



Middle School Students Achieve Gains in FCAT Reading, Math



Program Profile

Implementation: Jefferson Davis Middle School
Evaluation Period: 2007–2008
Target Population: Grades 6–8
Curriculum: CompassLearning Odyssey Math/Honors Algebra & Reading/Language Arts

Executive Summary

This report summarizes the results for Jefferson Davis Middle School for Odyssey user grades 6–8. The analysis focuses on 2007–2008 Florida Comprehensive Assessment Test (FCAT) Math and Reading results for students with scores for both years.

On average, all three Odyssey user grades achieved FCAT Math and Reading Developmental Scale Score (DSS) gains from 2007 to 2008. Mean FCAT Math DSS gains were 40 points for the 6th grade, 154 points for the 8th grade, and 170 points for the 7th grade. Mean FCAT Reading DSS gains were 104 points for the 6th grade, 107 points for the 8th grade, and 139 points for the 7th grade.

In general, students who scored well on Odyssey learning activities also performed better on the FCAT in Math and Reading. As a subset of all students, Odyssey users in all three grades with an average Odyssey learning activity score of 75% or greater achieved a higher percentage of students scoring at or above grade level (FCAT Achievement Levels¹ 3, 4, or 5) on the FCAT in Reading and Math than Odyssey users with an average Odyssey learning activity score of less than 75%. Differences for Odyssey Math users with an average Odyssey learning activity score of 75% or greater were 7% greater for 8th grade, 17% greater for 7th grade, and 19% greater for 6th grade. Odyssey Reading/Language Arts users with an average Odyssey learning activity score of 75% or greater achieved differences of 1% greater for 8th grade, 16% greater for 7th grade, and 48% greater for 6th grade.

The percentage of Odyssey users scoring at grade level or above increased in 2008 for all three Odyssey user grades in both Reading and Math on the FCAT for those Odyssey users with a 2007 FCAT Math or Reading score below grade level (FCAT Achievement Levels 1 or 2). FCAT Math percentage increases in the number of these students scoring at or above grade level were 10% for 6th grade, 18% for 8th grade, and 27% for 7th grade. FCAT Reading increases were 16% for 7th grade, 17% for 8th grade, and 33% for 6th grade.

School Demographics

Jefferson Davis Middle School is part of Duval County Public Schools, the nation’s 20th largest public school district. Jefferson Davis Middle School enrollment is 1,532, with an instructional staff of 89 and a school-based administrative staff of 4. The school has a student-to-teacher ratio of 18.5:1. School is conducted within a six-period day.

Ethnic Breakdown of Jefferson Davis Middle School

African American	50.1%
Caucasian	32.7%
Hispanic	8.3%
Multiracial	5.0%
Asian	3.5%
Native American	0.5%

Program Summary/Goals

As a participant in the district-wide middle and high school implementation of CompassLearning Odyssey in Duval County Public Schools, Jefferson Davis Middle School shared the overall district goal of improving student achievement. The curriculum focuses for the implementation were differentiated instruction, credit and grade recovery, advanced placement, and the graduation initiative, a program designed to identify potential dropout candidates and work to retain those students.

¹ <http://www.fldoe.org/>: Achievement levels range from 1 (lowest) to 5 (highest), and a Level 3 indicates that a student’s performance is on grade level.

Implementation

Overview

CompassLearning professional development worked with Jefferson Davis Middle School (JDMS) to develop an implementation plan for the site. The initial implementation meeting included Principal A. Davis, Assistant Principal M. Nesmith, Alternative Education and Dropout Prevention team members Ms. D. Patten and Mr. R. Murphey, as well as instructional coaches.

The purpose of the meeting was to outline a curriculum focus and draw up a plan to address how the various curriculum areas would incorporate Odyssey. For example, meeting attendees discussed the use of Odyssey as a differentiated instruction tool, how and where students would access Odyssey, and how teachers would be trained in the use of Odyssey. The implementation plan was used as a tool to facilitate the incorporation of Odyssey into the curriculum at JDMS, communicating the focus and plan strategy across the school.

Curriculum Integration & Program Access

Teachers used CompassLearning Odyssey for whole-class instruction, for both reading/language arts and math. Each classroom had three computers, and laptop carts were also available for teachers to use in the classroom, providing computer access to Odyssey for individual students or groups of students. JDMS had several computer labs as well, where teachers could bring their students to work in Odyssey. Both Mr. Murphey and Ms. Patten oversaw labs where students could access Odyssey. Ms. Patten had lab hours during and after school, where students could complete work in Odyssey relative to their individual goals and objectives. Mr. Murphey offered lab hours during school, with a focus on access for students who were a part of the graduation initiative. Both were actively involved in the implementation, and Ms. Patten acted as a key internal resource to JDMS, providing advice and help using Odyssey within the school.

Learning Paths

As a part of the differentiated instructional goals, students took Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) and then worked in personalized learning paths designed to address areas for growth. The Odyssey management system automatically identified and imported learning paths from MAP test subject area results. This flexibility gave students a focus for their work in Odyssey, relative to their own skills and capabilities, as well as the opportunity to improve on specific content in preparation for the FCAT.

Progress Monitoring

Progress monitoring at JDMS took place in several contexts. Teachers ran reports on a regular basis to assess student progress. Ms. Patten and Mr. Murphey ran reports at least weekly to share results with teachers and to help identify areas for program and student improvement.

At the district level, results were reported so principals could evaluate their schools' usage of Odyssey and compare it to other schools in the district. Mr. Davis was very involved in monitoring overall district reports, examining usage, and understanding what could be done to make progress depending on the results reported. Everyone involved in the implementation actively sought to monitor progress and use the data to drive student growth.

Training/Professional Development

All teachers in JDMS trained with CompassLearning professional development. Planning period training sessions worked best for the school, and sessions were scheduled with the assistance of Mr. Davis. Content area training was provided to address the curriculum focus areas, and additional training was offered to support teachers in their use of Odyssey. Areas addressed included reporting and data analysis and differentiating instruction. Teachers learned how to use Odyssey reporting to inform instruction and guide individual student growth by identifying how students were doing in their learning paths and making adjustments as needed.

Results

The following section summarizes the student achievement results for JDMS for Odyssey user grades 6 to 8. The analysis focuses on 2007 to 2008 FCAT Math and Reading results for students with scores for both years.

Math

All three Odyssey user grades achieved mean FCAT Math DSS gains from their 2007 prior grade-level results to 2008, their current grade. See **Figure A**. The 7th grade achieved the highest mean gain of 170 points, while 8th grade achieved a mean gain of 154 points and 6th grade achieved a mean gain of 40 points.

Overall, as a subset of all students, Odyssey users with an average Odyssey learning activity score of 75% or greater have a higher percentage of students scoring at or above grade level on the 2008 FCAT in Math. See **Figure B**. The differences across grade levels were 19% greater for 6th grade Odyssey users, 17% greater for 7th grade Odyssey users, and 7% greater for 8th grade Odyssey users. **This illustrates the importance of monitoring average activity scores to guide student progress.**

- Forty-nine percent of 6th grade Odyssey users with a 75% or greater average learning activity score obtained a 2008 FCAT Math achievement level at or above grade level, compared to 30% of 6th grade Odyssey users who had an average learning activity score of less than 75%.
- Fifty-six percent of 7th grade Odyssey users with a 75% or greater average learning activity score obtained a 2008 FCAT Math achievement level at or above grade level, compared to 39% of 7th grade Odyssey users who had an average learning activity score of less than 75%.

Mean FCAT Math DSS by Grade			
Grade	2007	2008	Gain
6 th (N=124)	1556	1597	+40
7 th (N=255)	1586	1755	+170
8 th (N=118)	1647	1802	+154

Figure A. 2007 to 2008 FCAT Math Results by Odyssey User Grade²

Mean FCAT Reading DSS by Grade			
Grade	2007	2008	Gain
6 th (N=143)	1591	1696	+104
7 th (N=55)	1529	1668	+139
8 th (N=82)	1679	1787	+107

Figure D. 2007 to 2008 FCAT Reading Results by Odyssey User Grade²

² Subtracting the scores may not result in the percent reported due to rounding.

- Forty-six percent of 8th grade Odyssey users with a 75% or greater average learning activity score obtained a 2008 FCAT Math achievement level at or above grade level, compared to 39% of 8th grade Odyssey users who had an average learning activity score of less than 75%.

For those students who scored below grade level on the FCAT in 2007 (Level 1 or 2), the percent scoring at or above grade level on the FCAT in Math increased in 2008 from the prior year, when none of these students scored at or above grade level. See **Figure C**.

- 6th grade: The number of students who achieved a Level 3 increased by 10%, from 0% in 2007 to 10% in 2008.
- 7th grade: The number of students who achieved a Level 3 or 4 increased by 26% and 1% respectively, from 0% in 2007 to 27% in 2008.
- 8th grade: The number of students who achieved a Level 3 or 4 increased by 16% and 2% respectively, from 0% in 2007 to 18% in 2008.

Reading.

All three Odyssey user grades achieved mean FCAT Reading DSS gains from their 2007 prior grade-level results to 2008, their current grade. See **Figure D**. These gains include a mean gain of 104 points for the Odyssey users in 6th grade, 107 points for Odyssey users in 8th grade, and 139 points for the Odyssey users in 7th grade.

Overall, as a subset of all students, Odyssey users with an average Odyssey learning activity score of 75% or greater have a higher percentage of students scoring at or above grade level on the FCAT in Reading. The differences across grade levels were 48% greater for 6th grade Odyssey users, 16% greater for 7th Odyssey users, and 1% greater for 8th grade Odyssey users.

- Eighty-three percent of 6th grade Odyssey users with a 75% or greater average learning activity score obtained a 2008 FCAT Reading achievement level at or above grade level, compared to 35% of 6th grade Odyssey users with an average learning activity score of less than 75%.
- Forty-eight percent of 7th grade Odyssey users with a 75% or greater average learning activity score obtained a 2008 FCAT Reading achievement level at or above grade level, compared to 32% of 7th grade Odyssey users with an average learning activity score of less than 75%. See **Figure E**.
- Thirty-three percent of 8th grade Odyssey users with a 75% or greater average learning activity score obtained a 2008 FCAT Reading achievement level at or above grade level, compared to 32% of 8th grade Odyssey users with an average learning activity score of less than 75%.

For those students who scored below grade level in 2007 (Level 1 or 2), the percent scoring at or above grade level on the FCAT in Reading increased in 2008 from the prior year, when none of these students scored at or above grade level. See **Figure F**.

- 6th grade: The number of students who achieved a Level 3 or 4 increased 29% and 4% respectively, from 0% in 2007 to 33% in 2008.
- 7th grade: The number of students who achieved a Level 3 increased 16%, from 0% in 2007 to 16% in 2008.
- 8th grade: The number of students who achieved a Level 3 increased 17%, from 0% in 2007 to 17% in 2008.

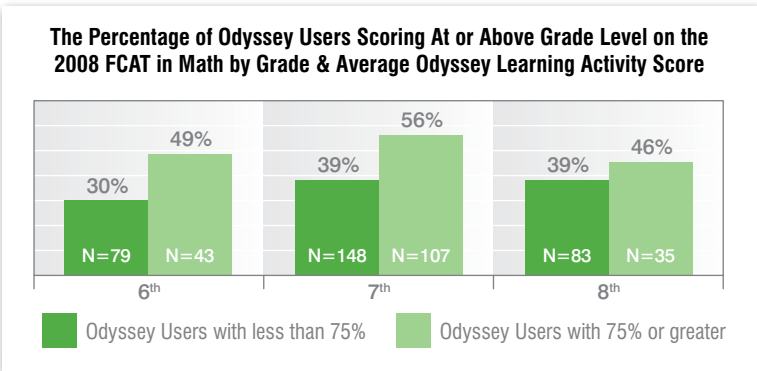


Figure B. 2008 FCAT Math Results by Average Odyssey Math/Honors Algebra Learning Activity Score³

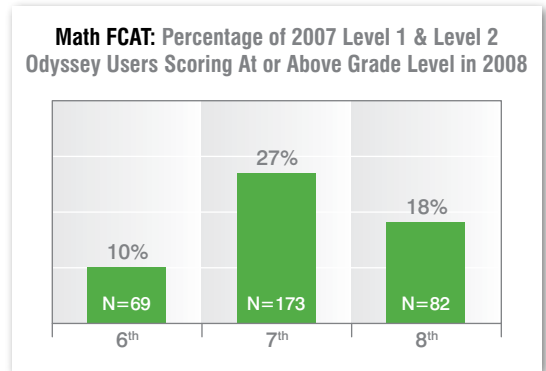


Figure C. Odyssey Users with a 2007 FCAT Math Level 1 or 2: Percent Scoring At or Above Grade Level in 2008³

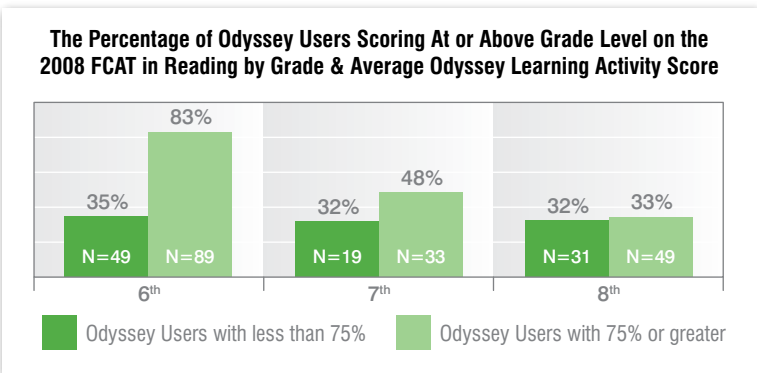


Figure E. 2008 FCAT Reading Results by Average Odyssey Language Arts Learning Activity Score³

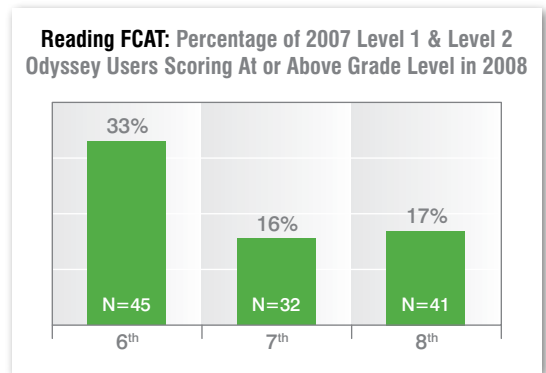


Figure F. Odyssey Users with a 2007 FCAT Reading Level 1 or 2: Percent Scoring At or Above Grade Level in 2008³

³ N reflects the total number of students in each group. The percentage reflects the percentage of the total N.

Conclusion

Evaluation of FCAT results illustrates gains in Math and Reading across all three Odyssey user grades 6 to 8 from 2007 to 2008. Results suggest the significance of the average learning activity score, as the percentage of students scoring at or above grade level on the 2008 FCAT in both Math and Reading were higher for those student groups with an average learning activity score of 75% or greater. Further, for those students who scored below grade level in 2007 on the FCAT, the percentage who scored at or above grade increased in 2008 for all grades in both Reading and Math.

In their words. . .

“ We are very proud that CompassLearning is a resource for Jefferson Davis Middle School. ”

—Addison Davis
Principal
Jefferson Davis Middle School



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