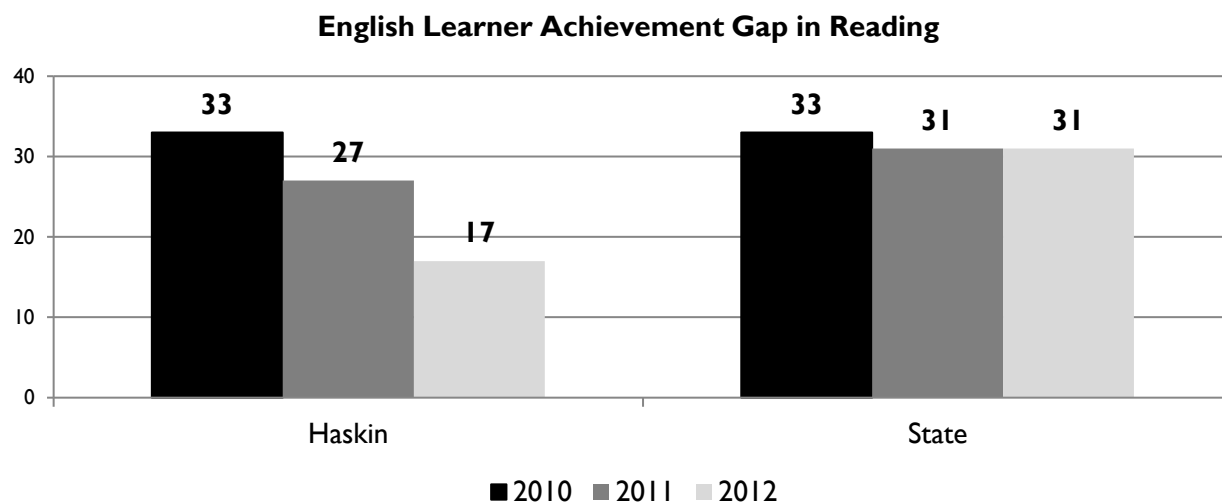


Colorado Elementary School Closes English Learner Achievement Gap in Reading by 48 Percent

Background

In 2010 the Colorado Department of Education launched a school improvement and turnaround effort for chronically low-performing schools. Haskin Elementary School (Center Consolidated School District 26JT), who chose Lindamood-Bell Learning Processes as their turnaround provider, was one of the schools selected to participate in the initiative. Teachers delivered Tier I and Tier III instruction and received ongoing professional development throughout the 2010-11 and 2011-12 school years. Nearly two thirds of the students at Haskin are English learners. Using the Transitional Colorado Assessment Program (TCAP)-Reading, the English learner achievement gap in 2010 (before Lindamood-Bell) was compared to the gaps in 2011 (one year after Lindamood-Bell) and 2012 (two years after Lindamood-Bell). In 2010, 15% of the English learners at Haskin were proficient and advanced on the TCAP-Reading compared to 48% of the students who were *not* English learners—a gap of 33 percentage points. The chart below shows the 2010-12 achievement gaps for Haskin and the state.

Results



At Haskin Elementary School there was a 16-point (or 48%) reduction in the English learner achievement gap from 2010 to 2012. Forty-four percent of the English learners were proficient and advanced on the TCAP-Reading in 2012, up from 15% in 2010. State-wide there was a 2-point (or 6%) reduction in the achievement gap from 2010 to 2012.

Lindamood-Bell Learning Processes®



www.lindamoodbell.com
(800) 233-1819

Profile

School Years: 2010-12

Number of Schools: 1

Grade Level: 3rd-5th

Lindamood-Bell® Programs Implemented:

- Seeing Stars®
- Visualizing and Verbalizing®

Outcome Measure: Transitional Colorado Assessment Program (TCAP)—Reading