Table 1

Description of Student Sample

	1st Grade		2nd Grade		LD Students
	N	%	N	%	N
Male	77	49.4	91	50.8	20
Female	79	50.6	88	49.2	11
Ethnicity					
Hispanic	132	83.0	162	90.5	29
Caucasian	1	.6	0	0	0
African American	0	0	1	.6	0
Asian	1	.6	3	1.7	0
Native American	0	0	1	.6	0
Primary Language					
Spanish	121	77.6	146	81.6	22
LD Designation	7	4.5	24	13.6	31
Attended Pre-K	10	6.8	13	7.2	2

Note. Information gathered from school records. Percentages within a category do not add to 100% because of missing data in school records regarding ethnicity and primary language. Actual incidence of Hispanic ethnicity and Spanish as primary language may be higher than indicated.

Table 2

Description of Teacher Sample

	1st Grade	2nd Grade
Number	8	9
Years Teaching		
0-2	3	3
3-5	3	2
>5	2	4
Level of Training		
Emergency Permit	5	4
Elementary Credential	3	5
Credential + Master's	0	0

Note. The values represent the number of teachers at each grade
level with the characteristics indicated. Emergency permits
allow an individual hired by a school to teach without holding
a credential and require a Bachelor's degree plus demonstrated
competency on a basic skills test. An elementary credential permits
teaching in grades K through 6. Credential + Master's
means the teacher holds both a credential and a graduate degree
in teaching.

Table 3

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
Subtests, Benchmark Scores, Skills Represented, and Data Point
at Each Grade Level

		First Grade		
Subtest and Benchmark	Skill Area	Beg	Mid	End
Phoneme Segmentation Benchmark: 35-45 phonemes per minute	Phonological Awareness			
Nonsense Word Fluency Benchmark: -- 40 sounds per minute	Alphabetic Principle			
Oral Reading Fluency Benchmark: -- 40 words per minute by end of first grade -- 80 words per minute by end of second grade	Fluency with Connected Text			
Word Sentence Fluency No benchmark established	Oral Language Production			

		Second Grade		
Subtest and Benchmark	Skill Area	Beg	Mid	End
Phoneme Segmentation Benchmark: 35-45 phonemes per minute	Phonological Awareness			
Nonsense Word Fluency Benchmark: -- 40 sounds per minute	Alphabetic Principle			

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Oral Reading Fluency        Fluency with
Benchmark:                  Connected Text
   -- 40 words per
   minute by end of
   first grade
   -- 80 words per
   minute by end of
   second grade


Word Sentence Fluency       Oral Language
No benchmark                Production
established
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Note. Shading represents the times subtests were given to students. For example, phoneme segmentation was given at all three data points in first grade but not given in second grade.

Table 4

First Grade DIBELS Scores

Subtest	Time 1		Time 2		Time 3	
	M	SD	M	SD	M	SD
Letter Naming	35.55	15.96	46.05	15.52	55.21	15.32
Phoneme Segmentation	27.14	20.18	36.41	21.19	46.62	18.93
Nonsense Word	27.27	18.59	32.40	18.92	48.79	24.32
Oral Reading Fluency					29.10	23.19
Word Sentence	18.23	16.58			34.74	14.22

Note. DIBELS = Dynamic Indicators of Basic Early Literacy Skills (Kaminski & Good, 1996). Values represent number of correct responses per minute. Oral Reading Fluency was only given at the end of the year. Word Sentence was given at the beginning and end of year. The benchmarks for each subtest are as follows: Letter Naming, 47 letters per minute by end of kindergarten; Phoneme Segmentation, 35-45 phonemes per minute by end of kindergarten; Nonsense Word, 40 sounds per minute by middle of first grade; Oral Reading Fluency, 40 words per minute by end of first grade; Word Sentence has no established benchmark.

Table 5

Second Grade DIBELS Scores

Subtest	Time 1		Time 2		Time 3	
	M	SD	M	SD	M	SD
Nonsense Word	41.94	27.03	57.14	37.12	68.42	40.37
Oral Reading Fluency	31.63	31.23	44.35	34.76	55.98	34.70
Word Sentence	29.75	15.46			47.57	14.97

Note. DIBELS = Dynamic Indicators of Basic Early Literacy Skills (Kaminski & Good, 1996). Values represent number of correct responses per minute. Word Sentence was given at the beginning and end of year. The benchmarks for each subtest are as follows: Nonsense Word, 40 sounds per minute by middle of first grade. Oral Reading Fluency, 80 words per minute by end of second grade; Word Sentence has no established benchmark.

Table 6

Percentage of Students At-Risk by Skill Area

	PSF < 10	NWF < 20	ORF *
First Grade			
Beginning of Year	28	41	
Middle of Year	15	23	
End of Year	6	6	21
Second Grade			
Beginning of Year		18	33
Middle of Year		9	33
End of Year		5	36

* Note: The risk level for ORF rose as the expectation for level of fluency increased throughout the grade level. At the end of first grade, scores less than 10 words per minute were considered risk level. At the beginning, middle and end of the year in second grade, the risk levels were scores below 10, 20, and 40 words per minute, respectively.