

**SOUTH CAROLINA READING FIRST INITIATIVE  
EVALUATION REPORT  
2006 – 2007**

Volume II: Appendices

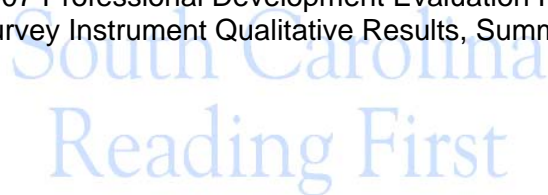


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**Appendix A:**  
**Stanford Reading First Results for 2004, 2005 and 2006**



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## Appendix A

### **STANFORD READING FIRST RESULTS FROM 2004-2005 TO 2006-2007**

This report contains three analyses of the Stanford Reading First (Stanford RF) achievement data for students who were enrolled in a South Carolina Reading First (SCRF) school from 2004-05 to 2006-07. The three analyses will be referred to as follows and are described below:

- ❖ Cohort analysis of the performance levels for the overall score on Stanford RF
- ❖ Cohort analysis of the performance levels for the seven components assessed
- ❖ Two year matched analysis of NCE scores on Stanford RF

For all analyses, scores for students with a performance level of “did not attempt” on any of the seven components assessed (i.e., those who had an incomplete score) were removed.

#### *Cohort analysis of the performance level for the overall score on Stanford RF*

These results are presented for *all* students tested in each of the four test administrations. The state results include 47 schools that participated in SCRF from 2004-05 to 2006-07. The performance levels are provided for the overall test score which is composed of a multiple choice section and an oral fluency section. The performance levels are at grade level (AGL), needs additional intervention (NAI), and needs substantial intervention (NSI). Results are provided for the fall and spring of each school year. The results are presented for all grades combined, by grade level, and by grade level disaggregated by each of five subgroups. The subgroups include those required for the federal report (i.e., economic status, ethnicity, English proficiency status, and special education status) and gender.

#### *Cohort analysis of the performance level for the seven components assessed*

These results also are presented for *all* students tested in each of the six test administrations. The state results include 47 schools that participated in SCRF in from 2004-05 to 2006-07. The performance levels are provided for the five multiple choice components (i.e., phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension strategies) and the two oral fluency components (i.e., speaking vocabulary and oral reading fluency). The results are presented for all grades combined and by grade level.

#### *Two year matched analysis of NCE scores on Stanford RF*

These results are presented for students who were enrolled in a SCRF school from 2004-05 to 2006-07, advanced to the next grade from 2005-06 to 2006-07, and had Stanford RF test scores in all six test administrations. Results are presented for students who advanced from grade 1 in 2005-06 to grade 2 in 2006-07 (grade 1 to 2) and for students who advanced from grade 2 in 2005-06 to grade 3 in 2006-07 (grade 2 to 3). The matched analysis provides a meaningful measure of growth in reading achievement for students who participated in the SCRF program for both school years. The normal curve equivalent score (NCE) on the overall test is used for the analysis. NCEs are converted from percentile ranks, but have an advantage over percentile ranks in that NCEs provide an equal-interval

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scale and permit valid reporting of averages. NCEs range from 1 to 99 and have an average of 50. Therefore, if a student has an NCE of 50, this means he/she is performing average as compared to a norm reference group. Results are provided for the fall and spring of each school year. The results are presented for all grade 1 to 2 and all grade 2 to 3 matched students as well as disaggregated by each of five subgroups for grade 1 to 2 and grade 2 to 3. The subgroups include those required for the federal report (i.e., economic status, ethnicity, English proficiency status, and special education status) and gender.

**STANFORD READING FIRST RESULTS FOR 2004, 2005 AND 2006*****Performance Level Results*****South Carolina State Results****Stanford Reading First Performance Levels for Fall 2004, 2005, and 2006****Analysis for All Students Tested**

	<i>Test Semester</i>		
	Fall 04	Fall 05	Fall 06
<i>Performance Level</i>			
At Grade Level	23.0%	26.9%	28.7%
Needs Additional Intervention	27.1%	28.7%	28.9%
Needs Substantial Intervention	49.8%	44.3%	42.5%

**South Carolina State Results****Stanford Reading First Performance Levels for Spring 2005, 2006, and 2007****Analysis for All Students Tested**

	<i>Test Semester</i>		
	Spring 05	Spring 06	Spring 07
<i>Performance Level</i>			
At Grade Level	42.4%	46.5%	49.5%
Needs Additional Intervention	28.7%	27.7%	27.1%
Needs Substantial Intervention	28.9%	25.8%	23.4%

**South Carolina State Results****Stanford Reading First Fall to Spring Differences for 2004-05, 2005-06, and 2006-07****Analysis for All Students Tested**

	<i>YEAR</i>		
	2004-05	2005-06	2006-07
<i>Performance Level</i>			
At Grade Level	19.4%	19.5%	20.8%
Needs Additional Intervention	1.6%	-1.0%	-1.7%
Needs Substantial Intervention	-21.0%	-18.5%	-19.1%

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**South Carolina State Results**  
**Stanford Reading First Performance Levels for Fall 2004, 2005, and 2006**  
**Analysis for All Students Tested by Grade Level**

<i>Grade</i>	<i>Performance Level</i>	<i>Test Semester</i>		
		Fall 04	Fall 05	Fall 06
01	At Grade Level	17.3%	19.3%	21.1%
	Needs Additional Intervention	24.3%	24.9%	25.2%
	Needs Substantial Intervention	58.4%	55.8%	53.7%
02	At Grade Level	31.0%	36.2%	38.0%
	Needs Additional Intervention	31.1%	33.4%	33.6%
	Needs Substantial Intervention	37.9%	30.4%	28.4%
03	At Grade Level	21.3%	25.6%	27.6%
	Needs Additional Intervention	26.3%	28.1%	28.2%
	Needs Substantial Intervention	52.4%	46.4%	44.3%

**South Carolina State Results**  
**Stanford Reading First Performance Levels for Spring 2005, 2006, and 2007**  
**Analysis for All Students Tested by Grade Level**

<i>Grade</i>	<i>Performance Level</i>	<i>Test Semester</i>		
		Spring 05	Spring 06	Spring 07
01	At Grade Level	48.9%	51.7%	54.3%
	Needs Additional Intervention	28.2%	25.2%	25.6%
	Needs Substantial Intervention	22.9%	23.1%	20.0%
02	At Grade Level	35.8%	40.8%	44.6%
	Needs Additional Intervention	28.7%	29.9%	27.7%
	Needs Substantial Intervention	35.5%	29.3%	27.7%
03	At Grade Level	42.0%	46.6%	49.0%
	Needs Additional Intervention	29.3%	28.3%	28.3%
	Needs Substantial Intervention	28.7%	25.0%	22.8%



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**South Carolina State Results**  
**Stanford Reading First Fall to Spring Differences for 2004-05, 2005-06, and 2006-07**  
**Analysis for All Students Tested by Grade Level**

<i>Grade</i>	<i>Performance Level</i>	<i>YEAR</i>		
		2004-05	2005-06	2006-07
01	At Grade Level	31.6%	32.4%	33.3%
	Needs Additional Intervention	3.9%	0.2%	0.4%
	Needs Substantial Intervention	-35.5%	-32.7%	-33.7%
02	At Grade Level	4.7%	4.6%	6.6%
	Needs Additional Intervention	-2.4%	-3.5%	-5.9%
	Needs Substantial Intervention	-2.4%	-1.1%	-0.7%
03	At Grade Level	20.6%	21.1%	21.4%
	Needs Additional Intervention	3.1%	0.2%	0.1%
	Needs Substantial Intervention	-23.7%	-21.3%	-21.5%

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**South Carolina State Results**  
**Stanford Reading First Performance Levels for Fall 2004, 2005, and 2006**  
**Analysis by Grade Level and Economic Status**

<i>Grade</i>	<i>Economic Status</i>	<i>Performance Level</i>	<i>Test Semester</i>		
			Fall 04	Fall 05	Fall 06
01	Full Price Lunch	At Grade Level	28.5%	33.9%	31.2%
		Needs Additional Intervention	25.1%	27.9%	26.7%
		Needs Substantial Intervention	46.5%	38.2%	42.1%
	Free/Reduced Lunch	At Grade Level	14.0%	16.1%	17.5%
		Needs Additional Intervention	24.1%	24.3%	24.7%
		Needs Substantial Intervention	61.9%	59.6%	57.7%
02	Full Price Lunch	At Grade Level	49.6%	56.2%	49.6%
		Needs Additional Intervention	24.6%	26.5%	30.5%
		Needs Substantial Intervention	25.8%	17.3%	20.0%
	Free/Reduced Lunch	At Grade Level	25.9%	31.6%	34.3%
		Needs Additional Intervention	32.9%	34.9%	34.6%
		Needs Substantial Intervention	41.2%	33.6%	31.1%
03	Full Price Lunch	At Grade Level	39.0%	50.6%	43.3%
		Needs Additional Intervention	27.1%	24.2%	26.7%
		Needs Substantial Intervention	34.0%	25.2%	30.0%
	Free/Reduced Lunch	At Grade Level	16.8%	20.5%	22.2%
		Needs Additional Intervention	26.0%	28.8%	28.7%
		Needs Substantial Intervention	57.2%	50.8%	49.2%

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**South Carolina State Results**  
**Stanford Reading First Performance Levels for Spring 2005, 2006, and 2007**  
**Analysis by Grade Level and Economic Status**

<i>Grade</i>	<i>Economic Status</i>	<i>Performance Level</i>	<i>Test Semester</i>		
			Spring 05	Spring 06	Spring 07
01	Full Price Lunch	At Grade Level	67.0%	65.0%	72.6%
		Needs Additional Intervention	21.4%	20.9%	17.8%
		Needs Substantial Intervention	11.6%	14.1%	9.6%
	Free/Reduced Lunch	At Grade Level	45.0%	48.8%	50.6%
		Needs Additional Intervention	29.6%	26.1%	27.3%
		Needs Substantial Intervention	25.4%	25.1%	22.2%
02	Full Price Lunch	At Grade Level	60.8%	58.8%	64.8%
		Needs Additional Intervention	21.2%	24.2%	21.1%
		Needs Substantial Intervention	17.9%	17.0%	14.1%
	Free/Reduced Lunch	At Grade Level	30.8%	36.1%	40.4%
		Needs Additional Intervention	30.4%	31.4%	29.1%
		Needs Substantial Intervention	38.7%	32.6%	30.5%
03	Full Price Lunch	At Grade Level	62.4%	63.8%	69.9%
		Needs Additional Intervention	21.1%	22.2%	19.1%
		Needs Substantial Intervention	16.5%	14.1%	11.0%
	Free/Reduced Lunch	At Grade Level	37.4%	42.6%	44.1%
		Needs Additional Intervention	31.2%	29.8%	30.4%
		Needs Substantial Intervention	31.4%	27.6%	25.5%

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**South Carolina State Results**  
**Stanford Reading First Performance Levels for Fall 2004, 2005, and 2006**  
**Analysis for Grade 01 by Ethnicity**

Grade 01		Test Semester		
		Fall 04	Fall 05	Fall 06
Ethnicity	Performance Level			
African American	At Grade Level	14.8%	17.1%	19.3%
	Needs Additional Intervention	24.9%	24.4%	24.7%
	Needs Substantial Intervention	60.3%	58.5%	56.0%
Caucasian	At Grade Level	23.9%	26.6%	28.3%
	Needs Additional Intervention	23.8%	27.7%	26.8%
	Needs Substantial Intervention	52.3%	45.7%	44.8%
Hispanic	At Grade Level	21.6%	14.1%	9.7%
	Needs Additional Intervention	18.2%	14.1%	19.4%
	Needs Substantial Intervention	60.2%	71.7%	71.0%
Other	At Grade Level	17.6%	19.7%	15.7%
	Needs Additional Intervention	17.6%	27.6%	30.3%
	Needs Substantial Intervention	64.7%	52.6%	53.9%

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**South Carolina State Results**  
**Stanford Reading First Performance Levels for Spring 2005, 2006, and 2007**  
**Analysis for Grade 01 by Ethnicity**

Grade 01		<i>Test Semester</i>		
		Spring 05	Spring 06	Spring 07
<i>Ethnicity</i>	<i>Performance Level</i>			
African American	At Grade Level	46.7%	49.9%	52.5%
	Needs Additional Intervention	29.3%	26.0%	25.6%
	Needs Substantial Intervention	24.0%	24.1%	21.8%
Caucasian	At Grade Level	55.5%	58.9%	61.2%
	Needs Additional Intervention	24.8%	23.1%	23.8%
	Needs Substantial Intervention	19.7%	18.0%	15.0%
Hispanic	At Grade Level	48.9%	37.0%	37.6%
	Needs Additional Intervention	33.0%	20.7%	32.9%
	Needs Substantial Intervention	18.2%	42.4%	29.4%
Other	At Grade Level	49.2%	53.8%	56.1%
	Needs Additional Intervention	21.5%	25.6%	33.7%
	Needs Substantial Intervention	29.2%	20.5%	10.2%

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**South Carolina State Results**  
**Stanford Reading First Performance Levels for Fall 2004, 2005, and 2006**  
**Analysis for Grade 02 by Ethnicity**

		<i>Test Semester</i>		
		<i>Grade 02</i>	Fall 04	Fall 05
<i>Ethnicity</i>	<i>Performance Level</i>			
African American	At Grade Level	26.7%	31.8%	33.6%
	Needs Additional Intervention	32.6%	34.7%	36.7%
	Needs Substantial Intervention	40.8%	33.6%	29.7%
Caucasian	At Grade Level	44.9%	49.5%	50.6%
	Needs Additional Intervention	26.0%	30.5%	25.8%
	Needs Substantial Intervention	29.0%	20.1%	23.6%
Hispanic	At Grade Level	27.8%	38.0%	26.9%
	Needs Additional Intervention	27.8%	30.4%	31.2%
	Needs Substantial Intervention	44.4%	31.6%	41.9%
Other	At Grade Level	41.3%	32.8%	51.9%
	Needs Additional Intervention	37.0%	27.9%	27.3%
	Needs Substantial Intervention	21.7%	39.3%	20.8%

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**South Carolina State Results**  
**Stanford Reading First Performance Levels for Spring 2005, 2006, and 2007**  
**Analysis for Grade 02 by Ethnicity**

<i>Grade 02</i>		<i>Test Semester</i>		
		Spring 05	Spring 06	Spring 07
<i>Ethnicity</i>	<i>Performance Level</i>			
African American	At Grade Level	30.6%	35.4%	39.9%
	Needs Additional Intervention	31.4%	32.5%	30.0%
	Needs Substantial Intervention	38.0%	32.2%	30.1%
Caucasian	At Grade Level	52.9%	55.5%	57.2%
	Needs Additional Intervention	20.5%	24.0%	22.6%
	Needs Substantial Intervention	26.6%	20.5%	20.3%
Hispanic	At Grade Level	23.1%	44.4%	42.3%
	Needs Additional Intervention	21.5%	21.1%	21.6%
	Needs Substantial Intervention	55.4%	34.4%	36.1%
Other	At Grade Level	50.0%	43.8%	52.7%
	Needs Additional Intervention	28.0%	26.6%	23.0%
	Needs Substantial Intervention	22.0%	29.7%	24.3%

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**South Carolina State Results**  
**Stanford Reading First Performance Levels for Fall 2004, 2005, and 2006**  
**Analysis for Grade 03 by Ethnicity**

<i>Grade 03</i>		<i>Test Semester</i>		
		Fall 04	Fall 05	Fall 06
<i>Ethnicity</i>	<i>Performance Level</i>			
African American	At Grade Level	16.0%	19.6%	20.3%
	Needs Additional Intervention	26.4%	29.2%	29.8%
	Needs Substantial Intervention	57.7%	51.2%	49.9%
Caucasian	At Grade Level	38.5%	45.2%	46.7%
	Needs Additional Intervention	26.5%	24.7%	23.6%
	Needs Substantial Intervention	35.0%	30.1%	29.7%
Hispanic	At Grade Level	16.9%	16.7%	24.4%
	Needs Additional Intervention	23.4%	13.6%	32.6%
	Needs Substantial Intervention	59.7%	69.7%	43.0%
Other	At Grade Level	32.5%	34.8%	39.3%
	Needs Additional Intervention	22.5%	43.5%	23.2%
	Needs Substantial Intervention	45.0%	21.7%	37.5%



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**South Carolina State Results**  
**Stanford Reading First Performance Levels for Spring 2005, 2006, and 2007**  
**Analysis for Grade 03 by Ethnicity**

<i>Grade 03</i>		<i>Test Semester</i>		
		Spring 05	Spring 06	Spring 07
<i>Ethnicity</i>	<i>Performance Level</i>			
African American	At Grade Level	37.4%	41.8%	43.3%
	Needs Additional Intervention	31.3%	30.7%	30.9%
	Needs Substantial Intervention	31.3%	27.4%	25.8%
Caucasian	At Grade Level	56.3%	62.8%	63.4%
	Needs Additional Intervention	23.7%	21.8%	22.1%
	Needs Substantial Intervention	20.0%	15.4%	14.5%
Hispanic	At Grade Level	40.2%	30.5%	50.5%
	Needs Additional Intervention	23.2%	20.3%	23.1%
	Needs Substantial Intervention	36.6%	49.2%	26.4%
Other	At Grade Level	52.8%	66.7%	58.3%
	Needs Additional Intervention	30.6%	20.5%	25.0%
	Needs Substantial Intervention	16.7%	12.8%	16.7%

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## South Carolina State Results Stanford Reading First Performance Levels for Fall 2004, 2005, and 2006 Analysis by Grade Level and English Proficiency

<i>Grade</i>	<i>Proficiency Status</i>	<i>Performance Level</i>	<i>Test Semester</i>		
			Fall 04	Fall 05	Fall 06
01	Limited English	At Grade Level	11.5%	9.5%	8.8%
		Needs Additional Intervention	14.8%	15.5%	19.6%
		Needs Substantial Intervention	73.8%	75.0%	71.6%
	English Proficient	At Grade Level	17.6%	19.5%	21.7%
		Needs Additional Intervention	24.7%	25.2%	25.5%
		Needs Substantial Intervention	57.7%	55.4%	52.9%
02	Limited English	At Grade Level	26.0%	30.8%	24.7%
		Needs Additional Intervention	22.0%	32.3%	32.9%
		Needs Substantial Intervention	52.0%	36.9%	42.4%
	English Proficient	At Grade Level	31.6%	36.4%	38.6%
		Needs Additional Intervention	31.5%	33.4%	33.5%
		Needs Substantial Intervention	36.8%	30.2%	27.9%
03	Limited English	At Grade Level	5.3%	14.0%	20.0%
		Needs Additional Intervention	22.8%	15.8%	34.7%
		Needs Substantial Intervention	71.9%	70.2%	45.3%
	English Proficient	At Grade Level	21.9%	25.8%	27.9%
		Needs Additional Intervention	26.3%	28.3%	28.0%
		Needs Substantial Intervention	51.8%	45.8%	44.2%

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**South Carolina State Results**  
**Stanford Reading First Performance Levels for Spring 2005, 2006, and 2007**  
**Analysis by Grade Level and English Proficiency**

<i>Grade</i>	<i>Proficiency Status</i>	<i>Performance Level</i>	<i>Test Semester</i>		
			Spring 05	Spring 06	Spring 07
01	Limited English	At Grade Level	33.3%	33.3%	38.7%
		Needs Additional Intervention	38.3%	18.4%	34.4%
		Needs Substantial Intervention	28.3%	48.3%	26.9%
	English Proficient	At Grade Level	49.5%	52.6%	55.0%
		Needs Additional Intervention	28.1%	25.5%	25.4%
		Needs Substantial Intervention	22.4%	21.9%	19.6%
02	Limited English	At Grade Level	23.1%	41.2%	40.0%
		Needs Additional Intervention	11.5%	22.1%	25.6%
		Needs Substantial Intervention	65.4%	36.8%	34.4%
	English Proficient	At Grade Level	36.5%	40.9%	45.0%
		Needs Additional Intervention	29.3%	30.2%	27.6%
		Needs Substantial Intervention	34.2%	28.9%	27.5%
03	Limited English	At Grade Level	27.0%	27.6%	44.2%
		Needs Additional Intervention	27.0%	19.0%	27.3%
		Needs Substantial Intervention	46.0%	53.4%	28.6%
	English Proficient	At Grade Level	42.6%	47.3%	49.2%
		Needs Additional Intervention	29.3%	28.5%	28.2%
		Needs Substantial Intervention	28.2%	24.2%	22.6%

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## South Carolina State Results Stanford Reading First Performance Levels for Fall 2004, 2005, and 2006 Analysis by Grade Level and Special Education Status

<i>Grade</i>	<i>Special Education</i>	<i>Performance Level</i>	<i>Test Semester</i>		
			Fall 04	Fall 05	Fall 06
01	Non-special Education	At Grade Level	18.2%	20.1%	21.5%
		Needs Additional Intervention	25.2%	25.8%	25.3%
		Needs Substantial Intervention	56.6%	54.1%	53.2%
	Special Education	At Grade Level	8.8%	11.8%	13.4%
		Needs Additional Intervention	15.4%	17.8%	24.4%
		Needs Substantial Intervention	75.8%	70.4%	62.2%
02	Non-special Education	At Grade Level	32.8%	38.1%	39.2%
		Needs Additional Intervention	32.2%	34.3%	34.2%
		Needs Substantial Intervention	35.0%	27.6%	26.6%
	Special Education	At Grade Level	14.4%	19.2%	21.8%
		Needs Additional Intervention	20.9%	24.6%	25.5%
		Needs Substantial Intervention	64.6%	56.2%	52.7%
03	Non-special Education	At Grade Level	22.7%	26.9%	28.6%
		Needs Additional Intervention	27.2%	29.3%	28.9%
		Needs Substantial Intervention	50.1%	43.8%	42.5%
	Special Education	At Grade Level	8.3%	11.0%	10.9%
		Needs Additional Intervention	17.9%	14.8%	17.0%
		Needs Substantial Intervention	73.8%	74.3%	72.1%

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## South Carolina State Results Stanford Reading First Performance Levels for Spring 2005, 2006, and 2007 Analysis by Grade Level and Special Education Status

<i>Grade</i>	<i>Special Education</i>	<i>Performance Level</i>	<i>Test Semester</i>		
			Spring 05	Spring 06	Spring 07
01	Non-special Education	At Grade Level	53.3%	55.7%	58.0%
		Needs Additional Intervention	28.2%	25.2%	24.5%
		Needs Substantial Intervention	18.4%	19.2%	17.5%
	Special Education	At Grade Level	28.5%	31.5%	34.9%
		Needs Additional Intervention	27.9%	25.2%	31.6%
		Needs Substantial Intervention	43.6%	43.3%	33.5%
02	Non-special Education	At Grade Level	39.4%	44.9%	48.6%
		Needs Additional Intervention	30.0%	31.3%	28.1%
		Needs Substantial Intervention	30.6%	23.8%	23.3%
	Special Education	At Grade Level	16.5%	18.8%	21.6%
		Needs Additional Intervention	21.8%	22.4%	25.0%
		Needs Substantial Intervention	61.7%	58.8%	53.4%
03	Non-special Education	At Grade Level	46.1%	51.5%	53.5%
		Needs Additional Intervention	30.1%	29.0%	28.3%
		Needs Substantial Intervention	23.8%	19.5%	18.2%
	Special Education	At Grade Level	22.0%	15.6%	21.5%
		Needs Additional Intervention	25.4%	23.7%	27.9%
		Needs Substantial Intervention	52.6%	60.7%	50.6%

# Appendix A

## South Carolina State Results Stanford Reading First Performance Levels for Fall 2004, 2005, and 2006 Analysis by Grade Level and Gender

<i>Grade</i>	<i>Gender</i>	<i>Performance Level</i>	<i>Test Semester</i>		
			Fall 04	Fall 05	Fall 06
01	Female	At Grade Level	22.5%	23.3%	26.2%
		Needs Additional Intervention	25.2%	27.6%	26.6%
		Needs Substantial Intervention	52.2%	49.1%	47.2%
	Male	At Grade Level	12.6%	15.3%	16.0%
		Needs Additional Intervention	23.4%	22.3%	23.8%
		Needs Substantial Intervention	64.0%	62.4%	60.1%
02	Female	At Grade Level	37.1%	43.3%	44.3%
		Needs Additional Intervention	32.7%	33.1%	33.2%
		Needs Substantial Intervention	30.1%	23.6%	22.5%
	Male	At Grade Level	25.2%	29.7%	32.0%
		Needs Additional Intervention	29.5%	33.6%	33.9%
		Needs Substantial Intervention	45.3%	36.8%	34.1%
03	Female	At Grade Level	24.9%	29.9%	32.3%
		Needs Additional Intervention	27.2%	30.9%	28.7%
		Needs Substantial Intervention	47.9%	39.2%	39.0%
	Male	At Grade Level	18.1%	21.4%	23.2%
		Needs Additional Intervention	25.3%	25.4%	27.6%
		Needs Substantial Intervention	56.6%	53.2%	49.2%

# Appendix A

## South Carolina State Results Stanford Reading First Performance Levels for Spring 2004, 2005, and 2006 Analysis by Grade Level and Gender

<i>Grade</i>	<i>Gender</i>	<i>Performance Level</i>	<i>Test Semester</i>		
			Spring 05	Spring 06	Spring 07
01	Female	At Grade Level	56.4%	59.4%	61.3%
		Needs Additional Intervention	27.0%	24.1%	24.6%
		Needs Substantial Intervention	16.6%	16.6%	14.2%
	Male	At Grade Level	41.9%	44.3%	47.4%
		Needs Additional Intervention	29.4%	26.3%	26.7%
		Needs Substantial Intervention	28.7%	29.5%	25.9%
02	Female	At Grade Level	42.4%	48.5%	51.0%
		Needs Additional Intervention	30.7%	28.8%	29.1%
		Needs Substantial Intervention	26.9%	22.7%	19.9%
	Male	At Grade Level	29.4%	33.7%	38.7%
		Needs Additional Intervention	26.8%	30.9%	26.4%
		Needs Substantial Intervention	43.7%	35.5%	34.9%
03	Female	At Grade Level	46.6%	52.9%	54.7%
		Needs Additional Intervention	31.1%	28.6%	27.9%
		Needs Substantial Intervention	22.3%	18.4%	17.3%
	Male	At Grade Level	37.6%	40.4%	43.6%
		Needs Additional Intervention	27.7%	28.0%	28.6%
		Needs Substantial Intervention	34.7%	31.6%	27.8%

## Appendix A

### South Carolina State Results Stanford Reading First Performance Levels for Fall 2004, 2005, and 2006 Analysis of Component Performance Levels

	<i>Test Semester</i>		
	Fall 04	Fall 05	Fall 06
<i>Phonemic Awareness</i>			
At Grade Level	65.1%	66.6%	67.0%
Needs Additional Intervention	17.1%	15.2%	15.2%
Needs Substantial Intervention	17.8%	18.2%	17.9%
<i>Phonics</i>			
At Grade Level	15.1%	14.9%	16.2%
Needs Additional Intervention	33.2%	34.3%	34.5%
Needs Substantial Intervention	51.6%	50.8%	49.2%
<i>Vocabulary Development</i>			
At Grade Level	36.0%	35.5%	36.2%
Needs Additional Intervention	31.6%	31.5%	32.1%
Needs Substantial Intervention	32.4%	33.0%	31.7%
<i>Reading Fluency</i>			
At Grade Level	33.5%	33.2%	33.9%
Needs Additional Intervention	21.4%	22.4%	22.5%
Needs Substantial Intervention	45.1%	44.4%	43.6%
<i>Reading Comprehension Strategies</i>			
At Grade Level	29.8%	31.9%	33.0%
Needs Additional Intervention	26.4%	25.1%	24.9%
Needs Substantial Intervention	43.8%	43.0%	42.1%
<i>Speaking Vocabulary</i>			
At Grade Level	34.4%	45.1%	48.1%
Needs Additional Intervention	26.4%	24.2%	24.3%
Needs Substantial Intervention	39.3%	30.7%	27.6%
<i>Oral Reading Fluency</i>			
At Grade Level	28.2%	34.6%	36.3%
Needs Additional Intervention	22.0%	22.6%	23.0%
Needs Substantial Intervention	49.8%	42.8%	40.8%



## Appendix A

### South Carolina State Results Stanford Reading First Performance Levels for Spring 2005, 2006, and 2007 Analysis of Component Performance Levels

	<i>Test Semester</i>		
	Spring 05	Spring 06	Spring 07
<i>Phonemic Awareness</i>			
At Grade Level	77.3%	79.0%	78.2%
Needs Additional Intervention	11.6%	10.8%	11.5%
Needs Substantial Intervention	11.1%	10.2%	10.4%
<i>Phonics</i>			
At Grade Level	23.0%	25.1%	27.0%
Needs Additional Intervention	21.7%	22.3%	22.1%
Needs Substantial Intervention	55.3%	52.5%	50.8%
<i>Vocabulary Development</i>			
At Grade Level	36.5%	38.9%	40.3%
Needs Additional Intervention	23.3%	22.5%	23.5%
Needs Substantial Intervention	40.2%	38.5%	36.2%
<i>Reading Fluency</i>			
At Grade Level	43.4%	44.9%	45.7%
Needs Additional Intervention	22.9%	23.4%	23.1%
Needs Substantial Intervention	33.7%	31.7%	31.1%
<i>Reading Comprehension Strategies</i>			
At Grade Level	44.4%	46.3%	46.7%
Needs Additional Intervention	24.3%	24.3%	24.3%
Needs Substantial Intervention	31.3%	29.4%	29.0%
<i>Speaking Vocabulary</i>			
At Grade Level	56.6%	63.7%	68.8%
Needs Additional Intervention	26.4%	22.8%	21.0%
Needs Substantial Intervention	17.1%	13.4%	10.1%
<i>Oral Reading Fluency</i>			
At Grade Level	51.4%	55.7%	60.7%
Needs Additional Intervention	21.2%	19.8%	17.8%
Needs Substantial Intervention	27.3%	24.5%	21.5%

## Appendix A

### South Carolina State Results Stanford Reading First Performance Levels for Fall 2004, 2005, and 2006 Analysis of Component Performance Levels for Grade 01

<i>Grade 01</i>	<i>Test Semester</i>		
	Fall 04	Fall 05	Fall 06
<i>Phonemic Awareness</i>			
At Grade Level	59.5%	56.0%	55.7%
Needs Additional Intervention	11.5%	10.4%	10.8%
Needs Substantial Intervention	29.0%	33.7%	33.5%
<i>Phonics</i>			
At Grade Level	28.3%	27.3%	28.7%
Needs Additional Intervention	42.9%	42.0%	41.0%
Needs Substantial Intervention	28.8%	30.7%	30.3%
<i>Vocabulary Development</i>			
At Grade Level	36.4%	34.8%	36.2%
Needs Additional Intervention	32.8%	32.9%	33.1%
Needs Substantial Intervention	30.8%	32.2%	30.7%
<i>Reading Fluency</i>			
At Grade Level	33.7%	31.7%	34.7%
Needs Additional Intervention	21.0%	21.5%	21.3%
Needs Substantial Intervention	45.4%	46.8%	44.0%
<i>Reading Comprehension Strategies</i>			
At Grade Level	18.1%	16.7%	18.2%
Needs Additional Intervention	33.1%	30.8%	31.6%
Needs Substantial Intervention	48.8%	52.5%	50.2%
<i>Speaking Vocabulary</i>			
At Grade Level	28.2%	33.3%	37.0%
Needs Additional Intervention	20.6%	22.4%	21.7%
Needs Substantial Intervention	51.2%	44.3%	41.3%
<i>Oral Reading Fluency</i>			
At Grade Level	16.1%	18.9%	20.3%
Needs Additional Intervention	25.9%	25.9%	26.8%
Needs Substantial Intervention	58.0%	55.2%	52.8%

# Appendix A

## South Carolina State Results Stanford Reading First Performance Levels for Spring 2005, 2006, and 2007 Analysis of Component Performance Levels for Grade 01

<i>Grade 01</i>	<i>Test Semester</i>		
	Spring 05	Spring 06	Spring 07
<i>Phonemic Awareness</i>			
At Grade Level	74.4%	74.3%	73.9%
Needs Additional Intervention	14.9%	14.8%	15.4%
Needs Substantial Intervention	10.7%	10.9%	10.7%
<i>Phonics</i>			
At Grade Level	20.3%	22.2%	22.2%
Needs Additional Intervention	41.3%	40.7%	41.4%
Needs Substantial Intervention	38.4%	37.1%	36.4%
<i>Vocabulary Development</i>			
At Grade Level	41.1%	41.7%	42.6%
Needs Additional Intervention	19.3%	18.3%	21.3%
Needs Substantial Intervention	39.6%	40.1%	36.1%
<i>Reading Fluency</i>			
At Grade Level	46.7%	47.0%	48.2%
Needs Additional Intervention	18.1%	18.2%	19.5%
Needs Substantial Intervention	35.2%	34.8%	32.3%
<i>Reading Comprehension Strategies</i>			
At Grade Level	64.1%	65.2%	66.5%
Needs Additional Intervention	17.3%	15.3%	14.9%
Needs Substantial Intervention	18.6%	19.5%	18.7%
<i>Speaking Vocabulary</i>			
At Grade Level	63.1%	69.1%	72.0%
Needs Additional Intervention	29.1%	24.6%	22.8%
Needs Substantial Intervention	7.8%	6.3%	5.2%
<i>Oral Reading Fluency</i>			
At Grade Level	62.9%	65.3%	68.8%
Needs Additional Intervention	19.1%	17.1%	14.2%
Needs Substantial Intervention	18.0%	17.6%	17.0%

# Appendix A

## South Carolina State Results Stanford Reading First Performance Levels for Fall 2004, 2005, and 2006 Analysis of Component Performance Levels for Grade 02

<i>Grade 02</i>	<i>Test Semester</i>		
	Fall 04	Fall 05	Fall 06
<i>Phonemic Awareness</i>			
At Grade Level	60.6%	67.0%	66.2%
Needs Additional Intervention	23.8%	20.1%	20.9%
Needs Substantial Intervention	15.6%	12.9%	12.9%
<i>Phonics</i>			
At Grade Level	7.7%	9.2%	9.8%
Needs Additional Intervention	31.5%	34.8%	36.1%
Needs Substantial Intervention	60.8%	56.1%	54.2%
<i>Vocabulary Development</i>			
At Grade Level	25.0%	25.6%	25.3%
Needs Additional Intervention	41.8%	41.3%	42.8%
Needs Substantial Intervention	33.2%	33.1%	31.9%
<i>Reading Fluency</i>			
At Grade Level	37.3%	38.7%	38.0%
Needs Additional Intervention	23.0%	23.7%	23.7%
Needs Substantial Intervention	39.7%	37.6%	38.3%
<i>Reading Comprehension Strategies</i>			
At Grade Level	51.4%	56.3%	58.0%
Needs Additional Intervention	20.5%	20.0%	19.1%
Needs Substantial Intervention	28.1%	23.7%	22.9%
<i>Speaking Vocabulary</i>			
At Grade Level	43.8%	57.4%	59.1%
Needs Additional Intervention	41.2%	33.5%	34.5%
Needs Substantial Intervention	15.1%	9.2%	6.4%
<i>Oral Reading Fluency</i>			
At Grade Level	42.0%	49.6%	52.8%
Needs Additional Intervention	23.4%	24.9%	23.5%
Needs Substantial Intervention	34.6%	25.5%	23.7%

## Appendix A

### South Carolina State Results Stanford Reading First Performance Levels for Spring 2005, 2006, and 2007 Analysis of Component Performance Levels for Grade 02

<i>Grade 02</i>	<i>Test Semester</i>		
	Spring 05	Spring 06	Spring 07
<i>Phonemic Awareness</i>			
At Grade Level	93.2%	93.9%	94.1%
Needs Additional Intervention	4.5%	4.0%	3.8%
Needs Substantial Intervention	2.3%	2.2%	2.0%
<i>Phonics</i>			
At Grade Level	14.2%	17.1%	19.1%
Needs Additional Intervention	8.7%	10.3%	10.0%
Needs Substantial Intervention	77.1%	72.6%	70.9%
<i>Vocabulary Development</i>			
At Grade Level	35.2%	38.5%	41.3%
Needs Additional Intervention	20.0%	21.0%	19.4%
Needs Substantial Intervention	44.8%	40.4%	39.3%
<i>Reading Fluency</i>			
At Grade Level	38.9%	39.9%	42.8%
Needs Additional Intervention	24.2%	26.4%	23.2%
Needs Substantial Intervention	36.9%	33.7%	34.1%
<i>Reading Comprehension Strategies</i>			
At Grade Level	26.8%	28.4%	28.0%
Needs Additional Intervention	27.6%	29.5%	30.6%
Needs Substantial Intervention	45.5%	42.1%	41.4%
<i>Speaking Vocabulary</i>			
At Grade Level	54.3%	60.4%	67.5%
Needs Additional Intervention	24.1%	22.6%	18.9%
Needs Substantial Intervention	21.5%	17.0%	13.6%
<i>Oral Reading Fluency</i>			
At Grade Level	47.4%	52.4%	58.4%
Needs Additional Intervention	18.5%	19.5%	15.6%
Needs Substantial Intervention	34.2%	28.1%	26.0%

# Appendix A

## South Carolina State Results

### Stanford Reading First Performance Levels for Fall 2004, 2005, and 2006

#### Analysis of Component Performance Levels for Grade 03

<i>Grade 03</i>	<i>Test Semester</i>		
	Fall 04	Fall 05	Fall 06
<i>Phonemic Awareness</i>			
At Grade Level	76.1%	78.4%	80.6%
Needs Additional Intervention	16.5%	15.4%	14.2%
Needs Substantial Intervention	7.4%	6.2%	5.2%
<i>Phonics</i>			
At Grade Level	7.9%	6.8%	8.7%
Needs Additional Intervention	24.1%	25.1%	25.7%
Needs Substantial Intervention	68.1%	68.2%	65.7%
<i>Vocabulary Development</i>			
At Grade Level	46.8%	47.1%	47.4%
Needs Additional Intervention	19.7%	19.1%	19.9%
Needs Substantial Intervention	33.5%	33.8%	32.7%
<i>Reading Fluency</i>			
At Grade Level	29.5%	28.9%	28.8%
Needs Additional Intervention	20.3%	22.1%	22.7%
Needs Substantial Intervention	50.2%	48.9%	48.6%
<i>Reading Comprehension Strategies</i>			
At Grade Level	21.1%	22.6%	23.9%
Needs Additional Intervention	24.8%	24.2%	23.2%
Needs Substantial Intervention	54.1%	53.1%	52.9%
<i>Speaking Vocabulary</i>			
At Grade Level	31.7%	45.2%	49.4%
Needs Additional Intervention	17.7%	16.2%	16.6%
Needs Substantial Intervention	50.6%	38.6%	34.0%
<i>Oral Reading Fluency</i>			
At Grade Level	27.7%	36.2%	37.2%
Needs Additional Intervention	16.1%	16.3%	18.0%
Needs Substantial Intervention	56.1%	47.6%	44.8%

## Appendix A

### South Carolina State Results Stanford Reading First Performance Levels for Spring 2005, 2006, and 2007 Analysis of Component Performance Levels for Grade 03

<i>Grade 03</i>	<i>Test Semester</i>		
	Spring 05	Spring 06	Spring 07
<i>Phonemic Awareness</i>			
At Grade Level	64.1%	67.7%	66.8%
Needs Additional Intervention	15.1%	13.9%	14.8%
Needs Substantial Intervention	20.7%	18.3%	18.4%
<i>Phonics</i>			
At Grade Level	35.1%	37.6%	40.4%
Needs Additional Intervention	13.0%	14.1%	12.9%
Needs Substantial Intervention	51.9%	48.3%	46.6%
<i>Vocabulary Development</i>			
At Grade Level	32.8%	36.1%	36.9%
Needs Additional Intervention	31.2%	29.3%	29.9%
Needs Substantial Intervention	36.0%	34.6%	33.2%
<i>Reading Fluency</i>			
At Grade Level	44.2%	48.1%	46.0%
Needs Additional Intervention	27.0%	26.1%	27.1%
Needs Substantial Intervention	28.8%	25.8%	26.9%
<i>Reading Comprehension Strategies</i>			
At Grade Level	40.4%	44.1%	43.7%
Needs Additional Intervention	28.6%	29.0%	28.6%
Needs Substantial Intervention	31.0%	26.9%	27.8%
<i>Speaking Vocabulary</i>			
At Grade Level	51.5%	61.2%	66.7%
Needs Additional Intervention	25.7%	21.0%	21.2%
Needs Substantial Intervention	22.9%	17.8%	12.1%
<i>Oral Reading Fluency</i>			
At Grade Level	42.8%	48.2%	53.9%
Needs Additional Intervention	26.5%	23.3%	23.9%
Needs Substantial Intervention	30.7%	28.6%	22.1%

Appendix A

**STANFORD READING FIRST RESULTS FOR 2004, 2005 AND 2006**  
***Matched Normal Curve Equivalent***

**South Carolina State Results**

**Stanford Reading First Average NCE Scores for 2004-05, 2005-06, and 2006-07**  
**Matched Analysis for Both Years**

	N	<i>Average NCE Score</i>					
		Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007
<i>GRADES</i>							
01 to 02 to 03	1616	32.2	48.9	41.7	42.9	35.7	47.1

**South Carolina State Results**

**Stanford Reading First Average NCE Scores Differences**  
**Fall to Spring of 2004-05, 2005-06, and 2006-07**  
**Matched Analysis for Both Years**

	N	<i>Average NCE Score</i>			
		Difference in 2004-05	Difference in 2005-06	Difference in 2006-07	Overall Difference
<i>GRADES</i>					
01 to 02 to 03	1616	16.7	1.3	11.4	15.0

**South Carolina State Results**

**Stanford Reading First Average NCE Scores for 2004-05, 2005-06, and 2006-07**  
**Matched Analysis for Both Years by Economic Status**

<i>GRADES</i>	<i>Economic Status</i>	N	<i>Average NCE Score</i>					
			Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007
01 to 02 to 03	Full Price Lunch	327	40.2	57.8	50.4	53.0	45.7	57.0
	Free/Reduced Lunch	1289	30.1	46.7	39.5	40.4	33.2	44.6



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**South Carolina State Results**  
**Stanford Reading First Average NCE Scores Differences**  
**Fall to Spring of 2004-05, 2005-06, and 2006-07**  
**Matched Analysis for Both Years**

		<i>Average NCE Score</i>				
		N	Difference in 2004-05	Difference in 2005-06	Difference in 2006-07	Overall Difference
<i>GRADES</i>	<i>Economic Status</i>					
01 to 02 to03	Full Price Lunch	327	17.6	2.7	11.2	16.8
	Free/ Reduced Lunch	1298	16.5	0.9	11.5	14.5

**South Carolina State Results**  
**Stanford Reading First Average NCE Scores for 2004-05, 2005-06, and 2006-07**  
**Matched Analysis for Both Years by Ethnicity**

		<i>Average NCE Score</i>						
		N	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007
<i>GRADES</i>	<i>Ethnicity</i>							
01 to 02 to03	African American	1130	31.0	47.7	39.9	40.8	33.0	45.0
	Caucasian	402	36.2	52.9	47.0	49.2	43.2	53.0
	Hispanic	50	29.5	46.4	40.3	42.6	37.2	47.9
	Other	34	28.6	47.5	39.4	40.2	33.8	46.7

**South Carolina State Results**  
**Stanford Reading First Average NCE Scores Differences**  
**Fall to Spring of 2004-05, 2005-06, and 2006-07**  
**Matched Analysis for Both Years by Ethnicity**

		<i>Average NCE Score</i>				
		N	Difference in 2004-05	Difference in 2005-06	Difference in 2006-07	Overall Difference
<i>GRADES</i>	<i>Ethnicity</i>					
01 to 02 to 03	African American	1130	16.7	0.9	12.0	14.1
	Caucasian	402	16.7	2.2	9.9	16.8
	Hispanic	50	16.9	2.3	10.7	18.4
	Other	34	18.9	0.8	12.9	18.1

**South Carolina State Results**  
**Stanford Reading First Average NCE Scores for 2004-05, 2005-06, and 2006-07**  
**Matched Analysis for Both Years by English Proficiency Status**

		<i>Average NCE Score</i>						
		N	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007
<i>GRADES</i>	<i>Proficiency Status</i>							
01 to 02 to 03	Limited English	43	27.5	44.0	39.8	41.4	36.3	45.7
	English Proficient	1572	32.3	49.0	41.7	43.0	35.7	47.2

**South Carolina State Results**  
**Stanford Reading First Average NCE Scores Differences**  
**Fall to Spring of 2004-05, 2005-06, and 2006-07**  
**Matched Analysis for Both Years by English Proficiency Status**

		<i>Average NCE Score</i>				
		N	Difference in 2004-05	Difference in 2005-06	Difference in 2006-07	Overall Difference
<i>GRADES</i>	<i>Proficiency Status</i>					
01 to 02 to 03	Limited English	43	16.5	1.6	9.4	18.3
	English Proficient	1572	16.7	1.2	11.5	14.9

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**South Carolina State Results**  
**Stanford Reading First Average NCE Scores for 2004-05, 2005-06, and 2006-07**  
**Matched Analysis for Both Years by Special Education Status**

		<i>Average NCE Score</i>						
		N	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007
<i>GRADES</i> 01 to 02 to 03	<i>Special Education</i>							
	Non-Special Education	1417	33.6	50.9	43.5	44.9	37.6	49.2
	Special Education	199	22.1	34.9	28.6	29.1	22.2	32.7

**South Carolina State Results**  
**Stanford Reading First Average NCE Scores Differences**  
**Fall to Spring of 2004-05, 2005-06, and 2006-07**  
**Matched Analysis for Both Years by Special Education Status**

		<i>Average NCE Score</i>				
		N	Difference in 2004-05	Difference in 2005-06	Difference in 2006-07	Overall Difference
<i>GRADES</i> 01 to 02 to 03	<i>Special Education</i>					
	Non-Special Education	1417	17.3	1.4	11.6	15.6
	Special Education	199	12.8	0.4	10.5	10.6

**South Carolina State Results**  
**Stanford Reading First Average NCE Scores for 2004-05, 2005-06, and 2006-07**  
**Matched Analysis for Both Years by Gender**

		<i>Average NCE Score</i>						
		N	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007
<i>GRADES</i> 01 to 02 to 03	<i>Gender</i>							
	Female	796	34.7	52.3	44.5	46.0	38.7	50.5
	Male	820	29.7	45.6	38.9	40.0	32.8	43.9

Appendix A

**South Carolina State Results**  
**Stanford Reading First Average NCE Scores Differences**  
**Fall to Spring of 2004-05, 2005-06, and 2006-07**  
**Matched Analysis for Both Years by Gender**

		<i>Average NCE Score</i>				
		N	Difference in 2004-05	Difference in 2005-06	Difference in 2006-07	Overall Difference
<i>GRADES</i>	<i>Gender</i>					
01 to 02 to 03	Female	796	17.6	1.5	11.8	15.8
	Male	820	16.0	1.0	11.1	14.2



**Appendix B:**

**Interventionist Survey Instrument with Results, Spring 2007**

South Carolina  
Reading First

# SOUTH CAROLINA READING FIRST INITIATIVE

## INTERVENTIONIST SURVEY RESULTS

### Spring 2007

#### Section 1. Preparation and Professional Development

Please indicate whether you have participated in the following school-based SCRF activities by selecting **yes**, **no**, or **not provided**.

SCRF Activity	Participation			N
	Yes	No	Not Provided	
a. Study groups	100.0%	0.0%	0.0%	82
b. Assistance from the SCRF intervention literacy coach	91.3%	6.3%	2.5%	80
c. Information sessions <i>led by your school-based SCRF School Leadership Team (SLT)</i>	75.0%	13.8%	11.3%	80
d. School Intervention Team (SIT) meetings	100.0%	0.0%	0.0%	81
e. Observing in SCRF classrooms	65.4%	25.9%	8.6%	81
f. Observing interventionists in <b>other</b> SCRF schools	77.8%	13.6%	8.6%	81

For each activity in which you have **participated**, please rate the degree to which the activity has been helpful to you.

NH = Not Helpful (1)      SH = Somewhat Helpful (2)      H = Helpful (3)      VH = Very Helpful (4)

SCRF Activity	Helpfulness				Mean	N
	NH	SH	H	VH		
a. Study groups	3.9%	11.7%	24.7%	59.7%	3.40	77
b. Assistance from the SCRF intervention literacy coach	1.4%	11.4%	18.6%	68.6%	3.54	70
c. Information sessions <i>led by your school-based SCRF School Leadership Team (SLT)</i>	1.8%	14.0%	31.6%	52.6%	3.35	57
d. School Intervention Team (SIT) meetings	2.6%	10.4%	26.0%	61.0%	3.45	77
e. Observing in SCRF classrooms	2.0%	5.9%	25.5%	66.7%	3.57	51
f. Observing interventionists in <b>other</b> SCRF schools	0.0%	8.3%	10.0%	81.7%	3.73	60

## Appendix B

Below, please indicate your professional development needs by selecting **yes** or **no**.

<i>I need more professional development on ...</i>	Yes	No	N
a. phonemic awareness.	18.3%	81.7%	82
b. phonics.	20.7%	79.3%	82
c. fluency.	37.3%	62.7%	83
d. vocabulary.	35.4%	64.6%	82
e. comprehension.	63.9%	36.1%	83
f. interpreting Stanford Reading First score reports.	48.8%	51.2%	84
g. Dominie administration.	7.3%	92.7%	82
h. the core reading program.	18.3%	81.7%	82
i. effective instructional strategies to use for students performing below grade level.	63.9%	36.1%	83
j. small group instruction.	57.8%	42.2%	83
k. using SC English language arts standards.	23.5%	76.5%	81

Below, please indicate your professional development needs by selecting **yes** or **no**.

	Yes	No	N
<i>I need more professional development on the use of Dominie assessments to...</i>			
a. screen for students' instructional needs.	32.9%	67.1%	82
b. diagnose specific needs of individual students.	45.8%	54.2%	83
c. monitor students' progress.	13.4%	86.6%	82
d. make instructional decisions.	49.4%	50.6%	83

## Appendix B

### Section 2. Implementation

Please indicate your level of agreement with the following statements by selecting the response option from **strongly disagree (1)** to **strongly agree (6)** that most closely reflects your viewpoint or practice.

Statement	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Mean	N
a. I understand the goals of the SCRF Initiative.	0.0%	1.2%	0.0%	2.4%	40.5%	56.0%	5.50	84
b. I support the SCRF Initiative.	0.0%	0.0%	0.0%	2.4%	35.7%	61.9%	5.60	84
c. If it were up to me, the SCRF Initiative would continue in this school next year.	2.4%	1.2%	1.2%	9.5%	27.4%	58.3%	5.33	84
d. The implementation of the SCRF Initiative has gone smoothly this year in my school.	2.4%	2.4%	2.4%	15.5%	44.0%	33.3%	4.96	84
e. The climate for implementation of the SCRF Initiative is positive in my school.	4.8%	6.0%	7.1%	20.2%	36.9%	25.0%	4.54	84
f. Teachers, interventionists, administrators, and the SCRF literacy coach(es) are working together to implement the SCRF Initiative.	0.0%	0.0%	4.8%	8.3%	45.2%	41.7%	5.24	84
g. My principal supports the SCRF Initiative.	0.0%	2.4%	1.2%	9.6%	38.6%	48.2%	5.29	83
h. I understand <b>my</b> roles and responsibilities within the SCRF Initiative.	0.0%	0.0%	0.0%	2.4%	20.2%	77.4%	5.75	84
i. I understand the roles and responsibilities of our school's SCRF <b>literacy coach(es)</b> .	0.0%	0.0%	0.0%	2.4%	42.9%	54.8%	5.52	84
j. I understand the roles and responsibilities of our school's SCRF <b>regional literacy coach(es)</b> .	1.2%	0.0%	1.2%	13.1%	41.7%	42.9%	5.23	84
k. I understand the roles and responsibilities of our school's SCRF <b>regional intervention coach</b> .	1.2%	0.0%	0.0%	7.1%	33.3%	58.3%	5.46	84
l. I understand the roles and responsibilities of our school's SCRF <b>teachers</b> .	0.0%	0.0%	0.0%	1.2%	34.5%	64.3%	5.63	84
m. I understand the roles and responsibilities of our school's SCRF <b>School Leadership Team</b> .	1.2%	0.0%	1.2%	9.6%	36.1%	51.8%	5.35	83
n. I understand the roles and responsibilities of our school's SCRF <b>School Intervention Team</b> .	0.0%	1.2%	0.0%	2.4%	31.0%	65.5%	5.60	84
o. My roles and responsibilities are well understood by the <b>principal</b> .	0.0%	0.0%	0.0%	14.5%	30.1%	55.4%	5.41	83
p. School Leadership Team (SLT) members regularly share important information with our faculty about the SCRF Initiative.	3.6%	7.1%	6.0%	14.3%	38.1%	31.0%	4.69	84



## Appendix B

In general, how frequently do you report your students' progress to classroom teachers, either verbally **or** in writing?

N = 84

Frequency of Reporting	Percentage
Never	0.0%
Seldom (once or twice a year)	1.2%
Sometimes (several times a grading period)	35.7%
Often (several times a month or weekly)	63.1%

Which of the following intervention services do you provide in your capacity as a **SCRF interventionist**? Please select **all** that apply.

N = 84

Intervention Services	Percentage <sup>a</sup>
Early Success®	1.2%
One-to-one tutoring	14.3%
Reading Recovery®	88.1%
Soar to Success®	1.2%
Small group instruction	92.9%
Other	1.2%

<sup>a</sup>Percentage totals exceed 100 since participants were asked to select all that apply.

In which grades are SCRF intervention services provided at your school? Please select **all** that apply.

N = 84

Grade Level	Percentage <sup>a</sup>
Kindergarten	25.0%
1 <sup>st</sup> grade	98.8%
2 <sup>nd</sup> grade	95.2%
3 <sup>rd</sup> grade	86.9%

<sup>a</sup>Percentage totals exceed 100 since participants were asked to select all that apply.

## Appendix B

For each intervention level, please indicate the **number of students at each grade level who received intervention services from you.**

<b>Average Number of Students Served by Grade</b>		<b>K</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>
a.	One-to-one	0.0	8.1	0.4	0.2
b.	Small group	0.9	13.3	10.8	8.0

<b>Number of Interventionists Serving Students by Grade</b>		<b>K</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>
<b>One-to-one</b>					
	0 students	83	11	75	79
	1-5 students	0	2	8	4
	6-10 students	0	68	0	0
	11-15 students	0	2	0	0
	16 or more students	0	0	0	0
	<b>Total</b>	<b>83</b>	<b>83</b>	<b>83</b>	<b>83</b>
<b>Small group</b>					
	0 students	78	17	15	33
	1-5 students	4	9	6	9
	6-10 students	0	22	29	23
	11-15 students	0	17	23	10
	16 or more students	1	18	10	8
	<b>Total</b>	<b>83</b>	<b>83</b>	<b>83</b>	<b>83</b>

Please indicate how many hours each week that you provide intervention services to students, including one-to-one intervention.

N = 82

<b>Number of Hours</b>	<b>Percentage</b>
0-8	3.7%
9-16	7.3%
17-24	29.3%
25-32	29.3%
32-40	30.5%

With how many small groups do you work each day?

N = 83

<b>Number of Small Groups</b>	<b>Percentage</b>
I do not work with small groups.	2.4%
1 group	0.0%
2 groups	12.0%
3 groups	73.5%
4 groups	6.0%
More than 4 groups	6.0%

## Appendix B

How many students, on average, are in each small group? Please fill in the number of students, or write in zero if you do not provide services to small groups.

	Min	Max	Mean	N
<b>Number of students</b>	0.0	5.0	4.8	83

How much time do you spend working with each small group every day?

N = 82

Response	Percentage
I do not work with small groups.	2.4%
Less than 20 minutes	0.0%
21-30 minutes	3.7%
31-40 minutes	65.9%
More than 40 minutes	28.0%

With how many individual students do you work on a one-to-one basis each day?

N = 84

Response	Percentage
I do not work with individual students.	6.0%
1 student	1.2%
2 students	3.6%
3 students	0.0%
4 students	88.1%
More than 4 students	1.2%

How much time do you spend working with individual students each day?

N = 84

Response	Percentage
I do not work with individual students.	6.0%
Less than 20 minutes	2.4%
21-30 minutes	48.8%
31-40 minutes	33.3%
More than 40 minutes	9.5%

## Appendix B

For each component, please select the instructional practices/strategies you **routinely** use. Please select **all** that apply.

**Phonemic awareness** (the manipulation of the sounds of language such as phoneme blending, segmentation, deletion, and substitution)

N = 84

Response	Percentage <sup>a</sup>
Charts	89.3%
Poems/rhymes	97.6%
Songs	66.7%
Sound/letter relationship	90.5%
Sound-to-word matching	83.3%
Word games	52.4%
Writing (invented spelling)	98.8%

<sup>a</sup>Percentage totals exceed 100 since participants were asked to select all that apply.

**Phonics** (the relationship between sounds and their letters)

N = 84

Response	Percentage <sup>a</sup>
Alphabet books	66.7%
Big books/charts	98.8%
Onset/rime (word families)	94.0%
Poems/rhymes	95.2%
Sound-to-word matching	88.1%
Sound/letter relationship	91.7%
Writing	96.4%

<sup>a</sup>Percentage totals exceed 100 since participants were asked to select all that apply.

**Fluency** (the rhythm of the language)

N = 84

Response	Percentage <sup>a</sup>
Choral reading	95.2%
Guided repeated oral reading	95.2%
Partner/paired reading	78.6%
Read aloud	72.6%
Reader's theatre/performance	66.7%
Storytelling	31.0%

<sup>a</sup>Percentage totals exceed 100 since participants were asked to select all that apply.

## Appendix B

### **Vocabulary** (the knowledge of words)

N = 84

Response	Percentage <sup>a</sup>
Independent reading	92.9%
Interactive read alouds	71.4%
Using dictionaries and other reference aids	19.0%
Wondrous words	39.3%
Word games	34.5%
Word wall/charting words	58.3%
Writing	92.9%

<sup>a</sup>Percentage totals exceed 100 since participants were asked to select all that apply.

### **Text Comprehension** (the process of making meaning)

N = 84

Response	Percentage <sup>a</sup>
Connections to text	95.2%
Story maps	59.5%
Conversation about text	97.6%
Genre or author studies	47.6%
Interactive read alouds	71.4%
Retelling	92.9%
Teacher questioning	97.6%
Think alouds	89.3%
Question generating by students	85.7%

<sup>a</sup>Percentage totals exceed 100 since participants were asked to select all that apply.

Please indicate the **average number of days per week** you integrate the following components into your reading **instruction**.

Components	Number of Days						Mean	N
	0	1	2	3	4	5		
a. Phonemic awareness	1.2	0.0	0.0	7.2	8.4	83.1	4.71	83
b. Phonics	0.0	0.0	0.0	8.4	7.2	84.3	4.76	83
c. Fluency	0.0	0.0	1.2	0.0	3.6	95.2	4.93	83
d. Vocabulary	0.0	0.0	0.0	6.0	13.3	80.7	4.75	83
e. Comprehension	0.0	0.0	1.2	0.0	4.8	94.0	4.92	83

## Appendix B

Please indicate your **beliefs** about reading assessment by selecting a response option from **strongly disagree (1)** to **strongly agree (6)** for each item.

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Mean	N
<i>I believe that assessments like <b>Dominie</b> can provide valuable information to help me...</i>								
a. screen for students' instructional needs.	0.0%	0.0%	2.4%	0.0%	23.8%	73.8%	5.69	84
b. diagnose specific needs of individual students.	0.0%	0.0%	2.4%	2.4%	23.8%	71.4%	5.64	84
c. monitor students' progress.	0.0%	0.0%	1.2%	0.0%	26.2%	72.6%	5.70	84
d. make instructional decisions.	0.0%	0.0%	1.2%	2.4%	26.2%	70.2%	5.65	84
<i>I believe that assessments like <b>Stanford Reading First</b> can provide valuable information to help me...</i>								
e. screen for students' instructional needs.	0.0%	1.2%	3.6%	21.7%	37.3%	36.1%	5.04	83
f. review students' progress.	0.0%	0.0%	2.4%	25.3%	34.9%	37.3%	5.07	83
g. make instructional decisions.	0.0%	0.0%	7.2%	21.7%	37.3%	33.7%	4.98	83

Please indicate which of the following student assessments you use to monitor students' reading progress. Please select **all** that apply.

N = 84

Assessments	Percentage <sup>a</sup>
Anecdotal notes	85.7%
Checklists	29.8%
Core reading assessments	34.5%
Conferencing with students	84.5%
Dominie	98.8%
Kidwatching/observation	100.0%
Miscue analysis	92.9%
Rubrics	15.5%
Running Records	100.0%
Student portfolios	32.1%
Vocabulary tests	7.1%
Writing samples	94.0%

<sup>a</sup>Percentage totals exceed 100 since participants were asked to select all that apply.

## Appendix B

Please indicate how often you monitor the progress of students by assessing them in the following components. Please select a response option from **never (1)** to **often (4)**.

Components	Never	Seldom	Sometimes	Often		
					Mean	N
<i>I assess...</i>						
a. phonemic awareness.	0.0%	3.6%	26.5%	69.9%	3.66	83
b. phonics.	0.0%	3.6%	26.5%	69.9%	3.66	83
c. fluency.	0.0%	1.2%	6.1%	92.7%	3.91	82
d. vocabulary.	1.2%	3.6%	31.0%	64.3%	3.58	84
e. comprehension.	0.0%	1.2%	6.0%	92.9%	3.92	84

## Appendix B

### Section 3. Support

Please indicate your level of agreement with each of the following statements by selecting the response option from **strongly disagree (1)** to **strongly agree (6)** that best describes your answer.

Statement	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Mean	N
a. I feel that I am part of a team making joint instructional decisions about students.	0.0%	0.0%	0.0%	7.1%	33.3%	59.5%	5.52	84
b. I respect my SCRF literacy coach(es).	0.0%	0.0%	0.0%	1.2%	19.0%	79.8%	5.79	84
c. I respect the SCRF teachers.	0.0%	0.0%	0.0%	2.4%	25.0%	72.6%	5.70	84
d. I receive support from my SCRF literacy coach(es).	0.0%	0.0%	1.2%	3.6%	20.2%	75.0%	5.69	84
e. I receive support from my SCRF teachers.	0.0%	0.0%	1.2%	3.6%	25.0%	70.2%	5.64	84
f. The principal treats me with respect.	0.0%	0.0%	1.2%	1.2%	27.4%	70.2%	5.67	84
<b><i>The SCRF teachers...</i></b>								
g. treat me with respect.	0.0%	0.0%	0.0%	4.8%	29.8%	65.5%	5.61	84
h. incorporate intervention strategies into their classroom instruction.	0.0%	1.2%	1.2%	20.2%	36.9%	40.5%	5.14	84
i. support my intervention methods.	1.2%	0.0%	0.0%	10.7%	35.7%	52.4%	5.37	84
j. work collaboratively with me.	0.0%	0.0%	2.4%	11.9%	36.9%	48.8%	5.32	84
<b><i>The SCRF literacy coach(es)...</i></b>								
k. treat(s) me with respect.	0.0%	0.0%	1.2%	1.2%	17.9%	79.8%	5.76	84
l. work(s) collaboratively with me.	0.0%	0.0%	1.2%	3.6%	21.4%	73.8%	5.68	84
<b><i>My intervention literacy coach...</i></b>								
m. provides assistance based on my professional development needs.	1.2%	1.2%	2.5%	4.9%	29.6%	60.5%	5.42	81
n. responds to my requests for assistance.	2.4%	0.0%	0.0%	1.2%	28.0%	68.3%	5.57	82
o. has the content knowledge necessary to help me.	1.2%	0.0%	0.0%	1.2%	23.2%	74.4%	5.68	82
p. has enough knowledge about assessment to help me.	1.2%	0.0%	0.0%	0.0%	25.6%	73.2%	5.68	82
q. gives me feedback about my teaching.	2.4%	2.4%	1.2%	1.2%	23.2%	69.5%	5.49	82



## Appendix B

### **Section 4: Your View of the SCRF Initiative**

If you were to assign a rating to the effectiveness of the SCRF Initiative at your school, what would that rating be? Please select **one**.

<b>Not Effective (1)</b>	<b>Somewhat Effective (2)</b>	<b>Effective (3)</b>	<b>Very Effective (4)</b>	<b>Mean</b>	<b>N</b>
0.0%	11.9%	31.0%	57.1%	3.45	84

Describe one benefit of the SCRF Initiative.

N = 83  
Response Rate = 98.8%

<b>Identified Benefit</b>	<b>N</b>	<b>n</b>	<b>Percentage<sup>a</sup></b>
<b>Extra help for students</b>	<b>18</b>		<b>21.7%</b>
<b>Valuable professional development; study groups</b>	<b>15</b>		<b>18.1%</b>
<b>Resources</b>	<b>11</b>		<b>13.3%</b>
Additional books and materials		6	7.2%
Resources in general		3	3.6%
Extra funding/money		2	2.4%
<b>Focus on assessment</b>	<b>10</b>		<b>12.0%</b>
Progress monitoring; Dominie		4	4.8%
Improved use of assessments; use of assessment data to guide instruction		3	3.6%
Assessment in general		3	3.6%
<b>Focus on reading; uninterrupted block for reading</b>	<b>8</b>		<b>9.6%</b>
<b>Learned new strategies; learned information in content areas</b>	<b>6</b>		<b>7.2%</b>
<b>Increased collaboration; increased sense of community</b>	<b>4</b>		<b>4.8%</b>
<b>Improved academic performance</b>	<b>4</b>		<b>4.8%</b>
<b>Consistency; continuity; common vision</b>	<b>2</b>		<b>2.4%</b>
<b>Increased enthusiasm for/perceptions of learning</b>	<b>2</b>		<b>2.4%</b>
<b>Other</b>	<b>3</b>		<b>3.6%</b>
<b>TOTAL</b>	<b>83</b>		<b>100.0%</b>

<sup>a</sup>Percentages may not add up to exactly 100% due to rounding.

## Appendix B

Describe one component of the SCRF Initiative that you would like to see changed.

N = 68  
Response Rate = 80.1%

Recommended Change	N	n	Percentage <sup>a</sup>
<b>Changes to study groups</b>	<b>24</b>		<b>35.3%</b>
Reduce amount of required work (ie. projects; notebooks; etc.)		8	11.8%
Make study groups optional; do not require attendance		7	10.3%
Reduce number/length of meetings		7	10.3%
General comments about study groups		2	2.9%
<b>Changes related to assessments</b>	<b>14</b>		<b>20.6%</b>
Reduce amount/frequency of testing		12	17.6%
Alter aspects of Dominie		2	2.9%
<b>Modifications to interventionists' responsibilities; autonomy in decision making related to performing job duties</b>	<b>10</b>		<b>14.7%</b>
<b>No recommendation given</b>	<b>8</b>		<b>11.8%</b>
<b>Increase writing emphasis</b>	<b>3</b>		<b>4.4%</b>
<b>Reduce paperwork</b>	<b>3</b>		<b>4.4%</b>
<b>Other</b>	<b>6</b>		<b>8.8%</b>
<b>TOTAL</b>	<b>68</b>		<b>100.0%</b>

<sup>a</sup>Percentages may not add up to exactly 100% due to rounding.

### Demographic information

Were you a member of a SCRF school in 2005-2006?

Yes	No	N
94.0%	6.0%	84

Were you a member of a SCRF school in 2004-2005?

Yes	No	N
89.3%	10.7%	84

## Appendix B

### South Carolina Reading First Initiative Interventionist Survey Qualitative Results, 2006-2007

Table 1

*Interventionists' Identified Benefits of the SCRF Initiative*

Identified Benefit	N	n	Percentage	Sample Quotes <sup>a</sup>
<b>Extra help for students</b>	<b>18</b>		<b>21.7%</b>	<p>"We are meeting the needs of various ability levels. We are providing intervention for students who may not receive services at a non-SCRF school. We are reaching our at-risk learners."</p> <p>"Students are being provided individual lesson plans &amp; intervention to move them forward."</p> <p>"The SCRF initiative benefits our children who are at risk of reading failure, and also is of great benefit to the teachers since it has helped us all to stay a best of "best practices" and what works for reaching our children."</p>
<b>Valuable professional development; study groups</b>	<b>15</b>		<b>18.1%</b>	<p>"I enjoy all the professional development regional meetings and study group have been very beneficial to my students and have enriched my life."</p> <p>"Professional development with the new learning knowledge put into practice and the resources to purchase books for the students to reach independently and in group sets."</p> <p>"The SCRF initiative has given me the opportunity to keep up with the latest research as it pertains to students and their learning."</p>
<b>Resources</b>	<b>11</b>		<b>13.3%</b>	
Additional books and materials		6	7.2%	<p>"Much needed materials and books. Valuable training in new classroom methods. Help for struggling readers - focused on needs"</p> <p>"wonderful resources in terms of materials"</p>
Resources in general		3	3.6%	<p>"Great resources, benefits, literacy close modeled. lessons, dominie testing intervention programs with small groups"</p>

## Appendix B

Table 1 (continued)

*Interventionists' Identified Benefits of the SCRF Initiative*

Identified Benefit	N	n	Percentage	Sample Quotes <sup>a</sup>
Extra funding/money		2	2.4%	"The monetary support and trainings for extra help (Intervention services/Reading recovery)"
<b>Focus on assessment</b>	<b>10</b>		<b>12.0%</b>	
Progress monitoring; Dominie		4	4.8%	"It has brought Dominie assessment to our school."
Improved use of assessments; use of assessment data to guide instruction		3	3.6%	"I like how we collect and analyze data. I like how we are taught, through staff development, to use the five components in teaching Reading/Writing."
Assessment in general		3	3.6%	"The SCRF initiative has benefited our school in knowing how to assess children and teaching to a focus (specific in relation to needs)."
<b>Focus on reading; uninterrupted block for reading</b>	<b>8</b>		<b>9.6%</b>	"Gives the students long periods to be immersed in reading & "reading work"."  "Reading comes first and foremost."
<b>Learned new strategies; learned information in content areas</b>	<b>6</b>		<b>7.2%</b>	"Increased knowledge about reading process and how to lift reading achievement. Assessment data to inform instruction. Relevant staff development pertaining to reading."  "Having the opportunity to sit 1:1 with children 30 min/day on a daily basis has taught me so much about reading.- The investment in training me extensively has paid off exponentially as I have shared with teachers and their students."
<b>Increased collaboration; increased sense of community</b>	<b>4</b>		<b>4.8%</b>	"The SCRF Initiative creates an environment where teachers and coaches work closely with one another to insure that children are receiving the instruction based on their needs. I believe this on-going assessment empowers teachers!"

## Appendix B

Table 1 (continued)

*Interventionists' Identified Benefits of the SCRF Initiative*

Identified Benefit	N	n	Percentage	Sample Quotes <sup>a</sup>
Improved academic performance	4		4.8%	"Students have progressed farther because of SCRF. We are able to reach more students because of Reading Recovery and small group intervention that we were before SCRF."
Consistency; continuity; common vision	2		2.4%	"Using a consistent literacy language in the classrooms and more reading going on daily using different genres"
Increased enthusiasm for/perceptions of learning	2		2.4%	"Our students are reading more and enjoying it."
Other	3		3.6%	
<b>TOTAL</b>	<b>83</b>		<b>100.0%<sup>b</sup></b>	

<sup>a</sup>With the exception of identifying information, quotes are transcribed as written on the survey. No changes have been made to correct for grammar or spelling. Identifying information was deleted and gender references were changed to suppress specific information.

<sup>b</sup>Total of individual percentages do not add to 100 due to rounding.

## Appendix B

Table 2

*Interventionists' Recommended Changes to the SCRF Initiative*

Recommended Change	N	n	Percentage	Sample Quotes <sup>a</sup>
<b>Changes to study groups</b>	<b>24</b>		<b>35.3%</b>	
Reduce amount of required work (ie. projects; notebooks; etc.)		8	11.8%	<p>"There is too much work involved in this course which detracts from student planning time."</p> <p>"The big projects on top of all the extra expectations is too much and takes away from time that could be spent on planning."</p> <p>"The amount of time expected from the teachers after school and weekends working on projects and reading assignments."</p>
Make study groups optional; do not require attendance		7	10.3%	<p>"I think the study group and intervention training should still be mandatory for attendance but receiving a grade should be a matter of choice. This will result in as project-no journal- no reflections due for people who choose no credit."</p> <p>"study groups could be audited and not taken for credit"</p> <p>"I would like to see a change in the mandatory year-long classes thorough USC."</p>
Reduce number/length of meetings		7	10.3%	<p>"Scheduling-Time Restraints"</p> <p>"I am not so sure that all meetings required are the most effective use of teachers time. I do believe that some are necessary."</p> <p>"Study group length of time from 3 hrs to maybe 1 1/2"</p>
General comments about study groups		2	2.9%	<p>"Expectations for study group should be different for teachers with different levels of professional knowledge and experience, to better benefit their professional development. Those with more knowledge and study group experience could do independent study and be more motivated to gain from it."</p>

## Appendix B

Table 2 (continued)

*Interventionists' Recommended Changes to the SCRF Initiative*

Recommended Change	N	n	Percentage	Sample Quotes <sup>a</sup>
<b>Changes related to assessments</b>	<b>14</b>		<b>20.6%</b>	
Reduce amount/frequency of testing		12	17.6%	<p>"Assessments with progress monitoring is too time consuming and frequent."</p> <p>"Dominie testing done every 3 weeks"</p> <p>"There is too much Dominie testing- could be organized better."</p>
Alter aspects of Dominie		2	2.9%	"Dominie testing doesn't help me as a Reading Recovery teacher."
<b>Modifications to interventionists' responsibilities; autonomy in decision making related to performing job duties</b>	<b>10</b>		<b>14.7%</b>	<p>"As an interventionist, I would like have the time to observe the students in the classroom- what kinds of behaviors do they demonstrate and are they using the strategies learned from group in the classroom."</p> <p>"The intervention group structure. I find value in seeing 3 groups of 5. However I feel I am limited in reflection &amp; planning time. I feel 3 groups would allow for more reflection, data analysis, &amp; planning to in turn impact these readers w/ the direct targeted instruction the need. That on 4 day wks w/ 1 day each week for this analysis time. It would also allow for make up lesson time. Just all around a better teacher."</p> <p>"I would like to be able to work 1 to 1 with NST students as deemed necessary by me and/or the classroom teacher. Some of these students are wasting time in a group of 5 because they cannot focus in a group setting."</p>
<b>No recommendation given</b>	<b>8</b>		<b>11.8%</b>	<p>"I am happy with all components of the SCRF initiative as it related to my job as an interventionist."</p> <p>"Can't think of anything at this time"</p> <p>"None"</p>

## Appendix B

Table 2 (continued)

*Interventionists' Recommended Changes to the SCRF Initiative*

Recommended Change	N	n	Percentage	Sample Quotes <sup>a</sup>
Increase writing emphasis	3		4.4%	"Writing and Independent Reading have been the two components that has been placed on the back burners. Hopefully, this will be two things that will be valued & seen as very important in the future."
Reduce paperwork	3		4.4%	"I am sure record keeping is necessary for monitoring but this is what I like to see changed if changes are to be made."
Other	6		8.8%	
<b>TOTAL</b>	<b>68</b>		<b>100.0%</b>	

<sup>a</sup>With the exception of identifying information, quotes are transcribed as written on the survey. No changes have been made to correct for grammar or spelling. Identifying information was deleted and gender references were changed to suppress specific information





**Appendix C:**

**Literacy Coach Survey Instrument with Results, Spring 2007**

South Carolina  
Reading First

# SOUTH CAROLINA READING FIRST INITIATIVE

## LITERACY COACH SURVEY RESULTS

### SPRING 2007

#### **Section 1: Preparation and Professional Development**

Please indicate whether you have participated in the following school-based SCRF activities by selecting **yes**, **no**, or **not provided**.

SCRF Activity	Participation			N
	Yes	No	Not Provided	
a. Assistance from the SCRF regional literacy coach	100.0%	0.0%	0.0%	44
b. Information sessions <b>led by your school-based SCRF School Leadership Team (SLT)</b>	97.8%	0.0%	2.2%	46
c. School Intervention Team (SIT) meetings	97.8%	0.0%	2.2%	46
d. Observing in SCRF classrooms	95.7%	2.2%	2.2%	46
e. Observing in <b>other</b> SCRF schools	82.6%	13.0%	4.3%	46

For each activity in which you have **participated**, please rate the degree to which the activity has been helpful to you.

NH = Not Helpful (1)

SH = Somewhat Helpful (2)

H = Helpful (3)

VH = Very Helpful (4)

SCRF Activity	Helpfulness				Mean	N
	NH	SH	H	VH		
a. Assistance from the SCRF regional literacy coach	0.0%	2.3%	13.6%	84.1%	3.82	44
b. Information sessions <b>led by your school-based SCRF School Leadership Team (SLT)</b>	4.4%	4.4%	37.8%	53.3%	3.40	45
c. School Intervention Team (SIT) meetings	0.0%	2.2%	22.2%	75.6%	3.73	45
d. Observing in SCRF classrooms	0.0%	0.0%	9.1%	90.9%	3.91	44
e. Observing in <b>other</b> SCRF schools	0.0%	5.3%	10.5%	84.2%	3.79	38

## Appendix C

I coach my teachers in the use of the core reading program to teach the following components (please select **all** that apply):

N = 49

Component	Percentage <sup>a</sup>
Comprehension	95.9%
Fluency	95.9%
Phonemic awareness	95.9%
Phonics	93.9%
Vocabulary	93.9%

<sup>a</sup>Percentage totals exceed 100 since participants were asked to select all that apply.

Below, please indicate your professional development needs by selecting **yes** or **no** for each statement.

<i>I need more professional development on ...</i>	Yes	No	N
a. phonemic awareness.	12.8%	87.2%	47
b. phonics.	19.6%	80.4%	46
c. fluency.	25.5%	74.5%	47
d. vocabulary.	48.9%	51.1%	47
e. comprehension.	61.7%	38.3%	47
f. interpreting Stanford Reading First score reports.	40.4%	59.6%	47
g. Dominie administration.	14.9%	85.1%	47
h. the core reading program.	23.4%	76.6%	47
i. effective instructional strategies to use for students performing below grade level.	87.5%	12.5%	48
j. coaching strategies.	72.9%	27.1%	48
k. small group instruction.	70.2%	29.8%	47
l. using SC English language arts standards.	41.7%	58.3%	48
m. selecting supplemental activities for students who need additional help in reading.	66.7%	33.3%	48

## Appendix C

Below, please indicate your professional development needs by selecting **yes** or **no** for each statement.

<i>I need more professional development on the use of Dominie assessments to...</i>	Yes	No	N
a. screen for students' instructional needs.	43.8%	56.3%	48
b. diagnose specific needs of individual students.	58.3%	41.7%	48
c. monitor students' progress.	17.0%	83.0%	47
d. make instructional decisions.	58.3%	41.7%	48

### **Section 2: Implementation**

Please indicate your level of agreement with each of the following statements by selecting the response option from **strongly disagree (1)** to **strongly agree (6)** that best describes your answer.

Statement	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Mean	N
a. I understand the goals of the SCRF Initiative.	0.0%	0.0%	0.0%	0.0%	4.1%	95.9%	5.96	49
b. I support the SCRF Initiative.	0.0%	0.0%	0.0%	0.0%	8.2%	91.8%	5.92	49
c. If it were up to me, the SCRF Initiative would continue in this school next school year.	0.0%	0.0%	2.0%	6.1%	4.1%	87.8%	5.78	49
d. The implementation of the SCRF Initiative has gone smoothly this year in my school.	2.1%	8.3%	4.2%	8.3%	37.5%	39.6%	4.90	48
e. The climate for implementation of the SCRF Initiative is positive in my school.	2.0%	4.1%	2.0%	16.3%	40.8%	34.7%	4.94	49
f. Teachers, interventionists, administrators, and the SCRF literacy coach(es) are working together to implement the SCRF Initiative.	0.0%	6.1%	2.0%	6.1%	36.7%	49.0%	5.20	49
g. My principal supports the SCRF Initiative.	0.0%	10.2%	2.0%	8.2%	28.6%	51.0%	5.08	49
h. I understand <b>my</b> roles and responsibilities within the SCRF Initiative.	0.0%	0.0%	0.0%	0.0%	10.2%	89.8%	5.90	49
i. I understand the roles and responsibilities of our school's SCRF <b>teachers</b> .	0.0%	0.0%	0.0%	0.0%	10.2%	89.8%	5.90	49
j. I understand the roles and responsibilities of our school's SCRF <b>interventionist(s)</b> .	0.0%	0.0%	0.0%	0.0%	10.4%	89.6%	5.90	48
k. I understand the roles and responsibilities of the SCRF <b>regional literacy coach(es)</b> .	0.0%	0.0%	0.0%	2.0%	10.2%	87.8%	5.86	49
l. I understand the roles and responsibilities of the SCRF <b>regional intervention coach</b> .	0.0%	0.0%	0.0%	4.3%	21.3%	74.5%	5.70	47
m. I understand the roles and responsibilities of our school's SCRF <b>School Leadership Team</b> .	0.0%	0.0%	0.0%	2.0%	26.5%	71.4%	5.69	49

## Appendix C

Statement	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Mean	N
n. I understand the roles and responsibilities of our school's SCRF <b>School Intervention Team</b> .	0.0%	0.0%	0.0%	2.1%	16.7%	81.3%	5.79	48
o. My roles and responsibilities are well understood by the <b>SCRF teachers</b> .	0.0%	0.0%	4.1%	4.1%	32.7%	59.2%	5.47	49
p. My roles and responsibilities are well understood by the <b>principal</b> .	2.0%	0.0%	8.2%	6.1%	22.4%	61.2%	5.31	49
q. School Leadership Team (SLT) members regularly share important information with our faculty about the SCRF Initiative.	2.0%	0.0%	6.1%	14.3%	42.9%	34.7%	5.00	49

Please indicate your **beliefs** about reading assessment by selecting a response option from **strongly disagree (1)** to **strongly agree (6)** for each item.

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Mean	N
<i>I believe that assessments like <b>Dominie</b> can provide valuable information to help me...</i>								
a. screen for students' instructional needs.	0.0%	0.0%	0.0%	0.0%	8.2%	91.8%	5.92	49
b. diagnose specific needs of individual students.	0.0%	0.0%	0.0%	0.0%	6.1%	93.9%	5.94	49
c. monitor students' progress.	0.0%	0.0%	0.0%	2.0%	6.1%	91.8%	5.90	49
d. make instructional decisions.	0.0%	0.0%	0.0%	0.0%	8.2%	91.8%	5.92	49
<i>I believe that assessments like <b>Stanford Reading First</b> can provide valuable information to help me...</i>								
e. screen for students' instructional needs.	6.1%	2.0%	4.1%	18.4%	32.7%	36.7%	4.80	49
f. review students' progress.	4.1%	2.0%	2.0%	16.3%	32.7%	42.9%	5.00	49
g. make instructional decisions.	6.1%	6.1%	2.0%	18.4%	30.6%	36.7%	4.71	49

## Appendix C

Please indicate which of the following classroom assessments you encourage your teachers to use to monitor students' reading progress. Please select **all** that apply.

Response	Percentage <sup>a</sup>
Anecdotal notes	100.0%
Checklists	77.6%
Conferencing with students	100.0%

Response	Percentage <sup>a</sup>
Core reading tests (supplied by publisher)	30.6%
Dominie	100.0%
Kidwatching/observation	98.0%
Miscue analysis	71.4%
Rubrics	87.8%
Running Records	98.0%
Spelling tests	10.2%
Student portfolios	73.5%
Teacher-made tests (such as multiple choice, short answer, matching, etc.)	46.9%
Vocabulary tests	18.4%
Writing samples	98.0%

<sup>a</sup>Percentage totals exceed 100 since participants were asked to select all that apply.

### Section 3: Support

Please indicate your level of agreement with each of the following statements by selecting the response option from **strongly disagree (1)** to **strongly agree (6)** that best describes your answer.

Statement	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Mean	N
a. I respect the teachers whom I coach.	0.0%	0.0%	0.0%	0.0%	20.4%	79.6%	5.80	49
b. I respect my principal.	0.0%	0.0%	4.1%	2.0%	20.4%	73.5%	5.63	49
c. I have enough time to work with the SCRF teachers at this school.	4.1%	6.1%	18.4%	10.2%	38.8%	22.4%	4.41	49
<b><i>The SCRF teachers in my school...</i></b>								
d. are receptive to my suggestions about the teaching of reading.	0.0%	2.0%	2.0%	12.2%	40.8%	42.9%	5.20	49
e. are receptive to making instructional changes based on assessment data.	0.0%	4.1%	0.0%	16.3%	49.0%	30.6%	5.02	49
f. and I work collaboratively to address student needs.	0.0%	2.0%	0.0%	8.2%	42.9%	46.9%	5.33	49

## Appendix C

Statement	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Mean	N
g. and I share similar views on how to teach reading.	0.0%	2.0%	4.1%	18.4%	46.9%	28.6%	4.96	49
h. treat me with respect.	0.0%	0.0%	6.1%	0.0%	28.6%	65.3%	5.53	49
<b><i>The principal ...</i></b>								
i. communicates with me on a regular basis concerning SCRF.	0.0%	4.1%	14.3%	10.2%	20.4%	51.0%	5.00	49
j. and I work collaboratively to provide school level professional development opportunities for teachers in reading.	2.0%	8.2%	8.2%	8.2%	26.5%	46.9%	4.90	49
k. treats me with respect.	0.0%	0.0%	4.1%	6.1%	24.5%	65.3%	5.51	49
<b><i>My regional literacy coach...</i></b>								
l. and I work collaboratively to ensure that school level professional development needs are met.	0.0%	0.0%	0.0%	4.1%	20.4%	75.5%	5.71	49
m. provides assistance based on my professional development needs.	0.0%	0.0%	0.0%	4.1%	18.4%	77.6%	5.73	49
n. responds to my requests for assistance.	0.0%	0.0%	0.0%	2.0%	16.3%	81.6%	5.80	49
o. has the content knowledge necessary to help me.	0.0%	0.0%	0.0%	0.0%	14.3%	85.7%	5.86	49
p. has enough knowledge about assessment to help me.	0.0%	0.0%	0.0%	0.0%	12.2%	87.8%	5.88	49
q. gives me feedback about my coaching and facilitation of study groups.	0.0%	0.0%	0.0%	6.1%	20.4%	73.5%	5.67	49

## Appendix C

### **Section 4: Roles and Responsibilities**

Below are roles and activities in which you may have engaged as a SCRF literacy coach this year. Please complete the following two steps:

**STEP1:** In the **Frequency** column, please select the response option from **never (1)** to **often (4)** that best describes how often you have **individually** worked with your teachers on each activity **this year**.

**Never**

**Seldom** (once or twice a year)

**Sometimes** (several times a semester)

**Often** (several times a month)

		Never	Seldom	Sometimes	Often		
						Mean	N
<b>Activities with the SCRF teachers</b>							
a.	Helping plan or develop lesson plans	0.0%	8.2%	59.2%	32.7%	3.24	49
b.	Incorporating SC English language arts standards within lessons	2.0%	24.5%	55.1%	18.4%	2.90	49
c.	Using the core reading program	2.1%	22.9%	58.3%	16.7%	2.90	48
d.	Helping with classroom organization	0.0%	8.2%	36.7%	55.1%	3.47	49
e.	Helping with classroom management	0.0%	0.0%	20.4%	79.6%	3.80	49
f.	Demonstrating or modeling lessons	0.0%	6.1%	51.0%	42.9%	3.37	49
g.	Team teaching	6.1%	28.6%	36.7%	28.6%	2.88	49
h.	Observing teaching	0.0%	0.0%	16.7%	83.3%	3.83	48
i.	Providing meaningful feedback	0.0%	2.0%	26.5%	71.4%	3.69	49
j.	Sharing or demonstrating scientifically-based reading strategies for instruction	0.0%	0.0%	26.5%	73.5%	3.73	49
k.	Helping develop classroom assessments for reading	2.0%	26.5%	49.0%	22.4%	2.92	49
l.	Helping analyze student assessment results	0.0%	0.0%	20.4%	79.6%	3.80	49
m.	Helping use student assessment data to improve teaching	0.0%	0.0%	20.4%	79.6%	3.80	49
n.	Selecting supplemental activities for students who need additional help in reading	0.0%	2.0%	49.0%	49.0%	3.47	49



## Appendix C

**STEP 2:** In the **Future Needs** column, please select the response option from **less emphasis (1)** to **more emphasis (3)** that corresponds to the level of emphasis that you think needs to be placed on each activity in the future.

Activities with the SCRF teachers		Less emphasis	Same emphasis	More emphasis	Mean	N
a.	Helping plan or develop lesson plans	2.0%	44.9%	53.1%	2.51	49
b.	Incorporating SC English language arts standards within lessons	2.0%	55.1%	42.9%	2.41	49
c.	Using the core reading program	12.2%	67.3%	20.4%	2.08	49
d.	Helping with classroom organization	2.1%	63.8%	34.0%	2.32	47
e.	Helping with classroom management	4.1%	69.4%	26.5%	2.22	49
f.	Demonstrating or modeling lessons	2.1%	45.8%	52.1%	2.50	48
g.	Team teaching	0.0%	65.2%	34.8%	2.35	46
h.	Observing teaching	0.0%	55.1%	44.9%	2.45	49
i.	Providing meaningful feedback	0.0%	61.2%	38.8%	2.39	49
j.	Sharing or demonstrating scientifically-based reading strategies for instruction	0.0%	29.2%	70.8%	2.71	48
k.	Helping develop classroom assessments for reading	0.0%	55.1%	44.9%	2.45	49
l.	Helping analyze student assessment results	4.1%	69.4%	26.5%	2.22	49
m.	Helping use student assessment data to improve teaching	0.0%	52.1%	47.9%	2.48	48
n.	Selecting supplemental activities for students who need additional help in reading	0.0%	46.9%	53.1%	2.53	49

## Appendix C

### **Section 5: Your View of the SCRF Initiative**

If you were to assign a rating to the effectiveness of the SCRF Initiative at your school, what would that rating be? **Please select one.**

Not Effective (1)	Somewhat Effective (2)	Effective (3)	Very Effective (4)	Mean	N
2.0%	10.2%	32.7%	55.1%	3.41	49

Describe one benefit of the SCRF Initiative.

N = 48  
Response Rate = 98.0%

Identified Benefits	N	n	Percentage <sup>a</sup>
<b>Focus on assessment</b>	<b>9</b>		<b>18.8%</b>
Increased awareness of students' needs/strengths/weaknesses		4	8.3%
Improved use of assessment; use of assessment data to guide instruction		3	6.3%
Progress monitoring; Dominie		1	2.1%
Assessment in general		1	2.1%
<b>Increased collaboration; increased sense of community</b>	<b>9</b>		<b>18.8%</b>
<b>Learned new strategies; learned information in content areas</b>	<b>8</b>		<b>16.7%</b>
<b>Valuable professional development; study groups</b>	<b>8</b>		<b>16.7%</b>
<b>Improved academic performance</b>	<b>6</b>		<b>12.5%</b>
<b>Resources</b>	<b>4</b>		<b>8.3%</b>
Additional books and materials		3	6.3%
Resources in general		1	2.1%
<b>Support staff</b>	<b>3</b>		<b>6.3%</b>
Support from the literacy coach		1	2.1%
Support from the interventionist		2	4.2%
<b>Other</b>	<b>1</b>		<b>2.1%</b>
<b>Total</b>	<b>48</b>		<b>100.0%</b>

<sup>a</sup>Percentages may not add up to exactly 100% due to rounding.

## Appendix C

Describe one component of the SCRF Initiative that you would like to see changed.

N = 43  
Response Rate = 87.8%

Recommended Change	N	n	Percentage <sup>a</sup>
<b>Changes to study groups</b>	<b>8</b>		<b>18.6%</b>
General comments about study group		4	9.3%
Reduce amount of required work (i.e. projects, notebooks, etc.)		2	4.7%
Reduce number/length of meetings		1	2.3%
Make study groups optional; do not require attendance		1	2.3%
<b>Changes related to assessments</b>	<b>8</b>		<b>18.6%</b>
Reduce amount/frequency of testing		5	11.6%
Alter aspects of Dominie		1	2.3%
Assistance with testing; more time needed for testing		1	2.3%
Changes to assessments in general		1	2.3%
<b>More flexibility; modifications to 120 minute block</b>	<b>5</b>		<b>11.6%</b>
<b>Increase writing emphasis</b>	<b>5</b>		<b>11.6%</b>
<b>Increase support of SCRF; more teamwork/collaboration between teachers</b>	<b>4</b>		<b>9.3%</b>
<b>No recommendation given</b>	<b>4</b>		<b>9.3%</b>
<b>Changes related to the literacy coach</b>	<b>3</b>		<b>7.0%</b>
Role/performance of literacy coach		2	4.7%
Hire an additional literacy coach		1	2.3%
<b>More observation time</b>	<b>1</b>		<b>2.3%</b>
<b>Make modifications to SCRF to accommodate needs of specific grade levels or groups of students</b>	<b>1</b>		<b>2.3%</b>
<b>Other</b>	<b>4</b>		<b>9.3%</b>
<b>Total</b>	<b>43</b>		<b>100.0%</b>

<sup>a</sup>Percentages may not add up to exactly 100% due to rounding.

### Demographic information

Were you a member of a SCRF school in 2005-2006?

Yes	No	N
98.0%	2.0%	49

Were you a member of a SCRF school in 2004-2005?

Yes	No	N
98.0%	2.0%	49

## Appendix C

### South Carolina Reading First Initiative Literacy Coach Qualitative Results, 2006 - 2007

Table 1

*Literacy Coaches' Identified Benefits of the SCRF Initiative*

Identified Benefits	N	n	Percentage	Sample Quotes <sup>a</sup>
<b>Focus on assessment</b>	<b>9</b>		<b>18.8%</b>	
Increased awareness of students' needs/strengths/weaknesses		4	8.3%	<p>"The teachers are seeing their students as individuals - less whole group instruction is going on. More small group, one on one and conferencing."</p> <p>"Teachers are more focused on the individuals of the students and adjusting the instructional plans."</p>
Improved use of assessment; use of assessment data to guide instruction		3	6.3%	"We have more consistent use of data to inform instruction."
Progress monitoring; Dominie		1	2.1%	"Progress monitoring has really helped teachers get to know their students."
Assessment in general		1	2.1%	"The more dramatic change brought about by SCRF is the emphasis on data collection and analysis in the early childhood grades. Teaches us the value in kidwatching and using data to inform instruction."
<b>Increased collaboration; increased sense of community</b>	<b>9</b>		<b>18.8%</b>	
				<p>"The SCRF initiative has helped us become a community of learners while putting the needs of children first."</p> <p>"Teachers are able to interact as colleagues and study and discuss what they are learning."</p> <p>"It gave us a common language and set of beliefs."</p>

## Appendix C

Table 1 (continued)

*Literacy Coaches' Identified Benefits of the SCRF Initiative*

Identified Benefits	N	n	Percentage	Sample Quotes <sup>a</sup>
Learned new strategies; learned information in content areas	8		16.7%	<p>"Teachers have learned to analyze students' reading to tailor their instruction to meet the needs of children. Teachers have learned how to find "just right" books for children by using the Dominic assessments."</p> <p>"Staff members and teachers have learned a lot about reading instruction and strategies."</p> <p>"It has increased the knowledge of best practices for teachers and given them an articulate voice."</p>
Valuable professional development; study groups	8		16.7%	<p>"Ongoing staff development has been phenomenal, There has been so much growth &amp; change among my teacher. Even though some of them are taking baby steps, They are taking steps and not remaining static."</p> <p>"The professional development and increased teacher knowledge about literacy practices"</p> <p>"Providing meaningful professional development"</p>
Improved academic performance	6		12.5%	<p>"Many more students are experiencing success as readers. Teachers understanding of teaching reading has grown (as a whole)."</p> <p>"One benefit of the SCRF Initiative is increase in students' performance in Reading and Writing."</p> <p>"Fewer and fewer of our kids need intervention. With good classroom instruction and good intervention we are seeing less struggling kids. After the 1st round of Reading Recovery the students for the 2nd round were only a few months below grade level."</p>

## Appendix C

Table 1 (continued)

*Literacy Coaches' Identified Benefits of the SCRF Initiative*

Identified Benefits	N	n	Percentage	Sample Quotes <sup>a</sup>
<b>Resources</b>	<b>4</b>		<b>8.3%</b>	
Additional books and materials		3	6.3%	"Our library has been updated from 1979 to 2002. This has been so beneficial in classroom for read alouds and independent readings."
Resources in general		1	2.1%	"Resources"
<b>Support staff</b>	<b>3</b>		<b>6.3%</b>	
Support from the literacy coach		1	2.1%	"Providing a literacy coach who can facilitate professional development for teachers, demonstrate effective instructional strategies, and be a support to teachers."
Support from the interventionist		2	4.2%	"Having 2.5 reading interventionists working with the children at my school - we almost meet all of the children who were in the NA1 and NS1 category this year"
<b>Other</b>	<b>1</b>		<b>2.1%</b>	
<b>Total</b>	<b>48</b>		<b>100.0%<sup>b</sup></b>	

<sup>a</sup>With the exception of identifying information, quotes are transcribed as written on the survey. No changes have been made to correct for grammar or spelling. Identifying information was deleted and gender references were changed to suppress specific information.

<sup>b</sup>Total of individual percentages do not add to 100 due to rounding.

## Appendix C

Table 2

*Literacy Coaches' Recommended Changes to the SCRF Initiative*

Recommended Change	N	n	Percentage	Sample Quotes <sup>a</sup>
<b>Changes to study groups</b>	<b>8</b>		<b>18.6%</b>	
General comments about study group		4	9.3%	<p>"I would like for requirements for the course come from the SDE so that all participants have the same requirements regardless of college. Also, the requirements should be presented as necessary for Reading First &amp; not just a course."</p> <p>"I would like the flexibility to provide the professional development needed for my school (including collapsing groups when needed.)"</p>
Reduce amount of required work (i.e. projects, notebooks, etc.)		2	4.7%	"Decrease our (coaches) requirements at the University level in order to provide more time for us to work with our teachers in the classrooms."
Reduce number/length of meetings		1	2.3%	"I would like to see the study group time requirements shortened. What if all 18 of us met together for one hour every week? Or could one group meet for one hour every Monday and the other group meet for one hour every Tuesday? I think discussion and activities would be more focused. Assignments and try-its would be more structured and consistent. There would also be no need for refreshments and bathroom breaks in a one-hour "touch-base" focused meeting/discussion."
Make study groups optional; do not require attendance		1	2.3%	"Forcing all to participate in study group or provide a different PD model for those with consistent, long term development over time."

## Appendix C

Table 2 (continued)

*Literacy Coaches' Recommended Changes to the SCRF Initiative*

Recommended Change	N	n	Percentage	Sample Quotes <sup>a</sup>
<b>Changes related to assessments</b>	<b>8</b>		<b>18.6%</b>	
Reduce amount/frequency of testing		5	11.6%	<p>"Too much assessment and required record keeping."</p> <p>"I feel the progress monitoring is too often. We are spending too much time testing and not enough time analyzing and reflecting. Teachers need more time to think about what the scores mean."</p> <p>"The progress monitoring component is very time consuming. I understand the purpose but it takes away meaningful instruction time to complete when there is a large # of kids being tested."</p>
Alter aspects of Dominionie		1	2.3%	"Some tested portions of Dominionie for 1st & Kindergarten"
Assistance with testing; more time needed for testing		1	2.3%	"I would like to see progress monitoring continued, but there needs to be more time between to analyze and plan appropriate instruction."
Changes to assessments in general		1	2.3%	"Flexibility w/assessment schedule flexibility w/ writing"
<b>More flexibility; modifications to 120 minute block</b>	<b>5</b>		<b>11.6%</b>	<p>"I would like to de-emphasize the core reading program."</p> <p>"1) Scheduling - more flexibility with how we use the 120 minutes. 2) Data collection is overwhelming for teachers"</p> <p>"The scattered 120 min."</p>



## Appendix C

Table 2 (continued)

*Literacy Coaches' Recommended Changes to the SCRF Initiative*

Recommended Change	N	n	Percentage	Sample Quotes <sup>a</sup>
Increase writing emphasis	5		11.6%	<p>"I feel that writing should be allowed in the 120 minute block of time. I also feel that the teachers should have some sort of accountability for strategies or on going assessments. At this time, it should not be an option."</p> <p>"I would like for us to have more freedom to incorporate writing workshop."</p> <p>"I would like to see SCRF place the same emphasis on writing that it has on reading. I feel our writing program has suffered because I didn't feel I could coach teachers on the writing process. It has been very frustrating."</p>
Increase support of SCRF; more teamwork/collaboration between teachers	4		9.3%	<p>"I wish all faculty was required to be active participant"</p> <p>"More support from the district office and school administration. More cooperation from teachers"</p>
No recommendation given	4		9.3%	<p>"I don't believe any of the components should be changed. Continue to provide meaningful workshops that integrate all components"</p> <p>"No changes - more help with vocabulary instruction"</p>
Changes related to the literacy coach	3		7.0%	
Role/performance of literacy coach		2	4.7%	<p>"Progress monitoring - I don't mind the extra assessments but I do have a problem with the way it is handled by the regional intervention coach. When she comes to the school, I'm expected to have a lengthy meeting with her and I often feel that mistakes are used in a negative way. The support is not always there. Administrators need to be held more accountable."</p>
Hire an additional literacy coach		1	2.3%	<p>"I wish I had another coach to help me...reach more teachers, then third grade could have reading in the morning."</p>

## Appendix C


Table 2 (continued)

*Literacy Coaches' Recommended Changes to the SCRF Initiative*

Recommended Change	N	n	Percentage	Sample Quotes <sup>a</sup>
More observation time	1		2.3%	"I would love to see more opportunities for teachers to visit other RF sites."
Make modifications to SCRF to accommodate needs of specific grade levels or groups of students	1		2.3%	"Could we have a day with special education teachers ~ speech & resource ~ like we did w/ grade level teachers? Next year we will have two brand new sp. Ed teachers. I want them to see how it All fits together. Writing instruction Students after 3rd grade..?"
Other	4		9.3%	
<b>Total</b>	<b>43</b>		<b>100.0%<sup>b</sup></b>	

<sup>a</sup>With the exception of identifying information, quotes are transcribed as written on the survey. No changes have been made to correct for grammar or spelling. Identifying information was deleted and gender references were changed to suppress specific information.

<sup>b</sup>Total of individual percentages do not add to 100 due to rounding.



**Appendix D:**

**Principal Survey Instrument with Results, Spring 2007**



South Carolina  
Reading First

# SOUTH CAROLINA READING FIRST INITIATIVE

## PRINCIPAL SURVEY RESULTS

### SPRING 2007

#### **Section 1: Preparation and Professional Development**

Please indicate whether you have participated in the following school-based SCRF activities by selecting **yes**, **no**, or **not provided**.

SCRF Activity	Participation			N
	Yes	No	Not Provided	
a. Study groups	100.0%	0.0%	0.0%	45
b. Assistance from the SCRF regional literacy coach	100.0%	0.0%	0.0%	43
c. Assistance from the SCRF regional intervention coach	97.6%	2.4%	0.0%	42
d. Information sessions <i>led by your school-based SCRF School Leadership Team (SLT)</i>	95.6%	2.2%	2.2%	45
e. School Intervention Team (SIT) meetings	97.8%	2.2%	0.0%	45
f. Observing in SCRF classrooms	100.0%	0.0%	0.0%	45
g. Observing in <i>other</i> SCRF schools	20.5%	75.0%	4.5%	44

For each activity in which you have **participated**, please rate the degree to which the activity has been helpful to you as instructional leader.

NH = Not Helpful (1)    SH = Somewhat Helpful (2)    H = Helpful (3)    VH = Very Helpful (4)

SCRF Activity	Helpfulness				Mean	N
	NH	SH	H	VH		
a. Study groups	0.0%	9.5%	23.8%	66.7%	3.57	42
b. Assistance from the SCRF regional literacy coach	2.6%	17.9%	28.2%	51.3%	3.28	39
c. Assistance from the SCRF regional intervention coach	0.0%	13.9%	44.4%	41.7%	3.28	36
d. Information sessions <i>led by your school-based SCRF School Leadership Team (SLT)</i>	0.0%	10.0%	32.5%	57.5%	3.48	40
e. School Intervention Team (SIT) meetings	0.0%	7.3%	29.3%	63.4%	3.56	41
f. Observing in SCRF classrooms	0.0%	2.4%	38.1%	59.5%	3.57	42
g. Observing in <i>other</i> SCRF schools	0.0%	11.1%	66.7%	22.2%	3.11	9

## Appendix D

Has your school eliminated programs that are not consistent with the SCRF Initiative?

N = 44

Response	Percentage
Our school has eliminated <b>all</b> inconsistent programs.	22.7%
Our school has eliminated <b>some</b> inconsistent programs.	43.2%
Our school has <b>not</b> yet eliminated inconsistent programs.	4.5%
Our school does not have any inconsistent programs.	29.5%

Has your school eliminated assessments other than those required by SCRF or the state?

N = 44

Response	Percentage
Yes	38.6%
No	61.4%

How often does your school-based **School Leadership Team (SLT)** meet, excluding state meetings?

N = 44

Frequency of Meeting	Percentage
Weekly	0.0%
Bi-weekly	0.0%
Monthly	97.7%
Once per year	2.3%
Have not met	0.0%

How often does your school-based **School Intervention Team (SIT)** meet?

N = 43

Frequency of Meeting	Percentage
Weekly	0.0%
Bi-weekly	4.7%
Monthly	93.0%
Once per year	0.0%
Have not met	2.3%

## Appendix D

Below, please indicate your professional development needs by selecting **yes** or **no**.

	Yes	No	N
<b><i>I need more professional development on...</i></b>			
a. phonemic awareness.	14.0%	86.0%	43
b. phonics.	9.3%	90.7%	43
c. fluency.	16.3%	83.7%	43
d. vocabulary.	25.6%	74.4%	43
e. comprehension.	36.4%	63.6%	44
f. interpreting Stanford Reading First score reports.	39.5%	60.5%	43
g. Dominie.	41.9%	58.1%	43
h. the core reading program.	9.3%	90.7%	43
i. effective instructional strategies to use for students performing below grade level.	58.1%	41.9%	43
j. small group instruction.	47.7%	52.3%	44
k. using SC English language arts standards.	27.3%	72.7%	44
l. using the SCRF Observation Tool.	25.6%	74.4%	43

Please indicate your professional development needs by selecting **yes** or **no**.

	Yes	No	N
<b><i>I need more professional development on the use of Dominie assessments to...</i></b>			
a. make grade-level instructional decisions.	44.4%	55.6%	45
b. help teachers make classroom instructional decisions.	55.6%	44.4%	45

## Appendix D

### Section 2: Implementation

Please indicate your level of agreement with each of the following statements by selecting the response option from **strongly disagree (1)** to **strongly agree (6)** that best describes your answer.

Statement	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Mean	N
a. I understand the goals of the SCRF Initiative.	0.0%	0.0%	0.0%	0.0%	35.6%	64.4%	5.64	45
b. I support the SCRF Initiative.	0.0%	0.0%	2.2%	4.4%	33.3%	60.0%	5.51	45
c. If it were up to me, the SCRF Initiative would continue in this school next year.	0.0%	15.6%	4.4%	8.9%	15.6%	55.6%	4.91	45
d. The implementation of the SCRF Initiative has gone smoothly this year.	0.0%	2.2%	8.9%	6.7%	42.2%	40.0%	5.09	45
e. The climate for implementation of the SCRF Initiative is positive in my school.	0.0%	2.3%	9.1%	6.8%	31.8%	50.0%	5.18	44
f. Teachers, interventionists, administrators, and the school-based SCRF literacy coach(es) are working together to implement the SCRF Initiative.	0.0%	0.0%	2.2%	2.2%	22.2%	73.3%	5.67	45
g. Teachers at my school support the SCRF Initiative.	0.0%	0.0%	6.7%	4.4%	42.2%	46.7%	5.29	45
h. Our superintendent supports the implementation of the SCRF Initiative.	0.0%	2.3%	4.5%	11.4%	40.9%	40.9%	5.14	44
i. The district project director and I work collaboratively in the implementation of the SCRF Initiative.	0.0%	2.2%	2.2%	4.4%	26.7%	64.4%	5.49	45
j. I understand <b>my</b> roles and responsibilities within the SCRF Initiative.	0.0%	0.0%	0.0%	0.0%	31.1%	68.9%	5.69	45
k. I understand the roles and responsibilities of our school's SCRF <b>regional literacy coach</b> .	0.0%	0.0%	4.4%	0.0%	46.7%	48.9%	5.40	45
l. I understand the roles and responsibilities of our school's SCRF <b>regional intervention coach</b> .	0.0%	0.0%	2.2%	2.2%	48.9%	46.7%	5.40	45
m. I understand the roles and responsibilities of our school's SCRF <b>literacy coach(es)</b> .	0.0%	0.0%	0.0%	2.2%	31.1%	66.7%	5.64	45
n. I understand the roles and responsibilities of our school's SCRF <b>interventionist(s)</b> .	0.0%	0.0%	0.0%	0.0%	35.6%	64.4%	5.64	45
o. I understand the roles and responsibilities of our school's SCRF <b>teachers</b> .	4.4%	0.0%	0.0%	0.0%	35.6%	60.0%	5.42	45
p. I understand the roles and responsibilities of our school's SCRF <b>School Leadership Team</b> .	4.4%	0.0%	0.0%	0.0%	35.6%	60.0%	5.42	45
q. I understand the roles and responsibilities of our school's SCRF <b>School Intervention Team</b> .	4.4%	0.0%	0.0%	2.2%	35.6%	57.8%	5.38	45
r. School Leadership Team (SLT) members regularly share important information with our faculty about the SCRF Initiative.	4.4%	2.2%	0.0%	11.1%	37.8%	44.4%	5.09	45

## Appendix D

How often do you observe the SCRF teachers in their classrooms?

N = 45

Frequency of Observation	Percentage
Never	0.0%
Seldom (once or twice a year)	4.4%
Sometimes (several times a grading period)	11.1%
Often (several times a month or weekly)	66.7%
Very often (several times a week or daily)	17.8%

How often do you use the SCRF observation tool?

N = 45

Frequency of Use	Percentage
Never	8.9%
Seldom (once or twice a year)	42.2%
Sometimes (several times a grading period)	48.9%
Often (several times a month or weekly)	0.0%
Very often (several times a week or daily)	0.0%

How often do you provide SCRF teachers with individual feedback about their reading instruction?

N = 45

Frequency of Feedback	Percentage
Never	0.0%
Seldom (once or twice a year)	6.7%
Sometimes (several times a grading period)	42.2%
Often (several times a month or weekly)	44.4%
Very often (several times a week or daily)	6.7%

Which **additional services** are provided **at your school**? Please select **all** that apply.

N = 45

Additional Services	Percentage <sup>a</sup>
After-school programs	82.2%
Before-school programs	24.4%
Computer-assisted instruction	75.6%
Family literacy	44.4%
Homework centers	40.0%
Mentoring programs	37.8%
Summer school programs	73.3%
Tutoring	60.0%

<sup>a</sup>Percentages may exceed 100% since participants were asked to select all that apply.



## Appendix D

Please indicate your **beliefs** about reading assessment by selecting a response option from **strongly disagree (1)** to **strongly agree (6)** for each item.

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Mean	N
<i>I believe that assessments like <b>Dominie</b> can provide valuable information to help teachers...</i>								
a. screen for students' instructional needs.	0.0%	0.0%	0.0%	0.0%	29.5%	70.5%	5.70	44
b. diagnose specific needs of individual students.	0.0%	0.0%	0.0%	2.3%	27.3%	70.5%	5.68	44
c. monitor students' progress.	0.0%	0.0%	0.0%	2.3%	29.5%	68.2%	5.66	44
d. make instructional decisions.	0.0%	0.0%	0.0%	2.3%	27.3%	70.5%	5.68	44
<i>I believe that assessments like <b>Stanford Reading First</b> can provide valuable information to help teachers...</i>								
e. screen for students' instructional needs.	2.3%	0.0%	2.3%	15.9%	36.4%	43.2%	5.14	44
f. review students' progress.	0.0%	0.0%	0.0%	15.9%	40.9%	43.2%	5.27	44
g. make instructional decisions.	2.3%	0.0%	2.3%	20.5%	34.1%	40.9%	5.07	44

## Appendix D

### Section 3: Support

Please indicate your level of agreement with each of the following statements by selecting the response option from **strongly disagree (1)** to **strongly agree (6)** that best describes your answer.

Statement	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Mean	N
a. I respect our SCRF school-based literacy coach(es).	0.0%	0.0%	0.0%	2.3%	9.1%	88.6%	5.86	44
b. I trust our SCRF school-based literacy coach(es).	0.0%	2.3%	0.0%	2.3%	9.1%	86.4%	5.77	44
<b><i>Our SCRF Interventionist(s)...</i></b>								
c. has/have the content knowledge necessary to help our lowest performing students.	0.0%	0.0%	0.0%	0.0%	14.3%	85.7%	5.86	42
d. has/have enough knowledge about assessment to help our lowest performing students.	0.0%	0.0%	0.0%	2.4%	11.9%	85.7%	5.83	42
<b><i>Our SCRF school-based literacy coach(es)...</i></b>								
e. treat(s) me with respect.	0.0%	0.0%	0.0%	2.3%	15.9%	81.8%	5.80	44
f. and I have similar views on how to teach reading.	0.0%	0.0%	0.0%	4.5%	18.2%	77.3%	5.73	44
g. has/have the content knowledge necessary to help our SCRF teachers.	0.0%	0.0%	0.0%	0.0%	13.6%	86.4%	5.86	44
h. has/have enough knowledge about assessment to help our SCRF teachers.	0.0%	0.0%	0.0%	0.0%	15.9%	84.1%	5.84	44
i. help(s) SCRF teachers work together as a team.	0.0%	0.0%	2.3%	4.5%	13.6%	79.5%	5.70	44
j. respond(s) to my requests for consultation.	0.0%	0.0%	0.0%	2.3%	15.9%	81.8%	5.80	44
<b><i>Our SCRF Regional Literacy Coach...</i></b>								
k. has the content knowledge necessary to help our SCRF teachers.	0.0%	0.0%	0.0%	4.5%	22.7%	72.7%	5.68	44
l. has enough knowledge about assessment to help our SCRF teachers.	0.0%	0.0%	0.0%	2.3%	22.7%	75.0%	5.73	44
m. responds to my requests for consultation.	2.3%	0.0%	0.0%	4.5%	27.3%	65.9%	5.52	44
<b><i>Our SCRF Intervention Literacy Coach...</i></b>								
n. has the content knowledge necessary to help our SCRF interventionists.	0.0%	0.0%	0.0%	2.4%	21.4%	76.2%	5.74	42
o. has enough knowledge about assessment to help our SCRF interventionists.	0.0%	0.0%	0.0%	2.4%	19.0%	78.6%	5.76	42
p. responds to my requests for consultation.	0.0%	0.0%	0.0%	2.4%	33.3%	64.3%	5.62	42

## Appendix D

### **Section 4: Your View of the SCRF Initiative**

If you were to assign a rating to the effectiveness of the SCRF Initiative at your school, what would that rating be? **Please select one.**

Not Effective (1)	Somewhat Effective (2)	Effective (3)	Very Effective (4)	Mean	N
0.0%	9.1%	38.6%	52.3%	3.43	44

Describe one benefit of the SCRF Initiative.

N = 44  
Response Rate = 97.7%

Identified Benefit	N	Percentage <sup>a</sup>
Improved use of assessments; use of assessment data to guide instruction or guide school plans	11	25.0%
Increased collaboration; increased sense of community	8	18.2%
Valuable professional development opportunities; study groups	5	11.4%
Learned new instructional strategies; learned information in content areas	5	11.4%
Focus on reading; uninterrupted block for reading	5	11.4%
Improved academic performance	4	9.1%
Additional resources (ie: books and materials)	3	6.8%
Extra help for students; support from the interventionist	3	6.8%
<b>Total</b>	<b>44</b>	<b>100.0%</b>

<sup>a</sup>Percentages may not add up to exactly 100% due to rounding.

Describe one component of the SCRF Initiative that you would like to see changed.

N = 37  
Response Rate = 82.2%

Recommended Change	N	Percentage <sup>a</sup>
Changes related to assessment	10	27.0%
More flexibility	7	18.9%
Changes to study groups/professional development	6	16.2%
Increase writing emphasis	3	8.1%
Reduce the number or amount of traveling required for regional meetings	3	8.1%
Provide funding to sustain the initiative beyond the grant period	3	8.1%
No recommendation given	2	5.4%
Other	3	8.1%
<b>Total</b>	<b>37</b>	<b>100.0%</b>

<sup>a</sup>Percentages may not add up to exactly 100% due to rounding.

## Appendix D

### Demographic information

Were you a member of a SCRF school in 2005-2006?

Yes	No	N
86.4%	13.6%	44

Were you a member of a SCRF school in 2004-2005?

Yes	No	N
74.4%	25.6%	43

## Appendix D

### South Carolina Reading First Initiative Principal Survey Instrument Qualitative Results, 2006-2007

Table 1

*Principals' Identified Benefit of the SCRF Initiative*

Identified Benefit	N	Percentage	Sample Quotes <sup>a</sup>
Improved use of assessments; use of assessment data to guide instruction or guide school plans	11	25.0%	<p>"The initiative has identified students that are in need of additional interventions for assistance with reading comprehension vocabulary, phonics, phonemic awareness and fluency."</p> <p>"The Dominie and the SLT working along with SIT has allowed us to make informed decisions to grow student progress."</p> <p>"The data gathered at SCRF has helped me to prepare the School Renewal plan and it has helped me to understand how to make changes to the instructional process."</p>
Increased collaboration; increased sense of community	8	18.2%	<p>"It has given our faculty a common core of beliefs as well as a common vocabulary."</p> <p>"it helps create a common vision for literacy instruction"</p> <p>"The SLT, SIT, and Study group sessions provide an opportunity for administrators, teachers, and coaches to discuss strategies/ideas for reading improvement."</p>
Valuable professional development opportunities; study groups	5	11.4%	<p>"I have truly enjoyed the ongoing professional development that our teachers have received thorough the SCRF initiative."</p> <p>"The wealth of professional development for all K-3 teachers in reading was extremely beneficial. All teachers speak the same language/ terminology, which is also overflowing to the children."</p> <p>"The SCRF initiative provides the opportunity for teachers to grow and to develop their proficiency as reading /literacy instructors. The initiative fosters collaboration among teachers."</p>

## Appendix D

Table 1 (continued)

*Principals' Identified Benefit of the SCRF Initiative*

Identified Benefit	N	Percentage	Sample Quotes <sup>a</sup>
Learned new instructional strategies; learned information in content areas	5	11.4%	<p>"helping our faculty with understanding and implementing best practices"</p> <p>"Teachers are more knowledgeable about students and their performance in reading and writing."</p> <p>"The wealth of information learned on how to teach teaching"</p>
Focus on reading; uninterrupted block for reading	5	11.4%	<p>"South Carolina Reading First promotes reading to the highest degree."</p> <p>"I really like the uninterrupted 120 minute reading block."</p> <p>"Targeted reading instruction"</p>
Improved academic performance	4	9.1%	<p>"supports student goals to raise student achievement thorough use of effective readings strategies for all students"</p> <p>"materials, resources and support for teaching"</p>
Additional resources (ie: books and materials)	3	6.8%	<p>"Resources and interventionist have been one major benefit along with a knowledgeable competent coach"</p> <p>"Class room libraries have help our students tremendously in being able to get their hands on book of interest and continually practicing reading."</p>
Extra help for students; support from the interventionist	3	6.8%	<p>"small group instruction/differentitative"</p> <p>"The interventionist has been a world of difference for our readers not on level."</p>
<b>Total</b>	<b>44</b>	<b>100.0%<sup>b</sup></b>	

<sup>a</sup>With the exception of identifying information, quotes are transcribed as written on the survey. No changes have been made to correct for grammar or spelling. Identifying information was deleted and gender references were changed to suppress specific information.

<sup>b</sup>Total of individual percentages do not add to 100 due to rounding.

## Appendix D

Table 2

*Principals' Suggested Changes to the SCRF Initiative*

Recommended Change	N	Percentage	Sample Quotes <sup>a</sup>
Changes related to assessment	10	27.0%	<p>"The collection of data is too much. It is way above and beyond what should be required of a regular classroom teacher."</p> <p>"The progress monitoring/testing is very time consuming and takes teachers from their classrooms frequently. We may need to evaluate assessment frequently and intervals."</p> <p>"restrictions on additional testing"</p>
More flexibility	7	18.9%	<p>"120 minute mandates"</p> <p>"The rigidity of the grant has been very challenging."</p> <p>"More flexible scheduling options"</p>
Changes to study groups/professional development	6	16.2%	<p>"Do not assume that all teachers need the same training- move individualization focus more on the learner - do not assume that because a student does not meet certain standards that the instruction must be bad."</p> <p>"the lit Conversation class should not be required. There should be certain exception or other accommodations"</p> <p>"I would like to be able to add one more person to the study group-beyond the 12 if it were necessary."</p>
Increase writing emphasis	3	8.1%	<p>"I like to see more formal writing included and less assessment (very time consuming)."</p> <p>"Writing needs to be a part. Reading and writing cannot be taught in isolation."</p>

## Appendix D

Table 2 (continued)

*Principals' Suggested Changes to the SCRF Initiative*

Recommended Change	N	Percentage	Sample Quotes <sup>a</sup>
Reduce the number or amount of traveling required for regional meetings	3	8.1%	"The literacy coach spend too much time out of the schools attending Regional and state meetings"  "The traveling for our literacy coach has been very difficult and stressful- possibly moving meetings around so all are closer at times in traveling."
Provide funding to sustain the initiative beyond the grant period	3	8.1%	"continue funding for interventionist even after grant ends"  "I would like to see the opportunity to continue beyond the next 2 years"
No recommendation given	2	5.4%	"I don't think that anything should be changed. I feel like it has been very successful @ my school."
Other	3	8.1%	
<b>Total</b>	<b>37</b>	<b>100.0%<sup>b</sup></b>	

<sup>a</sup> With the exception of identifying information, quotes are transcribed as written on the survey. No changes have been made to correct for grammar or spelling. Identifying information was deleted and gender references were changed to suppress specific information.

<sup>b</sup> Total of individual percentages do not add to 100 due to rounding.





**Appendix E:**

**Classroom Teacher Survey Instrument with Results, Spring 2007**



South Carolina  
Reading First

# SOUTH CAROLINA READING FIRST INITIATIVE

## CLASSROOM TEACHER SURVEY RESULTS

### SPRING 2007

#### **Section 1. Preparation and Professional Development**

Please indicate whether you have participated in the following school-based SCRF activities by selecting **yes**, **no**, or **not provided**. For each activity in which you have **participated**, please rate the degree to which the activity has been helpful to you.

SCRF Activity	Participation			N
	Yes	No	Not Provided	
a. Study groups	99.7%	0.3%	0.0%	690
b. Assistance from the SCRF regional literacy coach	86.4%	9.7%	3.8%	678
c. Information sessions <i>led by your school-based SCRF School Leadership Team (SLT)</i>	71.3%	21.6%	7.1%	672
d. School Intervention Team (SIT) meetings	55.7%	38.6%	5.6%	673
e. Observing in <i>other</i> SCRF classrooms	61.3%	31.8%	6.9%	682
f. Observing in <i>other</i> SCRF schools	38.2%	49.3%	12.5%	681

**NH** = Not Helpful (1)

**SH** = Somewhat Helpful (2)

**H** = Helpful (3)

**VH** = Very Helpful (4)

SCRF Activity	Helpfulness				Mean	N
	NH	SH	H	VH		
a. Study groups	2.8%	14.6%	34.4%	48.1%	3.28	669
b. Assistance from the SCRF regional literacy coach	2.3%	14.7%	31.8%	51.2%	3.32	572
c. Information sessions <i>led by your school-based SCRF School Leadership Team (SLT)</i>	2.8%	14.4%	40.3%	42.5%	3.22	457
d. School Intervention Team (SIT) meetings	2.8%	16.1%	44.4%	36.7%	3.15	360
e. Observing in <i>other</i> SCRF classrooms	1.2%	8.2%	34.6%	56.0%	3.45	402
f. Observing in <i>other</i> SCRF schools	0.4%	8.8%	29.1%	61.8%	3.52	251

## Appendix E

I use the core reading program to teach the following components (please select **all** that apply):

N = 704

Component	Percentage <sup>a</sup>
Comprehension	90.5%
Fluency	88.2%
Phonemic awareness	88.8%
Phonics	88.9%
Vocabulary	89.6%

<sup>a</sup>Percentage totals exceed 100 since participants were asked to select all that apply.

Below, please indicate your professional development needs by selecting **yes** or **no**.

<i>I need more professional development on ...</i>	Yes	No	N
a. phonemic awareness.	27.3%	72.7%	688
b. phonics.	24.5%	75.5%	690
c. fluency.	29.5%	70.5%	688
d. vocabulary.	29.2%	70.8%	685
e. comprehension.	39.4%	60.6%	688
f. interpreting Stanford Reading First score reports.	28.2%	71.8%	688
g. Dominie administration.	12.4%	87.6%	686
h. the core reading program.	16.5%	83.5%	679
i. effective instructional strategies to use for students performing below grade level.	68.2%	31.8%	695
j. small group instruction.	51.7%	48.3%	693
k. using SC English language arts standards.	18.9%	81.1%	688

Below, please indicate your professional development needs by selecting **yes** or **no**.

<i>I need more professional development on the use of Dominie assessments to...</i>	Yes	No	N
a. screen for students' instructional needs.	29.5%	70.5%	688
b. diagnose specific needs of individual students.	43.4%	56.6%	693
c. monitor students' progress.	18.6%	81.4%	688
d. make instructional decisions.	33.7%	66.3%	691

## Appendix E

### Section 2. Implementation

Please indicate your level of agreement with each of the following statements by selecting the response option from **strongly disagree** (1) to **strongly agree** (6) that best describes your answer.

Statement	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Mean	N
a. I understand the goals of the SCRF Initiative.	1.1%	0.6%	1.7%	4.3%	47.2%	5.31	5.31	699
b. I support the SCRF Initiative.	2.1%	1.7%	2.6%	9.4%	39.9%	5.16	5.16	699
c. If it were up to me, the SCRF Initiative would continue in this school next year.	7.9%	9.7%	5.4%	12.0%	28.7%	4.53	4.53	698
d. The implementation of the SCRF Initiative has gone smoothly this year in my school.	1.0%	4.0%	5.1%	13.1%	44.6%	4.93	4.93	704
e. The climate for implementation of the SCRF Initiative is positive in my school.	3.1%	5.6%	8.4%	16.2%	38.2%	4.66	4.66	702
f. Teachers, interventionists, administrators, and the SCRF literacy coach(es) are working together to implement the SCRF Initiative.	0.9%	1.6%	3.6%	10.2%	41.3%	5.17	5.17	704
g. My principal supports the SCRF Initiative.	1.4%	2.0%	3.3%	6.1%	36.4%	5.26	5.26	701
h. I understand my roles and responsibilities within the SCRF Initiative.	0.6%	0.4%	0.9%	3.9%	46.1%	5.39	5.39	701
i. I understand the roles and responsibilities of our school's SCRF interventionist(s).	0.3%	2.3%	2.3%	7.5%	43.6%	5.24	5.24	692
j. I understand the roles and responsibilities of our school's SCRF regional intervention coach(es).	2.2%	6.2%	5.8%	15.5%	39.0%	4.77	4.77	695
k. I understand the roles and responsibilities of our school's SCRF literacy coach(es).	1.7%	2.0%	1.6%	7.0%	42.5%	5.22	5.22	703
l. I understand the roles and responsibilities of our school's SCRF regional literacy coach(es).	2.6%	5.0%	5.4%	16.2%	39.2%	4.79	4.79	702
m. I understand the roles and responsibilities of our school's SCRF School Leadership Team.	2.0%	5.1%	7.1%	15.9%	36.7%	4.80	4.80	703
n. I understand the roles and responsibilities of our school's SCRF School Intervention Team.	1.1%	4.2%	5.0%	13.5%	40.7%	4.95	4.95	696
o. My roles and responsibilities are well understood by the principal.	1.1%	0.9%	2.7%	7.7%	41.2%	5.26	5.26	701
p. School Leadership Team (SLT) members regularly share important information with our faculty about the SCRF Initiative.	4.7%	4.6%	7.6%	18.7%	36.1%	4.62	4.62	699

## Appendix E

How many minutes each day do you provide English language arts instruction in an **uninterrupted** block of time?

N = 697

Time	Percentage
0 - 29 minutes	0.9%
30 - 59 minutes	1.3%
60 - 89 minutes	2.0%
90 - 119 minutes	3.4%
120 minutes	74.6%
More than 120 minutes	17.8%

For each component, please select the instructional practices/strategies you **routinely** use. Please select **all** that apply.

**Phonemic awareness** (the manipulation of the sounds of language such as phoneme blending, segmentation, deletion, and substitution)

N = 704

<b>Phonemic awareness</b>	<b>Percentage<sup>a</sup></b>
Charts	93.0%
Poems/rhymes	95.6%
Songs	78.3%
Sound/letter relationship	86.8%
Sound-to-word matching	78.5%
Word games	79.8%
Writing (invented spelling)	89.3%

<sup>a</sup>Percentage totals exceed 100 since participants were asked to select all that apply.

**Phonics** (the relationship between sounds and their letters)

N = 704

<b>Phonics</b>	<b>Percentage<sup>a</sup></b>
Alphabet books	58.2%
Big books/charts	89.6%
Onset/rime (word families)	86.1%
Poems/rhymes	93.0%
Sound-to-word matching	77.6%
Sound/letter relationship	84.6%
Writing	91.9%

<sup>a</sup>Percentage totals exceed 100 since participants were asked to select all that apply.

## Appendix E

### **Fluency** (the rhythm of the language)

N = 704

<b>Fluency</b>	<b>Percentage<sup>a</sup></b>
Choral reading	90.3%
Guided repeated oral reading	90.2%
Partner/paired reading	86.6%
Read aloud	98.3%
Reader's theatre/performance	67.3%
Storytelling	64.2%

<sup>a</sup>Percentage totals exceed 100 since participants were asked to select all that apply.

### **Vocabulary** (the knowledge of words)

N = 704

<b>Vocabulary</b>	<b>Percentage<sup>a</sup></b>
Independent reading	94.5%
Interactive read alouds	87.8%
Using dictionaries and other reference aids	70.7%
Wondrous words	51.6%
Word games	76.4%
Word wall/charting words	87.1%
Writing	91.8%

<sup>a</sup>Percentage totals exceed 100 since participants were asked to select all that apply.

### **Text Comprehension** (the process of making meaning)

N = 704

<b>Text Comprehension</b>	<b>Percentage<sup>a</sup></b>
Connections to text	95.6%
Conversation about text	94.7%
Genre or author studies	77.7%
Interactive read alouds	85.4%
Retelling	92.2%
Story maps	79.5%
Teacher questioning	96.7%
Think alouds	85.8%
Question generating by student	81.8%

<sup>a</sup>Percentage totals exceed 100 since participants were asked to select all that apply.

## Appendix E

Please indicate the **average number of days per week** you integrate the following components into your reading **instruction**.

Components	Number of Days						Mean	N
	0	1	2	3	4	5		
a. Phonemic awareness	0.4%	3.2%	3.0%	9.4%	11.1%	4.46	4.46	693
b. Phonics	0.7%	1.0%	3.3%	8.6%	11.5%	4.54	4.54	696
c. Fluency	0.3%	0.3%	0.9%	6.6%	8.1%	4.74	4.74	695
d. Vocabulary	0.1%	0.0%	1.6%	7.6%	9.9%	4.69	4.69	695
e. Comprehension	0.0%	0.0%	0.1%	2.2%	5.3%	4.90	4.90	695

Please select the response option from **never (1)** to **very often (5)** to indicate how often you use the following classroom structures to deliver reading instruction.

**Never**

**Seldom** (once or twice a year)

**Sometimes** (several times a grading period)

**Often** (several times a month or weekly)

**Very often** (several times a week or daily)

Classroom Structure	Never	Seldom	Sometimes	Often	Very Often		
						Mean	N
a. Whole group	0.1%	0.9%	9.9%	18.7%	4.58	4.58	699
b. Small group	0.0%	0.3%	5.3%	24.5%	4.64	4.64	698
c. One-to-one	0.1%	0.6%	12.2%	36.0%	4.37	4.37	698

## Appendix E

Please indicate your **beliefs** about reading assessment by selecting a response option from **strongly disagree (1)** to **strongly agree (6)** for each item.

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Mean	N
<i>I believe that assessments like <b>Dominie</b> can provide valuable information to help me...</i>								
a. screen for students' instructional needs.	0.7%	0.9%	0.9%	7.2%	36.3%	54.0%	5.40	694
b. diagnose specific needs of individual students.	0.6%	0.9%	1.7%	7.9%	36.1%	52.9%	5.37	696
c. monitor students' progress.	0.4%	1.6%	0.9%	7.0%	35.0%	55.1%	5.40	697
d. make instructional decisions.	0.4%	1.4%	1.3%	7.6%	36.7%	52.5%	5.36	697
<i>I believe that assessments like <b>Stanford Reading First</b> can provide valuable information to help me...</i>								
e. screen for students' instructional needs.	3.1%	4.3%	5.0%	16.3%	40.6%	30.7%	4.79	645
f. review students' progress.	3.1%	4.3%	4.5%	14.7%	41.9%	31.5%	4.82	645
g. make instructional decisions.	2.9%	5.4%	5.1%	16.6%	40.3%	29.6%	4.75	645

How are you currently using student assessment in your classroom? Please select **all** that apply.

N = 703

<i>I use student assessment to...</i>	Percentage <sup>a</sup>
screen for my students' instructional needs.	93.2%
diagnose specific needs of individual students.	92.9%
monitor students' progress.	96.6%
make instructional decisions.	95.3%

<sup>a</sup>Percentage totals exceed 100 since participants were asked to select all that apply.



## Appendix E

Please indicate which of the following classroom assessments you use to monitor students' reading progress. Please select **all** that apply.

N = 704

Assessments	Percentage <sup>a</sup>
Anecdotal notes	79.3%
Checklists	61.5%
Conferencing with students	90.5%
Core reading tests (supplied by publisher)	58.1%
Dominie	94.5%
Kidwatching/observation	95.2%
Miscue analysis	51.1%
Rubrics	43.3%
Running Records	73.2%
Spelling tests	60.5%
Student portfolios	57.1%
Teacher-made tests (e.g., multiple choice, short answer, matching, etc.)	65.5%
Vocabulary tests	50.6%
Writing samples	90.9%

<sup>a</sup>Percentage totals exceed 100 since participants were asked to select all that apply.

Please indicate how often you monitor the progress of students by assessing them in the following components. Please select a response option from **never (1)** to **very often (5)**.

**Never**

**Seldom** (once or twice a year)

**Sometimes** (several times a grading period)

**Often** (several times a month or weekly)

**Very often** (several times a week or daily)

Components	Never	Seldom	Sometimes	Often	Very Often		
						Mean	N
<i>I assess...</i>							
a. phonemic awareness.	1.2%	6.1%	16.3%	45.1%	31.4%	3.99	692
b. phonics.	0.7%	2.6%	13.8%	48.1%	34.8%	4.14	690
c. fluency.	0.7%	2.3%	12.8%	45.6%	38.6%	4.19	697
d. vocabulary.	0.4%	0.9%	10.0%	45.6%	43.0%	4.30	697
e. comprehension.	0.3%	0.0%	3.6%	35.0%	61.1%	4.57	697

## Appendix E

During this school year, have **any** of your students received services from the interventionist?

Yes	No	N
68.5%	31.5%	685

If yes, in general, how often did you receive verbal **or** written reports about those students' progress?

N = 471

	Percentage
Never	2.8%
Seldom (once or twice during the service period)	12.7%
Sometimes (several times during the service period)	41.8%
Often (weekly or more during the service period)	42.7%

During the regular school year, which of the following **supplemental** reading activities are provided **in your classroom** for students who need additional help in reading? Please select **all** that apply.

N = 704

Activity	Percentage <sup>a</sup>
Additional reading instruction	82.1%
Computer-assisted instruction	60.4%
Peer tutoring	66.2%
Targeted support from other professionals	48.4%
Targeted support from paraprofessionals	34.4%
Volunteers to work with students on reading	27.9%

<sup>a</sup>Percentage totals exceed 100 since participants were asked to select all that apply.

## Appendix E

### Section 3. Coaching

Please indicate your level of agreement with each of the following statements by selecting the response option from **strongly disagree (1)** to **strongly agree (6)** that best describes your answer.

Statement	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Mean	N
a. I respect my SCRF literacy coach.	0.6%	0.9%	1.3%	3.0%	21.3%	73.0%	5.63	699
b. I receive support from my SCRF literacy coach.	1.1%	2.7%	1.3%	4.6%	23.1%	67.1%	5.47	696
c. I trust my SCRF literacy coach.	0.6%	2.3%	1.6%	4.2%	22.0%	69.3%	5.53	694
d. I feel that my SCRF literacy coach treats me with respect.	0.6%	1.6%	1.6%	3.1%	21.7%	71.4%	5.58	699
e. I feel comfortable asking my SCRF literacy coach for help with instruction.	1.3%	1.9%	1.0%	5.3%	19.5%	71.1%	5.53	699
f. I use instructional strategies learned from my SCRF literacy coach.	0.9%	1.6%	1.0%	5.0%	23.2%	68.3%	5.53	698

Please indicate your level of agreement with each of the following statements by selecting the response option from **strongly disagree (1)** to **strongly agree (6)** that best describes your answer.

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Mean	N
<b>My SCRF literacy coach...</b>								
a. and I have similar views on how to teach reading.	0.7%	0.9%	1.4%	7.5%	41.1%	48.3%	5.32	693
b. helps teachers work together as a team.	1.2%	3.0%	1.7%	6.8%	33.1%	54.2%	5.30	692
c. provides professional development consistent with my needs.	1.2%	2.5%	2.6%	9.0%	32.1%	52.7%	5.27	692
d. has the content knowledge necessary to help me.	0.9%	1.2%	1.4%	5.9%	30.1%	60.5%	5.45	691
e. has enough knowledge about assessment to help me.	0.9%	1.0%	2.2%	4.3%	30.6%	61.0%	5.46	693
f. responds to my requests for assistance.	1.2%	1.2%	1.7%	6.8%	27.5%	61.7%	5.43	694

## Appendix E

How often is the SCRF literacy coach in your classroom? Please select the response option from **never** to **very often** that corresponds with your answer.

N = 693

	Percentage
Never	2.2%
Seldom (once or twice a year)	18.6%
Sometimes (several times a grading period)	38.4%
Often (several times a month or weekly)	30.4%
Very often (several times a week or daily)	10.4%

## Appendix E

Please complete the following two steps:

**STEP1:** In the **Frequency** column, please select the response option from **never (1)** to **often (4)** that best describes how often you have worked with your SCRF literacy coach on each activity **this year**.

**Never**

**Seldom** (once or twice a year)

**Sometimes** (several times a semester)

**Often** (several times a month)

	Never	Seldom	Sometimes	Often	Mean	N
<b>Activities with the SCRF teachers</b>						
a. Helping me plan or develop lesson plans	17.1%	23.2%	39.0%	20.7%	2.63	685
b. Incorporating SC English language arts standards within lessons	16.7%	20.6%	39.9%	22.8%	2.69	684
c. Using the core reading program	19.0%	18.7%	37.2%	25.1%	2.68	678
d. Helping me with classroom organization	18.4%	22.4%	38.7%	20.5%	2.61	684
e. Helping me with classroom management	33.5%	25.0%	27.9%	13.5%	2.21	680
f. Demonstrating or modeling lessons	15.8%	20.4%	43.4%	20.4%	2.68	685
g. Team teaching with me	48.8%	23.8%	20.2%	7.2%	1.86	682
h. Observing my teaching	8.9%	26.7%	46.5%	17.9%	2.73	682
i. Providing meaningful feedback about my teaching	10.5%	17.5%	43.2%	28.8%	2.90	685
j. Sharing or demonstrating scientifically-based reading strategies for instruction	4.2%	10.8%	38.3%	46.6%	3.27	684
k. Developing classroom assessments for reading	26.8%	20.3%	34.8%	18.1%	2.44	679
l. Helping me analyze my student assessment results	5.0%	13.5%	44.5%	37.0%	3.14	681
m. Helping me use student assessment data to improve my teaching	7.1%	14.1%	42.4%	36.3%	3.08	686
n. Selecting supplemental activities for students who need additional help in reading	11.1%	18.0%	43.8%	27.2%	2.87	685

## Appendix E

**STEP 2:** In the **Future Needs** column, please select the response option from **less emphasis (1)** to **more emphasis (3)** that corresponds to the level of emphasis that you think needs to be placed on each activity in the future.

<b>Activities with the SCRF teachers</b>	<b>Less emphasis</b>	<b>Same emphasis</b>	<b>More emphasis</b>	<b>Mean</b>	<b>N</b>
a. Helping plan or develop lesson plans	11.9%	66.0%	2.10	2.10	645
b. Incorporating SC English language arts standards within lessons	10.8%	69.2%	2.09	2.09	637
c. Using the core reading program	14.7%	70.8%	2.00	2.00	638
d. Helping with classroom organization	12.9%	71.4%	2.03	2.03	636
e. Helping with classroom management	15.8%	71.8%	1.97	1.97	638
f. Demonstrating or modeling lessons	6.3%	61.0%	2.26	2.26	639
g. Team teaching	11.2%	64.6%	2.13	2.13	636
h. Observing teaching	11.4%	74.0%	2.03	2.03	638
i. Providing meaningful feedback	6.7%	75.4%	2.11	2.11	641
j. Sharing or demonstrating scientifically-based reading strategies for instruction	6.6%	78.7%	2.08	2.08	639
k. Helping develop classroom assessments for reading	7.6%	67.7%	2.17	2.17	641
l. Helping analyze student assessment results	6.1%	76.3%	2.11	2.11	636
m. Helping use student assessment data to improve teaching	5.1%	76.0%	2.14	2.14	643
n. Selecting supplemental activities for students who need additional help in reading.	3.6%	66.8%	2.26	2.26	641

### **Section 4: Your View of the SCRF Initiative**

If you were to assign a rating to the effectiveness of the SCRF Initiative at your school, what would that rating be? **Please select one.**

<b>Not Effective (1)</b>	<b>Somewhat Effective (2)</b>	<b>Effective (3)</b>	<b>Very Effective (4)</b>	<b>Mean</b>	<b>N</b>
2.9%	14.0%	35.9%	47.2%	3.27	686

## Appendix E

Describe one benefit of the SCRF Initiative.

N = 659  
Response Rate = 93.6%

Identified Benefits	N	n	Percentage <sup>a</sup>
<b>Resources</b>	<b>139</b>		<b>21.0%</b>
Additional books and materials		107	16.2%
Extra funding/money		20	3.0%
Resources in general		12	1.8%
<b>Focus on assessment</b>	<b>119</b>		<b>18.1%</b>
Increased awareness of students' needs/strengths/weaknesses		42	6.4%
Progress monitoring; Dominie		42	6.4%
Improved use of assessments; use of assessment data to guide instruction		18	2.7%
Assessment in general		17	2.6%
<b>Learned new strategies; learned information in content areas</b>	<b>97</b>		<b>14.7%</b>
<b>Support staff</b>	<b>60</b>		<b>9.1%</b>
Support from the literacy coach		43	6.5%
Support from the interventionist		17	2.6%
<b>Improved academic performance</b>	<b>46</b>		<b>7.0%</b>
<b>Focus on reading; uninterrupted block for reading</b>	<b>44</b>		<b>6.7%</b>
<b>Improved instruction; better teachers</b>	<b>38</b>		<b>5.8%</b>
<b>Valuable professional development; study groups</b>	<b>38</b>		<b>5.8%</b>
<b>Increased collaboration; increased sense of community</b>	<b>34</b>		<b>5.2%</b>
<b>Positive program</b>	<b>13</b>		<b>2.0%</b>
<b>Increased enthusiasm for/perceptions of learning</b>	<b>8</b>		<b>1.2%</b>
<b>Extra help for students</b>	<b>5</b>		<b>0.8%</b>
<b>Increased teacher confidence/motivation</b>	<b>5</b>		<b>0.8%</b>
<b>Consistency; continuity</b>	<b>4</b>		<b>0.6%</b>
<b>None</b>	<b>2</b>		<b>0.3%</b>
<b>Other</b>	<b>5</b>		<b>0.8%</b>
<b>Non-responsive comment; unintelligible comment</b>	<b>2</b>		<b>0.3%</b>
<b>Total</b>	<b>659</b>		<b>100.0%</b>

<sup>a</sup>Percentages may not add up to exactly 100% due to rounding.

## Appendix E

Describe one component of the SCRF Initiative that you would like to see changed.

N = 567  
Response Rate = 80.5%

Recommended Change	N	n	Percentage <sup>a</sup>
<b>Changes to study groups</b>	<b>184</b>		<b>32.5%</b>
Reduce number/length of meetings		52	9.2%
General comments about study groups		44	7.8%
Reduce amount of required work (ie. projects; notebooks; etc.)		36	6.3%
Make study groups optional; do not require attendance		35	6.2%
Change time of day for study group meetings		17	3.0%
<b>Changes related to assessments</b>	<b>109</b>		<b>19.2%</b>
Reduce amount/frequency of testing		56	9.9%
Alter aspects of Dominionie		33	5.8%
Assistance with testing; more time needed for testing		13	2.3%
Changes to assessments in general		7	1.2%
<b>No recommendation given</b>	<b>95</b>		<b>16.8%</b>
<b>More flexibility; modifications to 120 minute block</b>	<b>57</b>		<b>10.1%</b>
<b>Increase writing emphasis</b>	<b>24</b>		<b>4.2%</b>
<b>Changes related to the literacy coach</b>	<b>22</b>		<b>3.9%</b>
Role/performance of literacy coach		12	2.1%
Hire an additional literacy coach		10	1.8%
<b>Reduce paperwork</b>	<b>16</b>		<b>2.8%</b>
<b>Increase support of SCRF; more teamwork; collaboration</b>	<b>12</b>		<b>2.1%</b>
<b>Make modifications to SCRF to accommodate needs of specific grade levels or groups of students</b>	<b>12</b>		<b>2.1%</b>
<b>Modifications to allocation of money/resources</b>	<b>10</b>		<b>1.8%</b>
<b>More observation time</b>	<b>7</b>		<b>1.2%</b>
<b>Modify emphasis of SCRF</b>	<b>5</b>		<b>0.9%</b>
<b>Modify SCRF professional development</b>	<b>4</b>		<b>0.7%</b>
<b>Other</b>	<b>8</b>		<b>1.4%</b>
<b>Non-responsive comment</b>	<b>2</b>		<b>0.4%</b>
<b>Total</b>	<b>567</b>		<b>100.0%</b>

<sup>a</sup>Percentages may not add up to exactly 100% due to rounding.



## Appendix E

### Demographic information

What grade level do you teach? Please select **one**.

N = 674

Grade	Percentage
Kindergarten	22.1%
First grade	24.5%
Second grade	22.4%
Third grade	21.8%
Self-contained special education	7.6%
Multiple responses	1.6%

Were you a member of a SCRF school in 2005-2006?

Yes	No	N
71.6%	28.4%	693

Were you a member of a SCRF school in 2004-2005?

Yes	No	N
82.3%	17.7%	699

## Appendix E

### South Carolina Reading First Initiative Teacher Qualitative Results, 2006 - 2007

Table 1

*Teachers' Identified Benefits of the SCRF Initiative*

Identified Benefits	N	n	Percentage	Sample Quotes <sup>a</sup>
<b>Resources</b>	<b>139</b>		<b>21.0%</b>	
Additional books and materials		107	16.2%	<p>"The SCRF Initiative provides our school with needed books and supplies that we otherwise would not have..."</p> <p>"The books and other materials that I am provided through SCRF are an amazing benefit to my instruction and my students' learning..."</p> <p>"The books that students have access to throughout the room and school. There are so many books on many different levels..."</p>
Extra funding/money		20	3.0%	"One benefit is the money given to schools."
Resources in general		12	1.8%	"The SCRF Initiative provided many resources that my class wouldn't have otherwise. The intervention component has been the best part of SCRF."
<b>Focus on assessment</b>	<b>119</b>		<b>18.1%</b>	
Increased awareness of students' needs/strengths/weaknesses		42	6.4%	<p>"One benefit of SCRF is helping teachers examine student's individual reading needs."</p> <p>"It can show you the strengths and weaknesses of each student. It also help you plan what you need to work on more with your students."</p>
Progress monitoring; Dominie		42	6.4%	<p>"The SCRF has been beneficial because of the wealth of information I have on each of my students. The assessments and progress monitoring have been wonderful so that we can target exactly where students are improving and struggling."</p> <p>"I truly love the Dominie assessment. At first I HATED it! However, after three years of giving the test, I really like it and respect its purpose."</p>

## Appendix E

Table 1 (continued)

*Teachers' Identified Benefits of the SCRF Initiative*

Identified Benefits	N	n	Percentage	Sample Quotes <sup>a</sup>
Improved use of assessments; use of assessment data to guide instruction		18	2.7%	"I have learned how to use the results from my assessment data to improve my teaching."
Assessment in general		17	2.6%	"The assessments that are supported by the initiative are very helpful in the classroom."
<b>Learned new strategies; learned information in content areas</b>	<b>97</b>		<b>14.7%</b>	<p>"As a school we have gained a tremendous amount of knowledge about how children learn to read and write. I have seen this knowledge put into practice throughout our school."</p> <p>"Gaining new information about best practices to teach reading and writing. The resource books have provided/added new knowledge."</p> <p>"I learned a variety of strategies of figuring out unknown words (reading) &amp; variety of comprehension strategies. Effective instruction to meet the needs of all learners; capability of using and Dominie assessment to analyze data to meet the needs of my students."</p>
<b>Support staff</b>	<b>60</b>		<b>9.1%</b>	
Support from the literacy coach		43	6.5%	<p>"Having a literacy coach housed in school is great. The literacy coach is helpful in planning and assessment. It is so important to have someone who can help you and answer questions about literacy needs."</p> <p>"Our literacy coach has been so valuable to me this year. She is full of useful information &amp; ideas whenever I am unsure. She is very encouraging &amp; is willing to help wherever she is needed. I don't think the SCRF could have been as successful if it wasn't for her."</p>
Support from the interventionist		17	2.6%	"SCRF interventionist - very helpful to students, provides feedback, targets individual needs of students."

## Appendix E

Table 1 (continued)

*Teachers' Identified Benefits of the SCRF Initiative*

Identified Benefits	N	n	Percentage	Sample Quotes <sup>a</sup>
Improved academic performance	46		7.0%	<p>"Students are reading at an earlier age. Students are more readily familiar with proper decoding strategies."</p> <p>"I can see improvement in the reading of students and their attitudes toward reading. Students are utilizing more strategies and achieving success."</p>
Focus on reading; uninterrupted block for reading	44		6.7%	<p>"One benefit is the 120 minute block of uninterrupted time for reading instruction. Reading First keeps students actively engaged and involved in reading activities."</p> <p>"I really enjoy the 2 hour block of totally uninterrupted time daily for reading instruction. It's great."</p>
Improved instruction; better teachers	38		5.8%	<p>"I am a much better reading teacher because of the training and materials."</p> <p>"The SCRF Initiative has helped improve instruction and assessment in our school."</p>
Valuable professional development; study groups	38		5.8%	<p>"Regional training and study groups provided many methods for instruction and assessment."</p> <p>"I feel I was provided plenty of professional development opportunities &amp; ideas through study group. They were simple &amp; easy enough to implement into my classroom."</p>
Increased collaboration; increased sense of community	34		5.2%	<p>"SCRF provides teaching staff with the opportunity to share, work together, and support each other. We share our insights on ways to improve reading for all of our students."</p> <p>"The biggest benefit of SCRF is to work collaboratively with other teachers to pinpoint the needs of my students. I feel I am a much better teacher as a result of the resources and training that go along with SCRF."</p>

## Appendix E

Table 1 (continued)

### *Teachers' Identified Benefits of the SCRF Initiative*

Identified Benefits	N	n	Percentage	Sample Quotes <sup>a</sup>
Positive program	13		2.0%	"Students at our school come from homes without literacy and SCRF immerses them in a print rich environment and a place full of words and reading."
Increased enthusiasm for/perceptions of learning	8		1.2%	"Students at our school have a zeal for books and reading no matter what level or grade. They love school and love learning."
Extra help for students	5		0.8%	"Additional support is provided for students who are not on grade level - our students are making progress - Which is fabulous!!"
Increased teacher confidence/motivation	5		0.8%	"It helped me feel comfortable w/new literacy strategies..."
Consistency; continuity	4		0.6%	"SCRF has provided consistency among teachers in providing students with the scientifically research based methods of reading instruction."
None	2		0.3%	
Other	5		0.8%	
Non-responsive comment; unintelligible comment	2		0.3%	
<b>Total</b>	<b>659</b>		<b>100.0%<sup>b</sup></b>	

<sup>a</sup>With the exception of identifying information, quotes are transcribed as written on the survey. No changes have been made to correct for grammar or spelling. Identifying information was deleted and gender references were changed to suppress specific information.

<sup>b</sup>Total of individual percentages do not add to 100 due to rounding.

## Appendix E

Table 2

*Teachers' Recommended Changes to the SCRF Initiative*

Recommended Change	N	n	Percentage	Sample Quotes <sup>a</sup>
<b>Changes to study groups</b>	<b>184</b>		<b>32.5%</b>	
Reduce number/length of meetings		52	9.2%	<p>"After a long day, I am tired. I would like to see the time of study groups shortened. It would be nice to be able to spend some of the time in our classrooms."</p> <p>"Once a month study group - twice a month is too much!"</p>
General comments about study groups		44	7.8%	<p>"I would like more time in study group to work on our picture books and discuss what we are doing. More talking about our classrooms and what everyone has done."</p> <p>"I would like to see less lecturing and more demonstrations. We can all talk a good game but it is best to show what we know."</p>
Reduce amount of required work (ie. projects; notebooks; etc.)		36	6.3%	<p>"I enjoy the book studies - but not the USC projects. I would much rather continue to go to book study and learn valuable things. I don't need the graduate credit. Why must there be a project? Let's just have book study - We get so much out of our conversations."</p> <p>"There is too much work with this class that it takes away from time spent planning my instruction - notebooks."</p>
Make study groups optional; do not require attendance		35	6.2%	<p>"I would like to be able to choose whether or not to participate in a study group. I have <u>not</u> been happy to have it as "must do" or leave this school..."</p> <p>"I would like to have the <u>option</u> of receiving credit; those receiving it would be required to do more than those who opt not to this would definitely improve morale in our school."</p>
Change time of day for study group meetings		17	3.0%	<p>"One component of the SCRF Initiative that I would like to see changed is the Study Group. After teaching all day it is hard to sit through study group until 5:15."</p>

## Appendix E

Table 2 (Continued)

*Teachers' Recommended Changes to the SCRF Initiative*

Recommended Change	N	n	Percentage	Sample Quotes <sup>a</sup>
<b>Changes related to assessments</b>	<b>109</b>		<b>19.2%</b>	
Reduce amount/frequency of testing		56	9.9%	<p>"Too much testing this year. Too much mid year testing. I feel I didn't have enough time with my students small-group because I was constantly testing."</p> <p>"Too much progress monitoring - invasive to teaching and had to use a lot of after school and personal time to try to keep up with it. Kids were frustrated with it – 'why can't we just do our regular stuff?'"</p>
Alter aspects of Dominie		33	5.8%	<p>"Choose another assessment. Dominie comprehension questions are not a good assessment tool. Poorly written."</p> <p>"I would like to see more Dominie books on the same level. The children are not interested in some of the stories. A variety would be nice to cover difference interest. I am bored with the stories."</p>
Assistance with testing; more time needed for testing		13	2.3%	<p>"Although assessment is crucial, the cumbersome load is on the teacher. If the SCRF could provide resources for a trained test administrator to test our students, our overall stress level would be somewhat minimized."</p>
Changes to assessments in general		7	1.2%	<p>"Do away with Stanford! We don't get the results in a timely manner to be able to use the data."</p>
<b>No recommendation given</b>	<b>95</b>		<b>16.8%</b>	<p>"This is my first year in the SCRF. At this point everything that I learned and did was of great benefit to me as a teacher and to my students - thanks to my very very knowledgeable and helpful literacy coach, [literacy coaches name]."</p> <p>"I don't know of one that needs to be changed. My classroom is running very well with SCRF initiatives in place and I'm pleased with the results."</p> <p>"All the components are needed. They are like a puzzle, without all parts the reading wouldn't be as wonderful."</p>

## Appendix E

Table 2 (Continued)

*Teachers' Recommended Changes to the SCRF Initiative*

Recommended Change	N	n	Percentage	Sample Quotes <sup>a</sup>
<b>More flexibility; modifications to 120 minute block</b>	<b>57</b>		<b>10.1%</b>	<p>"I wish that Reading First were more flexible in considering individual students' needs for interventions such as speech and resource during the 120 minute block."</p> <p>"I find it difficult to teach ELA at the end of the day. It would be beneficial to provide blocks, other than 120 min. straight in order to meet the needs of the students' learning abilities."</p> <p>"I think that too much emphasis is put on the time. That needs to be 'Adjustable' at times. We are professional. We will keep up with what we need to do."</p>
<b>Increase writing emphasis</b>	<b>24</b>		<b>4.2%</b>	<p>"I would like to see my students have an opportunity to write more during the 120 minute block. My students love to read and learn about various authors and illustrators. They often become 'inspired' to write a fiction/.non-fiction text or poem based upon what has been read."</p>
<b>Changes related to the literacy coach</b>	<b>22</b>		<b>3.9%</b>	
Role/performance of literacy coach		12	2.1%	<p>"I don't feel like my Literacy Coach is helping me with Literacy Instruction as much as she should be. She is <u>NEVER</u> in my classroom nor does she answer any instructional questions that I ask with anything other than 'I don't know, what does everyone else think?'"</p>
Hire an additional literacy coach		10	1.8%	<p>"I think at our school we need another coach so we don't have to meet as much and another coach would help with the number of teachers our coach deals with."</p>
<b>Reduce paperwork</b>	<b>16</b>		<b>2.8%</b>	<p>"The amount of paperwork is overwhelming - There is not enough time in the day to complete it. I would like to see more time for instruction and less time on all the forms and surveys. "</p>



## Appendix E

Table 2 (Continued)

*Teachers' Recommended Changes to the SCRF Initiative*

Recommended Change	N	n	Percentage	Sample Quotes <sup>a</sup>
Increase support of SCRF; more teamwork; collaboration	12		2.1%	"More willingness in other teachers to participate and support SCRF"
Make modifications to SCRF to accommodate needs of specific grade levels or groups of students	12		2.1%	"I teach PMD (Profoundly/Severely Handicapped). My kids are generally non-verbal, physically involved etc. (developmental level 2 - 36 months). Most of the training doesn't apply to my severely disabled students. I have taken the language/comm. class for this population already at USC."
Modifications to allocation of money/resources	10		1.8%	"The amount of supplies provided (i.e. interventionists, coaches, etc.) should be decided upon how large the school is."
More observation time	7		1.2%	"one component that I would like to see changed is the lack of time for teachers to observe other teachers who have success with their small groups."
Modify emphasis of SCRF	5		0.9%	"It would be better if we give more time for independent reading on their grade level."
Modify SCRF professional development	4		0.7%	"I think there should be more teacher workshops available to ALL teachers especially in the beginning of the year."
Other	8		1.4%	
Non-responsive comment	2		0.4%	
<b>Total</b>	<b>567</b>		<b>100.0%<sup>b</sup></b>	

<sup>a</sup>With the exception of identifying information, quotes are transcribed as written on the survey. No changes have been made to correct for grammar or spelling. Identifying information was deleted and gender references were changed to suppress specific information.

<sup>b</sup>Total of individual percentages do not add to 100 due to rounding.



**Appendix F:**

**Study Group Survey Instrument with Results, Spring 2007**



South Carolina  
Reading First

# SOUTH CAROLINA READING FIRST INITIATIVE STUDY GROUP MEMBER SURVEY RESULTS Spring 2007

## Section 1. Preparation and Professional Development

Please indicate whether you have participated in the following school-based SCRF activities by selecting **yes**, **no**, or **not provided**.

SCRF Activity	Participation			N
	Yes	No	Not Provided	
a. Study groups	99.4%	0.6%	0.0%	179
b. Assistance from the SCRF school literacy coach	97.2%	1.7%	1.1%	179
c. Information sessions <i>led by your school-based SCRF School Leadership Team (SLT)</i>	79.4%	15.0%	5.6%	180
d. School Intervention Team (SIT) meetings	58.0%	36.4%	5.7%	176
e. Observing in SCRF classrooms	62.9%	33.1%	4.0%	175

For each activity in which you have **participated**, please rate the degree to which the activity has been helpful to you.

NH = Not Helpful (1)      SH = Somewhat Helpful (2)      H = Helpful (3)      VH = Very Helpful (4)

SCRF Activity	Helpfulness				Mean	N
	NH	SH	H	VH		
a. Study groups	4.6%	9.1%	34.3%	52.0%	3.34	175
b. Assistance from the SCRF school literacy coach	1.2%	10.0%	23.5%	65.3%	3.53	170
c. Information sessions <i>led by your school-based SCRF School Leadership Team (SLT)</i>	2.2%	15.9%	37.7%	44.2%	3.24	138
d. School Intervention Team (SIT) meetings	0.0%	15.3%	39.8%	44.9%	3.30	98
e. Observing in SCRF classrooms	0.9%	5.6%	39.8%	53.7%	3.46	108

## Appendix F

Below, please indicate your professional development needs by selecting **yes** or **no**.

<i>I need more professional development on ...</i>	<b>Yes</b>	<b>No</b>	<b>N</b>
a. phonemic awareness.	25.1%	74.9%	191
b. phonics.	20.9%	79.1%	191
c. fluency.	24.2%	75.8%	190
d. vocabulary.	25.3%	74.7%	190
e. comprehension.	33.3%	66.7%	189
f. interpreting Stanford Reading First score reports.	36.4%	63.6%	187
g. Dominie administration.	25.4%	74.6%	189
h. the core reading program.	22.8%	77.2%	189
i. effective instructional strategies to use for students performing below grade level.	48.9%	51.1%	190
j. small group instruction.	27.9%	72.1%	190
k. using SC English language arts standards.	23.0%	77.0%	191
l. integrating literacy in other settings.	36.1%	63.9%	191

# Appendix F

## Section 2. Implementation

Please indicate your level of agreement with each of the following statements by selecting the response option from **strongly disagree (1)** to **strongly agree (6)** that best describes your answer.

Statement	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Mean	N
a. I understand the goals of the SCRF Initiative.	0.0%	0.5%	1.1%	2.7%	46.8%	48.9%	5.43	188
b. I support the SCRF Initiative.	0.5%	2.1%	1.1%	6.9%	42.6%	46.8%	5.29	188
c. If it were up to me, the SCRF Initiative would continue in this school next year.	3.2%	8.1%	5.4%	12.9%	27.4%	43.0%	4.82	186
d. The implementation of the SCRF Initiative has gone smoothly this year in my school.	0.5%	4.2%	3.2%	7.4%	44.4%	40.2%	5.12	189
e. The climate for implementation of the SCRF Initiative is positive in my school.	2.7%	5.3%	5.3%	12.2%	43.6%	30.9%	4.81	188
f. Teachers, interventionists, administrators, and the SCRF literacy coach(es) are working together to implement the SCRF Initiative.	0.5%	0.0%	2.7%	4.3%	42.2%	50.3%	5.39	187
g. My principal supports the SCRF Initiative.	1.6%	1.1%	1.6%	4.2%	33.9%	57.7%	5.41	189
h. I understand the roles and responsibilities of our school's SCRF <b>teachers</b> .	0.0%	1.1%	1.1%	3.7%	41.3%	52.9%	5.44	189
i. I understand <b>my</b> roles and responsibilities within the SCRF initiative.	1.6%	1.6%	2.7%	7.4%	35.6%	51.1%	5.27	188
j. I understand the roles and responsibilities of our school's SCRF <b>interventionist(s)</b> .	1.1%	1.6%	1.6%	4.9%	38.8%	51.9%	5.34	183
k. I understand the roles and responsibilities of our school's SCRF <b>regional intervention coach(es)</b> .	0.5%	4.3%	7.0%	16.8%	34.6%	36.8%	4.91	185
l. I understand the roles and responsibilities of our school's SCRF <b>literacy coach(es)</b> .	1.1%	2.1%	2.1%	3.2%	36.5%	55.0%	5.37	189
m. I understand the roles and responsibilities of our school's SCRF <b>regional literacy coach(es)</b> .	1.1%	5.3%	6.3%	14.3%	37.6%	35.4%	4.88	189
n. I understand the roles and responsibilities of our school's SCRF <b>School Leadership Team</b> .	0.5%	2.6%	3.7%	13.2%	31.7%	48.1%	5.17	189
o. I understand the roles and responsibilities of our school's SCRF <b>School Intervention Team</b> .	0.0%	2.2%	2.7%	12.4%	35.1%	47.6%	5.23	185
p. School Leadership Team (SLT) members regularly share important information with our faculty about the SCRF Initiative.	2.6%	2.1%	5.3%	13.8%	40.7%	35.4%	4.94	189

## Appendix F

### Section 3. Coaching

Please indicate your level of agreement with each of the following statements by selecting the response option from **strongly disagree (1)** to **strongly agree (6)** that best describes your answer.

Statement	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Mean	N
a. I respect my SCRF literacy coach.	0.0%	1.1%	0.0%	3.7%	20.5%	74.7%	5.68	190
b. I receive support from my SCRF literacy coach.	0.5%	1.6%	2.1%	4.2%	21.7%	69.8%	5.54	189
c. I trust my SCRF literacy coach.	0.0%	0.5%	1.6%	3.2%	23.2%	71.6%	5.64	190
d. I feel that my SCRF literacy coach treats me with respect.	0.0%	1.1%	0.5%	2.6%	22.2%	73.5%	5.67	189
e. I feel comfortable asking my SCRF literacy coach for help with instruction.	0.5%	1.1%	1.6%	4.8%	19.1%	72.9%	5.60	188
f. I use instructional strategies learned from my SCRF literacy coach.	1.1%	3.2%	0.5%	5.8%	24.3%	65.1%	5.44	189

Please indicate your level of agreement with each of the following statements by selecting the response option from **strongly disagree (1)** to **strongly agree (6)** that best describes your answer.

Statement	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Mean	N
<b><i>My SCRF literacy coach...</i></b>								
a. helps teachers work together as a team.	1.1%	1.6%	0.0%	4.2%	30.5%	62.6%	5.49	190
b. provides professional development consistent with my needs.	2.6%	3.2%	1.6%	6.9%	28.6%	57.1%	5.27	189
c. has the content knowledge necessary to help me.	1.1%	2.1%	1.6%	5.8%	21.7%	67.7%	5.48	189
d. responds to my requests for assistance.	0.5%	1.6%	1.1%	4.2%	23.8%	68.8%	5.56	189

## Appendix F

Please complete the following two steps:

**STEP 1:** In the **Frequency** column, please select the response option from **never (1)** to **often (4)** that best describes how often you have worked with your SCRF literacy coach on each activity **this year**.

**Never**

**Seldom** (once or twice a year)

**Sometimes** (several times a semester)

**Often** (several times a month)

		Frequency				Mean	N
		Never	Seldom	Sometimes	Often		
<b>Activities with the SCRF literacy coach</b>							
a.	Helping me plan or develop lesson plans	25.7%	20.5%	36.8%	17.0%	2.45	171
b.	Helping me with classroom organization	26.0%	17.8%	40.2%	16.0%	2.46	169
c.	Helping me with classroom management	39.6%	26.6%	23.7%	10.1%	2.04	169
d.	Demonstrating or modeling lessons	21.8%	22.4%	32.9%	22.9%	2.57	170
e.	Observing my teaching	25.7%	24.6%	35.1%	14.6%	2.39	171
f.	Providing meaningful feedback about my teaching	22.8%	19.3%	34.5%	23.4%	2.58	171
g.	Helping me analyze my student assessment results	27.3%	9.3%	32.0%	31.4%	2.67	172
h.	Helping me use student assessment data to improve my teaching	25.1%	8.2%	35.1%	31.6%	2.73	171

## Appendix F

**STEP 2:** In the **Future Needs** column, please select the response option from **less emphasis (1)** to **more emphasis (3)** that corresponds to the level of emphasis that you think needs to be placed on each activity in the future.

Activities with the SCRF literacy coach	Future Needs			Mean	N
	Less emphasis	Same emphasis	More emphasis		
a. Helping me plan or develop lesson plans	16.6%	70.7%	12.7%	1.96	157
b. Helping me with classroom organization	17.8%	70.1%	12.1%	1.94	157
c. Helping me with classroom management	21.3%	70.3%	8.4%	1.87	155
d. Demonstrating or modeling lessons	13.2%	64.2%	22.6%	2.09	159
e. Observing my teaching	14.1%	70.5%	15.4%	2.01	156
f. Providing meaningful feedback about my teaching	12.3%	75.5%	12.3%	2.00	155
g. Helping me analyze my student assessment results	10.3%	75.6%	14.1%	2.04	156
h. Helping me use student assessment data to improve my teaching	11.4%	73.4%	15.2%	2.04	158

### **Section 4: Your View of the SCRF Initiative**

If you were to assign a rating to the effectiveness of the SCRF Initiative at your school, what would that rating be? Please select **one**.

Not Effective (1)	Somewhat Effective (2)	Effective (3)	Very Effective (4)	Mean	N
2.2%	12.6%	41.2%	44.0%	3.27	182



## Appendix F

Describe one benefit of the SCRF Initiative.

N = 179  
Response Rate = 93.7%

Identified Benefit	N	n	Percentage <sup>a</sup>
<b>Focus on assessment</b>	<b>31</b>		<b>17.3%</b>
a. Improved use of assessments; use of assessment data to guide instruction		20	11.2%
b. Increased awareness of students' needs/strengths/weaknesses		10	5.6%
c. Progress monitoring; Dominie		1	0.6%
<b>Increased collaboration; increased sense of community</b>	<b>23</b>		<b>12.8%</b>
<b>Resources</b>	<b>21</b>		<b>11.7%</b>
d. Additional books and materials		20	11.2%
e. Extra funding/money		1	0.6%
<b>Learned new strategies; learned information in content areas</b>	<b>20</b>		<b>11.2%</b>
<b>Improved academic performance</b>	<b>19</b>		<b>10.6%</b>
<b>Valuable professional development; study groups</b>	<b>14</b>		<b>7.8%</b>
<b>Improved instruction; better teachers</b>	<b>12</b>		<b>6.7%</b>
<b>Increased enthusiasm for/perceptions of learning</b>	<b>12</b>		<b>6.7%</b>
<b>Support staff</b>	<b>11</b>		<b>6.1%</b>
f. Support from the literacy coach		6	3.4%
g. Support from the interventionist		5	2.8%
<b>Focus on reading; uninterrupted block for reading</b>	<b>7</b>		<b>3.9%</b>
<b>Extra help for students</b>	<b>2</b>		<b>1.1%</b>
<b>Non-responsive comment; unintelligible comment</b>	<b>2</b>		<b>1.1%</b>
<b>Other</b>	<b>5</b>		<b>2.8%</b>
<b>TOTAL</b>	<b>179</b>		<b>100.0%</b>

<sup>a</sup>Percentages may not add up to exactly 100% due to rounding.

## Appendix F

Describe one component of the SCFR Initiative that you would like to see changed.

N = 142  
Response Rate = 74.3%

Recommended Change	N	n	Percentage <sup>a</sup>
<b>Changes to study groups</b>	<b>39</b>		<b>27.5%</b>
a. General comments about study groups		10	7.0%
b. Reduce number/length of meetings		10	7.0%
c. Make study groups optional; do not require attendance		8	5.6%
d. Reduce amount of required work (ie. projects; notebooks; etc.)		7	4.9%
e. Change time of day for study group meetings		4	2.8%
<b>No recommendation given</b>	<b>28</b>		<b>19.7%</b>
<b>More flexibility; modifications to 120 minute block</b>	<b>22</b>		<b>15.5%</b>
<b>Changes related to assessments</b>	<b>14</b>		<b>9.9%</b>
f. Reduce amount/frequency of testing		11	7.7%
g. Alter aspects of Dominie		2	1.4%
h. Changes to assessments in general		1	0.7%
<b>Modifications to program to meet the needs of non-classroom Reading First staff</b>	<b>10</b>		<b>7.0%</b>
<b>Hire an additional literacy coach</b>	<b>6</b>		<b>4.2%</b>
<b>Reduce paperwork</b>	<b>4</b>		<b>2.8%</b>
<b>Expand services (to other schools, other grades)</b>	<b>3</b>		<b>2.1%</b>
<b>Increase writing emphasis</b>	<b>2</b>		<b>1.4%</b>
<b>Other</b>	<b>11</b>		<b>7.7%</b>
<b>Non-responsive comment; unintelligible comment</b>	<b>3</b>		<b>2.1%</b>
<b>TOTAL</b>	<b>142</b>		<b>100.0%</b>

<sup>a</sup>Percentages may not add up to exactly 100% due to rounding.

## Appendix F

### Demographic information

What is your current position? (Please select all that apply.)

N = 187

Position	Percentage
Assistant principal	9.0%
Media specialist	21.4%
Resource or itinerant special education teacher	24.6%
Speech pathologist	19.3%
Substitute teacher	0.0%
Child development teacher	3.7%
Curriculum coordinator	7.0%
Other	15.0%

What grade level do you teach? (Please select all that apply.)

N = 191

Grade	Percentage <sup>a</sup>
Kindergarten	27.7%
First grade	27.7%
Second grade	28.8%
Third grade	29.3%
Other	61.8%

<sup>a</sup>Percentage totals exceed 100 since participants were asked to select all that apply.

Were you a member of a SCRF school in 2005-2006?

Yes	No	N
62.6%	37.4%	187

Were you a member of a SCRF school in 2004-2005?

Yes	No	N
81.4%	18.6%	187

## Appendix F

### South Carolina Reading First Initiative Study Group Member Qualitative Results, 2006-2007

Table 1

*Study Group Members' Identified Benefits of the SCRF Initiative*

Identified Benefit	N	n	Percentage	Sample Quotes <sup>a</sup>
<b>Focus on assessment</b>	<b>31</b>		<b>17.3%</b>	
Improved use of assessments; use of assessment data to guide instruction		20	11.2%	<p>"Interpreting/Understanding how to use student assessment data. Implementing Running Records has also been beneficial."</p> <p>"Systematic data collection and analysis and teaching decisions are based on analysis of data led to improved instruction in classroom."</p> <p>"Teachers are looking closely at their students and using classroom data to improve their instruction"</p>
Increased awareness of students' needs/strengths/weaknesses		10	5.6%	<p>"Gives teachers very specific information about a student's strengths and needs related to reading/literacy skills."</p> <p>"Teacher gain clearer understanding of students' strengths and weaknesses. If Johnny can't read, they <u>why</u>."</p>
Progress monitoring; Dominic		1	0.6%	<p>"Dominic testing gives very good levels for reading. It helps teacher to see exactly where their students are working/reading."</p>
<b>Increased collaboration; increased sense of community</b>	<b>23</b>		<b>12.8%</b>	
				<p>"It has required teachers to come together and talk about instruction and the professional growth is evident."</p> <p>"The teachers in K-3 have become very close and cooperative. Working and meeting together caused more understanding of the complete reading curriculum."</p> <p>"SCRF provides the school with common knowledge about literacy and common language."</p>

## Appendix F

Table 1 (continued)

*Study Group Members' Identified Benefits of the SCRF Initiative*

Identified Benefit	N	n	Percentage	Sample Quotes <sup>a</sup>
<b>Resources</b>	<b>21</b>		<b>11.7%</b>	
Additional books and materials		20	11.2%	<p>"We were able to provide students with material and supplies that have helped increase their progress level."</p> <p>"I can see tremendous improvement in book selections (genres)..."</p> <p>"Setting up my classroom as a reading classroom with a variety of genres and an abundance of reading material."</p>
Extra funding/money		1	0.6%	"ample money to buy supplies for Reading"
<b>Learned new strategies; learned information in content areas</b>	<b>20</b>		<b>11.2%</b>	<p>"Teachers are more aware of strategies for teaching reading effectively to all kinds of learners..."</p> <p>"Teachers have a better understanding of the 5 components of Reading and instruction of small groups."</p> <p>"Our faculty's professional knowledge has increase in the areas of reading, small group instruction and intervention."</p>
<b>Improved academic performance</b>	<b>19</b>		<b>10.6%</b>	<p>"improved reading levels and comprehension for students."</p> <p>"It has helped increase the number of students that are able to read by third grade."</p> <p>"The children are more efficient in the five components..."</p>
<b>Valuable professional development; study groups</b>	<b>14</b>		<b>7.8%</b>	<p>"The study groups and the strategies they provide to assist me in improving my student's reading skills"</p> <p>"Staff development on small group instruction and reading strategies."</p>

## Appendix F

Table 1 (continued)

*Study Group Members' Identified Benefits of the SCRF Initiative*

Identified Benefit	N	n	Percentage	Sample Quotes <sup>a</sup>
<b>Improved instruction; better teachers</b>	12		6.7%	"Applying new reading strategies in building up fluency and comprehension."  "Resulted in all students being taught on their level as a result of meaning assessment."
<b>Increased enthusiasm for/perceptions of learning</b>	12		6.7%	"Students seem to be more excited about reading and more confident when they read."  "The students talk about reading frequently now and enjoy it demonstrating the strategies they have learned in the years since this started the writing and reading skills have improved with each 1st grade and K5 class."
<b>Support staff</b>	11		6.1%	
Support from the literacy coach		6	3.4%	"Full time literacy coach in our school (who is so knowledgeable and hard-working)."
Support from the interventionist		5	2.8%	"Literacy intervention improved students comprehension and behavior."
<b>Focus on reading; uninterrupted block for reading</b>	7		3.9%	"One benefit of the SCRF Initiative is that it has help to emphasis the importance of literacy throughout the general curriculum..."
<b>Extra help for students</b>	2		1.1%	"Extra time with the students and help with the students who are have trouble with reading."
<b>Non-responsive comment; unintelligible comment</b>	2		1.1%	
<b>Other</b>	5		2.8%	
<b>TOTAL</b>	<b>179</b>		<b>100.0%<sup>b</sup></b>	

<sup>a</sup>With the exception of identifying information, quotes are transcribed as written on the survey. No changes have been made to correct for grammar or spelling. Identifying information was deleted and gender references were changed to suppress specific information.

<sup>b</sup>Total of individual percentages do not add to 100 due to rounding.

## Appendix F

Table 2

*Study Group Members' Recommended Changes to the SCRF Initiative*

Recommended Change	N	n	Percentage	Sample Quotes <sup>a</sup>
<b>Changes to study groups</b>	<b>39</b>		<b>27.5%</b>	
General comments about study groups		10	7.0%	<p>"I would like to see more videos of teachers implementing strategies in study group. I would like to see more ways to implement new ideas in my own room. I would like to be able to take more things back to my classroom."</p> <p>"A stipend should be provided. This is intense and babysitters have to be paid!"</p>
Reduce number/length of meetings		10	7.0%	<p>"Now that we have received much training and study, a reduction in the intense study would be nice in order to now give us more time to concentrate on implementing what we know and have learned. "</p> <p>"Less time in study group"</p>
Make study groups optional; do not require attendance		8	5.6%	<p>"I would like to see the 3 hr. course changes so that you could just take it for no credit or audit it."</p> <p>"The study groups being mandatory for all participants."</p>
Reduce amount of required work (ie. projects; notebooks; etc.)		7	4.9%	<p>"Required coursework decreased. Teachers are under a great deal of pressure due to paperwork load."</p> <p>"Less focus on projects. Projects should be specifically assigned for each area. As a speech language pathologist, I would benefit more from a project assigned/prepared by another SLP."</p>
Change time of day for study group meetings		4	2.8%	<p>"I think the hours after school make it tedious and tiring. This is especially true when teacher also stay afternoons for homework, clubs, etc."</p>

## Appendix F

Table 2 (continued)

*Study Group Members' Recommended Changes to the SCRF Initiative*

Recommended Change	N	n	Percentage	Sample Quotes <sup>a</sup>
No recommendation given	28		19.7%	<p>"I do not see that anything needs to be changed, but simply continued so that as a staff can extend/expand the learned strategies with out students."</p> <p>"None @ this time."</p> <p>"I'm happy with them."</p>
More flexibility; modifications to 120 minute block	22		15.5%	<p>"I would like to see a bit more flexibility with respect to the 120 minute uninterrupted block with self-contained special education students. (Being able to divide this time into smaller chunks, allowing them to be pulled for some special services such as speech lang. therapy which focuses on literacy skills but in a less distracting environment etc.)"</p> <p>"The strict 120 minute block for instruction was hard to work around when dealing with small group instruction."</p> <p>"Less rigid requirements - its hard to complete district requirements and SCRF"</p>
Changes related to assessments	14		9.9%	
Reduce amount/frequency of testing		11	7.7%	<p>"Our class size is so large that teachers end up spending too much time testing and doing paperwork. In the end, the teaching is compromised."</p> <p>"progress monitoring every 3 weeks is excessive"</p>
Alter aspects of Dominie		2	1.4%	"Reconsider effectiveness of Dominie Test"
Changes to assessments in general		1	0.7%	"Stanford one-on-one reading assessment may be more effective for teacher to administer for the knowledge it provides."



## Appendix F

Table 2 (continued)

*Study Group Members' Recommended Changes to the SCRF Initiative*

Recommended Change	N	n	Percentage	Sample Quotes <sup>a</sup>
Modifications to program to meet the needs of non-classroom Reading First staff	10		7.0%	"More modifications for (mandated) non-classroom personnel. Participation is required, but I find the lack of flexibility stifling."  "I believe you need to address the differing needs of speech therapists. I had to do a lot of digging and finding my own sources to adapt strategies to meet my time frame and student needs. [Collaborating SCRF staff member] was a wonderful resource for me!"
Hire an additional literacy coach	6		4.2%	"Another coach is needed to insure the teachers and student get the attention they need."
Reduce paperwork	4		2.8%	"It would be nice to have less paperwork for teachers."
Expand services (to other schools, other grades)	3		2.1%	"The one component that I would like to see changed is not allowing the 4th and 5th graders a chance to be a part of this reading initiative."
Increase writing emphasis	2		1.4%	"A writing component needs to be added to the SCRF initiative. Student writing composition/essay skills seem to be weakening. I feel this is because a lack of emphasis in the SCRF initiative. Some teachers appear to be unsure of how to integrate writing into the daily curriculum - mostly due to lack of time."
Other	11		7.7%	"I would like to know about Reading First's effectiveness in toher schools and across the state."  "Just to find a way to keep it going in our school without the funding."
Non-responsive comment; unintelligible comment	3		2.1%	
<b>TOTAL</b>	<b>142</b>		<b>100.0%<sup>b</sup></b>	

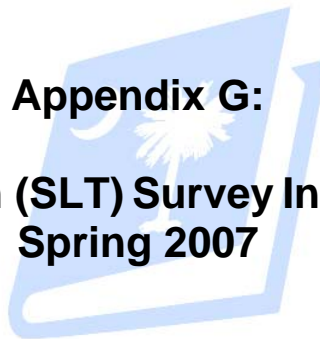
<sup>a</sup>With the exception of identifying information, quotes are transcribed as written on the survey. No changes have been made to correct for grammar or spelling. Identifying information was deleted and gender references were changed to suppress specific information.

<sup>b</sup>Total of individual percentages do not add to 100 due to rounding.



**Appendix G:**

**School Leadership Team (SLT) Survey Instrument with Results,  
Spring 2007**



South Carolina  
Reading First

## SOUTH CAROLINA READING FIRST INITIATIVE SCHOOL LEADERSHIP TEAM (SLT) SUMMATIVE MEETING EVALUATION 2006-2007

Please fill in the blanks.

Date of Survey Administration	Percentage	N
4/25/2007	47.6%	91
4/26/2007	52.4%	100

SLT Members' Districts	Percentage	N
Aiken	6.8%	13
Bamberg 1	3.7%	7
Bamberg 2	2.1%	4
Beaufort	2.6%	5
Charleston	8.9%	17
Cherokee	5.8%	11
Colleton	3.7%	7
Darlington	7.3%	14
Dillon 2	3.1%	6
Fairfield	2.1%	4
Florence 1	5.8%	11
Florence 3	3.1%	6
Hampton 1	3.1%	6
Lancaster	2.6%	5
Laurens 56	4.7%	9
Lee	2.1%	4
Marion 2	2.1%	4
Marion 7	3.1%	6
Newberry	6.8%	13
Richland 1	8.4%	16
Spartanburg 7	5.8%	11
Williamsburg	5.8%	11
Unidentified	0.5%	1
<b>Total</b>	<b>100.0%</b>	<b>191</b>

## Appendix G

<b>SLT Members' Schools</b>	<b>Percentage<sup>a</sup></b>	<b>N</b>
A. J. Lewis Greenview Elementary	2.1%	4
Alma Elementary	2.6%	5
Battery Park Elementary	2.1%	4
Britton's Neck Elementary	1.0%	2
Cleveland Elementary	2.6%	5
Clinton Elementary	2.6%	5
D. P. Cooper Elementary	3.7%	7
Denmark – Olar Elementary	2.1%	4
Dunston Elementary	3.1%	6
Eastside Elementary	2.1%	4
Fairfield Primary	2.1%	4
Forest Hills Elementary	3.7%	7
Heath Springs Elementary	2.6%	5
Hyatt Park Elementary	2.1%	4
J. C. Lynch Elementary	2.1%	4
James J. Davis Elementary	1.0%	2
Lake City Elementary	1.0%	2
Mary Bramlett Elementary	2.6%	5
Mary H. Wright Elementary	1.6%	3
McCormick Elementary	0.5%	1
McLaurin Elementary	3.1%	6
Mill Creek Elementary	3.7%	7
Mitchell Elementary	3.7%	7
Newberry Elementary	3.1%	6
North Aiken Elementary	4.2%	8
North Mullins Primary	1.6%	3
North Vista Elementary	2.1%	4
Park Hills Elementary	1.6%	3
Port Royal Elementary	1.6%	3
Rains-Centenary Elementary	2.1%	4
Richard Carroll Elementary	3.7%	7
Ridge Spring – Monetta Elementary	2.6%	5
Rosenwald Elementary/Middle	1.6%	3
Southside Early Childhood Center	3.1%	6
Stewart Heights Elementary	2.6%	5
Thornwell Elementary	0.5%	1
Varnville Elementary	3.1%	6
Washington Street Elementary	2.1%	4
W. B. Goodwin Elementary	2.6%	5
West Lee Elementary	2.1%	4
Whitmire Community School	3.7%	7
Unidentified	2.1%	4
<b>Total</b>	<b>100.0%</b>	<b>191</b>

<sup>a</sup>Percentages may not add up to exactly 100% due to rounding

## Appendix G

Please darken **one** circle that corresponds with your current position.

Position	Percentage	N
School literacy coach	18.9%	36
Classroom teacher	17.4%	33
Interventionist	16.3%	31
Media specialist	13.2%	25
Principal	10.5%	20
Special education teacher	11.1%	21
District project director	4.7%	9
Curriculum coordinator	4.2%	8
Assistant principal	1.1%	2
Multiple responses	0.5%	1
Other	2.1%	4
<b>Total</b>	<b>100.0%</b>	<b>190</b>

The next set of questions asks for your feedback about the meetings and presenters from the **2006-2007 school year**. Please darken the circle that best reflects your level of agreement.

<i>Practical Application</i>	Strongly Disagree (1)	Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Agree (5)	Strongly Agree (6)	N	Mean
a. The information shared during the 2006-2007 meetings has been useful to our team.	0.5%	0.5%	1.1%	5.3%	52.1%	40.5%	190	5.29
b. My understanding of the topics presented this year has increased.	0.5%	1.6%	0.5%	6.8%	47.9%	42.6%	190	5.28
c. I have learned new leadership strategies in the meetings this year.	0.5%	1.1%	0.5%	17.9%	44.7%	35.3%	190	5.11
d. The topics discussed during the meetings this year assisted our team with the implementation of SCRF.	0.5%	0.5%	0.5%	7.9%	50.3%	40.2%	189	5.28
e. The information acquired has helped our team provide direction, leadership and a vision for our school.	0.5%	0.5%	1.1%	10.0%	44.7%	43.2%	190	5.27

## Appendix G

<b>Presenters and Presentations</b>		<b>Strongly Disagree (1)</b>	<b>Disagree (2)</b>	<b>Slightly Disagree (3)</b>	<b>Slightly Agree (4)</b>	<b>Agree (5)</b>	<b>Strongly Agree (6)</b>	<b>N</b>	<b>Mean</b>
f.	The presenters were knowledgeable.	0.0%	0.0%	0.0%	0.0%	42.0%	58.0%	188	5.58
g.	The presenters kept the discussion focused.	0.0%	0.0%	0.0%	2.1%	44.7%	53.2%	190	5.51
h.	The presenters encouraged participation.	0.0%	0.0%	0.5%	4.7%	44.2%	50.5%	190	5.45
i.	The presenters were well prepared.	0.0%	0.0%	0.0%	0.5%	39.7%	59.8%	189	5.59
j.	The presenters provided opportunities for the participants to ask questions.	0.0%	0.0%	0.5%	4.2%	45.5%	49.7%	189	5.44
k.	The presenters were able to answer questions from the participants.	0.0%	0.0%	0.0%	1.6%	45.0%	53.4%	189	5.52
l.	The presenters provided sufficient opportunities for the participants to share and discuss information within their school teams.	0.0%	0.0%	0.0%	1.6%	41.8%	56.6%	189	5.55
m.	The handouts were clear and complete.	0.0%	0.0%	0.0%	1.1%	46.0%	52.9%	187	5.52
n.	The visual aids were easy to read.	0.0%	0.5%	1.1%	3.2%	43.9%	51.3%	189	5.44
o.	Overall, these meetings have been productive for our SLT.	1.1%	0.5%	1.1%	7.4%	42.6%	47.3%	188	5.32

## Appendix G

Does your team have a procedure for routinely sharing information from the SLT meetings with the faculty?

Response	N	Percentage
No	17	9.4%
Yes	163	90.6%

If yes, please describe the procedures used for sharing information. If no, please explain.

Procedure	N <sup>b</sup>	n	Percentage <sup>a</sup>
<b>Meetings</b>	<b>279</b>		<b>82.5%</b>
a. Study groups		94	27.8%
b. Faculty/teacher meetings		82	24.3%
c. Team/grade level meetings; planning time		44	13.0%
d. Regular meetings (monthly, Wednesday, weekly)		20	5.9%
e. SLT meetings		19	5.6%
f. SIT meetings		10	3.0%
g. Professional development meetings		6	1.8%
h. Other meetings		4	1.2%
<b>Written correspondence</b>	<b>44</b>		<b>13.0%</b>
i. Newsletters, memos, teacher boxes, announcements on boards in lounge, handouts		24	7.1%
j. Electronic mail		20	5.9%
<b>Informal conversations with teachers</b>	<b>7</b>		<b>2.1%</b>
<b>Non-responsive comment</b>	<b>8</b>		<b>2.4%</b>
<b>Total</b>	<b>338</b>		<b>100.0%</b>

<sup>a</sup>Percentages may not add up to exactly 100% due to rounding.

<sup>b</sup>The number of responses exceeds the number of participants because participants were asked to describe all procedures routinely used to share information.

## Appendix G

What have you found to be the most valuable about participating in SCRF SLT meetings?

<b>Valuable Aspect</b>	<b>N</b>	<b>n</b>	<b>Percentage</b>
<b>Knowledge acquisition</b>	<b>90</b>		<b>51.4%</b>
a. Information shared; knowledge gained		38	21.7%
b. Schools/districts sharing success stories/ideas/statewide data		30	17.1%
c. Understanding the big picture of SCRF; common knowledge; clarification of information		13	7.4%
d. Understanding the roles and responsibilities within SCRF; SCRF regulations, expectations, guidelines		9	5.1%
<b>Teamwork</b>	<b>45</b>		<b>25.7%</b>
e. Collaboration within school; time to discuss/plan as a team		37	21.1%
f. Teambuilding; team support		5	2.9%
g. Emphasis on reflection; team examination		3	1.7%
<b>Direct access to state personnel; hearing SCRF information first-hand</b>	<b>8</b>		<b>4.6%</b>
<b>Keeping focus; refocus SLT efforts; implementation support</b>	<b>7</b>		<b>4.0%</b>
<b>Networking</b>	<b>5</b>		<b>2.9%</b>
<b>Professional conversations; communication</b>	<b>5</b>		<b>2.9%</b>
<b>Presentation format (videos, presentations)</b>	<b>4</b>		<b>2.3%</b>
<b>Resources</b>	<b>2</b>		<b>1.1%</b>
<b>Other</b>	<b>4</b>		<b>2.3%</b>
<b>Non-responsive comment</b>	<b>5</b>		<b>2.9%</b>
<b>Total</b>	<b>175</b>		<b>100.0%</b>



## Appendix G

In terms of SCRF implementation, what information or topic(s) would you like to be presented in future SLT meetings?

<b>Topic</b>	<b>N<sup>b</sup></b>	<b>n</b>	<b>Percentage<sup>a</sup></b>
<b>Implementation</b>	<b>38</b>		<b>32.8%</b>
a. Role of the speech therapist		7	6.0%
b. Implementing assessment and using assessment data for decision making		6	5.2%
c. Sustaining SCRF after grant		5	4.3%
d. Role of special education/resource teacher		4	3.4%
e. Role of administrators		4	3.4%
f. Employee support and buy-in		3	2.6%
g. Role of media center; media specialists		3	2.6%
h. Parental involvement		2	1.7%
i. Time-management in the classroom; competing expectations		2	1.7%
j. Information at the state level about the effectiveness of SCRF		2	1.7%
<b>Opportunity to learn from each other</b>	<b>24</b>		<b>20.7%</b>
k. Sharing SCRF schools' or SLTs' experiences/strategies		17	14.7%
l. How to work as a team; how to build collaboration within school; mutual respect		7	6.0%
<b>Instructional strategies</b>	<b>19</b>		<b>16.4%</b>
m. Small group instruction		11	9.5%
n. Effective/research-based instructional strategies		4	3.4%
o. Instructional strategies for promoting reading comprehension		4	3.4%
<b>Curriculum</b>	<b>14</b>		<b>12.1%</b>
p. Interweaving writing into reading		9	7.8%
r. Information for early childhood		2	1.7%
s. Other		3	2.6%
<b>N/A; no ideas; not sure</b>	<b>12</b>		<b>10.3%</b>
<b>Other</b>	<b>3</b>		<b>2.6%</b>
<b>Non-responsive comment</b>	<b>6</b>		<b>5.2%</b>
<b>Total</b>	<b>116</b>		<b>100.0%</b>

<sup>a</sup>Percentages may not add up to exactly 100% due to rounding.

<sup>b</sup>The number of responses exceeds the number of participants because participants were asked to describe all topics which they would like to have addressed in future SLT meetings. Only the first two responses supplied by each participant were coded.

## Appendix G

### South Carolina Reading First Initiative School Leadership Team Meetings Evaluation Qualitative Results, 2006-2007

Table 1

*Procedures Routinely Used to Share Information*

Procedure	N	n	%	Sample Quotes <sup>a</sup>
<b>Meetings</b>	<b>279</b>		<b>82.3</b>	
Study groups		94	27.8	<p>"We share information during our reading first study groups."</p> <p>"Literacy Coach shares in study group <u>with</u> the other 5 SLT members."</p> <p>"We do this through study groups. The info always qualifies for study group as we always use data to guide our conversations, discussions, and decisions."</p>
Faculty/teacher meetings		82	24.3	<p>"We share at our faculty meetings."</p> <p>"Weekly faculty meetings..."</p> <p>"Information is shared during faculty meetings..."</p>
Team/grade level meetings; planning time		44	13.0	<p>"Each grade level teacher on the team goes back and shares with her grade level team."</p> <p>Literacy coach and administration share information during grade level meetings.</p> <p>"Weekly grade level planning..."</p>
Regular meetings (monthly, Wednesday, weekly)		20	5.9	<p>"Monthly meetings with agenda - information was shared about techniques and strategies used in daily classroom activity."</p> <p>"Monthly meetings at school."</p>

## Appendix G

Table 1 (continued)

*Procedures Routinely Used to Share Information*

Procedure	N	n	%	Sample Quotes <sup>a</sup>
SLT meetings		19	5.6	<p>"The school leadership team meets once a month. During this time we review data and present new information design to improve reading instruction."</p> <p>"Information from the state SLT is shared at our monthly school SLT meeting..."</p>
SIT meetings		10	3.0	"We take this information back to our school and share it with SIT at our school."
Professional development meetings		6	1.8	"We share with the faculty at staff development meetings..."
Other meetings		4	1.2	"...it is reiterated by our literacy coach during coach-teacher conferences."
<b>Written correspondence</b>	<b>44</b>		<b>13.0</b>	
Newsletters, memos, teacher boxes, announcements on boards in lounge, handouts		24	7.1	<p>"We have a 'share' item on our agenda where we mention items discussed or upcoming things such as utilizing the Observational Tool, etc."</p> <p>"When teachers need info from SLT, we print it in the Monday memo."</p>
Electronic mail		20	5.9	<p>"Minutes are emailed out to teachers."</p> <p>"e-mail of notes."</p>

## Appendix G

Table 1 (continued)

*Procedures Routinely Used to Share Information*

Procedure	N	n	%	Sample Quotes <sup>a</sup>
Informal conversations with teachers	7		2.1	"...The major way we share out with the school is thru the members. The members are expected to share with the school. Being a small school makes this very possible."
Non-responsive comment	8		2.4	
<b>Total</b>	<b>338<sup>b</sup></b>		<b>100.0<sup>c</sup></b>	

<sup>a</sup> With the exception of identifying information, quotes are transcribed as written on the survey. No changes have been made to correct for grammar or spelling. Identifying information was deleted and gender references were changed to suppress specific information.

<sup>b</sup> The number of responses exceeds the number of participants because participants were asked to describe all procedures routinely used to share information thus the percentage of responses is calculated out of the total number of responses coded.

<sup>c</sup> Total of individual percentages does not add to 100 due to rounding.

## Appendix G

Table 2

*Most Valuable Aspect about Participating in SCRF SLT Meetings*

Valuable Aspect	N	n	%	Sample Quotes <sup>a</sup>
<b>Knowledge acquisition</b>	<b>90</b>		<b>51.3</b>	
Information shared; knowledge gained		38	21.7	<p>"The knowledge of all the presenters have been graciously shared throughout our meetings. We as a team have been valued as leaders, decision makers, and facilitators to keep the growth and collaboration growing within our school. We have kept a focus on our school goals and are working intently to achieve these goals."</p> <p>"Learning different ideas to grow our children in literacy."</p> <p>"The sharing of knowledge - the learning process and working together as a team."</p>
Schools/districts sharing success stories/ideas/statewide data		30	17.1	<p>"Presentations by schools on the effectiveness of strategies that are being used in their schools."</p> <p>"Sharing by successful programs from schools around the state."</p> <p>"I have enjoyed other schools/teachers sharing what goes on at other schools. I always get new ideas to take back with me."</p>
Understanding the big picture of SCRF; common knowledge; clarification of information		13	7.4	<p>"I have developed a greater understanding of the "big picture" purpose and goals of SCRF."</p> <p>"They have helped me have a global, wholistic view of what we are doing. It's good to hear what other schools are doing - these meetings give us a chance to collaborate in addition to learning new information."</p>
Understanding the roles and responsibilities within SCRF; SCRF regulations, expectations, guidelines		9	5.1	<p>"The information that clarifies interventionists' responsibilities to the administrators that attend. The goals that the schools were to set up and review and revise."</p> <p>"The most valuable thing - about participating in SCRF SLT meetings is making sure we are following the guidelines and implementing the components of Reading First."</p>

## Appendix G

Table 2 (continued)

*Most Valuable Aspect about Participating in SCRF SLT Meetings*

Valuable Aspect	N	n	%	Sample Quotes <sup>a</sup>
<b>Teamwork</b>	<b>45</b>		<b>25.7</b>	
Collaboration within school; time to discuss/plan as a team		37	21.1	<p>"In addition to monthly SLT meetings, these are an opportunity for us to talk, plan, share, and prepare for future things to do."</p> <p>"Having the time to talk w/ team members w/o distractions or interruptions that occur at the school."</p> <p>"The talk and the sharing about what we are doing - what we need to do and how to make it better because it's all about the KIDS! The conversation is the best for building leadership and community in our school."</p>
Teambuilding; team support		5	2.9	"It has truly been a good time for our SLT to bond and work on solutions for our school. It has also put in place a structure that will remain after SCRF has been completed."
Emphasis on reflection; team examination		3	1.7	"Opportunities to discuss progress, focus on goals and talk about progress or school."
<b>Direct access to state personnel; hearing SCRF information first-hand</b>	<b>8</b>		<b>4.6</b>	"Being able to get information first hand and being able to discuss this info with each other."
<b>Keeping focus; refocus SLT efforts; implementation support</b>	<b>7</b>		<b>4.0</b>	"Defining a focus; meeting & Discussing & planning how to carry out the focus."
<b>Networking</b>	<b>5</b>		<b>2.9</b>	"Opportunities to network w/ other districts and learn from what others are doing."

## Appendix G

Table 2 (continued)

*Most Valuable Aspect about Participating in SCRF SLT Meetings*

Valuable Aspect	N	n	%	Sample Quotes <sup>a</sup>
Professional conversations; communication	5		2.9	"The professional communication we now all have. Learning more about what we should be doing."
Presentation format (videos, presentations)	4		2.3	"Presentations/video clips are great. I enjoyed hearing about the summer school experiences and how the coaches continued to learn and grow."
Resources	2		1.1	"The resources and conversations held @ meetings and on the now drive to and from meetings."
Other	4		2.3	
Non-responsive comment	5		2.9	
<b>Total</b>	<b>175</b>		<b>100.0</b>	

<sup>a</sup> With the exception of identifying information, quotes are transcribed as written on the survey. No changes have been made to correct for grammar or spelling. Identifying information was deleted and gender references were changed to suppress specific information.

## Appendix G

Table 3

*Topics to be Addressed at Future SLT Meetings*

Topic	N	n	%	Sample Quotes <sup>a</sup>
<b>Implementation</b>	<b>38</b>		<b>32.8</b>	
Role of the speech therapist		7	6.0	<p>"Session for speech therapists similar to today's presentation by Bamberg so they understand their part in SCRF"</p> <p>"Topics presented directly to speech and other special ed teachers."</p>
Implementing assessment and using assessment data for decision making		6	5.2	<p>"...More emphasis on how to use Dominie to drive/plan for instruction."</p> <p>"Administratively - how to handle assessments without it affecting everything in the course of a day or week or few weeks."</p>
Sustaining SCRF after grant		5	4.3	"Info on how other schools have provided intervention/support after the grant expires."
Role of special education/resource teacher		4	3.4	"Help special education fit better into RF! Please address the issues of special educators and reading 1st. There are issues with sp. Ed & dominie, the study group. The requirements of the study group isn't fair because we don't do the same things as regular education teachers; but we must attend + do projects."
Role of administrators		4	3.4	"...Administrators - how do they support RF"
Employee support and buy-in		3	2.6	"...How to get everyone on board - the resistant ones!"



## Appendix G

Table 3 (continued)

### *Topics to be Addressed at Future SLT Meetings*

Topic	N	n	%	Sample Quotes <sup>a</sup>
Role of media center; media specialists		3	2.6	"Why aren't school librarians a part of the 2007 summer school? You want us to be a critical part of Reading First; But it seems for many schools you want to keep us locked in a closet until you want to bring us out for display. Fortunately, at my school I am a crucial component of RF. The literacy coach and I have a fantastic working relationship mainly because we share the same goal - to improve student learning. I do more than just check out books; I try to connect with the kids as reader and I truly wanted to be a part of the great summer school that is going to take place at our school."
Parental involvement		2	1.7	"...involving parents..."
Time-management in the classroom; competing expectations		2	1.7	"Overlapping schedules - juggling district and state expectation. There needs to be more communication. How to work SMARTER not HARDER."
Information at the state level about the effectiveness of SCRF		2	1.7	"State data analysis of SCRF results. Any new research results that support or indicate a need to revise our implementation practices. Thank you!"
<b>Opportunity to learn from each other</b>	<b>24</b>		<b>20.7</b>	
Sharing SCRF schools' or SLTs' experiences/strategies		17	14.7	"Hearing principals share the joy of their school participating in RF. Also, hearing from other schools about how they made their SLT a vital element in making decisions for the school or the role SLT play in their schools (how to make the SLT effective)."  "The continued time to discuss and hear from other schools and what they are doing. Success and failures will continue to be helpful."  "It is so helpful and meaningful to hear presenters that have had the actual experiences of working in RF schools. (the obstacles that have been overcome, what has really worked well, etc.)"

## Appendix G

Table 3 (continued)

### *Topics to be Addressed at Future SLT Meetings*

Topic	N	n	%	Sample Quotes <sup>a</sup>
How to work as a team; how to build collaboration within school; mutual respect		7	6.0	<p>"Building collaboration between teachers and media specialists. We're in the process, but I think we can do better..."</p> <p>"How the regular class teacher and the interventionists can work together with shared students."</p>
<b>Instructional strategies</b>	<b>19</b>		<b>16.4</b>	
Small group instruction		11	9.5	<p>"...Since our focus next year is going to be on small group instruction, maybe more sessions on that."</p> <p>"Many teachers still struggle with room arrangement, centers, activities, etc. that lend themselves to authentic, meaningful purposeful small groups. What are the rest of the children doing that is worthwhile and not busy work?"</p>
Effective/research-based instructional strategies		4	3.4	"1) Even though we're doing this in study groups, we need more information on a state wide level about research based instruction - whats been found to be especially successful with at risk readers that could be taken back to the schools as information..."
Instructional strategies for promoting reading comprehension		4	3.4	"continuous strategies for building reading comprehension skills."
<b>Curriculum</b>	<b>14</b>		<b>12.1</b>	

## Appendix G

Table 3 (continued)

*Topics to be Addressed at Future SLT Meetings*

Topic	N	n	%	Sample Quotes <sup>a</sup>
Interweaving writing into reading		9	7.8	<p>"We would like to have some sessions that integrate writing with reading. I realize that National RF does not focus on writing, but this is the most persistent concern our teachers have expressed."</p> <p>"I would like to see the connection of writing and reading as a knowledgeable source for the enhancement of reading/writing success...."</p>
Information for early childhood		2	1.7	"...use of informational texts for early childhood classrooms..."
Other		3	2.6	"Integration of technology into literacy instruction"
<b>N/A; no ideas; not sure</b>	<b>12</b>		<b>10.3</b>	<p>"I can't think of any at this time. I have been pleased with the Reading First Implementation at my school. I learned so much in study groups and have tried to implement practices in my classroom. I am looking forward to the summer. I have so many ideas from study group + SLT presenters that I am looking forward to getting together so I can be prepared the first day of school."</p> <p>"I can't think of anything - I feel that they have been very beneficial in providing time for one SLT to bond and learn together."</p> <p>"Enjoyed this years sessions - Keep on keeping on..."</p>

## Appendix G

Table 3 (continued)

*Topics to be Addressed at Future SLT Meetings*

Topic	N	n	%	Sample Quotes <sup>a</sup>
Other	3		2.6	
Non-responsive comment	6		5.2	
<b>Total</b>	<b>116<sup>b</sup></b>		<b>100.0<sup>c</sup></b>	

<sup>a</sup> With the exception of identifying information, quotes are transcribed as written on the survey. No changes have been made to correct for grammar or spelling. Identifying information was deleted and gender references were changed to suppress specific information.

<sup>b</sup> The number of responses exceeds the number of participants because participants were asked to describe all procedures routinely used to share information thus the percentage of responses is calculated out of the total number of responses coded.

<sup>c</sup> Total of individual percentages does not add to 100 due to rounding.



**Appendix H:**

**Interventionist 2006 Survey Results Compared with 2007 Survey Results**



South Carolina  
Reading First

## SOUTH CAROLINA READING FIRST INITIATIVE INTERVENTIONIST SURVEY RESULTS 2006 Results Compared with 2007 Results

**2006 Information**

Total Number of Surveys Provided = 79  
Total Number of Surveys Collected = 77  
Return Rate = 97.5%

**2007 Information**

Total Number of Surveys Provided = 84  
Total Number of Surveys Collected = 84  
Return Rate = 100.0%

The responses were matched by individual interventionist and were considered if he or she worked at the same school in 2006 and 2007. Note that a total of 51 respondents were matched between 2006 and 2007.

**Section 1: Preparation and Professional Development**

Please indicate whether you have participated in the following school-based SCRF activities by selecting **yes**, **no**, or **not provided**.

SCRF Activity	Percentage 2006	Percentage 2007	Change (2007-2006)	N
a. Study groups	100.0%	100.0%	0.0%	50
b. Assistance from the SCRF regional literacy coach	100.0%	93.9%	-6.1%	49
c. Information sessions led by your school-based SCRF School Leadership Team (SLT)	73.5%	67.3%	-6.2%	49
d. School Intervention Team (SIT) meetings	96.0%	100.0%	4.0%	50
e. Observing in SCRF classrooms	44.9%	65.3%	20.4%	49
f. Observing in <i>other</i> SCRF schools	37.5%	85.4%	47.9%	48

<sup>a</sup>Percentages may exceed 100% since participants were asked to select all that apply.

For each activity in which you have **participated**, please rate the degree to which the activity has been helpful to you.

NH = Not Helpful (1)

SH = Somewhat Helpful (2)

H = Helpful (3)

VH = Very Helpful (4)

SCRF Activity	Mean 2006	Mean 2007	Change (2007-2006)	N
a. Study groups	3.66	3.60	-0.06	47
b. Assistance from the SCRF regional literacy	3.75	3.70	-0.05	44
c. Information sessions led by your school-based SCRF School Leadership Team (SLT)	3.43	3.37	-0.06	30
d. School Intervention Team (SIT) meetings	3.55	3.55	0.00	47
e. Observing in SCRF classrooms	3.25	3.71	0.46	24
f. Observing in <i>other</i> SCRF schools	3.14	3.86	0.72	22

## Appendix H

Please indicate your professional development needs by selecting **yes** or **no**.

Statement	Percentage 2006	Percentage 2007	Change (2007-2006)	N
a. Phonemic awareness	28.6%	18.4%	-10.2%	49
b. Phonics	24.5%	22.4%	-2.1%	49
c. Fluency	44.0%	38.0%	-6.0%	50
d. Vocabulary	37.5%	41.7%	4.2%	48
e. Comprehension	60.0%	72.0%	12.0%	50
f. Interpreting Stanford Reading First score reports	54.9%	54.9%	0.0%	51
g. Dominie administration	22.0%	6.0%	-16.0%	50
h. The core reading program	32.7%	24.5%	-8.2%	49
i. Effective instructional strategies	70.6%	68.6%	-2.0%	51
j. Small group instruction	64.7%	64.7%	0.0%	51
k. Using SC English language arts standards	30.6%	20.4%	-10.2%	49

<sup>a</sup>Percentages may exceed 100% since participants were asked to select all that apply.

Please indicate your professional development needs by selecting **yes** or **no**.

	Percentage 2006	Percentage 2007	Change (2007-2006)	N
<b>a. I need more professional development on the use of Dominie assessments to...</b>				
b. screen for students' instructional needs.	40.0%	30.0%	-10.0%	50
c. diagnose specific needs of individual students.	52.9%	49.0%	-3.9%	51
d. monitor students' progress.	30.0%	14.0%	-16.0%	50
e. make instructional decisions.	52.9%	56.9%	4.0%	51

## Appendix H

### Section 2. Implementation

Please indicate your level of agreement with the following statements by selecting the response option from **strongly disagree (1)** to **strongly agree (6)** that most closely reflects your viewpoint or practice.

	Mean 2006	Mean 2007	Change (2007-2006)	N
a. I understand the goals of the SCRF Initiative.	5.45	5.61	0.16	51
b. I support the SCRF Initiative.	5.78	5.73	-0.05	51
c. If it were up to me, the SCRF Initiative would continue in this school next year.	5.73	5.53	-0.20	51
d. The implementation of the SCRF Initiative has gone smoothly this year in my school.	5.31	5.14	-0.17	51
e. The climate for implementation of the SCRF Initiative is positive in my school.	5.18	4.75	-0.43	51
f. Teachers, interventionists, administrators, and the SCRF literacy coach(es) are working together to implement the SCRF Initiative.	5.49	5.27	-0.22	51
g. My principal supports the SCRF Initiative.	5.42	5.44	0.02	50
h. I understand <b>my</b> roles and responsibilities within the SCRF Initiative.	5.80	5.82	0.02	51
i. I understand the roles and responsibilities of our school's SCRF <b>literacy coach(es)</b> .	5.53	5.53	0.00	51
j. I understand the roles and responsibilities of our school's SCRF <b>regional literacy coach(es)</b> .	5.16	5.33	0.17	51
k. I understand the roles and responsibilities of our school's SCRF <b>School Leadership Team</b> .	5.18	5.33	0.15	51
l. I understand the roles and responsibilities of our school's SCRF <b>School Intervention Team</b> .	5.71	5.71	0.00	51
m. My roles and responsibilities are well understood by the <b>principal</b> .	5.43	5.47	0.04	51
n. School Leadership Team (SLT) members regularly share important information with our faculty about the SCRF Initiative.	4.75	4.78	0.03	51

How frequently do you report your students' progress to classroom teachers, either verbally **or** in writing?

N = 51

Frequency	Percentage 2006	Percentage 2007	Change (2007-2006)
Never	0.0%	0.0%	0.0%
Seldom (once or twice a year)	2.0%	2.0%	0.0%
Sometimes (several times a grading period)	19.6%	43.1%	23.5%
Often <sup>a</sup> (several times a month or weekly)	78.4%	54.9%	-23.5%

<sup>a</sup>The Very Often response choice was not available in the 2007 Teacher Survey due to revisions made to improve the question. In this table, Often and Very Often have been combined in the 2006 Teacher Survey to facilitate comparison.



## Appendix H

Which of the following intervention services do you provide in your capacity as a **SCRF interventionist**?

N = 51

Services	Percentage 2006	Percentage 2007	Change (2007-2006)
Early Success®	5.9%	2.0%	-3.9%
One-to-one tutoring	13.7%	13.7%	0.0%
Reading Recovery®	82.4%	86.3%	3.9%
Soar to Success®	3.9%	2.0%	-1.9%
Small group instruction	94.1%	94.1%	0.0%
Other	0.0%	2.0%	2.0%

<sup>a</sup>Percentages may exceed 100% since participants were asked to select all that apply.

In which grades are SCRF intervention services provided at your school?

N = 51

Grades	Percentage 2006	Percentage 2007	Change (2007-2006)
Kindergarten	19.6%	27.5%	7.9%
1 <sup>st</sup> grade	100.0%	98.0%	-2.0%
2 <sup>nd</sup> grade	100.0%	98.0%	-2.0%
3 <sup>rd</sup> grade	86.3%	92.2%	5.9%

<sup>a</sup>Percentages may exceed 100% since participants were asked to select all that apply.

For each intervention level, please indicate the **number of students at each grade level who received** intervention services **from you**.

Response	Mean 2006	Mean 2007	Change (2007-2006)	N
One to One – Kindergarten	0.00	0.00	0.00	25
Small Group - Kindergarten	0.11	0.54	0.43	28
One to One – First Grade	7.43	7.91	0.48	44
Small Group - First Grade	13.59	13.83	0.24	46
One to One – Second Grade	0.09	0.43	0.34	23
Small Group - Second Grade	10.58	12.29	1.71	45
One to One – Third Grade	0.14	0.18	0.04	22
Small Group - Third Grade	8.98	8.66	-0.32	41

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Please indicate how many hours each week that you provide intervention services to students, including one-to-one intervention.

N = 50

Hours	Percentage 2006	Percentage 2007	Change (2007-2006)
0-8	2.0%	2.0%	0.0%
9-16	2.0%	4.0%	2.0%
17-24	16.0%	30.0%	14.0%
25-32	42.0%	30.0%	-12.0%
32-40	38.0%	34.0%	-4.0%

With how many small groups do you work each day?

N = 51

Response	Percentage 2006	Percentage 2007	Change (2007-2006)
I do not work with small groups.	0.0%	0.0%	0.0%
1 group	0.0%	0.0%	0.0%
2 groups	2.0%	2.0%	0.0%
3 groups	82.4%	86.3%	3.9%
4 groups	3.9%	5.9%	2.0%
More than 4 groups	11.8%	5.9%	-5.9%

How many students, on average, are in each small group?

N = 51

	Mean 2006	Mean 2007	Change (2007-2006)
Number of students in each small group	5.00	4.90	-0.1

How much time do you spend working with each small group every day?

N = 48

Response	Percentage 2006	Percentage 2007	Change (2007-2006)
I do not work with small groups.	0.0%	0.0%	0.0%
Less than 20 minutes	0.0%	0.0%	0.0%
21-30 minutes	2.1%	0.0%	-2.1%
31-40 minutes	61.2%	65.3%	4.1%
More than 40 minutes	34.7%	34.7%	0.0%

## Appendix H

With how many individual students do you work on a one-to-one basis each day?

N = 50

Response	Percentage 2006	Percentage 2007	Change (2007-2006)
I do not work with individual students.	6.0%	8.0%	2.0%
1 student	0.0%	2.0%	2.0%
2 students	8.0%	0.0%	-8.0%
3 students	0.0%	0.0%	0.0%
4 students	86.0%	90.0%	4.0%
More than 4 students	0.0%	0.0%	0.0%

How much time do you spend working with individual students each day?

N = 51

Response	Percentage 2006	Percentage 2007	Change (2007-2006)
I do not work with individual students.	5.9%	7.8%	1.9%
Less than 20 minutes	2.0%	0.0%	-2.0%
21-30 minutes	45.1%	45.1%	0.0%
31-40 minutes	37.3%	37.3%	0.0%
More than 40 minutes	9.8%	9.8%	0.0%

For each component, please select the instructional practices/strategies you **routinely** use.

### Phonemic Awareness Instructional Practices Used

N = 51

	Percentage 2006	Percentage 2007	Change (2007-2006)
a. Charts	86.3%	94.1%	7.8%
b. Poems/rhymes	100.0%	98.0%	-2.0%
c. Songs	72.5%	70.6%	-1.9%
d. Sound/letter relationship	88.2%	90.2%	2.0%
e. Sound-to-word matching	86.3%	84.3%	-2.0%
f. Word games	68.6%	52.9%	-15.7%
g. Writing (invented spelling)	96.1%	98.0%	1.9%

<sup>a</sup>Percentages may exceed 100% since participants were asked to select all that apply.

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### Phonics Instructional Practices Used

N = 51

	Percentage 2006	Percentage 2007	Change (2007-2006)
a. Alphabet books	70.6%	64.7%	-5.9%
b. Big books/charts	98.0%	100.0%	2.0%
c. Onset/rime (word families)	96.1%	92.2%	-3.9%
d. Poems/rhymes	100.0%	98.0%	-2.0%
e. Sound-to-word matching	90.2%	90.2%	0.0%
f. Sound/letter relationship	92.2%	92.2%	0.0%
g. Writing	96.1%	98.0%	1.9%

<sup>a</sup>Percentages may exceed 100% since participants were asked to select all that apply.

### Fluency Instructional Practices Used

N = 51

	Percentage 2006	Percentage 2007	Change (2007-2006)
a. Choral reading	98.0%	94.1%	-3.9%
b. Guided repeated oral reading	96.1%	96.1%	0.0%
c. Partner/paired reading	82.4%	84.3%	1.9%
d. Read aloud	56.9%	66.7%	9.8%
e. Reader's theatre/performance	72.5%	70.6%	-1.9%
f. Storytelling	31.4%	33.3%	1.9%

<sup>a</sup>Percentages may exceed 100% since participants were asked to select all that apply.

### Vocabulary Instructional Practices Used

N = 51

	Percentage 2006	Percentage 2007	Change (2007-2006)
a. Independent reading	94.1%	92.2%	-1.9%
b. Interactive read alouds	78.4%	68.6%	-9.8%
c. Using dictionaries and other reference aids	21.6%	17.6%	-4.0%
d. Wondrous words	43.1%	45.1%	2.0%
e. Word games	62.7%	43.1%	-19.6%
f. Word wall/charting words	56.9%	60.8%	3.9%
g. Writing	96.1%	92.2%	-3.9%

<sup>a</sup>Percentages may exceed 100% since participants were asked to select all that apply.

## Appendix H

### Text Comprehension Instructional Practices Used

N = 51

	Percentage 2006	Percentage 2007	Change (2007-2006)
a. Connections to text	94.1%	98.0%	3.9%
b. Story maps	51.0%	54.9%	3.9%
c. Conversation about text	98.0%	98.0%	0.0%
d. Genre or author studies	49.0%	45.1%	-3.9%
e. Interactive read alouds	68.6%	64.7%	-3.9%
f. Retelling	90.2%	94.1%	3.9%
g. Teacher questioning	98.0%	98.0%	0.0%
h. Think alouds	94.1%	96.1%	2.0%
i. Question generating by students	80.4%	86.3%	5.9%

<sup>a</sup>Percentages may exceed 100% since participants were asked to select all that apply.

Please indicate the **average number of days per week** you integrate the following components

N = 50

	Mean 2006	Mean 2007	Change (2007-2006)
a. Phonemic awareness	4.94	4.76	-0.18
b. Phonics	4.84	4.78	-0.06
c. Fluency	4.98	4.96	-0.02
d. Vocabulary	4.72	4.76	0.04
e. Comprehension	4.96	4.94	-0.02

Please indicate your **beliefs** about reading assessment by selecting a response option from **strongly disagree (1)** to **strongly agree (6)** for each item.

N = 51

	Mean 2006	Mean 2007	Change (2007-2006)
<i>I believe that assessments like <b>Dominie</b> can provide valuable information to help me...</i>			
a. screen for students' instructional needs.	5.69	5.80	0.11
b. diagnose specific needs of individual students.	5.69	5.76	0.07
c. monitor students' progress.	5.73	5.80	0.07
d. make instructional decisions.	5.71	5.76	0.05
<i>I believe that assessments like <b>Stanford Reading First</b> can provide valuable information to help me...</i>			
e. screen for students' instructional needs.	5.22	5.18	-0.04
f. Review students' progress.	5.25	5.18	-0.07
g. make instructional decisions.	5.20	5.10	-0.10

## Appendix H

Please indicate which of the following student assessments you use to monitor students' reading progress.

N = 51

	Percentage 2006	Percentage 2007	Change (2007-2006)
a. Anecdotal notes	88.2%	86.3%	-1.9%
b. Checklists	25.5%	29.4%	3.9%
c. Core reading assessments	13.7%	31.4%	17.7%
d. Conferencing with students	94.1%	86.3%	-7.8%
e. Dominie	96.1%	100.0%	3.9%
f. Kidwatching/observation	100.0%	100.0%	0.0%
g. Miscue analysis	84.3%	92.2%	7.9%
h. Rubrics	19.6%	13.7%	-5.9%
i. Running Records	100.0%	100.0%	0.0%
j. Student portfolios	23.5%	21.6%	-1.9%
k. Vocabulary tests	2.0%	5.9%	3.9%
l. Writing samples	88.2%	96.1%	7.9%

<sup>a</sup>Percentages may exceed 100% since participants were asked to select all that apply.

Please indicate how often you monitor the progress of students by assessing them in the following components. Please select a response option from **never** to **very often**.

### Phonemic awareness

N = 49

Frequency	Percentage 2006	Percentage 2007	Change (2007-2006)
Never	0.0%	0.0%	0.0%
Seldom (once or twice a year)	2.0%	4.1%	2.1%
Sometimes (several times a grading period)	12.2%	30.6%	18.4%
Often <sup>a</sup> (several times a month or weekly)	85.7%	65.3%	-20.4%

<sup>a</sup>The Very Often response choice was not available in the 2007 Teacher Survey due to revisions made to improve the question. In this table, Often and Very Often have been combined in the 2006 Teacher Survey to facilitate comparison.

### Phonics

N = 50

Frequency	Percentage 2006	Percentage 2007	Change (2007-2006)
Never	0.0%	0.0%	0.0%
Seldom (once or twice a year)	0.0%	6.0%	6.0%
Sometimes (several times a grading period)	8.0%	26.0%	18.0%
Often <sup>a</sup> (several times a month or weekly)	92.0%	68.0%	-24.0%

<sup>a</sup>The Very Often response choice was not available in the 2007 Teacher Survey due to revisions made to improve the question. In this table, Often and Very Often have been combined in the 2006 Teacher Survey to facilitate comparison.

## Appendix H

### Fluency

N = 50

Frequency	Percentage 2006	Percentage 2007	Change (2007-2006)
Never	0.0%	0.0%	0.0%
Seldom (once or twice a year)	0.0%	2.0%	2.0%
Sometimes (several times a grading period)	0.0%	8.0%	8.0%
Often <sup>a</sup> (several times a month or weekly)	100.0%	90.0%	-10.0%

<sup>a</sup>The Very Often response choice was not available in the 2007 Teacher Survey due to revisions made to improve the question. In this table, Often and Very Often have been combined in the 2006 Teacher Survey to facilitate comparison.

### Vocabulary

N = 50

Frequency	Percentage 2006	Percentage 2007	Change (2007-2006)
Never	0.0%	0.0%	0.0%
Seldom (once or twice a year)	0.0%	4.0%	4.0%
Sometimes (several times a grading period)	14.0%	34.0%	20.0%
Often <sup>a</sup> (several times a month or weekly)	86.0%	62.0%	-24.0%

<sup>a</sup>The Very Often response choice was not available in the 2007 Teacher Survey due to revisions made to improve the question. In this table, Often and Very Often have been combined in the 2006 Teacher Survey to facilitate comparison.

### Comprehension

N = 51

Frequency	Percentage 2006	Percentage 2007	Change (2007-2006)
Never	0.0%	0.0%	0.0%
Seldom (once or twice a year)	0.0%	2.0%	2.0%
Sometimes (several times a grading period)	3.9%	5.9%	2.0%
Often <sup>a</sup> (several times a month or weekly)	96.0%	92.2%	-3.8%

<sup>a</sup>The Very Often response choice was not available in the 2007 Teacher Survey due to revisions made to improve the question. In this table, Often and Very Often have been combined in the 2006 Teacher Survey to facilitate comparison.

## Appendix H

### **Section 3. Relationship with Teachers and Literacy Coaches**

Please indicate your **beliefs** about reading assessment by selecting a response option from **strongly disagree (1)** to **strongly agree (6)** for each item.

	Mean 2006	Mean 2007	Change (2007-2006)	N
a. I feel that I am part of a team making joint instructional decisions about students.	5.68	5.64	-0.04	50
b. I respect my SCRF literacy coach(es).	5.88	5.82	-0.06	51
c. I respect the SCRF teachers.	5.84	5.76	-0.08	51
d. I receive support from my SCRF literacy coach(es).	5.88	5.78	-0.10	50
e. I receive support from my SCRF teachers.	5.75	5.80	0.05	51
f. The principal treats me with respect.	5.75	5.71	-0.04	51
<b><i>The SCRF teachers...</i></b>				
g. treat me with respect.	5.72	5.72	0.00	50
h. incorporate intervention strategies into their classroom instruction.	5.30	5.22	-0.08	50
i. support my intervention methods.	5.48	5.46	-0.02	50
j. work collaboratively with me.	5.40	5.40	0.00	50
<b><i>The SCRF literacy coach(es)...</i></b>				
k. treat(s) me with respect.	5.88	5.82	-0.06	50
l. work(s) collaboratively with me.	5.80	5.70	-0.10	50
<b><i>My intervention literacy coach...</i></b>				
m. Provides assistance based on my professional development needs.	5.68	5.66	-0.02	50
n. Responds to my requests for assistance.	5.66	5.80	0.14	50
o. Has the content knowledge necessary to help me.	5.74	5.86	0.12	50
p. Has enough knowledge about assessment to help me.	5.72	5.84	0.12	50
q. Gives me feedback about my teaching.	5.50	5.76	0.26	50

### **Section 4: Your View of the SCRF Initiative**

If you were to assign a rating to the effectiveness of the SCRF Initiative at your school, what would that rating be? **Please select one**

Not Effective (1)

Somewhat Effective (2)

Effective (3)

Very Effective (4)

N = 51

	Mean 2006	Mean 2007	Change (2007-2006)
Effectiveness Rating	3.55	3.59	0.04





**Appendix I:**

**Literacy Coach 2006 Survey Results Compared with 2007 Survey Results**

South Carolina  
Reading First

# SOUTH CAROLINA READING FIRST INITIATIVE

## LITERACY COACH SURVEY RESULTS

### 2006 Results Compared with 2007 Results

**2006 Information**

Total Number of Surveys Provided = 53

Total Number of Surveys Collected = 53

Return Rate = 100.0%

**2007 Information**

Total Number of Surveys Provided = 50

Total Number of Surveys Collected = 49

Return Rate = 98.0%

The responses were matched by individual literacy coach and were considered if he or she worked at the same school in 2006 and 2007. Note that a total of 43 respondents were matched between 2006 and 2007.

**Section 1: Preparation and Professional Development**

Please indicate whether you have participated in the following school-based SCRF activities by selecting **yes**, **no**, or **not provided**.

SCRF Activity	Percentage Yes 2006	Percentage Yes 2007	Change (2007-2006)	N
a. Assistance from the SCRF regional literacy coach	100.0%	100.0%	0.0%	39
b. Information sessions <b>led by your school-based SCRF School Leadership Team (SLT)</b>	92.7%	97.6%	4.9%	41
c. School Intervention Team (SIT) meetings	95.1%	97.6%	2.5%	41
d. Observing in SCRF classrooms	100.0%	95.1%	-4.9%	41
e. Observing in <b>other</b> SCRF schools	80.5%	82.9%	2.4%	41

For each activity in which you have **participated**, please rate the degree to which the activity has been helpful to you.

NH = Not Helpful (1)SH = Somewhat Helpful (2)H = Helpful (3)VH = Very Helpful (4)

SCRF Activity	Mean 2006	Mean 2007	Change (2007-2006)	N
a. Assistance from the SCRF regional literacy coach	3.90	3.81	-0.09	42
b. Information sessions <b>led by your school-based SCRF School Leadership Team (SLT)</b>	3.29	3.41	0.12	41
c. School Intervention Team (SIT) meetings	3.49	3.80	0.31	41
d. Observing in SCRF classrooms	3.95	3.95	0.00	40
e. Observing in <b>other</b> SCRF schools	3.79	3.82	0.03	28

## Appendix I

I coach my teachers in the use of the core reading program to teach the following components (please select **all** that apply):

N = 43

Statement	Percentage Yes 2006	Percentage Yes 2007	Change (2007-2006)
a. Phonemic awareness	95.3%	100.0%	4.7%
b. Phonics	95.3%	97.7%	2.4%
c. Fluency	93.0%	100.0%	7.0%
d. Vocabulary	95.3%	97.7%	2.4%
e. Comprehension	95.3%	100.0%	4.7%

Please indicate your professional development needs by selecting **yes** or **no** for each statement.

	Percentage Yes 2006	Percentage Yes 2007	Change (2007-2006)	N
<b>I need more professional development on...</b>				
a. phonemic awareness.	27.5%	5.0%	-22.5%	40
b. phonics.	41.0%	15.4%	-25.6%	39
c. fluency.	47.5%	25.0%	-22.5%	40
d. vocabulary.	70.0%	45.0%	-25.0%	40
e. comprehension.	65.0%	60.0%	-5.0%	40
f. interpreting Stanford Reading First score reports.	60.0%	42.5%	-17.5%	40
g. Dominie administration.	17.5%	12.5%	-5.0%	40
h. the core reading program.	42.5%	22.5%	20.0%	40
i. effective instructional strategies to use for students performing below grade level.	92.7%	90.2%	-2.5%	41
j. coaching strategies.	81.0%	73.8%	-7.2%	42
k. small group instruction.	65.0%	72.5%	7.5%	40
l. using SC English language arts standards.	36.6%	41.5%	4.9%	41
m. selecting supplemental activities for students who need additional help in reading.	80.5%	65.9%	-14.6%	41

## Appendix I

Please indicate your professional development needs by selecting **yes** or **no** for each statement.

	Percentage Yes 2006	Percentage Yes 2007	Change (2007-2006)	N
<b>I need more professional development on the use of Dominie assessments to...</b>				
a. screen for students' instructional needs.	40.5%	40.5%	0.0%	42
b. diagnose specific needs of individual students.	47.6%	54.8%	7.2%	42
c. monitor students' progress.	29.3%	17.1%	-12.2%	41
d. make instructional decisions.	61.9%	57.1%	-4.8%	42

### **Section 2: Implementation**

Please indicate your level of agreement with each of the following statements by selecting the response option from **strongly disagree (1)** to **strongly agree (6)** that best describes your answer.

Statement	Mean 2006	Mean 2007	Change (2007-2006)	N
a. I understand the goals of the SCRF Initiative.	5.84	5.98	0.14	43
b. I support the SCRF Initiative.	5.93	5.93	0.00	43
c. If it were up to me, the SCRF Initiative would continue in this school next school year.	5.93	5.77	-0.16	43
d. The implementation of the SCRF Initiative has gone smoothly this year in my school.	5.00	4.93	-0.07	42
e. The climate for implementation of the SCRF Initiative is positive in my school.	5.09	4.95	-0.14	43
f. Teachers, interventionists, administrators, and the SCRF literacy coach(es) are working together to implement the SCRF Initiative.	5.33	5.26	-0.07	43
g. My principal supports the SCRF Initiative.	5.30	5.21	-0.09	43
h. I understand my roles and responsibilities within the SCRF Initiative.	5.77	5.93	0.16	43
i. I understand the roles and responsibilities of our school's SCRF teachers.	5.79	5.93	0.14	43
j. I understand the roles and responsibilities of our school's SCRF interventionists.	5.71	5.95	0.24	42
k. I understand the roles and responsibilities of our school's SCRF regional literacy coach(es).	5.77	5.88	0.11	43
l. I understand the roles and responsibilities of our school's SCRF School Leadership Team.	5.49	5.70	0.21	43
m. I understand the roles and responsibilities of our school's SCRF School Intervention Team.	5.64	5.83	0.19	42
n. My roles and responsibilities are well understood by the SCRF teachers.	5.21	5.51	0.30	43
o. My roles and responsibilities are well understood by the SCRF principal.	5.26	5.37	0.11	43

## Appendix I

Please indicate your **beliefs** about reading assessment by selecting a response option from **strongly disagree (1)** to **strongly agree (6)** for each item.

	Mean 2006	Mean 2007	Change (2007-2006)	N
<i>I believe that assessments like <b>Dominie</b> can provide valuable information to help me...</i>				
a. screen for students' instructional needs.	5.95	5.95	0.00	43
b. diagnose specific needs of individual students.	5.91	5.98	0.07	43
c. monitor students' progress.	5.93	5.95	0.02	43
d. make instructional decisions.	5.93	5.93	0.00	43
<i>I believe that assessments like <b>Stanford Reading First</b> can provide valuable information to help me...</i>				
e. screen for students' instructional needs.	5.00	4.77	-0.23	43
f. review students' progress.	4.95	4.93	-0.02	43
g. make instructional decisions.	4.72	4.63	-0.09	43

Please indicate which of the following classroom assessments you encourage your teachers to use to monitor students' reading progress. Please select **all** that apply.

N = 43

Classroom Assessment	Percentage Yes 2006 <sup>a</sup>	Percentage Yes 2007 <sup>a</sup>	Change (2007-2006)
a. Anecdotal notes	97.7%	100.0%	2.3%
b. Checklists	69.8%	79.1%	9.3%
c. Conferencing with students	100.0%	100.0%	0.0%
d. Core reading tests (supplied by publisher)	27.9%	30.2%	2.3%
e. Dominie	100.0%	100.0%	0.0%
f. Kidwatching/observation	100.0%	97.7%	-2.3%
g. Miscue analysis	60.5%	69.8%	9.3%
h. Rubrics	72.1%	93.0%	20.9%
i. Running Records	100.0%	97.7%	-2.3%
j. Spelling tests	9.3%	11.6%	2.3%
k. Student portfolios	67.4%	74.4%	7.0%
l. Teacher-made tests (such as multiple choice, short answer, matching, etc.)	39.5%	53.5%	14.0%
m. Vocabulary tests	16.3%	20.9%	4.6%
n. Writing samples	93.0%	97.7%	4.7%

<sup>a</sup>Percentages may exceed 100% since participants were asked to select all that apply.

## Appendix I

### Section 3: Support

Please indicate your level of agreement with each of the following statements by selecting the response option from **strongly disagree (1)** to **strongly agree (6)** that best describes your answer.

	Mean 2006	Mean 2007	Change (2007-2006)	N
a. I respect the teachers whom I coach.	5.79	5.81	0.02	43
b. I respect my principal.	5.58	5.63	0.05	43
c. I have enough time to work with the SCRF teachers at this school.	4.35	4.40	0.05	43
<b><i>The SCRF teachers in my school...</i></b>				
d. are receptive to my suggestions about the teaching of reading.	5.40	5.28	-0.12	43
e. are receptive to making instructional changes based on assessment data.	5.12	5.09	-0.03	43
f. and I work collaboratively to address student needs.	5.33	5.40	0.07	42
g. and I share similar views on how to teach reading.	5.95	5.00	-0.95	43
h. treat me with respect.	5.56	5.58	0.02	43
<b><i>The principal ...</i></b>				
i. communicates with me on a regular basis concerning SCRF.	5.14	5.07	-0.07	43
j. and I work collaboratively to provide school level professional development opportunities for teachers in reading.	5.09	4.95	-0.14	43
k. treats me with respect.	5.56	5.53	-0.03	43
<b><i>My regional literacy coach...</i></b>				
l. and I work collaboratively to ensure that school level professional development needs are met.	5.74	5.74	0.00	43
m. provides assistance based on my professional development needs.	5.81	5.77	-0.04	43
n. responds to my requests for assistance.	5.86	5.84	-0.02	43
o. has the content knowledge necessary to help me.	5.88	5.91	0.03	43
p. has enough knowledge about assessment to help me.	5.86	5.93	0.07	43
q. gives me feedback about my coaching and facilitation of study groups.	5.77	5.70	-0.07	43

## Appendix I

### **Section 4: Roles and Responsibilities**

Please select the response option from **never** to **often** that best describes how often you have **individually** worked with your teachers on each activity **this year**.

#### **Helping plan or develop lesson plans**

N = 43

<b>Rating</b>	<b>Percentage 2006</b>	<b>Percentage 2007</b>	<b>Percentage Change (2007-2006)</b>
Never	2.3%	0.0%	-2.3%
Seldom (once or twice a year)	14.0%	9.3%	-4.7%
Sometimes (several times a semester)	67.4%	62.8%	-4.6%
Often (several times a month)	16.3%	27.9%	11.6%

#### **Incorporating SC English language arts standards within lessons**

N = 43

<b>Rating</b>	<b>Percentage 2006</b>	<b>Percentage 2007</b>	<b>Percentage Change (2007-2006)</b>
Never	2.3%	2.3%	0.0%
Seldom (once or twice a year)	20.9%	23.3%	2.4%
Sometimes (several times a semester)	46.5%	55.8%	9.3%
Often (several times a month)	30.2%	18.6%	-11.6%

#### **Using the core reading program**

N = 42

<b>Rating</b>	<b>Percentage 2006</b>	<b>Percentage 2007</b>	<b>Percentage Change (2007-2006)</b>
Never	0.0%	0.0%	0.0%
Seldom (once or twice a year)	14.3%	26.2%	11.9%
Sometimes (several times a semester)	52.4%	57.1%	4.7%
Often (several times a month)	33.3%	16.7%	-16.6%

## Appendix I

### Helping with classroom organization

N = 43

Rating	Percentage 2006	Percentage 2007	Percentage Change (2007-2006)
Never	0.0%	0.0%	0.0%
Seldom (once or twice a year)	2.3%	9.3%	7.0%
Sometimes (several times a semester)	53.5%	41.9%	-11.6%
Often (several times a month)	44.2%	48.8%	4.6%

### Helping with classroom management

N = 43

Rating	Percentage 2006	Percentage 2007	Percentage Change (2007-2006)
Never	2.3%	0.0%	-2.3%
Seldom (once or twice a year)	16.3%	14.0%	-2.3%
Sometimes (several times a semester)	58.1%	55.8%	-2.3%
Often (several times a month)	23.3%	30.2%	6.9%

### Demonstrating or modeling lessons

N = 43

Rating	Percentage 2006	Percentage 2007	Percentage Change (2007-2006)
Never	0.0%	0.0%	0.0%
Seldom (once or twice a year)	4.7%	7.0%	2.3%
Sometimes (several times a semester)	55.8%	51.2%	-4.6%
Often (several times a month)	39.5%	41.9%	2.4%

### Team teaching

N = 43

Rating	Percentage 2006	Percentage 2007	Percentage Change (2007-2006)
Never	9.3%	7.0%	-2.3%
Seldom (once or twice a year)	27.9%	27.9%	0.0%
Sometimes (several times a semester)	41.9%	37.2%	-4.7%
Often (several times a month)	20.9%	27.9%	7.0%



## Appendix I

### Observing Teaching

N = 41

Rating	Percentage 2006	Percentage 2007	Percentage Change (2007-2006)
Never	0.0%	0.0%	0.0%
Seldom (once or twice a year)	2.4%	0.0%	-2.4%
Sometimes (several times a semester)	22.0%	17.1%	-4.9%
Often (several times a month)	75.6%	82.9%	7.3%

### Providing meaningful feedback

N = 43

Rating	Percentage 2006	Percentage 2007	Percentage Change (2007-2006)
Never	0.0%	0.0%	0.0%
Seldom (once or twice a year)	0.0%	2.3%	2.3%
Sometimes (several times a semester)	30.2%	25.6%	-4.6%
Often (several times a month)	69.8%	72.1%	2.3%

### Sharing or demonstrating scientifically-based reading strategies for instruction

N = 43

Rating	Percentage 2006	Percentage 2007	Percentage Change (2007-2006)
Never	0.0%	0.0%	0.0%
Seldom (once or twice a year)	0.0%	0.0%	0.0%
Sometimes (several times a semester)	18.6%	25.6%	7.0%
Often (several times a month)	81.4%	74.4%	-7.0%

### Helping develop classroom assessments for reading

N = 43

Rating	Percentage 2006	Percentage 2007	Percentage Change (2007-2006)
Never	2.3%	2.3%	0.0%
Seldom (once or twice a year)	39.5%	27.9%	-11.6%
Sometimes (several times a semester)	46.5%	48.8%	2.3%
Often (several times a month)	11.6%	20.9%	9.3%

## Appendix I

### Helping analyze student assessment results

N = 43

Rating	Percentage 2006	Percentage 2007	Percentage Change (2007-2006)
Never	0.0%	0.0%	0.0%
Seldom (once or twice a year)	2.3%	0.0%	-2.3%
Sometimes (several times a semester)	44.2%	23.3%	-20.9%
Often (several times a month)	53.5%	76.7%	23.2%

### Helping use student assessment data to improve teaching

N = 43

Rating	Percentage 2006	Percentage 2007	Percentage Change (2007-2006)
Never	0.0%	0.0%	0.0%
Seldom (once or twice a year)	2.3%	0.0%	-2.3%
Sometimes (several times a semester)	48.8%	23.3%	-25.5%
Often (several times a month)	48.8%	76.7%	27.9%

### Selecting supplemental activities for students who need additional help in reading

N = 43

Rating	Percentage 2006	Percentage 2007	Percentage Change (2007-2006)
Never	0.0%	0.0%	0.0%
Seldom (once or twice a year)	7.0%	2.3%	-4.7%
Sometimes (several times a semester)	55.8%	51.2%	-4.6%
Often (several times a month)	37.2%	46.5%	9.3%

Please select the response option from **less emphasis** to **more emphasis** that corresponds to the level of emphasis that you think needs to be placed on each activity in the future.

### Helping plan or develop lesson plans

N = 43

Rating	Percentage 2006	Percentage 2007	Percentage Change (2007-2006)
Less Emphasis	0.0%	2.3%	2.3%
Same Emphasis	32.6%	41.9%	9.3%
More Emphasis	67.4%	55.8%	-11.6%

## Appendix I

### Incorporating SC English language arts standards within lessons

N = 43

Rating	Percentage 2006	Percentage 2007	Percentage Change (2007-2006)
Less Emphasis	0.0%	2.3%	2.3%
Same Emphasis	53.5%	55.8%	2.3%
More Emphasis	46.5%	41.9%	-4.6%

### Using the core reading program

N = 43

Rating	Percentage 2006	Percentage 2007	Percentage Change (2007-2006)
Less Emphasis	0.0%	14.0%	14.0%
Same Emphasis	60.5%	67.4%	6.9%
More Emphasis	39.5%	18.6%	-20.9%

### Helping with classroom organization

N = 41

Rating	Percentage 2006	Percentage 2007	Percentage Change (2007-2006)
Less Emphasis	9.8%	2.4%	-7.4%
Same Emphasis	58.5%	63.4%	4.9%
More Emphasis	31.7%	34.1%	2.4%

### Helping with classroom management

N = 43

Rating	Percentage 2006	Percentage 2007	Percentage Change (2007-2006)
Less Emphasis	7.0%	4.7%	-2.3%
Same Emphasis	65.1%	69.8%	4.7%
More Emphasis	27.9%	25.6%	-2.3%

## Appendix I

### Demonstrating or modeling lessons

N = 43

Rating	Percentage 2006	Percentage 2007	Percentage Change (2007-2006)
Less Emphasis	4.7%	2.3%	-2.4%
Same Emphasis	51.2%	60.5%	9.3%
More Emphasis	44.2%	37.2%	-7.0%

### Team teaching

N = 42

Rating	Percentage 2006	Percentage 2007	Percentage Change (2007-2006)
Less Emphasis	4.8%	2.4%	-2.4%
Same Emphasis	40.5%	45.2%	4.7%
More Emphasis	54.8%	52.4%	-2.4%

### Observing teaching

N = 39

Rating	Percentage 2006	Percentage 2007	Percentage Change (2007-2006)
Less Emphasis	2.6%	0.0%	-2.6%
Same Emphasis	51.3%	64.1%	12.8%
More Emphasis	46.2%	35.9%	-10.3%

### Providing meaningful feedback

N = 43

Rating	Percentage 2006	Percentage 2007	Percentage Change (2007-2006)
Less Emphasis	0.0%	0.0%	0.0%
Same Emphasis	39.5%	53.5%	14.0%
More Emphasis	60.5%	46.5%	-14.0%

## Appendix I

### Sharing or demonstrating scientifically-based reading strategies for instruction

N = 43

Rating	Percentage 2006	Percentage 2007	Percentage Change (2007-2006)
Less Emphasis	0.0%	0.0%	0.0%
Same Emphasis	62.8%	60.5%	-2.3%
More Emphasis	37.2%	39.5%	2.3%

### Helping develop classroom assessments for reading

N = 42

Rating	Percentage 2006	Percentage 2007	Percentage Change (2007-2006)
Less Emphasis	0.0%	0.0%	0.0%
Same Emphasis	31.0%	28.6%	-2.4%
More Emphasis	69.0%	71.4%	2.4%

### Helping analyze student assessment results

N = 43

Rating	Percentage 2006	Percentage 2007	Percentage Change (2007-2006)
Less Emphasis	0.0%	0.0%	0.0%
Same Emphasis	37.2%	53.5%	16.3%
More Emphasis	62.8%	46.5%	-16.3%

### Helping use student assessment data to improve teaching

N = 42

Rating	Percentage 2006	Percentage 2007	Percentage Change (2007-2006)
Less Emphasis	0.0%	0.0%	0.0%
Same Emphasis	21.4%	50.0%	28.6%
More Emphasis	78.6%	50.0%	-28.6%

## Appendix I

### Selecting supplemental activities for students who need additional help in reading

N = 43

Rating	Percentage 2006	Percentage 2007	Percentage Change (2007-2006)
Less Emphasis	2.3%	0.0%	-2.3%
Same Emphasis	30.2%	48.8%	18.6%
More Emphasis	67.4%	51.2%	-16.2%

### Section 5: Your View of the SCRF Initiative

If you were to assign a rating to the effectiveness of the SCRF Initiative at your school, what would that rating be? **Please select one**

Not Effective (1)

Somewhat Effective (2)

Effective (3)

Very Effective (4)

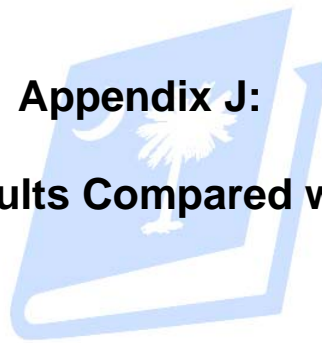
N = 43

	Mean 2006	Mean 2007	Change (2007-2006)
Effectiveness Rating	3.33	3.49	0.16



**Appendix J:**

**Principal 2006 Survey Results Compared with 2007 Survey Results**



South Carolina  
Reading First

# SOUTH CAROLINA READING FIRST INITIATIVE

## PRINCIPAL SURVEY

### 2006 Results Compared with 2007 Results

**2006 Information**

Total Number of Surveys Provided = 51  
 Total Number of Surveys Collected = 50  
 Return Rate = 98.0%

**2007 Information**

Total Number of Surveys Provided = 49  
 Total Number of Surveys Collected = 45  
 Return Rate = 91.8%

The responses were matched by individual principal and were considered if he or she worked at the same school in 2006 and 2007. Note that a total of 33 respondents were matched between 2006 and 2007.

**Section 1: Preparation and Professional Development**

Please indicate whether you have participated in the following school-based SCRF activities by selecting **yes**, **no**, or **not provided**.

SCRF Activity	Percentage	Percentage	Change (2007-2006)	N
	Yes 2006	Yes 2007		
a. Study groups	100.0%	100.0%	0.0%	33
b. Assistance from the SCRF regional literacy coach	100.0%	100.0%	0.0%	31
c. Assistance from the SCRF regional intervention coach	100.0%	96.6%	-3.4%	29
d. Information sessions <i>led by your school-based SCRF School Leadership Team (SLT)</i>	97.0%	93.9%	-3.1%	33
e. School Intervention Team (SIT) meetings	96.9%	100.0%	3.1%	32
f. Observing in <i>other</i> SCRF schools	30.0%	20.0%	-10.0%	30

For each activity in which you have **participated**, please rate the degree to which the activity has been helpful to you as an instructional leader.

NH = Not Helpful (1)

SH = Somewhat Helpful (2)

H = Helpful (3)

VH = Very Helpful (4)

SCRF Activity	Mean	Mean	Change (2007-2006)	N
	2006	2007		
a. Study groups	3.61	3.55	-0.06	31
b. Assistance from the SCRF regional literacy coach	3.60	3.13	-0.47	30
c. Assistance from the SCRF regional intervention coach	3.56	3.08	-0.48	25
d. Information sessions <i>led by your school-based SCRF School Leadership Team (SLT)</i>	3.36	3.39	0.03	28
e. School Intervention Team (SIT) meetings	3.40	3.47	0.07	30
f. Observing in <i>other</i> SCRF schools	3.33	3.33	0.00	3



## Appendix J

Has your school eliminated programs that are not consistent with the SCRF Initiative?

N = 31

	Percentage 2006 <sup>a</sup>	Percentage 2007 <sup>a</sup>	Change (2007-2006)
Our school has eliminated <b>all</b> inconsistent programs.	38.7%	22.6%	-16.1%
Our school has eliminated <b>some</b> inconsistent programs.	29.0%	48.4%	19.4%
Our school has <b>not</b> yet eliminated inconsistent programs.	16.1%	6.5%	-9.6%
Our school does not have any inconsistent programs.	16.1%	22.6%	6.5%

<sup>a</sup>Percentages may not add up to exactly 100% due to rounding.

Has your school eliminated assessments other than those required by SCRF or the state?

N = 32

	Percentage 2006	Percentage 2007	Change (2007-2006)
Yes	40.6%	37.5%	-3.1%

How often does your school-based **School Leadership Team (SLT)** meet, excluding state meetings?

N = 33

Frequency of Meeting	Percentage 2006 <sup>a</sup>	Percentage 2007 <sup>a</sup>	Change (2007-2006)
Weekly	0.0%	0.0%	0.0%
Bi-weekly	3.0%	0.0%	-3.0%
Monthly	90.9%	100.0%	9.1%
Once per year	0.0%	0.0%	0.0%
Have not met	6.1%	0.0%	-6.1%

<sup>a</sup>Percentages may not add up to exactly 100% due to rounding.

How often does your school-based **School Intervention Team (SIT)** meet, excluding state meetings?

N = 32

Frequency of Meeting	Percentage 2006 <sup>a</sup>	Percentage 2007 <sup>a</sup>	Change (2007-2006)
Weekly	0.0%	3.1%	3.1%
Bi-weekly	0.0%	0.0%	0.0%
Monthly	100.0%	93.8%	-6.2%
Once per year	0.0%	0.0%	0.0%
Have not met	0.0%	3.1%	3.1%

<sup>a</sup>Percentages may not total 100% due to rounding.

## Appendix J

Below, please indicate your professional development needs by selecting **yes** or **no**.

	Percentage Yes 2006	Percentage Yes 2007	Change (2007-2006)	N
<b><i>I need more professional development on...</i></b>				
a. phonemic awareness.	15.6%	18.8%	3.2%	32
b. phonics.	21.9%	12.5%	-9.4%	32
c. fluency.	28.1%	15.6%	-12.5%	32
d. vocabulary.	21.9%	28.1%	6.2%	32
e. comprehension.	33.3%	33.3%	0.0%	33
f. interpreting Stanford Reading First score reports.	40.6%	37.5%	-3.1%	32
g. Dominie.	59.4%	43.8%	-15.6%	32
h. the core reading program.	31.3%	9.4%	-21.9%	32
i. effective instructional strategies to use for students performing below grade level.	71.9%	50.0%	-21.9%	32
j. small group instruction.	51.5%	39.4%	-12.1%	33
k. using SC English language arts standards.	24.2%	27.3%	3.1%	33
l. using the SCRF Observation Tool.	45.5%	21.2%	-24.3%	33

Please indicate your professional development needs by selecting **yes** or **no**.

	Percentage Yes 2006	Percentage Yes 2007	Change (2007-2006)	N
<b><i>I need more professional development on the use of Dominie assessments to...</i></b>				
a. make grade-level instructional decisions.	53.1%	46.9%	-6.2%	32
b. help teachers make classroom instructional decisions.	81.8%	57.6%	-24.2%	33

## Appendix J

### Section 2: Implementation

Please indicate your level of agreement with each of the following statements by selecting the response option from **strongly disagree (1)** to **strongly agree (6)** that best describes your answer.

Statement	Mean 2006	Mean 2007	Change (2007-2006)	N
a. I understand the goals of the SCRF Initiative.	5.58	5.61	0.03	33
b. I support the SCRF Initiative.	5.58	5.52	-0.06	33
c. If it were up to me, the SCRF Initiative would continue in this school next year.	5.63	5.06	-0.57	32
d. The implementation of the SCRF Initiative has gone smoothly this year.	5.24	5.09	-0.15	33
e. The climate for implementation of the SCRF Initiative is positive in my school.	5.30	5.12	-0.18	33
f. Teachers, interventionists, administrators, and the school-based SCRF literacy coach(es) are working together to implement the SCRF Initiative.	5.58	5.61	0.03	33
g. Teachers at my school support the SCRF Initiative.	5.30	5.18	-0.12	33
h. Our superintendent supports the implementation of the SCRF Initiative.	5.06	5.03	-0.03	32
i. The district project director and I work collaboratively in the implementation of the SCRF Initiative.	5.27	5.39	0.12	33
j. I understand <b>my</b> roles and responsibilities within the SCRF Initiative.	5.48	5.64	0.16	33
k. I understand the roles and responsibilities of our school's SCRF <b>regional literacy coach</b> .	5.24	5.24	0.00	33
l. I understand the roles and responsibilities of our school's SCRF <b>intervention literacy coach</b> .	5.44	5.27	-0.17	32
m. I understand the roles and responsibilities of our school's SCRF <b>literacy coach(es)</b> .	5.52	5.58	0.06	33
n. I understand the roles and responsibilities of our school's SCRF <b>interventionist(s)</b> .	5.50	5.63	0.13	32
o. I understand the roles and responsibilities of our school's SCRF <b>teachers</b> .	5.55	5.45	-0.10	33
p. I understand the roles and responsibilities of our school's SCRF <b>School Leadership Team</b> .	5.45	5.45	0.00	33
q. I understand the roles and responsibilities of our school's SCRF <b>School Intervention Team</b> .	5.50	5.44	-0.06	32
r. School Leadership Team (SLT) members regularly share important information with our faculty about the SCRF Initiative.	5.15	5.15	0.00	33

## Appendix J

How often do you observe the SCRF teachers in their classrooms?

N = 33

Frequency	Percentage 2006 <sup>a</sup>	Percentage 2007 <sup>a</sup>	Change (2007-2006)
Never	0.0%	0.0%	0.0%
Seldom (once or twice a year)	3.0%	3.0%	0.0%
Sometimes (several times a grading period)	24.2%	9.1%	-15.1%
Often (several times a month or weekly)	45.5%	69.7%	24.2%
Very often (several times a week or daily)	27.3%	18.2%	-9.1%

<sup>a</sup>Percentages may not total 100% due to rounding.

How often do you use the SCRF observation tool?

N = 33

Frequency	Percentage 2006 <sup>a</sup>	Percentage 2007 <sup>a</sup>	Change (2007-2006)
Never	18.2%	6.1%	-12.1%
Seldom (once or twice a year)	36.4%	42.4%	6.0%
Sometimes (several times a grading period)	39.4%	51.5%	12.1%
Often (several times a month or weekly)	6.1%	0.0%	-6.1%
Very often (several times a week or daily)	0.0%	0.0%	0.0%

<sup>a</sup>Percentages may not total 100% due to rounding.

How often do you provide SCRF teachers with individual feedback about their reading instruction?

N = 33

Frequency	Percentage 2006 <sup>a</sup>	Percentage 2007 <sup>a</sup>	Change (2007-2006)
Never	0.0%	0.0%	0.0%
Seldom (once or twice a year)	9.1%	6.1%	-3.0%
Sometimes (several times a grading period)	51.5%	45.5%	-6.0%
Often (several times a month or weekly)	36.4%	42.4%	6.0%
Very often (several times a week or daily)	3.0%	6.1%	3.1%

<sup>a</sup>Percentages may not total 100% due to rounding.

## Appendix J

Which **additional services** are provided **at your school**? Please select **all** that apply.

N = 33

<b>Additional Services</b>	<b>Percentage 2006<sup>a</sup></b>	<b>Percentage 2007<sup>a</sup></b>	<b>Change (2007-2006)</b>
After-school programs	90.9%	81.8%	-9.1%
Before-school programs	9.1%	18.2%	9.1%
Computer-assisted instruction	81.8%	69.7%	-12.1%
Family literacy	54.5%	45.5%	-9.0%
Homework centers	54.5%	39.4%	-15.1%
Mentoring programs	42.4%	33.3%	-9.1%
Summer school programs	72.7%	69.7%	-3.0%
Tutoring	69.7%	57.6%	-12.1%

<sup>a</sup>Percentages may exceed 100% since participants were asked to select all that apply.

Please indicate your **beliefs** about reading assessment by selecting a response option from **strongly disagree (1)** to **strongly agree (6)** for each item.

	<b>Mean 2006</b>	<b>Mean 2007</b>	<b>Change (2007-2006)</b>	<b>N</b>
<i>I believe that assessments like <b>Dominie</b> can provide valuable information to help teachers...</i>				
a. screen for students' instructional needs.	5.88	5.69	-0.19	32
b. diagnose specific needs of individual students.	5.81	5.63	-0.18	32
c. monitor students' progress.	5.84	5.59	-0.25	32
d. make instructional decisions.	5.78	5.66	-0.12	32
<i>I believe that assessments like <b>Stanford Reading First</b> can provide valuable information to help teachers...</i>				
e. screen for students' instructional needs.	5.58	5.19	-0.39	31
f. review students' progress.	5.61	5.23	-0.38	31
g. make instructional decisions.	5.45	5.10	-0.35	31

## Appendix J

### Section 3: Support

Please indicate your level of agreement with each of the following statements by selecting the response option from **strongly disagree (1)** to **strongly agree (6)** that best describes your answer.

Statement	Mean 2006	Mean 2007	Change (2007-2006)	N
a. I respect our SCRF school-based literacy coach(es).	5.79	5.85	0.06	33
b. I trust our SCRF school-based literacy coach(es).	5.70	5.73	0.03	33
<b>Our SCRF Interventionist(s)...</b>				
c. has/have the content knowledge necessary to help our lowest performing students.	5.65	5.90	0.25	31
d. has/have enough knowledge about assessment to help our lowest performing students.	5.52	5.87	0.35	31
<b>Our SCRF school-based literacy coach(es)...</b>				
e. treat(s) me with respect.	5.79	5.82	0.03	33
f. and I have similar views on how to teach reading.	5.73	5.73	0.00	33
g. has/have the content knowledge necessary to help our SCRF teachers.	5.79	5.88	0.09	33
h. has/have enough knowledge about assessment to help our SCRF teachers.	5.79	5.85	0.06	33
i. help(s) SCRF teachers work together as a team.	5.67	5.76	0.09	33
j. respond(s) to my requests for consultation.	5.73	5.88	0.15	33
<b>Our SCRF Regional Literacy Coach...</b>				
k. has the content knowledge necessary to help our SCRF teachers.	5.79	5.67	-0.12	33
l. has enough knowledge about assessment to help our SCRF teachers.	5.79	5.73	-0.06	33
m. responds to my requests for consultation.	5.72	5.47	-0.25	32
<b>Our SCRF Intervention Literacy Coach...</b>				
n. has the content knowledge necessary to help our SCRF interventionists.	5.74	5.74	0.00	31
o. has enough knowledge about assessment to help our SCRF interventionists.	5.74	5.77	0.03	31
p. responds to my requests for consultation.	5.80	5.60	-0.20	30

### Section 4: Your View of the SCRF Initiative

If you were to assign a rating to the effectiveness of the SCRF Initiative at your school, what would that rating be? **Please select one.**

Not Effective (1)

Somewhat Effective (2)

Effective (3)

Very Effective (4)

N = 33

	Mean 2006	Mean 2007	Change (2007-2006)
Effectiveness Rating	3.45	3.39	-0.06



**Appendix K:**

**Classroom Teacher 2006 Survey Results Compared with 2007 Survey Results**

South Carolina  
Reading First

# SOUTH CAROLINA READING FIRST INITIATIVE

## TEACHER SURVEY RESULTS

### 2006 Results Compared with 2007 Results

**2006 Information**

Total Number of Surveys Provided = 764  
 Total Number of Surveys Collected = 747  
 Return Rate = 97.8%

**2007 Information**

Total Number of Surveys Provided = 723  
 Total Number of Surveys Collected = 705  
 Return Rate = 97.5%

The responses were matched by individual teacher and were considered if he or she worked at the same school in 2006 and 2007. Note that a total of 398 respondents were matched between 2006 and 2007.

**Section 1: Preparation and Professional Development**

Please indicate whether you have participated in the following school-based SCRF activities by selecting **yes**, **no**, or **not provided**.

<b>SCRF Activity</b>	<b>Percentage Yes 2006</b>	<b>Percentage Yes 2007</b>	<b>Percentage Change (2007-2006)</b>
a. Study groups	99.5%	100.0%	0.5%
b. Assistance from the SCRF regional literacy coach	95.1%	91.1%	-4.0%
c. Information sessions <b>led by your school-based SCRF School Leadership Team (SLT)</b>	80.9%	76.2%	-4.7%
d. Observing in <b>other</b> SCRF classrooms	46.6%	64.5%	17.9%
e. Observing in <b>other</b> SCRF schools	15.4%	39.2%	23.8%

For each activity in which you have **participated**, please rate the degree to which the activity has been helpful to you.

NH = Not Helpful (1)

SH = Somewhat helpful (2)

H = Helpful (3)

VH = Very Helpful (4)

<b>SCRF Activity</b>	<b>Mean 2006<sup>a</sup></b>	<b>Mean 2007<sup>a</sup></b>	<b>Mean Change (2007-2006)</b>	<b>N</b>
a. Study groups	3.44	3.39	-0.05	374
b. Assistance from the SCRF regional literacy coach	3.38	3.28	-0.10	348
c. Information sessions <b>led by your school-based SCRF School Leadership Team (SLT)</b>	3.27	3.17	-0.10	266
d. Observing in <b>other</b> SCRF classrooms	3.10	3.35	0.25	168
e. Observing in <b>other</b> SCRF schools	2.44	2.85	0.41	73



## Appendix K

I use the core reading program to teach the following components (please select **all** that apply).

<b>Statement</b>	<b>Percentage<sup>a</sup> 2006</b>	<b>Percentage<sup>a</sup> 2007</b>	<b>Percentage Change (2007-2006)</b>
Phonemic awareness	91.4%	92.2%	0.8%
Phonics	92.7%	92.7%	0.0%
Fluency	91.9%	90.4%	-1.5%
Vocabulary	95.5%	91.4%	-4.1%
Comprehension	94.2%	91.7%	-2.5%

<sup>a</sup>Percentages may exceed 100% since participants were asked to select all that apply.

Please indicate your professional development needs by selecting **yes** or **no**.

<b>Statement</b>	<b>Percentage Yes 2006</b>	<b>Percentage Yes 2007</b>	<b>Percentage Change (2007-2006)</b>
a. Phonemic awareness	34.6%	22.4%	-12.2%
b. Phonics	29.4%	21.0%	-8.4%
c. Fluency	35.3%	23.4%	-11.9%
d. Vocabulary	32.6%	25.2%	-7.4%
e. Comprehension	40.7%	37.6%	-3.1%
f. Interpreting Stanford Reading First Score Reports	34.1%	25.9%	-8.2%
g. Dominie administration	18.9%	9.0%	-9.9%
h. The core reading program	20.3%	12.7%	-7.6%
i. Effective instructional strategies to use for students performing below grade level	71.6%	69.6%	-2.0%
j. Small group instruction	52.7%	48.3%	-4.4%
k. Using SC English language arts standards	22.4%	16.8%	-5.6%

Below, please indicate your professional development needs by selecting **yes** or **no**.

<b>Statement</b>	<b>Percentage Yes 2006</b>	<b>Percentage Yes 2007</b>	<b>Percentage Change (2007-2006)</b>
a. Screen for students' instructional needs	35.8%	26.6%	-9.2%
b. Diagnose specific needs of individual students	47.1%	43.2%	-3.9%
c. Monitor students' progress	24.4%	17.8%	-6.6%
d. Make instructional decisions	38.0%	33.5%	-4.5%

## Appendix K

### Section 2: Implementation

Please indicate your level of agreement with each of the following statements by selecting the response option from **strongly disagree (1)** to **strongly agree (6)** that best describes your answer.

Statement	Mean 2006	Mean 2007	Mean Change	N
a. I understand the goals of the SCRF Initiative.	5.34	5.43	0.09	392
b. I support the SCRF Initiative.	5.32	5.28	-0.04	393
c. If it were up to me, the SCRF Initiative would continue in this school next year.	5.02	4.75	-0.27	390
d. The implementation of the SCRF Initiative has gone smoothly this year in my school.	5.15	5.07	-0.08	397
e. The climate for implementation of the SCRF Initiative is positive in my school.	4.98	4.81	-0.17	396
f. Teachers, interventionists, administrators, and the SCRF literacy coach(es) are working together to implement the SCRF Initiative.	5.42	5.25	-0.17	397
g. My principal supports the SCRF Initiative.	5.51	5.32	-0.19	395
h. I understand <b>my</b> roles and responsibilities within the SCRF Initiative.	5.42	5.53	0.11	396
i. I understand the roles and responsibilities of our school's SCRF <b>interventionist(s)</b> .	5.25	5.39	0.14	394
j. I understand the roles and responsibilities of our school's SCRF <b>literacy coach(es)</b> .	5.32	5.28	-0.04	395
k. I understand the roles and responsibilities of our school's SCRF <b>regional literacy coach(es)</b> .	4.97	4.93	-0.04	394
l. I understand the roles and responsibilities of our school's SCRF <b>School Leadership Team</b> .	4.83	4.96	0.13	393
m. I understand the roles and responsibilities of our school's SCRF <b>School Intervention Team</b> .	4.94	5.12	0.18	394
n. My roles and responsibilities are well understood by the <b>Principal</b> .	5.38	5.33	-0.05	394
o. School Leadership Team (SLT) members regularly share important information with our faculty about the SCRF Initiative.	4.84	4.70	-0.14	393

## Appendix K

How many minutes each day do you provide English language arts instruction in an **uninterrupted** block of time?

N = 389

Number of minutes	Percentage 2006	Percentage 2007	Percentage Change (2007-2006)
0 – 29 minutes	0.5%	0.5%	0.0%
30 – 59 minutes	0.3%	1.0%	0.7%
60 – 89 minutes	0.5%	2.1%	1.6%
90 – 119 minutes	2.6%	2.1%	-0.5%
120 minutes	69.2%	76.4%	7.2%
More than 120 minutes	27.0%	18.0%	-9.0%

For each component, please select the instructional practices/strategies you **routinely** use. Please select **all** that apply.

**Phonemic awareness** (the manipulation of the sounds of language such as phoneme blending, segmentation, deletion, and substitution)

N = 398

	Percentage <sup>a</sup> 2006	Percentage <sup>a</sup> 2007	Percentage Change (2007-2006)
Charts	91.7%	94.0%	2.3%
Poems/rhymes	95.7%	96.7%	1.0%
Songs	78.1%	81.4%	3.3%
Sound/letter relationship	89.7%	91.4%	1.8%
Sound-to-word matching	78.0%	84.3%	6.3%
Word games	80.9%	80.7%	-0.2%
Writing (invented spelling)	90.5%	92.0%	1.5%

<sup>a</sup>Percentages may exceed 100% since participants were asked to select all that apply.

**Phonics** (the relationship between sounds and their letters)

N = 398

	Percentage <sup>a</sup> 2006	Percentage <sup>a</sup> 2007	Percentage Change (2007-2006)
Alphabet books	58.3%	62.8%	4.5%
Big books/charts	92.2%	92.0%	-0.2%
Onset/rime (word families)	91.5%	91.7%	0.2%
Poems/rhymes	95.2%	95.5%	0.3%
Sound-to-word matching	82.4%	84.9%	2.5%
Sound/letter relationship	89.2%	90.2%	1.0%
Writing	94.2%	94.0%	-0.2%

<sup>a</sup>Percentages may exceed 100% since participants were asked to select all that apply.

## Appendix K

### Fluency (the rhythm of language)

N = 398

	Percentage <sup>a</sup> 2006	Percentage <sup>a</sup> 2007	Percentage Change (2007-2006)
Choral reading	93.7%	93.5%	-0.2%
Guided repeated oral reading	92.7%	90.7%	-2.0%
Partner/paired reading	90.0%	88.7%	-1.3%
Read aloud	98.7%	98.5%	-0.2%
Reader's theatre/performance	66.3%	71.9%	5.6%
Storytelling	64.1%	65.3%	1.2%

<sup>a</sup>Percentages may exceed 100% since participants were asked to select all that apply.

### Vocabulary (the knowledge of words)

N = 398

	Percentage <sup>a</sup> 2006	Percentage <sup>a</sup> 2007	Percentage Change (2007-2006)
Independent reading	92.7%	94.5%	1.8%
Interactive read alouds	90.7%	89.7%	-1.0%
Using dictionaries and other reference aids	70.4%	72.6%	2.2%
Wondrous words	52.3%	57.8%	5.5%
Word games	76.6%	77.1%	0.5%
Word wall/charting words	86.7%	88.9%	2.2%
Writing	94.2%	95.2%	1.0%

<sup>a</sup>Percentages may exceed 100% since participants were asked to select all that apply.

### Text Comprehension (the process of making meaning)

N = 398

	Percentage <sup>a</sup> 2006	Percentage <sup>a</sup> 2007	Percentage Change (2007-2006)
Connections to text	95.7%	97.7%	2.0%
Conversation about text	97.2%	96.5%	-0.7%
Genre or author studies	81.7%	79.4%	-2.3%
Interactive read alouds	88.9%	88.2%	-0.7%
Retelling	92.2%	94.2%	2.0%
Story maps	81.7%	81.7%	0.0%
Teacher questioning	96.7%	97.2%	0.5%
Think alouds	86.2%	87.9%	1.7%
Question generating by student	81.2%	82.9%	1.7%

<sup>a</sup>Percentages may exceed 100% since participants were asked to select all that apply.

## Appendix K

Please indicate the **average number of days per week** from **(0) days per week** to **(5) days per week** that you integrate the following components into your reading **instruction**.

	Mean 2006	Mean 2007	Mean Change (2007-2006)	N
a. Phonemic awareness	4.56	4.61	0.05	391
b. Phonics	4.61	4.66	0.05	392
c. Fluency	4.79	4.82	0.03	393
d. Vocabulary	4.76	4.75	-0.01	391
e. Comprehension	4.91	4.92	0.01	392

Please select the response option from **never (1)** to **very often (5)** to indicate how often you use the following classroom structures to deliver reading instruction.

**Never**

**Seldom** (once or twice a year)

**Sometimes** (several times a grading period)

**Often** (several times a month or weekly)

**Very Often** (several times a day or weekly)

Classroom Structure	Mean 2006	Mean 2007	Mean Change (2007-2006)	N
a. Whole group	4.58	4.58	0.0	395
b. Small group	4.69	4.67	-0.02	396
c. One-to-one	4.37	4.43	0.06	396

Please indicate your **beliefs** about reading assessment by selecting a response option from **strongly disagree (1)** to **strongly agree (6)** for each item.

	Mean 2006	Mean 2007	Mean Change (2007- 2006)	N
<i>I believe that assessments like <b>Dominie</b> can provide valuable information to help me...</i>				
a. screen for students' instructional needs.	5.47	5.53	-0.14	392
b. diagnose specific needs of individual students.	5.43	5.51	0.08	393
c. monitor students' progress.	5.50	5.52	0.02	393
d. make instructional decisions.	5.43	5.51	0.08	393
<i>I believe that assessments like <b>Stanford Reading First</b> can provide valuable information to help me...</i>				
e. screen for students' instructional needs.	4.96	4.85	-0.11	345
f. review student's progress.	5.05	4.90	-0.15	345
g. make instructional decisions.	4.97	4.83	-0.14	345

## Appendix K

How are you currently using student assessment in your classroom? Please select **all** that apply.

N = 397

	Percentage <sup>a</sup> 2006	Percentage <sup>a</sup> 2007	Percentage Change (2007-2006)
<b><i>I use student assessment to...</i></b>			
screen for my students' instructional needs.	94.0%	94.5%	0.5%
diagnose specific needs of individual students.	94.0%	95.5%	1.5%
monitor students' progress.	96.5%	97.2%	0.7%
make instructional decisions.	94.5%	95.7%	1.2%

<sup>a</sup>Percentages may exceed 100% since participants were asked to select all that apply.

Please indicate which of the following classroom assessments you use to monitor students' reading progress. Please select **all** that apply.

N = 397

Classroom Assessment	Percentage <sup>a</sup> 2006	Percentage <sup>a</sup> 2007	Percentage Change (2007-2006)
Anecdotal notes	76.8%	80.4%	3.6%
Checklists	60.7%	63.0%	2.3%
Conferencing with students	93.7%	92.9%	-0.8%
Core reading tests (supplied by publisher)	60.7%	58.9%	-1.8%
Dominie	96.2%	96.5%	0.3%
Kidwatching/observation	96.2%	97.0%	0.8%
Miscue analysis	47.4%	56.7%	9.3%
Rubrics	42.8%	44.1%	1.3%
Running Records	76.6%	77.3%	0.7%
Spelling tests	64.0%	58.4%	-5.6%
Student portfolios	60.5%	56.7%	-3.8%
Teacher-made tests (e.g., multiple choice, short answer, matching, etc.)	67.0%	65.7%	-1.3%
Vocabulary tests	47.9%	50.6%	2.7%
Writing samples	95.0%	92.4%	-2.6%

<sup>a</sup>Percentages may exceed 100% since participants were asked to select all that apply.

## Appendix K

Please indicate how often you monitor the progress of students by assessing them in the following components. Please select a response option from never to very often.

### Phonemic Awareness

Frequency	Percentage 2006	Percentage 2007	Percentage Change (2007-2006)
Never	0.8%	0.5%	-0.3%
Seldom (once or twice a year)	4.1%	3.3%	-0.8%
Sometimes (several times a grading period)	14.1%	15.7%	1.6%
Often (several times a month or weekly)	44.5%	47.3%	2.8%
Very Often (several times a week or daily)	36.5%	33.2%	-3.3%

### Phonics

Frequency	Percentage 2006	Percentage 2007	Percentage Change (2007-2006)
Never	0.5%	0.3%	-0.2%
Seldom (once or twice a year)	1.5%	0.8%	-0.7%
Sometimes (several times a grading period)	12.9%	12.4%	-0.5%
Often (several times a month or weekly)	46.1%	49.2%	3.1%
Very Often (several times a week or daily)	38.9%	37.4%	-1.5%

### Fluency

Frequency	Percentage 2006	Percentage 2007	Percentage Change (2007-2006)
Never	0.5%	0.5%	0.0%
Seldom (once or twice a year)	1.3%	1.0%	-0.3%
Sometimes (several times a grading period)	10.7%	9.2%	-1.5%
Often (several times a month or weekly)	44.8%	46.3%	1.5%
Very Often (several times a week or daily)	42.7%	43.0%	0.3%

### Vocabulary

Frequency	Percentage 2006	Percentage 2007	Percentage Change (2007-2006)
Never	0.5%	0.5%	0.0%
Seldom (once or twice a year)	2.0%	0.3%	-1.7%
Sometimes (several times a grading period)	6.9%	10.7%	3.8%
Often (several times a month or weekly)	46.3%	44.0%	-2.3%
Very Often (several times a week or daily)	44.3%	44.5%	0.2%

## Appendix K

### Comprehension

Frequency	Percentage 2006	Percentage 2007	Percentage Change (2007-2006)
Never	0.3%	0.3%	0.0%
Seldom (once or twice a year)	0.5%	0.0%	-0.5%
Sometimes (several times a grading period)	3.8%	3.8%	0.0%
Often (several times a month or weekly)	32.6%	32.6%	0.0%
Very Often (several times a week or daily)	62.9%	63.4%	0.5%

During this school year, have **any** of your students received services from the interventionist?

N = 388

	Percentage Yes 2006	Percentage Yes 2007	Percentage Change (2007-2006)
Yes	66.8%	68.0%	1.3%

If yes, how often did you receive verbal **or** written reports about those students' progress?

N = 230

	Percentage 2006	Percentage 2007	Percentage Change (2007-2006)
Never	5.2%	1.7%	-3.5%
Seldom (once or twice a year)	7.0%	8.3%	1.3%
Sometimes (several times a grading period)	22.6%	40.0%	17.4%
Often <sup>a</sup> (several times a month or weekly)	65.2%	50.0%	-15.2%

*Note:* The percentages calculated correspond to respondents who answered yes to having students who received intervention and provided an answer to this item in both years.

<sup>a</sup> The Very Often response choice was not available in the 2007 Teacher Survey due to revisions made to improve the question. In this table, Often and Very Often have been combined in the 2006 Teacher Survey to facilitate comparison.



## Appendix K

During the regular school year, which of the following **supplemental** reading activities are provided in your **classroom** for students who need additional help in reading? Please select **all** that apply.

N = 397

	Percentage <sup>a</sup> 2006	Percentage <sup>a</sup> 2007	Percentage Change (2007-2006)
Additional reading instruction	84.2%	85.7%	1.5%
Computer-assisted instruction	62.6%	60.1%	-2.5%
Peer tutoring	69.1%	71.1%	2.0%
Targeted support from other professionals	56.2%	48.9%	-7.3%
Targeted support from paraprofessionals	36.0%	37.3%	1.3%
Volunteers to work with students on reading	27.5%	28.0%	0.5%

<sup>a</sup>Percentages may exceed 100% since participants were asked to select all that apply.

### Section 3. Coaching

Please indicate your level of agreement with each of the following statements by selecting the response option from **strongly disagree (1)** to **strongly agree (6)** that best describes your answer.

Statement	Mean 2006	Mean 2007	Mean Change (2007-2006)	N
a. I respect my SCRF literacy coach.	5.75	5.68	-0.07	395
b. I receive support from my SCRF literacy coach	5.71	5.51	-0.20	393
c. I trust my SCRF literacy coach.	5.72	5.56	-0.16	391
d. I feel that my SCRF literacy coach treats me with respect.	5.75	5.63	-0.12	395
e. I feel comfortable asking my SCRF literacy coach for help with instruction.	5.73	5.57	-0.16	395
f. I use instructional strategies learned from my SCRF literacy coach.	5.73	5.59	-0.14	392

Please indicate your level of agreement with each of the following statements by selecting the response option from **strongly disagree (1)** to **strongly agree (6)** that best describes your answer

	Mean 2006	Mean 2007	Mean Change (2007-2006)	N
<b>My SCRF literacy coach...</b>				
a. and I have similar views on how to teach reading.	5.50	5.40	-0.10	391
b. helps teachers work together as a team.	5.52	5.36	-0.16	388
c. provides professional development consistent with my needs.	5.52	5.34	-0.18	389
d. has the content knowledge necessary to help me.	5.65	5.49	-0.16	389
e. has enough knowledge about assessment to help me.	5.66	5.52	-0.14	390
f. responds to my requests for assistance.	5.70	5.49	-0.21	388

## Appendix K

How often is the SCRF literacy coach in your classroom? Please select the response option from **never** to **very often** that corresponds with your answer.

Frequency	Percentage 2006	Percentage 2007	Percentage Change (2007-2006)
Never	2.1%	2.8%	0.7%
Seldom (once or twice a year)	14.7%	17.3%	2.6%
Sometimes (several times a grading period)	38.5%	37.5%	-1.0%
Often (several times a month or weekly)	32.6%	30.5%	-2.1%
Very often (several times a week or daily)	12.1%	11.9%	-0.2%

Please complete the following two steps:

**STEP1:** In the **Frequency** column, please select the response option from **never** to **often** that best describes how often you have worked with your SCRF literacy coach on each activity **this year**.

Helping me plan or develop lesson plans

Frequency	Percentage 2006	Percentage 2007	Percentage Change (2007-2006)
Never	15.8%	16.6%	0.8%
Seldom (once or twice a year)	28.4%	21.1%	-7.3%
Sometimes (several times a grading period)	36.1%	39.7%	3.6%
Often (several times a month or weekly)	19.7%	22.6%	2.9%

Incorporating SC English language arts standards within lessons

Frequency	Percentage 2006	Percentage 2007	Percentage Change (2007-2006)
Never	15.9%	13.8%	-2.1%
Seldom (once or twice a year)	22.7%	20.9%	-1.8%
Sometimes (several times a grading period)	37.9%	42.0%	4.1%
Often (several times a month or weekly)	23.5%	23.2%	-0.3%

Using the core reading program

Frequency	Percentage 2006	Percentage 2007	Percentage Change (2007-2006)
Never	11.9%	16.2%	4.3%
Seldom (once or twice a year)	20.2%	20.2%	0.0%
Sometimes (several times a grading period)	38.2%	38.7%	0.5%
Often (several times a month or weekly)	29.7%	24.9%	-4.8%

## Appendix K

### Helping me with classroom organization

<b>Frequency</b>	<b>Percentage 2006</b>	<b>Percentage 2007</b>	<b>Percentage Change (2007-2006)</b>
Never	13.0%	16.1%	3.1%
Seldom (once or twice a year)	25.0%	23.7%	-1.3%
Sometimes (several times a grading period)	38.0%	39.3%	1.3%
Often (several times a month or weekly)	24.0%	20.8%	-3.2%

### Helping me with classroom management

<b>Frequency</b>	<b>Percentage 2006</b>	<b>Percentage 2007</b>	<b>Percentage Change (2007-2006)</b>
Never	29.1%	29.4%	0.3%
Seldom (once or twice a year)	28.8%	28.6%	-0.2%
Sometimes (several times a grading period)	29.1%	29.6%	0.5%
Often (several times a month or weekly)	13.0%	12.4%	-0.6%

### Demonstrating or modeling lessons

<b>Frequency</b>	<b>Percentage 2006</b>	<b>Percentage 2007</b>	<b>Percentage Change (2007-2006)</b>
Never	10.8%	13.9%	3.1%
Seldom (once or twice a year)	15.7%	19.4%	3.7%
Sometimes (several times a grading period)	50.4%	43.3%	-7.1%
Often (several times a month or weekly)	23.1%	23.4%	0.3%

### Team teaching with me

<b>Frequency</b>	<b>Percentage 2006</b>	<b>Percentage 2007</b>	<b>Percentage Change (2007-2006)</b>
Never	47.3%	46.5%	-0.8%
Seldom (once or twice a year)	23.4%	26.3%	2.9%
Sometimes (several times a grading period)	22.1%	20.5%	-1.6%
Often (several times a month or weekly)	7.2%	6.6%	-0.6%

### Observing my teaching

<b>Frequency</b>	<b>Percentage 2006</b>	<b>Percentage 2007</b>	<b>Percentage Change (2007-2006)</b>
Never	8.2%	7.2%	-1.0%
Seldom (once or twice a year)	27.1%	25.5%	-1.6%
Sometimes (several times a grading period)	48.5%	48.8%	0.3%
Often (several times a month or weekly)	16.2%	18.6%	2.4%

## Appendix K

### Providing meaningful feedback about my teaching

<b>Frequency</b>	<b>Percentage 2006</b>	<b>Percentage 2007</b>	<b>Percentage Change (2007-2006)</b>
Never	7.9%	8.1%	0.2%
Seldom (once or twice a year)	18.6%	16.8%	-1.8%
Sometimes (several times a grading period)	42.1%	44.2%	2.1%
Often (several times a month or weekly)	31.4%	30.9%	-0.5%

### Sharing or demonstrating scientifically-based reading strategies for instruction

<b>Frequency</b>	<b>Percentage 2006</b>	<b>Percentage 2007</b>	<b>Percentage Change (2007-2006)</b>
Never	4.4%	4.2%	-0.2%
Seldom (once or twice a year)	9.4%	8.6%	-0.8%
Sometimes (several times a grading period)	35.5%	35.8%	0.3%
Often (several times a month or weekly)	50.7%	51.4%	0.7%

### Developing classroom assessments for reading

<b>Frequency</b>	<b>Percentage 2006</b>	<b>Percentage 2007</b>	<b>Percentage Change (2007-2006)</b>
Never	23.1%	23.3%	0.2%
Seldom (once or twice a year)	24.9%	22.8%	-2.1%
Sometimes (several times a grading period)	36.9%	34.7%	-2.2%
Often (several times a month or weekly)	15.1%	19.1%	4.0%

### Helping me analyze my student assessment results

<b>Frequency</b>	<b>Percentage 2006</b>	<b>Percentage 2007</b>	<b>Percentage Change (2007-2006)</b>
Never	6.6%	5.2%	-1.4%
Seldom (once or twice a year)	16.0%	11.3%	-4.7%
Sometimes (several times a grading period)	46.2%	45.1%	-1.1%
Often (several times a month or weekly)	31.2%	38.3%	7.1%

### Helping me use student assessment data to improve my teaching

<b>Frequency</b>	<b>Percentage 2006</b>	<b>Percentage 2007</b>	<b>Percentage Change (2007-2006)</b>
Never	9.4%	7.0%	-2.4%
Seldom (once or twice a year)	16.4%	12.0%	-4.4%
Sometimes (several times a grading period)	43.0%	43.2%	0.2%
Often (several times a month or weekly)	31.3%	37.8%	6.5%

## Appendix K

### Selecting supplemental activities for students who need additional help in reading

Frequency	Percentage 2006	Percentage 2007	Percentage Change (2007-2006)
Never	10.4%	9.1%	-1.3%
Seldom (once or twice a year)	17.8%	18.5%	0.7%
Sometimes (several times a grading period)	42.3%	42.0%	-0.3%
Often (several times a month or weekly)	29.5%	30.3%	0.8%

**STEP 2:** In the **Future Needs** column, please select the response option from **less emphasis** to **more emphasis** that corresponds to the level of emphasis that you think needs to be placed on each activity in the future.

### Helping me plan or develop lesson plans

Frequency	Percentage 2006	Percentage 2007	Percentage Change (2007-2006)
Less Emphasis	13.9%	12.5%	-1.4%
Same Emphasis	65.7%	68.8%	3.1%
More Emphasis	20.4%	18.7%	-1.7%

### Incorporating SC English language arts standards within lessons

Frequency	Percentage 2006	Percentage 2007	Percentage Change (2007-2006)
Less Emphasis	14.3%	10.9%	-3.4%
Same Emphasis	68.6%	72.3%	3.7%
More Emphasis	17.1%	16.9%	-0.2%

### Using the core reading program

Frequency	Percentage 2006	Percentage 2007	Percentage Change (2007-2006)
Less Emphasis	12.6%	14.9%	2.3%
Same Emphasis	74.0%	74.0%	0.0%
More Emphasis	13.4%	11.1%	-2.3%

## Appendix K

### Helping me with classroom organization

<b>Frequency</b>	<b>Percentage 2006</b>	<b>Percentage 2007</b>	<b>Percentage Change (2007-2006)</b>
Less Emphasis	14.2%	12.2%	-2.0%
Same Emphasis	71.9%	74.7%	2.8%
More Emphasis	13.9%	13.1%	-0.8%

### Helping me with classroom management

<b>Frequency</b>	<b>Percentage 2006</b>	<b>Percentage 2007</b>	<b>Percentage Change (2007-2006)</b>
Less Emphasis	17.7%	15.4%	-2.3%
Same Emphasis	70.0%	76.0%	6.0%
More Emphasis	12.3%	8.6%	-3.7%

### Demonstrating or modeling lessons

<b>Frequency</b>	<b>Percentage 2006</b>	<b>Percentage 2007</b>	<b>Percentage Change (2007-2006)</b>
Less Emphasis	6.5%	6.5%	0.0%
Same Emphasis	64.1%	63.8%	-0.3%
More Emphasis	29.4%	29.7%	0.3%

### Team teaching with me

<b>Frequency</b>	<b>Percentage 2006</b>	<b>Percentage 2007</b>	<b>Percentage Change (2007-2006)</b>
Less Emphasis	14.0%	10.9%	-3.1%
Same Emphasis	65.1%	67.7%	2.6%
More Emphasis	20.9%	21.4%	0.5%

### Observing my teaching

<b>Frequency</b>	<b>Percentage 2006</b>	<b>Percentage 2007</b>	<b>Percentage Change (2007-2006)</b>
Less Emphasis	8.4%	10.7%	2.3%
Same Emphasis	78.7%	77.2%	-1.5%
More Emphasis	13.0%	12.1%	-0.9%

## Appendix K

### Providing meaningful feedback about my teaching

<b>Frequency</b>	<b>Percentage 2006</b>	<b>Percentage 2007</b>	<b>Percentage Change (2007-2006)</b>
Less Emphasis	5.1%	6.5%	1.4%
Same Emphasis	79.6%	78.8%	-0.8%
More Emphasis	15.3%	14.7%	-0.6%

### Sharing or demonstrating scientifically-based reading strategies for instruction

<b>Frequency</b>	<b>Percentage 2006</b>	<b>Percentage 2007</b>	<b>Percentage Change (2007-2006)</b>
Less Emphasis	5.9%	5.9%	0.0%
Same Emphasis	79.3%	80.2%	0.9%
More Emphasis	14.7%	13.9%	-0.8%

### Developing classroom assessments for reading

<b>Frequency</b>	<b>Percentage 2006</b>	<b>Percentage 2007</b>	<b>Percentage Change (2007-2006)</b>
Less Emphasis	8.5%	7.9%	-0.6%
Same Emphasis	68.4%	68.1%	-0.3%
More Emphasis	23.2%	24.0%	0.8%

### Helping me analyze my student assessment results

<b>Frequency</b>	<b>Percentage 2006</b>	<b>Percentage 2007</b>	<b>Percentage Change (2007-2006)</b>
Less Emphasis	4.5%	7.4%	2.9%
Same Emphasis	77.3%	78.7%	1.4%
More Emphasis	18.2%	13.9%	-4.3%

### Helping me use student assessment data to improve my teaching

<b>Frequency</b>	<b>Percentage 2006</b>	<b>Percentage 2007</b>	<b>Percentage Change (2007-2006)</b>
Less Emphasis	5.1%	5.4%	0.3%
Same Emphasis	72.7%	78.6%	5.9%
More Emphasis	22.3%	16.1%	-6.2%

## Appendix K

Selecting supplemental activities for students who need additional help in reading

Frequency	Percentage 2006	Percentage 2007	Percentage Change (2007-2006)
Less Emphasis	3.7%	3.4%	-0.3%
Same Emphasis	65.0%	67.8%	2.8%
More Emphasis	31.4%	28.8%	-2.6%

### **Section 4: Your View of the SCRF Initiative**

If you were to assign a rating to the effectiveness of the SCRF Initiative at your school, what would that rating be? Please indicate your level of agreement with each of the following statements by selecting the response option from **not effective (1)** to **very effective (4)** that best describes your answer.

N = 393

	Mean 2006	Mean 2007	Mean Change (2007-2006)
Effectiveness Rating	3.45	3.42	-0.03





**Appendix L:**  
**October 2006 Workshop Report**



South Carolina  
Reading First

## Appendix L

### Reading First Workshop Evaluation Narrative

In October 2006, new Reading First staff members were invited to attend a Reading First Workshop which introduced the five components of reading instruction that all teachers should systematically and explicitly teach (National Reading Panel, 2000). The workshop was two days in length and was held on two occasions: October 16<sup>th</sup> and 17<sup>th</sup> (Workshop 1) and October 19<sup>th</sup> and 20<sup>th</sup> (Workshop 2).

In total, 218 educators from across 21 school districts in South Carolina attended the workshop and completed the evaluation form. The evaluation form is included at the end of this document. Of the workshop participants, 65.9% were classroom teachers. Special education teachers represented 13.6% of the participants. Other groups who participated in the event included principals (3.6%), media specialists (2.7%), interventionists (2.7%), school literacy coaches (1.4%), and district project directors (0.5%). About 8% of participants identified *other* positions, and 1.8% selected *multiple positions*. Participants were also asked to identify the grades they taught. Of the 217 participants who responded to this item, 14.7% taught kindergarten, 15.7% taught first grade, 18.0% taught second grade, 18.0% taught third grade, and 0.5% taught fourth through sixth grade. About one-quarter of individuals responding to this item taught multiple grades, and 8.3% selected *not applicable*.

The next section of the evaluation form included 18 Likert scale items (measured on a 6-point scale where 1= *strongly disagree* and 6= *strongly agree*) that invited participants to evaluate the content and value of the workshop as well as the effectiveness of workshop presenters. Overall, responses to these items tended to be high indicating agreement with the statements. The items that received the strongest level of support included *The presenters were knowledgeable* (mean = 5.37), *The presenters were well prepared* (mean = 5.32), *The instructional strategies presented are important* (mean = 5.17), *I plan to use the instructional strategies presented during this workshop in my classroom and/or promote them in my school* (mean = 5.17), and *The presenters kept the discussion focused* (mean = 5.10). Items receiving comparably lower levels of support included *The visual aids were easy to read* (mean = 4.27), *The workshop has deepened my understanding of using assessment to inform instruction* (mean = 4.59), *The workshop has deepened my understanding of the instructional strategies presented during the 2 days* (mean = 4.61), and *I have learned new instructional strategies in this workshop* (mean = 4.63). The number of individuals responding to each item, the frequency of each response, and the mean for each item can all be seen in the full results document which is included at the end of this document.

Independent samples t-tests were also conducted to determine whether the Likert scale data obtained following Workshop 1 were significantly different from the responses received following

## Appendix L

Workshop 2. A problem with the presenters' technology occurred during the first workshop which may have resulted in participants rating the items somewhat lower. Hence, a one-tailed independent samples t-test was appropriate for investigating this hypothesis. Overall, means of Likert scale items were higher for the second workshop. Results of the t-tests indicated that all but three of the comparisons were significantly higher following the second workshop. Means by workshop date, mean differences, and p-values associated with the independent samples t-tests can all be seen in the full results document included at the end of this document.

**SOUTH CAROLINA READING FIRST INITIATIVE**  
**Reading First Workshop Evaluation Results**  
**Comprehension, Fluency, Phonics, Phonemic Awareness, and**  
**Vocabulary**  
**October 2006**

This workshop was held on the following dates:

<b>Date</b>	<b>Number of Respondents</b>
October 16 & 17	122
October 19 & 20	96
<b>Total</b>	<b>218</b>

The name of my school district is:

<b>District</b>	<b>Percentage</b>	<b>N</b>
Florence	13.5%	29
Richland 1	9.3%	20
Fairfield	7.9%	17
Charleston	7.4%	16
Aiken	7.0%	15
Darlington	7.0%	15
Spartanburg 7	6.1%	13
Colleton	4.7%	10
Newberry	4.7%	10
Williamsburg	4.7%	10
Bamberg	4.2%	9
Cherokee	4.2%	9
Dillon 2	3.3%	7
Hampton	3.3%	7
Laurens	2.8%	6
Lancaster	2.3%	5
Lee	2.3%	5
Beaufort	1.9%	4
Marion 2	1.9%	4
Dorchester	0.9%	2

## Appendix L

District	Percentage	N
Marion 7	0.9%	2
Total	100.0%	215

<sup>a</sup>Percentages may not add up to exactly 100% due to rounding.

Please darken **one** circle that corresponds with your current position.

Position	Percentage	N
Classroom teacher	65.9%	145
Special education teacher	13.6%	30
Regional literacy coach	0.0%	0
School literacy coach	1.4%	3
Principal	3.6%	8
District project director	0.5%	1
Media specialist	2.7%	6
Reading recovery	0.0%	0
Interventionist	2.7%	6
Other	7.7%	17
Multiple selections	1.8%	4
Total	100.0%	220

<sup>a</sup>Percentages may not add up to exactly 100% due to rounding.

I teach the following grade(s):

Grade	Percentage	N
Kindergarten	14.7%	32
1 <sup>st</sup> grade	15.7%	34
2 <sup>nd</sup> grade	18.0%	39
3 <sup>rd</sup> grade	18.0%	39
4 <sup>th</sup> -6 <sup>th</sup> grade	0.5%	1
Multiple grades	24.9%	54
Not applicable	8.3%	18
Total	100.0%	217

<sup>a</sup>Percentages may not add up to exactly 100% due to rounding.

## Appendix L

The next set of questions asks for your feedback about this workshop and presenters. Please darken the circle that best reflects your level of agreement.

	Strongly Disagree (1)	Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Agree (5)	Strongly Agree (6)	Mean	N
<b>Practical Application</b>								
a. The content of this workshop will be useful to me.	1.4%	3.7%	1.4%	20.6%	47.2%	25.7%	4.86	218
b. My understanding of the topics presented has increased.	1.8%	3.2%	3.7%	21.7%	41.9%	27.6%	4.82	217
c. I have learned new instructional strategies in this workshop.	3.7%	3.7%	4.6%	23.1%	43.5%	21.3%	4.63	216
d. The instructional strategies presented are important.	1.8%	0.0%	1.8%	9.7%	49.3%	37.3%	5.17	217
e. The instructional strategies acquired in this workshop will help me improve student learning.	1.4%	2.3%	3.2%	20.8%	45.8%	26.4%	4.87	216
f. The demonstrations of strategies were useful.	2.3%	0.9%	7.4%	22.6%	45.2%	21.7%	4.72	217
g. The handouts were clear and complete.	3.3%	1.9%	5.2%	17.8%	50.2%	21.6%	4.75	213
h. The visual aids were easy to read.	4.7%	9.4%	10.3%	19.7%	41.8%	14.1%	4.27	213
i. I already use most of the strategies presented today.	0.5%	1.4%	5.6%	29.6%	39.4%	23.5%	4.77	213
j. The workshop has deepened my understanding of the instructional strategies presented during the 2 days.	1.9%	4.6%	5.1%	25.9%	44.4%	18.1%	4.61	216
k. I plan to use the instructional strategies presented during this workshop in my classroom and/or promote them in my school.	0.5%	0.5%	1.9%	12.1%	48.8%	36.3%	5.17	215
l. The workshop has deepened my understanding of using assessment to inform instruction.	2.3%	2.8%	6.0%	28.9%	42.7%	17.4%	4.59	218
<b>Presenters and Presentation</b>								
m. The presenters were knowledgeable.	0.9%	0.5%	0.0%	4.6%	47.0%	47.0%	5.37	219
n. The presenters kept the discussion focused.	1.4%	3.2%	1.4%	11.5%	43.3%	39.2%	5.10	217
o. The presenters encouraged participation.	1.8%	1.4%	5.0%	13.3%	45.0%	33.5%	4.99	218
p. The presenters were well prepared.	0.9%	0.0%	0.5%	6.9%	48.4%	43.3%	5.32	217
q. The presenters provided sufficient examples of application in the classroom.	5.1%	3.7%	3.7%	13.0%	38.1%	36.3%	4.84	215
r. Overall, this was a good workshop.	4.1%	7.4%	6.0%	17.1%	39.6%	25.8%	4.58	217

## Appendix L

### Differences between October 16-17 Workshop (Workshop 1) & October 19-20 Workshop (Workshop 2)

Practical Application		Mean Workshop 1 <sup>a</sup>	Mean Workshop 2 <sup>a</sup>	Mean Difference	Significance <sup>b</sup>
a.	The content of this workshop will be useful to me.	4.63	5.14	-0.51	0.0004*
b.	My understanding of the topics presented has increased.	4.61	5.05	-0.44	0.0005*
c.	I have learned new instructional strategies in this workshop.	4.39	4.91	-0.52	0.0015*
d.	The instructional strategies presented are important.	4.98	5.39	-0.41	0.0012*
e.	The instructional strategies acquired in this workshop will help me improve student learning.	4.65	5.13	-0.48	0.0015*
f.	The demonstrations of strategies were useful.	4.53	4.95	-0.42	0.0070*
g.	The handouts were clear and complete.	4.57	4.95	-0.38	0.0220*
h.	The visual aids were easy to read.	4.58	3.82	0.76	<.0001*
i.	I already use most of the strategies presented today.	4.88	4.61	0.27	0.0229*
j.	The workshop has deepened my understanding of the instructional strategies presented during the 2 days.	4.39	4.87	-0.48	0.0010*
k.	I plan to use the instructional strategies presented during this workshop in my classroom and/or promote them in my school.	5.01	5.37	-0.36	0.0016*
l.	The workshop has deepened my understanding of using assessment to inform instruction.	4.44	4.77	-0.33	0.0365*
m.	The presenters were knowledgeable.	5.32	5.44	-0.12	0.2410
n.	The presenters kept the discussion focused.	4.95	5.27	-0.32	0.0252*
o.	The presenters encouraged participation.	4.92	5.06	-0.14	0.2730
p.	The presenters were well prepared.	5.25	5.40	-0.15	0.1326
q.	The presenters provided sufficient examples of application in the classroom.	4.64	5.07	-0.43	0.0337*
r.	Overall, this was a good workshop.	4.35	4.85	-0.50	0.0090*

<sup>a</sup>The maximum rating is 6.

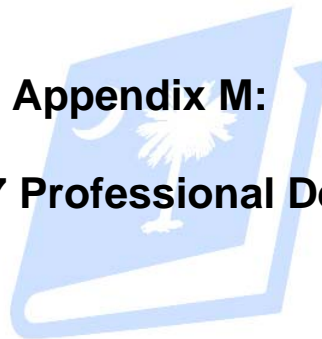
<sup>b</sup>one-sided test was done since we think that the technology problem may have resulted in lower means for session 1.

\*p<0.05 one-tailed



**Appendix M:**

**Summer School 2007 Professional Development Report**



South Carolina  
Reading First



### **SCRF Summer School 2007 Professional Development Evaluation Report**

#### **Background**

SCRF began implementing a summer school program in July 2006. In summer 2006, the summer school program was conducted at four sites and was facilitated by literacy coaches. In summer 2007, the program was expanded to nine sites and was facilitated by teachers at the schools along with literacy coaches. This report will focus on evaluation findings related to the second implementation of SCRF summer school, which occurred during July 2007. The SCRF summer school program was created to provide additional reading instruction to SCRF students and to serve as a professional development opportunity for SCRF educators.

Students who participated in the program were invited to attend 16, 4-hour school days (which included mandatory 2-hour reading blocks). The program was implemented in nine elementary schools among nine districts in South Carolina. Educators from all SCRF schools as well as non-SCRF schools were invited to observe the summer sessions. Thus, attendance was voluntary for all participants. Each attendee participated in the summer school professional development opportunity for three days during which “participants observed how to (1) effectively integrate the five components of reading into the 120-minute uninterrupted block of instruction, (2) use literacy centers, and (3) use assessment to guide daily instruction” (Sesso-Dahlke et. al, 2006). Each daily session began with observation of an SCRF classroom. Following the observations, participants engaged in debriefing sessions in which observers could ask the teacher and literacy coach specific questions.

#### **Evaluation Methods**

A survey was utilized to determine the effectiveness of SCRF summer school in promoting the professional development of participating teachers. The survey was administered in paper and pencil form following observation. It contained 20 Likert scale items, 2 open-ended items, and 4 demographic items. The 20 Likert scale items measured knowledge gained about SCRF and assessment from observation and the value of participating in the debriefing sessions. Open-ended items provided participants with an opportunity to discuss what they perceived as the most helpful aspect of participation, as well as provide a recommendation for improving SCRF summer school. The survey instrument is included at the end of this report. In total, 269 participants completed the survey instrument.

## Appendix M

### Results

#### ***Demographic Information***

About 70.9% (n = 189) of the individuals who participated in SCRF summer school 2007 were classroom teachers. Of those, 88 were SCRF classroom teachers and 102 were non-SCRF classroom teachers. Other groups who were participated can be seen in Figure 1.

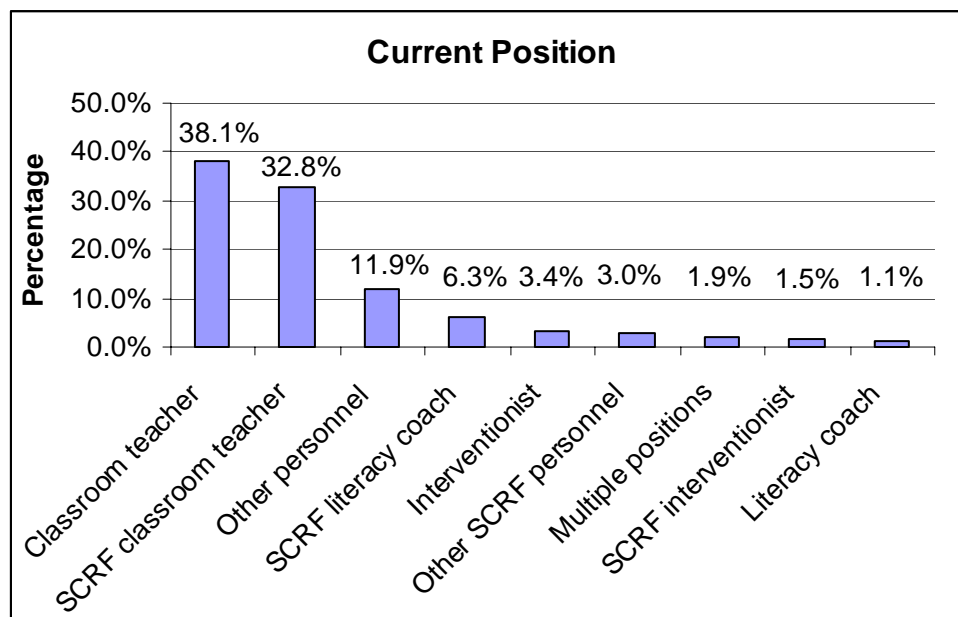


Figure 1. Percentage of Respondents by Current Position

Participants were also asked to identify the grade level(s) that they taught. Of those who responded, 4.9% of participants taught pre-kindergarten. Kindergarten, first, second, and third grades were each taught by about 20% of the participants. Almost 3% of participants taught fourth grade or above, and 9% taught multiple grade levels.

Participants also indicated where they participated in summer school observation and what grade level they observed. Summer school 2007 was held at nine schools. About 24% of participants observed at Clinton Elementary, 20.2% observed at Newberry Elementary, 16.7% observed at North Vista Elementary, 12.2% observed at North Mullins Elementary, and less than 10% of participants observed at each of the following schools: Forest Hills Elementary, Fennell Elementary, Richard-Carroll Elementary, South Elementary, and Britton's Neck Elementary. About one-third of participants observed kindergarten, 25.6% observed first grade, 23.3% observed second grade, and 19.4% of participants observed 3<sup>rd</sup> grade.

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### ***Knowledge Gained***

Using a 4-point Likert scale, participants were asked to identify how helpful observations of SCRF classrooms had been. Only 0.7% of the participants did not perceive observation as helpful while 97.0% viewed it as *helpful* or *very helpful*. In addition, ten of the Likert scale items included on the survey instrument assessed the knowledge that participants gained from observing during SCRF summer school. Responses to these items tended to be positive indicating that participants gained knowledge about implementing SCRF from participating in summer school observation. Over 90% of participants agreed that their knowledge increased in 8 of the 10 targeted areas, and all means were greater than 5.00 (ranging from 5.13 to 5.59). The highest level of agreement was found for *The classroom observation has increased my understanding of planning for the 120-minute block*. The items which received lower levels of support were *The classroom observation has*

*increased my understanding of how to integrate the five components of reading in the classroom* and *The classroom observation has increased my understanding of the use of the SCRF Observation Tool*. The number of respondents, mean for each item, and frequency of each response are presented in the results document which is included at the end of this report.

Table 1

*Percentage of Participants who Gained Knowledge in Targeted Areas*

<b>Targeted Area</b>	<b>Percentage</b>
<b><i>The classroom observation has increased my understanding of...</i></b>	
planning for 120-minute block.	95.90%
one-on-one instruction.	90.70%
small group instruction.	94.80%
whole group instruction.	92.50%
procedural classroom management (e.g. pacing during 120-minute block).	92.20%
how to integrate the five components of reading in the classroom.	87.30%
instructional strategies for reading.	91.50%
the use of the SCRF Observation Tool.	80.80%
the role of the SCRF literacy coach in the classroom.	90.70%
the role of the SCRF interventionist in the classroom.	91.70%

*Note.* Percentage indicates the percentage of respondents who marked *Agree* or *Strongly Agree*.

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### Knowledge Gained about Assessment

Three Likert scale items were used to measure whether participants gained knowledge related to classroom assessment from participating in summer school 2007 observations. Almost 85% of participants agreed that they *have a better understanding of how to use informal student assessments to plan instruction* (mean = 5.25 on a 6-point scale where 6 = *strongly agree*). The majority of participants (79.3%) also agreed that they *have a better understanding of how to use anecdotal records for informal student assessment*. The item which received the lowest level of support was *I have a better understanding of how to use Dominie to plan instruction*. About 10.4% of participants disagreed with the statement. The mean for this item (mean = 4.84) was also lower than means for the other items included in this section.

### **Value of Debriefing Sessions**

Participants were also asked to evaluate the value of the debriefing sessions in which they participated and the preparation and skillfulness of the individuals who led the debriefing sessions using six Likert scale items. Overall, participants viewed the debriefing sessions as valuable with about 82% of participants

indicating that debriefing was *very helpful*. Participants also agreed that *The coaching conversations helped [them] understand what [they] observed in the classroom* (mean = 5.66 on a 6-point scale where 6 = strongly agree). Participants also rated the skills of the individuals who led the debriefing sessions as high. On average, participants felt that leaders of the debriefing sessions *were knowledgeable* (mean = 5.75), *kept the discussion focused* (mean = 5.74), *encouraged observer participation* (mean = 5.72), and *were well prepared* (mean = 5.77). The frequency of responses to each of these items can be seen in the results document included as part of this report.

### **Most Helpful Aspect of Participation**

Using an open-ended format, participants were asked to discuss the most helpful aspect of participating in the 3-day SCRF summer school. In total, 266 participants responded to this item, representing 98.9% of the individuals who completed the survey instrument. In response, 176 individuals (66.2%) identified observing instruction as the most helpful aspect of participation. As one participant explained, "I believe just seeing SCRF in action in a classroom setting was the most helpful aspect. It gave me a better understanding of the SCRF process and expectations." Another participant

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noted, “Just getting to see another Reading First teacher at work was helpful. Seeing other teachers in the classroom gives me so many ideas to incorporate into my classroom.”

Specific aspects of observing instruction which were identified as helpful by participants included generally observing an SCRF classroom (28.2%), observing the 120 minute uninterrupted reading block (11.7%), observing small group instruction (9.0%), observing literacy centers/workstations (6.8%), observing classroom procedures/structure (3.0%), observing instruction in the 5 components (3.0%), observing teachers utilize assessment and using assessment data to make instructional decisions (1.5%), observing how to identify and address students’ needs (1.5%), and observing writing instruction (1.5%). Quotes that represent each of these themes can be found in the unabridged version of the Summer School survey instrument which is included as part of this document.

Many participants also cited the opportunity to interact with others as the most helpful aspect of participating in SCRF 2007 summer school. In total, 17.3% of participants identified benefits associated with interacting with others. Thirty-four participants (12.8%) described benefits of interactions that occurred during debriefing. As one participant explained, “Much can be gleaned during observation but its great to be able to ask questions about how or why [during debriefing].” An additional 4.5% of individuals spoke of benefiting from collaboration in general. Seventeen participants (6.4%) cited observing others interact as the most helpful aspect of participation. Of those, 3.0% discussed watching student interactions. Six individuals (2.3%) described observing interventionists interact with others as valuable, and three participants (1.1%) reported that watching interactions between the teacher and teaching assistant was valuable to them.

Participants also cited benefits other than observation or interaction. Six participants (2.3%) indicated that all aspects of the SCRF summer school experience were valuable and chose not to cite a specific aspect.

Five participants (1.9%) described the value of the knowledge that they gained through participation. As one participant explained, “It helped me to get a better understanding of what is needed for the children to become better readers.” Twelve other unique comments were made (4.5%), and four participants responded in ways which did not address the question posed (1.5%).

### ***Recommended Changes to SCRF Initiative***

Participants were also asked to recommend one change that should be made to the three-day SCRF summer school experience. In total, 231 participants provided a response to this item or 89.5% of all participants who completed the survey. Over 41%, or 96 of the participants, indicated that there were not any changes that needed to be made to the SCRF summer school observation. As one

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participant explained, “[I] enjoyed every bit of it. This is my second year to observe summer school. I thought this year was much more teacher friendly and I got more from the experience this year.” Quotes from other participants who did not feel that any change needed to be made can be found in the unabridged version of the Summer School survey instrument which is included as part of this report. Of the participants who did provide a recommendation, 35 (15.2%) indicated that participants should be allowed to observe in multiple settings. Sixteen of those participants (6.9%) recommended observing in multiple classrooms. As one participant explained, “We need to be able to visit other classrooms as they teach instead of being limited to one teaching style and environment.” Fourteen participants (6.1%) recommended observing multiple grade levels. One interventionist explained, “I would allow the Reading Rec/Interventionist observer to follow the interventionist into all three grade levels at least one of the days of observation. I’m an interventionist and I would have loved to see [the literacy coach] work at the other grade levels also. I asked about following the interventionist but was told I could not. This would have been very beneficial to me as an interventionist.” Five individuals (2.2%) recommended allowing participants to observe summer school instruction in other SCRF schools or school districts.

Sixty three participants (27.3%) also recommended changes to the structure of SCRF summer school. Of those participants, 6.9% indicated that the daily schedule of activities should be modified. Many participants recommending this change felt that there was too much time provided for lunch. Other participants discussed time being wasted between observation and debriefing and some participants wanted to begin observing the classroom earlier in the morning. Sixteen participants (6.9%) recommended adjusting the length of observation. Some participants expressed that the observation was too long each day while others felt that it was not long enough. The amount of observation time that is most beneficial may depend on the experience of the participant. As one individual noted, “I would actually make it longer for new teachers who haven’t been exposed to this program. There is a lot to absorb and I feel it would be beneficial to the new teacher, but overall it was a wonderful experience.”

Twelve participants (5.2%) recommended modifying the debriefing sessions. Recommendations included utilizing whole-group debriefing, using small-group debriefing, and shortening the debriefing sessions. Seven participants (3.0%) recommended adjusting the timing of observations so that participants can observe

student growth during the program. As one participant explained, “I would have liked to spread my time out 1 day each week so I could see the progress of the students from beginning to end.” Modifying the structure of observations was discussed by seven participants (3.0%). Several of the participants who discussed making modifications to the structure of observation described inviting the literacy coach to

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be the model teacher. Six participants (2.6%) felt that SCRF summer school should provide participants with opportunities to interact with the children that they observed. As one participant explained, “During independent reading, I would have liked to listen to the students read. Some of the students looked as if they wanted to show what they had learned.”

Other participants felt that, in general, SCRF professional development experiences should be changed. Nineteen participants (8.3%) felt that SCRF should provide time for lecture style professional development. One participant recommended having “a session for new teachers or teachers new to Reading First - that gives a simple straight forward introduction to Reading First.” Three participants (1.3%) felt that providing more information about instruction in writing would be helpful. Two unique changes to SCRF professional development were also recommended including having more hands-on experiences during professional development and discussing how to build community in the classroom during professional development (0.9%). Twelve modifications to SCRF summer school that were recommended by participants could not be grouped. For example, one participant described video taping summer school observations. Another participant felt that it would be helpful to provide teachers with booklets which include information about strategies presented.

### Conclusions

Responses to Likert scale items and open-ended items revealed that overall participants perceived the experience to be beneficial. Most participants indicated that they gained valuable knowledge about SCRF from being able to observe during summer school. Participants also reported that the debriefing sessions were helpful and that the leaders of debriefing were highly skilled and well prepared. Additionally, participants reported gaining knowledge about assessment from participating in SCRF 2007 summer school. In general, the participants found the observation and interactions to be very helpful. Many participants recommended changes to improve the summer school observation experience. The most common recommendations focused on being able to observe multiple classrooms and multiple grade levels.

### References

Sesso-Dahlke, K., Dickenson, T., Monrad, D., Johnson, R., Gilmore, J., Rawls, A., Mindrila, D., Smith, J., McGuinness, P., Wills, L., Gay, J., Ertmer, B. (2006). South Carolina Reading First Initiative Evaluation Report 2005-2006.

## SOUTH CAROLINA READING FIRST INITIATIVE

### Summer School 2007 *Professional Development Evaluation Results*

For questions 1 – 6, please rate your level of agreement with the statements by darkening the circle under the appropriate column.

	Strongly Disagree (1)	Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Agree (5)	Strongly Agree (6)	Mean	N
<b>Classroom Observation</b>								
The classroom observation has increased my understanding of:								
a. planning for 120-minute block.	1.1%	0.0%	0.7%	2.2%	28.7%	5.59	5.59	268
b. one-on-one instruction.	0.4%	1.5%	0.7%	6.7%	33.2%	5.43	5.43	268
c. small group instruction.	0.7%	0.7%	0.4%	3.3%	26.0%	5.59	5.59	269
d. whole group instruction.	1.1%	0.7%	1.1%	4.5%	33.8%	5.45	5.45	269
e. procedural classroom management (e.g. pacing during 120-minute block).	1.9%	0.0%	1.1%	4.8%	30.1%	5.48	5.48	269
f. how to integrate the five components of reading in the classroom.	0.7%	0.7%	0.7%	10.5%	33.0%	5.37	5.37	267
g. instructional strategies for reading.	0.7%	0.4%	1.1%	6.3%	30.9%	5.48	5.48	269
h. the use of the SCRF Observation Tool.	0.8%	1.9%	2.3%	14.3%	40.0%	5.13	5.13	265
i. the role of the SCRF literacy coach in the classroom.	0.4%	0.4%	0.7%	7.8%	30.6%	5.48	5.48	268
j. the role of the SCRF interventionist in the classroom.	0.8%	0.8%	1.1%	5.7%	30.2%	5.48	5.48	262



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	Strongly Disagree (1)	Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Agree (5)	Strongly Agree (6)	Mean	N
<b>Debriefing</b>								
The coaching conversations helped me understand what I observed in the classroom.	0.8%	0.8%	0.0%	2.3%	22.3%	74.0%	5.66	265
The leaders of the debriefing sessions...								
a. were knowledgeable.	0.4%	0.0%	0.0%	2.6%	18.2%	78.8%	5.75	269
b. kept the discussion focused.	0.4%	0.0%	0.0%	2.6%	19.0%	78.1%	5.74	269
c. encouraged observer participation.	0.4%	0.0%	0.4%	3.0%	19.0%	77.3%	5.72	269
d. were well prepared.	0.4%	0.4%	0.0%	1.5%	16.4%	81.3%	5.77	268

	Strongly Disagree (1)	Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Agree (5)	Strongly Agree (6)	Mean	N
<b>Assessment</b>								
I have a better understanding of how to use informal student assessments to plan instruction.	1.1%	1.5%	0.8%	12.2%	36.5%	47.9%	5.25	263
I have a better understanding of how to use Dominie to plan instruction.	2.4%	4.0%	4.0%	20.5%	35.3%	33.7%	4.84	249
I have a better understanding of how to use anecdotal records for informal student assessment.	1.6%	1.9%	4.7%	12.5%	37.7%	41.6%	5.08	257

<b>SCRF Summer School Experience</b>	Not Helpful (1)	Somewhat Helpful (2)	Helpful (3)	Very Helpful (4)	Mean	N
Please rate the helpfulness of the following:						
a. Classroom Observation	0.7%	2.2%	15.2%	81.8%	3.78	269
b. Debriefing	0.7%	4.5%	19.4%	75.4%	3.69	268

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What was the one most helpful aspect of the 3-day SCRF summer school experience?

Response Rate = 98.9%

Most Helpful Aspect	N	n	Percentage <sup>a</sup>
<b>Observing instruction</b>	<b>176</b>		<b>66.2%</b>
Generally observing an SCRF classroom/instruction in an SCRF classroom		75	28.2%
Observing the 120 minute uninterrupted reading block being implemented		31	11.7%
Observing small group instruction		24	9.0%
Observing the literacy centers/work stations		18	6.8%
Observing classroom procedures/structure		8	3.0%
Observing instruction in the 5 components		8	3.0%
Observing teachers utilize assessment and using assessment data to make instructional decisions		4	1.5%
Observing how to identify and address student's needs		4	1.5%
Observing writing instruction		4	1.5%
<b>Interacting with others</b>	<b>46</b>		<b>17.3%</b>
Participating in the debriefing session		34	12.8%
Collaboration (conversation with different SCRF personnel)/listening to others collaborate		12	4.5%
<b>Observing interactions</b>	<b>17</b>		<b>6.4%</b>
Observing students interact (with other students, with the teacher) and complete work		8	3.0%
Observing the interventionist (interact with teachers, students)		6	2.3%
Observing interactions between the teacher and teaching assistant		3	1.1%
<b>All aspects</b>	<b>6</b>		<b>2.3%</b>
<b>Knowledge imparted (of 5 components, of Reading First)</b>	<b>5</b>		<b>1.9%</b>
<b>Other</b>	<b>12</b>		<b>4.5%</b>
<b>Non-responsive comment</b>	<b>4</b>		<b>1.5%</b>
<b>TOTAL</b>	<b>266</b>		<b>100.0%</b>

<sup>a</sup>Percentages may not add up to exactly 100% due to rounding.

## Appendix M

What one change would you make to the 3-day SCRF summer school experience?

Response Rate = 89.5%

Recommended Change	N	n	Percentage
<b>No recommendation given</b>	<b>96</b>		<b>41.6%</b>
<b>Modify structure of SCRF summer school observation</b>	<b>63</b>		<b>27.3%</b>
Adjust daily schedule of activities (begin earlier, shorten lunch, shorten time between observation and debriefing)		16	6.9%
Adjust length of the observation (reduce/increase time/number of days)		16	6.9%
Modify Debriefing Session (shorter debriefing session, utilize small group debriefing, utilize whole group debriefing)		12	5.2%
Adjust timing of observations so that participants can observe student growth during the program		7	3.0%
Modify structure of observations (more students, literacy coach as model teacher, include observer in planning)		7	3.0%
Provide opportunities for the participants to be able to interact with the children		6	2.6%
<b>Allow participants to observe in multiple settings</b>	<b>35</b>		<b>15.2%</b>
Allow participants to observe multiple classrooms		16	6.9%
Allow participants to observe multiple grade levels		14	6.1%
Allow participants to observe in other SCRF school districts/sites		5	2.2%
Other		2	0.9%
<b>Other</b>	<b>12</b>		<b>5.2%</b>
<b>TOTAL</b>	<b>231</b>		<b>100.0%</b>

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### Demographic Information:

#### Summer School Site:

Site	Percentage <sup>a</sup>	N
Clinton Elementary	23.6%	62
Newberry Elementary	20.2%	53
North Vista	16.7%	44
North Mullins	12.2%	32
Forest Hills	8.4%	22
Fennell	7.2%	19
Richard-Carroll	6.1%	16
South Elementary	3.0%	8
Britton's Neck	2.7%	7
Total	100.0%	263

<sup>a</sup>Percentages may not add up to exactly 100% due to rounding.

#### Grade level observed:

Grade Level	Percentage	N
Kindergarten	31.3%	71
1 <sup>st</sup> Grade	25.6%	58
2 <sup>nd</sup> Grade	23.3%	53
3 <sup>rd</sup> Grade	19.4%	44
Multi-grade	0.4%	1
Total	100.0%	227

#### Current Position:

Position	Percentage	N
Classroom teacher	38.1%	102
SCRF classroom teacher	32.8%	88
Other personnel <sup>1</sup>	11.9%	32
SCRF literacy coach	6.3%	17
Interventionist	3.4%	9
Other SCRF personnel <sup>2</sup>	3.0%	8
Multiple positions	1.9%	5
SCRF interventionist	1.5%	4
Literacy coach	1.1%	3
Total	100.0%	268

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<b><i>Other Personnel<sup>1</sup></i></b>	<b>Percentage</b>	<b>N</b>
Teacher's assistant/instructional assistant	4.5%	12
Curriculum coordinator	1.5%	4
Media specialist	1.5%	4
Speech language pathologist	1.1%	3
Resource teacher/special education teacher	1.1%	3
TBS assistant	0.4%	1
Substitute teacher	0.4%	1
Paraprofessional	0.4%	1
Unidentified	1.1%	3
<b>Total</b>	<b>12.0%</b>	<b>32</b>

<b><i>Other SCRF Personnel<sup>2</sup></i></b>	<b>Percentage</b>	<b>N</b>
Media specialist	1.1%	3
District contact	0.4%	1
Reading recovery teacher	0.4%	1
Teacher librarian	0.4%	1
Kindergarten assistant	0.4%	1
Paraprofessional	0.4%	1
<b>Total</b>	<b>3.0%</b>	<b>8</b>

**Grade Level(s) taught during 2006-2007:** (Please skip if you are a Literacy Coach or Other personnel)

<b>Grade Level</b>	<b>Percentage</b>	<b>N</b>
Pre-kindergarten	4.9%	11
Kindergarten	20.2%	45
1 <sup>st</sup> grade	20.2%	45
2 <sup>nd</sup> grade	18.8%	42
3 <sup>rd</sup> grade	17.9%	40
4 <sup>th</sup> or above	2.7%	6
Multi-grade	9.0%	20
Other	6.3%	14
<b>Total</b>	<b>100.0%</b>	<b>223</b>

## Appendix M

### South Carolina Reading First Initiative Summer School Survey Instrument Qualitative Results, Summer 2007

Table 1

*Most Helpful Aspect of SCRF Summer School Observation*

Most Helpful Aspect	N	n	Percentage	Sample Quotes <sup>b</sup>
<b>Observing instruction.</b> Generally observing an SCRF classroom/instruction in an SCRF classroom.	176	75	66.2% 28.2%	<p>“I believe just seeing SCRF in action in a classroom setting was the most helpful aspect. It gave me a better understanding of the SCRF process and expectations.”</p> <p>“The most helpful aspect was watching a fellow teacher teach for 3 hours and seeing the lesson plans and seeing how she adjusted her lesson plans the next day”</p> <p>“Just getting to see another Reading First teacher at work was helpful. Seeing other teacher in the classroom gives me so many ideas to incorporate into my classroom.”</p>
Observing the 120 minute uninterrupted reading block being implemented.		31	11.7%	<p>“This experience has helped to clarify how to spend the 120 minutes, centers tha can be used, and how to complete transitions from one reading/writing activity. This also helped me to understand how writing should be handled.”</p> <p>“How the reading block works and activities to do the program is wonderful for new teachers in SCRF to see what is expected in the 120 minute block”</p> <p>“Being able to observe the entire 120 minutes! This amount of time is almost impossible to find during the regular school year. It was great to see it from beginning to end.”</p>
Observing small group instruction.		24	9.0%	<p>“One most helpful aspect of the 3 day SCRF summer school experience was understanding the purpose of small group and how conversation increases a student’s comprehension”</p> <p>“Watching small group instruction and discussing how to implement small groups as well as how to place students in groups.”</p>

## Appendix M

Table 1 (Continued)

*Most Helpful Aspect of SCRF Summer School Observation*

<b>Most Helpful Aspect</b>	<b>N</b>	<b>n</b>	<b>Percentage</b>	<b>Sample Quotes<sup>b</sup></b>
Observing the literacy centers/work stations.		18	6.8%	<p>"I enjoyed the center time. Students were actively involved while the teacher did small groups activities and individual activities."</p> <p>"Being able to see the workstations and how each one works, also how the children interacted in each station."</p>
Observing classroom procedures/structure.		8	3.0%	"Since I am not a regular classroom teacher, it was so helpful to see what happens in a regular classroom (procedures, organization, lesson plans, etc.)"
Observing instruction in the 5 components.		8	3.0%	"To actually see the components put into practice and see that what I have been doing in the classroom is on target"
Observing teachers utilize assessment and using assessment data to make instructional decisions.		4	1.5%	"Seeing how our assessments were used to specifically guide instruction; seeing how specific instructions plans/goals were carried out!"
Observing how to identify and address student's needs.		4	1.5%	"Classroom observation allowed me to see how explicit and organized teaching needs to be to meet the needs of my students"
Observing writing instruction.		4	1.5%	"I was able to observe writing being done in various areas and centers in the classroom. Writing has been a big question for 3rd grade."
<b>Interacting with others.</b>	<b>46</b>		<b>17.3%</b>	

## Appendix M

Table 1 (Continued)

*Most Helpful Aspect of SCRF Summer School Observation*

Most Helpful Aspect	N	n	Percentage	Sample Quotes <sup>b</sup>
Participating in the debriefing session.		34	12.8%	<p>“Discussion with the classroom teacher and coach during debriefing. Much can be gleaned during observation but its great to be able to ask questions about how or why.”</p> <p>“The debriefing sessions were most helpful. It was a wealth of knowledge to hear the teachers and other participants share the many strategies used to help children in reading”</p> <p>“The debriefing - listening to the coach and teacher plan for the next day based on what happened the present day.”</p>
Collaboration (conversation with different SCRF personnel)/listening to others collaborate.		12	4.5%	<p>“To be able to talk to others who have been working with reading first and ask specific questions. We needed to know what to expect”</p>
<b>Observing interactions.</b>	<b>17</b>		<b>6.4%</b>	
Observing students interact (with other students, with the teacher) and complete work.		8	3.0%	<p>“Observing the students interaction among themselves and their instructor.”</p>
Observing the interventionist (interact with teachers, students).		6	2.3%	<p>“The most helpful was seeing how the interventionist worked with the group of children and planned instruction for them”</p>
Observing interactions between the teacher and teaching assistant.		3	1.1%	<p>“Watching the assistant helps me. Watching the teacher and assistant work together will help me when I’m back in my classroom”</p>
<b>All aspects.</b>	<b>6</b>		<b>2.3%</b>	<p>“Every Aspect of the 3-Day SCRF Summer School experience was most helpful. I feel very comfortable in setting up my class for the 2007-2008 school year. I loved the study board, the 3 wishes and a start sdt up, the vocabulary seminar...everything!”</p>
<b>Knowledge imparted (of 5 components, of Reading First).</b>	<b>5</b>		<b>1.9%</b>	<p>“It helped me to get a better understanding of what is needed for the children to become better readers”</p>



## Appendix M

Table 1 (Continued)

*Most Helpful Aspect of SCRF Summer School Observation*

Most Helpful Aspect	N	n	Percentage	Sample Quotes <sup>b</sup>
Other.	12		4.5%	
Non-responsive comment.	4		1.5%	
<b>TOTAL</b>	<b>266</b>		<b>100.0%<sup>a</sup></b>	

<sup>a</sup> Percentages may not total 100% due to rounding

<sup>b</sup> With the exception of identifying information, quotes are transcribed as written on the survey. No changes have been made to correct for grammar or spelling. Identifying information was deleted and gender references were changed to suppress specific information.

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Table 2

*Recommended Change to SCRF Summer School Observation*

Recommended Change	N	n	Percentage	Sample Quotes <sup>a</sup>
<b>No recommendation given.</b>	<b>96</b>		<b>41.6%</b>	<p>"Nothing. I found it to be a helpful and 'worth it' experience even being a teacher of an SCRF school for 3 years."</p> <p>"This was my first SCRF Summer School experience. I think the experience was very beneficial. I especially appreciated the informal atmosphere and being able to experience the classroom activities and lessons first hand"</p> <p>"Enjoyed every bit of it. This is my second year to observe summer school. I thought this year was much more teacher friendly and I got more from the experience this year."</p>
<b>Modify structure of SCRF summer school observation.</b>	<b>63</b>		<b>27.3%</b>	
Adjust daily schedule of activities (begin earlier, shorten lunch, shorten time between observation and debriefing).		16	6.9%	<p>"I would like to get into the classroom before the teacher starts her day. This would allow you to see the morning meeting."</p> <p>"Make schedule more cohesive. Too much down time during lunch"</p>
Adjust length of the observation (reduce/increase time/number of days).		15	6.5%	<p>"I would actually make it longer for new teachers who haven't been exposed to this program. There is a lot to absorb and I feel it would be beneficial to the new teacher, but overall it was a wonderful experience."</p> <p>"Allow 2 or 3 day participation"</p>
Modify Debriefing Session (shorter debriefing session, utilize small group debriefing, utilize whole group debriefing).		12	5.2%	<p>"I would not have the debriefing with the whole group - Much better to meeting in classroom with teachers for discussion"</p> <p>"Its very hard to sit and observe for 2.5 hours without getting up. Debriefing to me shouldn't last as long- it's very helpful, but shouldn't exceed 1 hour."</p>

## Appendix M

Table 2 (Continued)

*Recommended Change to SCRF Summer School Observation*

Recommended Change.	N	n	Percentage	Sample Quotes <sup>a</sup>
Adjust timing of observations so that participants can observe student growth during the program.		7	3.0%	"I would have liked to spread my time out 1 day each week so I could see the progress of the students from beginning to end."
Modify structure of observations (more students, literacy coach as model teacher, include observer in planning).		7	3.0%	"I liked the previous year better when the coach and teacher rotated teaching each day. This allowed us to see different teaching styles and personalities. Maybe watching the grade level just above or below our grade level would be helpful"
Provide opportunities for the participants to be able to interact with the children.		6	2.6%	"During independent reading, I would have liked to listen to the students read. Some of the students looked as if they wanted to show what they had learned."
<b>Allow participants to observe in multiple settings.</b>	<b>35</b>		<b>15.2%</b>	
Allow participants to observe multiple classrooms.		16	6.9%	"We need to be able to visit other classrooms as they teach instead of being limited to one teaching style and environment"  "Allow teachers to rotate to a different classroom to see how different teachers at different grade levels to the 120 minute block"
Allow participants to observe multiple grade levels.		14	6.1%	"I would have liked to visit another level such as 2 <sup>nd</sup> due to the fact that they will begin 3 <sup>rd</sup> grade next year. Experiences at lower levels will show the care and set up students have gone through before they enter upper grades."  "I would allow the Reading Rec/Interventionist observer to follow the interventionist into all 3 grade levels at least one of the days of observation. I'm an interventionist and I would have loved to see [literacy coach] work at the other grade levels also. I asked about following the interventionist but was told I could not. This would have been very beneficial to me as an interventionist."
Allow participants to observe in other SCRF school districts/sites.		5	2.2%	"I would recommend that the summer sessions be held at all RF schools and would be open to all teachers."

## Appendix M

Table 2 (Continued)

*Recommended Change to SCRF Summer School Observation*

Recommended Change	N	n	Percentage	Sample Quotes <sup>a</sup>
<b>Modify SCRF professional development .</b>	<b>25</b>		<b>10.8%</b>	
Provide time for professional development (lecture style).		19	8.3%	“A very brief overview of 5 components and progress monitoring for those who have not attended these workshops yet.”  “On day one possible have a longer introduction time to reading first to review and clarify misconceptions or include that at end of day ok.”
Provide more information about instruction in writing.		3	1.3%	“Getting to see writing instruction in the 120 minute.”
Other.		3	1.3%	
<b>Other.</b>	<b>12</b>		<b>5.2%</b>	
<b>TOTAL</b>	<b>231</b>		<b>100.0%</b>	

<sup>a</sup>With the exception of identifying information, quotes are transcribed as written on the survey. No changes have been made to correct for grammar or spelling. Identifying information was deleted and gender references were changed to suppress specific information.