

FLORIDA DEPARTMENT OF EDUCATION

Differentiated Accountability



Mid-Year Narrative Report Form DA-2

2012-2013

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Mid-Year Narrative Report

All schools should submit a Baseline Data Report, Mid-year Data Report, and a Mid-year Narrative Report for: reading in grades K-2; reading and mathematics in grades 3-8; Algebra I; Geometry; writing; science, and Biology EOC for those grade levels tested.

For Focus and Priority schools, these data are required for all students in grade 3 and Level 1-3 students in reading and mathematics for grades 4-10; however, the reporting of data for students at Levels 4 and 5 is strongly encouraged.

“A”, “B”, and “C” schools are only required to submit a Baseline and Mid-year Data Report and a Mid-year Narrative Report for subgroups who did not meet their Annual Measurable Objective (AMO) during the prior school year.

READING

Kindergarten – Grade 2

Please respond to the following questions based on the Florida Assessments for Instruction in Reading (FAIR).

Reading Data Analysis

1. Describe the gains and/or decreases in the percentage of students achieving Low Probability of Reading Success (PRS), Moderate PRS, or High PRS.

At this time, FAIR data collected from the Progress Monitoring and Reporting Network (PMRN) School Success Zone Report for Kindergarten through 2nd grade indicate a combined substantial growth in these grade levels. In Kindergarten, students achieving High Probability (HP) showed gains of 14 percentage points, a decrease of 14 percentage points achieving Moderate Probability (MP) and no change in the 2% of students scoring in Low Probability (LP).

In First Grade, the total number of students achieving HP increased 30 percentage points. First graders achieving MP decreased 31 percentage points and LP increased by 1 percentage point. In Second Grade the number of students achieving HP increased by 15 percentage points, MP decreased by 19 percentage points and LP increased by 5 percentage points.

2. Describe the specific strategies or school improvement activities that have contributed to increases in the percentage of students achieving a High PRS. Please be specific for each grade level and/or category (subgroup).

All Kindergarten, First and Second grade students receive daily instruction delivered by highly qualified teachers who utilize a reading workshop approach and Pinellas reading unit of study curriculum along with the MacMillian Treasures Series. Vocabulary instruction is delivered utilizing the Pinellas Vocabulary Project. Teachers explicitly teach, model, and guide students through gradual release in using school-wide literacy strategies across the content areas. Assessment Data (e.g., FCAT, FAIR, District Common Assessments) and other classroom assessments are collected. Grade-level teams and/or PLCs gather and review student data, engage in data based discussions, and make recommendations for changes, when applicable. Students also use Destination Reading. Teachers in grades K-2 are also implementing routines and strategies from the Jan Richardson training, The Next Steps in Guided Reading.

3. Describe the changes to instruction, strategies, and/or school improvement activities that will be made to ensure students achieving Moderate PRS receive additional instruction at varying levels of intensity, and students achieving Low PRS receive intensive intervention to accelerate reading growth.

Teachers in Kindergarten and 1st grade have attended professional development in the area of Guided Reading delivered by our district literacy coaches, with follow up classroom demonstrations and side by side coaching. Many teachers in grades K, 1 and 2 are participating in a site based professional book study: Pathways To The Common Core and implementing strategies recommended. Daily differentiated instruction/intervention is provided to Tier 2 and Tier 3 students during their intervention block time and outside the reading block either by the classroom teacher or Extended Learning Reading Program hourly teachers. Teachers in K-2 grade, also analyze reading logs and conferring notes to determine increase in student achievement as well as next steps for teaching. Isabell Beck instructional routines are implemented to teach phonics in small differentiated groups. We have also implemented the LLI program in grades K-2 for some students who would benefit from this program.

4. For students receiving a PRS of less than 85%, please describe the progress that is being made with Broad Diagnostic Inventory (BDI) Tasks and Targeted Diagnostic Inventory (TDI) Tasks.

In Kindergarten, the total number of students who were able to answer 3-5 Listening Comprehension questions increased from 54% to 82%. In 1st Grade, the total percentage of students who increased their ability to read the expected target passage increased from 62% in assessment period 1 to 74% in assessment period 2. Most students in 1st Grade scoring below 85% in assessment period one showed marked increase in the number of tasks they met expectations (ME) on the Targeted Diagnostic Inventory (TDI). In 2nd grade, the total percentage of students who increased their ability to read the expected target passage increased from 22% in assessment period one to 63% in assessment period two. In 2nd grade, the spelling median percentile increased from 27 in assessment period one to 56 in assessment period two.

5. Describe the enrichment activities provided to students receiving a PRS of more than 85%. Please be specific for each grade level and/or subgroup.

Students in K, 1, 2 achieving a PRS of more than 85% are reading books that are on their "just right" levels, receiving differentiated instruction to increase their reading strategies and/or levels of comprehension. Also available to these students is the use of Destination Reading computer program and Reading Counts.

READING

Grade 3 – Grade 10

Reading: Please respond to either the School/District Assessment (S/DA) question or the Florida Assessments for Instruction in Reading (FAIR) question.

Reading Data Analysis

(S/DA) 1. Describe the gains and/or decreases in student achievement percentage points that have occurred between the baseline and mid-year assessments. Include specific information about the grade levels or subgroups in which improvements or declines have occurred.

or

(FAIR) 1. Describe the gains and/or decreases in percentage points of students in Reading Comprehension (RC) between Assessment Period 1 (AP1) and Assessment Period 2 (AP2).

At this time, FAIR data collected from the Progress Monitoring and Reporting Network (PMRN) in 3rd grade showed positive growth from Assessment Period 1 (AP1) to Assessment Period 2 (AP2). The median score for Oakhurst's 3rd grade Reading Comprehension (RC) showed gains of 13 percentile points. The median score increased from the 40th percentile to the 53rd percentile. In 4th grade and 5th grade, the median score for RC showed a slight decrease. In 4th grade, a decrease of 5 percentile points, from the 41st percentile in AP1 to the 36th percentile in AP2. In 5th grade there was a decrease of 5 percentile points for our median Reading Comprehension score from the 58th percentile in AP1 to the 53rd percentile in AP2.

FCAT success Probability (FSP) scores in grades 3-5 each showed a slight decrease. In 3rd and 4th grade from 69% to 66%. In 5th grade from 74% to 73%.

(S/DA) 2. Describe the specific strategies or school improvement activities that have contributed to increases in student achievement percentage points between the baseline and mid-year assessment. Please be specific for each grade level and/or subgroup.

or

(FAIR) 2. Describe the specific strategies or school improvement activities that have contributed to increases in the percentage of students achieving a High FCAT 2.0 Success Probability that have occurred between AP1 and AP2. If the increase in percentage of students achieving an FSP of 85% or greater has not been demonstrated, review the changes in the RC score for students. Please be specific for each grade level and/or category (subgroup).

When analyzing subgroup FAIR data in 3rd grade our white subgroup has a 56.4% at a Moderate FCAT Success Probability (FSP) and 42.6% at a High FSP. Only 1% of white students show a Low FSP. For the subgroup of Hispanic students in 3rd grade, 87.5% are demonstrating a Moderate FSP and 12.5% are at a High FSP, 0% are in a Low FSP. All students with a primary exceptionality (SLD, LI, OHI or SI) scored in either the Moderate or High FSP. Only 1 SI student scored in the Low FSP range.

In 4th grade 51.6% of white students scored in the Moderate FSP, 40.7% scored in the High FSP and 7.7% scored in the Low FSP range. 46.2% of Hispanic 4th grade students scored in the Moderate FSP range and 53.8% scored in the High FSP Range. Students with a primary exceptionality (SLD, LI, OHI or SI) mainly scored in the Low to Moderate FSP range. Only 44.4% (4 students) of SI students scored in the High FSP range.

In 5th grade 5.7% of white students scored in the Low FSP, 43.7% in Moderate and 50.6% in High. In our Hispanic subgroup, 16.7% in Low, 50% in Moderate and 33.3% in High. Students with a primary exceptionality (SLD, LI, OHI or SI) mainly scored in Moderate to High. Only 1 student (33.3%) of SLD scored in the Low FSP.

All 3rd through 5th grade students receive daily instruction delivered by highly qualified teachers who utilize a reading workshop approach and reading unit of study curriculum along with the MacMillian Treasures Series. Vocabulary instruction is delivered utilizing the Pinellas Vocabulary Project. Teachers explicitly teach, model, and guide students in using school-wide literacy strategies across the content areas. Assessment Data (e.g., FCAT, FAIR, District Common Assessments) and other classroom assessments are collected. Grade-level teams and/or PLCs gather and review student data, engage in data based discussions, and make recommendations for changes, when applicable. Students also use Destination Reading and FCAT Explorer.

(S/DA) 3. Utilizing data from the reading baseline and mid-year assessments, describe the changes to instruction, strategies, and/or school improvement activities that will be made prior to the administration of the FCAT 2.0 to ensure that students scoring FCAT 2.0 Levels 1 or 2 increase achievement to making satisfactory progress (FCAT 2.0 Level 3). Please be specific for each grade level and/or subgroup.

or

(FAIR) 3. Based on AP1 and AP2, describe the changes to instruction, strategies, and/or school improvement activities that will be made to ensure that students achieving 16-84% probability in FSP receive additional instruction at varying levels of intensity, and that students achieving 15% or less probability in FSP receive intensive intervention to accelerate reading growth. Students that show an increase or decrease in their RC but are not achieving .85% on FSP describe the changes to instruction.

Many teachers in grades 3rd, 4th and 5th grade are participating in a site based professional book study and implementing strategies outlines in Pathways To The Common Core, by Lucy Caulkins. Additionally, teachers in grades 3rd – 5th have received monthly support and demonstration lessons through a district reading coach. Strategies are being introduced and implemented from The Next Steps In Guided Reading by Jan Richardson and supported by our reading coach. Daily differentiated instruction/intervention is provided to Tier 2 and Tier 3 students during their intervention block time and outside the reading block either by the classroom teacher or Extended Learning Reading Program hourly teachers. Teachers in 3-5 grade, also analyze reading logs and/or conferring notes to determine increase in student achievement as well as next steps for instruction. Words Their Way or Isabell Beck instructional routines are implemented to teach phonics/word work in small differentiated groups. Students receiving Tier 2 or Tier 3 interventions are utilizing ongoing progress monitoring to determine if progress is increasing.

(S/DA) 4. Utilizing data from the reading baseline and mid-year assessments, describe the specific strategies that will be used for students scoring FCAT 2.0 Level 3 to maintain satisfactory progress and/or increase achievement to above satisfactory progress (FCAT 2.0 Levels 4 or 5)? Please be specific for each grade level and/or subgroup.

or

(FAIR) 4. For students receiving an FCAT 2.0 Probability of Success of less than 85%, please describe the progress that is being made with Broad Screen RC Tasks and Targeted Diagnostic Inventory (TDI) Maze and Word Analysis Tasks.

Students in 3rd grade showed excellent growth on their Maze and Word Analysis Median percentile scores. In 3rd grade the Maze median score increased from a median of the 28th percentile in Assessment Period 1 (AP1) to a median of the 60st percentile. Word Analysis (WA) median percentiles also increased in 3rd grade, from the 36th percentile to the 61st percentile. In 4th grade, the Maze median score went from the 41st to the 53rd percentile. Fourth grade Word Analysis median percentile increased slightly from the 49th to the 50th percentile. In 5th grade, the Maze median percentile showed good growth. It increased from the 50th percentile to the 69th. Word Analysis scores in 5th grade did decrease by 22 percentile points, from a median score of the 54th percentile to the 32nd.

(S/DA) 5. Utilizing data from the reading baseline and mid-year assessments, describe the activities designed for students scoring FCAT 2.0 Levels 4 or 5 to maintain above satisfactory progress and provide enrichment? Please be specific for each grade level and/or subgroup.

or

(FAIR) 5. Describe the enrichment activities provided to students achieving High FCAT 2.0 Success Probability. Please be specific for each grade level and/or subgroup.

Students in 3rd, 4th and 5th grade showing Proficiency based on their FAIR results continue to work in books at their “just right” level, receiving differentiated instruction to increase their reading strategies and/or levels of comprehension. Teachers model practical ways of thinking through complex reading processes. Students also work on the Destination Reading computer program, Reading Counts and FCAT Explorer.

MATHEMATICS

Grade 3 – Grade 8

Mathematics Data Analysis

1. Describe the gains and/or decreases in student achievement percentage points that have occurred between the baseline and midyear assessments. Include specific information about the grade levels or subgroups where improvements or declines have occurred.

In math all students in subgroups showed growth from AP1 to AP2.

In 3rd grade, 48% of students met proficiency in Math at midyear (formative) assessment. This is an increase of 41% from the baseline (summative) assessment. In 4th grade, 50% of students met proficiency in Math at the midyear (formative) assessment. This is an increase of 45% from the baseline (summative) assessment. In 5th grade 48% of students met proficiency in Math at the midyear (formative) assessment, which is an increase of 44% from the baseline (summative) assessment.

When analyzing data for our subgroups our White (W) subgroup in each grade level showed an increase of students at or above Proficiency (scoring 70% or above). In 3rd grade from 7% in AP1 to 51% in AP2, 4th grade from 7% AP1 to 52% in AP2, and in 5th grade from 5% to 49%.

Our Black subgroup in 3rd grade showed an increase from 0% to 25%, in 4th grade from 0% to 17% and in 5th grade 0% to 33% meeting or exceeding expectations.

Our Hispanic subgroup showed increases in grades 3rd – 5th. In 3rd grade the increase was from 0% to 13%, in 4th grade from 0% to 43% and in 5th grade from 0% to 33%.

Our Economically Disadvantaged subgroup in 3rd grade increased from 3% to 26%, in 4th from 6% to 32% and in 5th grade from 0% to 42%.

SWD also showed gains for student meeting or exceeding expectations from the baseline to the midyear math assesment. 3rd grade SWD rose from 0% to 30%, 4th grade from 0% to 38% and in 5th grade from 0% to 17%.

2. Describe the specific strategies or school improvement activities that have contributed to increases in student achievement percentage points between the baseline and mid-year assessments. Please be specific for each grade level and/or subgroup.

Specific strategies or school improvement activities that have contributed to increases in student achievement percentage points between the baseline and mid-year include data chats that take place after each Assessment Period. Teachers in grades 3-5 are provided with item analysis graphs which are compared to grade level results and district results. Concepts which students struggled with are reviewed, retaught and reassessed using a variety of checks for understanding to determine student mastery. Some teachers have attended professional development and are utilizing the strategies shared in Teaching Student Centered Mathematics by Van de Walle and Lovin. Teachers are also incorporating Classroom Discussions and FOCUS Achieves in their math instruction.

This year we our professional development includes a focus on the Common Core State Standards and the 8 Standards for Mathematical Practice. Additionally, Extended learning opportunities are available for any 4th and 5th grade students not meeting expectations in the area of math.

3. Utilizing data from the mathematics baseline and mid-year assessments, describe the changes to instruction, strategies, and/or school improvement activities that will be made prior to the administration of the FCAT 2.0 to ensure that students scoring FCAT 2.0 Levels 1 or 2 increase achievement to making satisfactory progress (FCAT 2.0 Level 3). Please be specific for each grade level and/or subgroup.

Utilizing assessment data and a variety of formative assessments and checks for understanding, teachers analyze performance data and plan for differentiated instruction by regrouping students for reteaching necessary benchmarks.

4. Utilizing data from the mathematics baseline and mid-year assessments, describe the specific strategies that will be used for students scoring FCAT 2.0 Level 3 to maintain satisfactory progress and/or increase achievement to above satisfactory progress (FCAT 2.0 Levels 4 or 5). Please be specific for each grade level and/or subgroup.

In grades 3, 4 and 5 teachers continue to utilize our core math curriculum, Envision, in addition to supplemental items such as Cpalms, Teaching Student Centered Mathemaitice, Roads to Reasoning, Groundworks and Problem Solver books to maintain or increase FCAT levels. Students are encouraged to use FCAT Explorer as well.

5. Utilizing data from the mathematics baseline and mid-year assessments, describe the activities designed for students scoring FCAT 2.0 Levels 4 or 5 to maintain above satisfactory progress and enrichment. Please be specific for each grade level and/or subgroup

Enrichment activities for students include Sunshine Math schoolwide.

ALGEBRA 1 Only * (Include all students, at each grade level, who will be administered the End of Course Exam)

1. Describe the gains and/or decreases in student achievement percentage points that have occurred between the baseline and mid-year assessments. Include specific information about the reporting categories in which improvements or declines have occurred.

2. Utilizing data from the baseline and mid-year assessments, describe changes to instruction, strategies, and/or school improvement activities that will be made prior to the administration of the Algebra EOC to ensure that students achieve satisfactory progress.

***GEOMETRY Only *(Include all students, at each grade level, who will be administered the End of Course Exam)**

1. Describe the gains and/or decreases in student achievement percentage points that have occurred since the baseline and mid-year assessments. Include specific information about the reporting categories in which improvements or declines have occurred.

2. Utilizing data from the baseline and mid-year assessments, describe changes to instruction, strategies, and/or school improvement activities that will be made prior to the administration of the Geometry EOC to ensure that students achieve satisfactory progress.

WRITING

Writing Data Analysis

1. Describe the gains and/or decreases in student achievement percentage points that have occurred between the baseline and mid-year assessments. Include specific information about the grade levels or subgroups in which improvements or declines have occurred.

2. Describe the specific strategies or school improvement activities that have contributed to increases in student achievement percentage points between the baseline and mid-year assessments. Please be specific for each grade level and/or subgroup.

3. Utilizing data from the baseline and mid-year assessments, describe the changes to instruction, strategies, and/or school improvement activities that will be made prior to the administration of FCAT 2.0 to ensure that students achieve satisfactory progress (3.0). Please be specific for each grade level and/or subgroup that declined.

4. Utilizing data from the baseline and mid-year assessments, describe the activities designed to maintain satisfactory progress and provide enrichment to students that achieve FCAT 2.0 Level 5.0 or above in writing. Please be specific for each grade level and/or subgroup.

SCIENCE

Science Data Analysis

1. Describe the gains and/or decreases in student achievement percentage points that have occurred between the baseline and mid-year assessments in each tested grade level. Include specific information about the grade levels where improvements or declines have occurred in each reporting category.

2. Describe the specific strategies or school improvement activities that have contributed to increases in student achievement percentage points between the baseline and mid-year assessments in each tested grade level. Please be specific for each reporting category.

3. Utilizing data from the baseline and mid-year assessments, describe the changes to instruction, strategies, and/or school improvement activities that will be made prior to the administration of the FCAT 2.0 to ensure that students achieve satisfactory progress (Level 3) in each tested grade level. Please be specific for each grade level that declined in each reporting category.

4. Utilizing data from the baseline and mid-year assessments, describe the activities designed to maintain satisfactory progress and provide enrichment to students that are above satisfactory progress (Level 4 or 5) in science. Please be specific for each grade level and/or subgroup in each reporting category.

Biology EOC *(Include all students, at each grade level, who will be administered the End of Course Exam)

1. Describe the gains and/or decreases in student achievement percentage points that have occurred between the baseline and mid-year assessments. Include specific information about the content clusters in which improvements or declines have occurred in each reporting category.

2. Utilizing data from the baseline and mid-year assessments, describe changes to instruction, strategies, and/or school improvement activities that will be made prior to the administration of the Biology EOC to ensure that students achieve satisfactory progress in each reporting category.

EXTENDED LEARNING

Extended Learning Programs for Students: Describe the activities (e.g. after school, pull-outs, etc) that have taken place to date. Add additional rows if necessary.

*When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Activity	Frequency (e.g., # of times per week, month, etc.)	Duration (e.g., # of minutes, hours, etc.)	Total # of Level 1, 2, and 3 Students in the School	% of Level 1, 2, and 3 Students Participating
Extended Learning for Reading	3 x per week	1 hour each day	23 3 rd grade students working below expectations	18% of 3 rd grade students
Extended Learning for Math	3 x per week	1 hour each day	35 Level 1 & 2 4 th & 5 th graders	36%

Other than using the baseline and mid-year data, how will you progress monitor students in extended learning programs and how will you use this data to determine how students are responding to the extended learning program?

Each group conducted a pretest and will conduct a post test at the end of the Extended Learning cycle of instruction. Students receiving interventions are being progress monitored with DIBELS Next OPM materials. We will also analyze individual FCAT data results for students participating in these programs.

Research-based Professional Development Activities for Teachers

Describe the professional development activities to date that are aligned with the school's instructional needs. *Add additional rows if necessary.*

Date MM/DD/YYYY	Title of Professional Development	Instructional Need(s) Addressed	# of Teachers for which PD is Applicable	# of Teachers in Content Area	# of Teachers in Attendance
9/12 – 5/15	Pathways to the Common Core Book Study	Overview of the Reading/Language Arts new CCSS	44	41	30
9/12/12	8 Mathematical Standards in the CCSS	What do the math standards look like?	44	41	42
9/26/12	Intervention Block / Ongoing Progress Moni.	Addressing differentiated instructional needs and OPM	44	41	42
10/10/12	Technology in Math	Problem based mathematics	44	41	43
11/7/12	Science	Science FAIR/SEAMS	44	41	44
1/22/13	CCSS/PARCC Assessment	Reading/Language Arts CCSS	44	41	44

2/18/13	DWT Planning for the Common Core	CCSS in all subject areas	44	41	42
2/20/13	CCSS/Close Reading/Continuing Text Based Questioning	CCSS Reading Strategies High Level Questioning	44	43	44

Based on the baseline and mid-year data, describe the additional professional development activities that will be offered before the FCAT 2.0 to help teachers increase student performance.

Elementary Mathematics Content Mini-Institute – 6 classes focusing on Teaching Student Centered Mathematics – Currently 24 classroom teachers are enrolled.

End of Mid-Year Narrative Report