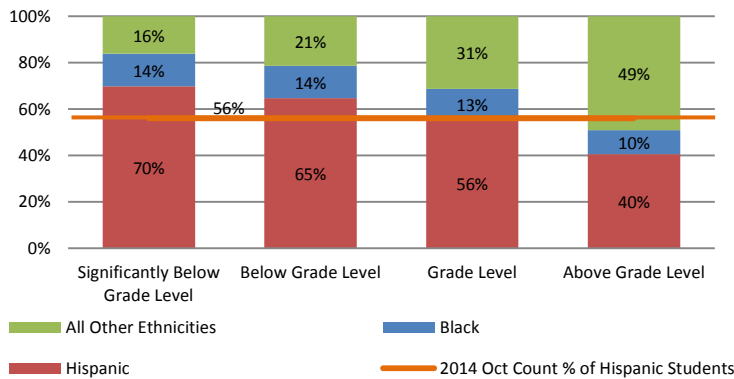


Black and Hispanic students are overrepresented in terms of reading Significantly Below Grade Level. They are also less likely to be put on a READ Plan when they need one.

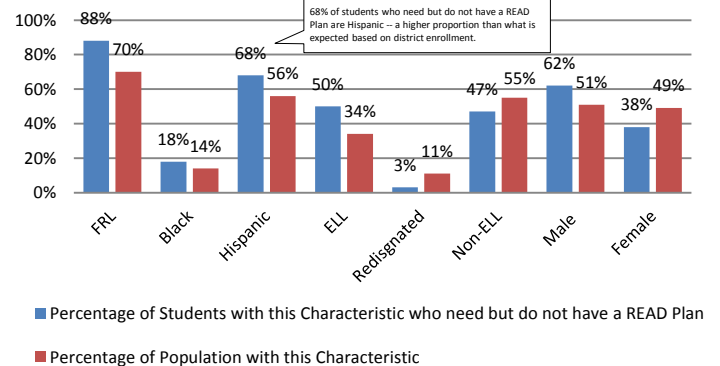
When the Significantly Below Grade Level (SBGL) proficiency band is mapped back historically, the percentage of students scoring SBGL has decreased since 2007-2008, while the percent of students scoring Above Grade Level has increased. Despite this good news, there are still areas of concern that need to be addressed. A central tenant in the Denver Plan goals is to close the Reading achievement gap for Black and Hispanic students. When taking a closer look at the Fall 2014 DRA2/EDL2 results (Graph 1), 84% of K-3rd grade students reading SBGL were Black or Hispanic, a substantial overrepresentation when compared to the 70% of Black/Hispanic students district wide. Hispanic students also have a higher percentage of READ Plans when compared to their district averages (73% vs. 56%). There is a great need in DPS to create methodically sound and effective practices to close the Reading Achievement Gap (See recommendations below).

Even more concerning, although the Black and Hispanic students who are reading significantly below grade level are required to have a READ Plan, an overrepresented proportion (2,650) of these students were not placed on a READ Plan this past Fall (Graph 2). It is imperative that quality READ Plans are developed and implemented for these students.

Graph 1: Fall 2014 DRA2/EDL2 Performance



Graph 2 : Overall Population vs. Students who need but lack a READ Plan



Recommendations:

- One prior research study recommended the use of multifaceted targeted approaches for Black and Hispanic students to close this opportunity gap (Snow and Biancarosa, 2003)*: develop an intervention program by simultaneously addressing prior student history, home and community discourse, and specific reading skill(s). The table to the right highlights the multiple areas that contribute to literacy and that should be addressed together to improve reading.
- Snow and Biancarosa also recommended several programs including RAVE-O (which is also on the CDE Approved Intervention Program List), Reciprocal Teaching, Scaffolded Reading Experience, and Transactional Strategies Instructions.
- READ Plans must be implemented **promptly** for all students who are required to have one.

Between Reader traits are relatively stable abilities that varies from reader to reader.

Within Reader refers to the content and the context of what is being read and how it affects the individual's performance.

Between Reader	Within Reader	Socio-cultural	Group
<ul style="list-style-type: none"> Word recognition Fluency General vocabulary Oral language ability Linguistic knowledge Discourse knowledge Background knowledge Strategies Cognitive abilities (e.g., attention, working memory, etc.) Metacognitive ability Motivation Attitude toward reading Identity as reader 	<ul style="list-style-type: none"> Domain-specific vocabulary Domain-specific knowledge Text/context-specific motivation Text/context-specific attitude Text/context-specific purposes Text/context specific activity Text (e.g., topic, difficulty, etc.) Medium (e.g., multimedia, book, article, chart, poem, etc.) Assessment used (formal, informal, group, individual, answer-choice format) Context 	<ul style="list-style-type: none"> Cultural membership Discourse community Ideology Social practices 	<ul style="list-style-type: none"> Linguistic group Ethnicity Race Socioeconomic status Public or private school School quality

*Snow, C., & Biancarosa, G. (2003). Adolescent Literacy and the Achievement Gap: What do We Know and Where Do We Go From Here? *Carnegie Corporation of New York Adolescent Literacy Funders Meeting Report*, 1-37.