

Standard 4. Documenting and Using Results

STANDARD: The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Impact Statement: A school is successful in meeting this standard when it uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts.

1. How is the assessment system currently used in your school to analyze changes in student performance?

Data are collected from Terra Nova, DRA, SRI, and unit tests across the content areas. Data are analyzed to differentiate instruction in our multi-age classrooms. The faculty of grades 3-6 meets with the principal to analyze Terra Nova results and discuss future program plans. These results allow the principal to allocate resources for specific programs such as Learning Impaired, Gifted Education and Guided Reading assistance. The DRA and SRI scores are reviewed and analyzed several times a year and additional reading support is provided by volunteers as necessary. Small group assistance is also available on an as needed basis by the educational aide.

2. What are you doing to ensure that assessment results are timely, relevant, and communicated in a way that can be used by teachers, students, parents, and external stakeholders to aid the performance of individual students?

DoDEA establishes the general timelines for system-wide assessments (Terra Nova, DRA, SRI). Classroom assessments for reading and math are administered regularly by the teachers. Results from all assessments are communicated with parents via emails, phone calls, written notes, and informal and formal conferences. GradeSpeed, an online grading system in grades 4-6, is used to inform parents of the week to week academic progress of their child. The principal reports on Terra Nova results at the final SAC meeting of the school year. The staff reviews the OPI scores from the TerraNova and modifies instruction to ensure students are prepared properly for the assessment in March. The DoDEA website also posts Terra Nova results by school for all stakeholders. The counselor provides all parents with a written report and an opportunity to meet and discuss TerraNova results at the end of each school year. Students are given information

about each kind of assessment (TerraNova, SRI, DRA) and the relevance to their learning each year.

3. How are data used to understand and improve overall school effectiveness?

Collected data from TerraNova, DRA, and SRI are used to help drive instruction. In addition, the Terra Nova sub-tests (OPI) allow faculty to further analyze student needs, strengths and weaknesses in our multi-age classrooms. Data are continuously used to screen for special program participants. The faculty uses the data to focus on CSI goals. The staff recognizes the importance of aligning the data-instruction-assessment parts and the link to school overall effectiveness.

4. How are teachers trained to understand and use data in the classroom?

Data analysis is an ongoing process through collaboration. The district provided data analysis training for the CSI chairperson. DRA and SRI training have been provided through collaborative efforts of both the Educational Technologist and the reading specialist. The principal provides on-going training in data analysis during faculty meetings and in-service instruction.

Overall Assessment:

KBES uses the DoDEA required standardized tests of Terra Nova, SRI and DRA. Classroom teachers use unit tests from the DODEA adopted materials and other formative assessments. Data is shared with parents and other KBES stakeholders. The small school setting allows for more individualized attention and, therefore, interventions and supplemental instruction are more readily provided.