

Read To Achieve Grant Program ANNUAL REPORT 2011-2012

**Pursuant to Senate Bill 07-192
(22-7-901 through 22-7-909 C.R.S)**



**Submitted to:
Governor of Colorado
House Education Committee
Senate Education Committee
State Board of Education
Read To Achieve Board
Colorado Department of Public Health and Environment**

**Robert Hammond
Colorado Commissioner of Education
Colorado Department of Education
201 East Colfax Avenue
Denver, Colorado 80203**

November 2012

This page left intentionally blank.

**Colorado State Board of Education
Members**

Bob Schaffer (R), Chairman

4th Congressional District

Marcia Neal (R), Vice-Chairman

3rd Congressional District

Elaine Gantz Berman (D)

1st Congressional District

Jane Goff (D)

7th Congressional District

Paul Lundeen (R)

5th Congressional District

Deborah Scheffel (R)

6th Congressional District

Angelika Schroeder (D)

2nd Congressional District

Robert Hammond

Commissioner of Education

201 East Colfax Avenue, Room 506

Denver, Colorado 80203

(303) 866-6817 or (303) 866-6809; (303) 866-6761 Fax

<http://www.cde.state.co.us/>

**READ TO ACHIEVE GRANT PROGRAM
ANNUAL REPORT
2011-2012**

Prepared by:

**Dian Prestwich, PhD; Assistant Director
Office of Literacy**

**Pati Montgomery; Executive Director
Office of Literacy**

**Melissa Colman; Executive Director
Teaching and Learning Unit**

**Colorado Department of Education
Teaching and Learning Unit
Office of Literacy
201 E. Colfax Ave.
Denver, Colorado 80203**

November 2012

Review of Goal Accomplishments: Year Two Results

The Read To Achieve grant program has five stated goals. The goals are listed below with a brief review of accomplishments during the current year. Further details on how these goals were addressed during the 2011-2012 school year can be found throughout this report.

Goal 1: Provide additional intensive reading services to all kindergarten, first, second, and third grade students on Individualized Literacy Plans (ILPs) so they will be proficient readers by the end of third grade.

Accomplished: During the 2011-2012 school year, the Read To Achieve grant program served 1,300 students in 36 schools. Seventy-eight percent of students met or exceeded program benchmark goals.

Goal 2: Collect and review applications for Read To Achieve grants.

Accomplished: The comprehensive application process was revised in the spring of 2007 to include clear expectations, an evaluation rubric, professional development, support, a review process, and individualized feedback in July and August of the application year. Thirty-six schools, including three consortia, were funded for the 2011-2012 school year. Thirty-five schools will continue receiving funding for 2012-2013, the third year of a three-year funding cycle. The 2012-2013 school year will also be the final year of the Colorado Read To Achieve grant. A new Early Literacy Grant, funded through the Colorado READ Act (House Bill 12-1238) will take its place.

Goal 3: Recommend to the Colorado Department of Education (CDE) the schools that should receive grants, as well as the duration and amount of each grant.

Accomplished: In the second year (July 1, 2011 - June 30, 2012), 36 schools received funds for a total of \$4,220,937.58. Less than three percent of the amount of the original appropriation was spent on administering the program.

Goal 4: Determine continued funding of grants based on adequate progress during the granting period (e.g., grantee met the goals established in the grant application including demonstration that at least 65% of the students enrolled for the prior year met the reading standard).

Accomplished: The Read To Achieve Board used clearly defined decision criteria, based on legislation, to recommend schools for continued funding. The Board recommended continued funding for 35 of the 36 schools in year three (2012-2013). Schools that demonstrated that at least 65% of their students had completed a one-year intensive literacy program were deemed by the Board to be on track to achieve grade-level proficiency.

Goal 5: Report to the Governor and the General Assembly on the effectiveness of the program by November 30 each year.

Accomplished: Data required to report to the Governor and General Assembly were collected and analyzed by the external evaluator and CDE Read To Achieve staff. This report and the external evaluator's report will be available on the RTA Web site, which can be found at

<http://www.cde.state.co.us/coloradoliteracy/rta/index.htm>.

Read To Achieve funds have provided a solid foundation for a successful year two of funding cycle IV of Read To Achieve, as well as increased literacy levels for students throughout the state. This report to the Colorado Department of Public Health and Environment contains information on implementation and evaluation activities completed during year two of funding cycle IV.

Background

Senate Bills 00-71 and 00-124 established the Read To Achieve (RTA) grant program in 2000. The resulting legislation enacted by the General Assembly is 22-7-901 through 22-7-909 Colorado Revised Statutes (C.R.S.).

The Tobacco Litigation Settlement Cash Fund provides an ongoing source of funds for the program. At least 97% of the funds are distributed directly to the recipient schools implementing researched-based, intensive reading programs. No more than three percent of the money appropriated from the cash fund may be used for the expenses incurred by the Read To Achieve Board and the Colorado Department of Education (CDE) in administering the grant program, as stipulated by statute. These administrative funds include operating expenses, travel expenses for advisory board members, an external evaluator, and one full-time employee to provide ongoing support.

Purpose of the Program

The purpose of the Read To Achieve grant program is to fund research-based intensive reading programs. Read To Achieve was designed specifically for kindergarten, first, second, and third grade students and students between third- and fourth-grade whose literacy and reading comprehension skills are below the level established by the Colorado Basic Literacy Act. Funded activities shall be used to supplement, and not supplant, any funds currently being used. Such programs may include, but need not be limited to, reading academies operated as schools within schools for intensive reading instruction, extended-day reading programs, one-on-one or group tutorial services, after-school literacy programs, or summer school clinics.

Rules for Administering the Grant Program

The Colorado State Board of Education (CSBOE) is responsible for promulgating rules for the administration of the grant. This includes application procedures, eligibility criteria for schools, criteria for determining funding amounts, and procedures for evaluating the success of programs employed by recipient schools (See Appendix A for a copy of the Rules for Administration.). The Colorado Department of Education administers the grant.

Each elementary school that receives Read To Achieve (RTA) funding addresses specific expectations within the rubric outlined in the request for proposal issued by the Colorado Department of Education. In order for schools to receive subsequent year funding, they must meet the statutory requirement that at least 65% of the students involved in the intensive reading program for the full instructional cycle are reading at benchmark levels according to the RTA assessment. This is a substantial increase from the first year of the Read To Achieve grant program in which schools had a statutory requirement that at least 25% of their students show proficiency. Schools not meeting the statutory requirement may

receive funding with RTA Board approval if they otherwise demonstrate that their students are on pace to achieve grade-level proficiency on the state assessment in reading by the end of the funding cycle.

All of these requirements for receiving funding relate directly to the expectations of the Colorado Basic Literacy Act (CBLA) (22-7-501 through 22-7-505 C.R.S.). In May 2004, the rules of the CBLA were amended to reflect a tightening of assessment guidelines and proficiencies related to the five components of reading. In May 2007, the State Board of Education adopted three assessments for the CBLA (pursuant to C.R.S. 22-7-501). C.R.S. 22-7-906 requires that one of these assessments be identified by the Colorado State Board of Education as the Read To Achieve assessment. Subsequently, the Dynamic Indicators of Basic Early Literacy Skills (*DIBELS*) was reviewed by the Read To Achieve Board and approved by the Colorado State Board of Education as the required assessment for participating Read To Achieve schools as of May 2007. During the 2011-2012 school year, all Read To Achieve schools transitioned from the 6th edition of *DIBELS* to a revised, newer version of *DIBELS*, the 7th edition, or *DIBELS Next*.

Duties of the Read To Achieve Board

The Read To Achieve program is administered by the Read To Achieve Board. The Board consists of 11 members, no more than 6 of whom are from the same political party (See Appendix B for a listing of Board members.). To meet the legislative intent of the grant program (22-7-902 C.R.S.), the Board, in partnership with the Colorado Department of Education, is responsible for:

1. Soliciting and reviewing applications from eligible applicants.
2. Ensuring that any intensive literacy program funded through the program for fourth grade pupils may be offered only between third and fourth grade and shall be designed to raise the participating pupils' literacy and reading comprehension skills to at least the proficiency level on the third grade Read To Achieve assessment.
3. Selecting eligible applicants that will receive grants, including the duration and amount of each grant.
4. Submitting annually to the Colorado Department of Education a list of grant recipients and the amount to be awarded.
5. Ensuring that schools demonstrate that at least 65% of their RTA students who completed a full year instructional cycle reached their achievement goals, or otherwise demonstrate that they are on pace to achieve grade-level proficiency by the end of the funding cycle.
6. Ensuring that each grant recipient uses the *DIBELS* assessments.

Description of Program (July 1, 2011 – June 30, 2012)

Overview of the Read To Achieve Program

The Read To Achieve (RTA) grant program funds literacy improvement programs for cohorts of Colorado schools on a three-year cycle. The first cohort cycle of RTA was from 2000–2004; the second cohort cycle was from 2004–2007; and the third cohort cycle was from 2007–2010. The 2012–2013 school year will be the final year of the grant program, as a new Early Literacy Grant (pursuant to HB 12-1238) will take its place in the 2013–2014 school year.

In 2011–2012, the fourth cohort of schools implemented its second year of the Colorado Read To Achieve program. RTA is designed to support children who are below grade level in reading, as determined by the RTA approved literacy assessment, *Dynamic Indicators of Basic Early Literacy Skills (DIBELS)*. Thirty-six schools out of the original 47 schools (77%) remained in the program after the first year of a three-year cycle of implementation.

The 2011-2012 school year also marked the first year of administering the newer version of *DIBELS*, the *DIBELS Next* assessment (*DIBELS 7th* edition) and entering assessment data into the University of Oregon data system. The use of the University of Oregon data system allowed staff and consultants to have ongoing access to schools' data resulting in enhanced support for teachers and students. One of the major differences between *DIBELS 6th* edition and *DIBELS Next* is the *DIBELS Next* Composite Score which is calculated in *DIBELS Next*. The *DIBELS Next* 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*, the RTA program elected not to use it in previous years and instead relied on one *DIBELS* score from each grade level; Nonsense Word Fluency (NWF) for kindergarten and Oral Reading Fluency (ORF) for first, second, and third grades. This year, not only did the CDE rely on an overall Composite Score, but the CDE also strongly stressed that all students needed to be tested in the fall, winter, and spring, even if a new group of students began receiving RTA intervention instruction in the winter; otherwise, the student would not be counted in final analyses of the data.

Additionally, 2011–2012 was the first year that all schools were required to have a CDE provided consultant in their schools for at least eight days during the school year. In the previous year, close to two-thirds of the schools invited consultants to their schools. This year, some of the schools used consultants for more than eight days—six schools used 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 Next* to select students, but some schools used the Developmental Reading Assessment, 2nd Edition (DRA2) as an initial screener to determine

which students would also be tested with *DIBELS Next*. Most of the schools implemented 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 fidelity of 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 RTA program expectations and to promote consistent implementation of the program in all grant schools. Because some of the implementation requirements were not part of the original grant proposal, the CDE viewed the use of the tool as a pilot. It is the intent of CDE that schools will voluntarily use the data from the tool to increase sustainability of quality literacy intervention practices beyond the RTA program.

Population Served by the Read To Achieve Grant

According to statute, the Read To Achieve Board is required to ensure, to the best extent possible, that grants are awarded to schools in a variety of geographic areas across the state. The following table shows the regional distribution of funds and the number of students in each region that completed a full instructional cycle (see Appendix C for a complete listing of funded schools from 2011-2012).

Table 1: Distribution of Read To Achieve Funds Among Geographic Regions

Fourth Funding Cycle – Year Two (July 2011 - June 2012)				
	Grant Awards		Number of Read To Achieve Students (full-cycle)	
Region	Funding Amount	Percent	Number	Percent
Metro	\$3,704,357	87.8%	910	81.5%
North Central	\$160,615	3.8%	118	10.6%
Northeast	\$76,324	1.8%	27	2.4%
West Central	\$235,729	5.6%	61	5.5%
East Central BOCES	\$13,623	Less than 1%	NA	NA
Northwest Colorado BOCES	\$9,022	Less than 1%	NA	NA
Rio Blanco BOCES	\$2,578	Less than 1%	NA	NA
Santa Fe Trail BOCES	\$7,733	Less than 1%	NA	NA
Uncompahgre BOCES	\$6,445	Less than 1%	NA	NA
Front Range BOCES	\$4,511	Less than 1%	NA	NA
Totals	\$4,220,937	100%	1,116*	100%

Note: *Services were provided for a total of 1,300 students; however, 184 students did not complete a full cycle, resulting in 1,116 full-cycle students.

Programming Support Provided by the Colorado Department of Education

Year two of funding cycle IV included a variety of professional development opportunities for Read To Achieve grant recipients with the overall goal of increasing the effectiveness of reading intervention programs. In October 2011, a two-day workshop for Read To Achieve teachers included a presentation by Dr. Erin Chaparro on evidence-based strategies for developing robust literacy and vocabulary skills in elementary English language learners. In addition to the session presented by Dr. Chaparro, teachers selected from one of two

concurrent sessions depending on their experience with RTA grant expectations. New RTA teachers attended a day-long session by Debbie Hunsaker on the five foundations for early reading instruction while returning RTA teachers attended a session by Frank Smith on engaging students and managing an effective RTA intervention classroom. Principals were invited to attend a half-day session by Tiffany Aden which provided an overview for school success and methods for leading a literacy initiative.

In addition to the two-day event provided in the fall of 2011, Read To Achieve teachers were invited to participate in data webinars facilitated by Tina Pelletier in order to learn ways to more productively use *DIBELS Next* data to guide instruction throughout the school year. Four webinars were conducted during critical data collection periods during the 2011-2012 school year. Each webinar focused on reviewing progress monitoring data to determine strengths and weaknesses of curricula implementation and priorities for small group instruction based on the data.

In order to provide on-site support throughout the 2011-2012 school year, Read To Achieve schools were required to select a trained consultant to provide in-school coaching. RTA trained consultants provided on-site support in each school for a minimum of 8 days. On-site coaching allowed RTA educators the opportunity to receive continued support in the implementation of successful scientifically-based reading research instructional materials, effective teaching practices, and on-going use of *DIBELS Next* data. Although schools have always had the option of receiving on-site support through CDE-provided consultants, the 2011-2012 school year represented the first and only year that consultants were required in each school building.

Read To Achieve Administrative Costs

During the fiscal year between July 1, 2011 and June 30, 2012, 36 schools received funds for a total of \$4,220,938. Tobacco revenues from 2011-2012 were used to fund this 12-month period. According to statute, no more than three percent of the monies appropriated from the cash fund can be used for the expenses incurred by CDE, including the Read To Achieve Board, to administer the program. As demonstrated below, less than three percent of the funds appropriated for RTA were used to administer the grant.

Table 2: Read To Achieve Funds

Personnel and Operating Expenses (including external evaluator)	Travel Expenses	Distribution to Schools	Total Allocation	Unrequested Funds
\$114,471.42	\$2,852.86	\$4,220,937.58	\$4,391,241	\$52,979

Second Year Results

Description of Evaluation Process

According to statute, the Read To Achieve program is a competitive grant program in which subsequent funding is contingent on the performance of each school that participates in the program. The requirements for funding eligibility are clearly defined in C.R.S. 22-7-905, Section 5:

A grant recipient that has previously received a grant shall be eligible for subsequent grants only if able to demonstrate that at least 65% of students who completed a one-year instructional cycle reached their achievement goals or otherwise demonstrate that they are on pace to achieve grade-level proficiency on the state assessment in reading for their grade level.

Accountability

The Read To Achieve program has consistently emphasized accountability for the planned and actual use of grant funds. Accountability has been addressed through a rigorous application and evaluation process, changes to any program through an addendum process, and the reporting of benchmark goals and outcomes.

To ensure that programs achieve intended results, future funding is contingent upon schools meeting specific achievement goals. According to statute, funded schools can only be eligible for funding in subsequent years if they demonstrate that at least 65% of the students who completed a one-year instructional cycle of the intensive literacy program met achievement goals or otherwise demonstrated that they are on pace to achieve grade-level goals.

External Evaluation

According to statute, the Read To Achieve program is required to report to the Governor and the General Assembly the following information:

1. The number of schools that received grants under the program and the average amount of the awards.
2. The number of students enrolled in intensive literacy programs funded by the program and the number of students who improved their reading skills to grade level or achieved proficiency on the state assessment in reading.
3. Any recommendations for statutory changes, including but not limited to the appropriateness of the requirements for adequate progress.

This report is due annually, on or before November 30.

CDE contracted with an external evaluator to address the statutory requirements that must be reported annually. The use of an external evaluator avoids conflicts of interest and assures accountability. The evaluator worked closely with the Read To Achieve staff to design an effective and comprehensive evaluation. The report to the Governor and General Assembly and the current external evaluation report will be available on the Read To Achieve website, which can be found at <http://www.cde.state.co.us/coloradoliteracy/rta/index.htm>.

Read To Achieve Assessment 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 3 shows when schools administered each measure.

Table 3: *DIBELS Next* Measures Administered at Each Testing Interval¹ 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	
<i>DIBELS Oral reading Fluency (DORF)</i>				
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 summative assessment, the *Colorado Student Assessment Program (CSAP)* with the *Transitional Colorado Assessment Program (TCAP)* during its transition to a new state summative assessment 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 most schools. At some schools, the *DIBELS Next* measures were administered by an assessment team or RTA consultants 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. The RTA external evaluator, 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. These 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.

In the 2010–2011 school year, the Colorado Read To Achieve program utilized the *DIBELS* 6th edition assessment. Because the *DIBELS* 6th edition 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 Next* 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 was in grade 1 (33%),

and the lowest percentage of students was in grade 3. Table 4 shows the grade level of matched students.

Table 4: 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 D 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 were students with missing data. Some students had fall scores but no spring scores, while other students were missing fall scores, but had spring scores. Overall, 14% of the students had missing data, which is moderately low. Kindergarten had the highest percentage of missing matched data (19%).

A comparison study of third grade students' *DIBELS Next* Composite Scores and reading *TCAP* scores was conducted. Only students with 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 Encrypted State Assigned Student IDs (ESIDs), which suggested several possible explanations; the State Assigned Student Identifiers 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 *TCAP* reading scores. Table 5 shows the percentage and number of missing cases at each grade level.

Table 5: 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 (<i>DIBELS Next</i> Composite and <i>TCAP</i>)	34% (64)	189

Data were further analyzed to determine types of unmatched scores. A few students had only fall Composite Scores (5%) or scores on some of the measures, but not enough to calculate their Composite Scores (7%). Table 6 shows a breakdown of the other types of unmatched scores.

Table 6: Percentage (n) of Other Types of Unmatched 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 fall 2011 to spring 2012 was calculated. Due to rounding off, percentages may 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 of the students were in kindergarten and second grade. Only about 17% of the students were in third grade. Table 7 summarizes these results.

Table 7: 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, as displayed in Table 8.

Table 8: 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 grades 1 and 3 and grades 1 and 2 programs (17% and 11% respectively). The remaining schools implemented other grade configurations, displayed in Table 9.

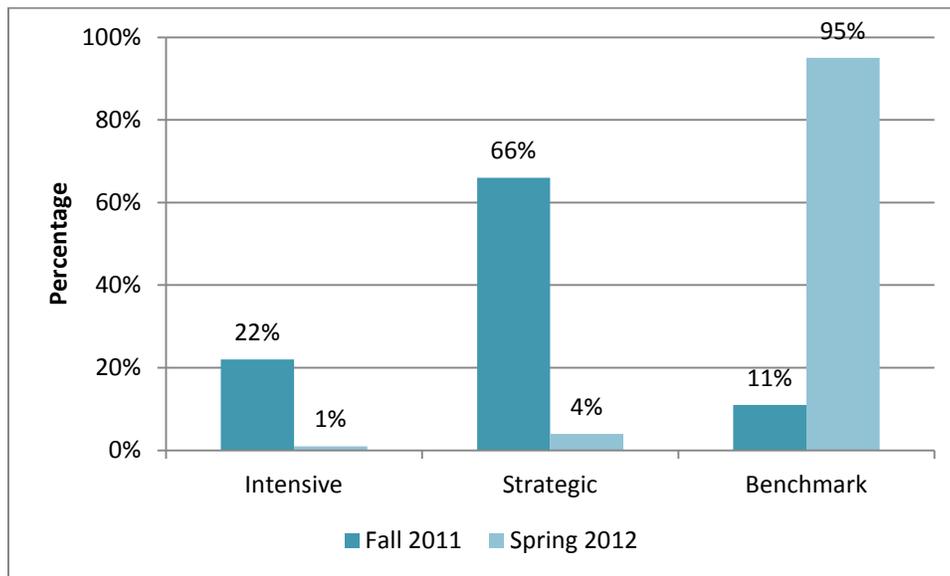
Table 9: Percentage (n) of Schools Implementing Program in Different Level Grade Configurations, (N=36 schools)

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 one percent. In the strategic group, the percentage dropped from 66% to four percent—a decline of 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.

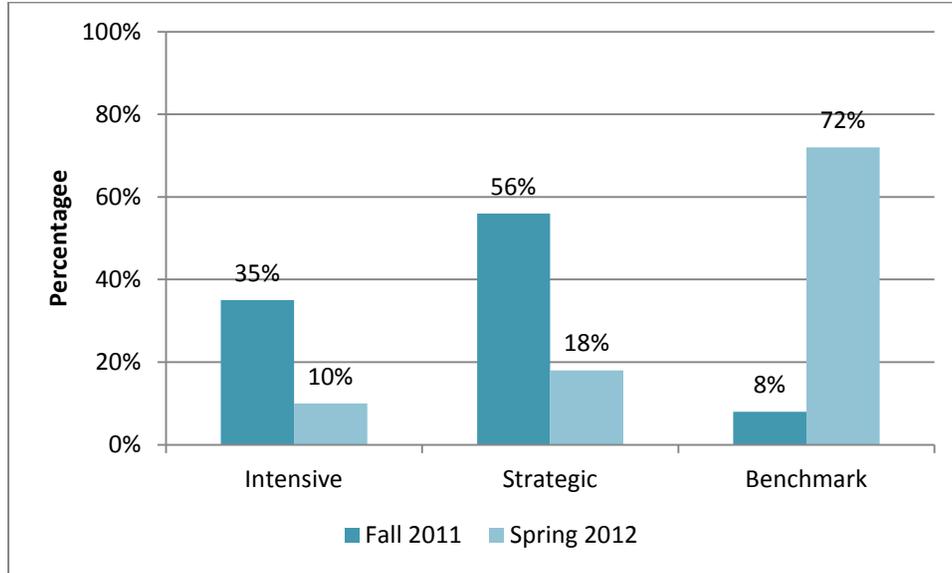
Figure 1



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* during the year.

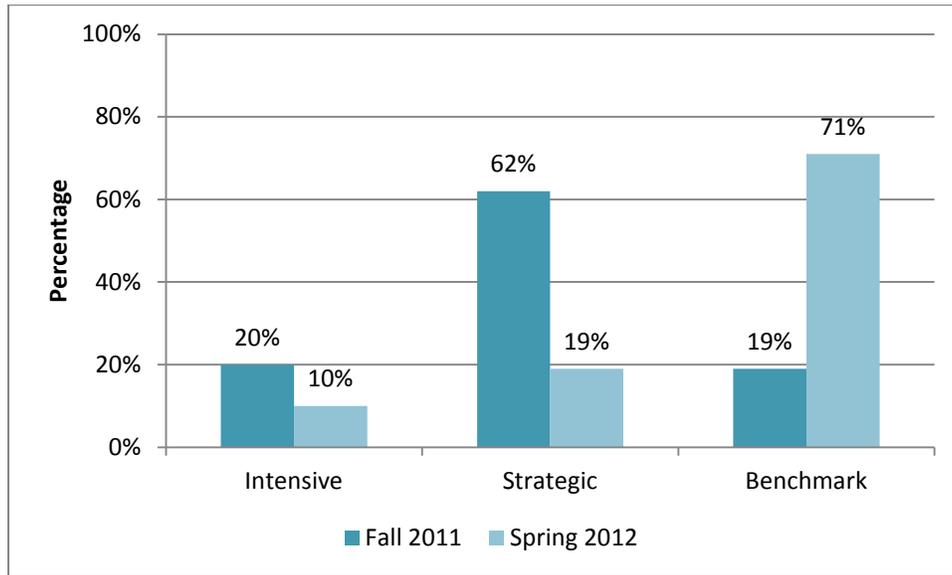
Figure 2



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.

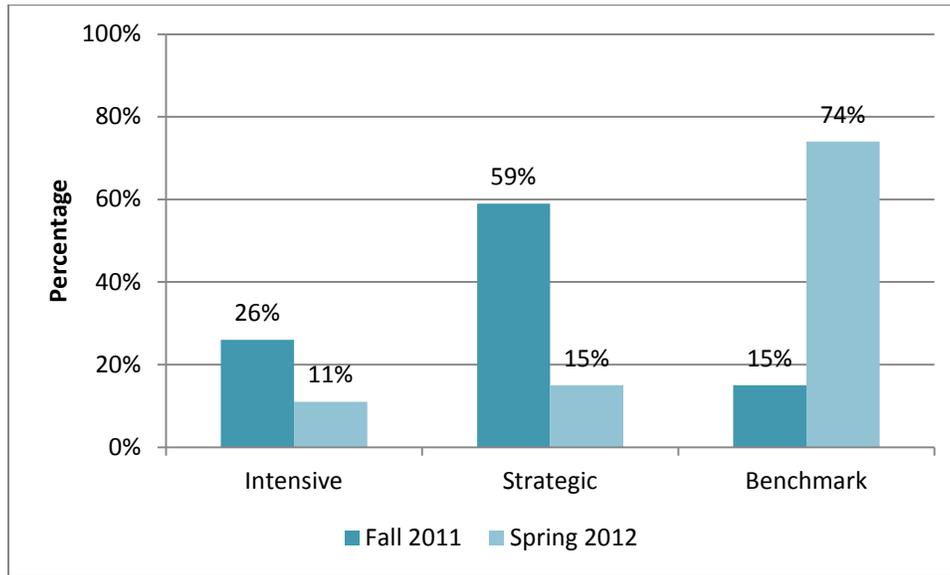
Figure 3



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 from 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)***

Literacy Achievement Improvement of Students

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 during the school 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 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 third grade students (93%) remained at benchmark, the other grade-level programs were not as successful with benchmark students. Only about three quarters of benchmark students stayed at benchmark in the first and second grades by spring 2012. Without more information, it is difficult to know why these programs did not improve the reading skills of their benchmark students over the year.

The greatest area of movement and improvement was from the strategic to benchmark groups for programs other than kindergarten. 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 have been desirable. Table 10 summarizes these findings. Tables 11–14 present the movement of students in the individual grade level programs.

Table 10: 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 11: 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 12: 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 13: 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 14: 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 *Transitional Colorado Assessment Program (TCAP)* Reading Test

To compare spring performance on *DIBELS Next* with performance on the *TCAP* reading test, a crosstab of students' support level based on the *DIBELS Next* Composite Score and their proficiency level on the *TCAP* was conducted. Of the students scoring at benchmark on the *DIBELS Next*, only about half (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 (61%) were partially proficient and about a third (31%) scored unsatisfactory on the *TCAP*.

When the *DIBELS Next* Composite Score was correlated with the *TCAP* reading scores using Pearson R correlation, the correlation was 0.53 with $p < .001$. This is a modest correlation and explained only about 28% of the variance in the students' scores. Other factors contributed to the remaining variation in scores. While the correlation was modest, it may have been higher had there not been a restriction in the range of scores – only poor readers were selected to participate in the RTA program. When there is a restriction of range, the Pearson R can shrink because of less variability in the scores. For this reason, these findings should be interpreted cautiously.

Table 15 shows the percentage distribution between the *DIBELS Next* Composite levels and the *TCAP* proficiency levels.

Table 15: Comparison Between Grade 3 *DIBELS Next* Composite Score and *TCAP* Performance Levels, Spring 2012 (N=125)

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

Lessons Learned

The 2011–2012 school year marked the second year of the fourth cohort of schools to implement the Read To Achieve Program. Results indicated that the Read To Achieve program was quite successful in supporting effective programs which resulted in the percentage of benchmark students increasing, and the percentage of strategic and intensive students decreasing from fall to spring. Based on these results, Read To Achieve appeared to be especially successful in the kindergarten and grade 3 programs.

Investigation of the growth of students in the intensive, strategic, and benchmark groups from fall to spring revealed that the kindergarten program 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 benchmark students at benchmark during the year, and only 17% of the grade 1 intensive students remained in intensive all year long.

However, grade 1 and grade 2 programs did not effectively improve the reading skills of benchmark students. Over the course of the year, only about three-quarters of benchmark students stayed at benchmark. Also, about one-fifth of the grade 2 and grade 3 intensive students continued to remain in the intensive category 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 in finding strategies and/or practices to better help these students

In the original RTA grant proposal, there were no common program features required of all schools such as specific instructional programming or time requirements for literacy interventions. Consequently, the Read To Achieve grant program was very loosely articulated, resulting in a collection of different reading intervention programs, making it difficult to attribute success to any specific intervention program. However, in the past year, the CDE has attempted to more clearly define its program. Through the development of the *Effective Intervention Implementation Rubric for Read To Achieve (RTA) Schools*, the CDE

made an effort to better define the Read To Achieve grant program in order to identify implementation challenges and help schools with implementation.

In the external evaluator's annual report, the recommendation is made that CDE should clearly define any of its future literacy related grant programs (such as specifying how the grant program should be implemented, the intensity of tiers of instruction and intervention, appropriate curricula to use, and teacher training that should be implemented with the grant). Clearly defining grant program expectations will contribute to systematic data collections about fidelity of implementation which will help the state to identify school needs, better tailor technical assistance, and promote higher fidelity across schools. Closer alignment to program fidelity criteria will also eventually lead to better program decisions and interpretation of student achievement results. More importantly, if guidelines are based in research, results will be more positive, and more students will benefit. As CDE develops the rules and Request for Proposal for the new Early Literacy Grant, all of the above factors will be considered in order to build upon lessons learned from 11 years of implementation of the Colorado Read To Achieve grant program.

Read To Achieve Summary of Primary Accomplishments: 2011-2012

Impact on Students Served

A total of 1,300 students at 36 schools participated in the Read To Achieve program during year two of Funding Cycle IV, 2011-2012. To date, over 105,000 students have been served through reading intervention programs funded by Read To Achieve.

Commendable Performance of Schools

Initial student performance data have shown that of the 36 participating schools that submitted data by June 3, 2012, 89% (32 schools) met the 65% statutory goal.

Sustained Expertise on the Read To Achieve Board

Over the 11-year duration of the grant, the Read To Achieve Board has retained high-quality reading professionals and community representatives among its members. This sustained leadership is critical to the success of the Read To Achieve grant program. Board members have continued to be instrumental in providing recommendations for improving the program, including suggesting the use of the University of Oregon *DIBELS* database to collect data in a more timely manner and initiating development of the *Effective Intervention Implementation Rubric for Read To Achieve (RTA) Schools*, described in this report.

Continually Enhanced Supports for Schools

Each year, Read To Achieve has developed more powerful and efficient supports for grantees, such as online supports (including web-based conferencing) and participation in unique professional development opportunities. The Read To Achieve Networking Day trainings continue to be an opportunity for RTA educators to develop their teaching skills and knowledge about best practices while consultants in buildings offer on-going implementation support.

This page left intentionally blank.

APPENDIX A

Rules for the Administration of the Read To Achieve Grant Program

Rules for the Administration of the Read To Achieve Grant Program

Colorado State Board of Education

1 Colorado Code of Regulations 301-47

Adopted:

Amended:

Attorney General Opinion:

Authority: Article IX, Section 1, Colorado Constitution. 22-2-106(1)(a) and (c); 22-2-107(1)(c); 22-7-409(1.5); 22-7-601 et seq.; and 22-7-901 through 909 Colorado Revised Statutes (C.R.S.)

2207-R-1.00

Statement of Basis and Purpose. The statutory basis for these rules adopted on June 2, 2000 is found in 22-2-106(1)(a) and (c), State Board Duties; 22-2-107(1)(c), State Board Powers; and 22-7-901 through 22-7-909, the Read To Achieve Grant Program, C.R.S.

The Read To Achieve Grant Program, 22-7-901 through 22-7-909, C.R.S., requires the State Board of Education to promulgate rules which include, but are not limited to: application procedures by which a school may apply for grant funds through this program; criteria for selecting those schools that shall receive grants; the criteria for determining the amount to be granted to the selected schools; procedures for reviewing the effectiveness of the intensive literacy programs operated by schools that receive grants; designation of a valid, reliable Read To Achieve assessment for schools to use in assessing students' reading proficiency; designation of a date by which the Read To Achieve board shall annually submit to the department a list of grant recipients and the amount to be awarded to each grant recipient pursuant to section 22-7-905 (4) C.R.S.; and a method for tracking progress of students who move from one school to another school within the state while participating in Read To Achieve programs.

2207-R-2.00

2.01 Definitions.

2.01 (1) Program: The Read To Achieve Grant Program created in the Department of Education pursuant to 22-7-902, C.R.S., allowing an eligible applicant to apply for a grant to fund intensive, research-based reading programs for kindergarten, first, second and third grade pupils and pupils between third and fourth grades whose reading readiness or literacy and reading comprehension skills are below the level established by the State Board of Education, pursuant to 22-7-504 C.R.S. and the Rules for the Administration for the Colorado Basic Literacy Act 1 CCR 301-42, for pupils at each grade level.

- 2.01 (2) Read To Achieve Board: A board created pursuant to 22-7-904, C.R.S, which shall consist of eleven members, no more than six of whom are from the same political party, that have been appointed by the Governor, the President of the Senate, the Speaker of the House of Representatives and the State Board of Education. The Commissioner of Education or his or her designee shall also serve on the Read To Achieve Board. The Read To Achieve Board's major duties consist of the solicitation and review of applications for grants under this program and the awarding of grants, including the duration and amount of each grant, pursuant to these Rules.
- 2.01 (3) State Board: The State Board of Education created pursuant to Section 1, Article IX of the State Constitution.
- 2.01 (4) Department: The Department of Education created pursuant to section 24-1-115, C.R.S.
- 2.01 (5) Eligible Applicant: An eligible public school that applies for a grant or a collaborative group of eligible public schools applying jointly for a grant pursuant to these Rules.
- 2.01 (6) Eligible Public School: A public school, including a charter school or an Institute Charter School as those schools are described in Article 30.5 of Title 22. The Department shall prepare a list of eligible public schools including a charter schools or an Institute Charter Schools as determined by the Department pursuant to section 22-7-903 C.R.S.
- 2.01 (7) Read To Achieve Assessment: The assessment that is designated by rule of the State Board as the Read To Achieve Assessment pursuant to 22-7-504 (1) C.R.S. The assessment must be used to assess the reading readiness or literacy and reading comprehension levels of kindergarten through third grade pupils participating in the Read To Achieve Program.
- 2.01 (8) State Assessment: A statewide assessment adopted by the State Board to measure reading pursuant to section 22-7-406 C.R.S. and administered by the Department as described in 22-7-409 C.R.S.
- 2.01 (9) Levels of Reading Readiness or Literacy and Reading Comprehension Skills: The proficiency levels established in the Rules for the Administration of the Colorado Basic Literacy Act, adopted in May of 1997 and amended on May 13, 2004 by the State Board of Education in compliance with 22-7-501 – 505, C.R.S.
- 2.01 (10) Colorado Department of Education (CDE) – Request for Proposal (RFP) Development Process: The processes and procedures developed by CDE to ensure that all RFP's are consistent with the appropriate funding source, adhere to appropriate statutory requirements, and support the organizational commitment of CDE.

2207-R-2.02

2.02 Implementation Procedures.

2.02 (1) Determination of Eligible Schools. On an annual basis, the Department and the Read To Achieve Board shall prepare and submit to the State Board a list of all eligible schools. Criteria to determine eligible schools, shall include but not be limited to: (a) the percentage of students over time whose reading readiness and reading comprehension levels are less than proficient; and (b) geographic location.

2.02 (2) Application and RFP Procedures. The Department will be the responsible agency for implementing the Read To Achieve Grant Program. The Department, in consultation with the Read To Achieve Board, will develop a Request for Proposal (RFP), pursuant to the Department's RFP process and pursuant to the requirements and timelines found in 22-7-905, C.R.S. The application must include, but need not be limited to:

2.02 (2) (a) The number of kindergarten, first, second, and third pupils enrolled at the eligible applicant's school whose reading readiness or literacy and reading comprehension skills are below grade level;

2.02 (2) (b) Evidence that the proposed program is based on a research model that has been proven to be successful in other public schools in the nation to enhance the reading readiness or literacy and reading comprehension skills of kindergarten through third grade students at the school; and

2.02 (2) (c) The cost of the program.

2.02 (3) Duration and Amount of Grant Awards. On or before July 1, 2007 and each year thereafter, the Read To Achieve Board shall submit to the Department a list of grant recipients and the amount to be awarded to each grant recipient based upon the criteria outlined in the RFP. The Read To Achieve Board must state the duration (between one and three years) and amount of each grant.

2.02 (4) Supplement, not Supplant. Each grant awarded shall be used to supplement not supplant any moneys currently being used on intensive literacy programs already provided for eligible students.

2.02 (5) Eligible Programs for K-3 Pupils. Eligible programs for eligible kindergarten through third grade pupils may include, but need not be limited to:

2.02 (5) (a) reading academies operated as schools within schools for intensive reading instruction;

2.02 (5) (b) after-school literacy programs;

2.02 (5) (c) summer school clinics;

- 2.02 (5) (d) one-on-one or group tutoring services; and
- 2.02 (5) (e) extended-day reading programs.
- 2.02 (6) Eligible Programs for Pupils in Between the Third and Fourth Grades. Any intensive literacy program funded through the program for fourth grade pupils may be offered only between third and fourth grade and shall be designed to raise the participating pupils' literacy and reading comprehension skills to at least the proficiency level on the third grade Read To Achieve Assessment prior to beginning fourth grade classes in the fall semester.
- 2.02 (7) Data Collection and Reporting. Procedures by which grant recipients shall collect and report data for the purpose of determining the effectiveness of the Read To Achieve Grant Program shall be specified in the RFP. The RFP shall include high, but attainable levels of reading readiness and literacy and reading comprehension skills for each eligible grade, pursuant to the Colorado Basic Literacy Act, section 22-7-504 C.R.S. Each school that receives a Read To Achieve grant shall use the Read To Achieve Assessment adopted by the State Board of Education, to assess participating students' reading proficiency and will report this student data to the Department at specified times. Both eligibility for initial funding and continued funding of grants will be based on levels of reading readiness or literacy and reading comprehension skills using the Read To Achieve Assessment adopted by the State Board of Education, and the State Assessment (CSAP) results for the third grade pupils as defined in section 22-7-905 (5)(b) C.R.S.
- 2.02 (8) Year Two and Three Funding. If a school or collaborative group of schools receives a grant pursuant to this section for more than one year, the school(s) shall be eligible for moneys in the second and/or third year of the grant only if the school(s) meets the goals established in its application including the demonstration that at least 65% of the pupils who completed a one-year instructional cycle of the intensive reading program the prior year reached their achievement goals or otherwise demonstrated that they are on pace to achieve grade level proficiency on the state assessment in reading for their grade level. The Department will establish specific goals and benchmarks for the Read To Achieve Assessment.
- 2.02 (9) Evaluation of Program. The Colorado Department of Education will contract with an independent evaluator to conduct an annual evaluation of the program. Individual student achievement data will be collected so progress may be tracked by student identification numbers as students move from one school to another within the state while participating in a Read To Achieve program. Results will be disseminated on or before November 30, 2007 and each year thereafter to the State Board of Education, the Read To Achieve Board, the Governor, the education committees of the Senate and the House of Representatives, or any successor committees, and all Colorado school districts and BOCES as well as other interested parties on the effectiveness of the Read To Achieve Grant Program.

APPENDIX B

Colorado Read To Achieve Board Members 2012

Colorado Read To Achieve Board Members 2012

Joel Albers, Elementary Principal
Limon Public Schools RE-4J

Rep. Kathleen Conti, Colorado State Representative
Colorado House of Representatives, Arapahoe/Jefferson, District 38

Debora Scheffel, Member, State Board of Education
Sixth Congressional District

Robert Hammond, Commissioner of Education
Colorado Department of Education

Charlotte Macaluso, Parent of a Child Enrolled in Public School
Executive Director, Elementary Education and Federal Programs, Title I, Pueblo

Jamie Marin, Kindergarten Teacher
Byers, CO

Deborah Middel-Katzenmeyer, Knowledge of Best Practice in Reading Instruction
Literacy Consultant, Broomfield, CO

Pamela Robinson, Parent of a Child Enrolled in Public School
Principal, Harrison School District #2, Colorado Springs, CO

Joanne Scanlan, Third Grade Teacher
Fountain/Ft. Carson School, District 8

Sen. Suzanne Williams, Colorado State Senator
Colorado State Senate, Aurora, District 28

Teresa Williams, Career Teacher
Knowledge and Experience in Public Education (Elementary), Jefferson County

APPENDIX C

2011-2012 RTA Funded Schools

Districts	Schools	
Adams 50 SD Consortium	Sherrelwood Elementary School	
	Harris Park Elementary School	
	Skyline Vista Elementary School	
Aurora Public Schools Consortium	Crawford Elementary School	
	Kenton Elementary School	
	Paris Elementary School	
	Vaughn Elementary School	
	Laredo Elementary School	
	Park Lane Elementary School	
	Clyde Miller Elementary School	
	Bethune Elementary School	
Bethune SD R-5	Bethune Elementary School	
Denver Public Schools	Cole Arts and Science Academy	
	Swansea Elementary School	
	Place Bridge Academy	
	Valverde Elementary School	
	Barney Ford Elementary (DCIS at Ford)	
	John H. Amesse Elementary	
	Garden Place Elementary School	
	Knapp Elementary School	
	Ashley Elementary School	
	Cheltenham Elementary School	
	Denver Public Schools Consortium	Castro Elementary School
	Charles M. Schenck Community School (CMS)	
	College View Elementary School	
Ellis Elementary School		
Fairmont Dual Immersion Academy		
Force Elementary School		
Harrington Elementary School		
Newlon Elementary School		
Pitt-Waller Elementary School		
Schmitt Elementary School		
Valdez Elementary School		
Greeley 6	Bella Romero Elementary School	
	Billie Martinez Elementary School	
Mesa County Valley SD 51	Rocky Mountain Elementary School	
Weld County SD Re-1	Gilcrest Elementary School	

APPENDIX D

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

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.

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*
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.

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*
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.

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*
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.

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]**

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

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*
School Level		
Fall 2011	0%	28
Spring 2012	82%	
Kindergarten		
Fall 2011	--	--
Spring 2012	--	
Benchmark Percentage Point Change	--	
Grade 1		
Fall 2011	0%	12
Spring 2012	83%	
Benchmark Percentage Point Change	+83%	
Grade 2		
Fall 2011	0%	8
Spring 2012	75%	
Benchmark Percentage Point Change	+75%	
Grade 3		
Fall 2011	0%	8
Spring 2012	88%	
Benchmark Percentage Point Change	+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.

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*
School Level		
Fall 2011	5%	37
Spring 2012	89%	
Kindergarten		
Fall 2011	--	--
Spring 2012	--	
Benchmark Percentage Point Change	--	
Grade 1		
Fall 2011	7%	14
Spring 2012	79%	
Benchmark Percentage Point Change	+72%	
Grade 2		
Fall 2011	7%	15
Spring 2012	93%	
Benchmark Percentage Point Change	+86%	
Grade 3		
Fall 2011	0%	8
Spring 2012	100%	
Benchmark Percentage Point Change	+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.

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*
School Level		
Fall 2011	0%	19
Spring 2012	84%	
Kindergarten		
Fall 2011	0%	8
Spring 2012	100%	
Benchmark Percentage Point Change	+100%	
Grade 1		
Fall 2011	0%	9
Spring 2012	67%	
Benchmark Percentage Point Change	+67%	
Grade 2		
Fall 2011	--	--
Spring 2012	--	
Benchmark Percentage Point Change	--	
Grade 3		
Fall 2011	0%	2
Spring 2012	100%	
Benchmark Percentage Point Change	+100%	
	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.

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 [*]
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.

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*
School Level		
Fall 2011	5%	20
Spring 2012	100%	
Kindergarten		
Fall 2011	0%	3
Spring 2012	100%	
Benchmark Percentage Point Change	+100%	
Grade 1		
Fall 2011	0%	10
Spring 2012	100%	
Benchmark Percentage Point Change	+100%	
Grade 2		
Fall 2011	20%	5
Spring 2012	100%	
Benchmark Percentage Point Change	+80%	
Grade 3		
Fall 2011	0%	2
Spring 2012	100%	
Benchmark Percentage Point Change	+100%	
	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.

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*
School Level		
Fall 2011	11%	18
Spring 2012	94%	
Kindergarten		
Fall 2011	0%	8
Spring 2012	100%	
Benchmark Percentage Point Change	+100%	
Grade 1		
Fall 2011	0%	3
Spring 2012	100%	
Benchmark Percentage Point Change	+100%	
Grade 2		
Fall 2011	25%	4
Spring 2012	100%	
Benchmark Percentage Point Change	+75%	
Grade 3		
Fall 2011	33%	3
Spring 2012	67%	
Benchmark Percentage Point Change	+34%	
	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.

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*
School Level		
Fall 2011	0%	42
Spring 2012	88%	
Kindergarten		
Fall 2011	0%	18
Spring 2012	94%	
Benchmark Percentage Point Change	+94%	
Grade 1		
Fall 2011	0%	18
Spring 2012	83%	
Benchmark Percentage Point Change	+83%	
Grade 2		
Fall 2011	0%	6
Spring 2012	83%	
Benchmark Percentage Point Change	+83%	
Grade 3		
Fall 2011	--	--
Spring 2012	--	
Benchmark Percentage Point Change	--	
	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.

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
School Level Results: Bethune Elementary**

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

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*
District Level		
Fall 2011	19%	438
Spring 2012	79%	
Kindergarten		
Fall 2011	14%	131
Spring 2012	93%	
Benchmark Percentage Point Change	+79%	
Grade 1		
Fall 2011	12%	124
Spring 2012	68%	
Benchmark Percentage Point Change	+56%	
Grade 2		
Fall 2011	27%	113
Spring 2012	73%	
Benchmark Percentage Point Change	+46%	
Grade 3		
Fall 2011	26%	70
Spring 2012	80%	
Benchmark Percentage Point Change	+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.

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*
School Level		
Fall 2011	17%	81
Spring 2012	68%	
Kindergarten		
Fall 2011	8%	24
Spring 2012	88%	
Benchmark Percentage Point Change	+80%	
Grade 1		
Fall 2011	4%	23
Spring 2012	56%	
Benchmark Percentage Point Change	+52%	
Grade 2		
Fall 2011	46%	22
Spring 2012	59%	
Benchmark Percentage Point Change	+13%	
Grade 3		
Fall 2011	8%	12
Spring 2012	67%	
Benchmark Percentage Point Change	+59%	
	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.

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*
School Level		
Fall 2011	35%	34
Spring 2012	76%	
Kindergarten		
Fall 2011	54%	11
Spring 2012	91%	
Benchmark Percentage Point Change	+37%	
Grade 1		
Fall 2011	23%	13
Spring 2012	69%	
Benchmark Percentage Point Change	+46%	
Grade 2		
Fall 2011	50%	4
Spring 2012	75%	
Benchmark Percentage Point Change	+25%	
Grade 3		
Fall 2011	17%	6
Spring 2012	67%	
Benchmark Percentage Point Change	+50%	
	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.

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*
School Level		
Fall 2011	0%	18
Spring 2012	94%	
Kindergarten		
Fall 2011	0%	11
Spring 2012	100%	
Benchmark Percentage Point Change	+100%	
Grade 1		
Fall 2011	0%	3
Spring 2012	67%	
Benchmark Percentage Point Change	+67%	
Grade 2		
Fall 2011	0%	1
Spring 2012	100%	
Benchmark Percentage Point Change	+100%	
Grade 3		
Fall 2011	0%	3
Spring 2012	100%	
Benchmark Percentage Point Change	+100%	
	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.

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*
School Level		
Fall 2011	24%	50
Spring 2012	68%	
Kindergarten		
Fall 2011	50%	10
Spring 2012	90%	
Benchmark Percentage Point Change	+40%	
Grade 1		
Fall 2011	18%	17
Spring 2012	71%	
Benchmark Percentage Point Change	+53%	
Grade 2		
Fall 2011	17%	23
Spring 2012	56%	
Benchmark Percentage Point Change	+39%	
Grade 3		
Fall 2011	--	--
Spring 2012	--	
Benchmark Percentage Point Change	--	
	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.

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*
School Level		
Fall 2011	2%	64
Spring 2012	92%	
Kindergarten		
Fall 2011	0%	23
Spring 2012	96%	
Benchmark Percentage Point Change	+96%	
Grade 1		
Fall 2011	0%	18
Spring 2012	89%	
Benchmark Percentage Point Change	+89%	
Grade 2		
Fall 2011	0%	17
Spring 2012	88%	
Benchmark Percentage Point Change	+88%	
Grade 3		
Fall 2011	17%	6
Spring 2012	100%	
Benchmark Percentage Point Change	+83%	
	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.

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*
School Level		
Fall 2011	10%	31
Spring 2012	77%	
Kindergarten		
Fall 2011	12%	8
Spring 2012	100%	
Benchmark Percentage Point Change	+88%	
Grade 1		
Fall 2011	0%	7
Spring 2012	86%	
Benchmark Percentage Point Change	+86%	
Grade 2		
Fall 2011	0%	8
Spring 2012	62%	
Benchmark Percentage Point Change	+62%	
Grade 3		
Fall 2011	25%	8
Spring 2012	62%	
Benchmark Percentage Point Change	+37%	
	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.

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*
School Level		
Fall 2011	32%	28
Spring 2012	75%	
Kindergarten		
Fall 2011	0%	5
Spring 2012	100%	
Benchmark Percentage Point Change	+100%	
Grade 1		
Fall 2011	22%	9
Spring 2012	44%	
Benchmark Percentage Point Change	+22%	
Grade 2		
Fall 2011	71%	7
Spring 2012	100%	
Benchmark Percentage Point Change	+29%	
Grade 3		
Fall 2011	29%	7
Spring 2012	71%	
Benchmark Percentage Point Change	+42%	
	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.

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*
School Level		
Fall 2011	6%	35
Spring 2012	91%	
Kindergarten		
Fall 2011	0%	11
Spring 2012	100%	
Benchmark Percentage Point Change	+100%	
Grade 1		
Fall 2011	0%	11
Spring 2012	82%	
Benchmark Percentage Point Change	+82%	
Grade 2		
Fall 2011	0%	5
Spring 2012	80%	
Benchmark Percentage Point Change	+80%	
Grade 3		
Fall 2011	25%	8
Spring 2012	100%	
Benchmark Percentage Point Change	+75%	
	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.

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*
School Level		
Fall 2011	31%	65
Spring 2012	80%	
Kindergarten		
Fall 2011	17%	18
Spring 2012	89%	
Benchmark Percentage Point Change	+72%	
Grade 1		
Fall 2011	33%	18
Spring 2012	72%	
Benchmark Percentage Point Change	+39%	
Grade 2		
Fall 2011	41%	17
Spring 2012	76%	
Benchmark Percentage Point Change	+35%	
Grade 3		
Fall 2011	33%	12
Spring 2012	83%	
Benchmark Percentage Point Change	+50%	
	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.

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*
School Level		
Fall 2011	28%	32
Spring 2012	78%	
Kindergarten		
Fall 2011	10%	10
Spring 2012	90%	
Benchmark Percentage Point Change	+80%	
Grade 1		
Fall 2011	0%	5
Spring 2012	20%	
Benchmark Percentage Point Change	+20%	
Grade 2		
Fall 2011	33%	9
Spring 2012	89%	
Benchmark Percentage Point Change	+56%	
Grade 3		
Fall 2011	62%	8
Spring 2012	88%	
Benchmark Percentage Point Change	+26%	
	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.

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*
Consortium Level		
Fall 2011	3%	178
Spring 2012	75%	
Kindergarten		
Fall 2011	0%	19
Spring 2012	95%	
Benchmark Percentage Point Change	+95%	
Grade 1		
Fall 2011	0%	79
Spring 2012	72%	
Benchmark Percentage Point Change	+72%	
Grade 2		
Fall 2011	7%	57
Spring 2012	74%	
Benchmark Percentage Point Change	+67%	
Grade 3		
Fall 2011	9%	23
Spring 2012	74%	
Benchmark Percentage Point Change	+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.

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*
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.

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*
School Level		
Fall 2011	4%	22
Spring 2012	82%	
Kindergarten		
Fall 2011	0%	6
Spring 2012	100%	
Benchmark Percentage Point Change	+100%	
Grade 1		
Fall 2011	0%	4
Spring 2012	100%	
Benchmark Percentage Point Change	+100%	
Grade 2		
Fall 2011	0%	9
Spring 2012	67%	
Benchmark Percentage Point Change	+67%	
Grade 3		
Fall 2011	33%	3
Spring 2012	67%	
Benchmark Percentage Point Change	+34%	
	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.

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*
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 N2
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.

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*
School Level		
Fall 2011	0%	15
Spring 2012	80%	
Kindergarten		
Fall 2011	0%	3
Spring 2012	100%	
Benchmark Percentage Point Change	+100%	
Grade 1		
Fall 2011	0%	8
Spring 2012	88%	
Benchmark Percentage Point Change	+88%	
Grade 2		
Fall 2011	0%	1
Spring 2012	100%	
Benchmark Percentage Point Change	+100%	
Grade 3		
Fall 2011	0%	3
Spring 2012	33%	
Benchmark Percentage Point Change	+33%	
	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.

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*
School Level		
Fall 2011	0%	18
Spring 2012	78%	
Kindergarten		
Fall 2011	0%	6
Spring 2012	100%	
Benchmark Percentage Point Change	+100%	
Grade 1		
Fall 2011	0%	6
Spring 2012	33%	
Benchmark Percentage Point Change	+33%	
Grade 2		
Fall 2011	0%	6
Spring 2012	100%	
Benchmark Percentage Point Change	+100%	
Grade 3		
Fall 2011	--	--
Spring 2012	--	
Benchmark Percentage Point Change	--	
	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.

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*
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.

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*
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.

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*
School Level		
Fall 2011	0%	22
Spring 2012	68%	
Kindergarten		
Fall 2011	0%	1
Spring 2012	100%	
Benchmark Percentage Point Change	+100%	
Grade 1		
Fall 2011	0%	7
Spring 2012	29%	
Benchmark Percentage Point Change	+29%	
Grade 2		
Fall 2011	0%	8
Spring 2012	88%	
Benchmark Percentage Point Change	+88%	
Grade 3		
Fall 2011	0%	6
Spring 2012	83%	
Benchmark Percentage Point Change	+83%	
	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.

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*
School Level		
Fall 2011	11%	18
Spring 2012	56%	
Kindergarten		
Fall 2011	0%	3
Spring 2012	67%	
Benchmark Percentage Point Change	+67%	
Grade 1		
Fall 2011	0%	6
Spring 2012	50%	
Benchmark Percentage Point Change	+50%	
Grade 2		
Fall 2011	17%	6
Spring 2012	50%	
Benchmark Percentage Point Change	+33%	
Grade 3		
Fall 2011	33%	3
Spring 2012	67%	
Benchmark Percentage Point Change	+34%	
	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.

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*
School Level		
Fall 2011	10%	10
Spring 2012	100%	
Kindergarten		
Fall 2011	--	--
Spring 2012	--	
Benchmark Percentage Point Change	--	
Grade 1		
Fall 2011	0%	6
Spring 2012	100%	
Benchmark Percentage Point Change	+100%	
Grade 2		
Fall 2011	25%	4
Spring 2012	100%	
Benchmark Percentage Point Change	+75%	
Grade 3		
Fall 2011	--	--
Spring 2012	--	
Benchmark Percentage Point Change	--	
	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.

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*
School Level		
Fall 2011	0%	11
Spring 2012	82%	
Kindergarten		
Fall 2011	--	--
Spring 2012	--	
Benchmark Percentage Point Change	--	
Grade 1		
Fall 2011	0%	2
Spring 2012	50%	
Benchmark Percentage Point Change	+50%	
Grade 2		
Fall 2011	0%	3
Spring 2012	67%	
Benchmark Percentage Point Change	+67%	
Grade 3		
Fall 2011	0%	6
Spring 2012	100%	
Benchmark Percentage Point Change	+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.

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*
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.

**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*
School Level		
Fall 2011	40%	62
Spring 2012	58%	
Kindergarten		
Fall 2011	46%	13
Spring 2012	100%	
Benchmark Percentage Point Change	+54%	
Grade 1		
Fall 2011	56%	18
Spring 2012	67%	
Benchmark Percentage Point Change	+11%	
Grade 2		
Fall 2011	29%	14
Spring 2012	14%	
Benchmark Percentage Point Change	-15%	
Grade 3		
Fall 2011	29%	17
Spring 2012	53%	
Benchmark Percentage Point Change	+24%	
	Percentage At or Above Benchmark	Matched N2
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.

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*
School Level		
Fall 2011	0%	22
Spring 2012	68%	
Kindergarten		
Fall 2011	0%	11
Spring 2012	91%	
Benchmark Percentage Point Change	+91%	
Grade 1		
Fall 2011	0%	5
Spring 2012	40%	
Benchmark Percentage Point Change	+40%	
Grade 2		
Fall 2011	0%	3
Spring 2012	67%	
Benchmark Percentage Point Change	+67%	
Grade 3		
Fall 2011	0%	3
Spring 2012	33%	
Benchmark Percentage Point Change	+33%	
	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.

**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
School Level Results: Rocky Mountain Elementary**

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

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
School Level Results: Gilcrest Elementary**

	Percentage At or Above Benchmark	Matched N*
School/District Level		
Fall 2011	0%	34
Spring 2012	62%	
Kindergarten		
Fall 2011	0%	10
Spring 2012	90%	
Benchmark Percentage Point Change	+90%	
Grade 1		
Fall 2011	0%	10
Spring 2012	60%	
Benchmark Percentage Point Change	+60%	
Grade 2		
Fall 2011	0%	6
Spring 2012	33%	
Benchmark Percentage Point Change	+33%	
Grade 3		
Fall 2011	0%	8
Spring 2012	50%	
Benchmark Percentage Point Change	+50%	
	Percentage At or Above Benchmark	Matched N2
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.

This page left intentionally blank.

**READ TO ACHIEVE
GRANT PROGRAM ANNUAL REPORT**

**Colorado Department of Education
Teaching and Learning Unit
Office of Literacy
201 E. Colfax Ave.
Denver, Colorado 80203**

Phone: (303) 866-6150