

# **Literacy First Gets Results**

Documentation of the impact of implementing Literacy First is found in the summaries of studies reported in this section. A variety of nationally normed or state criterion referenced assessments were used in both elementary and secondary schools in numerous states.

# Northern Elementary - Fayette County, Lexington Kentucky

6 Year history of student reading achievement at Northern Elementary School,  
Fayette County Schools, Lexington, Kentucky

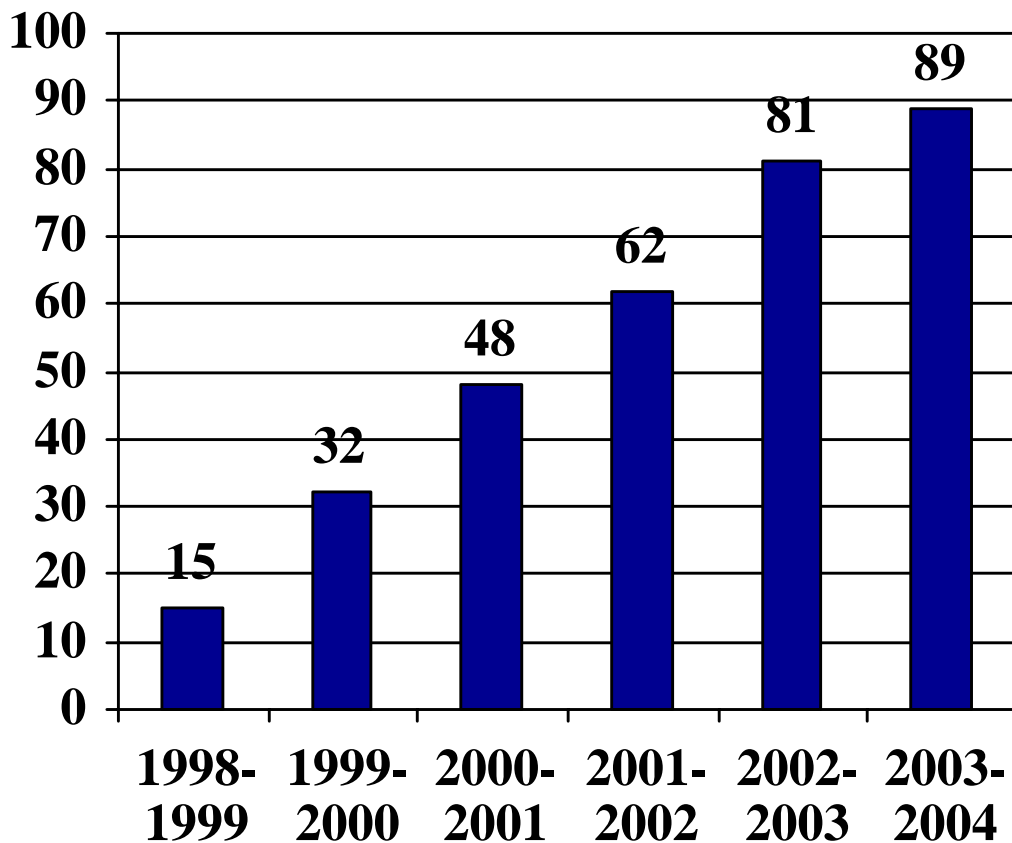
Literacy First was implemented at the beginning of the 1999-2000 school year.  
In the spring of each year all students, grades 2-5, are assessed using the  
Scholastic Reading Inventory.

## Demographics

51% African American  
40% Caucasian  
8% Hispanic

67% Free/Reduced  
14% Special Education

## Percent of Students Reading on Grade Level

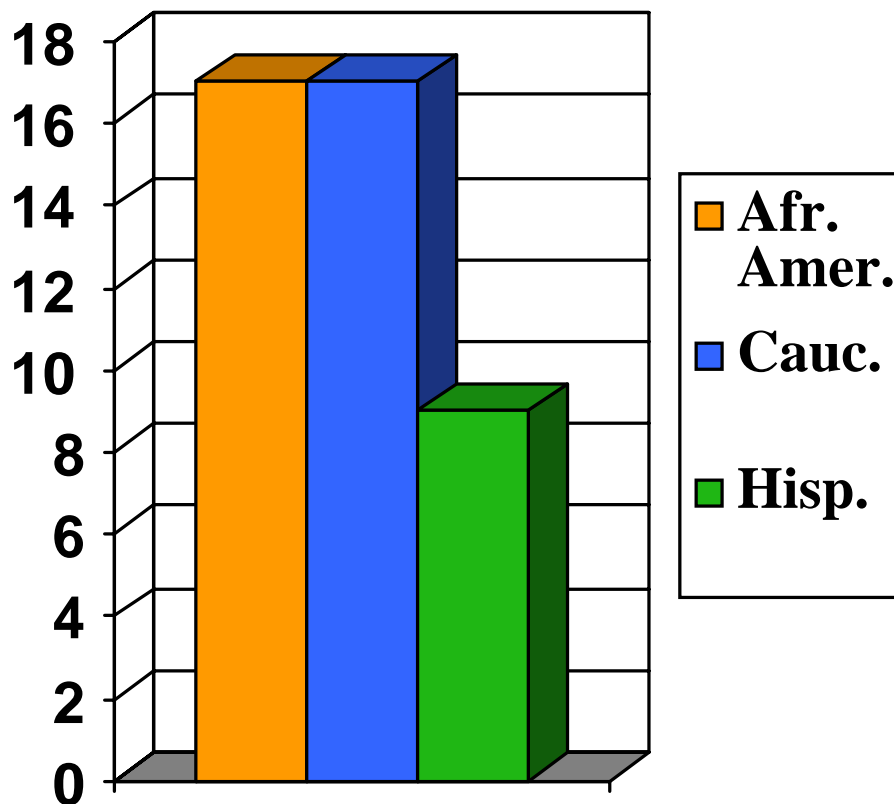


# At Risk Students Show Significant Gains in Reading Achievement

This graph reports student reading achievement in ten, inner city Literacy First schools in Lexington, Kentucky, using the Scholastic Reading Inventory. This graph reports the growth of African American and Hispanic students in comparison to Caucasian students. African American students growth in reading achievement was equal to the Caucasian students. Hispanic students did not achieve at the same rate, but they still demonstrated significant growth in one year given their lack of prior knowledge and experience with English.

## Closing the Reading Gap

Percent increase of students reading on grade level in ten inner city schools after one year of Literacy First.



Scholastic Reading Inventory

# Literacy First Students Better Prepared to Enter the Next Grade

The Purcell, Oklahoma School District reported the following information from a study done in the district.

The graph which follows demonstrates that students who had benefit of Literacy First instruction were significantly better prepared for the next grade level than those students who did not participate in Literacy First instruction.

## Initial Kindergarten Assessment

Entering kindergarten students are assessed to determine reading readiness. One of the key benchmarks for these students is a phonological awareness skill-the ability to recognize rhyming words. This chart shows that 70% of the students who participated in the pre-k program in the school met the benchmark as opposed to only 41% who did not attend the pre-k program.

## Initial First Grade Assessment

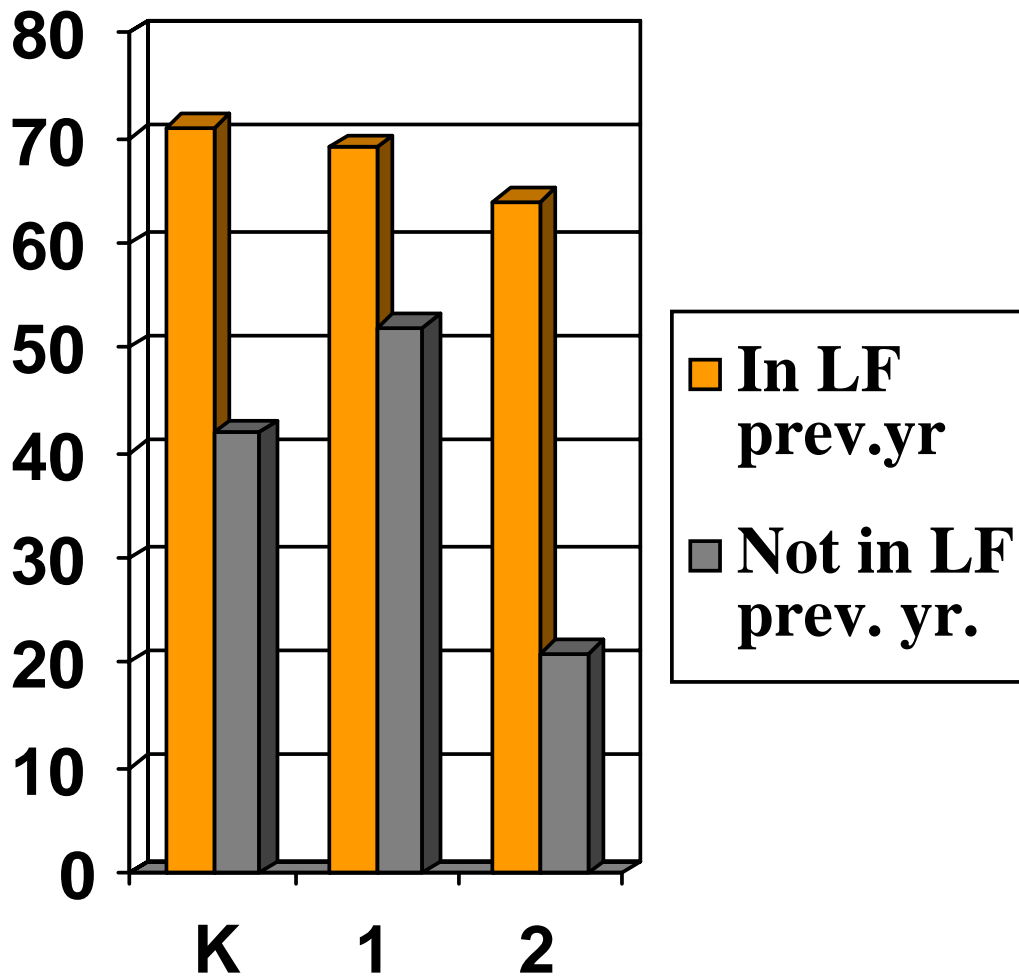
Entering first grade students are assessed to determine reading readiness. One of the key benchmarks for these students is a phonological awareness skill-the ability to isolate the initial and final sounds in words. This chart shows that 69% of the students who participated in the kindergarten program in the school met the benchmark as opposed to only 51% who did not attend kindergarten in this school.

## Initial Second Grade Assessment

Entering second grade students are assessed to determine reading ability. One of the key benchmarks for these students is a phonics skill-the ability to decode real and pseudo words with a ccvvc pattern. This chart shows that 62% of the students who participated in first grade in this school met the benchmark as opposed to only 21% who did not attend first grade in this school.

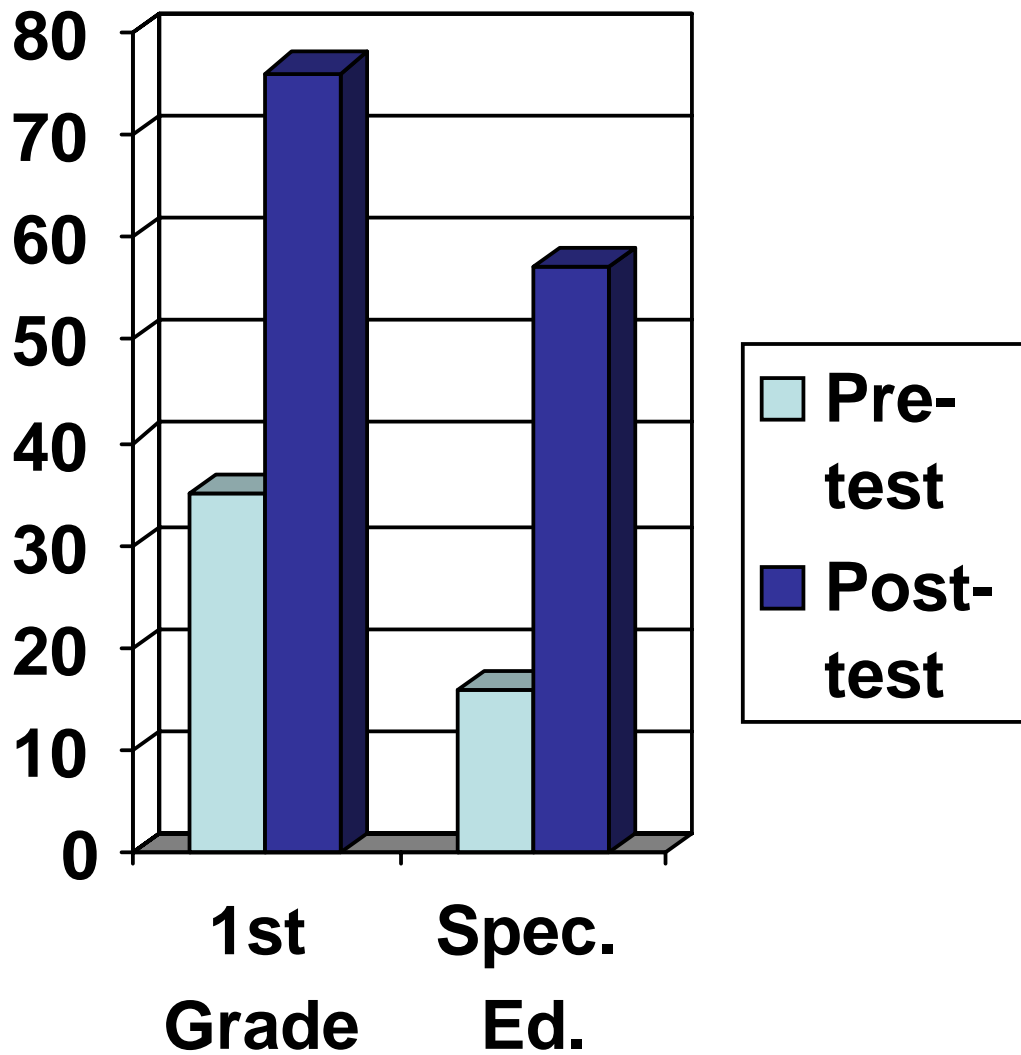
# Literacy First Students Better Prepared to Enter Next Grade

Students in Literacy First classes outperformed other students on grade level entry benchmark assessments



# Closing the Reading Gap

Special education students using Literacy First made the same percentage gain (41%) as the regular education students



Woodcock Reading Mastery

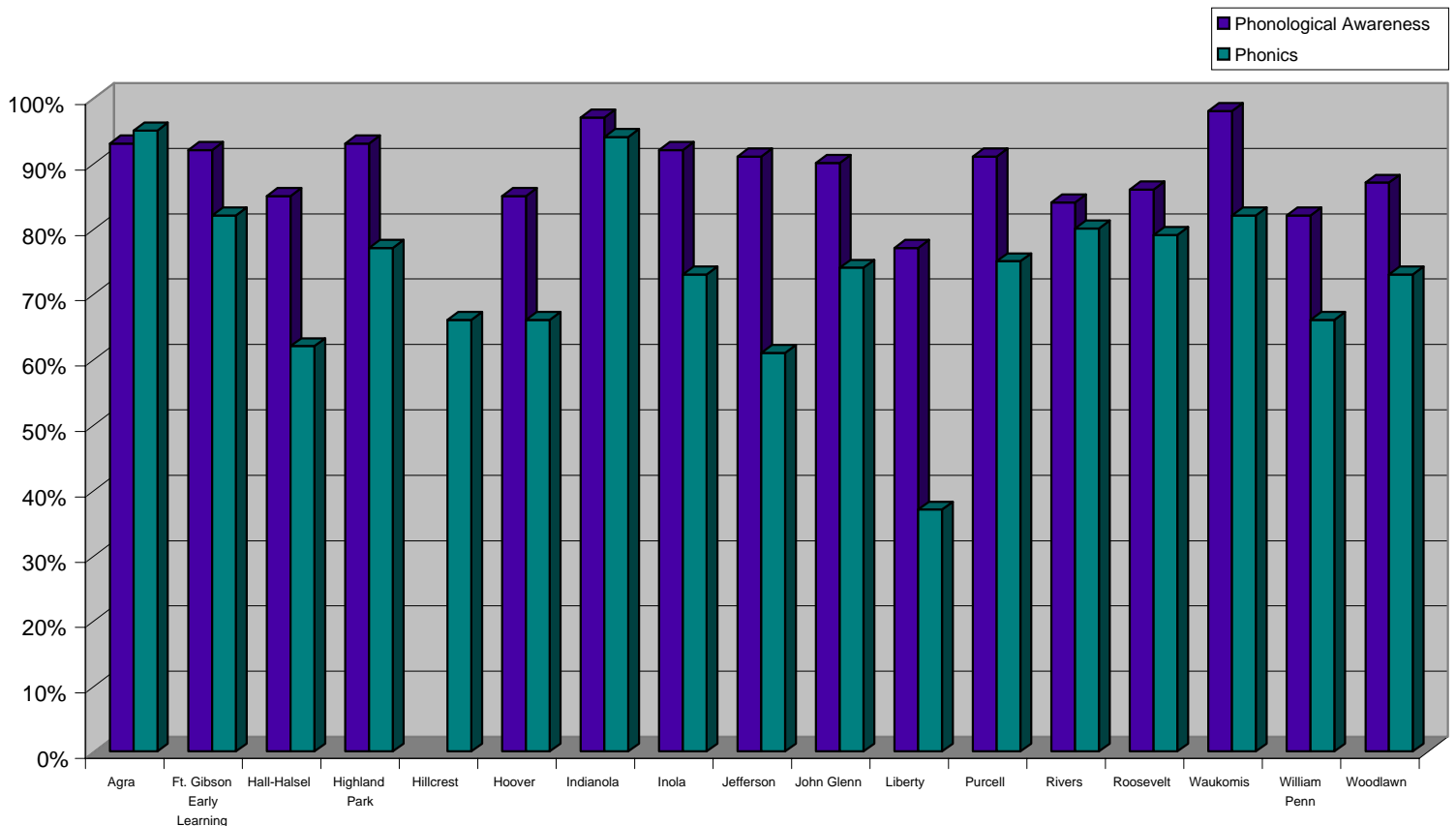
# Significant Growth in Phonological Awareness and Phonics

The development of phonological awareness and phonics skills are essential prerequisites to become a fluent comprehender of text.

The next graph reports the percent of students in 17 low income Oklahoma schools who are performing on grade level in phonological awareness and phonics skills after one year of implementing Literacy First.

Approximately 82% of the students were on grade level in phonological awareness. Approximately 67% of the students are performing on grade level in phonics.

## Percent of Students on Grade Level in 17 Low Income Schools Phonological Awareness and Phonics

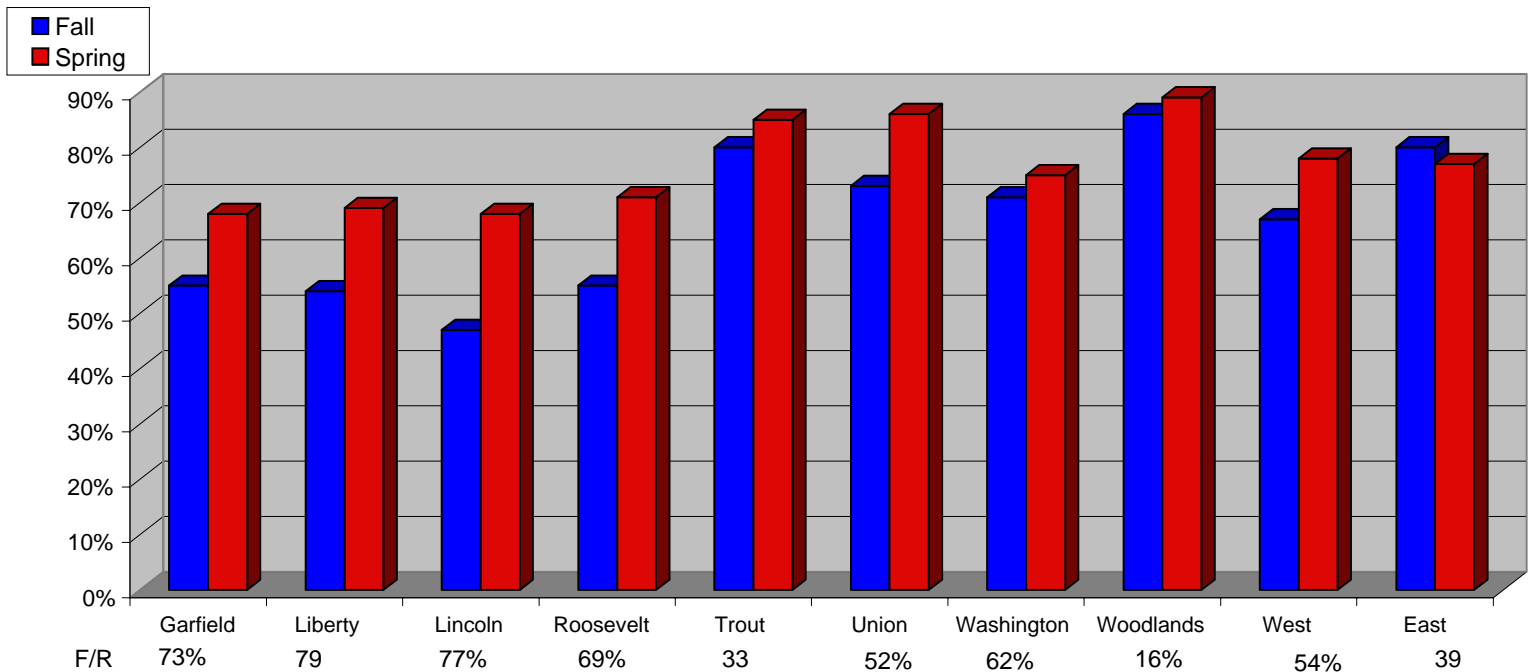


# Accelerating Reading Growth

The next graph reports the pre-post results from the Ponca City School District, Oklahoma, of eight Literacy First elementary schools and one middle school (West) using the Gates McGinitie assessment. East Middle School is not a Literacy First school. Under each of the bar graphs is the name of the school and the percent of free/reduced lunch in that school.

Important note: on the Gates McGinitie, when students demonstrate a year's growth the pre and post test, bars are equal. If students demonstrate more than a year's growth in one year, the post test bar is higher than the pretest bar. This graph demonstrates significant acceleration of student reading achievement in all Literacy First schools .

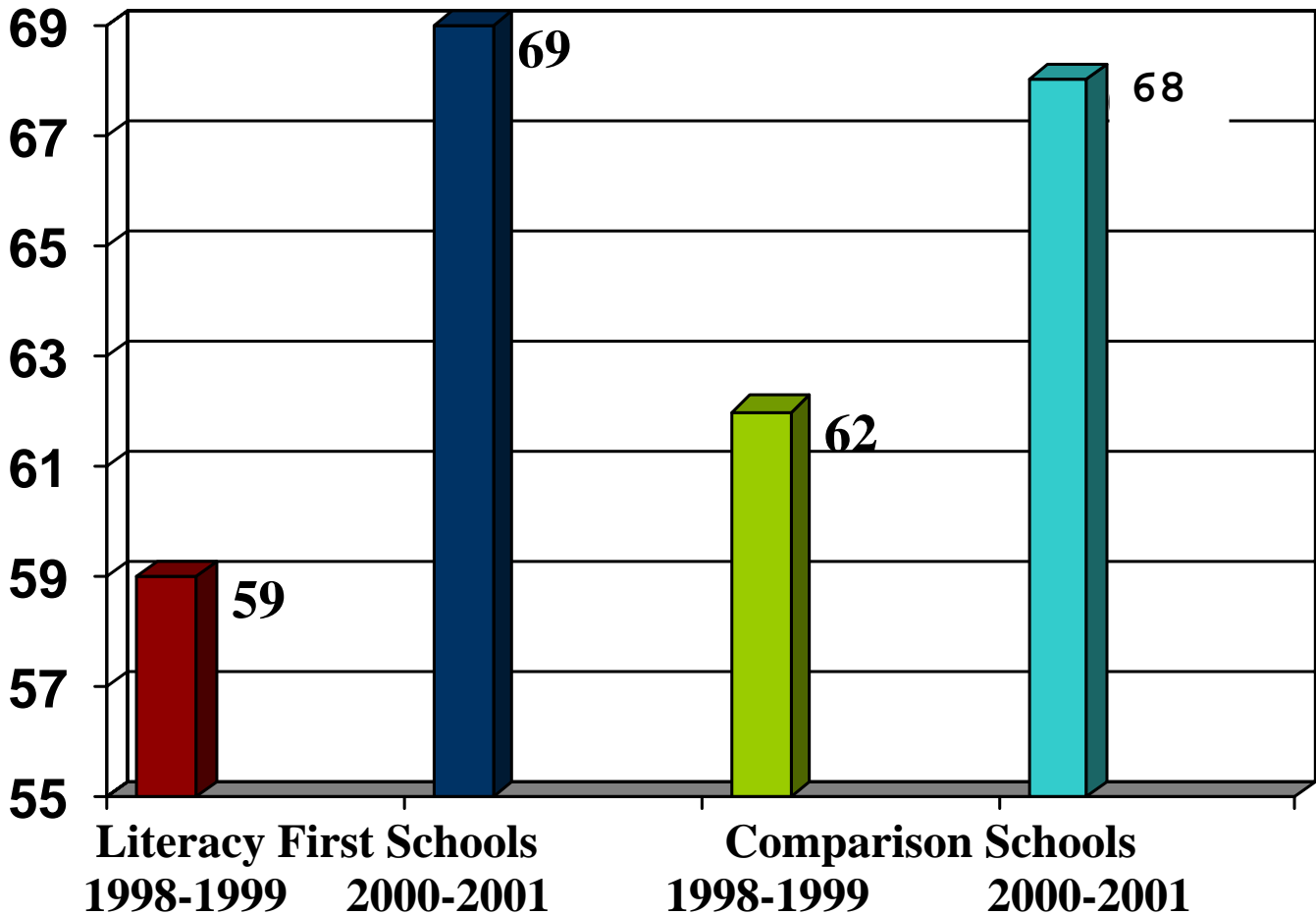
## Gates McGinitie Assessment



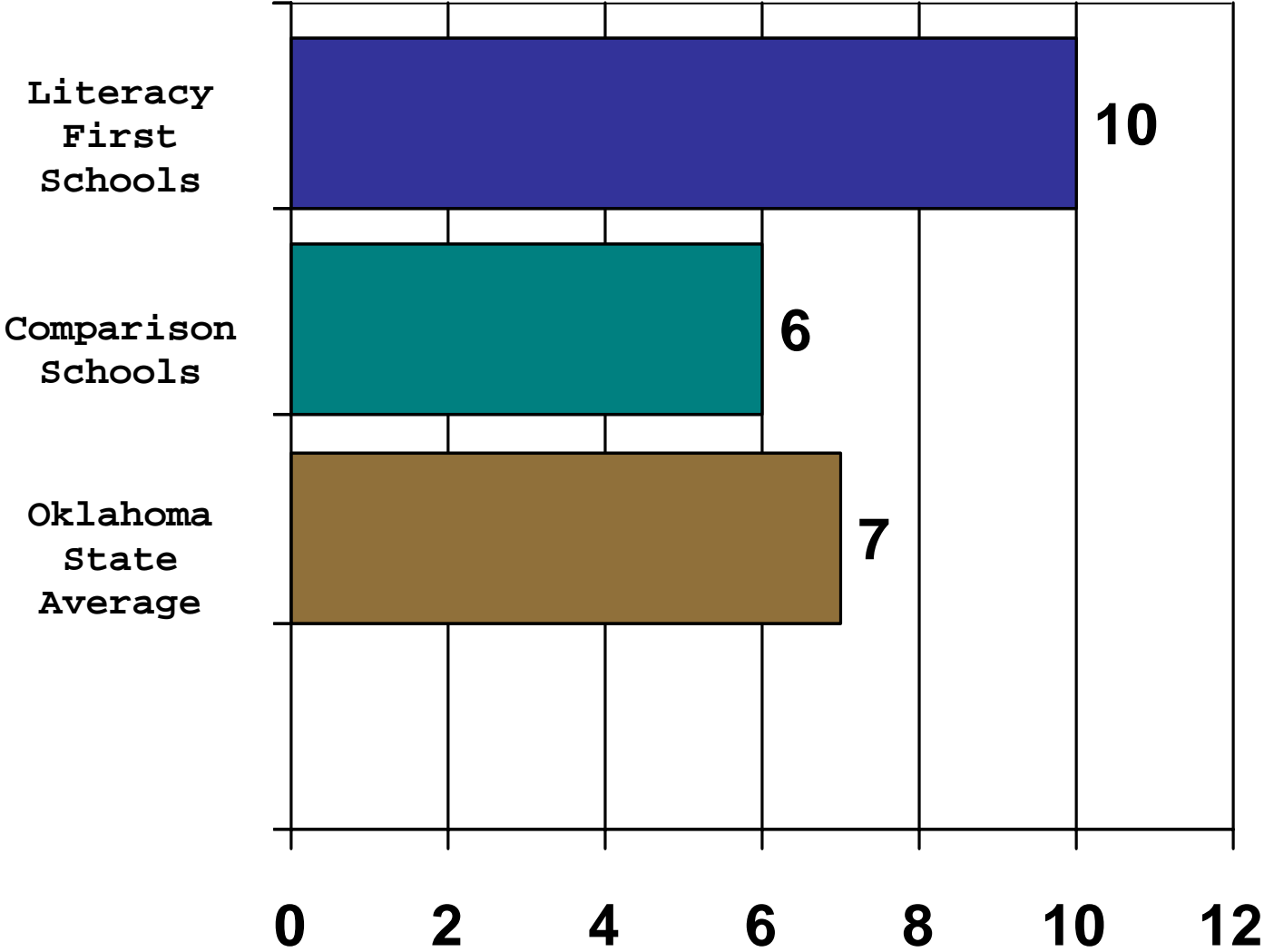
# Oklahoma

The Southwestern Educational Development Lab (SEDL) did an independent study of Literacy First Process schools for the Oklahoma Commission for Teacher Preparation. As a result of that study, SEDL reported, “The 29 Literacy First schools outperformed all Oklahoma schools with similar demographics and the state average on nationally normed assessments.”

### Median Percentile Scores of Literacy First Schools and Like Comparison Schools in Oklahoma



# Change in National Percentage Rank -Oklahoma 1998-99 through 2000-01



Source: SEDL

# **Warden School District, Washington State**

Before Literacy First in 2003, 17% of the students passed the state assessment (WASL)

AFTER implementing Literacy First in 2004,  
43% of the students passed the state assessment (WASL)

This is a 26% increase of students passing the WASL in 1 year

## **Lake County, Florida**

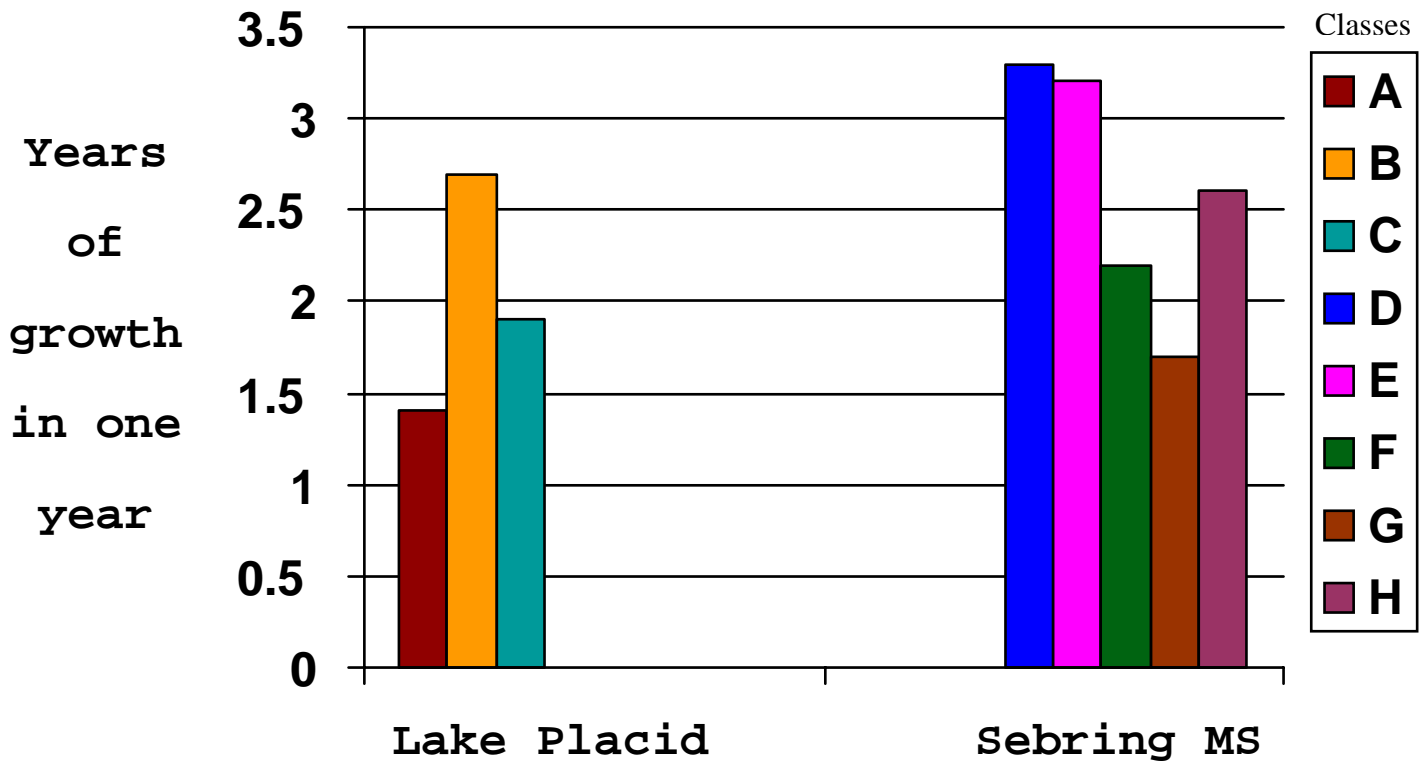
Results from 1 year of Intensive Reading

Mt. Dora Middle School moved 71% students out of the bottom quartile on the  
Florida Comprehensive Assessment Test (FCAT)

Eustis Middle School moved 75% students out of the bottom quartile on the  
Florida Comprehensive Assessment Test (FCAT)

# Accelerating Student Reading Achievement

The following chart demonstrates the accelerated reading achievement in two middle schools in Highlands County, Florida as measured on the Florida Comprehensive Achievement Test (F-CAT). A total of eight classes were in the study. Each bar signifies one class.



As determined by results on Florida FCAT, 2003

# **Florida**

The 18 Literacy First schools outperformed non-Literacy First schools with similar demographics on the state assessment (F-CAT)

Four of these schools went from a state grade of 'D' or 'F' to a state grade of 'A'

## **Guilford County Schools, Greensboro, NC**

**As a result of implementing Literacy First Content Area Process in 19 Middle Schools, 22 High Schools**

SAT scores rose from average of 999 to 1,011 as 64% of GCS seniors take the SAT compared to 48% nationally.

In 2000 - 1,715 students took Advanced Placement courses with 892 students scoring "3" or higher. In 2003 - 3,565 students took Advanced Placement courses with 1,604 students scoring "3" or higher.