

2001 SPECIAL REPORT

Spalding Student Achievement

Reading and Language

Percentile Rank Scores

***A Comparison of Spalding School Scores with
District, State, and National Norms on
Standardized Achievement Tests***

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Sources:

1. Reading and Language Percentile Rank Scores were taken from the Spring 2001 Arizona Department of Education *Stanford 9 Student Achievement Program, State Report*.
2. Driesler, Stephen D., "Whiplash From Testing Backlash? The Truth About Public Support for Testing" Newsletter of the National Council on Measurement in Education, September 2001
3. Phelps, Richard P., "Why Testing Experts Hate Testing"
<http://www.edexcellence.net/library/phelps.htm>
4. Kozloff, Martin, "Necessary Conditions for Fundamental Reform of Schools of Education"
<http://www.uncwil.edu/people/kozloffm/reformconditions.html>



by **Mary E. North, Ph.D., Director of Research and Curriculum**

Arizona students in grades 1-9 take the Stanford Achievement Test, Ninth Edition each spring. The Stanford 9 measures basic skills in reading, language and math, including comprehension and grammar. Scores are reported as National Percentile Ranks which show how well students at each school scored on this test in relation to their peers across the country.

As in previous years, the Special Report provides a comparison between achievement test scores in Spalding schools and national, state and district norms.

About Spalding Schools

The criteria for inclusion is the same as in previous years: The school administration formally adopted Spalding as the basic language arts program; Spalding training and follow-up have been provided for the entire faculty; and standardized, norm-referenced achievement test scores are available. (Because completion of Spalding 1 and 2 courses

and staff development require a minimum of three years, schools that have recently adopted Spalding are not included.)

Arizona Scores

This Report offers reading and language percentile rank scores for 14 Arizona schools as compared with national, state, and district norms in grades 1 through 8. (Arizona charter schools are grouped together.)

Arizona Featured Schools

All featured schools have at least one Spalding Certified Teacher Instructor (SCTI) on staff. The SCTIs, in addition to classroom teaching, are qualified to model appropriate procedures and answer questions for their peers, conduct classes of *The Parent's Introduction to Spalding 1*, and teach the Spalding 1 course to new faculty. Having Spalding Certified personnel on staff insures that staff and aides have an expert available to provide help as needed.

Last year, 9 Arizona schools met our criteria. This year, due to personnel changes, one school lost Spalding-trained teachers at three grade-levels, and therefore no longer meets the criteria for being

featured.

National Featured Schools

Using the same criteria, the national section of the Special Report provides student achievement data for Spalding schools in California, Wyoming, and Colorado. This section will be expanded as scores from schools in other states are made available to SEI, and as more states and districts implement standardized assessments.

Emphasis on Instruction

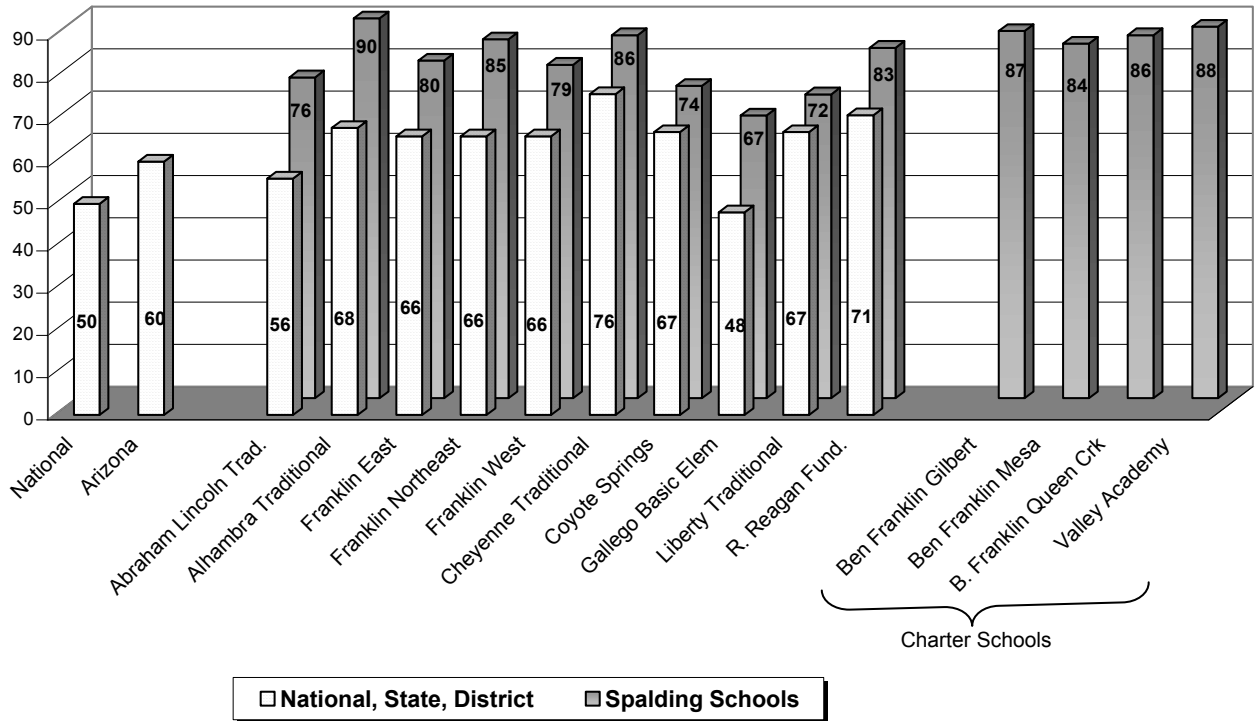
Abundant research supports direct and systematic skills instruction as benefiting all students, but especially disadvantaged students and those experiencing learning difficulties.

Successful schools, like those featured in this report have strong instructional leadership, high expectations for student achievement, and provide a supportive atmosphere.

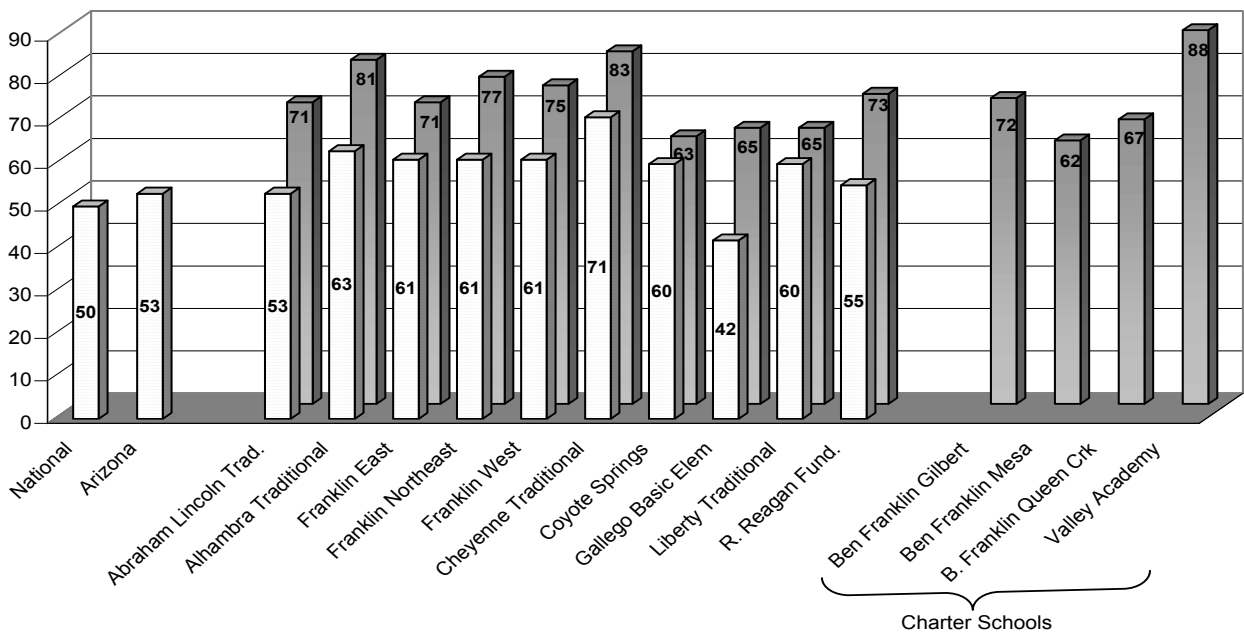
This year all schools using Spalding as their basic language arts program exceeded district, state and national norms, except the special case mentioned earlier.

ARIZONA READING ACHIEVEMENT TESTING 2000-2001 School Year Stanford Achievement Test – Ninth Edition

Grade 1 Reading Percentile Rank Scores



Grade 2 Reading Percentile Rank Scores

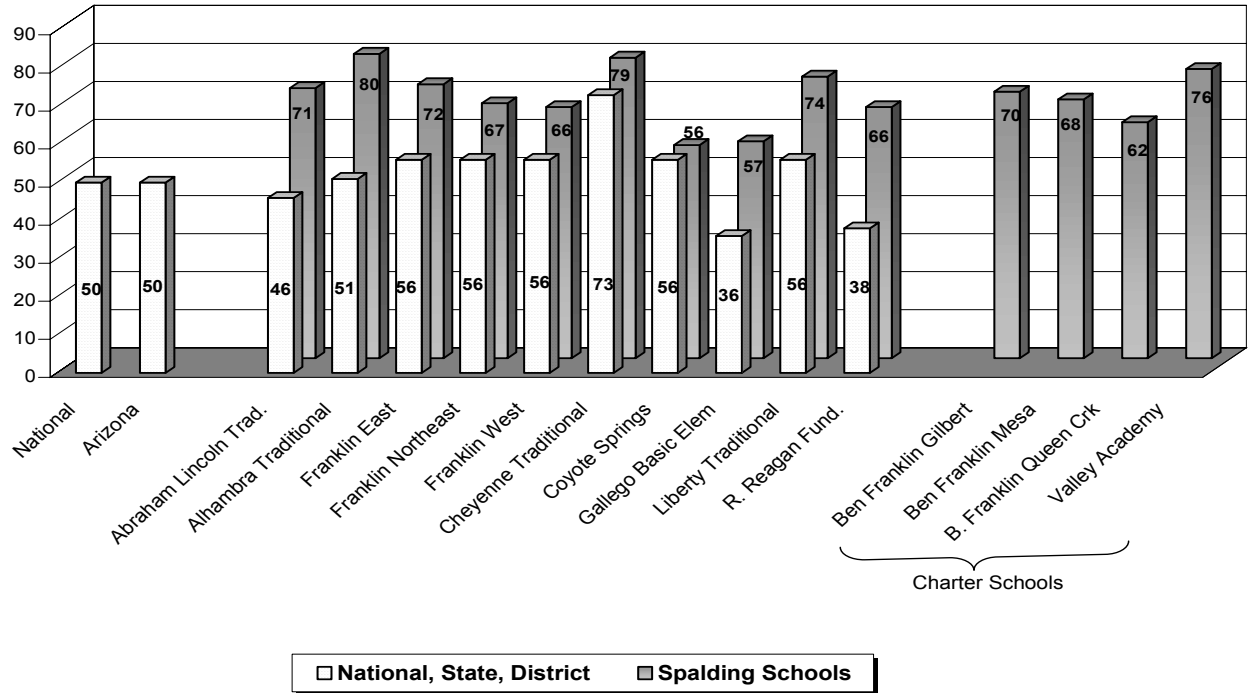


ARIZONA READING ACHIEVEMENT TESTING

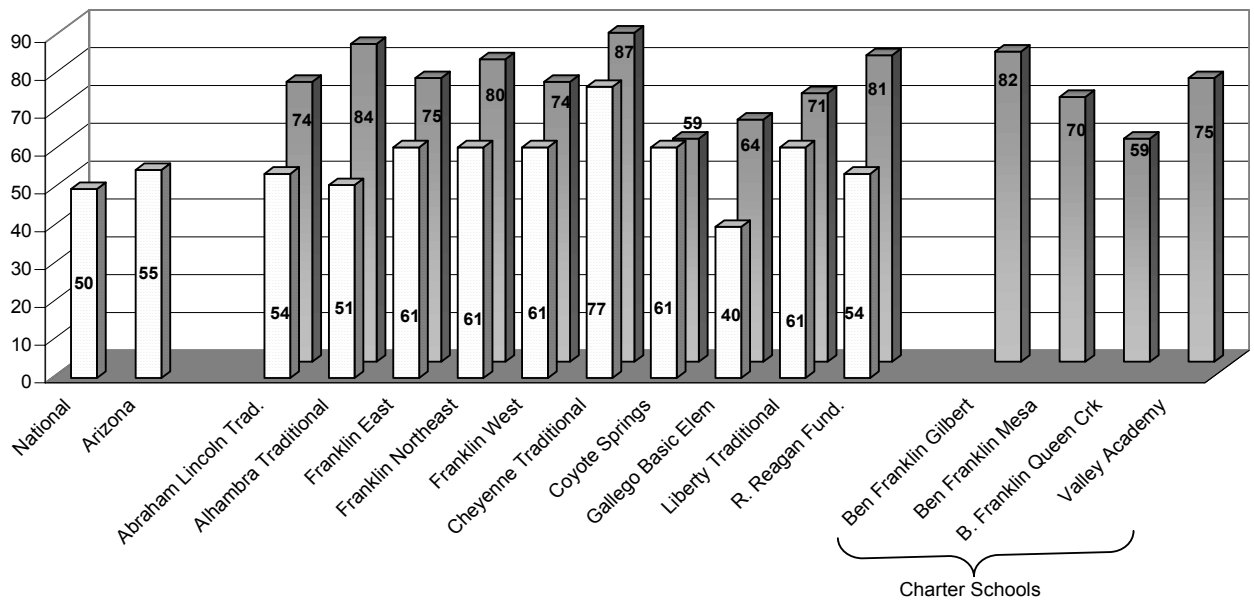
2000-2001 School Year

Stanford Achievement Test – Ninth Edition

Grade 3 Reading Percentile Rank Scores

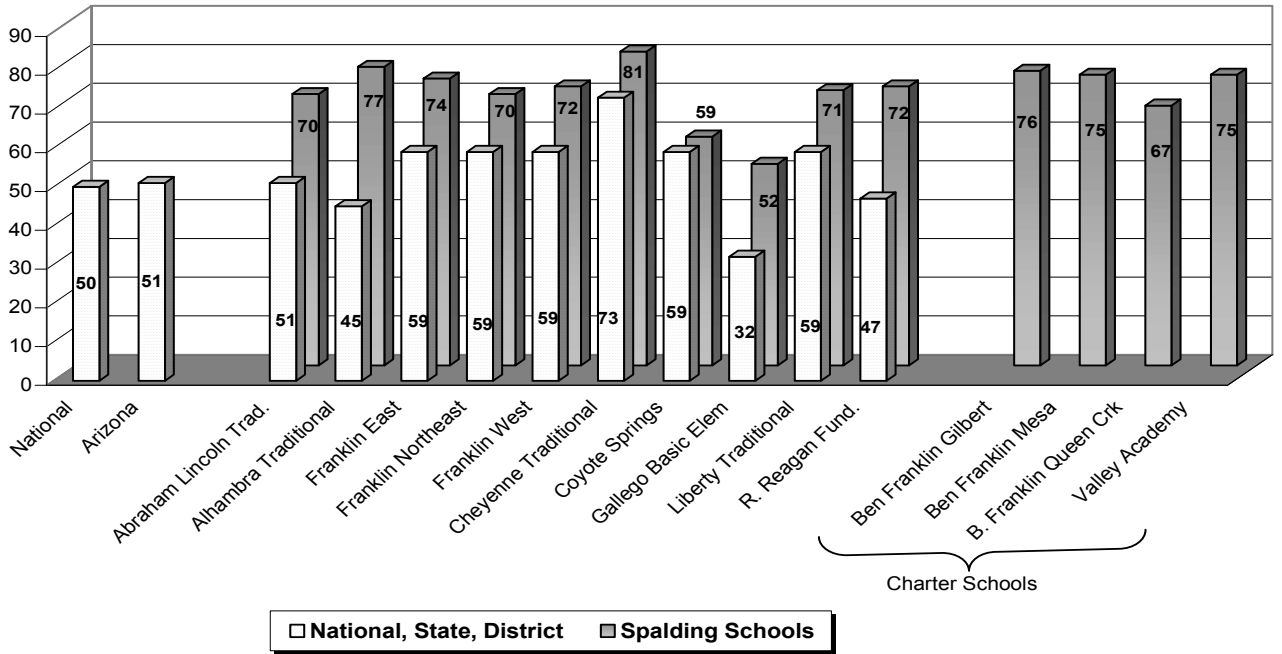


Grade 4 Reading Percentile Rank Scores

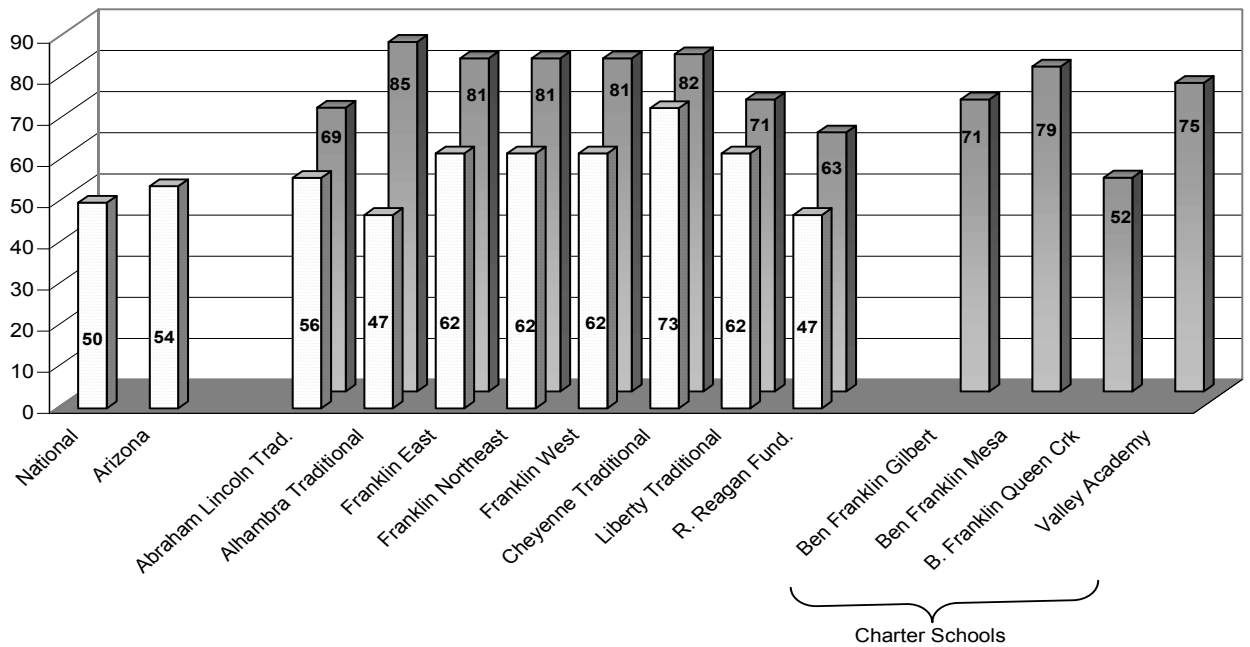


ARIZONA READING ACHIEVEMENT TESTING 2000-2001 School Year Stanford Achievement Test – Ninth Edition

Grade 5 Reading Percentile Rank Scores



Grade 6 Reading Percentile Rank Scores

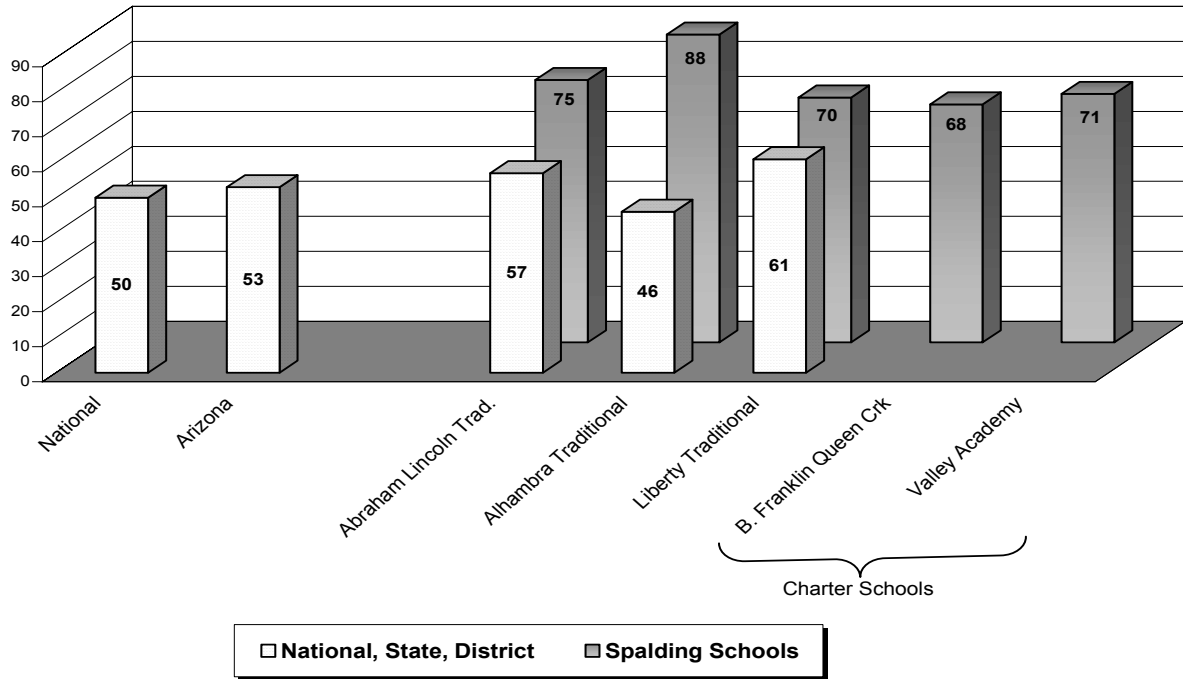


ARIZONA READING ACHIEVEMENT TESTING

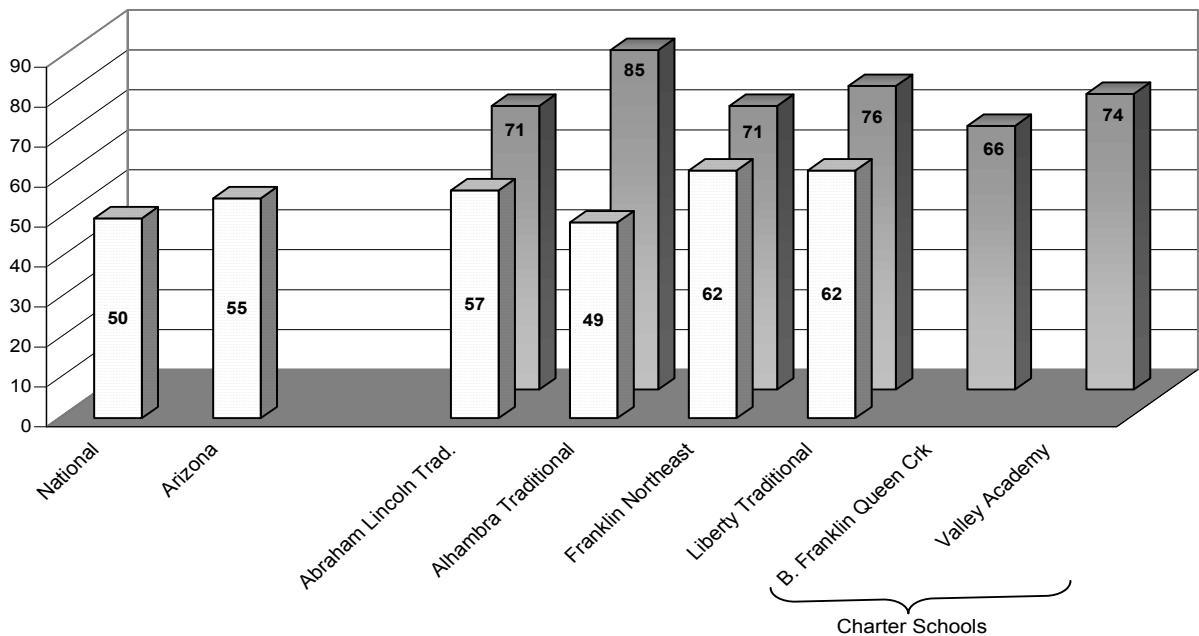
2000-2001 School Year

Stanford Achievement Test – Ninth Edition

Grade 7 Reading Percentile Rank Scores

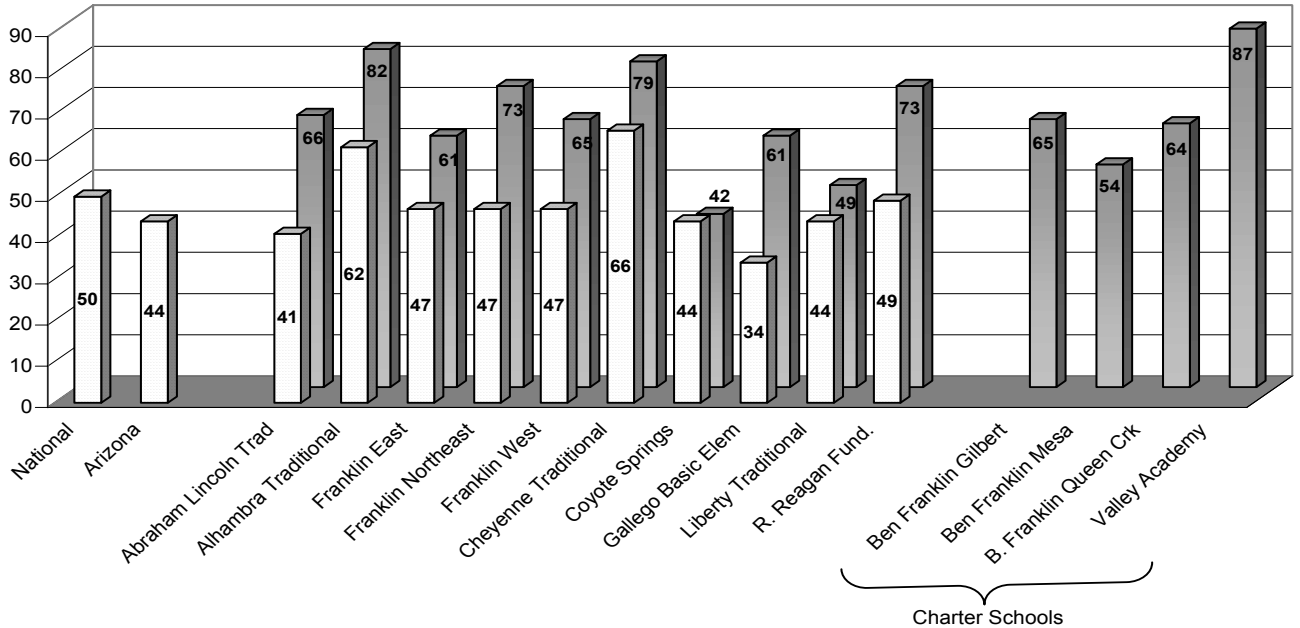


Grade 8 Reading Percentile Rank Scores



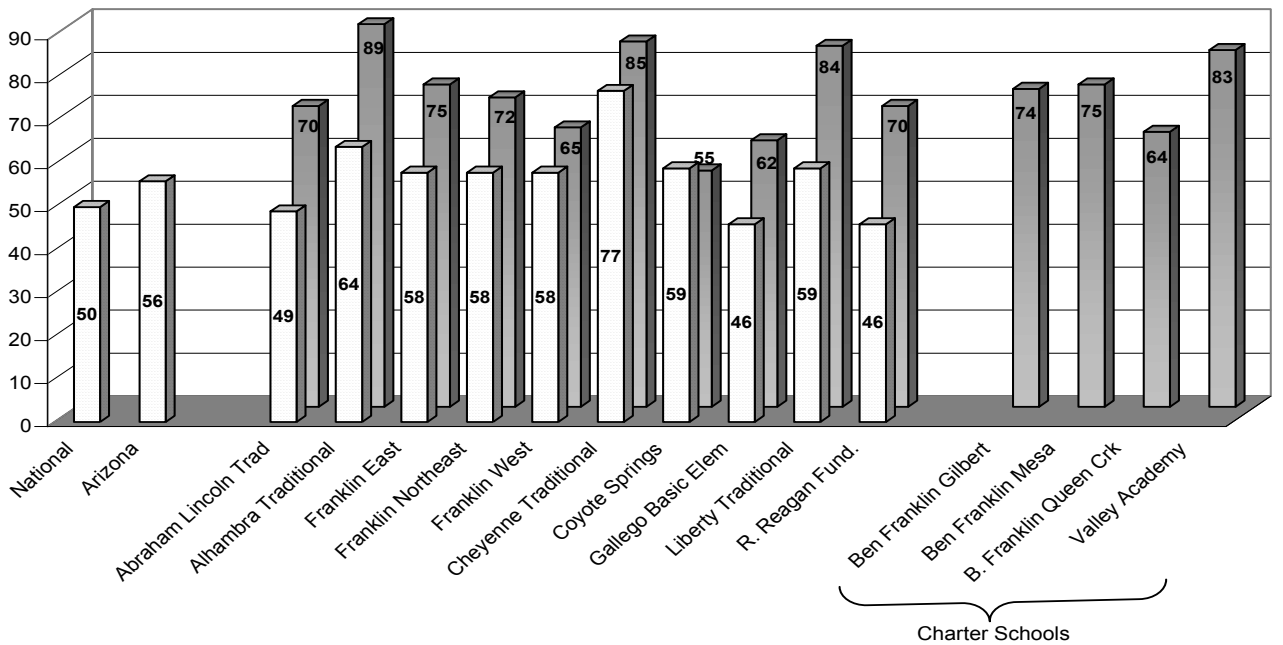
ARIZONA LANGUAGE ACHIEVEMENT TESTING 2000-2001 School Year Stanford Achievement Test – Ninth Edition

Grade 2 Language Percentile Rank Scores



□ National, State, District
 ■ Spalding Schools

Grade 3 Language Percentile Rank Scores



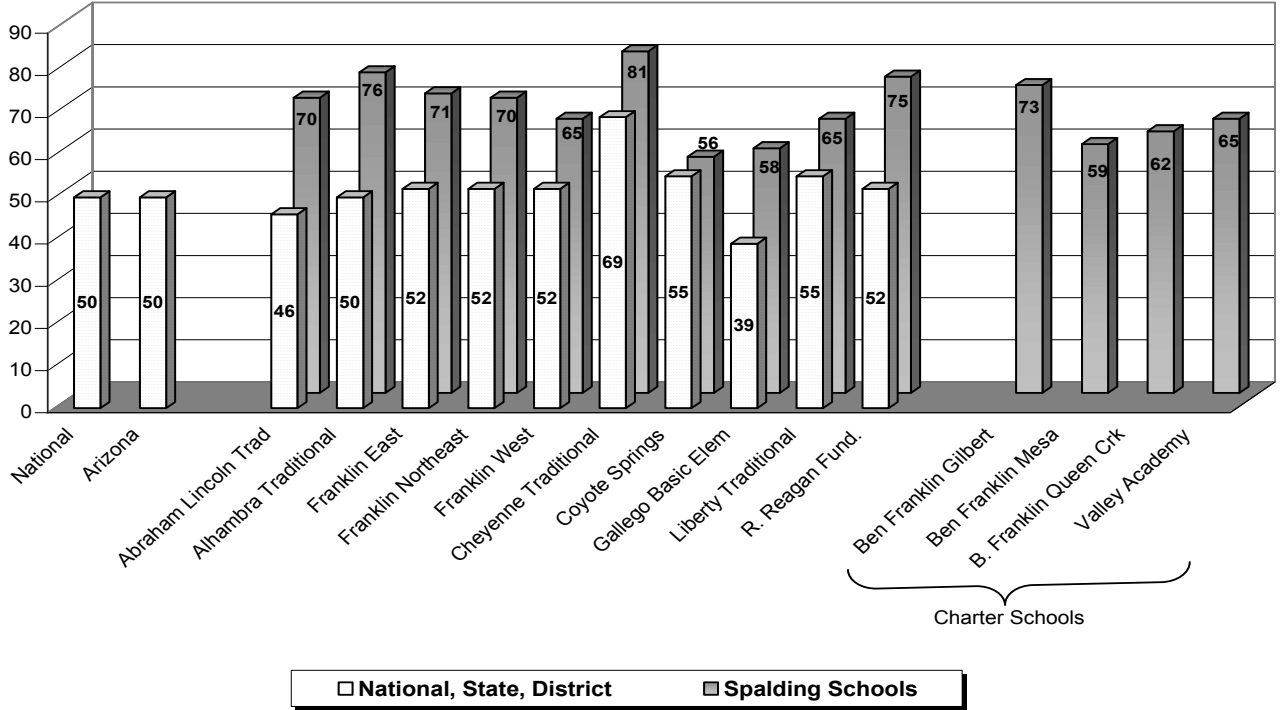
Charter Schools

ARIZONA LANGUAGE ACHIEVEMENT TESTING

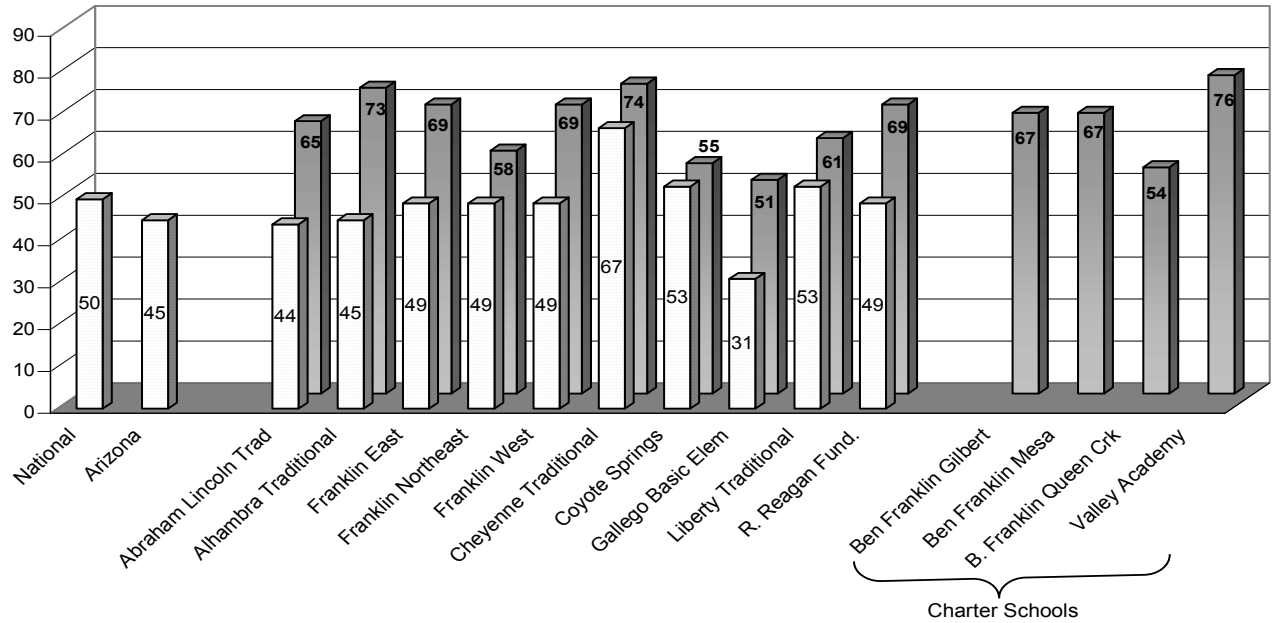
2000-2001 School Year

Stanford Achievement Test – Ninth Edition

Grade 4 Language Percentile Rank Scores

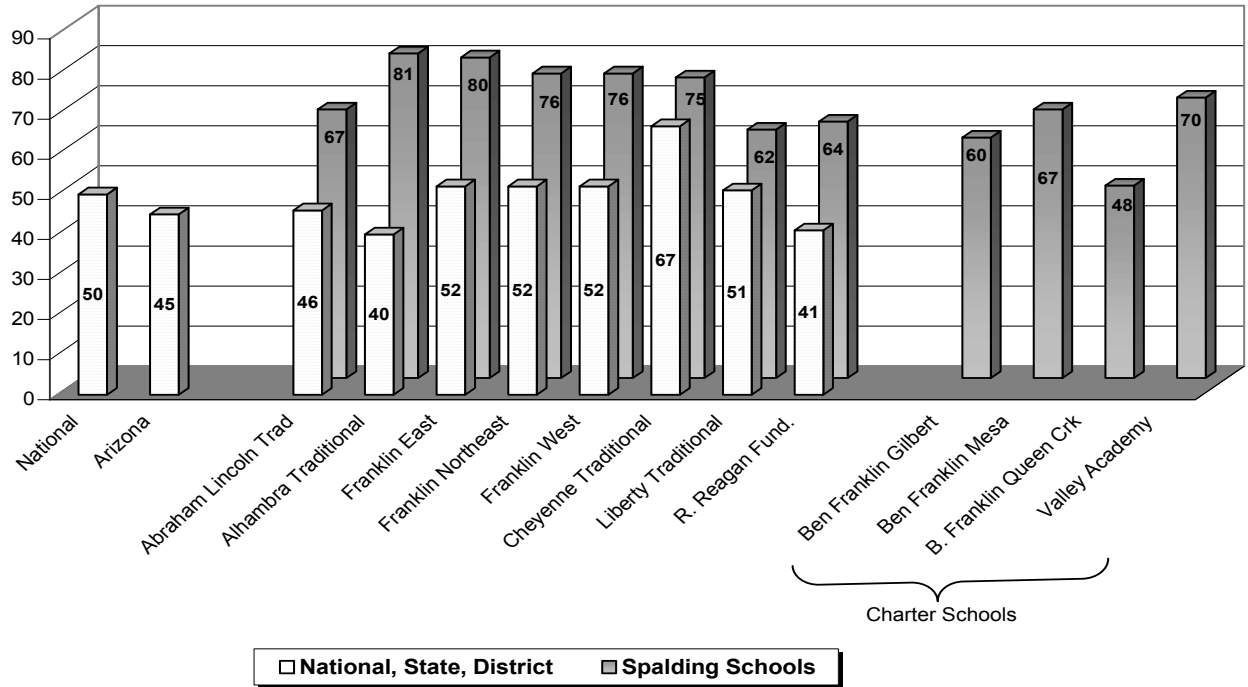


Grade 5 Language Percentile Rank Scores

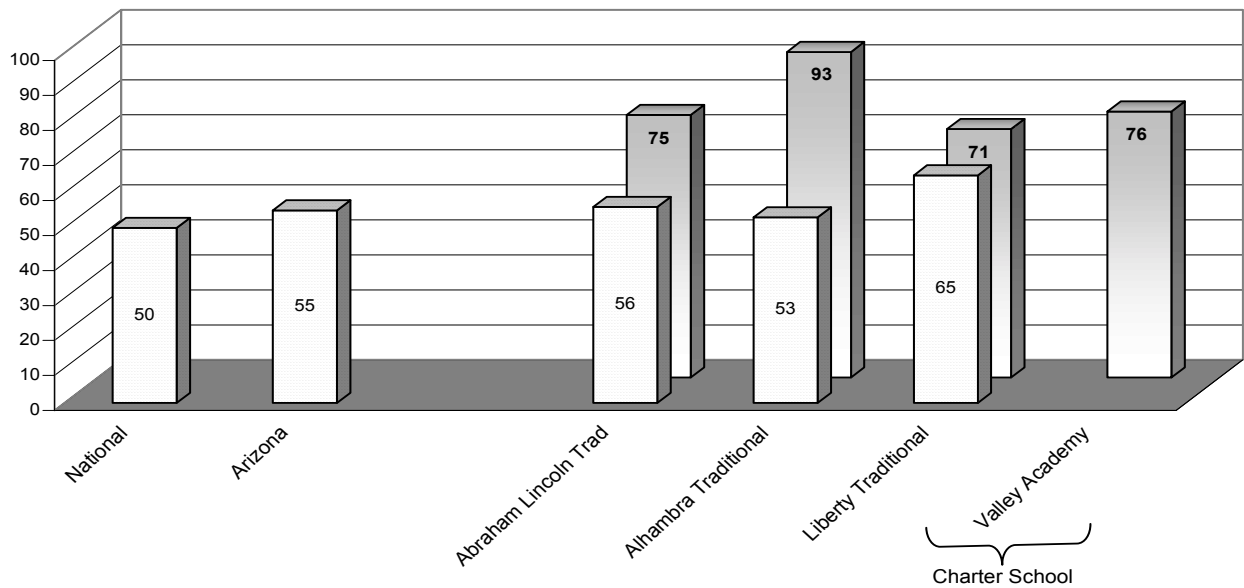


ARIZONA LANGUAGE ACHIEVEMENT TESTING 2000-2001 School Year Stanford Achievement Test – Ninth Edition

Grade 6 Language Percentile Rank Scores

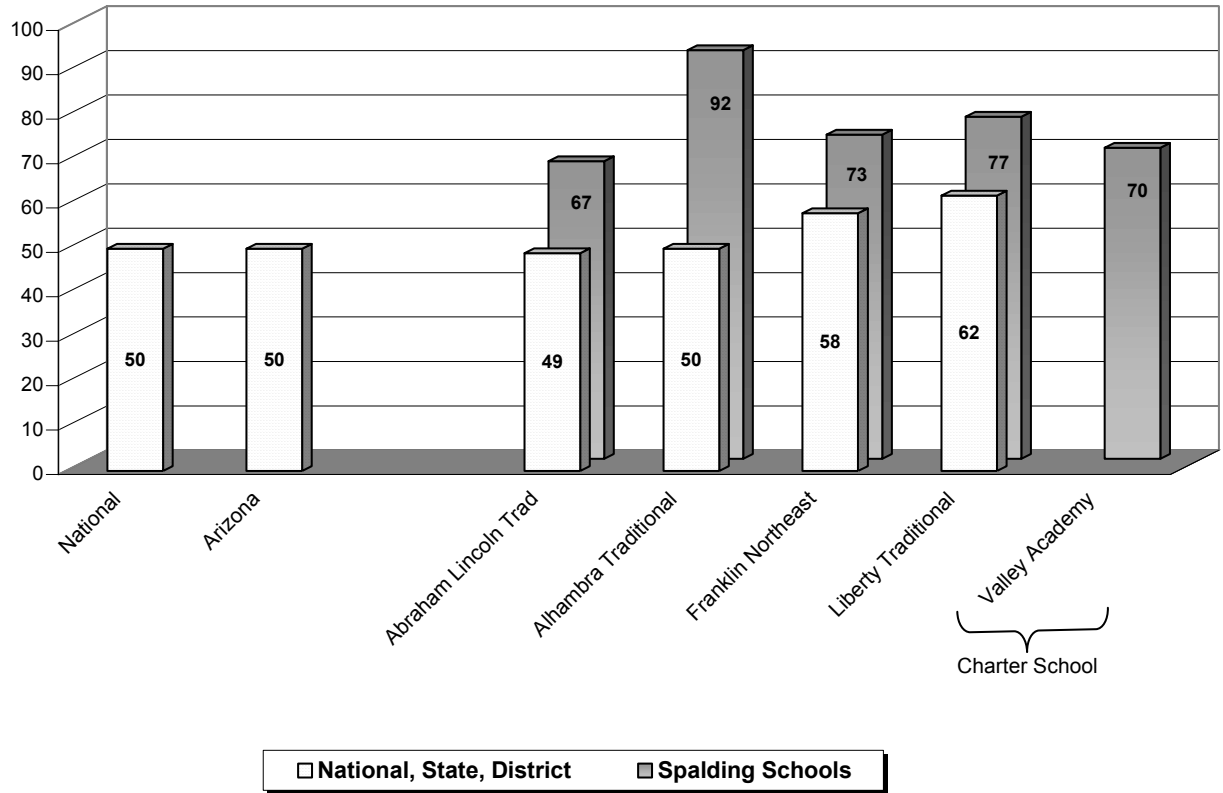


Grade 7 Language Percentile Rank Scores



ARIZONA LANGUAGE ACHIEVEMENT TESTING 2000-2001 School Year Stanford Achievement Test – Ninth Edition

Grade 8 Language Percentile Rank Scores



ARIZONA FEATURED SCHOOLS – 2001
ALHAMBRA TRADITIONAL SCHOOL
ALHAMBRA ELEMENTARY SCHOOL DISTRICT

School Information

Principal: Don Shelley

Address: 3736 West Osborn Road, Phoenix, AZ 85019

Phone: 602-484-8816

Fax: 602-484-8952

Year Adopted Spalding: 1983

On-site Spalding Certified Teacher Instructors: 3

Urban: Phoenix

Student Population: 678 K-8

% on Free/Reduced Lunch: 26%

% Minority Population: 38%

Stanford Reading Percentile Rank Scores (PRS)

Grades	1	2	3	4	5	6	7	8
National	50	50	50	50	50	50	50	50
State	60	53	50	55	51	54	53	55
Alhambra District	68	63	51	51	45	47	46	49
Alhambra Traditional	90	81	80	84	77	85	88	85
PRS Difference	+22	+18	+29	+33	+32	+38	+42	+36

Stanford Language Percentile Rank Scores (PRS)

Grades	1	2	3	4	5	6	7	8
National	50	50	50	50	50	50	50	50
State	NT*	44	56	50	45	45	55	50
Alhambra District	NT	62	64	50	45	40	53	50
Alhambra Traditional	NT	82	89	76	73	81	93	92
PRS Difference	NT	+20	+25	+26	+28	+41	+40	+42

*NT = Not Tested

**ARIZONA FEATURED SCHOOLS – 2001
FRANKLIN ELEMENTARY EAST
MESA UNIFIED SCHOOL DISTRICT**

School Information

Principal: Marc Mason

Address: 1753 East 8th Avenue, Mesa, AZ 85204
Phone: 480-472-6500 Fax: 480-472-6488

Year Adopted Spalding: 1978

On-site Spalding Certified Teacher Instructors: 2

Urban: Mesa

Student Population: 787 K-6

% on Free/Reduced Lunch: 15%

% Minority Population: 16%

Stanford Reading Percentile Rank Scores (PRS)

Grades	1	2	3	4	5	6
National	50	50	50	50	50	50
State	60	53	50	55	51	54
Mesa Unified School District	66	61	56	61	59	62
Franklin Elementary East	80	71	72	75	74	81
PRS Difference	+14	+10	+16	+14	+15	+19

Stanford Language Percentile Rank Scores (PRS)

Grades	1	2	3	4	5	6
National	50	50	50	50	50	50
State	NT*	44	56	50	45	45
Mesa Unified School District	NT	47	58	52	49	52
Franklin Elementary East	NT	61	75	71	69	80
PRS Difference	NT	+14	+17	+19	+20	+28

*NT = Not Tested

ARIZONA FEATURED SCHOOLS – 2001
FRANKLIN NORTHEAST SCHOOL
MESA UNIFIED SCHOOL DISTRICT

School Information

Principal: Donna Schaffer

Address: 7042 East Adobe Road, Mesa, AZ 85207
 Phone: 480-472-9300 Fax: 480-472-9339

Year Adopted Spalding: 1997

On-site Spalding Certified Teacher Instructors: 1

Urban: Mesa

Student Population: 531 K-8

% on Free/Reduced Lunch: 16.5%

% Minority Population: 13%

Stanford Reading Percentile Rank Scores (PRS)

Grades	1	2	3	4	5	6	7	8
National	50	50	50	50	50	50	50	50
State	60	53	50	55	51	54	53	55
Mesa Unified School District	66	61	56	61	59	62	60	62
Franklin Northeast	85	77	67	80	70	81	NT	71
PRS Difference	+19	+16	+11	+19	+11	+19	NT	+9

Stanford Language Percentile Rank Scores (PRS)

Grades	1	2	3	4	5	6	7	8
National	50	50	50	50	50	50	50	50
State	NT*	44	56	50	45	45	55	50
Mesa Unified School District	NT	47	58	52	49	52	63	58
Franklin Northeast	NT	73	72	70	58	76	NT	73
PRS Difference	NT	+26	+14	+18	+9	+24	NT	+15

*NT = Not Tested

**ARIZONA FEATURED SCHOOLS – 2001
FRANKLIN WEST ELEMENTARY
MESA UNIFIED SCHOOL DISTRICT**

School Information

Principal: Eldon Budge

Address: 236 South Serrine, Mesa, AZ 85210

Phone: 480-472-5400

Fax: 480-472-5444

Year Adopted Spalding: 1994

On-site Spalding Certified Teacher Instructors: 1

Urban: Mesa

Student Population: 600 K-6

% on Free/Reduced Lunch: 26.5

% Minority Population: 16.5%

Stanford Reading Percentile Rank Scores (PRS)

Grades	1	2	3	4	5	6
National	50	50	50	50	50	50
State	60	53	50	55	51	54
Mesa Unified School District	66	61	56	61	59	62
Franklin West	79	75	66	74	72	81
PRS Difference	+13	+14	+10	+13	+13	+19

Stanford Language Percentile Rank Scores (PRS)

Grades	1	2	3	4	5	6
National	50	50	50	50	50	50
State	NT*	44	56	50	45	45
Mesa Unified School District	NT	47	58	52	49	52
Franklin West	NT	65	65	65	69	76
PRS Difference	NT	+18	+7	+13	+20	+24

*NT = Not Tested

**ARIZONA FEATURED SCHOOLS – 2001
BENJAMIN FRANKLIN CHARTER SCHOOL – MESA**

School Information

Principal: Debra Stoddard

Address: 2345 North Horne, Mesa, AZ 85203

Phone: 480-649-0712

Fax: 480-649-8716

Year Adopted Spalding: 1995

On-site Spalding Certified Teacher Instructors: 1

Urban: Mesa

Student Population: 300 K-6

% on Free/Reduced Lunch: 0%

% Minority Population: 19%

Stanford Reading Percentile Rank Scores (PRS)

Grades	1	2	3	4	5	6
National	50	50	50	50	50	50
State	60	53	50	55	51	54
State	60	53	50	55	51	54
Benjamin Franklin Charter	84	62	68	70	75	79
PRS Difference	+24	+9	+18	+15	+24	+25

Stanford Language Percentile Rank Scores (PRS)

Grades	1	2	3	4	5	6
National	50	50	50	50	50	50
State	NT*	44	56	50	45	45
State	NT	44	56	50	45	45
Benjamin Franklin Charter	NT	54	75	59	67	67
PRS Difference	NT	+10	+19	+9	+22	+22

*NT = Not Tested

ARIZONA FEATURED SCHOOLS – 2001
CHEYENNE TRADITIONAL ELEMENTARY SCHOOL
SCOTTSDALE UNIFIED SCHOOL DISTRICT

School Information

Principal: Mario Ventura

Address: 11130 East Cholla Street, Scottsdale, AZ 85259

Phone: 480-451-5020

Fax: 480-860-4753

Year Adopted Spalding: 1997

On-site Spalding Certified Teacher Instructors: 1

Urban: Scottsdale

Student Population: 926 K-6

% on Free/Reduced Lunch: 3%

% Minority Population: 4%

Stanford Reading Percentile Rank Scores (PRS)

Grades	1	2	3	4	5	6
National	50	50	50	50	50	50
State	60	53	50	55	51	54
Scottsdale Unified District	76	71	73	77	73	73
Cheyenne Traditional Elem	86	83	79	87	81	82
PRS Difference	+10	+12	+6	+10	+8	+9

Stanford Language Percentile Rank Scores (PRS)

Grades	1	2	3	4	5	6
National	50	50	50	50	50	50
State	NT*	44	56	50	45	45
Scottsdale Unified District	NT	66	77	69	67	67
Cheyenne Traditional Elem	NT	79	85	81	74	75
PRS Difference	NT	+13	+8	+12	+7	+8

*NT = Not Tested

**ARIZONA FEATURED SCHOOLS – 2001
GALLEGU BASIC ELEMENTARY SCHOOL
SUNNYSIDE UNIFIED SCHOOL DISTRICT**

School Information

Principal: Debra Bergman

Address: 5102 South Cherry Avenue, Tucson, AZ 85706

Phone: 520-545-3000

Fax: 520-545-3016

Year Adopted Spalding: 1983

On-site Spalding Certified Teacher Instructors: 1

Urban: Tucson

Student Population: 580 K-5

% on Free/Reduced Lunch: 66.5%

% Minority Population: 89.3%

Stanford Reading Percentile Rank Scores (PRS)

Grades	1	2	3	4	5
National	50	50	50	50	50
State	60	53	50	55	51
Sunnyside Unified District	48	42	36	40	32
Gallego Basic Elementary	67	65	57	64	52
PRS Difference	+19	+23	+21	+24	+20

Stanford Language Percentile Rank Scores (PRS)

Grades	1	2	3	4	5
National	50	50	50	50	50
State	NT*	44	56	50	45
Sunnyside Unified District	NT	34	46	39	31
Gallego Basic Elementary	NT	61	62	58	51
PRS Difference	NT	+27	+16	+19	+20

*NT = Not Tested

**ARIZONA FEATURED SCHOOLS – 2001
RONALD REAGAN FUNDAMENTAL SCHOOL
CRANE ELEMENTARY SCHOOL DISTRICT**

School Information

Principal: Janet Shields

Address: 3200 West 16th Street, Yuma, AZ 85364
Phone: 928-782-5168 Fax: 928-783-2635

Year Adopted Spalding: 1984

On-site Spalding Certified Teacher Instructors: 2

Urban: Yuma

Student Population: 810 K-6

% on Free/Reduced Lunch: 11%

% Minority Population: 39%

Stanford Reading Percentile Rank Scores (PRS)

Grades	1	2	3	4	5	6
National	50	50	50	50	50	50
State	60	53	50	55	51	54
Crane Elementary District	71	55	38	54	47	47
Ronald Reagan Fundamental	83	73	66	81	72	63
PRS Difference	+12	+18	+28	+27	+25	+16

Stanford Language Percentile Rank Scores (PRS)

Grades	1	2	3	4	5	6
National	50	50	50	50	50	50
State	NT*	44	56	50	45	45
Crane Elementary District	NT	49	46	52	49	41
Ronald Reagan Fundamental	NT	73	70	75	69	64
PRS Difference	NT	+24	+24	+23	+20	+23

*NT = Not Tested

NATIONAL FEATURED SCHOOLS – 2001
VILLAGE CHRISTIAN SCHOOLS
SUN VALLEY, CALIFORNIA

School Information

Principal: David Vegas

Address: 8930 Village Avenue, Sun Valley, CA 91352

Phone: 818-768-1900

Fax: 818-768-2006

Year Adopted Spalding: 1993

On-site Spalding Certified Teacher Instructors: 3

Urban: Sun Valley

Student Population: 1950 K-12

% on Free/Reduced Lunch: 0%

% Minority Population: 28%

Stanford Reading Percentile Rank Scores (PRS)

Grades	1	2	3	4	5
National	50	50	50	50	50
Village Christian Schools	84	82	72	70	77
PRS Difference	+34	+32	+22	+20	+27

Stanford Language Percentile Rank Scores (PRS)

Grades	1	2	3	4	5
National	50	50	50	50	50
Village Christian Schools	86	83	81	78	80
PRS Difference	+36	+33	+31	+28	+30

*NT = Not Tested

**NATIONAL FEATURED SCHOOLS – 2001
FORT CASPAR ACADEMY
CASPER, WYOMING**

School Information

Principal: Janelle Ehrich

Address: 2000 Casper Street, Casper, WY 82604

Phone: 307-577-4531

Fax: 307-577-4534

Year Adopted Spalding: 1995

On-site Spalding Certified Teacher Instructors: 3

Urban: Casper

Student Population: 396 K-6

% on Free/Reduced Lunch: 20%

% Minority Population: 8%

The Wyoming Comprehensive Assessment System (WYCAS) includes two types of tests. The standards-based exams are based on the Wyoming Content and Performance Standards in language arts approved by the Wyoming State Board of Education. The Northwest Evaluation Association (NWEA) test, a norm-referenced test, is not tied directly to Wyoming standards, but allows comparison of the performance of local students to a nationally representative sample of similar-aged students. 500,000 students were tested to arrive at these norms. Quartiles are reported as Advanced Proficient, Proficient, Partially Proficient and Novice. The percent of students scoring at each level are provided for grades two through six at the school and district level. The following report is 2000/2001 Spring Summary Results.

Northwest Evaluation Association (NWEA) Scores

Grades	<u>Fort Caspar Reading</u>					<u>Fort Caspar Language</u>				
	2	3	4	5	6	2	3	4	5	6
Advanced	41	61	53	40	48	79	83	84	67	69
Proficient	35	26	35	36	29	15	15	14	18	23
Partially Proficient	17	11	10	13	21	6	0	2	11	8
Novice	7	2	2	11	2	0	2	0	4	0

Grades	<u>District Reading</u>					<u>District Language</u>				
	2	3	4	5	6	2	3	4	5	6
Advanced	21	32	30	28	32	39	43	37	35	36
Proficient	25	27	30	33	29	24	31	31	28	31
Partially Proficient	29	23	22	22	23	25	17	20	25	21
Novice	25	17	18	16	16	14	10	12	13	11

*NT = Not Tested

**NATIONAL FEATURED SCHOOLS – 2001
CLASSICAL ACADEMY
COLORADO SPRINGS, COLORADO**

School Information

Principal: Chuck Holt

Address: 8650 Scarborough, Colorado Springs, CO 80920

Phone: 719-282-1181

Fax: 719-282-3226

Year Adopted Spalding: 1997

On-site Spalding Certified Teacher Instructors: 1

Urban: Colorado Springs

Student Population: 984 K-10

% on Free/Reduced Lunch: N/A

% Minority Population: 8%

The Iowa Tests of Basic Skills (ITBS), a nationally norm-referenced battery of achievement tests, is administered in Colorado District Twenty. In 2001, the third and fifth grade tests were required. The Classical Academy also chose to administer the ITBS in grades one and two. Scores are reported in percentiles.

Iowa Test of Basic Skills Reading Percentile Rank Scores (PRS)

Grades	1	2	3	4	5
National	50	50	50	50	50
Classical Academy	96	98	74	NT*	79
PRS Difference	+46	+48	+24	NT	+29

Iowa Test of Basic Skills Language Percentile Rank Scores (PRS)

Grades	1	2	3	4	5
National	50	50	50	50	50
Classical Academy	96	98	77	NT	70
PRS Difference	+46	+48	+27	NT	+20

Comments and Conclusion

A year after the last SEI Special Report, the struggle for better reading instruction continues, albeit with the addition of some notable proponents of research-based instruction and accountability. Public support for improved achievement and objective evidence that students can read and meet high academic standards remains unwavering, despite frequent headlines proclaiming a testing backlash.

Stephen D. Driesler,² Executive Director School Division, Association of American Publishers, (AAP) asserts that the headlines are misleading. He cites an AAP commissioned national survey of over 1,000 parents of school-age children which found an overwhelming majority in support of standardized testing.

- 90% want comparative data about their children and the schools they attend
- 83% said standardized tests provide very important information
- 74% said they get information about their children's progress from test scores.

Contrary to the claim the tests are unfair to minority students, the AAP survey found support for testing among African-Americans and Hispanic parents stronger even than that espoused by their Caucasian counterparts. Parents favored annual testing by the following percentages: whites 65%, African-Americans 80%, Hispanics 80%. National surveys conducted by the Business Roundtable, Public Agenda and the Educational Testing Service among others, reveal similar responses.

Richard P. Phelps,³ of the Organization for Cooperation and Economic Development, points out that "some administrators who fear fallout from poor test results" and "most notably ...most education school faculty" lead the anti-testing charge. (The latter group, it should be noted, are often the most vociferous opponents of scientifically-based reading instruction.)

Research indicates that effective instruction requires cumulative building of skills from the simple to the more complex; explicit information systematically taught, immediate correction of errors; and distributed practice to the point of mastery. In contrast, schools of education rank knowledge and skills secondary to building attitudes, dispositions, confidence, and self-esteem. In this view, education should be "student-directed," and "inquiry-based."

According to Martin A. Kozloff,⁴ Watson Distinguished Professor, Watson School of Education, University of North Carolina at Wilmington, "... education school curricula do not change in response to (and indeed are in conflict with) scientific research on effective curricula and methods of instruction..." The stubborn refusal of most reading professors to endorse code-based instruction is only one of many examples.

Thus, instead of regarding national and state test data showing that a large percentage of students are deficient in reading, writing, spelling, math, and reasoning, as signs that education schools are not properly preparing new teachers, the common response "is to (1) ignore or reject the data ... (2) argue that student failure is caused by factors over which education schools have no control (e.g., class size, lack of parental involvement, or social disadvantage)."

The problem, Kozloff points out, is that "Schools of education are insulated from the consequences of flawed teacher training..." When they "turn out teachers who do not know the difference between serious scientific research and professors' opinions; who do not know enough about learning and instructional design to identify the flaws in (for example) whole language 'curricula' ... who do not know exactly how to teach reading, writing, spelling, math, and reasoning; ...*nothing at all happens to them.*"

The remedy, according to Kozloff, is "the highest offices of state government must make it perfectly clear to schools of education that they must and will implement" research-based and effective teacher training and that such training must be "the required core curriculum." In addition, he recommends all states administer annual tests, comparable from year to year, reported in various ways (e.g. by school, by racial group) and made public.

Such reforms would hold both schools *and* colleges of education accountable to the public they serve.