

LITERACY CASE STUDY

INTRODUCTION:

Mrs. Locke, a first grade teacher at Fairview Elementary School, has been teaching for three years, both in the profession and at this elementary school. To facilitate the implementation of the school's MTSS plan in the school, the School Improvement Team recommended that their grade level Professional Learning Community's (PLC's) focus on the quality implementation of MTSS.

In preparation for her bi-weekly data meeting, Mrs. Locke reviewed her Florida Assessment for Instruction in Reading (FAIR) Assessment Period 1 data. Although the assessment window allowed for 20 days of testing, Mrs. Locke was efficient in completing her assessments, doing so by the 5th day of the window. Mrs. Locke had concerns about a number of children with data falling within the Yellow and Red Success Zones, particularly the two students whose data fell within the Red Success Zone. Her concerns led her to review cumulative folders with the primary reading intervention teacher to find further information about these two students. Based on the data review, Mrs. Locke decided to discuss Miguel, one of the two students in the FAIR Red Success Zone, further at the PLC data meeting. The recommendation from the PLC data team was for Mrs. Locke to request further assistance from the Problem Solving (PS) Team. For this case study, our discussion will focus on Miguel Mendez.

FAIR Assessment Period 1 - Mrs. Locke's Class	
<i>Success Zones</i>	<i>Number of Students</i>
Red	2
Yellow	10
Green	3

Miguel is a six year old male in first grade. After FAIR Assessment Period 1, his first grade teacher reports to the Problem Solving team that he is struggling with the academic curriculum. Miguel comes from a bilingual home where Spanish is the predominant language. Though his parents can speak English, they have limited control of the written language. Therefore, Mrs. Locke ensures that all written correspondences are sent home in both English and Spanish.

EDUCATION HISTORY: Kindergarten

Miguel has been attending Fairview Elementary School since kindergarten. He was in a general education classroom taught by a teacher with 30 years of Kindergarten experience. As a kindergartener, ESOL testing data qualified Miguel to receive 30 minutes of daily push-in ESOL services provided by the school's ESOL paraprofessional. The ESOL paraprofessional provided language support to assist Miguel in the completion of any class work or to participate in any instruction that was occurring during the time she was in the room. Behaviorally, Miguel consistently displayed appropriate school and classroom behaviors as reflected in the social development data from his Kindergarten report card. Academically, Miguel's literacy data indicated that he was high risk all three assessment periods for achieving grade level benchmarks. His report card for quarters 1-3 indicated his reading instructional level as "On Level" but his academic progress was marked N for Needs Improvement. In the final quarter, his academic progress was marked as S and he was academically promoted to first grade.

ESOL Services	
<i>Test</i>	<i>Results</i>
IPT Oral Language Proficiency Test	Fall - Score 6, Level A – Non-English Speaking Spring – Score 19, Level B – Limited English Speaking
Comprehensive English Language Learning Assessment (CELLA)	Speaking/Listening – Low Intermediate Reading – Beginning Writing – Beginning

DIBELS		
<i>Assessment Period</i>	<i>Measures</i>	<i>Score & Score Interpretations</i>
Assessment 1	Instructional Level	High Risk
	Initial Sounds Fluency (ISF)	0, High Risk
	Letter Naming Fluency (LNF)	1, High Risk
Assessment 2	Instructional Level	High Risk
	Initial Sound Fluency (ISF)	12, Moderate Risk
	Letter Naming Fluency (LNF)	10, High Risk
	Phoneme Segmentation Fluency (PSF)	3, High Risk
	Nonsense Word Fluency (NWF)	0, High Risk
Assessment 3	Instructional Level	High Risk
	Letter Naming Fluency (LNF)	14, High Risk
	Phoneme Segmentation Fluency (PSF)	30, Moderate Risk
	Nonsense Word Fluency (NWF)	15, Moderate Risk

EDUCATION HISTORY: First Grade

Miguel continued attending Fairview Elementary School. He was promoted on grade level to first grade. As in Kindergarten, Miguel continues to display appropriate academic and social behaviors as reflected on the social development data from his first grade report card. Academically, Miguel's literacy data indicates that he continues to be at risk for achieving grade level reading benchmarks. Mrs. Locke provides scaffolded supports and differentiation for Miguel during the 90 minute reading block. Miguel is a member of the below level reading group focusing on skills instruction at the phonics level, decodable text, fluency, vocabulary and building retelling skills through text. Mrs. Locke meets with that reading group every day for 20 minutes. Miguel's independent activities (centers) are differentiated to support the skills that he needs addition practices.

Miguel FAIR Assessment Period 1	
<i>Probability of Reading Success</i>	15% - Red Success Zone
<i>Measure</i>	<i>Score</i>
Listening Comprehension	4 out of 5
Vocabulary	29%ile
TDI – Letter Names	26/26, ME
TDI – Letter Sounds	16/26, BE
TDI – Phoneme Blending	7/10, BE
Classroom Based Assessment	
Developmental Reading Assessment	Instructional Level 2
High Frequency Words (core based)	11/45
Quick Phonics Screener (QPS)	Letter Names – 24/27 Letter Sounds – 13/26: 13/21 consonants; 0/5 vowels

PROBLEM SOLVING TEAM DISCUSSION

- **Determine who needs to be members of the Problem Solving Team.**
- * **What is the expected level of performance for this time of year in first grade?**
- * **What are Miguel's academic strengths and weaknesses?**
- * **Determine if Miguel has needs beyond the core instruction? Justify answer.**
- * **What instructional strategies/resources are needed to address the defined problem?**
- * **What sources of data will provide the needed information related to the defined problem for progress monitoring.**