OPENING ACTIVITY (DURING BREAKFAST)
THINK / PAIR / TABLE-SHARE

Take a moment to look at the handout titled:
*Idaho Reading First ITBS Data (Statewide)*

- **Think …**
  - About the trends in the data and consider any implications it might have for Vocabulary and Comprehension instruction.

- **Pair …**
  - Discuss your thoughts and questions about the data
  - Is there anything good? Intriguing? Odd?

- **Share thoughts with others at your table.**
WHERE DO WE GO FROM HERE?
Using Idaho’s data for the future
Cohort 1: 3rd Grade

<table>
<thead>
<tr>
<th>Year</th>
<th>ITBS: All Students</th>
<th>ITBS: Economically Disadvantaged</th>
<th>ITBS: English Language Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004: 3rd Grade</td>
<td>64.3</td>
<td>27.8</td>
<td>26.8</td>
</tr>
<tr>
<td>2005: 3rd Grade</td>
<td>62.2</td>
<td>33.3</td>
<td>33.3</td>
</tr>
<tr>
<td>2006: 3rd Grade</td>
<td>64</td>
<td>48.7</td>
<td>22.1</td>
</tr>
<tr>
<td>2007: 3rd Grade</td>
<td>61.2</td>
<td>50.2</td>
<td>23.5</td>
</tr>
</tbody>
</table>
Cohort 2: 1st Grade

<table>
<thead>
<tr>
<th>Year</th>
<th>ITBS: All Students</th>
<th>ITBS: Economically Disadvantaged</th>
<th>ITBS: English Language Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005: 1st Grade</td>
<td>71.6</td>
<td>57.2</td>
<td>21.3</td>
</tr>
<tr>
<td>2006: 1st Grade</td>
<td>64.7</td>
<td>56.8</td>
<td>32.6</td>
</tr>
<tr>
<td>2007: 1st Grade</td>
<td>67.8</td>
<td>59</td>
<td>39</td>
</tr>
</tbody>
</table>

Legend:
- Orange: ITBS: All Students
- Blue: ITBS: Economically Disadvantaged
- Red: ITBS: English Language Learners
Cohort 2: 2nd Grade

2005: 2nd Grade 2006: 2nd Grade 2007: 2nd Grade

ITBS: All Students
ITBS: Economically Disadvantaged
ITBS: English Language Learners
Cohort 2: 3rd Grade

ITBS: All Students

2005: 3rd Grade
- 66

2006: 3rd Grade
- 62.5
- 44.8

2007: 3rd Grade
- 64
- 54.1

ITBS: Economically Disadvantaged

2005: 3rd Grade
- 38.5

2006: 3rd Grade
- 22.7

2007: 3rd Grade
- 27

ITBS: English Language Learners

2005: 3rd Grade
- 3.1
There is a similar pattern in Cohort 1 schools that is NOT in Cohort 2.

NCLB compliance begins to take effect. The State is strongly emphasizing correct ID procedures for ELL from spring & summer 2004 forward. Official ELL placement test for Idaho begins in fall 2005.
Now Let’s Look at Cohort 1 w/o 2004 ELL Data
Cohort 1: 1st Grade

When 2004 ELL data are removed

- ITBS: All Students
- ITBS: Economically Disadvantaged
- ITBS: English Language Learners

Linear (ITBS: Economically Disadvantaged)
Linear (ITBS: English Language Learners)
Cohort 1: 2nd Grade

When 2004 ELL data are removed

- ITBS: All Students
- ITBS: Economically Disadvantaged
- ITBS: English Language Learners

Linear (ITBS: Economically Disadvantaged)
Linear (ITBS: English Language Learners)
Cohort 1: 3rd Grade

When 2004 ELL data are removed

Axis Title
Cohort 2: 1st Grade

- ITBS: All Students
  - 2005: 1st Grade: 71.6
  - 2006: 1st Grade: 64.7
  - 2007: 1st Grade: 67.8

- ITBS: Economically Disadvantaged
  - 2005: 1st Grade: 57.2
  - 2006: 1st Grade: 56.8
  - 2007: 1st Grade: 59

- ITBS: English Language Learners
  - 2005: 1st Grade: 21.3
  - 2006: 1st Grade: 32.6
  - 2007: 1st Grade: 39

Linear:
- ITBS: Economically Disadvantaged
- ITBS: English Language Learners
Cohort 2: 2nd Grade

- **ITBS: All Students**
  - 2005: 2nd Grade: 66.5
  - 2006: 2nd Grade: 67.3
  - 2007: 2nd Grade: 68.7

- **ITBS: Economically Disadvantaged**
  - 2005: 2nd Grade: 50.8
  - 2006: 2nd Grade: 45.6
  - 2007: 2nd Grade: 27.5

- **ITBS: English Language Learners**
  - 2005: 2nd Grade: 10.3
  - 2006: 2nd Grade: 29.9
  - 2007: 2nd Grade: 29.9

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Linear regression for:
- ITBS: Economically Disadvantaged
- ITBS: English Language Learners
Cohort 2: 3rd Grade

- ITBS: All Students
- ITBS: Economically Disadvantaged
- ITBS: English Language Learners

- Linear (ITBS: Economically Disadvantaged)
- Linear (ITBS: English Language Learners)

2005: 3rd Grade 2006: 3rd Grade 2007: 3rd Grade

- 2005: 3rd Grade
  - ITBS: All Students: 66
  - ITBS: Economically Disadvantaged: 38.5
  - ITBS: English Language Learners: 3.1

- 2006: 3rd Grade
  - ITBS: All Students: 62.5
  - ITBS: Economically Disadvantaged: 44.8
  - ITBS: English Language Learners: 22.7

- 2007: 3rd Grade
  - ITBS: All Students: 64
  - ITBS: Economically Disadvantaged: 54.1
  - ITBS: English Language Learners: 27
The Good News:
- Progress is being made consistently among two key subgroups: Low-SES and ELL.
- There’s much to celebrate.
- RFIS doesn’t describe Idaho.

The Bad News:
- The progress among the groups is parallel; the gap is not necessarily closing completely yet.
Today’s presentation is about the gaps. Idaho Reading First schools are already doing a wonderful job in general. There is a great deal worth celebrating.

Yet, as David Frances shared, we need to keep in mind the continuous improvement process. There are still large numbers of students that aren’t quite “there” yet.

Today will be about discussing ways to make the environment of the school and classroom more robust for comprehension and vocabulary through various approaches to instructional intensity.