Department of Defense Education Activity
Domestic Dependent Elementary & Secondary Schools
Georgia/Alabama District

2011/12 School Improvement Status Report

Fort Rucker Primary School
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EXECUTIVE SUMMARY

Continuous School Improvement and student achievement are top priorities for Department of Defense Education Activity (DoDEA) schools. DoDEA schools use multiple data points generated from a variety of assessments to identify areas of strength and weakness in student achievement and to develop interventions and instructional strategies to increase student performance.

Fort Rucker Primary School (FRPS) utilized student learning data from standardized and local assessments along with demographic, organizational, and perception data to identify two Continuous School Improvement (CSI) goals. Goal 1 states that all FRPS students will improve their ability to solve problems, and Goal 2 states that all FRPS students will improve in reading comprehension. In addition to the identification of the two CSI goals, FRPS also selected research based interventions and instructional strategies to support each goal.

Data from multiple measures continues to be collected and analyzed quarterly for the purpose of monitoring the (CSI) Process and progress towards the (CSI) goals. Based on newly generated data and scientific research, necessary adjustments are made to the implementation of the CSI plan.

Most recent data analysis indicates that FRPS is making steady progress towards the two CSI goals and increased academic achievement is occurring in both problem solving and reading comprehension at FRPS.

Purpose

The purpose of a Status Report is to monitor the CSI process and progress towards CSI goals. For FRPS, Goal l is to improve problem solving abilities, and Goal 2 is to improve reading comprehension skills. Additionally, the Status Report presents data generated from multiple data points reflecting student achievement in each area identified by the goals. This allowed grade level and school-wide progress towards each goal to be monitored. The data presented by the Status Report also provide information for evaluating the effectiveness of interventions being used to support the CSI goals.

Methodology

To evaluate how well FRPS is progressing toward meeting its Continuous School Improvement Plan goals, the Status Report contains a longitudinal analysis of student performance. The analysis uses student learning data to compare student performance yearly over a three year period. The three year analysis of student assessment scores provides comprehensive information for determining if student academic performance is improving as FRPS implements its school interventions.

The analysis uses aggregate level data, comparing the performance of grade level groups of students rather than examining individual student achievement. The measure used in the display of data is the *percentage* of students at or above the grade level standard on each assessment. Data is displayed in bar graph format. The horizontal axis represents time in years and grade level groups, while the vertical axis represents the percent of students scoring at or above the standard.

The percentages of students scoring at or above the standard on assessments administered at the end of the year for each of the three years is analyzed to determine whether there were increases in student achievement between 2009 and 2012.

Comparing the percentage of students at or above the standard, as indicated by the vertical height of the bars in the graph across years, allows for identification of increases or decreases in student performance across all four years. The method for characterizing the magnitude of change is the difference between the base-line year and 2012. The following table defines the magnitude of change based on percentage point increases or decreases:

Small Change	1-3 Points
Medium Change	4-7 Points
Large Change	>7 Points

The *Results* section contains a table summarizing the amount of change for all the assessments for each goal. The magnitude of change gauges how well the school is progressing towards its goals.

Evidence Goal 1

This section identifies FRPS's goals, interventions, assessment measures, and student performance.

Goal #1
All students at FRPS improve their abilities to solve problems.

Instructional Intervention
Students will increase problem solving skills to include reading for understanding, planning a strategy, solving and confirming answers.

1. <u>Strategy</u>: Teachers will use a visual aid to introduce each step of the process.
2. <u>Strategy</u>: Teachers will provide students with opportunities to practice naming and identifying the steps.
3. <u>Strategy</u>: Teachers will model problem solving concepts- 4 step process.
4. <u>Strategy</u>: Teachers will provide students with opportunities to utilize and demonstrate the 4 step method.
5. <u>Strategy</u>: Teachers will provide opportunities for students to solve problems in various situations.
6. <u>Strategy</u>: Teachers will provide opportunities for students to brainstorm ways to solve problems using the 4 step process
7. <u>Strategy</u>: Teachers will provide a problem of the week.
8. <u>Strategy</u>: Teachers will provide opportunities for students to work individually and in groups to solve problems.
9. <u>Strategy</u>: Teachers will monitor student progress to verify/adjust instruction.

Results Goal 1

Assessments and Measures

FRPS used the following student assessments and measures to develop its school improvement goal of Problem Solving. Consequently, the status report uses these same assessments and others to evaluate student performance from 2009 to 2012.

Assessment #1 Problem-Solving Assessment (Pre-K-1)

Figure 1 shows data from the Problem-Solving Assessment. The vertical axis represents the proportion of FRPS students above the Standard. The graph shows that student performance increased in Kindergarten but decreased in PK and 1st grade. The measure is the percent at or above the standard.

**Figure 1: Problem-Solving Assessment Scores by Year and Grade-level**
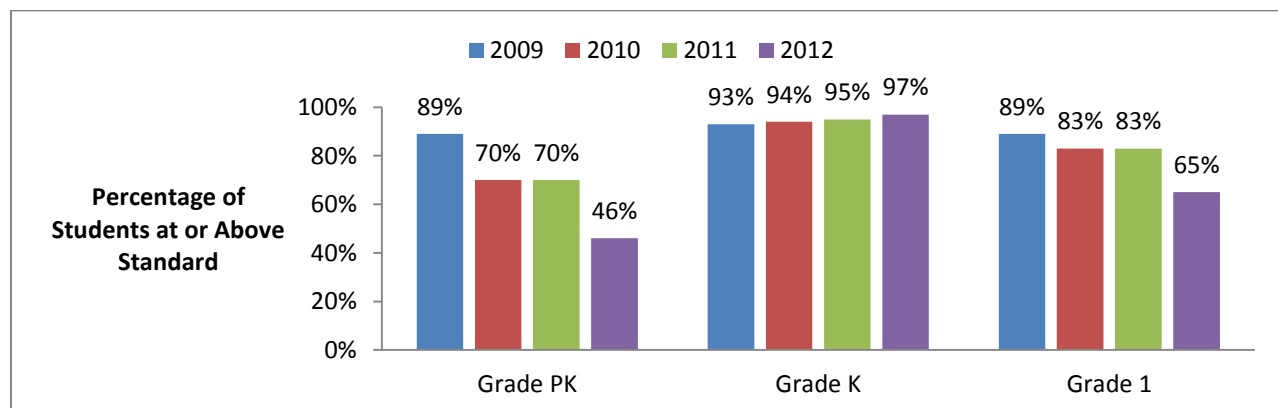
	2009	2010	2011	2012
Grade PK N	112	129	103	101
Grade K N	81	112	110	98
Grade 1 N	101	108	94	96

Assessment #2 Math Pre- and Post-Test Selected Problem Solving Items Assessment (K-1)

Figures 2 and 3 show data from the FRPS Math Pre-Test/Post-Test. The vertical axis represents the proportion of FRPS students at or above standard. The graph shows that student performance increased in Kindergarten but decreased in the 1st grade the year a new curriculum was implemented. Kindergarten student were not assessed using the Pre-Test/Post-Test during the 2011/2012 school year. The measure is the percent at or above standard.

Figure 2: Math Pre-test/Post-Test (Macmillan/McGraw-Hill) Scores by Year and Grade-level
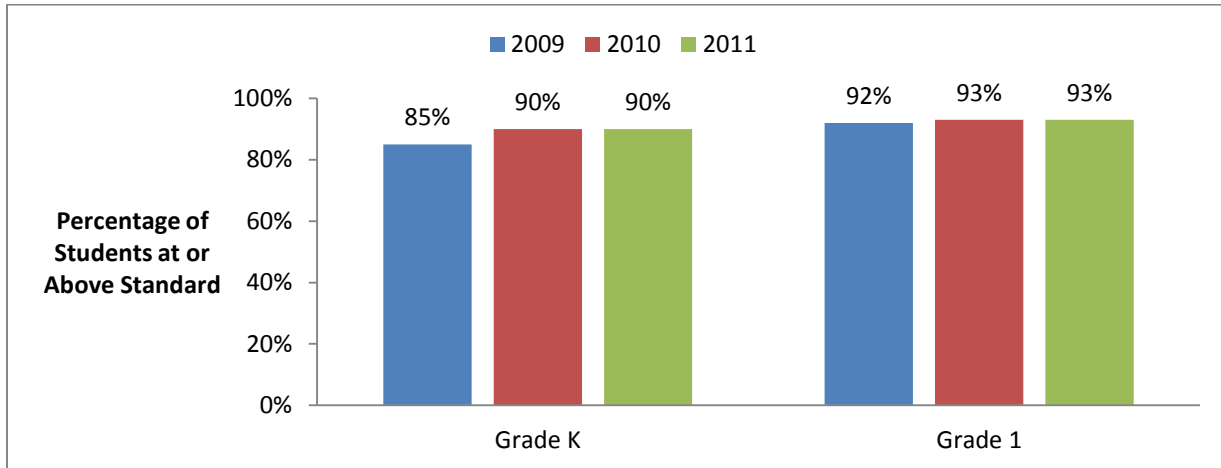
	2009	2010	2011
Grade PK N	112	129	103
Grade K N	81	112	110
Grade 1 N	101	108	94

Figure 3: Math Pre-test/Post-Test (Everyday Math- Wright Group/McGraw-Hill) Scores by Year and Grade-level
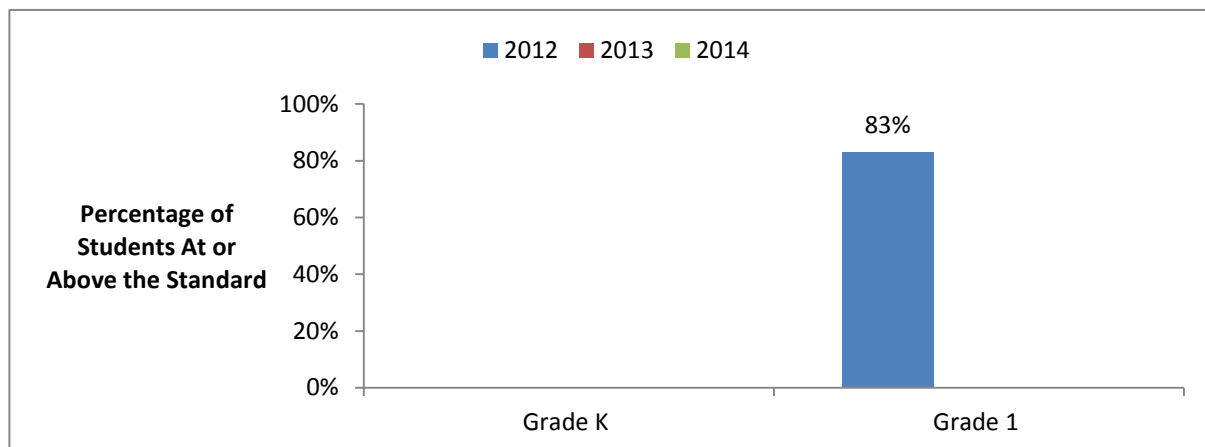
	2012
Grade PK N	
Grade K N	
Grade 1 N	93

Summary

Table 1 summarizes the above findings regarding the amount of change in student performance in the area of problem solving between 2009 and 2012. The data show that FRPS had mixed results; student performance increased in K but dropped in 1st grade.

Table#1: Magnitude of Change in Problem Solving between 2009 and 2012

Assessment	Grade PK	Grade K	Grade 1
#1 Problem-Solving Assessment	Large -	Small +	Large -
#2 Math Pre-test/Post-Test	na	Small +	Large -

Evidence Goal 2

Goal #2
All students will improve their reading comprehension skills.

Instructional Intervention
Students will increase text comprehension through explicit fluency instruction to improve speed, accuracy, and expression.

1. Strategy: Teachers will model/demonstrate a variety of retelling techniques to meet different styles.
2. Strategy: Teachers will provide students with opportunities to use a variety of comprehension strategies in different learning modalities.
3. Strategy: Teachers will provide students with the opportunity to use graphic organizers in multiple settings.
4. Strategy: Teachers will provide students with the opportunity to utilize and demonstrate the skills.
5. Strategy: Teachers will model story retelling in small group settings.
6. Strategy: Teachers will help students retell a story in different learning formats.
7. Strategy: Teachers will model story retelling using sequence words.
8. Strategy: Teachers will help students apply story retelling strategies in different learning style formats using sequence words
9. Strategy: Teachers will monitor student progress to verify/adjust instruction.

Results Goal 2

Assessments and Measures

FRPS used the below listed student assessments and measures to evaluate students' performance, and thus evaluate its goal of reading comprehension. Consequently, the status report uses these same assessments and others to evaluate student performance from 2009 to 2012.

Assessment #1   Figure 4 shows data from the DRA Comprehension Element for 2009 to 2011. The vertical axis represents the proportion of FRPS students at or above standard. The graph shows that performance remained flat in both grades. The measure is the percent at or above standard.

Figure 4: DRA Comprehension Element End-of-Year Scores by Year and Grade-level
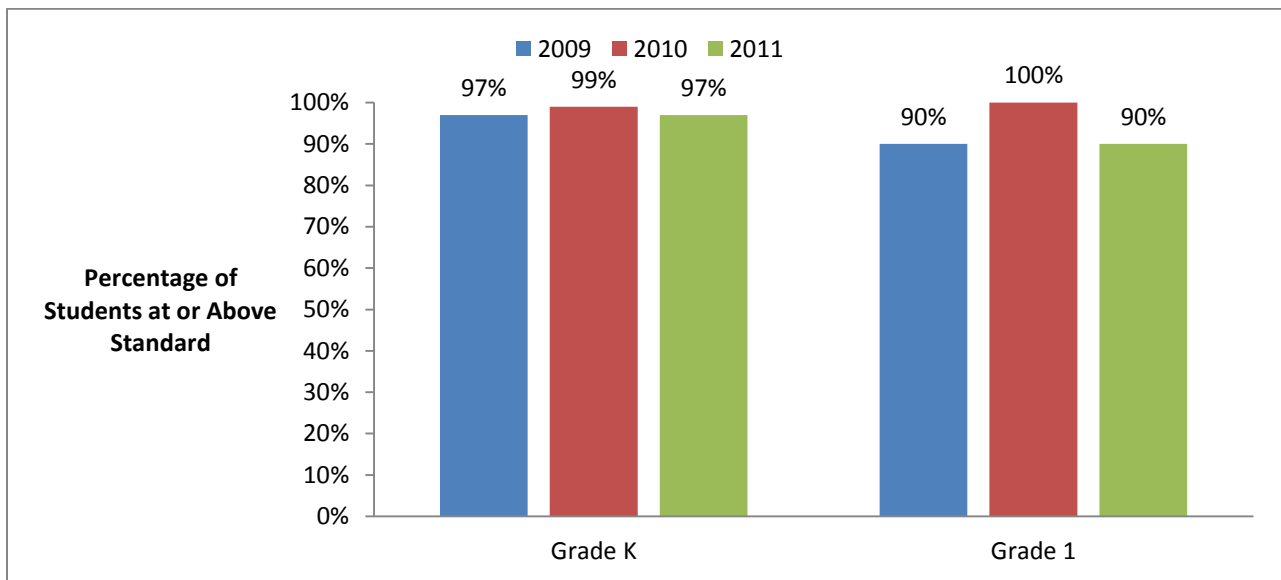
		2009	2010	2011
Grade K	N	81	105	146
Grade 1	N	101	100	142

Assessment #1   Figure 5 shows data from the BAS Comprehension Element for 2012.   The vertical axis represents the proportion of FRPS students at or above standard. The graph shows that performance remained flat in both grades. The measure is the percent at or above standard.

Figure 5: BAS Comprehension Element End-of-Year Scores by Year and Grade-level
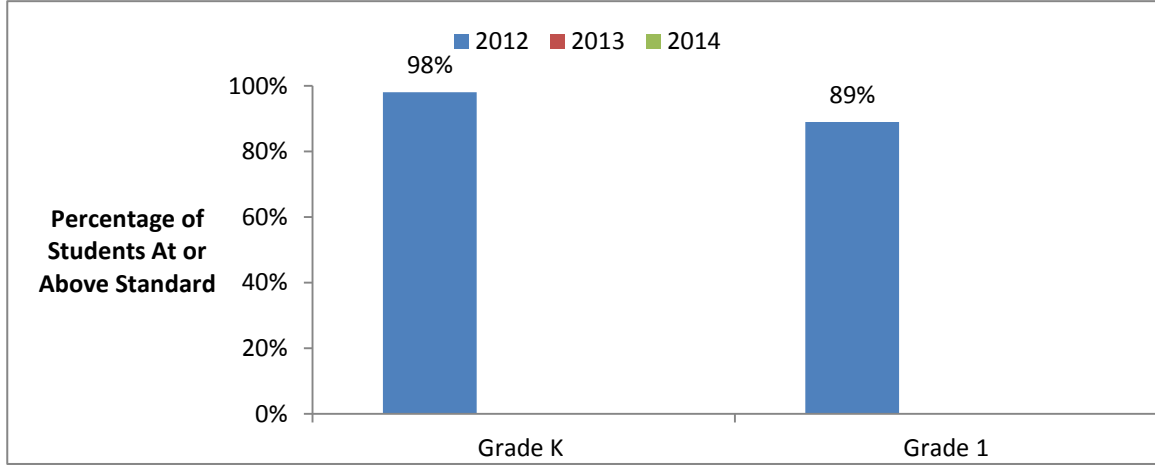
		2012
Grade K	N	82
Grade 1	N	97

Assessment #2   Figure 6 shows data from the FRPS Kindergarten Retell Assessment.   The vertical axis represents the percentage of FRPS students at or above standard. The graph shows that performance increased in Kindergarten. The measure is the percent at or above standard.

Figure 6: Fort Rucker Kindergarten Retell Assessment Scores by Year for Grade-level
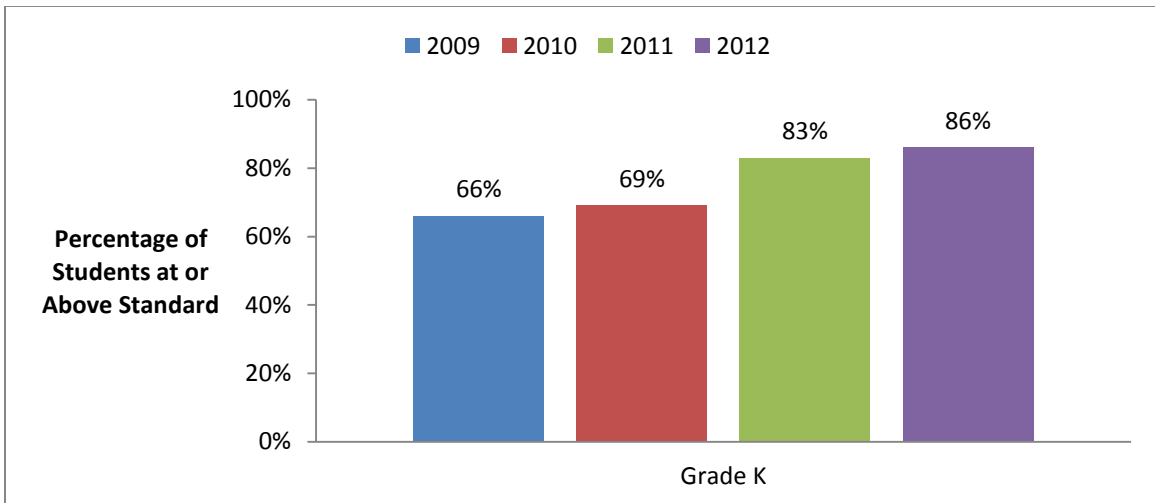
		2009	2010	2011	2012
Grade K	N	81	112	110	98

Assessment #3   Figure 7 shows data from the FRPS Pre-K Vocabulary Assessment. The vertical axis represents the percentage of FRPS students at or above standard. The graph shows that performance increased. The measure is the percent at or above standard.

Figure 7: Pre-K Reading Assessment Scores by Year and Grade-level
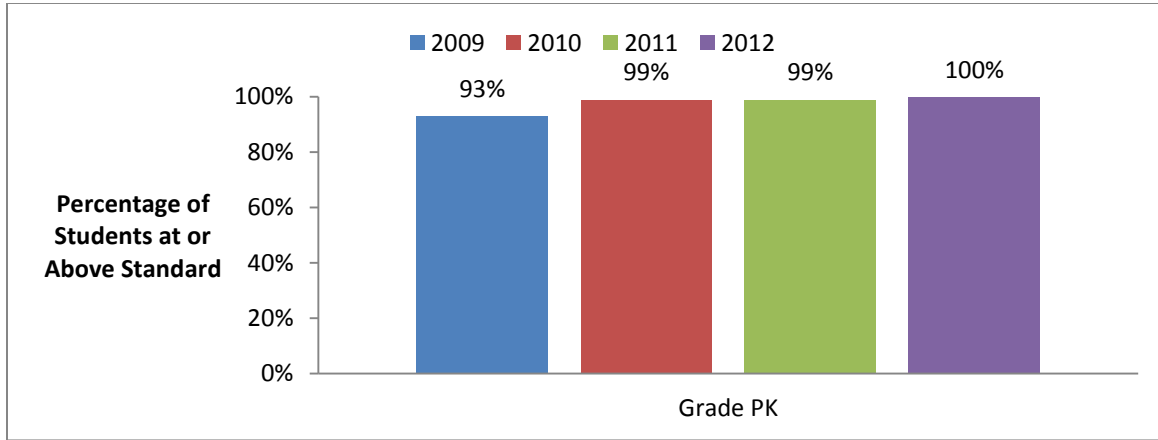
	2009	2010	2011	2012
Grade PK N	112	114	111	103

Assessment #4   Figure 8 shows data from the FRPS Pre-K Vocabulary Function Assessment. The vertical axis represents the percentage of FRPS students at or above standard. The graph shows that performance increased.

Figure 8: Pre-K Vocabulary Function Scores by Year and Grade-level
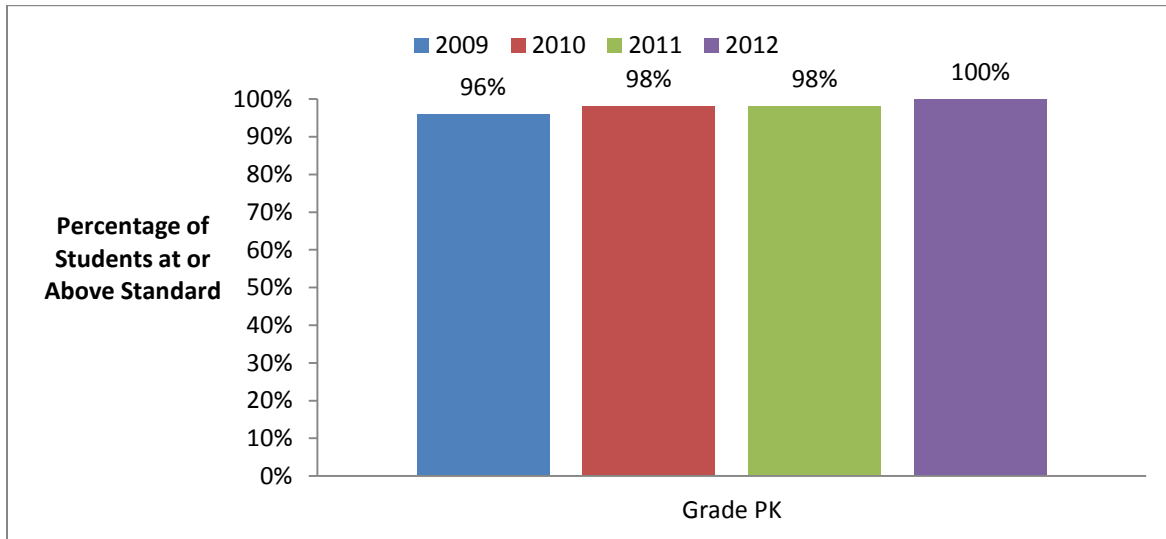
	2009	2010	2011	2012
Grade PK N	112	114	111	103

Summary

Table 2 summarizes the above findings regarding the amount of change in student performance in the area of reading comprehension between 2009 and 2012. The data show that student performance increased in PK but was mixed in the other grades. There were increases on some assessments but decreases on the other.

Table#2: Magnitude of Change in Reading Comprehension between 2009 and 2012

Assessment	Grade PK	Grade K	Grade 1
#1 DRA Comprehension Element, End-of-Year Assessment	na	Small +	Small +
#2 FR Kindergarten Retell Assessment	na	Large +	na
#3 Pre-K Vocabulary Word Assessment	Large +	na	na
#4 Pre-K Vocabulary Function Assessment	Large +	na	Na

Action Plan

Based on data analysis FRPS is making steady progress toward meeting both goals. Mobility rate and curricula changes affect the progress our students make toward the school improvement goals.

Goal #1 All students at FRPS improve their abilities to solve problems.

The data show that FRPS had mixed results; student performance increased in K but dropped in 1st grade from 2009 to 2012. After detailed analysis of the data and assessments it was determined that modifications to the assessments were needed to support academic rigor. We determined that the expectations of the Kindergarten assessments were significantly lower than the Pre-K and first grade assessments. Exemplars are now being used for the assessments in all grade levels, and problem solving assessment rubrics and scoring practices have been modified in the 2012/2013 school year to ensure validity and reliability school-wide. In addition, a new math curriculum was implemented school-wide during the 2011/2012 school year. After comprehensive training, the Everyday Math program is being implemented with fidelity school-wide allowing teachers to embed their work on problem solving in their daily math instruction.

Goal #2- All students will improve their reading comprehension skills.

The data show that student performance increased in PK but was mixed in the other grades. There were increases on some assessments but decreases on the other. Analysis of comprehension data revealed a need for a common formative assessment to measure student retelling performance. A common formative assessment was developed during the summer of 2011 along with a learning styles based differentiated instruction plan that is guided by the assessment results of each individual student. The assessment tool and instruction plan were piloted by five teachers in their own classrooms during the 2011/2012 school year. The assessment was administered to kindergarten and first grade four times throughout the year. Data was collected and analyzed, and the teachers worked collaboratively to implement the instruction plan. End of year data showed that the students participating in the pilot significantly increased individual performance in reading retell. The decision was made to implement the common formative assessment and differentiated instruction plan school-wide during the 2012/2013 school year. All members of the teaching staff received training and are equipped for implementation. The assessment will be administered three times each year in Pre-K and five times each year in kindergarten and first grade. Regular collaboration meetings will be held at each grade level in order to analyze assessment data, review student work, and to plan for differentiated instruction in each classroom.