



**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 (K-2) Literacy Rates (Students performing “At or Above Benchmark”)**

	2014 %	2015 %	2016 %	2017 %	2018%	2019%
<b>Brantner</b>	66	79	83	89	91	88
<b>Henderson</b>	68	68	76	68	73	63
<b>North</b>	39	49	48	56	46	36
<b>Northeast</b>	47	62	68	58	55	66
<b>Pennock</b>	72	79	79	64	68	58
<b>Reunion</b>					88	86
<b>Second Creek</b>	73	83	84	80	78	64
<b>South</b>	67	66	72	71	68	60
<b>Southeast</b>	69	61	60	63	69	71
<b>Thimmig</b>	77	71	82	72	72	69
<b>Turnberry</b>	75	81	86	80	77	75
<b>West Ridge</b>	83	87	88	86	82	74
<b>Bromley East</b>	67	69	75	68	78	73
<b>Foundations</b>	88	84	82	77	75	77
<b>Belle Creek</b>	74	75	72	77	68	67
<b>Landmark</b>	87	89	85	80	64	82

Table 1 presents individual school literacy rates. The data represents the percentage of K-2 students performing “at or above benchmark”.

**Yearly comparison observations:**

- 2 of the 12 the 27J managed schools (Northeast, Southeast) improved the percentage of students scoring “at or above Benchmark” from the 2018 data.
- 2 of the 4 charter schools (Landmark, Foundations) improved the percentage of students scoring “at or above Benchmark” from the 2018 data.

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

	2014 %	2015 %	2016 %	2017 %	2018%	2019%
<b>Brantner</b>	13	6	6	5	5	6
<b>Henderson</b>	19	18	10	18	16	24
<b>North</b>	38	30	28	31	30	40
<b>Northeast</b>	32	21	18	25	31	24
<b>Pennock</b>	11	9	11	17	19	29
<b>Reunion</b>					8	7
<b>Second Creek</b>	15	7	8	9	13	20
<b>South</b>	18	15	14	14	19	25
<b>Southeast</b>	15	24	26	17	18	17
<b>Thimmig</b>	14	18	8	16	17	20
<b>Turnberry</b>	11	8	6	10	11	13
<b>West Ridge</b>	6	5	7	7	6	11
<b>Bromley East</b>	20	14	14	9	15	14
<b>Foundations</b>	3	7	7	10	12	12
<b>Belle Creek</b>	9	13	13	18	13	21
<b>Landmark</b>	4	3	5	15	9	10

Table 2 presents the percentage of K-2 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 2018 end of year counts. (Northeast, Reunion, Southeast)
- 1 of the 4 charter schools showed a decrease in the numbers of SRD students from previous 2018 end of year counts. (Bromley East)

At the time of this monitoring report, CDE has yet to publish 2018 or 2019 primary literacy results for Colorado school districts. Benchmarking our progress against other school districts is important to us, but revisions to the Colorado READ Act has stopped them from publishing to this link: <http://www2.cde.state.co.us/schoolview/readact/dashboard.asp>. Therefore, we have no comparison data comparing 27J to other metro area, or Adams County School Districts.

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

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

	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>Kindergarten</b>						
<b>BOY</b>	44%	41%	43%	37%	38%	38%
<b>EOY</b>	70%	75%	82%	76%	76%	75%
<b>1<sup>st</sup> Grade</b>						
<b>BOY</b>	43%	44%	49%	54%	48%	53%
<b>EOY</b>	68%	72%	70%	73%	70%	65%
<b>2<sup>nd</sup> Grade</b>						
<b>BOY</b>	61%	64%	69%	69%	71%	67%
<b>EOY</b>	70%	72%	69%	71%	75%	70%
<b>District EOY</b>						
	69%	69.3%	73.0%	73.6%	73.6%	70%

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. 1st grade total percentage of students scoring at EOY benchmark decreased from 70% to 65%, but increased the percentage of students at benchmark by 12 percentage points from BOY to EOY.

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

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

	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>Kindergarten</b>						
<b>BOY</b>	34%	38%	35%	42%	42%	40%
<b>EOY</b>	12%	10%	8%	9%	11%	12%
<b>1<sup>st</sup> Grade</b>						
<b>BOY</b>	40%	40%	38%	31%	36%	31%
<b>EOY</b>	19%	16%	18%	16%	20%	23%
<b>2<sup>nd</sup> Grade</b>						
<b>BOY</b>	25%	26%	21%	23%	20%	23%
<b>EOY</b>	16%	15%	10%	17%	15%	18%
<b>District EOY</b>	15.6%	13.6%	12.0%	14.0%	15.33%	17.6%

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

27J Schools primary literacy rates for young readers demonstrating “at or above academic benchmark” declined from 73.6 % in 2018 to 70% at the end of 2019. At the same time, the percentage of students who are identified as “well-below benchmark” increased by 2.27 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 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 train our large number of new teachers in the Science of Teaching Reading
- 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.
- To analyze our data to inform our support in the schools who most need it.