

Colorado First Year Elementary School Report Gains
in the National Literacy Coalition Model

Six new elementary schools adopting the National Literacy Coalition Model of Reading Instruction reported their annual student achievement results as measured by the Colorado Student Assessment Program (CSAP). The mean gain for the schools was 9.83% (range 1-18). This represents a significant improvement among these first year implementing schools (figure 1).

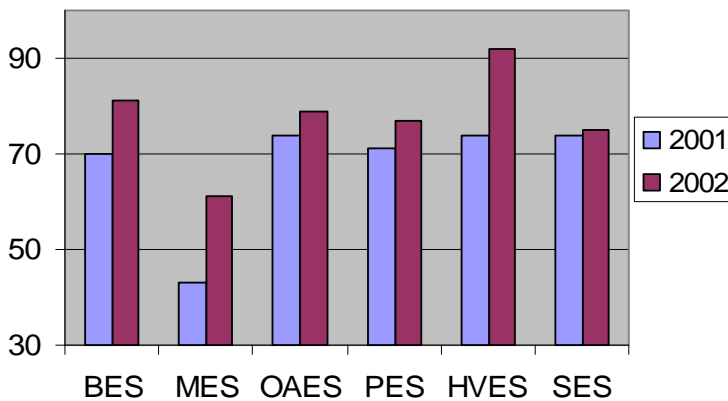


Figure 1. First year implementing schools' CSAP Reading scores (percent of students scoring proficient and advanced levels)

As the CSAP is a measure of the total percentage of students meeting or exceeding the state's standards in reading, these gains actually represent a more striking change in student achievement. BES reading achievement represents the movement of 16% of students into the proficient/advanced levels. MES reading scores represent a 42% gain.

Further analysis of the data demonstrates an interesting rise in students performing in the advanced level on the CSAP (figure 2). The mean gain in the advanced proficient category was 9.5 (range 4-17). Again, comparing these scores within each school also reveal some significant patterns. BES gain represents an increase of 38%, PES – a 50% gain, OAES – 79% gain, HVES – 420% gain, and SES moved from 0% of students achieving advanced proficiency in 2001 to 17% in 2002.

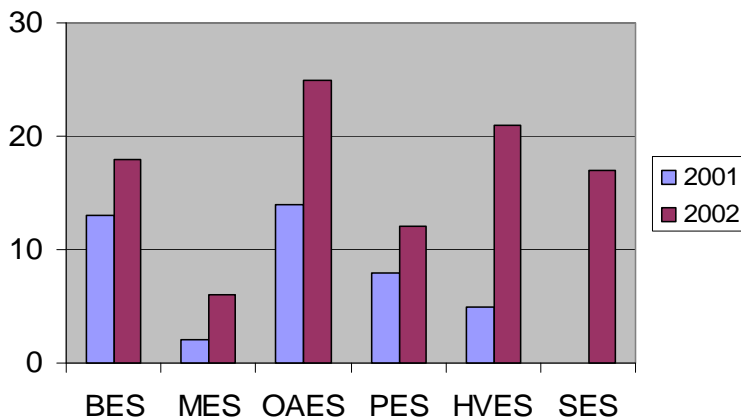


Figure 2. First year implementing schools' CSAP Reading scores (percent of students scoring at advanced level)