

# Kindergarten Data Analysis, Stratford Landing Elementary School, Alexandria, Virginia

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This pilot study examined the results of the *Being a Reader* curriculum in Stratford Landing Elementary School in Alexandria, Virginia. In the 2015–2016 school year, 62 percent of the student population identified as Caucasian, making up the largest segment of the student body. Smaller proportions of students identified as Asian (4 percent), African American (16 percent), Hispanic (11 percent), and other (7 percent). Twenty percent of the students were eligible to receive free or reduced-price school lunch.

During the 2015–2016 school year, all kindergarten students (n=85) in this school received instruction using *Being a Writer*; In the 2016–2017 school year, all kindergarten students (n=75) received instruction using both *Being a Writer* and *Being a Reader*. By the end of each school year, all kindergarten students were individually assessed using the DRA2: Word Analysis. The DRA2: Word Analysis measures students' understanding of phonics, phonological awareness and concepts of print and their sight word, letter-sound correspondence, and rhyming knowledge. The author suggested that, given that students in both school years received instruction using *Being a Writer*, the differences in the test results between these two school years may reflect the effects of the *Being a Reader* curriculum, which was added in the second school year.

The main findings were:

- In the 2015–2016 school year 20 percent of students received a “perfect score” on the DRA2, whereas in the 2016–2017 school year 45 percent of students received a “perfect score” on that assessment.
- The percentage of students who were rated as “did not meet end of year benchmark” on the DRA2 decreased from 8 percent (in 2015–2016) to 5 percent (in 2016–2017).
- The overall mean score on the DRA2 for the entire kindergarten grade increased from 183.5 (in 2015–2016) to 186.9 (in 2016–2017).

## References

Every Student Succeeds Act (ESSA, 2015) 114th Congress, S 1117.

U.S. Department of Education (2016). *Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments*. Washington, DC. Accessed at: <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>

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### Level of Evidence Under the Every Student Succeeds Act (ESSA)

Based on the information provided by the author, this study meets the fourth tier of evidence under ESSA, “demonstrates a rationale.”



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