

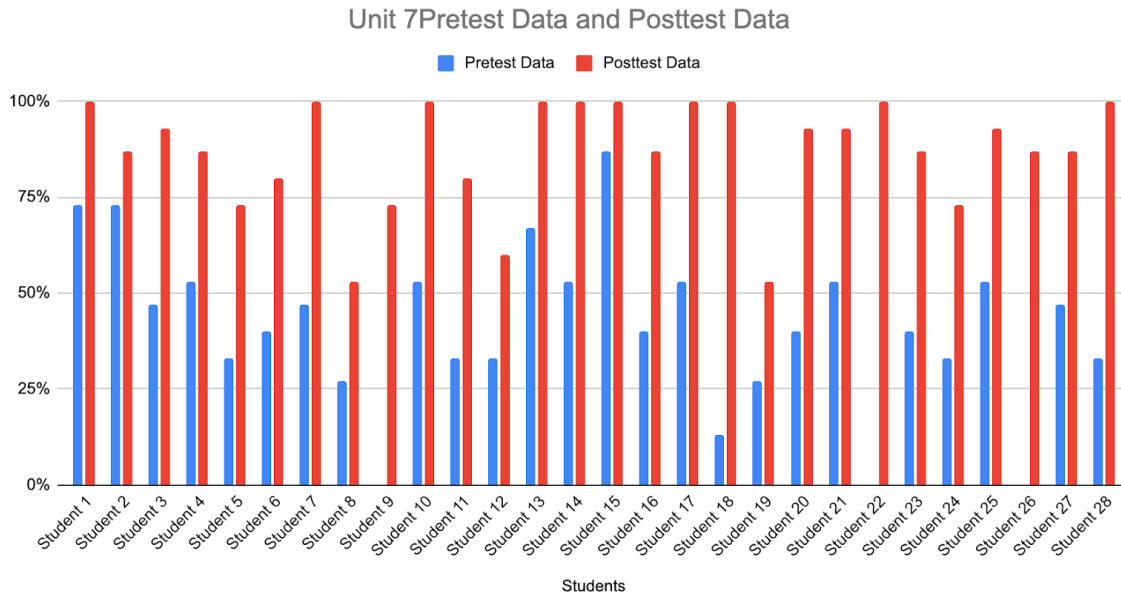
Data Analysis

When the unit was over pretest and posttest data was compared to show student learning. Posttest data was used to see which students needed remediation. The data will be presented in the following section both narratively and in charts. Data for different groups of students will be disaggregated. This data will also be shown narratively and in charts.

Results of the Data

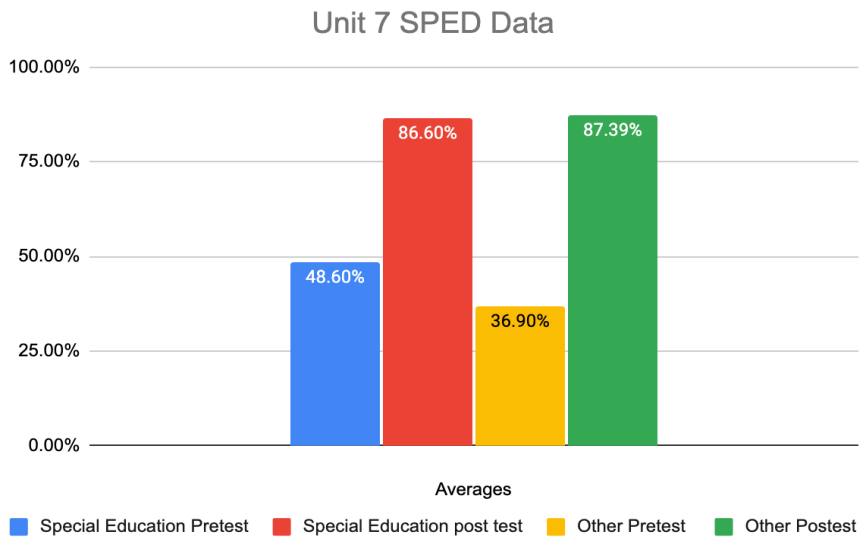
Figure 1 shows the pretest and posttest scores for each student in the 1X class. As seen in the graph all students scored better on the posttest than the pretest. This shows that student learning occurred in every pupil throughout the unit. Some students like Student 3 and Student 7 show a tremendous amount of growth with both scoring more than forty points higher on the test. Three students got below 60% on the test. One of these students is an English language learner, one student has an IEP, and the third student was gone for most of the start of the unit. Even though these three students did not pass, they also showed growth. All three scored at least 25 percent higher on the posttest.

Figure 1



As seen in Figure 2, the students in the special education program showed a lot of growth throughout the unit. The average pretest score for the special education students was 48.6%. This score was higher than the score for the general education students. Several of the students in the program already knew a lot about World War Two. As shown in Figure 1, students 1 and 13 got a 73% and a 67% on the pretest. This pulled up the average test score. The average score on the posttest is similar to the whole class.

Figure 2



As seen in figure 3, the English language learners in the class also showed a lot of growth. Their pre and posttest averages were lower than the rest of the class, but they showed more overall growth. The English language learner average posttest score was 49% higher than the pretest average. The rest of the class had a 44.32% increase.

Figure 3

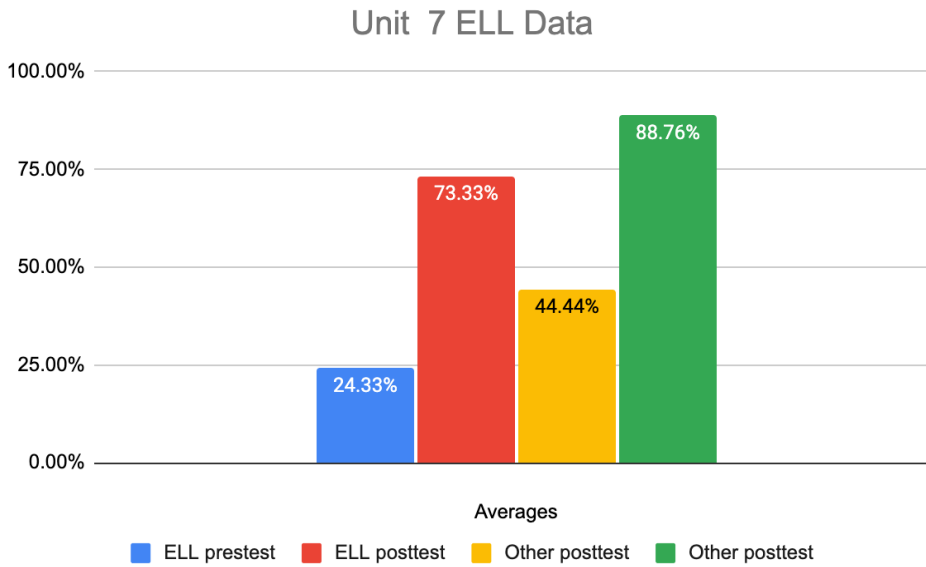


Figure 4 shows the pre and posttest data for the gifted students in the class. Their pretest average was lower than the rest of the class because one of the students got a 0% and another got a 17% on the pretest. Because there are only 6 gifted students in this period these scores significantly brought down the overall average. The students did much better on the posttest. The gifted average is almost 14% higher than the rest of the class.

Figure 4

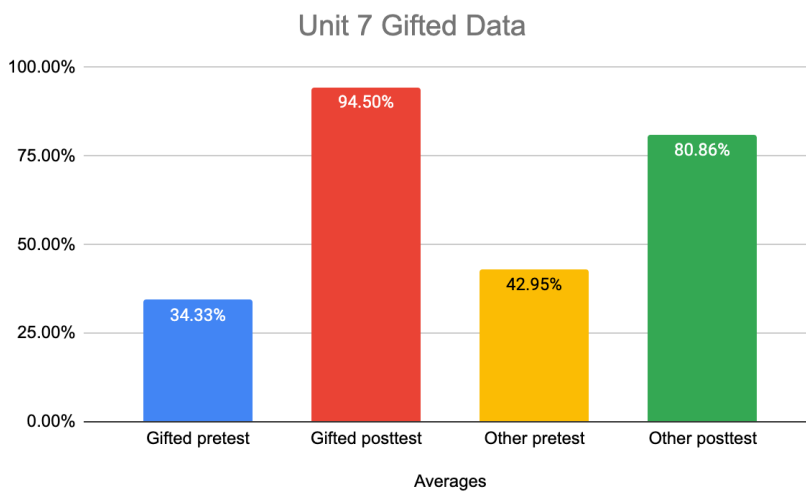
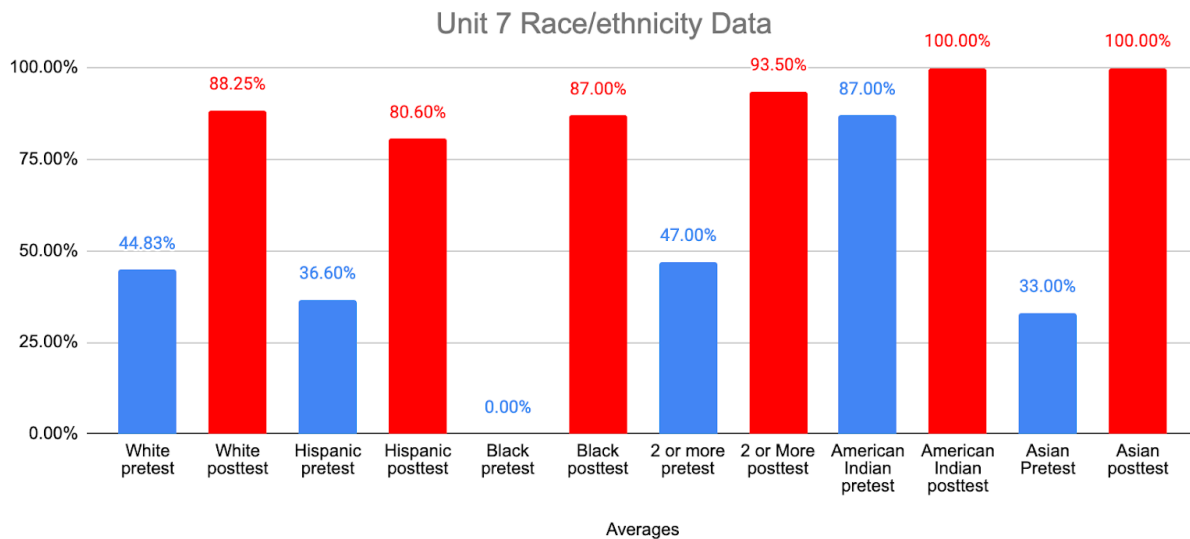


Figure 5 shows the unit pre and posttest data disaggregated and separated by race and ethnicity. The White students showed about 44% growth between the pre and posttest. The group that had the lowest posttest scores was the Hispanic group. Part of the reason for this is that this group includes all of the English language learners in the class, but their scores are similar to those of the White and Black students. I only have one Black student in this period. She got a 0% on the pretest and an 87% on the posttest. The students who identify as 2 or more races/ethnicities did quite well overall. There are two students in that group and they both scored very high on both the pre and posttests. Only one of my students identifies as an American Indian. He did extremely well on the pretest, scoring an 87%, and on the posttest, where he got a 100%. I have two Asian students in class. Both showed a lot of growth from the pretest to the posttest and both got a 100% on the posttest.

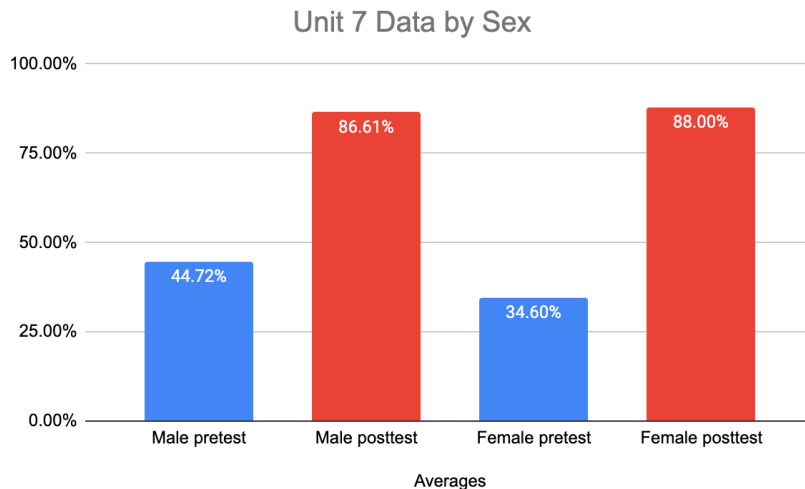
Figure 5



In figure 6, the data is broken down by the sex of the students. The female students in my class scored lower on the posttest than their male counterparts. This is because there are less female students in the class and two of them got a 0% on the pretest. This significantly brought down

the average. On the posttest both groups did similarly with the female students scoring a little less than 2% higher.

Figure 6



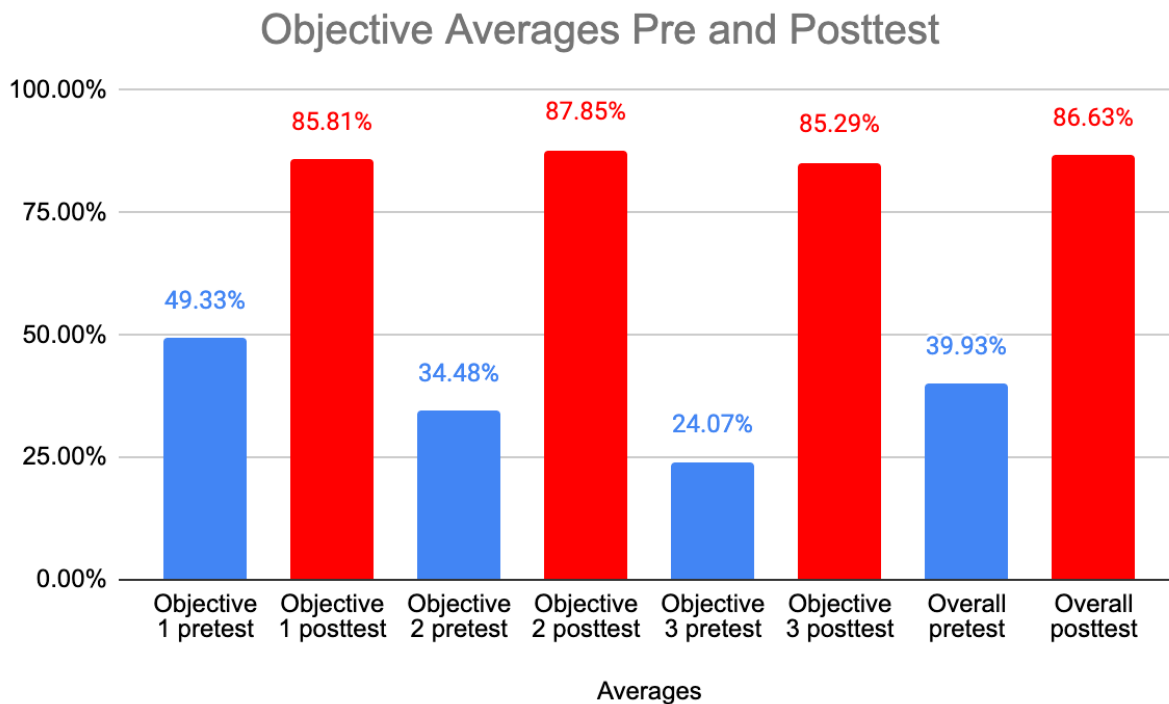
Data Conclusions

There were three main learning objectives for this unit. According to the Virginia Standards of Learning students needed to know about the homefront of World War Two, the major events in Europe and the Pacific, and the ending of the war. In the test the homefront questions focused on US propaganda, women in defense plant jobs, and Japanese Internment. The test questions about major events in Europe and the Pacific were about turning points in the war, the Holocaust, and the bombing of Hiroshima and Nagasaki. The test questions on the last objective asked about the formation of the United Nations and the partition of Germany.

As we completed the formative assessments I could tell that my students were understanding the necessary information. An example of this would have been when we did the extension activity about the Holocaust. Through our conversation and the summaries that students did I could tell that they were able to comprehend the Holocaust and engage in a high level of thinking.

As seen in figure 7, student learning occurred across all three objectives. The most learning occurred in objective two, which dealt with major events in Europe and the Pacific, and objective 3, which talked about the ending of the war. Students scored similarly on all three objectives at between 85% and 88%. I was surprised that students did not score higher on objective three because the ending of the war was the last thing that we talked about before taking the test.

Figure 7



Three students got below a C on the test. All three students will be pulled during the enrichment/remediation time next week. Every week Tuesday-Friday there is a thirty minute block built into the day where students either go to an enrichment class or they can get pulled for a specific teacher to do remediation. The teacher covering remediation time will review the specific topics that the students need and at the end of the week they will retake the test.