

CHICHESTER SCHOOL DISTRICT

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June 16, 2003

Ms. Jane Hileman,
President/CEO
100 Book Challenge Co.
421 Feheley Drive
Suite E
King of Prussia, PA 19406

Dear Jane,

Thought I would take a moment to share some of our early, and very preliminary, assessment results with you as they relate to the impact of the 100 Book Challenge within Chichester School District.

As you are aware, we have now implemented the 100 Book Challenge at two of our four elementary sites over the course of the last 16 months. This was accomplished within three phases of implementation for grades K-4. Furthermore, the program was identified for our 2 qualifying Title Programs buildings to specifically meet the needs of the 'at-risk' populations at those two schools: Linwood and Marcus Hook Elementary Schools. Linwood currently has a 'poverty' figure of 43%, while Marcus Hook approaches 66% for its population. The remaining two elementary sites of Boothwyn and Hilltop demonstrate 16% and 24% with regard to 'poverty,' respectively.

Other than the above demographic difference, all buildings remain equal in terms of classroom staff, resources, programs, and access. That is, again, except for the implementation of 100 Book Challenge.

Historically, the level of achievement and student success within the four buildings has always followed the economic indicators for 'poverty,' with schools of low poverty figures typically demonstrating the highest performance, and higher poverty showing the least gains.

Prior to the implementation of the program for the current school year, the decision was made to study the impact the program would have upon first graders, as measured by various reading assessments. In surveying the assessments, a further decision was made to do Pre, Mid, and Post evaluations throughout the school year using the Developmental Reading Assessment (DRA). In addition to monitoring student progress and assessing individual needs, the emphasis would be upon the final results of the assessment administered the first full week of June. Furthermore, the criteria for achievement would be as follows:

‘Above’ Grade Level	DRA Level 18, and higher
‘On’ Grade Level	DRA Level 14
‘Below’ Grade Level	DRA Level 12, and lower.

These levels were set using various guidelines, 100 Book Challenge materials, input from the building Reading Specialists, classroom teachers, and other resources.

The results from the June assessment of 215 first grade students, reported by percentages at the individual schools, are as follows:

	<u>*Linwood</u> (43% poverty)	<u>Marcus Hook</u> (66% poverty)	<u>Boothwyn</u> (16% poverty)	<u>Hilltop</u> (24% poverty)
‘Above’	85%	70%	32%	51%
‘On’	9%	19%	58%	25%
‘Below’	6%	11%	10%	25%

(* Title Programs / 100 Book Challenge School)

From the results, a few comments...

- 1) It is most noteworthy that our two ‘at-risk’ schools meet or beat the percentages in the ‘Below Level’ category when compared to the non-Title sites.
- 2) More dramatic to note is the difference across the four schools in the ‘Above’ Level category.
- 3) The ‘performance gap’ at the first grade level has all but been eliminated within the Title Programs schools utilizing an early intervention model – the 100 Book Challenge.
- 4) Teachers at the pilot sites report an increased, or marked, level of independence at the first grade level.

We are aware of the limits of interpretation that can be applied to these cursory results. However, in and of themselves, the staffs at the two pilot sites believe the net effect to be most dramatic and testimony to the positive impact the program has already demonstrated. Needless to say, they are all now true believers, enthusiastic supporters, and passionate proponents. Furthermore, they are eagerly looking forward to the next school year and a fuller implementation of all the program’s components.

In the meantime, we look forward to further study and review of the above results.

Sincerely,



Steven R. Marrone
Coordinator of Federal Programs,
Assessments, and Grants