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Implementing a Digital Literacy Tool in the Early Grades: Findings from a Study of Magpie Literacy

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Overview

About Magpie Literacy

Magpie Literacy's Reading Foundations Tool (Magpie) is an adaptive digital tool that uses research-based instructional videos and interactive learning activities to teach K–2 students the essential components of early literacy. Grounded in the science of reading, Magpie instruction includes phonemic awareness, decoding and encoding, word chaining, letter formation, sound-spelling correspondence, vocabulary, high-frequency words, and shared reading experiences. Magpie is designed to be used in classrooms for 15–20 minutes per day, three to five days per week. Students are expected to engage with Magpie on a one-to-one device for at least 30–45 minutes per week and complete at least three lessons per week. The tool is intended to be self-directed, with minimal support from teachers. According to Magpie Literacy's theory of change, if implemented with fidelity, the tool should lead to positive learning outcomes including increases in literacy achievement. Magpie piloted an early version of its program in kindergarten classrooms during the 2024–2025 school year and made the program commercially available for grades K–2 in the 2025–2026 school year.

About the study

Mathematica is conducting a study of the implementation and impact of the K–2 Magpie tool in two large school districts in the 2025–2026 and 2026–2027 school years. This report focuses on Magpie implementation during the 2025–2026 school year. In the 2026–2027 school year, the study will use a matched comparison design to examine the impact of Magpie on student outcomes and include a complementary implementation analysis.

In fall 2025, elementary schools in participating districts were invited to take part in the study, and 16 of 30 interested schools across both districts (five in District 1 and 11 in District 2) were randomly selected to implement Magpie. Two schools elected not to implement Magpie in the 2025–2026 school year, so a total of 14 schools (four in District 1 and 10 in District 2) participated in the program and implemented Magpie from January to June 2026. In the 2026–2027 school year, all 30 schools that volunteered to participate in the study will be offered Magpie, and other

Study Key Findings

- Teachers adapted the structure, timing, and duration of Magpie usage to fit their classroom schedules and students' needs.
- Most observed students were actively engaged with Magpie for the majority of each session.
- On average, students used Magpie more than the recommended time, although usage varied across districts, schools, and students, and over time.
- Classroom routines, easy log-in procedures, educator support, engaging student activities, and high-quality literacy content all facilitated the use of Magpie in classrooms.
- Limited visibility into students' learning and progress, insufficient implementation guidance and professional learning, and technology challenges sometimes impeded implementation of Magpie.
- Higher Magpie usage was associated with slightly larger gains in literacy scores, as measured by DIBELS score growth from the middle to the end of the school year. ◢

similar schools in the districts will serve as the comparison group.

The study aims to better understand the extent to which Magpie is implemented with fidelity and is perceived as being easy to use, useful, relevant, and engaging to students and teachers. This report addresses the following research questions (RQs):

1. How are teachers and students using Magpie in the classroom?
2. Are students and teachers using Magpie in the classroom for the recommended amount of time? Does use of Magpie vary within or across schools?
3. What are the barriers and facilitators to implementing Magpie?
4. What is the change in students' literacy scores between the winter and spring assessments?[1] Is this change associated with students' use of Magpie?

To address these questions, the study team collected and descriptively analyzed the following data:

- Students' usage of Magpie in spring 2026, including the amount of time students spent using the tool and the number of lessons they completed
- District administrative data on student demographics and scores from the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) standardized literacy assessment at the beginning and end of the spring 2026 semester
- Three educator focus groups that included six teachers and one literacy coach from both districts, conducted in March 2026
- Thirteen observations of classrooms in three schools in District 2, conducted in April 2026

The full sample from 14 Magpie implementing schools included 1,976 students, with 684 students from District 1 and 1,292 from District 2 (Appendix A, Exhibit A.1). The student population was predominantly Hispanic (50.8 percent) and Black (40.5 percent), with about three-quarters of students identified as economically disadvantaged (75.2 percent) and over one-third classified as English language learners (36.1 percent). The sample average baseline DIBELS composite scores were similar across the full sample, District 1, and District 2, indicating comparable baseline literacy performance.

Methods

The study team used a combination of quantitative and qualitative methods to examine the implementation of Magpie and the growth in students' literacy outcomes.

For the quantitative analyses, the study team produced descriptive statistics to summarize students' demographic characteristics, platform usage, and literacy assessment outcomes. Platform usage data were analyzed to estimate the average time students spent using the platform each week and the average number of lessons completed per week over the implementation period. School-level usage data were also analyzed to examine week-by-week trends in platform use over time. Usage patterns were examined

[1] This study describes changes in students' literacy scores between January and June 2026. Because students' scores may change for many reasons, including regular classroom instruction and typical learning and development, these analyses cannot determine whether Magpie caused the observed changes.

for the full sample, by district, and across student subgroups defined by demographic characteristics and baseline literacy performance.

Student literacy outcomes were measured using the DIBELS assessment. The assessment was administered at the middle of the school year in January, before Magpie implementation, and again at the end of the school year in June. Student assessment data provided by the participating school districts were used to examine changes in literacy skills over this period. Student growth was calculated as the standardized difference in assessment scores from the middle to the end of the school year (that is, the change in scores divided by the standard deviation of the spring assessment scores). The study team also examined the relationship between students' Magpie usage (minutes of use) and growth in literacy assessment scores using correlational analyses.

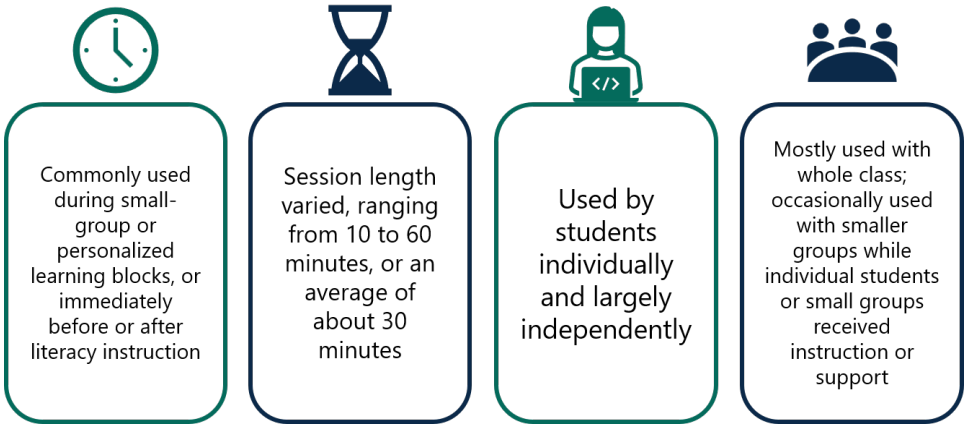
For the qualitative analyses, the study team used thematic coding to analyze data collected through teacher focus groups and classroom observations. These analyses identified common themes related to how the tool was used in classrooms and factors that supported or hindered successful implementation.

Findings

Findings suggest that Magpie can be integrated into early elementary classroom routines, and teachers see value in its literacy content, ease of use, and ability to provide students with independent practice. At the same time, implementation varied substantially across schools and classrooms, and findings point to opportunities to strengthen implementation and refine the tool to further support instruction and student engagement.

RQ 1. How are teachers and students using Magpie in the classroom?

Most teachers reported using Magpie as a flexible supplement to literacy instruction, adapting the structure, timing, and duration of Magpie usage to fit their classroom schedules and needs.



- **Educators used Magpie for independent learning during both whole-class and small-group activities.** In eight out of 13 total classrooms observed, all students worked on Magpie simultaneously. In five of the 13 observed classrooms, a subset of students worked independently on Magpie while teachers, paraprofessionals, or other educators provided one-on-one or small-group instruction or

administered assessments to the other students. In some classrooms, a single student was pulled out; in others, as many as 70 percent of students participated in another activity while the remaining students used Magpie. One focus group teacher reported that Magpie allowed them to pull out students who needed additional literacy support for individualized instruction while the rest of the class engaged with the tool independently.

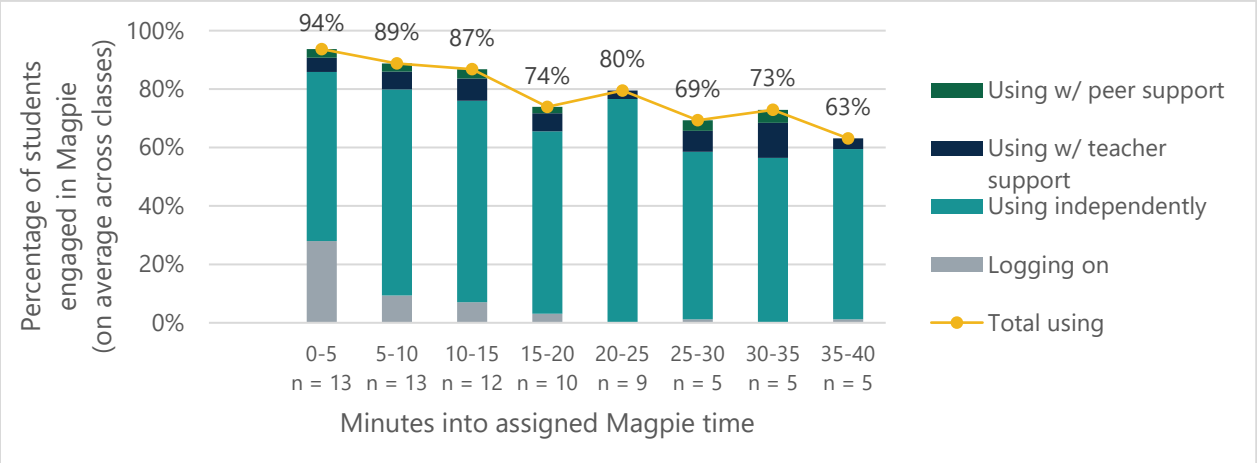
- **Teachers reported incorporating Magpie into their classroom schedules in different ways, with most reporting daily use.** Four of the seven focus group participants said they used Magpie daily, including one teacher who integrated it twice each day—once during a small-group literacy skills block and once as an option during an independent learning block later in the day. The remaining teachers described using Magpie but did not specify how often. Teachers also described using Magpie in a variety of instructional settings, including small-group or personalized learning blocks, during centers, or immediately before or after literacy instruction. One teacher said they used Magpie opportunistically, allowing students to log into Magpie after completing their independent assignments. In classrooms where observers were present immediately before Magpie began, Magpie commonly followed another literacy activity, such as a read-aloud or instruction from a curriculum such as Heggerty, Fundations, or Wit & Wisdom.
- **The length of observed Magpie sessions varied considerably across classrooms**, from 10 to 60 minutes, with an average session lasting just over 30 minutes. Most observed classrooms used the program for shorter periods: eight of the 13 observed classrooms implemented Magpie for 10 to 25 minutes, so a small number of longer sessions increased the overall average. Teachers' reports during focus groups aligned with these observations. Most described scheduling Magpie for 10–30 minutes each day, although one teacher reported focusing instead on weekly usage goals of approximately 45 minutes and three completed lessons.

Most students were actively engaged with Magpie for the majority of each session.

- **Student engagement was highest at the beginning of Magpie sessions and remained relatively high for much of the observed time** (Exhibit 1). During the first five minutes, an average of 94 percent of students assigned by their teachers to use Magpie were actively engaged. Engagement gradually declined over longer sessions, but nearly two-thirds of students remained visibly engaged 35 minutes into Magpie time.
- **The average Magpie session engagement masks some classroom-level variation.** Some classrooms maintained relatively high engagement throughout the session, while others had much lower engagement. For example, one 2nd-grade classroom that used Magpie for a full 60 minutes had 100 percent student engagement from minutes 30 to 40 of the session. In contrast, one kindergarten classroom was observed to have only 18 to 29 percent of the class independently engaged during minutes 30 to 40. This finding suggests that session length may shape overall student engagement in Magpie, but other factors could also influence student engagement, including grade level, teacher monitoring, classroom environment and expectations, technical issues, and the specific activities students encountered.

- **Students who disengaged for at least parts of Magpie time were working on a variety of other activities.** Observers noted instances of students appearing bored or disengaged in several classrooms. For example, some students were observed staring off into space, doodling, talking with peers, or navigating elsewhere on their computers. Only a handful of students complained directly about Magpie, saying activities were too easy (once in a 2nd-grade classroom) or difficult (once in a 1st-grade classroom). One focus group teacher reported that some Magpie content was too difficult for her dual-language students, which made engagement more challenging.

Exhibit 1. Percentage of students actively engaged in using Magpie (of students assigned to use Magpie), on average across classes



Source: Classroom observation data

Note: This graph excludes students assigned activities other than Magpie. Data from minutes 40–60 are not shown due to the small sample size (fewer than five classrooms). Students are considered actively engaged in Magpie if they are logging in, using Magpie independently, or using Magpie with peer or teacher support.

n = number of classrooms

RQ 2. Are students and teachers using Magpie in the classroom for the recommended amount of time? Does use of Magpie vary within or across schools?

On average, students used Magpie more than the recommended time, with usage varying across districts, schools, and students, and over time.

- **Students used Magpie for 51 minutes per week, on average, which exceeded the 30- to 45-minute target that Magpie Literacy set** (Exhibit 2). Across all 19 weeks of implementation, 65 percent of students used the program for an average of at least 30 minutes per week.[2] On average, students completed two lessons per week across the implementation period, below Magpie Literacy's expected pace of three lessons per week, suggesting that although average platform time exceeded the weekly target, students completed fewer lessons than expected.

[2] These data also include time students spent taking the Rapid Online Assessment of Reading (ROAR), an assessment embedded in the Magpie platform. On average, usage was higher in the weeks when students took the ROAR, which increases overall averages.

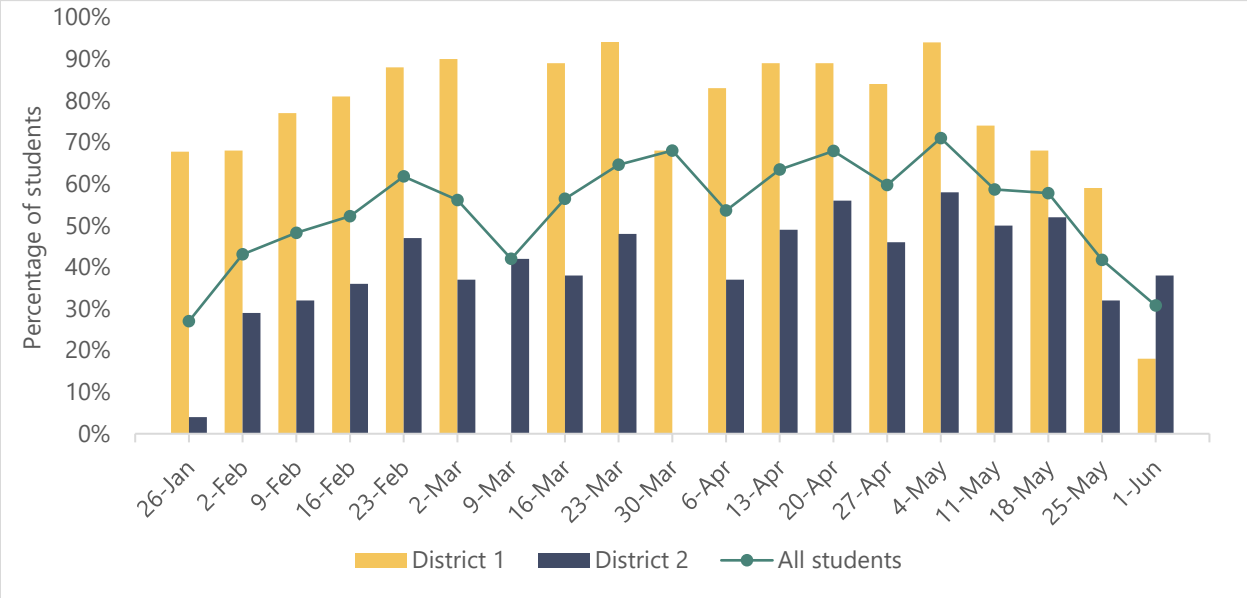
Exhibit 2. Average student usage in minutes and number of lessons

	Average minutes per week	Average number of lessons per week	Percentage of sample by average usage level		
			High: 30+ minutes/week	Medium: 15–30 minutes/week	Low: Less than 15 minutes/week
Full sample	51	2.0	65%	19%	16%
District 1	80	3.3	81%	3%	16%
District 2	35	1.4	56%	28%	16%

Note: Average minutes used includes time spent on both Magpie lessons and completing the ROAR through the Magpie platform.

- **Weekly Magpie usage varied throughout the implementation period.** The percentage of students meeting the recommended 30 minutes of weekly usage across both districts ranged from about 30 percent to 70 percent (green line, Exhibit 3). Usage increased steadily during the first half of implementation, peaked at about 70 percent in early May, and declined during the final weeks of the school year.

Exhibit 3. Percentage of students who used Magpie for at least 30 minutes, week by week



Source: Magpie platform usage data

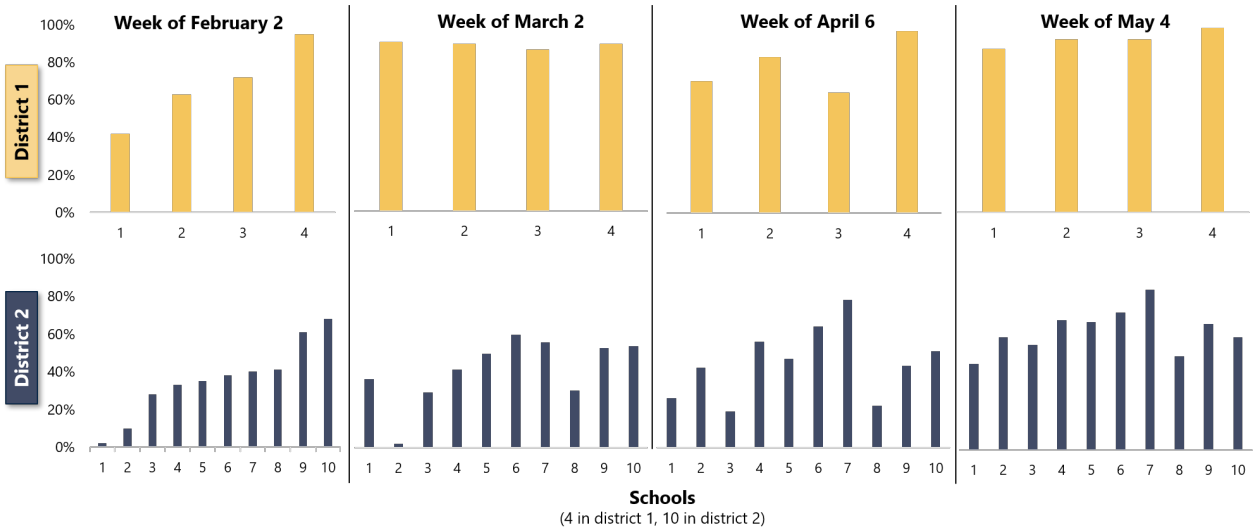
Note: Minutes of usage includes time spent on both Magpie lessons and completing the ROAR through the Magpie platform. The week of January 19 is excluded from this exhibit due to unusually high usage, likely due to students completing the ROAR during the first week they used Magpie. District 1 was on spring break the week of March 30, and District 2 was on spring break the week of March 9. District 2 was closed for weather-related issues the week of January 26.

- **Usage was higher in District 1 than in District 2, both overall and across weeks.** Examining the districts separately reveals differences in implementation. On average, 81 percent of District 1 students met the 30-minute average weekly threshold, while only 56 percent of District 2 students did (Exhibit 2). In Exhibit 3, we show the usage across weeks, by district and overall. District 1 maintained consistently high levels of usage throughout most of the implementation period, with about 70 percent to more than 90 percent of students meeting the 30-minute weekly threshold in most weeks,

until the final weeks of the school year (yellow bars). In contrast, District 2 exhibited substantially lower and more variable usage (blue bars). The percentage of students meeting the 30-minute threshold ranged from about 29 percent to 58 percent across the implementation period. Usage generally improved through the spring, peaking at 58 percent in early May.

- **Magpie usage varied across schools in District 2 and was consistently high across schools in District 1.** Exhibit 4 presents the percentage of students meeting the recommended 30 minutes of weekly Magpie usage during the first week of each month (February to May), by school and district. In District 2 (bottom panel), the proportion of students meeting the weekly usage threshold generally increased over the semester, although implementation varied substantially across schools in each of the selected weeks. In District 1 (top panel), the percentage of students meeting the weekly usage threshold remained high across the selected weeks, with most schools maintaining rates above 80 percent throughout much of the implementation period.

Exhibit 4. Percentage of students who used Magpie for at least 30 minutes, by school and week



Source: Magpie platform usage data

RQ 3. What are the barriers and facilitators to implementing Magpie?

Classroom routines, easy log-in procedures, educator support, engaging student activities, and high-quality literacy content all facilitated the use of Magpie in classrooms.

- **Established classroom routines and positive behavior expectations supported smooth transitions into Magpie.** Teachers used a variety of routines to transition students into Magpie. In most (five of eight) classrooms observed during the transition into Magpie time, teachers directed students to retrieve their own laptops and headphones and bring them to their seats. Some teachers added structure to the transition by releasing small groups of students, using countdowns or timers, asking students to remain quiet, dimming the lights, or playing calm music. In one 2nd-grade classroom, individual students were assigned to distribute laptops and headphones. In another example, a

kindergarten teacher reinforced efficient transitions by praising students who logged in quickly and awarding points using the Positive Behavioral Interventions and Supports (PBIS) framework.

- **Teachers noted that Magpie was easy to set up and access, particularly compared with other educational technology (ed tech) platforms.** In focus groups, three teachers reported that Magpie required little initial setup, and one teacher highlighted the seamless transition from Magpie's assessment into the instructional and practice content, reducing the need for teacher configuration. Teachers also reported that integration with Clever, a single sign-on portal for schools, facilitated implementation, noting that it made Magpie easy for students to access. Observation data confirmed the relatively easy log-in process with QR codes or badges in the Clever platform. In nine of 13 observed classes, nearly all students logged in to Magpie within five minutes of the activity beginning. Longer transitions in other classes (up to 15–20 minutes) were typically observed as related to technology problems, slow transitions between activities, or students leaving the classroom to use the bathroom.

> It has been one of the easiest classroom apps I've used, for sure, with very little startup time. Some apps require you to go in and put in their level, and it's a heavy lift at the beginning... With Magpie, they just opened up their computers and started using it.
>
> —Focus group participant

- **Educators played a key role in keeping students engaged in Magpie.** In some observed classrooms, teachers or literacy coaches actively monitored student work, gave instructions, redirected behavior, and responded to students' questions. In addition, teachers, literacy coaches, and paraprofessionals commonly helped students with technology issues, such as connecting microphones, fixing headphones, and logging in to computers. In other classrooms, where teachers used Magpie as independent practice and didn't actively monitor Magpie use (instead working with other students in small groups, conducting an assessment, or completing other tasks), observers noted that many students appeared off task rather than engaged with Magpie.
- **Engaging content and activities helped sustain student engagement.** In focus group discussions, educators generally reported that students were engaged when using Magpie, and observations were broadly consistent with this perception. Six of the seven focus group participants said students were happy to use Magpie, and four said students preferred Magpie to other similar applications. Five teachers spoke about the variety of stories, characters, and games, as well as the clear progression from letter sounds to reading stories. For example, one 1st-grade teacher reported that students enjoyed the Magpie game in which a heart-shaped character in a kitchen setting "ate" words, noting that students liked the game's color variety and cartoon humor. Observers in one kindergarten and one 1st-grade classroom also saw children mimicking the game's actions and laughing at the animation. One teacher said students found some activities repetitive and, based on students' feedback, suggested Magpie include more visual variety,

> I love the graphics and how students progress from letter sounds, to putting words together, to reading a story. It feels thoughtfully designed, and the kids are engaged. Apparently, some of the stories are really funny because I've heard kids cracking up while using it—which is really nice to hear.
>
> —Focus group participant

rewards, and customizable characters to help maintain motivation during longer sessions. Observation data also highlighted signs of student engagement. Students laughed at animations (in a 1st-grade classroom); encouraged classmates (for example, by giving a thumbs up to their peers in a 2nd-grade classroom); spoke along with the prompts; celebrated correct answers by saying things like, "I did it!" (in six classrooms); and showed general happiness when using the app (in five classrooms).

- **Teachers valued Magpie's literacy content and its alignment with the science of reading.** Three teachers reported that Magpie reinforced literacy skills taught through their broader curriculum, particularly phonics instruction. Teachers described Magpie as well aligned with curricula such as Fundations, UFLI Foundations, and Amplify, and viewed it as a useful source of additional practice for concepts taught through those curricula. Two teachers reported that Magpie appeared to build students' reading confidence by giving them opportunities to practice familiar skills, experience success, and apply decoding strategies independently. One teacher described students becoming excited as they progressed from sounding out individual words to reading stories, and another noted that revisiting familiar Magpie content during small-group instruction gave students a sense of accomplishment.

> After using Magpie, I see students become more engaged when we are reading aloud in class. Students who would never raise their hands before are now more confident about reading out loud. They are able to use strategies like sounding out words and sticking with it, instead of getting frustrated and saying, "I can't do this" or "I need help." It has definitely improved their fluency.
>
> —Focus group participant

Limited visibility into students' learning and progress, insufficient implementation guidance and professional learning, and technology challenges sometimes impeded Magpie implementation.

- **Although teachers viewed Magpie's content positively, they wanted more dashboard information about students' learning and progress to inform class monitoring and literacy instruction.** Teachers reported that limited data visibility made it difficult to interpret students' progress. For example, when students took a long time to complete a lesson or spent different amounts of time on the same lesson, teachers could not tell whether the students were struggling with the literacy skill, working carefully through challenging content, encountering technical issues, or becoming disengaged. One educator said, "I'm very curious about what the lessons look like. When I looked at my students' reports about how much time and lessons they've completed, I had some students who spent 30 minutes on one lesson and another student who finished the same lesson in 5 minutes. I'd like to understand that better."

  Teachers and literacy coaches recommended a more practical dashboard to support instruction and classroom management. For instructional planning, teachers wanted more detail about lesson content and timing, instructional sequence, and students' strengths and growth areas in specific literacy skills so they could better plan small-group instruction, intervention planning, and targeted support. Only one teacher mentioned using Magpie data to guide instructional decisions, such as personalizing small-group or intervention time with students. For classroom management, several teachers

requested a live tracker showing whether students were logged in, working, progressing through lessons, or stuck, especially when teachers were simultaneously supporting small groups or individual students.

- **Teachers and literacy coaches wanted professional learning that extended beyond the initial one-hour onboarding.** Five focus group teachers said they did not have sufficient information about lesson content, duration, skill focus, and how Magpie's sequence aligned with classroom instruction. They expressed interest in additional training and materials to understand Magpie lesson content, interpret data and reports on the dashboard, connect data to instruction, communicate with families, and support student engagement.
- **Although logging in to Magpie was generally straightforward, technical issues sometimes disrupted implementation once students began working.** Most commonly, teachers described problems with microphones, sound, and headphones. Three teachers reported recurring microphone or audio issues, and five reported that headphones were unavailable or not functioning properly. Classroom observations confirmed these challenges. Across multiple classrooms, observers noted that students and teachers struggled to enable browser microphone permissions or identify why microphones and audio were not working. Microphone and sound issues were particularly important, because they could prevent students from engaging fully with Magpie activities and often required adult support to troubleshoot problems.
- **Unclear implementation guidance from districts and competing instructional demands sometimes hindered consistent use.** Teachers described pressure to meet weekly usage expectations, such as engaging for 45 minutes per week or completing three lessons per week. At the same time, some teachers and literacy coaches raised concerns about the amount of time students spent on computers, especially given emerging expectations from districts and society to reduce screen time. One literacy coach noted possible tensions between interest in using Magpie and other ed tech tools.

RQ 4. What is the change in students' literacy scores between the winter and spring assessments? Is this change associated with students' use of Magpie?

Students demonstrated growth in literacy skills from the middle to the end of the school year, with slightly greater growth among students with higher Magpie usage.

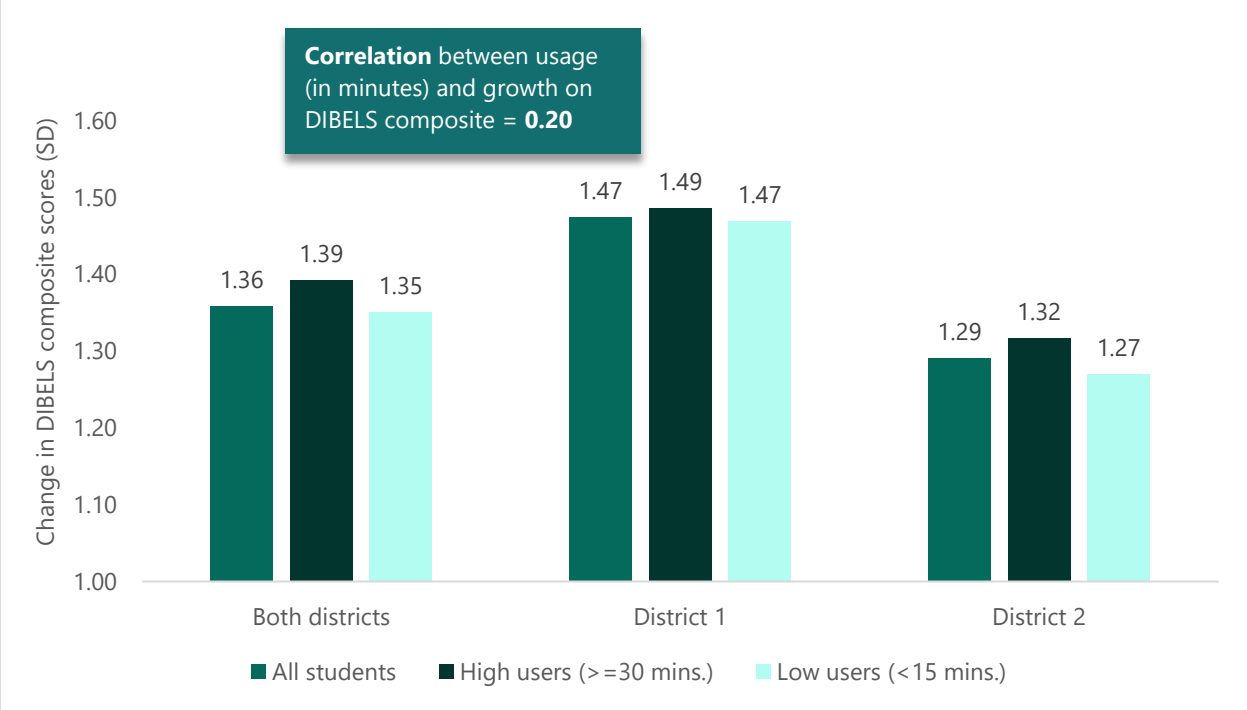
- **Students who used Magpie demonstrated growth in literacy skills, as measured by the DIBELS assessment, over one semester of implementation.** To examine student literacy outcomes, the study team descriptively compared winter and spring DIBELS scores among students who used Magpie. Across both districts, students' DIBELS composite scores increased by an average of 1.36 standard deviations (SD) over the semester, with average gains of 1.47 SD in District 1 and 1.29 SD in District 2.

  These descriptive findings provide an initial picture of students' literacy growth but do not establish Magpie's impact on literacy skills because the pre-post analysis cannot disentangle the effects of students' Magpie use from their other literacy instruction and practice. Following the 2026–27 school

year, the study team will conduct a matched comparison analysis, comparing literacy outcomes for students in treatment and comparison schools to estimate Magpie's impact on student literacy achievement.

- **Higher Magpie usage was associated with slightly greater growth in DIBELS scores.** Students who used Magpie for at least 30 minutes demonstrated slightly larger average gains in DIBELS scores than students who used Magpie for less than 15 minutes (Exhibit 5). Across both districts, the correlation between minutes of Magpie use and growth in DIBELS composite scores was 0.20,[3] a modest association that was statistically significant. However, the positive association between usage and growth does not necessarily indicate that greater Magpie use led to larger gains.

Exhibit 5. Growth in DIBELS assessment scores (SD) from winter to spring for students using Magpie, overall, by high and low usage, and by district



Source: District administrative data

[3] A correlation is on a scale of 0 to 1, where 0 indicates there is no association between the two variables, and 1 indicates that there is a perfect association between the two variables.

Implications

The findings from this implementation study offer practical insights for Magpie Literacy, educators, school and district leaders, and others designing or implementing supplemental ed tech in early elementary classrooms.

Lessons and insights for implementing ed tech in early grades

- **Establish consistent classroom routines for ed tech use**. Efficient routines can minimize transition time and technical frustrations, particularly when younger students need substantial support. **Teachers** can establish predictable procedures, such as using QR codes for logging in, displaying timers, assigning student technology helpers, and transitioning students in small groups. **Developers and school and district leaders** can support these efforts through practical guidance and professional learning on managing ed tech use in the classroom.
- **Provide proactive technology support**. Technical challenges, particularly audio and log-in issues, can reduce students' active learning time. **Developers and school and district leaders** can support teachers by providing accessible troubleshooting guides, such as quick-reference guides, and ensuring timely assistance when problems arise. Minimizing technical disruptions is particularly important when schools have limited time available for supplemental ed tech use.
- **Prioritize engaging, developmentally appropriate content**. Engaging content, such as colorful graphics, animations, sound effects, characters, and interactive games, can help young learners sustain their attention and participate more independently during ed tech sessions. **Developers** should design content that is engaging and accessible to students with diverse skill levels, ensuring that activities remain motivating while supporting learning across varying ability levels. These features should support, rather than distract from, instructional goals.
- **Ensure high-quality content that complements existing curricula**. Supplemental ed tech can be more useful when it reinforces skills and instructional approaches emphasized in classroom instruction. **School and district leaders** should consider curriculum alignment when selecting products. **Developers** can support integration by clearly communicating how their tools complement commonly used curricula and providing guidance on how to incorporate them into existing instructional programs.
- **Provide instructional guidance and actionable data** so teachers can integrate ed tech into instruction. **Developers** should provide professional learning that goes beyond basic tool orientation to cover troubleshooting, the tool's scope and sequence and lesson progression, and connections to classroom instruction. Developers should also provide actionable dashboard data on student progress, time on task, and skills mastered or developing. These insights can help teachers monitor engagement, identify students needing support or enrichment, and tailor instruction accordingly.
- **Align implementation expectations with school and district priorities and resources.** School and district leaders shape how teachers prioritize ed tech alongside other demands. **Developers** should communicate how tools support district goals and provide realistic guidance on frequency and duration of use. **School and district leaders** should establish clear expectations and ensure classrooms have necessary infrastructure, including devices, headphones, and technical support. Aligning expectations with resources and instructional priorities can support strong and consistent implementation.

Appendix A

Student Demographic Information

Exhibit A.1. Demographic characteristics and baseline test scores for students in the study sample

Sample characteristic	Full sample	District 1	District 2
Percentage of students			
Race/Ethnicity			
White	5.2%	8.8%	3.2%
Black	40.5%	11.4%	55.9%
Hispanic	50.8%	74.0%	38.5%
Gender			
Female	48.9%	49.3%	48.7%
Male	51.1%	50.7%	51.3%
English language learners	36.1%	40.4%	33.8%
Economic disadvantage	75.2%	75.1%	73.2%
DIBELS score below 20th percentile at baseline	19.9%	19.2%	20.3%
Average DIBELS composite score			
Baseline DIBELS composite score	385.8	388.0	384.5
Number of students			
Grade			
Kindergarten	616	212	404
Grade 1	675	238	437
Grade 2	685	234	451
Total	1,976	684	1,292
Number of schools			
Total	14	4	10

DIBELS = Dynamic Indicators of Basic Early Literacy Skills

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