

Evaluation of Indiana Reading First Year 4 Report

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Executive Summary

The purpose of the full report is to present evaluation findings for 2006-07 (year four of the Reading First (RF) Evaluation). In the fourth year of the evaluation, data were collected to assess progress and fidelity in the implementation of the RF initiative as well as impact of the program on student achievement. This executive summary presents key findings from 2006-07. The body of this report is divided into four sections: *Commitment and Capacity of Key Stakeholders*, *Professional Development and Technical Assistance*, *Changes in the Classroom*, and *Findings on Impact*. A brief overview of findings from each of these respective sections is provided below.

Commitment and Capacity of Key Stakeholders

This section examines the extent to which RF stakeholders understand and fulfill their roles in the RF initiative. In 2006-07, RF has become integrated into many districts' administrative structures; these bureaucratic changes support and enable continued RF presence in school culture and daily practice. While there continues to be variation in the commitment of individual teachers, principals, coaches, and other stakeholders, in many schools RF has become the norm, rather than a set of practices imposed from outside their school. The groups examined are coaches, principals, teachers, and district level administrators.

The Role of the Coach

Survey, site visit, and interview data collected in the evaluation to this point suggest that advances in coaching practice established in 2005-06 were maintained and deepened in 2006-07. The majority of coaches, in all cohorts, are successfully fulfilling their core coaching roles which include: observation and feedback on classroom practice, coaching

sessions with teachers, conducting professional development, and coaching teachers and other stakeholders to delve into data. Though a percentage of coach time continues to be devoted to administrative tasks, as compared to earlier years, coaches are less consumed by these tasks. District level support continues to grow in most districts, enabling coaches to focus on teacher and student needs.

The Role of the Principal

As found in earlier years, principals are much more active in logistical and school-wide planning issues than they are in offering feedback on literacy instruction. However, in 2006-07, many principals have gone beyond logistics to become leaders of their school's literacy team. There has been dramatic turnover in RF principals, and in many cases, it seems to have brought renewed vitality. While the coach continues to be teachers' primary resource for classroom reading practice, as compared to previous years, principals are much more involved in the reading process in their schools. However, some principals continue to have minimal communication with their coach and low visibility in their school's classrooms.

The Role of the Teacher

Overall, in 2006-07, the majority of teachers observed the ninety minute reading block daily, administered assessments as scheduled, and established flexible groups. In addition, teachers and other stakeholders report that instruction during the ninety minute reading block is increasingly based in SBRR and teacher skill in interpretation and application of assessment data to establish flexible groups and meet student needs is strengthening. As compared to previous years, resistance to flexible grouping and reading workstations has decreased. Increased comfort with SBRI and the use of data as a guide have increased teacher confidence. However, while nearly all teachers report implementing flexible group time and workstations, it is difficult to establish the extent to which workstations are dif-

ferentiated to meet student needs and the frequency with which groups are reorganized based on student skill.

The Role of the District and the Core Team

Data indicate that the involvement of district level personnel continued to increase in 2006-07. District Representatives tend to be veterans in their respective districts and their descriptions of the districts' role are extensive and detailed. Most commonly mentioned roles of the district were: maintenance of budgets; purchasing; facilitating communication and coordination to achieve overall educational goals; coordination of professional development; and hiring and managing personnel to meet needs. While the overall trend among RF districts is toward an increasing level of district commitment, some RF schools continue to report a lack of support from their district.

Professional Development and Technical Assistance

In Indiana's RF initiative, there are two main sources of professional development and technical assistance: the Indiana Department of Education and RF districts. As found in earlier years, stakeholders report that they are taking advantage of professional development opportunities. Next, there are mixed responses on the usefulness of professional development offerings. It was found in the on-line survey and during site visit interviews that those professional development activities that were mentioned by some stakeholders as very useful were also mentioned as not useful by others. The greatest division of opinion is on state-level meetings, summer academies, and Voyager. However, as compared to earlier years, stakeholders indicate that these PD options are changing to meet their needs. Focused, tailored PD continues to be greatly valued by most stakeholders. Overall, while individual stakeholders are critical of specific PD activities, they note that PD overall has been critical for their development.

Changes in the Classroom

This section examines the changes that have occurred in RF classrooms since the beginning of implementation. Data were gathered and analyzed concerning the level and quality of implementation of: the ninety minute reading block and SBRR, assessment and assessment as a guide for instruction, flexible grouping and reading workstations, and interventionists and the role of the interventionist. Summaries of findings for each component are presented below.

Ninety Minute Reading Block and SBRR

Similar to previous years, the vast majority of stakeholders agree that the ninety minute reading block is observed every day. Administrators in new and veteran schools have made ninety minutes of reading a mandatory part of their schedules. As compared to earlier years, daily observation and faithful implementation of SBRI during the ninety minute reading block has improved. Most teachers are more aware of appropriate SBRR strategies and techniques to use during the ninety minute block. In cohort three schools, implementation of SBRI is at varying levels.

Assessment and Assessment as Guide for Instruction

Compared to previous years, use of assessment as a guide for instruction is more focused and nuanced. In surveys, stakeholders report that teachers frequently administer assessments, use them to guide instruction, change their instructional plans based on assessment results, and use assessments to identify students who can benefit from interventions. In site visit interviews, teachers spoke fluently and enthusiastically about specific classroom strategies that were guided by assessment data. They report using data to guide identification of students for small group instruction or intervention groups. Many reported using data to help determine what activities to use during the ninety minute block workstations.

Flexible Grouping and Reading Workstations

Compared to previous years, use of flexible grouping and reading workstations has increased. In surveys, the vast majority of stakeholders report that teachers use flexible grouping and reading workstations frequently. As compared to previous years, resistance to flexible grouping and reading workstations has decreased. Many stakeholders reported seeing benefits of using this flexible, data-driven instruction. However, while nearly all teachers report implementing flexible group time and workstations, it is difficult to establish the extent to which workstations are differentiated to meet student needs and the frequency with which groups are reorganized based on student skill.

Interventions and the Role of the Interventionist

Interventionists and other teachers who responded to their RF survey most frequently described their job titles as: RF interventionists or assistants, special education teachers, and Title I teachers. The presence of intervention personnel with RF in their job title indicates administrative support for interventions has continued in 2006-07 and districts and schools continue to acquire personnel to better serve students' intervention needs.

Communication and collaboration between interventionists and K-3 teachers continues to improve from earlier years. The majority of interventionists report frequent discussion with teachers about student needs and collaboration to identify students who need interventions. Site visit interviews and observations indicate that in 2006-07 more interventions are being conducted more frequently with more appropriate students. Overall, district and school personnel continue to become more knowledgeable about the 3-tier model and assessment data and have made more of the changes necessary to offer interventions for strategic and intensive students.

Culture and Collaboration

Research on implementation of major school reform indicates that school culture and communication play large roles in the success of reform efforts. Overall, in Indiana RF schools, communication and professionalism amongst RF stakeholders continues to improve and in many schools, it has been integrated into daily practice.

In 2006-07, the level and complexity of communication among stakeholders remained strong in most schools. In site visits, stakeholders expressed increased confidence in their own professional knowledge, enthusiasm in student progress, and reliance on communication with their colleagues. Overall perceptions of RF continue to vary among groups of stakeholders and individuals. However, in 2006-07, there are fewer stakeholders (most notably teachers) who are highly negative about RF and more who are positive. While there continues to be considerable variation in stakeholder reaction to the achievability of RF requirements, in 2006-07, there is more agreement among stakeholders on the positive impact of RF.

Successes

As compared to the initial years of RF implementation, there are more success stories and more stakeholders have stories to tell. As was found in 2005-06, stakeholders are most likely to report continued growth in student and teacher development. Closely related to these student successes are teacher reports of their success in assessing student needs and meeting those needs with varied SBRI strategies. Successes that were more notable in 2006-07 than previous years are those in professional development, success in tailoring instruction to student needs, and excellence in leadership.

Challenges

While reports of success have increased from the early years of implementation, all involved in RF know that challenges still exist. However, as compared to the early years of implementation, stakeholders report that the severity of challenges and the level of strain have decreased. Challenges present in previous years which were again highlighted in 2006-07 include lack of time, staff buy-in, and communication. These challenges continue in all schools for all stakeholders; buy-in continues to be a challenge for a minority of stakeholders in each school, while time constraints are most vocally noted in cohort three schools in their first year of implementation.

Findings on Impact

This section examines stakeholder perceptions of RF impact on students, teachers, upper elementary classes, and non RF schools. Additionally, initial perceptions of preparation for sustainability are examined. These perceptions of impact, especially of RF on teacher skill and knowledge and student performance were positive overall. Impact on student performance as assessed through the ISTEP+, DIBELS, and Terra Nova Cat are presented in graphical format (see pages 127-152).

Stakeholder Perception of Teacher and Student Impact

As was found in previous years, perceptions of the impact of RF on teacher knowledge and skill continue to be very positive. The vast majority of teachers report an increase in their skills or change in their practice in all areas of implementation. Teachers report that knowledge of DIBELS was the area in which they had most improved. Other areas of high improvement were: knowledge of reading interventions, practice related to assessment, and practice related to interventions. Additionally, the vast majority of stakeholders report positive change in all areas of student skill, including student skills and test scores.

Impact on DIBELS, TN and ISTEP

Change in Student Vocabulary and Comprehension

Change in Student Vocabulary and Comprehension graphs (see pages 128-140) indicate that on average the percent of students passing their vocabulary and comprehension tests in all RF schools has remained relatively stable from 2004 to 2007 with some overall growth in fourth and first grade. These trends hold for the average performance of all RF students and economically disadvantaged students; African American student performance also remained relatively stable with notable growth in fourth grade. Trends for students with disabilities are similarly stable; however, instead of growth in fourth grade performance, there is more growth in first and third grade. Trends for LEP and Hispanic students are less clear with varied performance over time.

In all Change in Student Vocabulary and Comprehension graphs, percentages do not reflect changes for consistent cohorts of students. In addition, due to issues related to reporting of student data as well as student mobility, changes over time should be interpreted with caution.

Performance of consistent cohorts of students is presented in the Change in Student Fluency section. Overall results indicate that for the average student who consistently attended a RF school, performance was above benchmark but consistently dropped closer to benchmark from first to third grade. This trend is consistent and the decrease in average performance over time towards benchmark is statistically significant ($p < .0001$). These trends hold for most student subgroups, including: economically disadvantaged students, special education students, grade one starter ESL students, and minority students. Additionally, for all groups other than ESL second grade starters, statistical analysis indicates that subgroups perform lower (closer to benchmark or below benchmark) than general population students.

Note: DIBELS ORF is not designed as an outcome measure. Because of this, these findings are most useful when viewed for general information on trends as opposed to outcomes assessments of reading success.

Impact on Upper Elementary Teachers and non-Reading First Schools

The vast majority of coaches and principals reported that non-RF schools and upper elementary teachers have been invited to RF PD activities. Nearly half of all stakeholders agree or strongly agree that non-RF teachers in their district are using RF. As compared to previous years, stakeholders reported that extending shared literacy practice to whole schools and districts is a higher priority. District representatives and principals frequently mentioned whole-school and whole-district meetings with discussions of coordinated SBRR PD and sharing of RF practice for all schools. Additionally, stakeholders report that Non-RF schools and upper grade teachers in RF schools have begun to use DIBELS and a ninety minute block.

Sustainability

In surveys the vast majority of all stakeholders reported that their school is on track to sustainability; however, findings from site visit interviews presented a slightly different assessment. While interviews indicate that few stakeholders are optimistic about sustainability, as compared to previous years, there has been considerable preparation for the future. Stakeholders are aware of the importance of continued district and administrative support, coaching, PD, and buy-in. In addition, the majority of teachers stated that they would continue to use RF components such as the ninety minute reading block, flexible grouping, and interventions in their classrooms with or without continued funding.

Future Directions for the Reading First Evaluation

The Reading First Evaluation will continue until 2009. Data collection and analysis will continue to assess the overall quality and integrity of implementation of RF in classrooms as well as the effectiveness of professional development and the impact of RF on student achievement.

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1 Introduction

Indiana's Reading First (RF) program was established in 2003 as a result of a grant from the U.S. Department of Education (USDOE). The purpose of the program is to improve student reading achievement. The program accomplishes this by providing support to districts and teachers to increase their knowledge and use of scientifically based reading research (SBRR).

The Indiana Department of Education (IDOE) has contracted with the Center for Evaluation & Education Policy (CEEP) at Indiana University to conduct the evaluation of the RF program. The evaluation encompasses the time period from October 2003 to October 2009. This report presents evaluation data on the implementation and impact of RF in its fourth year (2006-07), as well as a summary of key evaluation findings from years one, two, and three.

1.1 Background of the National Reading First Program

Reading First is a federal initiative focused on providing effective and meaningful support to states, districts, and schools to help all students become successful, fluent readers by the end of third grade. Reading First is authorized by Title I, Part B, Subpart I of the *Elementary and Secondary Act*, as amended by the *No Child Left Behind Act* of 2001. As the academic cornerstone of the *No Child Left Behind Act*, the purpose of RF is to improve

student reading achievement through the implementation of programs and strategies proven to be effective by SBRR.

There is a strong commitment to the RF program nationally. Since 2002, Congress has appropriated over five billion dollars for the RF program. While RF is a nation-wide program, the USDOE does not directly administer the program. First, RF grants are awarded by the USDOE to state educational agencies (SEAs). SEAs can receive, after a grant approval process, a six-year grant. From that grant, SEAs award sub-grants to local educational agencies (LEAs) on the basis of a competitive grant process.

Unlike previous national reading programs, RF is a classroom-based initiative that establishes clear, specific expectations for what can and should happen for all students. The RF initiative specifies that teachers' classroom instruction decisions be informed by SBRR and the on-going assessment of students. To ensure that students learn to read well, high-quality reading programs must include effective instruction in the key components of reading instruction including: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

The assessment of students is used to assist teachers in determining each student's specific reading needs in all components of reading in order to plan instruction and use time more effectively. Data from assessments can also help administrators manage the instructional resources in their schools more effectively and help reading coaches provide better support to their teachers.

Guidelines on the required components of each LEA's RF program were established by the USDOE. From the "Guidance for the Reading First Program" provided by the USDOE, an effective reading program:

- Is based on scientifically based research.
- Includes instructional content based on the five components of reading instruction.

- Integrates the five components of reading instruction into a coherent instructional design.
- Has a coherent instructional design which includes explicit instructional strategies.
- Has explicit instructional strategies that address students' specific strengths and weaknesses; coordinated instructional sequences; ample practice opportunities; aligned student materials; and may include the use of targeted, scientifically based instructional sequences.
- Is designed with consideration for time allotment, including a protected, uninterrupted block of time for reading instruction of more than 90 minutes per day.

SEAs (including IDOE) were instructed to ensure that awarded RF grants are given to LEAs demonstrating that they would carry out the following activities:

- Use of valid and reliable instructional reading assessments for student assessment and decision making.
- Selection and implementation of a reading program that is integrated with state standards and based on SBRR and the five essential components of reading instruction.
- Use of instructional materials based on SBRR.
- Provision and ongoing evaluation of professional development (PD) for K-3 teachers and special education teachers which prepares these teachers in the use of instructional materials and SBRR.
- Collection and use of valid and reliable evaluation data by schools and districts.
- Reporting of student data for all students and categories of students.
- Promotion of access to reading material (U.S. Department of Education, 2002; 2005).

1.2 Background of the Indiana Reading First Program

The IDOE was awarded its initial RF grant in 2003. The initial and subsequent grants enable the provision of state-wide PD and technical assistance; however, the majority of the funds are awarded to eligible LEAs to establish evidence-based reading programs in schools where a large percentage of K-3 students were not “on track” to be good readers by the end of third grade.

In 2003, IDOE awarded RF grants to 21 school districts to fund programs at 53 schools across Indiana. In 2005, a second funding round was completed; two districts and five additional schools were awarded RF funds. In 2006, a third funding round was completed. Seventeen additional schools from previously participating districts had their first year of RF implementation in 2006-07. Additionally, due to extensive reorganization in a large urban district, two schools are no longer RF recipients. Funding priority was given to districts that demonstrated a clear need, as well as a commitment from administrators, specialists, and teachers to implement the RF grant.

School districts are eligible to apply for a RF grant if they have 35% or more of K-3 students reading below grade level based on the third grade Indiana Statewide Testing of Educational Progress Plus (ISTEP+), in addition to having jurisdiction over at least one of the following:

- a. A geographic area that includes an empowerment zone or enterprise community
- b. A significant percentage of schools identified for Title I school improvement
- c. The highest percentages of students who are counted for allocations under Title I, Part A

The State of Indiana identified the following five goals for Reading First in K-3 classrooms:

- Ensure that K-3 teachers, including special education teachers, learn about instruction and other activities based on SBRR and have the skills needed to teach reading effectively (Goal 1);
- Assist districts and schools in identifying instructional materials, programs, strategies, and approaches based on scientifically based research and aligned to the Indiana Academic Standards (Goal 2);
- Ensure that all programs, strategies, and activities proposed and implemented in K-3 classrooms meet the criteria for scientifically based reading research (Goal 3);
- Assist districts and schools in the selection and administration of screening, diagnostic, and classroom based instructional reading assessment with proven reliability and validity, in order to measure where students are and monitor their progress (Goal 4); and
- Integrate initiatives and leverage resources to avoid duplication of programs and services (Goal 5).

RF subgrants are intended to provide necessary assistance to districts to establish evidence-based reading programs for students in K-3. In its proposal for RF funds to the USDOE, IDOE established its guidelines for LEA proposals. First, Indiana RF funds are to provide for a dedicated reading coach for each school. The coach receives intensive training in SBRR and aids teachers in implementation of this knowledge in the classroom. In Indiana RF classrooms, student progress in reading achievement is regularly assessed. Formative assessment (screening, progress monitoring, and diagnostic assessment) is provided by the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and summative assessment by the Terra-Nova Cat and ISTEP+. The exclusive use of these assessments was a change from the assessment plan set out by IDOE in its USDOE proposal. At the end of the first year of implementation, it was decided by IDOE that the use of DIBELS for screening, progress monitoring, and diagnostic assessment was preferable to the multiple assessments originally proposed.

1.3 Background of the Indiana Reading First Implementation

During the 2003-04 school year, RF program staff focused on implementation issues including school-level PD that aligned reading programs, research, and Indiana's Academic Standards; helping schools to develop efficient and appropriate assessment systems to inform instruction and identify students who need additional assistance; providing assistance in the form of regional consultants and regional coaches to assist with program implementation; and supporting coaches and teachers who were beginning to use instructional strategies that are based on reading research.

During the 2004-05 school year, RF program staff continued to work with schools on basic implementation issues and provide assistance in PD, technical assistance, and regional coaching; however, the focus shifted to ensuring the proper administration of DIBELS assessments in classrooms, teacher and coach use of assessment data to guide

classroom practice, consistent use of the core reading program, and flexible grouping within the 90 minute reading block. In addition, the groundwork was laid for schools to begin using differentiated workstations as part of their systematic instruction.

During the 2006-07 school year, RF program staff assisted school districts in their progress towards consistent administration and reporting of assessment data; teacher, coach, and administrator knowledge and use of assessment data to guide classroom practice and decision-making; maintenance of the uninterrupted 90 minute reading block; and differentiated and systematic instruction to ensure that all students reach their reading goals. Because of the extensive number of new schools that had been awarded funds between 2005 and 2006, RF staff differentiated their assistance to aid not only fourth year grantees to meet these goals, but also to enable first and second year schools to progress quickly towards the level of their more experienced RF peers.

The fourth year of implementation marked an important change in the technical assistance and PD offered by IDOE. In preparation for continuation decisions, the RF staff developed rubrics to assess district progress and used these rubrics to clearly communicate expectations for performance and continued funding.

1.4 Scope of the Evaluation

The IDOE contracted with CEEP to evaluate the implementation and outcomes of RF. This evaluation provides policy makers within the IDOE and other stakeholders with information to improve the implementation and impact of the initiative. The evaluation has six primary questions which guide overall data collection and analysis and under-gird the formulation of more focused, flexible questions that lead data collection and analysis each year.

The six primary evaluation questions are:

1. To what extent do RF schools implement the five essential reading components?
2. To what extent do RF classrooms implement specific instructional strategies such as the 90 minute block, progress monitoring, etc.?
3. What types of reading instruction strategies are consistently applied in all K-3 classrooms?
4. What types of PD activities do the district and the school support?
5. How well does the district and school supported PD provide for consistent, high-quality classroom instruction?
6. What types of technical assistance are provided to the schools by the district? How effective is it?

The first year of the evaluation focused on addressing questions 1, 2, and 6. The Year One evaluation examined questions related to implementation and state-level activities, focusing on the following: the extent to which RF schools implemented the five essential components of reading (i.e., phonemic awareness, phonics, vocabulary, fluency, and comprehension); the extent to which RF schools implemented appropriate instructional strategies (e.g., explicit instruction, 90 minute uninterrupted reading block, small flexible grouping, etc.); and the extent to which RF schools developed an assessment system. state-level activities (e.g., the role of RF leadership, and the description of PD activities) were also described.

The comprehensive overview of findings from year one is available in “Evaluation of Indiana Reading First: Year 1 Report.” However, an abbreviated summary of findings is noted here to provide a better context for interpreting the current results. In addressing the question: “What was the level of success of the first year of implementation in RF schools?”, the following was found:

- At the end of the year the majority of schools had successfully begun to implement their RF plans.
- Schools were using a 90 minute uninterrupted block.
- Staff were increasingly administering assessments.
- Teachers were using the five components of reading in their instruction.
- Reading instruction was increasingly individualized to meet students’ needs.

Factors identified as critical to success included:

- Strong coach with content knowledge.
- Strong coach with interpersonal skills.
- Collaboration and communication among staff.
- Climate conducive to change (support, trust, etc.).
- High-quality PD.

Based on the shifting focus of RF during the second year of implementation, and the evolving nature of the evaluation, the second year of the evaluation expanded the scope of the evaluation to begin to assess the impact of RF as well as continue to examine progress in implementation. Key questions concerning implementation for the second year evaluation included:

Coaches: To what extent are coaches being effectively used in schools? How are coaches spending their time? What is the role of the coach in the classroom?

Core Teams: To what extent are Core Teams being effectively used in schools? To what extent can the successful implementation of RF be attributed to Core Teams?

Changes in the classroom: To what extent are classroom instructional strategies guided by assessment results? To what extent are SBRR strategies being used in the classroom? How are the 90 minutes being used? Is flexible grouping being used in addition to the core reading program?

Interventions: To what extent are diagnostics and appropriate interventions being used in the classroom? What types of interventions are being used?

Professional Development: Are PD choices being guided by classroom practice needs?

Non-RF schools: To what extent has RF had an impact on non-participating schools in RF districts? To what extent are teachers at non-RF schools participating in PD, changing practices, etc.?

Key findings from the 2004-05 of evaluation were:

Coaches

- Coaches spent less time in administrative duties than in 2003-04
- Administrative duties continued to occupy a large percent of coach time
- Coaches struggled to offer coaching to teachers without being seen as an evaluator
- One-third of coaches had coaching sessions only once or twice a month

Principals and District -level CORE Team

- Principals observed classrooms much more often than they offered feedback on observations
- Principals were seen as monitors of RF implementation
- Some coaches reported infrequent communication with their principal
- Stakeholders reported participation on the CORE team or other district meetings
- Role of the CORE team and/or district was not always clear

Professional Development

- Stakeholders who were enthusiastic about Voyager often reported that the Coach supplemented the on-line materials
- Stakeholders took advantage of PD opportunities
- Some stakeholders reported that PD was not coordinated with local needs

Classroom Practice

- The vast majority of stakeholders agreed that the 90 minute reading block was in place
- Daily observation of the block and implementation of SBRR during the 90 minutes continued to be a challenge
- Assessment and its use in instruction were not as fully implemented as the 90 minute block
- Stakeholders were positive about assessments and confident in their growing knowledge of them

- Flexible grouping and reading workstations were in the early stages of implementation in most classrooms
- Special education teachers, Title 1 teachers, and ESL teachers were frequently interventionists
- The most common activity for interventionists was conducting interventions with intensive students

Culture and Initial Reports of Success

- Communication among RF stakeholders was improving
- Stakeholders who may not have been central to instruction in the past were being included
- Overall perceptions of RF on culture were mixed
- Most stakeholders agreed that RF meets teacher and student needs in their school but a minority strongly disagreed (especially teachers)
- There were many reports of success, especially for students

Key findings from the 2005-06 of evaluation were:

Coaches

- Percent of coach time spent in administrative duties continued to decline
- Observation and modeling in classrooms, coaching sessions, and data discussions had increased
- Agreement on the usefulness and availability of coaches increased from 2004-05
- In many schools, especially in cohort one, as teachers' knowledge and skills grew, coaches became trusted advisors

Principals and District -level CORE Team

- Principals continued to observe classrooms much more often than they offered feedback on observations
- Principals were seen as monitors and leaders of RF implementation
- Principal monitoring of data had increased from 2004-05
- While most coaches reported frequent contact with the principal, some reported only a few meetings a year
- As stated by District Contacts, the role of the district was clearer and more extensive than in 2004-05
- District-level team meetings that were considered effective by school-level stakeholders offered a forum for discussion of needs, overall goals, and progress

Professional Development

- Stakeholders continued to take advantage of PD opportunities
- As compared to 2004-05, many more stakeholders agreed that PD met their needs
- Stakeholders reported that attention to data and discussion of goals improved the coordination of PD with needs

Classroom Practice

- The vast majority of stakeholders agreed that the 90 minute reading block was in place
- As compared to 2004-05, in cohort one schools, daily observation of the block and implementation of SBRR during the 90 minutes had improved
- Stakeholders' knowledge of assessments had grown from that of 2004-05
- Overall, stakeholders were positive about their ability to administer assessments
- In many schools, coaches, technical assistance providers, and other stakeholders were providing intensive PD to increase knowledge and skills for the interpretation of assessment data
- As compared to 2004-05, flexible grouping and reading workstations were more widely implemented
- Teachers that had overcome resistance were observed to have stronger classroom management skills, additional support in the classroom, and greater knowledge of how data drives instructional strategies
- There was greater stakeholder knowledge of the 3-Tier model and interventions
- More identified students were receiving interventions more frequently
- Personnel dedicated to RF interventions had been hired in many schools
- Some schools administered interventions in the home classroom and some had created complex pull-out schedules

Culture and Initial Reports of Success

- Communication among RF stakeholders continued to improve
- Stakeholders who may not have been central to instruction in the past were being included and the number of stakeholders involved was increasing
- Overall perceptions of RF on culture were mixed
- Most stakeholders agreed that RF met teacher and student needs in their school but a minority strongly disagreed (especially teachers)
- There were many reports of success, especially for students

Initial Feedback on Sustainability

- The vast majority of stakeholders agreed or strongly agreed that they were on track to sustainability
- Many teachers stated that they would continue their current practice with or without RF funds
- Stakeholders listed the continued presence of a coach and PD as necessary for sustainability
- Data suggested that some stakeholders had made little preparation for sustainability

1.5 Methodology

In order to effectively answer the evaluation questions, comprehensive qualitative and quantitative methodology was employed, including, telephone interviews with district representatives, site visits to RF schools, and web-based surveys with stakeholders. Analyses of impact will include other extant data such as ISTEP+ scores for RF school students as well as DIBELS and Terra-Nova data. Sources of data and methodology used for the findings in this report are described in the sections below.

1.5.1 Interviews with district representatives

Telephone interviews were conducted with all district RF representatives in February of 2007. The purpose of these interviews was to determine basic demographic and job description information for RF district representatives; what the role of district representative entails and the scope of the districts' role in the implementation of RF; fidelity of implementation of the 90 minute reading block; and use of assessments, flexible grouping, and interventions. In addition, RF district representatives were asked for their perceptions of the impact of RF on upper-elementary teachers in RF; the impact of RF on schools in their district without RF grants; their involvement in budget administration; preparation for sustainability; and impressions of initial successes and challenges.

1.5.2 Site visits

Fifteen, two-day site visits were conducted in March of 2007. Site visits were conducted by trained CEEP staff. Each visit included: observations of classrooms and relevant meetings; interviews with principals, coaches, teachers, interventionists, and other school staff, and collection of extant data and other documents.

These 15 RF schools were selected in collaboration with IDOE to represent a range of characteristics. The 15 sites were a mixture of those cohorts, urban and rural demographics, and northern, southern, and central geographical distribution. In addition, a sample of schools that had been visited by CEEP in years one through three was re-visited. Other schools had never been visited, including some schools that were in their first or second year of implementation. Provided below is a general overview of the types of schools visited, of the 15 schools:

- Nine of those schools had not previously been visited by CEEP for evaluation.
- Six had been visited in the year one and/or two site visits.

- Seven were in northern Indiana.
- Five were in southern Indiana.
- Three were in central Indiana.

- Eleven were in an urban setting.
- Four were in a rural setting.

Two schools in the Indianapolis Public School district and two in a Metropolitan School District were included due to the large numbers of schools in Indianapolis involved in RF. One charter school was also included in the 2007 site visits.

Each visit included:

- Classroom observations and discussions with the coach regarding the nature of classroom practices and extent of feedback with teachers;
- Interviews with principals, RF coaches, K-3 and intervention teachers, and other school staff; and

- Observations of relevant meetings and events such as collaborative planning periods, tutoring sessions, and literacy team meetings.

All observations, discussions with the Coach, and interviews were semi-structured and guided by interview protocols that focused on questions concerning: the role, responsibilities, and effectiveness of the coach, principal, teachers, and interventionists; the composition and effectiveness of the school and district leadership; the role and effectiveness of the principal; use of assessments to lead classroom practice; use of progress monitoring and interventions; use of the reading core and flexible groups; the availability and effectiveness of PD; administration of budgets; plans and concerns about sustainability; and overall perceptions of impact of RF on referral rates, student learning, and teacher knowledge and skills.

1.5.3 Principal, Coach, Interventionist, and Teacher Surveys

All coaches, principals, K-3 teachers, and interventionists at all RF schools received a web-based survey in late April/early May of 2007. Four surveys were developed with questions tailored to the roles of each group of stakeholders. Questions addressed the demographic background and participation in PD of all respondents. Questions specific to each stakeholder group were also included as noted below.

Teacher...

- use of assessments in classroom practice.
- implementation of the 90 minute block, reading workstations, and flexible grouping.
- participation in PD and collaboration.

Principal...

- observations and feedback on classroom practice.
- awareness and use of assessment data.
- communication and leadership related to RF.
- involvement in the timely expenditure of RF funds.

Coach...

- practice in modeling, observing, data analysis, and coaching.
- administration of assessments and/or interventions.
- leadership of PD.
- participation in PD.
- communication with other stakeholders and the Core Team use of time.
- skills and effectiveness in terms of SBRR.
- involvement in the timely expenditure of RF funds.

Interventionist ...

- job title.
- use of assessments in classroom practice.
- collaboration with K-3 teachers and coach.
- administration of interventions.

All stakeholders were asked for their perceptions of RF impact on...

- teacher knowledge, skills, and practices.
- student performance.
- school climate.
- assessment of readiness for sustainability.

Survey Response Rates

Emails for all RF principals and coaches were acquired from IDOE. Coaches forwarded surveys to their teachers and interventionists. In total, 74 surveys were sent to coaches and 73 surveys were sent to principals. Surveys were provided for distribution to approximately 987 K-3 Teachers and 157 interventionists. Standard protocol such as repeated follow-ups/reminders and multiple methods of contact were used to ensure the highest possible response rates. Response rates are as follows¹:

- 89% (66) of coaches;

1. Most principals and coaches and the majority of interventionists submitted surveys. However, the percentage of teachers submitting surveys is below half; the percentage of teachers completing the survey has fallen from previous years.

- 88% (61) of principals;
- 44% (430) of K-3 teachers; and
- 74% (116) of interventionists.

To provide a general understanding of the populations responding to the surveys, the following provides some basic demographic and background characteristics for each stakeholder group:

Principals

Sixty-one (61) principals responded to the principal survey. The gender composition of RF principals was nearly the same as previous years with 67 percent of principal respondents being female and 33 percent male. The vast majority of RF principals indicate their ethnic background as white (82%), 15 percent as African American, and three percent as Hispanic. This is similar to previous years; however, 2007 is the first year in which a principal has indicated Hispanic background.

Overall RF principals report similar educational attainment levels as they did in earlier years. Nearly all principals have a master's, master's +, or Ed.S. Fifty-four principals (89%) have received a master's degree or master's +, and three principals (5%) have an Ed.S.

The majority of principal respondents had been in their current position for 5 years or less, as was the case in earlier years. In the current year, 16 (26%) had been in their position for less than one year, 24 (39%) had been in their current position for 2-5 years. Thirteen (21%) had been in their position for 6-10 years, eight (13%) had been in their current position for over 11 years. All of these categories changed very little from previous years.

Similar to previous evaluation findings, while many principals are relatively new to their current position, they are veteran educators. In fact, the percentage of principals who have been educators for 20 years or more increased from the 2005-06 school year. Thirty-five (57%) respondents have more than 20 years of experience as an educator, 21 (34%) have 11-20 years of experience, and four (7%) have 6-10 years of experience.

Coaches

Sixty-six coaches responded to the coach survey. With very similar numbers to previous year's surveys, 97 percent of respondents are female and 94 percent are white.

Forty-eight (72%) coaches have their master's degree or master's + and 17 (26%) have their bachelor's degree. These percentages are nearly identical to last year's educational attainment self-reports.

Four coaches report having been teachers for two to five years; the majority has been teaching for more than 11 years. Fourteen (21%) have been teaching for 6-10 years; 24 (37%) have been teaching for 11-20 years; and 24 (37%) have been teaching for over 20 years. These percentages are similar to educational levels in previous years.

K-3 Teachers

Four hundred and thirty (430) K-3 teachers responded to the teacher survey. More kindergarten and first grade teachers responded to the survey than did second and third grade teachers.

Similar to findings in earlier years, 95 percent of respondents are female and the group is 94 percent white. The majority of teachers either have obtained their bachelor's degree (204 or 47%) or their master's degree (207 or 49%). These educational attainments are similar to those of earlier years.

Overall teacher experience is similar to previous years; this is notable considering that 17 new schools were added in 2006-07. Seven percent (29) of respondents have taught for one year or less; 21 percent (98) have taught for 2-5 years, and 17 percent (71) have taught for 6-10 years; 25 percent (105) have taught for 11-20 years; and 29 percent (125) have taught for over 20 years.

Interventionists

One-hundred sixteen (116) interventionists responded to their survey. The RF staff who are involved in the initiative but are not K-3 classroom teachers are a varied group. Most respondents are RF interventionists or assistants, special education teachers, and many are Title 1 teachers. Some respondents are ESL teachers, and a few are resource teachers. Those who did not fit into any of these categories reported that they are: Reading Recovery, Curriculum Facilitator, and Special Education Interventionist. The overall breakdown follows:

- 64 RF interventionists or assistants
- 37 are Title 1 teachers
- 20 are special education teachers
- 8 are ESL/ELL/ENL teachers
- 3 are resource teachers
- 11 indicated other roles

As compared to earlier evaluation findings, many more personnel identified themselves with job titles associated specifically with RF. In 2005-06, 32 percent of interventionists reported a job title of RF interventionist or assistant; in 2006-07, that percentage was 55 percent. This trend of the hiring of interventionist staff members specific to the RF initiative has been strengthened from 2004-05 and 2005-06.

As a group, the characteristics of these interventionists follow:

- Respondents are 98 percent female and 81 percent white. As compared to 2005-06, current interventionists are a more diverse group. Responses indicate that the number of non-white interventionists has increased 15 percent. As compared to 2005-06, a smaller proportion of interventionists have obtained a master's or bachelor's degree and a larger percentage have obtained an associate's degree. In 2006-07 41 percent (47) of respondents had obtained a master's degree or higher, 47 percent (54) had attained a bachelor's degree, and 12 percent (14) have obtained an Associate's degree or other educational level. As compared to 2005-06, the percentage of interventionists with an associate's degree has grown 10 percent and the percentage with a master's or higher has decreased by 13 percent.

- The majority of interventionists are in their first or first five years in their position. Thirty-six percent (42) have been in the position for less than one year. Thirty-three percent (38) have been in their current position from 2-5 years. Thirty percent (37) of respondents have been in their current position for over six years; 17 percent (20) have served for 6-10 years, eight percent (10) for 11-20 years, and five percent (6) for 20+ years.
- In 2006-07, the percentage of interventionists with multiple decades of educational experience has decreased and the percentage of those with less than two years' experience has increased. Twenty-three percent (27) of respondents have been a teacher for over 20 years; 22 percent (26) for 11-20 years; 20 percent (23) for 6-10 years; 20 percent (23) for 2-5 years; and 15 percent (17) for less than one year.

1.5.4 Methodology

Impact on DIBELS, TN and ISTEP+

Data presented in the Change in Student Vocabulary and Comprehension graphs were obtained from the Indiana Department of Education. ISTEP+ data were retrieved from the ISTEP+ Infocenter <http://www.doe.state.in.us/istep/welcome.html> between August and November 2007. Terra Nova data were provided by the Division of Prime Time and RF in September 2007.

With available data, mean percent passing calculations were made for all RF schools (see Appendix E) and for all cohort one RF schools (see pages 128-140).

Data analyzed for the Change in Student Fluency graphs were retrieved from the MClass database <https://www.mclassreading.com/wgen/Login.do> between July and November 2007. A repeated measures ANOVA with an unstructured covariance matrix was employed to answer the following research question:

- Is student performance over time for economically disadvantaged, special education, English as a second language, and minority ethnic students different than performance for all Indiana students participating in the reading first program during the same time period?

The measure used in these analyses is the standardized absolute number of words read above or below the number of words designated as benchmark for the ORF reading assessment. For example, a student in first grade taking the ORF during the mid-year assessment reading 30 words would have a score of 10 because the number of words designated as benchmark for this assessment period is 20. A student score of -5 is recorded for the participant reading only 15 words during this same assessment period.



2 Current Findings

The goal of the 2003-04 CEEP report was to give initial insight into RF implementation. It was found, at the end of the first year, that a majority of schools had successfully begun to implement their RF plans; schools were using a 90 minute uninterrupted block; staff were increasingly administering assessments; teachers were using the five components of reading in their instruction; and reading instruction was increasingly individualized to meet students' needs.

The 2004-05 and 2005-06 reports divided implementation into four sections for analysis. Those four sections were:

- *Commitment and Capacity of Key Stakeholders*
- *Professional Development and Technical Assistance*
- *Changes in the Classroom*
- *Initial Findings on Impact*

In the 2004-05 report it was found that:

Commitment and Capacity of Key Stakeholders

- Overall, there was great variation in the commitment and capacity of individual stakeholders and groups of stakeholders

Professional Development and Technical Assistance

- Stakeholders took advantage of PD opportunities
- Some stakeholders reported that PD was not coordinated with local needs

Changes in the Classroom

- The vast majority of stakeholders agreed that the 90 minute reading block was in place, but daily observation of the block and implementation of SBRR during the 90 minutes continued to be a challenge
- Assessment and its use in instruction were not as fully implemented as the 90 minute block; however, stakeholders were positive about assessments and confident in their growing knowledge of them
- Flexible grouping and reading workstations were in the early stages of implementation in most classrooms

Initial Findings on Impact

- Communication among RF stakeholders was improving and stakeholders who may not have been central to instruction in the past were being included
- Overall perceptions of RF on culture were mixed; most stakeholders agreed that RF met teacher and student needs in their school but a minority strongly disagreed (especially teachers)
- There were many reports of success, especially for students

In the 2005-06 report it was found that:

Commitment and Capacity of Key Stakeholders

- While there continued to be variation in commitment, overall the roles of key stakeholders were understood and undertaken

Professional Development

- Stakeholders continued to take advantage of PD opportunities
- As compared to 2004-05, many more stakeholders agreed that PD met their needs
- Stakeholders reported that attention to data and discussion of goals improved the coordination of PD with needs

Changes in the Classroom

- The vast majority of stakeholders agreed that the 90 minute reading block was in place
- As compared to 2004-05, in cohort one schools, daily observation of the block and implementation of SBRR during the 90 minutes had improved
- Stakeholders' knowledge of assessments had grown from that of 2005-06
- Overall, stakeholders were positive about their ability to administer assessments

- In many schools, coaches, technical assistance providers, and other stakeholders were providing intensive PD to increase knowledge and skills for the interpretation of assessment data
- As compared to 2004-05, flexible grouping and reading workstations were more widely implemented
- Teachers that had overcome resistance were observed to have stronger classroom management skills, additional support in the classroom, and greater knowledge of how data drives instructional strategies
- There was greater stakeholder knowledge of the 3-tier model and interventions
- More identified students were receiving interventions more frequently
- Personnel dedicated to RF interventions had been hired in many schools
- Some schools administered interventions in the home classroom and some had created complex pull-out schedules

Initial Findings on Impact

- Knowledge, skills, and practice in literacy continued to improve
- As compared to 2004-05, more stakeholders agreed that RF had an overall positive impact on school culture
- The vast majority of stakeholders reported positive change in all areas of student skills and test scores

In this report, implementation progress and findings on impact will again be analyzed and presented based on the following outline:

- *Commitment and Capacity of Key Stakeholders*
- *Professional Development and Technical Assistance*
- *Changes in the Classroom*
- *Findings on Impact*

The section on *Commitment and Capacity of Key Stakeholders* examines how key RF personnel are fulfilling their roles in the areas that are associated with educational change.

The section on *Professional Development and Technical Assistance* (PD/TA) presents state-level and district-level PD offerings, key aspects of PD/TA, and initial findings on the usefulness of PD/TA.

The section on *Changes in the Classroom* looks at second year implementation of important aspects of the Reading First initiative. The final section, *Findings on Impact* presents early insight into the effect of classroom changes on student achievement.

Table 1 below describes how sections of this report relate to key evaluation questions.

TABLE 1. Relation of Chapters to Key Evaluation Questions

	Commitment and Capacity of Key Stakeholders	Professional Development and Technical Assistance	Changes in the Classroom	Initial Findings on Impact
Coaches	X			
Core Team	X			
Changes in the Classroom			X	
Interventions			X	
Professional Development		X		
Non-RF Schools				X
Teacher-Level Changes			X	
Student-Level Changes				X

2.1 Commitment and Capacity of Key Stakeholders

In the 2003-04 report, several factors were found to be critical to implementation success.

These factors included:

- Strong coach with content knowledge
- Strong coach with interpersonal skills
- Collaboration and communication among staff
- Trusting climate conducive to change

In 2004-05, it was found that:

Coaches

- Coaches spent less time in administrative duties than last year
- Administrative duties still occupied a large percent of coach time
- Coaches struggled to offer coaching to teachers without being seen as an evaluator
- One-third of coaches had coaching sessions only once or twice a month

Principals and District -level Core Team

- Principals observed classrooms much more often than they offered feedback on observations
- Principals were seen as monitors of RF implementation
- Some coaches reported infrequent communication with their principal
- Stakeholders reported participation on the Core team or other district meetings
- Role of the Core team and/or district was not always clear

Teachers

- Took advantage of PD opportunities
- Were fairly consistent in implementing the 90 minute reading block
- Were confident in their growing knowledge of assessments, but unsure of how to apply assessment findings to classroom practice
- Were at the beginning stages of implementing flexible grouping and reading work-stations

In 2005-06, it was found that:

Coaches

- Percent of coach time spent in administrative duties continued to decline
- Observation and modeling in classrooms, coaching sessions, and data discussions had increased
- Agreement on the usefulness and availability of coaches increased from 2004-05
- In many schools, especially in cohort one, as teachers' knowledge and skills grew, coaches became trusted advisors

Principals and District -level Leadership

- Principals continued to observe classrooms much more often than they offered feedback on observations
- Principals were seen as monitors and leaders of RF implementation
- Principal monitoring of data had increased from 2004-05

- While most coaches reported frequent contact with the principal, some reported only a few meetings a year
- As stated by district contacts, the role of the district was clearer and more extensive than in 2004-05
- District-level team meetings that were considered effective by school-level stakeholders offered a forum for discussion of needs, overall goals, and progress

Teachers

- Agreed that the 90 minute reading block was in place
- Knowledge of assessments had grown from that of 2004-05
- Positive about their ability to administer assessments
- Participating in intensive PD to increase knowledge and skills for the interpretation of assessment data
- Implemented flexible grouping and reading workstations more widely than previous year
- Identified students for intervention and provided interventions more frequently than previous years

In the 2006-07 report, to further explore the role and efficacy of key stakeholders, the following roles will be examined:

- The Role of the Coach
- The Role of the Principal
- The Role of the Teacher
- The Role of the District and the Core Team

This section of Current Findings will examine data available on the roles, capacity, and commitment of key stakeholders.



3 The Role of the Coach

She is the facilitator, the member of the team that keeps us focused and helps us deliver the program, she helps us with the intervention piece, she takes our numbers, meets with us, shows us where the kids are and keeps the data and statistics going for me, she is the glue that keeps RF together. **Teacher**

My primary role is to be a support and resource for the teachers that are implementing good quality reading instruction in the classroom. I'm an extra set of eyes when I go into the classrooms. When you're in the midst of teaching, you can't always see the whole picture. So I tell them, I'm not coming to evaluate, but I'm the extra set of eyes. I'm a support, resource, and can provide them with the newest information I receive from trainings to help them make the education decisions they need to make. **Coach**

The RF Coach is a critical factor in the implementation of RF. The Coach's role is multifaceted and because it is a novel position associated with the RF initiative, the role of the coach is flexible and changing. It combines elements that would generally be part of the roles of teachers, administrators, and literacy specialists.

Summaries of key components of the coaches' roles from RF documents and presentations are presented in the table below. Data on the capacity of coaches in each of these areas has been collected by multiple methods. Table 2 below shows which areas were addressed by each major data collection strategy.

TABLE 2. Relation of Component of Coach’s Role to Data Collection Method

Components of Coach Role	On-Line Surveys	Site Visit Observations and Interviews	District Representative Interviews
Share expertise on assessment instruments; reading programs; and research-based strategies, practices, and interventions	X	X	
Collaborate with teachers and principal to interpret data and review data and program progress	X	X	
Assist teachers to prepare instruction and interventions; demonstrate and co-teach lessons; and observe classrooms	X	X	X
Support teachers to become independent practitioners of SBRR		X	

Based on the presentation “Key Areas of Grant-Based Monitoring” made at an Administrator’s Meeting on April 21, 2004 and the draft version of Reading First Coaching Guide: Leading for Reading Success presented by the Central Region Reading First Technical Assistance Center on October 22, 2004.

Results related to these multiple components of the coaches’ role are presented in two primary sections: Time Use and Effectiveness in Collaboration. In the Time Use section, data from multiple sources are presented to provide a better understanding of the ways in which RF coaches are using their time. The main questions in this section are:

- What are coaches doing?
- How often are they doing it?

The Effectiveness in Collaboration section focuses on the ways in which RF coaches are facilitating teacher learning through effective collaboration. The main questions for this section are:

- Are coaches confident in their skills and their value to teachers?
- Do teachers and principals benefit from the skills of the coaches?

Coach time use and effectiveness in collaboration are assessed through coach, K-3 teacher, interventionist, and principal responses. In the Time Use section, observation and feedback from coaches is presented first; this is followed by data from on-line surveys. First, coaches estimated what percent of their time was spent in RF-related activities. Next, stakeholder assessments of coach time use are presented. Finally, observations and insights from site visit interviews are reported.

3.1 Time Use

In the Year 1 report (2003-04), coaches' time allocation was noted as a serious concern. In 2004-05, the percentage of coach time spent in administrative tasks (e.g., ordering supplies or filling out paperwork) decreased though coaches continued to report that administrative duties competed with time available for coaching sessions, PD, and modeling. In Year 3, while all coaches continued to spend time in administrative duties, for the first time coaches were spending the majority of their time working with teachers, either by modeling lessons, being in the classrooms for observation, or by meeting with teachers one-on-one. In the 2006-07 school year, most coaches effectively managed their schedules and devoted the majority of their time to classrooms and coaching sessions; it is notable that cohorts two and three coaches were also able to allocate most of their time to these core coaching activities.

On-line Surveys

In on-line surveys, coaches were asked to report the percent of their time spent in modeling/observing in classrooms; one-on-one coaching sessions; conducting assessments; managing/analyzing data; conducting interventions; technical/administrative duties; information/materials for teachers; RF housekeeping; and other activities. Specifically the survey asked coaches to "Provide estimates of what percentage of your time you spend

doing each of the following in a typical week”. Responses are presented in Table 3. See Appendix A for a copy of the complete coach survey.

TABLE 3. Percent Coach Time Spent in Coaching Activities

Coaching Activities (N=66)	Percent of Coaches Who Spent at Least Some Time in These Activities	Range of Percent Time Spent in Activity	Mean Percent Time Spent in Activity
Modeling or observing in a teacher’s classroom	97%	0 - 70%	33%
Meeting one-on-one with teachers	97%	0 - 45%	19%
Conducting assessment	69%	0 - 20%	3%
Managing and/or analyzing data	97%	0 - 33%	11%
Personally implementing interventions	36%	0 - 10%	1%
Dealing with administrators or technical issues related to RF	97%	0 - 30%	11%
Collecting information or resources requested by a teacher	92%	0 - 25%	7%
Other miscellaneous housekeeping activities/tasks	88%	0 - 20%	5%
Working on the RF budget	56%	0 - 15%	3%
Other (planning for professional development and interventions)	26%	0 - 45%	3%

Insights based on these data are:

- All coaches continue to perform a range of diverse and varied activities. Patterns are similar for coaches across cohorts.
- There continues to be great variation in the amounts of time that coaches report spending in each activity.
- More coaches report in 2006-07 that they spend time in other activities (most often reported as planning for PD). While more coaches report doing these activities, they report that they spend a small portion of their time on them.
- Coach time spent in administrative duties continues to fall. Nearly all coaches perform administrative tasks (94%) but the percentage of time spent on administrative

duties continues to fall. Cohort one coaches are more likely to spend a large percentage of their time planning for PD.

- Percentage of coach time used in conducting interventions continues to fall. The percentage of coaches who personally conduct interventions as well as the percentage of coach time used to conduct interventions fell in 2006-07.
- The vast majority of coaches model or observe in teachers’ classrooms, meet one-on-one with teachers, and manage/analyze data. The single activity that takes the largest percentage of coach time is modeling or observing in classrooms.
- As in 2005-06, some coaches report spending zero percent of their time in important coach activities such as meeting with teachers and analyzing data. While the overall pattern of coach time use is maturing, these data indicate some coaches may not be meeting the challenge of balancing their time in order to fulfill all their core responsibilities.

Additional insight into the time use of coaches comes from their answers to survey questions on professional development, technical assistance, and communication duties.

These data are presented for all coaches in Table 4 below. See Appendix B for a copy of the complete coach survey.

TABLE 4. Coach Responses to Survey Questions on Time Use

Coaches on Coach Practice	Never	Rarely (a few times a year)	Sometimes (once or twice a month)	Often (once or twice a week)	Very Often (every day or almost every day)
More than one hour per day on RF administrative issues	0%	14%	19%	37%	31%
District Leadership meetings	0%	2%	78%	14%	7%
Discuss reading with other RF coaches	0%	5%	48%	24%	24%
Discuss reading with state-level RF consultants	9%	59%	32%	0%	0%
Discuss reading with regional coaches	0%	54%	44%	2%	0%

Percentages are based on the total number of returned surveys and are rounded up or down for presentation ease; therefore, totals may not equal 100%.

From these responses it can be seen that:

- The frequency with which coaches deal with administrative issues has dropped dramatically from 2005-06 to the current year. In 2005-06, 69 percent of coaches reported spending more than one hour per day on RF administrative issues daily or almost daily; and in 2006-07, 31 percent of coaches report that they spend more than an hour on administrative duties every day or almost every day. Trends are similar across coach cohorts.
- There is a decrease in the frequency of District Leadership meeting attendance by coaches. The vast majority of coaches (97%) report attending District Leadership meetings at least once a month. Compared with 2005-06, coaches report a decrease in involvement in District Leadership meetings on a daily basis and an increase in involvement in District Leadership meetings on a weekly or monthly basis.
- A larger percentage of coaches discuss reading issues with other coaches at least once or twice a month. In 2005-06, 20 percent of coaches discussed reading with other coaches a few times a year or less, in 2006-07, only 5 percent report such rare discussions with other coaches. Additionally, in 2006-07, coaches are most likely to discuss reading with other coaches once or twice a month.
- As was found in earlier years, in 2006-07, the vast majority of coaches discuss reading with state-level RF consultants and regional coaches twice a month or less. As compared to 2005-06, in 2006-07, a larger percentage of coaches report that they discuss reading with their regional coaches only a few times a year.

In addition to coach reports of their time use, on-line surveys were completed by K-3 teachers, interventionists, and principals to report their perception of coach time use. In Table 5, stakeholder estimates of the frequency with which coaches engaged in certain activities are presented. See Appendix A, B, C, and D, respectively for copies of the coach, principal, K-3 teacher, and interventionist surveys.

Based on the context of the question and the given stakeholder role, certain questions were not included for specific stakeholder groups.

TABLE 5. Stakeholder Assessment of Coach Time Use

Coach Practice	Never	Rarely (a few times a year)	Sometimes (once or twice a month)	Often (once or twice a week)	Very Often (every day or almost every day)	Stakeholder
In classrooms to model effective strategies	23%	25%	32%	18%	3%	K-3 Teacher
	7%	17%	34%	27%	15%	Interventionist
	0%	11%	18%	39%	32%	Principal
	0%	18%	42%	33%	7%	Coach
In classrooms to observe classroom practices	2%	21%	38%	34%	4%	K-3 Teacher
	4%	19%	45%	22%	9%	Interventionist
	0%	0%	27%	49%	25%	Principal
	0%	2%	7%	38%	53%	Coach
Meets with teachers for a coaching session	7%	18%	37%	33%	5%	K-3 Teacher
	10%	19%	36%	27%	8%	Interventionist
	0%	0%	11%	52%	38%	Principal
	0%	0%	25%	52%	23%	Coach
Provides constructive feedback based on observations	8%	17%	33%	32%	10%	K-3 Teacher
	8%	18%	37%	28%	9%	Interventionist
	0%	4%	13%	41%	43%	Principal
	0%	2%	28%	50%	20%	Coach
Personally conducts interventions	43%	26%	18%	9%	5%	K-3 Teacher
	32%	33%	20%	13%	3%	Interventionist
	11%	11%	36%	22%	20%	Principal
	41%	34%	14%	5%	7%	Coach
Meets with teachers regarding assessment data	1%	17%	51%	27%	4%	K-3 Teacher
	10%	15%	45%	22%	8%	Interventionist
	0%	0%	25%	55%	20%	Principal
	0%	0%	48%	42%	10%	Coach
Meets with a group of teachers for professional development	3%	9%	57%	27%	5%	K-3 Teacher
	1%	6%	42%	39%	12%	Interventionist
	0%	4%	46%	38%	13%	Principal
	0%	3%	72%	23%	2%	Coach
Discusses students' needs with teachers	5%	13%	28%	39%	16%	K-3 Teacher
	4%	9%	31%	39%	17%	Interventionist
	--	--	--	--	--	Principal
	0%	0%	7%	32%	62%	Coach

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Coach Practice	Never	Rarely (a few times a year)	Sometimes (once or twice a month)	Often (once or twice a week)	Very Often (every day or almost every day)	Stakeholder
Provides teachers with literacy resources	2%	13%	37%	36%	13%	K-3 Teacher
	0%	13%	29%	41%	16%	Interventionist
	--	--	--	--	--	Principal
	0%	2%	26%	52%	21%	Coach

Percentages are based on the total number of returned surveys and are rounded up or down for presentation ease; therefore, totals may not equal 100%.

In all of these survey responses, teachers and interventionists were asked to report how often coaches conducted the above activities with them. Coaches and principals were asked to report how often coaches worked with all teachers. Because of this difference in the questions, it is expected that coach and principal reports of coach practice will be higher than those of teachers and interventionists.

Based on these data:

- There is general agreement between principals, interventionists, and K-3 teachers on the presence and availability of the coach. As compared with earlier years, in 2006-07, interventionist reports of the availability of coaches increased; teacher reports of coach availability remained the same; and reports from coaches and principals on coach availability decreased.
- Coaches and principals indicated coaches were in classrooms less frequently. Generally, in 2006-07 coaches and principals report that coaches are in classrooms and coaching less frequently than in 2005-06. For example, a larger percentage of coaches reported meeting with teachers for a coaching session once or twice a week in 2006-07, in 2005-06 the response was more likely to have been every day or almost every day. Trends are similar across cohorts.
- Almost one-quarter of teachers report that the coach is never in the classroom to model effective strategies. On all coach availability questions there is an important minority of teachers who report that the coach is never available. By far, the category in which most teachers report never seeing the coach is coach modeling. A notable percentage (23%) of teachers report no effective modeling from coaches; this percentage increased from 2005-06 to 2006-07. Trends are similar across cohorts.
- As in previous years, principal estimates of coach time use is higher than other stakeholders.
- Interventionists report being coached more frequently than teachers. In 2005-06 interventionists were more likely than other stakeholders to report never getting

feedback from coaches or having coaching sessions; however in 2006-07 interventionists assessments of access to and feedback from the coach were very similar or more frequent than those of teachers. Trends are similar across cohorts.

- Coaches report personally conducting interventions less frequently. Teacher and interventionist 2006-07 reports of the frequency of coach conducted intervention are similar to those of 2005-06. However, coach estimates of their frequency of intervention in 2006-07 were substantially lower than in previous years with almost 75 percent reporting that they personally conduct interventions a few times a year or less. Trends are similar across cohorts.

Site Visits

Site visit interviews with coaches, teachers, interventionists, and principals as well as observations of coach practice offered insight into coach time use. These insights include the following:

- **Advances in coaching practice established in 2005-06 were maintained and deepened in 2006-07.** In 2006-07, the majority of coaches, in all cohorts, are successfully fulfilling their core coaching roles. As was found in 2005-06, current year data suggest that coaches focus their time on: coaching sessions, classroom observation and feedback, data analysis, and PD. Cohort three coaches struggle to balance these roles with their heavy coach PD schedule and administrative work; however, data suggest that they understand their core functions and struggle to address them within their time constraints. Cohorts one and two coaches, with their mature administrative strategies and maintenance level of coach PD, are better able to address their coaching functions on a regular basis. Cohort one coaches frequently report that they differentiate coaching to teacher need. New teachers or teachers that continue to struggle to address student needs are identified for frequent coach aid, while established teachers with good student performance are monitored regularly but not intensively. Schools with high administrative, coach, or teacher turnover struggle to meet the needs of new staff with intensive PD.
- **The majority of coaches continue to struggle to establish open and trusting communication with all teachers.** Most coaches report observing regularly in all classrooms; however some classrooms are visited less because of communication challenges. As stated above, coaches clearly differentiate their coaching to focus on critical needs such as first year teachers, long-term substitute teachers, or classrooms that benchmark and/or progress monitoring data suggest are struggling. However, coaches readily report that teachers who seek out their assistance and are enthusiastic about RF are more likely to receive scarce coach time; and teachers who are hostile or do not want the coach in their room tend to be left alone.

- **Coaches continue to spend a great deal of time delving into and organizing data.** In 2006-07, as in the previous year, coaches continue to spend time entering and organizing data. Some coaches use data to inform their coaching conversations and assist teachers to identify students who need extra help and reflect on teaching practice. However, some coaches spend large amounts of time organizing and printing data for teachers without coaching teachers to use the data.
- **District level support continues to grow in most districts, enabling coaches to focus on teacher and student needs.** As was found in 2005-06, coaches, principals, and teachers report that coaches are better able to fulfill their core coaching roles as administrative tasks are claimed by district level leadership. Cohorts two and three coaches still struggle with large administrative loads, however, most cohort one coaches report a decrease in their overall administrative duties. While administrative duties and paperwork have decreased, coaches report that additional paperwork and reporting tasks are added frequently.

3.2 Effectiveness in Collaboration

The core role of the RF coach is to facilitate teacher learning in and movement towards becoming independent practitioners of SBRR. First, the coach must be an expert in the knowledge and practices of SBRR; she/he must be able to share this knowledge with teachers; and finally she/he must be able to provide ongoing feedback to hone teaching techniques.

The Effectiveness in Collaboration section of this report seeks to assess coaches' progress in these areas. Findings concerning coach effectiveness in collaboration are drawn from two main sources: coach and stakeholder assessments of coach practice and effectiveness from on-line surveys; and insights from site visit interviews and observations.

On-line Survey

Table 6 presents stakeholder assessments of coach skill, knowledge, and effectiveness. As found in the previous section, principals consistently rate coach knowledge and effective-

The Role of the Coach

ness higher than other stakeholders. See Appendix A, B, C, and D, respectively for copies of the coach, principal, K-3 teacher, and interventionist surveys.

Based on the context of the question and the given stakeholder role, certain questions were not included for specific stakeholder groups.

TABLE 6. Stakeholder Assessment of Coach Practice

Coach Practice	Strongly Disagree	Disagree	Barely Disagree	Barely Agree	Agree	Strongly Agree	Stakeholder
Valuable resource in SBRR	4%	5%	2%	9%	37%	44%	K-3 Teacher
	2%	2%	0%	6%	42%	49%	Other Teacher
	--	--	--	--	--	--	Principal
	0%	0%	0%	5%	63%	32%	Coach
Valuable resource on the Core reading program	4%	7%	3%	12%	34%	40%	K-3 Teacher
	2%	3%	2%	10%	35%	47%	Other Teacher
	--	--	--	--	--	--	Principal
	0%	2%	2%	0%	56%	41%	Coach
Valuable resource on assessments	3%	4%	2%	9%	36%	46%	K-3 Teacher
	1%	3%	1%	5%	42%	49%	Other Teacher
	--	--	--	--	--	--	Principal
	0%	0%	2%	0%	43%	55%	Coach
Valuable resource on interventions	3%	5%	2%	12%	35%	43%	K-3 Teacher
	1%	3%	2%	10%	38%	47%	Other Teacher
	--	--	--	--	--	--	Principal
	0%	0%	2%	7%	55%	37%	Coach
Helped teacher better understand SBRR strategies	5%	4%	3%	15%	33%	40%	K-3 Teacher
	3%	4%	3%	10%	38%	43%	Other Teacher
	0%	0%	2%	2%	27%	70%	Principal
	0%	0%	0%	7%	68%	25%	Coach
Helped teachers make the best use of the ninety minute block	4%	6%	5%	13%	34%	39%	K-3 Teacher
	--	--	--	--	--	--	Other Teacher
	0%	0%	0%	0%	32%	68%	Principal
	0%	0%	2%	3%	60%	35%	Coach
Helped teachers better use assessment data	3%	5%	5%	11%	35%	41%	K-3 Teacher
	3%	3%	3%	6%	41%	42%	Other Teacher
	0%	0%	0%	2%	33%	66%	Principal
	0%	0%	0%	5%	57%	38%	Coach

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Coach Practice	Strongly Disagree	Disagree	Barely Disagree	Barely Agree	Agree	Strongly Agree	Stakeholder
Helped teachers to use interventions	4%	7%	5%	13%	36%	36%	K-3 Teacher
	3%	3%	4%	11%	38%	41%	Other Teacher
	0%	0%	0%	4%	34%	63%	Principal
	0%	0%	0%	13%	59%	27%	Coach
Helped teachers improve classroom practices	4%	7%	4%	14%	32%	39%	K-3 Teacher
	4%	4%	4%	9%	41%	38%	Other Teacher
	0%	0%	0%	7%	29%	64%	Principal
	0%	0%	0%	8%	55%	37%	Coach
Helped ensure proper expenditure of RF funds	--	--	--	--	--	--	K-3 Teacher
	--	--	--	--	--	--	Other Teacher
	2%	6%	0%	4%	24%	65%	Principal
	2%	9%	2%	10%	43%	35%	Coach

Percentages are based on the total number of returned surveys and are rounded up or down for presentation ease; therefore, totals may not equal 100%.

Insights from these data include the following:

- The vast majority of all stakeholders agree or strongly agree that coaches are valuable resources on SBRR, the core reading program, assessments, interventions, and the 90 minute block. As compared to 2005-06, in 2006-07, the strength of teacher and interventionist opinions of the helpfulness of the coach increased and the strength of the self-estimate of coaches declined slightly.
- In assessment of coaches' help with SBRR, the core program, the 90 minute reading block, assessment data, and interventions, four to 11 percent of K-3 teachers and interventionists disagree or strongly disagree that the coach is a valuable resource. Teachers are most likely to report that the coach is not a valuable resource for the core program, the use of interventions, and improving classroom practices. These findings are similar to those of 2005-06.
- While the vast majority of coaches and principals agreed or strongly agreed that the coach helped ensure that RF funds were expended properly, the percentage of coaches and principals that agreed or strongly agreed with this statement decreased from 2005-06. This change reinforces other data which indicate that fiscal responsibility in some schools is being transferred from coaches to district level personnel.

Site Visits

Site visit interviews with coaches, teachers, interventionists, and principals as well as observations of coach practice offered insight into perceptions of coach performance.

The following insights are provided:

- **Communication between coaches and teachers continues to improve but many coaches still report this as the most challenging aspect of their position.** Some coaches have a well-established role and rapport with teachers. In those schools, the faculty values the coach, understands the coach role, and even those with lingering qualms about RF are working toward a full implementation of RF in their school. In other schools, communication with teachers is not uniform and there is a lack of understanding of the role of the coach. Often teachers who seek out the coaches' assistance have good communication with the coach and are very positive about her/his assistance. Teachers who are less positive about RF or who are less likely to seek out the coaches' assistance seldom communicate with the coach and express frustration with the coaches' role and availability. Establishing coaching relationships with teachers is extremely challenging and requires high levels of content and communication skills. Schools observed to have excellent coaching relationships were characterized by open communication, respect, and differentiation of coaching. As stated by one coach:

I need to be aware that we are very different people. I have a vision of where I want them to be, but also recognize that each [teacher] is on their own track. I only give them so much information at a time, so I don't overload them. I don't like to give them the perception that what they've done in the past is wrong, but there is a more efficient and effective way to do what they were doing. Once I got them to understand that RF wasn't judging them, per se, they were very open. Let's look at what research is telling us and evaluate what we're doing to refine it. **Coach**

- **Relationships between the coach, faculty, and administration are highly dependent on experience and consistency.** Schools in their first year of implementation or with high levels of turnover struggle to establish working relationships and good communication. However, the transitions needed for successful RF implementation have been much faster in most cohorts two and three schools than in cohort one schools. Cohorts two and three schools have clear models of implementation in veteran RF schools and data indicate that districts are much more integrated into the implementation process than in early years of implementation.



4 The Role of the Principal

I work very closely with our coach and I work closely with the principals and coaches in our other district Reading First schools. I lead the team to work with the data in my school and other schools; we have team meetings once a month. In those meetings we analyze data, look at individual student progress, and help teachers realign programs for kids that aren't doing as well as we would hope. We are getting better every year; we have more knowledge every year. It's been pretty consuming. **Cohort one, Principal**

When I do the walk-throughs, the most frequent feedback I give teachers is asking them questions, trying to get them to really think about what they're doing. A lot of times that will promote dialogue between us. I try to give them non-threatening feedback. It's much more effective to have informal conversations with people where you lead them along and talk about the things you want done. Sometimes it is their idea, and sometimes it gets them thinking that maybe they should be doing something differently. When I go in for formal observations, I highlight strengths that exist in the classroom and sometimes offer some recommendations. Formal observations again provide the opportunity to dialogue back and forth. I like to have two-way discussions with each other so we both understand exactly what the other means. **Cohort two, Principal**

As an instructional leader, the principal of a RF school plays a crucial role in educational change. The principal must lead the implementation through active involvement and knowledge of the initiative; she/he must ensure that teachers have the support that they need to implement the changes and monitor these changes by regular observation and

feedback; and she/he should work closely with the coach but differentiate their roles so that the coach is not seen as an evaluator.

Summaries of key components of the principals' roles are presented in Table 7 below.

Data on the capacity of principals in each of these areas has been collected by multiple methods. The table below shows which areas were addressed by each major data collection strategy.

TABLE 7. Relation of Component of Principal's Role to Data Collection Method

Component of Principals' Role	On-Line Surveys	Site Visit Observations and Interviews	District Representative Interviews
Be actively involved leader of RF implementation and have knowledge of RF requirements, SBRR, and effective instruction	X	X	
Ensure that teachers have all necessary support and are being held to a high level of program fidelity; and observe classrooms and offer feedback	X	X	X
Ensure that the coach is NOT an evaluator or administrator	X	X	

Based on the presentation "Key Areas of Grant-Based Monitoring" made at an Administrator's Meeting on April 21, 2004.

Results related to these multiple components of the coaches' role are presented in two primary sections: Active Involvement and Implementation Leadership. In the principal Active Involvement section, data from multiple sources are presented to assess the extent to which RF principals are discussing RF with school and district stakeholders and offering monitoring and feedback to teachers. The Implementation Leadership section focuses on the leadership of the principal. Data from multiple sources are presented to assess the extent to which principals make their implementation expectations clear and monitor progress of the RF initiative.

Active principal involvement and implementation leadership are assessed through coach, K-3 teacher, interventionist, and principal responses. In the [Active Involvement](#) section, data from on-line surveys which present stakeholder assessments of principal involvement are analyzed. In addition, observations and insights from site visit interviews are reported.

4.1 Active involvement

On-line Surveys

In on-line surveys, school stakeholders (including principals, coaches, teachers, and interventionists) were asked to assess the level of principal involvement in RF by estimating the frequency with which the principal engaged in various activities. Responses are presented in Table 8. See Appendix A, B, C, and D, respectively for copies of the coach, principal, K-3 teacher, and interventionist surveys.

Based on the context of the question and the given stakeholder role, certain questions were not included for specific stakeholder groups.

TABLE 8. Stakeholder Assessment of Principal Practice

Principal Practice	Never	Rarely (a few times a year)	Sometimes (once or twice a month)	Often (once or twice a week)	Very Often (every day or almost every day)	Stakeholder
In teachers' classrooms to monitor	4%	36%	40%	15%	5%	K-3 Teacher
	11%	36%	38%	11%	4%	Other Teacher
	0%	2%	22%	47%	29%	Principal
	2%	16%	34%	34%	13%	Coach
Provides constructive feedback	11%	36%	35%	15%	2%	K-3 Teacher
	15%	34%	36%	12%	4%	Other Teacher
	0%	2%	38%	49%	11%	Principal
	2%	20%	45%	28%	5%	Coach

The Role of the Principal

Principal Practice	Never	Rarely (a few times a year)	Sometimes (once or twice a month)	Often (once or twice a week)	Very Often (every day or almost every day)	Stakeholder
Provides constructive feedback to the coach	--	--	--	--	--	K-3 Teacher
	--	--	--	--	--	Other Teacher
	0%	2%	13%	69%	17%	Principal
	3%	22%	23%	43%	8%	Coach
Meets with teachers regarding students' assessment data	20%	34%	41%	5%	1%	K-3 Teacher
	28%	27%	36%	6%	4%	Other Teacher
	0%	2%	67%	28%	4%	Principal
	5%	27%	59%	7%	2%	Coach
Meets with the RF coach regarding student assessment data	--	--	--	--	--	K-3 Teacher
	--	--	--	--	--	Other Teacher
	0%	2%	24%	69%	6%	Principal
	2%	7%	31%	56%	5%	Coach
Participates in teacher meetings	8%	20%	48%	20%	5%	K-3 Teacher
	3%	15%	48%	24%	10%	Other Teacher
	0%	4%	49%	36%	11%	Principal
	2%	15%	54%	22%	7%	Coach
Informally discusses RF issues with teachers	14%	23%	42%	16%	3%	K-3 Teacher
	16%	25%	35%	20%	5%	Other Teacher
	0%	0%	15%	56%	29%	Principal
	0%	8%	48%	33%	10%	Coach
Informally discusses RF issues with the coach	--	--	--	--	--	K-3 Teacher
	--	--	--	--	--	Other Teacher
	0%	0%	6%	47%	47%	Principal
	0%	2%	8%	54%	36%	Coach
Participates in Core Team meetings	--	--	--	--	--	K-3 Teacher
	--	--	--	--	--	Other Teacher
	2%	9%	62%	22%	6%	Principal
	3%	15%	63%	10%	8%	Coach

Percentages are based on the total number of returned surveys and are rounded up or down for presentation ease; therefore, totals may not equal 100%.

In all of these survey responses, teachers and interventionists were asked to report how often principals conducted the above activities with them. Coaches and principals were asked to report how often principals worked with all teachers. Because of this difference in the questions, it is expected that coach and principal reports of principal practice will be higher than those of teachers and interventionists.

Insights from these data include the following:

- In general, principals report that they are observing, offering feedback, and meeting with stakeholders more often than other stakeholder estimates; however, as compared to previous years, there is more agreement among stakeholders on principal availability. For example, whereas 58 percent of principals reported they provide constructive feedback to teachers at least once a week, 33 percent of coaches and 17 percent of teachers stated similarly. These trends are similar to those of past years.
- In 2006-07 the percentage of teachers who reported never being monitored or offered feedback by the principal dropped from 2005-06. However, the majority of teachers report discussing assessment data or instruction with the principal a few times a year or less.
- As compared to earlier years, in 2006-07, a smaller percentage of teachers report receiving constructive feedback or discussing student assessment data with the principal a few times a year or less.
- Estimates of time spent discussing RF issues between the coach and principal are much closer than those between the principal and teachers. Closest agreement between principals and coaches is on discussion of assessment data and informal discussion with coaches. The vast majority of coaches and principals state that they meet at least once a month to discuss data and at least once a week to discuss RF issues. As compared to 2005-06, these meetings are slightly less frequent.
- In 2006-07, coaches and principals report that they meet less frequently than in 2005-06. In addition, 26 percent of coaches report that the principal offers them constructive feedback a few times a year or less.
- The vast majority of all stakeholders report that principals participate in teacher meetings weekly or monthly. These findings are similar to those of 2005-06.
- The vast majority of principals and coaches agree that the principal participates in district leadership meetings at least monthly. As compared to 2005-06 principals report that they attend leadership meetings less frequently in 2006-07.

Site visits

Site visit interviews offered insight into perceptions of principal involvement. Findings from site visit data include the following:

- **While the coach continues to be teachers' primary resource for classroom reading practice, as compared to previous years, principals are much more involved in the reading process in their schools.** Teachers report most often seeking feedback on their teaching and student performance from the coach; how-

ever, in 2006-07 as compared to previous years, more teachers report that their principal is aware of teacher literacy practice and participates in PD activities.

- **Principal turnover has been dramatic; however, instead of causing disruption it seems to have brought vitality.** Of the schools selected for site visits, almost half have had a new principal in the last two years. While stakeholders note that there have been challenges adapting to new leadership, most report that their principal is knowledgeable and supportive of RF and their teaching practice.
- **Most coaches report frequent communication with principals.** Most coaches interviewed reported formal weekly meetings with principals, daily informal discussions, and open-door policies. In addition, because most principals were able to visit classrooms regularly, coach-principal meetings were often focused on problem-solving rather than updates on classroom instruction.
- **Principals are conversant in assessment data and often attend grade-level and PD meetings.** In 2005-06 most principals reported that data was one of their most frequent discussion items with coaches. In 2006-07 principals continue to monitor data, in addition, they go further and discuss assessment findings with teachers and strategize classroom practice to meet continued student needs.
- **Some principals continue to have minimal communication with their coach and low visibility in their school's classrooms.** Survey, observation, and interview data suggest that some principals' only interactions with literacy instruction are hallway walks or pop-in visits to classrooms and infrequent discussions with the coach.

4.2 Implementation leadership

The second major question concerning the role of the principal is their role as implementation leader. In Table 9, on-line survey responses concerning principal leadership related specifically to RF are presented. See Appendix A, B, C, and D, respectively for copies of the coach, principal, K-3 teacher, and interventionist surveys.

TABLE 9. Stakeholder Assessment of Principal Leadership

Principal Practice	Strongly Disagree	Disagree	Barely Disagree	Barely Agree	Agree	Strongly Agree	Stakeholder
Provides strong leadership	6%	7%	3%	16%	44%	24%	K-3 Teacher
	2%	3%	1%	15%	49%	30%	Other Teacher
	0%	0%	0%	6%	58%	36%	Principal
	2%	8%	2%	18%	39%	31%	Coach

The Role of the Principal

Principal Practice	Strongly Disagree	Disagree	Barely Disagree	Barely Agree	Agree	Strongly Agree	Stakeholder
Effectively monitors implementation	5%	7%	5%	19%	46%	17%	K-3 Teacher
	2%	1%	6%	17%	47%	28%	Other Teacher
	0%	0%	0%	4%	58%	38%	Principal
	5%	7%	5%	20%	39%	25%	Coach
Expects implementation	1%	1%	0%	2%	33%	64%	K-3 Teacher
	0%	0%	1%	3%	41%	55%	Other Teacher
	0%	0%	0%	0%	11%	90%	Principal
	0%	0%	0%	5%	34%	61%	Coach
Actively involved in Core Team	--	--	--	--	--	--	K-3 Teacher
	--	--	--	--	--	--	Other Teacher
	0%	0%	0%	7%	35%	58%	Principal
	0%	5%	2%	17%	32%	45%	Coach
Manages the RF budget	--	--	--	--	--	--	K-3 Teacher
	--	--	--	--	--	--	Other Teacher
	11%	15%	4%	10%	30%	32%	Principal
	20%	30%	2%	12%	24%	14%	Coach

Percentages are based on the total number of returned surveys and are rounded up or down for presentation ease; therefore, totals may not equal 100%.

Insights from these data include the following:

- The vast majority (96%-100%) of all stakeholders agree or strongly agree that the principal expects teachers to implement RF. Principals overwhelmingly strongly agree. These findings are similar to those of 2005-06.
- The majority of stakeholders agree that principals provide strong leadership for RF and monitor teachers' implementation. While principals are most likely to agree or strongly agree, the majority of teachers, interventionists, and coaches also agree or strongly agree. As compared to 2005-06, there is more positive agreement on principal leadership and monitoring amongst stakeholders.
- Principals and coaches are in close agreement that the principal is actively involved in district level leadership. Over 75 percent of coaches agree or strongly agree and over 90 percent of principals agree or strongly agree. These findings are similar to those of 2005-06.
- Patterns of principal involvement in the RF budget have changed from 2005-06. A greater percentage of principals disagree or strongly disagree that they manage the RF budget, while a greater percentage also strongly agree that they manage the RF budget. These findings indicate that as compared to 2005-06, in 2006-07, principals are either very frequently or very infrequently involved in the management RF budget.

Site visits

Site visit interviews offered insight into principal involvement and leadership. From these data the following insights are offered:

- **Principals continue to be highly rated in terms of overall monitoring and guidance and are increasingly becoming involved in reading instruction.** Strong principals continue to have a clear leadership and evaluation role. However, with the growth in principal knowledge of SBRR and participation in PD and teacher meetings, more principals are seen as literacy leaders.
- **Teachers appreciate the logistical expertise of principals but are enthusiastic about support for literacy instruction.** Even in cohorts two and three schools RF principals have successfully established genuinely uninterrupted 90 minute blocks and overseen the allocation of needed resources in the school. Further, many principals have gone beyond logistics to become leaders of their school's literacy team.
- **Principals monitor RF implementation through classroom visits.** In addition to monitoring data, attending PD meetings, and discussing instruction with the coach, the vast majority of principals observe literacy instruction in classrooms. Most principals reported doing daily or weekly walk-throughs during the 90 minute block. However, in some schools stakeholders reported principal presence in classrooms as rare.



5 The Role of the Teacher

Now, I think that I am more deliberate in my teaching. I feel that before I never really knew exactly how students learn how to read. Now I know how the skills build onto of each other and I know what I need to do as a teacher. I also think that before I didn't look at any assessment results to determine my instruction, and I am doing this now. **15th year, Third Grade Teacher**

The level of questions the teachers are asking are much deeper, so I know that they are really getting it about guided reading, about flexible grouping, about phonics and phonemic awareness...the big five. Kids come out of college to be teachers, and have had one or two courses in reading; this has been in-depth reading instruction for our teachers. So, I would say that we have changed the entire conversation and culture of teaching reading in our buildings. It has made a definite impact on those teachers. Wherever they go from here, they will have a clearer, deeper understanding of reading instruction. **District Representative**

RF is a classroom-based initiative. Therefore, teachers and changes in teacher practice are the central feature of any examination of RF implementation. The key components of the teachers' role are presented in Table 10 below along with notations regarding primary data sources used to examine each component.

TABLE 10. Relation of Teacher's Role to Data Collection Method

Component of Teacher's Role	On-Line Surveys	Site Visit Observations and Interviews	District Representative Interviews
Provide SBRR-based instruction to students	X	X	X
Make instructional decisions based on data	X	X	X
Provide appropriate interventions	X	X	X
Collaborate and share knowledge of SBRR and PD	X	X	
Serve with the other stakeholders as a team that helps recognize students' strengths and needs, identifies instructional areas for change, and makes decisions	X	X	

Based on the presentation "Key Areas of Grant-Based Monitoring" made at an Administrator's Meeting on April 21, 2004.

Data related to teacher implementation of RF in the classroom is discussed in the Changes in the Classroom section. A summary of those findings is presented below:

Overall, in 2006-07, the majority of teachers observed the ninety minute reading block daily, administered assessments as scheduled, and established flexible groups. In addition, teachers and other stakeholders report that instruction during the 90 minute reading block is increasingly based in SBRR and teacher skill in interpretation and application of assessment data to establish flexible groups and meet student needs is strengthening. As compared to previous years, resistance to flexible grouping and reading workstations has decreased. Some teachers continue to feel uneasy about classroom management and instructional strategies during small group time, however, increased comfort with SBRI and the use of data as a guide have increased teacher confidence. However, while nearly all teachers report implementing flexible group time and workstations, it is difficult to establish the extent to which workstations are differentiated to meet student needs and the frequency with which groups are reorganized based on student skill. Teachers report that RF has had positive impacts on their teaching, their school climate, and their stu-

dents' success. Complete data related to teacher implementation of RF in the classroom is discussed in the Changes in the Classroom section (see pages 73-104).

In addition, in interviews teachers often reflect upon their practice as a reading teacher.

Findings are presented below:

- **While many have reservations, teachers are very positive about RF.** Nearly all teachers comment on a decrease in time for instruction in writing, mathematics, and other subjects; some teachers feel that they have lost some creativity in their instruction; and teachers from all three cohorts mentioned feeling stressed, pressured, and overwhelmed. None-the-less almost all teachers are certain that RF has helped their students' reading performance and has made them better literacy teachers and collaborators with their colleagues.
- **Teachers across the cohorts give various descriptors of their role in RF.** Most teachers feel their responsibilities are multifaceted: attend data meetings, follow mandates and grant requirements, teach reading explicitly based on the Big 5 components, implement SBRR program with fidelity, support children who are not on grade level, administer DIBELS and progress monitor. Most teachers used the word "facilitator" to describe themselves.
- **Teachers report that because of RF they have a better understanding of reading instruction.** The majority of teachers in cohorts one and two report being stronger teachers because of their deepened understanding of reading and increased awareness of students' abilities. Teachers and other stakeholders enjoy having a common language to use when discussing student needs. In their first year of implementation, cohort three teachers often express similar sentiments, but state that they are overwhelmed with the pace of implementation in their initial year.



6 Leadership and District Role

I work with the schools to develop their plans for each year. I meet with them on a regular basis with the principal and the coaches, and then I meet with the coaches, just working on action plans, information from their assessments, any problems they are having with the administration of the grant. I also do all budgeting issues and I keep all that here centrally for all the schools. I work with the schools on expending their funds. I do all the reporting of those funds. I act as the district representative to Reading First meetings along with the principals. I try to take care of all those administrative requirements that I can at this level. Now, when it comes down to action plans, dealing with instruction at the building, I do meet with the coaches and the principals and the core teams to make those decisions. **District Representative**

We also coordinate professional development and help schools plan, long-term and making sure the professional development is hearty and meaty and not one-shot deals. We help them locate consultants that are of quality and value and are along the same philosophy of Reading First, but also are district priorities, and make sure that those consultants are sending the same message we would want all of our schools to have. **District Representative**

Summaries of key components of leadership and district roles are presented in Table 11 below. Data on leadership capacity and district level stakeholder practice in each of these areas has been collected by multiple methods; the table below shows which areas were addressed by each major data collection strategy.

TABLE 11. Relation of Core Team/District Role to Data Collection Method

Component of Core Team and District Role	On-Line Surveys	Site Visit Observations and Interviews	District Representative Interviews
Have knowledge of RF requirements			X
Facilitate full and timely implementation of RF	X	X	X
Ensure that school personnel receive professional development and other resources as needed		X	X

Based on the presentation “Key Areas of Grant-Based Monitoring” made at an Administrator’s Meeting on April 21, 2004.

This section deals with leadership, the District Representative, and the District level role. The first section provides information on which stakeholders participate in district level support; the second focuses on what leadership teams and district stakeholders do in the context of RF; and the final section presents feedback on the effectiveness of leadership teams and district in RF implementation from on-line surveys and site visits.

6.1 Who are RF district representatives?

Data on the job description of district representatives and the role of the district in RF were collected during phone interviews with all RF district representatives. Twenty-three districts were represented in the phone interviews. However, in some cases, multiple district-level stakeholders responded to questions in a teleconference format. Of those stakeholders:

- 25 percent (7) are principals or assistant principals.
- 21 percent (6) are Title 1, Reading First, Federal Program or Development Coordinators.
- 18 percent (5) are Directors of Elementary Programs or K-12 Curriculum & Instruction.
- 11 percent (3) are Superintendents/ Deputy Superintendents /Assistant Superintendents.

- 14 percent (4) are Reading Coaches/District Reading Coaches.
- 11 percent (3) are Elementary Reading/Curriculum Coordinators.

Each year since 2004-05, participation in the District Representative interviews has increased. In 2006-07, more total stakeholders were involved in the interviews than in previous years. In addition, more district-level administrators are serving as District Representatives and participating in District Representative interviews. The trend since 2004-05 towards greater district involvement continues in 2006-07. A larger proportion of District Representatives are Title 1, RF, or Development Coordinators or superintendants.

The vast majority of District Representatives for RF and other stakeholders who participated in phone interviews have been involved in Reading First since their grants were awarded. They also have a great deal of experience in their districts. The following provides an overview of the District Representatives' previous experience in the district:

- 9 percent (2) had been in the district for less than 2 years.
- 13 percent (3) had been in the district between 3 and 5 years.
- 22 percent (5) had been in the district between 6 and 10 years.
- 22 percent (5) had been in the district between 11 and 25 years.
- 35 percent (8) had been in the district more than 25 years

These findings are similar to those of 2005-06. Overall, the majority of District Representatives are veterans in their districts.

6.2 What is the role of the district representative?

District representatives were asked to describe the amount of time that they spend in RF-related activities and what activities they and other district personnel perform.

Estimates of the percent of time that district representatives spent on RF matters per week ranged from between three percent and 100 percent (based on a 40-hour work week).

- 8 percent (2) representatives stated that they spent less than five percent of their time per week on RF matters.
- 42 percent (10) stated that between five and 15 percent of their time went to RF matters every week.
- 25 percent (6) said that they spent between 16 and 30 percent of their time on RF matters.
- 8 percent (2) stated that they spent between 31 and 50 percent of their time on RF matters.
- 17 percent (4) stated that they spent over 50 percent of their time on RF matters.

These findings are similar to those of 2005-06. Overall, the majority of District Representatives spend less than 30 percent of their time on RF matters. However, Representatives, especially those who are coaches or RF coordinators, spend nearly all of their time on RF.

In comparison with 2005-06, 2006-07 answers to the question “What are your responsibilities?” were quite similar. District involvement increased dramatically in 2005-06 and has continued to increase in many districts in 2006-07. As in 2005-06, the most common activities for district representatives were: holding meetings for all stakeholders, working with the budget, and facilitating communication between stakeholders. While these activities are similar to those of previous years, the importance and centrality of district involvement has increased in most districts; however, some schools continue to lead their own implementation without consistent or cohesive support for their district. An outline of the major duties and roles for district personnel is presented below:

- **District Leadership**

- Coordinate planning for creation of action plans

- Create district literacy plan that integrates RF and non-RF schools into one consistent framework

- Use data to inform district-wide instructional planning and guide PD selection

- Ensure that all stakeholders are participating in implementation of excellent literacy instruction (from superintendant to paraprofessionals)

Oversee adherence to and regularly update action plans and continuation charts
Maintain and coordinate district-wide calendar, accounting for assessment dates and PD needs

Hire and coordinate interventionists

Establish communication and facilitate cooperation between RF and non-RF schools in the district

Communicate with the school board and other outside stakeholders about the efficacy of literacy instruction in the district

Write and coordinate grants at the district level to ensure continuous implementation of SBRI across the district

- **Oversight and District-Level Monitoring**

Facilitate and attend weekly meetings with coaches and/or Title 1 and RF personnel

Prepare monthly agendas for RF district-level meetings

Monitor and discuss assessment data

Set and monitor expectations for student achievement

Visit schools and oversee implementation

Provide feedback for teachers and other school stakeholders based on classroom observations and assessment data

- **Coordination and Communication**

Arrange and attend meetings with district-level personnel, coaches, consultants, technical assistants, principals, and teachers

Draft agendas for meetings based on action plans and data analysis

Regularly discuss data with district and school stakeholders

Be knowledgeable about RF requirements

Answer stakeholder questions about RF requirements

Attend RF administrator meetings

Reinforce the importance of RF fidelity

- **Provide Management and Oversee Logistics**

Plan for substitute teachers and/or paraprofessionals

Hire or coordinate external consultants and/or district personnel for curriculum, pedagogy, or data needs

Order materials for school and manage budget and distribution

Work with all stakeholders to build good rapport

Coordinate and monitor stakeholders in completion of timelines and monthly goals

Ensure availability of technology for data maintenance and analysis

- **Budget Administration**
 - Monitor budgets and ensure that funds are expended as planned
 - Hold meetings with the coaches and other stakeholders to discuss financial updates and requirements
 - Prepare midyear reports on school expenditure
- **Data Management and Report Writing**
 - Check DIBELS reports with coaches
 - Prepare district reports on budgets, PD, and technical assistance
 - Facilitate the writing of grants and district action plans
 - Be knowledgeable about assessment data and facilitate communication on assessment results
- **Professional development**
 - Coordinate district-level PD and technical assistance
 - Focus PD in areas that data and stakeholder feedback suggest are necessary
 - Participate in Voyager classes and grade level meetings
 - Purchase materials needed for student and teacher development

Based on these data from telephone interviews, as compared to 2005-06 results, district representatives and district-level personnel have deepened their role in RF implementation. Time commitments from District Representatives are similar to those in 2005-06. District representatives are allotting on average 15 percent of their time per week for RF duties, although an additional 21 percent state that as much as 30 percent of their work week hours are devoted to RF. District representatives continue in the current year to be highly experienced administrators and veteran educators.

Most importantly, the district-wide role and importance in implementation has grown in 2006-07. In many districts, leaders have established a common set of priorities for all elementary schools and are unifying their literacy plans around RF practice. While this level of district commitment and focus are notable, some RF schools continue to report a lack of support from their district.

6.2.1 What is the role of the district as a whole?

As was found in previous years, the goals and purposes of the districts as a whole are similar to those listed for District Representatives. The most commonly mentioned roles are:

- Maintenance of Budgets
- Purchasing
- Keeping all stakeholders informed and ensuring that all components of divergent programs link together to achieve the overall educational goal of the district
- Coordination of PD
- Hiring of support personnel for RF schools and offering additional assistance (e.g., the hiring of clerical personnel and offering budget training for coaches)

Many of the critical functions of district level support are accomplished through meetings. The majority of District Representatives regularly meet for some district-level meeting. Some representatives (especially those in small districts or charter schools) state that there is no district level meeting. For those who regularly meet with other district-level stakeholders, the meetings are most commonly held weekly, monthly, or quarterly. District Representatives reported that principals, coaches, external consultants, and themselves are the most common attendees of the meetings; however, in 2006-07 high-level district stakeholders such as the superintendent are sometimes involved. The most commonly reported topics are budgets discussion of data, strategic planning, PD, and curriculum.

One major task which is often the responsibility of district level personnel (in conjunction with coaches and principals) is maintenance of the RF budget. In interviews, District Representatives frequently reported that ensuring that RF funds are expended is their responsibility. Some representatives report monthly meetings with large groups of stakeholders (finance directors, principals, coaches, external consultants, grade-level representatives) while some report they work on the budget relatively independently. In 2006-07 stakeholders continue to report that maintenance of the budget is a difficult process. However, in many districts, district-level personnel have lessened the load on coaches by overseeing the budget. Additionally, while some stakeholders continue to report that RF budget

management is overly complicated and time consuming, some report that monthly reporting provides a helpful double-check.

6.3 Other stakeholder assessment of District Leadership Team and District-level support

Principals, coaches, K-3 teachers, and interventionists assessed the role and effectiveness of the District Leadership Team and their district level support through on-line surveys and site visit interviews. First, on-line survey data are presented; this is followed by insights from site visit interviews.

On-line Survey

In the on-line, survey stakeholders were asked to reflect on the role and effectiveness of the District Leadership Team, see Table 12 below. See Appendix A, B, C, and D, respectively for copies of the coach, principal, K-3 teacher, and interventionist surveys.

TABLE 12. Stakeholder Assessment of Core Team Practice

District Team Leadership Practice	Strongly Disagree	Disagree	Barely Disagree	Barely Agree	Agree	Strongly Agree	Stakeholder
RF Coach is actively involved in the District Leadership Team	--	--	--	--	--	--	K-3 Teacher
	--	--	--	--	--	--	Other Teacher
	0%	0%	0%	4%	22%	75%	Principal
	0%	2%	0%	5%	43%	50%	Coach
Principal is actively involved in the District Leadership Team	--	--	--	--	--	--	K-3 Teacher
	--	--	--	--	--	--	Other Teacher
	0%	0%	0%	9%	34%	58%	Principal
	0%	6%	2%	15%	34%	43%	Coach
District Leadership Team has a clear sense of purpose and direction	--	--	--	--	--	--	K-3 Teacher
	--	--	--	--	--	--	Other Teacher
	0%	0%	0%	11%	46%	43%	Principal
	2%	3%	5%	10%	53%	27%	Coach

District Team Leadership Practice	Strongly Disagree	Disagree	Barely Disagree	Barely Agree	Agree	Strongly Agree	Stakeholder
District Leadership Team helps in effective implementation	--	--	--	--	--	--	K-3 Teacher
	--	--	--	--	---	--	Other Teacher
	0%	0%	0%	15%	47%	38%	Principal
	2%	5%	3%	12%	48%	31%	Coach

Percentages are based on the total number of returned surveys and are rounded up or down for presentation ease; therefore, totals may not equal 100%.

Insights from these data include the following:

- As found in 2005-06, 90 percent of coaches agree or strongly agree that they are actively involved in the District Leadership Team.
- The vast majority of principals and coaches agree or strongly agree that principals are actively involved in the District Leadership Team, the District Leadership Team as a clear sense of purpose and direction, and the District Leadership Team helps in effective implementation. However, in all three categories about 10 percent of coaches report some level of disagreement. These results are similar to those of 2005-06.

Site visits

Site visit interviews with school stakeholders offered further insight into the functioning of the District Leadership team. From these interviews, the following insights were observed for 2006-07:

- **District Leadership has expanded but in RF schools, the foundation of implementation remains the coach, principal, and teachers.** In 2006-07, while available data indicate that the district role in RF implementation and expansion to non-RF schools has increased, school-level stakeholders refer to their grade level teams and coaches when discussing leadership.
- **With the exception of the principal, often school-level stakeholders are not aware of District Level leadership.** District level involvement in strategic planning, PD, budgets, materials, and staff allocation offer great support and resources to most schools, however, while teachers and coaches report appreciation for district support, they seem unaware of specific contributions.
- **Leadership turnover has hampered the development of leadership teams in some districts.** Nearly half of all schools chosen for site visits had a new principal and many had new coaches. In some cases these schools were cohort three schools and in some there had been leadership turnover. While data indicate that in many of

these schools, classroom instruction has been revitalized with the entrance of new personnel, the changes have slowed coordination of strong leadership ties with the district.

- **Cohort three stakeholders report appreciation for the support of peer cohorts one and two schools.** Stakeholders in their first year of implementation in 2006-07 frequently reported strong support from cohorts one and two schools in their district. It is likely that support from experienced peers and district leadership has increased the rate and success of cohort three implementation. Further, data indicate that the addition of cohort three schools into existing RF districts has increased the importance of the RF model in some districts and contributed to the deepening of the District Leadership role.
- **As found in earlier years, there continue to be schools without effective district leadership.** Those schools with only one RF school in the district often serve as their own school-based leadership team. Further, there continue to be schools in multi-RF districts that report lack of support from the district. Some stakeholders comment on a lack of communication in these situations. In extreme cases, stakeholders note that the superintendant or other high-level administrators does not see RF as a priority.



7 Professional Development and Technical Assistance

RF has changed our PD. We try not to bring somebody that just does a very general type of PD anymore. We target things that we think we specifically need to know about. We are targeting the specific needs that we have as a staff, instructional needs. For example, we have brought some people in to work with us on work stations. **District Representative**

The professional development has been very useful this year. We have used in-service days to focus on the five components to review and share ideas. We had a progressive party where teachers were able to go to each others' classrooms, and teachers have also participated in the Reading First Academy and participated in Voyager book studies. **Principal**

This section provides feedback on the professional development and technical assistance (PD/TA) that are provided in the RF initiative. The first section on state-level PA/TA lists the meetings and sessions that were offered by IDOE. The final section summarizes stakeholder feedback on the usefulness of PD/TA sessions and types.

7.1 State-level PD and TA

In 2006-07, the leadership team of Indiana RF included the RF Director, Reading Consultants, and Regional Coaches. The RF leadership team provides PA/TA to district- and school-level RF staff. Between September 2006 and August 2007, there were four general

types of PD/TA meetings arranged by IDOE: general meetings, coach meetings, administrator meetings, and summer academies. Details related to each of these types are provided below.

7.1.1 General Stakeholder Meetings

IDOE offers PD for all interested Indiana stakeholders. These meetings inform statewide stakeholders on the components and importance of RF and innovations in literacy instruction. One general session was offered in 2006-07:

- October 4 and 5, 2006: Indiana State Literacy Conference

7.1.2 Coaches' meetings

The second main type of PD/TA provided by IDOE was coach meetings. Coach training was the single most intensive form of PD provided by IDOE. Professional development was presented to continue to advance the knowledge and skills of veteran coaches as well as those new to the position. Sessions included the following:

- October 4 and 5, 2006: Reading First Coaches' Meeting, Cohort Three: Cognitive Coaching Day 1 and 2
- October 16, 2006: Coaches' Meeting, Cohort 3
- October 17, 2006: Coaches' Meeting, Cohorts 1-3
- November 16 and 17, 2006: Reading First Coaches' Meeting, Cohort Three: Cognitive Coaching Day 3 and 4
- November 30 and December 1, 2006: Coaches' Meeting, Cohorts 1-3
- January 8 and 9, 2007: Reading First Coaches' Meeting, Cohort Three: Cognitive Coaching Day 5 and 6
- February 20 and 21, 2007: Reading First Coaches' Meeting, Cohort Three: Cognitive Coaching Day 7 and 8
- February 22 and 23, 2007: Coaches' Meeting, Cohorts 1-3
- March 13, 2007: Coaches' Meeting Cohorts 1-3: Trainer of Trainers
- May 3 and 4, 2007: Reading First Coaches' Retreat, Cohorts 1-3
- August 7 and 8, 2007: Reading First Coaches' Meeting

In addition to other PD, the following intensive training has been provided in the use of newly adopted Core reading programs:

- June 18 and 19, 2007: Core Reading Program Training, Grades K-1
- June 20 and 21, 2007: Core Reading Program Training, Grades 2-3
- July 9 and 10, 2007: Core Reading Program Training, Grades K-1, McGraw-Hill
- July 9 and 10, 2007: Core Reading Program Training, Grades K-1, Houghton-Mifflin
- July 11 and 12, 2007: Core Reading Program Training, Grades 2-3, McGraw-Hill
- July 11 and 12, 2007: Core Reading Program Training, Grades 2-3, Houghton-Mifflin
- July 24, 2007: Core Reading Program Training, Grades K-3, Scott Foresman

7.1.3 Administrator meetings

The third category of IDOE provided PD/TA meetings was administrator meetings. The main purpose of these meetings was to update veteran administrators (such as RF district representatives, central office personnel, and principals) on the components of the RF initiative or inform new administrators of RF requirements. These sessions included the following:

- October 17, 2006: Administrator's Meeting, Cohorts 1-3
- April 25, 2007: Administrator's Meeting

7.1.4 2007 Summer Academies

The final type of PD/TA offered by IDOE was Summer Academies. The Summer Academies are intensive meetings for all RF school stakeholders. Summer academies included the following:

- July 31-August 2: Indiana Teacher Reading Academy, Grades K-3

7.2 Stakeholder feedback on PD/TA

In this section, findings related to the types of PD/TA stakeholders received are provided, as well as stakeholder perceptions on the usefulness of PD and TA.

7.2.1 On-line surveys

Table 13 below presents stakeholder assessments of teacher participation in PD opportunities. Teachers and interventionists were asked to report how often they took advantage of PD opportunities, and coaches and principals were asked to estimate the same for all teachers. Coach and principal estimates are expected to be higher than those of teachers and interventionists. See Appendix A, B, C, and D, respectively for copies of the coach, principal, K-3 teacher, and interventionist surveys..

TABLE 13. Stakeholder Assessment of Professional Development Participation

Professional Development	Never	Rarely (a few times a year)	Sometimes (once or twice a month)	Often (once or twice a week)	Very Often (every day or almost every day)	Stakeholder
Teachers take advantage of professional development opportunities	0%	11%	44%	25%	20%	K-3 Teacher
	2%	10%	38%	33%	17%	Interventionist
	0%	4%	38%	34%	25%	Principal
	0%	8%	53%	18%	21%	Coach

Percentages are based on the total number of returned surveys and are rounded up or down for presentation ease; therefore, totals may not equal 100%.

Insights from these data include:

- The vast majority of all stakeholders estimate that teachers take advantage of PD opportunities at least once a month, and only two percent of any stakeholder group said that teachers never took advantage of PD opportunities. These findings are very similar to those in 2005-06.
- In general, interventionists reported that teachers take advantage of PD opportunities at a frequency similar to K-3 teachers. These findings are very similar to those in 2005-06.

- As compared to 2005-06, coaches report that teachers take advantage of PD opportunities less frequently (monthly as opposed to weekly). Coach estimates are similar but slightly lower than those of teachers.

Table 14 presents stakeholders assessment of the usefulness of PD offerings. The first question refers to the usefulness of PD for teachers and the second for coaches. See Appendix A, B, C, and D, respectively for copies of the coach, principal, K-3 teacher, and interventionist surveys.

TABLE 14. Stakeholder Assessment of Professional Development Usefulness

Professional Development	Strongly Disagree	Disagree	Barely Disagree	Barely Agree	Agree	Strongly Agree	Stakeholder
Professional development meets teachers' needs	4%	4%	3%	16%	51%	22%	K-3 Teacher
	2%	4%	4%	10%	51%	28%	Interventionist
	0%	0%	0%	7%	62%	31%	Principal
	2%	2%	0%	17%	62%	18%	Coach
Professional development meets my needs	--	--	--	--	--	--	K-3 Teacher
	--	--	--	--	--	--	Interventionist
	--	--	--	--	--	--	Principal
	2%	5%	9%	24%	41%	20%	Coach

Percentages are based on the total number of returned surveys and are rounded up or down for presentation ease; therefore, totals may not equal 100%.

Insights from these data include:

- The majority of teachers and the vast majority of coaches and principals agree or strongly agree that PD meets teacher needs. These numbers are very similar to the 2005-06 findings.
- Compared to teachers, principals are very likely to agree or strongly agree that PD meets teacher needs. However, as compared to 2005-06 findings, the majority of principals agree that PD meets teachers' needs rather than strongly agree.
- Sixty-one percent of coaches agree or strongly agree that PD meets their needs as a RF coach. As compared to 2005-06, coaches are most positive about the usefulness of their PD. This result is similar for all cohorts.

In the final section of the on-line survey, stakeholders were asked to list the most and least useful and/or effective PD they had attended in 2006-07. Below, Tables 15-18 present their responses. The columns labeled “Most Useful” and “Least Useful” present the number of stakeholders who reported that a PD event was most or least useful.

TABLE 15. Coach Assessment of PD

Event/Person	Most Useful	Least Useful
Voyager	11	2
Cognitive Coaching	8	5
State Literacy Conference	7	2
Trainer of Trainers Meetings	5	1
RF National Conference	4	1
DIBELS Training	4	0
Jo Robinson	4	0
Teachers' College / Greater Clark / Purdue	4	0
Literacy Workstations	3	0
Summer Academies	3	8
Coach Meetings	1	7

The following insights were found from coach responses:

- The activities most commonly reported as most useful by coaches were: Voyager, Cognitive Coaching, and the State Literacy Conference. While Cognitive Coaching was reported as most useful by eight coaches, it was also reported as least useful by five coaches.
- Other commonly referred to most useful activities were: Trainer of Trainers, the RF National Conference, DIBELS training, Jo Robinson, and Teachers' College.
- The most commonly mentioned least useful PD activities were: Cognitive Coaching, Summer Academies, and Coach meetings.

TABLE 16. Principal Assessment of PD

Event/Person	Most Useful	Least Useful
RF National Conference	16	0
Voyager	9	4

Event/Person	Most Useful	Least Useful
Summer Academies	9	9
Literacy Workstations	3	1
Local & District PD (by coach, consultant, or video)	3	1
State Literacy Conference	2	1
Book Study	2	1
DIBELS Training	2	0
Teachers' College / Greater Clark / Purdue	2	0
Administrator Meetings	0	10

The following insights were found from principal responses:

- The activities most commonly reported as most useful by principals were overwhelmingly: the RF National Conference, Voyager, and Summer Academies. While Summer Academies were reported as most useful by nine principals, it was also reported as least useful by nine principals.
- The activity most commonly reported as least useful by principals was overwhelmingly Administrator Meetings. Summer Academies were also reported frequently as least useful.

TABLE 17. Interventionist Assessment of PD

Event/Person	Most Useful	Least Useful
Summer Academies	10	14
Local & District PD (by coach, consultant, or video)	7	2
Voyager	7	2
Textbook Workshops (Read Naturally, Optimize Program, Orton-Gillingham, etc.)	7	1
Reading Recovery	7	0
Tim Rasinski	5	0
RF National Conference	5	0
Read Well	4	0
Teachers' College / Greater Clark / Purdue	3	1
State Literacy Conference	2	1
DIBELS Training / Video	1	2

The following insights were found from interventionist responses:

- The activities most commonly reported as most useful by interventionists were overwhelmingly: Summer Academies, local & district PD, Voyager, textbook work-

shops, and Reading Recovery. While Summer Academies was reported as most useful by ten interventionists it was also reported as least useful by 14 interventionists.

- The activity most commonly reported as least useful by interventionists was overwhelmingly Summer Academies.

TABLE 18. Teacher Assessment of PD

Event/Person	Most Useful	Least Useful
Summer Academies	67	111
Voyager	45	17
State Literacy Conference	28	10
Local & District PD (by coach, consultant, or video)	22	16
Literacy Workstations (Purvance, Diller)	20	5
Tim Rasinski	19	0
RF National Conference	14	2
Book Studies	11	9
Differentiation Workshop	10	3
Teachers observing and discussing teaching with each other	10	0
Teachers' College / Greater Clark / Purdue	9	0
Jo Robinson	8	0
Vicki Benson	8	0
Workshops on Writing	8	2
Flexible Grouping / Small Groups	7	1
DIBELS Training	6	1
Graduate School	6	0
Jan Singleton / Janet Hale	6	0
Open Court	6	4
Big 5 Workshop	5	2
Linda Nolan	5	0
Susan Page	4	3
Ardys Morgan	4	1
95% Group Workshop	2	4
Harcourt Training	0	4

The following insights were found from teacher responses:

- For teachers, by far the most frequently cited most useful PD opportunity was Summer Academies. While Summer Academies was reported as most useful by sixty-seven teachers it was also reported as least useful by one hundred and eleven teachers.

- Other PD opportunities frequently endorsed by teachers as most useful were: Voyager, the State Literacy Conference, local & district PD, Literacy Workstations, and Tim Rasinski. Many teachers mentioned additional activities as most useful.
- The activity most commonly reported as least useful by teachers was overwhelmingly the Summer Academies. There is disagreement on usefulness of many activities. For example, Voyager, the State Literacy Conference, and local and & district PD were frequently named as most and least useful.

Summary:

- Across all stakeholders, activities frequently mentioned as most useful were: Voyager, the State Literacy Conference, and Summer Academies.
- Across all stakeholders, the activity most frequently mentioned as least useful was Summer Academies.
- As was found in previous years, often activities mentioned as least useful were also mentioned as most useful.

7.2.2 Site visits

Site visit interviews with school and district stakeholders offered further insight into stakeholders' assessment of the usefulness of PD and technical assistance. From these interviews:

- **Coaches, Schools, and Districts are providing PD tailored to local needs.** Most frequently noted in cohort one schools, teachers comment that PD provided by their school is very helpful because it is tailored to their classroom needs. Coaches and leadership teams report frequent communication and planning to provide coordinated, focused PD.
- **Individual stakeholders are critical of specific PD activities; however, they note that PD overall is coordinated and critical for their development.** Seldom is a PD offering useful to all participants and different stakeholders find their needs met by divergent activities. While the majority of stakeholders are critical of specific PD activities, most feel that PD has been a critical factor in their development as a RF teacher.
- **Cohort one stakeholders reported that much state-wide PD designed for all schools did not meet their needs.** Many cohort one stakeholders noted that PD would better meet their needs if it was differentiated for first year schools and more veteran schools. They noted that many activities and strategies presented were critical for year one schools, but were review for them.
- **Stakeholders overwhelmingly requested PD opportunities focused on classroom instruction.** Many stakeholders were enthusiastic about PD opportunities in

which they were able to: observe other teachers' classrooms and instruction; receive immediate, individual feedback on their classroom instruction; and collaborate on projects that could be immediately applied to their classroom. School and district level PD is more frequently being applied to these local needs and teachers requested more of these offerings.

- **Stakeholders agreed that the greatest challenge to PD effectiveness is lack of planning time for implementation.** Many stakeholders noted that they are unable to take full advantage of knowledge gained in PD because they do not have time to discuss the new information and implement the practices. The challenge of time is most severe for cohort three schools and those schools with limited time for collaboration in grade level meetings or out-of-school time or lack of availability of substitute teachers.
- **Some ESL and special education teachers noted that PD offerings did not meet their specific needs.** ESL and special education teachers noted that general PD offerings were seldom aimed at their specific needs. They stated PD could help them not only grow in their teaching practice, but also better integrate them into their schools' RF teaching practice.



8 Changes in the Classroom

The fourth year of the RF evaluation examines impact of the RF reform as well as continued progress in implementation. Key questions concerning implementation are:

- To what extent do RF schools implement the five essential reading components?
- To what extent do RF classrooms implement specific instructional strategies such as the 90 minute block, progress monitoring, interventions, etc.?
- What types of reading instruction strategies are consistently applied in all K-3 classrooms?

Large scale school reform often comes in the form of an initiative. But RF, like other educational change initiatives, is in effect many interconnected innovations working together to make up one large reform. For the purpose of this report, different innovations or facets of RF innovations are discussed separately although they are interconnected. These facets include the following:

- 90 minute reading block and SBRR.
- Assessment and assessment as a guide for instruction.
- Flexible grouping and reading workstations.
- Interventions and the role of the interventionist.

These are also the titles of the four sections that make up the changes in the classroom component of this document. These sections examine the progress in these areas made over the first four years of implementation, assess stakeholder agreement and divergence on next steps for progress in these areas, and highlight common concerns in each area.

Data from district representative interviews, on-line surveys, and site visits were examined to explore the degree of progress in implementation and stakeholder assessments. In addition, site visit interviews with teachers and other school-level stakeholders are examined using Hall and Hord's framework for identifying innovation adaptation (2001).

Hall and Hord (2001) have a distinctive approach to assessing implementation progress. They advocate frequently assessing stakeholder state of mind through short interviews. In these interviews, stakeholders are asked to describe their practice and reactions concerning aspects of the education reform. These responses are then categorized into the following levels of use of innovation categories:

- Non-use
- Orientation
- Preparation
- Mechanical use
- Routine
- Refinement
- Integration
- Renewal

This provides a framework for measuring innovation change at one point or between points of time in the RF initiative. Hall and Hord's (2001) framework will be employed to assess aspects of RF implementation in this report.

8.1 Ninety-Minute Reading Block and SBRR

We protect the 90 minute block with our lives. For example, today we were on a two-hour delay, the first thing everybody did was come up to me, or the coach, and said "here's how I'm going to run my 90 minute block today; here's how I'm going to move my schedule to fit my 90 minute block". It's first and foremost. **Principal**

During my whole group instruction we work out of the basal, we work on a story for however many days it takes to get the strategy the basal is trying to teach; the phonics

and vocab the story is trying to teach. We spend a lot of time on the comprehension strategy for the whole group, we do choral reading, vocabulary instruction, then when we break down into small groups we put them on their level. We bring in whatever strategies that they need in a small group setting, we do the fluency activities in small groups, fluency strips and my turn your turn that Jo Robinson taught us. We go to literacy stations and we try to incorporate what they've already learned so it's review.

30th year, Second Grade Teacher

This section presents data assessing the state of implementation of the 90 minute reading block and SBRR across RF schools. Data will be presented from on-line surveys, district representative surveys, and site visits.

8.1.1 On-line surveys

K-3 teachers, interventionists, principals, and coaches were asked through on-line surveys to gauge teachers' regular implementation of the 90 minute block. Results of that survey are presented in Table 19 and summarized below.

TABLE 19. Stakeholder Assessment of Implementation of the 90-Minute Reading Block

90 Minute Reading Block and SBRR	Never	Rarely (a few times a year)	Sometimes (once or twice a month)	Often (once or twice a week)	Very Often (every day or almost every day)	Stakeholder
Teachers implement the ninety minute block for reading	1%	0%	1%	2%	97%	K-3 Teacher
	--	--	--	--	--	Interventionist
	0%	0%	0%	0%	100%	Principal
	0%	14%	0%	2%	98%	Coach

Percentages are based on the total number of returned surveys and are rounded up or down for presentation ease; therefore, totals may not equal 100%.

Insights from these data include:

- Stakeholders agree that the 90 minute reading block is implemented daily. The vast majority of all stakeholders (95-98%) state that the 90 minute reading block is observed every day.

- A very small percentage of principals, teachers, and coaches report that the 90 minute reading block is not implemented everyday. Six percent of teachers and two percent of coaches report that the 90 minute block is implemented less than once every week.
- These results are very similar to those of 2005-06.

Stakeholders were also asked to assess teachers’ use of SBRR (see Table 20 below):

TABLE 20. Stakeholder Assessment of Teacher Use of SBRR

90 Minute Reading Block and SBRR	Strongly Disagree	Disagree	Barely Disagree	Barely Agree	Agree	Strongly Agree	Stakeholder
The majority of K-3 teachers effectively use SBRR strategies	0%	2%	1%	8%	56%	34%	K-3 Teacher
	0%	1%	0%	9%	49%	40%	Interventionist
	0%	0%	0%	2%	46%	53%	Principal
	0%	0%	0%	10%	57%	33%	Coach

Percentages are based on the total number of returned surveys and are rounded up or down for presentation ease; therefore, totals may not equal 100%.

Insights from these data include:

- The vast majority (89-99%) of K-3 teachers, interventionists, principals, and coaches agree or strongly agree that the majority of teachers in their school effectively use SBRR strategies.
- Only two percent of teachers disagree that the majority of teachers in their school effectively use SBRR strategies.
- These results are very similar to those of 2005-06.

8.1.2 Site visits and District Representative Interviews

The patterns found in on-line surveys and district representative surveys were reinforced by findings in site visit interviews and observations. In general:

- **Cohort one teachers are confident in their knowledge of SBRR and how to use the 90 minute reading block.** As compared to earlier years, teachers (and many administrators) spoke fluently of the practices they use in the classroom. In interviews, nearly all teachers outlined the structure of their 90 minute block and described their teaching strategies for whole group, flexible groups, and reading workstations. Many teachers also expressed confidence in their SBRR knowledge

and were able to experiment with different strategies to meet individual student needs.

- **In all schools, the 90 minute block is built into school schedules and the vast majority of teachers implement it every day.** In observed classrooms and reports from stakeholders, the 90 minute block is in place. Schedules are generally posted on each teacher's door, making it explicit when the 90 minute reading block is to occur. All stakeholders are aware of the 90 minute block and endeavor to keep it uninterrupted. This finding is similar to that of 2005-06.
- **On special occasions, the 90 minute reading block is not always implemented perfectly.** Stakeholders reported it is sometimes difficult to implement the 90 minute block when there are half day schedules, 2-hour delays, and half day kindergartens.
- **Cohort three schools implement the 90 minute reading block but are not as confident as veteran schools.** Cohort three schools are struggling to implement RF on an accelerated timeline. In general, teachers report that there are more interruptions and less implementation fidelity than in cohorts one and two schools.

8.2 Assessment and Assessment as a Guide for Instruction

If people understand what they are looking at when they look at the ORF scores and take careful notes, they note what the child missed, what the error was, I go back and analyze the errors until they master the words. It helped to guide my small group lessons when I realized a bunch of kids were missing -ed and -ing words, the same thing with blends, I had a small group that had trouble with ending blends, we identified those words, practiced them in short phrases **Cohort one, 23rd Year, Second Grade Teacher**

They will change up maybe their delivery throughout the week, presenting the lesson different ways. They are very quick at looking at if a child drops and why. If they progress monitor and they see a kid dropping a couple times, they'll investigate why that's happening and progress monitor more frequently. They are getting very in tune with why the drops are happening. And they are learning what kinds of strategies work. The big changes occur once a month after that data meeting, but if something really needs a change, they won't wait. **Cohort two, Coach**

This section on Assessment and Assessment as a Guide for Instruction will present data from on-line surveys, district representative surveys, and site visits. These stakeholders’ responses will provide feedback on the level of use of assessments and their application in classroom practice. In addition, stakeholder responses from district representative interviews and site visits are presented using the “Levels of Use of Innovation” framework to assess implementation.

8.2.1 On-line surveys

In on-line surveys K-3 teachers, interventionists, principals, and coaches were asked to gauge teachers’ use of assessments. Results of that survey are presented in Table 21 and summarized below.

TABLE 21. Stakeholder Assessment of Assessment Use

Assessment Practice	Never	Rarely (a few times a year)	Sometimes (once or twice a month)	Often (once or twice a week)	Very Often (every day or almost every day)	Stakeholder
Teachers use assessments to monitor student achievement	0%	0%	14%	58%	28%	K-3 Teacher
	3%	3%	22%	41%	31%	Interventionist
	0%	0%	7%	55%	38%	Principal
	0%	0%	8%	74%	18%	Coach
Teachers use assessment results to help guide instructional strategies	0%	0%	13%	42%	46%	K-3 Teacher
	1%	3%	15%	40%	42%	Interventionist
	0%	0%	5%	40%	42%	Principal
	0%	0%	15%	41%	44%	Coach
Teachers change instructional plans based on assessment results	0%	1%	17%	50%	34%	K-3 Teacher
	--	--	--	--	--	Interventionist
	0%	0%	16%	59%	25%	Principal
	0%	2%	31%	48%	20%	Coach
Teachers use assessment data to identify students who need interventions	0%	1%	16%	50%	33%	K-3 Teacher
	--	--	--	--	--	Interventionist
	0%	0%	18%	48%	34%	Principal
	0%	3%	30%	43%	25%	Coach

Percentages are based on the total number of returned surveys and are rounded up or down for presentation ease; therefore, totals may not equal 100%.

Insights from these data include:

- Stakeholders generally agreed amongst themselves that teachers frequently used assessments and assessment data.
- Over 86 percent of teachers, coaches, and principals reported that teachers used assessments to monitor student achievement at least once a week. Interventionists reported slightly lower frequencies than other stakeholders.
- Continuing the trend from previous years, coach estimates of teacher use of assessments have increased from 2004-05 and 2005-06. In 2006-07, 92 percent of coaches report that teachers use assessments to monitor student achievement at least once a week (the percentage was 61 percent in 2004-05).
- Forty-four percent of coaches and 46 percent of K-3 teachers report that teachers use assessment results to guide instructional strategies daily or almost every day.
- No coaches, principals, and K-3 teachers report that teachers use assessments to guide instructional strategies less than once a month.
- At least 80 percent of teachers and principals report that teachers use assessment results to change instructional plans and identify students who need interventions once or twice a week or more. However, coach estimates of these teacher activities are lower. About 30 percent of coaches report that teachers use assessment results to change instructional plans and identify students who need interventions only once or twice a month.

Stakeholders were also asked to assess the consistency of teacher use of assessment data. See Table 22 below:

TABLE 22. Stakeholder Assessment of Use of Assessment Data

Assessment Practice	Strongly Disagree	Disagree	Barely Disagree	Barely Agree	Agree	Strongly Agree	Stakeholder
Teachers use assessment data to guide instruction	0%	1%	1%	5%	52%	41%	K-3 Teacher
	0%	1%	1%	6%	52%	41%	Interventionist
	0%	0%	0%	2%	36%	62%	Principal
	0%	0%	2%	5%	51%	43%	Coach

Percentages are based on the total number of returned surveys and are rounded up or down for presentation ease; therefore, totals may not equal 100%.

Insights from these data include:

- Almost all stakeholders agree or strongly agree that teachers use assessment data to guide instruction.

- Only one percent of teachers disagree that the majority of teachers in their school use assessment data to guide instruction.
- While results are similar to those of 2005-06, in 2006-07, a larger percentage of all stakeholders agree more strongly than teacher use assessment data to guide instruction.

8.2.2 Site Visits and District Representative Interviews

Site visit interviews and observations generally confirm findings from district representatives. During interviews it was found that:

- **All cohort one and cohort two schools reported that teachers are comfortable with assessment data.** Most respondents estimated that the majority of teachers or higher are comfortable with conducting assessments and using the resulting data in their classrooms. Stakeholders continue to report that a minority of teachers in their school are resistant to assessment; most report that resistance is related to making changes in lesson plans.
- **Cohort three schools reported that teachers are comfortable with assessment data.** After the first year of implementation, cohort three teachers administer assessments but report a lack of time and training to “dig into” data. It was reported that most teachers use assessment data but could benefit from more training on how to utilize the data to the fullest extent.
- **Most teachers are using assessment data to guide instruction.** As compared to previous years, teachers spoke fluently and enthusiastically about specific classroom strategies that were guided by assessment data. They report using data to guide identification of students for small group instruction or intervention groups. Many reported using data to help determine what activities to use during the 90 minute block workstations. Less frequently teachers reported using the data to guide whole group instruction.
- **Many coaches report that their primary role is to help teachers interpret data.** Coaches’ roles in assessment data are varied. Stakeholders report coaches: regularly remind some teachers to administer assessments, organize and print out data for teacher use, and address assessment data in grade level meetings and coaching sessions. As compared to earlier years, more teachers are relatively independent in their data interpretation, on the other hand, some teachers are less confident in their data interpretation skills and coaches continue to assign students to intervention groups and do the majority of the data interpretation for teachers.
- **Teachers discuss the integration of multiple forms of classroom assessment with DIBELS.** As compared to earlier years, teachers seemed to have a heightened awareness of the use and importance of assessments. While the majority of teachers continue to rely heavily on DIBELS results, many supplement DIBELS with addi-

tional assessments to inform their classroom instruction. With the growth of their knowledge and skill, teachers overwhelmingly report that they require additional information on student comprehension especially in higher grade levels. Few stakeholders mentioned the use of Terra Nova data in schools.

- **Several teachers reported sharing assessment results, such as DIBELS graphs, with students and parents.** Stakeholders reported that students often gain increased understanding of their own learning from seeing or even graphing their DIBELS results. Additionally, many stakeholders comment on the usefulness of such results in discussion with parents.

In addition, quotes from site visit and district representative interviews are presented below in the levels of innovation use categories as developed by Hall and Hord (2001). The use of this framework provides feedback on current levels of implementation. Below it can be seen that stakeholders span all levels of use of innovation including the most mature:

8.2.3 Levels of Use of Innovation

TABLE 23. Levels of Innovation Use for Assessment Data

Level of Use	Representative Quote	Interpretation
Nonuse	We're still at that point right now where the coach and the teachers are showing and telling them [the teachers about the data]. The teachers do not want to take the responsibility. They would rather somebody show them, tell them instead of them looking, seeing and then coming up with a game plan. They want somebody else to come up with the game plan. District Representative	There are still some teachers at almost all schools who continue to be resistant to involvement with assessments and RF implementation in general.
Orientation	A few of the teachers will change their instruction as a result of assessment, and some of the para-professionals do, as well. But many of the teachers are not at that point. As the year has progressed the teachers have begun to see the usefulness of the DIBELS data, but many are not at that point. Cohort three, Coach	Most commonly found in cohort three schools and in schools with turnover, there are some teachers who are just beginning to think about assessments and their application to the classroom.

Level of Use	Representative Quote	Interpretation
Preparation	<p>I believe that there are a couple [teachers] that just walk through the motions. They can do the testing, they can look at the assessment and they can plan accordingly. But after the planning or maybe during the planning, I don't know how much change a few of them make. I think that they are all forced to look at the data and they are forced to discuss the data. I'm not convinced that every single one of the teachers that's part of Reading First necessarily makes that change that needs to be done. It's time consuming and it requires a lot of planning. There are just some people that don't want to spend the time to plan as they should.</p> <p>District Representative</p>	<p>In all schools there are teachers who may be fulfilling the minimum RF requirements, but it has very little impact on their approach or teaching.</p>
Mechanical use	<p>If you are testing every two weeks, then to implement a change is a very time consuming process. It does make you aware of who is getting it and who is making progress. So you might focus on a particular student a little more, but it is hard for me to constantly change what I am teaching. Maybe if there was a way to make it less time-consuming, I would like it more.</p> <p>Cohort three, 15th Year, Kindergarten Teacher</p>	<p>In all schools there are teachers who are administering assessments but are unwilling or unable to use assessment data to impact student achievement.</p>

Level of Use	Representative Quote	Interpretation
Routine	<p>Almost all of the teachers are using assessment results to guide their instructional strategies in the classroom. They are using assessment results to focus on individual students and individualize their instruction. The coach has monthly data team meetings with the teachers where they discuss how they change their small, flexible groups and use the data in their instruction. The teachers progress monitor intensive students every two weeks, the strategic students every three to four weeks, and the benchmark kids once a month. The teachers are very competent in giving DIBELS and using the DIBELS data to guide instruction.</p> <p>Cohort one, Coach</p>	<p>In all schools there are teachers who are self-sustaining in their use of assessments; however, not all are yet able to combine the data in innovative ways with their own teaching practice.</p>
Refinement	<p>I think I utilize DIBELS to the full extent, but the results are only one part of the picture. This week, 3 students that had met benchmark were right on the borderline. They had been absent and when they returned I progress monitored them. I wanted to see if maybe they had an off day or if it was something about the subject matter when they got their borderline scores. Sometimes even with high NWEA and DIBELS scores, I have observed that a student is not at a level I want, I will still put him in a group where he can receive what he needs.</p> <p>Cohort two, 2nd Year, Kindergarten Teacher</p>	<p>Many teachers have reached a level where they can vary their assessment practice or question what they have acquired and apply it to increase impact on students or improve assessment usefulness.</p>

Level of Use	Representative Quote	Interpretation
Integration	<p>Through the DIBELS testing and other assessment tools that we have, we developed data walls and those data walls are vital in those schools, and we're taking them beyond reading, into mathematics and other areas, so I do see data-driven instruction has been easier and better understood in those schools than it has in others that we have tried to introduce it into.</p> <p>District Representative</p>	<p>In many schools, teachers work together and on their own go beyond the basics in understanding assessments. They are using this knowledge to creatively and consistently increase impact on students in all subjects.</p>
Renewal	<p>I think there's a tendency that everyone likes an easy answer. If one area is low, then they'll work on that repetitively, but sometimes that's not the answer. We look at it with a more holistic sense. We use multiple data points to support or refute other types of data. DIBELS paints a somewhat narrow picture. You get some good basic indicators, but it doesn't paint the whole picture. Teachers are very in tune to it. We also do a lot of differentiating between what issues are there, for example, if its fluency or comprehension. We encourage them to tie the students' issues together, and see how one is influencing another.</p> <p>Cohort two, Principal</p>	<p>There are initial indications that in a few schools, stakeholders are combining RF innovations with their own innovations to create a synergy which benefits students.</p>

8.3 Flexible Groups and Reading Workstations

The main thing was that I was anti-small groups. I feel like that's been a huge positive for me. I love groups, I love stations, and I feel those five needs are huge [the big 5 ideas]. It's really time consuming to make stations, but it's worth it. I feel like it's been really effective for my kids to touch on those every day. **Cohort two, 2nd Year, Second Grade Teacher**

This section on Flexible Groups and Reading Workstations will present data from on-line surveys, district representative surveys, and site visits. These stakeholders' responses pro-

vide feedback on the level of use of flexible grouping and reading workstations in classrooms.

In addition, stakeholder responses from district representative interviews and site visits are presented using the “Levels of Use of Innovation” framework to assess implementation.

8.3.1 On-line surveys

In on-line surveys teachers, principals, and coaches were asked to gauge teachers’ use of flexible grouping and reading workstations. Results of that survey are presented in Table 24 and summarized below.

TABLE 24. Stakeholder Assessment of Flexible Grouping and Reading Workstations

Flexible Groups and Reading Workstations	Never	Rarely (a few times a year)	Sometimes (once or twice a month)	Often (once or twice a week)	Very Often (every day or almost every day)	Stakeholder
Teachers use flexible grouping during the ninety minute block	1%	1%	4%	10%	85%	K-3 Teacher
	--	--	--	--	--	Interventionist
	0%	2%	2%	5%	91%	Principal
	0%	0%	7%	23%	71%	Coach
Teachers use reading work stations during the ninety minute block	1%	1%	2%	8%	88%	K-3 Teacher
	--	--	--	--	--	Interventionist
	0%	0%	0%	7%	93%	Principal
	0%	0%	7%	10%	84%	Coach

Percentages are based on the total number of returned surveys and are rounded up or down for presentation ease; therefore, totals may not equal 100%.

Insights from these data include:

- Ninety-four to ninety-six percent of coaches, teachers, and principals report that flexible grouping and reading workstations are used at least once a week during the 90 minute reading block. The majority of stakeholders agree that flexible grouping and reading workstations are used every day or almost every day. These findings are similar to those of 2005-06.

- As compared to 2005-06, coaches report less frequent use of flexible grouping in the 90 minute block; one-quarter of coaches report that reading workstations are used weekly and three-quarters report that they are used daily. Results are similar across cohorts.

8.3.2 Site visits and District Representative Interviews

During site visits and district representative interviews, stakeholders were asked to assess the level of implementation of flexible grouping and reading workstations. From these data it can be seen:

- **Stakeholders spoke fluently about RF classroom practice.** As compared to earlier years, more stakeholders speak clearly about classroom practice. In interviews, teachers often used specific classroom situations or strategies as examples to specific questions. These data indicate that while implementation is not uniform, as compared to earlier years, many, many more stakeholders are aware of and actively implementing flexible grouping and reading workstations.
- **Teachers across the cohorts use DIBELS results to guide small group placement and instruction.** In 2005-06, stakeholders frequently mentioned the need to “dig deeper” into data. Evaluations results from 2006-07 indicate that in many schools, teachers are able to understand data and use it to guide their assignment of students to flexible groups and design reading workstations. Cohort three schools often indicate that they are still designing workstations, however, they report having sufficient knowledge for the task.
- **Reports of resistance to the creation of reading workstations and truly flexible grouping has decreased from 2005-06.** As compared to previous years, many stakeholders reported seeing benefits of using this flexible, data-driven instruction. Some teachers continue to feel uneasy about classroom management and instructional strategies during small group time.
- **There is wide variation in the quality of flexible group time.** While nearly all teachers report implementing flexible group time and workstations, it is difficult to establish the extent to which workstations are differentiated to meet student needs and the frequency with which groups are reorganized based on student skill. Some schools reported changing groups based on assessments daily, weekly, monthly, or only after benchmarking. There is great variation in teacher flexibility; some teachers reexamine student needs only as directed by the coach while on the other hand, some state that they are adapting material and strategies to students needs daily.

8.3.3 Levels of Use of Innovation

In addition, quotes from site visit and district representative interviews are presented below in the levels of innovation use categories as developed by Hall and Hord (2001). Below it can be seen that stakeholders span all levels of use of innovation except for the most mature:

TABLE 25. Levels of Innovation Use for Flexible Groups and Reading Workstations

Level of Use	Representative Quote	Interpretation
Nonuse	I like seeing my student data when the coach brings it, but I rarely go into mClass on my own. Cohort one, Teacher	At almost all schools; some teachers have little or no involvement in applying assessment data to flexible groups and workstations.
Orientation	When we get our [DIBELS] reports, they tell us what students have fallen below the aim line more than three times. When they've had the full class instruction, small group with me, small group with the interventionist, and some get extra time with the interventionist, they are still falling below the aim line. DIBELS doesn't tell us what to do with them. That's where I feel that DIBELS doesn't help us in that way. There are only so many minutes in a day and you can't get it all done with the time constraints. Cohort two, 21st Year, First grade Teacher	Some teachers in nearly every school are just beginning to apply their professional development knowledge and DIBELS data to flexible groups and workstations.
Preparation	We are still trying to make sure that the stations are differentiated [for each student's level and need]. Cohort one, Principal	In most schools, flexible groups and reading workstations are implemented; however, they may not be as flexible or focused as needed.
Mechanical use	The DIBELS has helped a lot when I do stations; I pull my own small groups out. I use the specifics on what letter sounds they need, to see exactly what they're missing. Cohort two, 8th Year, First Grade Teacher	In all schools there are teachers who are using grouping and workstations, however, they may not be fully reflective about their use and meaning

Level of Use	Representative Quote	Interpretation
Routine	<p>When a student does poorly on a specific subtest of DIBELS, we [teachers] use small group instruction and interventions to work more on the lacking skill. We change our groups every time we do our benchmark, so that's three times a year. But daily I change my teaching depending on what skills the children need. The coach encourages us to go to our results and even if a kid is in green, if he is not doing well, to pull him and intermingle him in another group.</p> <p>Cohort two, 2nd Year, Second Grade Teacher</p>	<p>In almost all schools there are some teachers who are self-sustaining in their grouping and differentiation.</p>
Refinement	<p>The complication that teachers struggle with is not identifying the areas of need. It's trying to take 12 kids' areas of needs and put those into reasonable groups and try to still address everybody's needs with only so many adults available. I think they [teachers] could all tell you what the need of their students are. What's harder is making those grouping decisions with the constraints.</p> <p>Cohort one, Coach</p>	<p>Many teachers are using data to guide flexible grouping decisions; they have reached a level of knowledge and skill in which they have the knowledge and strategies to address multiple needs and are stymied by the logistics of this in their classroom.</p>
Integration		<p>At this stage in implementation there is little evidence that stakeholders are synthesizing flexible grouping and reading workstations with other effective strategies.</p>
Renewal		<p>At this stage in implementation there is little evidence that stakeholders are re-evaluating the innovation itself.</p>

8.4 Interventions and the Role of the Interventionist

It used to be that the Reading Recovery teachers would take one child and the Special Ed teachers would take children, and do work within different sets of expectations.

Now teachers look at every child, give an assessment, and see if the children are meeting [their goals], if they are not, we look at what needs to happen, and then assess often so that the interventions change as students progress. Assessments inform the instruction. Instead of the Special Ed kids belonging to the Special Ed teacher, and the Reading Recovery kids belonging to the Reading Recovery teacher, people work together, as a staff. They are our students, and we do whatever it takes. **Cohort one, Coach**

I had a group and they were working on their phoneme segmentation and they were my at-risk kids and one little girl, she was doing very, very well, but when I went to assess her on a progress monitoring, she wasn't making any gains. Well, when I drilled down into it, what I was teaching her, she already knew. She knew how to segment three sounds, three phonemes, but when we got to blends, and inflectional endings, she wasn't getting that. So had I not had a progress monitoring where I could drill down and see what her need was, I have kept teaching her something she already knew, but I never would have upped her score, or upped her knowledge, because I would have never taught to it. **Cohort two, Teacher**

This section on the Interventions and the Role of the Interventionist will present data from on-line surveys, district representative surveys, and site visits. First, demographic data from on-line surveys will be used to establish the identity of the interventionists who work to implement the RF initiative. Second, interventionist responses to on-line surveys will be examined to better understand their time use. Third, other stakeholder responses about the frequency and logistics of interventions are presented. Fourth, district representative and site visit interviews are presented related to how interventions are organized, scheduled, and staffed. Finally, stakeholder responses from district representative interviews and site visits are presented using the “Levels of Use of Innovation” framework to assess implementation.

8.4.1 Interventionists and other teachers involved in RF

As summarized in the methodology section of this report, the stakeholders who responded to the interventionist on-line survey had varied job descriptions. Of the 116 teachers who responded to the survey:

55 percent (n=64) are Reading First interventionists or assistants

32 percent (n=37) are Title 1 teachers

17 percent (n=20) are special education teachers

7 percent (n=8) are ESL/ELL/ENL teachers

3 percent (n=3) are resource teachers

9 percent (n=11) indicated other roles (e.g., Reading Recovery, curriculum facilitator, special intervention teacher)

Note: because some respondents reported more than one role totals equal more than 116.

As was found in 2005-06, more interventionists had a job title that was specific to RF (e.g., RF interventionist or RF assistant). The total number of Title 1 teachers responding was similar to earlier years and there were fewer responses from special education teachers and teachers who reported their title as Reading Recovery or other teacher.

As compared with earlier years, the composition of the group of interventionists who responded to the RF survey has changed. Respondents are more likely to have only a few years of experience as educators, an associate's degree, or other education rather than a master's degree, and the group as a whole is slightly more ethnically diverse.

As was found in earlier years, RF interventionists are highly educated; over 50 percent of interventionists have obtained a master's degree or higher or bachelor's degree. However, the educational composition of the group of interventionists has changed; as compared to 2005-06, fewer interventionist respondents have obtained a master's degree and more have obtained an associate's degree.

As compared to 2005-06, the percentage of interventionists with multiple decades of educational experience has decreased and the percentage of those with less than two years'

experience has increased. Twenty-three percent (27) of respondents have been a teacher for over 20 years; 22 percent (26) for 11-20 years; 20 percent (23) for 6-10 years; 20 percent (23) for 2-5 years; and 15 percent (17) for less than one year.

The majority of interventionists are in their first or first 5 years in their position. Thirty-six percent (42) have been in the position for less than one year. Thirty-three percent (38) have been in their current position from 2-5 years. Thirty percent (37) of respondents have been in their current position for over six years; 17 percent (20) have served for 6-10 years, eight percent (10) for 11-20 years, and five percent (6) for 20+ years.

8.4.2 On-line surveys

Interventionists were asked to describe their time use in the on-line survey. These data are presented in Table 26 below.

TABLE 26. Interventionist Description of Time Use

Interventionists on Interventions	Never	Rarely (a few times a year)	Sometimes (once or twice a month)	Often (once or twice a week)	Very Often (every day or almost every day)
I work with regular classroom teachers to help identify students who need interventions	2%	6%	29%	33%	31%
I discuss student needs or progress with regular classroom teachers	1%	3%	18%	46%	33%
I personally conduct interventions with strategic students	10%	3%	8%	15%	65%
I personally conduct interventions with intensive students	5%	0%	3%	13%	78%
The RF coach models effective strategies for me	7%	17%	35%	26%	16%
The RF coach observes my practice	4%	19%	45%	22%	10%

Percentages are based on the total number of returned surveys and are rounded up or down for presentation ease; therefore, totals may not equal 100%.

Insights from these data include:

- As was found in earlier years, the most common activity for interventionists continues to be conducting interventions with intensive students. Ninety-one percent of interventionists in this sample conduct daily or weekly interventions with intensive students
- Similarly to 2005-06 the majority (80%) of interventionists conduct interventions with strategic students at least once a week; however, as compared to 2005-06, a larger percentage of interventionists never conduct interventions with strategic students.
- As was found in previous years, interventionists are more likely to discuss student needs with teachers than help identify students who need interventions; sixty-four percent of interventionists report that they work with teachers to identify students who need interventions at least once a week and 79 percent of interventionists discuss student needs and progress with teachers at least once a week.
- As compared to 2005-06, interventionists report that coaches model effective strategies for them more frequently. Eighty percent of interventionists report that coaches model for them at least once a month.
- The majority (77%) of interventionists are observed by coaches at least once a month; as compared to 2005-06, a much smaller percentage of interventionists are never observed by the coach.

On-line surveys also offered stakeholder insight into intervention practice. These data are presented below in Table 27.

TABLE 27. Stakeholder Assessment of Intervention Use

Interventions	Never	Rarely (a few times a year)	Sometimes (once or twice a month)	Often (once or twice a week)	Very Often (every day or almost every day)	Stakeholder
Teachers conduct interventions with strategic students	5%	4%	9%	30%	53%	K-3 Teacher
	10%	3%	8%	15%	66%	Interventionist
	0%	2%	4%	35%	60%	Principal
	3%	2%	23%	23%	49%	Coach
Teachers conduct interventions with intensive students	4%	4%	7%	21%	63%	K-3 Teacher
	5%	0%	3%	13%	79%	Interventionist
	2%	0%	7%	18%	73%	Principal
	7%	7%	13%	13%	61%	Coach

Percentages are based on the total number of returned surveys and are rounded up or down for presentation ease; therefore, totals may not equal 100%.

Insights from these data include:

- As was found in 2005-06, the majority of all stakeholders estimate that teachers conduct interventions with strategic students at least once a week.
- Teachers, interventionists, and principals report that teachers conduct interventions with strategic students more frequently than coaches. Seventy-two percent of coaches report that they conduct interventions with strategic students at least once a week while 83 percent of teachers report the same.
- As was found in 2005-06, the majority of all stakeholders estimate that teachers conduct interventions with intensive students at least once a week.
- Teachers, interventionists, and principals report that teachers conduct interventions with intensive students more frequently than coaches. Seventy-four percent of coaches report that they conduct interventions with intensive students at least once a week while 84 percent of teachers report the same.

In the on-line survey, stakeholders were also asked to report on intervention implementation for all teachers in their school. See Table 28 below:

TABLE 28. Stakeholder Assessment of Intervention Implementation

Interventions	Strongly Disagree	Disagree	Barely Disagree	Barely Agree	Agree	Strongly Agree	Stakeholder
The majority of teachers effectively implement interventions	0%	1%	1%	8%	54%	36%	K-3 Teacher
	0%	2%	2%	10%	48%	38%	Interventionist
	0%	0%	0%	6%	46%	49%	Principal
	0%	3%	0%	10%	54%	33%	Coach

Percentages are based on the total number of returned surveys and are rounded up or down for presentation ease; therefore, totals may not equal 100%.

Insights from these data include:

- At least 85 percent of all stakeholders agree or strongly agree that the majority of teachers effectively implement interventions. These findings are similar to those of 2005-06.

8.4.3 Site visits and District representative Interviews

Interviews were conducted with site visit stakeholders and district representatives. In these interviews, implementation of interventions was examined. Findings from these data are as follows:

- **As compared to earlier years, more students are being appropriately identified and provided interventions; however, there is room for improvement.** Over time, across cohorts, district and school personnel continue to become more knowledgeable about the 3-tier model and assessment data and have made more of the changes necessary to offer interventions for strategic and intensive students. However, in interviews, some teachers were unable to report what interventions were used with their students. In some cases, interventionists, paraprofessionals, coaches, or principals coordinated the intervention programs with little communication with the teacher, in others, interventions may have been inadequate.
- **As compared to previous findings, more teachers admit that their current strategies for students who need intensive or strategic help are frustratingly inadequate.** Across all three cohorts, teachers and coaches feel that interventions are implemented on a “trial and error” basis. Some teachers indicate that they are confidently “experimenting” to find appropriate strategies to help students in need; however, many report feeling frustrated and pushed for time and resources.
- **Most schools report having personnel to assist with interventions.** Schools regularly make use of special education, ESL, and Title I teachers for interventions. Less frequently, special teachers (such as music teachers), community volunteers, and university students also assist. As compared to earlier years, data indicate that interventionists are offered more PD and coaching. In most cases, teachers work with small groups or individuals with the assistance of a paraprofessional or other teacher.
- **Across the three cohorts, the majority of schools use pull-out and push-in methods to deliver interventions.** Some schools focus on pull-out strategies, some coordinate push-in interventions, and others use a mix of pull-out and push-in to provide interventions for targeted students.
- **As was found in 2005-06, coaches play a central role in interventions.** In some schools, coaches train and coordinate interventionists. In addition, they often directly oversee pull-out or push-in intervention schedules. Another large role of the coach is to select or recommend interventions for teachers. In some cases, coaches continue to analyze data and create intervention groups for teachers.
- **Although coaches report looking at data, as compared to 2005-06, more teachers have begun to independently analyze data.** Many teachers reported using progress monitoring data to guide them when grouping students for instruction. In some instances, teachers and coaches meet together to look at data monthly. However, there are still schools in which coaches do the majority of data analysis independently.
- **The cohort three schools report wanting more training on interventions.** In general, cohort three schools are implementing intervention programs, however, they are overwhelmed. Teachers feel they can be more effective with more training in how to best use and implement interventions.

- **Several schools, notably in cohort three, use alternative times to deliver interventions.** Some schools reported using the following times for additional interventions: before school, during lunch, at recess, or after school.

8.4.4 Levels of Use of Innovation

In addition, quotes from site visit and district representative interviews are presented below in the levels of innovation use categories as developed by Hall and Hord (2001). Below it can be seen that stakeholders span most levels of use of innovation except for the most and least mature:

TABLE 29. Levels of Innovation Use for Interventions

Level of Use	Representative Quote	Interpretation
Nonuse		Survey and site visits indicate that all schools have developed some awareness and strategies for intervention.
Orientation	<p>The assessment data helps me to some extent with interventions, I use it to decide which groups to place the children in and it gives me some information as to student progress. But I feel limited in the interventions I can implement; I often pull interventions that I have used effectively in the past. I use the diagnostics everyday in my class and I use the interventions I am allowed to use, but often I have to end up “tweaking” some for particular children.</p> <p>Cohort three, 36th Year, Third Grade Teacher</p>	Many teachers are not implementing intervention materials with fidelity; while they are tailoring instruction to student needs, they may not be doing so with sufficient attention to assessment data.

Level of Use	Representative Quote	Interpretation
Preparation	<p>In intervention time, that small isolated group really helps the kids that are struggling; it gives them more of an opportunity to focus. We followed the interventions with our struggling readers and now they are starting to read, where before they couldn't sound out a one-syllable word. Before they could tell me the letters but couldn't give me the sound...the impact that it has on students motivate us.</p> <p>Cohort two, 4th Year, First Grade Teacher</p>	<p>In many schools, many teachers are excited about interventions, however, many see intervention as a period in which they have more assistance in the classroom or smaller groups, rather than a time to closely tailor instruction to struggling students' needs.</p>
Mechanical use	<p>We've come a long way with that, [interventions] things are set in place as far as the time, materials, staffing and all of those hurdles are done. But we're always trying to get more specific and more prescriptive. So it's never done. They reach one level and then you're trying to take them a little bit further with it. So interventions are something that we're really focused on; making them more explicit and making good decisions for the benefit of those grouping choices as opposed to just going through an intervention kit page by page by page because that's how it says to do it. It's figuring out which materials are going to match which students and not just lumping them all in one place.</p> <p>Coach</p>	<p>In most schools, teachers, coaches, and administrators have implemented a basic intervention program and are now working to hone their practices to meet individual student needs.</p>
Routine	<p>I use progress monitoring to decide the specific needs of my intervention groups and adjust that intervention or instruction accordingly, I do this weekly. I use different SBRR interventions that have been made available to the teachers and choose different materials from different kits to address each student's needs.</p> <p>Cohort three, 23rd Year, Second Grade Teacher</p>	<p>In many schools a system of interventions has been developed; teachers know that there is room for growth but that they are meeting student needs.</p>

Level of Use	Representative Quote	Interpretation
Refinement	<p>We do progress monitoring on our benchmark kids a little more than required, simply because we would rather catch it early, than have them start to fall and not really catch it. I think Reading First has made them [teachers] better kid-watchers, they just having a critical eye to know what to watch for. If they notice a student, if they just get a sense that something is not quite right, they will progress monitor them to see. They've now able to do something they haven't been able to do before. They are very willing to use that progress monitoring in conjunction with maybe other assessments or observations; they have to really support what they are doing.</p> <p>Cohort two, Coach</p>	<p>Some teachers have reached a level where they can independently, or in consultation with the coach, integrate their classroom observations with their assessment data to tailor differentiation and grouping to increase impact on students.</p>
Integration		<p>At this stage in implementation most schools have provided staffing and coordinated schedules so that intervention programs are occurring; levels of communication concerning intervention materials and their relation to assessment data and student needs vary; implementation of highly effective interventions is unevenly implemented. Most schools are actively working toward further integration.</p>
Renewal		<p>At this stage in implementation there is little evidence that stakeholders are re-evaluating the innovation itself.</p>

8.5 Culture and Collaboration

We've always had a good culture and collaboration in this school, but now we know what questions to ask each other. Now we can collaborate even further on specific questions like on centers for vocabulary. We have more of a focus now. I cannot give

enough compliments to reading coach and principal. Without them, we would not be where we are. **Cohort three, 7th year, Second Grade Teacher**

RF has improved knowledge and skills in my school. Student learning is improving and the long-term impact of the program will be profound. RF has changed the school culture incredibly for the better. Despite our struggle of the last few years, I wouldn't go back. **Cohort one, Teacher**

Research on school change has consistently shown that a positive and trusting atmosphere is critical to the success of reform efforts. This section assesses the presence of factors associated with positive school climate in RF schools. Hall and Hord state that creating a context conducive to change involves the following actions:

- Reducing isolation (fostering relationships, reorganizing schedules, etc.)
- Increasing staff capacity (acquiring resources, encouraging communication, implementing shared decision making, and providing training)
- Providing a caring, productive environment (supportive attitudes on the part of all stakeholders)
- Promoting increased quality (continuous critical inquiry and improvement and shared vision or purpose)

Information on school culture was collected in on-line surveys, site visit interviews and observations, and district representative interviews. In this section, data from site visits is presented first, followed by insights from site visit and district representative interviews.

Table 30 provides an overview of the data collection as it relates to Hall and Hord's (2001) components of culture change.

TABLE 30. Relation of Components of Change Culture to Data Collection Method

Component of Change Culture	On-Line Surveys	Site Visit Observations and Interviews	District Representative Interviews
Reducing isolation with relationship building and schedule changes	X	X	X
Increasing staff capacity by sharing resources and decision making, offering training, and fostering communication	X	X	X
Providing a caring environment by encouraging positive attitudes on the part of all stakeholders	X	X	X
Promoting increased quality through continuous critical inquiry and shared purpose	X	X	X

Hall & Hord. (2001).

8.5.1 On-line surveys

On-line surveys were completed by K-3 teachers, interventionists, coaches, and principals. All stakeholders were asked to assess the frequency with which they communicated with each other. These data are presented below in Table 31.

TABLE 31. Stakeholder Assessment of Collaboration

Culture and Collaboration	Never	Rarely (a few times a year)	Sometimes (once or twice a month)	Often (once or twice a week)	Very Often (every day or almost every day)	Stakeholder
Teachers discuss classroom reading practices with other teachers	0%	1%	9%	48%	42%	K-3 Teacher
	1%	2%	16%	48%	34%	Interventionist
	0%	0%	9%	64%	34%	Principal
	0%	3%	18%	46%	33%	Coach
Teachers discuss classroom reading practices with the RF coach	2%	13%	34%	38%	14%	K-3 Teacher
	3%	4%	32%	42%	19%	Interventionist
	0%	0%	7%	66%	27%	Principal
	0%	0%	15%	44%	41%	Coach

Changes in the Classroom

Culture and Collaboration	Never	Rarely (a few times a year)	Sometimes (once or twice a month)	Often (once or twice a week)	Very Often (every day or almost every day)	Stakeholder
Teachers discuss classroom reading practices with the principal	12%	33%	41%	11%	4%	K-3 Teacher
	18%	25%	27%	22%	7%	Interventionist
	0%	2%	38%	49%	11%	Principal
	2%	15%	58%	18%	7%	Coach

Percentages are based on the total number of returned surveys and are rounded up or down for presentation ease; therefore, totals may not equal 100%.

Insights from these data include:

- As was found in previous years, teachers report that they are most likely to discuss classroom reading practices with other teachers; 90 percent of teachers reported that they discuss classroom reading practice with other teachers at least once a week.
- In 2006-07, at least 79 percent of all stakeholders report that teachers discuss classroom reading practices with other teachers once or twice a week or more. As compared to 2005-06, coaches report less frequent communication between teachers.
- Interventionists continue to be somewhat less likely than other teachers to regularly discuss classroom reading practice with other teachers; in 2006-07, 82 percent of interventionists report that they discuss classroom reading practices with other teachers once or twice a week or more. However, continuing trends from previous years, interventions report an increase in their communication with other teachers.
- Teachers discuss classroom practice more often with other teachers than the coach; however, 52 percent of teachers and 61 percent of interventionists discuss classroom practice with the coach at least once a week. As compared to 2005-06, in 2006-07, interventionists report more frequent communication with the coach.
- As compared to 2005-06, coaches report much more frequent communication with teachers; in 2006-07, 85 percent of coaches report that teachers discuss classroom reading practice with them at least once a week.
- Fifteen percent of teachers and 12 percent of interventionists discuss reading practice with the coach rarely or never. These findings are similar to those of 2005-06. As was found in earlier years, the majority of teachers report discussing reading practice with the principal less than twice a month (85% of teachers and 71% of interventionists).
- Thirteen percent of teachers and 18 percent of interventionists report never discussing reading practice with their principal.

In the on-line survey, stakeholders were also asked to report the level of support they receive in their efforts to implement RF, and how RF meets needs in their school. See Table 32 below for these data:

TABLE 32. Stakeholder Assessment of RF Overall

Culture and Collaboration	Strongly Disagree	Disagree	Barely Disagree	Barely Agree	Agree	Strongly Agree	Stakeholder
Reading First is aligned with other school improvement programs	1%	5%	3%	17%	48%	28%	K-3 Teacher
	1%	1%	2%	10%	56%	31%	Interventionist
	0%	0%	0%	5%	51%	44%	Principal
	0%	3%	2%	14%	64%	17%	Coach
Reading First meets teachers' needs at my school	3%	8%	5%	20%	44%	21%	K-3 Teacher
	0%	5%	1%	21%	49%	24%	Interventionist
	0%	2%	2%	7%	58%	31%	Principal
	0%	3%	2%	7%	62%	27%	Coach
Reading First meets students' needs at my school	3%	3%	4%	17%	45%	29%	K-3 Teacher
	0%	5%	2%	17%	47%	29%	Interventionist
	0%	2%	2%	4%	45%	47%	Principal
	0%	0%	0%	7%	67%	27%	Coach
The requirements of Reading First are reasonable and achievable	5%	8%	7%	24%	42%	14%	K-3 Teacher
	2%	5%	2%	26%	43%	22%	Interventionist
	0%	2%	0%	13%	55%	31%	Principal
	0%	2%	3%	25%	57%	13%	Coach
Teachers at this school are encouraged to use SBRR	0%	1%	0%	3%	38%	57%	K-3 Teacher
	0%	0%	1%	2%	40%	57%	Interventionist
	0%	0%	0%	0%	15%	86%	Principal
	0%	0%	0%	3%	40%	59%	Coach
Teachers are supported in their efforts to implement RF	1%	2%	2%	10%	42%	43%	K-3 Teacher
	0%	3%	1%	5%	47%	44%	Interventionist
	0%	0%	0%	0%	18%	82%	Principal
	0%	2%	2%	0%	49%	48%	Coach

Percentages are based on the total number of returned surveys and are rounded up or down for presentation ease; therefore, totals may not equal 100%.

Insights from these data include:

- As was found in earlier years, principals are more positive about RF current impact and support for RF implementation than other stakeholders; however, there is more agreement between stakeholders in 2006-07 than previously found.

- At least 76 percent of all stakeholders agree or strongly agree that RF is aligned with other school improvement programs, these results are similar to those of 2005-06.
- Teachers continue to be the group most likely to disagree or strongly disagree with the statement that RF is aligned with other school improvement programs. However, the percentage of teachers who disagree or strongly disagree has decreased since 2004-05. In 2006-07, six percent of teachers disagree or strongly disagree with the statement that RF is aligned with other school improvement programs.
- The majority of stakeholders (65-89%) agree or strongly agree that RF meets teacher needs. These results are similar to those of 2005-06.
- Teachers continue to be the group most likely to disagree or strongly disagree that RF meets teacher needs; eleven percent of teachers disagree or strongly disagree that RF meets teachers' needs in their school. These results are similar to those of 2005-06.
- At least 74 percent of each stakeholder group agrees or strongly agrees that RF meets students' needs in their school. These results are similar to those of 2005-06.
- A minority of teachers and interventionists disagree or strongly disagree that RF meets students' needs in their school; six percent of teachers and five percent of interventionists disagree or strongly disagree that RF meets students' needs in their school.
- The majority of stakeholders believe that the requirements of RF are reasonable and achievable, but there are many stakeholders who disagree.

Fifty-six percent of teachers agree or strongly agree that the requirements of RF are reasonable and achievable; 13 percent of teachers disagree or strongly disagree with this statement.

Interventionists are more positive about RF requirements than teachers. Sixty-five percent of interventionists agree or strongly agree that the requirements of RF are reasonable and achievable; seven percent of interventionists disagree or strongly disagree with this statement.

Eighty-six percent of principals agree or strongly agree that the requirements of RF are reasonable and achievable; two percent of principals disagree with this statement.

Seventy percent of coaches agree or strongly agree that the requirements of RF are reasonable and achievable; two percent of coaches disagree or strongly disagree with this statement.

Results are similar to those of 2005-06.

- The overwhelming majority of all stakeholders agree or strongly agree that teachers are encouraged to use SBRR.
- Coaches, principals, and interventionists overwhelmingly agree or strongly agree that teachers are supported in their implementation of RF. Eighty-five percent of

teachers agree or strongly agree that they are supported in their efforts to implement RF; three percent of teachers disagree or strongly disagree.

8.5.2 Site visits and district representative interviews

Site visit and district representative interviews offered insight into stakeholder perception of school culture and climate. Below are some of those reflective findings.

- **Schools continue to report improvements in communication and culture.** Stakeholders reported a more collaborative spirit of teamwork and consistency for kids, a common language among teachers, and improved knowledge about literacy as a result of RF.
- **Some schools report feelings of tension and frustration.** A few cohort one schools stated there is tension between the K-3 and 4-6 teachers because there is more attention and resources in the lower grades. Other stakeholders across cohorts reported feeling constrained in their teaching practice, especially when planning time for subjects outside of the 90 minute block.
- **Cohort three schools report that the first year of implementing RF is stressful.** A few cohort three stakeholders noted that teachers in their school are overwhelmed with their first year of implementation. They note that the strain has distressed teachers but they are meeting challenges as a team.



9 Challenges

Certainly it [RF] has helped to hone and there are many light bulb moments, reading about simple things that affect instruction, tweaking instruction to make it more effective than it has been....we worry about math scores, because of the lack of time we have to teach other skills because of the 90 minute block, but certainly I am a much better reading teacher than I was 2 years ago. This year, when I have a few students that finish early, they want to look at a book; they seem enthusiastic and motivated because we spend that much time looking at the text. They are much more motivated to read and they are enjoying reading much more. Certainly everyone [on staff] is on the same page, we take [instruction] very, very seriously, and we are very willing to look for things that would help [student achievement]. Certainly there have been drawbacks, but we are all motivated because we love and care about our kids and want them to do well. **Cohort two, Teacher**

During site visit and district representative interviews, stakeholders were asked to report on the challenges of RF implementation. This section presents commonly voiced concerns including: Lack of Time, Staff Mobility, Staff Buy-in, Changes in Department of Education Staff, and In-school or In-district Resentment of RF Implementation. Many of these challenges are similar to those of 2005-06 including: Lack of Time, Staff Buy-in, and Communication. However, as compared to previous years, Staff Mobility and resentment between RF and non-RF sections of schools and districts have increased as concerns.

9.1 Lack of Time

In site visits, lack of time defined a major concern across teachers, interventionists, and administrators. Time concerns differ between cohorts. Cohort three schools were often overwhelmed with the pace of changes in the first year of RF implementation; they lament not having enough time to put new practices into place. In cohorts one and two schools, concerns are focused around not having enough time to develop and put in place strategies tailored to each student's needs. As stated by one teacher:

I use progress monitoring to decide the specific needs of my intervention groups and I adjust that intervention or instruction accordingly; I do this weekly. I use different materials to address each student's needs. The interventions would be more effective if there were more time or if smaller groups of children could be arranged. I also want more time for training in the specific interventions and to know specifically what my intervention students need. I need to know how I can balance my time. There are so many steps to take to get the kids to a higher level. Having to do all of that can be very difficult. **Teacher**

Another common theme among school staff was that the requirements of RF make it difficult to meet their obligation to teach other subjects. Some expressed worry that other curricular areas are being neglected as a result of the 90 minute reading block and intervention times.

All the assessing we have to do knocks out all of the other subjects the kids need, social studies, science, health, and we don't have enough time to teach math. **Teacher**

9.2 Mobility of Students and Staff

In site visits, one commonly voiced concern was mobility, specifically of students and staff. Concerning student turnover, stakeholders mentioned the high transience of their student populations. For example:

Our biggest challenge is that we have a very transient population; but this cannot be our excuse. **Principal**

However, as compared to 2005-06, transience of the student population was discussed less frequently. Transience of the teaching population was seen as the bigger challenge for implementation in 2006-07. Similar to students who have developed a firm foundation in reading over months and years in RF classrooms, staff members or administrative personnel who have taken part in extensive PD and have experience with the practices of SBRR are very difficult to replace. As stated by one District Representative:

I would say at the building level our biggest challenge is when a teacher leaves; trying to get a new person acclimated to the philosophy, expectations, and training them is a challenge. **District Representative**

9.3 Buy-In

Buy-in continues to be a concern for all RF schools. Cohort three schools in their first year of implementation report somewhat different concerns than cohorts one and two schools. These concerns center around being overwhelmed and feeling as though the staff does not have a firm grasp on the expectations of the RF program, as well as feeling as though teachers do not have time to be creative in their classrooms. For example:

The school environment has been made much more stressful and overwhelming. Teachers in our building were not ready for this program and we feel that we were thrown into RF without understanding what it was going to require. **Cohort three, Teacher**

Buy-in however is not only an issue for schools in their first year of implementation. Schools in their fourth year also cited buy in as a continuing challenge among a minority of teachers. As compared to earlier years, there are fewer reports of stakeholders refusing

to participate in implementation, rather, it is reported that this minority of teachers comply with the bare minimum standards of RF literacy instruction.

9.4 Communication

Guidance and communication was cited as a concern among many of the schools visited. These challenges exist within schools, between schools in a district, and with the Department of Education. As compared to previous years, communication within schools is less of a challenge, while communication within districts and with the State are more challenging. Stakeholders mentioned turnover of staff at the State level as a challenge to their efforts to effectively implement RF; stakeholders reported that this turnover caused confusion about expectations. For example:

I would say one of the challenges that we sometimes face is our communication with the State. The support has always been there, but there has been a lot of change-over in personnel. Throughout the year things will change...interpretations and requirements. We appreciate the support, but it seems like we're getting things a little bit later than we should. We're behind when we should be doing them. They have really strong expectations for us, which is good. But sometimes they haven't always given us the tools to make those things a reality until after we were supposed to have already started them. **District Representative**

9.5 In-school or In-district Resentment

A new and prominent theme in 2006-07 interviews was tensions between RF schools and other schools in the district that were using other literacy programs. Stakeholders mentioned that within their districts, competing philosophies about the most effective way to teach reading to students were hindering collaboration among schools.

The hardest thing that I see is how we come to terms with differences in philosophy of teaching reading. That is huge. At a district level the biggest challenge is that delicate balance of not preaching too much Reading First but taking those components that we're seeing great gains with from Reading First and trying to share that with other teachers. The whole weighing out and trying to get people to see the bigger picture between the camps...it's horrendous. **District Representative**

Related to this theme, stakeholders in 2006-07 frequently mentioned tensions between the primary grade teachers who are involved in the RF initiative and the upper grade teachers who are not explicitly part of the grant. Stakeholders reported that upper grade teachers can feel as if they have fewer resources than lower grade teachers or that they are unsupported and disconnected to the RF process. Additionally, stakeholders mentioned that some primary grade teachers feel that they are being held to higher standards of accountability than their upper grade counterparts. As stated by one teacher:

Particularly it has caused a rift between the upper level teachers and the primary level teachers. Some of the upper level teachers feel left out, while some of the primary level teachers feel envious that the upper level teachers are not being held as accountable as they are. **Teacher**

Additionally, one District Representative stated:

I think the other challenge is the upper grades, in our schools we are K-6. What kind of support are we providing for grades four, five and six? They aren't Reading First grade levels. So, a challenge for us is to keep the morale of the four, five and six up when they don't have a coach, they don't have literacy support, they don't have DIBELS, and they don't have the perks from Reading First. So, in our schools, that is sort of unfortunate for us, because we always have to explain why it stops at third grade, if we're going to do it. I find that challenging in this district. **District Representative**



10 Successes

I really think that RF has developed the critical thinking and knowing, ah, these children need exactly this. Before, of no fault of anyone, you just kind of shot in the dark, used kind of a broad brush, and I think RF has really helped us become more focused, therefore more efficient in our teaching. **Coach**

She [the principal] understands it, she lets the teachers know what needs to happen and she is not going to let anyone off the hook. At the same time, she is very good at watching out for people's needs and making sure those needs are being met. Things are arranged schedule-wise so things are the best for everyone, as much as possible. The literacy coach has also been important. The teachers seem to feel comfortable with her, from what I've seen. When she comes into the classroom, the teachers really appreciate it. She is very organized, she is supportive and kind and the teachers really appreciate her. **District Representative**

In site visit and district representative interviews, many concerns and challenges were expressed, but there were just as many celebrations and successes. Many successes mentioned in previous years have been repeated including: positive impact on the culture of the school, student growth, and teacher growth. Successes more notable in 2006-07 than in previous years include: PD, success in tailoring instruction to student needs, and excellent leadership.

10.1 Change in School/District Culture and Leadership

Stakeholders in 2006-07, similarly to 2005-06, had encouraging comments about the way RF encouraged collaboration and a positive school culture. A District Representative stated:

I think the good thing is that Reading First is bringing us together [as a district]. We're talking about Response to Intervention for special education and in Reading First the framework totally supports that. Then we're talking about aligning our Title One and streamlining it. So I think it's been good because it has brought together all of our departments that usually operated independently of each other, we're trying to streamline everything so that everybody is a unit. We're not separate. I think that's the best thing that's happened to us as a result of Reading First. **District Representative**

Additionally, because of the clear goals and accountability of RF, schools and districts report more focus and commonality in their practice and administration. Stakeholders reported more cohesion at the district and school levels in 2006-07 in terms of instructional practice.

10.2 Student Growth

Many stakeholders reported gains in student achievement that they felt could directly be attributed to the RF initiative. Stakeholders commented frequently on the explicitness of instruction under RF as opposed to their former teaching practices. In addition, stakeholders noted more consistent growth in their student populations than had been seen prior to the implementation of RF. One principal stated:

Everybody is buying into it [RF] because it is working for us. That's exciting. We still are working with our intervention groups, but we have so many fewer kids in need. **Principal**

Additionally, some veteran schools have begun to see long term impact on their students' performance. A teacher reported:

All of my students have been taught with Reading First since kindergarten and all of them can read. This was not the case in previous years. **Teacher**

Finally, as in 2005-06, teachers report that their students have become more enthusiastic about reading as a result of the program.

This year, when I have a few students that finish early they want to look at a book, they seem enthusiastic and motivated because we spend that much time looking at the text, they are much more motivated to read and they are enjoying reading much more.

Teacher

10.3 Success in Tailoring Instruction to Student Needs

As discussed in the Changes in the Classroom section of this report, in most RF schools, a tightly scheduled, focused intervention program has been implemented. Additionally, teachers are increasingly working together as an instructional team to use assessment data to tailor instruction to each student's needs in flexible groups and reading workstations. One District Representative summarized:

Our instruction is solid and consistent throughout the district in all three elementary schools. You can go from one first grade classroom on one side of town to the other side of town and you're going to be right there. The instruction is very consistent, the pace is consistent. So I think that has helped a great deal. **District Representative**

10.4 Teacher Growth

In 2006-07, as in 2005-06, many stakeholders were excited about the changes that RF had made in the educational experience of teachers and students. One way stakeholders felt their educational practice had improved was an increased ability to effectively use data to inform instruction. One principal stated:

Our teachers focus on data, we look at every single thing we do and say. We ask, “do we have a reason to believe this is effective and working for kids?” rather than simply assuming it works because “kids like it” or “it feels good” or “I think the kids are doing better.” Just making us base all of our decisions on data has been good for us.

Principal

A second area of growth noted by stakeholders was the ability of the classroom teachers to more quickly and effectively hone in on what their students need to become successful readers. A coach noted:

Overall, teachers’ knowledge is improving tremendously. Even veteran teachers have been making leaps forward. Teachers in classrooms are better attuned to students and more confident they are meeting student needs. Special education referral rates have dropped and we are more confident that the right kids are getting referred for the right reasons. We are involving parents and community more. School culture has changed the most. This was a real struggle in beginning, but now all schools speak the same language and we can get excited together. The kids can *read!* **Coach**

10.5 Professional Development

The positive impact that PD has had on instructional practice was a theme among many stakeholders who were interviewed. PD was viewed in the current year as a vital predecessor to the success that many RF schools are now reporting among their students and faculty. Teachers and administrators are enthusiastic about PD coordinated to their local

needs such as that provided by outside consultants and coaches. A District Representative reported:

With RF funds and know-how, we were able to bring in outside consultants. Without RF, we would have had to use other funding or go without high quality staff development. Also, we've been able to develop instructional leaders at our Reading First schools. For our building level RF administrators, they've been able to focus more on some instructional practices instead of just management. One reason they have that time is that we are able to have a technical assistance person doing little walk-throughs to make sure that things that are happening during the 90 minute block. **District Representative**

Additionally, stakeholders voiced appreciation for guidance and support received at the State level. One coach stated:

As a coach I very much value the support I get from my regional coach. She is always readily available. I just value that if I call, I know I can ask "can you come over?". If she can't come that day, she'll set something up as soon as she can on her calendar. I really appreciate and value the time and expertise she has, as I think a lot of the coaches do. **Coach**

Further a District Representative stated:

Sometimes we get emails or reminders from the State that are very positive and say "congratulations to everyone". It is great when they help us to remember that this is a good thing and that we're helping kids. Every day, this is really hard work, obviously, but the people in our district are really making the difference; changing kids' lives; and giving them additional opportunities they never would have had. **District Representative**

Successes



11 Interim Findings on Impact and Sustainability

There is so much more professional dialogue in the lounges and in the hallways; there is collaboration about specific strategies that we didn't have four years ago. **District Representative**

Now, I don't just know that 14 children didn't reach benchmark this month, but I know who that child is, who her teacher is, and whether this occurred with the previous year's teacher. Data analysis is a much more applied process than when the program first began. **Cohort one, Coach**

In addition to assessing the progress of implementation, the RF evaluation seeks to assess the impact of RF on districts, schools, teachers, and students. Evaluation questions for this section are:

- Are there changes in teacher knowledge, skill, and classroom practice that can be attributed to RF?
- Are all K-3 students meeting or progressing toward their DIBELS Aimlines?
- Are RF schools successfully moving most of their students toward their DIBELS Aimlines?
- Are RF schools improving their students' English/Language Arts ISTEP+ scores?
- Are RF schools improving their students' Terra Nova Comprehension and Vocabulary scores?
- Are all students progressing in their reading skills at a similar rate?
- To what extent are aspects of RF spreading beyond K-3 in participating schools?
- To what extent has RF had an impact on non-participating schools in RF districts?

- To what extent are teachers at non-RF schools participating in PD, changing practices, etc.?
- Has RF changed how teachers communicate student achievement to parents?

In this report, interim feedback on impact in these areas is presented. Table 33 shows what data were used to assess impact in each area.

TABLE 33. Relation of Area of Impact to Data Collection Method

Area of Impact	On-Line Surveys	Site Visit Observations and Interviews	District Representative Interviews	Assessment Data
Perceptions of student impact	X	X		
Perceptions of teacher change	X	X	X	
School-level ISTEP change		X		X
DIBELS and Terra Nova				X
Upper Elementary changes		X	X	
Non-RF school changes	X		X	
Parent involvement		X		
Perceptions of impact on ESL and special education	X	X	X	

In this section, the first area of impact to be assessed will be Stakeholder Perception of Teacher and Student Impact. This section includes RF impact on teacher development, stakeholder perception of RF impact on students, discussion of parent involvement changes with RF, and perceptions of RF impact on ESL students.

The following section begins with Change in ISTEP+, Terra Nova Cat, and DIBELS Data Over Time. In this analysis, trends in student achievement on the ISTEP+, Terra Nova Cat, and DIBELS assessments are presented.

Finally, stakeholder feedback on upper elementary changes within RF schools and impact on non-RF schools will be presented. In addition, findings on sustainability will be presented.

11.1 Stakeholder Perception of Teacher and Student Impact

Stakeholder perception of teacher and student impact was assessed through on-line surveys and site visit and district representative interviews. Data from on-line surveys will be presented first, followed by data from site visit and district representative interviews.

On-line surveys

On-line surveys were completed by teachers, interventionists, coaches, and principals. All stakeholders were asked to assess the impact of RF on many aspects of teacher knowledge and practice as well as student achievement. Perceptions of teacher change are presented followed by perceptions of student change. These data are presented below. See Appendix A, B, C, and D, respectively, for copies of the coach, teacher, interventionist, and principal surveys.

Table 34 presents K-3 teacher and interventionist answers to whether RF increased their knowledge in the following areas:

TABLE 34. Stakeholder Perception of RF Impact

Stakeholder perception of RF impact	No increase or change	Minor increase or change	Moderate increase or change	Significant increase or change	Stakeholder
Knowledge of SBRR	3%	11%	33%	54%	K-3 Teacher
	5%	10%	41%	44%	Interventionist
	--	--	--	--	Principal
	--	--	--	--	Coach

Interim Findings on Impact and Sustainability

Stakeholder perception of RF impact	No increase or change	Minor increase or change	Moderate increase or change	Significant increase or change	Stakeholder
Knowledge of Core Reading Program	8%	14%	33%	46%	K-3 Teacher
	11%	17%	40%	33%	Interventionist
	--	--	--	--	Principal
	--	--	--	--	Coach
Knowledge of DIBELS	1%	3%	16%	81%	K-3 Teacher
	1%	4%	24%	71%	Interventionist
	--	--	--	--	Principal
	--	--	--	--	Coach
Knowledge of Other Reading Assessments	9%	22%	39%	30%	K-3 Teacher
	8%	18%	38%	36%	Interventionist
	--	--	--	--	Principal
	--	--	--	--	Coach
Knowledge of Reading Interventions	1%	10%	27%	63%	K-3 Teacher
	2%	9%	31%	59%	Interventionist
	--	--	--	--	Principal
	--	--	--	--	Coach
Knowledge to Use Data to Guide Instruction	2%	12%	25%	61%	K-3 Teacher
	3%	12%	35%	50%	Interventionist
	--	--	--	--	Principals
	--	--	--	--	Coach
Practice Related to Reading Curriculum Content	3%	14%	32%	51%	K-3 Teacher
	10%	14%	38%	39%	Interventionist
	--	--	--	--	Principal
	--	--	--	--	Coach
Practice Related to Instructional Methods Employed	2%	10%	30%	58%	K-3 Teacher
	3%	11%	39%	47%	Interventionist
	--	--	--	--	Principal
	--	--	--	--	Coach
Practice Related to Student Assessment Use	2%	6%	24%	69%	K-3 Teacher
	2%	8%	37%	53%	Interventionist
	--	--	--	--	Principal
	--	--	--	--	Coach
Practice Related to Types of Interventions Used	1%	8%	23%	68%	K-3 Teacher
	3%	7%	32%	58%	Interventionist
	--	--	--	--	Principal
	--	--	--	--	Coach

Interim Findings on Impact and Sustainability

Stakeholder perception of RF impact	No increase or change	Minor increase or change	Moderate increase or change	Significant increase or change	Stakeholder
Practice Related to Frequency of Interventions	1%	7%	24%	68%	K-3 Teacher
	6%	8%	26%	60%	Interventionist
	--	--	--	--	Principal
	--	--	--	--	Coach
Practice Related to Use of Flexible Grouping	7%	12%	32%	49%	K-3 Teacher
	10%	11%	31%	48%	Interventionist
	--	--	--	--	Principal
	--	--	--	--	Coach
Practice Related to Use of Data to Guide Instruction	5%	11%	28%	56%	K-3 Teacher
	6%	10%	37%	47%	Interventionist
	--	--	--	--	Principal
	--	--	--	--	Coach
Practice Related to Use of SBRR	4%	11%	35%	51%	K-3 Teacher
	9%	10%	35%	47%	Interventionist
	--	--	--	--	Principal
	--	--	--	--	Coach
Practice Related to Use of Core Reading Program	8%	17%	32%	43%	K-3 Teacher
	14%	12%	42%	33%	Interventionist
	--	--	--	--	Principal
	--	--	--	--	Coach

Percentages are based on the total number of returned surveys and are rounded up or down for presentation ease; therefore, totals may not equal 100%.

Insights from these data include:

- The vast majority of teachers reported a moderate to significant increase in skill or a change in practice in all skill and knowledge areas; teachers and interventionists report growth similar to that in 2005-06.
- Areas where over 90 percent of teachers and interventionists report moderate to significant growth or increase include: knowledge of DIBELS, knowledge of reading interventions, practice related to assessment, and practice related to interventions.
- The areas in which seven or more percent of teachers and interventionists reported no increase or change in skill include: knowledge of Core reading program, knowledge of other reading assessments, practice related to the Core reading program, and practice related to flexible grouping.

Interim Findings on Impact and Sustainability

- Areas in which seven or more percent of interventionists reported no increase or change in skill include: practice related to reading curriculum content and use of SBRR.
- Areas of practice where the greatest percent of teachers reported significant increase were knowledge of DIBELS followed by use of student assessment, type of interventions, and frequency of intervention.

Eighty-one percent of teachers and 71 percent of interventionists reported significant increase in their knowledge of DIBELS as a result of RF; over three-quarters of teachers report significant increase in their use of student assessments, types of interventions used, and frequency of intervention use.

In Table 35 below, all school stakeholders were asked to assess RF’s impact in the following areas throughout their school:

TABLE 35. Stakeholder Perception of RF Impact on Practice

Stakeholder Perception of RF Impact	No increase or change	Minor increase or change	Moderate increase or change	Significant increase or change	Stakeholder
Teachers’ knowledge	1%	9%	35%	55%	K-3 Teacher
	0%	10%	43%	48%	Interventionist
	0%	0%	22%	78%	Principal
	0%	0%	20%	80%	Coach
Teachers’ skills	3%	12%	37%	48%	K-3 Teacher
	1%	16%	42%	42%	Interventionist
	0%	0%	24%	76%	Principal
	0%	0%	34%	66%	Coach
Teachers’ practices in the classroom	1%	7%	34%	59%	K-3 Teacher
	2%	4%	44%	50%	Interventionist
	0%	0%	22%	78%	Principal
	0%	3%	31%	66%	Coach
The way reading is taught in your school	1%	6%	23%	69%	K-3 Teacher
	0%	8%	36%	56%	Interventionist
	0%	2%	11%	87%	Principal
	0%	3%	28%	69%	Coach
School climate related to reading	3%	9%	35%	53%	K-3 Teacher
	1%	10%	48%	41%	Interventionist
	0%	4%	20%	76%	Principal
	2%	7%	23%	68%	Coach

Interim Findings on Impact and Sustainability

Percentages are based on the total number of returned surveys and are rounded up or down for presentation ease; therefore, totals may not equal 100%.

Insights from these data include:

- The vast majority of stakeholders reported moderate to significant change to improvement in all areas; significant change extended to teacher practice and skill as well as knowledge. These findings are similar to those of 2005-06.
- A very small percentage of stakeholders report no change in teacher knowledge, skill, practice, reading instruction, or school climate.
- Principals tend to be more positive than other stakeholders, however, there is notable agreement between stakeholders in changes in reading practice.

Stakeholders were also asked to assess change in student achievement. See Table 36 below:

TABLE 36. Stakeholder Perception of RF Impact on Student Practice

Stakeholder Perception of RF Impact	No increase or change	Minor increase or change	Moderate increase or change	Significant increase or change	Stakeholder
Students' reading skills	2%	11%	42%	44%	K-3 Teacher
	1%	9%	48%	42%	Interventionist
	0%	2%	33%	66%	Principal
	0%	2%	39%	59%	Coach
Students' test scores	3%	15%	50%	32%	K-3 Teacher
	1%	17%	47%	35%	Interventionist
	2%	15%	47%	36%	Principal
	0%	12%	60%	28%	Coach
Reading skills of "at-risk" students	3%	20%	45%	32%	K-3 Teacher
	1%	14%	50%	36%	Interventionist
	0%	9%	53%	38%	Principal
	0%	15%	59%	26%	Coach
Reading skills of special needs students	8%	34%	42%	17%	K-3 Teacher
	4%	25%	42%	30%	Interventionist
	0%	27%	47%	26%	Principal
	2%	40%	47%	12%	Coach
Reading skills of ELL students	13%	31%	39%	17%	K-3 Teacher
	11%	23%	38%	28%	Interventionist
	12%	22%	43%	22%	Principal
	17%	27%	39%	17%	Coach

Interim Findings on Impact and Sustainability

Stakeholder Perception of RF Impact	No increase or change	Minor increase or change	Moderate increase or change	Significant increase or change	Stakeholder
Reading skills of benchmark students	5%	19%	43%	33%	K-3 Teacher
	5%	17%	49%	30%	Interventionist
	0%	13%	55%	33%	Principal
	2%	13%	54%	31%	Coach
Reading skills of “advanced/gifted” students	12%	25%	41%	23%	K-3 Teacher
	12%	24%	45%	19%	Interventionist
	4%	30%	41%	26%	Principal
	3%	18%	63%	15%	Coach
Special education referral rates	19%	31%	35%	15%	K-3 Teacher
	14%	28%	35%	23%	Interventionist
	9%	30%	41%	20%	Principal
	19%	34%	27%	20%	Coach
Grade level retention rates	23%	28%	38%	12%	K-3 Teacher
	18%	29%	31%	22%	Interventionist
	13%	24%	44%	19%	Principal
	14%	35%	36%	16%	Coach

Percentages are based on the total number of returned surveys and are rounded up or down for presentation ease; therefore, totals may not equal 100%.

Insights from these data include:

- The majority of stakeholders report moderate to significant change in all areas of student skill. At least 75 percent of all stakeholders report moderate to significant increase or change in the following categories: students’ reading skills, students’ test scores, at-risk students’ reading skills, and benchmark students’ reading skills.
- Over 10 percent of all stakeholders report no change or increase in the following categories: reading skills of ELL students, reading skills of “advanced/gifted” students, special education referral rates, and grade level retention rates.
- Stakeholders report change in student reading skills as the most notable area of growth; 42 to 66 percent of stakeholders report significant growth in student reading skills. These findings are similar to those of 2005-06.
- As compared to 2005-06, principals are more likely to report minor or no increase in reading skills of special needs students, reading skills of benchmark students, special education referral rates, and grade level retention rates. With this change in response patterns, principal responses more closely agree with those of teachers and coaches in 2006-07.
- Stakeholders continue to assess change in “at-risk” and benchmark students’ reading skills similarly. More than 75 percent of all stakeholders report moderate to sig-

nificant change in “at-risk” and benchmark students’ reading skills. As compared to 2005-06, coaches are more likely to report significant change in reading skills of “at-risk” students.

- Most stakeholders assess change in special needs students, ELL students, and “gifted” students as less dramatic than that of benchmark and “at-risk” students.
 - As found in earlier years, over half of all stakeholders report moderate to significant change in reading skills of special needs students; however, eight percent of teachers report no increase or change.
 - As found in earlier years, over half of all stakeholders report moderate to significant change in reading skills of ELL students; however, 13 percent of teachers and 17 percent of coaches report no increase or change. As compared to 2005-06, coaches are somewhat more likely to report significant increase in the reading skills of ELL students.
 - As found in earlier years, over half of all stakeholders report moderate to significant change in reading skills of “advanced/gifted” students; however, 12 percent of teachers report no increase or change. As compared to 2005-06, coaches are more likely to report moderate increase in the reading skills of “advanced/gifted” students and less likely to report no change or minor change.
- While more than half of stakeholders report moderate to significant improvement in special education referral rates and grade level retention rates, nine to 23 percent of stakeholders report no change.

Site Visit and District Representative Interviews

During interviews, site visit stakeholders and district representatives gave their perceptions of RF impact in their school and district. They reported changes in teacher knowledge and practice, school culture, student achievement, parent involvement, and special education referral rates:

- **As was found in 2005-06, teachers and other stakeholders are very positive about RF.** While nearly all teachers comment on a decrease in time for instruction in writing, mathematics, and other subjects, and some teachers feel that they have lost some creativity in their instruction, almost all teachers are certain that RF has helped their students’ reading performance and has made them better literacy teachers. Administrators are also enthusiastic about the improvement in student achievement and teacher skill as well as the structure and example that RF has brought to their schools and districts.
- **Stakeholders report that the profound impact of RF comes from a focus on fidelity and the use of assessment data to drive individual instruction and**

interventions. Stakeholders overwhelmingly report that the 90 minute reading blocks, use of assessments, interventions, flexible groups and reading workstations, and PD to hone instructional skill and meet individual student needs have impacted their schools and students in a positive way. One cohort one coach stated:

Now we don't say "Johnny can't read," we say, "Johnny can't recognize his medial sounds or his initial sounds, that's what we need to work on" – we are much more like doctors now rather than wizards, we are trying to predict the problem. **Cohort one, Coach**

- **Stakeholders report that because of RF, their schools have a stronger focus on reading.** Specifically, most stakeholders reported increased cohesion between teachers and grade levels because there is a systematic sequence structure that has been put into place. Also, many administrators note that the influence of this structure has influenced their district as a whole.
- **Nearly all stakeholders reported that because of RF they have seen gains in student reading progress.** In cohorts one and two schools, stakeholders overwhelmingly credit RF's impact on students with the increased acceptance of the model. When discussing assessment, the majority of stakeholders cite DIBELS data, however, some also note impact of systematic reading instruction on ISTEP+ and Terra Nova performance. Many teachers reported that students are more excited and motivated about reading.
- **School climates have been greatly impacted by RF.** Cohorts one and two schools report a positive impact of RF. As in 2005-06 they note a substantial increase in collaboration and professional dialogue among stakeholders. Teachers and administrators readily give examples of conversations that have become more professional, teachers meeting together and discussing strategies for instruction, and a sense of teamwork among the staff. All cohort three schools reported that the first year of RF implementation has brought greatly increased stress levels; these findings are similar to those of first and second year implementation in veteran schools.
- **Because of RF PD, stakeholders reported that teacher knowledge and skills have increased.** The vast majority of stakeholders reported that their knowledge of literacy instruction and ability to teach reading has increased. Many also mentioned increased awareness of how to use assessment data to guide instruction, how to teach more systematically, and how to diagnose and meet struggling readers' individual needs as benefits of RF.
- **Some schools reported change in special education referral rates.** Many cohorts one and two stakeholders stated that special education referral rates have decreased; some noted that Response to Intervention and the RF model work very well together. They attributed the change in referral rate to the fact that RF stu-

dents are receiving focused interventions and teachers have needed knowledge and resources to address problems early and correctly. Most cohort three schools reported a range of responses; however, many felt that it was too early to see a change.

- **RF impact on ELL is less clear.** Few RF schools have large ELL populations, but of those with ELL students, some noted a positive impact. While stakeholders noted that focused instruction and interventions aid ELL students in their English language skills, ELL teachers were not as central to the RF team as special education and Title I teachers. Additionally, some ELL teachers who had attended PD stated that there were few PD offerings focused on their special needs.

11.2 Change in ISTEP+, Terra Nova Cat, and DIBELS Data Over Time

RF schools measure student success with three quantitative assessments: ISTEP+ (Indiana Statewide Testing of Educational Progress Plus), Terra Nova Cat, and DIBELS (Dynamic Indicators of Basic Early Literacy Skills). ISTEP+ and Terra Nova Cat serve as outcome measures of student reading comprehension and DIBELS serves as a measure of fluency.

RF schools report the number of students in third and fourth grade passing ISTEP+; the number of students in first and second grade passing Terra Nova Cat; and DIBELS scores for students from first to third grade. In addition to providing overall totals of students passing, data are disaggregated and total numbers of students passing are provided for the following categories of students: economically disadvantaged, special education, English as a second language, and ethnic groups (White, African American, Asian, Multi-racial, Native American, and Hispanic).

ISTEP+ and Terra Nova Cat data have been collected by all participating RF schools since their baseline year in 2002-03 to 2006-07 and DIBELS data have been collected from 2003-04 to 2006-07. Graphs present average percent passing for all RF schools that reported data for 10 or more students. Graphs represent schools in their fourth year of

implementation. Graphs for all schools (fourth, second, and first years) can be found in Appendix E.

The following graphs present the change in the average percent of students passing each assessment for all RF schools in the state of Indiana. The first section of this chapter presents Change in Student Vocabulary and Comprehension as measured by ISTEP+ and Terra Nova Cat. The following section presents Change in Student Fluency as measured by DIBELS.

11.2.1 Change in Student Vocabulary and Comprehension

Student reading vocabulary and comprehension are measured with ISTEP+ scores for students in third and fourth grade and Terra Nova Cat scores for students in first and second grade.

Figure 1 shows the average percent of students who received a passing score on their vocabulary test in each grade level in all Reading First schools. Data are presented from 2003-04 through 2006-07. Vocabulary scores for first and second grade are from Terra Nova Cat and ISTEP+ for third and fourth grade.

FIGURE 1. Vocabulary Achievement--All Cohort 1 RF Schools--All Students

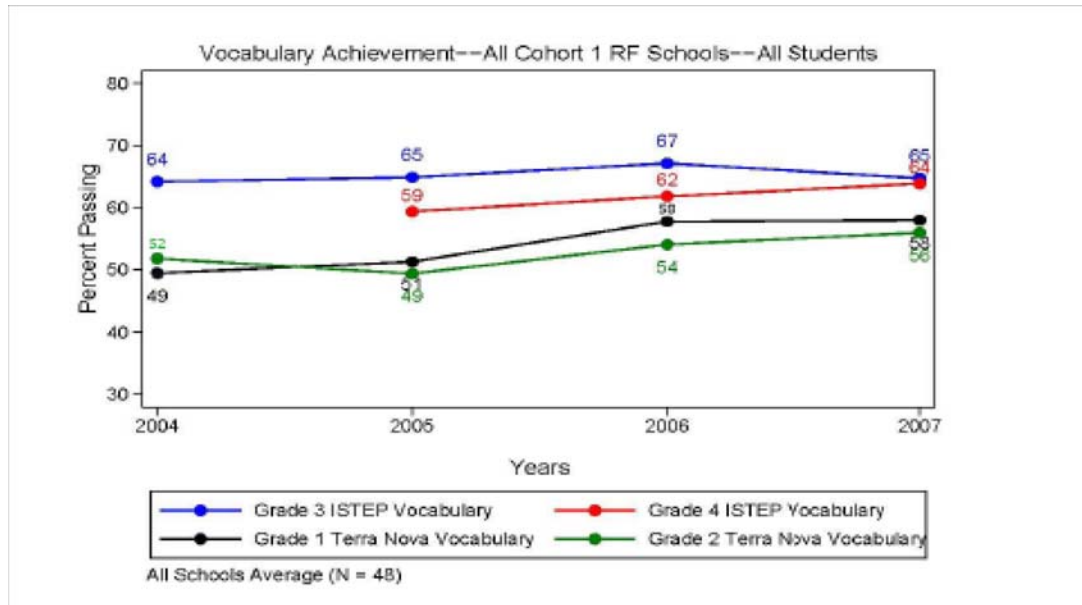


Figure 1 indicates that the average percent of students passing their vocabulary tests in all RF schools has remained relatively stable with notable overall growth in fourth and first grade (+5% and +9% respectively). However, percentages do not reflect changes for consistent cohorts of students. In addition, due to issues related to reporting of student data as well as student mobility, changes over time should be interpreted with caution.

Figure 2 shows the average percent of students who received a passing score on their comprehension test in each grade level in all RF schools. Data are presented from 2003-04 through 2006-07. Comprehension scores for first and second grade are from Terra Nova Cat and ISTEP+ for third and fourth grade.

FIGURE 2. Comprehension Achievement--All Cohort 1 RF Schools--All Students

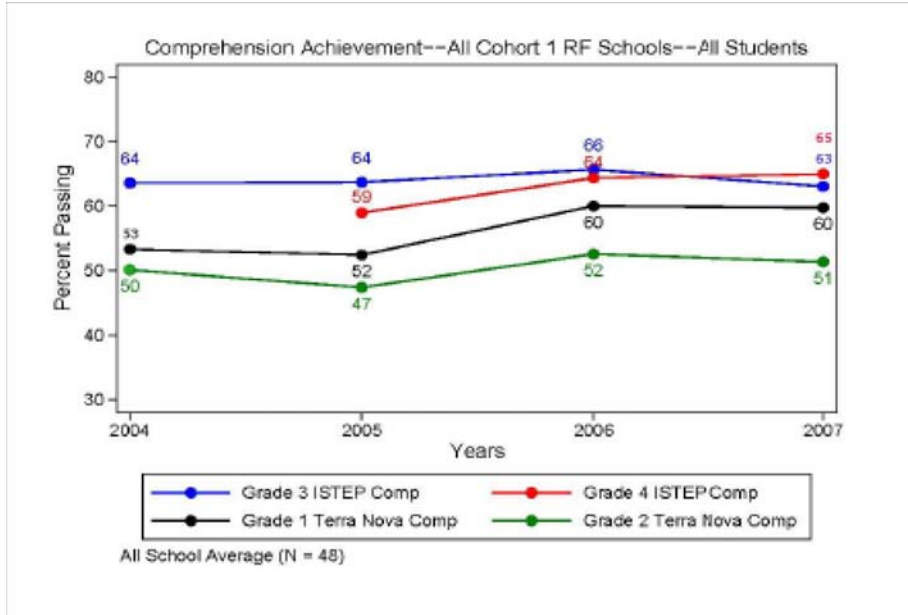


Figure 2 indicates that the average percent of students passing their comprehension tests in all RF schools has remained relatively stable with notable overall growth in fourth and first grade (+6% and +7% respectively). However, percentages do not reflect changes for consistent cohorts of students. In addition, due to issues related to reporting of student data as well as student mobility, changes over time should be interpreted with caution.

Change in Student Vocabulary and Comprehension—Student Subgroups

Economically Disadvantaged

In addition to reporting total numbers of students passing their comprehension or vocabulary assessment, RF schools report the students passing in important subgroups. The following graphs present the total percent of students in each subgroup who received a passing score on their comprehension or vocabulary test at each grade level.

Figure 3 shows the total percent of economically disadvantaged students who received a passing score on their vocabulary test at each grade level. Data are presented from 2003-04 through 2006-07. Vocabulary scores for first and second grade are from Terra Nova Cat and ISTEP+ for third and fourth grade.

FIGURE 3. Vocabulary Achievement--All Cohort 1 RF Schools--Economically Disadvantaged

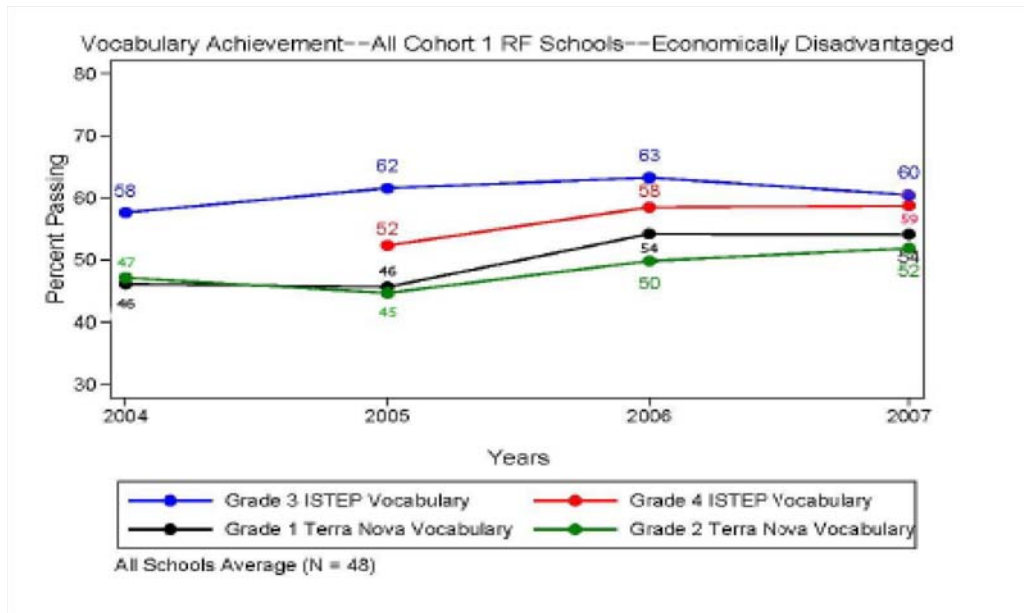


Figure 3 indicates that the average percent of students passing their vocabulary tests in all RF schools has remained relatively stable with notable overall growth in fourth and first grade (+7% and +8% respectively). However, percentages do not reflect changes for consistent cohorts of students. In addition, due to issues related to reporting of student data as well as student mobility, changes over time should be interpreted with caution.

Figure 4 shows the total percent of economically disadvantaged students who received a passing score on their comprehension test at each grade level. Data are presented from 2003-04 through 2006-07. Comprehension scores for first and second grade are from Terra Nova Cat and ISTEP+ for third and fourth grade.

FIGURE 4. Comprehension Achievement--All Cohort 1 RF Schools--Economically Disadvantaged

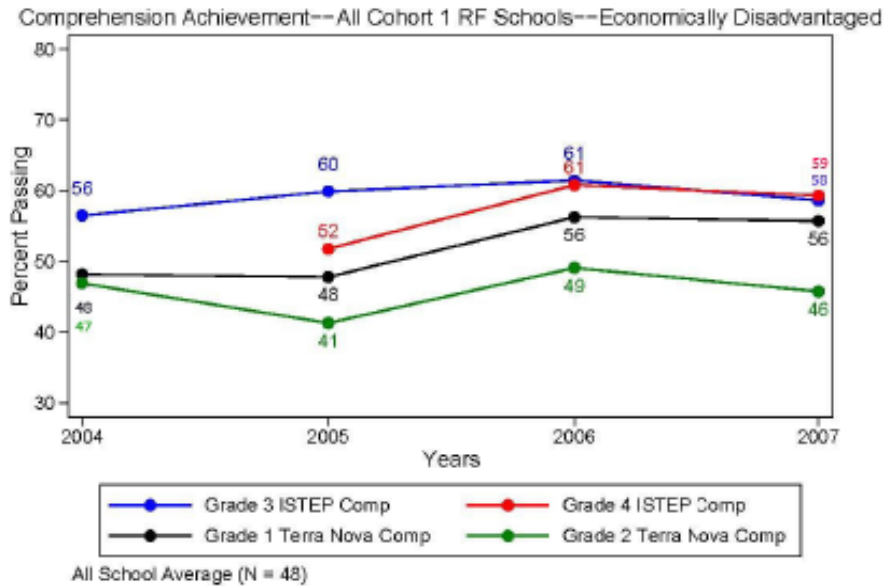


Figure 4 indicates that the average percent of students passing their comprehension tests in all RF schools has remained relatively stable with notable overall growth in fourth and first grade (+7% and +8% respectively). However, percentages do not reflect changes for consistent cohorts of students. In addition, due to issues related to reporting of student data as well as student mobility, changes over time should be interpreted with caution.

Disabled Students

Figure 5 shows the total percent of disabled students who received a passing score on their vocabulary test in each grade level. Data are presented from 2003-04 through 2006-07. Vocabulary scores for first and second grade are from Terra Nova Cat and ISTEP+ for third and fourth grade.

FIGURE 5. Vocabulary Achievement--All Cohort 1 RF Schools--Students with Disabilities

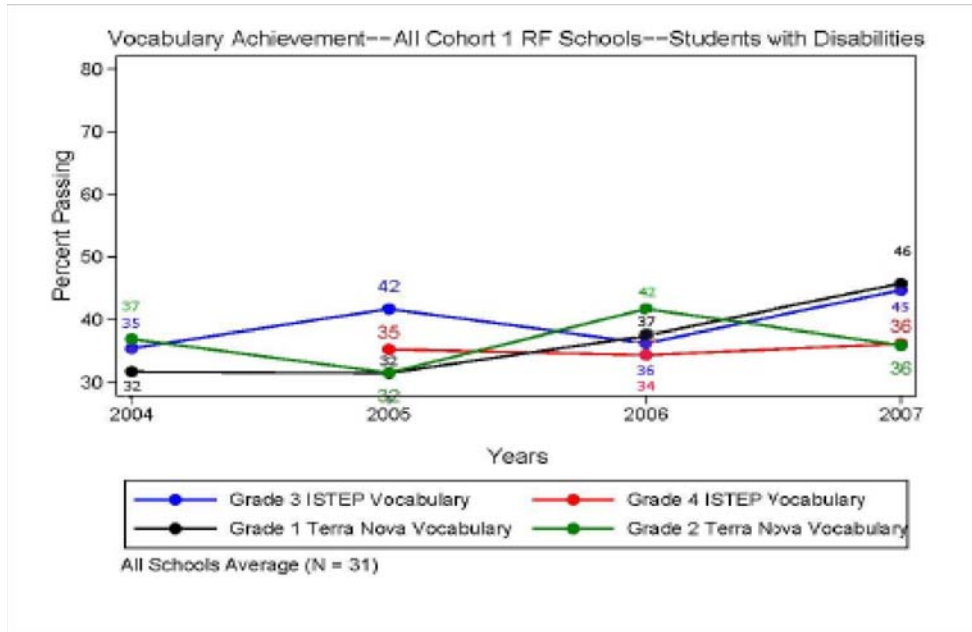


Figure 5 indicates that the average percent of students passing their vocabulary tests in all RF schools has remained relatively stable with notable overall growth in third and first grade (+10% and +14% respectively). However, percentages do not reflect changes for consistent cohorts of students. In addition, due to issues related to reporting of student data as well as student mobility, changes over time should be interpreted with caution.

Figure 6 shows the total percent of disabled students who received a passing score on their comprehension test in each grade level. Data are presented from 2003-04 through 2006-07. Comprehension scores for first and second grade are from Terra Nova Cat and ISTEP+ for third and fourth grade.

FIGURE 6. Comprehension Achievement--All Cohort 1 RF Schools--Students with Disabilities

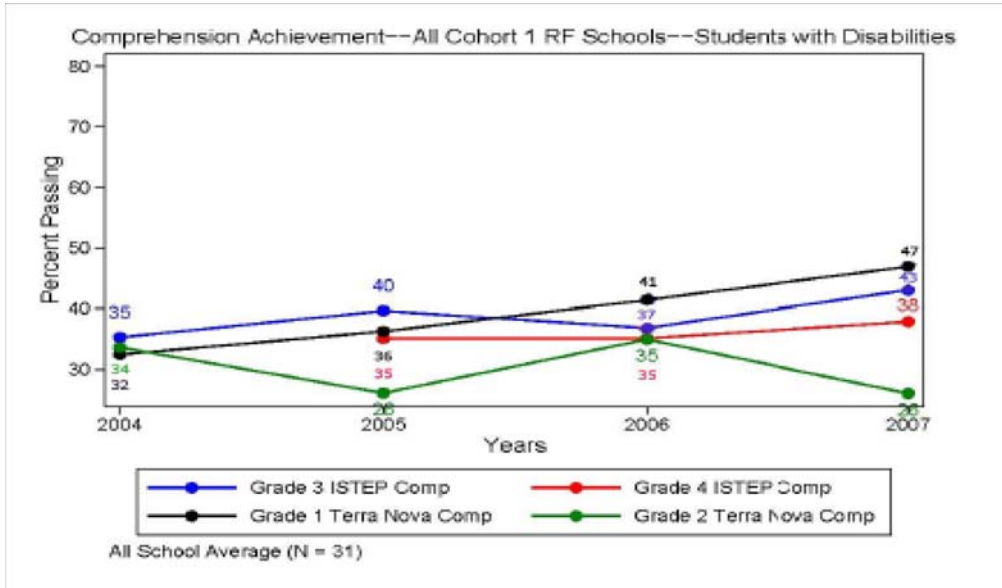


Figure 6 indicates that the average percent of students passing their vocabulary tests in all RF schools has remained relatively stable with notable overall growth in third and first grade (+8% and +15% respectively). However, percentages do not reflect changes for consistent cohorts of students. In addition, due to issues related to reporting of student data as well as student mobility, changes over time should be interpreted with caution.

Limited English Proficiency

Figure 7 shows the total percent of LEP students who received a passing score on their vocabulary test in each grade level. Data are presented from 2003-04 through 2006-07. Vocabulary scores for first and second grade are from Terra Nova Cat and ISTEP+ for third and fourth grade.

FIGURE 7. Vocabulary Achievement--All Cohort 1 RF Schools--LEP Students

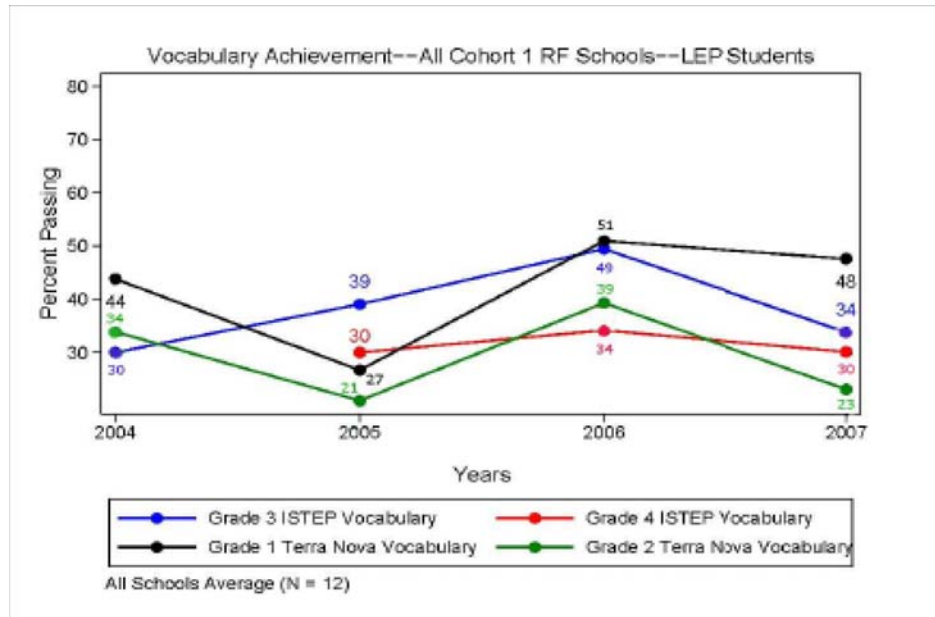


Figure 7 indicates that the average percent of students passing their vocabulary tests in all RF schools has varied over time. Percentages do not reflect changes for consistent cohorts of students. In addition, due to issues related to reporting of student data as well as student mobility, changes over time should be interpreted with caution.

Figure 8 shows the total percent of LEP students who received a passing score on their comprehension test in each grade level. Data are presented from 2003-04 through 2006-07. Comprehension scores for first and second grade are from Terra Nova Cat and ISTEP+ for third and fourth grade.

FIGURE 8. Comprehension Achievement--All Cohort 1 RF Schools--LEP Students

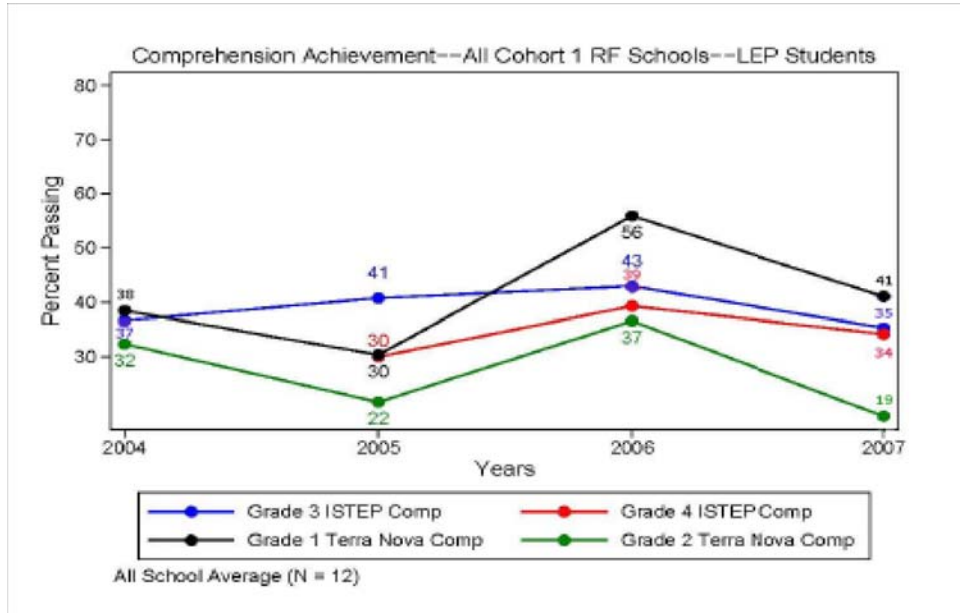


Figure 8 indicates that the average percent of students passing their comprehension tests in all RF schools has varied over time. Percentages do not reflect changes for consistent cohorts of students. In addition, due to issues related to reporting of student data as well as student mobility, changes over time should be interpreted with caution.

African American

Figure 9 shows the total percent of African American students who received a passing score on their vocabulary test in each grade level. Data are presented from 2003-04 through 2006-07. Vocabulary scores for first and second grade are from Terra Nova Cat and ISTEP+ for third and fourth grade.

FIGURE 9. Vocabulary Achievement--All Cohort 1 RF Schools--African American Students

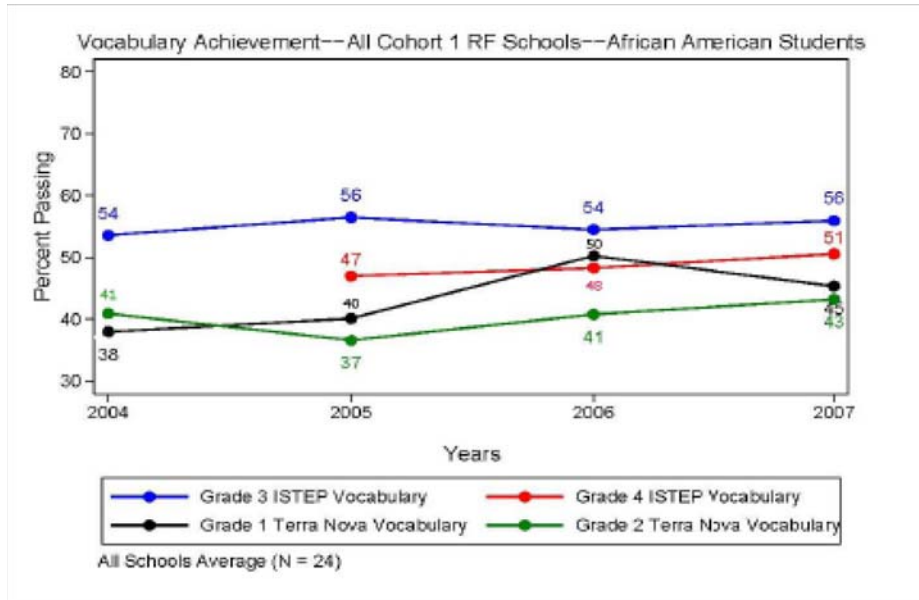


Figure 9 indicates that the average percent of students passing their vocabulary tests in all RF schools has remained relatively stable with notable overall growth in first grade (+7%). However, percentages do not reflect changes for consistent cohorts of students. In addition, due to issues related to reporting of student data as well as student mobility, changes over time should be interpreted with caution.

Figure 10 shows the total percent of African American students who received a passing score on their comprehension test in each grade level. Data are presented from 2003-04 through 2006-07. Comprehension scores for first and second grade are from Terra Nova Cat and ISTEP+ for third and fourth grade.

FIGURE 10. Comprehension Achievement--All Cohort 1 RF Schools--African American Students

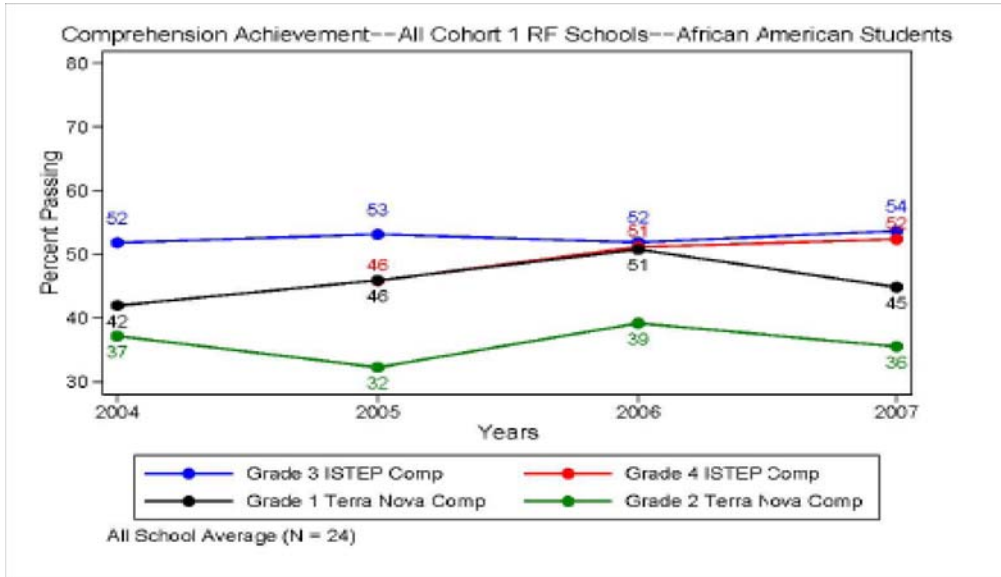


Figure 10 indicates that the average percent of students passing their comprehension tests in all RF schools has remained relatively stable with notable overall growth in first grade (+7%). However, percentages do not reflect changes for consistent cohorts of students. In addition, due to issues related to reporting of student data as well as student mobility, changes over time should be interpreted with caution.

Hispanic

Figure 11 shows the total percent of Hispanic students who received a passing score on their vocabulary test in each grade level. Data are presented from 2003-04 through 2006-07. Vocabulary scores for first and second grade are from Terra Nova Cat and ISTEP+ for third and fourth grade.

FIGURE 11. Vocabulary Achievement--All Cohort 1 RF Schools--Hispanic Students

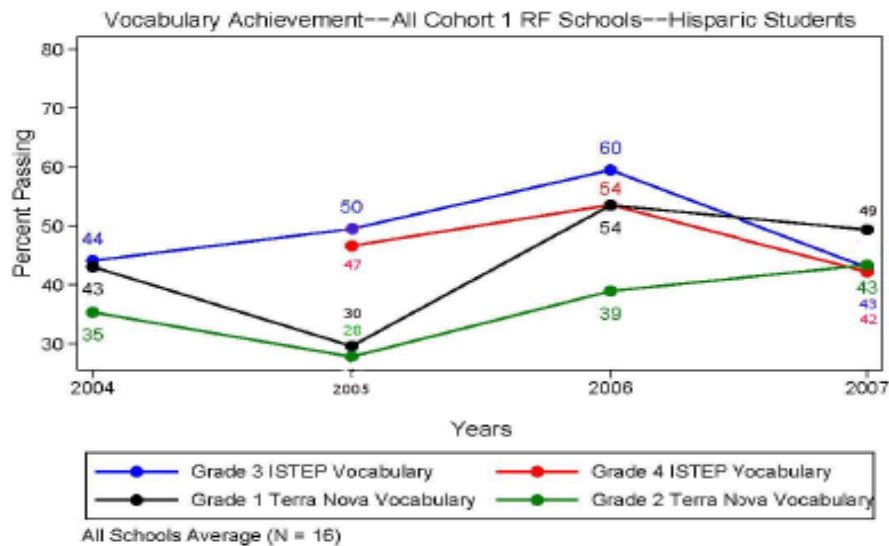


Figure 11 indicates that the average percent of students passing their vocabulary tests in all RF schools has varied over time with notable overall growth in second grade (+8%). However, percentages do not reflect changes for consistent cohorts of students. In addition, due to issues related to reporting of student data as well as student mobility, changes over time should be interpreted with caution.

Figure 12 shows the total percent of Hispanic students who received a passing score on their comprehension test in each grade level. Data are presented from 2003-04 through 2006-07. Comprehension scores for first and second grade are from Terra Nova Cat and ISTEP+ for third and fourth grade.

FIGURE 12. Comprehension Achievement--All Cohort 1 RF Schools--Hispanic Students

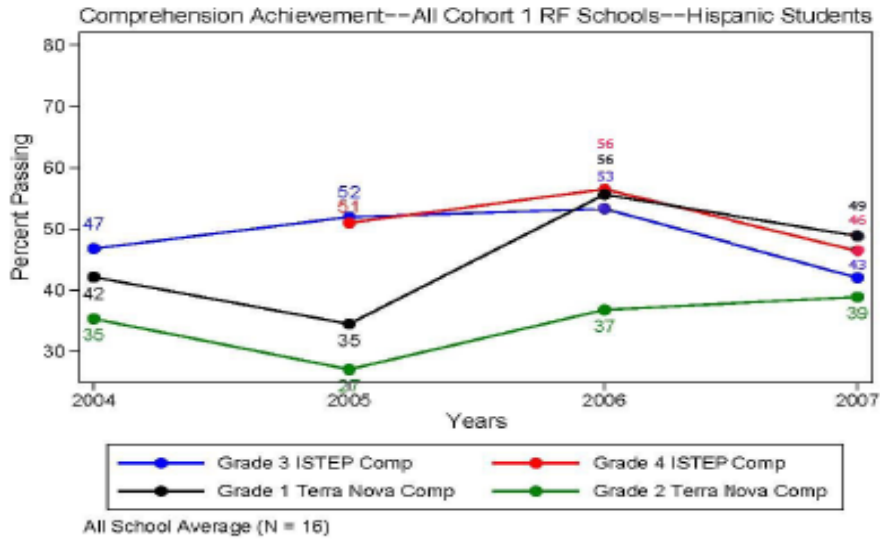


Figure 12 indicates that the average percent of students passing their comprehension tests in all RF schools has varied over time with notable overall growth in first grade (+7%). However, percentages do not reflect changes for consistent cohorts of students. In addition, due to issues related to reporting of student data as well as student mobility, changes over time should be interpreted with caution.

11.2.2 Change in Student Fluency

Change in Student Fluency graphs provide feedback on Reading First schools' impact on students who are consistent attendees. The graphs presented below follow the achievement of two cohorts of students over two years (either 5 or 6 testing periods). Students were included in the analysis only if their scores were available for all applicable testing periods.

Two cohorts of students were followed. Those who started in grade one in 2005-06 and those who started grade two in 2005-06. Grade one starters were tested with ORF at five periods MOY 2005-06 through EOY 2006-07. Grade two starters were tested with ORF at six periods BOY 2005-06 through EOY 2006-07.

Inferential analyses were conducted for each subgroup with reported scores for **more than 40** students who were consistent attendees over the 2005-06 and 2006-07 school years.

Change Over Time Calculations

Change in Student Fluency graphs are based on individual student performance. For each student, his/her median ORF score was subtracted from benchmark. This difference calculation was conducted for all consistent attendees. This score was labeled the difference score and represented how far each student was from benchmark; positive difference scores indicated that a student was above benchmark and negative difference scores indicated that a student was below benchmark.

For example, at MOY in grade one, benchmark on ORF is 20. **Therefore, if a student has an ORF score of 32 their difference score would be +12. This student is 12 points above benchmark.**

After all difference scores were calculated, a mean was found for all students. This mean was standardized to make ORF scores comparable over time. This standardized value of average student distance from benchmark is found in the graphs below.

Please note that DIBELS ORF is not designed as an outcome measure. Because of this as well as the low number of students represented in some graphs, these findings are most useful when viewed for general information on trends as opposed to outcomes assessments of reading success.

Figure 13 shows the average performance of students who began first grade in 2005-06 and remained in their respective school until the end of 2006-07.

FIGURE 13. Standardized DIBELS Achievement Over Time--All Students--Grade One Start

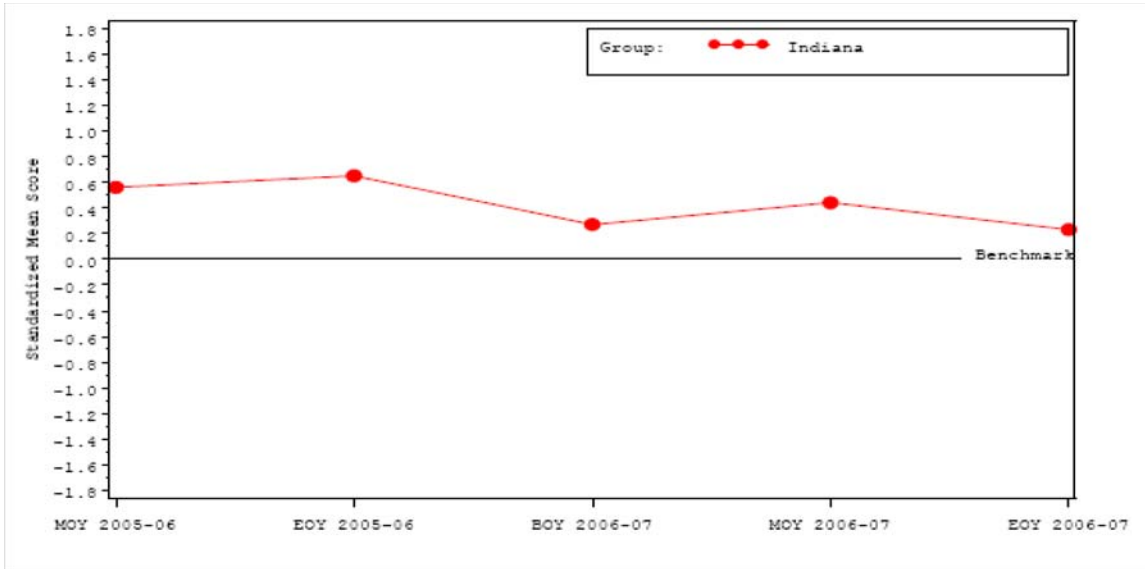


Figure 13 indicates that on average students began with performance well above benchmark in MOY and EOY 2005-06. For these same students, in 2006-07, performance continued to be above benchmark but on average, performance on the ORF assessment were closer to benchmark than in 2005-06. Results indicate that from January 2006 to May 2007, students consistently attending first and then second grade in RF schools on average improved their reading performance to maintain achievement above benchmark; however, when consistently attending students entered second grade, ORF performance was closer to benchmark than in first grade.

Figure 14 shows the average performance of students who began second grade in 2005-06 and remained in their respective school until the end of 2006-07.

FIGURE 14. Standardized DIBELS Achievement Over Time--All Students--Grade Two Start

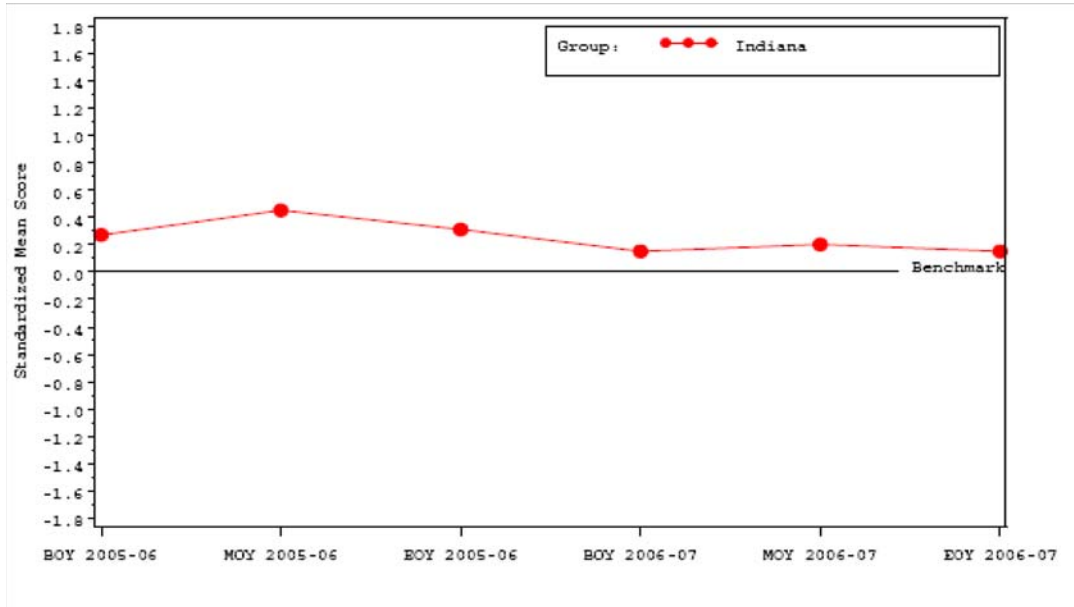


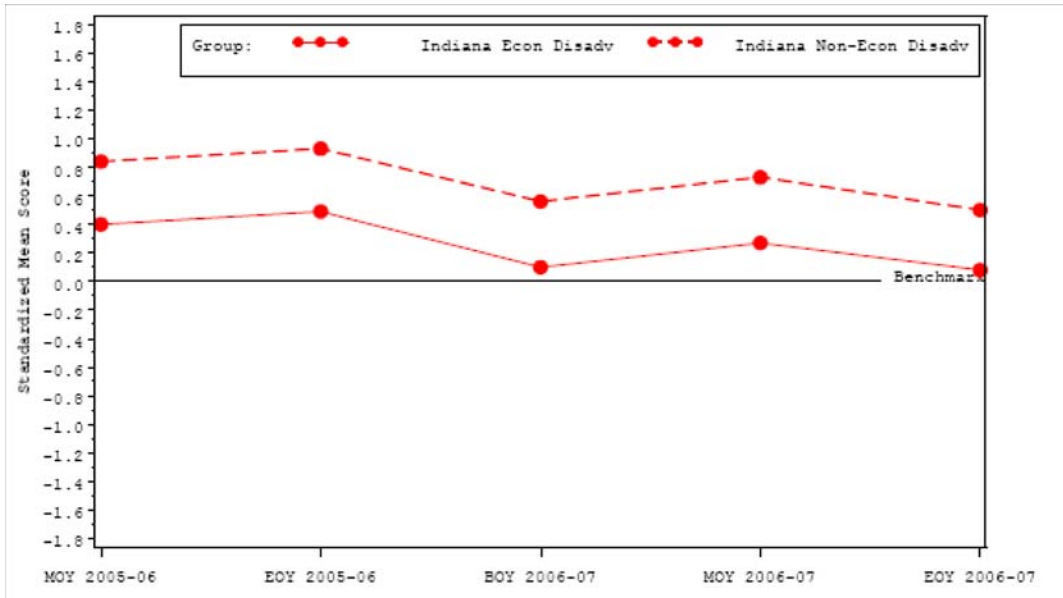
Figure 14 indicates that on average the students began with performance above benchmark in BOY, MOY, and EOY 2005-06. For these same students in 2006-07, performance continued to be above benchmark but in average performance on the ORF assessment were somewhat closer to benchmark than they were in 2005-06. Results indicate that from September 2006 to May 2007, students consistently attending second and then third grade in RF schools on average improved their reading performance to maintain achievement above benchmark; however, when consistently attending students entered third grade, ORF performance was closer to benchmark than in second grade.

Change in Student Fluency—Student Subgroups

Economically Disadvantaged

Figure 15 shows the average performance of economically disadvantaged students who began first grade in 2005-06 and remained in their respective school until the end of 2006-07.

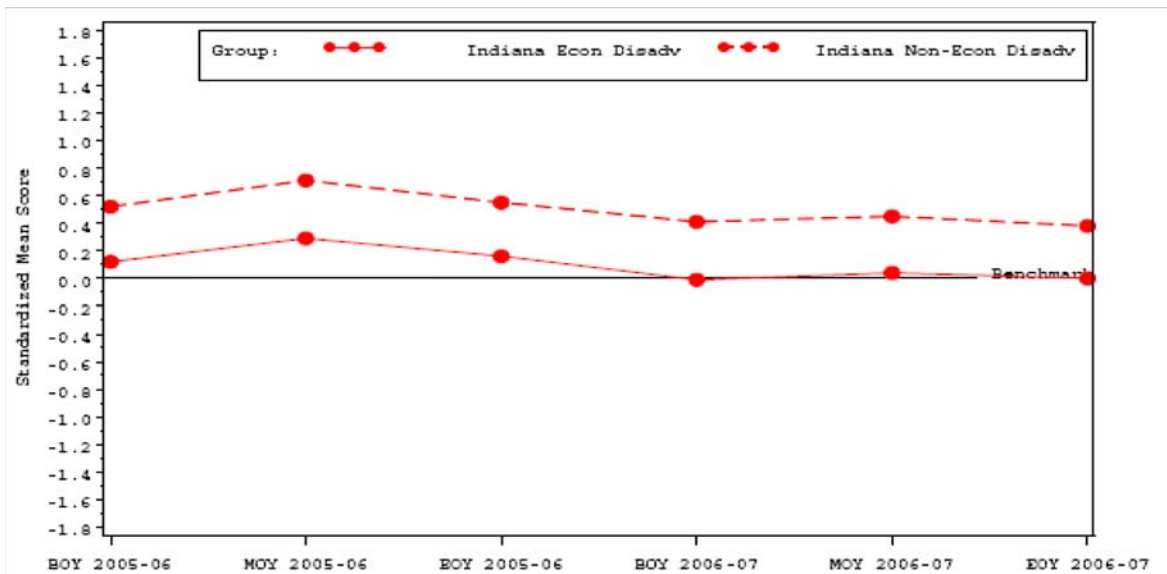
FIGURE 15. Standardized DIBELS Achievement Over Time--Economically Disadvantaged --Grade One Start



Statistical analyses indicate that economically disadvantaged students have performance significantly closer to benchmark than those that are not economically disadvantaged ($p < .0001$). Figure 15 also indicates that on average students began with performance well above benchmark in MOY and EOY 2005-06. For these same students, in 2006-07, performance continued to be above benchmark but on average performance on the ORF assessment was closer to benchmark than in 2005-06. Statistics indicate that this decrease in the average distance from benchmark is statistically significant ($p < .0001$). Statistics do not indicate a significant difference in the change in achievement between economically disadvantaged students and non-economically disadvantaged students. Results indicate that the trend of decrease in performance from first grade to second grade holds for both economically disadvantaged and non-economically disadvantaged students.

Figure 16 shows the average performance of economically disadvantaged students who began second grade in 2005-06 and remained in their respective school until the end of 2006-07.

FIGURE 16. Standardized DIBELS Achievement Over Time--Economically Disadvantaged --Grade Two Start

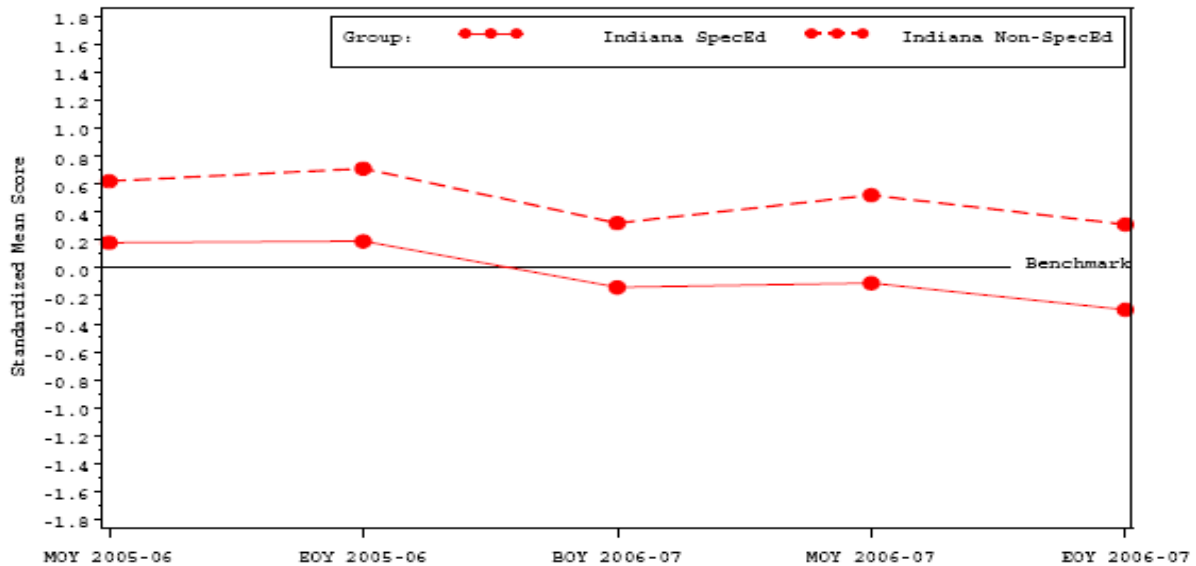


Statistical analyses indicate that economically disadvantaged students have performance significantly closer to benchmark than those that are not economically disadvantaged ($p < .0001$). Figure 16 also indicates that on average the students began with performance well above benchmark in BOY, MOY, and EOY 2005-06. For these same students, in 2006-07, performance continued to be above benchmark but on average performance on the ORF assessment was closer to benchmark than in 2005-06. Statistics indicate that this decrease in the average distance from benchmark is statistically significant ($p < .0001$). Statistics do not indicate a significant difference in the rate of achievement change between economically disadvantaged students and non-economically disadvantaged students. Results indicate that the trend of decrease in performance from second grade to third grade holds for both economically disadvantaged and non-economically disadvantaged students.

Special Education

Figure 17 shows the average performance of special needs students who began first grade in 2005-06 and remained in their respective school until the end of 2006-07.

FIGURE 17. Standardized DIBELS Achievement Over Time--Special Education --Grade One Start



Statistical analyses indicate that special education students have performance significantly closer to or below benchmark than those that do not have special needs ($p < .0001$). Figure 17 also indicates that on average both special education and general population students began with performance above benchmark in MOY and EOY 2005-06. For general population students in 2006-07, performance continued to be above benchmark but on average performance on the ORF assessment was closer to benchmark than in 2005-06. For special education students, in 2006-07, performance fell below benchmark. Statistics indicate that this decrease in performance over time for both groups is statistically significant ($p < .0001$). Statistics do not indicate a significant difference in the rate of achievement change between special education students and general population students. Results

indicate that the trend of decrease in performance from first grade to second grade holds for both special education and general population students.

Figure 18 shows the average performance of special education students who began second grade in 2005-06 and remained in their respective school until the end of 2006-07.

FIGURE 18. Standardized DIBELS Achievement Over Time--Special Education --Grade Two Start

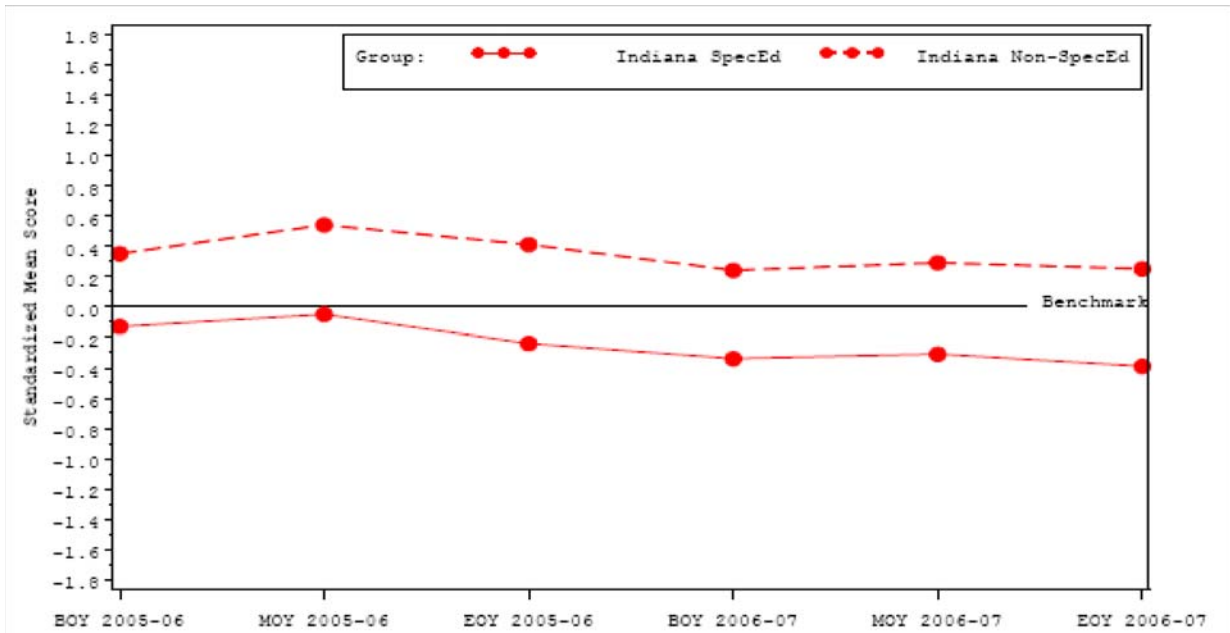


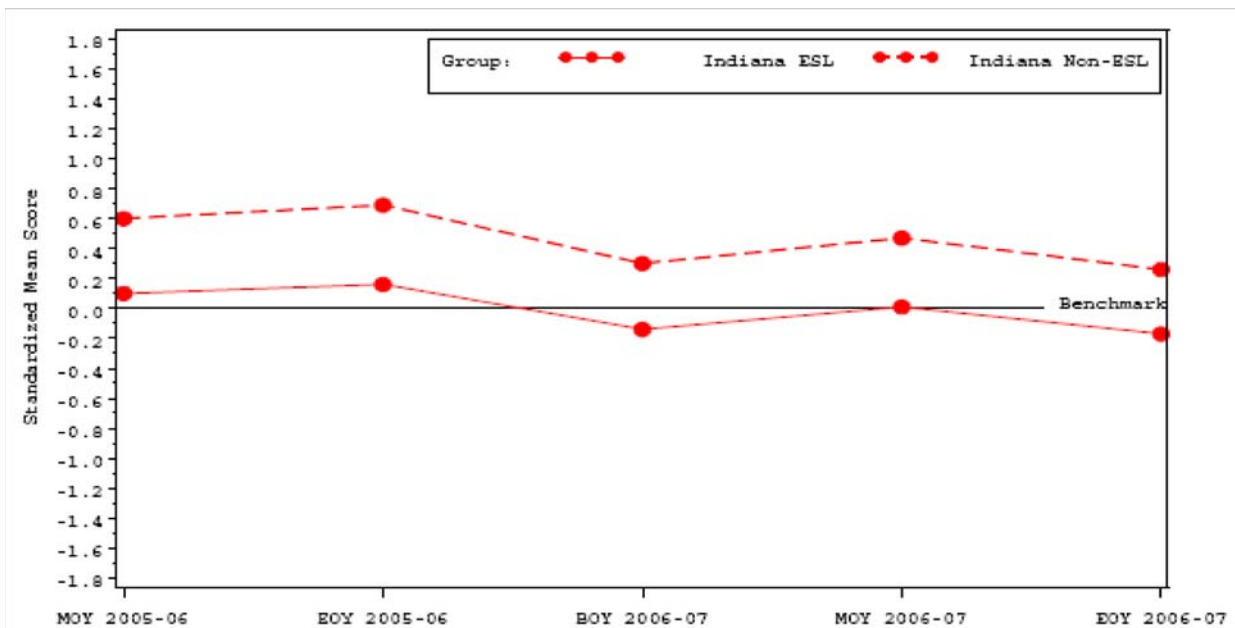
Figure 18 indicates that special education student performance is consistently below benchmark while that of the general population is above benchmark. Statistical analyses indicate that special education students have statically lower performance than general population students ($p < .0001$). Figure 18 also indicates that on average both special education and general population students began with performance above benchmark in MOY and EOY 2005-06. For general population students in 2006-07, performance continued to be above benchmark but on average performance on the ORF assessment was closer to benchmark than in 2005-06. For special education students, in 2006-07, performance fell even farther below benchmark. Statistics indicate that this decrease in the aver-

age distance from benchmark for both groups is statistically significant ($p < .0001$). Statistics also indicate a significant difference in the rate of achievement change between special education students and general population students with special education students falling below benchmark at a faster rate than the general population ($p < .05$). Results indicate that the trend of decrease in performance from second grade to third grade holds for both special education and general population students.

English as a Second Language

Figure 19 shows the average performance of ESL students who began first grade in 2005-06 and remained in their respective school until the end of 2006-07.

FIGURE 19. Standardized DIBELS Achievement Over Time--ESL --Grade One Start

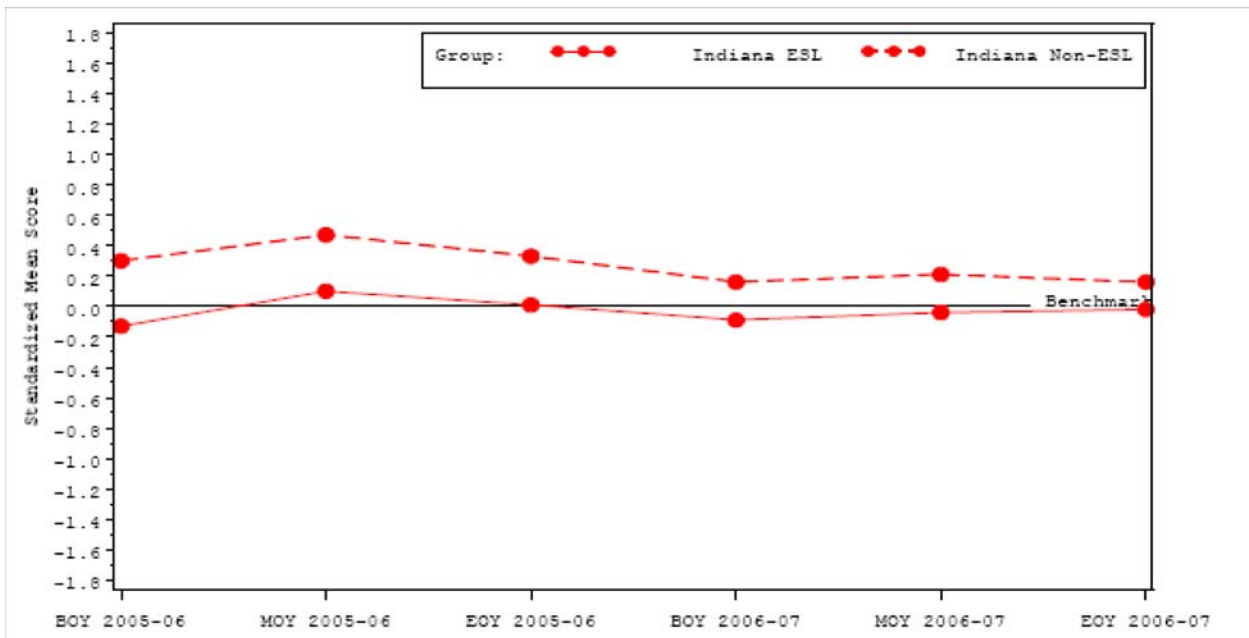


Statistical analyses indicate that ESL students have performance significantly closer to or below benchmark than those that are not ESL ($p < .0001$). Figure 19 also indicates that on average both ESL and non-ESL students began with performance above benchmark in MOY and EOY 2005-06. For non-ESL students in 2006-07, performance continued to

be above benchmark but on average performance on the ORF assessment was closer to benchmark than in 2005-06. For ESL students in 2006-07, performance fell below benchmark. Statistics indicate that this decrease in the average distance from benchmark over time for both groups is statistically significant ($p < .0001$). Statistics do not indicate a significant difference in the rate of achievement change between ESL and non-ESL students. Results indicate that the trend of decrease in performance from first grade to second grade holds for both ESL and non-ESL students.

Figure 20 shows the average performance of ESL students who began second grade in 2005-06 and remained in their respective school until the end of 2006-07.

FIGURE 20. Standardized DIBELS Achievement Over Time--ESL --Grade Two Start



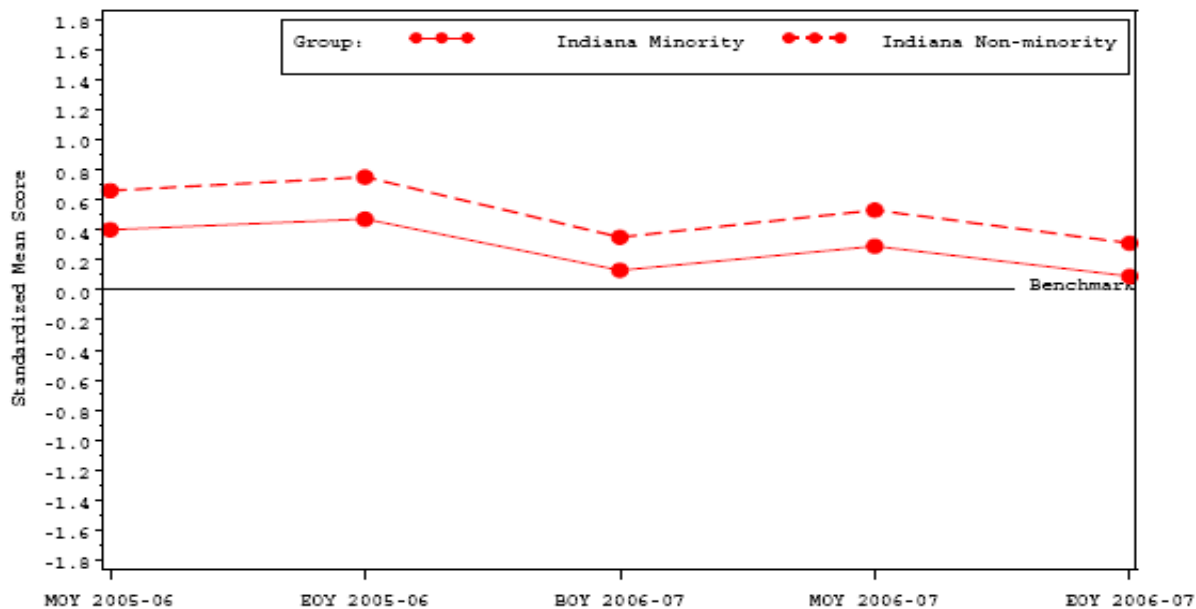
Statistical analyses do NOT indicate that performance of ESL students is significantly lower than that of non-ESL students. Figure 20 indicates that ESL student performance began below benchmark and remained near benchmark while that of the non-ESL population was above benchmark. Statistics indicate that the change in achievement over time

for both groups is statistically significant ($p < .0001$). Statistics also indicate a significant difference in the rate of achievement change between ESL students and non-ESL students ($p = .05$). While non-ESL student performance decreased from BOY 2005 to EOY 2007, the performance of ESL students varied, but ended above 2005 levels. Results indicate that the trend of decrease in performance from second grade to third grade holds for non-ESL students but NOT for ESL students.

Minority Groups

Figure 21 shows the average performance of minority students who began first grade in 2005-06 and remained in their respective school until the end of 2006-07.

FIGURE 21. Standardized DIBELS Achievement Over Time--Ethnic Minority --Grade One Start

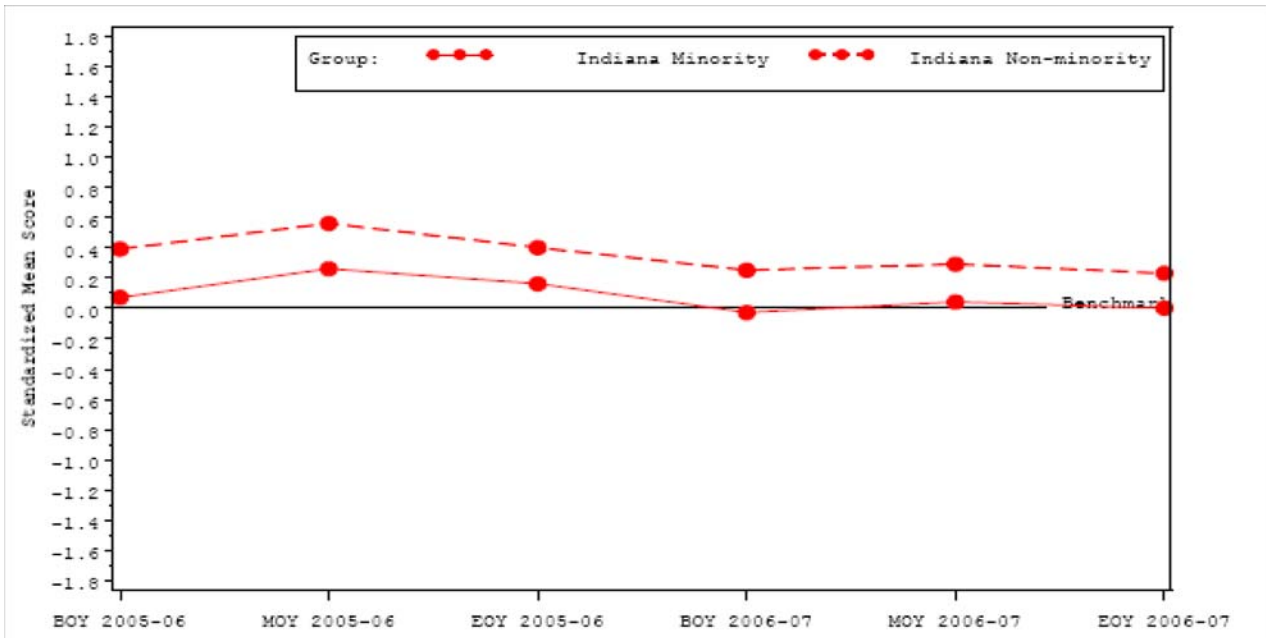


Statistical analyses indicate that minority students have performance significantly closer to or below benchmark than those that are non-minority ($p = .005$). Figure 21 also indicates that on average both minority and non-minority students began with performance above benchmark in MOY and EOY 2005-06. For both groups of students in 2006-07, perfor-

mance continued to be above benchmark but on average performance on the ORF assessment was closer to benchmark than in 2005-06. Statistics indicate that this decrease in the average distance from benchmark for both groups is statistically significant ($p < .0001$). Statistics do not indicate a significant difference in the rate of achievement change between minority students and non-minority students. Results indicate that the trend of decrease in performance from first grade to second grade holds for both special education and general population students.

Figure 22 shows the average performance of minority students who began second grade in 2005-06 and remained in their respective school until the end of 2006-07.

FIGURE 22. Standardized DIBELS Achievement Over Time--Ethnic Minority --Grade Two Start



Statistical analyses indicate that minority students have performance significantly closer to or below benchmark than those that are non-minority ($p < .0001$). Figure 22 also indicates that on average both minority and non-minority students began with performance above benchmark in MOY and EOY 2005-06. For both groups of students in 2006-07, perfor-

mance continued to be above or slightly below benchmark but on average performance on the ORF assessment was closer to benchmark than in 2005-06. Statistics indicate that this decrease in the average distance from benchmark for both groups is statistically significant ($p < .0001$). Statistics also indicate a significant difference in the rate of achievement change between minority students and non-minority students ($p = .05$). Results indicate that the trend of decrease in performance from first grade to second grade holds for non-minority students; however, minority student performance remained close to benchmark over time.

11.3 Impact on Upper Elementary Grades and Non- Reading First Schools

I think the other schools are trying stuff [RF literacy practice] out because they have heard about it. They're kind of flitting from thing to thing. But as far as a consistent process--having that core program that's research-based and having those research-based interventions--that's missing in that school that's not a Reading First school.

District Representative

We're trying to incorporate a lot of those guidelines [RF literacy practice] into the other schools [in the district]. We started this year with DIBELS in all kindergartens. Next year we're going to add DIBELS testing in all 1st grades. Then the next year we're going to add 2nd and then the next 3rd. So we're working through all of that. We've also implemented 90 minute reading blocks in all K-3 classrooms in all of our schools, not just Reading First. We're now starting to work with them on interventions. We're looking for an intervention program that we can use in all schools. So it's just huge the impact that Reading First is starting to have, not just on the RF schools but on all of our schools. If we can keep that momentum going then we're going to see phenomenal changes in the corporation. It's really exciting. **District Representative**

The following section offers preliminary assessment of the extent and type of impact that the RF program in Indiana and RF schools in Indiana have in schools and grade levels around them that are not directly receiving RF funds.

11.3.1 Impact on Non- Reading First Schools

In on-line surveys and site visit and district representative interviews, stakeholders were asked to assess the impact of RF schools on non-RF schools and personnel. Below, data from on-line surveys is presented followed by site visit and district representative interviews.

On-line surveys

On-line surveys were completed by teachers, interventionists, coaches, and principals. Data on principal and coach assessment of impact on non-RF schools and personnel are presented in Table 37 below. See Appendix A, B, C, and D, respectively, for copies of the coach, principal, teacher, and interventionist surveys.

TABLE 37. Stakeholder Assessment of Non-RF Impact

Impact on Non-RF Schools	Strongly Disagree	Disagree	Barely Disagree	Barely Agree	Agree	Strongly Agree	Stakeholder
Non-RF public schools have been invited to RF PD activities	--	--	--	--	--	--	K-3 Teacher
	--	--	--	--	--	--	Interventionist
	4%	6%	9%	17%	36%	28%	Principal
	6%	14%	8%	10%	40%	23%	Coach
Non-RF public schools have participated in RF PD activities	--	--	--	--	--	--	K-3 Teacher
	--	--	--	--	--	--	Interventionist
	8%	8%	14%	22%	33%	17%	Principal
	8%	28%	8%	14%	29%	14%	Coach
Non-RF teachers in my district are using RF practices	8%	13%	10%	27%	34%	9%	K-3 Teacher
	2%	9%	4%	25%	45%	16%	Interventionist
	4%	8%	8%	23%	42%	17%	Principal
	2%	15%	12%	21%	40%	10%	Coach

Interim Findings on Impact and Sustainability

Impact on Non-RF Schools	Strongly Disagree	Disagree	Barely Disagree	Barely Agree	Agree	Strongly Agree	Stakeholder
Non-RF teachers in my school are using RF practices	4%	10%	7%	27%	39%	12%	K-3 Teacher
	4%	5%	8%	16%	52%	16%	Interventionist
	2%	4%	6%	22%	48%	19%	Principal
	4%	11%	7%	28%	43%	7%	Coach

Percentages are based on the total number of returned surveys and are rounded up or down for presentation ease; therefore, totals may not equal 100%.

Insights from these data include:

- The majority of coaches and principals agree that non-RF schools have been invited to RF PD activities. Sixty-four percent of principals and 63 percent of coaches agree or strongly agree that non-RF schools have been invited to RF PD. These findings are similar to those of 2005-06.
- Half of principals and about one-third of coaches agree that non-RF schools have participated in RF PD activities. Fifty percent of principals and 43 percent of coaches agree or strongly agree that non-RF schools have participated in RF PD. As compared to 2005-06, a much smaller percentage of coaches agree that non-RF schools participated in RF PD.
- Nearly half of all stakeholders agree or strongly agree that non-RF teachers in their district are using RF. Forty-three percent of teachers and 50 percent of coaches agree or strongly agree that non-RF teachers in their district are using RF.
- About half of all stakeholders agree or strongly agree that non-RF teachers in their school are using RF. Fifty-one percent of teachers and 50 percent of coaches agree or strongly agree that non-RF teachers in their school are using RF.

Site Visit and District Representative Interviews

During interviews, site visit stakeholders and district representatives gave their perceptions of the influence of RF schools on non-RF schools and upper elementary grades in RF schools. In general:

- **As compared to 2005-06, extending shared literacy practice to whole schools and districts is a higher priority.** In previous years, few stakeholders discussed extending the RF model across whole schools and districts. In 2006-07, many teachers and coaches mentioned sharing thoughts on RF practice with non-RF teachers. Additionally, district representatives and principals frequently mentioned whole-school and whole-district meetings with discussions of coordinated SBRR PD and sharing of RF practice for all schools.

- **Non-RF schools and upper grade teachers in RF schools have begun to use DIBELS and a 90 minute block.** Many stakeholders reported that fourth and fifth grade teachers in their RF schools are using DIBELS and a 90 minute block and are interested in understanding more. In most cases, stakeholders note that utilization of DIBELS findings and fidelity to SBRR practice are less than in K-3 RF classrooms. Additionally, stakeholders report that in some districts non-RF schools are also administering and using DIBELS and implementing the 90 minute reading block.
- **Non-RF schools take advantage of RF PD activities.** Stakeholders report that they extend PD to non-RF schools to the extent possible and allowable. Examples of activities include: Voyager trainings, book studies, and sessions by local and outsider speakers.
- **Stakeholders report that upper grade teachers participate in RF centered staff development.** Teachers of upper grades attend staff meetings where RF is discussed. Stakeholders report that fourth and fifth grade teachers are aware of the Big 5 components of reading and assessments such as DIBELS.
- **Funding, PD, and accountability are key issues in duplicating RF in upper grades.** Schools reported that it is difficult to implement RF in upper grades because there is no funding for RF materials, certified interventionists, coaching, databases, or assessment tools such as booklets and palm-pilots. Additionally, stakeholders note that without the intensive PD and accountability of RF, adoption of RF practice will be slower and less consistent.
- **Tensions have developed between upper and lower grade levels in RF schools as well as between RF and non-RF schools in districts.** RF schools have reported tensions between the K-3 teachers and upper elementary teachers; similar tensions are reported with non-RF schools within a district. Most frequently, RF stakeholders report resentment and jealousy on the part of non-RF stakeholders who perceive that RF stakeholders receive more resources and attention. Less frequently they report resentment on the part of RF stakeholders that they are held to a higher standard than non-RF schools.

11.4 Sustainability

I just wish we could keep going a little more. I think we have two more years maybe, we hope. You never lose that training that you got for your teachers. That stays. Our district is committed to coaches and they will keep that, I am convinced, whether it's paid for through Reading First or not. So I'm glad about that. I think they will keep the interventions the way we've done. So some of the framework has really set and I think we'll continue to get to have that. **District Representative**

In order to sustain the program there must be strong leadership, and the connection with the upper primary teachers must be cultivated. The teachers have had a lot of professional development training through Voyager U, and they are on board with the interventions and are committed to differentiation, but they must be ready and willing to go back to the paper and pencil testing. With trained and committed teachers and the 90 minute block in place, they will be able to sustain many aspects of the program. The coach may be the greatest obstacle to sustainability. If there are not funds for the coach’s salary, or if the coach doesn’t have the right attitude that all of the aspects of Reading First are important, then the program will not be sustained. They must keep going especially now that they are committed to Reading First. Reading First is not about things, it is about a mindset. **Cohort one, Principal**

A critical component in the success of the RF initiative is sustainability. Stakeholders were asked to assess their preparedness for sustainability. Data from their responses will be presented from on-line surveys, district representative surveys, and site visits.

On-line Surveys

Table 38 below contains information relating to the perception of sustainability for principals, coaches, teachers, and interventionists. For copies of the coach, principal, teacher, and interventionist surveys, see Appendix A, B, C, and D, respectively.

TABLE 38. Stakeholder Perception of Sustainability

Perception of Sustainability	Strongly Disagree	Disagree	Barely Disagree	Barely Agree	Agree	Strongly Agree	Stakeholder
On track to sustainability	1%	2%	1%	8%	51%	39%	K-3 Teacher
	0%	1%	2%	7%	55%	35%	Interventionist
	0%	0%	2%	9%	44%	46%	Principal
	0%	2%	2%	17%	53%	27%	Coach

Percentages are based on the total number of returned surveys and are rounded up or down for presentation ease; therefore, totals may not equal 100%.

Insights from these data include:

- The vast majority of stakeholders believe that their schools are on track to sustainability; at least 80 percent of all stakeholders agree or strongly agree that they are on track to sustainability.
- As compared to 2005-06, in 2006-07, principals and coaches are more likely to barely agree or disagree that their school is on track to sustainability; of all groups coaches are the least likely to agree or strongly agree that their school is on track to sustainability.

Site Visit and District Representative Interviews

The optimism expressed in on-line surveys was not necessarily reinforced in site visit and other interviews. As compared to 2005-06, more cohorts one and two stakeholders are actively thinking about sustainability. Many are finding success working within their schools and districts to secure support and funding for critical aspects of RF practice. However, many worry about the ability to maintain fidelity when resources and outside enforcement of accountability end. In general:

- **Teachers state that they will maintain their current practice in their classroom.** Many teachers interviewed concerning sustainability were very positive and optimistic about their continued use of the 90 minute reading block, interventions, and the 3-tier model in their classrooms. Many stakeholders reported that because teachers have been trained in SBRR methods for multiple years, their knowledge and skills would continue during 90 minute reading block.
- **Stakeholders report that the maintenance of a reading coach is the most critical component for sustainability.** All stakeholders seem to recognize the central importance of a coach for sustainability. Many have already secured funding sources for a full or half coach for each building; however, others do not believe funding will be forthcoming.
- **Another area of agreement is the necessity of continued PD.** Quality PD is expensive, and there is concern that without RF funds the level and quality of training would be diminished. Stakeholders agreed that continued PD for RF veterans as well as training for new and transferring teachers is critical. Few schools reported confidence in their ability to continue PD at the current level.
- **Stakeholders worry that sustaining materials and personnel for interventions and assessment will be difficult without RF funding.** Most schools reported concern for obtaining funding for interventionists and consumable intervention materials. Additionally, few schools reported they would be able to sustain using DIBELS electronically. Many stakeholders were aware of pencil and paper DIBELS and other database resources, but few were excited about losing the palm-pilots and

some worry about how much more time would be required of teachers to record and manage data.

- **All schools reported support from district and school level administrators as a crucial factor for sustainability.** Stakeholders noted the importance of accountability in maintaining fidelity to literacy instruction. In some districts superintendents have set expectations for the implementation of a RF-like model; in others, stakeholders feel that they are working against the perception that RF is incompatible with other philosophies.
- **Staff buy-in was also mentioned as necessary for sustainability.** While most cohort one stakeholders reported that teachers and administrators have bought in to the RF, they noted that continued buy-in and growth in buy-in in cohort three schools is necessary for success.



12 Summary and Discussion

This is just a personal note, and I don't know whether it is important or not, but I've been in the business a long time, and I've seen lots of things come and go, but to be honest with you, this program has had more impact on teaching kids to read than any program I've ever been involved with. You know, we hope its long-term. We hope that kids can make the transfer from all of the aspects, all the five components, they can make that transfer and help them be better readers, help them be more successful, but as far as actually getting to the root of why a kid can't read, this is the best program I have seen that does that. **29th Year, Principal**

I have been teaching for 35 years and I feel darn guilty about what I have done in the past. I think that the way I used to teach was not research based, and that was the way we were trained. It is nice to know that there is some research behind Reading First and there is proof that it does work. It seems like everything we used before didn't work. **Second Grade Teacher**

This final chapter of this report provides a summary and discussion of the findings from the fourth year (2006-07) evaluation of the Indiana Department of Education's (IDOE) Reading First (RF) Program. A brief overview of the findings from previous sections of the report is presented.

12.1 Commitment and Capacity of Key Stakeholders

This section examines the extent to which RF stakeholders understand and fulfill their roles in the RF initiative. In 2006-07, RF has become integrated into many districts' administrative structures; these bureaucratic changes support and enable continued RF presence in school culture and daily practice. While there continues to be variation in the commitment of individual teachers, principals, coaches, and other stakeholders, in many schools RF has become the norm, rather than a set of practices imposed from outside their school. The groups examined are coaches, principals, teachers, and district level administrators.

12.1.1 Commitment and Capacity of RF Coaches

Survey, site visit, and interview data collected in the evaluation to this point suggest that advances in coaching practice established in 2005-06 were maintained and deepened in 2006-07. The majority of coaches, in all cohorts, are successfully fulfilling their core coaching roles which include: observation and feedback on classroom practice, coaching sessions with teachers, conducting PD, and coaching teachers and other stakeholders to delve into data. Though a percentage of coach time continues to be devoted to administrative tasks, as compared to earlier years, coaches are less consumed by these tasks. Cohort three coaches or new coaches struggle to balance their core coaching roles with their heavy coach PD schedule and administrative work; however, data suggest that they understand their core functions and struggle to address them within their time constraints. District level support continues to grow in most districts, enabling coaches to focus on teacher and student needs.

Overall, in many schools, the coach has successfully coached teachers to comfortably perform tasks that overwhelmed teachers in the early years of implementation. Schools or districts with high turnover in teaching or administrative staff struggle to maintain and

retrain new personnel. Coaches continue to offer feedback on classroom practice, data analysis, and interventions, but in most schools coaches are fine tuning teacher practice as compared to completely reforming it. Coaches continue to spend a great deal of time delving into and organizing data. Some coaches use data to inform their coaching conversations and assist teachers to identify students who need extra help and reflect on teaching practice. However, some coaches spend large amounts of time organizing and printing data for teachers without coaching teachers to use the data.

The majority of coaches continue to struggle to establish open and trusting communication with all teachers. Most coaches report observing regularly in all classrooms; however some classrooms are visited less because of communication challenges. Coaches differentiate their coaching to focus on critical needs such as first year teachers, long-term substitute teachers, or classrooms that benchmark and/or progress monitoring data suggest are struggling. However, coaches readily report that teachers who seek out their assistance and are enthusiastic about RF are more likely to receive scarce coach time. As compared to the early years of implementation there is much more agreement, based on survey results, between teacher and coach estimates of coach time use and value. This is likely due to a better understanding of the role of the coach and the higher profile coaches have in schools when not consumed by administrative duties.

12.1.2 Commitment and Capacity of RF Principals

As found in earlier years, principals are much more active in logistical and school-wide planning issues than they are in offering feedback on literacy instruction. However, in 2006-07, many principals have gone beyond logistics to become leaders of their school's literacy team. There has been dramatic turnover in RF principals, and in many cases, it seems to have brought renewed vitality. While the coach continues to be teachers' primary resource for classroom reading practice, as compared to previous years, principals are much more involved in the reading process in their schools.

As compared to discussion with teachers, principals are much more likely to discuss RF with the coach on a regular basis. Most coaches interviewed reported formal weekly meetings with principals, daily informal discussions, and open-door policies with discussion focused on problem-solving rather than simply updates. However, some principals continue to have minimal communication with their coach and low visibility in their school's classrooms. Survey, observation, and interview data suggest that some principals' only interactions with literacy instruction are hallway walks or pop-in visits to classrooms and infrequent discussions with the coach.

While the majority of RF principals do not regularly contribute to the day-to-day instructional processes of RF, they are critical in their role as monitor and enforcer. While hallway walks and evaluation visits offer little feedback on teacher performance, they reinforce the principal's commitment to the implementation of RF in their school. Surveys indicate that strong principals continue to have a clear leadership and evaluation role. However, with the growth in principal and teacher meetings, more principals are seen as RF literacy leaders.

12.1.3 Commitment and Capacity of RF Teachers

Overall, in 2006-07, the majority of teachers observed the 90 minute reading block daily, administered assessments as scheduled, and established flexible groups. In addition, teachers and other stakeholders report that instruction during the 90 minute reading block is increasingly based in SBRR and teacher skill in interpretation and application of assessment data to establish flexible groups and meet student needs is strengthening. As compared to previous years, resistance to flexible grouping and reading workstations has decreased. Increased comfort with SBRI and the use of data as a guide have increased teacher confidence. However, while nearly all teachers report implementing flexible group time and workstations, it is difficult to establish the extent to which workstations are differentiated to meet student needs and the frequency with which groups are reorganized based on student skill.

12.1.4 Commitment and Capacity of RF District Administration and the Core Team

Data indicate that the involvement of district level personnel continued to increase in 2006-07. District Representatives tend to be veterans in their respective districts and their descriptions of the districts' role are extensive and detailed. Most commonly mentioned roles of the district were: maintenance of budgets; purchasing; facilitating communication and coordination to achieve overall educational goals; coordination of PD; and hiring and managing personnel to meet needs. While the overall trend among RF districts is toward an increasing level of district commitment, some RF schools continue to report a lack of support from their district.

In site visits and surveys, principals and coaches stated that they are actively involved in district level meetings; however, many continue to suggest that they do not receive enough support from the district and that district level discussions are often cut off from school level implementation. With the exception of the principal, school-level stakeholders are often not aware of District Level leadership. Additionally, leadership turnover has hampered the development of leadership teams and communication in some districts.

12.2 Professional Development and Technical Assistance

In Indiana's RF initiative, there are two main sources of PD and technical assistance: the Indiana Department of Education and RF districts. In site visits and surveys, stakeholders were asked to list and assess the usefulness of the PD in which they had participated. The following presents responses to PD and technical assistance to this point.

First, as found in earlier years, stakeholders report that they are taking advantage of PD opportunities. In the analysis of survey responses it was found that only two percent of any stakeholder group said that teachers never took advantage of PD opportunities and

almost half of all teachers estimate that they take advantage of PD opportunities at least once a week.

Next, there are mixed responses on the usefulness of PD offerings. It was found in the on-line survey and during site visit interviews, those PD activities that were mentioned by some stakeholders as very useful were also mentioned as not useful by others. The greatest division of opinion is on state-level meetings, summer academies, and Voyager. However, as compared to earlier years, stakeholders indicate that these PD options are changing to meet their needs. Focused, tailored PD continues to be greatly valued by most stakeholders. Overall, while individual stakeholders are critical of specific PD activities, they note that PD overall has been critical for their development.

12.3 Changes in the Classroom

This section examines the changes that have occurred in RF classrooms since the beginning of implementation. Data were gathered and analyzed concerning the level and quality of implementation of: the 90 minute reading block and SBRR, assessment and assessment as a guide for instruction, flexible grouping and reading workstations, and interventionists and the role of the interventionist. Summaries of findings for each component are presented below.

12.3.1 Ninety Minute Reading Block and SBRR

Similar to previous years, the vast majority of stakeholders agree that the 90 minute reading block is observed every day. Administrators in new and veteran schools have made 90 minutes of reading a mandatory part of their schedules. As compared to earlier years, daily observation and faithful implementation of SBRI during the 90 minute reading block has improved. Most teachers are more aware of appropriate SBRR strategies and techniques

to use during the 90 minute block. In cohort three schools, implementation of SBRI is at varying levels.

12.3.2 Assessment and Assessment as a Guide for Instruction

Compared to previous years, use of assessment as a guide for instruction is more focused and nuanced. In surveys, stakeholders report that teachers frequently administer assessments, use them to guide instruction, change their instructional plans based on assessment results, and use assessments to identify students who can benefit from interventions. In site visit interviews, teachers spoke fluently and enthusiastically about specific classroom strategies that were guided by assessment data. They report using data to guide identification of students for small group instruction or intervention groups. Many reported using data to help determine what activities to use during the 90 minute block workstations.

12.3.3 Flexible Grouping and Reading Workstations

Compared to previous years, use of flexible grouping and reading workstations has increased. In surveys, the vast majority of stakeholders report that teachers use flexible grouping and reading workstations frequently. Not only do stakeholders report that use of flexible grouping and reading workstations is widespread, they agree amongst each other as to their use. For instance, coaches report that teachers use them at a similar rate to teachers' own reports.

As compared to previous years, resistance to flexible grouping and reading workstations has decreased. Many stakeholders reported seeing benefits of using this flexible, data-driven instruction. Some teachers continue to feel uneasy about classroom management and instructional strategies during small group time, however, increased comfort with SBRI and the use of data as a guide have increased teacher confidence. However, while nearly all teachers report implementing flexible group time and workstations, it is difficult

to establish the extent to which workstations are differentiated to meet student needs and the frequency with which groups are reorganized based on student skill. Some schools reported changing groups based on assessments daily, weekly, monthly, or only after benchmarking. There is great variation in teacher flexibility; some teachers reexamine student needs only as directed by the coach while some state that they are adapting material and strategies to student needs daily.

12.3.4 Interventions and the Role of the Interventionist

Interventionists and other teachers who responded to their RF survey most frequently described their job titles as: RF interventionists or assistants, special education teachers, and Title 1 teachers. The presence of intervention personnel with RF in their job title indicates administrative support for interventions has continued in 2006-07 and districts and schools continue to acquire personnel to better serve students' intervention needs. As in previous years, the most common activity for interventionists was conducting interventions with intensive students.

Communication and collaboration between interventionists and K-3 teachers continues to improve from earlier years. The majority of interventionists report frequent discussion with teachers about student needs and collaboration to identify students who need interventions. As compared to earlier years, interventionists report that coaches model effective strategies for them frequently and the majority of interventionists are observed by coaches at least once a month.

Site visit interviews and observations indicate that in 2006-07 more interventions are being conducted more frequently with more appropriate students. Overall, district and school personnel continue to become more knowledgeable about the 3-tier model and assessment data and have made more of the changes necessary to offer interventions for strategic and intensive students. However, in interviews, some teachers request additional technical assistance to provide appropriate interventions; across all three cohorts, some

teachers indicate that they are “experimenting” to find appropriate strategies to help students in need rather than applying techniques with confidence.

12.4 Culture and Collaboration

Research on implementation of major school reform indicates that school culture and communication play large roles in the success of reform efforts. Overall, in Indiana RF schools, communication and professionalism among RF stakeholders continues to improve and in many schools, it has been integrated into daily practice.

12.4.1 Communication and Collaboration

In 2006-07, the level and complexity of communication among stakeholders remained strong in most schools. In site visits, stakeholders expressed increased confidence in their own professional knowledge, enthusiasm in student progress, and reliance on communication with their colleagues. As found in previous years, teachers discuss RF with coaches and principals, but they are most likely to discuss classroom reading practices with other teachers. Interventionists are less likely to frequently discuss classroom reading practice with peers than are K-3 teachers, however, their level of communication and involvement has increased in 2006-07.

12.4.2 Overall Assessment of RF and the Effect of RF on School Culture

Overall perceptions of RF continue to vary among groups of stakeholders and individuals. However, in an ongoing trend, stakeholder reaction to RF continues to improve. In 2006-07, there are fewer stakeholders (most notably teachers) who are highly negative about RF and more who are positive. While there continues to be considerable variation in stakeholder reaction to the achievability of RF requirements, in 2006-07, there is more agreement among stakeholders on the positive impact of RF.

Similar to findings in 2005-06, the majority of stakeholders are positive about the impact of RF on teachers and students and many more teachers are positive about RF's ability to meet students' needs than in the early years of implementation. While positive reactions to RF in general have either improved or maintained in 2006-07, stakeholders report new tensions which may be associated with the institutionalization and growing professionalism of educators. First, many stakeholders reported tension with upper grades and non-RF schools in their districts and many teachers were frustrated with their inability to meet all students' needs.

12.5 Successes

As compared to the initial years of RF implementation, there are more success stories and more stakeholders have stories to tell. As was found in 2005-06, stakeholders are most likely to report continued growth in student and teacher development. Stakeholders report that students who may have been left behind in the past are succeeding and are more enthusiastic about reading. Closely related to these student successes are teacher reports of their success in assessing student needs and meeting those needs with varied SBRI strategies.

Successes that were more notable in 2006-07 than previous years are those in PD, success in tailoring instruction to student needs, and excellence in leadership. In the current years' evaluation, stakeholders often noted the importance of PD in teacher and student growth. Most notably, many teachers are able to see their own growth in tailoring instruction to student needs. In 2006-07, more than in previous years, many teachers have developed a level of mastery where they have begun to professionally experiment with flexible SBRI strategies to meet student needs. While teachers report that they have more to learn, many feel empowered in their knowledge of student needs and their ability to meet those needs. Finally, many stakeholders note the importance and excellence of leadership in RF districts and schools. In 2006-07, stakeholders report more cohesion and teamwork as

well as increasing focus of administrative efforts on PD, accountability, and collaboration to meet student needs.

12.6 Challenges.

While reports of success have increased from the early years of implementation, all involved in RF know that challenges still exist. However, as compared the early years of implementation, stakeholders report that the severity of challenges and the level of strain have decreased. Challenges present in previous years which were again highlighted in 2006-07 include lack of time, staff buy-in, and communication. These challenges continue in all schools for all stakeholders; buy-in continues to be a challenge for a minority of stakeholders in each school, while time constraints are most vocally noted in cohort three schools in their first year of implementation.

While challenges such as time constraints, buy-in and communication continue at levels similar to 2005-06, two notable challenges from 2005-06 were seldom mentioned in 2006-07: challenges with the RF budget and technology. Additionally, 2006-07 has brought some new or increased challenges for RF stakeholders, including: staff mobility and resentment between RF and non-RF sections of schools and districts.

In terms of mobility, stakeholders note that as school personnel become more educated and knowledgeable about reading, it is more and more difficult to replace them or retrain a newcomer. Finally, a challenge much more frequently mentioned in 2006-07 is tension between RF and non-RF sections of schools and districts. Stakeholders noted that within their districts, competing philosophies about the most effective way to teach reading to students were hindering collaboration among schools. Related to this theme, stakeholders in 2006-07 frequently mentioned tensions between the primary grade teachers who are involved in the RF initiative and the upper grade teachers who are not explicitly part of the grant. Upper grade concerns include: access to fewer resources, feeling unsupported

and disconnected to the RF process, or concern that they are being held to higher standards of accountability because of RF.

12.7 Findings on Impact

This section examines stakeholder perceptions of RF impact on students, teachers, upper elementary classes, and non-RF schools. Additionally, initial perceptions of preparation for sustainability are examined. These perceptions of impact, especially of RF on teacher skill and knowledge and student performance were positive overall. Impact on student performance as assessed through the ISTEP+, DIBELS, and Terra Nova Cat are presented in graphical format (see pages 127-152).

12.7.1 Stakeholder perception of teacher and student impact

As was found in previous years, perceptions of the impact of RF on teacher knowledge and skill continue to be very positive. The vast majority of teachers report an increase in their skills or change in their practice in all areas of implementation. Teachers report that knowledge of DIBELS was the area in which they had most improved. Other areas of high improvement were: knowledge of reading interventions, practice related to assessment, and practice related to interventions. In all areas, teachers reported advances in skills and practice as well as knowledge.

Interim perceptions of impact on student skill continue to be very positive. The vast majority of stakeholders report positive change in all areas of student skill, including student skills and test scores. Similar to earlier years, among surveyed stakeholders, there is the perception that “at-risk” and “benchmark” students’ skills are being most positively impacted while ELL, special needs, and “gifted” students’ changes are less dramatic.

12.7.2 Impact on DIBELS, TN and ISTEP+

Findings from quantitative analyses are found in the Change in ISTEP+, Terra Nova Cat, and DIBELS Data Over Time section (see pages 127-152). RF schools report the number of students in third and fourth grade passing ISTEP+; the number of students in first and second grade passing Terra Nova Cat; and DIBELS scores for students from first to third grade. In addition to providing overall totals of students passing, data are disaggregated into ethnic and special needs categories. Graphs presented in the Change in Student Vocabulary and Comprehension and Change in Student Fluency sections present RF impact on student achievement in ISTEP+ and Terra Nova (comprehension and vocabulary) and DIBELS (fluency), respectively.

Change in Student Vocabulary and Comprehension graphs indicate that on average the percent of students passing their vocabulary and comprehension tests in all RF schools has remained relatively stable from 2004 to 2007 with some overall growth in fourth and first grade. These trends hold for the average performance of all RF students and economically disadvantaged students; African American student performance also remained relatively stable with notable growth in fourth grade. Trends for students with disabilities are similarly stable; however, instead of growth in fourth grade performance, there is more growth in first and third grade. Trends for LEP and Hispanic students are less clear with varied performance over time.

In all Change in Student Vocabulary and Comprehension graphs, percentages do not reflect changes for consistent cohorts of students. In addition, due to issues related to reporting of student data as well as student mobility, changes over time should be interpreted with caution.

Performance of consistent cohorts of students is presented in the Change in Student Fluency section. Change in Student Fluency graphs provide feedback on RF schools' impact on students who are consistent attendees. The graphs follow the achievement of two

cohorts of students over two years. The two cohorts are made up of those students who started in grade one in 2005-06 and those who started grade two in 2005-06. Grade one starters were tested with ORF at five periods MOY 2005-06 through EOY 2006-07. Grade two starters were tested with ORF at six periods BOY 2005-06 through EOY 2006-07. Students were included in the analysis only if their scores were available for all applicable testing periods.

Overall results indicate that for the average student who consistently attended a RF school, performance was above benchmark but consistently dropped closer to benchmark from first to second or second to third grade. This trend is consistent and the decrease in average performance over time towards benchmark is statistically significant ($p < .0001$). These trends hold for most student subgroups, including: economically disadvantaged students, special education students, grade one starter ESL students, and minority students. Additionally, for all groups other than ESL second grade starters, statistical analysis indicates that subgroups perform lower (closer to benchmark or below benchmark) than general population students.

Note: DIBELS ORF is not designed as an outcome measure. Because of this, these findings are most useful when viewed for general information on trends as opposed to outcomes assessments of reading success.

12.7.3 Impact on Upper Elementary Teachers and non-Reading First Schools

In surveys the vast majority of coaches and principals reported that non-RF schools and upper elementary teachers have been invited to RF PD activities. Nearly half of all stakeholders agree or strongly agree that non-RF teachers in their district are using RF. Half of teachers and coaches agree or strongly agree that non-RF teachers in their school are using RF.

Findings from site visit interviews presented a more dramatic picture of the extension of RF practice to non-RF schools and personnel. As compared to previous years, stakeholders reported that extending shared literacy practice to whole schools and districts is a higher priority. District representatives and principals frequently mentioned whole-school and whole-district meetings with discussions of coordinated SBRR PD and sharing of RF practice for all schools. Additionally, stakeholders report that Non-RF schools and upper grade teachers in RF schools have begun to use DIBELS and a ninety minute block. Finally, with the greater communication and spread of knowledge, tensions have developed between upper and lower grade levels in RF schools as well as between RF and non-RF schools in districts.

12.7.4 Sustainability

In surveys the vast majority of all stakeholders reported that their school is on track to sustainability. Findings from site visit interviews presented a slightly different assessment. While interviews indicate that few stakeholders are optimistic about sustainability, as compared to previous years, there has been considerable preparation for the future. Stakeholders are aware of the importance of continued district and administrative support, coaching, PD, and buy-in. In addition, the majority of teachers stated that they would continue to use RF components such as the ninety minute reading block, flexible grouping, and interventions in their classrooms with or without continued funding.

12.8 Future Directions for the RF Evaluation

The Reading First Evaluation will continue until fall of 2009. Data collection and analysis will continue to assess the overall quality and integrity of implementation of RF in classrooms as well as the effectiveness of PD and the impact of RF on student achievement. Data will continue to be collected using multiple methods including: site visits, surveys,

interviews, and analysis of assessment data. Data collection and evaluation questions will grow and change to best capture the evolving nature of the RF initiative itself.



13 Appendix A: Coach Survey

Reading First

Coach Survey

INTRODUCTION QUESTIONS

Your name will be saved in a separate file for recordkeeping purposes. Your answers to subsequent questions will not be connected to your name, so your answers will be saved anonymously.

My Name is :

(Required)

My School's Name is :

(Required)

Thinking about the current academic year (2006-2007), please indicate your perceptions of the frequency with which each of the following occurs:

Related to teachers' practices and behaviors	<i>Never</i>	<i>Rarely (a few times a year)</i>	<i>Some-times (once or twice a month)</i>	<i>Often (once or twice a week)</i>	<i>Very Often (every day or almost every day)</i>
1. Teachers use assessments to monitor student achievement					
2. Teachers use assessment results to help guide instructional strategies in the classroom					
3. Teachers change instructional plans or lessons based on assessment results					

4. Teachers use assessment data to identify students who need interventions					
5. Teachers personally conduct interventions with strategic students					
6. Teachers personally conduct interventions with intensive students					
7. Teachers implement the 90 minute block for reading					
8. Teachers use flexible grouping during the 90 minute block					
9. Teachers use reading work stations during the 90 minute block					
10. Teachers take advantage of professional development opportunities related to literacy					
11. Teachers discuss classroom reading practices with other teachers					
12. Teachers discuss classroom reading practices with the principal					
13. Teachers discuss classroom reading practices with me					

Related to the Principal....	<i>Never</i>	<i>Rarely (a few times a year)</i>	<i>Some- times (once or twice a month)</i>	<i>Often (once or twice a week)</i>	<i>Very Often (every day or almost every day)</i>
-------------------------------------	--------------	----------------------------------------	----------------------------------------------------	-----------------------------------------	-------------------------------------------------------

1. The principal is in teachers' classrooms to observe and monitor RF implementation					
2. The principal provides constructive feedback to teachers based on classroom observations					
3. The principal meets with me regarding student assessment data such as DIBELS					
4. The principal informally discusses issues related to Reading First with me					
5. The principal provides me with constructive feedback related to my role as RF coach					
6. The principal participates in teacher meetings related to literacy or other coach-led professional development					
7. The principal informally discusses issues related to Reading First with teachers					
8. The principal meets with teachers regarding student assessment data such as DIBELS					
9. The principal participates in district-level RF Leadership Team meetings					

Related to your own practices and behaviors	<i>Never</i>	<i>Rarely (a few times a year)</i>	<i>Some-times (once or twice a month)</i>	<i>Often (once or twice a week)</i>	<i>Very Often (every day or almost every day)</i>
1. I am in classrooms to model effective strategies					
2. I am in classrooms to observe classroom teaching practices					
3. I meet with teachers to plan and reflect on instruction					
4. I provide constructive feedback to teachers based on my classroom observations					
5. I personally conduct intervention(s) for student(s)					
6. I meet with teachers regarding student assessment data such as DIBELS					
7. I meet with groups of teachers for professional development (e.g. book study, discussion of a particular topic, etc.)					
8. I informally discuss student needs with teachers					
9. I provide teachers with literacy-related resources, information, materials etc.					
10. I spend more than one hour per day on administrative issues related to RF					
11. I participate in district-level RF Leadership Team meetings					

12. I discuss reading and RF issues with other RF coaches					
13. I discuss reading and RF issues with state-level RF consultants					
14. I discuss reading and RF issues with regional coaches					

Please provide estimates of what percentage of your time you spend doing each of the following in a typical week: (Must equal 100%)

1. Modeling or observing in a teachers' classrooms	%
2. Meeting one-on-one with teachers	%
3. Conducting assessments	%
4. Managing and/or analyzing data	%
5. Personally implementing interventions	%
6. Dealing with administrative or technical issues related to RF	%
7. Collecting information or resources requested by a teacher	%
8. Other miscellaneous housekeeping activities/tasks	%
9. Working on the RF budget	%
10. Other (Please specify):	%

Opinions

Please provide your opinion about each of the following statements related

to reading activities and reading instruction.

Related to your role as RF coach	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Barely Disagree</i>	<i>Barely Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
1. I am confident in my knowledge and skills related to scientifically based reading research (SBRR)						
2. I am confident in my knowledge and skills related to the core reading program						
3. I am confident in my knowledge and skills related to assessments						
4. I am confident in my knowledge and skills related to interventions						
5. I have helped teachers to better understand SBRR strategies						
6. The have helped teachers to make the best use of the 90 minute block to meet student needs						
7. I have helped teachers to better use assessment data to guide instructional strategies						
8. I have helped teachers determine when and how to best use interventions						

9. I have helped teachers improve the effectiveness of their classroom practices related to literacy						
10. I have helped ensure that RF funds are expended appropriately						

Related to the Principal	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Barely Disagree</i>	<i>Barely Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
11. The principal provides strong leadership and direction for RF						
12. The principal effectively monitors teachers' implementation of RF						
13. The principal expects teachers to implement RF requirements						
14. The principal is actively involved in the district-level RF Leadership Team						
15. The principal directs the management of the RF budget						

Related to Teachers	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Barely Disagree</i>	<i>Barely Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>

16. The majority of K-3 teachers at this school effectively use SBRR strategies in their classroom						
17. The majority of K-3 teachers at this school use assessment data to guide instruction						
18. The majority of teachers at this school effectively implement interventions based on assessments						
19. Reading First meets teachers' needs at my school						
20. The professional development provided through RF meets teachers' needs						
21. Teachers at this school are encouraged to use SBRR						
22. Teachers are supported in their efforts to implement RF						

More generally	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Barely Disagree</i>	<i>Barely Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
23. As RF coach, I am actively involved in the district-level RF Leadership Team						
24. The professional development provided through RF meets my needs as RF coach						

25. Reading First is aligned with other school improvement programs						
26. Reading First meets students' needs at my school						
27. The requirements of Reading First are reasonable and achievable						
28. The district-level RF Leadership Team has a clear sense of purpose and direction						
29. The district-level RF Leadership Team helps in the effective implementation of RF						
30. Non-Reading First public schools in this district have been invited to participate in professional development activities offered through Reading First						
31. Non-Reading First public schools in this district have participated in professional development activities offered through Reading First						
32. My school is on track to sustain the changes RF has put into place						
33. Non-Reading First teachers in my district are using RF practice						

34. Non-Reading First teachers in my school are using RF practice

Impact

The following survey items ask you to reflect on your school's participation in the Reading First initiative.

Thinking of your school overall, how would rate the impact of Reading First on each of the following:

	<i>No change</i>	<i>Minor change</i>	<i>Moderate change</i>	<i>Significant change</i>
Teachers' knowledge				
Teachers' skills				
Teachers' practices in the classroom				
The way reading is taught in your school				
School climate related to reading				
Students' reading skills				
Students' test scores				
Reading skills of "at-risk" students				
Reading skills of special needs students				
Reading skills of ESL/ENL/ELL students				
Reading skills of benchmark students				
Reading skills of "advanced/gifted" students				

Special education referral rates				
Grade level retention rates				

Please respond to the following open-ended questions.

What has been the most helpful or beneficial aspect of the Reading First grant?

How could Reading First be more effective and/or better meet your needs?

Background/Demographics

Are you:

Male Female

Are you:

(Mark all that apply)

- American Indian or Alaskan Native
- Asian
- Black or African/American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- White
- Other

Please indicate the highest degree completed

BA/BS

Masters

Doctorate/Ph.D./ED.D.

Other

Including this year, how many years have you served in your current role at your current school?

1 year or less

2-5 years

6-10 years

11-20 years

20 + years

What was your role/position immediately prior to becoming the RF coach at your school? (Open ended)

Including this year, how many total years (at any school) have you been a teacher or educator?

1 year or less

2-5 years

6-10 years

11-20 years

20 + years

Please indicate the most useful and/or effective literacy-related professional development you have attended during the past 2 years?

Please indicate the least useful and/or effective literacy-related professional development you have attended during the past 2 years?

Thank you for participating in this survey!

Please click the button below to submit your responses.



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14 Appendix B: Principal Survey

Reading First Principal Survey

INTRODUCTION QUESTIONS

Your name will be saved in a separate file for recordkeeping purposes. Your answers to subsequent questions will not be connected to your name, so your answers will be saved anonymously.

My Name is : _____ (Required)

My School's Name is : _____ (Required)

Thinking about the current academic year (2006-2007), please indicate your perceptions of the frequency with which each of the following occurs:

Related to the Reading First (RF) Coach....	<i>Never</i>	<i>Rarely (a few times a year)</i>	<i>Some- times (once or twice a month)</i>	<i>Often (once or twice a week)</i>	<i>Very Often (every day or almost every day)</i>
1. The RF coach is in classrooms to model effective strategies					
2. The RF coach is in classrooms to observe classroom practices					
3. The RF coach meets with teachers for coaching sessions to plan and reflect on instruction					

4. The RF coach provides constructive feedback to teachers based on his/her classroom observations					
5. The RF coach personally conducts intervention(s) for student(s)					
6. The RF coach meets with teachers regarding student assessment data such as DIBELS					
7. The RF coach meets with groups of teachers for professional development (e.g. book study, discussion of a particular topic, etc.)					

Related to teachers' practices and behaviors	<i>Never</i>	<i>Rarely (a few times a year)</i>	<i>Sometimes (once or twice a month)</i>	<i>Often (once or twice a week)</i>	<i>Very Often (every day or almost every day)</i>
1. Teachers use assessments to monitor student achievement					
2. Teachers use assessment results to help guide instructional strategies in the classroom					
3. Teachers change instructional plans or lessons based on assessment results					
4. Teachers use assessment data to identify students who need interventions					
5. Teachers personally conduct interventions with strategic students					

6. Teachers personally conduct interventions with intensive students					
7. Teachers implement the 90 minute block for reading					
8. Teachers use flexible grouping during the 90 minute block					
9. Teachers use reading work stations during the 90 minute block					
10. Teachers take advantage of professional development opportunities related to literacy					
11. Teachers discuss classroom reading practices with other teachers					
12. Teachers discuss classroom reading practices with the RF coach					
13. Teachers discuss classroom reading practices with me					

Related to your own practices and behaviors as a principal....	<i>Never</i>	<i>Rarely (a few times a year)</i>	<i>Sometimes (once or twice a month)</i>	<i>Often (once or twice a week)</i>	<i>Very Often (every day or almost every day)</i>
1. I am in teachers' classrooms to observe and monitor RF implementation					
2. I provide constructive feedback to teachers based on my classroom observations					
3. I provide constructive feedback to the RF coach					

4. I meet with teachers regarding student assessment data such as DIBELS					
5. I meet with the RF coach regarding student assessment data such as DIBELS					
6. I participate in teacher meetings related to reading or other coach-led professional development					
7. I informally discuss issues related to Reading First with teachers					
8. I informally discuss issues related to Reading First with the RF coach					
9. I participate in district-level RF Leadership Team meetings					

Opinions

Please provide your opinion about each of the following statements related to literacy activities and literacy instruction.

Related to the RF coach	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Barely Disagree</i>	<i>Barely Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
1. The RF coach has helped teachers to better understand SBRR strategies						

2. The RF coach has helped teachers to make the best use of the 90 minute block to meet student needs						
3. The RF coach has helped teachers to better use assessment data to guide instructional strategies						
4. The RF coach has helped teachers determine when and how to best use interventions						
5. The RF coach has helped teachers improve the effectiveness of classroom practices related to literacy						
6. The RF coach helps ensure That RF funds are expended appropriately						
7. The RF coach is actively involved in the RF Leadership Team						

More generally	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Barely Disagree</i>	<i>Barely Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
8. As the principal, I provide strong leadership and direction for RF						
9. As the principal, I effectively monitor teachers' implementation of RF						

10. As the principal, I expect teachers to implement RF requirements						
11. As the principal, I am actively involved in the district-level RF Leadership Team						
12. As the principal, I direct the management of the RF budget						
13. The professional development provided through RF meets teacher needs						
14. Reading First is aligned with other school improvement programs						
15. Reading First meets teachers' needs at my school						
16. Reading First meets students' needs at my school						
17. The requirements of Reading First are reasonable and achievable						
18. Teachers at this school are encouraged to use SBRR						
19. Teachers are supported in their efforts to implement RF						
20. The majority of K-3 teachers at this school effectively use SBRR strategies in their classroom						

21. The majority of K-3 teachers at this school use assessment data to guide instruction						
22. The majority of teachers at this school effectively implement interventions based on assessments						
23. The district-level RF Leadership Team has a clear sense of purpose and direction						
24. The district-level RF Leadership Team helps in the effective implementation of RF						
25. Non-Reading First public schools in this district have been invited to participate in professional development activities offered through Reading First						
26. Non-Reading First public schools in this district have participated in professional development activities offered through Reading First						
27. My school is on track to sustain the changes RF has put into place						
28. Non-Reading First teachers in my district are using RF practice						
29. Non-Reading First teachers in my school are using RF practice						

Impact

The following survey items ask you to reflect on your school's participation in the Reading First initiative.

Thinking of your school overall, how would rate the impact of Reading First on each of the following:

	<i>No change</i>	<i>Minor change</i>	<i>Moderate change</i>	<i>Significant change</i>
Teachers' knowledge				
Teachers' skills				
Teachers' practices in the classroom				
The way reading is taught in your school				
School climate related to reading				
Students' reading skills				
Students' test scores				
Reading skills of "at-risk" students				
Reading skills of special needs students				
Reading skills of ESL/ENL/ELL students				
Reading skills of benchmark students				
Reading skills of "advanced/gifted" students				
Special education referral rates				
Grade level retention rates				

Please respond to the following open-ended questions.

What has been the most helpful or beneficial aspect of the Reading First grant?

How could Reading First be more effective and/or better meet your needs?

Background/Demographics

Are you:

Male Female

Are you:

(Mark all that apply)

American Indian or Alaskan Native
Asian
Black or African/American
Hispanic or Latino
Native Hawaiian or Other Pacific Islander
White
Other

Please indicate the highest degree completed

BA/BS
Masters

Doctorate/Ph.D./ED.D.

Other

Including this year, how many years have you served in your current role at your current school?

1 year or less

2-5 years

6-10 years

11-20 years

20 + years

Including this year, how many total years (at any school) have you been an educator?

1 year or less

2-5 years

6-10 years

11-20 years

20 + years

Please indicate the most useful and/or effective literacy-related professional development you have attended during the past 2 years?

Please indicate the least useful and/or effective literacy-related professional development you have attended during the past 2 years?

**Thank you for participating in this survey!
Please click the button below to submit your responses.**



15 Appendix C: Teacher Survey

Reading First

K-3 Teacher Survey

INTRODUCTION QUESTIONS

Your name will be saved in a separate file for recordkeeping purposes. Your answers to subsequent questions will not be connected to your name, so your answers will be saved anonymously.

My Name is : _____ (Required)

My School's Name is : _____ (Required)

Please indicate the grade level(s) you currently teach. (Mark all that apply).

(Please note: If you are NOT a regular K-3 teacher (e.g. interventionist, resource teacher), please contact the Center at 1 800 511 6575 for an alternative version of this survey).

Kindergarten teacher

1st grade teacher

2nd grade teacher

3rd grade teacher

Teacher for multi-grade classroom that includes K,1,2, and/or 3

Other:

Thinking about the current academic year (2006-2007), please indicate your perception of the frequency with which each of the following occurs:

Related to the Reading First (RF) Coach....	<i>Never</i>	<i>Rarely (a few times a year)</i>	<i>Some- times (once or twice a month)</i>	<i>Often (once or twice a week)</i>	<i>Very Often (every day or almost every day)</i>
1. The RF coach is in my classroom to model effective strategies					
2. The RF coach is in my classroom to observe my classroom practices					
3. The RF coach meets with me for a coaching session to plan and reflect on instruction					
4. The RF coach provides constructive feedback based on his/her classroom observations					
5. The RF coach personally conducts intervention(s) for my student(s)					
6. The RF coach meets with me regarding student assessment data such as DIBELS					
7. The RF coach meets with a group of teachers for professional development (e.g. book study, discussion of a particular topic, etc.)					

8. The RF coach informally discusses my students' needs with me					
9. The RF coach provides me with literacy-related resources, information, materials etc.					

Related to the Principal....	<i>Never</i>	<i>Rarely (a few times a year)</i>	<i>Some- times (once or twice a month)</i>	<i>Often (once or twice a week)</i>	<i>Very Often (every day or almost every day)</i>
1. The principal is in my classroom to observe and monitor my teaching					
2. The principal provides constructive feedback based on his/her classroom observations					
3. The principal meets with me regarding student assessment data such as DIBELS					
4. The principal participates in teacher meetings related to literacy or other coach-led professional development					
5. The principal informally discusses issues related to Reading First with me					

Related to your own practices and behaviors as a teacher....	<i>Never</i>	<i>Rarely (a few times a year)</i>	<i>Some- times (once or twice a month)</i>	<i>Often (once or twice a week)</i>	<i>Very Often (every day or almost every day)</i>

1. I use assessments to monitor student achievement					
2. I use assessment results to help guide my instructional strategies in the classroom					
3. I change my instructional plans or lessons based on assessment results					
4. I use assessment data to identify students who need interventions					
5. I personally conduct interventions with strategic students					
6. I personally conduct interventions with intensive students					
7. I implement the 90 minute block for reading					
8. I use flexible grouping during the 90 minute block					
9. I use reading work stations during the 90 minute block					
10. I take advantage of professional development opportunities related to literacy					
11. I discuss classroom reading practices with other teachers					
12. I discuss classroom reading practices with the RF coach					
13. I discuss classroom reading practices with the principal					

Opinions

Please provide your opinion about each of the following statements related to reading activities and reading instruction.

Related to the RF coach	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Barely Disagree</i>	<i>Barely Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
1. The RF coach is a valuable resource in scientifically based reading research (SBRR)						
2. The RF coach is a valuable resource on the core reading program						
3. The RF coach is a valuable resource on assessments						
4. The RF coach is a valuable resource on interventions						
5. The RF coach has helped me to better understand SBRR strategies						
6. The RF coach has helped me to make the best use of the 90 minute block to meet student needs						
7. The RF coach has helped me to better use assessment data to guide my instructional strategies						
8. The RF coach has helped me to determine when and how to best use interventions						

9. The RF coach has helped me to improve the effectiveness of my classroom practices related to literacy						
----------------------------------------------------------------------------------------------------------	--	--	--	--	--	--

More generally	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Barely Disagree</i>	<i>Barely Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
10. The principal provides strong leadership and direction for RF						
11. The principal effectively monitors teachers' implementation of RF						
12. The principal expects teachers to implement RF requirements						
13. The professional development provided through RF meets my needs as a teacher						
14. Reading First is aligned with other school improvement programs						
15. Reading First meets teachers' needs at my school						
16. Reading First meets students' needs at my school						
17. The requirements of Reading First are reasonable and achievable						

18. The majority of K-3 teachers at this school effectively use SBRR strategies in their classroom						
19. The majority of K-3 teachers at this school use assessment data to guide instruction						
20. The majority of teachers at this school effectively implement interventions based on assessments						
21. Teachers at this school are encouraged to use SBRR						
22. Teachers are supported in their efforts to implement RF						
23. My school is on track to sustain the changes RF has put into place						
24. Non-Reading First teachers in my district are using RF practice						
25. Non-Reading First teachers in my school are using RF practice						

Impact

The following survey items ask you to reflect on your school's participation in the Reading First grant.

To what extent has participation in READING FIRST increased your knowledge in these areas:

	No Increase	Minor Increase	Moderate Increase	Significant Increase
SBRR (Scientifically Based Reading Research)				
Core reading program				
DIBELS				
Other Reading Assessments				
Reading Interventions				
Using data to guide instruction				

To what extent has participation in Reading First changed your teaching practices in the following areas:

	No change	Minor change	Moderate change	Significant change
Reading curriculum content				
Instructional methods employed				
Student Assessments used				
Types of interventions used				
Frequency of interventions				
Use of Flexible grouping				
Use of data to guide instruction				
Use of SBRR				
Use of core reading program				

Thinking of your school overall, how would rate the impact of Reading First on each of the following:

	<i>No change</i>	<i>Minor change</i>	<i>Moderate change</i>	<i>Significant change</i>
Teachers' knowledge				
Teachers' skills				
Teachers' practices in the classroom				
The way reading is taught in your school				
School climate related to reading				
Students' reading skills				
Students' test scores				
Reading skills of "at-risk" students				
Reading skills of special needs students				
Reading skills of ESL/ENL/ELL students				
Reading skills of benchmark students				
Reading skills of "advanced/gifted" students				
Special education referral rates				
Grade level retention rates				

Please respond to the following open-ended questions.

What has been the most helpful or beneficial aspect of the Reading First grant?

How could Reading First be more effective and/or better meet your needs?

Background/Demographics

Are you:

Male Female

Are you (Mark all that apply):

American Indian or Alaskan Native
Asian
Black or African/American
Hispanic or Latino
Native Hawaiian or Other Pacific Islander
White
Other

Please indicate the highest degree completed

BA/BS
Masters
Doctorate/Ph.D./ED.D.
Other

Including this year, how many years have you served in your current role at your current school?

1 year or less 2-5 years 6-10 years 11-20 years
20 + years

Including this year, how many total years (at any school) have you been a teacher?

1 year or less

2-5 years

6-10 years

11-20 years

20 + years

Please indicate the most useful and/or effective literacy-related professional development you have attended during the past 2 years?

Please indicate the least useful and/or effective literacy-related professional development you have attended during the past 2 years?

***Thank you for participating in this survey!
Please click the button below to submit your responses.***

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16 Appendix D: Interventionist Survey

Reading First Interventionist Survey

INTRODUCTION QUESTIONS

Your name will be saved in a separate file for recordkeeping purposes. Your answers to subsequent questions will not be connected to your name, so your answers will be saved anonymously.

My Name is : _____ (Required)

My School's Name is : _____ (Required)

Please indicate your current teaching position. (Mark all that apply).

(Please note: If you are a general education K-3 teacher, please contact the Center at 1 800 511 6575 for an alternative version of this survey).

Special Education teacher/assistant

Title I teacher/assistant

English as a Second Language (ESL) or English as a New Language (ENL) teacher

Reading First interventionist or assistant

Resource or media teacher

Other. Please specify:

Thinking about the current academic year (2006-2007), please indicate your perception of the frequency with which each of the following occurs:

Related to the Reading First (RF) Coach....	<i>Never</i>	<i>Rarely (a few times a year)</i>	<i>Sometimes (once or twice a month)</i>	<i>Often (once or twice a week)</i>	<i>Very Often (every day or almost every day)</i>
1. The RF coach models effective strategies for me					
2. The RF coach observes my practices					
3. The RF coach meets with me for a coaching session to plan and reflect on instruction					
4. The RF coach provides constructive feedback based on his/her observations					
5. The RF coach personally conducts intervention(s) for my student(s)					
6. The RF coach meets with me regarding student assessment data such as DIBELS					
7. The RF coach meets with a group of teachers for professional development (e.g. book study, discussion of a particular topic, etc.)					
8. The RF coach informally discusses my students' needs with me					

9. The RF coach provides me with literacy-related resources, information, materials etc.					
------------------------------------------------------------------------------------------	--	--	--	--	--

Related to the Principal....	<i>Never</i>	<i>Rarely (a few times a year)</i>	<i>Some- times (once or twice a month)</i>	<i>Often (once or twice a week)</i>	<i>Very Often (every day or almost every day)</i>
1. The principal observes and monitors my practices					
2. The principal provides constructive feedback based on his/her observations					
3. The principal meets with me regarding student assessment data such as DIBELS					
4. The principal participates in teacher meetings related to literacy or other coach-led professional development					
5. The principal informally discusses issues related to Reading First with me					

Related to your own practices and behaviors as a teacher....	<i>Never</i>	<i>Rarely (a few times a year)</i>	<i>Some- times (once or twice a month)</i>	<i>Often (once or twice a week)</i>	<i>Very Often (every day or almost every day)</i>
1. I use assessments to monitor student achievement					

2. I use assessment results to help guide my instructional strategies					
3. I work with regular classroom teachers to help identify students who need interventions					
4. I discuss student needs or progress with regular classroom teachers					
5. I personally conduct interventions with strategic students					
6. I personally conduct interventions with intensive students					
7. I take advantage of professional development opportunities related to literacy					
8. I discuss reading practices with other teachers					
9. I discuss reading practices with the RF coach					
10. I discuss reading practices with the principal					

Opinions

Please provide your opinion about each of the following statements related to literacy activities and literacy instruction.

Related to the RF coach	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Barely Disagree</i>	<i>Barely Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>

1. The RF coach is a valuable resource in scientifically based reading research (SBRR)						
2. The RF coach is a valuable resource on the core reading program						
3. The RF coach is a valuable resource on assessments						
4. The RF coach is a valuable resource on interventions						
5. The RF coach has helped me to better understand SBRR strategies						
6. The RF coach has helped me to better use assessment data						
7. The RF coach has helped me to more effectively provide interventions						
8. The RF coach has helped me to improve the effectiveness of my practices related to literacy						

More generally	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Barely Disagree</i>	<i>Barely Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
9. The principal provides strong leadership and direction for RF						

10. The principal effectively monitors teachers' implementation of RF						
11. The principal expects teachers to implement RF requirements						
12. The professional development provided through RF meets my needs						
13. Reading First is aligned with other school improvement programs						
14. Reading First meets teachers' needs at my school						
15. Reading First meets students' needs at my school						
16. The requirements of Reading First are reasonable and achievable						
17. The majority of K-3 teachers at this school effectively use SBRR strategies in their classroom						
18. The majority of K-3 teachers at this school use assessment data to guide instruction						
19. The majority of teachers at this school effectively implement interventions based on assessments						
20. Teachers at this school are encouraged to use SBRR						

21. Teachers are supported in their efforts to implement RF						
22. My school is on track to sustain the changes RF has put into place						
23. Non-Reading First teachers in my district are using RF practice						
24. Non-Reading First teachers in my school are using RF practice						

Impact

The following survey items ask you to reflect on your school's participation in the Reading First initiative.

To what extent has participation in READING FIRST increased your knowledge in these areas:

	<i>No Increase</i>	<i>Minor Increase</i>	<i>Moderate Increase</i>	<i>Significant Increase</i>
SBRR (Scientifically Based Reading Research)				
Core reading program				
DIBELS				
Other Reading Assessments				
Reading Interventions				
Using data to guide instruction/practices				

To what extent has participation in Reading First changed your teaching practices in the following areas:

	<i>No change</i>	<i>Minor change</i>	<i>Moderate change</i>	<i>Significant change</i>
Reading curriculum content				
Instructional methods employed				
Student Assessments used				
Types of interventions used				
Frequency of interventions				
Use of Flexible grouping				
Use of data to guide instruction/ practices				
Use of SBRR				
Use of core reading program				

Thinking of your school overall, how would rate the impact of Reading First on each of the following:

	<i>No change</i>	<i>Minor change</i>	<i>Moderate change</i>	<i>Significant change</i>
Teachers' knowledge				
Teachers' skills				
Teachers' practices in the classroom				
The way reading is taught in your school				
School climate related to literacy				
Students' reading skills				
Students' test scores				
Reading skills of "at-risk" students				

Reading skills of special needs students				
Reading skills of ESL/ENL/ELL students				
Reading skills of benchmark students				
Reading skills of "advanced/gifted" students				
Special education referral rates				
Grade level retention rates				

Please respond to the following open-ended questions.

What has been the most helpful or beneficial aspect of the Reading First grant?

How could Reading First be more effective and/or better meet your needs?

Background/Demographics

Are you:

Male Female

Are you:

(Mark all that apply)

American Indian or Alaskan Native
Asian
Black or African/American
Hispanic or Latino
Native Hawaiian or Other Pacific Islander
White
Other

Please indicate the highest degree completed

BA/BS
Masters
Doctorate/Ph.D./ED.D.
Other

Including this year, how many years have you served in your current role at your current school?

1 year or less 2-5 years 6-10 years 11-20 years
20 + years

Including this year, how many total years (at any school) have you been an educator?

1 year or less 2-5 years 6-10 years 11-20 years
20 + years

Please indicate the most useful and/or effective literacy-related professional development you have attended during the past 2 years?

Please indicate the least useful and/or effective literacy-related professional development you have attended during the past 2 years?

Thank you for participating in this survey!
Please click the button below to submit your responses.







17 Appendix E: Comprehension and Vocabulary Achievement for All Reading First Schools

FIGURE 23. Vocabulary Achievement--All Reading First Schools--All Students

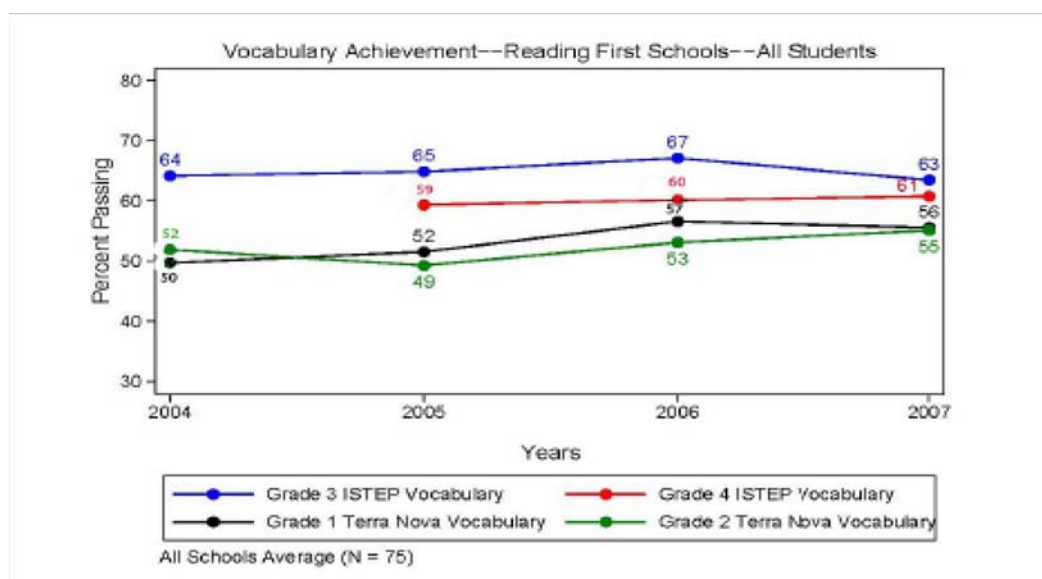


FIGURE 24. Comprehension Achievement--All Reading First Schools--All Students

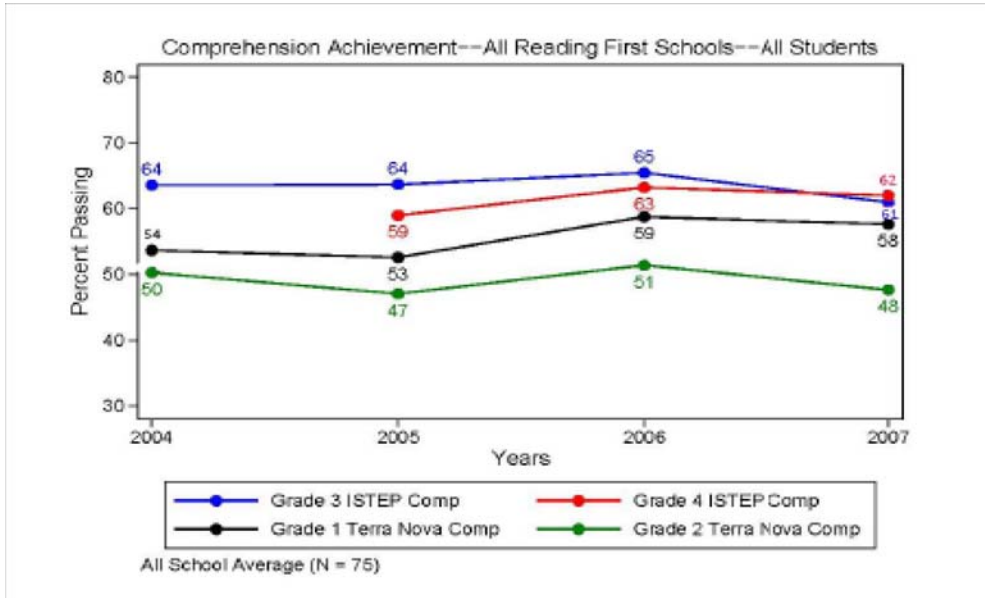


FIGURE 25. Vocabulary Achievement--All Reading First Schools--Economically Disadvantaged

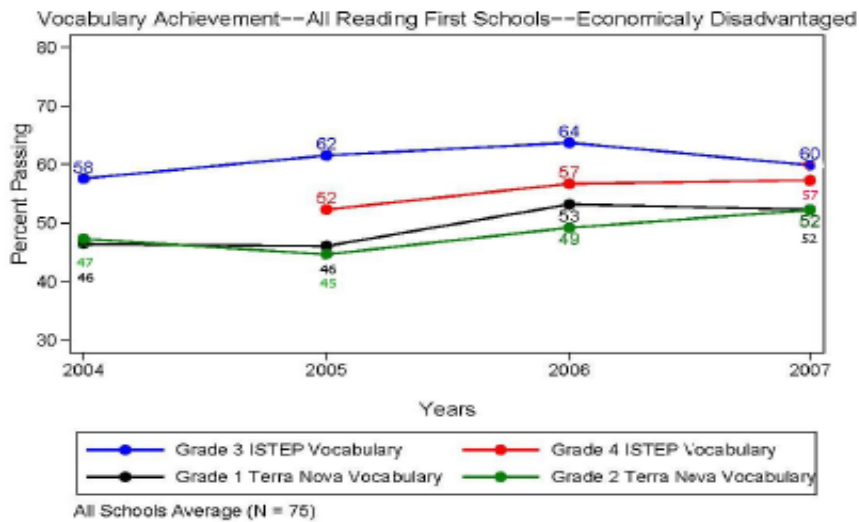


FIGURE 26. Comprehension Achievement--All Reading First Schools--Economically Disadvantaged

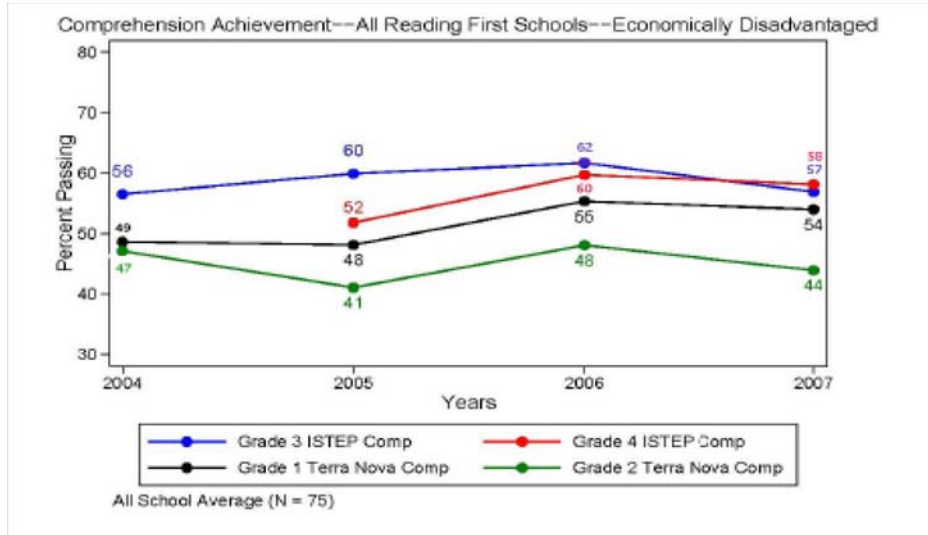


FIGURE 27. Vocabulary Achievement--All Reading First Schools--Students with Disabilities

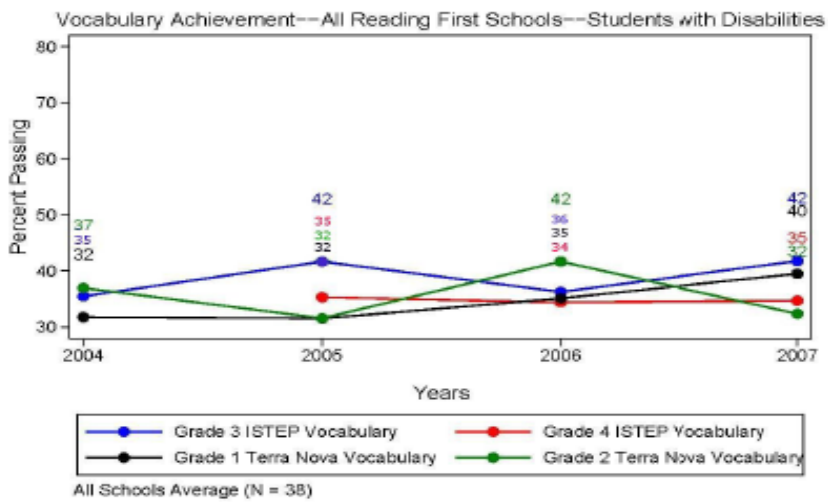


FIGURE 28. Comprehension Achievement--All Reading First Schools--Students with Disabilities

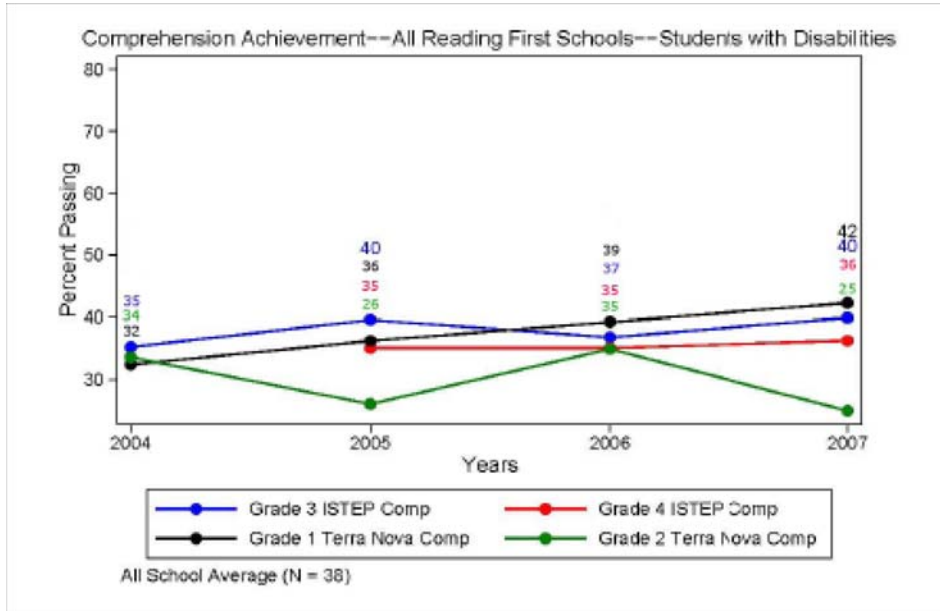


FIGURE 29. Vocabulary Achievement--All Reading First Schools--LEP Students

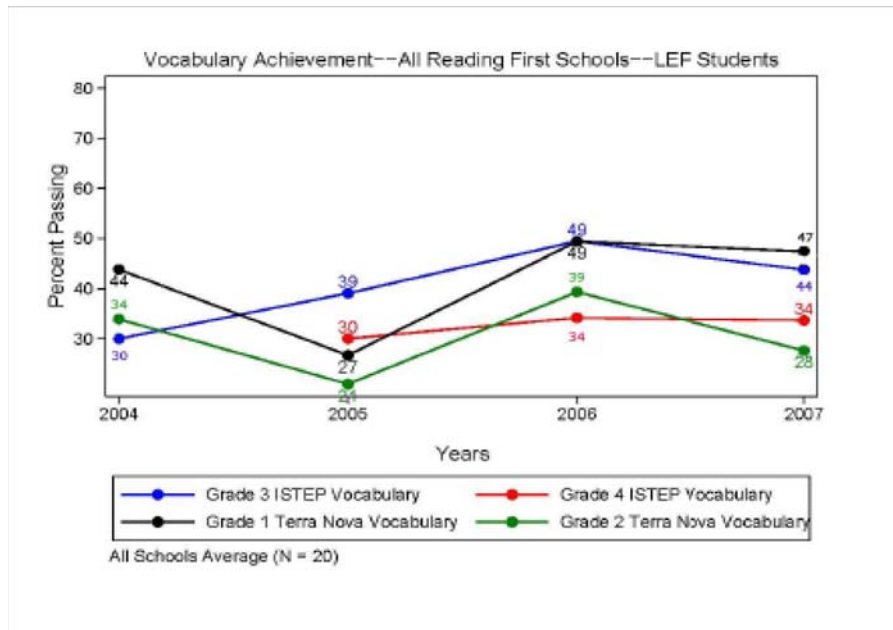


FIGURE 30. Comprehension Achievement--All Reading First Schools--LEP Students

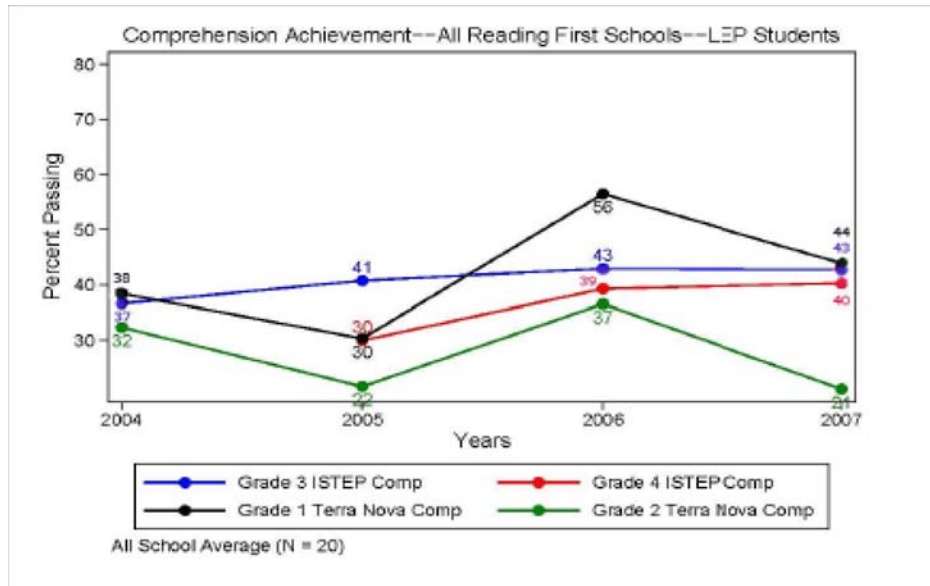


FIGURE 31. Vocabulary Achievement--All Reading First Schools--African American Students

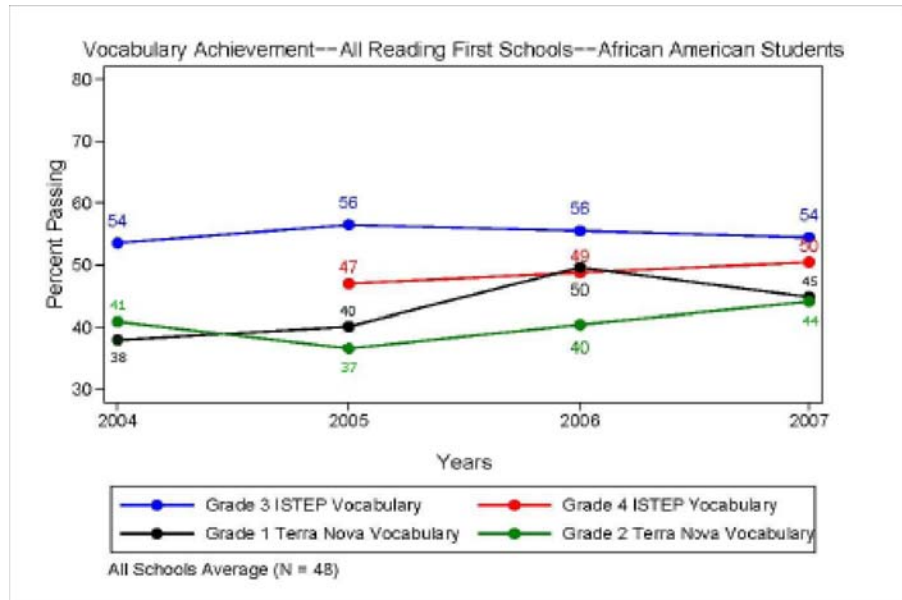


FIGURE 32. Comprehension Achievement--All Reading First Schools--African American Students

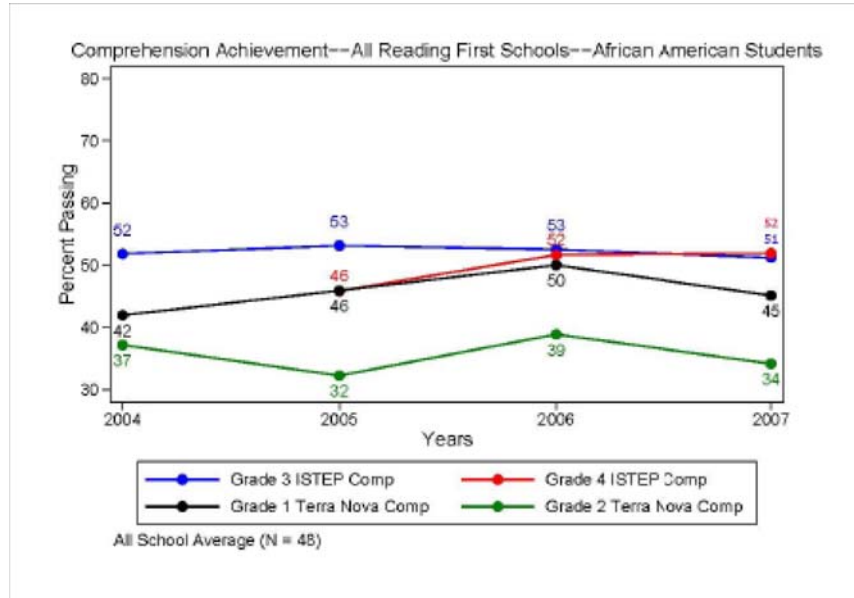


FIGURE 33. Vocabulary Achievement--All Reading First Schools--Hispanic Students

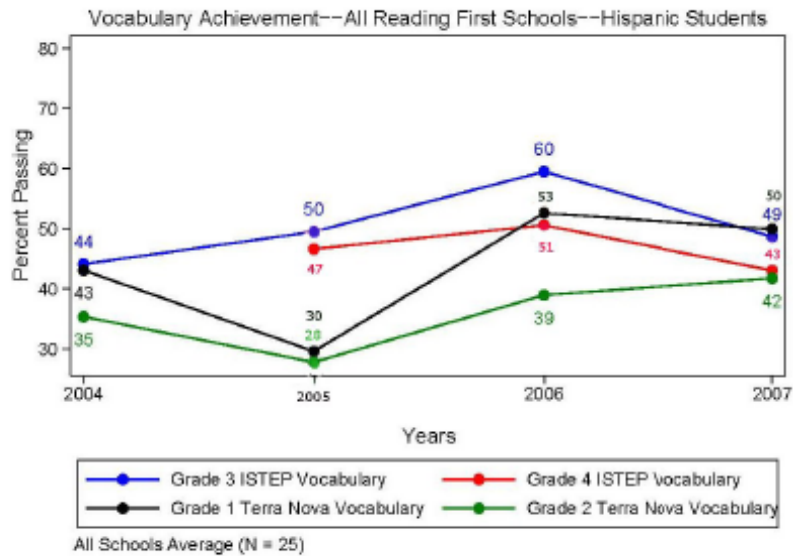


FIGURE 34. Comprehension Achievement--All Reading First Schools--Hispanic Students

