

School Profile

Updated SY 2011-2012



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

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<http://www.osan-ms.pac.dodea.edu/index.htm>

Principal: Jeffrey McGee

Table of Contents

Vision/Mission Statements	3
Unique Local Insights	
Parent, Student, and Staff Perceptions	
Unique Local Insights – Parent.....	4
Unique Local Insights – Students.....	7
Unique Local Insights – Teachers.....	10
Analysis of Data/Implications for Action.....	19
Existing School Data	
Student Data	
Data Collection Instruments.....	22
Presentation/Analysis of Data.....	22
Implications for Action.....	36
Instructional Data	
Data Collection Instruments.....	37
Presentation/Analysis of Data.....	37
Implications for Action.....	50
Community Data and Information	
Data Collection Instruments.....	51
Presentation/Analysis of Data.....	52
Implications for Action.....	55
Summary	60
Appendix A: Goal Statements & Triangulation of Data	61

OSAN MIDDLE SCHOOL VISION STATEMENT

Providing a setting of high expectations that 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 students for success in a dynamic, global environment.

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.

AdvancED

AdvancED is a global leader in advancing excellence in education through continuous improvement, organizational effectiveness, and accreditation.

The AdvancED community is the world's largest educational network (27,000 public and private schools throughout the United States and 69 countries worldwide; all Department of Defense Schools; 15 million students; more than 3 million teachers.

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

Parent Survey Results – Number of Responses: 52 Parents

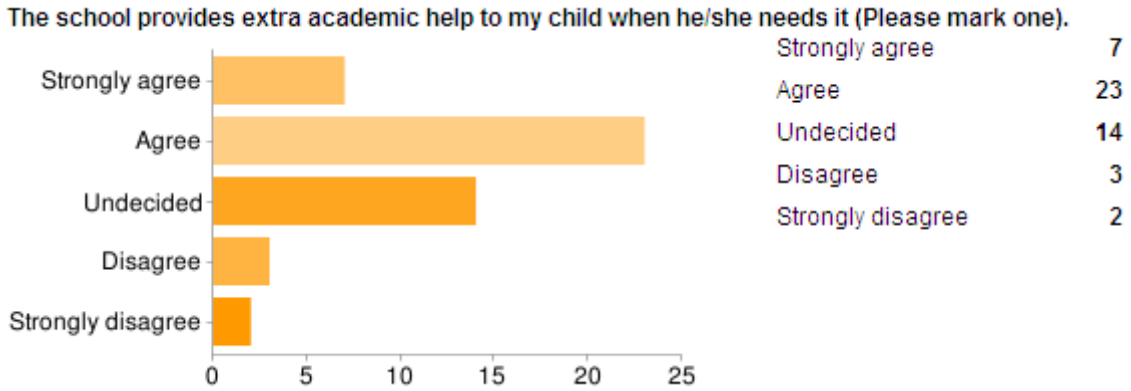
To determine parent perceptions of the quality of our school, data were collected from a survey sent to all parents with children enrolled in our school. The response rate was 36%.

Parent Survey Conduction on: 22 February, 2010.

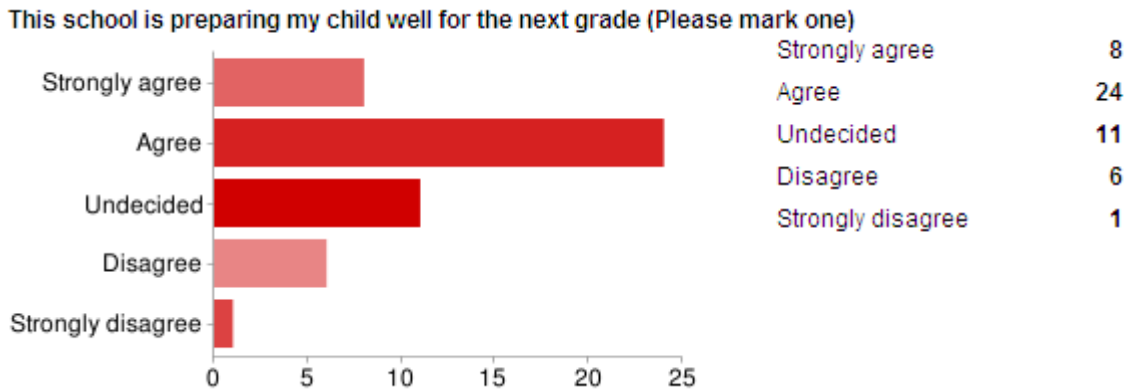
Parent Perceptions Data (Parent Focus Group Data): See data indicated below.



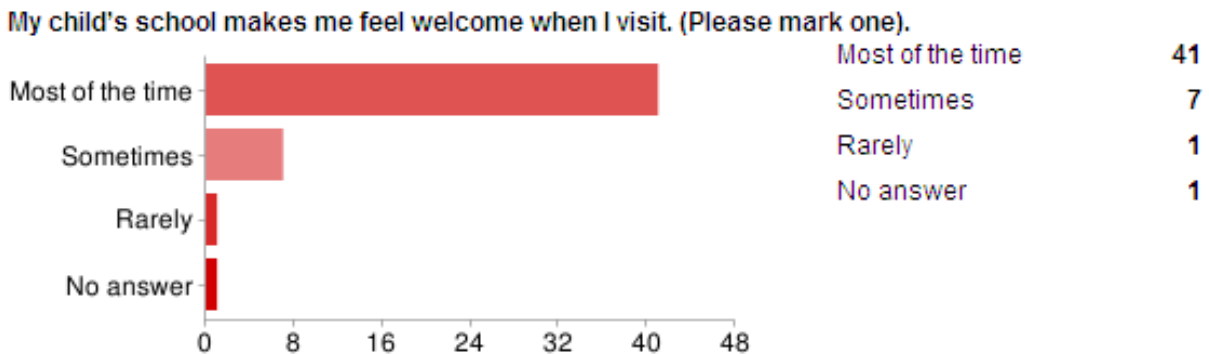
- The 3 areas parents indicated our school should place more emphasis on included math reasoning/problem solving, writing, and reading comprehension.



- 32 (out of 50) of the parents indicated the school provides extra academic help.

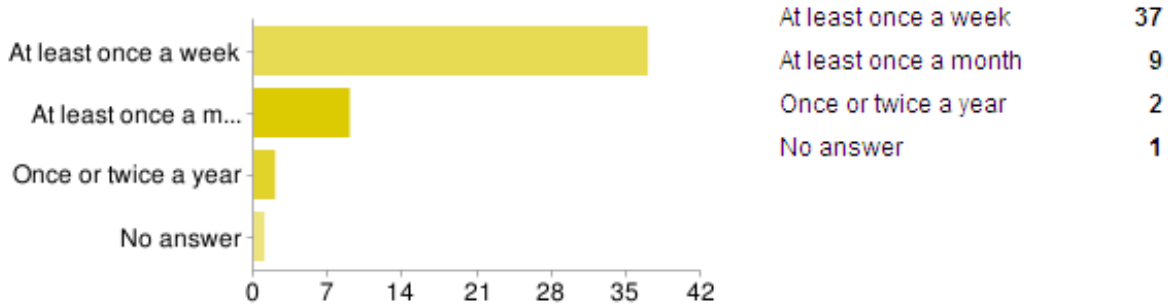


- 32 (out of 50) parents believe that the school is preparing their child for the next grade level.



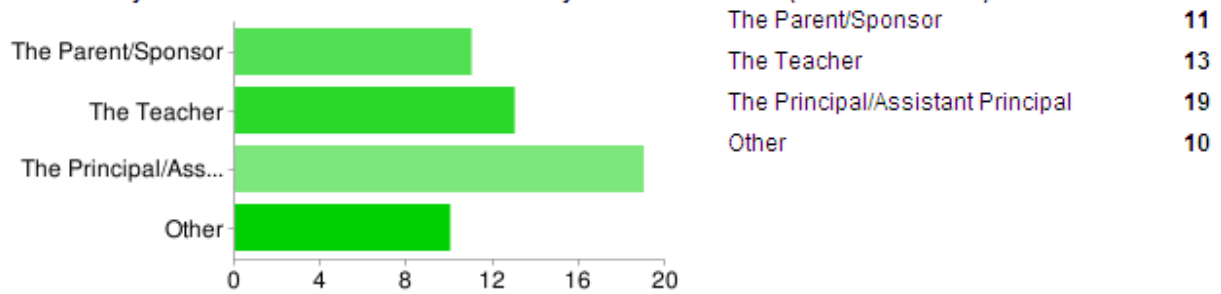
- 41 (out of 50) parents feel welcome whenever they visit the school.

How often does the school communicate with you (by phone, email, classroom newsletter, etc.)? (Please mark one).



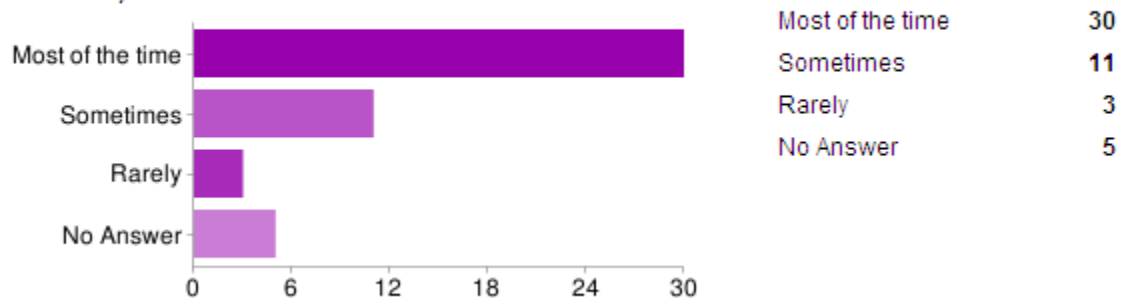
- 37 (out of 49) parents receive communications from the school at least once a week.
- 46 (out of 49) parents receive communication at least once a month by phone, email, classroom newsletter, etc...

Who usually initiates the communication between you and the school? (Please mark one).



- Communication between the schools and the parents was evenly initiated by parents, teachers, and the administration.

The staff at my child's school listen carefully when I express my opinions and concerns. (Please mark one).



- 41 (out of 49) parents felt the staff listened and valued the student's opinions and concerns at Osan Middle School.

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

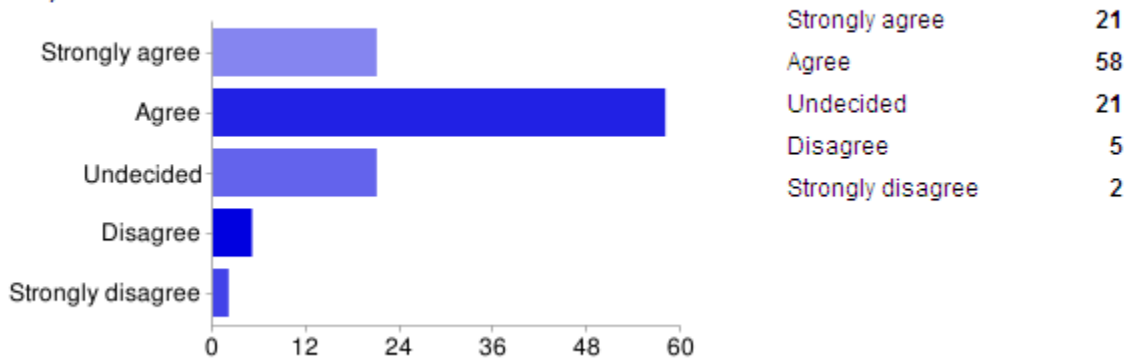
Student Survey Results – Number of Responses: 108 Students

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%.

Survey Conducted on: 10 March, 2010.

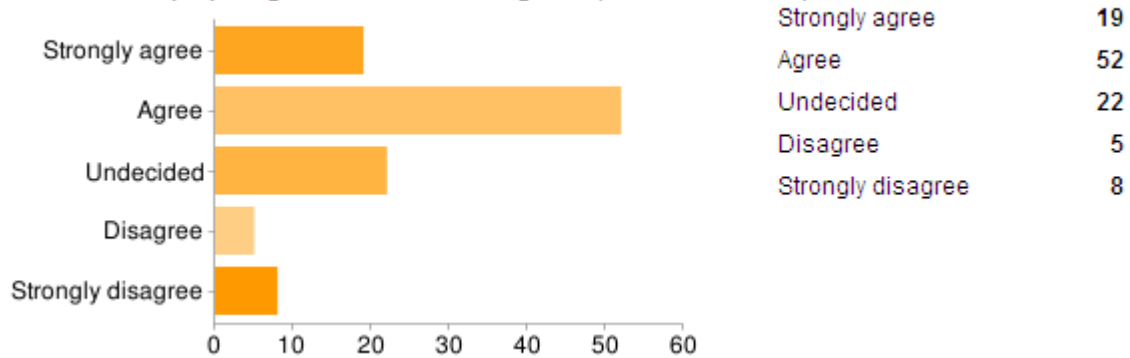
Student Perceptions Data (Student Focus Group Data): See data indicated below.

When I need help with my school work, someone at my school is available to help me. (Please mark one).



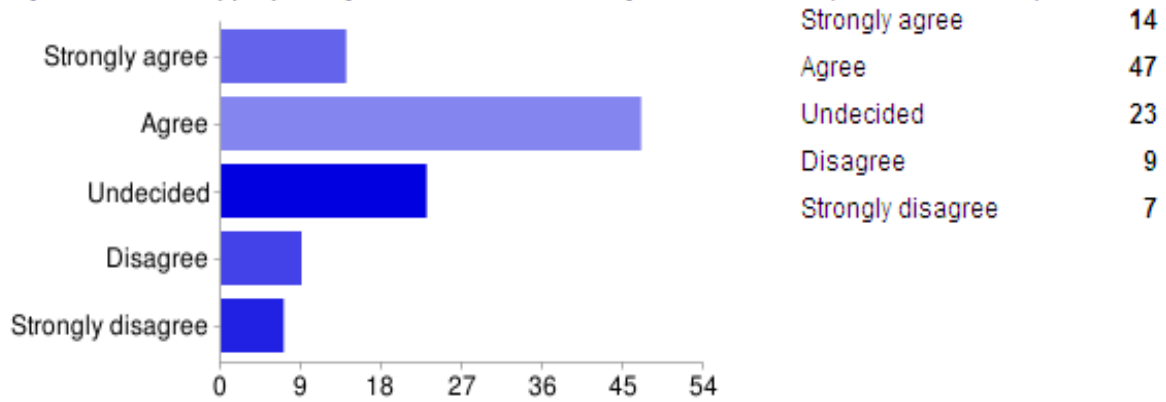
- 79 (out of 107) students agree that the school provides extra assistance with their homework.

This school is preparing me well for the next grade. (Please mark one).



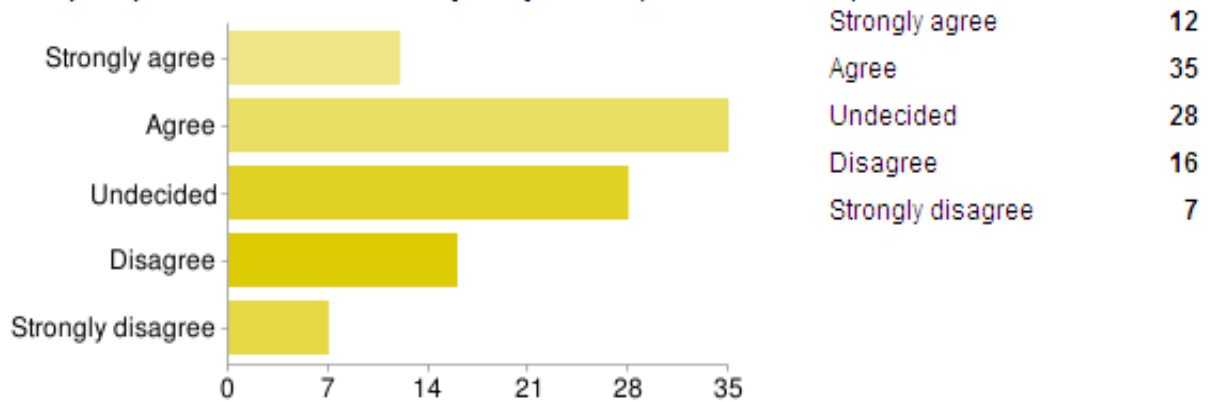
- 71 (out of 106) students believe they are being well prepared for the next grade level.
- 13 (out of 106) students disagree and 22 are undecided.

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



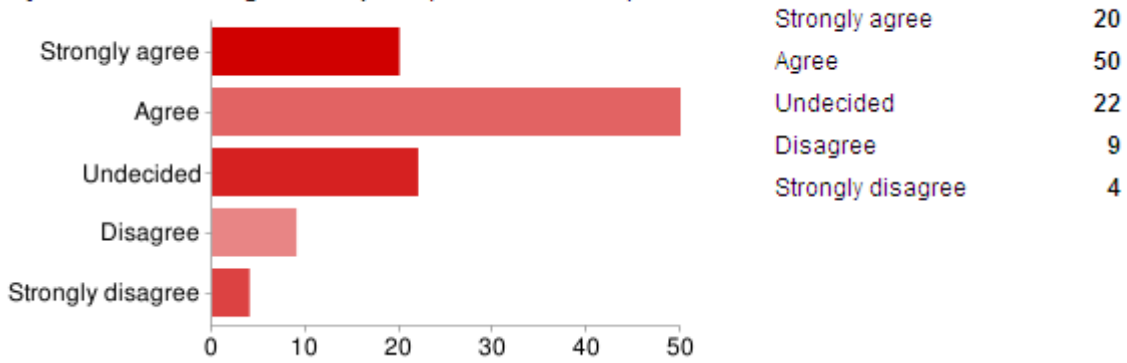
- 61 (out of 100) agreed or strongly agreed that Osan Middle School deals appropriately with student bullying.
- 39 (out of 100) students were undecided or disagreed how the school deals with student who bully other students.

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



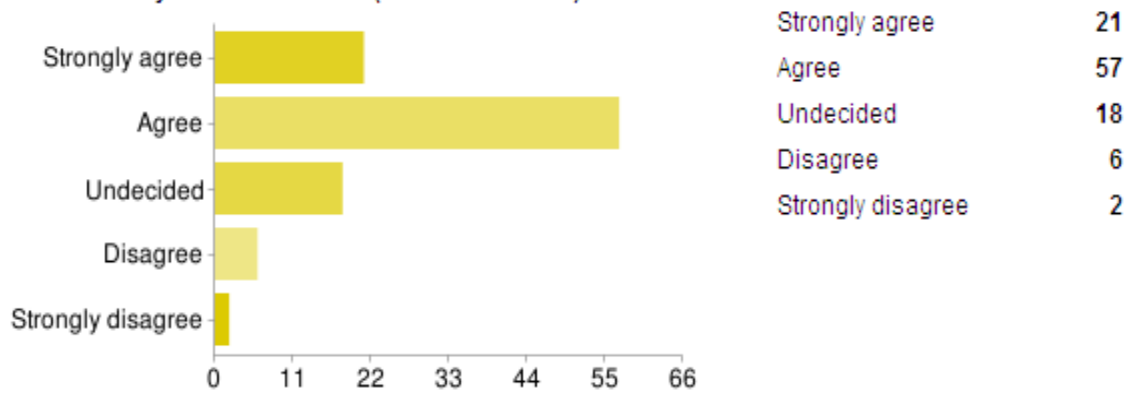
- 47 (out of 98) students believe problems are handled fairly at the school.
- 51 (out of 98) students were undecided or disagreed that the school handled discipline problems fairly.

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



- 70 (out of 105) student felt the school maintains good discipline.

How safe do you feel at school? (Please mark one).



- 78 (out of 104) student felt safe at the school.
- 8 (out of 104) students that responded felt unsafe at school.

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

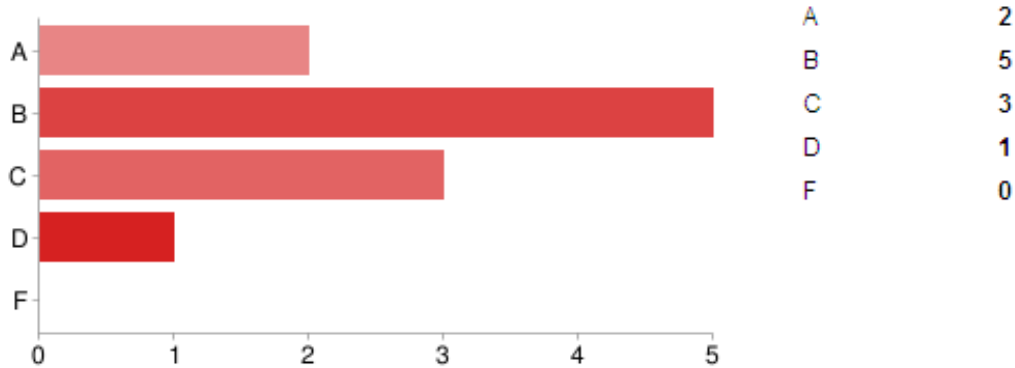
Teacher Survey Results – Number of Responses: 11 Teachers

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% (11 out of 15 teachers responded).

Survey Conducted on: 7 May, 2010.

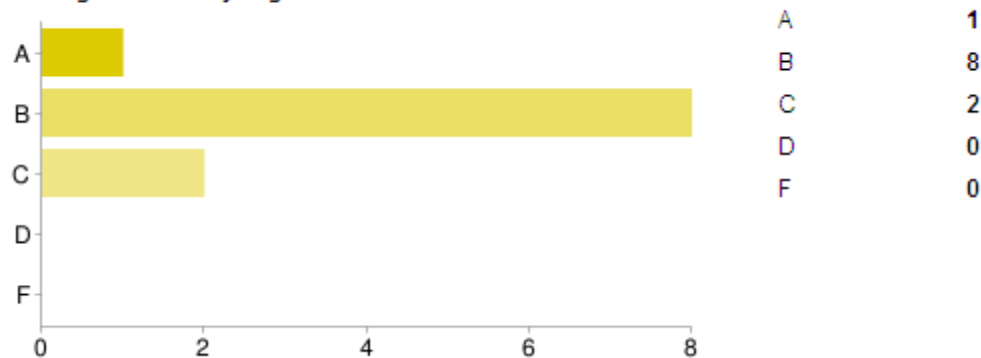
Teacher Perceptions Data (Teacher Focus Group Data): See data indicated below.

What grade would you give the DoD schools overall?



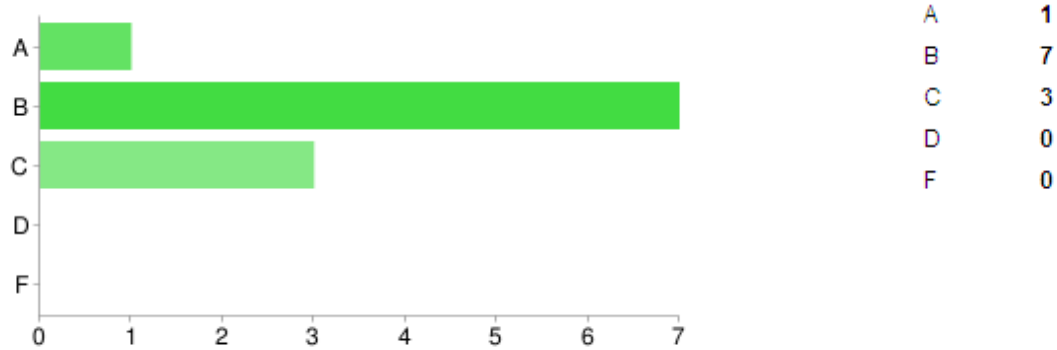
- 7 (out of 11) teachers graded DoDD’s schools a B or higher.

What grade would you give the school?



- 9 (out of 11) teachers graded Osan Middle School a B or higher.
- 11 (out of 11) graded the school at a C or higher.

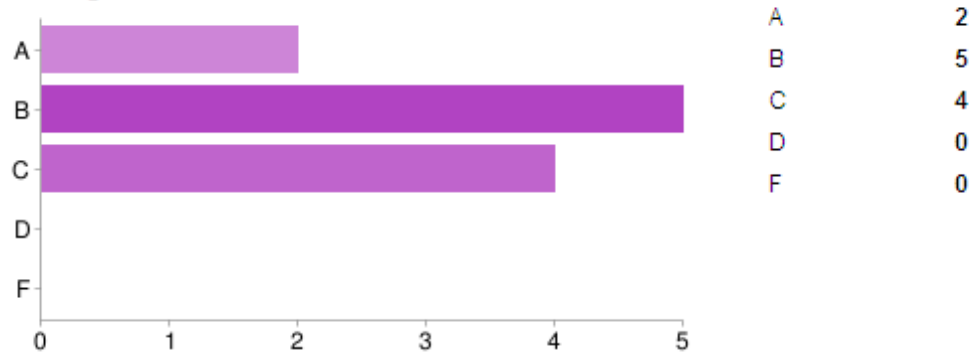
One of the DoD schools' main goals is for all students to meet or exceed challenging academic standards. Grade how well the school is meeting this goal right now.



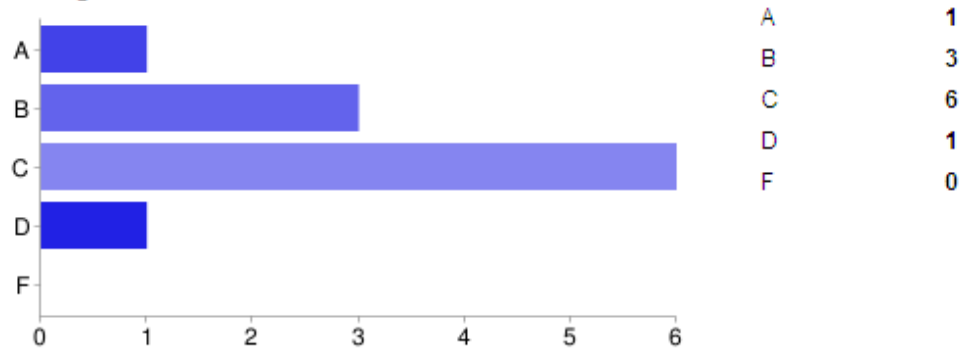
- 11 (out of 11) teachers felt DoDD’s schools were meeting or exceeding academic standards.

Specific subject evaluations (teacher’s grading of individual subjects and curriculum) and perceptions for Osan Middle School are charted below:

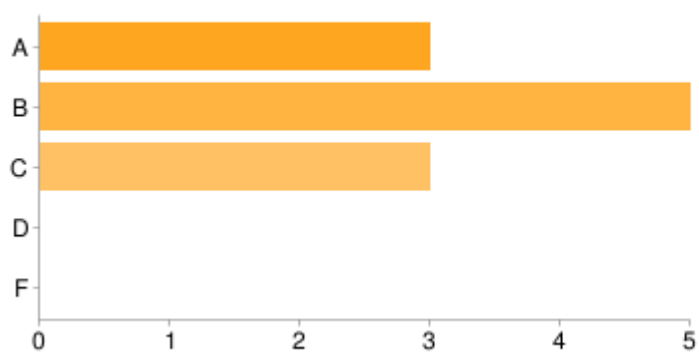
Reading



Writing

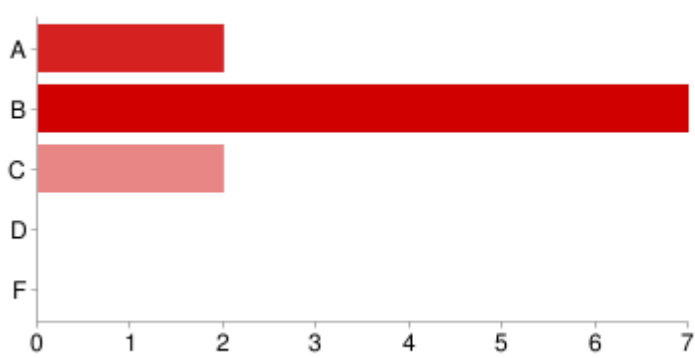


Mathematics



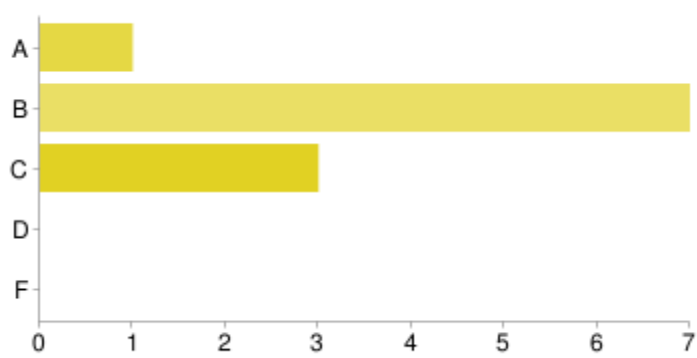
A	3
B	5
C	3
D	0
F	0

Science



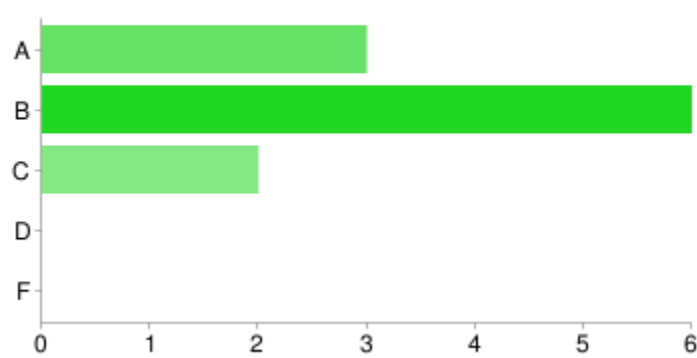
A	2
B	7
C	2
D	0
F	0

Social Studies



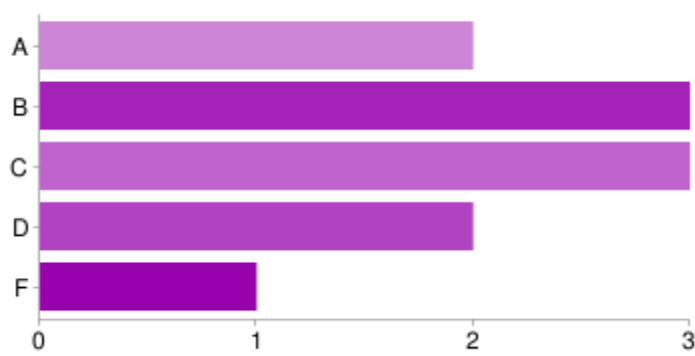
A	1
B	7
C	3
D	0
F	0

Use of Technology



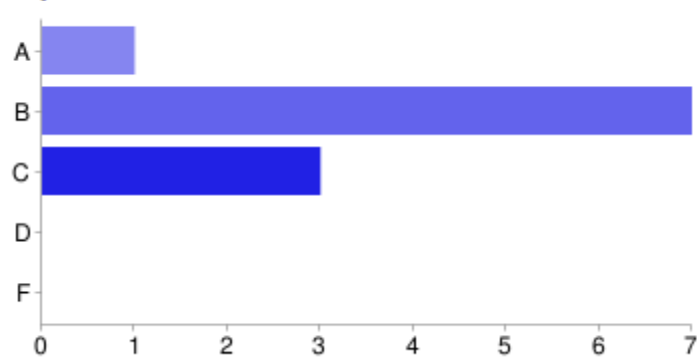
A	3
B	6
C	2
D	0
F	0

Foreign Language



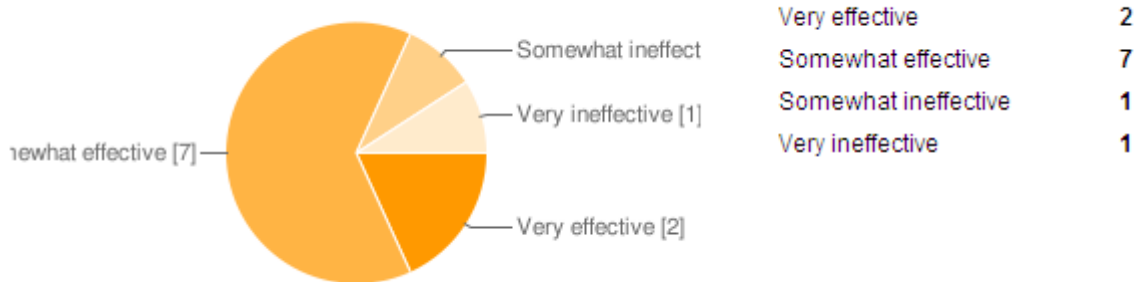
A	2
B	3
C	3
D	2
F	1

Physical Education



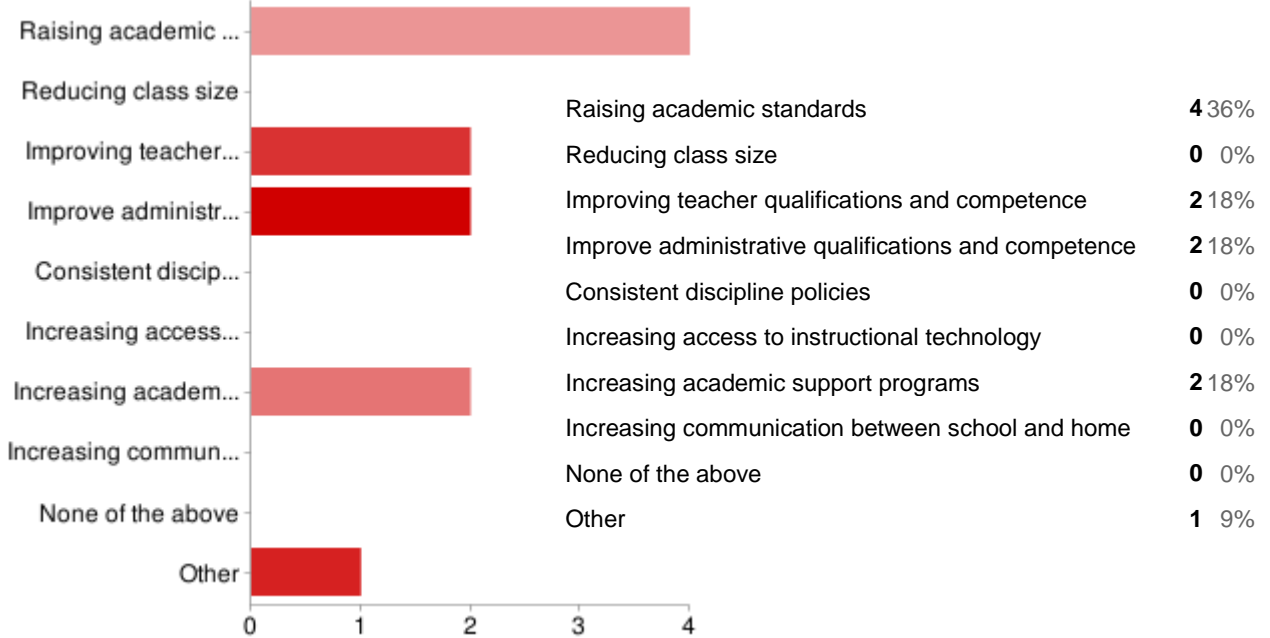
A	1
B	7
C	3
D	0
F	0

How effective do you think the DoD schools are in preparing students for the 21st century?



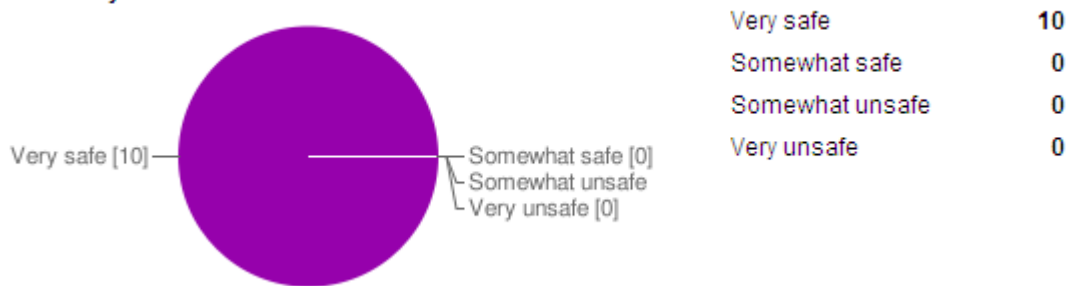
- 9 (out of 11) teachers felt DoDD's schools were effective in preparing students for the 21st century.

First important improvement



- 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.

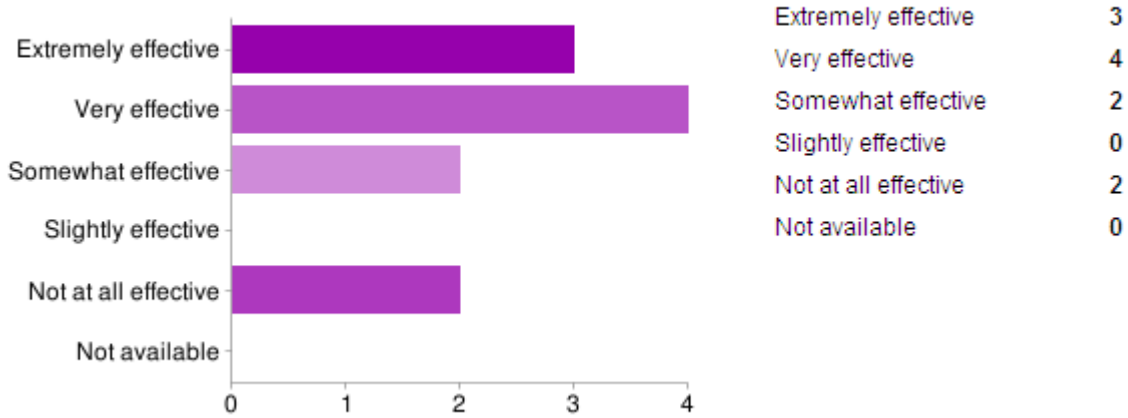
How safe do you feel in this school?



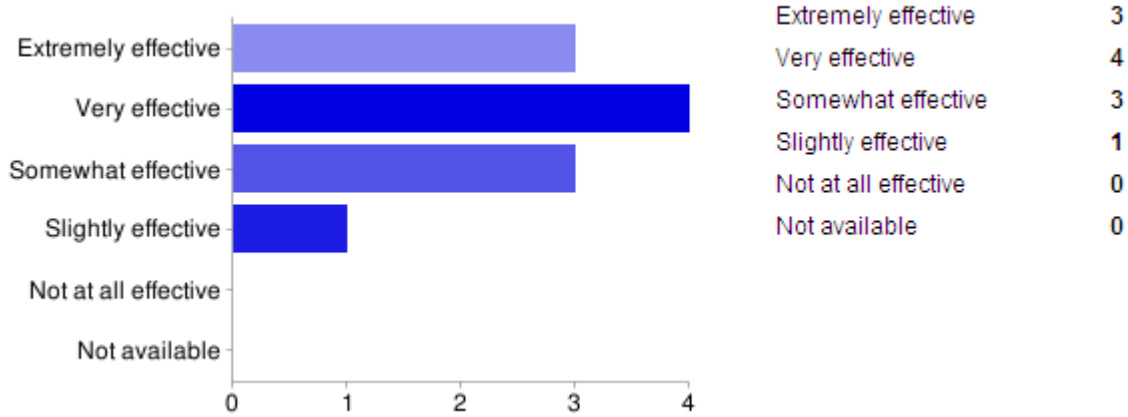
- 10 (out of 10 responses) staff members feel safe at Osan Middle School.

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

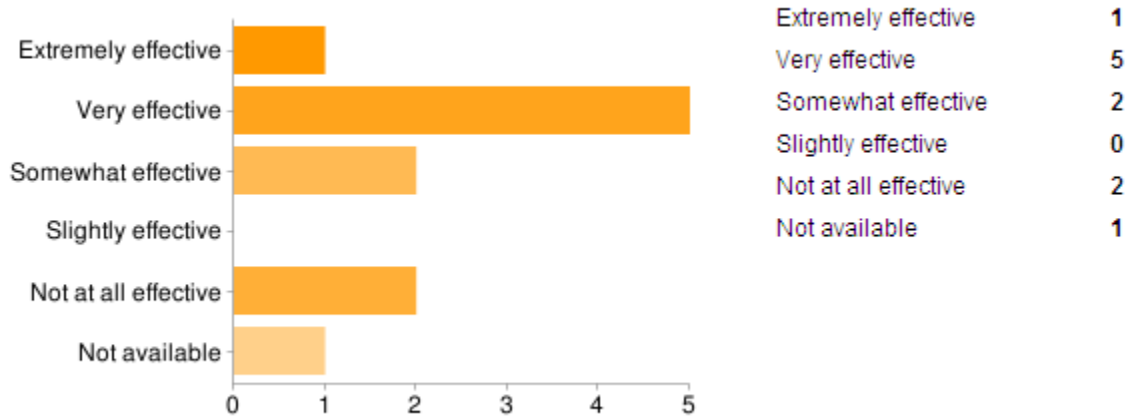
School newsletters



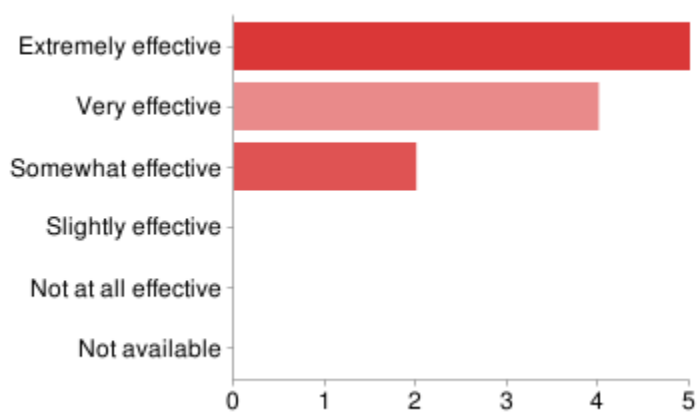
School open houses



School news hotlines

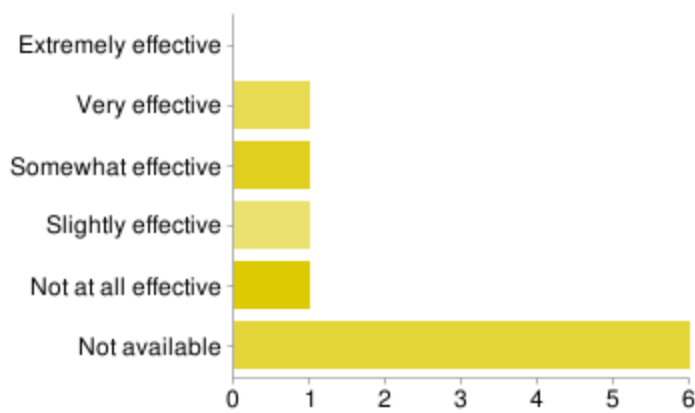


School web page



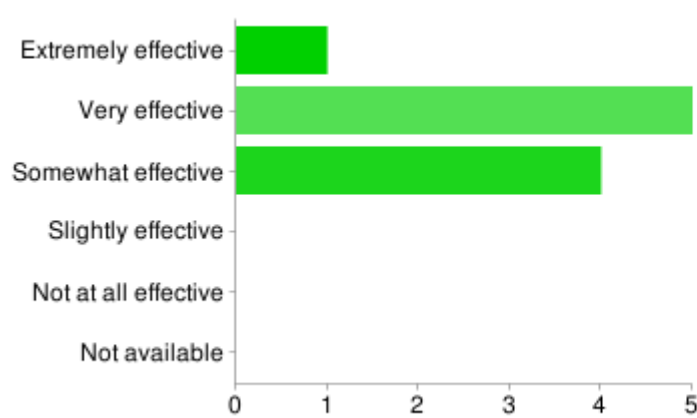
Extremely effective	5
Very effective	4
Somewhat effective	2
Slightly effective	0
Not at all effective	0
Not available	0

Individual teacher web pages



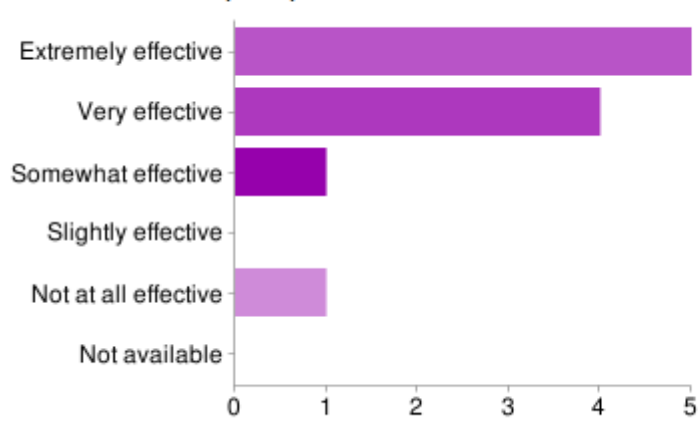
Extremely effective	0
Very effective	1
Somewhat effective	1
Slightly effective	1
Not at all effective	1
Not available	6

Email/Letters from teachers



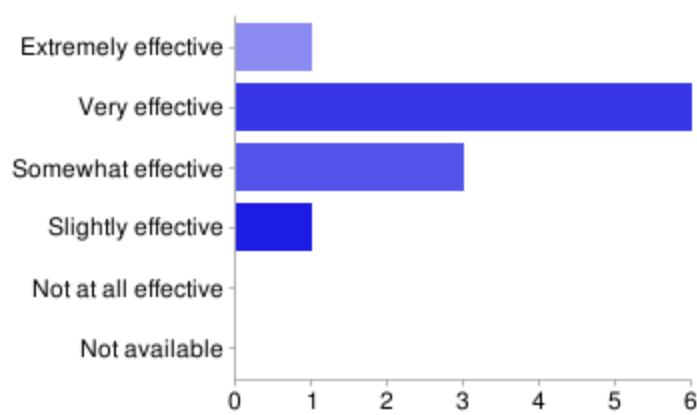
Extremely effective	1
Very effective	5
Somewhat effective	4
Slightly effective	0
Not at all effective	0
Not available	0

Email/Letters from principal



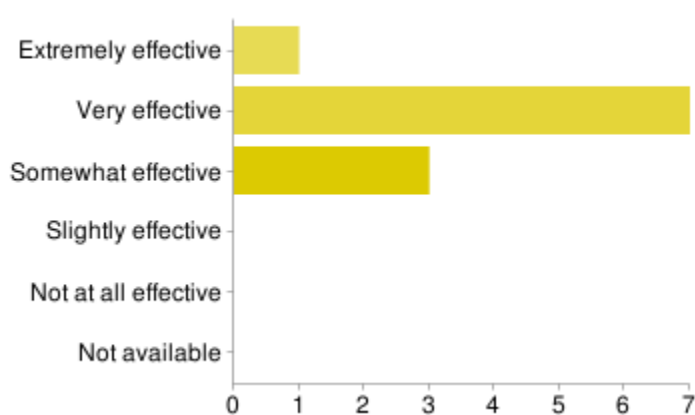
Extremely effective	5
Very effective	4
Somewhat effective	1
Slightly effective	0
Not at all effective	1
Not available	0

Telephone



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

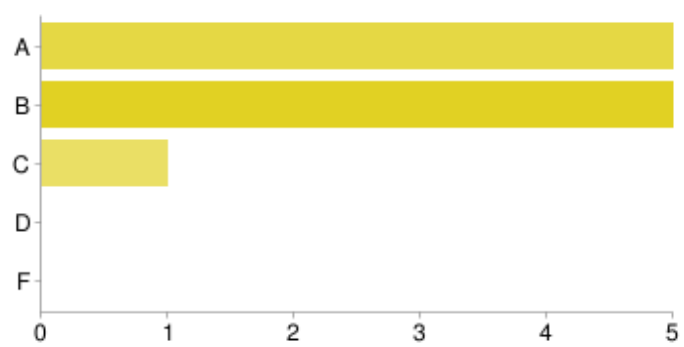
Parent-Teacher Conferences



Extremely effective	1
Very effective	7
Somewhat effective	3
Slightly effective	0
Not at all effective	0
Not available	0

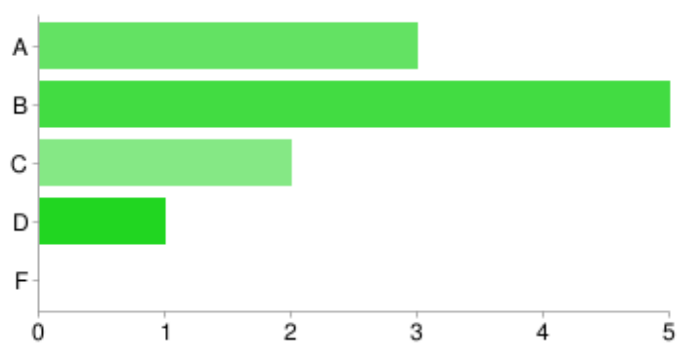
School grades in the following areas of communication:

Communicating academic progress



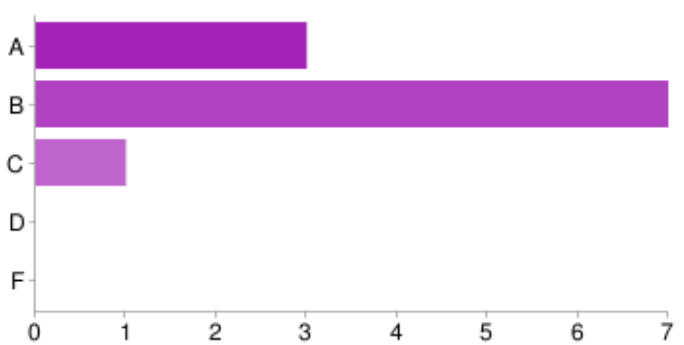
A	5
B	5
C	1
D	0
F	0

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

- The above charts indicate school communication as evaluated by the teachers and staff.

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 emphasis 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% of the parents feel the school is doing a good job preparing their students for the next grade 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 website, 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 students surveyed agreed that the school provides extra assistance). The students feel prepared for the next grade level (71 out of 106 students surveyed 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 regarding student bullying (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). 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. Forty eight % 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 acceptable 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. Eighty two percent of the staff surveyed evaluated Osan Middle School at a B or higher, with 100% at a C or higher. Compared with their experience at 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 with writing.

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

One hundred percent of the staff who 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:

- Align curriculum with standards and modify to better prepare students for the next grade level.
- Increase rigor and relevance of individual and program 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 Instruction:

- TerraNova (3rd Edition 2008-2009)
- TerraNova (3rd Edition 2009-2010)
- TerraNova (3rd Edition 2010-2011)
- D & F Grades (1st and 2nd Quarters 2009-2010 School Year)

TerraNova (3rd Edition): The Terra Nova Multiple Assessments, 3rd Edition is a system-wide, norm-referenced assessment given to all of our students each year.

Median National Percentile on the TerraNova (3rd Edition) Assessment by Subtest and Grade, 2010-2011

	Reading		Language		Math		Science		Social Studies	
	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011
6th	71	65	72	68	57	72	72	69	71	69
7th	69	72	73	73	70	79	72	65	77	65
8th	70	73	82	78	83	76	80	69	81	70

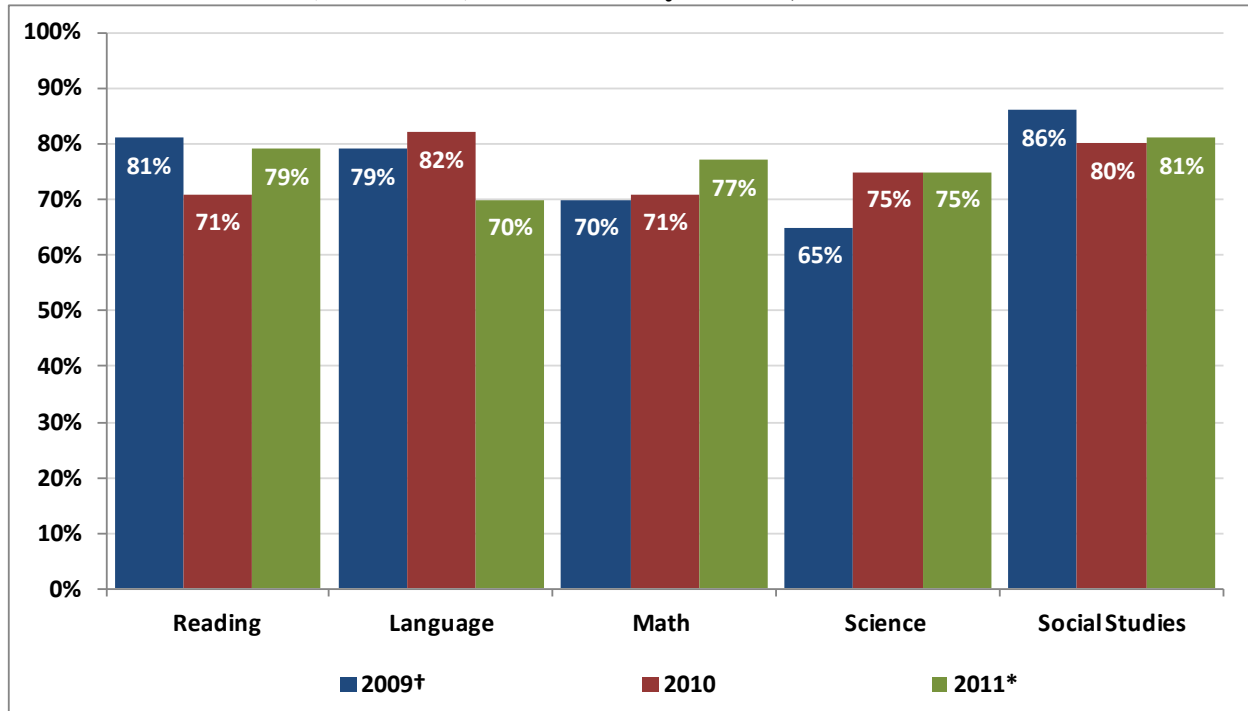
Source: Consolidated Data Warehouse, 2011 and CTB/McGraw-Hill, 2011.

A percentile is a measure of comparison that ranks one score against the scores of all other test takers. For example, a 75 percentile score means that 75% of all other test takers nationally scored below and 25 percent scored above that score. The national median is always the 50 percentile.

Description of Data: The table above shows the median national percentile of each grade level scored on each subtest for 2010 and 2011.

Analysis of Data: Although our students tend to score well above the national median (50th percentile), OMS's median national percentile has increased in 26.7% (4 of the 15) of the areas above, remained the same in 6.7% (1 of the 15) of the areas above, and decreased in 66.7% (10 of the 15) of the areas above.

**Percentage of Sixth Grade Students Scoring At or Above Standard on the TerraNova
(3rd Edition) Assessment by Subtest, 2009-2011**



Source: Consolidated Data Warehouse, 2011 and CTB/McGraw-Hill, 2011.

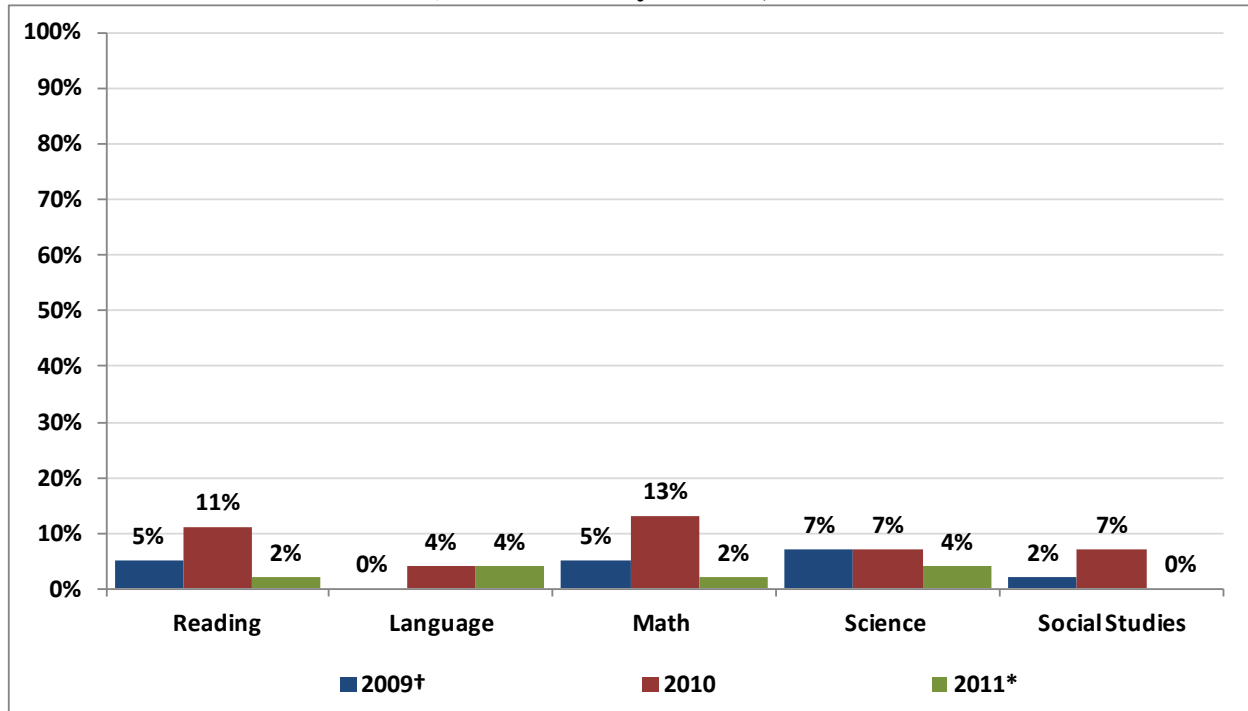
† In SY 2008-09, sixth-eighth grade students were enrolled at Osan American Elementary and High Schools as Osan American Middle School was established in SY 2009-10.

* 2011 data has not been validated and may change slightly once validated.

Description of Data: The graph above shows the percentage of sixth grade students scoring at or above standard in the areas of Reading, Language, Math, Science, and Social Studies.

Analysis of Data: The DoDEA Community Strategic Plan (CSP) requires that 75% of our students score in the top two national quarters. In 2009, OMS sixth grade students achieved this goal in reading, language, social studies. In 2010, OMS sixth grade students achieved this goal on all subtests except reading. In 2011, OMS sixth grade students achieved this goal on all subtests except language.

Percentage of Sixth Grade Students Scoring Below Standard on the TerraNova (3rd Edition) Assessment by Subtest, 2009-2011



Source: Consolidated Data Warehouse, 2011 and CTB/McGraw-Hill, 2011.

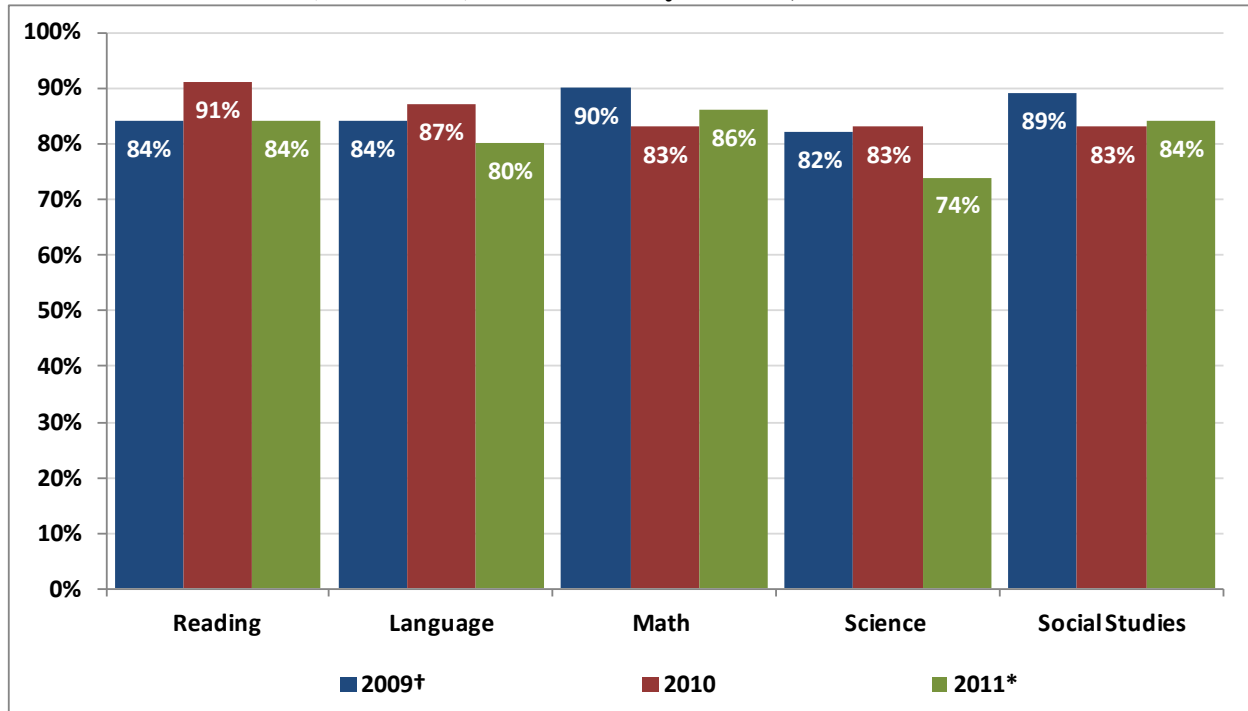
† In SY 2008-09, sixth-eighth grade students were enrolled at Osan American Elementary and High Schools as Osan American Middle School was established in SY 2009-10.

* 2011 data has not been validated and may change slightly once validated.

Description of Data: The graph above shows the percentage of sixth grade students scoring below standard in the areas of Reading, Language, Math, Science, and Social Studies.

Analysis of Data: The DoDEA Community Strategic Plan (CSP) requires that 7% or less of our students score in the bottom national quarters. In 2009, OMS sixth grade students achieved this goal in all areas tested. In 2010, OMS sixth grade students achieved this goal language, science, and social studies, indicating that there was a need in reading or math. In 2011, OMS sixth grade students achieved this goal on all subtests.

Percentage of Seventh Grade Students Scoring At or Above Standard on the TerraNova (3rd Edition) Assessment by Subtest, 2009-2011



Source: Consolidated Data Warehouse, 2011 and CTB/McGraw-Hill, 2011.

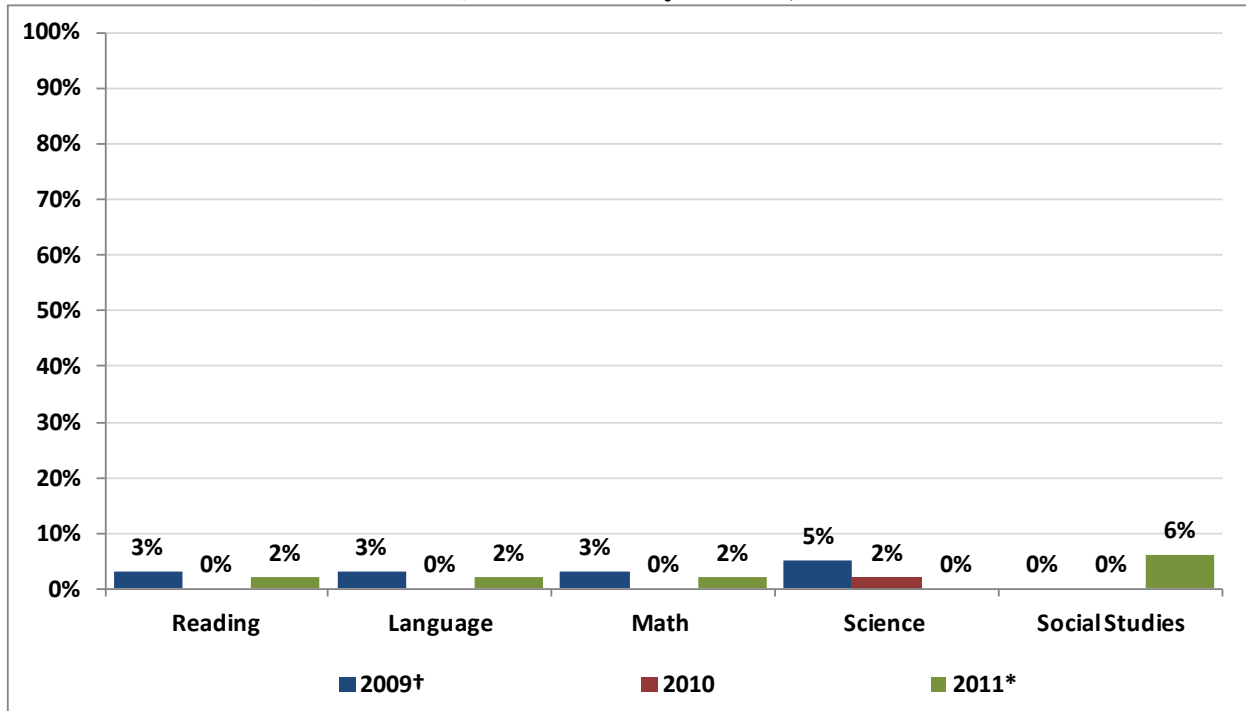
† In SY 2008-09, sixth-eighth grade students were enrolled at Osan American Elementary and High Schools as Osan American Middle School was established in SY 2009-10.

* 2011 data has not been validated and may change slightly once validated.

Description of Data: The graph above shows the percentage of seventh grade students scoring at or above standard in the areas of Reading, Language, Math, Science, and Social Studies.

Analysis of Data: The DoDEA Community Strategic Plan (CSP) requires that 75% of our students score in the top two national quarters. In 2009 and 2010, OMS seventh grade students achieved this goal in all areas tested. In 2011, OMS seventh grade students achieved this goal on all subtests, except science.

Percentage of Seventh Grade Students Scoring Below Standard on the TerraNova (3rd Edition) Assessment by Subtest, 2009-2011



Source: Consolidated Data Warehouse, 2011 and CTB/McGraw-Hill, 2011.

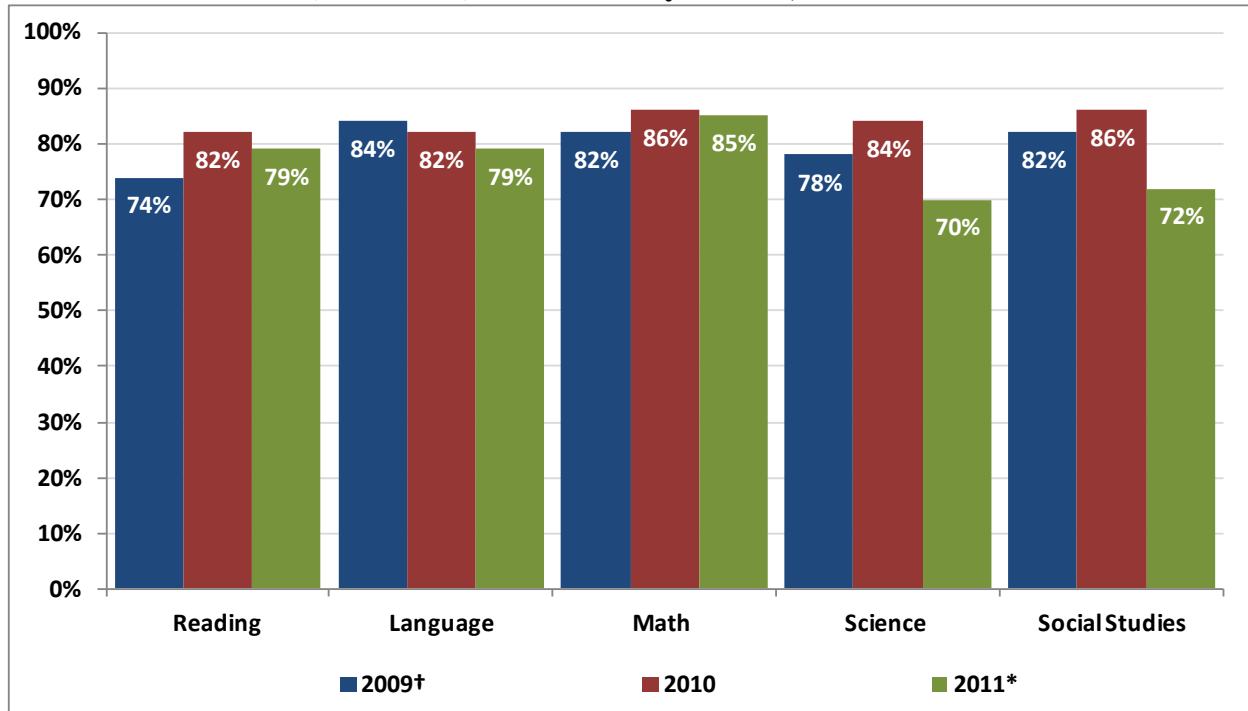
† In SY 2008-09, sixth-eighth grade students were enrolled at Osan American Elementary and High Schools as Osan American Middle School was established in SY 2009-10.

* 2011 data has not been validated and may change slightly once validated.

Description of Data: The graph above shows the percentage of seventh grade students scoring below standard in the areas of Reading, Language, Math, Science, and Social Studies.

Analysis of Data: The DoDEA Community Strategic Plan (CSP) requires that 7% or less of our students score in the bottom national quarters. In 2009 and 2010, OMS seventh grade students achieved this goal in all areas tested. In 2011, OMS seventh grade students achieved this goal on all subtests.

Percentage of Eighth Grade Students Scoring At or Above Standard on the TerraNova (3rd Edition) Assessment by Subtest, 2009-2011



Source: Consolidated Data Warehouse, 2011 and CTB/McGraw-Hill, 2011.

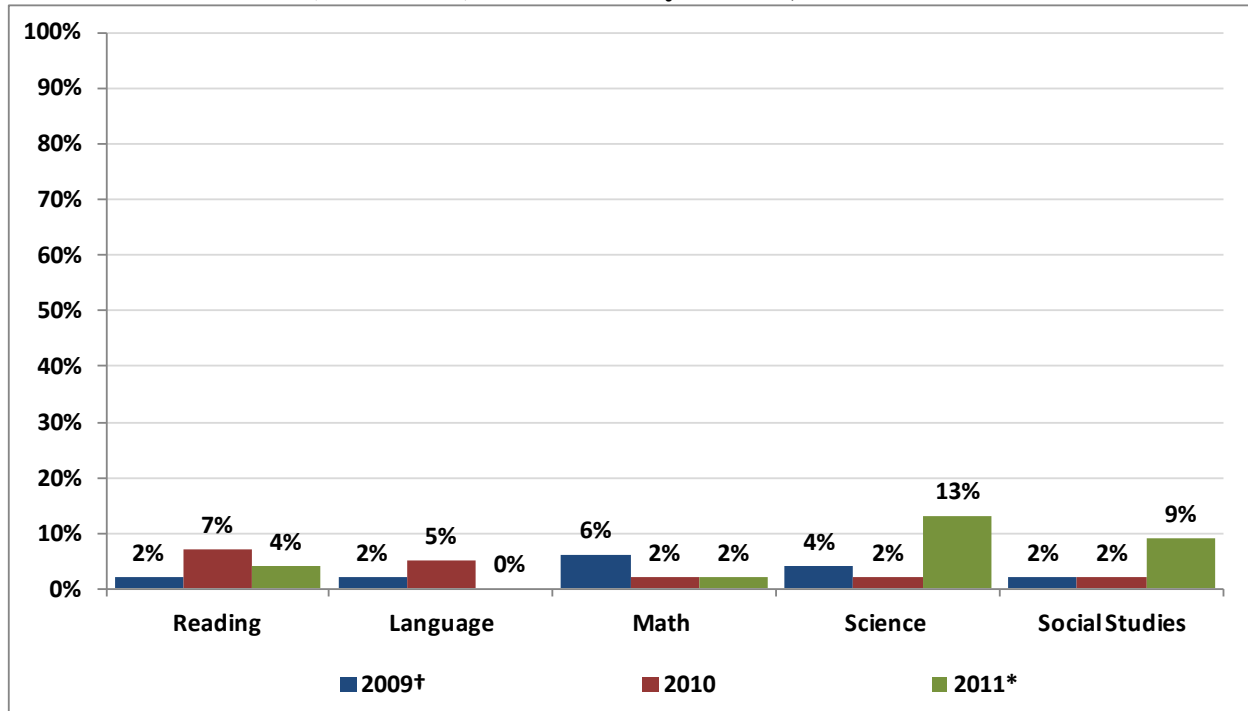
† In SY 2008-09, sixth-eighth grade students were enrolled at Osan American Elementary and High Schools as Osan American Middle School was established in SY 2009-10.

* 2011 data has not been validated and may change slightly once validated.

Description of Data: The graph above shows the percentage of eighth grade students scoring at or above standard in the areas of Reading, Language, Math, Science, and Social Studies.

Analysis of Data: The DoDEA Community Strategic Plan (CSP) requires that 75% of our students score in the top two national quarters. In 2009 OMS eighth grade students achieved this goal in all areas tested, except reading. In 2010, OMS eighth grade students achieved this goal in all areas tested. In 2011, OMS eighth grade students achieved this goal on all subtests, except science and social studies.

**Percentage of Eighth Grade Students Scoring Below Standard on the TerraNova
(3rd Edition) Assessment by Subtest, 2009-2011**



Source: Consolidated Data Warehouse, 2011 and CTB/McGraw-Hill, 2011.

† In SY 2008-09, sixth-eighth grade students were enrolled at Osan American Elementary and High Schools as Osan American Middle School was established in SY 2009-10.

* 2011 data has not been validated and may change slightly once validated.

Description of Data: The graph above shows the percentage of eighth grade students scoring below standard in the areas of Reading, Language, Math, Science, and Social Studies.

Analysis of Data: The DoDEA Community Strategic Plan (CSP) requires that 7% or less of our students score in the bottom national quarters. In 2009 and 2010, OMS eighth grade students achieved this goal in all areas tested. In 2011, OMS seventh grade students achieved this goal on all subtests, except science and social studies.

**Growth Comparison of the Percentage of Students Scoring At or Above Standard Between
2009-2010**

	Reading	Language	Math	Science	Social Studies
6 th Grade	-10	3	1	10	-6
7 th Grade	7	3	-7	1	-6
8 th Grade	8	-2	4	6	4

Source: Consolidated Data Warehouse, 2011 and CTB/McGraw-Hill, 2011.

Description of Data: The table above shows a growth comparison in the percentage of students scoring in the top two national quarters in the areas of Reading, Language, Math, Science, and Social Studies for the comparison between the 2008-2009 to 2009-2010 school years.

Analysis of Data: The two largest increases in the percentage of students scoring at or above standard occurred in science (6th Grade, 10% increase) and reading (8th Grade, 8% increase). The two largest decreases in the percentage of students scoring at or above standard occurred in reading (6th Grade, 10% decrease) and math (7th Grade, 7% decrease).

**Growth Comparison of the Percentage of Students Scoring At or Above Standard Between
2009-2011**

	Reading	Language	Math	Science	Social Studies
6 th Grade	-2	-9	7	10	-5
7 th Grade	0	-4	-4	-8	-5
8 th Grade	5	-5	3	-8	-10

Source: Consolidated Data Warehouse, 2011 and CTB/McGraw-Hill, 2011.

Description of Data: The table above shows a growth comparison in the percentage of students scoring in the top two national quarters in the areas of Reading, Language, Math, Science, and Social Studies for the comparison between the 2008-2009 to 2010-2011 school years.

Analysis of Data: The two largest increases in the percentage of students scoring at or above standard occurred in science (6th Grade, 10% increase) and math (6th Grade, 7% increase). The two largest decreases in the percentage of students scoring at or above standard occurred in social studies (8th Grade, 10% decrease) and language (6th Grade, 9% decrease).

**Analysis of Objective Performance Indices on the TerraNova (3rd Edition)
Subtests, 2010-2011**

		2009-2010			2010-2011		
		6	7	8	6	7	8
Reading	Basic Understanding	82	79	70	84	79	73
	Analyze Text	65	60	65	65	59	66
	Evaluate/Extend Meaning	58	57	66	58	55	69
	Reading and Writing Strategies	69	82	59	69	81	66
Language	Sentence Structure	79	79	74	80	75	76
	Writing Strategies	60	81	74	60	80	70
	Editing Skills	67	60	61	68	58	61
Math	Number and Number Relations	48	70	65	57	70	66
	Computation and Numerical Estimation	54	67	77	62	67	70
	Operation Concepts	N/A	N/A	N/A	N/A	N/A	N/A
	Measurement	64	53	68	72	55	65
	Geometry and Spatial Sense	64	58	65	68	59	65
	Data Analysis, Statistics, and Probability	69	60	69	75	60	69
	Patterns, Functions, Algebra	61	73	62	68	75	63
	Problem Solving and Reasoning	61	56	62	68	58	62
Communication	53	53	67	62	54	67	
Science	Science Inquiry	66	72	78	66	71	74
	Physical Science	56	60	55	55	58	48
	Life Science	59	63	60	57	60	52
	Earth and Space Science	59	65	61	59	64	53
	Science and Technology	N/A	64	75	N/A	60	66
	Personal and Social Perspectives in Science	77	64	N/A	79	63	N/A
	History of Nature and Science	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies	Geographic Perspectives	72	77	72	71	72	67
	Historical and Cultural Perspectives	61	71	72	58	66	69
	Civics and Government Perspectives	63	55	76	59	52	67
	Economic Perspectives	72	63	83	70	57	80

Source: Consolidated Data Warehouse, 2011 and CTB/McGraw-Hill, 2011.

Description of Data: The table above shows an Objective Performance Index (OPI) for each subskill tested by the TerraNova (3rd Edition) subtests for 2010 and 2011. An OPI is “an estimate number of the items that a student could be expected to answer correctly if there had been 100 such items for that objective” (TerraNova, Third Edition: Teacher’s Guide, 2009, p. 294). In the table above, the red highlighting indicates the lowest item within the grade and subtest, while the green highlighting indicates the highest item within the grade and subtest.

Analysis of Data: Within reading, evaluating and extending meaning and analyzing text are the lowest two OPIs for 6th and 7th graders in 2010. Within math, number and number relations,

measurement, and patterns, functions, and algebra, and problem solving/reasoning are the lowest OPIs for sixth, seventh, and eighth grades respectively.

**Growth Comparison of Objective Performance Indices Related to CSI Goals
on the TerraNova (3rd Edition) Subtests, 2010-2011**

		2009-2010			2010-2011			Analysis 2010 to 2011		
		6	7	8	6	7	8	6	7	8
Goal 1	Analyze Text	65	60	65	65	59	66	O	--	+
	Evaluate/Extend Meaning	58	57	66	58	55	69	O	--	+
Goal 2	Computation and Numerical Estimation	54	67	77	62	67	70	+	O	--
	Data Analysis, Statistics, and Probability	69	60	69	75	60	69	+	O	O
	Problem Solving and Reasoning	61	56	62	68	58	62	+	+	O

Source: Consolidated Data Warehouse, 2011 and CTB/McGraw-Hill, 2011.

Description of Data: The table above shows a growth comparison of the OPI for each subskill related to the CSI goals for 2010 and 2011.

Analysis of Data: Within reading, evaluating and extending meaning and analyzing text are the increased in the eighth grade. Within math, all three OPIs increased in sixth grade and problem solving and reasoning increased in seventh grade.

**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%

Source: Grade Speed, 2010

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%

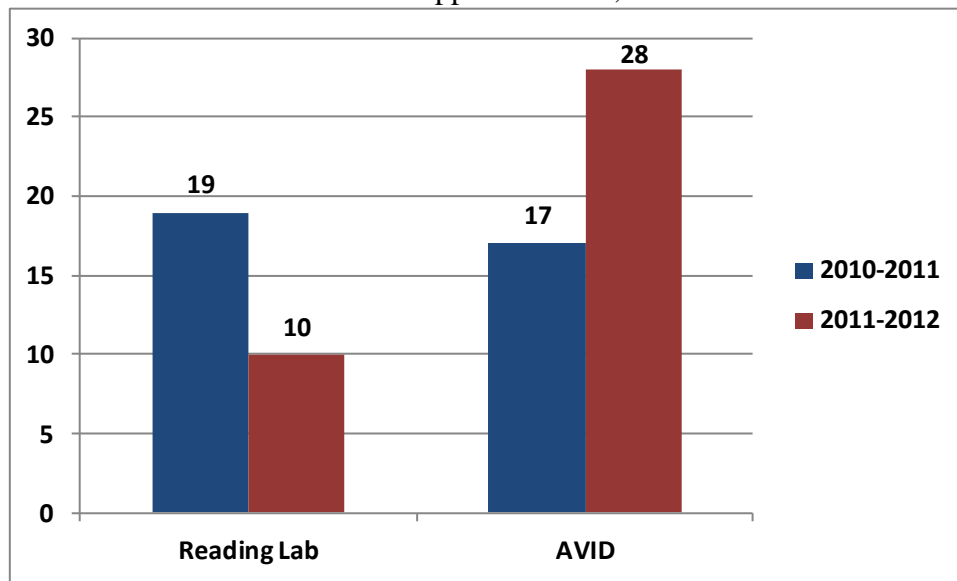
Source: Grade Speed, 2010

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.

Select Student Enrollment Data, 2011-2012

Student Enrollment in Student Support Courses, 2010-2011 and 2011-2012

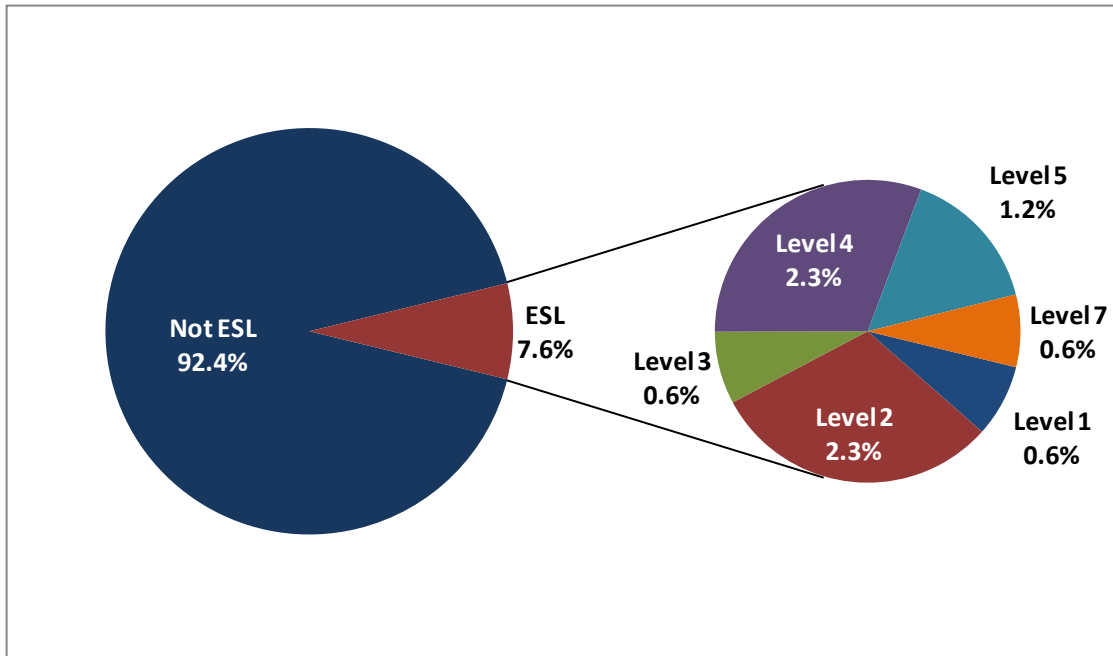


Source: SMS, April 2011 and ASPEN, October, 2011.

Description of Data: The graph above shows the number of students enrolled in Reading Lab and AVID in SY 2010-2011 and 2011-2012.

Analysis of Data: The percentage of students enrolled in Reading Lab has decreased from 12.6% to 5.9% from SY 2010-2011 to SY 2011-2012. The percentage of students enrolled in AVID has increased from 11.3% to 16.5% from SY 2010-2011 to SY 2011-2012.

Student Enrollment by English as a Second Language, 2011-2012



Source: ASPEN, October, 2011.

Description of Data: The graph above shows the percentage of students by ESL enrollment for SY2011-2012.

Analysis of Data: In 2011, the percentage of ESL students enrolled at OMS is 7.6%.

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

- 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.

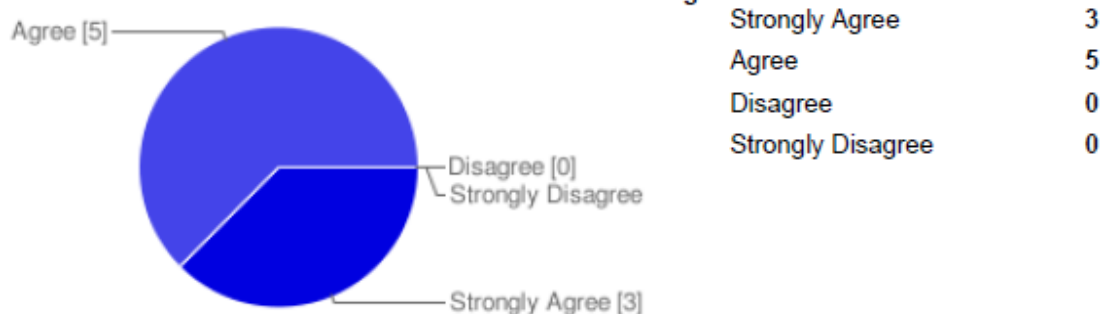
Areas identified by this data for instructional performance goals toward student improvement (not the goal statements!) include:

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

Department Survey Conduction on: 13 May, 2010.

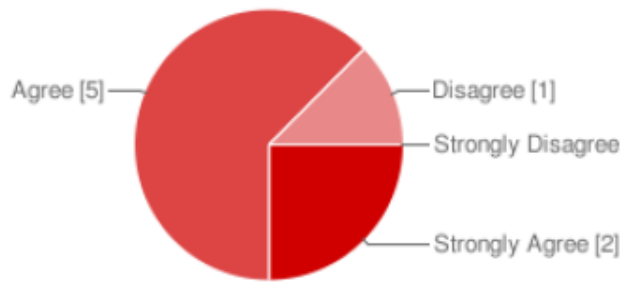
Presentation/Analysis of Data: Instructional Data

Our school has a clear vision that is focused on student learning outcomes.



- 100% of the departments agree or strongly agree the school has a clear vision that is focused on student learning outcomes.

Our school assesses the effectiveness of our plans for instructional improvement.



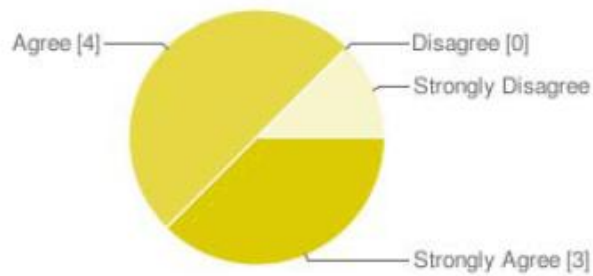
Strongly Agree	2
Agree	5
Disagree	1
Strongly Disagree	0

- 88% of the departments agree or strongly agree our school assesses the effectiveness of our plans for instructional improvement.

School Policies and Procedures

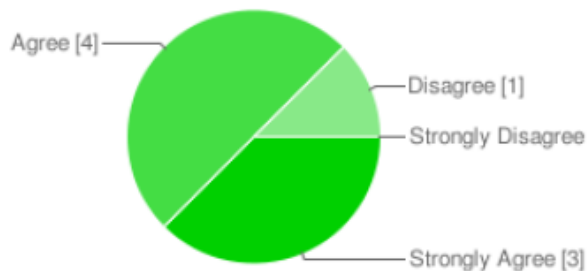
How much do you agree or disagree with each of the following statements?

At our school, there is an enforced attendance policy.



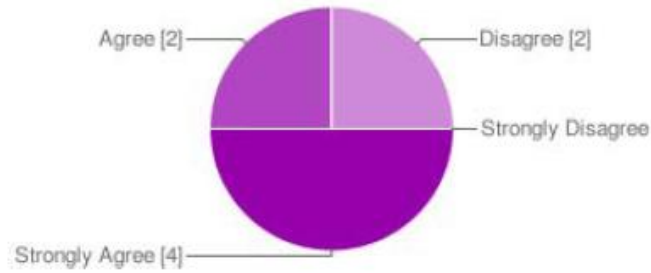
Strongly Agree	3
Agree	4
Disagree	0
Strongly Disagree	1

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



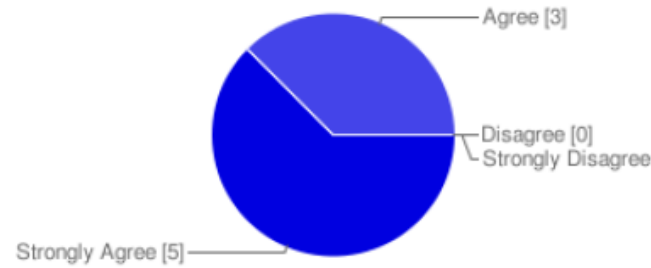
Strongly Agree	3
Agree	4
Disagree	1
Strongly Disagree	0

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



Strongly Agree	4
Agree	2
Disagree	2
Strongly Disagree	0

At our school, students respect cultural differences.

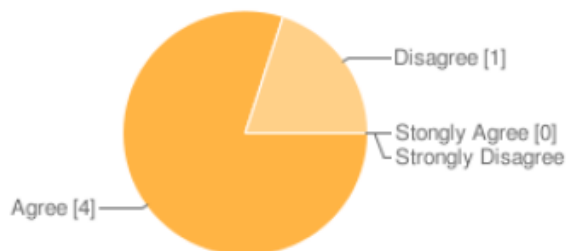


Strongly Agree	5
Agree	3
Disagree	0
Strongly Disagree	0

- 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.

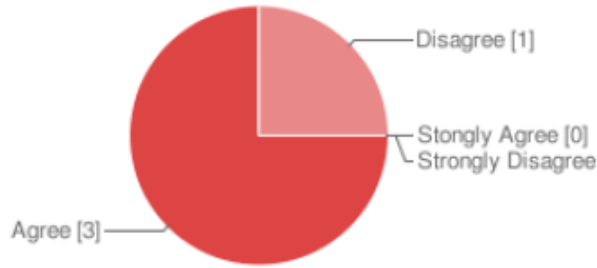
Academic Curriculum Standards

Classroom instruction is guided by set curriculum standards.



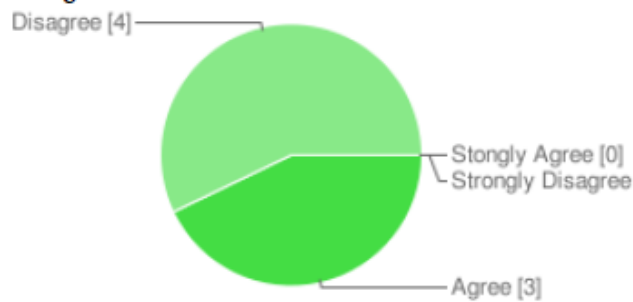
Stongly Agree	0
Agree	4
Disagree	1
Strongly Disagree	0

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

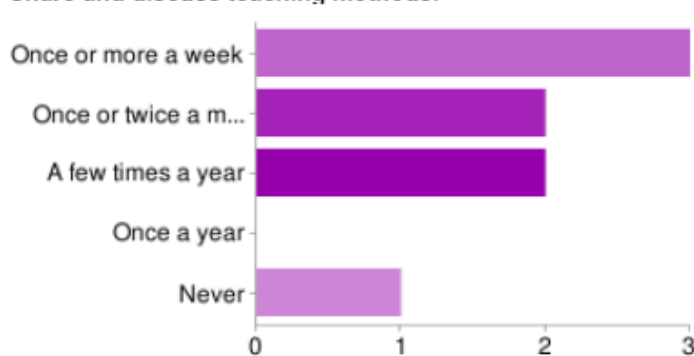


Stongly Agree	0
Agree	3
Disagree	4
Strongly Disagree	0

- The charts above indicate the department’s perception of identifying essential standards and their integration and establishing measurable goals.

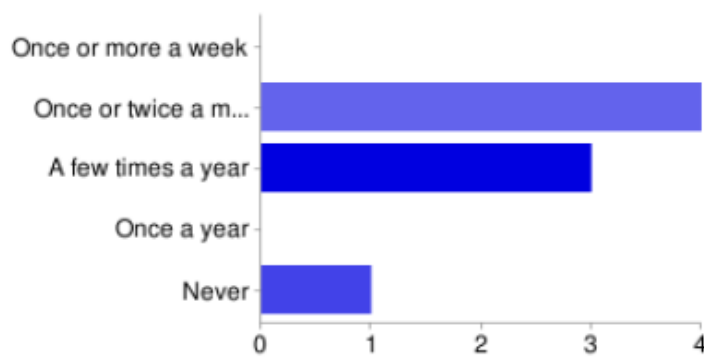
Utilizing Instructional Methodologies and Best Practices

Share and discuss teaching methods.



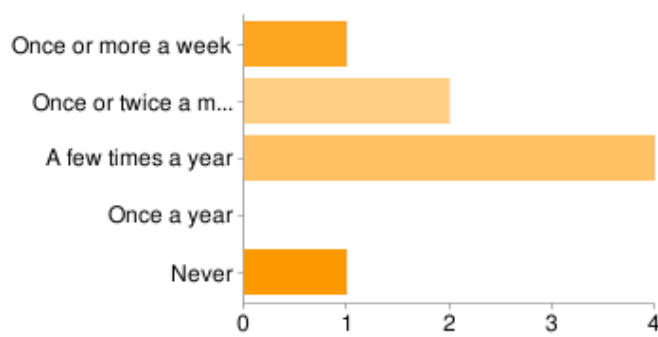
Once or more a week	3
Once or twice a month	2
A few times a year	2
Once a year	0
Never	1

Discuss particular lessons that were not very successful.



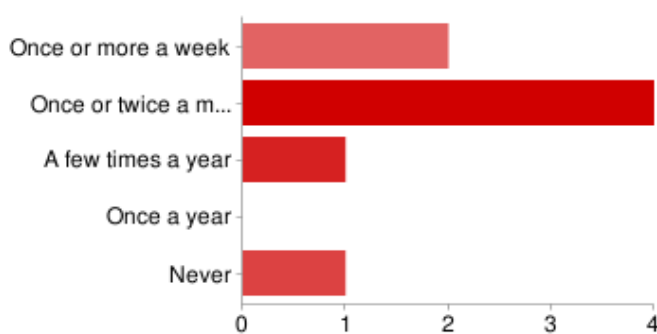
Once or more a week	0
Once or twice a month	4
A few times a year	3
Once a year	0
Never	1

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.

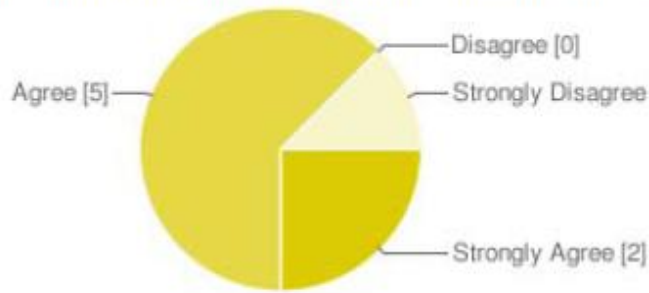


Once or more a week	2
Once or twice a month	4
A few times a year	1
Once a year	0
Never	1

- The charts above indicate the department’s practices regarding department collaboration, curriculum assessment, best practices, and student performance.

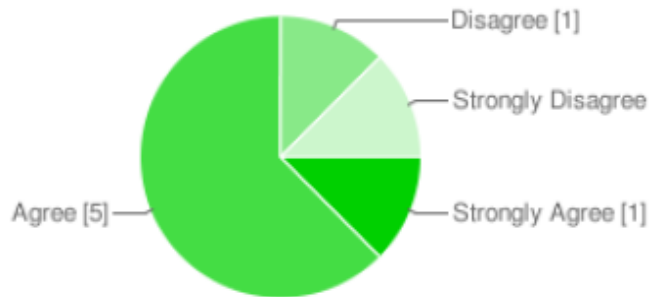
Instructional Collaboration

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



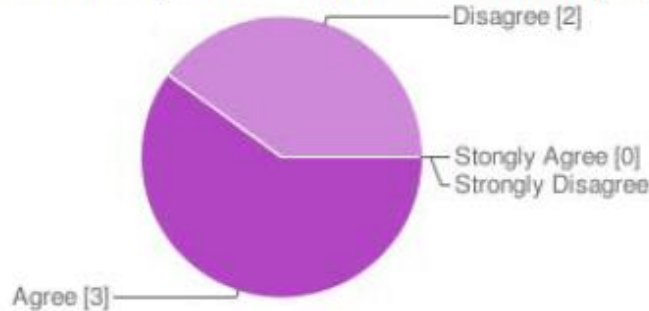
Strongly Agree	2
Agree	5
Disagree	0
Strongly Disagree	1

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.

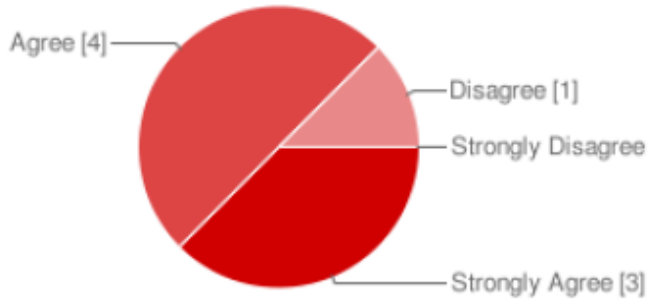


Strongly Agree	0
Agree	3
Disagree	2
Strongly Disagree	0

- The charts above indicate the department's practices regarding department collaboration, curriculum assessment, best practices, and student performance.

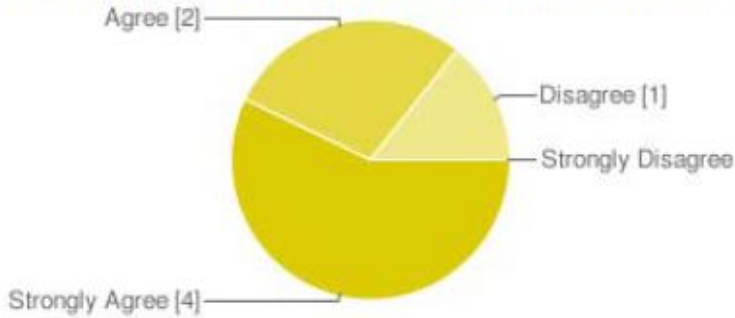
Student Achievement

Teachers take responsibility for student achievement.



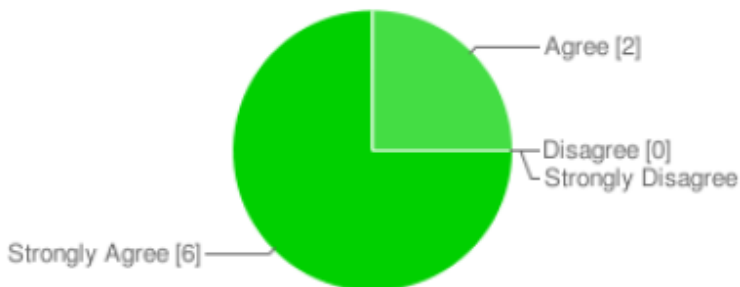
Strongly Agree	3
Agree	4
Disagree	1
Strongly Disagree	0

Teachers are committed to improving student achievement.



Strongly Agree	4
Agree	2
Disagree	1
Strongly Disagree	0

Teachers communicate to students that education is important.

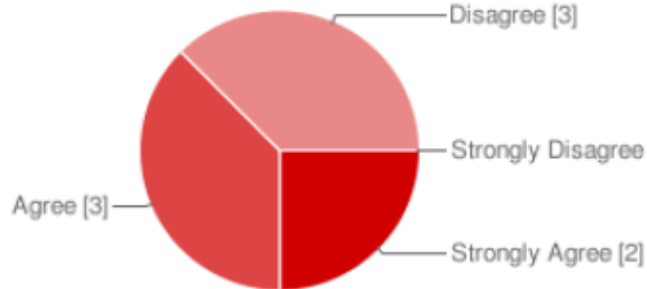


Strongly Agree	6
Agree	2
Disagree	0
Strongly Disagree	0

- The charts above indicate the department's practices and assessment of teaching methodologies and responsibilities regarding student achievement.

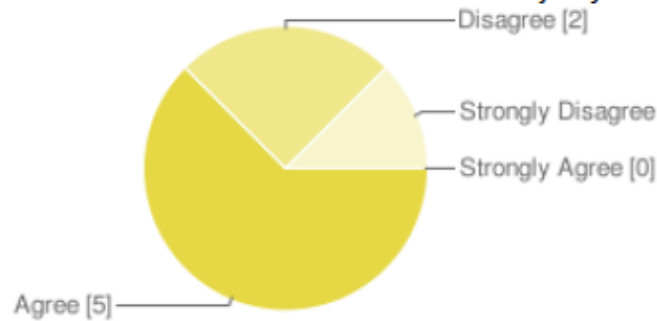
Instructional Practices and Curriculum Relevancy

My subject is integrated with other subjects.



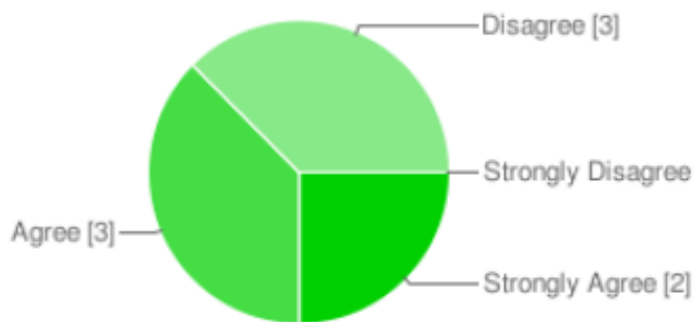
Strongly Agree	2
Agree	3
Disagree	3
Strongly Disagree	0

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



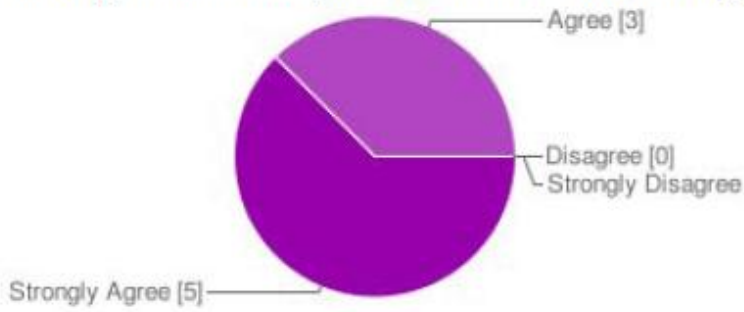
Strongly Agree	0
Agree	5
Disagree	2
Strongly Disagree	1

The curriculum materials are aligned with DoDEA standards.



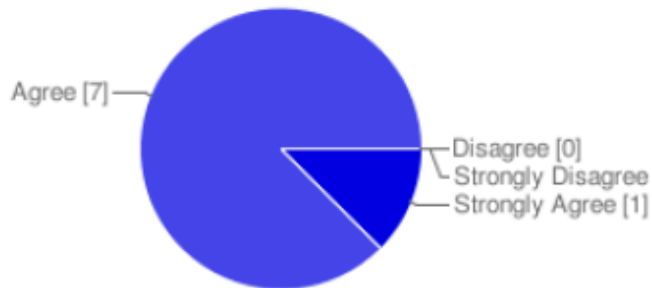
Strongly Agree	2
Agree	3
Disagree	3
Strongly Disagree	0

I have opportunities to experiment with instructional strategies.



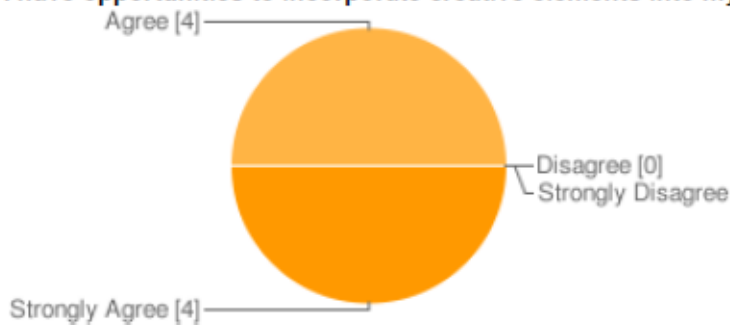
Strongly Agree	5
Agree	3
Disagree	0
Strongly Disagree	0

I have opportunities to integrate culturally relevant materials.



Strongly Agree	1
Agree	7
Disagree	0
Strongly Disagree	0

I have opportunities to incorporate creative elements into my teaching.

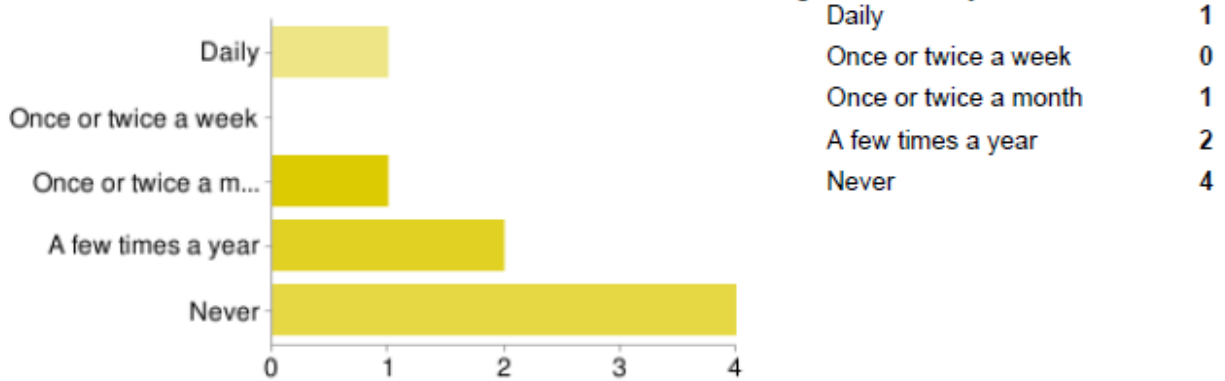


Strongly Agree	4
Agree	4
Disagree	0
Strongly Disagree	0

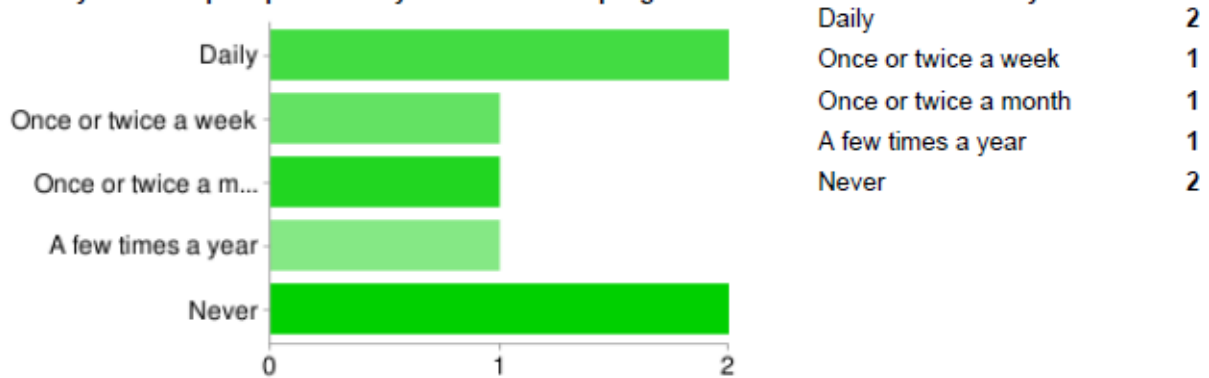
- The charts above indicate the department's practices and assessment of teaching strategies, instruction relevancy, and teacher preparation.

Lesson Planning

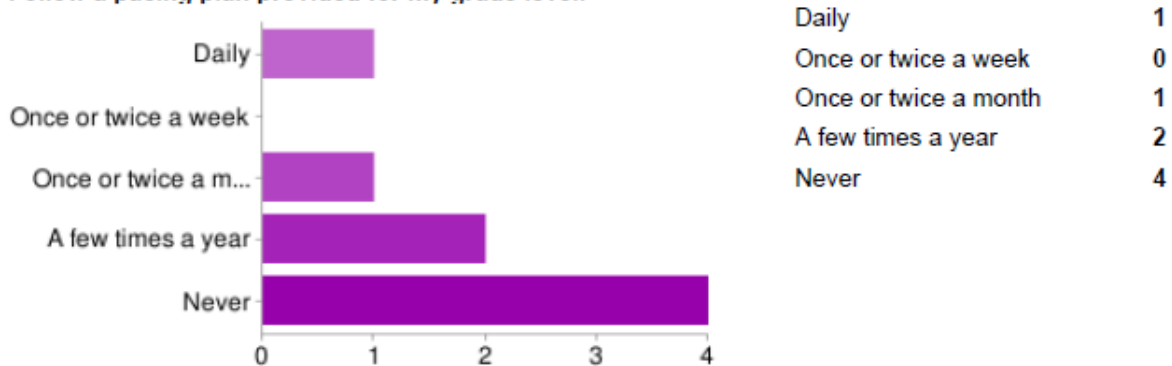
Follow a lesson plan provided by the curriculum program, making few or no adjustments.



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



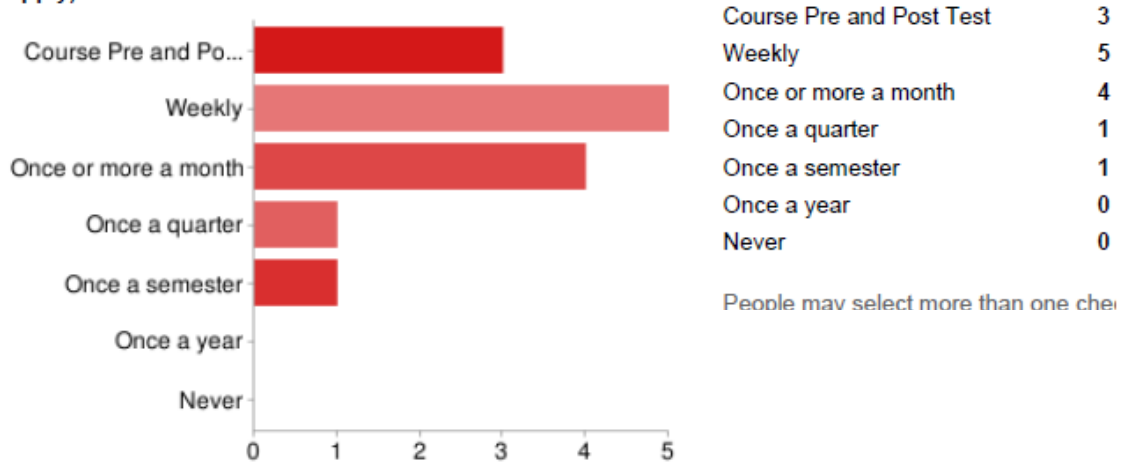
Follow a pacing plan provided for my grade level.



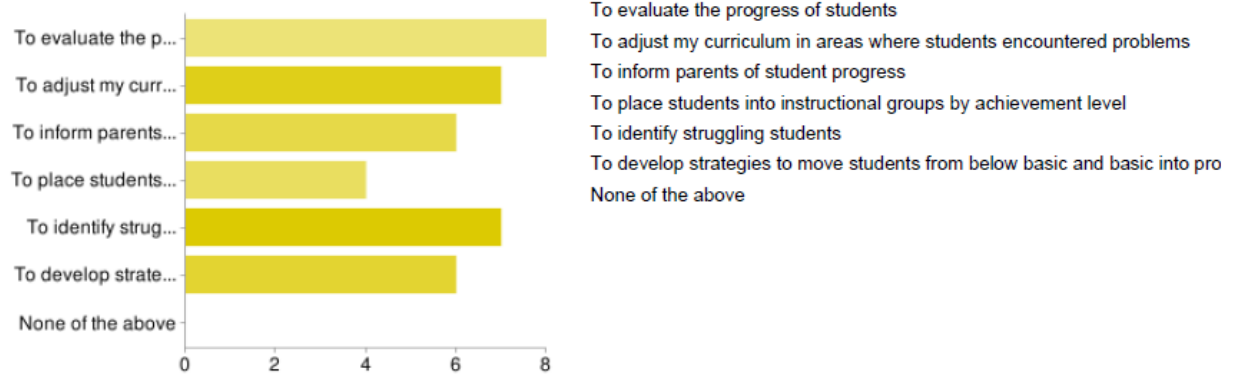
- The charts above indicate the department's practices and assessment of lesson relevancy and lesson planning.

Assessment

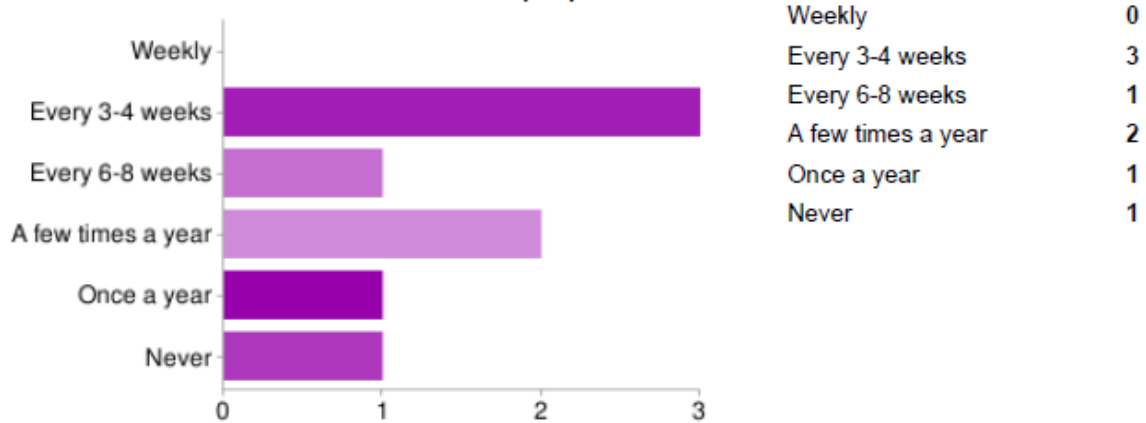
How often do you (or department) perform individual student or class assessment? (check all that apply)



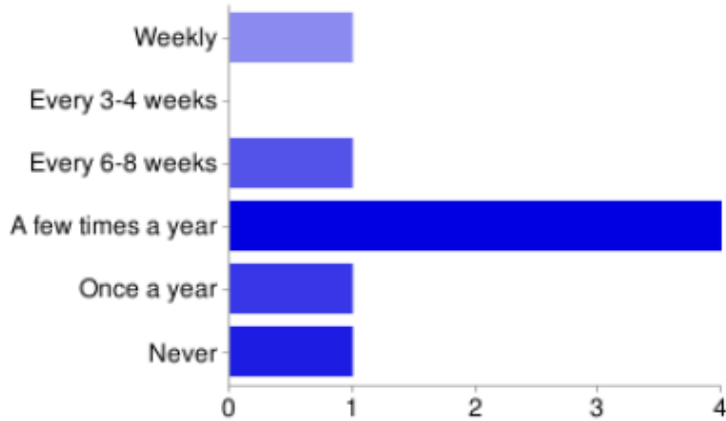
How do you use assessment data? (Check all that apply)



I review assessment data with teachers in my department.

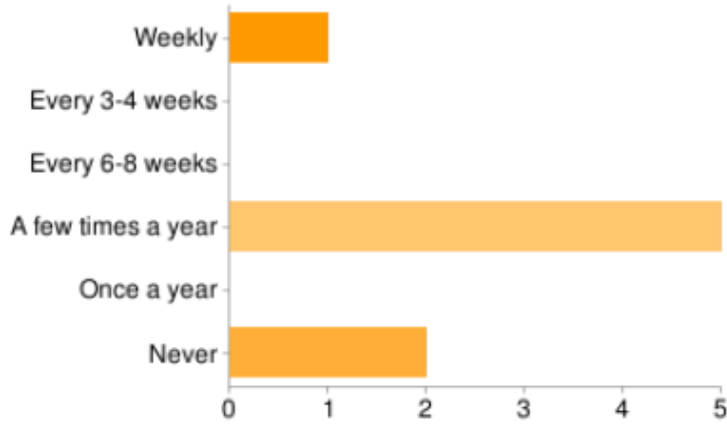


I review assessment data with teachers across the grade levels.



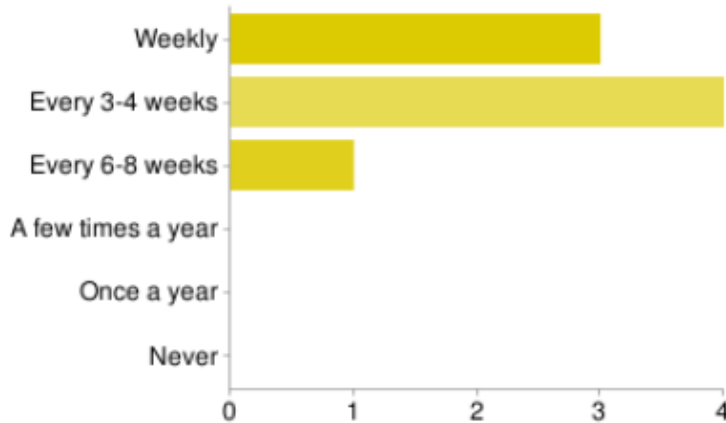
Weekly	1
Every 3-4 weeks	0
Every 6-8 weeks	1
A few times a year	4
Once a year	1
Never	1

I review assessment data with my principal.



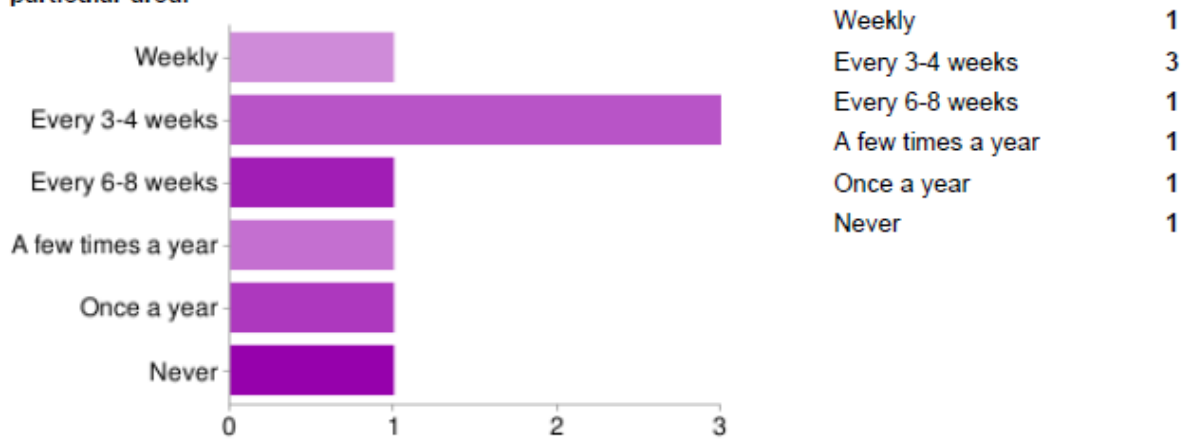
Weekly	1
Every 3-4 weeks	0
Every 6-8 weeks	0
A few times a year	5
Once a year	0
Never	2

Use assessment data to develop strategies to help selected students reach goals.

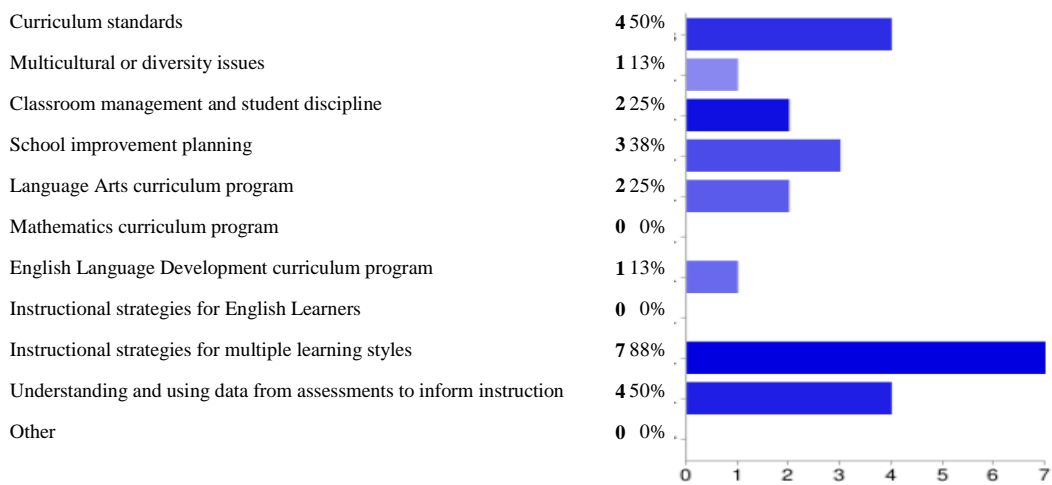


Weekly	3
Every 3-4 weeks	4
Every 6-8 weeks	1
A few times a year	0
Once a year	0
Never	0

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



Please select your top three priorities for your own additional professional development. (check top 3)



- The charts above indicate the department’s utilization of student assessment, data analysis, and professional development planning.

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:

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

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

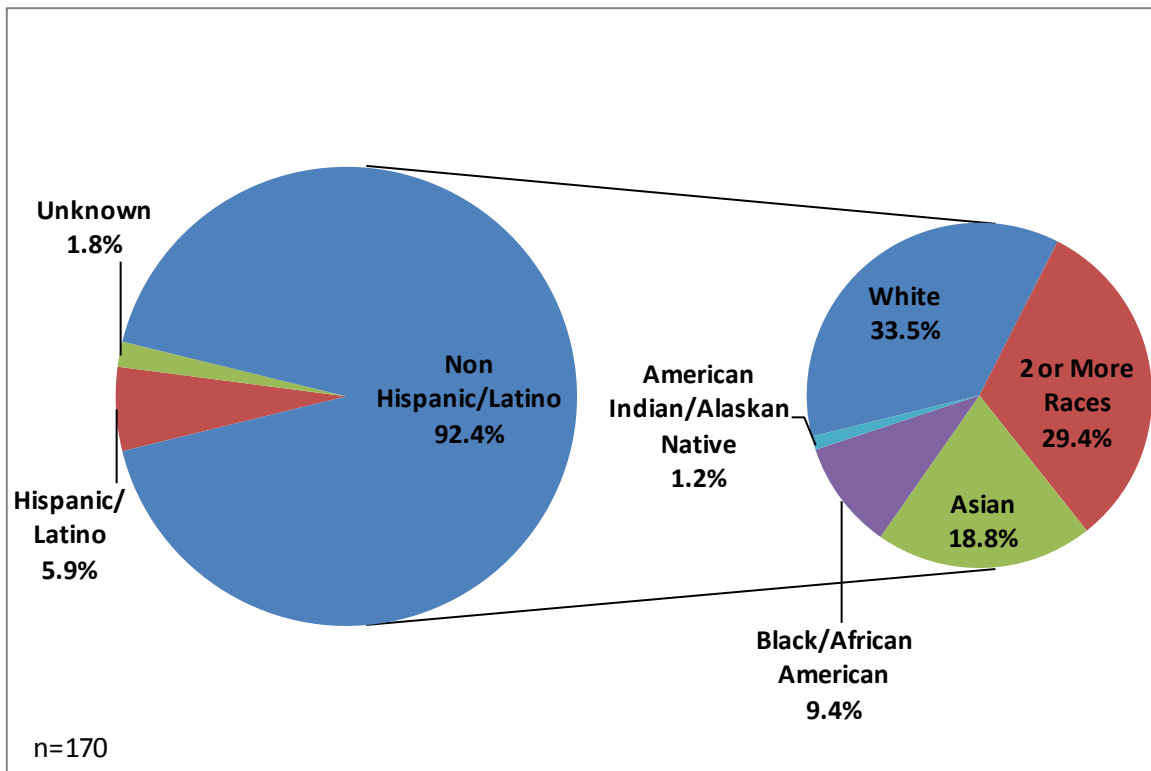
School Demographics

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, 2011-2012

Percentage of Students by Race/Ethnicity, 2011-2012

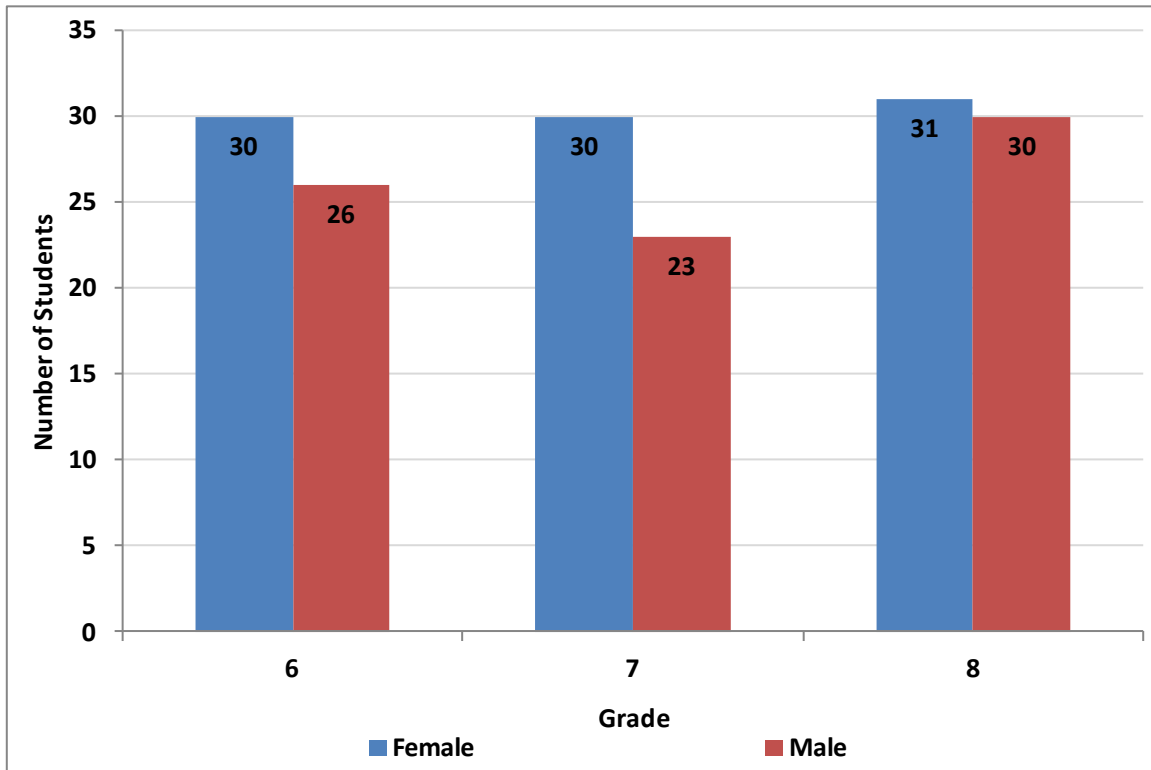


Source: ASPEN, September 30, 2011.

Description of Data: The graph above shows the percentage of students by race/ethnicity.

Analysis of Data: The data indicates that the largest racial group at Osan Middle School is white (33.5%). The next largest racial group are students of two or more races comprising of 29.4%.

Percentage of Students by Gender and Grade Level, 2011-2012

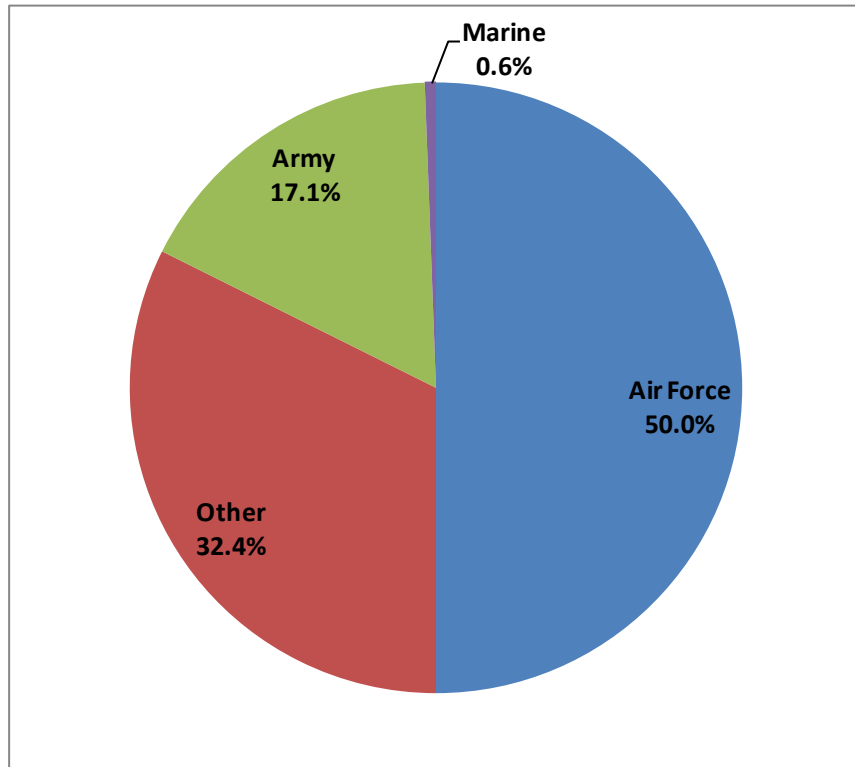


Source: ASPEN, September 30, 2011.

Description of Data: The graph above shows the percentage of students by gender and grade level.

Analysis of Data: Of the 170 students enrolled at OMS, 53.5% of the students are female. Since September 2009, OMS has seen an 18.9% increase in the number of students enrolled.

Student Enrollment by Sponsor's Branch of Service, 2011-2012



Source: ASPEN, September 30, 2011.

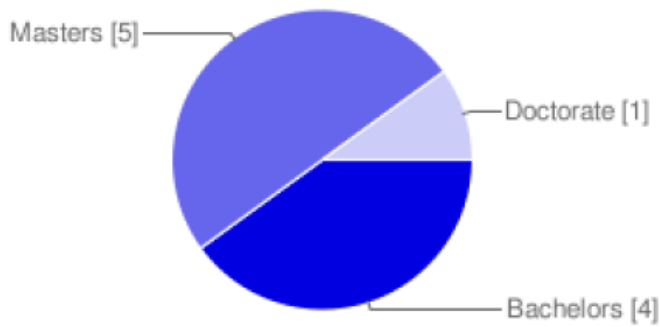
Description of Data: The graph above shows the percentage of students by the students' sponsor's branch of service.

Analysis of Data: The graph above indicates that 50.0% of the student sponsors are in the Air Force, 32.4% are contractor or civilian employees, 17.1% are in the Army, and 0.6% are in the Marine Corps.

Teacher Demographics – 2009-2010

Highest Degree Held by Faculty Members

What is the highest degree you hold?



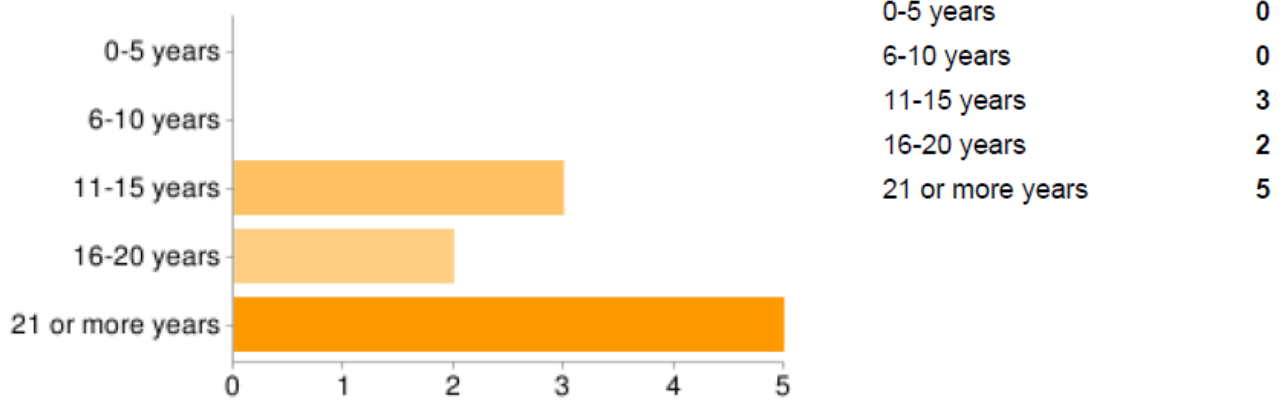
Bachelors	4
Masters	5
Doctorate	1

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 graph above displays the highest degree held by faculty members who completed the survey.

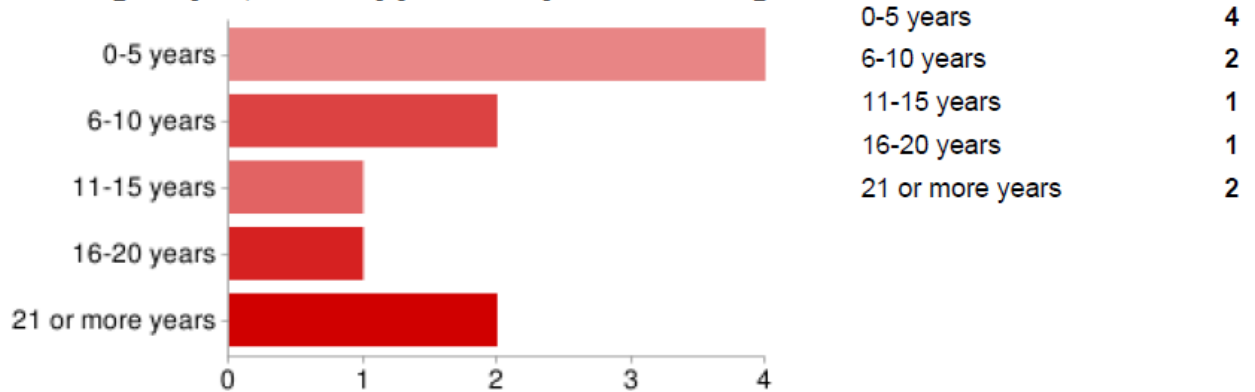
Analysis of Data: The graph above indicates that 60% percent of our faculty has earned a Masters Degree while 40% have earned a Bachelor's Degree.

Years of Experience for Faculty Members 2009-2010

How many years experience do you have as an educator?



Including this year, how many years have you been working for DoDEA schools?

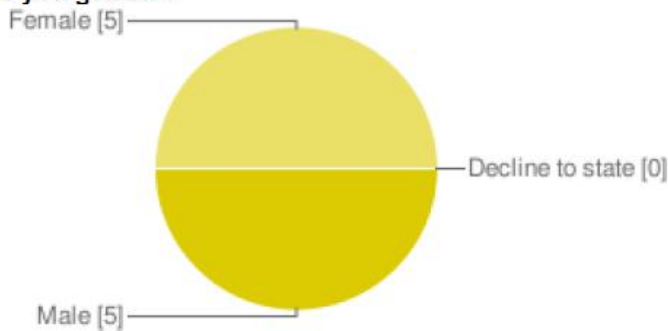


Description of Data: In the spring of 2010, a demographic survey was administered to the faculty of Osan Middle School. Of the 12 staff members surveyed, 11 were completed and submitted. The graphs above display the number of years as an educator and the years working within DoDEA schools.

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.

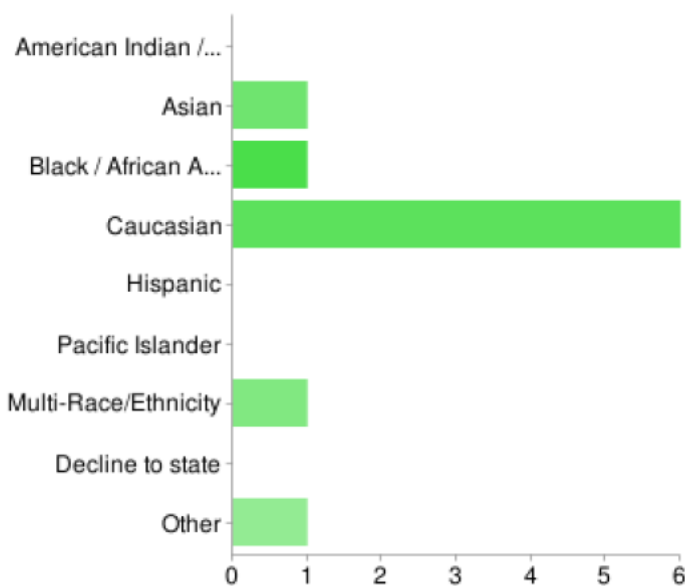
Gender and Ethnicity of Faculty Members 2009-2010

What is your gender?



Male	5
Female	5
Decline to state	0

What is your ethnicity/race?



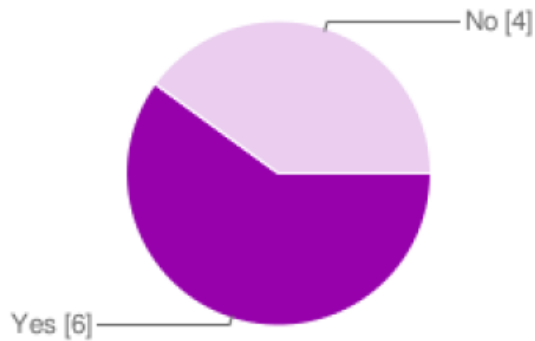
American Indian / Alaskan Native	0
Asian	1
Black / African American	1
Caucasian	6
Hispanic	0
Pacific Islander	0
Multi-Race/Ethnicity	1
Decline to state	0
Other	1

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.

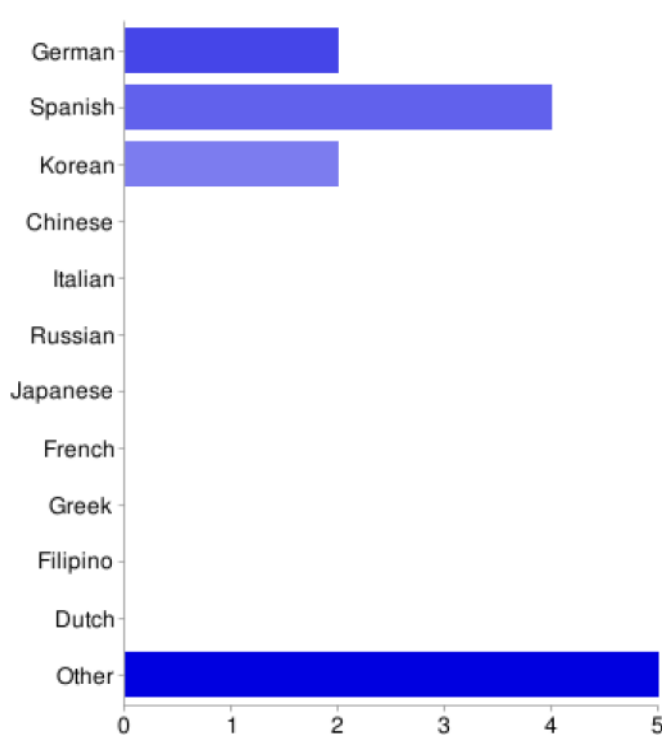
Analysis of Data: The graphs above indicate that our population is exactly 50% male and female and a majority of our faculty members are Caucasian (60%). Overall, 40% of our faculty members belong to various minorities, ethnicities, and races.

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 school's academic, instructional, and social needs. Triangulation of data for each selected goal are outlined in the following appendix.

Appendix A: Goal Statements & Triangulation of Data

Student Performance Goal #1:

By 2014, OMS student achievement will significantly increase overall as measured by Lexile level and local summative assessment; and, in targeted areas of text analysis and evaluating and extending meaning as measured by TerraNova 3rd edition.

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

•	Parent and Staff insights	Page	4
•	Terra Nova Reading Scores	Page	23
•	Student Grades D/F Report	Page	38

Student Performance Goal #2:

By 2014 OMS student achievement will significantly increase overall as measured by local summative assessment; and, in targeted areas of data analysis/statistics/probability, computation/estimation, and problem solving/reasoning as measured by the TerraNova 3rd edition.

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

•	Parent and Staff insights	Page	4
•	Terra Nova Math Scores	Page	23
•	Student Grades D/F Report	Page	38