



**Norfolk Public Schools  
Annual Progress Report for  
Lindenwood Elementary and  
Ruffner Academy Middle School**

January 22, 2014



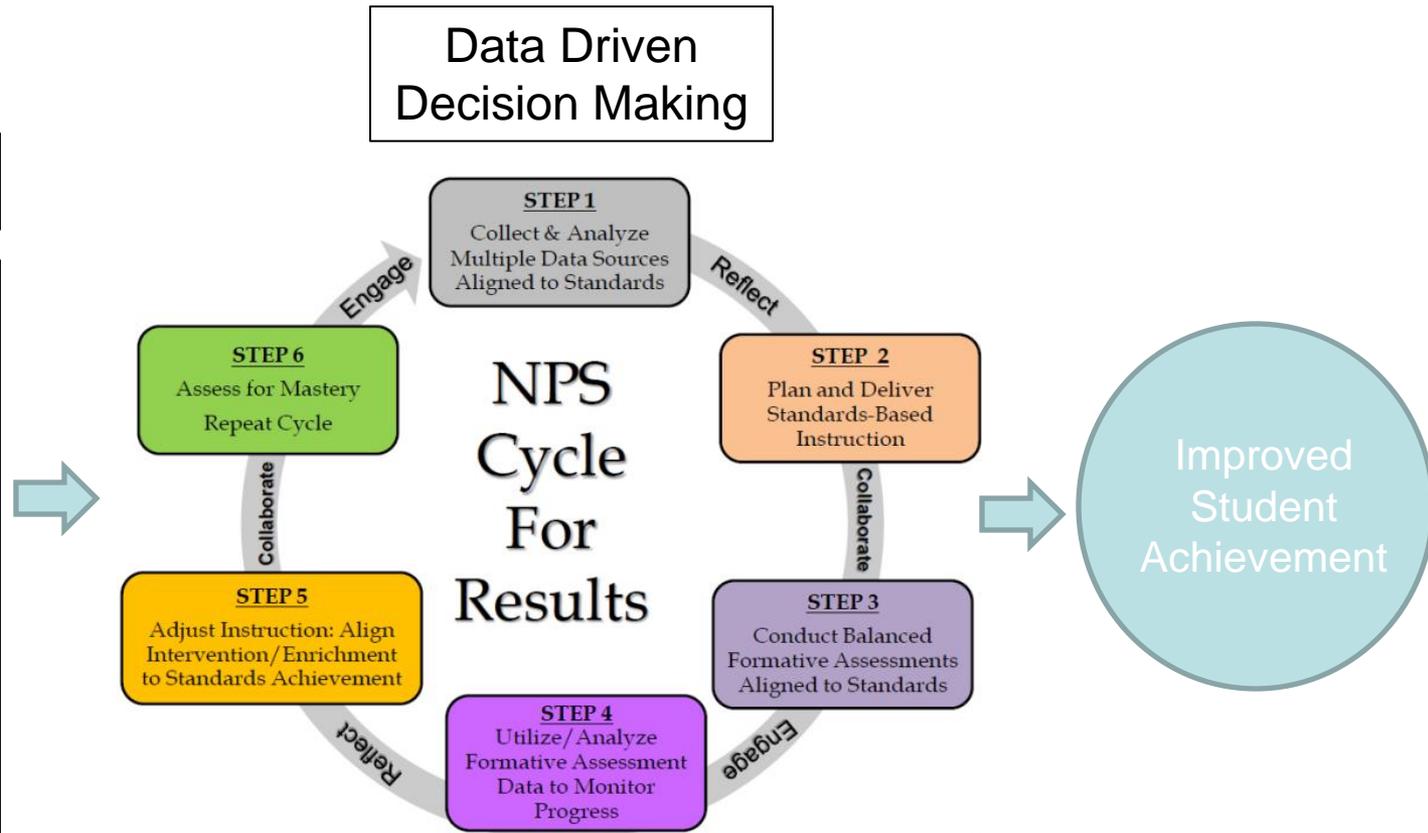
**Norfolk Public Schools**  
The cornerstone of a proudly diverse community

# Inspecting What We Expect Instructional Leadership & Quality Assurance

## Focus Walks

- **Local School Level**  
(consistent monitoring and regular feedback)
- **Executive Directors**  
(leadership development and professional learning communities)
- **Division Level**  
collaboration across departments to address school needs:
  - Teaching & Learning
  - Operations
  - Human Resources
  - Finance

## Data Driven Decision Making



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# Building Leadership Capacity through Professional Development (collaborative partnerships)

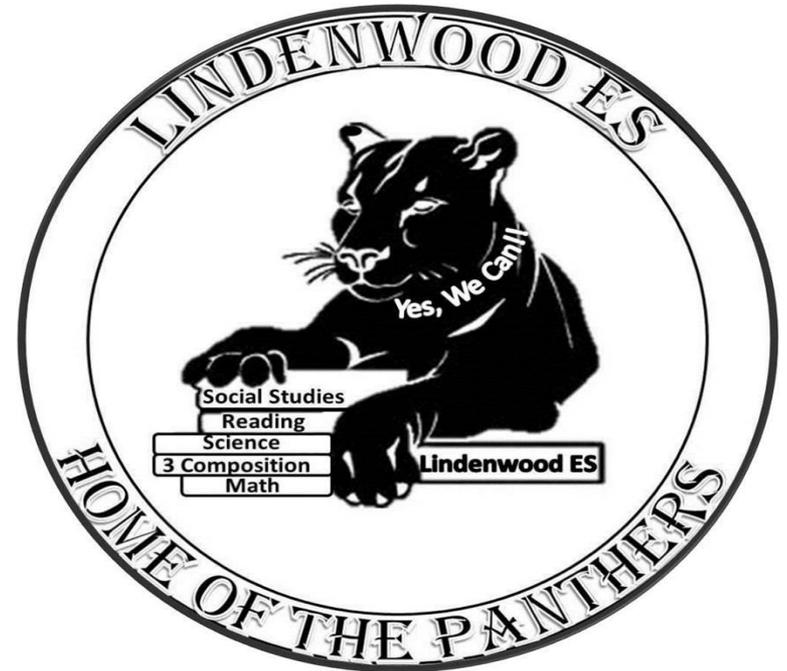
- Principals' Academy – partnership with American Association for School Administrators (AASA) and the SUPES Academy (all administrators)
  - 10 sessions delivered from 12/2014-10/2015
  - Building principals' leadership capacity to lead for transformation in an urban school division
- Aligning the Academic Review with Performance Evaluation (AARPE) – priority and focus school principals
- School University Research Network (SURN) at the College of William & Mary
  - Focus on student engagement (for focus school principals only)
- Data-Driven Decision Making and Targeted Interventions (all administrators)
  - Collaborative effort between NPS Division of Teaching and Learning and NPS Office of School Turnaround and Improvement
- All instructional staff participated in a ½ day workshop with Dr. Eric Jensen: Teaching with Poverty in Mind

# Lindenwood Elementary

*Home of the Panthers*

*“Our destiny is not written for us,  
but by us!”*

*-- President Barack Obama*

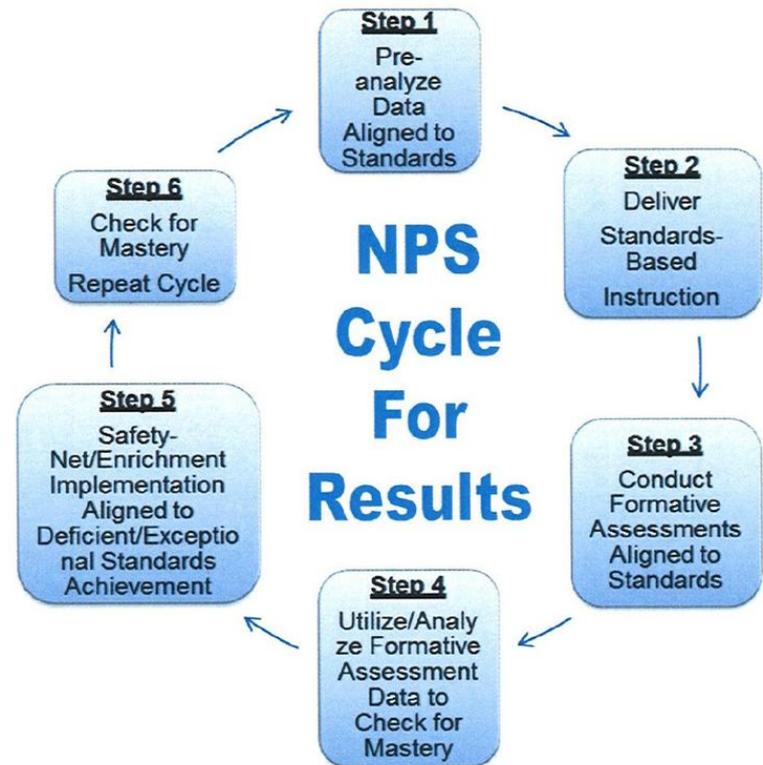


## Step One: Pre-Analyze Data Aligned to Standards (Establish Baselines, Targets, and Goals)

Lindenwood Elementary	2013-2014 SOL Baseline	2014-2015 Targets and Incremental Goals	2015-2016 Absolute Target and AMO Goals
English	48% - all 14% - SWD	61% - all 30% - SWD	75% - all 54% - SWD
Math	51% - all 5% - SWD	69% - all 21% - SWD	75% - all 57% - SWD
Science	46% - all 18% - SWD	61% - all 34% - SWD	70% - all 50% - SWD
History/Social Science	56% - all 17% - SWD	69% - all 33% - SWD	70% - all 50% - SWD

# Implementing the Cycle for Results: Step One

- Summative Assessments (Standards of Learning) results are analyzed. Results are disaggregated by the following levels: district, content, school, grade, student groups, and teacher.
- STAR Reading diagnostic screener administered to students in grades 3-5 to support development of tiered student interventions
- Areas of concern identified for professional development and support.
  - English
    - Demonstrating comprehension of fiction and nonfiction and each works supporting details and literary elements
    - Vocabulary – word origins, figurative language
  - Math
    - Solving single-step and multi-step problems involving addition, subtraction, multiplication, division
    - Simplifying numerical expressions using order of operations
  - Science
    - demonstrating an understanding of scientific reasoning, logic and the nature of science by planning and conducting investigations using inquiry, predictions and conclusions
  - History/Social Science
    - demonstrating skills for historical and geographical analysis
    - interpreting ideas and events from different historical perspectives



# NPS Cycle for Results Step Two: Deliver Standards-based Instruction Across Content Areas



## English

- expand vocabulary when reading using knowledge of roots, affixes, homophones, synonyms, and antonyms
- identify the main idea, and summarize supporting details from text



## Math

- create and solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division.
- solve practical problems involving rational numbers, percents, ratios, and proportions



## Science

- demonstrate an understanding of scientific reasoning, logic, and the nature of science
- investigate and understand that all living things are composed of cells



## History/Social Science

- demonstrate skills for historical and geographical analysis and responsible citizenship
- make connections between past and present; sequence events in Virginia history

# NPS Cycle for Results Step Three: Conduct Formative Assessments Aligned to Standards

- A pre-assessment is administered at the beginning of the school year to make instructional decisions about students' strengths and needs
- Online district-created benchmark assessments, (DBAs), are administered on a monthly basis within each SOL tested content area
- Building level common formative assessments (CFAs) are developed between the district benchmark assessments to inform intervention efforts.
- The goals of each assessment are to:
  - support and monitor student achievement
  - support and monitor highly effective teaching
  - ensure alignment to the curricular blueprint/pacing guides
  - ensure consistent delivery of appropriate rigor or cognitive demand of new standards
  - target instructional areas to re-teach and re-assess

# 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> English

Grade	Proficient	Needs Improvement	Does Not Meet
Third - Pretest	0%	3%	97%
Third – Nov DBA	51%	26%	23%
Fourth – Pretest	12%	18%	70%
Fourth – Nov DBA	20%	44%	36%
Fifth – Pretest	12%	26%	61%
Fifth – Nov DBA	14%	36%	50%

# 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> Math

Grade	Proficient	Needs Improvement	Does Not Meet
Third - Pretest	0%	10%	90%
Third – Nov DBA	66%	26%	9%
Fourth – Pretest	0%	6%	94%
Fourth – Nov DBA	27%	38%	34%
Fifth – Pretest	2%	5%	93%
Fifth – Nov DBA	28%	43%	29%

# Science

Grade	Proficient	Needs Improvement	Does Not Meet
Third – Pretest	2%	25%	73%
Third – Nov DBA	46%	30%	24%
Fourth – Pretest	2%	25%	73%
Fourth – Nov DBA	22%	44%	35%
Fifth – Pretest	9%	42%	49%
Fifth – Nov DBA	17%	45%	38%

# History/Social Science

Grade	Proficient	Needs Improvement	Does Not Meet
Third – Pretest	2%	13%	86%
Third – Nov DBA	67%	24%	9%
Fourth – Pretest	0%	0%	100%
Fourth – Nov DBA	33%	31%	36%
Fifth – Pretest	2%	7%	91%
Fifth – Nov DBA	27%	43%	29%

# NPS Cycle for Results Step Four: Utilize Formative Assessment Data to Check for Mastery

## **Growth Strands** from District Benchmark Assessment (Nov)

- 🍏 English – fiction/non fiction comprehension and vocabulary
- 🍏 Math – multi-step problem solving
- 🍏 Science – scientific inquiry
- 🍏 History – sequencing events and interpreting ideas from different perspectives

## **Next Steps** from District Benchmark Assessment (Nov)

- 🍏 Based on the data, teachers identify students who need additional support
- 🍏 Lesson plans are adjusted to include opportunities for:
  - 🍏 re-teaching
  - 🍏 remediation
  - 🍏 differentiated instruction
  - 🍏 test corrections
- 🍏 Students who have demonstrated mastery of standards engage in enrichment activities

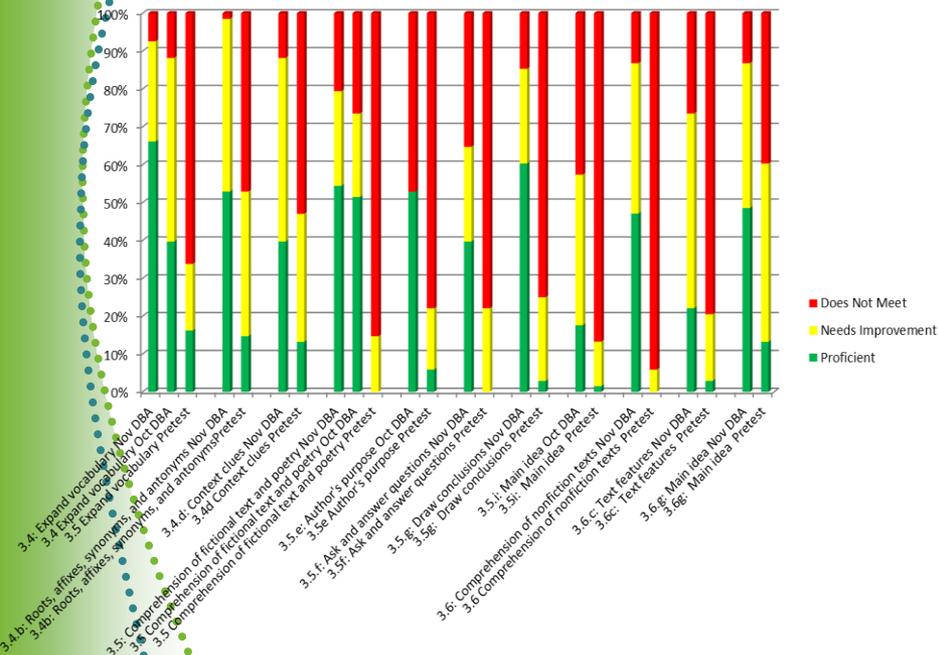
# **NPS Cycle for Results Step Five: Safety Net/Enrichment Implementation Aligned to Standards**

- 🍏 Math and Reading Specialists collaboratively plan and support inexperienced and/or struggling classroom teachers with identified areas of concern based on formative student achievement results.
- 🍏 Interventionists work with specific caseloads of Tier 2 and Tier 3 students during the school day.
- 🍏 Safety net tutors work with caseloads of Tier 2 students during the school day.
- 🍏 Targeted caseloads of Tier 3 students are invited to participate in the after-school safety net program.

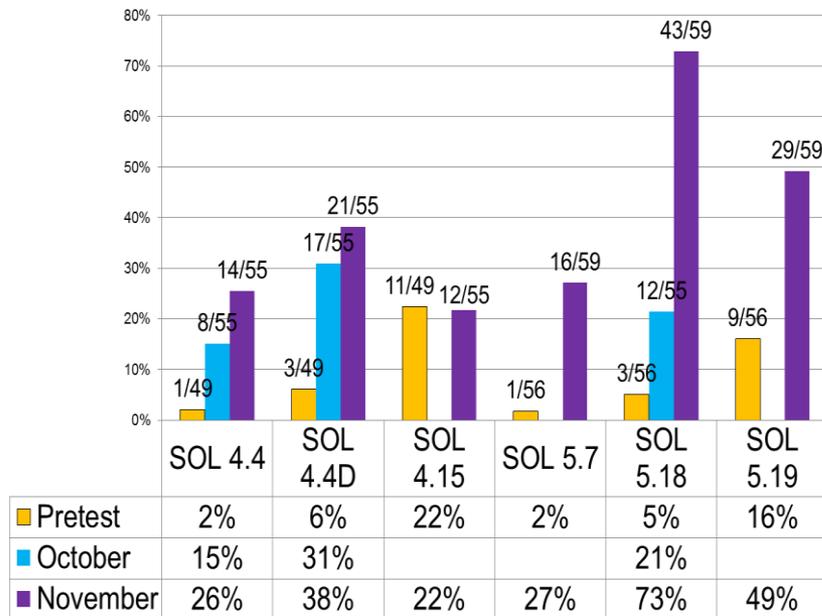
# NPS Cycle for Results Step Five: Safety

## Net/Enrichment Results Aligned to Standards

### 3<sup>rd</sup> Grade Reading Results by Standard

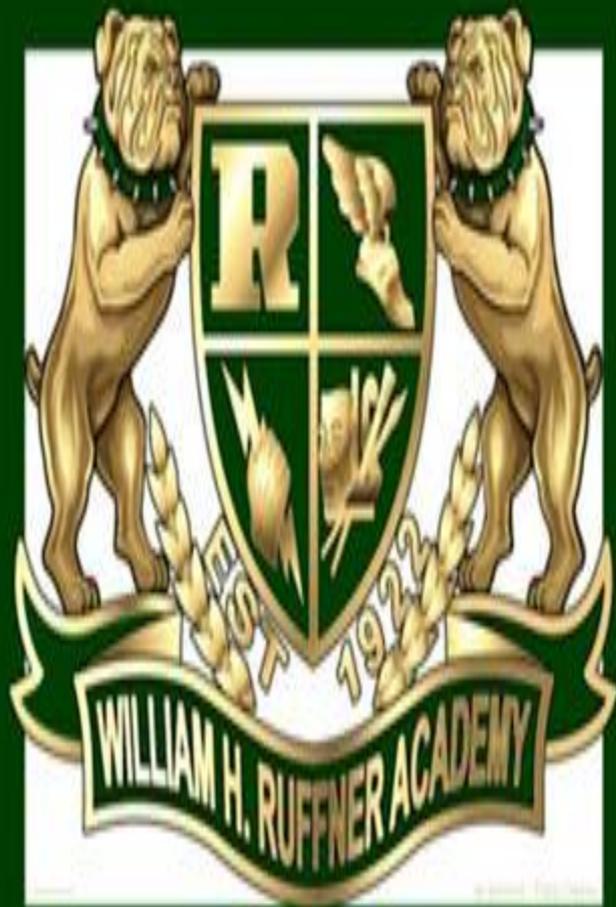


### 4<sup>th</sup> and 5<sup>th</sup> Grade Mathematics by Standard



# **NPS Cycle for Results Step Six: Check for Mastery and Repeat the Cycle for Results**

- I. Are appropriate standards being taught?
- II. If so, at what rate are students mastering the standards?
- III. How do we know? What is the concrete evidence?
- IV. What does the teacher do when students aren't learning at the required level? What is the concrete evidence of mastery after this intervention and what is the success rate?
- V. What does the teacher do when students are performing beyond expectation? What is the concrete evidence of the enrichment for these students?



DESIGNED EXCLUSIVELY FOR  
WILLIAM H. RUFFNER MIDDLE SCHOOL

*Home of the Bulldogs!*

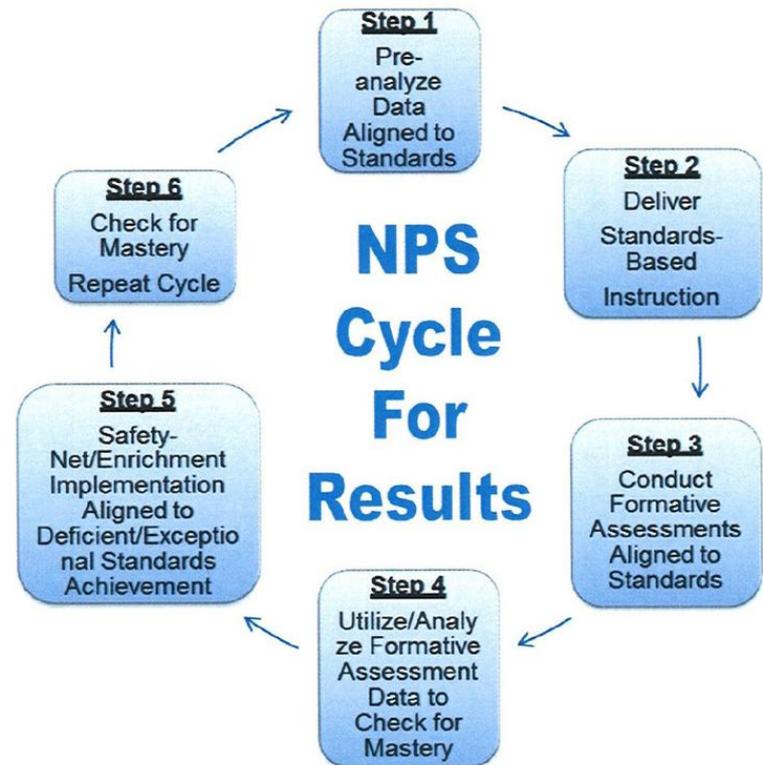


## Step One: Pre-Analyze Data Aligned to Standards (Establish Baselines, Targets, and Goals)

Ruffner Academy Middle	2013-2014 SOL Baseline	2014-2015 Targets and Incremental Goals	2015-2016 Absolute Target and AMO Goals
English	47% - all 18% - SWD	61% - all 40% - SWD	75% - all 54% - SWD
Math	58% - all 23% - SWD	70% - all 45% - SWD	75% - all 57% - SWD
Science	65% - all 32% - SWD	70% - all 50% - SWD	75% - all 55% - SWD
History/Social Science	58% - all 29% - SWD	70% - all 50% - SWD	75% - all 55% - SWD

# Implementing the Cycle for Results: Step One

- Summative Assessment (Standards of Learning and EOC) results are analyzed. Results are disaggregated by the following levels: district, content, school, grade, student groups, and teacher.
- Scholastic Reading Inventory (SRI) diagnostic screener administered to students in grades 6-8 to determine lexile levels and to support development of tiered student interventions
- Areas of concern identified for professional development training and support:
  - English
    - Demonstrating comprehension of fiction and nonfiction
    - Vocabulary – word origins, figurative language
  - Math
    - Solving single-step and multi-step problems involving addition, subtraction, multiplication, division
    - Simplifying numerical expressions using order of operations
  - Science
    - demonstrating an understanding of scientific reasoning, logic and the nature of science by planning and conducting investigations using inquiry, predictions and conclusions
  - History/Social Science
    - demonstrating skills for historical and geographical analysis
    - interpreting ideas and events from different historical perspectives



# NPS Cycle for Results Step Two: Deliver Standards-based Instruction Across Content Areas



## English

- Read and demonstrate comprehension of fictional texts
- Develop Vocabulary and apply knowledge of word origins
- Make inferences
- Draw conclusions



## Math

- Solve single step and multi step problems
- Simplify numerical expressions
- Perform operations on polynomials



## Science

- Understanding scientific reasoning, logic, and the nature of science
- Conduct investigations utilizing the most appropriate tools
- Investigate and understand that all matter is made up of atoms



## History/Social Science

- Identify and interpret primary and secondary sources
- Make connections between past and present
- Evaluate and discuss issues orally and in writing
- Analyze and interpret maps to explain relationships among landforms

# NPS Cycle for Results Step Three: Conduct Formative Assessments aligned to Standards

- 🍏 A pre-assessment is administered at the beginning of the school year to make instructional decisions about students' strengths and needs
- 🍏 Building level common formative assessments (CFAs) are administered on a monthly basis to inform intervention efforts.
- 🍏 Online district-created benchmark assessments, (DBAs), are administered quarterly within each SOL classroom
- 🍏 The goals of each assessment are to:
  - 🍏 support and monitor student achievement
  - 🍏 support and monitor highly effective teaching
  - 🍏 ensure alignment to the curricular blueprint/pacing guides
  - 🍏 ensure consistent delivery of appropriate rigor or cognitive demand of new standards
  - 🍏 target instructional areas to re-teach and re-assess

# 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> English

Grade	Proficient	Needs Improvement	Does Not Meet
Sixth - Pretest	5%	24%	71%
Sixth – Nov DBA	11%	35%	55%
Seventh – Pretest	21%	27%	52%
Seventh – Nov DBA	21%	42%	38%
Eighth – Pretest	16%	22%	63%
Eighth – Nov DBA	30%	30%	40%

# Mathematics

Grade	Proficient	Needs Improvement	Does Not Meet
Sixth - Pretest	0%	2%	98%
Sixth – Nov DBA	12%	23%	65%
Seventh – Pretest	0%	0%	100%
Seventh – Nov DBA	19%	55%	26%
Eighth – Pretest	0%	1%	99%
Eighth – Nov DBA	17%	30%	53%
Algebra – Pretest	0%	2%	98%
Algebra – Nov DBA	23%	54%	23%
Geometry - Pretest	0%	3%	97%
<b>Geometry – Nov DBA</b>	88%	12%	0%

# Science

Grade	Proficient	Needs Improvement	Does Not Meet
Sixth – Pretest	1%	10%	89%
Sixth – Nov DBA	3%	58%	39%
Seventh – Pretest	4%	42%	54%
Seventh – Nov DBA	41%	44%	14%
Eighth – Pretest	0%	11%	89%
Eighth – Nov DBA	3%	35%	62%

# History/Social Science

Grade	Proficient	Needs Improvement	Does Not Meet
Sixth – Pretest	0%	1%	99%
Sixth – Nov DBA	52%	24%	23%
Seventh – Pretest	0%	6%	94%
Seventh – Nov DBA	9%	41%	51%
Eighth/Civics – Pretest	0%	6%	94%
Eighth/Civics – Nov DBA	51%	29%	20%
World Geo - Pretest	12%	20%	68%
World Geo – Nov DBA	45%	40%	15%

# NPS Cycle for Results Step Four: Utilize Formative Assessment Data to Check for Mastery

- 🍏 Based on the data, teachers identify students who need additional support.
- 🍏 Plans are adjusted to include opportunities for:
  - 🍏 re-teaching
  - 🍏 remediation
  - 🍏 differentiated instruction
  - 🍏 test corrections
  - 🍏 enrichment
- 🍏 Lesson plans are submitted electronically, and teachers are provided with timely, written feedback.
- 🍏 Principal identifies teachers who need additional support through formal and informal observations and written feedback.
- 🍏 Lessons are modeled by central-level and building-level Reading and Math Instructional Specialists.

# NPS Cycle for Results Step Five: Safety Net/Enrichment Implementation Aligned to Standards

- **Daily Tier III Instruction** - Differentiated practice and daily reviews occur at the beginning of every class across all content areas. The reviews are based upon the information gleaned from the previous day's formative assessment (exit ticket).
- **Breakfast Club**- The Breakfast Club is offered to Tier 2 and 3 students Tuesdays, Wednesdays, and Thursdays from 7:00 a.m. – 8:00 a.m. Students are provided access to Achieve 3000, as well as, SOL preparation activities based on their needs and across all content areas. Instructional specialists are available to deliver one-on-one instruction using manipulatives and digital content.
- **Push-Ins/Pull-Outs**-Tier 2 students receive small group remediation on data-based skills either inside or outside of the classroom from Title I interventionist (instructional coach) and/or Reading Specialist during the school day.
- **Dinner Club**- Tier 2 and 3 students receive support from designated grade level teachers from 3:00-5:00 p.m. on Tuesdays and Thursdays and some Wednesdays.
- **READ 180/MATH 180**-Selected Tier 3 students in grades 6-8 will continue to participate in Read 180 and Math 180 courses and receive personalized reading and math instruction using software, independent reading/math, and small group instruction. (After school sessions to begin in January.)

# NPS Cycle for Results Step Five: Safety Net/Enrichment Results Aligned to Standards

## Achieve 3000 Standards Mastered by Grade

## Tiered Student Data by Grade and Content

Mastered (80-100%)	Additional Practice Recommended (65-79%)	Aggressive Intervention Recommended (<65%)
<p><b>All Grade Levels</b> Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary.</p> <p><b>Grade 6</b> 6.4c-Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.</p> <p><b>Grade 8</b> 8.4d-Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words. 8.6f-Differentiate between fact and opinion.</p>	<p><b>Grade 6</b> 6.4e-Use word-reference materials. 6.6f-Differentiate between fact and opinion.</p> <p><b>Grade 7</b> 7.6e-Differentiate between fact and opinion.</p> <p><b>Grade 8</b> 8.6g-Identify the main idea.</p>	<p><b>All Grade Levels</b> -Identify cause and effect relationships. -Summarize text identifying supporting details. -Draw conclusions and make inferences based on explicit and implied information. -Identify an author's organizational pattern.</p> <p><b>Grades 6 and 7</b> Identify the main idea.</p>

Grade	Proficient 70-100%	Needs Improvement 50-69.9%	Deep Remediation Needed 0-49.9%
ELA 6	Reg: 6/159=4%	Reg: 81/159=51%	Reg: 72/159=45%
	Sped: 2/33=6%	Sped: 4/33=12%	Sped: 27/33=82%
ELA 6 Honors (no SPED)	23/41=56%	17/41=41%	1/41=3%
ELA 7	Reg: 40/146=27%	Reg: 76/146=52%	Reg: 30/146=21%
	Sped: 8/39=21%	Sped: 11/39=28%	Sped: 20/39=51%
ELA 7 Honors (no SPED)	49/55=89%	5/55=9%	1/55=2%
ELA 8	Reg: 6/114=5%	Reg: 71/114=62%	Reg: 37/114=33%
	Sped: 1/38=3%	Sped: 14/38=37%	Sped: 23/38=60%
ELA 8 Honors (no SPED)	43/74=58%	31/74=42%	0/74=0%

# NPS Cycle for Results Step Five: Safety

## Net/Enrichment Results Aligned to Standards

### Tiered Student Data by Grade and Content

Grade	Proficient 70-100%	Needs Improvement 50-69.9%	Deep Remediation Needed 0-49.9%
Pre-Algebra 6	Reg: $\frac{16}{158} = 10\%$	Reg: $\frac{46}{158} = 29\%$	Reg: $\frac{96}{158} = 61\%$
	Sped: $\frac{4}{28} = 14\%$	Sped: $\frac{3}{28} = 11\%$	Sped: $\frac{21}{28} = 75\%$
Pre-Algebra 6 Honors	Reg: $\frac{28}{50} = 56\%$	Reg: $\frac{16}{50} = 32\%$	Reg: $\frac{6}{50} = 12\%$
<b>6<sup>th</sup> Grade Total</b>	$\frac{48}{236} = 20\%$	$\frac{65}{236} = 28\%$	$\frac{123}{236} = 52\%$
Pre-Algebra 7	Reg: $\frac{8}{133} = 6\%$	Reg: $\frac{42}{133} = 32\%$	Reg: $\frac{83}{133} = 62\%$
	Sped: $\frac{1}{35} = 3\%$	Sped: $\frac{7}{35} = 20\%$	Sped: $\frac{27}{35} = 77\%$
<b>7<sup>th</sup> Grade Total</b>	$\frac{9}{168} = 5\%$	$\frac{49}{168} = 29\%$	$\frac{110}{168} = 65\%$
Pre-Algebra 8	Reg: $\frac{4}{78} = 5\%$	Reg: $\frac{28}{78} = 36\%$	Reg: $\frac{46}{78} = 59\%$
	Sped: $\frac{0}{33} = 0\%$	Sped: $\frac{4}{33} = 12\%$	Sped: $\frac{29}{33} = 88\%$
<b>8<sup>th</sup> Grade Total</b>	$\frac{4}{111} = 4\%$	$\frac{32}{111} = 29\%$	$\frac{75}{111} = 68\%$

### Tiered Student Data by Grade and Content

Grade	Proficient 70-100%	Needs Improvement 50-69.9%	Deep Remediation Needed 0-49.9%
Science 8 (Total REG- 69) (Total SPED- 30)	Reg: $\frac{7}{69} = 10\%$	Reg: $\frac{22}{69} = 32\%$	Reg: $\frac{40}{69} = 58\%$
After 6 CFAs	Sped: $\frac{0}{30} = 0\%$	Sped: $\frac{6}{30} = 20\%$	Sped: $\frac{24}{30} = 80\%$
Science 7H (27 Students) After 8 CFAs	$\frac{21}{27} = 78\%$	$\frac{6}{27} = 22\%$	$\frac{0}{27} = 0\%$

Grade	Proficient 70-100%	Needs Improvement 50-69.9%	Deep Remediation Needed 0-49.9%
History 8	Reg: $15/12 = 35.7\%$	Reg: $22/42 = 54.8\%$	Reg: $4/42 = 9.5\%$

# **NPS Cycle for Results Step Six: Check for Mastery and Repeat the Cycle for Results**

- I. Are appropriate standards being taught?
- II. If so, at what rate are students mastering the standards?
- III. How do we know? What is the concrete evidence?
- IV. What does the teacher do when students aren't learning at the required level? What is the concrete evidence of mastery after this intervention and what is the success rate?
- V. What does the teacher do when students are performing beyond expectation? What is the concrete evidence of the enrichment for these students?

# Next Steps

- 🍏 Continue implementing essential actions from academic review and corrective action plan
- 🍏 Consistent and regular monitoring of planning and delivery of instruction
- 🍏 Conduct formal and informal observations of instruction by administrators
- 🍏 Written feedback provided by administrators and/or central office support staff