

# **SOUTH CAROLINA/FT. STEWART/DODDS CUBA SCHOOL DISTRICT**

## **School Improvement Status Report SY2010-2011**



**Home of the Dragons!**

**Pierce Terrace Elementary School**

5715 Adams Court

Columbia, SC 29206

(803) 782-1772

**Principal**

**Mr. Brian Perry**

**SC/FT. STEWART/DoDDS CUBA SCHOOL DISTRICT**  
**School Improvement Status Report**  
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**EXECUTIVE SUMMARY**

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

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

Pierce Terrace Elementary School (ES) is working to accomplish two strategic school goals as outlined in this report with analyses showing very little growth in math problem solving and reading comprehension. Some increases were noted on results from local assessments, Exemplars and Retelling.

Grade level data on local assessments showed increases on both goals for grades PreK-1 with grade 2 showing increases only for goal 1. Pierce Terrace ES has identified Retelling as an area of strength for the 2010-2011 school year. Math problem solving as well as reading comprehension will continue as areas still needing improvement.

To continue its effort to improve student performance in the area of Problem Solving and Reading Comprehension, Pierce Terrace ES is committed to providing students with research based instructional practices to ensure students are successful. Staff members will be provided staff development and the administrator will monitor the implementation of the interventions. The school will systematically monitor the students' progress on problem solving and reading comprehension through collaboration, and make adjustments based on the data. Also, the school has implemented "Student Data Folders" to ensure students are able to communicate their own progress toward the school goals.

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**REPORT OVERVIEW**

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

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

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

**GOAL, INTERVENTION(S), and ASSESSMENTS**

**CSI Goal 1:** By June 2011, students will improve their reading comprehension skills, by identifying main idea and story elements such as plot, character, setting, and sequence, as measured by an increase in the percentage of students scoring at or above grade level standard on the Developmental Reading Assessment (Grades K-2) and the Story Retelling Rubric (Grades PreK).

**Intervention/Strategy:** Students will use the Story Retelling Rubric as a tool during retelling activities.

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

**Standardized Assessments:**

Standardized assessments are not administered in Pre-K-2<sup>nd</sup> grades. School uses feeder schools standardized assessment – CC Pinckney ES - TerraNova *Multiple Assessment 3<sup>rd</sup> Edition*– Reading Subtest; Grade 3 only

**Local Assessments:**

- Developmental Reading Assessment (DRA)
- Story Retelling Rubric and Assessment

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**DATA INFORMATION**

At the start of the 2008-2009 school year, new CSI Plans were developed for Pierce Terrace ES. The school collected data from the Developmental Reading Assessment (DRA) in the spring of 2009 and each subsequent year to identify the percentage of students scoring “At” or “Above” the standard as well as the percentage of students scoring “Below” the standard. Data analyses of the DRA scores were the basis for selecting an additional local assessment to measure progress towards this goal. Baseline for the Story Retelling Assessment was collected in spring 2010. The local Story Retelling Assessment displays the percent of students scoring “At” or “Above” and “Below” the locally-set standard.

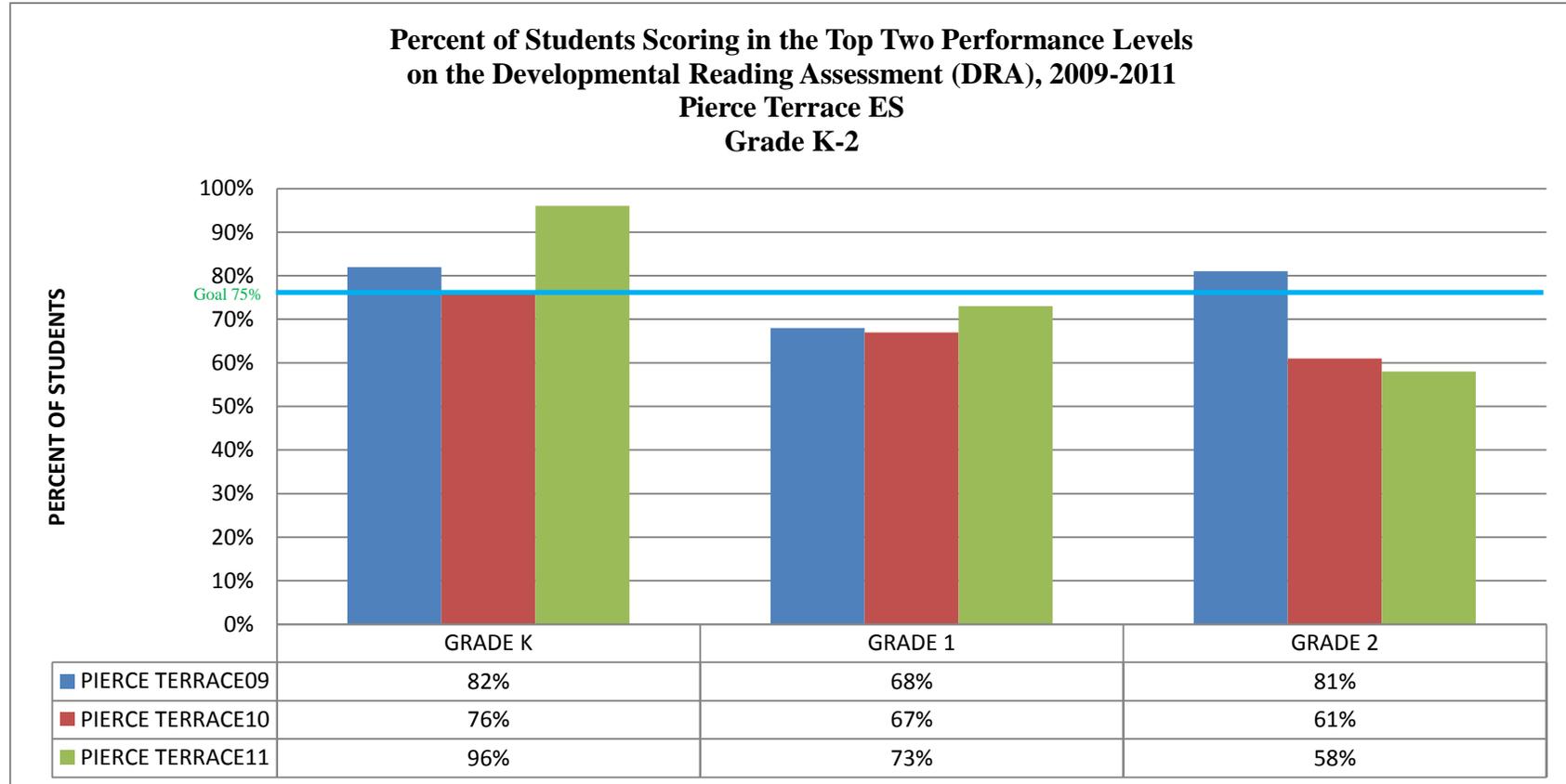
Beginning school year 2008-09 DoDEA Schools administered the TerraNova 3<sup>rd</sup> Edition normed-reference test to students in grades 3-11. The 3<sup>rd</sup> edition of the TerraNova is a new version of the TerraNova 2<sup>nd</sup> Edition multiple assessment that utilized a new norm group of students. Because the 2009 TerraNova, 3<sup>rd</sup> Edition normative scores reflect student performance on a different test and a new norm group of students, they cannot be directly compared to the TerraNova 2<sup>nd</sup> Edition results from previous years. Our school uses the 2009 TerraNova 3<sup>rd</sup> Edition third grade data from CC Pinckney ES as our baseline data as we are the feeder school for CC Pinckney ES. In spring 2011, all students in grade 3 at CC Pinckney were administered the TerraNova Assessment 3<sup>rd</sup> Edition.

**DISPLAYS – STANDARDIZED AND LOCAL ASSESSMENTS**

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

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**FIGURE 1: Percent of Students Scoring in the Top Two Performance Levels on the Developmental Reading Assessment (DRA) from 2009-2011**



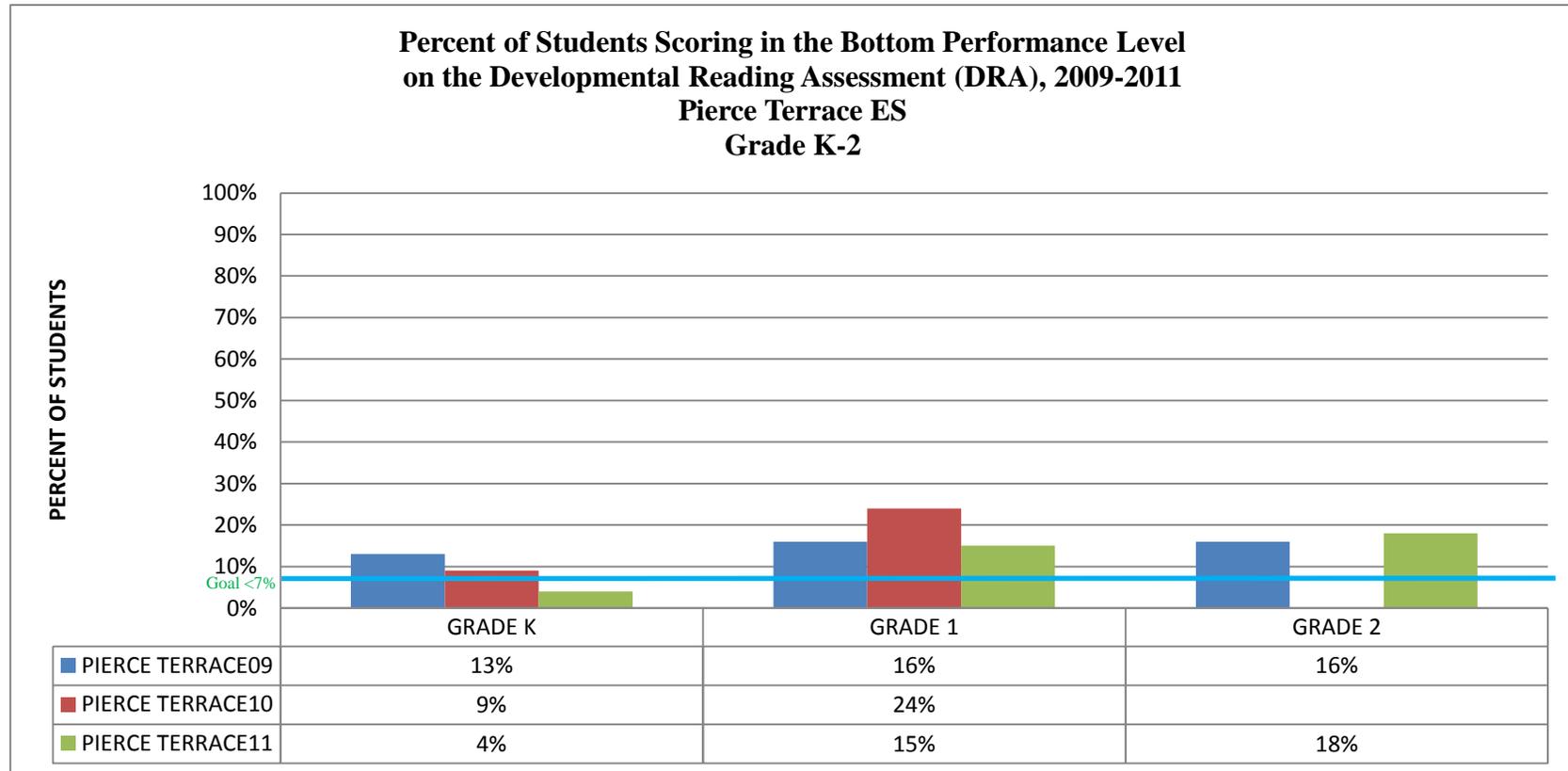
**STATEMENT OF FINDINGS**

Pierce Terrace ES assessed students in grades K-2 on the DRA for three years. Across the three years, grade K is showing a moderate increase in the percent of students scoring in the Top Two Performance Levels. The percent of students scoring in the Top Two Performance Levels for Grade 1 is relatively unchanged with a noted small increase. In Grade 2 is showing a very large decrease in the percent of students scoring in the Top Two Performance Levels. In 2011, K met the goal of 75% or more of students scoring in the Top Two Performance Levels.

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

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**FIGURE 2: Percent of Students Scoring in the Bottom Performance Level on the Developmental Reading Assessment (DRA) from 2009-2011**

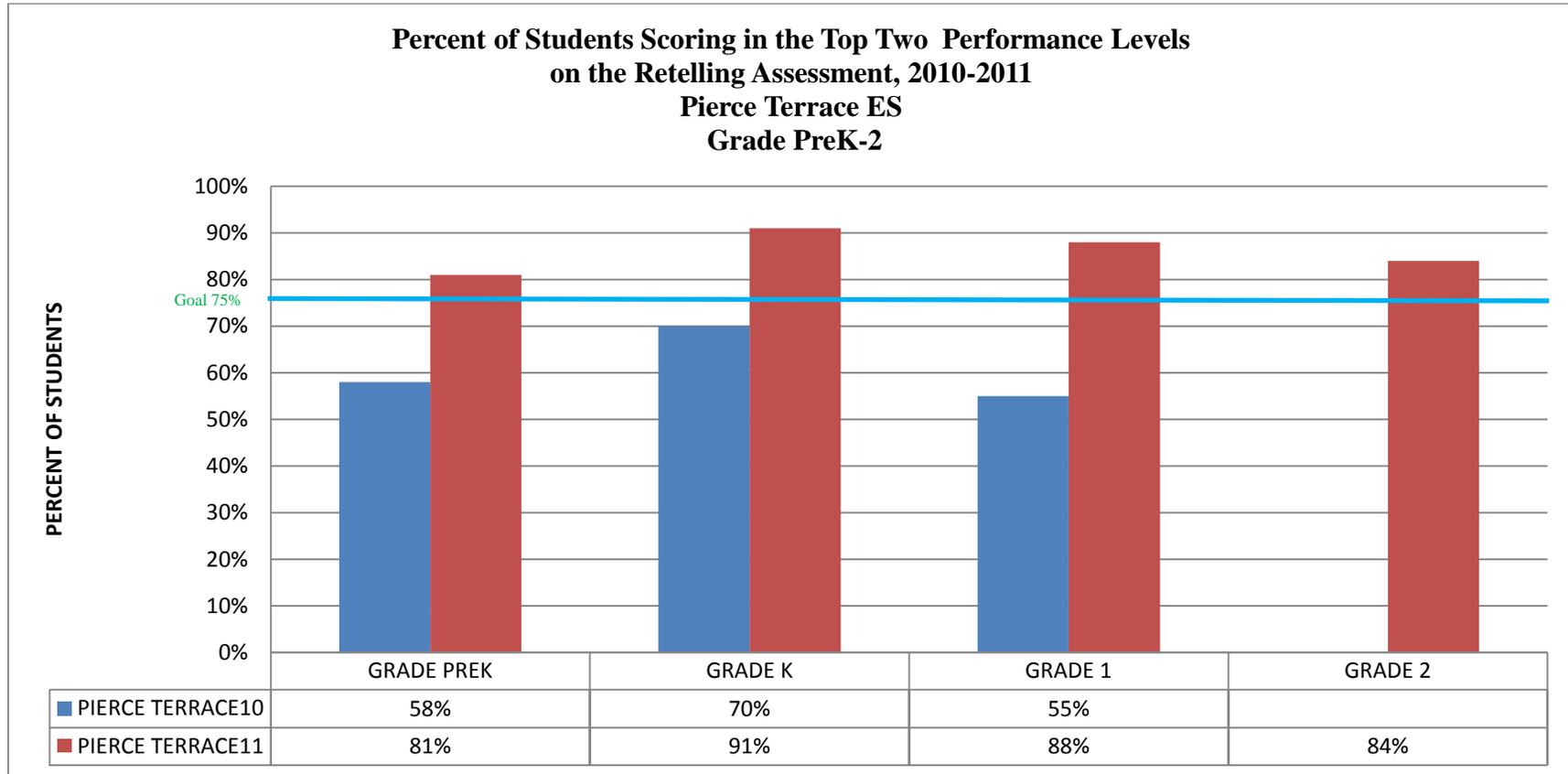


**STATEMENT OF FINDINGS**

Pierce Terrace ES assessed students in grades K-2 on the DRA for three years. Across the three years, grade K is showing a small decrease in the percent of students scoring in the Bottom Performance Level. The percent of students scoring in the Bottom Performance Level for Grade 1 is relatively unchanged with a noted small decrease. The percent of students scoring in the Bottom Performance Level for Grade 2 is relatively unchanged with a noted small increase. In 2011, Kindergarten met the goal of less than 7% of students scoring in the Bottom Performance Level.

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**FIGURE 3: Percent of Students Scoring in the Top Two Performance Levels on the Retelling Assessment from 2010–2011**

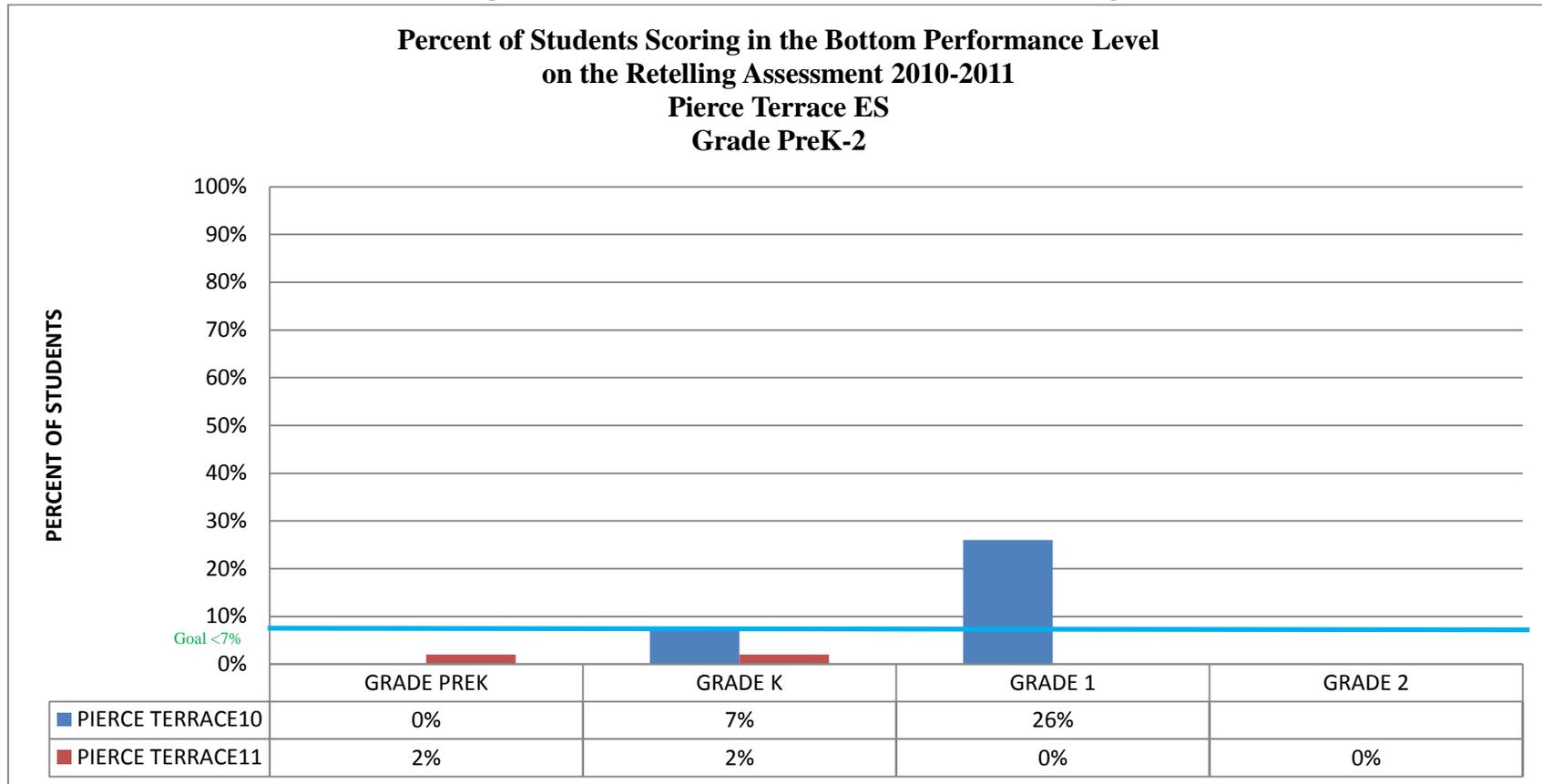


**STATEMENT OF FINDINGS**

Pierce Terrace ES assessed students in grades PreK-1 on a Retelling Assessment for two years and grade 2 only in 2011. Across two years, PreK-K is showing a large increase in the percent of students scoring in the Top Two Performance Levels. Grade 1 is showing a very large increase in the percent of students scoring in the Top Two Performance Levels. In 2011 all grade levels (PreK-2) met the goal of 75% or more of students scoring in the Top Two Performance Levels.

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**FIGURE 4: Percent of Students Scoring in the Bottom Performance Level on the Retelling Assessment from 2010-2011**

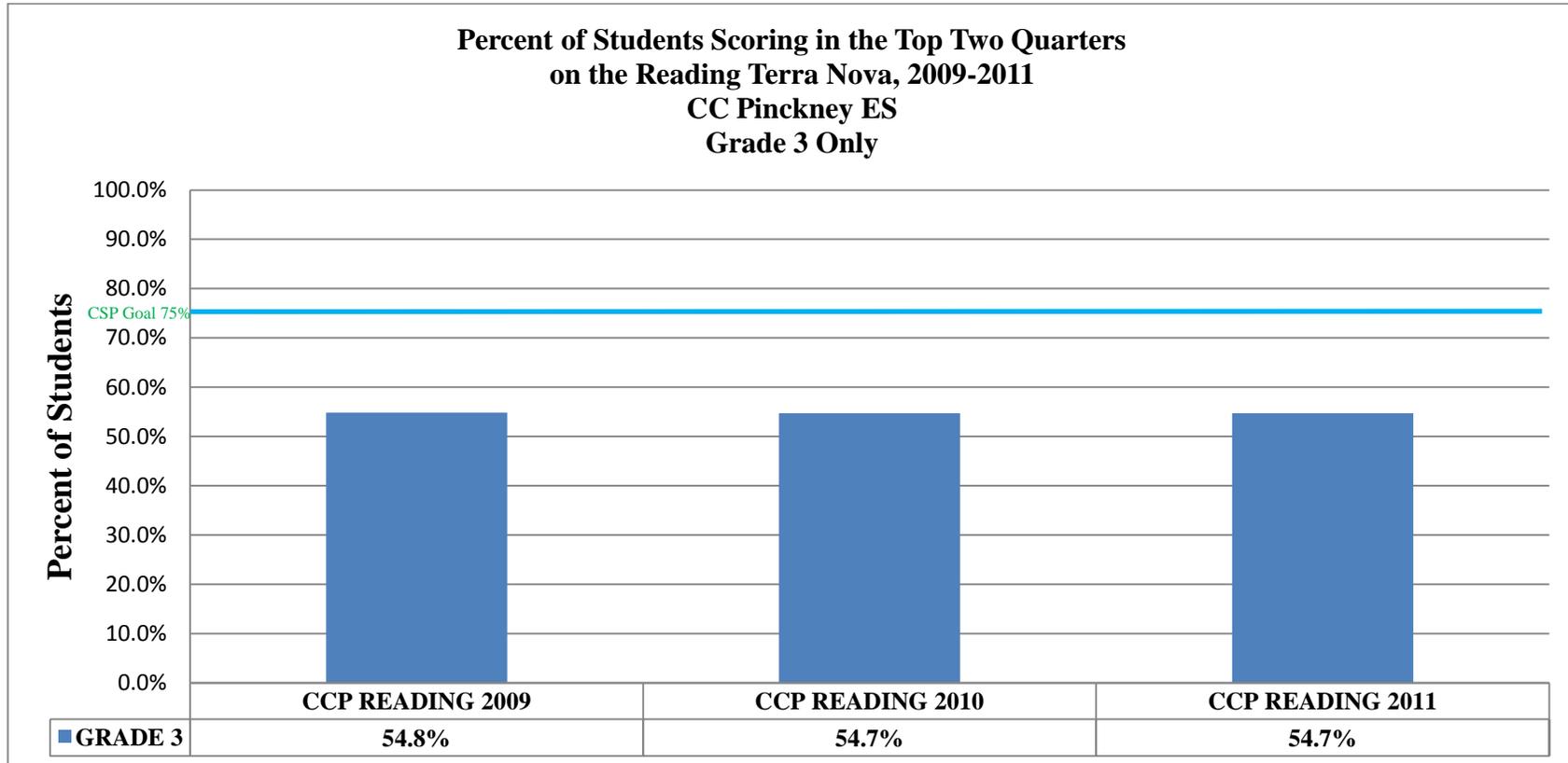


**STATEMENT OF FINDINGS**

Pierce Terrace ES assessed students in grades PreK-2 on a Retelling Assessment for two years; grade 2 only one year. The percent of students scoring in the Bottom Performance Level for PreK is relatively unchanged with a noted small increase. The percent of students scoring in the Bottom Performance Level for K is relatively unchanged with a noted small decrease. Grade 1 is showing a very large decrease in the percent of students scoring in the Bottom Performance Level. In 2011, grades PreK-2 met the goal of less than 7% of students scoring in the Bottom Performance Level.

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**FIGURE 5: CC Pinckney Percent of Students Scoring in the Top Two Quarters on the Reading TerraNova Subtest from 2009-2011, GRADE 3 ONLY**

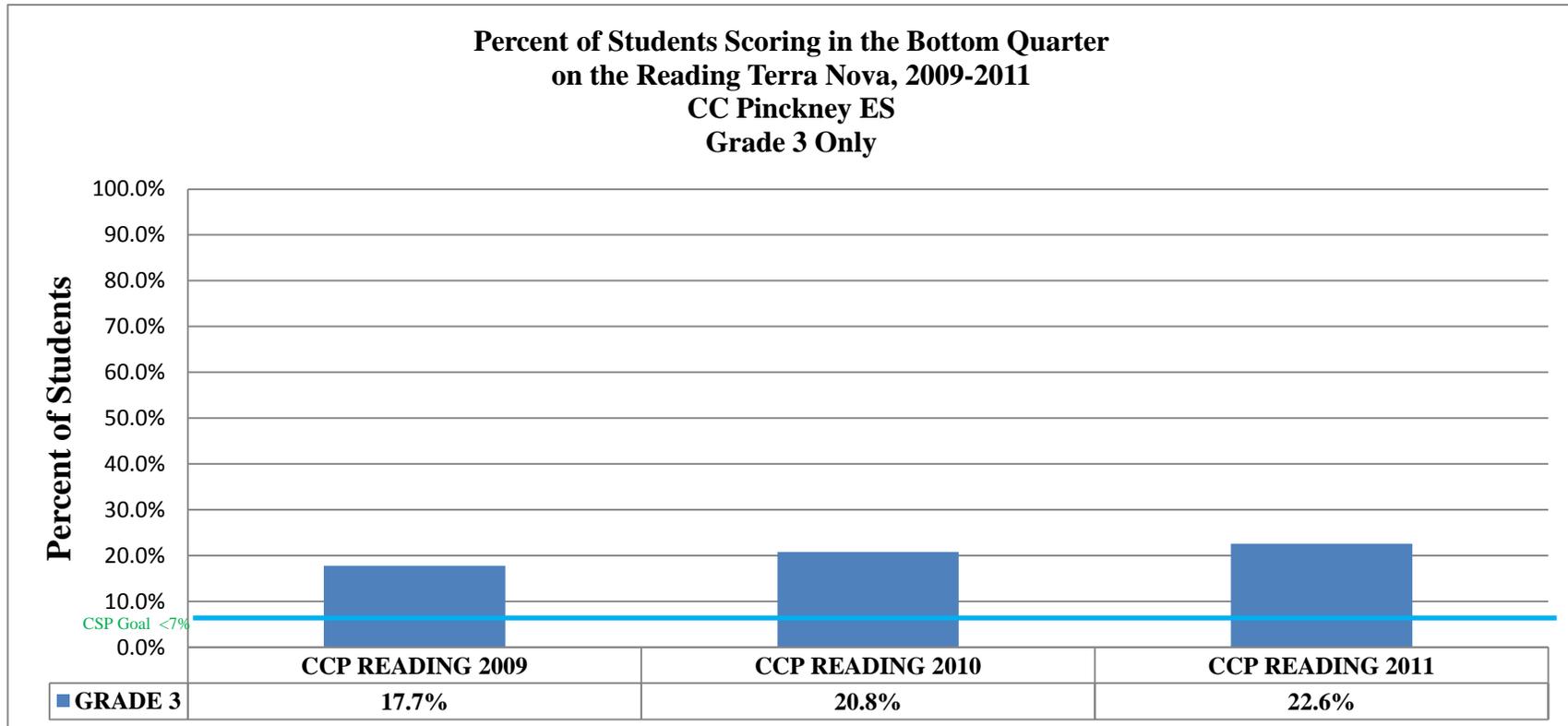


**STATEMENT OF FINDINGS**

Pierce Terrace ES is the feeder school to CC Pinckney ES third grade class. In reviewing CC Pinckney ES third grade assessment data across three years there is no change in the percent of students scoring in the Top Two Quarters on the TerraNova Reading Subtest. In 2011, Grade 3 did not meet the DoDEA CSP goal of 75% or more of students scoring in the Top Two Quarters.

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**FIGURE 6: CC Pinckney Percent of Students Scoring in the Bottom Quarter on the Reading TerraNova Subtest from 2009-2011, GRADE 3 ONLY**



**STATEMENT OF FINDINGS**

Pierce Terrace ES is the feeder school to CC Pinckney ES third grade class. In reviewing CC Pinckney ES third grade assessment data across three years there is a small increase in the percent of students scoring in the Bottom Quarter on the TerraNova Reading Subtest. In 2011, Grade 3 did not meet the DoDEA CSP goal of less than 7% of students scoring in the Bottom Quarter.

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**ANALYSIS OF DATA TOWARDS PIERCE TERRACE CSI GOAL #1**

Pierce Terrace Elementary School chose an intervention where “students will use the Story Retelling Rubric as a tool during retelling activities” during the 2010-2011 school year. The school indicated at the end of 2009-2010 school year the following opportunities for improvement: continue to analyze data and research interventions that can be adopted in the 2010-2011 school year; provide professional development in the implementation of the intervention; and research for additional assessments that would measure student progress towards the CSI goal #1. To assess if the intervention the school chose made a difference in student achievement, the school assessed students in grades PreK-2 on three reading assessment instruments.

**Figure 7: Magnitude of Change on Assessments for Goal #1 between 2010 and 2011**

		ASSESSMENT	GRADE PREK	GRADE K	GRADE 1	GRADE 2
<b>GOAL 1</b>	1	DRA – Top 2 PL		Moderate ↑	No Change	Very Large ↓
	1	DRA – Bottom PL		Small ↓	No Change	No Change
	2	Retelling – Top 2 PL	Large ↑	Large ↑	Very Large ↑	Baseline
	2	Retelling – Bottom PL	No Change	No Change	Very Large ↓	Baseline
	3	TerraNova Reading Subtest – Top 2 Qtrs	No Change – GRADE 3 Only from CCP			
	3	TerraNova Reading Subtest – Bottom Qtr	No Change – GRADE 3 Only from CCP			

**Developmental Reading Assessment (DRA)**

Analysis of the percent of students scoring in each of the Performance Levels on the Developmental Reading Assessment (DRA) shows the percent of students scoring in the Top Two and Bottom Performance Levels on the DRA in grade K and 1, increased/decreased respectively and grade 2 showed relatively no change.

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**Retelling Assessment**

Analysis of the percent of students scoring in the Top Two and Bottom Performance Levels on the Retelling Assessment shows all grade levels PreK–1 had large increases in the Top Two Performance Levels and small to large decreases in the Bottom Performance Level. Grade 2 had a baseline year for Retelling with 84% of students scoring in the Top Two Performance Levels and zero students in the Bottom Performance Level.

**TerraNova Reading Subtest**

Across three years, CC Pinckney ES in Grade 3 has shown very little variability in the percent of students scoring in the Top Two Quarters and the Bottom Quarter on the TerraNova Reading Subtest. The percent of students scoring in the Bottom Quarter on the TerraNova Reading Subtest in 3<sup>rd</sup> grade at CC Pinckney is of concern as it ranges from a low of 17.7% in 2009 to a high of 22.6% in 2011.

**Summary of CSI Goal #1**

Pierce Terrace Elementary School implemented a reading intervention that research indicated would increase student achievement if implemented with fidelity. The 2009-2010 EOY Status Report indicated the staff would research and analyze data in order to adopt a new intervention for the 2010-2011 school year and an additional assessment instrument, monitor the implementation of the intervention throughout the school, and receive professional development on the use of the intervention within classes. With a new intervention put in place at the start of the school year; training for teachers planned; and a focus to develop or find additional assessments based on data and research during the 2010-2011 school year, results should begin to show higher student achievement over time.

Review of CC Pinckney ES grade 3 standardized assessments indicated that across three years, students reading ability is making very little change in growth in the percent of students scoring in the proficiency range in reading comprehension. With Pierce Terrace ES as the feeder school, this could be a reflection of the intervention provided to students during grades PreK-2 when they are assessed in the third grade. According to the local assessment results, students at Pierce Terrace ES are making large gains in Retelling in all grade levels and some increases on the DRA at grades K and 1 with a small decrease in Reading growth on the DRA at grade 2. The percent of students scoring in the Bottom Performance Level on the Reading local assessment in 2011 is a concern.

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Overall, Pierce Terrace ES shows that a focus on Retelling is making a difference in student Retelling achievement and possibly relates to the Retelling intervention. The results in Reading are not as favorable as assessment results are not indicating a change in student performance across three years on one assessment and declining performance on other assessments. A focus on Reading comprehension should continue at the school with additional assessments provided to assess students on their Reading comprehension abilities.

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**NEXT STEPS – RECOMMENDATIONS**

Based on the data for Retelling and DRA many items were viewed as strengths by teachers. These were identified as:

- Reading Street curriculum consistently focuses on story elements, such as character, plot, sequence, and setting
- The implementation of work stations focusing on story elements.
- The sharing of the *Story Retelling Rubric* with parents, so that they could assist students when reading at home.
- The implementation of *Reading Counts Program* assisted students to focus on reading comprehension.

Though the school feels that its improvement areas were effective across the school, Pierce Terrace will implement the following steps to ensure that we reach our school goal in the area of reading comprehension:

- Review *Reading Comprehension Action Plan* with all staff members.
- Provide staff development to all staff members on the use of the *Story Retelling Rubric*.
- Identify grade level texts for students to read and retell using the Story Retelling Rubric.
- Modify the *Retelling Assessment* to use grade level passages to ensure students are being asked to demonstrate reading comprehension.
- Create “*Magnetic Visual Cues*” that are connected to the intervention and provide to all classrooms.
- Communicate the *Story Retelling Rubric* and directions on the use with parents through “*Dragon Digest*” and teacher newsletters.
- Teachers will identify use of the *Story Retelling Rubric* in lesson plans
- Teachers will periodically share student work samples that are tied directly to the intervention during collaboration.
- Administrator will monitor the intervention through classroom walkthroughs and observations and report out to teachers monthly.

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**GOAL, INTERVENTION(S), and ASSESSMENTS**

**CSI Goal #2:** By June 2012, students will improve their problem solving skills, by selecting and applying problem solving strategies and justifying answers, as measured by an increase in the percentage of students scoring at the practitioner or expert level on the Exemplars (PreK-2).

**Intervention/Strategy:** Students will use a 4-step Problem Solving process and specific strategies to solve mathematical problems.

**4-Step Problem Solving Process**

1. Understand the Problem
2. Choose a Strategy
3. Solve It!
4. Look Back

**Strategies**

- |                              |                      |
|------------------------------|----------------------|
| 1. Draw a picture            | 6. Brainstorm        |
| 2. Make a list               | 7. Work backward     |
| 3. Act it out                | 8. Logical reasoning |
| 4. Use or look for a pattern | 9. Make it simpler   |
| 5. Guess and check           | 10. Make a table     |

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

**Standardized Assessments:**

Standardized assessments are not administered in Pre-K-2<sup>nd</sup> grades. School uses feeder schools standardized assessment – CC Pinckney ES - TerraNova *Multiple Assessment 3<sup>rd</sup> Edition*, Problem Solving & Reasoning Objective - Grade 3 Only

**Local Assessments:**

- Exemplars – PreK-2

**DATA INFORMATION**

At the start of the 2008-2009 school year, new CSI Plans were developed for Pierce Terrace ES. The school collected data from the Exemplars – a performance based assessment, in the Fall and again in the Spring of 2008-2009 school year on the percentage of

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students scoring “At” or “Above” the standard as well as the percentage of students scoring “Below” the standard. Starting with 2009-2010 school year, Pierce Terrace ES started to compare data in grade K-1 for Goal 2.

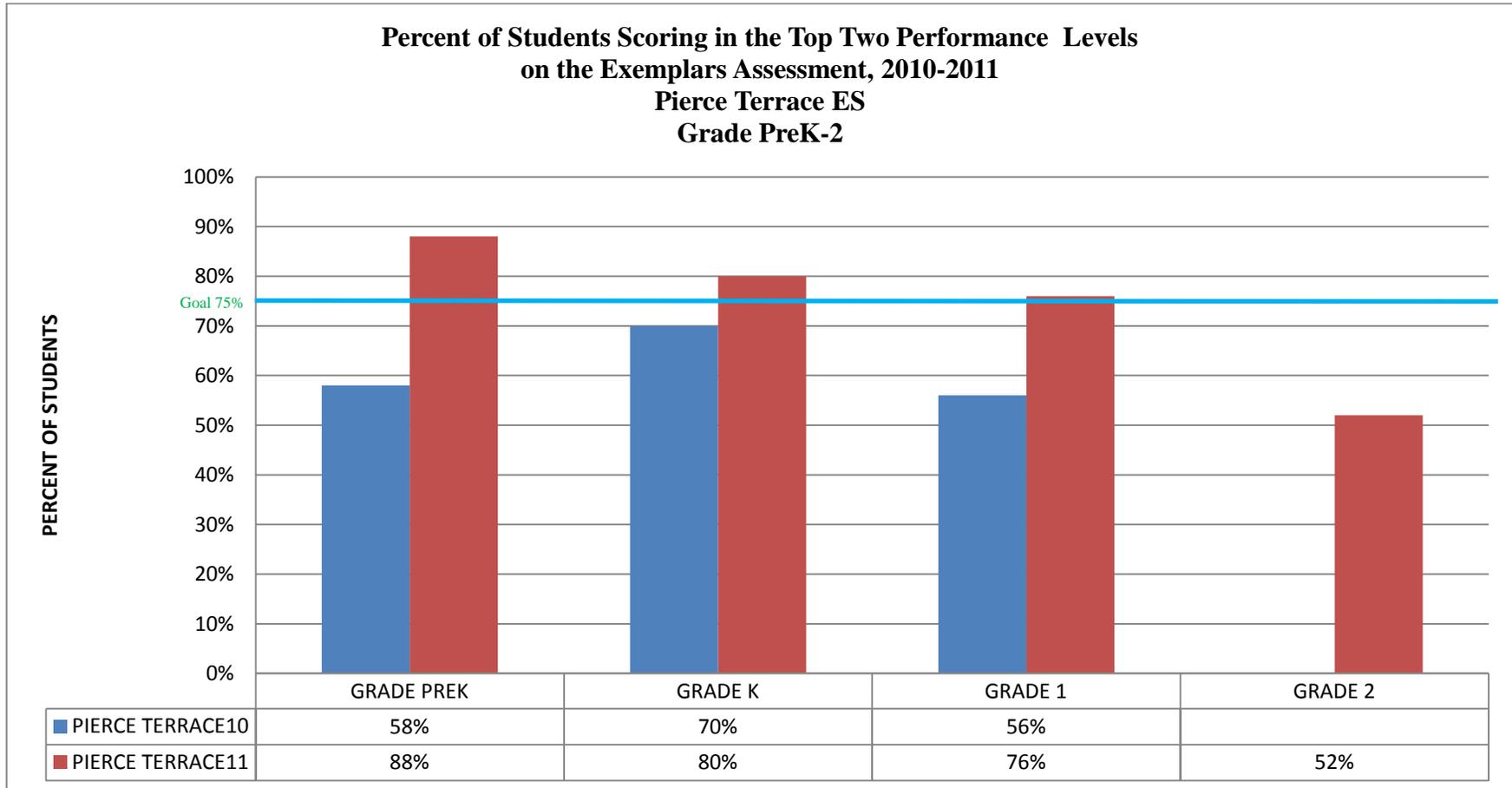
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**DISPLAYS – STANDARDIZED AND LOCAL ASSESSMENTS**

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

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**FIGURE 1: Percent of Students Scoring in the Top Two Performance Levels on the Exemplars Assessment, 2010-2011**

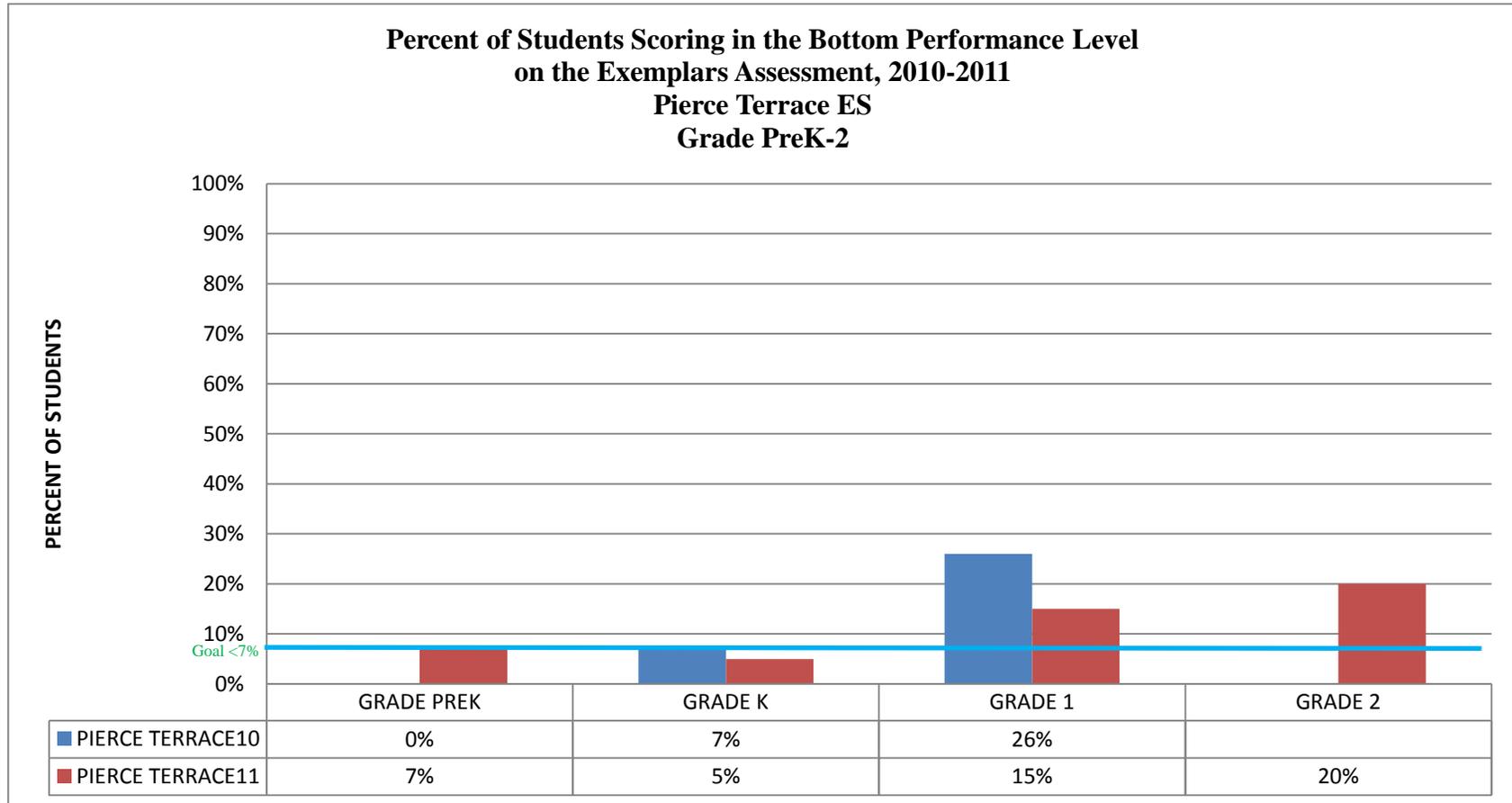


**STATEMENT OF FINDINGS**

Pierce Terrace ES assessed students in grades PreK-1 on Exemplars for two years and grade 2 only in 2011. Across two years, PreK is showing a very large increase in the percent of students scoring in the Top Two Performance Levels. Kindergarten is showing a small increase in the percent of students scoring in the Top Two Performance Levels. Grade 1 is showing a large increase in the percent of students scoring in the Top Two Performance Levels. In 2011, grades PreK-1 met the goal of 75% or more of students scoring in the Top Two Performance Levels.

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**FIGURE 2: Percent of Students Scoring in the Bottom Performance Levels on the Exemplars Assessment, 2010-2011**

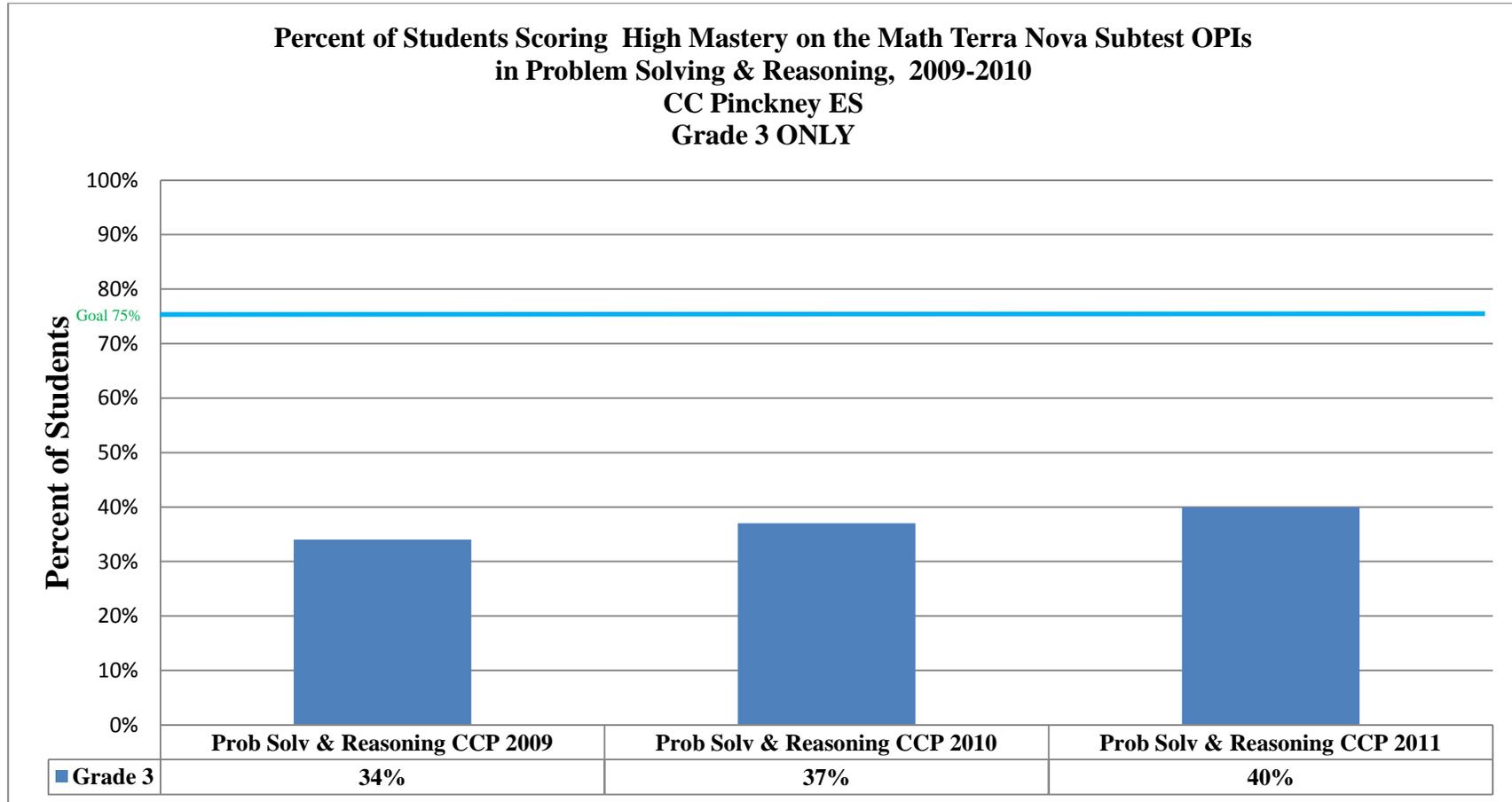


**STATEMENT OF FINDINGS**

Pierce Terrace ES assessed students in grades PreK-1 on Exemplars for two years and grade 2 only in 2011. Across two years, The percent of students in the Bottom Performance Level for PreK is relatively unchanged with a noted small increase. The percent of students in the Bottom Performance Level for Kindergarten is relatively unchanged with a noted small decrease. Grade 1 is showing a small decrease in the percent of students scoring in the Bottom Performance Level. In 2011, Kindergarten met the goal of less than 7% of students scoring in the Bottom Performance Level.

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**FIGURE 3: CC Pinckney TerraNova Multiple Assessment, 3rd Edition, High Mastery Problem Solving & Reasoning Objective, GRADE 3 ONLY**



**STATEMENT OF FINDINGS**

Pierce Terrace ES is the feeder school to CC Pinckney ES third grade class. CC Pinckney ES third grade assessment data across three years shows that there is a relatively no change in the percent of students scoring High Mastery on the TerraNova Math Subtest OPIs in Problem Solving & Reasoning. In 2011, Grade 3 did not meet the goal of 75% or more of students scoring High Mastery.

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**ANALYSIS OF DATA TOWARDS PIERCE TERRACE CSI GOAL #2**

Pierce Terrace Elementary School chose a four-step problem solving process “Understand the Problem, Choose the Strategy, Solve it, Look Back” that includes ten strategies as an intervention designed to increase student achievement on standardized and local assessments during the 2010-2011 school year in the area of Math Problem Solving. The school indicated at the end of 2009-2010 school year the following opportunities for improvement: adopt an additional assessment instrument to measure students academic achievement in math problem solving; provide professional development in the implementation of the intervention; and continued monitoring of the effectiveness of the intervention through administrative walk-throughs and peer visits. To assess if the intervention the school chose made a difference in student achievement, the school assessed students in grades PreK-2 on two math problem solving assessment instruments.

**Figure 4: Magnitude of Change on Assessments for Goal #2 between 2010 and 2011**

GOAL 2	ASSESSMENT		GRADE PREK	GRADE K	GRADE 1	GRADE 2
	1	Exemplars – Top 2 PL		Very Large ↑	Small ↑	Large ↑
1	Exemplars – Bottom PL		No Change	No Change	Small ↓	
2	TerraNova Math Subtest – HM - CCP		No Change – GRADE 3 Only from CCP			

**Exemplars Assessment**

Analysis of the percent of students scoring in the Top Two and Bottom Performance Levels on the Exemplars Assessment show that the majority of students in grades PreK-1 in 2011 scored in the Top Two Performance Levels (percents ranged from 76% to 88%) with grades 1 and 2 showing 15-20% of the students scoring in the Bottom Performance Level.

**TerraNova Math Subtest, Objective Performance Indicator (OPI) in Problem Solving & Reasoning**

Across three years, CC Pinckney ES third graders have shown a small but steady increase in the percent of students scoring High Mastery on the TerraNova Math Subtest OPI in Problem Solving & Reasoning.

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**Summary of CSI Goal #2**

Pierce Terrace Elementary School implemented an intervention that research indicated would increase student achievement if implemented with fidelity. The 2009-2010 EOY Status Report indicated the staff would adopt an additional assessment instrument, monitor the implementation of the intervention throughout the school, receive professional development on the use of the intervention within classes, and would analyze data to develop and provide training on math problem solving with all grade levels. With an intervention in place; training for teachers planned; and a focus on developing or identifying additional assessments during the 2010-2011 school year, results should begin to show higher student achievement over time.

Review of CC Pinckney ES grade 3 standardized assessments indicated that across three years, student Problem Solving & Reasoning are making small gains and with Pierce Terrace ES as the feeder school, this could be a reflection of the intervention assisting the students when they are assessed in the third grade. According to the local assessment results, students are making moderate gains in Problem Solving in all grade levels. Yet there are still a moderate percentage of students scoring in the Bottom Performance Level on the local assessment in two grade levels which is a concern.

Overall, Pierce Terrace ES shows that a focus on Problem Solving is making a difference in student achievement and could possibly contribute to the increase in students scoring High Mastery on the TerraNova Math Subtest Problem Solving & Reasoning OPI at the feeder school. A continued focus on Problem Solving should continue at the school with additional assessments provided to assess students on their Problem Solving abilities and to move students out of the Bottom Performance Level.

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**NEXT STEPS – RECOMMENDATIONS**

Based on the analysis on the Exemplars data, which shows that the majority of students in grades PreK-1 in 2011 scored in the Top Two Performance Levels (percents ranged from 76% to 88%), the school feels that its improvement areas were effective across the school. However, Pierce Terrace will implement the following steps to ensure that we reach our school goal in the area of problem solving:

- Review *Problem Solving Action Plan* with all staff members.
- Provide staff development on the *4-Step Problem Solving Process*.
- Create “*Magnetic Visual Cues*” that are connected to the intervention and provide them for all classrooms.
- Identify a third data point (assessment) for *Problem Solving* for grades PreK-2. Our school has adopted the benchmarks from *Everyday Math* as a possible assessment towards our goal.
- Communicate the *4-Step Problem Solving Process* with parents through our “*Dragon Digest*” and all teacher newsletters.
- Teachers will identify the *4-Step Problem Solving Process* in lesson plans.
- Teachers will periodically share student work samples that are tied directly to the intervention during collaboration.
- Administrator will monitor the intervention through classroom walkthroughs and observations and report out to teachers monthly.
- Analyze data to identify specific students who are not meeting expectations in the area of problem solving.

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**APPENDIX**

To assist schools and districts in identifying a change in growth (increases or decreases), the following chart is being used. To calculate a change, subtract current year percentage from past year percentage; look at the N-count for the assessment being analyzed; then see what type of “change” occurred.

**Guide for Describing Meaningful Differences**

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