

# **School Profile**

## **Rainbow Elementary School**

**Ansbach, Germany**

**2006 - 2011**



**Margaret Deatherage, Principal**

**Rainbow Elementary School**

**Unit # 28614**

**APO AE 09177-8614**

**<http://www.ansb-ems.eu.dodea.edu>**

## Mission & Vision Statements

### DoDEA Mission

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

### DoDEA Community Strategic Plan Goal (Amended June 2009)

The percentage of students scoring in the top quartile on the *TerraNova™* Exam, Third Edition, will increase from year to year, while the percentage of the students scoring in the lower quartile will decrease.

### Bavaria District Vision

It is the vision of the Bavaria District to guide and facilitate educators to increase and improve the use of the DoDEA content and performance standards. These standards will serve as their foundation for selecting and implementing effective instructional strategies and appropriate assessments activities that will be used to guide and inform instruction to maximize learning and achievement for all students.

### Rainbow Elementary School Vision

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

**G**rowth—demonstrate the ability to think creatively and to solve problems

**O**pportunity—expand personal, social, and intellectual achievement

**L**earning—exhibit ability to adapt to future changes and challenges

**D**evelopment—create a desire for continued study as a life-long learner

### Rainbow Elementary School Goals

By 2011, all students will improve the quality of their writing products in all subject areas through the integration of Ideas, Organization, Word Choice, Voice, Sentence Fluency, Conventions, and Presentation across the curriculum as measured by *TerraNova 3<sup>rd</sup>* Edition, and local assessments including a 6 +1 Traits Rubric.

By 2011, all students will improve their mathematical communication across the curriculum by gaining conceptual knowledge through the use of nonlinguistic representation such as graphic organizers, creating physical models, generating mental pictures, using pictographs, and engaging in kinesthetic activity while learning as measured by *TerraNova 3<sup>rd</sup>* Edition, and local assessments including a Nonlinguistic Representation Rubric.

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## Rainbow ES Continuous School Improvement Chairs and Committee Heads

### 2010-2011

CSI Chair: Olga H-S

CSI Committee: Ms. Margaret Deatherage, Principal

Mrs. LouCinda B, Ms. Nancy C, Ms. Peggy D, Mrs. Kathleen E, Dr. Brian H, Mrs. Jane R, Mrs. Jennifer W.

### 2009-2010

CSI Chair: Olga H-S

CSI Committee: Ms. Margaret Deatherage, Principal

Mrs. LouCinda B, Mrs. Connie P, Mrs. Jane R, Mrs. Allison T, Stakeholder.

### 2008-2009

CSI Chair: Olga H-S

SILT Committee: Ms. Margaret Deatherage, Principal

Mrs. Regina P, Mrs. Connie P, Mrs. Jane R, Mrs. Allison T, Stakeholder.

### 2007-2008

CSP Chair: Teresa G

SILT Committee: Mr. Chuck Callahan, Principal

Mrs. Robbin C, Stakeholder, Mrs. Jean F, Stakeholder, Mrs. Wendy E, Stakeholder, Mrs. Roseland H, Mrs. Teresa G, Mrs. Jenny O, Mrs. Regina P, Mrs. Connie P, Mrs. Olga S, Mr. Michael Y.

### 2006-2007

SIP Chair: Teresa Gunn

SILT Committee: Mr. Chuck Callahan, Principal

Mrs. Stephanie C, Stakeholder, Mrs. Wendy E, Stakeholder, Mr. Curt E, Mrs. Jenny O, Mrs. Sharon P, Mrs. Regina P, Mrs. Connie P, Mrs. Olga S, Mrs. Mona T, Mr. Michael Y, Mr. Percy W.

## Unique Local Insights

### Data Collection Instruments

Information for this section was gathered from the following resources:

School Secretaries

Resource Manager

District Office Personnel

School Liaison Officer

DoDEA Customer Service Survey 2008-2009

USAG Ansbach Garrison-Directorate of Plans, Training, Mobilization and Security (DPTMS)

Faculty Questionnaire, Rainbow Administrative Staff

### Presentation / Analysis of Data

#### Physical Description of the School and Community

Rainbow ES is geographically located in Bavaria, Middle Franconia, Germany. It is part of an enduring garrison in Ansbach, Germany. There are several small housing areas and installations spread around the town of Ansbach, and together they are the home of the 12<sup>th</sup> Aviation Brigade and tenant units. The 12<sup>th</sup> Aviation Brigade mission is to deploy to designated contingency areas and conduct aviation operations. As can be seen from Figure 1, the Katterbach garrison is one of ten US military installations located in the southern area of Germany.

Our military community consists of approximately 3,058 active duty personnel, 284 Army civilian employees, 5506 retirees & family members, 618 contractors, and 389

Local Nationals. Approximately 62% of the soldiers here are married with 12% being dual military and 5% single parents. The 2009 Fiscal Year Garrison Operational funds were approximately 42.5 million dollars.

Complete information about the military community is available from their website (<http://www.ansbach.army.mil/sites/newcomers/bavaria.asp>). One summary page from that site displays some information that is essential to understanding our transient community. Salient points are that there are 1,200 family units on or off base, which 62% of the soldiers stationed here are married, and that family members and retirees far outnumber the number of military stationed here. See Figure 2 on the following page.

Rainbow Elementary School is a Pre-School through Sixth Grade elementary school. The current population is approximately 340 students composed of 160 males and 180 females. The largest racial group is white, accounting for 62% of the student population.



Figure 1. Southern Germany with composition of 12th A.B

The building is architecturally very attractive and is well designed for the elementary level. The school building, originally built in 1986 for 500 students, is in excellent condition. The two-story structure houses administrative offices, 31 general-purpose classrooms, a multi-purpose room (combination cafeteria, gym, and assembly room), and an information center. Physical handicap access is provided throughout the building.

There are two labs for computers as well as rooms for music, art, Host-nation; English as a second language, gifted education, special education, counselor, Sure Start, PSCD, Read 180, Math Lab and nurse are included in the room usage. All of our students are screened for health issues by the school nurse, who is on duty during the entire day.

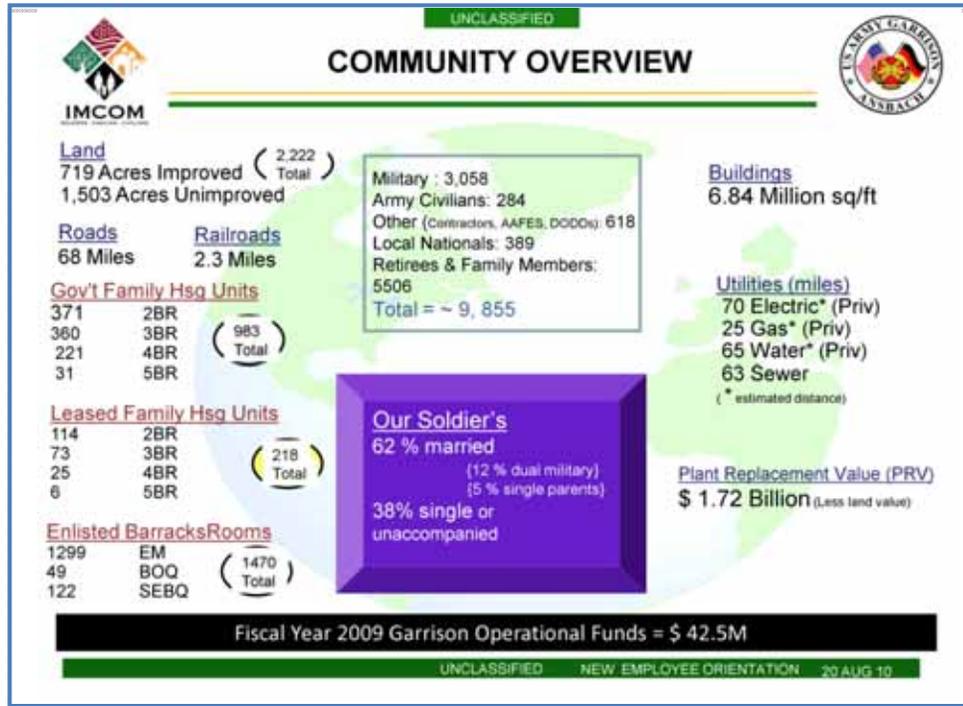


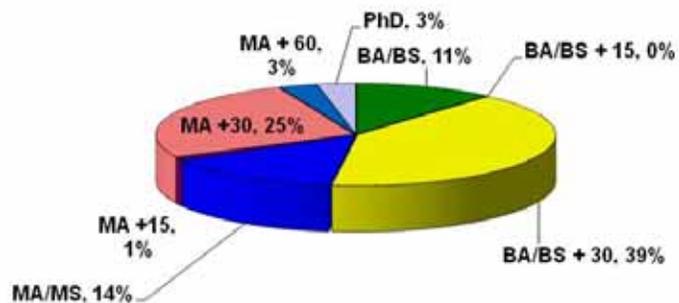
Figure 2. Description of USAG Ansbach.

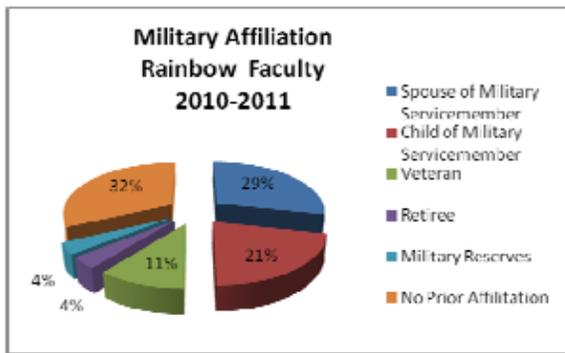
### Faculty

Currently there are 28 faculty members and 10 support staff members. Gender distribution is 82% female and 18% male. Racial distribution is 82% White and 18% African-Americans.

Educational composition of our faculty members is as follows:

Bachelor Degree	11%
Bachelor Degree plus 30	39%
Master Degree	14%
Master Degree plus 15	1%
Master Degree plus 30	25%
Master Degree plus 60	3%
PhD	3%





**Discussion**

Most of our faculty (61%) has previous experience with the military life style as seen by the chart to the left.



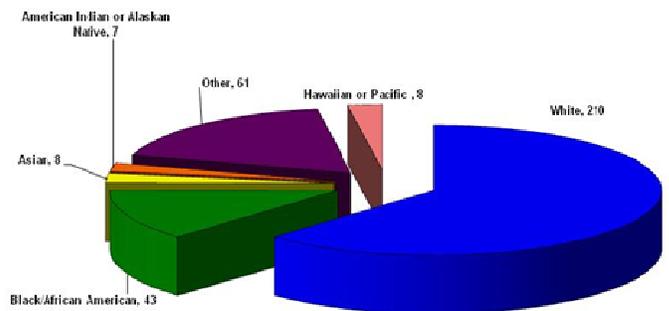
**Discussion**

Our faculty has a great deal of teaching experience. Over half of the current faculty has been teaching for more than 20 years.

**Description of the Student Body**

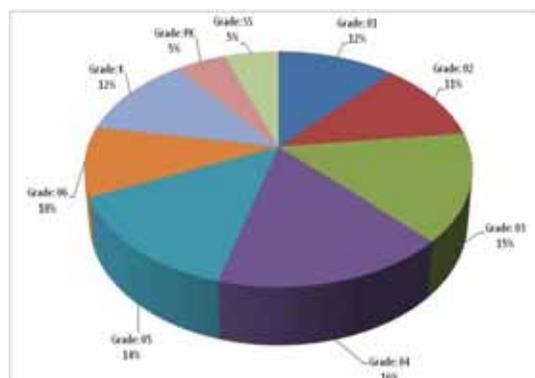
The racial distribution of our student body is:

- White ..... 62%
- Black/African Americans..... 13%
- Asian .....2%
- American Indian or Alaskan Native .....2%
- Hawaiian or Pacific Islander .....2%
- Other..... 18%



Student gender distribution favors females by a slight amount (53% females to 47% males).

Distribution of students by grade shows that almost half of the student body is in Grades Three, Four or Five.



The students are primarily sons and daughters of Army members, with civilian children making up the rest of the student body.

	1	2	3	4	5	6	CF	K	PK	SS	Employer Totals
1AA:Army Active	35	33	44	51	40	28	3	35	16	18	303
1DA:AF Active		1	1			1		1			4
1FA:Army Civ	1	3	3	1	4	3		2	1		18
1FF:DECA Civ				2							2
1FO:DoDEA Civ	2	1	1	1	3			1			9
1HA:Army CTR	1										1
Grade Level Totals	39	38	49	55	47	32	3	39	17	18	337

### Student Support Programs

Programs that support student achievement in conjunction with the classroom teacher:

- |                                   |                              |
|-----------------------------------|------------------------------|
| Early Reading Intervention        | Character Education          |
| Read 180                          | Gifted Education             |
| Junior Great Books                | Special Education            |
| Language Arts Reading Support     | Type to Learn                |
| Accelerated Reader/Reading Counts | Math Lab                     |
| English Language Learner Support  | Math Traveler/ Math Magician |
| STAR/Scholastic Reading Inventory | Math Olympiads               |



## Information from Former Students and Parents

### Data Collection Instruments

Information for this section was gathered from the following resources:

DoDEA Customer Service Survey 2008-2009 and 2006-2007

### Presentation / Analysis of Data

The DoDEA Customer Satisfaction Survey (CSS) is a voluntary, biennial survey administered by DoDEA to parents and students. The survey is an online form, so students at Rainbow ES in Grades 4-6, were given time in the lab to complete the form. Sponsors could complete the survey online from work or home, though some did come into school to complete the survey.

In the 2008-2009 survey, 100% of the eligible students and 93 parents/sponsors (46%) completed the CSS. In previous survey (2006) 91 students participated (again, 100%) and 183 parents/sponsors filled out the form. (73%) We communicated with the parents via email, online information, and teacher newsletters regarding the value to them as shareholders to fill out the CSS this past fall. We look forward to the results this spring.

There is, in general, good support for the school and the process of education in which they are partners. Students gave the school a higher overall grade than did parents, but both responses that listed either an A or B as the rating were higher than a Gallup poll of parents in civilian schools across the US. Likewise, both students and parents felt the school is doing well in providing a challenging academic environment at the school.

**“What grade would you give Rainbow Elementary?” (Percentage responding A or B)**

2008-09			2006-07		
Students	Parents	National Parents	Students	Parents	National Parents
71%	65%	62%	73%	69%	56%

**“One of the DoD schools main goals is for all students to meet or exceed challenging academic standards. Grade how well your school is meeting this goal right now.” (Percentage responding A or B)**

2008-09			2006-07		
Students	Parents	National Parents	Students	Parents	National Parents
69%	65%	--	--	70%	--

When asked to be more specific about the areas of academic work in which the school did well, students gave highest marks to writing, which validates one of our school goals in improving writing. Parents, who rated reading skills and use of technology at school the highest, did not support this rating of the students.

However, both students and parents gave their lowest rating to the foreign language program at school. There was also a very strong disconnect between parental ratings and student ratings in science instruction. There was a 32 percentage point difference in the student rating of science; in fact science instruction is the only other area besides foreign language which the majority of parents failed to give either an A or a B as a grade.

Finally, student perception of the work that the school does in preparing students was consistently higher than the ratings given by parents.

**“How would you grade your school in preparing students in the following areas?”** (Percentage responding A or B). Note: No data from the 2006 survey.

<b>2008-09</b>			
	<b>Students</b>	<b>Parents</b>	<b>National Parents</b>
Reading	81%	75%	--
Writing	85%	68%	--
Mathematics	82%	67%	--
Science	79%	47%	--
Social Studies	84%	54%	--
Use of technology	70%	72%	--
Foreign language	47%	35%	--
Health	77%	55%	--
Physical Education	81%	59%	--

In a question that asked the respondents to list various problems facing the school, students were most concerned about fighting or other forms of violence at school, with substance abuse being second. Parents were most concerned about overcrowded classrooms and secondly, school lunches were seen as a serious problem.

In spite of these fears, most students and parents alike reported that they felt “very safe” at school.

“How safe do you/does your child feel in this school?” Note: No data from the 2006 survey.

2008-09			
	Students	Parents	National Parents
Very safe	60%	81%	--
Somewhat safe	25%	16%	--
Somewhat unsafe	10%	3%	--
Very unsafe	4%	0%	--

In ways to improve the school academic and living environment, students and parents both agreed overwhelmingly that reducing class size was an issue that most needs attention. This question regarding potential for school improvement was not asked in the 2006 survey.

When asked about the frequency of assessment given at school, both students and parents agreed that they felt the time given for testing was about right. This countered a tendency of stateside parents to feel that too much emphasis was given to testing.

“In your own opinion, is there too much emphasis on achievement testing in your school, not enough emphasis on testing, or about the right amount?”

	2008-09			2006-07		
	Students	Parents	National Parents	Students	Parents	National Parents
Too much emphasis	18%	25%	44%	--	19%	45%
Not enough emphasis	7%	13%	12%	--	9%	17%
About the right amount	52%	47%	42%	--	61%	37%
Don't know	23%	15%	2%	--	7%	1%

Regarding the use of technology at Rainbow ES, most parents and students see it as being somewhat effective. Students report that they mostly use online resources for research when they use computers at school. Parents have a somewhat different perception, thinking that technology is used mostly as practice on subject matter and content.

Summing up the question probing whether technology improves the quality of instruction, there was a very small majority of parents that thought that it did. Students were evenly split between thinking it may improve instruction and saying that they just didn't know if technology improved the quality of instruction at Rainbow ES.

**“How effective is your school in using computer technology as a tool for learning?”**

<b>2008-09</b>			
	Students	Parents	National
Very effective	29%	41%	--
Somewhat effective	39%	44%	--
Somewhat ineffective	5%	4%	--
Very ineffective	9%	3%	--
Don't know	18%	8%	--

**“Has the use of computer technology improved the quality of instruction at Rainbow?”**

	<b>2008-09</b>			<b>2006-07</b>		
	Students	Parents	National	Students	Parents	National
Yes	44%	52%	--	55%	61%	--
No	15%	14%	--	14%	14%	--
Don't Know	42%	34%	--	31%	25%	--

Looking at the ways the school supports students; the counseling services received an A or B grade by 58% of the students and 55% of the parents. New students and parents both felt so warmly welcomed at Rainbow ES that some of the highest percentages of A's and B's were returned for this question.

**“How satisfied are you with the assistance available to students who need academic help in your school?”**

<b>2008-09</b>			
	Students	Parents	National
Very satisfied	38%	22%	--
Somewhat satisfied	34%	26%	--
Somewhat dissatisfied	7%	17%	--
Very dissatisfied	3%	6%	--
Don't know	1%	29%	--

Finally, on the issue of communication, more than half of the students and parents thought that the school was extremely effective in Parent-Teacher Conferences. School newsletters and online communication was also viewed as extremely effective by 45% of the parents and students. Rainbow Elementary has switched to a daily newsletter (*Rainbow Connection*) at the request of the School Advisory Committee (SAC). It is emailed daily to parents and sponsors. Teacher websites are not required and are a voluntary choice by the teacher.

“Grade your school on the following.” (Percentage responding A or B).

	2008-09			2006-07		
	Students	Parents	National Parents	Students	Parents	National Parents
Communicating academic progress	69%	73%	--	--	67%	--
Communicating information about behavior	72%	71%	--	--	--	--
Providing information about school events and activities	68%	75%	--	--	63%	--

\* Note: National parent data are from the 2008 PHI Delta Kappa/Gallup Poll of the Public’s Attitudes Toward the Public Schools. Double hyphen (--) indicates fewer than 20 responses or that the question was not asked of this group of respondents.



## Existing School Data

### Student Data Collection Instruments: 2010 – 2011

#### Summative Assessments

*TerraNova Multiple Assessments, 3<sup>rd</sup> Edition*- a system-wide, norm-referenced assessment given annually to all students in Grades Three through Six.

#### Formative Assessments

- Reading Streets Curriculum Adoption Assessments, First to Sixth Grade, 4 per year (new DoDEA adoption SY 2010-2011).
- 6+1 Writing Rubric used in 3 school-wide writing prompts and daily classroom writing assignments.
- Nonlinguistic Representation Math Rubric for 3 school-wide formative assessments and daily math practice.
- Pre/Post Curriculum Test. During a window of opportunity, each grade level administers the end of the year curriculum test in the spring and fall.

### Student Data Collection Instruments: 2009-2010

#### Summative Assessments

*TerraNova Multiple Assessments, 3<sup>rd</sup> Edition*- a system-wide, norm-referenced assessment given annually to all students in Grades Three through Six.

#### Formative Assessments

- Literacy Place Curriculum Adoption Assessments, First to Sixth Grade, 5 per year.
- 6+1 Writing Rubric used in 3 school-wide writing prompts and daily classroom writing assignments.
- Nonlinguistic Representation Math Rubric for 3 school-wide formative and daily math practice.
- Pre/Post Curriculum Test. During a window of opportunity, each grade level administers the end of the year curriculum test in the spring and fall.

### Student Data Collection Instruments: 2008-2009

#### Summative Assessments

*TerraNova Multiple Assessments, 3<sup>rd</sup> Edition*- a system-wide, norm-referenced assessment given annually to all students in Grades Three through Six. (New edition administered)

#### Formative Assessments

- Literacy Place Curriculum Adoption Assessments, First to Sixth Grade, 5 per year and at least one per quarter.
- 6+1 Teacher Created Writing Rubric
- Teacher Created Math Rubric

- Pre/Post Curriculum Test. During a window of opportunity, each grade level administers the end of the year curriculum test in the spring and fall.

The following collaborative improvements were made mid-year through reflection of earlier efforts and assessments:

- The intervention for math communication goal was shifted from problem solving to Nonlinguistic Representation using a research-based rubric for assessment.
- The writing goal maintained the 6+1 writing traits focus but added activities that provided for teacher reflection, documentation, and differentiation. A research-based rubric for was used for assessment.

## Student Data Collection Instruments: 2007-2008

### Summative Assessments

*TerraNova Multiple Assessments, 2<sup>nd</sup> Edition*- a system-wide, norm-referenced assessment given annually to all students in Grades Three through Six.

### Formative Assessments

- Literacy Place Curriculum Adoption Assessments, First to Sixth Grade, 5 out of 6 per year.
- 6+1 Teacher Created Writing Rubric
- Math Communication Teacher Created Assessment Rubric
- Pre/Post Curriculum Test. During a window of opportunity, each grade level administers the end of the year curriculum test in the spring and fall.

## Student Data Collection Instruments: 2006-2007

### Summative Assessments

*TerraNova Multiple Assessments, 2<sup>nd</sup> Edition*- a system-wide, norm-referenced assessment given annually to all students in Grades Three through Six.

### Formative Assessments

- Literacy Place Curriculum Adoption Assessments, First to Sixth Grade, 5 out of 6 per year.
- 6+1 Teacher Created Writing Rubric
- Math Communication Teacher Created Assessment Rubric
- Pre/Post Curriculum Test. During a window of opportunity, each grade level administers the end of the year curriculum test in the spring and fall.

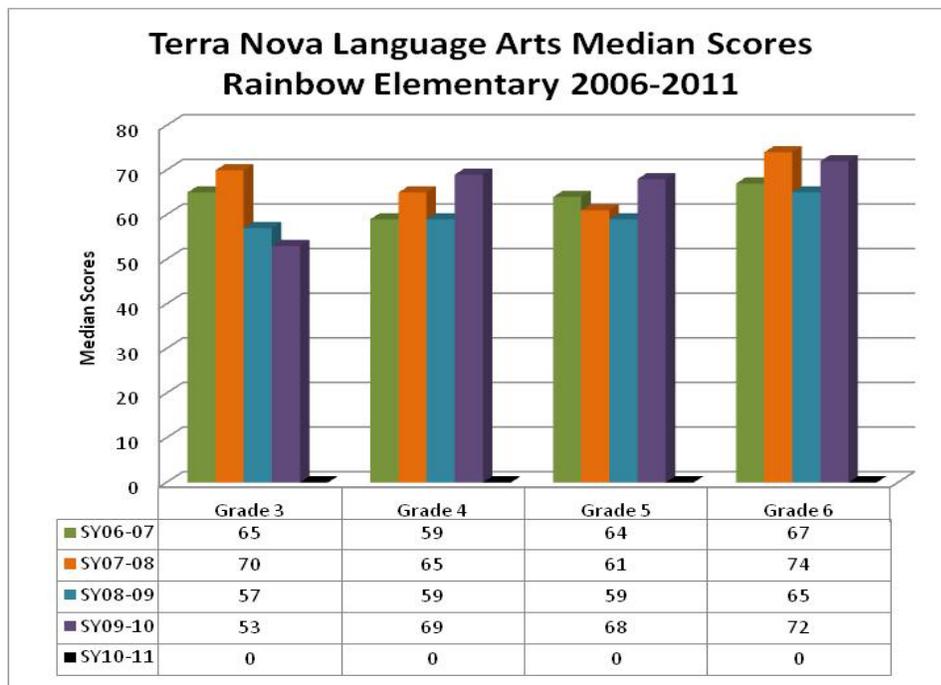
## Summary Data: Writing Goal Data Point 1

### Our Writing Goal:

By 2011, all students will improve the quality of their writing products in all subject areas through the integration of Ideas, Organization, Word Choice, Voice, Sentence Fluency, Conventions, and Presentation across the curriculum as measured by TerraNova 3<sup>rd</sup> Edition, and local assessments including a 6 +1 Traits Rubric.

### TerraNova Median Scores in Language Arts

*TerraNova, Third Edition* is a CTB/McGraw-Hill standardized test. At Rainbow ES test results are used to make comparisons over time intervals highlighting the growth or lack thereof for an individual student or group of students. This standardized test is designed to measure a sampling of the skills and knowledge that students are usually expected to acquire as they progress through each grade. It has served as a basis for making inferences about overall achievement in Language Arts and Mathematics and guiding classroom instruction and the school improvement process.



### Discussion

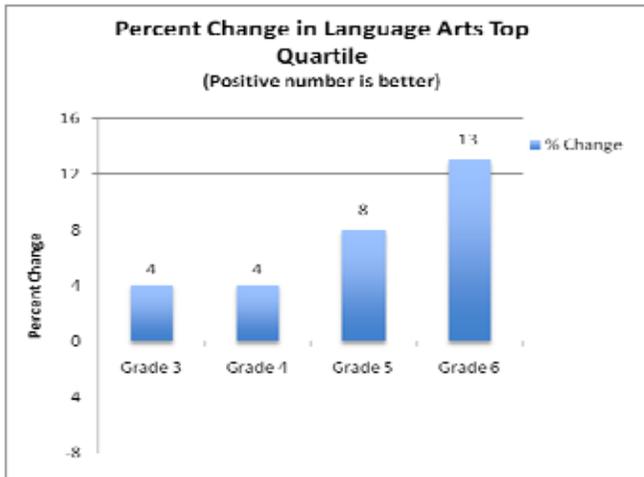
Rainbow students have maintained consistency around the 60<sup>th</sup> percentile although with a drop with the new edition of the *TerraNova* test. However, there is an overall upward trend as students progress from grade to grade.

The facing page takes a closer look at the results from last year. In the next two charts we look at the effects of our school goals in the top and bottom quartiles specifically.

## Summary Data: Writing Goal – Data Point 1

### Percent Distribution of *TerraNova* Language Arts Test Results

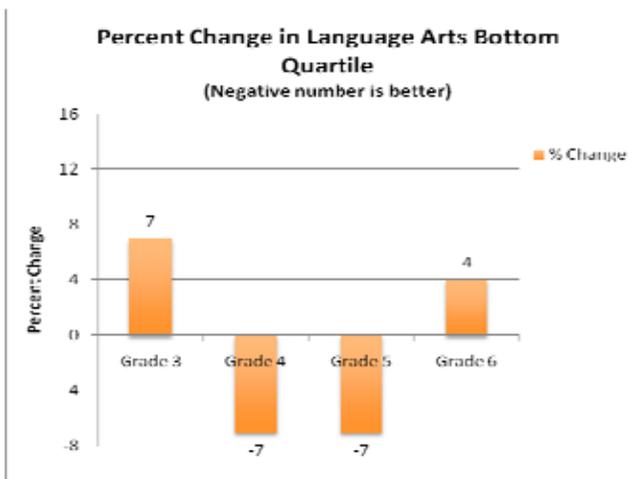
In SY 2009-2010, the *TerraNova* changed editions; this made comparison with results from previous years' data no longer valid. Our goal is to continually raise the percentage of students in the top quartile and to continually lower the percentage of students in the lowest quartile. For the present, comparing the *TerraNova* result in Language Arts of SY 2008-2009 to SY 2009-2010 will give us the ability to compare results from the last two years using the same edition of the *TerraNova* assessment.



#### **Discussion:**

Our goal is to increase the numbers of students scoring in the top quartile.

All four grades taking the assessment showed an improvement in the 2010 results over the 2009 results. The modest gains of Grades Three and Four are perhaps more sustainable than the very high increase of 13% that Grade Six evidenced.



#### **Discussion**

Our goal is to decrease the numbers of students scoring in the lowest quartile.

This desired outcome was attained by Grades Four and Five. However, Grades Three and Six had a slight increase in the percentage of students testing in the lowest quartile.

## Summary Data: Writing Goal – Data Point 2

### Our Writing Goal:

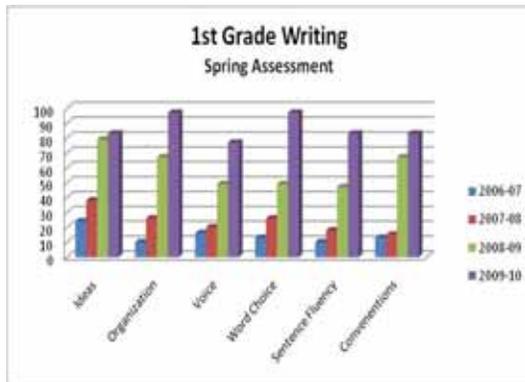
By 2011, all students will improve the quality of their writing products in all subject areas through the integration of Ideas, Organization, Word Choice, Voice, Sentence Fluency, Conventions, and Presentation across the curriculum as measured by TerraNova 3<sup>rd</sup> Edition, and local assessments including a 6 +1 Traits Rubric.

### 6+1 Writing Rubric

Using *6+1 Traits of Writing* (Culham, 2005) as a rubric guide in assessing the writing of our students. Teams of teachers looked at three writing prompts per year. The fall and spring prompts were not graded by the classroom teacher, analytical scoring was used. The mid-year prompt was informal and was graded by the classroom teacher. A rating was given on a scale from 1 (lowest) to 5 (highest) on each of the traits of writing. We used developmentally appropriate rubrics for each grade level. Each year our writing prompts changed. We addressed the following modes:

SY 2010-2011	Persuasive	SY 2008-2009	Expository
SY 2009-2010	Creative	SY 2007-2008	Response to Literature
	SY 206-2007	Personal Narrative	

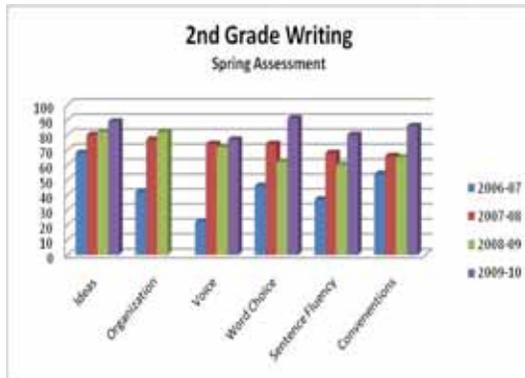
### Percentage of First Grade scoring 3 or higher in Spring Assessments:



#### Discussion

Evidence provided by this graph shows steady growth in all 6 Traits. Number of students scoring 3 or above increased each successive year with most dramatic increase in SY 2008-2009 and maintained in SY 2009-2010.

### Percentage of Second Grade scoring 3 or higher in Spring Assessments:

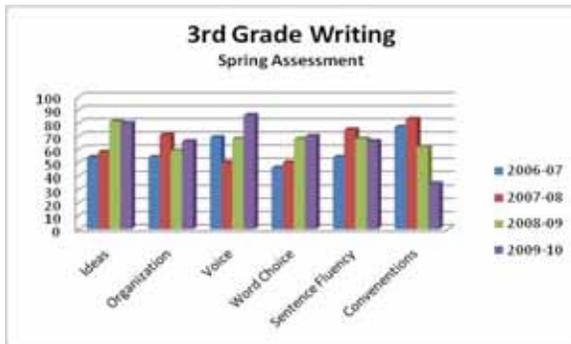


#### Discussion

Year 2009-2010 showed the best results in growth of writing using the Creative narrative genre.

## Summary Data: Writing Goal – Data Point 2 (continued)

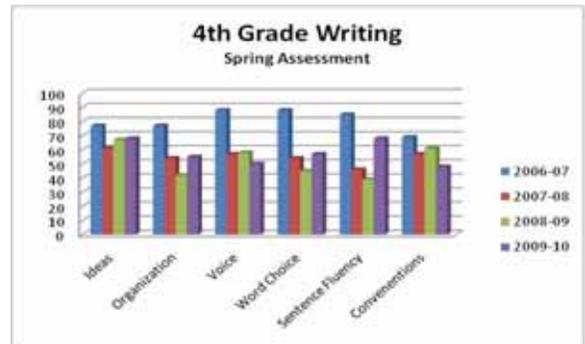
Percentage of Third Grade scoring 3 or higher in Spring Assessments:



### Discussion

Third Grade scores do not show consistent growth in all areas of writing.

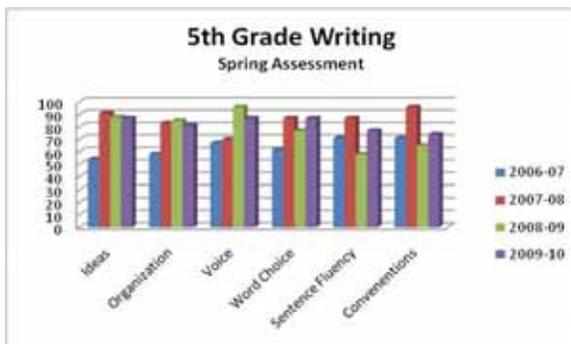
Percentage of Fourth Grade scoring 3 or higher in Spring Assessments:



### Discussion

The number of students in grade 4 scoring a 3 and above was greatest in 2006-2007. This prompt involved narrative writing. The number of students in the top quartile dropped when the prompt required expository writing and a response to literature.

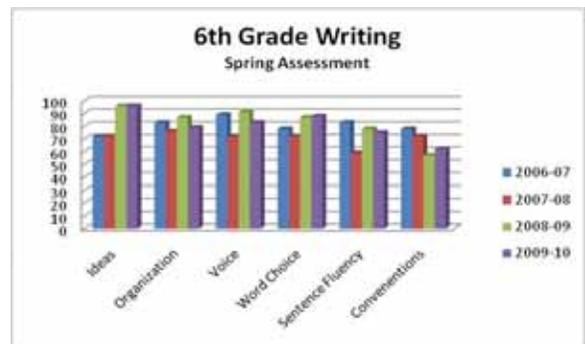
Percentage of Fifth Grade scoring 3 or higher in Spring Assessments:



### Discussion

Compared to the baseline of 2006-2007, there is a steady growth in all areas with the exception of sentence fluency and conventions in SY 2008-2009.

Percentage of Sixth Grade scoring 3 or higher in Spring Assessments:



### Discussion

With consideration to the changing dynamics of student population, the data shows students meet or exceed a 70% level in five of the six traits. We anticipate improvement in sentence fluency and conventions this school year.

## Summary Data: Writing Goal – Data Point 3

### Literacy Place Writing Prompts Results: SY 2009-2010

The use of Literacy Place ended in SY 2009-2010. It contained assessments that were given to students, ideally four times a year. Each teacher graded his own students using Literacy Place assessment guidelines that addressed the particular mode of writing that was the subject of the unit being studied. Students were graded at the following writing levels:

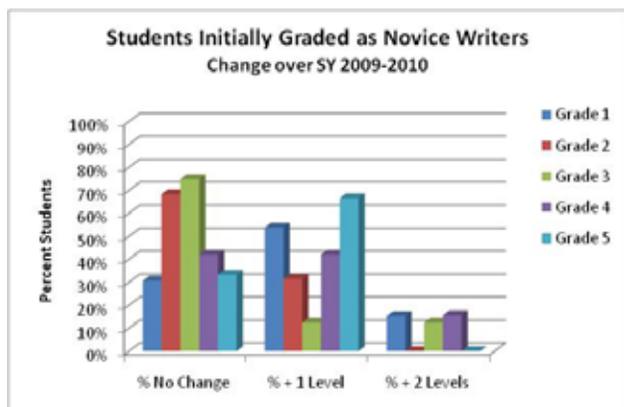
- Novice Writer
- Apprentice Writer
- Proficient Writer

Since a goal of the school is to improve writing during the course of the year, we decided to look at the three writing assessment levels separately in order to compare how students performed in the fall with their results in the spring. While we are aware that we were using prompts that were aligned with a different mode of writing, we think the comparison is valid, because all the rubrics for each unit also were designed to measure overall writing ability.

A student who enters as a Novice Writer will hopefully have improved at least to an Apprentice Writer (an increase in one level) or ideally to have increased two levels to that of a Proficient Writer. Students initially graded as Apprentice Writers, could either increase to Proficient Writers, stay at their initial level of Apprentice Writers (no evidence of growth) or decline in measured writing levels to that of Novice Writer. Finally, for students who originally were assessed at a writing level of Proficient, the most desirable result for a year is to have the students' final assessment to show that they remained as Proficient writers. There is a possibility of a regression of one level to Apprentice, or of two levels to Novice.

The following three charts look for evidence of growth in SY 2009-2010 in each of the three areas of initial assessment.

#### Novice Writers



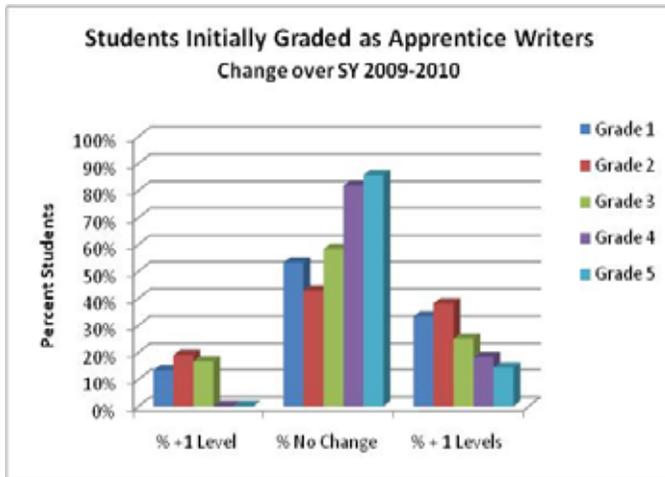
#### Discussion

A high percentage of Second and Third Graders stayed at the Novice writing levels. The majority of the rest of the school showed a modest increase to being Apprentice level writers. In three grades there was an increase to the Proficient level of writing which is a commendable achievement.

*Note: All data is missing for Sixth Graders; one Fifth Grade class is missing data.*

## Literacy Place Writing Prompts SY 2009-2010 (continued)

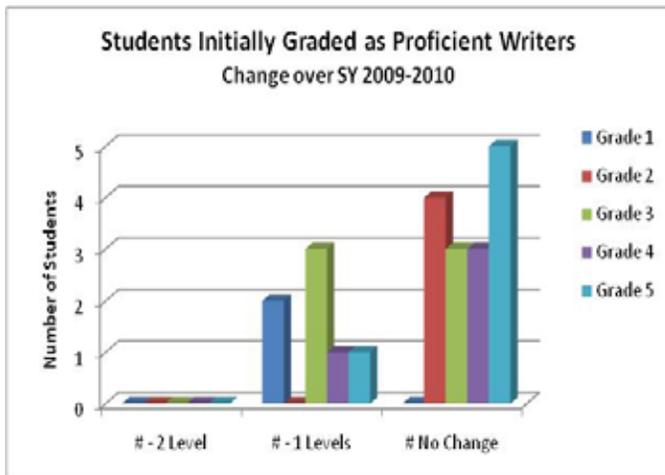
### Apprentice Writers



#### *Discussion*

There is much to be pleased about with the improvement of 20% of students from an initial assessment of Apprentice to that of Proficient writers. That has to be balanced by a concern over the students whose writing diminished over the school year. This backwards slide was limited to Grades One, Two and Three. Far too many (roughly 80%) of students in Grades Four and Five showed no change in their writing from the Fall to Spring Assessment.

### Proficient Writers

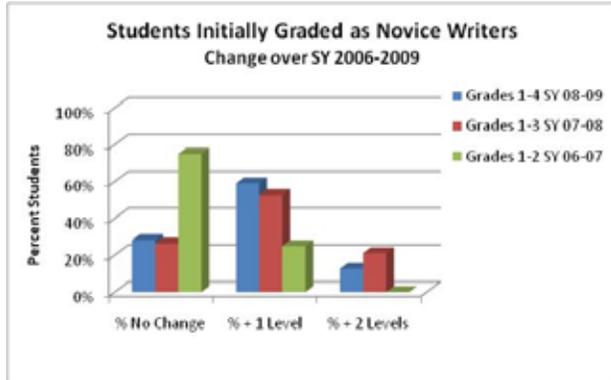


#### *Discussion*

Fortunately, there were no students whose writing had regressed two levels. However, there were seven students who went from Proficient to Apprentice writers. It has to be remembered that  $n=22$  for this data, meaning that we have a very small sample.

## Literacy Place Writing Prompts — Previous Years

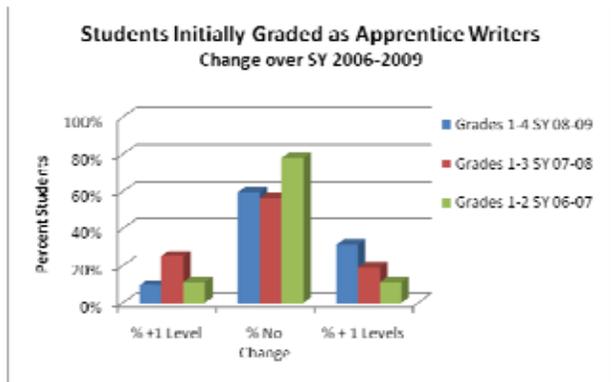
The same methodology was applied to data from the previous school years. However, for SY 2008-2009, there are no records for Grades 5 or 6. In addition, assessment scores for every student have not been kept on file. Therefore, a summary of all the grades combined will give a summary of the assessment records. Likewise, the data for SY 2007-2008 is missing Grades 4, 5 and 6, and the data for SY 2006-2007 is only for some students in Grades 2 or 3.



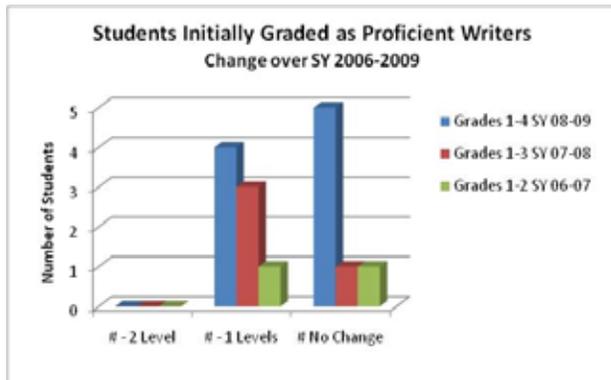
### Discussion

The same pattern that was observed in SY 2009-2010 is apparent in the combined years to the left.

There was considerable improvement for writers entering as Novice Writers during SY 08-09 and SY 07-08, but this growth was not evident in the results from SY 06-07.



For students initially graded as Apprentice Writers, there was some evidence of growth in all three years, but it was a modest change of approximately 18% of students assessed.



Of the 15 Proficient Writers entering in the fall, half of them maintained that level throughout the year. As in the sample from the previous year, the sample size was small,  $n=15$ , and this is for three years, making it difficult to come to any reliable interpretation of the data.

**The mind is not so much a vessel  
to be filled ... as a lamp to be lit.**

**Plutarch**



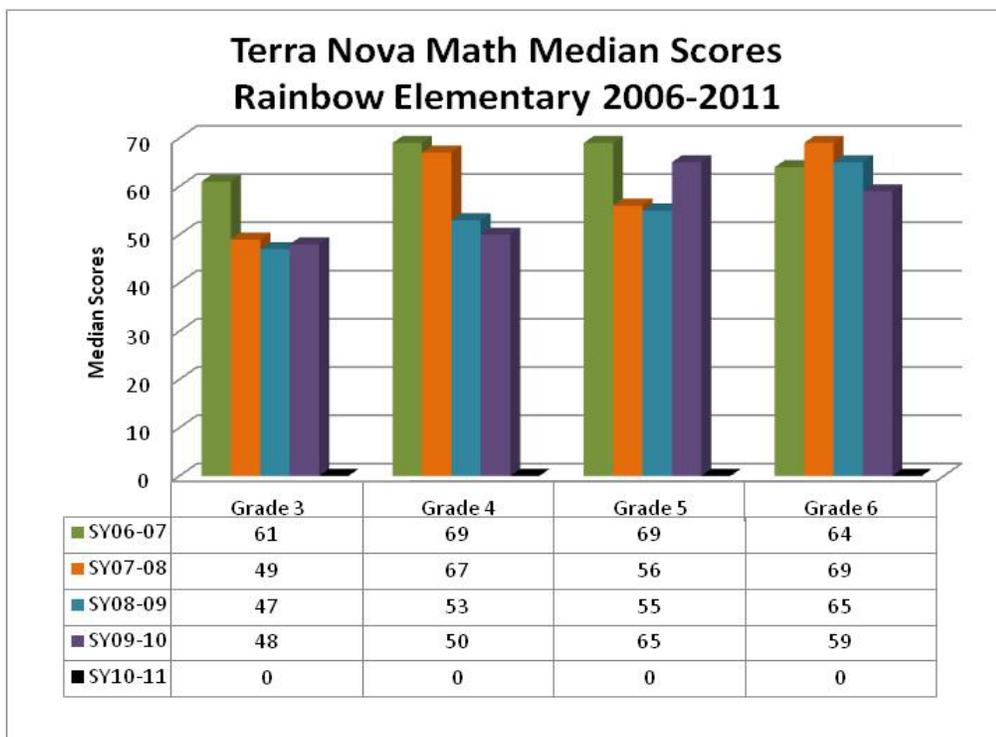
## Summary Data: Math Goal Data Point 1

### Our Math Goal:

By 2011, all students will improve their mathematical communication across the curriculum by gaining conceptual knowledge through the use of nonlinguistic representation such as graphic organizers, creating physical models, generating mental pictures, using pictographs, and engaging in kinesthetic activity while learning as measured by TerraNova 3rd Edition, and local assessments including a Nonlinguistic Representation Rubric.

### TerraNova Median Scores in Mathematics

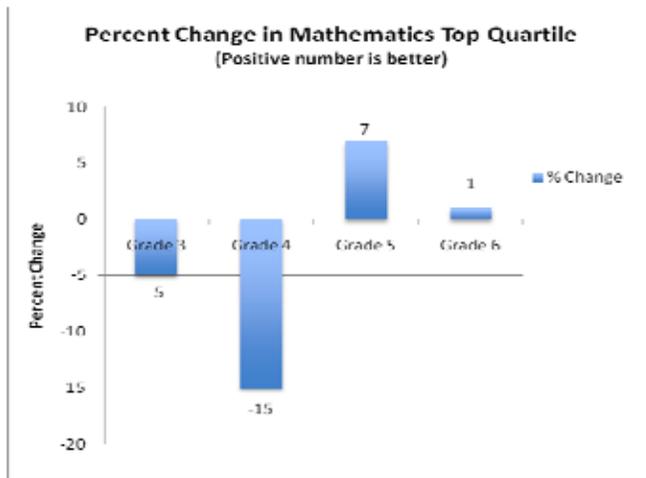
*TerraNova, Third Edition* is a CTB/McGraw-Hill standardized test. At Rainbow ES test results are used to make comparisons over time intervals highlighting the growth or lack thereof for an individual student or group of students. This standardized test is designed to measure a sampling of the skills and knowledge that students are usually expected to acquire as they progress through each grade. It has served as a basis for making inferences about overall achievement in Language Arts and Mathematics and guiding classroom instruction and the school improvement process.



Comparing the two school years of SY08-09 and 09-10 (when testing with the new version of the *TerraNova*), the slight fall-off in median scores for the Fourth and Sixth Grades was balanced by a slight increase in the performance of the Third and Fifth Grades. The outstanding performance of the Fifth Grade in SY 09 is evidence of a shifting population of students, as otherwise there is a constant increase in levels of performance from Third to Sixth Grade.

## Percent Change of TerraNova Math Test Results

In SY 2009-2010, the *TerraNova* changed editions; this made comparison with results from previous years' data no longer valid. Our goal is to continually raise the percentage of students in the top quartile and to continually lower the percentage of students in the lowest quartile. For the present, comparing the *TerraNova* result in Mathematics of SY 2008-2009 to SY 2009-2010 will give us the ability to compare results from the last two years using the same edition of the *TerraNova* assessment.

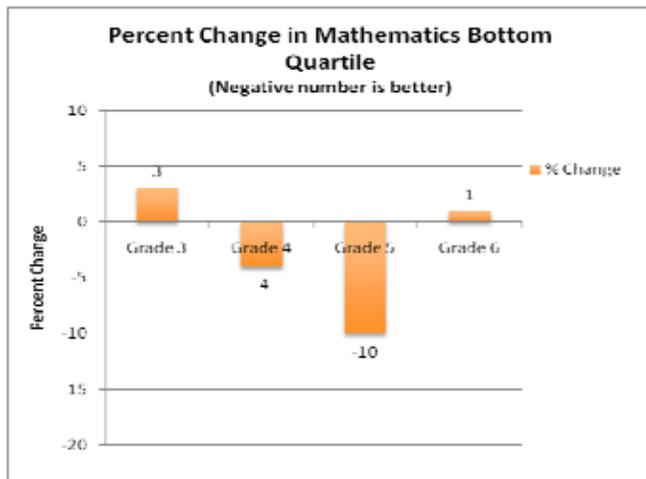


### Discussion

Our goal is to increase the number of students scoring in the top quartile.

Unlike the very positive writing results (Page 17), the results from math testing showed a gain for Grades Five and Six, but a drop in the number of students in the upper quartile for Grades Three and Four.

The drop in number of students in the top quartile in Grade Four is something that needs to be monitored with the SY 2011 results.



### Discussion

Our goal is to decrease the number of students scoring in the bottom quartile.

Grades Four and Five were very good at moving students out of the bottom quartile (negative numbers in the chart).

The slight growth in the numbers of students in Grades Three and Six is something that needs to be monitored with the SY 2011 results.

## Math Goal – Data Point 2

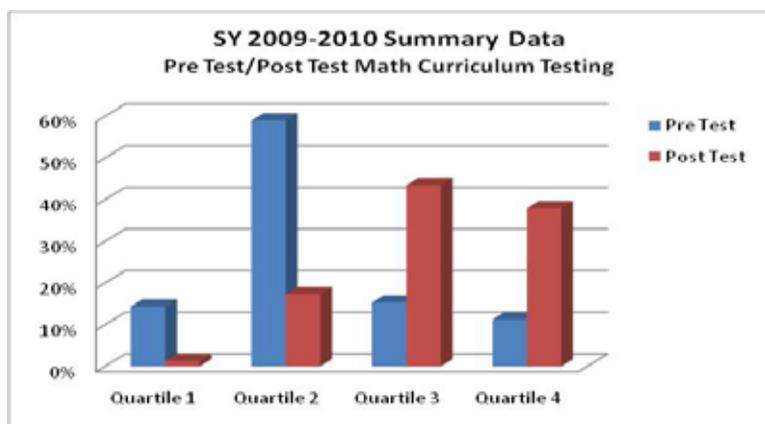
### Our Math Goal:

By 2011, all students will improve their mathematical communication across the curriculum by gaining conceptual knowledge through the use of nonlinguistic representation such as graphic organizers, creating physical models, generating mental pictures, using pictographs, and engaging in kinesthetic activity while learning as measured by TerraNova 3rd Edition, and local assessments including a Nonlinguistic Representation Rubric.

### Pre/Post Testing for Mathematics Using the Adopted Curriculum Test

The McMillan-McGraw Hill end-of-year tests for Grades Kindergarten to Five, and the Glencoe-McGraw Hill end-of-year test for Grade Six were used as a pre-test in the Fall. This same test was then administered at the end of the year. The fall results were item analyzed to provide a framework for instruction during the school year.

The following two charts compress all the grade level results in order to represent the general results of the results for the entire student body over the course one year.



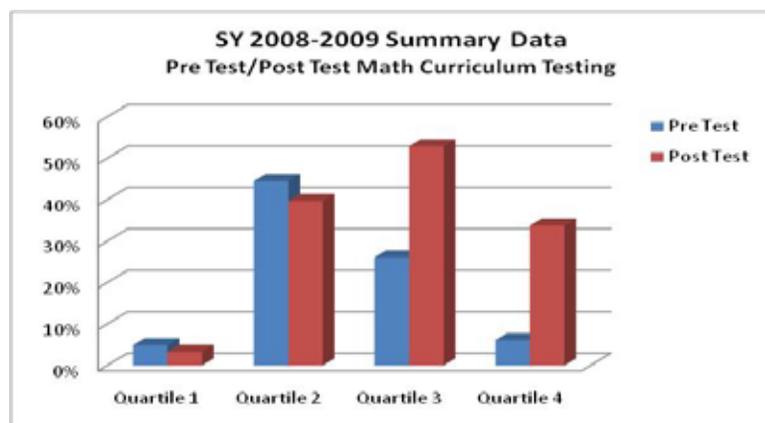
#### Discussion

This shows a consistent and very positive growth in math over the course of the school year. Quartiles 3 and 4 (the top quartiles) increased four-fold in size, while the percent of students in the bottom quartile almost dropped to zero.

#### Discussion

Like the previous school year, there was a consistent and very positive growth in math over the course of the school year. The shift to the higher level quartiles is apparent in looking at this chart.

The growth of the number of student in the top quartile was most impressive, on the order of a six fold increase.



## Summary Data: Math Goal – Data Point 3 Nonlinguistic Representation

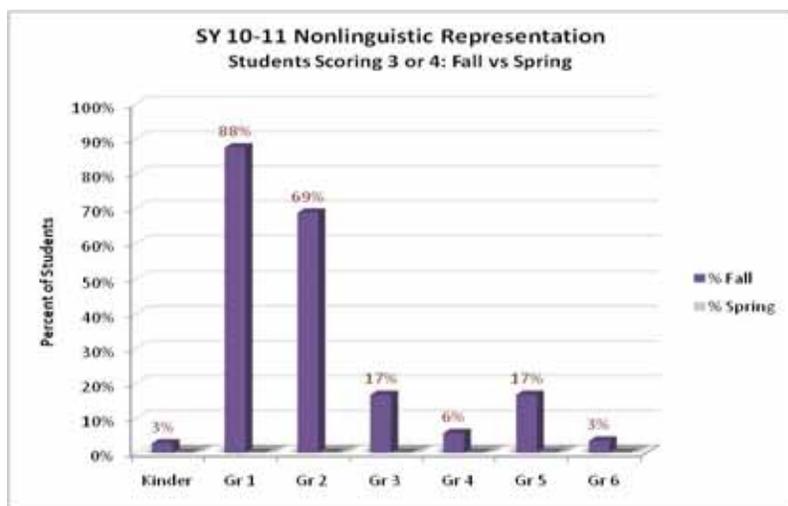
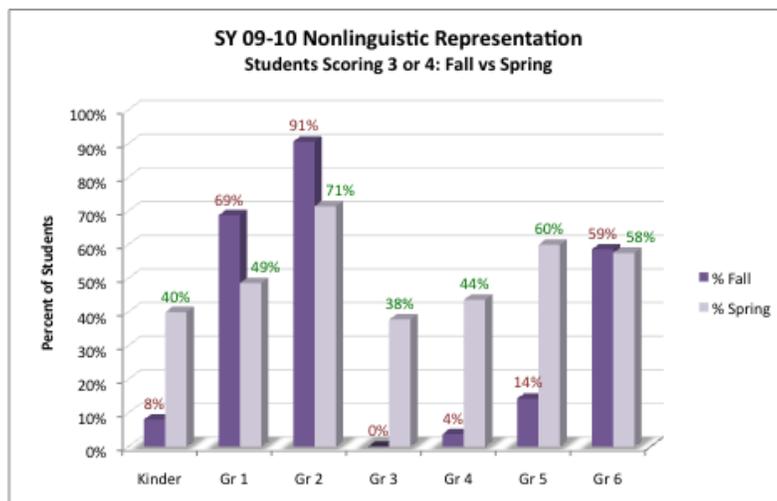
### Nonlinguistic Representation

This assessment was begun for the first time in SY 2009-2010. The data from last year showed a growth over one year. However, there is not yet a complete set of data. We are looking for a growth in the spring scores that will evidence learning. Here are two summary charts of the data collected so far.

#### Discussion

Grades Three, Four, and Five showed impressive growth in these skills, followed by Kindergarten. Because of an initial high scoring done in the fall, Grades One and Two showed a significant drop off in this math skill. Grade Six showed neither growth nor regression.

See the discussion below regarding the fall testing scores.



#### Discussion

The spring assessment will be given in the spring of 2011. Since there is no comparison data that can demonstrate student growth, we look forward to seeing the spring results being substantially higher than the corresponding fall results.

This chart does point out that both First and Second Grades will not be able to demonstrate much growth because their entering assessment has been graded so high.

We need to look at this initial grading for these students in Grades One and Two. Were the fall problems too easy? Or perhaps the spring questions too hard?

In faculty discussions regarding this seeming anomaly, it was suggested that younger learners view all math in a nonlinguistic manner, so it is natural that they start the school year with high scores. Because much of their mathematical learning moves them away from this nonlinguistic model as they learn new ways of doing math, it is natural that we would see these scores diminish at the end of the school year.

## Interpretation and Triangulation of Data

### Student Performance Goal 1:

By 2011, all students will improve the quality of their writing products in all subject areas through the integration of Ideas, Organization, Word Choice, Sentence Fluency, Voice, Conventions, and Presentation across the curriculum, as measured by TerraNova 3<sup>rd</sup> Edition and local assessments, including 6 +1 Traits Rubric.

- Data Point 1** TerraNova - TerraNova Multiple Assessments, 2nd Edition- a system-wide, norm-referenced assessment given annually to all students in grades 3-6
- Data Point 2** Communication Arts Assessment-DoDEA-wide
- Data Point 3** 2006 NCA Report

### Student Performance Goal 2:

By 2011, all students will improve their mathematical communication by gaining conceptual knowledge through the use of nonlinguistic representation, such as graphic organizers, creating physical models, generating mental pictures, using pictographs, and engaging in kinesthetic activity while learning, as measured by TerraNova 3<sup>rd</sup> Edition, and local assessments, including a Nonlinguistic Representation Rubric.

- Data Point 1** TerraNova- TerraNova Multiple Assessments, 2nd Edition- a system-wide, norm-referenced assessment given annually to all students in grades 3-6
- Data Point 2** Teacher input/ Report Cards
- Data Point 3** Math Curriculum Assessments

## Rationale for Student Performance Goals

### Rationale for Goal 1:

After the NCA visit of 2006, the accreditation team recommended to continue writing across the curriculum as a goal at Rainbow ES. The data indicated we could continue to improve student performance as well as hone our interventions. Writing has since become a culture at Rainbow. We continuously review the data and may institutionalize the interventions at the end of this school year.

### Rationale for Goal 2:

The interpretation of our math goal has evolved and deepened over the last five years. Previous standardized test scores and local assessments indicated a need to improve student performance in math communication and conceptual knowledge. Over the last five years, our interventions have been modified as we refined our goal across the curriculum.

## Instructional Data

### Data Collection Instruments

- Report of the Visit of the North Central Association Commission of Accreditation and School Improvement Next Steps Report
- Staff Development Calendar
- School Organization Data

### Next Steps for School Improvement: General Appraisal (2006)

#### Findings

- The team found evidence of formal and informal staff collaboration, shared-decision making, and consensus building. School structures supported the time and resources necessary to focus on the school action plan and progress towards achieving the goal.
- The SILT effectively gained the commitment of stakeholders during the last two years, and successfully engaged them in the school improvement process.

#### Next Steps

- As the next cycle of re-commitment and updating the school profile begins, review student achievement data from the last three years, triangulate the data, disaggregate the data to identify specific subgroups within the population upon which to focus interventions, and then select a goal.
- To ensure that the goal is accomplished, it must be aligned with standardized and local assessments, and the assessments must focus on the same set of skills.

### Implications

The 2006 findings are still evident in our school. Every member is part of one of the seven standards committees, along with a community stakeholder. Our small school allows for informed staff collaboration along with monthly scheduled formal collaboration opportunities.

As our cycle began in 2006-2007 school year an in-depth review of student achievement data from the previous three years was triangulated and disaggregated in order to select a goal.

We are confident that our goals are aligned and focused with standardized and local assessments.

## Presentation/Analysis of Data – Staff Development

### Monthly Meeting Schedule

1<sup>st</sup> Monday — CSI Peer-to-Peer Professional Development

2<sup>nd</sup> Monday — Writing and math binders – Reflect and plan differentiation using formative assessments.

3<sup>rd</sup> Monday — Every committee will meet during this week and invite their stakeholder representative. Minutes must be documented in their committee binder and submitted to Mrs. Strader to be placed on Blackboard.

4<sup>th</sup> Monday — Faculty Meeting

### Blackboard

Every faculty member has a login and password for Rainbow ES Blackboard site. The CSI chair maintains this section and is used to store documentation of meetings, artifacts, School Profile, Action Plan, local assessment scores, AdvancEd Standards, Historical Data and the 2006 NCA Report. It also provides resources such as rubrics and templates for each committee as well as extensive professional articles.

### Projected Staff Development

- Using Data to Differentiate Instruction (UDDI)
- New Language Arts curriculum adoption
- New Math curriculum adoption-1/2 day this year and a total of 2.5 days next school year
- Item Analysis of Local & Standardized Assessments
- Wednesday, 1/26-AM—Technology and Online Resources 8:00-11:00
- Wednesday, 1/26-PM-Guided Reading 11:45-2:45
- Thursday, 1/27-AM-Writer’s Workshop 8:00-11:00
- Thursday, 1/27-PM-Flexible grouping 11:45-2:45
- Creativity Courses offered by DoDEA
- Program-specific training (ESL, Reading Recovery, Read 180, LLI etc)
- University-based courses, Master’s and Doctoral Programs
- PSCD Teacher and Speech Language Pathologist from your building Jan 25, 2010

## Implications

Our monthly meeting schedule has provided the staff with opportunities to formally and informally collaborate. All of our writing and math local rubric assessments were scored and analyzed during these sessions. Individual time was also provided for teachers to analyze and reflect on their scores providing opportunities for data to lead instruction. An entire window of opportunity was provided for committees to meet and through their stakeholder, keep the community informed.

From the District Office, Instructional Systems Specialists (ISS) are providing for multiple opportunities in their area of expertise.

## Presentation/Analysis of Data – School Organization

Rainbow ES is composed of self-contained classrooms in grades kindergarten through sixth grade to include Preschool Children with Disabilities (PSCD).

Grades Five and Six have elected to team-teach. All DoDEA standards in every content area must be taught using our adopted curriculum as a primary resource. Language Arts (90min) and Math (90) are content areas that have time requirements and high interdisciplinary expectations.

Special instructional programs are available. They are Learning Impaired (LI), Gifted Education (GE), English as a Second Language (ESL), Reading Specialist Services, Speech and Language (SLP), and Math Lab support. We have a pullout system as well as in classroom support.

If needed, children have access to the services of an occupational therapist, a speech and language assessor, a special education assessor, and a school Psychologist.

All students receive daily whole group instruction on a rotating basis of Art, Music, Physical Education, or Host Nation. Within this group, the instructor determines the curriculum based on DoDEA standards. Specialists are shared with Ansbach Elementary.

All students are supported with a full time Educational Technologist and Information Specialist. A technology support technician is contracted and shared between Rainbow ES and the District Office.

The administrative staff at Rainbow consists of one principal, one resource manager, a secretary, and a registrar.

After school programs include Audio/visual (AV) Club, Chess Club, Cooking Club, Creativity Club, Cultural Diversity, Library Club, Math Club, Student Council, Service Learning Club, Talent Show.

Annual school-wide activities include (in no particular order) book fairs, community volunteer presenters, DARE, dental visits and exams, immunizations, Indiana Jones Jr. Career Exploration Day, picture days, quarterly AR/Honor Roll Assemblies, Read Across America, Red Ribbon Week, Math/Science/Expo, School Spirit Activities, Semester Commander’s Council of Readers, Star Lab, assemblies such as Constitution Day, the Winter Holidays music program, a Black History program, Presidents Day, German/American Field Day, German/American exchanges between schools, various field trips, visiting performers such as “The Painted Past Players” and a Dr. Seuss Celebration Day.

Grade Level	Classrooms	Students
PSCD	2	15
Sure Start	1	18
Kindergarten (Full Day)	2	40
First Grade	2	40
Second Grade	2	40
Third Grade	2	50
Fourth Grade	2	56
Fifth Grade	1	28
Fifth/Sixth Grade	1	30
Sixth Grade	1	27

## Implications

Student instruction begins daily at 7:55 am and students are dismissed at 2:20 pm. Students receive a 45 minute lunch/recess break and attend a rotating specials (art, music, physical education, or host nation) class for 45 minutes each day.

Teacher workday begins at 7:40 am and ends at 3:00 pm. Teachers have periodic duties every two or three weeks such as playground duty or bus duty.

Rainbow ES has established a system that provides each student with a well-rounded world-class instruction for every student, every day.

# Community Data

## Data Collection Instruments

USAG Ansbach Garrison-Directorate of Plans, Training, Mobilization and Security (DPTMS)

## Programs that support students outside of school:

Education Development Intervention Services (EDIS)	Family Life Consultants	Family Advocacy Program
Health Clinic	New Parent Support Group for Parents	ACS Yellow Ribbon Room
Dental Clinic	Child Development Center – School Aged Services, Youth Services	Community Library
Behavioral Health Services		Outdoor Recreation Center Programs for Young Student

## Implications

Being a part of a military community, families are constantly feeling the effects of deployment. The separation of family members affects school climate. Teachers are continually challenged to meet the emotional needs of separated family members. Our community resources are essential in assisting educators in meeting these needs. Community resources are part of the Installation Management Command (IMCOM) for the well being of soldiers, families, and civilians. Healthy productive families will support every soldier’s mission.

## Presentation of Data – Parent, Military and Faculty Support

### Parent Teacher Student Association (PTSA)

Book Fairs	Picture Days	Visiting Performers
Community Volunteers/Presenters	Read Across America	Spelling Bee
	School Spirit Activities	Teacher Appreciation Activities
		Geography Bee

### Military Community

Commander’s Council of Readers (CCR)	Dental Visits/Exams	Honor Roll Assemblies
DARE	Immunizations	Red Ribbon Week
	Indiana Jones Jr. Career Day	

### Faculty

Science/Math/Health Fair	Read Across America	Service Club	Library Book Club
Interdisciplinary and cross-grade level presentations	Talent Show	Creativity Club	Student Council
	Chess Club	AV/Video Club	Cooking Club
	Math Club	Star Lab	

# Rainbow Elementary School

February 2011

## Concluding Statement

This brief profile contains facts about the essential characteristics of our school. Rainbow ES is a safe school that does an effective job of preparing students academically for their future. The school uses technology in a positive way, and does a fine job of communicating with parents. There is evidence, backed by data, that learning is effectively accomplished by all of our students.

We have benefitted from collecting the data that is shared in this profile. The faculty and staff of the school are the key people who make this school successful, but we also realize the positive role that parents play in our success. We benefit from a staff is highly educated with a tremendous amount of teaching experience. When the staff was asked what they saw as positive aspects of other teachers (not of themselves) multiple comments included descriptors such as “flexible,” “patient,” “understanding,” “enthusiastic,” “makes her classroom festive,” “hard working,” “shares information easily,” and “a real problem solver.” The willingness to work collaboratively and to reach out to the community was mentioned multiple times. These teaching traits combine to create the successful learning community which is Rainbow ES.



There are some areas for growth that are pointed out in the profile. Our collection of data for the writing goal, Data Point Three was not as complete as we would wish it to be. Measured performance on some of the mathematics assessments was inconsistent for some grades and it would be beneficial to look at some reasons for these discrepancies. Indeed, because the process of compiling this data for our school has allowed us to focus on areas of concern, teachers have made modifications in teaching strategies based upon what was learned.

We hope that you have ample time to walk the halls of our school, observe our staff at work, and dialog with students and parents to confirm the above statements. We are quite sure that in addition to confirming this, the immeasurable components of the art of teaching will be evident: teacher commitment to education, care of student needs, and the love of the art of teaching.

Welcome to Rainbow Elementary School.