

COLORADO READ TO ACHIEVE

Data Summary Report for 2011–2012



November 2012

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EXECUTIVE SUMMARY

The 2011–2012 school year marked the second year of the fourth cohort of the Colorado Read To Achieve program. A total of 36 schools enrolling 1,300 students in kindergarten through third grade participated in the 2011–2012 Colorado Read To Achieve program. Compared to last year, this was eleven fewer schools. Of the 36 schools, 21 of them (58%) were part of one of the three consortia. Most schools (61%) implemented the program in kindergarten through third grade or in other configurations of these grade levels. All schools implemented the program in first grade.

Overall, 78% of fall-to-spring, matched students in the Read To Achieve program scored at or above benchmark on their DIBELS Next Composite Score by spring 2012. The kindergarten program demonstrated trends of a very successful program—the percentage of intensive and strategic students declined, while the percentage of benchmark students increased. The vast majority of kindergarten students (95%) achieved benchmark, and the percentage of intensive and strategic students declined to one percent and four percent respectively by spring. Slightly more than 70% of students in first, second, and third grades achieved the benchmark performance level—72%, 71%, and 74% respectively.

Two indicators of program success are how well the program helped intensive and strategic students to progress in their reading and how well the program kept benchmark students at benchmark. Based on these criteria, the Read To Achieve kindergarten program exemplified an extremely successful program. By spring, only a small percentage of strategic students remained in strategic (3%) and none of the intensive students remained in intensive. The kindergarten program also kept 97% of its benchmark students at this level by the end of the school year.

The other grade-level programs were not quite as successful. While a high percentage of third-grade students (93%) remained at benchmark, only about three quarters of the first- and second-grade benchmark students stayed at benchmark. This latter result indicates that the benchmark students in the program did not receive adequate support from either the program or their regular classrooms to keep them at this level. On the other hand, all three grade levels helped a substantial percentage of both intensive and strategic students to improve their skills to the benchmark level by spring. Overall, the third-grade program experienced more success than the first-grade or second-grade programs, but these latter two programs demonstrated much success with their strategic and intensive students.

A significant but modest Pearson correlation of 0.53 was found in third grade between the spring DIBELS Next Composite score and the spring Transitional Colorado assessment Program (TCAP) reading scores. The correlation explains only about 28 percent of the variance in the students' scores.

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INTRODUCTION

The Colorado Department of Education (CDE) contracted Education Northwest to analyze its Colorado Read To Achieve program's 2011–2012 data and to submit a Data Summary Report of the results as part of its external evaluation. This report summarizes the assessment results from the fall 2011 and spring 2012 administrations of the measures of the *Dynamic Indicators of Basic Early Literacy Skills Next* or DIBELS Next. DIBELS Next is a different assessment than DIBELS which was used in previous years. In addition, Education Northwest compared the performance of third-grade Read To Achieve students to their performance on the reading test of the Transitional Colorado Assessment Program (TCAP).

Overview of Colorado Read To Achieve Program

In 2011–2012, the fourth cohort of schools implemented its second year of the Colorado Read To Achieve program. Although the state program is primarily designed to support strategic students, it also serves low benchmark and intensive students. Thirty six schools out of the original 47 schools (77%) remained in the program. The 2012–2013 school year will be the final year of the grant program, as a new Early Literacy Grant will take its place in the 2013–2014 school year. The first cohort cycle was from 2000–2004; the second cohort cycle was from 2004–2007; and the third cohort cycle was from 2007–2010.

The 2011–2012 school year also marked the first year of administering DIBELS Next assessment and entering assessment data into the University of Oregon (U of O) data system. The use of the U of O data system allowed staff and consultants to have readily access to data to better support teachers and students. One of the major differences between DIBELS and DIBELS Next is the DIBELS Next Composite Score which is calculated in DIBELS Next. The DIBELS Composite Score is a combination of multiple DIBELS Next scores, providing the best overall estimate of a student's early literacy skills or reading proficiency. Although there was an overall instructional recommendation given for a student in DIBELS, last year's program elected not to use it. This year, the CDE strongly stressed that all students needed to be tested in the fall, winter, and spring, even if a new group started in the winter; otherwise the student would not be counted.

Additionally, 2011–2012 was the first year that all schools had consultants in their schools for at least eight days over the year. In the previous year, about two-thirds of the schools invited consultants to their schools. This year some of the schools even used consultants for more than eight days—six schools had them for 12 days; and one school for 13 days.

Overall, schools shared many common features in their Read To Achieve programs. All schools were required to use DIBELS to select students, but some schools used the *Direct Reading Assessment Two* (DRA2) as an initial screener to determine to which students to administer the DIBELS. Most of the schools implement the *Leveled Literacy Intervention* (LLI) program by Fountas and Pinnell and provided instruction in a 35–45 minute session outside of students' language arts/reading time. Many schools also used instructional strategies suggested by consultants, in addition to LLI lessons.

In January 2012, the Read To Achieve Board approved the *Effective Intervention Implementation Rubric for Read to Achieve Schools* tool for consultants to complete after each of their site visits. The purpose of the tool was to assess grant implementation, identify schools that needed additional implementation support, and to document each school’s progress toward implementing agreed upon grant objectives. The use of this tool demonstrated the program’s efforts to more clearly define the state program and to promote consistent implementation of the program in all grant schools. Because some of the implementation requirements were not part of the original RFP, the CDE viewed the use of the tool as a pilot and will not use any results against a school. The CDE hopes that schools will voluntarily use the data from the tool to increase sustainability.

METHODS

Data Collection

Grade level and time of year determine which of the DIBELS Next measures schools administered. DIBELS Next is administered three times a year—fall, winter, and spring. While DIBELS Next is administered three times a year, the focus of the data analyses is on the fall 2011 and spring 2012 assessment results. Table 1 shows when schools administered each measure.

Table 1
DIBELS Next Measures Administered at Which Testing Intervals¹ by Grade Level

Measure	Kindergarten	Grade 1	Grade 2	Grade 3
<i>DIBELS Composite Score</i>	F, W, S	F, W, S	F, W, S	F, W, S
First Sound Fluency (FSF)	F, W	--	--	--
Letter Naming Fluency (LNF) ²	F, W, S	F	--	--
Phoneme Segmentation Fluency (PSF)	W, S	F	--	--
Nonsense Word Fluency (NWF)				
Correct Letter Sounds (CLS)	W, S	F,W,S	F	
Whole Words Read (WWR)		F,W,S	F	
DIBELS Oral reading Fluency (DORF)				
Word Correct	--	W, S	F,W,S	F,W,S
Accuracy	--	W, S	F,W,S	F,W,S
Retell	--	S	F,W,S	F,W,S
Retell Quality of Response	--	--	W, S	F,W,S
Daze				F,W,S

¹ Testing intervals are fall (F), winter (W), and spring (S)

² No benchmark set for LNF.

In 2011–2012, Colorado replaced its state assessment, the Colorado Student Assessment Program (CSAP) with the Transitional Colorado Assessment Program (TCAP) during its transition to a

new test by 2014. The state administered the TCAP in early spring of 2012 to students in grades 3–10.

Both the DIBELS Next and the TCAP test were administered by classroom teachers. At some schools, the DIBELS Next measures were administered by an assessment team rather than the classroom teacher. After the administration of the assessments, school staff members entered DIBELS Next scores into the online DIBELS database, maintained by the University of Oregon. Education Northwest downloaded a file of all students' scores from the Colorado Read To Achieve program. Each record had the student's identification number, grade level, school information, and all DIBELS Next scores and corresponding status levels. For third-grade students, Education Northwest also received scaled scores and proficiency levels for the TCAP reading test from the CDE.

Calculation of Risk Levels

As mentioned previously, DIBELS Next calculates a DIBELS Next Composite Score which is a combination of multiple DIBELS Next scores, providing the best overall estimate of a student's early literacy skills or reading proficiency. The DIBELS Next Composite Score and the benchmark goals and cut points for risk based on the composite score replace the Instructional Recommendations on the DIBELS. The composite scores fall at one of three performance levels of scores:

1. At or above benchmark goal. These students likely need core support.
2. Below benchmark. These are scores below the benchmark goal and at or above the cut point for risk. Students with these scores likely need strategic support.
3. Well below benchmark which are scores below the cut point for risk. Students with these scores will likely need intensive support.

The composite score should be interpreted first. Except for the LNF scores, all other measure scores are given the same score levels as the composite score. A below benchmark score on any of the measures would indicate that a student may need additional support in one of these basic skills even if the student scored at or above benchmark on the DIBELS Next Composite Score. This would especially be the case for students whose composite score was close to the benchmark goal.

In 2010–2011 school year, the Colorado Read To Achieve program administered the DIBELS assessment. Because the DIBELS assessment did not calculate an overall or composite score, the Colorado Read To Achieve program used benchmark goals for individual DIBELS measures— Nonsense Word Fluency (NWF) and Phoneme Segmentation Fluency (PSF) for kindergarten and first grade and Oral Reading Fluency (ORF) for second and third grades. Program goals from 2010-2011 and the DIBELS NEXT Composite Score are different. Because they are based on different measures and cut off scores, any comparisons between the percentages of students at/above benchmark in 2010–2011 and 2011–2012 should be avoided. For example, in the DIBELS Next assessment, kindergarten has a new measure—the First Sound Fluency (FSF). Although other measures such as the Phoneme Segmentation Fluency (PSF), Nonsense Word Fluency (NWF), and DIBELS Oral Reading Fluency (DORF) at other grade levels are similar in the two assessments, the cut off scores are different. Finally grade 3-6 students take a new measure,

Daze, on the DIBELS Next assessment. All measures, except the LNF, are used in the calculations of the DIBELS NEXT Composite Score.

Matching Students

To conduct the data analyses presented in this report, students were “matched.” “Matching” means that students were only included if they had DIBELS scores for the testing interval of the analysis. Only students with their fall and spring scores were included in the analyses in this report; students without matched scores were excluded. Out of a total of 1,300 students in the state program, 1,116 students (86%) had fall-to-spring matched scores. Of all matched students, the highest percentage of students were in grade 1 students (33%) and the lowest percentage of students were grade 3 students. Table 2 shows the grade level of matched students.

Table 2
Percentage (n) of Students with Matched Scores
from Each Grade Level—2011–2012

Grade	Percentage (n) of Students Matched Fall to Spring
Kindergarten	24% (272)
Grade 1	33% (370)
Grade 2	26% (285)
Grade 3	17% (189)
TOTAL	100% (1,116)

Only slightly fewer students had assessments for all three testing windows—1,099 students or 85%. Because the CDE stressed to schools to collect scores for each of the three testing windows, students with all three scores were included in one additional analysis—the percentage of students at/above benchmark across grade levels in each school and district. These results are reported in the district and school summary tables in Appendix B at the bottom of the tables. All other results in these summary tables are based on students with matched, fall-to-spring scores.

Missing Data

The database included a total of 1,300 students in K–3 in 36 schools. When matching on two testing intervals, there will be students with missing data. Some students might have their fall scores but not spring scores, while other students might not have fall scores, but have spring scores. Overall, 14% of the students had missing data which is moderately low. Kindergarten had the highest percentage of missing matched data (19%).

We conducted a comparison study of the third grade students’ DIBELS Next composite scores to their reading TCAP scores. Only students with their matched DIBELS Next Composite Scores (fall and spring) were included. A total of 189 grade 3 students fell into this group. Of the 189 students, a total of 64 students (34%) did not have TCAP scores. Upon closer investigation, one student was “not testable” and 63 students did not have ESIDs which suggested several possible explanations; the SASIDs were not entered correctly, districts used district IDs and/or the

students missed the state assessment. An attempt was made to obtain the TCAP scores by hand using student names and schools, but none were found for students with matched DIBELS Next Composite scores. A total of 125 grade 3 students had both matched fall to spring DIBELS Next Composite scores and their TCAP reading scores. Table 3 shows the percentage and number of missing cases at each grade level.

Table 3
Percentage (n) of Students *Not* Matched Fall to Spring,
by Grade Level—2011–2012

Grade	Percentage (n) of Students <i>Not</i> Matched in Each Grade Level	Total N
Kindergarten	19% (63)	335
Grade 1	13% (55)	425
Grade 2	12% (38)	323
Grade 3	13% (28)	217
OVERALL	14% (184)	1,300
Grade 3 (DIBELS Next Composite and TCAP)	34% (64)	189

What types of unmatched, fall-to-spring scores were in the database? A few students had only their fall composite scores (5%) or scores on some of the measures, but not enough to calculate their composite scores (7%). Table 4 gives a breakdown of the other types of unmatched scores.

Table 4
Percentage (n) of Other Types of *Un*matched Students Scores—2011–2012

Type of Unmatched Scores	Percentage (n) of Scores
Matched fall to winter only or winter to spring only	6% (81)
Fall composite score only	5% (62)
Winter composite score only	0% (0)
Spring composite score only	2% (96)
1 or more measure scores but not enough to calculate composite score	7% (27)
Matched fall to spring scores	86% (1,116)
Total number of students	1,300

Data Analyses

Data analysis consisted of calculating percentages of students at or above benchmark on the DIBELS Next Composite Score. Since these data were matched, each set of percentages represents absolute increases or declines for the 2011–2012 cohort of students included in the analysis. The data were disaggregated by grade level, and the movement of students from the fall 2011 to the spring 2012 was calculated. Due to rounding off, percentages might not always add up to 100%. Also, a Chi-square test was performed on the third-grade DIBELS Next risk

levels and the TCAP performance levels to explore the existence of a relationship between the two measures.

RESULTS

A total of 36 schools enrolling 1,300 students in kindergarten through third grade participated in the 2011–2012 Colorado Read To Achieve program. Compared to last year, this was eleven fewer schools. Of the 36 schools, 21 of them (58%) were part of one of the three consortia. About a third of the students were in first grade and a quarter in kindergarten and second grade. Only about 17% of the students were in third grade. Table 5 summarizes these results.

Table 5
Percentage (n) of All Students, by Grade Level

Grade	Percentage(n) of Students
Kindergarten	26% (335)
Grade 1	33% (425)
Grade 2	25% (323)
Grade 3	17% (217)
Total	100% (1,300)

Based on data from all students, all of the schools implemented the program in first grade and the vast majority of schools had Read To Achieve programs in second and third grades. Almost three-quarters of the schools (72%) had a kindergarten program. (See Table 6.)

Table 6
Percentage (n) of Schools Implementing the Program, by Grade Level

Grade	Percentage(n) of Schools With Program Implemented (N=36 schools)
Kindergarten	72% (26)
Grade 1	100%(36)
Grade 2	97% (35)
Grade 3	81% (29)

In 2011–2012, the most common configuration for the Read To Achieve programs in schools was to implement it in all four grades (61%), followed by grade 1-3 and grade 1-2 programs (17% and 11% respectively). The remaining schools implemented other grade configurations. (See Table 7.)

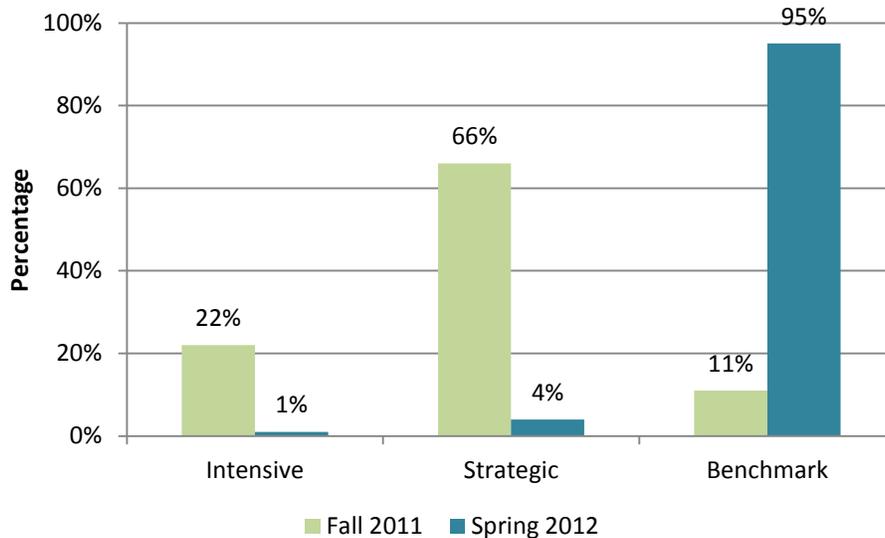
Table 7
Percentage (n) of Schools Implementing Program in Different Level
Grade Configurations, (N=36 schools)

Grades Program Is Implemented	Percentage (n) of Schools
K-3	61% (22)
Grades 1-3	17% (6)
Grades 1 and 2	11% (4)
K-2	8% (3)
K, 1, and 3	3% (1)

Overall Student Performance by Grade Level

The trend for kindergarten students on the DIBELS Next Composite Score from fall 2011 to spring 2012 represents the trend for a very successful program—the percentage of intensive and strategic students declined as the percentage of benchmark students increased. The percentage of intensive students declined from 22% to 1%. In the strategic group, the percentage dropped from 66% to 4%—62 percentage points! Finally, the vast majority of kindergarten students (95%) achieved benchmark by spring 2012. From fall to spring, there was an 84 percentage point improvement. Figure 1 compares the performance of kindergarten students on the DIBELS Next Composite Score in the fall and spring.

Figure 1

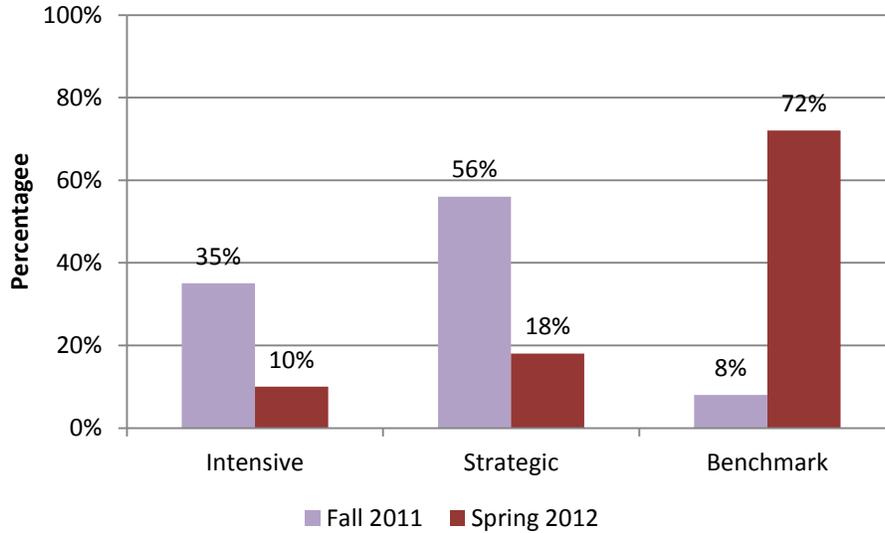


Kindergarten—Percentage of Students at Each Level on the
DIBELS Next Composite Score (N=272)

Similar to kindergarten, first grade results also demonstrated the desired trends for a successful program—almost as dramatically. By the end of the year, the percentage of benchmark students had increased by 64 percentage points to 72%. The percentage of intensive and strategic students

declined 25 and 38 percentage points respectively from fall to spring. Figure 2 displays the performance of first-grade students on the DIBELS Next over the year.

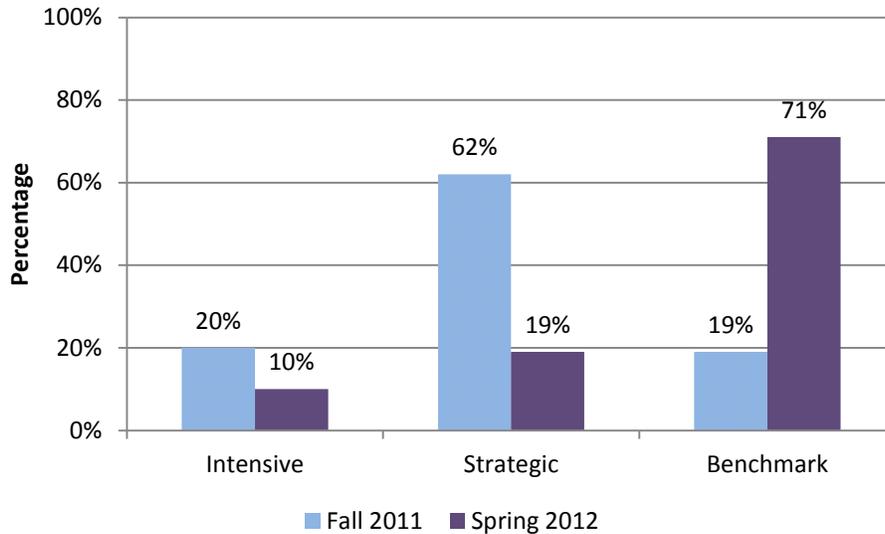
Figure 2



Grade 1 —Percentage of Students at Each Level on the DIBELS Next Composite Score (N=370)

Results in the second grade mirrored those found in kindergarten and first grade. The percentage of intensive and strategic students declined from fall to spring. The percentage of strategic students substantially changed from 62% to only 19%, while the percentage of benchmark students increased from 19% to 71%—a 52 percentage point positive change. Figure 3 shows the trends of second-grade students on the DIBELS Next at each performance level.

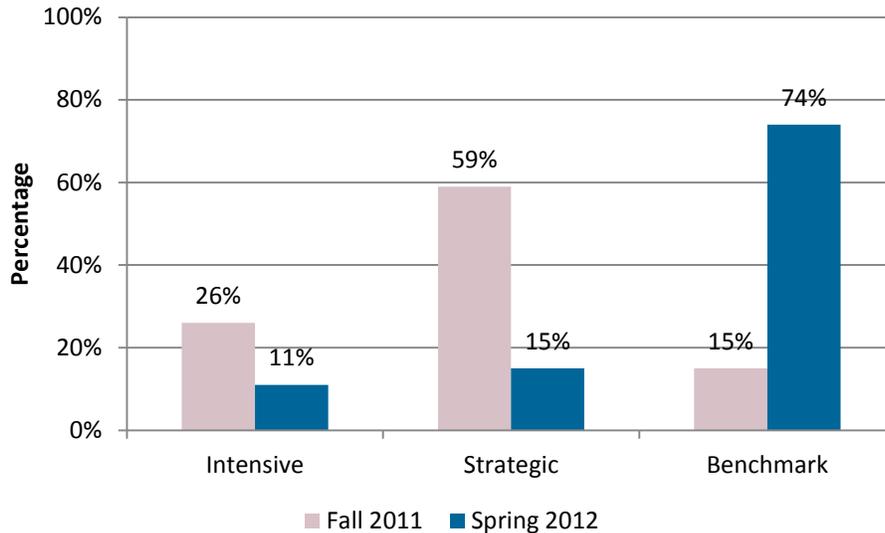
Figure 3



Grade 2 —Percentage of Students at Each Level on the DIBELS Next Composite Score (N=285)

Third-grade results were quite similar to those found in the previous grades, demonstrating a successful program. The percentage of intensive and strategic students declined, and the benchmark percentage increased. Again the percentage of benchmark students substantially changed for 15% to 74%—a 59 percentage point change! Figure 4 displays trends in the three performance levels for third-grade students.

Figure 4



Grade 3 —Percentage of Students at Each Level on the DIBELS Next Composite Score (N=189)

Movement of Students Across Time

Two indicators of program success are how well the program helped intensive and strategic students to progress in their reading and how well the program kept benchmark students at benchmark. Examining the movement of students in the intensive, strategic, and benchmark groups to other performance levels over a year provides this information. This section examines the percentage of students that changed their performance level on the DIBELS Next Composite Score from the fall 2011 to spring 2012, by grade level.

Overall, kindergarten exemplified a very successful program. The vast majority of its fall benchmark students (97%) remained at or above benchmark in the spring, indicating that teachers monitored their benchmark students and provided support when needed to prevent students from falling behind in their reading skills. Only a very small percentage of fall strategic students (3%) remained in strategic and none of the intensive students were at this level by spring. It is quite noteworthy that 94% of strategic and 97% of intensive kindergarten students had progressed to benchmark by spring 2012.

While a high percentage of kindergarten (97%) and third grade students (93%) remained at benchmark, the other grade-level programs were not as successful with its benchmark students. Only about three quarters of benchmark students stayed at benchmark in the first and second grades by spring 2012. This latter result indicates that the benchmark students in the program

did not receive adequate support from either the program or their regular classrooms to keep them at this level. Without more information, it is difficult to know why schools seemed to have a difficult time supporting the reading skills of their benchmark students over the year.

The greatest area of movement and improvement for programs other than kindergarten was from the strategic to benchmark groups. About three-quarters of the strategic students improved their reading skills over the year and progressed to the benchmark group. School programs also had some success helping intensive students improve their reading skills to benchmark. In first grade, two thirds of the intensive students were successful, while over half of intensive students in third grade improved their reading skills to the benchmark performance level. Finally, a somewhat low percentage of intensive students remained in intensive though smaller percentages would be desirable. Table 8 summarizes these findings. Tables 9–12 present the movement of students in the individual grade level program.

Table 8
Comparison of Changes in Performance Levels on the DIBLES Next Composite Score¹ by Grade Level From Fall 2011 to Spring 2012

Grade Level	Percentage Remaining at Benchmark	Percentage (n) Progressing from Strategic to Benchmark	Percentage (n) Progressing from Intensive to Benchmark	Percentage Remaining at Intensive
K	97%	94%	97%	--
Grade 1	74%	75%	66%	17%
Grade 2	76%	79%	41%	27%
Grade 3	93%	77%	57%	22%

¹ Scores matched fall to spring.

Table 9
Kindergarten—Changes in Performance Levels on the DIBLES Next Composite Score¹ From Fall 2011 to Spring 2012

Performance Level in Fall 2011	Spring 2012 Percentage (n)
Intensive (N=61)	
Remained in Intensive	--
Moved to Strategic	3% (2)
Moved to Benchmark	97% (59)
Strategic (N=181)	
Moved to Intensive	1% (2)
Remained in Strategic	4% (8)
Moved to Benchmark	94% (171)
Benchmark (N=30)	
Moved to Intensive	--
Moved to Strategic	3% (1)
Remained in Benchmark	97% (29)

¹ Scores matched fall to spring.

Table 10
Grade 1—Changes in Performance Levels on the DIBLES Next Composite Score¹ From Fall 2011 to Spring 2012

Performance Level in Fall 2011	Spring 2012 Percentage (n)
Intensive (N=130)	
Remained in Intensive	17% (22)
Moved to Strategic	17% (22)
Moved to Benchmark	66% (86)
Strategic (N=209)	
Moved to Intensive	6% (12)
Remained in Strategic	20% (41)
Moved to Benchmark	75% (156)
Benchmark (N=31)	
Moved to Intensive	16% (5)
Moved to Strategic	10% (3)
Remained in Benchmark	74% (23)

¹ Scores matched fall to spring.

Table 11
Grade 2—Changes in Performance Levels on the DIBLES Next Composite Score¹ From Fall 2011 to Spring 2012

Performance Level in Fall 2011	Spring 2012 Percentage (n)
Intensive (N=56)	
Remained in Intensive	27% (15)
Moved to Strategic	32% (18)
Moved to Benchmark	41% (23)
Strategic (N=176)	
Moved to Intensive	6% (10)
Remained in Strategic	15% (27)
Moved to Benchmark	79% (139)
Benchmark (N=53)	
Moved to Intensive	9% (5)
Moved to Strategic	15% (8)
Remained in Benchmark	76% (40)

¹ Scores matched fall to spring.

Table 12
Grade 3—Changes in Performance Levels on the DIBELS Next Composite Score¹ From Fall 2011 to Spring 2012

Performance Level in Fall 2011	Spring 2012 Percentage (n)
Intensive (N=49)	
Remained in Intensive	22% (11)
Moved to Strategic	20% (10)
Moved to Benchmark	57% (28)
Strategic (N=111)	
Moved to Intensive	8% (9)
Remained in Strategic	15% (17)
Moved to Benchmark	77% (85)
Benchmark (N=29)	
Moved to Intensive	3% (1)
Moved to Strategic	3% (1)
Remained in Benchmark	93% (27)

¹ Scores matched fall to spring.

Comparison of Grade 3 Student Performance on DIBELS Next and the Reading Test of the Transitional Colorado Assessment Program (TCAP)

How does students' spring performance on the DIBELS Next compare to their performance on the TCAP reading test? To answer this question, a crosstab of students' support level based on the DIBELS Next composite score and their proficiency level on the TCAP was computed. Of the students scoring at benchmark on the DIBELS Next, only about half of them (52%) scored proficient on the TCAP. Most strategic students on the DIBELS Next (72%) were partially proficient on the TCAP. Of the intensive students, almost two-thirds of them (61%) were partially proficient and about a third of them (31%) scored unsatisfactory on the TCAP.

When the DIBELS Next Composite score was correlated with the TCAP reading scores, a Pearson correlation of 0.53 was found which was significant at the 0.000 significance level. This is a modest correlation and explained only about 28% of the variance in the students' scores.

Table 13 shows the percentage distribution between the DIBELS Next Composite levels and the TCAP proficiency levels.

Table 13
Comparison Between Grade 3 DIBELS Next Composite Score and TCAP Performance Levels, Spring 2012 (N=125)

DIBELS Next Composite Level	Percentage of Students—TCAP				N
	Advanced	Proficient	Partially Proficient	Unsatisfactory	
Benchmark	--	52%	40%%	7%	94
Strategic	--	22%	72%	6%	13
Intensive	--	8%	61%	31%	18

Thoughts for Reflection

The 2011–2012 school year marked the second year of the fourth cohort of schools to implement the Colorado Read To Achieve program. Results indicated that the state Read To Achieve program was quite successful in implementing effective programs in which the percentage of benchmark students increased, and the percentage of strategic and intensive students decreased from fall to spring. Based on these results, Read To Achieve seemed especially successful in the kindergarten and grade 3 programs.

When we investigated the movement of students in the intensive, strategic, and benchmark groups from fall to spring, we found that kindergarten exemplified a very successful program—almost all benchmark students stayed at benchmark, almost all strategic and intensive students moved to benchmark, and none of the intensive students stayed at the intensive level over the year. The grade 3 program also retained a vast majority of its benchmark students at benchmark during the year, and only 17% of the grade 1 intensive students remained in intensive yearlong.

However, grade 1 and grade 2 programs had a difficult time supporting the reading skills of its benchmark students. Over the course of the year, only about three-quarters of them stayed at benchmark. Also, about one-fifth of the grade 2 and grade 3 intensive students continued to remain in intensive by the spring 2012. Without more programmatic information, it is difficult to understand the reasons for the lack of student improvement at these performance levels or to assist school programs to find strategies and/or practices to better help these students.

Was the program more successful this year than last year? This question cannot be answered because of the change in the student assessment used to look at impact on student reading. Last year, the program administered the DIBELS; this year DIBELS Next. The two assessments are entirely different. In DIBELS Next, there are new measures in kindergarten and grade 3, different cut off scores on similar measures, and calculated composite scores based on several measures. In other words, the student performance levels calculated in both assessments are based on very different criteria. Next year, it will be possible to compare results.

Before we can decide if a program resulted in positive student outcomes, we first need to know what the specific program is and then conduct an evaluation of the fidelity of implementation to determine the extent that schools are implementing the program as intended. In the original grant proposal, there were no common program features required of all schools such as a specific

curriculum or at least 35 minutes of interventions. Consequently, the Colorado Read To Achieve program was very loosely articulated, resulting in a collection of different reading intervention programs and making it difficult to attribute success to any specific program. However, in the past year, the CDE has attempted to more clearly define its program. The CDE is commended on its efforts to better define the Colorado Read To Achieve program and on its development of the *Effective Intervention Implementation Rubric for Read to Achieve (RTA) Schools* to identify implementation challenges and to help schools with implementation.

Finally, we hope that the CDE will clearly define any of its future programs (such as specifying how the program should be implemented, the intensity of intervention, appropriate curricula to use, and teacher training). Once a program is clearly defined, systematic data collections about fidelity of implementation will help the state to identify school needs, to better tailor technical assistance, and to promote higher fidelity across schools. Closer alignment to program fidelity criteria will eventually lead to better program decisions and interpretation of student achievement results. More importantly, if guidelines are based in research, results should be more positive, and more students should benefit.

APPENDICES

APPENDIX A

Percentage of Matched Students Reaching or Exceeding Benchmark, by Grade and Time

**Colorado Read to Achieve
Percentage of Matched Students Reaching or Exceeding Benchmark,
by Grade and Time**

Grade Level	Percentage of Students Reaching or Exceeding Benchmark	Matched N ¹
Kindergarten		
Fall 2011	11%	272
Spring 2012	95%	
<i>Benchmark Percentage Point Change</i>	<i>+84</i>	
Grade 1		
Fall 2011	8%	370
Spring 2012	72%	
<i>Benchmark Percentage Point Change</i>	<i>+64</i>	
Grade 2		
Fall 2011	19%	285
Spring 2012	71%	
<i>Benchmark Percentage Point Change</i>	<i>+52</i>	
Grade 3		
Fall 2011	15%	189
Spring 2012	74%	
<i>Benchmark Percentage Point Change</i>	<i>+59</i>	

¹ For a score to be included in the analysis, the child must have scores for all measures at both testing points.

APPENDIX B

Percent of Matched Students Reaching or Exceeding Benchmark, by District,
School, Grade, and Time

Colorado Read to Achieve
Percentage of Students At or Above Benchmark on the DIBELS Next Composite
Score, by District Level, Grade and Time

Consortium Level Results: Adams 50 SD
[Schools: Harris Park, Sherrelwood, and Skyline Vista Elementary Schools]

	Percentage At or Above Benchmark	Matched N ¹
Consortium Level		
Fall 2011	10%	99
Spring 2012	72%	
Kindergarten		
Fall 2011	10%	19
Spring 2012	100%	
<i>Benchmark Percentage Point Change</i>	<i>+90</i>	
Grade 1		
Fall 2011	6%	34
Spring 2012	53%	
<i>Benchmark Percentage Point Change</i>	<i>+47</i>	
Grade 2		
Fall 2011	15%	26
Spring 2012	77%	
<i>Benchmark Percentage Point Change</i>	<i>+62</i>	
Grade 3		
Fall 2011	10%	20
Spring 2012	70%	
<i>Benchmark Percentage Point Change</i>	<i>+60</i>	
	Percentage At or Above Benchmark	Matched N ²
Consortium Level²		
Fall 2011	10%	98
Spring 2012	72%	

¹ For scores to be included in the analysis, students must have their DIBELS Next Composite Scores for fall and spring.

² Only students with fall, winter, and spring scores were included in this analysis.

Colorado Read to Achieve
Percentage of Students At or Above Benchmark on the DIBELS Next Composite
Score, by District Level, Grade and Time

Consortium: Adams 50 SD
School Level Results: Harris Park Elementary

	Percentage At or Above Benchmark	Matched N ¹
School Level		
Fall 2011	4%	27
Spring 2012	70%	
Kindergarten		
Fall 2011	--	--
Spring 2012	--	
<i>Benchmark Percentage Point Change</i>	--	
Grade 1		
Fall 2011	8%	12
Spring 2012	50%	
<i>Benchmark Percentage Point Change</i>	+42	
Grade 2		
Fall 2011	0%	9
Spring 2012	100%	
<i>Benchmark Percentage Point Change</i>	+100	
Grade 3		
Fall 2011	0%	6
Spring 2012	67%	
<i>Benchmark Percentage Point Change</i>	+67	
	Percentage At or Above Benchmark	Matched N ²
School Level		
Fall 2011	4%	27
Spring 2012	70%	

¹ For scores to be included in the analysis, students must have their DIBELS Next Composite Scores for fall and spring.

² Only students with fall, winter, and spring scores were included in this analysis.

**Colorado Read to Achieve
Percentage of Students At or Above Benchmark on the DIBELS Next Composite
Score, by District Level, Grade and Time**

**Consortium: Adams 50 SD
School Level Results: Sherrelwood Elementary**

	Percentage At or Above Benchmark	Matched N ¹
School Level		
Fall 2011	15%	41
Spring 2012	76%	
Kindergarten		
Fall 2011	8%	13
Spring 2012	100%	
<i>Benchmark Percentage Point Change</i>	<i>+92</i>	
Grade 1		
Fall 2011	10%	10
Spring 2012	40%	
<i>Benchmark Percentage Point Change</i>	<i>+30</i>	
Grade 2		
Fall 2011	18%	11
Spring 2012	64%	
<i>Benchmark Percentage Point Change</i>	<i>+46</i>	
Grade 3		
Fall 2011	29%	7
Spring 2012	100%	
<i>Benchmark Percentage Point Change</i>	<i>+71</i>	
	Percentage At or Above Benchmark	Matched N ²
School Level		
Fall 2011	15%	40
Spring 2012	78%	

¹ For scores to be included in the analysis, students must have their DIBELS Next Composite Scores for fall and spring.

² Only students with fall, winter, and spring scores were included in this analysis.

**Colorado Read to Achieve
Percentage of Students At or Above Benchmark on the DIBELS Next Composite
Score, by District Level, Grade and Time**

**Consortium: Adams 50 SD
School Level Results: Skyline Vista Elementary**

	Percentage At or Above Benchmark	Matched N ¹
School Level		
Fall 2011	10%	31
Spring 2012	68%	
Kindergarten		
Fall 2011	17%	6
Spring 2012	100%	
<i>Benchmark Percentage Point Change</i>	<i>+83</i>	
Grade 1		
Fall 2011	0%	12
Spring 2012	67%	
<i>Benchmark Percentage Point Change</i>	<i>+67</i>	
Grade 2		
Fall 2011	33%	6
Spring 2012	67%	
<i>Benchmark Percentage Point Change</i>	<i>+34</i>	
Grade 3		
Fall 2011	0%	7
Spring 2012	43%	
<i>Benchmark Percentage Point Change</i>	<i>+43</i>	
	Percentage At or Above Benchmark	Matched N ²
School Level		
Fall 2011	10%	31
Spring 2012	68%	

¹ For scores to be included in the analysis, students must have their DIBELS Next Composite Scores for fall and spring.

² Only students with fall, winter, and spring scores were included in this analysis.

Colorado Read to Achieve
Percentage of Students At or Above Benchmark on the DIBELS Next Composite
Score, by District Level, Grade and Time

Consortium Level Results: Aurora Public Schools Consortium
[Schools: Clyde Miller, Crawford, Kenton, Laredo, Paris, Park Lane, and Vaughn
Elementary Schools]

	Percentage At or Above Benchmark	Matched N ¹
Consortium Level		
Fall 2011	3%	195
Spring 2012	89%	
Kindergarten		
Fall 2011	0%	37
Spring 2012	97%	
<i>Benchmark Percentage Point Change</i>	<i>+97</i>	
Grade 1		
Fall 2011	1%	79
Spring 2012	86%	
<i>Benchmark Percentage Point Change</i>	<i>+85</i>	
Grade 2		
Fall 2011	6%	48
Spring 2012	85%	
<i>Benchmark Percentage Point Change</i>	<i>+79</i>	
Grade 3		
Fall 2011	3%	31
Spring 2012	90%	
<i>Benchmark Percentage Point Change</i>	<i>+87</i>	
	Percentage At or Above Benchmark	Matched N ²
Consortium Level		
Fall 2011	3%	195
Spring 2012	89%	

¹ For scores to be included in the analysis, students must have their DIBELS Next Composite Scores for fall and spring.

² Only students with fall, winter, and spring scores were included in this analysis.

Colorado Read to Achieve
Percentage of Students At or Above Benchmark on the DIBELS Next Composite
Score, by District Level, Grade and Time

Consortium: Aurora Public Schools Consortium–2
School Level Results: Clyde Miller Elementary

	Percentage At or Above Benchmark	Matched N ¹
School Level		
Fall 2011	0%	28
Spring 2012	82%	
Kindergarten		
Fall 2011	--	--
Spring 2012	--	
<i>Benchmark Percentage Point Change</i>	--	
Grade 1		
Fall 2011	0%	12
Spring 2012	83%	
<i>Benchmark Percentage Point Change</i>	+83	
Grade 2		
Fall 2011	0%	8
Spring 2012	75%	
<i>Benchmark Percentage Point Change</i>	+75	
Grade 3		
Fall 2011	0%	8
Spring 2012	88%	
<i>Benchmark Percentage Point Change</i>	+88	
	Percentage At or Above Benchmark	Matched N ²
School Level		
Fall 2011	0%	28
Spring 2012	82%	

¹ For scores to be included in the analysis, students must have their DIBELS Next Composite Scores for fall and spring.

² Only students with fall, winter, and spring scores were included in this analysis.

Colorado Read to Achieve
Percentage of Students At or Above Benchmark on the DIBELS Next Composite
Score, by District Level, Grade and Time

Consortium: Aurora Public Schools Consortium–2
School Level Results: Crawford Elementary

	Percentage At or Above Benchmark	Matched N ¹
School Level		
Fall 2011	5%	37
Spring 2012	89%	
Kindergarten		
Fall 2011	--	--
Spring 2012	--	
<i>Benchmark Percentage Point Change</i>	--	
Grade 1		
Fall 2011	7%	14
Spring 2012	79%	
<i>Benchmark Percentage Point Change</i>	+72	
Grade 2		
Fall 2011	7%	15
Spring 2012	93%	
<i>Benchmark Percentage Point Change</i>	+86	
Grade 3		
Fall 2011	0%	8
Spring 2012	100%	
<i>Benchmark Percentage Point Change</i>	+100	
	Percentage At or Above Benchmark	Matched N ²
School Level		
Fall 2011	5%	37
Spring 2012	89%	

¹ For scores to be included in the analysis, students must have their DIBELS Next Composite Scores for fall and spring.

² Only students with fall, winter, and spring scores were included in this analysis.

Colorado Read to Achieve
Percentage of Students At or Above Benchmark on the DIBELS Next Composite
Score, by District Level, Grade and Time

Consortium: Aurora Public Schools Consortium–2
School Level Results: Kenton Elementary

	Percentage At or Above Benchmark	Matched N ¹
School Level		
Fall 2011	0%	19
Spring 2012	84%	
Kindergarten		
Fall 2011	0%	8
Spring 2012	100%	
<i>Benchmark Percentage Point Change</i>	<i>+100</i>	
Grade 1		
Fall 2011	0%	9
Spring 2012	67%	
<i>Benchmark Percentage Point Change</i>	<i>+67</i>	
Grade 2		
Fall 2011	--	--
Spring 2012	--	
<i>Benchmark Percentage Point Change</i>	--	
Grade 3		
Fall 2011	0%	2
Spring 2012	100%	
<i>Benchmark Percentage Point Change</i>	<i>+100</i>	
	Percentage At or Above Benchmark	Matched N ²
School Level		
Fall 2011	0%	19
Spring 2012	84%	

¹ For scores to be included in the analysis, students must have their DIBELS Next Composite Scores for fall and spring.

² Only students with fall, winter, and spring scores were included in this analysis.

Colorado Read to Achieve
Percentage of Students At or Above Benchmark on the DIBELS Next Composite
Score, by District Level, Grade and Time

Consortium: Aurora Public Schools Consortium–2
School Level Results: Laredo Elementary

	Percentage At or Above Benchmark	Matched N ¹
School Level		
Fall 2011	0%	31
Spring 2012	87%	
Kindergarten		
Fall 2011	--	--
Spring 2012	--	
<i>Benchmark Percentage Point Change</i>	--	
Grade 1		
Fall 2011	0%	13
Spring 2012	100%	
<i>Benchmark Percentage Point Change</i>	+100	
Grade 2		
Fall 2011	0%	10
Spring 2012	70%	
<i>Benchmark Percentage Point Change</i>	+70	
Grade 3		
Fall 2011	0%	8
Spring 2012	88%	
<i>Benchmark Percentage Point Change</i>	+88	
	Percentage At or Above Benchmark	Matched N ²
School Level		
Fall 2011	0%	31
Spring 2012	87%	

¹ For scores to be included in the analysis, students must have their DIBELS Next Composite Scores for fall and spring.

² Only students with fall, winter, and spring scores were included in this analysis.

Colorado Read to Achieve
Percentage of Students At or Above Benchmark on the DIBELS Next Composite
Score, by District Level, Grade and Time

Consortium: Aurora Public Schools Consortium–2
School Level Results: Paris Elementary

	Percentage At or Above Benchmark	Matched N ¹
School Level		
Fall 2011	5%	20
Spring 2012	100%	
Kindergarten		
Fall 2011	0%	3
Spring 2012	100%	
<i>Benchmark Percentage Point Change</i>	<i>+100</i>	
Grade 1		
Fall 2011	0%	10
Spring 2012	100%	
<i>Benchmark Percentage Point Change</i>	<i>+100</i>	
Grade 2		
Fall 2011	20%	5
Spring 2012	100%	
<i>Benchmark Percentage Point Change</i>	<i>+80</i>	
Grade 3		
Fall 2011	0%	2
Spring 2012	100%	
<i>Benchmark Percentage Point Change</i>	<i>+100</i>	
	Percentage At or Above Benchmark	Matched N ²
School Level		
Fall 2011	5%	20
Spring 2012	100%	

¹ For scores to be included in the analysis, students must have their DIBELS Next Composite Scores for fall and spring.

² Only students with fall, winter, and spring scores were included in this analysis.

Colorado Read to Achieve
Percentage of Students At or Above Benchmark on the DIBELS Next Composite
Score, by District Level, Grade and Time

Consortium: Aurora Public Schools Consortium–2
School Level Results: Park Lane Elementary

	Percentage At or Above Benchmark	Matched N ¹
School Level		
Fall 2011	11%	18
Spring 2012	94%	
Kindergarten		
Fall 2011	0%	8
Spring 2012	100%	
<i>Benchmark Percentage Point Change</i>	<i>+100</i>	
Grade 1		
Fall 2011	0%	3
Spring 2012	100%	
<i>Benchmark Percentage Point Change</i>	<i>+100</i>	
Grade 2		
Fall 2011	25%	4
Spring 2012	100%	
<i>Benchmark Percentage Point Change</i>	<i>+75</i>	
Grade 3		
Fall 2011	33%	3
Spring 2012	67%	
<i>Benchmark Percentage Point Change</i>	<i>+34</i>	
	Percentage At or Above Benchmark	Matched N ²
School Level		
Fall 2011	11%	18
Spring 2012	94%	

¹ For scores to be included in the analysis, students must have their DIBELS Next Composite Scores for fall and spring.

² Only students with fall, winter, and spring scores were included in this analysis.

Colorado Read to Achieve
Percentage of Students At or Above Benchmark on the DIBELS Next Composite
Score, by District Level, Grade and Time

Consortium: Aurora Public Schools Consortium–2
School Level Results: Vaughn Elementary

	Percentage At or Above Benchmark	Matched N ¹
School Level		
Fall 2011	0%	42
Spring 2012	88%	
Kindergarten		
Fall 2011	0%	18
Spring 2012	94%	
<i>Benchmark Percentage Point Change</i>	<i>+94</i>	
Grade 1		
Fall 2011	0%	18
Spring 2012	83%	
<i>Benchmark Percentage Point Change</i>	<i>+83</i>	
Grade 2		
Fall 2011	0%	6
Spring 2012	83%	
<i>Benchmark Percentage Point Change</i>	<i>+83</i>	
Grade 3		
Fall 2011	--	--
Spring 2012	--	
<i>Benchmark Percentage Point Change</i>	--	
	Percentage At or Above Benchmark	Matched N ²
School Level		
Fall 2011	0%	42
Spring 2012	88%	

¹ For scores to be included in the analysis, students must have their DIBELS Next Composite Scores for fall and spring.

² Only students with fall, winter, and spring scores were included in this analysis.

**Colorado Read to Achieve
Percentage of Students At or Above Benchmark on the DIBELS Next Composite
Score, by District Level, Grade and Time**

**District Level Results: Bethune R-5 and
School Level Results: Bethune Elementary**

	Percentage At or Above Benchmark	Matched N ¹
District Level		
Fall 2011	52%	27
Spring 2012	82%	
Kindergarten		
Fall 2011	44%	9
Spring 2012	100%	
<i>Benchmark Percentage Point Change</i>	<i>+56</i>	
Grade 1		
Fall 2011	50%	6
Spring 2012	100%	
<i>Benchmark Percentage Point Change</i>	<i>+50</i>	
Grade 2		
Fall 2011	75%	8
Spring 2012	75%	
<i>Benchmark Percentage Point Change</i>	<i>0</i>	
Grade 3		
Fall 2011	25%	4
Spring 2012	25%	
<i>Benchmark Percentage Point Change</i>	<i>0</i>	
	Percentage At or Above Benchmark	Matched N ²
District Level		
Fall 2011	52%	27
Spring 2012	82%	

¹ For scores to be included in the analysis, students must have their DIBELS Next Composite Scores for fall and spring.

² Only students with fall, winter, and spring scores were included in this analysis.

Colorado Read to Achieve
Percentage of Students At or Above Benchmark on the DIBELS Next Composite
Score, by District Level, Grade and Time

District Level Results: Denver County 1
[Schools: Amesse, Ashley, Cheltenham, Cole Arts and Science Academy, Ford,
Garden Place, Knapp, Place Bridge, Swansea, and Valverde Elementary Schools]

	Percentage At or Above Benchmark	Matched N ¹
District Level		
Fall 2011	19%	438
Spring 2012	79%	
Kindergarten		
Fall 2011	14%	131
Spring 2012	93%	
<i>Benchmark Percentage Point Change</i>	+79	
Grade 1		
Fall 2011	12%	124
Spring 2012	68%	
<i>Benchmark Percentage Point Change</i>	+56	
Grade 2		
Fall 2011	27%	113
Spring 2012	73%	
<i>Benchmark Percentage Point Change</i>	+46	
Grade 3		
Fall 2011	26%	70
Spring 2012	80%	
<i>Benchmark Percentage Point Change</i>	+54	
	Percentage At or Above Benchmark	Matched N ²
District Level		
Fall 2011	18%	428
Spring 2012	79%	

¹ For scores to be included in the analysis, students must have their DIBELS Next Composite Scores for fall and spring.

² Only students with fall, winter, and spring scores were included in this analysis.

Colorado Read to Achieve
Percentage of Students At or Above Benchmark on the DIBELS Next Composite
Score, by District Level, Grade and Time

District: Denver County 1
School Level Results: Amesse Elementary

	Percentage At or Above Benchmark	Matched N ¹
School Level		
Fall 2011	17%	81
Spring 2012	68%	
Kindergarten		
Fall 2011	8%	24
Spring 2012	88%	
<i>Benchmark Percentage Point Change</i>	<i>+80</i>	
Grade 1		
Fall 2011	4%	23
Spring 2012	56%	
<i>Benchmark Percentage Point Change</i>	<i>+52</i>	
Grade 2		
Fall 2011	46%	22
Spring 2012	59%	
<i>Benchmark Percentage Point Change</i>	<i>+13</i>	
Grade 3		
Fall 2011	8%	12
Spring 2012	67%	
<i>Benchmark Percentage Point Change</i>	<i>+59</i>	
	Percentage At or Above Benchmark	Matched N ²
School Level		
Fall 2011	14%	76
Spring 2012	70%	

¹ For scores to be included in the analysis, students must have their DIBELS Next Composite Scores for fall and spring.

² Only students with fall, winter, and spring scores were included in this analysis.

Colorado Read to Achieve
Percentage of Students At or Above Benchmark on the DIBELS Next Composite
Score, by District Level, Grade and Time

District: Denver County 1
School Level Results: Ashley Elementary

	Percentage At or Above Benchmark	Matched N ¹
School Level		
Fall 2011	35%	34
Spring 2012	76%	
Kindergarten		
Fall 2011	54%	11
Spring 2012	91%	
<i>Benchmark Percentage Point Change</i>	<i>+37</i>	
Grade 1		
Fall 2011	23%	13
Spring 2012	69%	
<i>Benchmark Percentage Point Change</i>	<i>+46</i>	
Grade 2		
Fall 2011	50%	4
Spring 2012	75%	
<i>Benchmark Percentage Point Change</i>	<i>+25</i>	
Grade 3		
Fall 2011	17%	6
Spring 2012	67%	
<i>Benchmark Percentage Point Change</i>	<i>+50</i>	
	Percentage At or Above Benchmark	Matched N ²
School Level		
Fall 2011	35%	34
Spring 2012	76%	

¹ For scores to be included in the analysis, students must have their DIBELS Next Composite Scores for fall and spring.

² Only students with fall, winter, and spring scores were included in this analysis.

Colorado Read to Achieve
Percentage of Students At or Above Benchmark on the DIBELS Next Composite
Score, by District Level, Grade and Time

District: Denver County 1
School Level Results: Cheltenham Elementary

	Percentage At or Above Benchmark	Matched N ¹
School Level		
Fall 2011	0%	18
Spring 2012	94%	
Kindergarten		
Fall 2011	0%	11
Spring 2012	100%	
<i>Benchmark Percentage Point Change</i>	<i>+100</i>	
Grade 1		
Fall 2011	0%	3
Spring 2012	67%	
<i>Benchmark Percentage Point Change</i>	<i>+67</i>	
Grade 2		
Fall 2011	0%	1
Spring 2012	100%	
<i>Benchmark Percentage Point Change</i>	<i>+100</i>	
Grade 3		
Fall 2011	0%	3
Spring 2012	100%	
<i>Benchmark Percentage Point Change</i>	<i>+100</i>	
	Percentage At or Above Benchmark	Matched N ²
School Level		
Fall 2011	0%	18
Spring 2012	94%	

¹ For scores to be included in the analysis, students must have their DIBELS Next Composite Scores for fall and spring.

² Only students with fall, winter, and spring scores were included in this analysis.

Colorado Read to Achieve
Percentage of Students At or Above Benchmark on the DIBELS Next Composite
Score, by District Level, Grade and Time

District: Denver County 1
School Level Results: Cole Arts and Sciences Academy

	Percentage At or Above Benchmark	Matched N ¹
School Level		
Fall 2011	24%	50
Spring 2012	68%	
Kindergarten		
Fall 2011	50%	10
Spring 2012	90%	
<i>Benchmark Percentage Point Change</i>	<i>+40</i>	
Grade 1		
Fall 2011	18%	17
Spring 2012	71%	
<i>Benchmark Percentage Point Change</i>	<i>+53</i>	
Grade 2		
Fall 2011	17%	23
Spring 2012	56%	
<i>Benchmark Percentage Point Change</i>	<i>+39</i>	
Grade 3		
Fall 2011	--	--
Spring 2012	--	
<i>Benchmark Percentage Point Change</i>	--	
	Percentage At or Above Benchmark	Matched N ²
School Level		
Fall 2011	24%	50
Spring 2012	68%	

¹ For scores to be included in the analysis, students must have their DIBELS Next Composite Scores for fall and spring.

² Only students with fall, winter, and spring scores were included in this analysis.

Colorado Read to Achieve
Percentage of Students At or Above Benchmark on the DIBELS Next Composite
Score, by District Level, Grade and Time

District: Denver County 1
School Level Results: Ford Elementary

	Percentage At or Above Benchmark	Matched N ¹
School Level		
Fall 2011	2%	64
Spring 2012	92%	
Kindergarten		
Fall 2011	0%	23
Spring 2012	96%	
<i>Benchmark Percentage Point Change</i>	<i>+96</i>	
Grade 1		
Fall 2011	0%	18
Spring 2012	89%	
<i>Benchmark Percentage Point Change</i>	<i>+89</i>	
Grade 2		
Fall 2011	0%	17
Spring 2012	88%	
<i>Benchmark Percentage Point Change</i>	<i>+88</i>	
Grade 3		
Fall 2011	17%	6
Spring 2012	100%	
<i>Benchmark Percentage Point Change</i>	<i>+83</i>	
	Percentage At or Above Benchmark	Matched N ²
School Level		
Fall 2011	2%	64
Spring 2012	92%	

¹ For scores to be included in the analysis, students must have their DIBELS Next Composite Scores for fall and spring.

² Only students with fall, winter, and spring scores were included in this analysis.

**Colorado Read to Achieve
Percentage of Students At or Above Benchmark on the DIBELS Next Composite
Score, by District Level, Grade and Time**

**District: Denver County 1
School Level Results: Garden Place Elementary**

	Percentage At or Above Benchmark	Matched N ¹
School Level		
Fall 2011	10%	31
Spring 2012	77%	
Kindergarten		
Fall 2011	12%	8
Spring 2012	100%	
<i>Benchmark Percentage Point Change</i>	<i>+88</i>	
Grade 1		
Fall 2011	0%	7
Spring 2012	86%	
<i>Benchmark Percentage Point Change</i>	<i>+86</i>	
Grade 2		
Fall 2011	0%	8
Spring 2012	62%	
<i>Benchmark Percentage Point Change</i>	<i>+62</i>	
Grade 3		
Fall 2011	25%	8
Spring 2012	62%	
<i>Benchmark Percentage Point Change</i>	<i>+37</i>	
	Percentage At or Above Benchmark	Matched N ²
School Level		
Fall 2011	10%	31
Spring 2012	77%	

¹ For scores to be included in the analysis, students must have their DIBELS Next Composite Scores for fall and spring.

² Only students with fall, winter, and spring scores were included in this analysis.

Colorado Read to Achieve
Percentage of Students At or Above Benchmark on the DIBELS Next Composite
Score, by District Level, Grade and Time

District: Denver County 1
School Level Results: Knapp Elementary

	Percentage At or Above Benchmark	Matched N ¹
School Level		
Fall 2011	32%	28
Spring 2012	75%	
Kindergarten		
Fall 2011	0%	5
Spring 2012	100%	
<i>Benchmark Percentage Point Change</i>	<i>+100</i>	
Grade 1		
Fall 2011	22%	9
Spring 2012	44%	
<i>Benchmark Percentage Point Change</i>	<i>+22</i>	
Grade 2		
Fall 2011	71%	7
Spring 2012	100%	
<i>Benchmark Percentage Point Change</i>	<i>+29</i>	
Grade 3		
Fall 2011	29%	7
Spring 2012	71%	
<i>Benchmark Percentage Point Change</i>	<i>+42</i>	
	Percentage At or Above Benchmark	Matched N ²
School Level		
Fall 2011	32%	28
Spring 2012	75%	

¹ For scores to be included in the analysis, students must have their DIBELS Next Composite Scores for fall and spring.

² Only students with fall, winter, and spring scores were included in this analysis.

**Colorado Read to Achieve
Percentage of Students At or Above Benchmark on the DIBELS Next Composite
Score, by District Level, Grade and Time**

**District: Denver County 1
School Level Results: Place Bridge Academy**

	Percentage At or Above Benchmark	Matched N ¹
School Level		
Fall 2011	6%	35
Spring 2012	91%	
Kindergarten		
Fall 2011	0%	11
Spring 2012	100%	
<i>Benchmark Percentage Point Change</i>	<i>+100</i>	
Grade 1		
Fall 2011	0%	11
Spring 2012	82%	
<i>Benchmark Percentage Point Change</i>	<i>+82</i>	
Grade 2		
Fall 2011	0%	5
Spring 2012	80%	
<i>Benchmark Percentage Point Change</i>	<i>+80</i>	
Grade 3		
Fall 2011	25%	8
Spring 2012	100%	
<i>Benchmark Percentage Point Change</i>	<i>+75</i>	
	Percentage At or Above Benchmark	Matched N ²
School Level		
Fall 2011	6%	35
Spring 2012	91%	

¹ For scores to be included in the analysis, students must have their DIBELS Next Composite Scores for fall and spring.

² Only students with fall, winter, and spring scores were included in this analysis.

Colorado Read to Achieve
Percentage of Students At or Above Benchmark on the DIBELS Next Composite
Score, by District Level, Grade and Time

District: Denver County 1
School Level Results: Swansea Elementary

	Percentage At or Above Benchmark	Matched N ¹
School Level		
Fall 2011	31%	65
Spring 2012	80%	
Kindergarten		
Fall 2011	17%	18
Spring 2012	89%	
<i>Benchmark Percentage Point Change</i>	<i>+72</i>	
Grade 1		
Fall 2011	33%	18
Spring 2012	72%	
<i>Benchmark Percentage Point Change</i>	<i>+39</i>	
Grade 2		
Fall 2011	41%	17
Spring 2012	76%	
<i>Benchmark Percentage Point Change</i>	<i>+35</i>	
Grade 3		
Fall 2011	33%	12
Spring 2012	83%	
<i>Benchmark Percentage Point Change</i>	<i>+50</i>	
	Percentage At or Above Benchmark	Matched N ²
School Level		
Fall 2011	28%	60
Spring 2012	80%	

¹ For scores to be included in the analysis, students must have their DIBELS Next Composite Scores for fall and spring.

² Only students with fall, winter, and spring scores were included in this analysis.

Colorado Read to Achieve
Percentage of Students At or Above Benchmark on the DIBELS Next Composite
Score, by District Level, Grade and Time

District: Denver County 1
School Level Results: Valverde Elementary

	Percentage At or Above Benchmark	Matched N ¹
School Level		
Fall 2011	28%	32
Spring 2012	78%	
Kindergarten		
Fall 2011	10%	10
Spring 2012	90%	
<i>Benchmark Percentage Point Change</i>	<i>+80</i>	
Grade 1		
Fall 2011	0%	5
Spring 2012	20%	
<i>Benchmark Percentage Point Change</i>	<i>+20</i>	
Grade 2		
Fall 2011	33%	9
Spring 2012	89%	
<i>Benchmark Percentage Point Change</i>	<i>+56</i>	
Grade 3		
Fall 2011	62%	8
Spring 2012	88%	
<i>Benchmark Percentage Point Change</i>	<i>+26</i>	
	Percentage At or Above Benchmark	Matched N ²
School Level		
Fall 2011	28%	32
Spring 2012	78%	

¹ For scores to be included in the analysis, students must have their DIBELS Next Composite Scores for fall and spring.

² Only students with fall, winter, and spring scores were included in this analysis.

Colorado Read to Achieve
Percentage of Students At or Above Benchmark on the DIBELS Next Composite
Score, by District Level, Grade and Time

Consortium Level Results: Denver Public Schools Consortium
[Schools: Castro, College View, Ellis, Fairmont, Force, Harrington, Newlon, Pitt-
Waller, Schenk, Schmitt, and Valdez Elementary Schools]

	Percentage At or Above Benchmark	Matched N ¹
Consortium Level		
Fall 2011	3%	178
Spring 2012	75%	
Kindergarten		
Fall 2011	0%	19
Spring 2012	95%	
<i>Benchmark Percentage Point Change</i>	+95	
Grade 1		
Fall 2011	0%	79
Spring 2012	72%	
<i>Benchmark Percentage Point Change</i>	+72	
Grade 2		
Fall 2011	7%	57
Spring 2012	74%	
<i>Benchmark Percentage Point Change</i>	+67	
Grade 3		
Fall 2011	9%	23
Spring 2012	74%	
<i>Benchmark Percentage Point Change</i>	+65	
	Percentage At or Above Benchmark	Matched N ²
Consortium Level		
Fall 2011	4%	172
Spring 2012	76%	

¹ For scores to be included in the analysis, students must have their DIBELS Next Composite Scores for fall and spring.

² Only students with fall, winter, and spring scores were included in this analysis.

Colorado Read to Achieve
Percentage of Students At or Above Benchmark on the DIBELS Next Composite
Score, by District Level, Grade and Time

Consortium: Denver Public Schools Consortium
School Level Results: Castro Elementary

	Percentage At or Above Benchmark	Matched N ¹
School Level		
Fall 2011	7%	14
Spring 2012	71%	
Kindergarten		
Fall 2011	--	--
Spring 2012	--	
<i>Benchmark Percentage Point Change</i>	--	
Grade 1		
Fall 2011	0%	9
Spring 2012	67%	
<i>Benchmark Percentage Point Change</i>	+67	
Grade 2		
Fall 2011	20%	5
Spring 2012	80%	
<i>Benchmark Percentage Point Change</i>	+60	
Grade 3		
Fall 2011	--	--
Spring 2012	--	
<i>Benchmark Percentage Point Change</i>	--	
	Percentage At or Above Benchmark	Matched N ²
School Level		
Fall 2011	7%	14
Spring 2012	71%	

¹ For scores to be included in the analysis, students must have their DIBELS Next Composite Scores for fall and spring.

² Only students with fall, winter, and spring scores were included in this analysis.

Colorado Read to Achieve
Percentage of Students At or Above Benchmark on the DIBELS Next Composite
Score, by District Level, Grade and Time

Consortium: Denver Public Schools Consortium
School Level Results: College View Elementary

	Percentage At or Above Benchmark	Matched N ¹
School Level		
Fall 2011	4%	22
Spring 2012	82%	
Kindergarten		
Fall 2011	0%	6
Spring 2012	100%	
<i>Benchmark Percentage Point Change</i>	<i>+100</i>	
Grade 1		
Fall 2011	0%	4
Spring 2012	100%	
<i>Benchmark Percentage Point Change</i>	<i>+100</i>	
Grade 2		
Fall 2011	0%	9
Spring 2012	67%	
<i>Benchmark Percentage Point Change</i>	<i>+67</i>	
Grade 3		
Fall 2011	33%	3
Spring 2012	67%	
<i>Benchmark Percentage Point Change</i>	<i>+34</i>	
	Percentage At or Above Benchmark	Matched N ²
School Level		
Fall 2011	4%	22
Spring 2012	82%	

¹ For scores to be included in the analysis, students must have their DIBELS Next Composite Scores for fall and spring.

² Only students with fall, winter, and spring scores were included in this analysis.

Colorado Read to Achieve
Percentage of Students At or Above Benchmark on the DIBELS Next Composite
Score, by District Level, Grade and Time

Consortium: Denver Public Schools Consortium
School Level Results: Ellis Elementary

	Percentage At or Above Benchmark	Matched N ¹
School Level		
Fall 2011	0%	13
Spring 2012	69%	
Kindergarten		
Fall 2011	--	--
Spring 2012	--	
<i>Benchmark Percentage Point Change</i>	--	
Grade 1		
Fall 2011	0%	8
Spring 2012	88%	
<i>Benchmark Percentage Point Change</i>	+88	
Grade 2		
Fall 2011	0%	3
Spring 2012	33%	
<i>Benchmark Percentage Point Change</i>	+33	
Grade 3		
Fall 2011	0%	2
Spring 2012	50%	
<i>Benchmark Percentage Point Change</i>	+50	
	Percentage At or Above Benchmark	Matched N ²
School Level		
Fall 2011	0%	13
Spring 2012	69%	

¹ For scores to be included in the analysis, students must have their DIBELS Next Composite Scores for fall and spring.

² Only students with fall, winter, and spring scores were included in this analysis.

Colorado Read to Achieve
Percentage of Students At or Above Benchmark on the DIBELS Next Composite
Score, by District Level, Grade and Time

Consortium: Denver Public Schools Consortium
School Level Results: Fairmont K–8 Elementary

	Percentage At or Above Benchmark	Matched N ¹
School Level		
Fall 2011	0%	15
Spring 2012	80%	
Kindergarten		
Fall 2011	0%	3
Spring 2012	100%	
<i>Benchmark Percentage Point Change</i>	<i>+100</i>	
Grade 1		
Fall 2011	0%	8
Spring 2012	88%	
<i>Benchmark Percentage Point Change</i>	<i>+88</i>	
Grade 2		
Fall 2011	0%	1
Spring 2012	100%	
<i>Benchmark Percentage Point Change</i>	<i>+100</i>	
Grade 3		
Fall 2011	0%	3
Spring 2012	33%	
<i>Benchmark Percentage Point Change</i>	<i>+33</i>	
	Percentage At or Above Benchmark	Matched N ²
School Level		
Fall 2011	0%	15
Spring 2012	80%	

¹ For scores to be included in the analysis, students must have their DIBELS Next Composite Scores for fall and spring.

² Only students with fall, winter, and spring scores were included in this analysis.

Colorado Read to Achieve
Percentage of Students At or Above Benchmark on the DIBELS Next Composite
Score, by District Level, Grade and Time

Consortium: Denver Public Schools Consortium
School Level Results: Force Elementary

	Percentage At or Above Benchmark	Matched N ¹
School Level		
Fall 2011	0%	18
Spring 2012	78%	
Kindergarten		
Fall 2011	0%	6
Spring 2012	100%	
<i>Benchmark Percentage Point Change</i>	<i>+100</i>	
Grade 1		
Fall 2011	0%	6
Spring 2012	33%	
<i>Benchmark Percentage Point Change</i>	<i>+33</i>	
Grade 2		
Fall 2011	0%	6
Spring 2012	100%	
<i>Benchmark Percentage Point Change</i>	<i>+100</i>	
Grade 3		
Fall 2011	--	--
Spring 2012	--	
<i>Benchmark Percentage Point Change</i>	--	
	Percentage At or Above Benchmark	Matched N ²
School Level		
Fall 2011	0%	17
Spring 2012	82%	

¹ For scores to be included in the analysis, students must have their DIBELS Next Composite Scores for fall and spring.

² Only students with fall, winter, and spring scores were included in this analysis.

Colorado Read to Achieve
Percentage of Students At or Above Benchmark on the DIBELS Next Composite
Score, by District Level, Grade and Time

Consortium: Denver Public Schools Consortium
School Level Results: Harrington Elementary

	Percentage At or Above Benchmark	Matched N ¹
School Level		
Fall 2011	5%	19
Spring 2012	79%	
Kindergarten		
Fall 2011	--	--
Spring 2012	--	
<i>Benchmark Percentage Point Change</i>	--	
Grade 1		
Fall 2011	0%	13
Spring 2012	92%	
<i>Benchmark Percentage Point Change</i>	+92	
Grade 2		
Fall 2011	17%	6
Spring 2012	50%	
<i>Benchmark Percentage Point Change</i>	+33	
Grade 3		
Fall 2011	--	--
Spring 2012	--	
<i>Benchmark Percentage Point Change</i>	--	
	Percentage At or Above Benchmark	Matched N ²
School Level		
Fall 2011	5%	19
Spring 2012	79%	

¹ For scores to be included in the analysis, students must have their DIBELS Next Composite Scores for fall and spring.

² Only students with fall, winter, and spring scores were included in this analysis.

Colorado Read to Achieve
Percentage of Students At or Above Benchmark on the DIBELS Next Composite
Score, by District Level, Grade and Time

Consortium: Denver Public Schools Consortium
School Level Results: Newlon Elementary

	Percentage At or Above Benchmark	Matched N ¹
School Level		
Fall 2011	0%	16
Spring 2012	75%	
Kindergarten		
Fall 2011	--	--
Spring 2012	--	
<i>Benchmark Percentage Point Change</i>	--	
Grade 1		
Fall 2011	0%	10
Spring 2012	70%	
<i>Benchmark Percentage Point Change</i>	+70	
Grade 2		
Fall 2011	0%	6
Spring 2012	83%	
<i>Benchmark Percentage Point Change</i>	+83	
Grade 3		
Fall 2011	--	--
Spring 2012	--	
<i>Benchmark Percentage Point Change</i>	--	
	Percentage At or Above Benchmark	Matched N ²
School Level		
Fall 2011	0%	16
Spring 2012	75%	

¹ For scores to be included in the analysis, students must have their DIBELS Next Composite Scores for fall and spring.

² Only students with fall, winter, and spring scores were included in this analysis.

Colorado Read to Achieve
Percentage of Students At or Above Benchmark on the DIBELS Next Composite
Score, by District Level, Grade and Time

Consortium: Denver Public Schools Consortium
School Level Results: Pitt-Waller K–8 Elementary

	Percentage At or Above Benchmark	Matched N ¹
School Level		
Fall 2011	0%	22
Spring 2012	68%	
Kindergarten		
Fall 2011	0%	1
Spring 2012	100%	
<i>Benchmark Percentage Point Change</i>	<i>+100</i>	
Grade 1		
Fall 2011	0%	7
Spring 2012	29%	
<i>Benchmark Percentage Point Change</i>	<i>+29</i>	
Grade 2		
Fall 2011	0%	8
Spring 2012	88%	
<i>Benchmark Percentage Point Change</i>	<i>+88</i>	
Grade 3		
Fall 2011	0%	6
Spring 2012	83%	
<i>Benchmark Percentage Point Change</i>	<i>+83</i>	
	Percentage At or Above Benchmark	Matched N ²
School Level		
Fall 2011	0%	22
Spring 2012	68%	

¹ For scores to be included in the analysis, students must have their DIBELS Next Composite Scores for fall and spring.

² Only students with fall, winter, and spring scores were included in this analysis.

Colorado Read to Achieve
Percentage of Students At or Above Benchmark on the DIBELS Next Composite
Score, by District Level, Grade and Time

Consortium: Denver Public Schools Consortium
School Level Results: Charles M. Schenck Community

	Percentage At or Above Benchmark	Matched N ¹
School Level		
Fall 2011	11%	18
Spring 2012	56%	
Kindergarten		
Fall 2011	0%	3
Spring 2012	67%	
<i>Benchmark Percentage Point Change</i>	<i>+67</i>	
Grade 1		
Fall 2011	0%	6
Spring 2012	50%	
<i>Benchmark Percentage Point Change</i>	<i>+50</i>	
Grade 2		
Fall 2011	17%	6
Spring 2012	50%	
<i>Benchmark Percentage Point Change</i>	<i>+33</i>	
Grade 3		
Fall 2011	33%	3
Spring 2012	67%	
<i>Benchmark Percentage Point Change</i>	<i>+34</i>	
	Percentage At or Above Benchmark	Matched N ²
School Level		
Fall 2011	15%	13
Spring 2012	54%	

¹ For scores to be included in the analysis, students must have their DIBELS Next Composite Scores for fall and spring.

² Only students with fall, winter, and spring scores were included in this analysis.

Colorado Read to Achieve
Percentage of Students At or Above Benchmark on the DIBELS Next Composite
Score, by District Level, Grade and Time

Consortium: Denver Public Schools Consortium
School Level Results: Schmitt Elementary

	Percentage At or Above Benchmark	Matched N ¹
School Level		
Fall 2011	10%	10
Spring 2012	100%	
Kindergarten		
Fall 2011	--	--
Spring 2012	--	
<i>Benchmark Percentage Point Change</i>	--	
Grade 1		
Fall 2011	0%	6
Spring 2012	100%	
<i>Benchmark Percentage Point Change</i>	+100	
Grade 2		
Fall 2011	25%	4
Spring 2012	100%	
<i>Benchmark Percentage Point Change</i>	+75	
Grade 3		
Fall 2011	--	--
Spring 2012	--	
<i>Benchmark Percentage Point Change</i>	--	
	Percentage At or Above Benchmark	Matched N ²
School Level		
Fall 2011	10%	10
Spring 2012	100%	

¹ For scores to be included in the analysis, students must have their DIBELS Next Composite Scores for fall and spring.

² Only students with fall, winter, and spring scores were included in this analysis.

Colorado Read to Achieve
Percentage of Students At or Above Benchmark on the DIBELS Next Composite
Score, by District Level, Grade and Time

Consortium: Denver Public Schools Consortium
School Level Results: Valdez Elementary

	Percentage At or Above Benchmark	Matched N ¹
School Level		
Fall 2011	0%	11
Spring 2012	82%	
Kindergarten		
Fall 2011	--	--
Spring 2012	--	
<i>Benchmark Percentage Point Change</i>	--	
Grade 1		
Fall 2011	0%	2
Spring 2012	50%	
<i>Benchmark Percentage Point Change</i>	+50	
Grade 2		
Fall 2011	0%	3
Spring 2012	67%	
<i>Benchmark Percentage Point Change</i>	+67	
Grade 3		
Fall 2011	0%	6
Spring 2012	100%	
<i>Benchmark Percentage Point Change</i>	+100	
	Percentage At or Above Benchmark	Matched N ²
School Level		
Fall 2011	0%	11
Spring 2012	82%	

¹ For scores to be included in the analysis, students must have their DIBELS Next Composite Scores for fall and spring.

² Only students with fall, winter, and spring scores were included in this analysis.

Colorado Read to Achieve
Percentage of Students At or Above Benchmark on the DIBELS Next Composite
Score, by District Level, Grade and Time

District Level Results: Greeley/Weld District 6

	Percentage At or Above Benchmark	Matched N ¹
District Level		
Fall 2011	30%	84
Spring 2012	61%	
Kindergarten		
Fall 2011	25%	24
Spring 2012	96%	
<i>Benchmark Percentage Point Change</i>	<i>+71</i>	
Grade 1		
Fall 2011	44%	23
Spring 2012	61%	
<i>Benchmark Percentage Point Change</i>	<i>+17</i>	
Grade 2		
Fall 2011	24%	17
Spring 2012	24%	
<i>Benchmark Percentage Point Change</i>	<i>0</i>	
Grade 3		
Fall 2011	25%	20
Spring 2012	50%	
<i>Benchmark Percentage Point Change</i>	<i>+25</i>	
	Percentage At or Above Benchmark	Matched N ²
District Level		
Fall 2011	30%	84
Spring 2012	61%	

¹ For scores to be included in the analysis, students must have their DIBELS Next Composite Scores for fall and spring.

² Only students with fall, winter, and spring scores were included in this analysis.

Colorado Read to Achieve
Percentage of Students At or Above Benchmark on the DIBELS Next Composite
Score, by District Level, Grade and Time

District: Greeley/Weld District 6
School Level Results: Billie Martinez Elementary

	Percentage At or Above Benchmark	Matched N ¹
School Level		
Fall 2011	40%	62
Spring 2012	58%	
Kindergarten		
Fall 2011	46%	13
Spring 2012	100%	
<i>Benchmark Percentage Point Change</i>	<i>+54</i>	
Grade 1		
Fall 2011	56%	18
Spring 2012	67%	
<i>Benchmark Percentage Point Change</i>	<i>+11</i>	
Grade 2		
Fall 2011	29%	14
Spring 2012	14%	
<i>Benchmark Percentage Point Change</i>	<i>-15</i>	
Grade 3		
Fall 2011	29%	17
Spring 2012	53%	
<i>Benchmark Percentage Point Change</i>	<i>+24</i>	
	Percentage At or Above Benchmark	Matched N ²
School Level		
Fall 2011	40%	62
Spring 2012	58%	

¹ For scores to be included in the analysis, students must have their DIBELS Next Composite Scores for fall and spring.

² Only students with fall, winter, and spring scores were included in this analysis.

Colorado Read to Achieve
Percentage of Students At or Above Benchmark on the DIBELS Next Composite
Score, by District Level, Grade and Time

District: Greeley/Weld District 6
School Level Results: Bella Romero Elementary

	Percentage At or Above Benchmark	Matched N ¹
School Level		
Fall 2011	0%	22
Spring 2012	68%	
Kindergarten		
Fall 2011	0%	11
Spring 2012	91%	
<i>Benchmark Percentage Point Change</i>	<i>+91</i>	
Grade 1		
Fall 2011	0%	5
Spring 2012	40%	
<i>Benchmark Percentage Point Change</i>	<i>+40</i>	
Grade 2		
Fall 2011	0%	3
Spring 2012	67%	
<i>Benchmark Percentage Point Change</i>	<i>+67</i>	
Grade 3		
Fall 2011	0%	3
Spring 2012	33%	
<i>Benchmark Percentage Point Change</i>	<i>+33</i>	
	Percentage At or Above Benchmark	Matched N ²
School Level		
Fall 2011	0%	22
Spring 2012	68%	

¹ For scores to be included in the analysis, students must have their DIBELS Next Composite Scores for fall and spring.

² Only students with fall, winter, and spring scores were included in this analysis.

Colorado Read to Achieve
Percentage of Students At or Above Benchmark on the DIBELS Next Composite
Score, by District Level, Grade and Time

District Level Results: Mesa County Valley 51 and
School Level Results: Rocky Mountain Elementary

	Percentage At or Above Benchmark	Matched N ¹
School/ District Level		
Fall 2011	2%	61
Spring 2012	80%	
Kindergarten		
Fall 2011	0%	23
Spring 2012	100%	
<i>Benchmark Percentage Point Change</i>	<i>+100</i>	
Grade 1		
Fall 2011	0%	15
Spring 2012	73%	
<i>Benchmark Percentage Point Change</i>	<i>+73</i>	
Grade 2		
Fall 2011	10%	10
Spring 2012	50%	
<i>Benchmark Percentage Point Change</i>	<i>+40</i>	
Grade 3		
Fall 2011	0%	13
Spring 2012	77%	
<i>Benchmark Percentage Point Change</i>	<i>+77</i>	
	Percentage At or Above Benchmark	Matched N ²
School/ District Level		
Fall 2011	2%	61
Spring 2012	80%	

¹ For scores to be included in the analysis, students must have their DIBELS Next Composite Scores for fall and spring.

² Only students with fall, winter, and spring scores were included in this analysis.

Colorado Read to Achieve
Percentage of Students At or Above Benchmark on the DIBELS Next Composite
Score, by District Level, Grade and Time

District Level Results: Weld School District RE-1 and
School Level Results: Gilcrest Elementary

	Percentage At or Above Benchmark	Matched N ¹
School/District Level		
Fall 2011	0%	34
Spring 2012	62%	
Kindergarten		
Fall 2011	0%	10
Spring 2012	90%	
<i>Benchmark Percentage Point Change</i>	<i>+90</i>	
Grade 1		
Fall 2011	0%	10
Spring 2012	60%	
<i>Benchmark Percentage Point Change</i>	<i>+60</i>	
Grade 2		
Fall 2011	0%	6
Spring 2012	33%	
<i>Benchmark Percentage Point Change</i>	<i>+33</i>	
Grade 3		
Fall 2011	0%	8
Spring 2012	50%	
<i>Benchmark Percentage Point Change</i>	<i>+50</i>	
	Percentage At or Above Benchmark	Matched N ²
School/ District Level		
Fall 2011	0%	34
Spring 2012	62%	

¹ For scores to be included in the analysis, students must have their DIBELS Next Composite Scores for fall and spring.

² Only students with fall, winter, and spring scores were included in this analysis.