

READ-TO-ACHIEVE GRANT PROGRAM CYCLE 4

External Evaluation Report

August, 2005

R2A

REPORT PREPARED FOR

OFFICE OF COMPETITIVE GRANTS AND AWARDS

Colorado Department of Education

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Introduction

This report provides a brief summary of the achievement data collected from schools that participated in cycle 4 of the Read to Achieve program. It also summarizes school profile data, a self-report survey of schools' program characteristics. Below are some of the general highlights of the report and a summary of achievement data.

General Highlights

- **Program Scope:** A total of 15,746 students at 360 schools submitted achievement data for the Read to Achieve program in cycle 4. To date, more than 80,000 students were reported as served through reading intervention programs funded by Read to Achieve, with over 80% of these students participating in the program for the full instructional cycle.
- Data for this report were collected and submitted by the participating schools and include aggregated student data as well as self-reported ratings of program characteristics and success.
- **Program Structures:** A variety of program structures were reported for delivery of instruction. Overall, schools reported emphasis across the reporting options as approximately 18% in-class support and assistance, 49% pull-out, 22% extended day, 9% summer program, and 1% other.
- Pull-out and in-class assistance involved the most instructional time with the typical student receiving 63 hours and 22 hours respectively of reading intervention over the course of the program.
- Instructional time generally involved group instruction with two to eight students.
- Delivery of instruction was generally reported as being structured (a structured set of approaches available to be used as needed) by 55% of the schools. 32% of the schools reported instruction as very prescribed (specific scripted steps to each learning session). 12% of schools reported instruction as being generally framed (instructional approaches created by the teacher within a general framework), and 1% reported instruction as being open (approaches stem from the breadth of the teacher's experience).

Achievement and Results

- **Student Groups and Characteristics:** The typical program in cycle 4 involved approximately 24 second grade students, with 21 participating full cycle, and 22 third grade students, with 19 participating full cycle.
- Approximately 29% of second grade full cycle students and 29% of third grade full-cycle students were reported as English language learners.

- Approximately 16% of the second grade full-cycle students and 19% of third grade full-cycle students were reported as participating in special education programs.
- Approximately 54% of second and third grade full-cycle students were reported as an ethnicity other than white.
- ***Attainment of Grade-Specified Achievement Goal.*** The grant-specified goal required at least 25% of the students who were enrolled for the full instructional cycle of the program improve to grade level as measured by the school's CBLA assessments, or score proficient on the third grade reading CSAP.
- As a group, the Read to Achieve school programs were very successful in attaining this goal. Approximately 91% of the schools reporting by the due date achieved or exceeded this grant-specified goal for cycle 4.
- This high level of success in exceeding the grant-specified achievement goal occurred for various subgroups of schools as well.

Observations

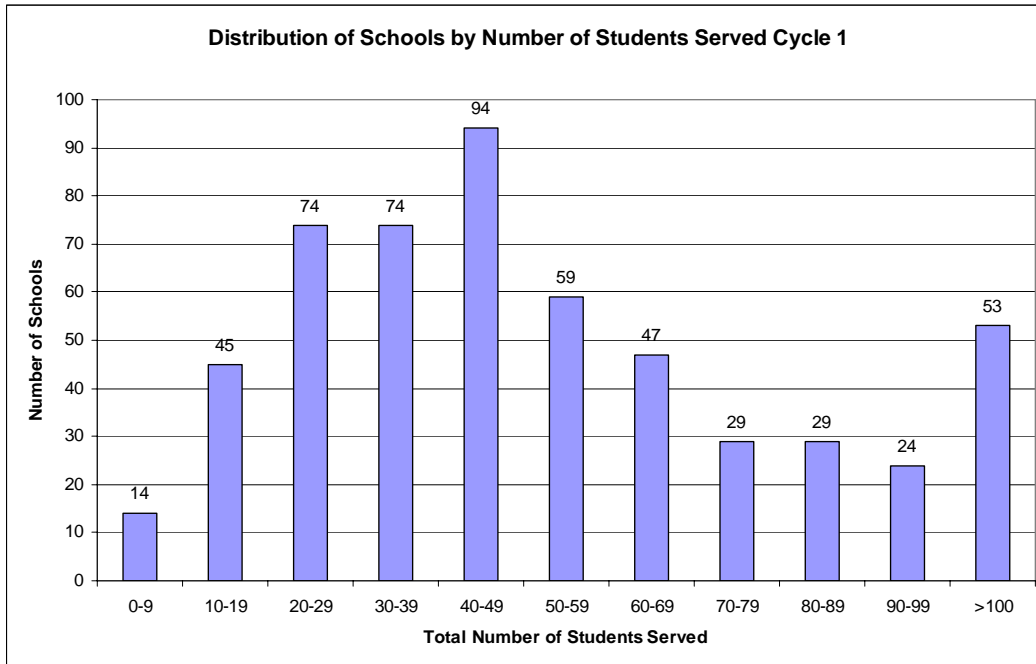
- The results provided in this report indicate the Read to Achieve program remains very successful with most schools exceeding, by a large margin, the grant-specified achievement goals. Fifty percent of the schools reported at least fifty percent of full-cycle students at or above grade level. Of the total 14,068 full cycle students who participated in this year's Read to Achieve program, 6,765 (48%) are now reading at grade level as measured by the school's CBLA assessments, or by scoring proficient on the third grade reading CSAP.
- Ethnic groups showed strong performance, with each group within seven percentage points of the average of all full cycle students. When looking at performance of ELL students and students with disabilities, the performance gap widens, with the largest gap being 19 percentage points for students with disabilities vs. the total group. The gap with ELL students was slightly smaller with an 11 percentage point difference vs. the total group.
- Overall, the data provided for schools funded through cycle 4 indicate highly successful Read to Achieve school programs that were implemented successfully, that fully accomplish school-specified goals for student achievement and professional development, and that generally exceed by a large margin the grant-specified student achievement goals for each cycle.

R2A Student Achievement Data

The following data demonstrate the total number served, the total number of full cycle students, and the number meeting goal for each year of the four-year program.

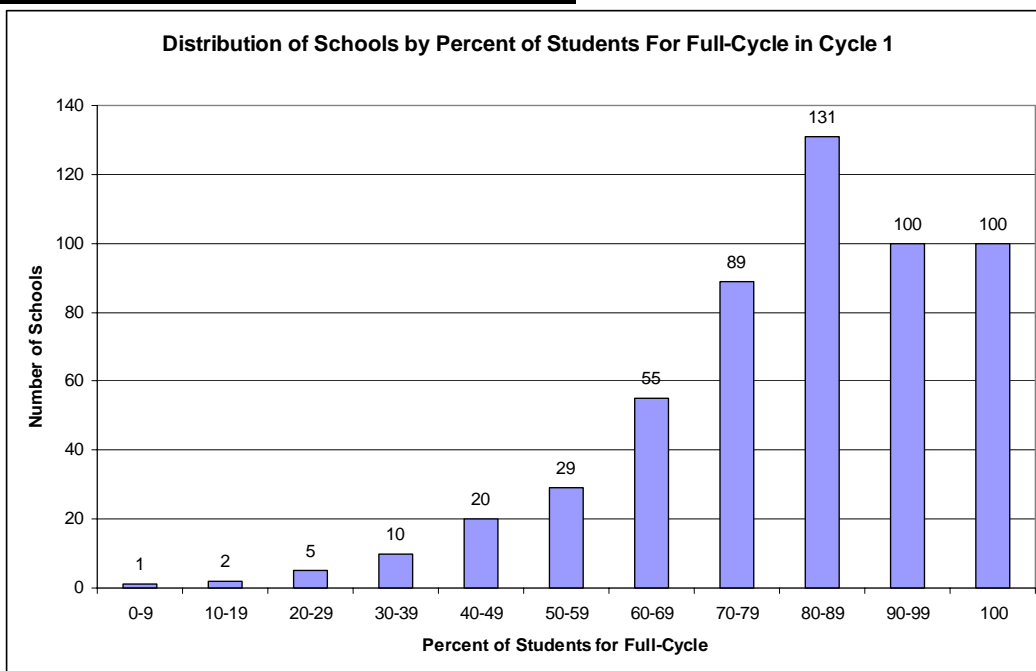
Number of Students Served Cycle 1

According to the information submitted, 29,059 students were served by Read to Achieve programs in the first cycle.



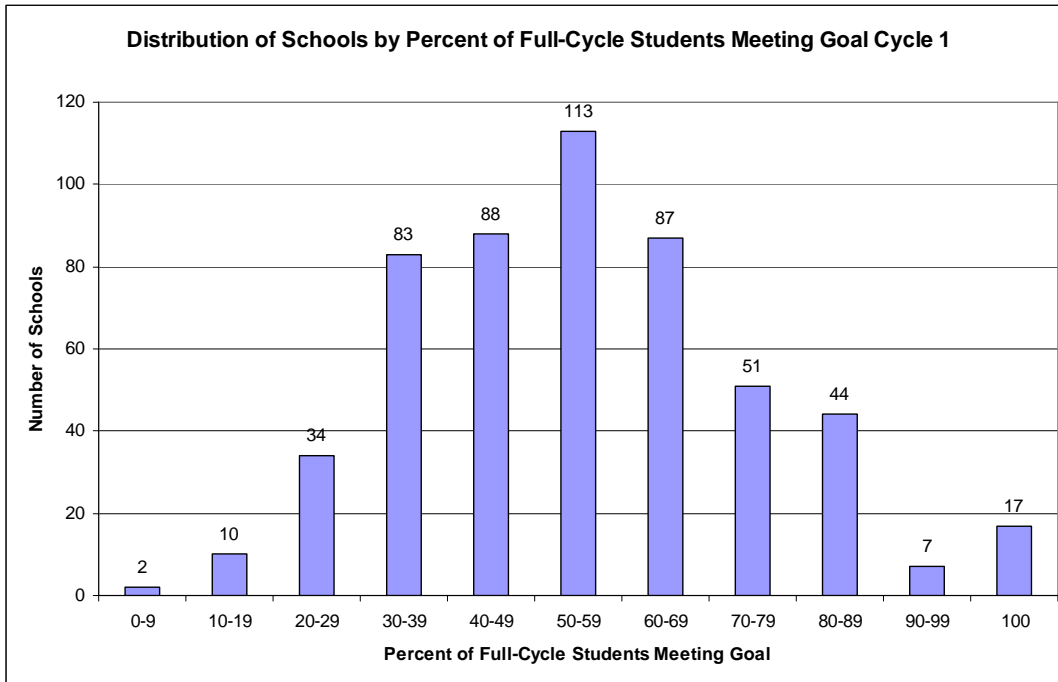
Ten percent of the schools served more than 100 students; ten percent served fewer than 20 students. Almost half the schools served between 20 and 50 students with these funds.

Full Cycle Participation (Mobility Issues) Cycle 1



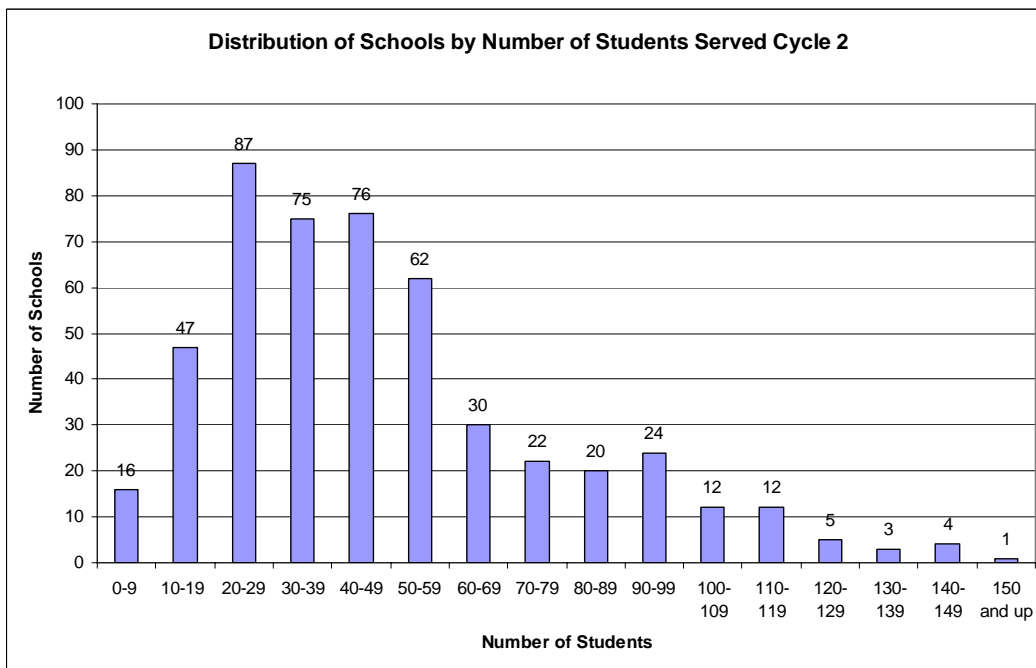
A total of 22,974 students participated for the full cycle. Eighty percent of the funded schools served more than 70% of students enrolled in the program for the full funding cycle.

Students Meeting Achievement Goal Cycle 1



Two-thirds of the schools indicated that between 30% and 70% of their students met the performance goal. Over 20% of the schools performed above that level.

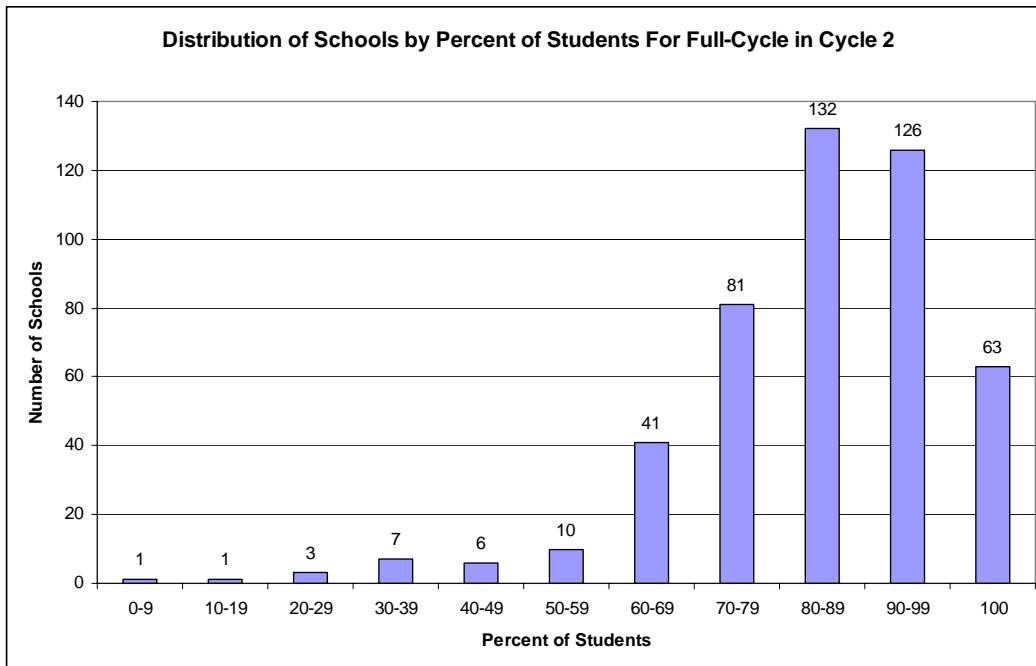
Number of Students Served Cycle 2



According to the information submitted by the deadline, 21,422 students were served by Read to Achieve programs in the second cycle. Seven percent of the schools served more than 100

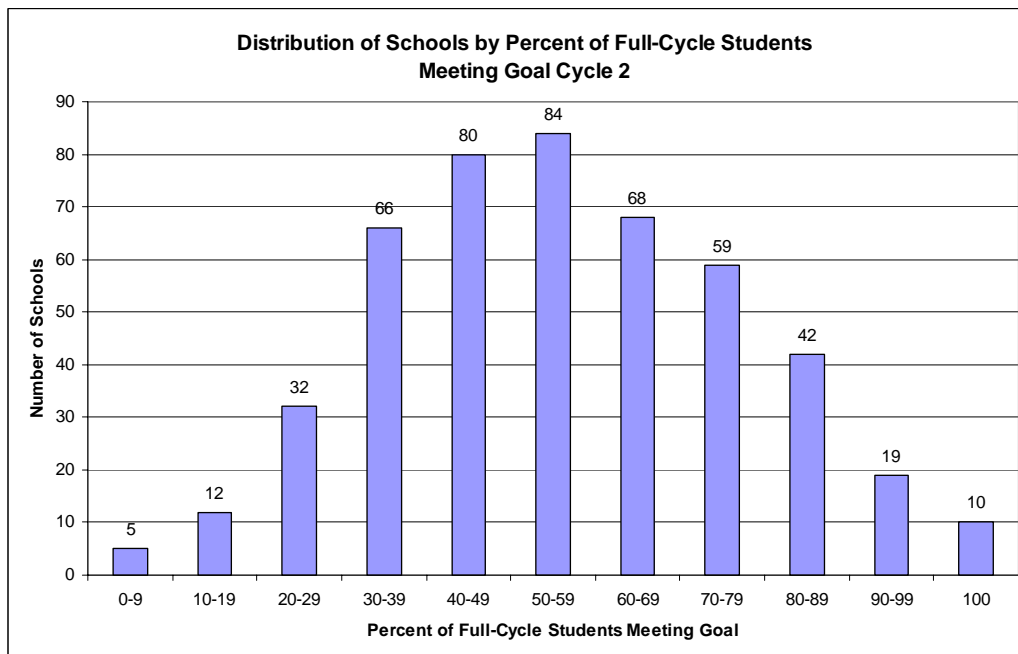
students; thirteen percent served fewer than 20 students. Half the schools served from 20 to 50 students with these funds.

Full Cycle Participation (Mobility Issues) Cycle 2



A total of 17,514 students participated for the full cycle. Most schools (68%) reported at least 80% of students remained for the full instructional cycle. More than one-third of reporting schools indicated at least 90% of students remained full cycle.

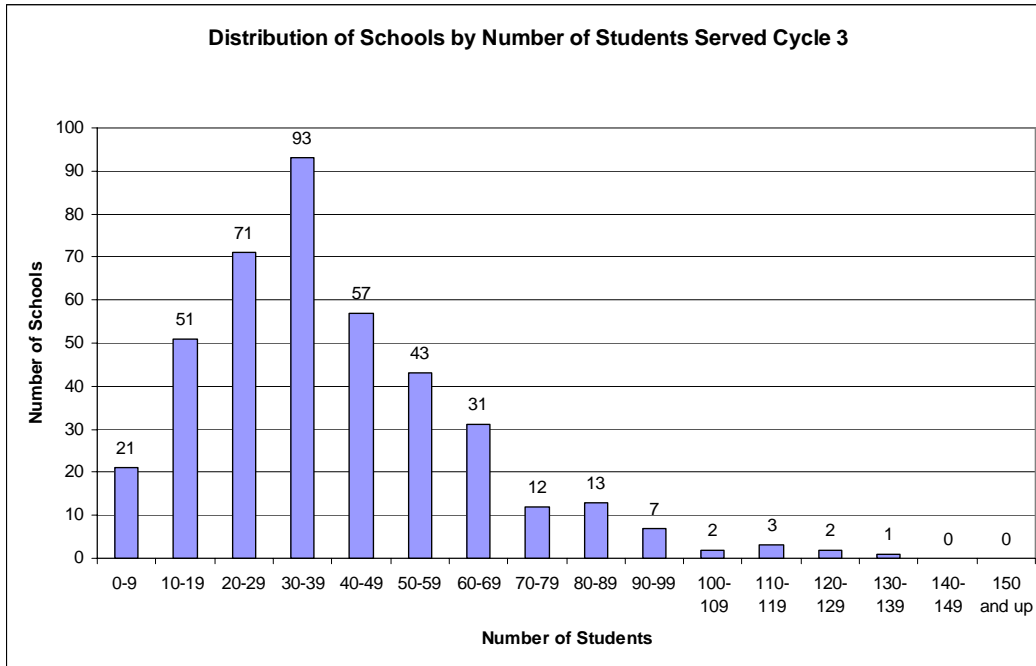
Students Meeting Achievement Goal Cycle 2



Almost two-thirds of the schools indicated that between 30% and 70% of their full cycle students met the performance goal. Fifteen percent of the schools reported performance above that level.

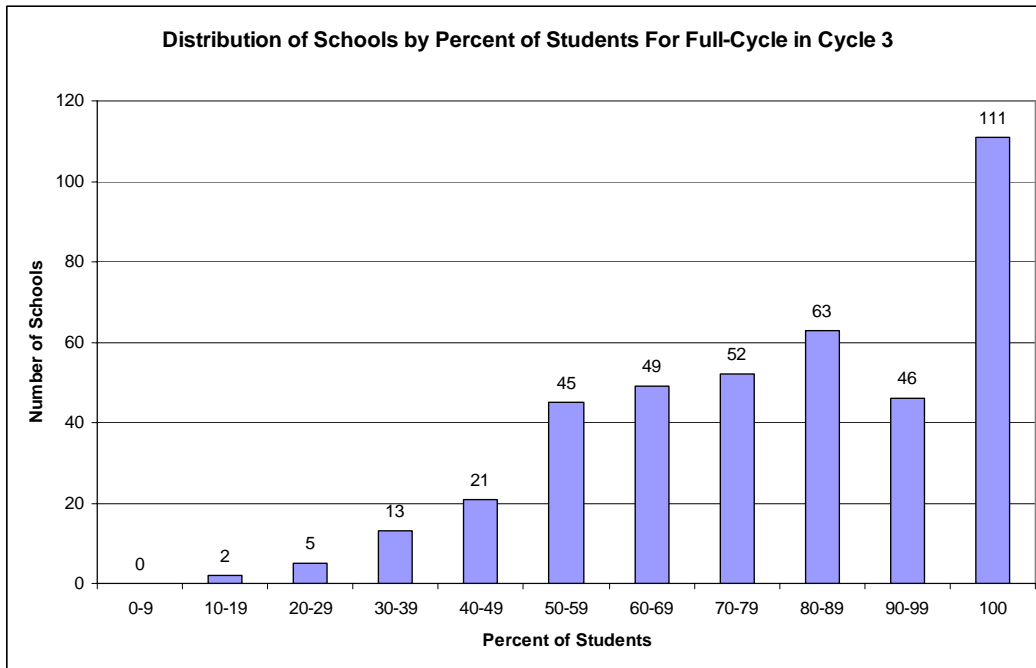
When a comparison is made of the above tables between years 1, 2 , and 3, the numbers suggest a decline in the number of students involved with Read to Achieve. A decline in students is actually the intent of the Read to Achieve program. It is the intent of the legislation that all students in the state of Colorado reach grade level in reading by the end of the third grade. The decline in the numbers of students in the Read to Achieve program over the three years suggest that more students are meeting the CBLA grade level expectation and therefore, no longer qualify for the services provided by Read to Achieve funds.

Number of Students Served Cycle 3



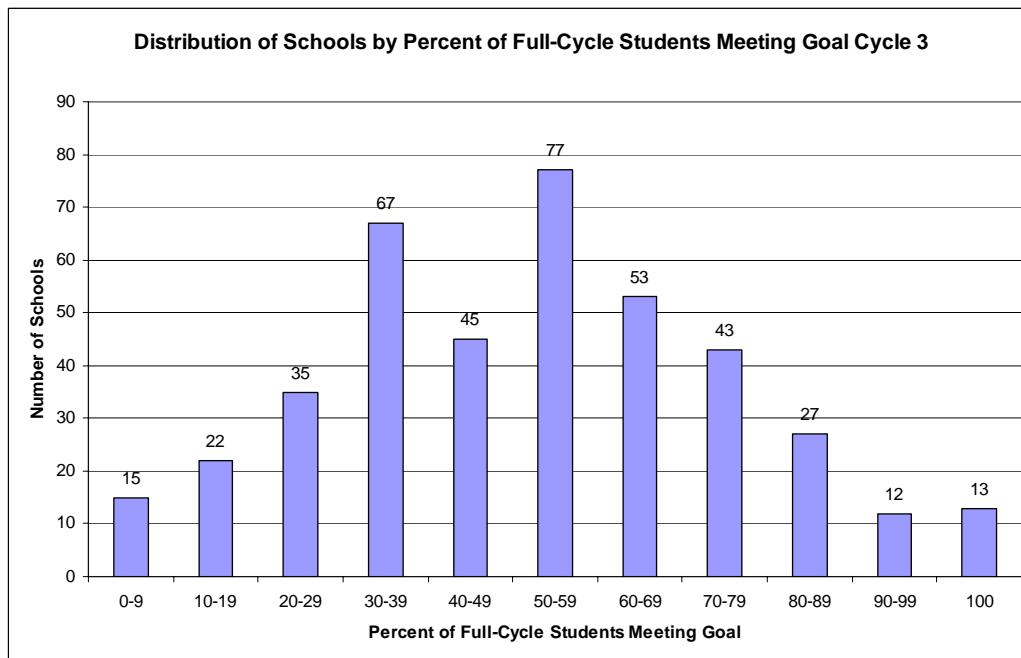
According to the information submitted by the deadline, 16,421 students were served by Read to Achieve programs in the third cycle. Two percent of the schools served more than 100 students; eleven percent served fewer than 20 students.

Full Cycle Participation (Mobility Issues) Cycle 3



A total of 13,761 students were reported to participate for the full cycle. Most schools (54%) reported at least 80% of students remained for the full instructional cycle. More than one-third of reporting schools indicated at least 90% of students remained full cycle.

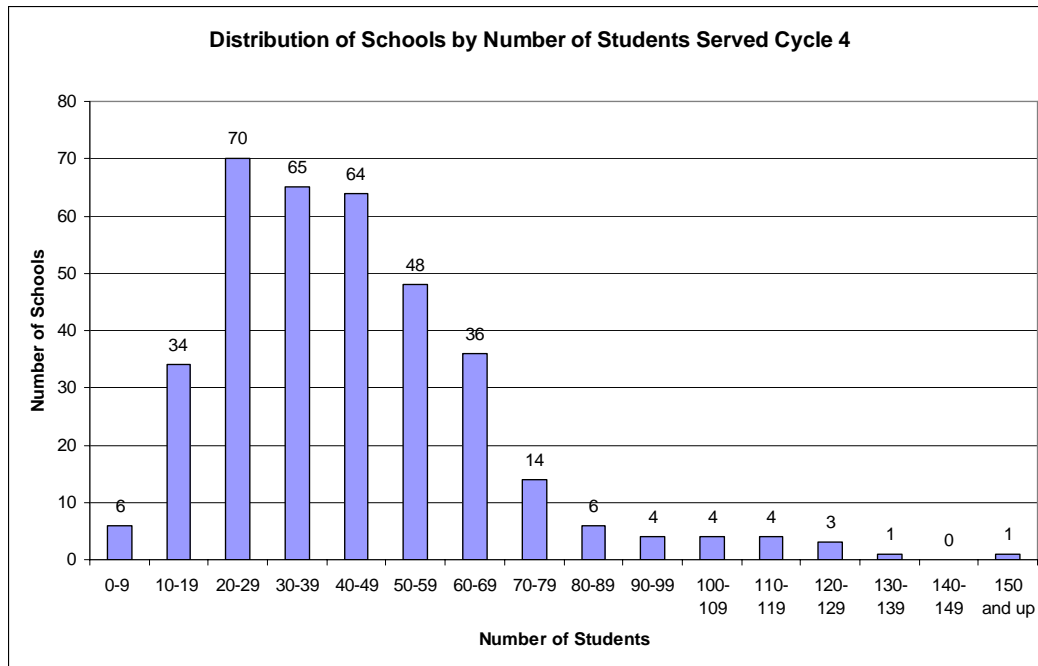
Students Meeting Achievement Goal Cycle 3



More than half (59%) of the schools indicated that between 30% and 70% of their full cycle students met the performance goal. Twenty-three percent of the schools reported performance above that level.

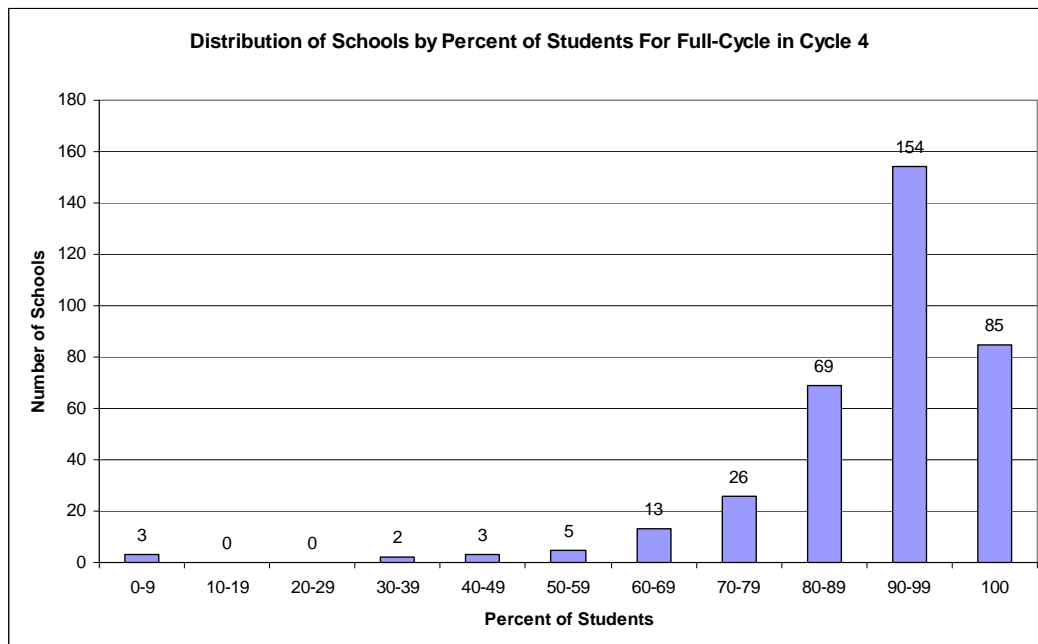
Number of Students Served Cycle 4

According to the information submitted by participating schools, 15,746 students were served by Read to Achieve programs in this cycle.



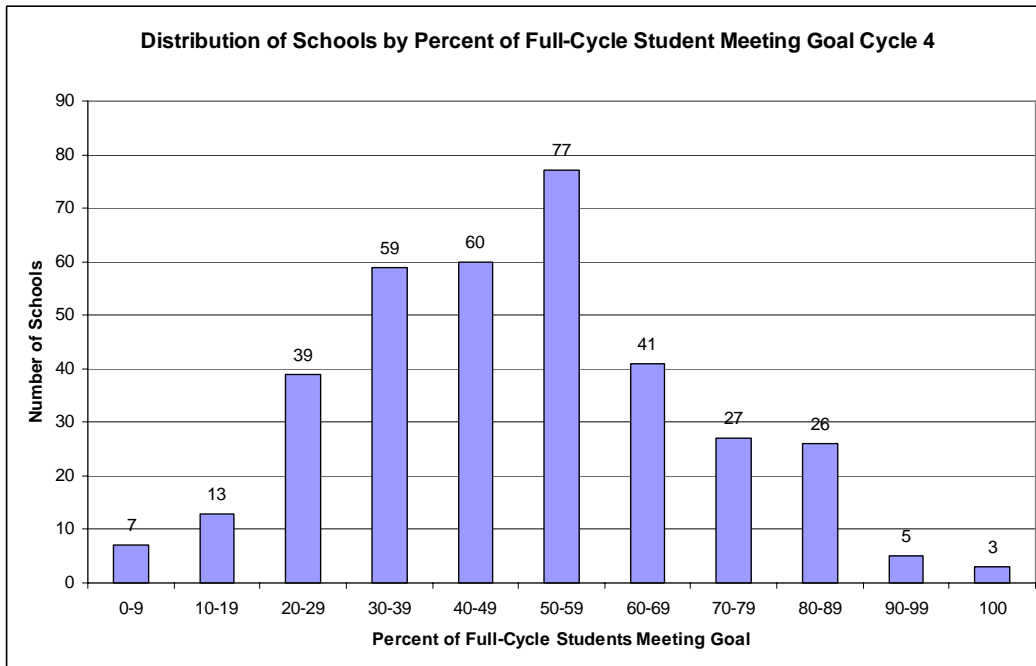
Only four percent of the schools served more than 100 students; eleven percent served fewer than 20 students. Over half (55%) of the schools served between 20 and 50 students with these funds.

Full Cycle Participation (Mobility Issues) Cycle 4



A total of 14,068 students were reported to participate for the full cycle. Most schools (86%) reported at least 80% of the students remained for the full instruction cycle. Well over half of the reporting schools (67%) indicated at least 90% of students remained full cycle.

Students Meeting Achievement Goal Cycle 4

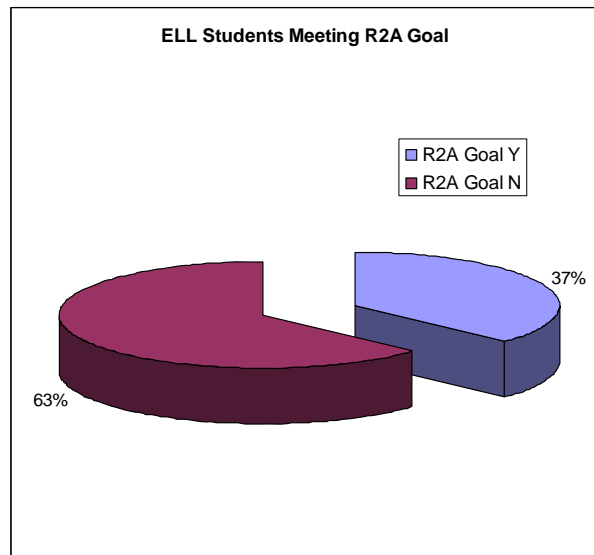


More than half (66%) of the schools indicated that between 30% and 70% of their full cycle students met the performance goal. Seventeen percent of the schools reported performance above that level.

Of the 357 schools with full cycle students, 91% met or exceeded the goal of 25% of students reading at grade level as determined by exit assessments and/or proficiency on the grade 3 reading CSAP.

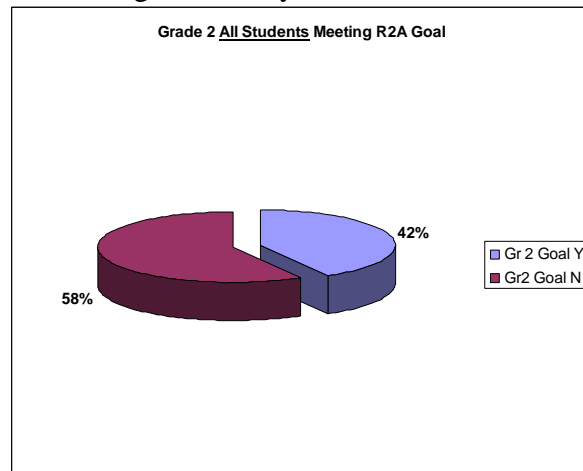
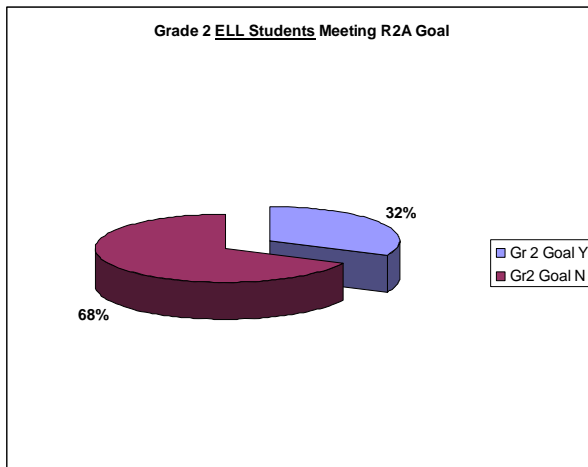
ELL Students Meeting Achievement Goal Cycle 4

A total of 4,113 full cycle students were identified as English Language Learners. This represents 29% of all full cycle students. As a group, 37% of ELL students met the grant-specified achievement goal. This compares to 48% for all full cycle students who met the achievement goal, an 11 percentage point difference.



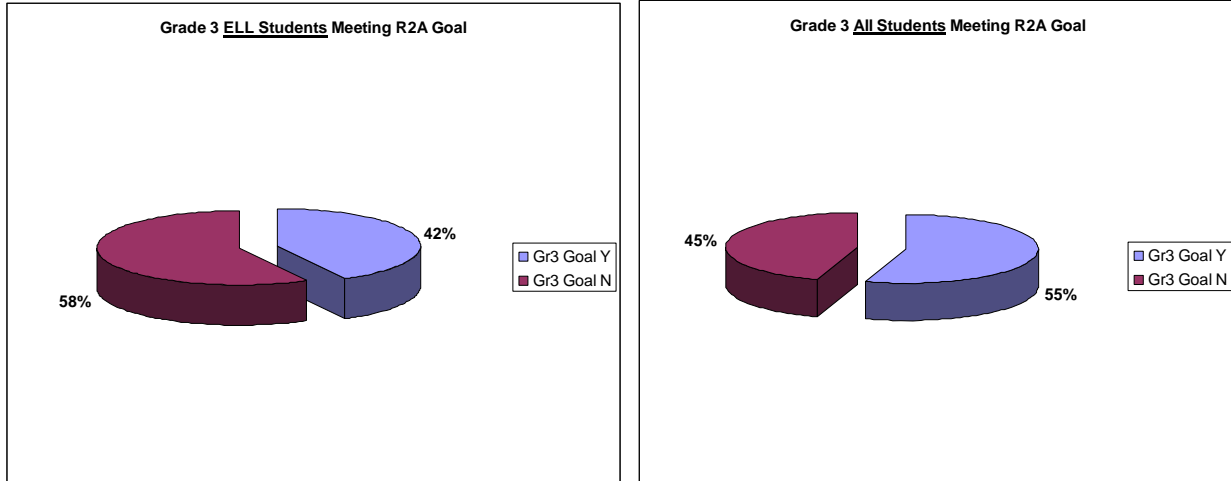
Breakdown by Grade

A total of 2,150 second grade full cycle ELL students were included in the achievement data submitted by schools. This represents 29% of all second grade full cycle students.



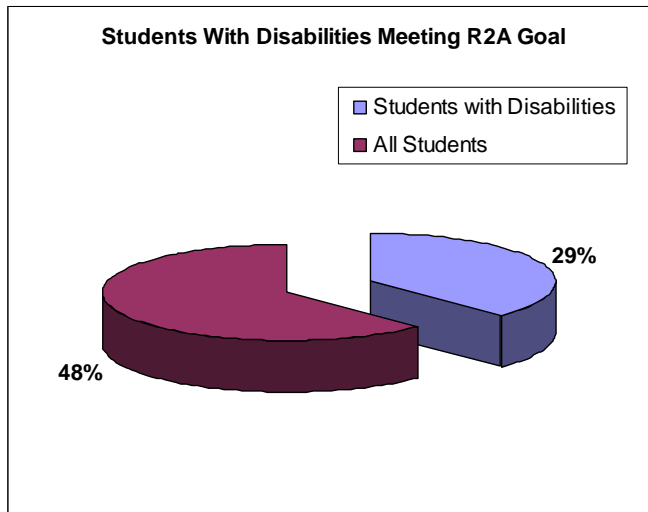
Approximately 32% of second grade full cycle ELL students met the R2A goals as measured by the school's CBLA assessments. This compares to 42% of all second grade full cycle students, a 10 percentage point difference.

A total of 1,963 third grade full cycle ELL students were included in the achievement data submitted by schools. This represents 29% of all grade 3 full cycle students.



Approximately 42% of third grade full cycle ELL students met the R2A goals as measured by the school's CBLA assessments, or by scoring proficient on the third grade reading CSAP. This compares to 55% of all third grade full cycle students, a 13 percentage point difference.

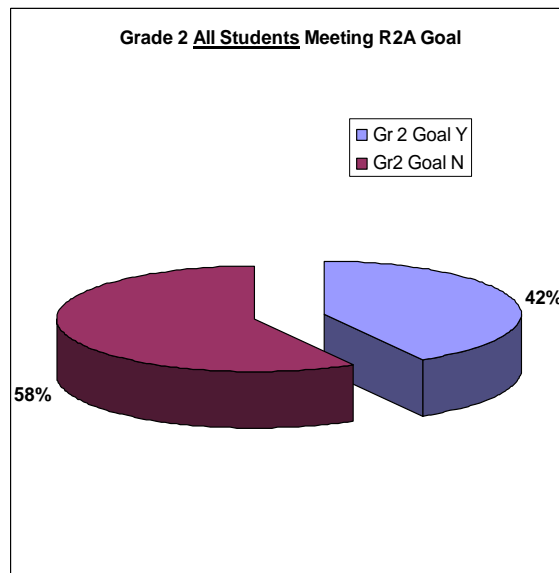
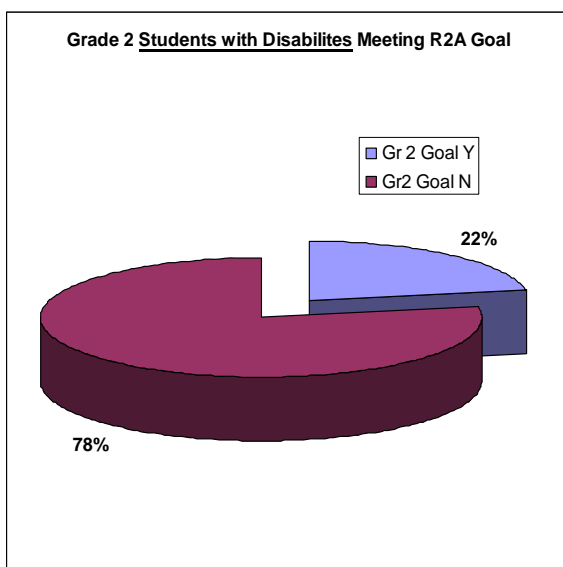
Special Education Students Meeting Achievement Goal Cycle 4



A total of 2,477 full cycle students with disabilities were included in the achievement data submitted by schools. This represents 18% of all full cycle students. As a group, 29% of special education students met the grant-specified achievement goal. This compares to 48% for all full cycle students who met the achievement goal, a 19 percentage point difference.

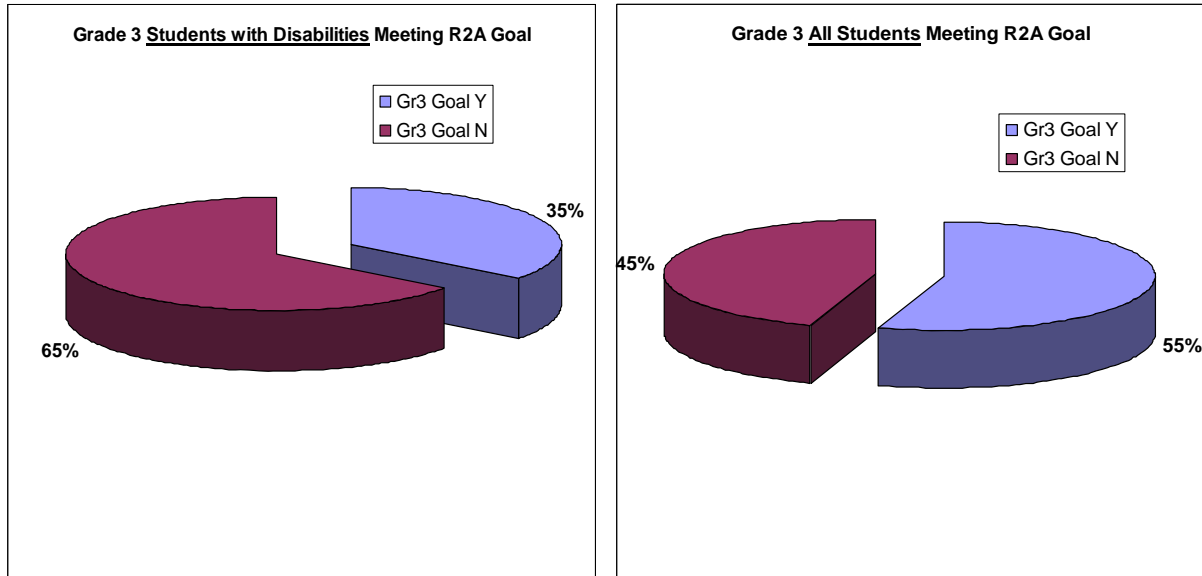
Breakdown by Grade

A total of 1,198 second grade full cycle special education students were included in the achievement data submitted by schools. This represents 16% of all second grade full cycle students.



Approximately 22% of second grade full cycle special education students met the R2A goals as measured by the school's CBLA assessments. This compares to 42% of all second grade full cycle students, a 20 percentage point difference.

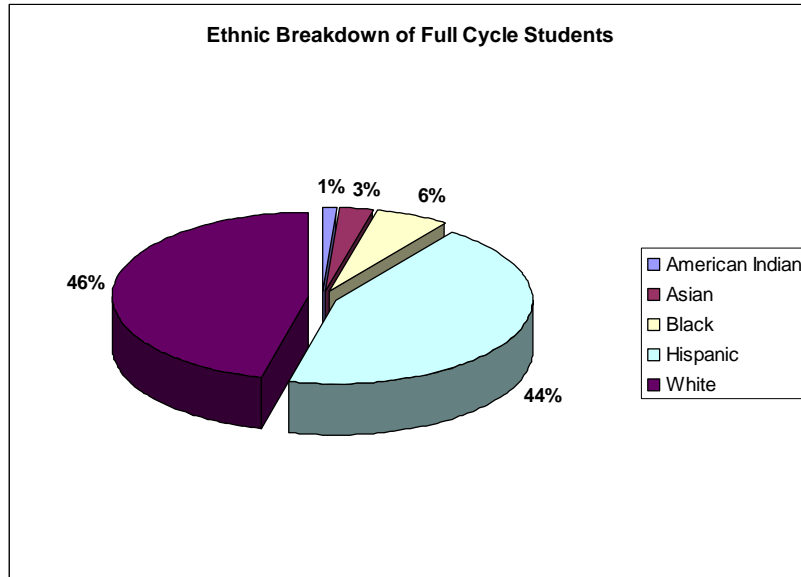
A total of 1,279 third grade full cycle Special Education students were included in the achievement data submitted by schools. This represents 19% of all third grade full cycle students.



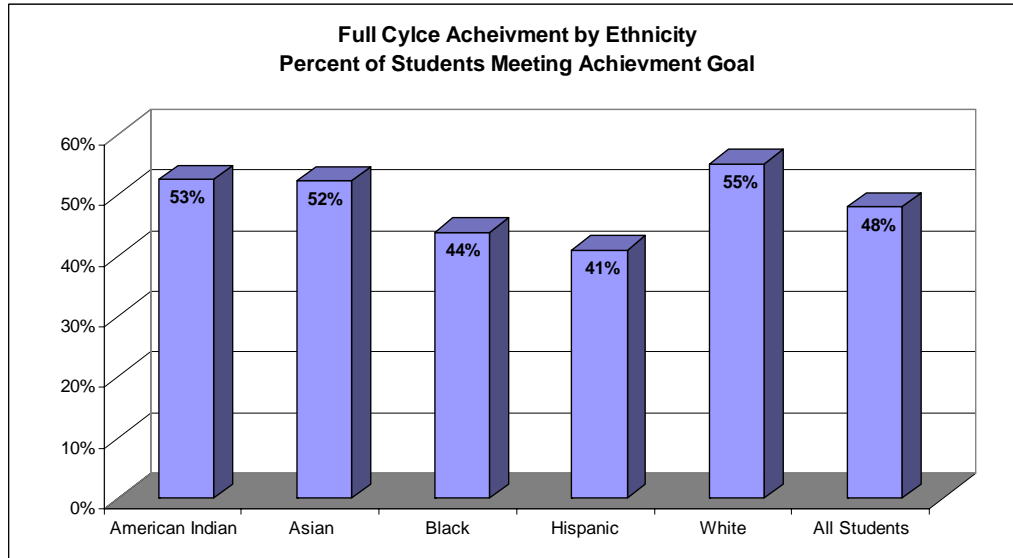
Approximately 35% of third grade full cycle Special Education students met the R2A goals as measured by the school's CBLA assessments, or by scoring proficient on the third grade reading CSAP. This compares to 55% of all third grade full cycle students, a 20 percentage point difference.

Achievement Results by Ethnic Group

Based on the achievement data submitted by schools, the majority of full cycle students are minorities. Students were reported as 46% White, 44% Hispanic, 6% Black, 3% Asian, and 1% American Indian.



The ethnic breakdown of full cycle students who attained the grant-specified achievement goal shows that all groups were within seven percentage points of the total group. Of the different ethnic groups, Whites performed the highest at 55%, and Hispanics performed the lowest at 41%.



R2A Student Profile Data

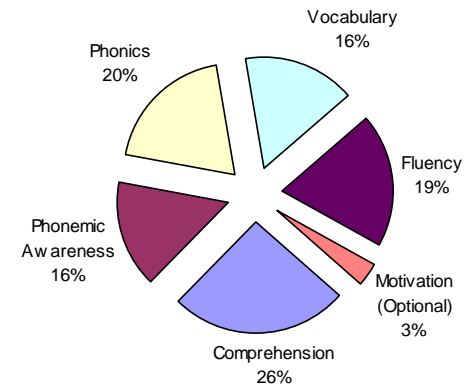
I. Program Goals and Objectives

Each school reported by grade level on what the relative instructional emphasis was for each of the following five components of reading:

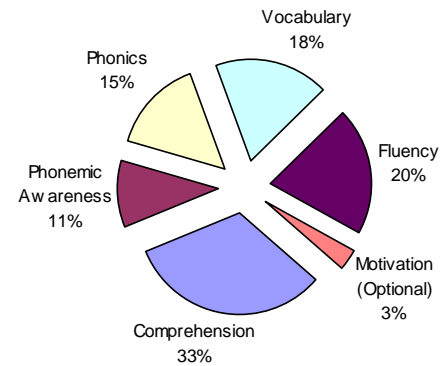
<i>Grade 2</i>	<i>Grade 3</i>	
26%	33%	Comprehension
16%	11%	Phonemic Awareness
20%	15%	Phonics
16%	18%	Vocabulary
19%	20%	Fluency
3%	3%	Motivation (Optional)

Across grade levels, the primary emphasis tends to be Comprehension followed by Fluency. At third grade, a stronger emphasis was put on Comprehension than was in second grade, and equal emphasis was put on fluency.

**Program Goals and Objectives
Grade 2**

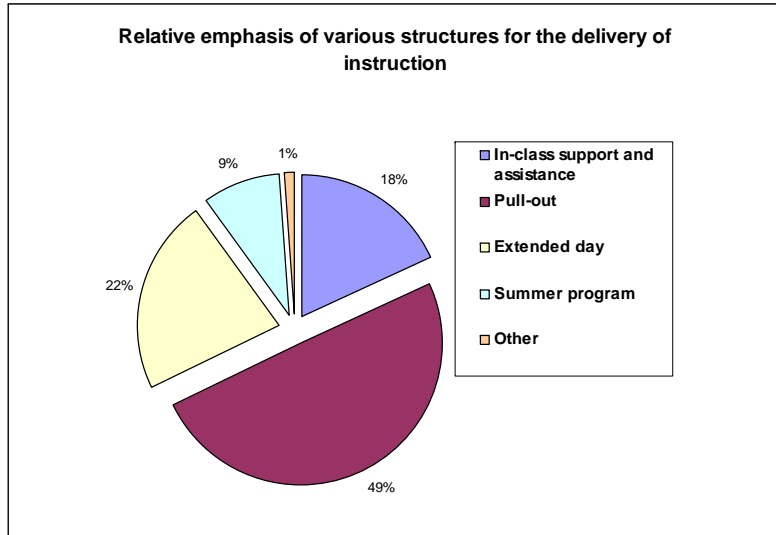


**Program Goals and Objectives
Grade 3**

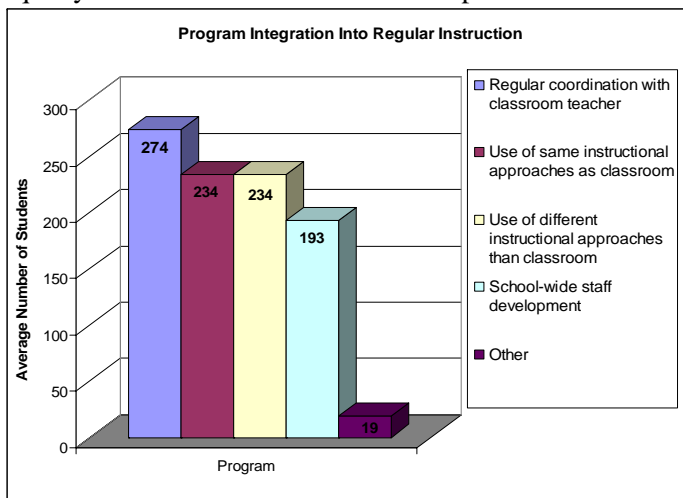


II. Program Structures

Each school reported the relative emphasis in their programs of various structures for the delivery of instruction. Pull-out was by far the most used instructional technique, followed by extended day and in-class support. Summer program was the least used.

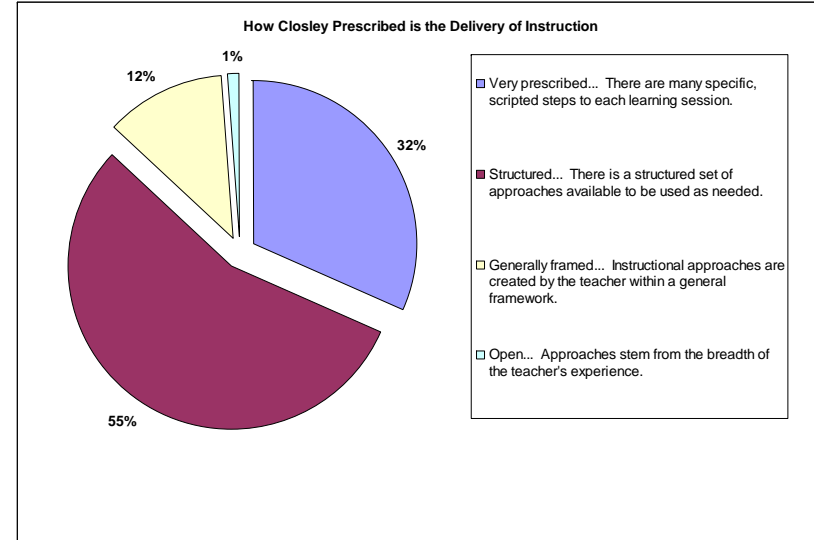


School responses for how programs were to be integrated into the regular instruction for students indicates that regular coordination with classroom teacher was most used. The use of same instructional approaches as classroom, and use of different instructional approaches than classroom were equally used. School wide staff development was the least used strategy.



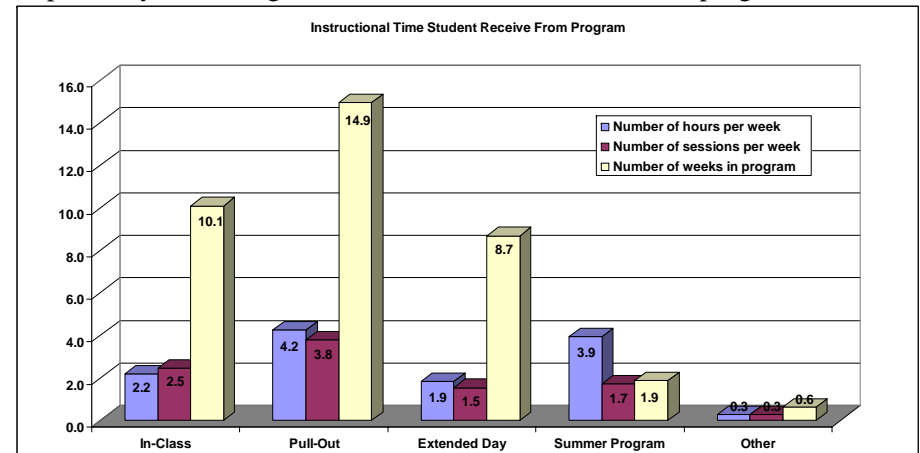
III. Instructional Strategies

Schools were asked how closely prescribed the delivery of instruction to students was in their program. The majority reported that their instruction as being structured (55%) followed by very prescribed (32%). Generally framed was the least used (12%) instructional technique.

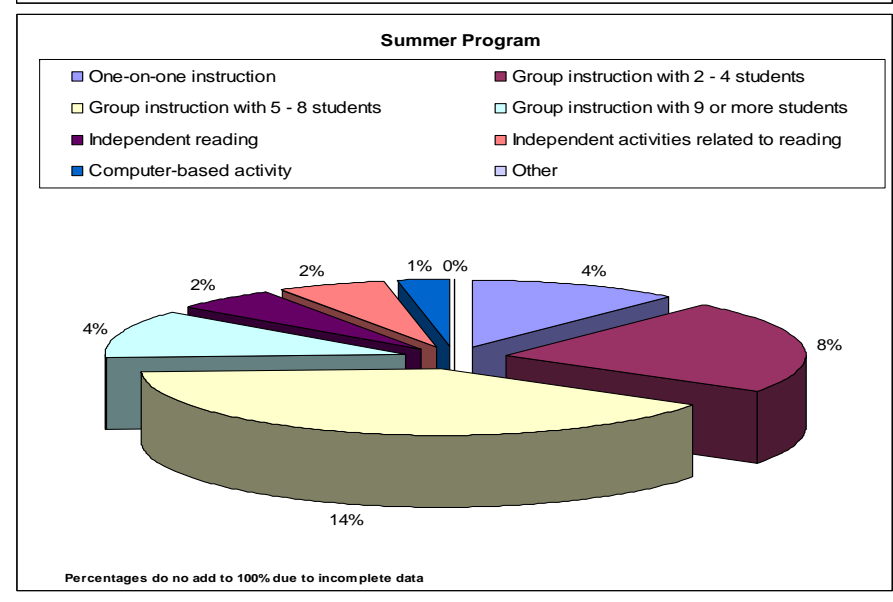
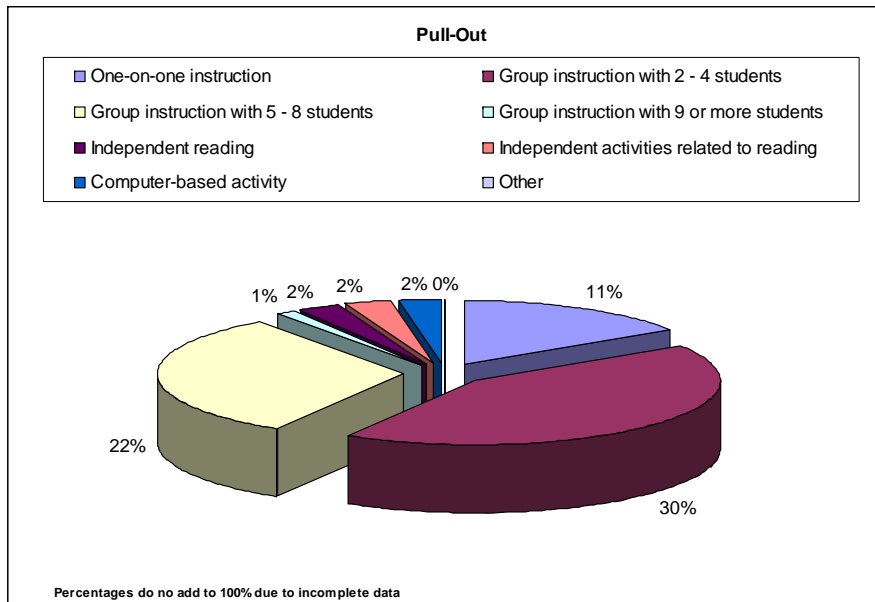
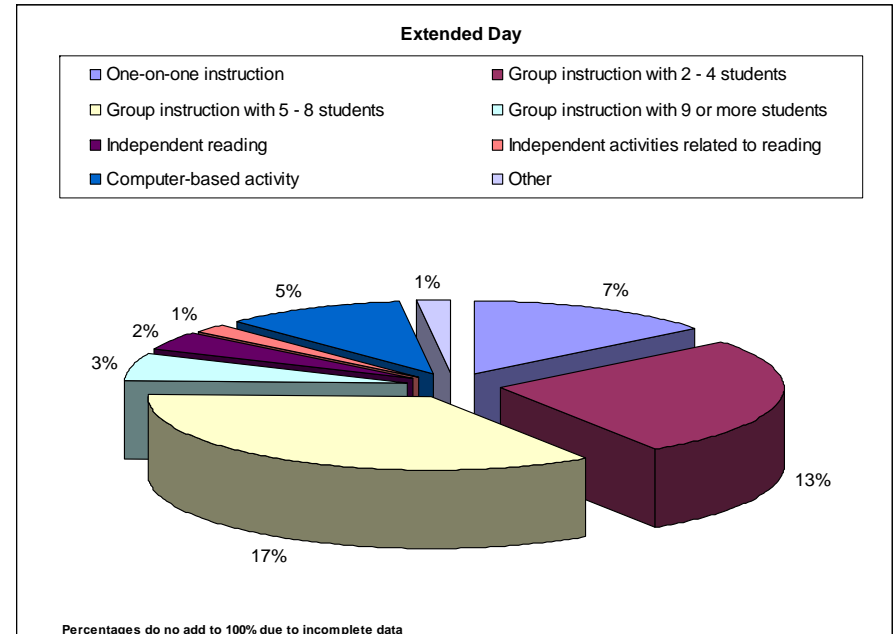
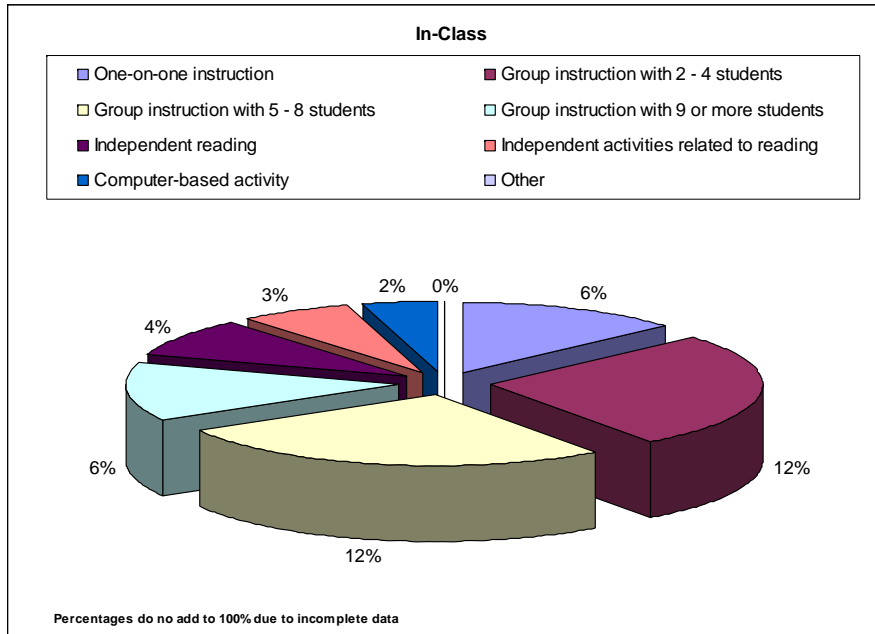


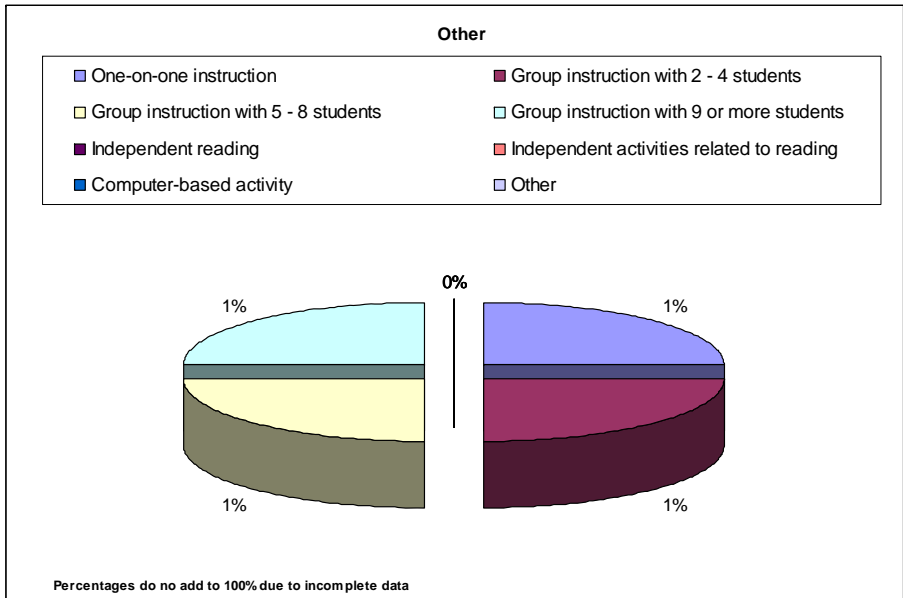
IV. Student Experiences

The chart below displays how much instructional time students receive from the various programs. Pull-out and in-class assistance involved the most instructional time with the typical student receiving 63 hours and 22 hours respectively of reading intervention over the course of the program.



Each school reported how instructional time was being spent for the majority of students. Group instruction with 2-8 students accounted for the most use of instructional time, followed by one-on-one instruction. There were five separate categories that each school reported on; in class, pull-out, extended day, summer program, and other. Below are summary results for each of these categories.





Appendix A

Program Profile: Year 1 Update

School Name _____ 295 _____

Today's Date _____

Directions: Please provide your best estimate to the following items in the blanks provided. If you indicate "Other" in answering an item, please provide detail in the space provided. Note that the word "program", as used here, refers to those efforts that are funded by Read to Achieve dollars. This form should require less than 30 minutes to complete.

I. Program Goals and Objectives

- 1** For each grade level in your program, what is the relative instructional emphasis for each of the following Five Components of Reading?
(Assign percentages that sum to 100% for each grade level column)

Grade 2	Grade 3	
26	33	Comprehension
16	11	Phonemic Awareness
20	15	Phonics
16	18	Vocabulary
19	20	Fluency
3	3	Motivation (Optional)

II. Program Structures

- 1** Our program was designed to serve approximately 24 second graders and 22 third graders. This represents approximately 35% of our school's second graders and 33% of our school's third graders.
- 2** What is the relative emphasis in your program of various structures for the delivery of instruction?
(Assign percentages that sum to 100%)
- | | |
|-----------|---------------------------------|
| <u>18</u> | In-class support and assistance |
| <u>49</u> | Pull-out |
| <u>22</u> | Extended day |
| <u>9</u> | Summer program |
| <u>1</u> | Other (please specify) : _____ |
- 3** In what ways is the program planned to be integrated into the regular instruction for students?
(Check all that apply)
- | | |
|------------|--|
| <u>274</u> | Regular coordination with classroom teacher |
| <u>234</u> | Use of same instructional approaches as classroom |
| <u>234</u> | Use of different instructional approaches than classroom |
| <u>193</u> | School-wide staff development |
| <u>19</u> | Other (Please Specify): _____ |

III. Instructional Strategies

1 How closely prescribed is the delivery of instruction to students in your program?

(Check one)

- 32% Very prescribed... There are many specific, scripted steps to each learning session.
55% Structured... There is a structured set of approaches available to be used as needed.
12% Generally framed... Instructional approaches are created by the teacher within a general framework.
1% Open... Approaches stem from the breadth of the teacher's experience.

IV. Student Experiences

1 How much instructional time do students receive from the program?

(Enter number in box by type of program)

	<i>In-Class</i>	<i>Pull-Out</i>	<i>Extended Day</i>	<i>Summer Program</i>	<i>Other</i>
Number of hours per week	2.2	4.2	1.9	3.9	0.3
Number of sessions per week	2.5	3.8	1.5	1.7	0.3
Number of weeks in program	10.1	14.9	8.7	1.9	0.6

2 For the majority of students in each type of program, how will the instructional time be spent?

(For each column, assign percentages to sum to 100%)

	<i>In-Class</i>	<i>Pull-Out</i>	<i>Extended Day</i>	<i>Summer Program</i>	<i>Other</i>
One-on-one instruction	6	11	7	4	1
Group instruction with 2 - 4 students	12	30	13	8	1
Group instruction with 5 - 8 students	12	22	17	14	1
Group instruction with 9 or more students	6	1	3	4	1
Independent reading	4	2	2	2	0
Independent activities related to reading	3	2	1	2	0
Computer-based activity	2	2	5	1	0
Other: _____	0	0	1	0	0

V. Programs & Assessments

1 Please list any reading program used in Read to Achieve: Soar to Success, Read Naturally, Lindamood Bell, Leveled Text

Guided Reading, Hampton Brown Phonics Street, Reading Basics, Lexia

Please list any assessment used in Read to Achieve:

Screening	DIBELS, DRA, QRI, BOE, DERA
Progress Monitoring	DIBELS, DRA, Running Records,
Diagnostic	DIBELS, DRA, QRI, DERA, Running Records
Outcome	CSAP, BEAR, DERA, DIBELS, QRI, NWEA - MAP