



## Performance of K-3 Students who Received Support from a Reading Specialist in 2018-19

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### Introduction

In 2018-19, the School District of Philadelphia (SDP) placed certified Reading Specialists in 37 schools.<sup>1</sup> Reading Specialists were primarily responsible for providing additional support to K-3 students reading below grade level. Typically, Reading Specialists taught daily small-group lessons to address student deficits in reading, writing, phonics, and word study. This brief summarizes the performance of students who received support from a Reading Specialist (referred to in this brief as *treatment students*).

### Research Questions

Three research questions guided our analysis:

1. Who received support from a Reading Specialist and with what frequency?
2. Did students who received support from a Reading Specialist demonstrate improved literacy outcomes based on changes in aimswebPlus performance and independent reading levels?
3. How did student performance improvements differ by school?

#### Box 1. Summary of Key Findings

- Reading Specialists served over 1,800 students at 37 schools. Nearly all of these students required “Intensive Intervention” according to their fall independent reading levels.
- Nearly 80% of those 1,800 students saw a Reading Specialist for at least four months.
- Over half of the students who received support from a Reading Specialist (54%) met or exceeded their minimum growth goals.
- The average national percentile rank (NPR) of students who received support from a Reading Specialist increased eight points between the fall and spring aimswebPlus assessments.
- Of students who received support from a reading specialist, the percentage who required Tier 3 intervention according to their aimswebPlus assessment decreased by 18 points.

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<sup>1</sup> A grant from the William Penn Foundation supported implementation in 38 schools; however, there was no Reading Specialist at Harrington in 2018-19. See Appendix A for a list of schools with Reading Specialists in 2018-19.

# Analytic Sample

## Student Characteristics and Dosage

Reading Specialists recorded the number of students they served and the approximate number of hours they worked with each student in monthly dosage logs. SDP’s Office of Research and Evaluation (ORE) collected these monthly logs to identify the treatment students, and we matched these students to SDP enrollment data to limit the sample to students enrolled for 90 days or more (Table 1). Of the 1,857 K-3 students who saw Reading Specialists in 2018-19, 1,781 were enrolled in SDP for 90 days or more. ORE used this sample to analyze the dosage and characteristics of students who received support from Reading Specialist.

Table 1. Number of SDP students served by Reading Specialists, by grade and enrollment duration

Data Source	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	Overall
Reported in dosage logs with enrollment data	344	582	538	393	1,857
Students enrolled in an SDP school for 90 days or more	328	556	513	384	1,781

Source: Qlik dev Total Student Yearly Enrollment (2018-19 Networks) [v0.4.5.,Oct 2018]. Data pulled July 7, 2019.

## Student Performance and Outcomes

To analyze changes in student performance, ORE examined changes in students’ independent reading levels between Quarter 1 (November) and Quarter 4 (June) and changes in students’ performance on aimswebPlus assessments between fall (September) and spring (May). Of the 1,781 students who received support from a reading specialist and were enrolled in SDP for 90 days or more, 1,327 (75%) had both Quarter 1 (Q1) and Quarter 4 (Q4) independent reading levels, and 1,599 (90%) had both fall and spring aimswebPlus assessment data (Table 2).

Table 2. Number of SDP students served by Reading Specialists, by grade and availability of assessment data

Outcome Measure	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	Overall
Students with Q1 and Q4 independent reading levels	277	446	353	251	1,327
Students with fall and spring aimswebPlus data	297	467	485	350	1,599

Source: Qlik dev Total Student Yearly Enrollment (2018-19 Networks) [v0.4.5.,Oct 2018]. Data pulled July 7, 2019.

## Methods

### Analyzing Student Outcomes

ORE required a pre- and post-intervention data point for each outcome measure in order to examine changes in the independent reading levels and aimswebPlus performance of students who saw a Reading Specialist in 2018-19. Thus, the number of students with available data included in the outcomes analysis varies slightly by outcome measure (Table 2). For additional information about how ORE used independent reading levels and aimswebPlus assessment data to examine changes in student performance, see Boxes 2 and 3.

### Developing a Comparison Group

ORE used a comparison group to contextualize the outcomes of the treatment group. However, **we cannot draw any conclusions from this comparison because these students were performing slightly higher at the baseline assessment and were not selected for intervention with a Reading Specialist. Thus, we can assume the students in the comparison group had a less urgent need for intervention.**

#### Box 2. Understanding Independent Reading Levels and Minimum Growth

Every quarter, teachers assign students an independent reading level based on a combination of Developmental Reading Assessment (DRA2) scores and other factors (such as observations, writing analyses, and running records). A student's independent reading level represents the level of text complexity that he or she can read and understand without the help of an adult.

We compared student independent reading levels from Quarter 1 (Q1) and Quarter 4 (Q4) to determine whether each student has made a minimum amount of growth. We define *minimum growth* as the amount of growth a student should make in about one school year (or 7.5 months). These growth goals are not based on a student's grade level, but on that student's baseline (Q1) independent reading level. See **Appendix C** for minimum growth goals.

### Box 3. Understanding AimswebPlus Core Assessments and Data Points

SDP uses aimswebPlus, a universal early literacy screening, benchmarking, and progress-monitoring tool from Pearson, to assess literacy proficiency for all K-5 students. In grades K-3, teachers score students' performance on each aimswebPlus assessment according to the number of cues students correctly identify in 60 seconds. Each grade level is administered one core assessment (in addition to other standardized measures) each fall, winter, and spring:

- The kindergarten **Letter Naming Fluency (LNF) assessment** measures letter identification;
- The first-grade **Nonsense Word Fluency (NWF) assessment** measures phonemic awareness; and
- The second- and third-grade **Oral Reading Fluency (ORF) assessment** measures oral reading fluency.

For each core assessment, ORE compared the descriptive outcomes of the treatment group (students who received Reading Specialist support) to those of the comparison students (who did **not** receive Reading Specialist support). We looked at the following data points:

- **National Percentile Rank (NPR)**: A norm-referenced measure that compares students' raw scores to a national sample of students;
- **Tier Level**: Based on their raw scores, students are placed into Tier 1 (At Target), Tier 2 (Strategic Intervention), or Tier 3 (Intensive Intervention); and
- **Rate of Improvement (ROI)**: The number of points a student or group increased per week between assessment periods [i.e., (fall correct-spring correct)/number of weeks].

### Box 4. Understanding the Comparison Group

The comparison group, like the treatment group, was comprised of K-3 students with:

- 90 days or more of enrollment data at a school with a Reading Specialist;
- Q1 and Q4 independent reading levels; and
- Fall and spring aimswebPlus data.

Additionally, to better match the characteristics of the treatment group, ORE restricted the comparison sample to students classified as Tier 2 (25%) or 3 (75%) based on their fall aimswebPlus assessment scores.

See **Appendix B** for more information about the comparison group.

## Findings

### Question 1: Who received support from a Reading Specialist and with what frequency?

**The majority of students who saw a Reading Specialist were African American/Black (76%) and economically disadvantaged (92%)** as represented by their Free-from-Tape status<sup>2</sup> (Table 2). Few students were designated as English Learners (ELs) or students receiving special education services (3% and 8%, respectively).

Table 3. Reading Specialists mostly served economically disadvantaged and African American/Black students

	Kindergarten (n=328)	1 <sup>st</sup> Grade (n=556)	2 <sup>nd</sup> Grade (n=513)	3 <sup>rd</sup> Grade (n=384)	Overall (n=1,781)
% Female	48%	47%	51%	47%	49%
% African American/Black	80%	77%	74%	73%	76%
% Hispanic/Latino	17%	17%	20%	20%	19%
% White	1%	3%	1%	1%	2%
% Other*	2%	3%	5%	6%	4%
% English Learners	3%	1%	5%	5%	3%
% Special Education	4%	10%	8%	10%	8%
% Free From TAPE	94%	91%	92%	91%	92%

**Source:** Qlik dev Total Student Yearly Enrollment (2018-19 Networks) [v0.4.5., Oct 2018]. Data pulled July 7, 2019.

\*Other includes American Indian/Native American, Multi-Racial, and Pacific Islander.

**Most students who saw Reading Specialists were reading well below grade level at the start of the school year and required Intensive Intervention.** Overall, 98% of students who were supported by Reading Specialists in 2018-19 had fall (first quarter or Q1) independent reading levels in the Intensive Intervention range (at least a year below grade level; see Table 4). (Note that kindergarten students are excluded from Table 4; the District considers all kindergarten students to be At Target in Quarter 1, as they have not attended enough school to read “below grade level.”)

Table 4. The majority of SDP students who received support from a Reading Specialist required Intensive Intervention based on their Independent Reading Levels at the fall (Quarter 1) baseline

Fall Independent Reading Level Placement	1 <sup>st</sup> Grade (n=446)	2 <sup>nd</sup> Grade (n=353)	3 <sup>rd</sup> Grade (n=251)	Overall (n=1,050)
% At Target	-	-	1%	1%
% Strategic Intervention	2%	1%	1%	1%
% Intensive Intervention	98%	99%	98%	98%

**Source:** Qlik dev L1 Student School Reading Levels [v1.0.0]. Data pulled September 9, 2019.

<sup>2</sup> “Free from Tape” status refers to students who are participating in SNAP, TANF, or other social service programs, or whose eligibility for one of these programs is automatic and not subject to verification.

Similarly, the majority (86%) of students who received support from a Reading Specialist scored in Tier 3 (Intensive Intervention) based on the baseline (fall) aimswebPlus assessments. Second-grade students had the highest percentage categorized as Tier 3 (94%; see Table 5).

Table 5. The majority of SDP students who received support from a Reading Specialist were in Tier 3 based on their fall aimswebPlus assessment

Fall aimswebPlus Tier Placement	Kindergarten (n=297)	1 <sup>st</sup> Grade (n=467)	2 <sup>nd</sup> Grade (n=485)	3 <sup>rd</sup> Grade (n=350)	Overall (n=1,599)
% Tier 1 aimswebPlus (At Target)	3%	11%	2%	4%	5%
% Tier 2 aimswebPlus (Strategic Intervention)	8%	18%	5%	5%	9%
% Tier 3 aimswebPlus (Intensive Intervention)	89%	71%	94%	91%	86%

Source: Qlik dev WT L1\_AIMSWEB [v0.0.01]. Data pulled July 7, 2019.

**More than half of students who were supported by a Reading Specialist saw them for 30.5-40 hours over most of the school year.** According to the dosage data recorded by Reading Specialists, on average, 80% of first- through third-grade students who received support from a Reading Specialist spent four to nine months with that Reading Specialist. Reading Specialists spent less time with kindergarten students: 64% received services for six months or less (Table 6).

Table 6. On average, SDP first- through third-grade students spent longer with a Reading Specialist than kindergarteners in 2018-19

	Number of Months Served		
	1-3	4-6	7-9
Kindergarten (n=328)	27%	38%	36%
1 <sup>st</sup> Grade (n=556)	16%	29%	55%
2 <sup>nd</sup> Grade (n=513)	23%	22%	55%
3 <sup>rd</sup> Grade (n=384)	19%	27%	54%
Overall (n=1,781)	21%	28%	51%

Source: Authors' analysis of dosage data recorded by Reading Specialists.

One quarter (25%) of the students who received support saw a Reading Specialist for less than 20 hours per week, and a quarter (26%) spent more than 50 hours with a Reading Specialist over the course of the year (Table 7).

Table 7. Reading Specialists distributed their dosage hours evenly across grade levels

	Number of Hours Served								
	1-10	10.5-20	20.5-30	30.5-40	40.5-50	50.5-60	60.5-70	70.5-80	80.5+
Kindergarten (n=328)	14%	18%	18%	21%	15%	6%	3%	3%	2%
1 <sup>st</sup> Grade (n=556)	6%	14%	15%	20%	14%	11%	10%	3%	5%
2 <sup>nd</sup> Grade (n=513)	9%	15%	12%	21%	16%	11%	7%	6%	3%
3 <sup>rd</sup> Grade (n=384)	9%	15%	15%	21%	12%	9%	8%	6%	6%
Overall (n=1,781)	9%	15%	15%	21%	14%	10%	7%	5%	4%

Source: Authors' analysis of dosage data recorded by Reading Specialists.

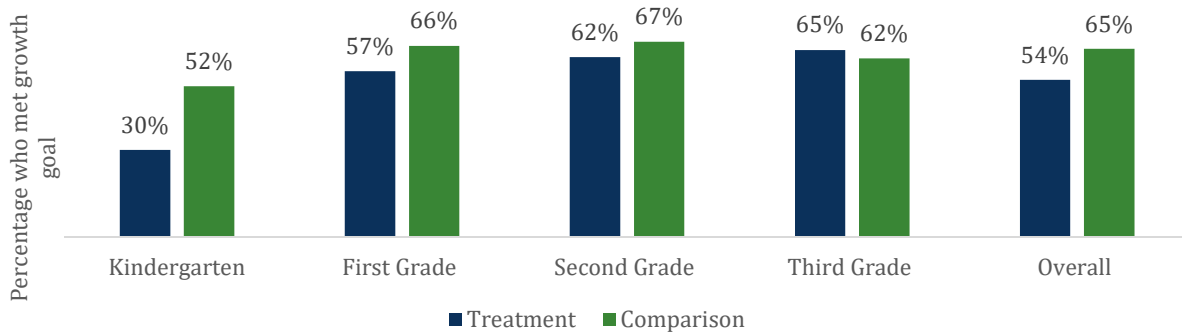
## Question 2: Did students who received support from a Reading Specialist demonstrate improved literacy outcomes based on changes in aimswebPlus performance and independent reading levels?

### Student performance: Independent Reading Levels

**More third-grade students made or exceeded minimum growth<sup>3</sup> in the treatment group than in the comparison group.** Overall, 65% of comparison students and 54% of treatment students made or exceeded their minimum growth goals (Figure 1). A higher percentage of students in the comparison group than in the treatment group made or exceeded their minimum growth goals in every grade but third. The difference between the comparison and treatment groups was largest in kindergarten (22 percentage points). In first and second grade, the percentage of students in the treatment and comparison groups who met their goal differed by less than 10 points.

<sup>3</sup> For more information about determining a student's independent reading level and measuring minimum growth, see "Understanding Independent Reading Levels and Minimum Growth" (Box 2) and "Minimum Growth Goals" (Appendix C).

Figure 1. Over half (54%) of the SDP K-3 students who received support from a Reading Specialist met their literacy growth goals in 2018-19



Source: Qlik dev L1 Student School Reading Levels [v1.0.0]. Data pulled September 9, 2019.

**About one-quarter of treatment students missed their minimum growth goal by one level.**

Over half of the treatment students (54%) made or exceeded minimum growth, and 33% exceeded their goal by at least one level (Table 8). Overall, 46% of treatment students did not meet their minimum growth goal, and 23% missed the goal by one level. A higher percentage of kindergarten students in the treatment group (43%) missed their minimum growth goal by one level compared to students who received support in other grades.

Table 8. Over half of SDP K-3 students who received support from a Reading Specialist met or exceeded their minimum growth goals in literacy in 2018-19

	Missed minimum growth by...			Met Goal (d)	Exceeded minimum growth by...		
	3+ levels (a)	2 levels (b)	1 level (c)		1 level (e)	2 levels (f)	3+ levels (g)
<b>Kindergarten</b> (n=227)	6%	21%	43%	23%	6%	1%	0%
<b>1<sup>st</sup> Grade</b> (n=446)	10%	13%	20%	19%	13%	8%	17%
<b>2<sup>nd</sup> Grade</b> (n=353)	11%	12%	15%	19%	16%	11%	16%
<b>3<sup>rd</sup> Grade</b> (n=251)	8%	12%	16%	25%	18%	10%	11%
<b>Overall</b> (n=1,327)	9%	14%	23%	21%	13%	8%	12%

Source: Qlik dev L1 Student School Reading Levels [v1.0.0]. Data pulled September 9, 2019.

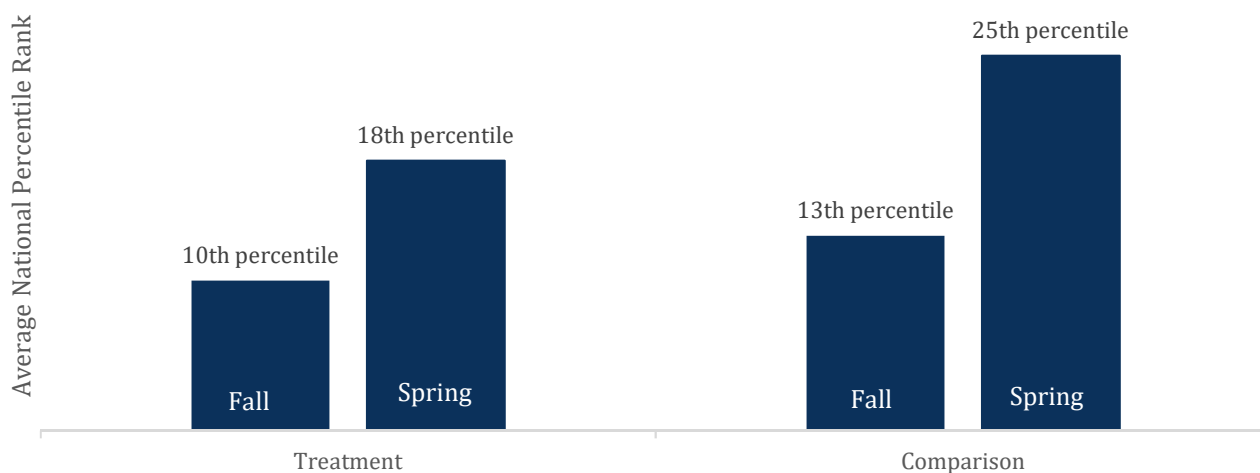
**How to read this table:** Column (d) is the percentage of treatment students who met their minimum growth goal. Columns (e), (f), and (g) are the percentages of treatment students in each grade who exceeded their minimum growth goal by one, two, and three levels. Columns (a) through (c) are the percentages of treatment students in each grade who missed their goal by three, two, and one level. For example, 16% of all 3<sup>rd</sup> graders missed their minimum growth goal by one level, and 18% exceeded their goal by one level. For more information about calculating minimum growth, see Box 2.



## Student performance: aimswebPlus

**Treatment students' aimsweb Plus<sup>4</sup> National Percentile Rank (NPR) improved from fall to spring.** The average NPR improved in both the treatment and comparison groups. From fall to spring, treatment students increased their average NPR by 8 percentage points while the comparison students increased by 12 percentage points (Figure 2).

Figure 2. The average national percentile rank (NPR) of SDP K-3 students who received support from a Reading Specialist increased 8 percentage points between fall and spring, compared to 12 percentage points for students in the comparison group



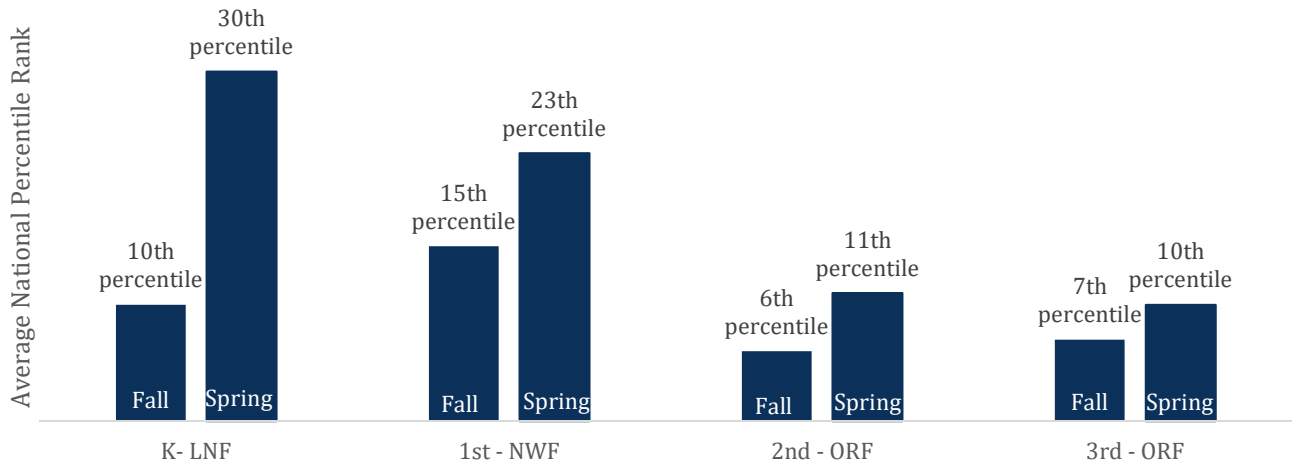
**Source:** Qlik dev WT L1\_AIMSWEB [v0.0.01]. Data pulled July 7, 2019.

**Kindergarten treatment students demonstrated the most NPR growth from fall to spring.** Looking at the performance of all treatment students in grades K-3, kindergarteners demonstrated the greatest increase from fall to spring (20 percentage points; see Figure 3). Third-grade treatment students' scores increased the least—only 3 percentage points from fall to spring.

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<sup>4</sup> For more about the aimswebPlus core assessments and the measures ORE used to analyze student performance, see "Understanding AimswebPlus Core Assessments and Data Points" (Box 3).

Figure 3. Of SDP K-3 students who received support from a Reading Specialist, Kindergarten students saw the biggest NPR increase from fall to spring (n = 1,599)

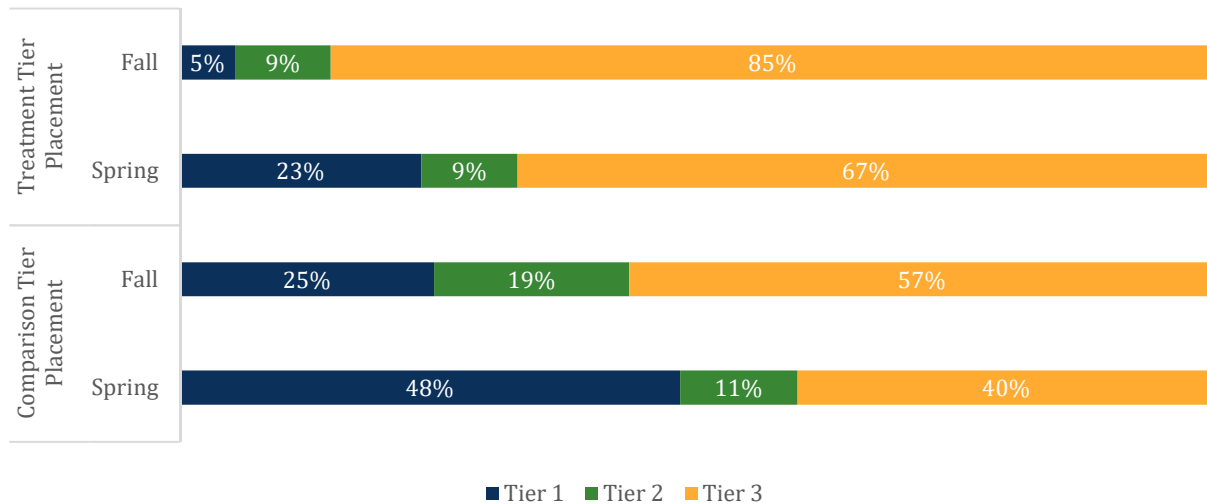


**Source:** Qlik dev WT L1\_AIMSWEB [v0.0.01]. Data pulled July 7, 2019.

**Note:** For more information about the aimswebPlus core assessments (LNF, NWF, and ORF), see Box 3.

**The percentage of treatment students in Tier 3 decreased 18 points between fall and spring.** This percentage dropped 17 points in the comparison group (Figure 4). During this time, the percentage of Tier 1 students increased 18 points in the treatment group and 23 points in the comparison group.

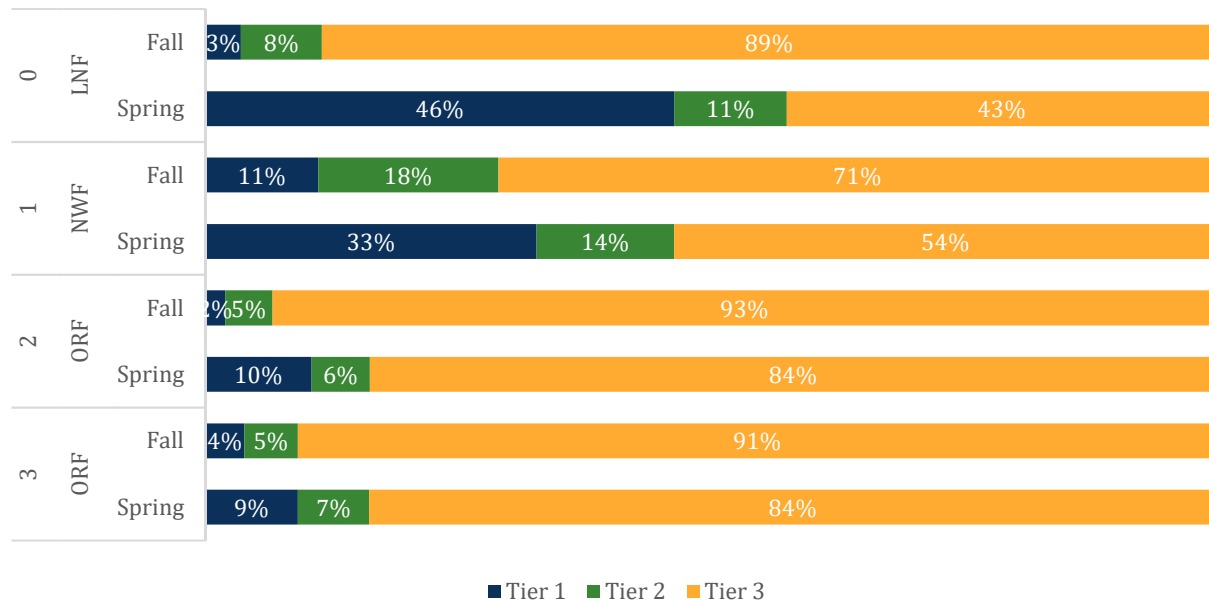
Figure 4. Fewer students who received support from a Reading Specialist needed Tier 3 intervention between fall and spring.



**Source:** Qlik dev WT L1\_AIMSWEB [v0.0.01]. Data pulled July 7, 2019.

**The percentage of students in need of Tier 3 intervention decreased the most in the kindergarten treatment group.** The percentage of Tier 3 students in the kindergarten treatment group decreased by 46 points (Figure 5). The percentage of students in Tier 2 *and* Tier 3 only decreased in the first-grade treatment group (by 4 and 17 percentage points, respectively). The percentage of Tier 1 students in the first-grade treatment group also increased (from 11% to 33%).

Figure 5. The percentage of students in need of Tier 3 intervention decreased the most in the kindergarten treatment group (n=1,599)



**Source:** Qlik dev WT L1\_AIMSWEB [v0.0.01]. Data pulled July 7, 2019.

**Note:** For more information about the aimswebPlus core assessments (LNF, NWF, and ORF), see Box 3.

**Fall-to-spring Rates of Improvement (ROI) in the treatment group were similar to those in the comparison group.** ROI is the average raw score increase per week that a student experiences between assessment periods (e.g., in the number of weeks between the fall and spring assessments).<sup>5</sup> The treatment and comparison groups had similar rates of improvement from fall to spring (0.93 and 1.03, respectively; see Figure 6), meaning that each group increased their number correct by about one point per week between the fall and spring test administrations.

<sup>5</sup> For more information about the aimswebPlus core assessments and how Rate of Improvement (ROI) is calculated, see “Understanding AimswebPlus Core Assessments and Data Points” (Box 3).

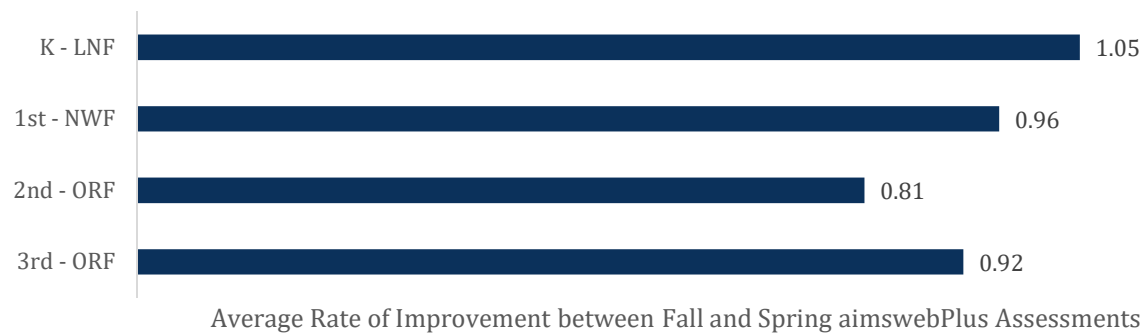
Figure 6. Students who did not receive support from a Reading Specialist had a slightly higher ROI than students who did



Source: Qlik dev WT L1\_AIMSWEB [v0.0.01]. Data pulled July 7, 2019.

**Kindergarteners and first-grade treatment students had the highest ROI.** Kindergarten students had the largest ROI (1.05) from fall to spring, followed by first-grade students (0.96; see Figure 7). Second-grade students had the lowest ROI from fall to spring (0.81).

Figure 7. Second-grade treatment students had the lowest ROI compared to other treatment students (n=1,599)



Source: Qlik dev WT L1\_AIMSWEB [v0.0.01]. Data pulled July 7, 2019.

Note: For more information about the aimswebPlus core assessments (LNF, NWF, and ORF), see Box 3.

### Question 3: How did student performance improvements differ by school?

**There were school-level differences in the performance of students who saw Reading Specialists.** While over half of the treatment students (54%) met or exceeded their minimum growth goal (Figure 1), outcomes varied greatly among schools. For example, at one school, 100% of treatment students met or exceeded their minimum growth goal, while at another, only 11% of treatment students met or exceeded their minimum growth goal (Appendix D, Table D1).

The average ROI of treatment students on the aimswebPlus assessment was .93 (Figure 6), meaning that, on average, treatment students' raw scores increased at a rate of .93 points per week between their fall and spring aimswebPlus assessments. Again, outcomes also differed by school. Treatment students at one school at an average ROI of 1.28, while at another they had an average ROI of 0.52 (Appendix D, Table D2).

## Next Steps

ORE will interview Reading Specialists associated with relatively high student outcomes, including the Reading Specialists at Pennell, Kearny, Munoz-Marin, and Dunbar, where more than 60% of students met or exceeded their minimum growth goal and they had an average ROI greater than 1.00. This will help clarify which practices and contexts may lead to positive outcomes for treatment students.

## Appendix A: Schools with Reading Specialists in 2018-19

Ethel Allen School	Hon. Luis Munoz-Marin
Add B .Anderson	John Marshall
John Barry	Thurgood Marshall
James G. Blaine	Delaplaine McDaniel School
Rudolph Blankenburg	Morton McMichael
William C. Bryant	Gen. George C. Meade
Julia de Burgos	S. Weir Mitchell
Jay Cooke	Andrew J. Morrison
Tanner Duckrey School	Thomas G. Morton
Paul L. Dunbar	Joseph Pennell
Lewis Elkin School	James Rhoads School
Edward Gideon	Rhodes Elementary School
Avery D. Harrington School	Roosevelt Elementary School
Edward Heston School	Isaac A. Sheppard
Julia Ward Howe Academic Plus	Philip H. Sheridan
General Philip Kearny	Allen M. Stearne
Kenderton Elementary	Edward T. Steel
Henry C. Lea	Bayard Taylor
Alain Locke	Potter-Thomas School

## Appendix B: Further Information about the Comparison Group

Table B1. Comparison student sample

	<b>Kindergarten</b>	<b>1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup> Grade</b>	<b>3<sup>rd</sup> Grade</b>	<b>Overall</b>
<b>Students with &gt; 90 days Attendance Data</b>	1,940	1,743	1,748	2,016	7,447
<b>Students with Independent Reading Levels</b>	1,558	1,164	1,024	1,120	4,866
<b>Students with AimswebPlus Data from Fall and Spring</b>	1,467	976	1,100	1,287	4,830

Source: Qlik dev Total Student Yearly Enrollment (2018-19 Networks) [v0.4.5.,Oct 2018]. Data pulled on July 7, 2019.

Table B2. Comparison group independent reading levels

	<b>Kindergarten (n=1,558)</b>	<b>1<sup>st</sup> Grade (n=1,164)</b>	<b>2<sup>nd</sup> Grade (n=1,024)</b>	<b>3<sup>rd</sup> Grade (n=1,120)</b>	<b>Overall (n=4,866)</b>
<b>% At Target</b>	100%*	-	-	-	32%
<b>% Strategic Intervention</b>	-	12%	14%	15%	14%
<b>% Intensive Intervention</b>	-	88%	86%	85%	86%

Source: Qlik dev L1 Student School Reading Levels [v1.0.0]. Data pulled on September 9, 2019.

Table B3. Comparison group aimswebPlus Tier placement

<b>aimswebPlus</b>	<b>Kindergarten (n=1,467)</b>	<b>1<sup>st</sup> Grade (n=976)</b>	<b>2<sup>nd</sup> Grade (n=1,100)</b>	<b>3<sup>rd</sup> Grade (n=1,287)</b>	<b>Overall (n=4,830)</b>
<b>% Tier 2</b>	26%	26%	22%	25%	25%
<b>% Tier 3</b>	74%	74%	78%	75%	75%

Source: Qlik dev WT L1\_AIMSWEB [v0.0.01]. Data pulled on July 7, 2019.

## Appendix C: Minimum Growth Goals by Baseline Reading Level

Figure C1. Minimum growth goals



### Understanding Minimum Growth Goals Using Independent Reading Levels Grades K-3

School Year 2018-2019

Baseline Independent Reading Level Quarter 1	On Track to Goal Quarter 2	On Track to Goal Quarter 3	Growth Target Quarter 4
PR	A	B	C
A	A	B	C
B	C	D	E
C	D	E	F
D	E	F	I
E	F	H	I
F	I	I	J
G	I	J	K
H	J	J	K
I	J	K	L
J	K	L	L
K	L	L	M
L	M	N	O
M	N	O	O
N	O	P	P
O	P	P	Q
P	Q	Q	R
Q	R	R	S
R	S	S	T
S	T	T	U



## Appendix D: Growth by School

Table D1. School-level reading level minimum growth in 2018-19

<b>School</b>	<b>Number of students receiving Reading Specialist support with minimum growth data</b>	<b>Percentage of students receiving Reading Specialist support who made/exceeded minimum growth goal</b>
School 1	31	100%
School 2	55	91%
School 3	22	77%
School 4	38	76%
School 5	47	74%
School 6	25	72%
School 7	39	72%
School 8	32	69%
School 9	33	67%
School 10	23	61%
School 11	20	60%
School 12	22	59%
School 13	32	59%
School 14	36	58%
School 15	24	58%
School 16	25	56%
School 17	51	55%
School 18	55	55%
School 19	39	54%
School 20	24	54%
School 21	49	53%
School 22	47	51%
School 23	44	50%
School 24	33	48%
School 25	57	47%
School 26	35	46%
School 27	39	44%
School 28	23	43%
School 29	12	42%
School 30	68	40%
School 31	43	40%

<b>School</b>	<b>Number of students receiving Reading Specialist support with minimum growth data</b>	<b>Percentage of students receiving Reading Specialist support who made/exceeded minimum growth goal</b>
School 32	52	38%
School 33	46	37%
School 34	11	36%
School 35	49	27%
School 36	19	21%
School 37	27	11%
<b>Total</b>	<b>1327</b>	<b>54%</b>

**Note:** This table displays the percentage of students who made their minimum growth goal. In order to calculate this metric, students must have both quarter 1 and quarter 4 reading levels entered by a teacher on their report card. School names are removed to ensure anonymity.

Table D2. School-level aimswebPlus performance

<b>School</b>	<b>Number of students receiving Reading Specialist support with aimsweb data</b>	<b>Fall-to-Spring ROI</b>
School 7	40	1.28
School 25	55	1.25
School 14	49	1.22
School 2	52	1.21
School 11	24	1.2
School 17	53	1.18
School 1	35	1.16
School 34	29	1.09
School 5	50	1.05
School 33	56	1.04
School 13	34	1.04
School 22	50	1.02
School 19	51	1.01
School 9	21	1
School 4	39	0.98
School 3	42	0.94
School 21	58	0.93
School 31	41	0.93
School 16	24	0.92
School 37	28	0.91

School	Number of students receiving Reading Specialist support with aimsweb data	Fall-to-Spring ROI
School 28	24	0.88
School 18	61	0.88
School 30	82	0.88
School 24	55	0.88
School 10	33	0.85
School 8	61	0.84
School 32	58	0.81
School 27	56	0.8
School 36	61	0.72
School 12	41	0.7
School 23	45	0.68
School 35	41	0.68
School 6	26	0.67
School 20	29	0.67
School 26	35	0.58
School 15	29	0.53
School 29	31	0.52
Total	1,599	0.93

**Note:** This table displays the average rate of improvement (ROI) between the fall and spring aimsweb assessments for students who saw a Reading Specialist by school. In order for a student to be included in this metric, they must have taken both the fall and spring administrations of their core aimsweb assessment during the District’s assessment window. School names are removed to ensure anonymity.