Target Schools (High Poverty, ELL and ELA State Assessment Scores) for 2017-18 Cohort A
BOY* = Beginning of Year   MOY*=Middle of Year   EOY*= End of Year   # Words per Minute   ROI* Rate of Increase

School	KMLC Funded Literacy Interventions and/or PD	Assessment Results
Quindaro Elementary School, Kansas City, Kansas	Small group guided reading for students needing intervention using Fountas & Pinnell materials. Instructional focus was on fluency, comprehension and writing. Monitored independent reading	Due to staffing issues the reading intervention teacher was only able to work with the students March through the end of school in May. 1st grade - Six students began at level G (1st grade). Four ended at level G, one at level H and one at level J (2nd grade) 2nd grade – All but one of the 12 students began at a 2nd grade level with one beginning at a 1st grade level (1 at level I), 4 at level J, 3 at level L, and 3 at level K). On average the 12 students gained 1.66 F & P levels (Range was -1 to 3 levels). Three students gained 3 levels and five gained 2 levels. 3rd grade – Three students began at a 1st grade level (I) and six began at a 2nd grade level (J, K and M). Four ended at a 2nd grade level (K and L). Four ended at a 3rd grade level (N, O, P). One student finished at a 2/3 level. Avg gain was 2.66 levels per student. 4th grade – All 4 students began at a 4th grade level (2 at F & P level Q and 2 at level R). Three of the students ended at F & P level T (5th grade) and one remained at level Q (4th grade). The intervention teacher documented the most improved skill for each student, i.e., fluency, confidence when reading, comprehension, self-correcting, focusing on text when reading, making connections, chunking bigger words to decode, noticing patterns and blends.