

Reading Gains Reported in the National Literacy Coalition Model

A three-year internal study conducted by a small Eastern Colorado school district revealed substantial growth in students' reading levels over the course of three years of NLC Model implementation. Across three different cohorts of students, grade equivalent scores as measured by the Qualitative Reading Inventory II (QRI-II), increased by an average of 1.9 grade levels for each year of instruction, far surpassing results from the years preceding NLC implementation.

A rural Colorado school district in its first year of NLC implementation posted significant mean achievement gains when compared with expected growth rates. In a pre- post-test design using the NWEA's Level Test system, expected growth scores were more than double for the entire K-5 student population, and students in the lowest achievement levels achieved at nearly three times the expected rate.

A two-year implementation cycle in a western Colorado school district demonstrated substantial gains in student achievement across differential levels of classroom implementation. In third grade classrooms implementing the NLC Model, 95% of students earned "Proficient" marks on the Colorado State Assessment Program's Third Grade Reading Assessment. In third grade classrooms not yet at full implementation, less than 60% of the students earned the proficient status.

Similarly, in comparing achievement patterns in a single cohort group of students across the fourth and fifth grade levels, substantial gains were noted. Despite implementation weaknesses at the fourth grade level, student proficiency levels rose by six percent (an 11% improvement) in this student population over their fifth grade year.

Tracking a single cohort across two years of implementation from elementary to middle school revealed similar gains. In reading achievement, a nine percent improvement in proficiency levels was noted. In writing, scores rose from 23% proficient to 43% proficient.

An affluent, high-achieving school in southern Florida reported substantial gains in student achievement on the Florida Comprehensive Achievement Test. In their first year of implementation, students scoring in the highest levels of the state reading assessment rose from 79% to 88% (an 11% improvement).

Achievement gains in third grade students were striking in a southwestern Colorado elementary school. In its first year of implementation, a 26% improvement was observed in third grade proficiency levels, amongst a severely at-risk population.

The percentage of students qualifying for a special reading assistance program in a large metropolitan Colorado elementary school significantly decreased following less than one semester of implementation. First graders

enrolled in the program decreased by 29%, indicating achievement rates on target for eventual third grade reading proficiency, as measured by the Developmental Reading Assessment.