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**Annual Evaluation  
Report: School Year  
2006-2007**

**Evaluation of the  
District of Columbia's  
Reading First Initiative**

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# Executive Summary

## Background

Under the No Child Left Behind legislation of 2002, the Reading First (RF) program was authorized as a formula grant program for states to design and implement high-quality, research-based programs to improve the reading skills and achievements of children in grades K-3. Upon receipt of a RF state grant, the District of Columbia Reading First Initiative (DC RFI) selected schools for participation in Reading First from a list of the lowest performing schools in the District, none of which had made adequate yearly progress on the statewide reading assessment. Twenty-five schools began implementing Reading First in SY 2004-05 as Cohort 1, and an additional 15 schools began implementation in SY 2005-06 as Cohort 2. Student demographics in the majority of RF schools are highly homogenous: almost all students are African-American, and most students receive free or reduced-price school lunch.

## DC Reading First Initiative

The DC Reading First Initiative (DC RFI) is designed to use a comprehensive approach to provide its RF schools and staff members with curriculum materials, professional development in scientifically based reading instructional approaches, and student assessments to monitor progress. Components of the initiative include the following:

**Provision of a Literacy Coach to serve as the RF coordinator in each school.** Each Reading First school is intended to have its own full time Literacy Coach, who is responsible for coordinating all RF activities in the school and providing ongoing, in-school professional development to K-3 teachers, including those working with English language learners (ELL) and special education students. Coaches observe classrooms and provide ongoing feedback to teachers on their reading instruction, fidelity to the RF curriculum, and use of supplemental, research-based reading instructional materials provided by DC RFI. They are also responsible for coordinating intensive targeted interventions (i.e., Voyager Passport; Steck Vaughn's Elements of Reading Vocabulary Program), administering the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment, maintaining the DIBELS test score database, and helping teachers interpret and use test results to inform instruction.

**Professional development activities for Literacy Coaches, school principals and teachers of K-3, ELL, and special education students.** DC RFI provides a comprehensive series of professional development opportunities throughout the school year. Literacy Coaches attend two consecutive days per month of Literacy Coach training. Coaches, principals, and teachers attend Language Essentials for Teachers of Reading and Spelling (LETRS) Training, an intensive course that focuses on the five components of scientifically-based reading research (SBRR) for early literacy and effective instructional strategies. Teachers and Literacy Coaches are offered a graduate level course one Saturday each month and a full-day Literacy Institute, both of which focus on SBRR and use of a core reading curriculum. School principals are required to attend a Principal Leadership Academy four times during the school year, to provide them the knowledge and ability to lead the Reading First initiative in their school.

**Provision of materials and supports to implement an approved core reading curriculum and an intervention curriculum for the lowest-achieving students.** Each DC RF school has adopted one of three core reading curricula, either the Houghton Mifflin, Harcourt, or Open Court Reading program. During their second year of RF implementation, schools are also expected to provide intensive, supplemental reading instruction to students from each class with the lowest reading achievement scores, using the Voyager Passport Reading Intervention System. Students reading below grade level (i.e., scoring at the 40<sup>th</sup> percentile or lower on the DIBELS assessment) are provided with the reading intervention. In addition, in SY 2006-2007, RF schools also began implementing the Steck Vaughn Elements of Reading Vocabulary Program to provide additional support for struggling readers. National reading consultants provide implementation support for the core reading curricula, Voyager Passport, and Elements of Reading during training sessions for Literacy Coaches and teachers of students in grades K-3, including ELL and special education students.

**Monitoring of Reading First implementation in each school.** DC RFI hired six highly qualified individuals to serve as implementation monitors; they had many years of experience in elementary education – as teachers, reading specialists, and/or principals. The role of the monitors was to conduct intensive monitoring visits at each RF school once or twice during the school year and to monitor fidelity to the core reading curriculum and other requirements of the initiative. During the visits, monitors observe RF teachers’ classrooms and teaching practices, document the level of RF implementation using a structured rating protocol and narrative summary, and share their findings with the Literacy Coach and school principal. At the end of the visit, the monitors provide the principal with detailed verbal and written feedback on each teacher, and suggestions for improving RF implementation.

A major challenge in SY 2006-07 was the re-hiring of the implementation monitors. District of Columbia Public Schools, the State education agency, changed its employment policies such that the monitors could not be re-hired for the new school year, without going through a competitive hiring process. One of the strongest components of DC RFI has been the highly qualified and dedicated cadre of monitors who worked with the program since its inception. By January 2007, the monitors were re-hired. Prior to that point, all monitoring visits had to be conducted by the DC RFI State Office staff.

**Monitoring of student progress using the DIBELS assessment system.** All K-3 students, including ELL and special education students, in DC RF schools are tested three times during the school year using Dynamic Indicators of Basic Early Literacy Skills (DIBELS), a standardized measure of early literacy development which is administered individually to each student. Teachers are encouraged to use the test scores to determine skills in which the class needs additional practice, and to create small instructional groups based on skill level. In addition, the annual reading and mathematics assessment for all third grade students in DC, used for reporting under No Child Left Behind, is the District of Columbia Comprehensive Assessment System (DC CAS).

## **Student Achievement Outcomes**

For this evaluation, the DIBELS data were analyzed in two ways: 1) the percent of students considered proficient on each subtest, and 2) the number of points gained by each student between



Fall 2006 and Spring 2007. In addition, the percentage of third grade students that scored proficient on the DC CAS was calculated.

**Overall, students in RFI schools, the lowest performing schools in DC, scored as high on the DC CAS reading assessment, on average, as students across the District.** In DC RFI schools, 38.3% of students achieved proficiency on the DC CAS reading assessment, and 37.6% of students in all DCPS and charter schools. In addition, fewer students in RFI schools (15.9%) scored at the “below basic” level than students in all DCPS and charter schools (20.0%). It is noteworthy that students in DC RFI are not performing substantially behind the District averages, given that the schools were selected for the Reading First Initiative because they had the lowest levels of reading achievement in the District.

**DC RFI was especially successful for students in special education, students learning English, and students eligible for free or reduced-price lunch.** A greater percentage of RF students in these demographic subgroups achieved reading proficiency compared to students in all DCPS and charter schools. Specifically, 25% of RFI students in special education achieve proficiency compared to only 18% in all DCPS and charter schools. Among English language learners, 46% of students in RFI schools achieved proficiency, compared to 40% of students in all DCPS and charter schools. Among students eligible for free or reduced-price school lunch, 36% in RFI schools achieved proficiency, while 33% in all DCPS and charter schools did.

**Findings suggest that DC Reading First helps promote students’ early literacy skills, such as letter knowledge, phonological awareness, and decoding skills.** Between Fall 2006 and Spring 2007, students in Kindergarten and first grade made substantial gains on DIBELS assessments. On average, students surpassed the grade level benchmark for Letter Naming Fluency, Phoneme Segmentation Fluency, and Nonsense Word Fluency. These early literacy skills form the foundation for later reading.

**Promoting students’ oral reading fluency poses a greater challenge and should receive more focused attention.** Despite students’ proficiency and gains in early literacy skills, fewer students perform on grade level on the DIBELS Oral Reading Fluency subtest. The percentage of students at grade level is lower in each subsequent grade, with only 30% proficient at the end of Grade 3. Although students make notable gains in oral reading fluency over the course of the school year, on average, they remain consistently below grade-level benchmarks in Grades 1, 2, and 3. Students appear to need additional support to make the transition from decoding to reading fluency.

After observing that students’ reading fluency was lagging below grade level, on average, the DC RFI State Director responded by expanding the intervention instruction provided to low-performing students. In addition to phasing in the Voyager Passport program over the 2005-2006 and 2006-2007 school years, the Elements of Reading vocabulary program was added in SY 2006-2007 and the Elements of Reading comprehension program will be added in SY 2007-2008. Adopting the additional vocabulary and reading intervention has been a direct response to a need for improving students’ reading fluency.

**The student data suggest that two years of RF makes a notable difference** -- two years for teachers to apply the RF principles in their classroom activities, two years of exposure by students to RF instruction, and two years of support for the teachers by on-site Literacy Coaches. Students in schools in the second year of RF implementation made greater gains from Fall to Spring than students in schools in the first year of RF implementation. This trend was observed in both Cohort 1 (SY 2005-

2006 was the second year of RF) and Cohort 2 (SY 2006-2007 was the second year of RF). However, year 2 gains in Cohort 2 were smaller than those in Cohort 1. One possible explanation for this difference is the fact that Cohort 2 schools did not have Literacy Coaches in their first year of RF implementation, due to administrative difficulties, while Cohort 1 schools did.

Given smaller gains among Cohort 2 students compared to Cohort 1 students, the DC RFI State Director has responded with stronger training, support, and monitoring of Literacy Coaches for SY 2007-2008. More rigorous monthly training, including demonstration of skills learned and concrete approaches for training teachers, combined with greater monitoring of Coaches is intended to improve the quality of the training provided to teachers by the Literacy Coaches.

**Overall, average student performance on the DIBELS in SY 2006-2007 was similar to the previous school year.** The percentage of students scoring at grade level in the spring and the average gains made by students during the third year of the DC Reading First Initiative were essentially unchanged from the second year of the program. For example, 30% of students were proficient on the Oral Reading Fluency subtest in Grade 3 in Spring 2007, and 31% were proficient in Spring 2006. Similarly, average gains made by students in Cohort 1 on the same subtest were 28 points in SY 2006-2007 and 29 points in SY 2005-2006.

## Conclusions

DC RFI operates within a context of many challenges and barriers that are outside of the Reading First Initiatives' control. The largest challenge may be the massive weight of social and economic disadvantages that almost all students in the DC RFI schools face. Scarcity of resources is also a major issue. As a result, many schools did not have the instructional resources to conduct the intensive, targeted intervention (Voyager Passport) regularly as intended. Due to administrative difficulties, Cohort 2 schools did not have Literacy Coaches, a key component of the RF intervention, during SY 2005-2006. However, all Cohort 2 schools had Literacy Coaches in SY 2006-2007.

As the result of additional DCPS administrative issues related to the hiring process, staff from the DC RFI State Office had to conduct classroom monitoring visits in Fall 2006 (at which time monitors were able to be hired), despite an already excessive workload. Although nine schools received only one monitoring visit during SY 2006-2007, most schools still received the recommended two visits.

Despite many challenges, DC RFI produced important accomplishments in SY 2006-07. The program made important progress both in the implementation of the Reading First program as well as in evidence of student learning.

DC RFI will likely continue to face environmental and organizational challenges in its implementation. Nonetheless, the signs of progress observed in SY 2006-2007 bear promises for even greater accomplishments in the upcoming school year.

# I. Introduction

Under the No Child Left Behind legislation of 2002, the Reading First (RF) program was authorized as a formula grant program for states to design and implement high-quality, research-based programs to improve the reading skills and achievement of children in grades K-3, including English language learners (ELL) and students receiving special education. The fundamental approach of the Reading First program is to provide teachers of grades K-3 with professional development training in reading component skills and research-based instructional methods, in order to improve their classroom reading instruction and ultimately increase their students' reading achievement. In addition to the professional development of teachers, the Reading First funds also support the use of screening and diagnostic tools and classroom-based instructional reading assessments to measure the reading skills of children and to monitor their progress.

The District of Columbia Public Schools (DCPS) received a Reading First state grant award in Fall 2003. The DC Reading First Initiative (DC RFI) is designed to provide:

- A Literacy Coach in each school to coordinate RF implementation and provide on-going professional development to teachers;
- A comprehensive series of professional development activities for Literacy Coaches, principals, and teachers of grades K-3, including ELL and special education students, (e.g., an annual Summer Institute, follow-up seminars, an annual Literacy Institute and graduate-level courses on reading components and instruction);
- Core curriculum materials and training from national reading consultants to each RF school to implement one of the three reading curricula designated for DC RFI: Houghton Mifflin, Harcourt, or Open Court reading programs;
- Scientifically-based reading research (SBRR) supplemental instructional materials and professional development on the use of the Language Essentials for Teachers of Reading and Spelling (LETRS);
- SBRR instructional materials and training from national reading consultants on Voyager Passport Reading Intervention System to be used as an intensive intervention curriculum for the lowest achieving students in every RF class;
- Monitoring of RF implementation in each school by experienced monitors;
- Monitoring of student reading achievement progress by the use of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) system; and
- An annual evaluation of the RF program implementation and outcomes by an external evaluator.

DC RFI's first year of funding was from Fall 2003 through Summer 2004. However, the DC Reading First State Director was hired in March 2004, and teacher training began in Summer 2004. Therefore, the first year of full RF implementation, including regularly scheduled training and meetings with teachers, Literacy Coaches, and principals and administration of criterion-based reading tests (DIBELS), was the 2004-2005 school year (SY 2004-05). Twenty-five schools were selected to participate in the first year of Reading First implementation; Cohort 1 consisted of 19 DCPS schools,

five charter schools, and one non-public school. An additional 15 schools were selected to be included in Cohort 2, and they began implementation of Reading First during SY 2005-06 (10 DCPS schools, four charter schools, and one non-public school). Schools receive three years of RF implementation support and funding. The 2006-2007 school year is the third and final year of the Reading First Initiative in the Cohort 1 schools and the second year of the RFI in the Cohort 2 schools. School year 2007-2008 will be the final year of the DC RFI in Cohort 2 schools.

The primary focus in the implementation of the DC Reading First Initiative is:

- Providing professional development to Literacy Coaches and teachers of grades K-3, including ELL and special education students, on the five components of research-based reading programs and implementing the programs;
- Refining strategies for using assessment data to inform instruction;
- Providing on-going school-based professional development for teachers;
- Implementing supplemental intervention services for struggling readers;
- Conducting content and instructional leadership training for school administrators; and
- Integrating existing initiatives and programs and new Reading First strategies.

The first Annual Evaluation Report completed in Fall 2005 described the initial program implementation phase of the DC RFI. The second Annual Evaluation Report completed in Fall 2006 documented the progress of program implementation and the student achievement outcomes for SY 2005-06. This report, the third Annual Evaluation Report, documents the program implementation and student achievement outcomes for SY 2006-2007. Section II of this report describes the program staffing, organizational structure, the participating schools, and how the schools were selected. Section III provides a brief summary of the types of data collected for the DC RFI evaluation and the methods used to analyze the RF student achievement data. Section IV presents the analysis results from the RF student achievement data. Section V provides detailed documentation of DC RFI, including information about professional development activities, Reading First teachers, the role of the Literacy Coaches, implementation monitoring, the intensive targeted intervention for the lowest performing students, and the administration of student assessments. Section VI presents the evaluator's interim conclusions regarding the status of DC RFI implementation and student achievement progress.

The report also includes four appendices. Appendix A describes in greater detail the methods used for the student achievement data analysis. Appendix B presents summary tables of student achievement data analysis results. Appendices C and D present detailed student achievement data results, including the percent proficient on all subtests and average test score gains during the school year, by school and by demographic subgroup.

## **II. Organizational Structure of the DC Reading First Initiative**

### **Staff and Organization**

The state-level DC RFI team consists of three staff members: the Reading First State Director (full time); the Reading Coordinator, who helps plan and execute professional development offerings (part time); and a program coordinator (full time). The RF State Director reports to the Assistant Superintendent for Academic Support for District of Columbia Public Schools.

One full time Literacy Coach is assigned to each Reading First school. The Literacy Coach is responsible for providing ongoing professional development to teachers throughout the school year, administering DIBELS testing, and leading and coordinating all RF activities in the school. Coaches were hired for all Cohort 1 schools either before the first year of implementation (SY 2004-05) began in those schools, or within the first few months of the school year. Due to administrative delays within DCPS, Coaches were not hired for any of the DCPS Cohort 2 schools during their first year of implementation (SY 2005-06). All Cohort 2 charter schools were able to hire Coaches for the 2005-2006 school year, because they are not under the auspices of DCPS. In SY 2006-2007, every Reading First school had a Literacy Coach.

DC's Reading First initiative includes seven Local Educational Agencies (LEAs); DCPS plus six charter schools, which are each considered to be their own LEA (although some have multiple campuses). The two non-public schools are considered part of the DCPS LEA. DC RFI hired a coordinator for the DCPS LEA in Fall 2004. The DC LEA coordinator's responsibilities include managing the RF budget for the DCPS schools, hiring Literacy Coaches, supervising Literacy Coaches to make sure they are completing required tasks, and submitting monthly reports to the State RF Director. Each of the charter school LEAs has a Literacy Coach assigned as the LEA coordinator for that school.

### **Selection of Schools and their Characteristics**

DCPS schools were selected for participation in Reading First from a list of the lowest performing schools in the District (none of which had made adequate yearly progress on the statewide reading assessment), and they were required to participate. Schools selected to participate in DC RFI as part of Cohort 1 were the lowest performing DCPS schools. The schools selected for Cohort 2 were the lowest performing of the remaining schools. As a result, prior to their participation in DC RFI, Cohort 1 schools performed more poorly than Cohort 2 schools.

In contrast, charter schools and non-public schools voluntarily applied to participate in Reading First and were selected based on both low levels of student achievement and the proposals submitted to DC RFI.

When the Reading First Initiative began, there were 25 Cohort 1 schools, including 19 DCPS schools, five charter schools, and one non-public school. However, one of the five charter schools was dropped from the initiative after SY 2004-05. Before the beginning of SY 2006-2007, a number of DCPS schools were consolidated, and, as a result, two DCPS Reading First schools were merged. In

addition, another DCPS RF school gained students from a non-Reading First school. As a result of the consolidation of schools, the total number of DCPS RF schools in Cohort 1 went down from 19 to 18 schools.

The second Cohort of Reading First Schools consists of 10 DCPS schools, four charter schools, and one non-public school. In SY 2006-2007, as a result of the consolidation of DCPS schools, one RF school in Cohort 2 gained students from a non-RF school. The number of schools in Cohort 2 did not change.

Student demographics in the majority of RF schools are highly homogenous. Generally, between 95 and 100 percent of students are African-American, and most students receive free or reduced-price school lunch. Five of the RF schools (13 percent) have a significant Hispanic population (between 40 percent and 70 percent of students). There are very few white or Asian students in any of the RF schools.

**Exhibit 1. Demographic Characteristics of Students in Reading First, by Cohort**

	Cohort 1	Cohort 2	All DC RF schools
Race/Ethnicity			
African American	78%	94%	84%
Hispanic	19%	5%	13%
Asian	2%	0%	1%
White	1%	1%	1%
Economically Disadvantaged	75%	84%	78%
Special Education	7%	8%	8%
Limited English Proficiency	6%	1%	4%

Although the Reading First schools are generally similar in their demographic makeup, there are some notable demographic differences between the two cohorts. Exhibit 1 shows the demographic characteristics of students in both cohorts and in Reading First schools overall. In Cohort 2, 84% of students are eligible for free or reduced-price lunch, while 75% of students in Cohort 1 are eligible. Cohort 2 has a larger percentage of African American students than Cohort 1 (94% versus 78%), while Cohort 1 has a larger percentage of Hispanic students than Cohort 2 (19% versus 5%). Consistent with the greater number of Hispanic students, Cohort 1 also has a greater percentage of students with limited English proficiency (6%) than Cohort 2 (1%).

### III. Evaluation Approach

The evaluation of the District of Columbia's Reading First initiative (DC RFI) included several components during SY 2006-07. In order to assess the extent of implementation of the Reading First initiative in DC, Abt Associates observed various professional development activities; surveyed RF teachers about their teaching background, their professional development activities during the current school year, and their assessment of the support provided to help them teach reading; analyzed class observation data collected during DC RFI-sponsored monitoring visits; and conducted school visits that included class observations and interviews with school staff. Student assessment scores were analyzed to evaluate outcomes of the Reading First initiative. In addition, interviews with DC RFI staff were conducted to provide background information about the program's structure and activities. These data collection methods and analyses are described in more detail below.

**Interviews with DC RFI staff.** Abt Associates interviewed DC RFI staff in prior school years to gather information about the structure of DC RFI; roles of staff members; and expectations for Literacy Coaches, teachers and school principals under Reading First. Abt Associates maintains ongoing communication with the DC RFI staff to stay informed about the activities conducted by DC RFI throughout each school year.

**Observation of professional development.** Abt Associates staff observed professional development sessions held by DC RFI during SY 2006-07, in order to assess such factors as the quality of the sessions, the topics covered, attendance, and engagement of attendees. The professional development training that was observed included one or more sessions of the following: Principal Leadership Academy, Literacy Coach training, Teacher Course, and Literacy Institute.

**Teacher surveys.** Abt Associates developed a Teacher Survey, which was administered to all K-3 teachers in DC RFI schools. The survey included questions about teaching background, professional development, support provided through the DC RFI to help them teach reading, and their own success in teaching reading. Specifically, questions on teaching background focused on educational and work experience, certifications held, number of students currently taught, and level of preparedness to teach elementary school reading. Questions on professional development asked teachers to provide information about the RF training sessions they attended during SY 2005-2006 and SY 2006-2007. In addition, teachers were asked to assess: the quantity and quality of reading instruction support that was provided to them; the role of their school's Literacy Coach; and their own success in teaching various components of reading during the school year.

**School visits.** Abt Associates visited two Reading First schools during April and May 2007. One school visit lasted a full school day and included the following components: 30-minute observations of four classes (one each of Kindergarten, first grade, second grade, and third grade classes); 30-minute interviews with the teachers of the four classes observed; the school's Literacy Coach; and the school principal. The other site visit lasted half a school day and included 45-minute observations of the three classes (one kindergarten, one first grade, and one third grade) and a 45-minute interview with the Literacy Coach.

The two schools visited were selected based on the prior and current year's level of implementation of the Reading First program components. One school with a high-level implementation of RF and one school not implementing RF at a high level were chosen for site visits.

Structured data collection instruments were used for class observations and interviews. Class observations focused on assessments of classroom environment; instructional activities, including topics covered, student grouping, and materials used; instructional quality; and student engagement. Separate protocols were created for interview with teachers, Literacy Coaches and principals; they included the following topics:

- Educational and professional background of the interviewee;
- Role and responsibilities in implementing Reading First (including detailed questions for Literacy Coaches about professional development and coaching they conducted);
- Attendance at professional development activities provided by DC RFI, and their assessment of the quality of the sessions;
- Use of DIBELS assessments, the Voyager intervention, the core curriculum, and small group instruction;
- The interviewee’s opinion of the most important components of Reading First, and how well they have implemented these principles in the classroom/school;
- Challenges in implementing RF and additional training or supports needed; and
- Background and contextual information about the school that may affect the effective implementation of Reading First.

**Monitor visit data.** DC RFI hired external consultants to conduct intensive monitor visits at each DC RF school at least twice during SY 2006-07, to assess the fidelity of RF curriculum implementation and to provide constructive feedback to school principals. Two members of the Abt Associates team observed a monitor visit. Subsequently, we analyzed the ratings provided on the monitors’ class observation protocols to discern the extent of implementation across all RF schools.

**Student achievement outcome data.** DC RFI administered the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to all K-3 students in RF schools three times during SY 2006-07. The DIBELS subtests administered to students in each grade and the timing of their administration are shown in Exhibit 2. In addition, third grade students in all of DC took the District of Columbia Comprehensive Assessment System (DC CAS) assessment in SY 2006-07. The reading section of the DC CAS is comprised of questions on vocabulary, informational text, and literary text. For this evaluation, several DIBELS subtests from Fall and Spring administrations and the reading assessment of the DC CAS have been analyzed as student achievement outcomes.

**Exhibit 2. DIBELS Subtests, By Grade and Time of Administration**

Kindergarten			First Grade			Second Grade			Third Grade		
Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
			Oral Reading Fluency								
			Nonsense Word Fluency								
			Phoneme Segmentation Fluency								
		Letter Naming Fluency									
Initial Sounds Fluency											

Source: <http://dibels.uoregon.edu/>



DCPS gave Abt Associates access to the DIBELS database maintained by the University of Oregon in order to download the DIBELS data for students in DC RFI schools. Once data were downloaded, they were cleaned as described in detail in Appendix A. DC CAS data and student demographic data were provided to Abt Associates either from DCPS or the District of Columbia Public Charter School Board<sup>1</sup> administrative records. Any demographic data not obtained from administrative records were gathered from the DIBELS database. The demographic data collected included race/ethnicity, eligibility for special education services, eligibility for free or reduced-price school lunch, and limited English proficiency.

The DIBELS data were analyzed in two ways: 1) the percent of students considered proficient on each subtest, and 2) the number of points gained by each student between the Fall 2006 and Spring 2007 administration of subtests that were administered during both of these time periods. In addition, the percentage of third grade students receiving a score of “proficient” or higher (i.e., “advanced”) on the DC CAS reading assessment was calculated. The percent of students that score “proficient” on each test was calculated by dividing the number proficient by the number tested.

For this evaluation, “proficient” refers to students who were performing on grade level or higher. For the DIBELS, “proficiency” was defined as scoring at or above the “low risk” or “established” benchmarks created by the University of Oregon for DIBELS assessments. For the DC CAS, “proficiency” was defined by the proficiency benchmark established by DCPS for reporting scores in compliance with the No Child Left Behind Act. Additional information on benchmark scores is included in Appendix A.

For the analysis of test score gains during the school year, we used only students who had both beginning of the year (Fall 2006) and end of the year (Spring 2007) test scores in the DIBELS database, and only subtests administered during both time periods. Gains were calculated for each student by subtracting the beginning of the year score from the end of the year score. To calculate an average school gain, a gain score was calculated for each student within the school and averaged. Appendix A provides a complete description of data analysis methods.

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<sup>1</sup> During SY 2006-2007, four RF charter schools were under the authority of the DC Public Charter School Board, and four RF charter schools were under the authority of the DCPS Board of Education.

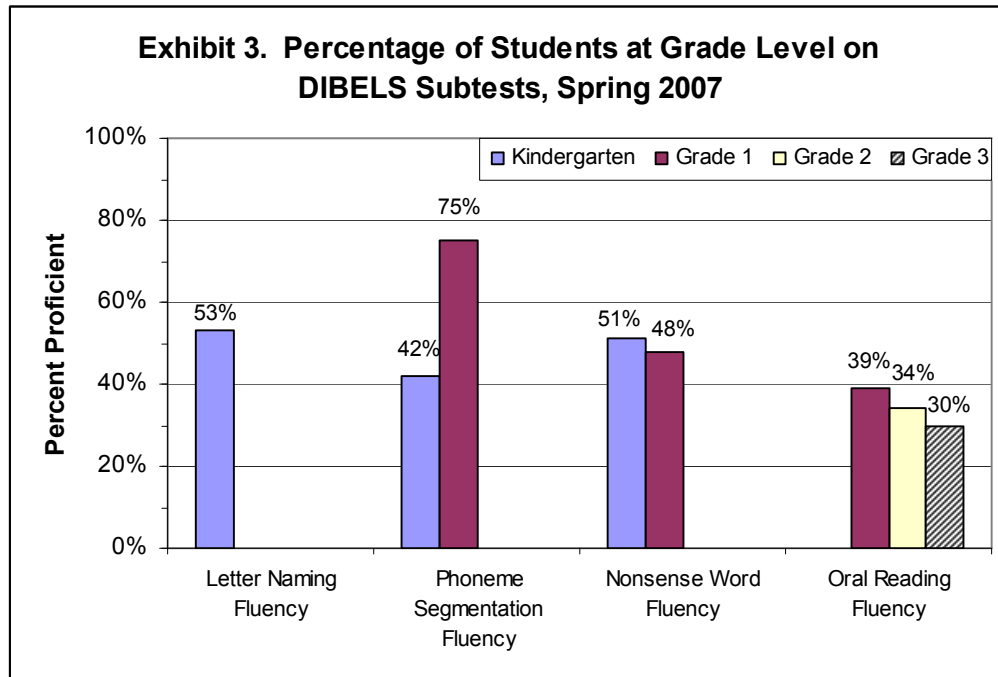


## IV. Student Achievement Outcomes

This section presents the major findings from the analysis of DIBELS and DC CAS student achievement data, including the analysis of the percent of students that are proficient on the assessments, and the test score gains made on the DIBELS during the school year. Detailed tables of Reading First student test scores can be found in Appendices B, C, and D.

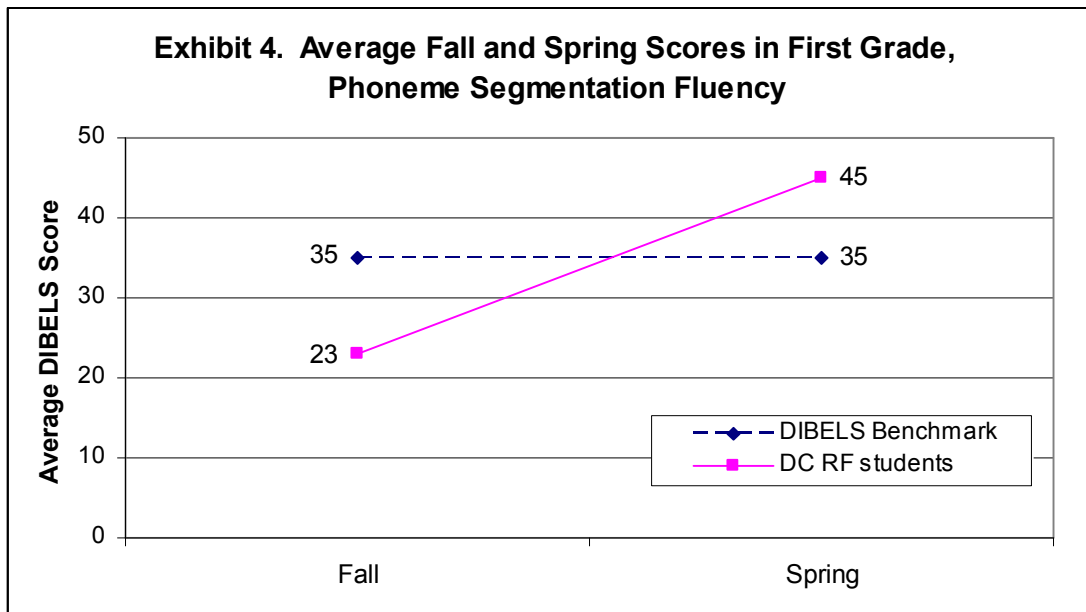
**A higher percentage of Reading First students in earlier grades (Kindergarten, first grade) score at grade level on DIBELS assessments, compared to students in later grades (second, third grade).** DIBELS subtests that are administered in Kindergarten and first grade, such as Letter Naming Fluency, Phoneme Segmentation Fluency, and Nonsense Word Fluency, assess important early literacy skills that form the foundation for later reading. In Kindergarten, 42% to 53% of students were proficient in these areas by the Spring of the school year. In first grade, 48% to 75% of students were proficient in these areas by Spring. These findings suggest that Reading First helps to promote students' letter knowledge, phonological awareness, and decoding skills.

Despite proficiency in early literacy skills, fewer students performed on grade level in Oral Reading Fluency. The percentage of students at grade level in Oral Reading Fluency was lower in each subsequent grade, with 39% proficient in first grade, 34% in second grade, and 30% in third grade (see Exhibit 3). These findings suggest that DC Reading First schools need to do more to help students make the transition from decoding to oral reading fluency.

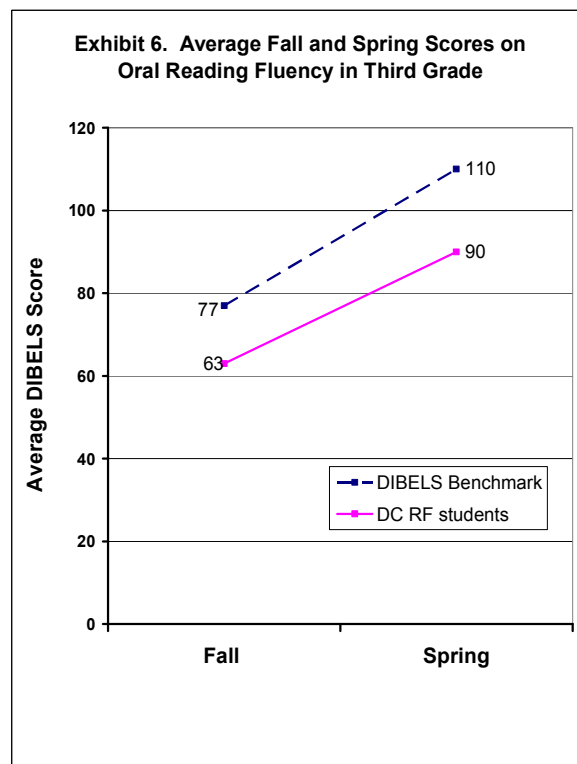
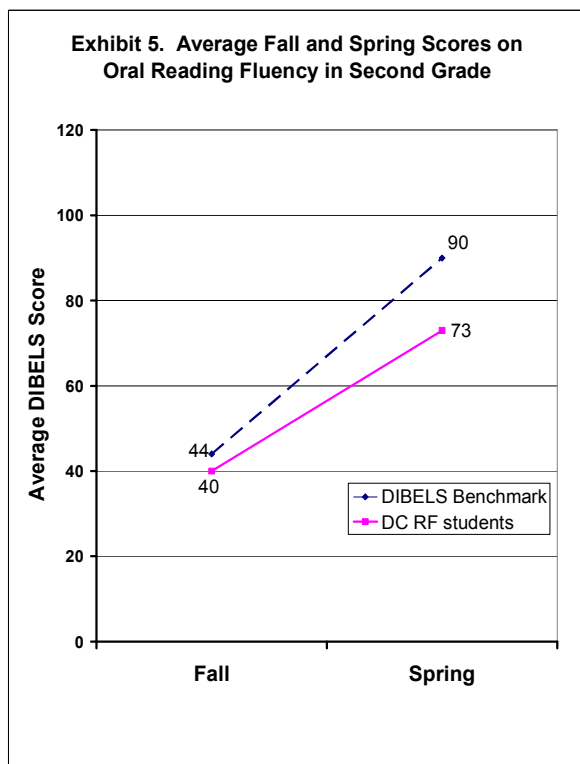


The greater proficiency of students in earlier grades can also be viewed in terms of differences between students' performance in the spring compared to the fall. Between the Fall 2006 and Spring 2007 administrations of the DIBELS subtests, Kindergarten and first grade students made progress toward the benchmark goal, while second and third graders fell further behind. For example, between the Fall and Spring administration of the DIBELS Phoneme Segmentation Fluency (PSF) subtest, first

grade RF students improved from an average score of 12 points below the proficiency benchmark to 10 points above it (see Exhibit 4).



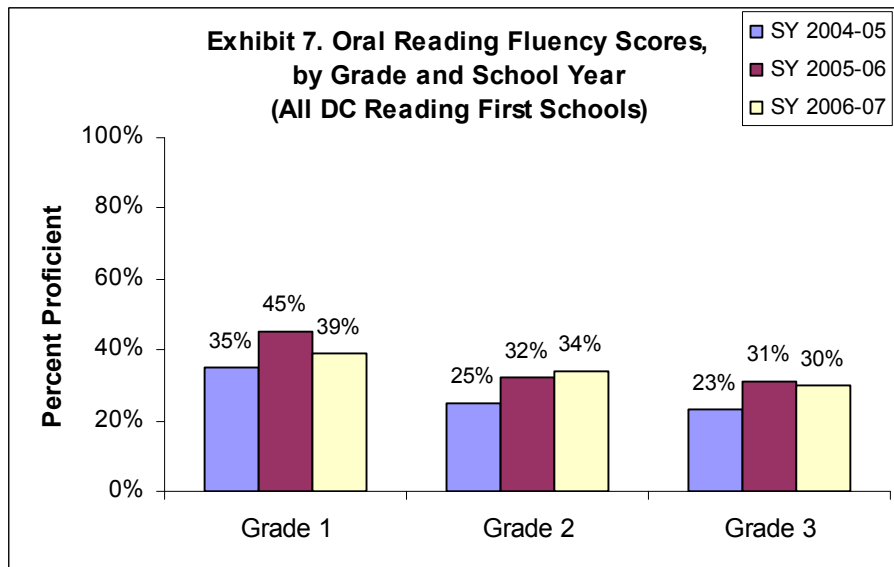
In comparison, students in second and third grades began the school year below the benchmark for oral reading fluency, and despite notable gains over the year, they were slightly further below the proficiency benchmark on the ORF subtest in the Spring (see Exhibits 5 and 6). Students in grades 2 and 3 appear to need additional support in order to successfully make the transition from foundational literacy skills, such as phonological knowledge, to actual reading fluency.



Recognizing the need to provide greater support for improving students' reading fluency in the later grades, DC RFI is expanding the intervention for low-performing students to include additional vocabulary and reading comprehension instruction. The expansion began in SY 2006-2007 with the addition of the Steck Vaughn Elements of Reading vocabulary program and is continuing in SY 2007-2008 with the addition of the Elements of Reading comprehension program.

Although the results indicate that the effects of RF in DC are smaller for older children than children in the earlier grades, they do not show that gains decrease over time. It is important to recognize that these data are not longitudinal; they illustrate the performance of different groups of children in grades K-3 within a single school year. Conclusions cannot be drawn about children's performance as they move through the early grades.

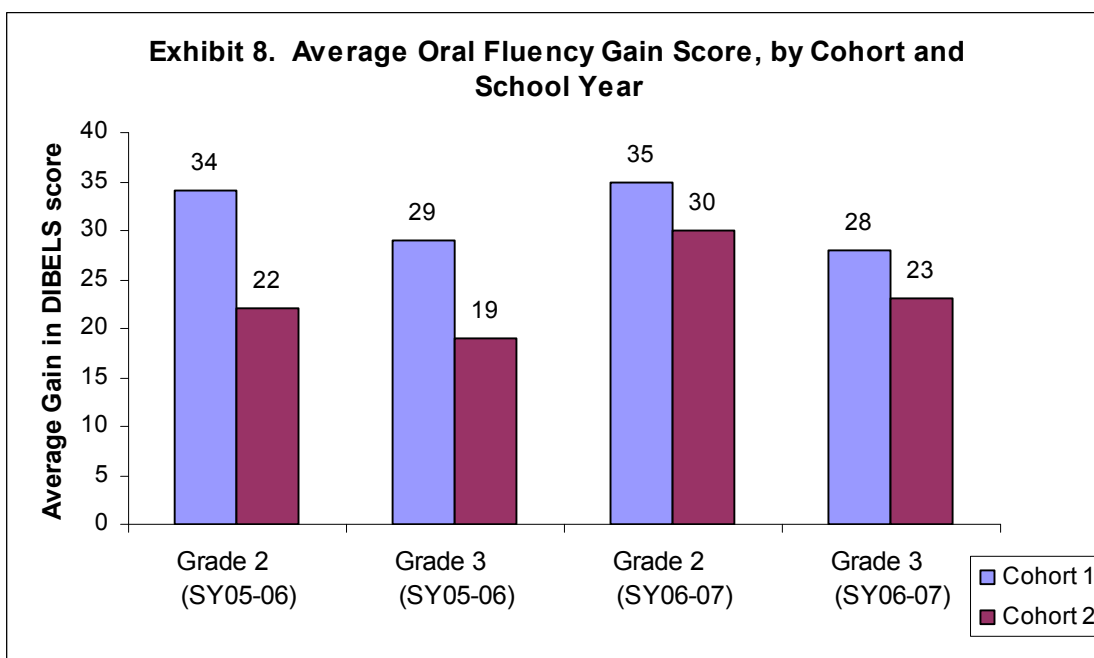
**Approximately one-third of students in DC Reading First schools are proficient in oral reading fluency.** Exhibit 7 shows the percentage of students in grades 1, 2, and 3 that scored at grade level on the Oral Reading Fluency subtest for each year of the Reading First Initiative. The percentage of students that achieved proficiency in SY 2006-2007, the third year of Reading First implementation in DC, was quite similar to SY 2005-2006. After three years of RFI in DC public schools, the percentage of students scoring at grade level and the average gains made by students over the course of the year (see Exhibit 8) remained fairly constant.



**Two years of RF appears to make a notable difference.** The percentage of students scoring at grade level in the second year of Reading First implementation was substantially higher than in the first year of the initiative (SY 2004-2005). Based on this difference, it appears to take at least two years for teachers to fully implement the RF Initiative in their classrooms and for schools to establish the supports, practices, and routines. This conclusion was further supported by a finding at the end of SY 2005-2006 comparing gains of students in each Cohort. The 2005-2006 school year was the second year of RF implementation in Cohort 1 schools and the first year of implementation in Cohort

2 schools. In Spring 2006, average gains on DIBELS subtests made by students in Cohort 1 were four to 12 points higher than average gains made by Cohort 2 students<sup>2</sup>.

Findings from the second year of RF implementation in Cohort 2 were also consistent with this trend. Students in Cohort 2 made greater gains on the DIBELS Oral Reading Fluency subtest during the second year of RF implementation (SY 2006-2007 for Cohort 2) than during the first year of RF implementation (SY 2005-2006 for Cohort 2; see Exhibit 8). However, the average gains made by students in Cohort 2 after two years of RF implementation (30 points in Grade 2; 23 points in Grade 3) were smaller than the average gains made by students in Cohort 1 after two years (34 points in Grade 2; 29 points in Grade 3).



There are at least two likely explanations for the smaller average gains made by students in Cohort 2 schools. First, although SY 2006-2007 is the second year of Reading First implementation in Cohort 2 schools, these schools did not have Literacy Coaches at all during the previous year. The role of the Literacy Coach in supporting teachers' implementation of Reading First instructional practices is crucial, and SY 2006-2007 was only the first year that teachers in Cohort 2 schools received this essential support. Furthermore, the DC RFI State Director stated in an interview that the Cohort 2 Literacy Coaches have not provided the same level of training and support to teachers as the Cohort 1 Coaches. As a result, DC RFI has responded in SY 2007-2008 with greater monitoring of Literacy Coaches and by providing Coaches with more rigorous monthly training.

A second potential explanation is the different demographic composition of the two cohorts. Cohort 2 schools have a larger percentage of students from demographic subgroups that tend to score lower on the DIBELS assessments. Specifically, 84% of students in Cohort 2 are eligible for free or reduced-price meals compared to 74% of students in Cohort 1. In Cohort 2, 94% of students are

<sup>2</sup> This finding was reported in the Annual Evaluation Report for School Year 2005-2006.

African American, 5% are Latino, and 1% have limited English proficiency. In Cohort 1, 78% of students are African American, 19% are Latino, and 6% have limited English proficiency.

**Significant differences exist in the performance of demographic subgroups.** Economically disadvantaged students (i.e., those eligible for free or reduced-price school lunch) tended to score lower on most tests than students who were not economically disadvantaged. In addition, African American students and Hispanic students generally scored comparably to each other but lower than students categorized as “all other races” (i.e., White, Asian, American Indian)<sup>3</sup>. However, on the Oral Reading Fluency test, the percentage of African American students scoring at grade level in Grade 3 (29%) was notably lower than among Hispanic students (37%) and “all other students” (48%).

Students with limited English proficiency<sup>4</sup> (LEP) in every grade performed as well or better than their non-LEP peers on DIBELS subtests, and also made larger gains during the school year. The only test on which LEP students scored significantly below non-LEP students was the Fall administration of Initial Sounds Fluency for Kindergarten students (53 percent proficient for non-LEP students; 23 percent for LEP students) ( $p < 0.05$ ). By first grade, LEP students seem to have caught up to or surpassed non-LEP students. Taken together, these data seem to indicate that RF schools are doing an effective job of closing the language gap for students who enter school with limited English skills.

Finally, students with disabilities consistently scored lower than other students and made smaller gains during the school year. However, while students in the special education subgroup made smaller gains than other subgroups ( $p < 0.05$ ), they demonstrated average gains of between 18 and 22 points on each DIBELS subtest during the course of the school year, which is encouraging.

**Assessment outcomes varied greatly between and within schools.** There was a great deal of variation across schools both in the percentage of students scoring at a proficient level, and in the average number of points students gained during the school year. For example, on the Spring administration of the third grade Oral Reading Fluency subtest, only 6% and 8% of students at the two lowest performing RF schools scored at the proficient level, compared to 61% and 82% of students at the two highest performing RF schools. Despite these extreme cases, the middle half of the schools had 22% to 39% of students scoring at grade level.

The performance within each school also varied a great deal across grade level and subtest. For example, only 12% of Kindergarten students at one elementary school met the proficiency benchmark on the DIBELS Phoneme Segmentation Fluency subtest, which is below the average of 41% for kindergarteners across all DC RF schools. However, at the same school, 46% of first grade students met the proficient benchmark on the Oral Reading Fluency subtest, which is above the average of 38% for first graders in all RF schools.

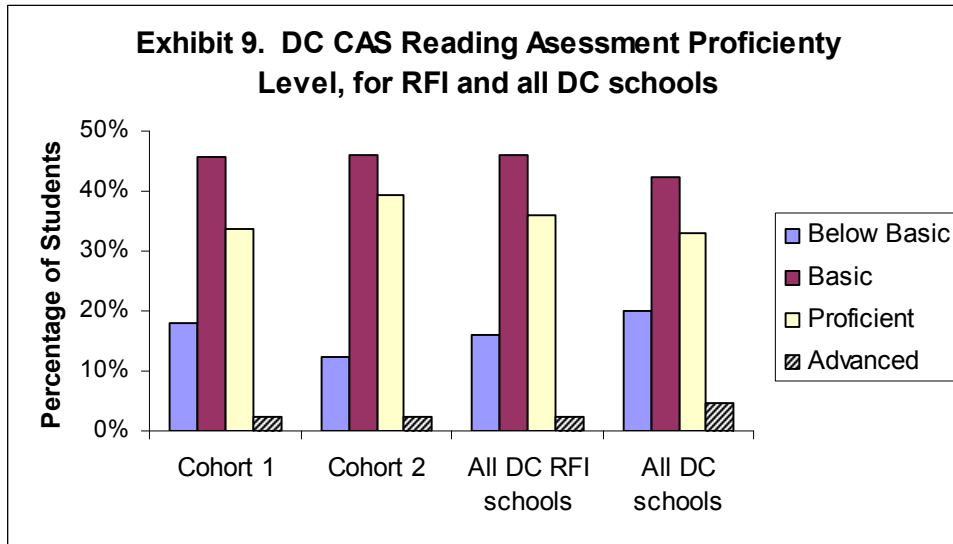
**Overall performance of Reading First schools on the DC CAS was similar to overall student performance across the District.** In DC RFI schools, 36.0% of students performed at the proficient level and 2.3% scored at the advanced level on the DC CAS reading assessment (see Exhibit 9). In comparison, across all DCPS and charter schools, 33.1% of students scored at the proficient level and

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<sup>3</sup> This “other” category is very small, comprising only 2% to 3% of all RF students tested

<sup>4</sup> The correlation between Hispanic and LEP students is 0.78.

4.6% performed at the advanced level on the DC CAS reading assessment.<sup>5</sup> In addition, fewer students in RFI schools (15.9%) scored at the “below basic” level than students in all DCPS and charter schools (20.0%). Given that the schools selected to participate in the Reading First Initiative were the lowest performing schools in reading performance in the District, it is noteworthy that they are not performing substantially behind the District averages.

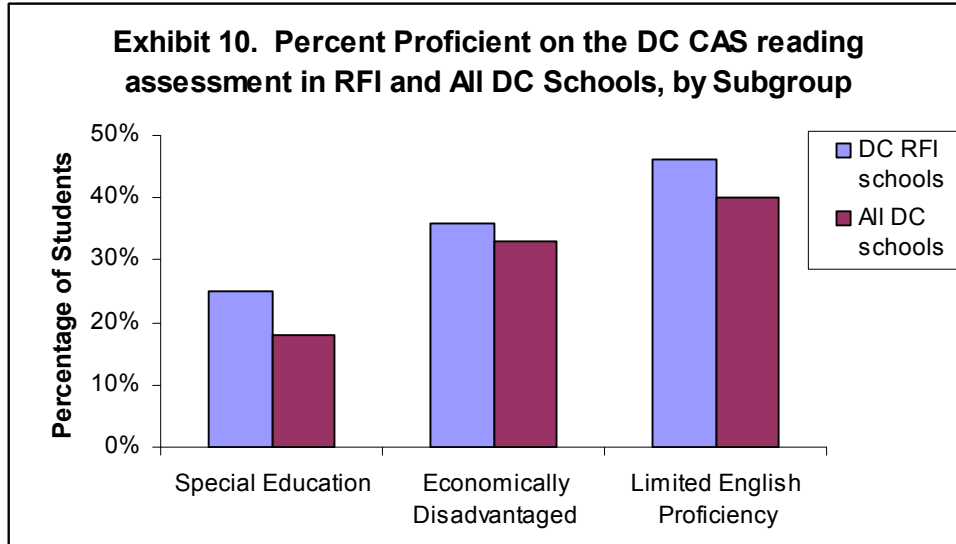


**Students in Cohort 2 scored slightly higher than students in Cohort 1 on the DC CAS reading assessment.** In Cohort 2, 41.6% of students scored at the proficient or advanced level on the DC CAS assessment, while 36.1% of Cohort 1 students performed at the proficient or advanced level (see Exhibit 9). In addition, 12.4% of Cohort 2 students scored at the “below basic” level, while 18.1% of Cohort 1 students did. This trend on the DC CAS reading assessment, in which Cohort 2 students score higher, differs from the trend on the DIBELS tests, in which Cohort 1 students tend to score higher than students in Cohort 2.

**A higher percentage special education students, economically disadvantaged students, and students with limited English proficiency in RFI schools achieve proficiency on the DC CAS reading assessment than students across all DC schools.** Exhibit 10 illustrates the percentage of students in RFI schools and in all DC schools that perform at the proficient or advanced level on the DC CAS reading assessment, by demographic subgroup. Specifically, 25% of RFI students in special education achieve proficiency compared to only 18% in all DCPS and charter schools. Among students with limited English proficiency, 46% of students in RFI schools achieved proficiency, compared to 40% of students in all DCPS and charter schools. Among students eligible for free or reduced-price school lunch, 36% in RFI schools achieved proficiency, while 33% in all DCPS and charter schools did.

<sup>5</sup> Source: No Child Left Behind Data Reports for the District of Columbia. Accessed on November 16, 2007 at <http://webb.k12.dc.us/nclb/reportcards.asp>





In sum, DC CAS reading assessment scores indicate that the DC Reading First Initiative supports students in the lowest performing schools in the District and enables them to achieve reading proficiency at a rate comparable to the District average. Furthermore, DC RFI appears to be particularly successful at supporting students in demographic that historically have lower than average achievement (i.e., students receiving special education, economically disadvantaged students, and students with limited English proficiency).



## V. DC RFI Implementation Outcomes

### Professional Development Provided by DC RFI

DC RFI provides a wide array of professional development opportunities throughout the school year for Reading First teachers, Literacy Coaches, and school principals. An overview of the types of professional development provided by DC RFI during SY 2006-07 is shown in Exhibit 11.

Literacy Coaches are required to attend two consecutive days per month of Literacy Coach training, for eight months during the school year. In these sessions, Coaches review the requirements RF schools must meet, and they discuss the information they must take back to teachers when they provide in-school staff development. Topics covered include the Voyager Passport intervention program, DIBELS test administration and use of test results, the Texas Primary Reading Inventory (TPRI) Assessment, how best to utilize the core reading program and supplemental materials, and use of small groups in instruction. The sessions are usually led by outside consultants or representatives from the curriculum developers.

Coaches are also required to attend Language Essentials for Teachers of Reading and Spelling (LETRS) Training. For Cohort 2, this training included three consecutive full day sessions per month over a three month period. Cohort 1 received the full training in SY 2005-2006 and attended three refresher training sessions throughout the 2006-2007 school year. A consultant from LETRS teaches the intensive course and the refresher course, which focuses on the five components of scientifically-based reading research (SBRR) for early literacy and effective instructional strategies. Participants learn concepts about language structure, reading development, reading difficulty, and assessment practices that guide research-based instruction. Coaches also attended a separate session on how to present the LETRS curriculum to others, which has enabled them to become trainers at the Summer Institute and Saturday Symposium.

In addition to the professional development activities Literacy Coaches are required to attend, they typically attend all sessions offered for teachers, so that they can be a resource in the school for teachers who were unable to attend or who have questions about the content.

DC RFI provided several types of professional development for teachers. First, a Teacher Course, which focuses on SBRR, use of the core curriculum, and supplemental materials, was offered one Saturday each month for six months. During the previous school year (2005-2006), the Teacher course was offered on weekday evenings; however, in response to feedback from teachers that the evening schedule was a barrier to attendance, the course was held on Saturdays in SY 2006-2007. Participation in the course is voluntary, but teachers can receive graduate credits if they attend all sessions and complete the required assignments. Second, DC RFI offers an annual Literacy Institute, also held on a Saturday, which provides additional information on a wide variety of topics. Both of these staff development activities are offered outside of the school day, since teachers are unable to leave their classrooms during the day. Teachers are not required to attend these sessions and are not compensated for attending. As a result, attendance is not as strong as DC RFI would like. In addition to the formal professional development organized by DC RFI, Literacy Coaches provide on-going school-based professional development at the school level.

**Exhibit 11. Summary of Professional Development Offered by DC RFI in SY 2006-07**

<b>Type of Professional Development</b>	<b>Examples of Topics Covered</b>	<b>Required? Attendance Rate</b>	<b>Frequency and Duration</b>	<b>Instructor(s)</b>	<b>Other</b>
<b>Professional Development Offered to Literacy Coaches</b>					
Literacy Coach Training	<ol style="list-style-type: none"> <li>Core reading curricula: Houghton Mifflin Open Court Harcourt</li> <li>Targeted intervention curriculum: Voyager Passport; Elements of Reading</li> <li>DIBELS: administration, data processing, interpretation</li> <li>Coaching Techniques</li> </ol>	Required Around 100%	3 full days at the start of the school year and 2 full days per month during the rest of school year	Curriculum developers; national reading consultants in various topics; Linda Butler	Added a few additional sessions based on skill gaps identified in monitor visits and observations.
LETRS Training	Scientifically-Based Reading Research (SBRR)	Required Around 100%	9 full day sessions during the year (3 days per month for 3 months)	LETRS consultant	Some homework is required. Also had a separate training session on how to present LETRS to others.
<b>Professional Development Offered to Teachers of K-3, ELL, and Special Education students and to Administrators</b>					
Summer Institute	<ol style="list-style-type: none"> <li>Core reading curricula: Houghton Mifflin Open Court Harcourt</li> <li>Targeted intervention curriculum: Voyager Passport</li> <li>DIBELS: administration, data processing, interpretation</li> <li>SBRR</li> </ol>	Required	2 days in June 2006	Literacy coaches, national reading consultants, curriculum developers for Voyager and the core curricula	
Graduate Course for Teachers & Literacy Coaches	<ol style="list-style-type: none"> <li>Assessments</li> <li>Creating Literacy Environments</li> <li>Core Reading: Differentiated Instruction</li> <li>Phonological Awareness</li> <li>Vocabulary</li> <li>Comprehension/Fluency</li> </ol>	Not required 120 (out of 300) teachers enrolled; 3 principals; literacy coaches.	Full-day, one Saturday per month for 6 months during Sept-March. Two sections of course offered.	National consultants in various topics	Participants completed homework, which the DC RFI Director grades and provides feedback. Teachers receive graduate credits if attend all classes and complete homework.
Literacy Institute	Scientifically-based Reading Research	Not required; 218 attendees total; 192 RF teachers 26 Non-RF teachers 7 Principals	One full Saturday, March 24, 2007	Coaches, national reading consultants, curriculum developers	
School-based teacher training by literacy coaches	<ol style="list-style-type: none"> <li>Using the core reading curriculum (including setting up the classroom, class management)</li> <li>Using supplemental materials</li> <li>Using DIBELS data</li> </ol>	Requirement varies by school  Extent of training varies by school	Varies	Literacy Coaches	
<b>Professional Development Offered to Principals in Reading First schools</b>					
Principal Leadership Academy	<ol style="list-style-type: none"> <li>Leading RF schools</li> <li>Monitoring the implementation of core and intervention curricula</li> <li>SBRR</li> <li>Using assessment data</li> </ol>	Required Around 90%	¾-day session, 4 times / year	National reading consultants in various topics; Linda Butler	

School principals are required to attend the Principal Leadership Academy four times during the school year. The purpose of these sessions is to give principals the knowledge and ability to lead the Reading First initiative in their school. DC RFI also sponsors additional training sessions on DIBELS testing for Literacy Coaches, members of school Assessment Teams, and anyone else expected to be involved in administering the DIBELS assessment.

One of the greatest strengths of the staff development offered by DC RFI is the quality and expertise of the instructors and facilitators. DC RFI makes an effort to bring in expert consultants from across the country to lead most of their professional development activities. The trainers are generally of very high quality, both in their content knowledge and in their ability to keep participants engaged throughout the session.

DC RFI is also highly responsive to requests from teachers and Literacy Coaches about the topics in which additional professional development is needed, and the structure of the training sessions.

### **Literacy Coach Training**

As noted above, Literacy Coaches attend two full days of training per month during the school year. In addition to this ongoing professional development, DC RFI held a 3-day training session for Literacy Coaches in late August 2006, shortly before the start of SY 2006-2007. This session was attended by all the Literacy Coaches. Many were Cohort 1 coaches returning from the previous school year. A few new Coaches had been hired for Cohort 1 schools, when the previous year's coaches had not returned. Coaches from Cohort 2 schools were all newly hired or were hired at the end of SY 2005-2006.

### ***Content***

The 3-day Literacy Coach training session focused on the Voyager Passport intervention on Day 1, the core reading program on Day 2, and on the DIBELS on Day 3. In addition to covering these topics, the training session was an opportunity to welcome Literacy Coaches and provide information about expectations for the new school year. The state director outlined strategies for improving specific targeted issues over the course of the year, including supporting teachers' use of explicit instruction through adherence to the Core Reading curriculum, improving the implementation of the Voyager intervention, and providing more specific information in monthly reports on professional development activities.

Two of the Evaluators attended the Literacy Coach training on Day 1 and Day 3. On Day 1, Evaluators observed the presentation led by a representative from Voyager, which involved a presentation of data from the previous school year as well as group activities. On Day 3, Abt Associates briefly discussed the use of the DIBELS data in the evaluation and progress in improving the quality of the DIBELS database. The primary focus on Day 3 was a presentation by two representatives from RMC Research Corporation about using the DIBELS assessment.

During the Day 1 presentation on Voyager Passport, the program's representative led participants through several group activities. Coaches discussed the challenges of implementing the Voyager Passport intervention. Challenges fell into the following categories: managing the program; instructional delivery; program components; and monitoring the program. The Voyager consultant discussed possible solutions for some of the challenges that Literacy Coaches raised. For example,

Coaches mentioned that DIBELS and Voyager data are not always consistent. The Voyager representative explained that a change made to the data entry system, whereby both Voyager and DIBELS data would be entered into the same database system, should resolve the issue. Another challenge raised by Coaches was the difficulty of getting support from principals, teachers, and parents for the intervention. The representative from Voyager suggested approaches for sharing more information about the progress children make through the intervention. In response to Coaches concerns that maintaining intervention quality is challenging, the Voyager representative emphasized the need to hire qualified staff, provide professional development, and build planning time into schedules.

The Voyager representative also presented data from the previous school year, addressed how to use data to identify students for intervention (noting that students on grade level had received the intervention for struggling students in the previous year), and discussed conducting progress monitoring assessments.

Day 3 focused on the DIBELS assessment, using a combination of presentation and hands-on exercise formats. The topics discussed included: administering the DIBELS; the most predictive subtests at each grade level; and working with teachers to use the DIBELS data to create student groupings for differentiated instruction. For a hands-on exercise, the presenters gave Literacy Coaches a sample class report of student test scores and had the Coaches group students by skill level for differentiated instruction.

### ***Evaluator's Assessment***

Overall, on Day 1, the Voyager presenter was very dynamic and engaging. She was well organized, and her discussion of topic was comprehensive. She answered Literacy Coaches questions effectively and kept them on track in their discussion. Her comments and examples were specific and explicit. Her use of interactive activities kept participants engaged. That RFI state director was actively involved in discussions, interjecting information and answering questions as well.

On Day 3, the hands-on exercise using DIBELS data seemed especially valuable to the Coaches. The exercise provided them with a concrete activity, which both raised and answered a number of questions about the specific DIBELS subtests at each grade level. The lecture-style presentation format was somewhat less effective and was sometimes vague. Nonetheless, the participants were engaged, asked many questions, and participated in lively discussions. Literacy Coaches had questions about data entry, but the presenters deferred answering them until a future session when the group would work directly with the database on computers. The Literacy Coaches were frustrated by the lack of responsiveness on this issue.

### **Teacher Graduate Course**

DC RFI offered a graduate-level course for teachers, entitled, “Scientifically-Based Early Reading Instruction: Closing the Literacy Gap for Struggling Readers.” The course met for a full Saturday (8:30 a.m. – 4:00 p.m.) once a month for 6 months during SY 2006-2007. The purpose of the course was to improve teachers’ understanding of the five components of SBRR early reading instruction, and how to utilize these concepts in their classrooms. Each of the six sessions covered a different topic: (1) Assessments; (2) Creating Literacy Environments; (3) Core Reading: Differentiated Instruction; (4) Phonological Awareness; (5) Vocabulary; and (6) Comprehension/Fluency. Training

was generally provided by external consultants, rather than the Literacy Coaches, and included lecture-style presentations as well as discussions.

Because 92 teachers signed up for the course, teachers were divided into two groups and two sections of the course were offered. Course I met for six months from September to March, while Course II had only 5 meetings due to scheduling issues. Course II did not include the session on Creating Literacy Environments. As part of each class session, teachers were given homework assignments, in which they were asked to apply the concepts learned in the training session in their own classroom and write about their experience. The DC RF State Director collected and graded all assignments, and provided written feedback to teachers on their work. Teachers who attended the course over the entire seven months and completed all practicum assignments were awarded graduate credit, which was intended as an incentive to attend the sessions since teachers were not paid for their time.

### ***Content***

An evaluator attended the Course I class session held in November 2007 on “Core Reading: Differentiated Instruction”. Approximately 51 teachers were in attendance. The session was divided by grade level, with two Literacy Coaches leading each grade-level group. The meeting took place in a large school cafeteria, with each corner designated for a different grade level. The Coaches had set up each corner as a classroom for the designated grade, including posters, word walls, daily schedule, etc. At each grade level, sessions involved demonstrations and modeling of specific techniques, such as organizing small group instruction, using “portable centers” for use in classrooms with limited space, and phoneme blending and segmentation instruction during a read aloud. Sessions were interactive, with teachers sharing ideas for instructional activities for students of varied skill levels, role-playing as students, and asking for guidance about covering all the material within the prescribed timeframes for the reading block.

### ***Evaluator’s Assessment***

Literacy Coaches were very well prepared for the sessions and had clearly put a great deal of effort into their visual aides and “classroom” set up. Their instructional approach with teachers was extremely effective. The Coaches presented information clearly, were dynamic in their presentation style, and kept teaches engaged. Literacy Coaches offered teachers specific, concrete instructional strategies for use in the classroom. They modeled instruction as if they were actually teaching a class, an approach that teachers reported to be particularly useful. Teachers were actively involved in the session, taking notes, asking questions of Literacy Coaches and fellow participants, answering instructors’ questions, and participating in role playing. Given the highly interactive nature of the session, having the four grade-level groups in the same room was somewhat loud and distracting. Despite the space limitation, the quality of the session was very high.

Teachers interviewed during site visits who had attended the Teacher Course training sessions had positive reports on the quality of the professional development, and found the information provided to be useful. In addition to the professional development content provided, they also found it helpful to interact with other RF teachers and to hear about best practices used in the classroom. Teachers interviewed during site visits also said they would benefit from additional modeling of instructional methods.

While the quality of the professional development was generally strong, the biggest drawback of the Teacher Course was that more teachers did not attend. According to the Teacher Survey, only 32% of teachers reported attending the course.

### **Principal Leadership Academy**

The Principal Leadership Academy was held by DC RFI four times during SY 2006-07, on weekday afternoons for four and a half hours. Topics of the sessions included how to be a leader in a Reading First school, how to monitor the implementation of RF requirements in the school, the basic components of SBRR in early reading instruction, and how to use assessment data in instructional improvement. Principal Academies were led mostly by national consultants from various organizations. The sessions were well attended.

Evaluators attended the Principal Leadership Academy held on November 17, 2006. It was held in a large auditorium at a professional development center. Approximately 50 principals and Literacy Coaches attended. In addition, DC RFI administrative staff, including the State Director, the Reading Coordinator, and the DC LEA Coordinator, was in attendance. The Academy focused on student assessments and school leadership for effective Reading First implementation.

The State Director opened the meeting by discussing what the monitors look for when they visit classrooms to document the level of implementation. In addition, she acknowledged a principal in the group that received a Principal Leadership Award from the Washington Post and had a school that made great improvements in student achievement. Also, a consultant from the Voyager Intervention was available to answer questions, as SY 2006-2007 was the first year that the intervention was being used in DC Reading First schools.

There were three presentations after lunch. Abt Associates gave a brief overview of the evaluation of DC RFI and presented major results from the SY 2005-2006 DIBELS and DC CAS assessments. A representative from the Eastern Regional Reading First Technical Assistance Center (ERFFTAC) also presented DIBELS student achievement data. Data were presented on student performance in the fall and spring. Findings indicated that students in the earlier grades were making some progress over the year, as gauged by DIBELS grade-level benchmarks; however, students in later grades lost ground over the school year compared to benchmarks. The ERFFTAC presenter discussed specific areas of the instructional approach that principals and coaches might consider changing in response, such as using assessment data to inform instruction for individual students, using smaller group sizes with students at the “intensive” or “at risk” level, and evaluating students in-class performance as well as assessment results to identify the source of difficulties. Participants were engaged in the presentation despite the focus on complex information. Principals expressed interest in following up with the ERFFTAC representative after the Academy to get additional information.

A principal from a successful Reading First school in Florida was the third presenter. He discussed his experience as a principal in a Reading First school and shared strategies he used to improve student achievement at his school. He offered concrete, specific suggestions, such as using paraprofessionals to teach small groups and using the prior year’s assessment data to prepare for the subsequent school year. Attendees appeared to be engaged in the discussion and interested in the content. Much of the information that was shared offered principals techniques to use in their own schools.



## **Literacy Institute**

The fourth annual DC Reading First Literacy Institute was conducted on March 24, 2007, at McKinley Technology High School, a modern, spacious, attractive facility in Washington, DC. The Institute began at 8:45 a.m. (after a continental breakfast and registration) with a general session consisting of a welcome by the DC RFI State Director, greetings by officials of DCPS, and opening remarks by Patricia Harris (Presiding Officer) and Gloria Benjamin (Assistant Superintendent of Academic Services). The rest of the day was organized into four rounds of breakout sessions, with each 1.5-hour round featuring 10-11 separate topical sessions. The first two rounds included extended 3-hour workshop sessions addressing differentiated activities focused on each K-3 grade level, as well as across grade levels, using particular Reading First reading programs. Some of the topics were repeated in the breakout rounds, allowing participants multiple opportunities to attend their high-priority sessions. The day was adjourned at 4 p.m.

### ***Content***

A large number of topics were covered in the breakout sessions. An emphasis of the conference was on differentiated instruction with seven topics focused on this theme across different grade levels, use of particular Reading First reading programs, and diverse learners. Some of these sessions were extended across two sessions, while others were repeated. Ten topics (some presented in two repeated sessions) focused on specific reading component skills (e.g., phonemic awareness, decoding, fluency, vocabulary, comprehension) across grade levels; theories and research behind reading skills development in young children; and the use of specific Reading First reading programs.

Eight topics (some repeated in two sessions) focused on a wide range of pedagogical strategies such as: using manipulatives to enhance phonological awareness, learning vocabulary through discussion, writing activities for the K-3 classroom, lesson planning using the DCPS standards, making the most use of the classroom library, and strategies for a well-managed classroom.

Other topics addressed in sessions included instructional leadership, Literacy Coaches and teachers working together, and the use of DIBELS assessment results for lesson planning and differentiated instruction.

In addition to the rich array of breakout sessions, the participants were provided with a continental breakfast and lunch. These meal functions not only provided convenient meals for the participants, but also opportunities for Institute participants to network and share information, which appeared to be taking place.

### ***Evaluator's Assessment***

**The Institute was well organized, overall, but can be improved with a few logistical changes.**

This Institute was the product of a tremendous amount of planning, preparation, and coordination work by the DC RFI staff (3 persons) and the Literacy Coaches over many months. In terms of the meeting structure, organization, scheduling of sessions, the caliber of invited speakers, the preparatory efforts yielded generally good-quality results. Starting with a continental breakfast and efficiently run attendee registration; through four rounds of breakout sessions with many topic areas for participants to choose, repeated to allow participants multiple opportunities to attend their high-

priority topic sessions; inviting lunch; and pleasant, spacious meeting rooms with clear signage, all contributed to the overall success of the conduct of the Institute.

Some changes to the schedule for session breaks and lunch may be considered for future logistical improvements. Sessions were scheduled so that the next session directly followed the preceding one. It would have been helpful to have 10-15 minutes between each session to provide transition time for both presenters and attendees. Some sessions began late because the presenters could not set up the rooms in advance. Attendees also sometimes arrived late because they were coming from other sessions. The lunch schedule might be improved as well. With the day set up to have four 90-minute sessions, half of the attendees were intended to use the second session as their lunch break, while the other half used the third session. As a result, lunch was unnecessarily long, and teachers could only attend three sessions, rather than four. Consequently, many of the sessions during breakouts two and three were not well attended (or were not attended at all) because half of the attendees were at lunch. One option to address this issue would be to split the second breakout session into two parts (2a and 2b) with each part 45 minutes in length. The same sessions could be offered twice in a row so that all participants would have an opportunity to attend a high-priority session of their choice and enjoy a lunch break. Less complex topics that fit well within 45 minutes could be planned for these times.

**The quality of the breakout sessions and presenters varied widely.** Three members of the external evaluator team attended the general session of the Institute as well as a combined total of 14 breakout sessions. The content and presentation across sessions were of mixed quality. Overall, the sessions led by RF Literacy Coaches tended to provide substantive support that was directly relevant to teachers' needs. The sessions led by outside providers were more general in nature.

A strength of the Institute was the focus on differentiated instruction, which was addressed from a variety of approaches across multiple sessions. A particular highlight was the differentiated instruction sessions conducted for an extended 3-hour time period. These sessions allowed for in-depth, systematic training on how to use the specific reading component skills in a simulated classroom setting. Differentiated instruction sessions were mostly conducted by RF Literacy Coaches, a good utilization of the local expertise provided by the RF program. The Literacy Coaches tended to provide much more substantial treatment of the targeted topic than external consultants, as well as information and materials that could be transferred to classroom use by the attending teachers. For these sessions, the Literacy Coaches often encouraged feedback from the participants, who shared successes and challenges from their own classrooms. The participant comments created an interactive, collegial environment and contributed to the substance of the sessions. It was apparent that the Literacy Coaches who had been asked to lead these sessions understood well the needs of RF teachers to improve their instruction and prepared the materials and discussion and materials to be closely aligned with those teachers' needs.

The content of the breakout sessions presented by outside consultants or publishers, on the other hand, tended to be of a more general nature. Materials distributed by presenters tended to be attractive, highly polished publisher-provided materials. However, the content of presentations often involved general overviews of the reading program or the component reading skill that was the focus of the session (e.g., vocabulary, fluency). In addition, some of these sessions focused solely on the use of particular materials for purchase. These overviews tended to lack in-depth treatment of the targeted topic, and hence, substantive knowledge and/or pedagogic strategies that teachers could readily apply to their classroom instruction.

Finally, several sessions provided research findings as the foundation for their presentations. However, presenters often did not provide a link between the research and the specific practices they suggested teachers should use in the classroom. It was often unclear if there was any relationship between the cited research and the recommended strategies. In effect, the sporadic research references did not reinforce the suggested practices and made the presentations less coherent and compelling overall. It would have been helpful for participants to have a better integration of the 'how' and the 'why' of research and practice. An exception to this was the LETRS training, conducted by RF Literacy Coaches, where information on research and practice was well integrated. For all sessions, presenters might be encouraged to focus on the substance for discussion and not become too mired in process details.

**Efforts to boost future attendance rates would increase the overall cost-effectiveness and impact of this activity.** Attendance at the Literacy Institute was adequate, but not as high as DC RFI would have liked. In response to feedback from teachers and Literacy Coaches in the previous year, DC RFI made several changes to the scheduling for the SY 2006-07 Institute in an effort to increase attendance. First, DC RFI reduced the Institute from two days to just one day. Second, they held the Institute on a Saturday in March, while school was still in session, rather than on weekdays in June just after the end of the school year. Nonetheless, the attendance rate in SY 2006-2007 was unchanged from the prior year.

## Teachers in Reading First Schools

The Teacher Survey served as the primary source of information about teachers' educational and professional backgrounds, the professional development sessions they attended through the Reading First Initiative, the support they received from Literacy Coaches, and their view of their own teaching success. The survey was intended for all teachers of Kindergarten through grade 3 in DC Reading First Schools. This population includes approximately 300 teachers in the 38 DC elementary schools participating in Reading First. Evaluators introduced the Teacher Survey to Literacy Coaches in a training session in late April 2007. The Coaches in each school were responsible for distributing the survey to teachers, as well as for collecting and returning the completed surveys to Abt Associates. Literacy Coaches were not allowed to view any teachers' responses to the survey, as they were submitted in sealed envelopes. All responses were kept confidential. Coaches administered the Teacher Survey between April 23, 2007 and June 15, 2007. A total of 224 completed teacher surveys were received (75% response rate). Surveys were received from 33 of the 38 Reading First schools (87% of schools).

On average, teachers had been teaching for 12.4 years (S.D. =10.4 years), although 25% of the teachers had been teaching for three or fewer years. Teachers in Reading First schools had been teaching reading for an average of 11.6 years (S.D.=10.3 years), had been teaching in grades K-3 for an average of 9.6 years (S.D.=9.4 years), and had been teaching in their current school for an average of 6.6 years (S.D. =7.6 years).

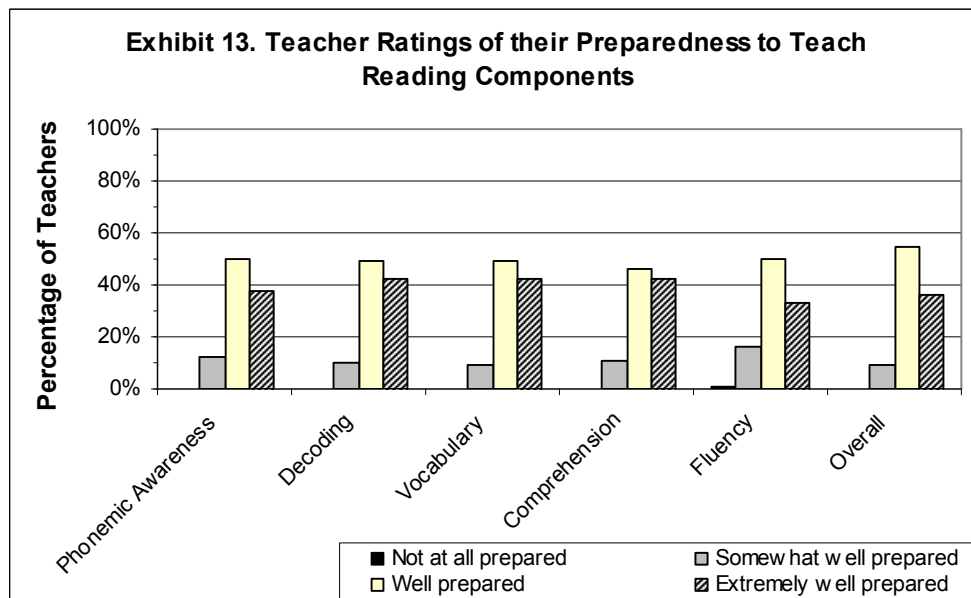
Exhibit 12 provides information about teaching certification and education among Reading First teachers. The majority of the teachers (69%) reported having a regular or standard state certificate or advanced professional certificate. Sixteen percent indicated that they had another type of teaching certificate, such as a provisional certificate, temporary certificate, waiver or emergency certificate. The majority of teachers had teaching certification in elementary education (54%), while 24% were

certified in early childhood education. Fifteen percent of the teachers do not have any certifications in the District of Columbia. For 45% of RF teachers in DC, their highest level of education was a masters degree; for 52% of teachers, their highest degree was a bachelors degree.

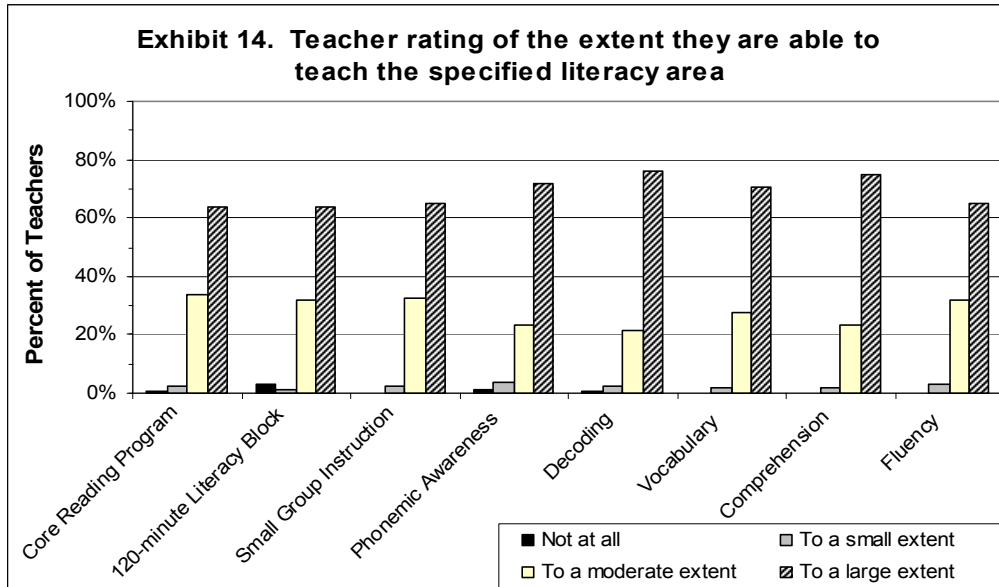
### Exhibit 12. Teacher Certification and Education

	Percentage of Teachers
<b>Certification Status</b>	
Regular or standard state certificate or advanced professional certificate	69%
Other type of certificate (e.g., provisional, temporary, waiver, emergency)	16%
No certification	15%
<b>Area of Certification</b>	
Elementary Education	54%
Early Childhood Education	24%
Reading	2%
Special Education	6%
Bilingual Education	7%
Other	3%
<b>Education (Highest degree as of January 2007)</b>	
Bachelors Degree	52%
Masters Degree	45%
Doctorate	1%

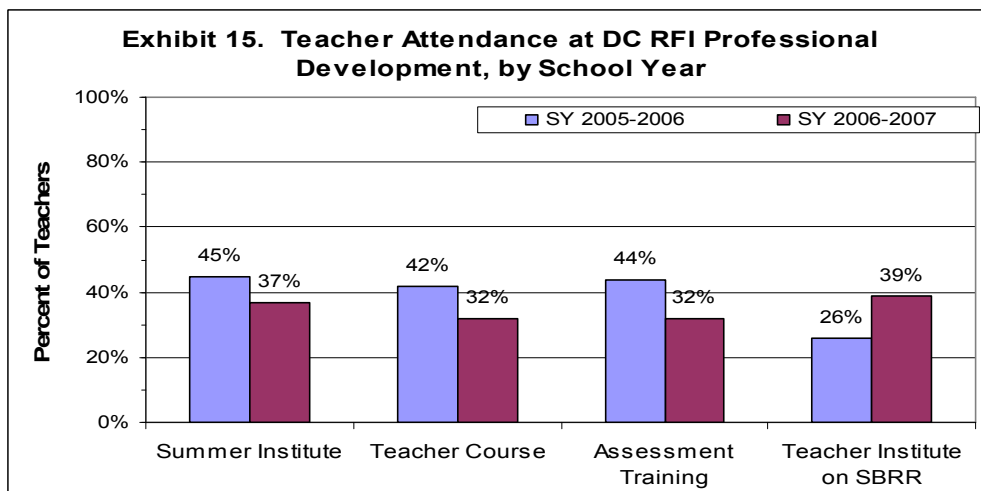
On average, teachers reported feeling well prepared to teach the five components of elementary reading. Teachers rated their preparedness to teach each component (phonemic awareness, decoding, vocabulary, comprehension, and fluency) as well as their overall preparedness to teach reading on a scale from 1 to 4, where “1” indicates that they feel “not at all prepared”; “2” is “somewhat well prepared”; “3” is “well prepared”; and “4” is “extremely well prepared.” For each component and overall, teachers’ average rating was 3.3, with a standard deviation of .6 to .7. Teachers ratings are quite consistent across each of the reading components.



When asked to rate the extent to which they were able to teach the components of reading, as well as implement other aspects of Reading First, such as the core reading program and the 120-minute literacy block, teachers overwhelmingly reported that they were able to do so to a large extent. Teachers rated items on a scale from 1 to 4, with 1="not at all"; 2="to a small extent"; 3="to a moderate extent; and 4="to a large extent". Exhibit 14 shows teachers' ratings of their actual literacy teaching. Apparently teachers that felt only somewhat well prepared to teach believed that, in practice, they were able to teach literacy to a large extent. In other words, teachers felt to a large extent that they had the resources, support, and skills to teach literacy.



On the Teacher Survey, teachers reported their attendance at professional development sessions offered through the D.C. Reading First Initiative (see Exhibit 15). Attendance at training sessions offered outside school hours were attended by approximately one-third of teachers in SY 2006-2007, which was down from more than 40% for most sessions in SY 2005-2006. Sessions occur outside of school hours, attendance is not required, and no compensation for attendance is available; consequently, attendance rates are not particularly high. Offering teachers some incentive for attendance might increase the attendance rate at professional development sessions.



On the Teacher Survey, teachers evaluated the support for reading instruction provided by the Literacy Coaches. Results from this portion of the questionnaire are reported below in the section on *Teachers' Assessment of Support from Literacy Coaches*.

## **Role of Literacy Coaches**

Each Reading First school has its own Literacy Coach, to lead and coordinate all RF activities in the school. The Coach's main responsibility is to provide ongoing, in-school professional development to K-3 teachers. They are intended to do this through regular grade-level meetings, group training sessions or workshops, demonstrations, and one-on-one coaching. At the beginning of each school year, DC RFI provides the Literacy Coaches with a list of topics to cover with their teachers during each month of the school year. Coaches also provide professional development to teachers during the Literacy Institute, where they share scientifically-based reading research (SBRR) teaching methods they have learned through LETRS training. Coaches are intended to observe classrooms frequently and provide ongoing feedback to teachers on their teaching methods, their fidelity to the RF initiative, and their creation of a print-rich environment in the classroom. Coaches in DC RF schools are required to conduct a two-hour observation of each RF classroom once each year and provide written feedback to the DCPS LEA Reading Coordinator, in addition to the shorter, less formal observations they are expected to conduct on a regular basis.

Coaches have many responsibilities beyond staff development. They must create and lead an Assessment Team and a Literacy Team in each school, to help administer testing and guide the RF process. They must administer DIBELS testing three times each year, enter student test scores into the DIBELS database, share the results with teachers, and guide teachers in how to interpret and use results to inform teaching. They also administer the Texas Primary Reading Inventory (TPRI), an individually administered assessment used as a diagnostic tool for at-risk students receiving the Voyager intervention. Coaches are responsible for coordinating the Voyager intervention and in some cases they administer the Voyager progress monitoring assessments that are required every two weeks. In addition to Voyager, Coaches support teachers' implementation of the Steck Vaughn Elements of Reading vocabulary intervention, which newly introduced in SY 2006-2007. They are responsible for distributing RF materials to classrooms and making sure teachers know how to use them effectively. Finally, each LEA must submit a monthly report to DC RFI describing the work they have completed that month; Literacy Coaches at charter schools submit their reports directly to DC RFI administrative staff, while Literacy Coaches in DCPS RF schools submit reports to the DCPS LEA Coordinator, who compiles the information into a report for DC RFI.

As part of the monthly report, Literacy Coaches provide information on the staff development activities they have conducted in their schools. For SY 2006-2007, the format of the monthly report was redesigned in an effort to document more consistent information and more detail about the professional development activities that Coaches provided to teachers. The previous form asked Coaches for a narrative account of their activities; however, because the quality and amount of detail provided varied widely, the reports were not useful to the DC RFI State Director. The new form uses checkboxes, in addition to narrative accounts, to make it easier for Literacy Coaches to provide complete information, and is more directly linked to the staff development requirements given to Literacy Coaches by DC RFI.

## Summary of Findings from Literacy Coach Monthly Reports

Reports of the professional development activities that Literacy Coaches provided to teachers in November 2006 were examined as representative of a typical month during SY 2006-2007. In their reports, Coaches document: the number of hours they spent on professional development in a given month; the training formats used in a given month (e.g., one-on-one coaching; in-class demonstrations; workshops; grade-level training); and the specific topics that Coaches covered during a given month.

For November 2006, 34 of the 38 Literacy Coaches (89%) submitted a monthly report, and 29 Coaches (76%) reported the total number hours spent on professional development. The total number of hours spent on professional development ranged from 4 hours to 78 hours. **On average, Coaches provided 32 hours of professional development during the month.** Training was provided in four formats: individual coaching involved one-on-one interactions between the Literacy Coach and a teacher; demonstrations involved in-class modeling of instructional practice by the Literacy Coach; workshops involved training in a group setting; and grade-level training involved regular meetings with teachers in the school that taught the same grade. All but three of the Literacy Coaches reported spending many more hours on individual coaching than any on any other training format; the other three Coaches spent more time conducting workshop training than coaching. On average, Literacy Coaches spent 17.5 hours per month coaching individual teachers, and approximately 6 hours providing classroom demonstrations, 5 hours conducting workshops, and 4 hours in grade-level training meetings.

In addition to indicating the professional development formats used, the monthly report form asked Literacy Coaches to indicate the topics that they covered. Professional Development topics were divided into six areas: general literacy instruction; core reading program training; Voyager Passport intervention; supplemental materials training; assessment training; and the LETRS program. In their reports, some Coaches indicated the frequency of sessions on specific topics, as well as the number of attendees; however, other Coaches simply indicated that they covered a topic during the month, without providing the additional information. Consequently, we can only draw conclusions about whether or not particular professional development topics were covered during the month and not about the dosage of training on a particular topic.

Literacy Coaches relied most heavily on individual coaching to cover most topics, particularly core reading training and general literacy instruction topics (including the five components of reading, the language arts block, creating a print rich environment, classroom management, and positive behavior). However, supplemental materials training, such as using magnetic letters & dry erase boards, was covered during grade-level training sessions as frequently as during individual coaching. LETRS training was presented primarily in workshops.

Exhibit 16 shows the percentage of professional development activities within each broad content area. Of the topics that Literacy Coaches covered, the largest portion (43%) focused on the core reading program, followed by general literacy instruction (26%). Professional development activities focused least on Voyager Passport (4% of the topics covered) and the LETRS program (6% of the topics covered).

**Exhibit 16. Professional Development Activities in November 2006, by Content Area**

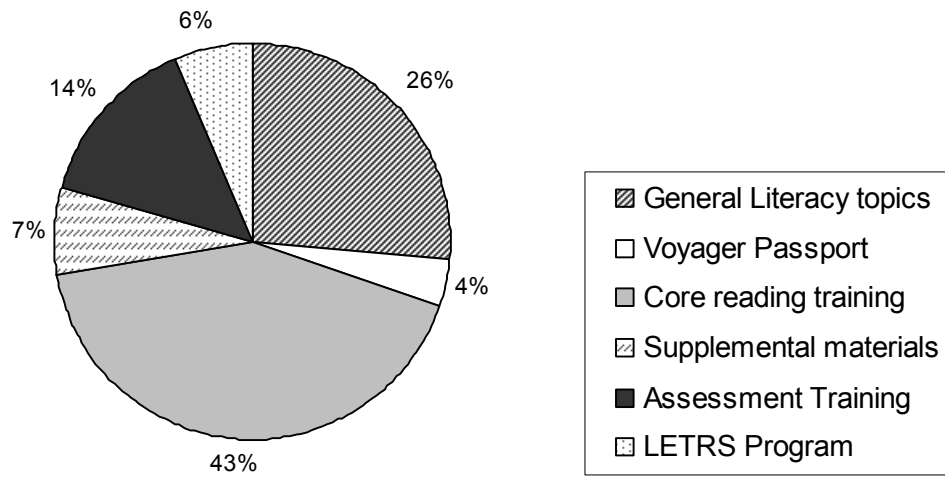
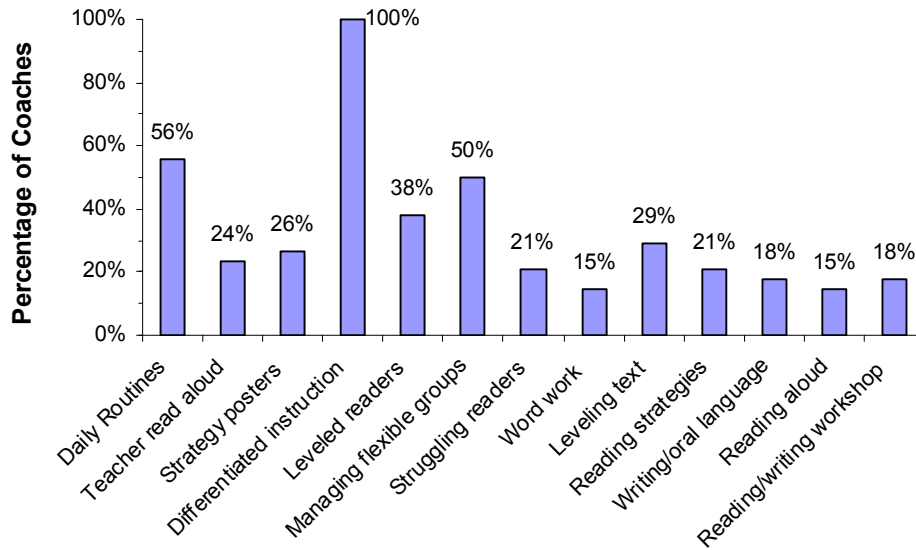


Exhibit 17 shows the percentage of Literacy Coaches that provided professional development to teachers on each of the topics related to the school’s core reading program (i.e., each school used one of three core reading programs: Houghton Mifflin, Harcourt, or Open Court). All the Coaches provided training about small group differentiated instruction, while approximately half offered support for managing flexible groups and daily routines. Nearly 40% coached the teachers on using leveled readers. Fifteen percent to 29% of Literacy Coaches offered training on the other core reading topics, with the fewest Coaches covering word work and reading aloud.

**Exhibit 17. Percentage of Coaches that Cover Specified Core Reading Topic**



Approximately half the Literacy Coaches provided one-on-one mentoring to teachers on topics of general literacy instruction, which are not specific to any one core reading program. These topics



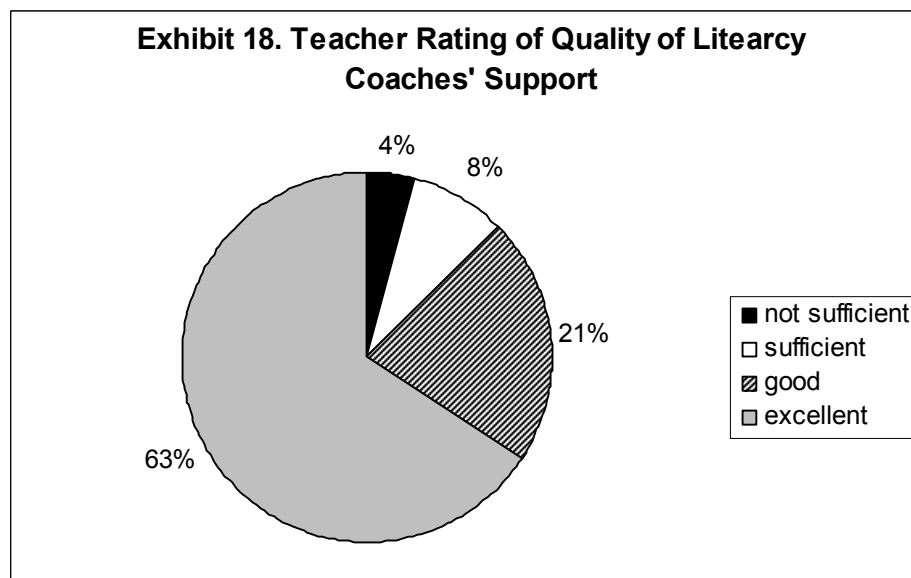
included components of the 120-minute language arts block, creating a print-rich environment using centers, and positive behavior strategies. Sixty percent of Coaches discussed classroom management with teachers, and approximately 40% covered the five components of early reading instruction and using classroom libraries.

Voyager intervention training was provided to teachers by almost half of the Literacy Coaches, and refresher training was provided by approximately 25% of Coaches.

Topics in the other content areas – supplemental materials and assessment – were covered by a somewhat small percentage of Literacy Coaches. Fewer than 12% of Literacy Coaches provided training on using supplemental materials related to vocabulary, comprehension, and guided reading; however, 24% of Coaches offered grade-level training on using magnetic letters, dry erase boards, letter cubes, and other such materials. In training about assessment, Literacy Coaches most frequently covered the following topics: 24% coached teachers on using DIBELS data to form small instructional groups; 21% coached teachers on using DIBELS for progress monitoring; and 18% provided coaching on analyzing and using Fall DIBELS assessments to plan instruction. Training on other assessment topics, such as using DIBELS as a screening measure, using Voyager the V-port data system, using core reading programs effectively, and using winter and spring DIBELS assessments to plan instruction were, were each offered by only 3% to 9% of Literacy Coaches.

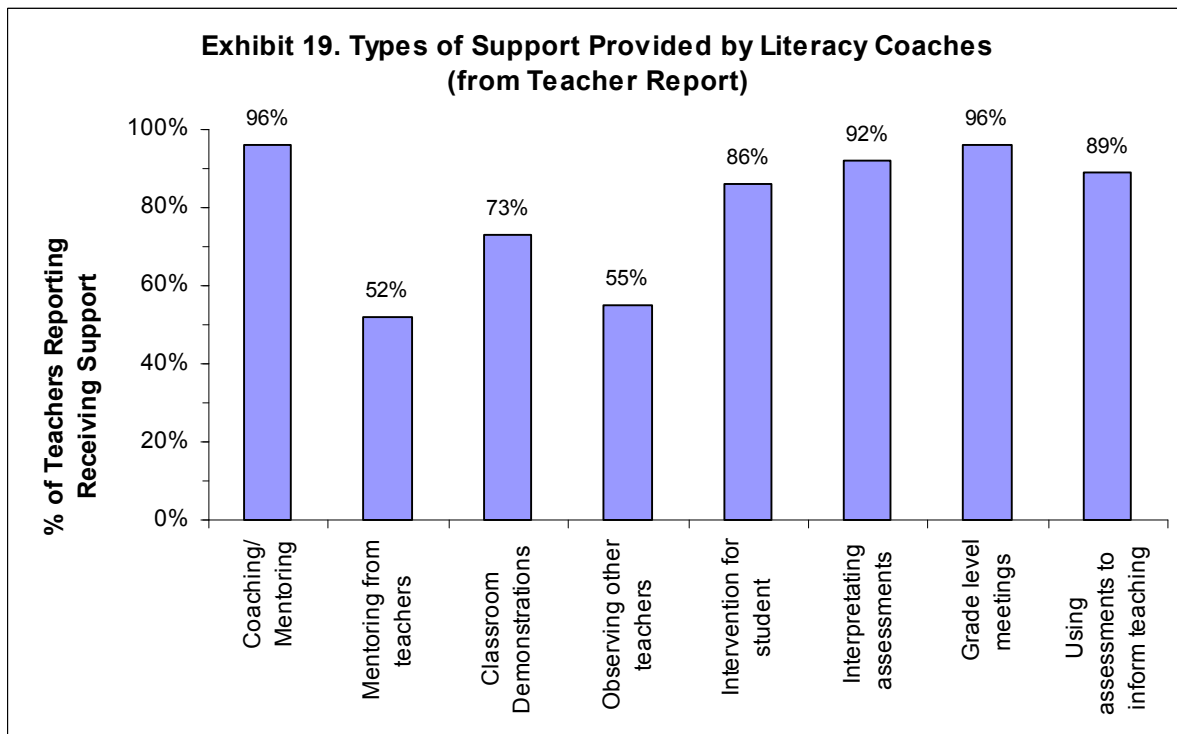
#### Teachers' Assessment of Support from Literacy Coaches

Most of the 224 teachers that completed Teacher Survey (63%) reported receiving excellent overall support from Literacy Coaches; 21% rated Coaches' support as "good", while 8% indicated that the support was "sufficient" (See Exhibit 18). A small percentage of teachers (4%) reported that the assistance provided by Literacy Coaches was "not sufficient".



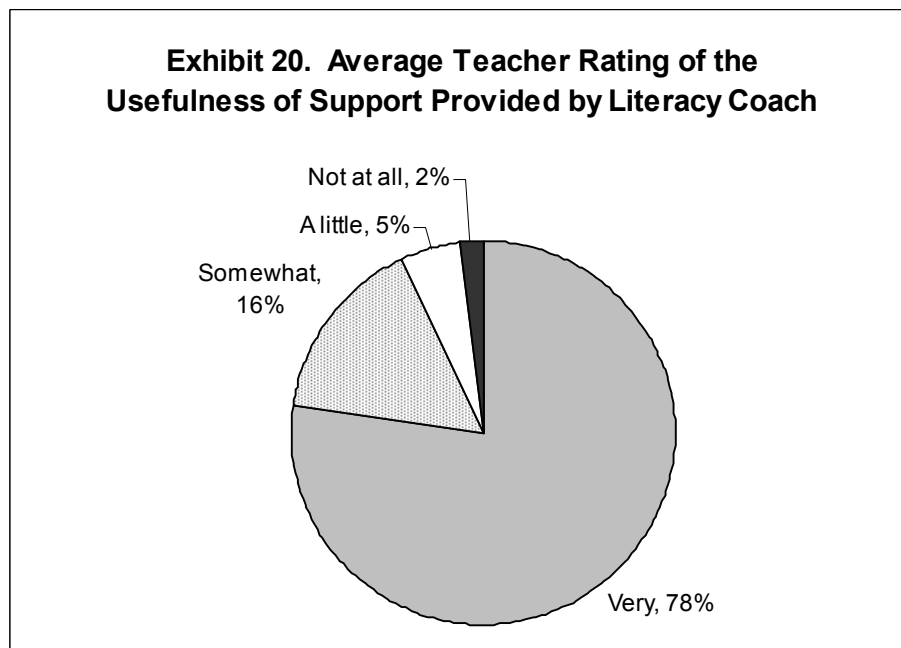
Teachers responses regarding the amount of time that Literacy Coaches were available were similar to their ratings of quality, although slightly less favorable. Fifty-two percent of teachers rated the amount of time coaches were available as "excellent"; 27% of teachers marked "good", 12% marked "sufficient", and 6% indicated that the amount of time available was not sufficient.

Nearly all teachers reported that Literacy Coaches provided support in numerous areas. Exhibit 19 shows the percentage of teachers that report receiving various types of support from Literacy Coaches. Approximately 90% or more teachers indicated that Literacy Coaches provided support through mentoring, grade-level meetings, assistance interpreting assessment data, and assistance using assessment data to inform teaching. In addition, 86% of teachers reported that the Literacy Coach or another specialist provided intervention service for individual students. Fewer teachers, although still 73%, reported that Literacy Coaches provided support through classroom demonstrations. Approximately half of the teachers reported that Coaches arranged for them to receive support from fellow teachers through mentoring or observing them teaching.



Teachers also rated the usefulness of the assistance provided by Literacy Coaches in each area. On average, 78% of teachers rated the specific types of support as “very useful”; 16% of teachers indicated that the support was “somewhat useful”; while 5% said “a little useful”, and 2% reported the support to be not at all useful (see Exhibit 20).

**Exhibit 20. Average Teacher Rating of the Usefulness of Support Provided by Literacy Coach**



Teachers' ratings of each specific type of support shown in Exhibit 19 were quite similar to the average profile. A somewhat higher percentage of teachers (84%) indicated that classroom demonstrations by Literacy Coaches were very useful, and 80% of teachers found one-on-one coaching and grade-level meetings very useful. A slightly lower percentage of teachers (75%) found Coaches arranging opportunities for support from other teachers, either through mentoring or observations, to be very useful.

### **Evaluator's Assessment**

**Coaches provide extremely useful staff development to teachers, but sometimes on an ad hoc basis.** Literacy Coaches provided a great deal of one-on-one coaching to teachers, and frequently observed classrooms and provided feedback. Coaches generally held weekly or monthly grade-level meeting with teachers to provide information to them. Literacy Coaches used these meetings to share information from their training sessions with the teachers, and to keep them informed about RF requirements, techniques, materials, and upcoming professional development opportunities.

While the grade-level meetings and individual coaching were clearly beneficial to teachers, it was less common for in-depth professional development to be provided in more formal training sessions at the school level. Most Literacy Coaches rarely conducted group training sessions or workshops. In addition, Coaches could have spent more time in classrooms modeling lessons for teachers. Coaches were not able to spend as much time with teachers as they would have liked, both because of their own busy schedules and because teachers had limited time available outside the classroom.

DC RFI utilized some of the Literacy Coaches as trainers at the Literacy Institute and the Teachers' Graduate Course. The Literacy Coaches shared their knowledge about effective ways of teaching the five components of reading, using the LETRS method in which they were trained. The Literacy Coaches were excellent presenters. They effectively explained key concepts to teachers, and gave suggestions of specific instructional methods to use in the classroom.

**The Coach's role is integral to effective implementation of Reading First.** The role of the Coach is key to the success of Reading First in DC. Literacy Coaches provided a great deal of guidance in the school, acted as a liaison between the school and the DC RFI office, and effectively made sure all testing was properly administered.

## **Monitoring of Reading First Implementation in Classrooms**

The monitoring of DC RFI through classroom visits was a critical component for documenting, supporting, and strengthening implementation in SY 2006-2007. The visits serve multiple functions: 1) To assess the fidelity of implementation of RF elements; 2) to provide feedback to individual teachers and principals; and 3) to provide feedback to the DC RF State Director for areas to strengthen in continuing professional training activities. This section describes:

- The training of the monitors;
- The monitoring visit process;
- Evaluator's assessment of the effectiveness of the monitoring process; and
- Results from the monitors' reports.

### **Monitor Training**

Monitors are responsible for visiting each RF school, observing RF teachers' classrooms and teaching practices, documenting the level of RF implementation using a structured rating protocol and narrative summary, and providing feedback about each teacher to the principal. DC RFI hired six individuals to serve as monitors in SY 2006-2007. They brought many years of experience in elementary education – as teachers, educational specialists, and/or principals. Each monitor was assigned to specialize in observing one of the K-3 grades.

Monitors received a full day of orientation and training in which DC RFI staff explained the purpose and process of the monitoring visits, key issues to focus on in classroom observations, and a protocol for reporting to the principals. The monitors were instructed to focus their observation and assessment on the following key elements:

- Compliance by teachers to the required 120-minute literacy block;
- Teacher's teaching the core reading program with fidelity;
- Room environment, with particular focus on print-rich environment;
- Presence of functioning/inviting library and reading area;
- Teacher's use of differentiated instruction;
- Evidence of using assessment data to inform instruction;
- Evidence and use of learning centers and assignment of students based on assessment data;
- Quality of student-teacher interaction; and
- Evidence of diagnostic (Texas Primary Reading Inventory) and intervention (Voyager Passport; Steck Vaughn Elements of Reading) programs in place.

## **Monitor Visit Process**

In SY 2006-07, DC RFI staff developed a schedule of monitoring visits such that every RF school was visited at least twice during October 2006 through May 2007. Of the 23 Cohort 1 schools, 7 schools received one visit and 16 received two visits, depending on the level of need for additional monitoring and feedback. Of the 15 Cohort 2 schools, 3 schools received one visit, 10 received two visits, and 2 received three visits.

Due to administrative issues with the DC Public Schools (not with DC RFI), the external monitors could not be hired for SY06-07 until January 2007. Therefore, the monitor visits in Fall 2006 were conducted by the DC RFI staff only.

On a monitoring visit date, four monitors and the DC RF State Director arrived at the school before the 120-minute literacy block began at 9 a.m. After an introduction and orientation to the school building and the school schedule, each monitor visited all RF teachers/classrooms of her assigned grade, spending 30-40 minutes per teacher. At the conclusion of the literacy block, each monitor spent about 30 minutes to review the monitoring assessment protocol and wrote a narrative summary of each teacher/classroom. Then, all monitors and the DC RF State Director convened in the principal's office to provide verbal feedback to the principal on the implementation of key elements of the RF intervention – for each grade in general, and for specific teachers, as needed. The reporting back process also provided an opportunity for the principal to ask questions and formulate plans for improvement. The monitoring visit generally concluded in mid-afternoon.

After a monitoring visit, the DC RF State Director wrote a narrative summary of all monitors' assessment notes and provided the summary to the principal. This summary report was provided to most of the Cohort 1 and 2 schools.

## **Evaluator's Assessment**

The monitoring visit is one of the most rigorous and effectively implemented components of the DC RFI. One of the strengths of this process rests upon the extremely well qualified monitors who are objective and highly committed to providing constructive feedback (positive and negative) in the most professional manner. Their "reporting back" to principals consisted of clear, objective statements, in relation to the core elements of RF, accompanied by specific recommendations for improvements. The substance of the feedback from the monitors; however, tended to be more heavily focused on the appearance and set-up of the room (existence of word wall, well organized library area, etc.) than on instruction. This emphasis is likely to be expected since the monitors are only able to spend 30 minutes in each classroom, and to spend more would be time/cost prohibitive.

Another commendable element of this process is the well-defined procedure. The State Director and the monitors follow the procedure efficiently with a clock-work precision, working around numerous unexpected schedule and personnel shifts that tend to arise in school settings. Conforming to the standardized procedure and the use of the same monitors across all schools also help to generate consistent feedback to all RF participants. In addition, the practice of all four monitors reporting back together is likely to increase the consistency of feedback across grade levels.

Given these areas of strength, one issue that could be improved in the monitoring visits next year is the format of "reporting back." The monitors provide a lot of specific, helpful information to the

principals and literacy coaches. This feedback may, at times, be overwhelming in its level of detail. The meticulous reporting, therefore, may be most useful in written form. Oral comments may be better focused on overall judgments, syntheses of observations, and large themes across classrooms. It is valuable for the principals and coaches to understand the structure of this overall assessment before they can make good sense and use of the information. Principals and literacy coaches can be reminded at the start of the meeting that in-depth, specific written reports will be provided to them so that they can focus on the discussion at hand rather than attempting to record all of the verbal comments.

Another issue that continues to need improvement is the extent to which the monitors complete all of the rating items included in the classroom observation protocol. Despite efforts to increase the completion rate, incomplete rating items continued to be an issue in SY 2006-2007. DC RFI staff, with input from the evaluator, revised and refined the monitor rating protocol to help limit the number of items left blank. In addition, the RF staff stressed to the monitors that all items should be rated. These items reflect in detail the types of teacher behavior and aspects of the classroom environment that are intended under the Reading First Initiative. However, possibly due to the large number of items to be rated and the limited amount of time for observing each classroom, monitors continued to leave many items blank. Although the monitors' verbal feedback to principals at the conclusion of the monitor visits is an excellent source of summary information for the DC RF State Director, the ratings on the specific observation items, if completed and analyzed systematically, could provide additional information about areas needing continuing professional development effort.

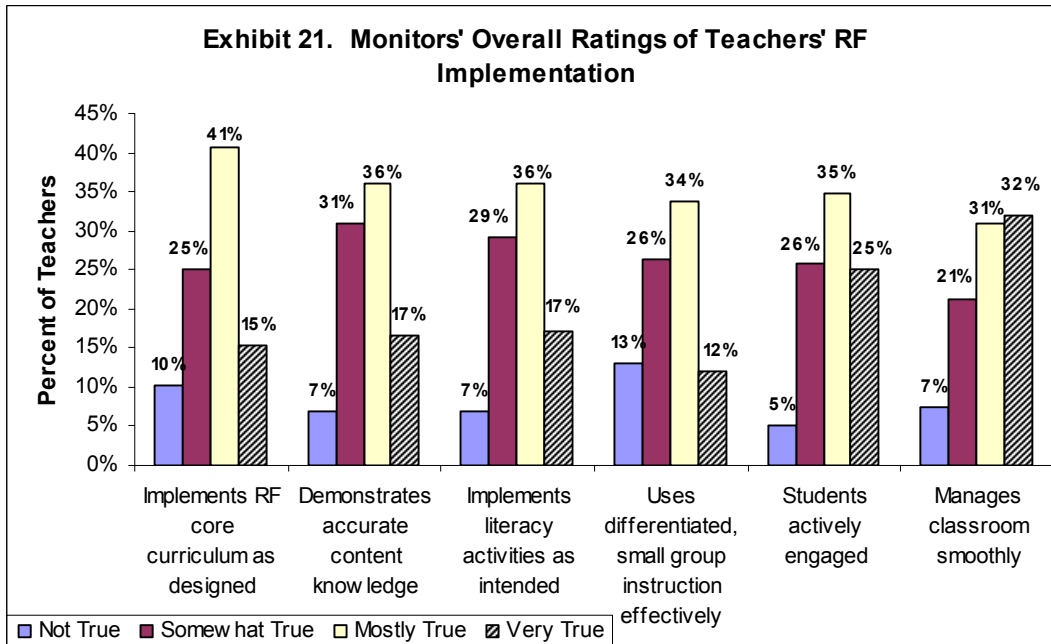
### **Summary of Monitor Report Results**

The schedule of monitoring visits was not consistent across schools; some schools received one visit, while others received three. In addition, the timing of first and last visits during the school year varied widely across schools. Consequently, we decided to select one monitor report per school from the middle of the school year, between January and March. In this way, we were able to take a snapshot of RF implementation in 175 classrooms within a narrow window during the school year.

Exhibit 21 shows monitors' overall ratings of teachers' implementation of several components of Reading First<sup>6</sup>. Observers rated six global statements describing full implementation of Reading First as "Not True", "Somewhat True", "Mostly True", or "Very True". Overall, ratings of teachers were quite high, with an average of 55% of teachers receiving "mostly true" or "very true" ratings. Teachers tended to get the highest (i.e., very true) ratings on items indicating that they manage classroom activities smoothly, with little disruptive behaviors by students, and that students are actively engaged in learning activities. Teachers tended to receive ratings of "somewhat true" and "mostly true" on items that focused more directly on Reading First literacy instruction per se, such as "The teacher demonstrates accurate content knowledge of the core reading skills," and "The teacher implements a series of literacy activities within the 120-minute language arts block as intended." Although most teachers tended to receive ratings of at least "somewhat true" or higher on all items, approximately 10% of the teachers rated received "Not True" on the statement, "The teacher uses differentiated, small group instruction format effectively," and on the statement, "The teacher implements the Reading First core curriculum as designed." Identifying the teachers that are struggling to implement Reading First and providing them with additional training and support is critical.

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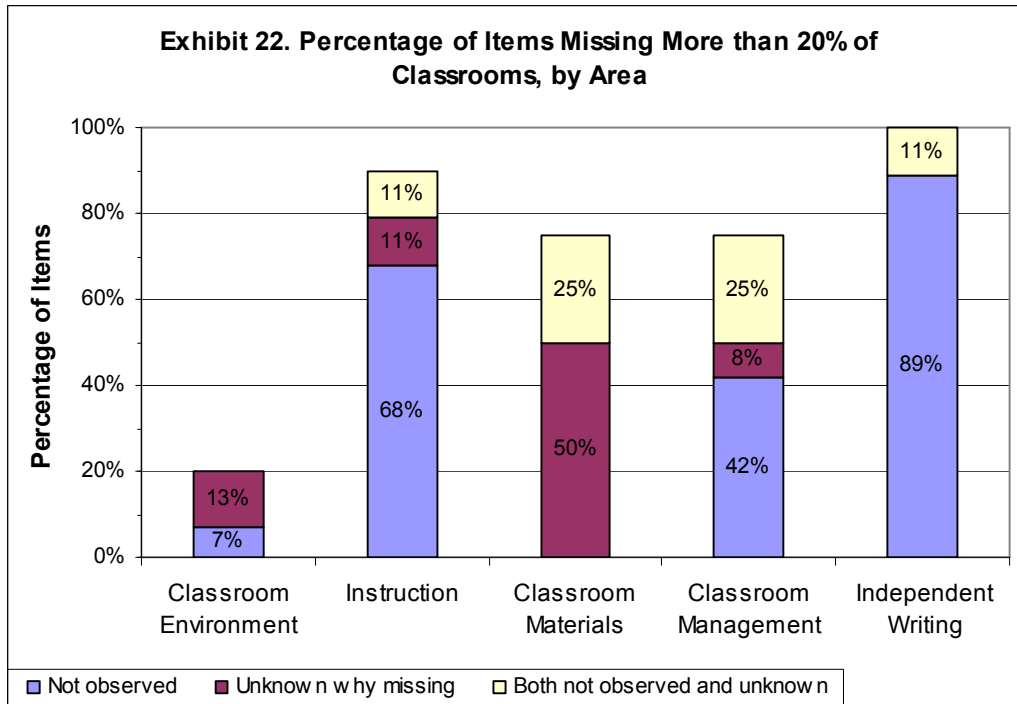
<sup>6</sup> Ratings of these six global statements were missing for 9% to 15% of teachers,



In addition to providing overall ratings of teachers' implementation of Reading First, monitors rated teachers in 5 areas, which included: (1) 15 items on the Classroom Environment; (2) 19 items on Instruction; (3) 4 items on Classroom Materials; (4) 12 items on Classroom Management; and (5) 9 items on Independent Writing. Each item was rated on a 4-point scale, in which 1="No evidence of implementation"; 2="Scant evidence of implementation and/or just beginning to implement"; 3="Partial/some or inconsistent evidence of implementation"; and 4="Fully implemented and/or sustained." The monitor report protocol also provided space for the monitor to indicate that the item *could not be rated* during the observation period. This category was frequently marked for many Instruction items, Classroom Management items, and Independent Writing items that were not observed during the monitoring visit.

In addition, many items were not rated for a large percentage of schools for unidentified reasons. There is wide variation across the items in the number of classrooms that were not rated, and the cause for the monitor not rating the item is unclear. In SY 2005-2006, the monitoring protocol form did not have a place to specify that the item had not been observed. Adding the "not observed" category did reduce, as intended, the number of items that were left blank; however, there were still a substantial number of items with missing data.

Exhibit 22 shows how much of the missing data occurs because the teaching practice, behavior, or other aspect of the classroom was not observed, as well as the percentage of items that were not rated for unknown reasons. In addition, some items were missing for 20% or more classrooms because in some classrooms the item was not observed, while in other classrooms the item was not rated for some other, unknown reason. As noted above, and illustrated in Exhibit 22, a majority of items on the Independent Writing scale (89%) and on the Instruction scale (68%) were not observed during the monitoring visit. In addition, 42% of Classroom Management items were not observed. On the Classroom Environment and Classroom Materials scale, the majority of items that were missing data in 20% or more classrooms were left blank for unknown reasons.



Because we cannot draw conclusions about teachers' implementation of Reading First from items that were left blank or were not observed, we will report findings in this report only for items rated in more than 80% of classrooms. Of the 15 items on Classroom Environment, 12 items were rated in more than 80% of classrooms. Missing data was much more pervasive on the other subscales of the monitoring instrument. Of the 19 Instruction items, only two items (11% of the items) were rated in more than 80% of classrooms. In the Classroom Materials area, one of the four items was rated in more than 80% of the classrooms. In the Classroom Management area, 3 out of 12 items (25%) were completed in more than 80% of classrooms. Finally, none of the 9 items on Independent Writing were completed in 80% of the classrooms. Other than items on the Classroom Environment, there were only six additional items on the monitoring instrument from which we can report results. We summarize monitor ratings of the classroom environment first and then the few ratings of instruction, classroom materials, and classroom management that were completed.

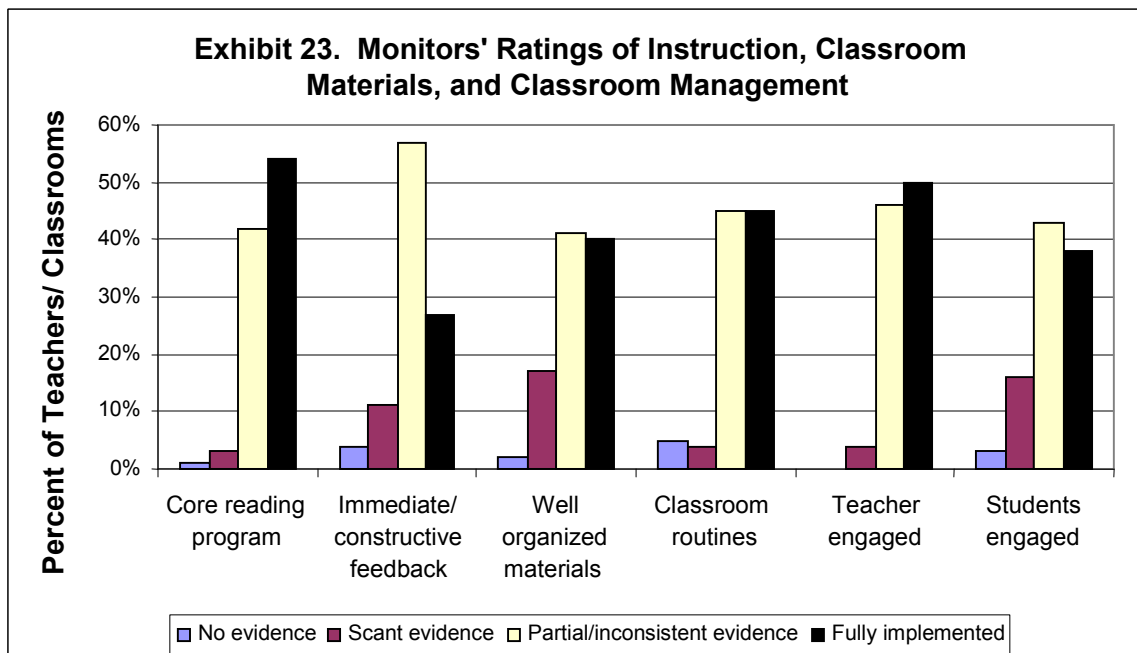
**Classroom Environment.** Some teachers create classroom environments in which Reading First is well implemented, while other teachers are still making progress on implementation. On average, 36% of teachers fully implement the elements of a Reading First classroom environment; 45% of teachers demonstrate partial implementation; 15% show scant evidence of implementation, and 5% show no evidence of implementation. The specific aspects of the classroom environment that were rated include: classroom has word walls; room arrangement allows for varied groupings; classroom is inviting; classroom environment supports instruction; variety of reading materials are accessible; student work is displayed; reading instruction materials are available; reading instruction materials are used; classroom has a reading area; theme boards are displayed; bulletin boards are student-centered; and clutter is minimal. More teachers than average fully implement appropriate room arrangement (49%), proper display of reading instruction materials (41%), and use of reading instruction materials (45%).



Several aspects of the classroom environment appear to be challenging for more teachers than average to implement as intended by Reading First. These items include: making a variety of reading materials accessible in the classroom and displaying current student work; for each item, only 25% of teachers were rated as fully implementing these environmental features of the classroom. One additional item, “Literacy centers are well organized and functional for independent or small groups,” was identified as a high priority issues for teachers to work on in more classrooms than for any other item (i.e., for 22 classrooms). This item was not rated in one third of the classrooms, so the ratings that were provided may not provide an accurate representation of Reading First classrooms. However, the classrooms that were rated had a comparatively lower than average level of implementation, with 33% of teachers demonstrating no evidence or scant evidence of implementation and only 16% of teachers demonstrating full implementation. Most teachers need additional support to make progress toward fully implementing the elements of a Reading First classroom environment.

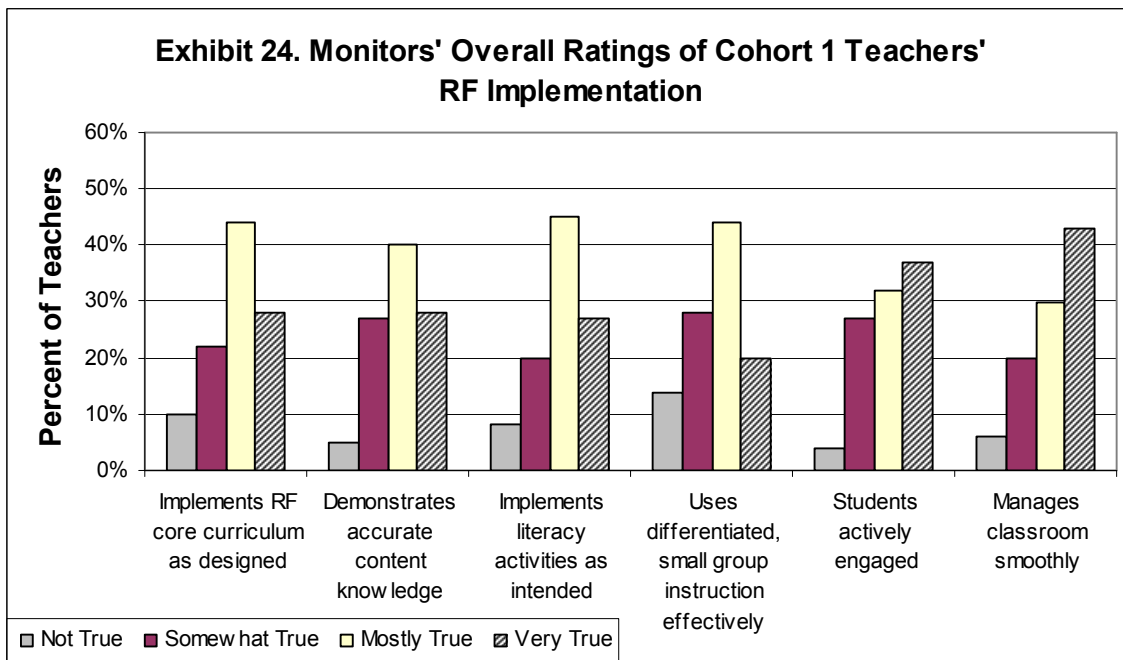
**Instruction, Classroom Materials, and Classroom Management.** There were six additional items that were rated in more than 80% of the classrooms. These items include two items on instruction, one item on classroom materials, and three items on classroom management. Exhibit 23 shows monitors’ ratings of the level of implementation on each of the items.

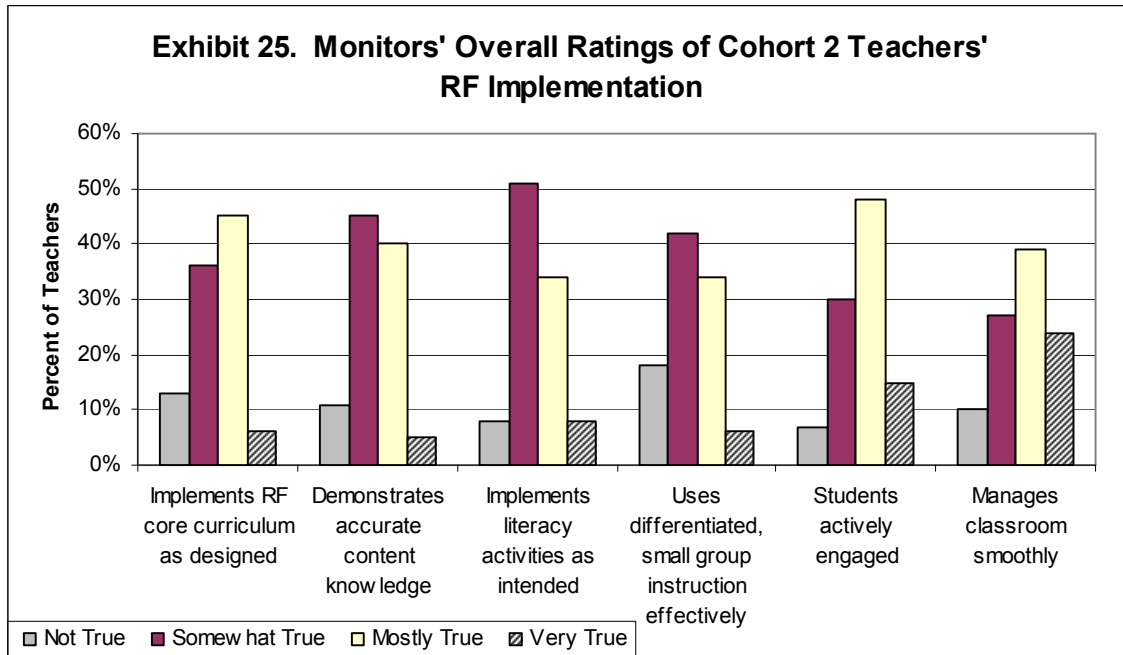
Many teachers demonstrate full implementation of these items, while some are still working on implementing them. Specifically, approximately half of the teachers rated were fully implementing the core reading program during the 120-minute language arts block without layering other programs and were actively engaged with students. Teachers appear to find it more challenging to provide students with immediate and constructive feedback, with only 27% of teachers fully implementing this instructional practice and 57% demonstrating partial or inconsistent evidence of this practice. Keeping students engaged in learning was a challenging aspect of classroom management for some teachers, with 19% of teachers showing little or no evidence of doing so. Keeping classroom materials well organized was also difficult for some teachers.



Results from the monitoring instrument indicate that the majority of teachers are still working to implement Reading First as intended. Although some teachers are fully implementing some components of Reading First, for many components, only one-third to one-half of teachers are doing so.

**Variation by Cohort.** The level of implementation documented in the monitoring instrument is notably higher in Cohort 1 than in Cohort 2. Given that Cohort 1 had one additional year of Reading First than Cohort 2 combined with the fact that Cohort 2 schools did not have Literacy Coaches in SY 2005-2006, the difference between the groups in the level of implementation is not surprising. However, it is important to note that the difference is quite pronounced. Exhibits 24 and 25 show monitors' ratings of global statements describing full implementation for teachers in Cohort 1 and teachers in Cohort 2. Statements describing full implementation are predominantly rated as "mostly true" when describing Cohort 1 teachers; however, the predominant rating of these same statements to describe teachers in Cohort 2 is "somewhat true". For example, consider the statement, "The teacher implements a series of literacy activities within the 120-minute language arts block as intended." For Cohort 1, the statement is rated as "very true" for 27% of teachers and "mostly true" for 45% of teachers. However, in Cohort 2, the statement is considered only "somewhat true" for 51% of teachers, and only 8% of teachers receive the "very true" rating.





## Voyager Passport Intervention

Each DC RF school has adopted one of the three core reading curricula, either the Houghton Mifflin, Harcourt, or Open Court Reading program. In addition, during their second year of RF implementation, all RF schools are expected to identify five students from each class with the lowest reading achievement scores and provide an intensive, supplemental reading instruction, using the Voyager Passport Reading Intervention System. The Voyager curriculum consists of four levels, each targeting the grade-appropriate reading components:

- Kindergarten – Word study and vocabulary/comprehension;
- First grade – Word study/comprehension and vocabulary/comprehension;
- Second grade – Word study/vocabulary/comprehension and fluency; and
- Third grade – Comprehension and vocabulary, fluency, and additional targeted word study.

Voyager Passport consists of explicit, systematic lessons that provide struggling students multiple opportunities for daily, guided literacy skills practice.

In SY 2006-2007, 30 DC RFI schools used the Voyager Passport intervention. The schools using the reading intervention system included all 18 DCPS schools and the one non-public school in Cohort 1 and all 10 DCPS schools and the one non-public school in Cohort 2. Cohort 2 schools began implementing the Passport intervention for the first time in SY 2006-2007; Cohort 1 schools began the intervention during the prior school year.

All students identified as reading below grade level (i.e., scoring at the 40<sup>th</sup> percentile or below on the DIBELS) in each class were expected to receive 30 minutes of Voyager each day, five days a week, throughout the school year. The Voyager developer provided DC RFI with staff training and implementation support during the school year. According to the Voyager developer, the

implementation of the intervention varied greatly across the schools in terms of when the intervention began and the regularity of the Voyager class schedule, and the instructional staff who conducted the Voyager instruction.

A total of 895 students in 19 Cohort 1 schools received Voyager instruction; there were 195 students in Kindergarten; 245 students in first grade; 200 students in second grade; and 255 students in third grade. In each school, 20 to 60 students received Voyager instruction, with 5 to 15 students per grade level receiving the intervention.

In 11 Cohort 2 schools, 334 students received the Voyager intervention – 82 students in Kindergarten; 86 students in first grade; 86 students in second grade; and 80 students in third grade. There were 12 to 38 students per school, with three to 10 students per grade, that received Voyager instruction.

## **Administration of Student Assessments**

All K-3 students in RF schools in DC are tested three times during the school year using Dynamic Indicators of Basic Early Literacy Skills (DIBELS), a standardized measure of early literacy development which is administered individually to each student. In SY 2006-07, the tests were administered in September, January and April/May. RF schools administer the full set of subtests recommended by DIBELS.

Each RF school is required to establish an Assessment Team of at least three school staff members to administer the DIBELS assessments. Staff members who typically assist the Literacy Coach in administering the tests include special education and ESL teachers, reading specialists, and other “resource” teachers. Literacy Coaches are responsible for entering the test scores into the DIBELS database, along with other data about the students, and for using the report function of the database to generate charts displaying the test results for each classroom. The Literacy Coaches share this information with each teacher and help the teacher interpret and use the test score data. Teachers are encouraged to use the information to determine any skills in which the class needs additional practice and to create small instructional groups based on skill level. DC RFI provided a training session, led by a national consultant, for all staff members involved in administering testing. Additional instruction on how to enter student data and test scores into the DIBELS database was included in the monthly Literacy Coach training sessions.

The annual assessment for all third grade students, used for reporting under the No Child Left Behind legislation, is the District of Columbia Comprehensive Assessment System (DC CAS). DC CAS was administered to all third grade students in April 2007. DCPS calculated and distributed the DC CAS test results.

### **Evaluator’s Assessment**

**Tests were administered as required.** It appears that all testing was administered as planned, including all three administrations of the DIBELS testing, and the Spring DC CAS assessment.

**DIBELS results were utilized by teachers.** Teachers used test results: to identify skills in which students needed more practice and instruction in the classroom; to group students by ability level for differentiated instruction and small group work; and a few teachers shared the scores with parents at parent-teacher meetings to show them how their child compared to the benchmark score and to the

rest of the class. According to the Teacher Survey, the majority of teachers received help from the Literacy Coach to interpret DIBELS results (92%) and to use assessment data to determine which skills needed additional practice and instruction (89%). More than three-quarters of teachers rated the assistance provided by Literacy Coaches to interpret and utilize DIBELS test data as very useful.

**The DIBELS database has improved every year, but still requires additional attention.** During the first year of the evaluation of DC RFI, Abt Associates found that the data entered into the DIBELS website were not always accurate or complete. Specifically, many students were missing student ID numbers, there were many duplicate records, some Literacy Coaches had entered test scores of zero to indicate missing data, and demographic data were not being collected. These limitations made it difficult to analyze the DIBELS data from SY 2004-05. In SY 2005-06 and SY 2006-2007, DC RFI and the Literacy Coaches made a concerted effort to correctly enter all DIBELS data into the database. As a result, the quality of the data has improved a great deal each year. However, improvements are still needed in order to ensure the best possible data. For example, one school was missing DIBELS test scores for all students in a grade from certain test administrations. It appears that the tests were given, but that the scores were not entered in the database. In addition, some duplicate records still exist and some student ID numbers and demographic data are still missing. While the quality of the data continues to improve each year, the limitations in the database mean that some student records must be dropped from the student outcome achievement analyses.

## VI. Conclusions

SY 2006-07 saw substantial progress in the implementation of DC RFI. During this year, the second cohort of RF schools received support from Literacy Coaches, a full array of high-quality professional development services was conducted throughout the year, and the collection and management of student achievement data was greatly improved. The program made important gains both in the implementation of the RF intervention as well as in evidence of student learning.

In terms of program implementation, the infrastructure (contents, materials, procedures) for the professional development services, monitoring, and student assessment management was well established and became further refined. The DC RF State Director was highly responsive to the feedback and requests received from RF teachers and incorporated this information into the contents and format of professional development activities. DC RFI staff also adjusted the teacher training contents in response to the ongoing findings from the monitor visits to RF schools.

The tireless energy and commitment devoted by the DC RFI State Office staff and Literacy Coaches have no doubt contributed to the promising trends in the student achievement outcomes. Overall, students in RFI schools, the lowest performing schools in DC, scored as high on the DC CAS reading assessment, on average, as students across all DCPS and charter schools. Furthermore, the DC CAS reading scores indicated that DC RFI was especially successful for students in special education, students eligible for free or reduced-price lunch, and students with limited English proficiency; a greater percentage of RF students in these demographic subgroups achieved reading proficiency than comparable students in all DC schools.

The DIBELS data strongly suggested that two years of RF makes a notable difference -- two years for teachers to apply the RF principles in their classroom activities, two years of exposure by students to RF instruction, and two years of support for the teachers by on-site Literacy Coaches. Where these factors converged, students in schools in the second year of RF implementation made greater gains from Fall to Spring than students in schools in the first year of RF implementation. This trend was observed in both Cohort 1 and Cohort 2. However, year 2 gains in Cohort 2 were smaller than those in Cohort 1. One possible explanation for this difference is the fact that Cohort 2 schools did not have Literacy Coaches in their first year of RF implementation, while Cohort 1 schools did.

In response to the smaller gains on the DIBELS made by Cohort 2 students compared to Cohort 1 students, the DC RFI State Director has strengthened the training, support, and monitoring of Literacy Coaches for SY 2007-2008. More rigorous monthly training, including demonstration of skills learned and concrete approaches for training teachers, combined with greater monitoring of Coaches is intended to improve the quality of the training that Literacy Coaches provide to teachers and, in turn, improve teachers' instruction and children's reading.

Given the consistent evidence of the value of two years of Reading First, it was somewhat surprising to find that in Cohort 1, average student performance on the DIBELS was similar in SY 2006-2007 compared to the previous year. In other words, the percentage of students scoring at grade level and the average gains made by students during the third year of implementation were unchanged from the second year of the program. This finding may stem in part from challenges that DC RFI encountered in promoting literacy gains in later grades.

DIBELS data indicated that the DC Reading First Initiative helps promote students early literacy skills, such as letter knowledge, phonological awareness, and decoding skills, which provide the foundation for later reading fluency. In the early grades, students tend to surpass DIBELS benchmarks for grade-level proficiency. However, evidence also suggests that the program needs to improve efforts to help students make the transition from decoding to oral reading fluency. Despite high levels of proficiency in early literacy skills, on average, fewer students achieve grade-level proficiency in oral reading fluency in second and third grades. Students in later grades appear to need additional supports to make the transition to become readers. Increased emphasis on such supports for students should be a primary focus in SY 2007-2008.

Across all RF schools, one common element was that when they were selected to participate in RF they were the lowest-performing schools in DC Public Schools in terms of student achievement. However, there was wide variation in student achievement levels, measured for the RF intervention and evaluation, between these schools. One hypothesis that may explain the variation may be the differences in the extent and quality of RF implementation, including the adequacy of staff resources and school administrative support for RF. The DC RF State Director has received a year-end report on student achievement for each RF school. This information hopefully will contribute to correcting weaknesses in RF implementation in specific schools.

## **DC RFI: Outlook for the Final Year**

The evaluation identified several areas needing further improvement in RF implementation. Timely provision of RF resources and instructional support is critical. DC RFI's ongoing efforts to be proactive and responsive to teachers' and Literacy Coaches' needs continues to be a strength of the program operation as improvements are made in provision of instructional support. Regarding the quality of instruction itself, supporting students as they make the transition from decoding to oral reading fluency is a key area needing improvement in SY 2007-2008.

Improving coordination and collaboration between the DC RFI staff and the DCPS, the LEA, will greatly enhance the effectiveness of this intervention. DCPS is the LEA that administers most of the schools participating in the DC RF initiative. The level of coordination with DCPS affects the Reading First Initiative's efforts to prevent schedule conflicts for professional development activities and ensure adequate staffing in each RF school to carry out RF services.

DC RFI faces, and will likely continue to face, many environmental and organizational challenges in its implementation. Nonetheless, the signs of progress observed in SY 2006-2007 bear promises for even greater accomplishments in the upcoming school year.





# Appendix A

## Methodological Appendix

### Student Achievement Data Analysis Methods

#### Description of Student Assessments

**Dynamic Indicators of Basic Early Literacy Skills (DIBELS).** Abt Associates used the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment as student achievement outcomes. A trained assessor, such as a Literacy Coach, administered each assessment individually and entered the scores into the DIBELS website. In our analysis, we used five of the DIBELS measures, Letter Naming Fluency, Phoneme Segmentation Fluency, Initial Sound Fluency, Nonsense Word Fluency, and Oral Reading Fluency, which are a set of standardized fluency measures and reading proficiency indicators<sup>7</sup>.

In the Letter Naming Fluency assessment, Literacy Coaches give students a piece of paper with both upper- and lower-case letters in no particular order, and ask them to name as many letters as possible within one minute. A student's score is the number of letters they named correctly.

The Phoneme Segmentation Fluency assessment is a predictor of future reading ability. Literacy Coaches speak a word with three or four phonemes, and the student is asked to identify those phonemes. Students receive points for each correct phoneme identified. The assessment lasts one minute, not counting the time it takes for the Literacy Coach to read the words.

In the Initial Sound Fluency assessment, the Literacy Coach shows the student a card with four pictures. The Literacy Coach names the four items on the card and asks the student to point to the item that starts with a certain sound. If the student points to the correct item, she or he receives a point. The Literacy Coach then points to a picture, says what is in the picture, and says the sound with which the word begins. Then the Coach points to another picture, says the word, and asks the student to identify the word's beginning sound. If the student says the right sound, she or he receives a point. Students have unlimited time to complete this assessment, but their time is calculated into their score, so the faster they complete the assessment, the higher their score.

Students are given a sheet of paper with nonsense words and asked to say the individual letter sounds or read the entire word for the Nonsense Word Fluency assessment. The student receives a point for each letter sound said or read correctly during the one-minute assessment.

The Oral Reading Fluency assessment is a reading proficiency indicator, as well as a useful tool in monitoring student progress. The student has one minute to read a passage and each word read correctly or self-corrected receives a point. This assessment is given in the first, second, and third grade, and reading passages are designed to be grade level appropriate.

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<sup>7</sup> All information on DIBELS was obtained from <http://dibels.uoregon.edu/benchmarkgoals.pdf>

Exhibit A-1 shows the benchmark scores determined by DIBELS as “proficient” or “on grade level.” The table includes only the assessments Abt Associates analyzed for this report; some assessments were given at additional times during the school year.

**Exhibit A-1. Benchmark Scores Used to Calculate Percent Proficient  
on DIBELS Subtests**

<b>Grade</b>	<b>DIBELS Assessment</b>	<b>Assessment Period</b>	<b>Proficiency Benchmark Score</b>
<b>Kindergarten</b>	Initial Sound Fluency	Fall 2006	8
	Phoneme Segmentation Fluency	Spring 2007	35
	Letter Naming Fluency	Fall 2006	8
		Spring 2007	40
	Nonsense Word Fluency	Spring 2007	25
<b>First Grade</b>	Phoneme Segmentation Fluency	Fall 2006	35
		Spring 2007	35
	Nonsense Word Fluency	Fall 2006	24
		Spring 2007	50
	Oral Reading Fluency	Spring 2007	40
<b>Second Grade</b>	Oral Reading Fluency	Fall 2006	44
		Spring 2007	90
<b>Third Grade</b>	Oral Reading Fluency	Fall 2006	77
		Spring 2007	110

Note: This exhibit shows only time periods of subtests used in reports by Abt Associates Inc. Some subtests were given at other times during the year, but were omitted from this exhibit because they do not pertain to our analyses.

**District of Columbia Comprehensive Assessment System (DC CAS).** The reading tests of the District of Columbia Comprehensive Assessment System (DC CAS) were administered to third grade students in Spring 2007. The reading section is comprised of questions on vocabulary, informational text, and literary text. Abt Associates used the scaled total reading test score for our analysis. DCPS has designated a scale score of 354 or higher to be “proficient” or “on grade level” when determining adequate yearly progress (AYP) in accordance with the No Child Left Behind Act. We have used the same benchmark in our analysis.

**Data Cleaning**

**DIBELS.** Abt Associates downloaded a raw data set of the data for DC RF schools from the DIBELS website on July 2, 2007. A significant amount of cleaning of the data was needed in order to ensure accuracy. We deleted variables not necessary for our analysis, as well as data from prior school years, data from non-Reading First schools, student records missing assessment data, records missing a unique student identifier, students who had moved out of the school district, and duplicate records. If the same student had more than one record, and also had assessment scores entered in both records, we kept the higher of the two scores.

**DC CAS.** DCPS provided the DC CAS data for third grade students in DCPS Reading First schools on November xx, 2007. The District of Columbia Public Charter School Board provided the DC CAS data for students in RFI charter schools under their authority in SY 2006-2007. DC CAS data for students in RFI charter schools under the authority of the DC Board of Education were not

provided. Any records for students that were not actually RFI students were excluded from the analysis. Non-RF students were identified by matching students for whom DC CAS scores were provided to the DIBELS database using a unique student identifier. If a student in the DC CAS database did not have a match in the DIBELS database, the record was dropped.

**Demographic Data.** We requested a data set from DCPS with demographic data for all Reading First students. Data requested included race/ethnicity, eligibility for special education, eligibility for free or reduced-price school lunch, and limited English proficiency. DCPS provided demographic data for students in Grades K-3 in all Reading First schools, except for two DC public elementary schools, the two non-public RF schools, and the public charter schools. The DC Public Charter School Board provided demographic data for students in Grades K-3 in the four charter schools under their authority in SY 2006-2007. Demographic data was not obtained for the remaining four public charter schools, which were under the authority of the DC Board of Education in SY 2006-2007. We matched the demographic data received from DCPS with the DIBELS data by a unique student identifier. If available, we used demographics entered in the DIBELS database in cases where we did not receive the data from DCPS.

### **Data Analysis Methods**

The test score data presented in the Annual Performance Report (APR) and in this report include all students with a score of zero or greater on the Spring 2007 assessments. We calculated the number of students considered “proficient” based on the benchmark set by DIBELS. For the APR, we reported: the percent of first grade students proficient on the Phoneme Segmentation Fluency, Nonsense Word Fluency, and Oral Reading Fluency subtests; the percent of second grade students proficient on the Oral Reading Fluency subtest; and the percent of third grade students proficient on the Oral Reading Fluency subtest. We reported these data disaggregated by the required demographics (race/ethnicity, eligibility for special education, eligibility for free or reduced price school lunch, and limited English proficiency) as well as for the total at the school level for each assessment. We also reported the number of third grade students proficient on the DC CAS reading assessment in Spring 2007.

Additional analyses were conducted for the use of DC RFI and for presentation in this report. First, the number proficient, number tested, and percent proficient were calculated for the tests included on the APR and for the following assessments at the following times:

Initial Sound Fluency – Kindergarten, Fall 2006

Phoneme Segmentation Fluency – Kindergarten and first grade, Spring 2007

Nonsense Word Fluency – Kindergarten and first grade, Spring 2007

Oral Reading Fluency – First, second, and third grade, Spring 2007

The percent proficient was calculated by dividing the number proficient by the number tested. This analysis was aggregated at the RF cohort level and at the district level, and a total was given for all students included in the DC Reading First initiative.

In addition to the percent of students proficient on various assessments, we calculated student gains in DIBELS test scores from Fall 2006 to Spring 2007. For the analysis of test score gains during the school year, we used only students who had both beginning of the year (Fall 2006) and end of the year (Spring 2007) test scores in the DIBELS database, in order to accurately calculate a gain.

DIBELS subtests given at both the beginning and end of the year were Letter Naming Fluency for Kindergarten, Phoneme Segmentation Fluency and Nonsense Word Fluency for the first grade, and Oral Reading Fluency for the second and third grades. Gains were calculated for each student by subtracting the beginning of the year score from the end of the year score. To calculate average school gains, a gain score was calculated for each student within the school, and the average was taken. Similarly, at the cohort and district level, individual student gain scores were calculated and the average was taken.

**Appendix B**  
**Student Assessment Outcomes**  
**Summary Data Tables**

**Exhibit B-1. DC Reading First Initiative Implementation Year 3 (SY 2006-2007)  
Percent Proficient (Low Risk) on DIBELS Subtests**

		All Students			Special Education			Economically Disadvantaged			Limited English Proficiency			African American			Hispanic			All Other Races		
		N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"
K - ISF, Fall	C1	331	815	41%	6	39	15%	212	533	40%	16	62	26%	264	550	48%	29	167	17%	12	30	40%
	C2	212	518	41%	6	18	33%	144	381	38%	1	11	9%	190	456	42%	6	28	21%	6	11	55%
	<b>All</b>	543	1333	41%	12	57	21%	356	914	39%	17	73	23%	454	1006	45%	35	195	18%	18	41	44%
K - PSF, Spring	C1	383	867	44%	3	43	7%	255	566	45%	44	67	66%	258	585	44%	79	183	43%	18	32	56%
	C2	190	543	35%	2	21	10%	138	402	34%	2	10	20%	169	484	35%	9	27	33%	6	11	55%
	<b>All</b>	573	1410	41%	5	64	8%	393	968	41%	46	77	60%	427	1069	40%	88	210	42%	24	43	56%
K - NWF, Spring	C1	434	867	50%	9	43	21%	271	566	48%	48	67	72%	283	585	48%	94	183	51%	25	32	78%
	C2	272	543	50%	2	21	10%	189	402	47%	3	10	30%	241	484	50%	10	27	37%	9	11	82%
	<b>All</b>	706	1410	50%	11	64	17%	460	968	48%	51	77	66%	524	1069	49%	104	210	50%	34	43	79%
1st - PSF, Spring	C1	662	846	78%	23	56	41%	456	594	77%	19	24	79%	500	638	78%	110	143	77%	22	28	79%
	C2	411	582	71%	10	29	34%	317	453	70%	1	1	100%	378	540	70%	24	32	75%	7	8	88%
	<b>All</b>	1073	1428	75%	33	85	39%	773	1047	74%	20	25	80%	878	1178	75%	134	175	77%	29	36	81%
1st - NWF, Spring	C1	407	846	48%	12	56	21%	281	594	47%	17	24	71%	298	638	47%	72	143	50%	22	28	79%
	C2	277	582	48%	10	29	34%	207	453	46%	1	1	100%	251	540	46%	18	32	56%	6	8	75%
	<b>All</b>	684	1428	48%	22	85	26%	488	1047	47%	18	25	72%	549	1178	47%	90	175	51%	28	36	78%
1st - ORF, Spring	C1	307	842	36%	9	56	16%	201	594	34%	7	24	29%	241	637	38%	41	143	29%	14	28	50%
	C2	237	582	41%	7	29	24%	168	453	37%	1	1	100%	216	540	40%	15	32	47%	5	8	63%
	<b>All</b>	544	1424	38%	16	85	19%	369	1047	35%	8	25	32%	457	1177	39%	56	175	32%	19	36	53%
2nd - ORF, Spring	C1	298	801	37%	6	64	9%	196	568	35%	11	28	39%	214	600	36%	48	139	35%	19	23	83%
	C2	142	491	29%	5	47	11%	117	383	31%	2	7	29%	130	456	29%	8	29	28%	4	5	80%
	<b>All</b>	440	1292	34%	11	111	10%	313	951	33%	13	35	37%	344	1056	33%	56	168	33%	23	28	82%
3rd - ORF, Spring	C1	235	740	32%	12	72	17%	155	504	31%	7	20	35%	171	558	31%	46	124	37%	9	18	50%
	C2	129	476	27%	4	63	6%	95	374	25%	2	3	67%	119	449	27%	7	21	33%	1	3	33%
	<b>All</b>	364	1216	30%	16	135	12%	250	878	28%	9	23	39%	290	1007	29%	53	145	37%	10	21	48%
3rd - DC CAS	C1	281	778	36%	23	100	23%	201	573	35%	59	136	43%	214	629	34%	53	129	41%	12	18	67%
	C2	209	502	42%	17	63	27%	151	395	38%	11	16	69%	192	477	40%	14	21	67%	3	4	75%
	<b>All</b>	490	1280	38%	40	163	25%	352	968	36%	70	152	46%	406	1106	37%	67	150	45%	15	22	68%

C1 = Cohort 1 schools

C2 = Cohort 2 schools

**All = All DC Reading First schools**

**Exhibit B-2. DC Reading First Initiative Implementation Year 3 (SY 2006-2007)  
Gain Scores for DIBELS Subtests, Between Fall and Spring Administration**

Fall = % Low Risk in Fall test administration

Spring = % Low Risk in Spring test administration

Gain = Average number of points gained in DIBELS score between Fall and Spring administration

		Kindergarten			Grade 1			Grade 1			Grade 2			Grade 3		
		Letter Naming Fluency			Phoneme Segmentation Fluency			Nonsense Word Fluency			Oral Reading Fluency			Oral Reading Fluency		
		Fall	Spring	Gain	Fall	Spring	Gain	Fall	Spring	Gain	Fall	Spring	Gain	Fall	Spring	Gain
ALL	All Cohort 1 Schools	15	40	25	22	44	23	22	55	33	40	75	36	63	92	28
	All Cohort 2 Schools	18	41	23	25	44	19	25	54	29	44	72	28	65	88	23
	<b>All DC Reading First Schools</b>	16	41	25	23	44	22	23	55	31	41	74	33	64	90	26
Special Ed	All Cohort 1 Schools	9	27	18	11	31	20	11	34	23	17	41	25	35	59	23
	All Cohort 2 Schools	13	31	19	16	31	14	15	35	20	19	33	14	31	49	19
	<b>All DC Reading First Schools</b>	10	28	18	13	31	18	12	34	22	18	38	20	33	54	21
LEP	All Cohort 1 Schools	19	42	23	17	44	27	19	57	39	33	87	54	60	98	37
	All Cohort 2 Schools	11	44	33	35	46	11	39	62	23	35	68	33	109	150	42
	<b>All DC Reading First Schools</b>	18	42	24	18	44	26	20	58	38	34	85	52	67	105	38
Economically Disadvantaged	All Cohort 1 Schools	14	40	25	21	44	23	22	53	32	38	73	35	62	90	28
	All Cohort 2 Schools	17	40	23	24	44	20	23	53	29	42	70	28	62	86	24
	<b>All DC Reading First Schools</b>	15	40	25	22	44	22	22	53	31	40	72	32	62	88	26
African American	All Cohort 1 Schools	17	42	25	23	45	22	24	54	31	41	75	34	65	91	26
	All Cohort 2 Schools	19	42	23	25	44	19	25	54	29	44	72	28	64	87	23
	<b>All DC Reading First Schools</b>	17	42	24	24	45	21	24	54	30	42	74	32	64	89	25
Hispanic	All Cohort 1 Schools	9	34	25	18	42	24	18	56	38	31	70	39	56	92	36
	All Cohort 2 Schools	13	34	22	24	44	20	24	58	34	42	72	30	74	95	21
	<b>All DC Reading First Schools</b>	9	34	25	19	42	23	18	56	37	33	71	38	58	92	34
Other Races	All Cohort 1 Schools	23	48	25	19	43	24	33	73	40	57	104	47	82	111	30
	All Cohort 2 Schools	18	45	27	26	41	15	31	68	37	61	94	32	90	104	14
	<b>All DC Reading First Schools</b>	22	47	26	21	43	22	32	72	40	58	103	45	83	110	27
	<b>Benchmark Score for "Low Risk"</b>	<b>8</b>	<b>40</b>		<b>35</b>	<b>35</b>		<b>24</b>	<b>50</b>		<b>44</b>	<b>90</b>		<b>77</b>	<b>110</b>	

Note: Only students with test scores in both Fall 2006 and Spring 2007 were included in these analyses

## **Appendix C**

### **Student Assessment Outcomes**

#### **Percent of Students Proficient on DIBELS Subtests and DC CAS Reading Assessment, by School and Demographic Subgroup**



**Exhibit C-1**  
**DC Reading First Initiative Implementation Year 3 (2006-2007 School Year)**  
**DIBELS Initial Sound Fluency (ISF) Kindergarten Fall 2006**

Cohort	LEA	School	All Students			Special Education			Economically Disadvantaged			Limited English Proficiency		
			N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"
1	DC Public Schools	Bancroft Elementary School	13	63	21%	0	7	0%	11	54	20%	2	12	17%
1	DC Public Schools	Benning Elementary School	11	25	44%	0	1	0%	5	13	38%			
1	DC Public Schools	Brightwood Elementary School	10	44	23%	0	4	0%	4	33	12%	1	5	20%
1	DC Public Schools	Bruce Monroe Elementary School	22	56	39%	1	4	25%	18	43	42%	3	8	38%
1	DC Public Schools	Cook Elementary School	18	28	64%	0	1	0%	11	20	55%			
1	DC Public Schools	Cornerstone Community School	3	13	23%									
1	DC Public Schools	Draper Elementary School	5	9	56%				5	9	56%			
1	DC Public Schools	Garfield Elementary School	14	36	39%				10	25	40%			
1	DC Public Schools	Gibbs Elementary School	14	33	42%	0	1	0%	13	31	42%			
1	DC Public Schools	Houston Elementary School	12	36	33%	0	3	0%	6	19	32%			
1	DC Public Schools	Leckie Elementary School	25	43	58%	0	2	0%	20	32	63%			
1	DC Public Schools	McGogney Elementary School	28	39	72%	1	2	50%	25	35	71%			
1	DC Public Schools	Patterson Elementary School	20	33	61%	0	1	0%	17	28	61%			
1	DC Public Schools	Plummer Elementary School	9	31	29%				6	26	23%			
1	DC Public Schools	Slowe Elementary School	8	16	50%	1	1	100%	6	13	46%			
1	DC Public Schools	Thomas Elementary School	16	44	36%	0	3	0%	10	27	37%			
1	DC Public Schools	Thomson Elementary School	19	46	41%	1	1	100%	8	21	38%	10	32	31%
1	DC Public Schools	Tubman Elementary School	0	48	0%	0	3	0%	0	33	0%	0	5	0%
1	DC Public Schools	Tyler Elementary School	8	18	44%	0	1	0%	7	17	41%			
1	Community Academy PCS	Community Academy PCS (Amos)	27	71	38%				1	3	33%			
1	Friendship-Edison PCS	Friendship-Edison PCS (Woodridge)	18	42	43%	1	2	50%	11	28	39%			
1	IDEAL Academy PCS	IDEAL Academy PCS	25	28	89%				15	18	83%			
1	SAIL PCS	SAIL PCS	6	13	46%	1	2	50%	3	5	60%			
2	DC Public Schools	Anacostia Bible School	1	1	100%									
2	DC Public Schools	Barnard Elementary School	18	43	42%	3	5	60%	13	32	41%	1	4	25%
2	DC Public Schools	Bowen Elementary School	8	17	47%	0	1	0%	8	17	47%			
2	DC Public Schools	Davis Elementary School	14	37	38%	0	1	0%	13	31	42%			
2	DC Public Schools	Green Elementary School	4	33	12%				3	24	13%			
2	DC Public Schools	Ketcham Elementary School	16	27	59%	2	3	67%	12	21	57%			
2	DC Public Schools	Kimball Elementary School	10	43	23%	0	2	0%	7	37	19%			
2	DC Public Schools	King Elementary School	20	48	42%				9	28	32%			
2	DC Public Schools	Nalle Elementary School	19	41	46%	1	1	100%	16	34	47%			
2	DC Public Schools	Rudolph Elementary School	2	38	5%	0	2	0%	2	34	6%	0	6	0%
2	DC Public Schools	Wilson, J.O. Elementary School	6	39	15%	0	2	0%	5	29	17%	0	1	0%
2	Tree of Life Community PCS	Tree of Life Community PCS	14	23	61%				14	22	64%			
2	Community Academy PCS	Community Academy PCS (Butler)	15	34	44%				7	16	44%			
2	Community Academy PCS	Community Academy PCS (Rand)	10	19	53%	0	1	0%	8	17	47%			
2	Howard Road PCS	Howard Road PCS	55	75	73%				27	39	69%			
1	All Cohort 1 Schools		331	815	41%	6	39	15%	212	533	40%	16	62	26%
2	All Cohort 2 Schools		212	518	41%	6	18	33%	144	381	38%	1	11	9%
	All DC Reading First Schools		543	1333	41%	12	57	21%	356	914	39%	17	73	23%

**Exhibit C-2**

**DC Reading First Initiative Implementation Year 3 (2006-2007 School Year)  
DIBELS Initial Sound Fluency (ISF) Kindergarten, Fall 2006**

Cohort	LEA	School	All Students			African American			Hispanic			All Other Races		
			N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"
1	DC Public Schools	Bancroft Elementary School	13	63	21%	5	12	42%	5	45	11%	3	6	50%
1	DC Public Schools	Benning Elementary School	11	25	44%	11	25	44%						
1	DC Public Schools	Brightwood Elementary School	10	44	23%	7	17	41%	3	27	11%			
1	DC Public Schools	Bruce Monroe Elementary School	22	56	39%	8	16	50%	13	39	33%	1	1	100%
1	DC Public Schools	Cook Elementary School	18	28	64%	18	28	64%						
1	DC Public Schools	Cornerstone Community School	3	13	23%	3	13	23%						
1	DC Public Schools	Draper Elementary School	5	9	56%	5	9	56%						
1	DC Public Schools	Garfield Elementary School	14	36	39%	14	36	39%						
1	DC Public Schools	Gibbs Elementary School	14	33	42%	13	31	42%	1	2	50%			
1	DC Public Schools	Houston Elementary School	12	36	33%	12	36	33%						
1	DC Public Schools	Leckie Elementary School	25	43	58%	24	40	60%	1	1	100%	0	2	0%
1	DC Public Schools	McGogney Elementary School	28	39	72%	28	39	72%						
1	DC Public Schools	Patterson Elementary School	20	33	61%	18	31	58%	1	1	100%	1	1	100%
1	DC Public Schools	Plummer Elementary School	9	31	29%	9	29	31%	0	2	0%			
1	DC Public Schools	Slowe Elementary School	8	16	50%	8	16	50%						
1	DC Public Schools	Thomas Elementary School	16	44	36%	16	44	36%						
1	DC Public Schools	Thomson Elementary School	19	46	41%	8	13	62%	5	19	26%	6	14	43%
1	DC Public Schools	Tubman Elementary School	0	48	0%	0	13	0%	0	31	0%	0	4	0%
1	DC Public Schools	Tyler Elementary School	8	18	44%	8	18	44%						
1	Community Academy PCS	Community Academy PCS (Amos)	27	71	38%	1	3	33%						
1	Friendship-Edison PCS	Friendship-Edison PCS (Woodridge)	18	42	43%	18	41	44%				0	1	0%
1	IDEAL Academy PCS	IDEAL Academy PCS	25	28	89%	24	27	89%				1	1	100%
1	SAIL PCS	SAIL PCS	6	13	46%	6	13	46%						
2	DC Public Schools	Anacostia Bible School	1	1	100%	1	1	100%						
2	DC Public Schools	Barnard Elementary School	18	43	42%	14	30	47%	3	9	33%			
2	DC Public Schools	Bowen Elementary School	8	17	47%	8	17	47%						
2	DC Public Schools	Davis Elementary School	14	37	38%	14	37	38%						
2	DC Public Schools	Green Elementary School	4	33	12%	3	32	9%						
2	DC Public Schools	Ketcham Elementary School	16	27	59%	16	27	59%						
2	DC Public Schools	Kimball Elementary School	10	43	23%	10	43	23%						
2	DC Public Schools	King Elementary School	20	48	42%	20	47	43%	0	1	0%			
2	DC Public Schools	Nalle Elementary School	19	41	46%	19	41	46%						
2	DC Public Schools	Rudolph Elementary School	2	38	5%	2	26	8%	0	11	0%	0	1	0%
2	DC Public Schools	Wilson, J.O. Elementary School	6	39	15%	6	37	16%	0	1	0%	0	1	0%
2	Tree of Life Community PCS	Tree of Life Community PCS	14	23	61%	14	21	67%				0	1	0%
2	Community Academy PCS	Community Academy PCS (Butler)	15	34	44%	5	10	50%	1	4	25%	1	3	33%
2	Community Academy PCS	Community Academy PCS (Rand)	10	19	53%	9	18	50%	1	1	100%			
2	Howard Road PCS	Howard Road PCS	55	75	73%	49	69	71%	1	1	100%	5	5	100%
1	All Cohort 1 Schools		331	815	41%	264	550	48%	29	167	17%	12	30	40%
2	All Cohort 2 Schools		212	518	41%	190	456	42%	6	28	21%	6	11	55%
	All DC Reading First Schools		543	1333	41%	454	1006	45%	35	195	18%	18	41	44%

**Exhibit C-3**  
**DC Reading First Initiative Implementation Year 3 (2006-2007 School Year)**  
**DIBELS Phoneme Segmentation Fluency (PSF) Kindergarten, Spring 2007**

Cohort	LEA	School	All Students			Special Education			Economically Disadvantaged			Limited English Proficiency		
			N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"
1	DC Public Schools	Bancroft Elementary School	44	64	69%	0	7	0%	37	53	70%	11	12	92%
1	DC Public Schools	Benning Elementary School	3	25	12%	0	1	0%	1	13	8%			
1	DC Public Schools	Brightwood Elementary School	18	48	38%	0	4	0%	14	36	39%	3	6	50%
1	DC Public Schools	Bruce Monroe Elementary School	14	58	24%	0	4	0%	12	43	28%	3	8	38%
1	DC Public Schools	Cook Elementary School	5	29	17%	0	1	0%	4	21	19%			
1	DC Public Schools	Cornerstone Community School	11	14	79%									
1	DC Public Schools	Draper Elementary School	5	8	63%				5	8	63%			
1	DC Public Schools	Garfield Elementary School	4	35	11%				2	24	8%			
1	DC Public Schools	Gibbs Elementary School	8	37	22%	0	1	0%	8	35	23%			
1	DC Public Schools	Houston Elementary School	4	41	10%	0	3	0%	2	22	9%			
1	DC Public Schools	Leckie Elementary School	21	46	46%	0	2	0%	14	34	41%	0	1	0%
1	DC Public Schools	McGogney Elementary School	23	44	52%	0	6	0%	21	40	53%			
1	DC Public Schools	Patterson Elementary School	17	37	46%	0	1	0%	16	30	53%			
1	DC Public Schools	Plummer Elementary School	23	37	62%				17	30	57%			
1	DC Public Schools	Slowe Elementary School	17	17	100%	1	1	100%	14	14	100%			
1	DC Public Schools	Thomas Elementary School	5	47	11%	0	3	0%	4	28	14%			
1	DC Public Schools	Thomson Elementary School	35	46	76%	1	1	100%	16	21	76%	23	32	72%
1	DC Public Schools	Tubman Elementary School	25	64	39%	0	3	0%	18	43	42%	4	8	50%
1	DC Public Schools	Tyler Elementary School	9	17	53%	0	1	0%	8	16	50%			
1	Community Academy PCS	Community Academy PCS (Amos)	30	71	42%				2	4	50%			
1	Friendship-Edison PCS	Friendship-Edison PCS (Woodridge)	25	42	60%	0	2	0%	19	28	68%			
1	IDEAL Academy PCS	IDEAL Academy PCS	26	27	96%				17	18	94%			
1	SAIL PCS	SAIL PCS	11	13	85%	1	2	50%	4	5	80%			
2	DC Public Schools	Anacostia Bible School	1	1	100%									
2	DC Public Schools	Barnard Elementary School	24	49	49%	1	6	17%	17	37	46%	1	3	33%
2	DC Public Schools	Bowen Elementary School	2	21	10%	0	2	0%	1	20	5%			
2	DC Public Schools	Davis Elementary School	9	41	22%	0	1	0%	8	33	24%			
2	DC Public Schools	Green Elementary School	15	38	39%				12	29	41%			
2	DC Public Schools	Ketcham Elementary School	10	27	37%	0	3	0%	9	21	43%			
2	DC Public Schools	Kimball Elementary School	18	43	42%	0	2	0%	16	37	43%			
2	DC Public Schools	King Elementary School	14	48	29%				6	27	22%			
2	DC Public Schools	Nalle Elementary School	9	46	20%	1	2	50%	7	38	18%			
2	DC Public Schools	Rudolph Elementary School	4	40	10%	0	2	0%	4	36	11%	0	6	0%
2	DC Public Schools	Wilson, J.O. Elementary School	30	39	77%	0	2	0%	22	29	76%	1	1	100%
2	Tree of Life Community PCS	Tree of Life Community PCS	14	25	56%				13	24	54%			
2	Community Academy PCS	Community Academy PCS (Butler)	8	32	25%				5	16	31%			
2	Community Academy PCS	Community Academy PCS (Rand)	5	19	26%	0	1	0%	4	17	24%			
2	Howard Road PCS	Howard Road PCS	27	74	36%				14	38	37%			
1	All Cohort 1 Schools		383	867	44%	3	43	7%	255	566	45%	44	67	66%
2	All Cohort 2 Schools		190	543	35%	2	21	10%	138	402	34%	2	10	20%
	All DC Reading First Schools		573	1410	41%	5	64	8%	393	968	41%	46	77	60%

**Exhibit C-4**  
**DC Reading First Initiative Implementation Year 3 (2006-2007 School Year)**  
**DIBELS Phoneme Segmentation Fluency (PSF) Kindergarten, Spring 2007**

Cohort	LEA	School	All Students			African American			Hispanic			All Other Races		
			N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"
1	DC Public Schools	Bancroft Elementary School	44	64	69%	9	12	75%	31	45	69%	4	7	57%
1	DC Public Schools	Benning Elementary School	3	25	12%	3	25	12%						
1	DC Public Schools	Brightwood Elementary School	18	48	38%	7	19	37%	11	29	38%			
1	DC Public Schools	Bruce Monroe Elementary School	14	58	24%	6	16	38%	8	41	20%	0	1	0%
1	DC Public Schools	Cook Elementary School	5	29	17%	5	29	17%						
1	DC Public Schools	Cornerstone Community School	11	14	79%	11	14	79%						
1	DC Public Schools	Draper Elementary School	5	8	63%	5	8	63%						
1	DC Public Schools	Garfield Elementary School	4	35	11%	4	35	11%						
1	DC Public Schools	Gibbs Elementary School	8	37	22%	8	35	23%	0	2	0%			
1	DC Public Schools	Houston Elementary School	4	41	10%	4	40	10%	0	1	0%			
1	DC Public Schools	Leckie Elementary School	21	46	46%	19	42	45%	1	2	50%	1	2	50%
1	DC Public Schools	McGogney Elementary School	23	44	52%	23	43	53%				0	1	0%
1	DC Public Schools	Patterson Elementary School	17	37	46%	17	35	49%	0	1	0%	0	1	0%
1	DC Public Schools	Plummer Elementary School	23	37	62%	22	35	63%	1	2	50%			
1	DC Public Schools	Slowe Elementary School	17	17	100%	17	17	100%						
1	DC Public Schools	Thomas Elementary School	5	47	11%	5	47	11%						
1	DC Public Schools	Thomson Elementary School	35	46	76%	11	13	85%	13	19	68%	11	14	79%
1	DC Public Schools	Tubman Elementary School	25	64	39%	11	19	58%	14	41	34%	0	4	0%
1	DC Public Schools	Tyler Elementary School	9	17	53%	9	17	53%						
1	Community Academy PCS	Community Academy PCS (Amos)	30	71	42%	2	4	50%						
1	Friendship-Edison PCS	Friendship-Edison PCS (Woodridge)	25	42	60%	24	41	59%				1	1	100%
1	IDEAL Academy PCS	IDEAL Academy PCS	26	27	96%	25	26	96%				1	1	100%
1	SAIL PCS	SAIL PCS	11	13	85%	11	13	85%						
2	DC Public Schools	Anacostia Bible School	1	1	100%	1	1	100%						
2	DC Public Schools	Barnard Elementary School	24	49	49%	19	37	51%	3	8	38%			
2	DC Public Schools	Bowen Elementary School	2	21	10%	2	21	10%						
2	DC Public Schools	Davis Elementary School	9	41	22%	9	41	22%						
2	DC Public Schools	Green Elementary School	15	38	39%	15	37	41%						
2	DC Public Schools	Ketcham Elementary School	10	27	37%	10	27	37%						
2	DC Public Schools	Kimball Elementary School	18	43	42%	18	43	42%						
2	DC Public Schools	King Elementary School	14	48	29%	13	47	28%	1	1	100%			
2	DC Public Schools	Nalle Elementary School	9	46	20%	9	46	20%						
2	DC Public Schools	Rudolph Elementary School	4	40	10%	2	28	7%	1	11	9%	1	1	100%
2	DC Public Schools	Wilson, J.O. Elementary School	30	39	77%	28	37	76%	1	1	100%	1	1	100%
2	Tree of Life Community PCS	Tree of Life Community PCS	14	25	56%	12	23	52%				1	1	100%
2	Community Academy PCS	Community Academy PCS (Butler)	8	32	25%	3	10	30%	1	4	25%	1	3	33%
2	Community Academy PCS	Community Academy PCS (Rand)	5	19	26%	4	18	22%	1	1	100%			
2	Howard Road PCS	Howard Road PCS	27	74	36%	24	68	35%	1	1	100%	2	5	40%
1	All Cohort 1 Schools		383	867	44%	258	585	44%	79	183	43%	18	32	56%
2	All Cohort 2 Schools		190	543	35%	169	484	35%	9	27	33%	6	11	55%
	All DC Reading First Schools		573	1410	41%	427	1069	40%	88	210	42%	24	43	56%

**Exhibit C-5**  
**DC Reading First Initiative Implementation Year 3 (2006-2007 School Year)**  
**DIBELS Nonsense Word Fluency (NWF) Kindergarten, Spring 2007**

Cohort	LEA	School	All Students			Special Education			Economically Disadvantaged			Limited English Proficiency		
			N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"
1	DC Public Schools	Bancroft Elementary School	46	64	72%	1	7	14%	36	53	68%	8	12	67%
1	DC Public Schools	Benning Elementary School	7	25	28%	0	1	0%	2	13	15%			
1	DC Public Schools	Brightwood Elementary School	28	48	58%	1	4	25%	18	36	50%	4	6	67%
1	DC Public Schools	Bruce Monroe Elementary School	13	58	22%	0	4	0%	11	43	26%	3	8	38%
1	DC Public Schools	Cook Elementary School	12	29	41%	0	1	0%	9	21	43%			
1	DC Public Schools	Cornerstone Community School	12	14	86%									
1	DC Public Schools	Draper Elementary School	6	8	75%				6	8	75%			
1	DC Public Schools	Garfield Elementary School	3	35	9%				1	24	4%			
1	DC Public Schools	Gibbs Elementary School	6	37	16%	0	1	0%	6	35	17%			
1	DC Public Schools	Houston Elementary School	9	41	22%	0	3	0%	4	22	18%			
1	DC Public Schools	Leckie Elementary School	14	46	30%	0	2	0%	9	34	26%	0	1	0%
1	DC Public Schools	McGogney Elementary School	23	44	52%	2	6	33%	20	40	50%			
1	DC Public Schools	Patterson Elementary School	21	37	57%	0	1	0%	16	30	53%			
1	DC Public Schools	Plummer Elementary School	20	37	54%				16	30	53%			
1	DC Public Schools	Slowe Elementary School	17	17	100%	1	1	100%	14	14	100%			
1	DC Public Schools	Thomas Elementary School	12	47	26%	0	3	0%	8	28	29%			
1	DC Public Schools	Thomson Elementary School	34	46	74%	1	1	100%	17	21	81%	27	32	84%
1	DC Public Schools	Tubman Elementary School	37	64	58%	1	3	33%	26	43	60%	6	8	75%
1	DC Public Schools	Tyler Elementary School	11	17	65%	0	1	0%	10	16	63%			
1	Community Academy PCS	Community Academy PCS (Amos)	33	71	46%				1	4	25%			
1	Friendship-Edison PCS	Friendship-Edison PCS (Woodridge)	34	42	81%	1	2	50%	21	28	75%			
1	IDEAL Academy PCS	IDEAL Academy PCS	25	27	93%				16	18	89%			
1	SAIL PCS	SAIL PCS	11	13	85%	1	2	50%	4	5	80%			
2	DC Public Schools	Anacostia Bible School	1	1	100%									
2	DC Public Schools	Barnard Elementary School	31	49	63%	2	6	33%	23	37	62%	1	3	33%
2	DC Public Schools	Bowen Elementary School	4	21	19%	0	2	0%	3	20	15%			
2	DC Public Schools	Davis Elementary School	19	41	46%	0	1	0%	14	33	42%			
2	DC Public Schools	Green Elementary School	20	38	53%				17	29	59%			
2	DC Public Schools	Ketcham Elementary School	14	27	52%	0	3	0%	10	21	48%			
2	DC Public Schools	Kimball Elementary School	16	43	37%	0	2	0%	13	37	35%			
2	DC Public Schools	King Elementary School	28	48	58%				14	27	52%			
2	DC Public Schools	Nalle Elementary School	14	46	30%	0	2	0%	10	38	26%			
2	DC Public Schools	Rudolph Elementary School	7	40	18%	0	2	0%	5	36	14%	1	6	17%
2	DC Public Schools	Wilson, J.O. Elementary School	27	39	69%	0	2	0%	20	29	69%	1	1	100%
2	Tree of Life Community PCS	Tree of Life Community PCS	22	25	88%				21	24	88%			
2	Community Academy PCS	Community Academy PCS (Butler)	15	32	47%				6	16	38%			
2	Community Academy PCS	Community Academy PCS (Rand)	13	19	68%	0	1	0%	11	17	65%			
2	Howard Road PCS	Howard Road PCS	41	74	55%				22	38	58%			
1	All Cohort 1 Schools		434	867	50%	9	43	21%	271	566	48%	48	67	72%
2	All Cohort 2 Schools		272	543	50%	2	21	10%	189	402	47%	3	10	30%
	All DC Reading First Schools		706	1410	50%	11	64	17%	460	968	48%	51	77	66%

**Exhibit C-6**  
**DC Reading First Initiative Implementation Year 3 (2006-2007 School Year)**  
**DIBELS Nonsense Word Fluency (NWF) Kindergarten, Spring 2007**

Cohort	LEA	School	All Students			African American			Hispanic			All Other Races		
			N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"
1	DC Public Schools	Bancroft Elementary School	46	64	72%	9	12	75%	32	45	71%	5	7	71%
1	DC Public Schools	Benning Elementary School	7	25	28%	7	25	28%						
1	DC Public Schools	Brightwood Elementary School	28	48	58%	16	19	84%	12	29	41%			
1	DC Public Schools	Bruce Monroe Elementary School	13	58	22%	3	16	19%	10	41	24%	0	1	0%
1	DC Public Schools	Cook Elementary School	12	29	41%	12	29	41%						
1	DC Public Schools	Cornerstone Community School	12	14	86%	12	14	86%						
1	DC Public Schools	Draper Elementary School	6	8	75%	6	8	75%						
1	DC Public Schools	Garfield Elementary School	3	35	9%	3	35	9%						
1	DC Public Schools	Gibbs Elementary School	6	37	16%	6	35	17%	0	2	0%			
1	DC Public Schools	Houston Elementary School	9	41	22%	9	40	23%	0	1	0%			
1	DC Public Schools	Leckie Elementary School	14	46	30%	12	42	29%	1	2	50%	1	2	50%
1	DC Public Schools	McGogney Elementary School	23	44	52%	22	43	51%				1	1	100%
1	DC Public Schools	Patterson Elementary School	21	37	57%	20	35	57%	0	1	0%	1	1	100%
1	DC Public Schools	Plummer Elementary School	20	37	54%	19	35	54%	1	2	50%			
1	DC Public Schools	Slowe Elementary School	17	17	100%	17	17	100%						
1	DC Public Schools	Thomas Elementary School	12	47	26%	12	47	26%						
1	DC Public Schools	Thomson Elementary School	34	46	74%	6	13	46%	16	19	84%	12	14	86%
1	DC Public Schools	Tubman Elementary School	37	64	58%	12	19	63%	22	41	54%	3	4	75%
1	DC Public Schools	Tyler Elementary School	11	17	65%	11	17	65%						
1	Community Academy PCS	Community Academy PCS (Amos)	33	71	46%	1	4	25%						
1	Friendship-Edison PCS	Friendship-Edison PCS (Woodridge)	34	42	81%	33	41	80%				1	1	100%
1	IDEAL Academy PCS	IDEAL Academy PCS	25	27	93%	24	26	92%				1	1	100%
1	SAIL PCS	SAIL PCS	11	13	85%	11	13	85%						
2	DC Public Schools	Anacostia Bible School	1	1	100%	1	1	100%						
2	DC Public Schools	Barnard Elementary School	31	49	63%	24	37	65%	5	8	63%			
2	DC Public Schools	Bowen Elementary School	4	21	19%	4	21	19%						
2	DC Public Schools	Davis Elementary School	19	41	46%	19	41	46%						
2	DC Public Schools	Green Elementary School	20	38	53%	20	37	54%						
2	DC Public Schools	Ketcham Elementary School	14	27	52%	14	27	52%						
2	DC Public Schools	Kimball Elementary School	16	43	37%	16	43	37%						
2	DC Public Schools	King Elementary School	28	48	58%	28	47	60%	0	1	0%			
2	DC Public Schools	Nalle Elementary School	14	46	30%	14	46	30%						
2	DC Public Schools	Rudolph Elementary School	7	40	18%	5	28	18%	1	11	9%	1	1	100%
2	DC Public Schools	Wilson, J.O. Elementary School	27	39	69%	25	37	68%	1	1	100%	1	1	100%
2	Tree of Life Community PCS	Tree of Life Community PCS	22	25	88%	20	23	87%				1	1	100%
2	Community Academy PCS	Community Academy PCS (Butler)	15	32	47%	4	10	40%	1	4	25%	1	3	33%
2	Community Academy PCS	Community Academy PCS (Rand)	13	19	68%	12	18	67%	1	1	100%			
2	Howard Road PCS	Howard Road PCS	41	74	55%	35	68	51%	1	1	100%	5	5	100%
1	All Cohort 1 Schools		434	867	50%	283	585	48%	94	183	51%	25	32	78%
2	All Cohort 2 Schools		272	543	50%	241	484	50%	10	27	37%	9	11	82%
	All DC Reading First Schools		706	1410	50%	524	1069	49%	104	210	50%	34	43	79%

**Exhibit C-7**  
**DC Reading First Initiative Implementation Year 3 (2006-2007 School Year)**  
**DIBELS Phoneme Segmentation Fluency (PSF) Grade 1, Spring 2007**

Cohort	LEA	School	All Students			Special Education			Economically Disadvantaged			Limited English Proficiency		
			N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"
1	DC Public Schools	Bancroft Elementary School	48	57	84%	5	9	56%	37	45	82%	3	3	100%
1	DC Public Schools	Benning Elementary School	17	26	65%	0	1	0%	5	11	45%			
1	DC Public Schools	Brightwood Elementary School	39	47	83%				36	44	82%	1	1	100%
1	DC Public Schools	Bruce Monroe Elementary School	19	37	51%	1	4	25%	12	26	46%			
1	DC Public Schools	Cook Elementary School	25	27	93%	2	2	100%	19	20	95%			
1	DC Public Schools	Cornerstone Community School	20	22	91%				7	7	100%			
1	DC Public Schools	Draper Elementary School	7	12	58%	0	1	0%	7	12	58%			
1	DC Public Schools	Garfield Elementary School	18	46	39%	2	3	67%	11	28	39%			
1	DC Public Schools	Gibbs Elementary School	25	41	61%	1	5	20%	21	37	57%			
1	DC Public Schools	Houston Elementary School	22	38	58%	0	1	0%	14	25	56%			
1	DC Public Schools	Leckie Elementary School	38	47	81%				28	35	80%			
1	DC Public Schools	McGogney Elementary School	36	46	78%	1	8	13%	36	45	80%			
1	DC Public Schools	Patterson Elementary School	45	48	94%	1	1	100%	30	33	91%			
1	DC Public Schools	Plummer Elementary School	28	36	78%				23	30	77%	1	1	100%
1	DC Public Schools	Slowe Elementary School	18	18	100%	2	2	100%	17	17	100%			
1	DC Public Schools	Thomas Elementary School	32	38	84%	0	4	0%	16	21	76%			
1	DC Public Schools	Thomson Elementary School	33	41	80%				20	26	77%	14	19	74%
1	DC Public Schools	Tubman Elementary School	50	61	82%	2	4	50%	35	44	80%			
1	DC Public Schools	Tyler Elementary School	26	27	96%	1	2	50%	26	27	96%			
1	Community Academy PCS	Community Academy PCS (Amos)	46	53	87%				1	1	100%			
1	Friendship-Edison PCS	Friendship-Edison PCS (Woodridge)	44	49	90%	2	4	50%	35	38	92%			
1	IDEAL Academy PCS	IDEAL Academy PCS	17	17	100%				12	12	100%			
1	SAIL PCS	SAIL PCS	9	12	75%	3	5	60%	8	10	80%			
2	DC Public Schools	Anacostia Bible School												
2	DC Public Schools	Barnard Elementary School	35	49	71%	1	2	50%	23	37	62%	1	1	100%
2	DC Public Schools	Bowen Elementary School	13	36	36%	0	3	0%	12	34	35%			
2	DC Public Schools	Davis Elementary School	47	58	81%	1	3	33%	40	50	80%			
2	DC Public Schools	Green Elementary School	23	42	55%	1	8	13%	21	38	55%			
2	DC Public Schools	Ketcham Elementary School	30	32	94%	1	2	50%	29	30	97%			
2	DC Public Schools	Kimball Elementary School	40	43	93%	3	3	100%	37	40	93%			
2	DC Public Schools	King Elementary School	46	55	84%				31	36	86%			
2	DC Public Schools	Nalle Elementary School	27	39	69%				21	29	72%			
2	DC Public Schools	Rudolph Elementary School	12	34	35%	0	2	0%	11	27	41%			
2	DC Public Schools	Wilson, J.O. Elementary School	33	37	89%	2	2	100%	20	21	95%			
2	Tree of Life Community PCS	Tree of Life Community PCS	27	34	79%	0	1	0%	26	33	79%			
2	Community Academy PCS	Community Academy PCS (Butler)	22	24	92%				10	12	83%			
2	Community Academy PCS	Community Academy PCS (Rand)	9	17	53%	1	1	100%	9	17	53%			
2	Howard Road PCS	Howard Road PCS	47	82	57%	0	2	0%	27	49	55%			
1	All Cohort 1 Schools		662	846	78%	23	56	41%	456	594	77%	19	24	79%
2	All Cohort 2 Schools		411	582	71%	10	29	34%	317	453	70%	1	1	100%
	All DC Reading First Schools		1073	1428	75%	33	85	39%	773	1047	74%	20	25	80%

**Exhibit C-8**  
**DC Reading First Initiative Implementation Year 3 (2006-2007 School Year)**  
**DIBELS Phoneme Segmentation Fluency (PSF) Grade 1, Spring 2007**

Cohort	LEA	School	All Students			African American			Hispanic			All Other Races		
			N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"
1	DC Public Schools	Bancroft Elementary School	48	57	84%	7	7	100%	35	42	83%	6	8	75%
1	DC Public Schools	Benning Elementary School	17	26	65%	17	26	65%						
1	DC Public Schools	Brightwood Elementary School	39	47	83%	10	12	83%	29	35	83%			
1	DC Public Schools	Bruce Monroe Elementary School	19	37	51%	7	13	54%	11	22	50%	1	2	50%
1	DC Public Schools	Cook Elementary School	25	27	93%	24	26	92%	1	1	100%			
1	DC Public Schools	Cornerstone Community School	20	22	91%	16	18	89%				4	4	100%
1	DC Public Schools	Draper Elementary School	7	12	58%	7	12	58%						
1	DC Public Schools	Garfield Elementary School	18	46	39%	18	45	40%						
1	DC Public Schools	Gibbs Elementary School	25	41	61%	25	41	61%						
1	DC Public Schools	Houston Elementary School	22	38	58%	22	38	58%						
1	DC Public Schools	Leckie Elementary School	38	47	81%	36	45	80%	1	1	100%	1	1	100%
1	DC Public Schools	McGogney Elementary School	36	46	78%	36	46	78%						
1	DC Public Schools	Patterson Elementary School	45	48	94%	44	47	94%				1	1	100%
1	DC Public Schools	Plummer Elementary School	28	36	78%	26	33	79%	2	3	67%			
1	DC Public Schools	Slowe Elementary School	18	18	100%	18	18	100%						
1	DC Public Schools	Thomas Elementary School	32	38	84%	32	38	84%						
1	DC Public Schools	Thomson Elementary School	33	41	80%	17	20	85%	10	12	83%	6	9	67%
1	DC Public Schools	Tubman Elementary School	50	61	82%	28	33	85%	20	26	77%	2	2	100%
1	DC Public Schools	Tyler Elementary School	26	27	96%	26	27	96%						
1	Community Academy PCS	Community Academy PCS (Amos)	46	53	87%	15	16	94%	1	1	100%			
1	Friendship-Edison PCS	Friendship-Edison PCS (Woodridge)	44	49	90%	44	49	90%						
1	IDEAL Academy PCS	IDEAL Academy PCS	17	17	100%	17	17	100%						
1	SAIL PCS	SAIL PCS	9	12	75%	8	11	73%				1	1	100%
2	DC Public Schools	Anacostia Bible School												
2	DC Public Schools	Barnard Elementary School	35	49	71%	25	34	74%	8	12	67%	1	2	50%
2	DC Public Schools	Bowen Elementary School	13	36	36%	13	36	36%						
2	DC Public Schools	Davis Elementary School	47	58	81%	47	58	81%						
2	DC Public Schools	Green Elementary School	23	42	55%	23	42	55%						
2	DC Public Schools	Ketcham Elementary School	30	32	94%	30	32	94%						
2	DC Public Schools	Kimball Elementary School	40	43	93%	39	42	93%	1	1	100%			
2	DC Public Schools	King Elementary School	46	55	84%	46	55	84%						
2	DC Public Schools	Nalle Elementary School	27	39	69%	26	38	68%	1	1	100%			
2	DC Public Schools	Rudolph Elementary School	12	34	35%	6	25	24%	6	9	67%			
2	DC Public Schools	Wilson, J.O. Elementary School	33	37	89%	32	36	89%				1	1	100%
2	Tree of Life Community PCS	Tree of Life Community PCS	27	34	79%	27	34	79%						
2	Community Academy PCS	Community Academy PCS (Butler)	22	24	92%	17	18	94%	5	6	83%			
2	Community Academy PCS	Community Academy PCS (Rand)	9	17	53%	7	15	47%	1	1	100%			
2	Howard Road PCS	Howard Road PCS	47	82	57%	40	75	53%	2	2	100%	5	5	100%
1	All Cohort 1 Schools		662	846	78%	500	638	78%	110	143	77%	22	28	79%
2	All Cohort 2 Schools		411	582	71%	378	540	70%	24	32	75%	7	8	88%
	All DC Reading First Schools		1073	1428	75%	878	1178	75%	134	175	77%	29	36	81%



**Exhibit C-9**  
**DC Reading First Initiative Implementation Year 3 (2006-2007 School Year)**  
**DIBELS Nonsense Word Fluency (NWF) Grade 1, Spring 2007**

Cohort	LEA	School	All Students			Special Education			Economically Disadvantaged			Limited English Proficiency		
			N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"
1	DC Public Schools	Bancroft Elementary School	38	57	67%	2	9	22%	29	45	64%	1	3	33%
1	DC Public Schools	Benning Elementary School	12	26	46%	0	1	0%	5	11	45%			
1	DC Public Schools	Brightwood Elementary School	23	47	49%				23	44	52%	1	1	100%
1	DC Public Schools	Bruce Monroe Elementary School	12	37	32%	1	4	25%	6	26	23%			
1	DC Public Schools	Cook Elementary School	6	27	22%	0	2	0%	5	20	25%			
1	DC Public Schools	Cornerstone Community School	15	22	68%				4	7	57%			
1	DC Public Schools	Draper Elementary School	2	12	17%	0	1	0%	2	12	17%			
1	DC Public Schools	Garfield Elementary School	6	46	13%	1	3	33%	4	28	14%			
1	DC Public Schools	Gibbs Elementary School	11	41	27%	0	5	0%	9	37	24%			
1	DC Public Schools	Houston Elementary School	10	38	26%	0	1	0%	3	25	12%			
1	DC Public Schools	Leckie Elementary School	25	47	53%				19	35	54%			
1	DC Public Schools	McGogney Elementary School	29	46	63%	3	8	38%	28	45	62%			
1	DC Public Schools	Patterson Elementary School	38	48	79%	1	1	100%	24	33	73%			
1	DC Public Schools	Plummer Elementary School	14	36	39%				12	30	40%	0	1	0%
1	DC Public Schools	Slowe Elementary School	14	18	78%	1	2	50%	13	17	76%			
1	DC Public Schools	Thomas Elementary School	11	38	29%	0	4	0%	6	21	29%			
1	DC Public Schools	Thomson Elementary School	32	41	78%				21	26	81%	15	19	79%
1	DC Public Schools	Tubman Elementary School	32	61	52%	2	4	50%	22	44	50%			
1	DC Public Schools	Tyler Elementary School	13	27	48%	0	2	0%	13	27	48%			
1	Community Academy PCS	Community Academy PCS (Amos)	22	53	42%				0	1	0%			
1	Friendship-Edison PCS	Friendship-Edison PCS (Woodridge)	24	49	49%	0	4	0%	19	38	50%			
1	IDEAL Academy PCS	IDEAL Academy PCS	14	17	82%				10	12	83%			
1	SAIL PCS	SAIL PCS	4	12	33%	1	5	20%	4	10	40%			
2	DC Public Schools	Anacostia Bible School												
2	DC Public Schools	Barnard Elementary School	26	49	53%	2	2	100%	18	37	49%	1	1	100%
2	DC Public Schools	Bowen Elementary School	14	36	39%	0	3	0%	13	34	38%			
2	DC Public Schools	Davis Elementary School	17	58	29%	1	3	33%	13	50	26%			
2	DC Public Schools	Green Elementary School	11	42	26%	2	8	25%	10	38	26%			
2	DC Public Schools	Ketcham Elementary School	15	32	47%	1	2	50%	15	30	50%			
2	DC Public Schools	Kimball Elementary School	24	43	56%	2	3	67%	23	40	58%			
2	DC Public Schools	King Elementary School	28	55	51%				17	36	47%			
2	DC Public Schools	Nalle Elementary School	23	39	59%				18	29	62%			
2	DC Public Schools	Rudolph Elementary School	5	34	15%	0	2	0%	5	27	19%			
2	DC Public Schools	Wilson, J.O. Elementary School	28	37	76%	2	2	100%	19	21	90%			
2	Tree of Life Community PCS	Tree of Life Community PCS	12	34	35%	0	1	0%	11	33	33%			
2	Community Academy PCS	Community Academy PCS (Butler)	22	24	92%				12	12	100%			
2	Community Academy PCS	Community Academy PCS (Rand)	12	17	71%	0	1	0%	12	17	71%			
2	Howard Road PCS	Howard Road PCS	40	82	49%	0	2	0%	21	49	43%			
1	All Cohort 1 Schools		407	846	48%	12	56	21%	281	594	47%	17	24	71%
2	All Cohort 2 Schools		277	582	48%	10	29	34%	207	453	46%	1	1	100%
	All DC Reading First Schools		684	1428	48%	22	85	26%	488	1047	47%	18	25	72%

**Exhibit C-10**  
**DC Reading First Initiative Implementation Year 3 (2006-2007 School Year)**  
**DIBELS Nonsense Word Fluency (NWF) Grade 1, Spring 2007**

Cohort	LEA	School	All Students			African American			Hispanic			All Other Races		
			N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"
1	DC Public Schools	Bancroft Elementary School	38	57	67%	7	7	100%	25	42	60%	6	8	75%
1	DC Public Schools	Benning Elementary School	12	26	46%	12	26	46%						
1	DC Public Schools	Brightwood Elementary School	23	47	49%	7	12	58%	16	35	46%			
1	DC Public Schools	Bruce Monroe Elementary School	12	37	32%	4	13	31%	6	22	27%	2	2	100%
1	DC Public Schools	Cook Elementary School	6	27	22%	6	26	23%	0	1	0%			
1	DC Public Schools	Cornerstone Community School	15	22	68%	11	18	61%				4	4	100%
1	DC Public Schools	Draper Elementary School	2	12	17%	2	12	17%						
1	DC Public Schools	Garfield Elementary School	6	46	13%	6	45	13%						
1	DC Public Schools	Gibbs Elementary School	11	41	27%	11	41	27%						
1	DC Public Schools	Houston Elementary School	10	38	26%	10	38	26%						
1	DC Public Schools	Leckie Elementary School	25	47	53%	23	45	51%	1	1	100%	1	1	100%
1	DC Public Schools	McGogney Elementary School	29	46	63%	29	46	63%						
1	DC Public Schools	Patterson Elementary School	38	48	79%	37	47	79%				1	1	100%
1	DC Public Schools	Plummer Elementary School	14	36	39%	12	33	36%	2	3	67%			
1	DC Public Schools	Slowe Elementary School	14	18	78%	14	18	78%						
1	DC Public Schools	Thomas Elementary School	11	38	29%	11	38	29%						
1	DC Public Schools	Thomson Elementary School	32	41	78%	15	20	75%	10	12	83%	7	9	78%
1	DC Public Schools	Tubman Elementary School	32	61	52%	19	33	58%	12	26	46%	1	2	50%
1	DC Public Schools	Tyler Elementary School	13	27	48%	13	27	48%						
1	Community Academy PCS	Community Academy PCS (Amos)	22	53	42%	7	16	44%	0	1	0%			
1	Friendship-Edison PCS	Friendship-Edison PCS (Woodridge)	24	49	49%	24	49	49%						
1	IDEAL Academy PCS	IDEAL Academy PCS	14	17	82%	14	17	82%						
1	SAIL PCS	SAIL PCS	4	12	33%	4	11	36%				0	1	0%
2	DC Public Schools	Anacostia Bible School												
2	DC Public Schools	Barnard Elementary School	26	49	53%	19	34	56%	4	12	33%	2	2	100%
2	DC Public Schools	Bowen Elementary School	14	36	39%	14	36	39%						
2	DC Public Schools	Davis Elementary School	17	58	29%	17	58	29%						
2	DC Public Schools	Green Elementary School	11	42	26%	11	42	26%						
2	DC Public Schools	Ketcham Elementary School	15	32	47%	15	32	47%						
2	DC Public Schools	Kimball Elementary School	24	43	56%	23	42	55%	1	1	100%			
2	DC Public Schools	King Elementary School	28	55	51%	28	55	51%						
2	DC Public Schools	Nalle Elementary School	23	39	59%	22	38	58%	1	1	100%			
2	DC Public Schools	Rudolph Elementary School	5	34	15%	2	25	8%	3	9	33%			
2	DC Public Schools	Wilson, J.O. Elementary School	28	37	76%	27	36	75%				1	1	100%
2	Tree of Life Community PCS	Tree of Life Community PCS	12	34	35%	12	34	35%						
2	Community Academy PCS	Community Academy PCS (Butler)	22	24	92%	16	18	89%	6	6	100%			
2	Community Academy PCS	Community Academy PCS (Rand)	12	17	71%	10	15	67%	1	1	100%			
2	Howard Road PCS	Howard Road PCS	40	82	49%	35	75	47%	2	2	100%	3	5	60%
1	All Cohort 1 Schools		407	846	48%	298	638	47%	72	143	50%	22	28	79%
2	All Cohort 2 Schools		277	582	48%	251	540	46%	18	32	56%	6	8	75%
	All DC Reading First Schools		684	1428	48%	549	1178	47%	90	175	51%	28	36	78%

**Exhibit C-11**  
**DC Reading First Initiative Implementation Year 3 (2006-2007 School Year)**  
**DIBELS Oral Reading Fluency (ORF) Grades 1-3, Spring 2007**

Cohort	LEA	School	Grade 1			Grade 2			Grade 3		
			N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"
1	DC Public Schools	Bancroft Elementary School	24	57	42%	24	43	56%	26	46	57%
1	DC Public Schools	Benning Elementary School	12	26	46%	5	25	20%	1	17	6%
1	DC Public Schools	Brightwood Elementary School	22	47	47%	23	48	48%	18	43	42%
1	DC Public Schools	Bruce Monroe Elementary School	9	37	24%	4	35	11%	7	33	21%
1	DC Public Schools	Cook Elementary School	8	27	30%	5	24	21%	4	15	27%
1	DC Public Schools	Cornerstone Community School	15	22	68%	17	17	100%	18	22	82%
1	DC Public Schools	Draper Elementary School	3	12	25%	1	13	8%	4	17	24%
1	DC Public Schools	Garfield Elementary School	8	46	17%	10	44	23%	4	36	11%
1	DC Public Schools	Gibbs Elementary School	7	41	17%	11	36	31%	7	32	22%
1	DC Public Schools	Houston Elementary School	12	38	32%	10	37	27%	10	44	23%
1	DC Public Schools	Leckie Elementary School	29	47	62%	21	45	47%	14	36	39%
1	DC Public Schools	McGogney Elementary School	19	46	41%	15	52	29%	21	50	42%
1	DC Public Schools	Patterson Elementary School	20	48	42%	23	40	58%	15	44	34%
1	DC Public Schools	Plummer Elementary School	10	36	28%	8	21	38%	2	14	14%
1	DC Public Schools	Slowe Elementary School	11	18	61%	14	25	56%	11	18	61%
1	DC Public Schools	Thomas Elementary School	5	38	13%	3	42	7%	3	35	9%
1	DC Public Schools	Thomson Elementary School	13	41	32%	27	46	59%	10	25	40%
1	DC Public Schools	Tubman Elementary School	15	61	25%	11	51	22%	14	37	38%
1	DC Public Schools	Tyler Elementary School	13	27	48%	4	10	40%	5	18	28%
1	Community Academy PCS	Community Academy PCS (Amos)	17	49	35%	17	40	43%	11	48	23%
1	Friendship-Edison PCS	Friendship-Edison PCS (Woodridge)	23	49	47%	20	54	37%	17	62	27%
1	IDEAL Academy PCS	IDEAL Academy PCS	9	17	53%	14	29	48%	7	28	25%
1	SAIL PCS	SAIL PCS	3	12	25%	11	24	46%	6	20	30%
2	DC Public Schools	Anacostia Bible School									
2	DC Public Schools	Barnard Elementary School	18	49	37%	9	45	20%	11	35	31%
2	DC Public Schools	Bowen Elementary School	13	36	36%	8	39	21%	6	27	22%
2	DC Public Schools	Davis Elementary School	17	58	29%	5	35	14%	6	43	14%
2	DC Public Schools	Green Elementary School	10	42	24%	7	30	23%	3	38	8%
2	DC Public Schools	Ketcham Elementary School	10	32	31%	9	24	38%	12	38	32%
2	DC Public Schools	Kimball Elementary School	14	43	33%	11	47	23%	13	45	29%
2	DC Public Schools	King Elementary School	28	55	51%	17	57	30%	4	41	10%
2	DC Public Schools	Nalle Elementary School	18	39	46%	11	44	25%	9	38	24%
2	DC Public Schools	Rudolph Elementary School	9	34	26%	10	35	29%	10	33	30%
2	DC Public Schools	Wilson, J.O. Elementary School	26	37	70%	7	33	21%	15	33	45%
2	Tree of Life Community PCS	Tree of Life Community PCS	5	34	15%	8	17	47%	8	16	50%
2	Community Academy PCS	Community Academy PCS (Butler)	19	24	79%	9	14	64%	2	9	22%
2	Community Academy PCS	Community Academy PCS (Rand)	10	17	59%	7	11	64%	3	16	19%
2	Howard Road PCS	Howard Road PCS	40	82	49%	24	60	40%	27	64	42%
1	All Cohort 1 Schools		307	842	36%	298	801	37%	235	740	32%
2	All Cohort 2 Schools		237	582	41%	142	491	29%	129	476	27%
	All DC Reading First Schools		544	1424	38%	440	1292	34%	364	1216	30%

**Exhibit C-12**  
**DC Reading First Initiative Implementation Year 3 (2006-2007 School Year)**  
**DIBELS Oral Reading Fluency (ORF) Grade 1, Spring 2007**

Cohort	LEA	School	All Students			Special Education			Economically Disadvantaged			Limited English Proficiency		
			N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"
1	DC Public Schools	Bancroft Elementary School	24	57	42%	1	9	11%	18	45	40%	1	3	33%
1	DC Public Schools	Benning Elementary School	12	26	46%	0	1	0%	6	11	55%			
1	DC Public Schools	Brightwood Elementary School	22	47	47%				21	44	48%	1	1	100%
1	DC Public Schools	Bruce Monroe Elementary School	9	37	24%	1	4	25%	5	26	19%			
1	DC Public Schools	Cook Elementary School	8	27	30%	1	2	50%	6	20	30%			
1	DC Public Schools	Cornerstone Community School	15	22	68%				3	7	43%			
1	DC Public Schools	Draper Elementary School	3	12	25%	0	1	0%	3	12	25%			
1	DC Public Schools	Garfield Elementary School	8	46	17%	1	3	33%	6	28	21%			
1	DC Public Schools	Gibbs Elementary School	7	41	17%	0	5	0%	6	37	16%			
1	DC Public Schools	Houston Elementary School	12	38	32%	0	1	0%	5	25	20%			
1	DC Public Schools	Leckie Elementary School	29	47	62%				22	35	63%			
1	DC Public Schools	McGogney Elementary School	19	46	41%	3	8	38%	18	45	40%			
1	DC Public Schools	Patterson Elementary School	20	48	42%	1	1	100%	10	33	30%			
1	DC Public Schools	Plummer Elementary School	10	36	28%				8	30	27%	0	1	0%
1	DC Public Schools	Slowe Elementary School	11	18	61%	0	2	0%	10	17	59%			
1	DC Public Schools	Thomas Elementary School	5	38	13%	0	4	0%	2	21	10%			
1	DC Public Schools	Thomson Elementary School	13	41	32%				7	26	27%	5	19	26%
1	DC Public Schools	Tubman Elementary School	15	61	25%	1	4	25%	6	44	14%			
1	DC Public Schools	Tyler Elementary School	13	27	48%	0	2	0%	13	27	48%			
1	Community Academy PCS	Community Academy PCS (Amos)	17	49	35%				0	1	0%			
1	Friendship-Edison PCS	Friendship-Edison PCS (Woodridge)	23	49	47%	0	4	0%	17	38	45%			
1	IDEAL Academy PCS	IDEAL Academy PCS	9	17	53%				6	12	50%			
1	SAIL PCS	SAIL PCS	3	12	25%	0	5	0%	3	10	30%			
2	DC Public Schools	Anacostia Bible School												
2	DC Public Schools	Barnard Elementary School	18	49	37%	0	2	0%	12	37	32%	1	1	100%
2	DC Public Schools	Bowen Elementary School	13	36	36%	2	3	67%	13	34	38%			
2	DC Public Schools	Davis Elementary School	17	58	29%	0	3	0%	13	50	26%			
2	DC Public Schools	Green Elementary School	10	42	24%	2	8	25%	8	38	21%			
2	DC Public Schools	Ketcham Elementary School	10	32	31%	1	2	50%	10	30	33%			
2	DC Public Schools	Kimball Elementary School	14	43	33%	0	3	0%	13	40	33%			
2	DC Public Schools	King Elementary School	28	55	51%				18	36	50%			
2	DC Public Schools	Nalle Elementary School	18	39	46%				13	29	45%			
2	DC Public Schools	Rudolph Elementary School	9	34	26%	0	2	0%	7	27	26%			
2	DC Public Schools	Wilson, J.O. Elementary School	26	37	70%	2	2	100%	17	21	81%			
2	Tree of Life Community PCS	Tree of Life Community PCS	5	34	15%	0	1	0%	4	33	12%			
2	Community Academy PCS	Community Academy PCS (Butler)	19	24	79%				10	12	83%			
2	Community Academy PCS	Community Academy PCS (Rand)	10	17	59%	0	1	0%	10	17	59%			
2	Howard Road PCS	Howard Road PCS	40	82	49%	0	2	0%	20	49	41%			
1	All Cohort 1 Schools		307	842	36%	9	56	16%	201	594	34%	7	24	29%
2	All Cohort 2 Schools		237	582	41%	7	29	24%	168	453	37%	1	1	100%
	All DC Reading First Schools		544	1424	38%	16	85	19%	369	1047	35%	8	25	32%

**Exhibit C-13**  
**DC Reading First Initiative Implementation Year 3 (2006-2007 School Year)**  
**DIBELS Oral Reading Fluency (ORF) Grade 1, Spring 2007**

Cohort	LEA	School	All Students			African American			Hispanic			All Other Races		
			N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"
1	DC Public Schools	Bancroft Elementary School	24	57	42%	5	7	71%	16	42	38%	3	8	38%
1	DC Public Schools	Benning Elementary School	12	26	46%	12	26	46%						
1	DC Public Schools	Brightwood Elementary School	22	47	47%	9	12	75%	13	35	37%			
1	DC Public Schools	Bruce Monroe Elementary School	9	37	24%	3	13	23%	5	22	23%	1	2	50%
1	DC Public Schools	Cook Elementary School	8	27	30%	8	26	31%	0	1	0%			
1	DC Public Schools	Cornerstone Community School	15	22	68%	11	18	61%				4	4	100%
1	DC Public Schools	Draper Elementary School	3	12	25%	3	12	25%						
1	DC Public Schools	Garfield Elementary School	8	46	17%	8	45	18%						
1	DC Public Schools	Gibbs Elementary School	7	41	17%	7	41	17%						
1	DC Public Schools	Houston Elementary School	12	38	32%	12	38	32%						
1	DC Public Schools	Leckie Elementary School	29	47	62%	27	45	60%	1	1	100%	1	1	100%
1	DC Public Schools	McGogney Elementary School	19	46	41%	19	46	41%						
1	DC Public Schools	Patterson Elementary School	20	48	42%	19	47	40%				1	1	100%
1	DC Public Schools	Plummer Elementary School	10	36	28%	10	33	30%	0	3	0%			
1	DC Public Schools	Slowe Elementary School	11	18	61%	11	18	61%						
1	DC Public Schools	Thomas Elementary School	5	38	13%	5	38	13%						
1	DC Public Schools	Thomson Elementary School	13	41	32%	7	20	35%	2	12	17%	4	9	44%
1	DC Public Schools	Tubman Elementary School	15	61	25%	11	33	33%	4	26	15%	0	2	0%
1	DC Public Schools	Tyler Elementary School	13	27	48%	13	27	48%						
1	Community Academy PCS	Community Academy PCS (Amos)	17	49	35%	6	15	40%	0	1	0%			
1	Friendship-Edison PCS	Friendship-Edison PCS (Woodridge)	23	49	47%	23	49	47%						
1	IDEAL Academy PCS	IDEAL Academy PCS	9	17	53%	9	17	53%						
1	SAIL PCS	SAIL PCS	3	12	25%	3	11	27%				0	1	0%
2	DC Public Schools	Anacostia Bible School												
2	DC Public Schools	Barnard Elementary School	18	49	37%	14	34	41%	3	12	25%	1	2	50%
2	DC Public Schools	Bowen Elementary School	13	36	36%	13	36	36%						
2	DC Public Schools	Davis Elementary School	17	58	29%	17	58	29%						
2	DC Public Schools	Green Elementary School	10	42	24%	10	42	24%						
2	DC Public Schools	Ketcham Elementary School	10	32	31%	10	32	31%						
2	DC Public Schools	Kimball Elementary School	14	43	33%	13	42	31%	1	1	100%			
2	DC Public Schools	King Elementary School	28	55	51%	28	55	51%						
2	DC Public Schools	Nalle Elementary School	18	39	46%	17	38	45%	1	1	100%			
2	DC Public Schools	Rudolph Elementary School	9	34	26%	5	25	20%	4	9	44%			
2	DC Public Schools	Wilson, J.O. Elementary School	26	37	70%	25	36	69%				1	1	100%
2	Tree of Life Community PCS	Tree of Life Community PCS	5	34	15%	5	34	15%						
2	Community Academy PCS	Community Academy PCS (Butler)	19	24	79%	13	18	72%	6	6	100%			
2	Community Academy PCS	Community Academy PCS (Rand)	10	17	59%	9	15	60%	0	1	0%			
2	Howard Road PCS	Howard Road PCS	40	82	49%	37	75	49%	0	2	0%	3	5	60%
1	All Cohort 1 Schools		307	842	36%	241	637	38%	41	143	29%	14	28	50%
2	All Cohort 2 Schools		237	582	41%	216	540	40%	15	32	47%	5	8	63%
	All DC Reading First Schools		544	1424	38%	457	1177	39%	56	175	32%	19	36	53%

**Exhibit C-14**  
**DC Reading First Initiative Implementation Year 3 (2006-2007 School Year)**  
**DIBELS Oral Reading Fluency (ORF) Grade 2, Spring 2007**

Cohort	LEA	School	All Students			Special Education			Economically Disadvantaged			Limited English Proficiency		
			N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"
1	DC Public Schools	Bancroft Elementary School	24	43	56%	0	7	0%	20	37	54%	1	3	33%
1	DC Public Schools	Benning Elementary School	5	25	20%	0	4	0%	2	12	17%	0	1	0%
1	DC Public Schools	Brightwood Elementary School	23	48	48%	1	2	50%	21	43	49%	1	2	50%
1	DC Public Schools	Bruce Monroe Elementary School	4	35	11%	0	3	0%	4	28	14%	0	1	0%
1	DC Public Schools	Cook Elementary School	5	24	21%	0	2	0%	3	19	16%			
1	DC Public Schools	Cornerstone Community School	17	17	100%				5	5	100%			
1	DC Public Schools	Draper Elementary School	1	13	8%				1	11	9%			
1	DC Public Schools	Garfield Elementary School	10	44	23%	0	2	0%	9	37	24%			
1	DC Public Schools	Gibbs Elementary School	11	36	31%	0	1	0%	9	31	29%			
1	DC Public Schools	Houston Elementary School	10	37	27%	0	3	0%	3	24	13%			
1	DC Public Schools	Leckie Elementary School	21	45	47%	1	2	50%	14	36	39%			
1	DC Public Schools	McGogney Elementary School	15	52	29%	2	9	22%	15	51	29%			
1	DC Public Schools	Patterson Elementary School	23	40	58%	0	1	0%	21	35	60%			
1	DC Public Schools	Plummer Elementary School	8	21	38%				7	19	37%			
1	DC Public Schools	Slowe Elementary School	14	25	56%	0	2	0%	12	22	55%			
1	DC Public Schools	Thomas Elementary School	3	42	7%	0	3	0%	3	25	12%			
1	DC Public Schools	Thomson Elementary School	27	46	59%	0	4	0%	13	24	54%	9	20	45%
1	DC Public Schools	Tubman Elementary School	11	51	22%	0	4	0%	8	29	28%	0	1	0%
1	DC Public Schools	Tyler Elementary School	4	10	40%	0	3	0%	3	9	33%			
1	Community Academy PCS	Community Academy PCS (Amos)	17	40	43%									
1	Friendship-Edison PCS	Friendship-Edison PCS (Woodridge)	20	54	37%	0	4	0%	9	34	26%			
1	IDEAL Academy PCS	IDEAL Academy PCS	14	29	48%	1	1	100%	10	21	48%			
1	SAIL PCS	SAIL PCS	11	24	46%	1	7	14%	4	16	25%			
2	DC Public Schools	Anacostia Bible School												
2	DC Public Schools	Barnard Elementary School	9	45	20%	1	7	14%	7	28	25%	0	4	0%
2	DC Public Schools	Bowen Elementary School	8	39	21%	0	6	0%	7	37	19%			
2	DC Public Schools	Davis Elementary School	5	35	14%	0	11	0%	4	32	13%			
2	DC Public Schools	Green Elementary School	7	30	23%	1	4	25%	6	27	22%			
2	DC Public Schools	Ketcham Elementary School	9	24	38%	0	1	0%	8	21	38%			
2	DC Public Schools	Kimball Elementary School	11	47	23%	1	6	17%	11	39	28%			
2	DC Public Schools	King Elementary School	17	57	30%	1	2	50%	13	37	35%			
2	DC Public Schools	Nalle Elementary School	11	44	25%	0	1	0%	8	37	22%			
2	DC Public Schools	Rudolph Elementary School	10	35	29%	0	2	0%	10	29	34%	1	2	50%
2	DC Public Schools	Wilson, J.O. Elementary School	7	33	21%	0	3	0%	6	23	26%			
2	Tree of Life Community PCS	Tree of Life Community PCS	8	17	47%	0	1	0%	8	17	47%			
2	Community Academy PCS	Community Academy PCS (Butler)	9	14	64%				8	11	73%			
2	Community Academy PCS	Community Academy PCS (Rand)	7	11	64%	1	2	50%	5	9	56%	1	1	100%
2	Howard Road PCS	Howard Road PCS	24	60	40%	0	1	0%	16	36	44%			
1	All Cohort 1 Schools		298	801	37%	6	64	9%	196	568	35%	11	28	39%
2	All Cohort 2 Schools		142	491	29%	5	47	11%	117	383	31%	2	7	29%
	All DC Reading First Schools		440	1292	34%	11	111	10%	313	951	33%	13	35	37%

**Exhibit C-15**  
**DC Reading First Initiative Implementation Year 3 (2006-2007 School Year)**  
**DIBELS Oral Reading Fluency (ORF) Grade 2, Spring 2006**

Cohort	LEA	School	All Students			African American			Hispanic			All Other Races		
			N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"
1	DC Public Schools	Bancroft Elementary School	24	43	56%	4	5	80%	16	32	50%	4	6	67%
1	DC Public Schools	Benning Elementary School	5	25	20%	5	24	21%				0	1	0%
1	DC Public Schools	Brightwood Elementary School	23	48	48%	5	13	38%	17	34	50%	1	1	100%
1	DC Public Schools	Bruce Monroe Elementary School	4	35	11%	2	15	13%	2	20	10%			
1	DC Public Schools	Cook Elementary School	5	24	21%	5	24	21%						
1	DC Public Schools	Cornerstone Community School	17	17	100%	14	14	100%				3	3	100%
1	DC Public Schools	Draper Elementary School	1	13	8%	1	13	8%						
1	DC Public Schools	Garfield Elementary School	10	44	23%	10	44	23%						
1	DC Public Schools	Gibbs Elementary School	11	36	31%	11	36	31%						
1	DC Public Schools	Houston Elementary School	10	37	27%	9	35	26%	1	2	50%			
1	DC Public Schools	Leckie Elementary School	21	45	47%	19	42	45%	0	1	0%	2	2	100%
1	DC Public Schools	McGogney Elementary School	15	52	29%	15	52	29%						
1	DC Public Schools	Patterson Elementary School	23	40	58%	23	40	58%						
1	DC Public Schools	Plummer Elementary School	8	21	38%	6	18	33%	2	3	67%			
1	DC Public Schools	Slowe Elementary School	14	25	56%	14	25	56%						
1	DC Public Schools	Thomas Elementary School	3	42	7%	3	42	7%						
1	DC Public Schools	Thomson Elementary School	27	46	59%	16	20	80%	4	18	22%	7	8	88%
1	DC Public Schools	Tubman Elementary School	11	51	22%	6	24	25%	4	26	15%	1	1	100%
1	DC Public Schools	Tyler Elementary School	4	10	40%	4	10	40%						
1	Community Academy PCS	Community Academy PCS (Amos)	17	40	43%	0	1	0%						
1	Friendship-Edison PCS	Friendship-Edison PCS (Woodridge)	20	54	37%	20	54	37%						
1	IDEAL Academy PCS	IDEAL Academy PCS	14	29	48%	11	26	42%	2	2	100%	1	1	100%
1	SAIL PCS	SAIL PCS	11	24	46%	11	23	48%	0	1	0%			
2	DC Public Schools	Anacostia Bible School												
2	DC Public Schools	Barnard Elementary School	9	45	20%	7	31	23%	2	13	15%			
2	DC Public Schools	Bowen Elementary School	8	39	21%	7	38	18%				1	1	100%
2	DC Public Schools	Davis Elementary School	5	35	14%	5	35	14%						
2	DC Public Schools	Green Elementary School	7	30	23%	7	30	23%						
2	DC Public Schools	Ketcham Elementary School	9	24	38%	9	24	38%						
2	DC Public Schools	Kimball Elementary School	11	47	23%	10	46	22%	1	1	100%			
2	DC Public Schools	King Elementary School	17	57	30%	17	56	30%	0	1	0%			
2	DC Public Schools	Nalle Elementary School	11	44	25%	11	43	26%	0	1	0%			
2	DC Public Schools	Rudolph Elementary School	10	35	29%	7	26	27%	3	9	33%			
2	DC Public Schools	Wilson, J.O. Elementary School	7	33	21%	6	32	19%				1	1	100%
2	Tree of Life Community PCS	Tree of Life Community PCS	8	17	47%	8	17	47%						
2	Community Academy PCS	Community Academy PCS (Butler)	9	14	64%	7	10	70%	2	4	50%			
2	Community Academy PCS	Community Academy PCS (Rand)	7	11	64%	7	11	64%						
2	Howard Road PCS	Howard Road PCS	24	60	40%	22	57	39%				2	3	67%
1	All Cohort 1 Schools		298	801	37%	214	600	36%	48	139	35%	19	23	83%
2	All Cohort 2 Schools		142	491	29%	130	456	29%	8	29	28%	4	5	80%
	All DC Reading First Schools		440	1292	34%	344	1056	33%	56	168	33%	23	28	82%

**Exhibit C-16**  
**DC Reading First Initiative Implementation Year 3 (2006-2007 School Year)**  
**DIBELS Oral Reading Fluency (ORF) Grade 3, Spring 2007**

Cohort	LEA	School	All Students			Special Education			Economically Disadvantaged			Limited English Proficiency		
			N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"
1	DC Public Schools	Bancroft Elementary School	26	46	57%	3	6	50%	24	42	57%	0	1	0%
1	DC Public Schools	Benning Elementary School	1	17	6%	0	3	0%	1	8	13%			
1	DC Public Schools	Brightwood Elementary School	18	43	42%	0	4	0%	13	38	34%	2	5	40%
1	DC Public Schools	Bruce Monroe Elementary School	7	33	21%	0	2	0%	5	26	19%	0	1	0%
1	DC Public Schools	Cook Elementary School	4	15	27%	1	1	100%	4	11	36%			
1	DC Public Schools	Cornerstone Community School	18	22	82%				4	4	100%			
1	DC Public Schools	Draper Elementary School	4	17	24%				4	16	25%			
1	DC Public Schools	Garfield Elementary School	4	36	11%	0	3	0%	4	26	15%			
1	DC Public Schools	Gibbs Elementary School	7	32	22%	0	4	0%	7	29	24%			
1	DC Public Schools	Houston Elementary School	10	44	23%	0	4	0%	3	26	12%			
1	DC Public Schools	Leckie Elementary School	14	36	39%	1	5	20%	7	22	32%			
1	DC Public Schools	McGogney Elementary School	21	50	42%	2	9	22%	20	49	41%			
1	DC Public Schools	Patterson Elementary School	15	44	34%	1	3	33%	9	29	31%			
1	DC Public Schools	Plummer Elementary School	2	14	14%	0	1	0%	2	12	17%			
1	DC Public Schools	Slowe Elementary School	11	18	61%	0	1	0%	9	14	64%			
1	DC Public Schools	Thomas Elementary School	3	35	9%	0	3	0%	1	16	6%			
1	DC Public Schools	Thomson Elementary School	10	25	40%	1	3	33%	8	18	44%	5	12	42%
1	DC Public Schools	Tubman Elementary School	14	37	38%	0	4	0%	7	23	30%	0	1	0%
1	DC Public Schools	Tyler Elementary School	5	18	28%	0	2	0%	5	18	28%			
1	Community Academy PCS	Community Academy PCS (Amos)	11	48	23%									
1	Friendship-Edison PCS	Friendship-Edison PCS (Woodridge)	17	62	27%	0	2	0%	10	43	23%			
1	IDEAL Academy PCS	IDEAL Academy PCS	7	28	25%	0	1	0%	4	22	18%			
1	SAIL PCS	SAIL PCS	6	20	30%	3	11	27%	4	12	33%			
2	DC Public Schools	Anacostia Bible School												
2	DC Public Schools	Barnard Elementary School	11	35	31%	0	4	0%	4	23	17%	0	1	0%
2	DC Public Schools	Bowen Elementary School	6	27	22%	0	6	0%	5	26	19%			
2	DC Public Schools	Davis Elementary School	6	43	14%	0	7	0%	3	35	9%			
2	DC Public Schools	Green Elementary School	3	38	8%	0	5	0%	3	32	9%			
2	DC Public Schools	Ketcham Elementary School	12	38	32%	1	5	20%	9	35	26%			
2	DC Public Schools	Kimball Elementary School	13	45	29%	1	7	14%	13	37	35%			
2	DC Public Schools	King Elementary School	4	41	10%	0	6	0%	2	24	8%			
2	DC Public Schools	Nalle Elementary School	9	38	24%	1	5	20%	7	29	24%			
2	DC Public Schools	Rudolph Elementary School	10	33	30%	0	5	0%	8	30	27%	2	2	100%
2	DC Public Schools	Wilson, J.O. Elementary School	15	33	45%	0	4	0%	13	26	50%			
2	Tree of Life Community PCS	Tree of Life Community PCS	8	16	50%	0	2	0%	8	16	50%			
2	Community Academy PCS	Community Academy PCS (Butler)	2	9	22%				1	6	17%			
2	Community Academy PCS	Community Academy PCS (Rand)	3	16	19%	0	3	0%	3	15	20%			
2	Howard Road PCS	Howard Road PCS	27	64	42%	1	4	25%	16	40	40%			
1	All Cohort 1 Schools		235	740	32%	12	72	17%	155	504	31%	7	20	35%
2	All Cohort 2 Schools		129	476	27%	4	63	6%	95	374	25%	2	3	67%
	All DC Reading First Schools		364	1216	30%	16	135	12%	250	878	28%	9	23	39%



**Exhibit C-17**  
**DC Reading First Initiative Implementation Year 3 (2006-2007 School Year)**  
**DIBELS Oral Reading Fluency (ORF) Grade 3, Spring 2007**

Cohort	LEA	School	All Students			African American			Hispanic			All Other Races		
			N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"	N "Low Risk"	N Tested	% "Low Risk"
1	DC Public Schools	Bancroft Elementary School	26	46	57%	4	6	67%	19	35	54%	3	5	60%
1	DC Public Schools	Benning Elementary School	1	17	6%	1	17	6%						
1	DC Public Schools	Brightwood Elementary School	18	43	42%	7	14	50%	11	29	38%			
1	DC Public Schools	Bruce Monroe Elementary School	7	33	21%	2	10	20%	5	23	22%			
1	DC Public Schools	Cook Elementary School	4	15	27%	4	14	29%	0	1	0%			
1	DC Public Schools	Cornerstone Community School	18	22	82%	17	21	81%				1	1	100%
1	DC Public Schools	Draper Elementary School	4	17	24%	4	17	24%						
1	DC Public Schools	Garfield Elementary School	4	36	11%	4	36	11%						
1	DC Public Schools	Gibbs Elementary School	7	32	22%	7	32	22%						
1	DC Public Schools	Houston Elementary School	10	44	23%	10	42	24%	0	2	0%			
1	DC Public Schools	Leckie Elementary School	14	36	39%	13	32	41%	1	1	100%	0	3	0%
1	DC Public Schools	McGogney Elementary School	21	50	42%	20	49	41%	1	1	100%			
1	DC Public Schools	Patterson Elementary School	15	44	34%	14	41	34%				1	1	100%
1	DC Public Schools	Plummer Elementary School	2	14	14%	2	14	14%						
1	DC Public Schools	Slowe Elementary School	11	18	61%	11	18	61%						
1	DC Public Schools	Thomas Elementary School	3	35	9%	3	35	9%						
1	DC Public Schools	Thomson Elementary School	10	25	40%	7	13	54%	0	7	0%	3	5	60%
1	DC Public Schools	Tubman Elementary School	14	37	38%	5	16	31%	8	18	44%	1	3	33%
1	DC Public Schools	Tyler Elementary School	5	18	28%	5	18	28%						
1	Community Academy PCS	Community Academy PCS (Amos)	11	48	23%	2	9	22%	0	1	0%			
1	Friendship-Edison PCS	Friendship-Edison PCS (Woodridge)	17	62	27%	16	61	26%	1	1	100%			
1	IDEAL Academy PCS	IDEAL Academy PCS	7	28	25%	7	25	28%	0	3	0%			
1	SAIL PCS	SAIL PCS	6	20	30%	6	18	33%	0	2	0%			
2	DC Public Schools	Anacostia Bible School												
2	DC Public Schools	Barnard Elementary School	11	35	31%	8	27	30%	2	7	29%			
2	DC Public Schools	Bowen Elementary School	6	27	22%	5	26	19%				1	1	100%
2	DC Public Schools	Davis Elementary School	6	43	14%	6	43	14%						
2	DC Public Schools	Green Elementary School	3	38	8%	3	37	8%						
2	DC Public Schools	Ketcham Elementary School	12	38	32%	12	38	32%						
2	DC Public Schools	Kimball Elementary School	13	45	29%	13	45	29%						
2	DC Public Schools	King Elementary School	4	41	10%	4	41	10%						
2	DC Public Schools	Nalle Elementary School	9	38	24%	9	37	24%	0	1	0%			
2	DC Public Schools	Rudolph Elementary School	10	33	30%	6	27	22%	4	6	67%			
2	DC Public Schools	Wilson, J.O. Elementary School	15	33	45%	15	33	45%						
2	Tree of Life Community PCS	Tree of Life Community PCS	8	16	50%	7	15	47%						
2	Community Academy PCS	Community Academy PCS (Butler)	2	9	22%	1	6	17%	1	3	33%			
2	Community Academy PCS	Community Academy PCS (Rand)	3	16	19%	3	15	20%	0	1	0%			
2	Howard Road PCS	Howard Road PCS	27	64	42%	27	59	46%	0	3	0%	0	2	0%
1	All Cohort 1 Schools		235	740	32%	171	558	31%	46	124	37%	9	18	50%
2	All Cohort 2 Schools		129	476	27%	119	449	27%	7	21	33%	1	3	33%
	All DC Reading First Schools		364	1216	30%	290	1007	29%	53	145	37%	10	21	48%

**Exhibit C-18**  
**DC Reading First Initiative Implementation Year 3 (2006-2007 School Year)**  
**DC CAS Grade 3, Spring 2007**

Cohort	LEA	School	All Students			Special Education			Economically Disadvantaged			Limited English Proficiency		
			N Proficient	N Tested	% Proficient	N Proficient	N Tested	% Proficient	N Proficient	N Tested	% Proficient	N Proficient	N Tested	% Proficient
1	DC Public Schools	Bancroft Elementary School	13	47	28%	0	7	0%	11	42	26%	10	39	26%
1	DC Public Schools	Benning Elementary School	2	16	13%	0	2	0%	1	7	14%			
1	DC Public Schools	Brightwood Elementary School	24	41	59%	3	4	75%	22	38	58%	15	28	54%
1	DC Public Schools	Bruce Monroe Elementary School	16	33	48%	0	3	0%	14	27	52%	11	23	48%
1	DC Public Schools	Cook Elementary School	3	15	20%	0	1	0%	2	11	18%	0	3	0%
1	DC Public Schools	Draper Elementary School	7	21	33%	2	2	100%	7	20	35%			
1	DC Public Schools	Garfield Elementary School	6	39	15%	0	3	0%	5	28	18%			
1	DC Public Schools	Gibbs Elementary School	7	31	23%	0	3	0%	7	28	25%			
1	DC Public Schools	Houston Elementary School	12	43	28%	0	3	0%	6	25	24%			
1	DC Public Schools	Leckie Elementary School	24	38	63%	1	4	25%	15	23	65%	1	1	100%
1	DC Public Schools	McGogney Elementary School	24	59	41%	5	15	33%	21	56	38%			
1	DC Public Schools	Patterson Elementary School	12	48	25%	0	5	0%	7	35	20%			
1	DC Public Schools	Plummer Elementary School	14	49	29%	4	7	57%	11	39	28%	1	1	100%
1	DC Public Schools	Slowe Elementary School	7	18	39%	0	1	0%	6	14	43%	1	3	33%
1	DC Public Schools	Thomas Elementary School	10	35	29%	0	3	0%	3	16	19%			
1	DC Public Schools	Thomson Elementary School	19	26	73%	0	4	0%	15	21	71%	11	13	85%
1	DC Public Schools	Tubman Elementary School	16	39	41%	0	6	0%	10	25	40%	6	20	30%
1	DC Public Schools	Tyler Elementary School	11	20	55%	1	4	25%	11	20	55%			
1	Community Academy PCS	Community Academy PCS (Amos)	11	48	23%	2	8	25%	8	39	21%	3	5	60%
1	Friendship-Edison PCS	Friendship-Edison PCS (Woodridge)	21	64	33%	0	3	0%	14	47	30%			
1	IDEAL Academy PCS	IDEAL Academy PCS	13	28	46%	0	1	0%						
1	SAIL PCS	SAIL PCS	9	20	45%	5	11	45%	5	12	42%			
2	DC Public Schools	Barnard Elementary School	24	35	69%	1	4	25%	14	22	64%	5	7	71%
2	DC Public Schools	Bowen Elementary School	11	25	44%	2	4	50%	10	24	42%	1	1	100%
2	DC Public Schools	Davis Elementary School	14	41	34%	6	8	75%	11	35	31%			
2	DC Public Schools	Green Elementary School	14	41	34%	3	6	50%	12	35	34%			
2	DC Public Schools	Ketcham Elementary School	10	43	23%	1	7	14%	8	40	20%			
2	DC Public Schools	Kimball Elementary School	18	48	38%	1	8	13%	14	38	37%			
2	DC Public Schools	King Elementary School	15	41	37%	2	2	100%	8	27	30%			
2	DC Public Schools	Nalle Elementary School	17	48	35%	0	6	0%	11	36	31%	1	1	100%
2	DC Public Schools	Rudolph Elementary School	9	33	27%	0	5	0%	7	30	23%	0	2	0%
2	DC Public Schools	Wilson, J.O. Elementary School	16	35	46%	0	4	0%	12	28	43%			
2	Tree of Life Community PCS	Tree of Life Community PCS	9	17	53%	1	2	50%	8	16	50%			
2	Community Academy PCS	Community Academy PCS (Butler)	5	9	56%	0	1	0%	4	6	67%	1	2	50%
2	Community Academy PCS	Community Academy PCS (Rand)	9	16	56%	0	2	0%	8	15	53%	3	3	100%
2	Howard Road PCS	Howard Road PCS	38	70	54%	0	4	0%	24	43	56%			
1	All Cohort 1 Schools		281	778	36%	23	100	23%	201	573	35%	59	136	43%
2	All Cohort 2 Schools		209	502	42%	17	63	27%	151	395	38%	11	16	69%
	Community Academy PCS		25	73	34%	2	11	18%	20	60	33%	7	10	70%
	DC Public Schools		375	1008	37%	32	131	24%	281	790	36%	63	142	44%
	Friendship-Edison PCS		21	64	33%	0	3	0%	14	47	30%			
	Howard Road PCS		38	70	54%	0	4	0%	24	43	56%			
	IDEAL Academy PCS		13	28	46%	0	1	0%						
	SAIL PCS		9	20	45%	5	11	45%	5	12	42%			
	Tree of Life Community PCS		9	17	53%	1	2	50%	8	16	50%			
	All DC Reading First Schools		490	1280	38%	40	163	25%	352	968	36%	70	152	46%

**Exhibit C-19**  
**DC Reading First Initiative Implementation Year 3 (2006-2007 School Year)**  
**DC CAS Grade 3, Spring 2007**

Cohort	LEA	School	All Students			African American			Hispanic			All Other Races		
			N Proficient	N Tested	% Proficient	N Proficient	N Tested	% Proficient	N Proficient	N Tested	% Proficient	N Proficient	N Tested	% Proficient
1	DC Public Schools	Bancroft Elementary School	13	47	28%	3	6	50%	8	36	22%	1	4	25%
1	DC Public Schools	Benning Elementary School	2	16	13%	2	16	13%						
1	DC Public Schools	Brightwood Elementary School	24	41	59%	6	12	50%	18	29	62%			
1	DC Public Schools	Bruce Monroe Elementary School	16	33	48%	5	11	45%	11	22	50%			
1	DC Public Schools	Cook Elementary School	3	15	20%	3	14	21%	0	1	0%			
1	DC Public Schools	Draper Elementary School	7	21	33%	7	21	33%						
1	DC Public Schools	Garfield Elementary School	6	39	15%	6	39	15%						
1	DC Public Schools	Gibbs Elementary School	7	31	23%	7	31	23%						
1	DC Public Schools	Houston Elementary School	12	43	28%	11	41	27%	1	2	50%			
1	DC Public Schools	Leckie Elementary School	24	38	63%	20	33	61%	1	1	100%	3	4	75%
1	DC Public Schools	McGogney Elementary School	24	59	41%	24	59	41%						
1	DC Public Schools	Patterson Elementary School	12	48	25%	11	47	23%				1	1	100%
1	DC Public Schools	Plummer Elementary School	14	49	29%	13	48	27%	1	1	100%			
1	DC Public Schools	Slowe Elementary School	7	18	39%	7	18	39%						
1	DC Public Schools	Thomas Elementary School	10	35	29%	10	35	29%						
1	DC Public Schools	Thomson Elementary School	19	26	73%	8	13	62%	6	7	86%	5	6	83%
1	DC Public Schools	Tubman Elementary School	16	39	41%	9	18	50%	5	18	28%	2	3	67%
1	DC Public Schools	Tyler Elementary School	11	20	55%	11	20	55%						
1	Community Academy PCS	Community Academy PCS (Amos)	11	48	23%	9	41	22%	1	6	17%			
1	Friendship-Edison PCS	Friendship-Edison PCS (Woodridge)	21	64	33%	21	63	33%	0	1	0%			
1	IDEAL Academy PCS	IDEAL Academy PCS	13	28	46%	13	25	52%	0	3	0%			
1	SAIL PCS	SAIL PCS	9	20	45%	8	18	44%	1	2	50%			
2	DC Public Schools	Barnard Elementary School	24	35	69%	18	28	64%	6	7	86%			
2	DC Public Schools	Bowen Elementary School	11	25	44%	10	24	42%				1	1	100%
2	DC Public Schools	Davis Elementary School	14	41	34%	14	41	34%						
2	DC Public Schools	Green Elementary School	14	41	34%	14	41	34%						
2	DC Public Schools	Ketcham Elementary School	10	43	23%	10	43	23%						
2	DC Public Schools	Kimball Elementary School	18	48	38%	18	48	38%						
2	DC Public Schools	King Elementary School	15	41	37%	15	41	37%						
2	DC Public Schools	Nalle Elementary School	17	48	35%	16	47	34%	1	1	100%			
2	DC Public Schools	Rudolph Elementary School	9	33	27%	6	27	22%	3	6	50%			
2	DC Public Schools	Wilson, J.O. Elementary School	16	35	46%	15	34	44%				1	1	100%
2	Tree of Life Community PCS	Tree of Life Community PCS	9	17	53%	9	17	53%						
2	Community Academy PCS	Community Academy PCS (Butler)	5	9	56%	3	6	50%	2	3	67%			
2	Community Academy PCS	Community Academy PCS (Rand)	9	16	56%	9	15	60%	0	1	0%			
2	Howard Road PCS	Howard Road PCS	38	70	54%	35	65	54%	2	3	67%	1	2	50%
1	All Cohort 1 Schools		281	778	36%	214	629	34%	53	129	41%	12	18	67%
2	All Cohort 2 Schools		209	502	42%	192	477	40%	14	21	67%	3	4	75%
	Community Academy PCS		25	73	34%	21	62	34%	3	10	30%			
	DC Public Schools		375	1008	37%	299	856	35%	61	131	47%	14	20	70%
	Friendship-Edison PCS		21	64	33%	21	63	33%	0	1	0%			
	Howard Road PCS		38	70	54%	35	65	54%	2	3	67%	1	2	50%
	IDEAL Academy PCS		13	28	46%	13	25	52%	0	3	0%			
	SAIL PCS		9	20	45%	8	18	44%	1	2	50%			
	Tree of Life Community PCS		9	17	53%	9	17	53%						
	All DC Reading First Schools		490	1280	38%	406	1106	37%	67	150	45%	15	22	68%

## **Appendix D**

### **Student Assessment Outcomes**

#### **Average Student Gains Between Fall 2006 and Spring 2007 on DIBELS Subtests, by School and by Demographic Subgroup**

**Exhibit D-1**  
**DC Reading First Initiative Implementation Year 3 (2006-2007 School Year)**  
**Average Test Score Gains on DIBELS Assessments, Between Fall 2006 and Spring 2007**  
**All Reading First Students**

Cohort	LEA	School	Kindergarten			Grade 1 Phoneme Segmentation			Grade 1 Nonsense Word Fluency			Grade 2 Oral Reading Fluency			Grade 3 Oral Reading Fluency		
			Fall	Spring	Gain	Fall	Spring	Gain	Fall	Spring	Gain	Fall	Spring	Gain	Fall	Spring	Gain
1	DC Public Schools	Bancroft Elementary School	12	39	28	24	46	22	27	66	40	40	79	40	72	109	37
1	DC Public Schools	Benning Elementary School	14	33	18	19	39	20	21	51	30	34	57	23	52	69	17
1	DC Public Schools	Brightwood Elementary School	10	40	29	19	44	25	19	56	37	38	74	36	56	89	33
1	DC Public Schools	Bruce Monroe Elementary School	11	27	16	13	36	22	14	50	35	25	49	23	39	73	33
1	DC Public Schools	Cook Elementary School	20	43	23	27	53	26	26	52	26	38	71	33	60	87	27
1	DC Public Schools	Cornerstone Community School	23	48	25	20	39	18	37	72	35	81	122	41	95	124	29
1	DC Public Schools	Draper Elementary School	3	37	34	13	27	15	15	45	30	31	64	33	65	87	22
1	DC Public Schools	Garfield Elementary School	12	30	18	19	35	17	18	43	25	37	62	25	67	87	19
1	DC Public Schools	Gibbs Elementary School	11	37	26	16	40	24	14	41	27	36	68	32	57	79	22
1	DC Public Schools	Houston Elementary School	15	35	20	11	33	22	18	46	27	39	75	36	49	84	35
1	DC Public Schools	Leckie Elementary School	21	40	19	27	46	19	32	56	24	53	85	33	75	104	29
1	DC Public Schools	McGogney Elementary School	18	43	26	18	50	31	17	56	38	37	69	32	67	94	27
1	DC Public Schools	Patterson Elementary School	19	40	21	19	47	28	27	58	31	39	73	34	61	91	30
1	DC Public Schools	Plummer Elementary School	15	42	26	27	40	13	22	49	27	35	73	37	59	82	24
1	DC Public Schools	Slowe Elementary School	20	67	47	46	64	18	35	73	38	53	94	41	72	98	26
1	DC Public Schools	Thomas Elementary School	14	32	18	20	48	28	17	42	25	32	59	28	62	85	23
1	DC Public Schools	Thomson Elementary School	23	45	22	22	48	26	24	67	43	41	100	59	65	105	40
1	DC Public Schools	Tubman Elementary School	7	40	33	15	38	24	20	53	33	33	73	40	65	100	35
1	DC Public Schools	Tyler Elementary School	18	48	30	32	56	24	23	61	37	40	84	45	61	94	32
1	Community Academy PCS	Community Academy PCS (Amos)	17	39	22	22	46	24	16	51	36	42	79	38	59	89	30
1	Friendship-Edison PCS	Friendship-Edison PCS (Woodridge)	16	47	31	21	46	24	24	55	31	40	77	36	73	96	23
1	IDEAL Academy PCS	IDEAL Academy PCS	24	52	28	49	64	15	47	80	34	54	86	31	73	87	15
1	SAIL PCS	SAIL PCS	15	44	30	17	44	26	13	46	33	27	71	44	49	81	32
2	DC Public Schools	Anacostia Bible School	11	67	56												
2	DC Public Schools	Barnard Elementary School	24	42	19	33	51	18	32	62	30	46	71	25	68	91	23
2	DC Public Schools	Bowen Elementary School	10	35	25	11	31	20	14	44	30	26	57	31	45	79	34
2	DC Public Schools	Davis Elementary School	18	35	17	22	42	20	17	43	26	38	65	27	60	80	20
2	DC Public Schools	Green Elementary School	17	42	25	24	35	11	24	45	22	46	66	20	60	80	20
2	DC Public Schools	Ketcham Elementary School	15	50	35	31	62	31	24	57	33	32	69	37	47	72	25
2	DC Public Schools	Kimball Elementary School	13	37	23	33	58	25	32	52	20	49	74	26	73	92	19
2	DC Public Schools	King Elementary School	28	40	12	26	45	19	28	53	25	44	76	32	57	79	22
2	DC Public Schools	Nalle Elementary School	14	43	29	18	41	23	16	52	37	31	61	31	49	87	38
2	DC Public Schools	Rudolph Elementary School	10	28	18	14	26	12	18	36	18	39	61	23	71	92	21
2	DC Public Schools	Wilson, J.O. Elementary School	10	67	56	45	66	21	34	83	49	63	75	12	81	99	19
2	Tree of Life Community PCS	Tree of Life Community PCS	21	40	19	15	45	30	18	55	38	55	77	22	69	100	31
2	Community Academy PCS	Community Academy PCS (Butler)	18	39	21	21	49	29	33	75	41	57	89	32	73	82	9
2	Community Academy PCS	Community Academy PCS (Rand)	17	39	22	27	33	7	30	56	26	54	82	29	57	84	27
2	Howard Road PCS	Howard Road PCS	21	45	24	27	38	12	32	63	31	56	87	31	81	99	18
1	<b>All Cohort 1 Schools</b>		15	40	25	22	44	23	22	55	33	40	75	36	63	92	28
2	<b>All Cohort 2 Schools</b>		18	41	23	25	44	19	25	54	29	44	72	28	65	88	23
	<b>All DC Reading First Schools</b>		16	41	25	23	44	22	23	55	31	41	74	33	64	90	26
	<b>Benchmark Score for "Low Risk"</b>		8	40		35	35		24	50		44	90		77	110	

Notes: Students are only included in this table if they had a fall AND spring test score. The gain score is calculated as the average score in the spring minus the average score in the fall. A blank space in any column indicates that usable test scores for students in that school or subgroup were not obtained.

**Exhibit D-2**  
**DC Reading First Initiative Implementation Year 3 (2006-2007 School Year)**  
**Average Test Score Gains on DIBELS Assessments, Between Fall 2006 and Spring 2007**  
**Students Receiving Special Education Services**

Cohort	LEA	School	Kindergarten			Grade 1 Phoneme Segmentation			Grade 1 Nonsense Word Fluency			Grade 2 Oral Reading Fluency			Grade 3 Oral Reading Fluency		
			Fall	Spring	Gain	Fall	Spring	Gain	Fall	Spring	Gain	Fall	Spring	Gain	Fall	Spring	Gain
1	DC Public Schools	Bancroft Elementary School	7	17	10	12	34	22	6	27	21	16	39	23	45	64	19
1	DC Public Schools	Benning Elementary School	20	34	14	4	18	14	13	24	11	19	27	9	35	65	29
1	DC Public Schools	Brightwood Elementary School	7	34	27	3	29	26	8	31	23	14	51	37	47	79	32
1	DC Public Schools	Bruce Monroe Elementary School	9	25	16	7	27	19	24	41	17	12	18	6	3	5	2
1	DC Public Schools	Cook Elementary School	10	43	33	16	56	40	12	47	34	32	59	27	107	150	43
1	DC Public Schools	Cornerstone Community School															
1	DC Public Schools	Draper Elementary School	0	10	10	0	4	4	0	20	20						
1	DC Public Schools	Garfield Elementary School				20	36	16	22	42	20	1	11	11	30	63	33
1	DC Public Schools	Gibbs Elementary School	3	20	17	3	11	9	2	13	11	6	14	8	16	29	13
1	DC Public Schools	Houston Elementary School	0	4	4	15	65	50	14	36	22	5	22	16	15	28	13
1	DC Public Schools	Leckie Elementary School	3	30	28	3	23	21	19	37	19	51	90	39	48	62	14
1	DC Public Schools	McGogney Elementary School	18	23	5	8	16	8	4	34	30	34	63	29	41	64	23
1	DC Public Schools	Patterson Elementary School	10	24	14	12	47	35	17	35	19	0	12	12	20	36	16
1	DC Public Schools	Plummer Elementary School				31	33	3	23	39	16	15	38	23	26	60	34
1	DC Public Schools	Slowe Elementary School	31	68	37	22	41	20	23	38	15	7	16	8	0	0	0
1	DC Public Schools	Thomas Elementary School	12	16	4	0	8	8	0	12	12	18	29	11	49	64	15
1	DC Public Schools	Thomson Elementary School	19	42	23	6	26	21	6	56	50	16	57	41	42	75	34
1	DC Public Schools	Tubman Elementary School	3	26	23	4	30	26	11	34	23	3	22	19	27	61	34
1	DC Public Schools	Tyler Elementary School	1	25	25	27	57	30	3	42	40	29	61	32	44	54	11
1	Community Academy PCS	Community Academy PCS (Amos)															
1	Friendship-Edison PCS	Friendship-Edison PCS (Woodridge)	10	40	30	14	36	22	10	34	24	23	38	15	40	56	16
1	IDEAL Academy PCS	IDEAL Academy PCS	23	41	18	68	64	-4	76	83	7	71	112	41	11	24	13
1	SAIL PCS	SAIL PCS	10	32	22	15	39	25	9	39	30	12	47	35	36	70	34
2	DC Public Schools	Anacostia Bible School															
2	DC Public Schools	Barnard Elementary School	20	34	14	20	40	20	34	46	12	23	43	20	38	54	16
2	DC Public Schools	Bowen Elementary School	2	18	16	5	20	15	11	37	26	12	27	15	25	55	29
2	DC Public Schools	Davis Elementary School	8	16	8	7	23	15	4	24	20	11	23	12	22	33	11
2	DC Public Schools	Green Elementary School	22	39	18	17	24	6	11	30	19	34	47	13	40	49	10
2	DC Public Schools	Ketcham Elementary School	7	51	44	34	37	3	21	50	29	2	10	8	2	0	-2
2	DC Public Schools	Kimball Elementary School	19	27	8	30	62	32	25	47	22	27	45	18	39	57	17
2	DC Public Schools	King Elementary School				16	18	2	17	21	4	24	36	13	38	48	11
2	DC Public Schools	Nalle Elementary School	10	54	44							16	31	15	15	74	59
2	DC Public Schools	Rudolph Elementary School	3	31	28	5	18	13	11	31	19	2	3	1	27	40	13
2	DC Public Schools	Wilson, J.O. Elementary School	0	45	45	24	52	27	12	73	60	18	31	14	44	61	18
2	Tree of Life Community PCS	Tree of Life Community PCS	5	6	1	6	8	2	0	7	7	35	38	3	48	77	29
2	Community Academy PCS	Community Academy PCS (Butler)															
2	Community Academy PCS	Community Academy PCS (Rand)	13	26	13	37	39	2	22	33	11	16	36	19	8	20	12
2	Howard Road PCS	Howard Road PCS	7	26	19	6	17	11	6	26	20	35	54	19	50	67	17
1	<b>All Cohort 1 Schools</b>		9	27	18	11	31	20	11	34	23	17	41	25	35	59	23
2	<b>All Cohort 2 Schools</b>		13	31	19	16	31	14	15	35	20	19	33	14	31	49	19
	<b>All DC Reading First Schools</b>		10	28	18	13	31	18	12	34	22	18	38	20	33	54	21
	<b>Benchmark Score for "Low Risk"</b>		8	40		35	35		24	50		44	90		77	110	

Notes: Students are only included in this table if they had a fall AND spring test score. The gain score is calculated as the average score in the spring minus the average score in the fall. A blank space in any column indicates that usable test scores for students in that school or subgroup were not obtained.

**Exhibit D-3**  
**DC Reading First Initiative Implementation Year 3 (2006-2007 School Year)**  
**Average Test Score Gains on DIBELS Assessments, Between Fall 2006 and Spring 2007**  
**Students with Limited English Proficiency**

Cohort	LEA	School	Kindergarten			Grade 1 Phoneme Segmentation			Grade 1 Nonsense Word Fluency			Grade 2 Oral Reading Fluency			Grade 3 Oral Reading Fluency		
			Letter Naming Fluency			Fluency			Fluency			Fluency			Fluency		
			Fall	Spring	Gain	Fall	Spring	Gain	Fall	Spring	Gain	Fall	Spring	Gain	Fall	Spring	Gain
1	DC Public Schools	Bancroft Elementary School	17	42	26	17	48	32	15	41	26	34	66	32	0	13	13
1	DC Public Schools	Benning Elementary School	17	39	22	10	57	47	16	62	46	14	30	16			
1	DC Public Schools	Brightwood Elementary School	15	38	23	11	41	29	14	51	37	29	62	33	46	82	36
1	DC Public Schools	Bruce Monroe Elementary School	9	23	14	20	16	-4	35	48	13	24	36	12	40	85	45
1	DC Public Schools	Cook Elementary School															
1	DC Public Schools	Cornerstone Community School															
1	DC Public Schools	Draper Elementary School															
1	DC Public Schools	Garfield Elementary School															
1	DC Public Schools	Gibbs Elementary School															
1	DC Public Schools	Houston Elementary School															
1	DC Public Schools	Leckie Elementary School															
1	DC Public Schools	McGogney Elementary School															
1	DC Public Schools	Patterson Elementary School															
1	DC Public Schools	Plummer Elementary School	37	51	14	45	44	-1	21	27	6						
1	DC Public Schools	Slowe Elementary School															
1	DC Public Schools	Thomas Elementary School															
1	DC Public Schools	Thomson Elementary School	23	45	22	17	44	27	19	61	42	35	99	64	73	112	39
1	DC Public Schools	Tubman Elementary School	4	39	35										63	100	37
1	DC Public Schools	Tyler Elementary School															
1	Community Academy PCS	Community Academy PCS (Amos)															
1	Friendship-Edison PCS	Friendship-Edison PCS (Woodridge)															
1	IDEAL Academy PCS	IDEAL Academy PCS															
1	SAIL PCS	SAIL PCS															
2	DC Public Schools	Anacostia Bible School															
2	DC Public Schools	Barnard Elementary School	9	42	33	43	59	16	45	70	26	30	57	27	64	98	34
2	DC Public Schools	Bowen Elementary School															
2	DC Public Schools	Davis Elementary School															
2	DC Public Schools	Green Elementary School															
2	DC Public Schools	Ketcham Elementary School															
2	DC Public Schools	Kimball Elementary School															
2	DC Public Schools	King Elementary School															
2	DC Public Schools	Nalle Elementary School															
2	DC Public Schools	Rudolph Elementary School	11	34	24	40	20	-20	28	41	13	22	61	39	131	177	46
2	DC Public Schools	Wilson, J.O. Elementary School	24	110	86												
2	Tree of Life Community PCS	Tree of Life Community PCS															
2	Community Academy PCS	Community Academy PCS (Butler)															
2	Community Academy PCS	Community Academy PCS (Rand)				13	46	33	40	66	26	65	110	45			
2	Howard Road PCS	Howard Road PCS															
1	<b>All Cohort 1 Schools</b>		19	42	23	17	44	27	19	57	39	33	87	54	60	98	37
2	<b>All Cohort 2 Schools</b>		11	44	33	35	46	11	39	62	23	35	68	33	109	150	42
	<b>All DC Reading First Schools</b>		18	42	24	18	44	26	20	58	38	34	85	52	67	105	38
	<b>Benchmark Score for "Low Risk"</b>		8	40		35	35		24	50		44	90		77	110	

Notes: Students are only included in this table if they had a fall AND spring test score. The gain score is calculated as the average score in the spring minus the average score in the fall. A blank space in any column indicates that usable test scores for students in that school or subgroup were not obtained.

**Exhibit D-4**  
**DC Reading First Initiative Implementation Year 3 (2006-2007 School Year)**  
**Average Test Score Gains on DIBELS Assessments, Between Fall 2006 and Spring 2007**  
**Economically Disadvantaged Students**

Cohort	LEA	School	Kindergarten			Grade 1 Phoneme Segmentation			Grade 1 Nonsense Word Fluency			Grade 2 Oral Reading Fluency			Grade 3 Oral Reading Fluency		
			Letter Naming Fluency			Fluency			Fluency			Fluency			Fluency		
			Fall	Spring	Gain	Fall	Spring	Gain	Fall	Spring	Gain	Fall	Spring	Gain	Fall	Spring	Gain
1	DC Public Schools	Bancroft Elementary School	11	38	27	23	45	22	24	64	40	39	79	40	72	108	36
1	DC Public Schools	Benning Elementary School	15	29	14	17	39	22	21	49	28	33	52	20	47	67	19
1	DC Public Schools	Brightwood Elementary School	9	39	30	19	44	25	19	56	37	37	72	36	53	86	33
1	DC Public Schools	Bruce Monroe Elementary School	11	26	16	12	36	23	14	49	35	26	50	24	41	74	33
1	DC Public Schools	Cook Elementary School	19	41	22	26	53	27	24	50	26	37	69	32	64	91	28
1	DC Public Schools	Cornerstone Community School	25	43	18	17	40	23	37	69	32	92	125	33	121	142	21
1	DC Public Schools	Draper Elementary School	4	37	34	13	28	15	15	46	31	31	64	33	63	86	23
1	DC Public Schools	Garfield Elementary School	12	30	18	20	36	16	19	43	25	38	65	27	67	88	21
1	DC Public Schools	Gibbs Elementary School	11	36	25	16	38	22	14	39	25	36	67	31	56	77	22
1	DC Public Schools	Houston Elementary School	13	35	22	11	33	23	16	41	25	32	67	35	43	77	34
1	DC Public Schools	Leckie Elementary School	21	39	18	29	45	15	32	54	22	51	82	31	70	100	30
1	DC Public Schools	McGogney Elementary School	17	43	26	18	50	32	17	55	38	36	68	32	67	94	27
1	DC Public Schools	Patterson Elementary School	19	39	20	18	46	28	26	57	31	41	75	34	53	85	31
1	DC Public Schools	Plummer Elementary School	13	39	26	26	39	13	22	48	26	34	70	36	58	83	25
1	DC Public Schools	Slowe Elementary School	19	66	47	46	64	18	35	71	36	51	91	40	69	97	28
1	DC Public Schools	Thomas Elementary School	17	33	16	13	42	29	12	37	25	33	63	30	62	89	27
1	DC Public Schools	Thomson Elementary School	22	43	21	19	47	28	20	61	41	37	99	61	67	107	40
1	DC Public Schools	Tubman Elementary School	7	41	34	15	40	25	19	52	33	38	81	43	67	98	32
1	DC Public Schools	Tyler Elementary School	17	47	30	32	56	24	23	61	38	39	83	43	61	94	32
1	Community Academy PCS	Community Academy PCS (Amos)	17	37	21	2	54	52	13	47	34						
1	Friendship-Edison PCS	Friendship-Edison PCS (Woodridge)	14	46	31	22	45	24	21	50	29	33	70	37	69	91	22
1	IDEAL Academy PCS	IDEAL Academy PCS	22	49	27	47	62	15	43	78	35	51	84	33	69	83	14
1	SAIL PCS	SAIL PCS	16	41	26	18	43	25	13	46	33	24	65	41	45	78	34
2	DC Public Schools	Anacostia Bible School															
2	DC Public Schools	Barnard Elementary School	24	43	19	31	48	17	30	60	30	43	71	28	61	83	22
2	DC Public Schools	Bowen Elementary School	10	35	25	11	31	20	14	44	30	26	57	31	44	78	34
2	DC Public Schools	Davis Elementary School	16	33	16	21	41	21	15	41	26	34	59	25	57	77	20
2	DC Public Schools	Green Elementary School	18	42	25	26	37	11	24	45	21	47	67	20	61	81	20
2	DC Public Schools	Ketcham Elementary School	15	48	32	33	63	30	24	59	35	31	67	35	45	70	25
2	DC Public Schools	Kimball Elementary School	13	36	23	32	58	26	32	52	20	49	76	27	74	93	19
2	DC Public Schools	King Elementary School	24	36	12	25	45	20	28	54	26	44	77	34	54	78	23
2	DC Public Schools	Nalle Elementary School	14	43	29	19	42	23	14	49	35	29	59	30	50	86	36
2	DC Public Schools	Rudolph Elementary School	10	27	17	15	26	11	18	37	20	39	63	24	68	88	20
2	DC Public Schools	Wilson, J.O. Elementary School	9	65	55	41	67	26	32	96	65	69	81	11	83	100	18
2	Tree of Life Community PCS	Tree of Life Community PCS	21	39	18	14	45	31	18	55	37	55	77	22	69	100	31
2	Community Academy PCS	Community Academy PCS (Butler)	22	36	14	19	49	30	25	76	51	55	87	32	62	76	15
2	Community Academy PCS	Community Academy PCS (Rand)	17	38	21	26	34	8	27	55	28	44	74	30	55	84	28
2	Howard Road PCS	Howard Road PCS	22	45	24	25	39	13	29	59	30	52	84	32	78	98	20
1	<b>All Cohort 1 Schools</b>		14	40	25	21	44	23	22	53	32	38	73	35	62	90	28
2	<b>All Cohort 2 Schools</b>		17	40	23	24	44	20	23	53	29	42	70	28	62	86	24
	<b>All DC Reading First Schools</b>		15	40	25	22	44	22	22	53	31	40	72	32	62	88	26
	<b>Benchmark Score for "Low Risk"</b>		8	40		35	35		24	50		44	90		77	110	

Notes: Students are only included in this table if they had a fall AND spring test score. The gain score is calculated as the average score in the spring minus the average score in the fall. A blank space in any column indicates that usable test scores for students in that school or subgroup were not obtained.



**Exhibit D-5**  
**DC Reading First Initiative Implementation Year 3 (2006-2007 School Year)**  
**Average Test Score Gains on DIBELS Assessments, Between Fall 2006 and Spring 2007**  
**By Race/Ethnicity - African-American Students**

Cohort	LEA	School	Kindergarten			Grade 1 Phoneme Segmentation			Grade 1 Nonsense Word Fluency			Grade 2 Oral Reading Fluency			Grade 3 Oral Reading Fluency		
			Letter Naming Fluency			Fluency			Fluency			Fluency			Fluency		
			Fall	Spring	Gain	Fall	Spring	Gain	Fall	Spring	Gain	Fall	Spring	Gain	Fall	Spring	Gain
1	DC Public Schools	Bancroft Elementary School	24	52	28	30	49	19	46	81	35	53	89	36	86	122	36
1	DC Public Schools	Benning Elementary School	14	33	18	19	39	20	21	51	30	34	57	23	52	69	17
1	DC Public Schools	Brightwood Elementary School	16	49	33	21	46	26	24	63	38	41	74	33	61	93	32
1	DC Public Schools	Bruce Monroe Elementary School	14	32	18	15	39	23	16	50	33	29	53	23	45	65	20
1	DC Public Schools	Cook Elementary School	20	43	23	27	53	26	26	52	26	38	71	33	64	92	28
1	DC Public Schools	Cornerstone Community School	22	48	26	20	39	18	34	69	35	75	120	45	93	122	29
1	DC Public Schools	Draper Elementary School	3	37	34	13	27	15	15	45	30	31	64	33	65	87	22
1	DC Public Schools	Garfield Elementary School	12	30	18	19	35	17	18	43	25	37	62	25	67	87	19
1	DC Public Schools	Gibbs Elementary School	12	37	25	16	40	24	14	41	27	36	68	32	57	79	22
1	DC Public Schools	Houston Elementary School	15	35	20	11	33	21	18	45	27	39	75	37	49	85	35
1	DC Public Schools	Leckie Elementary School	21	40	19	27	46	19	32	56	24	54	86	32	77	108	31
1	DC Public Schools	McGogney Elementary School	18	43	26	18	50	31	18	55	38	36	68	32	66	93	27
1	DC Public Schools	Patterson Elementary School	19	40	21	19	47	28	27	58	31	39	73	34	59	89	31
1	DC Public Schools	Plummer Elementary School	16	43	26	27	40	13	23	47	25	36	72	36	59	82	24
1	DC Public Schools	Slowe Elementary School	20	67	47	46	64	18	35	73	38	53	94	41	72	98	26
1	DC Public Schools	Thomas Elementary School	14	32	18	20	48	28	17	42	25	32	59	28	62	85	23
1	DC Public Schools	Thomson Elementary School	23	44	21	25	50	25	27	69	42	53	109	57	66	111	44
1	DC Public Schools	Tubman Elementary School	10	42	32	16	39	23	22	54	32	33	67	35	61	90	29
1	DC Public Schools	Tyler Elementary School	18	48	30	32	56	24	23	61	37	40	84	45	61	94	32
1	Community Academy PCS	Community Academy PCS (Amos)	20	37	17	25	48	24	20	58	38	27	59	33	50	80	31
1	Friendship-Edison PCS	Friendship-Edison PCS (Woodridge)	16	47	31	21	46	24	24	55	31	41	77	36	73	95	23
1	IDEAL Academy PCS	IDEAL Academy PCS	24	52	28	50	65	15	49	83	34	57	87	30	77	90	13
1	SAIL PCS	SAIL PCS	15	46	31	19	44	25	14	46	33	28	72	44	52	86	34
2	DC Public Schools	Anacostia Bible School	11	67	56												
2	DC Public Schools	Barnard Elementary School	27	45	18	36	52	16	35	63	28	47	72	25	68	88	21
2	DC Public Schools	Bowen Elementary School	10	35	24	11	31	20	14	44	30	26	56	31	44	78	34
2	DC Public Schools	Davis Elementary School	18	35	17	22	42	20	17	43	26	38	65	27	60	80	20
2	DC Public Schools	Green Elementary School	17	42	25	24	35	11	24	45	22	46	66	20	60	80	21
2	DC Public Schools	Ketcham Elementary School	15	50	35	31	62	31	24	57	33	32	69	37	47	72	25
2	DC Public Schools	Kimball Elementary School	13	36	23	33	58	25	32	51	19	48	74	25	73	92	19
2	DC Public Schools	King Elementary School	28	40	12	26	45	19	28	53	25	45	77	32	57	79	22
2	DC Public Schools	Nalle Elementary School	14	43	29	17	41	23	16	52	36	31	61	30	49	87	38
2	DC Public Schools	Rudolph Elementary School	12	31	19	14	24	10	18	34	17	39	63	25	68	90	22
2	DC Public Schools	Wilson, J.O. Elementary School	11	66	55	45	66	21	33	82	49	62	74	12	81	99	19
2	Tree of Life Community PCS	Tree of Life Community PCS	22	40	18	15	45	30	18	55	38	55	77	22	70	99	29
2	Community Academy PCS	Community Academy PCS (Butler)	23	41	18	20	52	33	37	79	42	60	88	28	64	71	7
2	Community Academy PCS	Community Academy PCS (Rand)	16	38	22	27	33	6	30	56	26	54	82	29	58	86	28
2	Howard Road PCS	Howard Road PCS	22	45	23	26	38	12	32	63	31	56	87	31	81	99	19
1	<b>All Cohort 1 Schools</b>		17	42	25	23	45	22	24	54	31	41	75	34	65	91	26
2	<b>All Cohort 2 Schools</b>		19	42	23	25	44	19	25	54	29	44	72	28	64	87	23
	<b>All DC Reading First Schools</b>		17	42	24	24	45	21	24	54	30	42	74	32	64	89	25
	<b>Benchmark Score for "Low Risk"</b>		8	40		35	35		24	50		44	90		77	110	

Notes: Students are only included in this table if they had a fall AND spring test score. The gain score is calculated as the average score in the spring minus the average score in the fall. A blank space in any column indicates that usable test scores for students in that school or subgroup were not obtained.

**Exhibit D-6**  
**DC Reading First Initiative Implementation Year 3 (2006-2007 School Year)**  
**Average Test Score Gains on DIBELS Assessments, Between Fall 2006 and Spring 2007**  
**By Race/Ethnicity - Hispanic Students**

Cohort	LEA	School	Kindergarten			Grade 1 Phoneme Segmentation			Grade 1 Nonsense Word Fluency			Grade 2 Oral Reading Fluency			Grade 3 Oral Reading Fluency		
			Fall	Spring	Gain	Fall	Spring	Gain	Fall	Spring	Gain	Fall	Spring	Gain	Fall	Spring	Gain
1	DC Public Schools	Bancroft Elementary School	8	35	27	23	45	22	22	62	40	36	76	40	67	105	37
1	DC Public Schools	Benning Elementary School															
1	DC Public Schools	Brightwood Elementary School	8	36	28	19	43	24	17	53	35	35	73	37	54	88	34
1	DC Public Schools	Bruce Monroe Elementary School	9	24	15	12	34	22	13	48	35	23	46	23	37	76	38
1	DC Public Schools	Cook Elementary School				9	46	37	0	47	47				1	11	10
1	DC Public Schools	Cornerstone Community School															
1	DC Public Schools	Draper Elementary School															
1	DC Public Schools	Garfield Elementary School															
1	DC Public Schools	Gibbs Elementary School	2	43	42												
1	DC Public Schools	Houston Elementary School	2	7	5	8	42	34	18	63	45	35	60	25	38	71	33
1	DC Public Schools	Leckie Elementary School	12	43	31										118	141	23
1	DC Public Schools	McGogney Elementary School				9	54	45	12	81	69	87	132	45	92	147	55
1	DC Public Schools	Patterson Elementary School	23	40	17												
1	DC Public Schools	Plummer Elementary School	7	31	24	20	41	21	13	66	53	25	81	56			
1	DC Public Schools	Slowe Elementary School															
1	DC Public Schools	Thomas Elementary School															
1	DC Public Schools	Thomson Elementary School	17	40	23	19	48	29	16	62	46	23	83	60	53	91	39
1	DC Public Schools	Tubman Elementary School	5	38	33	14	38	24	18	52	34	33	75	42	66	105	39
1	DC Public Schools	Tyler Elementary School															
1	Community Academy PCS	Community Academy PCS (Amos)	0	52	52	13	44	31	10	31	21	1	25	24	46	60	14
1	Friendship-Edison PCS	Friendship-Edison PCS (Woodridge)				34	37	3	9	37	28	0	77	77	70	119	49
1	IDEAL Academy PCS	IDEAL Academy PCS				32	57	25	18	60	41	32	73	42	38	64	26
1	SAIL PCS	SAIL PCS	0	29	29	3	38	35	8	54	47	16	48	32	19	33	14
2	DC Public Schools	Anacostia Bible School															
2	DC Public Schools	Barnard Elementary School	14	35	21	28	51	22	25	59	34	43	68	25	66	93	27
2	DC Public Schools	Bowen Elementary School															
2	DC Public Schools	Davis Elementary School															
2	DC Public Schools	Green Elementary School															
2	DC Public Schools	Ketcham Elementary School															
2	DC Public Schools	Kimball Elementary School	0	50	50	39	64	25	39	80	41	57	122	65			
2	DC Public Schools	King Elementary School	0	35	35	37	44	7	42	54	12	20	55	35			
2	DC Public Schools	Nalle Elementary School				26	46	20	8	63	55	23	82	59	56	87	31
2	DC Public Schools	Rudolph Elementary School	5	19	14	14	32	18	19	43	24	39	55	16	82	98	17
2	DC Public Schools	Wilson, J.O. Elementary School	0	110	110												
2	Tree of Life Community PCS	Tree of Life Community PCS															
2	Community Academy PCS	Community Academy PCS (Butler)	24	32	8	22	41	19	25	64	39	47	94	47	101	117	17
2	Community Academy PCS	Community Academy PCS (Rand)	33	50	18	4	42	38	10	62	52				36	48	12
2	Howard Road PCS	Howard Road PCS	23	61	38	30	43	13	26	69	43	45	92	47	81	100	19
1	<b>All Cohort 1 Schools</b>		9	34	25	18	42	24	18	55	38	31	70	39	56	92	36
2	<b>All Cohort 2 Schools</b>		13	34	22	24	44	20	24	58	34	42	72	30	74	95	21
	<b>All DC Reading First Schools</b>		9	34	25	19	42	23	18	56	37	33	70	38	58	92	34
	<b>Benchmark Score for "Low Risk"</b>		8	40		35	35		24	50		44	90		77	110	

Notes: Students are only included in this table if they had a fall AND spring test score. The gain score is calculated as the average score in the spring minus the average score in the fall. A blank space in any column indicates that usable test scores for students in that school or subgroup were not obtained.

**Exhibit D-7**  
**DC Reading First Initiative Implementation Year 3 (2006-2007 School Year)**  
**Average Test Score Gains on DIBELS Assessments, Between Fall 2006 and Spring 2007**  
**By Race/Ethnicity - All Other Races\***

Cohort	LEA	School	Kindergarten			Grade 1 Phoneme Segmentation Fluency			Grade 1 Nonsense Word Fluency			Grade 2 Oral Reading Fluency			Grade 3 Oral Reading Fluency		
			Fall	Spring	Gain	Fall	Spring	Gain	Fall	Spring	Gain	Fall	Spring	Gain	Fall	Spring	Gain
1	DC Public Schools	Bancroft Elementary School	16	48	32	22	46	23	36	78	42	48	93	45	93	133	40
1	DC Public Schools	Benning Elementary School															
1	DC Public Schools	Brightwood Elementary School				17	53	36	18	124	106	90	117	27			
1	DC Public Schools	Bruce Monroe Elementary School	27	44	17	9	30	21	19	98	79						
1	DC Public Schools	Cook Elementary School															
1	DC Public Schools	Cornerstone Community School	29	50	21	21	39	19	48	84	35	120	136	16	127	159	32
1	DC Public Schools	Draper Elementary School															
1	DC Public Schools	Garfield Elementary School															
1	DC Public Schools	Gibbs Elementary School															
1	DC Public Schools	Houston Elementary School															
1	DC Public Schools	Leckie Elementary School	16	32	16	8	67	59	12	55	43	33	70	37	48	56	8
1	DC Public Schools	McGogney Elementary School															
1	DC Public Schools	Patterson Elementary School	31	54	23	13	64	51	17	97	80				129	158	29
1	DC Public Schools	Plummer Elementary School															
1	DC Public Schools	Slowe Elementary School															
1	DC Public Schools	Thomas Elementary School															
1	DC Public Schools	Thomson Elementary School	31	53	22	20	43	23	32	71	38	51	114	63	79	109	29
1	DC Public Schools	Tubman Elementary School	6	36	29	5	34	28	14	41	27	40	95	55	72	110	37
1	DC Public Schools	Tyler Elementary School															
1	Community Academy PCS	Community Academy PCS (Amos)															
1	Friendship-Edison PCS	Friendship-Edison PCS (Woodridge)	25	56	31												
1	IDEAL Academy PCS	IDEAL Academy PCS	23	50	28	56	37	-19	58	36	-22	79	100	21			
1	SAIL PCS	SAIL PCS	12	19	7	0	43	43	12	29	17						
2	DC Public Schools	Anacostia Bible School															
2	DC Public Schools	Barnard Elementary School	36	49	13	7	35	29	17	56	39						
2	DC Public Schools	Bowen Elementary School	0	48	48	0	31	31	0	47	47	38	96	58	80	112	32
2	DC Public Schools	Davis Elementary School															
2	DC Public Schools	Green Elementary School															
2	DC Public Schools	Ketcham Elementary School															
2	DC Public Schools	Kimball Elementary School															
2	DC Public Schools	King Elementary School															
2	DC Public Schools	Nalle Elementary School															
2	DC Public Schools	Rudolph Elementary School	17	45	28												
2	DC Public Schools	Wilson, J.O. Elementary School	4	60	56	56	74	18	88	126	38	106	128	22			
2	Tree of Life Community PCS	Tree of Life Community PCS	30	56	26												
2	Community Academy PCS	Community Academy PCS (Butler)	21	26	5												
2	Community Academy PCS	Community Academy PCS (Rand)															
2	Howard Road PCS	Howard Road PCS	15	48	33	32	40	8	32	66	34	56	84	28	96	100	5
1	<b>All Cohort 1 Schools</b>		23	48	25	19	43	24	33	73	40	57	104	47	82	111	30
2	<b>All Cohort 2 Schools</b>		18	45	27	26	41	15	31	68	37	61	94	32	90	104	14
	<b>All DC Reading First Schools</b>		22	47	26	21	43	22	32	72	40	58	103	45	83	110	27
	<b>Benchmark Score for "Low Risk"</b>		8	40		35	35		24	50		44	90		77	110	

Notes: Students are only included in this table if they had a fall AND spring test score. The gain score is calculated as the average score in the spring minus the average score in the fall. A blank space in any column indicates that usable test scores for students in that school or subgroup were not obtained.

\* "All Other Races" includes categories White, Asian, American Indian/Native American, and Other.