

2013-2014 Land Trust Final Report

The most critical academic needs at Oquirrh Elementary are reading and writing. Land Trust funds were spent to improve student academic performance in these areas. Struggling students in reading were identified by PALS (Phonological Awareness Literacy Screening), guided reading levels determined through Fountas and Pinnell assessments and regular running records, DIBELS (Dynamic Indicators of Basic Early Literacy Skills) and SRI (Scholastic Reading inventory). Struggling students in writing were identified by the teacher. Tier II interventions for targeted students were provided in both reading and writing.

The Land Trust goals were met by using the funds to hire and pay the salaries for three 17-hour reading assistants who worked in small groups with students using the My Sidewalks intervention program and other small group tier II interventions in vocabulary and fluency instruction. Two additional assistants were hired at a later date to further support these struggling students. Two computer lab assistants were also hired to help with interventions using the Waterford, Success Maker and Imagine Learning programs. One assistant was hired to help specifically with writing in the 5th grade to improve scores on the DWA (Direct Writing Assessment). Academic performance improved by implementing these scientifically based research strategies.

The following measurements demonstrate the changes in academic performance:

PALS

K: 50 students identified as below grade level at the beginning of the year; 11 students identified as below grade level at the end of the school year. Growth 39 students (78% Growth)

DIBELS

1st grade: 26 students identified as below grade level at the beginning of the year; 20 students identified as below grade level at the end of the school year. Growth 6 students (8% Growth)

2nd grade: 17 students identified as below grade level at the beginning of the year; 26 students identified as below grade level at the end of the school year. Growth -9 students (-9% Growth)

3rd grade: 19 students identified as below grade level at the beginning of the year; 27 students identified as below grade level at the end of the school year. Growth -8 students (-10% Growth)

SRI

3rd grade: 70 students identified as below grade level at the beginning of the year; 47 students identified as below grade level at the end of the school year. Growth 23 students (33% Growth)

4th grade: 68 students identified as below grade level at the beginning of the year; 48 students identified as below grade level at the end of the school year. Growth 20 students (29% Growth)

5th grade: 53 students identified as below grade level at the beginning of the year; 37 students identified as below grade level at the end of the school year. Growth 16 students (30% Growth)

6th grade: 71 students identified as below grade level at the beginning of the year; 53 students identified as below grade level at the end of the school year. Growth 18 students (25% Growth)

DWA

5th grade:

2012-2013 19.4 average score

2013-2014 23.6 average score