READ-TO-ACHIEVE GRANT PROGRAM CYCLE 2 Year 2
External Evaluation Report   **September, 2006**

R2A

REPORT PREPARED FOR

OFFICE OF COMPETITIVE GRANTS AND AWARDS

Colorado Department of Education

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Introduction

The primary purpose for the Read to Achieve Grant is to fund research-based intensive reading programs. The program was designed specifically for second and third grade students and students between third and fourth grades whose literacy and reading comprehension skills are below the level established by the Colorado Basic Literacy Act (CBLA). This report provides a brief summary of the achievement data collected from schools that participated in Cycle 2, Year 2 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 15,061 students at 339 schools submitted achievement data for the Read to Achieve program in Cycle 2 Year 2. To date, more than 95,000 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 23% in-class support and assistance, 47% pull-out, 19% extended day, 6% summer program, and 3% other.

- Pull-out and in-class assistance involved the most instructional time with the typical student receiving 77 hours and 41 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 54% of the schools. 34% of the schools reported instruction as very prescribed (specific scripted steps to each learning session). 10% of schools reported instruction as being generally framed (instructional approaches created by the teacher within a general framework), and 2% 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 2 Year 2, involved approximately 25 second grade students, with 21 participating full-cycle, and 23 third grade students, with 19 participating full-cycle.

- Approximately 30% of second grade full-cycle students and 30% of third grade full-cycle students were reported as English Language Learners.

- Approximately 15% of the second grade full-cycle students and 18% of third grade full-cycle students were reported as participating in special education programs.

- Approximately 53% 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 90% of the schools reporting by the due date achieved or exceeded this grant-specified goal for Cycle 2 Year 2.

- This high level of success in exceeding the grant-specified achievement goal occurred for various subgroups of schools as well.
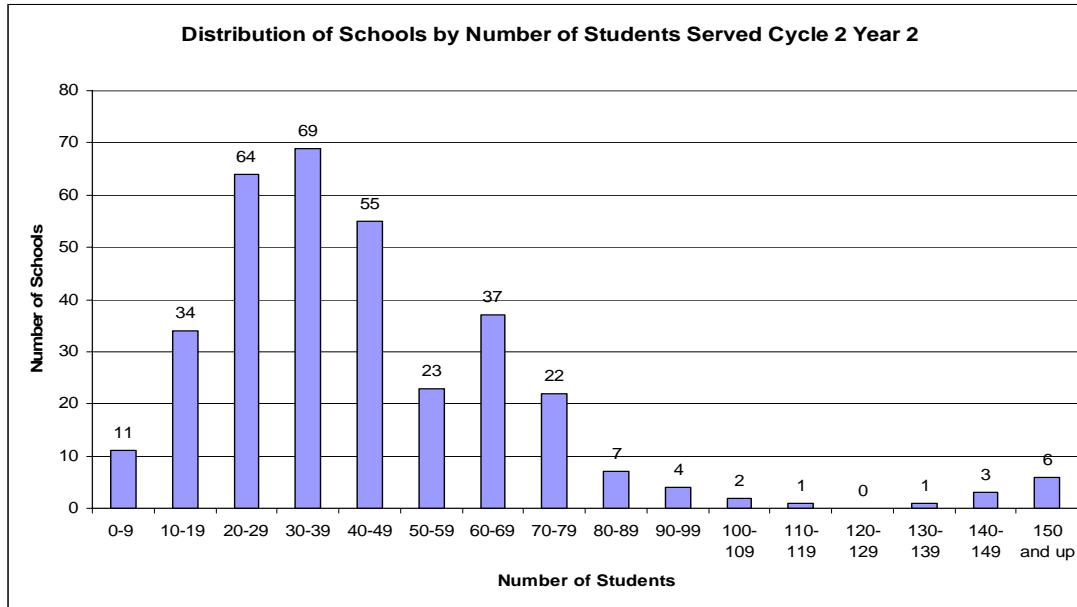
Observations

- The results provided in this report indicate the Read to Achieve program continues to be very successful with most schools exceeding, by a large margin, the grant-specified achievement goals. Of the total 12,412 full-cycle students who participated in this years Read to Achieve program, 6,296 (51%) are now reading at grade level as measured by the school's CBLA assessments, or by scoring proficient on the third grade reading CSAP. This is up from 48% in the previous cycle. The majority of schools reported fifty percent or more of their full-cycle students were reading at or above grade level.

- Ethnic groups showed strong performance, with each group within eight 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 20 percentage points for students with disabilities vs. the total group. The gap with ELL students was smaller with an 8 percentage point difference vs. the total group. This gap is 4 percentage points lower than the previous cycle.

- Overall, the data provided for schools funded through Cycle 2 Year 2 indicate highly successful Read to Achieve school programs that were implemented successfully, that fully accomplishes 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.
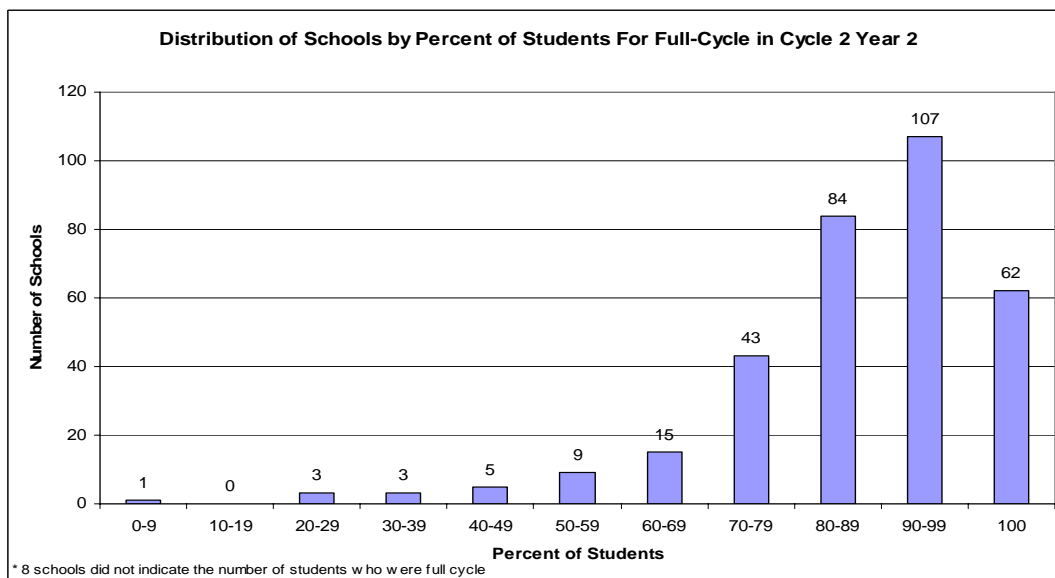
Number of Students Served Cycle 2, Year 2

According to the information submitted by participating schools, 15,061 students were served by Read to Achieve programs in this cycle, down 685 students from the previous cycle. An average of 44 students per school participated in the Read to Achieve program this cycle.

Distribution of Schools by Number of Students Served Cycle 2 Year 2

Number of Students	Number of Schools
0-9	11
10-19	34
20-29	64
30-39	69
40-49	55
50-59	23
60-69	37
70-79	22
80-89	7
90-99	4
100-109	2
110-119	1
120-129	0
130-139	1
140-149	3
150 and up	6

Most schools (62%) served between 20 and 50 students. Only four percent of the schools served more than 100 students; thirteen percent served fewer than 20 students. This distribution of students is consistent with the previous cycle's data.
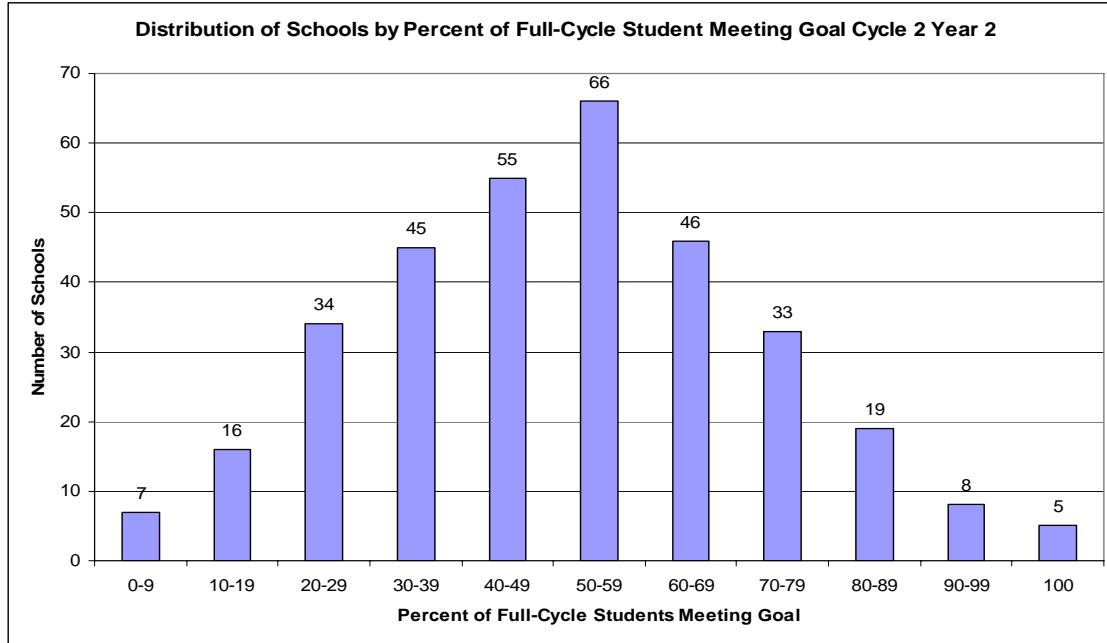
Full-Cycle Participation (Mobility Issues) Cycle 2, Year 2

Distribution of Schools by Percent of Students For Full-Cycle in Cycle 2 Year 2

Percent of Students	Number of Schools
0-9	1
10-19	0
20-29	3
30-39	3
40-49	5
50-59	9
60-69	15
70-79	43
80-89	84
90-99	107
100	62

* 8 schools did not indicate the number of students who were full cycle

A total of 12,412 students were reported as participating for the full instructional cycle, down 1,656 from the previous cycle. The drop in full-cycle students can be partially attributed to 485 students not being properly identified as either full-cycle, or not full-cycle in the data collected

from schools. Another reason for the drop would be that 685 fewer students participated in the Read to Achieve program this cycle. Most schools (76%) reported that at least 80% of the students remained for the full instruction cycle. Half of the reporting schools (50%) indicated at least 90% of students remained full-cycle. This data indicates the majority of students participating in the program remain the full-cycle, which is consistent with previous cycles' data.

Students Meeting Achievement Goal Cycle 2 Year 2

Distribution of Schools by Percent of Full-Cycle Student Meeting Goal Cycle 2 Year 2

Percent of Full-Cycle Students Meeting Goal	Number of Schools
0-9	7
10-19	16
20-29	34
30-39	45
40-49	55
50-59	66
60-69	46
70-79	33
80-89	19
90-99	8
100	5

Of the 334 schools with full-cycle students, 302 (90%) 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. More than half (65%) of the schools indicated that between 30% and 70% of their full-cycle students met the performance goal. Eighteen percent of the schools reported performance above that level.

ELL Students Meeting Achievement Goal Cycle 2 Year 2

A total of 3,689 full-cycle students were identified as English Language Learners. This represents 30% of all full-cycle students. As a group, 43% of ELL students met the grant-specified achievement goal, an increase of six percentage points from the previous cycle. When compared to the 51% for all full-cycle students who met the achievement goal, an 8 percentage point achievement gap exist for ELL students. The achievement gap for ELL students has closed three percentage points from the previous cycle.
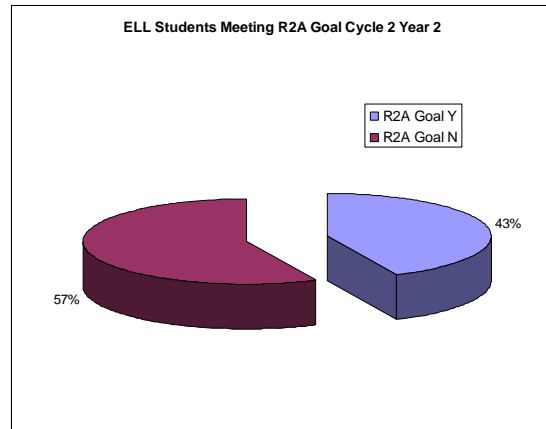

Breakdown by Grade

A total of 1,929 second grade full-cycle ELL students were included in the achievement data submitted by schools. This represents 30% of all second grade full-cycle students.
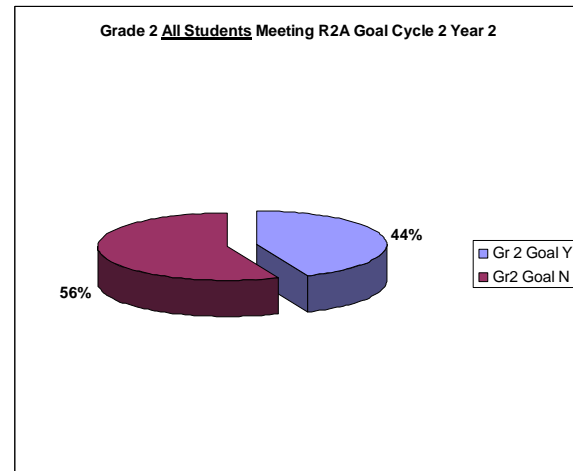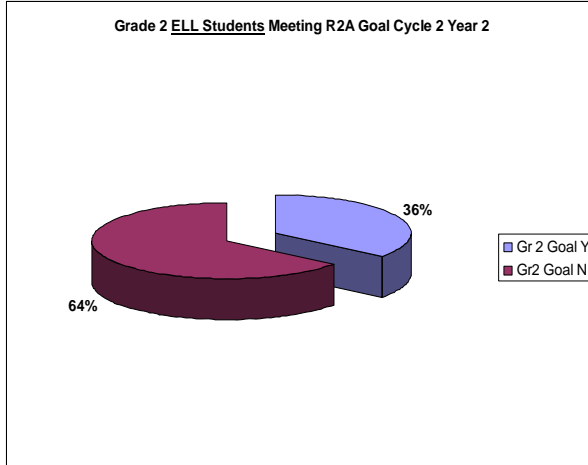
Approximately 36% of second grade full-cycle ELL students met the R2A goals as measured by the school's CBLA assessments, up from 32% last cycle. This compares to 44% of all second grade full-cycle students, an 8 percentage point difference.

A total of 1,760 third grade full-cycle ELL students were included in the achievement data submitted by schools. This represents 30% of all grade 3 full-cycle students.
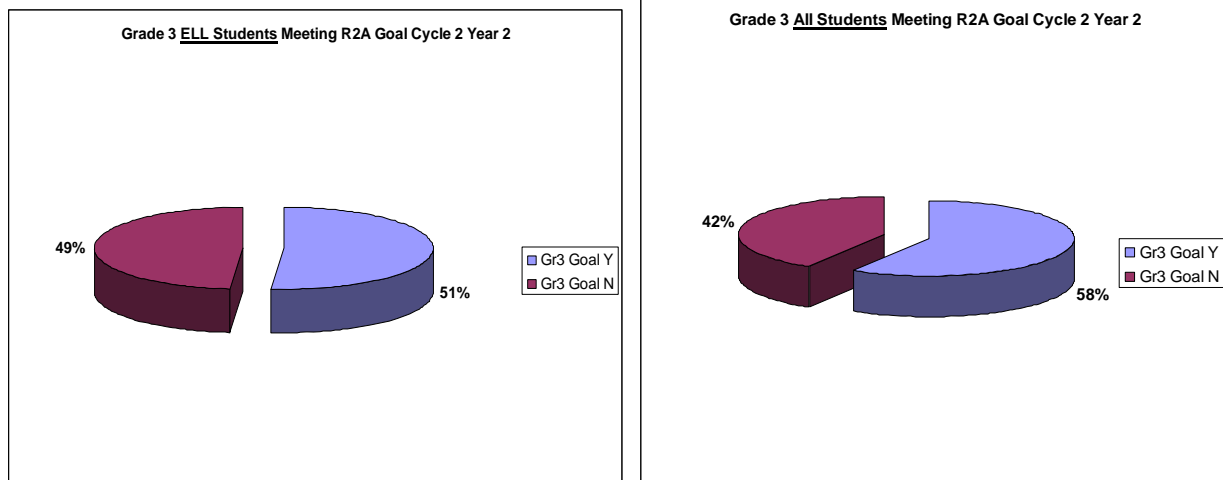

Approximately 51% of third grade full-cycle ELL students met the R2A goals as measured by the school's CBLA assessments, or by scoring proficient on the third grade reading CSAP. This is a significant improvement from the previous cycle when only 42% of students met the grant-specified goal.

When looking at third graders as a whole, 58% of all full-cycle students met the R2A goal, a 7 percentage point difference from the ELL population. The gap between ELL and all third grade students has dropped 6 percentage points from the previous cycle. This is a significant decrease in achievement gap, but further data will need to be collected to see if this trend can be sustained.
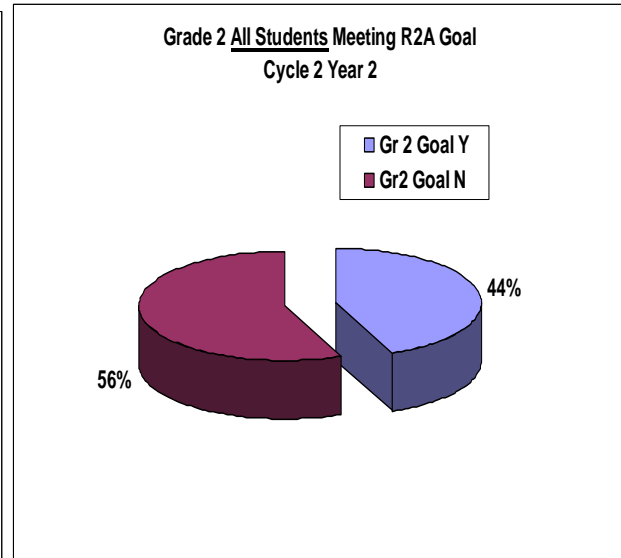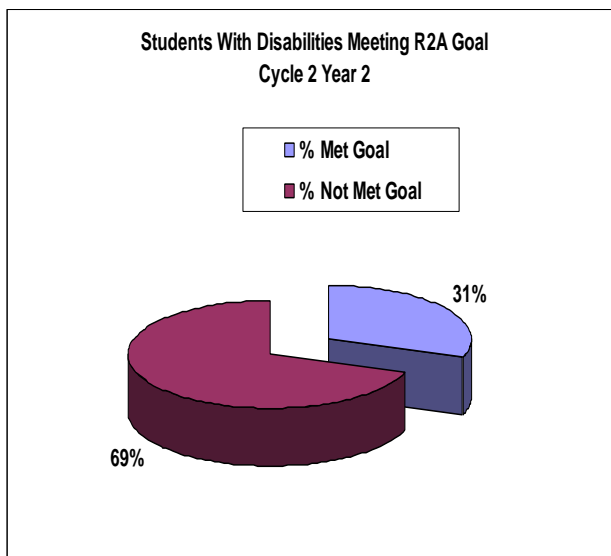
Special Education Students Meeting Achievement Goal Cycle 2 Year 2

A total of 2,044 full-cycle students with disabilities were included in the achievement data submitted by schools. This represents 16% of all full-cycle students. As a group, 31% of special education students met the grant-specified achievement goal. This compares to 51% for all full-cycle students who met the achievement goal, a 20 percentage point difference. This is relatively unchanged from the previous cycle.

Students With Disabilities Meeting R2A Goal Cycle 2 Year 2

- □ % Met Goal
- ■ % Not Met Goal

31%

69%
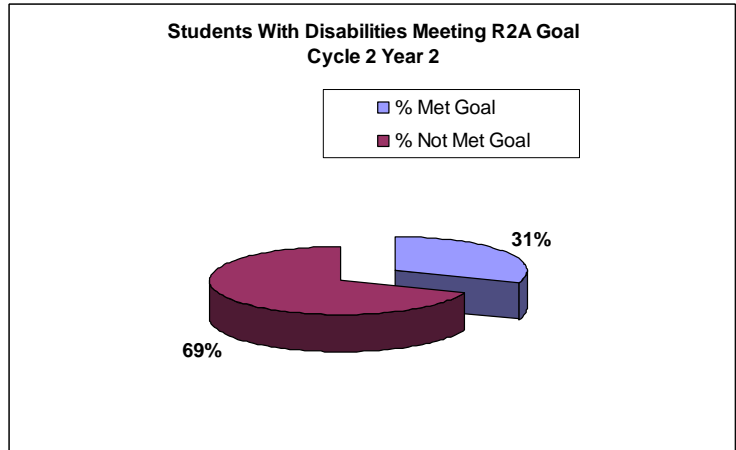
Breakdown by Grade

A total of 984 second grade full-cycle special education students were included in the achievement data submitted by schools. This represents 15% of all second grade full-cycle students.

Students With Disabilities Meeting R2A Goal Cycle 2 Year 2

- □ % Met Goal
- ■ % Not Met Goal

31%

69%

Grade 2 All Students Meeting R2A Goal Cycle 2 Year 2

- □ Gr 2 Goal Y
- ■ Gr2 Goal N

44%

56%

Approximately 31% of second grade full-cycle special education students met the R2A goals as measured by the school's CBLA assessments (up from 22% last cycle). This compares to 44% of all second grade full-cycle students, a 13 percentage point difference. This reflects a 7 percentage point closing in the achievement gap from the previous cycle for this group. This is a significant decrease in achievement gap, but further data will need to be collected to see if this trend can be sustained.

Special Education Grade 3

A total of 1,060 third grade full-cycle Special Education students were included in the achievement data submitted by schools. This represents 18% of all third grade full-cycle students.
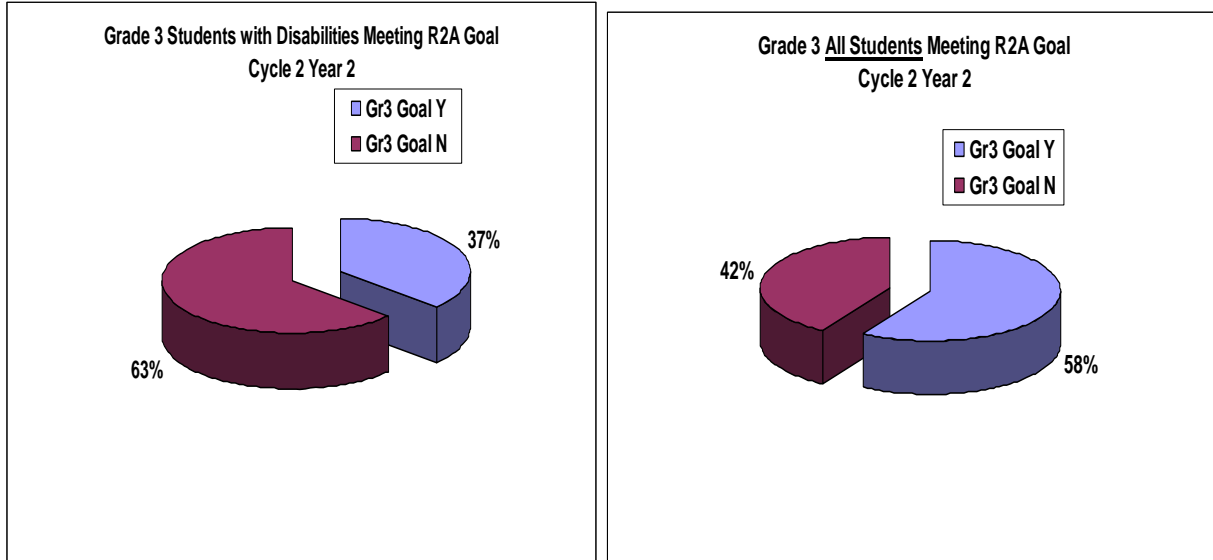
Approximately 37% of third grade full-cycle Special Education students met the R2A goals as measured by the school's CBLA assessments, or by scoring proficient on the third grade reading CSAP. This compares to 58% of all third grade full-cycle students, a 21 percentage point difference. This is relatively unchanged from the previous cycle.

Achievement Results by Ethnic Group

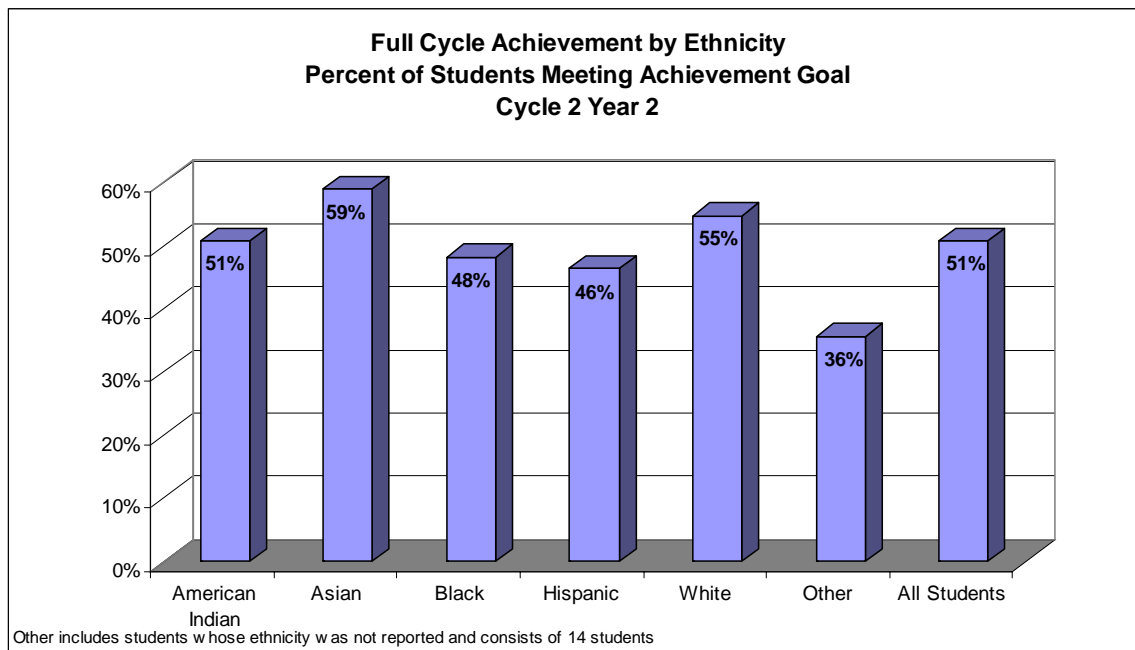Based on the achievement data
submitted by schools, student ethnicity
was reported as 47% White, 45%
Hispanic, 5% Black, 2% Asian, and 1%
American Indian.

Ethnic Breakdown of Full Cycle Students
Cycle 2 Year 2
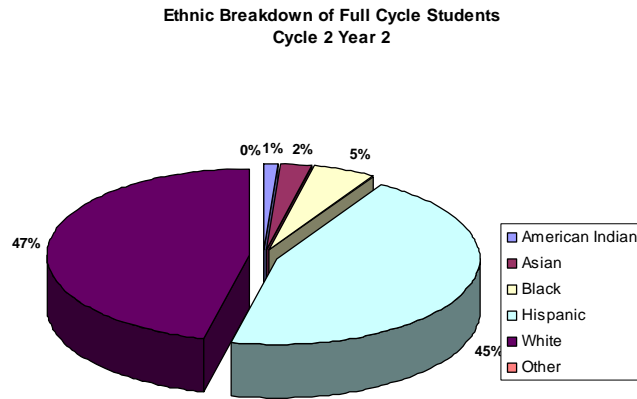
The breakdown by ethnicity of full-cycle students who attained the grant-specified achievement goal shows that all groups were within eight percentage points of the total group. Of the different ethnic groups, Asian's performed highest at 59%, and Hispanics performed the lowest at 46%. Hispanic students improved by 5 percentage points and Asians by 7 percentage points when compared to the previous cycle. All other groups remained mostly unchanged.

Full Cycle Achievement by Ethnicity
Percent of Students Meeting Achievement Goal
Cycle 2 Year 2

Other includes students whose ethnicity was not reported and consists of 14 students
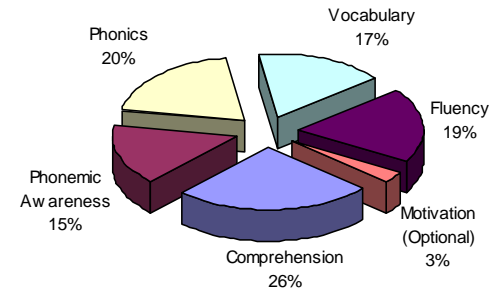
R2A Student Profile Data Year 2

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:
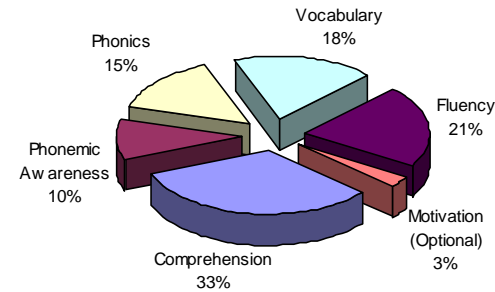
Grade 2	Grade 3	
26%	33%	Comprehension
15%	10%	Phonemic Awareness
20%	15%	Phonics
17%	18%	Vocabulary
19%	21%	Fluency
3%	3%	*Motivation (Optional)*

Across grade levels, the primary emphasis continues to be comprehension followed by fluency. At third grade, a stronger emphasis was put on comprehension than was in second grade, and somewhat equal emphasis was put on fluency. Phonics and phonemic awareness tends to be used more at second grade than at third grade. The instructional emphasis reported for Cycle 2 Year 2 remains consistent with what was reported in Cycle 2 Year 1.

Program Goals and Objectives
Grade 2

- Vocabulary 17%
- Fluency 19%
- Motivation (Optional) 3%
- Comprehension 26%
- Phonemic Awareness 15%
- Phonics 20%

Program Goals and Objectives
Grade 3

- Vocabulary 18%
- Fluency 21%
- Motivation (Optional) 3%
- Comprehension 33%
- Phonemic Awareness 10%
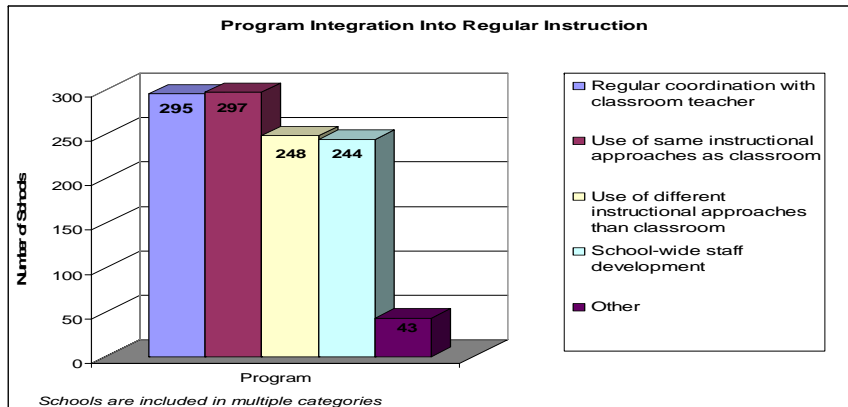- Phonics 15%

II. Program Structures

Each school reported the relative emphasis in their programs of various structures for the delivery of instruction. Pull-out continues to be the most used instructional technique (47%), followed by in-class support (23%) and extended day (19%). Summer program was the least used with just 6% of schools reporting this as the relative emphasis of instruction.

Relative emphasis of various structures for the delivery of instruction

- In-class support and assistance
- Pull-out
- Extended day
- Summer program
- Other

23%, 3%, 6%, 19%, 47%
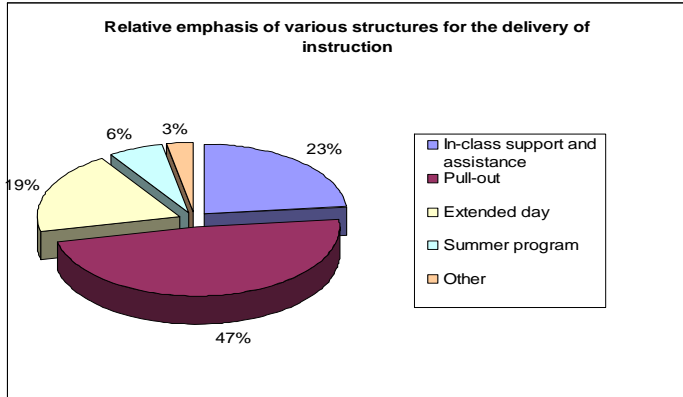
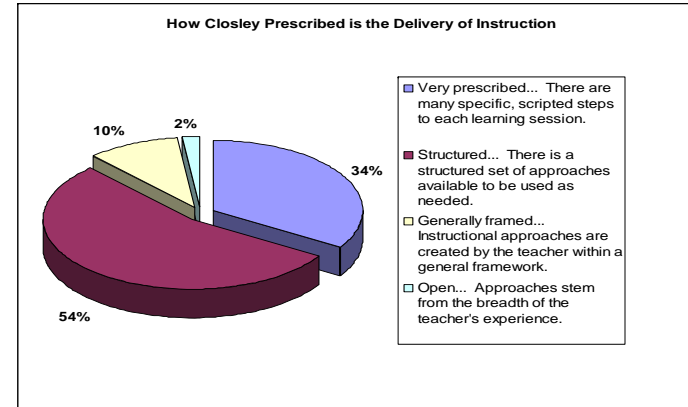### Program Integration into Regular Instruction

Schools were asked to respond on how programs were integrated into their regular instruction for students. *Use of same instructional approaches as class room* and *Regular coordination with classroom teacher* were used about the same. This is slightly different that what was reported in Cycle 2 Year 1 when *regular coordination with classroom teacher* was clearly the most used strategy followed by *use of same instructional approaches as classroom.*

Program Integration Into Regular Instruction

- Regular coordination with classroom teacher
- Use of same instructional approaches as classroom
- Use of different instructional approaches than classroom
- School-wide staff development
- Other

295, 297, 248, 244, 43

Schools are included in multiple categories

School-wide staff development and *use of different instructional approaches than classroom* were the next most used technique, each used about the same. When compared to the previous cycle, more schools are now using *school-wide staff development* as a strategy for integrating their instructional programs
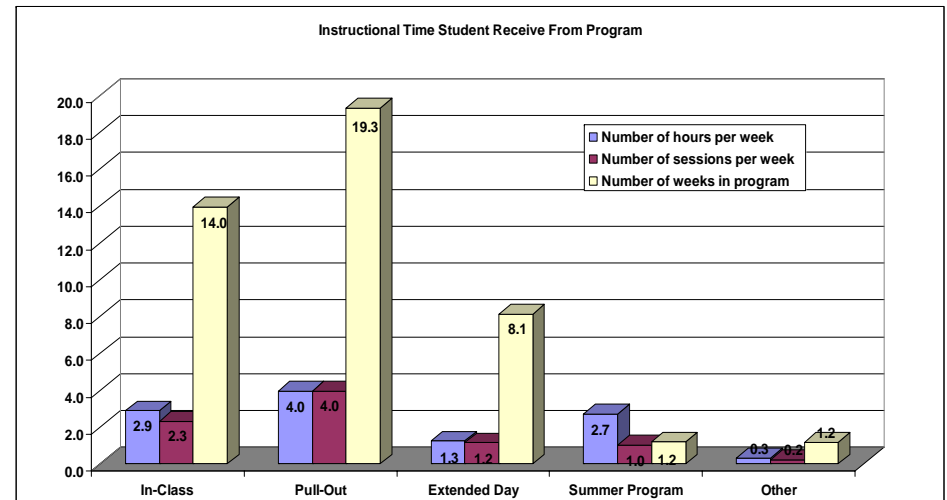
. III. Instructional Strategies

Schools were asked how closely prescribed the delivery of instruction to students was in their program. The majority reported their instruction as being *structured* (54%) followed by *very prescribed* (34%). *Generally framed* (10%) and open approaches (2%) were the least used instructional technique. This mirrors what was reported in Cycle 2 Year 1.

How Closley Prescribed is the Delivery of Instruction

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

10%, 2%, 34%, 54%

IV. Student Experiences

Each school reported how much instructional time students receive from the program. *Pull-out* and *in-class assistance* involved the most instructional time with the average student receiving 77 hours and 40 hours respectively of reading intervention over the course of the program.

Instructional Time Student Receive From Program

- Number of hours per week
- Number of sessions per week
- Number of weeks in program

|	In-Class	Pull-Out	Extended Day	Summer Program	Other
Number of hours per week	2.9	4.0	1.3	2.7	0.3
Number of sessions per week	2.3	4.0	1.2	1.0	0.2
Number of weeks in program	14.0	19.3	8.1	1.2	1.2

There were five separate categories each school reported on indicating what the majority of instructional time was spent on: *in class, pull-out, extended day, summer program,* and *other. Group instruction with either 2-4* or *5-8 students* accounted for the most use of instructional time, followed by *one-on-one instruction.* Below are summary results for each category. Schools continue to be consistent with previous cycles on how instructional time is being spent.
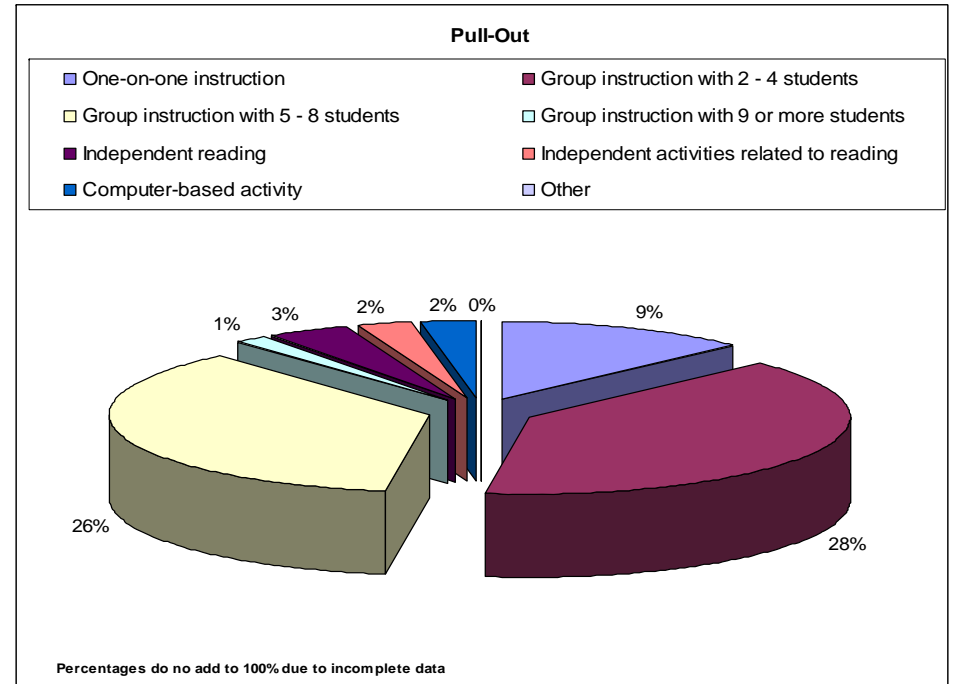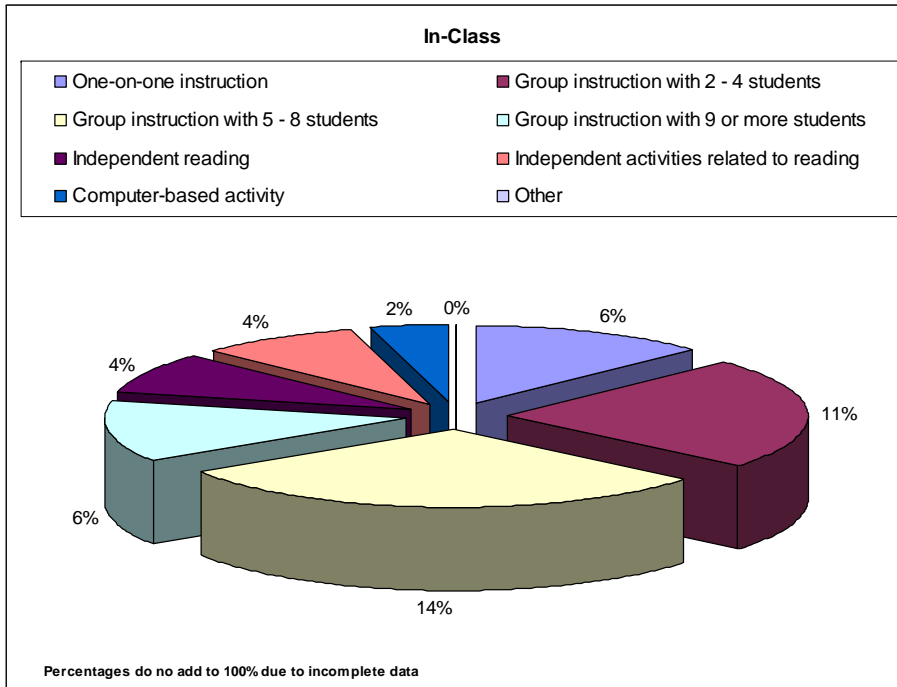
In-Class

- ☐ One-on-one instruction
- ■ Group instruction with 2 - 4 students
- ☐ Group instruction with 5 - 8 students
- ☐ Group instruction with 9 or more students
- ■ Independent reading
- ■ Independent activities related to reading
- ■ Computer-based activity
- ☐ Other

2% 0% 6%
4%
4% 11%
6%
6%
14%

Percentages do no add to 100% due to incomplete data

Pull-Out

- ☐ One-on-one instruction
- ■ Group instruction with 2 - 4 students
- ☐ Group instruction with 5 - 8 students
- ☐ Group instruction with 9 or more students
- ■ Independent reading
- ■ Independent activities related to reading
- ■ Computer-based activity
- ☐ Other

1% 3% 2% 2% 0% 9%
26%
28%

Percentages do no add to 100% due to incomplete data
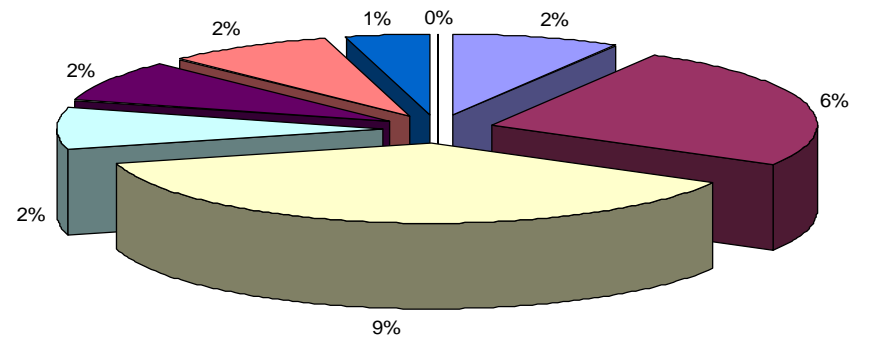
Extended Day

Legend:
- One-on-one instruction
- Group instruction with 2 - 4 students
- Group instruction with 5 - 8 students
- Group instruction with 9 or more students
- Independent reading
- Independent activities related to reading
- Computer-based activity
- Other

1% · 2% · 0% · 5% · 3% · 2% · 10% · 16%
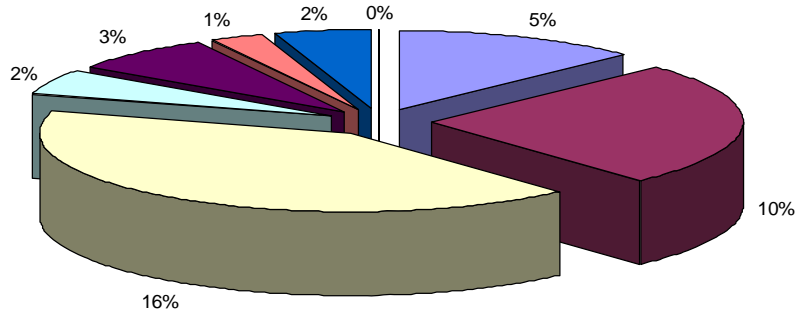
Percentages do no add to 100% due to incomplete data

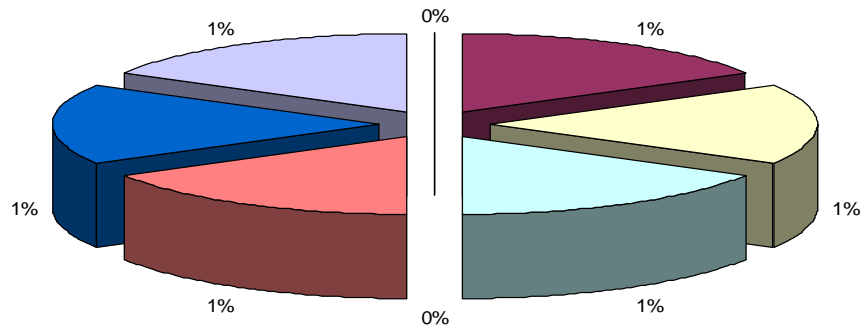## Summer Program

Legend:
- One-on-one instruction
- Group instruction with 2 - 4 students
- Group instruction with 5 - 8 students
- Group instruction with 9 or more students
- Independent reading
- Independent activities related to reading
- Computer-based activity
- Other

1% · 0% · 2% · 2% · 2% · 2% · 6% · 9%

Percentages do no add to 100% due to incomplete data

Other

Legend:
- One-on-one instruction
- Group instruction with 2 - 4 students
- Group instruction with 5 - 8 students
- Group instruction with 9 or more students
- Independent reading
- Independent activities related to reading
- Computer-based activity
- Other

1% · 0% · 1% · 1% · 1% · 1% · 1% · 0%

Percentages do no add to 100% due to incomplete data