

3.2 Students Meeting Standards and Students Needing Intensive Instruction

We report here the percentage of students in each district at each grade level who meet or exceed standards of adequate progress on each subtest. We also report the percentage of students at each grade level who are in need of intensive instruction on each subtest. The tables are presented by grade level, so that the first table (Table 3-1) shows percentage of kindergartners meeting expectations, and the second shows the percentage of kindergartners needing intensive instruction. These are followed by the tables for first, second, and third graders.

A comparison of 2003 and 2004 DIBELS results shows the progress made in Reading First schools in decreasing the percent of students in need of intensive remediation. For example, in 2003, at the end of second grade, 58% of the students needed intensive remediation to improve their Oral Reading Fluency; for third graders, the figure was 47%. In 2004, these percentages had dropped to 44% for the second graders and 35% for the third graders. The results suggest that teachers are using the classroom monitoring results effectively to provide appropriate instruction for students who are struggling readers.

Table 3-1: Percentage of Kindergartners Meeting Standards on DIBELS subtests (by District)

Districts	% of students who meet or exceed standards						
	LNF			PSF		NWF	
	Fall	Winter	Spring	Winter	Spring	Winter	Spring
Beecher	37%	64%	72%	57%	68%	55%	73%
Benton Harbor	24%	37%	38%	19%	30%	25%	30%
Buena Vista	36%	47%	55%	15%	25%	30%	28%
Dearborn	40%	48%	41%	31%	38%	27%	35%
Detroit City	40%	59%	55%	24%	43%	37%	53%
Ferndale	61%	50%	46%	28%	40%	44%	39%
Grand Rapids	15%	42%	46%	34%	61%	39%	51%
Holland	44%	66%	55%	58%	68%	58%	67%
Kalamazoo	43%	57%	53%	48%	70%	53%	60%
Lansing	39%	54%	47%	36%	48%	39%	41%
Linden Charter	62%	69%	68%	49%	84%	73%	91%
Muskegon	26%	39%	30%	29%	45%	25%	19%
Oak Park	54%	51%	38%	32%	28%	40%	35%
Owosso	43%	42%	36%	59%	65%	34%	31%
Pontiac	31%	47%	48%	22%	47%	34%	43%
Port Huron	36%	54%	53%	29%	56%	41%	56%
Romulus	36%	64%	53%	41%	62%	46%	52%
Saginaw	32%	57%	61%	28%	52%	35%	55%
Threshold	30%	48%	38%	55%	72%	14%	26%
Wayne-Westland	43%	54%	46%	40%	48%	39%	37%
Wyoming	22%	22%	37%	22%	42%	22%	19%
Ypsilanti	49%	49%	44%	29%	38%	26%	25%

Table3- 2: Percentage of Kindergartners Needing Intensive Remediation on DIBELS subtests (by District)

Districts	% of students needing intensive instruction						
	LNF			PSF		NWF	
	Fall	Winter	Spring	Winter	Spring	Winter	Spring
Beecher	36%	20%	14%	23%	10%	32%	14%
Benton Harbor	41%	39%	42%	48%	30%	51%	53%
Buena Vista	34%	23%	26%	43%	28%	41%	53%
Dearborn	43%	30%	32%	38%	22%	55%	49%
Detroit City	39%	24%	26%	44%	22%	39%	31%
Ferndale	20%	21%	33%	38%	25%	28%	34%
Grand Rapids	65%	38%	28%	31%	17%	36%	28%
Holland	35%	15%	22%	23%	11%	23%	18%
Kalamazoo	34%	22%	26%	21%	6%	26%	22%
Lansing	40%	26%	27%	35%	17%	42%	37%
Linden Charter	13%	8%	15%	19%	3%	8%	3%
Muskegon	51%	37%	41%	41%	17%	54%	63%
Oak Park	26%	24%	32%	36%	32%	40%	49%
Owosso	33%	35%	45%	20%	13%	45%	45%
Pontiac	51%	32%	30%	51%	26%	48%	39%
Port Huron	37%	28%	22%	36%	12%	39%	25%
Romulus	39%	19%	26%	35%	18%	36%	26%
Saginaw	38%	21%	17%	41%	16%	41%	26%
Threshold	30%	33%	36%	33%	8%	43%	46%
Wayne-Westland	32%	23%	29%	24%	14%	32%	38%
Wyoming	57%	55%	46%	53%	21%	56%	46%
Ypsilanti	30%	27%	31%	41%	21%	54%	50%

Table 3-3: Percentage of First Graders Meeting Standards on DIBELS subtests (by District)

Districts	% of students who meet or exceed standards							
	PSF			NWF			ORF	
	Fall	Winter	Spring	Fall	Winter	Spring	Winter	Spring
Beecher	18%	70%	84%	21%	38%	71%	34%	36%
	7%	54%	75%	17%	36%	54%	31%	37%
	1%	17%	41%	8%	7%	25%	20%	28%
	13%	65%	95%	11%	33%	73%	32%	50%
	20%	52%	69%	26%	29%	49%	34%	36%
Ferndale	17%	66%	80%	42%	32%	58%	44%	52%
Grand Rapids	12%	68%	85%	16%	24%	54%	20%	29%
Holland	35%	92%	96%	33%	59%	78%	50%	57%
Kalamazoo	54%	88%	93%	39%	50%	68%	47%	50%
	16%	66%	77%	23%	29%	54%	46%	46%
	63%	94%	99%	64%	50%	71%	56%	54%
	18%	69%	87%	17%	23%	50%	30%	34%
Oak Park	8%	72%	83%	21%	23%	48%	45%	
Owosso	37%	82%	88%	25%	26%	51%	32%	39%
Pontiac	13%	56%	79%	16%	17%	59%	28%	36%
Port Huron	28%	73%	90%	24%	30%	55%	33%	36%
Romulus	16%	74%	82%	27%	31%	46%	35%	38%
Saginaw	22%	78%	89%	25%	37%	67%	43%	50%
Threshold	41%	88%	95%	19%	23%	55%	19%	27%
Wayne-Westland	17%	82%	94%	20%	31%	47%	31%	43%
Wyoming	4%	69%	88%	6%	27%	76%	18%	32%
Ypsilanti	11%	63%	76%	18%	27%	45%	27%	38%

Table 3-4: Percentage of First Graders Needing Intensive Remediation on DIBELS subtests (by District)

Districts	% of students needing intensive instruction							
	PSF			NWF			ORF	
	Fall	Winter	Spring	Fall	Winter	Spring	Winter	Spring
Beecher	41%	12%	6%	54%	27%	10%	24%	35%
Benton Harbor	61%	21%	3%	64%	30%	12%	35%	36%
Buena Vista	83%	43%	9%	83%	77%	41%	68%	63%
Dearborn	49%	4%	1%	71%	20%	6%	14%	10%
Detroit City	40%	16%	7%	53%	33%	20%	33%	39%
Ferndale	36%	8%	3%	32%	23%	8%	23%	24%
Grand Rapids	50%	10%	3%	59%	30%	11%	37%	38%
Holland	21%	2%	0%	44%	13%	4%	18%	19%
Kalamazoo	16%	4%	1%	35%	13%	6%	18%	22%
Lansing	46%	10%	4%	55%	31%	15%	23%	29%
Linden Charter	8%	0%	0%	26%	9%	1%	11%	16%
Muskegon	38%	7%	3%	59%	33%	13%	33%	36%
Oak Park	60%	6%	1%	55%	34%	14%	20%	25%
Owosso	21%	6%	4%	47%	31%	16%	29%	36%
Pontiac	48%	13%	5%	65%	41%	17%	37%	31%
Port Huron	33%	8%	1%	48%	28%	11%	26%	24%
Romulus	45%	8%	2%	51%	26%	18%	27%	33%
Saginaw	38%	5%	1%	50%	25%	8%	18%	21%
Threshold	37%	0%	5%	48%	27%	18%	27%	41%
Wayne-Westland	45%	4%	1%	55%	25%	16%	30%	28%
Wyoming	73%	14%	2%	78%	24%	4%	49%	38%
Ypsilanti	54%	13%	7%	69%	42%	23%	41%	45%

Table 3-5: Percentage of Second Graders Meeting Standards and Needing Intensive Instruction on DIBELS ORF (by District)

District	ORF					
	% of students who meet or exceed standards			% of students needing intensive instruction		
	Fall	Winter	Spring	Fall	Winter	Spring
Beecher	16%	21%	30%	56%	57%	46%
	19%	32%	39%	53%	51%	47%
Vista	23%	23%	20%	39%	48%	
	36%	50%	50%	33%	33%	33%
Detroit City	25%	34%	31%	49%	51%	49%
Ferndale	42%	51%	45%	31%	32%	34%
Grand Rapids	20%	33%	33%	52%	51%	50%
Holland	35%	50%	50%	35%	34%	31%
Kalamazoo	34%	49%	48%	39%	37%	36%
Lansing	33%	43%	35%	36%	35%	45%
Linden Charter	32%	39%	40%	39%	39%	40%
	20%	27%	24%	51%	55%	57%
Oak Park	33%	43%	41%	33%	39%	39%
Owosso	39%	46%	39%	29%	35%	39%
Pontiac	17%	23%	19%	58%	60%	61%
	31%	46%	37%	40%	37%	43%
	40%	53%	47%	35%	35%	33%
	33%	44%	43%	35%	37%	36%
	24%	36%	33%	44%	50%	56%
	31%	38%	37%	50%	47%	44%
	14%	24%	34%	68%	59%	54%
Ypsilanti	31%	38%	34%	52%	46%	47%

Table3-6: Percentage of Third Graders Meeting Standards and Needing Intensive Instruction on DIBELS ORF (by District)

District	ORF					
	% of students who meet or exceed standards			% of students needing intensive instruction		
	Fall	Winter	Spring	Fall	Winter	Spring
Beecher	15%	17%	22%	58%	57%	41%
	19%	23%	34%	57%	50%	33%
	19%	20%	21%	49%	52%	37%
	37%	46%	41%	35%	34%	27%
	20%	24%	26%	49%	47%	38%
	44%	42%	46%	34%	33%	25%
	16%	16%	27%	60%	55%	43%
	30%	36%	37%	46%	40%	31%
	31%	31%	35%	45%	41%	31%
	28%	30%	28%	41%	40%	31%
	18%	24%	29%	46%	53%	34%
	20%	21%	20%	53%	55%	41%
Oak Park	23%	25%	24%	50%	45%	38%
Owosso	45%	44%	38%	28%	33%	25%
Pontiac	14%	13%	17%	64%	65%	52%
	25%	30%	39%	46%	45%	32%
	37%	33%	34%	32%	30%	29%
	21%	26%	34%	49%	49%	30%
	9%	14%	19%	50%	57%	43%
Wayne-Westland	29%	29%	25%	49%	49%	42%
Wyoming	19%	22%	32%	63%	56%	41%
Ypsilanti	35%	39%	47%	43%	38%	24%

Part 4: Relationship of DIBELS and ITBS

4.1 Overview

The ITBS and DIBELS serve different purposes, but there should be a relationship between the two. Children meeting standards in DIBELS ought to be able to perform at or above grade level on the ITBS. For purposes of this report, we look at the relationship between the two test instruments in two ways. First, we examine the relationship of DIBELS subtests given at different times during the year and performance on subtests of the ITBS. The question of interest is whether performance on tests of such skills is related to performance on language and reading measures at the end of that school year. Second, we show a scatterplot that illustrates Reading First third graders' performance on DIBELS Oral Reading Fluency, as it aligns with performance on ITBS Reading Total.

4.2 Relationship of Fall and Winter DIBELS and Spring ITBS

Table 4-1 shows the relation of winter DIBELS subtests and spring ITBS subtests for first graders. DIBELS subtests include Nonsense Word Fluency (NWF), Phoneme Segmentation Fluency (PSF), Word Use Fluency (WUF), and Oral Reading Fluency (ORF). Table 4-2 shows correlations of the spring DIBELS and the ITBS. With the exception of the Listening subtest, the relation of DIBELS and ITBS subtests are in the moderate range. These indicate that, in general, students who do well on all DIBELS measure other than WUF are likely to do well on most of the ITBS measures (with the exception of Listening).

Table 4-3 and 4-4 (below) show correlations of DIBELS ORF and ITBS subtests for the second and third graders.

Table 4-1

Correlations of Winter DIBELS and Spring ITBS for 1st Grade

ITBS subtest	NWF	PSF	WUF	ORF
Vocabulary	--	--	--	--
Wd. Analysis	.59	.41	.35	.65
Listening	.33	.32	.31	.37
Language	.56	.40	.37	.67
Reading Comp	.58	.36	.34	.73
Reading Total				

Table 4-2
Correlations of Spring DIBELS and Spring ITBS for 1st Grade

ITBS subtest	NWF	PSF	WUF	ORF
Vocabulary				
Wd. Analysis	.61	.34	.33	.72
Listening	.31	.26	.30	.39
Language	.56	.32	.33	.73
Reading Comp	.59	.27	.31	.79
Reading Total	.61	.31	.34	.80

Note. All $p < .001$

Table 4-3
Correlations of DIBELS ORF and Spring ITBS for 2nd Grade

ITBS subtest	ORF fall	ORF winter	ORF spring
Vocabulary			.67
Wd. Analysis	.63	.66	.65
Listening	.35	.37	.37
Language	.64	.68	.67
Reading Comp	.70	.75	.75
Reading Total	.72	.77	.76

Note. All $p < .001$

Table 4-4
Correlations of DIBELS ORF and Spring ITBS for 3rd Grade

ITBS subtest	ORF fall	ORF winter	ORF spring
Vocabulary			.62
Wd. Analysis	.64	.65	.62
Listening	.41	.41	.39
Language	.70	.70	.68
Reading Comp	.66	.67	.65
Reading Total	.70	.71	.68

Note. All $p < .001$

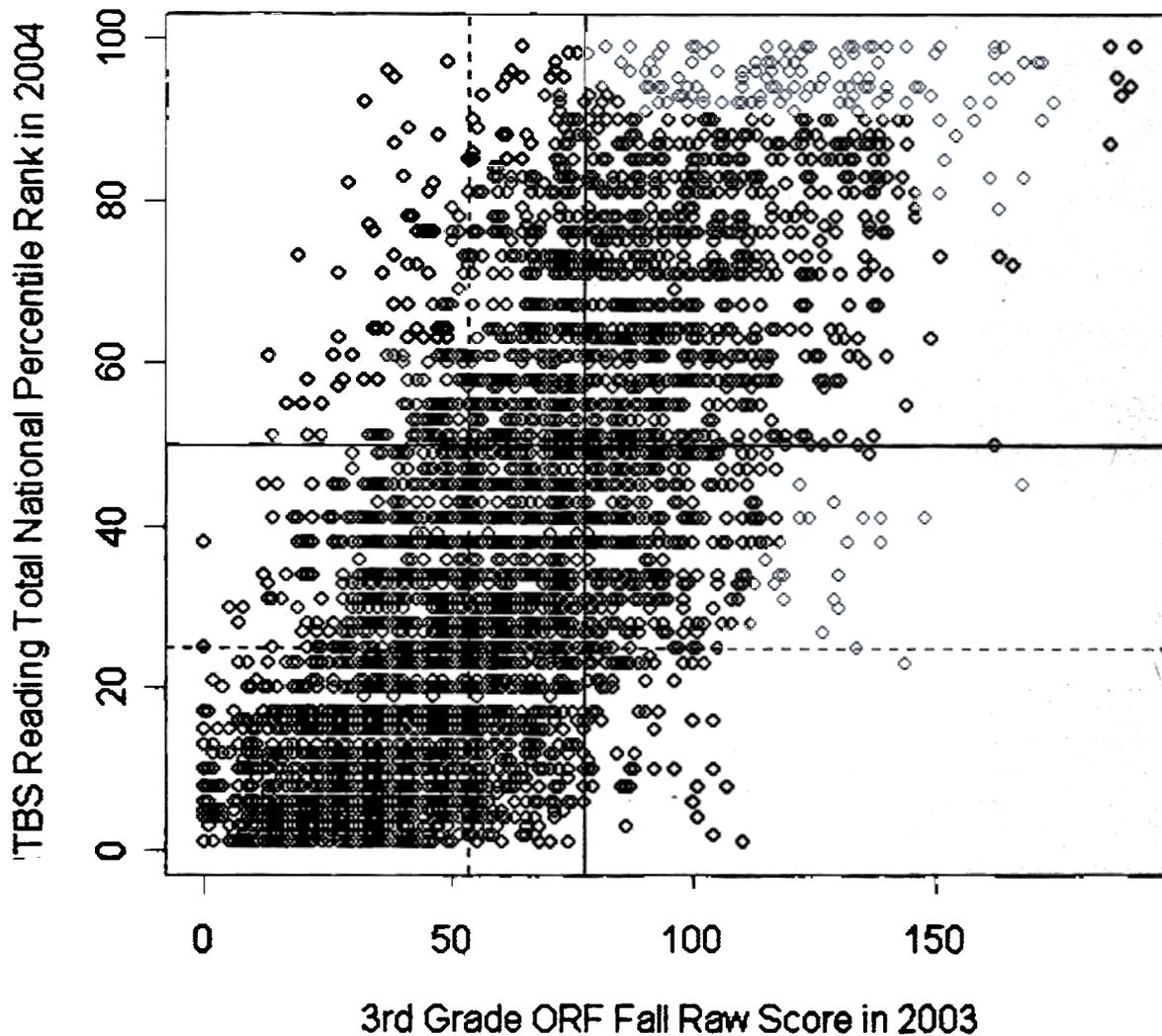
The magnitude of the correlations of ORF and ITBS Reading Comprehension and Reading Total for both second and third graders indicates a strong relation between their ability to read passages fluently and accurately and their reading achievement.

Of the DIBELS subtests, WUF appears to yield little useful predictive information for the teachers in Reading First classrooms. Perhaps most important, as a measure of vocabulary usage, it is not strongly related to the Vocabulary subtest on ITBS. As a result, it is our recommendation that administration of WUF not be required for Reading First schools.

4.3 Scatterplot Showing Relation of Oral Reading Fluency and Reading Total

The solid horizontal line marks the 50th percentile; the broken horizontal line marks the 25th percentile on ITBS Reading Total. The solid vertical line marks the “low risk” benchmark on ORF; the broken horizontal line marks the “at risk” benchmark on ORF for third graders.

Scatterplot for Third Grade in 2003-2004



4.4 Performance of students in Reading First schools on 2004 MEAP

We carried out an analysis of the performance of fourth graders in Reading First districts on the Reading and English Language Arts subtests of the Michigan Educational Achievement Program (MEAP) (2004). Results showed that on the Reading subtest 67.3% of the fourth graders were at levels 1 and 2 (indicating adequate achievement) and 50.1 % were at levels 1 and 2 on the

English Language Arts. The somewhat high percentage of students performing at or above grade level on these MEAP subtests might be surprising, because districts were eligible for Reading First funding in 2002 if they had 40% or more of their fourth graders reading below grade level. However, the MEAP has been revised, and the grade-level benchmarks have been adjusted. In addition, fourth graders in Reading First districts who took the MEAP this year might have been in Reading First classrooms as third graders last year. There might be either direct or indirect benefits for fourth graders in Reading First schools; for example, they might be learning in a school environment that has placed greater emphasis on a school culture conducive to the improvement of literacy.

4.5 Overview of Students' Achievement in Reading

Comparison of 2003-2004 shows that Reading First schools have made significant progress in reading. In 2003, 19% of the third graders were reading at or above grade level; in 2004 that figure rose to 29%. Similar gains were made for second graders: 22% were at or above grade level in 2003, and 31% were at or above grade level in 2004. While these gains are statistically significant, on average less than a third of the second and third graders in Reading First Round 1 schools are reading at grade level. The noteworthy gains made between 2003 and 2004 should inspire the schools to strive for even greater gains in the 2004-2005 school year.

There are other signs of progress. One is significantly fewer students overall are significantly underachieving in reading at all three grade levels. Whereas about 50% of all Reading First students were below the 25thile in 2003, that percentage has dropped to 38%. A second sign of progress is evident from the districts that showed decreases in students needing intensive instruction in reading skills across the year.

While the assessment of progress for the purpose of making continuation decisions identified six schools that were not making adequate progress after two years, it was gratifying to see that so many schools were making noteworthy progress.

The rank order results indicate that it is important to examine the results for schools within districts. This is because there is marked variation among schools within a given district. For example, Detroit Public Schools overall have only a small percent of students at each grade reading at or above grade level; however, some Detroit schools have a large percent of students reading at or above grade level. Appreciation of this variability is important because it suggests that schools with significant risk factors can nonetheless provide effective reading instruction for students.

Many students in the major categories of students at risk for reading difficulties continue to struggle with reading. These results are important to understand because of the requirement in No Child Left Behind, Part A, that adequate yearly progress be shown by students in these risk categories. Overall, performance of students in the economically disadvantaged category tends to mirror the results for the school, overall. This may be because Reading First districts were eligible for funding because they were in high poverty areas. Relatively few students with disabilities are reading at grade level, as might be expected given that they have identified disabilities. Progress in reading for most of the disaggregated groups would be more reasonably

assessed by methods other than analysis of the percentage of students reading at grade level. Just because students are not currently reading at grade level does not mean that they have not made significant progress over the school year.