Hawaii Reading First Evaluation

FINAL REPORT

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Submitted by:

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Introduction

The purposes of this evaluation report are to: (a) summarize the fall 2006 and spring 2007 site visits to Cohort C schools, (b) identify trends or changes in instruction since 2005, (c) present results from analyses of student data, and (d) discuss recommendations based on site visits and student data and outline future evaluation activities.

Evaluators visited three Cohort C schools in the fall of 2006 and three in the spring of 2006. All schools were in their first year of implementing Reading First. Site visits included classroom observations in kindergarten through third grades, intervention session observations, teacher focus groups and interviews with principals and Reading First coaches. A list of visited schools and observed classrooms for fall 2006 and spring 2007 is provided in Table 1. Findings from these school visits are summarized in five categories representing a school's capacity to improve student achievement. The five categories are: leadership, teacher knowledge and skills, program coherence, professional development, and resources. The first section of this report presents the evaluation summary. Individual school summaries appear in Appendix A.

The second section of this report provides a description of trends in instruction since 2004. Implementing instructional programs and practices grounded in scientifically based reading research is a guiding practice of Reading First. Data on classroom time spent reading text and on grouping formats used for instruction collected during classroom observations are presented for the years 2006-2007. Trends in these instructional practices are highlighted.

The third section of this report includes information on student achievement for all schools in Cohort C. Student scores on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) from Cohort C schools are presented. DIBELS is an efficient and reliable measure that can be used to assess student throughout the year to plan instruction. These scores can also be used to track student progress over time and to evaluate the effectiveness of a school's reading program (Roberts, Good, & Corcoran, 2005).

A summary of future evaluation activities and considerations based on observation and student outcome data are presented in the final section.

Table 1: Visited Cohort C Schools 2006–2007	
Blanche Pope	Fall 2006
Lihikai	Fall 2006
Pearl City	Fall 2006
Honoka'a	Spring 2007
Kapiolani	Spring 2007
Wahiawa	Spring 2007

Section I
School Visit Findings

Cohort C schools began implementing Reading First in the 2006 – 2007 school year. During this first year, evaluators conducted school visits for three Cohort C schools in the fall of 2006 and three in the spring of 2007. School visits included 30-minute classroom observations in kindergarten through third grades, intervention session observations, teacher focus groups and interviews with principals and Reading First coaches. Findings from these school visits are summarized in five categories representing a school's capacity to improve student achievement. The five categories are: leadership, program coherence, teacher knowledge and skills, professional development, and resources. Individual school summaries may be found in the Appendix.

Leadership

All of the observed Cohort C schools benefited from their leadership teams' strong commitment to the principles of Reading First. The leadership teams (the principal and the reading coach) demonstrated understanding of the goals of Reading First as well as a strong desire to improving literacy instruction on their respective campuses. Each leadership teams seemed to collaborate extensively and be on the "same page" regarding the needs of their staff and students.

The reading coach position was new at most of the visited schools. Several of the coaches reported a steep learning curve in the first semester of implementation, as they struggled to balance the demands of learning new interventions and literacy strategies with the politics of working collaboratively with teachers and meeting the requirements of a new job. They rightly pointed out that success as a reading coach requires a different skill set than what is necessary for success as a classroom teacher. For example, several coaches expressed concern regarding how best to support teachers who may be struggling but are reluctant to ask for help. In spite of (or perhaps due to) these initial difficulties, most of the coaches are committed to solidifying their roles as building-level instructional leaders during the coming school year; the coach as Wahiawa will be returning to the classroom for the 2007-2008 school year.

At Pearl City, where the position and role of the reading coach had been established several years prior to the implementation of Reading First, the reading coach was able to focus less on building collaborative relationships with the faculty and place more emphasis on transitioning greater responsibility to teachers. This difference in role emphasis between first year and more experienced coaches is critical as all Cohort C schools enter their final grant year and begin to focus on sustaining the core principles of Reading First beyond 2007-2008. Coaches will play a decidedly important role as school leaders work to build greater institutional capacity by integrating tasks currently handled by the Reading First coach into the daily routines of classroom teachers, and the Pearl City experience may represent a useful template for planning and managing this process.

Program Coherence

Five out of the six observed schools did not adopt new core curricula with Reading First funds. While the specific core program varied across the five campuses, each school had been using its selected curriculum for at least five years, and this consistency of use was evident. Transitions between instructional activities were quick and efficient with little instructional time lost, and most of the observed teachers were fluent in their instructional delivery and relied little on teachers' manuals.

Lihikai adopted Harcourt Trophies for the 2006-2007 school year. A Harcourt consultant provided initial training, with follow-up technical assistance provided by both the reading coach and the Harcourt consultant. Several teachers were observed relying heavily on teachers' manuals and may benefit from additional modeling of instructional strategies by the reading coach. However, the observed literacy instruction at Lihikai was strong in light of the fact that it was their first year with the program. The simultaneous adoption of a new core curriculum and the implementation of Reading First was perceived as a burden by Lihikai teachers; staff reported feeling overwhelmed and unclear regarding the role of the coach. Similar findings were not reported at the other campuses.

The leadership teams and their respective faculties appeared to share similar goals for Reading First for their schools. The staff at the schools shared a common language regarding their reading programs, their goals, the use of data, and the needs of their students. At least two of the schools prominently displayed large charts tracking their students' progress. This

large visual reminder was evidence of a school-wide commitment to improving literacy outcomes for their students.

Teacher Knowledge and Skills

With few exceptions, participants in the teacher focus groups spoke knowledgably about the components of effective reading instruction. They had clearly articulated achievement goals for their students, and they were committed to implementing the core program and principles of Reading First with fidelity. The exceptions (i.e., participants who did not speak knowledgably, etc.) expressed confusion concerning the core elements of Reading First, the teacher's role in a Reading First classroom, or the building-wide responsibilities of the Reading Coach. They recommended that Reading First-specific training opportunities be offered earlier in the school year as a means of clarifying the purpose of the initiative and clearly indicating the roles and responsibilities of the respective parties.

While teachers at most of the schools reported being comfortable with and fluent in their core curricula, several reading coaches felt that teachers on their campuses would benefit from additional professional development on strategies for incorporating effective reading instruction across the content areas. These coaches would like their teachers to understand the importance of providing active and ongoing reading instruction throughout the school day, both as a way of improving students' reading skills and also as a means of increasing their understanding of content area material.

Several leadership teams reported increased "data literacy" among their faculty. Teachers have become more facile with DIBELS data, using it to select students for intervention, create flexible instructional groups, monitor progress, etc. Reports by other leadership teams were less favorable. Teachers in these schools continue to struggle with the analysis and interpretation of data. For example at Kapiolani, the leadership team indicated that data was often reported solely "for data's sake." Several groups of teachers reported that they felt overwhelmed with the additional work associated with collecting, managing, and using student data, particularly progress monitoring data. The schools plan to address these concerns during the 2007-2008 school year by establishing more time for grade-level collaboration, especially related to data-based decision making.

Professional Development

Teachers at all visited schools who participated in the Teacher Reading Academies (TRAs) felt that the sessions were extremely valuable. However, a number of teachers felt that there was inadequate time to internalize the new material or to implement the strategies provided by the TRAs within the frameworks of their core curricula. Many teachers expressed an interest in participating in "refresher course" on the TRA strategies, with particular focus on increasing teachers' comfort and level of facility with the strategies.

Teachers mentioned the trainings provided by Anita Archer as particularly valuable, although many did not have the opportunity to attend. These teachers would like access to the Anita Archer content, and several suggested that reading coaches offer workshops based on this material. Coaches might also organize and deliver the refresher training based on the TRAs.

Several teachers commented that having the reading coaches model effective strategies in their classrooms was one of the most important forms of professional development. Both the coaches and the teachers commented that it would be beneficial for teachers if the coach would model the use of effective instructional strategies, like those presented in the professional development opportunities (e.g., Archer, TRAs), within the context of their core curriculum frameworks. Given reading coaches' myriad responsibilities, nearly all reported that they were not able to model in classrooms as often as they would like to.

Resources

Most of the visited schools were adequately supplied with materials related to the core reading program. Lihikai was waiting on additional student copies of readers so that each student would have his or her own copy. As Lihikai is transitioning from Harcourt Collections to Harcourt Trophies, this temporary lack of resources is not alarming. Many of the schools seem to have adequate support from the publishers of their core curriculums (e.g., consultant days, etc.), as the teachers seem familiar with the programs.

The Reading First grant assisted many of the schools in purchasing research-based interventions. One coach remarked that it was very helpful to "check out" some of the interventions from Barbara Smith, the director of Reading First in Hawaii. By using the

interventions on a trial basis, the reading coach at Wahiawa was able to determine if a particular intervention would be effective for students on her campus.

The schools all employed educational assistants (EAs) and/or part-time teachers (PPTs) to help implement core and supplemental instruction. All of the schools would like to increase the number of EAs and/or PPTs to reduce intervention group sizes and increase classroom manageability. One principal questioned using Reading First money to purchase additional instructional materials when continuing to fund support personnel would have a greater impact on student outcomes. Another discussed the importance of providing ongoing, high-quality training to current EAs and PPTs on effective and faithful delivery of reading interventions.

Section II
Trends in Instruction

This section describes the frequency and range of research-based instructional practices observed during site visits in the 2006-2007 school year. For several instructional strategies (observed time reading text and instructional grouping formats), frequency of use in 2004-2005, 2005-2006, and 2006-2007 are compared as a very "rough gauge" of changes in teacher practice over the last 3 years.

The 2006-2007 School Year

All visited schools dedicated at least 90 minutes a day to reading instruction at each grade level. According to research, reading instruction should focus on five "Big Ideas": phonological awareness, phonics/word study, comprehension, fluency, and vocabulary (NICHD, 2000). The amount of time spent on each Big Idea (and on writing in the older grades) varies by grade level and student need. For example, one would expect that third grade teachers would spend more time on comprehension and less time on phonological awareness than kindergarten teachers. In addition to the five "Big Ideas," the protocols used to observe instruction in the Cohort C schools address alphabetic knowledge, oral language, and "other". Though not "Big Ideas," these additional categories represent important instructional tasks, especially in kindergarten and early 1st grade classrooms. The charts below show the instructional time spent in each area by grade level during the 30-minute observations at the 12 visited schools.

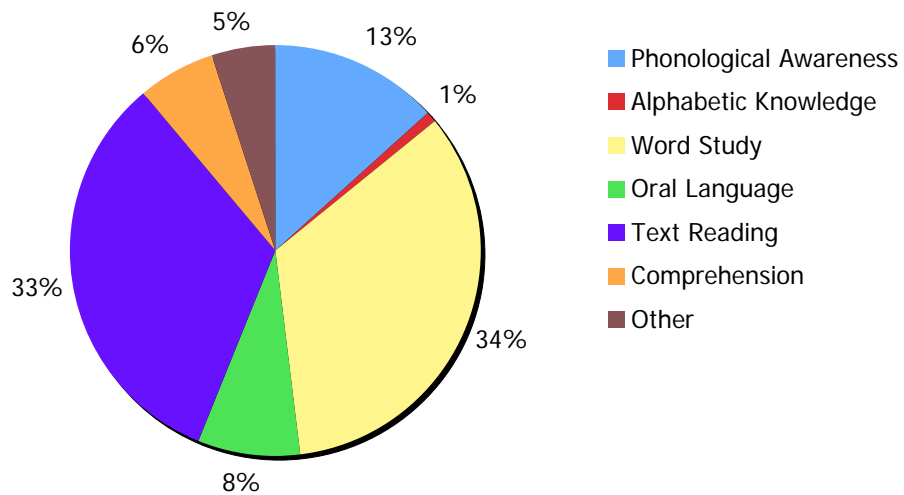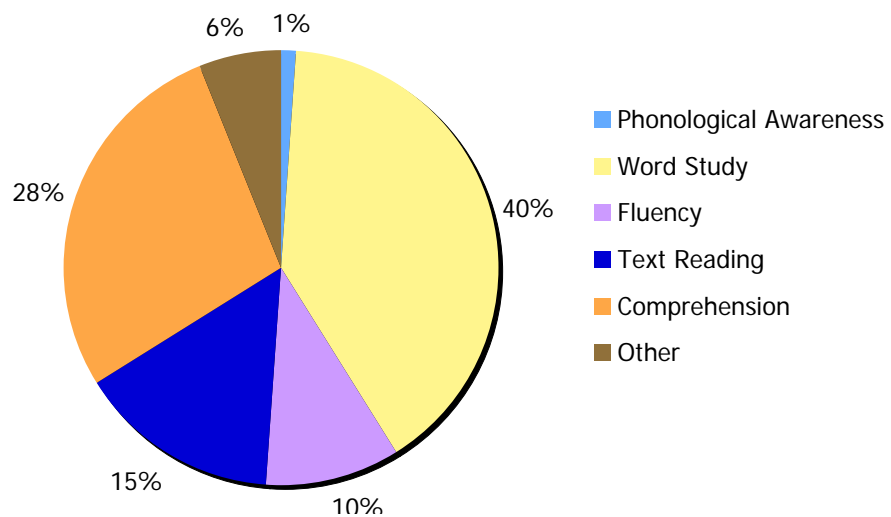## Figure 1: Kindergarten Instructional Content in 2006–2007

Phonological Awareness — 13%
Alphabetic Knowledge — 1%
Word Study — 34%
Oral Language — 8%
Text Reading — 33%
Comprehension — 6%
Other — 5%

Figure 2: First Grade Instructional Content in 2006–2007

Phonological Awareness — 1%
Word Study — 40%
Fluency — 10%
Text Reading — 15%
Comprehension — 28%
Other — 6%

Observed classrooms in kindergarten (Figure 1) and first grade (Figure 2) spent the majority of their observed instructional time on word study (also known as phonics). First grade classrooms spent far less time on phonological awareness activities when compared to kindergarten classrooms. While struggling readers at the first grade level (and second grade level) will continue to benefit from explicit instruction on the phonological elements of language, most 1st grade students require less instructional time in related areas, a trend that

is apparent in Figures 1 and 2. Expected kindergarten/first grade differences are apparent for instruction in comprehension and fluency. It is true that kindergarten students who are reading will benefit from instruction in these areas and should, accordingly, be provided with challenging material, the majority of kindergarten students in Reading First schools are not candidates for instruction in these areas, at least not until much later in the school year.

Vocabulary instruction was *not* observed in the visited kindergarten and first grade classrooms. This does not mean that the kindergarten and first grade teachers in the observed schools do not provide such instruction, only that it was not observed. Still, there may be value in monitoring instruction in word-learning strategies and in specific words and their meanings at these grade levels. Given the large number of English Language Learners enrolled at each observed school, explicit and systematic instruction in both word-learning strategies and on the meanings of specific words is critical to increasing reading achievement. The considerable focus on vocabulary and comprehension in 2nd (Figure 3) and 3rd grades (Figure 4) is typical.

These data should be considered with extreme caution. They do not represent instruction in all Hawaii's Reading First schools. They also do not represent instruction in the observed classrooms beyond the very brief time during which teachers were observed.

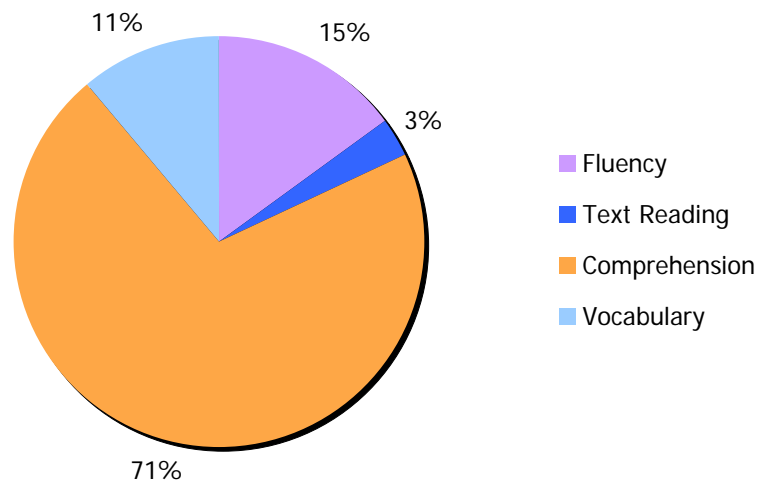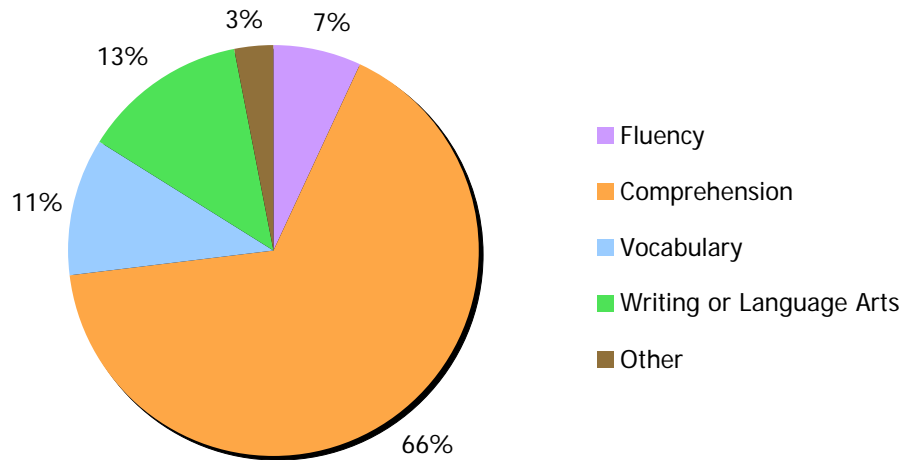## Figure 3: Second Grade Instructional Content in 2006–2007

Figure 4: Third Grade Instructional Content in 2006–2007

Comparison of 2006-2007 data and 2005-2006 suggests several trends (see Appendix C for figure depicting instruction in 2005-2006). First, vocabulary instruction in observed second and third grade classrooms has increased, while fluency instruction at both grade levels has decreased. Interestingly, writing or language arts instruction was observed in kindergarten, first, and second grade classrooms in 2005-2006. In 2006-2007, writing or language arts instruction was observed occurring within the 90-minute reading block in third grade only.

Comparison across Three Years

Reading connected text provides students with opportunities to apply and "automate" newly acquired decoding and comprehension strategies. Listening to text read aloud by the teacher also aids in improving students' fluency by providing models of text read with expression and appropriate pacing. Percentages of observed time spent reading text by both teachers and students are available for the 2004-2005 school year (Table 2), the 2005-2006 school year (Table 3), and the 2006-2007 school year (Table 4). All interactions with text were recorded during classroom observations, including activities such as building fluency and applying comprehension strategies.

The earlier caveat applies to these data, as well. They describe one person's observations in the classrooms and schools in question for a very brief period of time. Attempts to

generalize to all teachers or to all instruction provided by the observed teachers are not recommended.

Table 2: Percentage of Observed Time Spent Reading Text 2004–2005

	Kindergarten	1st Grade	2nd Grade	3rd Grade
Teacher reading text	8%	2%	2%	<1%
Student reading text	11%	30%	40%	16%
TOTAL	19%	32%	42%	16%

The trend across the three years was inconsistent. For example, observed third grade classrooms spent about 16% of their time reading text in 2004-2005, 30% in 2005-2006, and only about 5% in 2006-2007. In kindergarten, first, and second grade classrooms, less time was spent reading text in 2005-2006 than in 2004-2005. In 2006-2007, the total time was back up in all three grades. Kindergarten was the only grade in 2006-2007 where the teachers spent more time reading aloud to their students than their students spent reading text.

Table 3: Percentage of Observed Time Spent Reading Text 2005–2006

	Kindergarten	1st Grade	2nd Grade	3rd Grade
Teacher reading text	10%	<1%	2%	2%
Student reading text	6%	22%	6%	28%
TOTAL	16%	22%	8%	30%

Table 4: Percentage of Observed Time Spent Reading Text 2006–2007

	Kindergarten	1st Grade	2nd Grade	3rd Grade
Teacher reading text	19%	11%	7%	0%
Student reading text	19%	18%	20%	4%
TOTAL	38%	29%	26%	4%

One of the most common and effective ways to differentiate instruction is to use various grouping formats. Tables 5, 6, and 7 present grouping arrangements for observed classrooms in 2004-2005, 2005-2006, and 2006-2007. The grouping formats were coded for all instructional activities. The small group format refers to instructional groupings of 3 or more

students with the class working in 2 or more groups. The individual format occurs when a teacher is working one on one with a student.

Table 5: Grouping Formats for Instruction 2004–2005
Percentage of Observed Instructional Activities

	Kindergarten	1st Grade	2nd Grade	3rd Grade
Whole class	89%	30%	39%	47%
Small group	8%	57%	33%	33%
Pairs	0%	8%	12%	0%
Independent	3%	5%	9%	20%
Individual	0%	0%	0%	0%

Table 6: Grouping Formats for Instruction 2005–2006
Percentage of Observed Instructional Activities

	Kindergarten	1st Grade	2nd Grade	3rd Grade
Whole class	58%	33%	52%	37%
Small group	34%	53%	17%	37%
Pairs	3%	6%	14%	16%
Independent	5%	8%	18%	10%
Individual	0%	0%	0%	0%

Table 7: Grouping Formats for Instruction 2006–2007
Percentage of Observed Instructional Activities

	Kindergarten	1st Grade	2nd Grade	3rd Grade
Whole class	84%	66%	67%	31%
Small group	14%	24%	0%	57%
Pairs	2%	5%	9%	13%
Independent	0%	0%	23%	0%
Individual	0%	5%	2%	0%

The majority of instruction in kindergarten classrooms over the three year period was delivered using a whole class format. While this is not surprising given students' age and their relative inability to work productively without teacher guidance, the apparently overwhelming reliance on whole class instruction, particularly in the 2006-2007 year, suggests an area in need of monitoring. Teachers may need guidance on strategies for effectively differentiating instruction within the whole class format. At the same time, the solid gains suggested by the student data (see Section III) suggest that kindergarteners are making gains at all observed schools.

Small group instruction was not observed in any second grade classrooms in 2006-2007. Nearly a quarter of observed instructional time was spent with students working independently. In contrast, third grade teachers were observed providing small group instruction for a majority of the time. This discrepancy suggests that professional development needs may vary across grade levels, across schools, and, perhaps, across grade levels within across schools. For example, this information indicates that second grade and kindergarten teachers in the observed schools may benefit from additional professional development on effective instruction in small groups. They may also find resources like the Student Center Activities, available free from the Florida Center for Reading Research, of value.

Again, these recommendations should be considered in light of the quality of the data on which they are based.

Section III
Student Achievement Data

All Hawaii public elementary schools use the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to measure progress in the core components of reading by students in kindergarten through third grade. While different forms of the DIBELS measures may be used on a weekly or bimonthly basis for progress monitoring purposes, the scores reported within this report reflect the fall, winter, and spring administrations of the measures, typically called benchmark assessments.

Measures

DIBELS measures vary slightly by grade level. In kindergarten, two benchmark measures are administered. Initial Sounds Fluency (ISF) assessment, a one-minute timed measure in which students are asked to provide the initial sound for a number of given words, is administered in the fall and winter of the school year. In winter and spring, kindergarten students are assessed using the Phoneme Segmentation Fluency (PSF), a one-minute timed measure in which students are asked to provide the sounds they hear in given words. In first, second, and third grades, students are administered Oral Reading Fluency (ORF) measure, a one-minute timed measure in which students read aloud grade-level passages. ORF scores are calculated as words read *correctly* in one minute. In first grade, students are assessed with the ORF in the winter and spring. In second and third grades, ORF is administered at three points in the school year: fall, winter, and spring.

## Student Achievement by Grade

Student data are summarized by grade level in Figures 5 and 6. Figure 5 summarizes student achievement gains for the six Cohort C schools visited in 2006-2007. Figure 6 presents data from all Hawaii schools that recorded data from DIBELS in 2006-2007. DIBELS summaries for individual schools are included in the appendices.

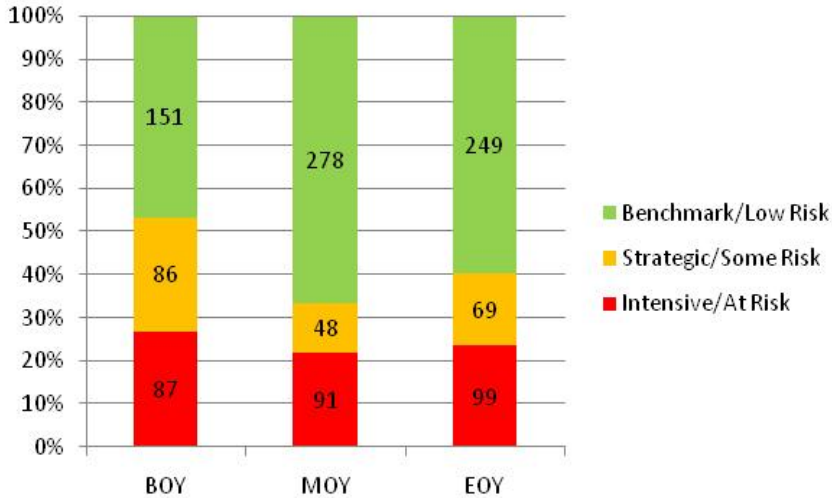# Figure 5: DIBELS Data from Visited Cohort C Schools

Kindergarten – ISF & PSF
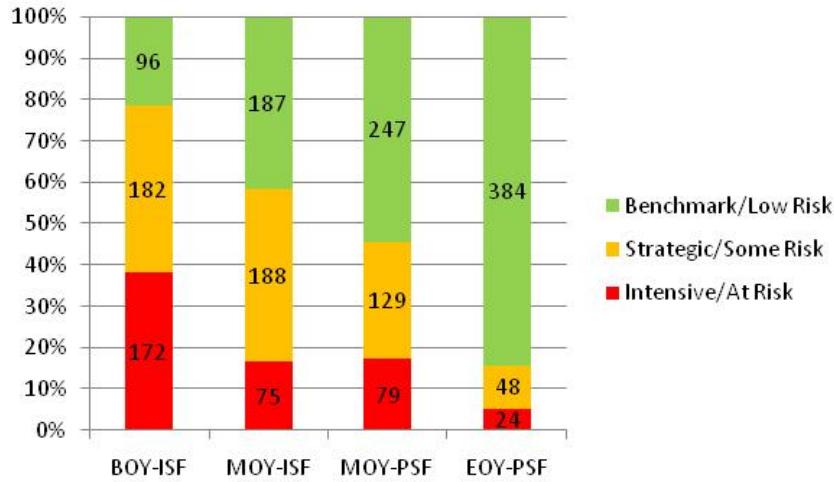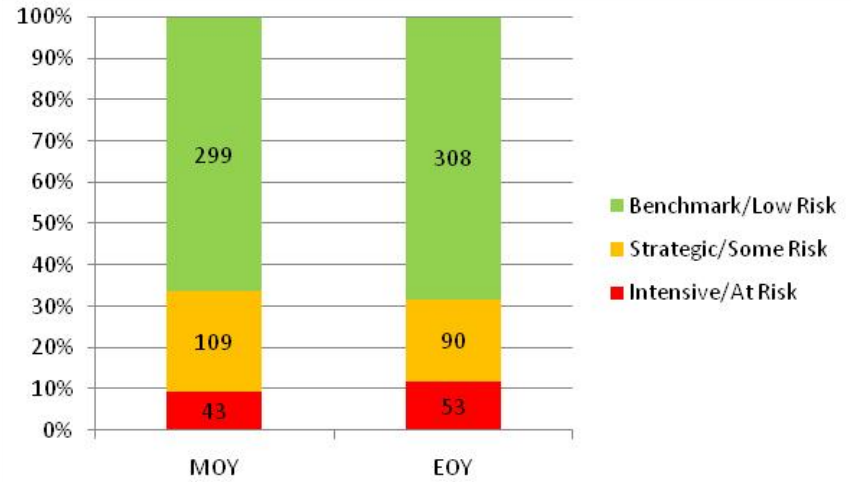
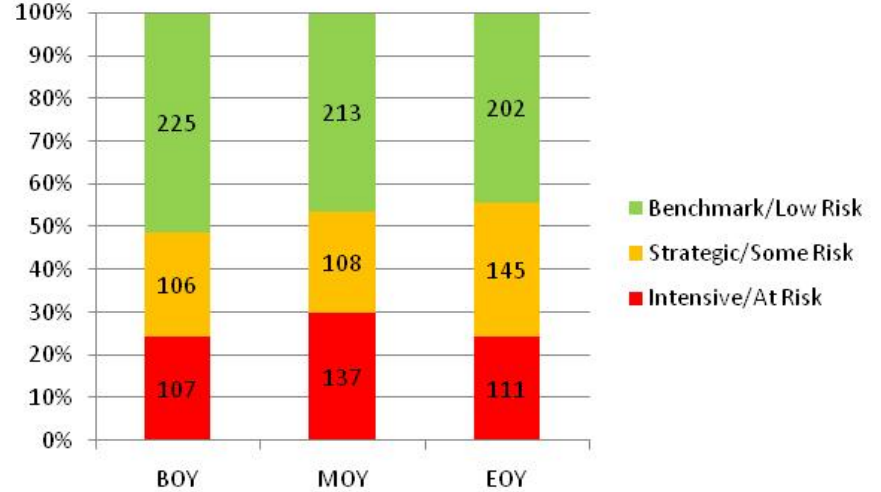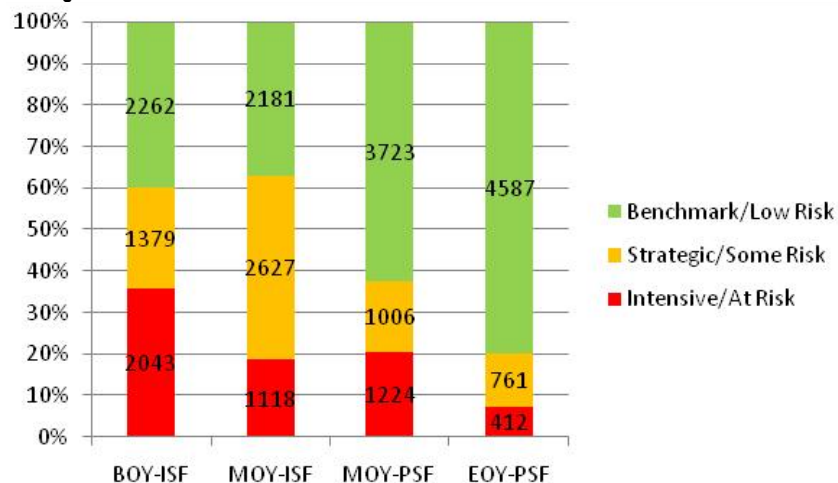**Grade 1 - ORF**

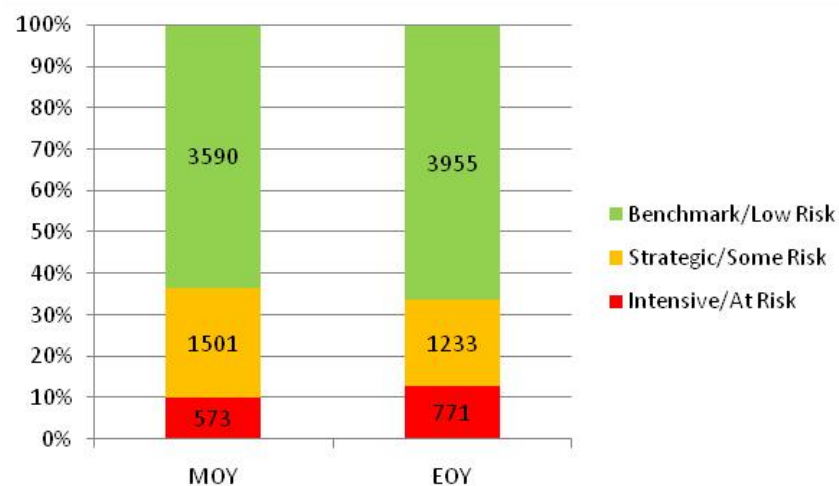**Grade 2 - ORF**

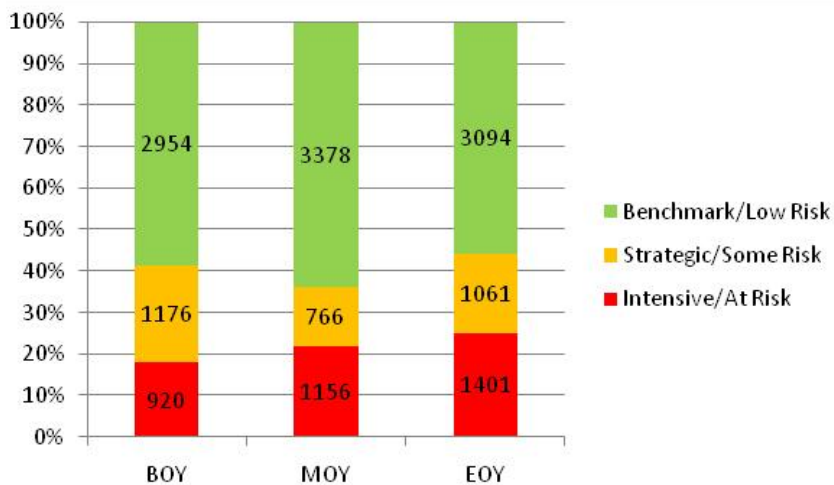**Grade 3 - ORF**

Figure 6: DIBELS Data from all Hawaii Schools in 2006-2007
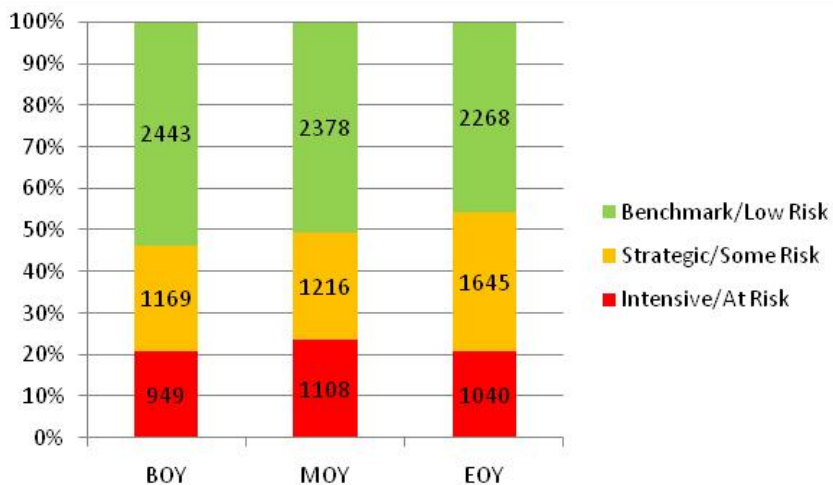
Kindergarten – ISF & PSF

Grade 1 - ORF

Grade 2 - ORF

Grade 3 - ORF

Achievement trends in the six targeted Cohort C schools are similar to patterns across all public schools in Hawaii who reported data from DIBELS.

Kindergarten. The kindergarten increase in the number and percentage of students reaching benchmark on PSF by the end of the school year and the decrease in number of students falling in the at-risk category at the middle of the year as measured by the ISF are similar across the visited Cohort C schools (Figure 5) and all other Hawaii schools (Figure 6), with the Reading First slightly outperforming non-RF schools in terms of the total percent of students at or above benchmark. Approximately 80% of kindergartners at Reading First Cohort C schools were at or above benchmark on the PSF measure at the end of the year; on the ISF measure, over 40% of kindergartners at targeted Cohort C schools were at or above benchmark at the middle of the year administration.

First grade. Achievement trends in first grade classrooms at Cohort C schools also mirrored the general trends across all other schools in the state. In first grade, there was generally little change in the relative percent of students in each performance category (benchmark, strategic, intensive) for RF schools or for the group of all other schools. Stability of this sort (or more precisely, absence of a downward trend in the percent of students at benchmark) generally indicates a "healthy" core reading program. The purpose of a core program is to keep on-level students at or above benchmark, and these first grade data suggest relative success, in this respect, both in RF schools and in non-RF schools.

In terms of end-of-year performance, RF schools appear to have a slight advantage with 69% reading at or above benchmark on ORF compared to 66% in the group of all Hawaii schools reporting DIBELS data. Within the group of visited schools (see Appendix B), Lihikai and Pearl City were more successful than the other four in achieving and maintaining benchmark status for their first graders. More than 70% of students at both schools were at or above benchmark (compared to 67% Hawaii overall) on ORF. In the other four visited Cohort C schools, between 57% and 63% were at or above benchmark on the spring ORF.

Further, at Kapiolani, Wahiawa, and Pope, more than 15% of the first grade students were in the at-risk category at the end of the year (compared to 12% Hawaii overall), and across all schools, both RF and non-RF, there was a slight increase from winter to spring in the relative number of struggling students. Stability of this sort, where the percent of struggling students does not diminish over time, can indicate problems with a school's intervention program. The

total percent of struggling first graders is relatively small in HI, so the margin for improvement in this respect is rather narrow. Also, the 10% to 15% of students in the struggling category in Figure 5 are likely to include the most difficult group of students to teach, and their success will require very intensive and sustained interventions (i.e., small group for many instructional hours). Helping struggling students achieve at grade-level is no small task, as anyone who has spent time as a classroom teacher or school administrator in high risk schools knows. At the same time, early reading success for these students is a Reading First priority.

Second grade. There was a sizable increase in the number of students at benchmark from fall to spring of second grade in the targeted Cohort C schools (from 47% to 60%), although average performance on the winter ORF (67% at or above benchmark) was better in these schools, on average, than both fall and spring scores. Other states have reported a similar "dip" at the beginning of second grade, and some have speculated that the fall of second grade benchmark passage may be more difficult that the typical second grade passage. The Cohort C Reading First schools, on average, ended the year with a greater percentage of students at or above benchmark (60% to 56%).

Second grade improvement across the school year was strongest at Pearl City (from 71% on track in fall to 84% in spring) and Wahiawa (25% to 44% from fall to spring). Less dramatic gains were evident at Kapiolani (from 55% to 61%), while achievement patterns at Lihikai, Pope, and Honoka'a mirrored the overall trend in Hawaii schools (i.e., slight decrease in percent at or above benchmark, with a relatively large "spike" in average winter scores). There was also an increase from fall to spring in the number and percentage of intensive/at risk second graders at these three schools (i.e., Lihikai, Pope, and Honoka'a), similar to the general pattern across all Hawaii schools.

Third grade. There was a slight downward trend in third grade at all school reporting DIBELS data in the percentage of at or above benchmark (from 54% in fall to 46% in spring) and no change in the percentage of students at risk (21% in fall and spring). For the six Cohort C schools that were visited, third grade trends were similar, with the possible exceptions of Kapiolani, Pearl City and Wahiawa. At Wahiawa, the percentage of third graders at risk increased by year's end, from 62% in the fall to 75% in the spring. At Kapiolani and Pearl City, the percentage of students at benchmark increased (34% to 38% for Kapiolani; 53% to 58% at Pearl City), while the percentage of students at risk decreased (66% to 63% at Kapiolani; 47% to 42%

at Pearl City), suggesting that the strategic and intensive interventions at these two schools are having some success in improving outcomes for struggling students.

Summary. Overall, trends in the six visited Cohort C schools generally mirror the achievement patterns across all Hawaii. Where there were differences, they were relatively small. Still, these results are relatively positive. First, Cohort C schools are in their first year of implementation. With experience and increased sophistication using Reading First programs and strategies, teachers are likely to become more skilled and students more successful. Secondly, in spite of the relative newness of Reading First in the six target sites, progress of students attending these schools is very comparable to average student progress across all HI schools, even when more affluent, non-RF-qualified schools, are included in the non-RF sample.

Student Achievement by Demographics

Tables 8 - 11 provide student data disaggregated by ethnicity, gender, eligibility for free/reduced lunch, special education eligibility, and students whose home language is not English for all schools in Hawaii and for the Cohort C schools. Each grade, kindergarten through third, is represented in a separate table. Means, standard deviations, and N are reported.

Table 8: Kindergarten Students
Available 2006–2007 DIBELS PSF End of Year Data, by Category

Goal = 35 phonemes

	ALL HAWAII SCHOOLS		COHORT C SCHOOLS	
Ethnicity	Mean (Std Dev)	Valid N	Mean (Std Dev)	Valid N
Asian	50.1 (17.0)	686	51.7 (16.2)	436
Black	45.3 (18.8)	39	50.8 (18.4)	22
Hispanic	42.2 (19.5)	87	45.2 (17.0)	52
Native Hawaiian/Pacific Islander	47.7 (18.0)	1045	48.4 (17.7)	702
Native American (American Indian)	41.7 (23.7)	18	44 (26.7)	12
White	50.4 (16.5)	240	51.2 (17.3)	134
Gender				
Male	46.3 (19.0)	1499	46.5 (18.4)	797
Female	50.7 (17.4)	1454	51.5 (16.3)	763
Free/Reduced Lunch				
Not Eligible	50.6 (16.4)	917	52.1 (15.9)	624
Eligible	45.8 (18.5)	1111	46.7 (18.5)	867
Special Education Eligibility				
Not Eligible	49.0 (17.1)	1460	50.6 (17.0)	1091
Eligible	29.6 (23.1)	111	29.2 (24.6)	79
LEP/Home Language not English				
Yes	43.4 (19.8)	374	45.1 (18.9)	279
TOTAL	46.7 (18.9)	5760	48.6 (17.8)	1674

Table 9: Grade 1 Students
Available 2006–2007 DIBELS ORF End of Year Data, by Category

Goal = 40 wpm

	ALL HAWAII SCHOOLS		COHORT C SCHOOLS	
Ethnicity	**Mean (Std Dev)**	**Valid N**	**Mean (Std Dev)**	**Valid N**
Asian	69.5 (34.1)	925	68.0 (33.0)	559
Black	53.2 (31.6)	39	56.0 (33.9)	27
Hispanic	52.4 (30.2)	104	53.2 (28.5)	65
Native Hawaiian/Pacific Islander	51.4 (31.8)	1116	51.6 (31.2)	707
Native American (American Indian)	53.5 (29.4)	33	65.7 (24.7)	18
White	59.4 (35.4)	224	58.1 (33.4)	131
Gender				
Male	53.4 (32.5)	1658	54.0 (31.3)	840
Female	63.6 (34.2)	1594	62.9 (33.5)	839
Free/Reduced Lunch				
Not Eligible	65.9 (34.0)	1038	67.1 (32.5)	646
Eligible	53.5 (32.4)	1472	52.2 (31.3)	999
Special Education Eligibility				
Not Eligible	60.0 (32.5)	2021	60.1 (31.2)	1336
Eligible	31.6 (30.5)	165	29.4 (31.2)	109
LEP/Home Language not English				
Yes	57.6 (32.1)	476	58.0 (30.9)	328
TOTAL	58.5 (33.9)	5959	58.1 (32.6)	1702

Table 10: Grade 2 Students
Available 2006–2007 DIBELS ORF End of Year Data, by Category

Goal = 90 wpm

	ALL HAWAII SCHOOLS		COHORT C SCHOOLS	
Ethnicity	**Mean (Std Dev)**	**Valid N**	**Mean (Std Dev)**	**Valid N**
Asian	101.2 (35.0)	936	99.1 (34.7)	522
Black	85.9 (41.2)	42	94.4 (42.5)	27
Hispanic	83.8 (33.2)	95	87.2 (35.3)	62
Native Hawaiian/Pacific Islander	85.9 (34.7)	1193	86.0 (34.5)	720
Native American (American Indian)	74.8 (35.3)	25	75.6 (40.0)	15
White	95.0 (37.1)	289	98.6 (38.2)	141
Gender				
Male	87.5 (35.9)	1668	85.5 (36.2)	856
Female	98.1 (34.9)	1589	97.6 (34.4)	819
Free/Reduced Lunch				
Not Eligible	99.5 (35.0)	1187	100.1 (34.3)	629
Eligible	86.9 (35.5)	1567	86.1 (35.7)	1019
Special Education Eligibility				
Not Eligible	96.3 (32.7)	2303	96.6 (32.4)	1385
Eligible	51.1 (38.0)	251	45.1 (36.0)	156
LEP/Home Language not English				
Yes	88.0 (34.6)	500	85.6 (34.7)	306
TOTAL	91.7 (36.4)	5556	91.4 (35.9)	1690

Table 11: Grade 3 Students
Available 2006–2007 DIBELS ORF End of Year Data, by Category

Goal = 110 wpm

	ALL HAWAII SCHOOLS		COHORT C SCHOOLS	
Ethnicity	**Mean (Std Dev)**	**Valid N**	**Mean (Std Dev)**	**Valid N**
Asian	116.1 (33.9)	965	117.1 (33.8)	536
Black	101.3 (34.4)	47	101.7 (37.6)	24
Hispanic	103.5 (33.3)	89	101.2 (35.7)	57
Native Hawaiian/Pacific Islander	102.6 (34.4)	1194	102.7 (35.9)	682
Native American (American Indian)	102.9 (37.9)	25	108.8 (44.3)	17
White	110.4 (36.5)	290	107.0 (38.8)	156
Gender				
Male	102.3 (36.2)	1563	102.8 (37.6)	844
Female	112.9 (33.7)	1487	112.8 (33.8)	764
Free/Reduced Lunch				
Not Eligible	115.9 (34.1)	1176	116.8 (34.5)	613
Eligible	101.8 (34.6)	1604	101.7 (35.9)	953
Special Education Eligibility				
Not Eligible	111.4 (31.6)	2344	111.6 (32.1)	1316
Eligible	67.9 (40.8)	246	64.5 (40.6)	153
LEP/Home Language not English				
Yes	100.6 (33.4)	435	99.8 (35.5)	222
TOTAL	105.0 (35.5)	4953	107.5 (36.2)	1626

Section V
Final Considerations

Based on our observations of the visited schools, we offer the following considerations.

1. Teachers at all the schools reported that they would benefit from attending "refresher" courses on the content provided in the TRAs and by outside consultants, such as Anita Archer. These workshops might be offered statewide or on individual campuses by the reading coach. Teachers might also benefit from having time to work as a grade level to integrate newly acquired strategies into their core curricula and other content area materials.

2. On a related note, the impact of professional development can be extended and sustained by identifying and developing a cadre of teachers and other campus-level professionals responsible for developing and delivering school-wide professional development based on the state-wide opportunities made possible by Reading First (TRA, Anita Archer, etc.). For example, reading coaches or teachers who attended a particularly successful professional development would present the new material to other faculty during staff meetings or other campus-wide gatherings. This would also serve as a refresher for those teachers who were able to attend the original session.

3. The apparent reliance on whole group instruction, particularly at the kindergarten and second grade levels, suggests a potential professional development need. Additional information should be collected on typical practices in these classrooms before pursuing this recommendation.

4. As Cohort C schools enter the final year of Reading First funding, schools should be encouraged to develop and implement plans for sustaining key elements of the initiative. Effective plans would identify the components of Reading First that have been particularly effective in supporting students' reading outcomes, alternatives for maintaining selected components' function beyond the end of RF funding (e.g., trained "data leaders" at each grade level, trained parent volunteers in place of paraprofessionals, etc.), detailed plans for implementing each alternative with tasks, timeframes, and milestones indicated, and staff member or members responsible for implementing elements of the plan.

5. Several schools described their use of grade-level data to identify and address areas of critical need. For example, when Honoka'a 's leadership team identified a group of second grade students not making sufficient progress based on DIBELS data, they encouraged second grade teachers to implement a second daily language arts block for these students. While a "radical" step, it seems completely aligned with the level of demonstrated need. DIBELS data for Core C schools indicates that several campuses may benefit from similar "radical" steps, particularly related to improving strategic interventions. Greater "data literacy" of faculty may lead to improved capacity for reliably identifying important trends and addressing related instructional and learning needs.

Appendix A

Individual School Summaries

Honoka'a Elementary School

The site visit to Honoka'a included classroom observations in kindergarten through second grades, a teacher focus group, and interviews with the principal and Reading First coach. Findings from this site visit are summarized in five categories representing a school's capacity to improve student achievement. The five categories are: leadership, program coherence, teacher knowledge and skills, professional development, and resources.

Leadership

Honoka'a benefits from the strong leadership provided by the principal and the reading coach. Both demonstrated knowledge of the various reading programs used by the school as well as the needs of their students. One of the leadership team's goals for the Reading First grant is to have every student reading at grade level by the end of third grade. The student data shows that that Honoka'a is making progress on this goal as student achievement scores are increasing. The principal feels that in order to continue this trend, the interventions at Honoka'a must be made mandatory; this year, parents had to give permission in order for students to receive interventions.

The other primary goal the leadership team has for Reading First is to provide support for the teachers. While the reading coach expressed initial concern about acceptance of her role from teachers, the teachers cited her support as a critical element of Reading First's success at Honoka'a. In addition, coaches at other Reading First schools across the Islands cited her professionalism, support, and knowledge as exemplary.

The reading coach's duties at Honoka'a include supporting teachers, students, and parents. She supports teachers through classroom observations; each observation is paired with feedback so the teachers can reflect on their own practice. She spends at least 3 mornings a week in the classroom; she would like to be able to increase this amount. Additionally, the reading coach allows teachers to observe their peers by "covering" a class for a period of time. She has also modeled strategies for new teachers, when necessary. By preparing and sharing student data reports, the reading coach ensures the classroom teachers are informed of class-wide trends and helps the teachers celebrate their successes. The reading coach also serves on the Family Focus team and the Comprehensive Student Support Team; through these activities, she is able to

communicate with parents about their child's progress and offer suggestions and materials to use at home.

The leadership team at Honoka'a would like to replicate the reading coach position at the upper grades. They feel that the reading coach's support of the teachers and students in grades K-3 has been invaluable to the success of Reading First at Honoka'a. In order to maintain this success, the principal would like to extend the model and its principles to all grades.

Program Coherence

Honoka'a has been using Success for All (SFA) as the core curriculum for five years. Students are grouped homogenously for all reading instruction at all grades through the Walk to Read program. The use of a consistent program across grade levels has helped with transitions; students are familiar with the routines and know what is expected of them.

The reading coach found that interventions have been a strong component of Reading First at Honoka'a. The grant gave the school the ability to purchase very powerful programs "that we know work," as the reading coach consulted other coaches regarding which intervention programs were most effective in their schools. Interventions offered at Honoka'a include PALS, Voyager, Read Naturally, Phonics for Reading, Language for Learning, and SFA tutoring. Educational assistants (EAs) and the reading coach offer interventions 4 days a week. Teachers reported that while the interventions are sometimes difficult to fit into the school day, the extra time on reading instruction has helped the overall success of the reading program at Honoka'a as the students that need extra reading instruction are receiving it.

Data is utilized at Honoka'a in several ways. Data from progress monitoring measures assists teachers in grouping students for reading instruction and recommending students in need of strategic or intensive interventions. In addition, the leadership team and grade level teams use student data to develop quarterly achievement plans. These plans outline the specific skills each teacher needs to focus on during instruction in all content areas. The leadership team found these teacher-developed school-wide achievement plans to be a "very powerful" component of data use at Honoka'a, and the plans have forced teachers to be more accountable for all students.

As part of the core curriculum the school was using DIBELS to progress monitor prior to the implementation of RF; through the professional development offered by Reading First, the teachers and the leadership team report that they are better able to analyze the data and their

instruction is better informed. The leadership team found that the conversations among teachers have changed to focus more on what each teacher can do to help students achieve.

Students in intensive interventions are progress monitored weekly; students in strategic interventions are progress monitored every other week. All progress monitoring, using DIBELS, occurs in the homeroom. Previously, the intervention providers progress monitored all students. The leadership team found that by having the classroom teachers progress monitor their own students, teachers demonstrated a newfound sense of "ownership" for their students' success. The teachers reported that progress monitoring was relatively easy to implement in their classrooms, given the quick nature of the measures.

The reading coach maintains a large chart tracking all students in terms of their performance on screening measures. The chart is color-coded to specify at which level a student was performing currently (benchmark, strategic, intensive) and also to specify where that particular student was performing during previous screenings to identify grade-level trends. For example, the chart helped the leadership team and teachers identify a group of second graders that were not making progress (as no second graders moved from the strategic level to benchmark). In order to address this trend, the second grade teachers implemented a second language arts block (utilizing shared reading with decodable texts).

Teacher Knowledge and Skills

All teachers spoke knowledgeably about the components of effective reading instruction and were enthusiastic regarding their students' progress. They believe that the students are receiving more effective and systematic instruction, and they have seen the progress their students have made since the implementation of Reading First. Observed instruction was strong, particularly in the kindergarten classroom. Little instruction time was lost during transitions between activities. Most instruction was delivered in a whole-group format.

In addition, the leadership team reported that most of the teachers embed effective reading strategies beyond the reading block so that students are continuously exposed to high-quality reading instruction throughout the school day.

Professional Development

The leadership team and teachers felt that they had profited greatly from the professional development opportunities offered by Reading First. The teachers reported that the Teacher

Reading Academies (TRAs) were very helpful; however, they felt that there was inadequate time to internalize the new material or implement the strategies provided by the TRAs within the SFA framework. In addition, the training given by Anita Archer was cited as extremely valuable. Not all teachers were selected to attend these trainings, however. The teachers that did not attend the TRAs and/or the training provided by Anita Archer reported that they would have liked to attend these professional development opportunities.

Given the large number of new teachers starting at Honoka'a for the 2007-2008 school year, the leadership team has taken several steps to ensure that these teachers receive extensive professional development. SFA consultants will be on campus for thirteen days to work with grade level teams. The new teachers will also attend the TRAS and training provided by Anita Archer.

Resources

Classrooms at Honoka'a were warm and inviting. They were well stocked with reading related resources. The overall school culture was very positive, and staff morale seemed to be quite high. The teachers would like additional personnel to offer both the core curriculum and interventions to make group sizes smaller across the school.

Recommendations

If the state Reading First program does not offer a refresher course for the TRAs, the reading coach can offer this as a professional development opportunity at the beginning of the school year. The teachers might also benefit from time to work as a grade level to integrate the strategies into the core curriculum. One or two of the large number of training days provided by the SFA consultants could be used for this purpose.

In order to maximize the impact of professional development and to sustain teachers' increased knowledge and skill, Honoka'a might consider a program where content from professional development opportunities is shared school-wide. Several campuses make the reading coach responsible for sharing the content; elsewhere, teachers who attended the professional development present the material to other faculty during staff meetings. For example, the teachers who attended the Anita Archer trainings can offer a mini-workshop on campus for teachers who were unable to attend, an opportunity that would also serve as a refresher for those teachers who were able to attend the original session.

Kapiolani Elementary School

The site visit to Kapiolani included classroom observations in kindergarten through third grades, intervention session observations, a teacher focus group, and interviews with the principal and Reading First coach. Findings from this site visit are summarized in five categories representing a school's capacity to improve student achievement. The five categories are: leadership, program coherence, teacher knowledge and skills, professional development, and resources.

Leadership

The leadership team (the principal and reading coach) seem to work well together and have a shared understanding of the status of reading achievement at the school and changes that are needed to continue the growth they have seen thus far. The principal articulated the goals of boosting reading scores and supporting teachers as Kapiolani's goals for Reading First. To date, the leadership team feels that they have not made the progress that they would have liked; however, they have identified several instructional and development areas in need of change, and plans for addressing these are in place.

The reading coach is a part-time position at Kapiolani. She also was not on campus regularly in the spring semester due to a family emergency. In spite of her limited time on campus, she was able to offer support to teachers; some of the first year teachers reported that her support was invaluable to their development as reading teachers.

The principal and the reading coach both would like for the reading coach to serve as more of an instructional leader. The reading coach would like to spend more time monitoring interventions next year to ensure that they are being implemented with fidelity. She focused on the core curriculum this year; she often conducted her observations and modeled effective instructional strategies during this time. In addition, the reading coach would like to become more familiar with the interventions herself.

One challenge identified by the reading coach is that some teachers continue to struggle with providing instruction for at-risk readers. She would like to offer them more support so that they become more confident in their skills and take more ownership for the achievement of struggling students.

The reading coach found that email communication with the teachers is not always sufficient to support them in the way that she believes necessary. She would like to increase the time she has for face-to-face communication with teachers.

Program Coherence

Kapiolani adopted Reading Mastery as a core curriculum 7 years ago. The 2006-2007 school year was the first year that the Reading Mastery Plus program was used in the second and third grades. At the time of the site visit, the leadership team was still deciding if Reading Mastery Plus would be adopted in kindergarten and first grade for the 2007-2008 school year. Students are grouped homogeneously across grade level for reading instruction. They seem to be familiar with the routines as little instructional time was lost during transitions.

Interventions offered include Phonics for Reading, Read Naturally, and Voyager. Educational assistants (EAs) administer the strategic interventions daily for 30 minutes in small groups. The classroom teachers provide interventions to students who fall in the intensive range.

All progress monitoring, using DIBELS, occurs in the homeroom twice a month. Previously, the intervention providers progress monitored all students. The leadership team found that by having the classroom teachers progress monitor their own students, teachers demonstrated a level of ownership of their students that was not there before. However, the teachers found that it was difficult to find the time to administer the progress monitoring measures at the required frequency.

Teacher Knowledge and Skills

All teachers spoke knowledgeably about the components of effective reading instruction and their students' progress. They believe that the students are receiving more effective and systematic instruction, and their students are making progress. Some observed teachers relied heavily on the teacher's manuals. In these classrooms, the pacing was slow. However, this was not a school-wide phenomenon. Several teachers demonstrated facility with the curriculum; for example, the observed second grade teacher utilized appropriate pacing to ensure student engagement.

The leadership team reported that teachers were still struggling to interpret and analyze student data. While the school was progress monitoring all students prior to the Reading First grant, data was often reported solely "for data's sake." The grant has helped to force the staff at

Kapiolani to become more cognizant of the data and to interpret and utilize the data in instructional decision-making. Starting next year, grade level teams will meet during a specified time each week to discuss student data.

Professional Development

The leadership team and teachers felt that they had profited greatly from the professional development opportunities offered by Reading First. The teachers reported that the Teacher Reading Academies (TRAs) were very helpful; however, they felt that they did not have enough time to digest it all or implement the strategies provided by the TRAs within the Reading Mastery framework. The reading coach is assisting teachers to implement the strategies in their classrooms, by helping them modify the strategies to fit their teaching styles, room layout, and student need.

In addition to the TRAs, professional development opportunities included campus visits by independent educational consultants, such as Sharyn Hirota and Kathy Au; the leadership team found that these visits were valuable. The reading coach also offers individual follow up to professional developments as requested by teachers.

Resources

The classrooms at Kapiolani were warm and inviting. Student work was prominently displayed in all classrooms. The rooms were well stocked with reading –related resources. Kapiolani also benefits from a cadre of trained EAs. Many of the EAs are retired teachers. However, the number of EAs is being decreased next year due to budgetary concerns. While the leadership team had concerns that there is no set time for communication between the EAs and the classroom teachers, the teachers reported that they were able to communicate frequently with the EAs, as the EAs often came to campus early or stayed late specifically for that purpose.

Recommendations

1. The teachers at Kapiolani might benefit from continuing and specific professional development on interpreting data in grade level teams. This training would address the leadership team's concerns regarding teachers' facility with data. In addition, the staff at Kapiolani might benefit from a chart depicting student performance on screening measures that is displayed prominently where all teachers can access it. A color-coded chart would

specify students' current and past performance (benchmark, strategic, intensive). Examples can be found at other Reading First campuses.

2. Kapiolani might benefit from a full-time reading coach. A full-time position would allow the coach to help teachers implement effective reading strategies within the content areas as well as be able to monitor interventions and observe in classrooms more frequently. Additionally, with the reduction of EAs, a full-time reading coach could be used to provide interventions.

3. The reading coach would benefit from professional development on enacting change. She expressed concern about being able to offer support to teachers who do not ask for support. One possible strategy would be to work closely with another reading coach to help her access effective strategies for working with teachers who are resistant to change.

Lihikai Elementary School

Leadership

Lihikai Elementary School benefits from the very strong leadership provided by the principal and reading coach. Both spoke knowledgeably about effective reading practices and the goals they have for improving reading instruction and student reading achievement in their school. It was very apparent that the reading coach was well respected by other teachers and students. Despite being pulled in many directions, she manages to observe classrooms, provide some modeling, feedback and overall support, and even helps teachers plan for their weekly lessons. She encourages teachers to observe and collaborate with their colleagues and often substitute teaches in their classrooms so they have an opportunity to do this.

Although the teachers recognize that the reading coach has many responsibilities, they emphasized that they would appreciate even more modeling and feedback from the coach and principal. In addition, some of them felt overwhelmed by the burden of adding another reading initiative in their school and remain unclear about the actual role of the coach. The teachers would benefit from more communication with the coach about their instruction and her role in the school.

The organizational system that the principal has set up supports a strong commitment to their reading program. For example, while the coach and principal prefer that teachers do their own progress monitoring, they recognize that the size and diversity of the school (approximately 1150 students speaking 19 different languages) and the large class sizes make this impossible. As a compromise, the coach and PTTs regularly help to implement and manage progress monitoring (PTT Stella Joy serves specifically as the assessment coordinator, helping to organize all the DIBELS data). Despite the challenges, the principal and coach are clearly organized and enthusiastic about improving reading success for their students.

Program Coherence

All classrooms in grades k-3 at Lihikai Elementary School are now using Harcourt Trophies for the first time. This is a transition from past years when classes were using Harcourt Collections. Because it is the first year using this program, several teachers are relying heavily on the teaching manual. Teachers received training at the beginning of the school year from a Harcourt

consultant and were provided some follow-up technical assistance by the reading coach and Harcourt consultant approximately eight weeks later.

Teacher Knowledge and Skills

Considering that this is their first year using Harcourt Trophies in grades k-3, teachers provided effective reading instruction. Several relied heavily on the Teacher's Manual and may benefit from additional modeling by the coach and/or another consultant. Teachers may also benefit from continuing assistance with grouping strategies, particularly related to providing effective small group instruction. For example, while most of the observed reading groups were fairly homogeneously grouped, the instruction in several cases may have been enhanced by differentiating *within* the small groups. Teachers may also benefit from help with scaffolding activities so that all learners understand the task. The teachers at Lihikai face tremendous challenges given the size of their classes and the number of English Language Learners. They do a remarkable job.

Professional Development

The reading coach and the teachers report that the professional development received to date has been extremely helpful. The coach felt that the training received from the Reading First Director, Barbara Smith, in Oahu was beneficial. She also liked having time to share with other schools so they would fully understand the requirements of being a part of Reading First. She particularly found the examples on how to organize the data very useful.

The teachers found training in the TRAs very useful. They liked the organization by different grade levels. They also benefited from the help of outside consultants. They feel supported by the coach and principal, but requested more feedback and modeling. The coach felt that teachers have been helped by the professional development. Specifically, she noted benefits experienced by 3rd grade teachers. Although many were trained as part of another initiative, they benefit from having a refresher on grouping strategies and differentiated instruction.

Resources

Lihikai is transitioning their core program from Harcourt Collections to Harcourt Trophies. While teachers in grades k-3 have *most* of the necessary materials to implement Harcourt Trophies, several 3rd grade classrooms are still waiting on additional readers so that each student has his or her own copy. The coach and principal noted that the special education teachers have

been trained and have resources for implementing Reading Mastery. Special education also has a variety of supplementary materials. Harcourt Trophies for grades 4 and 5 just arrived, thus the core program is not aligned across every grade at the school.

Because Lihikai is designated as a "restructured" school this year, it has fewer funds available than in past years. Reading First funds have been helpful to this large school, but more are needed if they are to purchase materials enough for such a large school. Reading First money has supported the reading coach position and purchased some materials. Funds to support the PTT positions and to purchase supplementary materials are needed. Extended instructional time is also a funding need. The school currently provides an after school instructional support program, though its future is in doubt pending additional funds. The program has a history of poor attendance, primarily because students do not have transportation home. Funding would help to address this need and also purchase research-based materials for use by tutors during the after school program.

Recommendations

1. Lihikai is challenged by the size and diversity of its enrollment. The principal, coach, and teachers are concerned by the inadequate supply of core instructional materials (i.e., too few for the number of students). Extended instruction for students needing increased intensity, including ELL's, is also proving to be a challenge. The after-school program needs supplementary instructional materials, increased access, and well-trained tutors. Funds for substitute teachers would increase opportunities for Likikai faculty to observe classrooms of highly skilled teachers and to collaborate with colleagues, the reading coach, and the principal on important instruction-related decisions.

2. Two of DIBELS' more common uses are as "check" on a program's effectiveness and as a tool for monitoring individual students' progress against important benchmarks. Progress monitoring is *most* useful when the teacher is involved in its administration, because the process of administering the measures often provides useful instructional information beyond what is available from the results alone. When used as a measure of program effectiveness, third-party administration may be preferable, since it is generally more reliable and less biased. Having PTTs administer progress monitoring assessments is reasonable as long as they are well trained and carefully supervised and as long as teachers are given time to debrief, review student scores, and participate in data-based instructional decision making.

3. The teachers would benefit from more professional development on the effective and efficient use of small groups and on differentiating instruction within small groups, even when they are seemingly homogeneously grouped.

Pearl City Elementary School

Leadership

Pearl City Elementary School is fortunate to have strong leaders in the principal and reading coach positions. The coach and principal are committed to their teachers and to their goal of having more students reading on grade level. The reading coach has been at Pearl City Elementary for several years. The role of the reading coach has not changed, although there is a greater emphasis recently on transitioning more responsibility to teachers. Progress monitoring is an area of particular focus in this respect. While the leadership team is skilled at collecting and using DIBELS data, teachers are less confident. Continuing professional development is being provided as a means of increasing school-wide capacity for using data with increasing sophistication. At the year's outset, these opportunities primarily consisted of teacher workshops. More recently, the coach has created mentoring relationships with teachers and will be transferring many of her responsibilities, including those related to data. She is also creating collaborative groups so that teachers can become more reflective and work with their grade-level colleagues or with teachers from other grades.

For the principal and coach, the goal is to build pockets of expertise throughout the school (other teachers, etc.) and to promote among teachers greater reliance on colleagues for reading and Reading First-related technical assistance. The coach and principal are committed to observing classroom instruction and providing feedback. They also provide occasional modeling. However, given the variety of their responsibilities, they have fewer opportunities than they or their teachers would like for doing so, a reality that only underscores the need for increasing capacity across the school.

Program Coherence

Teachers in grades k-2 use the Open Court program as they have been for the past six years. They received training during its first year of use. The school purchased Harcourt Trophies for grade 3 use this year and teachers recently participated in training. The goal is to transition all teachers and grades into the Harcourt program while continuing to supplement the program as they currently do with programs such as Read Well and Read Naturally.

The teachers feel comfortable with the Open Court program, most having taught it for several years; however, the 3rd grade teachers are positive thus far about the Harcourt series, preferring it to Open Court. They support the plan to vertically align the reading curriculum, feeling that it would create more consistency and facilitate cross-grade collaboration.

Teacher Knowledge and Skills

Most teachers spoke knowledgeably about effective reading instruction. They have achievement goals for their students and they seem committed to implementing the core program and principles of Reading First with fidelity, although a majority of the teachers report that they would like more Reading First specific training opportunities. They also report a lack of consistency across grade levels since not all are using the same core program.

The observed kindergarten teacher demonstrated excellent pacing and was able to provide frequent feedback to students. Other teachers relied on the use of the teacher manual, and their pacing was slower and student engagement was lacking. A majority of the teachers would like additional professional development or modeling from the reading coach, particularly on strategies for differentiating instruction and creating effective small groups.

The use of assessment data is a strong point at Pearl City. All teachers conduct their own progress monitoring. They use the data to organize instruction and to explain progress to parents. They hold two parent conferences annually to report the most current data to parents. In general, teachers benefit from opportunities to collaborate with colleagues and interact with school leadership, though most teachers would welcome additional opportunities for collaborative articulation and feedback from the reading coach and principal. More consistent assistance from PTTs was also mentioned as a need.

Professional Development

In general, teachers were comfortable with the training they received regarding their chosen reading program. Many also participated in training by Angela Myer and Anita Archer and by trainings offered by the school district. Many of these were followed by debriefing sessions or follow up visits by consultants. The need for "refresher" professional development was mentioned by a majority of teachers. They report occasional follow-up support from the reading coach, but given the demands on her time, it is difficult for her to consistently provide feedback and support. One concern expressed by many teachers was that only their 1st grade teachers had

been to Reading First training and many will not go until next semester. They expressed concern about their relative lack of knowledge regarding the principles of Reading First.

Resources

Classrooms were adequately equipped with materials to support the core reading program. The principal and coach commented on the need for supporting personnel instead of purchasing materials. The principal felt strongly that having more personnel would be beneficial to the teachers. While teachers appreciate the support they have gotten from PTTs, they feel that the PTT support is still inadequate and would also like access to more materials such as leveled readers for some of their more struggling readers in the younger grades.

Recommendations

1. School leaders and teachers have requested and would benefit from more additional time to collaborate within and across grade levels. A desire for additional professional development was also expressed. Teachers report a strong interest in learning more about the principles that underpin Reading First. They would also be interested in continuing support from the reading coach and principal on differentiating instruction, using small groups effectively, and pacing instruction while providing corrective feedback to students.

2. Teachers are interested in vertically aligning their reading program. They would adopt a k-3 core reading program.

3. The teachers appreciate the support from the PTTs; however, they would like to see greater consistency (due to chronic absenteeism and having to spread PTT support among many teachers).

Blanche Pope Elementary School

Leadership

The principal and the reading coach at Blanche Pope are committed to implementing a high quality reading program. They appear to be on the right track. Being a part of past reading initiatives such as the Reading Excellence Act has helped Blanche Pope become comfortable with principles of Reading First such as administering DIBELS for progress monitoring purposes and implementing a research-based core program such as Success for All, which they are currently using. The coach and principal are now extending this knowledge by transferring the responsibility of progress monitoring to individual teachers in an effort to help them become more active in the assessment and instructional decision-making process and to increase their understanding of how data correlates to instructional decisions. The coach and principal continue to help monitor student progress. For example, every 8 weeks they monitor progress and adjust student groups based on data. They also provide extra support for students who are on the boundary between emerging and on track.

While the coach and principal have scaled back on the amount of modeling and the number of classroom visits since the beginning of the year due to their increasing responsibilities, they try to visit classrooms as often as possible to provide positive feedback and some sort of suggestion for growth for the teachers. The coach reported that one of her goals is to help teachers to implement strategies that they learn from professional development sessions (such as the TRAs) in appropriate and effective ways and to be reflective about their instruction and how their student data informs the instruction. A similar goal is for the teachers to rely less on the "script" in the core program and realize that the objectives specified in the program can often be met using a variety of materials and approaches. The coach and the principal initiated and participate in professional learning teams designed to give teachers opportunities for articulation and collaboration. They report that teachers would benefit from more time for within school collaboration.

Program Coherence

All classes are using Success for All as their core reading program. They have been using this program for 12 years and despite teacher turnover, most have participated in Success for All

training and all work several times a year with SFA facilitators and/or coaches. The third grade team noted that they have not received a lot of guidance or modeling from the SFA coach and would welcome more help and feedback. Most teachers feel fairly competent teaching the program, though a few are still struggling to learn the curriculum. This latter group would benefit from increased modeling from the reading coach, SFA consultant, or more seasoned colleagues.

Teacher Knowledge and Skills

The teachers are committed to implementing a quality reading program for their students. They face challenges, including large class sizes and gaps in professional development (e.g., not all teachers have participated in training such as the TRAs). The teachers are overwhelmed with paperwork and they are struggling to "get a handle" on the "Reading First way." They feel strongly that training specific to Reading First would be of tremendous benefit. They spoke positively about the reading coach's knowledge base and understanding of Reading First, but report a need for more coaching and feedback. Several teachers in observed classrooms relied heavily on the reading program manual during instruction.

Teachers are participating in progress monitoring and instructional decision-making. The professional learning team time set aside for teachers to increase collaboration has increased communication, but teachers report a need for additional time for collaboration, smaller class sizes, and more support from the reading coach and/or PTTs.

Professional Development

Teachers participated in training this year if they had not had the opportunity in the past as part of the REA. The teachers also receive support from district professionals and from SFA consultants when the school requests help. The reading coach offered professional development at the beginning of the year. Teachers report that they benefited from participating in the TRAs.

Resources

Classrooms were adequately supplied with materials related to the core reading program. Several teachers mentioned a need for additional supplementary materials. Teachers in kindergarten and 1st grade suggested more tactile materials to use for instruction and having at least one workbook per student.

Access to PTTs is inconsistent. The kindergarten teacher has two parent volunteers, but she rarely has help from PTTs. She believes that PTT support along with help from the EAs would greatly enhance instruction. Among other teachers, there is some PTT help, but chronic absenteeism was mentioned as a concern.

Recommendations

1. The principal and coach emphasize the importance of not being "tied" to the program; however, teachers would like additional program-specific training, with the goal of maintaining implementation fidelity. Many teachers report an interest in attending RF training, as well. While they appreciate the input of colleagues who have attended, they would like an opportunity to participate directly.

2. Teachers also report a need for more time to collaborate and communicate with the other teachers in their own school. They also expressed a need for more modeling from the coach, principal, and consultants on strategies for aligning instruction to student needs.

3. While the teachers are making an effort to help struggling readers outside of class, they may benefit from training in how to differentiate their instruction for struggling readers and how to effectively provide small group instruction. There was very little small group instruction in the observed classrooms and while students are grouped fairly homogeneously for instruction using the core program, they can still benefit from differentiation.

Wahiawa Elementary School

The site visit to Wahiawa included classroom observations in kindergarten through third grades, intervention session observations, a teacher focus group, and interviews with the principal and Reading First coach. Findings from this site visit are summarized in five categories representing a school's capacity to improve student achievement. The five categories are: leadership, program coherence, teacher knowledge and skills, professional development, and resources.

Leadership

Wahiawa benefits from the strong leadership provided by the principal and the reading coach. Both demonstrated familiarity with the school's core curriculum, interventions, and the strengths and weaknesses of the faculty and student body. The principal seems committed to improving reading achievement at Wahiawa by ensuring that students receive appropriate and effective interventions. For example, she recognized that not having the part-time English as a Second Language (ESL) teacher participate in the Teacher Reading Academies (TRAs) was detrimental to those students who received ESL services. Next year, a "very strong" kindergarten reading teacher will occupy the ESL position full-time. The principal hopes that the implementation of the interventions will be more sophisticated and will begin at the start of the school year.

The reading coach is a veteran special education teacher on campus. While she was familiar with the "big ideas" of reading and effective reading strategies prior to taking this position, she feels that she learned a lot of new content and strategies through the RF trainings. The reading coach identified one of her biggest challenges as building working relationships with all of the teachers. She reported that she had made progress in both areas. While not all teachers are comfortable with her modeling strategies in their classroom, they all welcome her coming into the classrooms for observations.

The principal asked the reading coach to focus on second grade in particular this year as there was a large number of struggling readers in this grade. The reading coach worked within each second grade classroom during the Language Arts block weekly to help students practice fluency in small groups. As evidenced by the progress shown by this grade on the school progress chart (prominently displayed in the teachers' lounge), this focus has been beneficial.

Next year, the reading coach will be returning to the special education classroom fulltime. The school's Success For All coordinator will become the reading coach. The incoming reading coach is familiar with the principles of RF as she helped write Wahiawa's initial grant application and has attended some of the RF trainings. The principal would like the reading coach to focus less on the core program and more on the intervention piece and working with parents.

Program Coherence

Wahiawa adopted Success For All as the core curriculum seven years ago. Indeed, most of the observed teachers were fluent in their instructional delivery of the core and relied little on the teachers' manuals. Students are grouped homogeneously across grade for the Success For All reading block, which lasts 90 minutes. The transition time before and after the reading block seemed smooth with little lost instructional time. In addition, each grade spends additional instructional time at grade level on language arts. The principal and reading coach would like for teachers to become more fluent with effective instructional approaches for teaching reading (particularly vocabulary) across the content areas so that students are receiving reading instruction throughout the school day.

While a Success For All tutoring program has long been in place (offered daily to intensive students on a one-to-one basis by a part-time teacher), non-Success For All interventions did not begin until after the first quarter. The delay was partly due to scheduling challenges as well as helping the reading coach become more familiar with the programs available. The reading coach was particularly grateful to the state RF personnel for allowing her to "check out" available intervention programs to determine which interventions would be most effective at Wahiawa. Some of the programs adopted include Early Reading Intervention, Phonics for Reading, Alfie's Alley, and Read Naturally. The reading coach delivers the Read Naturally instruction to second and third graders four times a week. She reported that the students are enjoying using the computerized version and are excited to see their own progress.

Teacher Knowledge and Skills

All teachers spoke knowledgeably about the components of effective reading instruction and were enthusiastic regarding their students' progress. The strength of the instruction varied from classroom to classroom; however, the observed instruction in kindergarten was particularly strong. Student engagement was not as high as it could have been in some of the classrooms.

However, it was the last day of Success For All instruction as well as the week of the school's May festival; off-task behavior is almost to be expected with those distractions.

The teachers reported that the data showed that the interventions were effective with their students. The leadership team at Wahiawa reported that some of the teachers were initially wary about having their students attend non-Success For All interventions due to the high teacher buy-in to the core curriculum. They believe that teachers are beginning to appreciate the flexibility that Reading First has given Wahiawa to offer more interventions in support of Success For All.

One of the reading coach's goals was to help teachers implement effective reading strategies across content areas. The reading coach and the principal identified several teachers as still struggling with this, but they believe that most teachers (particularly in kindergarten and second grade) have made progress.

The leadership team reported that the faculty's data literacy was increasing as teachers were beginning to become more facile with using the data to select students for intervention and flexible grouping. One teacher shared that she had identified trends in her class in terms of areas of need; she then focused her instruction on those areas. Initially, the teachers and the leadership team were overwhelmed with progress monitoring all the students who required it. The principal helped several teachers modify their schedules to decrease the amount of lost instructional time and increase opportunities for progress monitoring. Additionally, the reading coach trained several part-time teachers on DIBELS to assist the classroom teachers. The teachers still administer most of the measures, with the part-time teachers assisting those who have large number of strategic or intensive students or who have fallen behind.

Professional Development

One of the principal's goals for Reading First at Wahiawa was for the faculty to become more proficient reading teachers through the professional development opportunities. The reading coach and the teachers commented that the TRAs were very helpful in terms of giving them more ideas for teaching reading. The teachers felt that the sessions themselves were of adequate duration; they would like refreshers on the TRAs prior to or at the beginning of the next school year. The teachers and the leadership team identified the training by Anita Archer as particularly valuable. The leadership team would like teachers to use the strategies presented in this workshop more frequently across content areas. The teachers who did not attend the Anita

Archer training would like to access the material if they are unable to attend the training themselves in the near future.

The reading coach reported that the coaches' meetings were very valuable and that the state RF personnel were extremely accessible. The principal found that having the reading coach off-campus during the first week of school for training was detrimental; she believes that the first week of school is "crucial' and the reading coach should be on campus, if at all possible.

Resources

Classrooms at Wahiawa were warm and inviting. They were well stocked with materials from the core curriculum. Part-time teachers and educational assistants were observed in several of the classrooms. Wahiawa benefits from the presence of several retired teachers who work part-time helping with literacy instruction.

A strong focus on literacy achievement was evident campus-wide; for example, on the day of the site visit, particular classrooms were celebrated on the televised announcements for the most visits to the library and books read during the school year.

Recommendations

1. A change of reading coaches this summer may compromise some of Wahiawa's progress. While the new reading coach is very familiar with the teachers, the school, and the core curriculum due to her previous role as the Success For All coordinator, it will be important that she becomes familiar with the interventions the school offers as well as other pieces of RF (progress monitoring measures, TRAs, etc.), if necessary. The principal is hoping to begin offering interventions at the start of the school year, meaning that the reading coach will need to be as familiar as possible with all the interventions in order to be able to quickly and appropriately place students and support teachers.

2. If the state RF program does not offer a refresher course of the TRAs, the reading coach can offer these as a professional development opportunity at the beginning of the school year. As the reaching coach will be new to this position next year, this professional development may also better familiarize her with the content of the TRAs. Similarly, the teachers who did not have an opportunity to attend the Anita Archer trainings should be offered a mini-workshop on campus where they can be exposed to the content. This mini-

workshop could potentially serve as a refresher for those teachers who were able to attend it previously.

3. In order to maximize the impact of professional development and to sustain teachers' growth in knowledge and skills, Wahiawa might consider developing a program where content from professional development opportunities is shared school-wide. On other RF campuses, the reading coach is responsible for sharing the content; elsewhere, the teachers who attended the professional development present the material to the other faculty during staff meetings.

Appendix B

**Individual Data Figures
for Visited Cohort C Schools**

Honokaa Elementary

Kindergarten – ISF & PSF
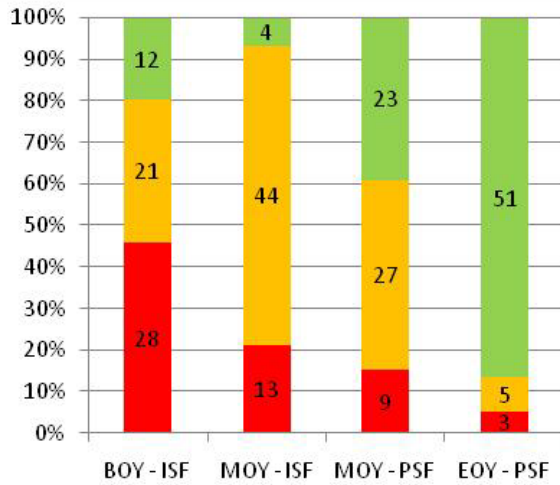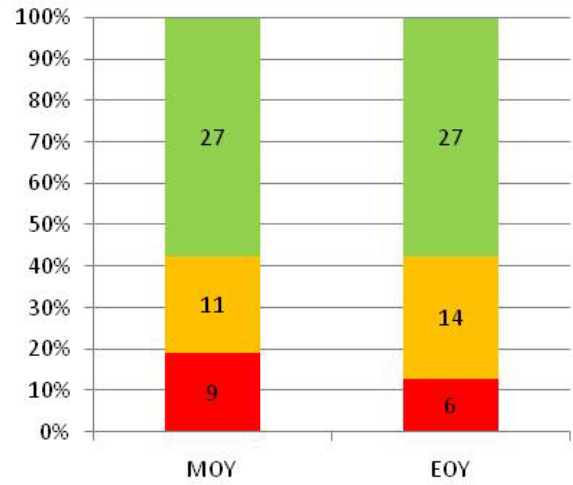
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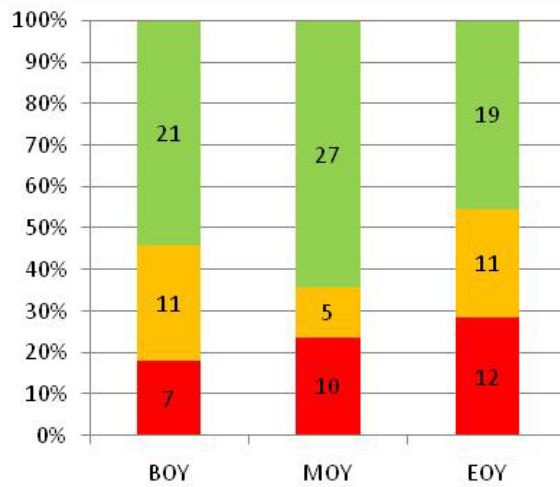
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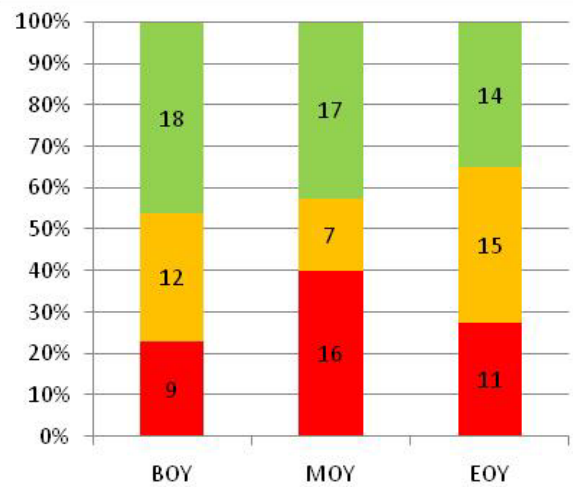
Grade 3 – ORF

Kapiolani Elementary

Kindergarten – ISF & PSF
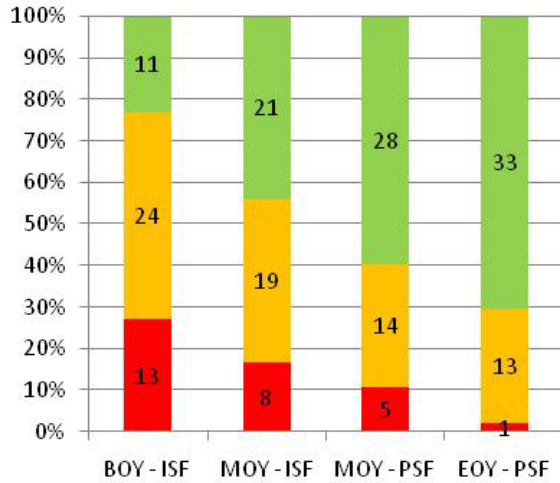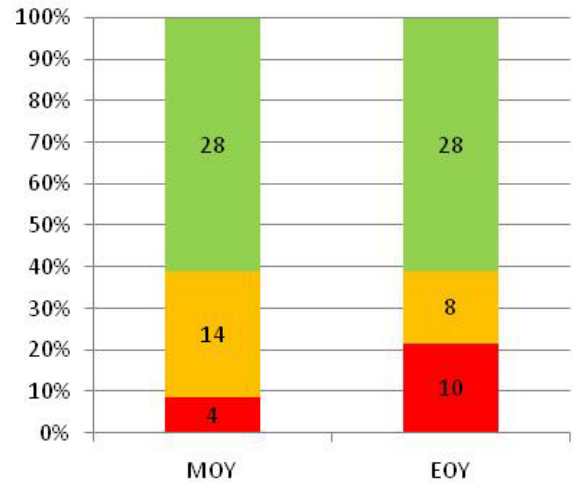
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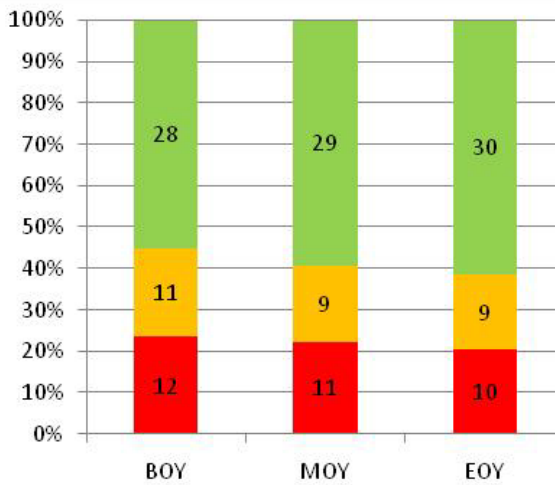
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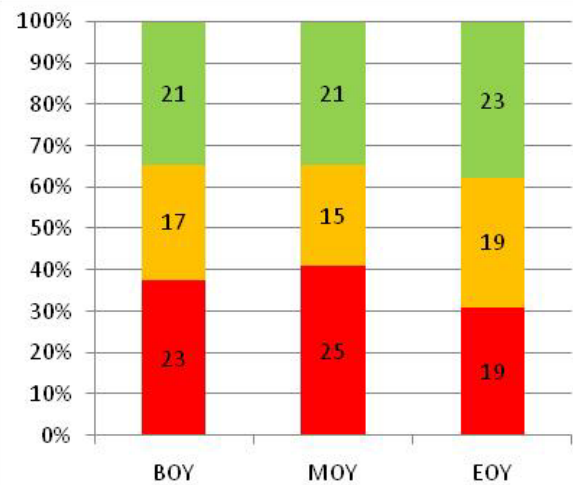
Grade 3 – ORF

Lihikai Elementary

Kindergarten – ISF & PSF
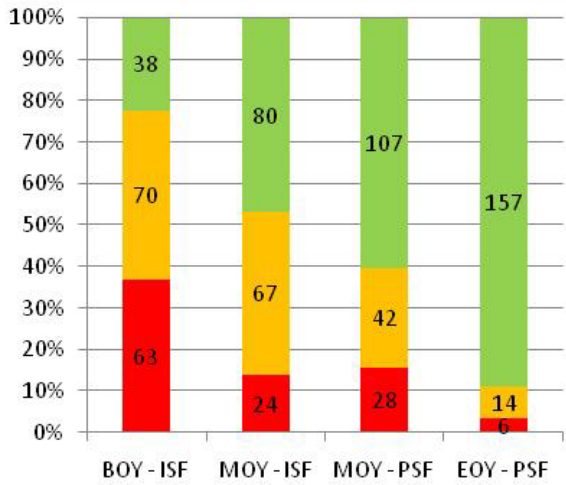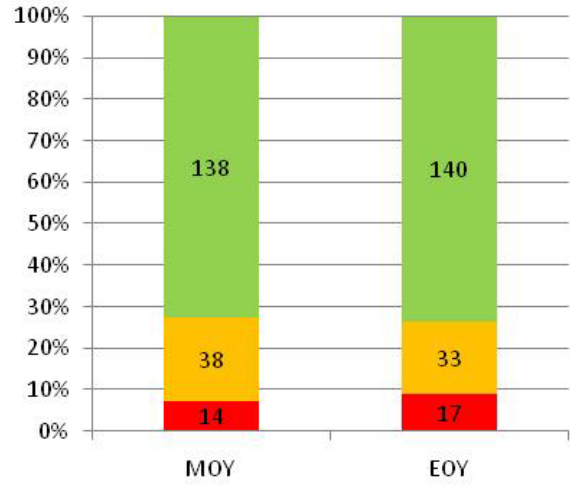
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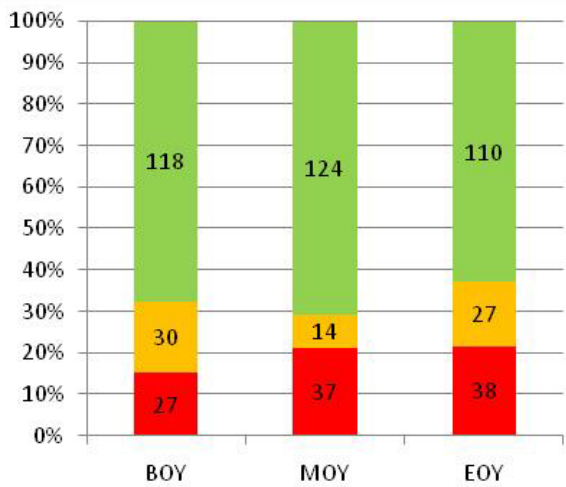
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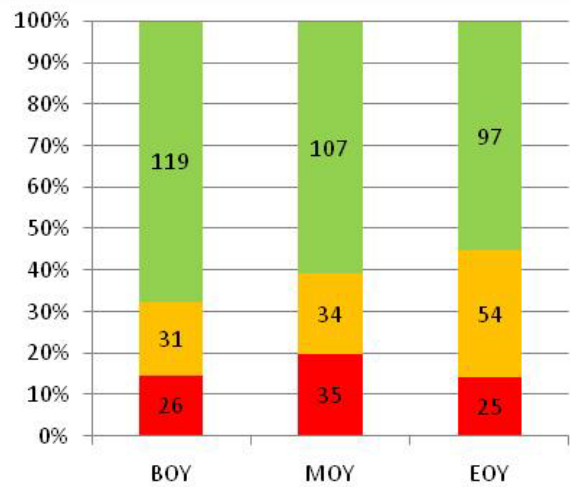
Grade 3 – ORF

Pearl City Elementary

Kindergarten – ISF & PSF
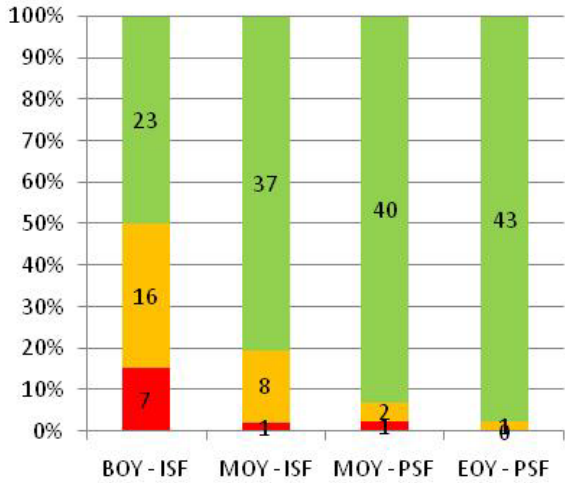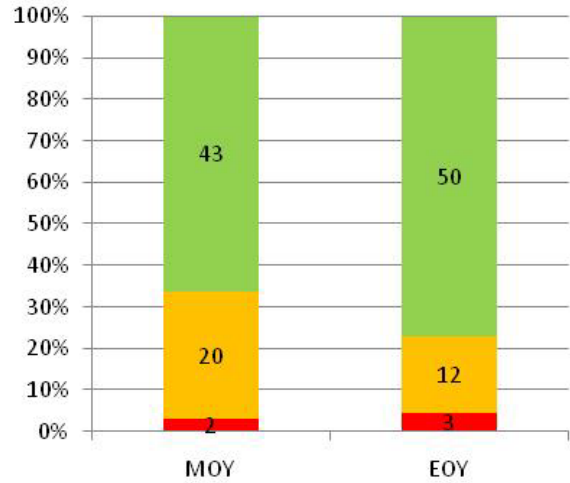
Grade 1 – ORF
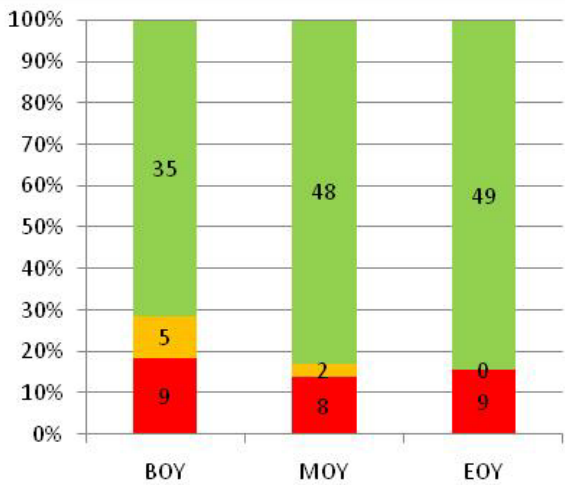
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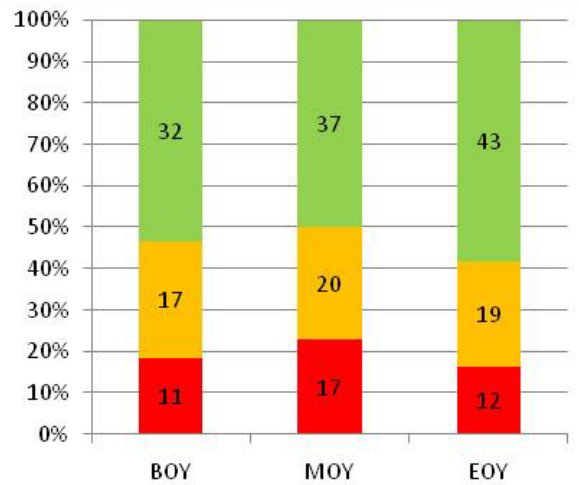
Grade 3 – ORF

Pope Elementary

Kindergarten – ISF & PSF
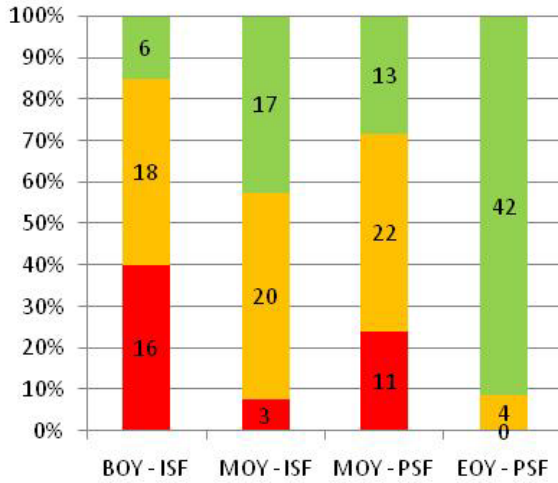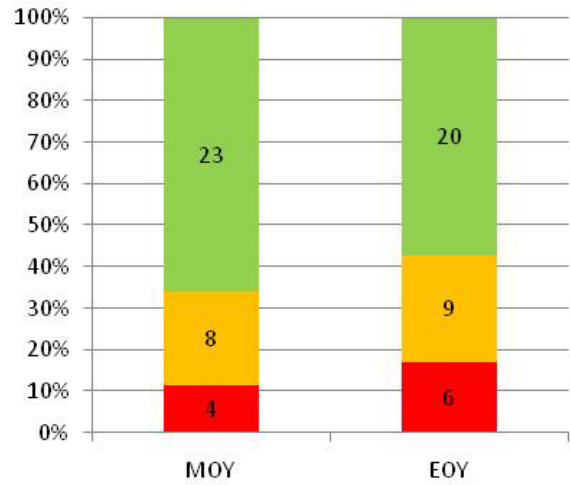
Grade 1 – ORF
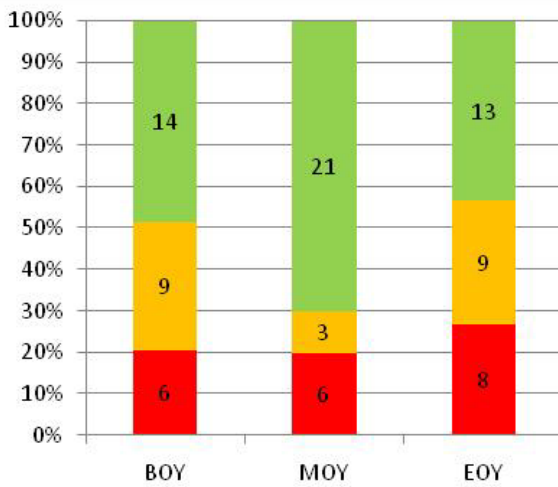
Grade 2 – ORF
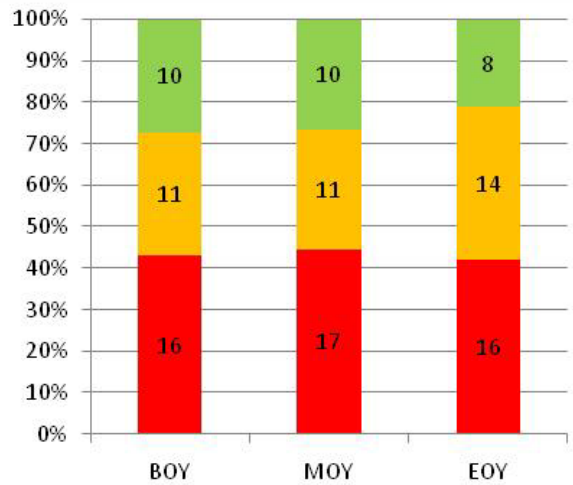
Grade 3 – ORF

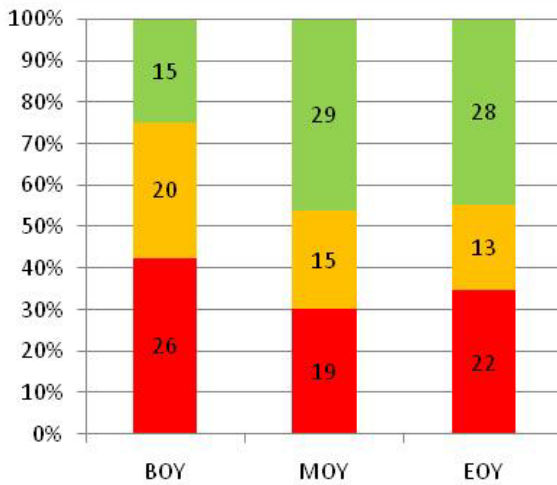# Wahiawa Elementary

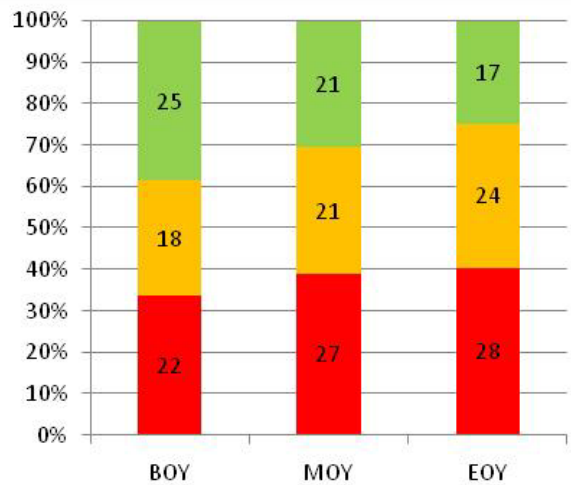### Kindergarten – ISF & PSF
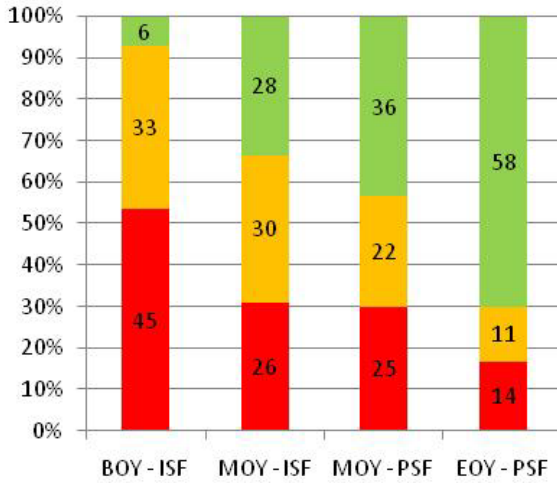
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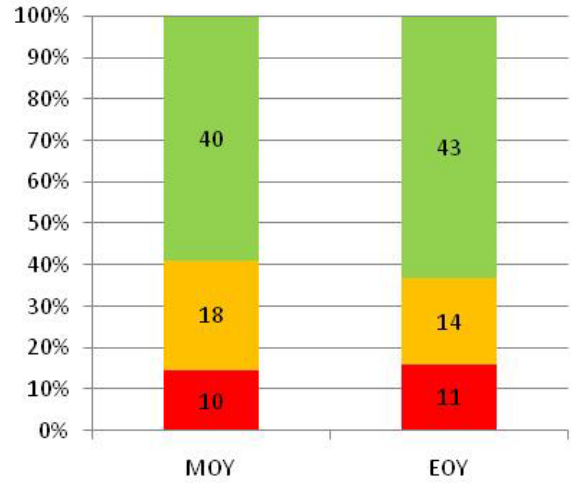
Grade 2 – ORF

Grade 3 – ORF

Appendix C

**Observed Instructional Content
in 2006–2007**

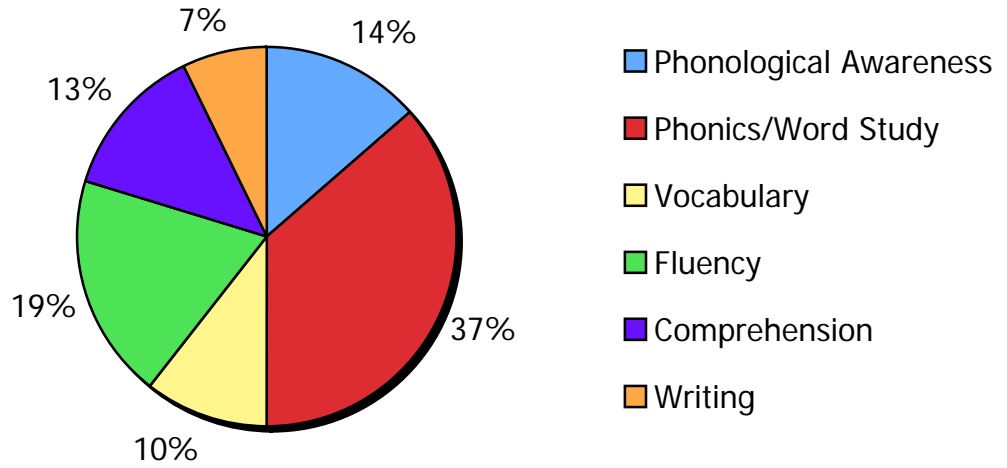**Figure 1: Kindergarten Instructional Content in 2006–2007**

- Phonological Awareness
- Phonics/Word Study
- Vocabulary
- Fluency
- Comprehension
- Writing

Figure 2: First Grade Instructional Content in 2006–2007

- Phonological Awareness
- Phonic/Word Study
- Vocabulary
- Fluency
- Comprehension
- Writing

Figure 3: Second Grade Instructional Content in 2006–2007

Legend:
- Phonological Awareness
- Phonics/Word Study
- Vocabulary
- Fluency
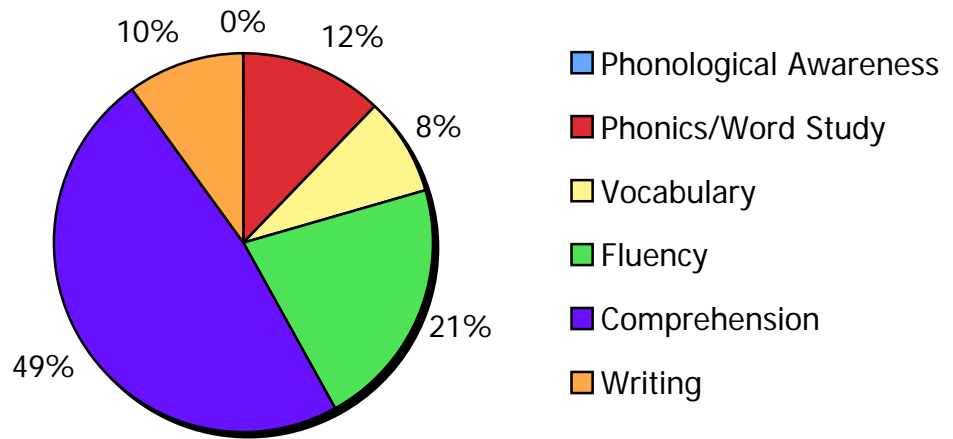- Comprehension
- Writing

Values: 0%, 12%, 8%, 21%, 49%, 10%

Figure 4: Third Grade Instructional Content in 2006–2007

Legend:
- Phonological Awareness
- Phonics/Word Study
- Vocabulary
- Fluency
- Comprehension

Values: 0%, 13%, 14%, 29%, 44%