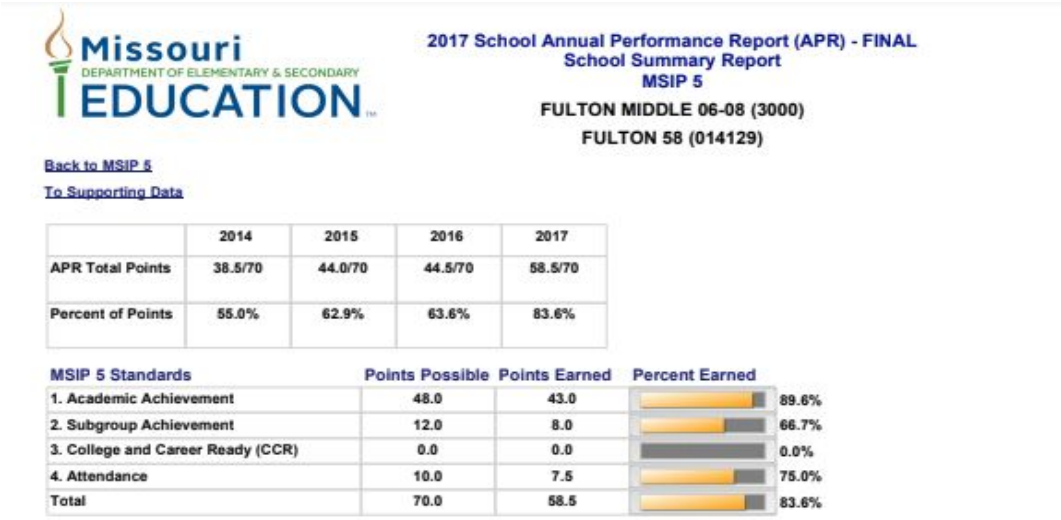
Reflection of Historical State Academic Achievement Data

In the table below, we have provided historical state achievement data for your school over the past three years. In the space provided, please reflect upon your state achievement data. What PLC practices (and others) have specifically contributed to the trends represented in your data. Consider a comparison between your school's achievement performance and that of the overall state performance.

Historical State Achievement data for your school

Please provide a reflective narrative of your state assessment data in the cell below.



Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

2017 School Annual Performance Report (APR) - FINAL
School Summary Report
MSIP 5
FULTON MIDDLE 06-08 (3000)
FULTON 58 (014129)

Back to MSIP 5
To Supporting Data

	2014	2015	2016	2017
APR Total Points	38.5/70	44.0/70	44.5/70	58.5/70
Percent of Points	55.0%	62.9%	63.6%	83.6%

MSIP 5 Standards	Points Possible	Points Earned	Percent Earned
1. Academic Achievement	48.0	43.0	89.6%
2. Subgroup Achievement	12.0	8.0	66.7%
3. College and Career Ready (CCR)	0.0	0.0	0.0%
4. Attendance	10.0	7.5	75.0%
Total	70.0	58.5	83.6%

APR Narrative: The APR report for FMS showcasing historical data for our building is included above. Although 83.6% is not where we strive to be, we have made much growth on our journey these past three years. We are beginning to move the needle on data, specifically with upper grade mathematics and science. The curriculum and assessment changes at the state level have been a hurdle, but we have devoted substantial amounts of time to quality professional development in these areas. The effects of this PD can specifically be seen in the significant growth in our science data in comparison to the state. There were many specific PLC practices that have impacted our data.

Collaborative culture has been the foundation of all of our work at FMS. As can be seen in our PLC surveys and site visit, we have moved from a school with low trust and collaborative practices, to one where risks are encouraged and celebrated. Teaming practices have been developed and implemented. Culture and climate have been a daily focus specifically for building leaders and the leadership team and have evolved to all members of the staff and students taking responsibility for this area. Feedback is gathered frequently to help us improve practice.

Over the past three years, teams have worked to identify the standards which are most essential to each gravel level in each subject. Grading, assessment, and instruction has shifted focus to analyze these essential learner outcomes. Our staff has worked the past three years to become assessment capable teachers. This means we have done much PD on the purposeful practice of quality assessment and grading. We have shifted our thinking and practice from traditional to standards based approaches of assessment. Much time has been devoted to developing proficiency scales around

each standard so that staff and students (and parents) truly understand the learning progression to mastery and beyond. We are beginning the process of standards based grading on our grade cards as well. This year, our PE department piloted SBG. Next year, our explo and 6th grade team will implement SBG. The following year, 7th grade will join and the next year our whole building will be SBG. We have also made the shift to involve our students in the assessment process through data binders. Each week, our students track data and make goals. This was our first year of the process. Next year we will digitize this data binder and it will be a daily practices for all contents and grade levels.

Through our work with PLC, we developed a virtual data wall that our teams look at weekly together to make decisions on instructional needs. Each team develops specific tier 2 interventions that are needed and refers students to problem solving team for additional support. The problem solving team then works to find or develop a specific academic, behavioral or social/emotional intervention. Our intervention block has evolved through our work as well. Four years ago, students were randomly put into intervention for 25 minutes and staff decided what to do. (without data or guidance) We evolved to a 25 minute WIN (what I need) time, that was flexible grouping based on 6-8 week benchmarks then to a full class academic lab. Academic labs are utilized to provide students individualized instruction based on their specific academic needs. Whether focused on intervention or enrichment, students get the individual support.Something that was specifically done this year, since we had early access to MAP data, was group students for intervention based on MAP test scores. The goal of this was to reach students that were struggling, but also the population of students that were not test-motivated. Moving to the middle school, this has been a much bigger challenge, so having intervention groups to help combat this was very helpful this year. These big changes in our school as outlined above have dramatically affected our APR in both academic achievement and subgroup achievement.

The other area of attendance for APR has also seen much growth. We have developed an attendance building goal consecutively each of the past three years, focusing both on ADA (average daily attendance) and 90 by 90. Continual focus and intervention in this area has helped to bring our attendance up from the benchmark year of data.

Our school has made exponential gains in a short period of time through dedication to the professional learning community process. We have strong systems and structures in place for sustainability for the future.

Additional Positive Student Academic Achievement Evidence

In the spaces provided below, please provide 3 examples of local data which you use to impact your curriculum and instruction, and/or identify students in need of intervention.
Examples might include benchmark (common) assessments through the course of a year, universal screening results, examples of consistently effective data team cycles, etc. Show a summary of this data through graphs/charts/tables, etc. in the first cell of each data source, and then very briefly describe what this data is telling us in the second cell for each data source.

Data Source #1 (add your graph/chart/table/etc. here)

Academic Goal 1: Reading

The percentage of Fulton Middle School Students performing at or above mastery on 1A(RI.1) will increase from 65% to 80% by the end of the 2017-2018 school year as measured by the STAR Reading Assessment.

***Comprehend and Interpret Text: 1A (RI.1 Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the test says explicitly as well as inferences drawn from the text.)*

BOY - 65%	December - 68%	March - 78%	April/May - 84%
Data at the beginning of the year was not broken down by grade level.	8th - 63% 7th - 68% 6th - 74%	8th - 76% 7th - 73% 6th - 84%	8th - 89% 7th - 76% 6th - 87%

Add your brief explanation of data source #1here. What is the data provided and why is it important to your school.

After reflecting with our Bartley Elementary colleagues, we decided to take a different approach to writing our building level academic SMART goals. They had found much success in drilling down to specific skills as a focus, instead of an overarching goal of just increasing reading levels. The data provided above comes from the STAR Reading Assessment with a narrow focus on one specific skill (*Comprehend and Interpret Text: 1A (RI.1 Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the test says explicitly as well as inferences drawn from the text.)* With the prior school years MAP data and prior school years STAR data, this was a standard which was consistently low across all grade levels. Each benchmark test (except the beginning of the year) was broken down by grade level and for teaching purposes by individual class and teacher. ELA (English Language Arts) teachers worked throughout the year to meet the needs of students who were not yet proficient in the RI.1 standard regarding comprehending and interpreting text. At the beginning of the school year we determined this would be our main focus and our building SMART Goal. All staff were committed to helping students with skills in this area to ensure success for our students even outside of the ELA classroom. We met and exceeded our goal for the year.

Data Source #2 (add your graph/chart/table/etc. here)

Math Benchmark Data: STAR

2017-18 FMS Building SMART GOAL 2: Percentage of Fulton Middle School Students performing at or above mastery on Expressions, Equations, and Inequalities will increase from 30% to 60% by the end of the 2017-2018 school year as measured by the STAR Math Assessment.

***Expressions, Equations and Inequalities: EEI A, EEI B, and EEI C*

BOY: 30%	**Dec: 40%**	**March: 51%**	**May: 71%**
Data at the beginning of the year was not broken down by grade level.	**6th - 39%** EE.A - 60% EE.B - 32% EE.C - 27% **7th - 38%** EE.A - 42% EE.B - 33% **8th - 42%** EE.A - 42% EE.B - 46% EE.C - 40%	**6th - 48%** EE.A - 66% EE.B - 41% EE.C - 36% **7th - 47%** EE.A - 52% EE.B - 42% **8th - 59%** EE.A - 60% EE.B - 61% EE.C - 56%	**6th - 58%** EE.A - 71% EE.B - 54% EE.C - 51% **7th - 70.5%** EE.A - 71% EE.B - 70% **8th - 87%** EE.A - 88% EE.B - 88% EE.C - 87%

Add your brief explanation of data source #2 here. What is the data provided and why is it important to your school.

We took a similar approach in developing our math SMART goal as we did with our reading goal. The data provided comes from the STAR Math Assessment with a narrow focus on one specific skill (Expressions, Equations and Inequalities*)* . With the prior school years MAP data and prior school years STAR data, this was a standard which was consistently low across all grade levels. Each benchmark test (except the beginning of the year) was broken down by grade level and for teaching purposes by individual class and teacher. Math teachers worked throughout the year to meet the needs of students who were not yet proficient in the standard. At the beginning of the school year we determined this would be our main focus and our building SMART Goal. Each grade level math team continued to focus on these 2-3 standards which made up this building goal. Teams met on a weekly basis to check in on these standards and discuss how skills were assessed and what supports were continued

within the classroom for those students who still had not mastered this standard. Even though the text book did not continue to focus on these standards, teachers still would bring focus back to these regularly during their Math class as well as during Academic Lab (intervention/enrichment time). We met and exceeded our goal for the year.

Data Source #3 (add your graph/chart/table/etc. here)

Unit: Metric System	Pretest		Post Test	
	Parkes	Shrout	Parkes	Shrout
Proficient	15%	23%	70%	66%
Close	15%	32%	12%	15%
Far but L	20%	15%	8%	3%
Far but NL	50%	30%	10%	16%

SMART Goal:The percentage of 8th grade students scoring proficient or higher on the metric system will increase from 18% to 75% by the end of September as measured by Metric Post Test assessment administered on Sept. 7, 2017.

Action Steps/Strategies after Pretest:
Look at specific areas in metric measurement with lowest pre-test, focus more on these areas

Action Steps after Post test:
The teachers worked with students who were in the Far but L and Far but NL in the weeks after the post test. Students will use the skills in this area the entire school year. By the end of first semester all students were at close or proficient. We did this by working one on one with the student in class, having them verbally explain the information, or by having them demonstrate measuring specific items to evaluate their measuring skills. We found that many students made simple errors in listing the correct units or didn't include a unit with the measurement. We felt confident in saying all our students know how to measure correctly.

Unit: Periodic Table	**Pretest**		**Post Test**	
	Parkes	Shrout	Parkes	Shrout
Proficient	0%	0%	70%	70%
Close	2%	8%	27%	26%
Far but L	0%	5%	2%	0%
Far but NL	98%	87%	1%	4%

SMART Goal:

The percentage of 8th grade students scoring proficient or higher in 8th grade Science will increase from 0% (current % proficient or higher) to 75% (goal percentage) by the end of the unit as measured by Post Test assessment (assessment tool) administered on November 15, 2017 (specific date).

Action Steps/Strategies after Pretest:

- Look to a comprehensive introduction to the periodic table, trends, groups, and families.
- Developed multiple ways for students to practice using the PT where it would otherwise be in stoichiometry which is well above the scope.

Action Steps after Post test:

Students who engaged in review with the materials provided did well on the post-test. Students that did not, had to have further instruction/review materials and conference with teacher before retakes. There was overwhelming success at proficient or close to proficient with this approach.

Add your brief explanation of data source #3 here. What is the data provided and why is it important to your school.

What you see above is just a snippet of our 8th grade science data teaming processes. Much more detail was given in our site visit, including an interview with the teachers, but we felt it imperative to showcase data teaming data in this application as it drives our daily practices as educators at FMS. We specifically chose science, because it is an area on MAP that we performed well above the state in our most current APR data. This is a result of effective data teaming practices of reflection, instruction adjustment and appropriate assessment.

*We included two additional data sources that closely relate to our academic achievement growth, although they are not technically “academic” in nature. We would not have been able to make the academic growth we have made over the last three years without a constant focus on social-emotional learning and behavior intervention and supports.

Data Source #4 (add your graph/chart/table/etc. here)

SDQ Mental Health Screening Data (Strength/Difficulty Questionnaire)

FMS Student-Reported Subscale Risk from Fall 2016 to Spring 2018

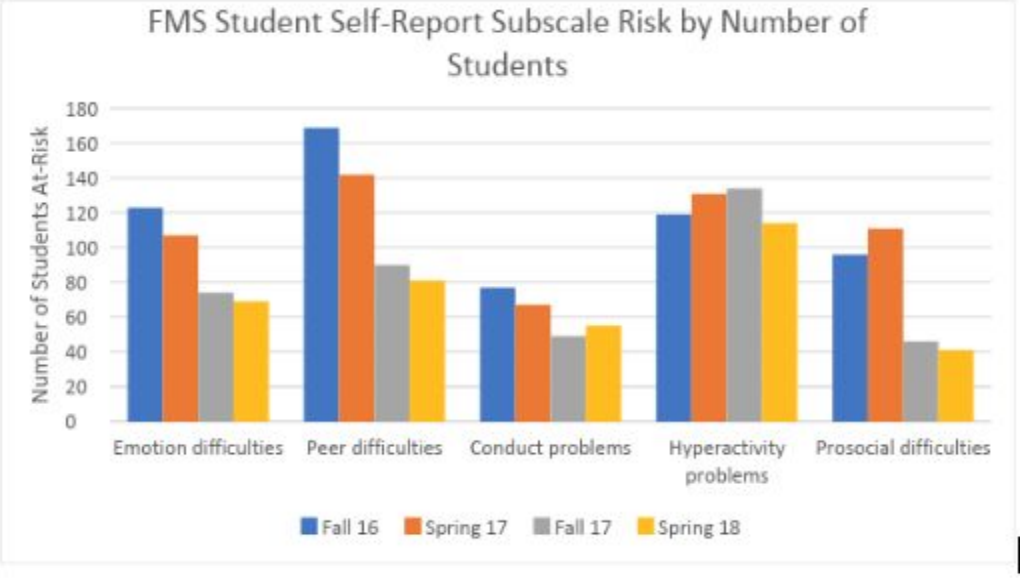


Figure 1. The above graph reports subscale risk by number of students.

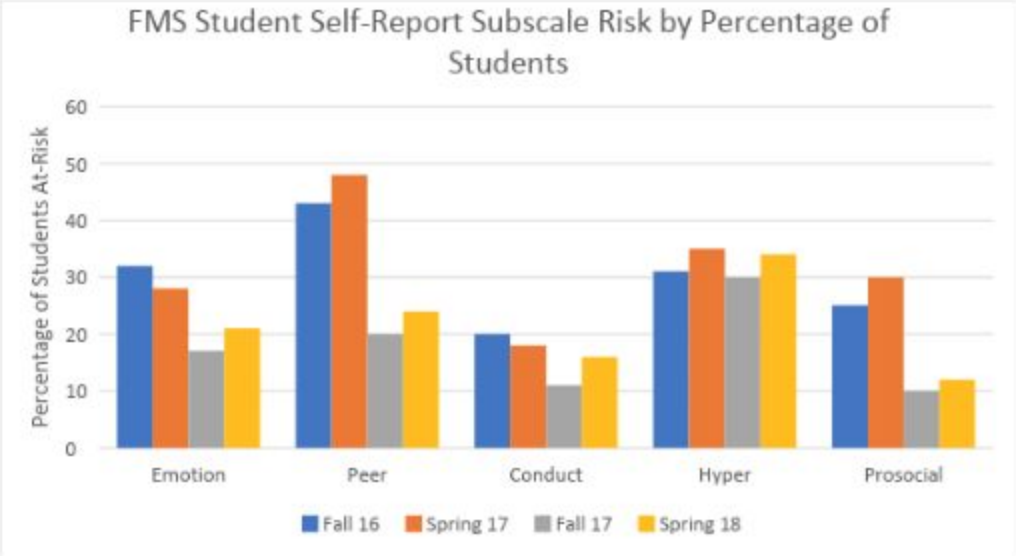


Figure 2. The above graph reports subscale risk by percentage of students, instead of number of students, since different total numbers of students completed the SDQ each year. In fall 2016, 389 students completed the SDQ. In spring 2017, 376 students completed the SDQ. In fall 2017, 440 students completed the SDQ. In spring 2018, 340 students completed the SDQ.

Add your brief explanation of data source #4 here. What is the data provided and why is it important to your school.

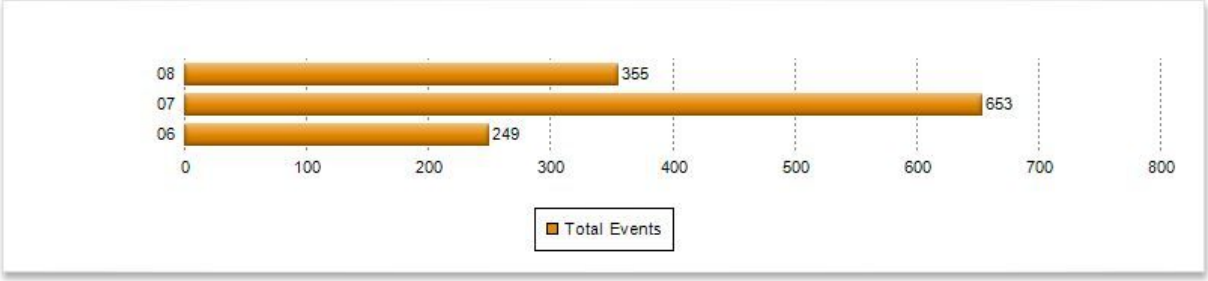
We have utilized the student self reporting SDQ as part of our Mental Health Grant for the past two years. This questionnaire is broken down into 5 subgroups, emotion, peer, conduct, hyperactivity and prosocial. We use this data, along with our teacher questionnaire, to identify students identifying as at-risk. This data is analyzed with the problem solving team and

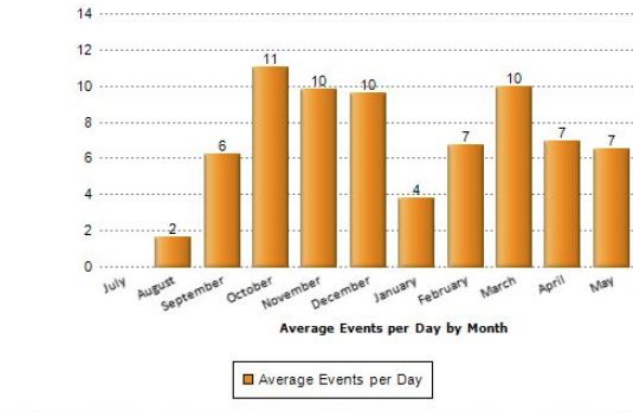
specific interventions are developed and implemented. (Interventions have included: anger management, emotional regulation, boys group, girls group, social skills.)This data is important as if we do not take time to meet the social emotional learning needs of our students, it is much harder to meet the academic needs. It is also important to note, that our data has improved greatly after implementing tier 1 social emotional learning curriculum and interventions. (specifically noted in peer and prosocial data)

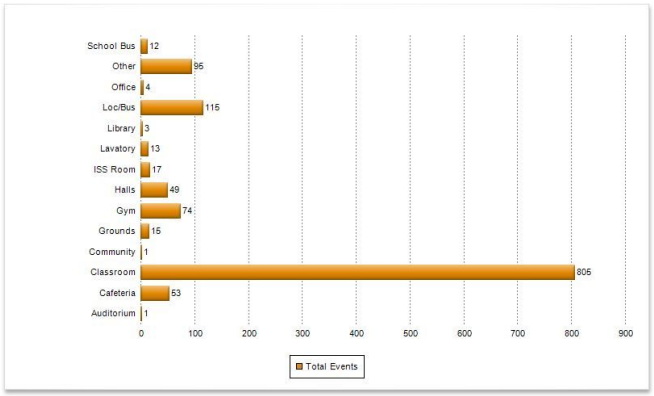
Data Source #5 (add your graph/chart/table/etc. here)

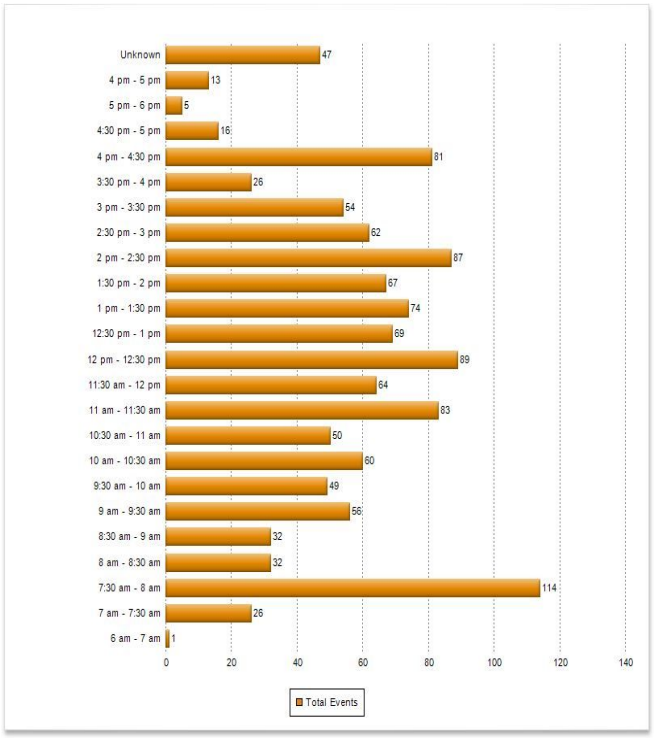
2017 Discipline Data (office discipline referrals)	*2018 Discipline Data (office discipline referrals)*
1800	**1257**

Examples of weekly data shared with staff and used in problem solving team:






School Bus 12
Other 95
Office 4
Loc/Bus 115
Library 3
Lavatory 13
ISS Room 17
Halls 49
Gym 74
Grounds 15
Community 1
Classroom 805
Cafeteria 53
Auditorium 1
0 100 200 300 400 500 600 700 800 900
Total Events


Unknown 47
4 pm - 5 pm 13
5 pm - 6 pm 5
4:30 pm - 5 pm 16
4 pm - 4:30 pm 81
3:30 pm - 4 pm 26
3 pm - 3:30 pm 54
2:30 pm - 3 pm 62
2 pm - 2:30 pm 87
1:30 pm - 2 pm 67
1 pm - 1:30 pm 74
12:30 pm - 1 pm 69
12 pm - 12:30 pm 89
11:30 am - 12 pm 64
11 am - 11:30 am 83
10:30 am - 11 am 50
10 am - 10:30 am 60
9:30 am - 10 am 49
9 am - 9:30 am 56
8:30 am - 9 am 32
8 am - 8:30 am 32
7:30 am - 8 am 114
7 am - 7:30 am 26
6 am - 7 am 1
0 20 40 60 80 100 120 140
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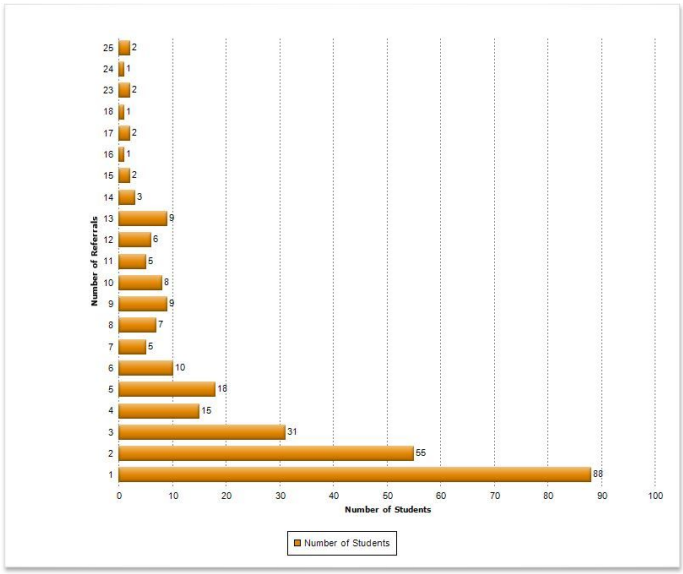
Number of Referrals
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24 1
23 2
18 1
17 2
16 1
15 2
14 3
13 9
12 6
11 5
10 8
9 9
8 7
7 5
6 10
5 18
4 15
3 31
2 55
1 88
0 10 20 30 40 50 60 70 80 90 100
Number of Students
Number of Students

Add your brief explanation of data source #5 here. What is the data provided and why is it important to your school.

One of our building SMART goals for this year was that the number of Fulton Middle School Office Discipline Referrals will decrease by 25% from 1800 to 1350 by the end of the 2017-2018 school year.

- March: 5522 positive referrals: 1056 office discipline referrals or 5:1
- May 2018: 6347 positive referrals, 1257 office discipline referrals or 5:1

We met our goal of decreasing office discipline referrals by 25% as well as met a subgoal of keeping a 4:1 positive to negative referral ratio. (with an increased student population compared to the previous year)

We tracked data weekly and shared in our staff newsletters. Specific PD was given to help in the areas with the most concern. We also developed intervention groups based on data. Each week, problem solving team looked at this data and set up the interventions or referred to the appropriate area. We selected this data source because, simply put, when students are not in the classroom, they do not have the same access to learning opportunities. Also, when students are not behaving (or are managed) correctly, it diminishes the learning opportunities of others.