ILLINOIS READING FIRST PROGRAM

Evaluation Report

FINAL

2006-2007

prepared by:

MGT OF AMERICA, INC.

2123 CENTRE POINTE BOULEVARD
TALLAHASSEE, FLORIDA 32308

TABLE OF CONTENTS

PAGE

1.0   INTRODUCTION

1.0 INTRODUCTION

The *No Child Left Behind Act of 2001* (NCLB) established the Reading First initiative. Signed into law in January 2002, this act dedicated funds to improve K-3 reading instruction and student achievement so that all students would be successful readers by the end of third grade. School districts that are eligible to receive Reading First funds have a significant number of children and families living in poverty who require additional, resources, services, and instructional enhancements to ensure literacy development. The Illinois Reading First (ILRF) program began in fiscal year 2003. During the 2006-2007 academic year, participating schools were in varying degrees of implementation, ranging from their first year to their fourth year.

NCLB requires that states evaluate their Reading First program. To meet this requirement and to contribute to results-based management of ILRF, the Illinois School Board of Education (ISBE) contracted with MGT of America, Inc., in November of 2006 to conduct an external evaluation of the state's Reading First program. The purpose of the ILRF evaluation for 2006–2007 was to describe the status of the implementation process for the year and assess the program's impact on improving reading achievement for all children in grades K-3, including students in the NCLB targeted sub-groups (i.e., high-poverty, race/ethnicity, students with disabilities and students eligible for English language learner programs). Twenty school districts (151 schools) participated in the Illinois Reading First Statewide Program during the 2006-2007 academic year.

1.1 Overview of Reading First

Reading First is an intense nationwide effort to enable all students to become successful early readers and to ensure that children in high-poverty schools receive effective reading instruction in the early grades. The initiative builds on the findings of years of scientific research, which were compiled by the National Reading Panel (NPR).

Thirty-six percent of American students cannot read at a basic level by fourth grade. To address the nationwide reading deficit, the Reading First initiative charges states with reforming reading instruction. The focus of the initiative is twofold: (1) to raise the quality of classroom instruction by providing professional development for teachers using scientifically based reading research (SBRR) and (2) to ensure accountability for student learning through the use of ongoing screening, diagnostic, and outcome assessments to monitor student progress.

As a classroom-focused initiative, Reading First establishes specific expectations for literacy instruction for all students. Teachers' classroom instructional decisions must be grounded in research-based best practices, and instruction must systematically and explicitly teach the five essential elements of reading:

- Phonemic awareness – the ability to hear, identify, and play with individual sounds or phonemes in spoken words.

- Phonics – the relationship between the letters of written language and the sounds of spoken language.

- Fluency – the capacity to read text accurately and quickly.

- Vocabulary – the words students must know to communicate effectively.

- Comprehension – the ability to understand and gain meaning from what has been read.

States receive funding based on a formula incorporating the number of low-income students in the state. States that receive funding must distribute subgrants through a competitive application process to eligible school districts. [1]

Reading First funds must be used to provide teachers with the resources and tools necessary to improve instruction. Specifically, states may allocate funds to organize additional professional development, to purchase and develop high-quality instructional materials, or for assessments or diagnostic instruments to monitor student performance.

Early Benefits of Reading First

Emerging evidence suggests that Reading First may have a positive influence on its stakeholders (students, teachers, school districts, and states). In a recent U.S Department of Education (2006) report examining the Reading First program nationally, it was found that schools implementing Reading First were more likely to be using the components legislated for the Reading First program, teachers were more likely to place struggling students in intervention, and staff were more likely to get professional development as compared to Title I schools. In addition, states are reporting positive anecdotal evidence from the initiative, including more extensive professional development activities in SBRR practices, additional instructional resources, improved morale, more effective instruction, and in some cases higher test scores (Manzo, 2005).

The National Assessment of Educational Progress (NAEP) or National Report Card data from 2007 provide further evidence in support of NCLB and Reading First. The National Report Card data are reported for long-term trend assessments and state-by-state assessments. These data are provided by the National Center for Education Statistics (NCES) within the Institute of Education Sciences of the U.S. Department of Education.

The 2007 NAEP findings related to reading test scores include the following:[2]

- Reading scores have increased by four points since 1992.

- Achievement gaps between white and Hispanic American and white and African American fourth graders are closing, with reading scores

---

[1] U.S. Department of Education, *ED.gov*, www.ed.gov/programs/readingfirst/index.html.
[2] http://nces.ed.gov/nationsreportcard/reading

for Hispanic American and African American students reaching an all-time high.

■   Achievement gaps between white and Hispanic American eighth grade students are at their lowest point since 1994.

■   Forty-eight states either improved or remained steady for fourth and eighth grade reading scores.

Thus, while challenges in implementing RF have been noted (e.g., reports of difficulties obtaining good coaches and trainers, complaints that programs are implemented too strictly and that instructional programs selection is biased toward certain commercial products), initial accounts of the positive benefits that can be tentatively (pending results from rigorously designed impact studies) attributed to NCLB and the Reading First initiative are encouraging (Manzo, 2005). These positive findings are likely due in part to the commitment of the school, district, and state personnel charged with implementing Reading First and in part to the efforts of the councils and committees who have provided practical evidence-based information on what works with regard to reading instruction.

1.2   *Overview of Illinois Reading First*

The focus of the Illinois Reading First grant is to support school districts and schools in their efforts to implement a comprehensive reading program for K-3 students that is grounded in SBRR, including the five essential components of effective reading instruction (phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension strategies). The major goal of the program is to assist school districts in applying this research in the classroom. The program provides for the implementation of proven instructional and assessment tools designed to teach all children to read well.

A primary component of ILRF is a comprehensive professional development system. Professional development is offered to principals, coaches, and teachers at the state, district, and school levels. The professional development system provides training not only in the essential elements of reading but also in the process of effective reading instruction. Classroom teachers are trained to effectively screen, identify, and overcome reading barriers that their students face in the classroom on a daily basis.

The responsibilities of districts receiving grants in each of four categories (assessments, instructional program, instructional leadership, and professional development) are shown in **Exhibit 1-1**. This information can also be found on the ILRF evaluation website.

EXHIBIT 1-1
EXPECTATIONS FOR READING FIRST GRANT RECIPIENTS

Assessments

1. Assure the State that screening, diagnostic, progress monitoring and outcome assessments are utilized as identified by the State, are aligned with scientifically based reading research, are valid and reliable, and are aligned with the instructional program.

2. Have a defined schedule for assessments that are appropriate for the skills and goals of particular grades.

3. Use assessment data to inform instruction and make decisions about appropriate interventions, programs, strategies and differentiated instruction.

4. Meet the needs of all K-3 students both in accelerating performance and monitoring progress of their literacy.

5. Assure the State that the district will commit to funding for purchase and administration of the DIBELS, and other progress monitoring and/ or diagnostic tests; and for the training of staff in all assessment aspects.

6. Assure the State that the district will sign and release report reading achievement data from ISAT or IMAGE in Spring, and DIBELS in Fall, Winter and Spring to the Reading First Management Team.

7. Assure the State that the district will participate in local, State and national evaluation of Reading First.

8. Recognize the importance of maintaining consistency in staff and building status for statewide and national research studies and ensure that priority status will be given to Reading First buildings to maintain consistent staff, students, and leadership.

Instructional Program

1. Adhere to the required ninety minute, uninterrupted, daily reading block dedicated solely to teaching the five essential elements of reading instruction as described in this RFP.

2. Implement comprehensive reading programs that are based on scientifically based reading research and which provide instruction to all K-3 students.

3. Employ instructional strategies to teach the five essential components of reading and effective program elements.

4. Align the scientifically based reading program with the Illinois State Learning Standards and Performance Descriptors.

5. Select and implement scientifically based instructional materials including supplementary materials and intervention programs, and integrate those materials within the comprehensive reading program.

6. Use such materials for their intended purpose, align materials with a coordinated instructional sequence, and provide explicit instruction and ample practice opportunities.

EXHIBIT 1-1 (Continued)
EXPECTATIONS FOR READING FIRST GRANT RECIPIENTS

Instructional Leadership

1. Adhere to the required ninety minute, uninterrupted, daily reading block dedicated solely to teaching the five essential elements of reading instruction as described in this RFP.

2. Implement comprehensive reading programs that are based on scientifically based reading research and which provide instruction to all K-3 students.

3. Employ instructional strategies to teach the five essential components of reading and effective program elements.

4. Align the scientifically based reading program with the Illinois State Learning Standards and Performance Descriptors.

5. Select and implement scientifically based instructional materials including supplementary materials and intervention programs, and integrate those materials within the comprehensive reading program.

6. Use such materials for their intended purpose, align materials with a coordinated instructional sequence, and provide explicit instruction and ample practice opportunities.

7. Identify instructional leadership in literacy including: designated individuals with sufficient time and expertise to provide leadership; authority to make decisions; provide training for principals and building leaders; provide training in the essential components of reading and application to instructional programs for teachers within the RF schools; align the reading curriculum to the Illinois Learning Standards and Performance Descriptors and evaluate district and school reading progress; analyze achievement data; and commit to ensuring instructional leadership continuity.

8. Respect and adhere to the required dedication of reading coaches to Reading First only duties.

9. Recognize the importance of stability and consistency in building leadership and teaching staff.

Professional Development

1. Assess professional development needs, deliver and sustain meaningful professional development in the essential components of reading instruction; scientifically based instructional programs, materials, and strategies; and screening, diagnostic, progress monitoring and outcome assessments to the K-3 teachers, and provide to K-12 special education teachers, and to administration.

2. Articulate a full range of professional development experiences with sufficient time for teachers to study, observe, practice, apply and evaluate their implementation of strategies and methodologies.

3. Ensure that grade level meetings with the literacy coach will occur weekly as part of the on-going support in professional development.

4. Provide assurances that the building leadership will participate in professional development concerning the current research in the five essential components of reading instruction.

5. Ensure that reading coaches and principals will meet at least monthly to analyze student data, assess program effectiveness based upon the results of those data, and make necessary program adjustments to further student achievement.

One hundred fifty-one schools in 20 school districts received an average of $247,291 in Reading First funds for the current funding period. Of the 150 schools listed, 149 are listed as Title I schools, compared to 96 percent nationally. All schools receiving Title I assistance are receiving school-wide assistance. 58 of the Reading First schools are located in large cities, 15 are in mid-size cities, and 30 are on the urban fringe of a large city. One school is in a rural setting, and one other school is on the urban fringe of a mid-size city. The remaining schools are not identified by locale.[3]

1.3 *Purpose and Overview of the Report*

This annual report of findings for the 2006-2007 academic year provides an external evaluation of the implementation of Reading First projects funded through a subgrant process by ISBE.

Chapter 2.0 presents a description of the context of the implementation and key program components at the state and local levels. Chapter 3.0 discusses the methodology used for the evaluation. Chapter 4.0 presents the overall implementation status and perceived program effectiveness of ILRF. Chapter 5.0 examines changes in student performance in reading based on the common assessment measures used for state accountability of the Reading First program. Recommendations arising from the implementation, effectiveness, and impact evaluation are presented in Chapter 6.0. Appendix A supplements the information in the report.

---

[3] SEDL, Reading First Awards Database, www.sedl.org.

2.0   PROGRAM DESCRIPTION

2.0 PROGRAM DESCRIPTION

The overall aim of Reading First, part of the *No Child Left Behind Act of 2001,* is to ensure that all American children read at or above grade level by the end of third grade. Underlying Reading First is a fundamental belief that this goal can be achieved by teaching students in kindergarten through grade 3 to read through systematic instruction in reading programs that are grounded in scientifically based reading research (SBRR). Reading First established a nationwide commitment to support states and local school districts in their efforts to improve the quality and effectiveness of reading instruction for all students.

This chapter provides a description of the Illinois State Board of Education's (ISBE's) approach to implementing Reading First in its Third Round of funding beginning in the spring of the 2006-07 school year.

2.1 *Background on Reading Achievement in Illinois*

The 2007 National Assessment of Educational Progress (NAEP) shows that the United States has made progress in improving reading achievement over the past nine years, although performance for the past five years has only improved slightly. In 1998, 40 percent of fourth-grade students were unable to reach the Basic level of reading proficiency as measured by the NAEP.[1] In 2007, the percentage dropped to 34 percent. At the same time, the percentage reading at the Proficient or Advanced level increased from 29 percent in 1998 to 31 percent in 2007.

The NAEP 2007 Reading State Report shows that Illinois has only made slight gains from 2003 to 2007 in reading achievement for fourth-grade students. General findings from the report include the following:

- Illinois's fourth-grade students performed almost identical to students nationally in 2007.

    - The 2007 average scale score (scale: 0-500) for Illinois's fourth-grade students on the NAEP reading test (219) was only one point below the national average score (220) for public schools.

    - In Illinois, 39 percent of fourth-grade students were Below Basic, compared with 34 percent nationally.

    - In Illinois, 32 percent of fourth-grade students performed at or above the Proficient level of achievement in reading, compared with 31 percent nationally.

---

[1] U.S. Department of Education, National Center for Education Statistics, Institute of Education Statistics, October, 2007.

■ Illinois's fourth-grade students showed minimal progress from 2003 to 2007.

  – The average scale score in reading for fourth-grade students in 2007 (219) was not significantly higher than in 2003 (216).

  – The percentage of Illinois fourth-grade students scoring Below Basic improved by four percentage points, from 39 percent in 2003 to 35 percent in 2007, compared to the national average of 37 percent in 2003 and 34 percent in 2007.

  – The percentage of Illinois students performing at or above the Proficient level in reading improved slightly in 2007 (32%) from that in 2003 (31%).

■ The gap in performance for students in poverty improved from 2003 to 2007.

  – In 2007, students who were eligible for free/reduced meals scored an average of 28 points lower than students who were not eligible for free/reduced meals. In 2003, the average score was 35 points lower.

■ There was progress in narrowing the gap between minority and non-minority students.

  – In 2007, the gap in average scores between Black students and White students was 29 points, reduced from a 34-point gap in 2003. In 2007, Black students scored of average of 201 compared with 230 for White students.

  – In 2007, the gap in average scores between Hispanic students and White students was 25 points, reduced from a 31-point gap in 2003. In 2007, Hispanic students scored of average of 205 compared with 230 for White students.

Exhibit 2-1 compares Illinois's fourth-grade students with students nationally in terms of the percentage scoring Below Basic, Basic, Proficient, and Advanced in reading achievement in 2003, 2005, and 2007 on the NAEP reading assessment. **Exhibit 2-2** compares the average scale scores for the same years.

EXHIBIT 2-1
ACHIEVEMENT LEVEL ON NAEP IN FOURTH-GRADE READING: PERCENT OF SCORES BY PROFICIENCY CATEGORY COMPARING ILLINOIS TO U.S.
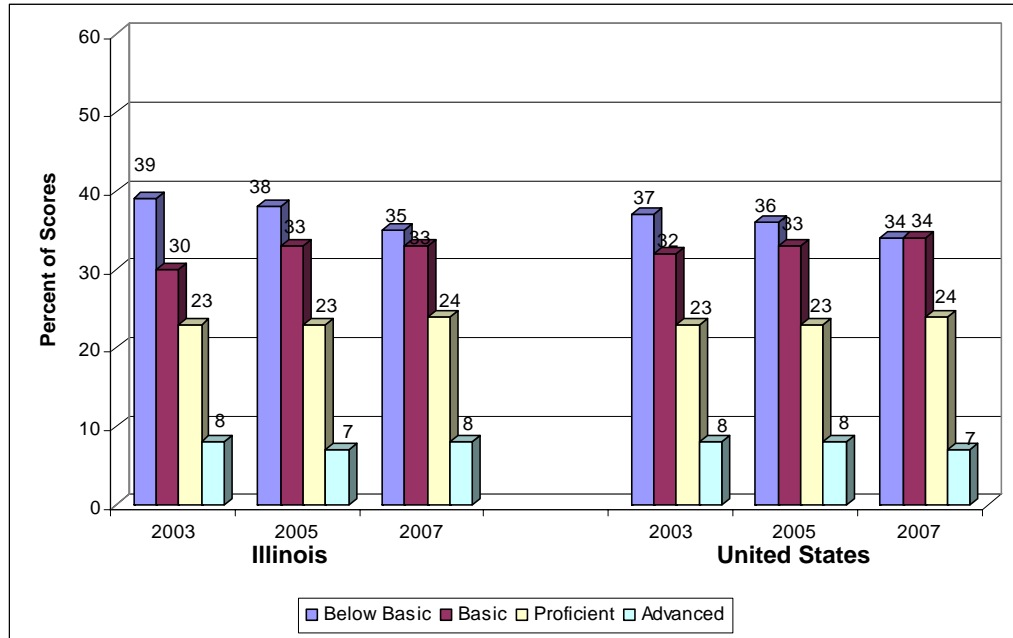
Source: U.S. Department of Education, National Center for Education Statistics, Institute of Education Statistics, *National Assessment of Education Progress*, October, 2007.

EXHIBIT 2-2
ACHIEVEMENT LEVEL ON NAEP IN FOURTH-GRADE READING: AVERAGE SCALE SCORES COMPARING ILLINOIS TO U.S.
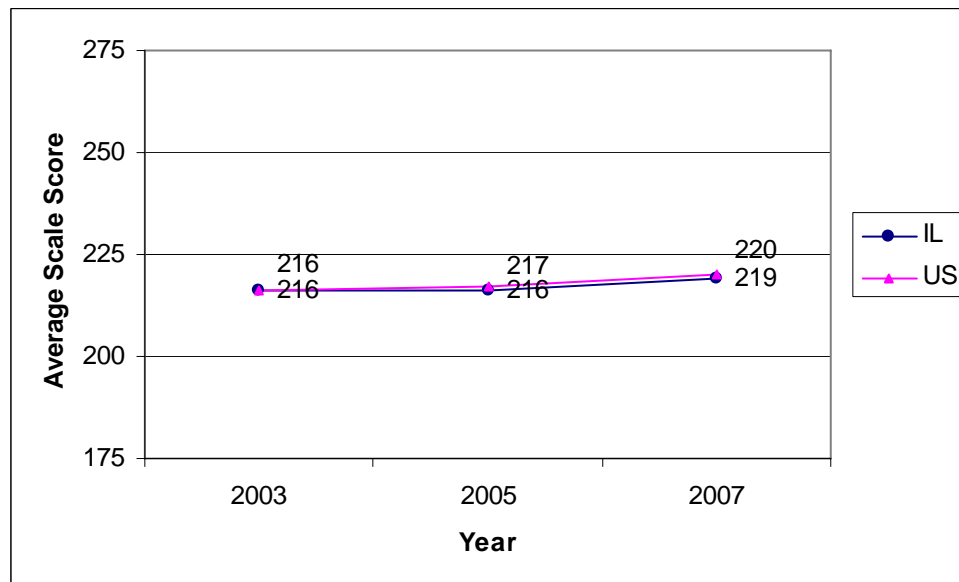
Source: U.S. Department of Education, National Center for Education Statistics, Institute of Education Statistics, *National Assessment of Education Progress*, October, 2007.

2.2   *Context of the Illinois Reading First Program*

The ISBE has had a long history of supporting reading but gave it special emphasis in 1997 through the Right to Read project. This was followed in 1999 by Governor George H. Ryan's creation of the Illinois Office on Literacy, the Governor's Advisory Council on Literacy, and the Illinois Reads initiative. The Illinois Reads initiative coordinates literacy programs to leverage resources and ensures that all agencies' efforts are aligned with the Illinois Learning Standards. State law was modified in 2001, changing the annual state block grant for local district K-6 reading programs to ensure reading improvement by:

- Narrowing the permissible uses of the funds.
- Focusing on student service and teacher training.
- Requiring greater accountability for results.

Illinois has established a strong policy foundation for reading achievement by focusing on student standards, educator standards, and program standards. In its application for federal funding under the Reading First program, ISBE identified the following strategies to target its needs and gaps in reading programs[2]:

- Develop a comprehensive plan for reading improvement that is grounded in SBRR.

- Increase the awareness of educators, parents, and the public regarding SBRR and its implications for teaching and learning.

- Strengthen quality and consistency of teacher inservice and preservice professional development that is grounded in SBRR.

- Build the capacity of the state's regional offices of education to provide statewide technical assistance and support for local implementation of Reading First.

- Expand the Illinois Snapshots of Early Literacy to include other assessments for use in classrooms.

- Provide greater support for and development of leadership in high-poverty, low- achieving schools.

- Coordinate and strengthen monitoring and accountability measures for reading.

Illinois has appointed a Reading First Leadership Team to review and guide the state's implementation of the program.

---

[2] Illinois Reading First Federal Grant Application, June 3, 2002; page 8.

2.3 *Overview of the Illinois Reading First Grant*

2.3.1 *Application Process*

In October 2005, ISBE issued a Request for Proposals (RFP) for the third round of subgrants to be awarded under the ISBE Reading First grant program. This announcement was for the following four grant periods:

- Professional Development Phase: February 1, 2006, to June 30, 2006 (five months).

- Program Implementation Phase 1: July 1, 2006, to June 30, 2007 (12 months).

- Program Implementation Phase 2: July 1, 2007, to June 30, 2008 (12 months).

- Program Implementation Phase 3: July 1, 2008, to June 30, 2009 (12 months).

Funding in each successive grant period is contingent upon a sufficient appropriation for the Illinois Reading First Program and satisfactory progress by each subgrantee in accomplishing the objectives of the program during the preceding grant period, in particular in improving reading achievement among participating students.

School districts intending to submit an application were required to attend one of two grant writing workshops held in October and November 2005. Applications were due to ISBE by December 22, 2005.

2.3.2 *Eligibility*

In the Round Three funding cycle, ISBE widened the pool of eligible school districts to acknowledge the diversity of reading needs throughout the state. ISBE allowed the use of both the Illinois Standards Achievement Test (ISAT) and the Illinois Measure of Annual Growth in English (IMAGE) as well as expanded the range of standards on the ISAT and the IMAGE to 40 percent or more of third grade students not meeting reading standards.

A school district was eligible to apply if it had the greatest percentage or number of third grade students not meeting or exceeding the Illinois Learning Standards for English Language Arts in reading (i.e., 40 percent or more of students as measured by the ISAT and the IMAGE) and met at least one of the following conditions:

- Was located in a geographic area that included an area designated as an empowerment zone under Part I of Subchapter U of Chapter I of the Internal Revenue Code; **or**

- Had the greatest percentage or number of students eligible for allocation under Title 1, Part A, in comparison to other districts in the

state (i.e., whose Title I allocation is in the highest quarter of poverty in Illinois based on census-derived student allocation counts); **or**

■ Had at least one school identified for school improvement under Title I, Part A.

Only schools that included kindergarten, grade 1, grade 2, and/or grade 3 were eligible to receive Illinois Reading First funds. Schools that included additional grades could use Illinois Reading First funds only for kindergarten-through-grade-3 (K-3) reading instruction. Should a school include some, but not all, of K-3, then the applicant had to include funding for the school whose students fed into or out of that school.

ISBE identified 69 school districts and a total of 1,164 schools that were eligible to apply for Reading First funding.

2.3.3   *Intent of Illinois Reading First Program*

The aims of the Illinois Reading First Program in this grant cycle are to:

■ Help districts and schools apply reading research—and the proven instructional and assessment tools consistent with that research—to teach all K-3 children to read.

■ Provide the necessary technical assistance to districts and schools to establish research-based reading programs for K-3 students.

■ Significantly increase teacher professional development to equip all K-3 teachers, and special education teachers at all grade levels, with the skills they need to effectively teach reading using SBRR strategies.

■ Provide assistance to districts and schools in preparing classroom teachers to effectively screen, identify, and overcome reading barriers facing their students.

■ Provide assistance to districts and schools in selecting effective instructional materials, programs, learning systems, and strategies with instructional methods that have been proven to teach reading effectively.

■ Provide assistance in all aspects of both the required and optional assessment components.

2.3.4   *Uses of Illinois Reading First Funding*

Illinois Reading First grant funds may be used for:

■ Salaries, benefits, purchased services, supplies, and materials for Reading First coaches.

- Core/basal program selection during the professional development period.

- Intervention and supplemental instructional materials purchased during the implementation phases of the program.

- Purchase of high-quality reading material for classroom libraries.

- Computer(s), color printer(s), and Internet access dedicated solely to the Reading First coach(es) to ensure protection of data confidentiality.

- Costs associated with the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) administration, including trainings, hardware (one palm device per classroom), software, annual student license fee, and costs for data submission to the University of Oregon.

- Costs associated with the provision of professional development (e.g., substitute teachers, teacher stipends, supplies and materials, travel expenses, annual Reading First conference).

The following sections describe the components of each subgrantee's Reading First program as required by ISBE.

1. Instructional Reading Assessments, including the administration of required, rigorous screening, progress monitoring, diagnostic, and outcome instructional reading assessments with proven validity and reliability. These assessments measure progress of students in mastering the five essential components of reading instruction, and identify students who may be at risk for reading failure or who are already experiencing reading difficulty. The assessment program includes:

- Fall screening assessment.

- Diagnostic assessments using appropriate diagnostic measures aligned with the five essential components of reading.

- Progress monitoring assessments at least at the midpoint of the school year.

- Spring outcome assessment (third grade must also be administered ISAT, IMAGE, or Illinois Alternative Assessment).

ISBE selected the DIBELS assessment system for use in all Reading First schools for the fall screenings and spring outcome assessments.

In the 2006-2007 academic year, the DIBELS fall screening was to be completed between August 28, 2006, and September 29, 2006, with data entered into the data system before October 31, 2006. For districts using the DIBELS midyear assessment, testing was to be administered between January 8, 2007, and January 26, 2007, with data entered by February 23, 2007.

For the spring outcome assessments, districts ending their school year before June 1, 2007, were instructed to complete DIBELS testing between April 9, 2007, and May 11, 2007, with data entered by May 31, 2007. For those districts ending their school year on or after June 1, 2007, DIBELS testing was to be completed between May 14, 2007, and June 8, 2007, with data entered by June 22, 2007. Dates were adjusted for balanced calendar and year round schools.

For the 2007-2008 academic year, the following time frames have been established:

- Fall benchmark screening: Monday, August 27 through Friday, September 28, 2007, with data submitted by Monday, October 1, 2007.

- Midyear progress monitoring: Monday, January 7 through Wednesday, January 30, 2008, with data submitted by Friday, February 1, 2008.

- Spring outcome assessments: Monday, April 14 and Friday, May 9, 2008, with data submitted by Monday, May 12, 2008 (for those districts ending their school year on or before June 1, 2008); Monday, May 12, 2008, and Friday, June 6, 2008, with data submitted by Monday, June 9, 2008 (for those districts ending their school year after June 1, 2008).

2. Reading Program, including the selection and implementation of a program of reading instruction based on SBRR and scientifically based reading instruction (SBRI). The program must include the essential components of reading instruction, aligned to the Illinois Language Arts Performance Descriptors for the Illinois Learning Standards in reading, and provide such instruction to K-3 students in the schools served by the district, including children:

- With reading difficulties,

- At risk of referral to special education services based on those difficulties,

- Evaluated under section 614 of the Individuals with Disabilities Education Act (IDEA), but not identified as having a disability (in accordance with IDEA section 614(b)(5) and as defined in section 602),

- Served under IDEA primarily due to a specific learning disability related to reading (as defined in IDEA section 602),

- Deficient in the essential components of reading instruction, and/or

- Identified as having limited English proficiency.

Each Reading First school uses a core reading program that provides a comprehensive response to student learning needs in phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension.

MGT
OF AMERICA, INC.

Teachers at the school are required to deliver the comprehensive reading program in a protected, uninterrupted 90-minute block of time dedicated solely to reading instruction. Spelling, language, and/or writing instruction may not be included in the 90-minute block of reading instruction.

In an amendment to the Illinois Reading First Program approved by the U.S. Department of Education in March 2007, ISBE authorized eligible Reading First schools to hire full- or part-time interventionists. A school may hire an interventionist if 40 percent or more of its student population falls in the intensive category as determined by midyear 2007 DIBELS progress monitoring. The interventionist provides daily, systematic, and explicit instruction to the intensive students.

3. Instructional Materials, including the selection and implementation of SBRR- and SBRI-based education technology such as software and other digital curricula.

4. Access to Additional High-Quality Reading Material, including the promotion of reading and library-based programs that provide access to engaging reading material. Districts may purchase high-quality reading materials for classroom libraries, but Reading First funds may not be used to supplant a building's student library.

5. Professional Development, including the preparation of K-3 teachers, K-12 special education teachers, and other appropriate instructional staff in all of the essential components of reading instruction.

Each district's and school's professional development activities must be clearly aligned with the instructional program, including its research base, as well as with the Illinois Language Arts Performance Descriptors for the Illinois Learning Standards in reading. Professional development must be ongoing, must include both K-3 general and K-12 special education staff, and cannot be comprised of single events provided only in a lecture format. ISBE also requires Reading First district/building leaders (i.e., principals, curriculum directors/coordinators) to participate in leadership training designed to support Reading First.

ISBE developed *Reading First Academies: Continuing the Challenge*, a 24-hour professional development series focusing on the implementation of scientifically based reading research in the five essential Reading First components, assessments, classroom management strategies, and alignment to performance descriptors. The reading academies are provided through ISBE and its designees. Participation in and completion of this series is required for all Reading First classroom teachers and coaches.

Each building must employ one or more full-time reading coaches, who are the key professional development resource for a Reading First school. The reading coaches are dedicated solely to Reading First and provide on-site, ongoing assistance to ensure full implementation of the program. Thus, reading coaches may assume only those duties that are directly related to Reading First.

Exhibit 2-3 provides examples of professional development activities promoted through the state's Reading First electronic newsletter.

**EXHIBIT 2-3
ILLINOIS STATE BOARD OF EDUCATION
READING FIRST PROFESSIONAL DEVELOPMENT ACTIVITIES**

ACTIVITY	DATES
2006 – 2007	
Early Reading Specialists Data Analysis Sessions	• September 25, 2007 • January 23, 2007 • May 22, 2007
State Reading First staff site visits	• October 2006
English Language Learner (ELL) Training	• November 14 or 15, 2006: 9am-3pm
Early Learning Specialists Meeting	• November 28, 2006
District Meeting	• January 24, 2007
Reading First Administrators Academy	• February 8 or 9, 2007, and • May 17 or 18, 2007
Annual NCLB Conference	• February 14-16, 2007
Illinois Reading Conference	• March 14-16, 2007
2007 – 2008	
Professional Learning Communities Training	• July 11-14, 2007
National Reading First Conference	• July 18-20, 2007
English Language Learners Strategies for Reading Training	• August 9 or 10, 2007
Interventionist Training Kick-Off	• September 11-12, 2007
Coach Training #1	• October 16-17, 2007 or • October 18-19, 2007
Fall District Meeting	• October 25, 2007
Reading First Instructional Leadership Training: Administrators – Using Data to Improve Instruction	• October 9, 10, 11, 12, 15, or 16; and • February 13, 14, 15, 19, 20, or 21; and • May 1, 2, 6, 7, 8, or 9

6. Evaluation, including the collection and summary of valid and reliable data to document the effectiveness of Illinois Reading First in individual classrooms and schools and in the district as a whole and to stimulate and accelerate improvement by identifying those schools that produce significant gains in reading achievement. Districts and schools participating in the Illinois Reading First Program must also commit to participating in state-level and/or federal evaluations.

7. Reporting data for all students and categories of students described in the state's Title I adequate yearly progress definition (i.e., low-income students, major racial/ethnic groups, limited English proficient students, and students with disabilities). Reading First districts are required to submit an annual performance report that documents progress toward meeting student achievement goals through the features of the Reading First Program.

2.3.5 *District and State Support*

District Collaboration. ISBE charged school districts with the responsibility of identifying member schools that met the eligibility criteria and were willing to make the necessary commitment to Reading First.

ISBE required that Reading First school districts' administrative leadership (i.e., school board members, superintendents, principals, other executive-level administrators) partner with instructional staff (i.e., regular education teachers, special education teachers, ELL teachers, Title I teachers, Reading First coaches) to ensure successful implementation of Reading First.

Ongoing Technical Assistance Provided to Districts and Schools. In addition to professional development activities, the Illinois State Board of Education and its partnering Regional Offices of Education (ROEs) and/or its designees will be available on an ongoing basis to provide technical assistance to districts and schools through the following mechanisms:

- Assigning an ISBE consultant to each district for support;

- Assigning an ROE/Intermediate Service Center (ISC)-housed early reading specialist(s) to each district for on-site support.

- Publishing an electronic Reading First newsletter and other electronic communications.

- Hosting three annual statewide district information meetings (district attendance is required).

- Sponsoring a vendors' showcase of core/basal programs.

- Conducting on-site monitoring visits.

- Hosting monthly coaches' meetings with ROE/ISC-housed early reading specialists.

- Completing required administrative duties (e.g., planning, budgeting, reporting).

- Assisting with the selection and implementation of reading programs that are grounded in SBRR.

- Implementing rigorous screening, diagnostic, progress monitoring, and outcome assessments with proven validity and reliability.

- Identifying professional development providers who can assist in preparing reading teachers in program, material, and assessment implementation.

- Monitoring the effectiveness of the Illinois Reading First Program.

- Preparing reports on progress monitoring and outcome assessments that will be required in all Illinois Reading First schools.

- Identifying classrooms and schools that are achieving exemplary outcomes as well as those that may be in need of further support and training to achieve desired outcomes.

- Examining their own progress in relation to the progress of other schools that serve populations of children who enter K-3 classrooms with similar demographic and achievement characteristics.

- Participating in state and national evaluations of Illinois Reading First.

ISBE requires all Reading First schools to participate in all statewide technical assistance and professional development activities during the grant period. Further, the schools and districts will be invited to continue to participate in any such activities offered beyond the final grant period (ending June 30, 2009) as a means of further bolstering high-quality reading instruction.

2.4 Description of Illinois Reading First Subgrantees

A team of reading experts in collaboration with Central Regional Reading First Technical Assistance Center personnel and under the direction of the ISBE Reading First staff reviewed all proposals submitted by school districts for Reading First funding.

In March 2006, ISBE announced awards to the 20 school districts listed in **Exhibit 2-4**. This exhibit specifies the schools participating in the program within each district during 2006-2007 and shows the year the school began participating in Reading First implementation.

EXHIBIT 2-4
ILLINOIS READING FIRST
ROUND THREE–FUNDED SCHOOLS
MARCH 2006

DISTRICT	SCHOOL	IMPLEMENTATION START YEAR
Akin Consolidated School District 91	Akin Community Consolidated Elementary School (ES)	2006-2007
Aurora West Unit School District 129	Greenman ES	2006-2007
Aurora West Unit School District 129	Hill ES	2006-2007
Aurora West Unit School District 129	Lincoln ES	2006-2007
Aurora West Unit School District 129	Nicholson ES	2006-2007
Aurora West Unit School District 129	Schneider ES	2006-2007
Bellwood School District 88	Grant ES	2006-2007
Bellwood School District 88	Lincoln ES	2006-2007
Bellwood School District 88	McKinley ES	2005-2006
Bellwood School District 88	Wilson ES	2005-2006
Bellwood School District 88	Thurgood Marshall ES	2005-2006
Brookwood School District 167	Hickory Bend ES	2006-2007
Brookwood School District 167	Longwood ES	2006-2007
Cicero School District 99	Abe Lincoln ES	2006-2007
Cicero School District 99	Cicero West ES	2006-2007
Cicero School District 99	Columbus West ES	2006-2007
Cicero School District 99	Daniel Burnham ES	2006-2007
Cicero School District 99	Drexel ES	2006-2007
Cicero School District 99	Goodwin ES	2006-2007
Cicero School District 99	Liberty ES	2006-2007
Cicero School District 99	McKinley ES	2006-2007
Cicero School District 99	Sherlock ES	2006-2007
Cicero School District 99	T Roosevelt ES	2006-2007
Cicero School District 99	Warren Park School	2006-2007
Cicero School District 99	Woodbine ES	2006-2007
Cicero School District 99	Woodrow Wilson ES	2006-2007
Country Club Hills School District 160	Meadowview School	2006-2007
Country Club Hills School District 160	Zenon J Sykuta School	2006-2007
City of Chicago School District 299	Beidler ES	2006-2007
City of Chicago School District 299	Bond ES	2006-2007
City of Chicago School District 299	Brentano Elem Math & Science Academy	2006-2007
City of Chicago School District 299	Calhoun North ES	2006-2007
City of Chicago School District 299	Carter ES	2006-2007
City of Chicago School District 299	Casals ES	2006-2007
City of Chicago School District 299	Chase ES	2006-2007
City of Chicago School District 299	Clinton ES	2006-2007
City of Chicago School District 299	Coles Elementary Language Academy	2006-2007
City of Chicago School District 299	Cook ES	2006-2007
City of Chicago School District 299	De Diego Elementary Community Academy	2006-2007
City of Chicago School District 299	Delano ES	2006-2007
City of Chicago School District 299	Doolittle ES	2006-2007
City of Chicago School District 299	Ellington ES	2006-2007

**EXHIBIT 2-4 (Continued)
ILLINOIS READING FIRST
ROUND THREE–FUNDED SCHOOLS
MARCH 2006**

DISTRICT	SCHOOL	IMPLEMENTATION START YEAR
City of Chicago School District 299	Esmond ES	2006-2007
City of Chicago School District 299	Everett ES	2006-2007
City of Chicago School District 299	Fulton ES	2006-2007
City of Chicago School District 299	Goodlow Elementary Magnet School	2006-2007
City of Chicago School District 299	Graham A ES	2006-2007
City of Chicago School District 299	Gray ES	2006-2007
City of Chicago School District 299	Haley Elementary Academy	2006-2007
City of Chicago School District 299	Hampton Elementary Fine & Performing Arts School	2006-2007
City of Chicago School District 299	Harvard ES	2006-2007
City of Chicago School District 299	Hearst ES	2006-2007
City of Chicago School District 299	Hefferan ES	2006-2007
City of Chicago School District 299	Henderson ES	2006-2007
City of Chicago School District 299	Herbert ES	2006-2007
City of Chicago School District 299	Herzl ES	2006-2007
City of Chicago School District 299	Hinton ES	2006-2007
City of Chicago School District 299	Hurley ES	2006-2007
City of Chicago School District 299	Jensen Elementary Scholastic Academy	2006-2007
City of Chicago School District 299	Kipling ES	2006-2007
City of Chicago School District 299	Kohn ES	2006-2007
City of Chicago School District 299	Laura Ward ES	2006-2007
City of Chicago School District 299	Leland ES	2006-2007
City of Chicago School District 299	Linne ES	2006-2007
City of Chicago School District 299	Little Village ES	2006-2007
City of Chicago School District 299	Marquette ES	2006-2007
City of Chicago School District 299	Mason ES	2006-2007
City of Chicago School District 299	May Elementary Community Academy	2006-2007
City of Chicago School District 299	McNair ES	2006-2007
City of Chicago School District 299	Monroe ES	2006-2007
City of Chicago School District 299	Nicholson Elementary Math & Science	2006-2007
City of Chicago School District 299	Ninos Heroes Elementary Academic Center	2006-2007
City of Chicago School District 299	O'Toole ES	2006-2007
City of Chicago School District 299	Overton ES	2006-2007
City of Chicago School District 299	Perez ES	2006-2007
City of Chicago School District 299	Pirie Elementary Fine Arts & Academic Center	2006-2007
City of Chicago School District 299	Plamondon ES	2006-2007
City of Chicago School District 299	Pulaski Elementary Fine Arts Academy	2006-2007
City of Chicago School District 299	Reinberg ES	2006-2007
City of Chicago School District 299	Sayre Elementary Language Academy	2006-2007

EXHIBIT 2-4 (Continued)
ILLINOIS READING FIRST
ROUND THREE–FUNDED SCHOOLS
MARCH 2006

DISTRICT	SCHOOL	IMPLEMENTATION START YEAR
City of Chicago School District 299	Seward Elem Communication Arts Academy	2006-2007
City of Chicago School District 299	Smith W ES	2006-2007
City of Chicago School District 299	Stowe ES	2006-2007
City of Chicago School District 299	Sullivan ES	2006-2007
City of Chicago School District 299	Von Humboldt ES	2006-2007
City of Chicago School District 299	Walsh ES	2006-2007
City of Chicago School District 299	West Pullman ES	2006-2007
City of Chicago School District 299	Whittier ES	2006-2007
Dolton West School District 148	Lincoln ES	2005-2006
Dolton West School District 148	Park ES	2004-2005
Dolton West School District 148	Riverdale School	2005-2006
Dolton West School District 148	Roosevelt ES	2005-2006
Dolton West School District 148	Washington ES	2005-2006
East Alton School District 13	Eastwood ES	2006-2007
Fairmont School District 89	Fairmont ES	2006-2007
Harvey School District 152	Bryant ES	2004-2005
Harvey School District 152	Holmes ES	2004-2005
Harvey School District 152	Lowell-Longfellow ES	2004-2005
Harvey School District 152	Maya Angelou ES	2004-2005
Harvey School District 152	Sandburg ES	2004-2005
Harvey School District 152	Whittier ES	2004-2005
Joliet Public School District 86	A O Marshall ES	2006-2007
Joliet Public School District 86	Carl Sandburg ES	2006-2007
Joliet Public School District 86	Cunningham ES	2006-2007
Joliet Public School District 86	Edna Keith ES	2004-2005
Joliet Public School District 86	Lynne Thigpen ES	2006-2007
Joliet Public School District 86	Sator Sanchez ES	2006-2007
Joliet Public School District 86	T E Culbertson ES	2004-2005
Joliet Public School District 86	Taft ES	2006-2007
Joliet Public School District 86	Woodland ES	2004-2005
Kankakee School District 111	Aroma Park Primary School	2004-2005
Kankakee School District 111	Mark Twain Primary School	2004-2005
Kankakee School District 111	Steuben ES	2004-2005
Kankakee School District 111	Taft Primary School	2004-2005
Lincoln Elementary School District 156	Lincoln ES	2005-2006
Madison Unit School District 12	Harris ES	2005-2006
Maywood-Melrose Park-Broadview District 89	Emerson ES	2005-2006
Maywood-Melrose Park-Broadview District 89	Garfield ES	2004-2005
Maywood-Melrose Park-Broadview District 89	Irving ES	2005-2006
Maywood-Melrose Park-Broadview District 89	Jane Addams ES	2006-2007

**EXHIBIT 2-4 (Continued)
ILLINOIS READING FIRST
ROUND THREE–FUNDED SCHOOLS
MARCH 2006**

DISTRICT	SCHOOL	IMPLEMENTATION START YEAR
Maywood-Melrose Park-Broadview District 89	Lexington ES	2005-2006
Maywood-Melrose Park-Broadview District 89	Lincoln ES	2006-2007
Maywood-Melrose Park-Broadview District 89	Melrose Park ES	2005-2006
Maywood-Melrose Park-Broadview District 89	Roosevelt ES	2005-2006
Maywood-Melrose Park-Broadview District 89	Stevenson ES	2006-2007
Maywood-Melrose Park-Broadview District 89	Washington ES	2005-2006
Park Forest School District 163	21st Century Preparatory Center	2006-2007
Park Forest School District 163	Algonquin Primary Center	2004-2005
Park Forest School District 163	Beacon Hill Primary Center	2004-2005
Park Forest School District 163	Blackhawk Intermediate Center	2006-2007
Park Forest School District 163	Mohawk Intermediate School	2006-2007
Peoria Public School District 150	Franklin-Edison Primary School	2006-2007
Peoria Public School District 150	Garfield Primary School	2004-2005
Peoria Public School District 150	Glen Oak Primary School	2004-2005
Peoria Public School District 150	Harrison Primary School	2004-2005
Peoria Public School District 150	Irving Primary School	2006-2007
Peoria Public School District 150	Kingman Primary School	2006-2007
Peoria Public School District 150	Thomas Jefferson Primary School	2006-2007
Peoria Public School District 150	Tyng Primary School	2004-2005
Peoria Public School District 150	Woodrow Wilson Primary School	2006-2007
Scott-Morgan Community Unit School District 2	Bluffs ES	2006-2007
Springfield Public School District 186	Black Hawk ES	2006-2007
Springfield Public School District 186	Butler ES	2006-2007
Springfield Public School District 186	Edwin A Lee ES	2006-2007
Springfield Public School District 186	Enos ES	2004-2005
Springfield Public School District 186	Fairview ES	2006-2007
Springfield Public School District 186	Feitshans Academy	2004-2005
Springfield Public School District 186	Jane Addams ES	2006-2007
Springfield Public School District 186	Ridgely ES	2004-2005
Springfield Public School District 186	Southern View ES	2006-2007
Springfield Public School District 186	Wanless ES	2004-2005

Source: Illinois State Department of Education, 2007.

The continuing application for fiscal year 2007 funding was due on May 1, 2007. The 20 participating school districts met with the ISBE Reading First team between May 7 and May 16, 2007, at ISBE in Springfield for on-site budget approvals. The estimated Illinois Reading First allocation for fiscal year 2007 is approximately $35 million. Illinois will retain 20 percent of this amount (approximately $7 million) for statewide professional development, technical assistance, and administration of the program. The remainder,

approximately $28 million, will be disbursed to the selected local school districts and schools for the approved activities of the Illinois Reading First Program.

ISBE allocations to the school district subgrantees bear the same relation to the funds made available under subsection (b)(4) of Reading First as the amounts the eligible local educational agencies (LEAs) received under Title I, Part A for the preceding fiscal year. For example, if a Reading First–eligible LEA received 3 percent of all Title I, Part A money in the prior year, its minimum Reading First subgrant will be 3 percent of the available Reading First monies.

3.0   EVALUATION DESIGN

3.0 EVALUATION DESIGN

The No Child Left Behind Act (NCLB) requires that states receiving Reading First funds conduct an external evaluation of their Reading First program. This chapter presents an overview of the evaluation design and methodology that MGT used to answer the Illinois School Board of Education's (ISBE's) evaluation questions. An annual report evaluating the Illinois Reading First (ILRF) program is being provided for the 2006-2007 project year. This is the first year of a three-year contract with MGT to conduct an external evaluation of ILRF. The schools included in this study are in varying years of implementation ranging from their first year to their fourth year. Per ISBE recommendation, findings are aggregated across implementation years.

3.1 Evaluation Focus

The purpose of the ILRF evaluation is to examine the implementation of ILRF requirements at the state level and in funded schools to assess the progress made in achieving the mission of having all children reading at or above grade level by the end of third grade. MGT focused on a series of questions developed by ISBE to determine (1) implementation quality and fidelity, (2) the impact of the ILRF program on improving student reading outcomes in grades K-3, and (3) the effectiveness of the ILRF program at reducing the numbers of students scoring below benchmark on reading assessments. The questions within each of these three areas that have guided MGT's data collection and analysis are detailed below.

Reading First Statewide Program Implementation Evidence

The program implementation component of the study was designed to address two broad evaluation questions:

- To what extent are the features of Reading First and the essential components (i.e., phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension) of reading instruction identified in Reading First present in Reading First classrooms?

- What factors influence successful implementation of Reading First?

Reading First Statewide Program Impact (Student Reading Gains)

The impact evaluation had two primary purposes: to determine whether the ILRF program was having the intended effect of improving reading achievement and how gains in reading achievement were related to the degree of program implementation. The related evaluation questions include:

- What are the achievement gains of students in Reading First in K-3 at the individual student, classroom, school district, and state levels and for subgroups defined by gender, race/ethnicity, English

Language Learner (ELL), special education, free and reduced-price lunch status, and grade level?

■ What relationships exist between student reading achievement data and the degree of Reading First program implementation?

Reading First Statewide Program Effectiveness

The program effectiveness evaluation sought to determine the extent to which the program was effective at reducing the numbers of students reading below grade level by answering the following question:

■ To what extent has Reading First been effective at reducing the numbers of students reading below grade level based on grade 3 Illinois standards achievement test (ISAT) reading results?

A comprehensive evaluation design that answered the questions posed above could provide insight and documentation to support the evaluation's final objective, to apply lessons learned from ILRF to inform future Illinois State literacy initiatives.

3.2 *Overview of the Evaluation Methodology*

MGT's approach to the ILRF evaluation was to provide a technically sound evaluation methodology that included both quantitative and qualitative analysis to address the evaluation questions. This mixed-method evaluation design used a variety of data collection methods, incorporating existing data whenever possible. A comprehensive set of descriptive data were collected from a variety of Reading First stakeholders to describe the program implementation process. The impact of ILRF on student performance was analyzed using a cross-sectional design to examine performance for each grade. Data Dynamic Indicators of Basic Early Literacy (DIBELS) data provided for the beginning, middle, and end of the year were reported. In future years, longitudinal analyses can be conducted to examine change over three years of implementation.

To improve the efficiency of data collection, reporting, and information-sharing processes during the three-year evaluation, MGT developed a secure, password-protected evaluation Web site. Key members of school literacy teams were assigned usernames and passwords so that they could access the various data collection forms on the Web site to enter or submit data as required by the evaluation plan. For example, perceptions about program implementation and impact were reported by principals, coaches, and teachers through annual surveys disseminated via the evaluation Web site. To ensure valid data collection and high response rates, MGT monitored the completion of the various data collection activities through dynamic reports that tracked response rates at each Reading First school. MGT's Web-based data collection system allowed for the input of student assessment data reported by school staff or provided by ISBE by way of Wireless Generation and for the use of dynamic summaries of results at the state, school, and classroom levels. State administration also had access to the dynamically generated reports. Technical assistance for Web site users was available to schools by e-mail and telephone.

3.2.1. *Sample Selection and Research Design*

All reading coaches, principals and teachers at ILRF schools completed relevant Web-based protocols. Benchmark DIBELS data and end-of-year third grade ISAT, IAA, and IMAGE data for students participating in ILRF schools were provided by the state and imported to the ILRF Web site. Classroom observation, focus group, and interview data were collected at all ILRF schools using a random selection procedure. Specifically, a random sample of 25 schools were selected during two visitation periods for this report (winter and spring), with the Chicago Public Schools proportionately sampled. Two classrooms were selected from each of the 25 schools visited during each period, allowing for two observations per school during the 90-minute reading block. Two of three grades (Grades 1-3) were randomly selected, with an attempt to equally represent each grade across the 25 schools. Observations were conducted at a total of 49 schools for this first year report.

 MGT compared student performance in high implementing schools versus all other schools. This design was chosen in lieu of the previously planned quasi-experimental, non-equivalent comparison group evaluation design because both ISBE and MGT anticipated difficulties in identifying valid non-Reading First comparison schools. Data relating to implementation success were reviewed and implementation success variables were computed. These variables included the following:

- Principal/Coach Interview Rating.
- Teacher Interview Rating.
- Student On-Task Behavior Observation Composite.
- Principal Survey Composite.
- Coach Survey Composite.
- Teacher Survey Composite.

The Principal/Coach Interview Rating and the Teacher Interview Rating variables were based on questions asked during the interview regarding the extent to which staff felt that Reading First activities had been implemented successfully. Responses from staff included: somewhat successful, successful, and very successful (converted to a rating of 1 to 3). The Student On-Task Behavior Observation Composite was a sum of the student engagement rating from the ICE-R, which ranged from high to low engagement (a rating of 1 to 3) and a categorical variable based on the amount of time the teacher spent directly on reading instruction during the classroom observation (coded as high, moderate, or low). The score on the On-Task Behavior composite could range from 1 to 6. The Principal and Coach Survey composite variables were the sum of the survey ratings across each of four sections of the survey (see Appendices A.1 and A.3 for items included within these survey sections):

- Section 2: Your School's K-3 Literacy Program.

- Section 3: Reading First Coaching Model.

- Section 5: Literacy Related Professional Development: Confidence to Implement Instruction.

- Section 6: Concerns and Recommendations.

Items were not included within the survey composites if a large number of staff indicated that the item was not applicable or that they did not know the answer to the item. A composite variable of items from Section 4 of the survey, Support from Early Reading Specialist, was not created because there were high rates of not applicable or don't know in response to most of the survey items within that section. The coach composite variables for each section were then aggregated to the school level so that one coach composite score was available for each school.

A teacher survey composite was created by summing items 1 through 5 on the teacher survey (see Appendix A.2). The teacher summary survey scores were then aggregated to the school level.

3.2.2   *Evidence of Implementation Quality and Fidelity*

To capture implementation quality and fidelity, MGT examined the extent to which the ILRF activities were fully implemented and perceived to be useful components of an ongoing effective reading program. Documentation was collected about the following key aspects of Reading First implementation:

- State management and technical assistance activities.

- Implementation of the Reading First coaching model.

- Professional development activities.

- Literacy leadership from the principal.

- Provision of a minimum of 90 minutes of uninterrupted reading instruction.

- Assessment to identify students who were not reading at grade level.

- Intervention for struggling readers in Reading First schools.

- Concerns and recommendations of staff in Reading First schools.

3.2.3   *Evaluation of Student Outcomes K-3: Impact and Effectiveness*

Within Reading First schools, benchmarks on the DIBELS assessments are being used to identify struggling readers and to target these students for intervention. The evaluation provided a summary of the extent to which students made progress during the first study year in achieving grade-level benchmarks, comparing beginning and/or middle scores with end-of-year scores.

In terms of **reading proficiency (outcomes)**, the evaluation used DIBELS data collected by Reading First schools and end-of-year third grade ISAT data provided by ISBE. Cross-sectional analysis of grades K-3 combined provided an overall look at performance.

MGT also analyzed **reading performance by subgroups**. The DIBELS and ISAT data included demographic and placement information. The demographic data allowed for the

analysis of performance to be disaggregated by gender and race/ethnicity, as well as for special student populations, including English Language Learners and students eligible for special education.

Analyses were conducted to **compare student performance** in high versus all other implementing schools. MGT anticipates conducting longitudinal analyses in the final year of the study to examine **rates of growth in reading outcomes** over three school years.

Sections 3.3 and 3.4 below provide a detailed description of the instruments used to collect implementation and student outcome data.

3.3   *Description of Data Collection for Evaluation of Implementation*

A key component of the evaluation was the documentation of school-based literacy plans for instructional improvements. Such documentation is essential to fully understand the "intervention" or expected change in a school's literacy program and to allow for further research into performance variations. Web-based **Program Profiles** for each Reading First school provided this documentation.

Highly qualified school-based literacy leaders are essential to effective implementation of ILRF. Continuing professional development strengthens all stakeholders' skills and abilities to provide effective instruction. Reading Coaches recorded their **Credentials** and maintained **Professional Development Logs** during the 2006-2007 evaluation year. These data provided valuable insight about staff quality and the level of training funded by Reading First.

Documentation of time and effort spent on implementation activities provides evidence that key program components were implemented and allows for an analysis of the relative emphasis on the various program components. **Activity Logs** provided this documentation for principals and reading coaches. Activities of school-based literacy teams were recorded in **Literacy Team Meeting Logs**.

Interventions provided to struggling students are a critical component of Reading First. The evaluation included documentation of the type and intensity of Tier II and III interventions provided to students in Reading First schools. Per ISBE's instruction, intervention activities at the student level were not collected for the current study year but these data are expected to be obtained during future study years.

MGT's data collection strategies for evaluation of the Reading First implementation process are summarized below.

3.3.1   *Web-Based Program Profiles*

A systematic description of school plans for implementing Reading First was maintained in Web-based **Program Profiles**. The Program Profiles provided a summary of each grantee's approach to improving reading achievement using Reading First funding, including the school's selection of instructional materials and intervention strategies.

In addition to documenting the project plan, Program Profiles reported information about the context in which the project was implemented. Although improvement in reading scores is the ultimate goal for Reading First-funded projects, progress in creating learning environments that are conducive to literacy development is another relevant goal. Therefore, the Program Profile included academic indicators and nonacademic indicators supported by research as predictive of a learning environment that promotes effective instruction in reading. The profiles provided:

- Key descriptors of the host school.

- Concurrent school improvement initiatives.

- School and grade-level indicators.

- Student and teacher demographics.

- Professional development strategies for principals, reading coaches, and K-3 teachers.

- A description of core and supplemental reading programs.

- A description of intervention strategies.

- A description of the uninterrupted 90-minute literacy block.

- Details on small group instruction.

- Information on assessment using DIBELS and ISAT.

After the data were collected, respondents could generate dynamic (auto-generated) reports from the ILRF Web site which summarized the Program Profile information into a single document.

3.3.2 *Professional Development Data*

Principals and reading coaches recorded their educational credentials and their teaching and administrative experience in the **Credentials** section of the evaluation Web site. These data provided important descriptive information about the quality of Reading First implementers.

To document their literacy-related professional development during Reading First, coaches use the Web-based **Professional Development Logs** maintained on the MGT evaluation Web site. The Professional Development Logs included reports of trainings at the state, ROE/ISC, district, and school levels. Principals and reading coaches recorded the completion of workshops, meetings, and conferences and rated the effectiveness of these trainings. District coordinators reported the trainings offered at the district level. Stakeholders were instructed to update their Professional Development Logs whenever they completed relevant activities.

MGT's evaluation Web site includes a section where school-based literacy teams record information about their implementation activities. Data for the **Literacy Team Meeting**

Log were entered by coaches on behalf of the team. The Literacy Team Meeting Log included a **Grade-Level Meeting Log** and a **Coach/Principal Meeting Log**. These logs covered data such as:

- Date of the meeting.
- Focus of the meeting.
- Number of members present.
- Number of visitors present.
- Total time spent at the meeting.

After the data were collected, dynamic (auto-generated) reports that summarized the Literacy Team Meeting Log data into a single document could be accessed on the Web site.

3.3.3 *Implementation Activity Data*

Another method for documenting program implementation was the **Activity Logs** used by reading coaches to record time spent on key Reading First tasks. Activity Logs tracked the implementation of the processes intended to support teachers' learning and intervene with students experiencing difficulties in reading. Reading coaches used Activity Logs specific to their roles to record time spent on literacy-related activities. Staff entered data into the Web site monthly during the school year, and MGT compiled the data into reports for monitoring purposes.

The Activity Logs for **reading coaches** allowed for documentation of time spent on the following activities, recording hours devoted to grades K-3:

- Demonstration teaching in classrooms.

- Mentoring/coaching in classrooms.

- Planning instruction for demonstration teaching.

- Conducting study lessons/literacy team meetings.

- Attending monthly principal/coach meeting.

- Attending weekly grade-level team meeting.

- Assisting with assessments.

- Assisting teachers in planning and implementing SBRR instruction and student interventions.

- Monitoring student performance.

- Procuring instructional materials.

- Providing professional development for non-Reading First schools.

3.3.4 Stakeholder Surveys

Stakeholder perceptions of the implementation process are frequently used as a predictor variable in the literature on educational reform and school change. To gather stakeholder perceptions, MGT included annual surveys in the evaluation plan. The surveys elicited feedback from principals, reading coaches, and teachers as to implementation status and perceived effectiveness.

A variety of fixed-response and open-ended questions were used. **Principals and reading coaches** were asked to report their perceptions about:

- The school's structure for literacy instruction.

- The K-3 core reading program.

- Classroom instruction.

- K-3 screening and assessment.

- Interventions.

- Classroom management.

- Grade-level teams.

- Literacy leadership at the school.

- The Reading First coaching model.

- Support from the Early Reading Specialist.

- Literacy-related professional development.

- Concerns and recommendations regarding the continuation of Reading First.

Teachers were asked to report their perceptions about:

- Reading components and SBRR strategies.
- Student monitoring and assessment.
- Professional development and technical assistance.
- Grant knowledge.
- Time spent providing reading instruction.
- Materials, resources, and budget needs.
- Changes, concerns, and challenges regarding Reading First.

Surveys were disseminated to principals, reading coaches, and K-3 teachers using the evaluation Web site. The survey results for this report are provided in Chapter 4.0.

3.3.5 *Intervention Activities*

Reading First schools used the **Program Profiles** to report anticipated intervention activities for K-3 students. The Web-based form divided the information about intervention into the following categories:

- Supplemental Instruction/Tier II
- Intensive Intervention/Tier III
- Other

3.3.6 *Classroom Observations, Focus Groups, and Interviews*

The **Instructional Content Emphasis - Revised (ICE-R)** measure was used during classroom observations. The ICE-R, published by the University of Texas Center for Reading and Language Arts (CTCRLA), provides an independent measure of classroom implementation of SBRR and includes multidimensional descriptions of reading and language arts instruction, the amount of time allocated for essential elements of reading instruction relative to the total instructional time (i.e., rates of inclusion), student grouping patterns, materials utilized, levels of student engagement, instructional quality, and text reading variables. Ratings based on the instructional quality scale were found to be very skewed in the direction of mostly high ratings for teachers during the first round of observations. This scale does not appear to be sensitive to variations in instructional quality. Given the skewed nature of these findings, instructional quality is not being reported in this first-year report. However, MGT is currently exploring options for a more sensitive global instructional scale to use in future years. As the other scales on the ICE-R appear to be reliable and valid, associated data are being reported.

Teacher focus group and **principal/coach interview** protocols were developed to obtain qualitative data on teacher, coach, and principal perceptions of ILRF program implementation. Teacher focus groups and principal/coach interviews were conducted during on-site school visits; each lasted approximately one hour.

3.4 *Description of Data Collection for Evaluation of Student Outcomes*

State and local stakeholders expect improvements in literacy development to be evident in student performance as a result of Reading First implementation. Two assessments were used to monitor progress and measure outcomes for the purposes of the ILRF external evaluation:

- DIBELS

  - Letter Naming Fluency
  - Phoneme Segmentation Fluency
  - Nonsense Word Fluency
  - Word Use Fluency
  - Oral Reading Fluency
- ISAT

  - Reading Comprehension

To collect outcome data, schools test their students at the beginning, middle, and end of the school year according to the Reading First assessment plan. Assessment data were provided to MGT from ISBE by way of Wireless Generation. MGT imported these data into the ILRF Web site so that they could be reported back to schools via dynamic Web-based reports. **Exhibit 3-1** illustrates the instruments used and the pattern of testing at each grade level.

EXHIBIT 3-1
ILLINOIS READING FIRST
ADMINISTRATION PLAN FOR OUTCOME ASSESSMENT

	KINDERGARTEN			FIRST GRADE			SECOND GRADE			THIRD GRADE		
	B	M	E	B	M	E	B	M	E	B	M	E
DIBELS Letter Naming Fluency	✓	✓	✓	✓								
DIBELS Phoneme Segmentation Fluency		✓	✓	✓	✓	✓						
DIBELS Nonsense Word Fluency		✓	✓	✓	✓	✓	✓	✓	✓			
DIBELS Word Use Fluency	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
DIBELS Oral Reading Fluency					✓	✓	✓	✓	✓	✓	✓	✓
ISAT Reading Comprehension												✓

Source: MGT of America, Inc., Illinois Reading First Evaluation Database, Student Data Section.

The general design for analysis of student achievement data for this first-year report was cross-sectional analysis of proficiency by grade level. DIBELS data across three time-points during the year (beginning, middle, and end) were also assessed by grade level.

3.5   *Proposed Analyses*

3.5.1   *Descriptive Analysis of Implementation*

Summary statistics were used to describe how well the ILRF program was implemented as perceived by teachers, principals, and reading coaches, as well as by third party observers. Implementation data were aggregated across schools and classrooms to the state level.

3.5.2   *Case Studies: Top Schools*

MGT provided a summary outlining the implementation practices of the top three schools visited. Top schools were identified according to objective student outcome data.

3.5.3   *Comparative Analysis*

Regression techniques were used to examine how quality of implementation (or implementation success) was linked to student performance in high versus "other" implementing schools. These analyses addressed the question "What relationships exist between student reading achievement data and the degree of Reading First program implementation?"

3.5.4   *Cross-sectional Analysis by Grade and Subgroup*

Student and school progress were evaluated for grades K-3 on the DIBELS and ISAT (or IMAGE or IAA depending on which assessment the student was administered) scales through examination of student data throughout the school year as well as end-of-year performance. Schools were ranked on their performance on student performance measures.

Research on student achievement indicates that multiple variables may be associated with student performance outcomes. Differential results in student achievement have been correlated with socioeconomic status, attendance, and participation rates in special education and English as a Second Language (ESL) programs. Demographic data collected allowed for analysis of performance disaggregated for special student populations, including English Language Learners, special education students, and students receiving free/reduced lunch. In future years, pre-post analysis will be used to describe annual gains by grade level and for each NCLB subgroup.

3.5.5   *Longitudinal Analysis*

Student performance will be analyzed for each cohort of students over time within and across years. In the final year of the study, if sufficient data are available, Hierarchical Linear Model (HLM) (Bryk and Raudenbush, 1992) analyses could be used to model growth trajectories over time in reading outcomes. Such multi-level analyses could also be performed to examine how various student and contextual factors (e.g., student gender, teacher grouping, use of SBRR, class composition) at the student, classroom, and school levels affect student performance.

With regard to ISAT data, Grade 3 ISAT scores will be compared among the 2006-2007, 2007-2008, and 2008-2009 school years. Due both to high mobility rates across the state (and especially in the Chicago Public Schools) and to current student tracking methods, longitudinal data may be difficult to collect and analyze. It is likely that the unit of analysis will be the school and the focus will be on whether the number of years a school is exposed to the ILRF program is linked to change in ISAT scores.

4.0 IMPLEMENTATION STATUS

4.0 IMPLEMENTATION STATUS

This chapter provides a comprehensive review of the implementation of the Illinois Reading First (ILRF) program during 2006-07. The 2006-07 program year is the fourth year of ILRF implementation and the first year that MGT of America, Inc., conducted an external evaluation of the program. Chapter 4.0 is organized into eight sections that reflect the issue areas and evaluation questions presented in Chapter 3.0:

- 4.1 Characteristics of Reading First Schools and Staff
- 4.2 Literacy-Related Professional Development
- 4.3 Literacy Leadership
- 4.4 Classroom Instruction in Reading First Schools
- 4.5 Intervention for Struggling Readers
- 4.6 Implementation Success and Case Studies
- 4.7 Concerns and Recommendations of Staff in Reading First Schools
- 4.8 Conclusions

For each component, MGT presents findings from the various data sources described in Chapter 3.0, including Program Profiles, Staff Credentials, Activity Reports, Professional Development Logs, Grade-Level Team Participation Records, and student demographic data. In addition, survey, interview, and focus group data from principals, reading coaches, and teachers provide an overview of the status of classroom instruction and school implementation. Detailed information from the surveys is provided in Appendices A.1 through A.4. Note that the percentage of survey responses may not add perfectly to 100 percent due to rounding error. In addition, for the interview and focus group summary data shown in Appendices A.4 and A.5, the percentages are provided at the school level; because a school may have provided more than one response to a question, the percentages would not be expected to add to 100 percent.

Specifically, the findings address two major implementation questions set forth by the Illinois State Board of Education (ISBE):

1. To what extent were the features of Reading First and the essential components of reading instruction (i.e., phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension) identified in Reading First present in Reading First classrooms?

2. What factors influenced successful implementation of Reading First?

To address these global questions, MGT posed questions specific to each of the sections of this report, as follows:

- Characteristics of Reading First-Funded Schools and Staff

  - What were the characteristics of the Reading First schools?

  - What were the characteristics of the students in Reading First schools?

– What were the credentials and experience of school-based literacy team members (principals and reading coaches)?

■ Professional Development Activities

– How was the coaching model (job-embedded professional development) implemented?

– How effective was the coaching model in enhancing the ability of teachers to implement effective reading programs?

– What type and amount of support was provided by Early Reading Specialists (ERSs) to Reading First schools?

– How effective was the support provided by ERSs to reading coaches and principals in Reading First schools?

– In what literacy-related professional development did principals, reading coaches, and teachers participate outside the classroom?

– What type and amount of statewide professional development trainings were provided through Reading First?

– How effective was professional development in enhancing the ability of principals, coaches, and teachers to implement effective reading programs?

– What professional development needs continue to exist?

■ Literacy Leadership

– To what extent have literacy-related professional development activities enabled principals, coaches, and teachers to feel knowledgeable and confident about incorporating scientifically based strategies in reading instruction?

– How has Reading First enhanced the literacy leadership skills of principals and reading coaches?

■ Classroom Instruction in Reading First Schools

– To what extent did the structure of the literacy program in Reading First schools reflect the ILRF model, as reported by principals, reading coaches, and teachers?

– To what extent did classroom instruction in Reading First schools incorporate the required elements of the ILRF model, as reported by principals, reading coaches, and teachers?

- What changes have occurred in classroom instruction since Reading First funding was instituted?

■ Intervention for Struggling Readers in Reading First Schools

- To what extent have Reading First programs offered interventions for students who are not making sufficient progress in reading?

- Did staff see the interventions as effective in meeting the needs of struggling readers?

■ Implementation Success and Case Studies

- What relationships exist between student reading achievement data and the degree of Reading First program implementation?

- What were the activities, perceptions, and outcomes that characterize the most successful schools?

■ Concerns and Recommendations of Staff in Reading First Schools

- To what extent did teachers, coaches, and principals express concern versus confidence about factors relating to knowledge of scientifically based reading research (SBRR), Reading First implementation, and progress in student performance?

- What recommendations did school staff offer to improve ILRF to achieve the goal of having all children reading by third grade?

4.1 *Characteristics of Reading First Schools and Staff*

To compile a description of the schools and staff participating in ILRF, MGT gathered information through four sources: (1) ISBE data, (2) Program Profiles, (3) Staff Credentials, and (4) student demographic data as recorded on the ILRF Evaluation Web Site. Collectively, these sources provide information that addresses the following evaluation questions:

■ What were the characteristics of Reading First schools?

■ What were the characteristics of students in Reading First schools?

■ What were the credentials and experience of school-based literacy team members (principals and reading coaches)?

4.1.1 *What Were the Characteristics of Reading First Schools?*

Schools provided descriptive information through the Web-based Program Profiles. Based on this information, the characteristics of the ILRF schools during 2006-07 were as follows:

- Reading First schools ranged in size from 1,774 students to as few as 128. The average class size was 22 students.

- Fifty-five percent of students at Reading First schools were African American; 31 percent were Hispanic American; and 11 percent were White.

- Most Reading First schools were Title I schools.

- The average expenditure per student was $5,204.57.

- Fifty-eight percent of the schools reported a mobility rate of greater than 25 percent.

- Approximately 60 percent of the schools reported an attendance rate of less than 95 percent.

- The teaching staff in Reading First schools was relatively stable, but 28 percent of schools reported a turnover rate of greater than 15 percent.

Exhibits 4-1 and **4-2** summarize these data.

EXHIBIT 4-1
AVERAGE CLASS SIZES
READING FIRST SCHOOLS

	K (146)	1ST (148)	2ND (148)	3RD (146)	K-3 TOTAL
Smallest average class size per school	9.0	7.7	8.0	11.1	8.95
Largest average class size per school	33.0	34.0	34.0	31.5	33.1
Average class size per school	21.5	21.1	21.7	21.7	21.5

Source: Illinois Department of Education.

EXHIBIT 4-2
ENROLLMENT CHARACTERISTICS
READING FIRST SCHOOLS

SCHOOL YEAR 2006-07	
Total school enrollment (n=151)	83,794
Smallest school enrollment	128
Largest school enrollment	1,774
Percentage of white students	11%
Percentage of African American students	55%
Percentage of Hispanic students	31%
Percentage of Asian students	1%
Percentage of American Indian students	<1%
Percentage of multi-racial students	2%

Source: Illinois Department of Education.
Note: Total school enrollment includes all grades.

EXHIBIT 4-3
READING FIRST SCHOOL CHARACTERISTICS

SCHOOL YEAR 2006-07	
Average per pupil expenditure (n=103)	$5,204.57
Percentage of schools with student mobility greater than 25% (n=142)	57.75%
Percentage of schools with attendance rate less than 95% (n=141)	58.86%
Percentage of schools with teacher turnover rate greater than 15% (n=105)	27.61%
Percentage of schools served by Title I (n=146)	93.00%
Percentage of schools with 50% or more of students Below Proficiency on Primary Literacy Benchmark (n=83)	50.60%
Percentage of schools where, in 10% or more of families, English is not the primary language spoken at home (n=141)	43.26%

Source: MGT of America, Inc., Illinois Reading First Evaluation Web Site, Program Profiles, 2007.

4.1.2 *What Were the Characteristics of Students in Reading First Schools?*

Through the student data section of the Illinois Reading First Evaluation Web Site, school staff reported that 42,028 students were participating in Reading First during 2006-07. Based on the demographic information provided, 6,633 (16%) of the students were classified as English Language Learners (ELL). Seven percent were receiving special education. One percent had been retained in their current grade. A majority of the students (71%) were eligible for free or reduced lunch.

Exhibit 4-4 provides information about Reading First students during 2006-07.

EXHIBIT 4-4
STUDENTS IN READING FIRST SCHOOLS

CLASSROOMS/STUDENTS	SCHOOL YEAR 2006-07				
	K	1ST	2ND	3RD	Total
Number of teachers	467	515	493	517	1,993
Average number of students per class	21.79	20.50	21.31	20.88	
Total number of Reading First students	10,174	10,555	10,504	10,795	42,028
Reading First students classified as English Language Learners (ELL) (n=42,028)	1,759	1,756	1,637	1,481	6,633
Reading First students retained in current grade (n=42,028)	71	125	75	242	513
Reading First students receiving Special Education (n=42,028)	454	685	782	896	2,817
Reading First students eligible for free or reduced lunch (n=42,028)	5,573	6,912	8,329	8,965	29,779

Source: MGT of America, Inc., Illinois Reading First Evaluation Web Site, Program Profiles, DIBELS data, 2007.

4.1.3 *What Were the Credentials and Experience of School-Based Literacy Team Members (Principals and Reading Coaches)?*

To better understand who the key Reading First implementers were, MGT's ILRF Evaluation Web Site included a Staff Profile section that addressed the educational background of principals and reading coaches. Staff reported their training and certification as well as their level of experience in education and at their current school.

Based on the credentials information provided, principals had an average of 17 years of teaching experience and 11 years of administrative experience. On average, they had been at their current school for 7 years. Most (79%) held an Ed.D. as their highest degree, and 9 percent held a master's degree. **Exhibits 4-5** and **4-6** provide additional information about principals' credentials.

EXHIBIT 4-5
OVERVIEW OF EXPERIENCE REPORTED BY PRINCIPALS: 2006-07

AREA OF EXPERIENCE	AVERAGE YEARS OF EXPERIENCE
Teaching experience (n=130)	17.22
Years at current school (n=130)	6.99
Administrative experience (n=130)	10.89
K-3 experience (n=125)	6.05

Source: MGT of America, Inc., Illinois Reading First Evaluation Web Site, Survey Section 1, 2007.

EXHIBIT 4-6
OVERVIEW OF EDUCATIONAL CREDENTIALS
REPORTED BY PRINCIPALS: 2006-07

DEGREE HELD	PERCENT (n=130)
Master's	9.23%
Ed.S.	5.38%
Ed.D.	79.23%
Ph.D.	6.15%

Source: MGT of America, Inc., Illinois Reading First Evaluation Web Site, Survey Section 1, 2007.

Reading coaches also reported their training and experience on the ILRF evaluation Web site. Based on information provided by 183 coaches, they had an average of 16 years of teaching experience, including 11 years of K-3 experience. Coaches had been at their current school for an average of six years. In terms of education, 90 percent of the 183 reporting coaches held a master's degree, and 28 percent held a bachelor's degree. Most (93%) held Elementary Education Licensure and Reading Endorsement Licensure (80%). Also, 47 percent held Reading Specialist Licensure and 18 percent held Administrative and Supervision Licensure and Early Childhood Education Licensure. **Exhibits 4-7** through **4-9** provide additional information about coaches' credentials.

EXHIBIT 4-7
OVERVIEW OF EXPERIENCE REPORTED BY READING COACHES: 2006-07

AREAS OF EXPERIENCE	AVERAGE YEARS OF EXPERIENCE
Teaching Experience (n=184)	16.20
K-3 Experience (n=184)	11.41
Years at Current School (n=107)	5.72
Administrative Experience (n=184)	1.06

Source: MGT of America, Inc., Illinois Reading First Evaluation Web Site, Survey Section 1, 2007.

EXHIBIT 4-8
OVERVIEW OF EDUCATION REPORTED BY READING COACHES: 2006-07

DEGREE HELD	PERCENT (n=183)
Master's	89.62%
Bachelor's	8.74%
Ed.S.	0.55%
Ed.D.	1.09%

Source: MGT of America, Inc., Illinois Reading First Evaluation Web Site, Survey Section 1, 2007.

EXHIBIT 4-9
OVERVIEW OF CERTIFICATION REPORTED BY READING COACHES: 2006-07

AREA OR TYPE OF DEGREE/CERTIFICATION	PERCENT
Elementary education licensure (n=166)	93.37%
Early childhood education licensure (n=166)	18.07%
Reading endorsement licensure (n=166)	80.12%
Administrative and supervision licensure (n=166)	17.47%
Reading specialist licensure (n=166)	46.99%
Special education licensure (n=166)	6.02%

Source: MGT of America, Inc., Illinois Reading First Evaluation Web Site, Credentials section, 2007.

4.2 *Literacy-Related Professional Development*

The ILRF model of professional development was designed to create learning environments in which all school staff would become knowledgeable about the literacy development of children through SBRR and have expectations that all children could and would learn to read proficiently. This was done by building the capacity at each school to provide ongoing, job-embedded professional development at the local level through the coaching model and through district- and state-level support and trainings.

School-based professional development was provided by the reading coach and principals through the use of a coaching model. To examine the implementation of the coaching model, three data collection methods were used: (1) Activity Logs maintained by reading coaches; (2) Literacy Team Participation Logs; and (3) surveys, interviews, and focus groups of principals, reading coaches, and teachers. These data sources addressed the following evaluation questions:

- How was the coaching model (job-embedded professional development) implemented?

- How effective was the coaching model in enhancing the ability of teachers to implement effective reading programs?

4.2.1 *How Was the Coaching Model (Job-Embedded Professional Development) Implemented?*

Based on the 2006-07 survey administered by MGT (see **Exhibit 4-10**), all principals and most coaches (92%) expressed confidence in their ability to critically observe K-3 literacy instruction, and all principals and 86 percent of coaches felt they provided helpful feedback to teachers. The majority of principals and coaches reported that they had sufficient opportunity for observations of K-3 literacy instruction (90% and 77%, respectively) and opportunity to conference with K-3 teachers (89% and 77%, respectively). Principals and coaches were more likely to be confident in their ability to observe and provide feedback than to feel they had sufficient time to apply that ability.

EXHIBIT 4-10
IMPLEMENTATION OF THE READING FIRST COACHING MODEL
SURVEY RESPONSES: PERCENTAGE OF
STAFF RESPONDING "AGREE" OR "STRONGLY AGREE"

TOPIC	RESPONDENT	2006-07
I have felt confident in my ability to critically observe K-3 reading and literacy instruction.	Principal	100%
	Reading Coach	92%
I have felt confident in my ability to provide teachers with effective feedback based on my observations of K-3 reading and literacy instruction.	Principal	100%
	Reading Coach	86%
I have had sufficient opportunity to observe K-3 teachers.	Principal	90%
	Reading Coach	77%
I have had sufficient opportunity to conference with K-3 teachers.	Principal	89%
	Reading Coach	77%

Source: MGT of America, Inc., Spring Surveys, 2007.
Note: Principal n value is 130, and Reading Coach n value is 184.

To document their activities, reading coaches maintained Activity Logs in which they recorded the hours they spent on various activities and the grades associated with these activities. Approximately 30 percent of coaches' time was spent on student monitoring and assessment activities. Other activities that coaches engaged in for a relatively large portion of their time included attending grade-level and principal/coach meetings and obtaining materials needed to implement Reading First. The percentage of time spent on Reading First–related activities tended to increase at higher grade levels (e.g., 21% during kindergarten versus 30% during third grade).

Exhibit 4-11 provides information about how the reading coaches' classroom time was allocated by grade level and the tasks to which the remainder of their time was devoted.

EXHIBIT 4-11
LITERACY COACH ACTIVITY LOGS
PERCENTAGE OF TIME BY TASK: 2006-07

ACTIVITY	HOURS	K	1	2	3
Demonstration teaching in classrooms	14,370	21%	23%	26%	30%
Mentoring/Coaching in classrooms	19,893	21%	24%	24%	31%

ACTIVITY	HOURS	PERCENT
Total Activity Time	**147,525**	**100%**
Planning instruction for demonstration teaching	8,141	5.52%
Conducting teacher workshops	4,538	3.08%
Conducting study sessions/literacy team meetings: Leading small groups on reading topics	3,860	2.62%
Monitoring student performance: Reviewing student data and meetings for planning, data collection, and reporting	14,315	9.70%
Attending weekly grade-level team meeting (cumulative)	11,069	7.50%
Attending monthly principal/coach meeting	6,127	4.15%
Assisting with assessments	29,060	19.70%
Assisting teachers in planning and implementing SBRR instruction	9,305	6.31%
Assisting teachers in planning and implementing student interventions	8,449	5.73%
Procuring instructional materials	14,762	10.01%
Providing professional development for non–Reading First schools	110	0.07%
Other	37,790	25.62%

Source: MGT of America, Inc., Illinois Reading First Evaluation Web Site, Activity Logs, 2007.

Coaches reported through the survey that they generally spent 4.4 days per week observing K-3 instruction. They reported spending an average of 187 minutes per day observing K-3 literacy instruction, more than twice the amount of time reported by principals. Coaches also reported devoting more uninterrupted time to observations than did principals (116 minutes versus 66 minutes), although in slightly fewer classrooms per month (eight versus ten).

All Reading First schools established literacy teams to guide implementation of literacy instruction and to provide staff with professional support. Through the MGT survey, almost all coaches and principals (99%) reported that coaches had facilitated grade-level meetings to focus on literacy-related topics.

Grade-level literacy team meetings were designed to provide guidance for literacy instruction through activities such as reviewing student assessment data and planning interventions for struggling students. Respondents to the MGT survey agreed that the teams provided this guidance; specifically:

- All principals indicated that they provided effective leadership regarding literacy instruction, and most principals (97%) agreed that coaches did the same.

- Almost all principals (99%) and coaches (97%) indicated that coaches presented professional development, assisted in analyzing student data, and led study questions for literacy-related staff.

■ All principals and most coaches (97%) indicated that grade-level teams used assessment data to monitor student progress.

■ Most principals (93%) and coaches (81%) reported that grade-level teams collaboratively planned interventions to support struggling readers.

According to the Grade-Level Team Participation Logs in MGT's Web-based data collection system, 143 schools reported establishing grade-level literacy teams and collectively conducting 7,808 meetings. Schools averaged 55 grade-level meetings per year, each lasting about 45 minutes, with an average of five people attending, including staff and visitors. Almost all schools (96%) focused on data analysis in grade-level meetings, with half of all meetings (51%) addressing this topic. About one-quarter of the meetings focused on student work and on research.

Exhibit 4-12 provides more information about grade-level meetings, and **Exhibit 4-13** provides more information about the topics addressed in those meetings.

EXHIBIT 4-12
GRADE-LEVEL MEETING PARTICIPATION LOGS: 2006-07

Number of Schools Reporting on Grade Level Literacy Teams	143
Total Literacy Team Meetings Reported	7,808
Average Number of Literacy Team Meetings per School	54.60
Total Members Present	39,981
Total Visitors Present	1,779
Total Present (Members and Visitors)	41,760
Average Number Present at Each Literacy Team Meetings	5.35
Total Time in Literacy Team Meetings (minutes)	351,639
Average Length of Literacy Team Meetings (minutes)	45.03

Source: MGT of America, Inc., Illinois Reading First Evaluation Web Site, Grade-Level Meeting Participation Logs, 2006-07.

EXHIBIT 4-13
FOCUS OF GRADE-LEVEL MEETING PARTICIPATION LOGS: 2006-07

FOCUS	PERCENT OF SCHOOLS (n=143)	PERCENT OF LITERACY TEAM MEETINGS* (n=7,808)
Data	95.80%	51.24%
Student work	90.21%	26.26%
Other	89.51%	37.96%
Research	79.72%	22.52%
Video sharing	29.37%	1.63%

Source: MGT of America, Inc., Illinois Reading First Evaluation Web Site, Grade Level Meeting Participation Logs, 2007.

* Percents do not total 100% because grade-level meetings can have multiple focuses.

Participation Logs were also kept for coach/principal monthly meetings. Across schools, staff participated in 2,070 coach/principal meetings, with an average of 15 meetings per school for the year. As shown in **Exhibit 4-14**, these meetings lasted approximately an hour. Student data were discussed during 52 percent of the meetings. As shown in **Exhibit 4-15**, about 20 percent of the meetings focused on student work or research.

EXHIBIT 4-14
PARTICIPATION IN COACH/PRINCIPAL MONTHLY MEETING LOGS: 2006-07

Number of Schools Reporting on Grade Level Literacy Teams	140
Total Literacy Team Meetings Reported	2,070
Average Number of Literacy Team Meetings per School	14.79
Total Members Present	6,644
Total Visitors Present	459
Total Present (Members and Visitors)	7,103
Average Number Present at Each Literacy Team Meeting	3.43
Total Time in Literacy Team Meetings (minutes)	125,061
Average Length of Literacy Team Meetings (minutes)	60.41

Source: MGT of America, Inc., Illinois Reading First Evaluation Web Site, Coach/Principal Monthly Meeting Logs, 2006-07.

EXHIBIT 4-15
FOCUS OF COACH/PRINCIPAL MONTHLY MEETING LOGS: 2006-07

FOCUS	PERCENT OF SCHOOLS (n=140)	PERCENT OF LITERACY TEAM MEETINGS* (n=2,070)
Data	91.43%	52.13%
Student work	70.71%	19.61%
Other	83.57%	39.37%
Research	60.00%	21.21%
Video sharing	10.00%	0.82%

Source: MGT of America, Inc., Illinois Reading First Evaluation Web Site, Coach/Principal Monthly Meeting Logs, 2006-07.

Feedback from principals and coaches through the MGT survey indicated that the grade-level team meetings were effective, with a higher percentage of principals indicating effectiveness than coaches. Specifically:

- There was general agreement (98% of principals, 90% of coaches) that grade-level team meetings were an effective means of providing professional development.

- Most principals (96%) and coaches (92%) believed that grade-level meetings helped teachers apply SBRR to their literacy instruction.

- Additionally, 94 percent of principals and 88 percent of coaches reported that the grade-level meetings were helpful to them in better understanding how to apply SBRR to literacy instruction.

4.2.2 How Effective Was the Coaching Model in Enhancing the Ability of Teachers to Implement Effective Reading Programs?

The survey administered by MGT provided an opportunity for principals and reading coaches to offer a self-assessment of the effectiveness of the Reading First coaching model. Principals and coaches were positive in their assessment of the effectiveness of the model. The survey results indicated that:

- Most principals (97%) and coaches (93%) believed that K-3 teachers have had adequate support from a coach to assist in developing effective instruction.

- Similarly, 96 percent of principals and 88 percent of coaches believed teachers have had adequate support from a literacy coach to assist in diagnosing problems.

- Almost all principals (99%) and most coaches (95%) felt the Reading First coaching model has had a positive effect on teachers' ability to achieve literacy goals.

- Most coaches (90%) felt that they provided clear, effective demonstrations for classroom teachers.

- Most coaches (94%) felt that they had sufficient knowledge and background experience to be an effective instructional coach.

Exhibit 4-16 shows the effectiveness of some key Reading First coaching model topics as rated by coaches and principals across implementation years.

EXHIBIT 4-16
EFFECTIVENESS OF READING FIRST COACHING MODEL
SURVEY RESPONSES: PERCENTAGE OF
STAFF RESPONDING "AGREE" OR "STRONGLY AGREE"

TOPIC	RESPONDENT	2006-07
Overall, K-3 teachers in our school have had adequate support from a literacy coach to assist in <u>developing effective instruction</u>.	Principal	97%
	Reading Coach	93%
Overall, K-3 teachers in our school have had adequate support from a literacy coach to assist in <u>diagnosing problems</u>.	Principal	96%
	Reading Coach	88%
I believe that support from the Reading First coaching model has had a positive effect on teachers' abilities to achieve literacy goals.	Principal	99%
	Reading Coach	95%
I have had adequate support from my principal to assist in developing effective instruction.	Reading Coach	83%
I have had adequate support from my principal to organize staff to provide adequate interventions for students.	Reading Coach	77%
I have had sufficient knowledge and background experience to be an effective instructional coach.	Reading Coach	94%
I have provided clear, effective demonstrations for classroom teachers.	Reading Coach	90%

Source: MGT of America, Inc., Spring Surveys, 2007.
Note: Principal n value is 130, and Reading Coach n value is 184.

On the teacher survey developed by ISBE, teachers were most likely to indicate that they were comfortable or confident with professional development (72%) and technical assistance (62%) provided by the local education agency, state education agency, and reading coach. However, 30 to 40 percent were worried or concerned about the professional development and technical assistance they received. Most teachers who gave responses to the open-ended portion of these survey items were positive, expressing that they were happy with the professional development and technical assistance that was provided. Teachers felt that their coach was very helpful and that presenters at trainings were qualified and knowledgeable.

However, some teachers requested better scheduling and planning for professional development trainings (n=32), and some were not comfortable with the technical assistance they were provided or the support they received from staff (n=31). A very small minority of teachers indicated that coaches were not helpful or were unsupportive (n=9). A caveat, however, is that the open-ended portion of these survey items was optional and teachers with the strongest views may have been more motivated to respond with an open-ended answer.

Teachers who participated in the focus groups during the site visits addressed the following question regarding the influence of the reading coach: "How have school-based professional development and peer coaching activities affected your ability to implement SBRR in your classrooms?" Teachers indicated that school-based professional development helped them implement the Reading First program in general and, more specifically, enhanced their content knowledge of reading. Teachers also reported that coaches were very helpful in providing them with training and that professional development opportunities enhanced collaboration among the staff.

During site visits, teachers most commonly reported the reading coach as being key to the leadership and assistance provided by their school. Teachers viewed the reading coach as crucial to their success in implementing the program. This was a theme that ran throughout the teacher focus groups. In the future, teachers would like more time with their reading coach, including more in-class modeling and feedback from classroom observations.

Coaches and principals indicated that the technical assistance and leadership provided by the school district included trainings such as the DIBELS training from Wireless Generation. School districts also held regular meetings with coaches and principals and conducted site visits to observe Reading First implementation and provide feedback. Necessary materials, resources, and information were also provided by the school district. Generally, principals and coaches were very happy with the support, responsiveness, and availability of school district staff, making statements such as, "The ERS is very supportive, responsive, and patient" and "The Reading Curriculum Coordinator really cares about what is best for the students…" A few respondents made less positive comments and suggested that improvement was needed regarding the leadership and assistance provided by their school district.

ERSs provided support to ILRF schools and their staff to implement the Reading First program. To summarize the activities and perceived effectiveness of ERSs, MGT compiled information provided by ERSs regarding professional development they offered to coaches. Principals and coaches also reported on their experiences with their ERS. The following questions were addressed:

- What type and amount of support was provided by ERSs to Reading First schools?

- How effective was the support provided by ERSs to reading coaches and principals in Reading First schools?

4.2.3   *What Type and Amount of Support Was Provided by ERSs to Reading First Schools?*

In Reading First–funded schools, ERSs supported Reading First implementation by conducting training sessions and providing on-site technical assistance. As reported by coaches, ERSs provided 848 trainings to coaches at Reading First schools. These trainings were attended by about half (51%) of the coaches. The ERS training hours provided to coaches totaled 6,143 throughout the course of the year.

4.2.4   *How Effective Was the Support Provided by ERSs to Reading Coaches and Principals in Reading First Schools?*

The MGT survey questioned principals and coaches on the effectiveness of the work of the ERSs on their schools' behalf. Although perceptions were generally positive, the ratings of specific components of the assistance varied considerably.

Principals and coaches typically either rated the various types of ERS assistance as effective to very effective or did not feel they could provide an effectiveness rating (indicated "don't know" or "not applicable"). **Exhibit 4-17** shows the percentage of principals and coaches reporting that the components of ERS assistance were effective

(generally effective or very effective) and the percentage reporting not effective (generally not effective or not at all effective). Also shown are rates of "don't know" or "not applicable." Relatively high rates of "don't know" and "not applicable" were found for the ERS section. It is unclear why some respondents did not feel they could rate the effectiveness of ERS support. Perhaps schools are choosing not to utilize ERSs in the ways captured on the survey (e.g., on-site observation and feedback) or perhaps schools are unaware of the services that ERSs can provide.

EXHIBIT 4-17
SUPPORT FROM THE EARLY READING SPECIALIST

COMPONENT	RESPONDENT	EFFECTIVE	NOT EFFECTIVE	DON'T KNOW/NOT APPLICABLE
Site-based observation training (SBOT) with other Reading First coaches	Principal	78%	5%	18%
	Coach	68%	9%	23%
Statewide Reading First meetings	Principal	73%	14%	13%
	Coach	74%	14%	11%
On-site assistance in monitoring student progress	Principal	77%	9%	13%
	Coach	58%	14%	27%
Assistance in diagnosing students' reading problems	Principal	70%	9%	21%
	Coach	53%	13%	34%
Colleague visits (SBOT) with Reading First teachers from other schools	Principal	51%	6%	43%
	Coach	45%	8%	48%
Discussion/networking opportunities with other reading coaches and principals	Principal	82%	7%	12%
	Coach	85%	5%	11%
On-site modeling, observation, and feedback provided by the ERS to state staff	Principal	69%	7%	24%
	Coach	56%	10%	35%
Assistance in designing and implementing instruction	Principal	76%	7%	17%
	Coach	69%	9%	22%
Assistance in designing and implementing interventions	Principal	74%	9%	17%
	Coach	62%	11%	27%

Source: MGT of America, Inc., Spring Surveys, 2007.

Enhanced professional development is a primary goal of Reading First. It was designed to inform and produce skills in the essential elements of SBRR as described by the National Reading Panel. In addition to the job-embedded professional development offered at the school and district through the coaching model and the support of ERSs, professional development was offered to all Reading First schools outside the classroom through state-sponsored trainings and conferences.

MGT gathered information about additional Reading First professional development through (1) the Professional Development Logs, and (2) the surveys, interviews, and focus groups of principals, coaches, and teachers. These sources provided information

and documented perceptions about the extent and impact of Reading First professional development, addressing the following evaluation questions:

- What type and amount of statewide professional development trainings were provided through Reading First?

- In what literacy-related professional development did principals, reading coaches, and teachers participate outside the classroom?

- How effective was additional literacy-related professional development in enhancing the ability of principals, coaches, and teachers to implement effective reading programs?

- What professional development offerings were most beneficial?

- What professional development needs continue to exist?

4.2.5 *What Type and Amount of Statewide Professional Development Trainings Were Provided Through Reading First?*

Reading coaches reported on the statewide professional development trainings they attended. The most highly attended trainings were the DIBELS Make Up Training and the Reading First English Language Learning Training. As expected, the percentages of the coaches attending the administrator academies were low.[1]

Exhibit 4-18 provides additional detail about the type of activities and the number of participants in each.

---

[1] To reduce the data collection burden on schools, these professional development data were not collected for principals.

EXHIBIT 4-18
STATEWIDE PROFESSIONAL DEVELOPMENT
PROVIDED THROUGH READING FIRST TO READING COACHES

PROFESSIONAL DEVELOPMENT ACTIVITIES	ATTENDANCE	TOTAL TIME	
		TRAINING HOURS	CONTACT HOURS
DIBELS Make Up Training for Round 3	61	775	47,275
Reading First District Meeting	38	207.7	7,892.6
Make Up Coaches Training for Round 3	40	396.7	15,868
3 Tier Model Training (North)	39	330.5	12,889.5
3 Tier Model Training (South)	36	281.5	10,134
Reading First English Language Learner (ELL) Training (North)	62	359.5	22,289
Reading First English Language Learner (ELL) Training (South)	20	104.5	2,090
Reading First Administrator Academy (North)	1	30	30
Reading First Administrator Academy (South)	7	35	245

Source: MGT of America, Inc., Illinois Reading First Evaluation Web Site, Professional Development Section, 2007.
Contact Hours = Number in Attendance multiplied by the number of Training Hours.
Note: Reading First Administrator Academies only include reading coaches that attended.

4.2.6 *In What Literacy-Related Professional Development Did Principals, Reading Coaches, and Teachers Participate Outside the Classroom?*

Reading First professional development included job-embedded professional development using the coaching model as described in the previous sections as well as professional development outside the classroom. Through MGT's Web-based Professional Development Logs, coaches maintained an individual record of their professional development activity throughout the year. Ninety-six percent of reading coaches completed the Professional Development Logs.

Reading First Training

Coaches reported on trainings provided to them at the state, Regional Offices of Education/Intermediate Service Centers (ROE/ISC), district, and school or building levels. For example, 62 coaches reported receiving training provided by the state; 97, training provided by the ROE/ISC, 118, training provided by the district; and 105, training at the school/building. In addition, coaches reported on the training they provided to staff at the school level. Most coaches (n = 146) reported training teachers and staff at the school. **Exhibit 4-19** summarizes Reading First training reported by coaches.

EXHIBIT 4-19
SUMMARY OF READING FIRST TRAINING
REPORTED BY READING COACHES: 2006-07

TRAINING LEVEL	NUMBER REPORTING	SESSIONS ATTENDED	TOTAL HOURS	AVERAGE
Statewide	62	304	2520.40	40.65
ROE/ISC	97	848	6,143.00	63.32
District	118	1,579	10,178.10	86.26
Building-Received	105	562	2,979.30	28.37
Building-Disseminated	146	1,231	2519.75	17.26

Source: MGT of America, Inc., Illinois Reading First Evaluation Web Site, Reading First Professional Development Logs, 2007.

Literacy-Related Conferences

Additional professional development was offered at professional literacy-related conferences. **Exhibit 4-20** shows the participation by coaches in each of these conferences. The Illinois Reading Association and the National Reading First Conferences were the most highly attended.

EXHIBIT 4-20
CONFERENCES ATTENDED BY READING COACHES
(111 SCHOOLS AND 124 COACHES REPORTING)

CONFERENCES	% ATTENDED	# HOURS
Illinois Reading Association Conference	38.71	596
Illinois Reading Recovery/Early Literacy Conference	4.03	39
International Reading Association Conference	7.26	160
National Reading First Conference	45.97	1,093
Illinois Reading Council Conference	14.52	241
NCLB Conference	5.65	86

Source: MGT of America, Inc., Illinois Reading First Evaluation Web Site, Reading First Professional Development Logs, 2007.

4.2.7 *How Effective Was the Additional Literacy-Related Professional Development in Enhancing the Ability of Coaches to Implement Effective Reading Programs?*

Reading First Training

At the time coaches completed their Professional Development Logs, they had the opportunity to rate the professional development opportunities overall as being very effective, effective, moderately effective, of limited effectiveness, or not effective. Reading First training was viewed overall as very effective or effective by most coaches (83%) who offered a rating (n = 154 coaches responding). Ten percent indicated a moderately effective rating, and 7 percent indicated that the trainings were of limited effectiveness or not effective.

Literacy-Related Conferences

The chart below shows the effectiveness ratings for the conferences that coaches from Reading First schools reported having attended. The most heavily attended conferences were the Illinois Reading Association Conference and the National Reading First Conference, attended by 50 to 60 coaches. The other conferences had low rates of attendance, with 5 to 10 coaches reportedly attending. At least 70 percent of coaches rated literacy-related conferences as effective or very effective. The conferences perceived to be most effective were the Illinois Reading Council Conference, the Illinois Reading Association Conference, and the National Reading First Conference (93% to 100% effective or very effective). Although a sizable proportion (20%) of coaches reported the other conferences as ineffective, few coaches reported attending those conferences so the actual number of coaches indicating low effectiveness was very small (1 to 2 coaches). **Exhibit 4-21** provides details about the effectiveness ratings by conference.

EXHIBIT 4-21
EFFECTIVENESS OF LITERACY-RELATED CONFERENCES FOR COACHES

VERY EFFECTIVE	EFFECTIVE	MODERATELY EFFECTIVE	LIMITED EFFECTIVENESS	NOT EFFECTIVE
ILLINOIS READING ASSOCIATION CONFERENCE (n = 51)				
74.51%	21.57%	1.96%	0%	1.96%
ILLINOIS READING RECOVERY/EARLY LITERACY CONFERENCE (n = 5)				
80.00%	0%	0%	0%	20.00%
INTERNATIONAL READING ASSOCIATION CONFERENCE (n = 10)				
70.00%	0%	10.00%	0%	20.00%
NATIONAL READING FIRST CONFERENCE (n = 60)				
71.67%	21.67%	6.67%	0%	0%
ILLINOIS READING COUNCIL CONFERENCE (n = 11)				
100%	0%	0%	0%	0%
NCLB CONFERENCE (n = 10)				
30.00%	50.00%	0%	20.00%	0%

Source: MGT of America, Inc., Illinois Reading First Evaluation Web Site, Reading First Professional Development Logs, 2007.

Through the on-site interviews, most principals and coaches said the professional development provided by ISBE was helpful. However, about 20 percent indicated that the trainings were repetitive, were not helpful, or needed improvement. The offerings reported by principals and coaches to be most effective were as follows:

- Wireless Generation's trainings on how to use the DIBELS assessment and the Haggerty training on phonemic awareness.

- Academies, which often included nationally recognized speakers.

- Coaching models and strategies such as how to negotiate with teachers and be a liaison between teachers and parents.

■ Workshops on literacy centers and differentiated instruction, especially the applied hands-on training (e.g., coaches working in groups to develop literacy center examples).

Principals and coaches were also asked during interviews to address the technical assistance and leadership provided by ISBE. They indicated that ISBE provided technical assistance and leadership through workshops and academies, coaching, and on-site meetings, as well as by being accessible to the school's needs and offering positive support. In terms of suggestions for improving the technical assistance and leadership offered by ISBE, many principals and coaches (about 40%) indicated that no changes were needed. The most frequently suggested changes were to provide more training with new information and be flexible with the training dates.

4.2.8 *What Professional Development Needs Continue to Exist?*

Through the survey administered by MGT, principals and coaches indicated their level of interest in pursuing additional professional development for a set of key topics displayed in **Exhibit 4-22**. Additionally, they were asked to list the topics they were *most* interested in addressing over the next year.

With regard to continued professional development, the percentage of principals and reading coaches indicating a high or extremely high interest in additional training topics is shown in **Exhibit 4-22**. **Exhibits 4-23** through **4-27** show the distribution of staff indicating interest in the five essential reading components. The topics of high to extremely high interest to the largest percentage of both coaches and principals included planning intervention strategies for struggling readers, using assessments to guide instruction, and literacy instruction for children with special needs. Approximately two-thirds of coaches also listed vocabulary and comprehension as areas of high to extremely high interest. A larger percentage of coaches than of principals (54% to 71% compared to 49% to 59%) showed high interest in the five essential reading components, but a larger percentage of principals showed a high interest in learning more about using DIBELS to monitor student progress (60% compared to 43%).

EXHIBIT 4-22
PROFESSIONAL DEVELOPMENT NEEDS
REPORTED BY PRINCIPALS AND COACHES: 2006-07

Percent Reporting High/Extremely High Interest		
	PRINCIPALS (n=130)	**READING COACHES (n=184)**
Phonemic Awareness	53%	55%
Explicit Systematic Phonics	49%	54%
Fluency	52%	61%
Vocabulary	56%	71%
Comprehension	59%	67%
Literacy instruction for children with limited English proficiency	53%	56%
Literacy instruction for children with special needs	66%	65%
Organization and implementation of literacy	58%	60%
Using DIBELS to monitor student progress	60%	43%
Using student assessments to guide instruction	67%	63%
Use of the core reading program	50%	47%
Use of supplemental materials	54%	63%
Planning intervention strategies for struggling readers	76%	79%

Source: MGT of America, Inc., Spring Surveys, 2007.

EXHIBIT 4-23
PERCENT REPORTING HIGH/EXTREMELY HIGH INTEREST
BY PRINCIPALS AND COACHES: 2006-07 PHONEMIC AWARENESS
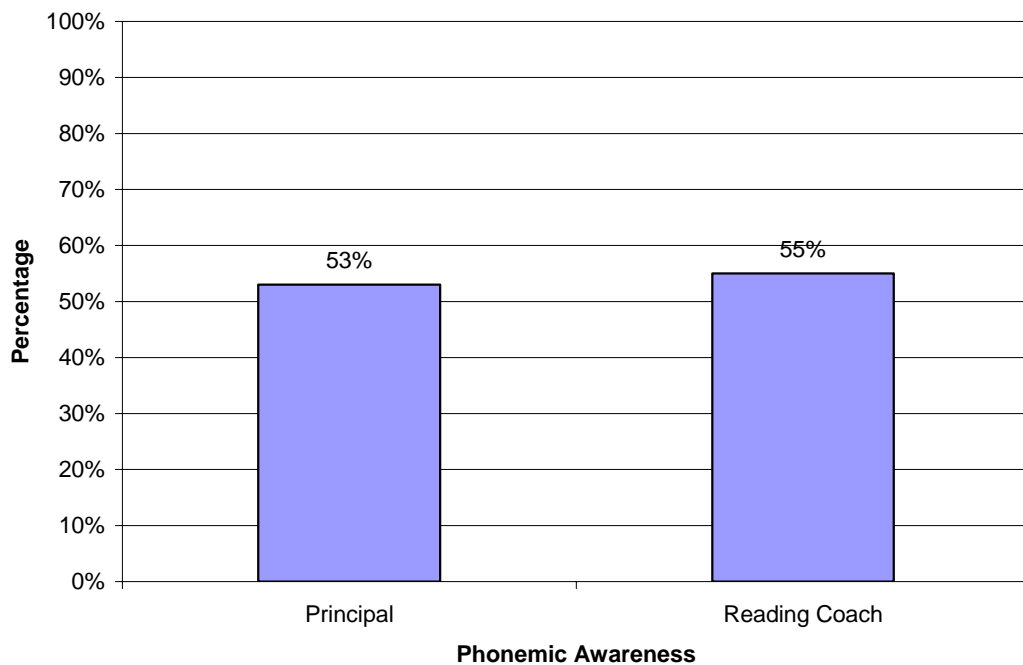
Source: MGT of America, Inc., Spring Surveys, 2007.

EXHIBIT 4-24
PERCENT REPORTING HIGH/EXTREMELY HIGH INTEREST
BY PRINCIPALS AND COACHES: 2006-07 EXPLICIT SYSTEMATIC PHONICS
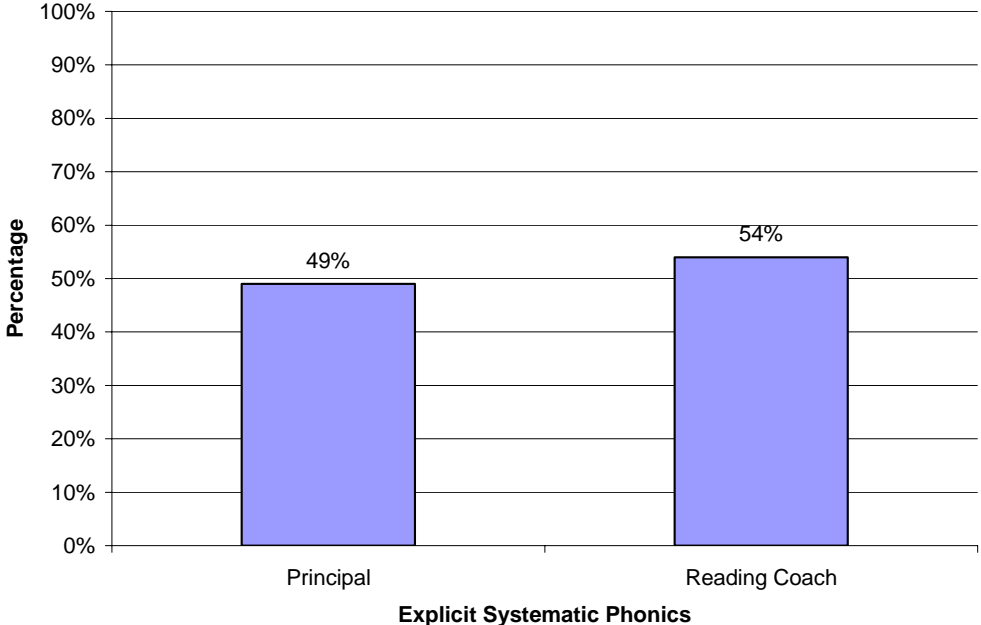
Source: MGT of America, Inc., Spring Surveys, 2007.

EXHIBIT 4-25
PERCENT REPORTING HIGH/EXTREMELY HIGH INTEREST
BY PRINCIPALS AND COACHES: 2006-07 FLUENCY
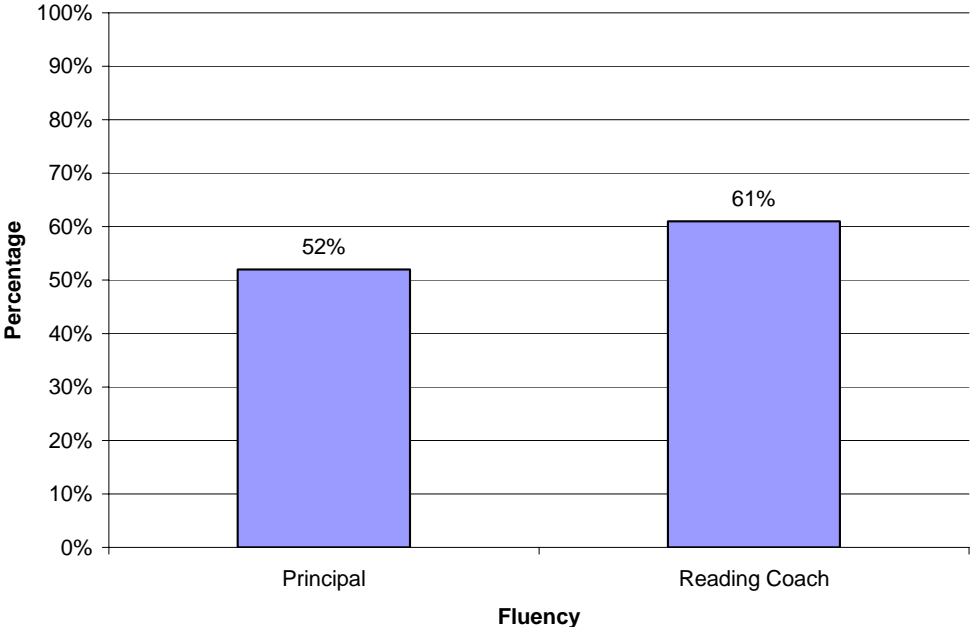
Source: MGT of America, Inc., Spring Surveys, 2007.

EXHIBIT 4-26
PERCENT REPORTING HIGH/EXTREMELY HIGH INTEREST
BY PRINCIPALS AND COACHES: 2006-07 VOCABULARY
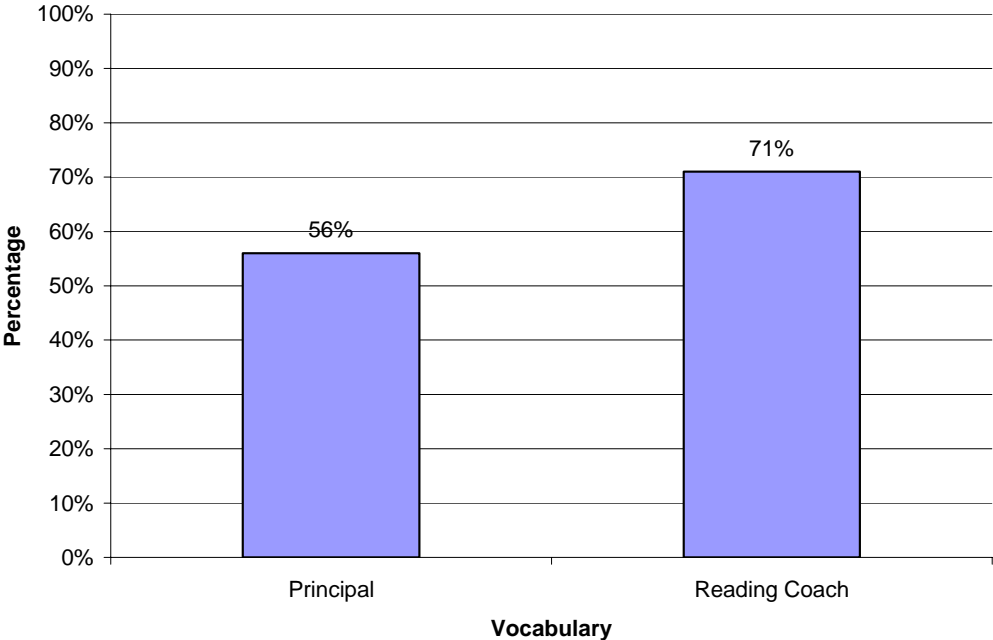
Source: MGT of America, Inc., Spring Surveys, 2007.

EXHIBIT 4-27
PERCENT REPORTING HIGH/EXTREMELY HIGH INTEREST
BY PRINCIPALS AND COACHES: 2006-07 COMPREHENSION
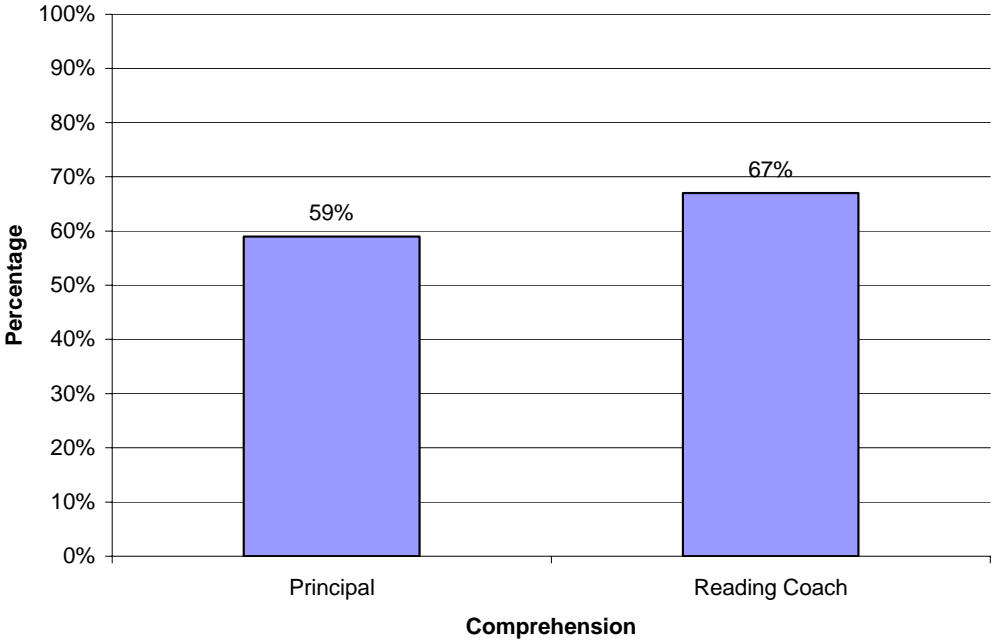
Source: MGT of America, Inc., Spring Surveys, 2007.

Exhibit 4-28 shows the most frequent responses that principals and coaches gave when asked what literacy-related professional development topics they were *most* interested in addressing over the next year. The single most important area for future professional development as reported on the survey was intervention implementation, with approximately 80 to 90 percent of principals and coaches showing an interest in learning more about that topic.

EXHIBIT 4-28
PROFESSIONAL DEVELOPMENT TOPICS OF INTEREST: 2006-07

PROFESSIONAL DEVELOPMENT TOPIC	PRINCIPALS (n=130)	READING COACHES (n=184)
Intervention	89%	84%
Assessment	62%	44%
Vocabulary	58%	53%
Special Education Instruction	56%	33%
Comprehension	53%	44%
Fluency	42%	42%
Reading	36%	42%
ELL instruction	35%	35%
Phonics/Phonemic Awareness	33%	27%
Block Organization	30%	36%

Source: MGT of America, Inc., Spring Surveys, 2007.

4.3 *Literacy Leadership*

With the increased professional competence that Reading First professional development establishes, both administrators and teachers are in a position to provide leadership in the development and oversight of K-3 literacy instructional programs. Reading First seeks to establish principals as literacy leaders through focused, systematic professional development and support for involvement in the classroom. Reading coaches have a key leadership role in the development of literacy teams. Reading First also seeks to promote the development of teachers as literacy professionals, increasing their understanding of the literacy process and reading-related research. MGT's survey asked principals, coaches, and teachers to comment on the literacy leadership within their school.

To examine perceptions about literacy leadership, surveys of principals, reading coaches, and teachers addressed the following evaluation questions:

- To what extent have professional development activities enabled principals, coaches, and teachers to feel knowledgeable and confident about incorporating scientifically based instructional strategies in reading instruction?

- How has Reading First enhanced the literacy leadership skills of principals and reading coaches?

4.3.1 ***To What Extent Have the Reading First Professional Development Activities Enabled Principals, Coaches, and Teachers to Feel Knowledgeable and Confident About Incorporating Scientifically Based Instructional Strategies in Reading Instruction?***

In the survey administered by MGT, Reading First coaches and principals were asked to indicate their level of confidence in implementing instruction for each of the essential elements and related activities. Highlights of these survey responses were as follows:

■   Principals expressed the highest levels of confidence in comprehension, vocabulary, fluency, and using DIBELS assessments to guide instruction.

■   Reading coaches rated themselves as most highly confident in using DIBELS to monitor student progress, the five essential reading components, organization and implementation of literacy, and using student assessments to guide instruction.

■   Reading coaches tended to rate themselves as more highly confident in each of the essential elements of reading and related activities than principals, with the largest difference being in the use of DIBELS to monitor student progress, for which principals indicated a high interest in learning more.

Exhibit 4-29 depicts the percentage of literacy staff reporting high to extremely high confidence in key elements of reading and related activities. **Exhibits 4-30** to **4-34** show the distribution of high to very high knowledge and confidence ratings for the five essential reading components.

EXHIBIT 4-29
CONFIDENCE IN ESSENTIAL ELEMENTS OF READING AND
RELATED ACTIVITIES: 2006-07

High to Extremely High Confidence		
	PRINCIPALS (n=130)	**READING COACHES (n=184)**
Phonemic Awareness	61%	72%
Explicit Systematic Phonics	65%	84%
Fluency	74%	74%
Vocabulary	77%	72%
Comprehension	80%	83%
Literacy instruction for children with limited English proficiency	26%	20%
Literacy instruction for children with special needs	44%	30%
Organization and implementation of literacy	66%	75%
Using DIBELS to monitor student progress	36%	85%
Using student assessments to guide instruction	78%	75%
Use of the core reading program	63%	63%
Use of supplemental materials	51%	63%
Planning intervention strategies for struggling readers	52%	63%

Source: MGT of America, Inc., Spring Surveys, 2007.

EXHIBIT 4-30
PERCENT OF STAFF REPORTING HIGH TO EXTREMELY HIGH CONFIDENCE
FOR PHONEMIC AWARENESS: 2006-07
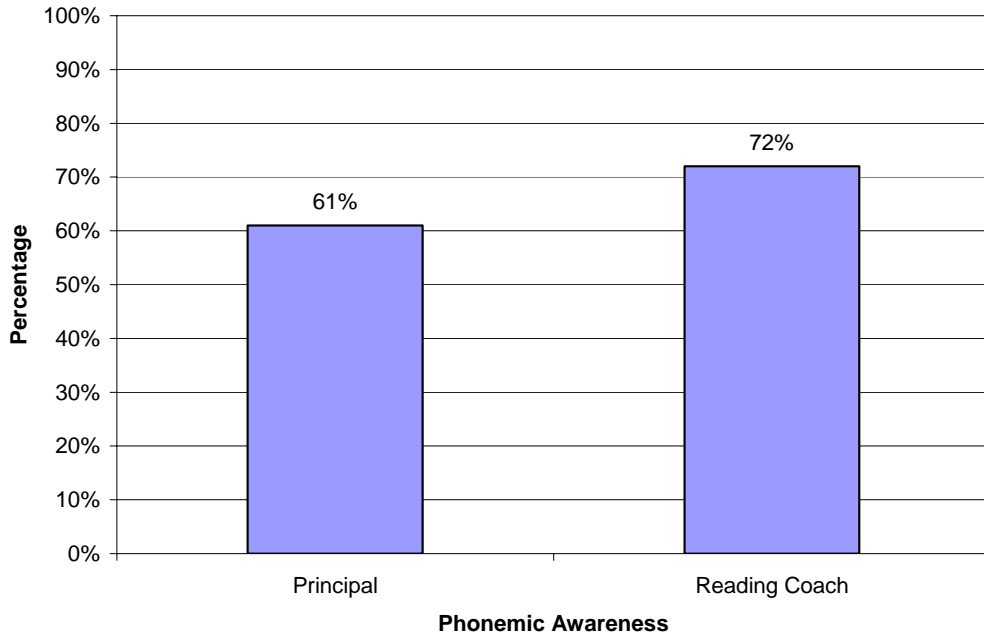
Source: MGT of America, Inc., Spring Surveys, 2007.

EXHIBIT 4-31
PERCENT OF STAFF REPORTING HIGH TO EXTREMELY HIGH CONFIDENCE
FOR EXPLICIT SYSTEMATIC PHONICS: 2006-07
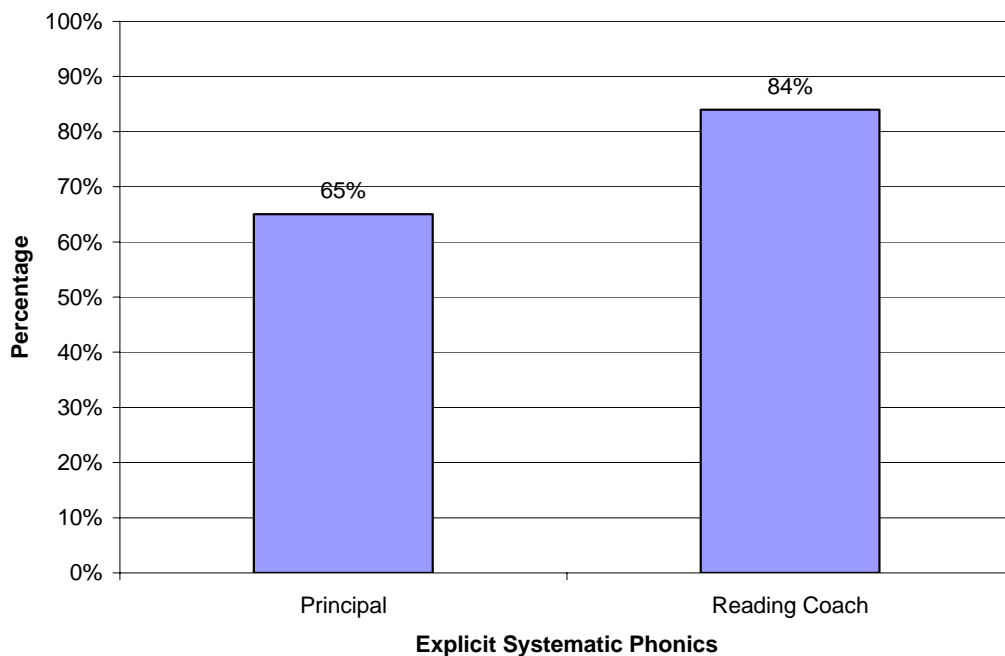
Source: MGT of America, Inc., Spring Surveys, 2007.

EXHIBIT 4-32
PERCENT OF STAFF REPORTING HIGH TO EXTREMELY HIGH CONFIDENCE
FOR FLUENCY: 2006-07
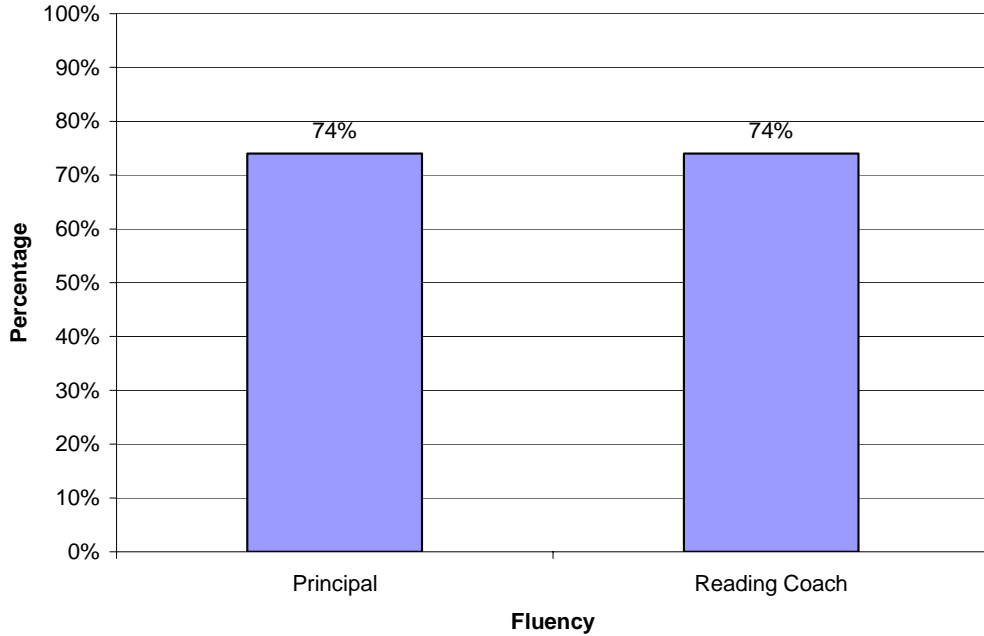
Source: MGT of America, Inc., Spring Surveys, 2007.

EXHIBIT 4-33
PERCENT OF STAFF REPORTING HIGH TO EXTREMELY HIGH CONFIDENCE
FOR VOCABULARY: 2006-07
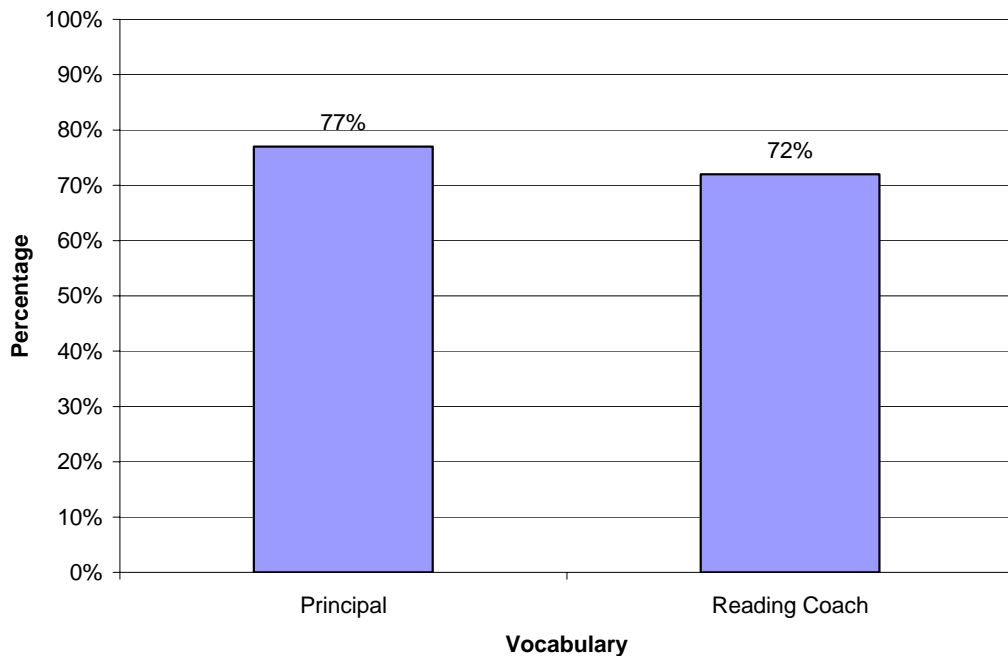
Source: MGT of America, Inc., Spring Surveys, 2007.

EXHIBIT 4-34
PERCENT OF STAFF REPORTING HIGH TO EXTREMELY HIGH CONFIDENCE
FOR COMPREHENSION: 2006-07
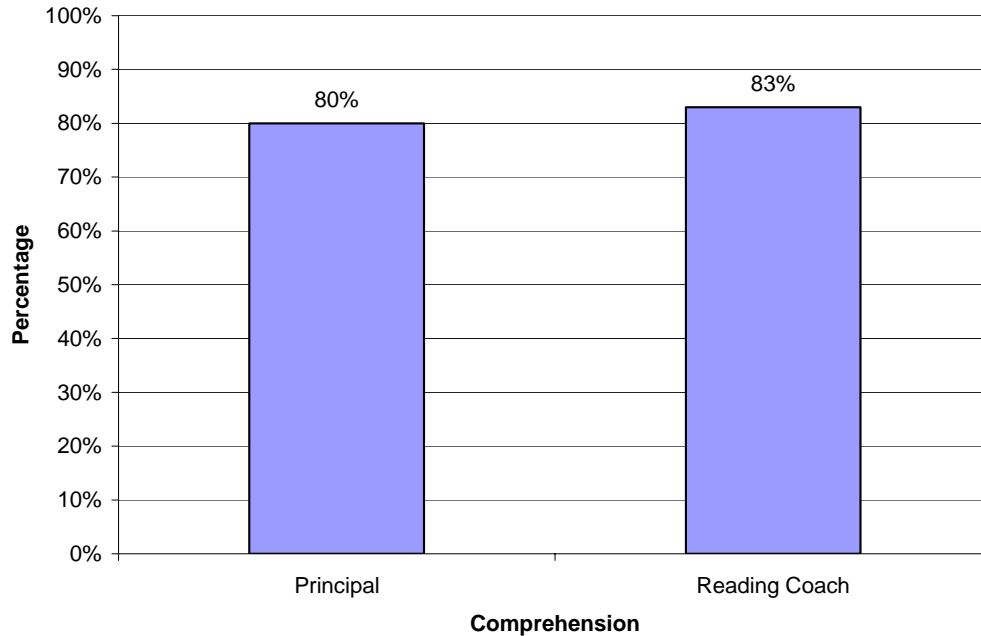
Source: MGT of America, Inc., Spring Surveys, 2007.

During on-site visits, teachers were asked to comment on how Reading First professional development activities affected their knowledge, beliefs, and ability to teach reading and implement SBRR in their classrooms. Teachers at about 40 percent of the schools indicated that ISBE-provided trainings did not affect their knowledge and beliefs about teaching reading, but 33 percent indicated that their knowledge had increased, and 22 percent said the trainings provided them with new instructional ideas. Many teachers commented that much of the training they received covered material they already knew.

When interviewed, most coaches and principals said that Reading First was effective to very effective in changing teachers' attitudes and beliefs about SBRR at their school. However, teachers at about 30 percent of schools felt there had been little change in teacher beliefs regarding SBRR.

4.3.2 *How Has Reading First Enhanced the Literacy Leadership Skills of Principals, Reading Coaches, and Teachers?*

Strong literacy leadership will result in a school culture that is focused on improving literacy and enabling all children to read at grade level by third grade. Through the MGT survey, all Reading First principals and most coaches (95%) claimed that their school was committed to improving school-wide literacy programs so that every student will read by the end of third grade. The survey also addressed principals' and coaches' perceptions of their own leadership and the leadership of other groups.

Principals as Literacy Leaders

The leadership of the school principal is critical to the implementation of an effective literacy program. In a self-report, all of the Reading First principals indicated that they provided effective leadership to strengthen reading and literacy instruction in their schools. Most coaches (83%) agreed that their principal provided effective leadership for literacy instruction.

Reading Coaches as Literacy Leaders

Reading coaches have significant leadership responsibilities for developing strong literacy programs in Reading First schools. Through the MGT survey, nearly all coaches reported that they had facilitated grade-level team meetings on Reading First grant-related topics (99%) and had presented professional development, assisted in analyzing student assessment data, and led study sessions on literacy topics for school staff (96%). Additionally, most coaches (86%) reported that they had been included in making decisions about Reading First concerns, such as budget revisions, curriculum changes, and scheduling.

In their self-report, most of the reading coaches (97%) indicated that they provided effective leadership to strengthen reading and literacy instruction in their schools. Most principals (97%) agreed that their coach provided effective leadership for literacy instruction.

4.4   *Classroom Instruction in Reading First Schools*

The Reading First program was established to bring about a change in the way reading is taught and to align instructional strategies more closely with the current research on effective practice. Specifically, the program seeks to infuse SBRR into reading and literacy instruction. This research defines reading as a system consisting of several dimensions, including the understanding of phonemes; decoding ability; fluency; information and vocabulary to support comprehension; and strategies to construct meaning from print. Each of these dimensions is critical to effective literacy instruction.

Given the professional development emphasis of Reading First, teachers who have participated in the training should be knowledgeable in several areas. They should know the essential elements of the reading process and how to translate this knowledge into instructional practice. Teachers should also be able to effectively individualize instruction based on the needs of the students, using diagnostic assessments. Teachers should be able to organize classrooms to maximize the amount of time that students are actively engaged in reading instruction and know how to select and use reading resources. Efficiently organizing instruction, carefully selecting and modifying reading material, and effectively presenting the material can prevent reading failure. Adequate instructional time, well-designed materials, and effective presentation techniques are all essential ingredients of a successful school reading program.

MGT gathered information about Reading First classroom instruction through three primary sources: (1) Program Profiles, (2) surveys of principals and reading coaches, and (3) classroom observations. Collectively, these sources provided information and

documented perceptions about the nature and impact of instruction under Reading First. These data sources addressed the following evaluation questions:

- To what extent did the structure of the literacy program in Reading First schools reflect the ILRF model?

- To what extent did classroom instruction in Reading First schools incorporate the required elements of the ILRF model?

- What changes have occurred in classroom instruction since Reading First funding was instituted?

4.4.1 *To What Extent Did the Structure of the Literacy Program in Reading First Schools Reflect the Illinois Reading First Model, as Reported by Principals, Reading Coaches, and Teachers?*

In their survey responses, principals and coaches described a structure for literacy instruction that reflected the ILRF model. Nearly all principals and coaches agreed that:

- The approach to literacy was consistent with SBRR (100% of principals and 98% of coaches).

- The components of the literacy program were systematic and sequential, emphasizing explicit instruction (100% of principals and 98% of coaches).

- The school had established an uninterrupted block of time for reading instruction of at least 90 minutes (99% of principals and 97% of coaches).

- Teachers used in-class grouping strategies, including small group instruction, to meet students' needs (97% of principals and coaches).

Fewer principals and coaches (88% and 68%, respectively) felt that their school's library program provided adequate support for K-3 literacy development.

4.4.2 *To What Extent Did Classroom Instruction in Reading First Schools Incorporate the Required Elements of The Illinois Reading First Model?*

To ensure that teachers are implementing elements of Reading First as intended, schools are conducting formal and informal classroom observations including walk-throughs; holding meetings and workshops; using modeling and demonstrations; and reviewing teachers' lesson plans.

MGT consultants visited a total of 24 Reading First schools in February and 25 schools in March of the 2006-07 school year to obtain objective data on the implementation of the ILRF program in the classroom. During the visits, MGT conducted a total of 98 classroom observations of the designated 90-minute reading block using a formal reading observation tool—34 first grade, 36 second grade, and 28 third grade. MGT

consultants reported that first grade classrooms had an average of 18 students, and second and third grade classrooms had an average of 20 students.

To ensure consistency among the consultants, MGT utilized the Instructional Content Emphasis - Revised (ICE-R) instrument for recording classroom reading instruction (see Appendix B). This instrument allows consultants to summarize instructional activities by instructional category, instructional subcategory, grouping, materials used, student engagement, and teacher quality. The ten main instructional categories are:

- Concepts of Print.
- Phonological Awareness.
- Alphabetic Knowledge.
- Word Study/Phonics.
- Spelling.
- Oral Language Development.
- Fluency.
- Text Reading.
- Comprehension.
- Writing/Language Arts.

MGT condensed the instructional categories to six—phonological awareness, word study/phonics, fluency, text reading, comprehension, and writing/language arts—for analysis to focus more on the essential components of Reading First.

Classroom observations lasted an average of 45 minutes. During that time, MGT consultants reported observing an average of 41 minutes of reading instruction and an average of four minutes of tasks that did not directly relate to the reading instruction. However, time spent on tasks not directly related to reading instruction varied considerably across classrooms, ranging from 0 to 23 minutes off-task with nine classrooms spending 10 minutes or more off-task. Consultants recorded a total of 244 instructional activities at the first grade level, 234 in second grade classrooms, and 151 in the third grade.

The following is a summary of the data collected from classroom observations across the state by grade level.

In the first grade classrooms, the most frequently observed instructional focus included word study/phonics and text reading, followed by comprehension. Instructional focus in second grade classrooms most often included comprehension and text reading, followed by word study/phonics. In third grade classrooms, consultants observed the instructional focus to include comprehension and text reading, followed by language arts. **Exhibit 4-35** illustrates the breakdown of the main categories of instruction integrated into the reading block by grade level.

EXHIBIT 4-35
MAIN INSTRUCTIONAL CATEGORIES OF ACTIVITIES OBSERVED
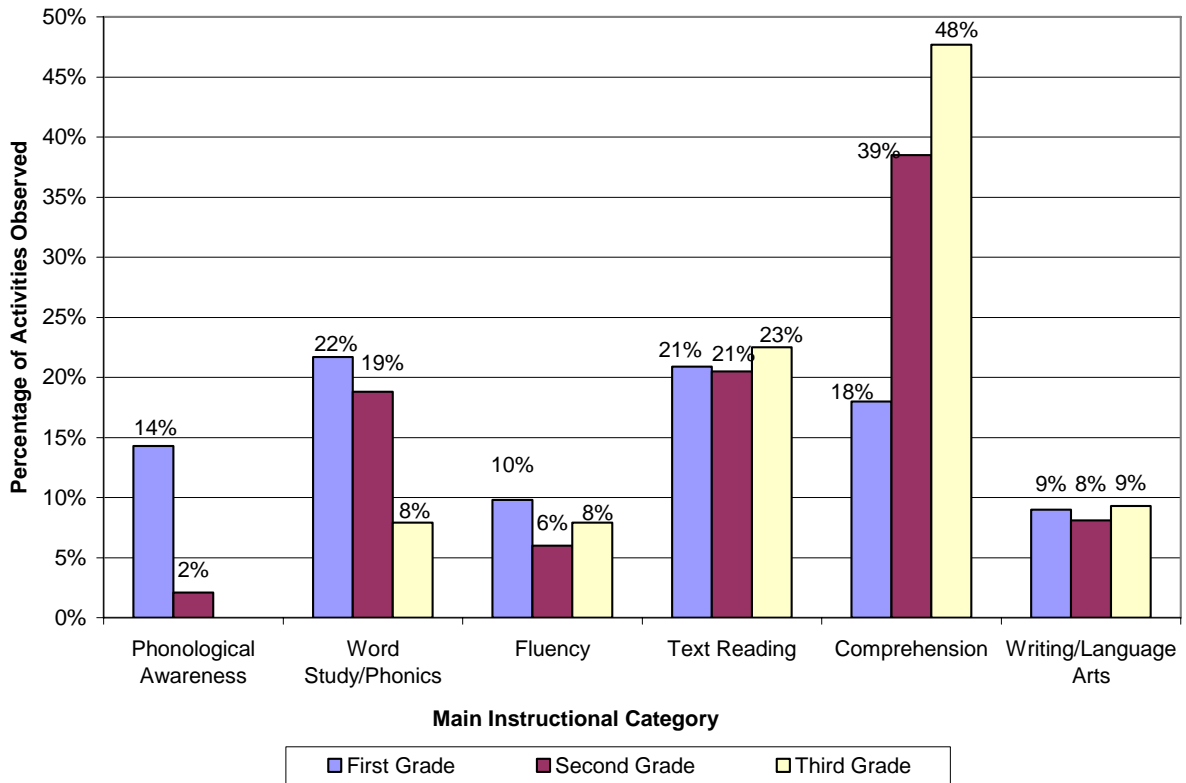
Source: MGT ICE-R Classroom Observations, Spring 2007.

Exhibit 4-36 shows the number of activities consultants recorded by instructional category and the average number of minutes per activity by grade level.

EXHIBIT 4-36
AVERAGE TIME-ON-TASK PER INSTRUCTIONAL ACTIVITY
BY GRADE LEVEL

	Number Activities	Average Minutes Per Activity
First Grade		
Phonological Awareness	35	5
Word Study/Phonics	53	15
Fluency	24	10
Text Reading	51	16
Comprehension	44	11
Writing/Language Arts	22	16
Second Grade		
Phonological Awareness	5	8
Word Study/Phonics	44	14
Fluency	14	12
Text Reading	48	16
Comprehension	90	13
Writing/Language Arts	19	12
Third Grade		
Phonological Awareness	-	-
Word Study/Phonics	12	15
Fluency	12	13
Text Reading	34	16
Comprehension	72	12
Writing/Language Arts	14	15

Source: MGT ICE-R Classroom Observations, Spring 2007.

In general, these findings fit with recommendations from the National Reading Panel (2006) that phonics and phonemic awareness instruction are most effective for children in kindergarten and first grade and that an emphasis on the importance of comprehension should begin early and need not wait until children have mastered basic reading skills. Shifting to a focus on reading comprehension and fluency in second and third grade is also consistent with research findings that continued phonics instruction after first grade tends to be less effective and has even been linked to lower reading growth for students beyond first grade who have already established phonics skills.

As shown in **Exhibit 4-37**, the data collected on grouping students for instruction, 43 percent of the activities observed in first grade classrooms focused on whole class instruction and 42 percent on small group. Over half (52%) of the activities observed in second grade classrooms focused on instruction in small groups, followed by 33 percent on whole class activities. Fifty-four percent of instructional activities observed in third grade classrooms were taught in small groups followed by 31 percent as whole class instruction.

EXHIBIT 4-37
INSTRUCTIONAL GROUPING FOR READING ACTIVITIES
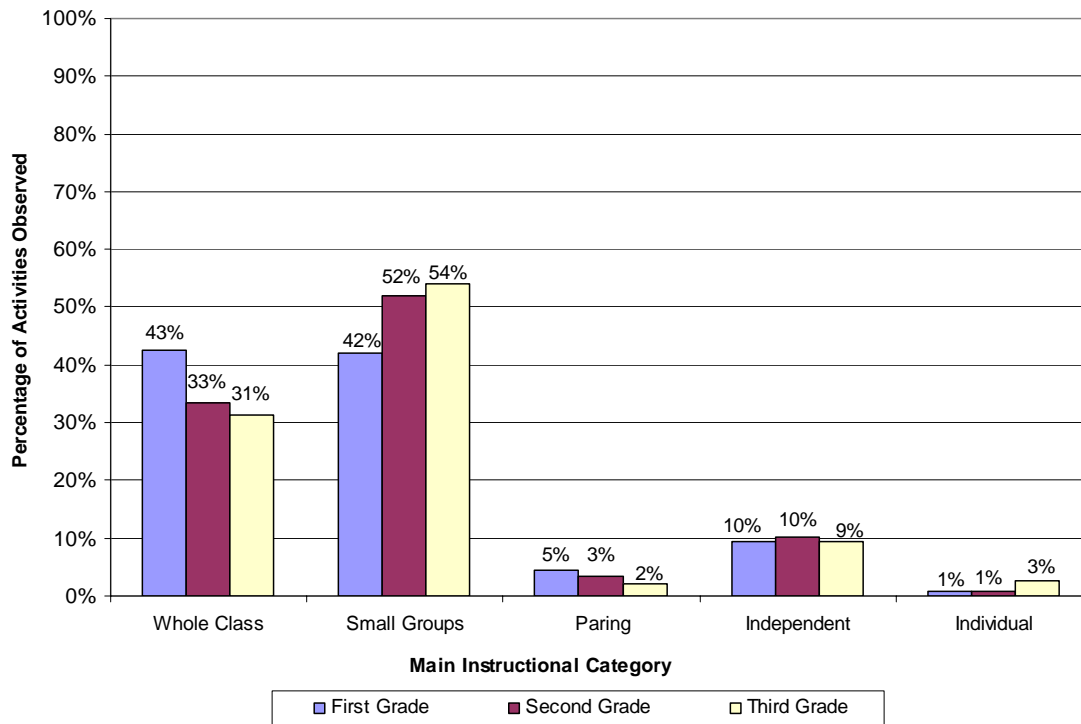
Source: MGT ICE-R Classroom Observations, Spring 2007.

Further analysis of data collected during the observations revealed that phonological awareness activities in first and second grade classrooms were taught primarily (more than 50% of the time) as whole class activities. Word study/phonics and text reading were observed at all grade levels to be primarily taught in small group settings. Fluency was taught primarily in small group settings in second and third grade classrooms and in both whole class and small group settings in first grade classrooms. In first grade classrooms, comprehension activities focused primarily on the whole class. In second and third grade classrooms, small groups were used most frequently, followed by whole class instruction. Writing/language arts activities in first and third grade were focused primarily on small group instruction and individual instruction. Small group instruction was used most frequently to teach writing/language arts in second grade classrooms.

Regarding grouping for reading activities, unlike phonemic awareness, which is best taught in small groups, the National Reading Panel (2000) found that phonics can be taught effectively using whole class, small group, or individualized activities. Furthermore, effective teachers tend to vary their use of grouping activities (Bohn, Roehrig, Pressley, 2004). What seems to be more important is that students learn to develop self-regulating skills and are actively involved in the learning process, which can be accomplished with whole class instruction, small group activities, or individualized activities (Taylor, Pearson, Peterson, Rodriquez, 2003).

While observing the reading activities during the established reading block, MGT consultants found that most first grade students (63%) were highly engaged in the

learning activities. Approximately 70 percent of second and third grade students were observed to be highly engaged in instructional activities. **Exhibit 4-38** shows the breakdown of the average student engagement by grade level for the reading activities observed.

EXHIBIT 4-38
STUDENT ENGAGEMENT WITH READING ACTIVITIES
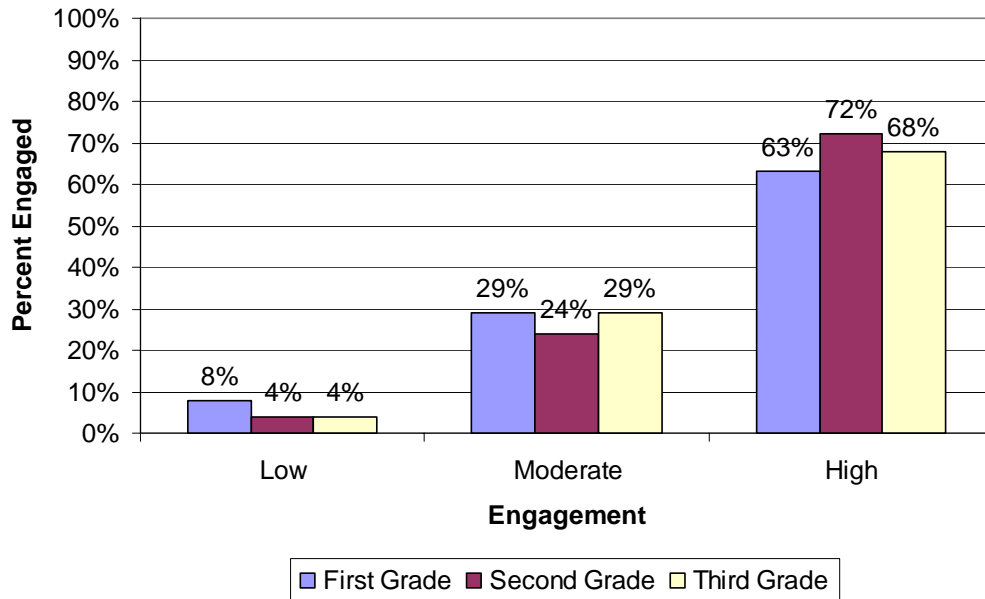
Source: MGT ICE-R Classroom Observations, Spring 2007.

Core Reading Program

Principals and coaches generally agreed that the instructional content of the core reading program in their school effectively addressed the essential elements of reading, specifically:

- Almost all principals agreed that phonemic awareness (97%), phonics (98%), vocabulary (98%), fluency (97%), and comprehension (99%) were effectively addressed.

- Roughly 90 percent of coaches agreed that phonemic awareness (88%), phonics (91%), vocabulary (93%), and fluency (92%) were effectively addressed. A higher percentage of coaches (96%) agreed that comprehension was effectively addressed.

- Most principals (96%) and coaches (94%) agreed that the student materials used were effectively aligned with the core reading program.

Classroom Instruction

Staff was asked to describe classroom instruction in their school for the 2006-07 school year. Most principals and coaches reported that classroom instruction was consistent with ILRF requirements, specifying that teachers:

- Provided at least 90 minutes of uninterrupted reading instruction daily (99% of principals and 95% of coaches).

- Based instructional decisions on student assessment data (100% of principals and 93% of coaches).

- Followed core reading program schedules and effectively paced instruction to benefit the quality of instruction (97% of principals and 92% of coaches).

Teachers were asked how much time they spent each day providing instruction in reading. Almost all reporting teachers (97%) indicated that they spent at least 90 minutes providing reading instruction each day. About half of teachers (53%) reported spending more than 90 minutes and 20 percent spent over 120 minutes providing reading instruction each day.

In terms of instruction for special populations, coaches and principals varied in their opinions regarding whether instructional strategies were effective for students with disabilities and students with limited English proficiency. In addition, sizeable proportions of staff responded don't know/not applicable (DK/NA) in response to items relating to instructional effectiveness for these special populations. For example:

- Ninety percent of principals felt that instruction of students with disabilities was effective, whereas 77 percent of coaches agreed (9% of coaches responded DK/NA).

- Sixty-two percent of principals and 53 percent of coaches felt that instruction of students with limited English proficiency was effective (about 30% of staff responded DK/NA).

Most principals (97%) and coaches (93%) reported that students had increased access to print materials since the inception of Reading First. In terms of materials to implement an effective literacy program, 95 percent of principals and 87 percent of coaches agreed that teachers had an adequate supply of instructional level texts. Additionally, 94 percent of coaches and 96 percent of principals agreed that teachers had ample materials, in addition to their student texts, to implement an effective literacy program.

Screening and Assessment

Early identification of students experiencing reading difficulties is essential to realizing Illinois's goal that all students read on grade level by third grade. The Reading First program has developed methods of accomplishing this early identification through use of screening and assessment instruments. There was wide agreement that ILRF schools used screening and assessment to identify students needing intervention. Nearly all principals and coaches (98% to 99%) reported that their schools used screening tools to

identify students with reading difficulties and teachers had ready access to student assessment data. Most principals (99%) and coaches (96%) felt the screening process had been effective in identifying children who were at risk of reading failure. Most principals (98%) and coaches (93%) reported that teachers used information from assessments to group students according to need and plan appropriate intervention.

Classroom Management

Through the MGT survey, principals and coaches reported on teacher effectiveness in classroom management. Most principals and coaches agreed with the following statements about classroom management. However, rates of agreement were generally higher among principals.

- Teachers have established classroom routines and schedules necessary for the effective implementation of the literacy block (99% of principals and 97% of coaches).

- Teachers have effectively paced instruction to ensure a high level of student engagement (97% of principals and 87% of coaches).

- Routines and schedules established during the literacy block have enhanced classroom management (94% of principals and 85% of coaches).

4.4.3 *What Changes Have Occurred in Classroom Instruction Since Reading First Funding was Instituted?*

When asked which areas had changed the most since the implementation of Reading First, teachers most frequently mentioned the following:

- Student reading and pre-reading skills improved, especially in the areas of phonics, fluency, and comprehension

- Small group and individualized instruction was more prevalent. Teachers were more aware of the need for small group and individualized instruction; therefore, more attention was focused on struggling students.

- There was more consistency across teachers and grade levels in the reading materials and strategies used (e.g., uninterrupted reading block).

- Assessments and progress monitoring tools were used more frequently and consistently. Some teachers felt that having data to drive instruction was very helpful. Others said the assessments were excessive and detracted from classroom instruction.

- There had been an increase in the quantity and variety of reading materials provided to teachers, allowing them to set up classroom libraries.

- Student motivation and enthusiasm for reading had increased.

- There were more professional development opportunities for teachers and increased collaboration among teachers.

The following changes were also mentioned by teachers but at a lower frequency (11 to 24 teachers):

- There was a lack of time for other subjects, especially math, writing, and grammar.

- Students had more opportunity to work independently, and their ability to work independently improved.

- Reading First had placed more demands on teachers in terms of paperwork, assessment, and accountability.

On the survey, principals and coaches were asked to indicate the most significant changes observed in classrooms as a result of Reading First. Other than implementation of the Reading First program in general, the most common responses were increases in the use of assessments and explicit instruction.

4.5   *Intervention for Struggling Readers*

Students who are not meeting benchmarks on reading progress monitoring instruments at the beginning or middle of the school year are much more at risk of not meeting the end-of-year benchmarks on outcome assessments. When these students are identified through screening and assessment, additional, individualized instruction beyond the core reading program is warranted.

MGT gathered information about Reading First interventions through three primary sources: (1) Program Profiles; (2) surveys, interviews, and focus groups of principals, reading coaches, and teachers; and (3) school-level intervention participation data. Collectively, these sources provided information and documented perceptions about the extent and impact of Reading First interventions. These data sources addressed the following evaluation questions:

- To what extent have Reading First programs offered interventions for students who are not making sufficient progress in reading?

- Do staff see the interventions as effective in meeting the needs of struggling readers?

4.5.1   *To What Extent Have Reading First Programs Offered Interventions for Students Who are Not Making Sufficient Progress in Reading?*

Information provided in the Program Profiles described the interventions provided at the secondary (Tier II) and tertiary (Tier III) levels during the school day (inside or outside of the classroom). Of 139 schools for which these data were provided, Tier II interventions were offered at 135 schools and Tier III interventions were offered at 85 schools during

the school day. It is important to note that respondents could only select Tier II or III interventions "during school inside of the classroom" or "during school outside of the classroom." Respondents also had the option to indicate "other" interventions in addition to those Tier II or III interventions offered during the school day. Most respondents who listed "other" interventions reported interventions or programs occurring outside of the regular school day (e.g., before or after school or during summer), such as extended-day programs, after-school tutoring, or summer school. The types of "other" interventions listed were in part a result of how the survey was structured.

Exhibit 4-39 provides information about the intensity of each of Tier II and III intervention. As shown, most interventions were in sessions of about 30 minutes, once per day, four to five times per week.

EXHIBIT 4-39
AMOUNT OF TIME INTERVENTION INSTRUCTION WAS PROVIDED

	AVERAGE NUMBER OF MINUTES PER SESSION	AVERAGE NUMBER OF SESSIONS PER DAY PER STUDENT	AVERAGE NUMBER OF SESSIONS PER STUDENT PER WEEK
Supplemental Instruction/Tier II	28.47 (134)	1.19 (131)	4.14 (129)
Intensive Intervention/Tier III	31.36 (81)	1.22 (81)	4.88 (81)

Source: MGT of America, Inc., Illinois Reading First Evaluation Web Site, Program Profile, 2007.

Shown in **Exhibit 4-40**, most Tier II and III interventions were provided within the classroom. As expected, more Tier III than Tier II interventions took place outside of the classroom (35% versus 17%). In addition, most interventions were provided by classroom teachers, but there was considerable variation in the staff providing Tier III interventions (see **Exhibit 4-41**).

EXHIBIT 4-40
WHERE INTERVENTION INSTRUCTION OCCURS

	IN CLASSROOM	OUTSIDE CLASSROOM
Supplemental Instruction/ Tier II (n=135)	82.96%	17.04%
Intensive Intervention/ Tier III (n=85)	64.71%	35.29%

Source: MGT of America, Inc., Illinois Reading First Evaluation Web Site, Program Profile, 2007.
Note: During School-In Classroom and During School-Outside Classroom were the only options available for Supplemental Instruction/Tier II and for Intensive Instruction/Tier III.

EXHIBIT 4-41
TYPE OF INSTRUCTOR PROVIDING INTERVENTION INSTRUCTION

	CLASSROOM TEACHER	**CERTIFIED READING TEACHER**	**OTHER SPECIALIZED READING TEACHER**	**PARA-PROFESSIONAL**	**VOLUNTEER**
Supplemental Instruction/ Tier II (n=135)	68.66	9.70	9.70	11.19	0.75
Intensive Intervention/ Tier III (n=85)	46.34	20.73	17.07	7.32	8.54

Source: MGT of America, Inc., Illinois Reading First Evaluation Web Site, Program Profile, 2007.

4.5.2 *Do Staff See the Interventions as Effective in Meeting the Needs of Struggling Readers?*

There was general agreement that schools were providing interventions for struggling readers. Most of the Reading First principals (95%) and coaches (91%) indicated that interventions had been provided to students who were not making sufficient progress in reading.

Most principals (98%) agreed that interventions were targeted to children's specific reading difficulties as identified by assessments, and 87 percent of coaches agreed. Most principals (92%) indicated that the interventions had been effectively aligned to the core reading program instruction, and 81 percent of coaches agreed.

Most staff agreed that interventions in the form of additional time were provided to struggling readers (91% of principals and 83% of coaches) and that interventions provided more explicit instruction (92% of principals and 85% of coaches). As to whether achievement data from progress monitoring were used effectively, staff reported the following:

- Achievement data were used to evaluate the effectiveness of interventions (89% of principals and 80% of coaches).

- Achievement data were used to adjust intensity of the interventions (87% of principals and 77% of coaches).

In terms of interventions with special populations, 90 percent of principals and 77 percent of coaches felt that students with disabilities and other special needs received effective interventions. Sixty-two percent of principals and 53 percent of coaches agreed that effective interventions were provided for Limited English Proficiency students with approximately one-third of respondents indicating DK/NA.

School staff offered suggestions for improving intervention at their school. These included increasing the support staff (e.g., an interventionist) and finding additional time for implementing interventions such as before/after school and during the summer. Other suggestions were to reduce class sizes, establish a set time for providing interventions, and align the curriculum across grades. Staff at a handful of schools suggested having mandatory preschool as a preventative measure.

4.6   *Implementation Success and Case Studies*

The relationship between implementation success and student outcomes was examined to determine whether schools that were more successful in implementing the Reading First program had students with higher reading achievement scores. Data reduction techniques were used to create implementation success variables from the survey data and site visit data. The methodology for creating these variables is described in detail in Chapter 3.0. The implementation success variables included the following list of variables. The total number of schools for which data were available for each of these variables is included in parentheses.

- Principal/Coach Interview Rating (n = 49).
- Teacher Interview Rating (n = 49).
- Student On-Task Behavior Observation Composite (n = 49).
- Principal Survey Composite (n = 129).
- Coach Survey Composite (n = 149).
- Teacher Survey Composite (n = 144).

4.6.1   *What relationships exist between student reading achievement and the degree of Reading First program implementation?*

The implementation success variables were typically not significantly correlated with the DIBELS ORF third grade end of year indicator or the state assessment combined variable (ISAT, IAA, and IMAGE combined). The magnitude of effects was generally low as well (ranging from .01 to .24). One exception was the relation between the Teacher Survey variable and the end of year DIBELS ORF indicator for which higher aggregated teacher ratings were related to higher percentages of students meeting or exceeding benchmark on the DIBELS ORF ($r = .21$, $p < .01$). The relation between the aggregated teacher ratings and the combined state assessment outcome variable was marginally significant ($r = .16$, $p < .06$) in the expected direction. However, the effect sizes were low for both of these findings.

To further explore the relation between implementation success and student reading outcomes, survey composite variables for each of four sections (see Chapter 3 for details) for coaches and principals were correlated with the student reading outcome variables. No significant relations were found between the individual survey section composites for coaches or principals with either of the student reading outcomes. It is important to keep in mind that most of the implementation success variables were derived based on self-report data. Though there was some variation on the survey composite scores, ratings generally tended to be high across survey items. In contrast, there was much more variation on the student outcome variables. Also noteworthy is the fact that the interview and classroom observation variables were only based on the 49 schools that were visited. With a larger sample size, significant correlations may emerge.

MGT also examined the relation between high implementation success and student outcomes. A single survey composite variable was crated by summing the reading coach, principal, and teacher survey composite variables. Based on this total survey composite variable, the schools scoring in the top 25 percent of the distribution were coded as high implementing schools and other schools were coded as "other". Logistic Regression Analyses were conducted to determine the relation between the

dichotomous implementation success variable and the end of year DIBELS ORF indicator (B = .01, p = .63) and the combined state assessment variable (B = -.01, p = .65). These analyses revealed no significant relations between high implementation success and either of the student outcomes. Based on these findings, the high implementing schools did not appear to be performing better on student outcomes than other schools. Again, it is important to note that the implementation success variable was based on self-report data.

4.6.2   *What were the activities, perceptions, and outcomes that characterize the most successful schools?*

Of all 151 Reading First schools, the top three ranked schools on the state's standardized reading assessments (ISAT, IAA, or IMAGE) were Bluffs Elementary in Scott-Morgan CUSD #2 with 92.31 percent of students meeting proficiency (meeting or exceeding standards); Beacon Hill Primary in Park Forest #163 with 91.89 percent of students meeting proficiency; and Leland Elementary in the Chicago Public Schools #299 with 90.48 percent meeting proficiency. These schools will be visited during 2007-2008.

Forty-nine schools were visited to obtain data on staff perceptions of Reading First as well as objective classroom observation data. Of the 49 schools that were visited, the top ranked schools were 21st Century Preparatory Center (21st Century) in Park Forest #163 with 80.65 percent of students meeting proficiency; Thomas Jefferson Elementary (Thomas Jefferson) in Peoria Public Schools with 76.32 percent of students meeting proficiency; and Sayre Elementary Language Academy (Sayre) in Chicago Public Schools #299 with 71.93 percent of students meeting proficiency. Out of all of the Reading First Schools, 21st Century was ranked ninth, Thomas Jefferson was ranked thirteenth, and Sayre was ranked sixteenth.

A case study is offered of these three highest ranked schools that were visited to demonstrate activities that may have contributed to the schools' high student performance. First, demographic information based on school report card data is provided followed by a summary of the implementation activities based on the on-site interviews and observations.

Case Study 1

21st Century is a K-2 school in Park Forest School District 163. The district is classified as being on the urban fringe of a large city, namely Chicago.[2] The school's racial/ethnic background consists of 83 percent African-American, eight percent White, three percent Hispanic, and eight percent consisting of all other races. The district's racial/ethnic background is nearly identical. Seventy-six percent of the school's students are considered low-income, compared with 79 percent of students districtwide. The school and district had a very low rate of English Language Learners (zero percent for the school and .10 percent for the district). The school has a 29 percent mobility rate, compared with 28 percent districtwide.

---

[2] SEDL Reading First Awards database, http://www.sedl.org/readingfirst/report-awards.html.

Average school class size ranged from 24 students in first grade to 26 students in Kindergarten and second grade. Class sizes are slightly larger than those of the district. Teachers in the district had an average of 13 years of teaching experience. Forty-one percent of teachers had attained a Master's degree or higher.

Staff, including teachers, principals, and coaches at 21st Century felt that the implementation of Reading First at their school was very successful. These staff reported that the most successful elements included professional development, use of guided reading and small group instruction, student intervention strategies, and differentiated or data-driven instruction. During 45 minute classroom observations in two separate classrooms, students were observed to be highly engaged during almost every instructional activity. In addition, the teachers spent nearly the entire 45 minutes absorbed in reading instruction based on the essential components of reading.

Since Reading First was implemented, there has been more collaboration and discussion among staff surrounding reading instruction at 21st Century. The school's reading coach meets weekly with teachers during flexible times (e.g., over lunch and before and after school). On a monthly basis, an all-staff meeting is held with the teachers, the principal, and the coach. The principal and coach also meet on a monthly basis. In addition, a mentorship program is offered for new teachers. These activities allow principals and coaches to provide useful feedback to staff. Principals and coaches also conduct formal and informal classroom observations and provide feedback and guidance to teachers regarding their instructional activities.

The Reading First supported professional development has had a positive effect on the teachers through increasing their confidence and ability to choose appropriate reading materials. The principal and coach reported that professional development regarding scientifically based reading research (SBRR) has positively influenced teacher's attitudes about teaching reading. Teachers at 21st Century indicated that training in SBRR has allowed them to better structure their reading instruction and understand best practices for teaching reading.

During interviews with school staff, it was also reported that the leadership and technical assistance provided for implementing Reading First has been excellent. The staff especially appreciated that the Superintendent and Director of Instruction often participated in district level meetings.

In addition to the coach, 21st Century has a reading interventionist, a gifted teacher, and a resource teacher on staff which all aid in the implementation of Reading First activities in the classroom. Paraprofessionals assist in kindergarten classrooms. Community members such as retirees and Junior High students get involved as well by visiting the school and reading to K-3 students.

Finally, 21st Century works to involve parents in the reading activities of their children. For example, the school hosts reading nights for parents read with their child at the school. Books are also sent home for parents and students to read together outside of school.

Case Study 2

The second ranked school of the 49 schools visited is Thomas Jefferson Primary School, a K-4 school in Peoria School District 150. The district is classified as being a mid-sized central city. The school's racial/ethnic background consists of 49 percent African-American, 36 percent White, nine percent Hispanic, and six percent consisting of all other races. The district's racial/ethnic background consists of 60 percent African-American, 32 percent White, five percent Hispanic, and three percent consisting of all other races. Seventy-three percent of the school's students are considered low-income, compared with 69 percent of students districtwide. Nine percent of the school's students are classified as English Language Learners, compared with four percent of the district's students. The school has a 28 percent mobility rate, compared with 30 percent districtwide.

Average school class sizes ranged from nine students in third grade to 13 students in second grade. These class sizes are smaller than those of the district which range from 15 students in first grade to 19 students in Kindergarten. Teachers in the district's schools classified as high poverty schools had an average of 13 years of teaching experience. Forty-two percent of these teachers had attained a Master's degree or higher. Those teachers working in the district's low poverty schools had an average of 17 years of teaching experience. Fifty-four percent of these teachers had attained a Master's degree or higher.

School staff at Thomas Jefferson felt that the implementation of Reading First at their school was successful to very successful. These staff reported that the most successful elements included professional development, small group instruction, the 90-minute uninterrupted literacy block, intervention strategies, immediate feedback on student performance received through progress monitoring, and data-driven instruction. During two classroom observations in two separate classrooms lasting 50 and 55 minutes respectively, students were observed to be highly engaged during nearly all of the instructional activities observed. In addition, the teachers focused their reading instruction on a variety of the essential components of reading.

The school's reading coach meets weekly with all of the K-3 teachers. These meetings occur both as individual meetings with the reading coach and as grade-level meetings. Teachers also mentioned that the principal is very supportive of the program. Principals and coaches conduct formal and informal classroom observations and provide feedback and guidance to teachers regarding their instructional activities. The reading coach also models lessons in the classroom.

The principal and coach reported that the Reading First professional development regarding SBRR has positively influenced teacher's attitudes about teaching reading. Teachers indicated that training in SBRR has allowed them to better identify the needs of individual students.

During interviews with school staff, they also cited that the leadership and technical assistance they have been provided at the district level has been excellent. Staff feel they been provided the resources necessary to implement the Reading First program. In terms of resources and assistance provided to teachers to aid in the implementation of Reading First activities, Thomas Jefferson has a Title I teacher, a Reading Recovery

teacher, and teacher assistants and tutors. The reading coach also assists with interventions with struggling students.

Finally, Thomas Jefferson works to involve parents in the reading activities of their children. For example, the school hosts family reading nights for parents to come to the school and read with their child. Approximately 50 percent of the parents attended. Parent newsletters are also sent home to inform parents about literacy at the school.

Case Study 3

The third ranked school of the 49 schools visited was Sayre Elementary Language Academy, a Pre-K to 8 school in Chicago School District 299. The district is classified as being a large central city. The school's racial/ethnic background consists of 48 percent African-American, 33 percent Hispanic, 10 percent White, and nine percent consisting of all other races. The district's racial/ethnic background consists of 72 percent African-American, 24 percent Hispanic, two percent White, and two percent consisting of all other races. Fifty-nine percent of the school's students are considered low-income, compared with 91 percent of students districtwide. Six percent of the school's students are classified as English Language Learners, compared with nine percent of the district's students. The school has a nine percent mobility rate, compared with 26 percent districtwide.

Average school class sizes ranged from 23 students in third grade to 30 students in second grade. These class sizes are comparable to those of the district, where students in Kindergarten through third grade have average class sizes ranging from 24 to 25 students. Teachers in schools classified as high poverty schools within the district had an average of 13 years of teaching experience. Fifty-four percent of these teachers had attained a Master's degree or higher. Those teachers working in the district's low poverty schools had an average of 14 years of teaching experience. Fifty-seven percent of these teachers had attained a Master's degree or higher.

The principal and coach at Sayre indicated that they felt Reading First implementation at their school was successful. Aspects of Reading First that were mentioned by the coach and principal as most successful included high teacher and parent buy-in, increased professional discussion, on-site professional development, and support from the Office of Literacy and their ERS.

Teachers said Reading First implementation at their school was somewhat successful. Teachers listed small group activities, centers, and the emphasis on the five essential components of reading as the most successful elements of Reading First. As for why teachers felt the implementation was somewhat successful as opposed to successful or very successful, teachers said that the experience of integrating the new Reading First materials and components was overwhelming at times. Teachers also indicated that they continually grapple with how best to serve the needs of all students.

Since Reading First was implemented, a number of positive changes have occurred at Sayre. Examples include more time being devoted to the reading program, more information being provided to staff on how to implement the reading program, and more instructional strategies being made available. Weekly meetings are held with teachers and staff has had the opportunity to visit and observe at other schools. There is also

more progress monitoring of student performance and more differentiated instruction provided to students. At Sayre, all of the teachers provide feedback on student progress to all students every six weeks.

In terms of the professional development and technical assistance being provided to the school, staff discussed several supportive experiences. The coach holds grade-level meetings with teachers and teachers have the opportunity to attend monthly half-day professional development workshops. The coach is highly regarded at Sayre. Teachers reported that the coach provides feedback in a non-threatening way and the principal reported that the coach and teachers have developed a positive relationship. Teachers said that Reading First related professional development enhances their reading instruction and gives them an opportunity to share what works in their classroom with other teachers. In addition, the school district leadership and technical assistance has been excellent according to school staff.

Staff reported that since Reading First was implemented at their school, the individual needs of students are better met, including the needs of struggling students. Although this was the school's first year implementing Reading First and teachers hadn't noticed changes in student achievement scores, they had high expectations for the impact that Reading First would ultimately have on student achievement.

In the classroom, teachers focused on the five essential reading components during the 45 minute observation time. Transitions were smooth and there were very few distractions which can take time away from instruction. In one of the classrooms observed, students were highly engaged during each of the instructional activities that occurred. In the other classroom, student engagement varied from high, to moderate, to low across the instructional activities observed.

There are various options for resources and assistance in the classroom at Sayre. There is an aide for the first grade classrooms and aide for bilingual students. There are also parent volunteers. Parents are encouraged to be involved with their child's reading development through activities such as family reading nights and Read-a-thons. The principal and coach felt that parents now have a better understanding of their child's achievement and which reading skills to emphasize when working with their child at home.

4.7   *Concerns and Recommendations of Staff in Reading First Schools*

Reading First has now completed its fourth full year of implementation, incorporating extensive formal professional development as well as job-embedded professional development through the coaching model. The implementation survey contained a section for school staff to express their concerns about Reading First implementation and their recommendations for improving the initiative. The survey contained items to address the following questions:

- To what extent do teachers, coaches, and principals express concern versus confidence about factors relating to knowledge of SBRR, Reading First implementation, and progress in student performance?

■ What recommendations do school staff offer to improve ILRF to achieve the goal of having all children reading by third grade?

4.7.1 *To What Extent Do Teachers, Coaches, and Principals Express Concern About Factors Relating to Knowledge of SBRR, Reading First Implementation, and Progress in Student Performance?*

The MGT survey contained a set of items designed to identify the level of concern/confidence school staff had about factors relating to SBRR, Reading First implementation, and progress in student performance. Principals, coaches, and teachers were asked to rate their level of concern on a seven-point scale anchored as "worried" to "concerned" to "comfortable" to "confident." Note that principals and coaches completed the same set of survey items but teachers completed a different set of survey items.

Combining the top three scale scores into one category of **high degree of confidence**, both principals and coaches reported the highest confidence about their knowledge and skill in the following areas:

■ Teaching reading using SBRR (88% of principals; 85% of coaches).

■ Using the core reading program (90% of principals and 89% of coaches).

■ Managing students during the literacy block (98% of principals and 94% of coaches).

■ Using assessments to modify instruction to match student needs (88% of principals and 92% of coaches).

■ Critically observing literacy instruction (91% of principals and 86% of coaches).

■ Providing feedback to teachers based on classroom instruction (92% of principals and 78% of coaches).

Principals and coaches were **less confident** about their knowledge and skill in the following areas:

■ Time for classroom observation (60% of principals and 51% of coaches).

■ Time to complete non-academic tasks (52% of principals and 32% of coaches).

■ Support from ERSs and other state staff (68% of principals and 71% of coaches).

■ The progress students were making in reading (65% of principals and 56% of coaches).

■ How students performance reflected on them as the principal/coach (74% of principals and 52% of coaches).

- Student attitudes toward reading (75% of principals and 55% of coaches).

The teacher survey included three items relevant to their knowledge of implementing Reading First components. Again, combining the top three scale scores, teachers were generally confident about their knowledge of the following:

- Reading components and SBRR practice (78%).

- Reading instructional practices in small group settings (82%).

- Assessment and student identification with respect to reading instruction (80%).

Exhibit 4-42 shows the average scale scores for each survey item for principals and coaches. The **higher the number, the more confidence** is indicated; the **lower the number, the more concern** is indicated. Mean scores for coaches and principals were similar across most of the items. However, coach and principal scores differed by nearly one point for time to complete nonacademic tasks and how student performance reflects on the staff member for which coaches were less confident than principals. The highest average rating was reported for knowledge about how to manage students during the reading block. Principals and coaches had the lowest average confidence ratings for time to observe in the classroom and time to complete non-academic tasks.

EXHIBIT 4-42
IMPLEMENTATION CONCERNS OF PRINCIPALS AND COACHES
2006-07

	PRINCIPALS MEAN SCALE SCORES (SCALE 1-7)[1]	COACHES MEAN SCALE SCORES (SCALE 1-7)[1]
My knowledge about how to teach reading using SBRR strategies	5.59	5.90
My knowledge about how to use the core reading program	5.64	5.73
My knowledge about how to manage students during the literacy block	6.06	6.10
My knowledge about how to use assessment to modify instruction to match students' needs	5.80	5.96
My skill at critically observing literacy instruction	6.00	5.74
My skill at providing feedback to teachers based on classroom observations	6.03	5.47
Reactions from teachers about the feedback I provide	5.88	5.25
Working with the grade level to improve instruction and assessment	5.97	5.62
Time for classroom observations	4.75	4.56
Time to complete nonacademic tasks related to Reading First	4.51	3.72
Support from principal	--	5.26
Support from ERS and other state staff	5.10	5.32
The progress our students are making in reading	5.02	4.53
How our students' performance reflects on me as a principal/reading coach	5.19	4.42
Our students' attitudes toward reading	5.15	4.55

Source: MGT of America, Inc., Spring Surveys, 2007.
[1] Scale Values

1	2	3	4	5	6	7
Worried		Concerned		Comfortable		Confident

Exhibit 4-43 shows the average scale scores for each implementation concern survey item for teachers. Again, higher scores indicate greater confidence and lower scores indicate greater concern. Teachers were most confident in their knowledge of reading instructional practices in small group settings and assessment and student identification related to reading instruction. Teachers reported the most concern regarding their knowledge of grant and application documents and their level of input in the materials and budget needs of the school.

EXHIBIT 4-43
IMPLEMENTATION CONCERNS OF TEACHERS
2006-07

	TEACHERS MEAN SCALE SCORES (SCALE 1-7)[1]
My knowledge of reading components and SBRR practices	5.20
My knowledge of reading instructional practices in small group settings	5.45
My experiences with professional development from the LEA, SEA, and coach associated with Reading First	5.10
My experiences with technical assistance from the SEA, LEA, and coach as a result of Reading First	4.76
My knowledge of assessment and student identification with respect to reading instruction (screening, progress monitoring, and outcomes):	5.31
My knowledge of grant and application documents with respect to Reading First:	3.73
My level of input in the materials and budget needs of the school:	4.20

Source: MGT of America, Inc., Spring Surveys, 2007.
[1] Scale Values

1	2	3	4	5	6	7
Worried		Concerned		Comfortable		Confident

Through the teacher survey, respondents indicated their greatest concern with regard to Reading First. The most frequently mentioned concerns included:

- <u>Reading block.</u> The 90-minute reading block was too long (especially for kindergarten), took away from other subjects, and leads to scheduling challenges and time constraints.

- <u>Student ability and struggling readers.</u> It was difficult to focus on bringing the lowest performing students up to grade level while simultaneously challenging students at all performance levels. Teachers were concerned about struggling students and English Language Learners (ELL) students and how to help them improve.

- <u>Small group instruction.</u> It was difficult to manage the classroom while doing guided reading. Teachers were concerned about student off-task behavior during learning centers, especially for kindergartners and struggling students. Assistance was needed in the classroom during center time. More options were needed for centers that would maintain student interest.

- <u>Essential components.</u> Students' ability level in essential areas of reading development was a source of concern, especially with regard to comprehension. Teachers indicated that too much emphasis was placed on fluency and not enough on comprehension. Students may have performed well on assessments of reading fluency but did not understand what they have read. Comprehension is especially lagging for English Language Learners.

■ Writing. Writing was largely ignored in the Reading First program and students were not getting enough opportunities to practice their writing skills, link reading and writing, and be creative through writing.

■ Assessment. Too much time was devoted to assessment, which took away from instructional time. Bilingual and non-English speaking students should not be assessed using the same measures as English-speaking students. It was difficult to assess students in the classroom while managing the rest of the class, especially in kindergarten.

■ Limiting/lack of flexibility. Teachers were more limited in the instructional activities they could use, and the level of structure took away from the joy, spontaneity, and creativity of teaching and learning.

■ Professional development. The professional development offered was redundant and required too much time out of the classroom. Teachers preferred more modeling within the classroom and requested training on how to use materials effectively.

In terms of challenges that they had experienced that remained unresolved, teachers were most likely to say that there were none (n = 394). The next most frequent response was managing student behavior during small group instruction and handling discipline problems (n = 247). Other typical responses included:

■ Time. Having enough time to implement all aspects of the Reading First program.

■ Materials. Getting the necessary materials for students at all reading levels, especially materials for bilingual students and receiving materials in a timely manner.

■ Interventions. Understanding the appropriate interventions and individualized instruction to use and applying those strategies effectively.

■ Struggling students. Having the time, recourses, support, and knowledge needed to help struggling students as well as bilingual and special education students

(See **Appendix A.2** for other, less frequent responses.)

In addition to survey responses regarding lingering concerns, staff were asked during interviews and focus groups to discuss barriers experienced during Reading First implementation. Principals and coaches most commonly cited the following barriers:

■ Time/scheduling. There was limited time to plan for instruction or implement interventions. It was difficult to fit all the necessary instructional activities into the required 90-minute reading block.

Professional development and student assessment time competed with the time needed to instruct and plan for interventions.

- <u>Resistance to change</u>. Teachers were reluctant to give up their former instructional activities and adopt a new program, at least at first. Teachers had been particularly resistant to the 90-minute block. The structure of the program could be rigid and limited creativity.

- <u>Professional development.</u> Some of the workshops had been repetitive and staff had been required to attend the same workshop multiple times. Training dates needed to be more flexible. Trainings were not offered soon enough, and were not as useful for ELL teachers.

- <u>Materials.</u> Staff really like all of the materials but were overwhelmed by them. It could be difficult to process all of the materials and determine which to use; materials did not always arrive in a timely manner.

- <u>Staff support.</u> More support staff were needed such as tutors and interventionists to assist with struggling students.

- <u>Bilingual students</u>. Students were taught in one language (e.g., Spanish) but tested in another (English). Some were exposed to excessive testing because they were assessed using both English and Spanish tests; the validity of the assessments was called into question for this group of students.

In terms of barriers, teachers felt overwhelmed by the amount of information and materials that they had to process and the rigidity of the program. Teachers also felt that the materials they received were not appropriate or were too difficult for certain sub-groups such as ELL, special education, and lower achieving students. Teachers also cited insufficient preparation time and reduced time to cover subject areas other than reading.

To deal with barriers, school staff indicated that they discussed possible solutions to barriers during meetings; tried to be flexible with scheduling; offered more trainings to their staff; assisted teachers with assessments; used modeling, classroom observations, and feedback; visited other schools to examine their best practices; and assessed bilingual students with Spanish tests in addition to English tests (sometimes resulting in excessive testing for these students).

4.7.2 *What Recommendations Do School Staff Offer to Improve Illinois Reading First to Achieve the Goal of Having All Children Reading By Third Grade?*

During the principal/coach interview, respondents were asked to describe the most successful activities implemented by their school under the Reading First program. Coaches and principals most frequently cited the following:

- **Professional development.** Workshops and academies, training provided by external groups such as 95% group and Wireless Generation, and job-embedded training provided by coaches were listed as the most successful professional development activities.

- **Small group instruction.** Centers, small groups, guided reading, and differentiated instruction had improved over time and were being used more productively.

- **Assessments and data-driven instruction.** Progress monitoring assessments were being used more frequently and provided timely information on student ability, which guided instruction. The use of data-driven instruction had increased.

- **Reading components and uninterrupted reading block.** Instruction was more consistently being centered on the five reading components and was provided during a 90- or 120-minute reading block. Teachers had a better understanding of SBRR. Curriculum was now matched to state standards.

- **Team meetings.** Meetings promoted collaboration among staff and allowed staff to evaluate Reading First implementation success and review student data to make data-driven instructional decisions.

Teachers indicated during site visits that the most successful Reading First activities included phonemic awareness instruction, regular progress monitoring, use of centers, trainings (especially the Haggerty training), and the abundant instructional materials they were provided. Teachers often reported that the Reading First program had given them a "common language" to discuss reading strategies and challenges. Learning centers were seen as both beneficial and problematic in that teachers felt they did not have sufficient training in how to manage the centers. Kindergarten and first grade teachers lamented the lack of full-time teaching assistants to help facilitate small group instruction.

Through the survey, principals and coaches offered the following general recommendations for improving the Illinois Reading First program:

- **Struggling readers.** Enhance support for struggling readers including a stronger emphasis on intervention.

- **Professional development.** Provide additional training regarding the implementation of interventions. Provide more professional development for teachers.

- **Funding.** Continue with funding to promote student growth and to provide professional development.

- **Parent involvement**. Identify ways to improve parental involvement.

- **Class size.** Reduce class sizes.

Specifically regarding professional development, coaches and principals also offered suggestions on how ISBE could improve its professional development efforts:

■ <u>Individualized trainings.</u> Target trainings to participants' level of experience and expertise and provide more small group offerings.

■ <u>Engaging activities.</u> Include hands-on activities to allow participants to apply what they have learned.

■ <u>New information.</u> Offer more varied topics; reduce the repetitiveness of the information provided across trainings; and put more emphasis on topics such as effective interventions and teaching bilingual students.

■ <u>Modeling.</u> Demonstrate best practices for classroom instruction.

■ <u>Communication and collaboration.</u> Allow opportunities to communicate with peers during the trainings to learn how one's school is performing relative to other schools and learn successful practices being used by other schools.

■ <u>Presenters.</u> Bring in more expert presenters and presenters who are effective at training teachers.

■ <u>Timing/scheduling.</u> Provide trainings earlier, prior to the first year of implementation in the classroom.

Like coaches and principals, teachers felt that professional development should be differentiated according to level of experience (more advanced teachers versus those who were newer to the program). Teachers also wanted trainings that were specific to the grade they teach. Teachers suggested that professional development be provided sooner and continued throughout the year. Teachers wanted more modeling by coaches in the classroom and to have the opportunity to observe their peers.

Repetitiveness of the trainings was a common complaint. One option offered was to break up the training so that more experienced participants could attend only the "new" portions of the training that they had not yet received and participants in their first year of implementing the program could attend the entire training.

Principals and coaches felt that schools had been provided many materials and resources to implement Reading First, but they did offer suggestions for additional resources:

■ Intervention kits and materials for struggling students.

■ Resources for teaching and assessing bilingual students.

■ Support staff such as tutors, aides, paraprofessionals, and, most importantly, staff (e.g., reading specialists and interventionists) that can work directly with struggling students.

- Assistance with planning for instruction and intervention.

- More flexibility in how funds can be used.

Teachers reported similar resource needs, emphasizing the desire for more staff and materials to support ELL and special needs students. Teachers also said that increased parental involvement would be a useful resource.

School staff were specifically asked to comment on parental involvement at their schools, and many indicated that parental involvement was low and needed to be improved. Staff reported that various parent or family activities were occurring at Reading First schools, including Family Literacy Night, parent conferences, open houses, trainings, and provision of educational materials. Parents also got involved through volunteering in the classroom and helping their children with homework.

School staff reported a number of barriers to parental involvement such as parents having limited time due to work and other family demands; language barriers; socioeconomic issues (low-income, poorly educated); and transportation. Schools have attempted to address these barriers by being flexible with the timing of parent and family activities; having bilingual staff and producing resources such as newsletters in English and Spanish; and providing child care during family events. One school suggested developing a video geared toward parents that described Reading First and how parents could work with their children to support program efforts.

4.8   *Conclusions*

Through the surveys and other Web-based measures, interviews, focus groups, and classroom observations, MGT gathered a wealth of data to describe and assess the impact of the ILRF program. Findings suggest that the following key Reading First activities are occurring at Reading First schools: instruction grounded in SBRR, use of a 90-minute uninterrupted reading block, progress monitoring and assessment, and professional development and feedback provided to staff. The coaching model was found to be quite effective, and the reading coach in particular was viewed as essential to the effective implementation of Reading First.

Staff were generally happy with the professional development and support they received at the school, district, and state levels. In addition, when asked about the success with which the Reading First program was being implemented, most staff interviewed felt it was successful to very successful. In the classroom, it was clear that there was typically high engagement by students and that teachers were following SBRR instructional techniques. Teachers were teaching the essential components of reading and were using a combination of whole group and small group instructional strategies.

When asked how Reading First had impacted student academic outcomes, most teachers, coaches, and principals felt that there had been improvement although that improvement did not necessarily result in students meeting benchmarks or schools making Adequate Yearly Progress. A number of teachers felt that the largest improvements had occurred for the intensive students. Some staff commented that there was steady but slow progress or that the program was having an impact but the influence was not yet reflected in the data. A few staff felt that there was no link between

the Reading First program and student achievement and still others said it was just too soon to tell.

Principals, coaches, and teachers voiced a number of concerns regarding the ILRF program and offered thoughts on improvements. Staff reiterated at the end of the interview their desire to better address the needs of ELL and struggling students, the need for more interventionists and other specialized staff to provide selected and targeted instruction, the need for timelier and less repetitive professional development, and the desire for consistent messages from state, district, and regional staff. Coaches and principals mentioned receiving contradictory information from staff in leadership at these various levels.

In addition, school staff often reported that they had many materials but did not always understand how best to use the materials. They also reported that they did not have enough support staff and/or enough time to apply the information or materials they were provided.

The most critical improvements for future implementation years are related to struggling students and bilingual students. Principals, coaches, and teachers alike felt that the instructional materials and assessment practices currently being used for bilingual students were either not sufficient or not appropriate. School staff need more materials, classroom support, and training targeted to teaching bilingual students and students with low achievement levels. Ideally, each school should have an interventionist with expertise in reading instruction, and/or support staff to assist in the classroom while teachers focus attention on struggling students.

Support staff such as tutors, aids, and paraprofessionals would also help address another common concern mentioned by many teachers: the difficulty in managing the classroom and centers during small group instruction. The issue here is primarily that teachers have to divide their focus between guided reading groups and the rest of the class. Behavior management is often a concern. Teachers also commented on the rigidity of the 90-minute block and the reduced emphasis on writing. One option for future professional development would be to offer training on acceptable ways to incorporate writing into the reading block. One recommendation was to provide trainings on how to implement Reading First in "real" classrooms, such as by showing a video tape of an actual classroom where student behavior management issues arose and then offering suggestions on how to handle those issues. Another option would be to use classroom vignettes to demonstrate how to manage difficult behaviors and small group instruction.

Staff need targeted professional development at the state and district levels that will minimize the amount of time they need to be out of their classroom/school and maximize their chances of getting new and vital information to bring back to their school and classroom. One option for addressing this issue would be to reduce the repetitive nature of trainings and allow staff who have already attended certain modules of training to attend only those modules that would provide them with additional information. Trainings should also utilize as many hands-on and engaging activities as possible to address a variety of learning styles. Finally, principals, coaches, and teachers would like to spend some of the time during conferences and workshops engaging with their peers and learning about successful practices occurring at other schools.

In sum, the qualitative and quantitative data collected by MGT regarding the implementation of ILRF suggest that many successful implementation activities are occurring and that stakeholders are generally happy with the implementation process. The large scope of the Reading First program can result in implementation barriers and challenges. Schools have worked to reduce these barriers, and the state and district staff have offered on-site support and off-site trainings to promote successful implementation and proactively limit potential problems. Options have been offered for continued improvement of the ILRF program.

5.0 STUDENT OUTCOMES

5.0 STUDENT OUTCOMES

This chapter presents student outcome data gathered during the 2006-07 school year, the first year of implementation of the Illinois Reading First Program. Student demographic information is presented first, followed by outcome data reported by grade level and by school.

5.1 *Focus of Analysis*

The 2006-07 evaluation focused on the change in student performance from the beginning to the end of the year using five progress monitoring measures, and the status of student performance in terms of grade-level benchmarks at the end of the year (outcome assessment).

Evaluation Questions

The analysis of outcome data addressed the following evaluation questions:

- What are the achievement gains of students in Reading First in K-3 at the individual student, classroom, school district, and state level; and for subgroups defined by gender, race/ethnicity, English Language Learner (ELL), Special Education, Free and Reduced-price Lunch status, and grade level?

- What percentage of K-3 students achieved grade-level benchmarks on progress monitoring indicators during the school year?

- What percentage of K-3 students achieved proficiency on outcome measures at the end of the school year?

- How did schools vary in terms of the percentage of K-3 students achieving proficiency on outcome measures?

- What were the differences in performance on outcome measures by gender and by race/ethnic category?

- How did subgroups of students (Free/Reduced Lunch eligibility, ELL placement, Special Education placement) perform on outcome measures?

Performance Data Sources

Evaluation of Reading First student performance focuses on eight assessments for the 2006–07 school year for progress monitoring and outcome assessment:

- Dynamic Indicators of Basic Early Literacy Skills (DIBELS).
- Illinois Standards Achievement Test (ISAT).
- Illinois Measure of Annual Growth in English (IMAGE).
- Illinois Alternate Assessment (IAA).

School staff administered DIBELS assessments and reported the scores on the respective Web sites. MGT compiled the database and conducted the data analysis. For the ISAT, MGT obtained the student database from the Illinois State Board of Education (ISBE) then conducted the data analysis.

DIBELS

Illinois Reading First schools used the DIBELS to assess students' literacy skills and to provide appropriate instructional focus for students who were not meeting performance goals. The following DIBELS assessments were administered to students throughout the year:

Initial Sound Fluency. The DIBELS Initial Sound Fluency (ISF) subtest measures the child's ability to isolate, identify, and pronounce the first sound of an orally presented word. ISF is administered at the beginning and middle of kindergarten.

Letter Naming Fluency. DIBELS Letter Naming Fluency (LNF) is a standardized test that provides a measure of risk for achieving early literacy benchmark goals, mainly for kindergarten students. LNF is administered at the beginning, middle, and end of kindergarten, and at the beginning of first grade.

Phoneme Segmentation Fluency. The DIBELS Phoneme Segmentation Fluency subtest (PSF) tests the ability of students to segment three- and four-phoneme words into their individual phonemes fluently. PSF is administered to students at the middle and end of kindergarten, and at the beginning, middle, and end of first grade.

Nonsense Word Fluency. DIBELS Nonsense Word Fluency (NWF) assesses alphabetic principle skills including letter-sound correspondence and the ability to blend letters into words in which letters represent their most common sounds. NWF is administered at the middle and end of kindergarten and at the beginning, middle, and end of first grade.

Oral Reading Fluency. DIBELS Oral Reading Fluency (ORF) is administered to first grade students (middle and end), and to second and third grade students (beginning, middle, and end) to test the accuracy and fluency of reading with connected text.[1]

Illinois Standards Achievement Test (ISAT)

The ISAT is administered to third grade students and measures individual achievement relative to the *Illinois Learning Standards*. The reading test measures vocabulary and comprehension.

---

[1] Subtest description from Good, R.H., & Kaminski, R.A. (Eds.). (2002). "Dynamic Indicators of Basic Early Literacy Skills" (6th ed.). Eugene, OR: Institute for the Development of Educational Achievement.

Illinois Measure of Annual Growth in English (IMAGE)

The IMAGE is administered to qualifying third grade ELL or Limited English Proficient (LEP) students to measure individual student achievement relative to the *Illinois Learning Standards*. The reading test measures vocabulary and comprehension.

Illinois Alternate Assessment (IAA)

The IAA is administered to measure individual student achievement relative to the *Illinois Learning Standards* of third grade students with significant cognitive disabilities whose Individualized Education Programs indicate that participation in the regular state assessments is not appropriate, even with accommodations. The reading test measures vocabulary and comprehension.

<u>*Analysis Methods*</u>

The performance data were analyzed in terms of the number and percentage of students who attained proficiency in the particular literacy skill measured by the assessment. The analysis is organized into two sections for each grade level.

- The first section includes progress throughout the year comparing performance on the DIBELS at the beginning of the year (August 28 through September 29, 2006), midyear (January 8 through January 26, 2007) and end of the year (April 9 through May 11, 2007). The data are presented in chart form to aid in visual comparison of progress.

- The second section presents end-of-year performance (outcome assessment). For each outcome assessment, MGT calculated both statewide student performance and school-level performance in terms of number and percentage achieving proficiency as well as the average score. Results for 2006-07 are presented in both charts and tables. The tables display statewide results and the results for individual schools. Each table shows the numbers of students assessed. Since all students should have been assessed in each school, the numbers should be close to the number of students at that grade level.

Data for the outcome assessments were disaggregated by subgroup based on gender, ethnicity, ELL placement, Special Education placement, and Free/Reduced Lunch eligibility. Data for subgroups are presented at the state-level and are shown in table and chart form.

Schools are represented by arbitrary identification numbers created for the purpose of this report. ISBE has been provided a separate document including the school names that are linked to each of the identification numbers. Dissemination of the identifying information is up to the discretion of ISBE.

A description of Illinois Reading First student characteristics precedes the student performance data sections. This information provides a context within which to better

understand the performance of students and the variation of performance across schools.

5.2 *Description of Student Characteristics*

During 2006-07, 43,101 K-3 students in 151 schools took part in the Illinois Reading First assessments. Some schools offered all grades (i.e., kindergarten through third grade), while others only offered selected grades in the K-3 range.

Exhibits 5-1 through **5-6** present a summary of the student characteristics across schools at the state-level. Highlights are as follows:

- Students were evenly distributed across kindergarten (24.3%), first grade (25.1%), second grade (25.0%), and third grade (25.6%). The number of students ranged from 10,486 students in kindergarten to 11,024 students in third grade.

- Gender was evenly distributed, with 51 percent male and 49 percent female.

- Students were predominately minority in race/ethnic make-up. Forty-seven percent of the Illinois Reading First students were African-American and 42 percent of students were Hispanic, while White students made up only nine percent of the total.

- Eighty percent were eligible for Free/Reduced Lunch.

- Twenty-one percent were classified as English Language Learners.

- Most students were in regular education placements (91%); nine percent were classified as Special Education.

EXHIBIT 5-1
STUDENTS BY GRADE LEVEL: 2006-07

11,024 (26%)   10,486 (24%)

10,758 (25%)   10,833 (25%)

☐ Kindergarten ■ First Grade ☐ Second Grade ☐ Third Grade
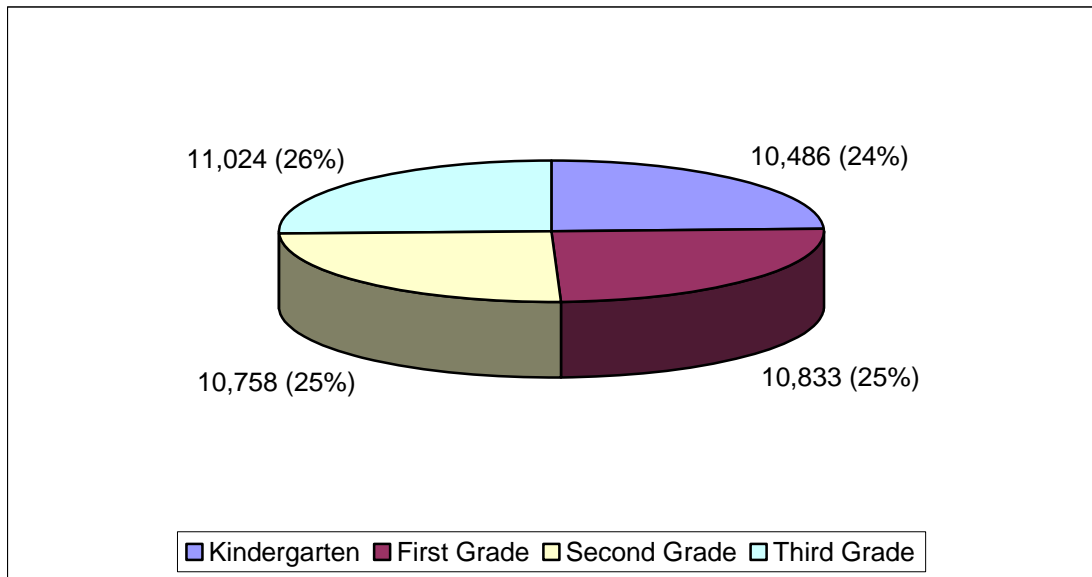
Source: MGT of America, Inc., Analysis of Illinois Reading First DIBELS Data, 2007.

EXHIBIT 5-2
STUDENTS BY GENDER: 2006-07

20,718 (49%)

21,647 (51%)

☐ Male ■ Female
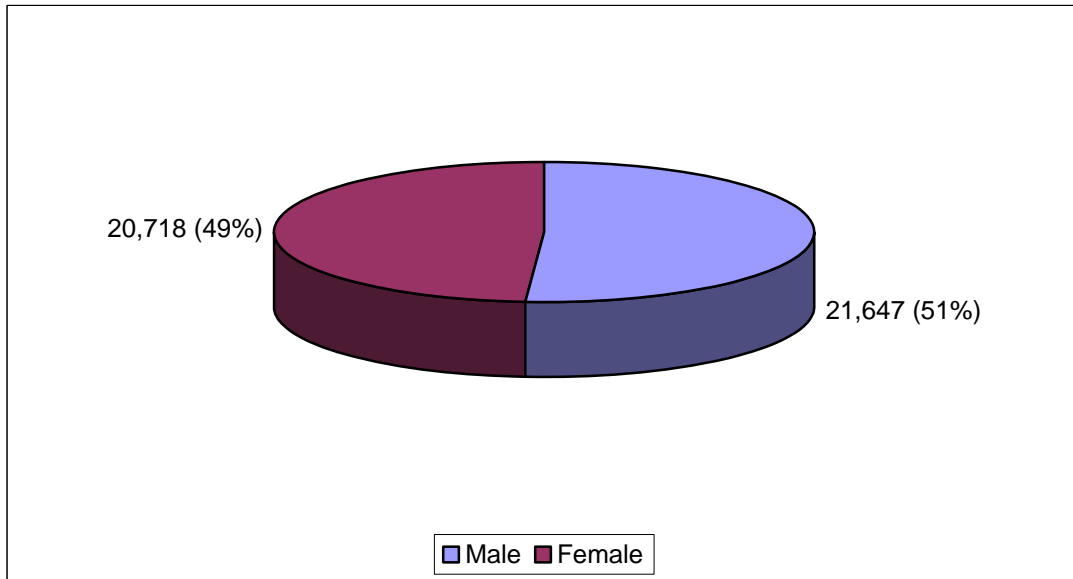
Source: MGT of America, Inc., Analysis of Illinois Reading First DIBELS Data, 2007.

EXHIBIT 5-3
STUDENTS BY RACE/ETHNICITY: 2006-07

454 (1%)   29 (<1%)

17,744 (42%)

19,747 (47%)

3,887 (9%)

444 (1%)

☐ American Indian/Alaskan   ☐ Black or African American   ☐ Asian/Pacific Islander
☐ White   ☐ Hispanic   ☐ Multi-racial/Other
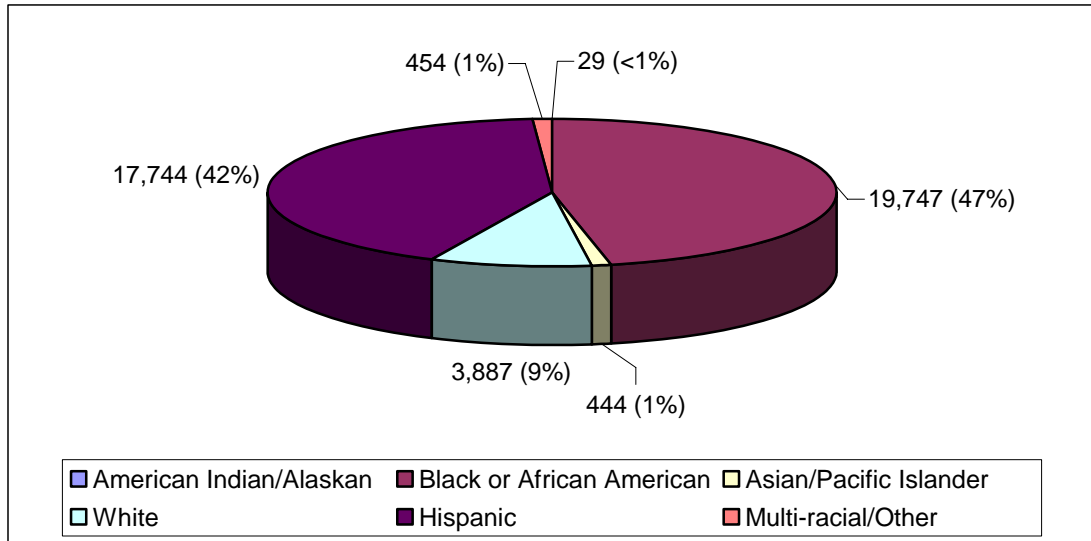
Source: MGT of America, Inc., Analysis of Illinois Reading First DIBELS Data, 2007.

EXHIBIT 5-4
STUDENTS BY FREE OR REDUCED LUNCH ELIGIBILITY:
2006-07

8,730 (20%)

34,371 (80%)

☐ Yes ☐ No
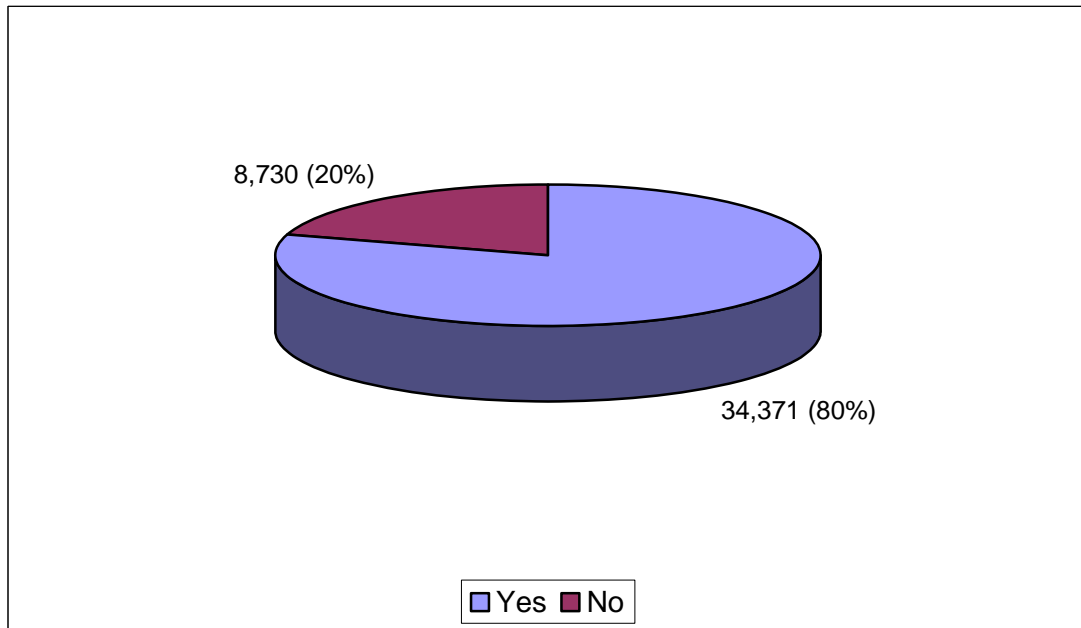
Source: MGT of America, Inc., Analysis of Illinois Reading First DIBELS Data, 2007.

EXHIBIT 5-5
STUDENTS BY ENGLISH LANGUAGE LEARNER PLACEMENT: 2006-07

9,231 (21%)

33,861 (79%)

☐ Yes ☐ No
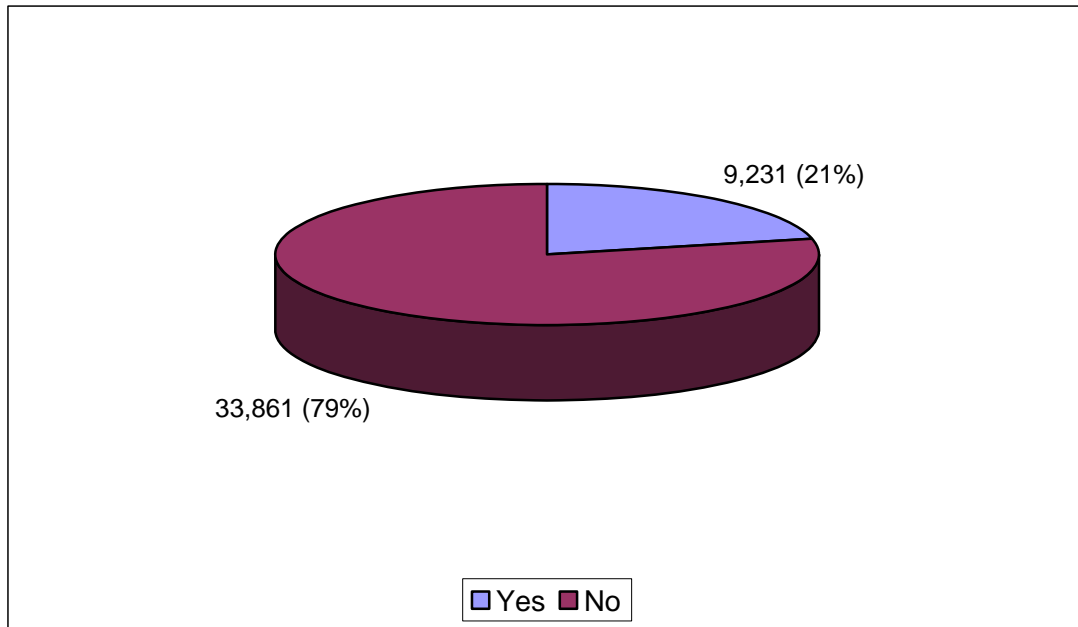
Source: MGT of America, Inc., Analysis of Illinois Reading First DIBELS Data, 2007.

EXHIBIT 5-6
STUDENTS BY SPECIAL EDUCATION PLACEMENT: 2006-07

3,802 (9%)

39,299 (91%)

☐ Yes ☐ No
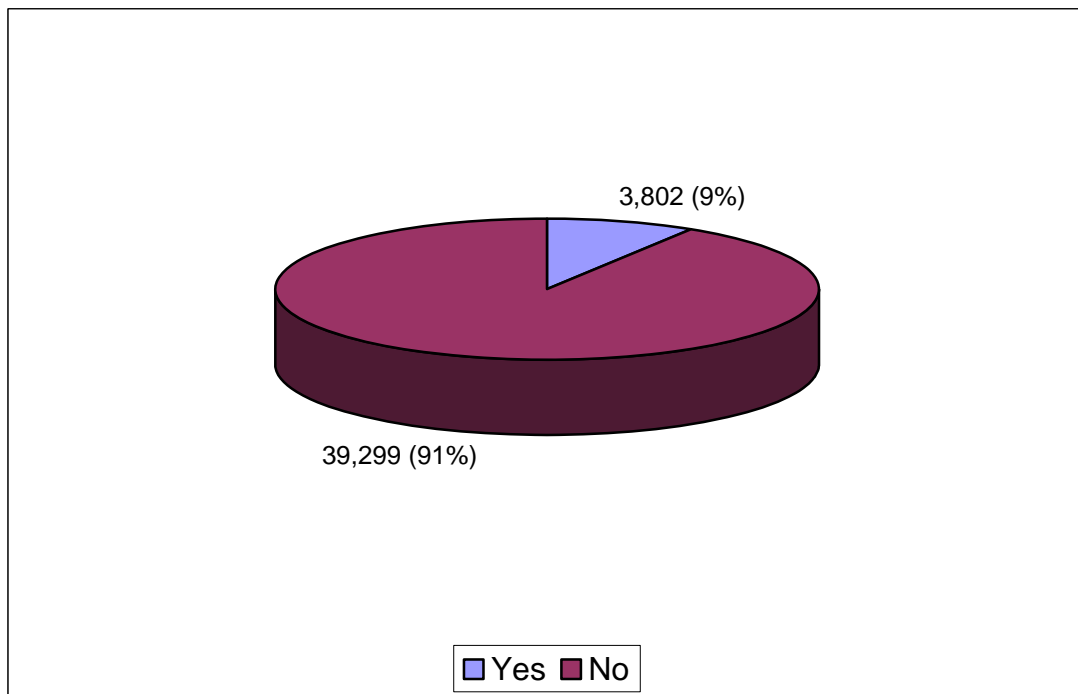
Source: MGT of America, Inc., Analysis of Illinois Reading First DIBELS Data, 2007.

5.3   Kindergarten Student Performance

Progress During the School Year

Kindergarten students were tested on four DIBELS measures as progress monitoring for the essential elements of reading:

- DIBELS Initial Sounds Fluency (ISF) for phonemic awareness.

- DIBELS Phoneme Segmentation Fluency (PSF) for phonemic awareness.

- DIBELS Nonsense Word Fluency (NWF) for phonics.

- DIBELS Letter Naming Fluency (LNF) for phonics and fluency.

Kindergarten students made progress in most areas tested, comparing their initial performance (beginning benchmark) to their performance at the last benchmark at which they were tested (middle or end benchmark). On ISF, 38 percent were meeting proficiency at the middle of the year benchmark compared to 46 percent at the beginning of the year benchmark. On PSF, 54 percent were meeting proficiency at the end of the year benchmark compared to 37 percent at the middle of the year benchmark. On NWF, 50 percent met proficiency at the end of the year benchmark compared to 45 percent at the middle of the year benchmark. On LNF, 50 percent met proficiency at the end of the year benchmark compared to 44 percent at the beginning of the year benchmark.

Exhibit 5-7 provides an overview of the performance during the year on each progress monitoring assessment.

EXHIBIT 5-7
PROGRESS MONITORING PERFORMANCE
KINDERGARTEN: 2006-07
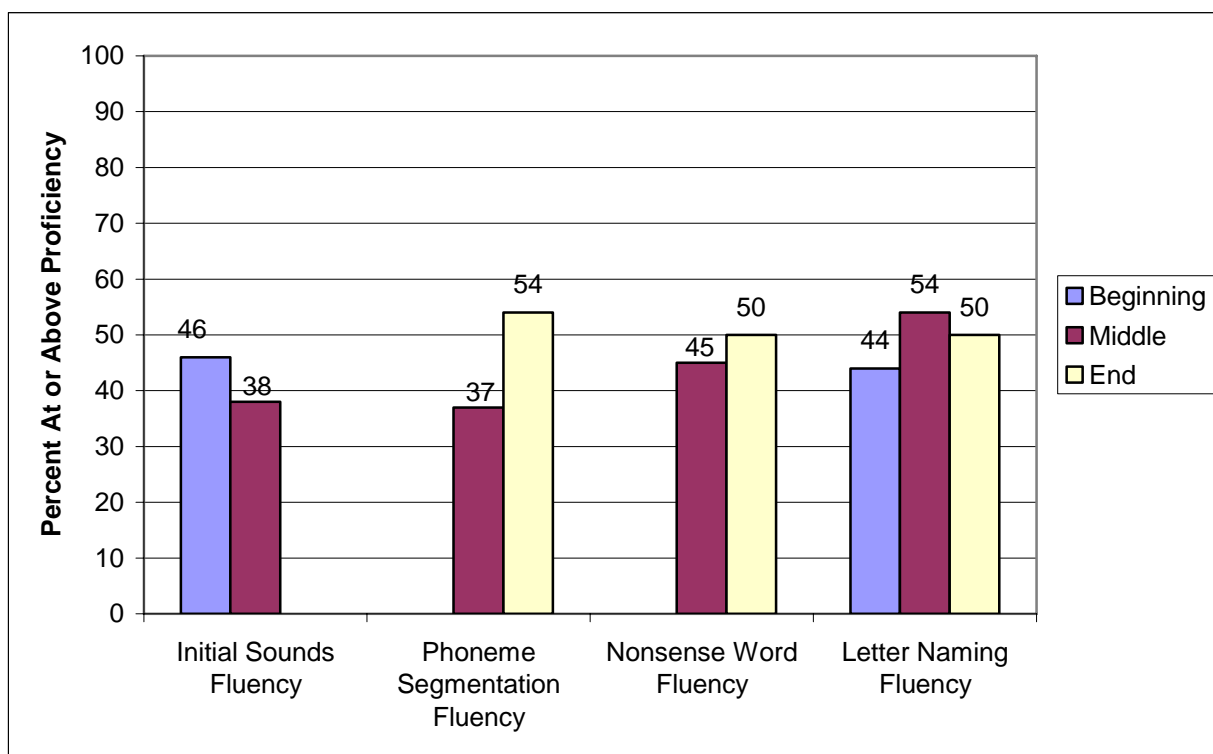
Source: MGT of America, Inc., Analysis of Illinois Reading First DIBELS Data, 2007.

Performance on Outcomes

Illinois Reading First students, at the kindergarten level, were assessed on three outcome measures for 2006-07. Over 9,800 kindergarten students were assessed on these subtests:

- DIBELS Letter Naming Fluency (LNF) for phonics and fluency.
- DIBELS Phoneme Segmentation Fluency (PSF) for phonemic awareness.
- DIBELS Nonsense Word Fluency (NWF) for phonics.

Kindergarten: Letter Naming Fluency

The DIBELS LNF subtest served as one of the kindergarten outcome measures for phonics. Fifty percent of kindergarten students statewide achieved the goal of at least 40 correct letter names per minute at the final testing (end benchmark). Eleven schools had over 80 percent of kindergarten students meeting the LNF goal. Forty-nine schools had fewer than half of kindergarten students demonstrating proficiency in LNF. In the highest performing school, 91 percent of kindergarten students demonstrated proficiency in LNF, compared with seven percent of kindergarten students in the lowest performing school. **Exhibit 5-8** presents the statewide performance and the performance by school for kindergarten LNF in 2006-07.

Kindergarten: Phoneme Segmentation Fluency

Phonemic awareness was measured by the DIBELS PSF subtest for kindergarten students. Fifty-four percent of kindergarten students statewide achieved the goal of at least 35 correct phonemic sounds per minute at the final testing (end benchmark). Twenty-six schools had over 80 percent of kindergarten students meeting the phoneme segmentation fluency goal. Fifty-four schools had fewer than half of kindergarten students demonstrating proficiency in phoneme segmentation fluency. The highest performing school had 100 percent of kindergarten students demonstrating proficiency in phoneme segmentation fluency, compared with no kindergarten students demonstrating proficiency in the lowest performing school. **Exhibit 5-9** presents the statewide performance and the performance by school for kindergarten PSF for 2006–07.

Kindergarten: Nonsense Word Fluency

The DIBELS NWF subtest served as the kindergarten outcome measure for phonics. Fifty percent of kindergarten students statewide achieved the goal of at least 25 correct nonsense words per minute at the final testing (end benchmark). Only five schools had over 80 percent of kindergarten students meeting the NWF goal. Fifty-seven schools had fewer than half of kindergarten students demonstrating proficiency in NWF. In the highest performing school, 92 percent of kindergarten students demonstrated proficiency in NWF, compared with only five percent of kindergarten students in the lowest performing school. **Exhibit 5-10** presents the statewide performance and the performance by school for kindergarten NWF in 2006-07.

**EXHIBIT 5-8
DIBELS LETTER NAMING FLUENCY: END BENCHMARK
KINDERGARTEN: 2006-07**

SCHOOL	LETTER NAMING FLUENCY			
	GOAL: 40 OR MORE LETTER NAMES / MINUTE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE
All	9,806	4,926	50	37.75
1	9	7	78	46.56
2	105	39	37	35.40
3	48	21	44	40.63
4	23	19	83	53.09
5	61	31	51	37.12
6	85	48	56	41.01
7	127	63	50	38.10
8	75	52	69	48.68
9	52	35	67	45.69
10	36	27	75	47.14
11	24	17	71	46.42
12	61	53	87	52.03
13	63	52	83	53.48
14	214	17	8	18.53
15	264	36	14	28.17
16	83	24	29	27.32
17	81	21	26	27.41
18	81	28	35	31.80
19	167	34	20	26.83
20	101	35	35	33.36
21	74	27	36	28.65
22				
23	91	18	20	24.96
24	65	9	14	22.22
25	152	15	10	18.20
26	86	14	16	22.41
27				
28	135	102	76	48.36
29	37	20	54	39.77
30	44	33	75	48.23
31	53	20	38	33.81
32	51	38	75	56.50
33	37	26	70	43.08
34	55	31	56	43.84
35	69	26	38	33.85
36	130	66	51	44.29

EXHIBIT 5-8 (Continued)
DIBELS LETTER NAMING FLUENCY: END BENCHMARK
KINDERGARTEN: 2006-07

SCHOOL	LETTER NAMING FLUENCY			
	GOAL: 40 OR MORE LETTER NAMES / MINUTE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE
37	68	56	82	52.24
38	65	46	71	45.92
39	53	36	68	42.47
40	81	46	57	39.35
41	54	31	57	41.76
42	53	30	57	42.26
43	51	30	59	39.49
44	48	29	60	45.21
45	88	36	41	38.82
46	51	34	67	45.24
47	57	41	72	51.09
48	101	50	50	41.28
49	57	45	79	48.25
50	56	32	57	38.30
51	43	21	49	34.60
52	51	19	37	33.14
53	35	27	77	51.37
54	44	28	64	42.93
55	31	11	35	32.19
56	71	46	65	41.97
57	46	30	65	50.80
58	120	53	44	34.18
59	42	19	45	37.79
60	34	31	91	62.91
61	55	41	75	50.85
62	56	32	57	43.13
63	59	37	63	43.34
64	92	18	20	27.93
65	146	38	26	28.60
66	52	32	62	48.31
67	54	34	63	43.40
68	56	21	38	35.41
69	138	47	34	32.56
70	43	24	56	38.47
71	47	36	77	53.33
72	59	50	85	52.44
73	32	22	69	51.06

EXHIBIT 5-8 (Continued)
DIBELS LETTER NAMING FLUENCY: END BENCHMARK
KINDERGARTEN: 2006-07

SCHOOL	LETTER NAMING FLUENCY			
	GOAL: 40 OR MORE LETTER NAMES / MINUTE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE
74	44	19	43	36.75
75	49	33	67	45.80
76	37	15	41	31.58
77	74	41	55	42.22
78	114	39	34	33.50
79	48	35	73	49.69
80	100	33	33	31.05
81	30	15	50	37.87
82	110	26	24	27.68
83	71	38	54	41.79
84	65	34	52	41.25
85	45	30	67	47.56
86	40	17	43	37.95
87	58	36	62	43.19
88	59	4	7	15.04
89	30	19	63	44.21
90	21	14	67	44.95
91	25	19	76	47.56
92	26	17	65	44.23
93	24	11	46	39.63
94	95	55	58	44.98
95	23	12	52	44.74
96	52	29	56	40.60
97	48	30	63	42.98
98	33	12	36	33.53
99	35	7	20	29.56
100	21	5	24	31.20
101	39	30	77	52.34
102	142	59	42	29.96
103	84	64	76	48.88
104	86	59	69	46.55
105	99	68	69	51.29
106	66	39	59	41.74
107	184	94	51	37.03
108	50	43	86	50.92
109	54	49	91	53.11
110	74	39	53	39.19

EXHIBIT 5-8 (Continued)
DIBELS LETTER NAMING FLUENCY: END BENCHMARK
KINDERGARTEN: 2006-07

SCHOOL	LETTER NAMING FLUENCY			
	GOAL: 40 OR MORE LETTER NAMES / MINUTE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE
111	52	42	81	51.46
112	41	29	71	46.98
113	86	51	59	41.17
114	128	74	58	43.15
115	88	59	67	44.17
116	66	37	56	43.50
117	29	20	69	45.68
118	52	38	73	47.94
119	53	22	42	35.14
120	61	37	61	42.93
121	43	25	58	45.33
122	90	36	40	33.64
123	140	46	33	32.60
124	46	34	74	45.91
125	105	36	34	33.94
126	44	23	52	46.88
127	47	25	53	40.64
128	43	33	77	50.67
129	96	67	70	46.49
130				
131				
132	78	41	53	42.73
133	55	24	44	38.49
134	79	32	41	38.05
135	47	22	47	38.74
136	62	27	44	37.13
137	58	36	62	43.07
138	53	40	75	48.49
139	82	33	40	34.80
140	85	48	56	41.11
141	15	13	87	53.07
142	42	25	60	46.90
143	49	34	69	44.63
144	54	35	65	46.31
145	22	18	82	50.05
146	41	25	61	43.70
147	49	29	59	43.35
148	68	37	54	40.24

EXHIBIT 5-8 (Continued)
DIBELS LETTER NAMING FLUENCY: END BENCHMARK
KINDERGARTEN: 2006-07

SCHOOL	LETTER NAMING FLUENCY			
	GOAL: 40 OR MORE LETTER NAMES / MINUTE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE
149	64	48	75	49.36
150	51	33	65	44.10
151	59	40	68	45.05

Source: MGT of America, Inc., Analysis of Illinois Reading First DIBELS Data, 2007.
Note: School Nos. 22, 27, 130, and 131 do not have Kindergarten.

EXHIBIT 5-9
DIBELS PHONEME SEGMENTATION FLUENCY:
END BENCHMARK
KINDERGARTEN: 2006-07

SCHOOL	PHONEME SEGMENTATION FLUENCY			
	GOAL: 35 OR MORE PHONEMES / MINUTE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE
All	**9,798**	**5,300**	**54**	**33.09**
1	9	8	89	48.89
2	105	45	43	33.07
3	48	34	71	42.75
4	23	23	100	50.65
5	61	33	54	34.47
6	80	51	64	36.18
7	127	88	69	39.67
8	75	40	53	34.39
9	52	28	54	37.27
10	36	21	58	37.46
11	24	14	58	34.04
12	61	50	82	41.87
13	63	61	97	55.68
14	214	35	16	20.38
15	264	18	7	18.56
16	83	29	35	27.09
17	81	17	21	22.32
18	81	35	43	28.83
19	167	48	29	26.56
20	101	62	61	35.85

**EXHIBIT 5-9 (Continued)
DIBELS PHONEME SEGMENTATION FLUENCY:
END BENCHMARK
KINDERGARTEN: 2006-07**

SCHOOL	PHONEME SEGMENTATION FLUENCY			
	GOAL: 35 OR MORE PHONEMES / MINUTE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE
21	74	36	49	34.33
22				
23	91	33	36	27.58
24	65	4	6	16.66
25	152	23	15	19.98
26	86	18	21	24.80
27				
28	135	97	72	42.15
29	37	10	27	26.29
30	44	18	41	29.82
31	53	27	51	31.73
32	51	27	53	35.40
33	37	1	3	20.78
34	55	34	62	35.51
35	69	34	49	33.71
36	130	61	47	31.43
37	68	57	84	49.58
38	65	45	69	42.42
39	53	15	28	27.96
40	81	62	77	42.17
41	53	9	17	20.53
42	52	29	56	33.04
43	51	44	86	49.14
44	48	39	81	45.32
45	88	18	20	25.74
46	51	31	61	39.02
47	57	36	63	38.61
48	101	50	50	33.30
49	57	45	79	41.86
50	56	25	45	29.82
51	43	24	56	30.77
52	51	16	31	27.58
53	35	20	57	38.12
54	44	19	43	29.72
55	31	15	48	33.90
56	71	38	54	38.56

EXHIBIT 5-9 (Continued)
DIBELS PHONEME SEGMENTATION FLUENCY:
END BENCHMARK
KINDERGARTEN: 2006-07

SCHOOL	PHONEME SEGMENTATION FLUENCY			
	GOAL: 35 OR MORE PHONEMES / MINUTE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE
57	46	31	67	39.22
58	120	93	78	43.13
59	42	0	0	14.22
60	34	30	88	41.91
61	55	46	84	45.43
62	56	15	27	22.60
63	59	42	71	37.93
64	92	29	32	26.91
65	146	70	48	31.93
66	52	26	50	30.18
67	53	33	62	37.96
68	56	3	5	16.78
69	138	71	51	34.08
70	43	20	47	29.95
71	47	32	68	37.04
72	59	12	20	25.60
73	32	3	9	19.75
74	44	8	18	24.30
75	49	31	63	36.58
76	37	23	62	38.76
77	74	60	81	45.71
78	114	57	50	32.32
79	48	36	75	39.91
80	100	85	85	44.20
81	30	14	47	27.57
82	110	40	36	25.03
83	71	37	52	34.64
84	65	43	66	36.76
85	45	38	84	43.09
86	40	18	45	31.62
87	58	37	64	39.59
88	59	11	19	24.10
89	30	23	77	41.23
90	21	17	81	41.90
91	25	2	8	18.84
92	26	17	65	40.00

**EXHIBIT 5-9 (Continued)
DIBELS PHONEME SEGMENTATION FLUENCY:
END BENCHMARK
KINDERGARTEN: 2006-07**

SCHOOL	PHONEME SEGMENTATION FLUENCY			
	GOAL: 35 OR MORE PHONEMES / MINUTE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE
93	24	13	54	29.38
94	95	78	82	40.95
95	23	16	70	35.74
96	52	40	77	43.80
97	48	40	83	45.08
98	33	3	9	16.48
99	35	11	31	24.26
100	21	6	29	26.35
101	39	28	72	46.92
102	142	110	77	42.22
103	84	54	64	37.05
104	86	73	85	46.41
105	99	75	76	40.42
106	66	50	76	46.76
107	184	102	55	37.69
108	50	40	80	40.76
109	54	53	98	49.57
110	74	51	69	38.10
111	52	40	77	38.02
112	41	38	93	45.46
113	86	49	57	35.07
114	128	91	71	43.94
115	88	57	65	37.81
116	66	44	67	35.89
117	29	24	83	44.97
118	52	39	75	40.33
119	53	25	47	33.15
120	61	33	54	32.93
121	43	30	70	36.10
122	90	35	39	29.73
123	140	120	86	43.15
124	46	34	74	40.78
125	105	48	46	31.75
126	44	18	41	28.43
127	47	29	62	35.07
128	43	36	84	44.33

EXHIBIT 5-9 (Continued)
DIBELS PHONEME SEGMENTATION FLUENCY:
END BENCHMARK
KINDERGARTEN: 2006-07

SCHOOL	PHONEME SEGMENTATION FLUENCY			
	GOAL: 35 OR MORE PHONEMES / MINUTE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE
129	96	87	91	50.59
130				
131				
132	78	46	59	34.49
133	55	7	13	23.22
134	79	30	38	27.83
135	47	7	15	27.20
136	62	37	60	37.39
137	58	23	40	29.90
138	53	23	43	32.57
139	82	29	35	24.55
140	85	32	38	28.90
141	15	14	93	47.00
142	42	29	69	39.40
143	49	37	76	41.83
144	54	39	72	40.77
145	22	10	45	33.09
146	41	34	83	46.46
147	49	36	73	37.96
148	68	48	71	42.93
149	64	60	94	51.71
150	51	33	65	35.14
151	59	53	90	40.27

Source: MGT of America, Inc., Analysis of Illinois Reading First DIBELS Data, 2007.
Note: School Nos. 22, 27, 130, and 131 do not have Kindergarten.

EXHIBIT 5-10
DIBELS NONSENSE WORD FLUENCY: END BENCHMARK
KINDERGARTEN: 2006-07

SCHOOL	NONSENSE WORD FLUENCY			
	GOAL: 25 OR MORE NONSENSE WORDS / MINUTE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE
All	9,794	4,904	50	25.85
1	9	7	78	28.56
2	105	56	53	25.24
3	48	30	63	29.48
4	23	21	91	43.30
5	61	12	20	14.18
6	80	34	43	25.76
7	127	65	51	28.01
8	75	47	63	32.91
9	52	33	63	29.96
10	36	27	75	37.61
11	24	20	83	37.04
12	61	45	74	32.66
13	63	43	68	30.90
14	214	33	15	11.86
15	264	19	7	6.71
16	83	10	12	15.63
17	81	18	22	14.32
18	81	34	42	22.04
19	167	85	51	27.87
20	101	27	27	20.13
21	74	28	38	21.65
22				
23	91	29	32	19.22
24	65	4	6	5.65
25	152	17	11	8.27
26	86	14	16	12.57
27				
28	135	81	60	29.26
29	37	16	43	20.95
30	44	30	68	31.39
31	53	14	26	17.83
32	51	29	57	27.45
33	37	20	54	25.59
34	55	30	55	27.56
35	69	40	58	28.90
36	130	60	46	27.89

MGT
OF AMERICA, INC.

EXHIBIT 5-10 (Continued)
DIBELS NONSENSE WORD FLUENCY: END BENCHMARK
KINDERGARTEN: 2006-07

SCHOOL	NONSENSE WORD FLUENCY			
	GOAL: 25 OR MORE NONSENSE WORDS / MINUTE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE
37	68	49	72	34.00
38	65	40	62	28.34
39	53	25	47	25.26
40	81	44	54	27.01
41	53	31	58	25.72
42	52	32	62	24.66
43	51	13	25	17.84
44	48	33	69	33.69
45	88	26	30	18.39
46	51	20	39	24.18
47	57	39	68	34.07
48	100	47	47	25.96
49	57	35	61	29.39
50	56	28	50	26.00
51	43	8	19	14.19
52	51	13	25	17.88
53	35	27	77	42.57
54	44	21	48	26.05
55	31	16	52	26.84
56	71	49	69	30.56
57	46	34	74	47.28
58	120	74	62	31.98
59	41	17	41	20.26
60	34	27	79	45.79
61	55	31	56	27.38
62	56	24	43	21.77
63	59	41	69	35.32
64	92	25	27	13.82
65	146	53	36	19.13
66	52	35	67	28.04
67	53	24	45	21.19
68	56	27	48	26.14
69	138	52	38	19.67
70	43	13	30	18.58
71	47	32	68	35.94
72	58	47	81	34.37
73	32	16	50	21.66

EXHIBIT 5-10 (Continued)
DIBELS NONSENSE WORD FLUENCY: END BENCHMARK
KINDERGARTEN: 2006-07

SCHOOL	NONSENSE WORD FLUENCY			
	GOAL: 25 OR MORE NONSENSE WORDS / MINUTE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE
74	44	23	52	24.45
75	49	34	69	33.27
76	37	16	43	22.32
77	74	57	77	39.26
78	114	54	47	23.90
79	48	37	77	35.88
80	100	62	62	31.18
81	30	14	47	23.87
82	110	30	27	16.71
83	71	42	59	30.24
84	65	39	60	25.51
85	45	22	49	31.76
86	40	17	43	25.23
87	58	48	83	35.74
88	59	3	5	8.14
89	30	13	43	25.13
90	21	14	67	27.48
91	25	15	60	29.32
92	26	20	77	41.12
93	24	17	71	27.83
94	95	60	63	30.94
95	23	10	43	22.39
96	52	30	58	26.83
97	48	31	65	29.06
98	33	8	24	19.21
99	35	7	20	16.69
100	21	2	10	13.57
101	39	30	77	41.31
102	142	72	51	25.16
103	84	61	73	35.74
104	85	62	73	30.89
105	99	64	65	36.38
106	66	38	58	26.82
107	184	112	61	30.11
108	50	46	92	36.98
109	54	43	80	38.35
110	74	21	28	20.88

EXHIBIT 5-10 (Continued)
DIBELS NONSENSE WORD FLUENCY: END BENCHMARK
KINDERGARTEN: 2006-07

SCHOOL	NONSENSE WORD FLUENCY			
	GOAL: 25 OR MORE NONSENSE WORDS / MINUTE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE
111	52	37	71	32.37
112	41	30	73	32.46
113	86	38	44	23.07
114	128	56	44	23.42
115	88	52	59	28.53
116	66	33	50	27.02
117	29	20	69	33.76
118	52	36	69	33.85
119	53	13	25	16.62
120	61	43	70	34.07
121	43	21	49	30.77
122	90	41	46	22.77
123	140	79	56	30.45
124	46	31	67	28.59
125	105	57	54	27.17
126	44	21	48	32.30
127	47	21	45	23.74
128	43	31	72	34.42
129	96	74	77	34.53
130				
131				
132	78	49	63	29.22
133	55	16	29	19.11
134	79	47	59	27.81
135	47	17	36	22.36
136	62	34	55	24.85
137	58	30	52	26.34
138	53	38	72	35.25
139	82	32	39	21.20
140	85	54	64	28.08
141	15	9	60	42.47
142	42	30	71	36.67
143	49	31	63	29.69
144	54	36	67	35.15
145	22	17	77	34.68

EXHIBIT 5-10 (Continued)
DIBELS NONSENSE WORD FLUENCY: END BENCHMARK
KINDERGARTEN: 2006-07

SCHOOL	NONSENSE WORD FLUENCY			
	GOAL: 25 OR MORE NONSENSE WORDS / MINUTE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE
146	41	32	78	35.93
147	49	36	73	32.59
148	68	43	63	28.74
149	64	46	72	35.84
150	51	25	49	25.94
151	59	28	47	25.46

Source: MGT of America, Inc., Analysis of Illinois Reading First DIBELS Data, 2007.
Note: School Nos. 22, 27, 130, and 131 do not have Kindergarten.

Exhibit 5-11 presents an analysis of statewide scores by demographic characteristics and for risk groups, including gender, race/ethnicity groups, language groups, students with disabilities (Special Education group), and economic status (Free/Reduced Lunch) for the 2006-07 school year.

As the exhibit shows, there were more male kindergarten students than female. Female students performed consistently better than male students on the PSF, NWF, and LNF.

Regarding race/ethnicity, a much higher percentage (72%) of White students met the PSF benchmark, compared with Black/African American students (55%) and Hispanic students (48%). A higher percentage of White students (63%) met the NWF goal, compared with Black/African American students (55%) and Hispanic students (41%). Additionally, a higher percentage of White students (65%) met the LNF goal, compared with Black/African American students (62%) and Hispanic students (35%).

English Language Learners were behind English speakers on each of the outcome measures, with 44 versus 57 percent meeting the goal on PSF, 38 versus 54 percent meeting the goal on NWF, and 28 versus 57 percent meeting the goal on LNF.

Of the students who received Special Education, 29 percent met the PSF goal, 32 percent met the NWF goal, and 34 percent met the LNF goal. These percentages were noticeably lower than those for students not receiving special education.

Students who were designated as eligible for Free/Reduced Lunch performed better on all assessments compared with students who were not eligible for Free/Reduced Lunch. Fifty-five percent of students who were eligible for Free/Reduced Lunch met the PSF goal compared with 51 percent of other students. Similarly, 52 percent of students who were eligible for Free/Reduced Lunch met the NWF goal compared with 46 percent of other students; and 52 percent of students eligible for Free/Reduced Lunch met the LNF goal compared with 45 percent of other students.

Exhibits 5-12 through **5-14** present the demographic and risk group characteristics in chart form.

EXHIBIT 5-11
DIBELS PERFORMANCE: END BENCHMARK
KINDERGARTEN 2006-07
BREAKDOWN BY DEMOGRAPHIC AND RISK GROUP CHARACTERISTIC

	PHONEME SEGMENTATION FLUENCY GOAL: 35 OR MORE PHONEMES / MINUTE		NONSENSE WORD FLUENCY GOAL: 25 OR MORE NONSENSE WORDS / MINUTE		LETTER NAMING FLUENCY GOAL: 40 OR MORE LETTER NAMES / MINUTE	
	TOTAL TESTED	**PERCENT/NUMBER MEETING GOAL**	**TOTAL TESTED**	**PERCENT/NUMBER MEETING GOAL**	**TOTAL TESTED**	**PERCENT/NUMBER MEETING GOAL**
Gender						
Male	4,839	50 (2,417)	4,838	47 (2,258)	4,844	48 (2,310)
Female	4,657	58 (2,688)	4,654	54 (2,515)	4,660	53 (2,456)
Race/Ethnicity						
American Indian/Alaskan	5	60 (3)	5	20 (1)	5	40 (2)
Asian/Pacific Islander	102	59 (60)	102	67 (68)	102	71 (72)
Black or African American	4,144	55 (2,299)	4,141	56 (2,311)	4,148	62 (2,562)
Hispanic	4,127	48 (1,968)	4,126	41 (1,705)	4,128	35 (1,427)
White	943	72 (681)	943	63 (598)	946	65 (613)
Other	98	58 (57)	98	35 (34)	98	50 (49)
English Language Learner						
Yes	2,254	44 (987)	2,253	38 (855)	2,254	28 (622)
No	7,544	57 (4,313)	7,541	54 (4,049)	7,552	57 (4,304)
Special Ed. Placement						
Yes	634	29 (181)	634	32 (202)	634	34 (218)
No	9,164	56 (5,119)	9,160	51 (4,702)	9,172	51 (4,708)
Free/Reduced Lunch						
Yes	7,268	55 (4,000)	7,264	52 (3,748)	7,274	52 (3,775)
No	2,530	51 (1,300)	2,530	46 (1,156)	2,532	45 (1,151)

Source: MGT of America, Inc., Analysis of Illinois Reading First DIBELS Data, 2007.
Note: The (N=) values may not equal the total number of students due to some students not being designated for some of the demographic categories.

EXHIBIT 5-12
END OF YEAR KINDERGARTEN PERFORMANCE
BY GENDER: 2006-07
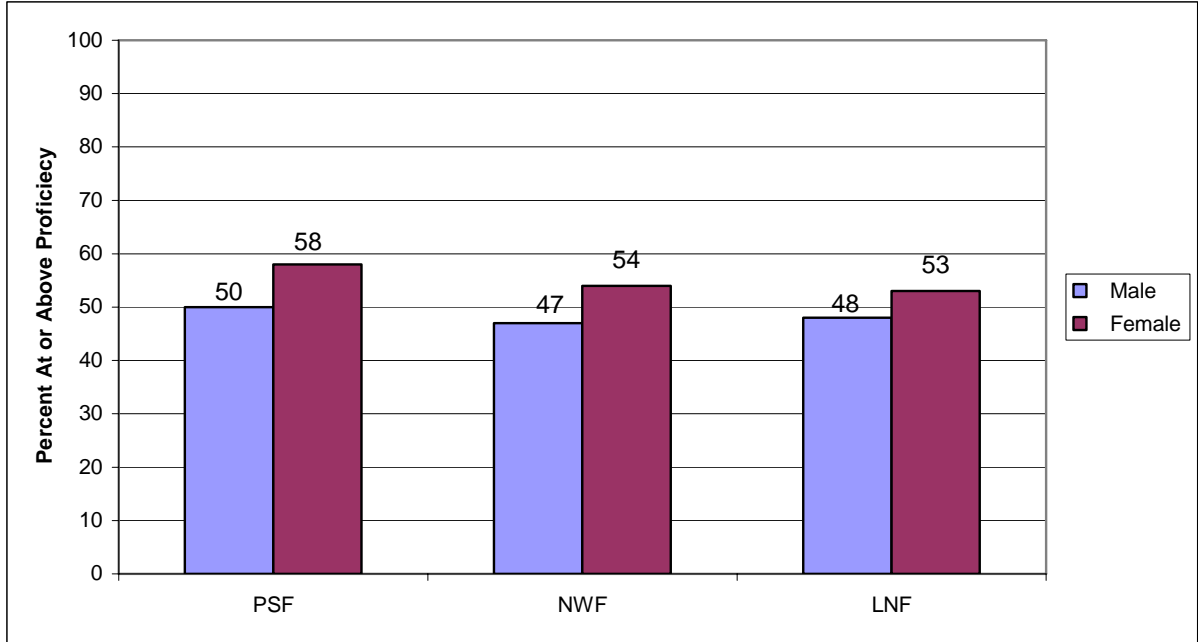
Source: MGT of America, Inc., Analysis of Illinois Reading First DIBELS Data, 2007.

EXHIBIT 5-13
END OF YEAR KINDERGARTEN PERFORMANCE
BY RACE/ETHNICITY: 2006-07
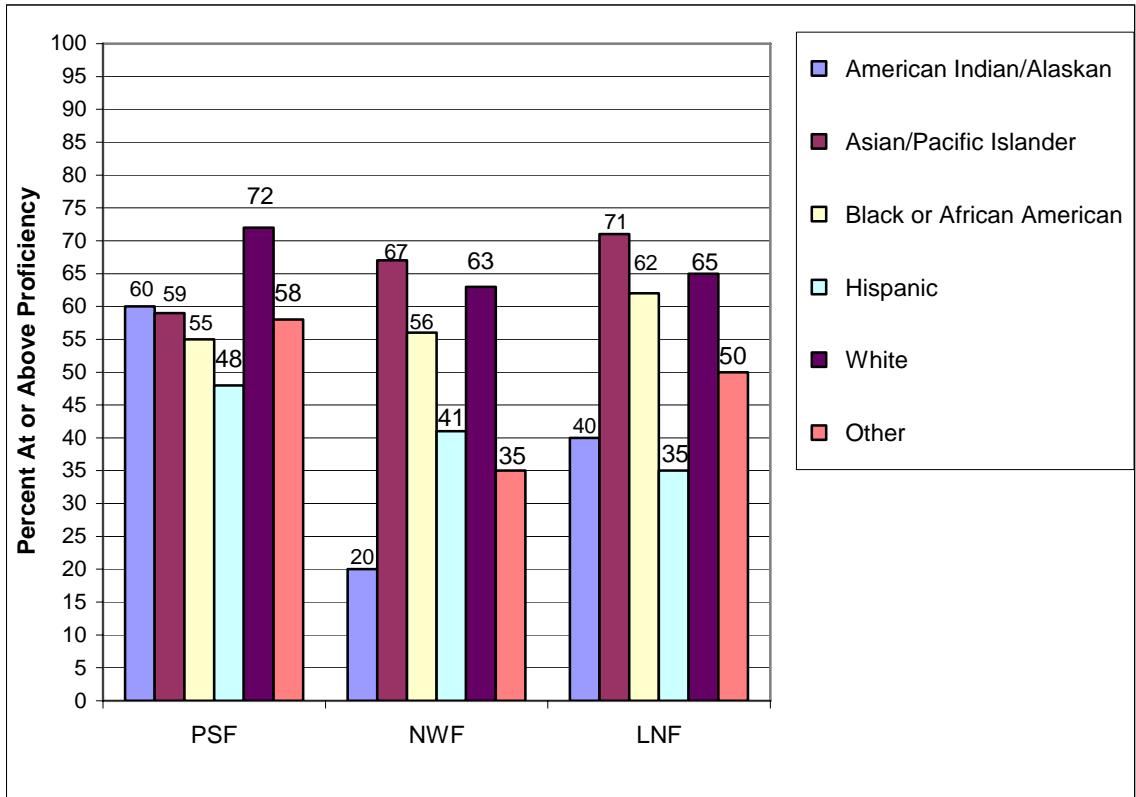
Source: MGT of America, Inc., Analysis of Illinois Reading First DIBELS Data, 2007.

EXHIBIT 5-14
END OF YEAR KINDERGARTEN PERFORMANCE
BY RISK GROUP: 2006-07
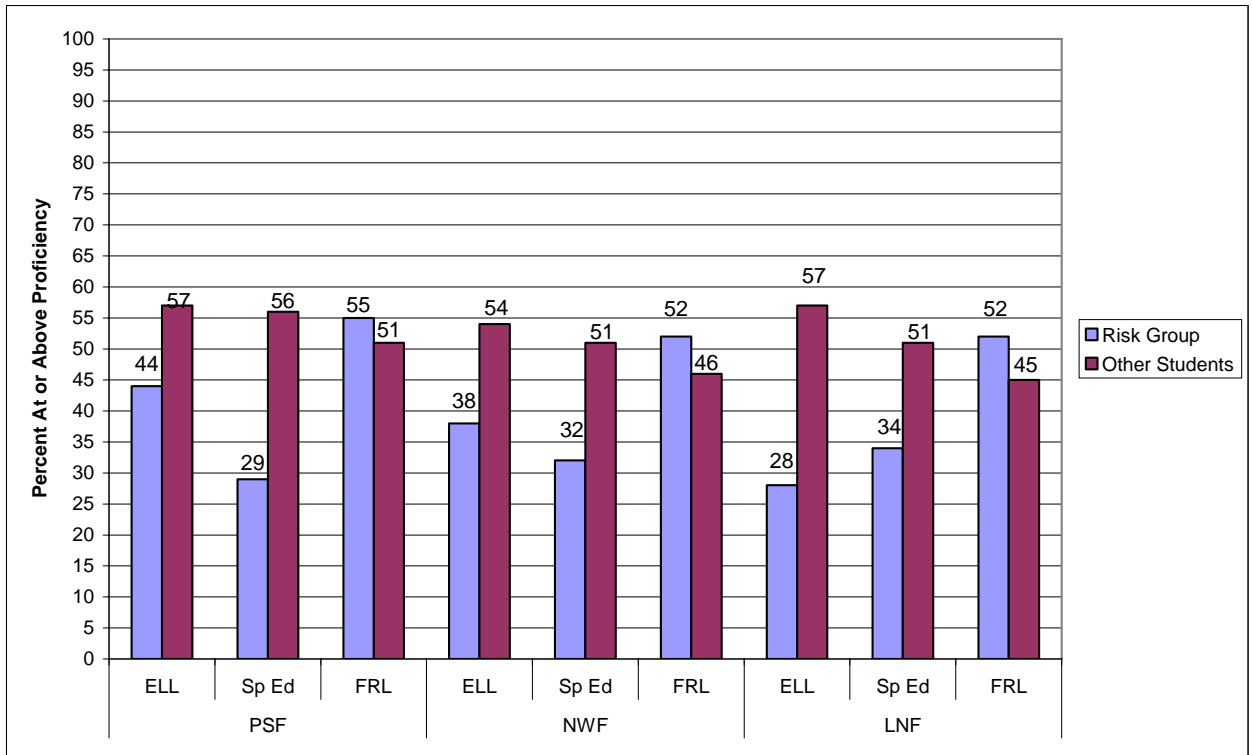
Source: MGT of America, Inc., Analysis of Illinois Reading First DIBELS Data, 2007.

5.4   *First Grade Student Performance*

Progress During the School Year

First grade students were given three DIBELS subtests as progress monitoring for the essential elements of reading:

- DIBELS Phoneme Segmentation Fluency (PSF) for phonemic awareness.
- DIBELS Nonsense Word Fluency (NWF) for phonics.
- DIBELS Oral Reading Fluency (ORF) for fluency.

First grade students made progress in all three areas tested, comparing the initial performance (beginning or middle benchmark) to their performance at the end of the year. On PSF, 69 percent were meeting proficiency at the end of the year compared to 22 percent at the beginning of the year. For NWF, 53 percent were meeting proficiency at the end of the year compared to 36 at the beginning of the year. On ORF, 48 percent were meeting proficiency at the end of the year compared to 44 percent at the middle of the year benchmark.

Exhibit 5-15 provides an overview of the progress made throughout the year on each progress monitoring assessment.

EXHIBIT 5-15
PROGRESS MONITORING PERFORMANCE
FIRST GRADE: 2006-07
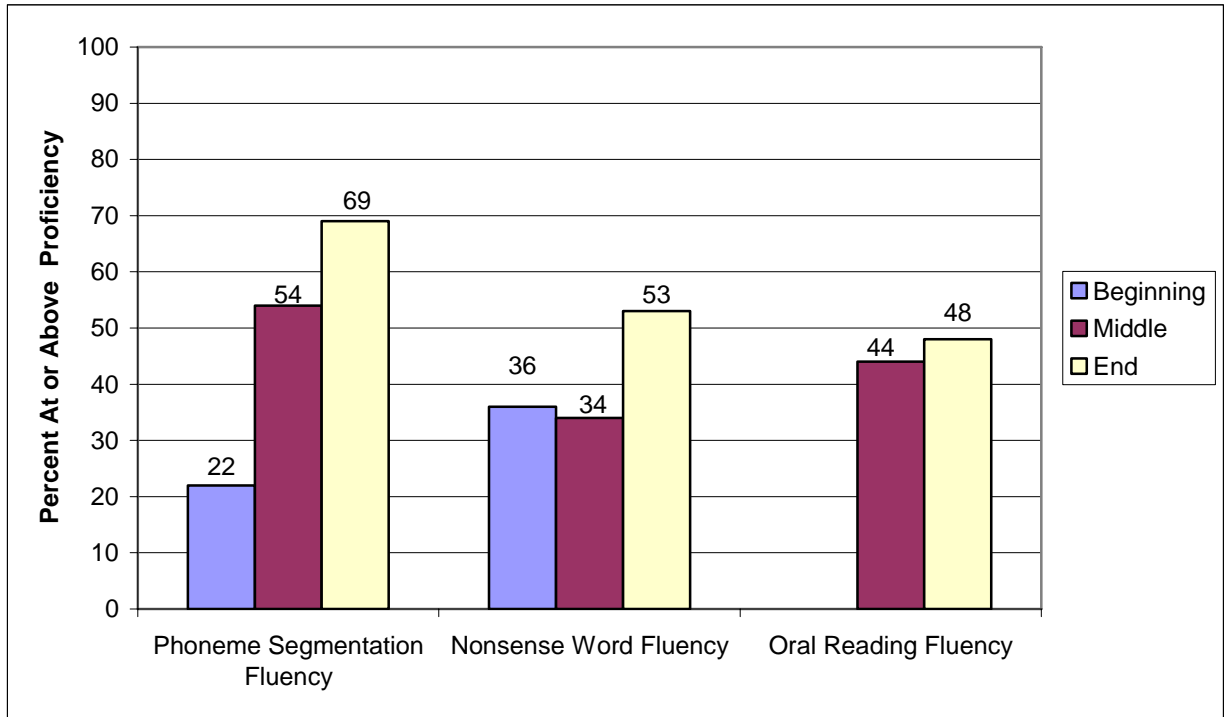
Source: MGT of America, Inc., Analysis of Illinois Reading First DIBELS Data, 2007.

Performance on Outcomes

First grade students were assessed on three outcome measures for 2006-07. Over 10,200 first grade students were assessed on at least one of these subtests.

- DIBELS Phoneme Segmentation Fluency (PSF) for phonemic awareness.
- DIBELS Nonsense Word Fluency (NWF) for phonics.
- DIBELS Oral Reading Fluency (ORF) for fluency.

First Grade: Phoneme Segmentation Fluency

First grade students were assessed on DIBELS PSF as the outcome measure for phonemic awareness. Sixty-nine percent of first grade students statewide met or exceeded the PSF goal of 35 correct phonemic sounds per minute. Fifty-eight schools had over 80 percent of first grade students meeting the PSF goal, while 20 schools had fewer than 50 percent of first grade students demonstrating proficiency. Twenty-four schools had over 90 percent of first grade students meeting the PSF goal. **Exhibit 5-16** presents the statewide performance and the performance by school for first grade PSF in 2006–07.

First Grade: Nonsense Word Fluency

First grade students were assessed on DIBELS NWF as the outcome measure for phonics. Fifty-three percent of first grade students statewide met or exceeded the goal of 50 nonsense words per minute. Five schools had 80 percent or more of first grade students meeting the NWF goal, while 54 schools had fewer than 50 percent of first grade students demonstrating proficiency. In the best performing school, 94 percent of first grade students demonstrated nonsense word fluency compared with 14 percent of first grade students in the lowest performing school. **Exhibit 5-17** presents the statewide performance and the performance by school for NWF for 2006-07.

First Grade: Oral Reading Fluency

First grade students were assessed on DIBELS ORF as the outcome measure for fluency. Forty-eight percent of first grade students met or exceeded the goal of reading 40 correct words per minute out loud. One school had 80 percent or more of first grade students meeting the ORF goal. Sixty-seven schools had fewer than 50 percent of first grade students demonstrating proficiency. In the best performing school, 88 percent of first grade students demonstrated oral reading fluency in 2006-07, compared with eight percent of first grade students in the lowest performing school. **Exhibit 5-18** presents the statewide performance and the performance by school for first grade ORF for 2006-07.

EXHIBIT 5-16
DIBELS PHONEME SEGMENTATION FLUENCY:
END BENCHMARK
FIRST GRADE: 2006-07

SCHOOL	PHONEME SEGMENTATION FLUENCY			
	GOAL: 35 OR MORE PHONEMES / MINUTE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE
All	**10,195**	**7,010**	**69**	**39.86**
1	12	12	100	53.08
2	95	73	77	47.29
3	83	71	86	45.98
4	58	40	69	43.62
5	73	70	96	53.95
6	65	61	94	47.94
7	108	84	78	41.92
8	68	38	56	36.79
9	46	42	91	53.28
10	42	27	64	37.64
11	30	27	90	42.00
12	65	40	62	35.32
13	61	53	87	46.64
14	266	112	42	31.58
15	324	139	43	31.05
16	80	39	49	31.86
17	77	38	49	33.46
18	90	48	53	37.91
19	145	64	44	30.83
20	86	42	49	33.44
21	55	36	65	37.53
22				
23	70	45	64	37.96
24	47	17	36	28.26
25	202	92	46	32.29
26	84	46	55	34.49
27				
28	153	122	80	41.48
29	48	34	71	39.42
30	48	31	65	37.85
31	53	30	57	33.38
32	52	35	67	41.86
33	50	34	68	38.48
34	73	45	62	36.86
35	58	48	83	48.98
36	139	103	74	42.39

EXHIBIT 5-16 (Continued)
DIBELS PHONEME SEGMENTATION FLUENCY:
END BENCHMARK
FIRST GRADE: 2006-07

SCHOOL	PHONEME SEGMENTATION FLUENCY			
	GOAL: 35 OR MORE PHONEMES / MINUTE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE
37	76	65	86	43.87
38	81	64	79	49.90
39	49	40	82	43.39
40	89	86	97	54.72
41	62	46	74	46.79
42	63	27	43	27.89
43	34	23	68	43.85
44	48	37	77	39.40
45	67	37	55	32.97
46	46	42	91	45.61
47	55	36	65	35.69
48	151	127	84	45.53
49	56	30	54	34.55
50	72	45	63	37.54
51	49	22	45	31.09
52	59	42	71	40.02
53	44	3	7	27.41
54	67	47	70	37.88
55	37	24	65	38.16
56	71	63	89	44.97
57	47	40	85	47.43
58	99	69	70	38.58
59	52	51	98	57.85
60	50	35	70	36.60
61	56	46	82	42.78
62	46	36	78	51.37
63	62	42	68	43.92
64	74	20	27	24.13
65	178	86	48	33.23
66	56	42	75	39.55
67	69	63	91	57.10
68	62	51	82	47.86
69	140	70	50	34.22
70	49	30	61	33.00
71	66	50	76	41.64
72	67	42	63	40.91
73	43	10	23	26.09

EXHIBIT 5-16 (Continued)
DIBELS PHONEME SEGMENTATION FLUENCY:
END BENCHMARK
FIRST GRADE: 2006-07

SCHOOL	PHONEME SEGMENTATION FLUENCY			
	GOAL: 35 OR MORE PHONEMES / MINUTE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE
74	53	31	58	37.13
75	65	47	72	46.92
76	34	28	82	47.00
77	73	42	58	33.19
78	132	99	75	39.36
79	63	57	90	46.55
80	125	103	82	43.76
81	43	35	81	41.07
82	109	64	59	37.94
83	68	56	82	45.35
84	62	38	61	40.15
85	60	52	87	43.49
86	52	29	56	36.62
87	36	8	22	23.60
88	59	15	25	26.02
89	34	31	91	56.85
90	45	39	87	51.87
91	21	16	76	42.52
92	39	39	100	51.28
93	34	29	85	44.79
94	93	84	90	43.87
95	33	22	67	43.75
96	52	50	96	51.96
97	51	49	96	54.04
98	53	24	45	32.87
99	32	29	91	46.91
100	28	24	86	48.57
101	45	31	69	39.81
102	119	73	61	36.50
103	87	77	89	48.06
104	69	59	86	51.05
105	100	61	61	38.08
106	47	44	94	51.83
107	175	149	85	46.00
108	62	56	90	47.41
109	58	53	91	45.16
110	55	52	95	51.51

EXHIBIT 5-16 (Continued)
DIBELS PHONEME SEGMENTATION FLUENCY:
END BENCHMARK
FIRST GRADE: 2006-07

SCHOOL	PHONEME SEGMENTATION FLUENCY			
	GOAL: 35 OR MORE PHONEMES / MINUTE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE
111	56	32	57	35.87
112	37	34	92	47.41
113	77	56	73	40.64
114	118	88	75	40.55
115	114	100	88	47.18
116	89	68	76	39.35
117	33	29	88	47.00
118	46	40	87	45.30
119	44	28	64	38.95
120	43	43	100	52.35
121	43	31	72	42.49
122	86	58	67	36.81
123	112	103	92	42.96
124	46	41	89	47.00
125	91	69	76	41.62
126	34	23	68	35.74
127	48	38	79	42.21
128	52	42	81	41.69
129	87	74	85	42.16
130				
131				
132	72	35	49	33.96
133	69	35	51	35.87
134	79	12	15	24.95
135	63	37	59	38.87
136	66	50	76	38.62
137	45	37	82	40.93
138	60	30	50	34.97
139	66	41	62	36.23
140	70	40	57	34.81
141	18	18	100	56.22
142	35	31	89	46.29
143	43	13	30	31.72
144	46	37	80	42.02
145	30	27	90	42.70
146	45	35	78	45.16
147	56	31	55	34.96

EXHIBIT 5-16 (Continued)
DIBELS PHONEME SEGMENTATION FLUENCY:
END BENCHMARK
FIRST GRADE: 2006-07

SCHOOL	PHONEME SEGMENTATION FLUENCY			
	GOAL: 35 OR MORE PHONEMES / MINUTE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE
148	64	53	83	42.94
149	59	51	86	44.37
150	39	31	79	42.13
151	50	47	94	48.86

Source: MGT of America, Inc., Analysis of Illinois Reading First DIBELS Data, 2007.
Note: School Nos. 22, 27, 130, and 131 do not have first grade.

EXHIBIT 5-17
DIBELS NONSENSE WORD FLUENCY: END BENCHMARK
FIRST GRADE: 2006-07

SCHOOL	NONSENSE WORD FLUENCY			
	GOAL: 50 OR MORE NONSENSE WORDS / MINUTE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE
All	**10,197**	**5,355**	**53**	**55.90**
1	12	10	83	57.08
2	95	63	66	66.06
3	83	60	72	63.98
4	58	38	66	63.91
5	73	50	68	61.42
6	65	37	57	56.61
7	108	54	50	59.86
8	68	46	68	71.81
9	46	40	87	70.37
10	42	25	60	66.57
11	30	21	70	64.73
12	65	42	65	64.49
13	61	48	79	67.56
14	266	40	15	32.14
15	324	124	38	46.54
16	80	14	18	36.04
17	77	30	39	50.39
18	90	48	53	50.48
19	145	65	45	51.74
20	86	35	41	48.27
21	55	23	42	48.53
22				

**EXHIBIT 5-17 (Continued)
DIBELS NONSENSE WORD FLUENCY: END BENCHMARK
FIRST GRADE: 2006-07**

SCHOOL	NONSENSE WORD FLUENCY			
	GOAL: 50 OR MORE NONSENSE WORDS / MINUTE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE
23	70	36	51	54.49
24	47	19	40	50.36
25	202	68	34	42.29
26	84	51	61	61.43
27				
28	153	70	46	54.36
29	48	17	35	41.21
30	48	16	33	44.04
31	54	29	54	66.89
32	52	25	48	48.71
33	50	22	44	41.68
34	73	24	33	45.88
35	58	46	79	75.57
36	139	83	60	65.50
37	76	51	67	65.04
38	81	47	58	57.67
39	49	28	57	52.73
40	89	62	70	65.72
41	61	34	56	50.08
42	63	23	37	45.83
43	34	13	38	47.21
44	48	27	56	58.58
45	67	15	22	35.81
46	46	31	67	67.51
47	55	37	67	59.36
48	151	111	74	69.97
49	56	17	30	40.41
50	72	47	65	60.08
51	49	16	33	38.14
52	59	28	47	52.95
53	44	29	66	54.68
54	67	33	49	45.52
55	37	18	49	53.00
56	71	45	63	63.34
57	47	30	64	58.77
58	99	63	64	61.21
59	52	49	94	92.60
60	50	24	48	53.86

**EXHIBIT 5-17 (Continued)
DIBELS NONSENSE WORD FLUENCY: END BENCHMARK
FIRST GRADE: 2006-07**

SCHOOL	NONSENSE WORD FLUENCY			
	GOAL: 50 OR MORE NONSENSE WORDS / MINUTE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE
61	56	24	43	47.66
62	46	28	61	54.59
63	62	32	52	61.18
64	74	29	39	47.22
65	178	62	35	43.70
66	56	29	52	55.48
67	69	45	65	66.99
68	62	28	45	44.77
69	140	51	36	46.09
70	49	24	49	49.94
71	66	23	35	48.94
72	67	42	63	65.19
73	43	11	26	41.65
74	53	38	72	67.79
75	65	41	63	61.49
76	34	20	59	60.68
77	73	54	74	76.93
78	132	67	51	53.68
79	63	39	62	65.70
80	125	57	46	52.31
81	43	20	47	48.79
82	109	68	62	61.18
83	68	29	43	46.53
84	62	28	45	44.55
85	60	46	77	69.08
86	52	26	50	51.58
87	36	5	14	32.19
88	59	16	27	35.56
89	34	26	76	62.47
90	45	22	49	59.22
91	21	16	76	61.81
92	39	30	77	68.87
93	34	23	68	64.82
94	93	56	60	61.37
95	33	11	33	45.58
96	52	29	56	60.48
97	51	31	61	63.12
98	53	28	53	54.02

EXHIBIT 5-17 (Continued)
DIBELS NONSENSE WORD FLUENCY: END BENCHMARK
FIRST GRADE: 2006-07

SCHOOL	NONSENSE WORD FLUENCY			
	GOAL: 50 OR MORE NONSENSE WORDS / MINUTE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE
99	32	18	56	53.41
100	28	18	64	59.14
101	45	17	38	50.33
102	119	64	54	55.43
103	87	55	63	59.99
104	69	47	68	64.48
105	102	60	59	56.35
106	47	36	77	66.98
107	175	128	73	74.46
108	62	44	71	67.11
109	58	53	91	74.98
110	55	40	73	69.19
111	56	32	57	52.18
112	37	20	54	65.73
113	77	35	45	51.52
114	118	49	42	52.22
115	114	63	55	59.22
116	89	39	44	50.92
117	33	16	48	57.55
118	46	25	54	59.43
119	44	16	36	50.43
120	43	26	60	62.60
121	43	22	51	56.16
122	86	46	53	54.91
123	112	75	67	69.41
124	46	28	61	58.61
125	91	56	62	60.09
126	34	18	53	54.91
127	48	27	56	57.71
128	52	29	56	63.19
129	87	42	48	55.17
130				
131				
132	72	50	69	60.08
133	69	42	61	62.01
134	79	20	25	42.97
135	63	42	67	64.13
136	66	39	59	61.62

EXHIBIT 5-17 (Continued)
DIBELS NONSENSE WORD FLUENCY: END BENCHMARK
FIRST GRADE: 2006-07

SCHOOL	NONSENSE WORD FLUENCY			
	GOAL: 50 OR MORE NONSENSE WORDS / MINUTE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE
137	45	31	69	67.58
138	60	39	65	61.70
139	66	30	45	51.27
140	70	37	53	57.46
141	18	16	89	76.44
142	35	15	43	57.77
143	43	11	26	47.33
144	46	27	59	68.61
145	30	17	57	62.03
146	45	20	44	55.31
147	56	20	36	49.32
148	64	22	34	44.03
149	59	37	63	63.47
150	39	20	51	58.36
151	50	25	50	54.74

Source: MGT of America, Inc., Analysis of Illinois Reading First DIBELS Data, 2007.
Note: School Nos. 22, 27, 130, and 131 do not have first grade.

EXHIBIT 5-18
DIBELS ORAL READING FLUENCY: END BENCHMARK
FIRST GRADE: 2006-07

SCHOOL	ORAL READING FLUENCY			
	GOAL: 40 OR MORE ORAL WORDS / MINUTE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE
All	**10,192**	**4,850**	**48**	**42.47**
1	12	5	42	36.33
2	95	34	36	41.02
3	83	40	48	45.32
4	58	22	38	38.93
5	73	27	37	39.36
6	67	42	63	54.48
7	108	45	42	38.36
8	68	50	74	66.70
9	46	27	59	45.11
10	42	24	57	55.86
11	30	15	50	53.13
12	65	39	60	53.69

EXHIBIT 5-18 (Continued)
DIBELS ORAL READING FLUENCY: END BENCHMARK
FIRST GRADE: 2006-07

SCHOOL	ORAL READING FLUENCY			
	GOAL: 40 OR MORE ORAL WORDS / MINUTE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE
13	61	39	64	51.18
14	266	63	24	26.76
15	324	46	14	20.74
16	80	28	35	33.93
17	77	16	21	29.46
18	90	45	50	42.36
19	145	42	29	32.55
20	86	44	51	45.53
21	55	17	31	32.62
22				
23	70	35	50	47.53
24	47	24	51	46.17
25	202	48	24	26.04
26	84	47	56	46.37
27				
28	153	73	48	44.59
29	48	15	31	27.88
30	48	15	31	30.79
31	52	20	38	38.69
32	52	24	46	37.71
33	50	20	40	43.90
34	73	15	21	30.09
35	58	37	64	46.83
36	139	81	58	56.79
37	76	42	55	45.53
38	81	34	42	40.54
39	49	23	47	39.88
40	89	48	54	48.25
41	61	27	44	38.93
42	63	26	41	40.21
43	34	17	50	37.91
44	48	32	67	50.49
45	67	12	18	24.05
46	47	30	64	52.53
47	55	37	67	51.24
48	150	88	59	53.25
49	56	27	48	43.11
50	72	46	64	51.40

**EXHIBIT 5-18 (Continued)
DIBELS ORAL READING FLUENCY: END BENCHMARK
FIRST GRADE: 2006-07**

SCHOOL	ORAL READING FLUENCY			
	GOAL: 40 OR MORE ORAL WORDS / MINUTE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE
51	48	13	27	29.86
52	59	28	47	39.20
53	44	23	52	51.64
54	67	30	45	32.65
55	37	16	43	35.81
56	70	43	61	43.31
57	47	24	51	50.02
58	99	48	48	40.82
59	52	46	88	69.83
60	50	34	68	55.98
61	56	27	48	37.31
62	46	26	57	44.00
63	62	39	63	48.97
64	74	29	39	37.91
65	178	58	33	33.11
66	56	37	66	58.30
67	69	41	59	48.22
68	62	20	32	30.69
69	140	57	41	39.52
70	49	19	39	35.11
71	66	31	47	38.92
72	67	32	48	47.27
73	43	13	30	27.81
74	53	31	58	48.69
75	65	38	58	49.03
76	34	13	38	36.97
77	73	39	53	50.04
78	132	54	41	36.13
79	63	45	71	63.92
80	125	35	28	30.86
81	43	15	35	32.10
82	109	55	50	39.26
83	67	23	34	33.70
84	62	18	29	33.77
85	60	40	67	58.97
86	52	23	44	43.78
87	36	10	28	27.26
88	59	5	8	17.81

EXHIBIT 5-18 (Continued)
DIBELS ORAL READING FLUENCY: END BENCHMARK
FIRST GRADE: 2006-07

SCHOOL	ORAL READING FLUENCY			
	GOAL: 40 OR MORE ORAL WORDS / MINUTE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE
89	34	27	79	53.56
90	45	17	38	44.09
91	21	15	71	59.48
92	38	29	76	64.05
93	34	19	56	53.74
94	93	54	58	49.90
95	33	11	33	33.59
96	51	27	53	45.92
97	51	18	35	36.12
98	52	22	42	46.06
99	32	20	63	49.63
100	28	8	29	33.00
101	45	15	33	38.28
102	119	54	45	41.41
103	87	63	72	55.06
104	69	49	71	53.57
105	102	62	61	48.17
106	48	31	65	54.38
107	175	96	55	48.01
108	62	43	69	64.84
109	58	44	76	60.86
110	55	39	71	58.21
111	56	32	57	47.09
112	37	25	68	57.43
113	77	40	52	45.32
114	118	59	50	51.24
115	114	59	52	44.60
116	89	35	39	36.67
117	33	12	36	43.63
118	46	26	57	42.72
119	44	15	34	40.00
120	43	24	56	49.49
121	43	27	63	46.35
122	86	36	42	42.04
123	112	61	54	47.57
124	46	22	48	43.76
125	91	49	54	48.30
126	34	15	44	40.06

EXHIBIT 5-18 (Continued)
DIBELS ORAL READING FLUENCY: END BENCHMARK
FIRST GRADE: 2006-07

SCHOOL	ORAL READING FLUENCY			
	GOAL: 40 OR MORE ORAL WORDS / MINUTE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE
127	48	32	67	57.77
128	52	33	63	58.58
129	87	61	70	59.14
130				
131				
132	72	46	64	56.28
133	69	35	51	47.74
134	79	24	30	35.87
135	63	33	52	44.97
136	66	32	48	45.97
137	45	31	69	59.80
138	60	33	55	49.77
139	66	20	30	35.67
140	70	39	56	49.23
141	18	14	78	59.44
142	35	26	74	59.91
143	43	21	49	46.07
144	46	35	76	70.22
145	30	19	63	55.67
146	45	24	53	46.45
147	56	38	68	55.48
148	64	27	42	39.48
149	59	39	66	59.27
150	39	26	67	55.77
151	50	31	62	51.10

Source: MGT of America, Inc., Analysis of Illinois Reading First DIBELS Data, 2007.
Note: School Nos. 22, 27, 130, and 131 do not have first grade.

Exhibit 5-19 presents an analysis of first grade scores by demographic characteristics and for subgroups, including gender, race/ethnicity groups, language groups, students with disabilities (Special Education group), and economic status (Free/Reduced Lunch) for the 2006–07 school year.

As the exhibit shows, there was a slightly larger number of male first grade students than female. Female students consistently performed better on the PSF, NWF, and ORF.

Regarding race/ethnicity, 80 percent of White students, 70 percent of African American students, and 64 percent of Hispanic students met the PSF goal; while 60 percent of White students, 52 percent of African American students, and 51 percent of Hispanic students met the NWF goal. Regarding oral reading fluency, 63 percent of White students, 49 percent of African American students, and 42 percent of Hispanic students met the ORF goal.

Concerning risk groups, English speakers performed better than English Language Learners in meeting the PSF benchmark, with 71 and 62 percent, respectively. On NWF, English Language Learners (54%) outperformed English speakers (52%). On ORF, fewer English Language Learners met the benchmark (41%) than did English speakers (50%) at the end of first grade.

Of the students identified for Special Education, 43 percent met the PSF benchmark, 30 percent met the NWF benchmark, and 28 percent met the ORF benchmark. These percentages were noticeably lower than those for students not identified for Special Education.

Students who were designated as eligible for Free/Reduced Lunch outperformed those who were not eligible for Free/Reduced Lunch on PSF, NWF, and ORF. Seventy percent of students eligible for Free/Reduced Lunch met the PSF goal compared with 64 percent of other students. Similarly, 53 percent of students eligible for Free/Reduced Lunch met the NWF goal compared with 51 percent of other students. Forty-eight percent of students eligible for Free/Reduced Lunch met the ORF goal compared with 47 percent of other students.

Exhibits 5-20 through **5-22** present the demographic and risk group characteristics in chart form.

EXHIBIT 5-19
DIBELS PERFORMANCE: END BENCHMARK
FIRST GRADE: 2006–07
BREAKDOWN BY DEMOGRAPHIC AND RISK GROUP CHARACTERISTIC

| | PHONEME SEGMENTATION FLUENCY | | NONSENSE WORD FLUENCY | | ORAL READING FLUENCY | |
| | GOAL: 35 OR MORE PHONEMES / MINUTE | | GOAL: 50 OR MORE NONSENSE WORDS / MINUTE | | GOAL: 40 OR MORE ORAL WORDS / MINUTE | |
	TOTAL TESTED	PERCENT / NUMBER MEETING GOAL	TOTAL TESTED	PERCENT / NUMBER MEETING GOAL	TOTAL TESTED	PERCENT / NUMBER MEETING GOAL
Gender						
Male	5,137	65 (3,343)	5,137	50 (2,562)	5,138	44 (2,255)
Female	4,935	73 (3,579)	4,937	55 (2,735)	4,931	52 (2,543)
Race/Ethnicity						
American Indian/Alaskan	7	71 (5)	7	43 (3)	7	29 (2)
Asian/Pacific Islander	106	75 (80)	106	70 (74)	106	77 (82)
Black or African American	4,586	70 (3,231)	4,586	52 (2,378)	4,581	49 (2,250)
Hispanic	4,353	64 (2,794)	4,354	51 (2,231)	4,351	42 (1,825)
White	914	80 (727)	915	60 (552)	917	63 (574)
Other	13	85 (11)	13	62 (8)	13	38 (5)
English Language Learner						
Yes	2,296	62 (1,421)	2,297	54 (1,230)	2,294	41 (931)
No	7,899	71 (5,589)	7,900	52 (4,125)	7,898	50 (3,919)
Special Ed. Placement						
Yes	818	43 (352)	819	30 (246)	818	28 (233)
No	9,377	71 (6,658)	9,378	55 (5,109)	9,374	49 (4,617)
Free/Reduced Lunch						
Yes	7,626	70 (5,365)	7,626	53 (4,050)	7,620	48 (3,654)
No	2,569	64 (1,645)	2,571	51 (1,305)	2,572	47 (1,196)

Source: MGT of America, Inc., Analysis of Illinois Reading First DIBELS Data, 2007.
Note: The (N=) values may not equal the total number of students due to some students not being designated for some of the demographic categories.

**EXHIBIT 5-20
END OF YEAR FIRST GRADE PERFORMANCE
BY GENDER: 2006-07**

Source: MGT of America, Inc., Analysis of Illinois Reading First DIBELS Data, 2007.

EXHIBIT 5-21
END OF YEAR FIRST GRADE PERFORMANCE
BY RACE: 2006-07
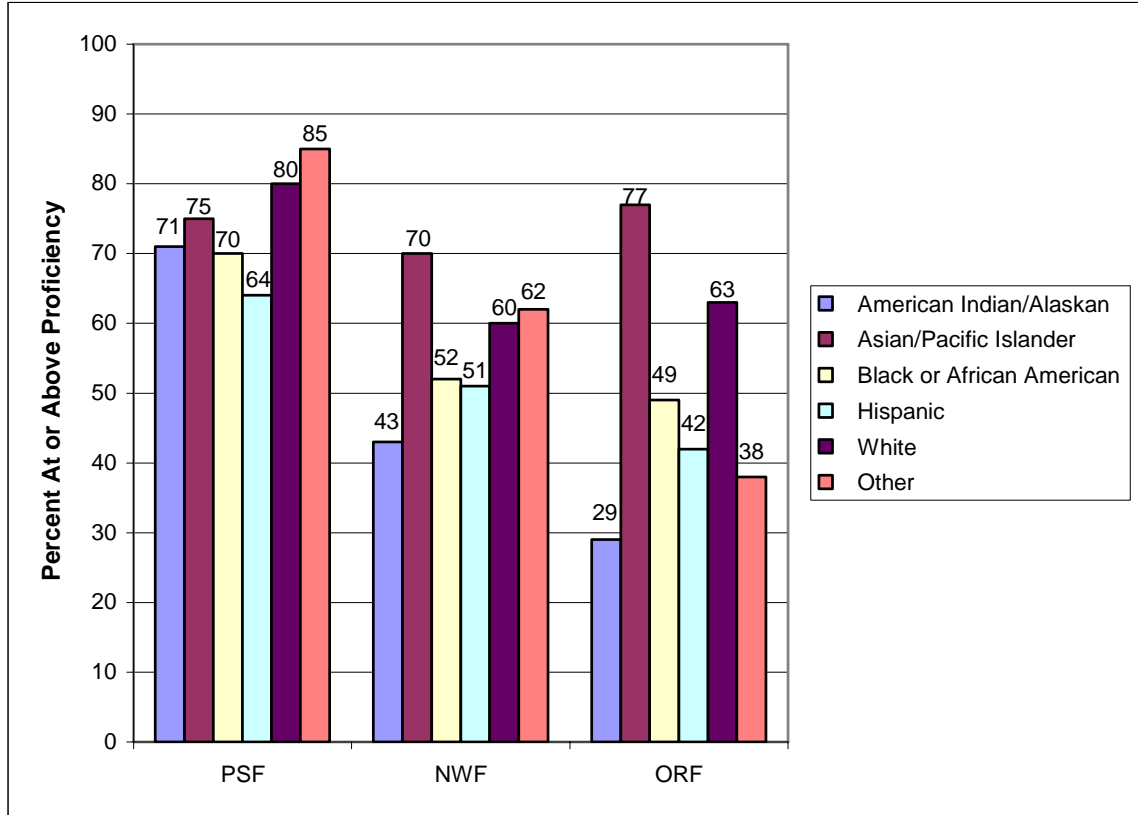
Source: MGT of America, Inc., Analysis of Illinois Reading First DIBELS Data, 2007.

EXHIBIT 5-22
END OF YEAR FIRST GRADE PERFORMANCE
BY RISK GROUP: 2006-07

Source: MGT of America, Inc., Analysis of Illinois Reading First DIBELS Data, 2007.

5.5   *Second Grade Student Performance*

Progress During School Year

Second grade students were tested on one DIBELS measure as progress monitoring for the essential elements of reading:

■   DIBELS Oral Reading Fluency (ORF) for fluency.

Second grade students improved slightly on the ORF progress monitoring assessment. On ORF, 38 percent were meeting proficiency at the end of the year compared with 35 percent at the beginning of the year.

Exhibit 5-23 provides an overview of the progress made throughout the year on the progress monitoring assessment.

**EXHIBIT 5-23
PROGRESS MONITORING PERFORMANCE
SECOND GRADE: 2006-07**
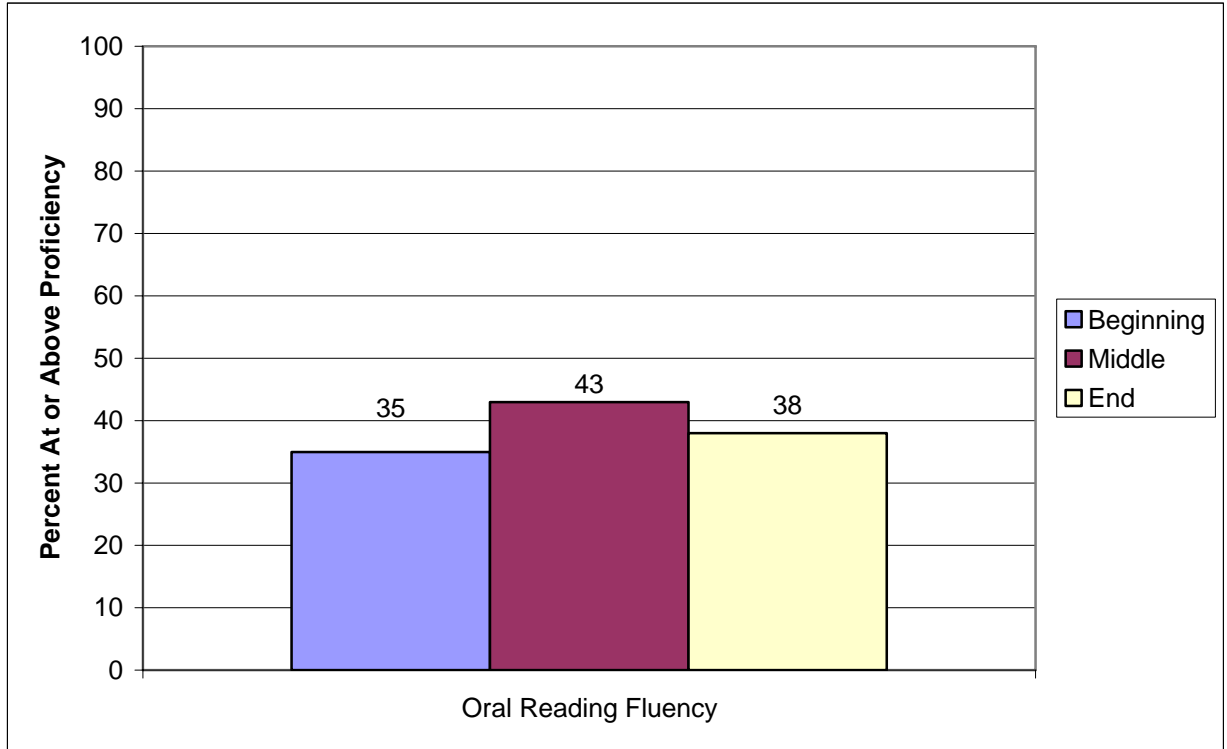
Source: MGT of America, Inc., Analysis of Illinois Reading First DIBELS Data, 2007.

Performance on Outcomes

Illinois Reading First second grade students were assessed on one outcome measure for 2006-07. Over 10,100 second grade students were assessed on this subtest:

- DIBELS Oral Reading Fluency (ORF) for fluency.

Second Grade: DIBELS Oral Reading Fluency

Thirty-eight percent of second grade students statewide achieved the goal of reading aloud 90 correct words per minute. No school had over 80 percent of second grade students meeting the ORF goal. One hundred twelve schools had less than 50 percent of students completing second grade demonstrating proficiency in ORF. The highest performing school had 71 percent of second grade students demonstrating proficiency in ORF, compared with only 12 percent of second grade students in the lowest performing school. **Exhibit 5-24** presents the statewide performance and the performance by school for second grade ORF in 2006-07.

EXHIBIT 5-24
DIBELS ORAL READING FLUENCY: END BENCHMARK
SECOND GRADE: 2006-07

SCHOOL	ORAL READING FLUENCY			
	GOAL: 90 OR MORE ORAL WORDS / MINUTE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE
All	10,123	3,850	38	76.44
1	10	4	40	91.20
2	116	46	40	76.70
3	84	30	36	77.12
4	47	20	43	84.32
5	55	23	42	84.55
6	75	47	63	102.44
7	106	35	33	73.33
8	64	25	39	77.91
9	68	27	40	84.54
10	32	21	66	91.41
11	20	8	40	80.30
12	64	32	50	92.30
13	60	36	60	91.65
14	257	34	13	56.15
15	323	43	13	48.54
16	77	14	18	64.16
17	74	25	34	75.22
18	64	19	30	69.27
19	184	40	22	60.54
20	96	41	43	84.98
21	59	13	22	64.19
22				
23	67	20	30	71.46
24	56	18	32	65.05
25	216	36	17	54.21
26	77	37	48	85.14
27				
28	147	56	38	82.39
29	51	10	20	54.78
30	34	7	21	64.82
31	52	19	37	69.96
32	57	27	47	78.30
33	45	17	38	79.49
34	57	14	25	65.79
35	49	26	53	93.43
36	160	96	60	98.53
37	64	21	33	71.56

EXHIBIT 5-24 (Continued)
DIBELS ORAL READING FLUENCY: END BENCHMARK
SECOND GRADE: 2006-07

SCHOOL	ORAL READING FLUENCY			
	GOAL: 90 OR MORE ORAL WORDS / MINUTE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE
38	72	29	40	69.63
39	42	11	26	62.88
40	110	37	34	75.11
41	47	12	26	67.95
42	61	22	36	74.21
43	45	13	29	71.64
44	59	31	53	91.07
45	78	17	22	56.45
46	56	28	50	87.95
47	56	36	64	98.73
48	121	78	64	97.06
49	74	24	32	68.38
50	64	29	45	81.83
51	45	10	22	61.22
52	77	9	12	54.16
53	52	21	40	87.33
54	58	22	38	68.12
55	33	19	58	88.48
56	65	25	38	75.94
57	72	26	36	74.60
58	91	46	51	85.41
59	45	22	49	89.33
60	52	26	50	91.06
61	70	14	20	55.41
62	49	29	59	90.69
63	76	48	63	93.20
64	77	28	36	76.00
65	180	47	26	63.51
66	56	16	29	64.36
67	67	42	63	89.36
68	62	18	29	66.29
69	135	56	41	82.69
70	50	14	28	69.60
71	70	24	34	81.29
72	67	25	37	78.95
73	38	10	26	67.89
74	46	26	57	92.70
75	70	30	43	84.94

EXHIBIT 5-24 (Continued)
DIBELS ORAL READING FLUENCY: END BENCHMARK
SECOND GRADE: 2006-07

SCHOOL	ORAL READING FLUENCY			
	GOAL: 90 OR MORE ORAL WORDS / MINUTE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE
76	23	10	43	85.65
77	69	49	71	99.42
78	130	58	45	75.10
79	60	33	55	91.62
80	102	34	33	71.18
81	52	21	40	75.33
82	124	28	23	61.63
83	71	14	20	60.90
84	58	18	31	69.69
85	54	16	30	73.35
86	43	12	28	71.12
87	40	6	15	51.33
88	48	10	21	62.83
89	43	9	21	71.21
90	48	18	38	86.23
91	31	15	48	84.13
92	36	18	50	84.03
93	29	6	21	66.52
94	81	27	33	76.40
95	21	10	48	76.29
96	60	24	40	78.28
97	58	22	38	75.38
98	64	28	44	82.16
99	32	13	41	78.38
100	46	16	35	69.02
101	45	23	51	87.24
102	132	60	45	86.60
103	89	37	42	82.73
104	79	46	58	88.14
105	98	49	50	93.50
106	55	25	45	86.15
107	143	81	57	87.15
108	45	28	62	96.69
109	40	26	65	97.88
110	57	27	47	85.04
111	45	22	49	86.69
112	41	11	27	78.63
113	66	21	32	76.47

EXHIBIT 5-24 (Continued)
DIBELS ORAL READING FLUENCY: END BENCHMARK
SECOND GRADE: 2006-07

SCHOOL	ORAL READING FLUENCY			
	GOAL: 90 OR MORE ORAL WORDS / MINUTE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE
114	111	51	46	85.17
115	97	27	28	74.75
116	81	20	25	75.91
117	43	23	53	88.21
118	61	22	36	74.52
119	52	14	27	69.90
120	47	28	60	91.34
121	43	19	44	80.86
122	80	26	33	75.65
123	101	37	37	70.91
124	37	18	49	88.62
125	110	56	51	89.98
126	42	20	48	83.36
127	44	24	55	98.70
128	48	18	38	80.25
129	98	45	46	86.02
130				
131				
132	87	44	51	88.32
133	55	10	18	61.07
134	70	21	30	74.67
135	48	18	38	77.02
136	57	18	32	70.09
137	33	16	48	89.82
138	68	39	57	91.56
139	86	24	28	65.94
140	75	36	48	91.84
141	17	12	71	104.71
142	45	22	49	92.44
143	39	16	41	80.08
144	41	26	63	96.78
145	17	4	24	70.59
146	36	13	36	78.83
147	50	22	44	78.56
148	63	22	35	75.14
149	48	23	48	91.88
150	35	18	51	81.20
151	45	20	44	88.33

Source: MGT of America, Inc., Analysis of Illinois Reading First DIBELS Data, 2007.
Note: School Nos. 22, 27, 130, and 131 do not have second grade.

Exhibit 5-25 presents an analysis of second grade statewide scores by demographic characteristics and for subgroups, including gender, race/ethnicity groups, language groups, students with disabilities (Special Education group), and economic status (Free/Reduced Lunch) for the 2006-07 school year.

Proportionately more female students met proficiency on DIBELS ORF than did male students.

Concerning race/ethnicity, 53 percent of White students, 37 percent of African American students, and 35 percent of Hispanic students demonstrated ORF proficiency.

Regarding risk groups, 35 percent of students classified as English Language Learners met the ORF benchmark at the end of second grade, while 39 percent of English-speaking students met the benchmark.

Of the students identified for Special Education, 18 percent met the ORF benchmark, compared with 40 percent of students not placed in Special Education.

Thirty-six percent of students designated as eligible for Free/Reduced Lunch met the ORF benchmark, compared with 49 percent of those not eligible.

Exhibits 5-26 through **5-28** present the demographic and risk group characteristics in chart form.
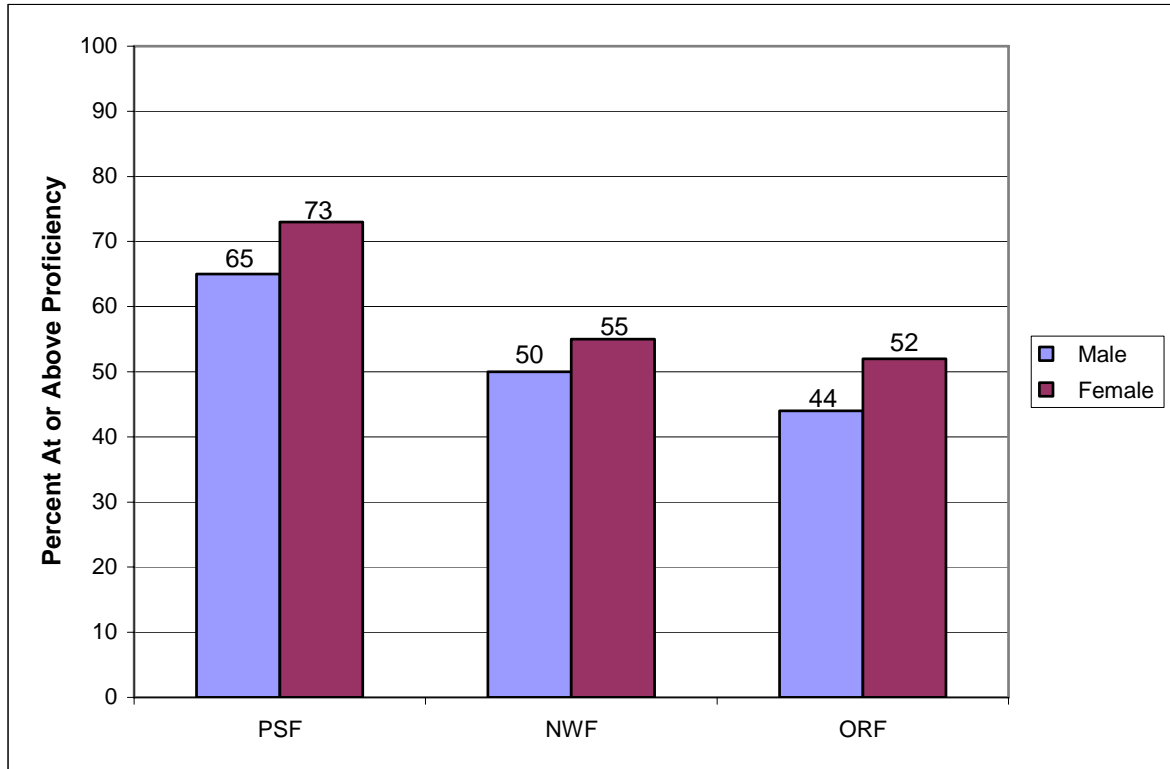
EXHIBIT 5-25
DIBELS PERFORMANCE: END BENCHMARK
SECOND GRADE: 2006-07
BREAKDOWN BY DEMOGRAPHIC AND RISK GROUP CHARACTERISTIC

| | ORAL READING FLUENCY | |
| | GOAL: 90 OR MORE ORAL WORDS / MINUTE | |
	TOTAL TESTED	PERCENT/NUMBER MEETING GOAL
Gender		
Male	5,068	34 (1,728)
Female	4,951	42 (2,082)
Race/Ethnicity		
American Indian/Alaskan	8	50 (4)
Asian/Pacific Islander	120	77 (92)
Black or African American	4,696	37 (1,736)
Hispanic	4,225	35 (1,471)
White	888	53 (469)
Other	11	64 (7)
English Language Learner		
Yes	2,226	35 (778)
No	7,897	39 (3,072)
Special Ed. Placement		
Yes	953	18 (169)
No	9,170	40 (3,681)
Free/Reduced Lunch		
Yes	8,617	36 (3,119)
No	1,506	49 (731)

Source: MGT of America, Inc., Analysis of Illinois Reading First DIBELS Data, 2007.
Note: The (N=) values may not equal the total number of students due to some students not being designated for some of the demographic categories.

EXHIBIT 5-26
END OF YEAR SECOND GRADE PERFORMANCE
BY GENDER: 2006-07
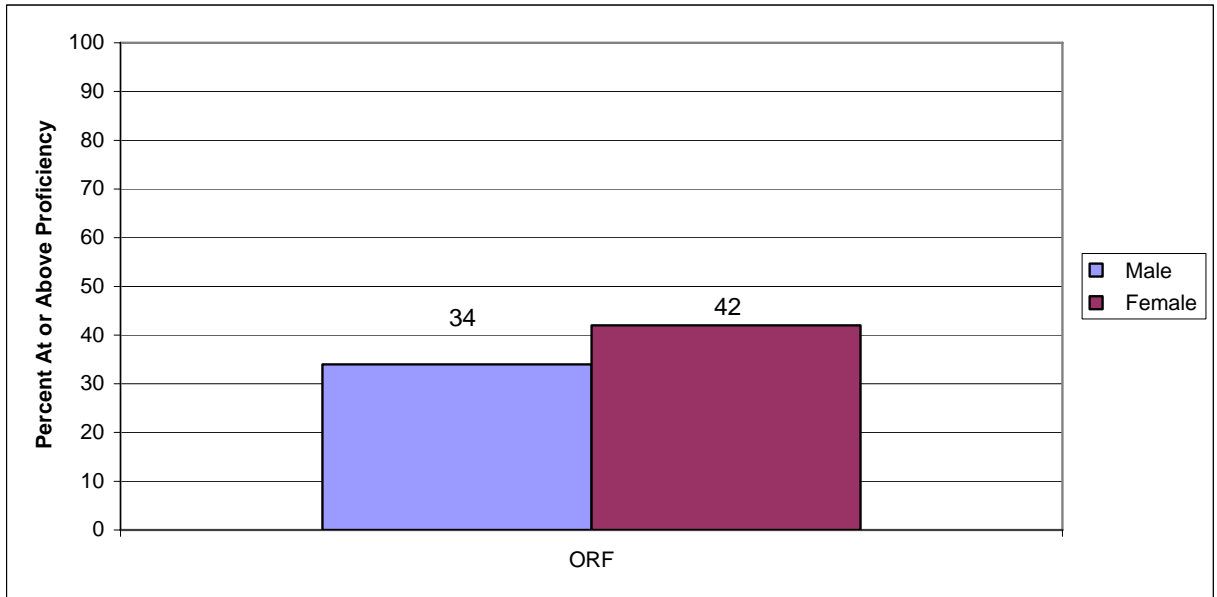
Source: MGT of America, Inc., Analysis of Illinois Reading First DIBELS Data, 2007.

EXHIBIT 5-27
END OF YEAR SECOND GRADE PERFORMANCE
BY RACE/ETHNICITY: 2006-07
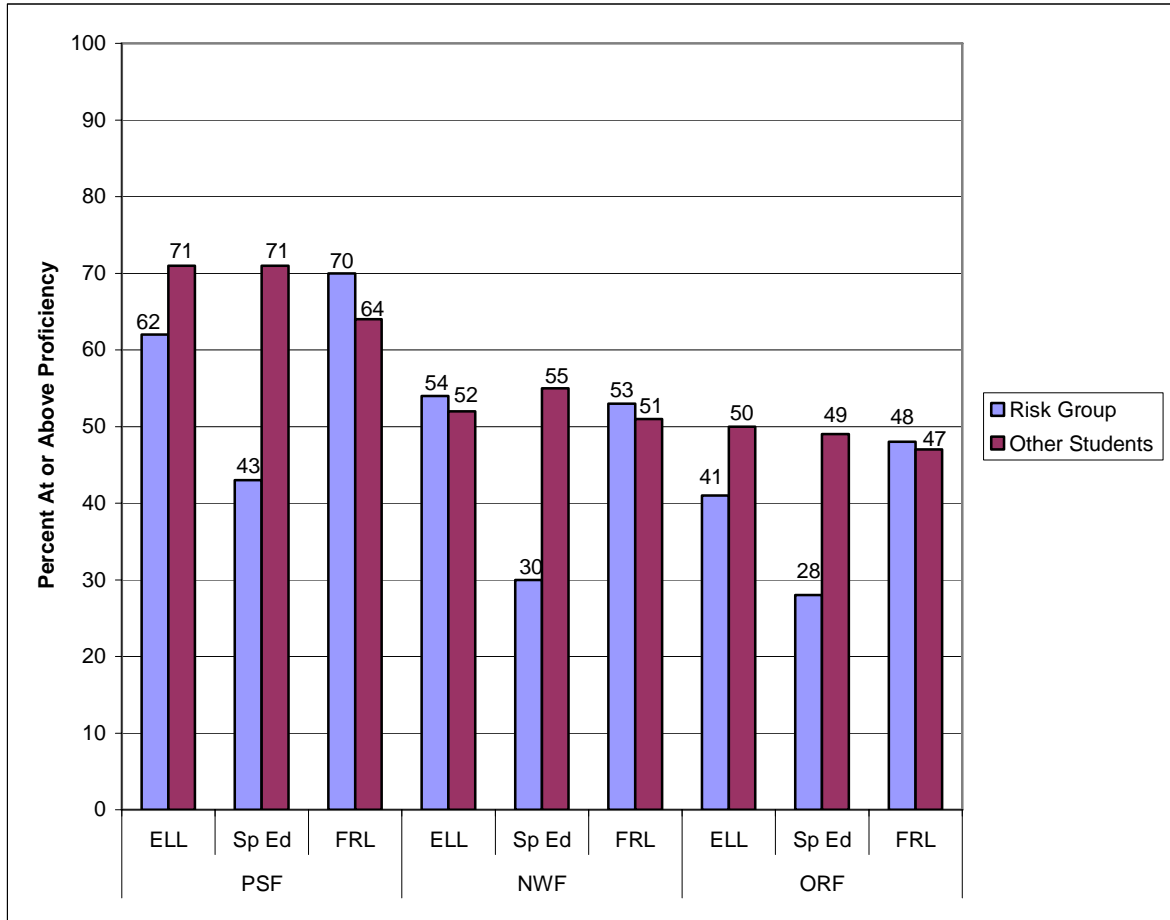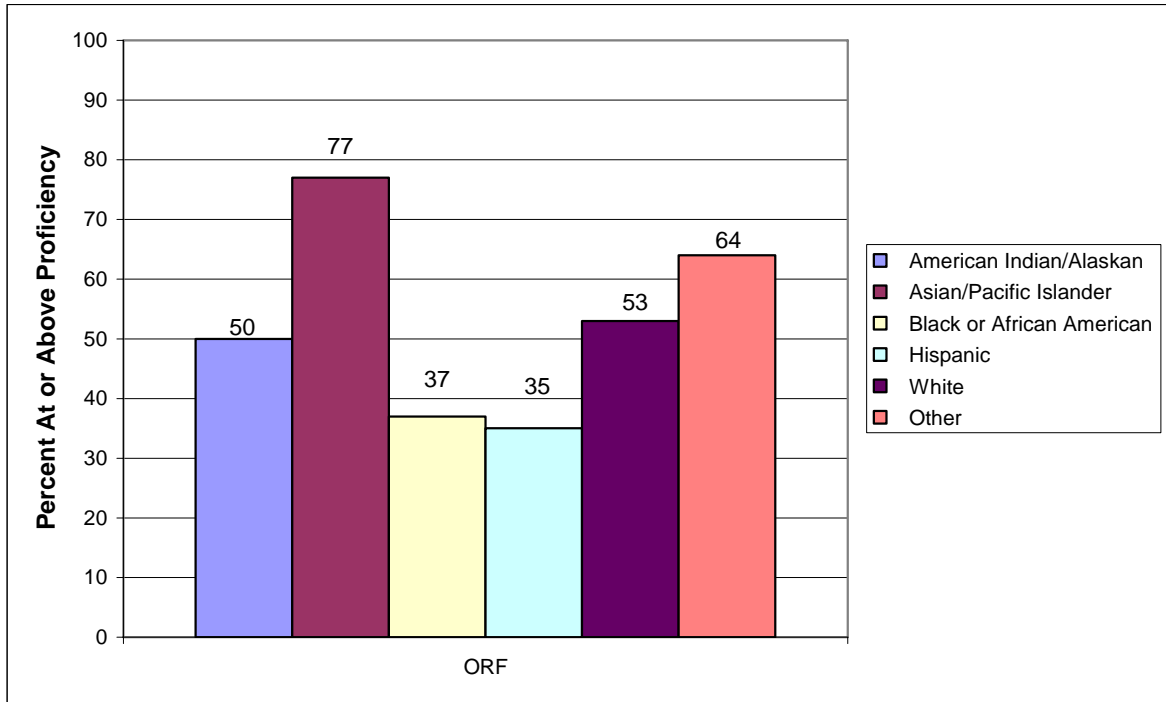

Source: MGT of America, Inc., Analysis of Illinois Reading First DIBELS Data, 2007.

EXHIBIT 5-28
END OF YEAR SECOND GRADE PERFORMANCE
BY RISK GROUP: 2006-07
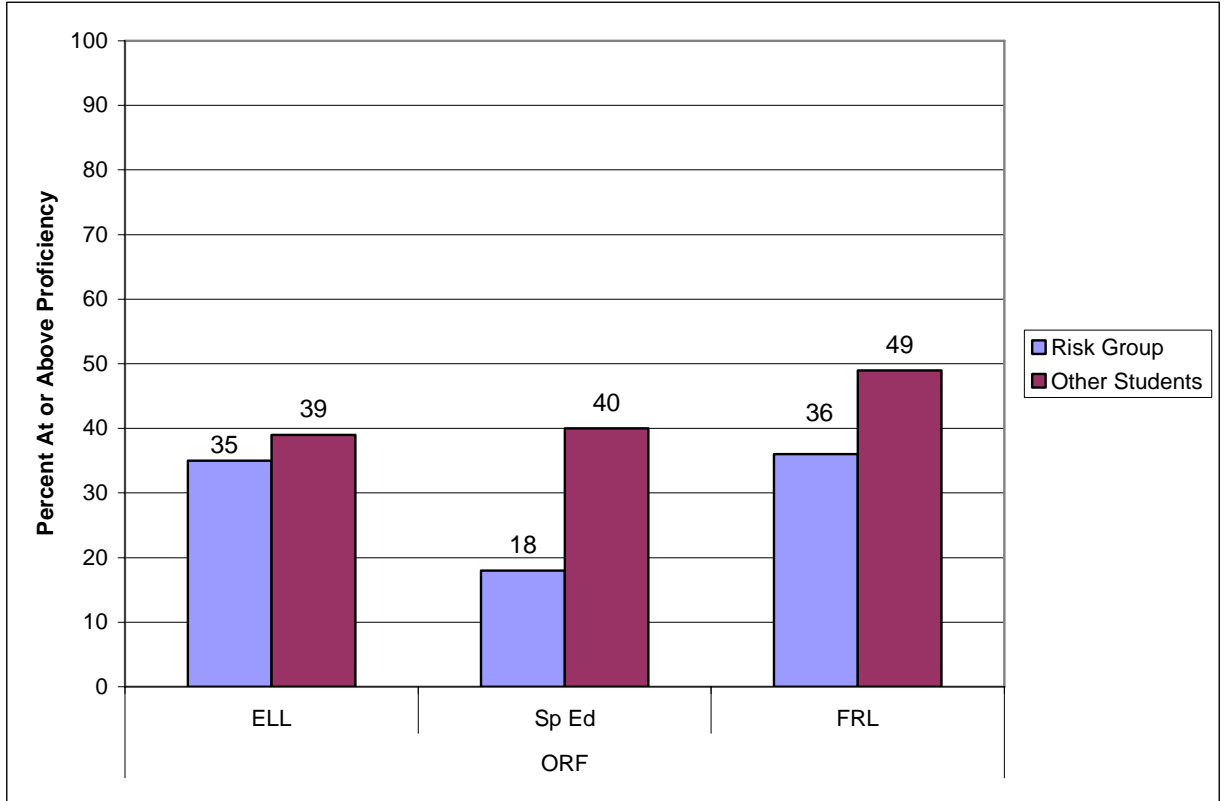
Source: MGT of America, Inc., Analysis of Illinois Reading First DIBELS Data, 2007.

5.6 Third Grade Student Performance

Progress During the School Year

Third grade students were tested on one DIBELS measure as progress monitoring for the essential elements of reading:

■ DIBELS Oral Reading Fluency (ORF) for fluency.

Third grade students improved slightly on the ORF progress monitoring measure. On ORF, 34 percent were meeting proficiency at the end of the yearcompared with 31 percent at the beginning of the year.

Exhibit 5-29 provides an overview of the progress made throughout the year on the progress monitoring assessment.

**EXHIBIT 5-29
PROGRESS MONITORING PERFORMANCE
THIRD GRADE: 2006-07**
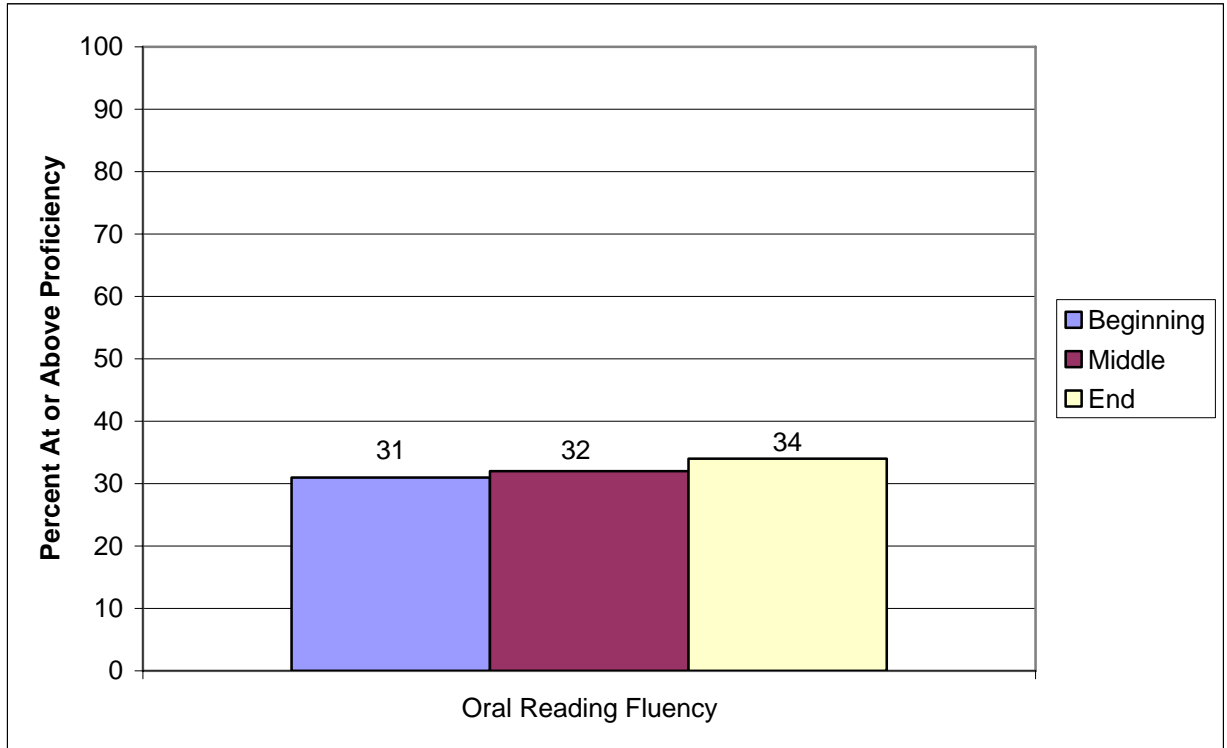
Source: MGT of America, Inc., Analysis of Illinois Reading First DIBELS Data, 2007.

Performance on Outcomes

Illinois Reading First third grade students were assessed on two outcome measures for 2006-07, including one DIBELS subtest and the Illinois Standards Achievement Test (ISAT). Students who did not qualify to be assessed on the ISAT, either because of their ELL or disability status, were administered either the Illinois Measure of Annual Growth in English (IMAGE) or the Illinois Alternate Assessment (IAA). Over 10,400 third grade students were assessed on these tests:

- DIBELS Oral Reading Fluency (ORF) for fluency.
- ISAT for vocabulary and comprehension.
- IMAGE for English Language Learner students.
- IAA for students with significant diabilities.

Third Grade: DIBELS Oral Reading Fluency

Third grade students were assessed on DIBELS ORF as the outcome measure for fluency. Thirty-four percent of third grade students statewide achieved the goal of reading aloud 110 correct words per minute. No school had 80 percent or more of third grade students meeting the ORF goal. One hundred thirty-three schools had less than 50 percent of students completing third grade demonstrating proficiency in ORF. The highest performing school had 77 percent of third grade students demonstrating oral

reading fluency, compared with only 11 percent of third grade students in the lowest performing school. **Exhibit 5-30** presents the statewide performance and the performance by school for third grade ORF in 2006-07.

Third Grade: Illinois Standards Achievement Test (ISAT)

Third grade students were assessed on the ISAT as the outcome measure for vocabulary and comprehension. With the proficiency level set at Level 3 (met standard) and above, 55 percent of third grade students achieved proficiency at the end of the 2006–07 school year. Seven schools had over 80 percent of third grade students meeting proficiency on the ISAT, while 52 schools had less than half of third grade students demonstrating proficiency. The highest performing school had 92 percent proficient, while the lowest performing school had only 20 percent proficient. **Exhibit 5-31** presents the statewide performance and the performance by school for third grade ISAT in 2006-07.

Third Grade: Illinois Measure of Annual Growth in English (IMAGE)

Qualifying third grade English Language Learners were assessed in 72 schools on the IMAGE as the outcome measure for vocabulary and comprehension. With the proficiency level set at Level 3 and above (met or exceeded standard), 59 percent of third grade students achieved proficiency at the end of the 2006–07 school year. Seventeen schools had over 80 percent of third grade students achieving proficiency on the ISAT, while 16 schools had less than half of third grade students demonstrating proficiency. The highest performing school had 100 percent proficient, while the lowest performing school had no students scoring proficient. **Exhibit 5-32** presents the statewide performance and the performance by school for third grade IMAGE in 2006-07.

Third Grade: Illinois Alternate Assessment (IAA)

Third grade students with significant cognitive disabilities were assessed in 63 schools on the IAA as the outcome measure for vocabulary and comprehension. Sixty-three percent of third grade students achieved proficiency (met or exceeded standard) at the end of the 2006-07 school year. Thirty-one schools had over 80 percent of third grade students achieving proficiency on the ISAT, while 21 schools had less than half of third grade students demonstrating proficiency. The highest performing school had 100 percent proficient, while the lowest performing school had no students scoring proficient. **Exhibit 5-33** presents the statewide performance and the performance by school for third grade IAA in 2006-07.

Third Grade: ISAT, IMAGE, and IAA (Combined)

A combined measure was created incorporating third grade students assessed on the ISAT, IMAGE, and IAA. This Combined measure includes the sum of all students tested on all three assessments. Using the proficiency level of Level 3 and above (met or exceeded standard) on all three assessments, 56 percent of third grade students achieved proficiency at the end of the 2006–07 school year. Nine schools had over 80 percent of third grade students achieving proficiency on the combined measure, while 51 schools had less than half of third grade students demonstrating proficiency. The highest performing school had 92 percent proficient, while the lowest performing school had only 20 percent proficient. **Exhibit 5-34** presents the statewide performance and the performance by school for the third grade ISAT, IMAGE, and IAA (combined) in 2006-07.

EXHIBIT 5-30
DIBELS ORAL READING FLUENCY: END BENCHMARK
THIRD GRADE: 2006-07

SCHOOL	ORAL READING FLUENCY			
	GOAL: 110 OR MORE ORAL WORDS / MINUTE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE
All	10,396	3,518	34	93.23
1	15	3	20	80.80
2	84	37	44	99.61
3	78	31	40	103.03
4	50	26	52	119.26
5	56	21	38	97.02
6	104	53	51	110.98
7	89	37	42	108.12
8	82	16	20	89.34
9	73	23	32	94.23
10	51	10	20	87.59
11	21	6	29	92.29
12	88	20	23	94.05
13	57	32	56	110.00
14	221	57	26	87.11
15	311	53	17	74.17
16	167	44	26	84.47
17	99	39	39	96.81
18	126	22	17	73.45
19	84	20	24	81.30
20	96	36	38	99.66
21	23	3	13	92.35
22	91	27	30	87.02
23	24	14	58	112.63
24	83	21	25	81.58
25	135	32	24	87.32
26	21	10	48	108.71
27	163	80	49	104.37
28				
29	53	13	25	76.43
30	61	10	16	72.64
31	62	14	23	91.29
32	67	27	40	87.93
33	59	14	24	78.02
34	62	25	40	95.60
35	57	16	28	87.67
36	143	74	52	106.27
37	80	21	26	82.21

EXHIBIT 5-30 (Continued)
DIBELS ORAL READING FLUENCY: END BENCHMARK
THIRD GRADE: 2006-07

SCHOOL	ORAL READING FLUENCY			
	GOAL: 110 OR MORE ORAL WORDS / MINUTE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE
38	76	9	12	76.71
39	58	29	50	109.71
40	116	40	34	88.16
41	66	16	24	78.56
42	57	15	26	88.95
43	37	16	43	98.35
44	49	22	45	107.31
45	71	11	15	74.59
46	49	26	53	117.17
47	82	38	46	107.32
48	138	65	47	105.49
49	56	15	27	83.07
50	84	37	44	107.25
51	64	13	20	80.59
52	82	17	21	78.77
53	52	21	40	98.73
54	73	17	23	75.01
55	51	12	24	75.33
56	61	18	30	84.32
57	67	19	28	84.57
58	112	43	38	96.66
59	44	19	43	107.32
60	52	22	42	101.02
61	77	16	21	73.57
62	22	17	77	120.45
63	59	25	42	103.73
64	88	22	25	88.20
65	176	61	35	92.03
66	71	22	31	85.45
67	84	20	24	82.44
68	77	14	18	77.90
69	115	43	37	97.97
70	54	8	15	78.20
71	80	34	43	99.33
72	67	33	49	106.78
73	30	11	37	98.63
74	57	14	25	87.72
75	85	31	36	97.58

EXHIBIT 5-30 (Continued)
DIBELS ORAL READING FLUENCY: END BENCHMARK
THIRD GRADE: 2006-07

SCHOOL	ORAL READING FLUENCY			
	GOAL: 110 OR MORE ORAL WORDS / MINUTE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE
76	25	7	28	95.08
77	89	45	51	105.92
78	109	42	39	104.08
79	70	33	47	114.58
80	91	30	33	95.70
81	50	12	24	88.80
82	95	25	26	81.65
83	92	31	34	87.34
84	84	31	37	91.90
85	69	22	32	91.61
86	48	19	40	93.21
87	66	17	26	81.23
88	53	6	11	75.49
89	35	11	31	95.63
90	34	10	29	98.91
91	32	12	38	95.09
92	34	22	65	112.59
93	33	17	52	107.64
94	66	14	21	86.39
95	27	10	37	95.19
96	63	20	32	93.00
97	46	11	24	87.22
98	56	16	29	91.66
99	33	10	30	100.58
100	39	13	33	86.73
101	40	14	35	93.50
102	138	55	40	100.54
103	113	49	43	98.50
104	67	27	40	98.87
105	100	34	34	98.40
106	65	31	48	99.62
107	182	82	45	99.68
108	48	21	44	103.96
109	48	22	46	114.28
110	58	19	33	93.04
111	39	22	56	107.46
112	32	11	34	99.78
113	61	18	30	96.43

EXHIBIT 5-30 (Continued)
DIBELS ORAL READING FLUENCY: END BENCHMARK
THIRD GRADE: 2006-07

SCHOOL	ORAL READING FLUENCY			
	GOAL: 110 OR MORE ORAL WORDS / MINUTE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE
114	93	31	33	94.19
115	136	41	30	91.02
116	58	10	17	86.76
117	50	17	34	97.98
118	46	17	37	93.47
119	48	20	42	99.77
120	45	19	42	104.96
121	34	8	24	85.88
122	83	28	34	98.65
123	125	50	40	102.30
124	39	10	26	94.34
125	101	33	33	99.10
126	34	8	24	88.94
127	44	23	52	109.61
128				
129	45	5	11	82.89
130	72	47	65	121.22
131	53	26	49	104.98
132	76	35	46	102.91
133	56	21	38	88.63
134	73	12	16	82.96
135	57	11	19	92.26
136	58	16	28	93.07
137	44	12	27	97.30
138	51	23	45	102.73
139	48	10	21	81.56
140	79	30	38	104.01
141	15	11	73	130.47
142	35	20	57	110.97
143	43	15	35	94.95
144	47	23	49	108.74
145	21	4	19	85.62
146	45	14	31	83.20
147	53	20	38	105.02
148	63	19	30	93.62
149	48	18	38	103.56
150	37	16	43	101.97
151	36	6	17	84.06

Source: MGT of America, Inc., Analysis of Illinois Reading First DIBELS Data, 2007.
Note: School Nos. 28 and 128 do not have third grade.

EXHIBIT 5-31
ILLINOIS STANDARDS ACHIEVEMENT TEST
THIRD GRADE: 2006-07

SCHOOL	ILLINOIS STANDARDS ACHIEVEMENT TEST GOAL: LEVEL 3 AND ABOVE		
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL
All	6,821	3,723	55
1	15	8	53
2	48	30	63
3	61	47	77
4	24	19	79
5	40	25	63
6	73	61	84
7	40	30	75
8	83	40	48
9	69	35	51
10	38	17	45
11	21	11	52
12	73	44	60
13	47	32	68
14	96	51	53
15	116	45	39
16	57	23	40
17	50	28	56
18	54	29	54
19	29	11	38
20	79	51	65
21	20	11	55
22	42	26	62
23	27	17	63
24	25	16	64
25	60	40	67
26	25	13	52
27	164	88	54
28			
29	39	8	21
30	45	12	27
31	44	18	41
32	53	25	47
33	32	14	44
34	25	13	52
35	31	20	65
36	50	26	52
37	60	25	42

EXHIBIT 5-31 (Continued)
ILLINOIS STANDARDS ACHIEVEMENT TEST
THIRD GRADE: 2006-07

SCHOOL	ILLINOIS STANDARDS ACHIEVEMENT TEST GOAL: LEVEL 3 AND ABOVE		
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL
38	62	26	42
39	47	20	43
40	92	44	48
41	55	16	29
42	46	27	59
43	29	14	48
44	37	25	68
45	48	10	21
46	39	16	41
47	55	31	56
48	73	51	70
49	40	15	38
50	59	35	59
51	45	14	31
52	53	23	43
53	36	30	83
54	51	18	35
55	42	13	31
56	51	23	45
57	55	22	40
58	53	33	62
59	42	24	57
60	49	35	71
61	55	11	20
62	21	19	90
63	44	22	50
64	33	16	48
65	91	37	41
66	61	28	46
67	64	17	27
68	49	17	35
69	59	37	63
70	37	18	49
71	75	34	45
72	51	19	37
73	27	16	59
74	21	10	48
75	63	36	57

EXHIBIT 5-31 (Continued)
ILLINOIS STANDARDS ACHIEVEMENT TEST
THIRD GRADE: 2006-07

SCHOOL	ILLINOIS STANDARDS ACHIEVEMENT TEST GOAL: LEVEL 3 AND ABOVE		
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL
76	15	12	80
77	47	33	70
78	67	42	63
79	55	39	71
80	42	22	52
81	42	14	33
82	37	15	41
83	58	19	33
84	65	35	54
85	62	30	48
86	31	9	29
87	42	13	31
88	5	3	60
89	29	15	52
90	32	17	53
91	29	13	45
92	25	20	80
93	24	10	42
94	61	38	62
95	17	9	53
96	42	23	55
97	41	26	63
98	48	30	63
99	27	15	56
100	26	12	46
101	26	13	50
102	68	48	71
103	68	46	68
104	52	33	63
105	80	50	63
106			
107	118	84	71
108	46	28	61
109	32	26	81
110	49	29	59
111	34	24	71
112	20	12	60
113	49	24	49

EXHIBIT 5-31 (Continued)
ILLINOIS STANDARDS ACHIEVEMENT TEST
THIRD GRADE: 2006-07

SCHOOL	ILLINOIS STANDARDS ACHIEVEMENT TEST GOAL: LEVEL 3 AND ABOVE		
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL
114	83	46	55
115	95	53	56
116	49	19	39
117	40	29	73
118	29	19	66
119	37	22	59
120	31	27	87
121	25	12	48
122	46	30	65
123	65	39	60
124	30	19	63
125	62	47	76
126	27	17	63
127	30	24	80
128			
129	36	33	92
130	63	41	65
131	29	16	55
132	63	45	71
133	34	18	53
134	41	15	37
135	26	18	69
136	34	22	65
137	27	14	52
138	35	28	80
139	34	13	38
140	58	34	59
141	13	12	92
142	23	11	48
143	28	15	54
144	32	20	63
145	14	6	43
146	26	8	31
147	38	25	66
148	52	27	52
149	36	22	61
150	27	19	70
151	27	16	59

Source: Illinois State Board of Education, 2007.
Note: School Nos. 28 and 128 do not have third grade. School No. 106 did not report data.

EXHIBIT 5-32
ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH
THIRD GRADE: 2006-07

SCHOOL	ILLINOIS STANDARDS ACHIEVEMENT TEST GOAL: LEVEL 3 AND ABOVE		
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL
All	1,612	956	59
1			
2	16	8	50
3	5	5	100
4	16	11	69
5	1	0	0
6	4	4	100
7	37	29	78
8			
9	2	1	50
10			
11			
12	2	0	0
13	1	1	100
14	117	71	61
15	159	90	57
16	84	48	57
17	43	25	58
18	50	29	58
19	47	21	45
20	18	14	78
21			
22	39	24	62
23	1	1	100
24	41	25	61
25	69	38	55
26			
27			
28			
29			
30			
31	8	6	75
32			
33			
34	14	10	71
35	21	11	52
36	72	58	81
37			
38			

MGT
OF AMERICA, INC.

EXHIBIT 5-32 (Continued)
ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH
THIRD GRADE: 2006-07

SCHOOL	ILLINOIS STANDARDS ACHIEVEMENT TEST GOAL: LEVEL 3 AND ABOVE		
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL
39			
40	14	7	50
41			
42			
43			
44	6	4	67
45	1	0	0
46			
47	4	3	75
48	36	21	58
49			
50	13	6	46
51			
52	7	1	14
53			
54			
55			
56			
57			
58	35	28	80
59			
60			
61			
62			
63	11	7	64
64	47	21	45
65	60	30	50
66			
67			
68			
69	49	32	65
70			
71	4	3	75
72			
73			
74	32	18	56
75			
76	5	5	100
77	29	21	72

EXHIBIT 5-32 (Continued)
ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH
THIRD GRADE: 2006-07

SCHOOL	ILLINOIS STANDARDS ACHIEVEMENT TEST GOAL: LEVEL 3 AND ABOVE		
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL
78	21	16	76
79	2	2	100
80	36	20	56
81			
82	35	16	46
83	5	4	80
84	4	0	0
85	2	0	0
86	1	1	100
87			
88	41	19	46
89			
90			
91			
92			
93			
94			
95	7	7	100
96			
97			
98	5	4	80
99			
100			
101			
102	49	30	61
103	19	5	26
104			
105			
106	3	0	0
107	38	18	47
108			
109	4	4	100
110	3	3	100
111			
112			
113	2	1	50
114			
115	8	4	50
116			

EXHIBIT 5-32 (Continued)
ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH
THIRD GRADE: 2006-07

SCHOOL	ILLINOIS STANDARDS ACHIEVEMENT TEST GOAL: LEVEL 3 AND ABOVE		
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL
117			
118			
119			
120	9	6	67
121	2	0	0
122	21	12	57
123	43	27	63
124	2	0	0
125	16	7	44
126			
127			
128			
129			
130			
131			
132	1	1	100
133	3	2	67
134			
135	2	2	100
136	5	5	100
137	1	1	100
138	1	1	100
139	1	1	100
140			
141			
142			
143			
144			
145			
146			
147			
148			
149			
150			
151			

Source: Illinois State Board of Education, 2007.
Note: School Nos. 28 and 128 do not have third grade. Schools with no scores listed did not report data or did not give the assessment.

EXHIBIT 5-33
ILLINOIS ALTERNATE ASSESSMENT
THIRD GRADE: 2006-07

SCHOOL	ILLINOIS STANDARDS ACHIEVEMENT TEST GOAL: LEVEL 3 AND ABOVE		
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL
All	99	62	63
1			
2	2	2	100
3	1	0	0
4			
5	2	2	100
6	1	1	100
7			
8	1	0	0
9			
10	2	1	50
11			
12	1	1	100
13	3	2	67
14	1	1	100
15	3	2	67
16	1	1	100
17	1	1	100
18	1	1	100
19			
20	2	2	100
21	1	0	0
22			
23	2	2	100
24			
25	2	2	100
26	2	2	100
27	3	3	100
28			
29			
30	1	1	100
31			
32			
33			
34			
35			
36	3	1	33
37	1	0	0
38	1	1	100

MGT
OF AMERICA, INC.

EXHIBIT 5-33 (Continued)
ILLINOIS ALTERNATE ASSESSMENT
THIRD GRADE: 2006-07

| SCHOOL | ILLINOIS STANDARDS ACHIEVEMENT TEST GOAL: LEVEL 3 AND ABOVE | | |
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL
39			
40			
41			
42	1	0	0
43			
44			
45	1	0	0
46	1	0	0
47			
48	2	1	50
49	1	1	100
50	1	1	100
51			
52	1	1	100
53			
54			
55	1	0	0
56	1	0	0
57			
58	2	1	50
59			
60			
61	1	0	0
62			
63			
64			
65	1	0	0
66			
67			
68			
69			
70			
71			
72			
73			
74			
75	1	0	0
76			
77			

EXHIBIT 5-33 (Continued)
ILLINOIS ALTERNATE ASSESSMENT
THIRD GRADE: 2006-07

SCHOOL	ILLINOIS STANDARDS ACHIEVEMENT TEST GOAL: LEVEL 3 AND ABOVE		
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL
78	2	1	50
79			
80			
81			
82	2	0	0
83			
84	2	1	50
85	1	1	100
86			
87			
88			
89			
90			
91			
92			
93			
94	1	1	100
95			
96			
97			
98			
99	1	0	0
100	1	0	0
101			
102			
103			
104			
105			
106	3	2	67
107	1	1	100
108			
109	1	1	100
110			
111			
112	2	2	100
113	1	1	100
114	3	1	33
115	2	1	50
116	2	2	100

EXHIBIT 5-33 (Continued)
ILLINOIS ALTERNATE ASSESSMENT
THIRD GRADE: 2006-07

SCHOOL	ILLINOIS STANDARDS ACHIEVEMENT TEST GOAL: LEVEL 3 AND ABOVE		
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL
117	1	1	100
118			
119			
120			
121			
122	2	0	0
123	1	1	100
124			
125			
126			
127	1	1	100
128			
129	1	1	100
130			
131	6	6	100
132	2	1	50
133			
134	1	0	0
135			
136			
137	1	0	0
138	2	0	0
139			
140	2	1	50
141			
142			
143			
144			
145			
146	1	1	100
147			
148			
149			
150			
151			

Source: Illinois State Board of Education, 2007.
Note: School Nos. 28 and 128 do not have third grade. Schools with no scores listed did not report data or did not give the assessment.

EXHIBIT 5-34
COMBINED (ISAT, IMAGE, AND IAA)
THIRD GRADE: 2006-07

SCHOOL	ILLINOIS STANDARDS ACHIEVEMENT TEST GOAL: LEVEL 3 AND ABOVE		
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL
All	8,532	4,741	56
1	15	8	53
2	66	40	61
3	67	52	78
4	40	30	75
5	43	27	63
6	78	66	85
7	77	59	77
8	84	40	48
9	71	36	51
10	40	18	45
11	21	11	52
12	76	45	59
13	51	35	69
14	214	123	57
15	278	137	49
16	142	72	51
17	94	54	57
18	105	59	56
19	76	32	42
20	99	67	68
21	21	11	52
22	81	50	62
23	30	20	67
24	66	41	62
25	131	80	61
26	27	15	56
27	167	91	54
28			
29	39	8	21
30	46	13	28
31	52	24	46
32	53	25	47
33	32	14	44
34	39	23	59
35	52	31	60
36	125	85	68
37	61	25	41
38	63	27	43

EXHIBIT 5-34 (Continued)
COMBINED (ISAT, IMAGE, AND IAA)
THIRD GRADE: 2006-07

SCHOOL	ILLINOIS STANDARDS ACHIEVEMENT TEST GOAL: LEVEL 3 AND ABOVE		
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL
39	47	20	43
40	106	51	48
41	55	16	29
42	47	27	57
43	29	14	48
44	43	29	67
45	50	10	20
46	40	16	40
47	59	34	58
48	111	73	66
49	41	16	39
50	73	42	58
51	45	14	31
52	61	25	41
53	36	30	83
54	51	18	35
55	43	13	30
56	52	23	44
57	55	22	40
58	90	62	69
59	42	24	57
60	49	35	71
61	56	11	20
62	21	19	90
63	55	29	53
64	80	37	46
65	152	67	44
66	61	28	46
67	64	17	27
68	49	17	35
69	108	69	64
70	37	18	49
71	79	37	47
72	51	19	37
73	27	16	59
74	53	28	53
75	64	36	56
76	20	17	85
77	76	54	71

EXHIBIT 5-34 (Continued)
COMBINED (ISAT, IMAGE, AND IAA)
THIRD GRADE: 2006-07

SCHOOL	ILLINOIS STANDARDS ACHIEVEMENT TEST GOAL: LEVEL 3 AND ABOVE		
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL
78	90	59	66
79	57	41	72
80	78	42	54
81	42	14	33
82	74	31	42
83	63	23	37
84	71	36	51
85	65	31	48
86	32	10	31
87	42	13	31
88	46	22	48
89	29	15	52
90	32	17	53
91	29	13	45
92	25	20	80
93	24	10	42
94	62	39	63
95	24	16	67
96	42	23	55
97	41	26	63
98	53	34	64
99	28	15	54
100	27	12	44
101	26	13	50
102	117	78	67
103	87	51	59
104	52	33	63
105	80	50	63
106	6	2	33
107	157	103	66
108	46	28	61
109	37	31	84
110	52	32	62
111	34	24	71
112	22	14	64
113	52	26	50
114	86	47	55
115	105	58	55
116	51	21	41

EXHIBIT 5-34 (Continued)
COMBINED (ISAT, IMAGE, AND IAA)
THIRD GRADE: 2006-07

SCHOOL	ILLINOIS STANDARDS ACHIEVEMENT TEST GOAL: LEVEL 3 AND ABOVE		
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL
117	41	30	73
118	29	19	66
119	37	22	59
120	40	33	83
121	27	12	44
122	69	42	61
123	109	67	61
124	32	19	59
125	78	54	69
126	27	17	63
127	31	25	81
128			
129	37	34	92
130	63	41	65
131	35	22	63
132	66	47	71
133	37	20	54
134	42	15	36
135	28	20	71
136	39	27	69
137	29	15	52
138	38	29	76
139	35	14	40
140	60	35	58
141	13	12	92
142	23	11	48
143	28	15	54
144	32	20	63
145	14	6	43
146	27	9	33
147	38	25	66
148	52	27	52
149	36	22	61
150	27	19	70
151	27	16	59

Source: Illinois State Board of Education, 2007.
Note: School Nos. 28 and 128 do not have third grade. School No. 106 did not report ISAT data.

Exhibits 5-35 through **5-39** present an analysis of statewide third grade scores by demographic characteristics and subgroups: including gender, race/ethnicity groups, language groups, students with disabilities (Special Education group), and economic status (Free/Reduced Lunch) for the 2006-07 school year. **Exhibit 5-35** presents the data for the DIBELS subtest (ORF), and **Exhibits 5-36** through **5-39** present the data for the ISAT, IMAGE, IAA, and Combined measures.

Thirty-eight percent of female students met the ORF end of year goal, compared with 30 percent of male students.

Regarding race/ethnicity, 44 percent of White students, 32 percent of African American students, and 33 percent of Hispanic students completed third grade proficient in oral reading fluency. On the ISAT, 69 percent of White students met proficiency compared to 48 percent of Black students and 61 percent of Hispanic students. Students classified as Asian/Pacific Islander had 80 percent of students meeting proficiency.

Most students who were administered the IMAGE were Hispanic, which is to be expected since the IMAGE is designed to examine performance of students qualifying as English Language Learners or Limited English Proficient. Keeping in mind the low base rates within most of the racial categories, 100 (n = 26) percent of White students who were tested on the IMAGE met proficiency compared to 0 (n = 2) percent of Black students and 58 (n = 1547) percent of Hispanic students. Eighty-four percent (n = 31) of students classified as Asian/Pacific Islander met proficiency on the IMAGE.

Few students (n = 99) were administered the IAA which is designed to assess the proficiency of students with severe cognitive disabilities for whom an alternate test was required. On the IAA, 40 percent (n = 15) of White students met proficiency compared to 64 percent of Black students and 67 percent (n = 33) of Hispanic students. Of the four students classified as Asian/Pacific Islander, all met proficiency. On the Combined measure, 69 percent of White students met proficiency compared to 48 percent of Black students and 60 percent of Hispanic students. Eighty-two percent of students classified as Asian/Pacific Islander met proficiency.

Concerning risk groups, the percentage of English speakers (34%) meeting the benchmark on ORF exceeded the percentage of English Language Learners (33%) meeting the benchmark. On the ISAT, 56 percent of English Language Learners met proficiency. On the IMAGE, 59 percent of English Language Learners met proficiency. On the IAA, 63 percent of English Language Learners met proficiency. On the Combined measure, 59 percent of English Language Learners met proficiency.

Of the students identified for Special Education, 13 percent met the ORF benchmark compared with 36 percent of students not identified for Special Education. On the ISAT, only 20 percent of Special Education students met proficiency. On the IMAGE, only 22 percent of Special Education students met proficiency. On the IAA, 63 percent of Special Education students met proficiency. On the Combined measure, only 24 percent of Special Education students met proficiency.

Fewer economically disadvantaged (eligible for Free/Reduced Lunch) students (32%) met the ORF benchmark than the non-economically disadvantaged students (44%). On the ISAT, 52 percent of economically disadvantaged students met proficiency. On the

IMAGE, 59 percent of economically disadvantaged students met proficiency. On the IAA, 61 percent of economically disadvantaged students met proficiency. On the Combined measure, 53 percent of economically disadvantaged students met proficiency.

Exhibits 5-40 through **5-44** present the demographic risk group and characteristics in chart form.

EXHIBIT 5-35
DIBELS PERFORMANCE: END BENCHMARK
THIRD GRADE: 2006-07
BREAKDOWN BY DEMOGRAPHIC AND RISK GROUP CHARACTERISTIC

| | ORAL READING FLUENCY | |
| | GOAL: 110 OR MORE ORAL WORDS / MINUTE | |
	TOTAL TESTED	PERCENT / NUMBER MEETING GOAL
Gender		
Male	5,287	30 (1,563)
Female	5,006	38 (1,913)
Race/Ethnicity		
American Indian/Alaskan	4	50 (2)
Asian/Pacific Islander	83	64 (53)
Black/African American	4,934	32 (1,559)
Hispanic	4,304	33 (1,439)
White	865	44 (379)
Other	9	22 (2)
English Language Learner		
Yes	2,080	33 (676)
No	8,316	34 (2,842)
Special Ed. Placement		
Yes	1,079	13 (142)
No	9,317	36 (3,376)
Free/Reduced Lunch		
Yes	8,924	32 (2,868)
No	1,472	44 (650)

Source: MGT of America, Inc., Analysis of Illinois Reading First DIBELS Data, 2007.
Note: The (N=) values may not equal the total number of students due to some students not being designated for some of the demographic categories.

EXHIBIT 5-36
ILLINOIS STANDARDS ACHIEVEMENT TEST
THIRD GRADE: 2006-07
BREAKDOWN BY DEMOGRAPHIC AND RISK GROUP CHARACTERISTIC

	TOTAL TESTED	PERCENT / NUMBER MEETING GOAL
Total	6,821	55 (3,723)
Race/Ethnicity		
Native American	5	60 (3)
Asian/Pacific Islander	44	80 (35)
Black or African American	3,752	48 (1,799)
Hispanic	2,171	61 (1,320)
White	692	69 (476)
Multiracial/Ethnic	157	90 (57)
English Language Learner	120	56 (67)
Special Ed. Placement	877	20 (176)
Free/Reduced Lunch	5,834	52 (3,028)

Source: Illinois State Board of Education, 2007.

EXHIBIT 5-37
ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH
THIRD GRADE: 2006-07
BREAKDOWN BY DEMOGRAPHIC AND RISK GROUP CHARACTERISTIC

	TOTAL TESTED	PERCENT / NUMBER MEETING GOAL
Total	1,612	59 (956)
Race/Ethnicity		
Native American	0	0 (0)
Asian/Pacific Islander	31	84 (26)
Black or African American	2	0 (0)
Hispanic	1,547	58 (903)
White	26	100 (26)
Multiracial/Ethnic	6	17 (1)
English Language Learner	1,612	59 (956)
Special Ed. Placement	99	22 (22)
Free/Reduced Lunch	1,507	59 (885)

Source: Illinois State Board of Education, 2007.

EXHIBIT 5-38
ILLINOIS ALTERNATE ASSESSMENT
THIRD GRADE: 2006-07
BREAKDOWN BY DEMOGRAPHIC AND RISK GROUP CHARACTERISTIC

	TOTAL TESTED	PERCENT / NUMBER MEETING GOAL
Total	99	63 (62)
Race/Ethnicity		
Native American	0	0 (0)
Asian/Pacific Islander	4	100 (4)
Black or African American	47	64 (30)
Hispanic	33	67 (22)
White	15	40 (6)
Multiracial/Ethnic	0	0 (0)
English Language Learner	8	63 (5)
Special Ed. Placement	99	63 (62)
Free/Reduced Lunch	56	61 (34)

Source: Illinois State Board of Education, 2007.

EXHIBIT 5-39
COMBINED (ISAT, IMAGE, AND IAA)
THIRD GRADE: 2006-07
BREAKDOWN BY DEMOGRAPHIC AND RISK GROUP CHARACTERISTIC

	TOTAL TESTED	PERCENT / NUMBER MEETING GOAL
Total	8,532	56 (4,741)
Race/Ethnicity		
Native American	5	60 (3)
Asian/Pacific Islander	79	82 (65)
Black or African American	3,801	48 (1,829)
Hispanic	3,751	60 (2,245)
White	733	69 (508)
Multiracial/Ethnic	163	91 (56)
English Language Learner	1,740	59 (1,028)
Special Ed. Placement	1,075	24 (260)
Free/Reduced Lunch	7,397	53 (3,947)

Source: Illinois State Board of Education, 2007.

EXHIBIT 5-40
DIBELS PERFORMANCE: END BENCHMARK
END OF YEAR THIRD GRADE PERFORMANCE
BY GENDER: 2006-07
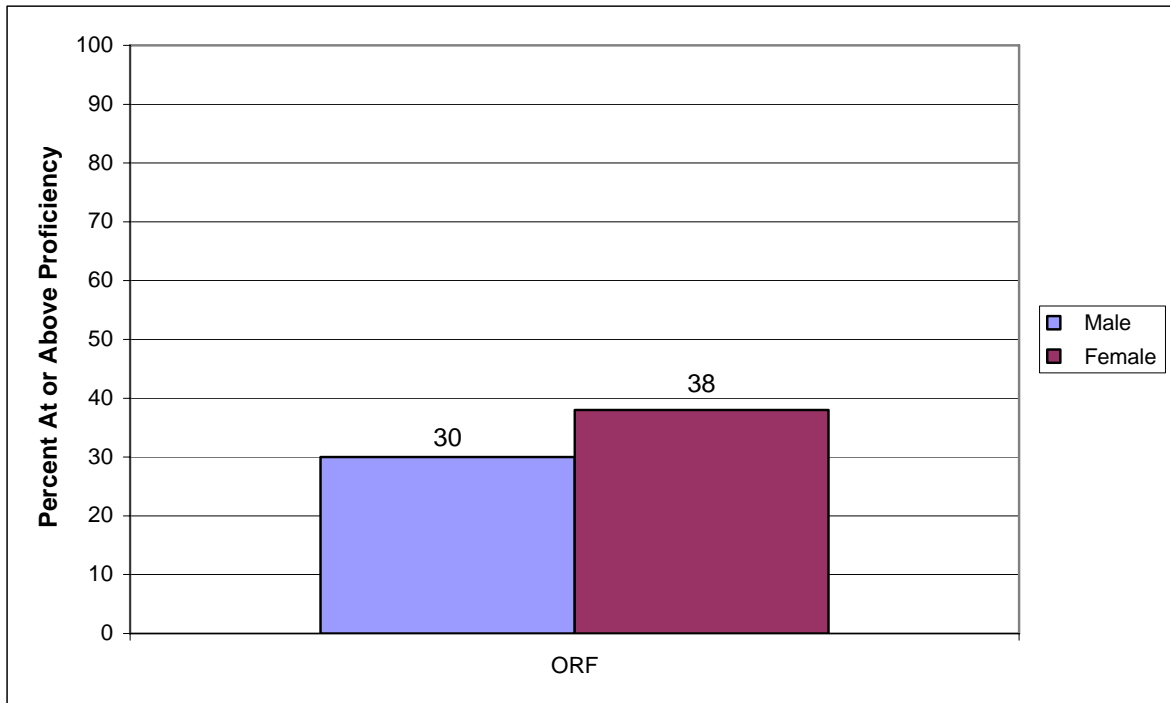
Source: MGT of America, Inc., Analysis of Illinois Reading First DIBELS Data, 2007.

**EXHIBIT 5-41
DIBELS PERFORMANCE: END BENCHMARK
END OF YEAR THIRD GRADE PERFORMANCE
BY RACE/ETHNICITY: 2006-07**
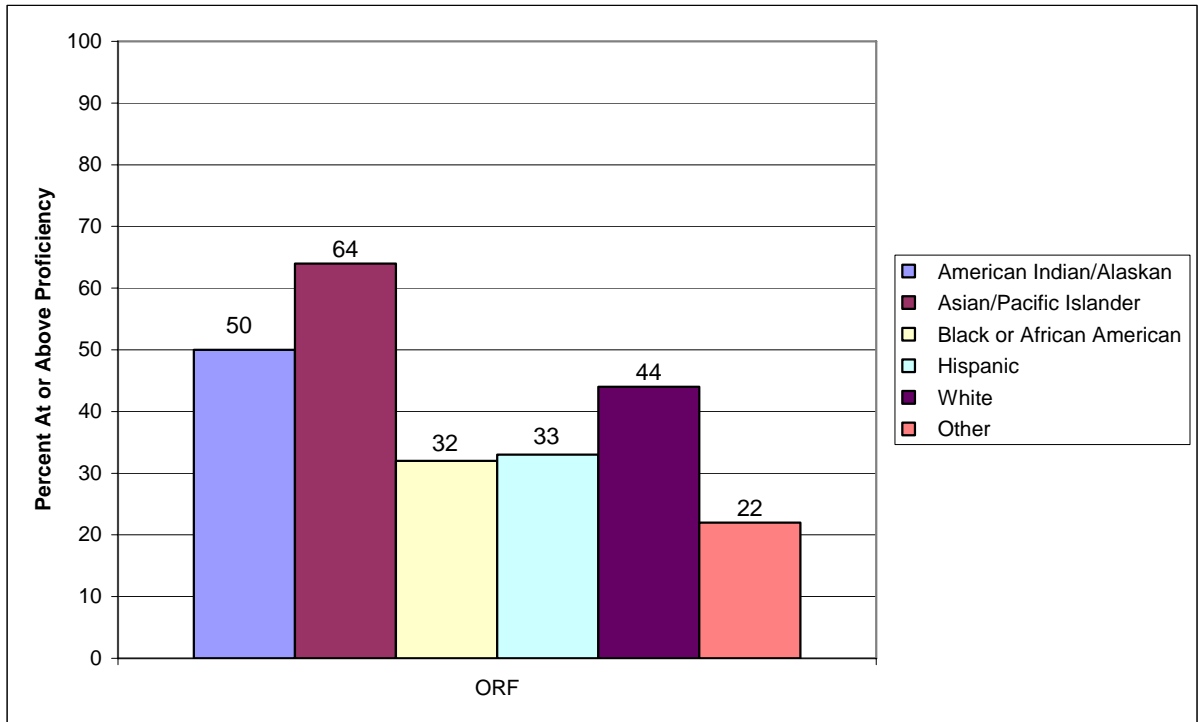
Source: MGT of America, Inc., Analysis of Illinois Reading First DIBELS Data, 2007.

EXHIBIT 5-42
DIBELS PERFORMANCE: END BENCHMARK
END OF YEAR THIRD GRADE PERFORMANCE
BY RISK GROUP: 2006-07
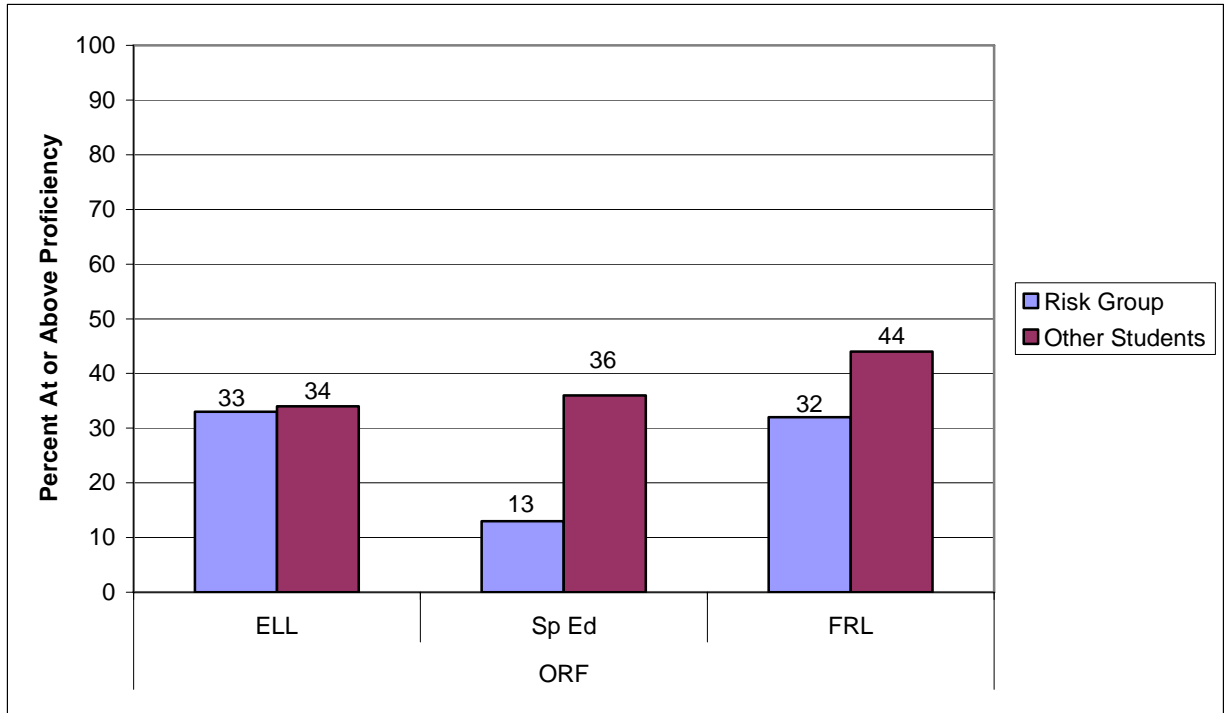
Source: MGT of America, Inc., Analysis of Illinois Reading First DIBELS Data, 2007.

**EXHIBIT 5-43
ISAT, IMAGE, IAA, AND COMBINED
THIRD GRADE PERFORMANCE
BY RACE/ETHNICITY: 2006–07**
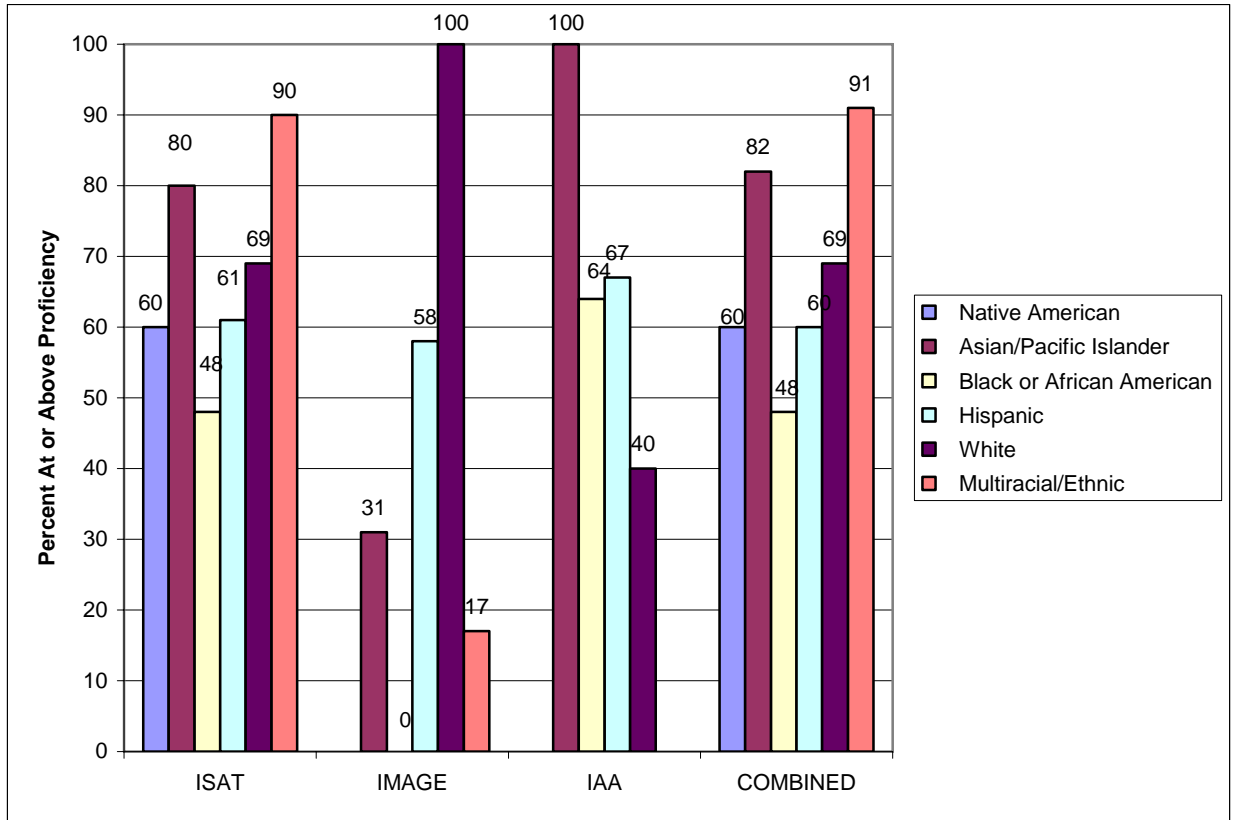
Source: Illinois State Board of Education, 2007.

EXHIBIT 5-44
ISAT, IMAGE, IAA, AND COMBINED
THIRD GRADE PERFORMANCE
BY RISK GROUP: 2006-07
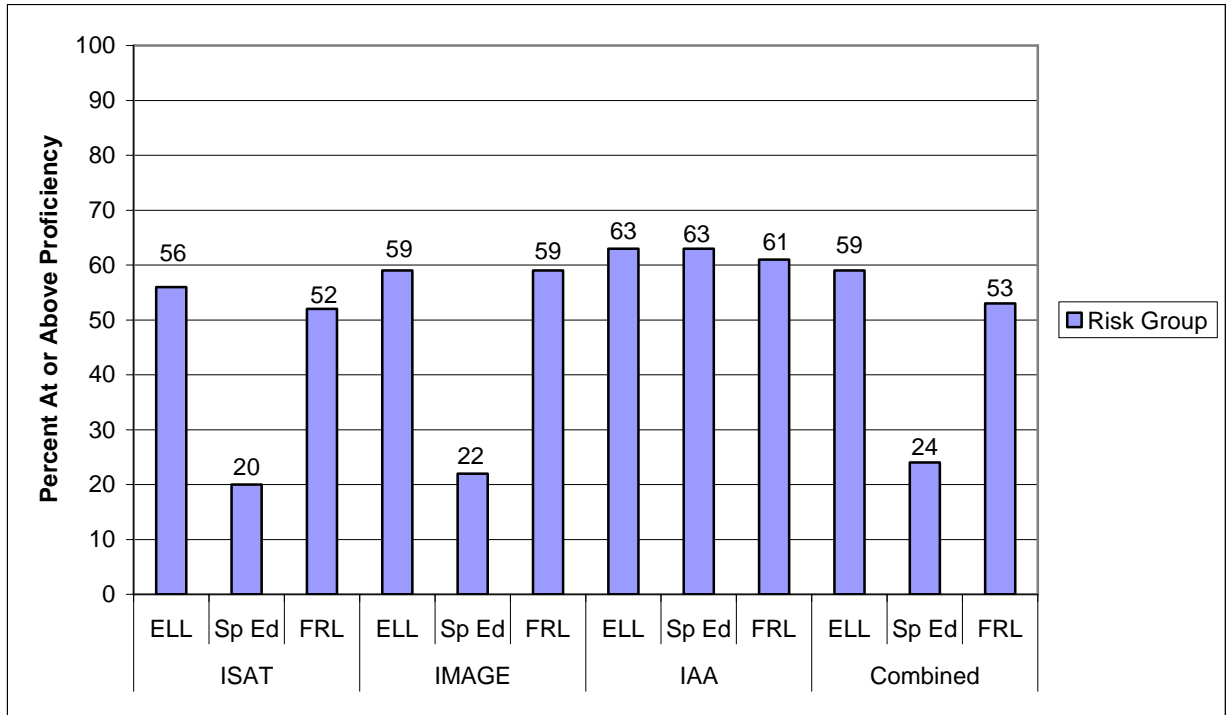
Source: Illinois State Board of Education, 2007.

5.7   *Illinois Reading First 2006-07 Performance Summary*

Overall, students made improvements in performance throughout the 2006-07 school year at each grade level, although the amounts varied considerably. For kindergarten through third grade students, progress was monitored by DIBELS assessments.

Regarding progress <u>during the school year</u>, comparing the first assessment period to the last assessment period:

- Kindergarten students improved on all three of the DIBELS assessments. On the PSF, the percentage of students meeting benchmark increased from 37 to 54 percent. On the NWF, the percentage of students meeting benchmark increased from 45 to 50 percent. On the LNF, students meeting benchmark increased from 44 to 50 percent.

- First grade students made progress on the NWF assessment, moving from 36 percent meeting benchmark to 53 percent. On the PSF, proficiency greatly increased from 22 percent to 69 percent. On the ORF, proficiency slightly increased from 44 percent to 48 percent.

■ Second grade students slightly improved on the ORF assessment, with the percentage meeting benchmark increasing from 35 percent to 38 percent.

■ Third grade students also showed slight improvement on the ORF assessment, with an increase from 31 percent to 34 percent meeting benchmark.

Outcomes were assessed at each grade level on a variety of assessments. For kindergarten and first grade, outcomes were measured by three DIBELS assessments. Second grade outcomes were measured by one DIBELS assessment. Third grade outcomes were measured by one DIBELS assessment and the ISAT.

Concerning performance <u>at the end</u> of the 2006-07 school year:

■ Performance of Kindergarten students ranged from 50 percent meeting the benchmark on NWF and LNF to 54 percent on PSF.

■ Sixty-nine percent of first grade students met the benchmark on PSF, 53 percent on NWF, and 48 percent on ORF.

■ Thirty-eight percent of second grade students met the benchmark on ORF.

■ Third grade students were less likely to meet the benchmark than first and second grade students on ORF with 34 percent meeting the benchmark in third grade and 48 percent meeting the benchmark in first grade. On the ISAT, 55 percent of third grade students met the proficiency standard.

The exhibits below show the end-of-year data for each grade. **Exhibit 5-45** shows the percentage of students achieving proficiency on each assessment for each grade. **Exhibits 5-46** and **5-47** present the data in pictorial charts.

EXHIBIT 5-45
2006-07: END OF SCHOOL YEAR
AGGREGATE STUDENT PERFORMANCE

GRADE:		PHONEME SEGMENTATION FLUENCY	NONSENSE WORD FLUENCY	ORAL READING FLUENCY	LETTER NAMING FLUENCY
Kindergarten	Goal:	35	25	-	40
	Average Score	33.03	25.86		37.75
	Number of Students	9,798	9,794	-	9,806
	Percent At or Above Goal	54	50	-	50
First Grade	Goal:	35	50	40	-
	Average Score	39.86	55.90	42.47	-
	Number of Students	10,195	10,197	10,192	-
	Percent At or Above Goal	69	53	48	-
Second Grade	Goal:	-	-	90	-
	Average Score	-	-	76.44	-
	Number of Students	-	-	10,123	-
	Percent At or Above Goal	-	-	38	-
Third Grade	Goal:	-	-	110	-
	Average Score	-	-	93.23	-
	Number of Students	-	-	10,396	-
	Percent At or Above Goal	-	-	34	-

GRADE:		ISAT	IMAGE	IAA	COMBINED
Third Grade	Goal:	191	194	16	Level 3
	Number of Students	6,821	1,612	99	8,532
	Percent At or Above Goal	55	59	63	56

Source: MGT of America, Inc., Analysis of Illinois Reading First DIBELS Data and Illinois State Board of Education, 2007.

EXHIBIT 5-46
DIBELS PERFORMANCE: END BENCHMARK
PERCENT OF STUDENTS MEETING PROFICIENCY
END OF YEAR PERFORMANCE
K-3: 2006-07
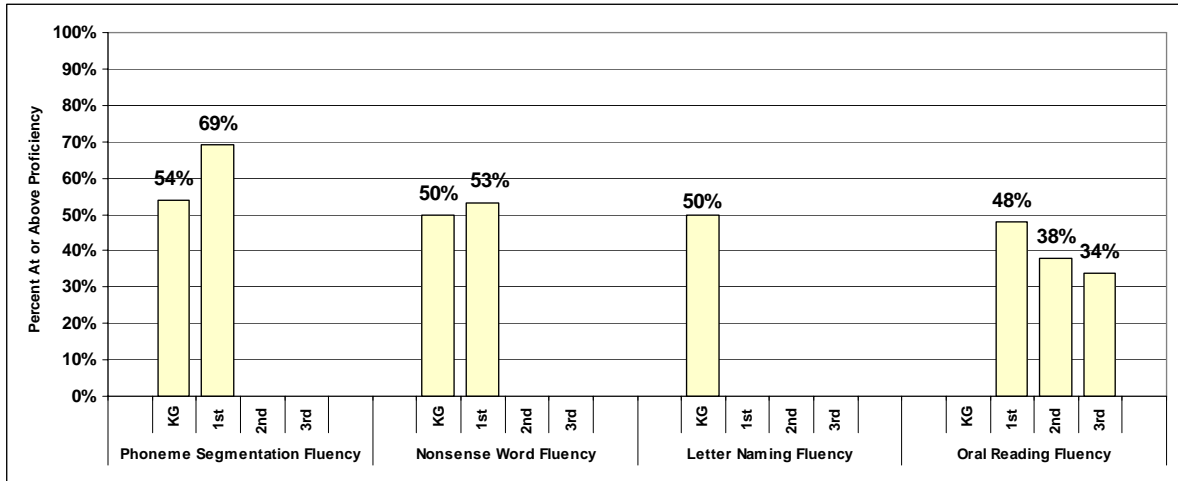

Source: MGT of America, Inc., Analysis of Illinois Reading First DIBELS Data, 2007.

EXHIBIT 5-47
ISAT, IMAGE, IAA, AND COMBINED
PERCENT OF STUDENTS MEETING PROFICIENCY
END OF YEAR PERFORMANCE
K-3: 2006-07
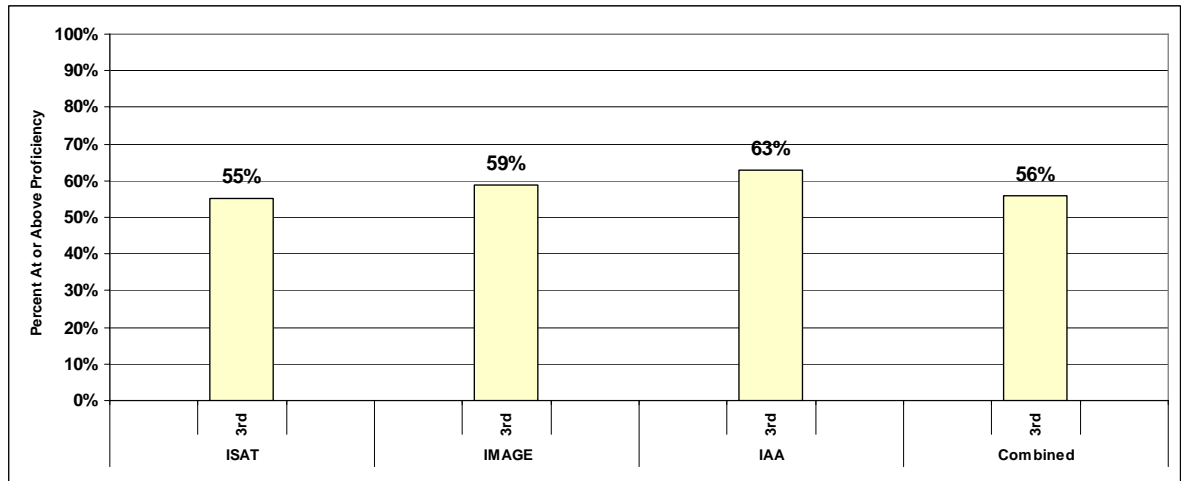
Source: Illinois State Board of Education, 2007.

5.8   *Supplemental Analyses*

Additional analyses were conducted to examine the relation between the DIBELS and the state assessment student outcomes. Past research has shown a link between the DIBELS indicators and state reading assessments, especially for ORF (Barger, 2003;

Good, Simmons, & Kame'ennui, 2001).[2,3] The relation between the DIBELS ORF indicator and the Illinois state reading assessment during third grade was examined in this study. The correlation between the percentage of students meeting or exceeding standards on the ISAT, IAA, or IMAGE during third grade (administered in March 2007) and the percentage of students meeting or exceeding the benchmark on the DIBELS ORF indicator during the beginning and end of third grade was computed. The Illinois state assessment and the DIBELS ORF indicator at the beginning of the year, $r = .61$; $p < .01$, and at the end of the year, $r = .50$; $p < .01$, were positively and significantly correlated. Higher percentages of students meeting proficiency on the state assessment was related to higher percentages of students meeting proficiency on the DIBELS ORF indicator. These correlations were in the moderate range.

---

[2] Barger, J. (2003). Comparing the DIBELS Oral Reading Fluency indicator and the North Carolina end of grade reading assessment (North Carolina Teacher Academy Technical Report). Asheville, NC: North Carolina Teacher Academy.
[3] Good, R. H., Simmons, D., & Kame'ennui, E. J. (2001). The importance and decision-making utility of a continuum of fluency-based indicators of foundational reading skills for third-grade high-stakes outcomes. Scientific Studies of Reading, 5, 257-288.

APPENDIX A:

SURVEY, INTERVIEW AND
FOCUS GROUP RESULTS

APPENDIX A:
SURVEY, INTERVIEW AND FOCUS GROUP RESULTS

As part of the evaluation of the Illinois Reading First Program, Surveys were completed by administrators, Reading Coaches, and instructional personnel. This appendix summarizes the personnel profile administration procedures and response rates. Because a school may employ more than one administrator or Reading Coach, the total number of respondents may exceed the n value.

The reader should keep in mind that the survey results represent perceptive data and do NOT lead directly to conclusions.

A.1   Administrator Survey Results

Web-based Surveys administered to all Principals and other Reading First administrators. The Survey yielded a response rate of 86% percent (n=130).

A.2   Instructional Personnel Survey Results

Web-based Surveys administered to all Reading First instructional personnel. The Survey yielded a response rate of 96% (n=1,751).

A.3   Illinois Reading First Reading Coach Survey

Web-based Surveys administered to all Reading First funded Reading Coaches. The Survey yielded a response rate of 99% (n=184).

A.4   Illinois Reading First Administrator and Principal/Reading Coach Interview summary

Interview data were collected from the reading coach and principal simultaneously during on-site visits with forty-nine schools.

A.5   Illinois Reading First Teacher focus Group Summary

Focus group data were collected from a select group of K-3 teachers during on-site visits with forty-nine schools.

SECTION 1: PRINCIPAL PROFILE

In this section, please describe your current training and experience.

Number of years at this school: / **Number of years administrative experience (total):**

Less than 1 year	9%	Less than 1 year	3%
1-5 years	52%	1-5 years	20%
6-10 years	19%	6-10 years	28%
11-20 years	15%	11-20 years	43%
21-30 years	2%	21-30 years	5%
31 or more years	4%	31 or more years	2%

Number of years teaching experience (total): / **Number of Years K-3 teaching experience:**

Less than 1 year	0%	Less than 1 year	27%
1-5 years	5%	1-5 years	32%
6-10 years	23%	6-10 years	22%
11-20 years	37%	11-20 years	14%
21-30 years	20%	21-30 years	3%
31 or more years	15%	31 or more years	2%

Have you completed any Reading/Language Arts/ Literacy-related courses? / **Year Completed Masters Degree:**

Yes, completed masters degree.	31%	1970's or Earlier	23%
Yes, working toward a degree.	4%	1980's	35%
Yes, but not degree-seeking.	39%	1990's	30%
None to date.	26%	2000's	10%

Credit hours complete: / **What is your highest degree?**

0 – 10 hours	44%	Masters	79%
11 – 20 hours	38%	EDS	5%
21 – 30 hours	16%	EDD	9%
30 hours or more	1%	Bachelors	6%

SECTION 1: PRINCIPAL PROFILE (CONTINUED)

What is your degree area?

- Administration and Education (99)

- Bilingual Reading and Learning Disabilities (10)

- Curriculum and Instruction (9)

- English Education (5)

- Early Childhood and School Leadership (3)

- Other (3)

SECTION 2: SCHOOL'S LITERACY PROGRAM

Reflect on the 2006-2007 school year and describe the K-3 literacy program at your school, indicating your level of agreement with the following statements.

	PERCENTAGE OF RESPONDENTS					
	STRONGLY AGREE	**AGREE**	**DISAGREE**	**STRONGLY DISAGREE**	**DON'T KNOW**	**NOT APPLIC- ABLE**
1. Our school's approach to K-3 literacy is consistent with scientifically based reading research.	71%	29%	0%	0%	0%	0%
2. The components of our school's literacy program are systematic and sequential, emphasizing explicit instruction.	64%	36%	0%	0%	0%	0%
3. Our literacy program includes explicit instructional strategies and coordinated sequences of skill development.	62%	38%	0%	0%	0%	0%
4. Our school has established a 90 minute (or more) protected, uninterrupted block of time for reading instruction	87%	12%	1%	0%	0%	0%
5. Teachers use in-class grouping strategies, including small group instruction, to meet students' needs	73%	24%	3%	0%	0%	0%
6. Our school's library program supports literacy development in grades K-3.	53%	35%	8%	2%	0%	2%

	PERCENTAGE OF RESPONDENTS					
	STRONGLY AGREE	**AGREE**	**DISAGREE**	**STRONGLY DISAGREE**	**DON'T KNOW**	**NOT APPLIC-ABLE**
K-3 Core Reading Program						
7. The instructional content of our core reading program effectively addresses:						
▪ phonemic awareness	75%	22%	2%	0%	0%	0%
▪ phonics	72%	26%	2%	0%	0%	0%
▪ vocabulary development	75%	23%	2%	0%	0%	0%
▪ reading fluency, including oral reading strategies	75%	22%	3%	0%	0%	0%
▪ reading comprehension strategies	79%	20%	1%	0%	0%	0%
8. Our core reading program allows for modifying instruction based on students' needs.	63%	35%	2%	0%	0%	0%
9. Our core reading program allows ample practice opportunities.	54%	45%	2%	0%	0%	0%
10. The student materials are effectively aligned to core reading program instruction.	60%	36%	3%	0%	1%	0%
Classroom Instruction						
11. All K-3 students receive at least 90 minutes of uninterrupted reading instruction daily.	84%	15%	1%	0%	0%	0%
12. Teachers have base instruction on student assessment data	52%	48%	1%	0%	0%	0%
13. Teachers have followed core reading program schedules and have effectively paced instruction to benefit the quality of instruction.	55%	42%	2%	0%	1%	1%
14. Teachers have used effective instructional strategies for students with limited English proficiency.	30%	42%	3%	0%	0%	25%
15. Teachers have used effective instructional strategies for students with disabilities or other special needs.	37%	55%	5%	1%	0%	2%
16. Teachers have an adequate supply of instructional level texts to implement small group reading instruction.	61%	34%	5%	0%	0%	0%
17. Teachers have ample materials to implement an effective literacy program.	65%	31%	3%	0%	1%	0%
18. K-3 students have increased access to print materials since the inception of Reading First.	69%	28%	2%	0%	2%	0%

	PERCENTAGE OF RESPONDENTS					
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	NOT APPLIC-ABLE
K-3 Screening and Assessment						
19. Our school uses screening tools that identified children with reading difficulties.	75%	24%	1%	0%	0%	0%
20. The screening process has been effective in identifying children who are at risk of reading failure.	68%	31%	2%	0%	0%	0%
21. Teachers have had ready access to student assessment data.	79%	19%	2%	0%	0%	0%
22. Teachers use information from assessments to group students according to their needs and plan appropriate interventions.	62%	36%	2%	0%	0%	1%
Intervention						
23. Interventions have been provided to students who are not making sufficient progress.	43%	52%	2%	1%	0%	2%
24. Interventionists have been effectively aligned with core reading program instruction	38%	54%	6%	0%	0%	2%
25. Interventionists have been targeted to children's specific reading difficulties as identified by assessment.	43%	52%	2%	1%	0%	2%
26. Struggling readers have received intervention that has provided additional time for instruction.	42%	49%	7%	1%	0%	2%
27. Struggling readers have received intervention that has provided more explicit instruction.	41%	51%	5%	1%	2%	2%
28. Teachers have used achievement data from program monitoring assessments to evaluate the effectiveness of interventions.	40%	49%	5%	0%	4%	2%
29. Teachers have adjusted the intensity of interventions by analyzing and reflecting on student achievement data.	35%	52%	7%	0%	4%	2%
30. Effective interventions have been provided for students with limited English proficiency.	25%	37%	4%	1%	1%	33%
31. Effective interventions have been provided for students with disabilities and other special needs.	35%	56%	4%	1%	1%	4%

	PERCENTAGE OF RESPONDENTS					
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	NOT APPLIC-ABLE
Classroom Management						
32. Teachers have established classroom routines and schedules necessary for the effective implementation of the literacy block.	66%	33%	1%	0%	0%	0%
33. Teachers have effectively paced instruction to ensure a high level of student engagement.	49%	48%	3%	0%	0%	0%
37. The routines and schedules established during the literacy block have enhanced teachers' classroom management.	51%	34. 43%	5%	0%	1%	0%
Grade Level Team						
35. The Reading Coach has facilitated grade level team meetings to focus on literacy-related topics.	82%	17%	2%	0%	0%	0%
36. The grade level team has used assessment data to monitor student progress.	68%	32%	0%	0%	0%	0%
37. The grade level team has collaboratively planned Interventions to support struggling readers.	59%	37. 34%	5%	0%	2%	1%
38. Grade Level team meetings have been an effective means of providing professional development.	70%	28%	2%	0%	1%	0%
39. Grade Level team meetings have helped teachers apply scientifically based reading research to their literacy instruction.	68%	28%	2%	0%	2%	0%
Literacy Leadership						
40. Grade Level team meetings have helped me better understand how to apply scientifically based reading research to literacy instruction.	55%	39%	3%	0%	1%	2%
41. Our school has a commitment to improving K-3 literacy programs so that every student will read at grade level or above by the end of third grade.	85%	15%	0%	0%	0%	0%
42. As a principal I have provided effective leadership to strengthen our literacy instruction.	69%	31%	0%	0%	0%	0%
43. The reading coach has provided effective leadership to strengthen our literacy instruction.	82%	15%	1%	0%	1%	1%

	PERCENTAGE OF RESPONDENTS					
	STRONGLY AGREE	**AGREE**	**DISAGREE**	**STRONGLY DISAGREE**	**DON'T KNOW**	**NOT APPLIC-ABLE**
44. The Reading Coach has presented professional development, assisted in analyzing student assessment data, and led study sessions on literacy topics for my staff.	87%	12%	0%	0%	0%	2%
45. I have been included in making decisions about Reading First concerns, such as budget revisions, curriculum changes, and scheduling.	70%	20%	8%	2%	0%	0%

On average, how much time do you estimate teachers spend each day providing instruction in reading and language arts? (in minutes)

Average: 132 minutes   Minimum: 45 minutes   Maximum: 230 minutes

Less than 30 minutes	0%	91-120 minutes	57%
30-60 minutes	2%	121-150 minutes	12%
61-90 minutes	18%	151 -180+	12%

What is the one most significant change you saw in the K-3 classrooms during the school year as a result of Illinois Reading First?

Assessment Strategies	19%	New and innovated teaching methods	5%
Explicit Instruction	10%	New reading strategies	8%
Implementing the Reading First program	30%	Student attitude	1%
Improved reading and writing abilities	15%	Teacher attitudes	4%
Instruction was research-based	5%	Other	5%

If Other, specify

- I do not have K-1 grades (1)

- Instruction more explicit based on data (1)

- Intervention outside 90 minute block (1)

- literacy centers (1)

- The use of grouping, progress monitoring and intervention strategies. (1)

- Use of technology with Reading First (1)

What is the one most significant change you have seen in grade 2-3 instruction this year as a result of Illinois Reading First?

Assessment Strategies	16%	New and innovated teaching methods	9%
Explicit Instruction	12%	New reading strategies	7%
Implementing the Reading First program	34%	Student attitude	4%
Improved reading and writing abilities	6%	Teacher attitudes	2%
Instruction was research-based	8%	Other	3%

If Other, specify

- Intervention outside 90 minute block (1)

- Student grouping, differentiated instruction (1)

- Teachers have learned to work as a "team". (1)

- The use of flexible grouping and progress monitoring. (1)

SECTION 3: PRINCIPAL COACHING MODEL

Reflect on the 2006-2007 school year and describe your perception of the Reading First coaching model, indicating you level of agreement with the following statements.

	PERCENTAGE OF RESPONDENTS					
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	NOT APPLIC-ABLE
1. Overall, K-3 teachers in our school have had adequate support from a reading coach to assist in developing effective instruction.	72%	25%	2%	0%	1%	0%
2. Overall, K-3 teachers in our school have had adequate support from a reading coach to assist in diagnosing reading problems.	68%	28%	4%	0%	1%	0%
3. I believe that support from the Reading First coaching model has had a positive effect on teachers' abilities to achieve literacy goals.	74%	25%	1%	0%	0%	0%
4. I have provided support to my Reading Coach to assist in developing effective instruction.	71%	27%	0%	0%	1%	2%
5. I have provided adequate support to my Reading Coach to organize staff to provide adequate interventions for students.	70%	26%	1%	0%	1%	2%
6. I have felt confident in my ability to critically observe K-3 reading and literacy instruction.	66%	34%	0%	0%	0%	0%

	PERCENTAGE OF RESPONDENTS					
	STRONGLY AGREE	**AGREE**	**DISAGREE**	**STRONGLY DISAGREE**	**DON'T KNOW**	**NOT APPLIC-ABLE**
7. I have felt confident in my ability to provide teachers with reflective feedback based on my observations of K-3 reading and literacy instruction.	62%	38%	0%	0%	0%	0%
8. I have had sufficient opportunity to observe K-3 teachers.	54%	36%	9%	1%	0%	0%
9. I have had sufficient opportunity to confer with K-3 teachers	49%	40%	11%	0%	0%	0%

When you observe K-3 literacy instruction, how much uninterrupted time have you typically spent in a classroom for one observation (in minutes)?

Average: 41 minutes   Minimum: 5 minutes   Maximum: 100 minutes

Less than 30 minutes	19%	91-120 minutes	1%
30-60 minutes	73%	121-150 minutes	0%
61-90 minutes	7%	151 -180+	0%

What has been the total amount of time per day that you have been able to spend observing K-3 literacy instruction in a typical day (in minutes)?

Average: 61 minutes   Minimum: 0 minutes   Maximum: 200 minutes

Less than 30 minutes	18%	91-120 minutes	12%
30-60 minutes	49%	121-150 minutes	2%
61-90 minutes	16%	151 -180+	3%

How many days per week have you been able to spend observing K-3 literacy instruction in a typical week?

Average: 3 days   Minimum: 1 day   Maximum: 5 days

No days	3%	3 days	38%
1 day	9%	4 days	15%
2 days	23%	5 days or more	12%

Based on your experience, how would you describe teachers' acceptance of coaching (modeling, observing, feedback by the reading coach)?

Very accepting and willing to change practice	29%
Mostly accepting and generally willing to change practice	63%
Reluctantly cooperative and slow to change practice	9%
Uncooperative, resistant to change in practice	0%
Don't Know	0%
Not Applicable	0%

SECTION 4: SUPPORT FROM EARLY READING SPECIALIST

	PERCENTAGE OF RESPONDENTS					
	VERY EFFECTIVE	GENERALLY EFFECTIVE	GENERALLY NOT EFFECTIVE	NOT AFFECTIVE AT ALL	DON'T KNOW	NOT APPLICABLE
1. Site-based observation training (SBOT) with other Reading First coaches	30%	48%	5%	0%	7%	11%
2. Statewide Reading First meetings	25%	48%	12%	2%	6%	7%
3. On-site assistance in monitoring student progress	40%	37%	7%	2%	5%	8%
4. Assistance in diagnosing students' reading problems	32%	38%	7%	2%	9%	12%
5. Colleague visits (SBOT) with Reading First teachers from other schools	20%	31%	5%	1%	9%	34%
6. Discussion/networking opportunities with other reading coaches and principals	37%	45%	5%	2%	5%	7%
7. On-site modeling, observation, and feedback provided by the ERS to state staff	26%	43%	7%	0%	11%	13%
8. Assistance in designing and implementing instruction	28%	48%	7%	0%	6%	11%
9. Assistance in designing and implementing interventions	28%	46%	8%	1%	7%	10%

SECTION 5: LITERACY-RELATED PROFESSIONAL DEVELOPMENT

Using the dropdown lists below, rate yourself in both of the areas—confidence to implement instruction and interest in learning more—for each topic. Under each of the columns, select the rating that best represents your self-assessment.

	1	2	3	4	5
CONFIDENCE:	Little confidence	Basic confidence	More than average confidence	Extensive confidence	Not applicable
INTEREST:	Little interest	Basic interest	More than average interest	Extensive interest	Not applicable

	CONFIDENCE TO IMPLEMENT INSTRUCTION					INTERESTED INLEARNING MORE				
TOPICS	1	2	3	4	5	1	2	3	4	5
1. Phonemic Awareness	3%	35%	45%	16%	2%	13%	34%	35%	18%	1%
2. Explicit Systematic Phonics	1%	33%	48%	17%	2%	15%	35%	29%	20%	1%
3. Fluency	0%	25%	54%	20%	2%	11%	34%	32%	20%	3%
4. Vocabulary	1%	21%	50%	27%	2%	11%	31%	28%	28%	2%
5. Comprehension	0%	18%	54%	26%	2%	9%	29%	30%	29%	2%

	CONFIDENCE TO IMPLEMENT INSTRUCTION					INTERESTED INLEARNING MORE				
6. Literacy instruction for children with limited English proficiency.	18%	28%	16%	10%	28%	2%	24%	31%	22%	21%
7. Literacy instruction for Children with special needs	10%	44%	34%	10%	2%	5%	28%	35%	31%	1%
8. Organization and implementation of literacy	1%	32%	48%	18%	2%	12%	28%	39%	19%	2%
9. Using DIBELS to monitor student progress	17%	43%	31%	5%	5%	8%	28%	35%	25%	2%
10. Using student assessments to guide instruction.	1%	21%	53%	24%	2%	9%	22%	37%	30%	2%
11. Use of the core reading program	2%	33%	44%	19%	2%	10%	39%	28%	22%	2%
12. Use of supplemental materials	2%	45%	38%	13%	2%	6%	39%	32%	22%	2%
13. Planning intervention strategies for struggling readers	6%	40%	36%	16%	2%	2%	20%	33%	43%	2%

What are the top literacy-related professional development needs/topics that you are most interested in addressing over the next year? (Check all that apply.)

Assessment	62%	Intervention	89%
Block organization	30%	Phonics/phonemic awareness	33%
Comprehension	53%	Reading	36%
ELL instruction	35%	Special education instruction	56%
Fluency	42%	Vocabulary	58%
Guidelines	12%	Other	7%

Other Respondents:

- Authentic assessments(1)

- Co-teaching reading in an inclusion school (1)

- Differentiated instruction (1)

- Effective use of/organization of planning time in re: instructional delivery (reading vs assessment data analysis (1)

- Guided Reading (1)

- How to integrate Reading First and SFA (1)

- Reading Interventionist (1)

- Routines and Differentiated Instruction (1)

- Writing (1)

SECTION 6: CONCERNS AND RECOMMENDATIONS

On a continuum of "Worried" to "Confident," describe your feelings about the statements listed below. Select the value that is most true of you now.

	1	2	3	4	5	6	7
	WORRIED		CONCERNED		COMFORTABLE	CONFIDENT	
1. My knowledge about how to teach reading, using SBRR strategies.	0%	0%	3%	8%	40%	23%	25%
2. My knowledge about how to use the core reading program.	0%	0%	1%	8%	42%	23%	25%
3. My knowledge about how to manage students during the literacy block.	0%	0%	0%	2%	27%	33%	38%
4. My knowledge about how to use assessment to modify instruction to match students' needs.	0%	0%	4%	8%	22%	35%	31%
5. My skill at critically observing literacy instruction.	0%	0%	1%	8%	18%	36%	37%
6. My skill at providing feedback to teachers based on classroom observations.	0%	0%	2%	6%	19%	31%	42%
7. Reactions from teachers about the feedback I provide.	0%	1%	2%	9%	20%	34%	35%
8. Working with the grade level to improve instruction and assessment.	0%	0%	2%	8%	22%	31%	38%
9. Time for classroom observations	5%	4%	20%	12%	17%	28%	15%
10. Time to complete nonacademic tasks related to Reading First.	6%	4%	18%	19%	22%	18%	12%
11. Support from the ERS and other state staff	1%	2%	9%	20%	31%	19%	18%
12. The progress our students are making in reading	2%	2%	14%	18%	25%	22%	18%
13. How our students' performance reflects on me as a principal	2%	2%	8%	13%	33%	20%	21%
14. Our students' attitudes toward reading.	2%	2%	12%	12%	31%	22%	22%

How could Illinois Reading First be improved to better support the goal of having all children reading by third grade?

- Provide more support for struggling readers beyond the basic program (19).

- Provide additional training on how to implement the program in terms of schedule and interventions (15).

- More professional development for teachers, not just literacy coaches (21).

- Other/NA (8).

■ Increase focus on intervention (9).

■ Continue to provide the funding to allow growth in student achievement and staff training (11).

■ Make program available to all grade levels and/or schools (10).

■ More parental involvement (6).

	1	2	3	4	5	6	7
	WORRIED		CONCERNED		COMFORTABLE		CONFIDENT
1. My knowledge of reading components and SBRR practices:	1%	1%	7%	14%	40%	22%	16%
2. My knowledge of reading instructional practices in small group settings:	0%	1%	4%	12%	34%	27%	21%
3. My experiences with professional development from the LEA, SEA, and coach associated with Reading First:	2%	2%	8%	15%	31%	25%	16%
4. My experiences with technical assistance from the SEA, LEA, and coach as a result of Reading First:	3%	3%	10%	22%	35%	16%	11%
5. My knowledge of assessment and student identification with respect to reading instruction (screening, progress monitoring, and outcomes):	1%	1%	6%	14%	34%	26%	19%
6. My knowledge of grant and application documents with respect to Reading First:	8%	11%	25%	26%	20%	7%	3%
7. My level of input in the materials and budget needs of the school:	7%	7%	18%	23%	28%	12%	7%

Provide comments if applicable

My knowledge of reading components and SBRR practices:

More Professional Development and/or training is needed (60)

The Professional Development, trainings, and Reading First meetings helped me understand SBRR and its components (41)

Daily lesson plans, constant testing, and scheduling is time consuming and can take away from other instruction areas and students needs (23)

Feel very confident with SBRR (16)

I have no knowledge of SBRR or I am a first year teacher (13)

Other//NA (8)

My knowledge of reading instructional practices in small group settings:

I am pleased and confident with the instruction (59)

More professional development and/or training is needed (28)

Extra assistance in the classroom is needed (17)

The professional development, trainings, and practices helped me understand small group instruction and its components (14)

Other//NA (10)

Guided Reading has been very successful and instruction should continue (8)

More time is needed to reach the full results of small group instruction (5)

My experiences with professional development from the LEA, SEA, and coach associated with Reading First:

Happy with all of the professional development (47)

Our schools coaching has been very helpful and a great resource (46)

Better scheduling and planning; make it worth attending (32)

Presenters were highly qualified and knowledgeable (24)

Unsure what LEA and SEA stand for (23)

Continue professional development (16)

The professional development, trainings, and practices helped me understand components of Reading First (12)

Coaches are not helpful and unsupportive (9)

Other//NA (14)

My experiences with technical assistance from the SEA, LEA, and coach as a result of Reading First:

Happy with technical assistance from coach and staff (64)

Not comfortable with the technical aspect and/or the support from staff (31)

Other//NA (20)

Unsure what LEA and SEA stand for (15)

Not used or unaware technical assistance was available (13)

Would like more support and/or training (11)

My knowledge of assessment and student identification with respect to reading instruction (screening, progress monitoring, and outcomes):

Happy with my training and knowledge of assessments and student identification (66)

Continue training and guidance (26)

Concerned or not comfortable about some aspects (19)

Feel that DIBELS is not an effective tool (14)

Other//NA (14)

Have not been trained (12)

The professional development, trainings, and practices helped me understand components of student assessments (9)

Bilingual classroom assessments not accurate due to testing languages (4)

My knowledge of grant and application documents with respect to Reading First:

Unfamiliar with grant and application documents or processes (115)

Other//NA (32)

Details are occasionally discussed amongst staff (16)

Would like to have more input and information about grant (16)

My level of input in the materials and budget needs of the school:

Have little to no input or knowledge (63)

Have input on materials and budget (62)

Would like to have some input/Not give the opportunity to give input (22)

I am not comfortable with how our materials and budget were handled (20)

None/Other/NA (19)

I am confident and/or pleased with how our materials and budget were handled (17)

8.   How much time have you spent each day providing reading instruction in minutes?

90 minutes (776)

120 minutes (356)

121+ minutes (355)

91 - 120 minutes (217)

31 - 60 minutes (25)

61 - 89 minutes (16)

0 - 30 minutes (12)

9.   What is the area that you have seen the greatest change in K-3 as a result of Reading First?

Letter Recognition and Phonics (317)

Fluency (306)

Ability to work in small groups/Differentiated Instruction (191)

Structured Reading Program/Student Centered/Data Driven (181)

Comprehension (116)

More materials/Tutors/Aides/Support (113)

None/No comment/NA (94)

Vocabulary (80)

Increase in Student Motivation to Read (61)

All areas/components (52)

Reading Scores (DIBELS) (51)

More time in professional development sessions/Collaboration among teachers (45)

No change (31)

Word Recognition (25)

Lack of time for other subjects (24)

Ability to work independently (19)

Grammar/Language Arts (19)

More paperwork for teachers (16)

Accountability for teachers (11)

10. What is the area that has brought on the greatest concern with regards to students in Reading First?

90 minutes block is too long/taken away from other subjects/scheduling/time restraints (295)

Students ability to be reading at grade level and addressing the struggling readers/Special Education (175)

Centers/Small Group Instruction/Work Stations/strategies/time to plan for them (152)

Comprehension (142)

Writing (135)

Assessments/testing (104)

Fluency (101)

None/No comment/NA (99)

phonemic awareness/ phonics (92)

More materials needed/lack of options for materials/do not meet students needs (81)

Vocabulary/Sight Words (65)

Professional development redundant/out of classroom too much/need more modeling in the classroom/lack of support (64)

DIBELS (56)

RF limits teachers in what they can do (54)

Language spoken at home (46)

Guided Reading (22)

Lack of support at home (5)

Student Mobility (4)

11. What challenges have you encountered as a teacher that have not been resolved?

None (394)

Managing small groups/discipline (247)

Time in general to implement program (167)

Lack of materials/strategies (130)

Interventions/Differentiated Instruction (118)

Helping struggling students/Bi-lingual/Special Ed (116)

Not covering all the components of RF equally (116)

Lack of support from administration (57)

How to use assessment results to individualize instruction (53)

Time to incorporate other subjects (47)

Large class size (47)

Lack of aides/tutors/etc (38)

Fluency/Comprehension Skills (33)

Not teaching writing (27)

Lack of parental support (23)

Phonemic awareness (20)

90-minute block hard for younger students (K&1) (19)

Time away from classroom for PD/Required Professional Development (17)

Lack of training (16)

Student mobility (13)

Materials Storage (8)

Not having input into RF decisions (7)

Technology Issues (7)

12. What are your experiences with the resources and materials that are connected to Reading First?

Materials and reading coaches are excellent/students love them/ helpful with small groups/ a lot is available (1253)

Not pleased/ Levels to high/ Need some additional materials esp for bilingual students and levels (159)

Too many/overwhelming/not enough time to use them (103)

A lot of support/ Enjoy the professional development (65)

More professional development needed especially to know which are more beneficial/ more variety, not so repetitive (33)

No comment/Don't know (26)

Delay in receiving them/ no time for teachers to acquaint themselves with them (25)

Do not have any at this time (24)

Somewhat helpful (13)

Was not pleased with professional development (7)

Teachers feel they should have more input (4)

Lack of space to use everything/they are not easily accessible (2)

Address all areas of the RF curriculum (1)

SECTION 1: READING COACH PROFILE

In this section, please describe your current training and experience.

Number of years at this school: **Number of years administrative experience (total):**

Less than 1 year	32%	Less than 1 year or N/A	81%
1-5 years	32%	1-5 years	14%
6-10 years	16%	6-10 years	5%
11-20 years	15%	11-20 years	< 1%
21-30 years	3%	21-30 years	0%
31 or more years	2%	31 or more years	0%

Number of years teaching experience (total):   **Number of Years K-3 teaching experience:**

Less than 1 year	< 1%	Less than 1 year	8%
1-5 years	9%	1-5 years	21%
6-10 years	26%	6-10 years	22%
11-20 years	32%	11-20 years	35%
21-30 years	23%	21-30 years	11%
31 or more years	10%	31 or more years	2%

Have you completed any Reading/Language Arts/Literacy-related courses?

Yes, completed masters degree.	72%
Yes, working toward a degree.	12%
Yes, but not degree-seeking.	16%
None to date.	< 1%

What is your highest degree?

0 – 10 hours	0%	Masters	89%
11 – 20 hours	31%	EDS	< 1%
21 – 30 hours	42%	EDD	1%
30 hours or more	27%	Bachelors	9%

SECTION 1: READING COACH PROFILE (CONTINUED)

What is your degree area?

- Administration and Education (48)

- Bilingual Reading and Learning Disabilities (3)

- Curriculum and Instruction (18)

- English Education (102)

- Early Childhood and School Leadership (10)

- Other (2)

SECTION 2: SCHOOL'S LITERACY PROGRAM

Reflect on the 2006-2007 school year and describe the K-3 literacy program at your school, indicating your level of agreement with the following statements.

	PERCENTAGE OF RESPONDENTS					
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	NOT APPLICABLE
1. Our school's approach to K-3 literacy is consistent with scientifically based reading research.	61%	37%	2%	0%	0%	0%
2. The components of our school's literacy program are systematic and sequential, emphasizing explicit instruction.	53%	43%	4%	0%	0%	0%
3. Our literacy program includes explicit instructional strategies and coordinated sequences of skill development.	48%	46%	5%	0%	1%	0%
4. Our school has established a 90 minute (or more) protected, uninterrupted block of time for reading instruction	79%	18%	2%	1%	0%	0%
5. Teachers use in-class grouping strategies, including small group instruction, to meet students' needs	53%	44%	3%	0%	1%	0%
6. Our school's library program supports literacy development in grades K-3.	26%	42%	16%	3%	4%	9%

	PERCENTAGE OF RESPONDENTS					
	STRONGLY AGREE	**AGREE**	**DISAGREE**	**STRONGLY DISAGREE**	**DON'T KNOW**	**NOT APPLICABLE**
K-3 Core Reading Program						
7. The instructional content of our core reading program effectively addresses:						
▪ phonemic awareness	45%	43%	11%	0%	1%	0%
▪ phonics	47%	44%	7%	1%	1%	1%
▪ vocabulary development	43%	50%	6%	1%	0%	0%
▪ reading fluency, including oral reading strategies	44%	48%	7%	1%	0%	0%
▪ reading comprehension strategies	52%	44%	4%	1%	0%	0%
8. Our core reading program allows for modifying instruction based on students' needs.	42%	52%	5%	1%	0%	0%
9. Our core reading program allows ample practice opportunities.	33%	55%	9%	2%	2%	0%
10. The student materials are effectively aligned to core reading program instruction.	42%	54%	3%	1%	1%	0%
Classroom Instruction						
11. All K-3 students receive at least 90 minutes of uninterrupted reading instruction daily.	70%	25%	4%	0%	1%	0%
12. Teachers have base instruction on student assessment data	36%	57%	6%	1%	0%	1%
13. Teachers have followed core reading program schedules and have effectively paced instruction to benefit the quality of instruction.	37%	55%	5%	0%	3%	0%
14. Teachers have used effective instructional strategies for students with limited English proficiency.	15%	47%	9%	1%	2%	27%
15. Teachers have used effective instructional strategies for students with disabilities or other special needs.	17%	66%	10%	0%	3%	3%
16. Teachers have an adequate supply of instructional level texts to implement small group reading instruction.	45%	42%	11%	2%	0%	0%
17. Teachers have ample materials to implement an effective literacy program.	48%	46%	7%	0%	0%	0%
18. K-3 students have increased access to print materials since the inception of Reading First.	64%	29%	6%	1%	0%	0%

	PERCENTAGE OF RESPONDENTS					
	STRONGLY AGREE	**AGREE**	**DISAGREE**	**STRONGLY DISAGREE**	**DON'T KNOW**	**NOT APPLICABLE**
K-3 Screening and Assessment						
19. Our school uses screening tools that identified children with reading difficulties.	61%	37%	1%	0%	1%	0%
20. The screening process has been effective in identifying children who are at risk of reading failure.	61%	35%	3%	1%	1%	1%
21. Teachers have had ready access to student assessment data.	71%	27%	1%	0%	1%	1%
22. Teachers use information from assessments to group students according to their needs and plan appropriate interventions.	46%	47%	5%	0%	1%	1%
Intervention						
23. Interventions have been provided to students who are not making sufficient progress.	33%	58%	5%	1%	2%	1%
24. Interventionists have been effectively aligned with core reading program instruction	22%	59%	15%	1%	3%	1%
25. Interventionists have been targeted to children's specific reading difficulties as identified by assessment.	32%	55%	11%	1%	1%	1%
26. Struggling readers have received intervention that has provided additional time for instruction.	28%	55%	13%	0%	2%	2%
27. Struggling readers have received intervention that has provided more explicit instruction.	26%	60%	10%	1%	3%	1%
28. Teachers have used achievement data from program monitoring assessments to evaluate the effectiveness of interventions.	24%	56%	17%	0%	1%	3%
29. Teachers have adjusted the intensity of interventions by analyzing and reflecting on student achievement data.	17%	60%	17%	1%	3%	2%
30. Effective interventions have been provided for students with limited English proficiency.	10%	43%	14%	2%	3%	28%
31. Effective interventions have been provided for students with disabilities and other special needs.	13%	64%	13%	1%	3%	6%

	PERCENTAGE OF RESPONDENTS					
	STRONGLY AGREE	**AGREE**	**DISAGREE**	**STRONGLY DISAGREE**	**DON'T KNOW**	**NOT APPLICABLE**
Classroom Management						
32. Teachers have established classroom routines and schedules necessary for the effective implementation of the literacy block.	41%	56%	3%	0%	0%	1%
33. Teachers have effectively paced instruction to ensure a high level of student engagement.	27%	60%	12%	0%	2%	0%
34. The routines and schedules established during the literacy block have enhanced teachers' classroom management.	23%	61%	10%	1%	4%	0%
Grade Level Team						
35. I have facilitated grade level team meetings to focus on literacy-related topics.	77%	22%	1%	0%	0%	0%
36. The grade level team has used assessment data to monitor student progress.	61%	36%	2%	0%	0%	1%
37. The grade level team has collaboratively planned interventions to support struggling readers.	35%	46%	16%	0%	1%	2%
38. Grade Level team meetings have been an effective means of providing professional development.	46%	44%	8%	1%	1%	1%
39. Grade Level team meetings have helped teachers apply scientifically based reading research to their literacy instruction.	42%	50%	7%	1%	1%	1%
Literacy Leadership						
40. Grade Level team meetings have helped me better understand how to apply scientifically based reading research to literacy instruction.	45%	43%	9%	1%	1%	1%
41. Our school has a commitment to improving K-3 literacy programs so that every student will read at grade level or above by the end of third grade.	71%	24%	3%	0%	2%	0%
42. Our principal has provided effective leadership to strengthen our literacy instruction.	49%	34%	13%	2%	2%	1%

	PERCENTAGE OF RESPONDENTS					
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	NOT APPLICABLE
43. As a reading coach, I have provided effective leadership to strengthen our literacy instruction.	55%	42%	2%	0%	1%	0%
44. I have presented professional development, assisted in analyzing student assessment data, and led study sessions on literacy topics for my staff.	65%	32%	2%	1%	1%	1%
45. I have been included in making decisions about Reading First concerns, such as budget revisions, curriculum changes, and scheduling.	61%	25%	8%	4%	0%	2%

On average, how much time do you estimate teachers spend each day providing instruction in reading and language arts? (in minutes)

Average: 117 minutes   Minimum: 45 minutes   Maximum: 240 minutes

Less than 30 minutes	0%	91-120 minutes	61%
30-60 minutes	2%	121-150 minutes	11%
61-90 minutes	19%	151 -180+	5%

What is the one most significant change you saw in the K-3 classrooms during the school year as a result of Illinois Reading First?

Assessment Strategies	16%	New and innovated teaching methods	6%
Explicit Instruction	11%	New reading strategies	4%
Implementing the Reading First program	39%	Student attitude	0%
Improved reading and writing abilities	5%	Teacher attitudes	9%
Instruction was research-based	6%	Other	6%

If Other, specify

Commitment to 90 minute block (1)

Common Goals & Language (1)

Great improvement with guided reading group instruction and literacy stations (1)

Intervention practices (1)

More awareness in the importance of Phonics and Phonemic awareness (2)

More professional development for teachers (1)

Small group instruction (3)

This is my first year at this school; therefore I can not respond (2)

Utilizing data to guide instruction (4)

What is the one most significant change you have seen in grade 2-3 instruction this year as a result of Illinois Reading First?

Assessment Strategies	15%	New and innovated teaching methods	6%
Explicit Instruction	13%	New reading strategies	2%
Implementing the Reading First program	44%	Student attitude	1%
Improved reading and writing abilities	4%	Teacher attitudes	1%
Instruction was research-based	6%	Other	7%

If Other, specify

Great improvement in guided reading instruction and literacy stations (1)

Improved implementation of core reading program (1)

Increase in teacher collaboration (1)

Literacy work stations (1)

More professional development for teachers (1)

Small group instruction (2)

This is my first year at this school; therefore I can not respond (2)

Using assessment to plan instruction (3)

SECTION 3: READING FIRST COACHING MODEL

Reflect on the 2006-2007 school year and describe your perception of the Reading First coaching model, indicating you level of agreement with the following statements.

	PERCENTAGE OF RESPONDENTS					
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	NOT APPLIC-ABLE
1. Overall, K-3 teachers in our school have had adequate support from a reading coach to assist in developing effective instruction.	47%	45%	8%	0%	0%	0%
2. Overall, K-3 teachers in our school have had adequate support from a reading coach to assist in diagnosing reading problems.	43%	45%	9%	0%	2%	1%

	PERCENTAGE OF RESPONDENTS					
	STRONGLY AGREE	**AGREE**	**DISAGREE**	**STRONGLY DISAGREE**	**DON'T KNOW**	**NOT APPLIC- ABLE**
3. I believe that support from the Reading First coaching model has had a positive effect on teachers' abilities to achieve literacy goals.	49%	44%	2%	0%	4%	0%
4. I have had adequate support from my principal to assist in developing effective instruction.	42%	41%	14%	2%	1%	1%
5. I have had adequate support from my principal to organize staff to provide adequate interventions for students.	41%	36%	15%	2%	2%	3%
6. I have had sufficient knowledge and background experience to be an effective instructional coach.	53%	41%	4%	1%	1%	1%
7. I have provided clear, effective demonstrations for classroom teachers.	43%	47%	7%	1%	2%	1%
8. I have felt confident in my ability to critically observe K-3 reading and literacy instruction.	45%	47%	4%	1%	1%	2%
9. I have felt confident in my ability to provide teachers with reflective feedback based on my observations of K-3 reading and literacy instruction.	43%	43%	8%	1%	3%	2%
10. I have had sufficient opportunity to demonstrate instructional strategies in K-3 classrooms.	26%	46%	26%	2%	1%	0%
11. I have had sufficient opportunity to observe K-3 teachers.	30%	47%	18%	3%	1%	1%
12. I have had sufficient opportunity to confer with K-3 teachers	33%	44%	22%	0%	1%	0%
13. Classroom teachers can now confidently teach the literacy block without my presence.	23%	62%	13%	1%	2%	0%
14. I have procured materials for classrooms in a timely manner.	53%	40%	5%	1%	0%	1%
15. Overall, I have provided adequate support to teachers to develop effective instruction.	48%	41%	8%	0%	4%	0%
16. Overall, I have provided adequate support to teachers to identify individual students' areas of need (diagnosis).	47%	42%	9%	0%	1%	0%

When you observe K-3 literacy instruction, how much uninterrupted time have you typically spent in a classroom for one coaching session (in minutes)?

Average: 48 minutes   Minimum: 10 minutes   Maximum: 90 minutes

Less than 30 minutes	32%	91-120 minutes	0%
30-60 minutes	50%	121-150 minutes	0%
61-90 minutes	18%	151 -180+	0%

What has been the total amount of time per day that you have been able to spend coaching K-3 literacy instruction in a typical day (in minutes)?

Average: 109 minutes   Minimum: 15 minutes   Maximum: 240 minutes

Less than 30 minutes	3%	91-120 minutes	25%
30-60 minutes	24%	121-150 minutes	4%
61-90 minutes	25%	151 -180+	20%

How many days per week have you been able to spend coaching K-3 literacy instruction in a typical week?

Average: 4 days   Minimum: 1 days   Maximum: 6 days

1 day	7%	4 days	29%
2 days	9%	5 days or more	27%
3 days	28%		

Based on your experience, how would you describe teachers' acceptance of coaching (modeling, observing, feedback by the reading coach)?

Very accepting and willing to change practice	10%
Mostly accepting and generally willing to change practice	68%
Reluctantly cooperative and slow to change practice	20%
Uncooperative, resistant to change in practice	2%
Don't Know	1%
Not Applicable	0%

What challenges have you encountered as a reading coach that have not yet been resolved? (Check all that apply.)

Administration not helpful	15%	Teacher attitude/reluctance	32%
Keeping teachers informed	11%	Teachers not understanding the Reading First program	13%
Keeping teachers on task	25%	Time constraints	76%
Need another coach	11%	Training new people	23%
Special needs	17%	Other	30%

Other Respondents:

- Additional duties assignments taking time from Reading First responsibilities (10)

- Lack of help from administration and district level staff (8)

- Time constraint (17)

- Additional support needed including interventionist (15)

- Other/NA (6)

SECTION 4: SUPPORT FROM EARLY READING SPECIALIST

		PERCENTAGE OF RESPONDENTS					
		VERY EFFECTIVE	**GENERALLY EFFECTIVE**	**GENERALLY NOT EFFECTIVE**	**NOT AFFECTIVE AT ALL**	**DON'T KNOW**	**NOT APPLICABLE**
1.	Site-based observation training (SBOT) with other Reading First coaches	31%	37%	5%	4%	9%	14%
2.	Statewide Reading First meetings	26%	48%	13%	1%	2%	9%
3.	On-site assistance in monitoring student progress	24%	34%	9%	5%	4%	23%
4.	Assistance in diagnosing students' reading problems	22%	31%	6%	7%	4%	30%
5.	Colleague visits (SBOT) with Reading First teachers from other schools	20%	25%	5%	3%	6%	42%
6.	Discussion/networking opportunities with other reading coaches and principals	36%	49%	3%	2%	3%	8%
7.	On-site modeling, observation, and feedback provided by the ERS to state staff	20%	36%	6%	4%	9%	26%
8.	Assistance in designing and implementing instruction	25%	44%	6%	3%	5%	17%
9.	Assistance in designing and implementing interventions	23%	39%	8%	3%	5%	22%

SECTION 5: LITERACY-RELATED PROFESSIONAL DEVELOPMENT

Using the dropdown lists below, rate yourself in both of the areas—confidence to implement instruction and interest in learning more—for each topic. Under each of the columns, select the rating that best represents your self-assessment.

	1	**2**	**3**	**4**	**5**
CONFIDENCE:	Little confidence	Basic confidence	More than average confidence	Extensive confidence	Not applicable
INTEREST:	Little interest	Basic interest	More than average interest	Extensive interest	Not applicable

		CONFIDENCE TO IMPLEMENT INSTRUCTION					INTERESTED INLEARNING MORE				
TOPICS		**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**	**5**
1.	Phonemic Awareness	2%	27%	48%	24%	0%	14%	32%	36%	19%	0%
2.	Explicit Systematic Phonics	1%	15%	54%	30%	0%	11%	34%	39%	15%	1%
3.	Fluency	1%	25%	50%	24%	1%	13%	24%	39%	22%	2%
4.	Vocabulary	2%	27%	57%	15%	1%	5%	23%	43%	28%	1%
5.	Comprehension	2%	15%	55%	28%	1%	7%	26%	35%	32%	1%

	CONFIDENCE TO IMPLEMENT INSTRUCTION					INTERESTED INLEARNING MORE				
6. Literacy instruction for children with limited English proficiency.	22%	38%	17%	3%	19%	4%	23%	26%	30%	16%
7. Literacy instruction for Children with special needs	15%	53%	21%	9%	3%	3%	30%	35%	30%	2%
8. Organization and implementation of literacy	1%	24%	48%	27%	1%	8%	30%	39%	21%	2%
9. Using DIBELS to monitor student progress	0%	14%	39%	46%	1%	22%	33%	27%	16%	2%
10. Using student assessments to guide instruction.	1%	25%	48%	27%	0%	13%	23%	36%	27%	1%
11. Use of the core reading program	1%	36%	45%	18%	1%	16%	37%	32%	15%	1%
12. Use of supplemental materials	3%	32%	47%	16%	2%	6%	31%	38%	25%	1%
13. Planning intervention strategies for struggling readers	5%	31%	44%	19%	1%	3%	17%	30%	49%	0%

What are the top literacy-related professional development needs/topics that you are most interested in addressing over the next year? (Check all that apply.)

Assessment	44%	Intervention	84%
Block organization	36%	Phonics/phonemic awareness	28%
Comprehension	44%	Reading	32%
ELL instruction	35%	Special education instruction	33%
Fluency	42%	Vocabulary	53%
Guidelines	15%	Other	16%

Other Respondents:

- Coaching/Leadership (6)

- Differentiation of instruction (5)

- Guided Reading (7)

- Small Group Instruction (5)

- Core Program (5)

SECTION 6: CONCERNS AND RECOMMENDATIONS

On a continuum of "Worried" to "Confident," describe your feelings about the statements listed below. Select the value that is most true of you now.

	1	**2**	**3**	**4**	**5**	**6**	**7**
	WORRIED		**CONCERNED**		**COMFORTABLE**		**CONFIDENT**
1. My knowledge about how to teach reading, using SBRR strategies.	1%	0%	2%	5%	24%	35%	34%
2. My knowledge about how to use the core reading program.	0%	1%	2%	8%	28%	36%	25%
3. My knowledge about how to manage students during the literacy block.	0%	0%	2%	4%	17%	38%	39%
4. My knowledge about how to use assessment to modify instruction to match students' needs.	0%	0%	2%	5%	24%	31%	37%
5. My skill at critically observing literacy instruction.	0%	0%	1%	12%	28%	28%	30%
6. My skill at providing feedback to teachers based on classroom observations.	0%	1%	4%	17%	26%	30%	22%
7. Reactions from teachers about the feedback I provide.	0%	1%	6%	19%	31%	28%	16%
8. Working with the grade level to improve instruction and assessment.	1%	0%	5%	10%	24%	38%	23%
9. Time for classroom observations	6%	3%	18%	21%	17%	20%	14%
10. Time to complete nonacademic tasks related to Reading First.	14%	7%	31%	17%	14%	9%	9%
11. Support from principal	2%	6%	11%	12%	18%	15%	36%
12. Support from the ERS and other state staff	0%	4%	9%	16%	22%	20%	29%
13. The progress our students are making in reading	3%	6%	15%	21%	28%	21%	7%
14. How our students' performance reflects on me as a reading coach	5%	6%	17%	19%	26%	16%	10%
15. Our students' attitudes toward reading.	3%	8%	15%	19%	26%	19%	10%

How could Illinois Reading First be improved to better support the goal of having all children reading by third grade?

- Provide more support for struggling readers beyond the basic program (40).

- Provide additional training on how to implement the program in terms of schedule and interventions (57).

- More professional development for teachers, not just literacy coaches (11).

- Other/NA (10).

- Increase focus on intervention (18).

- Continue to provide the funding to allow growth in student achievement and staff training (12).

- More parental involvement (6).

- Reduce class sizes (8)

1. What were the major steps you took to implement the Reading First Program in your school?

RESPONSES	PERCENTAGE
Professional Development/Monthly Meetings	55%
Hire LLT/tutors	35%
Scheduling reading block	31%
Order Materials	27%
Consensus/commitment	27%
Overall Implementation of program	18%
Holding regular meetings	18%
Other	51%

2. In general, how would you assess the implementation Reading First Program at your school?

RESPONSES	PERCENTAGE
Good/Successful	41%
Somewhat Successful	22%
Very Successful	14%
Between successful and very successful	10%
Between somewhat successful and successful	8%
Other	4%

3a. Which activities are most successful?

RESPONSES	PERCENTAGE
Professional Development	41%
Centers/Small group instruction/five reading components	35%
Assessments/DIBELS/Guided Reading	33%
Data driven instruction	20%
Team meetings	16%
90 minute reading block	14%
Other; examples include Progress Monitoring and Modeling	39%

3b.   Are there any implementation barriers?

RESPONSES	PERCENTAGE
Time/Scheduling	57%
Resistance to change	29%
Professional Development - incomplete; not trained early enough; limited spaces; repetitive; more flexible dates	27%
Materials: too many; above ability level; didn't arrive on time; not enough	16%
More staff support for Reading First	14%
Overwhelming at first	14%
Bilingual students; DIBELS not useful; language barrier; no materials	12%
Other; examples include other subjects suffering, parties are not on the same page, and the program is too rigid	22%

3c.   If so, how have barriers been addressed?

RESPONSES	PERCENTAGE
Regular Meetings	24%
Rescheduling	20%
More Professional Development	18%
LLT assists	14%
Modeling/walk through/observations	10%
Barriers not addressed	10%
Other; examples include substitute coverage for professional development, and requested more materials	18%

4a.   How has reading instruction changed in your school since the Reading First Program project started?

RESPONSES	PERCENTAGE
Data Driven Instruction/Progress Monitoring	43%
Small Group/Differentiated Instruction/Centers	37%
Focused on Reading/5 Components	35%
Uninterrupted reading block	31%
Teachers are becoming more knowledgeable/actively teaching	22%
More Planning/Materials	16%
Consistency	14%
Assessments	10%
Other; examples include Professional Development	6%

4b.   Have there been any new changes/additions to your school's curriculum requirements?

RESPONSES	PERCENTAGE
Interventions/Materials/instructional strategies	37%
No changes	27%
Curriculum	12%
Removal of Language arts/writing	12%
Progress Monitoring/Data driven	8%
Five Components	8%
N/A	8%
Other	4%

4c.   Have there been any new changes/additions to your school's assessment requirements?

RESPONSES	PERCENTAGE
DIBELS/required assessments - 3 times a year	92%
Progress Monitoring	33%
TPRI-Texas Primary Reading Inventory	14%
Other; examples include EDEL and Think Link	14%
Palm Pilots	8%
Data Driving Instruction	8%
No change	4%

5a.   To what extent has the ISBE provided leadership and technical assistance for the Illinois Reading First implementation?

RESPONSES	PERCENTAGE
Professional Development/Wireless Generation, coaching, workshops, Academy	59%
Meetings/Visits/Accessibility/ positive support	49%
Support comes from the Regional Educational Agencies or CPS	14%
Other	8%

5b.   What suggestions would you have for improving leadership and technical assistance activities?

RESPONSES	PERCENTAGE
No Suggestions	39%
Improve/provide more training -with new info/flexible dates/ Delivery of Content	27%
Provide more assistance	18%
Everyone should be on the same page	14%
Other; examples include materials, and consider the timing of meetings	10%
More time/provide subs	8%

6.   To what extent has your school district provided leadership and technical assistance for the Reading First Program?

RESPONSES	PERCENTAGE
Professional Development	39%
Meetings/Visits	39%
Availability - Positive support	37%
Other; examples include lack of communication, monitoring, Negative assistance, assistance through the office of literacy, and N/A	22%
Materials/Resources/information	14%

7.   How has the process your school uses to evaluate reading materials changed since the implementation of Reading First?

RESPONSES	PERCENTAGE
Teacher Feedback/Collaboration-including supplemental materials	35%
No Change	33%
Researched/Scientific Based	31%
Program materials chosen at the district level	16%
Committee established	8%
Review for essential components/use checklist	6%
Other	4%

8a.   In your opinion what is the impact of the Reading First Program on student achievement?

RESPONSES	PERCENTAGE
Improvement of scores	45%
See improvement in the student's ability through observation	31%
Medium impact; slow progress	20%
Don't Know: In process	18%
Feel that student achievement does not correlate directly to Reading First	4%
Other	4%

8b.   Has the grant program created any unintended negative effects?

RESPONSES	PERCENTAGE
Overwhelming/ Teacher Anxiety/ Resistance/Burnout	33%
No	31%
Program is restrictive	22%
Time/Scheduling	20%
Other subjects are suffering	12%
Other; examples include not enough staff and the assessments are not appropriate for special education and bilingual students	12%

9a.   What has been your experience of the ISBE professional development activities since the implementation of Reading First?

RESPONSES	PERCENTAGE
Good/Informative	73%
Repetitive	20%
Not Valuable/ Inconsistent/not individualized/could be better	18%
Other	4%

9b.   Which offerings were most effective?

RESPONSES	PERCENTAGE
DIBELS	33%
Leadership Academy/Teacher Academy/ coaches training/hands on activities	31%
Wireless Generation	29%
other	29%
Workshop on lit centers/five core areas	12%
Haggerty	10%
High quality speakers	6%

9c.   How could professional development be improved?

RESPONSES	PERCENTAGE
Make it more individualized/hands on/ more engaging/modeling/better speakers/small group	39%
No Answer	18%
Other; examples include feedback and follow ups, and location of PD	18%
Provide new information	14%
Timing of PD, Scheduling	12%
Communication/Collaboration with Peers	12%

10.   How effective has professional development been in changing attitudes and beliefs in your schools about teaching reading using SBRR?

RESPONSES	PERCENTAGE
Effective	45%
Very Effective	27%
No change	18%
Not Effective	4%
Challenging- Teachers still resistive	4%

11.   What three new processes are in place in Reading First Schools to determine if teachers and literacy coaches are applying their new skills and knowledge effectively?

RESPONSES	PERCENTAGE
Observations-Informal and Formal	84%
Walk Throughs	47%
Meetings, PD workshops	45%
Modeling/Demonstrations	24%
Other	20%
Review of Lesson Plans	10%
Progress Monitoring	8%
Having a Reading Coach on staff	6%

12a. How could reading-related professional development for teachers be improved?

RESPONSES	PERCENTAGE
Timing of PD, more time for PD	43%
Content: more hands on; target skill levels; variety of PD; more examples	33%
Other	20%
Collaboration with other teachers/peers; Teachers providing input into PD	16%
No suggestions- PD is good	12%

12b. For literacy coaches?

RESPONSES	PERCENTAGE
Content: More Modeling, Coaching, writing, based on needs, assessments, ELL, no repetition, how to teach the teachers	39%
Other; examples include More site visits, More conferences and workshops, and more follow up	29%
No suggestions- PD is good	24%
Timing of PD, more time for PD	22%

12c. For administrative staff?

RESPONSES	PERCENTAGE
No suggestions- PD is good	35%
Content: Administration Specific, less repetition, Dibels, more hands-on, ELL training	24%
Other/ Don't know	16%
Collaboration with other RF schools, and other staff	14%
Timing of PD, more time for PD, length of PD-prefer half day	10%
More actively involved with teacher and LLT trainings	6%
Offer food	4%

13a. Has your school changed the way they approach early intervention with children experiencing reading difficulties since the implementation of Reading First? If so How?

RESPONSES	PERCENTAGE
Implementing Intervention Strategies;30 minute; 3-tier, hire interventionist	47%
Data Driven instruction; Use dibels scores	43%
More Awareness; More focused	22%
Differentiated Instruction,small group	22%
Other	14%
Progress Monitoring	8%

13b. How and what roles do the teacher, literacy coach, etc. have in the process?

RESPONSES	PERCENTAGE
Coaching/assisting, modeling, analyze data, observe	67%
Implementation: administer testing, progress monitoring, Identify students and group them	59%
Collaboration; grade level meetings	33%
Principals have final say, oversee process	10%
Other	6%

14a. To what extent are special assistance/resources available in Reading First Schools to support classroom instruction and intervention?

RESPONSES	PERCENTAGE
Personnel: interventionists; teacher aides, tutors, subs so teachers can attend PD, volunteers	55%
Specialized Materials: listening centers, leveled readers	37%
After school programs, before school, summer programs, Saturday programs	24%
intervention kits	20%
No response	12%

14b. What additional resources are needed to improve the reading performance of students?

RESPONSES	PERCENTAGE
Specified Materials: laptops, stories on tape, books, low level readers, teacher resource books, furniture, ELL materials	39%
Classroom Support; including aides and paraprofessionals, parental support	37%
Interventionist	29%
Time/scheduling help, common planning time	14%
Intervention Kits	14%
Funding: for summer program, more materials, flexibility with funds	12%
No additional resources needed	12%
Other	4%

15. What are three ways early intervention for struggling students be improved in your district (use of tutors, extended sessions, etc.)?

RESPONSES	PERCENTAGE
Support Staff: tutors, aides, paraprofessionals, volunteers, interventionist	63%
More time; extended sessions	29%
After school program, summer	27%
Other	22%
Training: for teachers, Dibels, parent training	14%
Smaller class size	6%
Alignment in curriculum, matching grade level to grade level	6%
Materials: kits	4%

16. What top three other literacy programs that impact students K-3, continue to be implemented in your school along with the Reading First Program?

RESPONSES	PERCENTAGE
Other	45%
Accelerated Reader/Reading Counts	22%
Nothing	20%
Before/After school programs	16%
Waterford Computer program; other computer programs (climbers, fast forward, Raz Kids, A-Z reading)	12%
SRA	10%
Haggerty	10%
Chicago Reading Initiative (CRI)	8%
Success for All (SFA)	6%

17a. How would you describe the cooperation/coordination of these programs?

RESPONSES	PERCENTAGE
Very Good/Good	55%
N/A	27%
Not working	10%
Other	6%

17b. Has the cooperation/coordination of those programs improved because of the grant?

RESPONSES	PERCENTAGE
N/A	37%
Yes	22%
No	16%
Don't know	6%
Somewhat	6%
No response	2%

17c. Give examples?

RESPONSES	PERCENTAGE
No examples	61%
Similar/Improved Teaching Strategies	10%
Other responses or no response	6%
focus on 5 components	4%
use scores for guidance in teaching	4%
Trainings/meetings overlap	2%

18a. How has parental involvement in reading programs in your school changed since the implementation of Reading First?

RESPONSES	PERCENTAGE
Family Literacy Night	49%
Parent conferences, meetings, open house	27%
Information and Resources available for parents, newsletter	27%
Parents as volunteers/interventionists	16%
Involved through homework activities	16%
Classes, workshops, and Training available for Parents	12%
Parent committee has been formed	12%
No Change	12%
Other	6%

18b. What continue to be the barriers to parental involvement, and how are these barriers being addressed?

RESPONSES	PERCENTAGE
Barriers	
Working Parents, Single Parents	39%
Language	31%
Education is not high priority; resistance, lack of undrestanding/parental education	24%
Other	24%
Socio-Economics	20%
Time, Scheduling; including travel time for commuting parents	20%
Transportation	4%
How are they being addressed?	
timing of activities, more activities/info	33%
Have bilingual staff/Newsletters in English and Spanish	16%
Incentives; including providing child care during events	14%
Encourage Parents	10%
Parent committee/Coordinator	8%

19. Do you have any other issues or concerns about Reading First implementation that you would like to share?

RESPONSES	PERCENTAGE
No other issues	45%
Program Issues: not addressing ELL/Special Needs Students; writing; arrival of materials; inconsistency; no flexibility	14%
Untimely PD; location of PD, repetitive PD, pulling RC away too often	14%
Staffing	8%
Consistency with directives; Everyone on the same page; support from ISBE	8%
Other	6%
Funding	4%
Time	4%
Transitions to higher grades	4%

A.5 ILLINOIS READING FIRST
TEACHER FOCUS GROUP SUMMARY 2007 (n=49)

1a.   Overall how would you assess your experience with the Illinois Reading First program?

RESPONSES	PERCENTAGE
Somewhat Successful	*59%*
Successful	*35%*
Very Successful	*4%*

1b. Please explain.

RESPONSES	PERCENTAGE
Teachers overwhelmed	*37%*
Training	*14%*
Better instructional focus/structure	*24%*
Lacked flexibility	*24%*

2a. Which activities are most successful?

RESPONSES	PERCENTAGE
Phonemic Awareness	*37%*
Frequent progress monitoring	*22%*
Workstations/Centers	*20%*
Materials	*10%*
Professional development	*10%*

2b. Are there any implementation barriers?

RESPONSES	PERCENTAGE
Materials too difficult/inappropriate for student group	*24%*
RF too inflexible	*24%*
Teachers overwhelmed	*29%*
RF implementation pulls time from other subjects	*12%*
Insufficient prep time for teachers	*10%*

3a. How has reading instruction changed in your school since the Reading First Program project started?

RESPONSES	PERCENTAGE
Greater curriculum alignment	*16%*
More structured reading instruction	*35%*
Mandated 90-minute reading block	*33%*
More materials	*16%*

3b. Have there been any new changes/additions to your daily reading program?

RESPONSES	PERCENTAGE
Addition of reading centers	*14%*
Addition of 90-minute reading block	*37%*
More structured reading instruction	*27%*
Meeting the needs of low students more effectively	*22%*

4a. To what extent has your school district and school provided leadership and technical assistance for the Illinois Reading First implementation?

RESPONSES	PERCENTAGE
DIBELS training	*12%*
Provided a reading coach	*39%*
Additional resources/materials	*8%*
Provided opportunity to attend Reading Academy	*10%*
Regular grade level meetings	*14%*
Other training	*16%*

4b. What suggestions would you have for improving leadership and technical assistance activities?

RESPONSES	PERCENTAGE
More time with the Reading Coach	*33%*
None	*12%*
More in-class modeling of RF techniques	*16%*
More help sooner	*24%*
More feedback from classroom observations	*14%*

5a. In your opinion what is the impact of the Reading First Program on student achievement?

RESPONSES	PERCENTAGE
There has been improvement	*33%*
Too early to tell	*27%*
Intensive students show most improvement	*24%*
Improved phonemic awareness	*8%*
Kindergarten program more structured	*8%*

5b. Has the grant program created any unintended negative effects?

RESPONSES	PERCENTAGE
Places larger workload on teachers	*43%*
Other subjects pushed out (no time)	*22%*
Non-responsive answer (Doesn't match question)	*12%*
Created increased confusion	*14%*
Limits teacher creativity	*8%*

6a. Did you participate in any professional development activities provided by ISBE?

RESPONSES	PERCENTAGE
Reading Academy	*65%*
DIBELS training	*20%*
Wireless Generation	*10%*
McGraw-Hill	*2%*
Bilingual for Reading First	*2%*

6b. How did it affect your knowledge and beliefs about teaching reading?

RESPONSES	PERCENTAGE
No change	*39%*
Increased content knowledge in reading	*33%*
Provided new ideas on instruction	*22%*
Increased awareness of effective techniques	*6%*

7. How have school-based professional development and peer coaching activities affected your ability to implement SBRR in your classrooms?

RESPONSES	PERCENTAGE
Helped overall implementation of Reading First	*24%*
Increased content knowledge in reading	*22%*
Reading Coaches have been very helpful	*16%*
None/Little	*16%*
Increased collaboration	*20%*

8. How has your knowledge of SBRR affected your ability to teach reading to your students?

RESPONSES	PERCENTAGE
No change	*20%*
Yes, more new strategies for teaching reading	*49%*
Added to teacher confidence	*16%*
Increased awareness of effective techniques	*6%*
Added to what we already knew	*8%*

9. What processes are in place to determine if teachers are applying their new skills and knowledge effectively?

RESPONSES	PERCENTAGE
Formal/information classroom observations	*41%*
Classroom walkthroughs	*18%*
LC observation/feedback/coaching	*20%*
Meetings with LC, peers, and principal	*20%*

10. What three ways could reading-related professional development for teachers be improved?

RESPONSES	PERCENTAGE
Differentiate training for teachers (veterans vs. new)	*24%*
Space out training throughout the year	*24%*
More grade level-specific training	*18%*
Move training to earlier in the school year	*16%*
Provide more modeling in the classroom	*16%*

11a.   Has your school changed the way they approach early intervention with children experiencing reading difficulties since the implementation of Reading First? If so, how?

RESPONSES	PERCENTAGE
Addition of 30-minute daily intervention block	*35%*
Nothing	*10%*
Progress monitoring/DIBELS	*43%*
Early screening of students	*6%*
No answer	*6%*

11b.   How and what roles do the teacher, literacy coach, etc. have in the process?

RESPONSES	PERCENTAGE
Teachers: Implement intervention strategies	*33%*
Teachers: Conduct assessments/DIBELS	*20%*
Literacy Coach: Conduct assessments/DIBELS	*20%*
No answer	*14%*
Literacy Coach: Implement intervention strategies	*12%*

12a.   To what extent are special assistance/resources available in Reading First Schools to support classroom instruction and intervention?

RESPONSES	PERCENTAGE
Teaching assistants for all/part of the day	*31%*
Materials/Manipulatives	*27%*
Intervention kit	*16%*
Additional reading teachers (Reading Recovery)	*12%*
Nothing	*8%*
Interventionist	*6%*

12b.   What additional resources are needed to improve the reading performance of students?

RESPONSES	PERCENTAGE
More staff (Teaching assistant, LC, interventionist)	*33%*
More time with teaching assistant	*24%*
More supplies/materials	*22%*
More chapter books for intensive students	*10%*
Greater parental involvement/support	*10%*

13. What are three ways early intervention for struggling students be improved in your district (use of tutors, extended sessions, etc.)?

RESPONSES	PERCENTAGE
Tutors (in-class)	*33%*
Additional personnel	*27%*
More interventionists	*20%*
After-school tutoring programs	*20%*

14. How are parents engaged in literacy activities at your school?

RESPONSES	PERCENTAGE
Little/Nothing	*47%*
Family Literacy Night	*33%*
Parent conferences	*10%*
PTO	*10%*

15a.   What are the barriers to parental involvement in your school?

RESPONSES	PERCENTAGE
Parents working	*47%*
Language barriers	*34%*
Parents poorly educated/don't understand how to be properly involved	*19%*

15b.   How are these barriers being addressed?

RESPONSES	PERCENTAGE
Family nights	*35%*
No answers	*14%*
Bilingual services (translators, newsletters)	*14%*
Barriers not being addressed	*14%*
Phone calls to parent homes	*12%*
District parents resource center	*10%*