

Evidence Base of the National Literacy Coalition Literacy Model 2004

An analysis of student achievement in several school systems implementing the National Literacy Coalition system revealed substantial improvements in student reading achievement. Average first-year growth in state assessment achievement levels across these schools was 20% over the baseline year. Eighty-three percent of implementing schools showed achievement improvement in their first year of implementation. These schools also demonstrated substantial movement of students from the lowest performance levels to the next highest level. Students already performing at the proficient levels showed similar rates of improvement in moving to advanced performance levels.

Comparing student assessment results with school demographic variables further reveals the potential impacts of this model on diverse student populations. Eighty percent of the implementing schools receiving Federal Title I assistance demonstrated achievement gains. The mean increase in percentage of improvement was 19.55% (range 6.3-28%). Interestingly, schools of relative affluence and modest risk factors also registered achievement gains. Sixty-seven percent of

these schools demonstrated improvement (mean=14.5%, range 7.7-21.4%).

The second section of this report documents student achievement growth in schools the National Literacy Coalition has supported through training and ongoing support. All reported data (except) where noted are based on the state assessment system of the school's state.

Mesa Elementary School (Cortez, Colorado)

Mesa Elementary School in Cortez, Colorado has implemented the NLC Model with the assistance of funds from the Reading Excellence Act and the Advancing Student Academic Achievement grant. Growth rates in both reading and writing have been substantial. In 2000, the year prior to implementation, third grade reading proficiency was 34%. After one year of implementation, 43% of students met the state level expectations. In 2002, 61% of Mesa's children were proficient or advanced, and outperformed their district average (Colorado Department of Education, 2002). The fourth grade level also saw significant performance gains. Interestingly, in a comparison of high-level versus moderate-level implementing

classrooms, students in the high-implementation classes scored above the state average in both reading and writing.

Cheltenham Elementary School (Denver, Colorado)

Cheltenham Elementary School has been historically one of the lowest-performing elementary schools in the Denver metropolitan area, and is now in their second year of Colorado Reading Excellence Act funding. In the school's first year of implementation of the NLC Model of Literacy, 28% of their targeted first grade Individualized Learning Plan (ILP) students moved to non-ILP status after one semester of instruction in the NLC Model. Similar gains were made by second grade students. Teacher growth, too, has been a significant outcome of the school's work within this model. Prior to NLC implementation, less than one-half of the faculty indicated daily, targeted phonics and comprehension strategy instruction. After one year of implementation, 94% of the staff indicated that large- and small-group targeted reading instruction occurred every day in their classrooms.

Naples Park Elementary School (Naples, Florida)

Naples Park Elementary School serves a highly affluent community in southern gulf-coast Florida. Traditionally a high-

achieving school, the staff and administration have pledged to work toward even greater, "value-added" growth in achievement. In two years of implementation, 4th grade performance on the increasingly challenging* FCAT rose by 11% (students performing in the three highest state performance levels; *FCAT performance expectations are increased yearly).

St. Martin East Elementary School (Ocean Springs, Mississippi)

St. Martin East Elementary is a predominantly middle income school located on the gulf coast of Mississippi. In the school's first year of NLC implementation, second grade reading performance on the Mississippi Statewide Testing Program improved from 84.5% proficient and advanced to 94.0% proficient and advanced. The percentage of students scoring at the advanced level increased by 42% (from 17.4% to 29.1%). Third grade also showed strong gains, from 83.1% proficient and advanced in 2001 to 87.1% proficient and advanced in 2002.

Burlington Elementary School (Burlington, Colorado)

Burlington Elementary School is located in rural eastern Colorado, and serves a diverse student population, including a high percentage of English as a Second Language students. Third grade

CSAP reading performance improved by 11 percent in their first year of implementation, including an increase in students in the advanced proficient category from 13% to 18%.

Stratton Elementary School (Stratton, Colorado)

Stratton Elementary School serves a rural farm community in eastern Colorado. The staff at Stratton increased their percentage of students in the advanced proficient category from 0% to 17% in their first year of implementation. Further, the overall percentage of students performing in the top three achievement levels rose to 98%.

St. Martin North Elementary School (Biloxi, Mississippi)

St. Martin North Elementary is a predominantly middle income school located near the growing community of Biloxi on the Mississippi gulf coast. In the school's first year of NLC implementation, third grade reading performance on the Mississippi Statewide Testing Program improved from 88.2% proficient and advanced to 90.5% proficient and advanced. The percentage of students scoring at the advanced level increased from 20.0% to 29.6%, a 33% improvement.

Arriba-Flagler Elementary School (Flagler, Colorado)

An ongoing research study in a rural eastern Colorado school district further documents improving student achievement over the

course of three years of program implementation. Using a pre- post- assessment design with the Qualitative Reading Inventory II, three classes of children were monitored over two years of instruction. Mean achievement gains among completing second grade students was 1.92 grade equivalent reading levels (GE) per year of instruction. Third grade completing students' mean achievement gain was 1.85 GE per year of instruction. Fourth grade students mean reading level increase was 2.03 GE per year of instruction (Burns, 2000).

Orchard Avenue Elementary School (Grand Junction, Colorado)

Orchard Avenue Elementary is located in Grand Junction, Colorado – an ethnically and demographically diverse small metropolitan region. In two years of implementation, students rose from 70% to 79% proficiency in reading skills.

Hayden Valley Elementary School (Hayden, Colorado)

Over three years of implementation, Hayden Valley Elementary School, a small community in northwestern Colorado showed a 21% improvement in proficiency (from 71% to 92%) in three years of NLC implementation.