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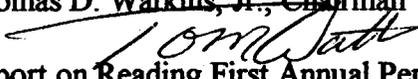


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November 29, 2004

**TO:** State Board of Education

**FROM:** Thomas D. Watkins, Jr., Chairman  


**SUBJECT:** Report on Reading First Annual Performance Report for Year Two

Reading First is Subpart B of Title I of the *No Child Left Behind (NCLB) Act of 2001*. Michigan is the first state in the nation to roll out funding to eligible districts. This board item will give a brief presentation to highlight the overall results of the second annual performance report required by the NCLB legislation. In the 2002-2003 report, we had 50% of our students scoring below the 25<sup>th</sup> percentile on the Iowa Test of Basic Skills, and this year 38% of our children scored below the 25<sup>th</sup> percentile. We are making progress toward our goal that all children will learn to read well by the end of third grade.

Michigan's Reading First grant program has completed the second year of implementation for the 2003-2004 school year. The Michigan Department of Education (MDE) funded 49 buildings in the first round and added 70 more buildings in the second round, bringing the total to 119 funded buildings in 23 districts. Three of these districts had buildings funded in both rounds one and two, thus adding to the size of their participation in Reading First. Six buildings were discontinued in July 2004 because they did not make Adequate Progress for two years; three buildings were closed by their districts; and one building notified us that it would not continue its participation in the third year, thus bringing the current count of funded buildings to 109.

Attachment A provides an overview of the students' achievement in reading through the Reading First Program.

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**READING FIRST PROGRESS REPORT  
2003-2004 SCHOOL YEAR**

Attachment A

PREPARED FOR:  
**READING FIRST  
MICHIGAN DEPARTMENT OF EDUCATION**



PREPARED BY  
**STUDY OF READING FIRST  
UNIVERSITY OF MICHIGAN  
SCHOOL OF EDUCATION**

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## PART 1: INTRODUCTION

### 1.1 Overview of the 2003-2004 Reading Results

The purpose of this report is to provide analyses of performance of students on reading measures used in Michigan's Reading First schools for 2003-2004. We also provide comparisons of the reading performance of students in Reading First schools in 2002-2003 and 2003-2004, where appropriate. The following summarizes the major points made in this report.

Point 1. Reading First schools have made significant progress in improving the reading performance of students in grade 1 through 3. In 2003, 19% of the third graders met grade-level expectations, whereas in 2004, 29% of the third graders met grade-level expectations in Reading Total (Iowa Test of Basic Skills, ITBS).

Point 2. Rank order analyses show that for third grade, the percentage reading at or above grade level varies from 76% to 0%. The range for second grade is 70% down to 2 % and for first grade 83% down to 5 %. Rank order lists also show marked variation in the percentage of students reading at grade level in schools *within Reading First districts*. We must infer that school characteristics are affecting outcomes.

Point 3. Reading First schools have significantly decreased the percentage of students in grades 1 through 3 who are underachieving in Reading Total on the ITBS (i.e., below the 25<sup>th</sup> percentile). Last year, 50% of the third graders were found to be reading below the 25<sup>th</sup> percentile. This year (2004), 38% of the third graders were reading below the 25<sup>th</sup> percentile. This result is of interest because districts were eligible for Reading First grants only if more than 40% of their fourth graders were underachieving in reading on MEAP 2002.

Point 3. Fourth graders in Reading First schools who started their programs in 2003-2003 (when the students were third graders) did not lose ground in the fourth-grade year, during which they did not receive instruction supported directly by Reading First. Performance of 3<sup>rd</sup> graders in 2003 and 4<sup>th</sup> graders in 2004 shows similar levels of reading achievement. In addition, more than half (67%) of the fourth graders in Reading First districts met grade-level expectations on the 2004 MEAP Reading measure; more than 50% met grade-level expectations on the English Language Arts measure. Fourth graders in Reading First schools might have benefited from improvements in reading instruction in Reading First schools, directly (as third graders) or indirectly.

Point 4. Performance on Dynamic Indicators of Basic Early Literacy Skills (DIBELS), which is used for monitoring reading progress across the school year, shows significant progress, both in increasing of the percentage of students who have met grade-level standards and in decreasing the percentage of students who are identified as in need of intensive instruction. In May of 2003, 47% of the third graders were in need intensive instruction, based on the Oral Reading Fluency measure. In May of 2004, 35% of the third graders were in need of intensive instruction, based on this measure.

Point 5: One of the DIBELS measures (Oral Reading Fluency) is a very significant predictor of reading achievement at the end of the school year. The correlation of ORF in the winter and

Reading Total on the ITBS in the spring is .74 for second graders and .67 for third graders. This suggests that DIBELS subtests can serve the valuable purpose of linking assessments that are useful to teachers for monitoring student progress and those that are used for accountability.

## 1.2 Contact Information

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## Part II: Iowa Test of Basic Skills

### 2.1 Description of ITBS

The Iowa Test of Basic Skills (ITBS) is a standardized test, published by Riverside Publishing, which provides indices of proficiency in reading and language skills. ITBS subtests map onto the five components of reading instruction required by the Reading First legislation. The following ITBS subtests were administered to students in Reading First schools in grades 1-3:

Vocabulary	(assesses knowledge of word meanings)
Word Analysis	(assesses ability to analyze word structure for purposes of reading and spelling)
Listening Language	(assesses abilities to understand language presented orally) (assess components of language, such as spelling and grammar)
Reading Comprehension	(assesses comprehension of written texts)
Reading Total	(a composite of vocabulary and reading comprehension)

For more information about the Iowa Test of Basic Skills, we refer you to the publisher's website: [www.riverside.com](http://www.riverside.com).

### 2.2 Description of Students

Twenty-two districts or local educational agencies (LEAs) had Reading First grants in Michigan for 2003-2004. In these districts, there are 118 Reading First schools. (We started the year with 119 schools, but one school in Beecher closed during the school year.) In the spring of 2004, the ITBS was taken by 6,479 kindergartners, 6,477 first graders, 6,165 second graders, and 6,154 third graders.

We also asked schools that had started in Reading First in 2002 to administer ITBS to 4<sup>th</sup> graders so that we would be able to determine whether any gains made the previous year (3<sup>rd</sup> grade in a Reading First school) were still evident in the 2004 test results. We have the ITBS test results for 3,015 fourth graders, although only three subtests were administered (Vocabulary, Language, and Reading Comprehension).

In order to report on the reading achievement of students in risk categories specified by the federal government, we matched the students who took the ITBS with students in Michigan's Single Record Student Database (SRSD). This database is maintained by the state of Michigan's Center for Educational Performance and Information. It contains information about students in Michigan of the kind necessary to disaggregate the data for the students in risk groups; the data are collected and entered into the database at the school and district levels. We used the same fields from the SRSD data that are used by the state to disaggregate the data on the Michigan state achievement test. The categories are as follows:

students with limited English proficiency (LEP),  
 students who are economically disadvantaged,  
 students with disabilities, and  
 students from ethnic and cultural minority groups.

The ethnic groups listed in NCLB, Part A, include White, African American or Black, Hispanic or Latino, Asian, Native American, and Pacific Islander. This last group is of such small numbers in Michigan that it was not included in the tables showing the reading achievement of ethnic groups.

Of the students in Reading First schools (2003-4), we were able to match 28,137 on ITBS and SRSD (including kindergartners) The information about students in SRSD was more complete this year than last. As a result, were able to provide information on a large percentage of students in racial/ethnic groups and in the risk categories. Tables 2-1a and b show the breakdown by racial/ethnic category and by risk category,

*Table 2-1a: Breakdown by racial/ethnic category (2003-2004)*

<i>Category</i>	<i>Number of students</i>
African American	15,053
White	8,448
Hispanic/Latino	3,927
Asian American	456
American Indian	211
Native Hawaiian	14

*Table 2-1b: Breakdown for students in risk categories (2003-2004)*

<i>Category</i>	<i>Number of students</i>
Students who are economically disadvantaged	19,163
Students with limited English proficiency	3,556
Students with disabilities	3,255

### **2.3 Rank Order of Schools Meeting Expectations on ITBS**

We provide a table for each grade level that places the schools in rank order from the largest to the smallest percentage of students reading at or above grade level in grades 1-3. The tables are given in **Appendix A**. For grade 1, the range goes from 83% to 5 % of the students in Reading First schools reading meeting grade-level expectations; for second grade, the range is 70% to 2%; for third grade, the ranges is 76% to 0%. Another way to describe these results is by tabulating the number of schools with 50% or more of their students meeting grade level expectations. This tabulation shows that for first grade, there are 18 schools with 50% or more of the students reading at grade level; for second grade, the are 13 such schools, and for third grade, 12 such schools.

One finding highlighted by this table is the variability in achievement of schools within districts. That is, within a district, there are some schools with a very small percentage of students performing at or above grade level and some with a large percentage of students at or above grade level.

## 2.4 Students Meeting Grade-Level Expectations

Table 2-2 shows the percentage of students at each grade level in each district whose Reading Total score on the ITBS was at or above grade level. Grade level reading is operationally defined as the 50<sup>th</sup> percentile, based on national norms. Students at or above the 50<sup>th</sup> percentile can be described as meeting grade-level expectations.

*Table 2-2: Percent of students at or above grade level on the Reading Total Score of the ITBS by district*

District	Percentage (%) of Students		
	First Grade	Second Grade	Third Grade
Beecher	24	18	15
Benton Harbor	29	22	17
Buena Vista	32	28	21
Dearborn	30	33	23
Detroit	38	31	27
Ferndale	42	46	58
Grand Rapids	18	18	14
Holland	45	43	45
	43	41	38
	42	37	33
	49	17	25
	23	17	24
Oak Park	43	33	24
Owosso	37	44	52
Pontiac	29	14	13
Port Huron	28	38	32
Romulus	33	40	33
Saginaw	29	27	21
Threshold	13	17	18
Wayne Westland	34	32	29
Wyoming	19	21	20
Ypsilanti	30	34	44
<b>State Average</b>	<b>34</b>	<b>31</b>	<b>29</b>

## 2.5 Students Underachieving in Reading

Table 2-3 shows the percentage of students in each district with Reading Total scores below the 25<sup>th</sup> percentile, based on national norms. We see this analysis as particularly important because Reading First districts qualified for funding because they had a high percentage of students underachieving in reading. In addition, these results highlight the importance of addressing the instructional needs of students with prolonged or severe underachievement in reading. The larger the percentage of students underachieving in reading in a school or district, the more the instructional methods need to be thoughtfully designed to meet their needs. In short, these are the students most likely to be “left behind.”

In 2003, 50% of the third-graders, 52% of the second graders, and 46% of the first graders were significantly underachieving in reading (i.e., below the 25<sup>th</sup> percentile). Comparison of these figures with the results from 2004 indicates that Reading First schools have had a very noticeable impact by reducing the numbers of students in the bottom quartile.

*Table 2-3: Percent of students with Reading Total Scores on the ITBS below the 25<sup>th</sup> percentile by district*

District	Percentage (%) of Students		
	First Grade	Second Grade	Third Grade
Beecher	44	51	55
Benton Harbor	44	50	53
Buena Vista	56	38	45
Dearborn	42	41	42
Detroit	41	42	38
Ferndale	35	30	23
Grand Rapids	57	55	50
Holland	33	35	28
Kalamazoo	36	36	35
Lansing	35	31	28
Linden Charter	24	50	44
Muskegon	55	58	45
Oak Park	42	41	41
Owosso	41	28	13
Pontiac	49	58	52
Port Huron	46	38	41
Romulus	44	32	33
Saginaw	43	43	44
Threshold	39	50	24
Wayne Westland	40	43	43
Wyoming	57	61	54
Ypsilanti	52	45	31
<b>State Average</b>	<b>43</b>	<b>42</b>	<b>38</b>

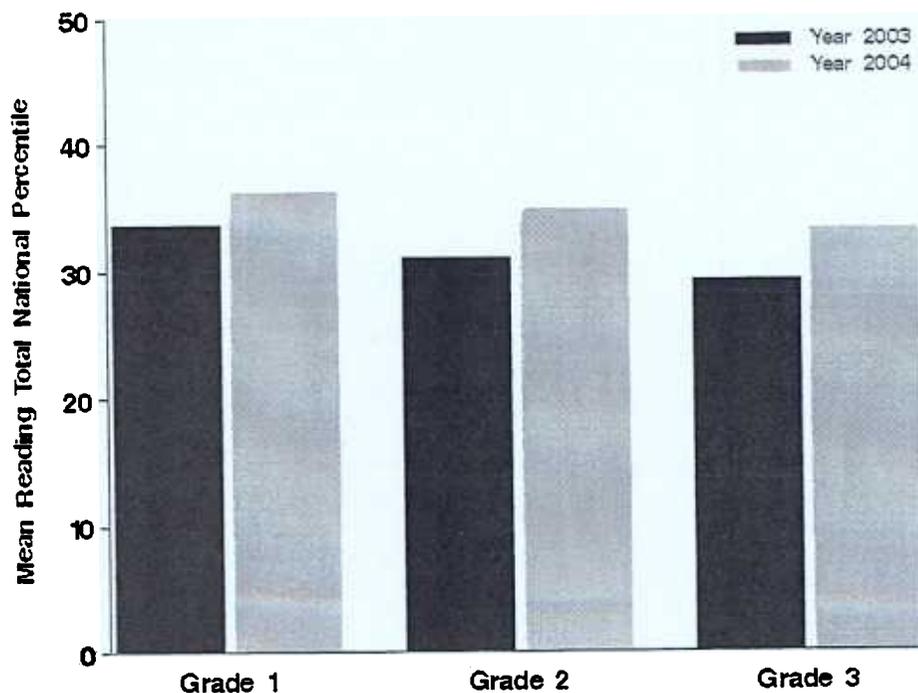
## 2.6 Comparison of 2003 and 2004 ITBS Results: Making Gains in Reading

Michigan's Reading First schools are making noteworthy progress in reading, as shown by their performance on the Reading Total score of the Iowa Test of Basic Skills. The students' progress is evident from increases in the percentage of students reading at or above grade level. A comparison of all the Reading First schools in Michigan in 2003 and 2004 shows the following increases in the percentage of students reading at or above grade level based on the Reading Total score:

1 <sup>st</sup>	31% (2003)	34% (2004)
2 <sup>nd</sup>	22% (2003)	31% (2004)
3 <sup>rd</sup>	19% (2003)	29% (2004)

In addition, for the forty-four schools that had Reading First programs in both 2002-2003 and 2003-2004, the average percentile on Reading Total increased significantly at each grade level. These gains are shown in the following bar graph.

Comparison of Reading Total for Round 1 Schools  
Between Year 2003 and 2004



These results include only the 44 schools with Reading First funding for both 2003-and 2004 (Round 1 schools). The gain in the average percentile for the students at each grade level is statistically significant.

## 2.7 Performance of Fourth Graders

The Reading First schools in Round 1 were asked to administer three ITBS reading subtests to their fourth-grade students: Vocabulary, Language, and Reading Comprehension. The purpose was to determine whether achievement levels remained stable or even improved after third grade spent in a Reading First classroom. Included in this analysis are fourth-grade students in Reading First Round 1 schools. Table 2-7 shows that the fourth graders overall performed somewhat better than the third graders. Increases in percentage of students meeting expectations were most pronounced for the Language and Reading Comprehension subtests.

*Table 2-6 Third graders who took ITBS in 2003; fourth graders who took ITBS in 2004*

ITBS Subtests	2003 3rd Grade Students		2004 4th Grade Students	
	% Meeting Expectation	Number of Students	% Meeting Expectation	Number of Students
Vocabulary	20%	2809	21%	2619
Word Analysis	19%	2776	--	--
Listening	22%	2667	--	--
Language	22%	2677	30%	2598
Reading Comp	22%	2787	30%	2599
Reading Total	19%	2776	25%	2597

*Note.* One fourth-grader took all five subtests; his/her results for Word Analysis and Listening have not been included in this table.

## 2.8 Reading Achievement of Students in the Three Risk Categories

An important goal of the No Child Left Behind Act of 2001 is to hold schools accountable for the reading achievement of students who are risk for reading underachievement and reading disabilities. Tables 2.7-2.9 show the percent of students in three categories with Reading Total scores at or above the 50<sup>th</sup> percentile; these three categories are students with disabilities, students from economically disadvantaged backgrounds, and students with limited English proficiency. It should be noted that students with disabilities who needed accommodations to take the reading tests were not included in this analysis. Results shows that about as many students with disabilities as students without disabilities are reading at grade level. The performance for the remaining two risk groups is stronger, in some cases mirroring the results for all Reading First students.

*Table 2.7 Percent of Students with Disabilities Reading at or above Grade Level*

ITBS Subtests	Grade Levels		
	Grade 1	Grade 2	Grade 3
Vocabulary	16%	16%	15%
Word Analysis	21%	14%	13%
Listening	27%	22%	18%
Language	18%	13%	15%
Reading Comprehension	20%	18%	17%
Reading Total	17%	14%	14%

*Table 2.8 Percent of Students with Economic Disadvantage Reading at or above Grade Level*

ITBS Subtests	Grade Levels		
	Grade 1	Grade 2	Grade 3
Vocabulary	28%	26%	25%
Word Analysis	35%	28%	26%
Listening	30%	31%	25%
Language	29%	30%	25%
Reading Comprehension	35%	33%	27%
Reading Total	30%	26%	24%

*Table 2.9 Percent of Students with Limited English Proficiency Reading at or above Grade Level*

ITBS Subtests	Grade Levels		
	Grade 1	Grade 2	Grade 3
Vocabulary	25%	23%	14%
Word Analysis	36%	31%	22%
Listening	23%	28%	18%
Language	29%	32%	28%
Reading Comprehension	35%	32%	23%
Reading Total	28%	25%	14%

## Part 3: Dynamic Indicators of Basic Early Literacy Skills

### 3.1 Description of DIBELS

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is a set of measures of early reading skills used to monitor the progress of students' reading skills during the school year. Developed by researchers at the University of Oregon, it is administered to all Reading First students, kindergarten through grade 3, in the fall, winter, and spring. The students' test scores are entered into a data system that is run through the DIBELS website at the University of Oregon. Immediately after entering the test scores, the results for each classroom can be made available to the teacher. Each student's performance on each subtest is classified as showing an "established" skill, an "emerging" skill or a deficit in that skill. This information gives the teacher a basis for considering whether or not to modify the instruction that each student receives.

Extensive study of the subtests has shown that certain subtests serve as powerful tools to determine whether students have reached a "benchmark," indicating levels of achievement that would allow the teacher to predict that the student had acquired grade-level reading skill in that area. Conversely, the benchmark system also allows for the prediction of scores below which it is predicted that the student is not likely to be successful in learning to read. This category is referred to as needing "intensive instructional support." Our report focuses on these two levels: students "meeting benchmark standard" are those meeting grade-level expectations, whereas students "needing intensive instructional support" are underachieving in basic reading skills.

To interpret students' performance on subtests of DIBELS across the year, it is important to know that the standard for "meeting standards" and for "needing intensive instruction" more often than not change from the fall to the winter and the winter to the spring. For example, to meet the standard for the second grade on the Oral Reading Fluency subtest, a student would have to read 40 words per minute in the fall, 70 words per minute in the winter, and 90 words per minute in the spring. Thus, in the tables that follow, if the percentage of students meeting standards stays the same for the fall, winter, and spring on the Oral Reading Fluency subtest, it is still the case that the students made gains in the number of words they could read accurately in a minute. Two exceptions are Phoneme Segmentation Fluency and Nonsense Word Fluency. For these subtests, there is no change across the year in the score that is used for benchmark determinations.

The subtests for each grade level that are included in this report are as follows:

#### Kindergarten

Letter Name Fluency (LNF)	(naming letters fluently)
Phoneme Segmentation fluency (PSF)	(giving the sounds in spoken words)
Nonsense Word Fluency (NWF)	(reading non-words)

#### First Grade

Phoneme Segmentation Fluency (PSF)	(giving the sounds in spoken words)
Nonsense Word Fluency (NWF)	(reading non- words)
Oral Reading Fluency (ORF)	(reading short passages aloud)

#### Second and Third Grade

Oral Reading Fluency (ORF)	(reading short passages aloud)
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