



Garfield Re 2 2008-2009 Raising a Reader Data

	% Intensive	% Strategic	% Benchmark	# Intensive	# Strategic	# Benchmark	N
RaR	34%	41%	25%	34	41	25	100
Non-RaR	39%	37%	25%	102	97	65	264

In the first quarter, all kindergarteners entering Re 2 receive a Dynamic Indicators of Early Literacy System (DIBELS) benchmark assessment on initial sound fluency and letter naming fluency. The assessment yields one of three instructional recommendations. Intensive means that the child needs intensive intervention. Strategic means that the child may need some intervention. Benchmark means that the child is performing as expected. Please see the next page for more information about the measures used in kindergarten.

The above table compares children who participated in Raising a Reader to those that did not. Fewer students who participated in Raising a Reader are considered to have intensive needs. The same number of Raising a Reader participants and non-participants are considered on-grade level.

It is important to note that out of the 100 students who participated in RaR, 49 were identified as being at risk for school failure or as having a disability. Because 49% of the RaR group were identified as at risk or with a disability, the fact that the RaR group performs at levels nearly equal to their typical peers demonstrates that the program helps kids catch up to their peers that were more typical in their skills. It is also important to note that RaR doesn't focus on phonemic awareness or letter identification. However, exposure to high quality literature helps with these important pre-reading skills.