



# Spotlight on Literacy

A Third Grade Reading Project in Rural Missouri

# WE GOT THIS!

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Analyst

The image features a central green speech bubble with a white outline and a small tail pointing downwards. Inside the bubble, the text "The Beginnings" is written in a white, sans-serif font. The background is white with several thin, light gray curved lines, some solid and some dashed, creating a subtle pattern.

# The Beginnings



Why?

- **MCPL Strategic Plan focus on Literacy**
- **Need for effective school-age programming and school partnerships throughout the Library District**
- **MAP English Language Arts (Reading) Test Scores**
  - MCPL has 21 school districts / 141 elementary schools
  - Start with Lone Jack Elementary

# Research

- Evans, et al
  - Books in the home are a key indicator of academic success
- Dorsey, et al
  - Students who struggle with reading in third grade are less likely to graduate.
- Canady, et al
  - Using trained teams to provide intensive small group literacy instruction that is built into the school's schedule
- Capotosto, et al
  - Developing home-school partnership to encourage family support of third grade reading skills, motivation, and habits
- Felton, et al
  - the transition into 3rd grade provides a window of opportunity during which schools need to take both responsive and proactive measures to keep students on track for success.

The image features a central green speech bubble with a white outline and a small tail pointing downwards. Inside the bubble, the text "Making it Happen" is written in a white, sans-serif font. The background is white with several thin, light gray curved lines, some solid and some dashed, creating a sense of motion or a circular path.

Making it Happen

## Where to start...

- What will or won't work?
  - Previous programs
  - Make-up of the community
    - Low Resource
    - School district vs Home School
- What should the program look like?
  - Intensity
- What should be included?
  - Books
  - Vendors
- How to pay for it?
  - Budget
  - Grant Writing

# Goals

- **Grant Goals**
  - Intensive focus on literacy for third grade classrooms
    - 20 weekly visits
  - Partnership with the school
- **Secret goals**
  - Survive the program
  - Collect helpful data
  - Build a wider awareness of literacy/reading
    - More stories/books at home
  - Building stronger community relationships

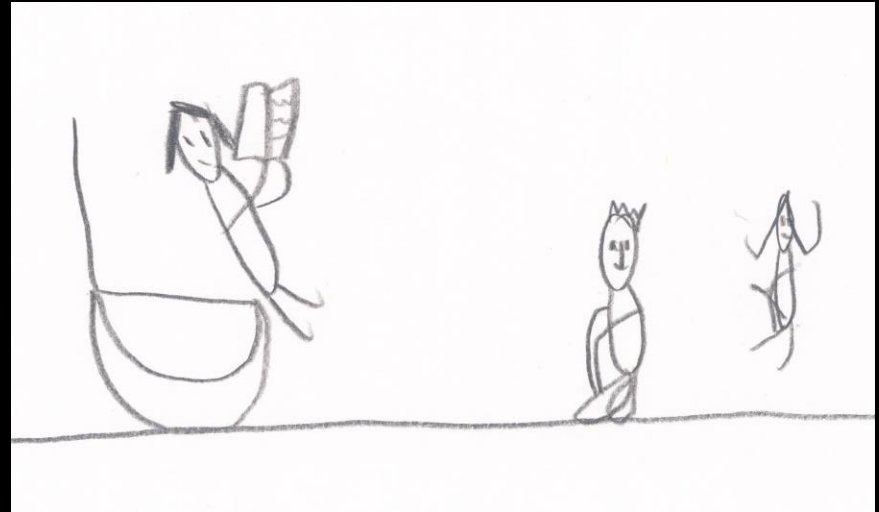


# This and That

- Things that worked
  - Frequency and consistency
    - As few as 5 books make a difference
  - Setting up the program and calendar
  - Be flexible
- Opportunities for improvement
  - Fewer picture books
  - Presenter evaluations
  - Student evaluations

Student  
Thoughts

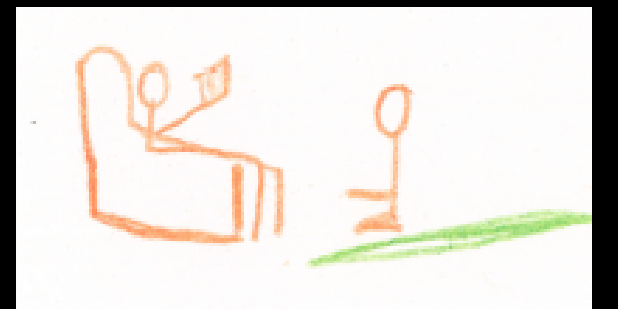
MS. Liz  
Thank You  
for the books  
and coming  
to read to us.



Thank you  
for all the  
books and reading  
them to us. I've had  
a great time with  
you sincerely Colton

Thank  
you so  
much for  
all of the  
Books!!!!

I have read  
almost all of the  
Books so far. I  
♥ the LJ  
Library!!



A green speech bubble with a white outline and a small tail pointing downwards. The text "Nothing but the Facts" is written in white, sans-serif font inside the bubble. The background features a pattern of thin, light gray curved lines, some solid and some dashed, creating a sense of motion or a stylized globe.

Nothing but the Facts

# Tools and Outcomes

- **Teacher Assessments**

- **Initial and Mid-Year Reports:**

- Current Reading Level
    - Summary of reading skills/reading attitude

- **Final Assessment also asked:**

- Effectiveness of program for students and teacher
    - Would you participate again? Why or why not?

# Tools and Outcomes

## Mid-Centent Public Library's Reading Program for Lone Jack Elementary Third Graders

### Classroom Teacher's Assessment of Student Reading Levels \*\* INITIAL ASSESSMENT \*\*

Classroom Teacher Name: \_\_\_\_\_

Student Name:	Current Reading Level (check one for each student)				Current Reading Level (check one)			Program helped this student?
	Below Grade	At Grade	Above Grade	Not Yet Assessed	Below Grade	At Grade	Above Grade	Yes   No
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes   No
Summary of reading skills/reading attitude:					Most significant change in reading skills/reading attitude:			
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes   No
Summary of reading skills/reading attitude:					Most significant change in reading skills/reading attitude:			
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes   No
Summary of reading skills/reading attitude:					Most significant change in reading skills/reading attitude:			
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes   No
Summary of reading skills/reading attitude:					Most significant change in reading skills/reading attitude:			
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes   No
Summary of reading skills/reading attitude:					Most significant change in reading skills/reading attitude:			
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes   No
Summary of reading skills/reading attitude:					Most significant change in reading skills/reading attitude:			
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes   No
Summary of reading skills/reading attitude:					Most significant change in reading skills/reading attitude:			

Has this program benefited your work in the classroom? Circle one.      Yes      No

If yes, please explain how?

\_\_\_\_\_  
 \_\_\_\_\_

If not, what do you think the Library could do differently to better assist classroom teachers?

\_\_\_\_\_  
 \_\_\_\_\_

Would you offer this program to your students in the future? Circle one.      Yes      No

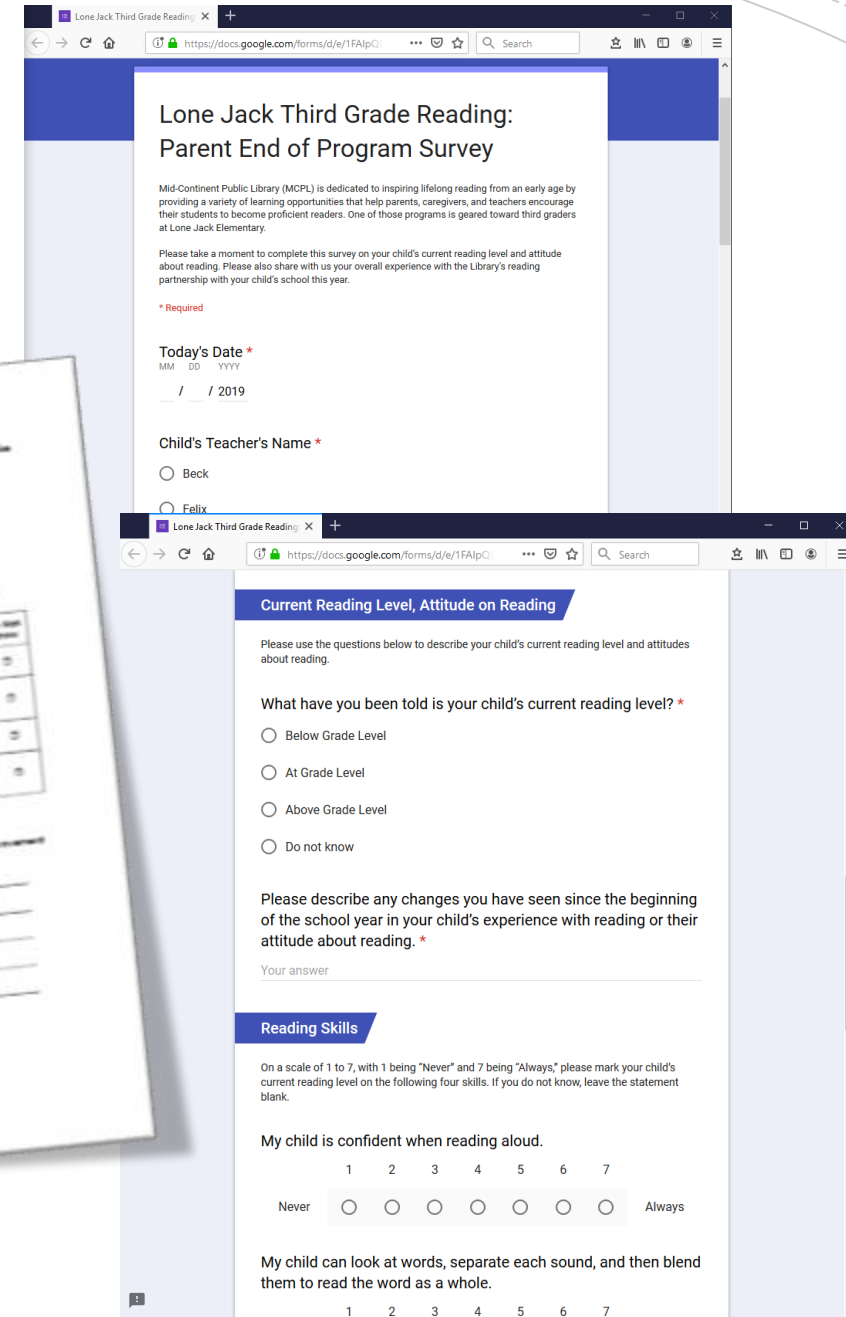
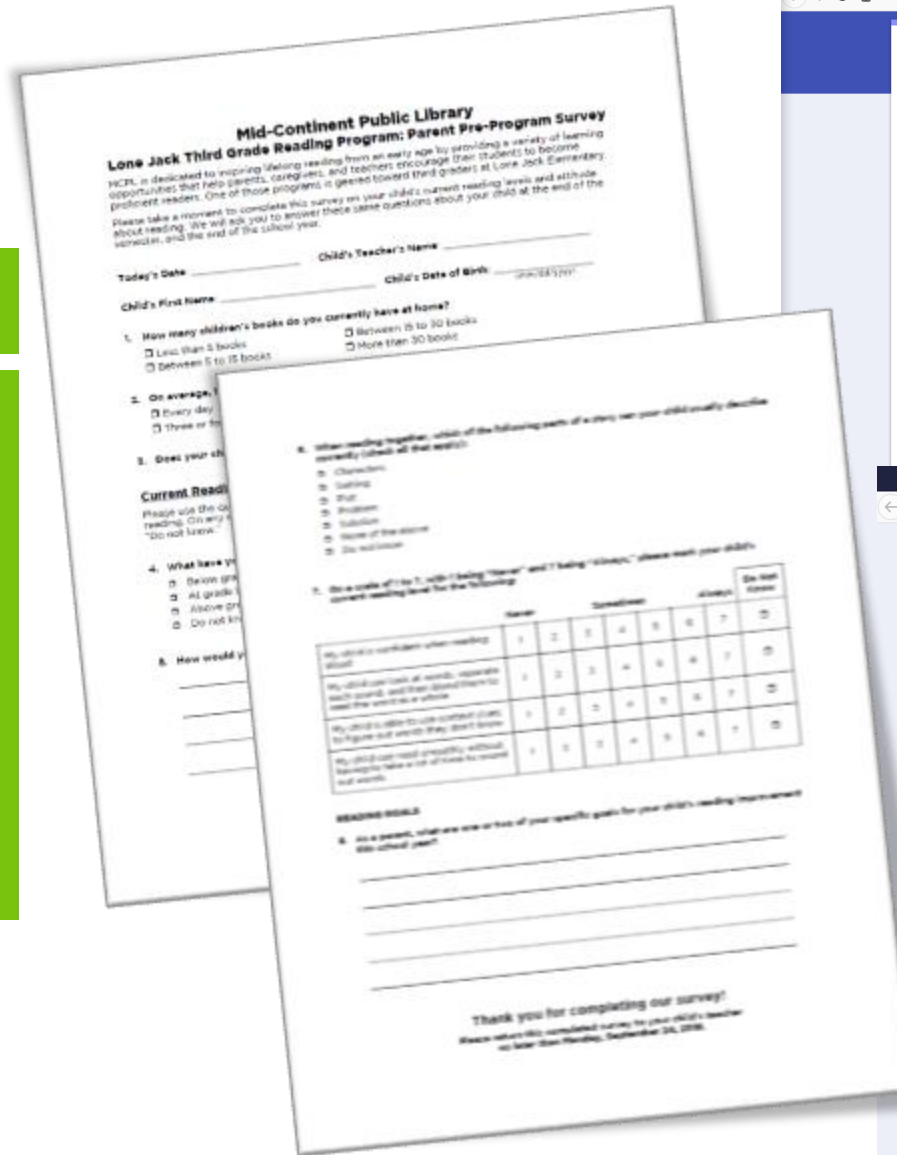
Please explain why or why not.

\_\_\_\_\_  
 \_\_\_\_\_

# Tools and Outcomes

- **Caregiver Assessments**
  - Demographic Information
  - Reading Skills
    - Teacher/school report
    - Parent Observations
  - Open ended questions
    - Describe child's experience/attitude with reading
    - Parent goals for child's reading development
  - Final assessment included same questions
    - Changes in attitude toward reading?
    - Goals met?
    - Overall experience with program
- Available on paper and online

# Tools and Outcomes



## Quantitative Results

	<b>Initial Assessment</b>	<b>Final Assessment</b>
30+ Books at Home	87%	92%
Read Together 3+ Times/Week	58%	76%
Child Has Library Card	77%	92%
<b>Reading Level (match Teacher)</b>		
Below Grade Level	23% (5 of 7)	28% (5 of 7)
At Grade Level	32% (8 of 10)	36% (9 of 9)
Above Grade Level	32% (6 of 10)	36% (8 of 9)
<b>Reading Skills (average)</b>		
Reading aloud confidently	4.5	5.4
Sounding out words	5.5	5.6
Using context clues	5.2	5.4
Reading smoothly	4.8	5.4



# Qualitative Results

He is more reflective about his reading. He shows improvement of summarizing, asking questions and making predictions.  
~ *mid-program report*

She is very excited every time she gets a new book. She brings it home and reads it to the family. She ... is excited at how well she is reading.  
~ *mid-program report*

*Initial Assessment:*  
He is working with a tutor 3 times a week for remediation. It is getting better all the time.

*Final Assessment:*  
He loves books! He seems so much happier to read independently.  
~ *reading below grade level*

I felt it made reading fun, enjoyable & relaxing!

She loved getting to bring the book home and talk about it. I like that it got her excited... helped change her attitude even for a few minutes.

He made huge gains this year & was excited to read.  
~ *teacher report on reader who moved from "At" to "Above" grade level*

... we liked having the books to read together.

# Best Practices

- How the data are presented to stakeholders and decision makers is just as important as the findings
  - Quantitative Data - counts, averages, percent change
  - Qualitative Data - match pre- and post-program responses per child
- Help Library staff set goals/expectations by providing results from initial assessments as soon as possible
- Include a means for library staff to provide ongoing feedback (great for grant reports!)



Questions?

## Contact Info

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