

**SY23-24 DIBELS**  
**Performance Summary – Grades K-3**  
**(BOY to MOY)**

Kristyn Sullivan April 10, 2024

# DIBELS: Dynamic Indicators of Basic Early Literacy Skills

- Developed in partnership with the University of Oregon, mCLASS DIBELS 8th Edition is founded on the strongest-ever research base for predicting reading proficiency, including identifying those at risk for dyslexia.
- **Efficient one-minute measures** of letter naming fluency, phonemic awareness, nonsense word fluency (phonics), word reading fluency, oral reading fluency and comprehension
- Most measures are administered 1:1
- **Efficiently screens students** and assesses the full range of skills associated with dyslexia risk at the same time.
- **Progress monitoring recommendations** with lessons
- **Semester and full-year growth reports**

# DIBELS Achievement K-3

## Percent of Students by Composite Score Level

### SY23-24 BOY - MOY

	Reference Data (Compare these results against a wider population)					
Lawrence Public Schools	23-24 BOY	2078(55%)	535(14%)	686(18%)	477(13%)	3776
	23-24 MOY	1829(48%)	590(15%)	853(22%)	555(15%)	3827

Overall from BOY to MOY:

- The percentage of students **Well Below Benchmark** decreased by 7% (249 students) and
  - **At Benchmark or Above benchmark** increased by 6% (245 students)!

# DIBELS Achievement by Grade Level

Increase in students At Benchmark or Above Benchmark:

Grade	Reference Data (Compare these results against a wider population)												
Grade K	<table border="1"> <tr> <td>23-24 BOY</td> <td>648(71%)</td> <td>119(13%)</td> <td>82(9%)</td> <td>62(7%)</td> <td>911</td> </tr> <tr> <td>23-24 MOY</td> <td>481(51%)</td> <td>186(20%)</td> <td>181(19%)</td> <td>91(10%)</td> <td>939</td> </tr> </table>	23-24 BOY	648(71%)	119(13%)	82(9%)	62(7%)	911	23-24 MOY	481(51%)	186(20%)	181(19%)	91(10%)	939
	23-24 BOY	648(71%)	119(13%)	82(9%)	62(7%)	911							
23-24 MOY	481(51%)	186(20%)	181(19%)	91(10%)	939								
Grade 1	<table border="1"> <tr> <td>23-24 BOY</td> <td>521(55%)</td> <td>150(16%)</td> <td>167(18%)</td> <td>100(11%)</td> <td>938</td> </tr> <tr> <td>23-24 MOY</td> <td>453(48%)</td> <td>145(16%)</td> <td>208(22%)</td> <td>126(14%)</td> <td>932</td> </tr> </table>	23-24 BOY	521(55%)	150(16%)	167(18%)	100(11%)	938	23-24 MOY	453(48%)	145(16%)	208(22%)	126(14%)	932
	23-24 BOY	521(55%)	150(16%)	167(18%)	100(11%)	938							
23-24 MOY	453(48%)	145(16%)	208(22%)	126(14%)	932								
Grade 2	<table border="1"> <tr> <td>23-24 BOY</td> <td>500(53%)</td> <td>108(11%)</td> <td>212(22%)</td> <td>136(14%)</td> <td>956</td> </tr> <tr> <td>23-24 MOY</td> <td>481(50%)</td> <td>121(12%)</td> <td>218(22%)</td> <td>156(16%)</td> <td>976</td> </tr> </table>	23-24 BOY	500(53%)	108(11%)	212(22%)	136(14%)	956	23-24 MOY	481(50%)	121(12%)	218(22%)	156(16%)	976
	23-24 BOY	500(53%)	108(11%)	212(22%)	136(14%)	956							
23-24 MOY	481(50%)	121(12%)	218(22%)	156(16%)	976								
Grade 3	<table border="1"> <tr> <td>23-24 BOY</td> <td>409(43%)</td> <td>158(16%)</td> <td>225(23%)</td> <td>179(18%)</td> <td>971</td> </tr> <tr> <td>23-24 MOY</td> <td>414(42%)</td> <td>138(14%)</td> <td>246(25%)</td> <td>182(19%)</td> <td>980</td> </tr> </table>	23-24 BOY	409(43%)	158(16%)	225(23%)	179(18%)	971	23-24 MOY	414(42%)	138(14%)	246(25%)	182(19%)	980
	23-24 BOY	409(43%)	158(16%)	225(23%)	179(18%)	971							
23-24 MOY	414(42%)	138(14%)	246(25%)	182(19%)	980								

+13%, +128 students

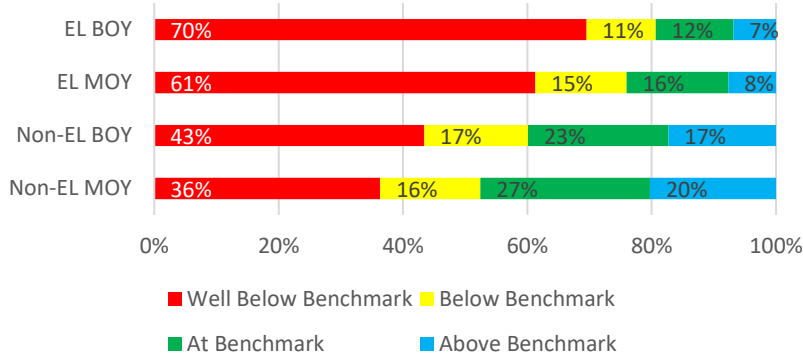
+7%, +67 students

+2%, +26 students

+3%, +24 students

# DIBELS Achievement by Program

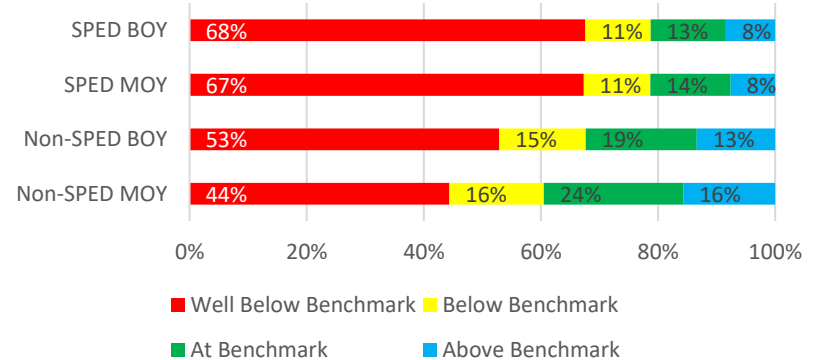
Change in Composite Level BOY to MOY  
EL/Non-EL



**Increase in students *At Benchmark* or *Above Benchmark*:**

*EL: +5%*  
*Non-EL: +7%*

Change in Composite Level BOY-MOY  
SPED/Non-SPED

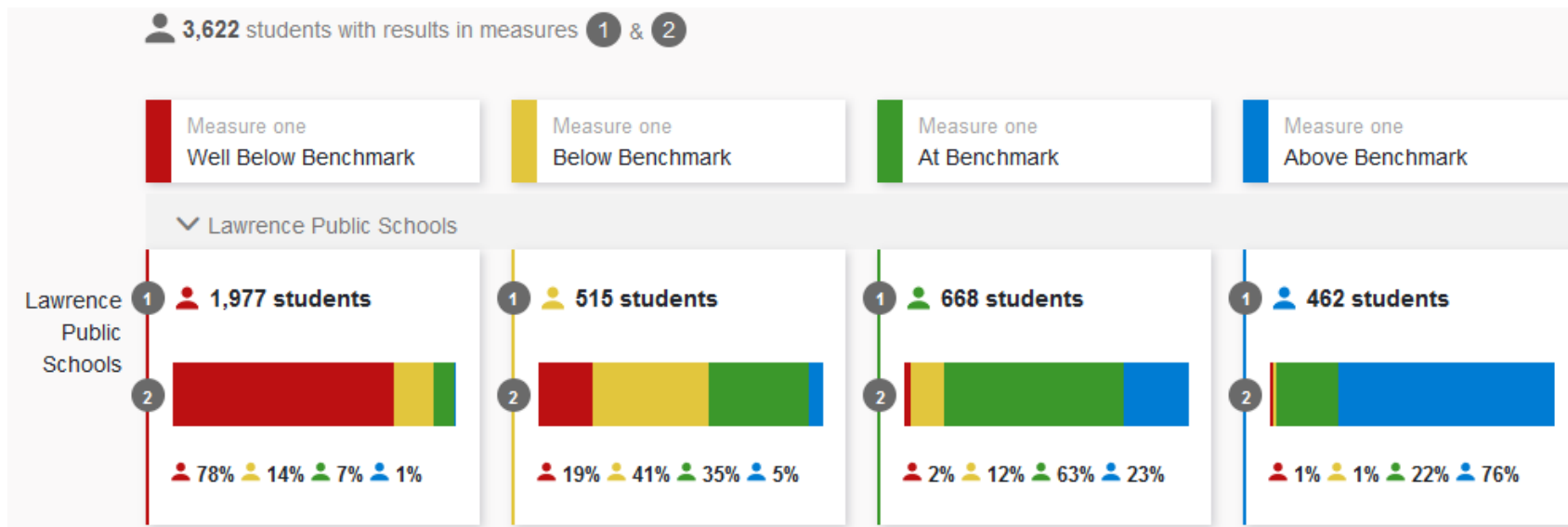


**Increase in students *At Benchmark* or *Above Benchmark*:**

*SPED: +1%*  
*Non-SPED: +8%*

# Change in Composite Level from BOY to MOY: District Grades K-3

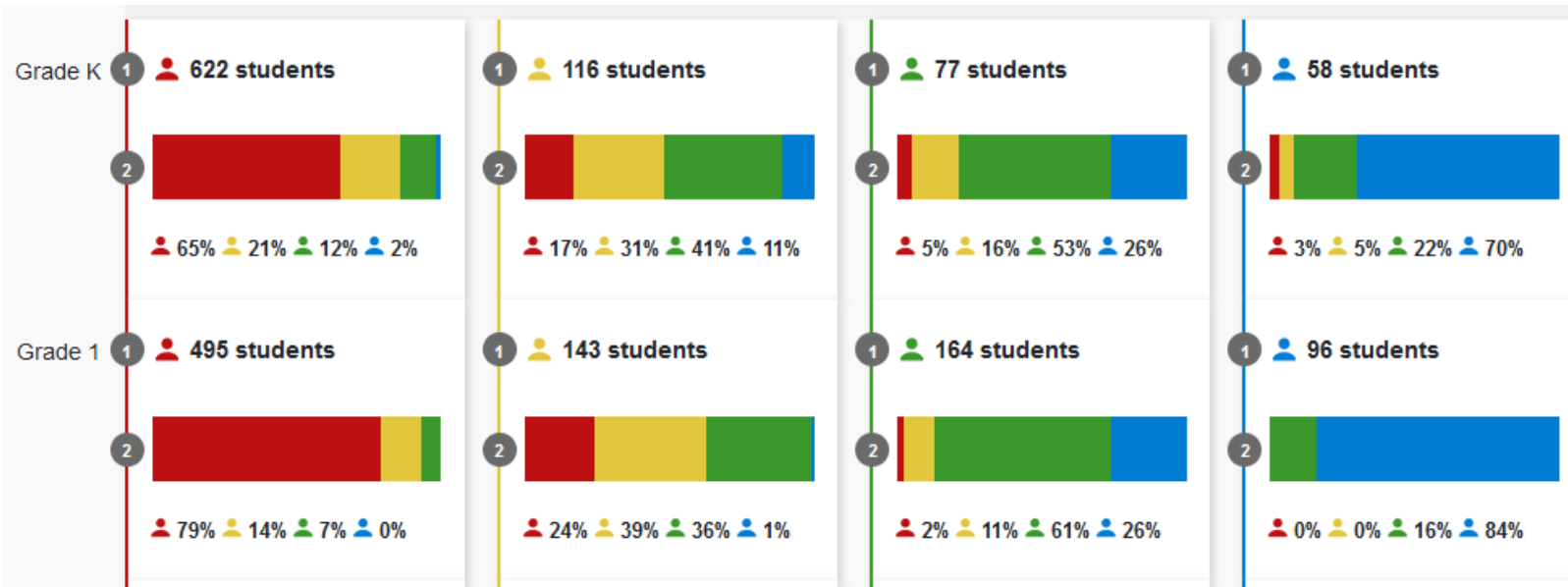
Measure 1 = BOY Composite  
Measure 2 = MOY Composite



# Change in Composite Level BOY to MOY: District Grades K-1

Measure 1 = BOY Composite  
Measure 2 = MOY Composite

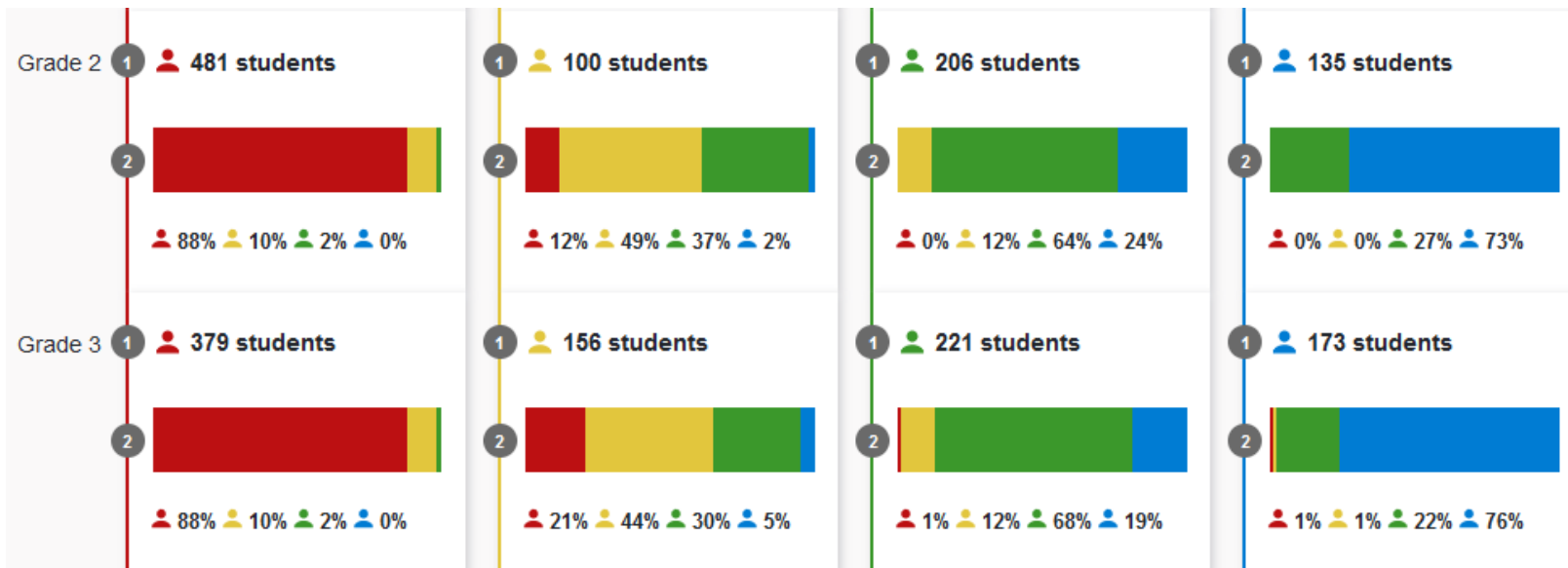
3,622 students with results in measures 1 & 2



# Change in Composite Level BOY to MOY: District Grades 2-3

Measure 1 = BOY Composite  
Measure 2 = MOY Composite

3,622 students with results in measures 1 & 2

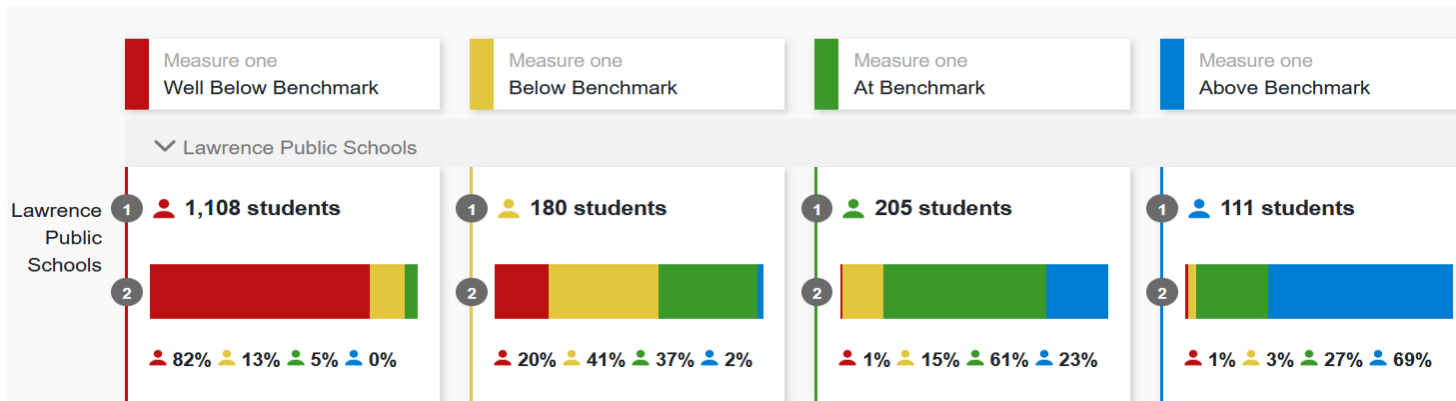




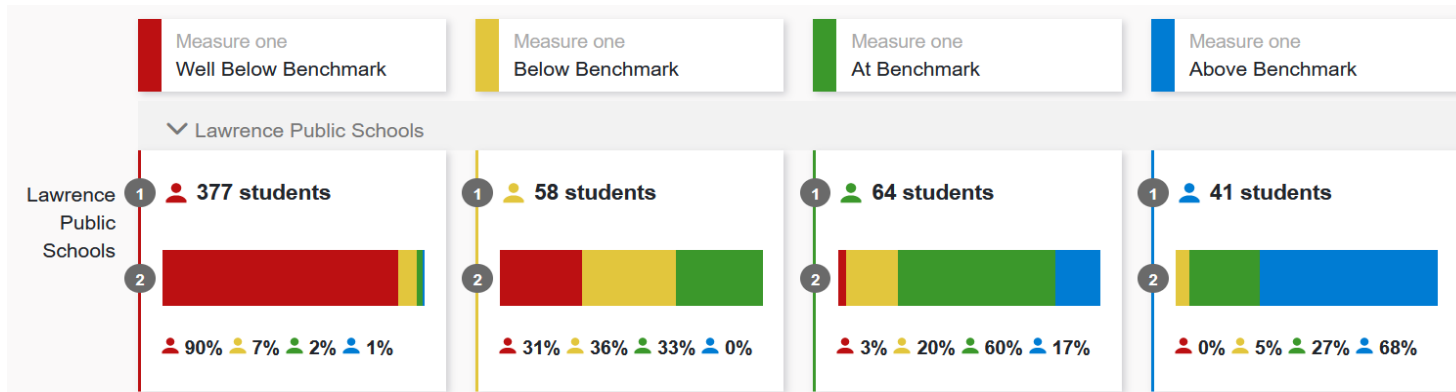
# Change in Composite Level BOY to MOY: District K-3 EL and SPED

Measure 1 = BOY Composite  
Measure 2 = MOY Composite

EL:

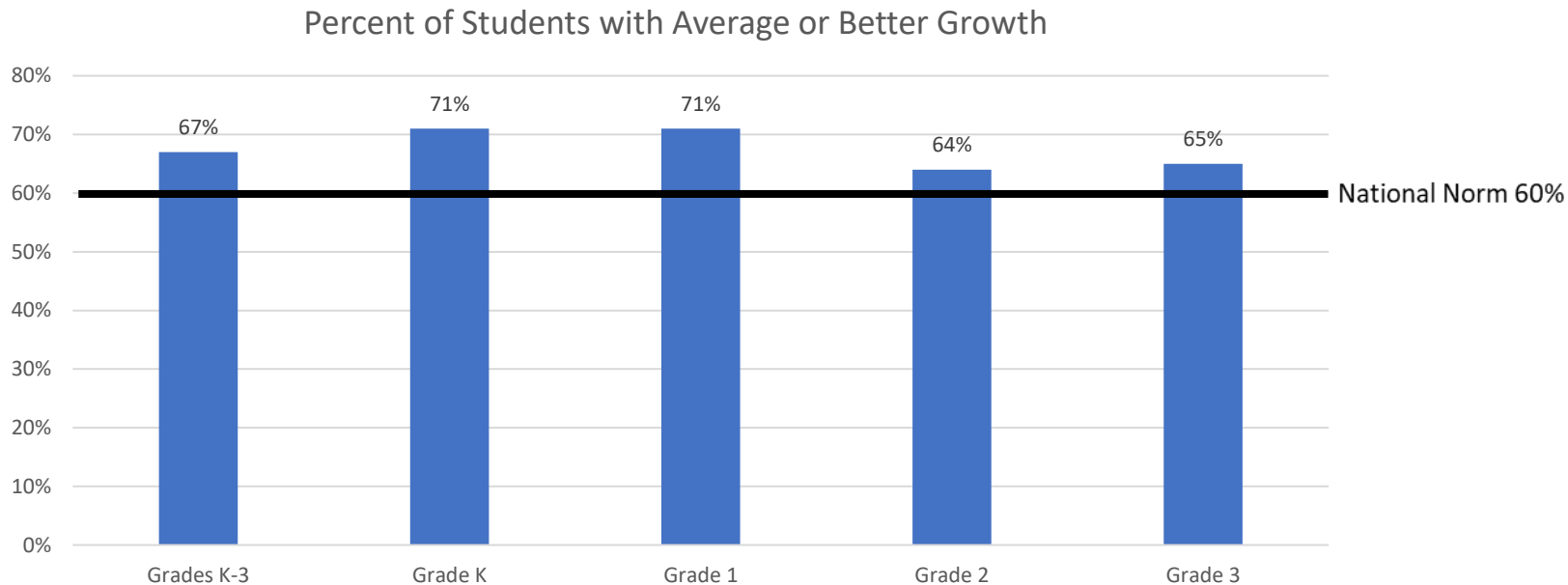


SPED:

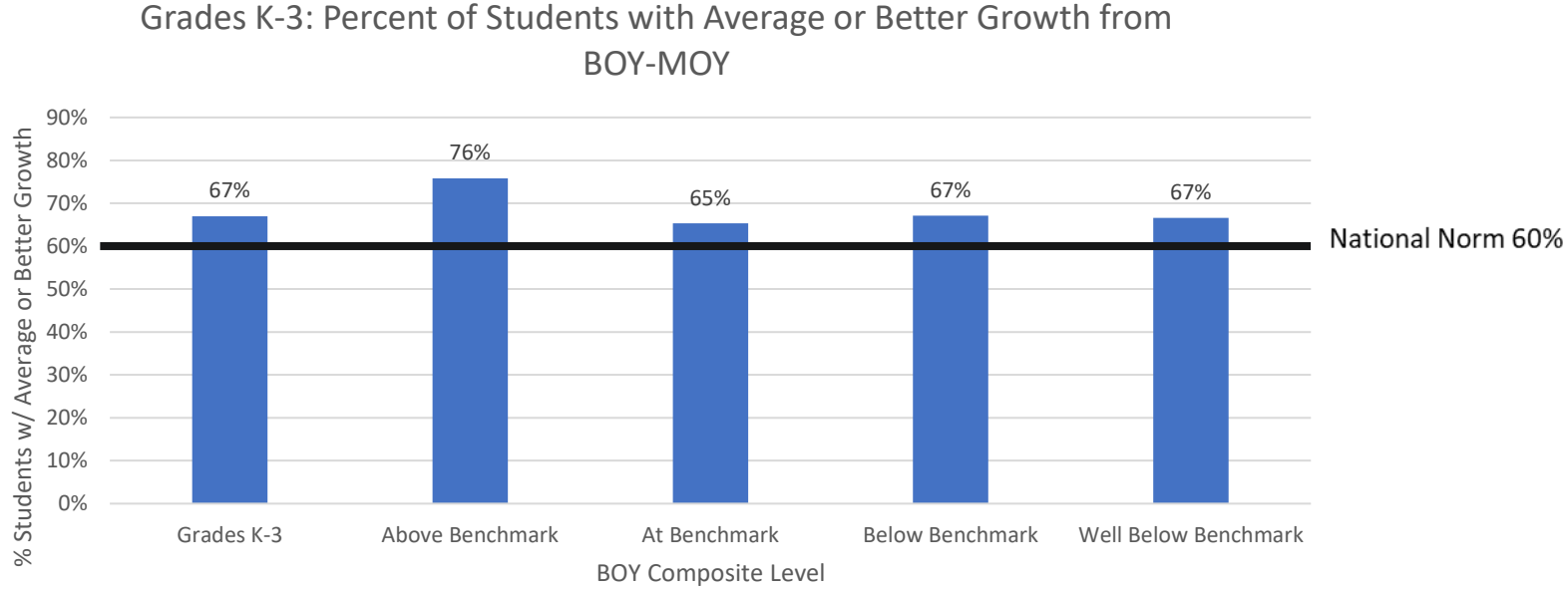


# Growth by Grade

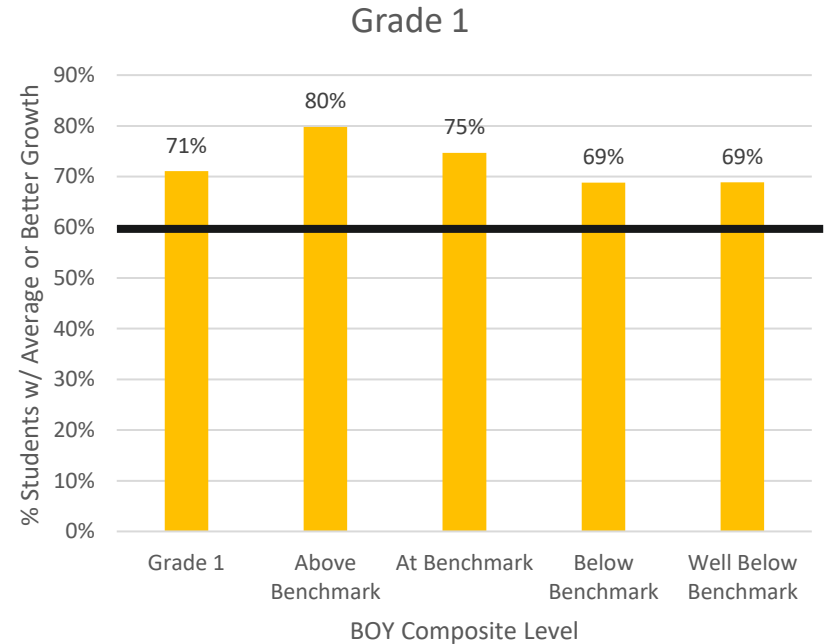
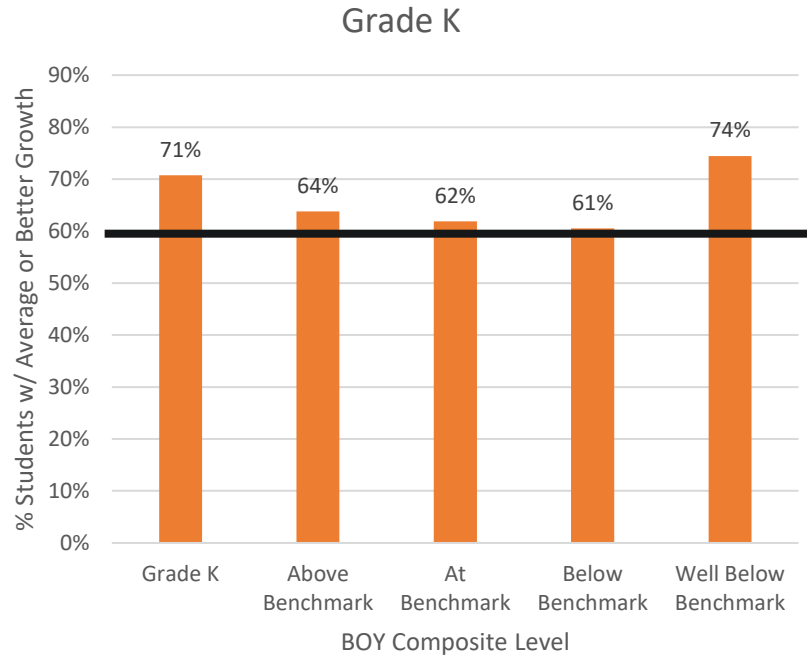
% of K-3 Students with *Average or Better Growth* from BOY to MOY



# Percent of Students with *Average or Better Growth* by their BOY Composite Level

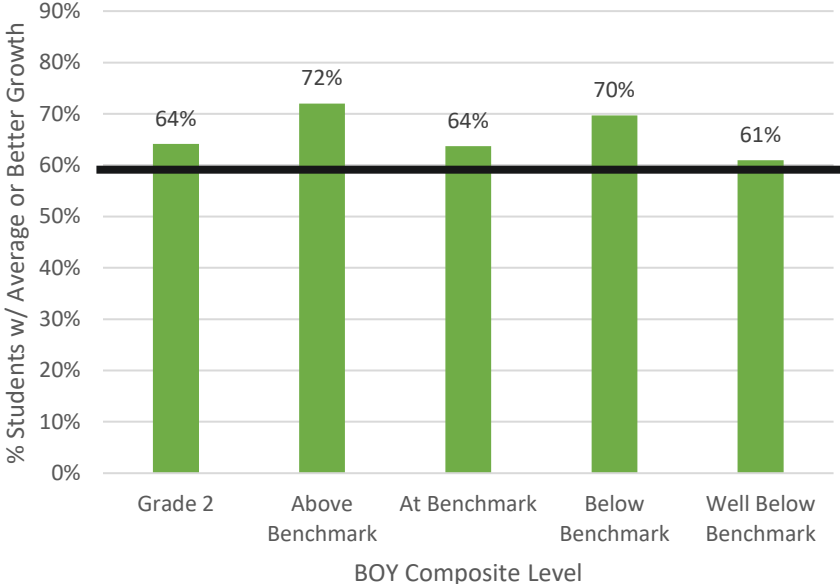


# Percent of Students with *Average or Better Growth* by their BOY Composite Level

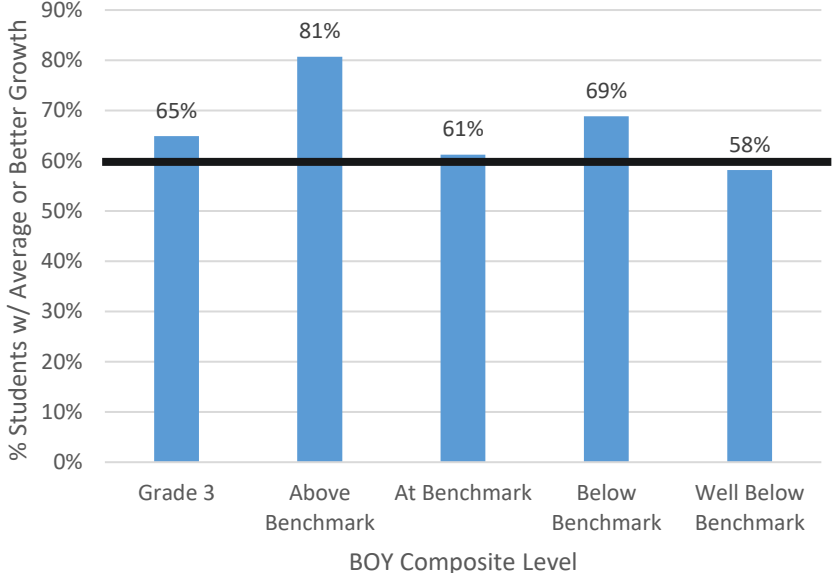


# Percent of Students with *Average or Better Growth* by their BOY Composite Level

Grade 2

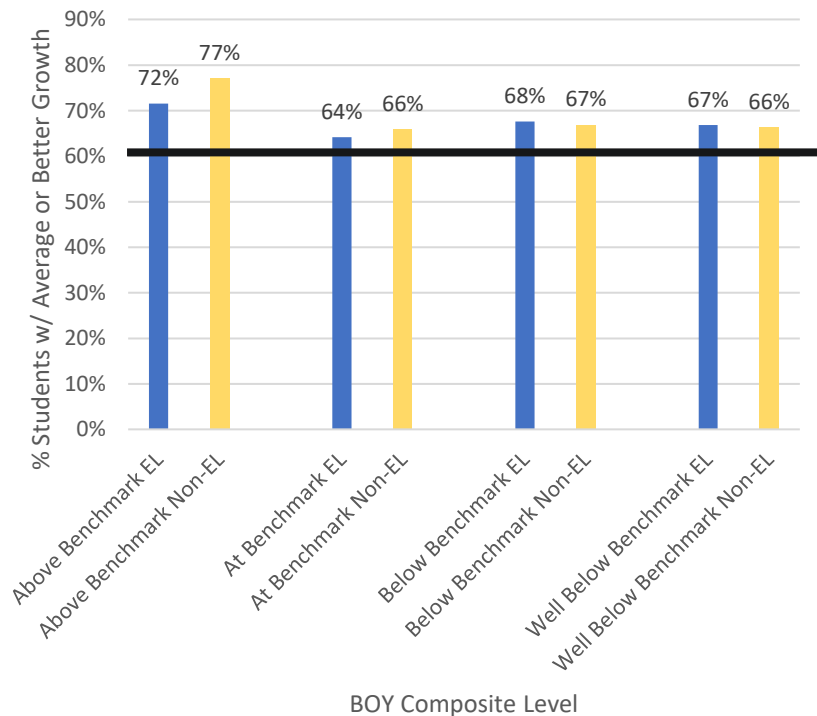


Grade 3



# Percent of Students with *Average or Better Growth* by their BOY Composite Level

## EL and Non-EL



## SPED and Non-SPED

