

**Osan American Elementary School
Continuous School Improvement Blueprint – Goal One
SY 2011-2012**

Principal: David Petree **CSI Chair:** Clover M. Stephenson

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

School Vision Statement: The OAES Community is focused on ensuring our students are SUCCESSFUL: Self-confident; Unified through diversity; Critical thinkers, Creative problem solvers; Effective communicators; Striving for excellence; Skilled in technology; Focused on academic achievement; Upstanding citizens; Lifelong learners.

Goal: By June 2012, all students will increase performance on targeted reading comprehension skills using instructional interventions implemented in all curricular areas as measured by the TerraNova 3™ Reading and Science sub tests as well as other system-wide and school-based assessments. The targeted skills are to synthesize information from multiple sources and to apply this information to solve problems and make decisions.

Targeted Subgroup: Struggling Readers identified for Literacy Support Services and Read 180 in grades K-5. Struggling Readers defined as students who do not reach the required minimum score based on their grade level assessments and who have shown difficulty in reading within the classroom.

TerraNova scores – below the 50th percentile in Reading in Grades 4-5

- Priority is given to students below the 25th percentile – Maximum case load 15
- If program is not at the maximum number of students (15) – benchmark 26 – 50th percentile

DRA scores – based on end of the quarter benchmark scores

SRI scores – based on end of the quarter benchmark scores

Grade Level	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	<i>Struggling</i>	<i>Struggling</i>	<i>Struggling</i>	<i>Struggling</i>	<i>Struggling</i>
Developmental Reading Assessment (DRA)	Quarter 1: Level 2 or below Quarter 3: Level 6 or below Quarter 4: Level 12 or below	Quarter 1: Level 12 or below Quarter 2: Level 16 or below Quarter 4: Level 20 or below	Quarter 1: Level 20 or below Quarter 2: Level 24 or below Quarter 4: Level 30 or below	Quarter 1: Level 38 or below Quarter 2: Level 38 or below Quarter 4: Level 38 or below	Quarter 1: Level 38 or below Quarter 2: Level 38 or below Quarter 4: Level 38 or below
Scholastic Reading Inventory (SRI)	Not Applicable	Not Applicable	Lexile below: 500	Lexile below: 600	Lexile below: 700

Triangulation of Data: (What three (minimum) data sources support the selection of this goal? This information is from the School Profile.)

1. TerraNova Multiple Assessments, 2nd Edition - Science Subtest (3-6) Top Two Quarters
2. Developmental Reading Assessment (K-3)
3. Developmental Reading Assessment (4-6)

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Assessments Selected to Measure Student Achievement in this Goal Area

System-wide Assessment(s)

Name: TerraNova Multiple Assessments (Reading and Science)

Grade Levels: Grades 3-5

When Given: March

Indicator of success: There is a meaningful increase in the percent of students scoring in the top two quarters and a meaningful decrease in the number of students scoring in the bottom quarter. (Z scores are calculated)

Sub-population – Struggling Readers

Name: Developmental Reading Assessment

Grade Levels: Grades 1-5

When Given: beginning and end of year

Note: Past practice has been to administer DRA for K-3. However, in school year 2011-2012 the new system wide assessment has changed to BAS (fall and spring).

Indicator of success: There is a measurable increase in the percent of students showing significant growth. Significant growth is measured by any student who gains reading achievement from below grade level to on/above grade level or from on grade level to above grade level.

Local Assessment(s)

Name: DRA (Developmental Reading Assessment) K-3

Grade Levels: K-3

When Given: May

Note: Past practice has been to administer DRA for K-3. However, in school year 2011-2012 the new system wide assessment has changed to BAS (fall and spring).

Indicator of success: There is a meaningful increase in the percentage of students scoring at or above the standard on the DRA. Our school goal is to achieve 75% of students at each grade level will scoring at or above the standard. The following standards apply:

- K – Level 3;
- 1st – Level 16; *First grade standard was lowered from 18 to 16 in SY 2010-2011.
- 2nd – Level 28;
- 3rd – Level 38 (Comprehension ≥ 16 ; Accuracy $\geq 94\%$)

Name: DRA (Developmental Reading Assessment) 4-6

Grade Levels: Grades 4 & 5

When Given: May

Indicator of success: There is a meaningful increase in the percentage of students scoring at or above the standard on the Developmental Reading Assessment. Our school goal is to achieve 75% of students at each grade level scoring at or above the standard. The following standards apply:

- 4th – Level 40;
- 5th – Level 50 (Comprehension ≥ 17 ; Accuracy $\geq 97\%$)

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Common Assessments

Name: Reading Street Benchmark Assessment Grade Level: K-5	Common Assessment for Struggling Readers Name: DRA 1-3 Grade Level: K-5 The DRA is administered a minimum of 2 times per year (fall and spring) Some teachers administer a mid-year DRA on those students who may be struggling.
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Action Plan

Intervention: KWL Graphic Organizer

Tasks/Action Steps	Timeline		Persons Responsible
	Begin	End	
1. Train teachers on KWL and provide KWL chart	September 2011	September 2011	CSI leadership team
2. Teachers train students on what and how to use KWL chart.	September 2011	September 2011	Faculty
3. Use KWL chart in all curriculum areas weekly.	October 2011	June 2012	CSI leadership team, administration, faculty, students,
4. Review monthly, make modifications, and check progress of students.	October 2011	June 2012	Faculty – meeting as grade level teams
5. Collect Evidence – quarterly.	October 2011	June 2012	CSI leadership team

<p>KWL Description</p> <ol style="list-style-type: none"> 1. Teachers will introduce and use the graphic organizer in a whole class discussions in order to model it use. 2. Teachers explain the KWL graphic organizer <ul style="list-style-type: none"> • K – represents the things a student knows about a subject/topic • W – represents the things the students want to about a subject/ topic • L – represents the information students learned about the subject/topic 3. Teacher introduces the topic/subject and asks the students to share what they know about the subject/topic. <ul style="list-style-type: none"> • The students take turns sharing information they already know or think they know about the topic. • The teacher records the information on the graphic organizer under the sections “What we know about the topic.” • The teacher scripts <u>all</u> responses (misconceptions/confusions/false information). • Capable students can write comments on posted notes and affix to the section. The teacher or students should read the
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- information for others to hear.
4. The teacher to ask students “What do you want to know about the subject/topics?”
 - Teacher writes all questions on in the section “What We want to know”
 - Capable students can write questions on “post-it” notes and affix them to the section. The teacher or students should read the questions for others to hear.
 - **Teacher should always be cognizant of major concepts/skills and requirements from the standards**
 5. Teacher collects multiple sources of information on the subject/topic such as
 - adopted curriculum as a source of information
 - The internet
 - Informational books on the subject/topic are used as a source of information
 - Interviews with experts on the subject/topic
 6. Next the teacher facilitates a discussion of the subject/topic using the multiple sources of information. Capable students can use “post – it” notes to remember important details and questions.
 7. Then the teacher scripts new information the students learned about the subject/topic. Special attention is paid to the questions in the “What we want to know” section of the graphic organizer. Other resources, may be required, if **all** questions are not answered
 8. After all questions have been addressed, the teacher summarizes verbally and/or in written form. Attention is given to important details. Questions may be generated by the teacher to encourage students to synthesize information and solve problems.
 9. After ample modeling by the teacher in large group discussions, students are guided by the teacher in the use of the graphic organizer in small groups and individually.

Action Plan for Targeted Subgroup

Intervention: Read 180 and Literacy Support		Targeted Subgroup: <i>Struggling Readers</i>	
Tasks/Action Steps	Timeline		Persons Responsible
	Begin	End	
Read 180- Students in the Read 180 program will use the program imbedded graphic organizer that focus on main idea and supporting details in non-fiction text.	Fall and ongoing	Exit based on progress	-Read 180 Specialist
Literacy Support- Students will use the KWL graphic organizer to aid in story retell of important details from non-fiction text in sequential order.	Fall and ongoing	Exit based on progress	-Literacy Support Specialist

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Monitoring the Implementation of Interventions

Date	Intervention Focus	Monitoring Process	Person/Group Responsible	Evidence/Use of the Evidence
August 2012- Ongoing	KWL graphic organizer across the curriculum	Teachers will receive “Artifacts” folders binders for collecting student work and collect work	C-SILT	Student samples in binder
Monthly at Grade Level/ Quarterly as a whole school		The teachers will bring collected samples of individual, small group and/or whole group work.	Focus-group Chairs	Minutes Binders
November		The faculty and staff will meet to complete the “First Look at Student Work.”	C-SILT Chair Focus-group Chairs	Minutes Samples of Student Protocol Sheets
December - Ongoing		Teachers are required to complete an “Examining Student Work Protocol” monthly during one of the times listed below. <ul style="list-style-type: none"> • Grade level meetings • Combined Focus Group meetings 	Focus-group Chairs	Minutes Samples of Student Protocol Sheets
Ongoing		Monitor the use of intervention	Administration Grade Level Chairs Focus Group Chairs	Lesson Plans showing specific reading comprehension across the curriculum. Student produced graphic organizers Digital photos of teacher presentations

1. How will you communicate or publicize the plan to achieve the identified goal to the community, the students, and the parents?	The goals will be communicated to all stakeholders by including them in the school monthly’s newsletters, classroom newsletters, posted in the school (hallways and classrooms), presented in the morning announcements, and on signature page of teacher’s emails. The goals will be reviewed at monthly PTO meetings, parent nights and on the school’s webpage
2. How will you communicate or publicize the results of the identified goal assessments to the community, the students, and the parents?	The results of the assessments will be posted on the data board in the hallway, posted on the school and the district website. The results will also be shared with parents during parent nights, PTO, and parent in-service trainings.
3. How will you use the on-going evaluation results to adjust and maintain progress in order to reach the identified goal?	Teachers will use on-going evaluations results to compare progress over time. The teachers will analyze and discuss the results in articulation meetings at and across grade levels.

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4. How will you **celebrate** the successful implementation of this strategy/ intervention?

Success will be celebrated by giving verbal and written praise to students and faculty. Data and student samples will be displayed in the classrooms and hallways. Admin will recognize success during faculty meetings and in the daily bulletin.

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Results-Based Staff Development Plan

Staff Development Outcome <i>(What do teachers need to know and be able to do?)</i>		Intervention Six Step Vocabulary Instruction School Year 2011-2012			Student Outcome <i>(What do we want students to know, learn, and demonstrate?)</i>	
Teachers will be able to use the Six Step Vocabulary Instruction Model from the <u>Love of Words</u> to teach vocabulary skills across the curriculum.					Students will be able to use a variety of vocabulary in meaningful ways across the curriculum.	
Steps	Activities	Responsible	Evidence	Resources	Timeline	
Knowledge <i>What you want people to walk away with</i>	-Use the KWL graphic organizer -Strategies across the curriculum	-CIF -Goal 1 Committee -DSO	-Copies of KWL graphic organizers and/or projects	-Graphic organizers -Computer lab -Multiple sources of information	-September 28, 2011	
Model/Demonstrate <i>How this knowledge will be shown to the staff</i>	-Teachers demonstrate lessons focused on the use of the KEL graphic organizer	-CIF -Goal 1 Committee -DSO	-Minutes from meeting -Student work samples -Peer observation form	-Small reading excerpts -Computer lab -Video sample	-September 28, 2011	
Low Risk Practice with Feedback <i>What will be in place for the teachers to try and how will they receive feedback</i>	-Teachers observe lessons demonstrating the use of the KWL graphic organizer	-Teachers -Goal 1 Chair -CIF -Selected teachers	-Lesson sharing at grade level meetings. -Peer observation forms	-Common drive space -Video -Photographic -Multi-media -CSI folders for teachers	-Grade level meetings -Faculty meetings -Ongoing	
On-the-Job Practice with Feedback <i>What programs will be in place: Teachers teaching teachers, Mentoring, Paired Learning, etc.</i>	-Paired learning; teacher demonstrated lessons; peer observation	-Mentor coordinator -CIF; LF; LSS; Goal 1 Committee members -Grade level mentors	-Minutes of meetings -Classroom work sample rubrics -Peer observation form	Common drive space -Video -Photographic -Multi-media -CSI folders for teachers	-Ongoing	
Follow-up for Current Staff <i>Collaborative meetings</i>	-Feedback at grade level/faculty meetings	-Grade level teachers	-Examining the results of common assessment	-Common drive space -Video -Photographic -Multimedia	-Grade level meetings -Faculty meetings	
Long-Term Maintenance Plan for New Staff <i>What is in place for long-term maintenance</i>	-Modeling with guided practice -Independent practice -Feedback at grade level/faculty meetings	-CIF; LF; DSO; Goal 1 Committee Members -Grade level mentor	-Training in-service agenda for new teacher orientation	-Common drive space -CSI binder for teachers CSI intervention summary on school website	-New teacher orientation -Ongoing throughout school year	

Osan American Elementary School
ANNUAL STATUS REPORT – GOAL ONE
SY 10-11
(September 7, 2011)

STUDENT PERFORMANCE GOAL AND INTERVENTIONS

S.M.A.R.T Goal: By June 2012, all students will increase performance on targeted reading comprehension skills using instructional interventions implemented in all curricular areas as measured by the TerraNova 3™ Reading and Science sub tests as well as other system-wide and school-based assessments. The targeted skills are to synthesize information from multiple sources and to apply this information to solve problems and make decisions.

Classroom Interventions/Programs (2010-2011):

- T Chart Graphic Organizer

DATA ANALYSIS PROCEDURES

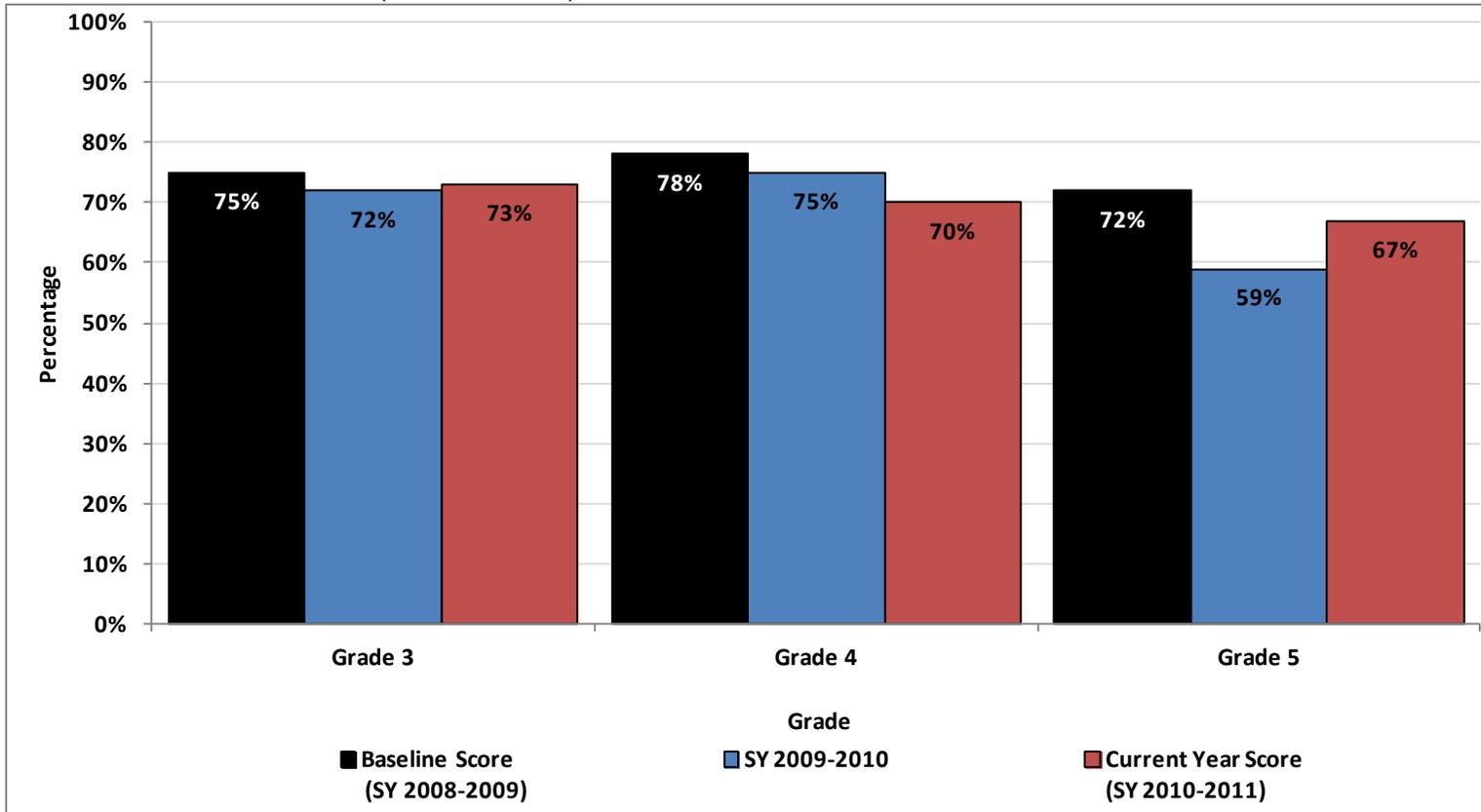
Baseline data and data collected at the end of each year of the school improvement cycle were disaggregated by grade level (and targeted subgroup) and were analyzed. Data were converted to standard scores (z-scores) and analyzed. Z-scores greater than or equal to 1.96 show a significant decrease whereas z-scores less than or equal to -1.96 show a significant increase between the baseline year and the current year. The table below shows the number of students who were assessed the baseline year (BY) and the current year (CY). As the number of students assessed decreases, fluctuation in the percentages of students scoring above the benchmark can drastically change.

TABLE 1: NUMBER OF STUDENTS ASSESSED BY YEAR AND GRADE

Assessments	Grade K		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5	
	BY	CY										
TerraNova Reading and Science Subtest							41	62	41	54	43	60
Developmental Reading Assessment (K-3)	59	79	43	60	49	60	36	67				
Developmental Reading Assessment (4-5)									45	54	49	52

**Osan American Elementary School
TerraNova 3rd Edition – (Reading Subtest)
Top Two National Quarters**

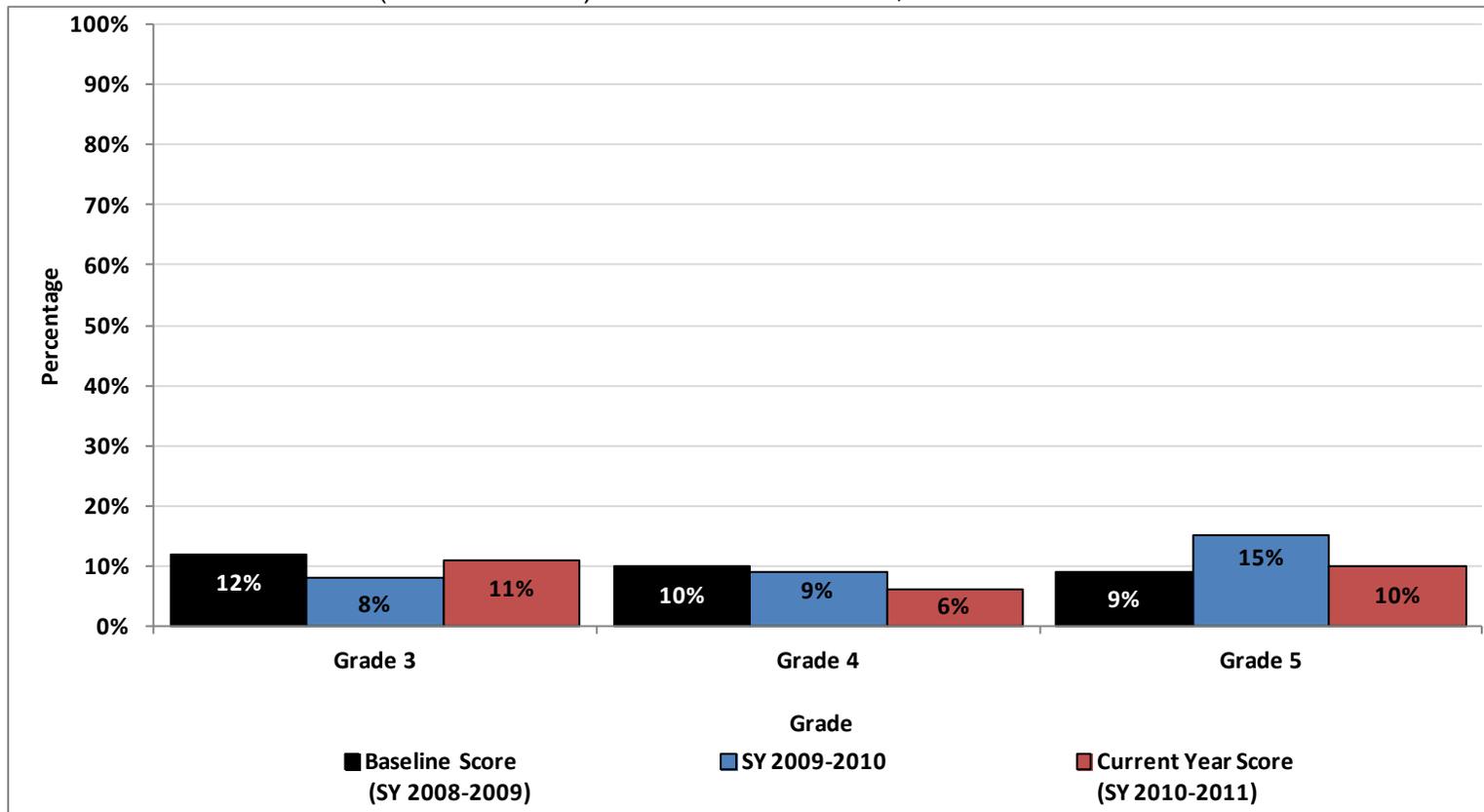
**EXHIBIT 1: PERFORMANCE LEVEL PERCENTAGES IN THE TOP TWO NATIONAL QUARTERS ON THE
TERRANOVA (3RD EDITION) READING SUBTEST, SY 2008-2009 - SY 2010-2011**



Source: Consolidated Data Warehouse, 2010, CTB McGraw-Hill, 2011.

**Osan American Elementary School
TerraNova 3rd Edition – (Reading Subtest)
Bottom National Quarter**

EXHIBIT 2: PERFORMANCE LEVEL PERCENTAGES IN THE BOTTOM NATIONAL QUARTER ON THE TERRANOVA (3RD EDITION) READING SUBTEST, SY 2008-2009 - SY 2010-2011



Source: Consolidated Data Warehouse, 2010, CTB McGraw-Hill, 2011.

Indicator of Success:

There is a measurable increase in the percent of students scoring in the top two quarters and a meaningful decrease in the number of students scoring in the bottom quarter. (Z scores are calculated)

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Top Two National Quarters

Assessment Terra Nova Reading Subtest	Baseline Score (SY 2008- 2009)	SY 2009- 2010	Current Year Score (SY 2010- 2011)	Description of Growth Baseline Year to Current Year
Grade 3	75%	72%	73%	The percentage of students who scored in the top two quartiles (above or at the standard) decreased by 2% from 75% to 73% which produced a z score of 0.23. This decrease is not statistically significant.
Grade 4	78%	75%	70%	The percentage of students who scored in the top two quartiles (above or at the standard) decreased by 8% from 78% to 70% which produced a z score of 0.87. This decrease is not statistically significant.
Grade 5	72%	59%	67%	The percentage of students who scored in the top two quartiles (above or at the standard) decreased by 5% from 72% to 67% which produced a z score of 0.54. This decrease is not statistically significant.

Bottom National Quarter

Assessment Terra Nova Reading Subtest	Baseline Score (SY 2008- 2009)	SY 2009- 2010	Current Year Score (SY 2010- 2011)	Description of Growth Baseline Year to Current Year
Grade 3	12%	8%	11%	The percentage of students who scored in the bottom quartile (below the standard) decreased by 1% from 12% to 11% which produced a z score of 0.16. This decrease is not statistically significant.
Grade 4	10%	9%	6%	The percentage of students who scored in the bottom quartile (below the standard) decreased by 4% from 10% to 6% which produced a z score of -0.72. This increase is not statistically significant.
Grade 5	9%	15%	10%	The percentage of students who scored in the bottom quartile (below the standard) increased by 1% from 9% to 10% which produced a z score of -0.17. This increase is not statistically significant.

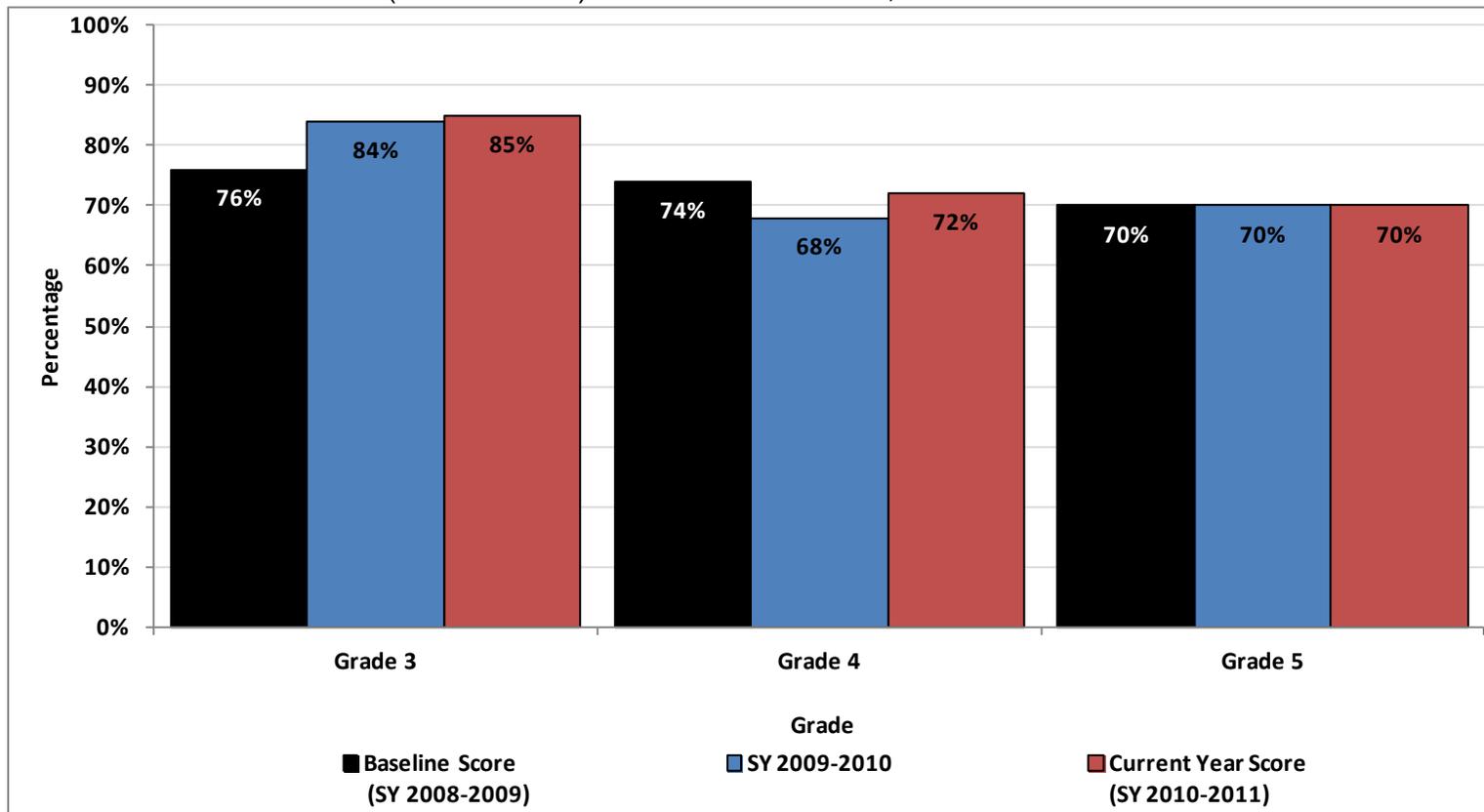
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EXHIBIT 3: OBJECTIVE PERFORMANCE INDICES PERTAINING TO THE GOALS,
SY2008-2009 – SY2010-2011

	2008-2009			2009-2010			2010-2011			Analysis 2008-09- 2010-11		
	3	4	5	3	4	5	3	4	5	3	4	5
Evaluate/Extend Meaning (Goal 1)	75	76	74	75	73	71	76	73	72	+	--	--
Reading & Writing Strategies (Goal 1 and 2)	67	74	60	68	73	60	69	73	59	+	--	--

Note: Objective Performance Index is “an estimate number of the items that a student could be expected to answer correctly if there had been 100 such items for that objective” (TerraNova, Third Edition: Educator’s Guide, 2009, p. 294).

TerraNova 3rd Edition – (Science Subtest)
Top Two National Quarters

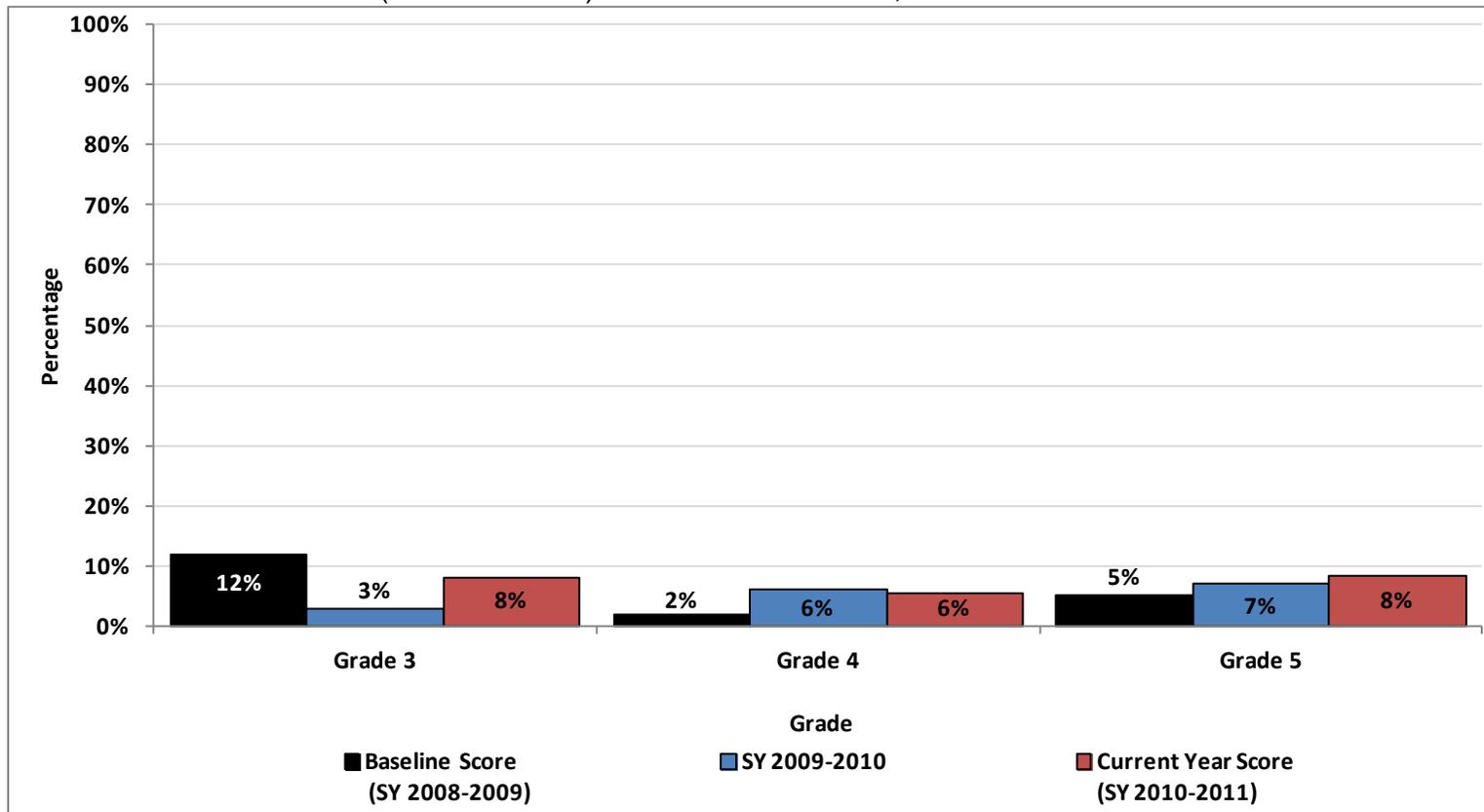
**EXHIBIT 4: PERFORMANCE LEVEL PERCENTAGES IN THE TOP TWO NATIONAL QUARTERS ON THE
TERRANOVA (3RD EDITION) SCIENCE SUBTEST, SY 2008-2009 - SY 2010-2011**



Source: Consolidated Data Warehouse, 2010, CTB McGraw-Hill, 2011.

**Osan American Elementary School
TerraNova 3rd Edition – (Science Subtest)
Bottom National Quarter**

EXHIBIT 5: PERFORMANCE LEVEL PERCENTAGES IN THE BOTTOM NATIONAL QUARTER ON THE TERRANOVA (3RD EDITION) SCIENCE SUBTEST, SY 2008-2009 - SY 2010-2011



Source: Consolidated Data Warehouse, 2010, CTB McGraw-Hill, 2011.

Indicator of Success:

There is a measurable increase in the percent of students scoring in the top two quarters and a meaningful decrease in the number of students scoring in the bottom quarter. (Z scores are calculated)

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Top Two National Quarters

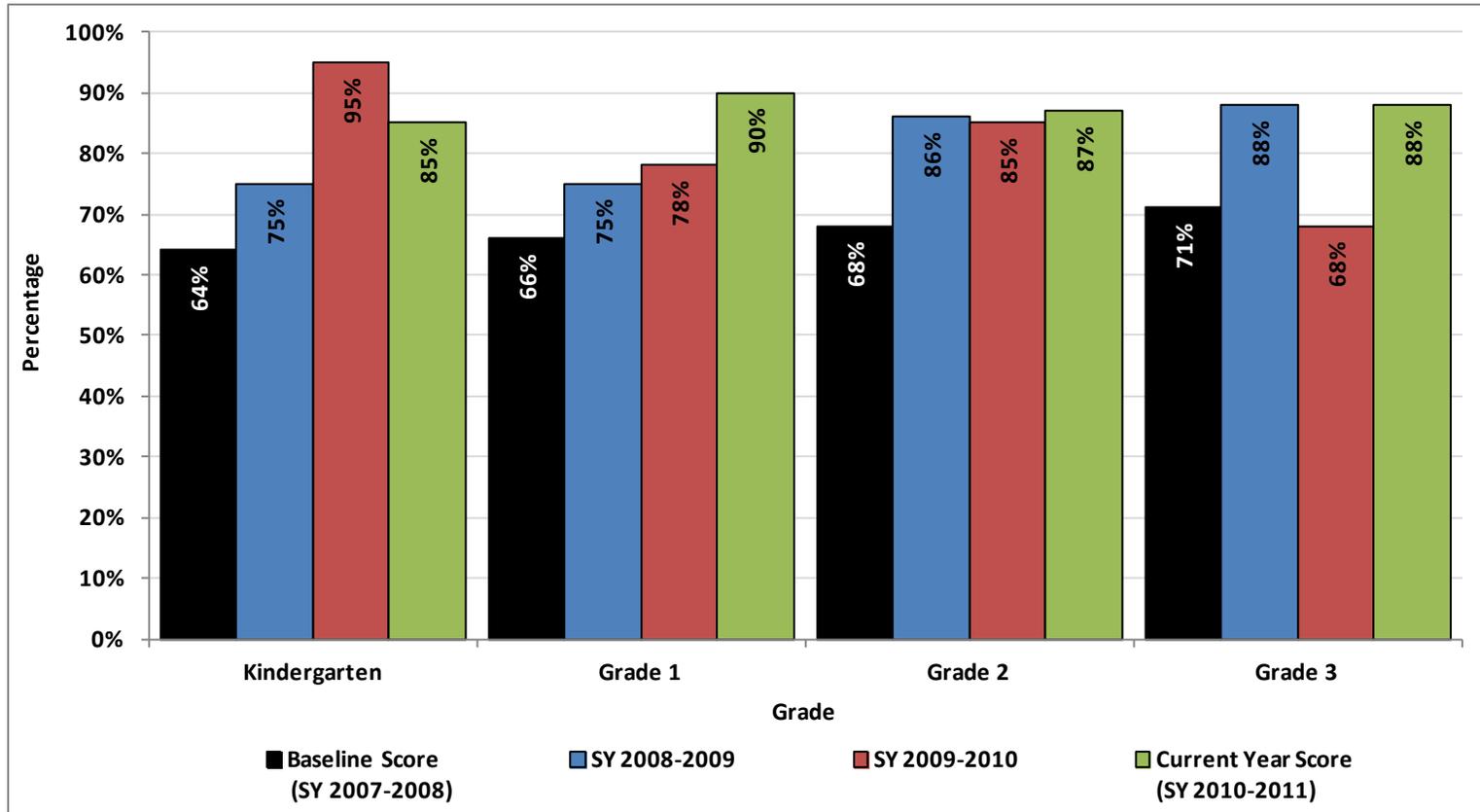
Assessment Terra Nova Science Subtest	Baseline Score (SY 2008- 2009)	SY 2009- 2010	Current Year Score (SY 2010- 2011)	Description of Growth Baseline Year to Current Year
Grade 3	76%	84%	85%	The percentage of students who scored in the top two quartiles (above or at the standard) increased by 9% from 76% to 85% which produced a z score of -1.15. This increase is not statistically significant.
Grade 4	74%	68%	72%	The percentage of students who scored in the top two quartiles (above or at the standard) decreased by 2% from 74% to 72% which produced a z score of 0.22. This decrease is not statistically significant.
Grade 5	70%	70%	70%	The percentage of students who scored in the top two quartiles (above or at the standard) remained the same at 70%.

Bottom National Quarter

Assessment Terra Nova Science Subtest	Baseline Score (SY 2008- 2009)	SY 2009- 2010	Current Year Score (SY 2010- 2011)	Description of Growth Baseline Year to Current Year
Grade 3	12%	3%	8%	The percentage of students who scored in the bottom quartile (below the standard) decreased by 4% from 12% to 8% which produced a z score of 0.66. This decrease is not statistically significant.
Grade 4	2%	6%	6%	The percentage of students who scored in the bottom quartile (below the standard) increased by 4% from 2% to 6% which produced a z score of -0.88. This increase is not statistically significant.
Grade 5	5%	7%	8%	The percentage of students who scored in the bottom quartile (below the standard) increased by 3% from 5% to 8% which produced a z score of -0.65. This increase is not statistically significant.

**Osan American Elementary School
Developmental Reading Assessment
At and Above Standard**

EXHIBIT 6: PERCENTAGE OF STUDENTS SCORING AT OR ABOVE THE STANDARD ON THE DEVELOPMENTAL READING ASSESSMENT, SY 2007-2008 - SY 2010-2011



Source: Osan American Elementary School, 2011.

Notes: The requirements for 1st grade were lowered from 18 to 16 in SY 2010-11 which may account for some of the difference.

Indicator of Success:

There is a meaningful increase in the percentage of students scoring at or above the standard on the Developmental Reading Assessment. Our school goal is to achieve 75% of students at each grade level will score at or above the standard. The following standards apply:

- K – Level 3;
- 1st – Level 16; *First grade standard was lowered from 18 to 16 in SY 2010-2011.
- 2nd – Level 28;
- 3rd – Level 38 (Comprehension \geq 16; Accuracy \geq 94%)

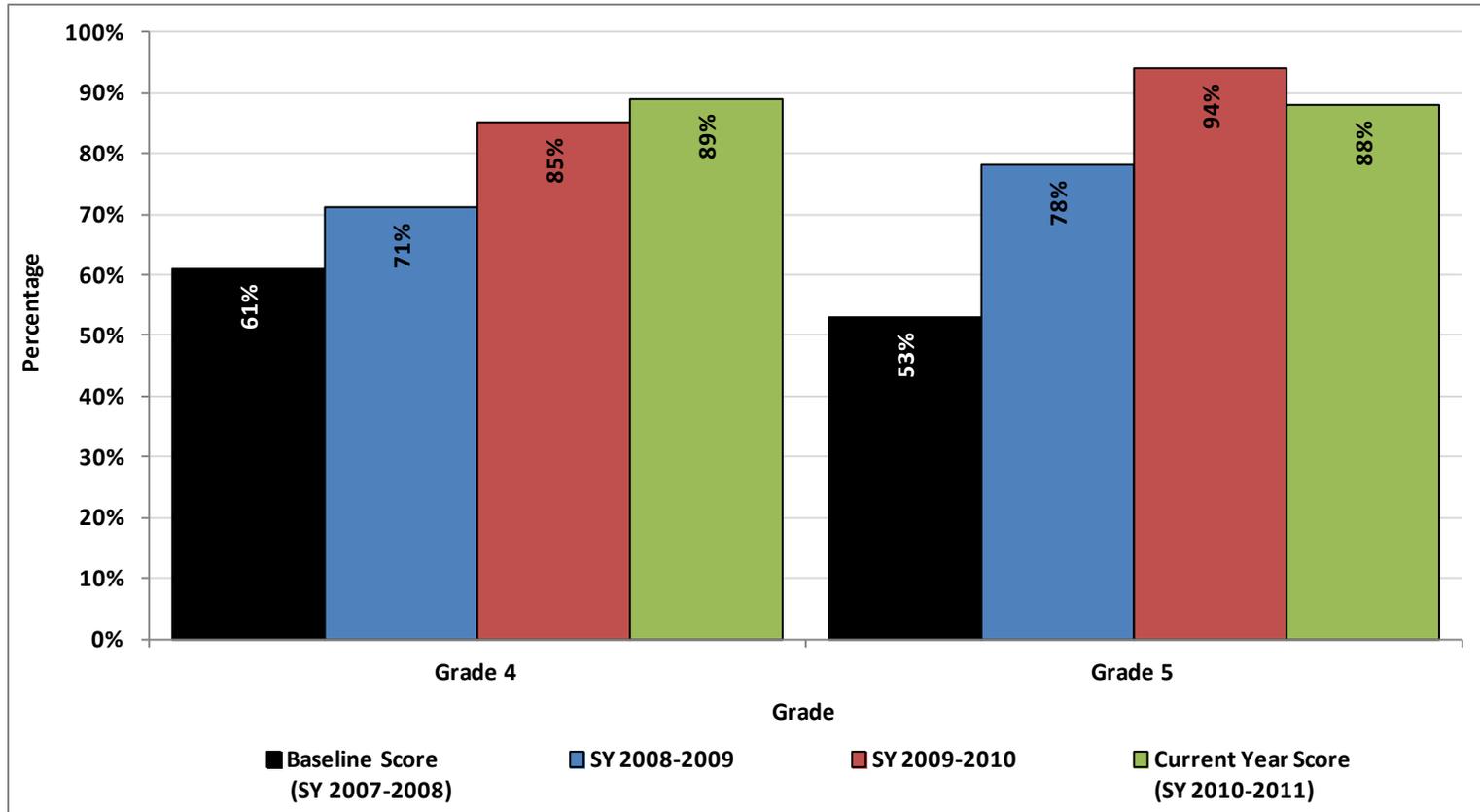
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At and Above Standard

Assessment DRA	Baseline Score (SY 2007- 2008)	SY 2008- 2009	SY 2009- 2010	Current Year Score (SY 2010- 2011)	Description of Growth Baseline Year to Current Year
Kindergarten	64%	75%	95%	85%	The percentage of students who scored above or at the standard increased by 21% from 64% to 85% which produced a z score of -2.73. This increase is statistically significant.
Grade 1	66%	75%	78%	90%	The percentage of students who scored above or at the standard increased by 24% from 66% to 90% which produced a z score of -3.00. This increase is statistically significant.
Grade 2	68%	86%	85%	87%	The percentage of students who scored above or at the standard increased by 19% from 68% to 87% which produced a z score of -2.40. This increase is statistically significant.
Grade 3	71%	88%	68%	88%	The percentage of students who scored above or at the standard increased by 17% from 71% to 88% which produced a z score of -2.14. This increase is statistically significant.

**Osan American Elementary School
Developmental Reading Assessment
At and Above Standard**

**EXHIBIT 7: PERCENTAGE OF STUDENTS SCORING AT OR ABOVE THE STANDARD ON THE
DEVELOPMENTAL READING ASSESSMENT, SY 2007-2008 - SY 2010-2011**



Source: Osan American Elementary School, 2011.

Indicator of Success:

There is a meaningful increase in the percentage of students scoring at or above the standard on the Developmental Reading Assessment. Our school goal is to achieve 75% of students at each grade level will score at or above the standard. The following standards apply:

- 4th – Level 40;
- 5th – Level 50 (Comprehension \geq 17; Accuracy \geq 97%)

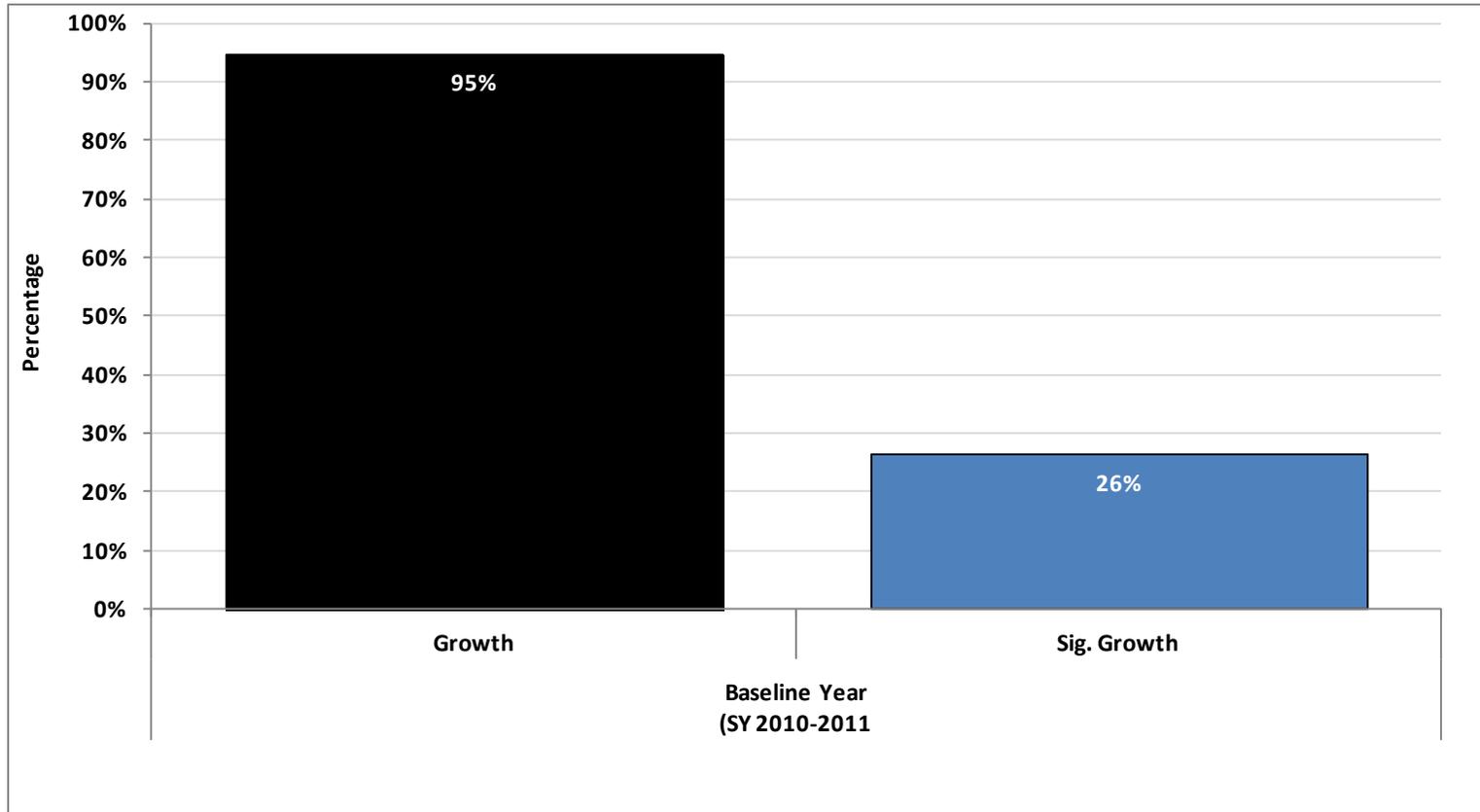
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At and Above Standard

Assessment DRA	Baseline Score (SY 2007- 2008)	SY 2008- 2009	SY 2009- 2010	Current Year Score (SY 2010- 2011)	Description of Growth Baseline Year to Current Year
Grade 4	61%	71%	85%	89%	The percentage of students who scored above or at the standard increased by 28% from 61% to 89% which produced a z score of -3.42. This increase is statistically significant.
Grade 5	53%	78%	94%	88%	The percentage of students who scored above or at the standard increased by 35% from 53% to 88% which produced a z score of -3.54. This increase is statistically significant.

**Osan American Elementary School
Developmental Reading Assessment
At and Above Standard**

**EXHIBIT 8: PERCENTAGE OF STRUGGLING READERS WHO MADE PROGRESS ON THE
DEVELOPMENTAL READING ASSESSMENT, SY 2010-2011**



Source: Osan American Elementary School, 2011.

Note: 2010-2011—n=19.

Indicator of Success:

There is a measurable increase in the percent of students showing significant growth. Significant growth is measured by any student who gains reading achievement from below grade level to on/above grade level or from on grade level to above grade level.

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Growth/Significant Growth

Assessment DRA	Baseline Year (SY 2010-2011)		Description of Growth Baseline Year to Current Year
	Growth	Sig. Growth	
Grades 1-5	95%	26%	SY 2010-2011 was the first year that struggling readers' growth was monitored by the DRA.

ANALYSIS

Comparison of Scores between Baseline Year and Current Year

Assessments	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Top Two Quarters TerraNova Reading Subtest				--	--	--
Bottom Quarter TerraNova Reading Subtest				--	--	+
Top Two Quarters TerraNova Science Subtest				+	--	0
Bottom Quarter TerraNova Science Subtest				--	+	+
Developmental Reading Assessment (K-3)	+*	+*	+*	+*		
Developmental Reading Assessment (4-5)					+*	+*
+ = Increase 0 = Remained the same -- = Decrease * = Statistically Significant						

The percentage of students scoring in the top two quarters on the Reading TerraNova test has decreased in each grade level tested (100% of the grades) when comparing baseline data (SY 2008-2009) to the current year (SY 2010-2011) data. The percentage of students scoring in the bottom quarter on the Reading TerraNova test decreased in two of the three grade levels tested (66.7% of the grades) when comparing baseline data (SY 2008-2009) to the current year (SY 2010-2011) data. As OAES strives to meet DODEA's assessment goals, fourth grade met the goal of 7% or less of the students performing below the standard in SY 2010-2011.

The percentage of students scoring in the top two quarters on the Science TerraNova test increased in one of the three grade levels tested (33.3% of the grades) when comparing baseline data (SY 2008-2009) to the current year (SY 2010-2011) data. As Osan American Elementary School (OAES) strives to meet DODEA's assessment goals, the third grade is meeting the CSP goal of 75% or more students scoring in the top two quarters.

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The percentage of students scoring in the bottom quarter on the Science TerraNova test decreased in one of the three grade levels tested (33.3% of the grades) when comparing baseline data (SY 2008-2009) to the current year (SY 2010-2011) data. As OAES strives to meet DODEA's assessment goals, fourth grade met the goal of 7% or less of the students performing below the standard in SY 2010-2011.

The percentage of students scoring at or above the standard on the Developmental Reading Assessment (DRA) (Grades K through 5) increased significantly in all grade levels tested (100% of the grades) when comparing baseline data (SY 2007-2008) to the current year (SY 2010-2011) data.

Of the targeted subgroup (n=19), 95% of the students increased reading ability at least one level as measured at the beginning and end of the year. 26% of the struggling readers showed significant reading growth as measured at the beginning and end of the school year.

In analyzing the changes in the percentages of students in the top two quarters on the TerraNova Science Subtest and the percentage of students at or above the standard on the DRA, consistent gains can be found in third grade. Inconsistencies can be found in fourth and fifth grades between the Reading and Science Subtests and the DRA. Consistent patterns can be found when analyzing the third and fourth grades performances in the top two quarters and the bottom quarter on the TerraNova Science test. To further understand the data shown above, disaggregated data should be analyzed for the students in the fourth and fifth grades as there are inconsistencies present between the TerraNova Reading and Science tests and the DRA.

NEXT STEPS

The intervention, T-chart, made a positive impact on student performance at most grade levels. However, the pre-QAR team recommended the school to revisit the effectiveness of the T-chart for addressing the targeted skills. Based on the recommendation from the pre-QAR visit, the school decided to research interventions that aligned with the targeted skills for goal 1 in the fall. In September of 2011, the school discussed purpose and effectiveness of the T-chart. The group came to consensus that OAES should research for a new intervention. Grade levels were tasked to submit interventions for discussion at the next CSI meeting on September 21st. The KWL chart was recommended. The teachers came to consensus to implement the KWL as the intervention for goal 1.