

McQuerry Elementary Literacy Coaching Report

2003-2004

This report summarizes the results from **McQuerry Elementary School** participating in the Arkansas Comprehensive School Reform Model. This is the **first year** that this school has participated in the Model, and the school is at the **initial level** of implementation. The data reflect results from **kindergarten, first, and second** Model Classrooms in the areas of reading and writing, and performance on standardized achievement tests.

School Demographics

McQuerry Elementary School is located in a rural area of Missouri. The Poverty Index Level of the school is 38%.

The following table represents the race and ethnicity of the entire school's population.

Race/Ethnicity	Native American	Asian	African-American	Hispanic/Latino	White	Multi-Ethnic
Number of Children	.2%	.2%	2.2%	1.1%	96.3%	0%

The following table represents the highest degree held by the teachers in the school.

	Bachelors	Bachelors +	Masters	Masters +	Specialist	Doctorate
K	1	2	5			
1	2	2	3	1		
2		2	2	1		
Special Ed.		4	1	2		
RR				5		
Lit. Coach				1		
Counselor & S. Worker		1	1			
Principals			2			
Special Areas	1	2	1	1		
Instructional Facilitator				1		
PAT (Parents as Teachers)	1					
Total	5	12	15	12		

Reading Proficiency

Reading Proficiency levels are based on the state and national primary standards. Children were given the Developmental Reading Assessment with its accompanying comprehension measure. The proficiency levels for each grade are located in the tables.

How do Kindergarteners in literacy coaching classrooms perform on end of the year reading assessments?

Level of Proficiency and DRA Levels	Exceeding the Standard 4	Meeting the Standard 2-3	Approaching the Standard 1	Below the Standard A or Below
Classroom	11	4	2	1

Discuss findings and identify target areas:

The findings indicate that 83% of the 18 students in the kindergarten learning lab classroom are reading at or above the end of the year expectations. The target areas are the 3 students who are performing below the standard level. It will be important that these 3 students continue to receive support services in first grade.

How do first graders in literacy coaching classrooms perform on end of the year reading assessments?

Level of Proficiency and DRA Levels	Exceeding the Standard 18+	Meeting the Standard 16	Approaching the Standard 12-14	Below the Standard 10 or below
Classroom	13	0	2	4

Discuss findings and identify target areas:

The findings indicate that 68% of the 19 students are reading at or above the end of the year expectations. The target areas are the 6 students performing below the standard level. It will be important that these 6 students continue to receive support services in 2nd grade.

How do second graders in literacy coaching classrooms perform on end of the year reading assessments?

Level of Proficiency and DRA Levels	Exceeding the Standard 28+	Meeting the Standard 24	Approaching the Standard 20	Below the Standard 18 or below
Classroom	17	1	2	1

Discuss findings and identify target areas:

The findings indicate that 90% of the 21 students are reading at or above the end of the year expectations. The target areas are the 3 students performing below the standard level. It will be important that these 3 students continue to receive support services in 3rd grade.

Writing Proficiency

Writing Proficiency levels are based on state and national primary standards. The children were assessed on their understanding of the writing process. First and Second grade samples were scored using a grade-specific benchmark writing rubric that measured proficiency in three areas of writing development: Habits and Processes, Purposes and Craft, and Language Use and Conventions. The Kindergarten sample was scored using a grade specific benchmark writing rubric that measured proficiency in the same areas but is better applicable to this level of writing.

How do Kindergarteners in literacy coaching classrooms perform on end of the year writing assessments?

		Exceeding the Standard	Meeting the Standard	Approaching the Standard	Below the Standard
Classroom	Standard I: Habits and Processes	5	9	3	0
	Standard II: Purposes and Craft	1	11	5	0
	Standard II: Language Use and Conventions	6	11	0	0
Total		12	31	8	0

Discuss findings and identify target areas:

The findings indicate that out of 17 students assessed using the Kindergarten end of year writing prompt 82% of the students were meeting or exceeding on Standard 1, 71% of the students were meeting or exceeding on Standard 2, and 100% of the students were meeting or exceeding on Standard 3. The target areas would include those students at the approaching level and moving them to the meeting level and to focus on having a better understanding of Standard 1 & 2 in the writing process.

How do first graders in literacy coaching classrooms perform on end of the year writing assessments?

		Exceeding the Standard	Meeting the Standard	Approaching the Standard	Below the Standard
Classroom	Standard I: Habits and Processes	3	0	14	1
	Standard II: Purposes and Craft	0	0	3	15
	Standard II: Language Use and Conventions	16	0	0	2
Total		19	0	17	18

Discuss findings and identify target areas:

The findings indicate that out of 18 students assessed using the first grade end of the year writing prompt 17% of the students were meeting or exceeding on Standard 1 with 78% approaching the standard level, 0% of the students were meeting or exceeding on Standard 2 with 83% working below the standard level, and 89% of the students were meeting or exceeding on Standard 3. The target areas would include those students working at the approaching or below level on Standard 1 and 2 and moving them to the meeting or approaching level and to focus on having a better understanding of Standard 1 & 2 of the writing process.

How do second graders in a literacy coaching classroom perform on end of the year writing assessments?

		Exceeding the Standard	Meeting the Standard	Approaching the Standard	Below the Standard
Classroom	Standard I: Habits and Processes	2	1	5	14
	Standard II: Purposes and Craft	2	1	6	13
	Standard II: Language Use and Conventions	5	2	6	9
Total		9	4	17	36

Discuss findings and identify target areas:

The findings indicate that out of 22 students assessed using the second grade end of the year writing prompt 14% of the students were meeting or exceeding on Standard 1 with 86% approaching or below the standard level, 14% of the students were meeting or exceeding on Standard 2 with 86% approaching or below the standard level, and 32% of the students were meeting or exceeding on Standard 3 with 68% approaching or below the standard level. The target areas would include those students working at the approaching or below level on Standard 1,2 and 3 and moving them to the meeting or approaching level and to focus on having a better understanding of Standard 1 & 2 of the writing process.

Standardized Measures

In addition to the performance-based assessments, students were given a norm-referenced standardized test at year end.

How many children were at or above the 50th percentile on Total Language on a standardized achievement test in a kindergarten model classroom?

	Number of Children At or Above 50 th Percentile	Number of Children Below 50 th Percentile	Total Reading (National Indiv. PR-S)
Classroom	10	8	
Total			65

Discuss findings:

The findings indicate that out of the 18 students assessed using the ITBS 10 were meeting or exceeding the 50th Percentile in language, with an average of 65% reading above the 50th Percentile overall. The target areas would include those students working below the 50th Percentile to move above the standard.

How many children were at or above the 50th percentile on Total Reading on Iowa Test of Basic Skills standardized achievement test in a first grade model classroom?

	Number of Children At or Above 50 th Percentile	Number of Children Below 50 th Percentile	Total Reading (National Indiv. PR-S)
Classroom	10	9	
Total			56

Discuss findings:

The findings indicate that out of the 19 students assessed using the ITBS 10 were meeting or exceeding the 50th Percentile in reading, with an average of 56% reading above the 50th Percentile overall. The target areas would include those students working below the 50th Percentile to move above the standard.

How many children were at or above the 50th percentile on Total Reading on Tera Nova standardized achievement test in a second grade model classrooms?

	Number of Children At or Above 50 th Percentile	Number of Children Below 50 th Percentile	Total Reading
Classroom	14	7	
Building			68.3

Discuss findings:

The findings indicate that out of the 21 students assessed using the Tera Nova 14 were meeting or exceeding the 50th Percentile in reading, with an average of 68.3% reading above the 50th Percentile overall. The target areas would include those students working below the 50th Percentile to move above the standard.

Two important features of the Arkansas Comprehensive Model is to examine students who are approaching or below the expected standard and to provide supplemental support in targeted areas.

Special Services Received by Kindergarteners and Proficiency Levels in Reading

	Exceeding the Standard	Meeting the Standard	Approaching the Standard	Below the Standard
Kind. Early Literacy Group	0	4	0	1
Special Education	0	1	0	1

Compare services received by Kindergarteners to proficiency levels in Reading:

The findings indicate that 80% of kindergarten students receiving Early Literacy Group are meeting the standard for the end of the year reading level and 50% of the kindergarten students receiving Special Education services are meeting the standard for the end of the year reading level. The target areas would include those students working below the standard to move to the approaching or meeting level with continued support.

Special Services Received by Kindergarteners and Proficiency Levels in Writing

		Exceeding the Standard	Meeting the Standard	Approaching the Standard	Below the Standard
Kindergarten Early Literacy Group	Std. I	0	2	2	0
	Std. II	0	1	3	0
	Std. III	0	4	0	0
Special Education	Std. I	0	1	1	0
	Std. II	0	1	1	0
	Std. III	0	2	0	0

Compare services received by first graders to proficiency levels in Writing:

The findings would indicate that 50% of the kindergarten students receiving Early Literacy Group and Special Education were meeting Standard 1, 25% of the kindergarten students receiving Early Literacy Group and Special Education were meeting Standard 2, with 75% approaching the standard, and 100% of the kindergarten students receiving Early Literacy Group and Special Education were meeting Standard 3. The target area would be Standard 3.

Special Services Received by First Graders and Proficiency Levels in Reading

	Exceeding the Standard	Meeting the Standard	Approaching the Standard	Below the Standard
Reading Recovery	0	0	0	1
First Grade Early Literacy Group	0	0	0	3
Special Education	0	0	0	0

Compare services received by first graders to proficiency levels in Reading:

The findings indicate the first grade student receiving Reading Recovery in first grade is working below the standard (100%), 100% of the first grade students receiving Early Literacy Group are working below the standard, and there were no Special Education services. The target area would be to move the 4 students working below the standard in reading to the approaching or meeting level with continued support.

Special Services Received by First Graders and Proficiency Levels in Writing

		Exceeding the Standard	Meeting the Standard	Approaching the Standard	Below the Standard
Reading Recovery	Std. I	0	0	0	1
	Std. II	0	0	0	1
	Std. III	0	0	0	1
First Grade Early Literacy Group	Std. I	0	0	2	1
	Std. II	1	0	1	1
	Std. III	1	1	0	1
Special Education	Std. I	0	0	0	0
	Std. II	0	0	0	0
	Std. III	0	0	0	0

Compare services received by first graders to proficiency levels in Writing:

The findings indicate the first grade student receiving Reading Recovery is working below on Standard 1, 2 & 3 (100%), 67% of the students receiving Early Literacy Group are approaching Standard 1, 33% of the students are exceeding Standard 2 with 33% approaching, and 67% of the students are exceeding/meeting Standard 3. There are no Special Education. The target areas include all 3 writing standards with emphasis on a better understanding of Standard 2.

	Exceeding the Standard	Meeting the Standard	Approaching the Standard	Below the Standard
Second Grade Booster Group	2	1	0	1
Long-term Literacy Group	0	1	0	2
Special Education	2	1	0	1

Compare services received by second graders to proficiency levels in Reading:

The findings would indicate 75% of second graders receiving Booster Group are exceeding/meeting the standard in reading, 33% of second graders receiving Long-term Literacy Group are meeting the standard in reading, and 75% of Special Education are exceeding/meeting the standard in reading. The target area would be the group of students receiving the Long-term Literacy Group instruction.

Special Services Received by Second Graders and Proficiency Levels in Writing

		Exceeding the Standard	Meeting the Standard	Approaching the Standard	Below the Standard
Second Grade Booster Group	Std. I	0	0	0	4
	Std. II	1	0	0	3
	Std. III	0	0	0	4
Long-term Literacy Group	Std. I	0	0	2	1
	Std. II	0	0	1	2
	Std. III	1	0	2	0
Special Education	Std. I	0	1	1	2
	Std. II	0	0	2	2
	Std. III	0	0	1	3

Compare services received by second graders to proficiency levels in Writing:

The findings show 100% of second graders in a booster group are working below on Standard 1 and Standard 3, with 25% exceeding on Standard 2; 67% of second graders in a Long-term Literacy Group are approaching Standard 1, 33% are approaching Standard 2 and 33% are exceeding Standard 3 with 67% approaching this standard; 50% of second graders in Special Education are meeting or approaching Standard 1, 50% are approaching Standard 2 and 33% are approaching Standard 3. The target area would show a need for better understanding of the writing process especially in Standard 1 and 2 within the Booster Group and Long-term Literacy Group.

The following tables present data that was disaggregated to examine proficiency levels of special groups.

Transfer-in students

Transfer-in students and Proficiency Levels in Reading

	Exceeding the Standard	Meeting the Standard	Approaching the Standard	Below the Standard
Kindergarten	0	1	1	0
First Grade	0	0	1	0
Second Grade	0	0	0	0

Compare mobility to proficiency levels in Reading:

The findings indicate that 100% of Kindergarten transfer-in students are meeting/approaching the standard level, 100% of the First Grade transfer-in students are approaching the standard level, and there were no transfer-in student scores in Second Grade.

Transfer-in students and Proficiency Levels in Writing

		Exceeding the Standard	Meeting the Standard	Approaching the Standard	Below the Standard
Kindergarten	Std. I	0	1	1	0
	Std. II	0	1	1	0
	Std. III	0	2	0	0
First Grade	Std. I	0	0	1	0
	Std. II	0	0	0	1
	Std. III	1	0	0	0
Second Grade	Std. I	0	0	1	0
	Std. II	0	0	0	1
	Std. III	1	0	0	0

Compare mobility to proficiency levels in Writing:

The findings indicate that 100% of Kindergarten transfer-in students are meeting/approaching Standard 1 and 2 while 100% of transfer-in students were meeting Standard 3; 100% of the first grade transfer-in students are approaching Standard 1, 100% are below Standard 2 and 100% exceeded Standard 3; 100% of the transfer-in students in second grade are approaching standard 1, 100% are below Standard 2 and 100% exceeded Standard 3. The target area would be to focus on a better understanding of the writing process especially in Standard 1 and 2.

Gender and Proficiency Levels in Reading

		Exceeding the Standard	Meeting the Standard	Approaching the Standard	Below the Standard
Kindergarten	Male	4	3	2	1
	Female	7	1	0	0
First Grade	Male	9	0	1	1
	Female	4	0	1	3
Second Grade	Male	10	0	1	0
	Female	7	1	1	1

Compare gender to proficiency levels in Reading:

The findings indicate 70% of the male kindergarten students were exceeding/meeting in reading and 100% of the female kindergarten students were exceeding/meeting in reading. 82% of the male first grade students were exceeding/meeting in reading and 50% of the female first grade students were exceeding/meeting in reading. 91% of the male second grade students were exceeding/meeting in reading and 80% of the female second grade students were exceeding/meeting in reading. Overall 84% of the males K-2 were exceeding/meeting and 77% of the females were exceeding/meeting. The target area would be those males and females at the approaching and below level to move to the meeting and approaching levels.

Gender and Proficiency Levels in Writing

			Exceeding the Standard	Meeting the Standard	Approaching the Standard	Below the Standard
Kindergarten	Male	Std. I	2	4	2	0
		Std. II	0	5	3	0
		Std. III	2	6	0	0
	Female	Std. I	3	5	1	0
		Std. II	1	6	2	0
		Std. III	4	5	0	0
First Grade	Male	Std. I	2	0	7	1
		Std. II	0	0	1	9
		Std. III	9	0	0	1
	Female	Std. I	1	0	7	0
		Std. II	0	0	1	7
		Std. III	7	0	0	1
Second Grade	Male	Std. I	1	0	2	10
		Std. II	1	1	3	7
		Std. III	3	0	2	7
	Female	Std. I	1	1	3	5
		Std. II	1	0	3	6
		Std. III	2	2	4	2

Compare gender to proficiency levels in Writing:

The findings indicate 75% of kindergarten males are exceeding/meeting on Standard 1, 83% are meeting Standard 2 and 100% are exceeding/meeting Standard 3; 89% of kindergarten females are exceeding/meeting on Standard 1, 78% are exceeding/meeting Standard 2, and 100% are exceeding/meeting Standard 3. In first grade 20% of the males are exceeding/meeting Standard 1 with 70% approaching, 0% are exceeding/meeting Standard 2 with 100% approaching or below, and 90% are exceeding/meeting Standard 3; 25% of the females are exceeding/meeting Standard 1 with 86% approaching, 0% are exceeding/meeting Standard 2 with 86% below, and 88% are exceeding/meeting Standard 3. In second grade 8% of the males are exceeding Standard 1 with 92% approaching or below, 17% are exceeding/meeting

Standard 2 with 83% approaching or below, and 25% are exceeding/meeting Standard 3 with 75% approaching or below; 22% of the females are exceeding/meeting Standard 1 with 78% approaching or below, 10% are exceeding/meeting Standard 2 with 90% approaching or below, and 40% of the females are exceeding/meeting Standard 3. The target area is to increase knowledge of the writing process focusing on Standard 1 and 2.

Race/Ethnicity and Proficiency Levels in Reading

		Exceeding the Standard	Meeting the Standard	Approaching the Standard	Below the Standard
Kindergarten	White	9	4	2	1
	African/American	1	0	0	0
	Hispanic	0	0	0	0
	Asian	0	0	0	0
	Native American	1	0	0	0
	Other	0	0	0	0
First Grade	White	13	0	2	4
	African/American	0	0	0	0
	Hispanic	0	0	0	0
	Asian	0	0	0	0
	Native American	0	0	0	0
	Other	0	0	0	0
Second Grade	White	16	1	2	1
	African/American	1	0	0	0
	Hispanic	0	0	0	0
	Asian	0	0	0	0
	Native American	0	0	0	0
	Other	0	0	0	0

Compare Race/Ethnicity to proficiency levels in Reading:

The findings indicate in kindergarten 81% of the Whites are exceeding/meeting the reading standard, 100% of the African Americans are exceeding and 100% of the Native Americans are exceeding; in first grade 68% of the Whites are exceeding the reading standard while there were no other ethnicity groups; in second grade 80% of the Whites are exceeding the reading standard and 100% of the African Americans are exceeding.

			Exceeding the Standard	Meeting the Standard	Approaching the Standard	Below the Standard
Kindergarten	White	Std. I	5	7	3	0
		Std. II	1	9	5	0
		Std. III	5	10	0	0
	African/American	Std. I	0	1	0	0
		Std. II	0	1	0	0
		Std. III	1	0	0	0
	Hispanic	Std. I	0	0	0	0
		Std. II	0	0	0	0
		Std. III	0	0	0	0
	Asian	Std. I	0	0	0	0
		Std. II	0	0	0	0
		Std. III	0	0	0	0
	Native American	Std. I	0	1	0	0
		Std. II	0	1	0	0
		Std. III	0	1	0	0
Other	Std. I	0	0	0	0	
	Std. II	0	0	0	0	
	Std. III	0	0	0	0	
First Grade	White	Std. I	3	0	14	1
		Std. II	0	0	3	15
		Std. III	16	0	0	2
	African/American	Std. I	0	0	0	0
		Std. II	0	0	0	0
		Std. III	0	0	0	0
	Hispanic	Std. I	0	0	0	0
		Std. II	0	0	0	0
		Std. III	0	0	0	0
	Asian	Std. I	0	0	0	0
		Std. II	0	0	0	0
		Std. III	0	0	0	0
	Native American	Std. I	0	0	0	0
		Std. II	0	0	0	0
		Std. III	0	0	0	0
Other	Std. I	0	0	0	0	
	Std. II	0	0	0	0	
	Std. III	0	0	0	0	
Second Grade	White	Std. I	2	1	5	13
		Std. II	2	1	6	12
		Std. III	4	2	6	9
	African/American	Std. I	0	0	0	1
		Std. II	0	0	0	1
		Std. III	1	0	0	0
	Hispanic	Std. I	0	0	0	0
		Std. II	0	0	0	0
		Std. III	0	0	0	0
	Asian	Std. I	0	0	0	0
		Std. II	0	0	0	0
		Std. III	0	0	0	0
	Native American	Std. I	0	0	0	0
		Std. II	0	0	0	0
		Std. III	0	0	0	0
Other	Std. I	0	0	0	0	
	Std. II	0	0	0	0	
	Std. III	0	0	0	0	

Compare Race/Ethnicity to proficiency levels in Writing:

The findings indicate for the White population in kindergarten that 80% of the students are exceeding/meeting Standard 1, 67% are exceeding/meeting Standard 2 and 100% are exceeding/meeting Standard 3; for the African American population 100% are meeting Standard 1, 100% are meeting Standard 2 and 100% are meeting Standard 3; for the Native American population 100% are meeting Standard 1,2 & 3.

The findings indicate for the White population in first grade that 17% of the students are exceeding/meeting Standard 1, 0% are exceeding/meeting Standard 2 and 89% are exceeding/meeting Standard 3. There were no other ethnicity groups.

The findings indicate for the White population in second grade that 14% of the students are exceeding/meeting Standard 1, 14% are exceeding/meeting Standard 2 and 29% are exceeding/meeting Standard 3; for the African American population 100% are below Standard 1 & 2, while 100% are exceeding Standard 3.

The target areas for all 3 grade levels would be those students approaching or falling below the standard to move up to the meeting or approaching level, and to focus on a better understanding of the writing process especially in Standard 1 and 2.

Low SES and Proficiency Levels in Reading

	Exceeding the Standard	Meeting the Standard	Approaching the Standard	Below the Standard
Kindergarten	0	1	0	1
First Grade	3	0	0	1
Second Grade	9	0	1	0

Compare Low SES to proficiency levels in Reading:

The findings indicate that 50% of the kindergarten students are meeting the standard in reading, in first grade 75% of the first grade students are exceeding the standard, and 90% of the second grade students are exceeding the standard. The target is to help those at the below level.

Low SES and Proficiency Levels in Writing

		Exceeding the Standard	Meeting the Standard	Approaching the Standard	Below the Standard
Kindergarten	Std. I	0	1	1	0
	Std. II	0	1	1	0
	Std. III	0	2	0	0
First Grade	Std. I	0	0	4	0
	Std. II	0	0	1	3
	Std. III	4	0	0	0
Second Grade	Std. I	2	1	1	6
	Std. II	1	0	5	4
	Std. III	2	2	2	4

Compare low SES to proficiency levels in Writing:

The findings indicate that 50% of kindergarten students are meeting Standard 1, 50% are meeting Standard 2 and 100% are meeting Standard 3; in first grade 100% are approaching Standard 1, 25% are approaching Standard 2 with 75% below, and 100% are exceeding Standard 3; in second grade 30% are exceeding/meeting Standard 1, 10% are exceeding Standard 2 with 90% approaching or below, and 40% are exceeding/meeting Standard 3.

English Language Learners and Proficiency Levels in Reading

	Exceeding the Standard	Meeting the Standard	Approaching the Standard	Below the Standard
Kindergarten				
First Grade				
Second Grade				

Compare English Language Learners to proficiency levels in Reading:

We have no ELL learners.

English Language Learners and Proficiency Levels in Writing

		Exceeding the Standard	Meeting the Standard	Approaching the Standard	Below the Standard
Kindergarten	Std. I				
	Std. II				
	Std. III				
First Grade	Std. I				
	Std. II				
	Std. III				
Second Grade	Std. I				
	Std. II				
	Std. III				

Compare English Language Learners to proficiency levels in Writing:

We have no ELL learners.

The current data reflect the influence of early intervention programs and professional development on the reading and writing performances of the students over time.

Successes of Literacy Coaching Classrooms	Recommendations for Improvement	Plan of Action
<p>Reading:</p> <p>79% of the learning lab classroom students in K,1,2 are exceeding/meeting on the end of year DRA.</p> <p>Writing:</p> <p>STD 1 - 35% are exceeding/meeting and 39% approaching.</p> <p>STD 2 - 26% are exceeding/meeting and 25% are approaching.</p> <p>STD 3 - 70% exceeding/meeting and 11% approaching.</p> <p>Standard Assessment:</p> <p>K – 10 students are working above the 50th Percentile</p> <p>1st – 10 students are working above the 50th Percentile</p> <p>2nd – 14 students are working above the 50th Percentile</p>	<p>*Revisit the scoring to help build consistency across grade levels.</p> <p>*Move the 21% at approaching/below to the meeting/exceeding level</p> <p>*Increase the exceeding/meeting levels by raising the approaching/below students.</p> <p>*Focus on Standard 1 & 2 to increase awareness of the writing process versus a correct product of mechanics.</p> <p>*Use an assessment that is more aligned with our teaching.</p> <p>*Bring our number of students who are below the 50th Percentile up.</p>	<p>*Train more with the DRA.</p> <p>*Look closely at the guided reading process and better understand literacy processing.</p> <p>*Focus on shared reading.</p> <p>Target STD 1 and STD 2 by focusing on clearer demonstrations during mini-lessons in Writer’s Workshop and understand and utilize and understand the Assisted Writing time more effectively.</p> <p>*Test in the fall.</p> <p>*No standard assessment for Kindergarten Students</p>

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