

James Van Dierendonck
Elementary School
Geilenkirchen, Germany

Final Documentation Report
Spring 2006



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Mission Statement

The James Van Dierendonck Elementary School community is committed to excellence and will educate our students to be responsible, productive and ethical citizens with the skills to think creatively, reason critically, communicate effectively and learn continuously.

Committees

School NCA-CASI Steering Committee 2001-2006

Terry Emerson	Principal
Mary Vasko-Kingma	CSP Co-Chair / Grade 6
Carolyn Berlin	CSP Co-Chair / Special Education
Jennifer Cox	CSP Co-Chair / ESL

CSP Committee 2001-2006

Lisa Broadus	Nurse
Chris Chmelar	Grade 1/2
Yvonne Costello	Counselor
Nancy Elkins	Gifted Education
Rita Fino	Reading Recovery / Compensatory Education
Cindy Gehrman	Host Nation
Angela Hawes	Grade 5
Lorraine Huffaker	School Psychologist
Sharon Jamieson	Kindergarten
Tom McAdow	Physical Education
Candy Miller	Grade 5/6
Liz Nuyts	Music
Candy Olson	Communications Impaired
Jerry Sadowski	Information Specialist
Rick Sarni	Grade 3
Susan Schubert	Grade 2
Jane Shattuck	Educational Technologist
Mary Shore	Art
Eldri Sierra	Kindergarten
Bruce Ullery	Grade 4
Carol Wengler	Grade 1
Sally Zuber	Kindergarten

Timeline

September 2001-April 2002

- Mission statement reviewed by staff and SAC
- School surveys administered, collected, and analyzed
- Review of *TerraNova*, 2nd Edition, Multiple Assessments (*TerraNova*), Scholastic Reading Inventory, STAR Early Literacy, and STAR Math data
- Review of community data, parent exit surveys, and other related school data
- Completion of Capacity Assessment Instrument
- Data findings reviewed by CSP Committee
- School Profile compiled and reviewed by CSP Committee
- School staff reached consensus on a goal based on the review of the triangulation of collected data points

May 2002

- Reading interventions researched and considered
- "Four Blocks" established as the framework for reading interventions
- Full-day staff development presentation by Dr. Peggy Hoffman-Schmidt - "Introduction to Four Blocks"
- Presentation of CSP goal and interventions at SAC meeting and in parent newsletter
- Preparation of action plan

October 2002

- Action plan finalized with staff and SAC
- Classroom teachers all given a copy of Four Blocks guide for reading and regular reference
- Full-day staff development presentation by Dr. Hoffman-Schmidt - "Self Selected Reading" (SSR) and "Working With Words" (WWW)
- All teachers implement SSR and WWW in classrooms
- Began monthly CSP/Curriculum Study Group meetings with the focus on SSR and WWW

November 2002

- Teachers and volunteers prepare fiction/non-fiction reading books for the "Leveled Library" in support of SSR and Guided Reading
- Emphasis on students using the Reading Counts (A reading incentive program that allows students to accumulate points for rewards) and Book Looks (An additional kind of database to log all books read not previously recorded)

February 2003

- Standardized reading conference sheets developed by staff and used by all classroom teachers in support of SSR
- Standardized list of words developed by staff and used for Working With Words

May 2003

- Full-day staff development presented by Dr. Hoffman-Schmidt - "Six Traits + One" writing model - part I

August 2003

- Developmental Reading Assessment (DRA) training for primary teachers
- Full-day staff development presented by Dr. Hoffman-Schmidt - "Six Traits + One" writing model - part II
- Standardized Six Traits + One writing Rubric established
- All classroom teachers use Six Traits + One on a daily basis to teach writing

October 2003

- Full-day staff development presented by Dr. Hoffman-Schmidt - "Six Traits + One" writing model - part III

May 2004

- Full-day staff development on how the Four Blocks Framework fits with "Balanced Literacy" - presented by trained staff members

- Full-day staff development presented by Dr. Hoffman-Schmidt - "Writing Assessment Training"
- All students participate in a locally developed writing assessment

August 2004

- Full-day staff development presented by Dr. Hoffman-Schmidt - "Guided Reading Practices"

September 2004

- Joint training with AFNORTH Elementary School on Guided Reading
- Classroom teachers used Guided Reading on a daily basis with students
- Teachers maintain an in-class student writing folder and use Six Traits + One in the collection of writing samples
- Local writing assessment from May 2004 scored by staff using the standardized Six Traits + one writing rubric
- All students participate in the locally developed writing assessment

May 2005

- All students participate in the locally developed writing assessment
- Staff training on Guided Reading, READ 180, DRA, and scoring of writing assessment

August 2005

- Reviewed Final Documentation Report (FDR) with new principal
- Reviewed mission statement with SAC, PTSO, and faculty

September 2005

- Reviewed faculty feedback on FDR

November-December 2005

- Reviewed disaggregated data and revised FDR

January 2006

- Completed 2nd Capacity Assessment Instrument

February 2006

- The FDR was sent to the District School Improvement Liaison for review and comment

May 2006

- The FDR was finalized by the School team leaders and presented to the faculty for a final review.

June 2006

- The FDR was submitted to the District Superintendent

Target Goal

The faculty reached consensus on the target goal-- All students will improve reading comprehension across the curriculum.

Selection of Target Area and Goal

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

TerraNova Multiple Assessments-Objectives Performance Index 2001

Balanced Assessment of Mathematics 2002

Star Early Literacy (K) and Literacy Place Unit Test (1-2)

The JVDES 2000-2001 *Terranova* results showed a small percentage of students in the fourth grade with high mastery in the following objectives: analyzing text (55%), evaluating and extending meaning (45%) and identifying reading strategies (59%). This was also true in the fifth grade for evaluating and extending meaning (50%).

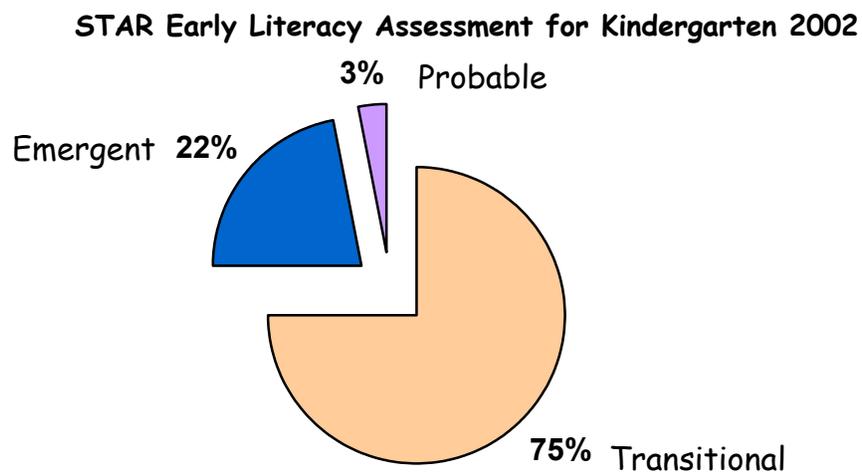
A review of the Balanced Assessment of Mathematics (BAM) showed the low points in student achievement were in making connections and communication. Success in these two areas is contingent upon proficiency in reading comprehension and written expression.

Seventy percent of kindergarten, first and second grade students who participated in the Star Early Literacy and Literacy Place Unit Tests in 2001-2002 performed in the two lowest performance levels. A review of this data indicated that the majority of the students still needed additional support.

Our initial review of data to determine triangulation to give us a direction was initiated during SY 2001-2002 when we began writing the Profile. At that time we only had the *TerraNova* results of 2001 to study. The *TerraNova* subtests of reading, language arts, and mathematics showed performance below our expectations, which again illustrates concern in reading/language arts skills. Our data triangulation was supported the following year when we received the scores from the Balanced Assessment of Mathematics (BAM). The lower scores were in the areas dependent on reading comprehension, and written expression.

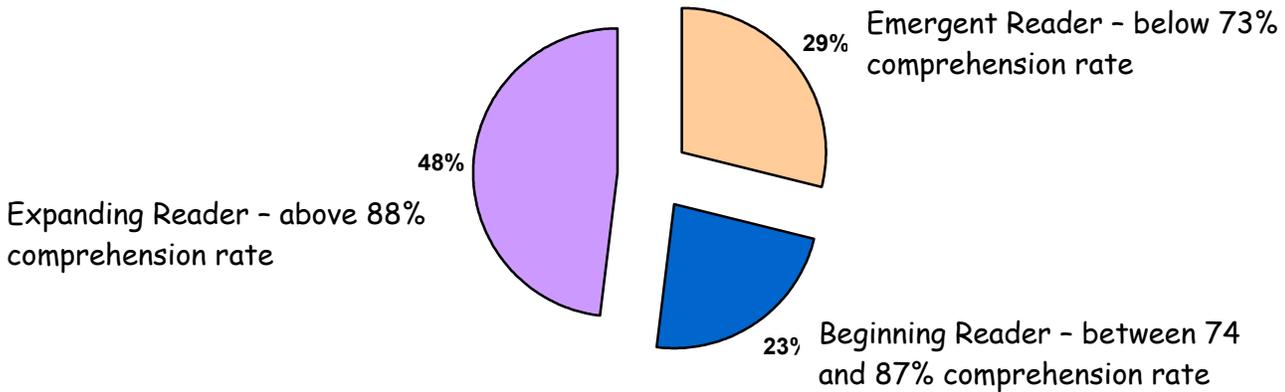
TerraNova Support Data

Presentation of Data: Student Data				
2001 % of Students with Objective High Mastery	3rd	4th	5th	6th
Reading				
Basic Understanding	88	100	89	94
Analyzing Test	73	55	96	89
Evaluate & Extend Meaning	83	45	50	67
Identify Reading Strategies	70	59	61	83
Language				
Sentence Structure	88	52	93	63
Writing Strategies	38	59	75	89
Editing Skills	85	38	75	50
Math				
Problem Solving & Reasoning	28	28	61	50
Communication	15	55	32	50
According to the 2001 <i>TerraNova</i> scores, the highlighted areas show that evaluating and extending meaning, reading strategies, problem solving and reasoning, and communication are areas to be studied.				



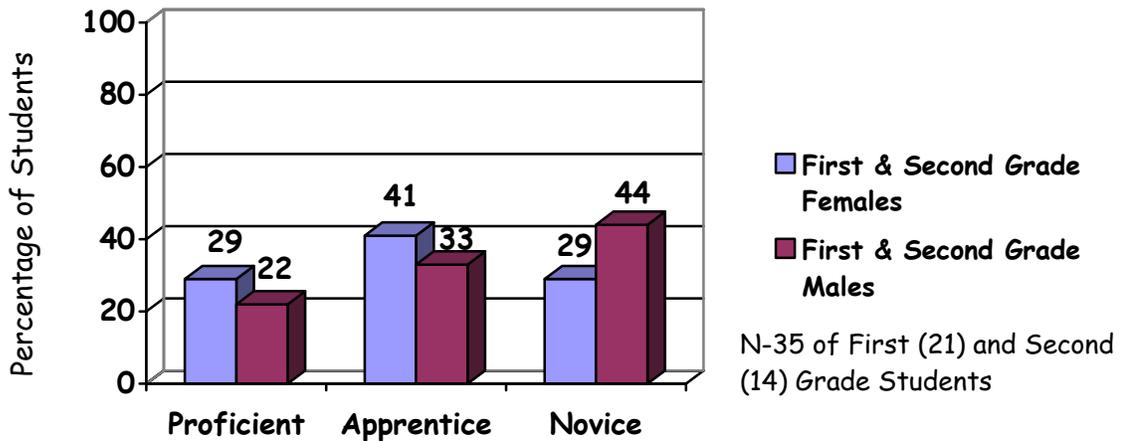
The data indicates that 75% of Kindergarteners were Transitional in their literacy development, 22% were at the Emergent level, and 3% were at the Probable level.

STAR Early Literacy Assessment for Kindergarten 2002



The Data indicates that 48% of Kindergarteners scored in the "Expanding Reader" category, 29% scored in the "Emergent Reader" category, and 23% scored in the "Beginning Reader" category.

Literacy Place Unit Tests 2001-2002



By the end of second grade, 70% of females were either apprentice or proficient compared to 55% of the males. Interesting enough, 44% of the males were at the novice level.

Interventions

For the past four years, James Van Dierendonck Elementary School has gradually implemented the Four-Block Literacy Framework school-wide. The Four Blocks - Self-Selected Reading, Working With Words, Guided Reading, and Writing - represent four different components to teaching children to read and write.

The **Self-Selected Reading Block** focuses on allowing students to read and enjoy texts of their own choosing. The teacher begins the block with a read-aloud. During this time, the teacher can introduce children to a variety of literature and model the enjoyment of lifelong reading. After this, students choose their own reading material from a variety of reading levels and genres. While the children are reading independently, the teacher conferences with individual children about what they are reading. The final part of this block is to provide the children with various opportunities to share what they have been reading.

The **Working with Words Block** has two purposes. The first is to ensure children can read and spell high frequency words correctly. The second is for children to learn patterns necessary for decoding and spelling unknown words. During the first part of this block, children practice new word wall words each week as well as review old word wall words. During the second part of this block, children use patterns to read and spell new words. These activities can include: *Guess the Covered Word*, *Making Words*, *Rounding Up the Rhymes*, as well as many other phonics based activities.

The **Writing Block** focuses on the full writing process, from brainstorming to published pieces. Each writing lesson starts with a focused mini-lesson that refers to one of the Six Traits of writing (*Ideas, Word Choice, Voice, Sentence Fluency, Organization, Conventions*). The teacher models and uses "think alouds" during the mini-lesson. Students then write on either a self-selected topic or a focused topic while using a Six Traits rubric. The lesson ends with opportunities for students to share their work with the class.

The **Guided Reading Block** focuses on comprehension skills. The teacher chooses a variety of literature depending upon the interests and abilities of students. Teachers guide students through the literature and use activities such as: choral reading, echo reading, partner reading, activating prior knowledge, developing graphic organizers, providing a purpose for reading, discussing pictures, thinking aloud, literature circles, etc. The ultimate goal of *Guided Reading* is to help students comprehend what they read.

The school staff decided on this intervention after they identified reading comprehension as an area that needed greater focus. All staff members are using Four Blocks - classroom teachers have adopted the complete model while specialists have modified the Four Blocks framework to meet the requirements of their program. Four Blocks is a research-based model that directly or indirectly focuses on reading comprehension.

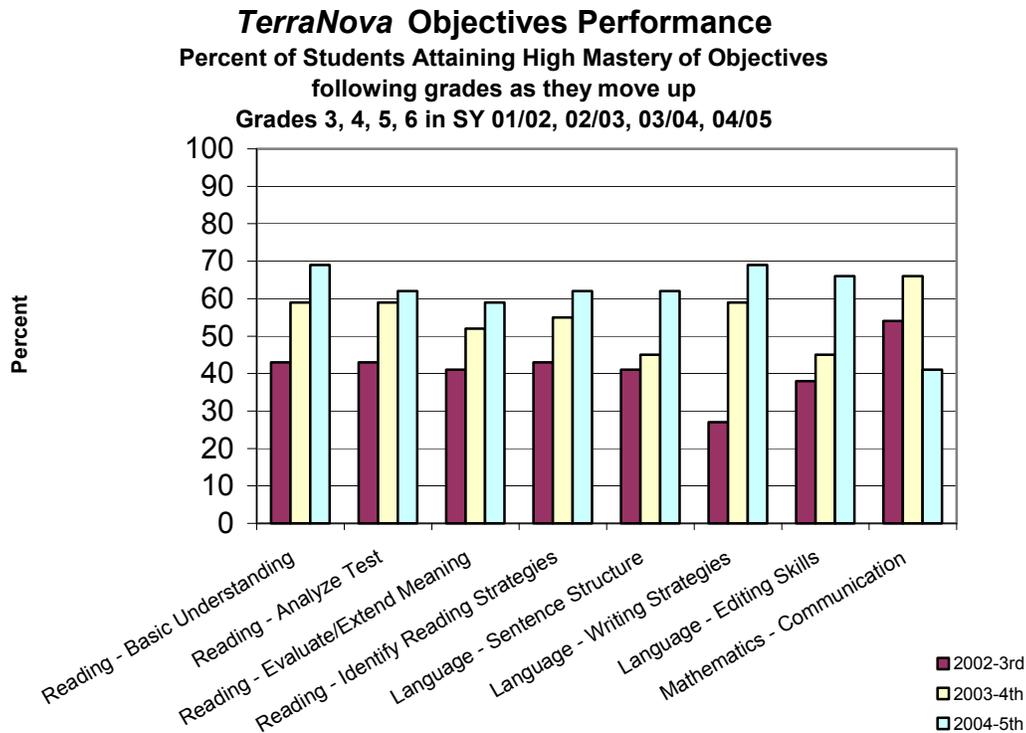
Assessments

- [TerraNova, 2nd Edition Multiple Assessments, Grades 3-6](#)

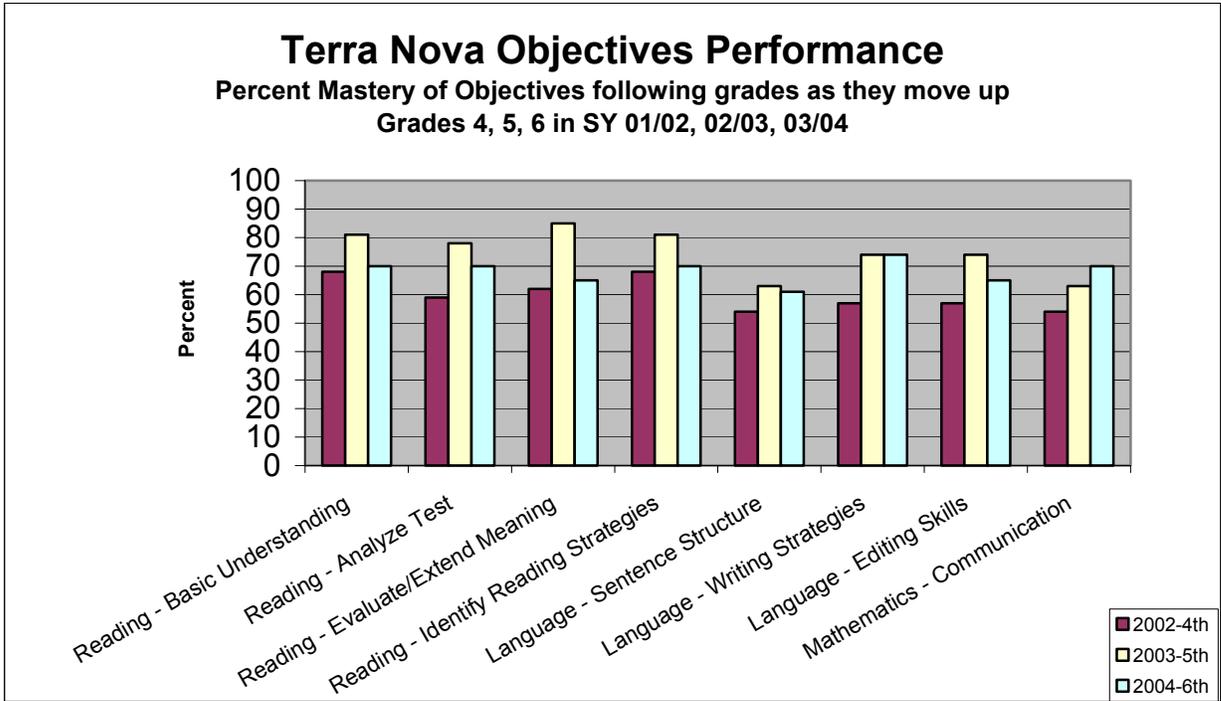
The *TerraNova* is a systemwide, norm referenced assessment that is given to all third through sixth graders at the school. The assessment is given each spring during the 27th week of the school year. Students are assessed in the areas of reading, language arts, mathematics, science and social studies. The reading objectives tested are: basic understanding, analyzing text, evaluating & extending meaning, and identifying reading strategies. The language arts objectives tested are: sentence structure, writing strategies and editing skills. All of these skills are directly related to our target goal of improving reading comprehension across the curriculum. This assessment is scored by CTB-McGraw Hill. It contains both direct response and open-ended questions.

[TerraNova- Objectives Performance Index](#)

[Comparison of Percentage of Students Mastering Objectives Following Grades As They Move Up in School Years 01/02, 02/03, 03/04, 04/05](#)



The data indicates that as students within the same cohort moved up in grade levels, there was an increase in the percentage of students mastering objectives as measured by the *TerraNova* Objectives Performance Index. The only exception to this is in "Mathematics - Communication." The greatest areas of growth were seen in Reading (Basic Understanding) and Language- Writing Strategies.

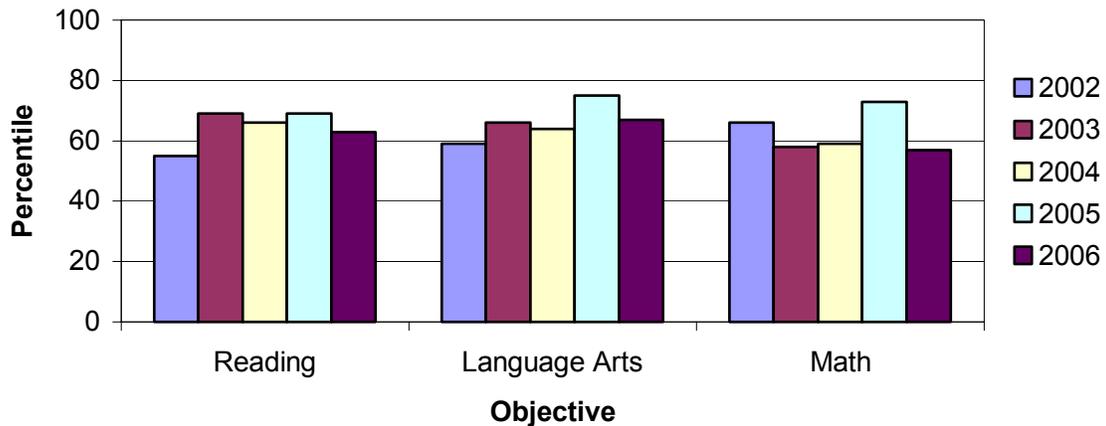


The cohort data indicates that as students moved up in grades 4, 5, 6, there was generally an overall increase from year 2002 to 2004 in the percentage of students mastering objectives as measured by the *TerraNova Objectives Performance Index*. The year 2003 showed an overall increase in scores from 2002; there was an overall decrease in scores between the years 2003 and 2004. The Exception to this decrease was in *Mathematics-Communication* and *Language-Writing Skills*.

TerraNova Median National Percentile Scores* for Grade 3

School Year	Grade	N	Reading	Language	Math
2002	3	37	55	59	66
2003	3	38	69	66	58
2004	3	43	66	64	59
2005	3	16	69	75	73
2006	3	24	63	67	57

**TerraNova Median National Percentiles
By Program, Grade 3**



The 2002-2006 *TerraNova* Median National Percentiles for grade 3 show improvement and then a general maintenance of scores in reading and language at or above the 60th percentile (except mathematics in 2006).

The effect size in reading between grade 3 in 2002 and grade 3 in 2005 is +0.37. The reading performance of grade 3 in 2005 is "substantially better" than the performance of grade 3 in 2002.

The effect size in language arts between grade 3 in 2002 and grade 3 in 2005 is +0.44. The language arts performance of grade 3 in 2005 is "substantially better" than the performance of grade 3 in 2002.

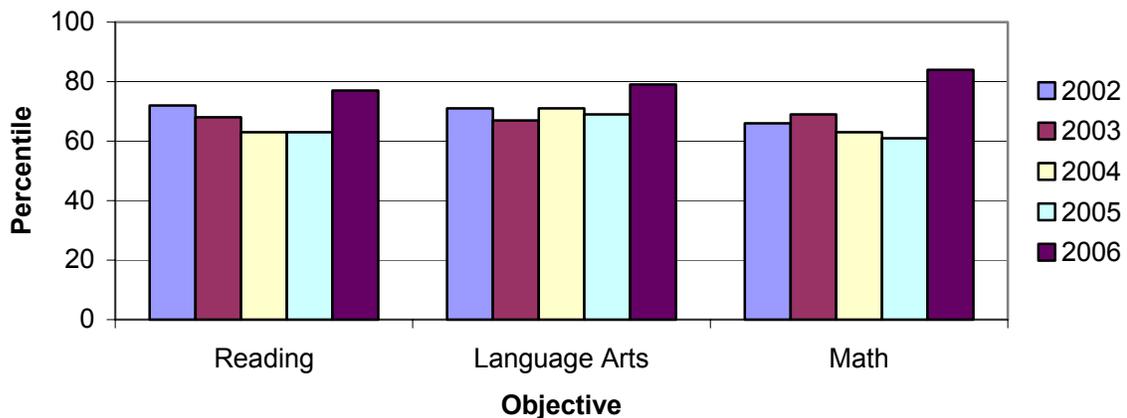
NOTE: The significant decrease in math scores may be attributed to the fact that almost 50% of the children in the 3rd grade are new to JVDES. The 4th grade scores in math are again high as most of those students remained at JVDES after scoring so well on the 3rd grade in 2005. 

*With a student population of approximately 40 students, the Median National Percentile score is easily influenced by the performance of two or three students.

TerraNova Median National Percentile Scores* for Grade 4

School Year	Grade	N	Reading	Language	Math
2002	4	36	72	71	66
2003	4	29	68	67	69
2004	4	33	63	71	63
2005	4	38	63	69	61
2006	4	19	77	79	84

***TerraNova Median National Percentiles
By Program, Grade 4***



The 2002-2006 *TerraNova* Median National Percentiles for grade 4 show a decrease in the reading scores and maintenance of language arts scores close to or above the 70th percentile. The 2006 Terra Nova scores show an overall increase in reading, language arts, and math scores when compared to the 2002 scores.

The effect size in reading between grade 4 in 2002 and grade 4 in 2005 is -0.25. The reading performance of grade 4 in 2005 is less than the performance of grade 4 in 2002.

The effect size in language arts between grade 4 in 2002 and grade 4 in 2005 is, -0.05. The difference in the language arts performance of grade 4 in 2005 and grade 4 in 2002 is not enough to mention.



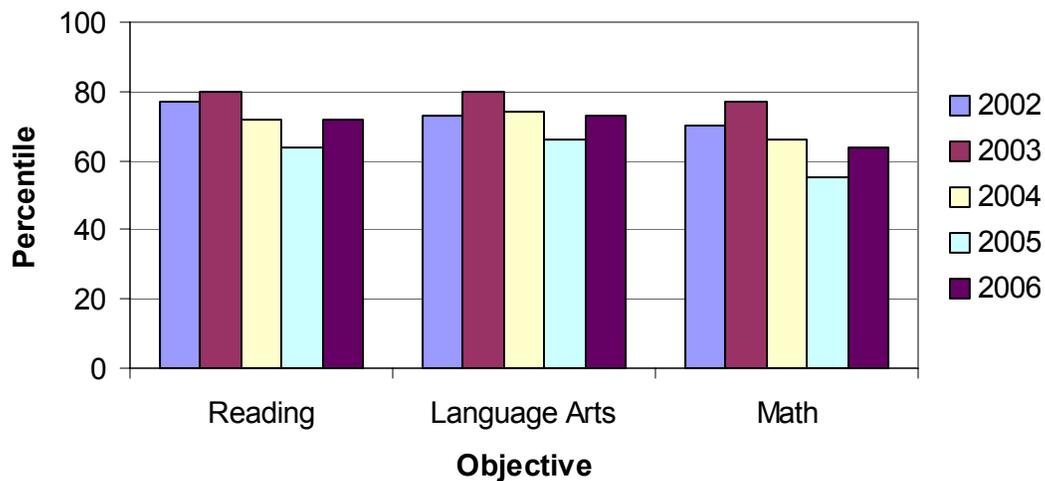
NOTE: The very high 4th grade math scores are attributed to the fact that as 3rd graders who scored well last year, most remained at JVDES for the 4th grade in 2006

* With a student population of approximately 25 students, the Median National Percentile score is easily influenced by the performance of one or two students.

TerraNova Median National Percentile Scores* for Grade 5

School Year	Grade	N	Reading	Language	Math
2002	5	26	77	73	70
2003	5	27	80	80	77
2004	5	29	72	74	66
2005	5	26	64	66	55
2006	5	30	72	73	64

**TerraNova Median National Percentiles
By Program, Grade 5**



The 2002-2006 TerraNova Median National Percentiles for grade 5 show fluctuation in reading scores and language scores and a decrease from the 80th percentile to the 64th and 66th percentile.

The effect size in reading between grade 5 in 2002 and grade 5 in 2005 is -0.38. The reading performance of the grade 5 in 2005 is "substantially worse" than the performance of the grade 5 in 2002.

The effect size in language arts between grade 5 in 2002 and grade 5 in 2005 is -0.20. The language arts performance of the grade 5 in 2005 is "much worse" than the performance of the grade 5 in 2002.

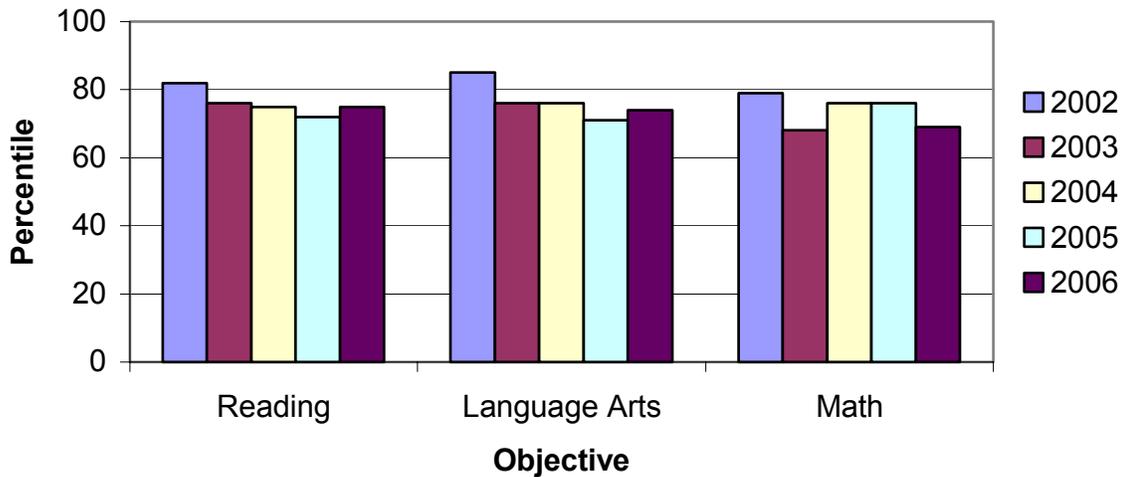
*With a student population of less than 30 students, the Median National Percentile score is easily influenced by the performance of 1-2 students.



TerraNova Median National Percentile Scores* for Grade 6

School Year	Grade	N	Reading	Language	Math
2002	6	23	82	85	79
2003	6	20	76	76	68
2004	6	23	75	76	76
2005	6	25	72	71	76
2006	6	28	75	74	69

**TerraNova Median National Percentiles
By Program, Grade 6**



The 2002-2006 *TerraNova* Median National Percentiles for grade 6 show a drop from the high reading and language arts scores in 2002 (82nd and 85th percentiles) to the still high 72nd and 71st percentiles. A general maintenance of very high scores is evident.

The effect size in reading between grade 6 in 2002 and grade 6 in 2005 is -0.34. The reading performance of grade 6 in 2005 is substantially less than the performance of grade 6 in 2002.

The effect size in language arts between grade 6 in 2002 and grade 6 in 2005 is -0.49. The language arts performance of grade 6 in 2005 is "substantially worse" than the performance of grade 6 in 2002.

- With a student population of approximately 30 students, the Median National Percentile score is easily influenced by the performance of one or two students.



GEILENKIRCHEN ELEMENTARY SCHOOL
 Median National Percentiles
 Comparison of scores of SY 01-02 to SY 05-06
 following grade levels as they move up
 Analysis of differences and "effect size" using the NCA CASI software

Year	Grade	POP	MDNP Read	MDNP Lang	MDNP Math	MDNP Science	MDNP SocSt
2006	3	24	63	67	57	72	58
2005	3	16	69	75	73	71	76
Change			+8	+4	+11	+21	+8
2006	4	19	77	79	84	92	84
2004	3	43	66	64	59	67	61
Change			-3*	+5**	+2	+6	+13
2005	4	38	63	69	61	73	74
Change			+9	+4	+3	-15	+9
2006	5	30	72	73	64	58	65

* MDNP Reading Performance. Effect size = -0.08. The difference in performance between grade 4 in 2005 and grade 3 in 2004 is "not enough to mention."

** MDNP Language Arts Performance. Effect size = +0.14. The difference in performance between grade 4 in 2005 and grade 3 in 2004 is "better by enough to mention."

2003	3	38	69	66	58	56	64
Change			-6*	+5*	+5	+8	+10

2004	4	33	63	71	63	64	74
Change			+1**	-5**	-8	-8	-13
2005	5	26	64	66	55	56	51
Change			+11	+8	+14	+9	+9
2006	6	28	75	74	69	65	60

* MDNP Reading Performance. Effect size = -0.14. The difference in performance between grade 5 in 2005 and grade 3 in 2003 is "worse by enough to mention."

** MDNP Language Arts Performance. Effect size = 0.00. The difference in performance between grade 5 in 2005 and grade 3 in 2003 is "not enough to mention."

2002	3	37	55	59	66	58	64
Change			+13*	+8**	+3	+12	+13
2003	4	29	68	67	69	70	77
Change			+4*	+7**	-3	-10	-5
2004	5	29	72	74	66	60	72
Change			+0*	-3**	+10	+4	-8
2005	6	25	72	71	76	64	64
2006	7	*Transferred to AFNorth International School					

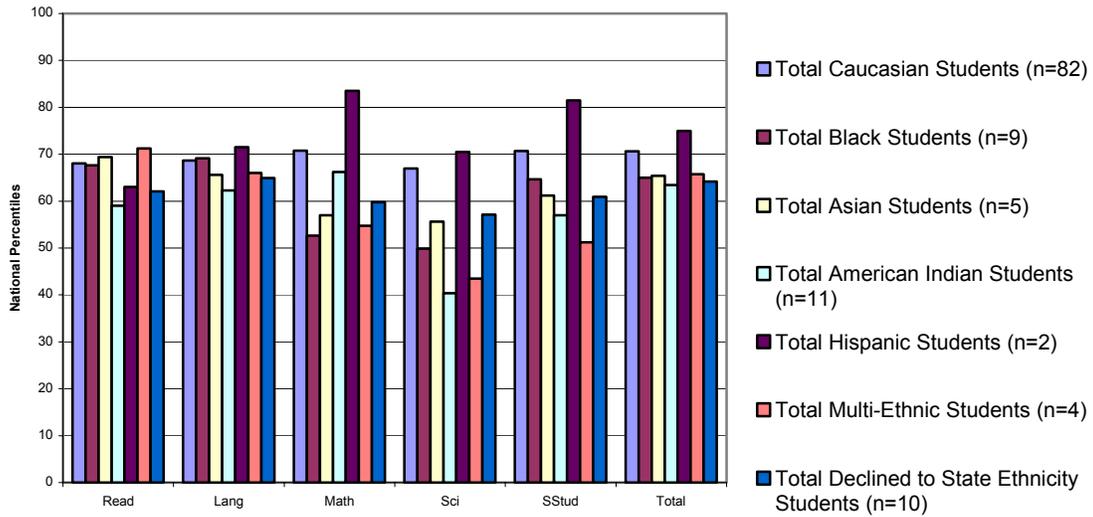
* MDNP Reading Performance. Effect size = -0.45. The reading performance of grade 6 is "substantially better" than the performance of grade 3 in 2002.

** MDNP Language Arts Performance. Effect size = +0.32. The language arts performance of grade 6 is "substantially better" than the performance of grade 3 in 2002.

TerraNova Results by Ethnic Group

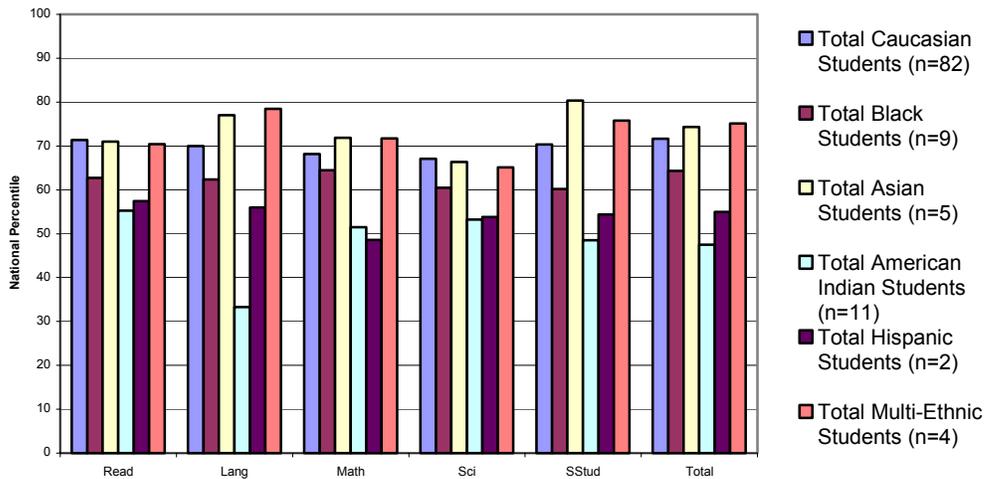
The following graphs show the breakdown of *TerraNova* test results by ethnic group. The first four display the breakdown of all ethnic groups; the last two graphs show the comparison of test results between African American students and Caucasian students. The first four graphs are included for awareness only, since there are not enough students within each ethnic group to disaggregate results.

JVDES TerraNova 2002 - Ethnic Disaggregation



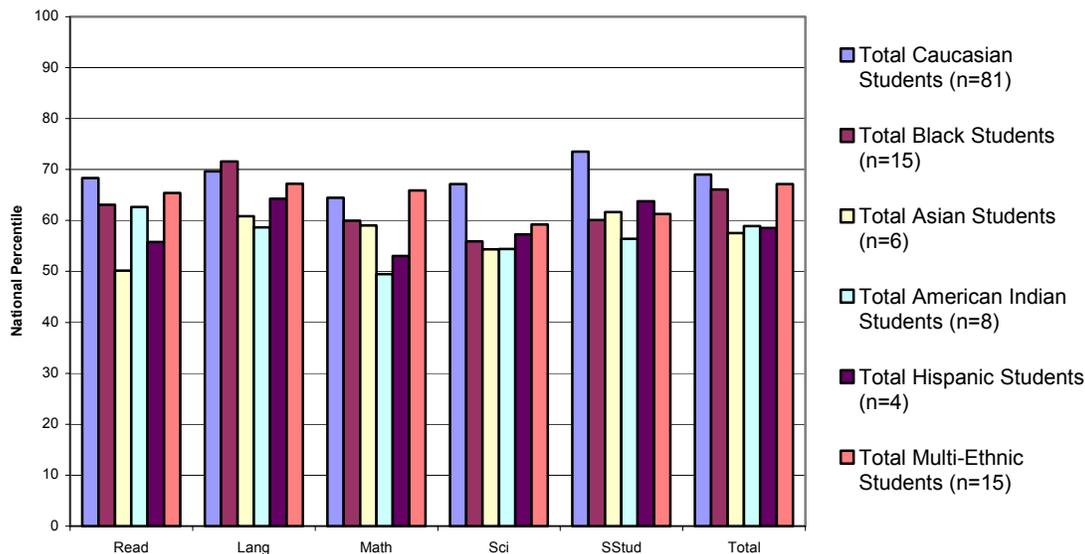
This graph is included for awareness only. JVDES does not have significant numbers of minorities per class. Only the scores of two ethnic groups, Caucasian and African American, were compared and analyzed.

JVDES TerraNova 2003 - Ethnic Disaggregation



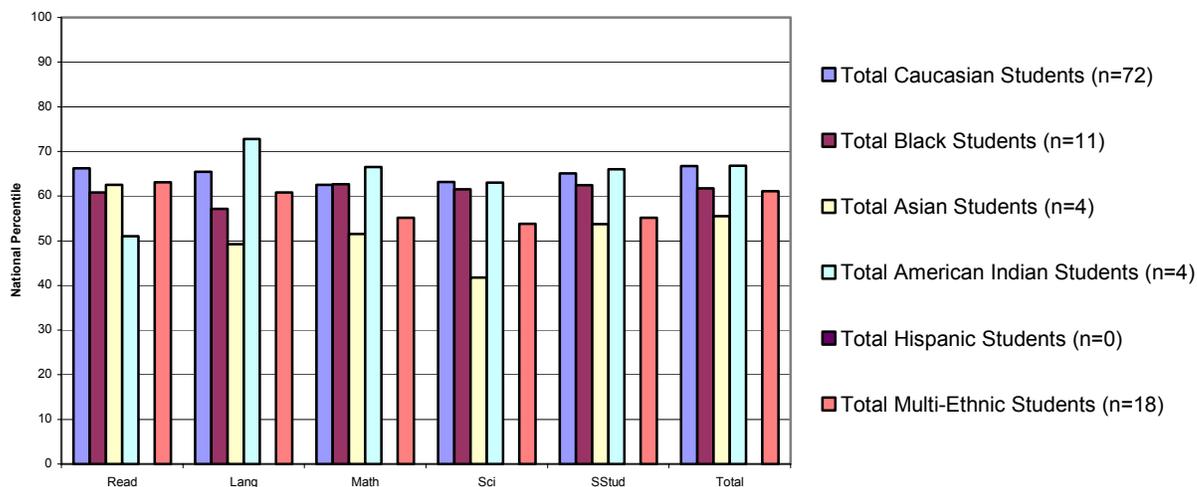
This graph is included for awareness only. JVDES does not have significant numbers of minorities per class. Only the scores of two ethnic groups, Caucasian and African American, were compared and analyzed.

JVDES TerraNova 2004 - Ethnic Disaggregation



This graph is included for awareness only. JVDES does not have significant numbers of minorities per class. Only the scores of two ethnic groups, Caucasian and African American, were compared and analyzed.

JVDES TerraNova 2005 - Ethnic Disaggregation

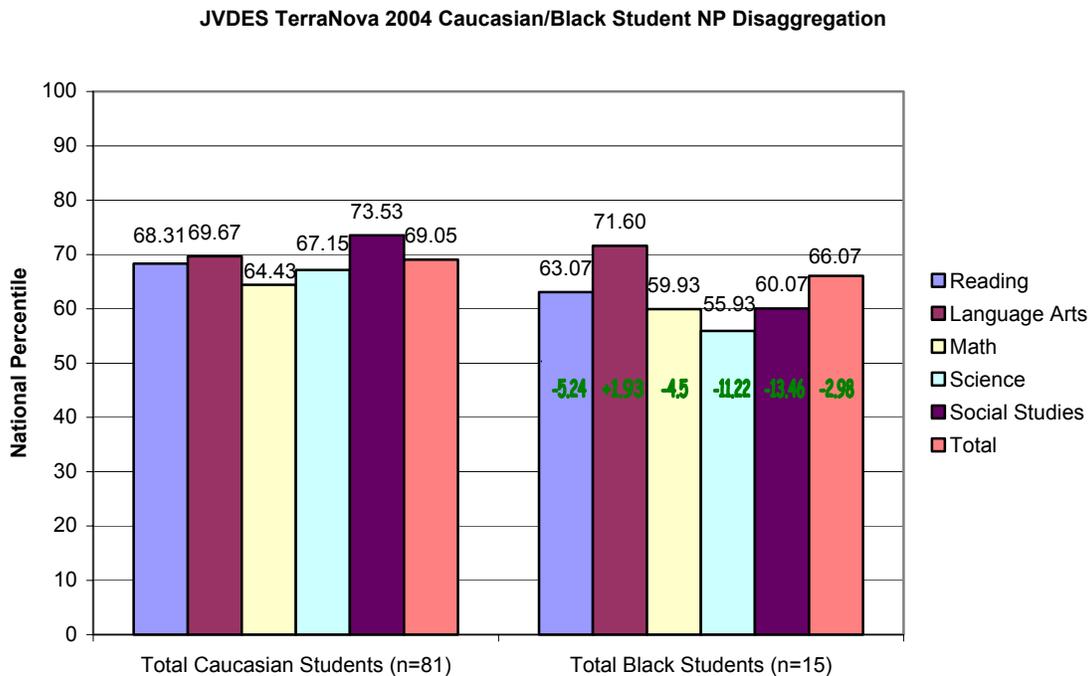


This graph is included for awareness only. JVDES does not have significant numbers of minorities per class. Only the scores of two ethnic groups, Caucasian and African American, were compared and analyzed.

[TerraNova Test Results, Disaggregated by Caucasian/African American](#)

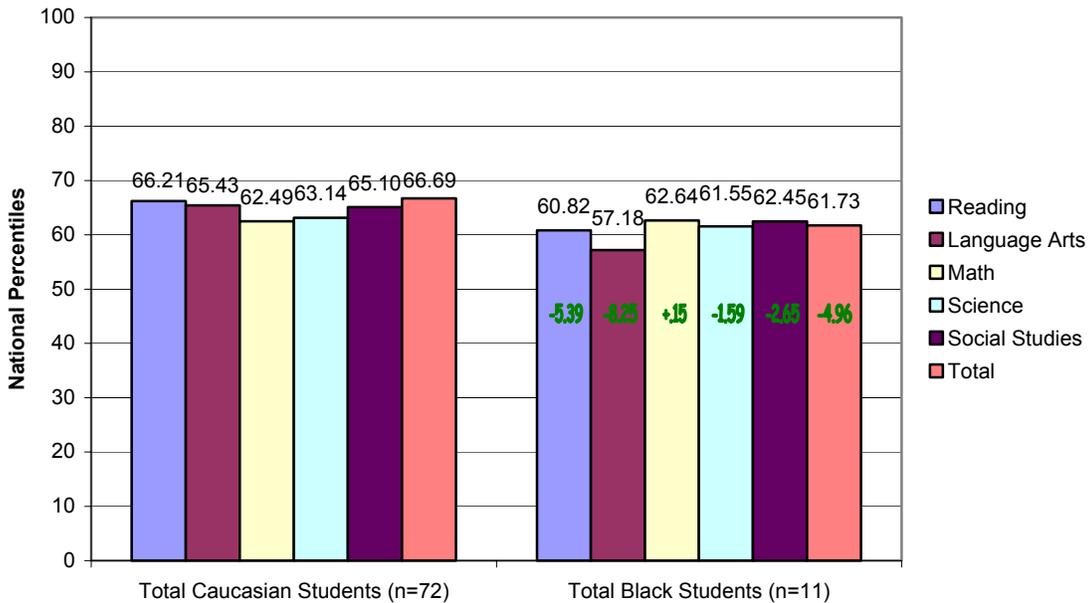
The two ethnic groups with significant numbers of students for data disaggregation were African American and Caucasian. The number of

Caucasian students who took the *TerraNova* during the years 2004-2005 was 81 and 72 respectively by school year. The number of African American students who took the *TerraNova* during the years 2004-2005 was 15 and 11 respectively by year. *TerraNova* results for 2002 and 2003 are not included in this disaggregation because fewer than 10 African American students took the test during these years. The *TerraNova* test results, disaggregated by ethnic group (African American and Caucasian), are displayed in the graphs below. Note: Due to the small population of African American students, average test scores can be greatly affected by one high or low score.



The above graph shows 2004 *TerraNova* test results of African American students and Caucasian students. The data indicates some discrepancy between Caucasian and African American students in each subject area. With the exception of Language Arts, Caucasian students scored higher national percentiles in each subject. The differences in average percentile scores were greatest for Social Studies (13.46 average percentile points lower for African American students) and Science (11.22 average percentile points lower for African American students). In reading, the results show Caucasian students scoring 5.24 average percentile points higher than African American students. The total scores between the two groups show that African American students scored 2.9 average percentile points lower than Caucasian students.

JVDES TerraNova 2005 Caucasian/Black Student NP Disaggregation

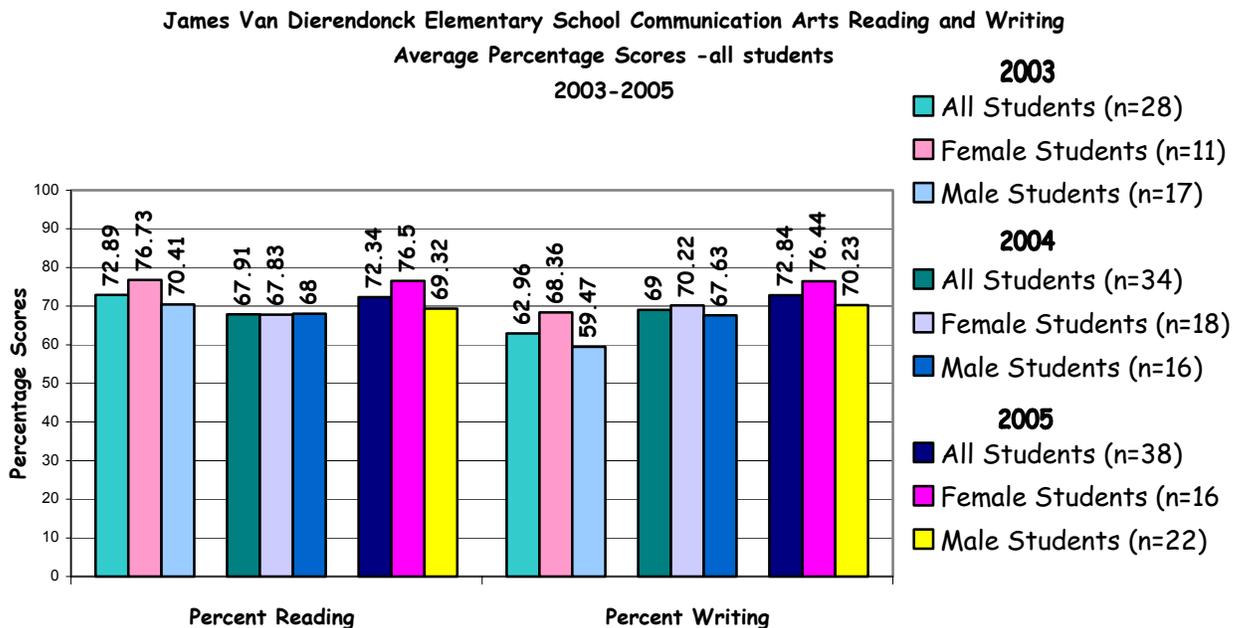


The above graphs show 2005 *TerraNova* test results of African American students and Caucasian students. The data indicates some discrepancy between African American and Caucasian students. With the exception of math, Caucasian students' national percentile scores were higher than those of African American students. The greatest discrepancy in average percentile scores was in language arts (8.24 average percentile points lower for African American students) and in reading (5.39 average percentile points lower for African American students). The total average percentile score for African American students was 4.96 average percentile points lower than Caucasian students.

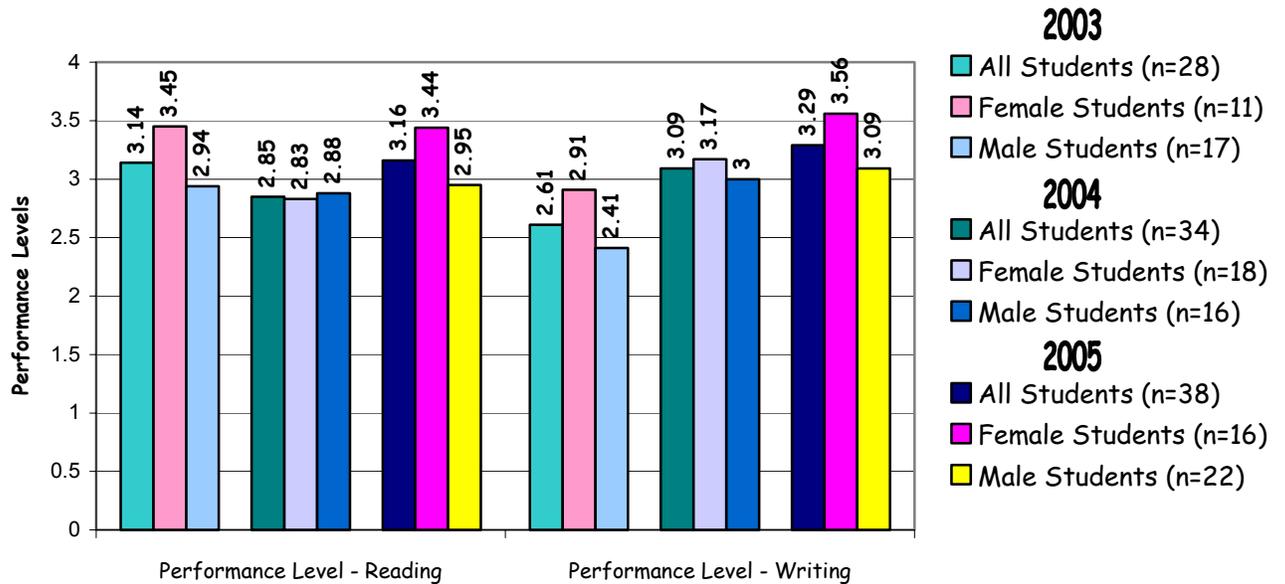
TerraNova scores from 2006 are not yet available to make comparisons in the final documentation report.

• [TerraNova Performance for Communication Arts, Grade 4](#)

The *TerraNova* Performance for Communications Arts measures the content standards and process standards for DoDEA. The test measures the skills and knowledge using all extended open-ended response tasks. It requires students to use all modes of communication: reading, writing, listening, speaking and viewing. The subsets reported focus on the skills of reading, writing and total communication. The reading component measures understanding, meaning, extending meaning, and critical evaluation. The writing component measures writing ability with tasks that focus on the students' use of writing elements such as focus, developmental organization, voice, audience, word choice, and sentence structure. It also measures knowledge of standard written English with tasks that assess conventions of usage, grammar, punctuation, capitalization, and spelling. This assessment is given each April to students in grades four. The Communication Arts Test was not administered in 2006.



James Van Dierendonck Elementary School Communication Arts Reading and Writing
(Performance Levels) 2003-2005

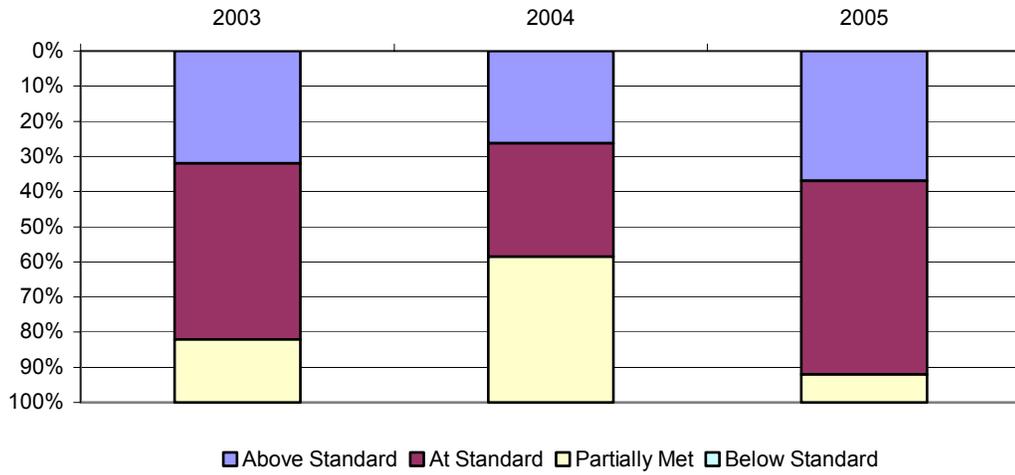


The percentage scores and the performance level scores show mixed performance amongst the three school years with slight decreases in reading and a slight increase in writing. The 2005 scores show a slight increase in reading and writing compared to the scores in 2004. There was an increase in reading and writing performance for both male and female students. In 2005, female students scored slightly higher than male students in both reading and writing.

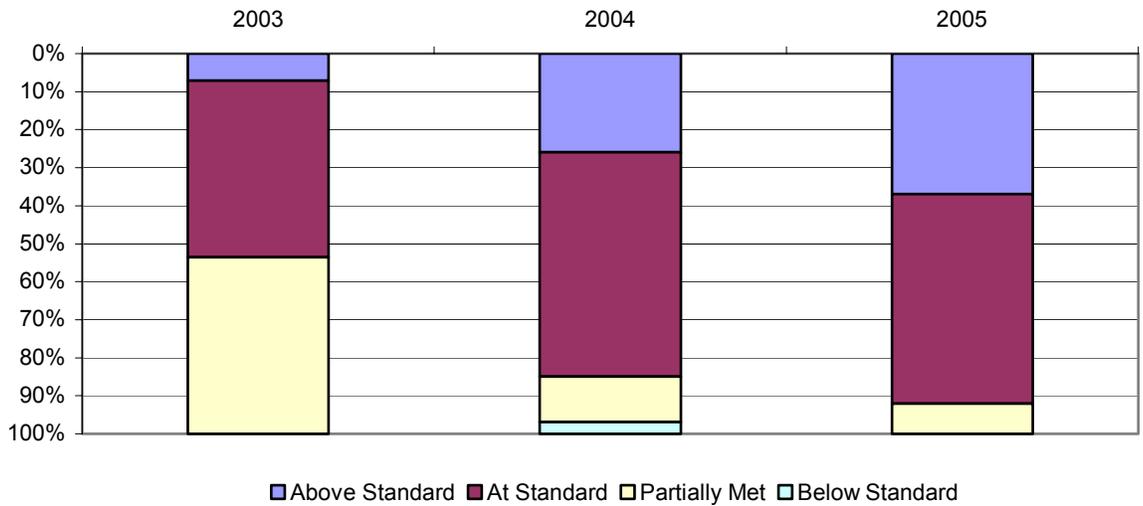
Comparison of the Communication Arts Reading percentage scores from 2003 and 2004. Effect size = -0.14. The difference in performance between grade 4 in 2004 and grade 4 in 2003 is "worse by enough to mention."

Comparison of the Communication Arts Writing percentage scores from 2004 and 2003. Effect size = +0.19. The difference in performance between grade 4 in 2004 and grade 4 in 2003 is "better by enough to mention."

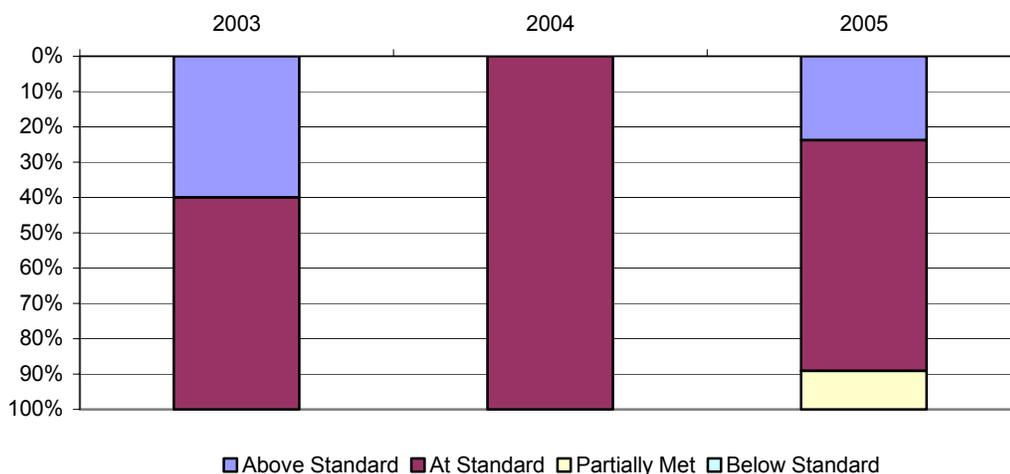
**James Van Dierendonck Elementary School
Communication Arts, April 2003-2005
% of Students in Reading Performance Levels, Grade 4**



**James Van Dierendonck Elementary School
Communication Arts, April 2003-2005
% of Students in Writing Performance Levels, Grade 4**



**James Van Dierendonck Elementary School
Communication Arts, April 2003-2005
% of Students in Total Performance Levels, Grade 4**

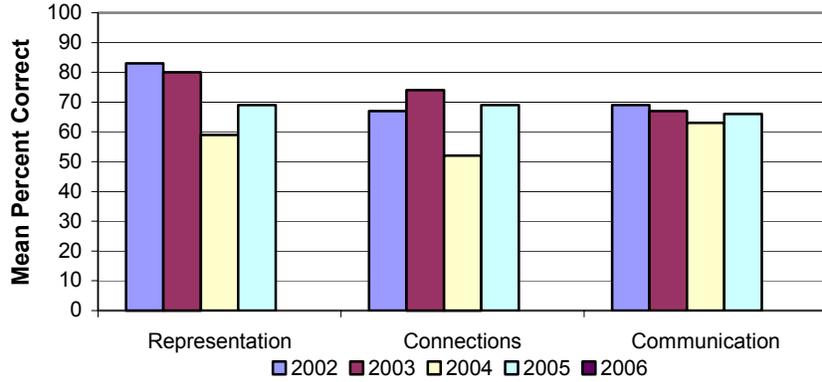


The Performance Level scores also show mixed performance between the three school years. The scores for 2003 and 2004 show a decrease in the percentage of students in the top two performance levels in reading and an increase in the percentage of students in the top two performance levels in writing. The scores for 2005 show an increase from 2004 in the percentage of students in the top two performance levels in both reading and writing. The total performance levels between 2003 and 2005 indicate a decrease in the number of students performing above standard and an increase in the number of students partially meeting the standard.

- **Balanced Assessment of Mathematics, Grade 4**

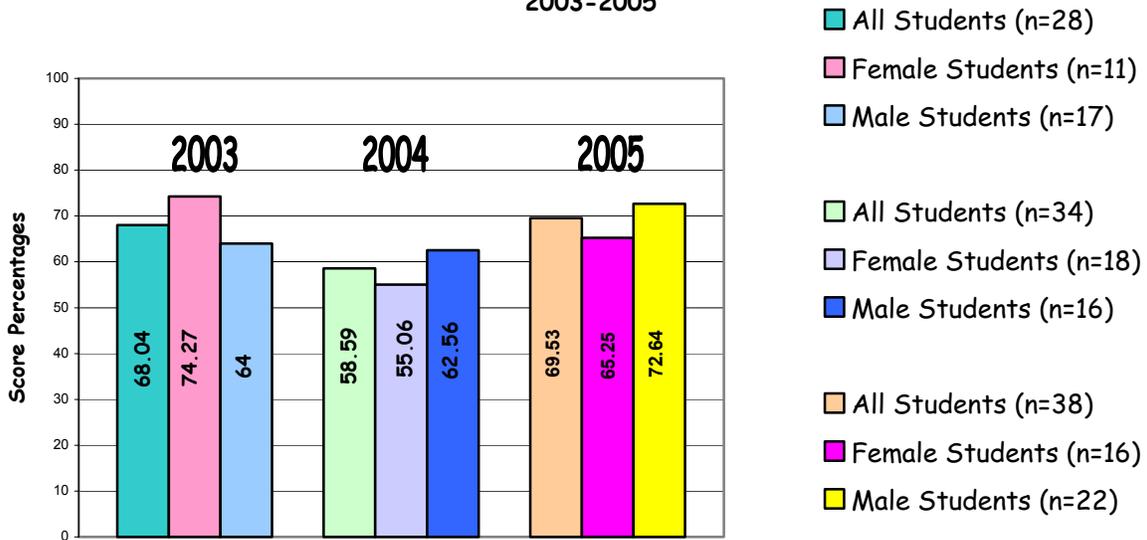
This assessment is developed and published by CTB/McGraw Hill. The assessment instrument is changed each year. Teachers are trained by company representatives score the tests. The company, to ensure reliability and validity of the locally scored tests, also scores a sample of the tests. The test is given each spring at the same time. The test takes approximately 45 minutes and consists of five problems. The problems are scored according to the content and process standards from National Council of Teachers of mathematics (NCTM). DoDEA selected the test because it is aligned to our curriculum standards for mathematics. Our school used three of the process standards that are directly related to our target goal for improving reading comprehension across the curriculum. The Balanced Assessment of Mathematics was not administered in 2006.

**Geilenkirchen Elementary School
Balanced Assessment of Mathematics Subtests
Grade 4, SY2002-2006**



The scores show a decrease in the "Representation" section of the test from the years 2002-2004. In the "Connections" section, there was an increase in performance between the years 2002 and 2003, but a significant decrease between the years 2003 and 2004. There was a slight drop in the "Communication" section from the years 2002-2004.

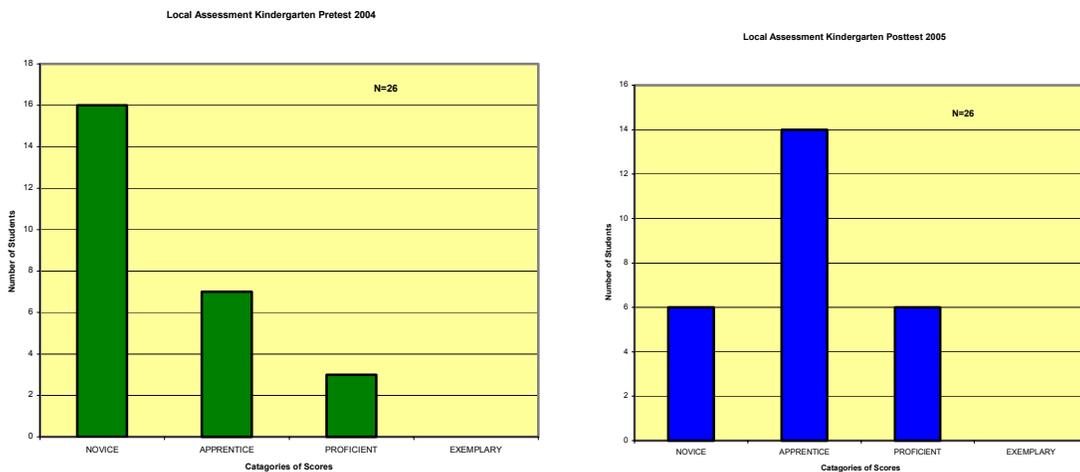
**James Van Dierendonck Elementary School Balanced Assessment Mathematics
2003-2005**



- Six Trait + One Assessment (Locally Developed Assessment)

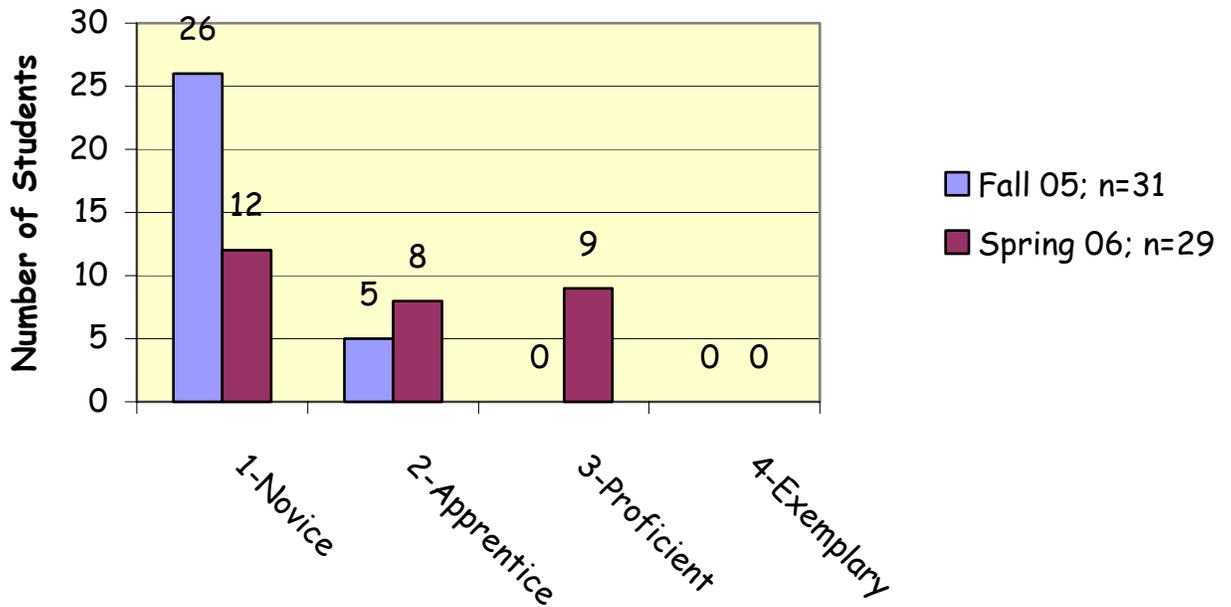
The Six Trait + One writing assessment is given to students in grades K-6 during the second and fourth quarter of the school year. This assessment involves students in using the writing process (plan, draft, final copy) in order to answer a given prompt. The prompt is the same for both assessments and each grade level. Students' writing is then scored using the 6+1 Trait scoring rubric. One rubric is designed for grades K-3 and another is appropriate for grades 4-6. The staff collectively scores the prompts after practicing with anchor papers. Students are then given a total score based on an average of scores for each trait. Scores are recorded in an Excel document to monitor growth and development in writing. The data is accessible to teachers to make instructional decisions.

The charts below show the results of the pre and posttests (total score) for grades K-6 during the 2004-2005 school year.

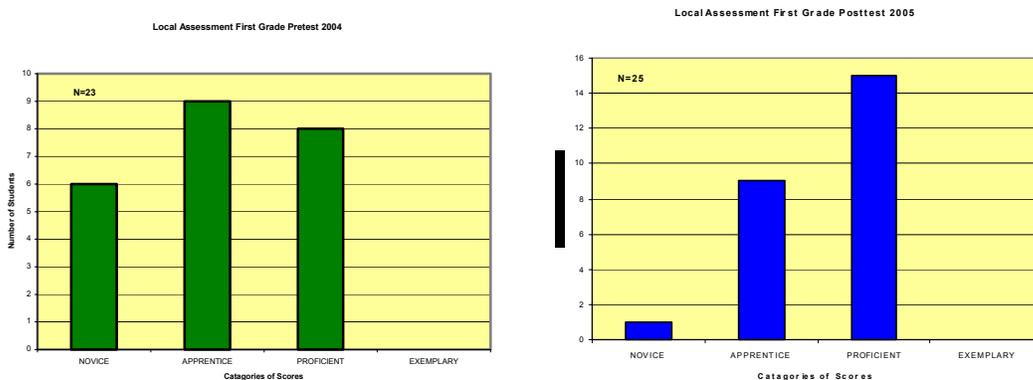


The local spring 2005 posttest for Kindergarten was compared to the fall 2004 pretest using data from the local 6 Traits writing assessment. The difference in performance is significant at the .05 level.

Kindergraten SY 2005-06 Six Traits Pretest vs Posttest

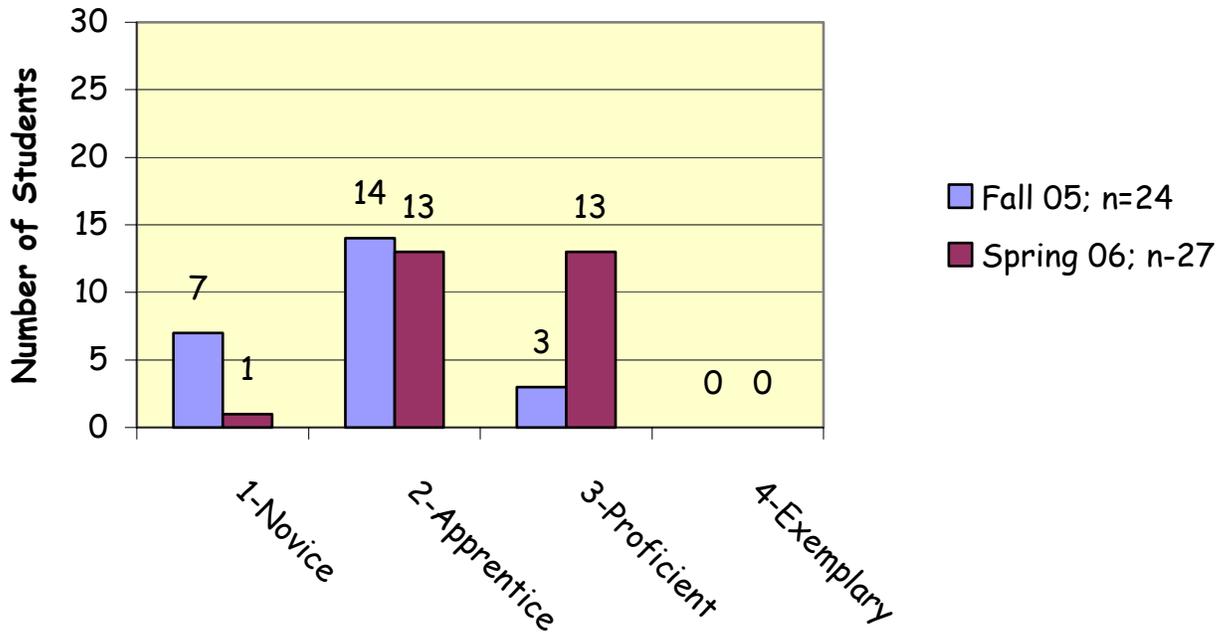


The Kindergarten Posttest 2006 was compared to the Kindergarten Pretest 2005 using data from Six Traits Local Assessment. The difference in performance is not significant at the .05 level of confidence. The effect size (magnitude of change calculated using table values) was .47. The performance of Kindergarten students in the spring was substantially better than the performance of Kindergarten students in the fall.

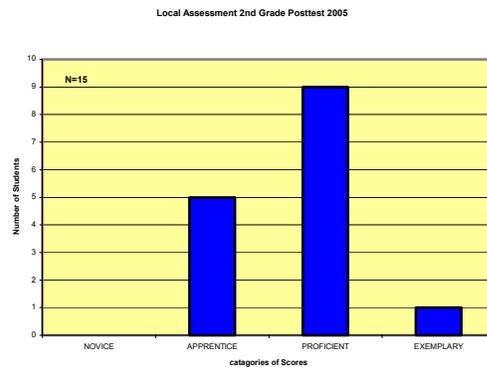
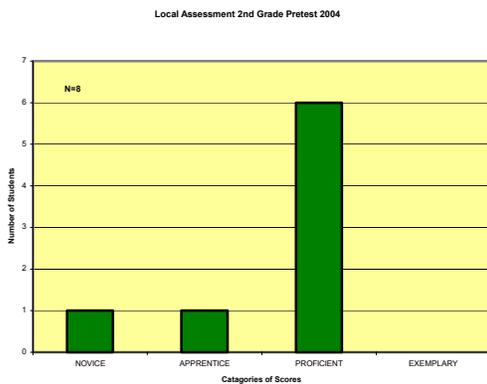


The local spring 2005 posttest for first grade was compared to the fall 2004 pretest using data from the local Six Traits writing assessment. The difference in performance is significant at the .05 level.

First Grade SY 2005-06 Six Traits Pretest vs Posttest

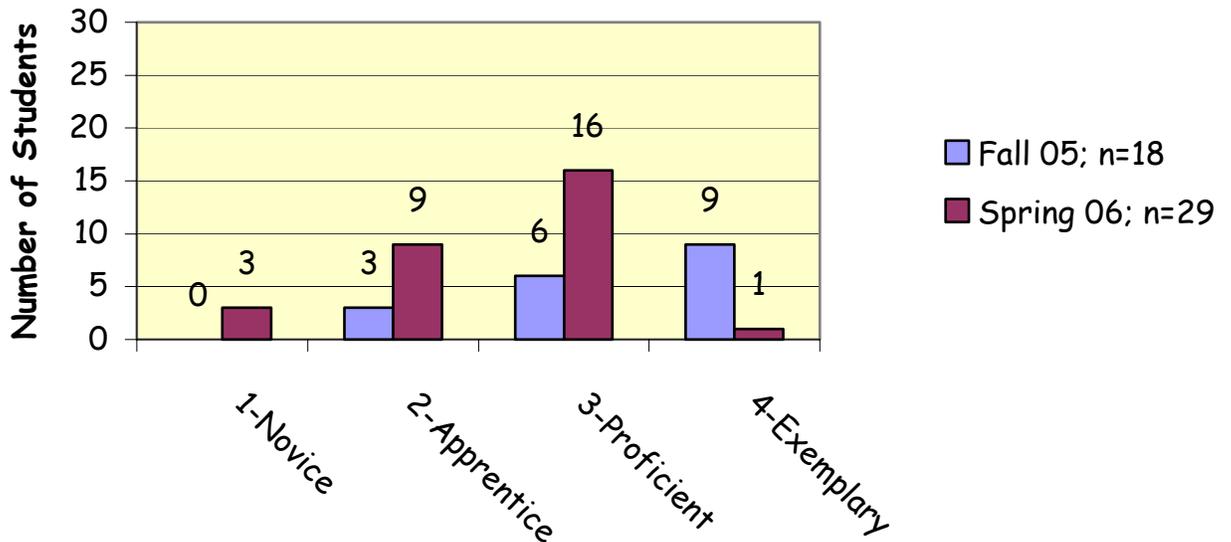


The First Grade Posttest 2006 was compared to the First Grade Pretest 2005 using data from Six Traits Local Assessment. The difference in performance is significant at the .05 level of confidence. The effect size (magnitude of change calculated using table values) was .41. The performance of the first grade students in the spring was substantially better than the performance of first grade students in the fall.

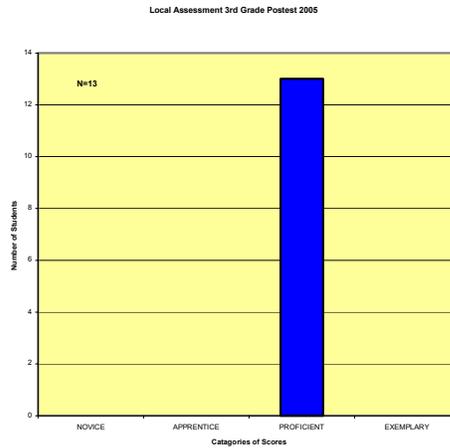
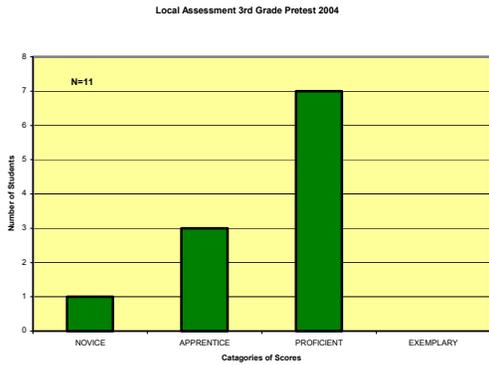


The local spring 2005 posttest for second grade was compared to the fall 2004 pretest using data from the local Six Traits writing assessment. The difference in performance is significant at the .05 level.

Second Grade SY 2005-06 Six Traits Pretest vs Posttest

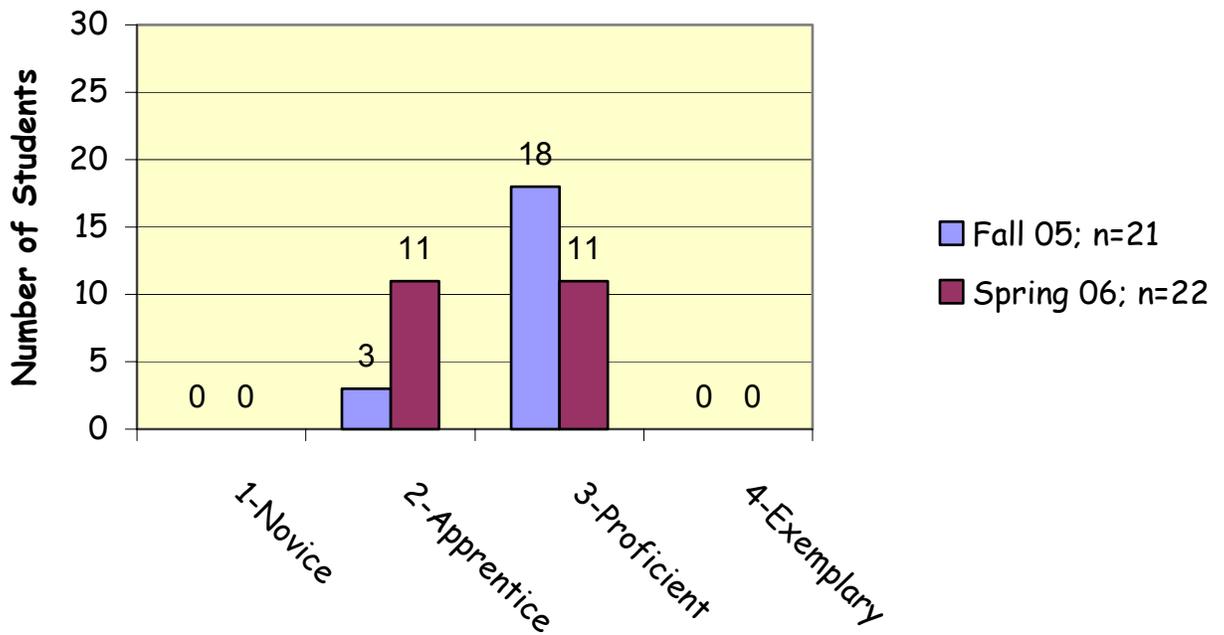


The Second Grade Posttest 2006 was compared to the Second Grade Pretest 2005 using data from Six Traits Local Assessment. The difference in performance is not significant at the .05 level of confidence. The effect size (magnitude of change calculated using table values) was .11. The performance of the Second Grade students in the spring in contrast to the performance of Second Grade students in the fall was not enough the mention. It is significant enough to note that the number of students who took the pretest was 11 students less than the number of students who took the posttest. Given the small student population, such a change in students taking the test can have a significant effect on the results.

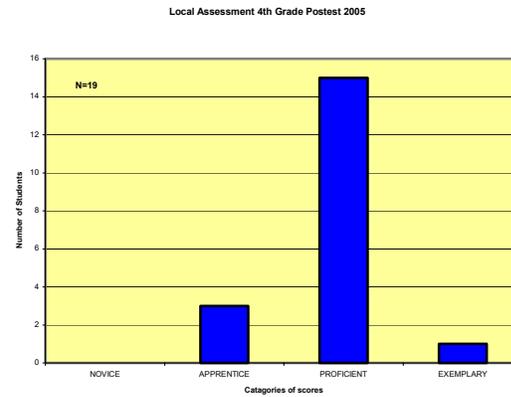
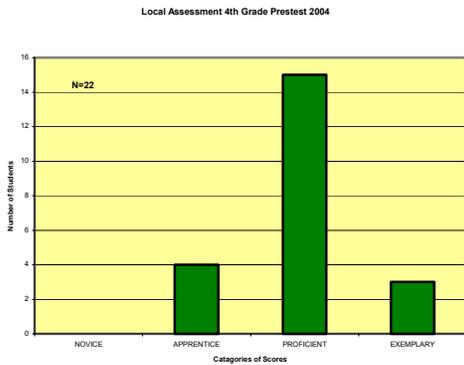


The local spring 2005 posttest for third grade was compared to the fall 2004 pretest using data from the local Six Traits writing assessment. The difference in performance is significant at the .05 level.

Third Grade SY 2005-06 Six Traits Pretest vs Posttest

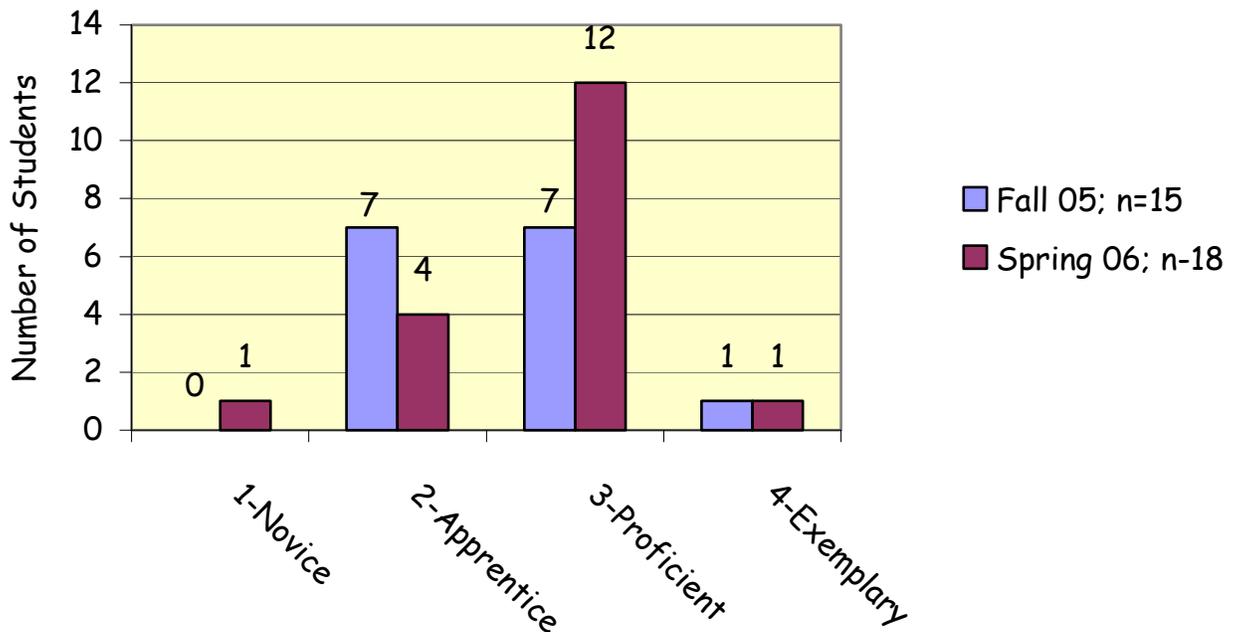


The Third Grade Posttest 2006 was compared to the Third Grade Pretest 2005 using data from Six Traits Local Assessment. The difference in performance is not significant at the .05 level of confidence. The effect size (magnitude of change calculated using table values) was -.24. The performance of the Third Grade students in the spring compared to the performance of Third Grade students in the fall was not enough to mention.

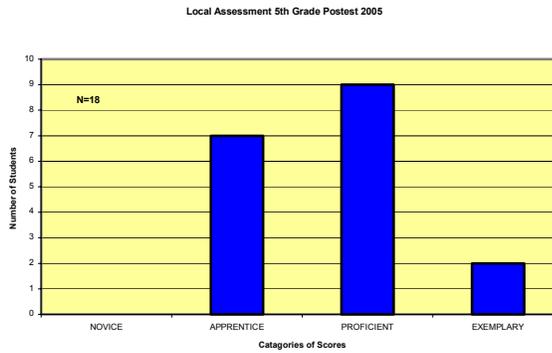
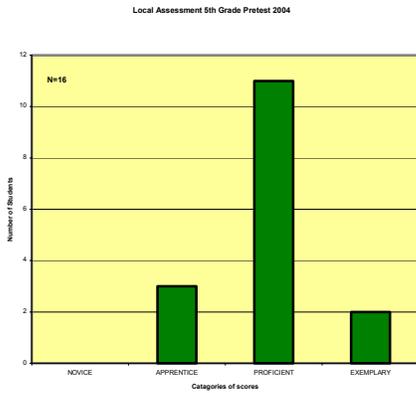


The local spring 2005 posttest for fourth grade was compared to the fall 2004 pretest using data from the local 6 Traits writing assessment. The difference in performance is not significant at the .05 level.

Fourth Grade SY 2005-06 Six Traits Pretest vs Posttest

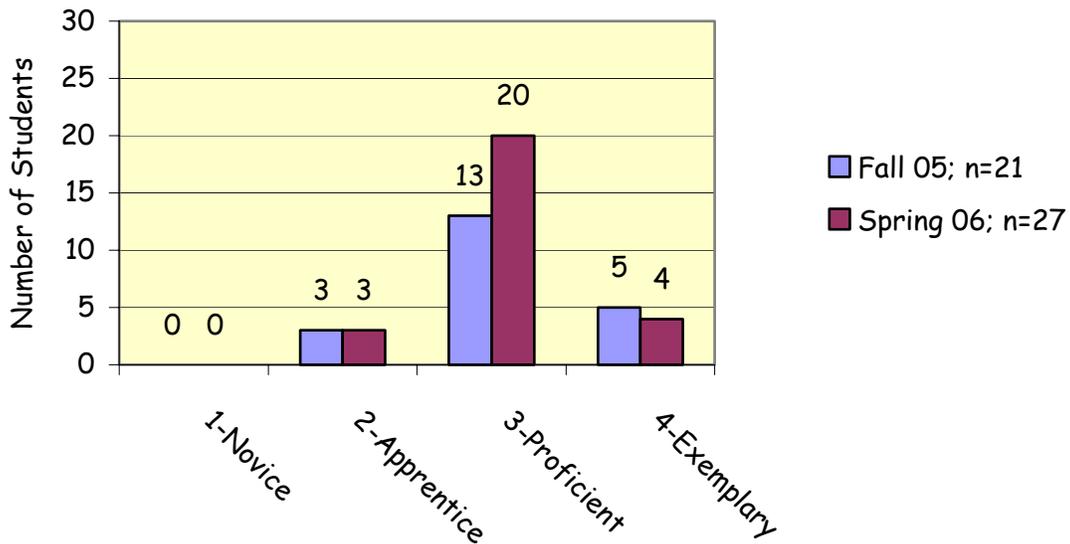


The Fourth Grade Posttest 2006 was compared to the Fourth Grade Pretest 2005 using data from Six Traits Local Assessment. The difference in performance is significant at the .05 level of confidence. The effect size (magnitude of change calculated using table values) was .72. The performance of the Fourth Grade students in the spring was substantially better than the performance of Fourth Grade students in the fall.



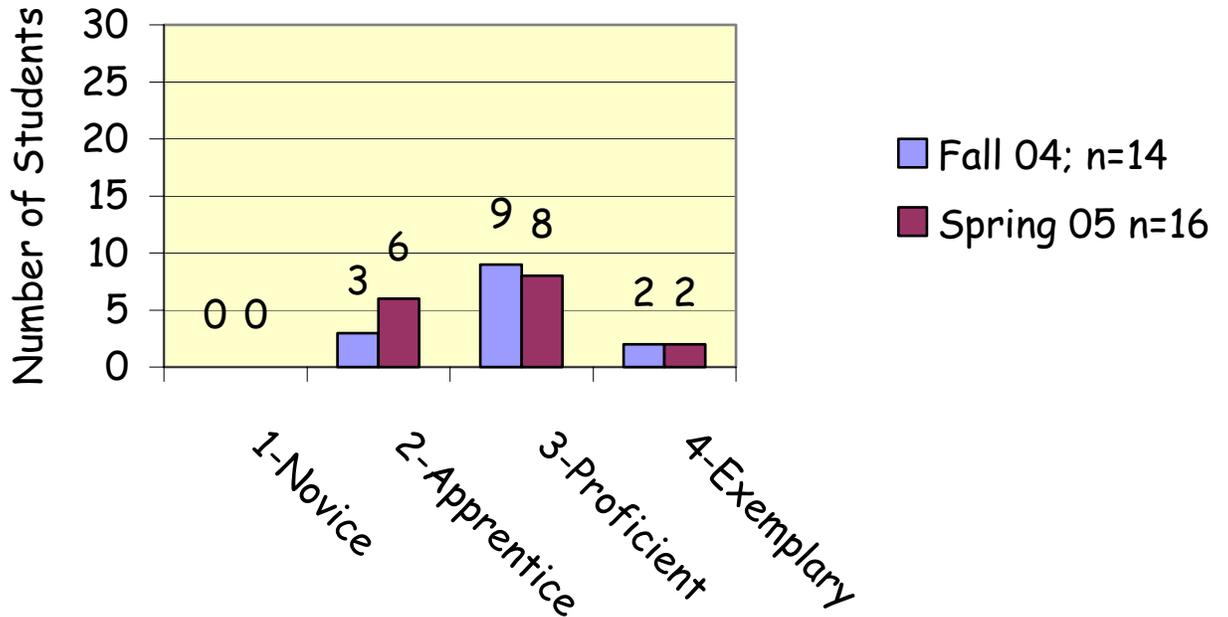
The local spring 2005 posttest for fifth grade was compared to the fall 2004 pretest using data from the local 6 Traits writing assessment. The difference in performance is not significant at the .05 level.

Fifth Grade SY 2005-06 Six Traits Pretest vs Posttest



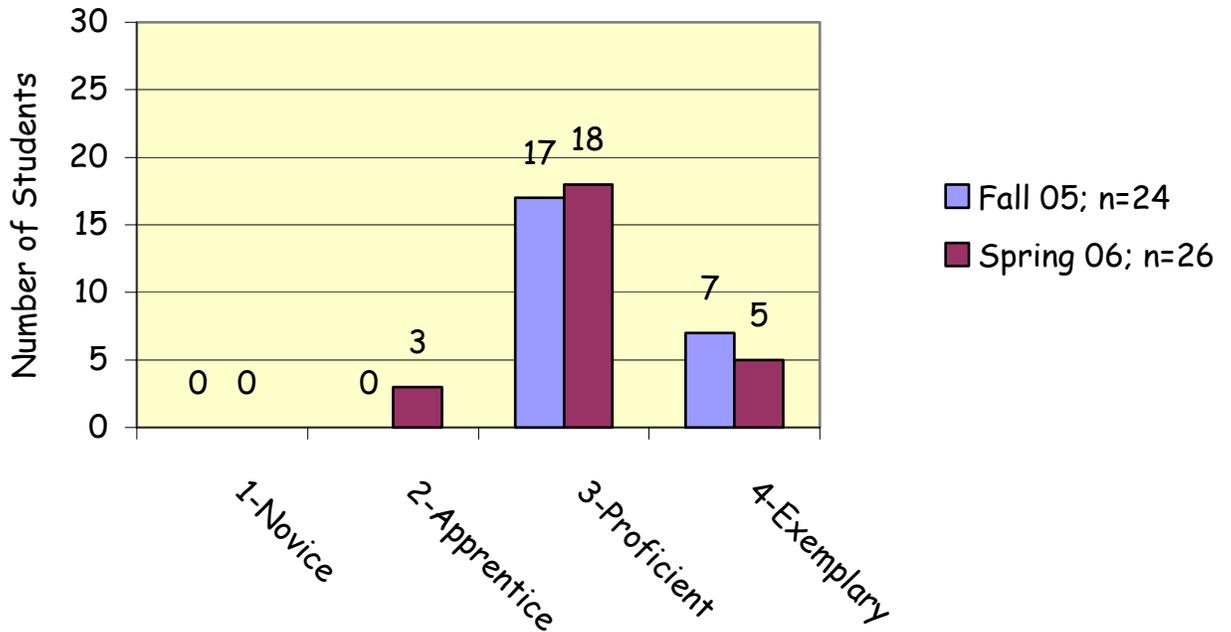
The Fifth Grade Posttest 2006 was compared to the Fifth Grade Pretest 2005 using data from Six Traits Local Assessment. The difference in performance is not significant at the .05 level of confidence. The effect size (magnitude of change calculated using table values) was -.07. The performance of the Fifth Grade students in the spring in contrast to the performance of Fifth Grade students in the fall was not enough to mention.

Sixth Grade SY 2004-05 Six Traits Pretest vs Posttest



The Sixth Grade Posttest 2005 was compared to the Sixth Grade Pretest 2004 using data from Six Traits Local Assessment. The difference in performance is not significant at the .05 level of confidence. The effect size (magnitude of change calculated using table values) was .10. The performance of the Sixth Grade students in the spring was much better than the performance of Sixth Grade students in the fall.

Sixth Grade SY 2005-06 Six Traits Pretest vs Posttest



The Sixth Grade Posttest 2006 was compared to the Sixth Grade Pretest 2005 using data from Six Traits Local Assessment. The difference in performance is not significant at the .05 level of confidence. The effect size (magnitude of change calculated using table values) was -.21. The performance of the Sixth Grade students in the spring in contrast to Sixth Grade students in the fall was not enough to mention.

General Summary

Students at the James Van Dierendonck Elementary School consistently score very high on standardized norm-referenced tests as well as local assessments. These high scores are the result of the high caliber student population, engaged and supportive parents and an exceptional teaching staff. Parents, teachers, and students work together to make learning a priority in our school community.

It is difficult to show significant improvement in scores that are already higher than the national average. When our students regularly score at the 70th Median National Percentile, our goal is often to maintain this high level of performance. This "ceiling effect" impacts our interpretation of test scores. Slight variations - up or down - do not necessarily indicate progress or lack of progress. The goal of course is to strive for gains no matter how small each year.

There is also recognition that with the low student samples of 20-35 students in a grade level, the statistical significance is difficult to determine. In one case, a single student score raised our "median national percentile" for the class by 4 points. In another case, one student score lowered our "median national percentile" by 3 points. The NCE scores are a better indicator since the individual student scores can be averaged. But with small sampling groups, even these scores can be strongly influenced by one or two high performing or low performing students. We have established means by which we track individual students showing their individual progress. We enter all standardized and local assessments for all students into the WinSchool database and collect data and work samples in the individual student CSP folders. We will then use this data to guide instruction and display student growth over time.

We attempted to disaggregate our data using multiple categories but discovered that our small student population limited us to disaggregating the data by gender and the two largest ethnic groups, Caucasian and African American. As substantial discrepancies between males and females were noted, we will be exploring ways to "lessen the gap." Much of the data indicates a general weakness in science and this is where the greatest gap between males and females is found. We recognize that science could have been an area of focus in our CSP and we will be considering interventions to improve student performance.

Our careful review of data since the reading comprehension goal was established at the end of SY 00-01 has not provided conclusive evidence that our school's interventions have been successful or not successful. However, we have seen a dramatic increase in our students' motivation to read, the number of books being read, and the number of Reading Counts quizzes being taken. The data indicates that our students continue to perform at high levels and have made progress in many areas. The Median National Percentile generally increases as students move to the next grade level. It also indicates that on the average, individual students who spend two or three years at our school improve their NCE scores.

Summary of Expectations

There is no question that students attending the James Van Dierendonck are some of the finest students in DoDDS. Parents, GK staff members, and the military community have tremendously high expectations of the students at our school. Most of our students come from families that expect their children to attend college and to perform at high academic levels. Families demonstrate exceptional support for the school in the classroom and at home. There is no doubt that we expect our students to continue performing at these very high levels because of

the strong family support and the excellent educational experience offered at the James Van Dierendonck Elementary School.

As previously stated, since our students perform at such high levels, our expectations are often that students will continue to perform at these high levels. With the exceptionally high scores, it is sometimes difficult to show significant improvement in scores. When our students regularly score at the 70th Median National Percentile, our goal is often to maintain this high level of performance. This "ceiling effect" impacts our interpretation of test scores. Slight variations - up or down - do not necessarily indicate progress or lack of progress.

All staff members were given a questionnaire regarding feedback on the goal. Seventy-five percent of the staff responded. The staff identified the following successful interventions: Self-Selected Reading Conferences, Four Blocks, and 6-Trait writing. Eighty percent of those who responded identified the reading conference as a particularly successful intervention. Ninety percent of the staff agrees that we met our school-wide expectations for improving reading comprehension. The remaining 10 percent agreed that progress had been made, but more work was necessary to reach the goal. No one on the staff identified specific interventions we should change or stop doing. In fact, 100 percent of staff members strongly agreed to continue all current interventions and guidelines.

IMPLICATIONS FOR NEXT CYCLE

There is no absolute indication that students are making significant testing progress as a direct result of the Four Blocks interventions. This may be due to reasons previously discussed. However, there is no doubt that teachers' anecdotal data indicates positive things are happening in the classrooms and students' reading comprehension has improved as a result of these interventions. We believe that Four Blocks is a powerful teaching tool that should be institutionalized at our school because of its positive impact on student learning.

Caucasian and African American students disaggregated TerraNova scores for 2004 and 2005. Other years and ethnic groups were not included due to the low

enrollment of ethnic groups other than Caucasian. The demographic breakdown by ethnic group indicates a discrepancy in scores on the *TerraNova* test between African American and Caucasian students. The data indicates that African American students' national percentile scores were lower than the scores of Caucasian students in each given year. This is consistent generally with all DoDEA schools. However, no conclusions can be made about the significance of these results due to the small population of African American students compared to Caucasian students. That is, the discrepancy could be the result of one or two low scores that greatly affected the average. However, as we are a small school we can develop individual interventions and tailor individual support for these students.

Thirteen teachers responded to a survey regarding the success of the goal. Teachers were asked to rate the success of the following categories on a scale of 1-10 (1= very low, 10= very high): implementation of the goal, training for the goal, and progress of the goal. For implementation of the goal, teachers responded with an average rating of eight, or a high level of success. Teachers felt that training for the goal was successful, with an average rating of seven, or a mid-high level of success. In progress toward the goal, teachers responded with an average of eight, or a high level of success. Eighty percent of the staff agreed that adequate progress had been made toward the goal.

There are a number of considerations for the next cycle:

1. Continue with the Four Blocks interventions based on the fact that this intervention may need more time to demonstrate the impact on test scores.
2. Continue with the Four Blocks interventions but review the data to determine if there is another critical area that the school should focus on. There are some indicators that science may be a weaker curricular area in our school.
3. Continue with the HOSTS (Helping Our Students To Succeed) program as well as having the SIT (Student Intervention Team) committee meets bi-weekly. Examine the possibilities of an after school supervised study session for interested students.
4. Goal 1 of the DoDEA Community Strategic plan says that all students in grade 3 will be reading on grade level by the end of SY 05-06. The teachers, administrator, and specialists have identified students that are at-risk using test scores, anecdotal referrals and formal referrals. Strategies and support as well as plans have been identified/developed by teachers to assist these students in this endeavor.
5. Goal 1 also states that students in the bottom two quartiles should move into the top two quartiles. Teachers have identified students at-risk at every grade level. A list has been compiled and teachers are monitoring and providing special support to meet this goal. The principal and counselor intervene with 1-1 assistance and instruction where needed. The principal

- receives quarterly and on the spot reports to continuously monitor their progress in meeting DoDEA goals.
6. The staff will continue to examine our minority scores and provide direct support to ensure their academic success.
 7. The staff at JVDES has met several times this year to discuss the academic needs of our children. The *TerraNova* scores from March 2006 and the Six-Trait scores from fall and spring have been received and are being reviewed. It is possible that the next school improvement effort will focus on mathematics, science, higher order thinking skills and/or writing across the curriculum (or some combination therein). The staff strongly feels that we should continue our current reading interventions in order to maintain our reading progress goals.