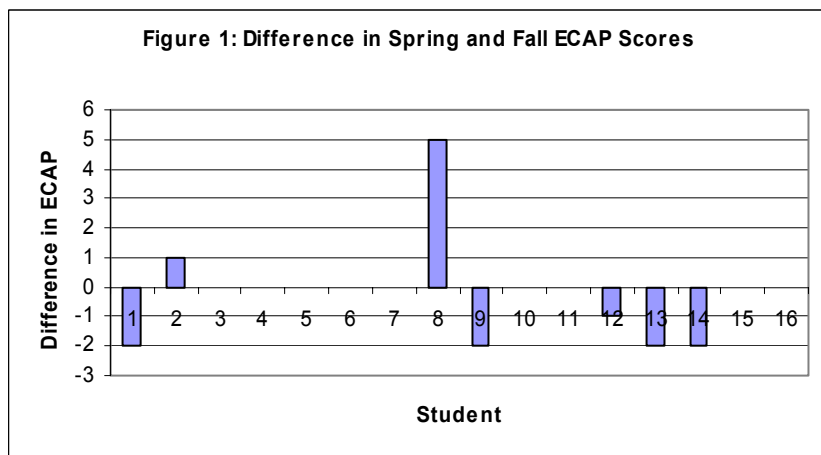


Katie Nelson
EDHD 435
December 12, 2004

Final Project: Part 3
Data Analysis and Interpretation

From my analysis of the classroom data from my second grade placement classroom I have noticed a few trends. While there are some areas of needed improvement for the class as a whole, there are also specific needs of individual children that will require extra support. For the entire class it appears that it may be beneficial to make changes in the current approach to summer reading retention and reading performance in general. For specific students, there are a few children who may require support to improve their reading and mathematics proficiency levels.

It could require substantial time and effort for a teacher to help children who have noticeably dropped in their reading abilities over the summer break from school. My data from this classroom shows that many of the students for whom data is available have dropped in

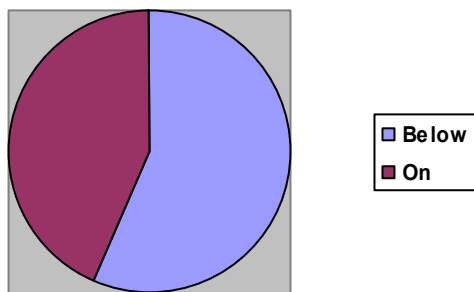


their reading levels over the summer. Figure 1 shows the scores of all the children for whom data is available on a widely used reading performance assessment. All those students whose scores are below the zero line have dropped from their spring to fall performance. The two students who are above the line have improved their reading performance. Most of the other scores are unavailable because the student has transferred from another school or has been marked with a

letter grade. In order to help with reading retention, teachers at NHE should offer summer programs for reading. The school is already offering summer school, but programs specifically for reading could improve reading abilities so that classroom teachers would have more time to teach the actual grade level curriculum, rather than reviewing information from the previous academic year. Also, making books more available for students during the summer could also help with this important issue. After all, most educators agree that the best way to learn to read is by actually reading.

Another area of improvement for this classroom is reading in general. According to my

Figure 2: Reading Grade Levels



analysis of data, represented in Figure 2, more than half of the students in this classroom are reading below grade level. These scores are startlingly low. In order to improve these scores the teacher should allow for individual reading time daily. During this time he should perform running records and assist individual children in developing reading strategies that will be

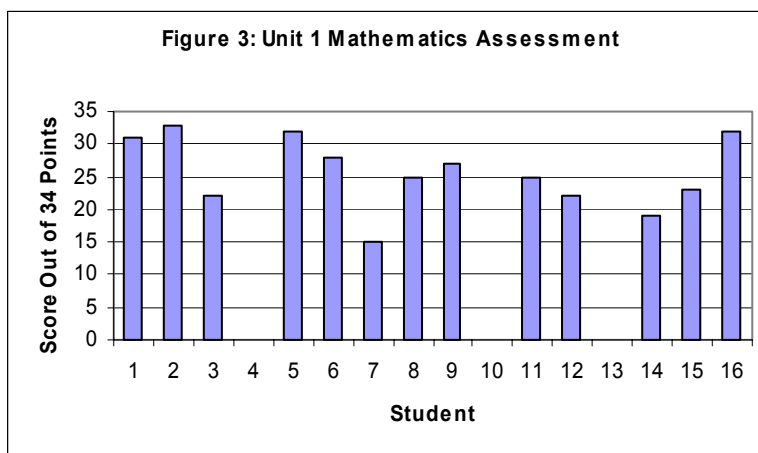
appropriate for them. Also, books should be sent home with children every night so that they can read with a guardian or other older person. It might be helpful to send home information for parents regarding ways that they could help build their child's reading performance.

Besides these general trends that require attention, there are also a few specific children that will need support to improve their academic performance. RXXX and KXXX are the only students who are below grade level in both reading and math. These two students came into the school year with almost equally low reading levels, receiving an ECAP score of six and seven where the expected reading level is a sixteen. Both students performed low on the first math unit

assessment and received a grade of “needs improvement” on their first quarter report cards. If these students are to succeed in their second grade year, they must have the extra attention that they require. These students should see a reading specialist for one on one reading attention. They should also see a math specialist. While pulling them from their normal classroom may seem extreme, this is an extreme circumstance. They will need more specialized, individualized attention and the use of reading and math specialist may be the only way to offer what is needed.

Another group of children who need added attention are those students who performed low on the first math unit assessment. FXXX, KXXX, PXXX, RXXX, and SXXX all performed below twenty four points out

of thirty four points on the unit assessment. Figure 3 indicates that there are a few students with very high scores and others with very low scores. Although these scores



are not particularly low, three of these students show almost no other sign of low mathematics performance. FXXX, PXXX, and SXXX are all on grade level for both reading and math. PXXX and SXXX need to improve their math computation skills, but other than these small hindrances there is no explanation for why the students performed so poorly on the assessment. The teacher should examine the situation and evaluate the cause of this poor performance.

In order for children to succeed in this classroom the teacher will have to give specialized attention to individual students as well as work to improve summer reading retention and general reading performance.