

Dade Middle School Data Overview 2018

Jessica Reed, MA

Special Education Teacher/EDS Candidate

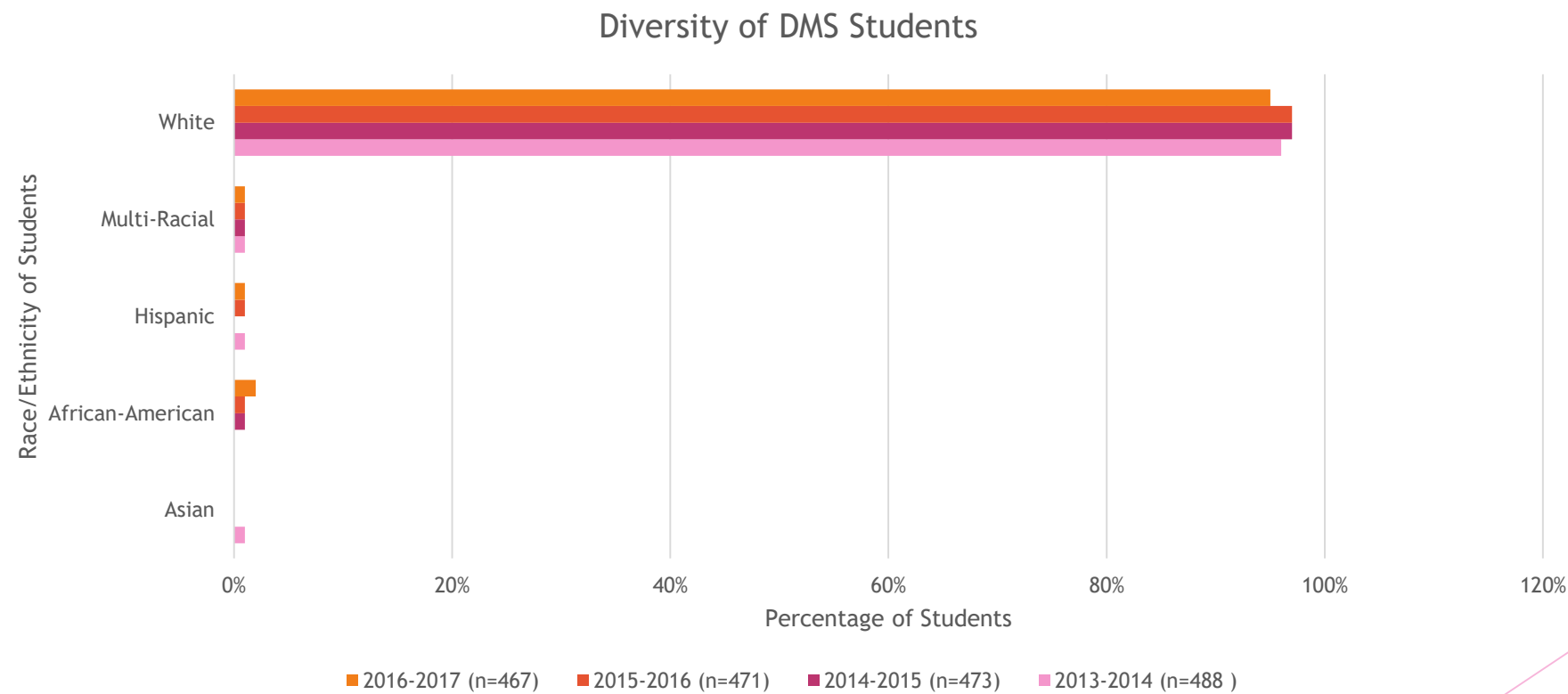
July 15, 2018

Meeting with School Administration

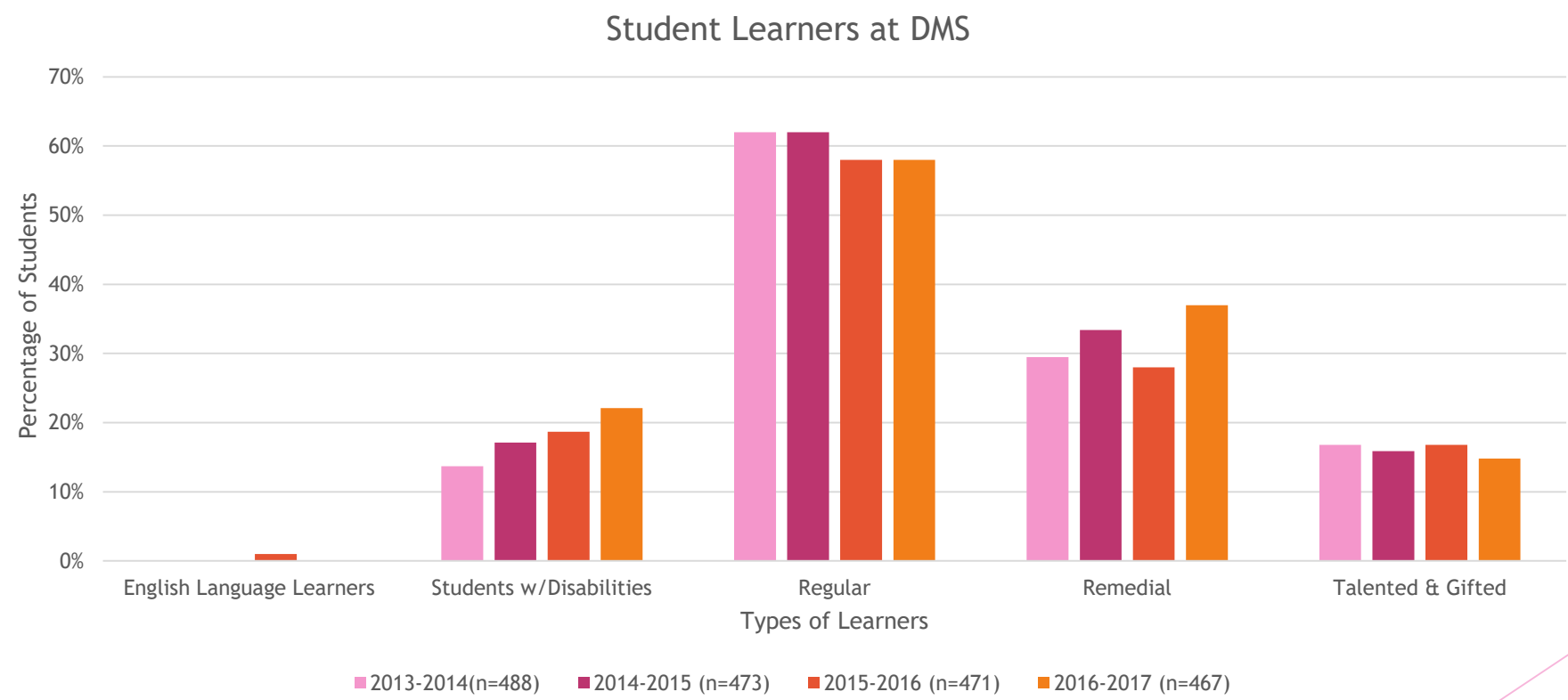
DMS 8th Grade Data Overview

- ▶ Purpose: Due to the analyzation of the four years of data for the eighth grade class of Dade Middle School, there has been many issues that have arisen by showcasing the different academic struggles which showcases the lack on progress through ineffective teaching procedures and protocols. This overview will showcase the different elements of the eighth grade class and DMS for the last four years and help led to a discussion to one or two elements that could be changed in the upcoming school year to improve academic mastery.
- ▶ Intended Audience: The intended audience for this presentation is the DMS school administration and grade level chairs. This will take place in a meeting setting in the school's media center.

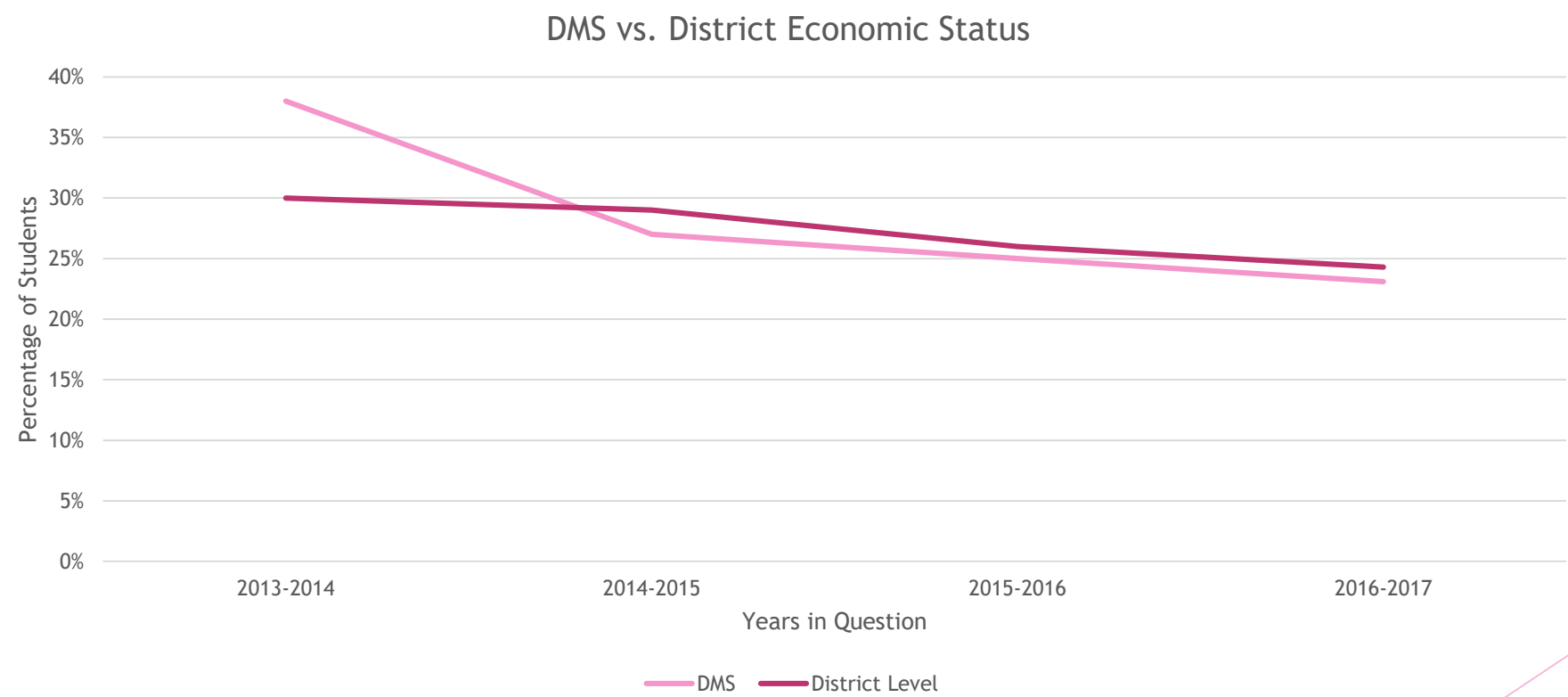
Demographic Profile of DMS



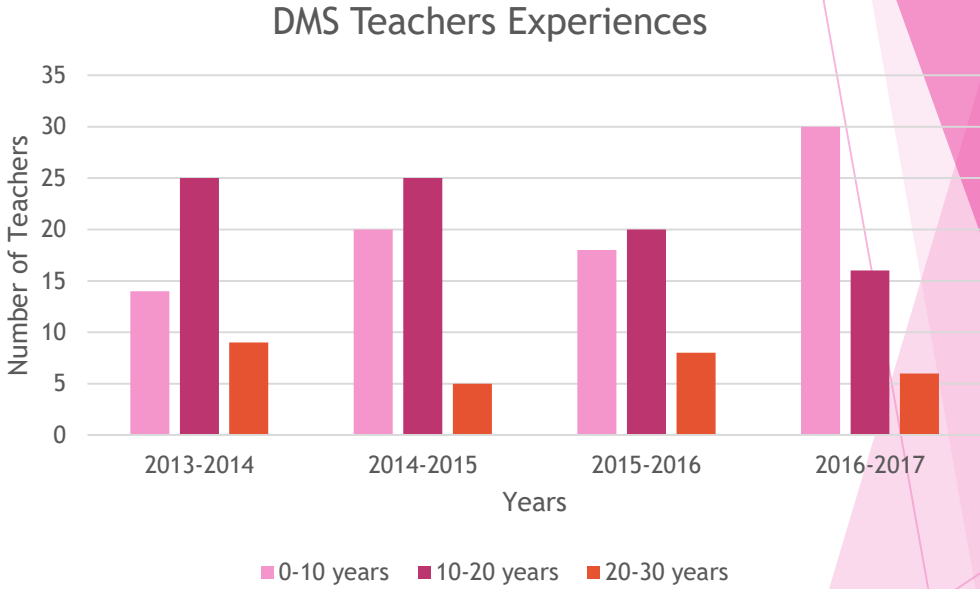
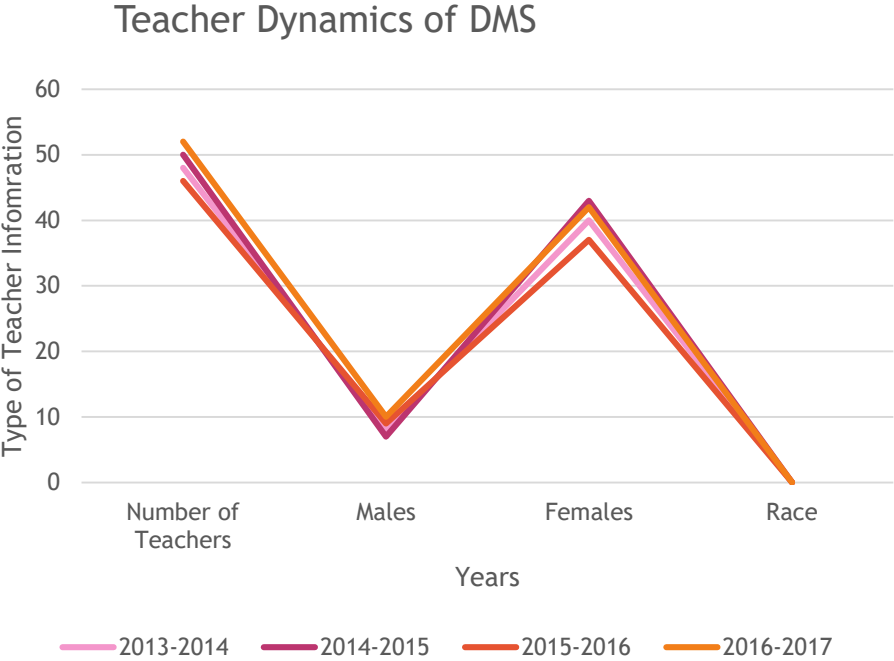
Breakdown of DMS Student Learners



Breakdown of Economic Status

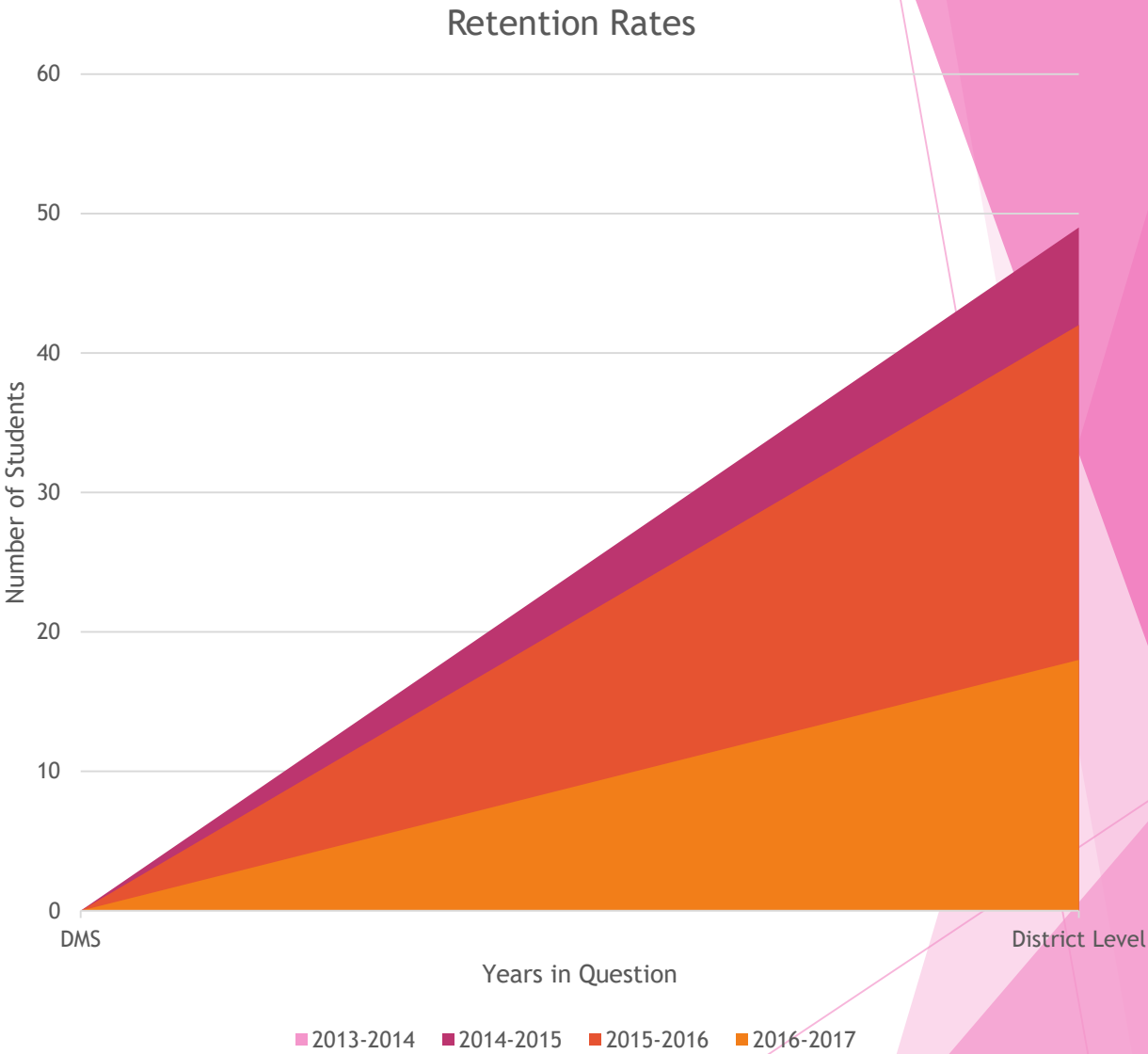


More information about DMS



Retention Rates

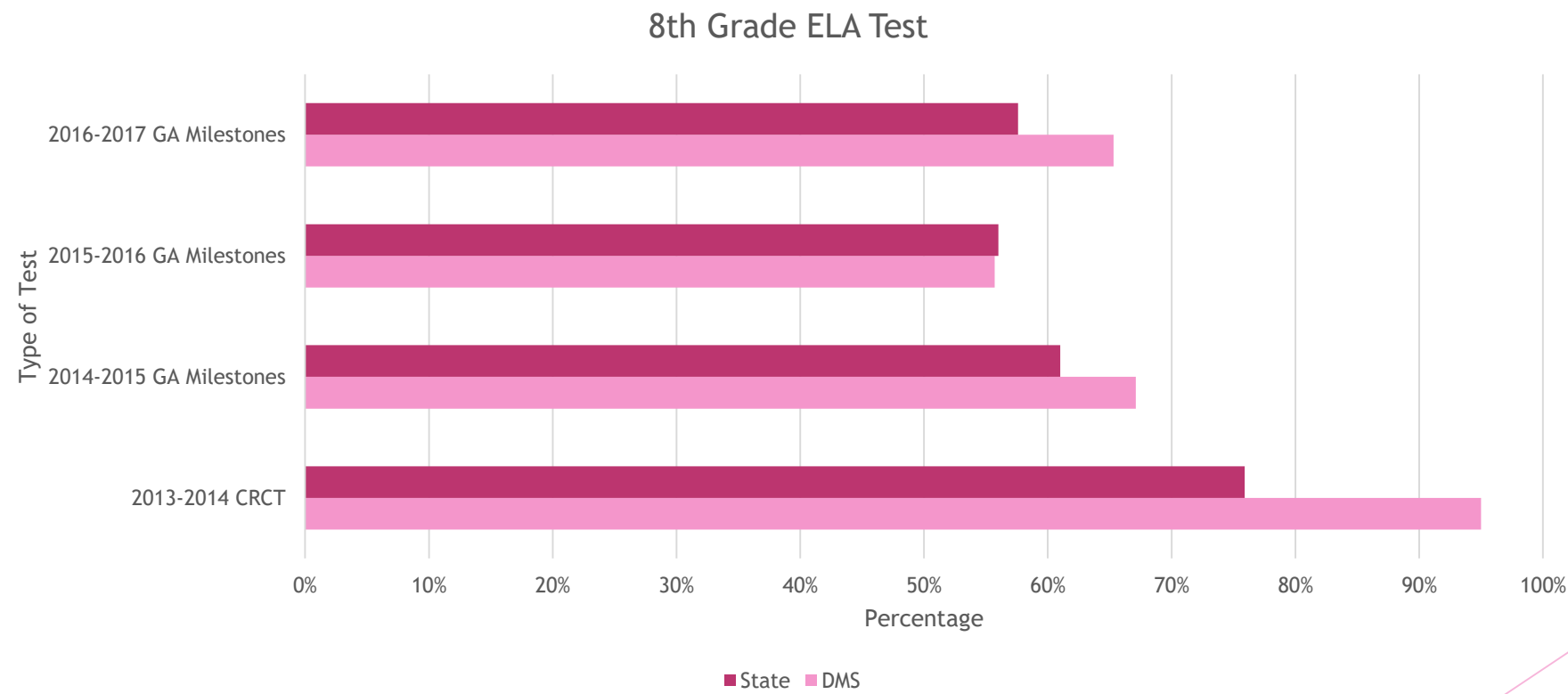
From the four years that were researched for this presentation. DMS has not retained any students, while the district average is shown in the graph.



Now what???

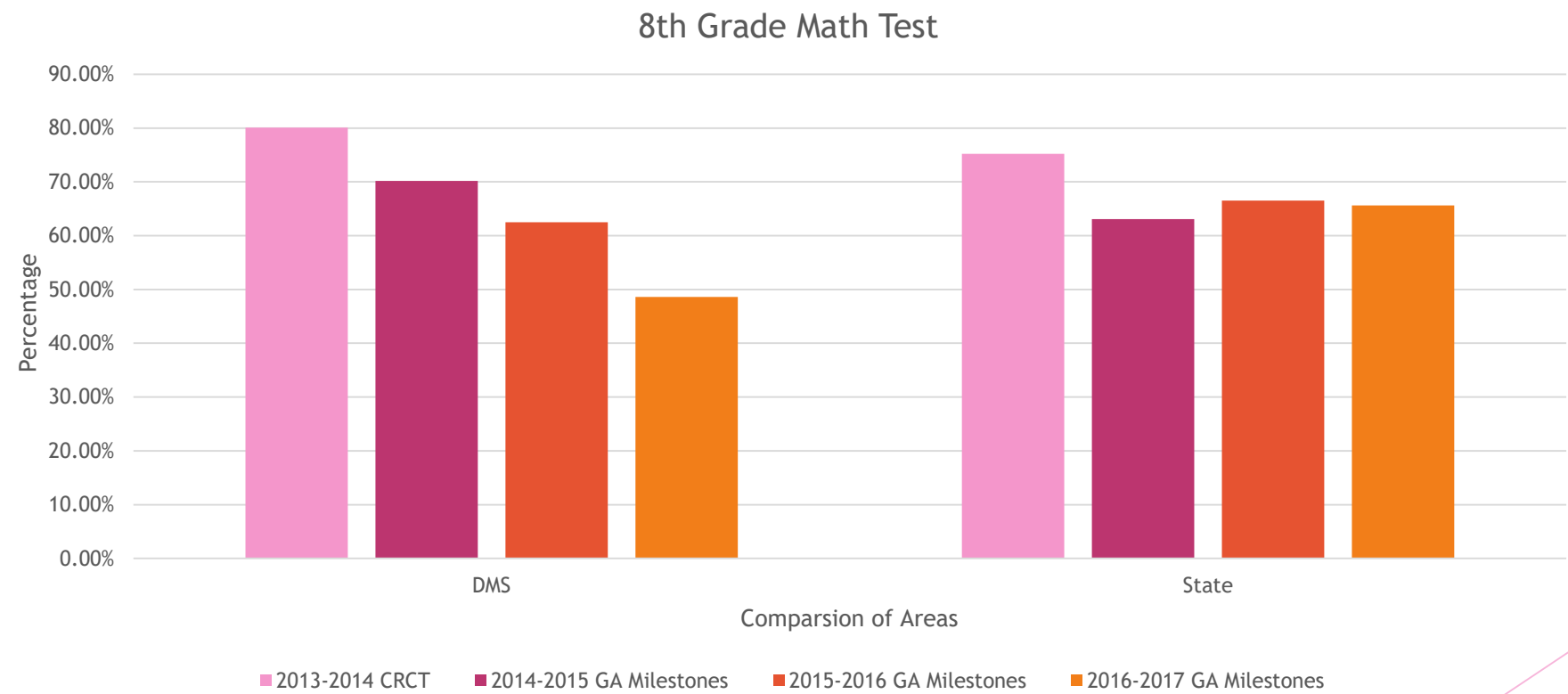
- ▶ Now to focus on one particular grade level for discussion
- ▶ The grade chose is 8th grade. This is a great level to discuss because it is right before the students head into 9th grade and can help determine what strategies need to be reconsidered or improved for the upcoming school year.
- ▶ Disclaimer: The following data is desegregated between School and State. There is only one middle school in the district so there is not an average to compare it too. The data that will be reviewed is English and Mathematics.
- ▶ The tests different from 2013-2014 to 2014-2015 because the state has switched to a new test for grade levels.
- ▶ When looking at the percentage- the CRCT percentage is for meeting or exceeding the standards. The Georgia Milestones score is consisting of beginning learner and developing learner percentage placed together.

8th Grade ELA Test Information



Students Numbers:
2013-2014 (n=488) 2014-2015 (n=473) 2015-2016 (n=471) 2016-2017 (n=467)

8th Grade Math Test Information



Students Numbers:

2013-2014 (n=488) 2014-2015 (n=473) 2015-2016 (n=471) 2016-2017 (n=467)

Analyzing the 8th Grade Data-Overview

- ▶ Out of the four years analyzed, DMS's 8th grade had a higher average then the state average for English Language Arts for three years.
- ▶ In 2015-2016, the state scored .3% higher then the 8th grade of DMS in English Language Arts.
- ▶ Out of the four years analyzed, DMS's 8th grade had a higher average then the state, two out of four years in math.
- ▶ In 2013-2014 and 2014-2015, DMS's score was at least five percent higher then the state's average for math.

Strengths/ Weakness

- ▶ In ELA, 2015-2016 to 2016-2017, the percentage increased for the Developing Learners and beginning Learners, which means the teachers different teaching style changed to meet the needs of their students.
- ▶ In math, the percentage of SWD has increased which follows the decline of the scores for math from 2013-2017 therefore instituting a weakness in teaching and mastery of the standards.
- ▶ In ELA, the percentage of students who are proficient learners has increased each year, which means more and more students are learning and mastering their standards through various styles of learning.
- ▶ In Math, in 2016-2017, the percentage of beginning and developing learners may be lowered then the average state score but the percentage of proficient learners have increased, which means more students are becoming more successful.

So now what....

- ▶ While comparing the two different subjects for the 8th grade, the weakest area is in English Language Arts because of the rise of the number of students who are either beginning or developing learner for the Georgia Milestones.
- ▶ This is concerning because if the number of students who have been identified with disabilities and other students who are placed in remedial classes for extra assistance in the school day.
- ▶ This is a surprising result because of the extra effort that has been placed by the school's instructional coach on improving students' interaction with books and reading for pleasure instead of reading "boring" information
- ▶ What we can learn from this is while both subject areas need to be a concern for the teachers, there needs to be more proactive lessons for students of all understanding in the ELA classroom.

Current State of Affairs-DMS Style

- ▶ The students are placed in ELT (Extra Learning Time) by their previous year's milestone scores. These classes need to become more interactive for the students by incorporating the new technology that has been provided from the school board with the 1:1 Chromebook initiative.
- ▶ Currently, some teachers just focus on the standards and worked on Greek Vocabulary and root words which did not help the students when it came to preparing for analyzing of text.
- ▶ One idea - When working on the basics of reading comprehension for lessons, the teachers could use Google Classroom and provide opportunities for students to create and assess their own stories to gain a deeper understanding of story elements therefore understand sequencing of events.

What can we learn from this?

- ▶ There has been more effort on the mathematical classroom within the last few years for DMS.
- ▶ The English Language Arts Teachers have not consistently been identified or provided adequate training on different research-based strategies.
- ▶ The students' dynamics are constantly changing as the population decreases every year for the last four years.
- ▶ The ethnicity/racial population of the students has not changed therefore that is not an issue when identifying the weaknesses within the grades at DMS.
- ▶ There needs to be equal emphasizes on math as there is English for the students to succeed in the classroom.

Next steps for DMS...

We need to ask:

- ▶ How can we improve the teaching in the classroom for the students' to improve their understanding and mastery of the standards which will reflect in the test scores at the next major assessment?
- ▶ Was this a problem when comparing the different unit assessments or where the assessments not equal to the rigor of the state test?

How to make a change:

- ▶ The teachers need to be provided with training on incorporating different learnings styles assessment and teaching to increase their awareness for the differences' in how students are learning throughout the year.
- ▶ The administration needs to be in the classroom and evaluating what and how it is being taught, rather than being surprises at the end of the year when receiving the test scores.