Patrick L. Kessler Elementary School

South Carolina/Fort Stewart District

School Profile
2011-2012

Home of the Eagles: Where **E**ducation **A**nd **G**oals **L**et **E**veryone **S**oar!

Principal

Dr. Djuna Underwood

Assistant Principal

Christie Cook

School Information

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School Leadership Structure

Principal – Dr. Djuna Underwood

Assistant Principal – Ms. Christie Cook

Supervisory Management Support Services – Ms. Debra Booker

CSI/Grade Level Chairs:

Lota Bryans: Chair
Tracey Fairfax: Co-chair/Third Grade/Fourth Grade
Catreva Chase: Pre-K/Kindergarten
Lisa Fehring: First Grade
Julienne Rouse: Second Grade
Linda Flora: Fifth Grade
Sherri Longoria: Sixth Grade
Reginald Meno: Special Area/Specialists

DoDEA Vision

Communities committed to SUCCESS FOR ALL Students.

DoDEA Mission

To Provide an Exemplary Education that Inspires and Prepares All DoDEA Students for Success in a Dynamic, Global Environment.

DoDEA Guiding Principles

- Success for All Students
- Trust and Respect for Others
- Uncompromising Advocacy for Students
- Development of Lifelong Learners
- Equal Access to Quality, Rigorous Education
- New and Motivating Challenges to Inspire Excellence
- Teaching with High Expectations
- Safe and Stable Learning Environment

Kessler Elementary School
Vision

Kessler Elementary School is a place of collaboration that inspires a progressive learning community.

We Believe…

- Academic perseverance is valued.
- Technology supports active student learning
- Supportive parental involvement maximizes student learning to ensure that all students are successful.

Goal I

By the end of school year 2011-2012, all students will improve reading comprehension by using vocabulary strategies as measured by a three percent increase on the Terra Nova 3rd Edition Reading subtest (grades 3-6) and selected local assessment (PreK-2).

Goal 2

By the end of SY 2011-2012, all students will increase their problem solving skills through communication and reasoning as measured by a three percent increase on the TerraNova Third Edition Subtests (grades 3-6) and selected local assessments (PK-6). Subtest (Grades 3-6) and selected local assessments (PK-2).

Overview of School and Community

Kessler Elementary School History

Fort Stewart is home of the 3rd Infantry Division and known to be the Army's Premier Power Projection Platform on the Atlantic coast. It is the largest, most effective and efficient armor training base east of the Mississippi. Fort Stewart encompasses 280,000 acres including parts of Liberty, Long, Tattnall, Evans, and Bryan Counties in Southeast Georgia. Fort Stewart's vision is to be the world's best installation for training and deploying Armed Forces, as well as providing the highest quality environment for soldiers to live and raise a family. In keeping with the vision Fort Stewart partnered with RCI (Residential Community Initiative) to construct suitable housing on post for 3rd ID soldiers and their families. As a result of this partnership, the number of families moving on post increased creating the need for an additional school. In SY 2010-2011, eighty percent of the 3rd Infantry Division was deployed to Iraq with many soldiers serving third and fourth tours.

Kessler Elementary School, originally Fort Stewart Elementary School, existed for three years and experienced three physical moves during that time. Our original site, located in a vacant field, began with two classroom modules and an administration module. The staff recalls the Physical Education and cafeteria programs moving from classrooms into a large building called the "Barn". Students, parents, and staff walked between buildings on uncovered sidewalks in all types of weather.

During SY 2005-2006, Fort Stewart Elementary School grew quickly. As the population increased in the newly formed Liberty Woods housing area, so did the population of the school. From August to December new classes were added. Due to difficulty in hiring teachers, many classes were taught with long-term substitutes. Maximum capacity was reached by January 2006. Our overflow population was transferred to Diamond Elementary School. By the end of the school year, Fort Stewart Elementary School enrollment reached approximately 250 students with Diamond Elementary School housing about 150 additional students from the Liberty Woods area.

Beginning SY 2006-2007 construction of additional classrooms and Media Center modules had been initiated. Meanwhile, six additional classrooms were created and housed at Diamond Elementary School. Fort Stewart Elementary School was responsible for supporting these classrooms. By November 2006, our modular units were completed and we moved again. Our Information Center moved from a classroom to a slightly larger facility. Once settled, our population began to increase and reached 330 students by the end of the year. Again, Diamond Elementary School handled the overflow population.

In August of 2007, Kessler Elementary School opened its doors and was dedicated on September 12, 2007, in honor of WWII 3rd Infantry Division Soldier and Medal of Honor recipient, PFC Patrick L. Kessler. The school was redistricted for SY 2007-2008 and

approximately sixty-four percent of our students were new to Kessler Elementary School.

Community and staff welcomed the addition of the new school. Parents were excited about the conveniences of a neighborhood school; staff felt the unity of having all programs under one roof. Kessler Elementary School now supports a student population of 475 students in Pre-K through sixth grade, with 66(teachers and support staff) staff members. For the first time since 2005, every classroom had a certified teacher.

In school year 2008-2009, Kessler Elementary School began to stabilize its teacher population. In the following years, teacher turn-over has continued to be minimal.

Ft Stewart Community Information

Fort Stewart military community provides child and youth programs that promote total wellness of youth through developmentally appropriate recreational, social, educational, and athletic activities. Many of these activities are held at the Child Development Center, Youth Center, Corkan Gym, Jordan Gym, Morale, Welfare and Recreation (MWR) facilities, and local recreational sites and parks. Babysitting services are available for children 6 weeks to 5 years old. The Youth Center is a place for youth ages sixth grade through twelfth grade, to enjoy activities such as bumper pool, Sega, table games, dances, contest, theme parties, and cultural events. Youth Development offers programs for all school age children such as career explorations, computer and homework club, 4-H, support groups, scouts, and community service projects. The instructional programs include dance, gymnastics, piano, tae kwon do, and water sports. Swimming lessons, weight training, sports camps, and craft classes are just a few of the programs designed for the summer. Sport programs are conducted with an emphasis on safety, participation, fun, and good sportsmanship. Families may enjoy such activities as Easter egg hunts, fall festivals, Christmas parties, and trips to the Okefenokee, Jacksonville Zoo, or Fort Pulaski.

Academic School Programs:

Kessler Elementary School complies with the DoDEA requirements through the implementation of the DoDEA curriculum standards. Students receive standards based instruction in all curricular areas and the following:

- Music Education
- Visual Arts Education
- Physical Education
- Technology
- Media Services
- FLES (Foreign Language Elementary School: Grades K-3)

Some students require additional academic instruction and their needs are met in the following programs:

- Gifted Education
- Read 180
- Counseling
- Speech and Language Therapy
- Special Education
- Extended School Year
- (ELO) Extended Learning Opportunities
- English as a Second Language
- Instructional Support Reading/Math
- Math Instructional Support
- Foreign Language in the Elementary School
- Communication Impaired
- Occupational Therapy
- Physical Therapy
- MFLC

Enrichment Programs and Activities

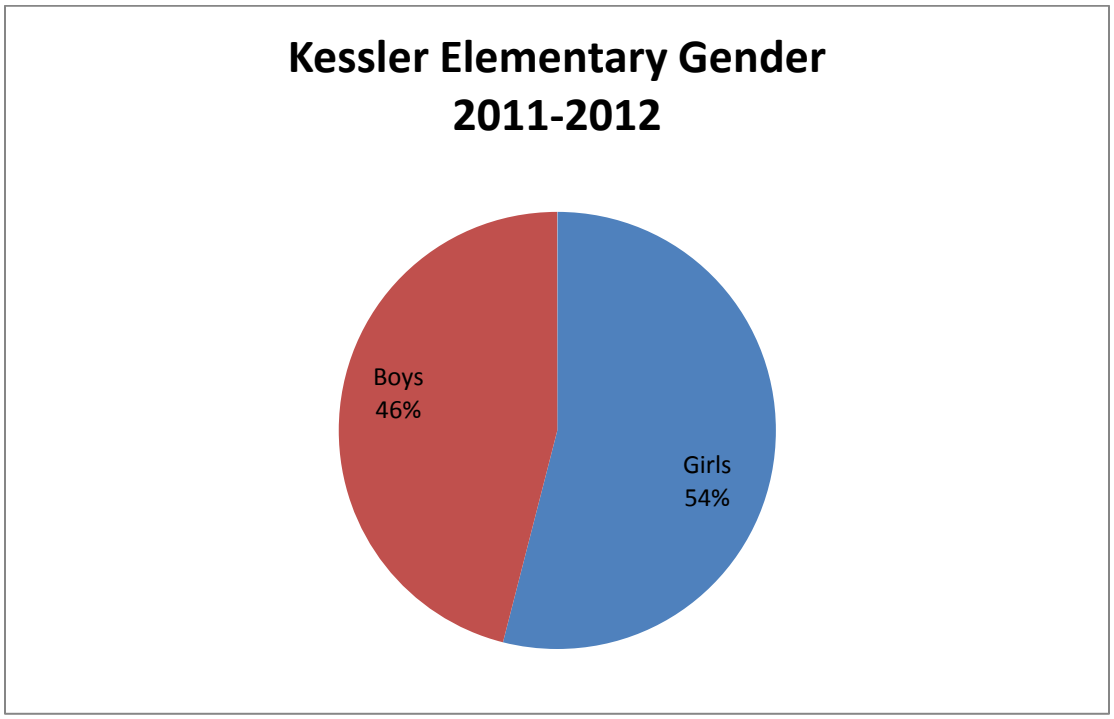
- *Drug Awareness Resistance Program* (DARE)
- Sixth Grade Bully Free Campaign
- Trevor Romain Visit; Promoting Social, Emotional & Physical Fitness for Kids
- *Odyssey of the Mind*
- *National Geographic World Traveling Map/Kessler Postcard Project*
- *Star Lab*
- *Science on Wheels* (Traveling Science Museum hands-on activities)
- *Earth Lab*
- *Hispanic Heritage Month Ceremony*
- *Healthier US School Challenge*
- Diversity Day
- Celebration of Learning

- *Read Across America Week*
- *World Math Day* International Competition
- *Math-A-Thon* Proceeds to St. Jude Children's Research Hospital
- After School Tutoring Program
- PTO Family Game Night
- Student Council
- Family Math Night
- Fish and Wildlife Presentations
- Family Picnic in observation of The Month of the Military Child
- Field Day
- Scholastic Book Fair
- Musical Performances

Unique Local Insights

Current School Demographics

Chart 1:
Student Gender



SY 2011-2012 Population/N= 475

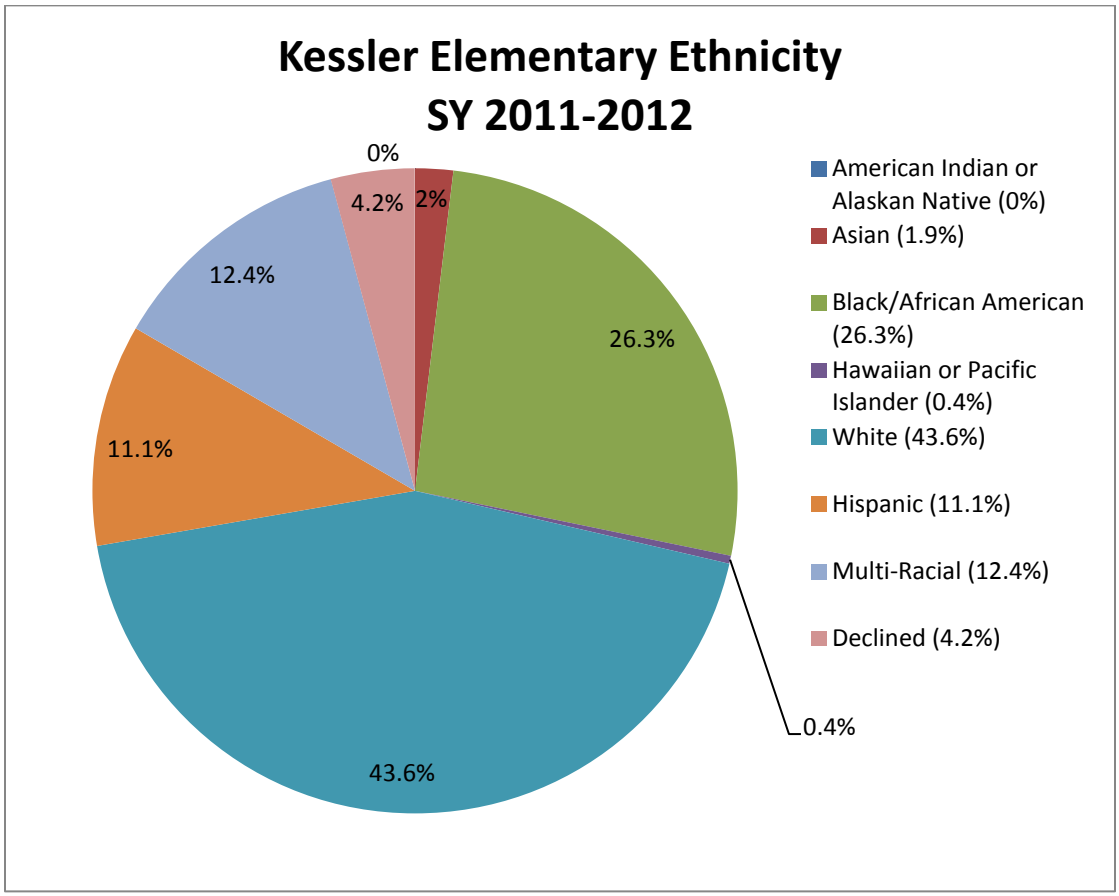
Findings:

Chart one illustrates the gender population of Kessler School for the 2011-2012 school year. Girls make up 54% of the population and boys make up 46% of the population.

Analysis:

There is not a strong difference in school population based on gender.

Chart 2:
Student Ethnicity



SY 2011-2012 Population/N= 475

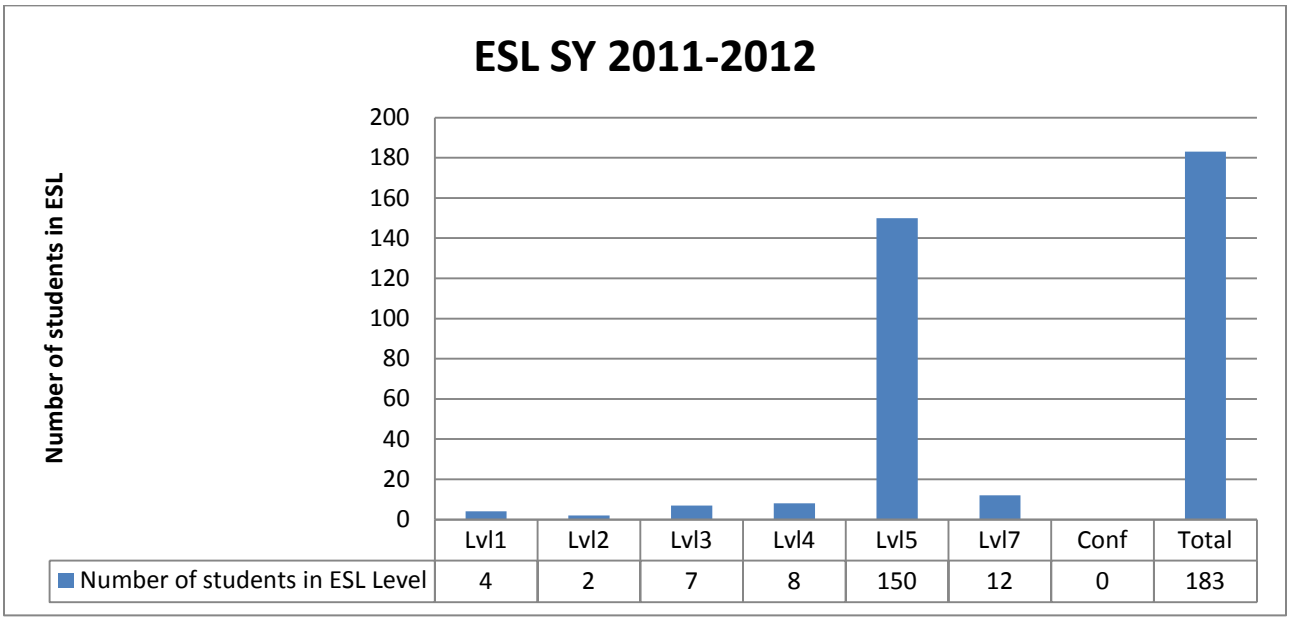
Findings:

The Ethnicity graph shows Kessler Elementary ethnic population. African Americans make up 26.3%; 1.9 % are Asian; 0% are Native Americans; 0.4% are Hawaiian or Pacific Islanders; 43.6% are white; 11.1% are Hispanic; 12.4% are multi-racial; 4.2% of the population declined to state.

Analysis:

Ethnic distribution showed diversity among students. Diversity in student groups is largely dependent upon the ethnic mix of military personnel stationed at Fort Stewart Military Base.

Chart 3:
English as a Second Language: (ESL)



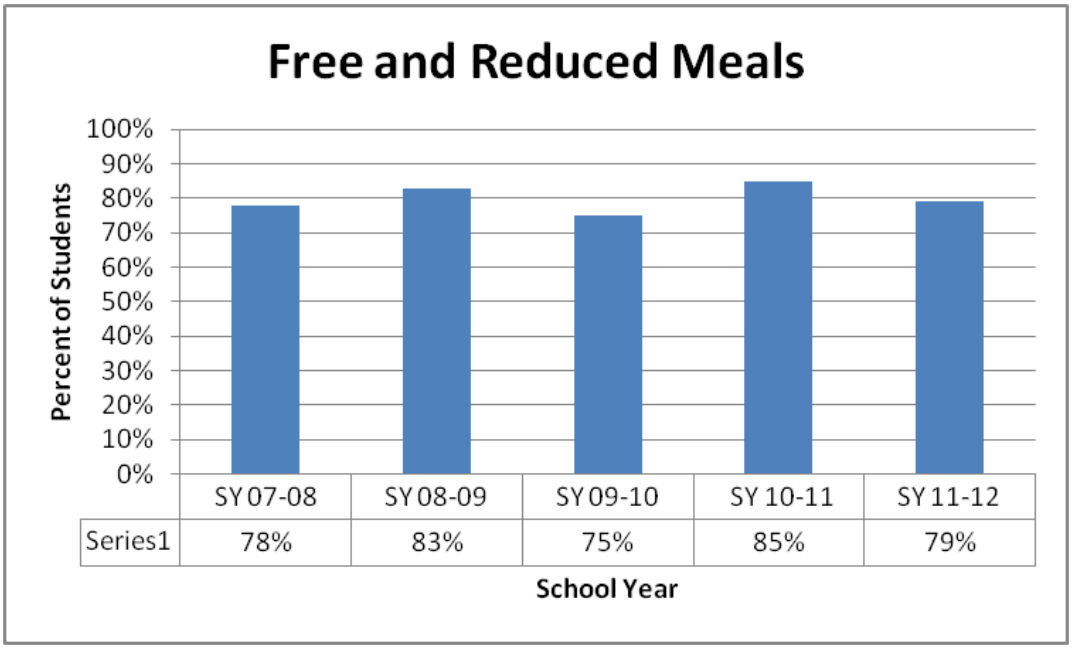
Findings:

The ESL graph shows Kessler Elementary School English as a Second Language program population. Level 5 (student with a second language in the home but do not require service) make up 82% of the population. Level 1 make up 2%; Level 2 make up 1%; Level 3 make up 4%; and Level 4 make up 4%. Level 7 (students identified with a second language in the home but decline to be evaluated) make up 7% of the ESL population.

Analysis:

Chart 3 shows an increase in the number of students identified with a second language in the home, however do not require ELS services and those who declined evaluation. Chart 3 also indicates a shift in numbers as student's progress through levels of the program from one year to the next.

Chart 4:
Kessler Free and Reduced Meals



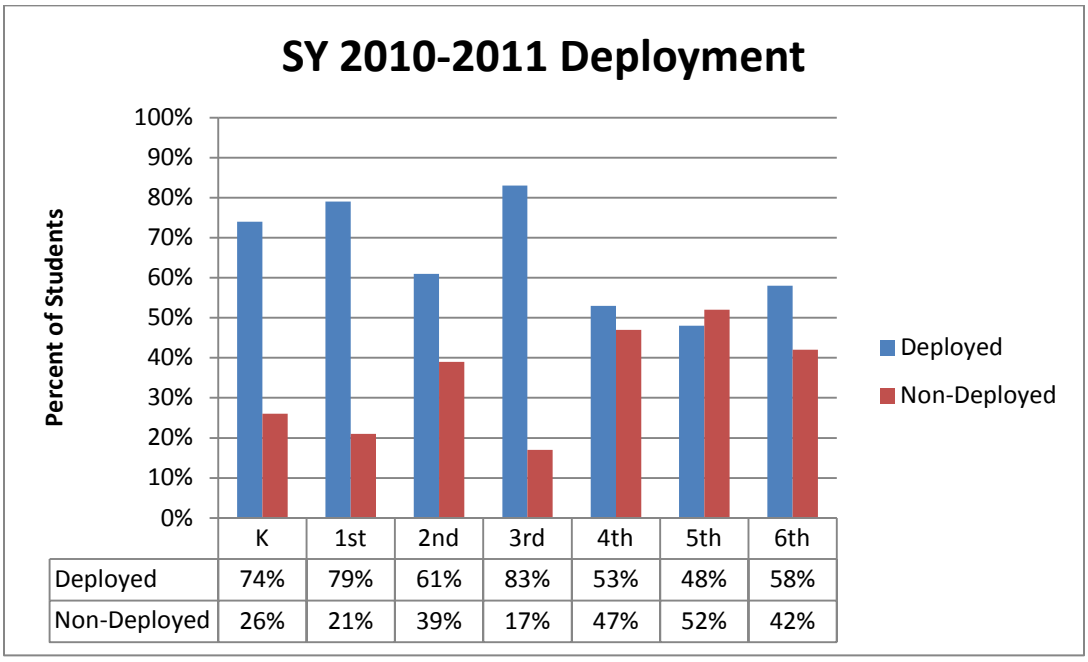
Findings:

Chart four shows the school population receiving free or reduced meals. In school year 2007-2008, 78% of the student population received free or reduced meals. In school year 2008-2009, 83% of the student population received free or reduced meals. In school year 2009-2010, 75% of the student population received free or reduced meals. In school year 2010-2011 the percentage rose by 10%. In school year 2011-2012 there is a reduction in students receiving free or reduced lunch.

Analysis:

The students receiving free or reduced meals have been fairly consistent for the past four years. The fact that at least three-fourths of the school population has consistently received free or reduced meals is a critical piece of information about our families.

Chart 5:
Deployment Data: SY 2010-2011



	K	1st	2nd	3rd	4th	5th	6th
Deployed	74%	79%	61%	83%	53%	48%	58%
Non-Deployed	26%	21%	39%	17%	47%	52%	42%

Findings:

During school year 2010-2011 Kessler Elementary School had a high percentage of deployed parents. Chart 5 indicates third grade had the highest percentage of deployment , followed by first grade, and kindergarden.

Analysis:

After compiling the grade level averages, counselors developed a simple control chart using individual class percentages, to determine a priority order to connect with each class. As indicated above, classes in third, first, and kindergarten with the highest number of deployed parents were first priority. Classes in second, sixth and fourth were second priority and fifth grade classes were third priority. Counselors acknowledge all students with deployed parents as having an immediate need.

Implications for Unique Local Insights

Kessler Elementary School has a 47/53 percent ratio of boys and girls. Although the percentage of girls is 6% greater than the percentage of boys, this slight difference is not believed to have a significant impact on student performance.

The diverse student population of Kessler Elementary School may be attributed to the school's location on a military base. As a result of the diverse population, students are exposed to many unique cultures and are able to develop a strong sense of cultural awareness. Due to the diversity, it is not uncommon to have students who speak English as a second language. In some instances students who speak English as a second language have unique academic challenges, which require additional interventions and differentiated instruction to help them succeed in the classroom.

Over the past five school years, the percentage of students receiving free or reduced meals was 75% at the lowest and reached 85% at the peak. Even at the lowest point, at least three-fourths of our student population is eligible to participate in the free or reduced meal program. Research indicates that students who eat a balanced breakfast show higher performance academically.

We continue to creatively encourage parental involvement in our school. However, the high rate of deployment on our base is an on-going challenge to this effort. However, teachers are reporting more internet involvement from parents through individual web pages, planners, and questions related to Grade-Speed. Volunteer hours indicate an increase in volunteerism over the past year.

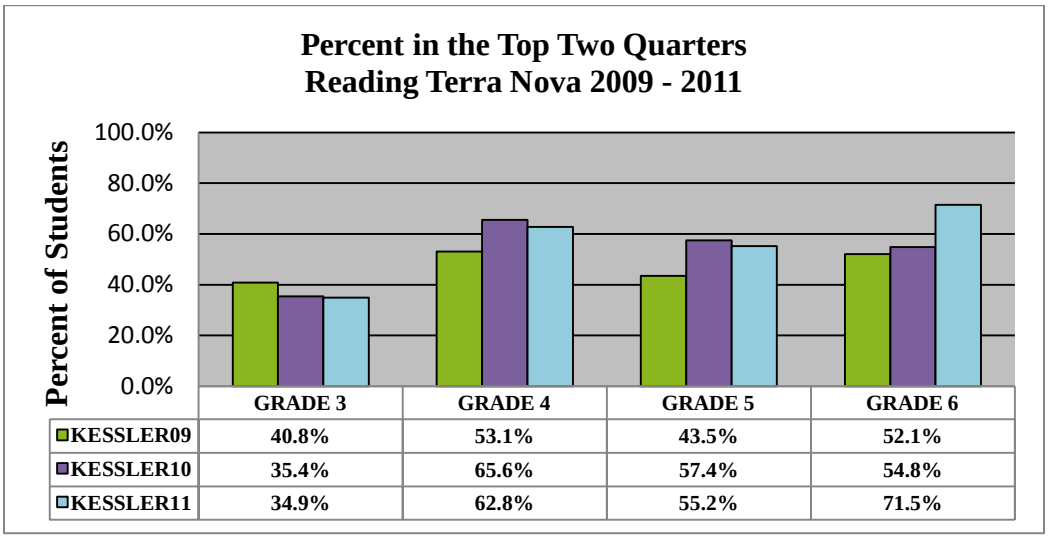
Existing School Data

Student Performance Data and Disaggregation

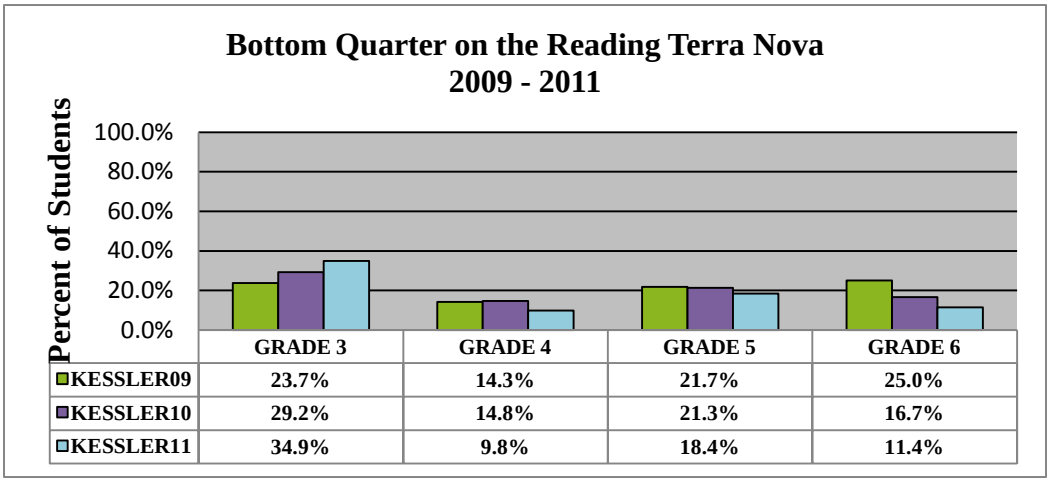
System-wide Reading Assessment Data:
Our baseline data is *TerraNova* Reading subtest for SY 09-10 and is collected at the end of each year, disaggregated and analyzed. *TerraNova* data are sorted into Top Two and Bottom National Quarters.

DATA DISPLAY: *TerraNova* Reading Subtest

Chart 6*:*
***TerraNova* Reading**
Top Two and Bottom Quarters



	GRADE 3	GRADE 4	GRADE 5	GRADE 6
KESSLER09	40.8%	53.1%	43.5%	52.1%
KESSLER10	35.4%	65.6%	57.4%	54.8%
KESSLER11	34.9%	62.8%	55.2%	71.5%



	GRADE 3	GRADE 4	GRADE 5	GRADE 6
KESSLER09	23.7%	14.3%	21.7%	25.0%
KESSLER10	29.2%	14.8%	21.3%	16.7%
KESSLER11	34.9%	9.8%	18.4%	11.4%

Findings:

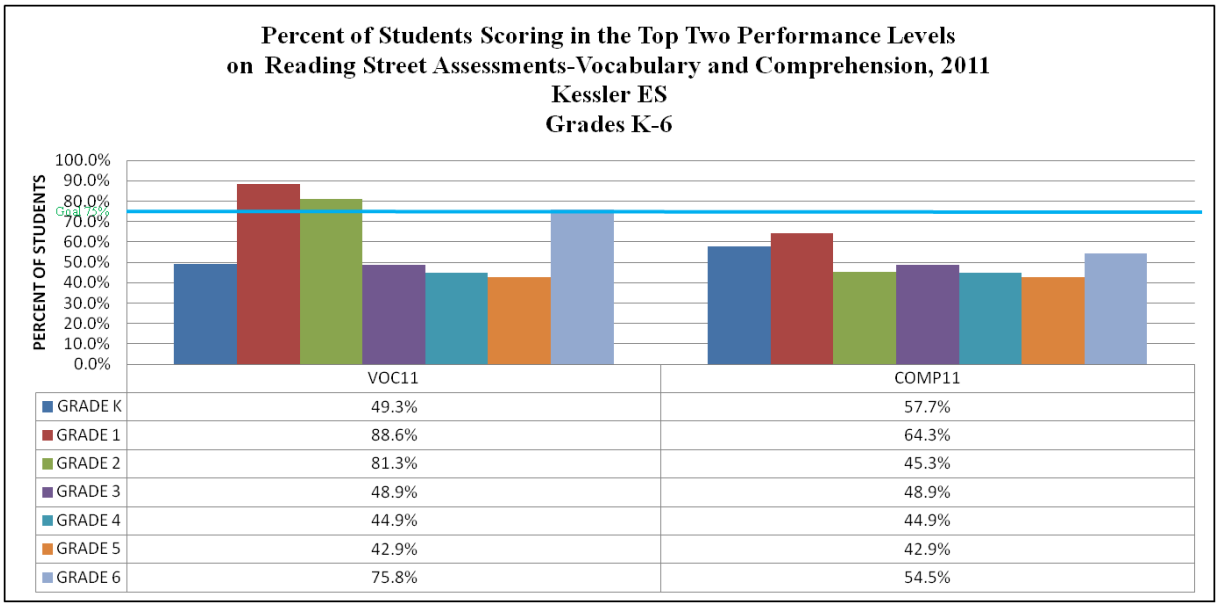
There is a substantial improvement in the percentage of students scoring in the top two national quarters and a *substantial improvement, a decrease,* in the percentage of students scoring in the bottom national quarter as measured by the *TerraNova* 3rd Edition Language Arts subtest in grades 4th – 6th when comparing scores from spring 2009 to spring 2011.

There is a substantial decline in student performance in the percentage of students scoring in the top two national quarters and a substantial increase in the percentage of students scoring in the bottom national quarter as measured by the TerraNova 3rd Edition Language Arts subtest in 3rd grade when comparing scores from spring 2009 to spring 2011.

Local Reading Assessment Data:

Reading Street: End of Year Assessment

Chart 7:
Reading Street Assessment
Top Two Quarters

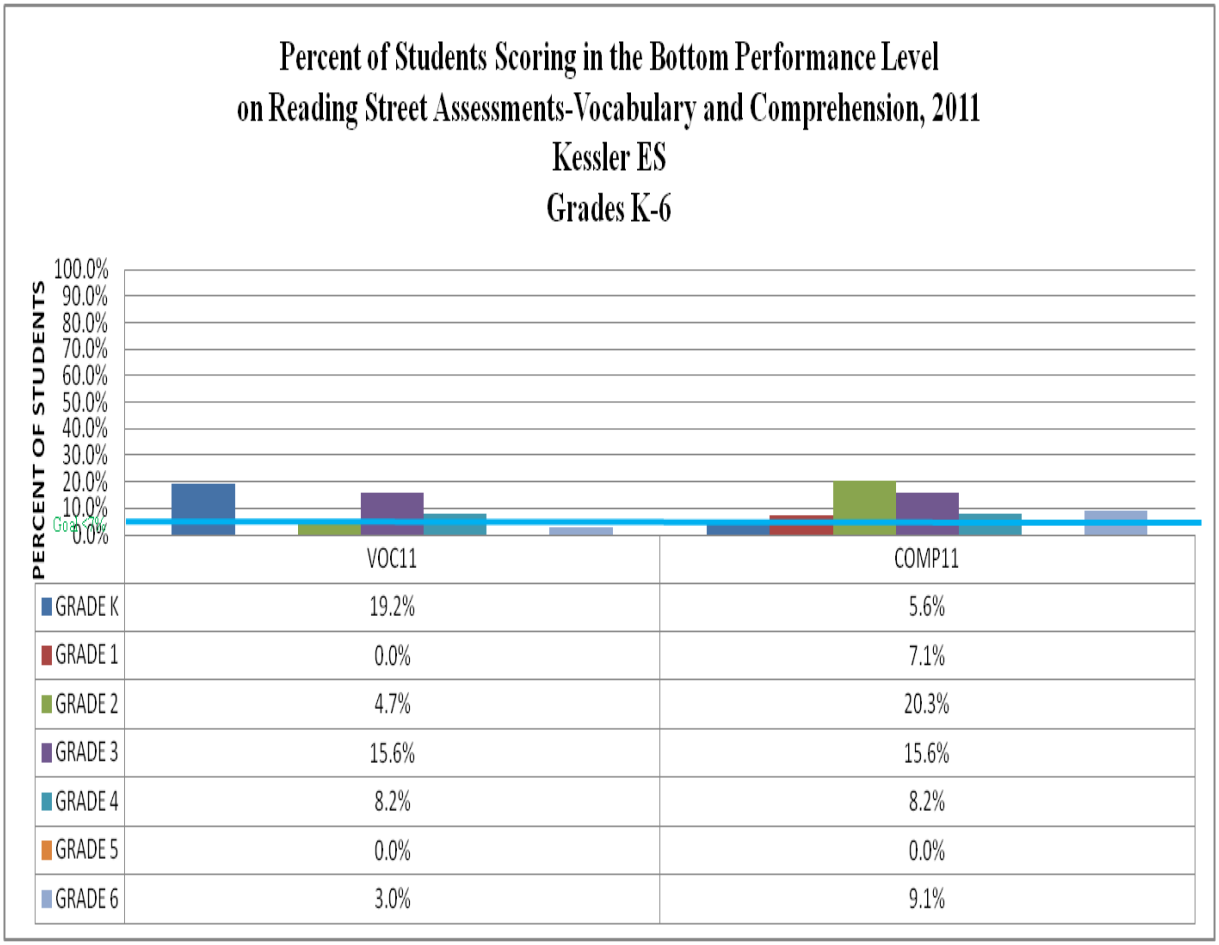


	VOC11	COMP11
GRADE K	49.3%	57.7%
GRADE 1	88.6%	64.3%
GRADE 2	81.3%	45.3%
GRADE 3	48.9%	48.9%
GRADE 4	44.9%	44.9%
GRADE 5	42.9%	42.9%
GRADE 6	75.8%	54.5%

Findings:

Kessler ES collected baseline data from the new reading curriculum assessment in vocabulary and reading comprehension. The percent of students scoring in the Top Two Performance Levels in vocabulary ranged from a low of 44.9% in grade 4 to a high of 88.6% in grade 1. The percent of students scoring in the Top Two Performance Levels in reading comprehension ranged from a low of 42.9 in grade 5 to a high of 64.3% in grade 1. Overall, grades 1, 2, and 6 met the goal of 75% or more of students scoring in the Top Two Performance Levels in vocabulary only; no grade levels met the goal in reading comprehension.

Chart 8:
Reading Street Assessment
Bottom Quarter



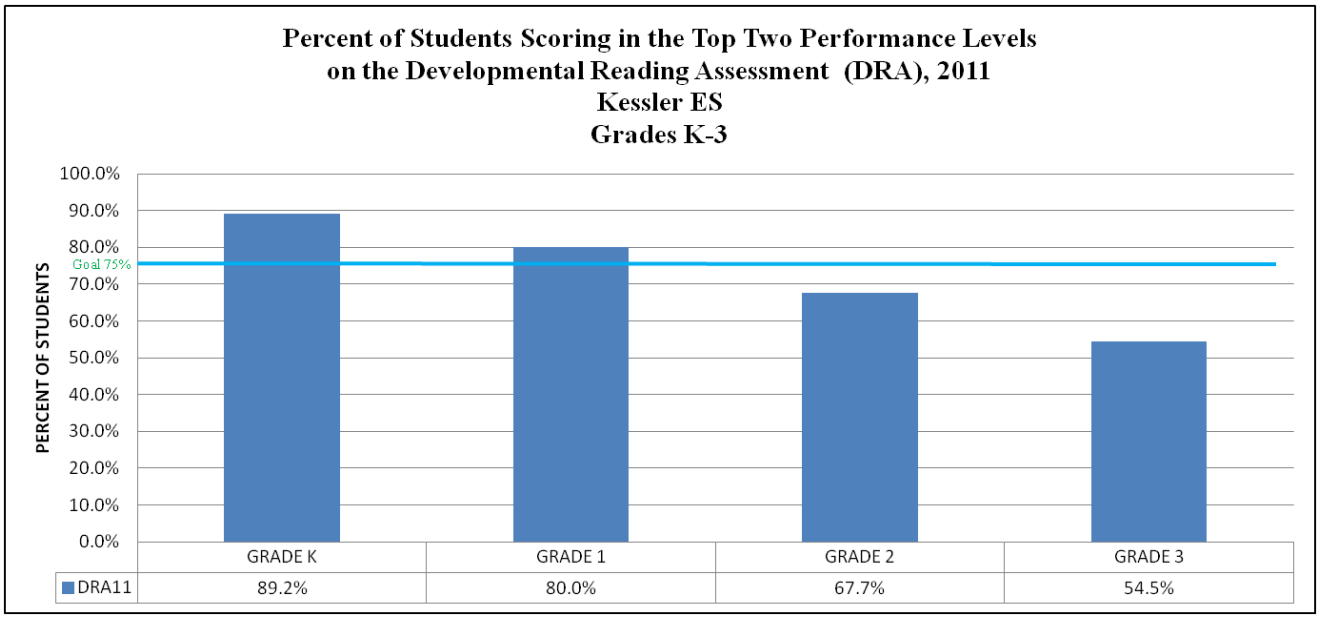
	VOC11	COMP11
GRADE K	19.2%	5.6%
GRADE 1	0.0%	7.1%
GRADE 2	4.7%	20.3%
GRADE 3	15.6%	15.6%
GRADE 4	8.2%	8.2%
GRADE 5	0.0%	0.0%
GRADE 6	3.0%	9.1%

Findings:

Kessler ES collected baseline data from the new reading curriculum assessment in vocabulary and reading comprehension. The percent of students scoring in the Bottom Performance Level in vocabulary ranged from a high of 19.2% in grade K to a low of 0.0% in grades 1 and 5. The percent of students scoring in the Bottom Performance Level in reading comprehension ranged from a high of 20.3% in grade 2 to a low of 0.0% in grade 5. Overall, grades 1, 2, 5, and 6 met the goal of less than 7% of students scoring in the Bottom Performance Level in vocabulary only; grades K and 5 met the goal of less than 7% of students scoring in the Bottom Performance Level

Developmental Reading Assessment (DRA): Grades K-3

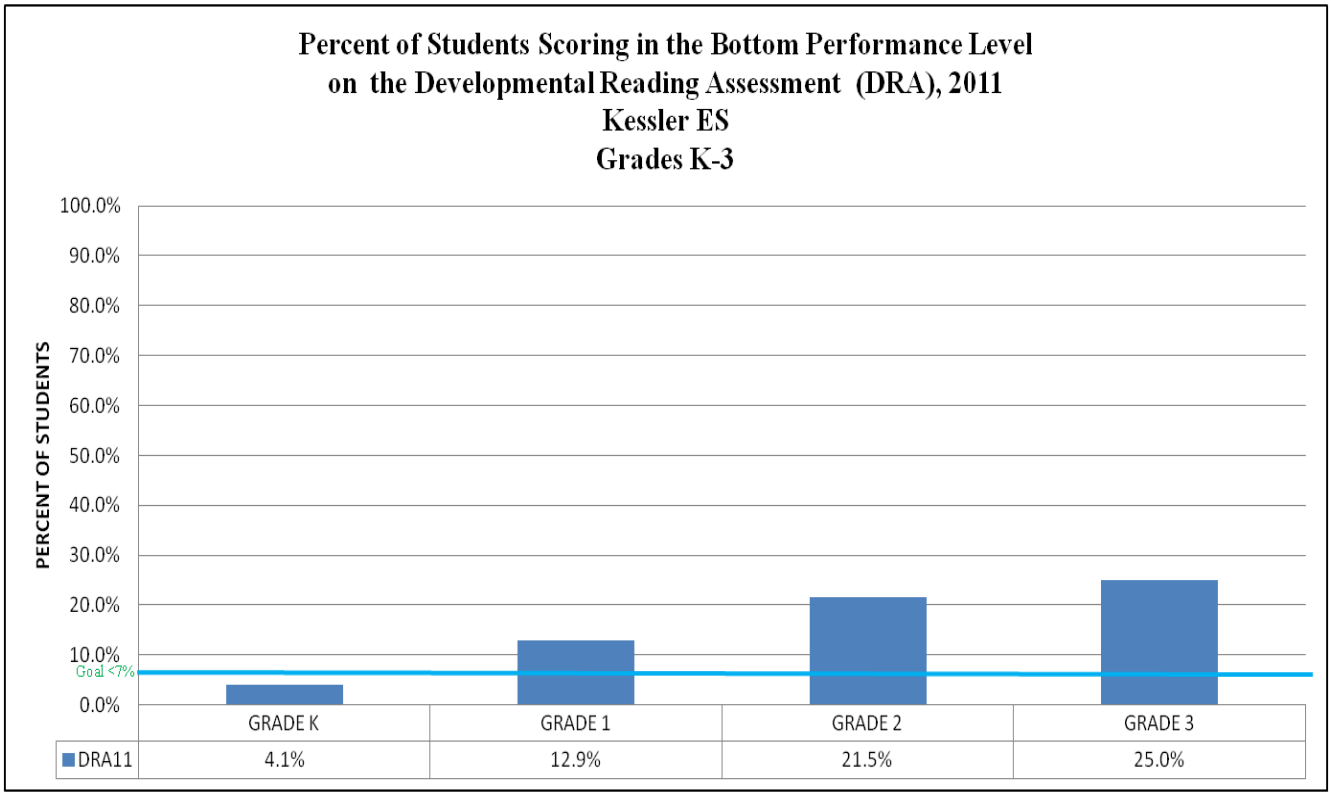
Chart 9:
DRA Assessment
Top Two Performance Levels



Findings:

Kessler ES established baseline data in grades K-3 on the Diagnostic Reading Assessment (DRA). Grades K and 1 met the goal of 75% or more of students scoring in the Top Two Performance Levels on the DRA. The percent of students scoring in the Top Two Performance Levels on the DRA in grades K-3 range from a high of 89.2% and a low of 54.5%.

Chart 10:
DRA Assessment
Bottom Two Performance Levels

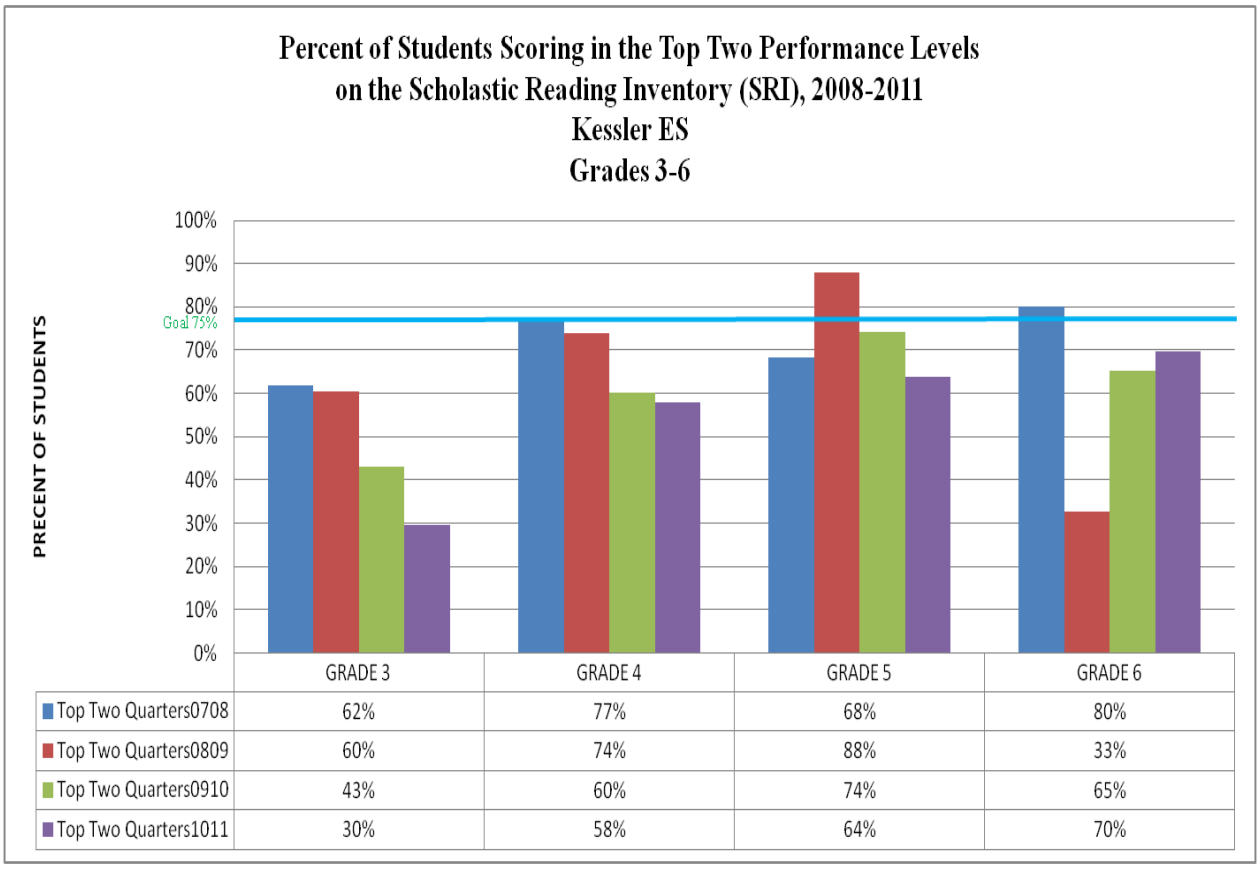


Findings:

Kessler ES established baseline data in grades K-3 on the Diagnostic Reading Assessment (DRA). Kindergarten met the goal of less than 7% of students scoring in the Bottom Performance Level. The percent of students scoring in the Bottom Performance Level range from a high of 25% to a low of 4.1%.

Scholastic Reading Inventory (SRI): Grades: 3-6

Chart 11:
SRI Assessment
Top Two Performance Levels



	GRADE 3	GRADE 4	GRADE 5	GRADE 6
Top Two Quarters0708	62%	77%	68%	80%
Top Two Quarters0809	60%	74%	88%	33%
Top Two Quarters0910	43%	60%	74%	65%
Top Two Quarters1011	30%	58%	64%	70%

Findings:

Kessler ES has a small to moderate decrease in the percent of students scoring in the Top Two Performance Levels on the SRI in grades 3, 4, and 5 with a small increase in grade 6. Grade 3 shows 30% of students scoring in the Top Two Performance Levels. In 2011, no grade level met the goal of 75% or more of students scoring in the Top Two Performance Levels on the SRI.

ANALYSIS OF DATA TOWARDS KESSLER ES CSI GOAL #1

The Kessler ES indicated at the end of 2009-2010 school year that the school institutionalize the current writing intervention and continue to look at student work in writing during the 2010-2011 school year. The school indicated that they will move their focus to another area of concern, specifically reading. A new goal 1, reading comprehension, was chosen for the 2010-2011 school year and the school chose the "*Frayer Model" as an intervention* designed to increase student achievement on standardized and local assessments in the area of reading comprehension. The school assessed students in grades 3-6 on four reading assessment instruments and in grades K-2 on two reading assessments to determine the effectiveness of the intervention in improving student achievement.

TerraNova Assessment

Kessler ES refocused in 2010-2011 school year, Goal #1, Reading Comprehension based on data that has shown small decreases in the percent of students scoring in the Top Two Quarters from 2009-2010 on the TerraNova Reading Subtest. In 2011, there were small decreases and no change in the percent of students scoring in the Top Two Quarters on the TerraNova Reading Subtest with grade 6 showing higher gains. The percent of students scoring in the Bottom Quarter decreased in most grade levels with the exception of grade 3 which is a concern.

Developmental Reading Assessment (DRA)

Baseline data for DRA in 2011 for grades K-3 show a range of 54.5% to 89.2% in the percent of students scoring in the Top Two Performance Levels and a range of 4.1% to 25% in the percent of students scoring in the Bottom Performance Level.

Scholastic Reading Inventory (SRI)

Kessler ES has collected SRI data since 2007-2008 school years which was used to refocus the school toward a new reading comprehension goal in 2010-2011. Across the four years of SRI data, students in grades 3 and 4 showed a continual decrease in the percent of students scoring in the Top Two Performance Levels with grade 5 fluctuating across the four years with most years declining; grade 6 showed an increase in the percent of students scoring in the Top Two Performance Levels.

Reading Street – Vocabulary and Reading Comprehension

Baseline data collected to assess student achievement towards Goal #1, Reading Comprehension using the current curriculum, show that students in grades K-6 scored higher in vocabulary than in reading comprehension with some grade levels meeting a goal of 75% or more of students scoring in the Top Two Performance Levels in vocabulary. Percent of students scoring in the Bottom Performance Level is low with percents ranging from a high of 19.2% in Kindergarten in vocabulary to a low of 0.0% in grades 1 (vocabulary) and 5 (vocabulary and reading comprehension).

Summary of CSI Goal #1

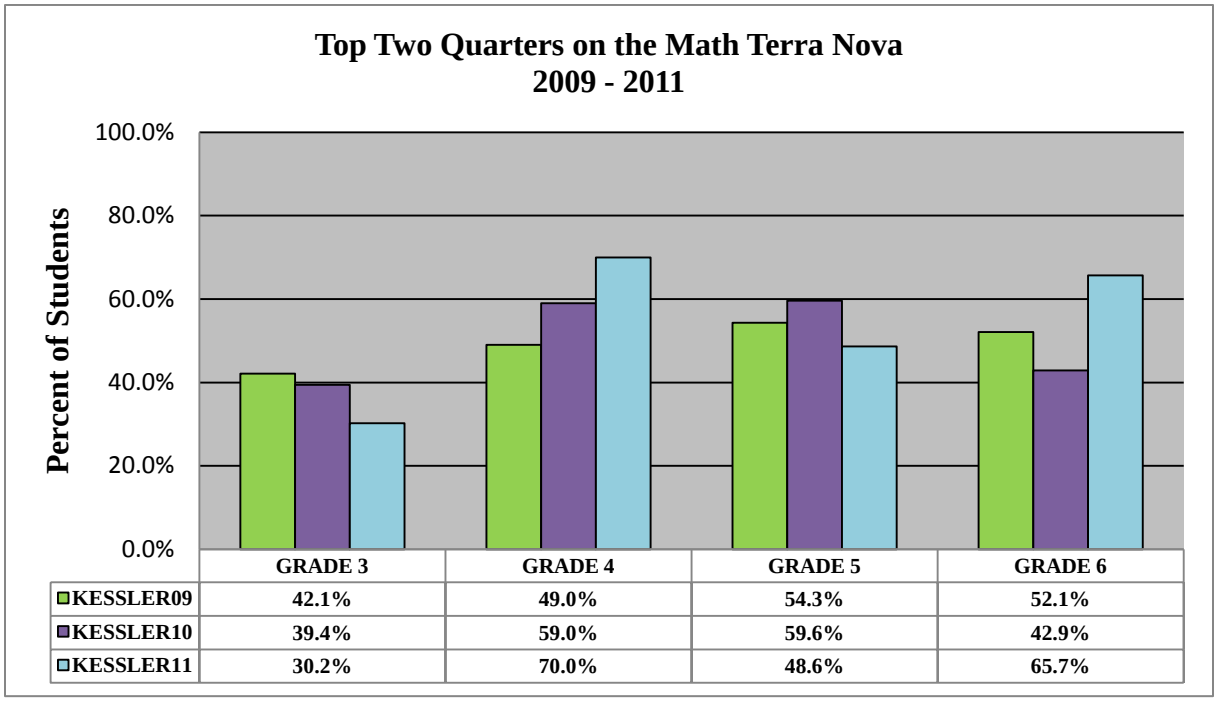
Kessler Elementary School implemented an intervention that research indicated would increase student achievement if implemented with fidelity. The 2009-2010 EOY Status Report indicated the staff would institutionalize the writing intervention and rubric; develop a new focus in reading comprehension; institute a new intervention throughout the school; receive professional development on the use of the intervention within classes and across curriculums; and utilize classroom walkthroughs and review of student work to ensure the intervention is used as intended along with assessments. With a new goal and intervention in place; training for teachers planned; monitoring processes developed; and assessments provided and given during the 2010-2011 school year, results should begin to show higher student achievement over time.

According to standardized assessment from 2010-2011, student reading comprehension achievement in grades 3 and 6 showed growth, whereas grades 4 and 5 showed relatively no change in the percent of students scoring in the Top Two Quarters. The percent of students scoring in the Bottom Quarter are showing small increases or no change. According to the local assessments results, students are making gains in reading comprehension with two grade levels showing only a third of their students scoring in the Top Two Performance Levels and half in the Bottom Performance Level which is a concern.

System-wide Problem Solving Assessment Data:

Our baseline data is *TerraNova* 3rd Edition math subtest for SY 09-10 and is collected at the end of each year, disaggregated and analyzed. *TerraNova* data are sorted into Top Two and Bottom National Quarters.

Chart 12*:*
***TerraNova* 3rd Edition Math Subtest**
Top Two Quarters

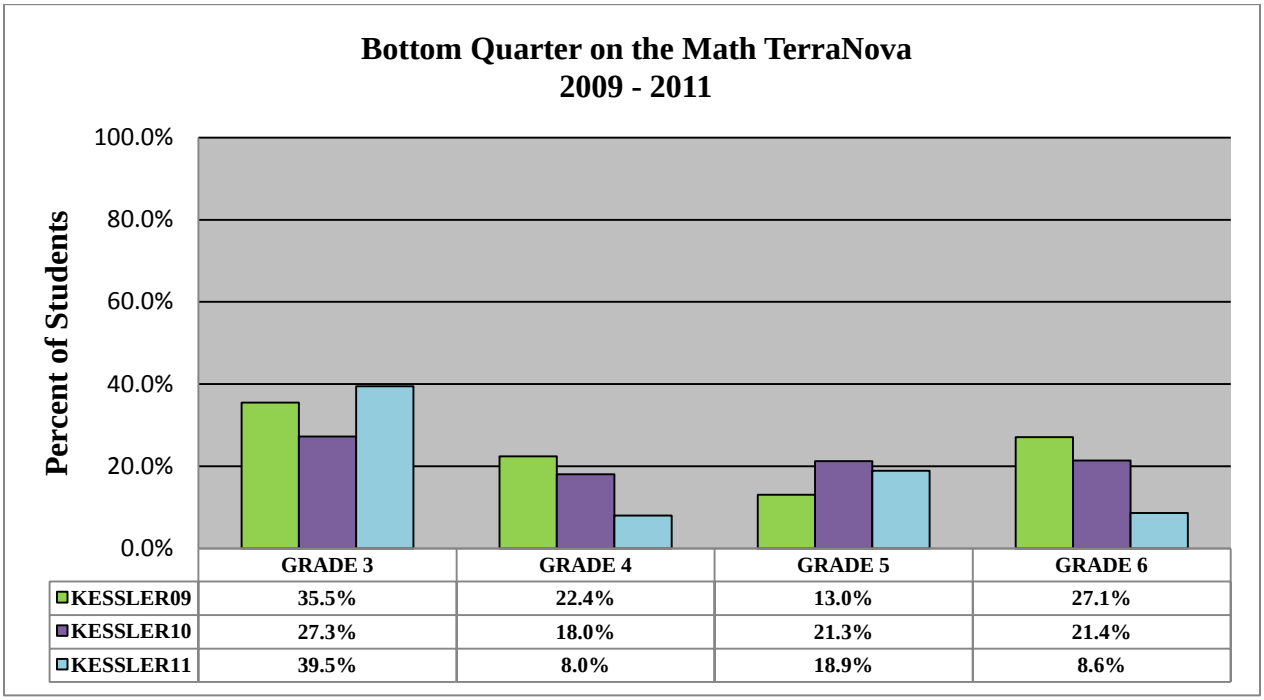


	GRADE 3	GRADE 4	GRADE 5	GRADE 6
KESSLER09	42.1%	49.0%	54.3%	52.1%
KESSLER10	39.4%	59.0%	59.6%	42.9%
KESSLER11	30.2%	70.0%	48.6%	65.7%

Findings:

Kessler ES has a small decline in the percent of students scoring in the Top Two Quarters in grades 3 and 5; a moderate increase in the percent of students scoring in the Top Two Quarters in grade 4; and a large increase in grade 6. No grade level met the DoDEA CSP goal of 75% or more of students scoring in the Top Two Quarters on the TerraNova Math Subtest.

Chart 13:
TerraNova 3rd Edition Math Subtest
Bottom Quarter



	GRADE 3	GRADE 4	GRADE 5	GRADE 6
KESSLER09	35.5%	22.4%	13.0%	27.1%
KESSLER10	27.3%	18.0%	21.3%	21.4%
KESSLER11	39.5%	8.0%	18.9%	8.6%

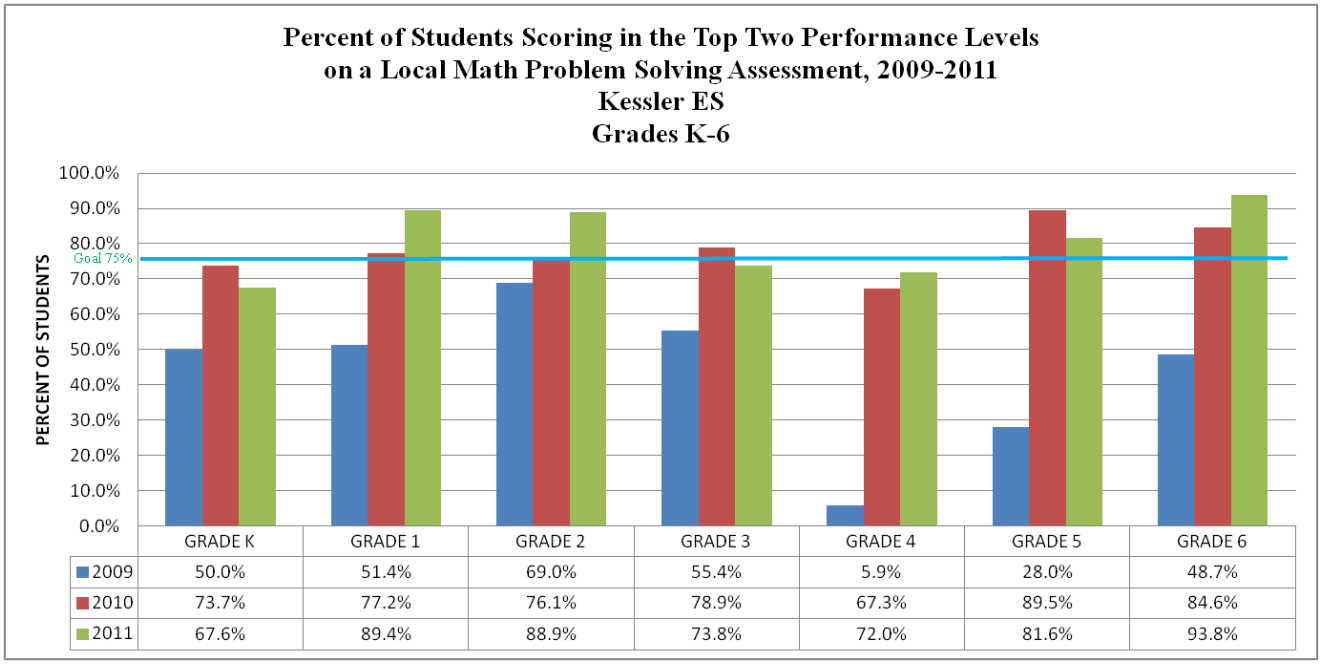
Findings:

Kessler ES has a moderate increase in the percent of students scoring in the Bottom Quarter in grade 3 with small to moderate decreases in the percent of students scoring in the Bottom Quarter in grades 4, 5, and 6. No grade level met the DoDEA CSP goal of less than 7% of students scoring in the Bottom Quarter on the TerraNova Math Subtest.

Local Problem Solving Assessment Data:

Baseline data for our *Local Math Problem Solving Assessment* is the mean score of student math problem solving samples collected in the fall of SY 09-10. Comparison data was collected in the spring of SY 09-10 and each following spring, disaggregated, and analyzed. Using NCACASI Data Analysis Software, scores can be statistically compared. Differences are reported as standard scores or mean scores.

Chart 14:
Problem Solving Local Assessment
High Mastery Levels

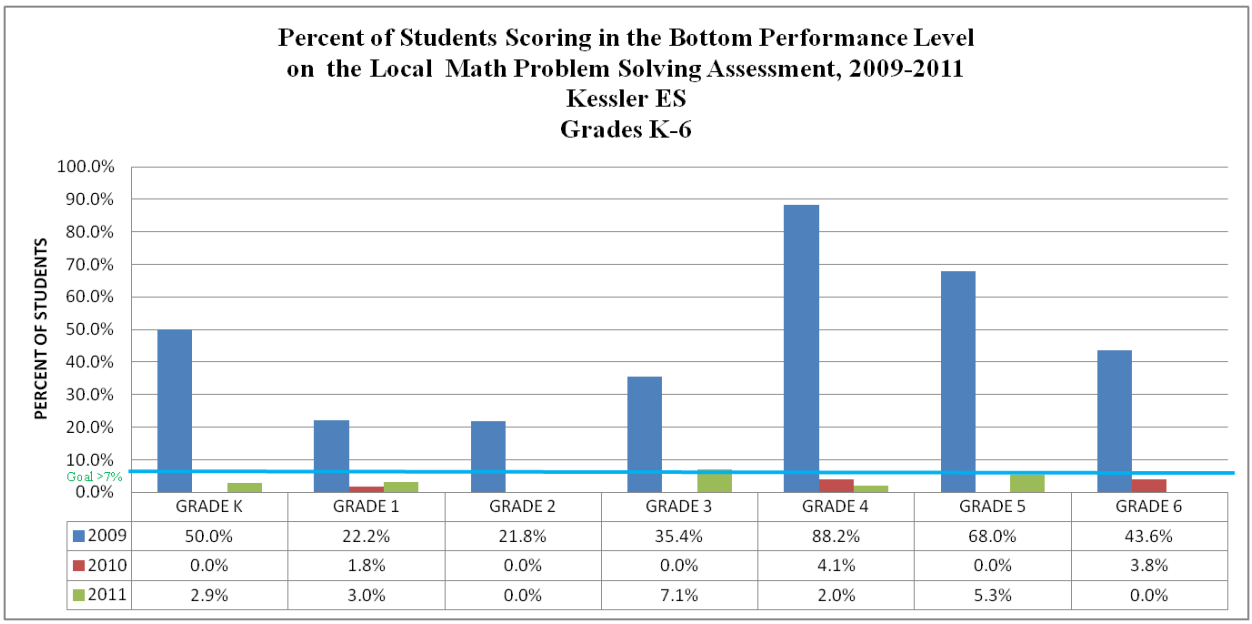


	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
2009	50.0%	51.4%	69.0%	55.4%	5.9%	28.0%	48.7%
2010	73.7%	77.2%	76.1%	78.9%	67.3%	89.5%	84.6%
2011	67.6%	89.4%	88.9%	73.8%	72.0%	81.6%	93.8%

Finding:

Kessler ES had a moderate increase in the percent of students scoring in the Top Two Performance Levels in grades 1, 2, and 6; relatively no change in grade 4. They show decreases in the percent of students scoring in the Top Two Performance Levels in grades K, 3, and 5. Grades 1, 2, 5, and 6 met the goal of 75% or more of students scoring in the Top Two Performance Levels in 2011.

Chart 15:
Problem Solving Local Assessments
Bottom Performance Levels



	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
2009	50.0%	22.2%	21.8%	35.4%	88.2%	68.0%	43.6%
2010	0.0%	1.8%	0.0%	0.0%	4.1%	0.0%	3.8%
2011	2.9%	3.0%	0.0%	7.1%	2.0%	5.3%	0.0%

Findings:

Kessler ES established baseline data in grades K-6 on a new math-curriculum assessment. The percent of students scoring in the Bottom Performance Level range from a high of 11.9% in grade 2 to a low of 0.0% in Kindergarten and grades 3, 5, and 6. All grade levels met the goal of less than 7% of students scoring in the Bottom Performance Level except grade 2 with 11.9%.

ANALYSIS OF DATA TOWARDS KESSLER ES CSI GOAL #2

Kessler ES chose a multi-step problem solving process "Read, Plan, Solve, Look-Back" as an intervention designed to increase student achievement on standardized and local assessments during the 2010-2011 school year. The school indicated at the end of 2009-2010 school year the following opportunities for improvement: research modifications for the intervention based on data analyses; implement the intervention across curriculums; use graphic organizers; implement updated classroom walkthroughs focused on the intervention; review of student work in relation to the intervention; add a new assessment instrument to continue collecting data on the use of the intervention towards increased student achievement; update the scoring rubric; and add a component of training on the intervention for new teachers. The school assessed students in grades 3 through 6 on four math assessment instruments to determine the effectiveness of the intervention in improving student achievement.

TerraNova Assessment

Kessler ES has shown a small but steady increase in the percent of students scoring in the Top Two Quarters on the TerraNova Math Subtest in two grade levels with grades 3 and 5 showing small declines. When analyzing the percent of students scoring in the Bottom Quarter, grade 3 shows a small increase in the percent of third graders scoring in the Bottom Quarter with grades 4, 5, and 6 showing small to moderate decreases.

TerraNova Objective Performance Indicator (OPI) Analysis

Analysis of the percent of students scoring High Mastery on the TerraNova Math Subtest OPIs in Problem Solving & Reasoning and in Math Communications at Kessler ES showed that students in grades 3-6 improved in the percent of students scoring High Mastery in Math Communications but not in Problem Solving & Reasoning.

Local Math Problem Solving Assessment

Analysis of the percent of students scoring in each of the performance levels indicate that grades 1, 2, 4, and 6 show a small increase in the percent of students scoring in the Top Two Performance Levels while in grades K, 3, and 5 there is a small decrease. The percent of students scoring in the Bottom Performance Levels decreased in grades 4 and 6, stayed the same in grade 2 and showed a small increase in grades K, 1, 3, and 5.

Math Curriculum Assessment

Kessler ES established baseline data in 2011 by administering a Math Curriculum Assessment to grades K-6. The range of students in grades K-6 scoring in the Top Two Performance Levels goes from a high of 87% to a low of 49.2% while the range of students scoring in the Bottom Performance Level goes from a high of 11.9% to a low of 0.0%.

Summary of CSI Goal #2

Kessler ES implemented a research-based math intervention that research indicated would increase student achievement. The 2010-2011 EOY Status Report indicated the staff would monitor the implementation of the intervention throughout the school, receive professional development on the use of the intervention within classes and across curriculums, and would use a new math assessment with all grade levels. With an intervention in place; training for teachers planned; and assessments provided and given during the 2011-2012 school year, results should begin to show higher student achievement over time.

The standardized assessment indicated that across three years student math achievement is making small gains in some grade levels and according to the local assessments results, students are continuing to make small gains in math achievement as indicated by the percent of students in the Top Two Performance Levels. Kessler ES has focused on improving student math achievement and assessment results are starting to show improvements with small percentages of students in the Bottom Performance Levels yet not high enough percentages in the Top Two Performance Levels. A continued focus on math problem solving and communication is recommended along with additional assessments that are linked to the intervention and assess math achievement in students.

Instructional School Data

Chart 16:
Teacher Surveys

The following survey was given October 2007.
Standards Assessment Report

Teaching and Learning	Not Evident	Emerging	Operational	Highly Functional
Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning	**0**	**17%**	**55%**	**28%**
Gathers, analyzes, and uses data and research in making curricular and instructional choices	**0**	**14%**	**55%**	**31%**
Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice	**0**	**7%**	**62%**	**31%**
Provides for articulation and alignment between and among all levels of schools	**3%**	**28%**	**52%**	**17%**
Implements interventions to help students meet expectations for student learning	**0**	**17%**	**62%**	**21%**
Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program	**0**	**28%**	**48%**	**24%**
Documenting Results				
Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning	**0**	**31%**	**48%**	**21%**
Uses student assessment data for making decisions for continuous improvement of teaching and learning processes	**0**	**10%**	**45%**	**45%**
Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance	**0**	**21%**	**55%**	**24%**

Analysis of Data:

The majority of our staff felt that we were operational in the areas of teaching/learning and documenting results. While the majority of the staff believes the school to be at least operational in providing opportunities for articulation and alignment between grade levels, there is room for improvement in this area. Another area of concern is the availability of technology to support instruction. Our third, and final, area of concern is the development and implementation of a comprehensive assessment system. This final area of concern is the direct result of experimentations using various assessments in an attempt to find the right instruments to measure specific areas of student achievement. Several instruments were tried in an attempt to find the ones that would uncover additional data regarding the closing of gaps in student achievement identified on our primary instrument, the Terra Nova.

Implications for action:

We resolve to improve the area of articulation and alignment by providing more opportunities for articulation and alignment by working with grade-level representatives in planning curriculum and instruction. In regards to our second area of concern, technology, this concern is being address by training personnel to better use the available technology while additional technology is added. Fortunately, our final concern should partially rectify itself as we get beyond our baseline data year and we have comparative data using our chosen instruments. We will also help alleviate staff concerns by offering additional training on how to interpret the data results and how to adjusting their current instructional strategies to address shortfalls revealed by the assessment instruments.

Chart 17:
Student Support Team Data

	SY 05-06	SY 06-07	SY 07-08	SY 08-09	SY09-10	SY10-11
Total Student Population	**250**	**330**	**520**	**540**	**520**	**398**
Number of SST Referrals	**39**	**47**	**43**	**47**	**91**	**62**
Percent of SST Referrals to Student Population	**15.6%**	**14.2%**	**8.3%**	**8.7%**	**17.5%**	**15.6%**
Number of Referrals for Special Education Services	**0**	**5**	**11**	**15**	**19**	**13**
Percent of Students Referred for Special Education Services	**0%**	**10.6%**	**25.6%**	**31.9%**	**20.9%**	**20.9%**
Number of Students Who Qualified for Special Education Services	**n/a**	**n/a**	**n/a**	**n/a**	**6**	**12**
Percent of Students Qualifying for Special Education Services	**n/a**	**n/a**	**n/a**	**n/a**	**3.2%**	**92.3%**

Findings:

The Student Support Team (SST) is a school based problem solving team consisting of an administrator, counselor, school nurse, the gifted teacher, classroom teachers, and parents. Throughout the SST process, the team utilizes a review of individual student problems and recommends alternative strategies/interventions to be implemented in the regular classroom. The purpose of the SST is to promote student success in the general classroom setting. There were a total of 62 new students were referred to the Student Support Team which represents 15.6% of Kessler's student population. Of those, 13 (20.9%) students were referred for Special Education Services with 12 (92.3%) qualifying for Special Education Services.

Analysis:

The Student Support Team process continues to become a valuable asset to teachers and children at Kessler Elementary. With new forms and procedures now in full affect, Kessler teachers continually collect and analyze pertinent data in an attempt to find new intervention and strategies that provide educational support. Though not reflected in this data, the SST process has now included Functional Behavior Analyses (FBA) that provides pertinent information for children that have behavioral and/or emotional problems. For this school year, the number of children being referred to SST for behavioral/emotional problems dropped from last year, but the severity increased. We

are continuing to investigate ways in which we can provide additional support for the child and the parent. Further, we are constantly seeking a better solution to providing remedial instruction the educational resources and support.

Chart 18:
Professional Development Data

2007-2008
- 6 + 1 Traits of Writing Model
- Math Rubicon
- Rubicon Science
- Looking At Student Work
- Scholastic Red Courses
- Technology Training
- Math Curriculum Training
- Guided Reading

2008-2009
- Looking At Student Work: Intended Learning-Target-Method
- Creating, Managing, and Analyzing Student Data
- Six Plus One Traits in Writing

2009-2010
- Examining and Comparing updated DoDEA Curriculum Standards
- Using Data to Drive Instruction: Standardized Test Data/Data Walls
- Developing CSI Local Formative and Summative Assessments with Rubrics
- Cross Grade Collaboration to Score and Analyze Local CSI Assessments
- LASW Teaching the Writing Process with Contemporary Theory

2010-2011
- Examining and Comparing updated DoDEA Curriculum Standards
- Using Data to Drive Instruction: Standardized Test Data/Data Walls
- Developing CSI Local Formative and Summative Assessments with Rubrics
- Cross Grade Collaboration to Score and Analyze Local CSI Assessments
- Reading Streets Implementation
- Envision and Glenco Math Implementation
- McMillan McGraw Social Studies Implementation
- LASW in preparation for adaption of new school wide reading goal: Teaching Reading Comprehension with research based Vocabulary Strategies (Frayer Model)

Findings:

Kessler uses the Community Strategic Plan (CSP) for strategic direction in scheduling professional development. We are more conscious of being a data driven school to improve student performance and achievement. Continuous School Improvement provides increased opportunities for teacher leadership in research based professional development that focuses our efforts in support of Kessler's mission and unique goals.

Student performance and school/community data are collaboratively analyzed and used to develop plans to ensure all students are learning and progressing at higher levels as they work toward achievement of curriculum standards. In addition to formal training, teachers are given the opportunity to observe peers. The Educational Technologist also provides professional in-services on numerous technology-based programs to support our curriculum.

Analysis:

Staff development requires planning, action, and ongoing evaluation. DoDEA's Community Strategic Plan is a tool to direct us in meeting the mission and goal of providing an exemplary education to our students. The administration will continue to encourage teacher leadership and will promote pedagogical training as needs arise.

Community Data and Information

Chart 19:
DoDEA Customer Satisfaction
(Parent/Student) Survey SY 2008-2009

Kessler ES Results

Overall Education

	Parents/ Sponsors	Students	National Parents
1. What grade would you give the public schools in the U.S.? (Percent responding A and B)	59 %	63 %	31 %
2. What is the basis for your rating of the public schools in the U.S.?			
My own experience(s) in the U.S. Public schools	97 %	67 %	
What I've read in the newspapers or seen in the media	44 %	33 %	
Friends and/or family	77 %	72 %	
Other	10 %	13 %	
3. What grade would you give the DoD schools overall? (Percent responding A and B)	67 %	65 %	
4. What grade would you give (your/your child's) school? (Percent responding A and B)	72 %	73 %	62 %
5. One of the DoD schools' main goals is for all students to meet or exceed challenging academic standards. Grade how well (your/your child's) school is meeting this goal right now. (Percent responding A and B)	56 %	71 %	
6. How would you grade (your/your child's) school in preparing students in the following subjects? (Percent responding A and B)			
Reading	77 %	81 %	
Writing	67 %	83 %	
Mathematics	67 %	83 %	
Science	56 %	78 %	
Social studies	54 %	72 %	
Use of technology	64 %	69 %	
Foreign language	23 %	32 %	
Health	31 %	69 %	
Physical Education	56 %	85 %	
7. How effective do you think the DoD schools are in preparing students for the 21st century?			
Very effective	23 %	33 %	
Somewhat effective	67 %	56 %	
Somewhat ineffective	3 %	5 %	
Very ineffective	8 %	5 %	

For a full analysis of the DoDEA Customer Satisfaction Survey see Appendix C

Findings:

11% of Kessler parents responded to the survey. 72% of parents or sponsors gave our school an A or B rating. 67% of parents gave Kessler a grade of A or B in preparing students for writing and math. 83% of students gave Kessler a grade of A or B in preparing them for writing and math. 23% of parents rated Kessler an A or B on very effectively preparing their child for the 21st Century. The students rated most areas higher than parents.

Analysis:

We are basing our information on a very small percentage of Kessler parents; therefore our challenge is to find ways to solicit parent completion of customer satisfaction survey.

Additional Community Information

- The number of students who qualify for free and reduced meals: 75%
- Student Mobility rate calculated from September 30, 2009 to April 30, 2010: 57%
- Adopt-A-School Volunteers: 75
- Parent Participation: 806
- As a school we are working to improve student behavior through staff developed rules that are emphasized across grade levels.

We strongly emphasize Character Education throughout the school because we know that promoting character development plays a primary role in helping solve a variety of social problems among students.

Summary

Kessler is making a commitment to create and support a collaborative culture that uses evidence of student learning as an essential element of continuous improvement. Logistical support is provided during the contractual day for collaborative teams to work more effectively. Protocols are being designed for examining student achievement data and building capacity to examine evidence of student learning. Teachers clarify learning intentions and success criteria, plan effective lessons, coordinate interventions, and monitor progress. In an effort to engage in a process of ongoing continuous improvement; collaborative teams establish short-term goals, develop plans to achieve them, and act on those plans. Frequent adjustments are based on analysis of evidence. It is through the collective examination of results that teams move from sharing opinions to building shared knowledge and evidenced-based decision-making. These collaborative sessions have laid the foundation for Kessler's staff to focus on developing and implementing effective action plans for our existing problem solving and newly established reading goals.

The newly acquired curriculum on-line assessment tools have made a positive impact our school. The data analysis provides immediate feedback on student performance.

In an effort to ensure that compiled data are usable, relevant, and understandable to all stakeholders, Kessler continually improves our system for compiling and analyzing student data. This has given Kessler better direction to meet the needs of all learners. Specific intervention time is scheduled on a weekly basis as a venue to provide differentiated instruction. Kessler Elementary School's data continues to monitor student growth with the newly implemented interventions for both Continuous School Improvement goals. The writing goal has been institutionalized and replaced with a reading goal for SY 2011-2012.

Goal Statements and Triangulation of Data:

Student Performance Goal #1:
Goal 1

By the end of school year 2011-2012, all students will improve reading comprehension by using vocabulary strategies as measured by a three percent increase on the Terra Nova 3rd Edition Reading subtest (grades 3-6) and selected local assessment (PreK-2).

We chose this goal based on triangulating the following data sources:

Quantitative Data: Change for Reading

- *TerraNova* 3rd Edition Objective Summary Part 1 (3rd-6th)
- Local Reading Assessments (K-6th): Reading Street, quarterly benchmark assessments, DRA (K-3), SRI (2-6)

Qualitative Data:

- Running Records
- Anecdotal Data

Environmental Scan:

- *Marx, G. (2006). Sixteen Trends: Their profound impact on our future. Educational Research Service: Alexandria, Virginia*

Student Performance Goal #2:
Goal 2

By the end of SY 2011-2012, all students will increase their problem solving skills through communication and reasoning as measured by a three percent increase on the TerraNova Third Edition Subtests (grades 3-6) and selected local assessments (PK-6). Subtest (Grades 3-6) and selected local assessments (PK-2).

We chose this goal based on triangulating the following data sources:

Quantitative Data:

- *TerraNova* 3rd Edition Math Subtests (3rd-6th)
- Local Problem Solving Assessment (K-6th)

Qualitative Data:

- Student Work Samples
- Anecdotal Data

Environmental Scan:

- Marx, G. (2000). Ten Trends*: Educating children for a profoundly different future.* Educational Research Service: *Alexandria, Virginia*

Environmental Scan

The following resources were instrumental in developing our Continuous School Improvement Goals and interventions.

Resources

Ten Trends: Educating Children for Tomorrow's World by Dr Gary Marx

Appendix A:

Kessler Education School Organization

Title	Number of Classrooms	Positions
Principal	1.0	Administration
Assistant Principal	1.0	Administration
Supervisory Management Services Specialist	1.0	DSO Managed Position, School Level
Pre Kindergarten	1.0	Classroom Teacher
Kindergarten	4.0	Classroom Teacher
First	4.0	Classroom Teacher
Second	4.0	Classroom Teacher
Third	3.0	Classroom Teacher
Fourth	2.0	Classroom Teacher
Fifth	2.0	Classroom Teacher
Sixth	2.0	Classroom Teacher
Instructional Support/Read 180	1.0	Other Professionals
Instructional Support/Reading	1.0	Other Professionals
Learning Impaired (LIMM)	2.0	Special Education
Learning Impaired (LIMS)	2.0	Special Education
Gifted Education	1.0	Classroom Teacher
Communication Impaired	1.0	Special Education
FLES	1.0	Other Professionals
ESL	.5	Other Professionals
Educational Technologist	1.0	Other Professionals
Guidance Counselors	1.5	Other Professionals
Information Specialist	1.0	Other Professionals
Arts	1.0	Other Professionals
Music	1.0	Other Professionals
Physical Education	1.0	Other Professionals
Nurse	1.0	Other Professionals
Educational Aides/Monitors	4.94	DSO Managed Position, School Level
Clerical	3.96	Support Staff

Appendix B:

2011 DoDEA Customer Satisfaction Survey Results
DoDEA, DDESS, District, and Kessler ES

Response Rates: (A hyphen "-" indicates fewer than 20 responses)
Parents/Sponsors: 261 (67 %)
Students: 132 100 %

	DODEA		DDESS		DISTRICT		KESSLER ES		NATIONAL
KESSLER ES	**Parents**	**Students**	**Parents**	**Students**	**Parents**	**Students**	**Parents**	**Students**	**Parents***
What grade would you give the public schools in the U.S.? (Percent responding A and B)	42%	57%	44%	60%	47%	57%	58%	57%	18%
What is the basis for your rating of the public schools in the U.S.?									
My own experience(s) in the U.S. Public schools	81%	74%	85%	75%	87%	73%	88%	66%	
What I've read in the newspapers or seen in the media	55%	33%	61%	31%	57%	25%	49%	30%	
Friends and/or family	72%	68%	77%	70%	77%	63%	75%	58%	
Other	12%	10%	10%	9%	9%	11%	7%	8%	
What grade would you give the DoD schools overall? (Percent responding A and B)	77%	73%	81%	72%	77%	70%	85%	80%	
What grade would you give (your/your child's) school? (Percent responding A and B)	79%	74%	82%	73%	80%	70%	87%	89%	77%
One of the DoD schools' main goals is for all students to meet or exceed challenging academic standards. Grade how well (your/your child's) school is meeting this goal right now. (Percent responding A and B)	76%	72%	80%	73%	79%	71%	87%	78%	
How would you grade (your/your child's) school in preparing students in the following subjects? (Percent responding A and B)									
Reading	82%	81%	85%	84%	84%	83%	89%	86%	
Writing	76%	79%	80%	81%	81%	82%	88%	82%	
Mathematics	78%	81%	80%	82%	80%	82%	86%	84%	

	DODEA		DDESS		District		Kessler ES		National
KESSLER ES	**Parents**	**Students**	**Parents**	**Students**	**Parents**	**Students**	**Parents**	**Students**	**Parents***
Social studies	71%	80%	73%	81%	71%	81%	78%	79%	
Use of technology	74%	71%	76%	73%	75%	74%	86%	79%	
Foreign language	59%	57%	45%	45%	61%	37%	72%	41%	
Health education	64%	68%	60%	65%	60%	62%	71%	65%	
Physical education	72%	80%	76%	84%	69%	79%	81%	75%	
How effective do you think the DoD schools are in preparing students for the 21st century?									
Very effective	38%	32%	42%	36%	38%	37%	51%	55%	
Somewhat effective	52%	56%	49%	52%	52%	46%	43%	31%	
Somewhat ineffective	8%	9%	7%	9%	7%	12%	6%	8%	
Very ineffective	2%	4%	2%	4%	2%	5%	0%	6%	
How satisfied are you with the assistant available to students who need academic help in (your/your child's) school?									
Very satisfied	37%	36%	41%	40%	38%	37%	48%	38%	
Somewhat satisfied	31%	36%	29%	33%	32%	33%	31%	30%	
Somewhat dissatisfied	9%	10%	9%	9%	9%	10%	7%	8%	
Very dissatisfied	5%	4%	5%	4%	7%	4%	5%	5%	
Don't know	17%	14%	16%	14%	14%	15%	10%	20%	
In (your/your child's) school, do you think each of the following is a major problem, a minor problem, or not a problem at all?									
Crime/vandalism									
Major problem	2%	12%	2%	14%	1%	17%	2%	14%	

	DODEA		DDESS		District		Kessler ES		National
KESSLER ES	**Parents**	**Students**	**Parents**	**Students**	**Parents**	**Students**	**Parents**	**Students**	**Parents***
Not a problem at all	78%	57%	83%	56%	87%	57%	90%	70%	
Fighting/violence									
Major problem	3%	15%	3%	22%	2%	25%	1%	14%	
Minor problem	28%	42%	25%	44%	22%	44%	20%	42%	
Not a problem at all	69%	42%	72%	34%	76%	30%	79%	45%	
Bullying									
Major problem	10%	24%	11%	29%	11%	38%	10%	25%	
Minor problem	50%	44%	45%	42%	43%	38%	36%	37%	
Not a problem at all	40%	32%	44%	28%	46%	24%	54%	38%	
Use of drugs/alcohol									
Major problem	4%	16%	3%	15%	1%	14%	1%	19%	
Minor problem	17%	18%	10%	13%	6%	8%	3%	4%	
Not a problem at all	79%	66%	87%	72%	93%	78%	96%	77%	
Childhood obesity									
Major problem	8%	12%	7%	13%	8%	13%	7%	14%	
Minor problem	45%	38%	43%	37%	38%	35%	30%	26%	
Not a problem at all	47%	50%	50%	50%	53%	52%	63%	61%	
Racial and ethnic understanding									
Major problem	3%	10%	3%	11%	3%	11%	2%	5%	
Minor problem	23%	30%	20%	31%	19%	29%	15%	25%	
Not a problem at all	74%	60%	76%	58%	77%	60%	83%	70%	
Timely communication from teachers/administrators									
Major problem	11%	11%	10%	11%	11%	10%	5%	9%	

	DODEA		DDESS		District		Kessler ES		National
KESSLER ES	**Parents**	**Students**	**Parents**	**Students**	**Parents**	**Students**	**Parents**	**Students**	**Parents***
Not a problem at all	62%	56%	64%	59%	62%	63%	74%	71%	
Financial support/funding									
Major problem	12%	14%	13%	15%	15%	16%	9%	8%	
Minor problem	31%	29%	30%	27%	26%	27%	20%	16%	
Not a problem at all	58%	57%	58%	58%	59%	57%	72%	77%	
Low quality curriculum/standards									
Major problem	10%	9%	8%	9%	9%	9%	5%	7%	
Minor problem	24%	28%	22%	28%	24%	29%	15%	25%	
Not a problem at all	66%	63%	70%	62%	67%	62%	80%	68%	
Overcrowded classes									
Major problem	10%	13%	10%	15%	12%	22%	7%	11%	
Minor problem	27%	31%	26%	32%	22%	25%	19%	23%	
Not a problem at all	64%	56%	64%	53%	66%	52%	74%	66%	
Transportation									
Major problem	6%	11%	7%	11%	7%	12%	3%	8%	
Minor problem	19%	27%	18%	25%	16%	24%	10%	25%	
Not a problem at all	75%	62%	76%	63%	77%	64%	86%	67%	
Poor/outdated buildings and grounds									
Major problem	14%	16%	16%	19%	16%	20%	1%	14%	
Minor problem	27%	25%	26%	26%	21%	25%	4%	13%	
Not a problem at all	59%	59%	59%	55%	63%	54%	95%	73%	
Lunch program									
Major problem	17%	26%	13%	25%	14%	28%	3%	18%	
Minor problem	30%	32%	26%	30%	24%	26%	20%	16%	

	DODEA		DDESS		District		Kessler ES		National
KESSLER ES	**Parents**	**Students**	**Parents**	**Students**	**Parents**	**Students**	**Parents**	**Students**	**Parents***
Other									
Major problem	7%	12%	7%	13%	8%	14%	3%	11%	
Minor problem	1%	4%	1%	5%	1%	5%	0%	4%	
Not a problem at all	29%	25%	34%	28%	39%	29%	43%	37%	
Which of the following do you feel has the most potential to improve (your/your child's) school?									
First important improvement									
Raising academic standards	17%	13%	16%	15%	17%	13%	17%	13%	
Reducing class size	18%	16%	19%	18%	17%	21%	16%	17%	
Improving teacher qualifications and competence	14%	12%	10%	9%	11%	7%	7%	2%	
Improve administrative qualifications and competence	4%	4%	4%	3%	5%	3%	5%	0%	
Increasing access to instructional technology	8%	14%	9%	14%	7%	12%	8%	13%	
Increasing academic support programs	13%	11%	14%	11%	14%	13%	13%	19%	
Increasing communication between school and home	9%	8%	12%	9%	14%	10%	13%	20%	
No other suggestion	11%	15%	12%	14%	11%	12%	16%	11%	
Other	6%	7%	5%	7%	5%	8%	5%	6%	
Second important improvement									
Raising academic standards	11%	9%	11%	10%	10%	11%	9%	6%	
Reducing class size	10%	11%	10%	12%	10%	12%	11%	12%	

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KESSLER ES	Parents	Students	Parents	Students	Parents	Students	Parents	Students	Parents*
Improve administrative qualifications and competence	5%	6%	4%	5%	5%	4%	5%	5%	
Consistent discipline policies	0%	0%	0%	0%	0%	0%	0%	0%	
Increasing access to instructional technology	10%	13%	11%	12%	10%	13%	8%	12%	
Increasing academic support programs	16%	13%	16%	14%	17%	13%	17%	16%	
Increasing communication between school and home	9%	9%	10%	9%	11%	9%	10%	13%	
No other suggestion	24%	25%	26%	24%	22%	21%	30%	21%	
Other	4%	4%	3%	4%	3%	5%	2%	6%	
Third important improvement									
Raising academic standards	7%	7%	7%	8%	8%	9%	8%	12%	
Reducing class size	7%	7%	6%	7%	6%	7%	3%	5%	
Improving teacher qualifications and competence	6%	6%	6%	7%	7%	7%	6%	8%	
Improve administrative qualifications and competence	4%	5%	4%	6%	6%	6%	4%	8%	
Consistent discipline policies	0%	0%	0%	0%	0%	0%	0%	0%	
Increasing access to instructional technology	9%	9%	9%	9%	8%	10%	5%	11%	
Increasing academic support programs	11%	10%	11%	11%	12%	11%	13%	5%	
Increasing communication between school and home	9%	9%	10%	10%	10%	10%	11%	11%	
No other suggestion	43%	42%	44%	39%	41%	36%	50%	36%	
Other	4%	4%	3%	4%	2%	5%	1%	5%	

	DODEA		DDESS		District		Kessler ES		National
KESSLER ES	Parents	Students	Parents	Students	Parents	Students	Parents	Students	Parents*
Dedication to teaching profession, enthusiasm	39%	15%	40%	14%	40%	12%	41%	9%	
Caring about students	28%	38%	29%	42%	27%	48%	29%	52%	
Intelligence	5%	18%	6%	18%	7%	18%	8%	17%	
Ability to communicate, to understand, to relate	33%	25%	33%	23%	34%	20%	33%	25%	
High moral character	7%	4%	7%	4%	6%	4%	8%	5%	
Friendliness, good personality, sense of humor	6%	52%	6%	52%	6%	53%	6%	57%	
Ability to discipline, to be firm and fair	13%	8%	13%	8%	13%	9%	9%	8%	
Patience	9%	16%	13%	15%	13%	15%	12%	11%	
Ability to inspire, motivate students	59%	24%	54%	23%	55%	20%	54%	17%	
How safe (do you/does your child) feel in this school?									
Very safe	79%	55%	80%	53%	80%	51%	88%	66%	
Somewhat safe	18%	35%	18%	35%	18%	34%	10%	27%	
Somewhat unsafe	2%	7%	2%	8%	2%	10%	2%	2%	
Very unsafe	1%	3%	1%	4%	0%	5%	0%	5%	
In your opinion, is there too much emphasis on achievement testing in (your/your child's) school, not enough emphasis on testing, or about the right amount?									
Too much emphasis	15%	23%	14%	23%	13%	24%	16%	23%	44%
Not enough emphasis	10%	9%	10%	9%	12%	9%	13%	5%	12%
About the right amount	58%	46%	59%	45%	58%	43%	57%	50%	42%
Don't know	17%	23%	17%	23%	16%	24%	14%	23%	2%

	DODEA		DDESS		District		Kessler ES		National
KESSLER ES	Parents	Students	Parents	Students	Parents	Students	Parents	Students	Parents*
Letting each state use its own test	20%	38%	22%	42%	20%	42%	20%	36%	33%
Require all 50 states to use the same test	67%	34%	65%	32%	70%	31%	67%	30%	66%
Don't know	13%	27%	12%	26%	11%	27%	13%	34%	1%
There are increasing opportunities for students to earn high school credits online over the internet without attending a regular school. Generally speaking, do you approve or disapprove of this practice?									
Approve	51%	59%	49%	58%	46%	52%	49%	51%	47%
Disapprove	37%	18%	38%	19%	39%	21%	34%	18%	53%
Don't know	12%	23%	13%	23%	15%	26%	16%	31%	-
How effective is (your/your child's) school in using computer technology as a tool for learning?									
Very effective	42%	39%	45%	41%	44%	39%	57%	55%	
Somewhat effective	43%	39%	40%	36%	41%	33%	33%	24%	
Somewhat ineffective	6%	9%	5%	9%	5%	11%	2%	8%	
Very ineffective	2%	5%	2%	6%	2%	5%	0%	4%	
Don't know	7%	8%	8%	8%	9%	11%	7%	10%	
How (have you/has your child) used technology as a tool for learning at this school?									
Used online resources to locate information	77%	90%	71%	90%	67%	88%	67%	90%	
Created multimedia products (presentations, websites, video)	50%	70%	43%	66%	37%	57%	40%	65%	

	DODEA		DDESS		District		Kessler ES		National
KESSLER ES	Parents	Students	Parents	Students	Parents	Students	Parents	Students	Parents*
Analyzed data (using spreadsheets, graphs, charts, and databases)	38%	62%	36%	64%	30%	59%	36%	63%	
Practiced/learned subject matter content (reading, mathematics, science)	81%	76%	81%	79%	82%	81%	85%	80%	
(Have you/Has your child) used the following guidance counseling services at (your/your child's) school this year?									
Academic development	38%	62%	37%	65%	35%	61%	38%	66%	
Personal/social development	17%	47%	16%	52%	13%	53%	14%	55%	
Career planning	34%	54%	38%	59%	40%	59%	46%	56%	
My child used the counseling services but I am unsure why or do not wish to say why	13%	34%	16%	36%	16%	35%	19%	31%	
Other	4%	6%	4%	7%	4%	8%	2%	10%	
How satisfied are you with the following guidance services at (your/your child's) school?									
Academic development									
Very satisfied	26%	36%	28%	40%	27%	41%	*N/A	*N/A	
Somewhat satisfied	22%	33%	20%	31%	21%	27%	*N/A	*N/A	
Somewhat dissatisfied	6%	6%	5%	6%	5%	6%	*N/A	*N/A	
Very dissatisfied	5%	4%	4%	4%	4%	5%	*N/A	*N/A	
Don't know	42%	21%	43%	19%	44%	22%	*N/A	*N/A	
Personal/social development									
Very satisfied	13%	29%	15%	34%	12%	35%	*N/A	*N/A	

	DODEA		DDESS		District		Kessler ES		National
KESSLER ES	**Parents**	**Students**	**Parents**	**Students**	**Parents**	**Students**	**Parents**	**Students**	**Parents***
Somewhat dissatisfied	6%	10%	4%	9%	4%	8%	*N/A	*N/A	
Very dissatisfied	4%	7%	3%	7%	3%	9%	*N/A	*N/A	
Don't know	64%	27%	66%	25%	68%	25%	*N/A	*N/A	
Career planning									
Very satisfied	24%	32%	29%	37%	29%	39%	*N/A	*N/A	
Somewhat satisfied	21%	28%	20%	27%	22%	23%	*N/A	*N/A	
Somewhat dissatisfied	6%	9%	6%	9%	5%	9%	*N/A	*N/A	
Very dissatisfied	4%	6%	4%	6%	4%	8%	*N/A	*N/A	
Don't know	45%	25%	42%	21%	41%	22%	*N/A	*N/A	
Other									
Very satisfied	3%	8%	3%	9%	2%	8%	*N/A	*N/A	
Somewhat satisfied	1%	3%	1%	3%	1%	3%	*N/A	*N/A	
Somewhat dissatisfied	0%	1%	0%	1%	0%	0%	*N/A	*N/A	
Very dissatisfied	2%	3%	1%	4%	1%	5%	*N/A	*N/A	
Don't know	94%	85%	94%	83%	95%	83%	*N/A	*N/A	
This school year, (has your/your child's) guidance counselor communicated with you (by email, phone, newsletters, or letters) regarding (your/your child's):									
Academic development	29%	47%	29%	50%	27%	47%	28%	50%	
Personal/social development	13%	37%	13%	41%	11%	40%	11%	44%	
Career planning	26%	41%	30%	46%	30%	45%	30%	47%	
Other	2%	4%	2%	5%	1%	6%	1%	7%	

	DODEA		DDESS		District		Kessler ES		National
KESSLER ES	**Parents**	**Students**	**Parents**	**Students**	**Parents**	**Students**	**Parents**	**Students**	**Parents***
Please grade how well (your/your child's) guidance counseling program has helped (you/your child) prepare for life after high school (college, work, military, etc.). (Percent responding A and B)	39%	44%	37%	44%	46%	23%	*N/A	*N/A	
When you transferred from a DoDEA to a public school, what were your three MAIN concerns?									
Transfer of grades	38%	50%	35%	51%	35%	52%	24%	64%	
Graduation requirements (grades 7-12 only)	39%	40%	34%	36%	-	33%	-	-	
School's awareness of military child issues (to include deployment support, frequent transitions, etc.)	51%	39%	60%	44%	62%	38%	59%	29%	
Similarity of education quality and standards	76%	40%	77%	39%	77%	38%	76%	36%	
Availability of specialized programs (e.g. services for students with disabilities, gifted education)	29%	20%	31%	22%	29%	21%	41%	21%	
Availability of extracurricular activities (e.g. band, chorus, sports, etc.)	27%	30%	23%	28%	18%	23%	15%	29%	
Other	9%	7%	8%	7%	13%	9%	9%	11%	
No concerns	9%	27%	10%	28%	10%	29%	9%	32%	
When you transferred to a DoDEA from a public school, what were your three MAIN concerns?									
Transfer of grades	31%	46%	31%	46%	31%	44%	28%	51%	
Graduation requirements (grades 7-12 only)	40%	44%	31%	38%	51%	28%	-	-	
	DODEA		**DDESS**		**District**		**Kessler ES**		**National**

KESSLER ES	Parents	Students	Parents	Students	Parents	Students	Parents	Students	Parents*
Similarity of education quality and standards	76%	45%	74%	42%	75%	38%	71%	35%	
Availability of specialized programs (e.g. services for students with disabilities, gifted education)	39%	20%	42%	22%	44%	26%	45%	23%	
Availability of extracurricular activities (e.g. band, chorus, sports, etc.)	46%	37%	38%	35%	38%	32%	34%	28%	
Other	8%	8%	7%	7%	6%	7%	4%	11%	
No concerns	12%	28%	14%	30%	16%	35%	18%	42%	
When choosing to live on or off an installation that has DoDEA schools, how important is the quality of the school(s) surrounding an installation in deciding where you will live?									
Very important	87%		87%		85%		86%		
Somewhat important	7%		7%		8%		8%		
Important	4%		4%		5%		5%		
Not very important	1%		1%		1%		0%		
Not at all important	2%		2%		2%		1%		
Does not apply, I've never had the choice of whether to live on or off an installation	0%		0%		0%		0%		

	DODEA		DDESS		District		Kessler ES		National
KESSLER ES	**Parents**	**Students**	**Parents**	**Students**	**Parents**	**Students**	**Parents**	**Students**	**Parents***
How effective is (your/your child's) school in using each of the following to communicate with you?									
School newsletters									
Extremely effective	44%	24%	45%	28%	48%	30%	56%	41%	
Very effective	30%	19%	29%	18%	29%	20%	27%	14%	
Somewhat effective	15%	24%	15%	22%	14%	19%	11%	16%	
Slightly effective	4%	9%	4%	8%	3%	6%	3%	5%	
Not at all effective	3%	12%	3%	12%	3%	13%	3%	11%	
Not available	3%	12%	4%	11%	2%	12%	1%	13%	
School open houses									
Extremely effective	31%	26%	36%	31%	38%	33%	43%	37%	
Very effective	32%	23%	31%	23%	29%	21%	32%	23%	
Somewhat effective	22%	26%	19%	23%	20%	21%	15%	18%	
Slightly effective	8%	10%	7%	9%	7%	10%	5%	9%	
Not at all effective	4%	9%	4%	9%	4%	10%	2%	8%	
Not available	3%	6%	2%	5%	2%	5%	3%	5%	
School web page									
Extremely effective	27%	34%	31%	38%	31%	38%	39%	51%	
Very effective	26%	24%	26%	23%	26%	21%	25%	17%	
Somewhat effective	25%	21%	23%	18%	24%	18%	22%	11%	
Slightly effective	11%	8%	10%	7%	9%	8%	7%	8%	

	DODEA		DDESS		District		Kessler ES		National
KESSLER ES	**Parents**	**Students**	**Parents**	**Students**	**Parents**	**Students**	**Parents**	**Students**	**Parents***
Not available	4%	4%	3%	4%	4%	4%	4%	5%	
Email/Letters from teacher									
Extremely effective	46%	35%	48%	38%	46%	34%	53%	41%	
Very effective	28%	25%	25%	24%	26%	21%	27%	20%	
Somewhat effective	14%	20%	13%	18%	13%	18%	11%	11%	
Slightly effective	6%	8%	5%	8%	6%	8%	5%	9%	
Not at all effective	5%	8%	6%	8%	6%	11%	3%	9%	
Not available	2%	5%	3%	5%	3%	8%	1%	10%	
Email/Letters from principal									
Extremely effective	33%	27%	35%	32%	32%	29%	34%	36%	
Very effective	26%	20%	25%	19%	24%	17%	24%	17%	
Somewhat effective	17%	21%	17%	19%	17%	18%	12%	14%	
Slightly effective	7%	10%	7%	9%	8%	9%	3%	5%	
Not at all effective	7%	13%	7%	12%	9%	15%	10%	14%	
Not available	9%	10%	9%	9%	10%	12%	16%	12%	
Telephone									
Extremely effective	28%	24%	41%	31%	39%	32%	45%	38%	
Very effective	24%	18%	26%	21%	25%	19%	29%	15%	
Somewhat effective	20%	22%	17%	21%	18%	18%	10%	16%	
Slightly effective	9%	12%	6%	9%	5%	9%	7%	8%	
Not at all effective	11%	14%	7%	11%	8%	13%	5%	13%	
Not available	9%	10%	4%	7%	4%	9%	5%	11%	
Parent-Teacher Conferences									
Extremely effective	42%	36%	47%	41%	48%	47%	59%	52%	

	DODEA		DDESS		District		Kessler ES		National
KESSLER ES	**Parents**	**Students**	**Parents**	**Students**	**Parents**	**Students**	**Parents**	**Students**	**Parents***
Somewhat effective	15%	19%	13%	16%	13%	14%	7%	12%	
Slightly effective	6%	8%	4%	7%	4%	7%	4%	5%	
Not at all effective	3%	8%	3%	8%	2%	9%	2%	9%	
Not available	2%	5%	2%	4%	1%	4%	0%	5%	
Parent Handbook									
Extremely effective	26%	21%	32%	25%	33%	28%	44%	35%	
Very effective	25%	16%	25%	17%	24%	18%	22%	20%	
Somewhat effective	23%	20%	21%	19%	22%	17%	21%	8%	
Slightly effective	10%	11%	8%	10%	8%	8%	6%	8%	
Not at all effective	7%	16%	6%	15%	7%	17%	3%	11%	
Not available	8%	15%	8%	15%	6%	12%	3%	17%	
Grade (your/your child's) school on the following: (Percent responding A and B)									
Communicating (my/my child's) academic progress	85%	76%	86%	78%	85%	76%	90%	78%	
Communicating (my/my child's) behavior	81%	75%	84%	77%	86%	77%	90%	85%	
Keeping me informed about school events and activities	83%	74%	84%	78%	84%	77%	91%	82%	
Responding to my questions and concerns in a timely manner	81%	64%	82%	68%	81%	69%	86%	69%	