

### Writing Gains Reported in the Every Child a Writer Model

Every Child a Writer, a school-wide writing program, has been implemented in Colorado schools since the year 2000. Achievement gains have been reported in a variety of schools, from inner city, rural, to suburban and across a wide range of communities. 80% of implementing schools demonstrated achievement gains within the first two years of implementation.

Burlington Elementary School is located in a small, primarily rural, agricultural community in far eastern Colorado. More than 50% of the students are considered to be in poverty, although the school's enrollment stability is high (over 90%). Across a six year time frame, Burlington's students improved from 30% at or above proficiency to 58%, a 93% improvement (figure 1).

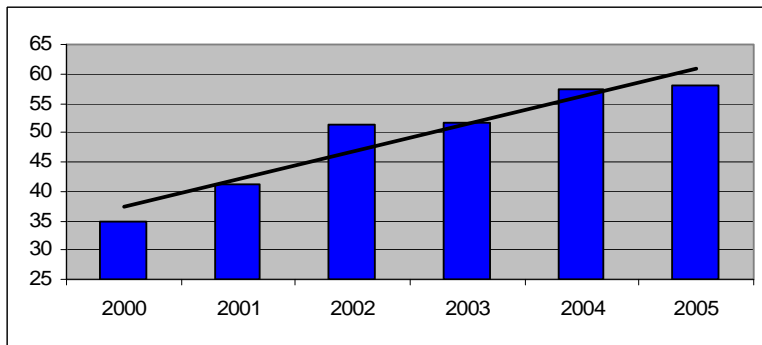


Figure 1. Burlington Elementary School CSAP writing achievement 2000-2005

Ray E. Kilmer Elementary School is located near Monument, Colorado and serves a predominantly upper income suburban community (less than 2% of students eligible for free and reduced lunch, greater than 96% enrollment stability). At the outset of the implementation of the NLC Writing Model, the school ranked in the top 56% of Colorado elementary schools in advanced writing proficiency. Three years later, in 2002, the school ranked in the top 25% of schools. From 1998 to 2002, the school increased its percentage of students at proficient or advanced levels from 54% to 64% overall (figure 2); 19% more students reached these levels over the three year implementation cycle.

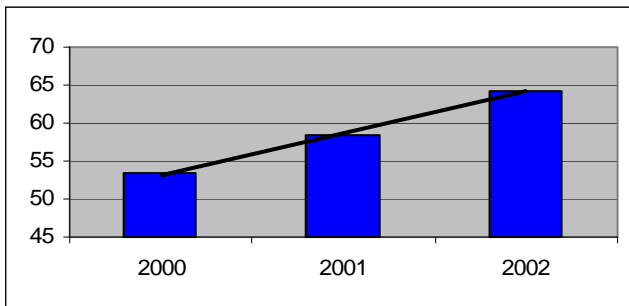


Figure 2. Ray E. Kilmer Elementary School CSAP writing achievement 2000-2002

Lewis-Palmer Elementary School is located in the same, affluent school district as is Kilmer Elementary. Scores rose from 46% to 70% in two years.

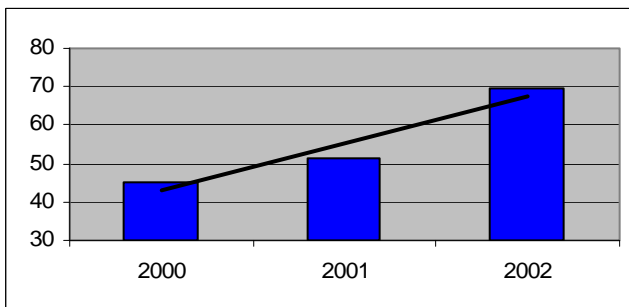


Figure 3. Lewis-Palmer Elementary School CSAP writing achievement 2000-2002

Mesa Elementary School in Cortez, Colorado serves a highly diverse and economically disadvantage population in southwestern Colorado. Students from a variety of second language backgrounds, including Hispanic, Ute, and Navajo homes represent a significant challenge to advancing student academic achievement. Over six years of implementation, student proficiency rose from 27% to 38% school-wide (figure 4).

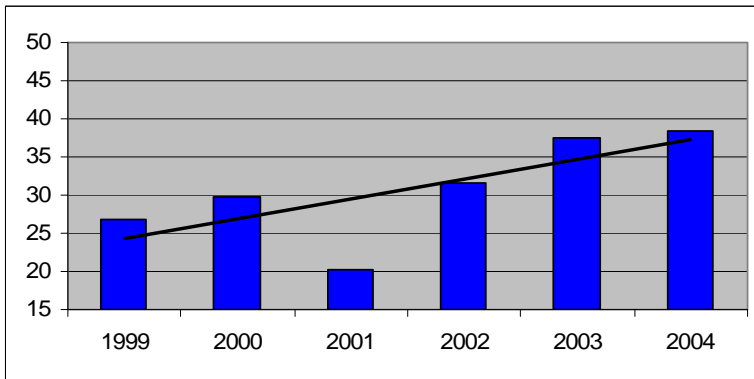


Figure 4. Mesa Elementary School CSAP writing achievement 1999-2004

Singing Hills Elementary School is located in the Denver area suburb of Parker, Colorado. Since 1998, students have shown an increase in writing achievement from 32% to over 65% (figure 5).

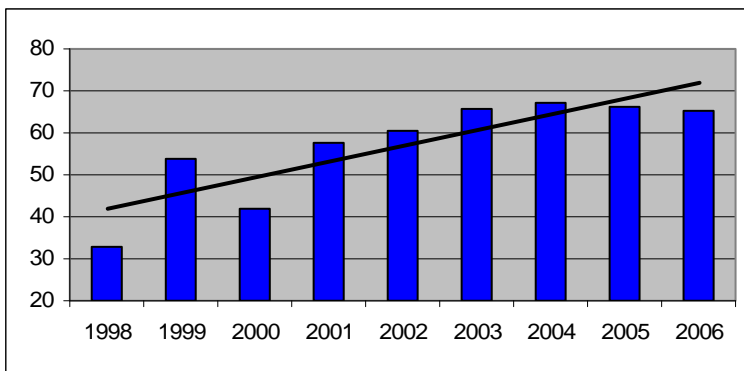


Figure 5. Singing Hills Elementary School CSAP writing achievement 1998-2006

Two inner city Denver elementary schools also showed significant growth on the Colorado writing CSAP. Cheltenham Elementary students are in tremendous poverty, with over 90% eligible for the free and reduced lunch program. Second language issues and a highly transient population have severely impacted school performance for many years. From 2000 to 2005, the school more than doubled the percentage of students reaching proficiency (figure 6).

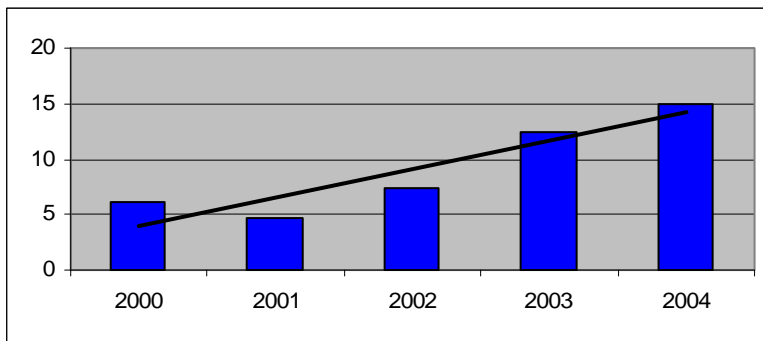


Figure 6. Cheltenham Elementary School CSAP writing achievement 2000-2004

Whittier Elementary School also demonstrated significant writing growth in just two years of implementation, from 2001 to 2003 (figure 7).

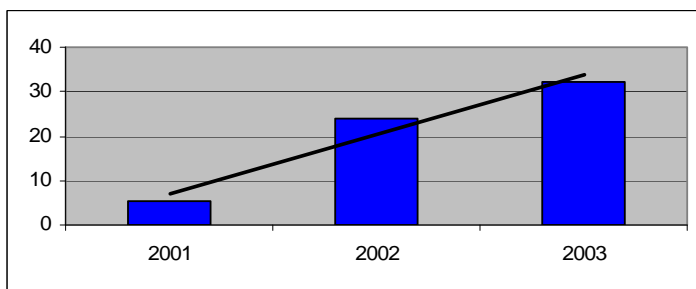


Figure 7. Whittier Elementary School CSAP writing achievement 2001-2003

The Wyatt-Edison Charter School in central Denver also showed growth in their three year implementation cycle. Wyatt-Edison serves a primarily inner city population with nearly 90% of students living in poverty. From 2003 to 2005, student proficiency rates rose from 67% to 78% (figure 8).

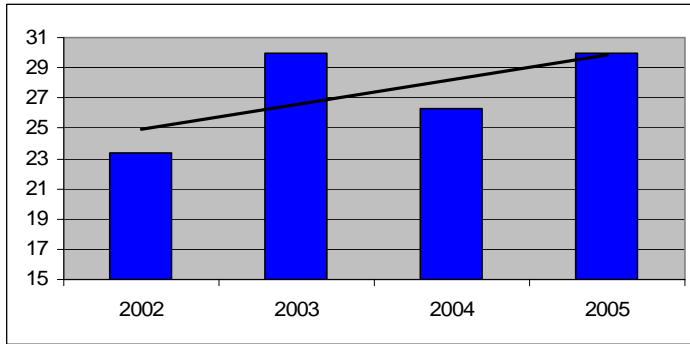


Figure 8. Wyatt-Edison Elementary Charter School CSAP writing achievement 2002-2005

Wiggins Elementary School received the Colorado Achievement Maker award in 2005, due in large part to their success in improving student writing achievement. From their baseline score of 31% proficient in 2002, the school has nearly double their success, with more than 60% of students achieving proficient or advanced levels in 2006 (figure 9).

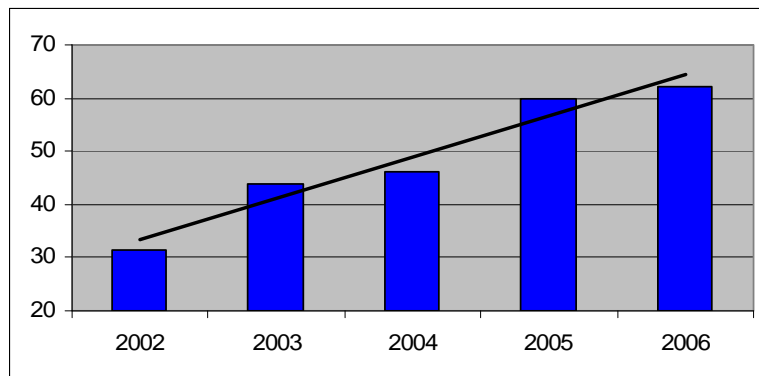


Figure 9. Wiggins Elementary School CSAP writing achievement 2002-2006

Miami-Yoder Elementary (figure 10) is a small, rural school in eastern Colorado. In their first two years of implementation, scores rose from a baseline of 27% proficient in 2003 to 53% proficient in 2005 (figure 10).

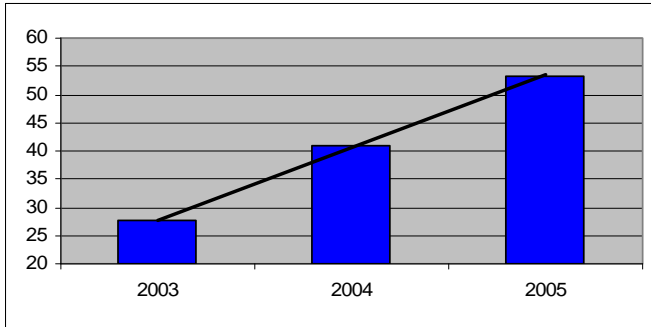


Figure 10. Miami-Yoder Elementary School CSAP writing achievement 2003-2005

Prairie Winds Elementary is a highly affluent suburban school in Monument, Colorado. Since opening in 2002, student proficiency in writing has risen from 67% to 78% proficiency, earning the school the designation of performing in the top 25% in the state (figure 11).

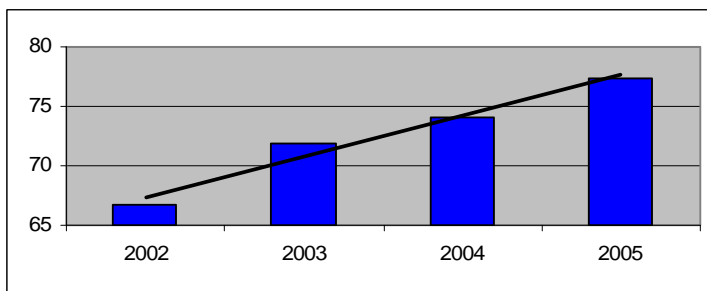


Figure 11. Prairie Winds Elementary School CSAP writing achievement 2002-2005

Stratton Elementary School began an ambitious literacy implementation plan in 2002. From their baseline of 32% proficient in 2000, student proficiency has climbed to near 70% since 2005 (figure 12).

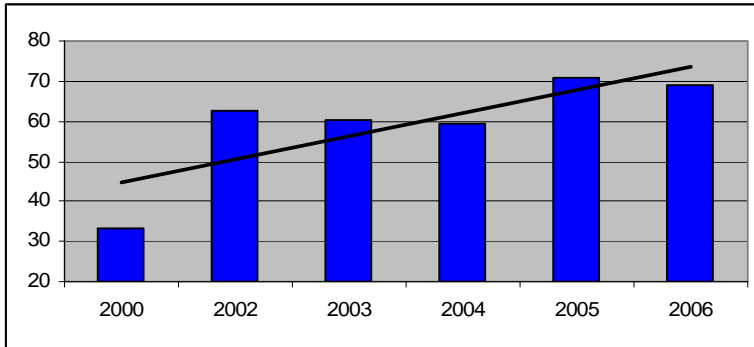


Figure 12. Stratton Elementary School CSAP writing achievement 2000-2006