Edward A. White Elementary School
300 First Division Road
Fort Benning, GA 31905

706-545-4623 (school)
706-545-5469 (fax)

Glenn Hughes, Principal

GA/AL SCHOOL DISTRICT
Ms. Lois J. Rapp
Superintendent

Edward A. White Profile
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CONTINUOUS SCHOOL IMPROVEMENT TEAM

The Continuous School Improvement Team (CSI) is composed of the following individuals: Sheila Brown, fifth grade teacher; Kathy Porter, second grade teacher; Debbie Morgan, counselor, and BEA Representative; Judy Little, CSI Chairperson, "Read 180" teacher; Mary Paige Kurilla parent representative; Major Bryan Kramer, active duty representative and Glenn Hughes, Principal.

MISSION, VISION, AND BELIEFS

DODEA MISSION STATEMENT:
To provide an exemplary education that inspires and prepares all DoDEA students for success in a dynamic, global environment.

EDWARD A. WHITE VISION STATEMENT:
Edward A. White School stakeholders aspire to provide an environment for student excellence in academics, behavior, and leadership that result in lifelong learners who contribute to a global society.

BELIEFS:
The staff of Edward A. White School, in collaboration with students, parents and the military community stakeholders, believes that all students can learn. The school will provide an environment that promotes and enhances a nurturing community, academic excellence, student citizenship and leadership development.

OVERVIEW OF COMMUNITY AND SCHOOL

Fort Benning, a US Army Training and Doctrine Command (TRADOC) installation, was established in 1918 and is named for Major General Henry L. Benning. Ft. Benning is located near Columbus, Georgia.

Edward A. White Elementary School is named in honor of Lieutenant Edward A. White, an officer in the Korean War. Lieutenant White was a graduate of the Infantry School at Ft. Benning, Georgia and was posthumously awarded the Distinguished Service Cross for his valiant battlefield conduct.

The instructional day at Edward A. White School begins at 8:45 AM and concludes at 3:30 PM. The duty day for professional staff members is from 8:15 AM to 3:45 PM on Mondays, Wednesdays, Thursdays and Fridays. On Tuesdays, students are dismissed at 2:15 PM and the duty day for professional staff members ends at 4:15 PM. The early release of students on Tuesday afternoons provides consistent time for professional development, collaboration meetings, faculty meetings, district training sessions, and CSI committee meetings. The designation of this time on a weekly basis provides many opportunities for staff members to grow as a collaborative learning community to better serve the needs of our students and to enrich teaching practice.

UNIQUE LOCAL INSIGHTS

CURRENT SCHOOL DEMOGRAPHICS

Edward A. White Elementary School serves students in grades PreK-5th grade. The average enrollment is 265 students. Approximately 46% are male students and 54% are female students. Most of our students have parents affiliated with the Active Army (85%) and (3%) with the Army Reserves/Guard. The Navy/Marines/Air Force comprise 1%/1%/1% of the total population. The Western Hemisphere Institute for Security Cooperation (WHINSEC) military parents account for 9% of our affiliation.

The following programs and services are provided, as indicated for our students:

- Special Education: 3%
- Speech and Language: 5%
- Gifted Education: 9%
- English as a Second Language: 6%

ENGLISH as a SECOND LANGUAGE

The DoDEA English as a Second Language Program (ESL) provides service for students to increase English language skills so their academic performance is equivalent to native English-speaking students of the same age and grade level. The focus is to provide the educational opportunities that will enable the English Language Learner (ELL) to be an independent learner, successful in the classroom, and a productive member of society. Most of the ESL students at Edward A. White School are children of foreign officers in the Western Hemisphere Institute for Security Cooperation (WHINSEC). Non-English speaking students of other military sponsors are also serviced by this program. The percentage of ESL students at Edward A. White School is approximately 6%.

ETHNICITY

The student enrollment consists of the following ethnic classifications:

- 13.2% Hispanic
- 86.8% Non-Hispanic

RACIAL CLASSIFICATIONS

The student enrollment consists of the following classifications:

American Indian or Alaskan Native	**1**	**0.4%**
American Indian & Pacific Islander	**2**	**0.8%**
Asian	**2**	**0.8%**
Black / African American	**15**	**5.6%**
Declined to state	**32**	**12.0%**
Hawaiian or Pacific Islander	**2**	**0.8%**
White	**164**	**61.7%**
(Multi-Race) / >1 Race	**16**	**6.0%**

CURRENT PARENT MILITARY RANKS

1LT	7	2.6%	1st Lieutenant
2LT	3	1.1%	2nd Lieutenant
CAPT	38	14.2%	Captain
COL	3	1.1%	Colonel
CSM	11	4.1%	Command Sergeant Major
CW2	3	1.1%	Chief Warrant 2
CW4	1	0.4%	Chief Warrant 4
LCDR	1	0.4%	Lieutenant Commander
LTC	46	17.2%	Lieutenant Colonel
LT	6	2.2%	Lieutenant
MAJ	94	35.2%	Major
MSG	1	0.4%	Master Sergeant
PFC	5	1.9%	Private First Class
SFC	3	1.1%	Sergeant 1st Class
SGM	8	3.0%	Sergeant Major
SGT	16	6.0%	Sergeant
SP4	1	0.4%	Specialist 4th Class
SPC	6	2.2%	Specialist
SSG	12	4.5%	Staff Sergeant
WO1	1	0.4%	Warrant Officer 1
null	1	0.4%	No rank for parent present. (Sponsor deployed)

FREE AND REDUCED LUNCH

Out of 255 students, there are 43 students that qualify for free lunch and 6 students that qualify for reduced lunch.

N=255
Free: 43 (17%)
Reduced: 6 (2%)

MOBILITY RATE

The average mobility rate for Edward A. White Elementary School is approximately 9%.

DEPLOYMENT RATE

The deployment rate is approximately 17%.

PTO

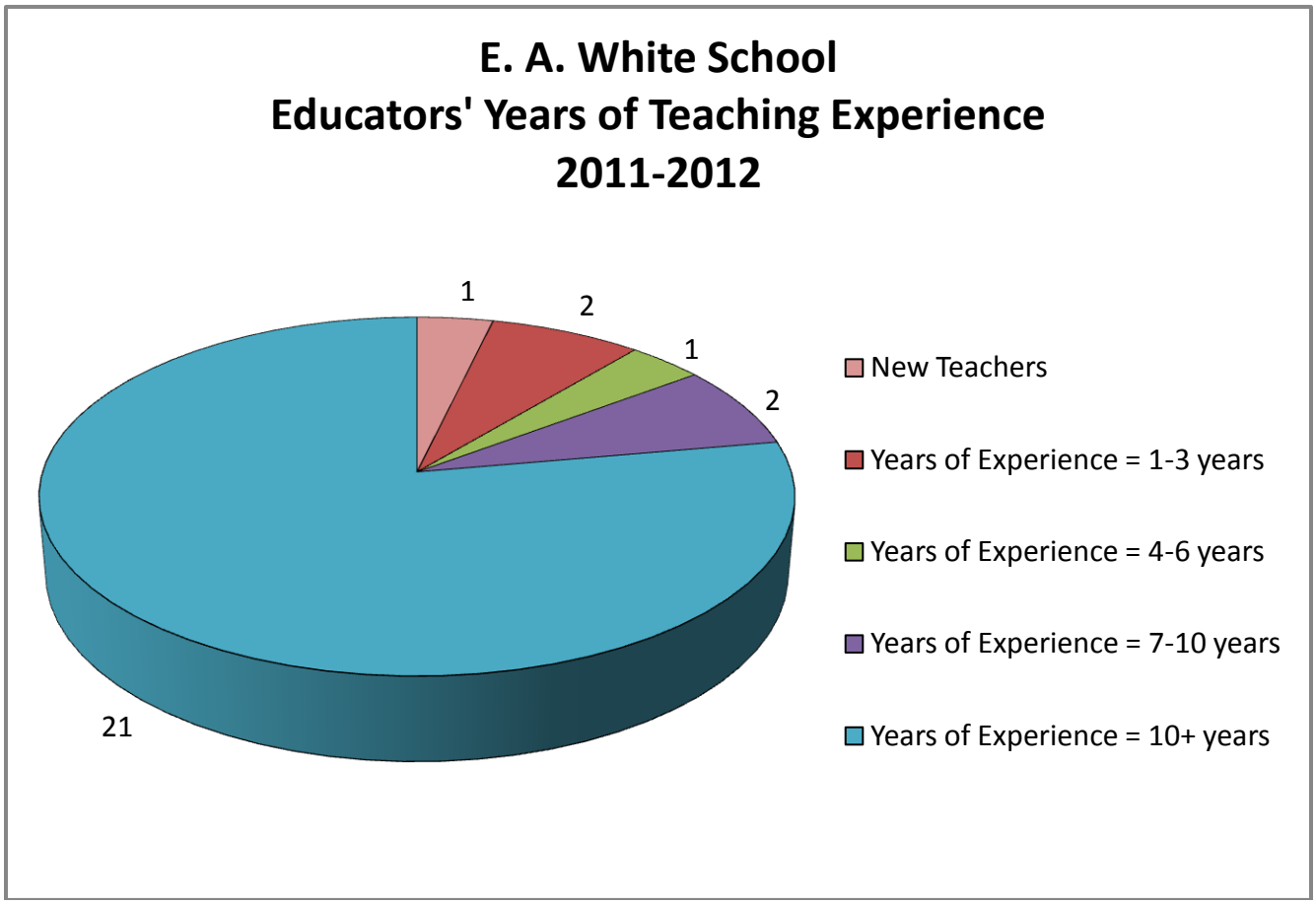
The Parent Teacher Organization at Edward A. White Elementary School provides exemplary service to our students. The PTO logged in 69 volunteers with a total of 1225.75 hours for the 2010-2011 school years. The PTO's purpose is to support the school's interventions, instructional program and activities, such as, planning events to foster educational and social opportunities for families and children.

- Student planners
- ESL workbooks
- Attendance to Col's State U program
- Attendance at Springer production
- Science Assembly
- Teacher/classroom supplies
- Science Fair Ribbons/Trophies
- Teacher appreciation gifts & meals
- Volunteer appreciation gifts
- Play productions (2)

Edward A. White School
Faculty and Staff
2010 – 2011

POSITION	NAME
Principal	Glenn Hughes
Secretary	Nancy Jordan
Nurse	Rebecca Hodne
Supply Technician	Al Morris
Custodian	Betty Johnson
Custodian	Kelvin Thomas
Custodian	TBA
Pre-Kindergarten Pre- Kindergarten Aid	Nichole Innocenti Sharon Vickers
Kindergarten Kindergarten Aide	Beverly Corcoran Janet Snow
Kindergarten Kindergarten Aide	Barbara Proctor Mary McAnulty
Kindergarten-1st Grade Multi-Age Kindergarten Aide	Melanie Swoboda Kim Fields
First Grade	Tammy Ashley Angel Nelson
Second Grade	Tammy Kleiber Kathy Porter
Third Grade	Tammy Logan Nan Boyett
Fourth Grade	Joyce King
Fourth-Fifth Grade Multi-age	Penny Wilson
Fifth Grade	Shelia Brown
Guidance Counselor	Debbie Morgan
Educational Technologist	Krys Tuten
Speech Pathologist	Debbie Andrews
Special Education Teacher	Carmen Middleton
ESL Teacher	Zoraida Andrade
Gifted Education Teacher	Marie Hand
Physical Education Teacher	Michael Campos
Music Teacher	Sandra May
Art Teacher	Julie Cattin
Read 180/IS Support	Judy Little
Media Specialist	Janice McIntosh
Media Automation Clerk	Doris Lamb
Special Education Aides	Erica Johnson Kasey Grose Crystal Banks

PROFESSIONAL STAFF TEACHING EXPERIENCE

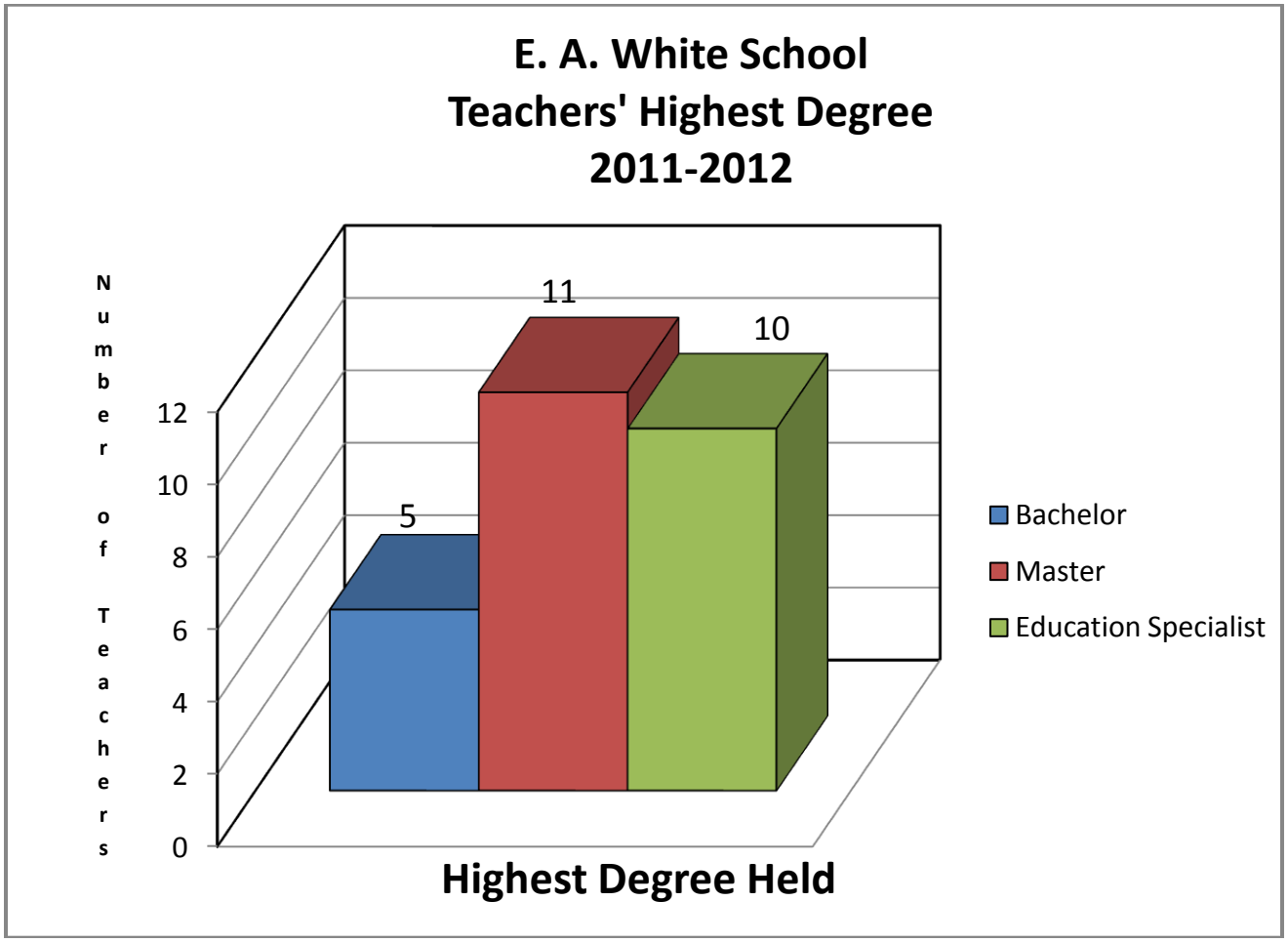


Findings: n=27

Years of Experience = 0-1 years 4%
Years of Experience = 1-3 years 7%
Years of Experience = 4-6 years 4%
Years of Experience = 7-10 years 7%
Years of Experience = 10+ years 78%

Analysis: The findings indicate that all certified personnel have a majority of 10 or more years of teaching experience.

PROFESSIONAL STAFF



Findings: n=27

Teachers having a BA/BS degree = 19%
Teachers having a Masters degree = 41%
Teachers having an Education Specialist = 37%

Analysis: The faculty of Edward A. White is highly qualified with the majority of degrees in the fields of Masters and Education Specialist.

Existing School Data

Student Performance Data and Disaggregation

Terra Nova Multiple Assessment
Assessment Summary Part 1
2007-2012
Grades 3-5

3rd Grade-Median National Percentages

Year	Reading	Math
2007-2008, 2nd Edition	58	61
2008-2009, 3rd Edition	75	66
2009-2010, 3rd Edition	66	74
2010-2011, 3rd Edition	66	68
2011-2012, 3rd Edition	71	82

4th Grade- Median National Percentages

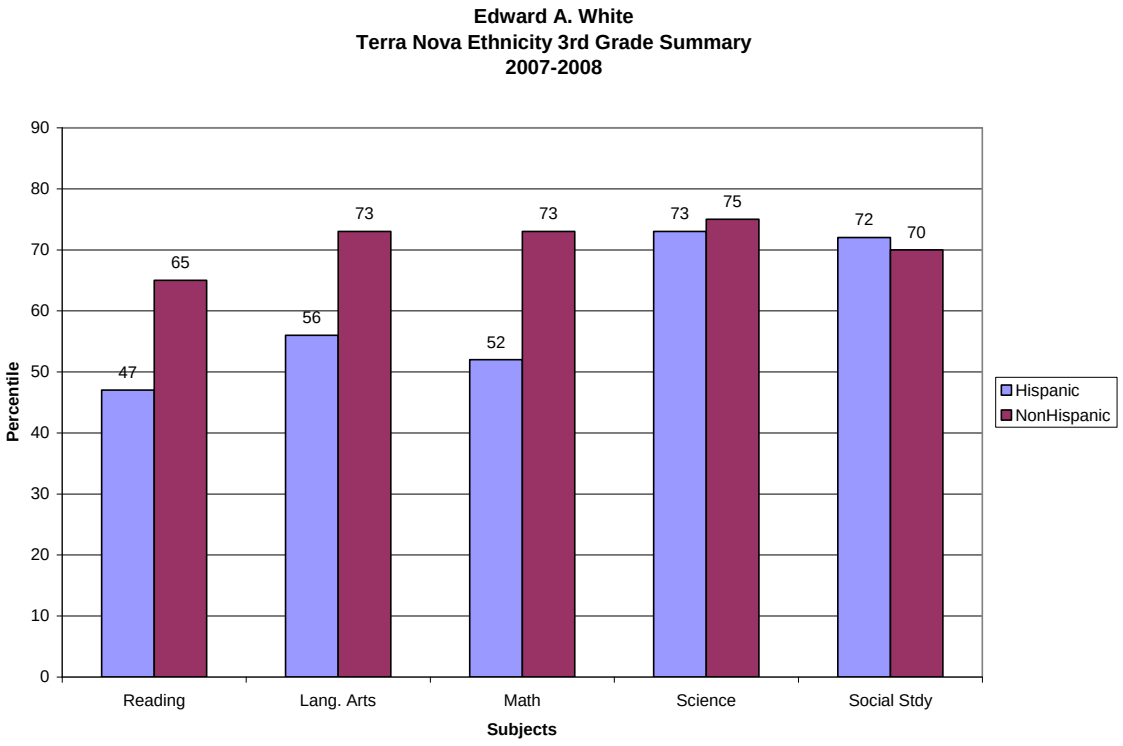
2007-2008, 2nd Edition	70	68
2008-2009, 3rd Edition	74	64
2009-2010, 3rd Edition	73	72
2010-2011, 3rd Edition	69	63
2011-2012, 3rd Edition	73	81

5TH Grade- Median National Percentages

2007-2008, 2nd Edition	80	71
2008-2009, 3rd Edition	81	71
2009-2010, 3rd Edition	78	78
2010-2011, 3rd, Edition	83	81
2011-2012, 3rd Edition	67	72

Findings: Terra Assessment Summary Part 1 by grade level indicates overall reading achievement and scores are consistently above the National Percentile.

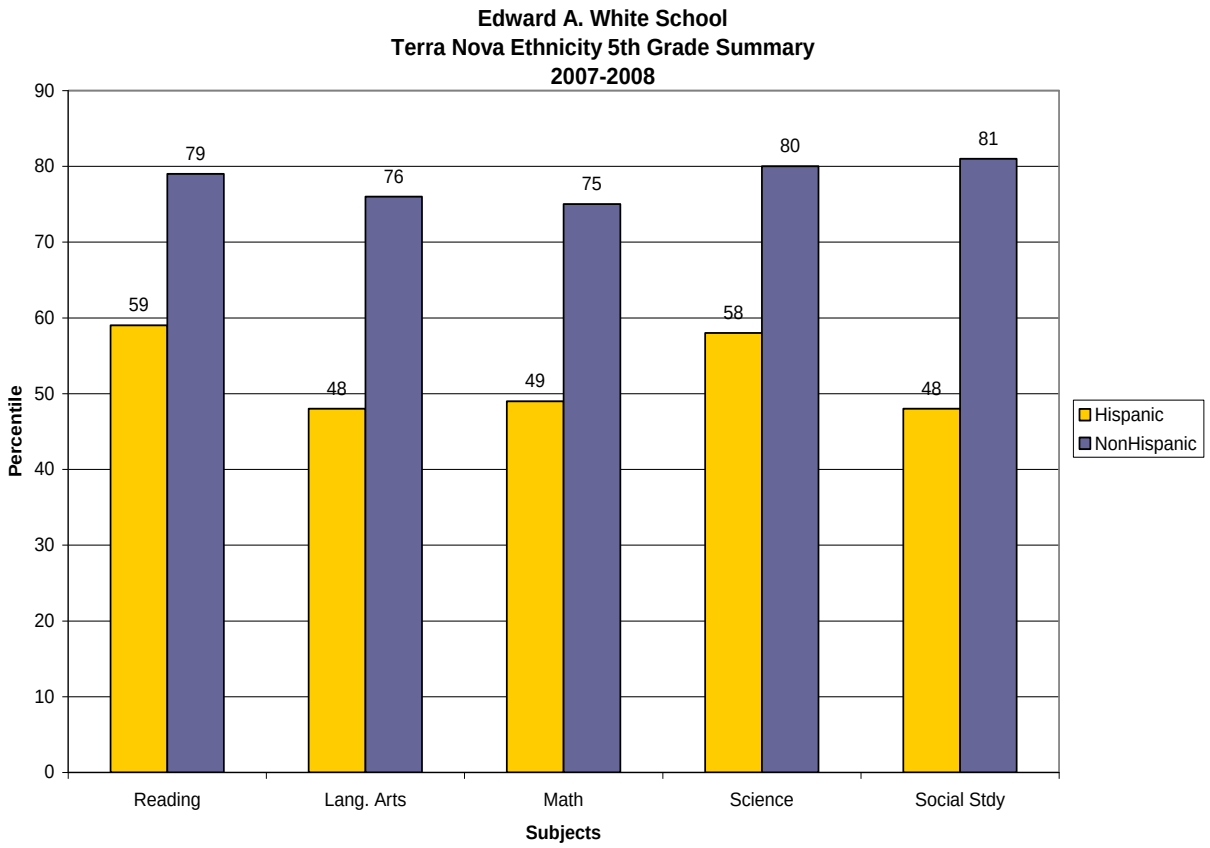
Analysis: The analysis of Terra Nova data over time indicates the need to address specific reading and math content standards in daily classroom instruction to raise overall student achievement.



N= 9 Hispanic N=21 Non-Hispanic
Median National Percentages

Findings: Many of the students represented in the Hispanic data above are ELL students at DODEA levels 3 and 4. The Terra Nova Assessment Summary by Ethnicity in grades 3 and 5 (grade 4 had no students in this ethnicity) shows the largest disparity between the ELL students proficient in levels 3 and 4 in language arts and reading. The Hispanic students scored 56% NPR and the Non-Hispanic students scored 73% NPR in language arts. In reading, the Hispanic students scored 47% NPR and the Non-Hispanic students scored 65% NPR. In math, the Hispanic students scored 52% NPR and the Non-Hispanic students scored 73% NPR.

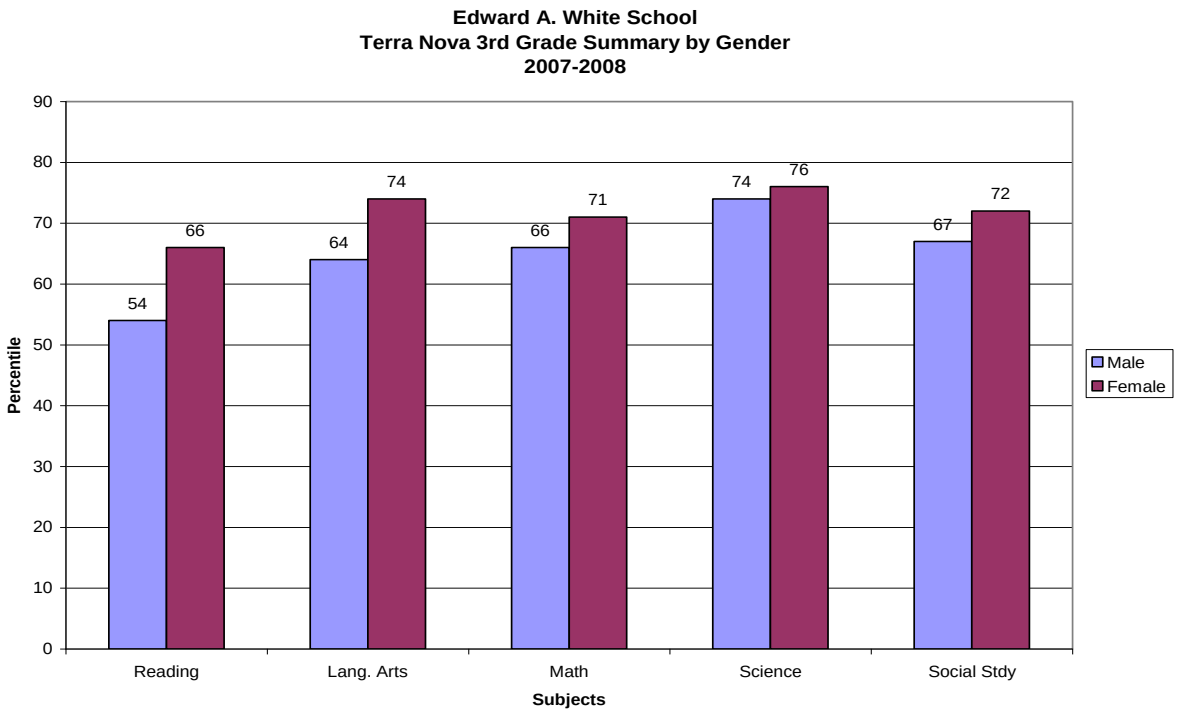
Analysis: The Terra Nova Assessment Summary by Ethnicity in grades 3 and 5 indicates that Non-Hispanic students scored higher than Hispanic students in every subject.



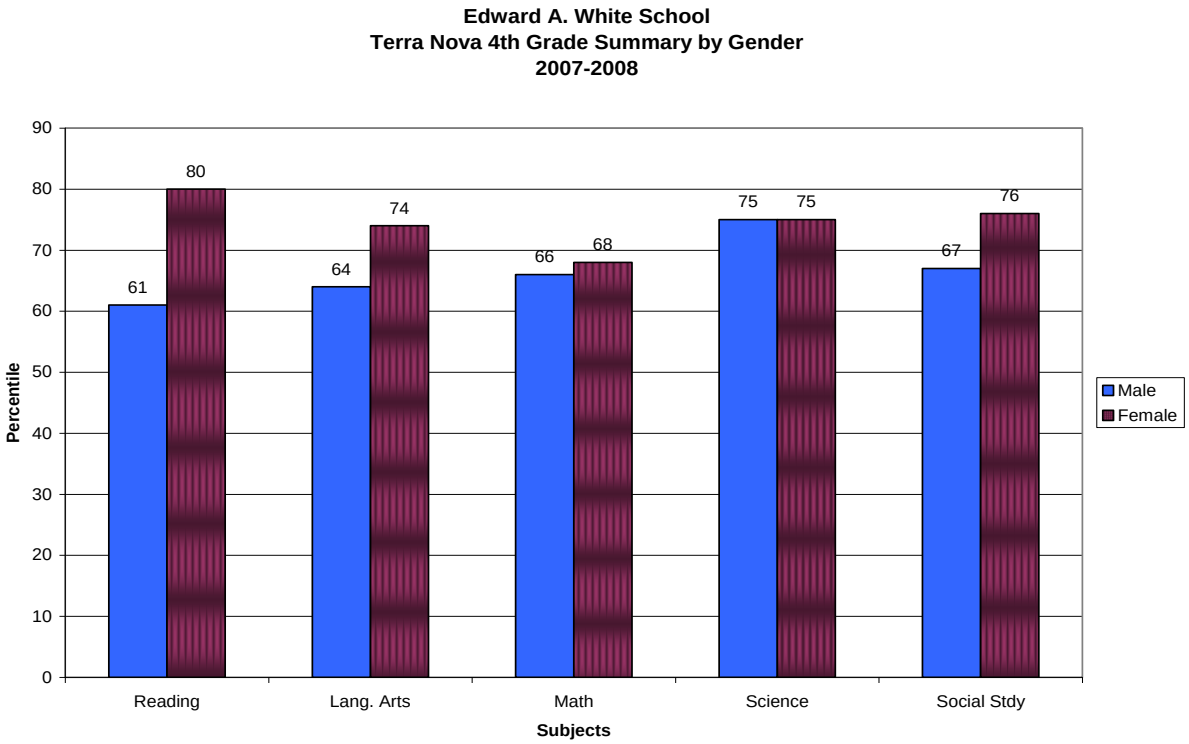
N= 3 Hispanic N=24 Non-Hispanic

Findings: Many of the students represented in the Hispanic data above are ELL students at DODEA levels 3 and 4. The Terra Nova Assessment Summary by Ethnicity in grades 3 and 5 (grade 4 had no students in this ethnicity) shows the largest disparity between the ELL students proficient in levels 3 and 4 in language arts and reading. The Hispanic students scored 52% NPR and the Non-Hispanic students scored 75% NPR in language arts. In reading, the Hispanic students scored 53% NPR and the Non-Hispanic students scored 72% NPR. In math, the Hispanic students scored 51% NPR and the Non-Hispanic students scored 74% NPR.

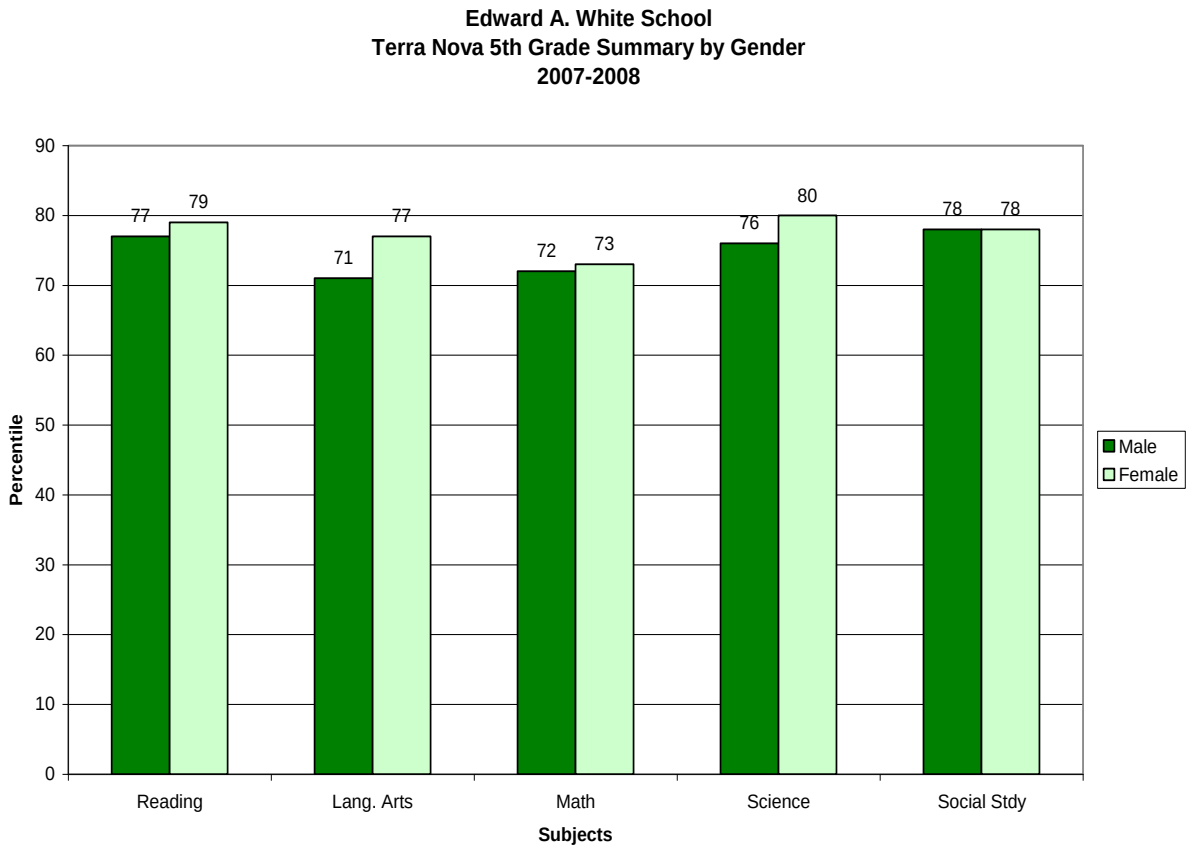
Analysis: The Terra Nova Assessment Summary by Ethnicity in grades 3 and 5 indicates that Non-Hispanic students scored higher than Hispanic students in every subject.



N= 11 Male N= 19 Female



N= 11 Male N= 9 Female

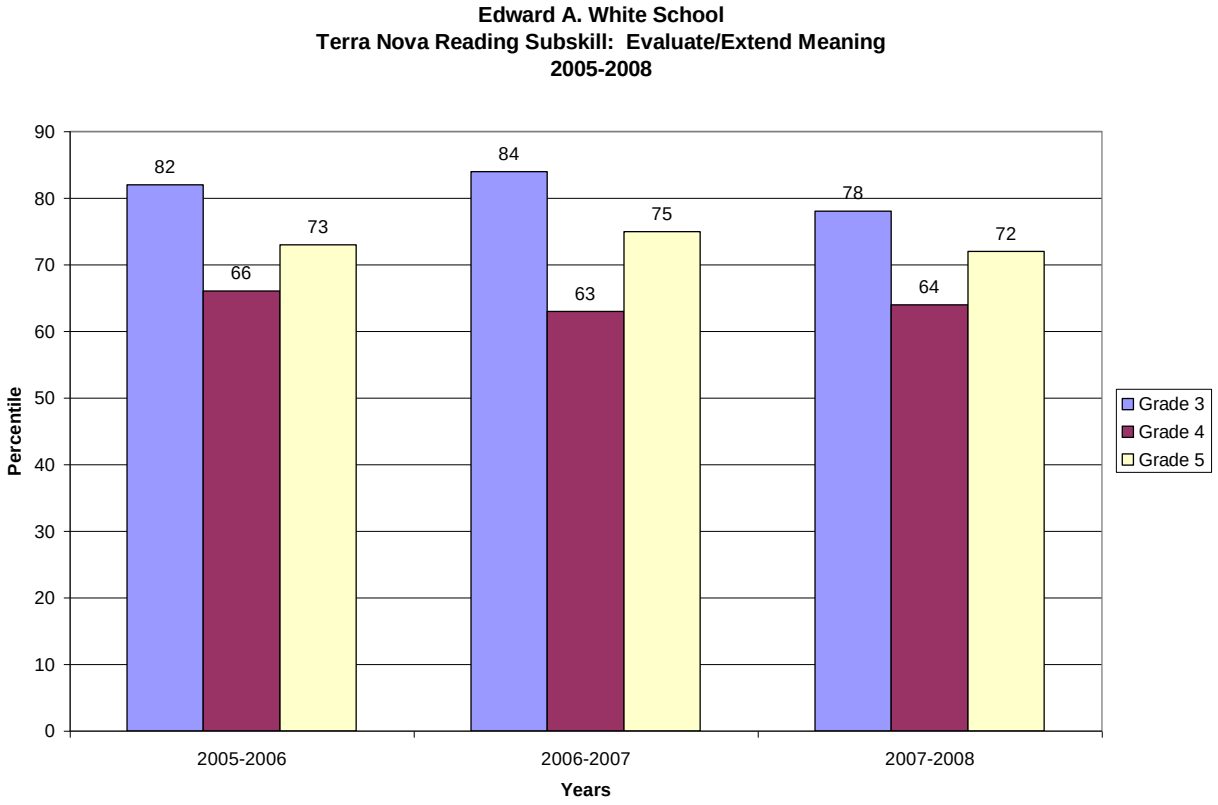


N= 17 Male N=10 Female

Findings: The Terra Nova Assessment Summary by Gender for fifth grade shows that females scored 79% NPR in reading and males scored 77% NPR. In math, the females scored 73% NPR and males scored 72% NPR.

Analysis: The Terra Nova Assessment Summary by Gender in fifth grade reveals that females scored higher in reading and math than did the males.

Evaluate/Extend Meaning

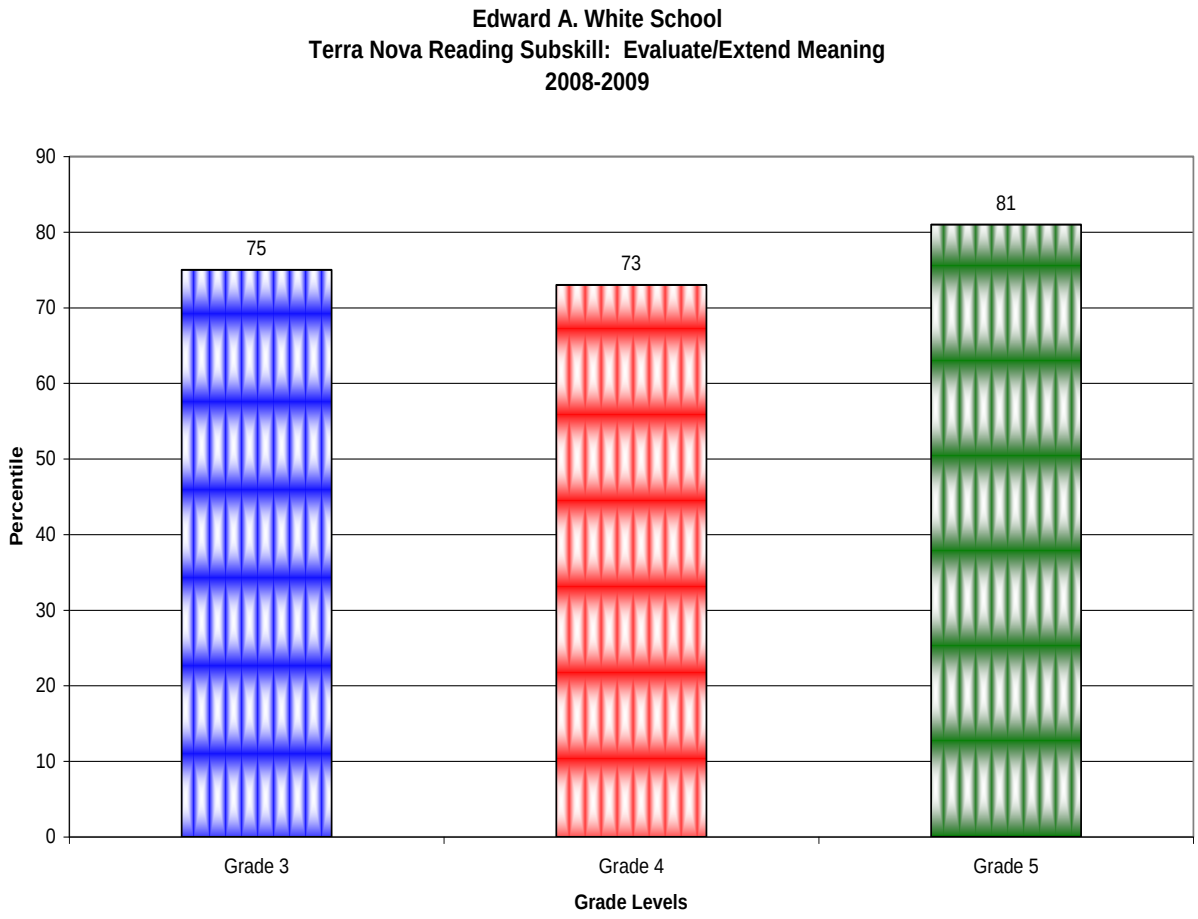


Reading Objective Performance Indicator

n=30 Grade 3	n=29 Grade 3	n=26 Grade 3
n=19 Grade 4	n=27 Grade 4	n= 20 Grade 4
n=28 Grade 5	n=18 Grade 5	n= 27 Grade 5

Findings: The Terra Nova Reading Sub-Skill: Evaluate and Extend Meaning data shows that third grade students declined in achievement from 82% to 78% within this three year period. Fourth grade students declined from 66% to 64%. Fifth grade declined from 74% to 72%.

Analysis: There has been a decline in reading achievement as measured by the Terra Nova sub-skill assessment: Evaluate and Extend Meaning.

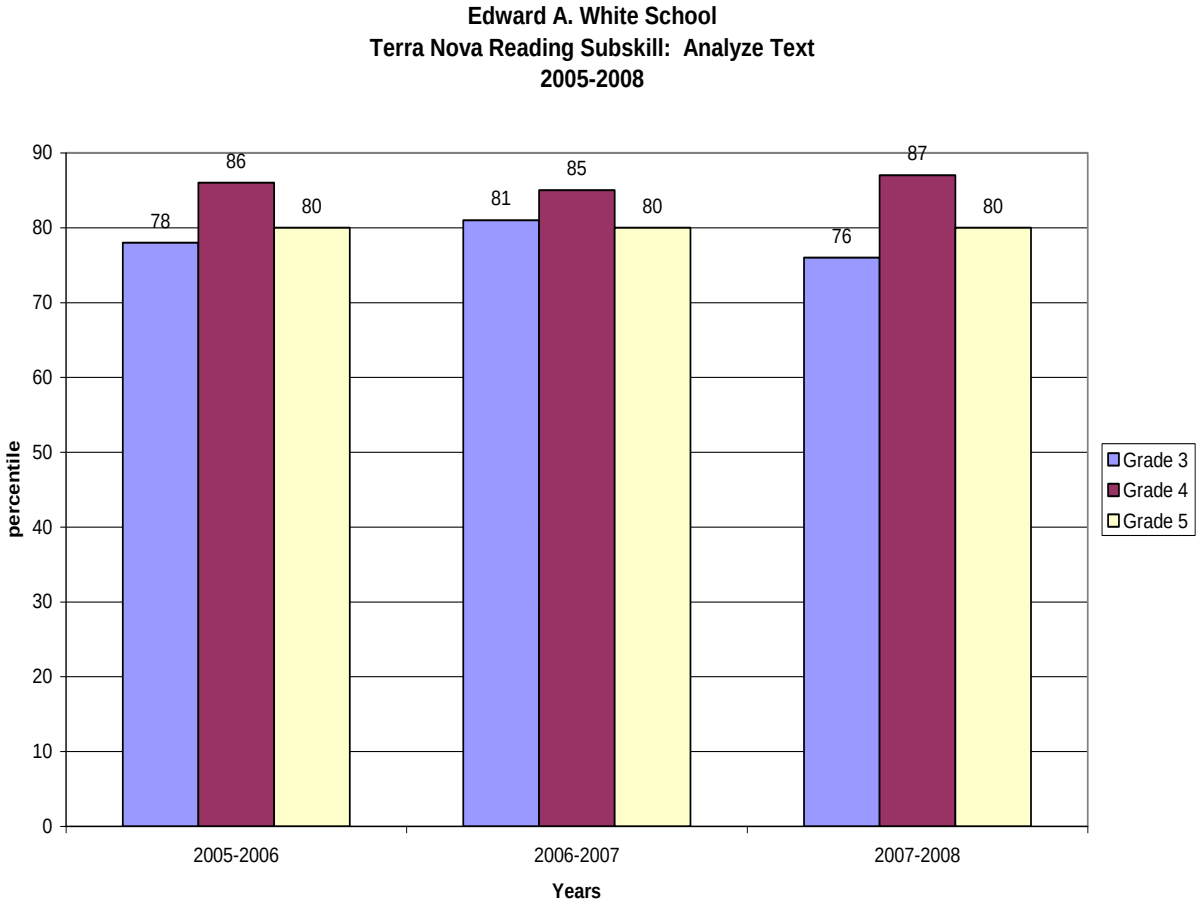


n=34 Grade 3 n=29 Grade 4 n=25 Grade 5

Findings: The Terra Nova Reading Sub-Skill: Evaluate and Extend Meaning data shows that fourth grade scored 8% lower that the fifth grades and 2% lower than the third grade.

Analysis: These scores are from version 3 of the Terra Nova test sub-skill assessment: Evaluate and Extend Meaning. Third grade scored lower than the fourth and fifth grades on this sub-skill of analyze text.

Analyze Text

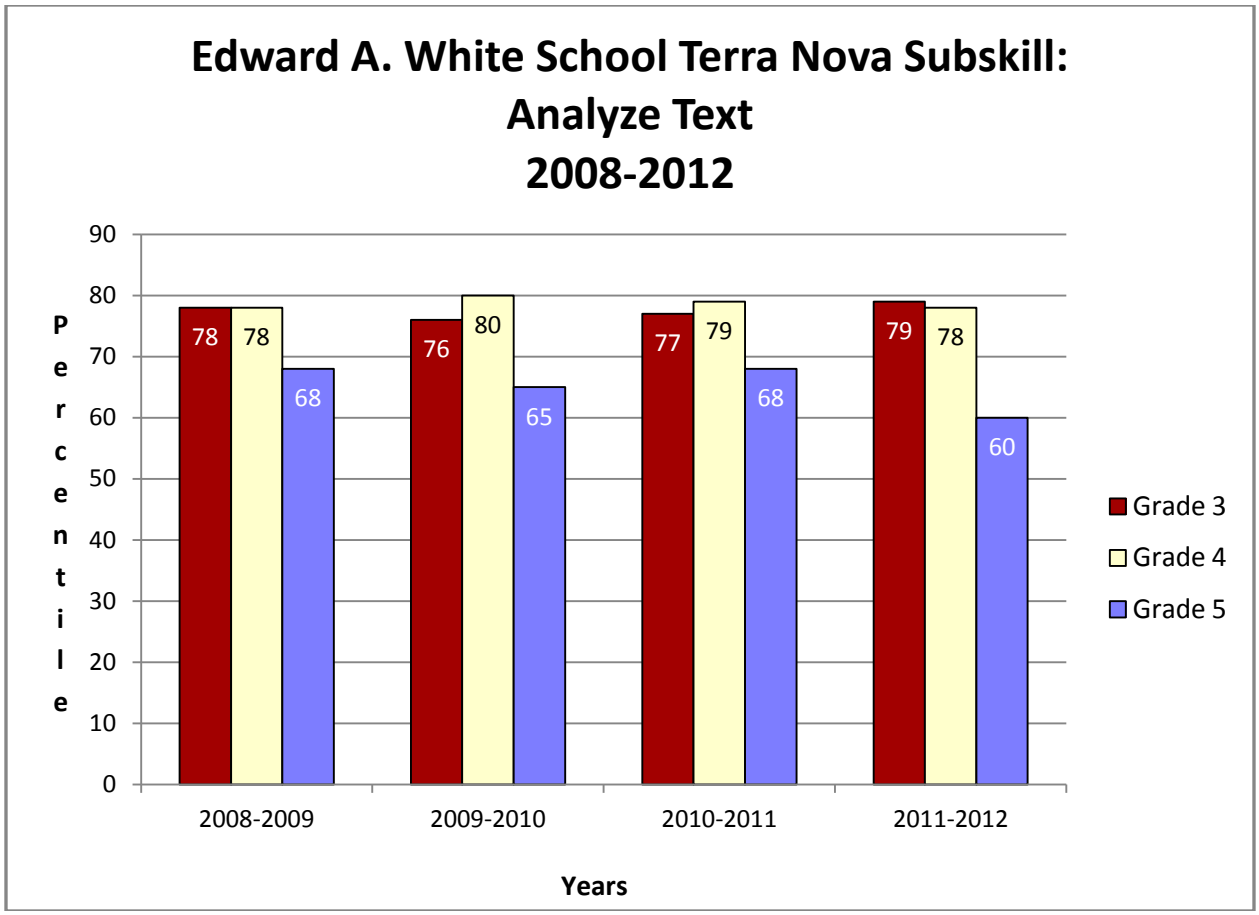


Reading Objective Performance Indicator
Analyze Text

n=30 Grade 3	n=29 Grade 3	n=26 Grade 3
n=19 Grade 4	n=27 Grade 4	n= 20 Grade 4
n=28 Grade 5	n=18 Grade 5	n= 27 Grade 5

Findings: The Terra Nova Reading Sub-Skill: Analyze Text data shows that third grade students declined in achievement from 78% to 76% within this three year period. Fourth grade students maintained an average of 86% over this three year period. Fifth grade maintained a steady score of 80%.

Analysis: There has been no growth in reading achievement as measured by the Terra Nova sub-skill assessment: Analyze Text.

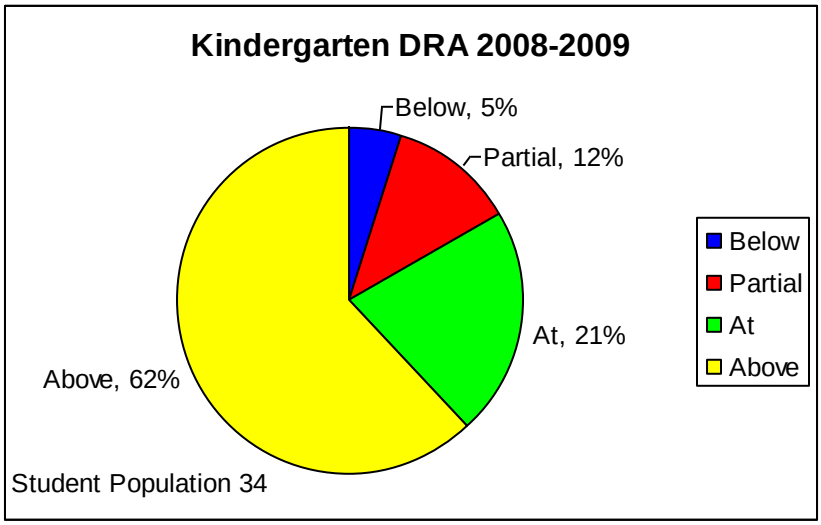


N (2008-2009) =	N (2009-2010) =	N(2010-2011) =	N(2011-2012) =
Grade 3 = 34	Grade 3 = 30	Grade 3 = 32	Grade 3 = 38
Grade 4 = 29	Grade 4 = 36	Grade 4 = 38	Grade 4 = 36
Grade 5 = 25	Grade 5 = 33	Grade 5 = 39	Grade 5 = 29

Findings**:** The Terra Nova Reading Sub-Skill: Analyze Text data shows that grades three and four had no significant change across test years 2008=2012.; while grade five dropped

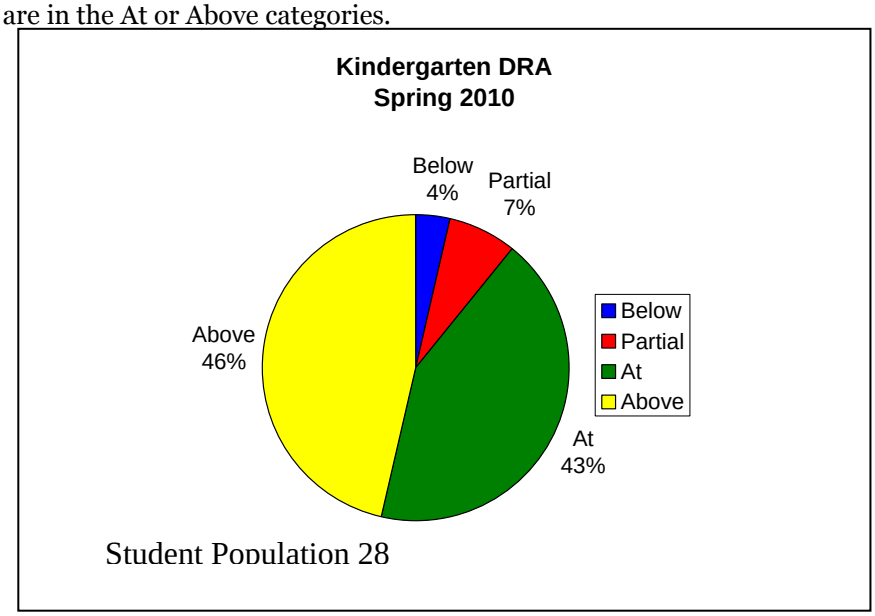
Analysis: These scores are from the Terra Nova Multiple Assessment, Third Edition. Fifth grade scored lower than the third and fourth grades on this sub-skill of analyze text.

Edward A. White Elementary School
Developmental Reading Assessment (DRA)
Grade: Kindergarten Spring 2009



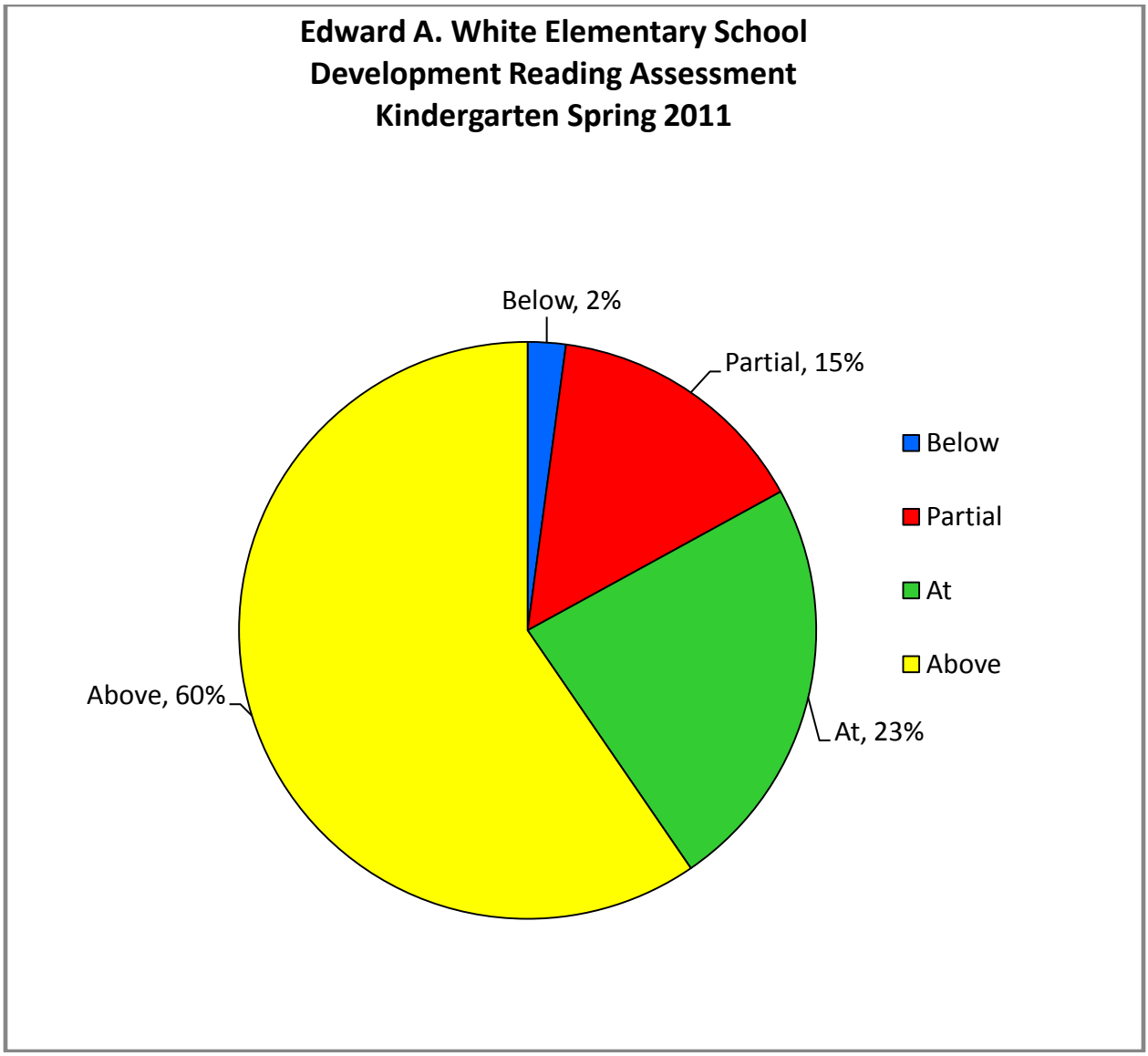
Findings: 2008-2009 Below 5 % Partial 12% At 21% Above 62%

Analysis: Interpretation of the data indicates that reading comprehension as measured by the DRA spring assessment indicates that 17 % of the students are in the Below and Partial categories while 83 % of the students are in the At or Above categories.



Findings: 2009-2010 Below 4% Partial 7% At 43% Above 46%

Analysis: Interpretation of the data indicates that reading comprehension as measured by the DRA spring assessment indicates that 89% of the student population are At or Above the standard with a 6% increase. While 11% of the student population are at the Below and Partial standard, indicating a 6% decrease.

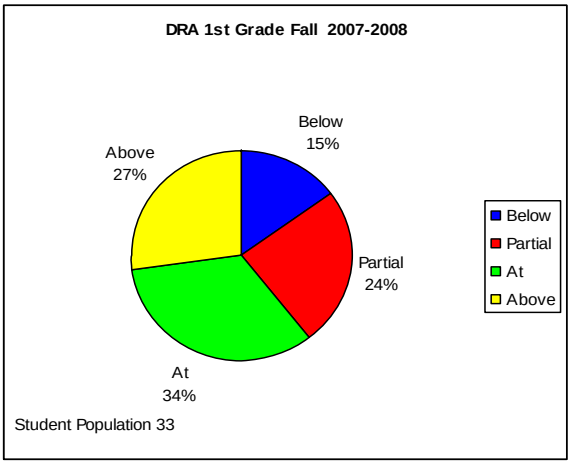


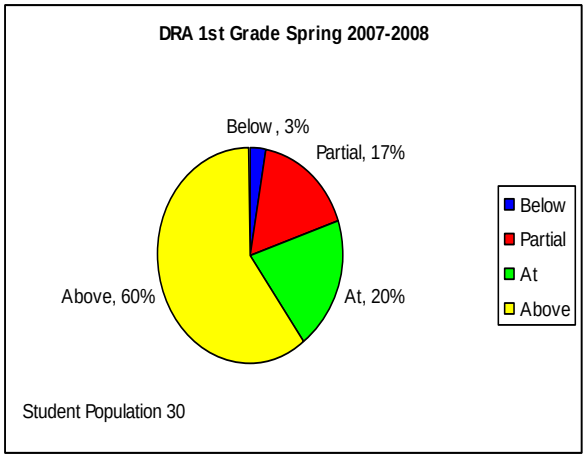
N = **47**

Findings: 2010 -2011 Below 2% Partial 15% At 23% Above 60%

Analysis: Interpretation of the data indicates that reading comprehension as measured by the DRA spring assessment indicates that 83% of the student population is At or Above the standard with a 6% decrease from spring 2010. While 17% of the student population are at the Below and Partial standard with a 6% increase from spring 2010.

Edward A. White Elementary School
Development Reading Assessment
First Grade: 2007-2008



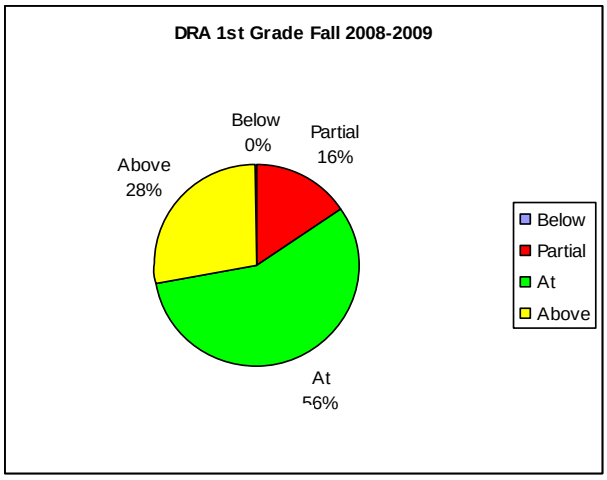


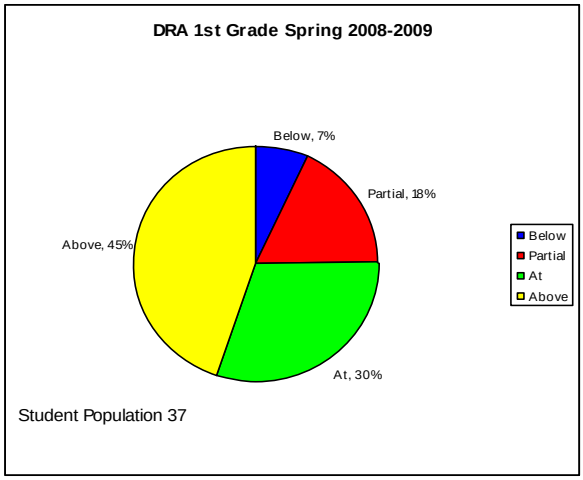
Findings:

Fall 2007:	Below 15%	Partial 24%	At 34%	Above 27%
Spring 2008:	Below 3%	Partial 17%	At 20%	Above 60%

Analysis:
Interpretation of the data indicates that reading comprehension as measured by the DRA increased by 19% in the At and Above proficiency levels. The Below and Partial proficiency levels decreased by 19%.

Edward A. White Elementary School
Development Reading Assessment
First Grade: 2008-2009





Findings:

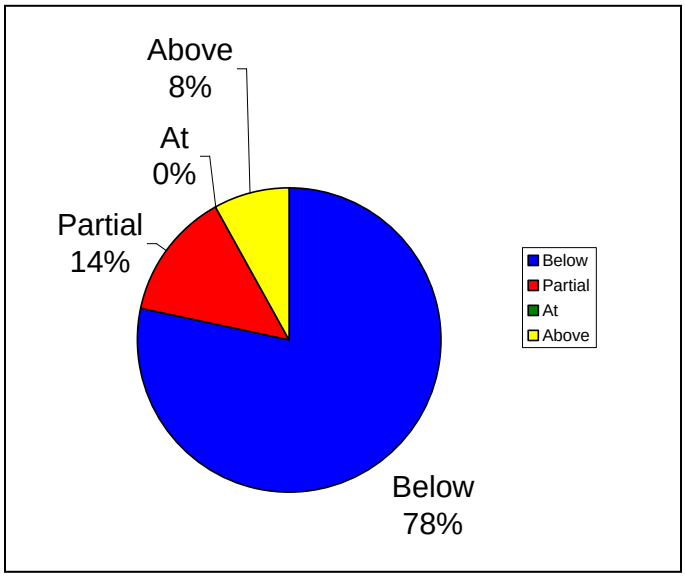
Fall 2008: Below 0% Partial 16% At 56% Above 28%
Spring 2009: Below 7% Partial 18% At 30% Above 45%

Analysis:

The DRA data indicates that reading comprehension decreased by 3% in the At and Above proficiency levels and the Below and Partial proficiency levels increased by 9%.

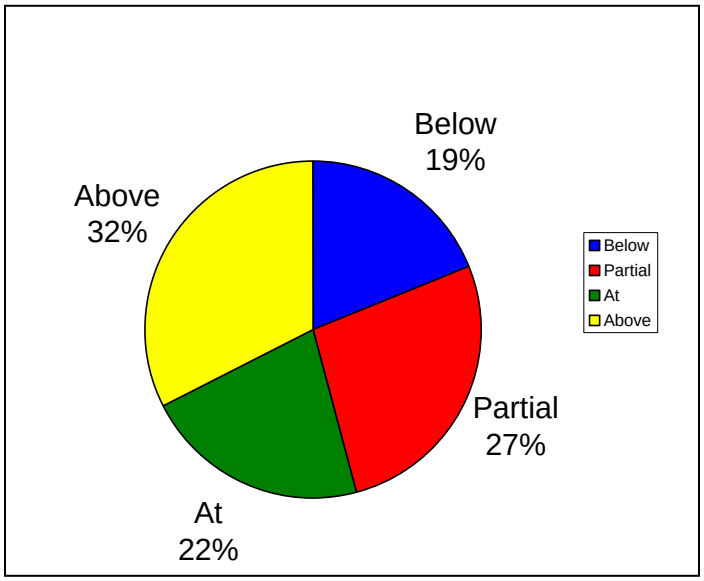
Edward A. White Elementary School
Development Reading Assessment
First Grade: 2009-2010

First Grade DRA
Fall 2009-2010



N = 37

First Grade DRA
Mid-Year 2009-2010



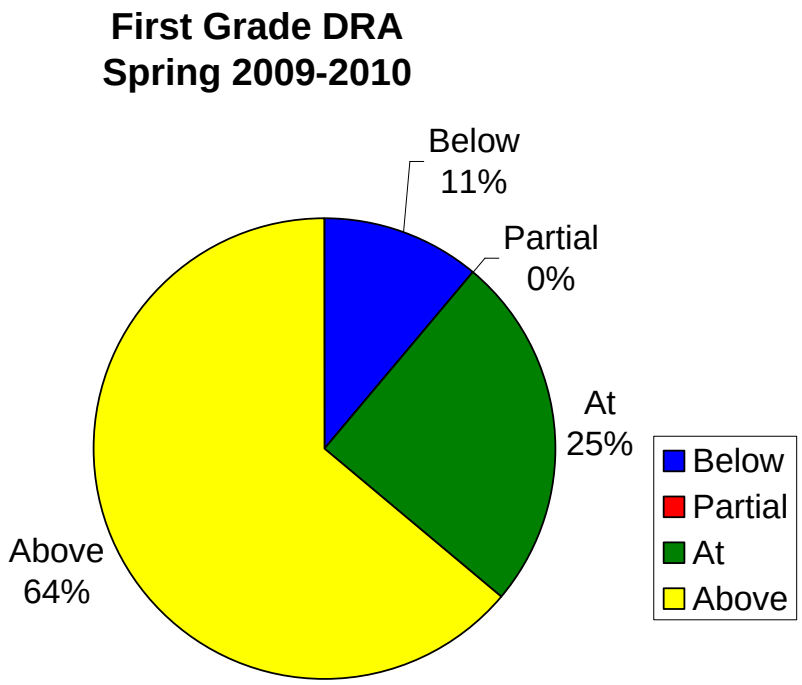
N = 39

Findings:

Fall 2009:	Below 78%	Partial 14%	At 0%	Above 8%
Mid Year 2009:	Below 19%	Partial 27%	At 22%	Above 32%

Analysis:
Interpretation of the data indicates that reading comprehension as measured by the DRA increased by 46% in the At and Above proficiency levels. The Below and Partial proficiency levels decreased by 46%.

Edward A. White Elementary School
Development Reading Assessment
First Grade: 2009-2010



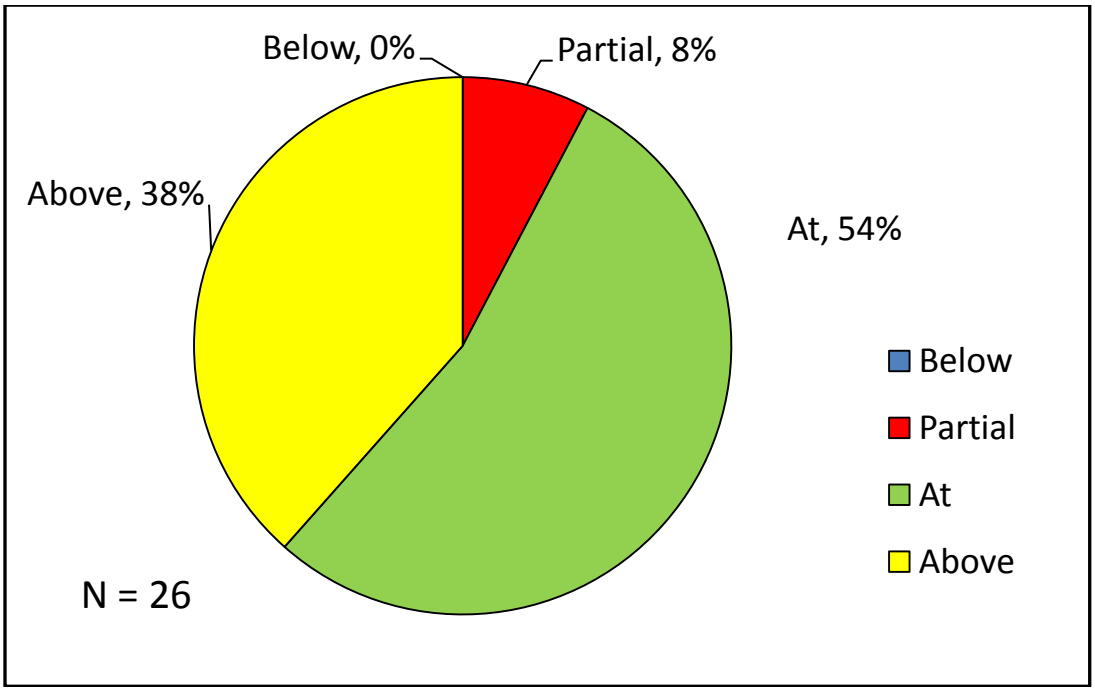
N = 36

Findings:

Fall 2009:	Below 78%	Partial 14%	At 0%	Above 8%
Mid Year 2009:	Below 19%	Partial 27%	At 22%	Above 32%
Spring 2010:	Below 11%	Partial 0%	AT 25%	Above 64%

Analysis: Interpretation of the data indicates that reading comprehension as measured by the DRA increased by 81% for the At and Above levels and decreased 81% for the Below and Partial levels.

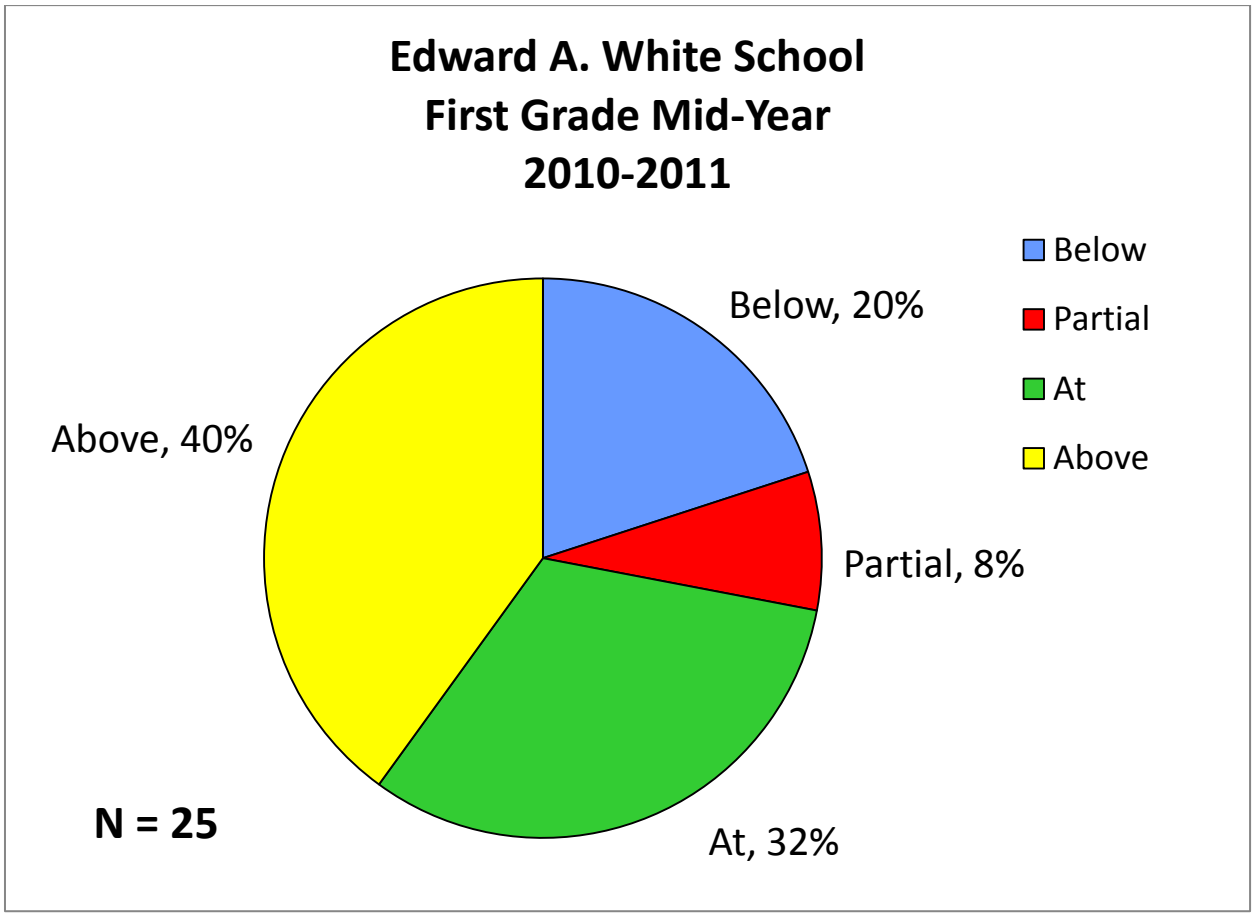
Edward A. White Elementary School
Development Reading Assessment
First Grade: 2010-2011



Findings:

Fall Baseline 2010: Below 0% Partial 8% At 54% Above 38%

Analysis: Baseline DRA for 2010 reflects 92% of first grade students measured At or Above the reading comprehension level as measured by DRA.

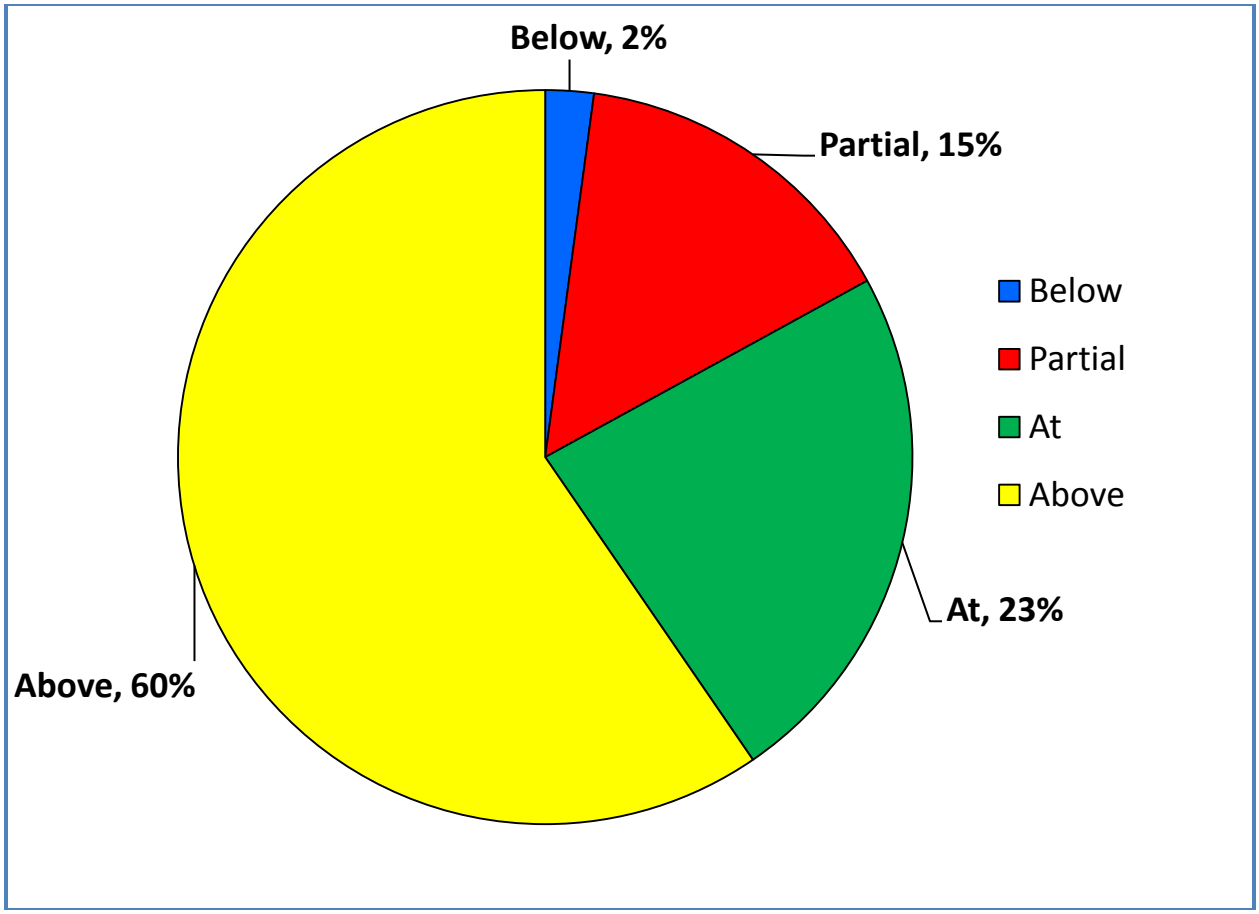


Findings:

Mid-Year: Below: 20% Partial: 8% At: 32% Above: 40%

Analysis: Mid-Year DRA for 2011 reflects 72% of first grade students measured AT or ABOVE the reading comprehension level as measured by DRA.

Edward A. White Elementary School
Development Reading Assessment
First Grade Spring 2011



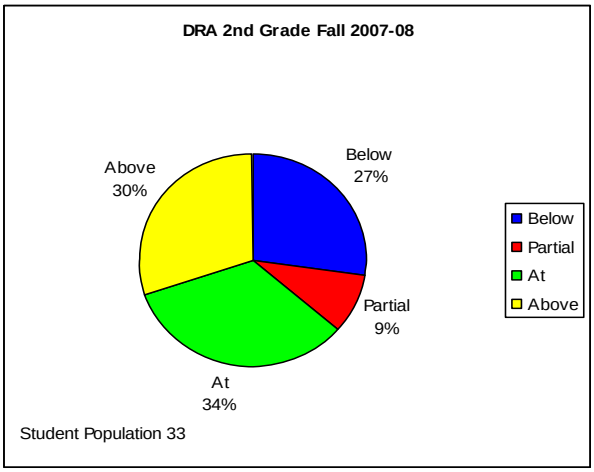
K = 28

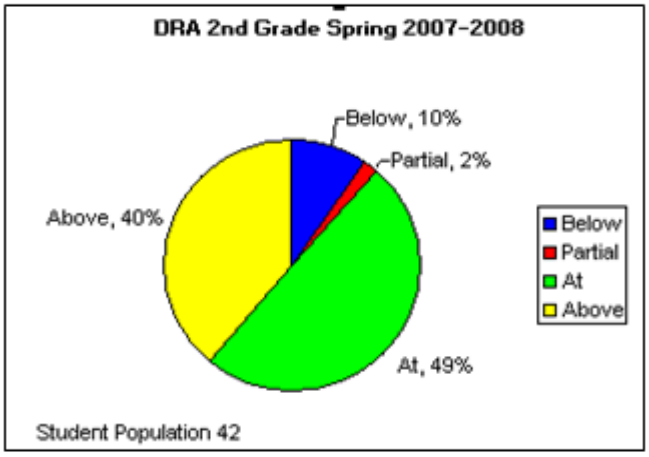
Findings:

Fall:	Below:	0%	Partial:	8%	At:	54%	Above	38%
Mid-Year:	Below:	20%	Partial:	8%	At:	32%	Above	40%
End of Year:	Below:	2%	Partial:	15%	At:	23%	Above	60%

Analysis: Interpretation of the data indicates that reading comprehension as measured by the DRA increased to 83% for the At and Above levels and decreased to 17% for the Below and Partial levels.

Edward A. White Elementary School
Development Reading Assessment
Second Grade: 2007-2008





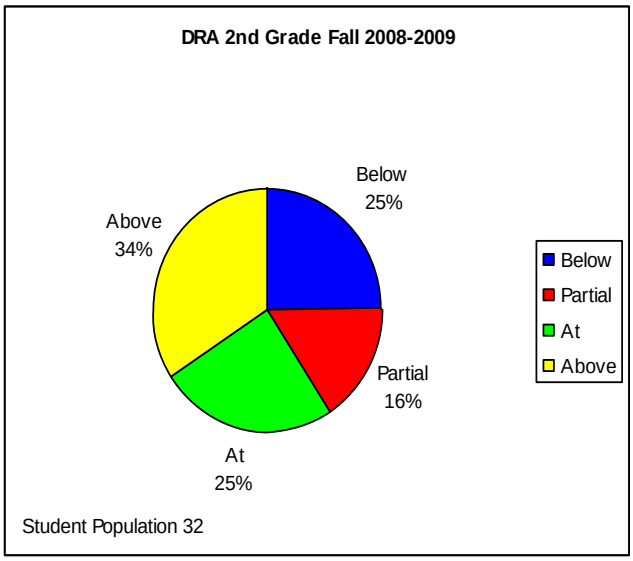
Findings:

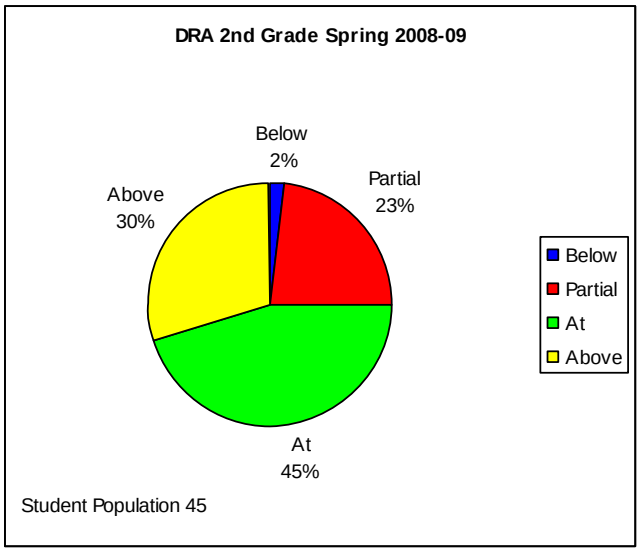
Fall 2007	Below 27%	Partial 9%	At 34%	Above 30%
Spring 2008	Below 20%	Partial 2%	At 40%	Above 48%

Analysis:

The DRA data indicates that reading comprehension increased by 24% in the At and Above proficiency levels and decreased by 24% in the Below and Partial proficiency levels.

Edward A. White Elementary School
Development Reading Assessment
Second Grade: 2008-2009





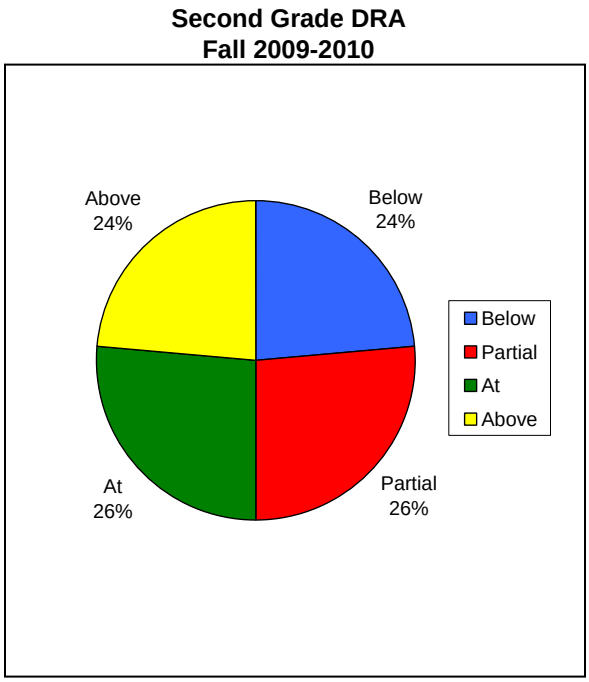
Findings:

Fall 2008	Below 25%	Partial 16%	At 25%	Above 34%
Spring 2009	Below 2%	Partial 23%	At 45%	Above 30%

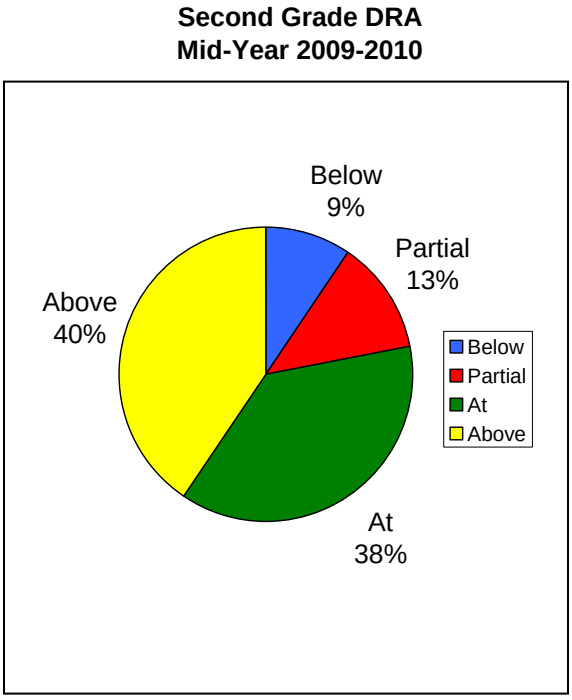
Analysis:

The DRA data indicates that reading comprehension increased by 16% in the At and Above proficiency levels and the Below and Partial proficiency levels decreased by 16%.

Edward A. White Elementary School
Development Reading Assessment
Second Grade: 2009-2010



N = 34



N = 32

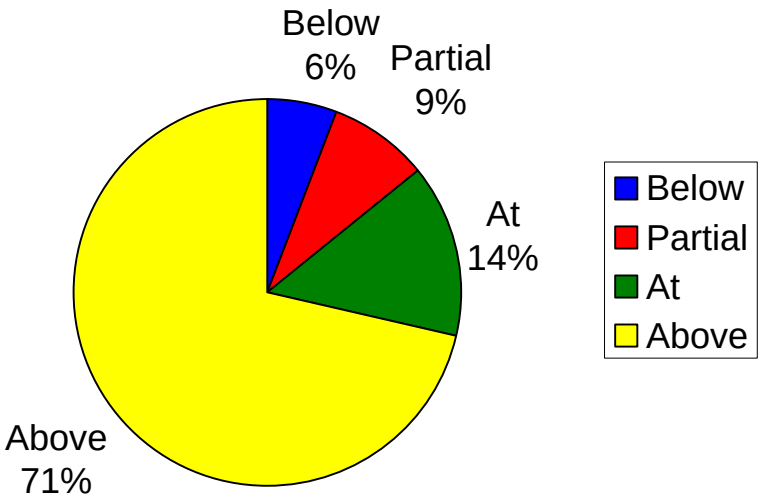
Findings:

Fall 2009	Below 24%	Partial 26%	At 26%	Above 24%
Mid Year 2009	Below 9%	Partial 13%	At 38%	Above 40%

Analysis:

The DRA data indicates that reading comprehension increased by 14% in the At and Above proficiency levels and the Below and Partial proficiency levels decreased by 28%.

Edward A. White Elementary School
Development Reading Assessment
Second Grade: 2009-2010



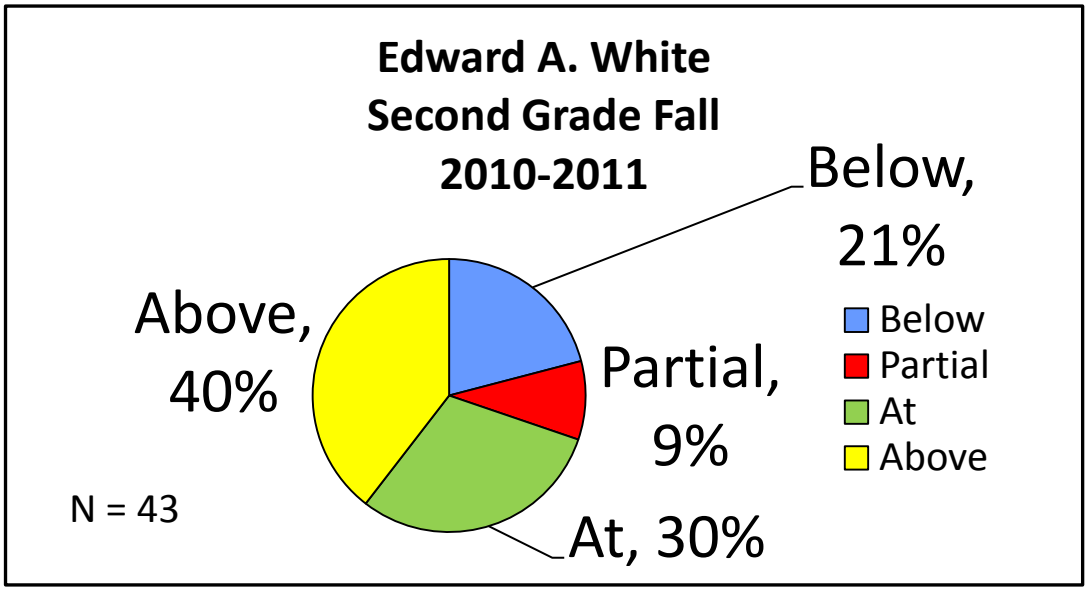
N = 35

Findings:

Fall 2009:	Below 24%	Partial 26%	At 26%	Above 24%
Mid Year 2009:	Below 9%	Partial 13%	At 38%	Above 40%
Spring 2010:	Below 6%	Partial 9%	At 14%	Above 71%

Analysis:
The DRA data indicates that reading comprehension increased by 35% in the At and Above levels and the Below and Partial levels decreased by 35%.

Edward A. White Elementary School
Development Reading Assessment
Second Grade: 2010-2011

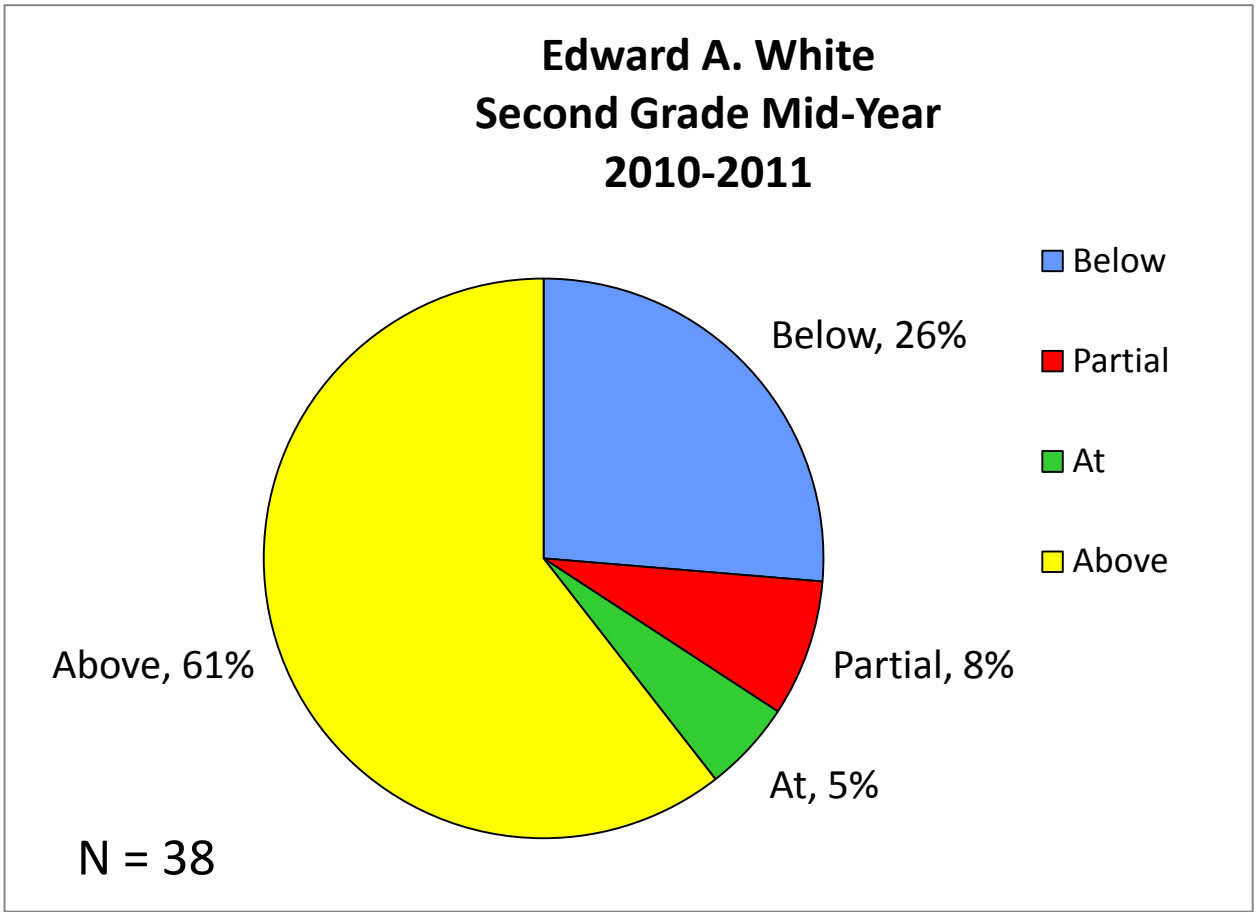


Findings:

Fall Baseline 2010: Below 21% Partial 9% At 30% Above 40%

Analysis: Baseline DRA for 2010 reflects 70% of second grade students measured At or Above the reading comprehension level as measured by DRA.

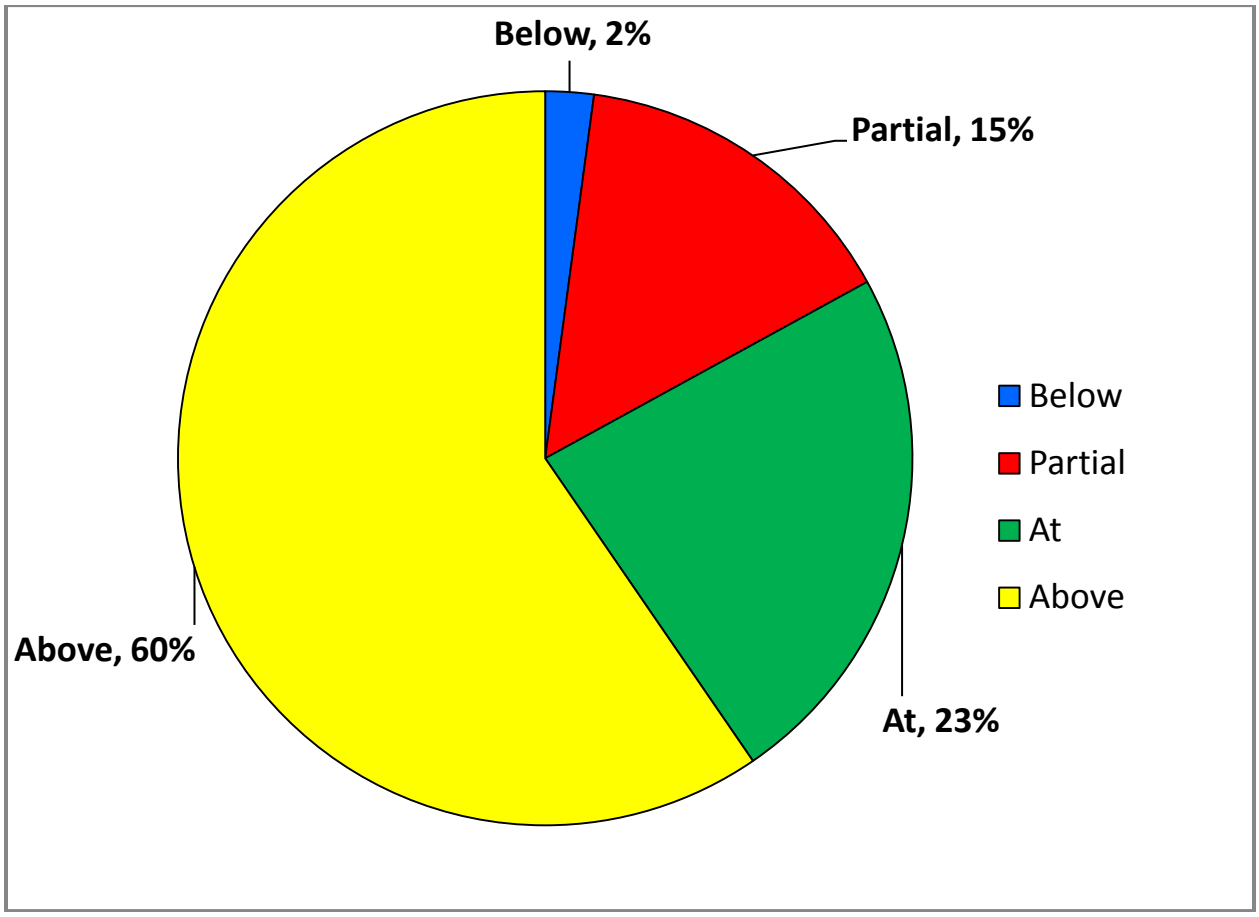
Edward A. White Elementary School
Development Reading Assessment
Second Grade: 2010-2011



Findings:
Mid-Year: Below: 26% Partial: 8% At: 5% Above 61%

Analysis: Mid-Year DRA for 2011 reflects 66% of second grade students measured AT or ABOVE the reading comprehension level as measured by DRA.

Edward A. White Elementary School
Development Reading Assessment
Second Grade Spring 2011



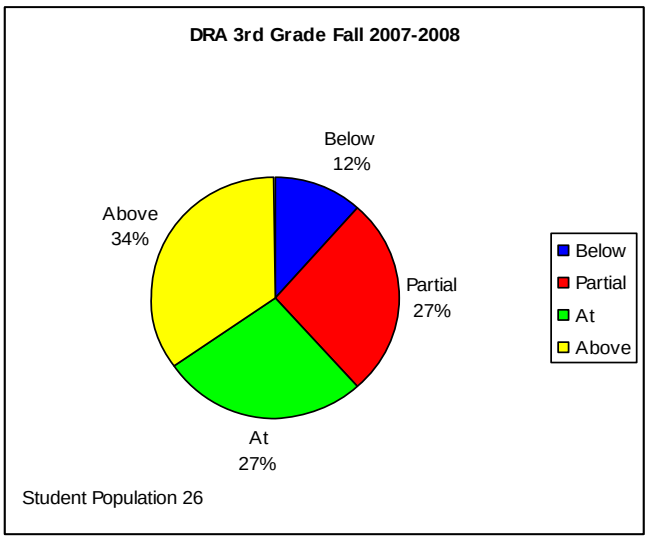
N = 44

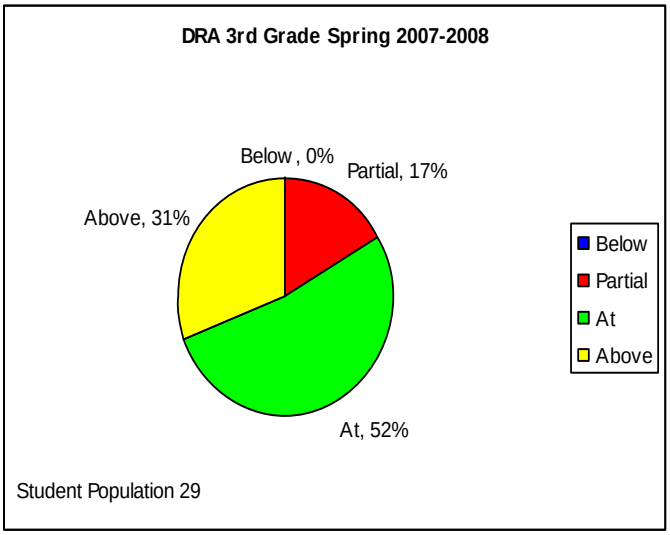
Findings:

Fall	Below 21%	Partial 9%	At 30%	Above 40%
Mid-Year	Below 26%	Partial 8%	At 5%	Above 61%
Spring 2011:	Below 2%	Partial 15%	At 23%	Above 60%

Analysis:
The DRA data indicates that reading comprehension increased by 13% in the At and Above levels and the Below and Partial levels decreased by 13%.

Edward A. White Elementary School
Development Reading Assessment
Third Grade: 2007-2008





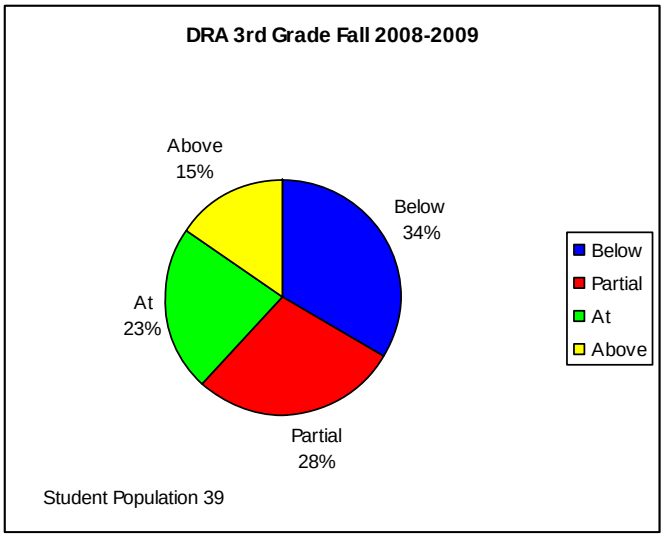
Findings:

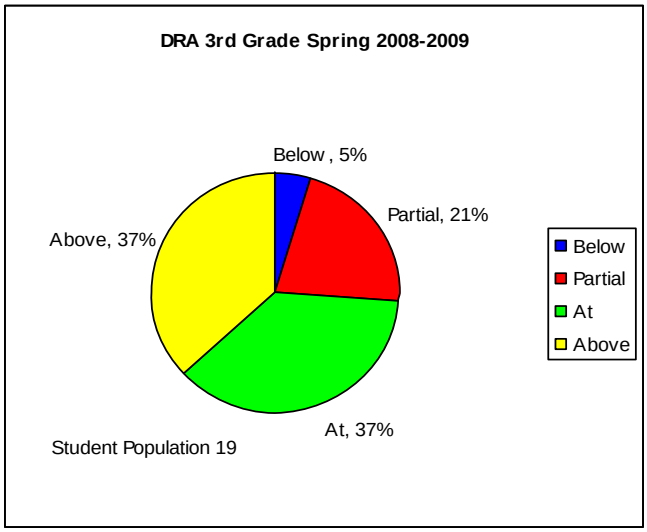
Fall 2007	Below 12%	Partial 7%	At 27%	Above 34%
Spring 2008	Below 0%	Partial 17%	At 52%	Above 31%

Analysis:

The DRA data indicates that reading comprehension increased by 22% in the At and Above proficiency levels and Below and Partial proficiency levels decreased by 22%.

Edward A. White Elementary School
Development Reading Assessment
Third Grade: 2008-2009





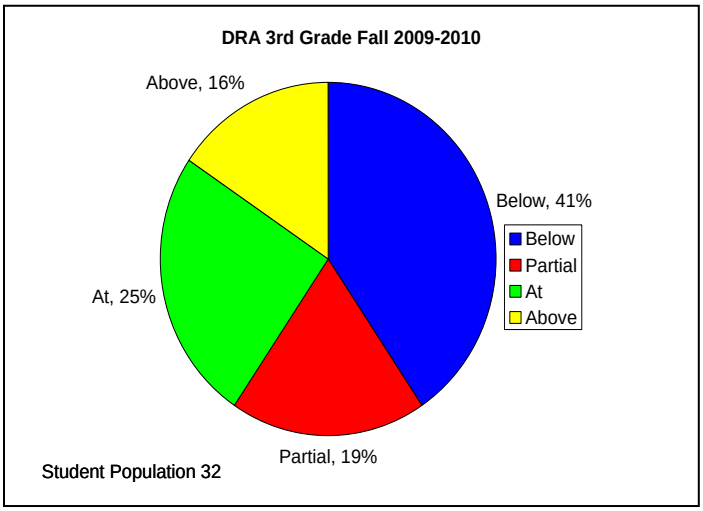
Findings:

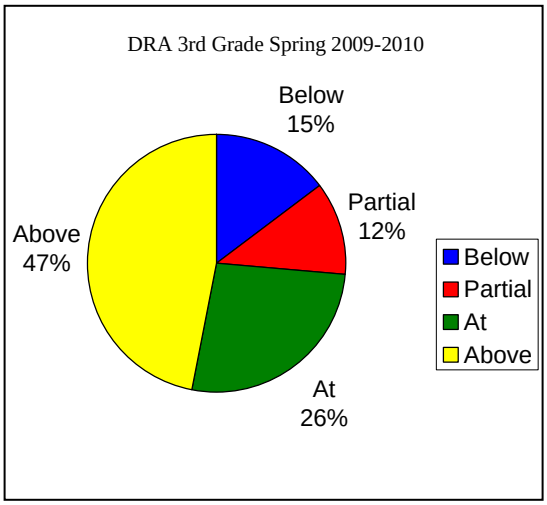
Fall 2008	Below 34%	Partial 28%	At 23%	Above 15%
Spring 2009	Below 5%	Partial 21%	At 37%	Above 37%

Analysis:

The DRA data indicates that reading comprehension increased by 36% in the At and Above proficiency levels and decreased in the Below and Partial proficiency levels by 36%.

Edward A. White Elementary School
Development Reading Assessment
Third Grade: 2009-2010



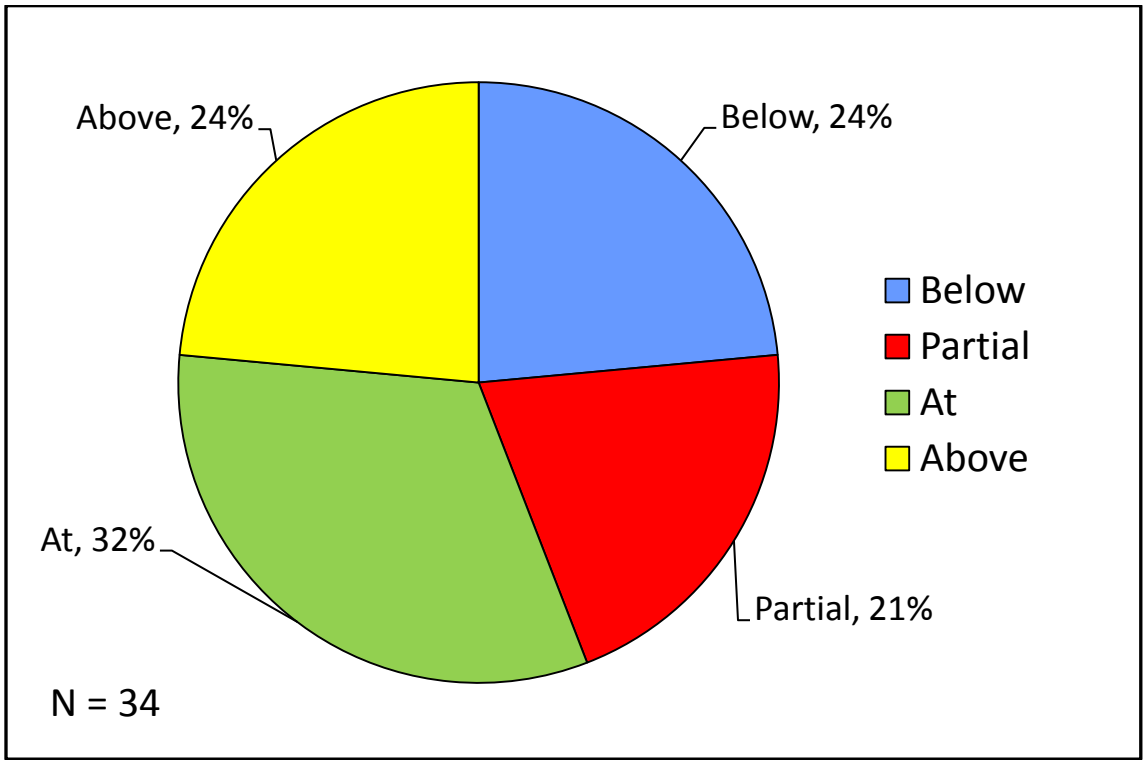


Findings:

Fall: Below 41% Partial 19% At 25% Above 16%
Spring: Below 15% Partial 12% At 26% Above 47%

Analysis: The DRA data indicates that reading comprehension increased by 32% in the At and Above levels and decreased in the Below and Partial levels by 33%.

Edward A. White Elementary School
Development Reading Assessment
Third Grade: Fall 2010



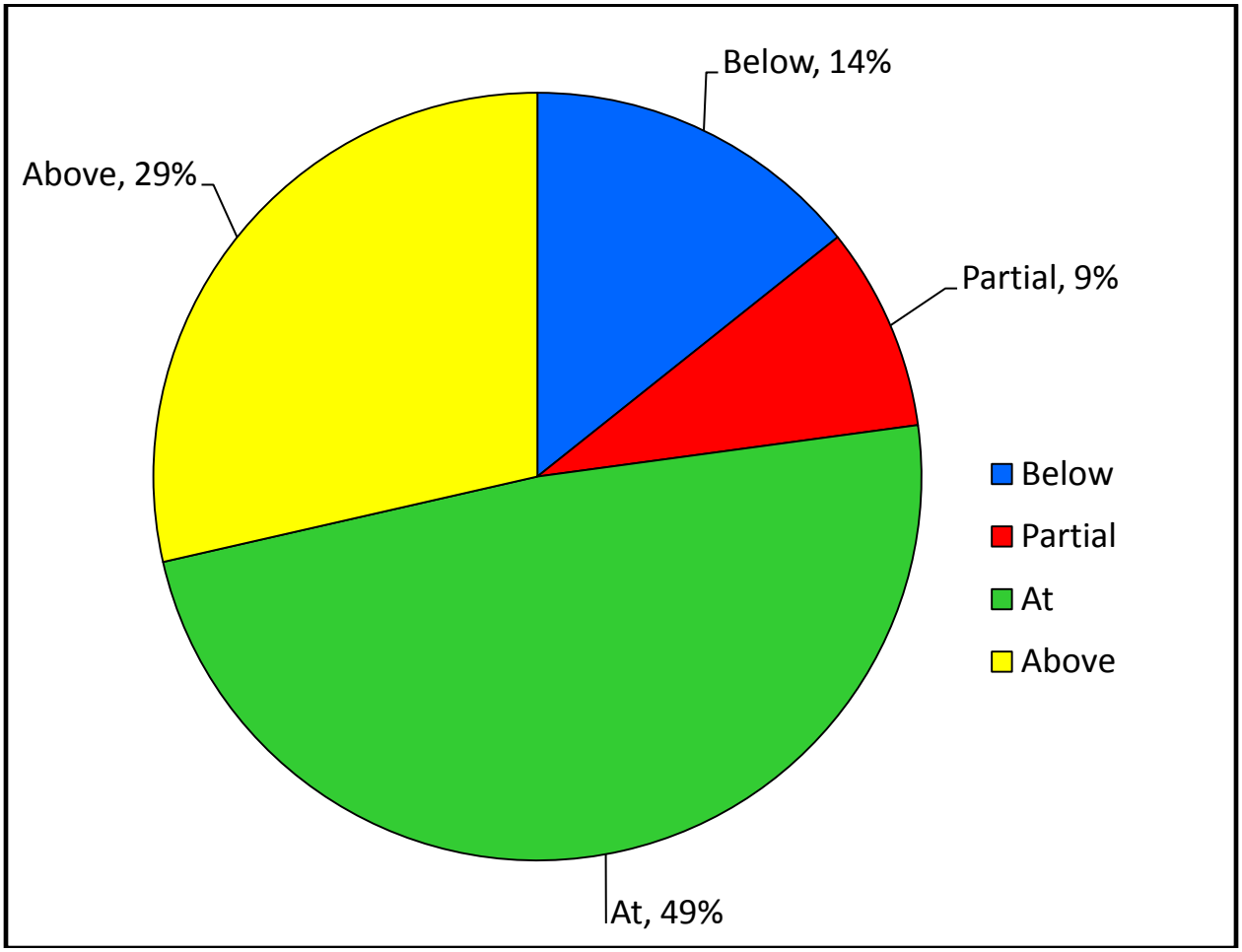
Findings:

Fall Baseline 2010: Below 24% Partial 21% At 32% Above 24%

Analysis: Baseline DRA for 2010 reflects 56% of third grade students measured At or Above on the reading comprehension level as measured by DRA.

Edward A. White Elementary School

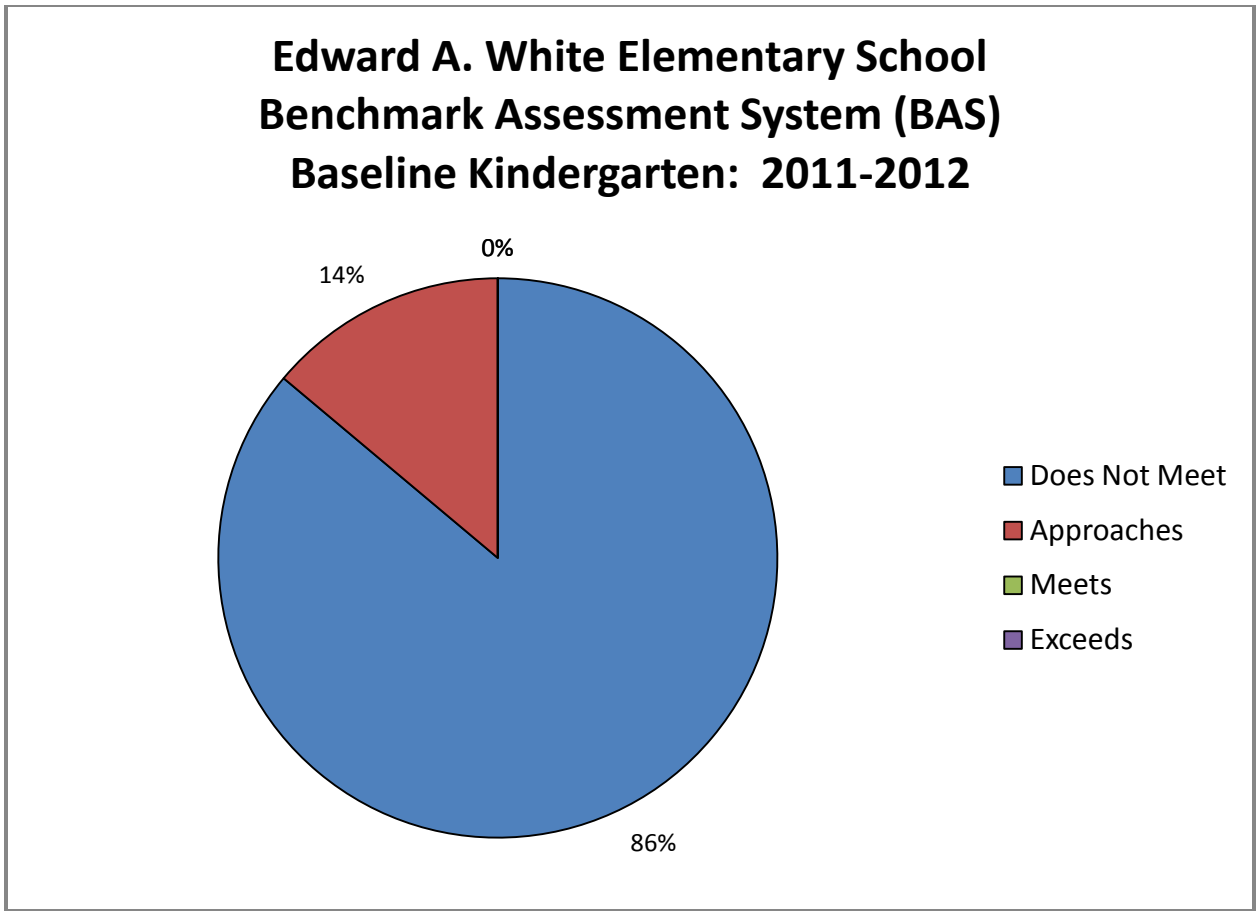
Development Reading Assessment
Third Grade Spring 2011



Findings:

Fall:	Below 24%	Partial 21%	At 32%	Above 24%
Spring:	Below 14%	Partial 9%	At 496%	Above 29%

Analysis: The DRA data indicates that reading comprehension increased by 22% in the At and Above levels and decreased in the Below and Partial levels by 22%.

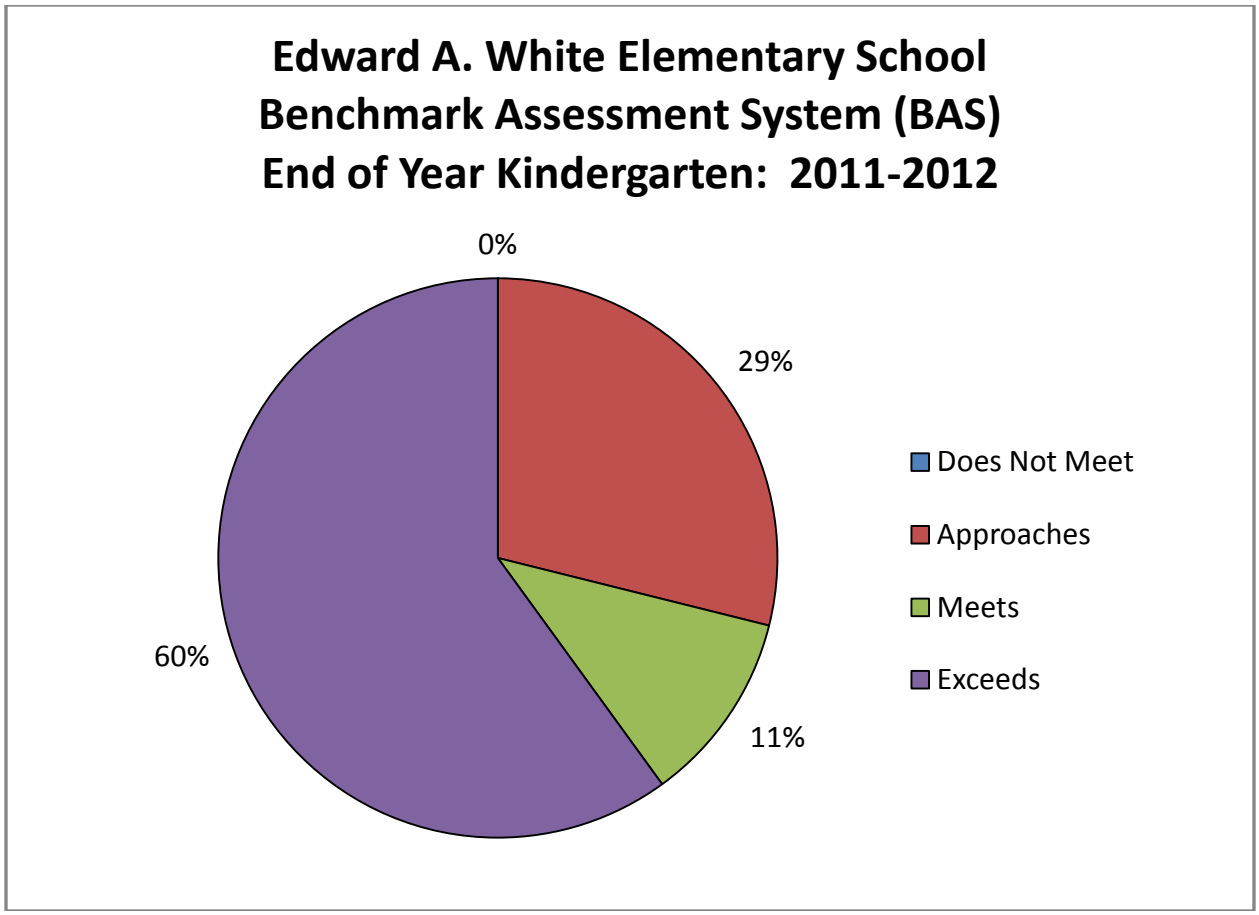


N = 36

Findings:

Fall Baseline 2011: Does Not Meet 86% Approaches 14% Meets 0% Exceeds 0%

Analysis: Baseline BAS for 2011 reflects 14% of Kindergarten students measured the Approaches level on the reading comprehension level as measured by BAS.

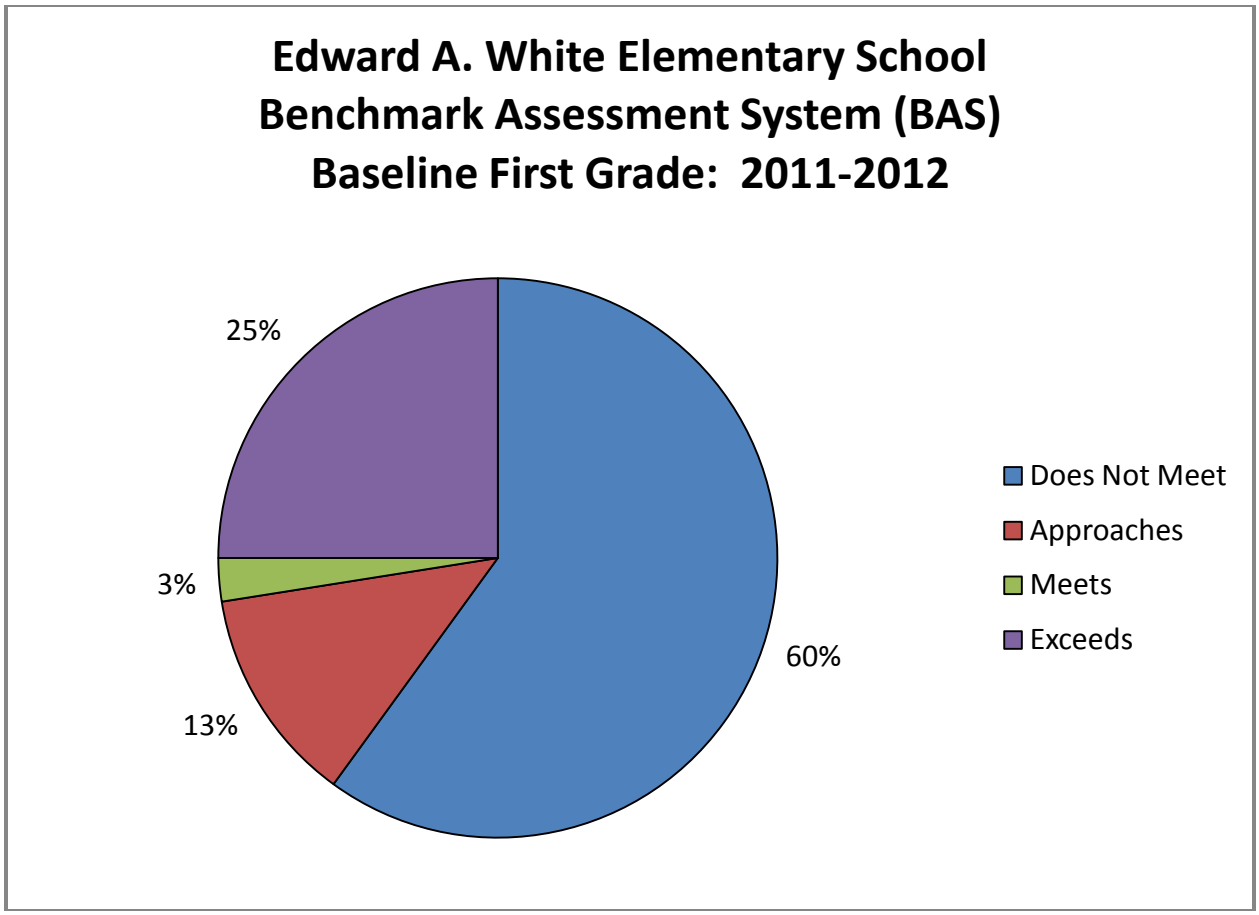


N = 45

Findings:

End of Year 2012: Does Not Meet 0% Approaches 29% Meets 11% Exceeds 60%

Analysis: End of Year BAS for 2011-2012 reflects 76% of Kindergarten students measured the Meets and Exceeds levels on the reading comprehension level as measured by BAS.

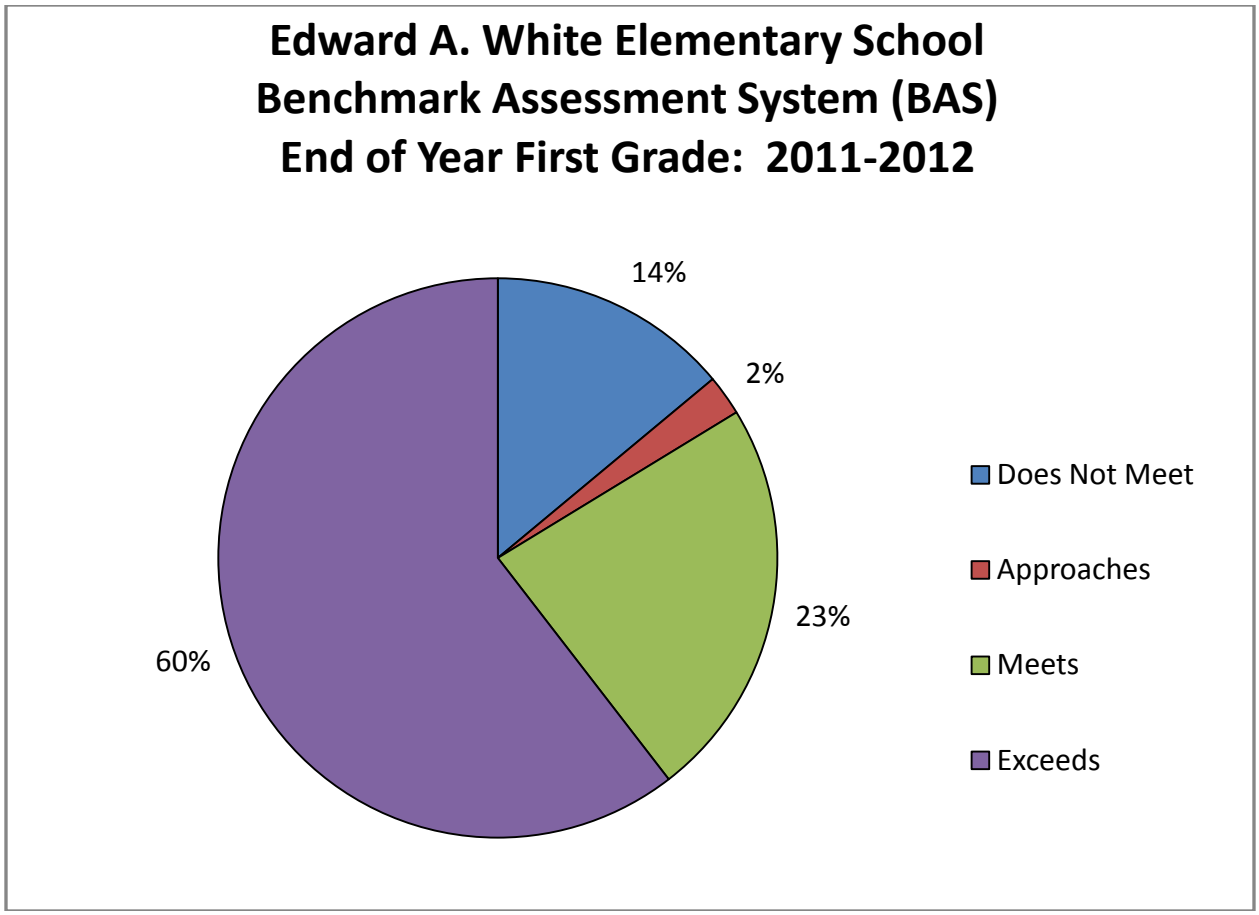


N = 40

Findings:

Fall Baseline 2011: Does Not Meet 60% Approaches 13% Meets 3% Exceeds 25%

Analysis: Baseline BAS for 2011 reflects 28% of first grade students measured on the Meets or Exceeds levels on the reading comprehension level as measured by BAS.

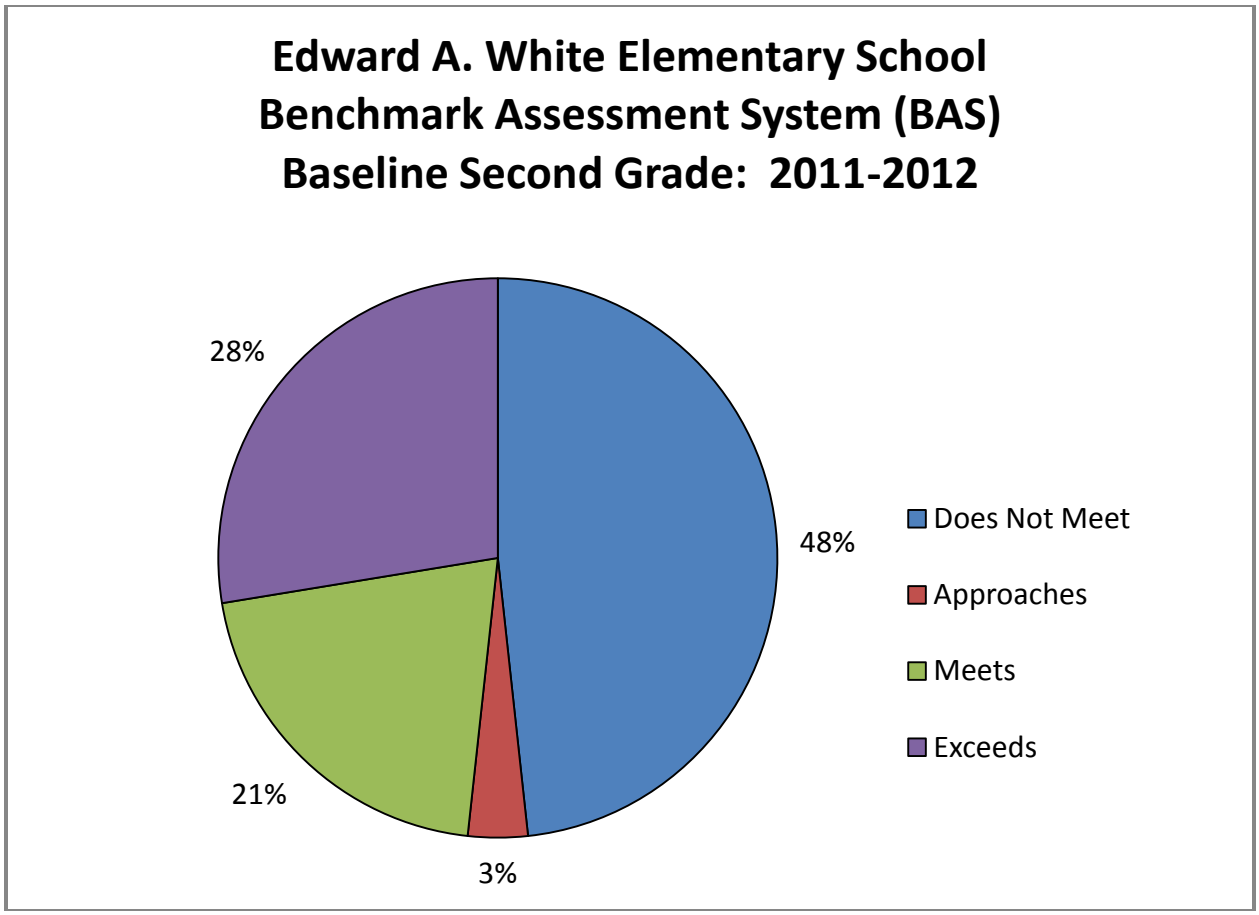


N = 43

Findings:

End of Year 2012: Does Not Meet 14% Approaches 2% Meets 23% Exceeds 60%

Analysis: End of Year BAS for 2011-2012 reflects 83% of first grade students measured on the Meets or Exceeds levels on the reading comprehension level as measured by BAS.

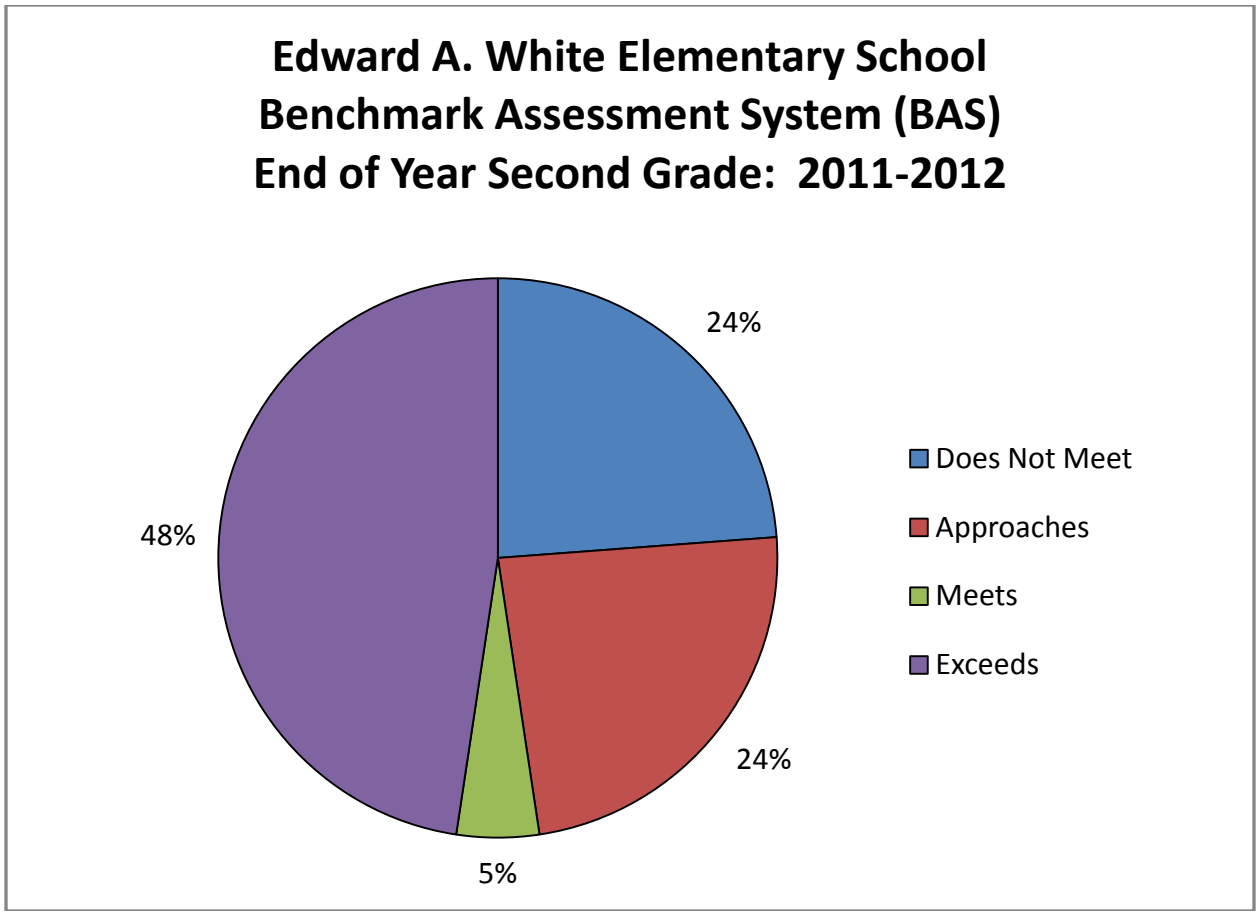


N = 29

Findings:

Fall Baseline 2011: Does Not Meet 48% Approaches 3% Meets 21% Exceeds 28%

Analysis: Baseline BAS for 2011 reflects 28% of second grade students measured on the Meets or Exceeds levels on the reading comprehension level as measured by BAS.

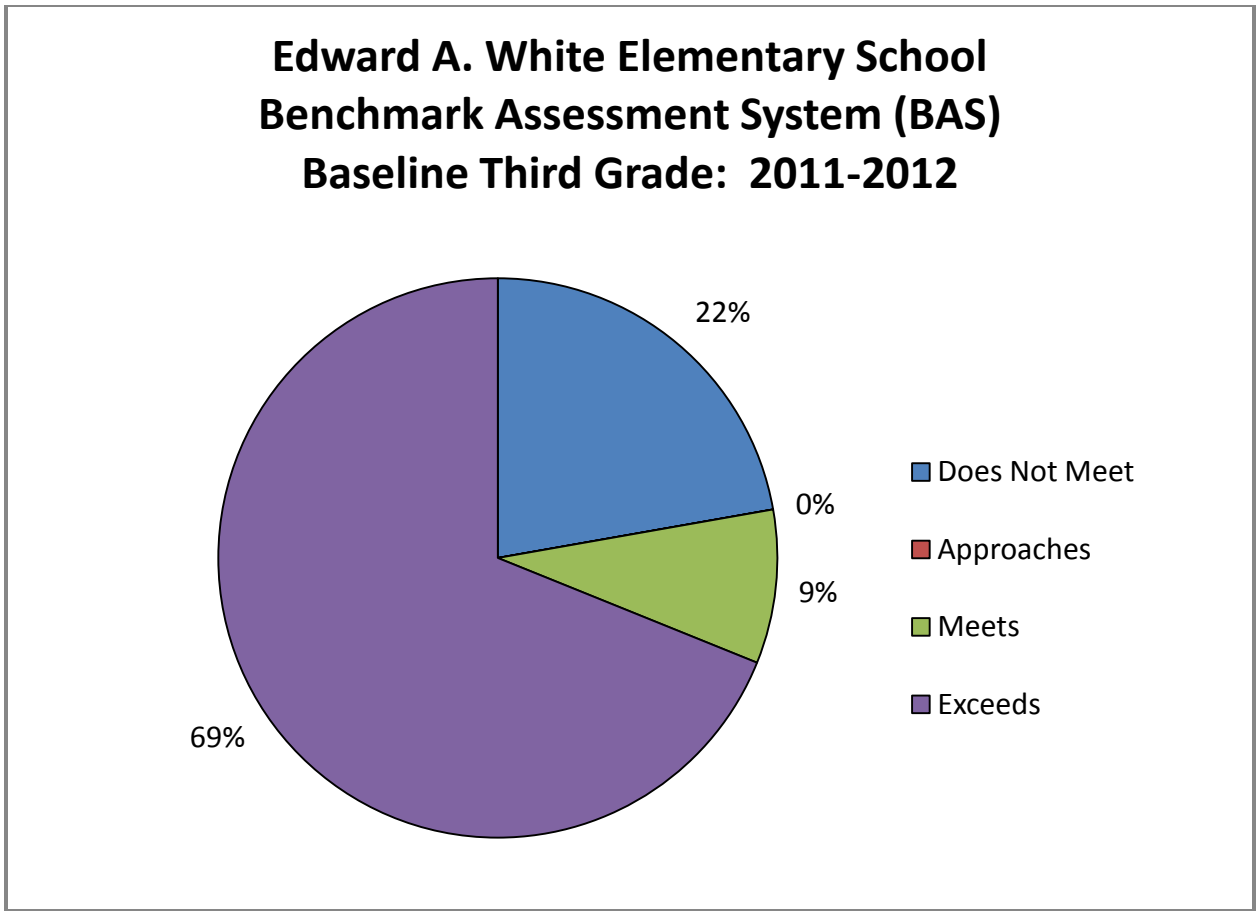


N = 32

Findings:

End of Year 2012: Does Not Meet 24% Approaches 24% Meets 5% Exceeds 48%

Analysis: End of Year BAS for 2012 reflects 53% of second grade students measured on the Meets or Exceeds levels on the reading comprehension level as measured by BAS.

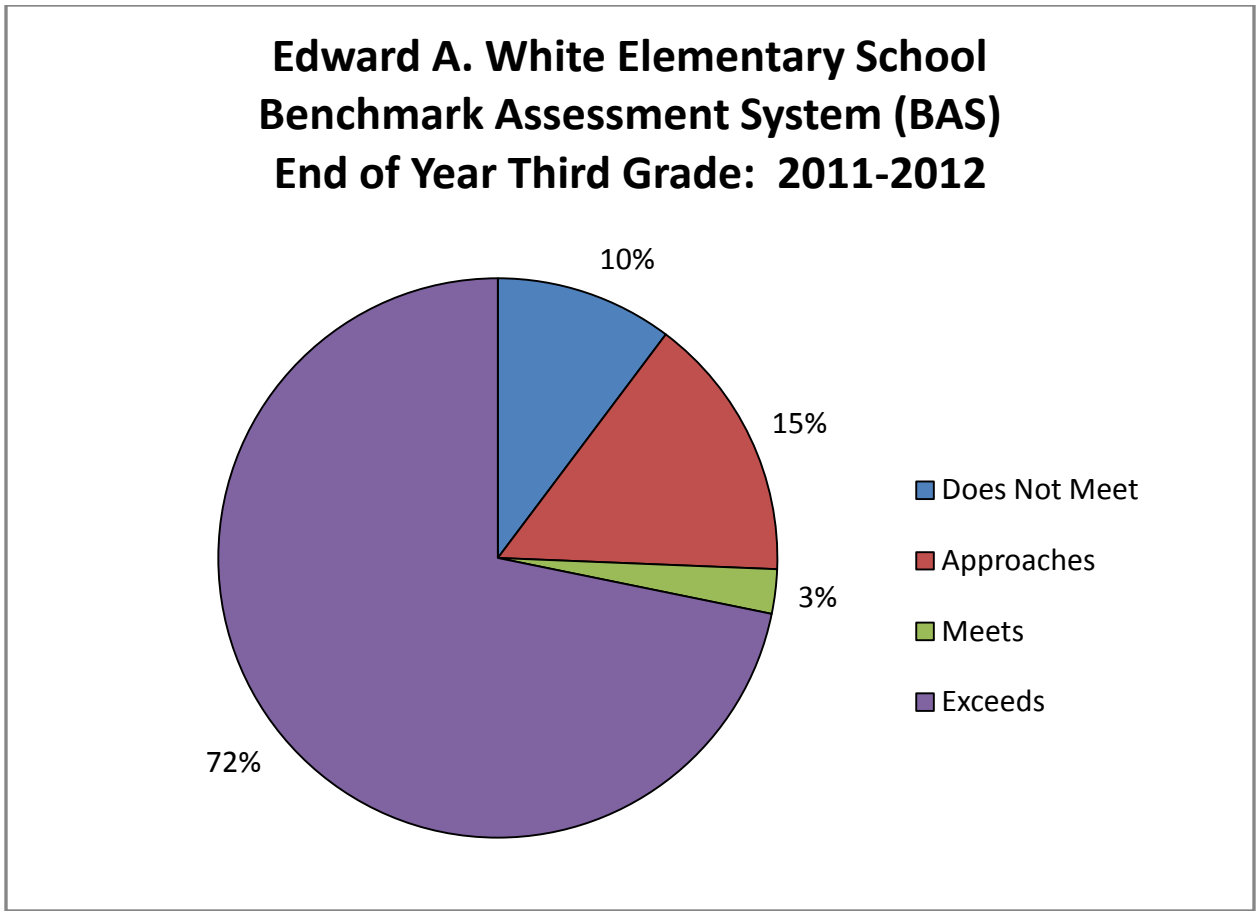


N = 45

Findings:

Fall Baseline 2011: Does Not Meet 22% Approaches 0% Meets 9% Exceeds 69%

Analysis: Baseline BAS for 2011 reflects 78% of third grade students measured on the Meets or Exceeds levels on the reading comprehension level as measured by BAS.

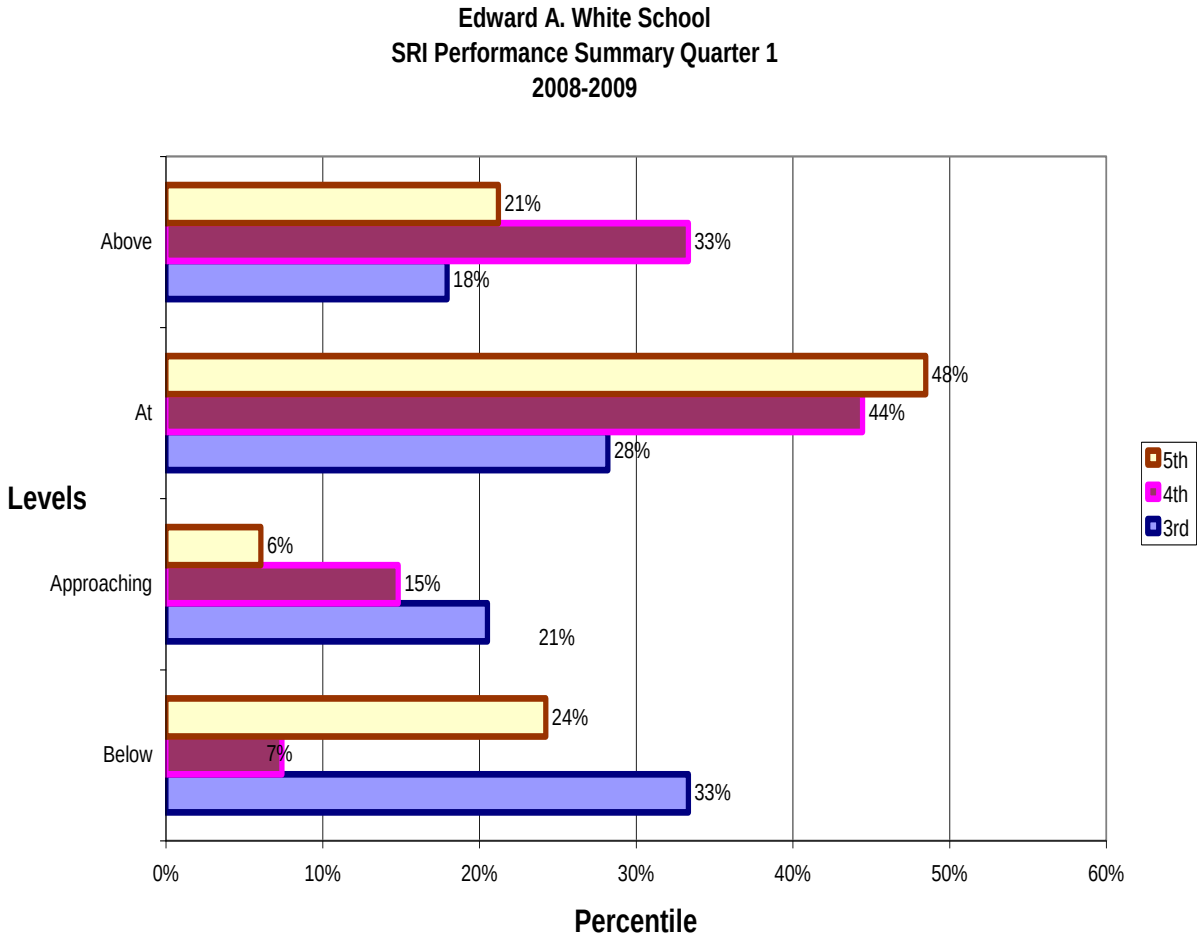


N = 39

Findings:

End of Year 2012: Does Not Meet 10% Approaches 15% Meets 3% Exceeds 72%

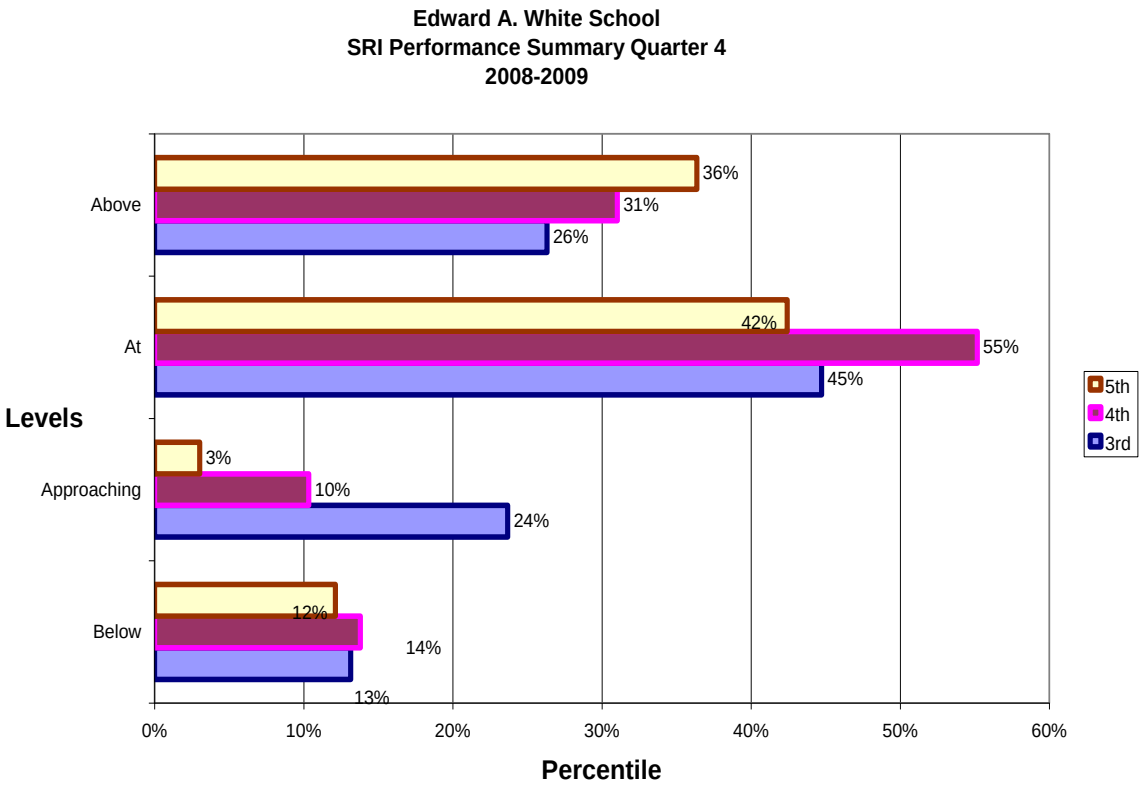
Analysis: End of year BAS for 2012 reflects 75% of third grade students measured on the Meets or Exceeds levels on the reading comprehension level as measured by BAS.



n = 39 Grade 3 n = 27 Grade 4 n = 33 Grade 5

Findings: The SRI (Scholastic Reading Inventory) test is administered quarterly and indicates that in the first quarter the largest percentage of students in grade 4-5 scored in the At or Above levels. In grade 3, the students scored mainly in the lower levels.

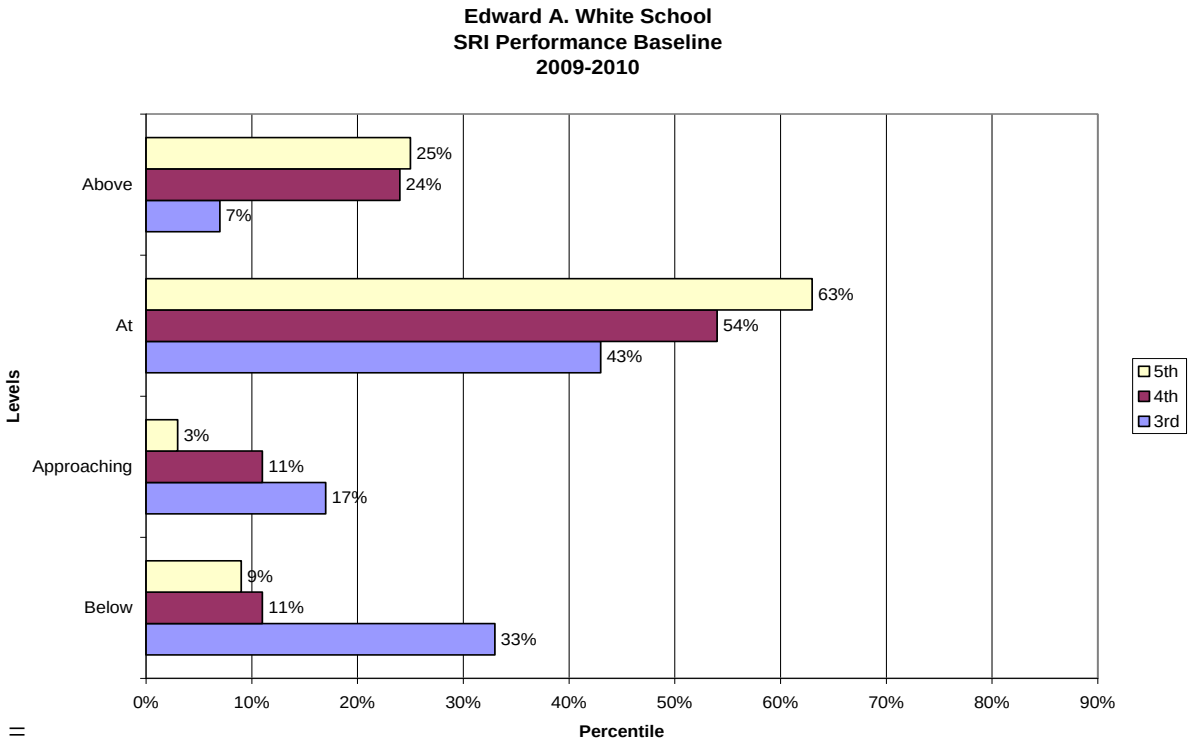
Analysis: The SRI test shows that the students in grades 3 and 4 need to progress from levels Below and Approaching to At and Above grade level.



n = 38 Grade 3 n = 29 Grade 4 n = 33 Grade 5

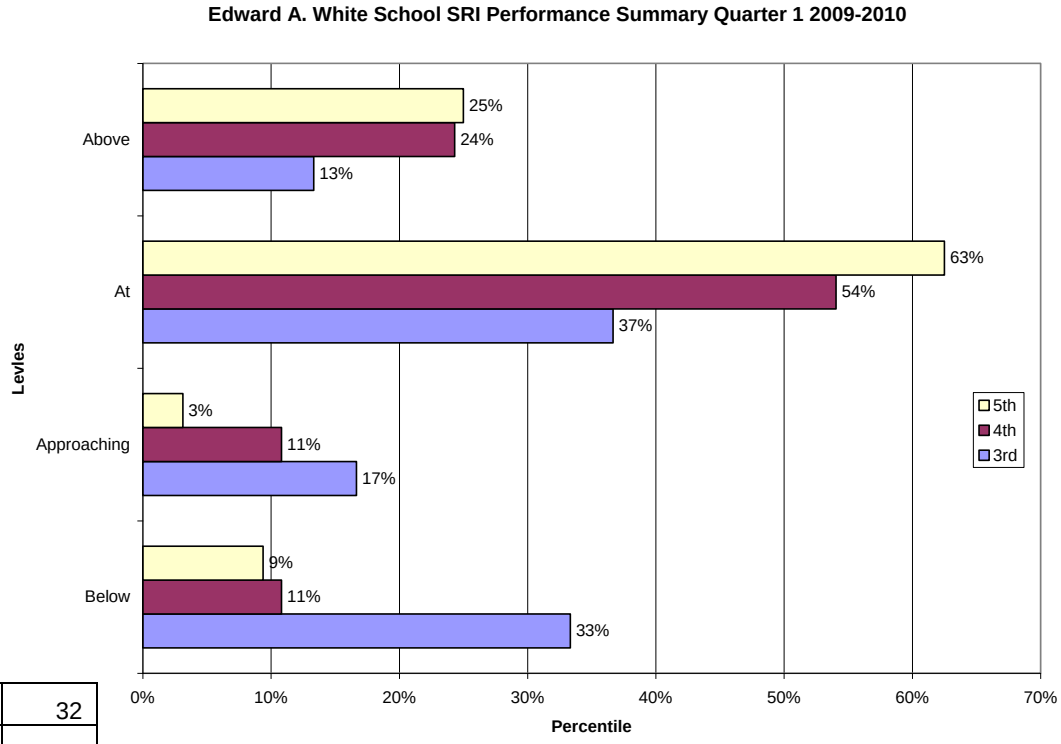
Findings: The SRI (Scholastic Reading Inventory) test is administered quarterly and indicates the largest percentage of students in grades 3-5 scored in the At or Above levels.

Analysis: The SRI test shows that the students in grades 3-5 show progression from levels Below and Approaching to At and Above grade level.



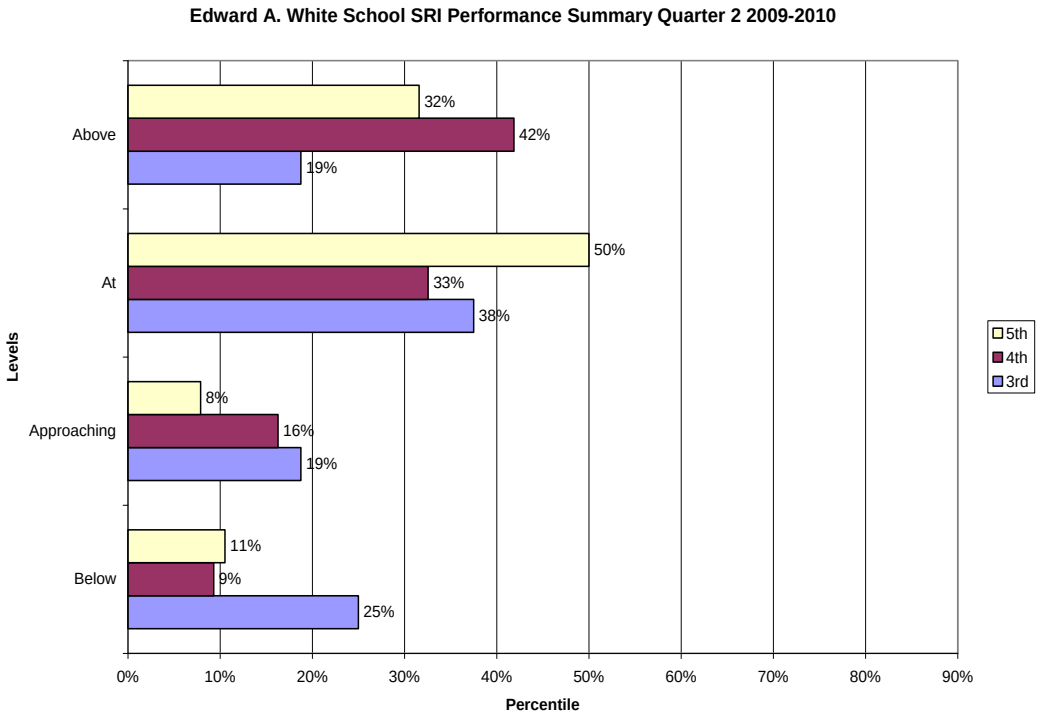
N =

5th	32
4th	37
3rd	30



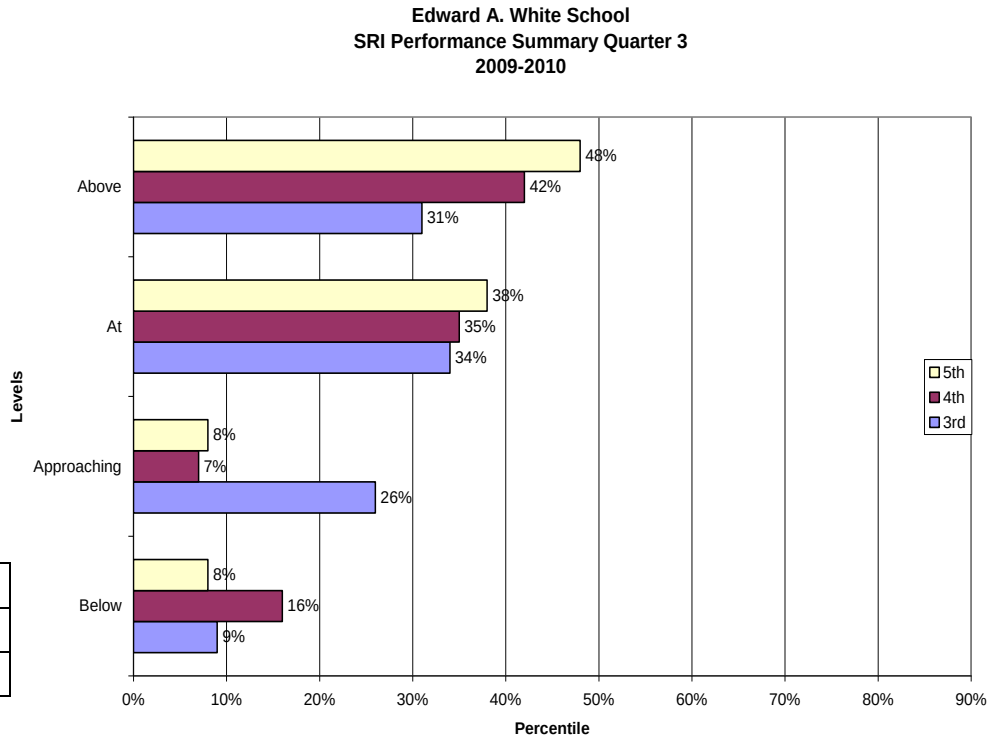
N =

5th	32
4th	37
3rd	30



N =

5th	38
4th	43
3rd	32

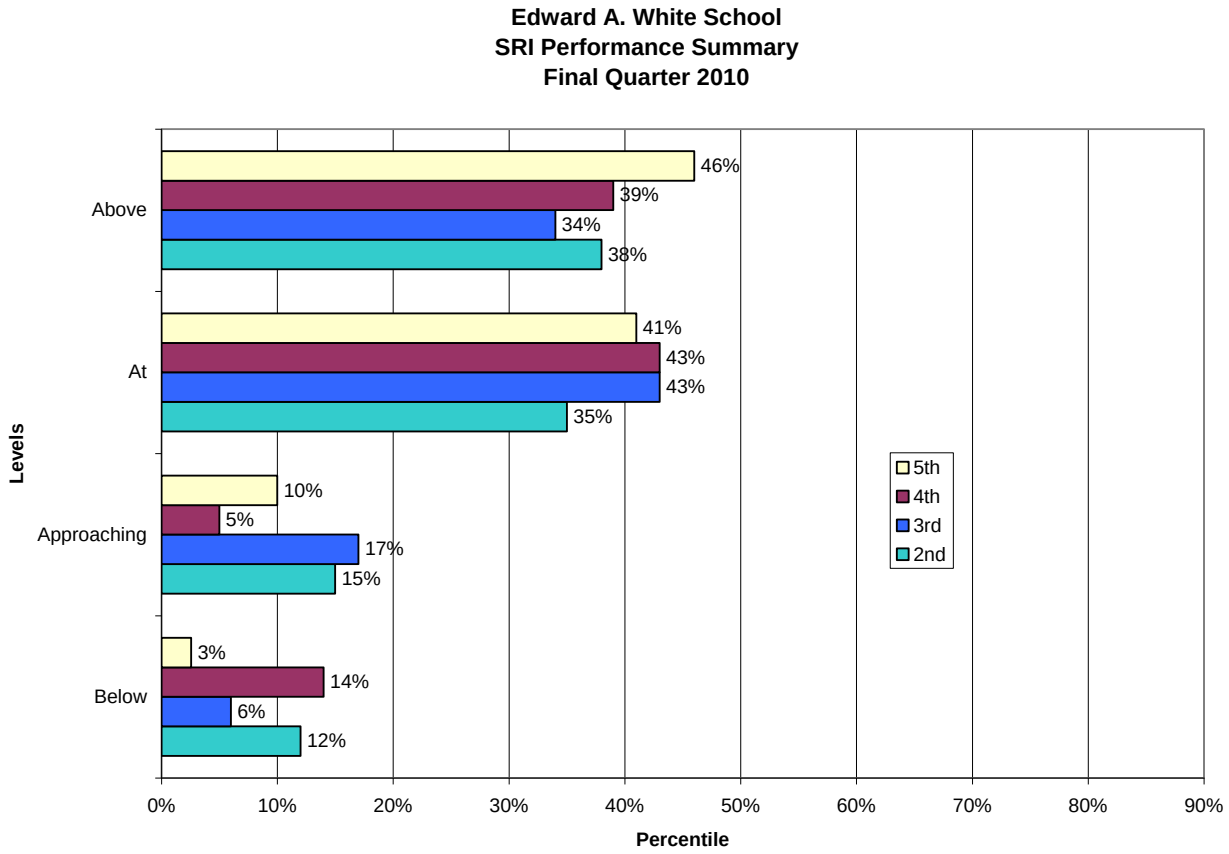


N=

5th	40
4th	43
3rd	35

Findings: The SRI (Scholastic Reading Inventory) test is administered quarterly and when compared to the base line data indicates the largest percentage of students in grades 3-5 scored in the At or Above levels. The range for the Above level indicated an increase of 41%. The AT level indicated a range decrease of 29%. The Approaching level range indicated an increase of 23%. The Below level indicated decrease of 24%.

Analysis: The SRI test shows that the students in grades 3-5 show progression from levels Below and Approaching to At and Above grade level.



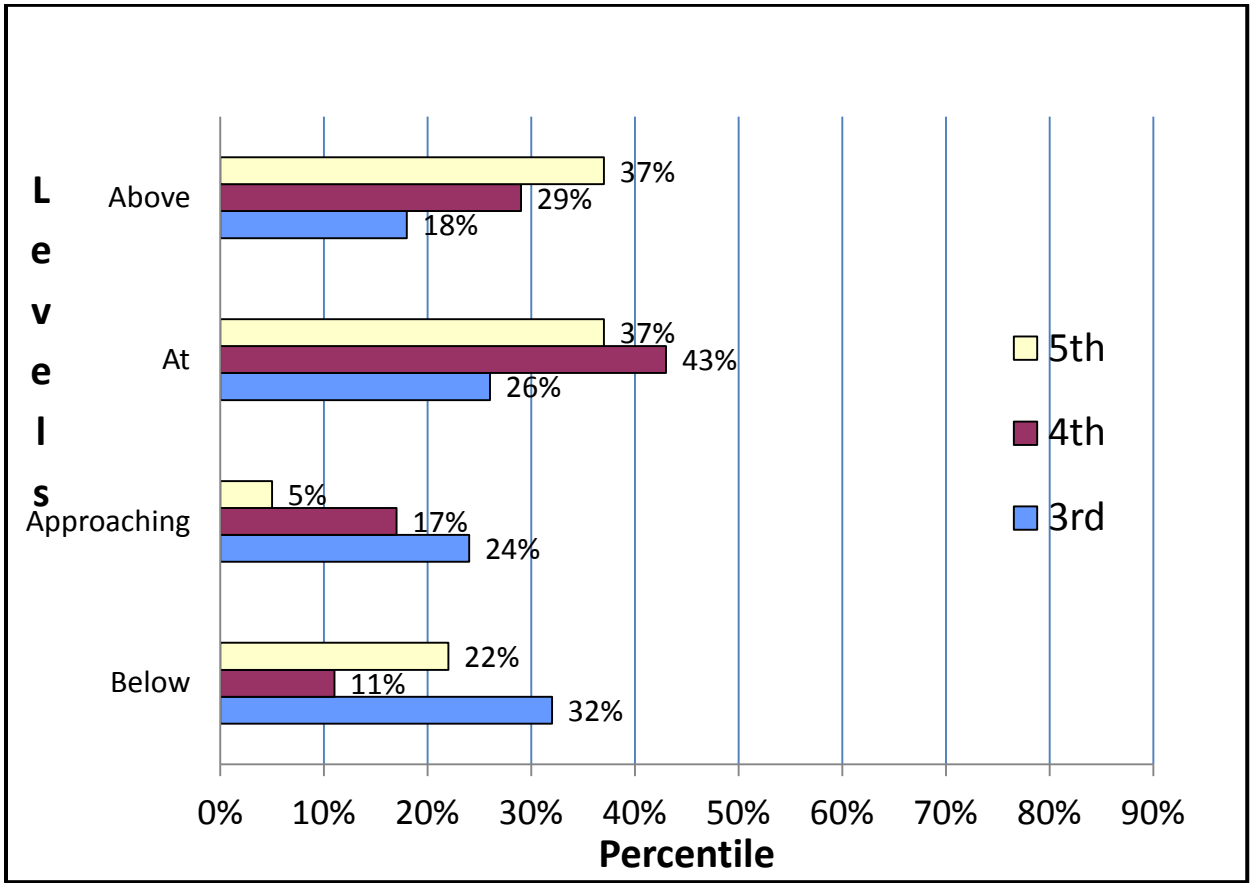
N =

5th	39
4th	44
3rd	35
2nd	34

Findings: The SRI (Scholastic Reading Inventory) test is administered quarterly and when compared to the base line data indicates the largest percentage of students in grades 3-5 scored in the At or Above levels. The range for the Above level indicated an increase of 41%. The AT level indicated a range decrease of 29%. The Approaching level range indicated an increase of 23%. The Below level indicated decrease of 24%.

Analysis: The SRI data indicates that reading comprehension increased by 4% in fourth grade and 27% in third grade in the At and Above levels and fourth grade decreased 3% in the Below and Partial levels while third grade decreased by 27% from baseline scores.

Edward A. White School
SRI Performance Baseline
2010-2011



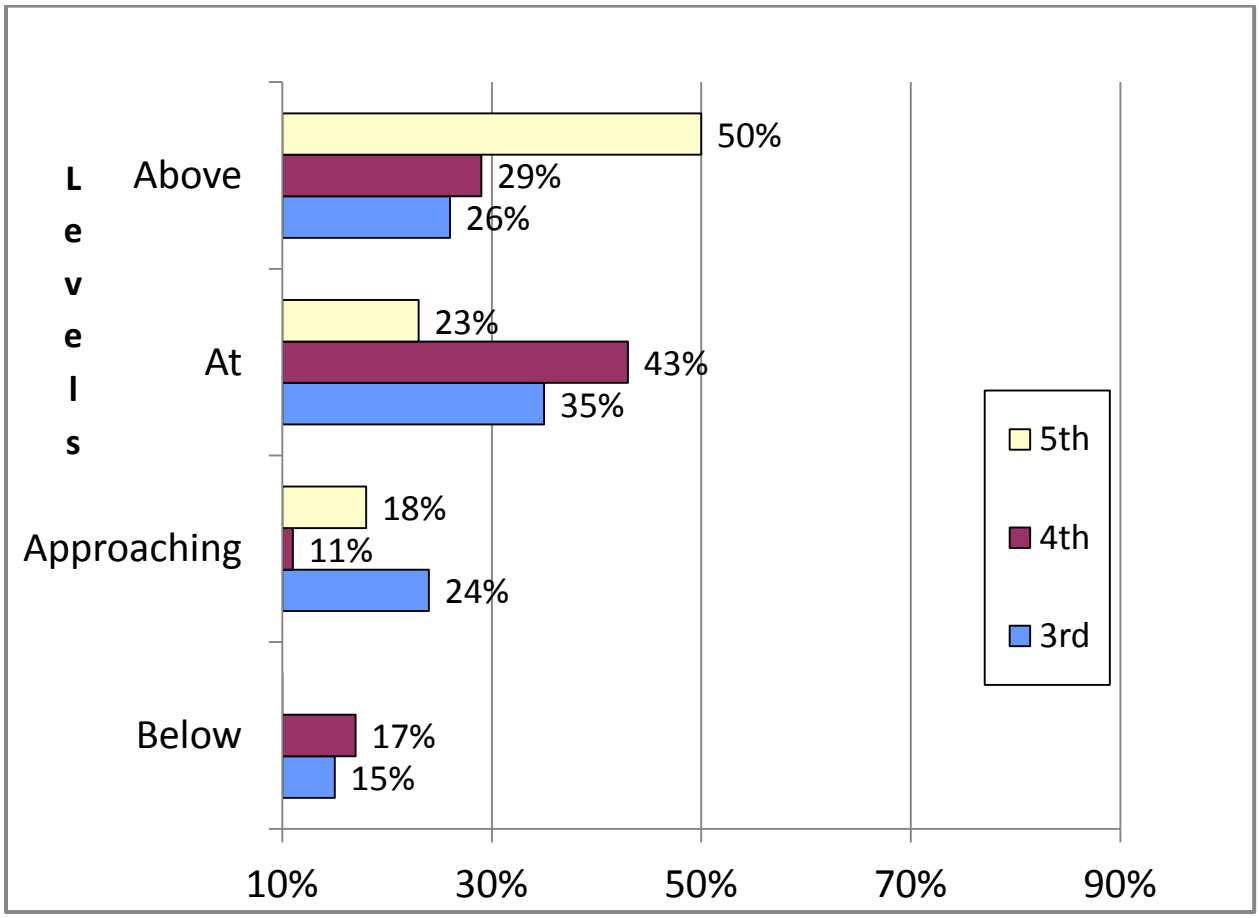
N=

5th	41
4th	35
3rd	34

Findings: The SRI (Scholastic Reading Inventory) test is administered quarterly and indicates that from 37% to 43% of Edward A. White students in grades 3-5 are in the At or Above reading levels.

Analysis: The SRI test shows that the students in grade three have the highest numbers of students in the Approaching and Below reading level at 56%.

Edward A. White School
SRI Performance Quarter 2
2010-2011



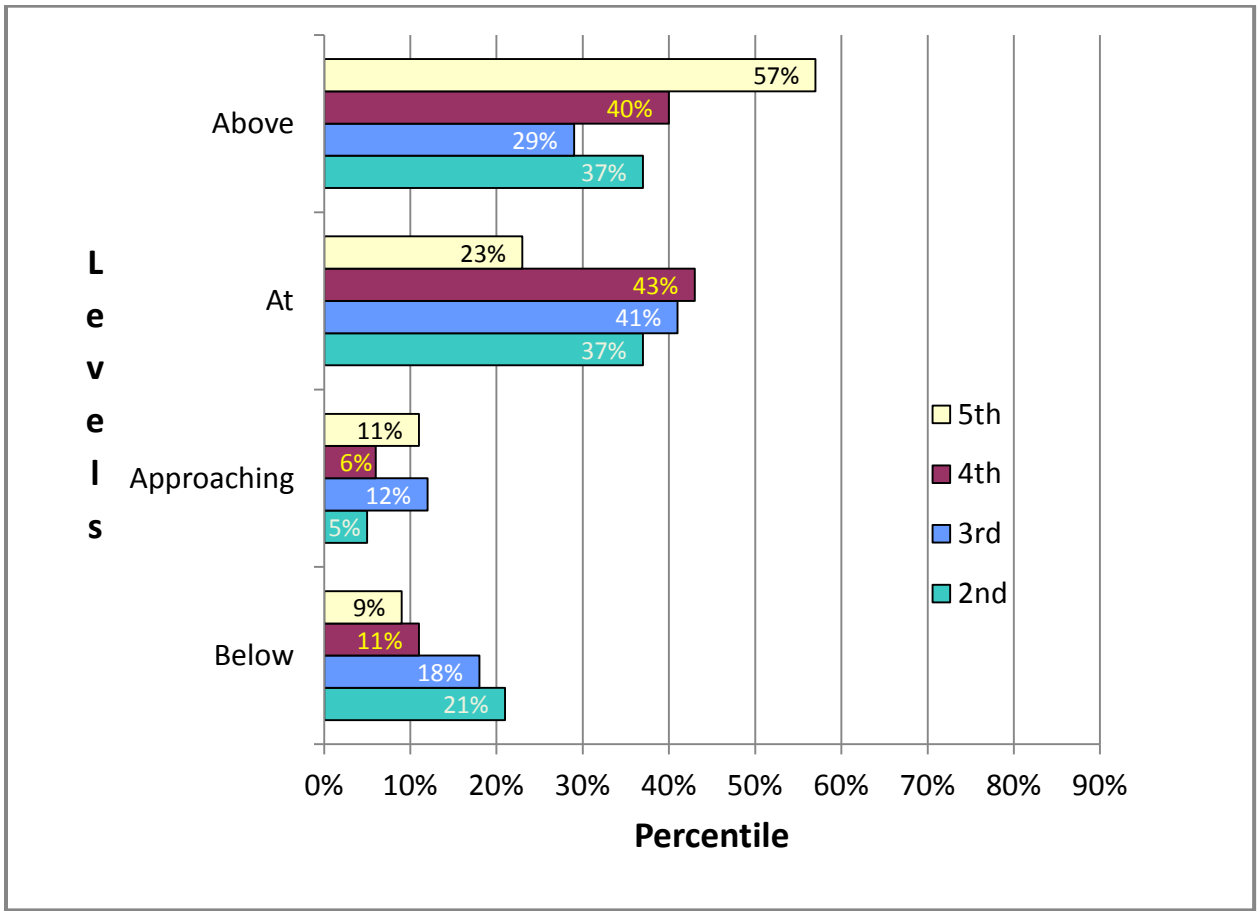
N=

3rd	34
4th	35
5th	45

Findings: The SRI (Scholastic Reading Inventory) test is administered quarterly and indicates that from 61% to 73% of E. A. White students in grades 3-5 are in the At or Above reading levels. Showed an increase of 9% in grade 3. The below level indicated a decrease in grades 3 and 5.

Analysis: The SRI test shows that the students in grade 3 and 5 show progression form levels Below and Approaching to AT and Above grade level.

Edward A. White School
SRI Performance Quarter 3
2010-2011



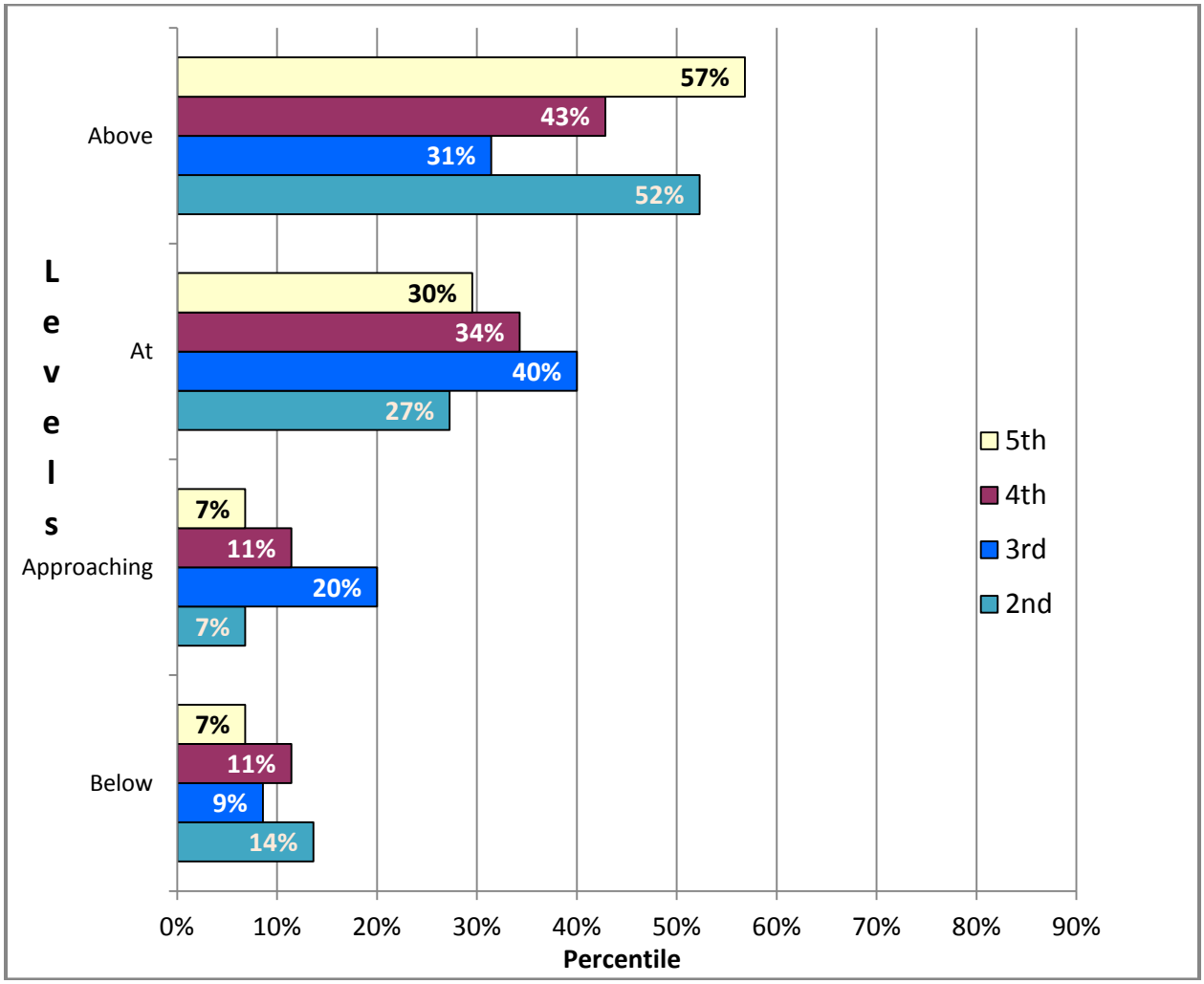
N =

5th	44
4th	35
3rd	35
2nd	44

Findings: The SRI (Scholastic Reading Inventory) test is administered quarterly and indicates that from 70% to 83% of E. A. White students in grades 3-5 are in the At or Above reading levels. The grades showed an increase of 12% in grade 3, 11% in grade 4, and 9% in grade 5. This is the first quarter that 2nd grade has taken the SRI.

Analysis: The SRI test shows that the students in grade 3 and 5 show progression form levels Below and Approaching to AT and Above grade level.

Edward A. White School
SRI Performance Summary
Final Quarter 2011

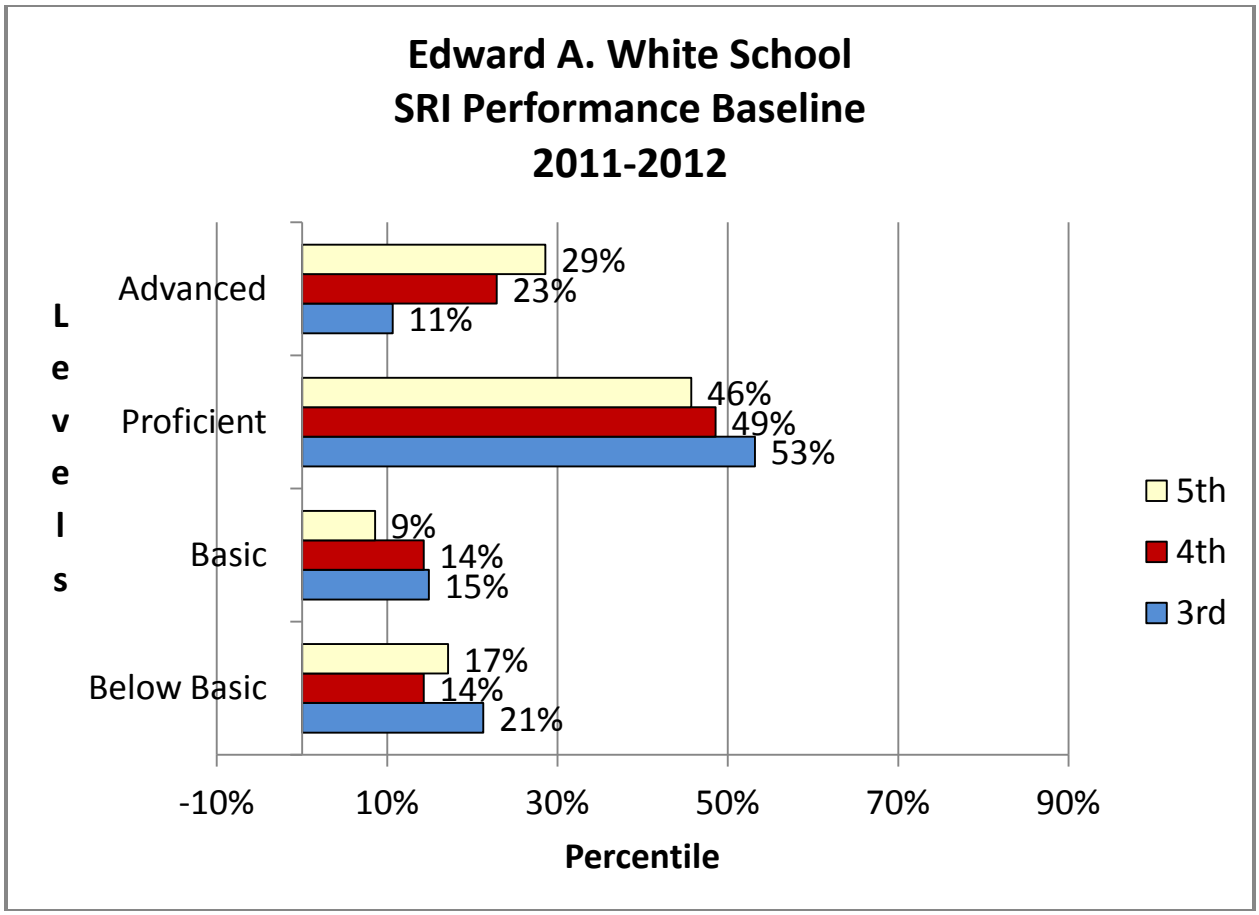


N =

5th	44
4th	35
3rd	34
2nd	43

Findings: The SRI (Scholastic Reading Inventory) test is administered quarterly and when compared to the base line data indicates the largest percentage of students in grades 3-5 scored in the AT or ABOVE levels. The range for the Above level indicated an average of 46%. The AT level indicated an average of 33%. The APPROACHING level indicated an average of 11%. The BELOW level indicated an average of 10%.

Analysis: The SRI data indicates that reading comprehension increased by 6% for the ABOVE level and decreased 8% for the AT level. Scores remained the same for the APPROACHING level and increased 4% for the BELOW level as compared to the 2010 final quarter.

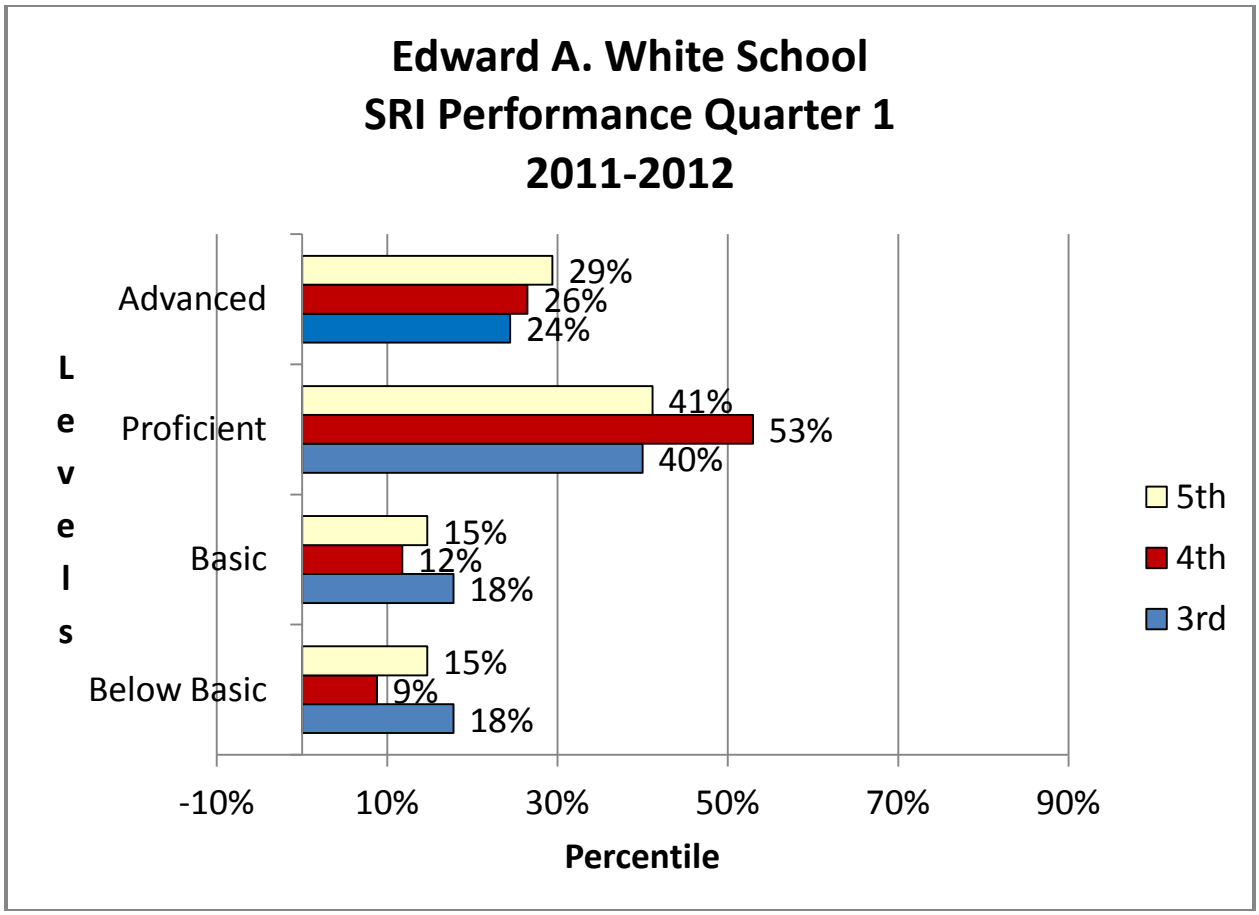


N =

3rd	47
4th	35
5th	35

Findings: The SRI (Scholastic Reading Inventory) test is administered quarterly and indicates that from 53% to 46% of Edward A. White students in grades 3-5 are in the Proficient reading levels.

Analysis: The SRI test shows that the students in grade three through five have the highest numbers of students in the Proficient reading level at an average of 49%.

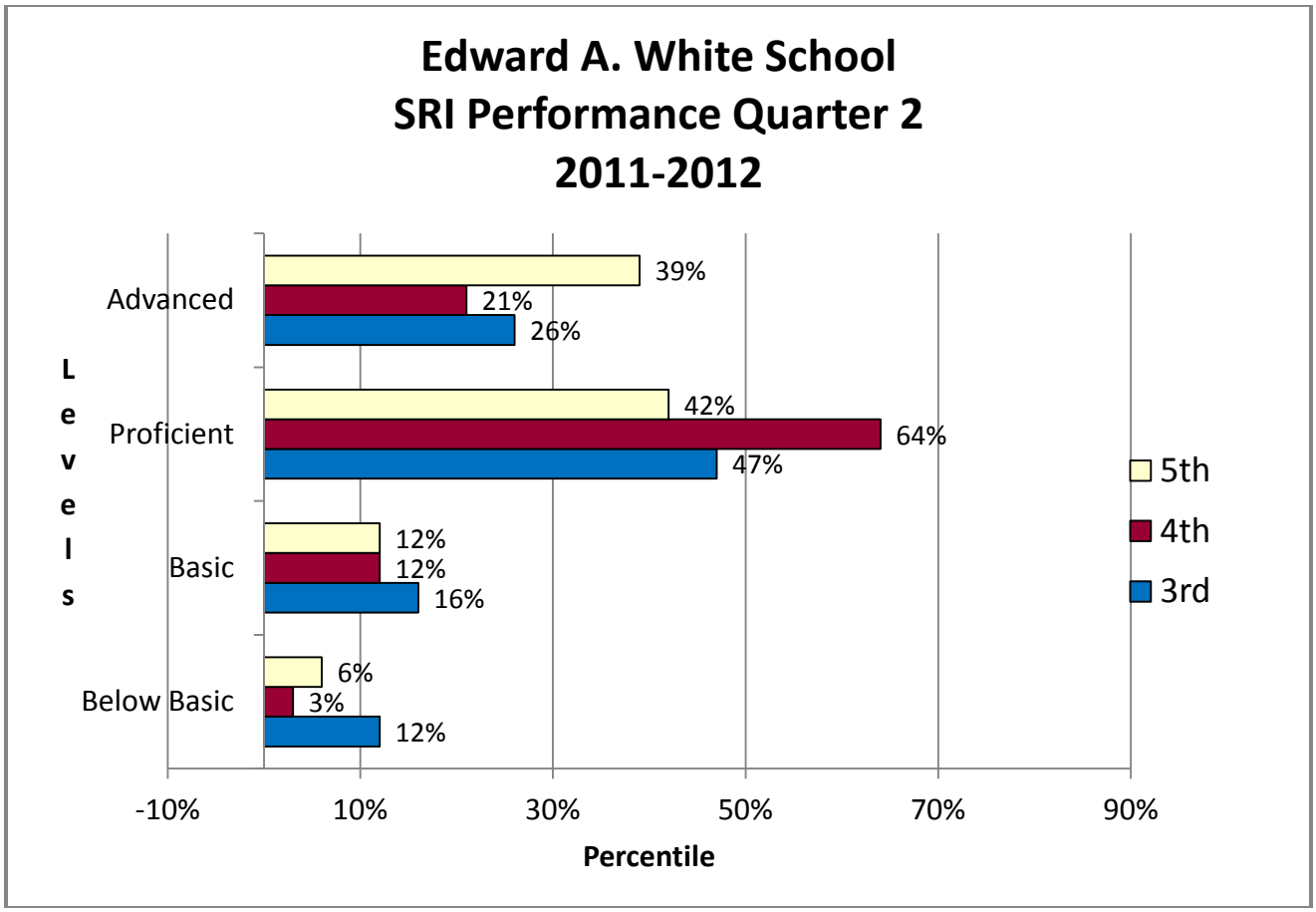


N=

3rd	45
4th	34
5th	34

Findings: The SRI (Scholastic Reading Inventory) test is administered quarterly and indicates that from 24% to 53% of Edward A. White students in grades 3-5 are in the Proficient and Advanced reading levels.

Analysis: The SRI test shows that the students in grade three through five have the highest numbers of students in the Proficient reading level at an average of 45%.

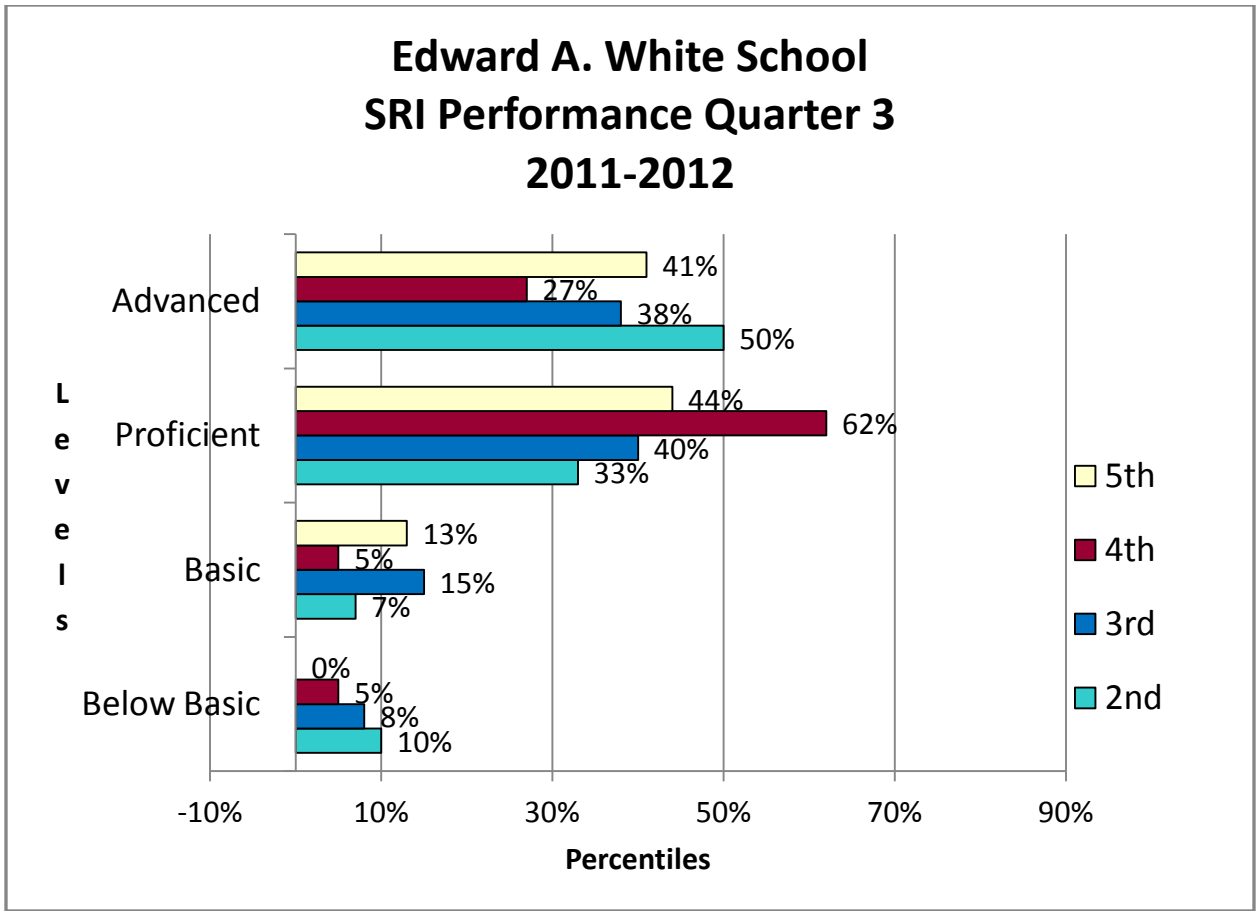


N=

3rd	43
4th	33
5th	33

Findings: The SRI (Scholastic Reading Inventory) test is administered quarterly and when compared to the base line data indicates the largest percentage of students in grades 3-5 scored in the Proficient or Advanced levels. The range for the Advanced level indicated an increase of 8% when averaged. The Proficient level indicated a range decrease of 2% when averaged. The Basic level range stayed the same when averaged. The Below Basic level indicated decrease of 7% average.

Analysis: The SRI test shows that the students in grades 3-5 show progression from levels Below Basic and Basic to Proficient and Advanced grade level.

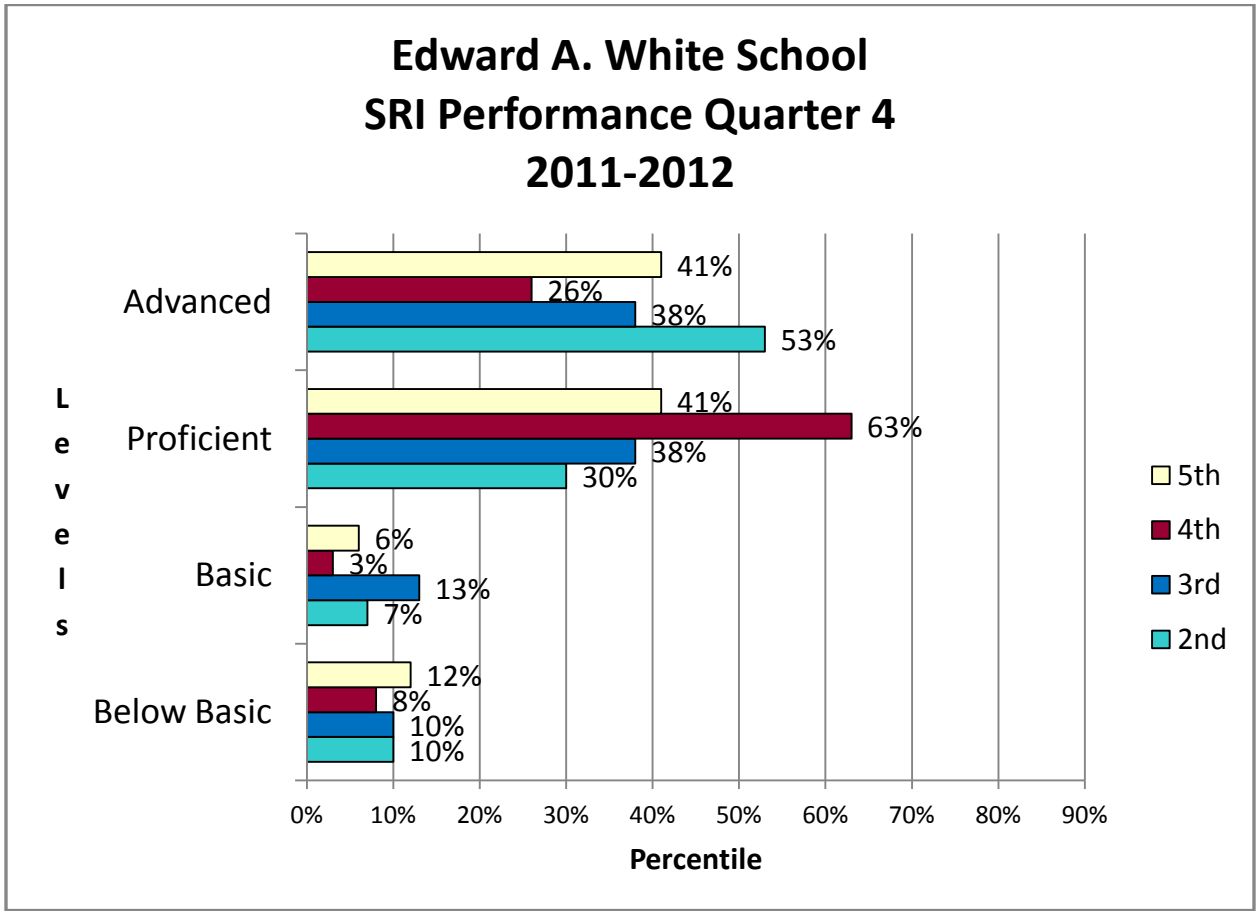


N=

2nd	30
3rd	40
4th	37
5th	31

Findings: The SRI (Scholastic Reading Inventory) test is administered quarterly and when compared to the base line data indicates the largest percentage of students in grades 3-5 scored in the Proficient or Advanced levels. The range for the Advanced and Proficient levels indicated an increase of 6% from the baseline when averaged. The Basic level range indicated decrease 3% when averaged. The Below Basic level indicated a decrease of 11% when averaged.

Analysis: The SRI test shows that the students in grades 3-5 show progression from levels Below Basic and Basic to Proficient and Advanced grade level.



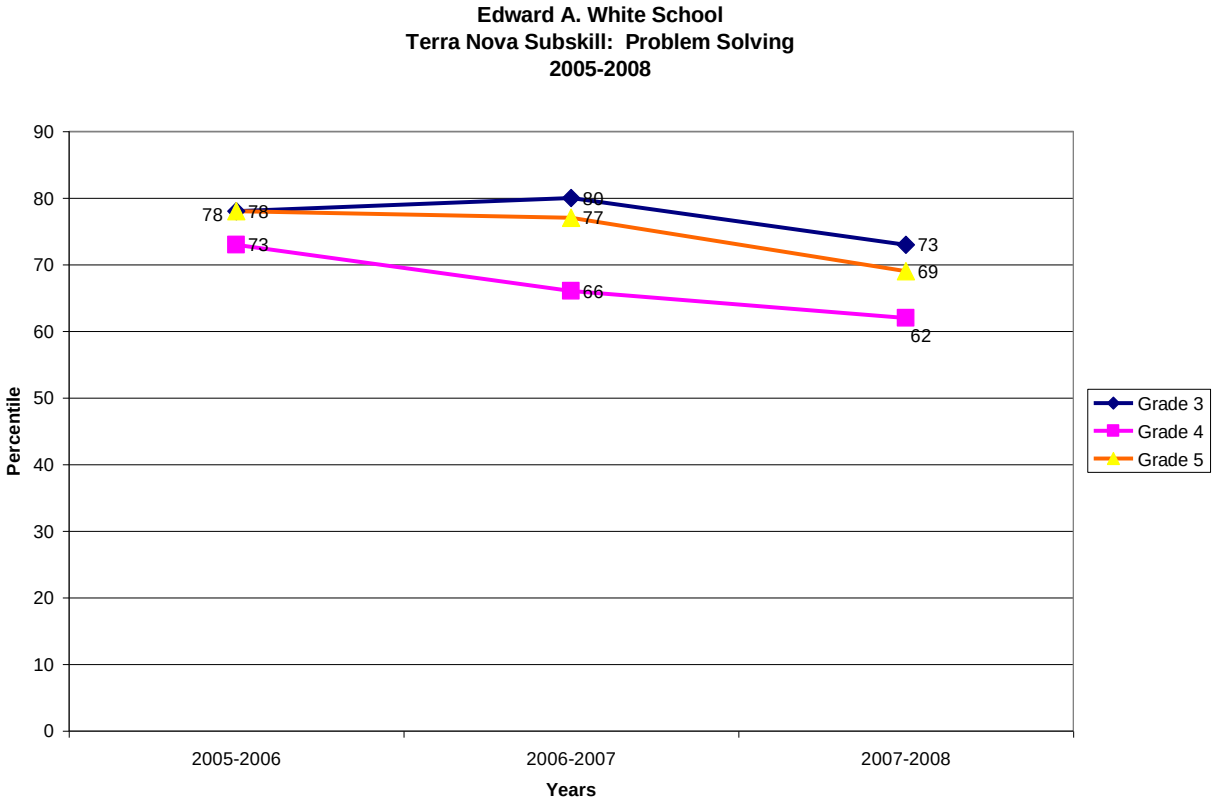
N=

2nd	30
3rd	39
4th	38
5th	24

Findings: The SRI (Scholastic Reading Inventory) test is administered quarterly and when compared to the base line data indicates the largest percentage of students in grades 3-5 scored in the Proficient or Advanced levels. The range for the Advanced and Proficient levels indicated an increase of 14% from the baseline when averaged. The Basic level range indicated a decrease of 3% average. The Below Basic level indicated decrease of 6% average.

Analysis: The SRI test shows that the students in grades 3-5 show progression from levels Below Basic and Basic to Proficient and Advanced grade level.

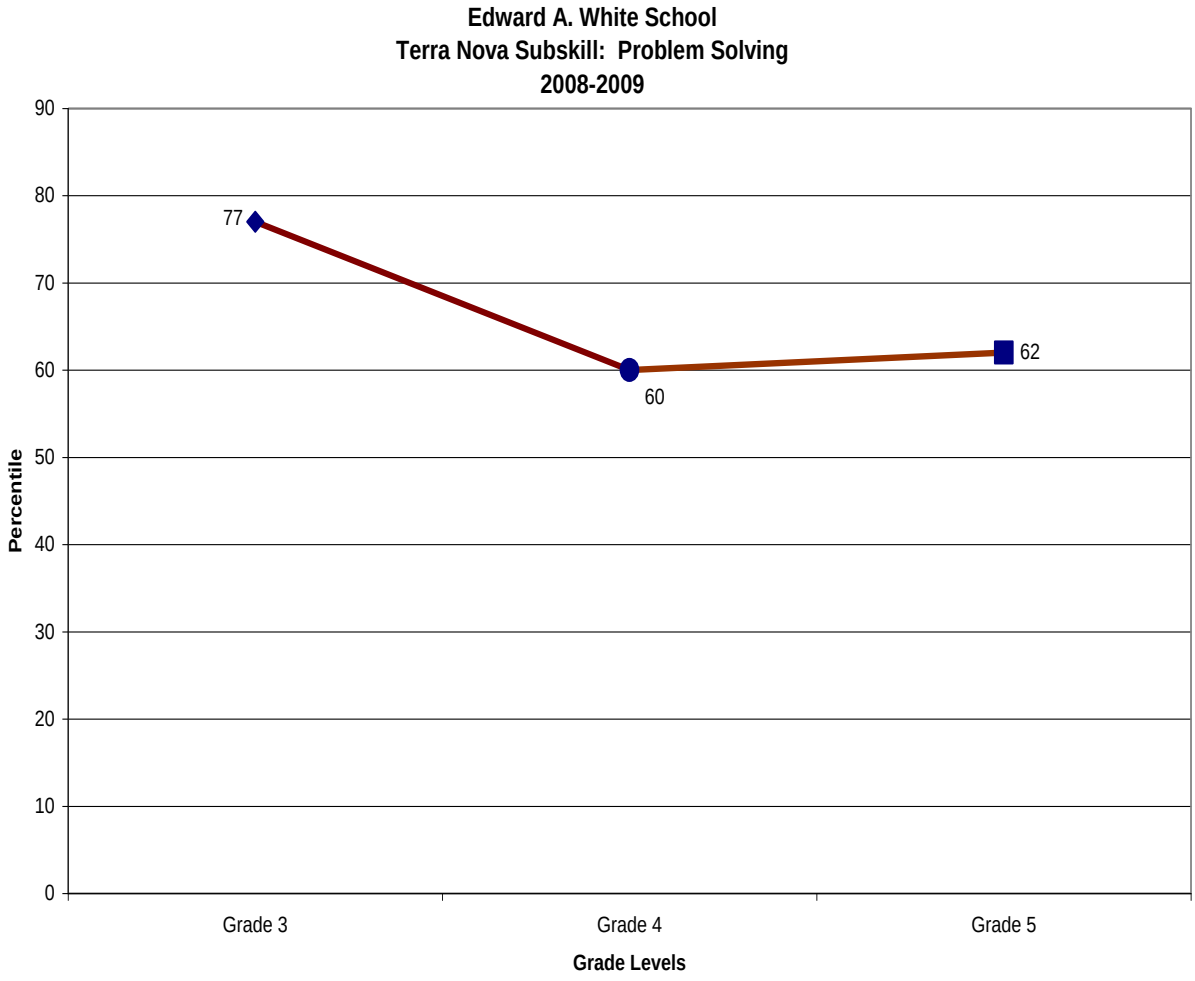
Problem Solving



N=34 Grade 3 N=29 Grade 4 N=25 Grade 5

Findings: Data shows a decline in student achievement in the area of math problem solving for students in grades 3, 4, and 5 in three administrations of the Terra Nova Multiple Assessments.

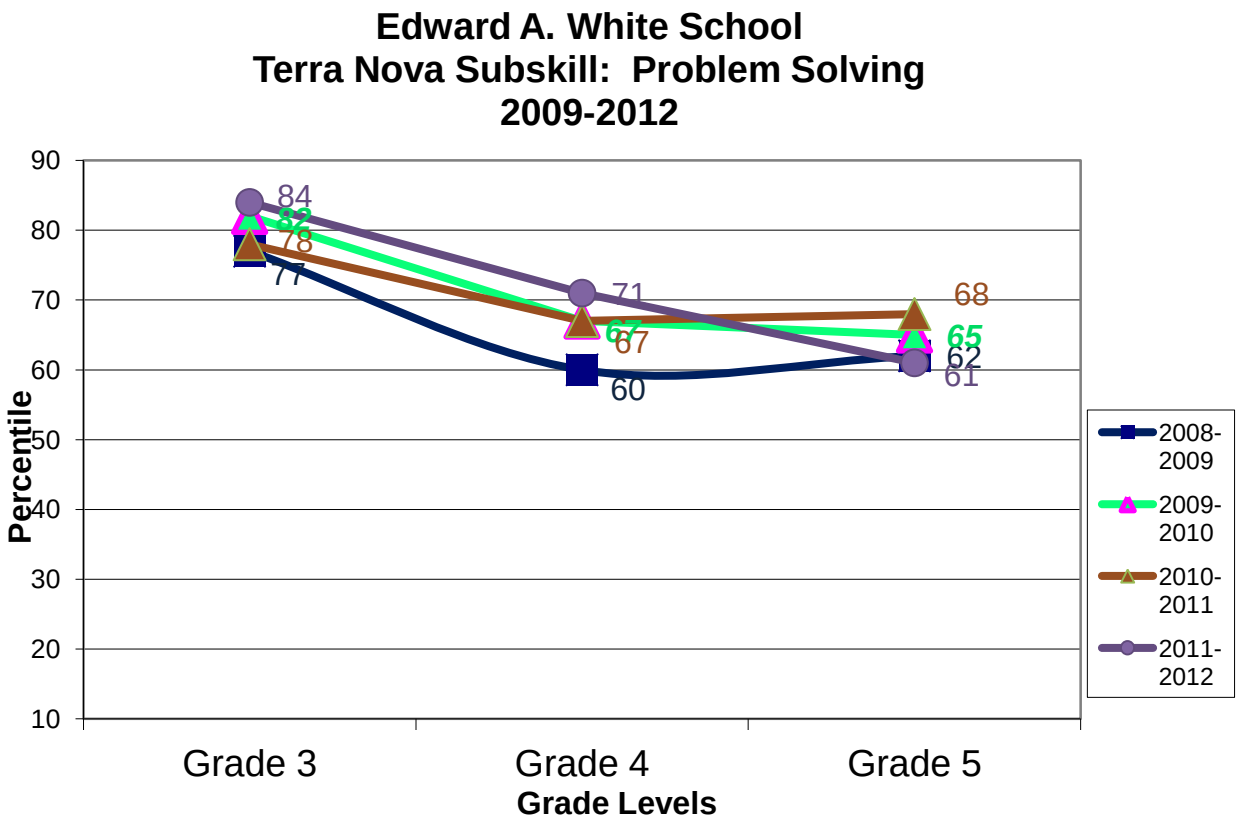
Analysis: Achievement in the sub-skill of math problem solving indicates a need for improvement.



n=34 Grade 3 n=29 Grade 4 n=25 Grade 5

Findings: Data shows that student achievement in the area of math problem solving for students in grades 4 and 5 are below the 75% of the Terra Nova Multiple Assessments.

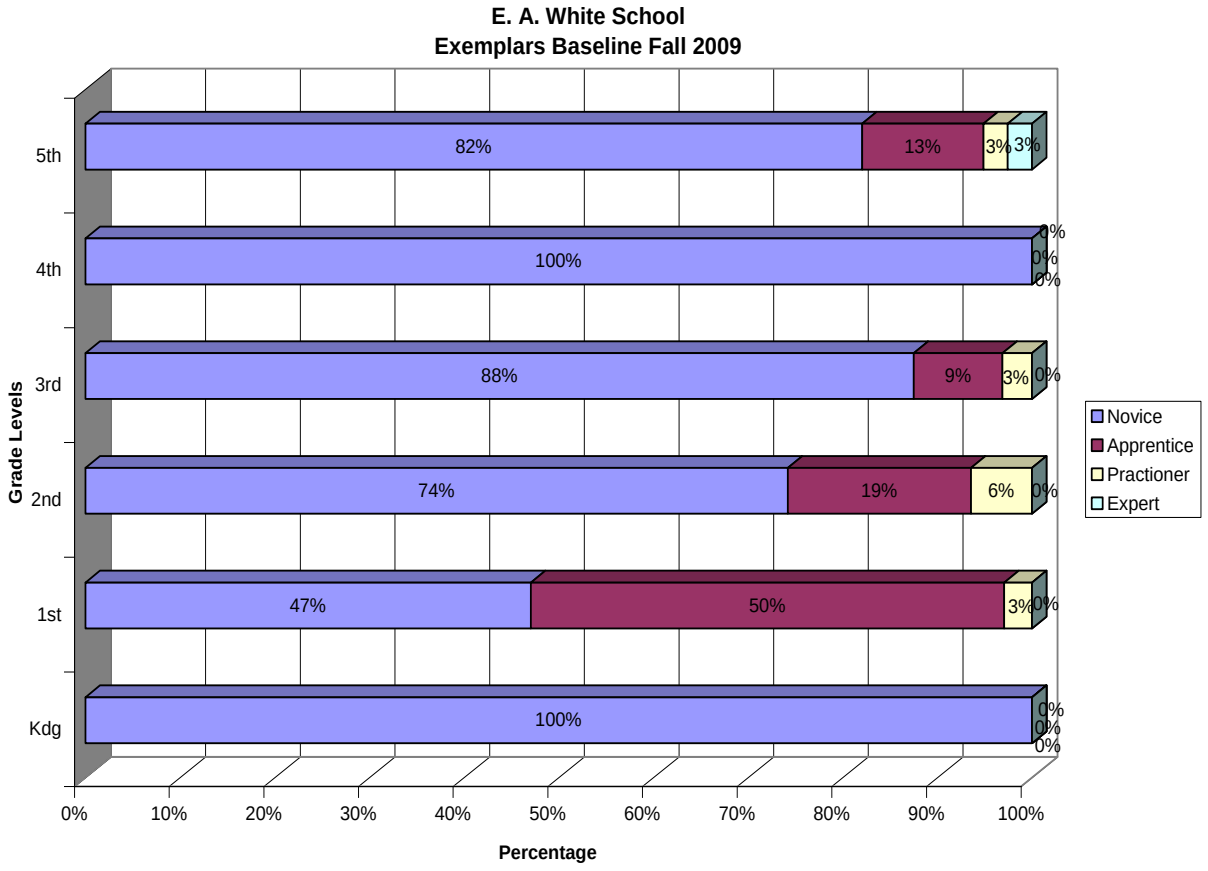
Analysis: Achievement in the sub-skill of math problem solving indicates a need for improvement.



2008-2009	n=34 Grade 3	n=29 Grade 4	n=25 Grade 5
2009-2010	n=30 Grade 3	n=36 Grade 4	n=33 Grade 5
2010-2011	n=32 Grade 3	n=38 Grade 4	n=39 Grade 5
2010-2011	n=32 Grade 3	n=38 Grade 4	n=39 Grade 5
2011-2012	n=38 Grade 3	n=36 Grade 4	n=29 Grade 5

Findings: Data shows that student achievement in the area of math problem solving for students in grades 4 and 5 are below the 75% of the Terra Nova Multiple Assessments.

Analysis: There was a 3 to 7% increase in the sub-skill of math problem solving for grades 3-5. Achievement below the 75% in the sub-skill of math problem solving indicates a need for continual improvement consideration.

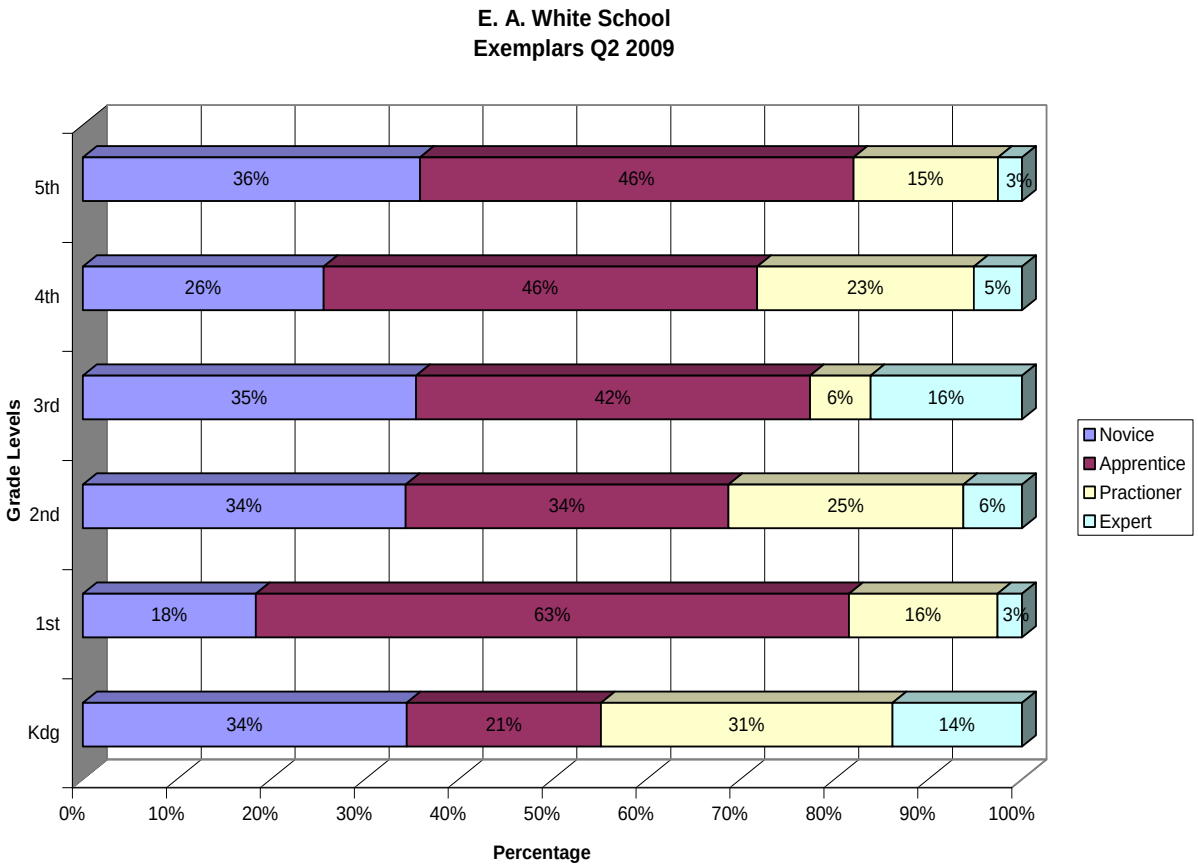


N=

Kdg	27
1st	34
2nd	31
3rd	32
4th	38
5th	39

Findings: Novice: 47-100%. Apprentice: 0-50%. Practitioner: 0-6%. Expert: 0-3%.

Analysis: The Exemplars Baseline Data indicated a need for growth in math multi-step problem solving at all grade levels.

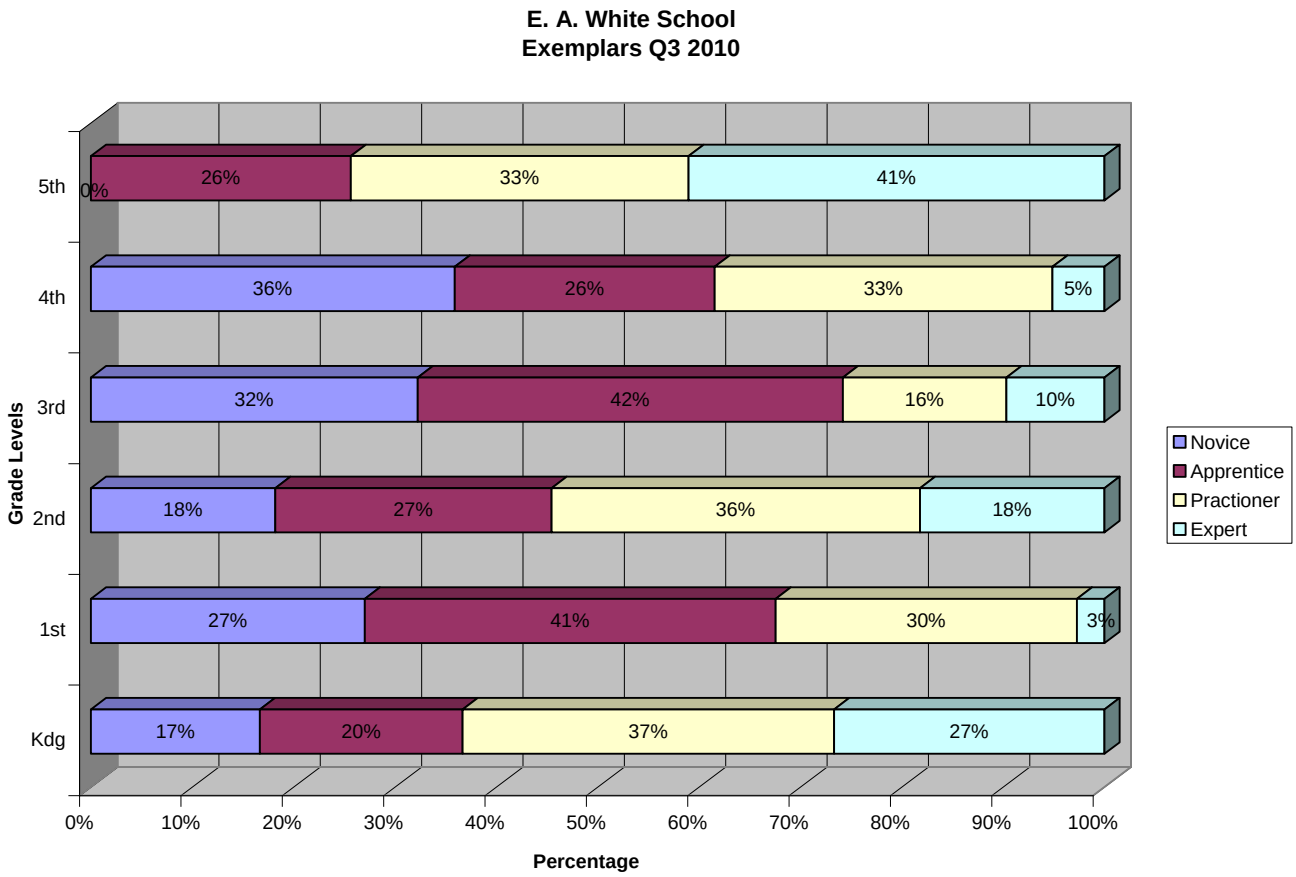


N =

Kdg	29
1st	38
2nd	32
3rd	31
4th	39
5th	39

Findings: Novice: 18-36% Apprentice: 21-63% Practitioner: 6-31% Expert: 3-14%

Analysis: The Exemplars Second Quarter data shows the percentage of Novice has decreased in all grade levels, while Apprentice, Practitioner, and Expert levels have increased in percentage in all grade levels.

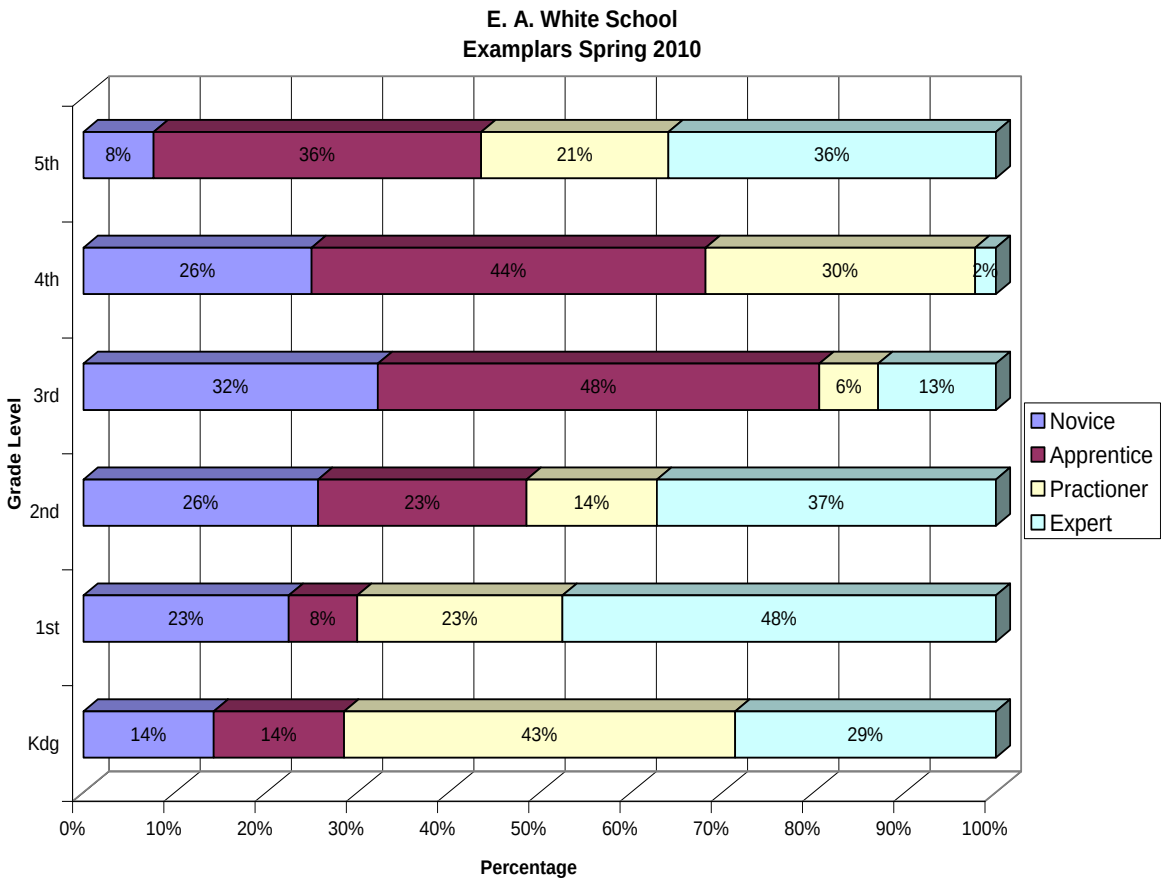


N =

Kdg	30
1st	37
2nd	33
3rd	31
4th	39
5th	39

Findings: Novice 17-36%, Apprentice 20-42%, Practitioner 16-36%, Expert 5-41%

Analysis: The Exemplars third quarter data indicates the percentage of novice remained unchanged, Apprentice indicated decrease, Practitioner indicated increase, Expert indicated increase.

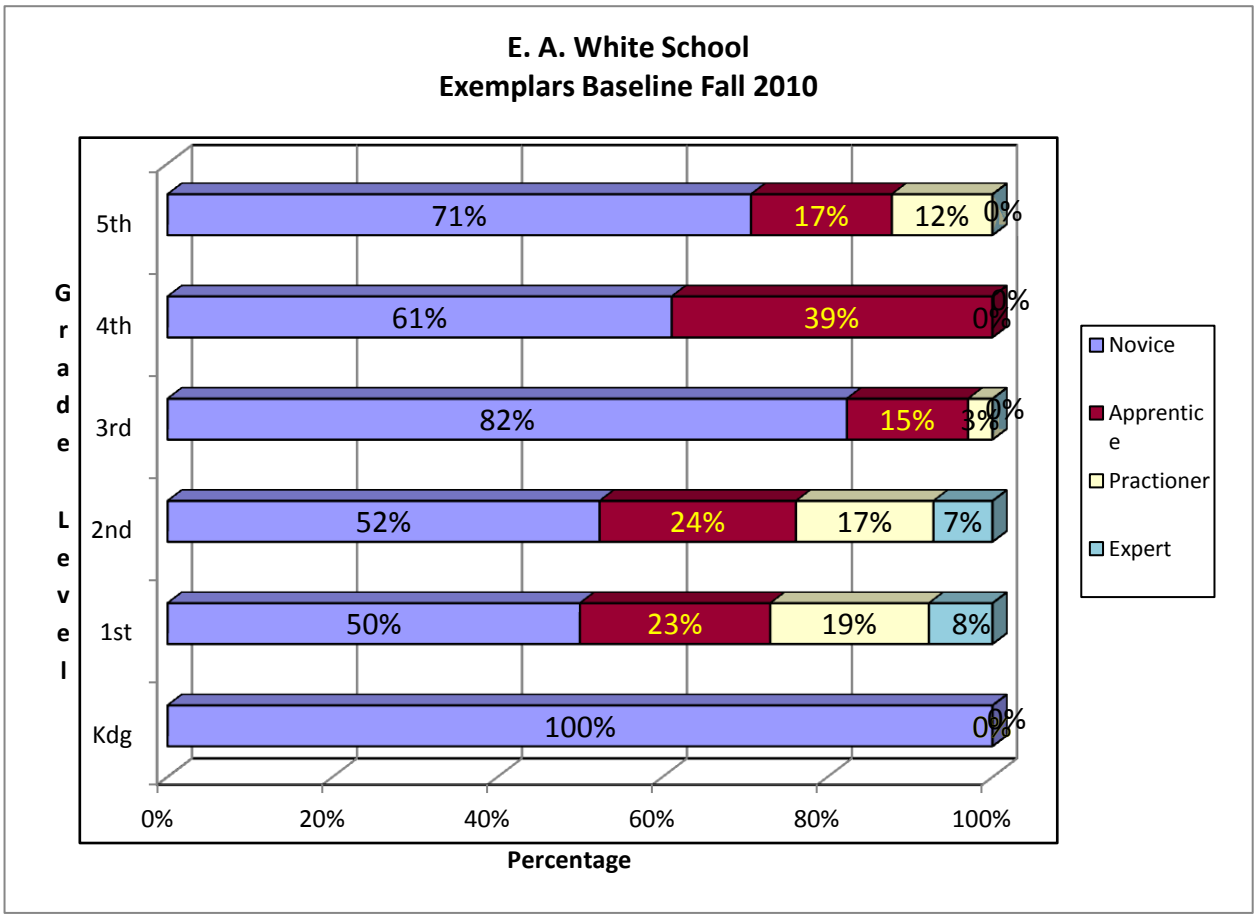


N =

Kdg	28
1st	40
2nd	35
3rd	31
4th	43
5th	39

Findings: Novice 8-32%, Apprentice 8-48%, Practitioner 14-43%, Expert 2-48%

Analysis: The Exemplars fourth quarter data indicates in Practitioner and Expert across all grade levels and a decrease in Apprentice and Novice across all grade levels for Kindergarten through 5th grades.

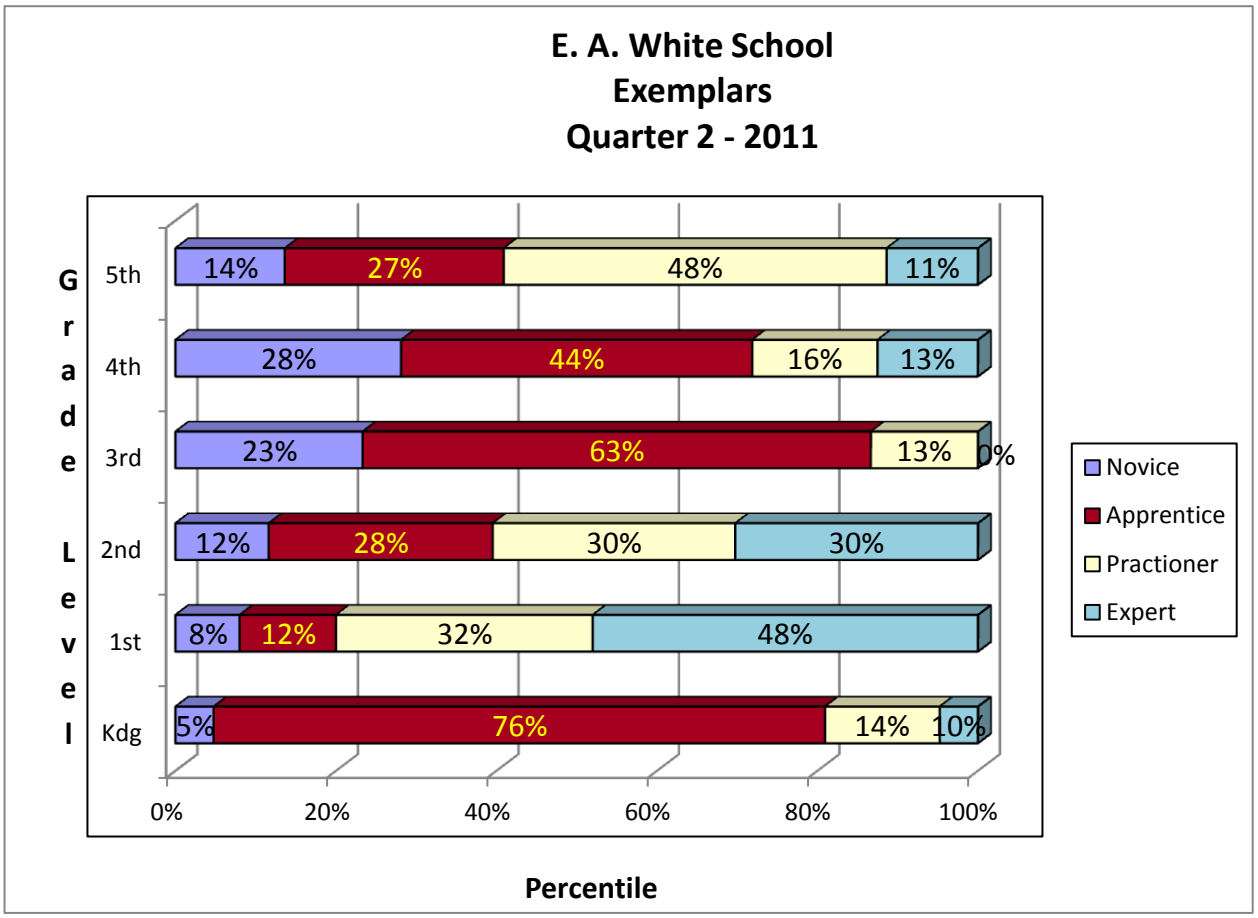


N=

Kdg	34
1st	39
2nd	62
3rd	40
4th	50
5th	53

Findings: Novice 50-100%, Apprentice 15-24%, Practitioner 0-19%, Expert 0-8%

Analysis: The Exemplars Baseline Data indicated a need for growth in math multi-step problem solving at all grade levels.

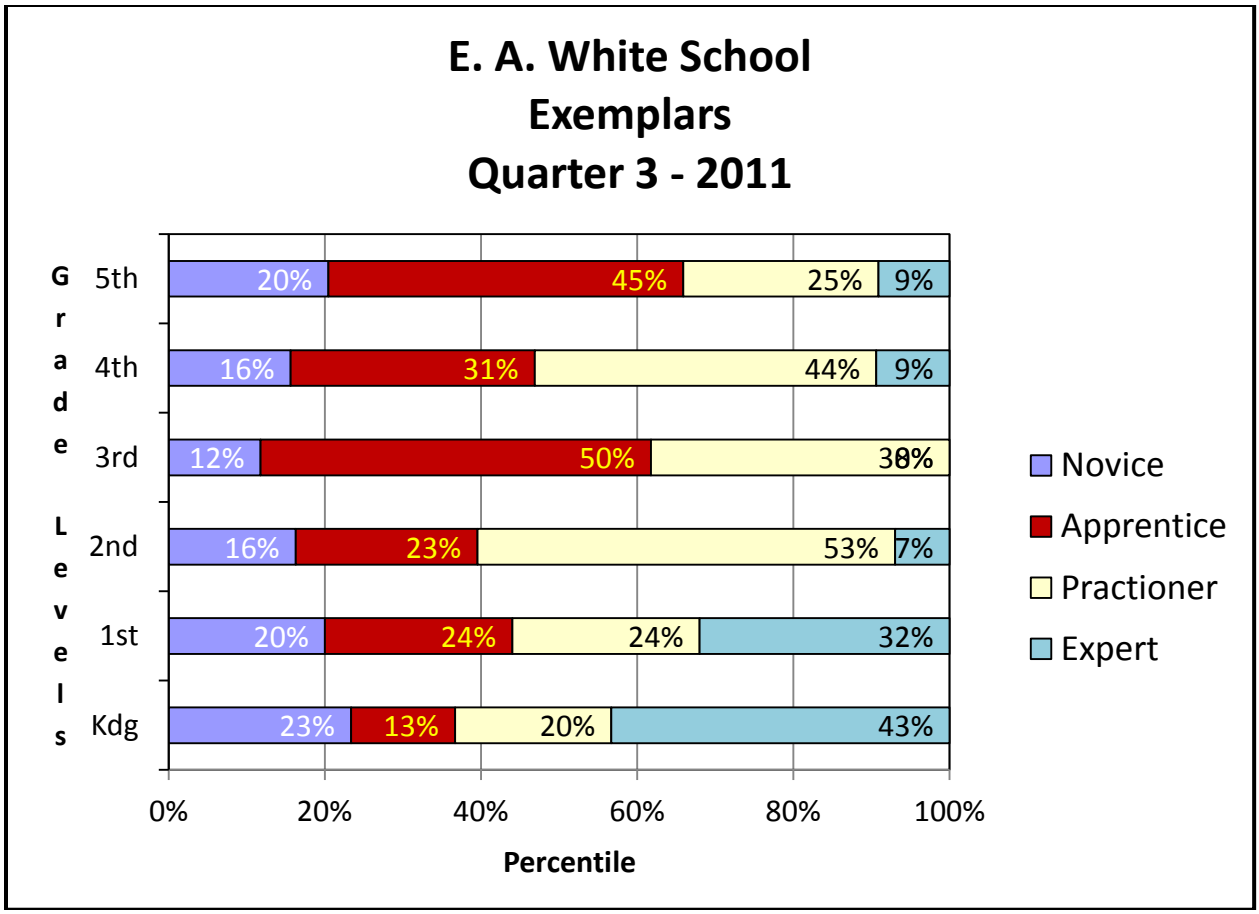


N =

Kdg	42
1st	25
2nd	43
3rd	30
4th	32
5th	44

Findings: Novice 5-28%, Apprentice 12-76%, Practitioner 13-48%, Expert 0-48%

Analysis: The Exemplars Baseline Data indicated there is growth from Novice to Apprentice in all grade levels, Apprentice to Practitioner in all grade levels, and Practitioner to Expert in all grade levels except 3rd grade in math multi-step problem solving.

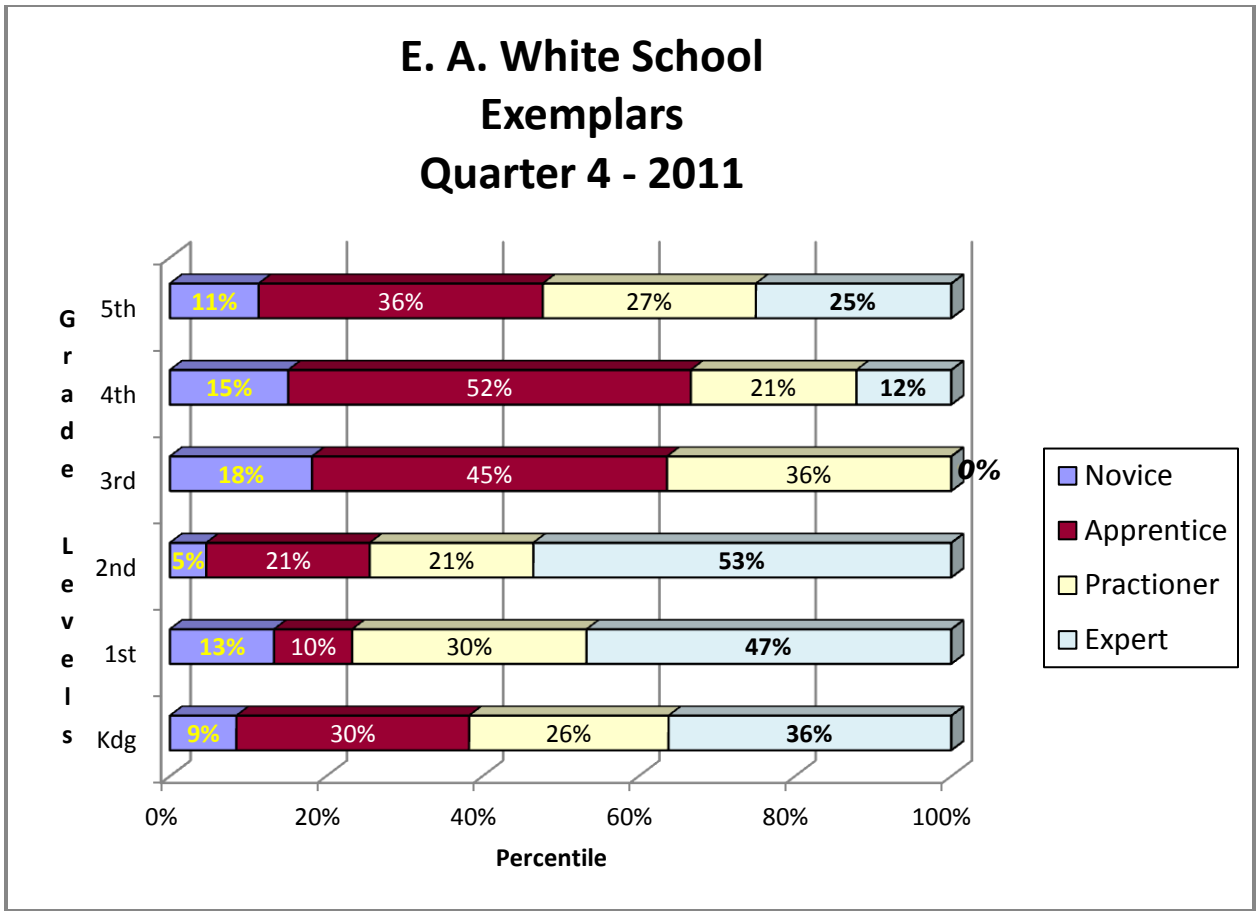


N =

Kdg	30
1st	25
2nd	43
3rd	34
4th	32
5th	44

Findings: Novice 12%-23%, Apprentice 13%-50%, Practitioner 20%-453%, Expert 7%-43%

Analysis: The Exemplars Third Quarter Data indicated the percentage of Novice has decreased in all grade levels, while Apprentice, Practitioner, and Expert levels have increased in percentage in all grade levels.

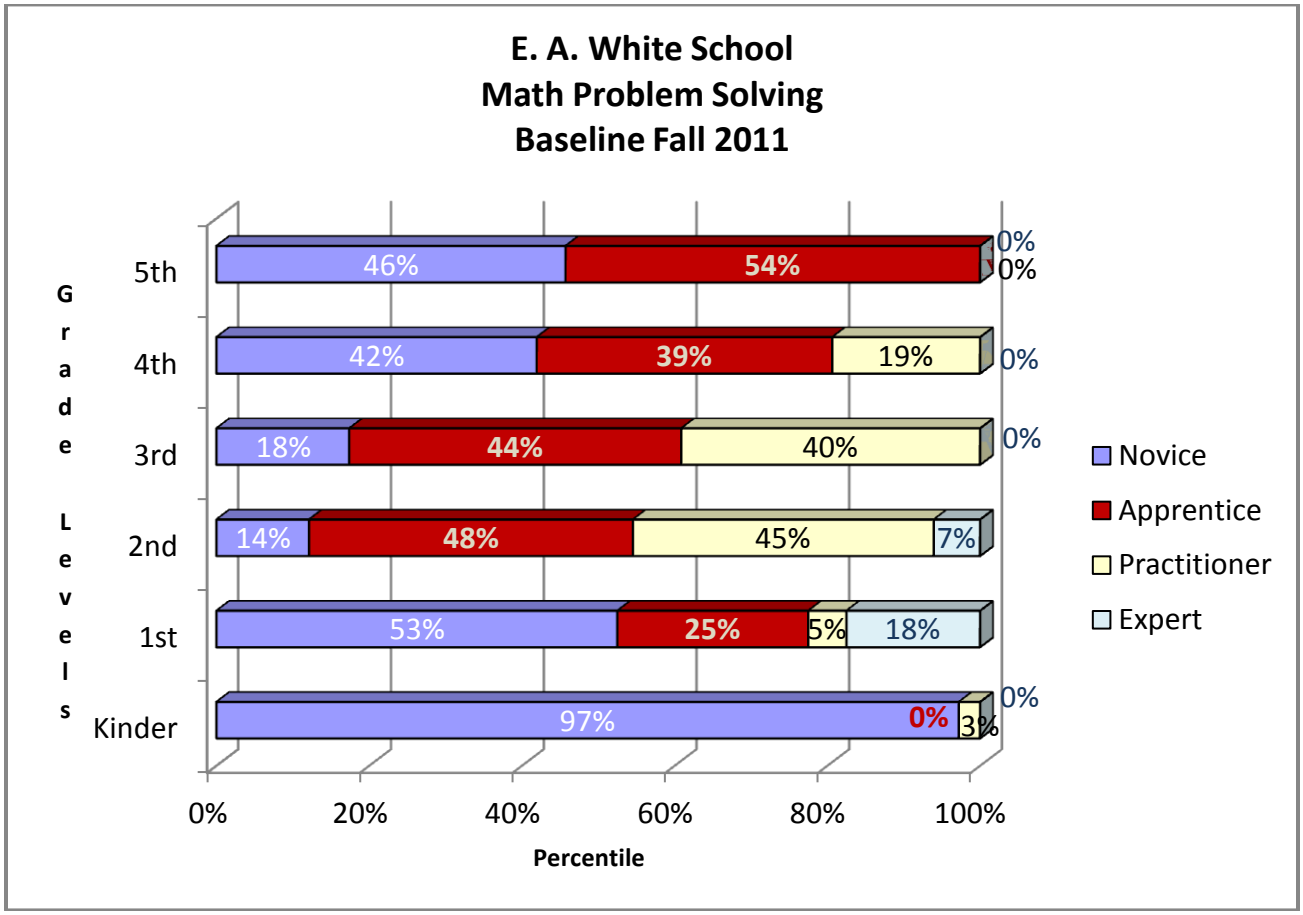


N =

Kdg	47
1st	30
2nd	43
3rd	33
4th	33
5th	44

Findings: Novice 9-18%, Apprentice 10-52%, Practitioner 21-36%, Expert 12-47%

Analysis: The Exemplars fourth quarter data indicates in Practitioner and Expert across all grade levels and a decrease in Apprentice and Novice across all grade levels for Kindergarten through 5th grades.

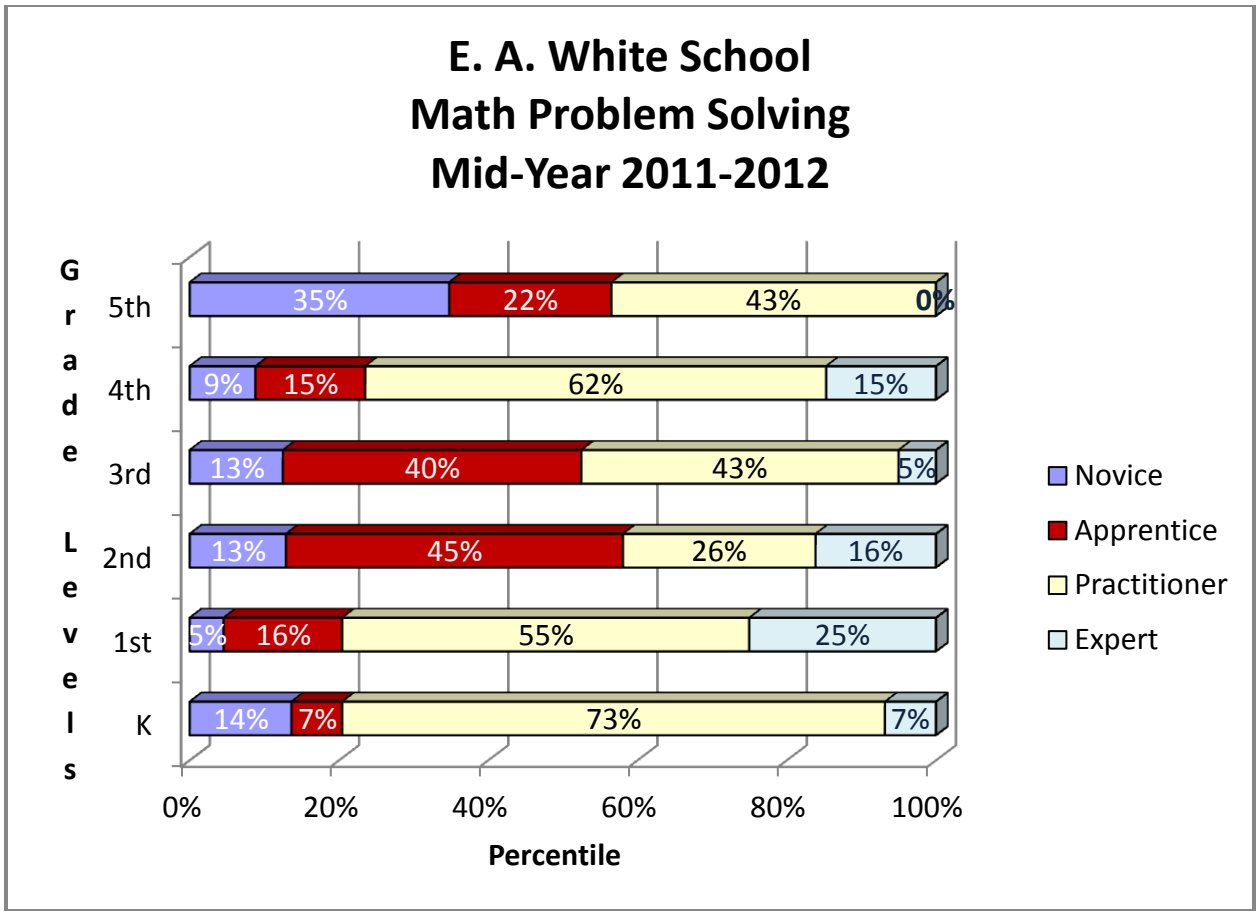


N=

Kdg	36
1st	40
2nd	33
3rd	45
4th	31
5th	35

Findings: Novice 14-97%, Apprentice 0-54%, Practitioner 0-45%, Expert 0-18%

Analysis: The Math Problem Solving Baseline Data indicated a need for growth in math multi-step problem solving at all grade levels.

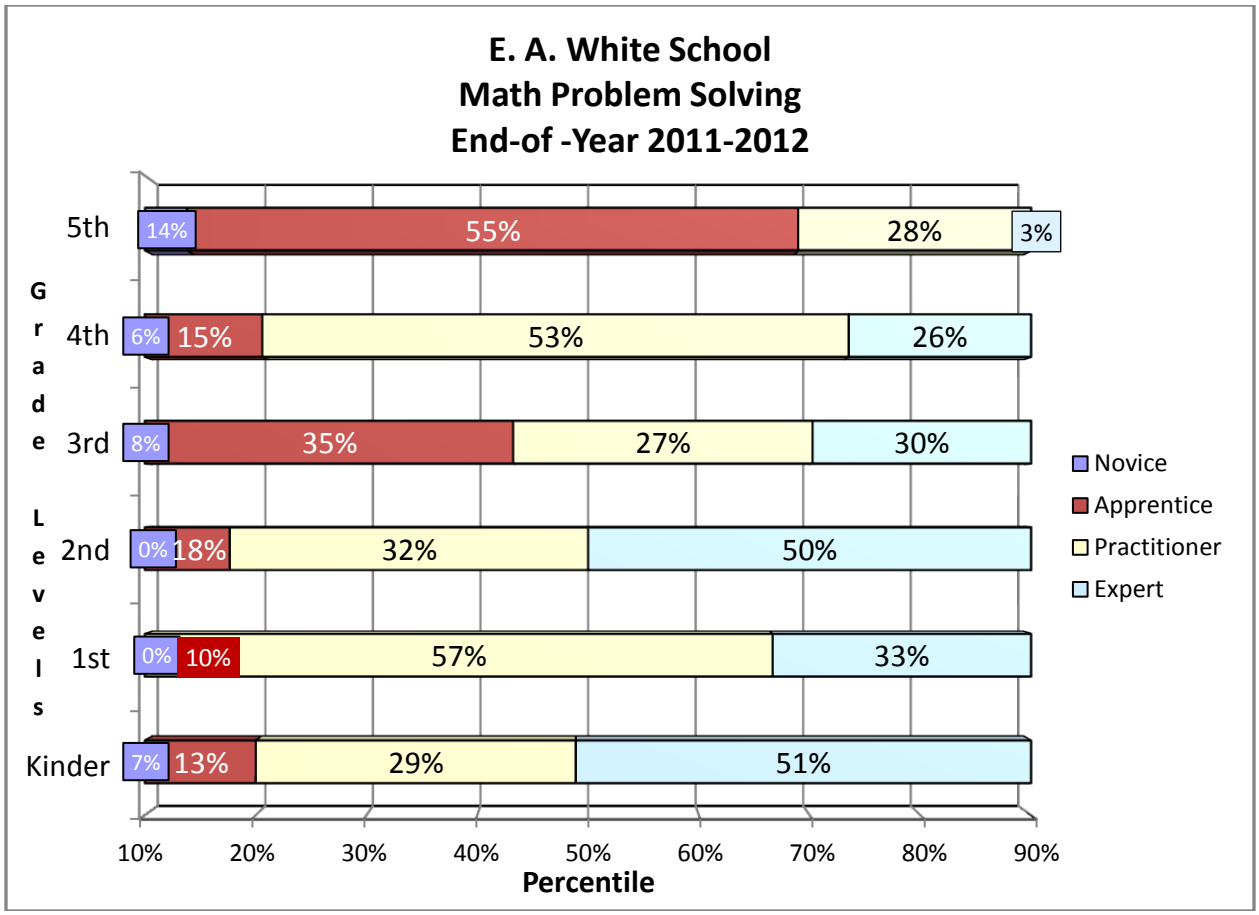


N=

Kdg	44
1st	44
2nd	31
3rd	40
4th	34
5th	23

Findings: Novice 5-14%, Apprentice 7-45%, Practitioner 26-73%, Expert 0-25%

Analysis: The Math Problem Solving Second Quarter Data indicated there is growth from Novice to Apprentice in all grade levels, Apprentice to Practitioner in all grade levels, and Practitioner to Expert in all grade levels in the math multi-step problem solving activity.



N=

Kdg	45
1st	42
2nd	34
3rd	37
4th	34
5th	29

Findings: Novice 0-14%, Apprentice 10-55%, Practitioner 27-53%, Expert 3-51%

Analysis: The Math Problem Solving End of Year Data indicated there is growth from Novice to Apprentice in all grade levels, Apprentice to Practitioner in all grade levels, and Practitioner to Expert in all grade levels in the math multi-step problem solving activity.

Edward A. White Elementary School

Terra Nova 2 Multiple Assessment
Spring 2005-2008 Comparison

2008 Target – 75% of students at or above standard (>49) and fewer than 8% of students below standard (<26)

Grade 3 - All Students

	Percentile Rank (05/06/07/08)	% At or Above Standard (05/06/07/08)	Increase Needed 2008 Target	% Below Standard (05/06/07/08)	Decrease Needed 2008 Target
Reading	73/63/76/58	78/70/76/62	13%	9/6/0/8	Met
Language	63/68/73/66	70/73/79/85	Met	13/0/7/15	7%
Math	81/78/84/61	83/79/93/70	5%	0/0/0/4	Met
Science	86/83/89/80	87/79/93/81	Met	0/0/3/4	Met
Soc. Stud.	87/71/79/75	83/83/83/73	2%	0/3/3/12	4%

Grade 4 - All Students

	Percentile Rank (05/06/07/08)	% At or Above Standard (05/06/07/08)	Increase Needed 2008 Target	% Below Standard (05/06/07/08)	Decrease Needed 2008 Target
Reading	63/74/66/70	67/89/74/80	Met	6/11/4/0	Met
Language	68/71/71/61	67/90/74/55	Met	8/0/4/5	Met
Math	71/82/76/68	71/90/82/80	Met	14/0/7/5	Met
Science	68/87/74/75	71/84/85/75	Met	2/0/7/0	Met
Soc. Stud.	63/80/65/68	69/84/74/95	Met	2/0/4/0	Met

Grade 5 - All Students

	Percentile Rank (05/06/07/08)	% At or Above Standard (05/06/07/08)	Increase Needed 2008 Target	% Below Standard (05/06/07/08)	Decrease Needed 2008 Target
Reading	70/77/77/80	78/82/78	Met	4/4/11	3%
Language	68/83/86/70	83/75/82	Met	4/0/11	3%
Math	73/83/87/71	79/93/66	Met	4/0/15	7%
Science	77/82/89/75	87/82/89	Met	2/0/11	3%
Soc. Stud.	72/83/84/84	77/96/85	Met	2/0/0	Met

Edward A. White School

Terra Nova 3 Multiple Assessment
Spring 2009-2012 Comparison

20011 Target – 75% of students at or above standard (<49) and fewer than 7% of students below standard (>26)

Grade 3 - All Students

	Percentile Rank (09/10/11/12)	% At or Above Standard (2012)	Increase Needed 2012 Target	% Below Standard (2012)	Decrease Needed 2012 Target
Reading	**71/60/66/71**	**69**	2%	**5**	Met
Language	**68/55/66/64**	**68**	3%	**11**	4%
Math	**68/77/68/82**	**79**	Met	**8**	1%
Science	**85/77/70/77**	**87**	Met	**5**	Met
Soc. Stud.	**85/72/75/86**	**81**	Met	**5**	Met

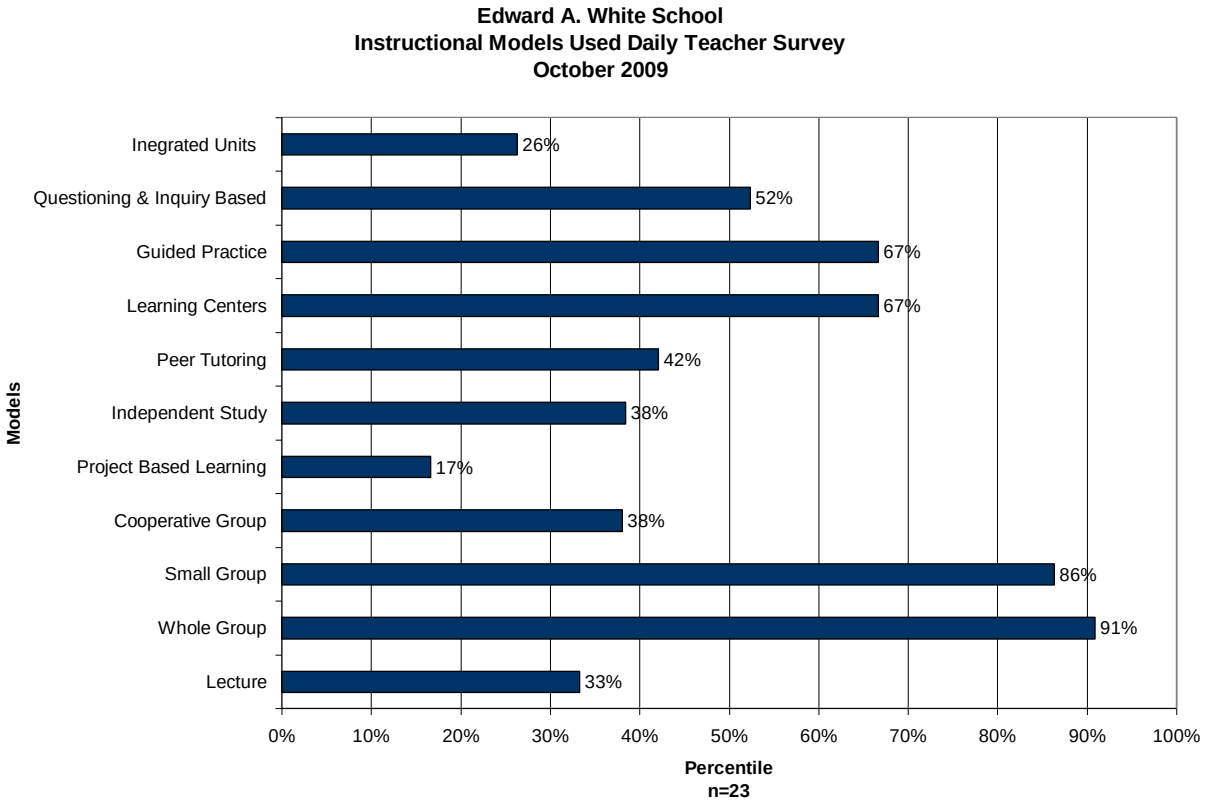
Grade 4 - All Students

	Percentile Rank (09 10 11 12)	% At or Above Standard (2012)	Increase Needed 2012 Target	% Below Standard (2012)	Decrease Needed 2012 Target
Reading	**69/76/69/73**	**71**	4%	**7**	Met
Language	**52/67/69/78**	**71**	4%	**9**	2%
Math	**57/73/63/81**	**77**	Met	**6**	Met
Science	**68/58/70/67**	**80**	Met	**6**	Met
Soc. Stud.	**7184/71/77**	**69**	6%	**3**	Met

Grade 5 - All Students

	Percentile Rank (09 10 11 12)	% At or Above Standard (2012)	Increase Needed 2012 Target	% Below Standard (2012)	Decrease Needed 20012 Target
Reading	**88/76/83/67**	**82**	Met	**3**	Met
Language	**68/69/76/66**	**72**	5%	**7**	Met
Math	**84/74/81/72**	**76**	Met	**0**	Met
Science	**88/79/87/73**	**72**	5%	**7**	Met
Soc. Stud.	**80/82/89/81**	**83**	Met	**17**	10%

Instructional Data



Findings:
Questioning and Inquiry Based 48%
Guided Practice 61%
Learning Centers 35%
Cooperative Groups 35%
Small Group 83 %
Whole Group 87%

Analysis:
The findings indicate that classroom teachers at Edward A. White Elementary School utilize a variety of instructional practices that engage students in learning activities on a daily basis. Whole group instruction is used frequently to introduce or model the skill which leads to differentiated student practice.

CURRICULUM AND INSTRUCTION

The Department of Defense Education Activity (DoDEA) has a continuous cycle of evaluating and revising all subject area programs. This process begins with evaluating the current program, finding programs that are co-existent with the standards, utilizing a pre-implementation timeframe, and ending with the implementation and assessment of the new textbooks and materials.

INTEGRATED LANGUAGE ARTS AND READING

The focus of the Integrated Language Arts and Reading Standards includes reading, writing, speaking and listening skills. Instructional strategies include, but are not limited to, flexible grouping, guided reading, whole/small group instruction, cooperative learning opportunities and peer buddy reading.

MATH

Math standards center on students' learning and their ability to reason, think and communicate mathematically in grades pre-kindergarten through fifth grade. Instructional strategies include, but are not limited to, the use of manipulatives, problem solving strategies and technology.

SCIENCE

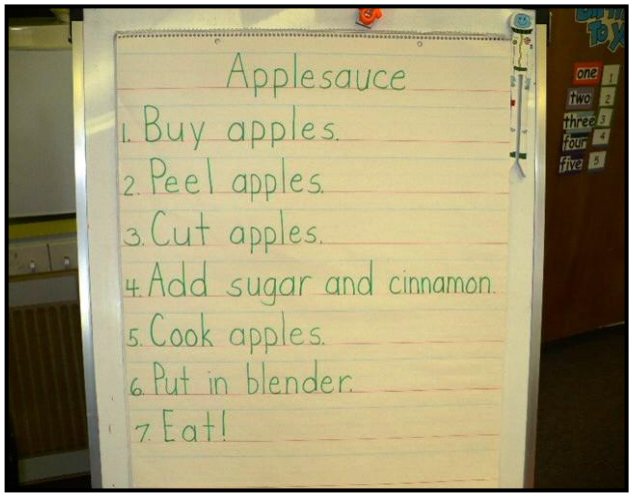
Science standards stress a hands-on inquiry based approach; students acquire skills in the fields of our universe, world, and lives. The standards enhance curiosity, stimulate the thinking process, and promote higher order questioning techniques for 21st century learners.

SOCIAL STUDIES

The standards for Social Studies emphasize the growth and preservation of a democratic society and the globalization of our world. Providing students with meaningful opportunities that help develop skills, values and attitudes needed to become productive citizens in a global society.

HEALTH

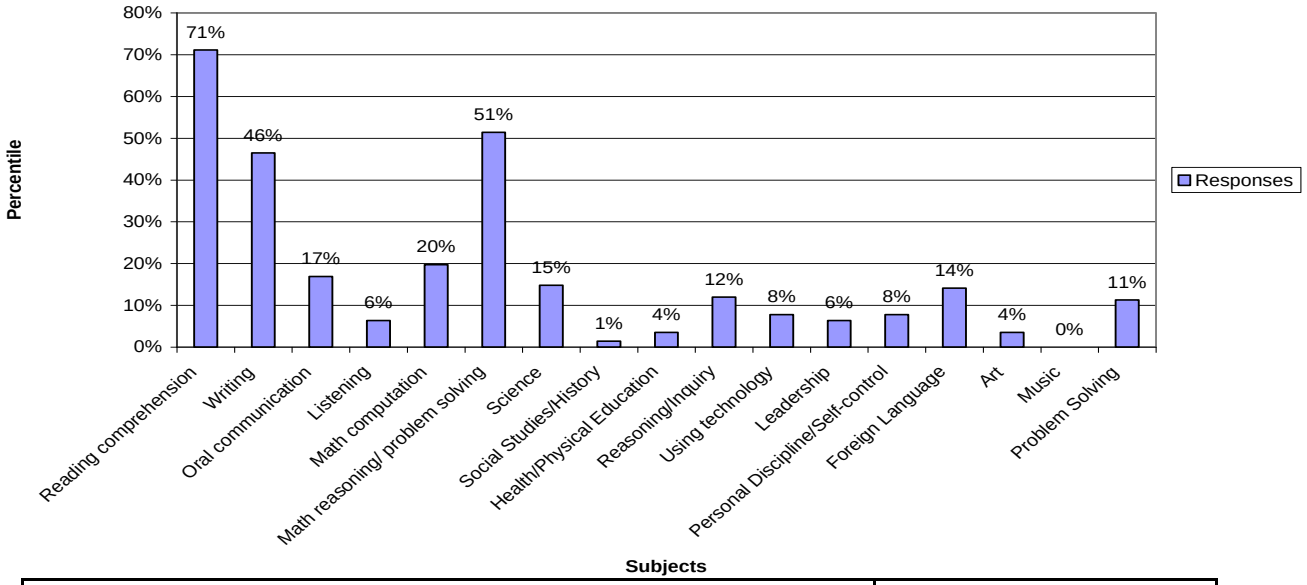
The DODEA standards in Health Education prepare students to make informed decisions on topics concerning individual, family and public health. Teachers, school nurse, counselor and physical education instructor emphasize topics such as nutrition, conflict resolution, building good character, drug awareness, and fitness.



Community Data and Information

Parent Survey

E. A. White School
Parent Survey October 2008
Question: 1. On which THREE of the following areas do you think your child's school should place the most emphasis?



Reading comprehension	n=101/142
Writing	n=66/142
Oral communication	n=24/142
Listening	n=9/142
Math computation	n=28/142
Math reasoning/ problem solving	n=73/142
Science	n=21/142
Social Studies/History	n=2/142
Health/Physical Education	n=5/142
Reasoning/Inquiry	n=17/142
Using technology	n=11/142
Leadership	n=9/142
Personal Discipline/Self-control	n=11/142
Foreign Language	n=20/142
Art	n=5/142
Music	n=0/142
Problem Solving	n=16/142

Findings: The Parent Survey showed that 71% of the parents surveyed felt that reading comprehension and 51% of the parents surveyed felt math problem solving should be an area of emphasis

Analysis: The Parent Survey reveals that reading comprehension and math problem solving should be the major areas of emphasis.

Environmental Scan

The staff at Edward A. White Elementary School conducted a review of current research to determine the needs of students in the 21st Century. The research supporting instructional focus and strategies based upon data collected on the student achievement of students at Edward A. White Elementary School is summarized below.

Reading

Classroom Instruction That Works, Marzano, Pickering & Pollick
The strategy of using advanced organizers help all students retrieve what they already know about a topic.

Putting Reading First: The Research Building blocks for Teaching Children to Read
Research over 30 years has shown that instruction and comprehension can help students understand what they read and communicate with others about what they read. Graphic organizers help students focus on concepts and how they are related to other concepts.

P21 Strategic Council Members, 21st Century Skills: Learning for Life in Our Times - An analysis of data regarding what students should know and be able to do to be competitive in the 21st Century, points to the ability to read and understand text well and to be problem solvers in math and in social and work situations. According to 21st Century Skills these core subjects are included:

- English, reading or language arts
- World languages
- Arts
- Mathematics

Math

Roads to Reasoning- The development of reasoning power is a primary objective of elementary mathematics. Problem solving, which is the basis for developing reasoning power, has been at the forefront of the mathematics curriculum for many years. The National Council of Teachers of Mathematics' *Principles and Standards, released in 2000, continues to emphasize both of these areas.*

P21 Strategic Council Members, 21st Century Skills: Learning for Life in Our Times - Research has shown that students need to have the following attributes in

order to be effective in the workforce: Critical thinkers, problem solvers, innovators, and effective communicators. They have also found that high school students who have been recently hired are lacking operational skills in critical thinking, problem solving, written communication, leadership, work ethic, and self-direction.

National Council of Teachers of Math Standards, Students need to develop a range of strategies for solving problems, such as using diagrams, looking for patterns, or using talk alouds. These strategies need to become embedded across the curriculum for optimal student learning. Student need to be capable of self monitor in order to adjust the strategies they are using as they solve a problem.

Susan O'Connell, Introduction to Problem Solving – Strategies for the Elementary Math Classroom – In order to be effective mathematicians, students need to develop understanding of critical math content. They need to understand number and operations, algebra, measurement, geometry, and data analysis and probability. Students must learn to problem solve, communicate their ideas, reason through math situations, prove their conjectures, make connections between and among math concepts, and represent their mathematical thinking.

Analysis of Data and Implications 2005-2008

Terra Nova Multiple Assessments:
The analysis of data from the Terra Nova Multiple Assessments over time indicates the need to address specific reading and math content standards in daily classroom instruction to raise overall student achievement. Disaggregated data by gender and ethnicity shows the need to continually enhance the learning environment for English Language Learners and male students. The data from the Terra Nova sub-skill of problem solving is among the lowest areas of student achievement in grades 3, 4, and 5. The data from the Terra Nova sub-skill of Evaluate and Extend Meaning over a three year period shows a decline in student achievement in grades 3, 4, and 5.

Implications - Non-Hispanic students scored higher than Hispanic students in every subject on the Terra Nova test in grades 3-5. Teachers will use this data to continue to provide researched based instruction in order to meet the need of the Hispanic students. Teachers will continue school-wide collaboration focusing on the ELL and Hispanic students while collecting further data to indicate future trends. Females scored higher in language arts/reading and math than the males on the Terra Nova test in grades 3-5. Teachers will actively engage males more often during instruction in language arts/reading and math. The Terra Nova scores in math problem solving declined from 2005-2008. Through the disaggregation of data the faculty chose math problem solving as an area of need.

Developmental Reading Assessment:
Students at Edward A. White Elementary School show growth in reading as assessed by the Developmental Reading Assessment. By the end of school year 2009, 70% or greater of students in grades K, 1, 2 and 3 performed At or Above grade level as measured by the DRA.

Implications - Teachers will be provided staff development in the utilization of research based graphic organizers to include advanced organizers. The use and improvement of guided reading, Scholastic Achievement Manager, and higher order thinking/questioning techniques will assist in the improvement of Reading Comprehension. This provides data to support the reading comprehension goal with the increase in Below or Partial categories.

Parent Survey: A Parent Survey was conducted in October 2008. Data from parents share a concern for achievement in math problem solving and reading comprehension.

Implications - The faculty and staff will take this parent survey into consideration when establishing our Continuous School Improvement (CSI) goals.

Environmental Scan: Research has shown that students need to have the following attributes in order to be effective in the workforce: Critical thinkers, problem solvers, innovators, and effective communicators. They have also found that high school students who have been recently hired are lacking operational skills in critical thinking, problem solving, written communication, leadership, work ethic, and self-direction. Research also shows that the skills and content areas that will be growing in importance in the next five years will include: critical thinking, information technology, health and wellness, collaboration, innovation and personal financial responsibility. An analysis of data regarding what students should know and be able to do to be competitive in the 21st Century, points to the ability to read and understand text well and to be problem solvers in math and in social and work situations. According to 21st Century Skills the core subjects are as follows:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

Employers are looking for the application and knowledge of skills utilizing oral communication, collaboration, professional work ethic, written communication, critical thinking and problem solving from employees that have graduated from college as stated in a research survey.

Implications- The faculty and staff should incorporate 21st century skills and proficiencies into the school curriculum within the context of academic standards. The expectation for the students we teach today will be to use 21st century skills and reading comprehension skills to problem solve, to understand, and address global issues.

Analysis of Data and Implications 2009-2010

Terra Nova Multiple Assessments:
The analysis of data from the Terra Nova Multiple Assessments over time indicates the need to address specific reading and math content standards in daily classroom instruction to raise overall student achievement. Disaggregated data by gender and ethnicity shows the need to continually enhance the learning environment for English Language Learners and male students. The data from the Terra Nova sub-skill of problem solving is no longer among the lowest areas of student achievement in grades 3, 4, and 5. There was a 3 to 7 percent increase in the sub-skill of math problem solving for grades 3-5. Achievement below the 75 percentile in the sub-skill of problem solving indicates a need for continual improvement. The data from the Terra Nova sub-skill of Evaluate and Extend Meaning over a three year period shows a decline in student achievement in grades 3, 4, and 5. Achievement on Terra Nova sub-skill in Evaluate and Extend Meaning reflects 75%. Analyze Text shows increase of an average for grades 3-5 of .833 from 2009-2010 Terra Nova

Implications - Non-Hispanic students scored higher than Hispanic students in every subject on the Terra Nova test in grades 3-5. Teachers will use this data to continue to provide researched based instruction in order to meet the need of the Hispanic students. Teachers will continue school-wide collaboration focusing on the ELL and Hispanic students while collecting further data to indicate future trends. There is further need for faculty input and discussion of assessment data to better facilitate the needs of ELL students. Females scored higher in language arts/reading and math than the males on the Terra Nova test in grades 3-5. Teachers will actively engage males more often during instruction in language arts/reading and math. The Terra Nova scores in math problem solving declined from 2005-2008. Through the disaggregation of data the faculty chose math problem solving as an area of need. There was a 3 to 7 percent increase in the sub-skill of math problem solving for grades 3-5, 2009 -2010 Terra Nova. Achievement below the 75 percentile in the sub-skill of problem solving indicates a need for continual improvement. . The data indicates a need for continuous work in these areas. Both goals will continue for the school year 2010/2011.

Developmental Reading Assessment:
Students at Edward A. White Elementary School show growth in reading as assessed by the Developmental Reading Assessment. By the end of school year 2009, 70% or greater of students in grades K, 1, 2 and 3 performed At or Above grade level as measured by the DRA. At the end of the school year 2010, 83% of students in K, 1, 2, and 3 performed AT or Above grade level as measured by the DRA.

Implications - Teachers will be provided staff development in the utilization of research based graphic organizers to include advanced organizers. The use and improvement of guided reading, Scholastic Achievement Manager, and higher order thinking/questioning techniques will assist in the improvement of Reading Comprehension. This provides data to support the reading comprehension goal with the

increase in Below or Partial categories. The faculty will also be provided staff development in the new system wide reading series, Reading Streets.

Environmental Scan: Research has shown that students need to have the following attributes in order to be effective in the workforce: Critical thinkers, problem solvers, innovators, and effective communicators. They have also found that high school students who have been recently hired are lacking operational skills in critical thinking, problem solving, written communication, leadership, work ethic, and self-direction. Research also shows that the skills and content areas that will be growing in importance in the next five years will include: critical thinking, information technology, health and wellness, collaboration, innovation and personal financial responsibility. An analysis of data regarding what students should know and be able to do to be competitive in the 21st Century, points to the ability to read and understand text well and to be problem solvers in math and in social and work situations. According to 21st Century Skills the core subjects are as follows:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

Employers are looking for the application and knowledge of skills utilizing oral communication, collaboration, professional work ethic, written communication, critical thinking and problem solving from employees that have graduated from college as stated in a research survey.

Implications- The faculty and staff should incorporate 21st century skills and proficiencies into the school curriculum within the context of academic standards. The expectation for the students we teach today will be to use 21st century skills and reading comprehension skills to problem solve, to understand, and address global issues.

EXECUTIVE SUMMARY

The Department of Defense Education Activity (DoDEA) has a Community Strategic Plan (CSP) that requires its schools to ensure high student achievement. One of the CSP goals, for example, is for at least 75% percent of students to perform above the national median on a system-wide, norm-referenced assessment with less than 7% in the bottom quarter. Thus, to pursue this goal and others, the CSP requires schools to use assessments to identify where student performance is low and then develop interventions that will increase student performance and help achieve these goals.

Consequently, E. A. White Elementary School, as part of pursuing its process of continuous school improvement, administers a number of system-wide and local assessments that measure student academic performance across a variety of academic subjects. Additionally, White Elementary School routinely conducts an analysis of the results to identify where student performance is low and to create outcome goals and devise strategies to meet those goals.

Based on its analysis of Terra Nova and school profile data, White developed a School Improvement Action Plan (SIAP) that created two goals as a means to dedicate its resources and focus its teaching efforts on improving student learning. Goal l aims to improve students' reading comprehension skills, and Goal 2 seeks to improve students' problem solving and reasoning skills in mathematics through high-level critical thinking. Accordingly, White adopted several strategies to realize these goals.

This report is organized to weigh findings from a primary and a secondary analysis of data. The primary analysis looks at the year-to-year changes in the percentage of students in the top two performance quarters; it shows the magnitude and direction of the effects of intervention on the school's capacity to <u>generate</u> high achievement. In contrast the secondary analysis looks at year-to-year changes in the frequency with which White Elementary School meets or exceeds DoDEA's dual (75% - 7%) achievement criterion; it shows the effects of intervention on the school's capacity to <u>sustain</u> high achievement. Together, the primary and secondary analyses provide a comprehensive picture of the progress of White's improvement goals.

The primary analysis finds that the effectiveness of White's interventions is neither widespread across all grade levels nor reflected in more than one assessment; little relative growth is underway. Looking at absolute growth, the secondary analysis discovered that, with progressively increasing frequency, White's interventions are effectively meeting and exceeding DoDEA's dual (75% - 7%) performance criterion.

The results of the primary and secondary analyses have particular consequences for understanding schools with low relative growth and high absolute performance scores. These results inform White's CSILT that the progress of its intervention goals relies much more on its interventions' capacity to <u>sustain</u> high performance and much less on its capacity to <u>generate</u> high performance.

Analysis of Data and Implications for 2010-2011

The Department of Defense Education Activity (DoDEA) has a Community Strategic Plan (CSP) that requires its schools to ensure high student achievement. One of the CSP goals, for example, is for at least 75% percent of students to perform above the national median on a system-wide, norm-referenced assessment with less than 7% in the bottom quarter. Thus, to pursue this goal and others, the CSP requires schools to use assessments to identify where student performance is low and then develop interventions that will increase student performance and help achieve these goals.

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Analysis of Goal 1 Progress: By the end of SY 2010-2011, all students will improve in reading comprehension across the curriculum.

Goal 1 objective. Students will use "Kidspiration/Inspiration" software in grades PreK-5 to improve reading comprehension through a use of varied graphic organizers.

1. Strategy: Teachers will model, demonstrate, and teach Kidspiration/Inspiration to students in grades Pre-K to 5.
2. Strategy: Teachers will provide structured opportunities for students to learn and apply Kidspiration/Inspiration in reading comprehension activities.
3. Strategy: Teachers will provide students with instructional opportunities to increase text comprehension using Kidspiration/Inspiration and graphic organizers/templates at least one time per week that will support drawing conclusions, story elements/character, literary techniques and persuasive techniques.
4. Strategy: Teachers will provide supervised opportunities for students to create graphic organizers that will support drawing conclusions, story elements/character, literary techniques and persuasive techniques at least one time per week to demonstrate text comprehension.
5. Strategy: Teachers will review formative data to inform and/or adjust instructions to meet students' needs.

Summary of Goal 1 Findings

White Elementary School's reading comprehension intervention is effective, the summary of Goal 1 findings will evince a pattern of meaningful positive change within the grade levels and between the various assessments.

Analysis of Goal 2 Progress: All students will improve problem solving and reasoning in mathematics through higher level critical thinking.

Goal 2 objective: Students will utilize higher-level critical thinking skills and ability to self-monitor their progress in completing open-ended tasks while progressively improving the complexity of their responses.

1. Strategy: Teachers will help students select appropriate Problem Solving Strategies to complete and self monitor open-ended tasks.
2. Strategy: Teachers will provide students with the opportunity to select problem solving strategies aimed at completing and monitoring open-ended tasks.
3. Strategy: Teachers will use "Think Aloud" strategies to model, demonstrate, and teach problem solving strategies.
4. Strategy: Teachers will provide students with instructional opportunities to analyze a situation and draw appropriate and correct conclusions from given data at least once a week.
5. Strategy: Teachers will help students analyze a situation and draw appropriate and correct conclusions from given data at least once a week.

6. Strategy: Teachers will review formative assessment to form or adjust instruction to meet students' needs.

Summary of Goal 2 Findings

White's problem solving intervention is effective, the summary of Goal 2 findings showed a pattern of meaningful positive change within the grade levels and between the various assessments.

Analysis of Data and Implications for 2011-2012

The Department of Defense Education Activity (DoDEA) has a Community Strategic Plan (CSP) that requires its schools to ensure high student achievement. One of the CSP goals, for example, is for at least 75% percent of students to perform above the national median on a system-wide, norm-referenced assessment with less than 7% in the bottom quarter. Thus, to pursue this goal and others, the CSP requires schools to use assessments to identify where student performance is low and then develop interventions that will increase student performance and help achieve these goals.

Consequently, E. A. White Elementary School, as part of pursuing its process of continuous school improvement, administers a number of system-wide and local assessments that measure student academic performance across a variety of academic subjects. Additionally, White Elementary School routinely conducts an analysis of the results to identify where student performance is low and to create outcome goals and devise strategies to meet those goals.

Based on its analysis of Terra Nova and school profile data, White developed a School Improvement Action Plan (SIAP) that created two goals as a means to dedicate its resources and focus its teaching efforts on improving student learning. Goal l aims to improve students' reading comprehension skills, and Goal 2 seeks to improve students' problem solving and reasoning skills in mathematics through high-level critical thinking. Accordingly, White adopted several strategies to realize these goals.

This report is organized to weigh findings from a primary and a secondary analysis of data. The primary analysis looks at the year-to-year changes in the percentage of students in the top two performance quarters; it shows the magnitude and direction of the effects of intervention on the school's capacity to generate high achievement. In contrast the secondary analysis looks at year-to-year changes in the frequency with which White Elementary School meets or exceeds DoDEA's dual (75% - 7%) achievement criterion; it shows the effects of intervention on the school's capacity to sustain high achievement. Together, the primary and secondary analyses provide a comprehensive picture of the progress of White's improvement goals.

The primary analysis finds that the effectiveness of White's interventions is neither widespread across all grade levels nor reflected in more than one assessment; little relative growth is underway. Looking at absolute growth, the secondary analysis discovered that, with progressively increasing frequency, White's interventions are effectively meeting and exceeding DoDEA's dual (75% - 7%) performance criterion.

The results of the primary and secondary analyses have particular consequences for understanding schools with low relative growth and high absolute performance scores. These results inform White's CSILT that the progress of its intervention goals relies much more on its interventions' capacity to sustain high performance and much less on its capacity to generate high performance.

Analysis of Goal 1 Progress: By the end of SY 2010-2011, all students will improve in reading comprehension across the curriculum.

Goal 1 objective. Students will use a variety of graphic organizers in grades PreK-5 to improve reading comprehension through a use of varied graphic organizers.

6. Strategy: Teachers will model, demonstrate, and teach graphic organizers to students in grades Pre-K to 5.
7. Strategy: Teachers will provide structured opportunities for students to learn and apply graphic organizers in reading comprehension activities.
8. Strategy: Teachers will provide students with instructional opportunities to increase text comprehension using graphic organizers/templates at least one time per week that will support drawing conclusions, story elements/character, literary techniques and persuasive techniques.
9. Strategy: Teachers will provide supervised opportunities for students to create graphic organizers that will support drawing conclusions, story elements/character, literary techniques and persuasive techniques at least one time per week to demonstrate text comprehension.
10. Strategy: Teachers will review formative data to inform and/or adjust instructions to meet students' needs.

Summary of Goal 1 Findings

White Elementary School's reading comprehension intervention is effective, the summary of Goal 1 findings will evince a pattern of meaningful positive change within the grade levels and between the various assessments.

Analysis of Goal 2 Progress: All students will improve problem solving and reasoning in mathematics through higher level critical thinking.

Goal 2 objective: Students will utilize higher-level critical thinking skills and ability to self-monitor their progress in completing open-ended tasks while progressively improving the complexity of their responses.

7. Strategy: Teachers will help students select appropriate Problem Solving Strategies to complete and self monitor open-ended tasks.
8. Strategy: Teachers will provide students with the opportunity to select problem solving strategies aimed at completing and monitoring open-ended tasks.
9. Strategy: Teachers will use "Think Aloud" strategies to model, demonstrate, and teach problem solving strategies.
10. Strategy: Teachers will provide students with instructional opportunities to analyze a situation and draw appropriate and correct conclusions from given data at least once a week.
11. Strategy: Teachers will help students analyze a situation and draw appropriate and correct conclusions from given data at least once a week.
12. Strategy: Teachers will review formative assessment to form or adjust instruction to meet students' needs.

Summary of Goal 2 Findings

White's problem solving intervention is effective, the summary of Goal 2 findings showed a pattern of meaningful positive change within the grade levels and between the various assessments.

Triangulation of Data

Student Goal #1: All students will improve in reading comprehension across the curriculum.

Edward A. White Elementary school chose this goal based on the triangulation of the following data sources:

1. Terra Nova Multiple Assessments, 2nd and 3rd Edition, 2007-2009
   Reading OPI, Basic Understanding
   Analyze Text Page 17.
2. Parent Survey, Page 82.
3. Environmental Scan, Page 83.

Student Goal #2: All students will improve problem solving and reasoning in mathematics through higher level critical thinking.

Edward A. White Elementary School chose this goal based on triangulating the following data sources:

1. Terra Nova Multiple Assessments, 2nd and 3rd Edition, 2005-2009
   Problem Solving and Reasoning, Page 62.
2. Environmental Scan, Page 83.
3. Parent Survey, Page 82.

Appendix

Protocol for Administration of Scholastic Reading Inventory

- Prepare students for the test – familiarize students with the format of the test. Copy a simple test item and go through the item as a class.
- Prior to the test, make sure students understand how to use the computer interface to complete the test.
- Express to the students the importance of taking the test seriously.
- Do not read the test to the student – it is independent work for them.
- It is recommended that students wear the computer headphones to assist in blocking distractions.
- As students complete a session, have another task for them to do so others may complete their session as well.
- Capitalize on the SRI Reports.
- Have students choose reading materials based on test results.
- Independent reading - 50 Lexiles above to 100 Lexiles below the student's Lexile measure. This will build comprehension skills and acquire new vocabulary while reading independently. It is the optimal range.
- To build fluency and confidence, have students read 100-250 Lexiles below. The reader will experience automaticity with text. Both the vocabulary and syntax the reader encounters are easy.
- To read for a challenge, have students read 50 Lexiles and above the Lexile measure. Only use text at this level if the student has prior knowledge or a deep interest in the subject of the book.

Protocol for Administration of the Developmental Reading Assessment (DRA) Grades K-3

- Assessments must be conducted by the classroom teacher – information is used to guide instruction.
- Assessments are held in a one-on-one reading conference during the regular instructional day.
- Explain to the students that you want to spend some time with them individually reading together. (Don't make it an event).
- If needed, a recorder may be used for play-back in completing the forms.
- Sit beside the student, not facing them.
- Comprehension MUST be at a minimum of 16 (if they barely make 16, don't go to the next level).
- If a student scores below 16 on comprehension, DO NOT CONTINUE TO THE NEXT LEVEL.
- Mark the fluency which is on the last page of the student sheets and transfer to the DRA Continuum.
- Accuracy has to be 94% or better EXCEPT for Levels A, 1 & 2, which is 90%.
- Complete all information about the student's reading according to the directions on the student sheets.
- On the retelling/comprehension, the student can not look back in the book for answers.
- Transfer all student information to the DRA Continuum Folder.

Marzano Chapter 10 Workshop February 8, 2011

Survey

Please list one new idea that you found helpful from today's workshop.

_____

_____

_____

How will today's activities help you in your classroom or be beneficial for daily instruction.

_____

_____

_____

Are there any other areas of interest or concern regarding Marzano that you would like to investigate or learn about in a future in-service?

_____

_____

_____

Do you have any ideas or topics for future in-service training that will address our school-wide goals?

_____

_____

_____