

School name here
Literacy Coaching Report

_____ - _____

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

School Demographics

_____ School is located in a (rural, suburban, urban) area of _____ (state). The Poverty Index Level of the school is _____.

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						

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

	Bachelors	Bachelors +	Masters	Masters +	Specialist	Doctorate
K						
1						
2						
3						
4						
5						
Total						

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 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 1				
Classroom 2				
Total				

Discuss findings and identify target areas:

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 1				
Classroom 2				
Total				

Discuss findings and identify target areas:

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

Level of Proficiency and DRA Levels	Exceeding the Standard 40+	Meeting the Standard 38	Approaching the Standard 34	Below the Standard 30 or below
Classroom 1				
Classroom 2				
Total				

Discuss findings and identify target areas:

Writing Proficiency

Writing Proficiency levels are based on state and national primary standards. The children were assessed on their understanding of the writing process. 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. are located in the tables.

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 1	Standard I: Habits and Processes				
	Standard II: Purposes and Craft				
	Standard III: Language Use and Conventions				
Classroom 2	Standard I: Habits and Processes				
	Standard III: Purposes and Craft				
	Standard III: Language Use and Conventions				
Total					

Discuss findings and identify target areas:

How do second 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 1	Standard I: Habits and Processes				
	Standard II: Purposes and Craft				
	Standard III: Language Use and Conventions				
Classroom 2	Standard I: Habits and Processes				
	Standard II: Purposes and Craft				
	Standard III: Language Use and Conventions				
Total					

Discuss findings and identify target areas:

How do third 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 1	Standard I: Habits and Processes				
	Standard II: Purposes and Craft				
	Standard III: Language Use and Conventions				
Classroom 2	Standard I: Habits and Processes				
	Standard II: Purposes and Craft				
	Standard III: Language Use and Conventions				
Total					

Discuss findings and identify target areas:

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 Reading on a standardized achievement test in first grade model classrooms?

	Number of Children At or Above 50 th Percentile	Number of Children Below 50 th Percentile	Total Reading (National Indiv. PR-S)
Classroom 1			
Classroom 2			
Total			

Discuss findings:

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

	Number of Children At or Above 50 th Percentile	Number of Children Below 50 th Percentile	Total Reading (National Indiv. PR-S)
Classroom 1			
Classroom 2			
Total			

Discuss findings:

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

	Number of Children At or Above 50 th Percentile	Number of Children Below 50 th Percentile	Total Reading (National Indiv. PR-S)
Classroom 1			
Classroom 2			
Total			

Discuss findings:

Special Services and Interventions

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

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				
First Grade Early Literacy Group				
Special Education				

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

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				
	Std. II				
	Std. III				
First Grade Early Literacy Group	Std. I				
	Std. II				
	Std. III				
Special Education	Std. I				
	Std. II				
	Std. III				

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

Special Services Received by Second Graders and Proficiency Levels in Reading

	Exceeding the Standard	Meeting the Standard	Approaching the Standard	Below the Standard
Second Grade Literacy or Booster Group				
Special Education				

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

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 Literacy and Booster Group	Std. I				
	Std. II				
	Std. III				
Special Education	Std. I				
	Std. II				
	Std. III				

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

Special Services Received by Third Graders and Proficiency Levels in Reading

	Exceeding the Standard	Meeting the Standard	Approaching the Standard	Below the Standard
Third Grade Literacy and Booster Group				
Special Education				

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

Special Services Received by Third Graders and Proficiency Levels in Writing

		Exceeding the Standard	Meeting the Standard	Approaching the Standard	Below the Standard
Third Grade Literacy and Booster Group	Std. I				
	Std. II				
	Std. III				
Special Education	Std. I				
	Std. II				
	Std. III				

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

Disaggregated data

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
First Grade				
Second Grade				
Third Grade				

Compare mobility to proficiency levels in Reading:

Transfer-in students and Proficiency Levels in Writing

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

Compare mobility to proficiency levels in Writing:

Gender

Gender and Proficiency Levels in Reading

		Exceeding the Standard	Meeting the Standard	Approaching the Standard	Below the Standard
First Grade	Male				
	Female				
Second Grade	Male				
	Female				
Third Grade	Male				
	Female				

Compare gender to proficiency levels in Reading:

Gender and Proficiency Levels in Writing

			Exceeding the Standard	Meeting the Standard	Approaching the Standard	Below the Standard
First Grade	Male	Std. I				
		Std. II				
		Std. III				
	Female	Std. I				
		Std. II				
		Std. III				
Second Grade	Male	Std. I				
		Std. II				
		Std. III				
	Female	Std. I				
		Std. II				
		Std. III				
Third Grade	Male	Std. I				
		Std. II				
		Std. III				
	Female	Std. I				
		Std. II				
		Std. III				

Compare gender to proficiency levels in Writing:

Race/Ethnicity

Race/Ethnicity and Proficiency Levels in Reading

		Exceeding the Standard	Meeting the Standard	Approaching the Standard	Below the Standard
First Grade	White				
	African/American				
	Hispanic				
	Asian				
	Native American				
	Other				
Second Grade	White				
	African/American				
	Hispanic				
	Asian				
	Native American				
	Other				
Third Grade	White				
	African/American				
	Hispanic				
	Asian				
	Native American				
	Other				

Compare Race/Ethnicity to proficiency levels in Reading:

Race/Ethnicity and Proficiency Levels in Writing

			Exceeding the Standard	Meeting the Standard	Approaching the Standard	Below the Standard
First Grade	White	Std. I				
		Std. II				
		Std. III				
	African/American	Std. I				
		Std. II				
		Std. III				
	Hispanic	Std. I				
		Std. II				
		Std. III				
	Asian	Std. I				
		Std. II				
		Std. III				
	Native American	Std. I				
		Std. II				
		Std. III				
Other	Std. I					
	Std. II					
	Std. III					
Second Grade	White	Std. I				
		Std. II				
		Std. III				
	African/American	Std. I				
		Std. II				
		Std. III				
	Hispanic	Std. I				
		Std. II				
		Std. III				
	Asian	Std. I				
		Std. II				
		Std. III				
	Native American	Std. I				
		Std. II				
		Std. III				
Other	Std. I					
	Std. II					
	Std. III					
Third Grade	White	Std. I				
		Std. II				
		Std. III				
	African/American	Std. I				
		Std. II				
		Std. III				
	Hispanic	Std. I				
		Std. II				
		Std. III				
	Asian	Std. I				
		Std. II				
		Std. III				
	Native American	Std. I				
		Std. II				
		Std. III				
Other	Std. I					
	Std. II					
	Std. III					

Compare Race/Ethnicity to proficiency levels in Writing:

Low SES

Low SES and Proficiency Levels in Reading

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

Compare Low SES to proficiency levels in Reading:

Low SES and Proficiency Levels in Writing

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

Compare low SES to proficiency levels in Writing:

English Language Learners

English Language Learners and Proficiency Levels in Reading

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

Compare English Language Learners to proficiency levels in Reading:

English Language Learners and Proficiency Levels in Writing

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

Compare English Language Learners to proficiency levels in Writing:

Evaluation of Results

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