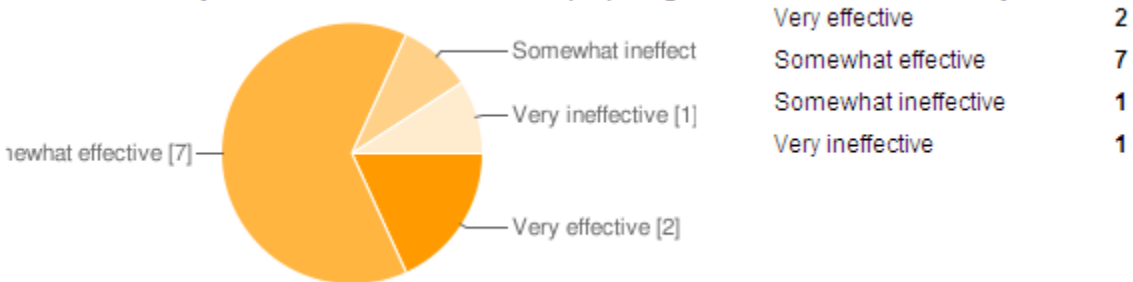
- Somewhat ineffect
- Very ineffective [1]
- newhat effective [7]
- Very effective [2]

Very effective	2
Somewhat effective	7
Somewhat ineffective	1
Very ineffective	1

Teacher Perceptions Data (Teacher Focus Group Data):
- To determine student perception of the quality of our school, data was collected from a survey of all OSAN Middle School teachers working in our school. The response rate was 74%. The table above summarizes student perceptions.
- 9 (out of 11) teachers felt DoDD's schools were effective in preparing students for the 21st century.
- **Please see Implications for Action**

First important improvement
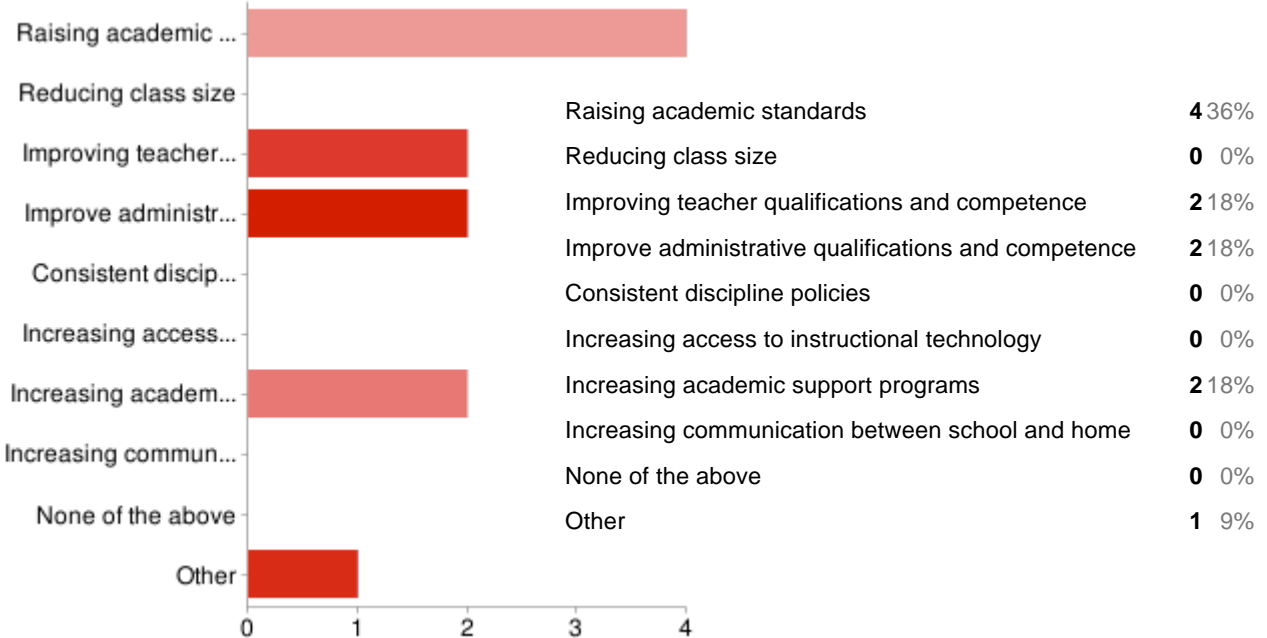
|		
Raising academic standards	**4**	36%
Reducing class size	**0**	0%
Improving teacher qualifications and competence	**2**	18%
Improve administrative qualifications and competence	**2**	18%
Consistent discipline policies	**0**	0%
Increasing access to instructional technology	**0**	0%
Increasing academic support programs	**2**	18%
Increasing communication between school and home	**0**	0%
None of the above	**0**	0%
Other	**1**	9%

Teacher Perceptions Data (Teacher Focus Group Data):
- To determine student perception of the quality of our school, data was collected from a survey of all OSAN Middle School teachers working in our school. The response rate was 74%. The table above summarizes student perceptions.
- 4 (out of 11) OSAN teachers felt raising academic standards is first as an important area for improvement.
- 4 (out of 11) OSAN teachers felt improving teacher and administrator qualifications and competence is first an important area for improvement.
- **Please see Implications for Action**

How safe do you feel in this school?
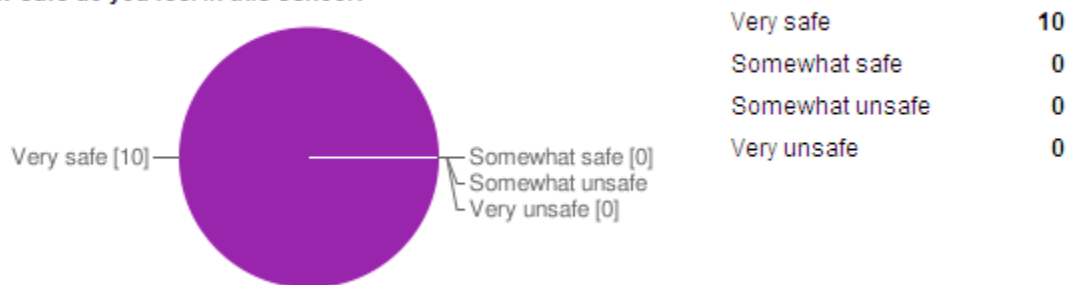
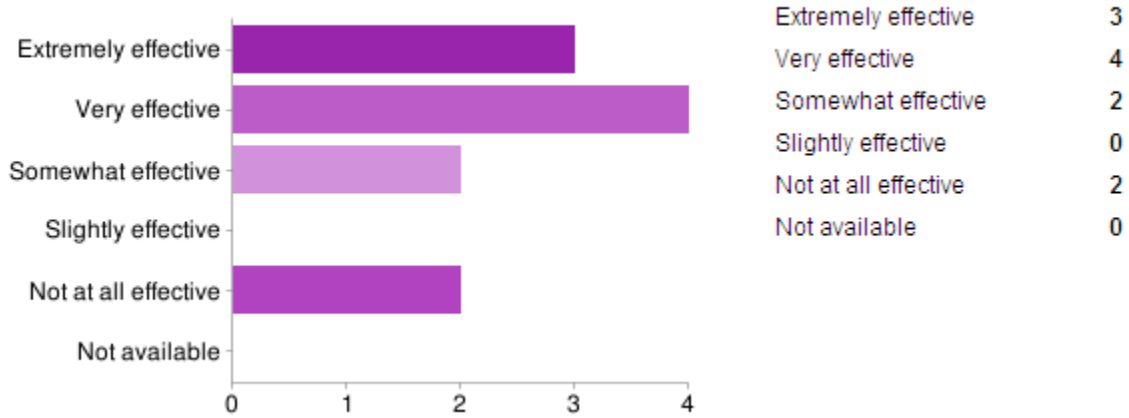|	
Very safe	**10**
Somewhat safe	**0**
Somewhat unsafe	**0**
Very unsafe	**0**

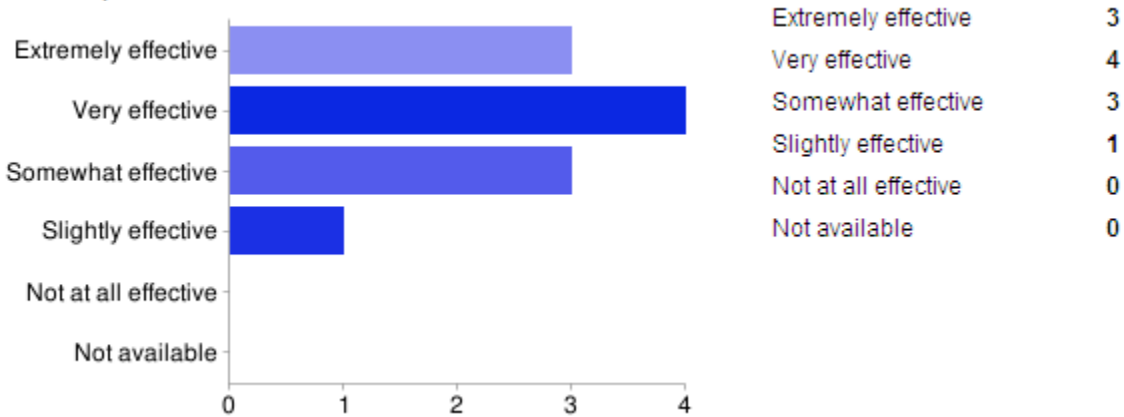Teacher Perceptions Data (Teacher Focus Group Data):
- To determine student perception of the quality of our school, data was collected from a survey of all OSAN Middle School teachers working in our school. The response rate was 74%. The table above summarizes student perceptions.
- 100% of the staff feels safe at OSAN Middle School.
- **Please see Implications for Action**

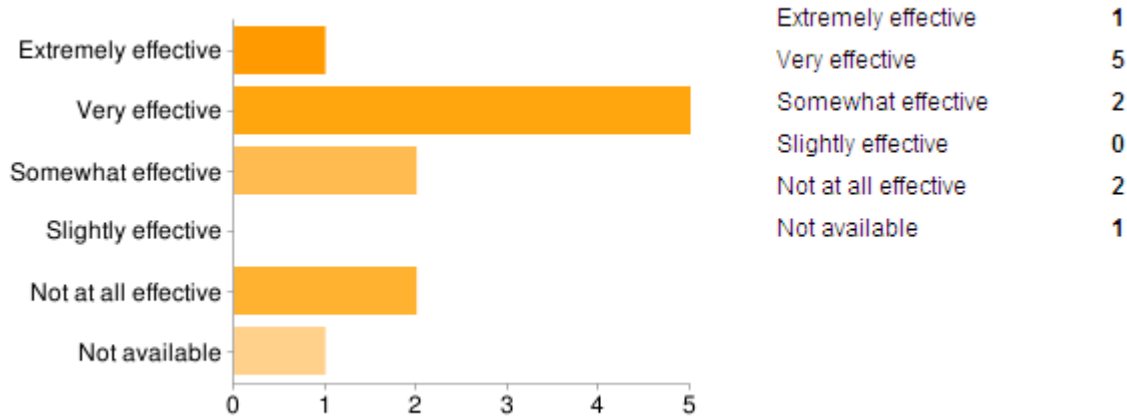**The effectiveness of the school in using each of the following to communicate:**

School newsletters

Extremely effective	3
Very effective	4
Somewhat effective	2
Slightly effective	0
Not at all effective	2
Not available	0

School open houses

Extremely effective	3
Very effective	4
Somewhat effective	3
Slightly effective	1
Not at all effective	0
Not available	0

School news hotlines

Extremely effective	1
Very effective	5
Somewhat effective	2
Slightly effective	0
Not at all effective	2
Not available	1

School web page

Extremely effective	5
Very effective	4
Somewhat effective	2
Slightly effective	0
Not at all effective	0
Not available	0

Individual teacher web pages
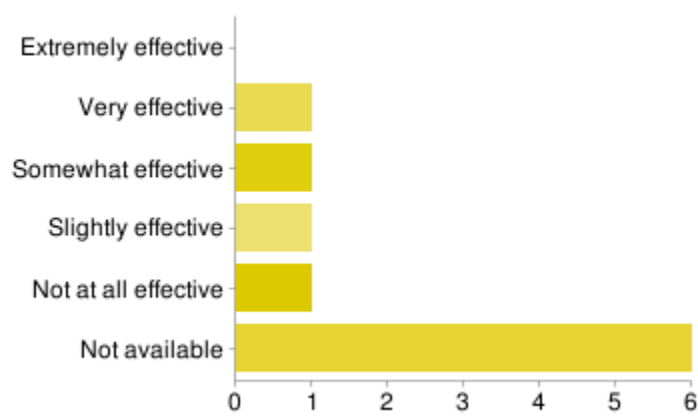
Extremely effective	0
Very effective	1
Somewhat effective	1
Slightly effective	1
Not at all effective	1
Not available	6

Email/Letters from teachers
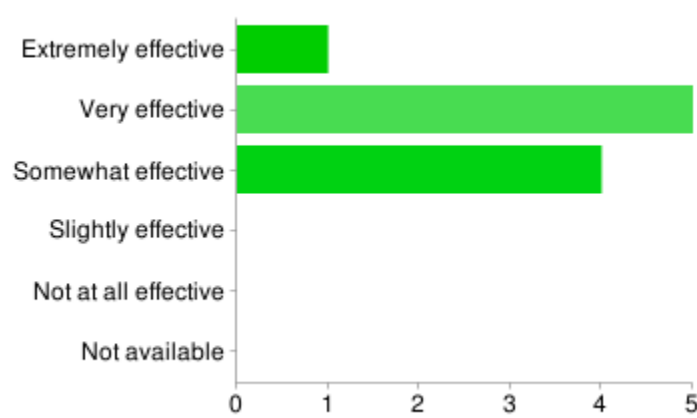
Extremely effective	1
Very effective	5
Somewhat effective	4
Slightly effective	0
Not at all effective	0
Not available	0

Email/Letters from principal
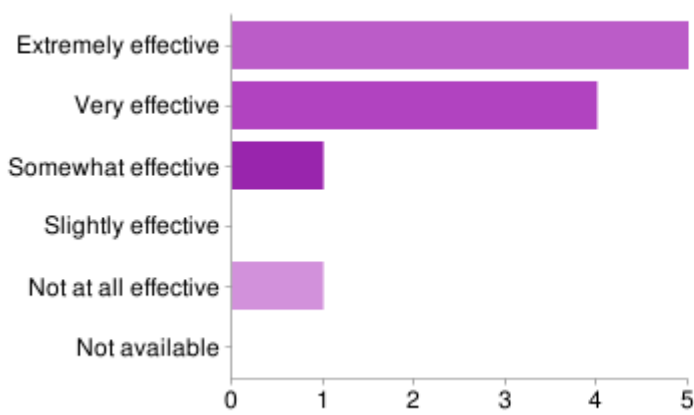
Extremely effective	5
Very effective	4
Somewhat effective	1
Slightly effective	0
Not at all effective	1
Not available	0

Telephone
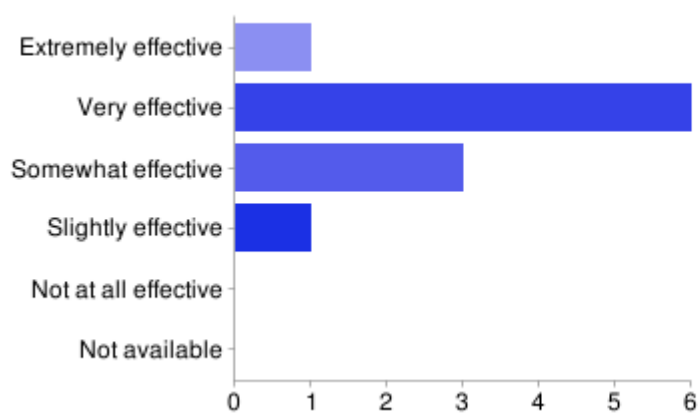
Extremely effective	1
Very effective	6
Somewhat effective	3
Slightly effective	1
Not at all effective	0
Not available	0

Parent-Teacher Conferences
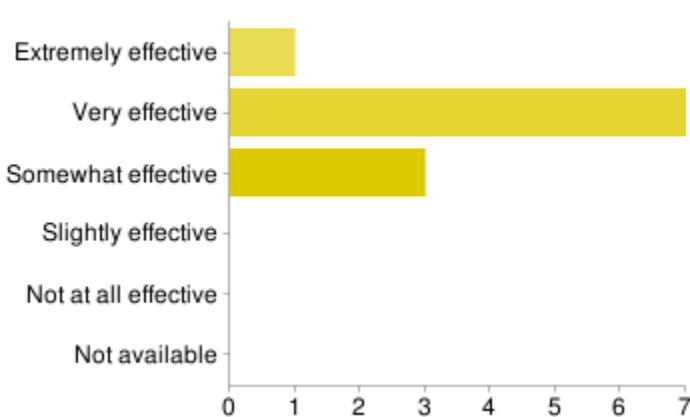
Extremely effective	1
Very effective	7
Somewhat effective	3
Slightly effective	0
Not at all effective	0
Not available	0

School grades in the following areas of communication:

Communicating academic progress

A	5
B	5
C	1
D	0
F	0
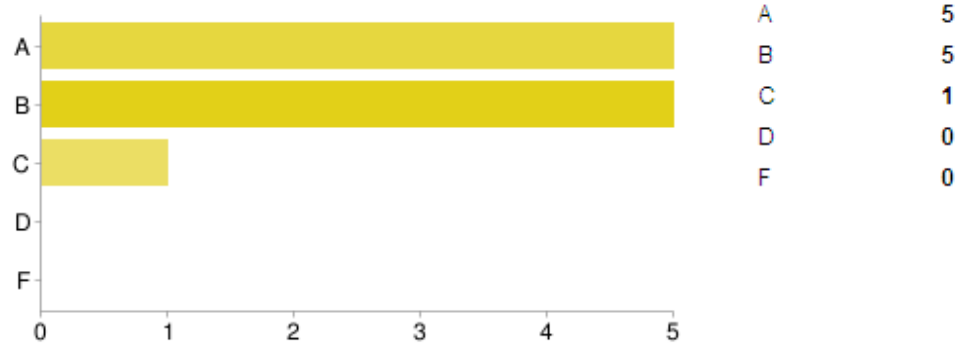
Communicating information about behavior

A	3
B	5
C	2
D	1
F	0
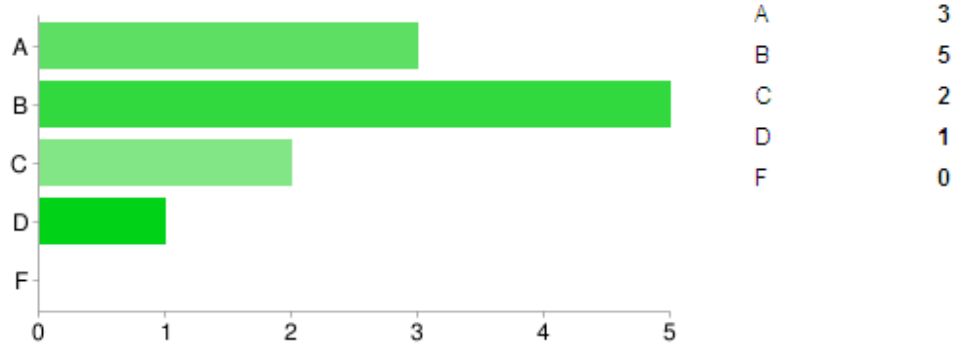
Providing information about school events and activities
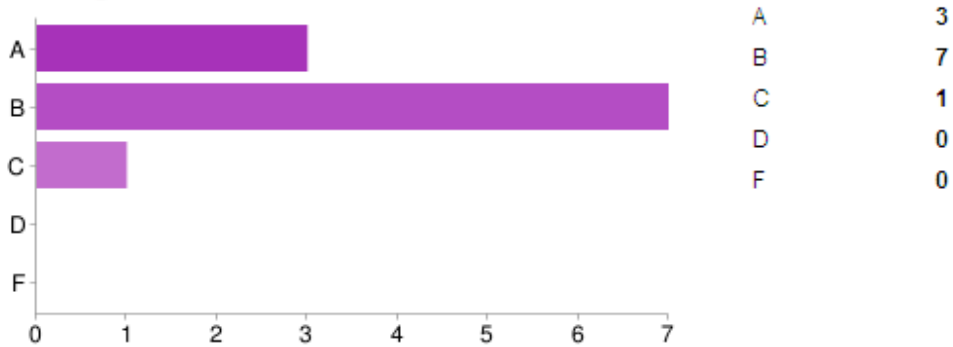
A	3
B	7
C	1
D	0
F	0

Teacher Perceptions Data (Teacher Focus Group Data):
- To determine student perception of the quality of our school, data was collected from a survey of all OSAN Middle School teachers working in our school. The response rate was 74%. The table above summarizes student perceptions.
- The above charts indicate school communication as evaluated by the teachers and staff.
- **Please see Implications for Action**

Analysis of Data

Implications for Action: Unique Local Insights – Parent, Student, and Staff Perceptions

From Parent Surveys Analysis of Data:

Parents indicated that our school needs increased emphases on the following three areas: Math reasoning/problem solving, Writing, and Reading comprehension. As a school we need to improve our student performances and testing scores in these areas along with integration across the curriculum.

Sixty four percent of the parents feel the school is doing a good job preparing their students for the next grades level. However areas of improvement indicated include, increasing integration of multiple subjects, collaboration between teachers, and improving parent-teacher partnerships.

The parent survey indicated that communication is being received on a regular basis by parents and student guardians (75% at least once a week receive communication, 94% at least once a month). As indicated above we can better utilize our communication to educate and better detail the information given and dispersed to the parents and community. Our school can increase the parent and student awareness of their student education and confidence in our school by improving the methods of our communication through a variety of channels. This includes but is not limited to a Parent newsletter, the school web site, stronger participation and collaboration with the PTSO, enrollment within the Parent University, and development of teacher websites.

From Student Surveys Analysis of Data:

The students reported that they enjoy their education at OSAN Middle School; they feel challenged and motivated in all their classes. When needed, the school provides extra assistance with student homework (79 out of 107 agreed that the school provides extra assistance). The students feel prepared for the next grade level (71 out of 106 surveyed students believe they are being prepared well).

The students feel safe and secure on the OSAN Middle School campus (78 out of 104 students felt safe, while 8 out of the 104 surveyed felt unsafe). OSAN has developed and maintains a strong and fair discipline policy that allows students to feel respected and secure. However, the survey was not as positively skewed (61% agreed or strongly agreed that OSAN Middle School deals appropriately with student bullying while 39% of the students were undecided or disagreed how the school deals with student who bully other students) regarding student bullying. This indicates that OSAN middle school needs to focus efforts on educating students about bullying and acceptable behavior. The school needs to make students aware of DoDDS "Zero Tolerance" for Bullies program, and emphasize discipline in and out of classrooms.

Another area of focus is the handling of student discipline problems. 48% of the students believe that problems are handled fairly at the school, while 52% of the students were undecided or disagreed that the school handled discipline problems fairly. Again, this indicates that we need to focus efforts in dealing with student behavior and discipline in a fair and quick manner, including educating students on accepatable behavior and working with staff on classroom management.

From Staff Surveys Analysis of Data:

The staff population is diverse in their years of experience and employment within the DoDEA system. Given their experience they evaluated (graded) the overall performance of OSAN Middle School. 82% of the staff evaluated OSAN Middle School at a B or higher, with 100% at a C or higher. As compared to their experience with other DoDEA schools they were evaluated at 64% received a grade of B or higher, U.S. public schools were evaluated at 36% at a grade of B or higher. OSAN Middle School staff perception of the effectiveness of the school in preparing students for the 21st century was 82% effective for DoDD's schools.

The staff indicated that their primary area for improvement is to raise the academic standards in the school. The staff's evaluations and perceptions of the academics of OSAN Middle School indicated several area of strength, these areas included, science, technology, physical education, and social studies averaging 78% at a grade level of B or higher. Although the other subjects evaluated high, Math and Reading were at 73% at a grade level of B or higher, writing at 36% at a B or higher, and foreign language was at 45% at a B or higher, these scores indicated several areas for focus and improvement.

Additional noted areas for improvement included teacher and administrative qualifications and competency, and increased academic support.

100% of the staff that responded to the survey stated they feel safe at the school. The school does an excellent job in communication. Areas of strength as indicated on the survey included the school newsletter, the open house, our school web site, email and letters from the instructors and principal, the use of the telephone, and parent-teacher conferences.

Student Performance Goals

Areas identified by this data for student performance goals (not the goal statements!) could include:

- Evaluate standards and modify to better prepare students for the next grade level.

- Increase rigor and relevance of individual and department course curriculum.

- Increase academic support programs.

- Improve teacher and administrative qualifications and competence.

- Improve classroom materials to match and align with standards.

- Increase parent response/return rate on future surveys.

- Students are provided clear expectations with consistent, fair consequences.

Other Data and/or Actions Needed

- Develop a collaborative culture that effectively communicates among active partnerships.

- Create a culture characterized by teamwork and clear communication that supports continuous improvement. Individuals in the culture share responsibility for leadership, decision-making and communication.

- Nurture an environment that demonstrates mutual respect, positive attitudes, flexibility and open-mindedness. An environment that is sustained through shared vision, values and resources that guide daily decisions.

- Develop a volunteer service program to recruit, train, and recognize members of the learning community.

- Utilize family coordinators and Parent Teacher Student Organization for the purpose of improving communication and sharing ideas to foster more family involvement.

- Utilize technologies (newsletters, base services, web page, email, etc.) to their fullest extent. Technology is used to increase communication throughout the learning community.
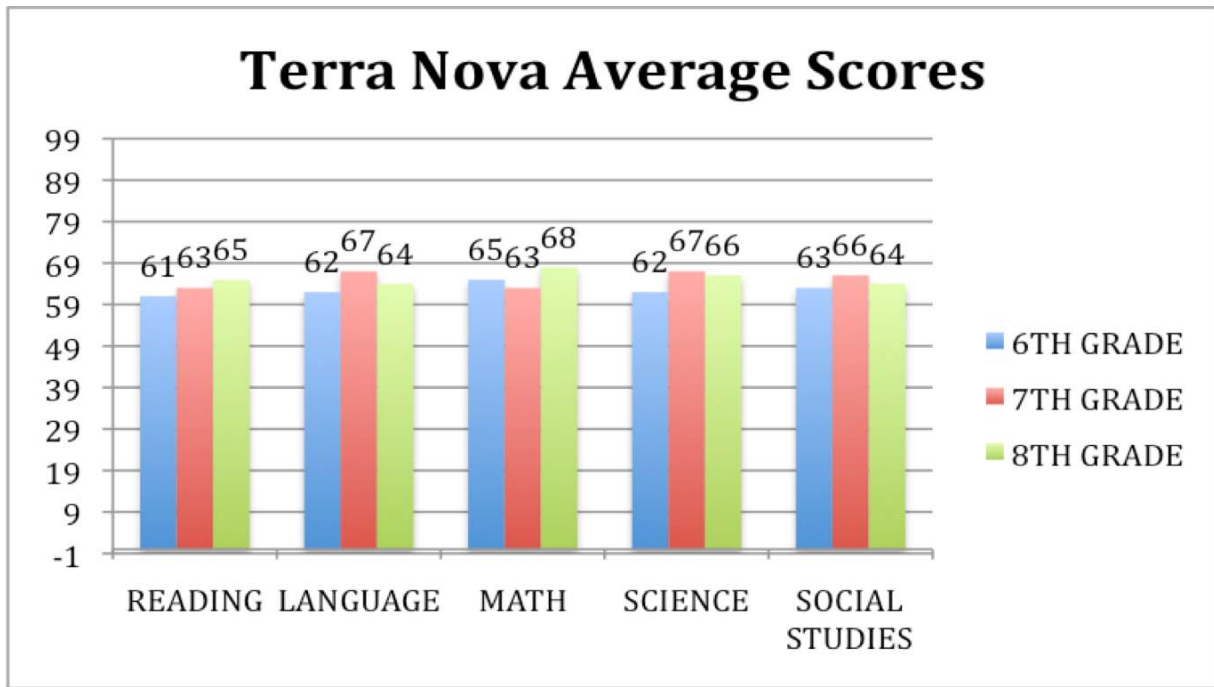
Existing School Data – Student Data

Data Collection Instrument(s)
We selected the following instruments to collect data regarding Instructional Data:
- o Terra Nova (3rd Edition 2008-2009)
- o Terra Nova (3rd Edition 2009-2010)
- o D & F Grades (1st and 2nd Quarters 2009-2010 School Year)

**Presentation/Analysis of Data: Terra Nova (3rd Edition 2008-2009)**

	READING	LANGUAGE	MATH	SCIENCE	SOCIAL STUDIES
6TH GRADE	61	62	65	62	63
7TH GRADE	63	67	63	67	66
8TH GRADE	65	64	68	66	64

Description of Data: The Terra Nova Multiple Assessments, 3rd Edition is a system-wide, norm-referenced assessment given to all of our students. The table above shows the percentage of students scoring in the areas of Reading, Language, Math, Science, and Social Studies.

Analysis of Data: Although our students tend to score well above the National Norm Group average, the DoDEA Community Strategic Plan (CSP) requires that 75% of our students score in the top two national quarters.

**Presentation/Analysis of Data: Terra Nova (3rd Edition 2009-2010)**
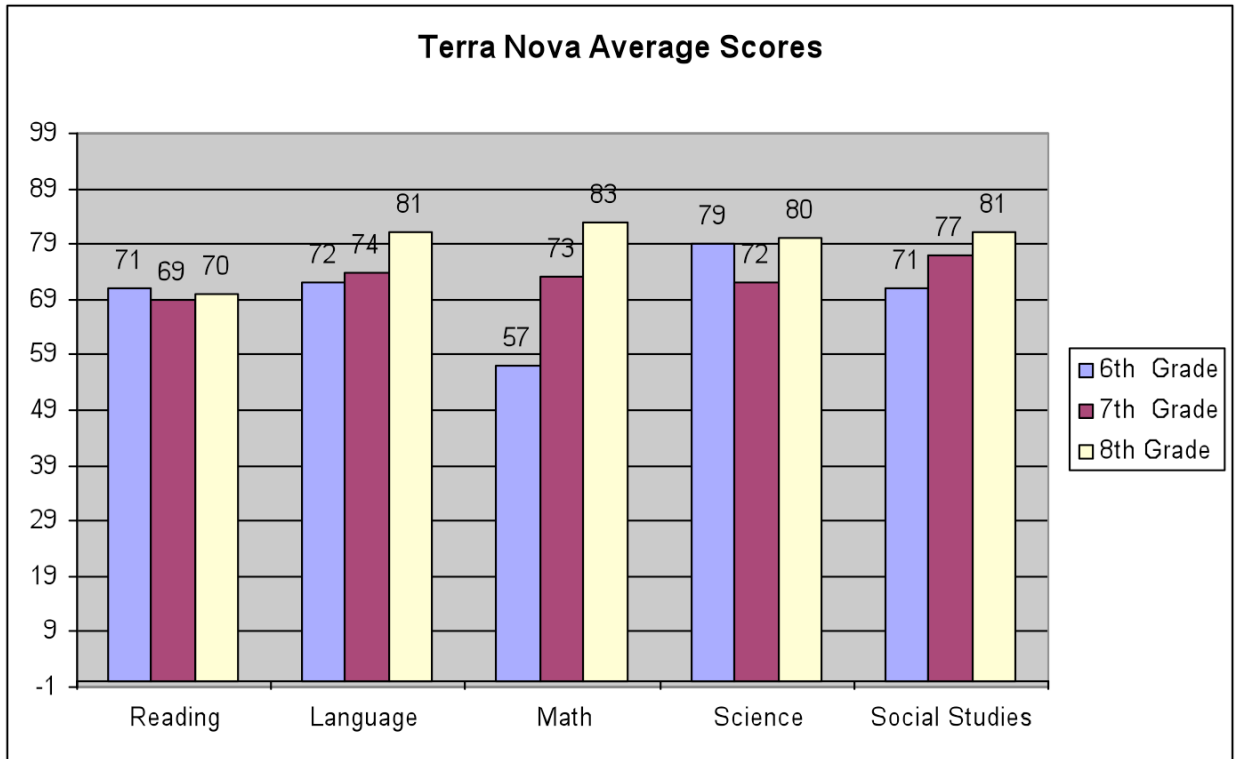
	Reading	Language	Math	Science	Social Studies
6th Grade	71	72	57	79	71
7th Grade	69	74	73	72	77
8th Grade	70	81	83	80	81

Description of Data: The Terra Nova Multiple Assessments, 3rd Edition is a system-wide, norm-referenced assessment given to all of our students. The table above shows the percentage of students scoring in the areas of Reading, Language, Math, Science, and Social Studies for the 2009-2010 school year.

Analysis of Data: Although our students tend to score well above the National Norm Group average, the DoDEA Community Strategic Plan (CSP) requires that 75% of our students score in the top two national quarters.

Terra Nova (3rd Edition 2008/2009 to 2009/2010)
Growth Comparison

Terra Nova Growth Comparison

Terra Nova Growth Comparion
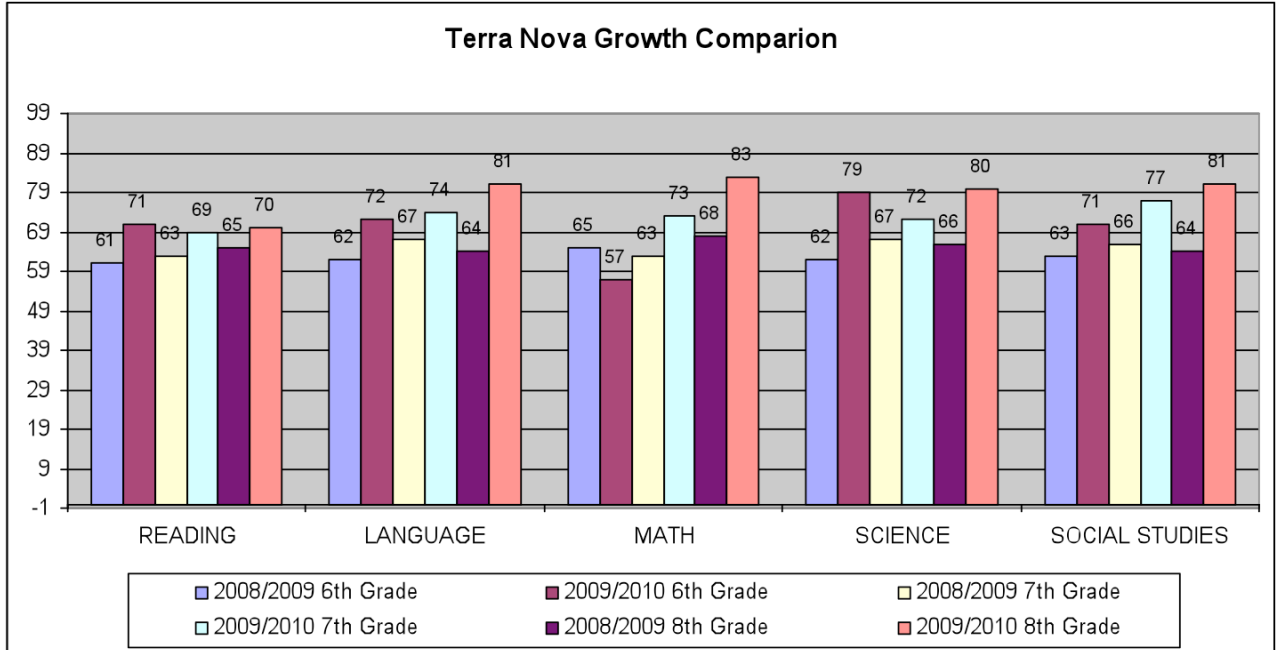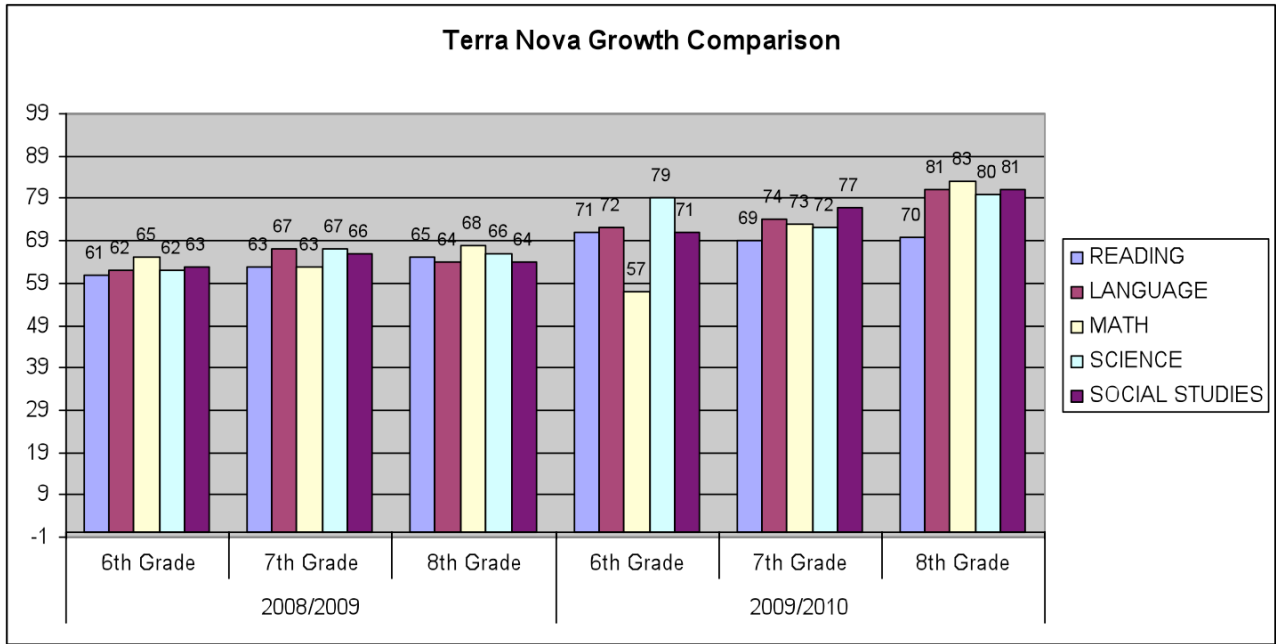
Terra Nova (3rd Edition 2008/2009 to 2009/2010)
Grade Level Growth Comparison

2008/2009 to 2009/2010
6th Grade Growth Comparison

	READING	LANGUAGE	MATH	SCIENCE	SOCIAL STUDIES
2008/2009 6th Grade	61	62	65	62	63
2009/2010 6th Grade	71	72	57	79	71

■ 2008/2009 6th Grade ■ 2009/2010 6th Grade

2008/2009 to 2009/2010
7th Grade Growth Comparison

	READING	LANGUAGE	MATH	SCIENCE	SOCIAL STUDIES
2008/2009 7th Grade	63	67	63	67	66
2009/2010 7th Grade	69	74	73	72	77

■ 2008/2009 7th Grade ■ 2009/2010 7th Grade

27

2008/2009 to 2009/2010
8th Grade Growth Comparison

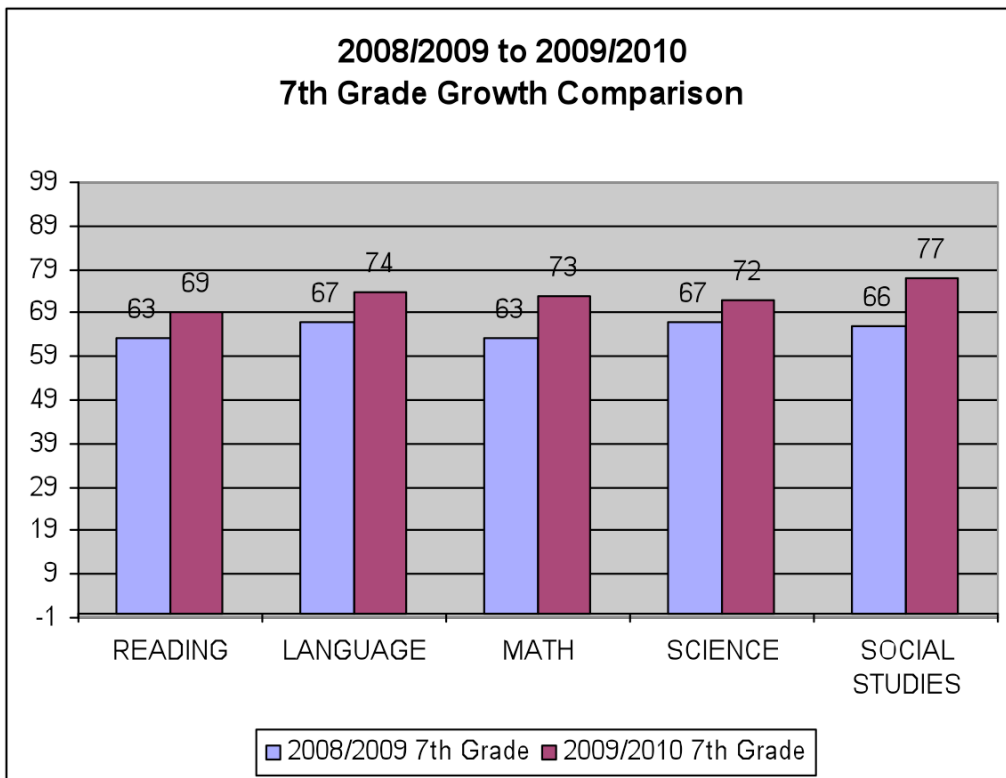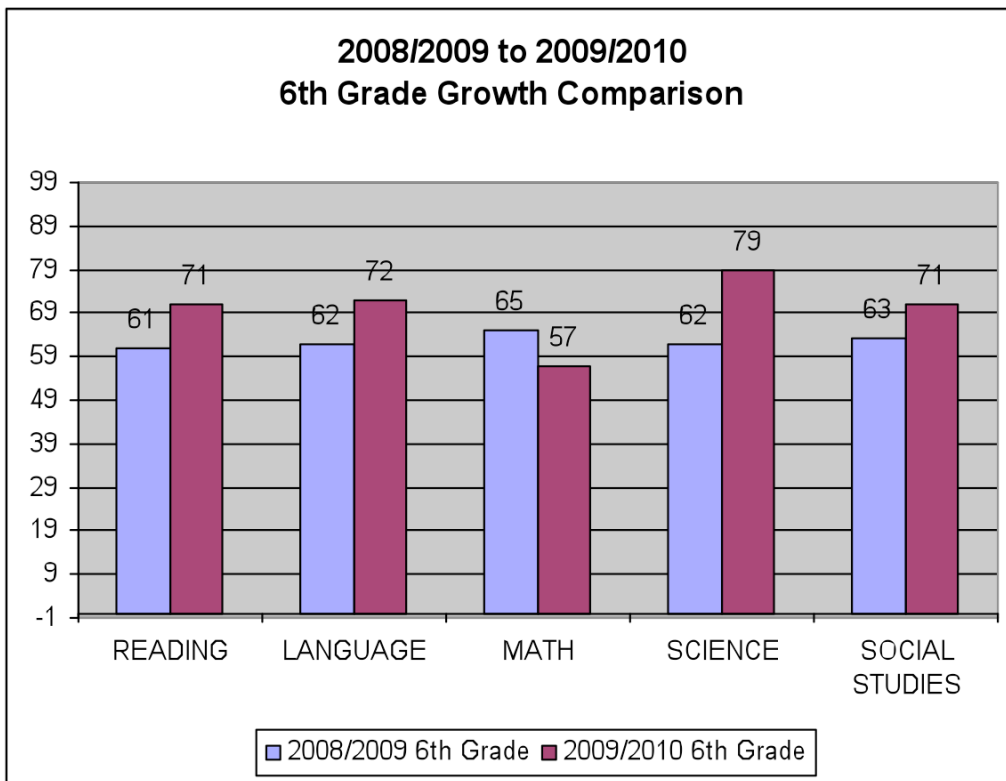|	READING	LANGUAGE	MATH	SCIENCE	SOCIAL STUDIES
2008/2009 8th Grade	65	64	68	66	64
2009/2010 8th Grade	70	81	83	80	81

Description of Data: The Terra Nova Multiple Assessments, 3rd Edition is a system-wide, norm-referenced assessment given to all of our students. The tables above show the percentage of students scoring in the areas of Reading, Language, Math, Science, and Social Studies for the comparison between the 2008-2009 to 2009-2010 school years. The chart below indicates the increase or decrease in the compared subjects.

Growth Comparison between 2008/2009 to 2009/2010

	Reading	Language	Math	Science	Social Studies
6th Grade	+10 increase	+10 increase	-8 decrease	+17 increase	+8 increase
7th Grade	+ 6 increase	+7 increase	+10 increase	+5 increase	+11 increase
8th Grade	+ 5 increase	+17 increase	+15 increase	+14 increase	+17 increase

**Increases in all areas with the exception of 6th grade math
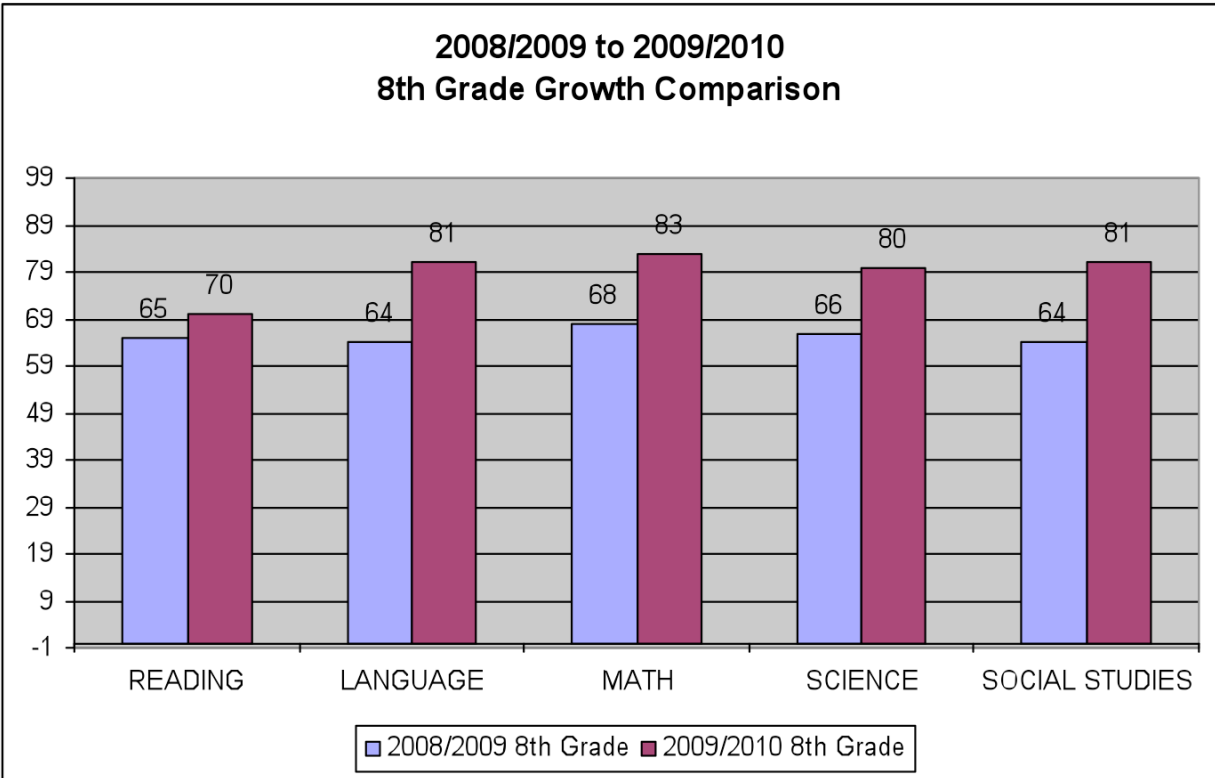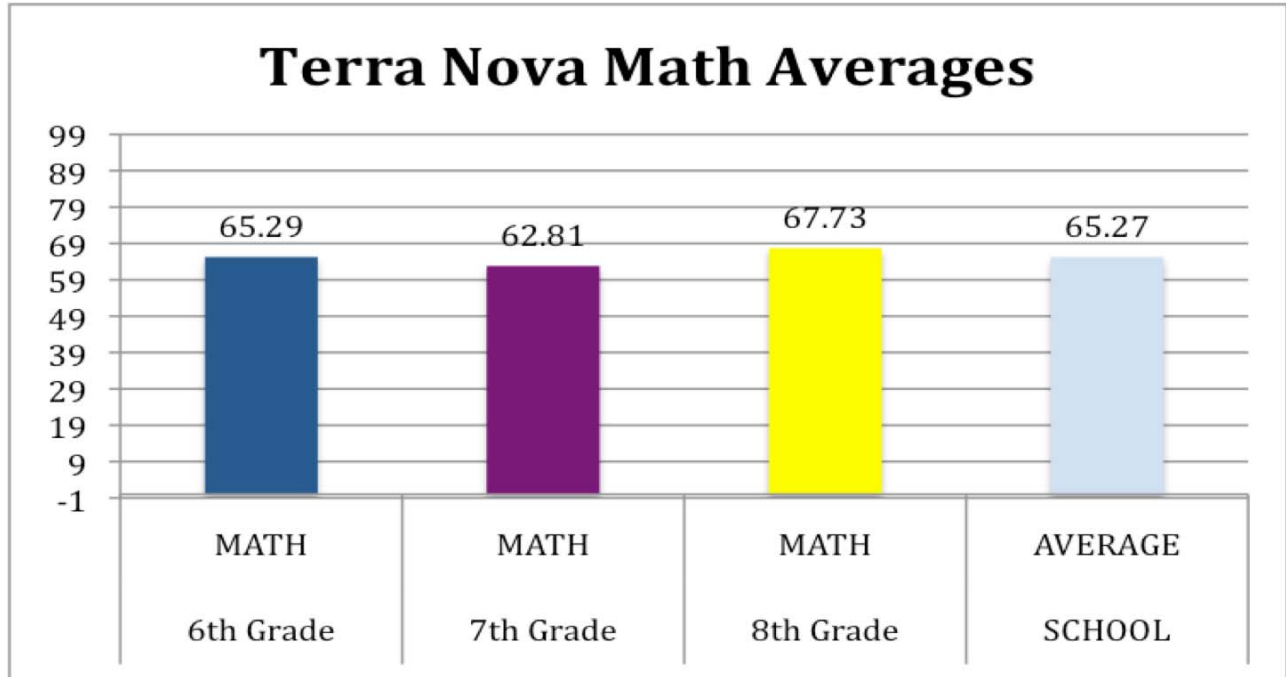
Analysis of Data: Although our students tend to score well above the National Norm Group average, the DoDEA Community Strategic Plan (CSP) requires that 75% of our students score in the top two national quarters

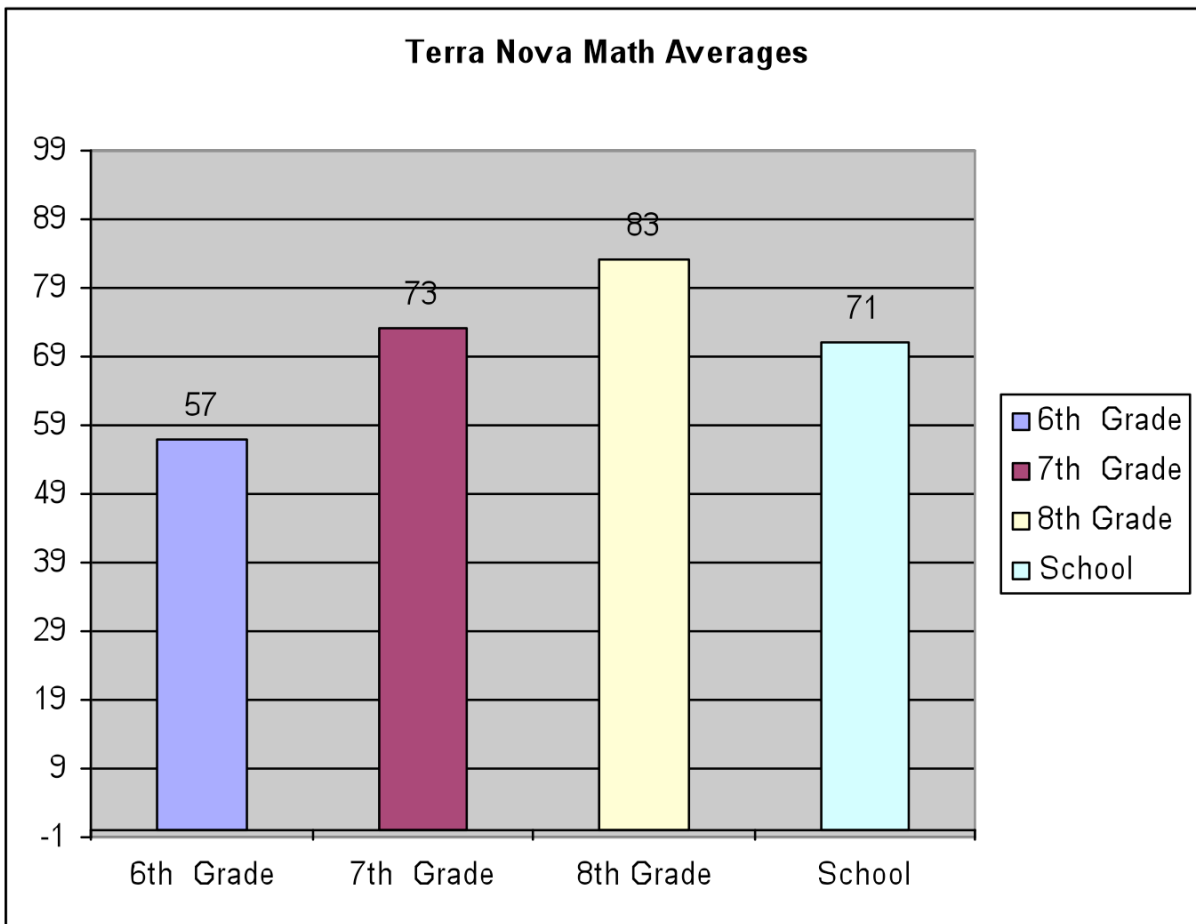**Terra Nova (3rd Edition Math 2008-2009)**
Individual Course Scoring

6th Grade	7th Grade	8th Grade	SCHOOL
MATH	MATH	MATH	AVERAGE
65.29	62.81	67.73	65.27

Description of Data: The Terra Nova Multiple Assessments, 3rd Edition is a system-wide, norm-referenced assessment given to all of our students. The table above shows the percentage of students scoring in the area of Math for the 2008-2009 school year.

Analysis of Data: Although our students tend to score well above the National Norm Group average, the DoDEA Community Strategic Plan (CSP) requires that 75% of our students score in the top two national quarters. Therefore, the school may need to identify a student performance goal in the area of Math.

Terra Nova (3rd Edition Math 2009-2010)

Terra Nova Math Averages

6th Grade MATH	7th Grade MATH	8th Grade MATH	SCHOOL AVERAGE
57	73	83	71

Description of Data: The Terra Nova Multiple Assessments, 3rd Edition is a system-wide, norm-referenced assessment given to all of our students. The table above shows the percentage of students scoring in the area of Math for the 2009-2010 school year.

Analysis of Data: Although our students tend to score well above the National Norm Group average, the DoDEA Community Strategic Plan (CSP) requires that 75% of our students score in the top two national quarters. Therefore, the school may need to identify a student performance goal in the area of Math.
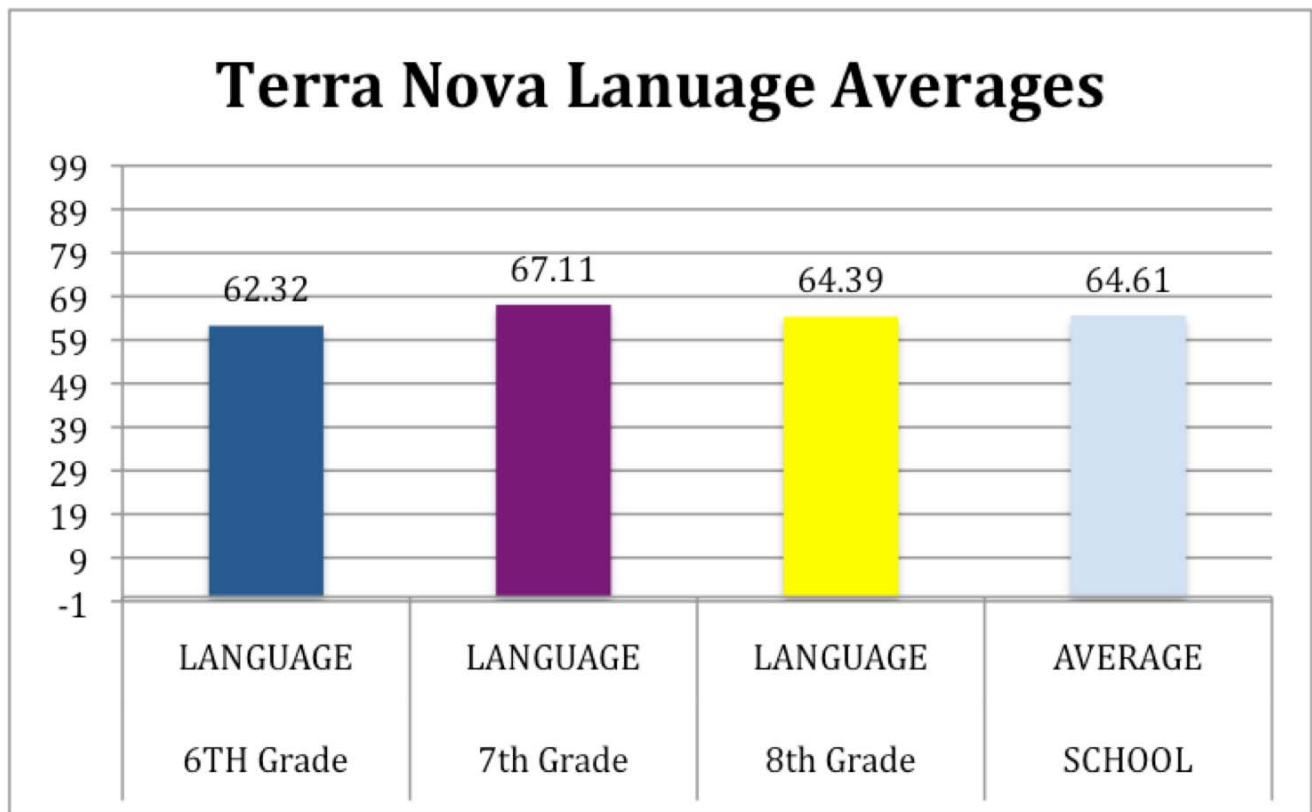
Terra Nova (3rd Edition Language 2008-2009)

Terra Nova Lanuage Averages

6TH Grade LANGUAGE	7th Grade LANGUAGE	8th Grade LANGUAGE	AVERAGE SCHOOL
62.32	67.11	64.39	64.61

6TH Grade	7th Grade	8th Grade	SCHOOL
LANGUAGE	LANGUAGE	LANGUAGE	AVERAGE
62.32	67.11	64.39	64.61

Description of Data: The Terra Nova Multiple Assessments, 3rd Edition is a system-wide, norm-referenced assessment given to all of our students grades 3-11. The table above shows the percentage of students scoring in the top two national quarters, in the area of Language Arts for the 2008-2009 school year.

Analysis of Data: Although our students tend to score well above the National Norm Group average, the DoDEA Community Strategic Plan (CSP) requires that 75% of our students score in the top two national quarters. Therefore, the school may need to identify a student performance goal in the area of Language Arts.
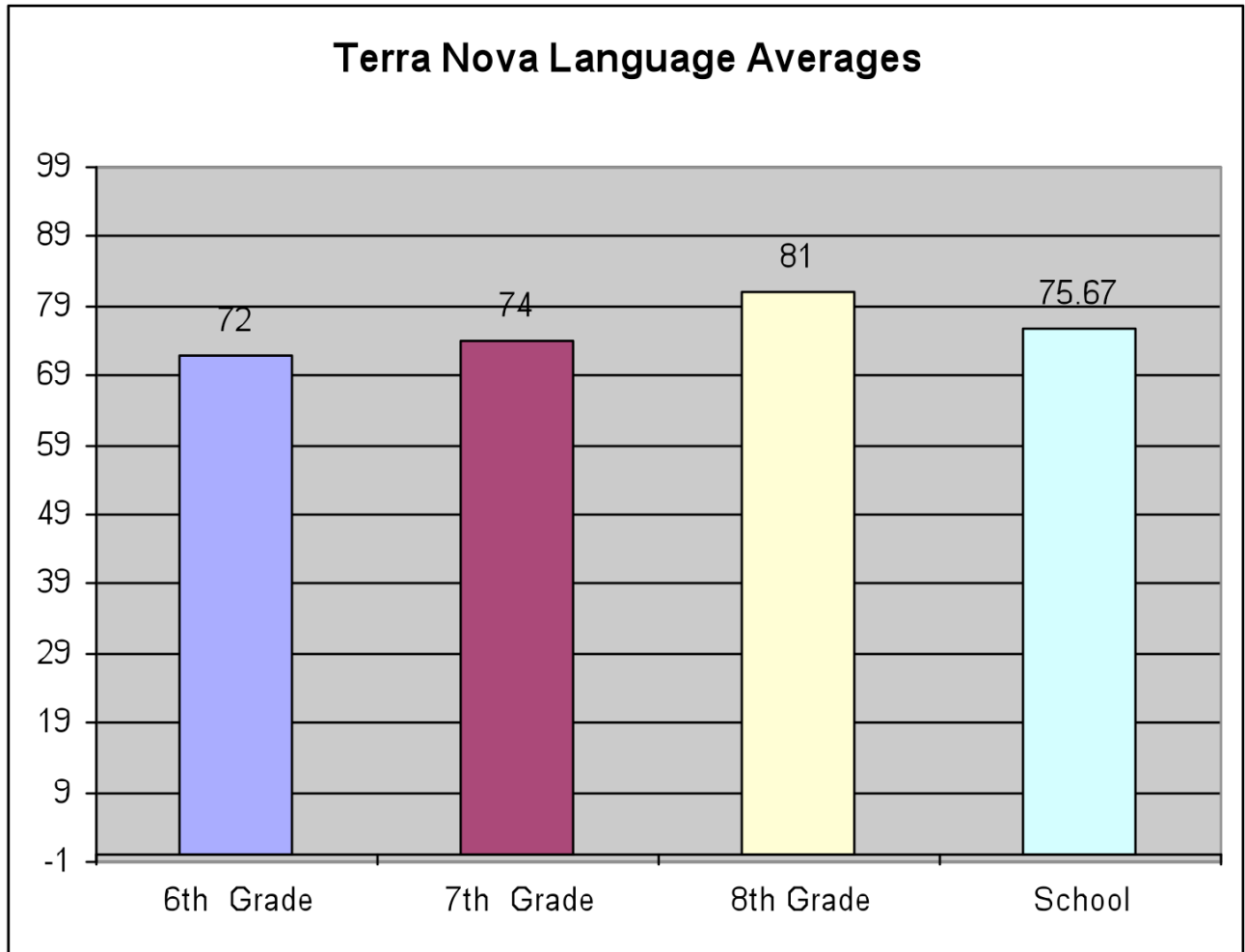
Terra Nova (3rd Edition Language 2009-2010)

Terra Nova Language Averages

6TH Grade	7th Grade	8th Grade	SCHOOL
LANGUAGE	LANGUAGE	LANGUAGE	AVERAGE
72	74	81	75.67

Description of Data: The Terra Nova Multiple Assessments, 3rd Edition is a system-wide, norm-referenced assessment given to all of our students grades 3-11. The table above shows the percentage of students scoring in the top two national quarters, in the area of Language Arts for the 2009-2010 school year.

Analysis of Data: Although our students tend to score well above the National Norm Group average, the DoDEA Community Strategic Plan (CSP) requires that 75% of our students score in the top two national quarters. Therefore, the school may need to identify a student performance goal in the area of Language Arts.
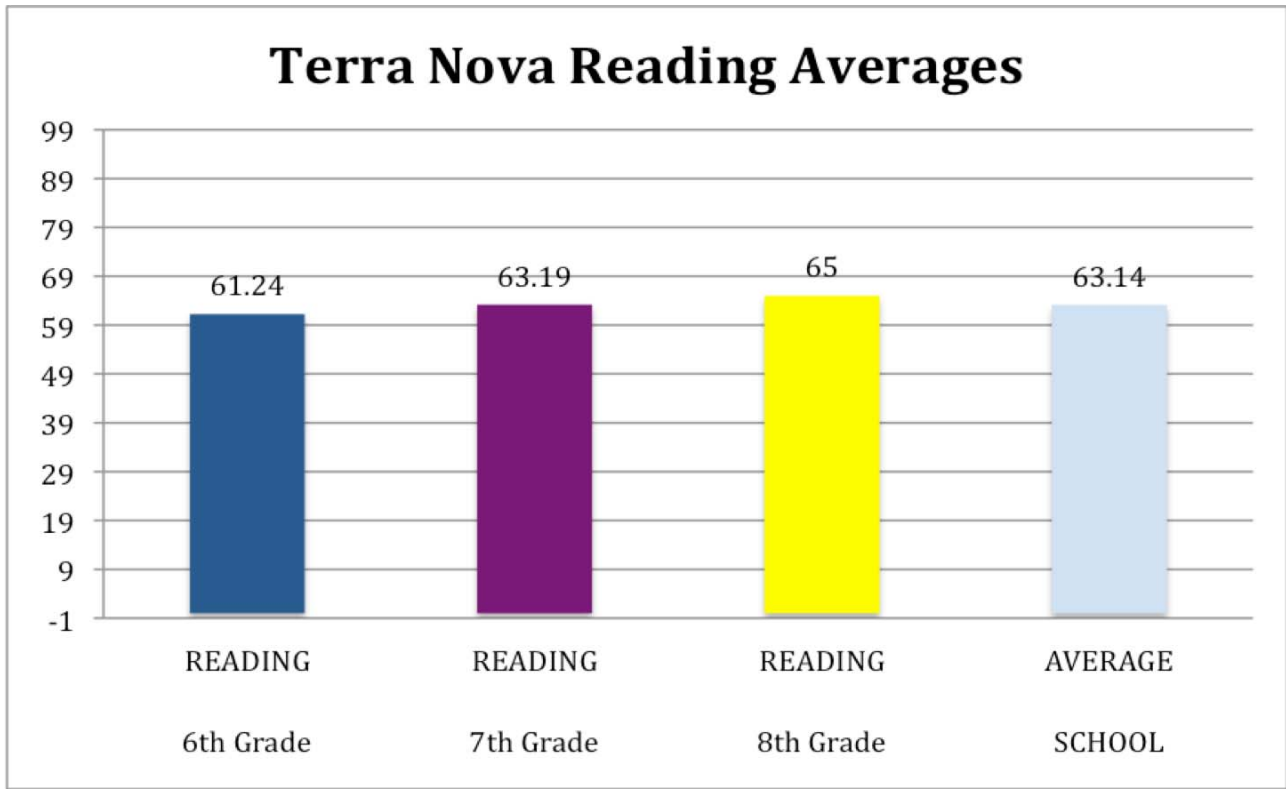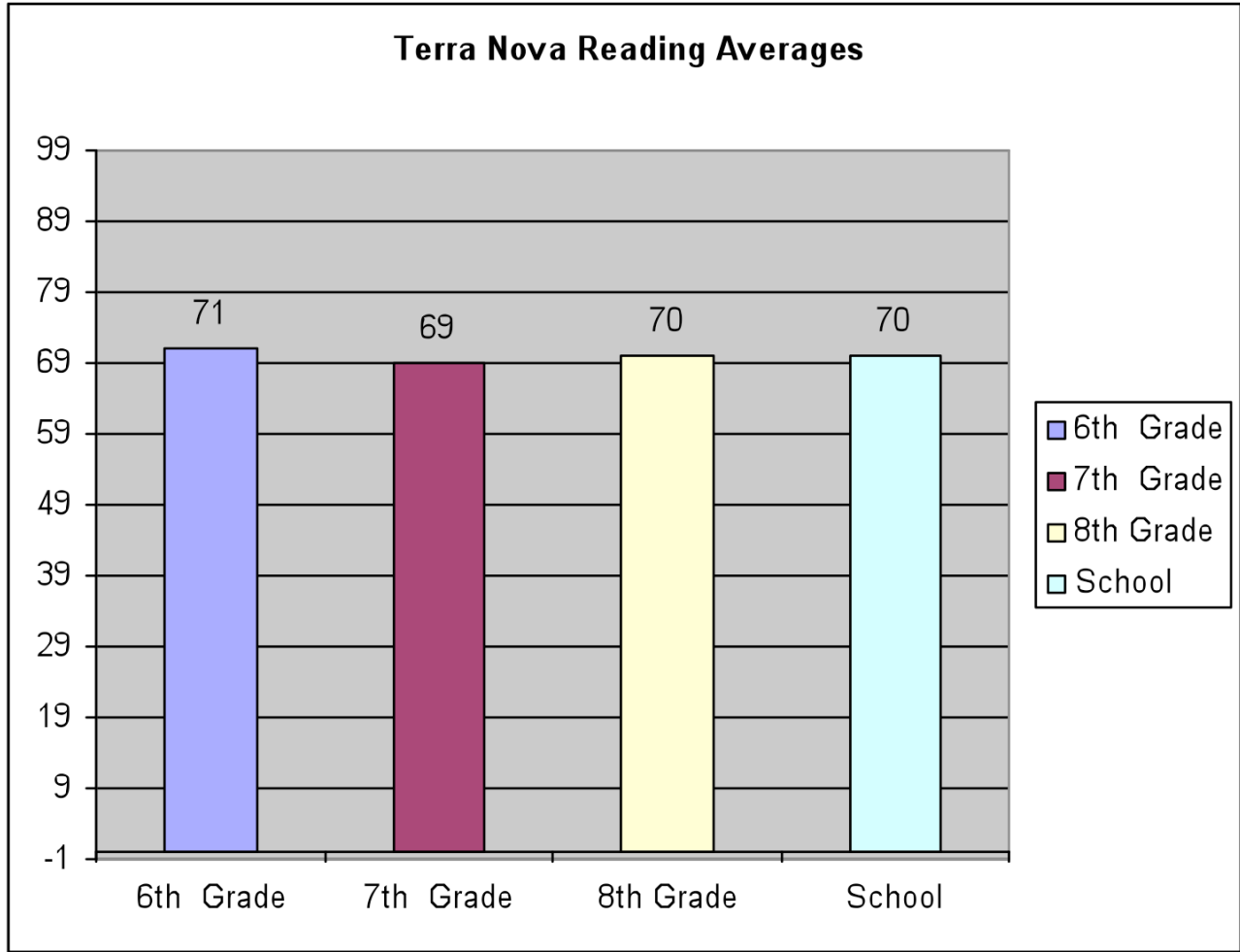
Terra Nova (3rd Edition Reading 2008-2009)

Terra Nova Reading Averages

6th Grade	7th Grade	8th Grade	SCHOOL
READING	READING	READING	AVERAGE
61.24	63.19	65	63.14

Description of Data: The Terra Nova Multiple Assessments, 3rd Edition is a system-wide, norm-referenced assessment given to all of our students. The table above shows the percentage of students scoring in the area of Reading for the 2008-2009 school year.

Analysis of Data: Although our students tend to score well above the National Norm Group average, the DoDEA Community Strategic Plan (CSP) requires that 75% of our students score in the top two national quarters. Therefore, the school may need to identify a student performance goal in the area of Reading and Writing.

Terra Nova (3rd Edition Reading 2009-2010)

Terra Nova Reading Averages

6th Grade	7th Grade	8th Grade	School
71	69	70	70

6th Grade	7th Grade	8th Grade	SCHOOL
READING	READING	READING	AVERAGE
71	69	70	70

Description of Data: The Terra Nova Multiple Assessments, 3rd Edition is a system-wide, norm-referenced assessment given to all of our students. The table above shows the percentage of students scoring in the area of Reading for the 2009-2010 school year.

Analysis of Data: Although our students tend to score well above the National Norm Group average, the DoDEA Community Strategic Plan (CSP) requires that 75% of our students score in the top two national quarters. Therefore, the school may need to identify a student performance goal in the area of Reading and Writing.

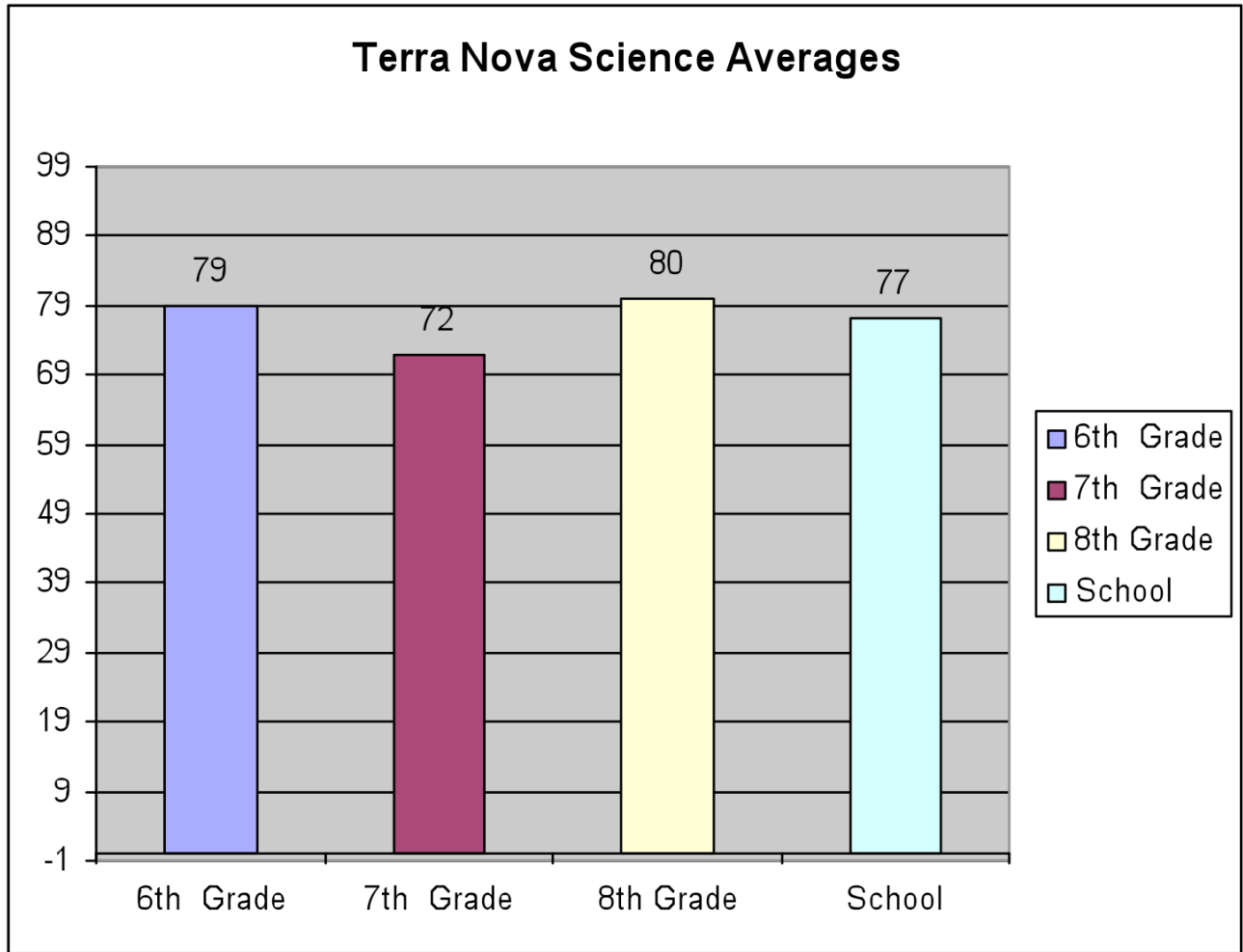**Terra Nova (3rd Edition Science 2009-2010)**

Terra Nova Science Averages

6th Grade	7th Grade	8th Grade	SCHOOL
SCIENCE	SCIENCE	SCIENCE	AVERAGE
79	72	80	77

Description of Data: The Terra Nova Multiple Assessments, 3rd Edition is a system-wide, norm-referenced assessment given to all of our students. The table above shows the percentage of students scoring in the area of Science for the 2009-2010 school year.

Analysis of Data: Although our students tend to score well above the National Norm Group average, the DoDEA Community Strategic Plan (CSP) requires that 75% of our students score in the top two national quarters. Therefore, the school may need to identify a student performance goal in the area of Science.

Terra Nova (3rd Edition Science 2009-2010)

Terra Nova Social Studies Averages
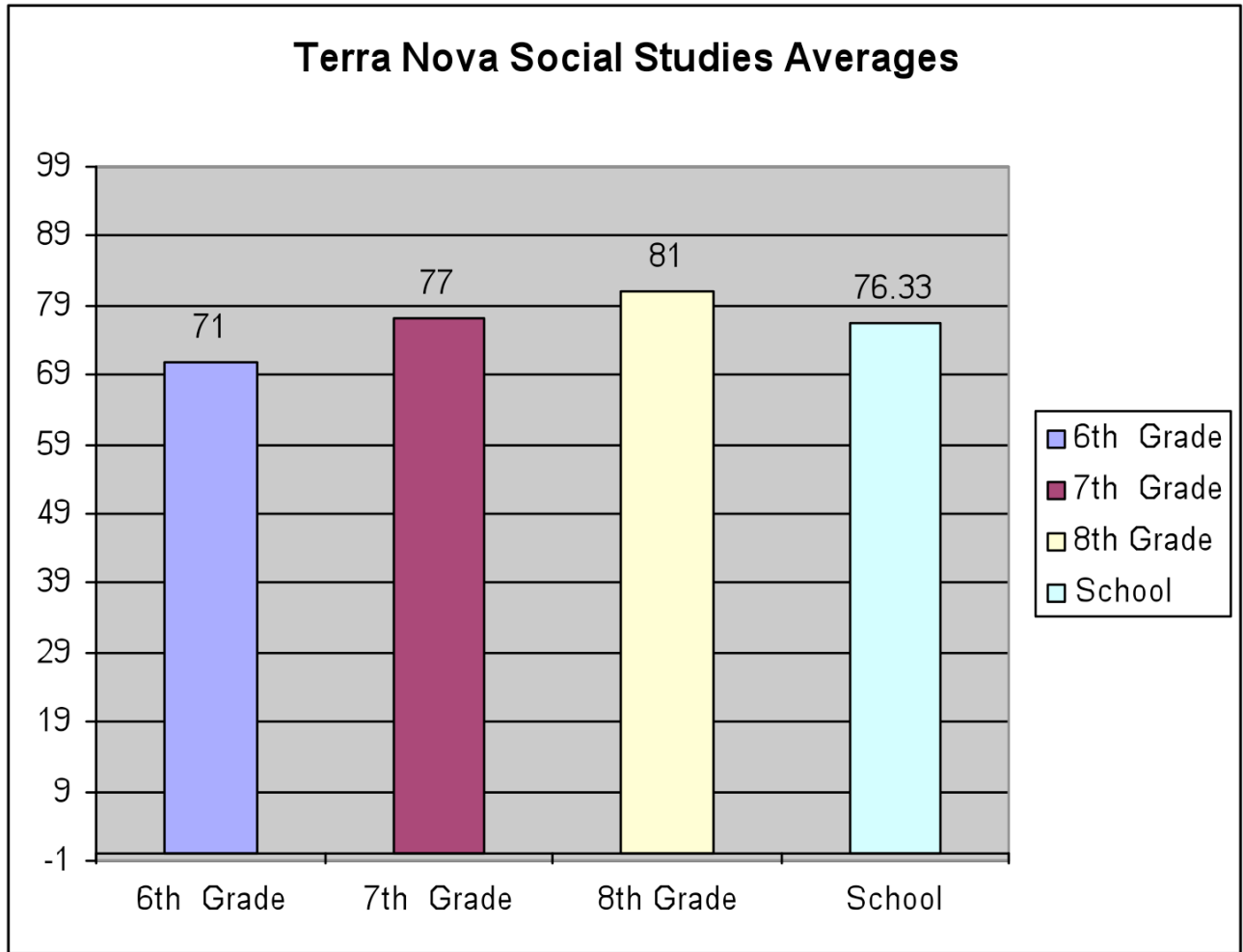
6th Grade	7th Grade	8th Grade	SCHOOL
SOCIAL STUDIES	SOCIAL STUDIES	SOCIAL STUDIES	AVERAGE
71	77	81	76.33

Description of Data: The Terra Nova Multiple Assessments, 3rd Edition is a system-wide, norm-referenced assessment given to all of our students. The table above shows the percentage of students scoring in the area of Social Studies for the 2009-2010 school year.

Analysis of Data: Although our students tend to score well above the National Norm Group average, the DoDEA Community Strategic Plan (CSP) requires that 75% of our students score in the top two national quarters. Therefore, the school may need to identify a student performance goal in the area of Social Studies.

Terra Nova (3rd Edition Social NCE Scores 2008- 2009)
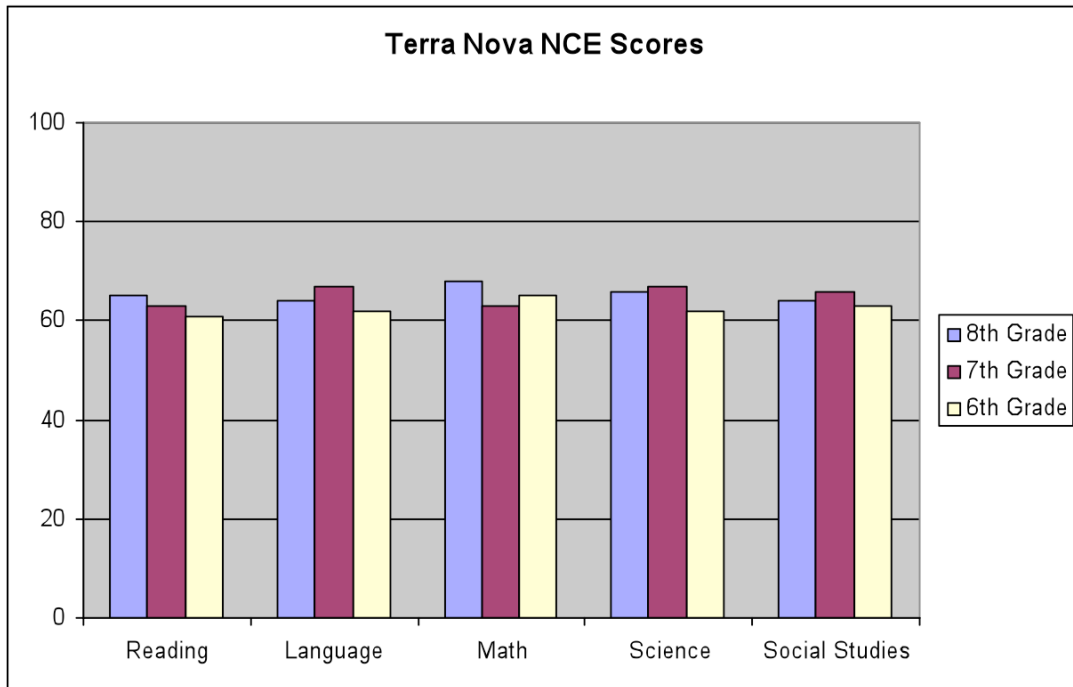
Description of Data:

Analysis of Data:

This is the first or base year we have used assessment. Future assessments will be required to develop and analyze areas of improvement and concern.

Other Data and/or Actions Needed

D & F Grades – Sorted by %
(1st Quarter 2009-2010 School Year)

Course Name	Section	Enrollment	% D/F
French II C	1	4	50%
Integrated Science II	1	19	32%
Integrated Science I	3	16	31%
Integrated Science I	1	14	29%
Integrated Science I	2	18	22%
Reading 6	2	16	19%
Video Production AB	3	16	19%
Computer Apps A	1	11	18%
Video Production AB	1	18	17%
Integrated Science III	2	19	16%
Language Arts 7	3	13	15%
Mathematics 8/Pre-Algebra	2	7	14%
Mathematics 8/Pre-Algebra	2	7	14%
Language Arts 6	2	16	13%
Mathematics 8/Pre-Algebra	1	16	13%
Business Enterprise AB	1	26	12%
Mathematics 8/Pre-Algebra	2	10	10%
Korean I A	1	11	9%
Graphics Communications AB	1	13	8%
Intercultural Ed AB	1	13	8%
Mathematics 7	2	12	8%
US History 8	1	13	8%
Integrated Science II	2	14	7%
Mathematics 6	1	15	7%
Mathematics 6	2	15	7%
Reading 6	3	15	7%
US History 8	1	15	7%
Language Arts 6	1	16	6%
Language Arts 7	2	17	6%
Mathematics 6	3	16	6%
World Geography 7	3	16	6%
Speech AB	1	23	4%

Description of Data: The table above shows the percentage of students receiving either a D or F grade for the 1st quarter grading period of the 2009-2010. The data suggests a significant percent of students are not mastering standards in one or more courses. Further analysis of D/F data will provide information on the specific areas of greatest concern.

Analysis of Data: Although this is our 1st grading period of a new school, special attention needs to be noted to areas of consistent rates of classroom failures. Additional evaluations and data scores need to be documented prior to determining any set pattern. Therefore, the school may need to identify student performance goals in consistent areas of poor academic grades and scores.

D & F Grades – Sorted by %
(2nd Quarter 2009-2010 School Year)

Course Name	Section	Enrollment	% D/F
French II C	1	4	50%
Integrated Sci III	2	19	37%
Integrated Sci I	3	17	29%
Mathematics 7	1	11	27%
Mathematics 7	1	11	27%
Language Arts 6	2	16	25%
Mathematics 7	1	16	25%
Mathematics 8/Pre-Algebra	2	8	25%
Mathematics 8/Pre-Algebra	2	8	25%
Mathematics 6	2	17	24%
Video Production AB	1	17	24%
Mathematics 8/Pre-Algebra	2	9	22%
Business Enterprise AB	1	29	21%
Video Production AB	3	15	20%
Mathematics 8/Pre-Algebra	1	16	19%
Reading 6	2	16	19%
Computer Apps A	2	11	18%
Language Arts 7	3	17	18%
Integrated Sci III	1	26	15%
Integrated Sci II	2	14	14%
Integrated Sci I	1	16	13%
Language Arts 6	1	16	13%
Integrated Sci I	2	17	12%
Korean I A	2	10	10%
Algebra I C	1	25	8%
Graphics Comm AB	1	13	8%
Language Arts 8	3	15	7%
Mathematics 6	1	15	7%
Mathematics 6	3	15	7%
Reading 6	3	15	7%
Social Studies 6	1	14	7%
Social Studies 6	1	15	7%
Language Arts 6	3	17	6%
Language Arts 7	2	17	6%
Mathematics 7	2	16	6%
Integrated Sci II	1	22	5%
World Geography 7	3	20	5%
Health Ed 6 AB	1	25	4%

Description of Data: The table above shows the percentage of students receiving either a D or F grade for the 2nd quarter grading period of the 2009-2010. The data suggests a significant percent of students are not mastering standards in one or more courses. Further analysis of D/F data will provide information on the specific areas of greatest concern.

Analysis of Data: As noted on the prior table analysis additional evaluations and data scores need to be documented prior to determining any set pattern. The school may need to identify student performance goals in consistent areas of poor academic grades and scores.

Implications for Action: Student Data

Student Performance Goals

Areas identified by this data for student performance goals (not the goal statements!) could include:

- All students will meet or exceed challenging standards in academic content so they are prepared for continuous learning.

- OMS will use performance-driven management systems that operate in a timely, efficient and equitable manner; place resource allocation and decision-making at the lowest operational level; and facilitate a safe environment conducive to optimum student achievement.

- The DoDEA workforce will be motivated, diverse, and committed to continuous professional growth and development resulting in exemplary performance and optimum student achievement.

- Every level of DoDEA will develop, promote, and maintain partnerships and communications to enhance student development

Other Data and/or Actions Needed

- Students must improve communication skills to express themselves not only through paper and pencil, but also audio, video, animation, design software as well as a host of new environments.

- Student must actively engage in problem solving skills having an understanding of how to apply what they know and can do to new situations.

- Students must be able to mange the multi-tasking, selection, and prioritizing across technology applications that allow them to move fluidly among teams, assignments and communities of practice.

- Students must posses an understanding of the power, limitations, and underlying assumptions of various data representation systems, such as computational models and simulations, which are increasingly driving a wide-range of disciplines.

- Grade level teams will review data to ascertain areas of academic needs.

- Develop and implement a plan to remediate students not achieving reading standards.

Existing School Data - Instructional Data

Data Collection Instrument(s)
We selected the following instruments to collect data regarding Instructional Data:
- o Department Assessment and Survey

Presentation/Analysis of Data: Instructional Data – Department Assessment

The CSP Team developed a Department Assessment and Evaluation Survey to identify the areas of instructional performance at the individual and department levels.

Areas identified by this data for instructional performance goals toward student improvement (not the goal statements!) include:

- School vision and objectives
  - o Clear Vision on Student Learning
  - o Plans for Instructional Improvement
  - o Assessment of effectiveness
- Attendance and behavioral policies and implementation
  - o Enforcing Attendance Policies
  - o Managing Student Behavior
  - o Policy toward Bullying
  - o Cultural Respect
- Classroom Instruction
  - o Utilizing Curriculum Standards
  - o Identifying Essential/Key Standards
  - o Lesson Planning
  - o Assessment

**Presentation/Analysis of Data: Instructional Data**

Our school has a clear vision that is focused on student learning outcomes.
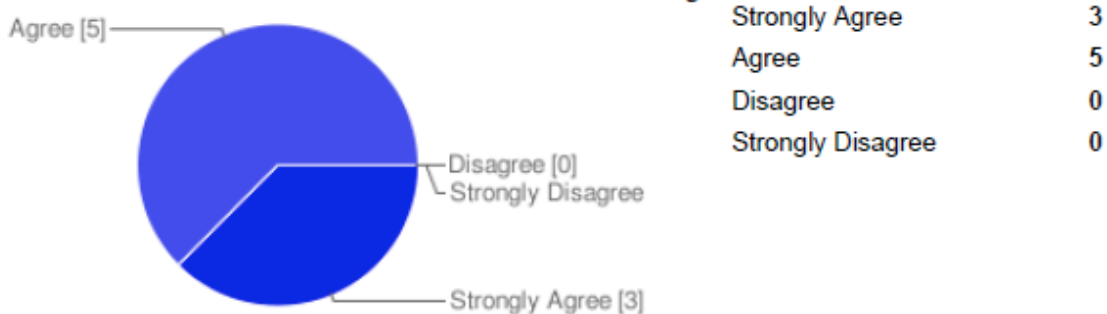
|	
Strongly Agree	3
Agree	5
Disagree	0
Strongly Disagree	0

Teacher Perceptions Data (Department Focus Group Data):
- To determine student perception of the quality of our school, data was collected from a survey of all OSAN Middle School Departments
- 100% of the departments agree or strongly agree the school has a clear vision that is focused on student learning outcomes.
- **Please see Implications for Action**

Our school assesses the effectiveness of our plans for instructional improvement.
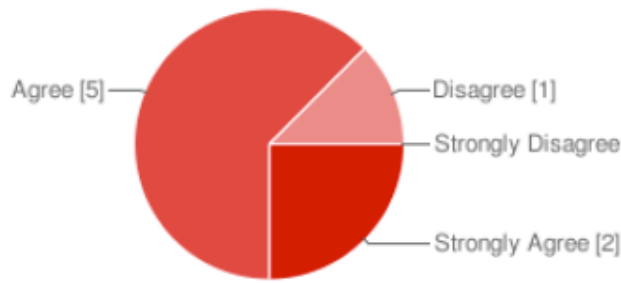
Strongly Agree	2
Agree	5
Disagree	1
Strongly Disagree	0

Teacher Perceptions Data (Department Focus Group Data):
- To determine student perception of the quality of our school, data was collected from a survey of all OSAN Middle School Departments
- 88% of the departments agree or strongly agree our school assesses the effectiveness of our plans for instructional improvement.
- **Please see Implications for Action**

School Policies and Procedures

How much do you agree or disagree with each of the following statements?

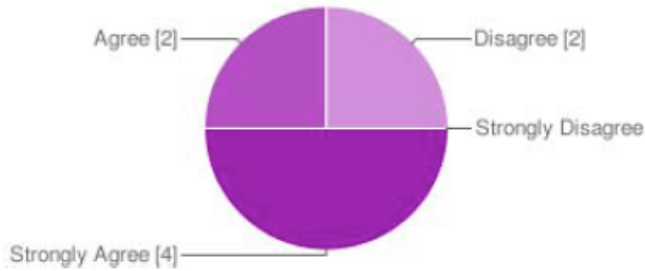**At our school, there is an enforced attendance policy.**
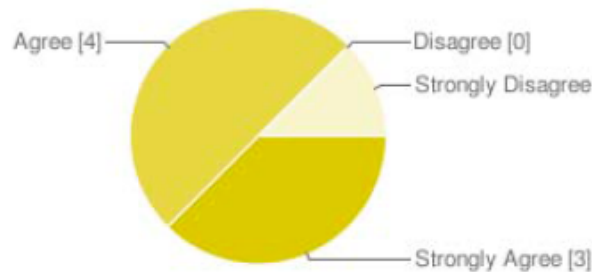
Strongly Agree	3
Agree	4
Disagree	0
Strongly Disagree	1

At our school, there are enforced rules for student behavior.
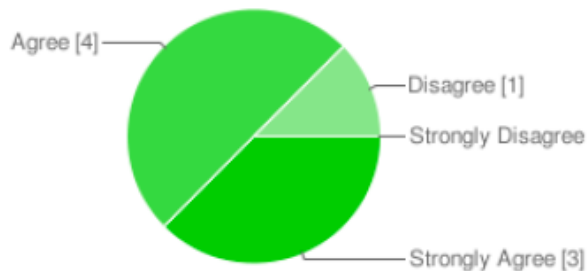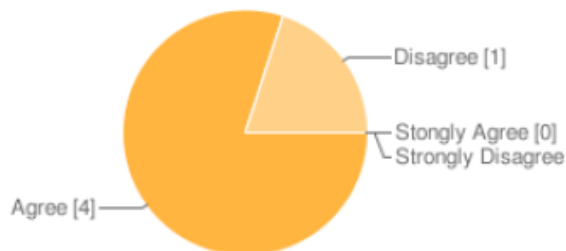

Strongly Agree	3
Agree	4
Disagree	1
Strongly Disagree	0

At our school, there is a zero tolerance policy toward bullying.

Agree [2]
Disagree [2]
Strongly Disagree
Strongly Agree [4]

Strongly Agree	4
Agree	2
Disagree	2
Strongly Disagree	0

At our school, students respect cultural differences.
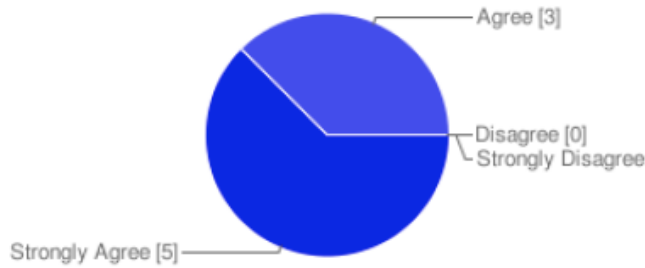
Agree [3]
Disagree [0]
Strongly Disagree
Strongly Agree [5]

Strongly Agree	5
Agree	3
Disagree	0
Strongly Disagree	0

Teacher Perceptions Data (Department Focus Group Data):
- To determine student perception of the quality of our school, data was collected from a survey of all OSAN Middle School Departments
- The charts above indicate the department's perception of the school's policies and the implementation. Student behavior, classroom management, and academics are greatly impacted by enforcement and stability of the school policies.
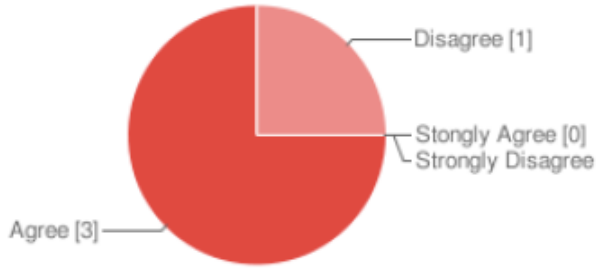- **Please see Implications for Action**

Academic Curriculum Standards

**Classroom instruction is guided by set curriculum standards.**

Disagree [1]
Stongly Agree [0]
Strongly Disagree
Agree [4]

Stongly Agree	0
Agree	4
Disagree	1
Strongly Disagree	0

Our department has identified essential/key standards.

Stongly Agree	0
Agree	3
Disagree	1
Strongly Disagree	0

**Our Department has set measurable goals for EXCEEDING the AYP (Adequate Yearly Progress) growth targets**
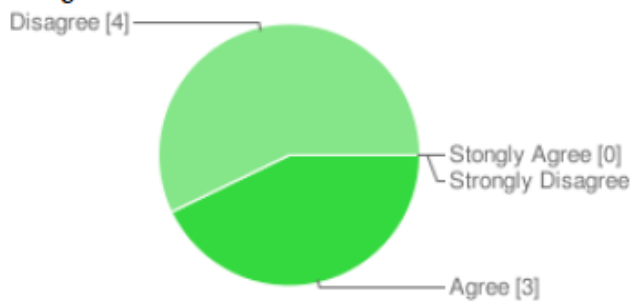
Stongly Agree	0
Agree	3
Disagree	4
Strongly Disagree	0

Teacher Perceptions Data (Department Focus Group Data):
- To determine student perception of the quality of our school, data was collected from a survey of all OSAN Middle School Departments
- The charts above indicate the department's perception of identifying essential standards and their integration and establishing measurable goals.
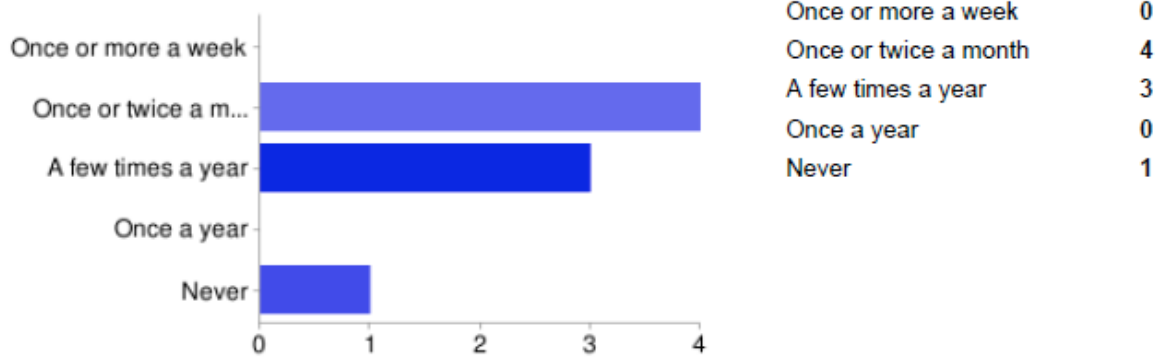- **Please see Implications for Action**

Utilizing Instructional Methodologies and Best Practices
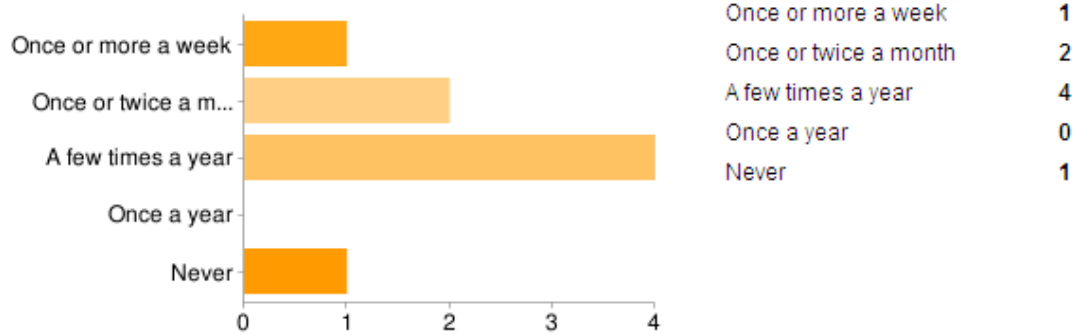
Share and discuss teaching methods.
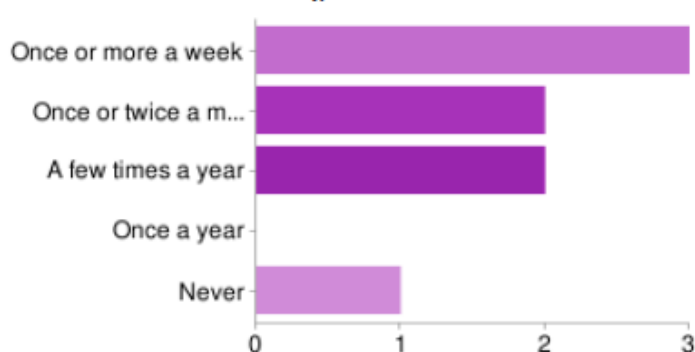
Once or more a week	3
Once or twice a month	2
A few times a year	2
Once a year	0
Never	1

Discuss particular lessons that were not very successful.

Once or more a week	0
Once or twice a month	4
A few times a year	3
Once a year	0
Never	1

Examine the scope or sequence of curriculum.

Once or more a week	1
Once or twice a month	2
A few times a year	4
Once a year	0
Never	1

Share and discuss student work.
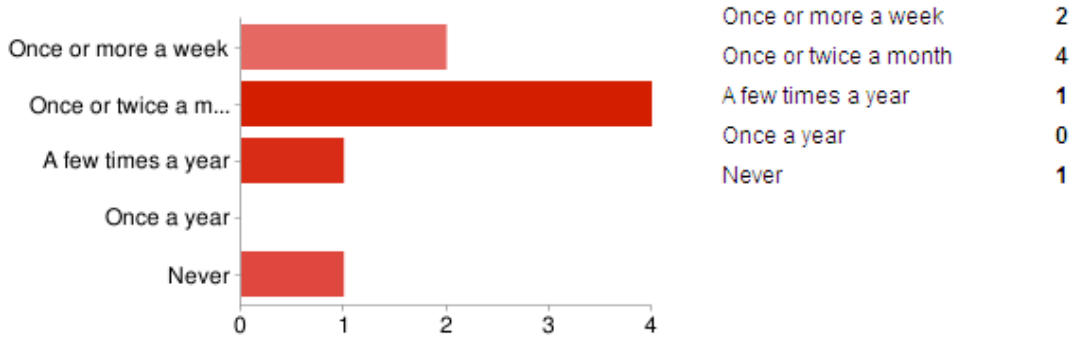
|	
Once or more a week	2
Once or twice a month	4
A few times a year	1
Once a year	0
Never	1

Teacher Perceptions Data (Department Focus Group Data):
- To determine student perception of the quality of our school, data was collected from a survey of all OSAN Middle School Departments
- The charts above indicate the department's practices regarding department collaboration, curriculum assessment, best practices, and student performance.
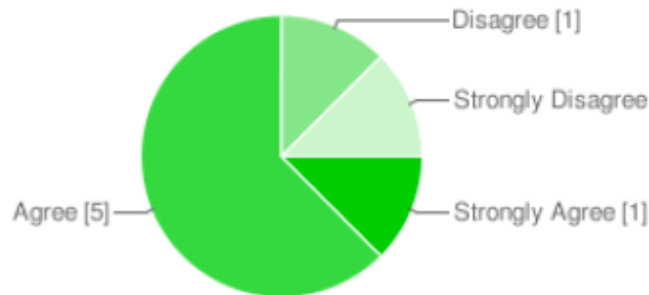- **Please see Implications for Action**

Instructional Collaboration

I have detailed knowledge of the content covered by other teachers in my department.
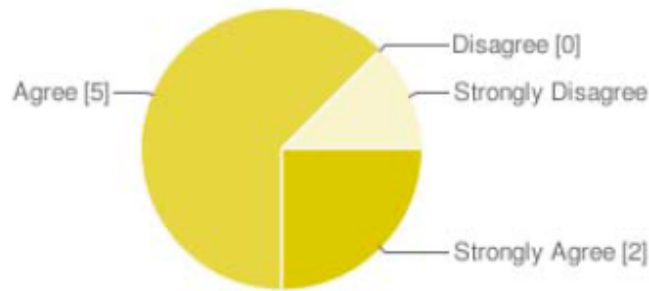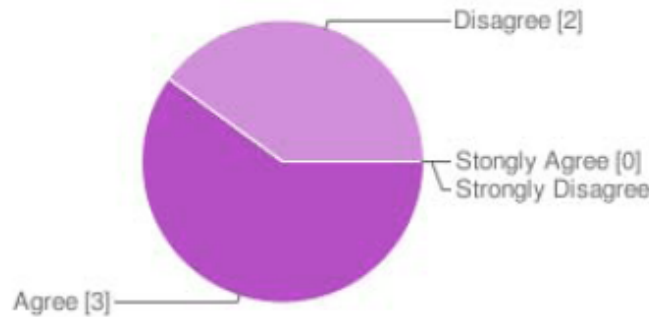

Strongly Agree	2
Agree	5
Disagree	0
Strongly Disagree	1

I have detailed knowledge of the instructional methods used by other teachers in my department.

Strongly Agree	1
Agree	5
Disagree	1
Strongly Disagree	1

There is consistency in curriculum and instruction in my department.

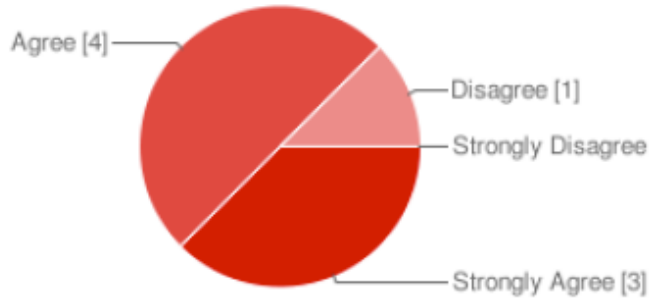|	
Stongly Agree	0
Agree	3
Disagree	2
Strongly Disagree	0

Teacher Perceptions Data (Department Focus Group Data):
- To determine student perception of the quality of our school, data was collected from a survey of all OSAN Middle School Departments
- The charts above indicate the department's practices regarding department collaboration, curriculum assessment, best practices, and student performance.
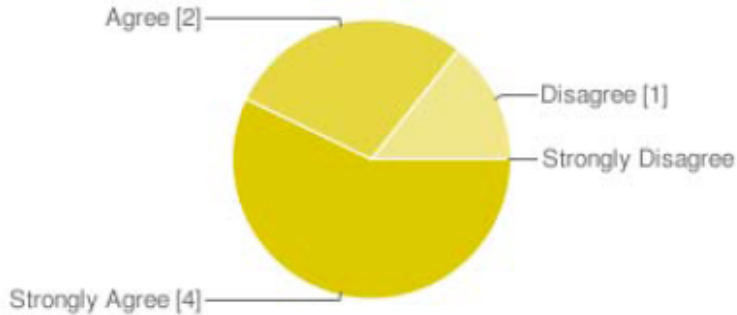- **Please see Implications for Action**

Student Achievement

Teachers take responsibility for student achievement.

Agree [4]
Disagree [1]
Strongly Disagree
Strongly Agree [3]

Strongly Agree	3
Agree	4
Disagree	1
Strongly Disagree	0

Teachers are committed to improving student achievement.

Agree [2]
Disagree [1]
Strongly Disagree
Strongly Agree [4]

Strongly Agree	4
Agree	2
Disagree	1
Strongly Disagree	0

Teachers communicate to students that education is important.

Agree [2]
Disagree [0]
Strongly Disagree
Strongly Agree [6]
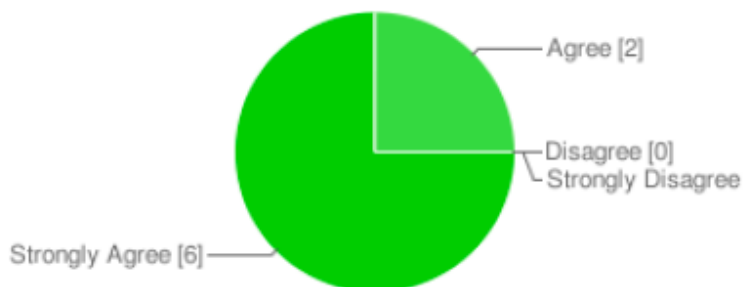
|	
Strongly Agree	6
Agree	2
Disagree	0
Strongly Disagree	0

Teacher Perceptions Data (Department Focus Group Data):
- To determine student perception of the quality of our school, data was collected from a survey of all OSAN Middle School Departments
- The charts above indicate the department's practices and assessment of teaching methodologies and responsibilities regarding student achievement.
- **Please see Implications for Action**

Instructional Practices and Curriculum Relevancy
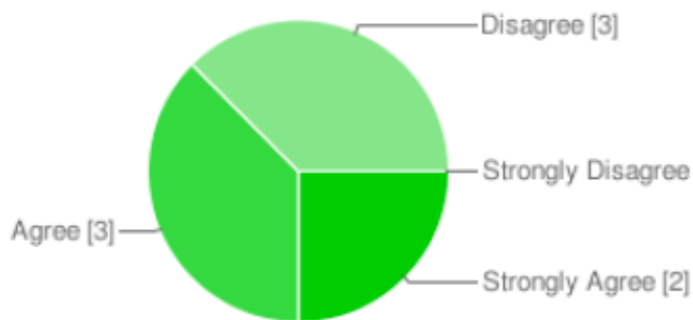
My subject is integrated with other subjects.

Disagree [3]

Strongly Disagree

Strongly Agree [2]
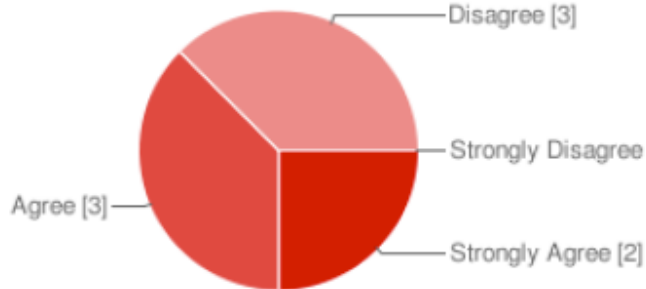
Agree [3]

Strongly Agree	2
Agree	3
Disagree	3
Strongly Disagree	0

The curriculum materials meet the needs of the majority of my students.

Disagree [2]

Strongly Disagree

Strongly Agree [0]
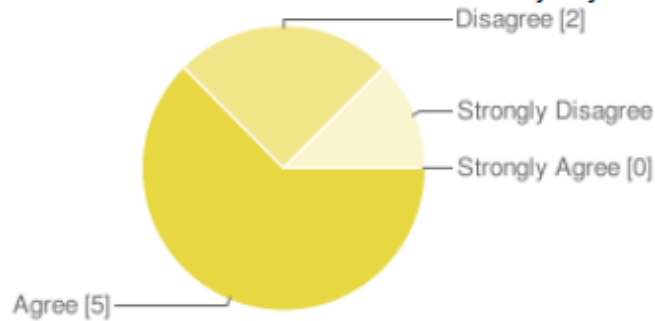
Agree [5]

Strongly Agree	0
Agree	5
Disagree	2
Strongly Disagree	1

The curriculum materials are aligned with DoDEA standards.

Disagree [3]

Strongly Disagree

Strongly Agree [2]

Agree [3]

Strongly Agree	2
Agree	3
Disagree	3
Strongly Disagree	0

I have opportunities to experiment with instructional strategies.

Strongly Agree	5
Agree	3
Disagree	0
Strongly Disagree	0

Agree [3]
Disagree [0]
Strongly Disagree
Strongly Agree [5]

I have opportunities to integrate culturally relevant materials.
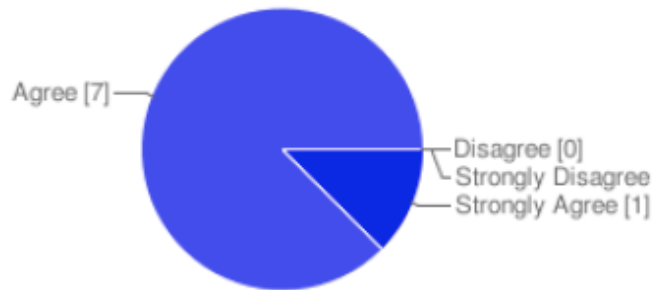
Strongly Agree	1
Agree	7
Disagree	0
Strongly Disagree	0

Agree [7]
Disagree [0]
Strongly Disagree
Strongly Agree [1]

I have opportunities to incorporate creative elements into my teaching.
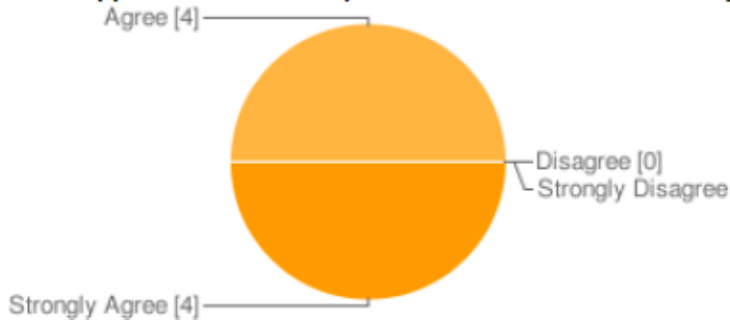
Strongly Agree	4
Agree	4
Disagree	0
Strongly Disagree	0

Agree [4]
Disagree [0]
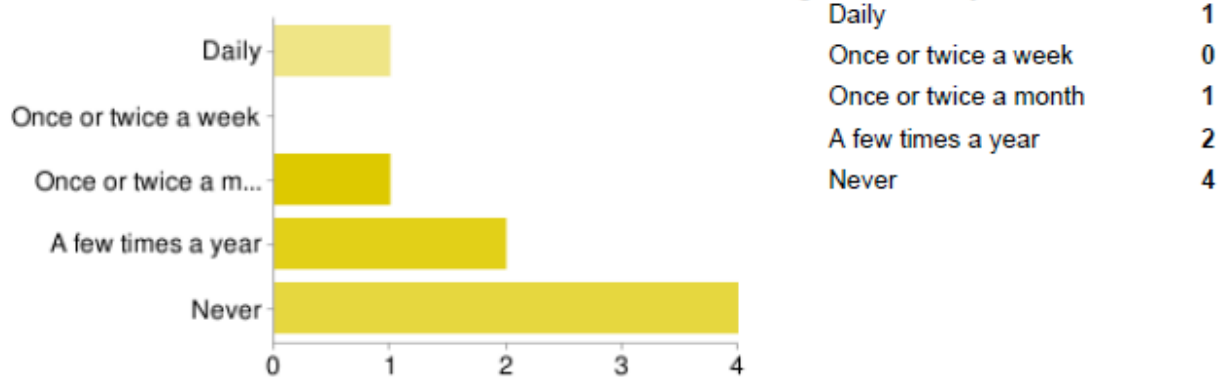Strongly Disagree
Strongly Agree [4]

Teacher Perceptions Data (Department Focus Group Data):
- To determine student perception of the quality of our school, data was collected from a survey of all OSAN Middle School Departments
- The charts above indicate the department's practices and assessment of teaching strategies, instruction relevancy, and teacher preparation.
- **Please see Implications for Action**

Lesson Planning

Follow a lesson plan provided by the curriculum program, making few or no adjustments.

Daily	1
Once or twice a week	0
Once or twice a month	1
A few times a year	2
Never	4

Modify a lesson plan provided by the curriculum program to better fit the needs of my students.

Daily	2
Once or twice a week	1
Once or twice a month	1
A few times a year	1
Never	2

Follow a pacing plan provided for my grade level.

Daily	1
Once or twice a week	0
Once or twice a month	1
A few times a year	2
Never	4

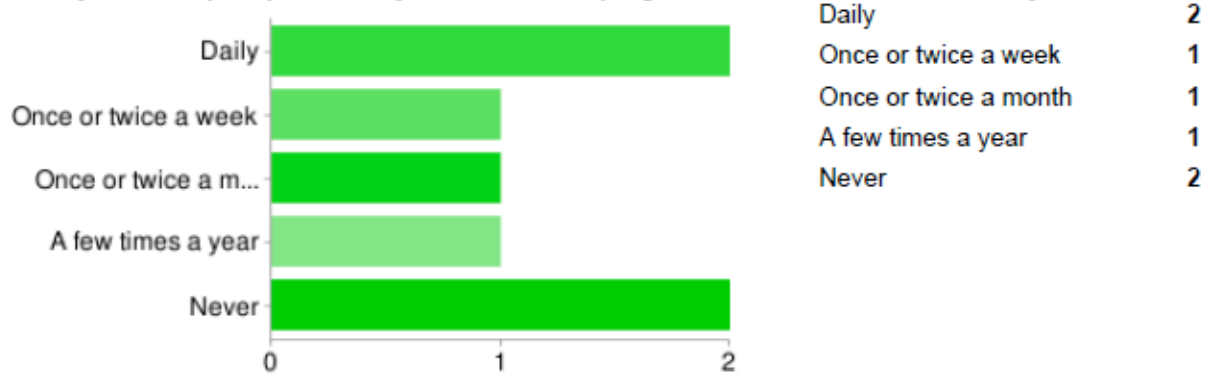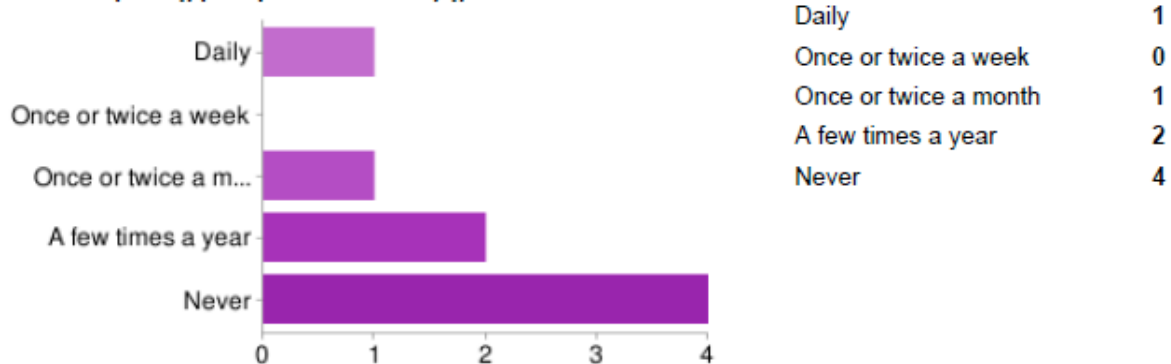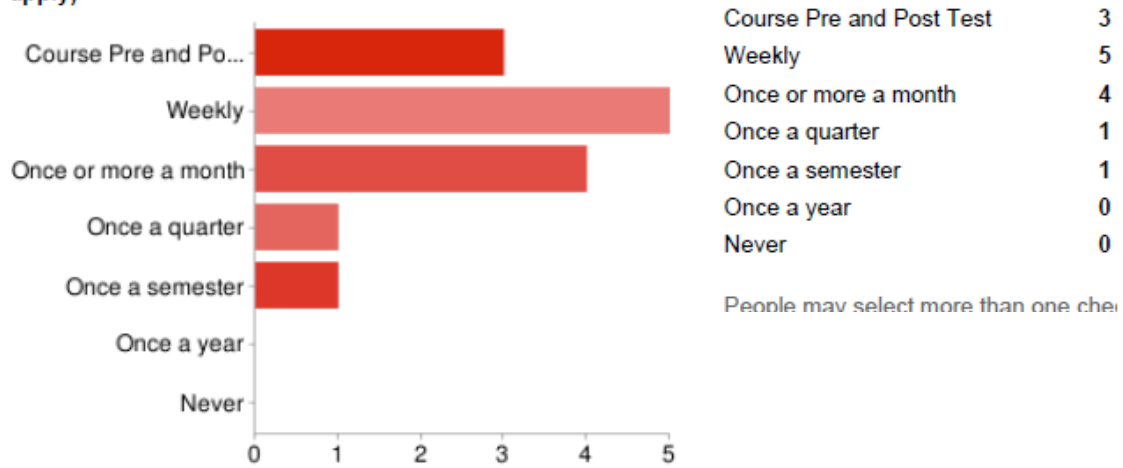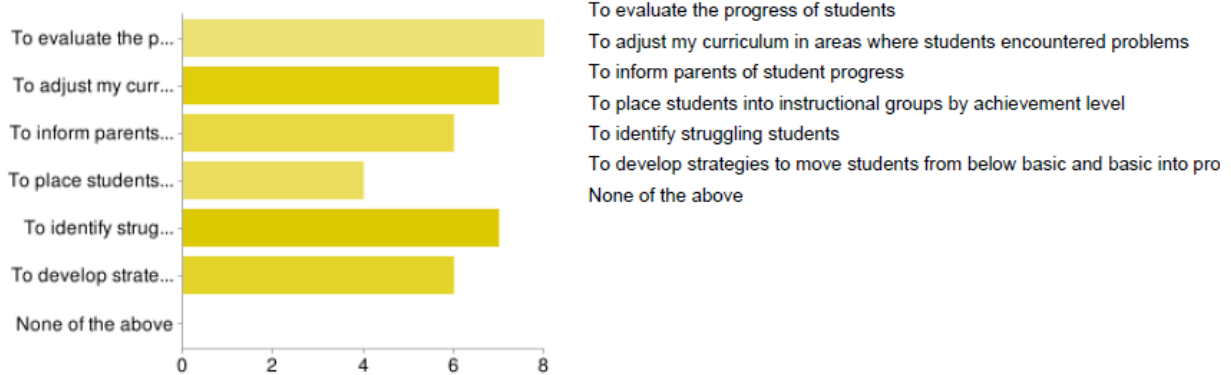Teacher Perceptions Data (Department Focus Group Data):
- To determine student perception of the quality of our school, data was collected from a survey of all OSAN Middle School Departments
- The charts above indicate the department's practices and assessment of lesson relevancy and lesson planning.
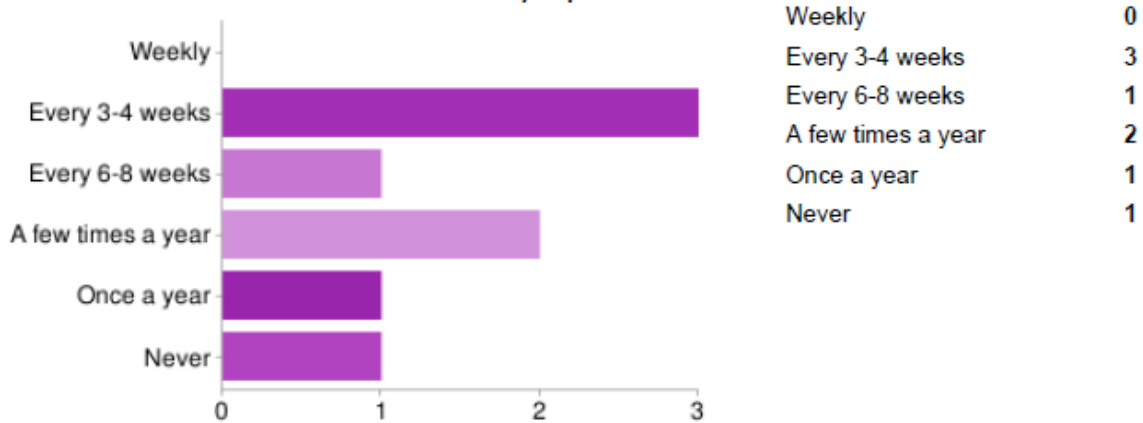- **Please see Implications for Action**

Assessment

How often do you (or department) perform individual student or class assessment? (check all that apply)

Course Pre and Post Test	3
Weekly	5
Once or more a month	4
Once a quarter	1
Once a semester	1
Once a year	0
Never	0

People may select more than one che

How do you use assessment data? (Check all that apply)

To evaluate the progress of students
To adjust my curriculum in areas where students encountered problems
To inform parents of student progress
To place students into instructional groups by achievement level
To identify struggling students
To develop strategies to move students from below basic and basic into pro
None of the above

I review assessment data with teachers in my department.

Weekly	0
Every 3-4 weeks	3
Every 6-8 weeks	1
A few times a year	2
Once a year	1
Never	1

51

I review assessment data with teachers across the grade levels.
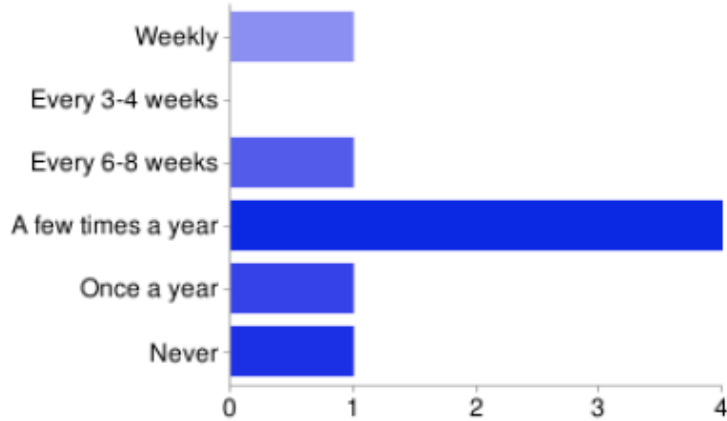
Weekly	1
Every 3-4 weeks	0
Every 6-8 weeks	1
A few times a year	4
Once a year	1
Never	1

I review assessment data with my principal.
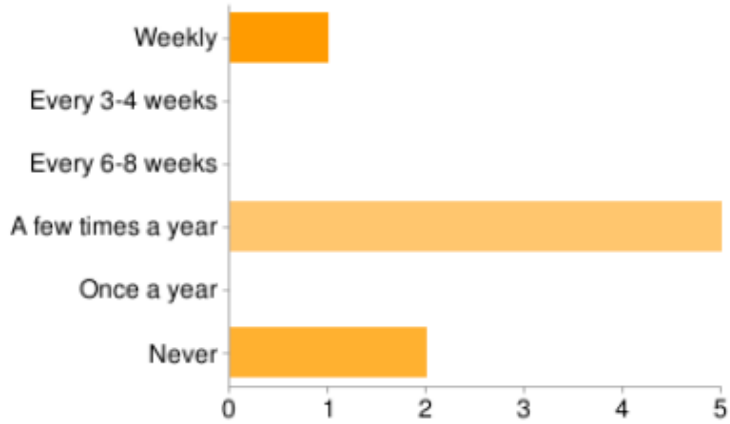
Weekly	1
Every 3-4 weeks	0
Every 6-8 weeks	0
A few times a year	5
Once a year	0
Never	2

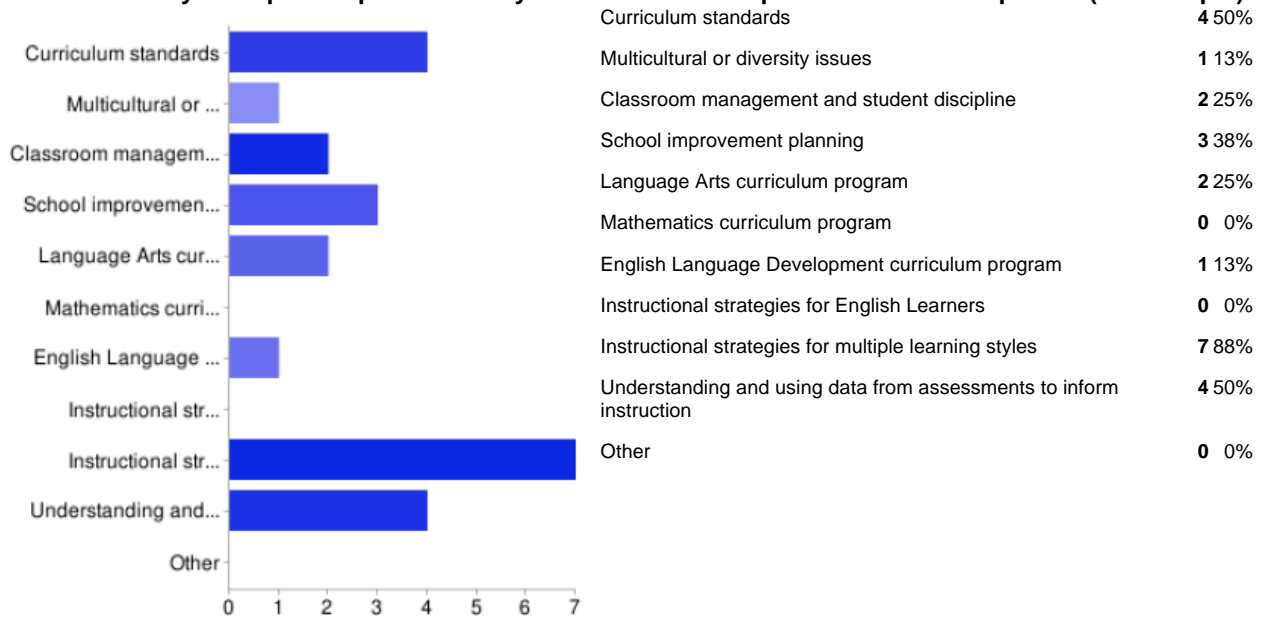**Use assessment data to develop strategies to help selected students reach goals.**
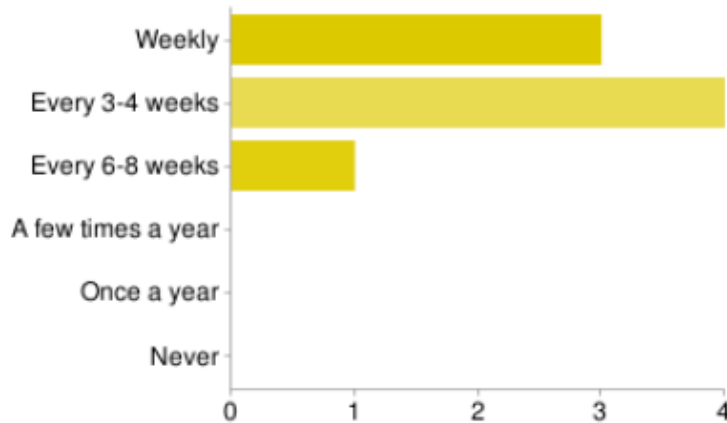
Weekly	3
Every 3-4 weeks	4
Every 6-8 weeks	1
A few times a year	0
Once a year	0
Never	0

Use assessment data to determine what professional development needed to improve in a particular area.

Weekly	1
Every 3-4 weeks	3
Every 6-8 weeks	1
A few times a year	1
Once a year	1
Never	1
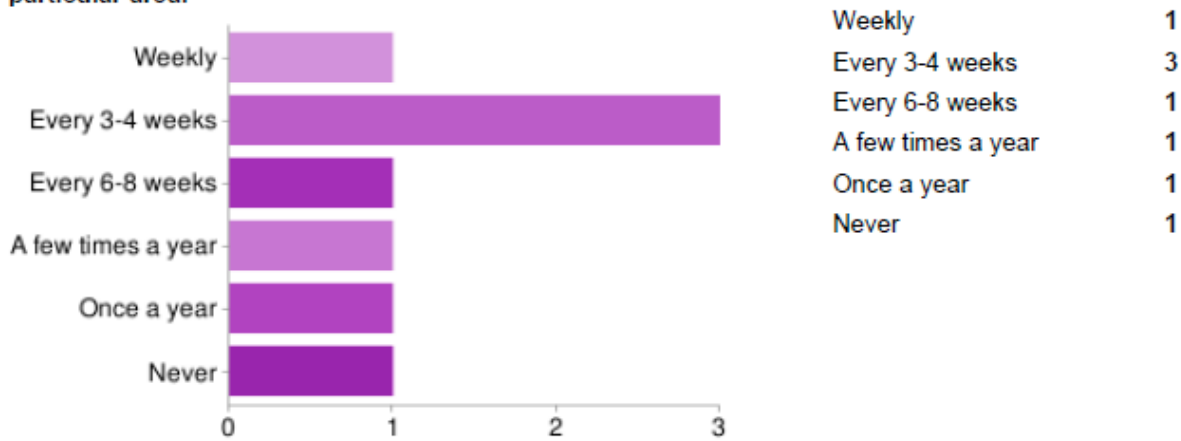
Please select your top three priorities for your own additional professional development. (check top 3)

Curriculum standards	4	50%
Multicultural or diversity issues	1	13%
Classroom management and student discipline	2	25%
School improvement planning	3	38%
Language Arts curriculum program	2	25%
Mathematics curriculum program	0	0%
English Language Development curriculum program	1	13%
Instructional strategies for English Learners	0	0%
Instructional strategies for multiple learning styles	7	88%
Understanding and using data from assessments to inform instruction	4	50%
Other	0	0%

Teacher Perceptions Data (Department Focus Group Data):
- To determine student perception of the quality of our school, data was collected from a survey of all OSAN Middle School Departments
- The charts above indicate the department's utilization of student assessment, data analysis, and professional development planning.
- **Please see Implications for Action**

Implications for Action:

Student Performance Goals

Areas identified by this data for student performance goals (not the goal statements!) could include:

- Identify major factors for risk of for student behavior problems, especially bullying.

- Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.

- Recruit, attract, develop, and retain highly qualified staff to carry out the District mission, goals, and objectives.

- Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

Other Data and/or Actions Needed

- Identify students at risk who may need additional/differentiated instruction.

- Assess student/class rate of improvement in the curriculum and to identify students whose growth is inadequate.

- Use progress monitoring for instructional decision-making purposes.

- Use research-validated practices to design the nature of their instructional programs.

- Improve data awareness and utilization to assess students' achievement of educational objectives.

- Administer common assessments with questions linked to Standards and Content Expectations.

- Encourage teacher and administrative accountability through documentation that indicates: DoDEA Standards and specific goals, assessment results, and curriculum/scope and sequence mapping.

Existing School Data: Community Data and Information

Data Collection Instrument(s)

We selected the following instruments to collect data regarding Community Data and Information:

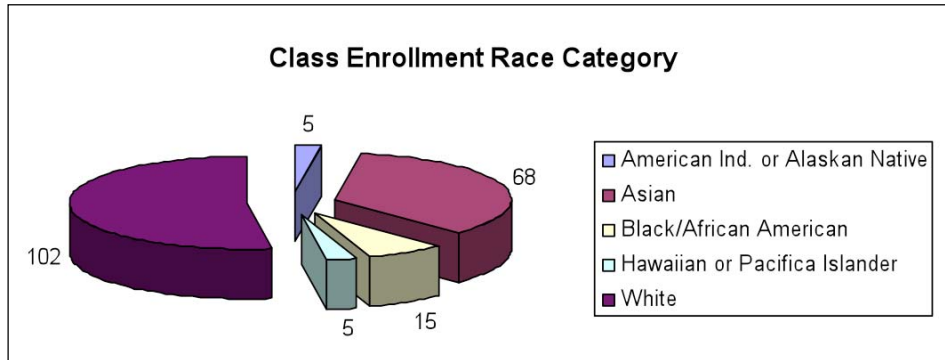- o School Information System Database (SIS)
- o Teacher Profile/Demographics

Presentation of Data: Unique Local Insights – Community Data and Information

School Demographics

OSAN Middle School opened its doors on August 31, 2009 to a beautiful modern facility whose focus is on student learning and academic success. The faculty and student body consists of returning students and teachers from the prior combined high school and middle school. A large percentage of the faculty is new to the area and several of the teachers are 1st year employees with DoDEA. We are determined to use our unique situation to create a learning environment that is second to none. We are working hard to create a community that recognizes and appreciates the diversity of our local culture and the culture that is part of the DoDDS community.

The school mirrors the ever-transient and mobile population of the military, Department of Defense, and the contracted employees. OSAN Middle School embraces the challenge of meeting the individual needs of each and every student, helping them to reach their full potential, and instilling in them the confidence and skills needed to succeed in the 21st century. It is our responsibility to create a safe nurturing environment that encourages students to accept others, embrace and respect different cultures, race, and ethnic diversity. Programs for celebrating diversity are planned and provided for all students throughout the school year. These programs serve to educate our community, foster pride and self-esteem, and celebrate cultures.

Student Enrollment: Gender & Ethnicity

Description of Data: A School Information System report was generated to collect the information about the racial make-up of students at Osan Middle School.

Analysis of Data: The data indicates that the largest racial group at OSAN Middle School is white although they only make up 53% of our student population. The next largest racial group is that of students of Asian descent making up 35%. A large majority of our students are of various multi-race and cultural origins. The minority of our student body belongs to other various minority races.
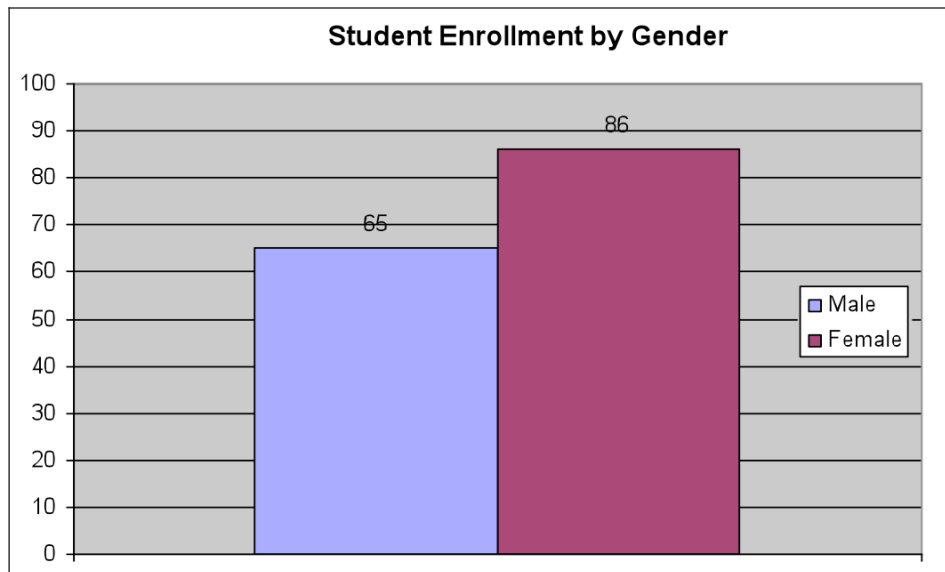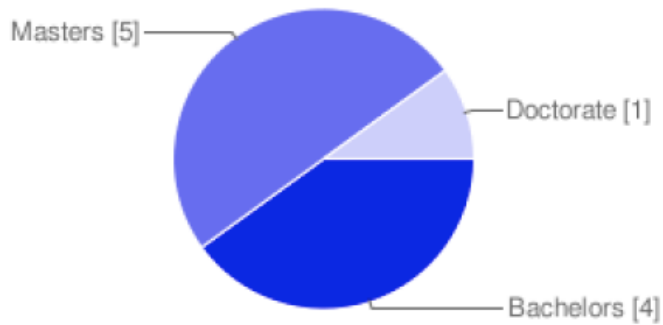

Description of Data: A School Information System was used to collect information about students' gender.

Analysis of Data: The graph above indicates that 57% of the student population at Osan Middle School is female and 43% is male.

Teacher Demographics

**Highest Degree Held by Faculty Members 2009-2010**

What is the highest degree you hold?

Bachelors	4
Masters	5
Doctorate	1

Masters [5]
Doctorate [1]
Bachelors [4]

Description of Data: In the spring of 2010, a demographic survey was administered to the faculty of Osan Middle School. Of the 12 staff members surveyed, 11 were completed and submitted. The graph above displays the highest degree held by faculty members who completed the survey.

Analysis of Data: The graph above indicates that 60% percent of our faculty has earned a Masters Degree while 40% have earned a Bachelors Degree.

Years of Experience for Faculty Members 2009-2010

How many years experience do you have as an educator?

0-5 years	0
6-10 years	0
11-15 years	3
16-20 years	2
21 or more years	5
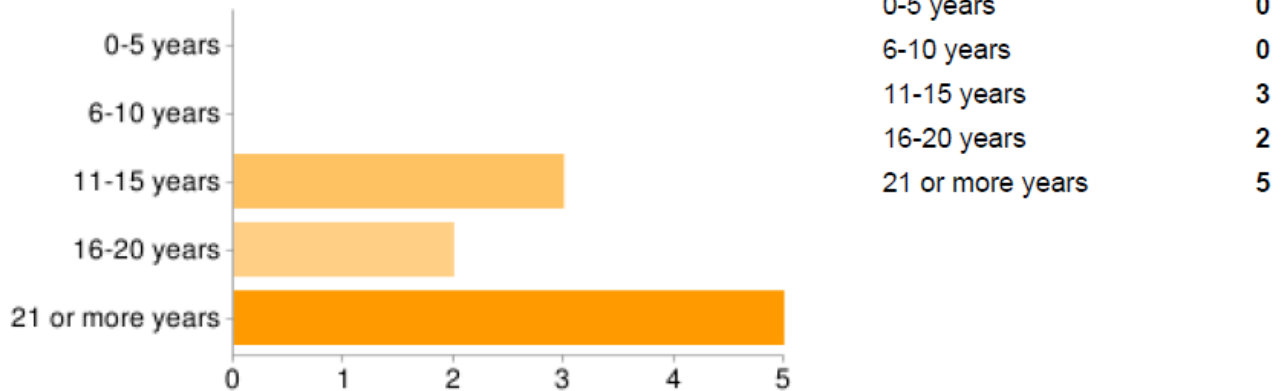
Including this year, how many years have you been working for DoDEA schools?
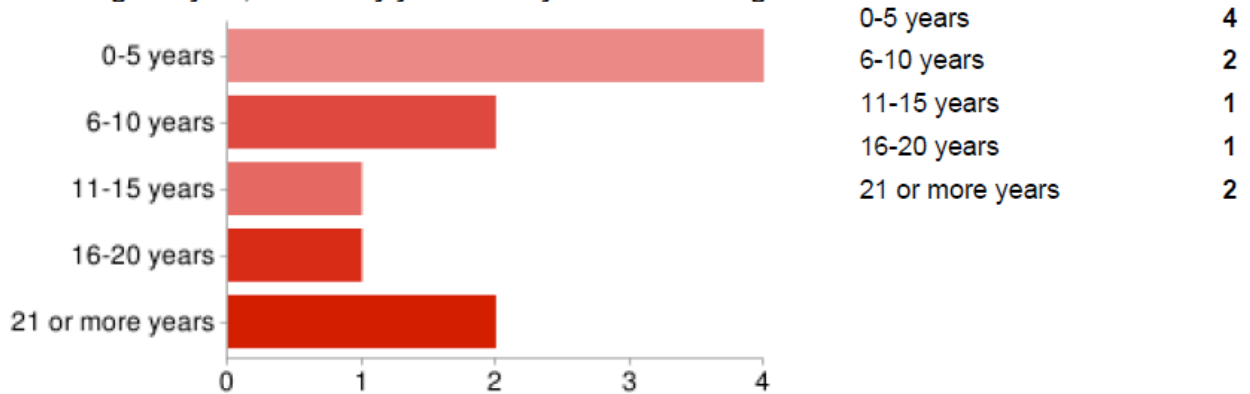
|	
0-5 years	4
6-10 years	2
11-15 years	1
16-20 years	1
21 or more years	2

Description of Data: In the spring of 2010, a demographic survey was administered to the faculty of Osan Middle School. Of the 12 staff members surveyed, 11 were completed and submitted. The graphs above display the number of years as an educator and the years working within DoDEA schools.

Analysis of Data: The graphs above indicate that our staff has a good number of years in education with 100% percent of our faculty having more than 11 years experience. 40% of the staff has less than 5 years experience with DoDEA School, which may indicate a lack of experience or familiarity with DoDEA standards and procedures. 40% of the staff has over 10 years experience with the DoDEA schools.
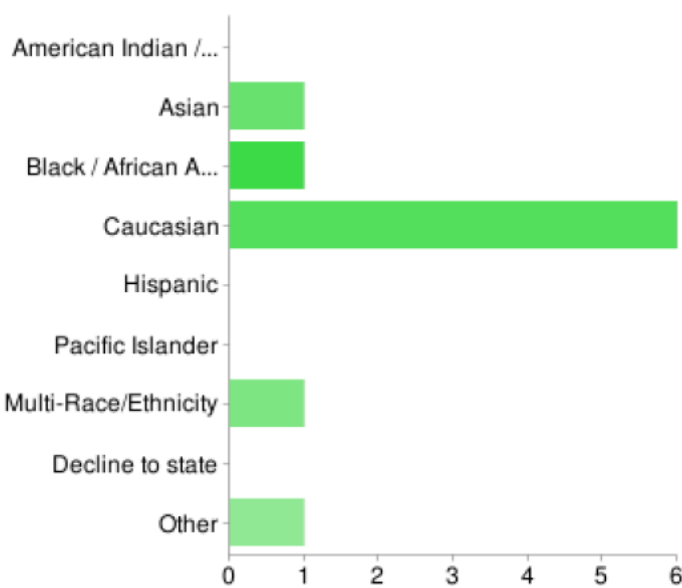
Gender and Ethnicity of Faculty Members 2009-2010

What is you gender?

Female [5]

Decline to state [0]
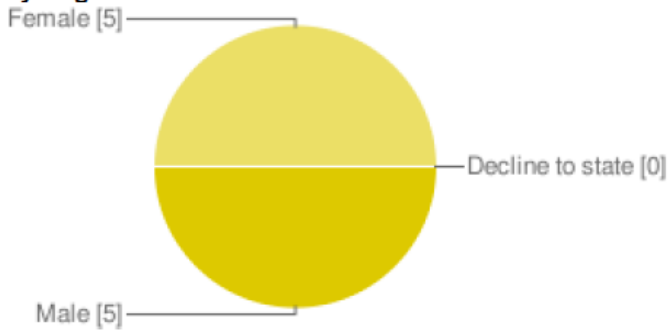
Male [5]

Male	5
Female	5
Decline to state	0

What is you ethnicity/race?

American Indian /...
Asian
Black / African A...
Caucasian
Hispanic
Pacific Islander
Multi-Race/Ethnicity
Decline to state
Other

American Indian / Alaskan Native	0
Asian	1
Black / African American	1
Caucasian	6
Hispanic	0
Pacific Islander	0
Multi-Race/Ethnicity	1
Decline to state	0
Other	1

Description of Data: In the spring of 2010, a demographic survey was administered to the faculty of Osan Middle School. Of the 12 staff members surveyed, 11 were completed and submitted. The graphs above display the staff gender and ethnicity/race.

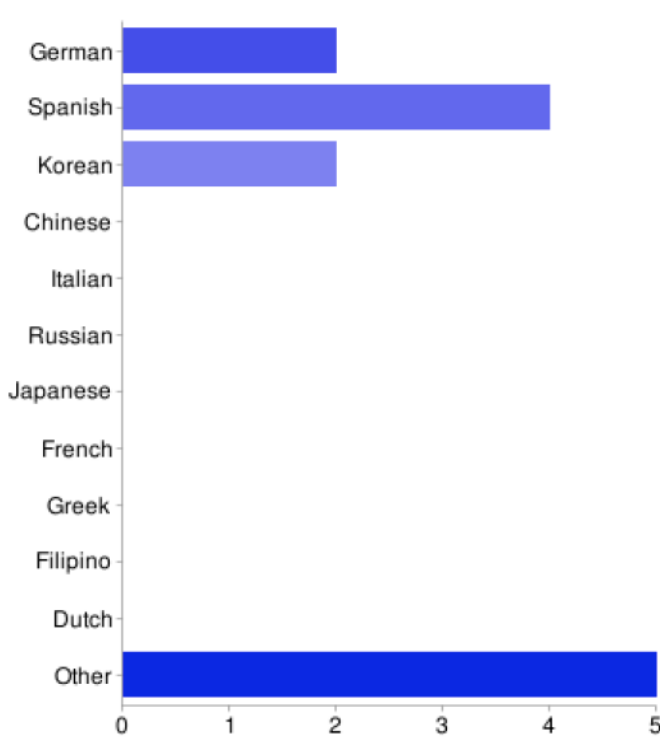**Analysis of Data**: The graphs above indicate that our population is exactly 50% male and female and a majority of our faculty members are Caucasian (60%). Overall, 40% of our faculty members belong to various minorities, ethnicities, and races.

Diversity of Language Skills for Faculty Members 2009-2010

Do you speak a language other than English?
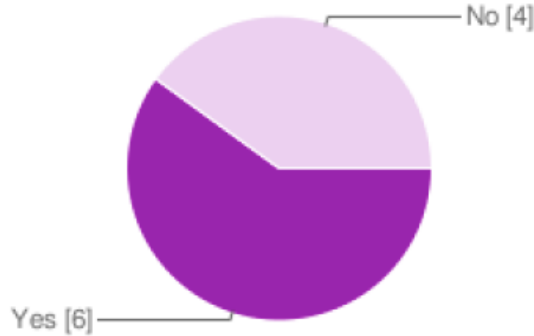
Yes	6
No	4

Korean	2
Chinese	0
Italian	0
Russian	0
Japanese	0
French	0
Greek	0
Filipino	0
Dutch	0
Other	5

People may select more than one checkbox, so percentages may add more than 100%.

Description of Data: In the spring of 2010, a demographic survey was administered to the faculty of Osan Middle School. Of the 12 staff members surveyed, 11 were completed and submitted. The graphs above display the number of staff fluent in at least one language other than English.

Analysis of Data: The graphs above indicate that our population is exactly 60% of our faculty members are fluent in a foreign language other than English.

Implications for Action: Unique Local Insights – Community Data and Information

Student Performance Goals

Areas identified by this data for student performance goals (not the goal statements!) could include:

- Enhance the quality of student experiences with diversity and multi-cultural activities.

- Stronger collaboration and interaction with community institutions and parent groups.

- Better prepare teachers and schools to educate a greater range of children.

- Encourage diversity by promoting innovative courses and activities.

Other Data and/or Actions Needed

- Diversity and Cultural Awareness Training.

- Which strategies maximize opportunities for success with ESL students and culturally diverse backgrounds in the classroom?

- How do children from culturally and linguistically diverse backgrounds differ from other children in their use of classroom technology?

- What use can be made of the opportunities technology provides for cross-cultural communication?

- How does professional development in the area of cultural understanding affect the way teachers teach children from culturally and linguistically diverse backgrounds?

- What teaching strategies are most effective for mixed-ability groups?

- What are the forces that initiate, characterize, and sustain the process of reform in schools serving children from culturally and linguistically diverse backgrounds?

- What are the factors that lead to successful long-term alliances between schools and external partners? What keeps the relationship dynamic and collaborative?

Summary

The population of OSAN Middle School is unique and culturally diverse. The staff collaborates to develop programs to meet the needs of our students in order to ensure their success. We strive to communicate our school programs with all stake holders involved and to work in partnership with the community on the Continuous School Improvement Process.

The Mission Statement of our school is a driving force of our school improvement process. The OSAN Middle School staff members were involved in creating our Mission Statement, clarifying the needs of the parents, staff and students. Our school has a unique, constantly changing population, and the staff has worked hard to differentiate the curriculum, develop programs to meet the academic needs of our students and to improve the school environment. The data collected will enable us to further improve our instructional strategies and to focus on better working with the community. We used the following communication tools to inform and invite our community and parents to participate in school improvement decisions:

- Grade Level Orientations
- School-wide newsletter, published bi-monthly
- Teacher Conference Sessions
- School Calendar
- Parent/Teacher/Student Organization Meetings (PTSO)
- Internet – School Web Site
- Department Meetings

The School Improvement Team and Committee members have been collecting data over the past year and will continue on an ongoing basis. Students, parents and staff completed surveys with questions on instructional strategies/leadership, the school environment, academic achievement, curriculum needs, and extra curriculum activities.

The data collected from Terra Nova, Department Assessment, the Student Academic grades, and through Surveys provided the staff with the information that was used to establish our goals and the driving force for our school. Data results along with surveys show that students continue to have difficulties in reading comprehension and academic success with mathematic skills. Ethnicity and language barriers also seem to be a factor as seen in the analysis of the data since many of the groups with difficulties are groups with known bi/multi-cultural issues at the school. A large number of these students are among the ESL population at the school.

Our data analyses provide a comprehensive overview of the schools academic, instructional, and social needs. Triangulation of data for each selected goal and our most recent assessments are outlined in the following appendices.

Appendix A: Capacity Assessment Instrument

Instruments

- Student, Parent, and Staff Insight Surveys.

- Local Assessments – Classroom and Department

- Program Review and Student Achievement

- Regional Assessments - Terra Nova Exam

- Parent, Student, and Staff Interviews

- Classroom Observations

- Community Data and Information - Community Demographics

- Department Assessment and Survey

- Consultation with involved Professionals to review reports

Purpose

- To assess the status of school and building environment.

- To guide the change and development best practices in the field.

- To identify and prioritize areas that requires improvement.

- To significantly help focus the areas needed to maximize student achievement and success over the long term.

- Strategic planning and professional development.

Appendix B: Goal Statements & Triangulation of Data

Student Performance Goal #1:

By 2012, all students will improve targeted Reading Comprehension Scores by 5% per year across the curriculum at each grade level as measured by school-based and system-wide summative assessments.

We chose this goal based on triangulating the following data sources:

Student Performance Goal #2:

By 2012, all students will improve targeted Math scores by 5% per year across the curriculum at each grade level as measured by school-based and system-wide summative assessments.

We chose this goal based on triangulating the following data sources: