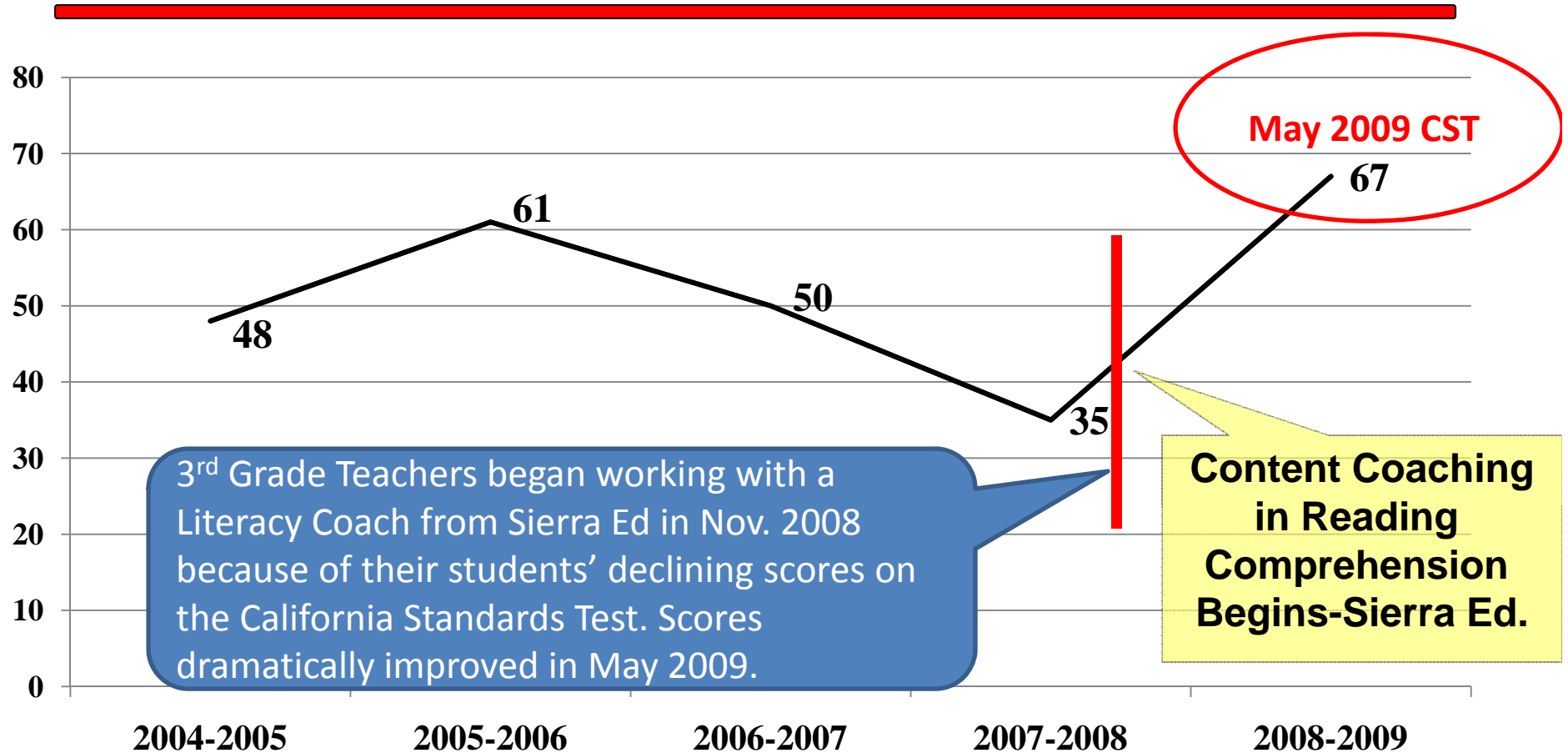

Student Achievement Data Results (California Standards Test—CST) Following Coaching Support for 3rd Grade Teachers

A Case Study of a Title I Elementary
School

2008-2009

Taft Elementary School*

Figure 2. CST English Language Arts, Percent Proficient/Advanced in Grade 3 over Time



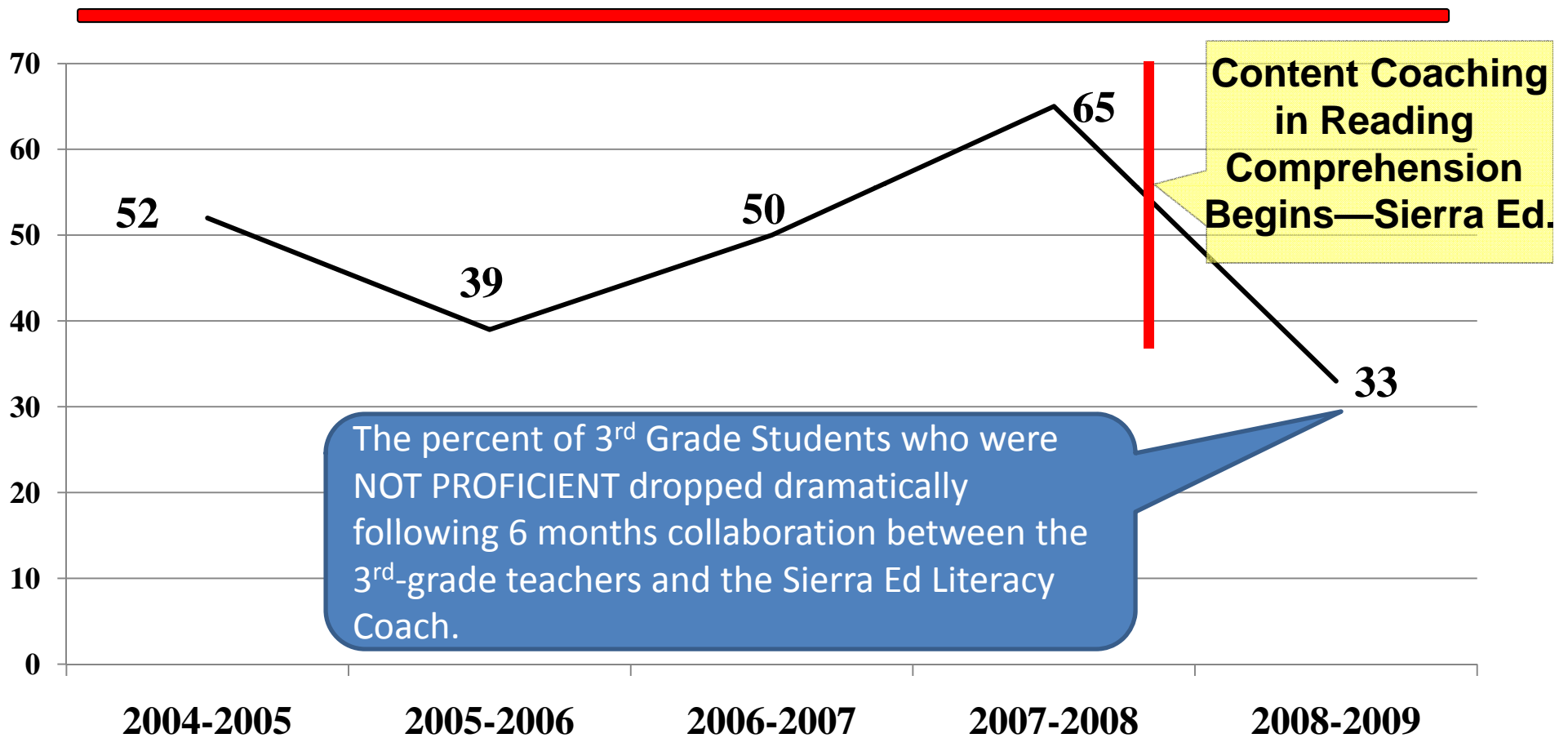
3rd Grade Teachers began working with a Literacy Coach from Sierra Ed in Nov. 2008 because of their students' declining scores on the California Standards Test. Scores dramatically improved in May 2009.

Content Coaching in Reading Comprehension Begins-Sierra Ed.

*Pseudonym

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CST English Language Arts, Percent NOT Proficient in Grade 3 over Time



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COMPARISON OF 3rd GRADE SUB-GROUPS
% Proficient/Advanced following Coaching
2008 TO 2009 CST English Language Arts



All target sub-groups in 3rd grade showed dramatic improvement in the Percent Proficient in English Language Arts following coaching for their teachers.

3RD GRADE SUB-GROUPS	% Prof/Adv 2007-2008	% Prof/Adv 2008-2009
English Learners	30%	68%
Socioeconomically Disadvantaged	23%	60%
African American not Hispanic	11%	50%
Hispanic/Latino	32%	70%
3rd Grade as a Whole	35%	67%

*Pseudonym

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Figure 3. CST English Language Arts, Grade 3 2008 to 2009, Goals Met



	2007-2008	2008-2009	
Advanced/ Proficient	36% Goal—increase by 20%	66%	Goal met!
Basic	42% Goal—decrease by 15%	22%	Goal met!
Below Basic/ Far Below Basic	23% Goal—decrease by 5%	11%	Goal met!

*Pseudonym