



**COLORADO SCHOOL DISTRICT 27J**  
**GOVERNING POLICY OF**  
**THE BOARD OF EDUCATION**

**Board Goal: Academic 1.4**

Date Adopted/Last Revised: October 24, 2017

**1.4 Primary Literacy:** The district will increase the percentage of primary students (k-2) reading at benchmark by 2% per year until 90% of primary readers are at benchmark as measured by DIBELS Next. At the same time, the district will decrease the percentage of students who have significant reading deficiencies by 1% each year until only 5% of primary readers have significant reading deficiencies. Once the targets of 90% benchmark and 5% significant reading deficiencies have been reached, the district shall maintain such performance levels.

*I interpret k-2 readers at benchmark to mean: The percentage of students k-2 who score “at benchmark” or “above benchmark” on the end of year DIBELS Next (Dynamic Indicator of Basic Early Literacy Skills) composite score. The composite score takes into account all Dibels assessments given during the beginning of year (BOY), middle of year (MOY), end of year (EOY) for each student at each grade level and provides the best overall estimate of the student’s reading proficiency. Included in these composite scores are first sound fluency, letter naming, phoneme segmentation, nonsense words, oral fluency, and retell. If a student scores “at benchmark” or “above benchmark”, odds are in favor of achieving later reading outcomes with continued high quality instruction. The cut scores used are criterion-referenced and nationally recognized benchmark.*

*I interpret k-2 significant reading deficiencies (SRD) to mean: The percentage of students k-2 who score “well below” benchmark. This rating also is based on a DIBELS Next composite score that is criterion referenced and nationally used. Cut points for risk indicate a level of skill below which the student is unlikely to achieve subsequent reading goals without receiving additional, targeted instructional supports.*

*I interpret a % increase or decrease to mean: The aggregate percentage of all students k-2 who have met “at benchmark” or “above benchmark”, or “well below” benchmark compared to the previous academic year.*

**Achievement of Goal 1.4: Primary Literacy**

**Table 1: 27J School Primary Literacy Rates (Students performing “At or Above Benchmark”)**

	2014 %	2015 %	2016 %	2017 %	2018 %
<b>Brantner</b>	66	79	83	89	91
<b>Henderson</b>	68	68	76	68	73
<b>North</b>	39	49	48	56	46
<b>Northeast</b>	47	62	68	58	55
<b>Pennock</b>	72	79	79	64	68
<b>Reunion</b>					88
<b>Second Creek</b>	73	83	84	80	78
<b>South</b>	67	66	72	71	68
<b>Southeast</b>	69	61	60	63	69
<b>Thimmig</b>	77	71	82	72	72
<b>Turnberry</b>	75	81	86	80	77
<b>West Ridge</b>	83	87	88	86	82
<b>Bromley East</b>	67	69	75	68	78
<b>Foundations</b>	88	84	82	77	75
<b>Belle Creek</b>	74	75	72	77	68
<b>Landmark</b>	87	89	85	80	64

\* This is not a “control group” of students. Add/drops impact these numbers.

Table 1 presents individual school literacy rates. The data represents the percentage of students performing “at or above benchmark”.

**Yearly comparison observations:**

- 4 of the 12 the 27J managed schools (highlighted in orange) improved the percentage of students scoring “at or above Benchmark” from the 2017 data, Thimmig Elementary remained the same, and Reunion Elementary established their baseline score.
- 1 of the 4 charter schools improved (Bromley East)

**5-year trend observations:**

- There are improved primary literacy rates for 7 of our 12 district managed schools and 1 of our 4 charter schools:

\* Brantner (25 percentage points)      \* Henderson (5)      \* North (7)      \* Northeast (8)  
 \* Second Creek (5)      \* South (1)      \* Turnberry (2)      \* Bromley East (11)

**Table 2: 27J School Primary Literacy Rates (Students performing “Well Below Benchmark”)**

	2014 %	2015 %	2016 %	2017 %	2018%
<b>Brantner</b>	13	6	6	5	5
<b>Henderson</b>	19	18	10	18	16
<b>North</b>	38	30	28	31	30
<b>Northeast</b>	32	21	18	25	31
<b>Pennock</b>	11	9	11	17	19
<b>Reunion</b>					8
<b>Second Creek</b>	15	7	8	9	13
<b>South</b>	18	15	14	14	19
<b>Southeast</b>	15	24	26	17	18
<b>Thimmig</b>	14	18	8	16	17
<b>Turnberry</b>	11	8	6	10	11
<b>West Ridge</b>	6	5	7	7	6
<b>Bromley East</b>	20	14	14	15	9
<b>Foundations</b>	3	7	7	12	10
<b>Belle Creek</b>	9	13	13	13	18
<b>Landmark</b>	4	3	5	9	15

*\*\* This is not a “control group” of students. Add/drops impact these numbers.*

Table 2 presents the percentage of students scoring “well below benchmark”. These students are classified as having a significant reading deficiency (SRD).

**Yearly comparison observations:**

- 3 of our 12 27J managed schools decreased the number of SRD students from previous 2017 end of year counts. (Reunion established baseline numbers)
- 2 of the 4 charter schools showed a decrease in the numbers of SRD students from the 2017 end of year counts.

**5-year trend observations:**

- 5 of the 12 27J managed schools showed a decrease in the numbers of SRD students over the past 5 years. Brantner (8), Henderson (3), North (8), Northeast (1), Second Creek (2)
- 1 of the 4 charter schools have showed a decrease in the numbers of SRD students over the past 5 years. Bromley East (11)

**Table 3: 27J Primary Literacy Rates (Students performing “Well Below Benchmark”)**

	<b>2014</b> Well Below Benchmark (%)	<b>2015</b> Well Below Benchmark (%)	<b>2016</b> Well Below Benchmark (%)	<b>2017</b> Well Below Benchmark (%)	<b>2018</b> Well Below Benchmark (%)
<b>Colorado</b>	14.3	13.8	14.8	15.7	Not yet posted on CDE Dashboard
<b>Adams 12 Five Star</b>	18.4	20.0	17.3	18.3	
<b>School District 27J</b>	14.1	13.3	13.1	13.6	
<b>Adams 50 Westminster</b>	28.6	29.5	31.1	31.3	
<b>Adams 1 Mapleton</b>	21.6	17.6	17.9	18.4	
<b>Adams 14 Commerce City</b>	18.1	25.2	36.7	30.6	
<b>Cherry Creek</b>	9.9	9.5	11	14.9	
<b>Boulder</b>	10.0	7.7	9.0	6.8	
<b>St. Vrain</b>	13.0	8.0	10.9	12.9	
<b>Denver</b>	17.7	17	19.3	16.5	
<b>Douglas</b>	8.5	8.5	11	11.7	

Table 3 presents 27J against various other metro area school districts in the percentage of students scoring “well-below benchmark”. This data is available at the CDE READ ACT home page linked: <http://www2.cde.state.co.us/schoolview/readact/dashboard.asp>

At the time of this monitoring report, CDE has yet to publish 2018 primary literacy results. Therefore the data presented in this report comparing 27J to other metro area school districts remains the same as the 2017 monitoring report.

**From the March 2018 1.4 Monitoring report:**

13.6 percent of our 27J Schools students remain labeled with a significantly reading deficiency (SRD) or scoring “well below benchmark” on DIBELS Next. Here are some bulleted reactions to this data:

- 27J Schools is out performing the state of Colorado
- 27J ranks #1 in Adams County
- 27J ranks #4 on this list of comparison districts, and is outpaced by Boulder, Douglas County and St. Vrain respectively

**Table 4: 27J Schools Percentage of Students “At or Above Benchmark” (Does not include charter schools)**

**BOY – Beginning of Year/ EOY – End of Year**

	2014	2015	2016	2017	2018
<b>Kindergarten</b>					
<b>BOY</b>	44%	41%	43%	37%	38%
<b>EOY</b>	70%	75%	82%	76%	76%
<b>1<sup>st</sup> Grade</b>					
<b>BOY</b>	43%	44%	49%	54%	48%
<b>EOY</b>	68%	72%	70%	73%	70%
<b>2<sup>nd</sup> Grade</b>					
<b>BOY</b>	61%	64%	69%	69%	71%
<b>EOY</b>	70%	72%	69%	71%	75%
<b>District EOY</b>					
	69%	69.3%	73.0%	73.6%	73.6%

\* Highlighted cells indicate implementation year of Superkids.

\*\* This is not a “control group” of students. Add/drops impact these numbers.

Table 4 presents the historical trend of students rating “at or above benchmark” over the course of a school year from the BOY (beginning of year) to EOY (end of year). This chart gives us a glimpse at the literacy proficiency rates of grade levels within 27J. This chart also articulates student proficiency gains within a year, and it demonstrates the maintenance of student proficiency from end of one year to the beginning of the next.

**Yearly comparison observations:**

- 73.6% of 27J’s primary students are “at or above academic benchmark”. This number is exactly the same as it was in 2017.
- Kindergarten EOY remained stable at 76% from the prior year, yet doubled the number of students (38 percentage points) who were reading at benchmark from BOY to EOY

- 1st grade total percentage of students scoring at EOY benchmark decreased from 73% to 70%, but increased the percentage of students at benchmark by 22 percentage points from BOY to EOY.
- 2nd grade students demonstrated a 4 percentage point increase from the prior year from 71% to 75%, and showed modest improvement of percentage points from BOY to EOY.

**5-year trend observations:**

- 27J literacy scores have modestly improved by 4.6 percentage points over the last 5 years.
- Kindergarten EOY for students scoring “At or Above Benchmark” has grown 6 percentage points
- 1<sup>st</sup> Grade BOY has also grown 5 percentage points
- 2<sup>nd</sup> Grade BOY has grown 10 percentage points

**Table 5: 27J Schools Percentage of Students “Well Below Benchmark” (does not include charter schools)**

**BOY – Beginning of Year/ EOY – End of Year**

	2014	2015	2016	2017	2018
<b>Kindergarten</b>					
<b>BOY</b>	34%	38%	35%	42%	42%
<b>EOY</b>	12%	10%	8%	9%	11%
<b>1<sup>st</sup> Grade</b>					
<b>BOY</b>	40%	40%	38%	31%	36%
<b>EOY</b>	19%	16%	18%	16%	20%
<b>2<sup>nd</sup> Grade</b>					
<b>BOY</b>	25%	26%	21%	23%	20%
<b>EOY</b>	16%	15%	10%	17%	15%
<b>District EOY</b>					
	15.6%	13.6%	12.0%	14.0%	15.33%

\* Highlighted cells indicate implementation year of Superkids.

Table 5 presents the historical trend of students rating “well-below benchmark” over the course of a school year from BOY to EOY.

**Yearly comparison observations:**

- There was a 1.33 percentage point increase in students who are considered SRD or “well-below benchmark” in 27J from 2017 to 2018.
  - Kindergartners increased by 2 percentage points, but this gap was reduced by 31 percentage points from the beginning of the year.
  - 1st Grade students increased by 4 percentage points, but this gap was reduced by 16 percentage points from the beginning of the year.
  - 2nd Grade students decreased by 2 percentage points, and the gap was reduced by 5 percentage points from the beginning of the year.

### **5-year trend observations:**

- 27J remains stable in the last 5 years in the total numbers of students who are identified as “well below academic benchmark” in primary literacy.
  - Kindergarten has reduced this by 1 percentage point over the last 5 years
  - 1st grade data shows 1 percentage point higher than 5 years ago
  - 2<sup>nd</sup> Grade shows a slight reduction of 1 percentage point
- 27J has a modestly positive trend of reducing the percentage of students who are entering 1st grade and 2nd grade as “well below benchmark”
  - 1<sup>st</sup> Grade BOY has declined 4 percentage points
  - 2nd grade BOY has decreased by 5 percentage points

27J Schools primary literacy rates for young readers demonstrating “at or above academic benchmark” at the end of 2018 remained exactly the same as the 2017 percentage of 73.6%. At the same time, the percentage of students who are identified as “well-below benchmark” increased by 1.33 percentage points. Neither qualifier was met for Primary Literacy Academic Goal 1.4.

**Conclusion: Non-compliance**

## **Action Steps to Improve Primary Literacy Rates:**

### **The Thinking Classroom**

Since 2012 27J schools have pursued the Thinking Classroom as a conceptual framework for an ideal classroom. This concept includes GELL (Goal, Evidence and Learning Environment and Learning Experiences), which have added priority and focus to our work across the system including primary literacy.

We know that the most important strategy to improve student learning outcomes is to improve the teaching in our classrooms for all of our kids.

### **Specific to primary literacy, we have already:**

- We utilized READ Act monies to fund 3 primary literacy district coaches (down from 4 in 2016-2017) to work with only K-2 teachers around content instruction of foundational skills.
- We have purchased *Superkids*, a comprehensive literacy program that we believe matches our curricular frames and aligns to the best practices in literacy education.
- We have created an implementation plan that slowly utilized our available resource and funding training and coaching support for all kindergarten teachers in 2015-16, all 1<sup>st</sup> grade teachers and new kindergarten teachers in 2016-17, and all second grade teachers and new K, 1<sup>st</sup> and 2<sup>nd</sup> grade teachers in 2017-18.
- Our training and support model integrated LETRS (researched based literacy teaching) with *Superkids*, and then followed up with site visits and personal coaching from our district level primary literacy coaches.
- We have also funded as many full day kindergarten classrooms as possible with ECARE dollars and tuition based kindergarten.
- We have also hired special education coaches to specifically support elementary teachers to ensure access to all of our students to high quality literacy instruction.
- We have intervention models and supports both inside and outside of the classrooms to further aid our SRD students in their literacy development.
- Completion of our K-2 Curricular Framework (2018)

### **We shall continue/begin:**

- To support teachers and schools that have yet to build capacity within their schools to produce results.
- To support teachers new to 27J with personalized coaching and training.
- To support the analysis of our common assessment data to help drive instruction and support intervention both inside and outside of the classroom.
- To review the data at a district level for program gaps, and additional curricular or instructional supports.
- To support building leaders in developing their teachers toward high quality instruction.
- To support and train our returning teachers to stay up to date in research and best practices.