

## Final Project: Part III

### *Data Analysis and Interpretation*

I collected data on a second grade class of 18 students. In this classroom, there are 10 female students and 8 male students. There are four African American students, three Asian students, four Hispanic students, and seven White students. Two of these students have an Individualized Education Plan (IEP), and a third student exited out of his IEP sometime last year. Two students are currently being considered for EMT meetings. Woodlin Elementary is no longer a Title 1 school (it was up until around 1995). The school is located on the outside edge of downtown Silver Spring, right off of 495 at Georgia Avenue.

I collected general data on the class population (race, gender, dismissal, IEP, Title 1, Perm/Release form, etc). I also collected a set of data that tracks homework assignments, independent reading (S.Q.U.I.R.T.), assignments related to comprehension, assignments related to the writing process, assignments related to usage, and spelling grades. That set of information came directly from Miss XXX's grade book. I also collected data that illustrates their movement towards mastery of the MCPS indicators. This data came from Miss XXX's data notebook. The data was laid out in the same way it is displayed on Excel; however, I was unable to get hold of the template and had to recreate it independently. I also put together the set of data I collected from the data notebook regarding reading assessments from the end of their first grade year,

and the beginning of this year (second grade). This data includes baseline reports from grade 1, and data I collected from independent running records.

For the data analysis portion of this assignment, I will focus on the reading indicators that were reported for the first grading period, as well as areas for individual improvement among the student population (i.e. homework return rate, etc).

Upon analyzing the classroom data set, a few areas need improvement among the entire class body. However, the indicators that reflect needed improvement are those that were not expected to reflect mastery. By the end of quarter one, it was expected that the indicators mentioned hereafter were to be introduced by the end of quarter one, and that students were to either be progressing in the indicator, or the indicator would have been introduced. These expectations were outlined by the second grade team.

The indicators that reflect, “introduced” for the entire student body are as follows, 1.2.1.7 explain common text features, and 1.2.5.7 determining the author’s purpose. It is understood that these two indicators will be emphasized in upcoming grading periods, and students will have increased opportunities to progress in this skill and eventually work towards mastery. The following indicators reflect a progressing level of skill; 1.2.4.7 use context to determine meaning of words through listening and reading; 1.2.5.9 interpret information from diagrams, charts, and graphs; 1.2.8.1 select and independently read at least 25 grade-level appropriate books annually for a variety of purposes; 6.2.1.3 use

props in oral presentations (author's chair); 3.2.1.3 use relevant descriptions, including sensory details, personal experiences, and observations to make a topic or message clear to the reader; 3.2.3.1 improve clarity and focus by revising writing based on given criteria or checklists, and on others' responses; 3.2.3.3a use, with assistance, conferencing, revision, and editing processes to clarify and refine own writing; 3.2.3.3b edit writing to improve spelling, mechanics, and presentation for final products; and 4.2.2.2 use language appropriate for audience, purpose and context. These indicators will be/are being addressed in the upcoming/present grading periods. Students will be expected to be moving towards mastery of these indicators, as increased opportunities to develop these skills have been presented. Furthermore, the following indicators reflect that most of the class is still progressing in this skill, and so it would be worthwhile for Miss XXX to spend additional time on these indicators so that a larger portion of these indicators reflect a mastery: 3.2.4.1 write to express personal ideas in stories, poems, plays and other writings; and 3.2.8.1 produce a variety of written work in a variety of formats for variety of purposes.

Upon looking at the set of class data for reading, three students are above grade level and three students are below grade level. The remaining 12 students are on grade level. For the six students that are above and below grade level, Miss XXX should develop a plan for differentiating for these students. The three students above grade level need challenging opportunities that reflect their

advanced understanding. The three students below grade level need increased opportunities to practice using the skills they are learning in whole group instruction. Two of the students who are below grade level are either ESOL/ELL or have an IEP. These two students are pulled at various times throughout the morning, which is when Reader's Workshop goes on. One possibility for accommodating for these students would be to work more closely with the specialist teachers who pull these students out, so that these second graders can develop their understanding of the indicators simultaneous to their specialized instruction (during pull-outs).

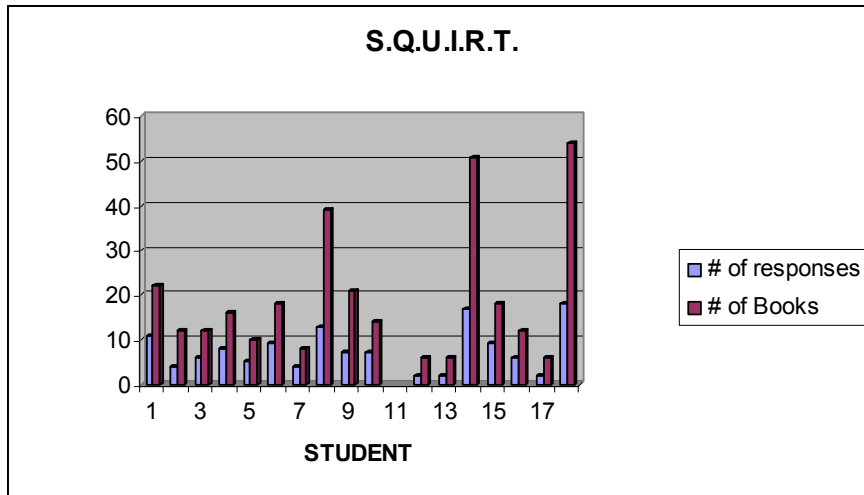
Looking at the Baseline Report from the end of grade 1 reflects that the following students did not reach the benchmark for grade 1: student 8 and student 10. By the time these two students returned to school, student 8 was tested for reading at the same level, and student 10 was tested for reading on the level that grade 2 students were expected to be reading on by the end of the first quarter. While student 8 was reading on level 13 with a 91% accuracy rate, which reflects this text is an instruction text for him, by the beginning of the second grade year, he was reading texts of the same level with a 96% rate of accuracy, which reflects that this text is easy for him. Student 10 read the level J book with a 99% rate of accuracy, which reflects that he is reading at a level higher than is expected of a beginning of the year second grader.

Looking at the class set of data, rate of return for homework does not seem to be a problem. There are a few students who have difficulty, more than

others do, turning homework in on-time/at all. These individuals are students 3, 10, 16, and 17. Student 3 needs to work on turning in work, even if that means turning it in late. Students 10, 16, and 17 turned in one late assignment, and one assignment was never turned in. While this is not a tremendous problem for these students, this area could certainly be improved. All of the assignments that were turned in late, or not at all, for these three students were assignments for either reading or social studies. Students 10 and 16 have no problem completing class work for these two curricular areas, so the fact that their homework was late, or not turned in, is not of great concern. However, student 17 is one of the ESOL students who is pulled out frequently. He has difficulty completing assignments for reading because he is not here for the last half of reader's workshop. Furthermore, he has difficulty completing his social studies work because he does not always understand the tasks. Therefore, it is of great importance that he get the additional practice of skills in these curricular domains via homework.

Looking at the number of S.Q.U.I.R.T. books read, and responses received for the first quarter tells us a few different pieces of information. Several students returned a large number of responses and read a large number of books. For example, student 14 read 51 books and returned 17 responses. On the other hand, student 7 read eight books and only wrote four responses. The average number of books read is 19.1 and the average number of responses is 7.6. There are a few ways we could explain data that does not match up to the

averages. First, some students might be reading books that are too easy for them, and thusly getting through a larger number of books than other students.



Secondly, other students may get through with their class work more quickly than other students do and thus have more time to read

and respond. Other students might be pulled out of the classroom more often and not have the time to complete class work, let alone read and respond. Yet other students might be choosing books that are too difficult for them. One way to address these discrepancies would be to review with students the Goldilocks strategy for choosing books so that they choose books on their level. Another way to address this would be to give each child a graph, across which there is a horizontal line indicating quarterly goals. Students would be in charge of tracking their progress. This tool has been implemented in the second quarter, and seems to be working well so far.

Many areas could be improved, based upon the data that was analyzed. I suggest that in order to address these goals to maximum effect, Miss XXX should sit down and group the goals into manageable bits. It is unrealistic to try

to address every area for improvement at one time. Even if only a handful of these goals are addressed by the end of the second quarter, I am sure that grade reports will reflect improvement for the students who had lower performance for the first quarter. Furthermore, implementing changes that address the areas for improvement will help in the management of the classroom community.