

SOUTH CAROLINA/FT. STEWART/DODDS CUBA SCHOOL DISTRICT

School Improvement Status Report SY2012-2013



Home of the Patriots!

C.C. Pinckney Elementary School
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Principal
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EXECUTIVE SUMMARY

The Department of Defense Education Activity (DoDEA) Community Strategic Plan (CSP) contains the strategic direction for the school years 2006-2011. The CSP provides a road map for keeping DoDEA at the forefront in advancing the Department of Defense's agenda for education and as a leader in the Nation for improving student performance and achievement.

The South Carolina/Ft. Stewart/DoDDS Cuba School District maintains the strategic direction for all schools in the district in improving student performance and achievement as outlined in the district's vision - *"In the next 3 to 5 years, the South Carolina/Ft. Stewart/DoDDS Cuba School District will be a world class learning community with consistently improved student achievement across all levels."*

C.C. Pinckney Elementary School is working to accomplish two strategic goals as outlined in this report. An analysis of data for Goal 1 indicates mixed results on local and standardized assessments. The number of students in the top two quarters on the standardized math assessment had mixed results across grade levels, while the standardized reading assessment showed relatively no change. On local assessments, C.C. Pinckney shows a significant decline according to the Problem Solving Assessment in some grades and an increase in others. The local reading assessments indicated mixed results in the percent of students scoring in the Top Two Performance Levels, while the percent of students in the Bottom Performance Levels on 2 of the 3 local reading assessments showed decreases, indicating the intervention for the targeted groups seems to be working.

To continue its effort to improve student performance in the area of Problem Solving, C.C. Pinckney will continue using the math journals to allow students multiple opportunities to use selected strategies to solve problems and explain their mathematical thinking. The school also will continue administering the Problem Solving Test, but increase the number of times to be administered to three times a year. This will allow teachers to review the results midyear to determine the effectiveness of the intervention.

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REPORT OVERVIEW

The School Improvement Status Report (SISR) is a compilation of information for schools to:

- Examine change in student academic performance by comparing current school year data with the schools' Continuous School Improvement (CSI) baseline data.
- Utilize data to make decisions on (1) the effectiveness of interventions; (2) modifications or updates to interventions; (3) staff development needs; and (4) the quality or fidelity of the implementation processes.
- Develop and maintain a data management system to facilitate the updating of the school CSI profile.

Included in the SISR are the CSI goals, assessment information, interventions chosen by the school based on the CSI goals, data analyses that include statements of findings based on collected data, summary of data analyses, and next steps in the CSI process. A school SISR is a showcase of where the school started, where they are currently at in meeting their CSI goals, and where they are going in the area of highest student achievement.

GOAL, INTERVENTION(S), and ASSESSMENTS

CSI Goal #1: By the end of the 2012-2013 school year students will improve problem solving skills by selecting and applying problem-solving strategies as measured by an increase in the percentage of students at or above proficiency according to the Terra Nova 3rd Edition Math Sub-test (Grades 3-6) and selected local assessments (Grades 3-6) and selected local assessments (Grades 3-6).

Intervention/Strategy: The school will develop and implement math journals throughout all grade levels.

Assessments: Students will be assessed throughout the school year on the following:

Standardized Assessments:

- Terra Nova Multiple Assessment, 3rd Edition, Total Math Subtest, Grades 3-6

Local Assessments:

- Math Curriculum EOY Assessments - Grades 3-6
- Local Math Problem Solving - Grades 3-6

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DATA INFORMATION

Beginning school year 2008-09 DoDEA Schools administered the TerraNova 3rd Edition normed-reference test to students in grades 3-11. The 3rd edition of the TerraNova is a new version of the TerraNova 2nd Edition multiple assessment that utilized a new norm group of students. Because the 2009 TerraNova, 3rd Edition normative scores reflect student performance on a different test and a new norm group of students, they cannot be directly compared to the TerraNova 2nd Edition results from previous years. Our school uses the 2009 TerraNova 3rd Edition as our baseline data in the area of math. In spring 2012, all students in grades 3-6 at CC Pinckney ES were administered the TerraNova Assessment 3rd Edition, Math Subtest; a measure of student achievement towards the schools CSI goal #1.

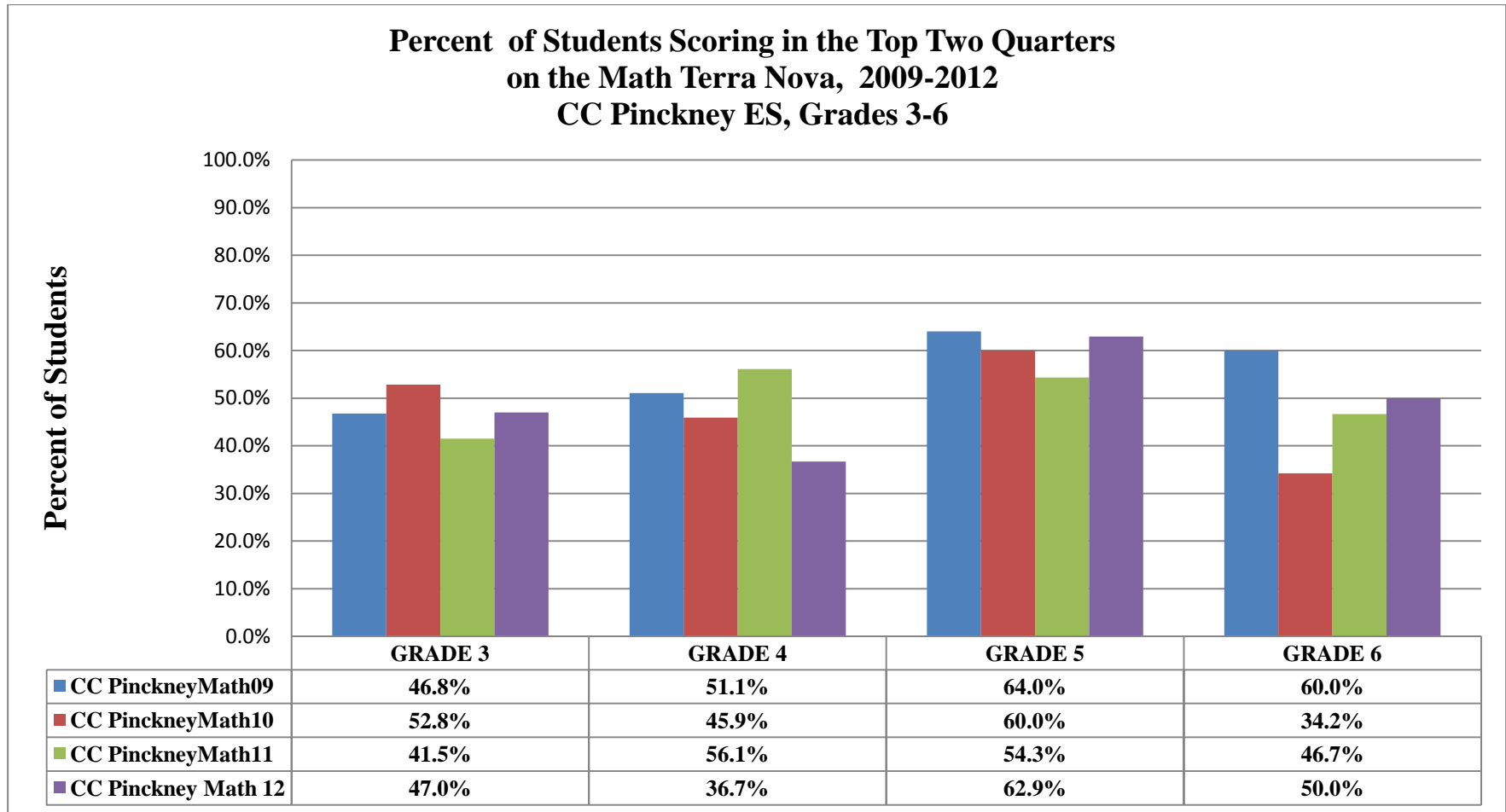
The TAKS and Math Problem Solving tests are local assessments identified to measure student math achievement towards the schools CSI goal #1. In 2010, CC Pinckney started to administer these assessments and in 2011 all students in grades 3-6 at CC Pinckney were administered the TAKS and Math Problem Solving assessments. In Spring 2012, the TAKS was no longer available to CC Pinckney. The school selected the Math Curriculum EOY Assessments as replacements for the TAKS and collected baseline data in 2012.

DISPLAYS – STANDARDIZED AND LOCAL ASSESSMENTS

The following pages contain results of the standardized and local assessments displayed in bar graphs with a “statement of findings” provided under each chart. Overall analyses and recommendations for next steps are provided in sections after the charts.

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FIGURE 1: Percent of Students Scoring in the Top Two Quarters on the Math TerraNova Subtest from 2009-2012

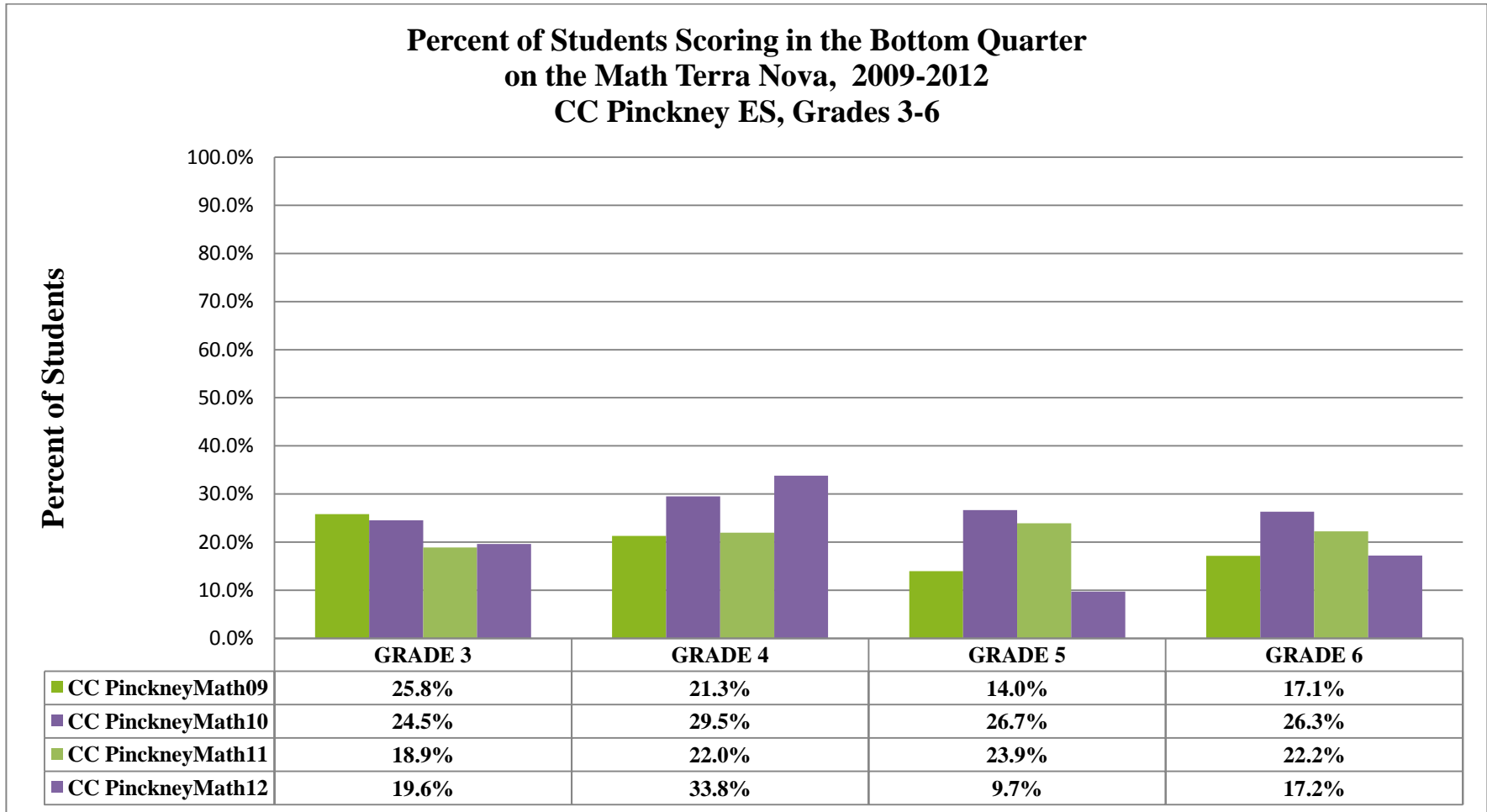


STATEMENT OF FINDINGS

CC Pinckney has shown a small decrease in the percent of students scoring in the Top Two Quarters on the TerraNova Math Subtest in grade 5 with a large decrease in grade 4 and relatively no change for grades 3 and 6. In 2012, no grade level met the DoDEA CSP goal of 75% or more of students scoring in the Top Two Quarters.

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FIGURE 2: Percent of Students Scoring in the Bottom Quarter on the Math TerraNova Subtest from 2009-2012

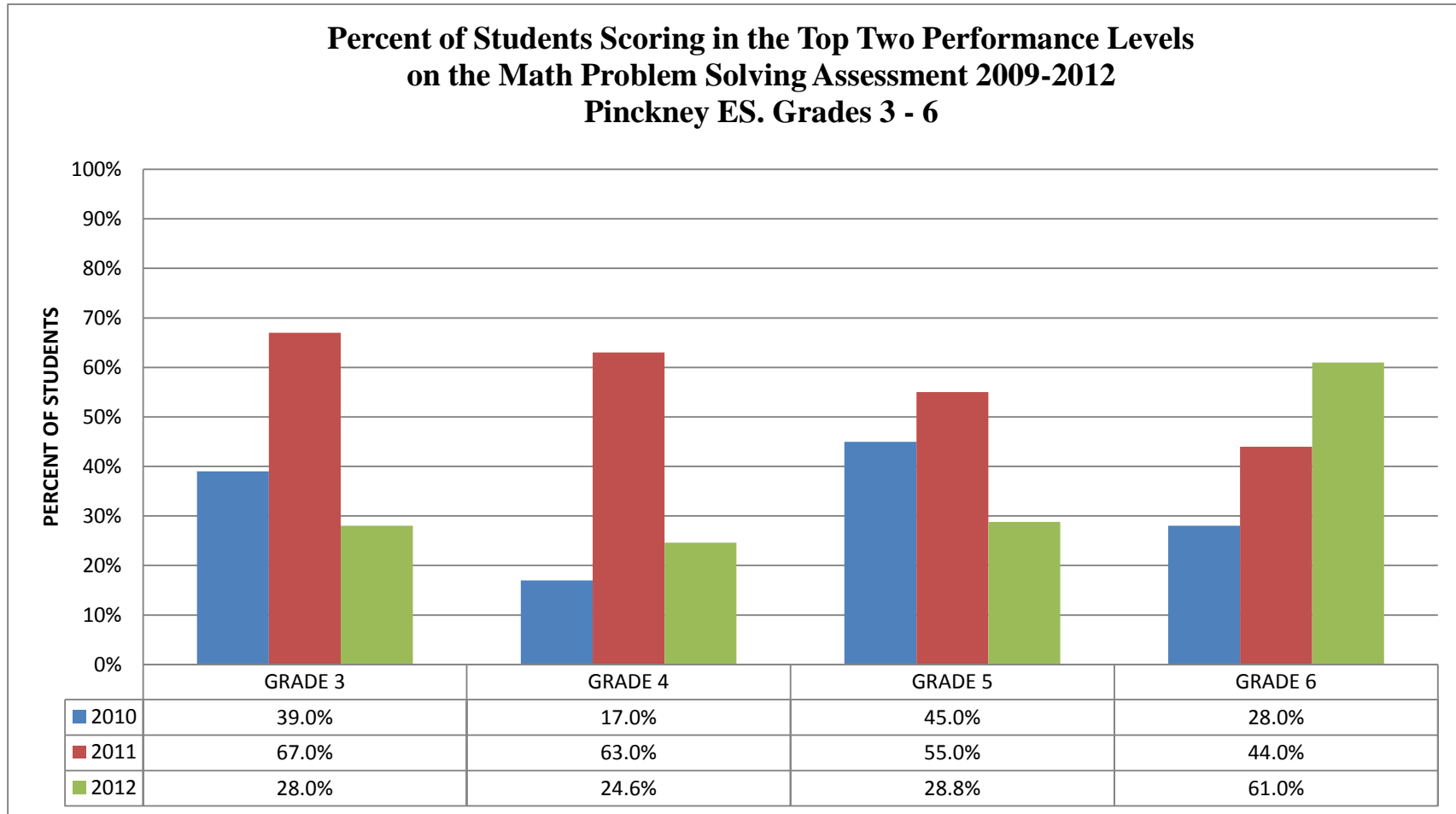


STATEMENT OF FINDINGS

In 2011, the percent of students scoring in the Bottom Quarter on the TerraNova Math Subtest moderately decreased in grade 5 and moderately increased in grade 4 with relatively no change in grades 3 and 6. In 2012, no grade level met the DoDEA CSP goal of less than 7% of students scoring in the Bottom Quarter.

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FIGURE 3: Percent of Students Scoring in the Top Two Performance Levels on the Math Problem Solving Assessment from 2010-2012

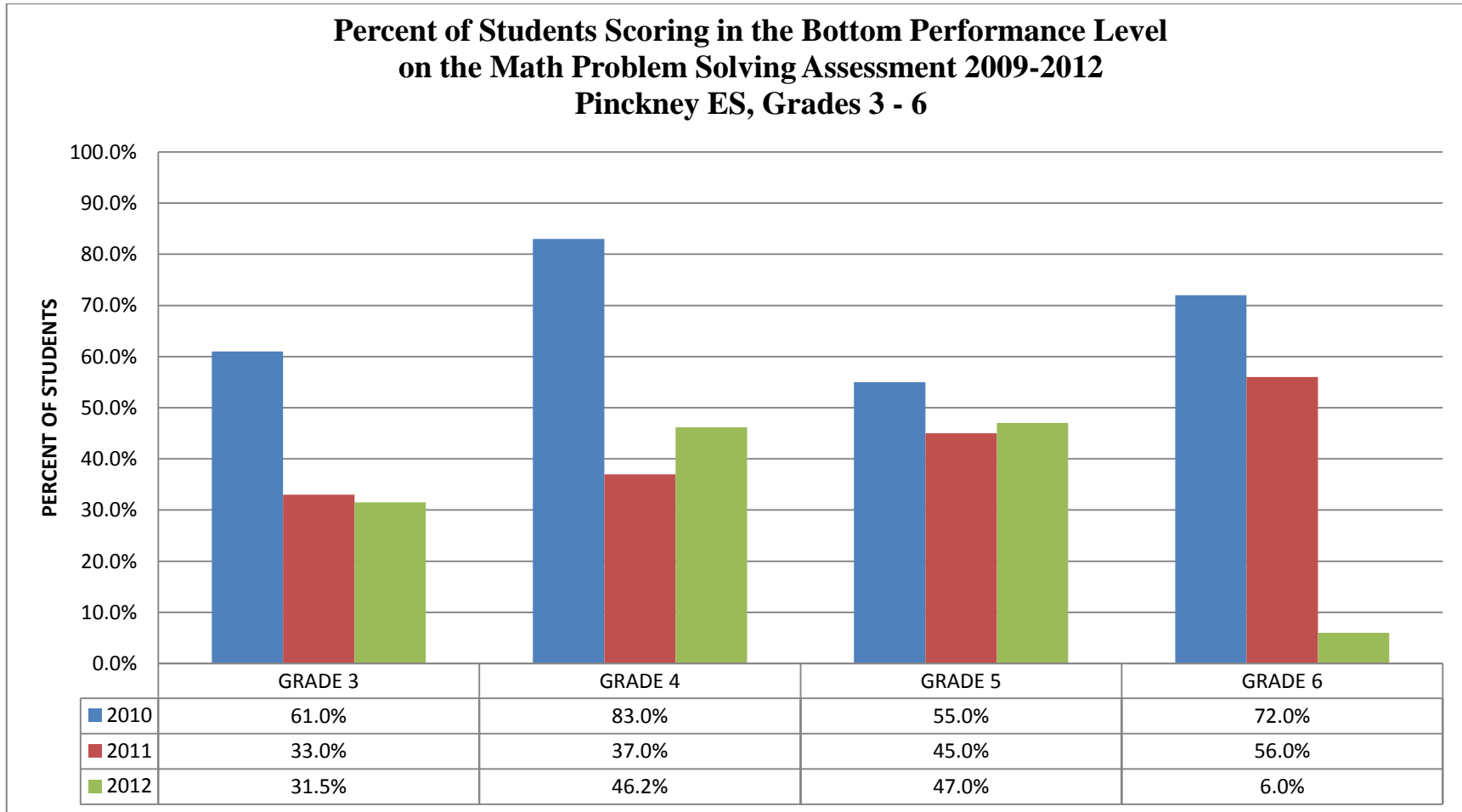


STATEMENT OF FINDINGS

CC Pinckney has very large decreases in the percent of students scoring in the Top Two Performance Levels on the Math Problem Solving Assessment in grades 3-5 with a fairly large increase in grade 6. In 2012, no grade levels met the goal of 75% or more of students scoring in the Top Two Performance Levels.

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FIGURE 4: Percent of Students Scoring in the Bottom Performance Level on the Math Problem Solving Assessment from 2010-2012

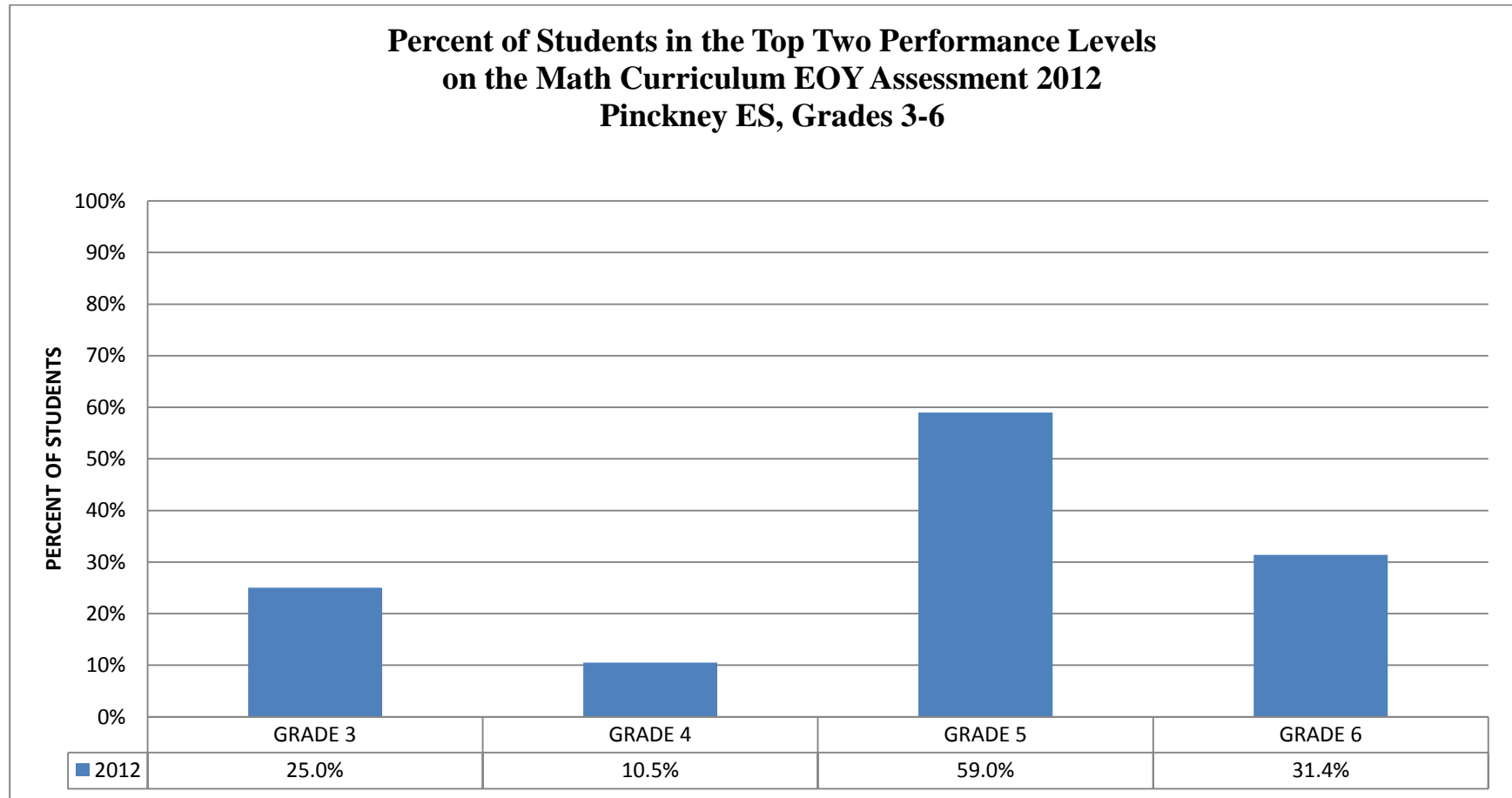


STATEMENT OF FINDINGS

In 2011, the percent of students scoring in the Bottom Performance Level on the Math Problem Solving assessment showed a very large decrease in grade 6, a small increase in grade 4, and relatively no change in grades 3 and 5. In 2012, grade 6 met the goal of less than 7% of students scoring in the Bottom Performance Level.

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FIGURE 5: Percent of Students Scoring in the Top Two Performance Levels on the Math Curriculum EOY Assessment, 2012

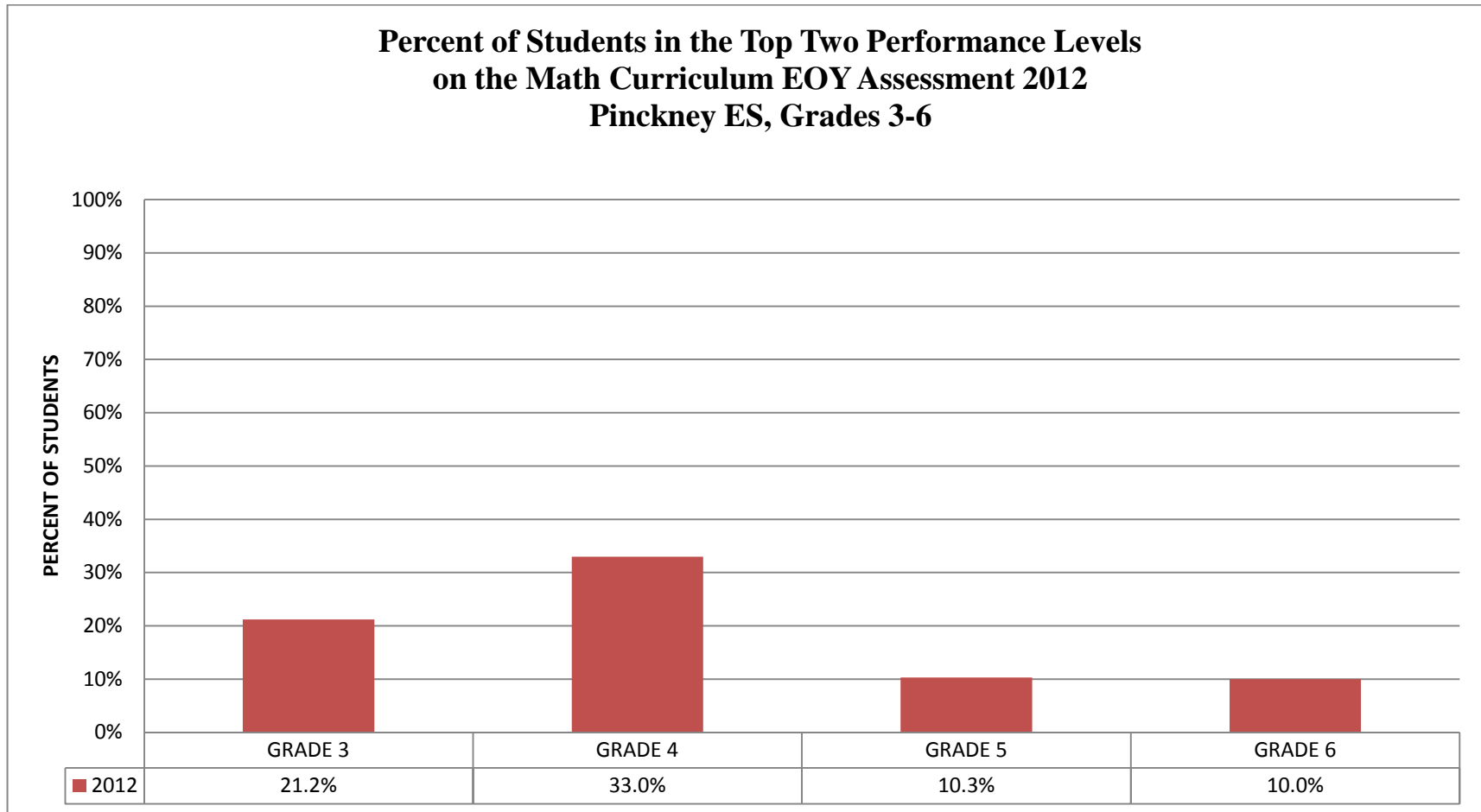


STATEMENT OF FINDINGS

CC Pinckney replaced the TAKS with the EOY Math Curriculum Assessment. Baseline data for students scoring in the top two performance levels ranges from 10.5% in grade 4 to 59% in grade 5. In 2011, no grade level met the goal of 75% or more of students scoring in the Top Two Performance Levels.

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FIGURE 6: Percent of Students Scoring in the Bottom Performance Level on the Math Curriculum EOY Assessment, 2012



STATEMENT OF FINDINGS

In 2012, CC Pinckney replaced the TAKS with the Math Curriculum Assessments. Baseline data for the percent of students in the bottom performance level ranges from 10% in grade 6 to 33% in grade 4. In 2012, no grade level met the goal of less than 7% of students scoring in the Bottom Performance Level.

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ANALYSIS OF DATA TOWARDS CC PINCKNEY ELEMENTARY SCHOOL CSI GOAL #1

CC Pinckney Elementary School chose an intervention for Goal 1 that states “the school will develop and implement math journals throughout all grade levels.” The school indicated at the end of the 2010-2011 SY that the following actions will be taken in the 2011-2012 school year to work towards and meet Goal 1: the instructional staff will receive professional development in math journals, mathematics instruction, and instructional strategies; teachers will be provided time and opportunities to observe modeling of best practices; and refinement of common collaboration time and dedicated weekly 90 minute professional development time for teachers will be implemented.

Figure 7: Magnitude of Change on Assessments for Goal #1 between 2011 and 2012

		ASSESSMENT	GRADE 3	GRADE 4	GRADE 5	GRADE 6
GOAL 1	1	TerraNova Math Subtest – Top 2 Qtrs	No Change	Large ↓	Small ↓	No Change
	1	TerraNova Math Subtest – Bottom Qtr	No Change	Moderate ↑	Moderate ↓	No Change
	2	Math Problem Solving Assessment – Top 2 PL	Very Large ↓	Very Large ↓	Very Large ↓	Fairly Large ↑
	2	Math Problem Solving Assessment – Bottom PL	No Change	Small ↑	No Change	Very Large ↓
	3	Math Curriculum EOY Assessment – Top 2 PL	Baseline			
	3	Math Curriculum Assessment – Bottom PL	Baseline			

TerraNova Assessment

From 2011 to 2012, CC Pinckney ES has shown a large decrease in the percent of students scoring in the Top Two Quarters on the TerraNova Math Subtest in grade 4, a small decrease in grade 5, and relatively no change in 3rd and 6th grade. There was a moderate increase in the percent of students scoring in the bottom quarter in grade 4, a moderate decrease in grade 5, and relatively no change for grades 3 and 6. In 2012, no grade level met the DoDEA CSP goals for students scoring in the Top Two Quarters (75% or more) or the Bottom Quarter (less than 7%).

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Math Problem Solving Assessment

Analysis of the percent of students scoring in the performance levels on the Math Problem Solving Assessment show that there were very large decreases in the percent of students scoring in the Top Two Performance Levels in grades 3, 4, and 5, and a fairly large increase for grade 6. There was a small increase in the percent of students scoring in the Bottom Performance Level in grade 4, a very large decrease in grade 6, and relatively no change in grades 3 and 5. In 2012, grade 6 met the goal of less than 7% in the Bottom Level. The percent of students scoring in the Top Performance Level ranged from a high of 61% in 6th grade to a low of 24.6% in grade 4; in the Bottom Performance Level, the percent of students ranged from a low of 6% in grade 6 to a high of 47% in grade 5.

Math Curriculum EOY Assessments

Baseline data was collected on the Math Curriculum EOY Assessments in Spring 2012. The percent of students scoring in the top two performance levels ranged from 10.5% in grade 4 to 59% in grade 5. In 2012, no grade level met the goal of more than 75% in the Top Two Quarters and 7% in the Bottom Performance Level.

Summary of CSI Goal #1

CC Pinckney ES implemented an intervention that research indicated would increase student achievement if implemented with fidelity. The 2010-11 EOY Status Report indicated that the following actions will be taken in the 2011-2012 school year to work towards and meet Goal 1: the instructional staff will receive professional development in math journals, mathematics instruction, and instructional strategies; teachers will be provided time and opportunities to observe modeling of best practices; and refinement of common collaboration time and dedicated weekly 90 minute professional development time for teachers will be implemented. The standardized assessment indicated that from 2011-2012, student math problem solving achievement is making some small to large decreases in the percent of students scoring in the Top Two Quarters and moderate increases/decreases in the Bottom Quarter. According to the local assessments results, students are decreasing in the percent of students scoring in the Top Two Performance Levels in grades 3-5 and increasing in grade 6. Yet, there remains a large percentage of students still scoring in the Bottom Performance Levels in most grade levels. Overall, CC Pinckney assessment results indicate that a focus on math problem solving should continue.

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NEXT STEPS – RECOMMENDATIONS

Utilize data to focus on student needs and improved instructional process.

Communicate and collaborate with stake holders to build a wide commitment by all groups to a shared vision with a clear purpose and direction for the school.

Explore additional opportunities to facilitate collaboration between grade levels.

Develop formal process for listening and responding to stake holder expectations.

Ensure fidelity and consistency in the implementation of all school-wide interventions.

Provide school-wide consistent adherence to classroom schedules to maximize instructional time and increase student engagement.

Analyze data and use results to design and improve instructional decisions.

Monitor the fidelity of interventions, the timeliness of the student support services and the implementation of student accommodations.

Provide current, consistent, and regular communication to parents through multiple venues to gain the understanding, commitment and support of stakeholders.

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GOAL, INTERVENTION(S), AND ASSESSMENTS

Goal # 2: By the end of the 2012-2013 school year students will improve reading comprehension skills, as measured by an increase in the percentage of students at or above proficiency according to the Terra Nova 3rd Edition Reading Sub-test (Grades 3-6) and selected local assessments.

Intervention/Strategy:

Implementation of effective flexible guided reading groups that include before, during and after reading strategies embedded within a 120 minute uninterrupted ELA block.

Assessments: Students will be assessed throughout the school year on the following:

Standardized Assessments:

- Terra Nova Multiple Assessment, 3rd Edition, Total Reading Subtest, Grades 3-6

Local Assessments:

- Scholastic Reading Inventory SRI, Grades 3-6
- Benchmark Assessment System (BAS), Grade 3
- Reading Streets EOY Assessment, Grades 3-6

DATA INFORMATION

Beginning school year 2008-09 DoDEA Schools administered the TerraNova 3rd Edition normed-reference test to students in grades 3-11. The 3rd edition of the TerraNova is a new version of the TerraNova 2nd Edition multiple assessment that utilized a new norm group of students. Because the 2009 TerraNova 3rd Edition normative scores reflect student performance on a different test and a new norm group of students they cannot be directly compared to the TerraNova 2nd Edition results from previous years. Our school uses the 2009 TerraNova 3rd Edition as our baseline data in the area of reading. In spring 2012, all students in grades 3-6 at CC Pinckney ES were administered the TerraNova Assessment 3rd Edition, Reading Subtest; a measure of student reading achievement towards the schools CSI goal #2.

In the fall of 2009, CC Pinckney Elementary School administered the Scholastic Reading Inventory (SRI) in grades 3-6 and the Developmental Reading Assessment (DRA) in grade 3. The results were used as baseline data. In 2010 and 2011, the DRA was

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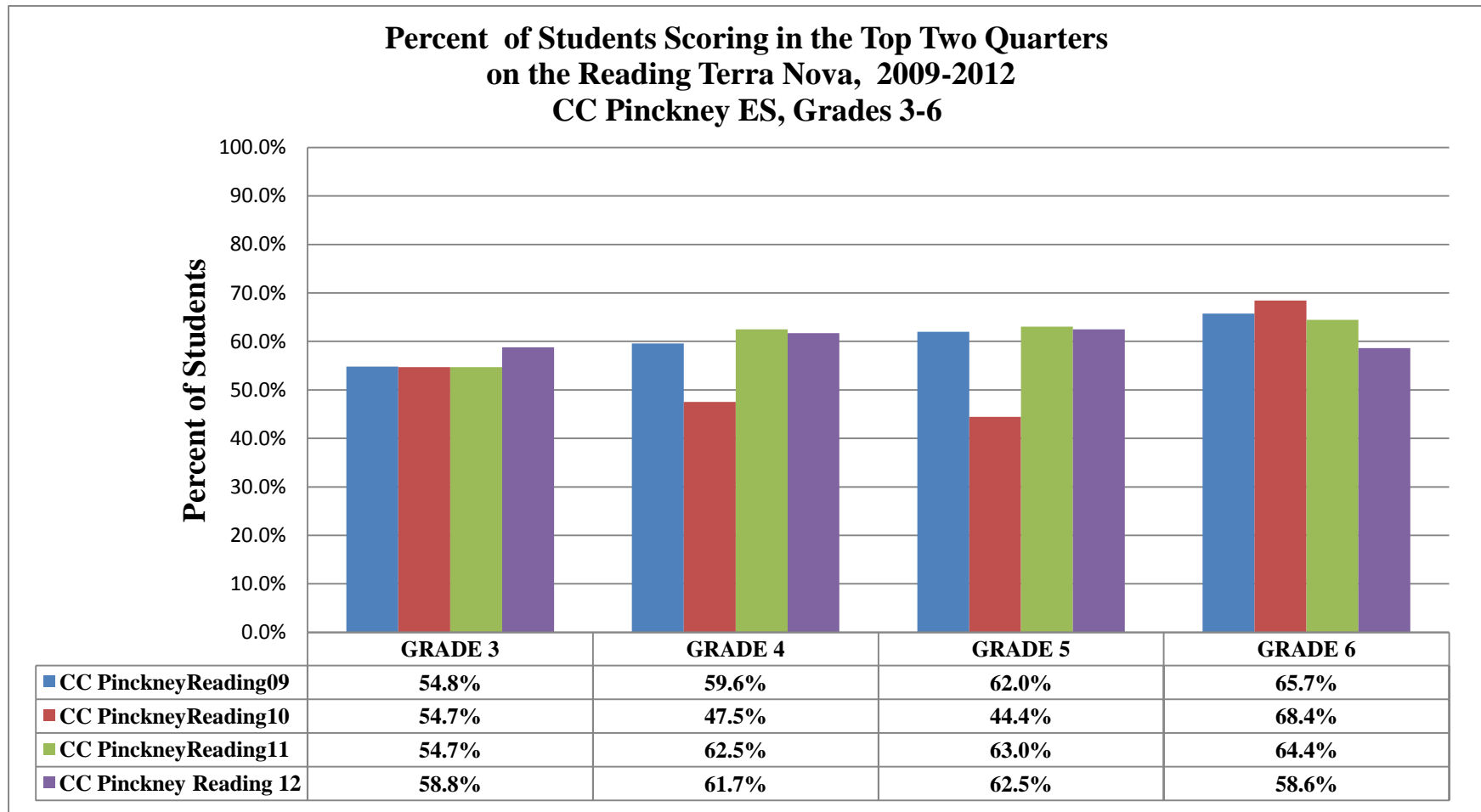
administered to students in grade 3, however, during the 2011-12 SY DoDEA replaced the DRA with the Benchmark Assessment System (BAS). In 2011 and 2012, the Reading Street Benchmark assessment was administered in grades 3-6 to provide additional assessment data to measure students reading progress towards our CSI goal #2.

DISPLAYS – STANDARDIZED AND LOCAL ASSESSMENTS

The following pages contain results of the standardized and local assessments results displayed in bar graphs with a “statement of findings” provided under each chart. Overall analyses and recommendations for next steps are provided in sections after the chart.

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FIGURE 1: Percent of Students Scoring in the Top Two Quarters on the Reading TerraNova Subtest from 2009-2012

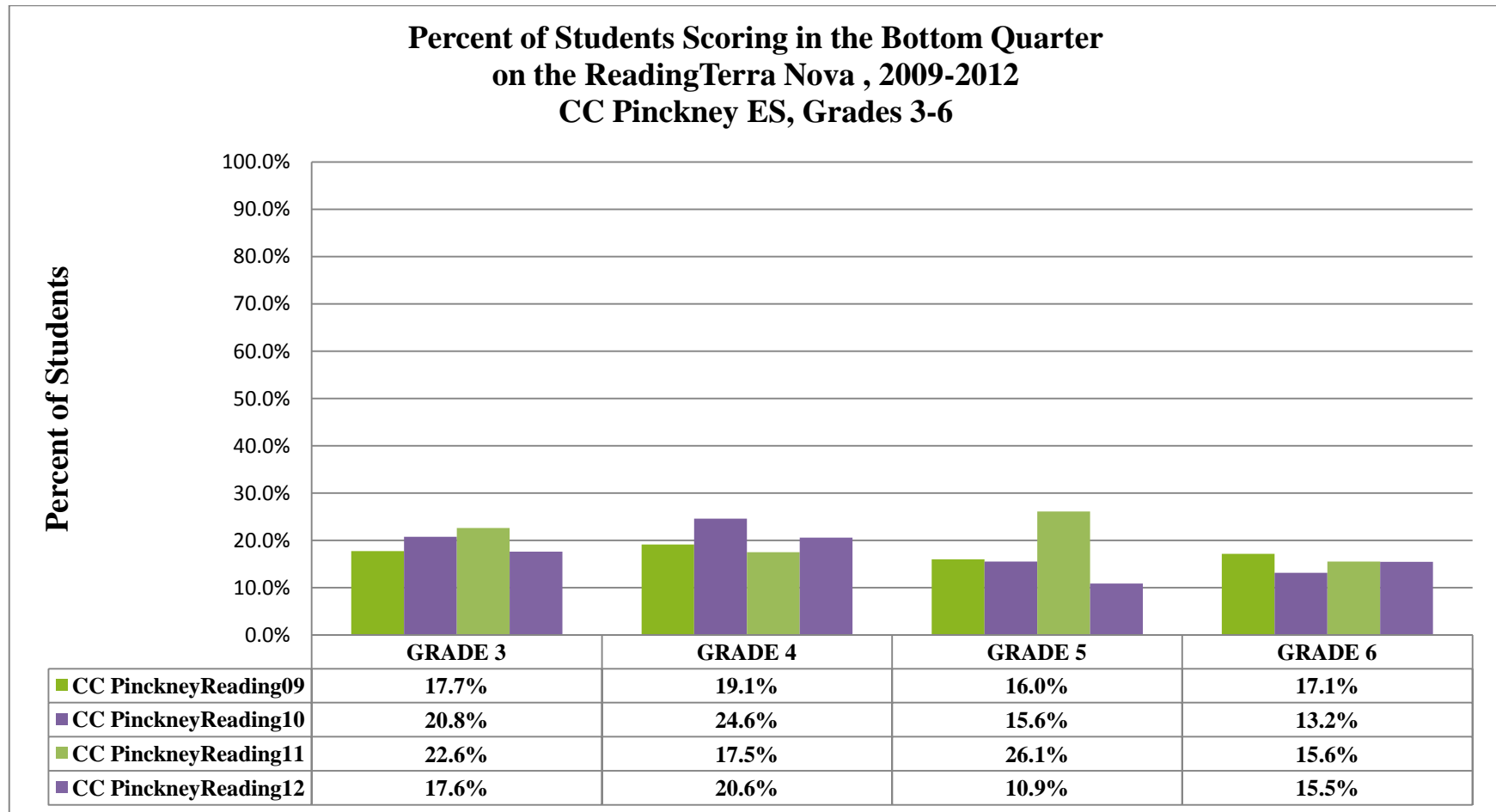


STATEMENT OF FINDINGS

CC Pinckney has shown relatively no change in the percent of students scoring in the Top Two Quarters on the TerraNova Reading Subtest from 2011-2012 across all grade levels. In 2012, no grade levels met the DoDEA CSP goal of 75% or more of students scoring in the Top Two Quarters.

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FIGURE 2: Percent of Students Scoring in the Bottom Quarter on the Reading TerraNova Subtest from 2009-2012

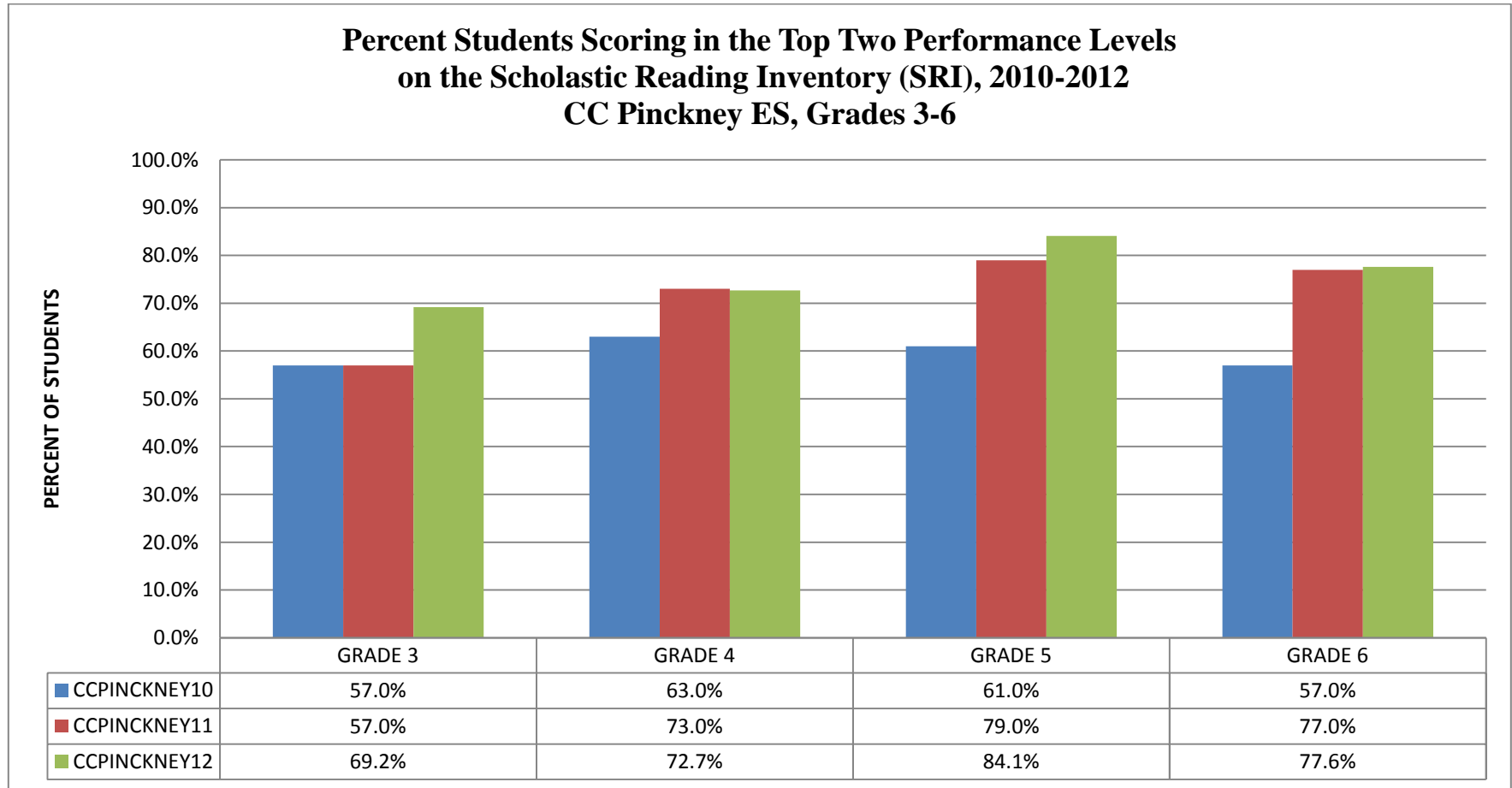


STATEMENT OF FINDINGS

In 2012, the percent of students scoring in the Bottom Quarter on the TerraNova Reading Subtest showed a fairly large decrease in grade 5 and showed relatively no change in grades 3, 4 and 6. No grade level met the DoDEA CSP goal of less than 7% of students scoring in the Bottom Quarter.

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FIGURE 3: Percent of Students Scoring in the Top Two Performance Levels on the Scholastic Reading Inventory (SRI) from 2010-2012

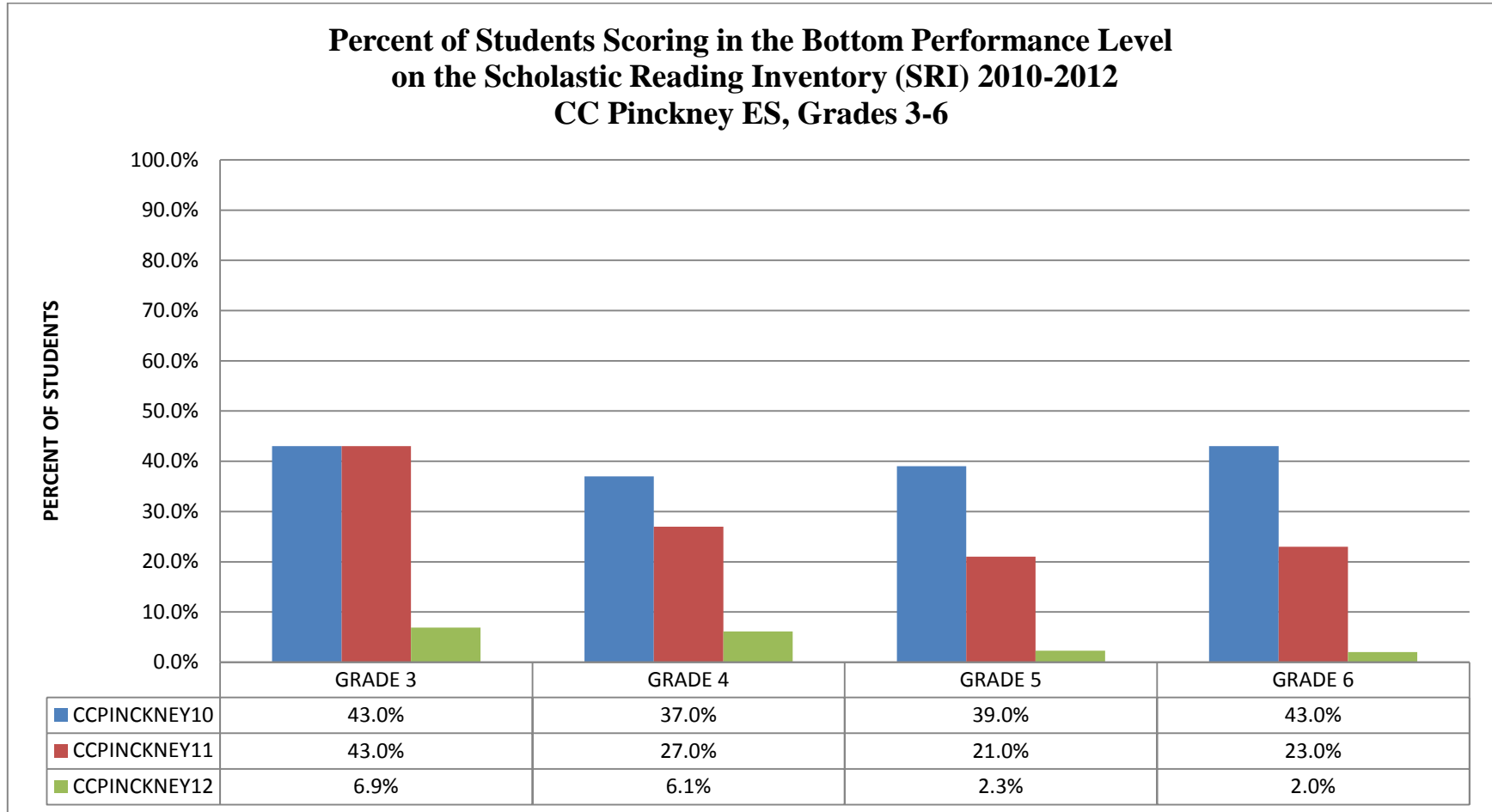


STATEMENT OF FINDINGS

CC Pinckney ES shows relatively no change in the percent of students scoring in the Top Two Performance Levels on the SRI across all grade levels. In 2012, grades 5 and 6 met the goal of 75% or more of students scoring in the Top Two Performance Levels, while grades 3 and 4 are approaching the goal.

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FIGURE 4: Percent of Students Scoring in the Bottom Performance Level on the Scholastic Reading Inventory (SRI) from 2010-2012

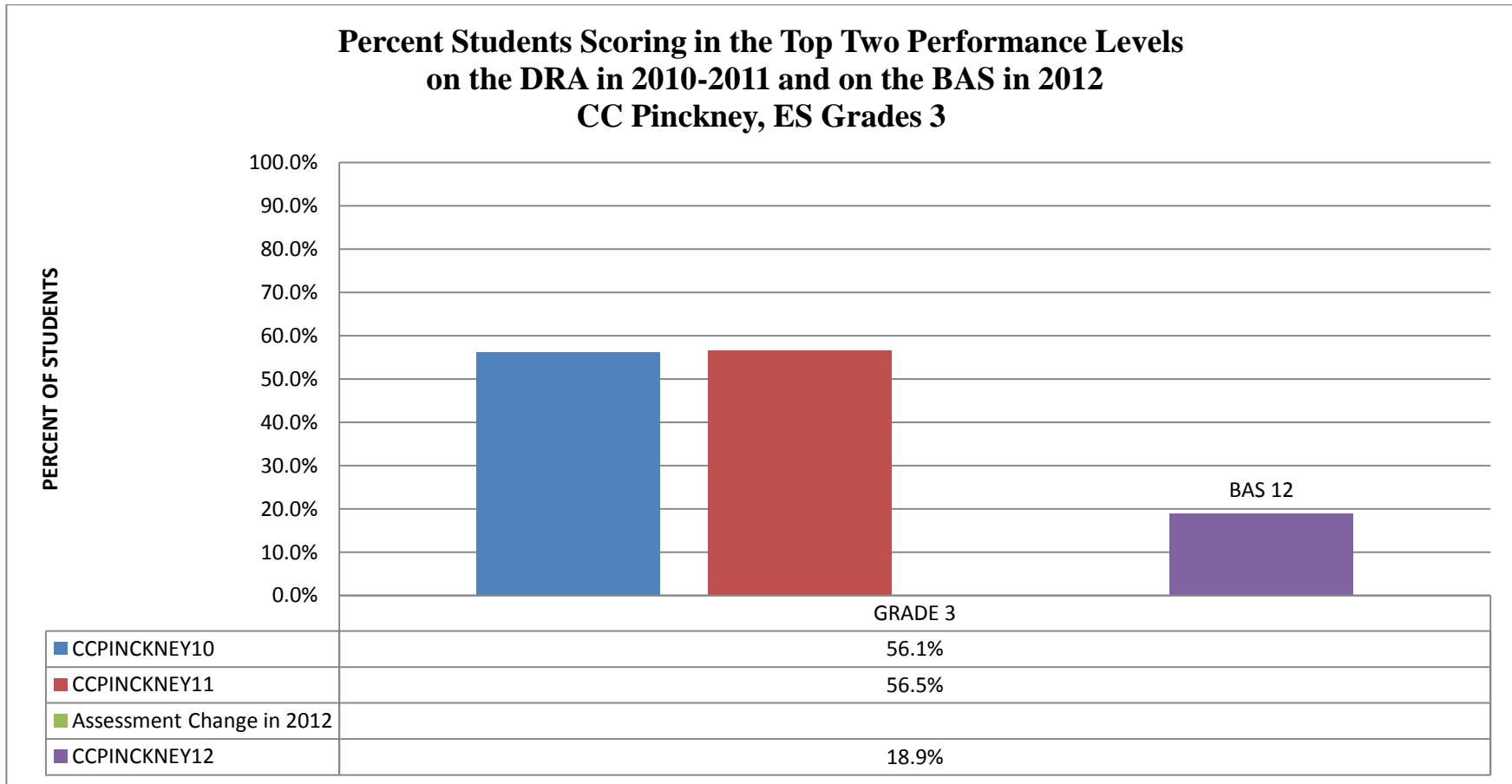


STATEMENT OF FINDINGS

CC Pinckney ES shows a very large to large decrease in the percent of students scoring in the Bottom Performance Level on the SRI across all grade levels. In 2012, no grade level met the goal of less than 7% of students scoring in the Bottom Performance Level.

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FIGURE 5: Percent of Students Scoring in the Top Two Performance Levels on the Developmental Reading Assessment (DRA) from 2010–2011 and on the Benchmark Assessment System (BAS) in 2012

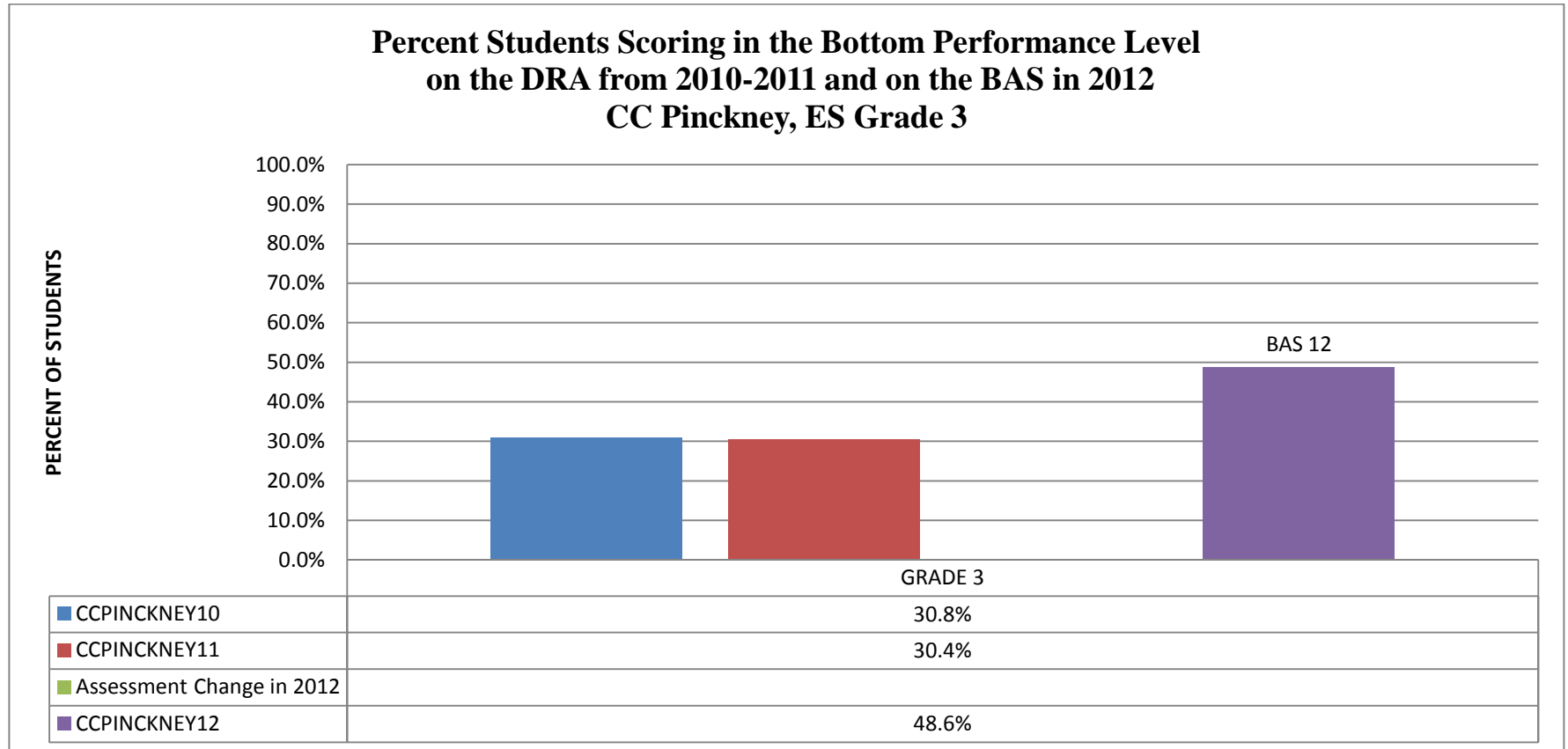


STATEMENT OF FINDINGS

CC Pinckney assessed third grade students on the DRA for 2 years. Beginning during the 2011-12 SY DoDEA replaced the DRA With the Benchmark Assessment System (BAS). Baseline data for the BAS was collected in Spring 2012. DoDEA has correlated BAS and DRA Scores. Based on this correlation, third grade students showed a very large decrease in the percent of students scoring in the Top Two Performance Levels on the DRA and did not meet the goal of 75% or more of students scoring in the Top Two Performance Levels.

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Figure 6: Percent of Students Scoring in the Bottom Performance Level on the Developmental Reading Assessment (DRA) from 2010-2011 and on the Benchmark Assessment System (BAS) in 2012

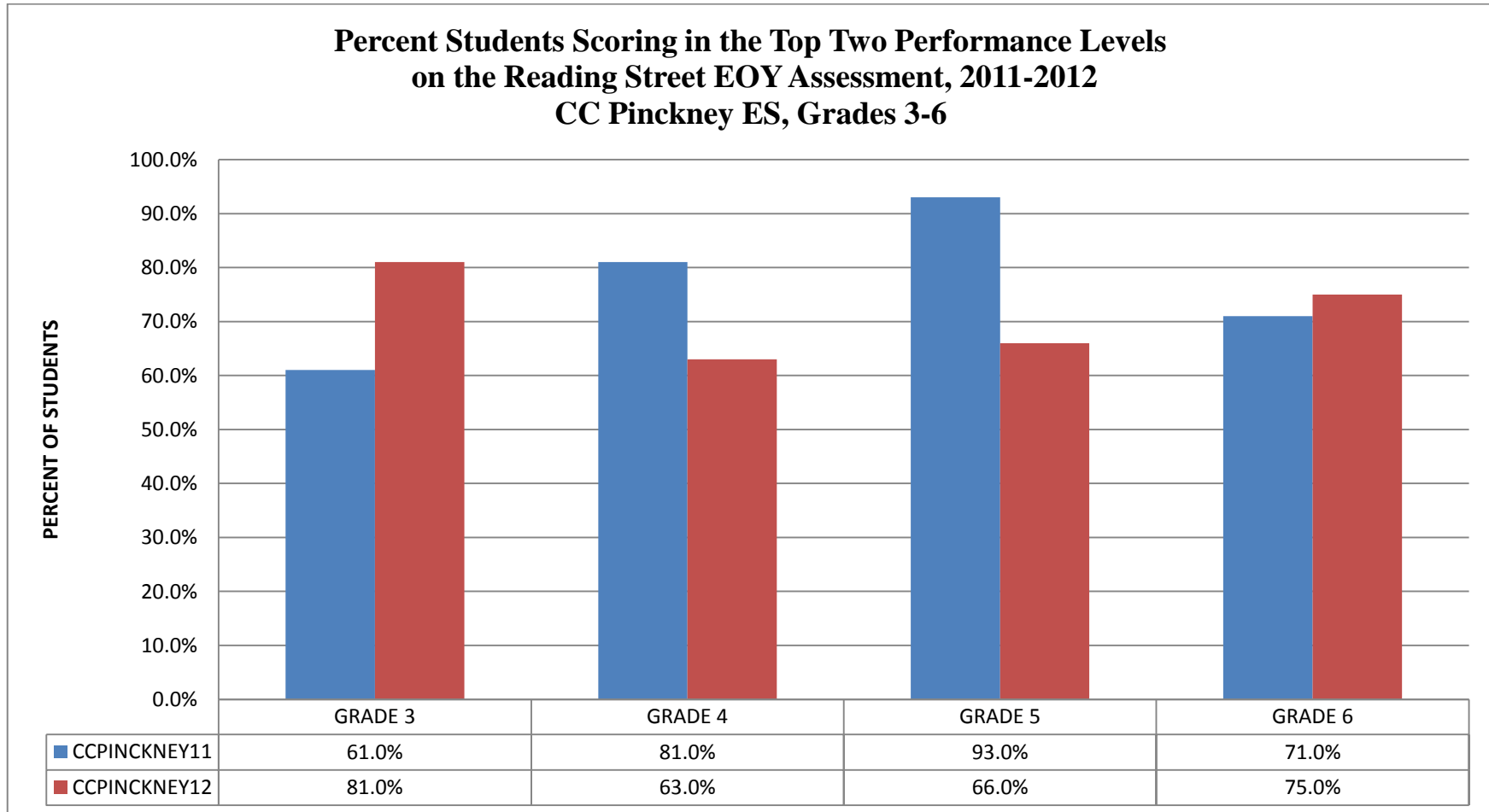


STATEMENT OF FINDINGS

Based on the DoDEA Correlation chart, CC Pinckney third grade students had a large increase in the percent of students scoring in the Bottom Performance Level on the DRA and did not meet the goal of less than 7% of students scoring in the Bottom Performance Level.

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FIGURE 7: Percent of Students Scoring in the Top Two Performance Levels on Reading Street Benchmark Assessment, from 2011-2012



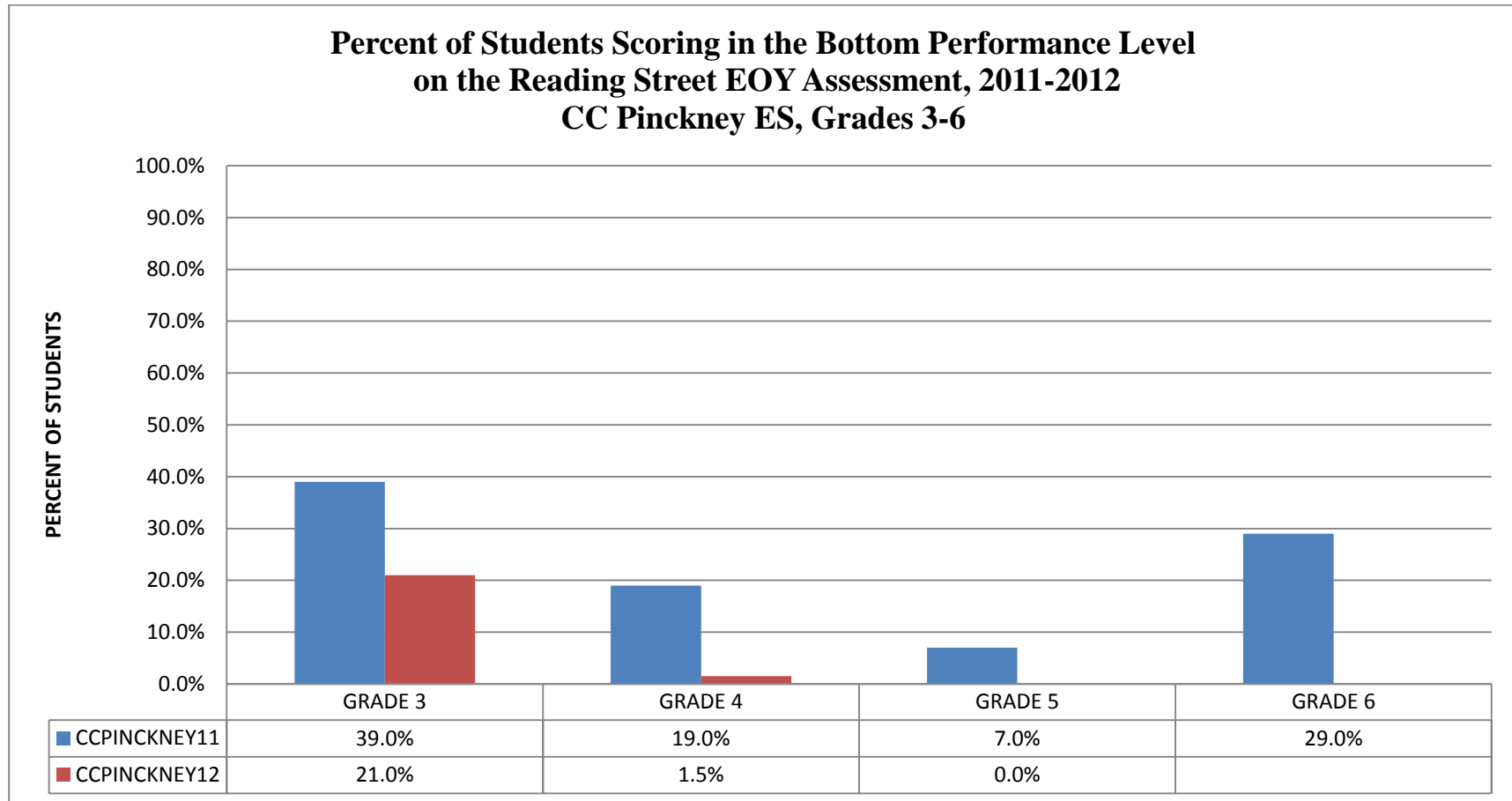
STATEMENT OF FINDINGS

CC Pinckney ES showed a large increase in the percent of students scoring in the Top Two Performance Levels in grade 3, a large decrease in grade 4, a very large decrease in grade 5, with relatively no change in grade 6. In 2012 grades 3 and 6 met the goal of more than 75% of students scoring in the Top Two Performance Levels.

All references to growth, increases, and decreases are determined using the chart on the last page of this document; refer to the second column with “100” students.

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Figure 8: Percent of Students Scoring in the Bottom Performance Level on the Reading Street Benchmark Assessment, from 2011-2012



STATEMENT OF FINDINGS

CC Pinckney ES shows a large decrease in the percent of student scoring in the Bottom Performance Level in grades 3, 4, and 6, and relatively no change in grade 5. In 2012, grade 4 and 5 met the goal of less than 7% of students scoring in the Bottom Performance Level.

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ANALYSIS OF ALL LOCAL AND SYSTEM WIDE DATA

CC Pinckney ES chose an intervention for Goal 2 that states the school will continue with the “implementation of a 90-minute uninterrupted reading block using the components of a balance literacy program which includes effective flexible guided reading groups” to improve reading comprehension across the curriculum and to increase student achievement on standardized and local assessments during the 2011-2012 school year. The school indicated at the end of 2010-2011 school year, to implement the following: increase the 90-minute uninterrupted reading block to a 120-minute uninterrupted English/Language Arts (ELA) block, provide professional development to instructional personnel in facilitating successful guided reading groups and using effective instructional strategies, refine the collaboration time to review student assessments and make data-driven decisions, and have teams create formative common assessments, review the results of the assessments, and make data driven decisions regarding instruction. In addition, C.C. Pinckney added a dedicated weekly 90-minute professional development time for teachers during the 2011-2012 SY.

Figure 9: Magnitude of Change on Assessments for Goal #2 between 2011 and 2012

		ASSESSMENT	GRADE 3	GRADE 4	GRADE 5	GRADE 6
		GOAL 2	1	TerraNova Reading Subtest – Top 2 Qtrs	No Change	No Change
1	TerraNova Reading Subtest – Bottom Qtr		No Change	No Change	No Change	No Change
2	SRI – Top 2 PL		No Change	No Change	No Change	No Change
2	SRI – Bottom PL		Very Large ↓	Large ↓	Large ↓	Large ↓
3	DRA – Top 2 PL		Very Large ↓			
3	DRA – Bottom PL		Large ↑			
4	Reading Street Benchmark – Top 2 PL		Large ↑	Large ↓	Very Large ↓	No Change
4	Reading Street Benchmark – Bottom PL		Large ↓	Large ↓	No Change	Large ↓

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TerraNova Assessment

From 2011-2012, CC Pinckney ES has shown relatively no change in the percent of students scoring in the Top Two and Bottom Quarters on the TerraNova Reading Subtest across all grade levels. No grade level met the DoDEA goal of more than 75% in the Top Two Quarters and less than 7% in the Bottom Quarter on the TerraNova.

Scholastic Reading Inventory (SRI)

Analysis of the percent of students scoring in the Performance Levels on the SRI indicates relatively no change in the percent of students in the Top Two and Bottom Performance Levels, however, grades 5 and 6 have met the goal of 75% in the Top Two Performance Levels. There were large to very large decreases in the percent of students scoring in the bottom Performance Level and all grade levels met the goal of less than 7% in the Bottom Performance Level.

Benchmark Assessment System (BAS)

Analysis of the percent of students scoring in each of the Performance Levels on the BAS, when correlated with the DRA, shows a very large decrease in the percent of students in the Top Two Performance Levels and a large increase in the percent of students in the Bottom Performance Level.

Reading Street Benchmark Assessment

Analysis of the percent of students scoring in the Performance Levels on the Reading Street EOY Benchmark Assessment show mixed results with a large increase in 3rd grade, large to very large decreases in grades 4 and 5 with relatively no change in grade 6. In 2012, grades 3 and 6 met the goal of 75% or more of students scoring in the Top Two Performance Levels and grades 4 and 5 met the goal of having less than 7% in the Bottom Level.

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Summary of CSI Goal #2

CC Pinckney ES implemented an intervention that research indicated would increase student achievement if implemented with fidelity. The 2011-2012 EOY Status report indicated that the school would implement the following: increase the 90-minute uninterrupted reading block to a 120-minute uninterrupted English/Language Arts (ELA) block, provide professional development to instructional personnel in facilitating successful guided reading groups and using effective instructional strategies, refine the collaboration time to review student assessments and make data-driven decisions, and have teams create formative common assessments, review the results of the assessments, and make data driven decisions regarding instruction. In addition, C.C. Pinckney added a dedicated weekly 90-minute professional development time for teachers during the 2011-2012 SY.

The standardized assessment indicated that across four years, student reading comprehension is showing very little change across grade levels. There are still moderate to large percentages of students in the Bottom Quarter on the TerraNova Reading Subtest which is a concern. The additional local assessments in place to gauge student achievement in reading comprehension show mixed results. According to the SRI and Reading Street EOY Assessments, very few students continue to score in the Bottom Performance Level, which shows growth in the targeted group, students scoring below proficiency.

NEXT STEPS – RECOMMENDATIONS

Utilize data to focus on student needs and improved instructional process.

Communicate and collaborate with stake holders to build a wide commitment by all groups to a shared vision with a clear purpose and direction for the school.

Explore additional opportunities to facilitate collaboration between grade levels.

Develop formal process for listening and responding to stake holder expectations.

Ensure fidelity and consistency in the implementation of all school-wide interventions.

Provide school-wide consistent adherence to classroom schedules to maximize instructional time and increase student engagement.

Analyze data and use results to design and improve instructional decisions.

Monitor the fidelity of interventions, the timeliness of the student support services and the implementation of student accommodations.

Provide current, consistent, and regular communication to parents through multiple venues to gain the understanding, commitment and support of stakeholders.

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Collaborate with parents to develop specific ways for all stakeholders to feel welcome at Pinckney Elementary.
 Create a regularly scheduled forum to listen and address parent concerns.
 Provide staff development opportunities to help teachers deliver student –centered instruction in the classroom to engage the learners.
 Develop and execute a systematic process for monitoring the integrity of the implementation of interventions.
 Identify and involve additional community/military/parent stakeholders in the continuous improvement process.

Guide for Describing Meaningful Differences

Descriptive Difference	Total Number of Students Being Compared			
	50	100	200	500+
	Percentages Points Difference			
None	0-12	0-8	0-5	0-3
Small	13-15	9-11	6-7	4-5
Moderate	16-19	12-14	8-10	6-8
Fairly Large	20-25	15-17	11-13	9-10
Large	26-29	18-24	14-19	11-15
Very Large	30+	25+	20+	16+

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