



# ARKANSAS READING FIRST EVALUATION REPORT 2006-2007



**Submitted to:**  
The Arkansas Department of Education

**Submitted by:**  
The National Office for Research on Measurement  
and Evaluation Systems (NORMES)

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# Arkansas Reading First Evaluation Report

## *2006-2007*

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Submitted to:

Arkansas Department of Education  
#4 Capitol Mall, Room 401B  
Little Rock, Arkansas 72201

Submitted by:



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***EXECUTIVE SUMMARY***

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## EXECUTIVE SUMMARY

### Overview of Arkansas Reading First

The *No Child Left Behind Act of 2001* (NCLB) established the Reading First initiative. NCLB is the 2001 reauthorization of the ESEA that originated in 1965 to address the achievement gap between economically advantaged and disadvantaged students. Reading First is embedded in Subpart 1 of Title I of NCLB. Reading First grants to states were created to promote the comprehensive use of scientifically-based reading research (SBRR) methods in classrooms with the goal of having all students reading on grade level by the end of grade three. Reading First is a prescriptive, outcomes-based component of NCLB with strict requirements for reporting the effectiveness of programs in achieving the stated goals of the programs established under these grants (NCLB, 2001).

The United States Department of Education (USDE) awarded Arkansas Reading First funding on August 14, 2002. The seventh state to receive funding, Arkansas has the potential to receive a total of \$64.3 million over the six-year period of the grant. Funding for Year 4 totaled \$12,442,659. The Arkansas Department of Education (ADE) administers the state's Reading First funds and is responsible for designing and implementing the Arkansas Reading First program. ADE contracted with the National Office for Research on Measurement and Evaluation Systems (NORMES) in July of 2006 to conduct the external evaluation of the state's Reading First program. The purpose of the Arkansas Reading First evaluation for 2005–2006 was to describe the implementation status of the program in Year 4 and the progress made in accomplishing the intended goals and objectives.

The goals of Arkansas Reading First are to ensure that every student can read at grade level or above by the end of grade 3, and to provide:

- assistance to local educational agencies in establishing core reading programs in kindergarten through grade 3 that are based on scientifically based reading research (SBRR);
- assistance to local education agencies (LEAs) in selecting or developing and implementing effective instructional materials, programs, learning systems, and strategies that address the five essential elements of reading instruction and implement methods that are scientifically based;
- professional development and other support in preparing all K-3 teachers and K-12 special education teachers to identify specific reading barriers facing their students and to select the tools to effectively help their students learn to read; and
- assistance to LEAs in selecting or administering screening, diagnostic, classroom-based, and evaluation reading assessments.<sup>1</sup>

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<sup>1</sup> Arkansas Department of Education, *Arkansas Reading First District Grant Application*, page 3.

These goals are to be accomplished by:

- monitoring of site-based grant activities through a local leadership team and use of valid, reliable assessments;
- on-site support for implementation of professional development through the services of a full-time, site-based literacy coach who serves at the designated Reading First school;
- full staff participation in professional development based on scientifically based reading research in the five essential elements of reading instruction; and
- employment of state-level, regional Professional Development Associates (PDAs) who will provide professional development based on SBRR and on-site support of implementation of Arkansas Reading First Activities.

Funds are provided to LEAs to invest in improving the quality of teaching through:

- long-term, intensive, job-embedded professional development;
- use of SBRR as the basis for all decisions regarding reading programs, strategies, and supplementary materials;
- accountability for student achievement at the school and district level using established benchmarks for progress in reading; and
- a system of assessment that informs curricular and instructional decision making.<sup>2</sup>

### ***Funding and Subgrant Awards***

The Arkansas Department of Education was awarded an allocation of \$57.5 million for the first five years of implementation. As of November 30, 2007, the Arkansas Department of Education had expended \$43 million of the five-year Reading First allocation. Based on a school K-3 student population of 300–350, the amount of funding available per school was approximately \$400,000 distributed over a three-year period.

In 2006–2007, Reading First subgrants funded 89 schools in 58 districts. The 38 newly funded schools (27 school districts) beginning the Reading First program during 2006-07 are considered Cohort 2 schools, while the original schools participating in the Reading First program are considered to be Cohort 1 schools. One school was discontinued during implementation Year One (2003-2004). Another school was discontinued during Year Two (2004-2005), and six schools were discontinued or were closed prior to implementation Year Three (2005-2006). During Year Four (2006-2007) seven schools did not re-apply for Reading First funding, one school closed, three schools became ineligible to participate, and two schools consolidated.

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<sup>2</sup> *ibid.* page 4.

### **Statewide Leadership and Technical Assistance**

Each Reading First-funded school implemented lab K-3 classrooms to serve as models of SBRR implementation for K-3 educators statewide, including teachers, state literacy specialists, and administrators. Fifteen Arkansas Reading First PDAs were employed to provide professional development and technical assistance in the five essential elements of reading and implementation of SBRR instruction

Accomplishment of Arkansas Reading First goals was supported at the state level by the Arkansas Reading First Administrative Team. The team, composed of the ADE Special Assistant to the Commissioner and the Arkansas Reading First Project Director managed and monitored the activities of the project, and ensured coordination with other state literacy initiatives. In addition, Arkansas Reading First state-level funds were used to contract with nationally recognized reading and research experts to serve on a Research Advisory Team.<sup>4</sup>

### **Improving Reading Instruction in Funded Schools**

Arkansas Reading First was designed to improve K-3 reading instruction in high-poverty and low-performing schools through research-based professional development activities and classroom instruction that reflected reading research. The key operational component of the Arkansas Reading First grant is the complete implementation of the Reading First Coaching Model. Other components include the professional development and technical assistance activities provided by the state, and the required assessments and curriculum. Specifically, the implementation components include:

- Reading First Coaching Model
  - Local Leadership Teams
  - Literacy Coaches
  - Lab Classrooms
  - Literacy Teams
  
- Reading First professional development for funded schools
  - Training for Local Leadership Teams
  - Professional Development for Administrators
  - Professional Development for Literacy Coaches
  - Professional Development for Classroom Teachers
  - Colleague Visits
  - Conferences and Summer Reading Camp
  
- Assessment and Curriculum

Each of these components is described in Chapter 2.0 of the report.

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<sup>4</sup> *ibid.* page 5.



### ***Intervention in Reading First Schools***

The Arkansas Reading First schools are implementing targeted interventions to reduce reading difficulties in students in the primary grades. Student progress is regularly monitored, and targeted interventions are provided according to the level of risk and specific needs of each student. The intervention plan includes the use of assessment instruments, including screening and progress-monitoring measures, and intervention provided by the classroom teacher, small group instruction by more highly trained teachers, and one-to-one instruction for those students most at risk. There is a strong emphasis on methods and strategies grounded in SBRR. The conceptual model for intervention is based on the 3-Tier Reading Model as defined by the Texas Education Agency and the Texas Center for Reading and Language Arts.

All Reading First schools administer valid and reliable assessments. All Reading First schools use the DIBELS™, 6th Edition, as a screening and progress-monitoring instrument to identify children who may be at risk of reading failure. In addition to the regularly scheduled assessments (beginning, middle, and end), children whose scores indicate they are at “some risk” of reading failure are reassessed monthly. Those children whose scores indicate they are at “high risk” of reading failure are reassessed bi-weekly.

Student progress is the topic of monthly school-based Leadership Team Meetings. Each school maintains an assessment wall, a visual of each student’s progress. Students falling below the trajectory of the benchmark for each measure are closely monitored, and interventions are planned according to specific need. If after receiving appropriate interventions the student does not make the expected progress, the Texas Primary Reading Inventory is administered as a diagnostic assessment in order to gain additional information to plan for more intensive intervention. Schools plan targeted interventions that address the area of need for children shown to be at risk. These interventions may be provided by classroom teachers, reading specialists, or other trained individuals.

### ***Reading First Statewide Activities***

Reading First has positively impacted the implementation of scientifically based reading programs across the state. Professional development opportunities provided by the Arkansas Department of Education Literacy Unit through Reading First have provided the state with current research-based information to improve the literacy achievement of the lowest performing children. Reading First has enabled the state to provide leadership, professional development opportunities, and technical assistance to LEAs across the state in the implementation of research-based reading programs. Arkansas Reading First has ensured access to high-quality reading programs for all children in Arkansas public schools through:

- developing a cadre of literacy specialists who are highly knowledgeable in SBRR;
- establishing lab classrooms in Reading First funded and non-funded schools to serve as models of SBRR;
- aligning professional development offered through ADE and Education Service Cooperatives with SBRR;

- revising the English Language Arts Curriculum Framework to explicitly include SBRR;
- developing a Comprehensive Literacy Instruction Map to ensure systematic implementation of the English Language Arts Framework;
- collaborating with the State Special Education staff and the State Improvement Grant (SIG) staff to provide professional development in SBRR interventions for special education students;
- collaborating with Arkansas Literacy Teacher Educators to align pre-service coursework to SBRR; and
- providing SBRR awareness sessions at teacher and administrator conferences.

### **Evaluation Design**

The purpose of the Arkansas Reading First evaluation was to examine the implementation of Arkansas Reading First program requirements at the state level and in funded schools, and to assess the progress made in achieving the goal of having all children reading on grade level by the end of third grade. The original evaluation plan focused on a series of questions developed to determine (1) the effectiveness and fidelity of the Reading First implementation and (2) the impact of Arkansas' Reading First Program on improving student reading outcomes in grades K-3.

NORMES' approach to the Arkansas Reading First evaluation has been to provide a technically sound evaluation plan that ensured continuity with evaluation efforts of prior years', yet extended the analyses to new questions that have arisen as the program has matured and added new cohorts. The comprehensive design continues to provide guidance to the ADE in implementation integrity and outcomes.

A mixed-method evaluation design was employed using a variety of data collection methods. A comprehensive set of descriptive data was collected from a variety of Reading First stakeholders to describe the program implementation process. The impact of the Reading First Program on student performance was analyzed using cross-sectional and longitudinal designs to analyze changes in performance grade by grade and for student cohorts over the four years of implementation.

### ***Evaluation of Implementation***

The school year 2006–07 was the fourth year of full implementation. Evidence of effective implementation included documentation and analysis of state management and technical assistance activities; implementation of the Reading First Coaching model; support from Professional Development Associates; participation in additional literacy related professional development; literacy leadership; classroom instruction in Reading First schools, including assessment to identify students who were not reading at grade level; intervention for struggling readers in Reading First schools; and concerns and recommendations of staff in Reading First schools.

A key part of the evaluation was the documentation of school-based literacy plans for instructional improvements. Such documentation is essential to fully understand the

“intervention” and enable further research into performance variations. Program Profiles provided this documentation.

Highly qualified school-based literacy leaders are essential to effective implementation of Arkansas Reading First, while continuing professional development strengthens their skills and abilities to provide effective instruction. School staff recorded Credentials and maintained Professional Development Logs in order to provide these data for the Reading First evaluation.

Documentation of time and effort on implementation activities provides evidence of program implementation, including relative emphasis on the various program components. Activity Logs provided this documentation for principals, literacy coaches, and PDAs.

Principals and state management staff documented their external review of classroom implementation by recording observations on the Reading First Observation Protocols. The perceptions of teachers, literacy coaches, and principals concerning implementation were reported through Stakeholder Surveys. Activities of school-based literacy teams were recorded in Literacy Team Meeting Logs.

Interventions provided to struggling students are a critical component of Reading First. The evaluation included documentation of the type and intensity of interventions provided to students in Reading First schools in Intervention Activities, as part of the student data set.

All districts and schools with an Arkansas Reading First grant participated in the evaluation data collection activities. To allow efficient data collection, NORMES established the Arkansas Reading First Evaluation Web Site.

### ***Evaluation of Student Outcomes***

The intended outcome of Reading First, as specified in NCLB, is to have all students reading on grade level by the end of grade three. By definition, Reading First schools are the schools serving the largest number of students furthest from meeting grade level literacy standards, and serving the highest concentrations of students from impoverished homes or schools in improvement under NCLB. It can be argued that the purpose of Arkansas Reading First is to narrow the literacy achievement gap between participating Arkansas Reading First schools who serve the most students at risk of not achieving grade level literacy standards, and other schools in Arkansas by the end of grade three. Given four years of full implementation of Reading First, it is timely to evaluate the effectiveness of the program on reaching the goal of having all students reading on grade level by the end of grade three.

In addition to analyses of the grade three outcome measures, **progress-monitoring information** from DIBELS was used to identify struggling readers and to target these students for intervention. The evaluation provides a summary of the extent to which students made progress during the current year in achieving grade-level benchmarks, comparing beginning and/or middle scores with end-of-year scores. Additionally, three years of DIBELS™ progress monitoring data were used to assess progress of student cohorts over time. In terms of **reading proficiency (outcomes)**, the evaluation uses the data collected by Reading First schools on the DIBELS™ and ITBS at the end of the

school year for each grade level. Cross-sectional analysis of each grades' performance K-3 provides an overall look at performance on DIBELS and ITBS as intermediate outcome measures.

### **Implementation Status**

#### ***State Management of Arkansas Reading First***

Each Reading First school completed an Arkansas Comprehensive School Improvement Plan (ACSIP) and included Reading First grant activities within the plan. A mentoring and monitoring team was assigned to each school and included an ADE school improvement specialist, an Arkansas Reading First PDA, and a literacy specialist at regional cooperatives.

Arkansas Reading First PDAs made regular visits to Reading First schools during the 2006–07 school year for professional development and technical assistance. The PDAs made 1,511 visits, averaging 5.3 hours each, and conducted 419 training sessions, averaging 7.5 hours each. During the school visits, the PDAs provided observations of literacy instruction, conferencing and reflecting with the literacy coach, demonstration lessons exemplifying SBRR instruction, assistance in planning interventions for struggling readers, technical assistance in the analysis of assessment data to plan instruction, and exit conference with building principal.

Every PDA school visit included observations of instruction during the 2 ½-hour literacy block in Reading First lab classrooms followed by a time for reflecting with the coach on how to move the teacher forward in his or her implementation of SBRR. The Observation Protocol was used to record the observation data and analyze instruction and its alignment to SBRR. These visits concluded with an exit conference with the building administrator. The majority of the school visits were announced, but approximately 30 unannounced site visits were made for the sole purpose of monitoring grant implementation. Members of the Reading First administrative team participated in the monitoring visits.

The Arkansas Reading First framework for professional development provided many opportunities for the state to monitor the implementation of Reading First activities in grant schools. Coaches, teachers, and administrators attended an initial training period of approximately 15 days during the summer of 2003. Following this initial training, much of the literacy coach training, administrator training, and teacher training was provided in Reading First schools using observation and reflection procedures. This framework allowed the state staff to work in schools, attend school leadership and literacy team meetings, and monitor student progress and classroom implementation.

To prepare for initial implementation in Cohort 2 schools, PDAs visited each school and met individually with coaches and administrators to ensure that materials were ordered in a timely manner and were appropriate for the needs of the school. Cohort 2 coaches attended ten days of Summer Reading Camp in the summer of 2006 and an additional five days of statewide coaches' training for beginning coaches. Teachers and administrators in Cohort 2 schools attended one week of Summer Reading Camp. Principals attended an additional two days of Leadership Training

NORMES provided a Web-based data management system for the Reading First schools to record grant-related activities, professional development activities for all staff members, and data on student interventions and performance. The reports generated by the system allowed PDAs and the State Leadership Team to electronically monitor student data as well as all facets of implementation. Additionally, district officials were provided with access to the site and could monitor the progress of students, teachers, and schools.

Steps to provide additional support for struggling schools and monitor implementation for the 2006–07 year included:

- multiple visits by the Reading First Leadership Team early in the school year;
- Reading First Leadership Team and district administrator presence at local Leadership Team meetings;
- close monitoring of student and teacher data in struggling schools by Reading First Leadership Team, principals, and district personnel;
- additional observations of literacy block by principals to more closely monitor struggling teachers;
- training for principals to identify possible instructional causes for poor student achievement in targeted areas;
- additional training sessions provided by Reading First for struggling teachers;
- additional colleague visits to fully implemented Reading First classrooms; and
- principal review of lesson plans of struggling teachers;
- leadership teams including the superintendent or assistant superintendent of the lowest performing schools attended regional Strategizing for Success workshops to identify areas of need and to develop strategic, detailed plans for strengthening implementation.

***Characteristics of Reading First-Funded Schools and Staff***

Given the combined K-3 enrollment in Reading First schools, the program has the potential to benefit approximately 21,488 current students. Reading First schools ranged in size from 1,086 K-3 students to as few as 71. Ninety-nine percent were Title I schools and about one in three (34%) of Reading First schools were classified as Academic Distressed. The average expenditure per student was \$6,076.73. The teaching staff in Reading First schools was relatively stable, but 29 percent of the schools had high mobility populations. Regular student attendance was a problem for about half (53%) of the Reading First schools.

Demographic information provided through the student data section of the Arkansas Reading First Evaluation Web Site indicated most of the 21,488 students were not classified as English Language Learners (96%). Eight percent were receiving special education and a majority of the students (75%) were eligible for free or reduced lunch. To better understand who the key Reading First implementers were, NORMES' Reading First Evaluation Web Site included a Staff Profile section that addressed the educational background of principals, literacy coaches, teachers, and PDAs.

- Based on the credentials information provided by 45 principals (out of a total of 124), they had an average of 18 years of teaching experience and 11 years of administrative experience. On average, they had been at their current school for 9 years. Most (78%) held a master's as their highest degree, and 22 percent held an Ed.S. degree. Most held Administrative and Supervision Licensure (96%) and Elementary Education Licensure (91%). Over one-third (39%) had Early Childhood Education Licensure. Nine percent held Reading Endorsement Licensure.
- Based on information provided by 94 coaches (out of a total of 159), they had an average of 18 years of teaching experience, including 15 years of K-3 experience. Coaches had been at their current school for an average of ten years. In terms of education, 62 percent of the 92 reporting coaches held a master's degree, and 34 percent held a bachelor's degree. Most (98%) held Elementary Education Licensure, and many (64%) had Early Childhood Education Licensure. Also, 19 percent held Reading Endorsement Licensure, 16 percent held certification as a Reading Specialist, and 9 percent held Administrative and Supervision Licensure.
- Information about credentials was collected for the Reading First teachers. Of the 1,704 K - 3 teachers, 407 reported some credentials information. They had an average of nearly 12.8 years of teaching experience, including 11.2 years of K-3 experience, and had been at their current school for an average of nearly 9 years. Close to three-fourths (72%) held a bachelor's as their highest degree, and 28 percent held a master's degree. In terms of teaching certification, 82 percent held Elementary Education Licensure, and 64 percent held Early Childhood Education Licensure. Six percent held the Reading Endorsement Licensure, and four percent held certification as a Reading Specialist.

### ***Implementation of Reading First Coaching Model***

The Arkansas Reading First model of professional development was designed to create learning environments in which all school staff would become knowledgeable about the literacy development of children through SBRR and have expectations that all children could and would learn to read proficiently. This was done by building the capacity at each school to provide ongoing, job-embedded professional development at the local level through the coaching model. School-based professional development was provided by the literacy coach, principals, and PDAs through the coaching model. In combination with the lab classrooms and literacy teams, the coaching contributed to the ability of the



school staff to create the desired environment and enable all students to read proficiently.

Principals played a significant part in the development of the K-3 literacy program through observation in K-3 classrooms and feedback to teachers as well as by participation in Leadership Team and literacy team meetings. Principals maintained Activity Logs of their K-3 literacy-related activities on the Arkansas Reading First Evaluation Web Site. Based on the Activity Logs, a total of 9,943 (8,047 for Cohort 1 and 1,896 for Cohort 2) hours of K-3 literacy activity were reported by 58 principals (37 from Cohort 1 and 21 from Cohort 2) over the 2006–07 school year. Of the total hours that principals reported as devoted to K-3 literacy, 2,606 hours (32%) for Cohort 1 and 565 (30%) for Cohort 2 were spent in classroom observations. The remainder of the principals' time was devoted to attending literacy-related professional development and literacy team meetings (12% Cohort 1; 18% Cohort 2), and conferences with literacy coaches (12% Cohort 1; 16% Cohort 2), conferences with other K-3 teachers on literacy instruction (12% Cohort 1; 13% Cohort 2), and monitoring student performance (12% Cohort 1; 10% Cohort 2).

In terms of classroom observations, principals reported through the survey that they spent an average of 77 minutes per day (Cohort 1) and 67 minutes per day (Cohort 2) observing K-3 literacy instruction, including an average of 69 minutes (Cohort 1) and 53 minutes (Cohort 2) of uninterrupted time. Principals reported that they were able to conduct K-3 literacy observations about three days per week (Cohort 1) versus two days per week (Cohort 2), and observed in about 13 K-3 classes per month, on average for Cohort 1 and about nine K-3 classes per month, on average for Cohort 2.

Literacy coaches also maintained Activity Logs in which they recorded the hours they spent on various activities and the grades associated with these activities. Of the total hours reported by coaches at Cohort 1 and Cohort 2 schools, Cohort 1 had 19,611 hours (33%) and Cohort 2 had 17,663 hours (35%) were devoted to activity in the lab classrooms or other K-3 classrooms. The remainder of the coaches' time was devoted to planning and instruction for demonstration teaching (7% for Cohort 1; 11% for Cohort 2), procuring instructional materials (6% for Cohort 1; 7% for Cohort 2), monitoring student performance (9% for Cohort 1; 8% for Cohort 2), assisting teachers with planning core instruction or interventions (8% for Cohort 1; 8% for Cohort 2), assisting with assessments (8% for Cohort 1; 7% for Cohort 2), conducting literacy team meetings and teacher workshops (2% for Cohort 1; 1% for Cohort 2), and other support activities (27% for Cohort 1; 23% for Cohort 2).

Coaches reported through the survey that they generally spend 4.7 days per week for Cohort 1 and 4.8 days per week for Cohort 2 observing K-3 instruction. Coaches reported spending an average of 214 minutes per day for Cohort 1 and 195 minutes per day for Cohort 2 observing K-3 literacy instruction, more than twice the amount of time reported by principals in both cohorts. Coaches also reported more uninterrupted time for observations than did principals (153 minutes versus 69 minutes for Cohort 1; 122 minutes versus 53 minutes for Cohort 2), although in fewer classrooms per month (six versus 13 for Cohort 1; six versus nine for Cohort 2).

Within each Reading First school, local Leadership Teams were developed for the purpose of monitoring the implementation of the Reading First subgrant and providing leadership to the literacy teams within the school. Most principals (87% Cohort 1; 75%

Cohort 2) reported that they led Leadership Team Meetings in their school on Reading First grant related topics. The majority of the coaches (88% Cohort 1; 86% Cohort 2) reported that they participated in these Leadership Team Meetings.

Reading First schools also established literacy teams to guide implementation of literacy instruction and to provide professional support to staff. According to the Literacy Team Participation Logs established in NORMES' Web-based data collection system, 39 Cohort 1 schools and 27 Cohort 2 schools reported establishing literacy teams and collectively conducting 871 and 573 meetings respectively. Cohort 1 schools averaged 22 literacy team meetings per year, lasting a little over one hour and fifteen minutes on average, with an average of eight people attending, including staff and visitors. While Cohort 2 schools averaged 21 literacy team meetings per year, lasting a little over one hour on average, with an average of eight people attending, including staff and visitors.

Almost all schools (97% Cohort 1; 96% Cohort 2) focused on data analysis in literacy team meetings, with nearly a fourth of all meetings (26% and 27 % respectively) addressing this topic. About one-fourth of the meetings held at both cohort schools focused on student work and on other topics. Through the NORMES survey, all coaches in Cohort 1 reported that they had facilitated literacy team meetings to focus on literacy related topics, while only 95% of coaches in Cohort 2 reported that they had facilitated literacy team meetings. All principals in both cohorts and almost all teachers (92% Cohort 1; 94% Cohort 2) agreed that this had occurred in their schools. Almost all principals (97% Cohort 1; 96% Cohort 2) and coaches (93% Cohort 1; 95% Cohort 2) indicated that literacy teams met regularly to study professional texts, analyze student assessment data, and to plan appropriate interventions for struggling students. Most teachers (86% Cohort 1 teachers; 87% Cohort 2 teachers) agreed. All principals and most coaches (88% Cohort 1; 97% Cohort 2) and teachers (94% Cohort 1 teachers; 95% Cohort 2 teachers) indicated that the literacy teams used assessment data to monitor student progress. Almost all principals (94% Cohort 1; 90% Cohort 2) and most coaches (85% Cohort 1; 92% Cohort 2) reported that literacy teams collaboratively planned interventions to support struggling readers. Eighty-three percent of Cohort 1 teachers and 80 percent of Cohort 2 teachers agreed.

The survey administered by NORMES provided an opportunity for principals, literacy coaches, and teachers to offer a self-assessment of the effectiveness of the Reading First coaching model.

Principals and coaches were positive in their assessment of the effectiveness of the model. The survey results indicated that:

- Most principals in Cohort 1 (88%; down from 91% the previous year) and all principals in Cohort 2 believed that K-3 teachers have had adequate support from a literacy coach to assist in developing effective instruction.
- Similarly, 87 percent of principals in Cohort 1 (down from 93% the previous year) and 100 percent of principals in Cohort 2 believed teachers have had adequate support from a literacy coach to assist in diagnosing problems.
- Most principals (85% Cohort 1; 100% Cohort 2) and all coaches (Cohort 1 and 2) felt the Reading First coaching model has had a positive effect on teachers' abilities to achieve literacy goals.



- All coaches (Cohort 1 and 2) felt that they provided clear, effective demonstrations for classroom teachers.
- All coaches (Cohort 1 and 2) felt that they had sufficient knowledge and background experience to be an effective instructional coach.

Teachers also were asked to describe how effective the components of the Reading First coaching model were in implementing SBRR in their schools. On the 2006-2007 survey, the components rated as effective by the largest percentage of teachers were “assistance in implementing the core reading program” (89% Cohort 1; 92% Cohort 2) and “discussion/networking opportunities with other teachers” (91% Cohort 1; 86% Cohort 2).

Cohort 1 teachers and Cohort 2 teachers were comparable in their reports of the effectiveness of coaching model components although Cohort 2 teachers tended to be slightly more likely to agree or strongly agree that the coaching components were effective. A noteworthy exception and the largest difference between Cohort 1 and Cohort 2 teachers was for “observations of the literacy block during colleague visits” for which 82% of Cohort 1 teachers agreed or strongly agreed that the component was effective as compared to 78% of Cohort 2 teachers.

Principals and coaches were asked to describe teachers’ acceptance of the Reading First coaching model. Cohort 1 principals’ perception of the number of teachers who are very willing to change practice has increased from 42% in 2005 to 50% in 2007. Concurrently, the perception of the number of teachers reluctant to change has also increased slightly from 5% to 8% in the same time period. Principals perceived fewer teachers over time in the “mostly accepting and willing to change” category. Cohort 1 literacy coaches’ perceptions remained flat over the three years and exhibited greater skepticism of teachers’ willingness to change. It is important to note that this view is also reflected in literacy coaches’ perception of their unresolved challenges.

Cohort 2 principals were more varied in their perceptions, whereas Cohort 2 literacy coaches were more skeptical of teacher’s acceptance and willingness to change practice. As with cohort 1 literacy coaches, cohort 2 literacy coaches also note the willingness to change teaching practices as their primary unresolved challenge.

In contrast to principals and literacy coaches, teachers in both cohorts overwhelmingly viewed themselves as very accepting and willing to change.

### ***Support from Professional Development Associates***

Eighteen Professional Development Associates (PDAs), as reported, provided professional development and technical assistance to improve literacy instruction, and oversight of Reading First implementation statewide. All PDAs worked intensively with both Reading First schools and non-funded schools. In addition, PDAs supported approximately 30 ADE/Cooperative Literacy Specialists housed in regional educational service cooperatives. The ADE/Cooperative Literacy Specialists provide statewide Reading First professional development in Early Literacy Learning in Arkansas (ELLA) and Effective Literacy. PDAs maintained Activity Logs that summarized their efforts in both settings.

In Reading First-funded and non-funded schools, PDAs supported Reading First implementation by conducting training sessions and providing on-site technical assistance. As summarized from their Activity Logs for work in Reading First schools, 18 PDAs reported 419 training sessions, totaling 3,139 hours of training, for an average of seven and a half hours per session. Literacy coaches represented 41 percent of the trainee population. Teacher participants represented each grade level evenly. Kindergarten and first grade teachers represented 19 percent of the trainee population, and second/third grade teachers represented 18 percent of the population. Administrators accounted for 8 percent.

PDAs reported 1,511 school visits to Reading First schools, totaling 7,958 hours of support and averaging five hours for each visit. During these visits, conferences were held and observations were made. Most visits (41%) included conferences with coaches. Conferences with administrators occurred during 28 percent of the visits. Conferences with teachers were less frequent, occurring during 4-12 percent of the visits. During about nineteen percent of the visits, observations of coaches were made. The number of observations of teachers showed more emphasis on kindergarten and first grade.

In addition to working in Reading First-funded schools, PDAs also supported schools who were not receiving Reading First funds in developing SBRR-based programs by providing training sessions and technical assistance to teachers. These professional development activities provided instruction for over 11,000 Arkansas educators.

In addition, PDAs worked intensively with 30 Reading First non-funded schools -that is, schools that were not receiving Reading First funds directly, but committed to adopting the Reading First coaching model. PDAs reported 322 visits to 30 non-funded schools, totaling 1,904 hours of support, averaging six hours for each visit. During these visits, conferences were held and observations were made. Conferences were typically with coaches (during 38% of the visits) and with administrators (during 30% of the visits). Conferences with kindergarten and first grade teachers were held (during 11% and 13% of the visits, respectively). Observations were done with kindergarten and first grade, with 30 percent of visits including observations in first grade and 26 percent of visits including observations in kindergarten.

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

All of the assistance components were rated by at least 75% of principals as generally to very effective. All of the assistance components were rated by at least 86% of coaches as generally to very effective. Generally, there was little change in the percentage of coaches that rated assistance as effective across the third and fourth implementation years. One notable exception was an increase of 8% in the percentage of Cohort 1 coaches reporting effectiveness for on-site modeling, observation, and feedback provided by the PDA and other state staff.

### ***Additional Literacy-Related Professional Development***

Reading First professional development included job-embedded professional development using the coaching model as described in the previous sections as well as

professional development outside the classroom. The primary mode for outside professional development was the series of professional development activities sponsored by ADE for principals, literacy coaches, and K-3 teachers. The series included the following:

- Reading First training
- Other state-sponsored training
  - Arkansas Comprehensive School Improvement Plan (ACSIP)
  - Early Literacy Learning in Arkansas (ELLA) training
  - Effective Literacy
  - Smart Start Quarterly Meetings and Summer Conference
  - Summer Reading Camp
- Literacy-related conferences
- Graduate courses in literacy

Cohort 1 principals reported an average of 27 hours of training each. Cohort 1 coaches averaged 102 hours of training this year while Cohort 1 teachers reported an average of 29 hours training this year. Cohort 2 principals reported an average of 46 hours of training each. Cohort 2 coaches averaged 180 hours of training this year while Cohort 2 teachers reported an average of 41 hours training this year.

Of the 25 reporting Cohort 1 principals, 60 percent participated in ACSIP, where the greatest number of their professional development hours were accumulated outside of Reading First sponsored training. None of the Cohort 1 principals reported participating in ELLA training. Of the 15 reporting Cohort 2 principals, twenty-seven percent participated in ELLA training, where the greatest number of their professional development hours were accumulated outside of Reading First sponsored training. Of the 54 reporting Cohort 1 literacy coaches, thirteen percent participated in ELLA and 9 percent in Effective Literacy (where the majority of their professional development hours spent outside of Reading First sponsored training; 183 hours). Of the 45 reporting Cohort 2 literacy coaches, thirty-eight percent participated in ELLA (where the majority of their professional development hours spent outside of Reading First sponsored training; 1,069 hours). Only fifteen percent of the 139 reporting Cohort 1 teachers participated in the ELLA training, where the majority of their professional development hours were accumulated. Approximately one-fourth (27%) of the 134 reporting Cohort 2 teachers participated in the ELLA training, where the majority of their professional development hours were accumulated. During the summer of 2007, 1,080 teachers and administrators participated in the Summer Reading Camp. Participants received 35 hours of professional development which accounted for 3,780 total contact hours.

Additional professional development was offered at professional literacy-related conferences. Teachers and literacy coaches in Reading First schools attended the Arkansas Reading Association Conference, Arkansas Early Literacy Conference, and International Reading Association Conference in particular. There was higher attendance for principals and literacy coaches in both Cohort 1 and Cohort 2 for the Arkansas Reading Association and Arkansas Early Literacy Conference. Cohort 1

Principals and literacy coaches reported higher attendance for the International Reading Association Conference than Cohort 2.

At least 43 staff participated in graduate-level university course work. Staff accessed more than four universities for their courses. A wide variety of courses were reported.

Reading First training was viewed overall as very effective or effective by almost all participants who offered a rating. The other major professional development offerings also received high effectiveness ratings from participants. More than half of each staff group in each cohort reported Arkansas Reading Association and Early Literacy conferences as effective or very effective.

### ***Literacy Leadership***

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

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

- Cohort 1 principals expressed the highest level of knowledge (extensive) and confidence (extremely) in fluency, vocabulary, comprehension, organization and supervision of literacy instruction, and use of the core reading program. They were least knowledgeable or confident providing literacy instruction for children with limited English proficiency and children with special needs.
- Cohort 2 principals expressed the highest level of knowledge (extensive) and confidence (extremely) in phonemic awareness, phonics, fluency, comprehension, organization and supervision of literacy instruction, use of the core reading program, and using student assessment to guide instruction. They were least knowledgeable or confident using DIBELS to monitor student progress, use of supplemental materials, and providing literacy instruction for children with limited English proficiency.
- Cohort 1 literacy coaches rated themselves as most highly knowledgeable and confident in using DIBELS to monitor student progress, use of the core reading program, and using student assessment to guide instruction. They were least knowledgeable or confident in writing instruction, and providing literacy instruction for children with limited English proficiency and children with special needs.

- Cohort 2 literacy coaches rated themselves as most highly knowledgeable and confident in using DIBELS to monitor student progress, use of the core reading program, and using student assessment to guide instruction. They were least knowledgeable or confident in writing instruction, and providing literacy instruction for children with limited English proficiency and children with special needs.
- Cohort 1 teachers reported less knowledge and confidence overall as compared to principals and coaches. They rated themselves higher in using DIBELS to monitor student progress, and using student assessment to guide instruction than any other areas. Like principals and coaches, teachers were least confident providing literacy instruction for children with limited English proficiency and children with special needs.
- Similar to Cohort 1 teachers, Cohort 2 teachers reported less knowledge and confidence overall as compared to principals and coaches. They rated themselves higher in using DIBELS to monitor student progress, use of the core reading program, and using student assessment to guide instruction than any other areas. Like principals and coaches, teachers were least confident providing literacy instruction for children with limited English proficiency and children with special needs.

The leadership of the school principal is critical to the implementation of an effective literacy program. In a self-report, almost all (97% Cohort 1; 100% Cohort 2) of the Reading First principals claimed that they provided effective leadership to strengthen reading and literacy instruction in their schools. Most teachers (88% of Cohort 1 teachers; 86% of Cohort 2 teachers) and literacy coaches (71% Cohort 1; 79% Cohort 2) agreed that their principal provided effective leadership for literacy instruction. Percentages were down slightly (6%) for Cohort 1 principals and considerably down for Cohort 1 coaches (22%), but up by two percent for Cohort 1 teachers from last year.

Literacy coaches have significant leadership responsibilities for developing strong literacy programs in Reading First schools. Through the NORMES survey, nearly all coaches reported that they participated in Leadership team meetings on Reading First grant related topics (98% for Cohort 1; 97% for Cohort 2), had presented professional development, assisted in analyzing student assessment data, and led study sessions on literacy topics for school staff (96% for Cohort 1; 97% for Cohort 2). Additionally, most coaches (92% for Cohort 1; 92% for Cohort 2) reported that they had been included in making decisions about Reading First concerns, such as budget revisions, curriculum changes, and scheduling.

Approximately 95% of Cohort 1 teachers (up from 90% last year) and 88% of Cohort 2 teachers indicated that their approach as literacy professionals had changed as a result of Reading First. One way that teachers can demonstrate leadership is through involvement in their school's literacy team. Almost all teachers (98% for Cohort 1; 99% for Cohort 2) indicated that they had participated in literacy team meetings or grade-level meetings on literacy topics. A little more than half of Cohort 1 teachers (61%, down from 74% last year) and Cohort 2 teachers (55%) reported that they also had presented to literacy team meetings on their research or study on literacy topics.



### ***Classroom Instruction in Reading First Schools***

The Reading First program was established to bring about a change in the way reading is taught and to align instructional strategies more closely with the current research on effective practice. Given the professional development emphasis of Reading First, teachers who have participated in the training should be knowledgeable in several areas. Teachers should know the essential elements of the reading process and how to translate this knowledge into instructional practice. Teachers should also be able to effectively individualize instruction based on the needs of the students, using diagnostic assessments to identify areas of need and modifying instruction accordingly. Teachers should be able to organize classrooms to maximize the amount of time that students are actively engaged in reading instruction and know how to select and use reading resources. Efficiently organizing instruction, carefully selecting and modifying reading material, and effectively presenting the material can prevent reading failure. Adequate instructional time, well designed materials, and effective presentation techniques are all essential ingredients of a successful school reading program.

Based on survey responses, most principals, coaches and teachers described a structure for literacy instruction that reflects the Arkansas Reading First model. Between 95 and 100 percent of each group agreed that the approach to literacy was consistent with scientifically based reading research (97% of Cohort 1 principals and 100% of Cohort 2 principals; 96% of Cohort 1 coaches and 100% of Cohort 2 coaches; 97% of Cohort 1 teachers and 95% of Cohort 2 teachers); the components of the literacy program are systematic and sequential, emphasizing explicit instruction (97% of Cohort 1 principals and 100% of Cohort 2 principals; 98% of Cohort 1 coaches and 100% of Cohort 2 coaches; 97% of Cohort 1 teachers and 96% of Cohort 2 teachers); the school has established an uninterrupted block of time for reading instruction of at least 90 minutes (97% of Cohort 1 principals and 100% of Cohort 2 principals; 97% of Cohort 1 coaches and 100% of Cohort 2 coaches; 98% of Cohort 1 teachers and 95% of Cohort 2 teachers); and teachers use in-class grouping strategies, including small group instruction, to meet students' needs (97% of Cohort 1 principals and 100% of Cohort 2 principals; 95% of Cohort 1 coaches and 100% of Cohort 2 coaches).

Almost all school staff agreed that the instructional content of the core reading program in their school effectively addressed the essential elements of reading. Most Cohort 1 staff agreed that student materials were effectively aligned with the core reading program instruction (97% of principals, 98% of coaches, and 96% of teachers agreed). All Cohort 2 principals and coaches agreed that student materials were effectively aligned with the core reading program instruction, while only 95% of teachers agreed. All Cohort 1 principals, and most coaches (95%) and teachers (93%) agreed that the core reading program allowed for modifying instruction based on students' needs. Five percent of coaches and seven percent of teachers disagreed. All Cohort 2 coaches, and most principals (95%) and teachers (93%) agreed that the core reading program allowed for modifying instruction based on students' needs. Five percent of principals and seven percent of teachers disagreed. All Cohort 1 principals, and most coaches (92%) and teachers (94%) agreed that the core reading program allowed ample practice opportunities. Eight percent of coaches and six percent of teachers disagreed. All Cohort 2 principals and coaches, and most teachers (85%) agreed that the core reading program allowed ample practice opportunities. Fifteen percent of teachers disagreed.

In terms of classroom instruction, most Cohort 1 principals (97-98%) and all Cohort 2 principals, most Cohort 1 coaches (97-98%) and Cohort 2 coaches (95-100%), and most Cohort 1 teachers (98-99%) and Cohort 2 teachers (96-98%) reported that classroom instruction was consistent with Arkansas Reading First requirements, specifying that teachers provided at least 90 minutes of uninterrupted reading instruction daily; based instructional decisions on student assessment data; and followed core reading program schedules and effectively paced instruction to benefit the quality of instruction. Teachers were asked specifically how much time they spent each day providing instruction in reading. The average time reported was 132 minutes for Cohort 1 teachers (up one minute from last year) and 138 minutes for Cohort 2 teachers. In terms of instruction for special populations, there was a general consensus among principals, coaches and teachers in each cohort that instructional strategies were effective for students with disabilities. There was much less agreement in each cohort on whether students with limited English proficiency received effective instruction. Teachers included a wide variety of instructional strategies in their reading lessons. At least 95 percent of teachers reported using the following strategies regularly: reading aloud, independent reading, independent writing, and write aloud.

Early identification of students experiencing reading difficulties is essential for progressing toward Arkansas's goal of all students reading on grade level by third grade. Each of the Reading First programs has developed methods of accomplishing this early identification through use of screening and assessment instruments. There was wide agreement that schools used screening and assessment to identify students needing intervention. All Cohort 1 principals and most coaches (97%) and teachers (97%) reported that their schools use screening tools to identify students with reading difficulties, and all Cohort 2 coaches and teachers, and most principals (95%) reported that their schools use screening tools to identify students with reading difficulties. All Cohort 1 staff agreed that teachers have ready access to student assessment data, where as all Cohort 2 principals and coaches, and most teachers (99%) agreed that teachers have ready access to student assessment data. All Cohort 1 principals and most coaches (93%) felt the screening process has been effective in identifying children who are at risk of reading failure, and 97 percent of teachers agreed. All Cohort 2 coaches and most principals (95%) felt the screening process has been effective in identifying children who are at risk of reading failure, and 98 percent of teachers agreed. All Cohort 1 principals and 88 percent of coaches and 98 percent of teachers, where as all Cohort 2 principals and teachers and most coaches (97%) reported that information from assessments are used by teachers to group students according to their needs and plan appropriate intervention.

When asked to describe the most significant changes that have occurred in their classrooms, Cohort 1 teachers most frequently mentioned interventions, more explicit instruction, and more application activities, while Cohort 2 teachers most frequently mentioned allocation of time, more explicit instruction, and interventions.

### ***Intervention for Struggling Readers***

Students who are not meeting benchmarks on reading progress monitoring instruments at the beginning or middle of the school year are much more at risk of not meeting the end-of-year benchmarks on outcome assessments. When these students are identified through screening and assessment (as described in the previous section), the Arkansas Reading First model calls for teachers to arrange time within the school day for

additional instruction beyond the core reading program that is targeted to the students' specific reading difficulties.

Through the Program Profile, staff reported that schools provided interventions during school hours as well as after school. About half of the Cohort 1 schools (49%) offered Additional Time-Targeted Instruction in the classroom, 33 percent offered Booster Groups during the school day but outside the classroom, and 69 percent offered computer-assisted programs after school. Almost half of the Cohort 2 schools (46%) offered Additional Time-Targeted Instruction after school, 71 percent offered Booster Groups after school, and 89 percent offered computer-assisted programs after school. At Cohort 1 schools, classroom teachers were generally involved in Additional Time-Targeted Instruction, computer-assisted instruction, and tutoring, while certified reading teachers primarily conducted Booster Groups and Early Literacy Groups. At Cohort 2 schools, classroom teachers were generally involved in tutoring and other activities, while certified reading teachers primarily conducted Booster Groups and Early Literacy Groups. Para-professionals conducted 75 percent of Computer Assisted activities.

There was general agreement that schools are providing interventions for struggling readers. Most of the Reading First principals (97% Cohort 1; 100% Cohort 2), coaches (97% Cohort 1; 95% Cohort 2), and teachers (95% Cohort 1; 94% Cohort 2) indicated that interventions had been provided to students who were not making sufficient progress in reading. The percentages for Cohort 1 were relatively the same as percentage points from last year. In terms of interventions with special populations, almost all principals (100% Cohort 1 and 95% Cohort 2) felt that students with disabilities and other special needs received effective interventions. Most teachers and coaches also agreed (91% of Cohort 1 teachers and 94% of Cohort 2 teachers; 85% of Cohort 1 coaches and 90% of Cohort 2 coaches). There was less agreement in terms of interventions with the limited English proficiency (LEP) population. For students with limited LEP, 94% of Cohort 1 principals and 76% of Cohort 2 principals (24% of Cohort 2 principals indicating "Don't Know"), and 65% of Cohort 1 coaches (13% indicated "Don't Know") and 68% of Cohort 2 coaches (27% indicated "Don't Know") agreed that effective interventions were provided for LEP students. About 84% of Cohort 1 (compared with 95% last year; 15% indicated "Don't Know") and 76% of Cohort 2 (19% indicated "Don't Know") teachers agreed. From the database of 21,488 students, a total of 11,534 students were reported as having at least one intervention.

### **Summary of Student Performance**

Overall, improvements in performance were made throughout the 2006–07 school year at each grade level, although the amounts varied considerably. For kindergarten and first grade students, progress was monitored by four assessments. Three assessments were administered for second grade progress monitoring, and two were administered for third grade progress monitoring.

Reading First schools made greater gains in increasing the proportion of students' proficient or advanced than other schools in the state. The overall reading achievement gap as measured by the Arkansas literacy benchmark exam for third grade decreased over the past three years. In 2004-05, Cohort 1 schools scored approximately half a standard deviation lower on the Arkansas literacy benchmark exam (mean scaled score of 418.2) as compared to schools not participating in the Reading First program (mean scaled score of 499.7). By 2006-07, Cohort 1 schools closed the reading achievement



gap to less than one-third of a standard deviation behind schools not participating in the Reading First program (mean scaled score of 484.9 compared to a mean scaled score of 533.1). While Cohort 2 schools were not participating in the Reading First program during 2004-05 and 2005-06, Cohort 2 schools showed a similar trend in decreasing the reading achievement gap. In 2006-07, Cohort 2 schools closed the reading achievement gap to approximately one-fourth of a standard deviation behind schools not participating in the Reading First program (mean scaled score of 489.5 compared to a mean scaled score of 533.1).

Subgroup performance improved over time as evidenced by the increased percentage of students scoring in the proficient or advanced categories. For both cohorts, the Free/Reduced Lunch Participant students (economically disadvantaged) and Limited English Proficient students had the most dramatic decreases in the achievement gap with the effect sizes for the economically disadvantaged dropping from a quarter of a standard deviation ( $d = 0.25$ ) which represents a small effect, to a negligible effect size ( $d = 0.07$ ). The Limited English Proficient subgroup closed the gap by half a standard deviation over three years for Cohort 1 ( $d = 0.59$  to  $d = 0.10$ ). Cohort 2 LEP students demonstrated a dramatic decrease in the literacy achievement gap in the first year of implementation from half a standard deviation, a moderate effect, to a quarter of a standard deviation, a small effect.

In addition to the Arkansas Reading First (ARF) and non-Reading First (non-ARF) comparison, a set of matched Title 1 comparison schools were selected and performance compared between ARF schools and non-ARF comparison Title 1 schools. The purpose of this comparison was to reduce the plausibility that improvements for these schools could be explained by the concept of “regression toward the mean”. The results indicated that ARF schools made gains at a greater rate than their matched comparison group peers. Decreased effect sizes represent the reduction of the achievement gap between the groups.

Students in all grades made progress on each assessment during 2006–07, comparing beginning, middle, and end assessment periods.

In terms of progress during the school year, comparing the first assessment period to the end:

- Cohort 1 kindergarten students made substantial improvement on all four DIBELS assessments, moving from 62 percent to 85 percent meeting the benchmark on Phonemic Segmentation Fluency (PSF), from 55 percent to 78 percent on Letter Naming Fluency (LNF), from 68 percent to 81 percent on Nonsense Word Fluency (NWF), and from 30 percent to 65 percent on Word Use Fluency (WUF).
- Cohort 2 kindergarten students made substantial improvement on all four DIBELS assessments, moving from 59 percent to 86 percent meeting the benchmark on Phonemic Segmentation Fluency (PSF), from 51 percent to 76 percent on Letter Naming Fluency (LNF), from 64 percent to 78 percent on Nonsense Word Fluency (NWF), and from 23 percent to 61 percent on Word Use Fluency (WUF).

- Cohort 1 first grade students also made substantial progress on four of five DIBELS assessments, moving from 72 percent to 97 percent meeting the benchmark on PSF, from 66 percent to 99 percent on LNF, from 65 percent to 84 percent on NWF, and from 26 percent to 83 percent on WUF. No progress was made in Oral Reading Fluency (ORF), with the percentage meeting the benchmark, from 65 percent to 65 percent.
- Cohort 2 first grade students also made substantial progress on four of five DIBELS assessments, moving from 56 percent to 96 percent meeting the benchmark on PSF, from 56 percent to 93 percent on LNF, from 50 percent to 75 percent on NWF, and from 19 percent to 78 percent on WUF. Progress declined in ORF, with the percentage meeting the benchmark dropping by two percentage points, from 58 percent to 56 percent.
- Cohort 1 second grade students improved on all three of the DIBELS measures, moving from 62 percent meeting the benchmark to 95 percent on NWF, from 47 percent to 49 percent on ORF, and from 44 percent to 80 percent on WUF
- Cohort 2 second grade students improved on all three of the DIBELS measures, moving from 44 percent meeting the benchmark to 90 percent on NWF, from 40 percent to 46 percent on ORF, and from 35 percent to 78 percent on WUF
- Cohort 1 third grade students made progress on the both DIBELS assessment, increasing from 38 percent to 45 percent meeting benchmark from the beginning to the end of the year on ORF, and from 71 percent to 76 percent on WUF.
- Cohort 2 third grade students made progress on the WUF DIBELS assessment, increasing from 57 percent to 66 percent meeting benchmark from the beginning to the end of the year. Minimal progress was made on ORF with the percentage meeting benchmark moving from 39 percent to 40 percent.

In terms of improvements in performance comparing across years from 2005-06 through 2006-07 for Cohort 1 schools, DIBELS assessment scores remained stable compared to the prior year. Second grade students on NWF and third grade students on ORF made the most gains.

- Cohort 1 kindergarten students performed just as well as the previous year on the DIBELS assessments. Performance on PSF increased one percentage point from 2005-06 to 85 percent. Performance on LNF decreased one percentage point from 2005-06 to 78 percent, and performance on NWF increased one percentage point from 2005-06 to 81 percent. Sixty-four percent met proficiency on ITBS Language Total (at or above the 40<sup>th</sup> percentile).

- Cohort 1 first grade students had mixed performance on the DIBELS assessments as compared to the previous year. Performance on PSF increased one percentage point from 2005-06 to 97 percent. Performance on NWF increased three percentage points from 2005-06 to 84 percent, and performance on ORF increased one percentage point from 2005-06 to 65 percent. On ITBS Vocabulary, only 46 percent of first grade students met proficiency (at or above the 40<sup>th</sup> percentile) as compared to 48 percent last year. On ITBS Reading Comprehension, first grade students had an average NCE of 53.65 with 68 percent meeting proficiency (down by two percent from last year).
- Cohort 1 second grade students also had mixed performance on DIBELS assessments, ranging from 95 percent meeting the benchmark on NWF to 49 percent on ORF. On ITBS Reading Comprehension, second grade students had an average NCE of 51.60, with 61 percent meeting the proficiency level of the 40<sup>th</sup> percentile. On ITBS Vocabulary, students had an average NCE of 46.88, with 53 percent meeting proficiency. The 2006-07 second grade students performed better than the students in 2005-06 on all assessments except for ORF.
- Cohort 1 third grade students performed lower than first and second grade students on ORF, with only 45 percent meeting the benchmark which is an increase of three percentage points from 2005-06. On ITBS Reading Comprehension, third grade students had a mean NCE score of 47.00, with 56 percent meeting proficiency. On ITBS Vocabulary, the average NCE score was 46.49 with 58 meeting proficiency. The 2006–07 third grade students performed better than the students in 2005–06 on ITBS Reading Comprehension and ORF.

### **Report Overview**

Chapter 1.0 presents an overview of reading achievement in Arkansas and the Arkansas Reading First requirements. Chapter 2.0 presents a detailed description of the grant award process within the state, the support provided to funded schools through technical assistance and professional development, the approach to instruction and intervention in funded schools, and other initiatives in the state that support improvements in reading instruction. Chapter 3.0 discusses the methodology used for the evaluation. Chapter 4.0 presents the overall implementation status and perceived program effectiveness of the Reading First program in Arkansas. Chapter 5.0 addresses performance in reading achievement on the assessments constituting the Reading First assessment system for 2006–2007.

## ***1.0 INTRODUCTION***

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## 1.0 INTRODUCTION

The *No Child Left Behind Act of 2001* (NCLB) established the Reading First initiative. NCLB is the 2001 reauthorization of the ESEA that originated in 1965 to address the achievement gap between economically advantaged and disadvantaged students. The accountability measures in Title I have provided federal funds to assist in these efforts for decades. NCLB strengthened accountability measures for states receiving federal funds under the Elementary and Secondary Schools Act (ESEA). NCLB included the caveat that states who accepted federal funds would be held accountable to the Title I goal of providing all students with the opportunity to achieve proficiency on challenging state academic content standards (NCLB, 2001). Specifically, Title I funding is intended to “reinforce and amplify efforts to improve teaching and learning for students farthest from meeting state standards (USDE, 2007). Further, NCLB included the goal of having all students proficient on state standards in literacy and mathematics by 2014. In addition, NCLB required that Title I funds be used to support schoolwide reform methods and instructional strategies based on empirical research findings of effectiveness in improving outcomes for all children, but in particular, low achieving students and those at risk of not meeting the state standards (NCLB, 2001).

Reading First is embedded in Subpart 1 of Title I of NCLB. Reading First grants to states were created to promote the comprehensive use of scientifically-based reading research (SBRR) methods in classrooms with the goal of having all students reading on grade level by the end of grade three. Reading First is a prescriptive, outcomes-based component of NCLB with strict requirements for reporting the effectiveness of programs in achieving the stated goals of the programs established under these grants (NCLB, 2001).

The United States Department of Education (USDE) awarded Arkansas Reading First funding on August 14, 2002. The seventh state to receive funding, Arkansas has the potential to receive a total of \$64.3 million over the six-year period of the grant. Funding for Year 4 totaled \$12,442,659. The Arkansas Department of Education (ADE) administers the state’s Reading First funds and is responsible for designing and implementing the Arkansas Reading First program.

To inform the implementation process and to evaluate the effectiveness of the Arkansas Reading First program ADE contracted with the National Office for Research on Measurement and Evaluation Systems (NORMES), in July of 2006 to conduct the external evaluation of the state’s Reading First program. The Arkansas Reading First evaluation for 2006–2007 is distinct from prior years’ evaluations in the inclusion of a second cohort of schools participating in the program. Additionally, the Arkansas Benchmark Exam completed its third year of assessment for students in grade 3, providing three-year trends in this important state outcome measure. This includes trend data for all children in grades K-3, including students in the NCLB targeted sub-groups (i.e., high-poverty, race/ethnicity, students with disabilities and students eligible for English language learner programs).

## 1.1 Overview of Reading First

Results of the most recent national assessment of reading provided evidence of the critical need for intervention in reading instruction. According to the 2005 report from the National Assessment of Educational Progress (NAEP), 36 percent of U.S. students in the fourth grade cannot read at a basic level. (The NAEP was not administered in 2006.) Reading First is an intense nationwide effort designed to enable all students to become successful early readers and to ensure that children in high-poverty schools receive effective reading instruction in the early grades. The initiative builds on the findings of years of scientific research, which were compiled by the National Reading Panel (NRP). To address the nationwide reading deficit, the Reading First initiative charges states with the responsibility of reforming reading instruction. The focus of the initiative was twofold: (1) to raise the quality of classroom instruction by providing professional development for teachers using scientifically based reading research (SBRR); and (2) to ensure accountability for student learning through the use of ongoing screening, diagnostic, and outcome assessments to monitor student progress.

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

- Phonemic awareness – the ability to hear, identify, and play with individual sounds or phonemes in spoken words;
- Phonics – the relationship between the letters of written language and the sounds of spoken language;
- Fluency – the capacity to read text accurately and quickly;
- Vocabulary – the words students must know to communicate effectively; and
- Comprehension – the ability to understand and gain meaning from what has been read.

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

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

## 1.2 Overview of Arkansas Reading First

Consistent with the intent of NCLB, the goals of Arkansas Reading First were to ensure that every student can read at grade level or above by the end of grade 3, and to provide:

<sup>1</sup> U.S. Department of Education, *ED.gov*, [www.ed.gov/programs/readingfirst/index.html](http://www.ed.gov/programs/readingfirst/index.html).

- guidance to local education agencies (LEAs) in establishing core reading programs in kindergarten through grade 3 that are based on SBRR;
- assistance to local educational agencies in selecting or developing and implementing effective instructional materials, programs, learning systems, and strategies that address the five essential elements of reading instruction and implement methods that are scientifically based;
- professional development and other support in preparing all K-3 teachers and K-12 special education teachers to identify specific reading barriers facing their students and to select the tools to effectively help their students learn to read; and
- technical support to LEAs in selecting or administering screening, diagnostic, classroom-based, and outcome reading assessments.<sup>2</sup>

These goals are to be accomplished through the following means:

- monitoring of site-based grant activities through a local leadership team and use of valid, reliable assessments;
- providing on-site support for the implementation of professional development through the services of a full-time, site-based literacy coach who serves at each Reading First funded school;
- requiring full staff participation in professional development based on SBRR in the five essential elements of reading instruction; and
- employing state-level, regional Professional Development Associates (PDAs) who provide professional development based on SBRR and on-site support of implementation of Arkansas Reading First activities.

Funds were provided to LEAs to invest in the improvement of teacher quality through the:

- engagement in long-term, intensive, job-embedded professional development;
- use of SBRR as the basis for all decisions regarding reading programs, strategies, and supplementary materials;
- implementation of an accountability system for student achievement at the school and district level that regularly benchmarks for progress in reading; and
- creation of a system of assessment that informs curricular and instructional decision making.<sup>3</sup>

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<sup>2</sup> The Arkansas Department of Education, *Arkansas Reading First District Grant Application*, page 3.

<sup>3</sup> *Ibid.*, p. 4.



ADE was awarded an allocation of \$45.2 million for four fiscal years to implement Arkansas Reading First (SEDL). As of June 30, 2006, \$44,087,368 had been expended. Approximately \$37.2 million was awarded as subgrants to LEAs. Approximately \$1.2 million was designated for technical assistance to schools, and approximately \$4.8 million was allocated for professional development.

Eighty-nine schools (51 schools in Cohort 1 and 38 schools in Cohort 2) in 58 districts received an average of \$187,350 in Reading First funds for the current funding period. All (100%) are Title I schools, compared to 96 percent nationally. Of the 89 schools, 80 percent are receiving school-wide Title I assistance, and 20 percent are receiving targeted Title I assistance. One-third of the Reading First schools are located in mid-size cities, and one-third are in small towns. The remaining schools are in rural settings (32%) or on the urban fringe of a large city (1%).<sup>4</sup>

Each Reading First-funded school established K-3 lab classrooms to serve as models of SBRR implementation for K-3 educators statewide, including teachers, state literacy specialists, and administrators. Fifteen Arkansas Reading First PDAs were employed to provide professional development and technical assistance in the five essential elements of reading and the implementation of SBRR instruction.

Implementation of the Arkansas Reading First goals was supported at the state level by the Arkansas Reading First Administrative Team. This team, composed of the ADE Special Assistant to the Commissioner and Arkansas Reading First Project Director, managed and monitored the activities of the project, and ensured coordination with other state literacy initiatives. In addition, Arkansas Reading First state-level funds were used to contract with nationally recognized reading and research experts to serve on a Research Advisory Team.<sup>5</sup>

### **1.3 Purpose and Overview of the Report**

The Year Four Evaluation Report provides an evaluation of the fourth full year of implementation of the Reading First projects funded through the subgrant process by ADE. The report is authored by the National Office for Research on Measurement and Evaluation Systems serving as the external evaluator for the Reading First program in Arkansas.

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

Appendix A supplements the information in the report.

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<sup>4</sup> SEDL, Reading First Awards Database, [www.sedl.org](http://www.sedl.org).

<sup>5</sup> *Ibid.*, p. 5.



## ***2.0 PROGRAM DESCRIPTION***

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## 2.0 PROGRAM DESCRIPTION

This chapter provides a historical perspective of reading achievement in Arkansas, the state's context for literacy development, and a description of the Arkansas Department of Education's (ADE's) approach to implementing Reading First funding.

### 2.1 Reading Achievement in Arkansas

The 2007 National Assessment of Educational Progress (NAEP) shows that the United States has made progress in improving reading achievement over the past seven years, although performance for the past five years has remained virtually even. The percentage Proficient or Advanced increased from 27 percent in 1998 to 31 percent in 2007. In 1998, 42 percent of fourth grade students were unable to reach the Basic level of reading proficiency as measured by the NAEP<sup>1</sup>. In 2007 the percentage dropped to 34 percent.

The *NAEP 2007 Reading State Report for Arkansas* reflects the progress shown nationally. The report shows that Arkansas made significant gains from 1998 to 2007 in reading achievement for fourth grade students, catching up with the national average by 2005 but falling behind in 2007. General findings from the report include the following:

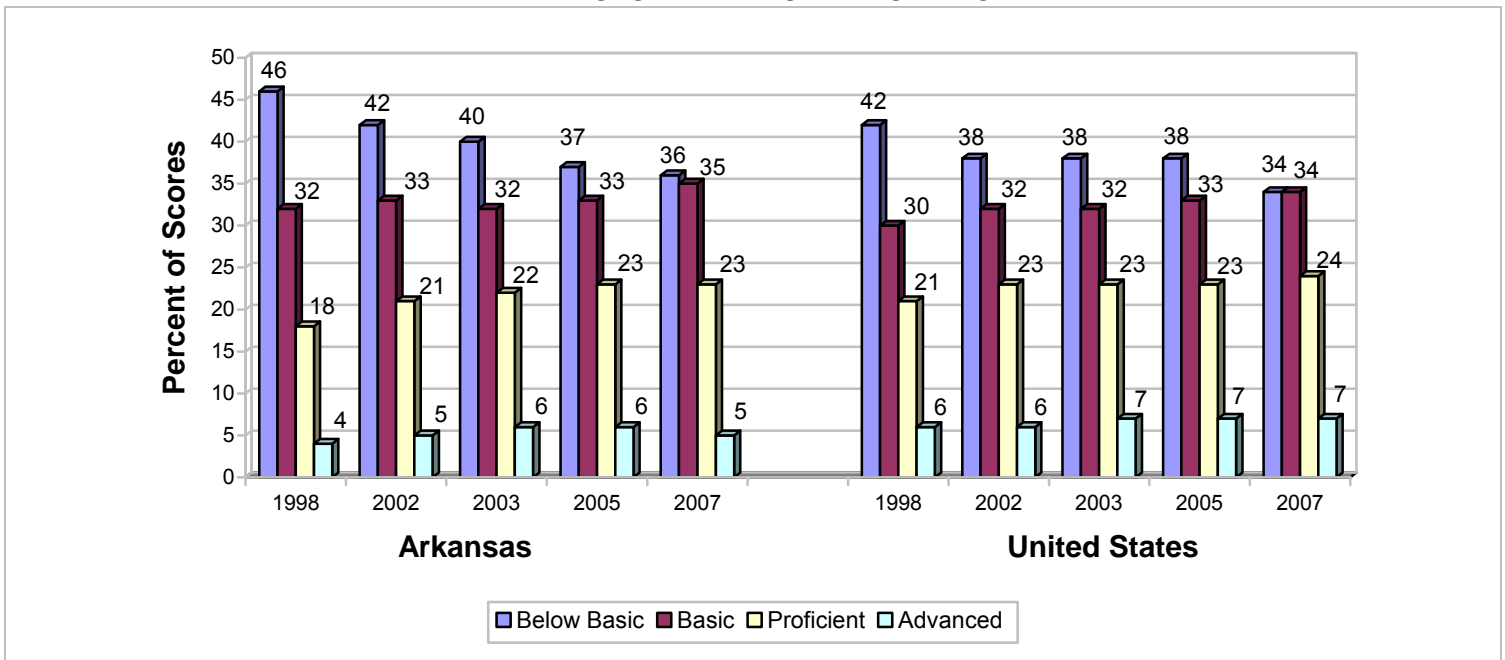
- Performance for Arkansas's fourth grade students was virtually even with students nationally in 2007.
  - The 2007 average scale score (scale: 0–500) for Arkansas's fourth grade students on the NAEP reading test (217) which was lower than the national average score (220) for public schools.
  - Arkansas was two percentage points above the national rate of students scoring below the basic proficiency in reading. In Arkansas, 36 percent of fourth grade students were Below Basic, compared with 34 percent nationally.
  - Similarly, Arkansas was only slightly behind the national rate for students that were proficient in reading. In Arkansas, 28 percent of fourth grade students performed at or above the Proficient level of achievement in reading, compared with 31 percent nationally.
- Arkansas' fourth grade students showed significant progress from 1998 to 2005 but no gain from 2005 to 2007.
  - The average scale score in reading for fourth grade students in 2007 (217) was significantly higher than in 1998 (209).

<sup>1</sup> U.S. Department of Education, National Center for Education Statistics, Institute of Education Statistics, October, 2005.

- The percentage of Arkansas fourth grade students scoring Below Basic improved ten percentage points, from 46 percent in 1998 to 36 percent in 2007, compared to the national average of 42 percent in 1998 and 35 percent in 2007.
- The percentage of Arkansas students performing at or above the Proficient level of achievement in reading improved in 2007 (31%) from that in 1998 (22%).
- There was a slight widening of the gap in performance for students in poverty from 1998 to 2007.
  - In 2007, students who were eligible for free/reduced meals scored an average of 26 points lower than students who were not eligible for free/reduced meals. In 1998, the average score was lower by 25 points.
- The gap between minority and non-minority students widened from 1998 to 2007.
  - In 2007, the gap in average scores between Black students and White students was 31 points, an increase from the 29-point gap in 1998.

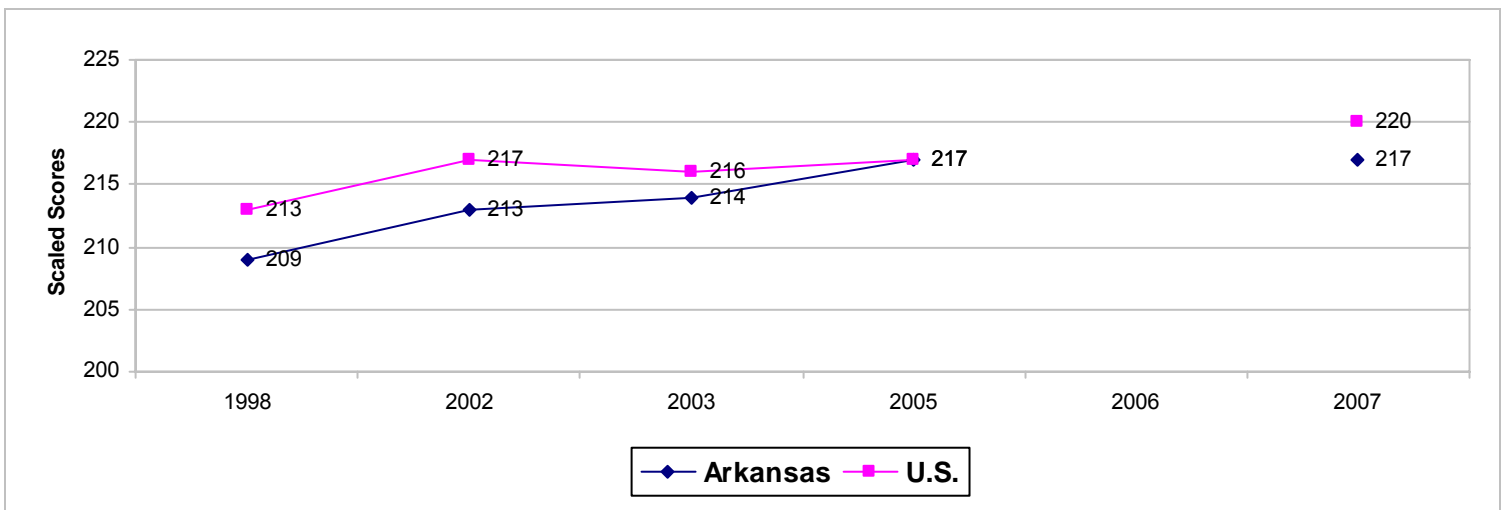
**Figure 2-1** compares Arkansas' fourth grade students with students nationally in terms of the percentage scoring Below Basic, Basic, Proficient, and Advanced in reading achievement in 1998, 2002, 2003, 2005, and 2007 on the NAEP reading assessment. **Figure 2-2** compares the average scale scores for the same years. Note: The NAEP was not administered in 2006.

**Figure 2-1**  
**COMPARISON OF GRADE FOUR PROFICIENCY LEVELS ON THE NAEP:**  
**ARKANSAS AND THE UNITED STATES**



Source: U.S. Department of Education, National Center for Education Statistics, Institute of Education Statistics, *National Assessment of Education Progress*, November, 2007.

**Figure 2-2**  
**COMPARISON OF GRADE FOUR PROFICIENCY LEVELS ON THE NAEP:**  
**ARKANSAS AND THE UNITED STATES**



Source: U.S. Department of Education, National Center for Education Statistics, Institute of Education Statistics, *National Assessment of Education Progress*, November, 2007.

The primary indicators of student learning in Arkansas are the state benchmark exams, which are criterion-referenced tests designed to measure student performance in math and literacy in grades 3 through 8. These tests are part of the Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP). Each is administered annually in the spring to determine the extent to which students are performing based on the established criteria. Four performance levels have been established for each test: Advanced, Proficient, Basic, and Below Basic<sup>2</sup>. A student scoring Proficient is considered to have mastery of the material and skills set forth in the framework for each subject in each grade.

State benchmark exams are used to assess student progress, to formulate individual academic improvement plans if needed, to place school districts in the state's academic distress category, and to calculate adequate yearly progress (AYP) under the federal No Child Left Behind Act (NCLB).

Since benchmark testing began in 1998, fourth grade students made progress compared to the previous year for six of the seven years, moving from 37 percent meeting proficiency in 1998 to 68 percent meeting proficiency in 2004.

The literacy benchmark exams for 2005 were revised to reflect the English Language Arts frameworks that were revised in 2003. With the revised exams, new cut scores were developed in the summer of 2005 for each performance level. Because performance based on the new cut scores cannot be compared to past scores, the 2005 scores began a new trend line. Results for the Primary Benchmark (Grade 4) in Literacy show that 61 percent of fourth grade students were proficient in reading in 2006 and 58 percent tested proficient in 2007.

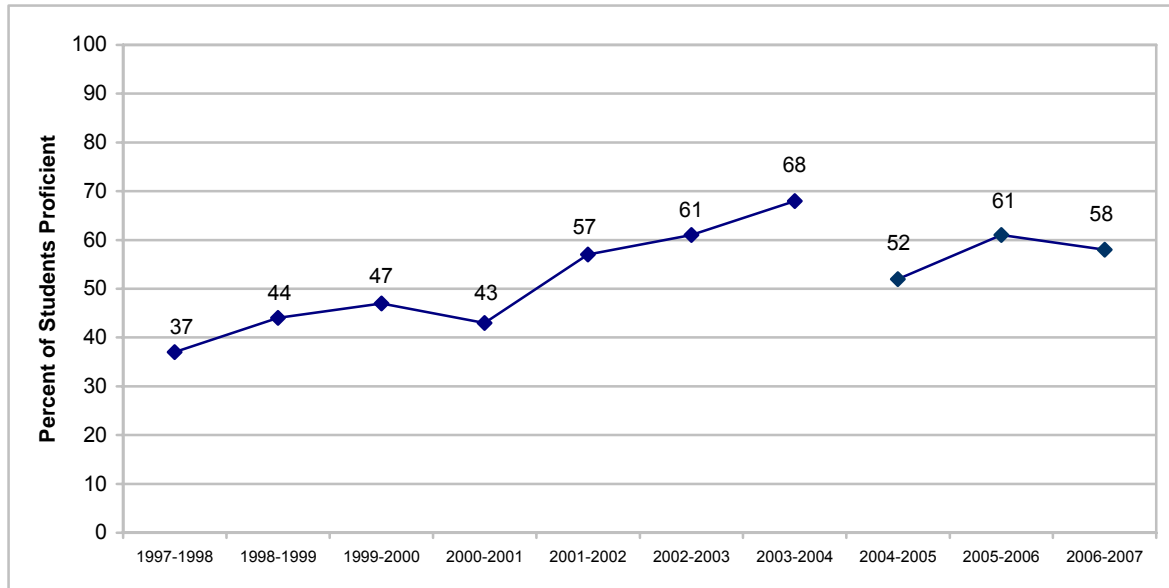
**Figure 2-3** illustrates the progress of fourth grade students on the Primary Benchmark test from 1998 to 2004, and shows the start of a new trend line for progress on the revised exam, beginning in 2005.

Benchmark testing for third grade began in 2005. Third grade students made progress, comparing 2005 to 2007. Results for the Primary Benchmark (Grade 3) in Literacy show that 50 percent of third grade students were proficient in reading in 2005 and 59 percent tested proficient in 2007. **Figure 2-4** illustrates the progress of third grade students on the Primary Benchmark test.

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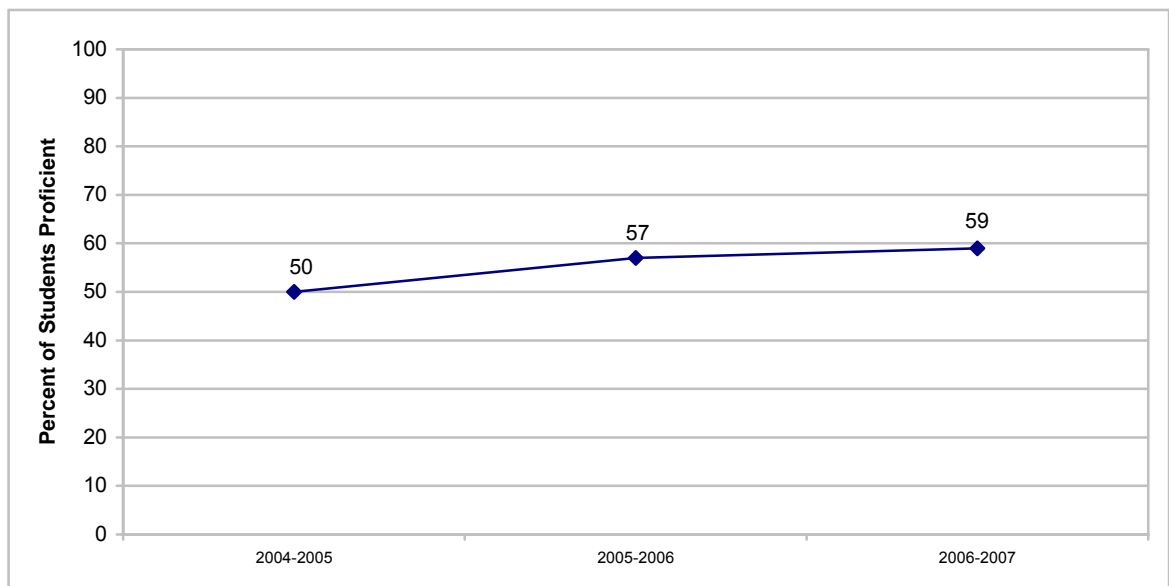
<sup>2</sup> Cut scores for Grade 4 ACTAAP Reading were revised in 2004. The Grade 3 ACTAAP in reading has been available statewide since the spring of 2004.

**Figure 2-3**  
**PROFICIENCY ON PRIMARY BENCHMARK**  
**(GRADE 4) IN LITERACY: 1998-2007**



Source: NORMES, Arkansas Department of Education, Benchmark Data, 2007.

**Figure 2-4**  
**PROFICIENCY ON PRIMARY BENCHMARK**  
**(GRADE 3) IN LITERACY: 2006-2007**



Source: NORMES, Arkansas Department of Education, Benchmark Data, 2007.

## **2.2 Context of the Arkansas Reading First Program**

The Arkansas Reading First program was designed to provide concentrated assistance to schools and students most at risk for reading failure. The Reading First program operates in conjunction with other key reading initiatives and reform efforts in Arkansas to improve student performance statewide. These initiatives are described below<sup>3</sup>.

### **2.2.1 Arkansas Consolidated School Improvement Plan (ASCIP)**

Since 1994 Arkansas has been engaged in the process of revising and reforming its school improvement planning process. The state's plan for implementing the Improving America's Schools Act (IASA) was based on the premise that a single consolidated plan for school improvement planning should be focused on the individual school level, not the school district.

Two years were spent designing a school improvement planning model that would bring together seemingly divergent information to focus resources on improving student learning. The key features of this electronic school improvement planning model includes the:

- identification of "targets" or priorities for school improvement based on student achievement data;
- development strategies for alignment of curriculum with the State Frameworks;
- identification of research-based interventions that address student learning needs;
- allocation of resources, including time, money, and staff to implement the interventions; and
- evaluation activities that identify both implementation and impact of the plan.

The strongest component of Arkansas' school improvement planning process is the capacity to have one integrated plan that focuses all implementation efforts, including Reading First, toward established school priorities. The ACSIP set the stage for subsequent state initiatives that focused on the use of student achievement data, state curriculum standards, and research-based interventions as a framework for school success.

### **2.2.2 Smart Start Initiative**

In the spring of 1998, Governor Huckabee and Director of Education Raymond Simon announced a comprehensive, research-based initiative with the single goal of having all children performing at grade level in reading and mathematics prior to exiting fourth grade. This initiative is based on the following four implementation components: (1) standards,

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<sup>3</sup> Arkansas Reading First Federal Grant Application, June 3, 2002; page 6-11.

(2) professional development, (3) assessment, and (4) accountability. The driver of the Smart Start Initiative is the use of data—specifically student performance data—to ensure that all children learn the essential elements of reading and math and are able to perform these skills as they progress through grades K-4. Since its inception, Smart Start has used site-based management, a campus leadership team, and targeted long-term research-based professional development, and student achievement data to identify areas of instruction and curriculum that warrant improvement.

As a result of Smart Start, ADE reallocated financial resources within the agency to triple the funding for literacy professional development. A cadre of approximately 30 literacy specialists was increased to 50 and these positions were strategically located throughout the state in the 15 regional Educational Service Cooperatives. Thirty-five of these positions were dedicated to improving early reading instruction in the state (through fourth grade) while the other 20 provided professional development to middle level (grades 5-8) and secondary schools and early intervention training. Approximately \$5.8 million continues to be provided annually by the Arkansas Legislature to support these positions, classroom reading materials, and instructional materials for participants in the state's tiered Smart Start professional development.

### **2.2.3 Arkansas' Accountability Program**

The Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP) operationalizes the state's commitment to high-quality standards for student performance and charges each school with the provision of quality instructional programs for ALL students<sup>4</sup>. In Arkansas the primary indicators of student learning are measured by criterion-referenced tests specifically developed to assess student performance on the state's learning standards. As required under NCLB, students in grades 3 through 8 are tested in literacy, which includes reading and writing, and in mathematics. A secondary literacy criterion reference assessment, the End-of-Course Literacy Exam, is also administered to eleventh grade students. Recent revisions to ACTAAP require that all K-2 students are tested in literacy and math using a developmentally appropriate norm-referenced test. The criteria for these proficiency levels fulfill the requirements established under IASA and other federal programs. Students with identified disabilities and students for whom English is not their primary language are provided accommodations as appropriate; however, most students participate in the state's assessment system.

Additionally, all Arkansas schools, including those involved in Arkansas Reading First, must administer additional screening, diagnostic and progress monitoring assessments in grades K-3 to identify students with potential problems and to track program's effectiveness in closing the achievement gap. The ACTAAP requires that schools develop an Intensive Reading Intervention (IRI) plan for all K-2 children who are shown to have a substantial reading deficiency (scoring in the Below Basic proficiency level) on a norm reference test. ACTAAP stipulates that the IRI include SBRR programs, valid and reliable assessments, continuous progress monitoring, and be of the appropriate intensity to remediate the child's reading deficiency. Arkansas has developed an on-line system to

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<sup>4</sup> ACTAAP is based on Act 999 of 1999, which was the third in a series of legislative mandates enacted to develop and implement school reform initiatives across the state. Recent legislative revisions are based on Act 35 of the Extraordinary Session of 2003.



collect the IRI plans as well as related student assessment and progress monitoring data. Additionally, schools must develop an academic improvement plan for all K-3 children who score at the Basic level of reading proficiency.

Other ACTAAP accountability measures focus on the school's performance characteristics (e.g., attendance rates, measures of a safe and drug free learning environment) and evidence of promoting highly qualified teachers (e.g., certification levels, participation in professional development). Schools are rated not only on their absolute performance, but also on their improvement or growth over time. Schools performing poorly are subject to sanctions, whereas schools demonstrating exemplary performance and sustained growth are rewarded.

Through ACTAAP and through the rules and regulations adopted by the State Board of Education, the ADE has also established minimum expectations for professional development of all teaching and administrative staff. Each public school employee must engage in a minimum of 60 clock hours of training specifically linked to their content area or discipline. Six of the 60 hours must be in the area of linking technology to teaching and learning<sup>5</sup>. Arkansas Reading First provides opportunities for teachers to meet these professional development requirements through the provision of intensive, focused professional development in the area of beginning reading that follows research-based practices.

#### **2.2.4 Arkansas Leadership Academy**

The Arkansas Leadership Academy is a statewide coalition of universities, professional associations, corporations, educational cooperatives that collaborate with ADE. The Academy uses research and best practices in instruction and recognized practices in effective adult education to establish learning communities in Arkansas public schools.

The Arkansas Leadership Academy focuses on the development the strategic leadership skills that assist instructional leaders in managing systemic change and promoting high quality learning communities. The major activities of the Leadership Academy include: Coach/Facilitator Training, the Peer Learning Coach (PLC) Institute, the Teacher Learning Coach (TLC Institute), and the Electronic Learning Environment (ELE).

#### **2.2.5 Arkansas Reading Excellence Project (AREP)**

Arkansas implemented the Arkansas Reading Excellence Project (AREP) in 26 schools across the state using the literacy coach professional development model between 2002 and 2005. The implementation of AREP contributed to improvements and enhancements to the coaching model. Arkansas Reading First funding has supported continuation of the state's effort to implement SBRR and has extended all the positive activities initiated through the AREP.

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<sup>5</sup> It is worth noting that the Report of the National Reading Panel guardedly recognizes the potential of technology in teaching reading<sup>5</sup>. They also note that the limited number of studies available confirm that it is possible to use computer technology for reading instruction. The key is to identify the effective strategies that enable quality interaction between the computer and the learner.

### **2.2.6 Class Size Reduction**

In Arkansas class size reduction legislation of 1996 mandated that millions of dollars in education funds to be used to reduce class size in the early grades from 33-1 to 20 or fewer students per certificated teacher. By 1999–2000, all first and second grades in the state had 20-1 ratios; 95 percent of Kindergarten, and 90 percent of third grades also have 20-1 student-teacher ratio.

### **2.2.7 Early Childhood Teacher Licensure Enhancements**

In preparation for implementation of the AREP, ADE reconvened the teacher licensure committee to review the licensure standards for Early Childhood (Pre-K-Grade 4) in light of SBRR. The committee reviewed the research and modified the standards to include the six dimensions of reading as identified by the Reading Excellence Act. These licensure standards now reflect an emphasis on the essential elements of reading instruction with attention to systematic, explicit teaching of those elements in a coherent instructional design. Those standards were reviewed and accepted by the full committee during the summer of 2001.

These initiatives described above provide the context for implementing Reading First Arkansas. Many of the components related to Reading First implementation were already operational in Arkansas schools.

## **2.3 Overview of the Arkansas Reading First Grant**

Beginning in the fall of 2002, ADE received funds through the federal Reading First initiative. The major purpose of this federal grant program was to improve reading skills of the students with the most need in Arkansas schools in Kindergarten through grade 3. Arkansas' Federal Reading First Grant Application also made provisions for including K-12 Special Education staff in reading-related professional development activities.

In accordance with federal requirements, ADE conducted a competitive process to select and award local reading improvement grants to K-3 schools from eligible districts in October 2002. A local education agency that met both of the following criteria was eligible to apply for Arkansas Reading First funds:

- The LEA was among the local education agencies in the state with the highest percentages of students in Kindergarten through grade 3 reading below grade level, based on the 2002 Arkansas Primary Benchmark Exam; and
- The LEA has jurisdiction over at least one of the following:
  - a geographic area that included an area designated as an empowerment zone, or an enterprise community;
  - at least one school that had been identified for school improvement under Title I, Part A; or

- the highest percentage of children who were counted for allocations under Title I, Part A, in comparison to other LEAs in the state.

Consisted with Reading First requirements, funds were used by LEAs to:

- employ and train a full-time literacy coach;
- provide professional development for the reading leadership team at the district and school level;
- implement programs founded on scientifically based reading research (SBRR) and strategies that address the essential elements
- of reading; and
- provide aligned instructional materials for children struggling to learn to read and speak English.

### **2.3.1 Arkansas Reading First Subgrant Awards**

During the initial year of funding (2002–2003), the competitive grant process was established for the subgrants. Applications for subgrants were available at the ADE Web site on October 1, 2002. Subgrant applications were due February 7, 2003. Based on a school K-3 student population of 300–350, the amount of funding available per school was approximately \$400,000 distributed over a three-year period.

According to Reading First guidelines a total of 92 of Arkansas’s 310 school districts were eligible to apply for 62 anticipated subgrants. During the initial competition, 57 districts representing 81 schools applied. Of these applicants, 39 districts were approved for funding.

In 2006–2007, Reading First subgrants funded 89 schools in 58 districts. The 38 newly funded schools (27 school district) beginning the Reading First program during 2006-07 are considered Cohort 2 schools, while the original schools participating in the Reading First program are considered to be Cohort 1 schools. One school was discontinued during implementation Year One (2003-2004). Another school was discontinued during Year Two (2004-2005), and six schools were discontinued or were closed prior to implementation Year Three (2005-2006). During Year Four (2006-2007) seven schools did not re-apply for Reading First funding, one school closed, three schools became in-eligible to participate, and two schools consolidate. **Table 2-1a** summarizes the participation of Cohort 1 funded schools for the first three years of grant implementation, while **Table 2-1b** summarizes the participation of Cohort 2 funded schools entering the Reading First program during the third year of grant implementation.

**Table 2-1a**  
**ARKANSAS READING FIRST-FUNDED SCHOOLS – COHORT 1**  
**2003-04, 2004-05, 2005-06, AND 2006-07**

DISTRICT	SCHOOLS
1. Altheimer Unified (Martin completed Year 2 and did not renew)	1. Martin Elementary (1)
2. Augusta	2. Augusta Elementary (2)
3. Brinkley	3. C.B. Partee Elementary (3)
4. Carthage-Sparkman Consortium (Sparkman consolidated with Strong in Year 2.)	4. Sparkman Elementary (4)
5. Dollarway (James Matthew completed Year 2 and did not renew)	5. James Matthews Elementary (5)
6. Dumas	6. Central Elementary
	7. Reed Elementary(6)
7. Earle	8. Earle Elementary (7)
8. Elaine (Lucilla Wood consolidated with Marvell at end of Year 2 and new district did not re-apply)	9. Lucilla Wood Elementary (8)
9. Eudora (Consolidated with Lakeside in Year 3)	10. G.C. Johns Elementary (9) (name change to Eudora Elementary)
10. Fordyce	11. Fordyce Elementary (10)
11. Fort Smith (Ballman and Howard completed Year 2 and did not renew)	12. Ballman Elementary (11)
	13. Bonneville Elementary (12)
	14. Cavanaugh Elementary (13)
	15. Howard Elementary (14)
	16. Morrison Elementary (15)
	17. Sunnymede Elementary (16)
12. Helena/West Helena	18. Beech Crest Elementary (17)
	19. J.F. Wahl Elementary (18)
	20. West Side Elementary (19)
	21. Woodruff Elementary (20)
13. Hermitage	22. Hermitage Elementary (21)
14. Hope	23. W.J. Clinton Primary (22)
15. Humphrey (Humphrey completed Year 3 is no longer eligible)	24. Humphrey Elementary (23)
16. Huttig	25. Huttig Elementary (24)
17. Iazard County Consolidated (Iazard completed Year 3 and is no longer eligible)	26. Iazard County Consolidated (25)
18. Lakeside	27. Lakeside Lower Elementary (26)
	28. Lakeside Upper Elementary (27)
19. Lee County	29. Whitten Elementary (28)
	30. Anna Strong Elementary (29)
20. Little Rock (Rightsell closed at the end of Year 2)	31. Bale Elementary (30)
	32. Chicot Elementary
	33. Dodd Elementary (31)
	34. Mabelvale Elementary (32)
	35. Meadowcliff Elementary (33)
	36. Rightsell Elementary (34)
	37. Romine Elementary (35)
	38. Stephens Elementary – LR (36)
	39. Wakefield Elementary (37)
	40. Wilson Elementary – LR (38)

DISTRICT	SCHOOLS
21. Monticello	41. Monticello Elementary (39)
	42. Monticello Intermediate (40)
22. Mountain Pine	43. Mountain Pine Elementary (41)
23. Mount Holly (Mt. Holly consolidated and new district is not eligible to apply)	44. Mt. Holly Elementary (42)
24. Nashville	45. Nashville Primary (43)
25. Newport Special Schools	46. Castleberry Elementary (44)
26. North Little Rock (Amboy completed Year 2 and did not renew)	47. Seventh Street Fin Arts Elementary (45)
	48. Amboy Elementary (46)
27. Ola	49. Ola Elementary (47)
28. Osceola	50. Academic Center of Excellence (48)
	51. East Elementary (49)
	52. North Elementary (50)
	53. West Elementary (51)
29. Pangburn (Completed Year 3 and not eligible during Year 4)	54. Pangburn Primary
30. Pine Bluff (Forrest Parl and Greenville completed Year 2 and did not renew)	55. Forrest Park Elementary (52)
	56. Greenville Elementary (53)
31. Rison	57. Rison Elementary (54)
32. South Mississippi County	58. Luxora Elementary (55)
	59. Wilson Elementary – SM (56)
33. Stephens	60. Stephens Elementary – S (57)
34. Strong	61. Gardner-Strong Elementary (58)
35. Turrell	62. Turrell Elementary (59)
36. Wynne	63. Wynne Elementary (60)
	64. Wynne Intermediate (61)

**Table 2-1b**  
**ARKANSAS READING FIRST-FUNDED SCHOOLS – COHORT 2**  
**2006-07**

DISTRICT	SCHOOLS
1. Bearden	1. Bearden Elementary
2. Blytheville	2. Central Elementary
	3. Fairview Kindergarten Center
	4. Franklin Primary
3. Camden Fairview	5. Fairview Elementary
	6. Ivory Primary
4. Cross County	7. Vanndale Elementary
5. Deer/Mt. Judea	8. Deer Elementary
	9. Mt. Judea Elementary
6. Dermott	10. Dermott Elementary
7. Drew Central	11. Drew Central Elementary
8. East Poinsett County	12. Tyronza Elementary
9. Emerson-Taylor	13. Emerson Elementary
10. Foreman	14. Oscar Hamilton Elementary
11. Fort Smith	15. Fairview Elementary
12. Gurdon	16. Gurdon Primary
13. Highland	17. Cherokee Elementary
14. Hoxie	18. Hoxie Elementary

<b>DISTRICT</b>	<b>SCHOOLS</b>
15. Huntsville	19. Watson Primary
	20. Watson Intermediate
	21. St. Paul Elementary
16. Lincoln	22. Lincoln Elementary
17. Little Rock	23. Geyer Springs Elementary
	24. McDermott Elementary
	25. Watson Elementary
18. Malvern	26. Malvern Elementary
19. Marked Tree	27. Marked Tree Elementary
20. Mineral Springs	28. Mineral Springs Elementary
	29. Saratoga Elementary
21. Nevada	30. Nevada Elementary
22. North Little	31. Lynch Drive Elementary
23. Pulaski County Special School District	32. Harris Elementary
	33. Murrell Taylor Elementary
24. Riverside	34. Riverside East Elementary
25. Searcy County (Marshall)	35. Marshall Elementary
26. Warren	36. Eastside Primary
27. Watson Chapel	37. Edgewood Elementary
	38. L. L. Owen Elementary

A second funding competition was held in the spring of 2006. Using the Reading First guidelines for eligibility criteria, 119 districts were eligible to apply for Reading First funds in the second competition. Eligible schools that had successfully implemented their Reading First programs were invited to apply for continued funding at a reduced rate. The grant application package was available on the ADE Website on November 8, 2005. The application deadline was March 10, 2006.

ADE provided extensive technical assistance to eligible districts. ADE held a series of eight video teleconferences entitled “Literacy Decision Makers” during the 2004-2005 and 2005-2006 school years. These teleconferences were designed to provide all schools with knowledge of scientifically based reading research, the use of valid and reliable assessments to screen, progress monitor and diagnose reading difficulties, analyzing assessment data to inform instruction, and effective interventions. The Literacy Decision Makers teleconferences provided districts with a framework for developing a comprehensive literacy program that meets the guidelines of Reading First.

ADE invited superintendents and other interested personnel from eligible districts to attend a grant application technical assistance workshop held on December 2, 2005. This workshop was conducted by video teleconference and broadcast into the seventeen education service cooperatives across the State. Professional development associates were on site in the cooperatives to provide additional technical assistance. The workshop provided an overview of scientifically based reading research and Reading First, requirements and expectations of the grant, and a timeline for the application process. Additional technical assistance was provided to districts as requested.

In the second competition, 62 LEAs applied for Reading First funds on behalf of 105 schools. ADE invited a team of reading specialists and university reading educators to review the grant applications. Thirty-six grant reviewers worked in teams to review grants.



Each grant reviewer signed a Non-Conflict of Interest document to assure they had no personal or financial interest in any of the applications reviewed.

The grant review team met on March 28 and 29 to begin the review process. Grant reviewers were provided with an overview of SBRR, an overview of Reading First, and the requirements for local applications. In addition, a detailed explanation of the scoring rubric was provided. The 36 reviewers were grouped in teams of three. In order to ensure that grants were scored consistently, ADE conducted an inter-rater reliability activity in which all reviewers read and scored one grant individually then reached consensus with team members. Through group discussion, the twelve teams eventually reached consensus to assign a score to this application. Teams were assigned grants to score individually, then were required to reach consensus within the team to assign a final score. This score allowed ADE to rank the applications for final selection.

Before the final selection, ADE Reading First staff met with each school administrative team to ensure that the school administration had the willingness and capacity to fully implement all grant activities. Required revisions in the grant applications and budget requests were discussed at this time. Districts were required to submit these changes to the Reading First office before the funds were awarded.

Reading First funds in the amount of \$28,134,800 were awarded to 50 districts on behalf of 87 school buildings. These funds will be dispersed across three years. This includes 50 schools in 26 districts that will be entering their fourth year of Reading First. Thirty six schools in 27 districts began implementation for the first time in the summer of 2006. Funds to new Reading First LEAs were awarded in May 2006. **Table 2-2** summarizes the funding allocation to districts for the three-year grant period. Funds to continuing Reading First districts were awarded as end of year financial reports were completed. **Table 2-3** shows the 36 newly funded schools for the 2006-2007 school year.

Schools were encouraged to coordinate the use of federal funds as well as state resources and any external grant funds that a school may secure. This model is especially helpful to schools with many needs in that the structure will help prioritize the needs and focus improvement strategies. This process helps schools in school improvement that are funded under Reading First in that the model supports strong links to current research and brings together an array of resources to address the identified needs. Schools involved in Arkansas Reading First review their school improvement plans and modify those plans as needed to reflect the strategies and activities of the subgrant as priority actions. In addition, involvement in Arkansas Reading First encourages schools to review and implement the new state literacy standards at all grade levels.

Class size reduction exacerbates a chronic teacher shortage. High-poverty inner city and rural schools have trouble retaining and attracting experienced teachers and have greater numbers of uncredentialed and inexperienced teachers.



**Table 2-2  
FUNDING ALLOCATIONS TO DISTRICTS**

<b>FUNDED DISTRICTS</b>	<b>2006/07</b>	<b>2007/08</b>	<b>2008/09</b>	<b>TOTAL</b>
Augusta	89,000.00	182,800.00	75,000.00	242,000.00
Bearden	144,000.00	97,500.00	93,500.00	335,000.00
Blytheville	425,500.00	306,000.00	299,300.00	1,030,800.00
Brinkley	90,000.00	90,000.00	90,000.00	270,000.00
Camden-Fairview	428,400.00	256,900.00	258,300.00	943,600.00
Cleveland County	90,000.00	90,000.00	90,000.00	270,000.00
Cross County	126,400.00	80,900.00	80,900.00	288,200.00
Deer/Mt. Judea	136,800.00	75,600.00	75,600.00	288,000.00
Dermott	120,200.00	77,200.00	76,300.00	273,700.00
Drew Central	191,800.00	104,300.00	88,000.00	384,100.00
Dumas	134,000.00	120,000.00	119,000.00	373,000.00
Earle	84,600.00	84,600.00	84,600.00	253,800.00
East Poinsett County	115,700.00	75,000.00	74,000.00	264,700.00
Emerson-Taylor	116,400.00	62,400.00	66,100.00	244,900.00
Fordyce	90,000.00	193,800.00	90,000.00	270,000.00
Foreman	125,200.00	84,800.00	83,000.00	293,000.00
Fort Smith	631,100.00	639,400.00	539,300.00	1,705,200.00
Gurdon	160,200.00	78,700.00	78,000.00	316,900.00
Harmony Grove	86,400.00	83,000.00	83,400.00	252,800.00
Helena-West Helena	417,500.00	353,500.00	366,700.00	1,137,700.00
Hermitage	90,000.00	90,000.00	90,000.00	270,000.00
Highland	198,800.00	121,700.00	120,800.00	441,300.00
Hope 1A	284,000.00	372,800.00	263,000.00	810,000.00
Hoxie	147,700.00	199,500.00	93,400.00	337,100.00
Huntsville	383,400.00	221,200.00	226,400.00	831,000.00
Lakeside, Lake Village	178,000.00	172,500.00	172,500.00	523,000.00
Lee County	165,300.00	151,100.00	149,000.00	165,300.00
Lincoln	175,500.00	227,000.00	124,200.00	424,300.00
Little Rock	1,343,500.00	1,874,000.00	1,666,200.00	4,795,700.00
Malvern	333,500.00	176,400.00	178,100.00	688,000.00
Marked Tree	136,600.00	83,000.00	85,100.00	304,700.00
Mineral Springs	111,500.00	76,400.00	76,000.00	263,900.00
Monticello	194,600.00	264,300.00	165,000.00	523,000.00
Mountain Pine	90,000.00	90,000.00	90,000.00	270,000.00
Nashville	176,200.00	166,900.00	165,900.00	509,000.00
Nevada #1	115,600.00	73,800.00	72,800.00	262,200.00
Newport Special	138,000.00	135,400.00	137,000.00	410,400.00
North Little Rock	300,000.00	398,100.00	206,000.00	806,000.00
Osceola	180,000.00	180,000.00	180,000.00	540,000.00
Pulaski County Special	378,700.00	300,000.00	290,000.00	968,700.00
Riverside	117,000.00	94,500.00	90,000.00	301,500.00
Searcy County	130,700.00	79,800.00	81,300.00	291,800.00
South Mississippi County	168,000.00	155,800.00	158,300.00	482,100.00
Stephens	95,300.00	83,800.00	80,800.00	259,900.00
Strong-Huttig	88,000.00	88,100.00	90,000.00	266,100.00
Turrell	82,000.00	82,000.00	82,000.00	246,000.00
Two Rivers	90,000.00	90,000.00	90,000.00	270,000.00
Warren	223,600.00	96,500.00	91,500.00	411,600.00
Watson Chapel	432,600.00	327,700.00	297,800.00	1,058,100.00
Wynne	263,600.00	260,300.00	272,700.00	796,600.00
<b>Total Funding to Schools</b>	<b>10,614,900.00</b>	<b>8,802,000.00</b>	<b>8,547,800.00</b>	<b>27,964,700.00</b>

Source: Arkansas Department of Education, 2007.

Table 2-3  
NEWLY FUNDED SCHOOLS 2007-08

NEWLY FUNDED SCHOOLS	
District	School
1. Little Rock	1. Brady Elementary
	2. M.L.King Elementary
	3. Washington Elementary

Source: Arkansas Department of Education, 2007.

### 2.3.2 Arkansas Reading First Requirements

Schools awarded Reading First funds were required to accomplish the following activities in support of the goals of Arkansas Reading First:

- Monitor site-based grant activities through a **local leadership team** and use valid, reliable assessments.
- Provide on-site support for implementation of professional development through the services of a **literacy coach** who serves full-time in an Arkansas Reading First school.
- Establish **literacy teams** within schools to support study and reflection on literacy-related professional development and action research.
- Establish **lab classrooms** to facilitate demonstration teaching.
- Encourage full staff participation in **professional development** based on SBRR in the five essential elements of reading instruction.

Each funded school made a commitment to implement the following components as part of the Reading First program:

- **Instructional Reading Assessments** – Subgrantees established a process for the selection and administration of rigorous screening, diagnostic, and classroom-based instructional reading assessments with proven validity and reliability and determined how information from these assessments would be used to make instructional decisions. These assessments were required to measure progress in the five essential elements of reading instruction and to identify students who may be at risk for reading failure or who are already experiencing reading difficulty.
- **Reading Program** – Subgrantees selected and implemented a program of reading instruction based on SBRR that included the five essential elements of reading instruction and provided such instruction to children in grade 3 in the schools served by the LEA, including children:
  - with reading difficulties;

- at risk of referral to special education based on those difficulties;
  - evaluated under section 614 of the Individuals with Disabilities Education Act (IDEA) but not identified as having a disability (in accordance with IDEA section 614(b)(5) and as defined in section 602);
  - served under IDEA primarily due to a specific learning disability related to reading (as defined in IDEA section 602);
  - deficient in the skills related to the five essential elements of reading instruction; and
  - identified as having limited English proficiency.
- A high-quality reading program that is founded on SBRR was to include instructional content based on the five essential elements of reading instruction integrated into a coherent instructional design. The coherent design was to incorporate explicit instructional strategies; coordinated instructional sequences, ample practice opportunities, and aligned student materials. The design was also to consider the allocation of time for reading instruction, ensuring a protected, dedicated block. LEAs were required to demonstrate how this reading program would be implemented, and ensure that it was not layered on top of non-research-based programs already in use. The SBRR program was also aligned to state academic and performance standards to ensure that students were able to reach the Proficiency level on Arkansas State assessments.
  - **Instructional Materials** – Subgrantees were required to select and implement a process of acquiring instructional materials, including education technology such as software and other digital curricula that are based on SBRR.
  - **Professional Development** – Professional development was required to be provided for teachers in grade K-3 and special education teachers in grades K-12 to prepare these teachers and other instructional staff in all of the essential elements of reading instruction and in the use of selected instructional materials. Professional development was to be clearly aligned with the instructional program, including its research base, and with the state’s academic and performance standards. Adequate time for teachers to learn new concepts and to practice what they have learned was part of the professional development model. Specifically, professional development must be an ongoing, continuous activity, and not consist of “one-shot” workshops or lectures. Delivery mechanisms were to include the use of literacy coaches who provided feedback as instructional strategies were put into practice. Providers of professional development were required to base training in reading instruction on SBRR.

Professional development delivered by eligible providers and addressed:

- information, instructional materials, programs, strategies, and approaches based on SBRR, including early intervention, classroom reading materials, and remedial programs and approaches; and

- instruction in the use of screening, diagnostic, and classroom based instructional reading assessments and other procedures that effectively identify students who may be at risk for reading failure or who are having difficulty reading.
- **Evaluation Strategies** – Subgrantees were to collect and summarize valid and reliable data to document the effectiveness of Arkansas Reading First in individual schools and in the LEA as a whole and to stimulate and accelerate improvement by identifying the schools that produce significant gains in reading achievement.
- **Reporting** – Subgrantees were required to report data for all students and categories of students described in the state’s adequate yearly progress (AYP) definition.
- **Access to Reading Material** – Subgrantees were to promote reading and library programs that provide access to engaging reading material.

### **2.3.3 Arkansas Reading First Funding Allocations**

The Arkansas Reading First budget is allocated to four general categories: state administration, professional development, technical assistance, and LEA subgrants. Under federal guidelines, up to 20 percent of the state grant may be allocated to administration, professional development, and technical assistance. The remaining 80 percent is designated for LEA subgrants.

#### **State Administration**

State administration funds are used to employ a project director and, an administrative assistant, to contract with an external evaluator, and for indirect costs associated with ADE’s grant administration process.

#### **Professional Development**

Professional development funds are allocated to support sustained professional development activities in SBRR for K-3 teachers, literacy coaches, special education teachers, and administrators participating in Reading First. These funds provide salaries for six Professional Development Associates (PDAs), professional texts and instructional materials for participants in statewide professional development activities, and funding to contract with members of the state’s research advisory team who provide consultant services and professional development to the Reading First staff.

#### **Technical Assistance**

Technical assistance funds are used to employ 18 PDAs who train literacy coaches to work in Reading First schools and provide on-site technical assistance to schools in the administration of grant funds. These funds also provide technical assistance to schools for data collection and management.

## **2.4 Statewide Infrastructure and Leadership**

A state management plan was developed to provide leadership, technical assistance, and oversight for Arkansas Reading First. The organizational components of the state management plan are described below.

### **2.4.1 Arkansas Reading Leadership Team**

To provide oversight for the initiative, Governor Huckabee and Mr. Raymond Simon, Director, ADE, established a Reading Leadership Team in March of 2002. The mission of the Arkansas Reading Leadership Team states, *“The Arkansas Reading First statewide initiative will enable all children enrolled in Arkansas Reading First schools to read competently in accordance with rigorous state standards by the end of the third grade.”* Since 2002, the members of the Leadership Team have contributed to Arkansas Reading First in a variety of ways by:

- developing the design of Arkansas Reading First Program and the content required for of the grant application.
- serving on the Expert Review Panel to evaluate subgrant proposals and participating in the monitoring and evaluation of funded subgrants.
- participating in a statewide conference informing schools of services available through the various agencies in support of literacy and reading.
- creating extensive opportunities through Arkansas Reading Leadership Team meetings for collaboration among service providers in the areas of family literacy, early childhood services, parent training, professional development, and strategies for children with disabilities and those with limited English proficiency.
- providing guidance and feedback to the Arkansas Reading First Administrative Team in the development of the subgrant application process, establishment of criteria for continued funding, provision of oversight of funded schools, development of a statewide professional development program, and the analysis of student achievement data.
- working with the Reading First Administrative Team to ensure that SBRR was included in the revision of the English Language Arts Framework.
- ensuring that SBRR was included in all professional development representation from the following offered through the education service cooperatives and each division of the ADE.

Members of the Leadership Team included the State Senate and House Education Committees, the ADE Commissioner of Education, the ADE Special Assistant to the Commissioner, the regional educational cooperatives, local school districts, local elementary schools, Workforce Education: Adult Education and Family Literacy, and the Arkansas Adult Learning Resource Center, Arkansas Literacy Council, Henderson State University, ESL and Title I Supervisor, Arkansas Department of Higher Education, Special

Education Services, Office of Volunteerism, School Improvement and Instructional Support, and parents.

#### **2.4.2 Arkansas Reading First Administrative Team**

Arkansas Reading First is administered within the Professional Development Unit of the ADE. The Arkansas Reading First Administrative Team consists of the ADE Reading First Project Director, Ms. Connie Choate, the ADE K-12 Reading Program Manager, Ms. Debbie Coffman, and the ADE Special Assistant to the Commissioner of Education, Ms. Janinne Riggs. The Reading First Administrative Team contributes to the implementation of Reading First by ensuring that the efforts of Arkansas Reading First and all other statewide literacy initiatives are aligned and the activities coordinated statewide. Specific duties of the Reading First Project Director include:

- managing the subgrant application process;
- ensuring that the Arkansas Reading First plan is fully implemented;
- ensuring that the efforts in Arkansas Reading First and statewide initiatives are fully aligned with SBRR;
- managing the distribution and accounting of grant funds;
- overseeing the collection of the evaluation data and information;
- monitoring the work of the Reading First Professional Development Associates (PDAs);
- assisting with professional development for the Reading First PDAs, regional literacy specialists, literacy coaches, teachers and administrators;
- monitoring the progress of Reading First schools through the data collection Website, regular site visits, and unannounced visits;
- reporting progress and outcomes to the Reading First Leadership Team; and
- reporting to the ADE and USDE on the progress of the project.

#### **2.4.3 Arkansas Reading Professional Development Staff**

##### **ADE Cooperative Literacy Specialist**

ADE funds 30 Cooperative Literacy Specialists housed in regional educational service cooperatives. This network of literacy specialists were employed through the ADE and Education Service Cooperatives to participate in the delivery of Reading First professional development. These literacy specialists provided training and technical assistance to teachers across the state and were key to the successful implementation of Reading First statewide. Literacy specialists participated in all Reading First professional development provided by national research consultants, were trained as eligible professional

development providers through participation in the Arkansas Literacy Institute, attended regional Reading First coaches training activities, and collaborated with the Reading First team to deliver SBRR professional development through ELLA and Effective Literacy. Literacy Specialists have participated in turnkey training to PDA's since FY 2002-2003. In addition, literacy specialists assisted with training literacy coaches in Reading First non-funded schools, attended at least one week of Reading First Summer Reading Camp, and provided ongoing technical assistance to Reading First schools.

### **Reading First Professional Development Associates (PDAs)**

Professional Development Associates (PDA's) work cooperatively with ADE Cooperative Literacy Specialists to provide long-term and short-term professional development in SBRR similar to that in Arkansas Reading First schools. PDAs provided training over the first two years of grant implementation through the Arkansas Literacy Institutes. These institutes provided SBRR professional development to school teams consisting of administrators, K-3 teachers, special education teachers, and literacy specialists. PDAs were also assigned to provide technical assistance to non-funded schools and work intensively with 24 non-funded schools to train literacy coaches and assist with the complete implementation of SBRR programs.

Under Reading First, the PDAs were employed to plan, organize, and oversee the implementation of high-quality SBRR professional development for site-based literacy coaches, teachers, and administrators. LEAs in:

- conducting on-site literacy team meetings;
- demonstrating instructional strategies in reading and writing;
- observing instruction and providing feedback to coaches, teachers, and administrators;
- assisting the local leadership team in data driven decision-making;
- overseeing the collection of the evaluation data and information; and
- providing assistance to the staff with the selection of reading programs, materials, and valid and reliable assessments.

## **2.5 Improving Reading Instruction**

A major goal of Reading First is to improve K-3 reading instruction in high-poverty and low-performing schools. Through research-based professional development activities, technical assistance and job-embedded training, Reading First participants must develop the skills necessary to improve classroom instructional practices and ultimately student outcomes. The sections below describe Arkansas' efforts to improve reading instruction.



### **2.5.1 Reading First Coaching Model**

Arkansas' Reading First Coaching Model uses several organizing structures designed to improve reading instruction in K-3 classrooms. These structures include the establishment of a Local Leadership Team, the employment of literacy coaches, the use of Lab Classrooms to phase in SBRR training and the formation of school based (local) Literacy Teams.

#### **Local Literacy Teams**

Reading First-funded schools were required to establish a Local Leadership Team to monitor the implementation of the Reading First grant. The Reading First Local Leadership Team was comprised of a literacy coach, principal, lab classroom teachers, a special education teacher, an intervention teacher, and other key staff members designated by the school. The Local Leadership Team provided oversight responsibility for the implementation of all grant activities, including the selection and implementation of SBRR programs, the use of valid and reliable assessments, and the collection and reporting of student achievement data. The Local Leadership Team was also charged with monitoring student achievement and planning interventions for all students not meeting reading achievement benchmarks. The Leadership Team was required to meet monthly to review the progress of the Reading First project at each school.

Principals were responsible for guiding the Local Leadership Team and supervising the implementation of all Reading First activities. In particular, the principals were required to:

- observe, monitor, and evaluate the activities of the literacy coach;
- use an ADE prescribed observation instrument to monitor and evaluate the classroom implementation of the local plan;
- work with the literacy coach and classroom teachers to procure needed instructional material;
- work with Local Leadership Teams to monitor the progress of students and plan interventions for those children not meeting the required achievement benchmarks; and
- work with the literacy coach to ensure that all data were collected and reported to the Arkansas Reading First office as required.

#### **Literacy Coaches**

Reading First-funded schools employed a full-time literacy coach to provide on-site support and technical assistance to all personnel who interacted with children in literacy activities. Literacy coaches supported staff members in their acquisition of knowledge and skills to implement SBRR in literacy instruction by providing leadership and professional development at the school level and serving as the resident literacy instruction expert for the school. The literacy coach provided mandatory on-site professional development for all

school staff, including the principal, classroom teachers, and LEA personnel such as the curriculum coordinator and special education teachers. The professional development provided by the literacy coaches was job-embedded and required literacy coaches to demonstrate, observe, coach classrooms, mentor, and conduct literacy team sessions with small groups of teachers. Literacy coaches also provided information and support regarding individuals and student assessment and the selection and use of research-based reading materials.

The literacy coach model was focused on Kindergarten and first grade during the first grant implementation year (2003–2004), and on second and third grade during the second grant implementation year (2004–2005). Each literacy coach mentored two teachers at each grade level to establish “lab” classrooms. Lab classrooms were used as demonstration sites for effective instruction of the remaining school staff. Schools provided release time for other teachers to observe SBRR instruction in the lab classrooms.

As specified by ADE, literacy coaches supported the improvement in reading instruction on the grant sites through the following activities:

- implementing a high-quality reading program that was founded on SBRR and included instructional content based on the five essential reading elements;
- facilitating teacher reflection on current classroom practices in light of the reading research;
- demonstrating exemplary classroom literacy practices that could be replicated in other classrooms;
- providing sustained mentoring to classroom teachers as new practices were implemented;
- providing workshops on the comprehensive literacy framework;
- providing assistance with the selection and administration of valid, reliable assessments and implementing a well-articulated assessment system;
- monitoring student progress and arranging for research-based interventions for those students within each class who demonstrate “at risk” status on Reading First performance benchmarks; and
- collecting, maintaining, and reporting data on student performance.

### **Lab Classrooms**

Arkansas Reading First established lab classrooms in both funded and non-funded sites to serve as models or demonstration classrooms of successful SBRR implementation for state literacy specialists, teachers, and administrators. Educators observed the instruction in Reading First lab classrooms and recorded their observations on the Arkansas Reading

First Observation Protocol to document instruction in the five essential elements of reading. Following the observation, the observers met to reflect on the implementation of the research under the guidance of a literacy coach and professional development associate. This model proved to be a very strong one in that it provided a clear model of instruction followed by reflections with staff that were knowledgeable about SBRR. School teams were able to compare the instruction in their own schools to that in the scientifically based research classrooms and determine how to strengthen instruction in the essential elements of reading.

This implementation plan for the lab classrooms ensured the full implementation of a comprehensive, research-based literacy program in two lab classrooms at each grade level by the end of 2004-2005, continuing into 2005-2006.

Because Arkansas used the same structure for delivering professional development in its AREP schools (Reading Excellence), the successful model classrooms already established in those schools provided an early view of the fully implemented research based classroom for Arkansas Reading First lab teachers.

In addition to observations in the local lab classrooms, teachers visited lab classrooms in other Reading First schools. The local literacy coach or a Reading First PDA facilitated the observation and reflection after these observations.

### **Literacy Teams**

Reading First literacy coaches also provided on-site professional development through monthly literacy team meetings. The literacy coach facilitated the literacy team meetings to provide opportunities to discuss the implementation of SBRR strategies and the core reading program, the administration of assessments, the analysis of assessment data, and the use of assessment data to group students and plan appropriate interventions. Reading First literacy coaches established procedures for conducting team meetings, developed an agenda and plan for each session, and filed the agenda and meeting attendance roster on the Arkansas Reading First Data Collection Web site administered by the external evaluator.

The teams ideally consisted of no more than six to eight members. The content of the literacy team meetings was based on the needs of teachers at the grant site. The literacy team meetings provided an avenue through which teachers could learn to:

- use prescribed assessment data to make instructional decisions;
- problem-solve with teachers on appropriate instruction for students experiencing difficulties;
- discuss and share strategies that have been successful with their students;
- study current issues in reading; and

- articulate systemic problems in reading and work with outside advisors and the ADE Cooperative Literacy Specialists to develop solutions.

ADE also provided the opportunity for schools that had not received Reading First funding to participate in the Arkansas Reading First Literacy Coaching Model. The purpose of this funding was to train a school employee to serve as a full-time literacy coach for grades K-3. Thirty two schools participated in this extended program at non-funded school sites. Reading First funded staff, provided professional development, and on-site support for literacy coaches and schools following the model outlined for funded Reading First schools:

- Administrators participated in an orientation of the literacy coaching model and four follow-up sessions during the school year;
- Literacy coaches attended approximately 40 days of intensive training provided by ADE and Arkansas Reading First funds during the first year of implementation and approximately 20 days during the second year;
- K-3 teachers participated in statewide professional development including ELLA for teachers of grades K-1 and Effective Literacy for teachers of grades 2-4 unless the Update Training if ELLA or Effective Literacy had been previously completed; and
- Schools provided classroom materials for the full implementation of the SBRR model.

**Table 2-4** shows the non-funded schools participating in the Arkansas Reading First Literacy Coach Model during 2006-07:

**Table 2-4  
SCHOOLS PARTICIPATING IN ARKANSAS' READING FIRST  
LITERACY COACH MODEL**

DISTRICT	SCHOOL
1. Mountain Home	1. Nelson-Wilkes-Herron Elementary
2. Valley Springs	2. Valley Springs Elementary
3. Quitman	3. Quitman Elementary
4. Bay	4. Bay Elementary
5. Westside Consolidated	5. Westside Elementary
6. Mulberry	6. Marvin Elementary
7. Viola	7. Viola Elementary
8. Greene County Tech	8. Greene County Tech Elementary
	9. Greene County Tech Primary
9. Cedar Ridge	10. Newark Elementary
10. Calico Rock	11. Calico Rock Elementary
11. Walnut Ridge	12. (LCSD) Walnut Ridge Elementary
12. Ashdown	13. C.D. Franks Elementary
	14. Margaret Daniel Primary
13. Paris	15. Paris Elementary
14. South Mississippi County	16. Keiser Elementary
15. Waldron	17. Waldron Elementary
16. Ozark Mountain	18. Bruno-Pyatt Elementary
17. Hackett	19. Hackett Elementary
18. Lockesburg	20. Lockesburg Elementary
19. Horatio	21. Horatio Elementary
20. Cave City	22. Cave City Elementary
21. Smackover	23. Smackover Elementary
22. Farmington	24. George R. Ledbetter Elementary
	25. Jerry "Pop" Williams Elementary
	26. Asbell Elementary
23. Fayetteville	27. Happy Hollow Elementary
	28. Leverett Elementary
	29. Washington Elementary
24. Greenland	30. Greenland Elementary
25. Pangburn	31. Pangburn Elementary
26. Searcy County	32. (Searcy) McRae Elementary

**2.5.2 Reading First Professional Development Activities**

Reading First professional development for funded and non-funded schools included professional development for administrators, literacy coaches, and Reading First classroom and intervention teachers. Orientation for Local Leadership Team members and a Summer Reading Camp were also offered as part of the ADE professional development plan.

**Training for Local Leadership Teams**

In the fourth year of funding, Reading First provided a one-day leadership conference for principals, coaches, and central office administrators of funded and self-funded Reading First schools. The conference provided an opportunity for school teams to study student

achievement data and to compare their student performance to the performance of other Reading First schools in Arkansas. The Arkansas Reading First Evaluator and Director presented the results to allow schools to answer the following questions:

- Are we increasing the percentage of students meeting the Reading First proficiency standard on the Iowa Test of Basic Skills (ITBS) at each grade level?
- Do we have a decreasing percent of children scoring in the bottom quartile on ITBS?
- At what level are our children performing (mean NCE) at each grade level? How does our performance level compare to the statewide average for Reading First schools?
- What percent of our students are meeting benchmark on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS)?
- Are students who meet benchmark at the beginning of the year meeting benchmark at the end of year?
- Which teachers have the lowest percent of students meeting benchmark or proficiency in each measure?
- Is the intensity of core instruction and/or intervention instruction at a level to move at risk children to low risk?

Schools were provided data packets and worksheets to enable them to analyze the student achievement data by school, grade level and individual classroom teacher. This allowed schools to rank order grade levels and teachers for targeted assistance. It also provided an opportunity for schools to evaluate their core, supplemental, and intervention programs.

In the session following this analysis, school were led through a process for developing an action plan based on the data. If the data identified an area of the curriculum that was weak, schools planned either additional professional development, supplemental, or intervention programs in the area of need. If the data identified specific classrooms that were weak in an area, additional professional development and monitoring of implementation in that area were included in the action plan.

### **Professional Development for Administrators**

Strong instructional leadership is a key component to improving student achievement. Reading First created professional development opportunities to build knowledge of SBRR, give guidance in the administration and monitoring of the Reading First grant, and generally strengthen the instructional leadership skills of the building administrator. The building administrator was required to attend the Orientation for Local Leadership Teams and quarterly Reading First training sessions, and participate in all local Arkansas Reading First professional development sessions.

The initial training for principals was provided during the grant application process, the Orientation for Local Leadership Teams, and the Leadership Institute described in the previous section. This was followed by quarterly training sessions held regionally and led by the PDAs. Sessions were interactive and focused on the role of the principal in Reading First schools. Each session provided an opportunity to observe high-quality SBRR instruction in a Reading First lab classroom, practice using the Arkansas Reading First Observation Protocol, reflect on the instruction with the PDA, and problem solve on implementation issues with other administrators and the PDA. The opportunity to observe and discuss high-quality SBRR instruction in other Reading First schools provided the principals with a model for comparison and often raised the level of expectation for implementation in their own schools. Additional content included procedures for monitoring grant activities, Web-based data entry, identifying and supporting struggling teachers, and developing a targeted professional development plan. These sessions provided an opportunity for the principals to network with other principals in the region who served similar populations of students.

In addition to the Leadership Conference described in the previous section, the professional development associates provided one-on-one training for building principals during the third year of funding. This enabled the training for administrators to be tailored to the individual needs of each principal. Each semester, the professional development associate provided one day of on-site training for the building administrator. This training was guided by the school's action plan which was developed at the leadership conference. Each training session began with a study of the data focusing on the areas of need previously identified. The administrator and PDA observed the literacy block in a classroom identified on the action plan as needing additional assistance. The principal, coach, and PDA reflected on the instruction and revised the action plan as needed. This allowed the PDA and principal to discuss the effectiveness of classroom instruction, the effectiveness of interventions, and the needs of individual teachers for a more effective implementation of Reading First. This on-site training also provided the PDA an opportunity to monitor the principal's full implementation of the action plan. In addition, each principal attended at least two onsite colleague visits with teachers and coaches. The classrooms for the colleague visits were based on data that reflected strong implementation and student achievement

### **Professional Development for Literacy Coaches**

Arkansas Reading First funds provided required, graduate-level training for all literacy coaches. This training focused on how to implement a high-quality reading program based on SBRR, which includes the five essential elements of reading instruction integrated into a coherent instructional design, assessment of early reading skills, data collection and analysis, and coaching skills. Coaches were in training for approximately eight weeks during the initial year, 20 days during the second year, and 15 days the third year. The Reading First PDAs, supported by the administrative team, provided the training, which was a combination of traditional professional development and a more reflective training referred to as Site Based Observation Training (SBOT). National research consultants reviewed the training for alignment with SBRR and provided some training sessions for coaches and PDAs.



The training for literacy coaches began in April 2003 with the Orientation for Local Leadership Teams described above. PDAs provided extensive summer training and an additional 25 days of regional coaches training during the first year of funding. This training provided the basis of SBRR and focused on implementation in kindergarten and first grade. Reading First provided another 20 days of training during the second year with a focus on implementing SBRR in second and third grades. PDAs provided 15 days of training during the third year of the grant. The content for the third year of training focused on planning effective instruction for at-risk readers. In addition, fluency instruction was addressed at each training opportunity. The professional development training provided informal monitoring opportunities by the Arkansas Reading First staff. Content included:

- A review of Reading First and the Arkansas Reading First Project
- A review of the local Reading First grant
- The role of the literacy coach, lab teacher, and principal
- Coaching, team building, and reflective practice
- A review of the National Reading Panel Report
  - Phonemic Awareness
  - Phonics
  - Fluency
  - Vocabulary
  - Comprehension
- The Four Part Mental Processor
- Change over time in the reading process
- DIBELS administration, scoring, and analysis
- Phonemic Awareness research and research-based instructional strategies
- Phonics research and research-based instructional strategies
- Vocabulary research and research-based instructional strategies
- Fluency research and research based instructional strategies
- Comprehension research and research-based instructional strategies
- Developing orthographic knowledge (spelling)
- A review of curricular and instructional materials for SBRR
- Implementation of core programs

- Developing effective interventions based on assessment data

**Table 2-5** describes the procedures of the Arkansas Reading First Coaches Training which includes SBOT as well as traditional professional development formats. The entire five day process was followed during the initial year of implementation. Each training session was abbreviated to three days during the second year and to two days during the third year.

**Table 2-5  
SITE-BASED OBSERVATION TRAINING**

<b>SITE-BASED OBSERVATION TRAINING (SBOT)</b>
<p><b>Pre-SBOT Support.</b> In preparation for the SBOT, the PDA visited the hosting school prior to the week of training. During this visit, she observed in the lab classroom where the observation would take place. The PDA used the Arkansas Reading First Classroom Observation Protocol while observing the coach teaching the class. Following the observation, she reflected with the coach and provided feedback for improvement of instruction. She assisted the literacy coach in planning instruction for the class and analyzing assessment data to plan interventions, and gave intensive individual help to the literacy coach. During this visit, she conferred with the principal, coach, and teachers about grant implementation.</p> <p><b>Day 1.</b> The PDA visited the school and met with the Local Leadership Team. This gave the PDA an opportunity to build rapport with school staff, to review student achievement data, to monitor the grant implementation status, and to assist the leadership team in problem-solving on implementation issues.</p> <p><b>Day 2.</b> The PDA returned to repeat the observation and reflection process described above. This provided the literacy coach with additional feedback, another opportunity to more closely align the instruction with SBRR, and assistance in planning instruction for the SBOT. In the afternoon, all literacy coaches from the region met for professional development. The literacy coach hosting the training provided an orientation session for the visiting literacy coaches. During this time, she provided assessment data and videos of previous lessons and discussed plans for instruction. The discussion included a review of struggling readers and the plan for meeting their needs. Literacy coaches often requested that colleagues observe one group of students and provide assistance in planning instruction to meet their needs.</p> <p><b>Day 3.</b> All coaches in the region met at the hosting school to observe in the lab classroom using the Observation Protocol to record evidence of SBRR. Following the observation, the literacy coaches met with the PDA to discuss the observation. The PDA facilitated the discussion around the evidence collected on the Observation Protocol and guided the literacy coaches to reflect on the instruction, its alignment with SBRR, and the specific needs of struggling students, and to problem-solve on instructional issues. Following the discussion, the PDA provided professional development.</p> <p><b>Days 4-5.</b> The PDA provided professional development that included new learning as well as additional reflection on the previous day's classroom observation. Literacy coaches and PDAs analyzed data for assessment and intervention and planned professional development for the sites.</p>

**Professional Development for Classroom Teachers**

The literacy coach was primarily responsible for the site-based professional development of all K-3 teachers and K-12 Special Education teachers in each LEA. The content of the teachers' professional development reflected the content of the coaches' professional development with site-specific needs considered.

Approved providers, including ADE literacy specialists and consultants from the LEAs' selected core programs, also delivered professional development. Core program consultants were responsible for instruction in appropriate implementation of the core program. Arkansas Reading First provided additional professional development that included:

- Colleague Visits;
- Early Literacy Learning in Arkansas (ELLA) and Effective Literacy;
- Arkansas Reading First Summer Reading Camp
- Arkansas Reading Association Conference–Reading First Research Strand; and
- Phonics, Word Study, and Vocabulary Institute.

### **Colleague Visits**

All K-3 teachers in Arkansas Reading First schools attended one Colleague Visit each semester during the second and third years of implementation. The Colleague Visits were grade specific; therefore, Kindergarten teachers and coaches came together regionally to observe in a Kindergarten lab classroom using the Arkansas Reading First Observation Protocol in a manner similar to that used in the SBOTs described previously. On completion of the literacy block, a literacy coach led the reflection of the visit. Teachers used the evidence recorded during the observation to discuss the instruction and the teacher’s use of SBRR strategies. After the discussion, coaches provided two hours of targeted professional development for the teachers. Since literacy coaches participate in all grade-level Colleague Visits, they attend four SBOTs each semester. All K-3 teachers participated in Colleague Visits during Year 2. Colleague Visits provided networking opportunities for Reading First literacy teams to meet together to examine the data, share instructional practices that have been most beneficial in improving student achievement, and discuss issues arising from participating in the project. Classroom teachers attended two Colleague Visits during Year 3. During Year 3, teachers attended colleague visits on site rather than at neighboring schools. This allowed principals, coaches, and classroom teachers to observe in a lab classroom together, reflect on the instruction, then problem solve on implementation in their own school buildings.

### **Early Literacy Learning in Arkansas (ELLA) and Effective Literacy**

Early Literacy Learning in Arkansas for K-1 teachers and Effective Literacy for second and third grade teachers is a two-year professional development program designed to provide instruction in SBRR methods, assessments, and materials. All Reading First classroom teachers were required to participate in this professional development provided through the Arkansas Department of Education and the education services cooperatives. The literacy specialists in the cooperatives delivered the professional development.

### **Arkansas Reading Association Conference – Reading First Research Strand**

Each year of implementation Arkansas Reading First sponsored a Reading First Research Strand at the Arkansas Reading Association Conference. Schools budgeted for teachers to attend the conference, and by participating in the Reading First Strand they benefited from research and implementation strategies from the following:

- Developing Phonemic Awareness, Dr. Terri Beeler
- Fluency, Dr. Timothy Rasinski
- Developing Comprehension Through Writing, Dr. Ralph Fletcher
- Word Study for the Within Word Speller, Dr. Shane Templeton
- Word Study for the Letter Naming Speller, Dr. Kathy Ganske
- Comprehension, Dr. Carrice Cummins
- Developing Oral Language, Kevlynn Annandale
- Using Literacy Corners to Develop Automaticity with the Five Essential Elements, Kim Mitchell
- Explicit Vocabulary Instruction, Becca Moore, Debbie Greene, and Kathy Mascuilli
- Coaching in Reading First Schools, Renee Dawson
- Effective Leadership in Reading First Schools, Connie Choate
- Phonemic Awareness made Fun, Kim Level
- Targeted Instruction for the Struggling Reader, Carol Massey and Pat Wilson
- Teaching Comprehension Strategies, Beckie Naylor
- Developing Oral Reading Fluency, Mary Norris

### **Phonics, Word Study, and Vocabulary Institute**

Because of the need for high-quality, research-based instruction in phonics, spelling, and word study in Reading First schools, the state invited Reading First schools to participate in a series of one-day institutes led by Dr. Shane Templeton, a member of the state's expert review panel. These institutes were held the first two years of implementation.

### **Collaboration with Arkansas Special Education State Leadership**

Reading First has formed a powerful collaboration with the State Special Education Department. Arkansas was awarded a State Improvement Grant (SIG) in the amount of \$1.6 million. To support the literacy goal of this grant, Reading First has provided professional development and consultation to the special education leadership team. Activities to support the special education leadership team include the following:

- Training for trainers of the Arkansas Literacy Institute, ELLA/ Effective Literacy, assessment, and intervention training;

- Assisting with the development of a “Literacy Intervention Matrix” for special education teachers;
- Serving on the SIG Advisory Committee;
- Providing Special Education Reading Program (SERP) training for two state special education consultants and two Reading First staff members;
- Participation of the state special education consultants in ELLA/Effective Literacy Update training;

Eleven Reading First schools participated in the SIG model with the goal of fostering collaboration between the classroom teacher and the special education teacher. The focus was on designing effective intervention plans and making instructional modifications to classrooms that would enable identified special education children to accelerate progress in reading. The SIG literacy consultants and Reading First staff conducted joint site visits. School literacy teams, SIG consultants, and Reading First staff carefully observed identified special education children in the regular classroom using procedures similar to those used in Reading First observations.

During the Orientation for Local Leadership Teams (described previously), special education teachers, principals, SIG consultants, staff from the State Special Education Unit, and the Reading First director met to discuss the collaboration of SIG and Reading First. Participants identified opportunities to collaborate, and a possible framework for supporting the complete implementation of SBRR in the classroom while also meeting the needs of the lowest achieving children.

### **Support for Teachers**

Special education teachers began to take a more significant role in providing consultant services to classroom teachers. Special education and speech pathology services were moved into the classroom to enable these specialists to provide services to a wider range of students and to provide a model to classroom teachers in appropriate interventions.

In four Reading First schools, SIG literacy consultant teams consisting of a special education teacher and a speech pathologist participated in all Reading First coaches training then provided consultation services to teachers.

- Special education teachers in Reading First schools were encouraged to attend the Reading First Leadership Institute.
- School teams participated in the Co-Teaching Professional Development provided through the SIG.
- Reading First coaches participated on the teams developing Individual Education Plans (IEPs).

- Special education teachers were encouraged to attend all statewide professional development sessions.
- Special education teachers attended the Reading First Summer Camp and the two-day special education training offered through the SIG grant in conjunction with the Summer Reading Camp.
- Special education teachers were encouraged to participate in literacy team and local leadership team meetings.
- Reading First staff presented sessions on Reading First and the essential elements of reading at the state bi-annual special education conference.

As an ongoing project, Reading First staff worked with SIG consultants and a team of classroom teachers and university professors to develop a Literacy Intervention Matrix with model lessons to support special education and classroom teachers in determining, planning, and delivering appropriate interventions for special needs students. The matrix provides suggestions of appropriate skills and strategies in each essential element of reading with Tier 1 model lessons for K-12 students. Each model lesson describes explicit instructional procedures along with modifications for Tier 2 and Tier 3 students as well as modifications and adaptations for more severely disabled students. As part of this project, special education consultants will deliver professional development sessions to special education and classroom teachers on effective intervention and differentiation of instruction.

### **Support for English Language Learners**

As the population of English Language Learners in the State has grown, the demand for professional development and instructional support has increased. Reading First PDAs working with districts that have a high concentration of ELL students have provided professional development sessions for classroom teachers, literacy coaches, and ELL teachers to enable them to better meet the literacy needs of these children. Additional support for the teachers of these children included:

- ELL consultants from CRRFTAC observed in Reading First classrooms for the purpose of evaluating the effectiveness of practices for ELL students;
- The CRRFTAC ELL consultant attended Summer Reading Camp in an area with a high ELL population and provided consultation services and professional development.
- Maria Elena Arguelles, an ELL consultant working with CRRFTAC, provided a video teleconference entitled Developing Early Literacy Skills for ELL for all schools in the state.

- Each module of the Arkansas Literacy Institute and the ELLA and Effective Literacy Updates provided explicit instruction in accommodations to enhance instruction for ELL.

### **Literacy Decision Makers Teleconferences – A Framework for Leadership**

The director of Arkansas Reading First and the ADE Reading Program Manager provided a series of seven teleconferences entitled “Literacy Decision Makers.” The purpose of this professional development was to provide the most current information needed for making decisions about literacy. The sessions provided criteria for selecting and developing core literacy programs, supplemental programs, assessments, intervention plans, and professional development that meet the requirements of No Child Left Behind (NCLB), state laws, and the English Language Arts (ELA) Frameworks.

All schools in the state were invited to participate. The audience was K-12 administrators, curriculum specialists and literacy specialists, or any person responsible for deciding and guiding the long-term K-12 plan for literacy in the school/district. Approximately 1000 educators attended each teleconference.

The Arkansas Department of Education and Reading First provided participants with selected texts including *Put Reading First*, *Assessing Fluency*, *Focus on Fluency*, and *Focus on Vocabulary*. Literacy specialists facilitated discussion groups in each education service cooperative following the teleconference.

### **Arkansas English Language Arts (ELA) Framework Revision**

The Arkansas English Language Arts (ELA) Framework was revised in 2003 to more closely reflect SBRR. The state leadership team of Reading First served on the revision committee to ensure that the resulting frameworks are based on the most current scientific research and that each of the five essential elements is addressed. Student learning expectations for all Arkansas students are clearly defined in the Arkansas ELA K-4 Curriculum Framework. This document clearly describes what students must know and be able to do in each of the language arts content areas. The rigorous academic content standards and the student learning expectations within the document provide the focus for instruction for each local school district without rigidly prescribing every element of the local curriculum. Student demonstration of the standards and learning expectations within the Arkansas ELA Framework is the anchor for the entire English Language Arts education system with instructional programs, state-level assessments, professional development, school improvement planning, teacher/administrator licensure, and accountability sharing the common goal of improved student learning and performance around these standards. The revised framework explicitly reflects each of the five essential elements. The continuum of development across the grades in each area is consistent with SBRR providing the expectation of a coherent, systematic program for all children in Arkansas. The inclusion of the research into the framework holds all schools in Arkansas accountable for providing scientifically based reading instruction, SBRR professional development, and progress monitoring assessments. The framework revision, implemented in the 2004–2005 school year, has resulted in more rigorous grade-level student learning expectations.



Reading First staff developed a Comprehensive Literacy Instruction Map to guide teachers in the implementation of the ELA Frameworks. Teachers use the Instructional Map as a scope and sequence when planning instruction. The use of the Instructional Map has resulted in more systematic and appropriately sequenced instruction.

### **State Conferences**

The Reading First staff provided awareness of Reading First and instruction in SBRR and the essential elements of reading through numerous presentations at state conferences, presentations to administrators at each of the education service cooperatives, and on-demand requests from local schools. Arkansas Reading First sponsored a SBRR strand at the Arkansas Reading Association Conferences in November of 2003 and 2004. Reading First staff provided SBRR professional development sessions at the Arkansas Education Association Conference, The Conference on Teaching and Learning, The Comprehensive Literacy Conference, and the Delta Institute. In addition to presentations by state staff, Reading First has funded and arranged for presentations by researchers including Dr. Kathy Ganske, Dr. Terri Beeler, Dr. Jill Slack, and Ms. Kathleen Theodore.

### **2.6 Reading First Statewide Activities**

Reading First has positively impacted the implementation of scientifically based reading programs across the state. Professional development opportunities provided by the Arkansas Department of Education Literacy Unit through Reading First have provided the state with current research-based information to improve the literacy achievement of the lowest performing children. Reading First has enabled the state to provide leadership, professional development opportunities, and technical assistance to LEAs across the state in the implementation of research-based reading programs. Arkansas Reading First has ensured access to high-quality reading programs for all children in Arkansas public schools through:

- developing a cadre of literacy specialists who are highly knowledgeable in SBRR;
- establishing lab classrooms in Reading First funded and non-funded schools to serve as models of SBRR;
- aligning professional development offered through ADE and Education Service Cooperatives with SBRR;
- revising the English Language Arts Curriculum Framework to explicitly include SBRR;
- developing a Comprehensive Literacy Instruction Map to ensure systematic implementation of the English Language Arts Framework;
- collaborating with the State Special Education staff and the State Improvement Grant (SIG) staff to provide professional development in SBRR interventions for special education students;

- collaborating with Arkansas Literacy Teacher Educators to align pre-service coursework to SBRR; and
- providing SBRR awareness sessions at teacher and administrator conferences.

### **2.6.1 Early Literacy Learning in Arkansas (ELLA)/Effective Literacy**

The ADE network of literacy specialists provided long-term professional development to approximately 1800 K-3 teachers and administrators in Arkansas schools each year, both Reading First funded and non-funded. The training was provided at the 15 Education Service Cooperatives and on-site at the larger school districts in the state. ELLA and Effective Literacy are 14-day professional development programs delivered over a period of two years that provide instruction in effective classroom strategies. Both were recently revised to reflect the current research. Revisions included instruction in DIBELS, a module on fluency, and more explicit instruction on vocabulary, phonemic awareness, and phonics. Both professional developments offer a site visit to a fully implemented Reading First classroom.

Over the past nine years, approximately 12,000 Arkansas teachers have participated in ELLA or Effective Literacy. To ensure that those previous participants were instructed in SBRR and current assessment practices, Reading First provided approximately 50 three-day update sessions in the 15 Education Service Cooperatives during the summer of 2004. Reading First provided the training and professional texts at no cost to schools. Over 2500 educators participated in the ELLA and Effective Literacy Updates. Instructional content included the following:

- an overview of the National Reading Panel Report;
- the five essential elements of reading;
- administering, scoring, and analyzing the DIBELS;
- explicit instruction;
- modeling of SBRR instructional strategies; and
- modifications for ELL students.

Participants received an assessment notebook that included materials for implementing DIBELS, a copy of the Arkansas Reading First Instructional Map, and professional texts including the following:

- *Put Reading First*, Armbruster, Lehr, and Osborn;
- *Phonemic Awareness in Young Children*, Marilyn Jager Adams, et al;
- *Word Journeys*, Kathy Ganske;
- *Vocabulary Development*, Steven Stahl; and
- *Words Their Way*, Bear, et al.

### **2.6.2 Summer Reading Camp**

Reading First provided the opportunity for educators statewide to participate in the Arkansas Reading First Summer Reading Camp (SRC) professional development. Although the professional development was open to all schools in the State, Reading First funded schools received top priority in registration. Approximately 900 teachers and

administrators in Reading First schools participated in SRC. Through SRC, Arkansas Reading First provided 31,500 hours of grade-level specific, job-embedded professional development for Reading First teachers and administrators, while also providing 20 days of intensive instruction to the lowest performing students in 14 Reading First schools.

This five-day professional development opportunity was designed to assist K-3 schools in the implementation of a scientifically based reading program that is consistent with the Guidelines of Reading First, the National Reading Panel Report, and the Arkansas English Language Arts Framework. Grade-level specific professional development also provided assistance to schools in analyzing assessment data and using that data to design appropriate SBRR intervention plans for students not meeting grade-level proficiency.

The K-3 SRC classrooms were used as laboratories for learning and offered participating teachers an opportunity to observe scientifically based reading instruction and practice effective strategies with children. After observing in the K-3 classrooms, teachers participated in reflective discussion and instruction in small groups of approximately 10 participants per grade level. Reading First principals attended one day of SRC in each grade level. This enabled each Reading First principal to observe high quality instruction alongside their teachers and to use the classroom as a model of comparison for the instruction in their local school.

This five-day professional development provided participants the following opportunities:

- observe in classrooms where scientifically based reading instruction (SBRI) was provided by Reading First teachers and coaches;
- learn to use the Classroom Observation Protocol to improve instruction;
- engage in reflective discussions concerning instruction and its alignment to SBRR, the specific needs of struggling students, and to problem-solve on instructional issues;
- learn a systematic process for analyzing the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and the Texas Primary Reading Inventory (TPRI) assessment data to plan Tier 1, 2, and 3 instruction;
- use DIBELS and the TPRI assessment data to design intervention plans for struggling readers;
- receive grade-level specific training in all areas of SBRI; and
- network with area teachers.

K-3 classroom teachers, intervention teachers, English Language Learner teachers, literacy coaches, and administrators, both in funded Reading First Schools and in other schools statewide, attended Summer Reading Camp. Special education teachers of all grade levels attended the five-day professional development session, as well as an additional two-day session provided by ADE Special Education staff.

The Special Education sessions were provided through the state Special Education SIG. These two-day sessions focused more specifically on interventions to meet the needs of students with disabilities.

The Arkansas Department of Education and Arkansas Reading First provided registration, training materials, and professional texts at no cost to schools. In summer 2005, eleven Arkansas Reading First schools hosted Summer Reading Camp for high needs K-3 children and provided professional development for teachers. Three additional sites provided Summer Reading Camp for children, but did not provide professional development. In the summer of 2005, 156 week-long professional development sessions were provided for Arkansas educators.

The Summer Reading Camp served as the introductory professional development for all new Reading First schools. Kindergarten through third grade teachers, K-12 special education teachers, and administrators employed in new Reading First schools were required to attend Summer Reading Camp for one week in the summer of 2006. New Reading First literacy coaches were required to attend for two weeks. The Summer Reading Camp was opened to all other Reading First and non-Reading First schools across the State. Reading First provided 132 week-long sessions in 11 locations across the State. Approximately 900 teachers and administrators working in Reading First funded schools attended along with 700 teachers from non-Reading First schools. One hundred three special education teachers attended the five-day Summer Reading Camp and an additional two-day training provided by the special education unit of ADE.

### **2.6.3 *Technical Assistance Provided to Reading first Schools***

Traditionally, Arkansas teachers attended professional development sessions at the local education service cooperative and had few opportunities to receive intensive onsite support from a literacy expert. This has resulted in ineffective implementation of new strategies. The Arkansas Reading First professional development plan was designed to provide intensive technical assistance not only at the local level, but directly in the classroom. Professional development associates visited Reading First schools 1,511 times during the 2006-2007 school year for a total of 7,958 hours. The average length of each visit was 5.3 hours. These visits varied according to the changing needs of the schools. A typical visit included modeling SBRR instructional strategies, observing the literacy block with the Observation Protocol, and providing feedback to the teacher, literacy coach, and principal. Technical assistance also included monitoring student assessment data, providing assistance in planning interventions, and assisting with the individual needs of the school. Reading First PDAs provided on-site technical assistance to grant funded, self-funded schools, and to schools enrolled in the Arkansas Literacy Institutes. As need demanded, PDAs also provided on-site professional development and technical assistance to special education teachers, English language learner teachers, and interventionists in Reading First schools.

The state, working with NORMES, provided technical assistance with data collection, management, and reporting. Through the evaluation data collection Web site developed by NORMES, schools had constant access to student achievement data and reports. The reports addressed each class within a school, all students within a school, and all students in Arkansas Reading First schools. The Web site also provided a means for principals,

literacy coaches, and teachers to document grant activities, including participation in literacy-related professional development activities.

### 2.6.4 Assessments

All Arkansas Reading First-funded schools were required to follow the assessment plan developed by ADE for the Arkansas Reading First Federal Grant Application. The plan incorporated the Dynamic Indicators of Basic Early Literacy Skills (DIBELS™), 6<sup>th</sup> Edition, and Iowa Test of Basic Skills (ITBS) as the primary outcome assessments. Additional assessments for diagnosing specific reading difficulties include the Texas Primary Reading Inventory (TPRI), Peabody Picture Vocabulary Test, 3<sup>rd</sup> Edition (PPVT), and Gray Oral Reading Test, IV<sup>th</sup> Edition (GORT).

**Table 2-6  
ARKANSAS READING FIRST ASSESSMENT PLAN**

<b>KINDERGARTEN</b>	<b>SCREENING</b>	<b>DIAGNOSING</b>	<b>PROGRESS MONITORING</b>	<b>OUTCOME</b>
Phonemic Awareness	DIBELS <sup>1</sup> : PSF <sup>2</sup>	TPRI <sup>3</sup>	DIBELS: PSF	DIBELS: PSF
Phonics	DIBELS: LNF <sup>4</sup>	TPRI	DIBELS: LNF & NWF <sup>5</sup>	DIBELS: LNF & NWF
Fluency	NA	NA	DIBELS: LNF	NA
Vocabulary	DIBELS: WUF <sup>6</sup>	TPRI	DIBELS: WUF	ITBS Lang. <sup>7</sup>
Comprehension	NA	NA	NA	NA
<b>FIRST GRADE</b>	<b>SCREENING</b>	<b>DIAGNOSING</b>	<b>PROGRESS MONITORING</b>	<b>OUTCOME</b>
Phonemic Awareness	DIBELS: PSF	TPRI	DIBELS: PSF	DIBELS: PSF
Phonics	DIBELS: NWF	TPRI	DIBELS: NWF	DIBELS: NWF
Fluency	DIBELS: ORF <sup>8</sup>	TPRI	DIBELS: ORF	DIBELS: ORF
Vocabulary	DIBELS: WUF	TPRI	DIBELS: WUF	ITBS Voc. <sup>9</sup>
Comprehension	DIBELS: WUF	TPRI	DIBELS: WUF	ITBS Rd Comp. <sup>10</sup>
<b>SECOND GRADE</b>	<b>SCREENING</b>	<b>DIAGNOSING</b>	<b>PROGRESS MONITORING</b>	<b>OUTCOME</b>
Phonemic Awareness	NA	NA	NA	NA
Phonics	DIBELS: NWF	TPRI	DIBELS: NWF	DIBELS: NWF
Fluency	DIBELS: ORF	TPRI	DIBELS: ORF	DIBELS: ORF
Vocabulary	DIBELS: WUF	TPRI	DIBELS: WUF	ITBS Voc
Comprehension	DIBELS: WUF	TPRI	DIBELS: WUF	ITBS Rd Comp.
<b>THIRD GRADE</b>	<b>SCREENING</b>	<b>DIAGNOSING</b>	<b>PROGRESS MONITORING</b>	<b>OUTCOME</b>
Phonemic Awareness	NA	NA	NA	NA
Phonics	NA	NA	NA	NA
Fluency	DIBELS: ORF	TPRI	DIBELS: ORF	DIBELS: ORF
Vocabulary	DIBELS: WUF	TPRI	DIBELS: WUF	ITBS Voc
Comprehension	DIBELS: WUF	TPRI	DIBELS: WUF	ITBS Rd Comp.

Source: Arkansas Department of Education, 2007.

<sup>1</sup> Dynamic Indicators of Basic Early Literacy Skills, 6<sup>th</sup> Ed.

<sup>2</sup> DIBELS, Phonemic Segmentation Fluency.

<sup>3</sup> Texas Primary Reading Inventory.

<sup>4</sup> DIBELS, Letter Naming Fluency.

<sup>5</sup> DIBELS, Nonsense Word Fluency.

<sup>6</sup> DIBELS, Word Use Fluency.

<sup>7</sup> Iowa Test of Basic Skills, Language Total.

<sup>8</sup> DIBELS, Oral Reading Fluency.

<sup>9</sup> Iowa Test of Basic Skills, Vocabulary.

<sup>10</sup> Iowa Test of Basic Skills, Reading Comprehension.

ADE submitted changes to the assessment plan for 2004–2005 that were subsequently approved by USDOE. Beginning in 2004–2005 year, the DIBELS Nonsense Word Fluency was added to assess phonics in first and second grades, and the Word Use Fluency assessment was added to assess vocabulary and comprehension in grades 1 through 3.

### **2.6.5 Curriculum**

All Reading First schools implement a scientifically based core reading program, supplemented with SBRR programs where necessary. The majority of the schools implement the comprehensive literacy program that includes commercially published SBRR phonemic awareness and phonics programs as part of the core.

Arkansas Reading First developed classroom schedules to be implemented in the comprehensive literacy Reading First classrooms. These schedules reflect the implementation of the five essential elements within a three-hour literacy block. To assist teachers in planning for the literacy block, Arkansas Reading First developed a daily lesson plan form.

Reading First staff, working with MGT of America, developed a Classroom Observation Protocol used to analyze instruction for the implementation of the five essential elements. A Kindergarten instrument, as well as an instrument used to evaluate instruction in second and third grade classrooms, has also been developed. These instruments have been invaluable to the implementation of SBRR in the Reading First lab classrooms. The observer completes this form while observing in the classroom, and then uses the form as a basis for conferencing to improve instruction. The Reading First Leadership Team, principals, literacy coaches, and teachers have been trained to use the Classroom Observation Protocol. The instrument served as documentation of SBRR and as an evaluation instrument, and helped to focus attention on the important aspects of instruction. Principals followed a prescribed schedule for using the observation instrument while observing in Reading First lab classrooms.

### **2.6.6 Familiar Reading (Fluency Practice)/Assessment**

The Arkansas Reading First comprehensive literacy classroom schedule requires children to begin the literacy block with 20 minutes of fluency practice each morning. Students participate in repeated oral reading of known texts to apply and practice the use of decoding skills recently taught and to develop fluency with known spelling patterns and high frequency words. The teacher monitors for accuracy and fluency and provides guidance and feedback for elements of fluency. The teacher takes a one minute timed fluency check on individual students, rotating through the class so that students are assessed for fluency approximately once each week. The teacher uses this time to administer the DIBELS Oral Reading Fluency for progress monitoring of appropriate students. Texts included in the students' familiar reading baskets provide sufficient independent practice at the appropriate level of difficulty for students to develop fluency. Since reading materials are previously read texts, students are able to reread with approximately 95 percent accuracy. The teacher introduces fluency practice after students read words in passages accurately. At the close of familiar reading, the students engage in partner rereading. Children reread an assigned passage to a partner for a one-minute timed rereading. Partners monitor and provide feedback to one another, then graph the



number of words read. The same passage is read for four days or until the student reaches the appropriate fluency level.

Students also participate in a two- to three-minute rereading of high-frequency words and phrases to provide a cumulative review of important high-frequency sight words before the daily partner reading time. Teachers follow procedures and word lists outlined in *The Fluent Reader*, pages 94-99, by Timothy Rasinski. **Table 2-7** gives an overview of the structure of familiar reading.

**Table 2-7**  
**STRUCTURE OF FAMILIAR READING IN READING FIRST SCHOOLS**

TIME	MATERIALS	ROLE OF CHILD	ROLE OF TEACHER
Independent Reading 12-15 Minutes	Previously read texts that the child can read with 90-95% accuracy. Texts should include a variety of genres.  Additional materials, based on the needs of the child may include:  • Decodable texts • ABC books, charts, or cards • Sight word cards	Quietly reread continuous texts.  Practice items in isolation to build automatically with known information.	Monitor reading and provide coaching and feedback to individual children.  Take oral reading records of 2-3 children. Provide feedback.  Take one-minute fluency check of 2-3 children. Provide feedback.  Take one-minute fluency checks for letter naming if needed.
Partner Rereading 5 Minutes	Assigned passage that child can read with 90-95% accuracy.	Reread assigned passage for one minute.  Monitor and provide feedback to partner.  Graph fluency rate.	Monitor two one-minute timed readings and assist children with graphing.
2-3 Minutes	High-frequency words and phrases.	Practice to build automaticity with words and phrases in isolation.	Monitor high-risk children.

Source: Arkansas Department of Education, 2007.

### **2.6.7 Shared Reading (Fluency, Comprehension, Vocabulary, Oral Language)**

The K-1 daily literacy schedule in Reading First schools includes a 20-minute block for shared reading. During shared reading, the teacher engages children in motivating, whole-group shared reading experiences that focus on modeling fluent reading, then students chorally reread the same text as a group. Professional development in Arkansas Reading First schools provided teachers with instruction in selecting appropriate texts, strategies for increasing knowledge of written language structures, and strategies for providing explicit fluency instruction through shared reading.

Reading requires children to move from oral language into the fluent use of written language. Shared reading is used to introduce children to the more formal and varied written language structures. When a new piece of text is introduced, the teacher first reads the whole text aloud. This allows the lesson to begin with a complete text to enjoy and discuss, and provides opportunities to build meaning. The teacher uses a choral reading procedure to teach the children the text. The teacher reads a small portion of the text aloud, stopping at points appropriate for recoding. The children repeat the same text.



Using this explicit procedure gives children the opportunity to hear the new phrases and then repeat them orally with a group. Many of the texts chosen for shared reading include repetitive texts that give children many opportunities to hear and repeat the phrases, enabling the child to internalize these structures. This process places the new language structures in the phonological processor and enables the child to more fluently draw from that experience when he encounters a like structure in his reading.

The teacher models fluent reading and provides explicit instruction in the features of prosody (expression, stress or emphasis, pitch variations, intonation, and pausing), phrasing, and rate. The teacher instructs children to lower and raise their voices as they read. Children practice reading and attending to the punctuation marks to guide them on when and how long to pause and what kind of intonation to use to read a sentence. They are also taught that print features in texts indicate the emphasis a word or phrase should have. These shared reading sessions are fun and lively, with all students actively engaged in fluent reading.

Through the careful selection of text, the teacher creates opportunities to build background knowledge, which is vital to the ability to comprehend text. Shared reading provides the opportunity to hear and discuss new and important vocabulary and build a knowledge base of the world necessary for comprehension.

### **2.6.8 Phonemic Awareness**

Arkansas Reading First schools implement a variety of systematic and explicit phonemic awareness programs, including *Success For All*, *Direct Instruction: Language Mastery*, *Open Court*, *Phonemic Awareness in Young Children*, *Phonological Awareness*, *Scott Foresman*, and *Benchmark Phonetic Connections: Phonological Awareness*. Arkansas Reading First provided program reviews using the “Consumer’s Guide to Evaluating a Core/Supplemental Reading Program.”

Phonemic awareness skills are monitored using the DIBELS Phonemic Segmentation Fluency (PSF) task. Children who do not meet the appropriate benchmark on the DIBELS PSF receive interventions in phonemic awareness either from the classroom teacher or from a reading specialist.

### **2.6.9 Systemic and Explicit Phonics Instruction**

All Arkansas Reading First schools employ SBRR phonics programs, including *Success For All*, *Direct Instruction: Language Mastery*, *Open Court*, *Scott Foresman*, and *Benchmark Phonetic Connections: Start Up to Build Up and Spiral Up*. The Arkansas Reading First office using the “Consumers Guide to Critically Evaluating Core/Supplemental Reading Programs” has reviewed all programs. DIBELS Letter Naming Fluency and Nonsense Word Fluency assessments are used to monitor student progress in phonics. Phonics/spelling instruction comprises 30 minutes of the literacy block.

### **2.6.10 Small Group Reading (Fluency, Phonics, Comprehension, Vocabulary)**

Each child participates in a daily small group reading lesson at his or her instructional level. These groups provide the child an opportunity to apply the skills learned in previous skill

lessons to real reading. The explicit design of the guided reading lesson provides the teacher opportunities for explicit teaching at the instructional level of the children before, during, and after reading. The teacher has the opportunity to help children preview the story and make predictions about the story before reading. The children and teacher discuss new vocabulary words, concepts, and ideas to develop comprehension skills before reading. The teacher coaches the children to apply appropriate phonic skills and problem-solve using strategic reading behaviors while the children read the story independently. The teacher leads a discussion following the reading to summarize the story, develop new concepts and vocabulary, and further understand the story. As the stories become more complex and children become more accomplished readers, teachers engage children in conversations that promote the independent use of more complex comprehension skills. The teacher also selects one or two teaching points to further the reading skills of the group. Example teaching points for the more accomplished reader include the use of text features to aid comprehension, learning the characteristics of various genres, asking clarifying questions, and synthesizing information.

When children are in the emergent stage of reading, the teacher and students reread the texts chorally following the first reading and teaching points. In later stages, the teacher uses guided rereading procedures to promote fluency. In this procedure, the teacher explicitly models reading with phrasing and expression. Students then practice reading phrases, sentences, or pages of texts with the teacher's feedback and guidance. After every guided reading lesson, the students participate in echo reading where students are paired so that one is a bit more fluent than the other. The stronger reader rereads a page of the text, and then the second reader reads the same page.

A description of the small group guided reading lesson and its relationship to the five essential elements is presented in **Table 2-8**.

### ***2.6.11 Read Aloud (Oral Language and Vocabulary, Comprehension, Fluency)***

Many of the children in Arkansas Reading First schools live in isolated, impoverished conditions. These children lack many of the concepts necessary for understanding texts with concepts outside of their experiences. In order to broaden their knowledge base, children in Reading First classrooms hear a variety of fiction and nonfiction texts read aloud each day. These read-aloud sessions are interactive in nature and provide opportunities for children to hear and discuss new concepts, vocabulary, and language structures in multiple contexts. The read-aloud sessions also provide explicit instruction in comprehension strategy instruction. Children are taught to use prior knowledge to make predictions; to ask and answer questions about the text before, during, and after reading; to summarize the main ideas; to discuss important information such as the specific story elements within a text; and to use mental imagery to remember what they read. Teachers explain the strategy to the children, think aloud to model the use of the strategy, and then guide children to apply the strategies in group situations before applying them to their own independent reading.

**Table 2-8  
STRUCTURE OF SMALL GROUP READING IN READING FIRST SCHOOLS**

COMPONENTS	CRITERIA	DESCRIPTION OF RELATIONSHIP TO FIVE ESSENTIAL ELEMENTS
<b>Text Selection</b>	<p>The text selected should match the child's instructional level.</p> <p>The text selected should contain a few challenging features.</p>	<p>Children should be given many opportunities to practice decoding skills in continuous text while the teacher coaches.</p> <p>Text selected should be texts that students can read with 90-94% accuracy. The text should contain many known high frequency words and words that students have the skills to decode.</p>
<b>Book Introduction</b>	<p>The teacher gives a brief overview of the story.</p> <p>The teacher builds meaning by relating the story to the children's prior knowledge.</p> <p>The teacher prompts students to use phonetic knowledge to locate an unknown word.</p> <p>During the introduction of the story, the teacher selects a few Tier 2 vocabulary words to pre-teach.</p>	<p><b>Comprehension</b> The teacher leads a discussion to enable the children to access appropriate background knowledge for reading the story and make predictions about the story. The teacher sets the purpose for reading that is directly related to the main idea of the story.</p> <p><b>Phonemic Awareness and Phonics</b> During the introduction, the teacher asks the children to use their knowledge of phonemic awareness and phonic patterns to locate an unknown word. She asks the students to listen as she articulates the word, predict what phonics pattern the word will include, and then locate the word in the text.</p> <p><b>Vocabulary</b> The teacher discusses two to three Tier 2 words, giving the children an opportunity to hear and say the new vocabulary words. The children use the vocabulary in meaningful context. Thus the words are in the child's phonological and meaning processors before he ever encounters them in text. The teacher takes the child to the text so that he sees the orthography of the word.</p>
<b>First Reading of the Text</b>	<p>Students read the text independently.</p> <p>The teacher observes each student's reading behavior and prompts the students to use problem-solving skills.</p>	<p><b>Phonemic Awareness, Phonics, Comprehension, Vocabulary</b> Students are given the opportunity to apply their knowledge of letters and sounds and understand that the real purpose of learning them is to read continuous text.</p> <p>Children are coached to use their decoding strategies and other problem-solving strategies while reading continuous text at their instructional level.</p>
<b>After Reading</b>	<p>The teacher leads a discussion about the text read.</p> <p>The teacher selects one or two teaching points based on students' reading behaviors.</p> <p>Teacher-led guided rereading.</p>	<p><b>Comprehension</b> Children have an opportunity to discuss the story with the group and to clarify any confusions about the story. Explicit comprehension lessons include: Summarizing texts, analyzing story structure, confirming or disproving predictions, visualizing, linking to background knowledge, organizing information, responding in writing, generating and answering questions.</p> <p><b>Phonics</b> The teaching points selected are designed to enable the children to apply previously taught phonics skills to continuous text.</p>

COMPONENTS	CRITERIA	DESCRIPTION OF RELATIONSHIP TO FIVE ESSENTIAL ELEMENTS
	Students use repeated reading procedures to reread the guided reading text.	<p><b>Fluency</b></p> <p>When children are in the emergent stage of reading, the teacher and students reread the texts chorally to promote fluency.</p> <p>In later stages, guided rereading procedures are used to promote fluency.</p> <p>Guided Rereading: The teacher explicitly models reading with phrasing and expression. She then gives feedback to students as they reread.</p> <p>After every guided reading lesson the students participate in Echo Reading.</p> <p>Echo Reading: Students are paired so that one is a bit stronger than the other. The stronger reader reads a page of the text, and then the second reader reads the same page</p>

Source: Arkansas Department of Education, 2007.

Teachers and coaches working in Arkansas Reading First classrooms focus on developing vocabulary through explicit instruction around the use of high-quality children’s literature during read-aloud. Extensive instruction to guide schools in appropriate texts to include in classroom libraries and the organization of those texts for student accessibility was provided during coaches’ training and the Reading First Leadership Training. Teachers pre-select two to three words that fit Isabel Beck’s description of Tier 2 words. These words are addressed before the story if the text could become confusing to the listener without prior knowledge of the word. Teachers stop during the story when appropriate to briefly explain these Tier 2 words. Explicit instruction follows the read-aloud, with discussion of the word in context and simple definitions of the word. Children are asked to use the words in sentences and say the words. English language learners are given visual or concrete representations of the words or are asked to act them out. Teachers develop charts to record words for future reference. The charts include interesting words, multiple meaning words, synonyms, and other categories of words that would contribute to vocabulary development. Teachers develop classroom thesauri and discuss words with like meanings. **Table 2-9** presents the format for the read aloud lesson used in Reading First schools.

**Table 2-9**  
**STRUCTURE OF READ-ALoud LESSONS IN READING FIRST SCHOOLS**

READ ALOUD	COMPREHENSION INSTRUCTION	VOCABULAY INSTRUCTION
Before Reading	<p>The teacher selects a text from the classroom library that is well suited to teaching the selected comprehension strategy. Teachers are careful to select a variety of genres including realistic fiction, fantasy, nonfiction, biographical, etc.</p> <p>Teachers guide students to make predictions based on the title, cover illustrations, and prior knowledge. If appropriate, the predictions are made after the first few pages of the story.</p>	The teacher pre-selects two to three important Tier 2 words to teach before reading the story.

READ ALOUD	COMPREHENSION INSTRUCTION	VOCABULAY INSTRUCTION
	The teacher gives an explicit explanation of the strategy and explains why and how to use the strategy.	
During Reading	As the teacher reads the text aloud, the teacher stops at critical junctures to “think aloud” or model the use of the strategy.  Later in the text and in subsequent read-alouds, the teacher prompts the children to apply their use of the strategy.	As important words occur in the text the teacher stops, mentions the words, and uses the words in easy to understand definitions.
After Reading	The teacher leads the students to discuss the text. The teacher may create a story map, a graphic organizer to help children understand the story, create a written retelling of the story, or model creating a written response in how she used the strategy. The teacher explicitly discusses the use of the strategy and how it aided in comprehending the text better. Instruction is given on how and when students can use it as they read independently.  Students in 2 <sup>nd</sup> and 3 <sup>rd</sup> grades are given assignments that require the application of the strategy with leveled text during independent reading time.	The teacher teaches key vocabulary, metaphors, or idioms that children might not understand.

Source: Arkansas Department of Education, 2007.

### **2.6.12 Assisted Writing/Independent Writing**

Kindergarten and first grade students also receive daily assisted writing lessons. It is during these lessons that teachers model the application of phonemic awareness skills in spelling unknown words. The assisted writing lesson is followed by independent writing in which the children independently use their segmenting skills to spell unknown words. The assisted writing lessons also provide children practice in composing a sentence and holding the sentence in phonological memory in order to record it. Assisted writing lessons model the process of moving flexibly between the hierarchies of language and provide opportunities for the children to apply phonemic awareness skills to writing. Interactive writing provides:

- demonstrations of concepts of print, early strategies, and how words work;
- opportunities to hear sounds in words and connect those sounds with letters;
- understanding of the “building up” and “breaking down” processes in reading and writing;
- opportunities to plan and construct text; □ opportunities to develop phonemic awareness and spelling skills;
- coaching to apply what is learned in phonics lessons to continuous text in writing; and
- automaticity with high-frequency words.

After the interactive small group writing lesson, the children write independently while the teacher coaches them to problem-solve. Children learn to reread their sentence to make sure it makes sense, to monitor their writing by slowly articulating the words and listening for the sounds, and to monitor their reading by rereading the sentence they have written and blending the letters they have recorded.

As the children progress in their literacy development, the lesson focus moves from the emergent skills to more advanced skills. These lessons are commonly referred to as write-aloud lessons. The teacher models writing lengthier stories, and teaches more advanced phonics elements and higher level composing skills.

## **2.7 Interventions in Reading First Schools**

The Reading First schools are implementing targeted interventions to reduce reading difficulties in students in the primary grades. Student progress is regularly monitored, and targeted interventions are provided according to the level of risk and specific needs of each student. The Arkansas Reading First intervention plan includes the use of assessment instruments, including screening and progress-monitoring measures, and intervention provided by the classroom teacher, small group instruction by more highly trained teachers, and one-to-one instruction for those students most at risk. There is a strong emphasis on methods and strategies grounded in SBRR. The conceptual model for intervention is based on the 3-Tier Reading Model as defined by the Texas Education Agency and the Texas Center for Reading and Language Arts.

All Reading First schools administer valid and reliable assessments. All Reading First schools use the DIBELS, 6<sup>th</sup> Edition, as a screening and progress-monitoring instrument to identify children who may be at risk of reading failure. In addition to the regularly scheduled assessments (beginning, middle, and end), children whose scores indicate they are at “some risk” of reading failure are reassessed monthly. Those children whose scores indicate they are at “high risk” of reading failure are reassessed bi-weekly.

Student progress is the topic of monthly Leadership Team Meetings. Each school maintains an assessment wall, a visual of each student’s progress. This wall is composed of DIBELS scatter graph posters for the critical indicators at each grade level: Letter Naming Fluency and Phoneme Segmentation Fluency for Kindergarten; Phoneme Segmentation Fluency, Nonsense Word Fluency, and Oral Reading Fluency for first grade; and Oral Reading Fluency for second and third grades. Students falling below the trajectory of the benchmark for each measure are closely monitored, and interventions are planned according to specific need. If after receiving appropriate interventions the student does not make the expected progress, the Texas Primary Reading Inventory is administered as a diagnostic assessment in order to gain additional information to plan for more intensive intervention.

Schools plan targeted interventions that address the area of need for children shown to be at risk. These interventions may be provided by classroom teachers, reading specialists, or other trained individuals.



In the Special Extraordinary Session of 2003, the Arkansas General Assembly enacted Act 35 which mandates that all schools provide intensive reading interventions for K-2 children who are shown to have a substantial deficiency in reading. Through Act 35, schools are required to provide intervention instruction that is based on SBRR. Schools must use the DIBELS to identify the area of deficiency and monitor the progress of students toward grade-level proficiency. ADE developed an on-line system for schools to document the plan for each child's intervention, collect the initial evaluation assessment data, and collect bi-weekly progress monitoring data. The system generates line-graph trajectories for each assessment demonstrating the child's progress toward meeting benchmark goals in each essential area of reading. This serves as a visual referent to enable the school team to document adequate progress for these lowest performing children. This on-line system has provided additional documentation of the effectiveness of interventions for Reading First schools. Reading First schools use the trajectories to adjust the intensity of interventions for their lowest performing students.

### ***2.7.1 Core Instruction Provided by the Classroom Teacher***

In the first tier of intervention, the teacher provides daily whole-group explicit phonemic awareness and phonics lessons, and explicit instruction in vocabulary, comprehension, and fluency. Quality implementation of a quality core reading program is expected to meet the needs of the majority of students in the classroom. To ensure that each child in the class receives instruction in needed skills at their own level, the teacher provides small group targeted instruction to each student every day, with additional time and focus provided for those students considered at risk in any of the critical factors for reading. While this may be considered supplemental or intervention instruction in other situations, it is a daily part of the 2 ½ hour literacy block required in all Arkansas Reading First schools.

### ***2.7.2 DIBELS Targeted Small Groups***

Some students require more intensive instruction in specific skill areas than core instruction provides. For example, for those children for whom there is evidence of the need for intervention in phonics, the teacher plans and teaches a brief phonics lesson at the appropriate level, targeting diagnosed needs immediately before the guided reading lesson or the small group writing lesson. The Reading First professional development includes training to help teachers administer and analyze assessments and student writing to determine the specific skills the child has learned and which skills in the instructional sequence of phonemic awareness, phonics, fluency, vocabulary, or comprehension should be targeted for instruction. This allows the teacher to plan and deliver additional lessons to target the specific needs of each small group of students whose assessments indicate that additional support is needed. The classroom teacher is the interventionist for children who are at some risk.

### ***2.7.3 Tier Three Intervention Provided by Early Intervention Teacher***

For those children for whom the focused instruction within the regular classroom is not enough, time is allotted for additional small group reading instruction. First grade students who are at more risk and require this third tier of intervention are targeted for instruction in small early literacy groups taught by a highly trained reading teacher. The lessons align with the core reading instruction the children are receiving in the regular classroom, and



provide more explicit instruction in the areas of risk. **Table 2-10** provides a description of early literacy small group instruction. Because the teacher is working with a small group of children and because she is more highly trained, she is able to target the specific needs of each child and provide more explicit instruction. The intervention teacher uses the same instructional strategies and type of materials that are a part of the classroom curriculum to provide a familiar system of explicit instruction. The intervention is provided in both pull-out and push-in models.

The early literacy intervention teachers also provide small group instruction to Kindergarten, Second, and Third grade students who are at risk of reading failure. The Kindergarten groups follow a similar format but are more focused on phonemic awareness, letter identification, and learning letter-sound relationships. The included components vary, based on the needs of the students in the group. The second and third grade groups target assessed student needs.

Many Reading First schools provide one-to-one tutorials for children who do not respond to small group instruction. These tutorial sessions are taught by a highly trained reading teacher or a special education teacher.

In the fall of 2004, the intervention teachers received training in the Texas Primary Reading Inventory. This included administration procedures, interpretation of results, and proper use of the intervention guide. Interventions are systematically planned that target the critical skills necessary for satisfactory progress.

**Table 2-10  
DESCRIPTION OF EARLY LITERACY SMALL GROUP INSTRUCTION FIRST GRADE**

<b>COMPONENT</b>	<b>MATERIALS</b>	<b>ESSENTIAL ELEMENTS</b>	<b>TIME</b>
<b>Familiar Reading</b> (Guided rereading of familiar texts)	Texts at the instructional/independent level	Phonics, Fluency, Comprehension	5 minutes
<b>Shared Reading</b> of ABC charts, nursery rhymes, poems, and books	Poems Enlarged texts	Phonemic Awareness Phonics, Vocabulary, Comprehension, Fluency	5 minutes
<b>Phonemic Awareness/Phonics</b> Explicit instruction based on the children's needs	Elkonin Boxes Counters Magnetic Letters Literacy Task Cards	Phonemic Awareness Phonics, Fluency (automaticity with sigh words)	10 minutes
<b>Assisted Writing</b> Interactive Write Aloud Model Independent	Chart Paper Markers Dry Erase Boards Magnetic Letters	Phonemic Awareness Phonics, Vocabulary, Comprehension, Fluency	10 minutes
<b>Small Group Reading</b>	Instructional Level Tasks	Phonics, Vocabulary, Comprehension	15 minutes

Source: Arkansas Department of Education, 2007.

In addition, Summer Reading Camp provided four weeks of intensive reading instruction for 3,314 Reading First children. In each classroom, a Reading First-trained teacher and coach provided core SBRR instruction and small group targeted interventions based on the children's identified needs. The teacher and coach were selected based on exhibiting exemplary practices in scientifically based reading instruction and interventions as evidenced by observation and student achievement results.

### **3.0 EVALUATION DESIGN**

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## 3.0 EVALUATION DESIGN

The No Child Left Behind Act (NCLB) requires that states receiving Reading First funds conduct an external evaluation of their Reading First program. NORMES has conducted the evaluation for the Arkansas Reading First Program beginning in July 2006. This chapter presents an overview of the evaluation design and methodology used to answer the Arkansas Department of Education's (ADE's) evaluation questions.

### 3.1 Evaluation Focus

The purpose of the Arkansas Reading First evaluation was to examine the implementation of Arkansas Reading First program requirements at the state level and in funded schools, and to assess the progress made in achieving the goal of having all children reading on grade level by the end of third grade. The original evaluation plan focused on a series of questions developed to determine (1) the effectiveness and fidelity of the Reading First implementation and (2) the impact of Arkansas' Reading First Program on improving student reading outcomes in grades K-3. These questions continue to guide the data collection and analysis:

### ***Implementation of Arkansas Reading First***

#### **State Management**

1. How did the state monitor Reading First grant implementation?
2. What assistance was provided to struggling schools?
3. What was the status of the grant expenditures?

#### **Characteristics of Reading First-Funded Schools and Staff**

4. What were the characteristics of Reading First schools?
5. What were the characteristics of students in Reading First classrooms?
6. What were the credentials and experience of school-based literacy team members (principals, literacy coaches, and lab teachers) and Professional Development Associates (PDAs)?

#### **Implementation of Reading First Coaching Model**

7. How was coaching model (job-embedded professional development) provided by literacy coaches, principals, and PDAs?
8. How effective was the coaching model in enhancing the ability of teachers to implement effective reading programs?

### **Support from PDAs**

9. What type and amount of support was provided by PDAs to Reading First schools? What was the focus of support activities?
10. What type and amount of support was provided by Reading First to schools other than funded schools? What was the focus of support activities by PDAs?
11. How effective was the support provided by PDAs to literacy coaches and principals in Reading First schools?

### **Additional Literacy-Related Professional Development**

12. In what literacy-related professional development did principals, literacy coaches, and teachers participate outside the classroom?
13. How effective was the additional literacy-related professional development in enhancing the ability of principals, coaches, and teachers to implement effective reading programs?
14. What professional development needs continue to exist?

### **Literacy Leadership**

15. To what extent have literacy-related professional development activities enabled principals, coaches, and teachers to feel knowledgeable and confident to incorporate scientifically based instructional strategies in reading instruction?
16. How has Reading First enhanced the literacy leadership skills of principals, literacy coaches, and teachers?

### **Classroom Instruction in Reading First Schools**

17. To what extent did the structure of the literacy program in Reading First Schools reflect the Arkansas Reading First model, as reported by principals, literacy coaches, and teachers?
18. To what extent did classroom instruction in Reading First Schools incorporate the required elements of the Arkansas Reading First model, as reported by principals, literacy coaches, and teachers?
19. What changes occurred in classroom instruction since Reading First funding was instituted?

### **Intervention for Struggling Readers in Reading First schools**

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

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

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

22. To what extent do teachers, coaches, and principals express concern versus confidence about factors relating to knowledge of scientifically based reading research (SBRR), Reading First implementation, and progress in student performance?
23. What recommendations do school staff offer to improve Arkansas Reading First to achieve the goal of having all children reading by third grade?

### ***Impact of Arkansas Reading First on Student Outcomes***

24. What were the characteristics of students in Reading First schools in terms of gender, race/ethnicity, eligibility for free/ reduced lunch, English Language Learner (ELL) placement, and Special Education placement?
25. What percentage of K-3 students achieved grade level benchmarks on progress monitoring indicators during the school year?
26. What percentage of K-3 students achieved proficiency at the end of the school year on outcome measures?
27. How did schools vary in terms of the percentage of K-3 students achieving proficiency on outcome measures?
28. How did the reading achievement for Arkansas K-3 students compare to national norms (using average NCE on the Iowa Test of Basic Skills or ITBS)?
29. What were the differences in performance on outcome measures by gender and by race/ethnic categories?
30. How did subgroups of students (free/reduced lunch eligibility, ELL placement, Special Education placement) perform on outcome measures?
31. Overall, what impact has Arkansas Reading First had on improving reading performance of students in grades 1 through 3 who were reading below grade level (as evidenced by comparison of 2003–04 scores and 2004–2007 scores; percentage at or above the 40th percentile and below the 25th percentile, and average NCE on ITBS Reading Comprehension)?
32. Which schools made the most gains in improving reading performance in grades 1 through 3 (combined) (as defined by percentage at or above the 40th percentile on ITBS Reading Comprehension, comparing 2003–04 and 2005–2006)?
33. To what extent were at-risk students (defined by DIBELS) provided interventions?

34. Which student, class, and school variables are empirically supported as possible explanatory variables for student reading outcomes?
35. How can individual classes within schools and individual schools be compared with respect to estimated class and school “effects” which control for class and school demographic variables?

### **3.2 Overview of the Evaluation Methodology**

NORMES’ approach to the Arkansas Reading First evaluation has been to provide a technically sound evaluation plan that ensured continuity with evaluation efforts of prior years’, yet extended the analyses to new questions that have arisen as the program has matured and added new cohorts. The comprehensive design continues to provide guidance to the ADE in implementation integrity and outcomes.

A mixed-method evaluation design was employed using a variety of data collection methods. A comprehensive set of descriptive data was collected from a variety of Reading First stakeholders to describe the program implementation process. The impact of the Reading First Program on student performance was analyzed using cross-sectional and longitudinal designs to analyze changes in performance grade by grade and for student cohorts over the four years of implementation.

To ensure continuity in efficiency of data collection, reporting, and information sharing during year four of the evaluation, NORMES developed a secure, password protected evaluation Web site. School literacy team members were assigned user names and passwords to access the various data collection forms on the Web site to enter or submit data as required by the evaluation plan. The Reading First Director, professional development associates, principals, literacy coaches and teachers were provided role-based access to the site for data collection and reporting.

To ensure valid data collection and high response rates, NORMES staff monitored the completion of the various data collection activities by creating dynamic reports for tracking the response rates at each Reading First school. NORMES’ Web-based data collection system also allowed for the input of student assessment data reported by school staff and the use of dynamic summaries of student results at classroom and school levels. State and district administration also had access to the dynamically generated reports. Technical assistance for evaluation Web site users was available to schools by e-mail and telephone.

#### **3.2.1 *Evidence of Implementation Effectiveness and Fidelity***

The school year 2006–07 was the fourth year of full implementation. Evidence of effective implementation considered the extent to which the activities provided at the state and local level were fully implemented and were perceived to be useful and sustainable components of an ongoing effective reading program. Documentation was collected about the following key Reading First implementation tasks:

- state management and technical assistance activities;
- implementation of the Reading First Coaching model;
- support provided by Professional Development Associates;

- participation in additional literacy-related professional development;
- literacy leadership;
- classroom instruction in Reading First schools, including assessment to identify students who were not reading at grade level;
- intervention for struggling readers in Reading First schools; and
- concerns and recommendations of staff in Reading First schools.

### **3.2.2 Evidence of Improved Student Outcomes K-3**

The intended outcome of Reading First, as specified in NCLB, is to have all students reading on grade level by the end of grade three. By definition, Reading First schools are the schools serving the largest number of students furthest from meeting grade level literacy standards, and serving the highest concentrations of students from impoverished homes or schools in improvement under NCLB. It can be argued that the purpose of Arkansas Reading First is to narrow the literacy achievement gap between participating Arkansas Reading First schools who serve the most students at risk of not achieving grade level literacy standards, and other schools in Arkansas by the end of grade three. Evidence of improved student outcomes should answer the question:

*Did Arkansas Reading First schools close the reading achievement gap between Reading First and non-Reading First schools on the Arkansas Grade Three Literacy Benchmark Exam?*

Given four years of full implementation of Reading First, it is timely to evaluate the effectiveness of the program on reaching the goal of having all students reading on grade level by the end of grade three. The third graders of 2007 represented the first class of students to have had access to SBRR in the coaching model from kindergarten entry.

In addition to analyses of the grade three outcome measures, **progress-monitoring information** from DIBELS was used to identify struggling readers and to target these students for intervention. The evaluation provides a summary of the extent to which students made progress during the current year in achieving grade-level benchmarks, comparing beginning and/or middle scores with end-of-year scores. Additionally, three years of DIBELS™ progress monitoring data were used to assess progress of student cohorts over time. In terms of **reading proficiency (outcomes)**, the evaluation uses the data collected by Reading First schools on the DIBELS™ and ITBS at the end of the school year for each grade level. Cross-sectional analysis of each grades' performance K-3 provides an overall look at performance on DIBELS and ITBS as intermediate outcome measures.

### **3.3 Description of Data Collection for Evaluation of Implementation**

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

Highly qualified school-based literacy leaders are essential to effective implementation of Arkansas Reading First. Continuing professional development strengthens all



stakeholder's skills and abilities to provide effective instruction. School staff recorded their **Credentials** and maintained **Professional Development Logs** during the evaluation. These data provided valuable insight about staff quality and the level of training funded by Reading First.

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

Principals and state management staff documented their external review of classroom implementation by recording observations on the **Reading First Observation Protocols**. Additionally, the perceptions of teachers, literacy coaches, and principals concerning implementation were reported through **Stakeholder Surveys**.

Interventions provided to struggling students are a critical component of Reading First. The evaluation included documentation of the type and intensity of interventions provided to students in Reading First schools. **Intervention Activities** were reported as part of the student data set.

NORMES' data collection strategies for evaluation of the Reading First implementation process are summarized below and continue the detailed data collection of prior years.

### **3.3.1 Web-Based Program Profiles**

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

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

- key descriptors of the host school;
- concurrent school improvement initiatives;
- school and grade-level indicators;
- student and teacher demographics;
- professional development strategies for principals, literacy coaches, and K-3 teachers;
- description of core and supplemental reading programs; and
- description of intervention strategies.

Schools initially completed their Program Profiles during Fall 2003. Administrators were encouraged to update the information as needed during Spring of 2004, 2005, 2006, and 2007. After the data collection was completed, dynamic (auto-generated) reports were created on the Web site, summarizing the Program Profile information into a single document.

### **3.3.2 Professional Development Data**

Principals, literacy coaches, and K-3 teachers recorded their educational credentials and their teaching and administrative experience in the **Credentials** section of the evaluation Web site. These data provided important descriptive information about the quality of Reading First implementers.

To document their literacy-related professional development during Reading First, staff used the Web-based **Professional Development Logs** maintained on the NORMES evaluation Web site. Principals, literacy coaches, and PDAs recorded the completion of workshops and conferences, as well as rated the effectiveness of these trainings. Additionally, enrollment in Reading First offerings and completion of relevant university courses were tracked on the Web site. Staff were instructed to update their professional development logs whenever professional development activities are completed.

NORMES' evaluation Web site included a section where school-based literacy teams recorded information about their implementation activities. Data for the **Literacy Team Meeting Log** were entered by coaches on behalf of the team. The data for each meeting included the:

- date of the meeting;
- number of members present;
- number of visitors present; and
- total time spent at the literacy team meeting.

NORMES compiled data from the database and reported the total number of meetings, average attendance, average length of time, and similar statistics. To address impact, principals, coaches, and K-3 teachers participating in Reading First were asked to complete **self-assessments** indicating the extent to which they had been trained and were confident in their ability to provide or supervise research-based reading instruction. The self-assessments were administered as part of the annual implementation survey described below.

### **3.3.3 Implementation Activity Data**

Another method for documenting program implementation was the **Activity Logs** used by principals, literacy coaches, and PDAs to record time spent on key Reading First tasks. Activity logs tracked the implementation of the processes intended to support teachers' learning and intervene with students experiencing difficulties in reading achievement. Principals and literacy coaches used Activity Logs specific to their roles to record time spent on literacy-related activities. Another form of the Activity Log was used by PDAs to document training and technical assistance provided during Reading First implementation. Staff entered data into the Web site monthly during each school year, and NORMES compiled the activity data for reports for monitoring purposes.

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

- classroom observations;
- conferences with literacy coach;
- conferences with other K-3 classroom teachers on literacy instruction;
- attendance at reading-related professional development and literacy team meetings;
- attendance at local Leadership Team Meetings (meetings related to grant strategies);
- monitoring of student performance (reviewing data and attending meetings related to planning for individual students); and
- procurement of instructional materials.

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

- demonstration teaching in lab classrooms;
- mentoring/coaching in lab classrooms;
- demonstration teaching in other non-lab K-3 classrooms;
- mentoring/coaching in other non-lab K-3 classrooms;
- planning instruction for demonstration teaching;
- conducting teacher workshops;
- conducting literacy team meetings (leading small groups on reading topics);
- monitoring student performance (reviewing data and attending meetings related to planning for individual students, collection/ reporting student data;
- attending local Leadership Team meetings (related to the grant);
- assisting with assessments;

- assisting teachers in planning and implementing scientifically based reading instruction;
- assisting teachers in planning and implementing student interventions;
- procuring instructional materials; and
- providing professional development for non-Reading First schools.

The Activity Logs for **Professional Development Associates (PDAs)** allowed for documentation of:

- school support activities, including date, total hours, and activities conducted;  
and
- training conducted or arranged, including topic, total hours, and number attending by grade level.

The state director, PDAs, principals, literacy coaches, and teachers used the **Arkansas Reading First Observation Protocols** to conduct systematic observations of classroom implementation at each grade level. The protocols were maintained at the school site for review by state management team members. The Observation Protocols addressed the following categories, as appropriate by grade level:

- Context for Instruction
- Instructional Approach
- Post-observation Conference
- Synthesis of Observation

Within each category, expected actions of the teacher were listed. Data are used to guide the reflection and discussion sessions conducted with the literacy coaches and teachers. Data from the observation protocols are compiled by the state Reading First director for use in improvement processes.

### **3.3.4 Stakeholder Surveys**

Stakeholder perceptions of the implementation process are frequently used as a predictor variable in the literature on education reform implementation and school change. To gather stakeholder perceptions, annual surveys were included as part of the evaluation plan. Surveys elicited feedback from principals, literacy coaches, and teachers, as to implementation status and perceived effectiveness. All staff were encouraged to participate in the Web-based surveys, so no sampling plan was developed.

At the end of implementation Year One (2003-2004), Year Two (2004-2005) Year Three (2005-2006), and Year Four (2006-2007), annual surveys were administered to each of the stakeholder groups to address implementation of each key component of Reading

First. As surveys were repeated over time, the results provided comparative data on the implementation status, issues, and perceptions about the accomplishments of the program.

A variety of fixed-response and open-ended questions were used. Survey participants were asked to report their perceptions about:

- the school's structure for literacy instruction;
- the K-3 core reading program;
- classroom instruction;
- K-3 screening and assessment;
- interventions;
- classroom management;
- literacy teams;
- literacy leadership at the school;
- the Reading First coaching model;
- support from the professional development associates;
- literacy-related professional development; and
- concerns and recommendations about continuation of Reading First.

The 2006-2007 surveys were disseminated to principals, literacy coaches, and K-3 teachers using email and Snap Survey software. ADE and school-based staff were provided status reports of the response rates over the course of survey implementation. Findings from previous surveys, administered in 2003-2004, 2004-2005, and 2005-06 provide comparative data. Results are reported in Section 4 disaggregated by Cohort. This provides a format to review implementation issues that are unique to each cohort.

### **3.3.5 Intervention Activities**

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

- Early Literacy Group
- Booster Group
- Additional Time-Targeted Instruction
- Other

Actual interventions received by students were recorded by the site-based Reading Coach in the **Student Intervention Data** section of the Web site. Student level data included the type of intervention strategy used and the frequency and duration of the intervention.

Surveys, data from principals, literacy coaches and K-3 teachers provided another source of information about the implementation and perceptions about the impact of intervention services. Questions on the survey addressed whether students were effectively identified for intervention, whether interventions were aligned with classroom activities, and other related questions.

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

As a result of Reading First implementation, state and local stakeholders expect that improvements in literacy development will be evident in student performance. For 2006–07, three assessments were used in Arkansas Reading First schools for progress monitoring and assessment of outcomes. These assessments were:

- Arkansas Grade Three Benchmark Exam
  - Literacy
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
  - Letter Naming Fluency
  - Phoneme Segmentation Fluency
  - Nonsense Word Fluency
  - Word Use Fluency
  - Oral Reading Fluency
- Iowa Test of Basic Skills (ITBS)
  - Language Total
  - Vocabulary
  - Reading Comprehension

To collect DIBELS progress monitoring data, screening data, and outcome data, schools tested their students at the beginning, middle, and end of the school year according to the Reading First assessment plan. Assessment data were entered by school staff into a transactional web application developed and maintained by NORMES. NORMES analyzed the assessment data and reported back to schools via dynamic Web-based reports. **Table 3-1** illustrates the instruments used and the pattern of testing at each grade level for the 2006–07 school year.

**TABLE 3-1  
ARKANSAS READING FIRST  
ADMINISTRATION PLAN FOR OUTCOME ASSESSMENT**

	KINDERGARTEN			FIRST GRADE			SECOND GRADE			THIRD GRADE		
	B*	M*	E*	B	M	E	B	M	E	B	M	E
DIBELS** Letter Naming Fluency	✓	✓	✓	✓								
DIBELS Phoneme Segmentation Fluency		✓	✓	✓								
DIBELS Nonsense Word fluency		✓	✓	✓	✓	✓	✓	✓	✓			
DIBELS Word Use Fluency	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
DIBELS Oral Reading Fluency				✓	✓	✓	✓	✓	✓	✓	✓	✓
ITBS Language Total			✓									
ITBS Vocabulary						✓			✓			✓
ITBS Reading Comprehension						✓			✓			✓

Source: Arkansas Department of Education, 2005.

\*Testing Windows: Beginning – August 21-September 8, 2006

Middle – January 8-19, 2007

End – May 7-18, 2007

\*\*DIBELS: Dynamic Indicators of Basic Early Literacy Skills.

The general design for analysis of student achievement was to use cross-sectional analysis of proficiency and performance by grade level and analysis of the within year changes in student progress monitoring indicators.

### **3.4.1 Impact of Reading First on Literacy Achievement Gap**

To assess the impact of the Arkansas Reading First program (ARF) on narrowing the literacy achievement gap an initial trend analysis was conducted to determine progress of ARF and non-ARF schools in increasing the percentage of students scoring at a proficient or advanced level on the Arkansas Primary Benchmark Exam for 2005, 2006 and 2007 assessments. This exam is the criterion-referenced exam used for NCLB and state accountability purposes.

In addition to tracking changes in schools' grade three proficiency levels, the mean scaled scores for literacy were calculated for ARF and non-ARF schools in Arkansas for each of the three years. The literacy achievement gaps were analyzed by calculating effect sizes based on the mean difference in scaled scores for ARF and non-ARF schools for each year. The formula utilized for calculation of effect sizes is:

$$d = (\mu_1 - \mu_2) / \sigma_{\text{pooled}}$$

where  $\mu_1$  is the cohort mean,  $\mu_2$  is the state mean, and  $\sigma_{\text{pooled}}$  is the pooled standard deviation.

The effect size represents the gap in performance between the two groups. A reduction in the effect size over time would constitute a reduction in the achievement gap between ARF students and non-ARF students. Effect sizes for 2005, 2006 and 2007 should



decrease over the three years if Reading First strategies are closing the gap. Given that 0.2, 0.5, and 0.8 are considered small, moderate and large effect sizes reduction of the reading achievement gap by 0.25 as measured by effect size would be considered success. The results of this achievement gap analyses are reported in Section 5 of this report.

In addition to the trend analysis of effect size changes comparing mean scaled scores for ARF and non-ARF schools in Arkansas, a trend analysis was conducted of the effect size changes comparing mean scaled scores in grade three literacy for Reading First schools to a matched comparison group of non-Reading First Title I schools. Non-Reading First Title 1 schools were matched on geographic region and student enrollment and demographic characteristics. This matched comparison group was utilized to control for the plausible alternate explanation of regression toward the mean that results when groups are selected based on their extreme scores. Although a comparison group was used, the lack of a randomization in assignment of schools to ARF or non-ARF status indicates results must be interpreted with caution.

Analysis of **reading performance by subgroups** was conducted using a similar methodology to determine if subgroups within Arkansas Reading First schools experienced differential results. The demographic data allowed for the analysis of performance to be disaggregated by gender and race/ethnicity, as well as for special student populations, including English Language Learners and students eligible for Special Education to assess the possibility of differential impact on subgroups

### **3.4.2 Analysis by Grade and Subgroup**

In Chapter 5, student and school progress is evaluated for grades K-3 on the DIBELS and ITBS subscales through examination of student data throughout the school year as well as end-of-year performance. The average student DIBELS benchmark scores are compared over three time-points (beginning, middle, and end of year) during the 2006-2007 school year. The average DIBELS and ITBS performance at the end of the year is compared across four years of implementation from 2003-2004 to 2006-2007.

Research on student achievement indicates that there are multiple variables that may be associated with performance outcomes for students. Differential results in student achievement have been correlated with socioeconomic status, attendance, and participation rates in special education and English as a Second Language (ESL) programs. Demographic data were used in the analysis of performance for special student populations, including English Language Learners, special education students, and students receiving free/reduced lunch.

## ***4.0 IMPLEMENTATION STATUS***

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## **4.0 IMPLEMENTATION STATUS**

This chapter provides a comprehensive review of the implementation of the Arkansas Reading First program during 2006–07, the fourth full year of implementation. Some comparisons across the four years of implementation are also included. Chapter 4.0 is organized into nine sections that reflect the issue areas and evaluation questions as presented in Chapter 3.0:

- 4.1 State Management of Reading First
- 4.2 Characteristics of Reading First Schools and Staff
- 4.3 Implementation of Reading First Coaching Model
- 4.4 Support from Professional Development Associates
- 4.5 Additional Literacy-Related Professional Development
- 4.6 Literacy Leadership
- 4.7 Classroom Instruction in Reading First Schools
- 4.8 Intervention for Struggling Readers
- 4.9 Concerns and Recommendations of Staff in Reading First Schools

For each component, NORMES presents findings from the various data sources described in Chapter 3.0, including Program Profiles, Staff Credentials, Activity Reports, Professional Development Logs, Literacy Team Participation Records, and student data (demographic and intervention). In addition, survey data from principals, literacy coaches, and teachers provide an overview of the status of classroom instruction and impact on students. Detailed information from the surveys is provided in Appendices A.1 through A.4.

Specifically, the findings address the following topics and evaluation questions relating to the effectiveness of Arkansas Reading First implementation:

- State Management of Reading First
  - How did the state monitor Reading First grant implementation?
  - What assistance was provided to struggling schools?
  - What was the status of the grant expenditures?
- Characteristics of Reading First-Funded Schools and Staff
  - What were the characteristics of the Reading First schools?
  - What were the characteristics of the students in Reading First classrooms?
  - What were the credentials and experience of school-based literacy team members (principals, literacy coaches, and teachers) and Professional Development Associates (PDAs)?
- Implementation of Reading First Coaching Model
  - How was the coaching model (job-embedded professional development) implemented by literacy coaches, principals, and PDAs?

- How effective was the coaching model in enhancing the ability of teachers to implement effective reading programs?
- Support From Professional Development Associates (PDAs)
  - What type and amount of support was provided by PDAs to Reading First schools? What was the focus of support activities?
  - What type and amount of support was provided by Reading First to schools other than funded schools? What was the focus of support activities by PDAs?
  - How effective was the support provided by PDAs to literacy coaches and principals in Reading First schools?
- Additional Literacy-Related Professional Development
  - In what literacy-related professional development did principals, literacy coaches, and teachers participate outside the classroom?
  - How effective was the additional literacy-related professional development in enhancing the ability of principals, coaches, and teachers to implement effective reading programs?
  - What professional development needs continue to exist?
- Literacy Leadership
  - To what extent have literacy-related professional development activities enabled principals, coaches, and teachers to feel knowledgeable and confident to incorporate scientifically based strategies in reading instruction?
  - How has Reading First enhanced the literacy leadership skills of principals, literacy coaches, and teachers?
- Classroom Instruction in Reading First Schools
  - To what extent did the structure of the literacy program in Reading Schools reflect the Arkansas Reading First model, as reported by principals, literacy coaches, and teachers?
  - To what extent did classroom instruction in Reading First Schools incorporate the required elements of the Arkansas Reading First model, as reported by principals, literacy coaches, and teachers?
  - What changes have occurred in classroom instruction since Reading First funding was instituted?
- Intervention for Struggling Readers in Reading First Schools
  - To what extent have Reading First programs offered interventions for students who are not making sufficient progress in reading?
  - Do staff see the interventions as effective in meeting the needs of struggling readers?
- Concerns and Recommendations of Staff in Reading First Schools

- To what extent do teachers, coaches, and principals express concern versus confidence about factors relating to knowledge of scientifically based reading research (SBRR), Reading First implementation, and progress in student performance?
- What recommendations do school staffs offer to improve Arkansas Reading First to achieve the goal of having all children reading by third grade?

#### **4.1 State Management of Reading First**

Data and documents compiled by the Arkansas Department of Education (ADE) provided an overview of state-level management of the Reading First grant. The information provided by ADE addresses the following questions:

- How did the state monitor Reading First grant implementation?
- What assistance was provided to struggling schools?
- What is the status of the grant expenditures?

##### **4.1.1 *How did the state monitor Reading First grant implementation?***

Each Reading First school completed an Arkansas Comprehensive School Improvement Plan (ACSIP) and included Reading First grant activities within the plan. A mentoring and monitoring team was assigned to each school and included an ADE school improvement specialist, an Arkansas Reading First PDA, and a literacy specialist at regional cooperatives. The school improvement specialist monitored the implementation of the ACSIP plan electronically and made visits to the schools to assist with the development of the plan, curriculum alignment, and allocation of resources when necessary. The Reading First PDA provided extensive mentoring in the implementation of SBRR, technical assistance, and professional development to coaches, principals, and lab classroom teachers. The PDA provided ongoing monitoring of grant implementation. The literacy specialists at cooperatives were available for on-site technical assistance and to provide extensive professional development to classroom teachers. Although all members of the team worked with the school, the primary responsibility for monitoring grant implementation was with the Reading First PDA.

Arkansas Reading First PDAs made regular visits to Reading First schools during the 2006–07 school year for professional development and technical assistance, as described in Chapter 2.0. The PDAs made 1,511 visits, averaging 5.3 hours each, and conducted 419 training sessions, averaging 7.5 hours each. During the school visits, the PDAs provided

- observations of literacy instruction,
- conferencing and reflecting with the literacy coach,
- demonstration lessons exemplifying SBRR instruction,
- assistance in planning interventions for struggling readers, and
- technical assistance in the analysis of assessment data to plan instruction, and
- exit conference with building principal.

Every visit included observations of instruction during the 2 ½-hour literacy block in Reading First lab classrooms followed by a time for reflecting with the coach on how to

move the teacher forward in his or her implementation of SBRR. The Observation Protocol was used to record the observation data and analyze instruction and its alignment to SBRR. The Observation Protocol provided a tool for documenting the implementation of SBRR and a guide for conferencing with the coach on improvement of instruction.

These visits concluded with an exit conference with the building administrator. Reading First PDA briefed the administrator on the observations, discussing both strengths and concerns. The PDA completed a School Visit Documentation form identifying strengths and areas of concern, an action plan for increased implementation, and requests for technical assistance.

The majority of the school visits were announced, but approximately 30 unannounced site visits were made for the sole purpose of monitoring grant implementation. Members of the Reading First administrative team participated in the monitoring visits. These visits included observations in all K-3 classrooms, conferences with the building administrator, a review of grant activities, an action plan for professional development, and assessment of the level of implementation based on the findings of the visit. Arkansas Reading First developed an implementation checklist to facilitate the monitoring of local grant activities.

The Arkansas Reading First framework for professional development provided many opportunities for the state to monitor the implementation of Reading First activities in grant schools. Cohort 1 coaches, teachers, and administrators attended an initial training period of approximately 15 days during the summer of 2003. Following this initial training, much of the literacy coach training, administrator training, and teacher training was provided in Reading First schools using observation and reflection procedures. This framework allowed the state staff to work in schools, attend school leadership and literacy team meetings, and monitor student progress and classroom implementation.

To prepare for initial implementation in Cohort 2 schools, PDAs visited each school and met individually with coaches and administrators to ensure that materials were ordered in a timely manner and were appropriate for the needs of the school. Cohort 2 coaches attended ten days of Summer Reading Camp in the summer of 2006 and an additional five days of statewide coaches' training for beginning coaches. Teachers and administrators in Cohort 2 schools attended one week of Summer Reading Camp. Principals attended an additional two days of Leadership Training.

NORMES provided a Web-based data management system for the Reading First schools to record grant-related activities, professional development activities for all staff members, and data on student interventions and performance. The reports generated by the system allowed PDAs and the State Leadership Team to electronically monitor student data as well as all facets of implementation. Additionally, district officials were provided with access to the site and could monitor the progress of students, teachers, and schools.

#### ***4.1.2 What assistance was provided to struggling schools?***

The frequent presence in the schools and the collection of classroom observation data and student achievement data afforded Reading First staff knowledge of teachers and

schools struggling with the implementation of the grant activities. Student achievement results were analyzed to determine which schools had made the least progress. These schools were designated as high-priority schools for additional assistance and extensive monitoring. Steps to provide additional support for struggling schools and monitor implementation for the 2006–07 year included:

- multiple visits by the Reading First Leadership Team early in the school year;
- Reading First Leadership Team and district administrator presence at local Leadership Team meetings;
- close monitoring of student and teacher data in struggling schools by Reading First Leadership Team, principals, and district personnel;
- additional observations of literacy block by principals to more closely monitor struggling teachers;
- training for principals to identify possible instructional causes for poor student achievement in targeted areas;
- additional training sessions provided by Reading First for struggling teachers;
- additional colleague visits to fully implemented Reading First classrooms; and
- principal review of lesson plans of struggling teachers;
- leadership teams including the superintendent or assistant superintendent of the lowest performing schools attended regional Strategizing for Success workshops to identify areas of need and to develop strategic, detailed plans for strengthening implementation.

#### **4.1.3 What was the status of the grant expenditures?**

As of November 30, 2007, the Arkansas Department of Education had expended \$43,233,908.00 of the five-year Reading First allocation of \$ \$57,538,965.00. Expenditures by budget category were as follows:

- The amount disbursed to districts as grants-in-aid for Grant Year 5 was \$8,884,675.00 for a total of \$37,294,259.00 over five years or 84 percent of the total expended.
- In Year 5, Arkansas Reading First used \$90,226.00 for a total of \$1,221,799.00 over five years, or 4.5 percent of the total expended, to provide technical assistance to Arkansas Reading First schools.
- The state expended \$916,242.00 in Year 5 for a total of \$4,796,264.00 over five years, or 11 percent of the total expended, to provide



professional development to kindergarten through third grade teachers, special education teachers, and administrators.

- The amount of funds expended for administration, planning, and evaluation for Year 4 was \$102,313.00 for a total of \$775,046 or 1.7 percent of the total funds expended.

**Table 4-1** provides an overview of the expenditures by budget category.

**TABLE 4-1  
EXPENDITURES BY BUDGET CATEGORY: 2002–2007**

<b>BUDGET CATEGORIES</b>	<b>GRANT YEAR 1 8/14/02- 6/30/03</b>	<b>GRANT YEAR 2 7/1/03- 6/30/04</b>	<b>GRANT YEAR 3 7/1/04- 6/30/05</b>	<b>GRANT YEAR 4 7/1/05- 6/30/06</b>	<b>GRANT YEAR 5 7/1/06- 6/30/07</b>	<b>TOTAL EXPENDITURES</b>
Grants-in-aid to schools	\$7,715,399	\$1,240,059	\$7,463,715	\$11,990,411	\$8,884,675	\$37,294,259
Technical Assistance to Schools	\$483,750	\$513,385	\$119,210	\$15,228	\$90,226	\$1,221,799
Professional Development	\$119,605	\$479,392	\$2,003,609	\$1,277,416	\$916,242	\$4,796,264
Administrative	\$52,882	\$182,398	\$194,191	\$243,262	\$102,313	\$775,046
<b>TOTAL</b>	<b>\$8,371,636</b>	<b>\$2,415,234</b>	<b>\$9,780,725</b>	<b>\$13,526,317</b>	<b>\$9,993,456</b>	<b>\$44,087,368</b>

Source: Arkansas Department of Education, 2007.

## **4.2 Characteristics of Reading First Schools and Staff**

To compile a description of the schools and staff participating in Arkansas Reading First, NORMES gathered information through four sources: (1) ADE data, (2) Program Profiles, (3) Staff Credentials, and (4) student demographic data as recorded in the Arkansas Reading First Evaluation student data file. Collectively, these sources provide information that addresses the following evaluation questions:

- What were the characteristics of Reading First schools?
- What were the characteristics of students in Reading First classrooms?
- What were the credentials and experience of school-based literacy team members (principals, literacy coaches, and teachers) and PDAs?

### ***4.2.1 What were the characteristics of Reading First schools?***

Given the combined K-3 enrollment in Reading First schools, the program has the potential to benefit 21,488 students. Schools provided descriptive information through the Web-based Program Profiles. Based on this information, the characteristics of the 89 Reading First schools during 2006-2007 were as follows:

- Reading First schools ranged in size from 1,086 K-3 students to as few as 71.
- 99% of Reading First schools were Title I schools.

- Over one-third (34%) of Reading First schools were classified as Academic Distressed schools; one was a charter school.
- The average expenditure per student was \$6,076.73.
- Less than a third of Reading First schools had high mobility populations. Twenty-nine percent of the schools reported mobility of greater than 25 percent. The highest mobility rate reported was 67 percent.
- Regular student attendance was a problem for more than half of the Reading First schools, with 53% percent of the schools reporting an attendance rate of less than 95 percent.
- The teaching staffs in Reading First schools were relatively stable, with 21 percent of schools reporting a turnover rate of greater than 15 percent. The highest turnover rate reported was 58 percent.

**Table 4-2** and **Table 4-3** provide a summary of these data.

**TABLE 4-2  
READING FIRST SCHOOL ENROLLMENT**

	K(n=73)	1 <sup>st</sup> (n=77)	2 <sup>nd</sup> (n=77)	3 <sup>rd</sup> (n=77)	K-3 TOTAL (n=89)
Smallest Enrollment per School	7	11	11	13	71
Largest Enrollment per School	265	288	249	226	1,086
Average Enrollment per School	76	72	69	66	241
Total Enrollment	5,531	5,535	5,314	5,108	21,488

Source: Arkansas Department of Education, Statewide Information System Database, Web site link ([http://adedata.k12.ar.us/FY06\\_07/](http://adedata.k12.ar.us/FY06_07/)).

**TABLE 4-3  
READING FIRST SCHOOL CHARACTERISTICS**

Average per pupil expenditure (n=34)	\$6,076.73
Percent of schools with student mobility greater than 25% (n=11)	29%
Percent of schools with attendance rate less than 95% (n=29)	53%
Percent of schools with teacher turnover rate greater than 15% (n=10)	21%
Percent of schools served by Title I (n=66)	99%
Percent of schools established as a charter school (n=66)	2%
Percent of Schools labeled as Academically Distressed (n=62)	34%
Percent of schools with 50% or more of students below Proficiency on Primary Literacy Benchmark (n=27)	55%
Percent of schools where, in 10% or more of families, English is not the primary language spoken at home (n=13)	23%

Source: NORMES, Arkansas Reading First Evaluation Web Site, Program Profiles, 2007.

**4.2.2 What were the characteristics of students in Reading First classrooms?**

Through the student data section of the Arkansas Reading First Evaluation Web Site, school staff reported that 21,488 current students were participating in Reading First during 2006–07, the fourth full year of implementation. Based on the demographic information provided, most of the students were not classified as English Language Learners (96.5%). Eight percent were receiving special education. One percent had been retained in their current grade. A majority of the students (75%) were eligible for free or reduced lunch.

**Table 4-4** provides information about Reading First students during 2006–07.

**TABLE 4-4  
STUDENTS IN READING FIRST SCHOOLS**

CLASSROOMS/STUDENTS	SCHOOL YEAR 2006-07				
	K	1 <sup>ST</sup>	2 <sup>ND</sup>	3 <sup>RD</sup>	TOTAL
Number of teachers	332	322	305	285	1,244
Average number of students per class	17	17	17	18	--
Total number of Reading First students	5,531	5,535	5,314	5,108	21,488
▪ Reading First students classified as English Language Learners (ELL) (n=21,484)	6	221	160	145	532 (3.5%)
▪ Reading First students retained in current grade (n=21,484)	206	154	71	42	287 (1%)
▪ Reading First students receiving Special Education (n=21,484)	203	303	332	407	1,245 (8%)
▪ Reading First students eligible for free or reduced lunch (n=21,484)	274	3,808	3,579	3,526	11,187 (75%)

Source: NORMES, Arkansas Reading First Evaluation Web Site, Student Demographics, 2007.

**4.2.3 What were the credentials and experience of school-based literacy team members (principals, literacy coaches, and teachers)?**

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

Based on the credentials information provided by 45 principals (out of a total of 124), they had an average of 18 years of teaching experience and 11 years of administrative experience. On average, they had been at their current school for 9 years. Most (78%) held a master's as their highest degree, and 22 percent held an Ed.S. degree. Most held Administrative and Supervision Licensure (96%) and Elementary Education Licensure

(91%). Over one-third (39%) had Early Childhood Education Licensure. Nine percent held Reading Endorsement Licensure. **Tables 4-5** through **4-7** provide additional information about principals' credentials.

**TABLE 4-5  
OVERVIEW OF EXPERIENCE REPORTED BY PRINCIPALS: 2006–07**

AREAS OF EXPERIENCE	AVERAGE YEARS OF EXPERIENCE
Teaching Experience (n=45)	9.4
Years at Current School (n=44)	10.6
Administrative Experience (n=43)	17.8
K-3 Experience (n=43)	6.6

Source: NORMES, Arkansas Reading First Evaluation Web Site, Credentials section, 2007.

**TABLE 4-6  
OVERVIEW OF EDUCATION REPORTED BY PRINCIPALS: 2006-07**

DEGREES HELD	PERCENT (n=45)
Master's	82%
Ed.S.	15%
Ed.D.	2%
Ph.D.	0%

Source: NORMES, Arkansas Reading First Evaluation Web Site, Credentials section, 2007.

**TABLE 4-7  
OVERVIEW OF CERTIFICATION/LICENSURE REPORTED  
BY PRINCIPALS: 2006–07**

AREA OR TYPE DEGREE/CERTIFICATION	PERCENT
Administrative and Supervision Licensure (n=45)	100%
Elementary Education Licensure (n=45)	96%
Early Childhood Licensure (n=44)	46%
Special Education Licensure (n=44)	9%
Reading Endorsement Licensure (n=44)	7%
Reading Specialist Licensure (n=44)	5%

Source: NORMES, Arkansas Reading First Evaluation Web Site, Credentials section, 2007.

Literacy coaches also reported their training and experience on the evaluation Web site. Based on information provided by 94 coaches (out of a total of 159), they had an average of 18 years of teaching experience, including 15 years of K-3 experience. Coaches had been at their current school for an average of ten years. In terms of education, 62 percent of the 92 reporting coaches held a master's degree, and 34 percent held a bachelor's degree. Most (98%) held Elementary Education Licensure, and many (64%) had Early Childhood Education Licensure. Also, 19 percent held Reading Endorsement Licensure, 16 percent held certification as a Reading Specialist, and 9 percent held Administrative and Supervision Licensure. **Tables 4-8** through **4-10** provide additional information about coaches' credentials.

**TABLE 4-8  
OVERVIEW OF EXPERIENCE REPORTED BY LITERACY COACHES: 2006–07**

AREAS OF EXPERIENCE	AVERAGE YEARS OF EXPERIENCE
Teaching Experience (n=92)	17.6
Years at Current School (n=92)	10.2
Administrative Experience (n=10)	2.8
K-3 Experience (n=92)	15.0

Source: NORMES, Arkansas Reading First Evaluation Web Site, Credentials section, 2007.

**TABLE 4-9  
OVERVIEW OF EDUCATION REPORTED BY LITERACY COACHES: 2006-07**

DEGREES HELD	PERCENT (n=92)
Bachelor's	34%
Master's	62%
Ed.S.	4%
Ed.D.	0%
Ph.D.	0%

Source: NORMES, Arkansas Reading First Evaluation Web Site, Credentials section, 2007.

**TABLE 4-10  
OVERVIEW OF CERTIFICATION/LICENSURE REPORTED  
BY LITERACY COACHES: 2006–07**

AREA OR TYPE DEGREE/CERTIFICATION	PERCENT
Administrative and Supervision Licensure (n=90)	9%
Elementary Education Licensure (n=92)	98%
Early Childhood Licensure (n=91)	64%
Special Education Licensure (n=88)	3%
Reading Endorsement Licensure (n=89)	19%
Reading Specialist Licensure (n=89)	16%

Source: NORMES, Arkansas Reading First Evaluation Web Site, Credentials section, 2007.

Information about credentials was collected for the Reading First teachers. Of the 1,704 K - 3 teachers, 407 reported some credentials information. They had an average of nearly 12.8 years of teaching experience, including 11.2 years of K-3 experience, and had been at their current school for an average of nearly 9 years. Close to three-fourths (72%) held a bachelor's as their highest degree, and 28 percent held a master's degree. In terms of teaching certification, 82 percent held Elementary Education Licensure, and 64 percent held Early Childhood Education Licensure. Six percent held the Reading Endorsement Licensure, and four percent held certification as a Reading Specialist. **Tables 4-11 to 4-13** provide additional detail about teachers' credentials.

**TABLE 4-11  
OVERVIEW OF EXPERIENCE REPORTED BY TEACHERS: 2006–07**

AREAS OF EXPERIENCE	AVERAGE YEARS OF EXPERIENCE
Teaching Experience (n=399)	11.8
Years at Current School (n=398)	8.7
Administrative Experience (n=3)	15.3
K-3 Experience (n=399)	11.2

Source: NORMES, Arkansas Reading First Evaluation Web Site, Credentials section, 2007.

**TABLE 4-12  
OVERVIEW OF EDUCATION REPORTED BY TEACHERS: 2006-07**

DEGREES HELD	PERCENT (n=398)
Bachelor's	72%
Master's	28%
Ed.S.	0.5%
Ed.D.	0%
Ph.D.	0%

Source: NORMES, Arkansas Reading First Evaluation Web Site, Credentials section, 2007.

**TABLE 4-13  
OVERVIEW OF CERTIFICATION/LICENSURE REPORTED  
BY TEACHERS: 2006–07**

AREA OR TYPE DEGREE/CERTIFICATION	PERCENT
Administrative and Supervision Licensure (n=387)	3%
Elementary Education Licensure (n=392)	82%
Early Childhood Licensure (n=395)	64%
Special Education Licensure (n=390)	5%
Reading Endorsement Licensure (n=387)	6%
Reading Specialist Licensure (n=389)	4%

Source: NORMES, Arkansas Reading First Evaluation Web Site, Credentials section, 2007.

### **4.3 Implementation of Reading First Coaching Model**

The Arkansas Reading First model of professional development was designed to create learning environments in which all school staff would become knowledgeable about the literacy development of children through SBRR and have expectations that all children could and would learn to read proficiently. This was done by building the capacity at each school to provide ongoing, job-embedded professional development at the local level through the coaching model described in detail in Chapter 2.0. School-based professional development was provided by the literacy coach, principals, and PDAs through the coaching model. In combination with the lab classrooms and literacy teams, the coaching contributed to the ability of the school staff to create the desired environment and enable all students to read proficiently.

To examine the implementation of the coaching model, three data collection methods were used: (1) Activity Logs maintained by principals and literacy coaches; (2) Literacy

Team Participation Logs; and (3) surveys of principals, literacy coaches, and teachers. These data sources addressed the following evaluation questions:

- How was the coaching model (job-embedded professional development) implemented by literacy coaches, principals, and PDAs?
- How effective was the coaching model in enhancing the ability of teachers to implement effective reading programs?

Cohort 1 and Cohort 2 results are reported separately as is appropriate to the differences in their stages of implementation and more informative to guide future program implementation.

***4.3.1 How was the coaching model (job-embedded professional development) implemented by literacy coaches, principals, and PDAs?***

Based on the 2006-2007 survey administered by NORMES, most Cohort 1 principals (88%) and Cohort 1 coaches (97%) expressed confidence in their ability to critically observe K-3 literacy instruction, while most Cohort 2 principals (88%) and Cohort 2 coaches (97%) expressed confidence in their ability to critically observe K-3 literacy instruction. However, Cohort 1 principals showed the largest decline (11%) in confidence in their ability to critically observe k-3 literacy instruction from the first year to the fourth year of implementation. Eighty-eight percent of Cohort 1 principals and 100 percent of Cohort 1 coaches felt they provided helpful feedback to teachers, while 89 percent of Cohort 2 principals and 97 percent of Cohort 2 coaches felt they provided helpful feedback to teachers. For these two topics, there was little change in reports from the third to the fourth implementation year (2005-2006 to 2006-2007 change) for Cohort 1.

Most principals and coaches in Cohort 1 reported that they had sufficient opportunity for observations of K-3 literacy instruction (93% and 96% respectively), while Cohort 2 had similar responses (89% and 96% respectively). Most principals and coaches in Cohort 1 reported that they had sufficient opportunity to conference with K-3 teachers (93% and 94% respectively), while Cohort 2 had similar responses (89% and 96% respectively). As shown in **Tables 4-14 and 4-15**, positive change generally occurred over time in the percentage of principals and coaches reporting opportunity for observations and opportunity to conference with K-3 teachers. For example, 7% more principals indicated having an opportunity to observe during the fourth year of implementation as compared to the first year (2003-2004 to 2006-2007 change).

Cohort 1 and 2 principals and literacy coaches generally have similar perceptions of the implementation integrity of the coaching model in their respective schools. Cohort 2 literacy coaches spent slightly more time demonstrating lessons and mentoring teachers in lab classrooms than their Cohort 1 contemporaries.



**TABLE 4-14  
IMPLEMENTATION OF THE READING FIRST COACHING MODEL  
COHORT 1**

PERCENT OF STAFF RESPONDING AGREE OR STRONGLY AGREE							
TOPICS		2004	2005	2006	2007	2004 to 2007 CHANGE	2006 to 2007 CHANGE
I have felt confident in my ability to critically observe K-3 reading and literacy instruction.	Literacy Coach	96%	99%	97%	97%	1%	--
	Principal	99%	89%	91%	88%	-11%	-3%
I have felt confident in my ability to provide teachers with effective feedback based on my observations of K-3 reading and literacy instruction.	Literacy Coach	95%	97%	97%	100%	5%	3%
	Principal	97%	88%	91%	88%	-9%	-3%
I have had sufficient opportunity to observe K-3 teachers.	Literacy Coach	89%	92%	88%	96%	7%	8%
	Principal	86%	84%	93%	93%	7%	--
I have had sufficient opportunity to conference with K-3 teachers.	Literacy Coach	91%	82%	90%	94%	3%	4%
	Principal	--	84%	88%	93%	--	5%

Source: NORMES, Spring Surveys, 2007. Sample size for literacy coach: 2004 =66 to, 2005 =66, 2006 =77; and 2007 =41; for Principal: 2004 =64, 2005 =43, 2006 =60, and 2007 =37. See Appendix A for item specific sample sizes. NA = item not available on survey. Note: 2004 = 2003-2004; 2005 = 2004-2005; 2006 = 2005-2006, and 2007 = 2006-2007.

**TABLE 4-15  
IMPLEMENTATION OF THE READING FIRST COACHING MODEL  
COHORT 2**

PERCENT OF STAFF RESPONDING AGREE OR STRONGLY AGREE		
TOPICS		2007
I have felt confident in my ability to critically observe K-3 reading and literacy instruction.	Literacy Coach	97%
	Principal	88%
I have felt confident in my ability to provide teachers with effective feedback based on my observations of K-3 reading and literacy instruction.	Literacy Coach	97%
	Principal	89%
I have had sufficient opportunity to observe K-3 teachers.	Literacy Coach	96%
	Principal	89%
I have had sufficient opportunity to conference with K-3 teachers.	Literacy Coach	96%
	Principal	89%

Source: NORMES, Spring Surveys, 2007. Sample size for literacy coach: 2007 =38; for Principal: 2007 =21. See Appendix A for item specific sample sizes. NA = item not available on survey. Note: 2007 = 2006-2007.

**Principals’ Activities**

Principals played a significant part in the development of the K-3 literacy program through observation in K-3 classrooms and feedback to teachers as well as by participation in Leadership Team and literacy team meetings. Principals maintained Activity Logs of their K-3 literacy-related activities on the Arkansas Reading First Evaluation Web Site.

Based on the Activity Logs, a total of 9,943 (8,047 for Cohort 1 and 1,896 for Cohort 2) hours of K-3 literacy activity were reported by 58 principals (37 from Cohort 1 and 21 from Cohort 2) over the 2006–07 school year. Of the total hours that principals reported as devoted to K-3 literacy, 2,606 hours (32%) for Cohort 1 and 565 (30%) for Cohort 2 were spent in classroom observations. The remainder of the principals’ time was devoted to attending literacy-related professional development and literacy team meetings (12% Cohort 1; 18% Cohort 2), and conferences with literacy coaches (12% Cohort 1; 16% Cohort 2), conferences with other K-3 teachers on literacy instruction (12% Cohort 1; 13% Cohort 2), and monitoring student performance (12% Cohort1; 10% Cohort 2).

In terms of classroom observations, principals reported through the survey that they spent an average of 77 minutes per day (Cohort 1) and 67 minutes per day (Cohort 2) observing K-3 literacy instruction, including an average of 69 minutes (Cohort 1) and 53 minutes (Cohort 2) of uninterrupted time. Principals reported that they were able to conduct K-3 literacy observations about three days per week (Cohort 1) versus two days per week (Cohort 2), and observed in about 13 K-3 classes per month, on average for Cohort 1 and about nine K-3 classes per month, on average for Cohort 2.

**Tables 4-16 and 4-17** provide information about how the principals’ time was allocated to classroom observations and other activities.

**TABLE 4-16  
PRINCIPAL ACTIVITY LOG – COHORT 1  
PERCENTAGE OF TIME BY TASK: 2006–07**

Activity	Hours	Percent
<b>Total Activity Hours</b>	<b>8,047</b>	<b>100%</b>
Total Classroom Observations	2,606	32%
<i>Kindergarten (26%)</i>	686	--
<i>First Grade (26%)</i>	672	--
<i>Second Grade (25%)</i>	654	--
<i>Third Grade (23%)</i>	594	--
Attending literacy-related professional development and literacy team meetings	946	12%
Conferences with literacy coaches	935	12%
Conferences with other K-3 teachers on literacy instruction	961	12%
Monitoring student performance: Reviewing data and attending meetings related to planning for individual students	1,000	12%
Procuring instructional materials	453	6%
Local Leadership Team meetings: Meetings related to grant strategies	351	4%
Other	794	10%

Source: NORMES, Arkansas Reading First Evaluation Web Site, Activity Logs, 2007.

**TABLE 4-17  
PRINCIPAL ACTIVITY LOG – COHORT 2  
PERCENTAGE OF TIME BY TASK: 2006–07**

Activity	Hours	Percent
<b>Total Activity Hours</b>	<b>1,896</b>	<b>100%</b>
Total Classroom Observations	565	30%
<i>Kindergarten (32%)</i>	178	--
<i>First Grade (40%)</i>	226	--
<i>Second Grade (13%)</i>	73	--
<i>Third Grade (16%)</i>	88	--
Attending literacy-related professional development and literacy team meetings –	339	18%
Conferences with literacy coaches	311	16%
Conferences with other K-3 teachers on literacy instruction	241	13%
Monitoring student performance: Reviewing data and attending meetings related to planning for individual students	191	10%
Procuring instructional materials	42	2%
Local Leadership Team meetings: Meetings related to grant strategies	175	9%
Other	32	2%

Source: NORMES, Arkansas Reading First Evaluation Web Site, Activity Logs, 2007.

### Literacy Coaches' Activities

To document their activities, literacy coaches maintained Activity Logs in which they recorded the hours they spent on various activities and the grades associated with these activities. A total of 109,838 hours of activity were reported for 110 literacy coaches over the 2006–07 school year.

Of the total hours reported by coaches at Cohort 1 and Cohort 2 schools, Cohort 1 had 19,611 hours (33%) and Cohort 2 had 17,663 hours (35%) were devoted to activity in the lab classrooms or other K-3 classrooms. The remainder of the coaches' time was devoted to planning and instruction for demonstration teaching (7% for Cohort 1; 11% for Cohort 2), procuring instructional materials (6% for Cohort 1; 7% for Cohort 2), monitoring student performance (9% for Cohort 1; 8% for Cohort 2), assisting teachers with planning core instruction or interventions (8% for Cohort 1; 8% for Cohort 2), assisting with assessments (8% for Cohort 1; 7% for Cohort 2), conducting literacy team meetings and teacher workshops (2% for Cohort 1; 1% for Cohort 2), and other support activities (27% for Cohort 1; 23% for Cohort 2).

**Tables 4-18 and 4-19** provide information about how the literacy coaches' classroom time was allocated by grade level and to which tasks the remainder of the time was devoted.

**TABLE 4-18  
LITERACY COACH ACTIVITY LOG – COHORT 1  
PERCENTAGE OF TIME BY TASK: 2006–07**

ACTIVITY	HOURS	K	1	2	3
Demonstration teaching in lab classroom	4,815	22%	30%	25%	22%
Mentoring/Coaching in lab classroom	8,554	26%	26%	24%	24%
Demonstration teaching in other K-3 classrooms	2,030	25%	30%	29%	16%
Mentoring/Coaching in other K-3 classes	4,212	27%	31%	22%	30%

Activity	Hours	Percent
<b>Total Activity Hours</b>	<b>59,758</b>	<b>100%</b>
Demonstration teaching in lab classroom	4,815	8%
Mentoring/Coaching in lab classroom	8,554	14%
Demonstration teaching in other K-3 classrooms	2,030	3%
Mentoring/Coaching in other K-3 classes	4,212	7%
Planning instruction for demonstration teaching	4,072	7%
Procuring instructional materials	3,676	6%
Monitoring student performance: Reviewing data and attending meetings related to planning for individual students, collection/reporting of student data	5,541	9%
Assistance with assessments	4,936	8%
Assisting teachers in planning and implementing SBRR instruction	4,814	8%
Conducting teacher workshops	878	2%
Conducting literacy team meetings: Leading small groups sessions	1,779	3%
Assisting teachers in planning and implementing student interventions	2,571	4%
Local Leadership Team meetings: Attending meetings related to grant strategies	669	1%
Providing professional development for non-Reading First schools	407	<1%
Other	10,806	18%

Source: NORMES, Arkansas Reading First Evaluation Web Site, Activity Logs, 2007.

**TABLE 4-19  
LITERACY COACH ACTIVITY LOG – COHORT 2  
PERCENTAGE OF TIME BY TASK: 2006–07**

ACTIVITY	HOURS	K	1	2	3
Demonstration teaching in lab classroom	5,877	37%	50%	8%	5%
Mentoring/Coaching in lab classroom	9,205	37%	47%	8%	8%
Demonstration teaching in other K-3 classrooms	704	25%	23%	37%	15%
Mentoring/Coaching in other K-3 classes	1,877	33%	31%	17%	19%

Activity	Hours	Percent
<b>Total Activity Hours</b>	<b>50,080</b>	<b>100%</b>
Demonstration teaching in lab classroom	5,877	12%
Mentoring/Coaching in lab classroom	9,205	18%
Demonstration teaching in other K-3 classrooms	704	1%
Mentoring/Coaching in other K-3 classes	1,877	4%
Planning instruction for demonstration teaching	5,572	11%
Procuring instructional materials	3,334	7%
Monitoring student performance: Reviewing data and attending meetings related to planning for individual students, collection/reporting of student data	3,738	8%
Assistance with assessments	3,432	7%
Assisting teachers in planning and implementing SBRR instruction	4,161	8%
Conducting teacher workshops	714	1%
Conducting literacy team meetings: Leading small groups sessions	1,540	3%
Assisting teachers in planning and implementing student interventions	2,076	4%
Local Leadership Team meetings: Attending meetings related to grant strategies	572	1%
Providing professional development for non-Reading First schools	209	<1%
Other	7,070	14%

Source: NORMES, Arkansas Reading First Evaluation Web Site, Activity Logs, 2007.

Coaches reported through the survey that they generally spend 4.7 days per week for Cohort 1 and 4.8 days per week for Cohort 2 observing K-3 instruction. Coaches reported spending an average of 214 minutes per day for Cohort 1 and 195 minutes per day for Cohort 2 observing K-3 literacy instruction, more than twice the amount of time reported by principals in both cohorts. Coaches also reported more uninterrupted time for observations than did principals (153 minutes versus 69 minutes for Cohort 1; 122 minutes versus 53 minutes for Cohort 2), although in fewer classrooms per month (six versus 13 for Cohort 1; six versus nine for Cohort 2).

**Leadership Teams**

Within each Reading First school, local Leadership Teams were developed for the purpose of monitoring the implementation of the Reading First subgrant and providing leadership to the literacy teams within the school. Most principals (87% Cohort 1; 75% Cohort 2) reported that they led Leadership Team Meetings in their school on Reading First grant related topics. The majority of the coaches (88% Cohort 1; 86% Cohort 2) reported that they participated in these Leadership Team Meetings.

## **Literacy Teams**

All Reading First schools established literacy teams to guide implementation of literacy instruction and to provide professional support to staff. Through the NORMES survey, all coaches in Cohort 1 reported that they had facilitated literacy team meetings to focus on literacy related topics, while only 95% of coaches in Cohort 2 reported that they had facilitated literacy team meetings. All principals in both cohorts and almost all teachers (92% Cohort 1; 94% Cohort 2) agreed that this had occurred in their schools.

Literacy teams were designed to provide guidance for literacy instruction through regular meetings to review student assessment data and plan interventions for struggling students. Through the NORMES survey, school personnel agreed that the teams provided this guidance, specifically:

- Almost all principals (97% Cohort 1; 96% Cohort 2) and coaches (93% Cohort 1; 95% Cohort 2) indicated that literacy teams met regularly to study professional texts, analyze student assessment data, and to plan appropriate interventions for struggling students. Most teachers (86% Cohort 1 teachers; 87% Cohort 2 teachers) agreed.
- All principals and most coaches (88% Cohort 1; 97% Cohort 2) and teachers (94% Cohort 1 teachers; 95% Cohort 2 teachers) indicated that the literacy teams used assessment data to monitor student progress.
- Almost all principals (94% Cohort 1; 90% Cohort 2) and most coaches (85% Cohort 1; 92% Cohort 2) reported that literacy teams collaboratively planned interventions to support struggling readers. Eighty-three percent of Cohort 1 teachers and 80 percent of Cohort 2 teachers agreed.

According to the Literacy Team Participation Logs established in NORMES' Web-based data collection system, 39 Cohort 1 schools and 27 Cohort 2 schools reported establishing literacy teams and collectively conducting 871 and 573 meetings respectively. Cohort 1 schools averaged 22 literacy team meetings per year, lasting a little over one hour and fifteen minutes on average, with an average of eight people attending, including staff and visitors. While Cohort 2 schools averaged 21 literacy team meetings per year, lasting a little over one hour on average, with an average of eight people attending, including staff and visitors. Almost all schools (97% Cohort 1; 96% Cohort 2) focused on data analysis in literacy team meetings, with nearly a fourth of all meetings (26% and 27 % respectively) addressing this topic. About one-fourth of the meetings held at both cohort schools focused on student work and on other topics.

**Tables 4-20 and 4-21** provide more information about literacy team meetings, and **Tables 4-22 and 4-23** provide more information about the topics addressed in the literacy team meetings.

**TABLE 4-20  
PARTICIPATION IN LITERACY TEAMS  
COHORT 1**

Number of Schools Reporting on Literacy Teams	39
Total Literacy Team Meetings Reported	871
Average Number of Literacy Team Meetings per School	22
Total Members Present	6,334
Total Visitors Present	519
Total Present (Members and Visitors)	6,853
Average Number Present at Each Literacy Team Meetings	8
Total Time in Literacy Team Meetings (minutes)	68,234
Average Length of Literacy Team Meetings (minutes)	78

Source: NORMES, Arkansas Reading First Evaluation Web Site, Literacy Team Participation Logs, 2007.

**TABLE 4-21  
PARTICIPATION IN LITERACY TEAMS  
COHORT 2**

Number of Schools Reporting on Literacy Teams	27
Total Literacy Team Meetings Reported	573
Average Number of Literacy Team Meetings per School	21
Total Members Present	4,458
Total Visitors Present	225
Total Present (Members and Visitors)	4,683
Average Number Present at Each Literacy Team Meetings	8
Total Time in Literacy Team Meetings (minutes)	35,602
Average Length of Literacy Team Meetings (minutes)	62

Source: NORMES, Arkansas Reading First Evaluation Web Site, Literacy Team Participation Logs, 2007.

**TABLE 4-22  
FOCUS OF LITERACY TEAM MEETINGS  
COHORT 1**

FOCUS	PERCENT OF SCHOOLS (N=39)	PERCENT OF LITERACY TEAM MEETINGS* (N=871)
Data	97	26%
Student Work	92	26%
Research	85	20%
Video Sharing	31	2%
Other	97	26%

Source: NORMES, Arkansas Reading First Evaluation Web Site, Literacy Team Participation Logs, 2007.

\* Percents do not total 100% since Literacy Team Meetings can have multiple focuses.



**TABLE 4-23  
FOCUS OF LITERACY TEAM MEETINGS  
COHORT 2**

FOCUS	PERCENT OF SCHOOLS (N=27)	PERCENT OF LITERACY TEAM MEETINGS* (N=573)
Data	96	27%
Student Work	85	24%
Research	74	16%
Video Sharing	22	32%
Other	96	2%

Source: NORMES, Arkansas Reading First Evaluation Web Site, Literacy Team Participation Logs, 2007.

\* Percents do not total 100% since Literacy Team Meetings can have multiple focuses.

Feedback from principals, coaches, and teachers through the NORMES survey indicated that the literacy teams were effective. Specific observations included the following:

- There was general agreement (94% of principals and 98% of coaches in Cohort 1; 100% of principals and 97% of coaches in Cohort 2) among principals and coaches that literacy team meetings were an effective means of providing professional development. However, only 83% of teachers in Cohort 1 schools and 87% of teachers in Cohort 2 schools found literacy team meetings were an effective means of providing professional development.
- Almost all principals (91% Cohort 1; 100% Cohort 2) and coaches (95% Cohort 1; 100% Cohort 2) believed that literacy team meetings helped teachers apply SBRR to their literacy instruction. Most (86% Cohort 1; 86% Cohort 2) teachers agreed.
- Additionally, 91 percent of principals and 98 percent of coaches at Cohort 1 schools reported that the literacy team meetings were helpful to them in better understanding how to apply SBRR to literacy instruction, while 100 percent of all principals and coaches at Cohort 2 schools reported that the literacy team meetings were helpful to them in better understanding how to apply SBRR to literacy instruction.

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

The survey administered by NORMES provided an opportunity for principals, literacy coaches, and teachers to offer a self-assessment of the effectiveness of the Reading First coaching model.

Principals and coaches were positive in their assessment of the effectiveness of the model. The survey results indicated that:

- Most principals in Cohort 1 (88%; down from 91% the previous year) and all principals in Cohort 2 believed that K-3 teachers have had adequate support from a literacy coach to assist in developing effective instruction.

- Similarly, 87 percent of principals in Cohort 1 (down from 93% the previous year) and 100 percent of principals in Cohort 2 believed teachers have had adequate support from a literacy coach to assist in diagnosing problems.
- Most principals (85% Cohort 1; 100% Cohort 2) and all coaches (Cohort 1 and 2) felt the Reading First coaching model has had a positive effect on teachers' abilities to achieve literacy goals.
- All coaches (Cohort 1 and 2) felt that they provided clear, effective demonstrations for classroom teachers.
- All coaches (Cohort 1 and 2) felt that they had sufficient knowledge and background experience to be an effective instructional coach.
- Most teachers (89% of Cohort 1 teachers, up from 86% last year; 85% of Cohort 2 teachers) indicated that support from their principal and coach had a positive effect on teachers' abilities to achieve literacy goals.
- Most teachers indicated that principals (88% of Cohort 1 teachers; 86% of Cohort 2 teachers) and coaches (71% of Cohort 1 coaches; 79% of Cohort 2 coaches) provided effective leadership to strengthen their literacy instruction.
- In terms of support for the coach by the principal, most coaches indicated that they have had adequate support from their principal in developing effective instruction (73% of Cohort 1; 83% of Cohort 2), and in organizing staff to provide adequate interventions for students (73% of Cohort 1; 86% of Cohort 2).

**Tables 4-24 and 4-25** show the effectiveness of some key Reading First Coaching Model topics as rated by coaches and principals across implementation years. Also shown is the difference across implementation years in the percentage of principals and coaches reporting effectiveness of the coaching model. In most cases, there was significant change from the first to fourth implementation year (2003-2004 to 2006-2007 change) or from the third to fourth implementation year (2005-2006 to 2006-2007 change).

It is important to note the large decline in literacy coaches' perception of their principals' support in assisting teachers to develop effective instruction (15% decline) and the large decline in coaches' perception of their principals' support in organizing staff to provide adequate interventions for struggling students (14% decline).

**TABLE 4-24**  
**EFFECTIVENESS OF READING FIRST COACHING MODEL: PRINCIPALS AND**  
**COACHES – COHORT 1**

PERCENT OF STAFF RESPONDING AGREE OR STRONGLY AGREE							
TOPICS		2004	2005	2006	2007	2004 to 2007 CHANGE	2006 to 2007 CHANGE
Overall, K-3 teachers in our school have had adequate support from a literacy coach to assist in developing effective instruction.	Literacy Coach	99%	98%	97%	100%	1%	3%
	Principal	98%	98%	91%	88%	-10%	-3%
Overall, K-3 teachers in our school have had adequate support from a literacy coach to assist in diagnosing problems.	Literacy Coach	94%	95%	95%	86%	-8%	-9%
	Principal	98%	98%	93%	87%	-11%	-6%
I believe that support from the Reading First coaching model has had a positive effect on teachers' abilities to achieve literacy goals.	Literacy Coach	97%	100%	99%	100%	3%	1%
	Principal	--	95%	97%	85%	--	-12%
I have had adequate support from my principal to assist in developing effective instruction.	Literacy Coach	83%	89%	88%	73%	-10%	-15%
I have had adequate support from my principal to organize staff to provide adequate interventions for students.	Literacy Coach	87%	87%	87%	73%	-14%	-14%
I have had sufficient knowledge and background experience to be an effective instructional coach.	Literacy Coach	97%	96%	94%	100%	3%	6%
I have provided clear, effective demonstrations for classroom teachers.	Literacy Coach	100%	99%	99%	100%	--	1%

Source: NORMES, Spring Surveys, 2007. Sample size for literacy coach: 2004 =65 to 66 to, 2005 =66, 2006 =77; and 2007 =29; for Principal: 2004 =64, 2005 =43, 2006 =60, and 2007 =26. See Appendix A for item specific sample sizes. NA = item not available on survey. Note: 2004 = 2003-2004; 2005 = 2004-2005; 2006 = 2005-2006, and 2007 = 2006-2007.

**TABLE 4-25  
EFFECTIVENESS OF READING FIRST COACHING MODEL: PRINCIPALS AND  
COACHES - COHORT 2**

PERCENT OF STAFF RESPONDING AGREE OR STRONGLY AGREE		
TOPICS		2007
Overall, K-3 teachers in our school have had adequate support from a literacy coach to assist in developing effective instruction.	Literacy Coach	100%
	Principal	100%
Overall, K-3 teachers in our school have had adequate support from a literacy coach to assist in diagnosing problems.	Literacy Coach	100%
	Principal	100%
I believe that support from the Reading First coaching model has had a positive effect on teachers' abilities to achieve literacy goals.	Literacy Coach	100%
	Principal	100%
I have had adequate support from my principal to assist in developing effective instruction.	Literacy Coach	83%
I have had adequate support from my principal to organize staff to provide adequate interventions for students.	Literacy Coach	86%
I have had sufficient knowledge and background experience to be an effective instructional coach.	Literacy Coach	100%
I have provided clear, effective demonstrations for classroom teachers.	Literacy Coach	100%

Source: NORMES, Spring Surveys, 2007. Sample size for literacy coach: 2007 =29; for Principal: 2007 =18. See Appendix A for item specific sample sizes. NA = item not available on survey. Note: 2007 = 2006-2007.

Teachers also were asked to describe how effective the components of the Reading First coaching model were in implementing SBRR in their schools. On the 2006-2007 survey, the components rated as effective by the largest percentage of teachers were “assistance in implementing the core reading program” (89% Cohort 1; 92% Cohort 2) and “discussion/networking opportunities with other teachers” (91% Cohort 1; 86% Cohort 2).

Cohort 1 teachers and Cohort 2 teachers were comparable in their reports of the effectiveness of coaching model components although Cohort 2 teachers tended to be slightly more likely to agree or strongly agree that the coaching components were effective. A noteworthy exception and the largest difference between Cohort 1 and Cohort 2 teachers was for “observations of the literacy block during colleague visits” for which 82% of Cohort 1 teachers agreed or strongly agreed that the component was effective as compared to 78% of Cohort 2 teachers.

There was considerable change in Cohort 1 teacher reports of coaching component effectiveness from the third to fourth implementation year (2005- 2006 to 2006-2007). The largest change was for “discussion of literacy block after classroom demonstration

and during colleague visit” for which there was a decrease of 11% of teachers reporting effectiveness on this component. The change from the first to the fourth implementation year (2003-2004 to 2006-2007) was more dramatic suggesting that teachers may perceive a lesser need for this type of support over time.

Among the components that were represented on both surveys (5 items), there was an increase in Cohort 1 teachers reporting effectiveness from the first to the fourth implementation year. Approximately 11% to 20% more Cohort 1 teachers reported effectiveness in 2006-2007 as compared to the first year of implementation. Cohort 2 teacher surveys are only available for 2006-2007 as this was their first implementation year and therefore change can not be reported for Cohort 2 teacher reports.

**Tables 4-26 and 4-27** provide more information about teachers’ ratings of the components of the coaching model and change in teacher ratings across years.

**TABLE 4-26**  
**EFFECTIVENESS OF READING FIRST COACHING MODEL: TEACHERS**  
**COHORT 1**

PERCENT OF TEACHERS RESPONDING AGREE OR STRONGLY AGREE							
TOPICS	2004 LAB TEACHER	2005 LAB TEACHER	2006 LAB TEACHER	2006 NON-LAB TEACHER	2007 TEACHER	TEACHER CHANGE 2004-2007	TEACHER CHANGE 2006-2007
Demonstration lessons by Coach	72	90	90	86	83	11	-7
Frequency of observation of my lessons	66	86	84	81	78	12	-6
Feedback and reflections based on observation of my lessons	NA	87	89	87	82	NA	-7
Assistance in developing effective instructional strategies.	NA	89	88	87	87	NA	-1
Assistance in implementing the core reading program	NA	89	90	87	89	NA	-1
Assistance in designing and implementing interventions	NA	88	90	87	83	NA	-7
Assistance in diagnosing students' reading problems	NA	85	86	87	87	NA	1
Assistance in monitoring student progress	NA	92	90	89	87	NA	-3
Observation of literacy block during colleague visits	64	83	88	93	82	18	-6
Discussion of the literacy block after the classroom demonstration during the colleague visit	62	84	90	90	79	17	-11
Discussion/networking opportunities with other teachers	71	88	91	92	91	20	0
Site visits by Reading First technical assistant	NA	83	81	82	78	NA	-3

Source: NORMES, Spring Surveys, 2006. Sample size for lab teacher survey: 2004 = 340 to 345, 2005 = 395, 2006 = 403 to 417, and 2007 = 188; for Non-lab Teacher survey: 2006 = 233 to 238. See Appendix A for item specific sample sizes. NA = item not available on the 2004 Lab Teacher survey.

**TABLE 4-27**  
**EFFECTIVENESS OF READING FIRST COACHING MODEL: TEACHERS**  
**COHORT 2**

PERCENT OF TEACHER RESPONDING AGREE OR STRONGLY AGREE	
TOPICS	2007 TEACHER
Demonstration lessons by Coach	83
Frequency of observation of my lessons	80
Feedback and reflections based on observation of my lessons	84
Assistance in developing effective instructional strategies.	86
Assistance in implementing the core reading program	92
Assistance in designing and implementing interventions	85
Assistance in diagnosing students' reading problems	88
Assistance in monitoring student progress	88
Observation of literacy block during colleague visits	78
Discussion of the literacy block after the classroom demonstration during the colleague visit	78
Discussion/networking opportunities with other teachers	86
Site visits by Reading First technical assistant	76

Source: NORMES, Spring Surveys, 2007. Sample size for Teachers: 2007 = 148. See Appendix A for item specific sample sizes. NA = item not available on survey. Note: 2007 = 2006-2007.

Cohort 1 teachers identified the most helpful features of the Reading First coaching model. The features most frequently noted as helpful included:

- Modeling lessons which can allow teachers to observe effective teaching strategies (21% of teachers).
- Assistance from coaches by making themselves available, supplying resources, helping with instructional strategies, and answering questions (9% of teachers).
- Coaching observations and teacher/coach reflection (6% of teachers).
- Assistance with planning lessons, specific activities, and interventions (6% of teachers).

Cohort 1 teachers were also asked to identify changes that are needed in the Reading First coaching model. The most frequent response was that no change was needed (31% of teachers). Others noted a need for improvements in the following areas:



- Flexibility (7% of teachers). More flexibility in the ARF program.
- More time with the literacy coach (7% of teachers). Coaches need to spend more time in the classrooms and with new teachers.
- Increased parental support (7% of teachers).
- Additional literacy coaches in the schools to help teachers (6% of teachers).
- More time spent modeling lessons in classrooms (6% of teachers). Teachers expressed a desire to have coaches model areas that teachers are struggling to implement.

Cohort 2 teachers identified the most helpful features of the Reading First coaching model. The features most frequently noted as helpful included:

- Modeling lessons which can allow teachers to observe effective teaching strategies (57% of teachers).
- Assistance from coaches by making themselves available, supplying resources, helping with instructional strategies, and answering questions (26% of teachers).
- Coaching observations and teacher/coach reflection (24% of teachers).
- Assistance with planning lessons, specific activities, and interventions (12% of teachers).

Cohort 2 teachers were also asked to identify changes that are needed in the Reading First coaching model. The most frequent response was that no change was needed (37% of teachers). Others noted a need for improvements in the following areas:

- Flexibility (6% of teachers). More flexibility in the ARF program.
- More time with the literacy coach (5% of teachers). Coaches need to spend more time in the classrooms and with new teachers.
- More time spent modeling lessons in classrooms (5% of teachers). Teachers expressed a desire to have coaches model areas that teachers are struggling to implement.
- More time to complete all that is required by the RF protocol (4% of teachers).

Principals and coaches were asked to describe teachers' acceptance of the Reading First coaching model. The results are summarized in **Table 4-28**.

**TABLE 4-28**  
**TEACHERS ACCEPTANCE OF READING FIRST COACHING MODEL: PRINCIPALS,**  
**COACHES and TEACHERS – COHORTS 1 and 2**

PERCEIVED LEVEL OF TEACHERS ACCEPTANCE OF COACHING MODEL	COHORT 1 PRINCIPAL n = 26	COHORT 1 LITERACY COACH n = 29	COHORT 1 TEACHER n = 187	COHORT 2 PRINCIPAL n = 18	COHORT 2 LITERACY COACH n = 29	COHORT 2 TEACHER n = 145
Very accepting and willing to change practice	50%	17%	76%	56%	17%	67%
Mostly accepting & generally willing to change practice	42%	62%	22%	28%	76%	30%
Reluctantly cooperative and slow to change practice	8%	21%	2%	11%	7%	3%
Uncooperative, resistant to change				5%		

Cohort 1 principals' perception of the number of teachers who are very willing to change practice has increased from 42% in 2005 to 50% in 2007. Concurrently, the perception of the number of teachers reluctant to change has also increased slightly from 5% to 8% in the same time period. Principals perceived fewer teachers over time in the "mostly accepting and willing to change" category. Cohort 1 literacy coaches' perceptions remained flat over the three years and exhibited greater skepticism of teachers' willingness to change. It is important to note that this view is also reflected in literacy coaches' perception of their unresolved challenges.

Cohort 2 principals were more varied in their perceptions, whereas Cohort 2 literacy coaches were more skeptical of teachers acceptance and willingness to change practice. As with cohort 1 literacy coaches, cohort 2 literacy coaches also note the willingness to change teaching practices as their primary unresolved challenge.

In contrast to principals and literacy coaches, teachers in both cohorts overwhelmingly viewed themselves as very accepting and willing to change.

Cohort 1 literacy coaches were asked to describe any challenges they encountered as coaches that had not yet been resolved. Coaches described the unresolved challenges as:

- Reluctance of teacher to change behavior or instruction (12%);
- Resistance to change to RF methods (36%);
- Lack of support from principals (12%);
- Need help facilitating intervention training (8%);
- Time to meet and follow-up with teachers (12%); and

- Teacher turnover (4%).

Cohort 2 literacy coaches were asked to describe any challenges they encountered as coaches that had not yet been resolved. Coaches described the unresolved challenges as:

- Teachers reluctant to make the changes that are required to implement the model (29%);
- Time to meet and follow-up with teachers (29%);
- Insufficient support from administrators (13%); and
- Need increased skills to support teachers (4%).

#### **4.4 Support from Professional Development Associates**

Eighteen Professional Development Associates (PDAs), as reported, provided professional development and technical assistance to improve literacy instruction, and oversight of Reading First implementation statewide. All PDAs worked intensively with both Reading first schools and non-funded schools. In addition, PDAs supported approximately 30 ADE/Cooperative Literacy Specialists housed in regional educational service cooperatives. The ADE/Cooperative Literacy Specialists provide statewide Reading First professional development in Early Literacy Learning in Arkansas (ELLA) and Effective Literacy. PDAs maintained Activity Logs that summarized their efforts in both settings.

To summarize the activities of PDAs and their perceived effectiveness, NORMES compiled information from the electronic Activity Logs filed by PDAs on the evaluation Web site throughout the year. Information from these logs, as well as the surveys of principals and coaches in Reading First schools, addressed the following evaluation questions:

- What type and amount of support was provided by PDAs to Reading First schools? What was the focus of support activities?
- What type and amount of support was provided by Reading First to schools other than funded schools? What was the focus of support activities by PDAs?
- How effective was the support provided by PDAs to literacy coaches and principals in Reading First schools?

**4.4.1 What type and amount of support was provided by PDAs to Reading First schools? What was the focus of support activities?**

In Reading First-funded and non-funded schools, PDAs supported Reading First implementation by conducting training sessions and providing on-site technical assistance. As summarized from their Activity Logs for work in Reading First schools, 18 PDAs reported 419 training sessions, totaling 3,139 hours of training, for an average of seven and a half hours per session. Literacy coaches represented 41 percent of the trainee population. Teacher participants represented each grade level evenly. Kindergarten and first grade teachers represented 19 percent of the trainee population, and second/third grade teachers represented 18 percent of the population. Administrators accounted for 8 percent.

PDAs reported 1,511 school visits to Reading First schools, totaling 7,958 hours of support and averaging five hours for each visit. During these visits, conferences were held and observations were made. Most visits (41%) included conferences with coaches. Conferences with administrators occurred during 28 percent of the visits. Conferences with teachers were less frequent, occurring during 4-12 percent of the visits. During about nineteen percent of the visits, observations of coaches were made. The number of observations of teachers showed more emphasis on kindergarten and first grade.

Other activities occurred during Reading First school visits, including:

- Literacy team meetings (reported for 15 percent of the visits) and
- Professional development (reported for 11 percent of the visits).

**Tables 4-29** and **4-30** provide additional detail about PDA activity in Reading First schools.

**TABLE 4-29**  
**PDA ACTIVITY LOG FOR READING FIRST SCHOOLS**  
**PERCENTAGE OF TIME BY TASK: 2006-07**

	TRAINING				SCHOOL SUPPORT	
	Training Sessions				School Visits	
Total Events	419				1,511	
Total Hours	3,139				7,958	
Average Hours	7.5				5.3	
	ATTENDANCE		HOURS		% OF VISITS: OBSERVATIONS OF SCHOOL STAFF (n=1,853)	% OF VISITS: CONFERENCES WITH SCHOOL STAFF (n=2,884)
	N	%	TRAINING HOURS	CONTACT HOURS	PERCENT*	PERCENT*
Kindergarten	578	9	692	4,333	25	9
First Grade	618	10	780	5,395	29	12
Second Grade	551	9	711	5,009	14	4
Third Grade	567	9	705	4,671	13	5
Literacy Coach	2,649	41	2,578	29,091	19	41
Administration	536	8	1,078	5,844	--	28
Other	975	15%	1,468	4,320	--	--
<b>Total</b>	<b>6,474</b>	<b>100%</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>

Source: NORMES, Arkansas Reading First Evaluation Web Site, Activity Logs, 2007. Contact Hours = Number in Attendance multiplied by the number of hours of training they attended. Note: Number in Attendance may be a duplicate count.

**TABLE 4-30**  
**PDA ACTIVITIES DURING READING FIRST SCHOOL VISITS: 2006-07**

SCHOOL VISIT ACTIVITY	PERCENT (n=1,511 School Visits Reported)
Other	39
Monitoring	6
Demonstration Teaching	9
SBOT (Coach/Admin. Training)	9
Literacy Team Meeting	15
Colleague Visit	5
Professional Development	11
Local Leadership Team Meeting	6

Source: NORMES, Arkansas Reading First Evaluation Web Site, Activity Logs, 2007.

\*Percents may not total 100% since more than one activity could be selected for each school visit.

**4.4.2 What type and amount of support was provided by Reading First to schools other than funded schools? What was the focus of support activities by PDAs?**

In addition to working in Reading First-funded schools, PDAs also supported schools who were not receiving Reading First funds in developing SBRR-based programs by providing training sessions and technical assistance to teachers. These professional development activities provided instruction for over 11,000 Arkansas educators.

**Table 4-31** provides additional detail about the type of activities and the number of participants in each.

**TABLE 4-31  
STATEWIDE PROFESSIONAL DEVELOPMENT  
PROVIDED THROUGH READING FIRST**

PROFESSIONAL DEVELOPMENT ACTIVITIES	ATTENDANCE	TOTAL TIME	
		TRAINING HOURS	CONTACT HOURS
ELLA and Effective Literacy	2,600	35	8,750
Smart Start Teleconference: Implementing Intensive Reading Interventions	1,200	3	3,600
Undergraduate Student Teachers	90	3	270
Summer Reading Camp Special Education Sessions(K-12)	103	14	1,442
Training of Trainers for SRC	54	24	1,296
Summer Reading Camp	1,080	35	3,780
<b>Totals</b>	<b>5,127</b>	<b>114</b>	<b>19,138</b>

Source: Arkansas Department of Education, 2007.

In addition, PDAs worked intensively with 30 Reading First non-funded schools -that is, schools that were not receiving Reading First funds directly, but committed to adopting the Reading First coaching model. PDAs reported 322 visits to 30 non-funded schools, totaling 1,904 hours of support, averaging six hours for each visit. During these visits, conferences were held and observations were made. Conferences were typically with coaches (during 38% of the visits) and with administrators (during 30% of the visits). Conferences with kindergarten and first grade teachers were held (during 11% and 13% of the visits, respectively). Observations were done with kindergarten and first grade, with 30 percent of visits including observations in first grade and 26 percent of visits including observations in kindergarten.

Other activities occurred during Non-funded School visits, including:

- monitoring (reported for 19 percent of the visits); and
- literacy team meetings (reported for 14 percent of the visits).

**Tables 4-32** and **4-33** provide additional detail about PDA activity in Non-funded Schools.

**TABLE 4-32**  
**PDA ACTIVITY LOG FOR NON-FUNDED SCHOOLS**  
**PERCENTAGE OF TIME BY TASK: 2006–07**

	SCHOOL SUPPORT	
	School Visits	
Total Events	322	
Total Hours	1,904	
Average Hours	5.9	
	% OF VISITS: OBSERVATIONS OF SCHOOL STAFF (n=399)	% OF VISITS: CONFERENCES WITH SCHOOL STAFF (n=777)
	PERCENT*	PERCENT*
Kindergarten	26	11
First Grade	30	13
Second Grade	7	5
Third Grade	6	4
Literacy Coach	30	38
Administration	--	30
Other	--	--

Source: NORMES, Arkansas Reading First Evaluation Web Site, Activity Logs, 2007.

**TABLE 4-33**  
**PDA ACTIVITIES DURING NON-FUNDED SCHOOL VISITS: 2006–07**

SCHOOL VISIT ACTIVITY	PERCENT (n=322 School Visits Reported)
Monitoring	19
Demonstration Teaching	8
SBOT (Coach/Admin. Training)	5
Literacy Team Meeting	14
Colleague Visit	3
Professional Development	8
Local Leadership Team Meeting	2
Other	26

Source: NORMES, Arkansas Reading First Evaluation Web Site, Activity Logs, 2007.

\*Percents may not total 100% since more than one activity could be selected for each school visit.

**4.4.3 How effective was the support provided by PDAs to literacy coaches and principals in Reading First schools?**

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

All of the assistance components were rated by at least 75% of principals as generally to very effective. Principals gave the highest ratings to the following assistance components:



- site-based observation training (SBOT) with other Reading First administrators (rated by Cohort 1 as very effective by 46%--down from 66% last year and generally effective by 46%; rated by Cohort 2 as very effective by 56% and generally effective by 33%);
- using student assessment data at the classroom level to determine specific professional development needs of individual teachers (rated by Cohort 1 as very effective by 58%--down from 66% last year and generally effective by 39%; rated by Cohort 2 as very effective by 61% and generally effective by 39%);
- colleague visits (SBOT) with Reading First teachers from other schools (rated by Cohort 1 as very effective by 54%--down from 70% last year and generally effective by 39%; rated by Cohort 2 as very effective by 56% and generally effective by 33%);
- on-site assistance for coaches diagnosing students' reading problems (rated by Cohort 1 as very effective by 50%--down from 78% last year, and generally effective by 42%; rated by Cohort 2 as very effective by 67% and generally effective by 33%); and
- on-site assistance for coaches in designing and implementing supplemental instruction (rated by Cohort 1 as very effective by 58%--down from 68% last year, and generally effective by 39%; rated by Cohort 2 as very effective by 67% and generally effective by 28%).

All of the assistance components were rated by at least 86% of coaches as generally to very effective. Coaches gave the highest ratings to the following:

- SBOT with other Reading First coaches (rated by Cohort 1 as very effective by 64%--down from 70% last year and generally effective by 36%; rated by Cohort 2 as very effective by 79% and generally effective by 17%);
- colleague visits with Reading First teachers from other schools (rated by Cohort 1 as very effective by 55%--down from 67% last year and generally effective by 41%; rated by Cohort 2 as very effective by 72% and generally effective by 28%);
- statewide Reading First leadership conferences (rated by Cohort 1 as very effective by 50%--down from 64% last year and generally effective by 46%; rated by Cohort 2 as very effective by 83% and generally effective by 14%);
- discussion/networking opportunities with other literacy coaches and principals (rated by Cohort 1 as very effective by 55%--down from 62% last year and generally effective by 45%; rated by Cohort 2 as very effective by 50% and generally effective by 46%);
- training sessions provided regionally for coaches (rated by Cohort 1 as very effective by 66%--up from 62% last year and generally effective by 34%; rated by Cohort 2 as very effective by 69% and generally effective by 28%).

Generally, there was little change in the percentage of coaches that rated assistance as effective across the third and fourth implementation years. One notable exception was an increase of 8% in the percentage of Cohort 1 coaches reporting effectiveness for on-site modeling, observation, and feedback provided by the PDA and other state staff.

#### ***4.5 Additional Literacy-Related Professional Development***

Enhanced professional development is a primary goal of Reading First. Reading First professional development was designed to inform and produce skills in the essential elements of scientifically based reading research as described by the National Reading Panel. In addition to the job-embedded professional development offered through the coaching model and the support of PDAs, all Reading First schools offered professional development outside the classroom through state-sponsored training, conferences, and university courses.

NORMES gathered information about additional Reading First professional development through (1) the Professional Development Logs, and (2) the surveys of principals, literacy coaches, and teachers. These sources provided information and documented perceptions about the extent and impact of Reading First professional development. These data sources addressed the following evaluation questions:

- In what literacy-related professional development did principals, literacy coaches, and teachers participate outside the classroom?
- How effective was additional literacy-related professional development in enhancing the ability of principals, coaches, and teachers to implement effective reading programs?
- What professional development needs continue to exist?

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

Reading First professional development included job-embedded professional development using the coaching model as described in the previous sections as well as professional development outside the classroom. The primary mode for outside professional development was the series of professional development activities sponsored by ADE for principals, literacy coaches, and K-3 teachers. The series, described in **Chapter 2.0**, included the following:

- Reading First training
- Other state-sponsored training
  - Arkansas Comprehensive School Improvement Plan (ACSIP)
  - Early Literacy Learning in Arkansas (ELLA) training
  - Effective Literacy
  - Smart Start Quarterly Meetings and Summer Conference
  - Summer Reading Camp

- Literacy-related conferences
- Graduate courses in literacy

Through NORMES' Web-based Professional Development Logs, school-based literacy team members maintained an individual record of their professional development activity throughout the year. Ninety-one percent of literacy coaches and fifty-four percent of principals completed the professional development logs.

**Reading First Training**

A major component of the overall professional development plan was Reading First training. This training, described in detail in Chapter 2.0, addressed a wide variety of topics, such as the essential elements of reading, assessment, classroom implementation, and administrator roles and responsibilities. Separate sessions were designed for principals and for literacy coaches, and for all K-3 teachers in Reading First schools, including teachers in Reading First lab classrooms.

Cohort 1 principals reported an average of 27 hours of training each. Cohort 1 coaches averaged 102 hours of training this year while Cohort 1 teachers reported an average of 29 hours training this year. Cohort 2 principals reported an average of 46 hours of training each. Cohort 2 coaches averaged 180 hours of training this year while Cohort 2 teachers reported an average of 41 hours training this year. **Table 4-34 and 4-35** provide a summary of the Reading First training reported by school-based literacy team members.

**TABLE 4-34  
SUMMARY OF READING FIRST TRAINING  
REPORTED BY LITERACY TEAM MEMBERS: 2006–07  
COHORT 1**

<b>READING FIRST TRAINING</b>				
	<b>NUMBER REPORTING</b>	<b>SESSIONS ATTENDED</b>	<b>TOTAL HOURS</b>	<b>AVERAGE</b>
Principals	24	93	654	27
Literacy Coaches	51	472	5,211	102
Teachers	121	741	3,544	29

Source: NORMES, Arkansas Reading First Evaluation Web Site, Reading First Professional Development Logs, 2007.

**TABLE 4-35  
SUMMARY OF READING FIRST TRAINING  
REPORTED BY LITERACY TEAM MEMBERS: 2006–07  
COHORT 2**

READING FIRST TRAINING				
	NUMBER REPORTING	SESSIONS ATTENDED	TOTAL HOURS	AVERAGE
Principals	15	82	695	46
Literacy Coaches	38	380	6,830	180
Teachers	139	460	5,692	41

Source: NORMES, Arkansas Reading First Evaluation Web Site, Reading First Professional Development Logs, 2007.

**Other State-Sponsored Training**

Several other professional development strategies were featured in the Reading First professional development plan. These included Arkansas Comprehensive School Improvement Plan training (ACSIP), Early Literacy Learning in Arkansas (ELLA), Effective Literacy, Smart Start, and Summer Reading Camp. Chapter 2.0 provides a brief description of each of the training sessions.

Of the 25 reporting Cohort 1 principals, 60 percent participated in ACSIP, where the greatest number of their professional development hours were accumulated outside of Reading First sponsored training. None of the Cohort 1 principals reported participating in ELLA training.

Of the 15 reporting Cohort 2 principals, twenty-seven percent participated in ELLA training, where the greatest number of their professional development hours were accumulated outside of Reading First sponsored training.

Of the 54 reporting Cohort 1 literacy coaches, thirteen percent participated in ELLA and 9 percent in Effective Literacy (where the majority of their professional development hours spent outside of Reading First sponsored training; 183 hours).

Of the 45 reporting Cohort 2 literacy coaches, thirty-eight percent participated in ELLA (where the majority of their professional development hours spent outside of Reading First sponsored training; 1,069 hours).

Only fifteen percent of the 139 reporting Cohort 1 teachers participated in the ELLA training, where the majority of their professional development hours were accumulated.

Approximately one-fourth (27%) of the 134 reporting Cohort 2 teachers participated in the ELLA training, where the majority of their professional development hours were accumulated.

During the summer of 2007, 1,080 teachers and administrators participated in the Summer Reading Camp. Participants received 35 hours of professional development which accounted for 3,780 total contact hours.

**Tables 4-36 and 4-37** provide additional detail about the type of training school-based literacy staff attended as well as the total hours of training reported.

**TABLE 4-36  
OTHER PROFESSIONAL DEVELOPMENT  
REPORTED BY LITERACY TEAM MEMBERS: 2006–07  
COHORT 1**

PROFESSIONAL DEVELOPMENT ACTIVITIES	PRINCIPALS (N=25)		LITERACY COACHES (N=54)		TEACHERS (N=139)	
	%	HOURS	%	HOURS	%	HOURS
Arkansas Comprehensive School Improvement Plan (ACSIP)	60	197	22	110	15	102
Early Literacy Learning in Arkansas (ELLA)	--	--	13	178	15	938
Effective Literacy	4	39	9	183	14	888
Smart Start	32	132	2	12	1	26

Source: NORMES, Arkansas Reading First Evaluation Web Site, Professional Development Logs, 2007.

**TABLE 4-37  
OTHER PROFESSIONAL DEVELOPMENT  
REPORTED BY LITERACY TEAM MEMBERS: 2006–07  
COHORT 2**

PROFESSIONAL DEVELOPMENT ACTIVITIES	PRINCIPALS (N=15)		LITERACY COACHES (N=45)		TEACHERS (N=134)	
	%	HOURS	%	HOURS	%	HOURS
Arkansas Comprehensive School Improvement Plan (ACSIP)	53	197	24	186	22	389
Early Literacy Learning in Arkansas (ELLA)	27	243	38	1,069	27	2,015
Effective Literacy	13	91	13	306	19	1,387
Smart Start	40	121	13	183	8	332

Source: NORMES, Arkansas Reading First Evaluation Web Site, Professional Development Logs, 2007.

**Literacy-Related Conferences**

Additional professional development was offered at professional literacy-related conferences. Teachers and literacy coaches in Reading First schools attended the Arkansas Reading Association Conference, Arkansas Early Literacy Conference, and International Reading Association Conference in particular. **Tables 4-38 and 4-39** indicate the participation by staff group in each of these three conferences. Note higher attendance for principals and literacy coaches in both Cohort 1 and Cohort 2 for the Arkansas Reading Association and Arkansas Early Literacy Conference. Cohort 1

Principals and literacy coaches reported higher attendance for the International Reading Association Conference than Cohort 2.

**TABLE 4-38  
CONFERENCES ATTENDED  
COHORT 1**

	ARKANSAS READING ASSOCIATION CONFERENCE		ARKANSAS EARLY LITERACY CONFERENCE		INTERNATIONAL READING ASSOCIATION CONFERENCE	
	% ATTEND	HOURS	% ATTEND	HOURS	% ATTEND	HOURS
Principals (n=23)	30	67	17	24	9	42
Literacy Coaches (n=48)	75	433	21	149	6	91
Teachers (n=97)	12	113	9	126	2	27

Source: NORMES, Arkansas Reading First Evaluation Web Site, Professional Development Logs, 2007.

**TABLE 4-39  
CONFERENCES ATTENDED  
COHORT 2**

	ARKANSAS READING ASSOCIATION CONFERENCE		ARKANSAS EARLY LITERACY CONFERENCE		INTERNATIONAL READING ASSOCIATION CONFERENCE	
	% ATTEND	HOURS	% ATTEND	HOURS	% ATTEND	HOURS
Principals (n=14)	29	24	21	17	--	--
Literacy Coaches (n=42)	79	503	26	216	2	30
Teachers (n=89)	19	199	8	101	1	6

Source: NORMES, Arkansas Reading First Evaluation Web Site, Professional Development Logs, 2007.

**Graduate Courses in Literacy**

The final component of professional development was enrollment in graduate-level literacy courses at state universities. According to the Professional Development Logs submitted, at least 43 staff participated in university course work. Staff accessed more than four universities for their courses.

**Tables 4-40 and 4-41** delineate the universities where courses were taken.

**TABLE 4-40  
COURSES TAKEN AT UNIVERSITIES  
COHORT 1**

<b>UNIVERSITY WHERE COURSE WAS TAKEN</b>	<b>PRINCIPAL (n=4)</b>	<b>LITERACY COACH (n=6)</b>	<b>TEACHER (n=11)</b>
Arkansas State University	--	2	5
Arkansas Tech University	--	--	--
Henderson State University	3	--	1
University of Arkansas, Fayetteville	--	--	--
University of Arkansas, Little Rock	--	2	15
University of Arkansas, Monticello	--	--	--
University of Arkansas, Pine Bluff	--	--	--
Other	4	6	4

Source: NORMES, Arkansas Reading First Evaluation Web Site, Professional Development Logs, 2007.

**TABLE 4-41  
COURSES TAKEN AT UNIVERSITIES  
COHORT 2**

<b>UNIVERSITY WHERE COURSE WAS TAKEN</b>	<b>PRINCIPAL (n=0)</b>	<b>LITERACY COACH (n=14)</b>	<b>TEACHER (n=8)</b>
Arkansas State University	--	4	--
Arkansas Tech University	--	--	--
Henderson State University	--	--	2
University of Arkansas, Fayetteville	--	--	--
University of Arkansas, Little Rock	--	18	--
University of Arkansas, Monticello	--	--	4
University of Arkansas, Pine Bluff	--	1	1
Other	--	14	6

Source: NORMES, Arkansas Reading First Evaluation Web Site, Professional Development Logs, 2007.



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

**Reading First Training**

At the time literacy team members completed their Professional Development Logs, they had the opportunity to rate the professional development opportunities overall as being Very Effective, Effective, Moderately Effective, of Limited Effectiveness, or Not Effective. Ratings were generally either very effective or effective.

Reading First training was viewed overall as very effective or effective by almost all participants who offered ratings. **Tables 4-42 and 4-43** provide additional detail about the overall ratings for Reading First training.

**TABLE 4-42  
OVERALL EFFECTIVENESS OF READING FIRST TRAINING  
REPORTED BY LITERACY TEAM MEMBERS: COHORT 1 2006–07  
PERCENT OF TRAINING SESSIONS REPORTED BY EACH ROLE**

READING FIRST TRAINING					
	VERY EFFECTIVE	EFFECTIVE	MODERATELY EFFECTIVE	LIMITED EFFECTIVENESS	NOT EFFECTIVE
Principals (n=22)	54	38	5	4	--
Literacy Coaches (n=50)	71	26	2	<1	--
Teachers (n=120)	65	31	4	<1	--

Source: NORMES, Arkansas Reading First Evaluation Web Site, Reading First Professional Development Logs, 2007.

**TABLE 4-43  
OVERALL EFFECTIVENESS OF READING FIRST TRAINING  
REPORTED BY LITERACY TEAM MEMBERS: COHORT 2 2006–07  
PERCENT OF TRAINING SESSIONS REPORTED BY EACH ROLE**

READING FIRST TRAINING					
	VERY EFFECTIVE	EFFECTIVE	MODERATELY EFFECTIVE	LIMITED EFFECTIVENESS	NOT EFFECTIVE
Principals (n=14)	63	37	--	--	--
Literacy Coaches (n=38)	87	10	2	<1	--
Teachers (n=134)	42	45	11	2	--

Source: NORMES, Arkansas Reading First Evaluation Web Site, Reading First Professional Development Logs, 2007.

**Other State-Sponsored Training**

The other major professional development offerings generally received high effectiveness ratings from participants as well. However, there was considerable variability in effectiveness ratings. **Tables 4-44 and 4-45** provide a summary of the effectiveness ratings for each of the major training topics.

**TABLE 4-44**  
**EFFECTIVENESS OF READING FIRST SPONSORED AND OTHER STATE-SPONSORED PROFESSIONAL DEVELOPMENT REPORTED BY LITERACY TEAM MEMBERS: COHORT 1 2006–07**

	VERY EFFECTIVE	EFFECTIVE	MODERATELY EFFECTIVE	LIMITED EFFECTIVENESS	NOT EFFECTIVE
<b>Reading First Sponsored State-wide Training</b>					
<b>EARLY LITERACY LEARNING IN ARKANSAS (ELLA)</b>					
Principals (n=0)	--	--	--	--	--
Literacy Coaches (n=8)	63	37	--	--	--
Teachers (n=24)	70	26	4	--	--
<b>EFFECTIVE LITERACY</b>					
Principals (n=1)	100	--	--	--	--
Literacy Coaches (n=7)	43	57	--	--	--
Teachers (n=18)	50	28	22	--	--
<b>Other State-sponsored State-wide Training</b>					
<b>ARKANSAS COMPREHENSIVE SCHOOL IMPROVEMENT PLAN (ACSIP)</b>					
Principals (n=15)	40	53	7	--	--
Literacy Coaches (n=14)	50	29	14	--	7
Teachers (n=20)	50	20	10	20	--
<b>SMART START</b>					
Principals (n=8)	38	50	--	12	--
Literacy Coaches (n=1)	--	100	--	--	--
Teachers (n=5)	80	--	20	--	--

Source: NORMES, Arkansas Reading First Evaluation Web Site, Reading First Professional Development Logs, 2007.

**TABLE 4-45  
EFFECTIVENESS OF OTHER STATE-SPONSORED  
PROFESSIONAL DEVELOPMENT REPORTED  
BY LITERACY TEAM MEMBERS: COHORT 2 2006–07**

	VERY EFFECTIVE	EFFECTIVE	MODERATELY EFFECTIVE	LIMITED EFFECTIVENESS	NOT EFFECTIVE
<b>Reading First Sponsored State-wide Training</b>					
<b>EARLY LITERACY LEARNING IN ARKANSAS (ELLA)</b>					
Principals (n=4)	50	25	25	--	--
Literacy Coaches (n=21)	62	33	5	--	--
Teachers (n=43)	44	44	5	5	2
<b>EFFECTIVE LITERACY</b>					
Principals (n=2)	50	50	--	--	--
Literacy Coaches (n=7)	57	14	29	--	--
Teachers (n=27)	52	41	--	4	4
<b>Other State-sponsored State-wide Training</b>					
<b>ARKANSAS COMPREHENSIVE SCHOOL IMPROVEMENT PLAN (ACSIP)</b>					
Principals (n=7)	43	29	29	--	--
Literacy Coaches (n=12)	67	25	8	--	--
Teachers (n=28)	36	39	14	11	--
<b>SMART START</b>					
Principals (n=6)	--	67	33	--	--
Literacy Coaches (n=6)	33	17	33	17	--
Teachers (n=8)	50	50	--	--	--

Source: NORMES, Arkansas Reading First Evaluation Web Site, Reading First Professional Development Logs, 2007.

Of the 1,080 participants in the Summer Reading Camp, 833 completed surveys (77% response rate) rating the effectiveness of the training. The majority of all respondents (97%) reported that the Summer Reading Camp has met their professional development needs, and that they would recommend the Summer Reading Camp program to colleagues (96%). The observation of and reflection on the classroom instruction was also a beneficial segment of the professional development as indicated by 98% of participants. Ninety-eight percent of respondents indicated that the professional development was based on scientifically based reading research and it provided a sound model for scientifically based reading instruction. Ninety-seven percent of the participants indicated that they felt more confident in their ability to manage their classroom during the Literacy Block and identify individual students' areas of need. Ninety-eight percent of the participants indicated that they had a better understanding of explicit teaching and how to provide interventions for below proficient students, while 97% indicated a better understanding of how to better use the Curriculum Map to provide systematic instruction.

***Literacy-Related Conferences***

The series of charts below show the effectiveness ratings for the three major conferences that staff from Reading First schools attended. More than half of each staff group in each cohort reported Arkansas Reading Association and Early Literacy

conferences as effective or very effective. One-hundred percent of each staff group in each cohort reported the International Reading Association Conference as effective or very effective; however, there was a very small group of staff (9 from Cohort 1; 4 from Cohort 2) attending this conference. The information in **Tables 4-46 and 4-47** provide details about the effectiveness ratings by conference.

**TABLE 4-46  
EFFECTIVENESS OF LITERACY-RELATED CONFERENCES  
COHORT 1**

	VERY EFFECTIVE	EFFECTIVE	MODERATELY EFFECTIVE	LIMITED EFFECTIVENESS	NOT EFFECTIVE
<b>ARKANSAS READING ASSOCIATION CONFERENCE</b>					
Principals (n=7)	100	--	--	--	--
Literacy Coaches (n=32)	66	25	9	--	--
Teachers (n=9)	67	33	--	--	--
<b>EARLY LITERACY CONFERENCE</b>					
Principals (n=3)	67	33	--	--	--
Literacy Coaches (n=12)	33	33	25	8	--
Teachers (n=9)	67	11	11	11	--
<b>INTERNATIONAL READING ASSOCIATION CONFERENCE</b>					
Principals (n=2)	50	50	--	--	--
Literacy Coaches (n=3)	67	33	--	--	--
Teachers (n=4)	0	50	--	--	--

Source: NORMES, Arkansas Reading First Evaluation Web Site, Reading First Professional Development Logs, 2007.

**TABLE 4-47  
EFFECTIVENESS OF LITERACY-RELATED CONFERENCES  
COHORT 2**

	VERY EFFECTIVE	EFFECTIVE	MODERATELY EFFECTIVE	LIMITED EFFECTIVENESS	NOT EFFECTIVE
<b>ARKANSAS READING ASSOCIATION CONFERENCE</b>					
Principals (n=3)	33	33	33	--	--
Literacy Coaches (n=32)	53	41	6	--	--
Teachers (n=16)	69	25	6	--	--
<b>EARLY LITERACY CONFERENCE</b>					
Principals (n=3)	67	33	--	--	--
Literacy Coaches (n=11)	45	27	18	9	--
Teachers (n=8)	88	12	--	--	--
<b>INTERNATIONAL READING ASSOCIATION CONFERENCE</b>					
Principals (n=0)	--	--	--	--	--
Literacy Coaches (n=1)	100	--	--	--	--
Teachers (n=3)	67	33	--	--	--

Source: NORMES, Arkansas Reading First Evaluation Web Site, Reading First Professional Development Logs, 2007.

### **4.5.3 What professional development needs continue to exist?**

Through the survey administered by NORMES, principals, literacy coaches, and K-3 teachers indicated their level of interest in pursuing additional professional development in a defined set of topics. Additionally, the three groups were asked to list the topics they were most interested in addressing over the next year.

#### **Topics of High Interest**

With regard to continued professional development, the percentage of principals, literacy coaches, and teachers indicating a high or extremely high interest in additional training topics is shown in **Tables 4-48 and 4-49** below. **Figures 4-1** through **4-10** show the distribution of staff indicating interest in the five essential reading components. The topics of high to extremely high interest to the largest percentage of Cohort 1 principals included planning intervention strategies for struggling readers, literacy instruction for children with limited English proficiency, writing instruction, and comprehension. The topics of high to extremely high interest to the largest percentage of Cohort 1 literacy coaches included writing instruction, comprehension, and fluency. The most frequently reported topics of high to extremely high interest to Cohort 1 teachers were writing instruction, literacy comprehension, and planning intervention strategies for struggling readers.

The topics of high to extremely high interest to the largest percentage of Cohort 2 principals included planning intervention strategies for struggling readers, use of the core reading program, organization and supervision of literacy instruction, and using student assessment to guide instruction. The topics of high to extremely high interest to the largest percentage of Cohort 2 literacy coaches included writing instruction, and planning intervention strategies for struggling readers. The most frequently reported topics of high to extremely high interest to Cohort 2 teachers were writing instruction, and planning intervention strategies for struggling readers.

**TABLE 4-48  
PROFESSIONAL DEVELOPMENT NEEDS REPORTED  
BY PRINCIPALS, COACHES, AND TEACHERS: 2006-2007 COHORT 1**

TOPICS	PERCENT REPORTING HIGH/EXTREMELY HIGH INTEREST		
	PRINCIPALS (n=25)	LITERACY COACHES (n=77)	TEACHERS (n=128)
Phonemic Awareness	68	79	61
Phonics	72	82	63
Fluency	84	93	68
Vocabulary	72	89	67
Comprehension	88	93	77
Writing Instruction	88	100	85
Spelling	72	82	63
Literacy instruction for children with limited English proficiency	64	57	59
Literacy instruction for children with special needs	88	85	75
Organization and supervision of literacy instruction	72	75	68
Using DIBELS to monitor student progress	84	67	57
Using student assessments to guide instruction	87	86	64
Use of the core reading program	84	78	63
Use of supplemental materials	75	79	67
Planning intervention strategies for struggling readers	88	85	78

Source: NORMES, Spring Surveys, 2007.

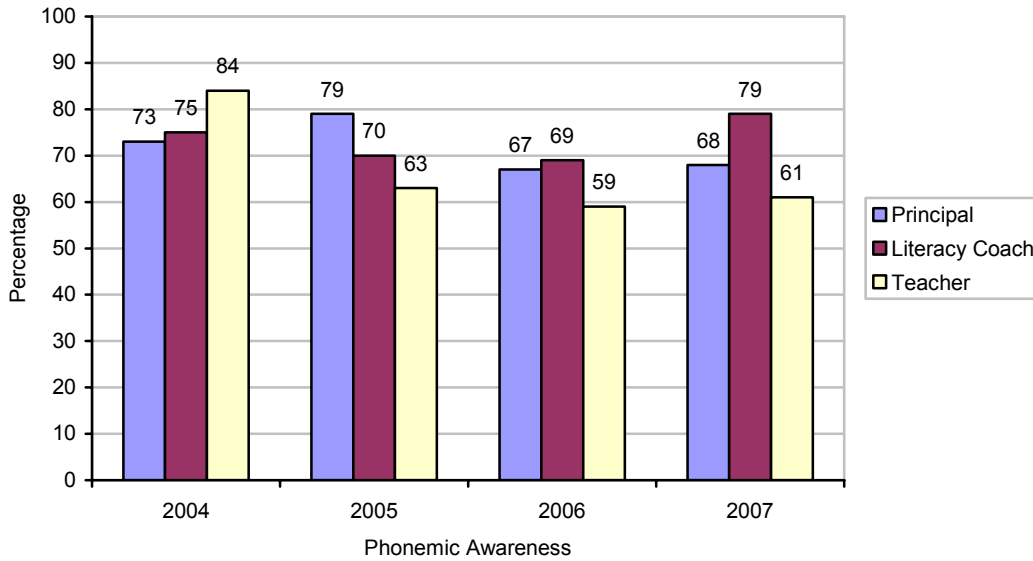
**TABLE 4-49**  
**PROFESSIONAL DEVELOPMENT NEEDS**  
**REPORTED BY PRINCIPALS, COACHES, AND TEACHERS: 2006-2007**  
**COHORT 2**

TOPICS	PERCENT REPORTING HIGH/EXTREMELY HIGH INTEREST		
	PRINCIPALS (n=17)	LITERACY COACHES (n=29)	TEACHERS (n=142)
Phonemic Awareness	88	82	56
Phonics	88	62	60
Fluency	94	79	63
Vocabulary	94	82	65
Comprehension	94	79	74
Writing Instruction	94	97	85
Spelling	94	73	63
Literacy instruction for children with limited English proficiency	82	59	63
Literacy instruction for children with special needs	88	76	73
Organization and supervision of literacy instruction	100	71	67
Using DIBELS to monitor student progress	94	55	57
Using student assessments to guide instruction	100	82	67
Use of the core reading program	100	66	61
Use of supplemental materials	88	67	65
Planning intervention strategies for struggling readers	100	97	88

Source: NORMES, Spring Surveys, 2007.

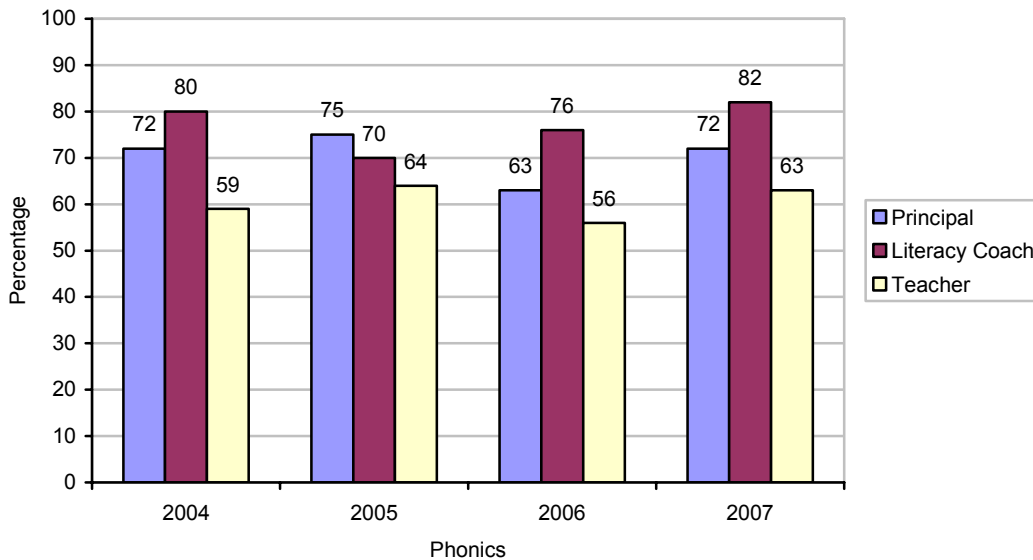


**FIGURE 4-1**  
**PERCENT REPORTING HIGH/EXTREMELY HIGH INTEREST BY PRINCIPALS,**  
**COACHES, AND TEACHERS: 2006-2007 PHONEMIC AWARENESS**  
**COHORT 1**



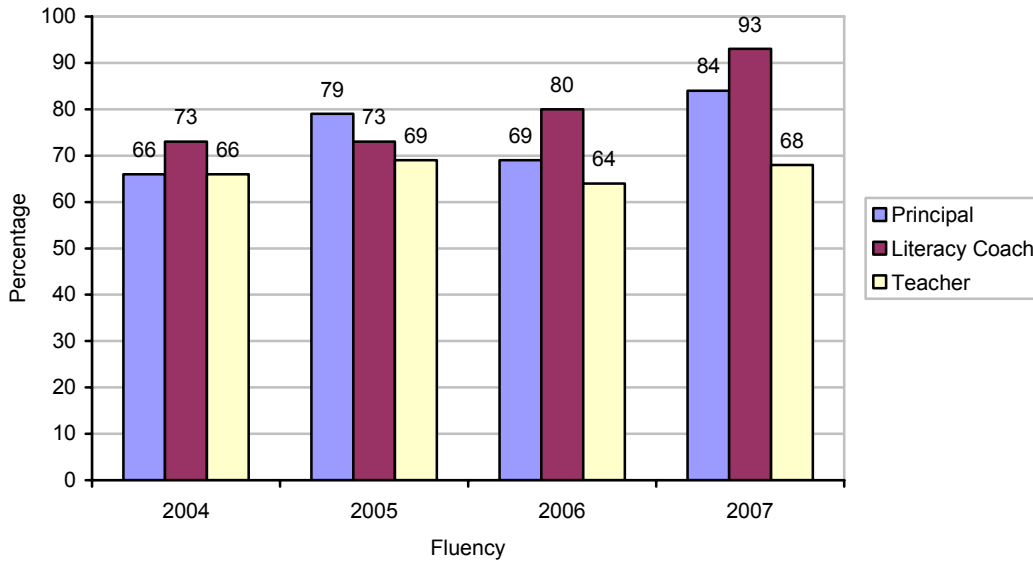
Source: NORMES Spring Surveys, 2007.

**FIGURE 4-2**  
**PERCENT REPORTING HIGH/EXTREMELY HIGH INTEREST**  
**BY PRINCIPALS, COACHES, AND TEACHERS: 2006-2007 PHONICS**  
**COHORT 1**



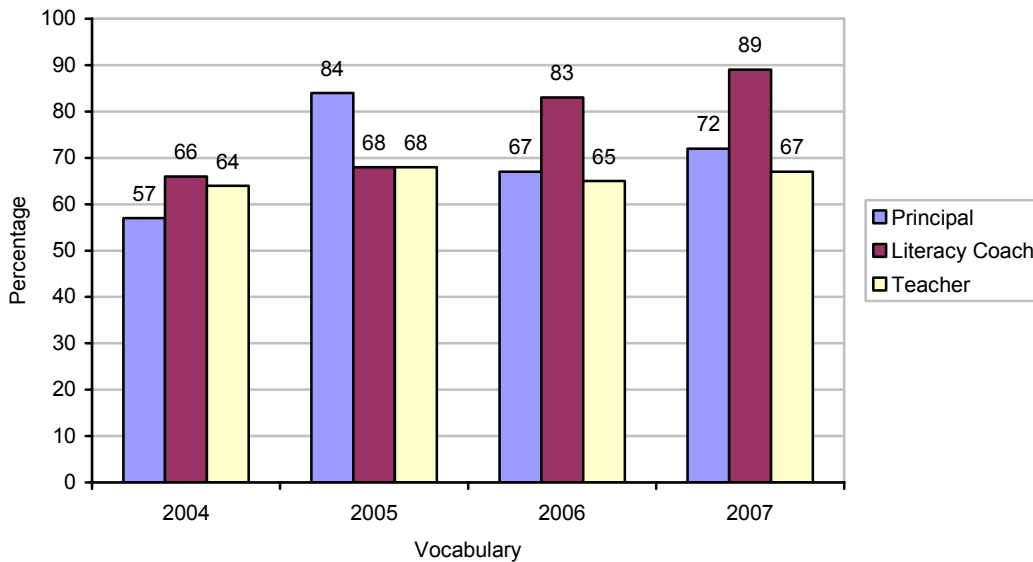
Source: NORMES Spring Surveys, 2007.

**FIGURE 4-3**  
**PERCENT REPORTING HIGH/EXTREMELY HIGH INTEREST**  
**BY PRINCIPALS, COACHES, AND TEACHERS: 2006-2007 FLUENCY**  
**COHORT 1**



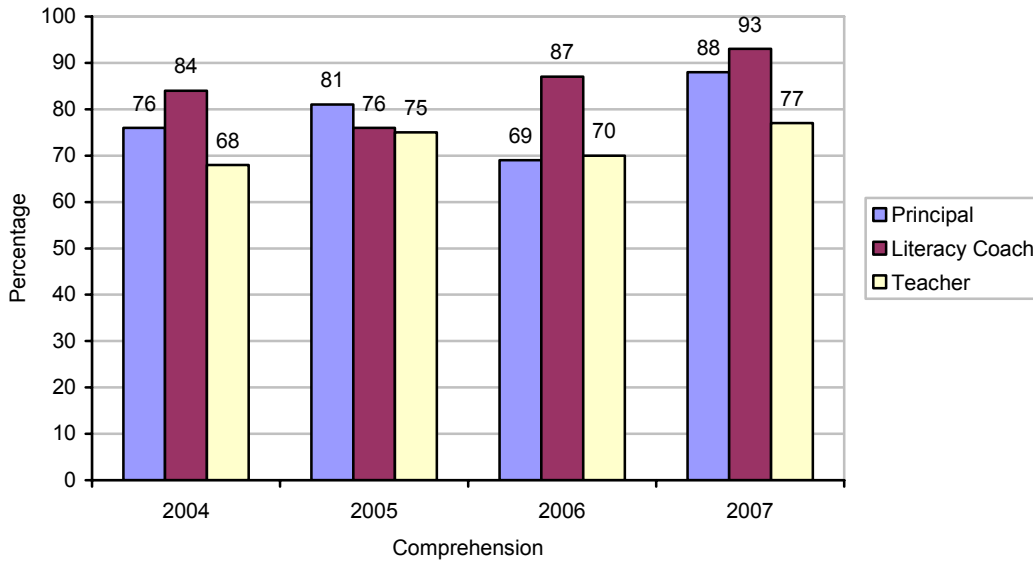
Source: NORMES Spring Surveys, 2007.

**FIGURE 4-4**  
**PERCENT REPORTING HIGH/EXTREMELY HIGH INTEREST**  
**BY PRINCIPALS, COACHES, AND TEACHERS: 2006-2007 VOCABULARY**  
**COHORT 1**



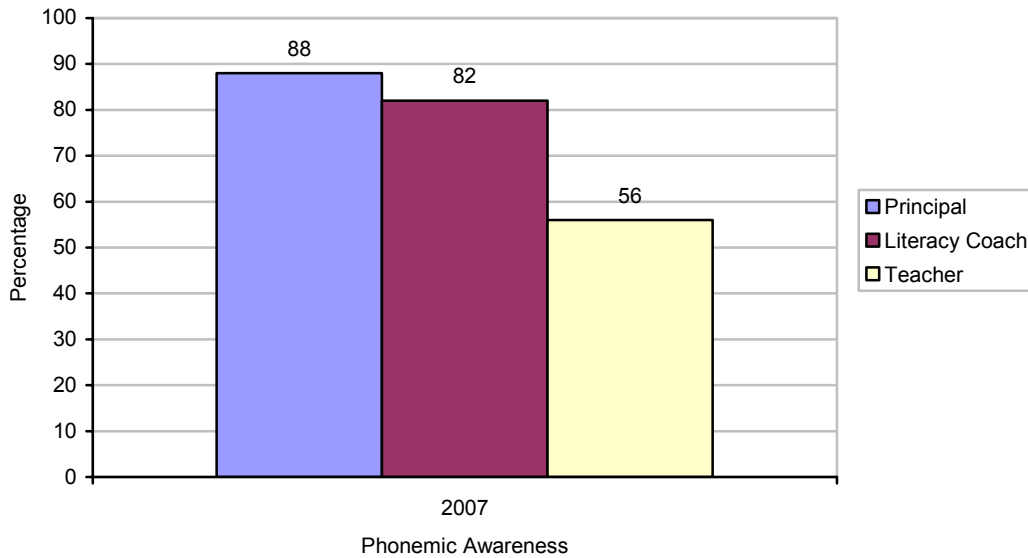
Source: NORMES Spring Surveys, 2007.

**FIGURE 4-5**  
**PERCENT REPORTING HIGH/EXTREMELY HIGH INTEREST**  
**BY PRINCIPALS, COACHES, AND TEACHERS: 2006-2007 COMPREHENSION**  
**COHORT 1**



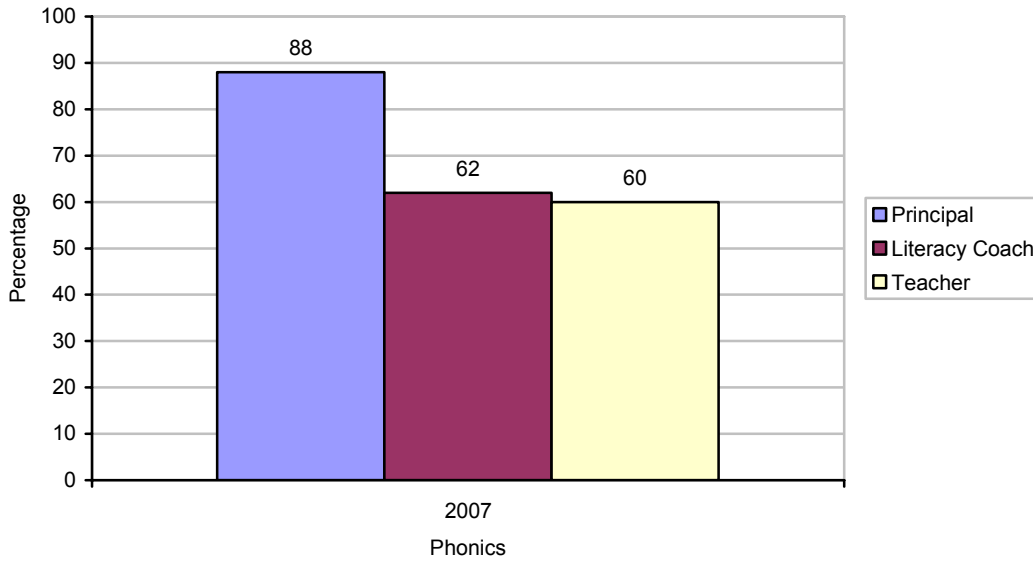
Source: NORMES Spring Surveys, 2007.

**FIGURE 4-6**  
**PERCENT REPORTING HIGH/EXTREMELY HIGH INTEREST BY PRINCIPALS,**  
**COACHES, AND TEACHERS: 2006-2007 PHONEMIC AWARENESS**  
**COHORT 2**



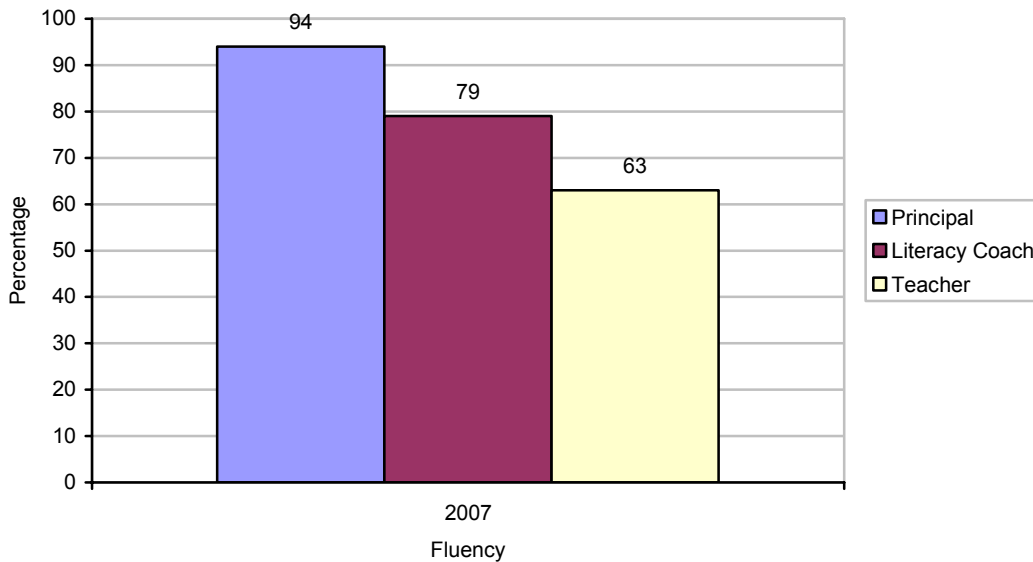
Source: NORMES Spring Surveys, 2007.

**FIGURE 4-7**  
**PERCENT REPORTING HIGH/EXTREMELY HIGH INTEREST**  
**BY PRINCIPALS, COACHES, AND TEACHERS: 2006-2007 PHONICS**  
**COHORT 2**



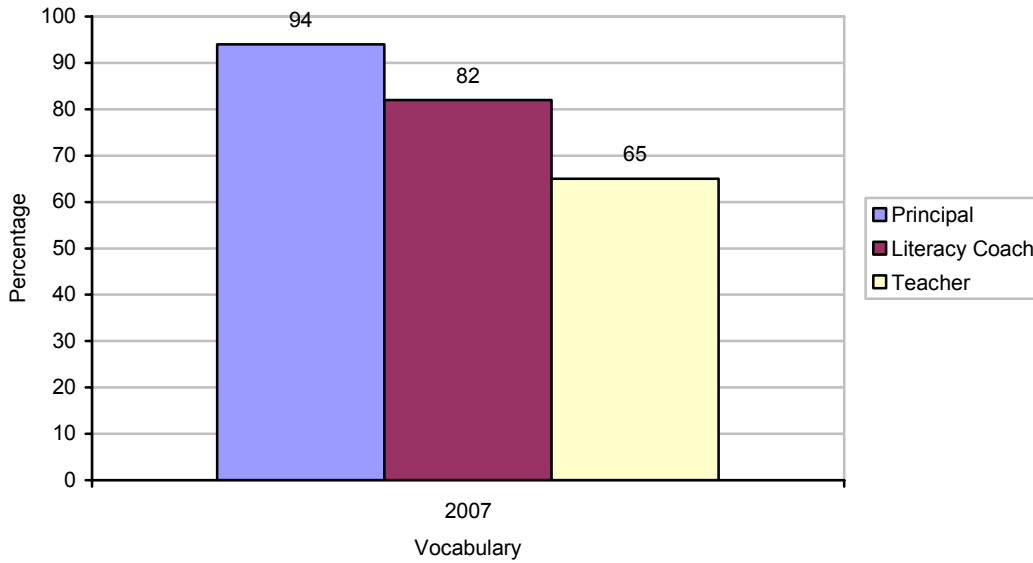
Source: NORMES Spring Surveys, 2007.

**FIGURE 4-8**  
**PERCENT REPORTING HIGH/EXTREMELY HIGH INTEREST**  
**BY PRINCIPALS, COACHES, AND TEACHERS: 2006-2007 FLUENCY**  
**COHORT 2**



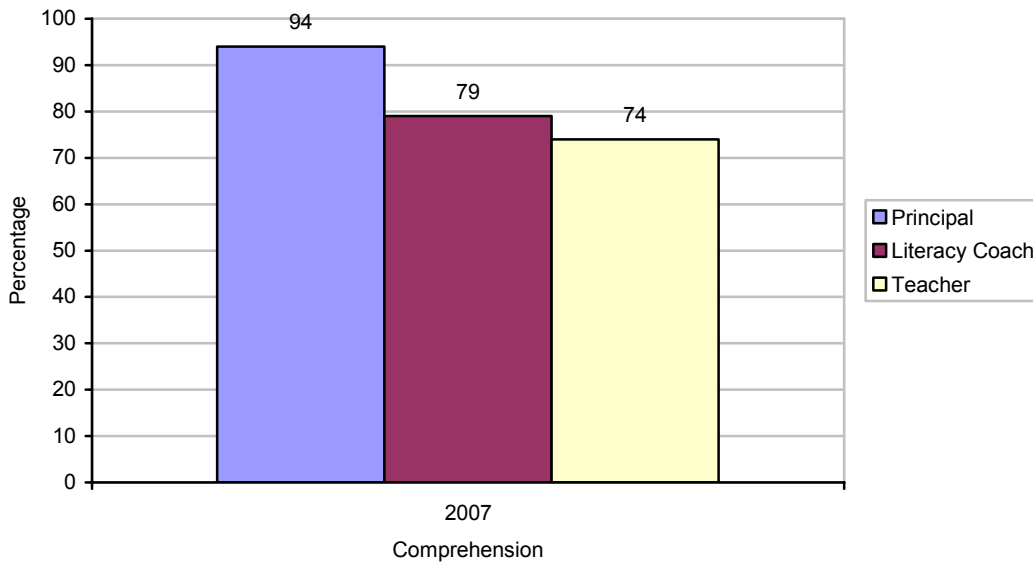
Source: NORMES Spring Surveys, 2007.

**FIGURE 4-9**  
**PERCENT REPORTING HIGH/EXTREMELY HIGH INTEREST**  
**BY PRINCIPALS, COACHES, AND TEACHERS: 2006-2007 VOCABULARY**  
**COHORT 2**



Source: NORMES Spring Surveys, 2007.

**FIGURE 4-10**  
**PERCENT REPORTING HIGH/EXTREMELY HIGH INTEREST**  
**BY PRINCIPALS, COACHES, AND TEACHERS: 2006-2007 COMPREHENSION**  
**COHORT 2**



Source: NORMES Spring Surveys, 2007.

When asked what literacy-related professional development needs/topic they were most interested in addressing over the next year at Cohort 1 schools, the most frequent responses that principals gave were as follows (number of applicable responses in parentheses):

- Writing instruction – how to effectively use writing instruction in the classroom (32%);
- Interventions – developing intervention strategies for struggling readers and monitoring their effectiveness (28%);
- Fluency instruction (28%); and
- Assessments – using assessments to guide instruction (28%).

The Cohort 1 coaches most often identified their need for additional training in:

- Writing instruction (60%);
- Interventions – developing intervention strategies for struggling readers and monitoring their effectiveness (60%); and
- Comprehension – more on comprehension strategies (38%).

Cohort 1 teachers most frequently identified a need for additional training in:

- Writing instruction – Writer’s Workshop, Interactive Writing, Independent Writing, writing groups, and writing mini-lessons (68% of teachers);
- Interventions – planning intervention strategies for struggling readers and receiving a variety of intervention options (28% of teachers);
- Comprehension – more training in how to teach comprehension strategies and providing teachers more comprehension strategies to draw upon (22% of teachers);
- Fluency, vocabulary, phonemic awareness and phonics – effective instruction in fluency, vocabulary, phonemic awareness and phonics (9% to 13% of teachers);
- Reading –how to help teachers implement effective reading through use of read alouds, guided reading, reading workshops, reading groups and a review of reading research (12% of teachers)
- ELL students – effective literacy instruction for English Language Learners (8% of teachers); and
- Strategies for management of literacy centers (7% of teachers).

When asked what literacy-related professional development needs/topics they were most interested in addressing over the next year at Cohort 2 schools, the most frequent responses that principals gave were as follows (number of applicable responses in parentheses):

- Interventions – developing intervention strategies for struggling readers and monitoring their effectiveness (50%);
- Assessments – using assessments to guide instruction (38%).
- Writing instruction (31%); and
- Comprehension – more on comprehension strategies (31%).

The Cohort 2 coaches most often identified their need for additional training in:

- Writing instruction (55%);
- Interventions – planning and implementing interventions (48%); and
- Comprehension – more on comprehension strategies (41%).

Cohort 2 teachers most frequently identified a need for additional training in:

- Writing instruction –writing mini-lessons, write alouds, grammar usage and mechanics, and meeting benchmark requirements (68 % of teachers);
- Comprehension – more training in how to teach comprehension strategies and providing teachers more comprehension strategies to draw upon (19% of teachers);
- Fluency – effective instruction in fluency (14% of teachers);
- Phonemic awareness and phonics – effective instruction in phonemic awareness and phonics (12% of teachers);
- Interventions – planning intervention strategies for struggling readers and receiving a variety of intervention options (10% of teachers);

#### **4.6 Literacy Leadership**

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

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



- To what extent have professional development activities enabled principals, coaches, and teachers to feel knowledgeable and confident to incorporate scientifically based instructional strategies in reading instruction?
- How has Reading First enhanced the literacy leadership skills of principals, literacy coaches, and teachers?

**4.6.1 To what extent have the Reading First professional development activities enabled principals, coaches, and teachers to feel knowledgeable and confident to incorporate scientifically based instructional strategies in reading instruction?**

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

- Cohort 1 principals expressed the highest level of knowledge (extensive) and confidence (extremely) in fluency, vocabulary, comprehension, organization and supervision of literacy instruction, and use of the core reading program. They were least knowledgeable or confident providing literacy instruction for children with limited English proficiency and children with special needs.
- Cohort 2 principals expressed the highest level of knowledge (extensive) and confidence (extremely) in phonemic awareness, phonics, fluency, comprehension, organization and supervision of literacy instruction, use of the core reading program, and using student assessment to guide instruction. They were least knowledgeable or confident using DIBELS to monitor student progress, use of supplemental materials, and providing literacy instruction for children with limited English proficiency.
- Cohort 1 literacy coaches rated themselves as most highly knowledgeable and confident in using DIBELS to monitor student progress, use of the core reading program, and using student assessment to guide instruction. They were least knowledgeable or confident in writing instruction, and providing literacy instruction for children with limited English proficiency and children with special needs.
- Cohort 2 literacy coaches rated themselves as most highly knowledgeable and confident in using DIBELS to monitor student progress, use of the core reading program, and using student assessment to guide instruction. They were least knowledgeable or confident in writing instruction, and providing literacy instruction for children with limited English proficiency and children with special needs.
- Cohort 1 teachers reported less knowledge and confidence overall as compared to principals and coaches. They rated themselves higher in using DIBELS to monitor student progress, and using student assessment to guide instruction than any other areas. Like principals and coaches, teachers were least confident

providing literacy instruction for children with limited English proficiency and children with special needs.

- Similar to Cohort 1 teachers, Cohort 2 teachers reported less knowledge and confidence overall as compared to principals and coaches. They rated themselves higher in using DIBELS to monitor student progress, use of the core reading program, and using student assessment to guide instruction than any other areas. Like principals and coaches, teachers were least confident providing literacy instruction for children with limited English proficiency and children with special needs.

Tables 4-50 and 4-51 depict the percent of literacy staff reporting high to very high knowledge in key elements of reading and related activities. Figures 4-11 to 4-20 show the distribution of high to very high knowledge ratings for the five essential reading components.

**TABLE 4-50  
KNOWLEDGE IN ESSENTIAL ELEMENTS OF READING AND RELATED  
ACTIVITIES: 2006-2007  
COHORT 1**

TOPICS	MORE THAN AVERAGE OR EXTENSIVE KNOWLEDGE		
	PRINCIPALS (n=25)	LITERACY COACHES (n=28)	TEACHERS (n=128)
Phonemic Awareness	76	100	75
Phonics	80	97	82
Fluency	84	90	74
Vocabulary	76	89	84
Comprehension	88	97	75
Writing Instruction	84	66	52
Spelling	88	93	79
Literacy instruction for children with limited English proficiency	40	27	32
Literacy instruction for children with special needs	60	48	40
Organization and supervision of literacy instruction	72	86	81
Using DIBELS to monitor student progress	76	97	84
Using student assessments to guide instruction	80	100	75
Use of the core reading program	40	100	77
Use of supplemental materials	84	93	73
Planning intervention strategies for struggling readers	83	90	64

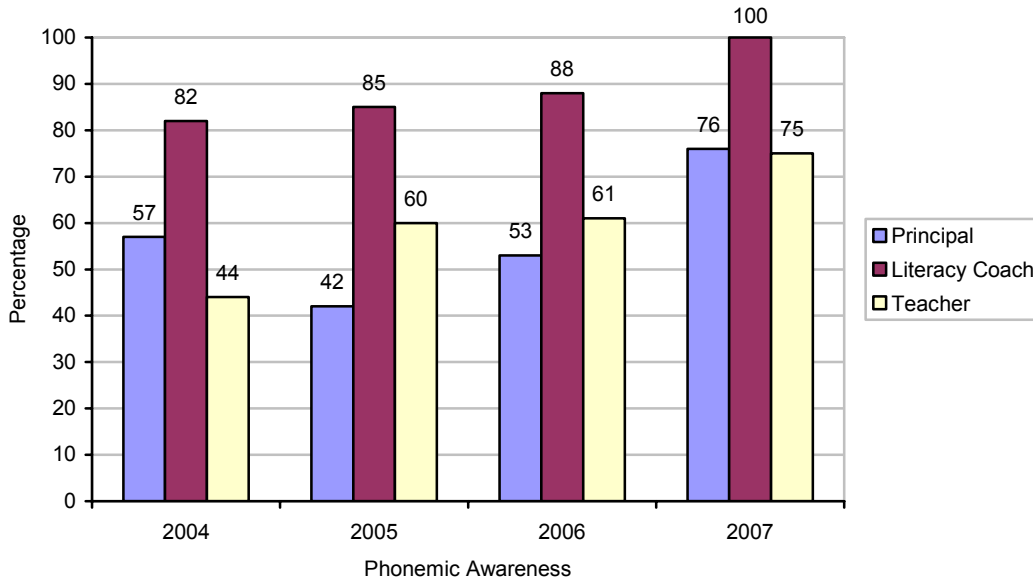
Source: NORMES, Spring Surveys, 2007.

**TABLE 4-51**  
**KNOWLEDGE IN ESSENTIAL ELEMENTS OF READING AND RELATED**  
**ACTIVITIES: 2006-2007**  
**COHORT 2**

TOPICS	MORE THAN AVERAGE OR EXTENSIVE KNOWLEDGE		
	PRINCIPALS (n=17)	LITERACY COACHES (n=29)	TEACHERS (n=142)
Phonemic Awareness	65	97	81
Phonics	73	97	87
Fluency	77	97	84
Vocabulary	71	97	84
Comprehension	82	100	81
Writing Instruction	63	86	56
Spelling	77	93	78
Literacy instruction for children with limited English proficiency	29	24	29
Literacy instruction for children with special needs	47	55	39
Organization and supervision of literacy instruction	77	90	80
Using DIBELS to monitor student progress	47	93	84
Using student assessments to guide instruction	81	90	78
Use of the core reading program	81	100	80
Use of supplemental materials	65	86	71
Planning intervention strategies for struggling readers	76	97	58

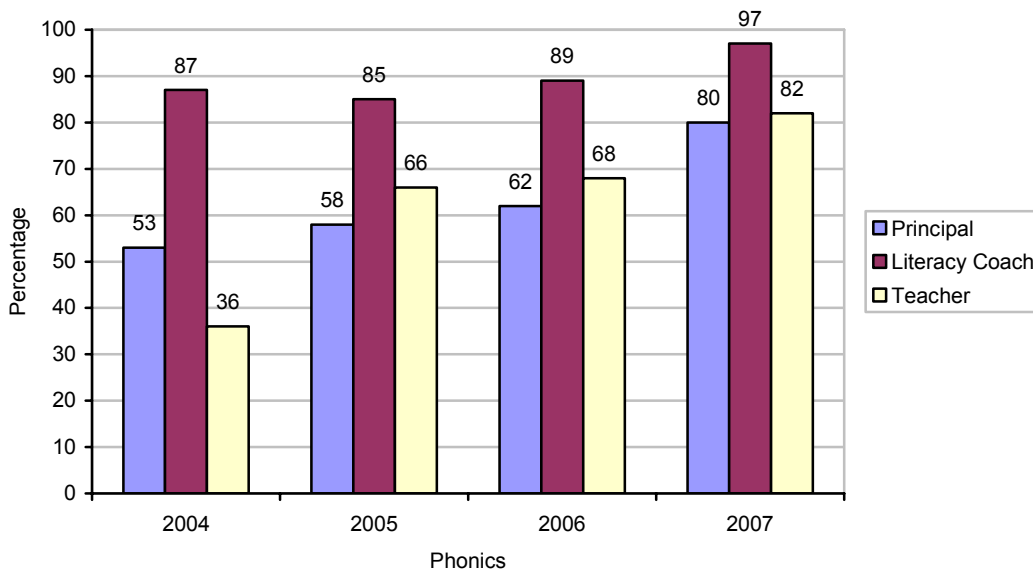
Source: NORMES, Spring Surveys, 2007.

**FIGURE 4-11**  
**PERCENT REPORTING MORE THAN AVERAGE OR EXTENSIVE KNOWLEDGE BY**  
**PRINCIPALS, COACHES, AND TEACHERS: 2006-2007 PHONEMIC AWARENESS**  
**COHORT 1**



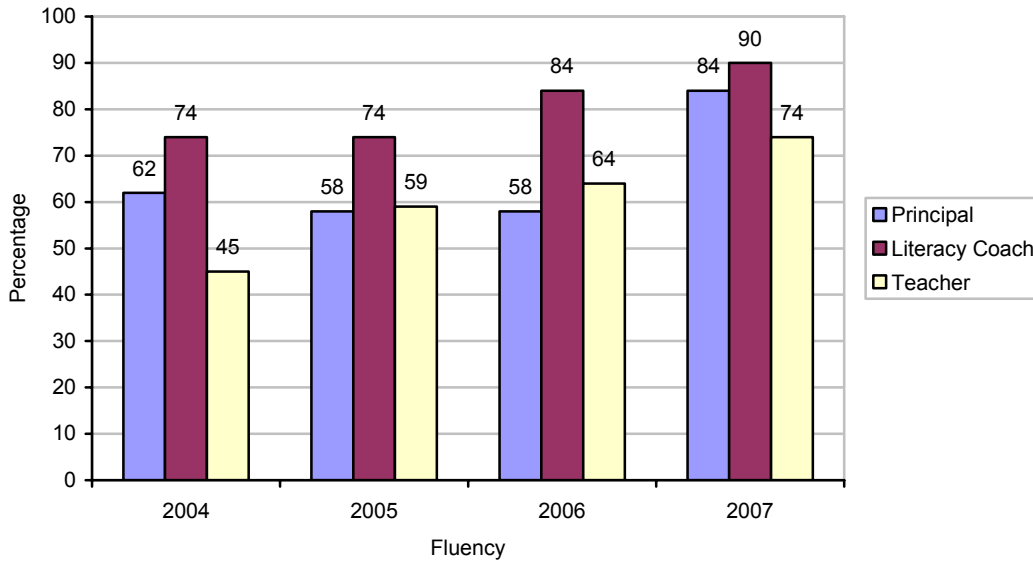
Source: NORMES Spring Surveys, 2007.

**FIGURE 4-12**  
**PERCENT REPORTING MORE THAN AVERAGE OR EXTENSIVE KNOWLEDGE**  
**BY PRINCIPALS, COACHES, AND TEACHERS: 2006-2007 PHONICS**  
**COHORT 1**



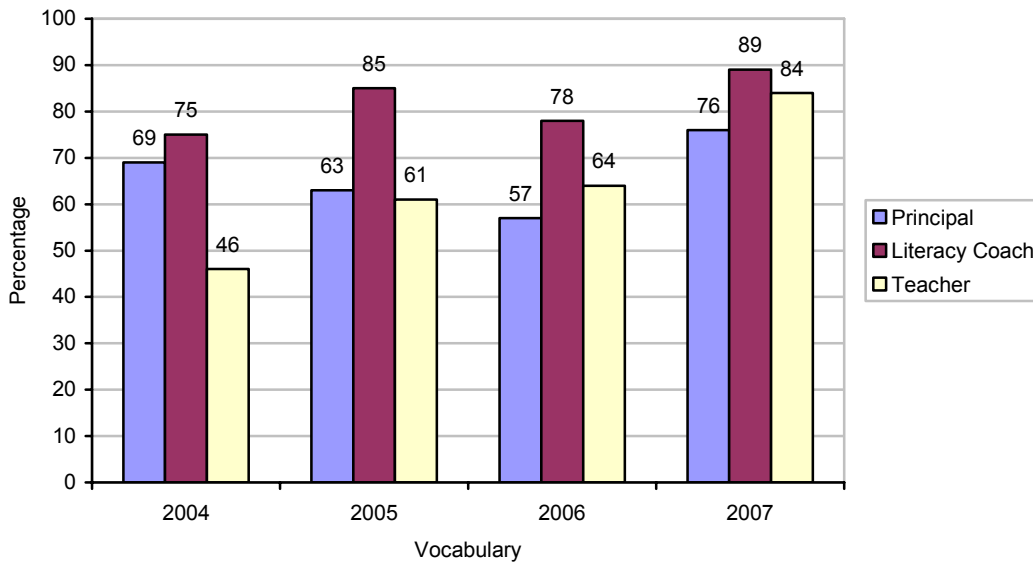
Source: NORMES Spring Surveys, 2007.

**FIGURE 4-13**  
**PERCENT REPORTING MORE THAN AVERAGE OR EXTENSIVE KNOWLEDGE**  
**BY PRINCIPALS, COACHES, AND TEACHERS: 2006-2007 FLUENCY**  
**COHORT 1**



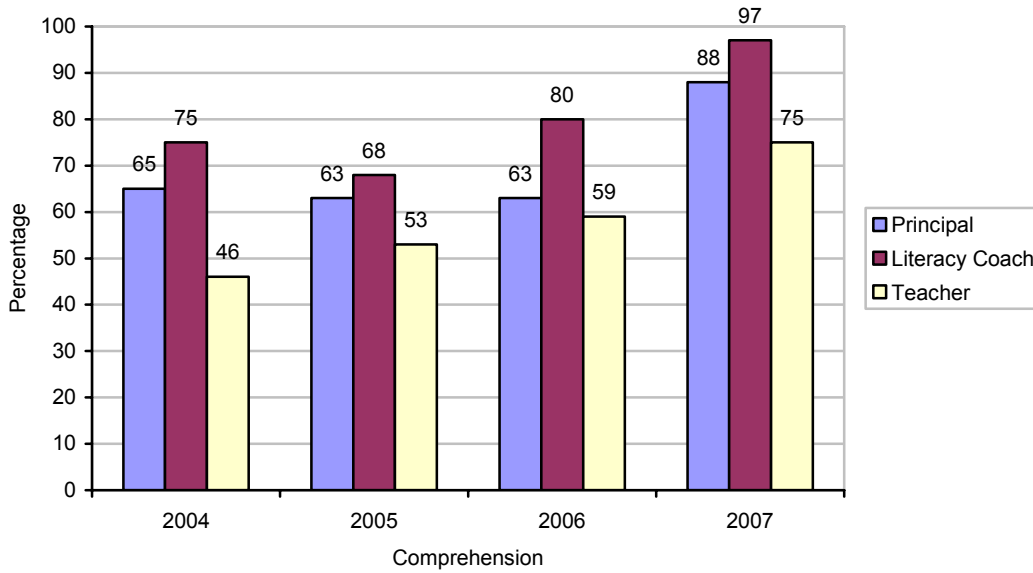
Source: NORMES Spring Surveys, 2007.

**FIGURE 4-14**  
**PERCENT REPORTING MORE THAN AVERAGE OR EXTENSIVE KNOWLEDGE**  
**BY PRINCIPALS, COACHES, AND TEACHERS: 2006-2007 VOCABULARY**  
**COHORT 1**



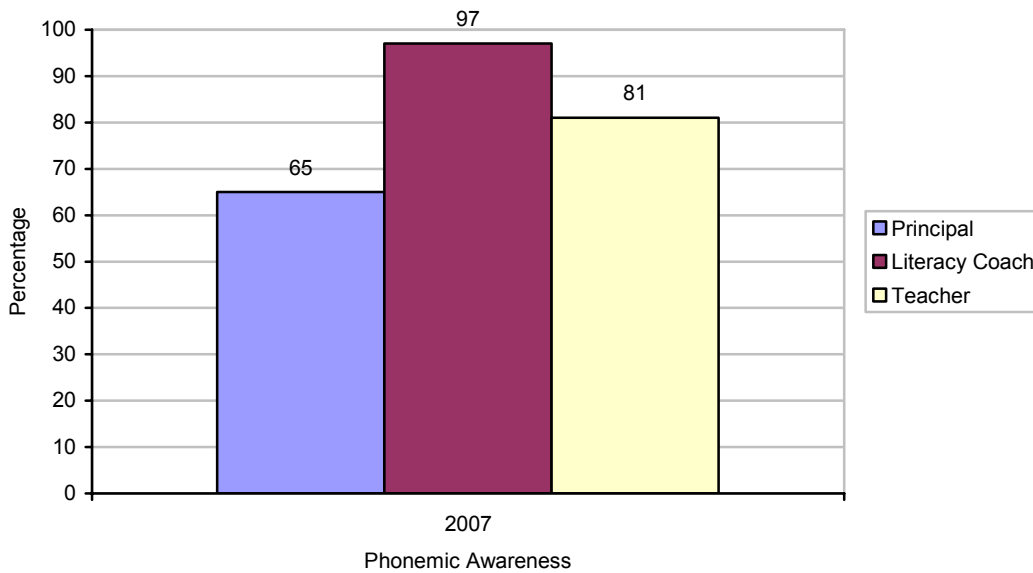
Source: NORMES Spring Surveys, 2007.

**FIGURE 4-15**  
**PERCENT REPORTING MORE THAN AVERAGE OR EXTENSIVE KNOWLEDGE**  
**BY PRINCIPALS, COACHES, AND TEACHERS: 2006-2007 COMPREHENSION**  
**COHORT 1**



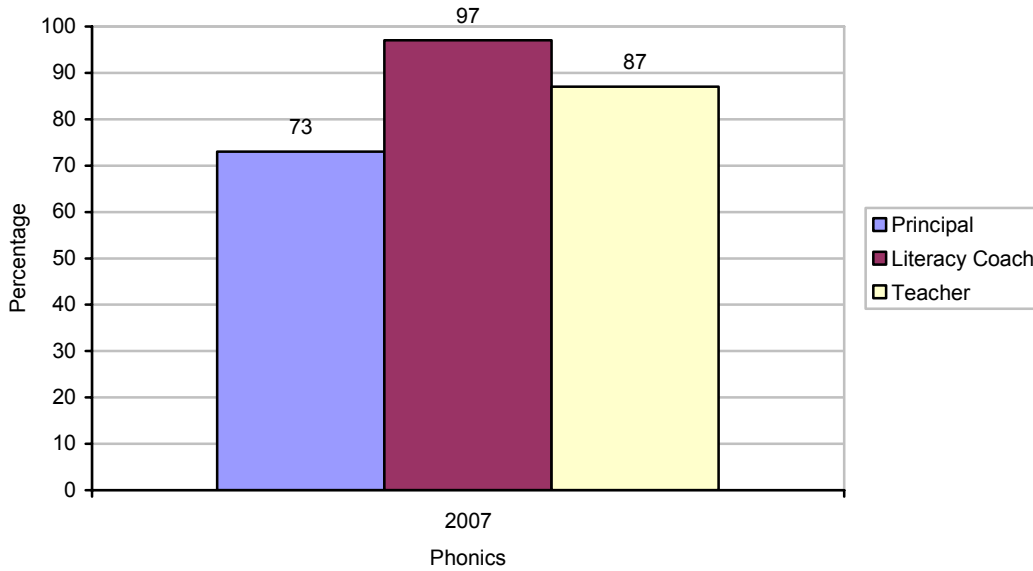
Source: NORMES Spring Surveys, 2007.

**FIGURE 4-16**  
**PERCENT REPORTING MORE THAN AVERAGE OR EXTENSIVE KNOWLEDGE BY**  
**PRINCIPALS, COACHES, AND TEACHERS: 2006-2007 PHONEMIC AWARENESS**  
**COHORT 2**



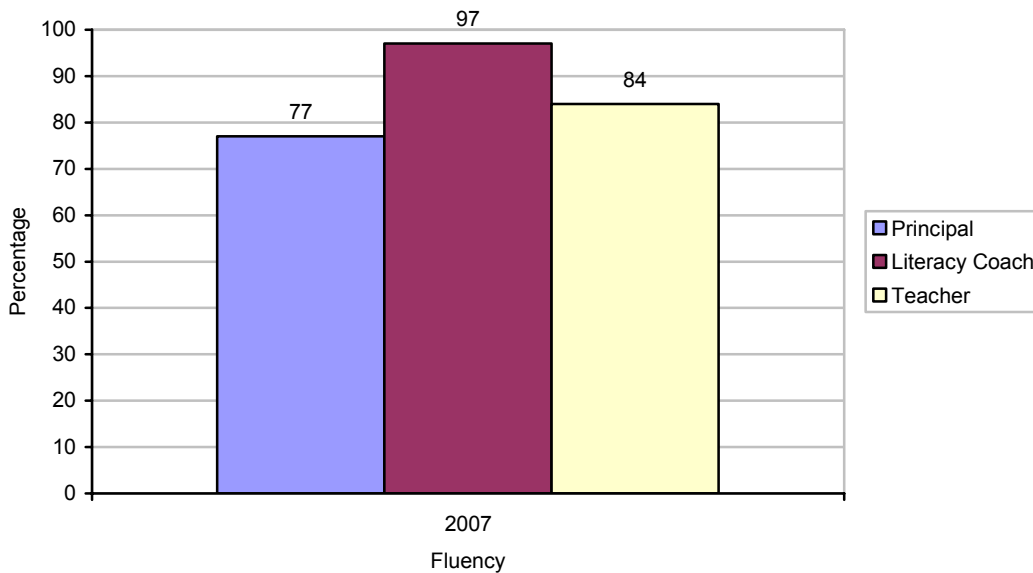
Source: NORMES Spring Surveys, 2007.

**FIGURE 4-17**  
**PERCENT REPORTING MORE THAN AVERAGE OR EXTENSIVE KNOWLEDGE**  
**BY PRINCIPALS, COACHES, AND TEACHERS: 2006-2007 PHONICS**  
**COHORT 2**



Source: NORMES Spring Surveys, 2007.

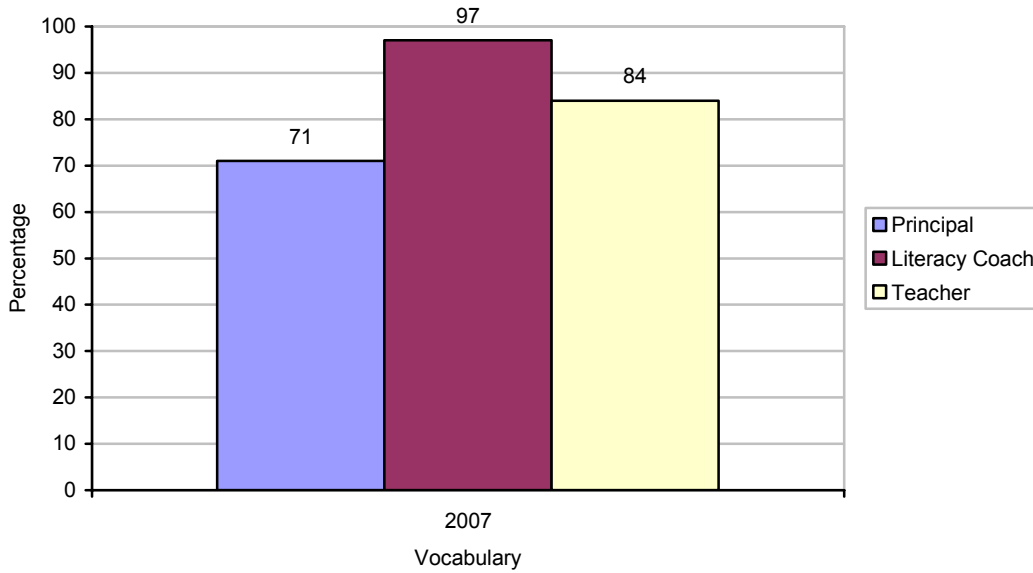
**FIGURE 4-18**  
**PERCENT REPORTING MORE THAN AVERAGE OR EXTENSIVE KNOWLEDGE**  
**BY PRINCIPALS, COACHES, AND TEACHERS: 2006-2007 FLUENCY**  
**COHORT 2**



Source: NORMES Spring Surveys, 2007.

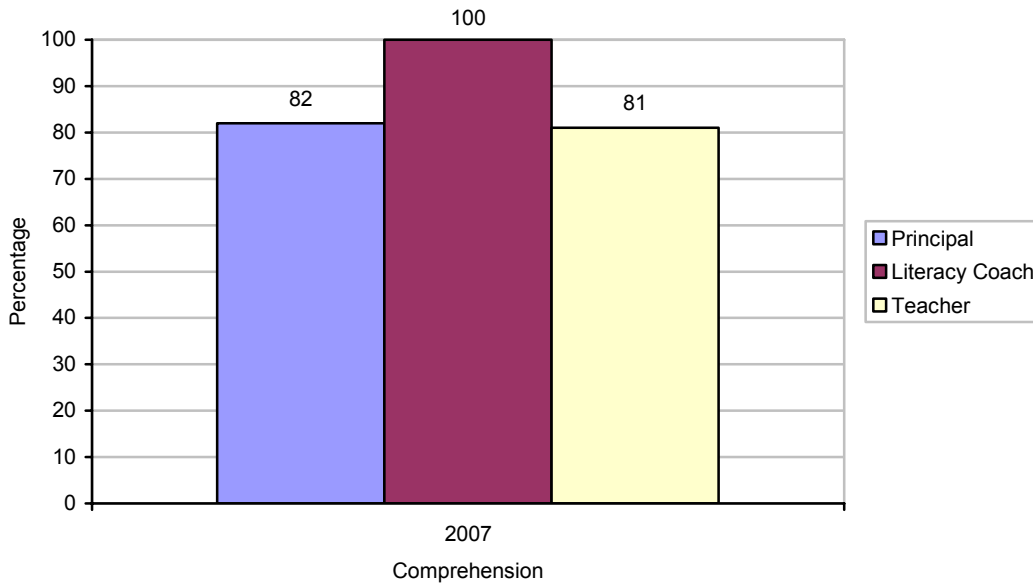


**FIGURE 4-19**  
**PERCENT REPORTING MORE THAN AVERAGE OR EXTENSIVE KNOWLEDGE**  
**BY PRINCIPALS, COACHES, AND TEACHERS: 2006-2007 VOCABULARY**  
**COHORT 2**



Source: NORMES Spring Surveys, 2007.

**FIGURE 4-20**  
**PERCENT REPORTING MORE THAN AVERAGE OR EXTENSIVE KNOWLEDGE**  
**BY PRINCIPALS, COACHES, AND TEACHERS: 2006-2007 COMPREHENSION**  
**COHORT 2**



Source: NORMES Spring Surveys, 2007.

#### **4.6.2 How has Reading First enhanced the literacy leadership skills of principals, literacy coaches, and teachers?**

Strong literacy leadership will result in a school culture that is focused on improving literacy and enabling all children to read at grade level by third grade. Through the NORMES survey, virtually almost Reading First principals (94% Cohort 1; 100% Cohort 2), most coaches (95% Cohort 1; 100% Cohort 2), and teachers (96% Cohort 1; 97% Cohort 2) claimed that their school was committed to improving school-wide literacy programs so that every student will read by the end of third grade. The survey also addressed each of the critical staff groups in terms of their perception of their own leadership and the leadership of other groups.

##### ***Principals as Literacy Leaders***

The leadership of the school principal is critical to the implementation of an effective literacy program. In a self-report, almost all (97% Cohort 1; 100% Cohort 2) of the Reading First principals claimed that they provided effective leadership to strengthen reading and literacy instruction in their schools. Most teachers (88% of Cohort 1 teachers; 86% of Cohort 2 teachers) and literacy coaches (71% Cohort 1; 79% Cohort 2) agreed that their principal provided effective leadership for literacy instruction. Percentages were down slightly (6%) for Cohort 1 principals and considerably down for Cohort 1 coaches (22%), but up by two percent for Cohort 1 teachers from last year.

Involvement in literacy team meetings is one way the principal can demonstrate literacy leadership. All principals (Cohort 1 and Cohort 2) indicated that they participated in literacy team meetings or grade-level meetings on literacy topics. Many coaches (78% for Cohort 1 which is down from 83% last year; 81% for Cohort 2) and teachers (82% of Cohort 1; 88% of Cohort 2 teachers) agreed that principals had participated in literacy team meetings.

All principals reported that their approach as a principal and as a literacy instructional leader had changed as a result of Reading First implementation, down for Cohort 1 principals from 100% percent last year to 85% this year. Cohort 2 principals reported their approach as a principal and literacy instructional leader had changed as a result of Reading First implementation at a rate of 94%. The most significant changes in leadership activities/behaviors reported by Cohort 1 principals were:

- more involved in the classroom to ensure full implementation of the Arkansas Reading First program (32%).
- more time providing feedback and support to teachers (16%);
- using test data in planning (12%);
- using literacy block more efficiently (8%); and
- increased knowledge of effective strategies for reading instruction (4%).

The most significant changes in leadership activities/behaviors reported by Cohort 2 principals were:

- more involved in the classroom to ensure full implementation of the Arkansas Reading First program (53%).
- more time providing feedback and support to teachers and coaches (41%); and
- increased knowledge of RF protocol (24%).

### **Literacy Coaches as Literacy Leaders**

Literacy coaches have significant leadership responsibilities for developing strong literacy programs in Reading First schools. Through the NORMES survey, nearly all coaches reported that they participated in Leadership team meetings on Reading First grant related topics (98% for Cohort 1; 97% for Cohort 2), had presented professional development, assisted in analyzing student assessment data, and led study sessions on literacy topics for school staff (96% for Cohort 1; 97% for Cohort 2). Additionally, most coaches (92% for Cohort 1; 92% for Cohort 2) reported that they had been included in making decisions about Reading First concerns, such as budget revisions, curriculum changes, and scheduling.

In their self-report, most of the literacy coaches (94% for Cohort 1; 97% for Cohort 2) claimed that they provided effective leadership to strengthen reading and literacy instruction in their schools. Almost all principals (91% for Cohort 1; 100% for Cohort 2) and most teachers (90% for Cohort 1; 91% for Cohort 2) agreed that their coach provided effective leadership for literacy instruction.

### **Teachers as Literacy Professionals**

Approximately 95% of Cohort 1 teachers (up from 90% last year) and 88% of Cohort 2 teachers indicated that their approach as literacy professionals had changed as a result of Reading First. One way that teachers can demonstrate leadership is through involvement in their school's literacy team. Almost all teachers (98% for Cohort 1; 99% for Cohort 2) indicated that they had participated in literacy team meetings or grade-level meetings on literacy topics. A little more than half of Cohort 1 teachers (61%, down from 74% last year) and Cohort 2 teachers (55%) reported that they also had presented to literacy team meetings on their research or study on literacy topics.

## **4.7 Classroom Instruction in Reading First Schools**

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

Given the professional development emphasis of Reading First, teachers who have participated in the training should be knowledgeable in several areas. Teachers should

know the essential elements of the reading process and how to translate this knowledge into instructional practice. Teachers should also be able to effectively individualize instruction based on the needs of the students, using diagnostic assessments to identify areas of need and modifying instruction accordingly. Teachers should be able to organize classrooms to maximize the amount of time that students are actively engaged in reading instruction and know how to select and use reading resources. Efficiently organizing instruction, carefully selecting and modifying reading material, and effectively presenting the material can prevent reading failure. Adequate instructional time, well designed materials, and effective presentation techniques are all essential ingredients of a successful school reading program.

NORMES gathered information about Reading First classroom instruction through two primary sources: (1) Program Profiles and (2) surveys of principals, literacy coaches, and teachers. Collectively, these sources provide information and document perceptions about the nature and impact of instruction under Reading First. These data sources addressed the following evaluation questions:

- To what extent did the structure of the literacy program in Reading First schools reflect the Arkansas Reading First model, as reported by principals, literacy coaches, and teachers?
- To what extent did classroom instruction in Reading First schools incorporate the required elements of the Arkansas Reading First model, as reported by principals, literacy coaches, and teachers?
- What changes have occurred in classroom instruction since Reading First funding was instituted?

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

Based on survey responses, most principals, coaches and teachers described a structure for literacy instruction that reflects the Arkansas Reading First model. Between 95 and 100 percent of each group agreed that:

- the approach to literacy was consistent with scientifically based reading research (97% of Cohort 1 principals and 100% of Cohort 2 principals;96% of Cohort 1 coaches and 100% of Cohort 2 coaches; 97% of Cohort 1 teachers and 95% of Cohort 2 teachers);
- the components of the literacy program are systematic and sequential, emphasizing explicit instruction (97% of Cohort 1 principals and 100% of Cohort 2 principals;98% of Cohort 1 coaches and 100% of Cohort 2 coaches; 97% of Cohort 1 teachers and 96% of Cohort 2 teachers);
- the school has established an uninterrupted block of time for reading instruction of at least 90 minutes (97% of Cohort 1 principals and 100% of Cohort 2 principals;97% of Cohort 1 coaches and 100% of Cohort 2 coaches; 98% of Cohort 1 teachers and 95% of Cohort 2 teachers); and

- teachers use in-class grouping strategies, including small group instruction, to meet students' needs (97% of Cohort 1 principals and 100% of Cohort 2 principals; 95% of Cohort 1 coaches and 100% of Cohort 2 coaches).

Perceptions concerning the adequacy of their school's library to support K-3 literacy development varied across principals, coaches and teachers. Eighty-nine percent of Cohort 1 principals and 90 percent of Cohort 2 principals, as well as 80 percent of Cohort 1 coaches and 87 percent of Cohort 2 coaches indicated that their library supported K-3 literacy development. Ninety percent of Cohort 1 teachers and 85 percent of Cohort 2 teachers indicated that their library supported K-3 literacy development.

***4.7.2 To what extent did classroom instruction in Reading First schools incorporate the required elements of the Arkansas Reading First model as reported by principals, literacy coaches, and teachers?***

**Core Reading Program**

Almost all school staff agreed that the instructional content of the core reading program in their school effectively addressed the essential elements of reading.

- All Cohort 1 coaches and 99 percent of Cohort 1 teachers agreed that **phonemic awareness** and **phonics** were effectively addressed. While 97 percent of Cohort 1 principals agreed that **phonemic awareness** were effectively addressed and all Cohort 1 principals agreed that **phonics** were effectively addressed.
- All Cohort 2 principals and coaches, and most teachers (96% and 97% respectively) agreed that **phonemic awareness** and **phonics** were effectively addressed.
- Most Cohort 1 coaches (97%), principals (97%), and teachers (98%) agreed that **vocabulary** instruction was effective.
- All Cohort 2 coaches and principals, and most teachers (93%) agreed that **vocabulary** instruction was effective.
- Most Cohort 1 principals (98%), coaches (98%), and teachers (99%) agreed that instruction for reading **fluency** was effective.
- All Cohort 2 principals and coaches, and most teachers (98%) agreed that instruction for reading **fluency** was effective.
- Most Cohort 1 principals (97%), coaches (98%), and teachers (95%) agreed that instruction for reading **comprehension** was effective. Two percent of coaches, three percent of principals, and five percent of lab teachers disagreed.
- All Cohort 2 principals and coaches, and most teachers (94%) agreed that instruction for reading **comprehension** was effective. Six percent of teachers disagreed.
- Most Cohort 1 staff agreed that **student materials were effectively aligned with the core reading program instruction** (97% of principals, 98% of coaches, and 96% of teachers agreed).

- All Cohort 2 principals and coaches agreed that **student materials were effectively aligned with the core reading program instruction**, while only 95% of teachers agreed.
- All Cohort 1 principals, and most coaches (95%) and teachers (93%) agreed that the core reading program **allowed for modifying instruction based on students' needs**. Five percent of coaches and seven percent of teachers disagreed.
- All Cohort 2 coaches, and most principals (95%) and teachers (93%) agreed that the core reading program **allowed for modifying instruction based on students' needs**. Five percent of principals and seven percent of teachers disagreed.
- All Cohort 1 principals, and most coaches (92%) and teachers (94%) agreed that the core reading program **allowed ample practice opportunities**. Eight percent of coaches and six percent of teachers disagreed.
- All Cohort 2 principals and coaches, and most teachers (85%) agreed that the core reading program **allowed ample practice opportunities**. Fifteen percent of teachers disagreed.

### **Classroom Instruction**

Staff were asked to describe classroom instruction in their school for the 2006–07 school year. Most Cohort 1 principals (97-98%) and all Cohort 2 principals, most Cohort 1 coaches (97-98%) and Cohort 2 coaches (95-100%), and most Cohort 1 teachers (98-99%) and Cohort 2 teachers (96-98%) reported that classroom instruction was consistent with Arkansas Reading First requirements, specifying that teachers:

- provided at least 90 minutes of uninterrupted reading instruction daily;
- based instructional decisions on student assessment data; and
- followed core reading program schedules and effectively paced instruction to benefit the quality of instruction.

Teachers were asked specifically how much time they spent each day providing instruction in reading. The average time reported was 132 minutes for Cohort 1 teachers (up one minute from last year) and 138 minutes for Cohort 2 teachers.

In terms of instruction for special populations, there was a general consensus among principals, coaches and teachers in each cohort that instructional strategies were effective for students with disabilities. There was much less agreement in each cohort on whether students with limited English proficiency received effective instruction:

- Most Cohort 1 principals (97%), teachers (87%), and coaches (78%) felt instruction of students with disabilities was effective.
- Most Cohort 2 principals (95%), teachers (90%), and coaches (95%) felt instruction of students with disabilities was effective.

- Most Cohort 1 principals (97%), coaches (71%), and teachers (77%) felt that instruction for students with limited English proficiency was effective. These percentages are down considerably from last year but among those who did not agree, most indicated “Don’t know.”
- About two-thirds of Cohort 2 principals (76%), coaches (74%), and teachers (67%) felt that instruction for students with limited English proficiency was effective. Among those who did not agree, most indicated “Don’t know.”

Cohort 1 teachers included a wide variety of instructional strategies in their reading lessons. At least 95 percent of teachers reported using the following strategies regularly:

- Reading aloud (100%)
- Independent reading (100%)
- Independent writing (99%)
- Writing Conferences (98%)
- Motivational materials and activities (97%)
- Write Aloud (100%)

Cohort 2 teachers included a wide variety of instructional strategies in their reading lessons. At least 95 percent of teachers reported using the following strategies regularly:

- Reading aloud (100%)
- Independent reading (100%)
- Independent writing (99%)
- Write Aloud (95%)

**Tables 4-52 and 4-53** list the strategies that lab teachers reported using regularly. Those instructional strategies with the lowest percent of teachers reporting regular use are strategies that are grade-level specific and may not be appropriate for children of all ages. For example, literature circles are only appropriate at third grade; interactive writing and literacy corners are only appropriate at K-1.



**TABLE 4-52  
INSTRUCTIONAL STRATEGIES USED REGULARLY  
COHORT 1**

<b>INSTRUCTIONAL STRATEGIES (n=188)</b>	<b>PERCENT USING STRATEGY REGULARLY</b>
Reading aloud	100
Modeling	84
Independent Reading	100
Independent Writing	99
Explicit teaching by demonstration	27
Guided Reading	78
High frequency/sight-word instruction	75
Writing Conferences	98
Opportunities to independently apply new learning	90
Shared Reading	85
Writing Mini-lessons	64
Literacy instruction integrated with content from other subject areas	92
Interactive Writing	76
Motivational materials and activities	97
Write Aloud	100
Literacy Corners	89
Literature Circles	52
Other	14

Source: NORMES, Spring Surveys, 2007.

**TABLE 4-53  
INSTRUCTIONAL STRATEGIES USED REGULARLY  
COHORT 2**

<b>INSTRUCTIONAL STRATEGIES (n=147)</b>	<b>PERCENT USING STRATEGY REGULARLY</b>
Reading aloud	100
Modeling	82
Independent Reading	100
Independent Writing	99
Explicit teaching by demonstration	33
Guided Reading	76
High frequency/sight-word instruction	69
Writing Conferences	93
Opportunities to independently apply new learning	81
Shared Reading	72
Writing Mini-lessons	65
Literacy instruction integrated with content from other subject areas	94
Interactive Writing	73
Motivational materials and activities	94
Write Aloud	95
Literacy Corners	87
Literature Circles	91
Other	14

Source: NORMES, Spring Surveys, 2007.

All Cohort 1 principals and coaches, and teachers (93%) reported that students have increased access to print materials since the inception of Reading First. While all Cohort 1 coaches, and most principals (95%) and teachers (90%) reported that students have increased access to print materials since the inception of Reading First. In terms of materials to implement an effective literacy program, 97 percent of Cohort 1 principals and 95 percent of Cohort 2 principals, and 89 percent of Cohort 1 coaches and 97 percent of Cohort 2 coaches agreed that teachers had an adequate supply of instructional level texts. Ninety-six percent of Cohort 1 teachers and 95 percent of Cohort 2 teachers agreed. Additionally, most of the coaches (98% Cohort 1; 95% Cohort 2) and most of the principals (97% Cohort 1; 95% Cohort 2) agreed that teachers had ample materials, in addition to their student texts, to implement an effective literacy program. Most (97% Cohort 1; 98% Cohort 2) teachers agreed.

### **Screening and Assessment**

Early identification of students experiencing reading difficulties is essential for progressing toward Arkansas's goal of all students reading on grade level by third grade. Each of the Reading First programs has developed methods of accomplishing this early identification through use of screening and assessment instruments. There was wide agreement that schools used screening and assessment to identify students needing intervention. All Cohort 1 principals and most coaches (97%) and teachers (97%) reported that their schools use screening tools to identify students with reading difficulties, and all Cohort 2 coaches and teachers, and most principals (95%) reported that their schools use screening tools to identify students with reading difficulties. All Cohort 1 staff agreed that teachers have ready access to student assessment data, where as all Cohort 2 principals and coaches, and most teachers (99%) agreed that teachers have ready access to student assessment data. All Cohort 1 principals and most coaches (93%) felt the screening process has been effective in identifying children who are at risk of reading failure, and 97 percent of teachers agreed. All Cohort 2 coaches and most principals (95%) felt the screening process has been effective in identifying children who are at risk of reading failure, and 98 percent of teachers agreed. All Cohort 1 principals and 88 percent of coaches and 98 percent of teachers, where as all Cohort 2 principals and teachers and most coaches (97%) reported that information from assessments are used by teachers to group students according to their needs and plan appropriate intervention.

Through the survey, teachers reported which strategies they used to determine if a particular child was reading below grade level. **Tables 4-54 and 4-55** below show the percentage of teachers that reported using the various strategies to identify struggling readers. There was considerable consistency reported across schools and cohorts in terms of using DIBELS as the screening and assessment strategy.

**TABLE 4-54  
STRATEGIES USED TO IDENTIFY STUDENTS FOR INTERVENTION  
COHORT 1**

STRATEGIES USED	PERCENT OF TEACHERS n=188
DIBELS	99
Iowa Test of Basic Skills (ITBS)	72
Informal reading inventory	49
Student portfolio	51
Standardized screening instrument	56
Teacher developed test	42
Reading series placement test	25
End of theme/unit tests	17
Other	18

Source: NORMES, Spring Surveys, 2007.

**TABLE 4-55  
STRATEGIES USED TO IDENTIFY STUDENTS FOR INTERVENTION  
COHORT 2**

STRATEGIES USED	PERCENT OF TEACHERS n=147
DIBELS	99
Iowa Test of Basic Skills (ITBS)	70
Informal reading inventory	43
Student portfolio	46
Standardized screening instrument	42
Teacher developed test	46
Reading series placement test	25
End of theme/unit tests	16
Other	23

Source: NORMES, Spring Surveys, 2007.

### Classroom Management

In the 2004 survey, school staff had indicated some issues relating to classroom management. In order to explore this issue, classroom management was added as a topic in the 2005, 2006 and 2007 surveys. Based on these results, classroom management has become less an issue in recent years compared to the first year of implementation. On the 2007 survey, staff reported:

- Almost all teachers (99% Cohort 1; 99% Cohort 2) reported that they have established classroom routines and schedules necessary for the effective implementation of the literacy block. All principals (Cohort 1 and Cohort 2) and most coaches (98% Cohort 1; 98% Cohort 2) agreed.
- Teachers (99% Cohort 1; 99% Cohort 2) believe that they effectively pace instruction to ensure a high level of student engagement. Most principals (94% Cohort 1; 95% Cohort 2) and coaches (88% Cohort 1; 100% Cohort 2) agree.

- Classroom routines and schedules present slightly more of a problem as far as teachers are concerned. There was less agreement among teachers (91% Cohort 1 and 89% Cohort 2) that routines and schedules established during the literacy block have enhanced classroom management. Most principals (96% Cohort 1; 91% Cohort 2) and coaches (93% Cohort 1; 95% Cohort 2) agreed the schedules had enhanced management.

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

When asked to describe the most significant changes that have occurred in their classrooms, Cohort 1 teachers most frequently mentioned the following (number of applicable responses in parentheses):

- Interventions (15% of teachers) – more interventions for struggling students and more targeted and effective intervention strategies;
- More explicit instruction (11% of teachers);
- More application activities that reflect a higher expectation for student learning (9% of teachers);
- Allocation of time (8% of teachers) – better time management of literacy block and structured scheduling of literacy instruction;
- More reading instructions (6% of teachers) – more time for and more effective guided reading;
- More emphasis on fluency (5% of teachers);
- Personalized instruction (4% of teachers) – becoming aware of each child's strengths and weaknesses and targeting instruction to students' needs;
- Vocabulary (4% of teachers);
- Literacy centers (4% of teachers) – literacy centers were more effective and more centered around student needs.
- Writing practice (4% of teachers) – spending more time on writing through the use of writing groups, mini-lessons in writing, and writer's workshops; and
- Regular progress monitoring (4% of teachers).

When asked to describe the most significant changes seen in the critical areas (essential elements) of their students' reading development, Cohort 1 teachers (n= 164 teachers) reported the following:

- Students are reading more fluently (30% of teachers).
- Students are successfully using the comprehension strategies they have learned and their comprehension levels have increased (29% of teachers).
- Improved phonics (16% of teachers).

- Students' vocabulary has greatly increased (6% of teachers).
- Improved phonemic awareness (6% of teachers).

When asked to describe the most significant changes that have occurred in their classrooms, Cohort 2 teachers most frequently mentioned the following (number of applicable responses in parentheses):

- Allocation of time (16% of teachers) – better time management of literacy block and structured scheduling of literacy instruction;
- More explicit instruction (11% of teachers);
- Interventions (7% of teachers) – more interventions for struggling students and more targeted and effective intervention strategies;
- Literacy centers (6% of teachers) – literacy centers were more effective and more centered around student needs.
- Personalized instruction (5% of teachers) – becoming aware of each child's strengths and weaknesses and targeting instruction to students' needs;
- Reading instruction (4% of teachers) – more time for and more effective guided reading;
- Fluency (4% of teachers); and
- Vocabulary (4% of teachers).

When asked to describe the most significant changes seen in the critical areas (essential elements) of their students' reading development, Cohort 2 teachers (n= 118 teachers) reported the following:

- Improved phonics (25% of teachers).
- Improved fluency (22% of teachers).
- Improved comprehension (18% of teachers).
- Improved phonemic awareness (11% of teachers).
- Improved vocabulary (4% of teachers).

Principals and coaches also were asked to describe the most significant changes seen in the critical areas (essential elements) of students' reading development that they had observed. The change most frequently noted by Cohort 1 coaches (n = 36) was the improvement in phonemic awareness (33%), comprehension (25%), and fluency (17%). The most significant changes observed by Cohort 1 principals (n = 33) were improvement in phonemic awareness (27%), comprehension (21%), and fluency (21%). The change most frequently noted by Cohort 2 coaches (n = 37) was the improvement in students' comprehension (35%), fluency (30%), and phonemic awareness (27%). The most significant changes observed by Cohort 2 principals (n = 20) were improvement in comprehension (30%), fluency (20%), and vocabulary (15%).

Cohort 1 principals were asked to address the question of the most significant changes observed in K-1 instruction as a result of Reading First. The most frequent responses by principals (n = 35) were:

- Explicit Instruction – instruction was more focused and explicit (29%).
- More focused interventions (14%); and
- Improved writing instructions (9%).

Cohort 1 coaches also commented on the most significant changes observed in K-1 instruction as a result of Reading First. The most frequent responses by coaches (n = 36) were:

- More explicit instruction (19%);
- More implementation of program components (16%);
- More focus on individual students (8%); and
- More consistency and pacing (3%)

Cohort 2 principals were asked to address the question of the most significant changes observed in K-1 instruction as a result of Reading First. The most frequent responses by principals (n = 20) were:

- Structured routines, SBRR methods, explicit instructions in essential elements (45%); and
- Focused interventions for individual needs (10%).

Cohort 2 coaches also commented on the most significant changes observed in K-1 instruction as a result of Reading First. The most frequent responses by coaches (n = 36) were:

- Instruction is more focused, reflecting systematic and explicit instruction methods of SBRR and ARF (67%); and
- Interventions emphasized and planned (6%).

Cohort 1 principals were asked to address the question of the most significant changes observed in grade 2-3 instruction as a result of Reading First. The most frequent responses by principals (n = 33) were:

- Implementing literacy block and increased use of the Arkansas Reading First protocol (21%);
- Focus on comprehension and fluency (12%); and
- Focus on interventions for struggling readers (9%).

Cohort 1 coaches also commented on the most significant changes observed in Grade 2-3 instruction as a result of Reading First. The most frequent responses by coaches (n = 36) were:

- More instruction on comprehension strategies (14%);
- Explicit instructions (11%); and
- Alignment of instruction and better grouping of students (6%).

Cohort 2 principals were asked to address the question of the most significant changes observed in grade 2-3 instruction as a result of Reading First. The most frequent responses by principals (n = 19) were:

- Increased use of explicit instruction and SBRR strategies (63%);
- Teachers are slowly changing behaviors (11%); and
- Interventions for at-risk students (11%).

Cohort 2 coaches also commented on the most significant changes observed in Grade 2-3 instruction as a result of Reading First. The most frequent responses by coaches (n = 38) were:

- More explicit instruction, established routines, structure and focus in literacy on specific areas (50%);
- Focus on fluency through guided reading (8%); and
- Use of assessment to guide instruction and interventions (11%).

#### **4.8 Intervention for Struggling Readers**

Students who are not meeting benchmarks on reading progress monitoring instruments at the beginning or middle of the school year are much more at risk of not meeting the end-of-year benchmarks on outcome assessments. When these students are identified through screening and assessment (as described in the previous section), the Arkansas Reading First model calls for teachers to arrange time within the school day for additional instruction beyond the core reading program that is targeted to the students' specific reading difficulties.

NORMES gathered information about Reading First interventions through three primary sources: (1) Program Profiles; (2) surveys of principals, literacy coaches, and teachers; and (3) student participation in intervention as recorded in the Arkansas Reading First Evaluation Web Site, Intervention Data section. Collectively, these sources provide information and document perceptions about the extent and impact of Reading First interventions. These data sources addressed the following evaluation questions:



- To what extent have Reading First programs offered interventions for students who are not making sufficient progress in reading?
- Do staff see the interventions as effective in meeting the needs of struggling readers?

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

Information provided in the Program Profiles described the interventions planned for students who were not meeting benchmarks in reading. Additional Time-Targeted Instruction was the most frequently reported intervention for Cohort 1 and Cohort 2 schools. Booster Groups was the next most frequently reported intervention for Cohort 1 schools, where as Early Literacy Groups was the next most frequently reported intervention for Cohort 2 schools. **Tables 4-56 and 4-57** show the number of schools planning each type of intervention.

**TABLE 4-56  
INTERVENTION INSTRUCTION OFFERED  
COHORT 1**

INTERVENTIONS OFFERED	NUMBER OF SCHOOLS n=45
Additional Time-Targeted Instruction	44
Early Literacy Group	33
Booster Group	36
Other	26

Source: NORMES, Program Profile section of the Arkansas Reading First Web Site, 2007.

**TABLE 4-57  
INTERVENTION INSTRUCTION OFFERED  
COHORT 2**

INTERVENTIONS OFFERED	NUMBER OF SCHOOLS n=31
Additional Time-Targeted Instruction	31
Early Literacy Group	25
Booster Group	24
Other	16

Source: NORMES, Program Profile section of the Arkansas Reading First Web Site, 2007.

**Tables 4-58 and 4-59** provide information about the intensity of each of the interventions as typically provided.

**TABLE 4-58**  
**AMOUNT OF TIME INTERVENTION INSTRUCTION IS PROVIDED**  
**COHORT 1**

	AVERAGE NUMBER OF MINUTES PER SESSION	AVERAGE NUMBER OF SESSIONS PER DAY PER STUDENT	AVERAGE NUMBER OF SESSIONS PER STUDENT PER WEEK
Booster Group	28	1.2	4.3
Computer Assisted	32	1.0	3.1
Early Literacy Group	29	1.4	4.9
Tutoring	37	1.1	3.8
Additional Time- Targeted Instruction	25	1.3	4.8
Other	23	0.9	4.4

Source: NORMES, Program Profile section of the Arkansas Reading First Web Site, 2007.

**TABLE 4-59**  
**AMOUNT OF TIME INTERVENTION INSTRUCTION IS PROVIDED**  
**COHORT 2**

	AVERAGE NUMBER OF MINUTES PER SESSION	AVERAGE NUMBER OF SESSIONS PER DAY PER STUDENT	AVERAGE NUMBER OF SESSIONS PER STUDENT PER WEEK
Booster Group	29	1.0	5.0
Computer Assisted	35	1.0	2.0
Early Literacy Group	28	1.1	5.4
Tutoring	48	1.1	3.7
Additional Time- Targeted Instruction	23	1.0	4.9
Other	38	1.0	4.4

Source: NORMES, Program Profile section of the Arkansas Reading First Web Site, 2007.

Schools provided interventions during school hours as well as after school. About half of the Cohort 1 schools (49%) offered Additional Time-Targeted Instruction in the classroom, 33 percent offered Booster Groups during the school day but outside the classroom, and 69 percent offered computer-assisted programs after school. Almost half of the Cohort 2 schools (46%) offered Additional Time-Targeted Instruction after school, 71 percent offered Booster Groups after school, and 89 percent offered computer-assisted programs after school. **Tables 4-60 and 4-61** provide more information about when the various interventions were offered.

**TABLE 4-60**  
**WHEN INTERVENTION INSTRUCTION OCCURS**  
**COHORT 1**

	BEFORE SCHOOL	DURING SCHOOL – IN CLASSROOM	DURING SCHOOL – OUTSIDE CLASSROOM	AFTER SCHOOL
Additional Time-Targeted Instruction ( <i>n=39</i> )	3%	49%	18%	31%
Early Literacy Group ( <i>n=20</i> )	--	35%	65%	--
Computer Assisted ( <i>n=38</i> )	--	18%	10%	69%
Booster Group ( <i>n=38</i> )	--	8%	33%	56%
Tutoring ( <i>n=39</i> )	--	15%	31%	54%
Other	--	15%	18%	64%

Source: NORMES, Program Profile section of the Arkansas Reading First Web Site, 2007.

**TABLE 4-61**  
**WHEN INTERVENTION INSTRUCTION OCCURS**  
**COHORT 2**

	BEFORE SCHOOL	DURING SCHOOL – IN CLASSROOM	DURING SCHOOL – OUTSIDE CLASSROOM	AFTER SCHOOL
Additional Time-Targeted Instruction ( <i>n=28</i> )	--	43%	11%	46%
Early Literacy Group ( <i>n=16</i> )	--	63%	37%	--
Computer Assisted ( <i>n=28</i> )	--	7%	4%	89%
Booster Group ( <i>n=28</i> )	--	11%	18%	71%
Tutoring ( <i>n=28</i> )	--	14%	4%	82%
Other	--	4%	11%	82%

Source: NORMES, Program Profile section of the Arkansas Reading First Web Site, 2007.

At Cohort 1 schools, classroom teachers were generally involved in Additional Time-Targeted Instruction, computer-assisted instruction, and tutoring, while certified reading teachers primarily conducted Booster Groups and Early Literacy Groups. At Cohort 2 schools, classroom teachers were generally involved in tutoring and other activities, while certified reading teachers primarily conducted Booster Groups and Early Literacy Groups. Para-professionals conducted 75 percent of Computer Assisted activities. **Tables 4-62 and 4-63** provide information about the types of instructors providing the various interventions.

**TABLE 4-62**  
**TYPE OF INSTRUCTOR PROVIDING INTERVENTION INSTRUCTION**  
**COHORT 1**

	CLASSROOM TEACHER	CERTIFIED READING TEACHER	OTHER SPECIALIZED READING TEACHER	PARA-PROFESSIONAL	VOLUNTEER
Additional Time-Targeted Instruction (n=29)	55%	7%	3%	31%	3%
Early Literacy Group (n=19)	11%	47%	37%	5%	--
Computer Assisted (n=11)	64%	9%	--	18%	9%
Booster Group (n=16)	13%	50%	31%	6%	--
Tutoring (n=25)	44%	--	8%	40%	8%
Other	25%	25%	25%	25%	--

Source: NORMES, Program Profile section of the Arkansas Reading First Web Site, 2007.

**TABLE 4-63**  
**TYPE OF INSTRUCTOR PROVIDING INTERVENTION INSTRUCTION**  
**COHORT 2**

	CLASSROOM TEACHER	CERTIFIED READING TEACHER	OTHER SPECIALIZED READING TEACHER	PARA-PROFESSIONAL	VOLUNTEER
Additional Time-Targeted Instruction (n=15)	33%	20%	7%	33%	7%
Early Literacy Group (n=16)	19%	38%	25%	13%	6%
Computer Assisted (n=4)	25%	--	--	75%	--
Booster Group (n=9)	22%	44%	22%	11%	--
Tutoring (n=11)	64%	9%	9%	18%	--
Other	43%	29%	--	14%	14%

Source: NORMES, Program Profile section of the Arkansas Reading First Web Site, 2007.

Through the surveys, teachers confirmed that a variety of interventions in the form of additional time were provided in the classroom to students reading below grade level. The additional time interventions included:

- additional fluency readings (89% Cohort 1 teachers; 84% Cohort 2 teachers);
- additional phonemic awareness instruction (87% Cohort 1 teachers; 84% Cohort 2 teachers);
- additional targeted phonics lessons (87% Cohort 1 teachers; 87% Cohort 2 teachers);
- additional fluency monitoring (85% Cohort 1 teachers; 76% Cohort 2 teachers); and
- additional guided reading lessons (79% Cohort 1 teachers; 74% Cohort 2 teachers).

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

There was general agreement that schools are providing interventions for struggling readers. Most of the Reading First principals (97% Cohort 1; 100% Cohort 2), coaches

(97% Cohort 1; 95% Cohort 2), and teachers (95% Cohort 1; 94% Cohort 2) indicated that interventions had been provided to students who were not making sufficient progress in reading. The percentages for Cohort 1 were relatively the same as percentage points from last year.

Almost all principals (100% cohort 1; 95% Cohort 2) agreed that interventions were targeted to children's specific reading difficulties as identified by assessments, where as only 92 percent of Cohort 1 and Cohort 2 teachers and most coaches (87% Cohort 1; 95% Cohort 2) agreed.

Most principals (97% Cohort 1; 90% Cohort 2), coaches (89% Cohort 1; 93% Cohort 2), and teachers (93% Cohort 1; 94% Cohort 2) indicated that the interventions had been effectively aligned to the core reading program instruction.

Most staff agreed that interventions in the form of additional time were provided to struggling readers (all of Cohort 1 and Cohort 2 principals; 96% of Cohort 1 coaches and 97% of Cohort 2 coaches; 96% of Cohort 1 teachers and 99% of Cohort 2 teachers), and that interventions provided more explicit instruction (97% of Cohort 1 principals and all Cohort 2 principals; 88% of Cohort 1 coaches--down from 93% last year and 95% of Cohort 2 coaches; 94% of Cohort 1 teachers and 96% of Cohort 2 teachers). As to whether achievement data from progress monitoring were used effectively staff reported the following:

- achievement data were used to evaluate the effectiveness of interventions (92% of Cohort 1 principals and 95% of Cohort 2 principals; 85% of Cohort 1 coaches and 92% of Cohort 2 coaches; and 98% of Cohort 1 teachers and 97% of Cohort 2 teachers agreed), and
- achievement data were used to adjust intensity of the interventions (91% of Cohort 1 principals and 90% of Cohort 2 principals; 72% of Cohort 1 coaches and 84% of Cohort 2 coaches; and 95% of Cohort 1 teachers and 97% of Cohort 2 teachers agreed). A substantial percent of Cohort 1 (28%) coaches and Cohort 2 (13%) coaches disagreed.

In terms of interventions with special populations, almost all principals (100% Cohort 1 and 95% Cohort 2) felt that students with disabilities and other special needs received effective interventions. Most teachers and coaches also agreed (91% of Cohort 1 teachers and 94% of Cohort 2 teachers; 85% of Cohort 1 coaches and 90% of Cohort 2 coaches). There was less agreement in terms of interventions with the limited English proficiency (LEP) population. For students with limited LEP, 94% of Cohort 1 principals and 76% of Cohort 2 principals (24% of Cohort 2 principals indicating "Don't Know"), and 65% of Cohort 1 coaches (13% indicated "Don't Know") and 68% of Cohort 2 coaches (27% indicated "Don't Know") agreed that effective interventions were provided for LEP students. About 84% of Cohort 1 (compared with 95% last year; 15% indicated "Don't Know") and 76% of Cohort 2 (19% indicated "Don't Know") teachers agreed.

As part of the student data collection, intervention data were tracked to a limited extent. From the database of 21,488 students, a total of 11,534 students were reported as having at least one intervention. A slightly larger percentage of students receiving interventions were in kindergarten (30% Cohort 1; 27% Cohort 2) or first grade (28% Cohort 1; 29% Cohort 2) as compared to the percent of students receiving intervention

who were in second (23% Cohort 1; 24% Cohort 2) or third grade (19% Cohort 1; 21% Cohort 2).

Overall, the predominant intervention reported was Additional Time-Targeted Instruction. Chapter 5.0 provides additional information about interventions provided to struggling (at-risk) Reading First students.

**Tables 4-64 and 4-65** provide a breakdown of the type and intensity of interventions provided to students at the various grades.

**TABLE 4-64  
SUMMARY OF INTERVENTION ACTIVITY IN  
ARKANSAS READING FIRST SCHOOLS: 2006–07  
COHORT 1**

<b>INTERVENTION TYPES BY GRADE</b>	<b>NUMBER OF STUDENTS</b>	<b>AVERAGE NUMBER OF WEEKS PER INTERVENTION</b>
<b>Kindergarten (30%)</b>		
Early Literacy Group	103	12.6
Booster Group	58	8.7
Add'l. Time-Target Inst.	773	34.2
Other (Additional Time)	313	18.7
<b>First Grade (28%)</b>		
Early Literacy Group	270	20.5
Booster Group	64	9.7
Add'l. Time-Target Inst.	660	33.3
Other (Additional Time)	318	19.9
<b>Second Grade (23%)</b>		
Early Literacy Group	74	18.0
Booster Group	276	21.0
Add'l. Time-Target Inst.	678	33.2
Other (Additional Time)	207	20.4
<b>Third Grade (19%)</b>		
Early Literacy Group	54	11.4
Booster Group	154	17.1
Add'l. Time-Target Inst.	513	31.4
Other (Additional Time)	178	17.5
<b>Total (100%)</b>		

Source: NORMES, Arkansas Reading First Evaluation Web Site, Student Intervention Data section, 2007.

\* Total of students by grade are unduplicated counts.

\*\* Totals by intervention type may include duplicated counts as one student may participate in more than one intervention.

**TABLE 4-65**  
**SUMMARY OF INTERVENTION ACTIVITY IN**  
**ARKANSAS READING FIRST SCHOOLS: 2006–07**  
**COHORT 2**

INTERVENTION TYPES BY GRADE	NUMBER OF STUDENTS	AVERAGE NUMBER OF WEEKS PER INTERVENTION
<b>Kindergarten (27%)</b>		
Early Literacy Group	99	16.4
Booster Group	28	15.5
Add'l. Time-Target Inst.	280	35.2
Other (Additional Time)	85	24.1
<b>First Grade (29%)</b>		
Early Literacy Group	115	15.8
Booster Group	9	6.3
Add'l. Time-Target Inst.	380	33.9
Other (Additional Time)	118	22.7
<b>Second Grade (24%)</b>		
Early Literacy Group	50	20.5
Booster Group	14	17.1
Add'l. Time-Target Inst.	324	35.0
Other (Additional Time)	65	27.6
<b>Third Grade (21%)</b>		
Early Literacy Group	19	19.8
Booster Group	--	--
Add'l. Time-Target Inst.	298	35.6
Other (Additional Time)	64	27.3
<b>Total (100%)</b>		

Source: NORMES, Arkansas Reading First Evaluation Web Site, Student Intervention Data section, 2007.

\* Total of students by grade are unduplicated counts.

\*\* Totals by intervention type may include duplicated counts as one student may participate in more than one intervention.

#### **4.9 Concerns and Recommendations of Staff in Reading First Schools**

Reading First implementation has now completed four full years, incorporating an extensive amount of formal professional development as well as job-embedded professional development through the coaching model. At this point, school staff can be expected to offer critical reflections about their own abilities in key areas and the performance of their students. The implementation survey contained a section for school staff to express their concerns about Reading First implementation and their recommendations for improving the initiative. The survey contained items to address the following questions:

- To what extent do teachers, coaches, and principals express concern versus confidence about factors relating to knowledge of SBRR, Reading First implementation, and progress in student performance?
- What recommendations do school staff offer to improve Arkansas Reading First to achieve the goal of having all children reading by third grade?



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

The NORMES survey contained a set of items designed to identify the level of concern/confidence school staff had about factors relating to SBRR, Reading First implementation, and progress in student performance. Principals, coaches, and teachers were asked to rate their level of concern for a set of 17-18 items. A seven-point scale anchored as “worried” to “concerned” to “comfortable” to “confident” was used to rate each item. For principals and coaches, this was the second administration of the concerns scale. For teachers, this was the fourth administration of the concerns scale. (Note, items on this survey varied somewhat across years.)

Combining the top three scale scores into one category of “comfortable to very confident,” 80 percent or more expressed a high degree of comfortableness in the following areas, presented by group:

- Cohort 1 Principals
  - reactions from teachers about the feedback I have provided (88%);
  - knowledge about how to manage students during the literacy block (88%);
  - working with the literacy team to improve instruction and assessment (88%);

Cohort 2 principals did not express a high degree of comfortableness in any area. However, they did express being most comfortable with knowledge about how to manage students during the literacy block (77%) and support from PDA and other state staff (70%).

Fewer than half of the Cohort 1 principals expressed a high degree of comfortableness that they had sufficient time to complete nonacademic tasks related to Reading First (40% this year; down from 50% last year), sufficient time for classroom observations (36% this year; down from 46% last year), sufficient knowledge about the progress students were making in reading (48% this year; down from 67% last year) and writing (36% this year; down from 57% last year), and the ability of student’s parents to support literacy development at home (20% this year).

- Cohort 1 Literacy coaches
  - knowledge about how to manage students during the literacy block (100%);
  - knowledge about how to use the core reading program (87%);
  - knowledge about how to use assessment to modify instruction to match students’ needs (87%);
  - skill at critically observing literacy instruction (86%);
  - knowledge about how to teach reading using SBRR strategies (90%);

- support from PDA and other state staff (86%);
- working with the literacy team to improve instruction and assessment (85%); and
- time for classroom observations (82%).

Fewer than half of the Cohort 1 coaches expressed a high degree of comfortableness that they had knowledge of progress students were making in reading (43%) and the ability of student's parents to support literacy development at home (24%).

- Cohort 2 Literacy coaches
  - knowledge about how to manage students during the literacy block (83%);
  - knowledge about how to use the core reading program (90%);
  - knowledge about how to use assessment to modify instruction to match students' needs (80%); and
  - working with the literacy team to improve instruction and assessment (90%);

Fewer than half of the Cohort 2 coaches expressed a high degree of comfortableness that they had knowledge of progress students were making in writing (35%), the ability of student's parents to support literacy development at home (27%), and knowledge of how student's performance reflects on the literacy coach (45%).

- Cohort 1 Teachers
  - using feedback from the literacy coach to improve instruction and assessment (92%);
  - applying professional development to improve instruction (89%);
  - working with literacy team to improve instruction and assessment (91%);
  - receiving feedback from the literacy coach (90%);
  - ability to use the core reading program (85%);
  - receiving feedback from the PDA (81%); and
  - ability to manage students during the literacy block (80%)

Fewer than half of the Cohort 1 teachers expressed a high degree of comfortableness in having sufficient time to complete nonacademic tasks related to Reading First (33%), having sufficient time to cover other academic areas (33%), having time to do required literacy-related teaching tasks (45%), and the ability of student's parents to support literacy development at home (35%).

- Cohort 2 Teachers
  - using feedback from the literacy coach to improve instruction and assessment (83%);
  - applying professional development to improve instruction (86%);
  - working with literacy team to improve instruction and assessment (85%);
  - receiving feedback from the literacy coach (83%); and
  - ability to use the core reading program (82%);

Fewer than half of the Cohort 2 teachers expressed a high degree of comfortableness in having sufficient time to complete nonacademic tasks related to Reading First (41%), having sufficient time to cover other academic areas (39%), and the ability of student's parents to support literacy development at home (46%).

**4.9.2 What recommendations do school staff offer to improve Arkansas Reading First to achieve the goal of having all children reading by third grade?**

Through the survey, principals, coaches, and teachers offered recommendations for improving Arkansas Reading First. At least five out of the six groups offered the following recommendations:

- More parental involvement and support
- More professional development and training on ARF methods, instruction and interventions

Cohort 1 principals added three additional recommendations:

- Provide additional literacy coach or interventionists
- More flexibility in literacy block
- More opportunity and focus on writing

Cohort 1 coaches added four additional recommendations:

- More interventionist at each school
- Accountability for principals and supervisors
- Smaller class sizes
- More time for teacher observation

Cohort 1 teachers added three additional recommendations:

- More time for instruction and learning
- More support from interventionists
- Smaller class sizes

Cohort 2 principals added two additional recommendations:

- More implementation time
- More materials and supplies

Cohort 2 coaches added three additional recommendations:

- More principal support
- More flexibility in literacy block
- More time and training for planning with teachers

Cohort 2 teachers added three additional recommendations:

- More time for instruction and learning
- More flexibility in literacy block
- Smaller class sizes

## **5.0 STUDENT OUTCOMES**

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## 5.0 STUDENT OUTCOMES

This chapter presents student outcome data gathered during the 2006–07 school year, the fourth year of implementation of the Arkansas Reading First Program.

### 5.1 Focus of Analysis

The 2006–07 evaluation focused the effectiveness of the program in reaching the goal of having all students reading on grade level by the end of grade three. The third graders of 2007 represented the first class of students to have had access to SBRR in the coaching model from kindergarten entry. In addition, the change in student performance from the beginning to the end of the year (progress monitoring) and the status of student performance in terms of grade-level benchmarks and standardized test scores at the end of the year (outcome assessment) were evaluated. Student performance was examined across years on end of year reading scores from 2003-2004 through 2006-2007.

#### 5.1.1 Evaluation Questions

The analysis of outcome data addressed the following evaluation questions:

- Did Arkansas Reading First schools close the reading achievement gap between Reading First and non-Reading First schools on the Arkansas Grade Three Literacy Benchmark Exam?
- What were the characteristics of students in Reading First schools in terms of gender, race/ethnicity, eligibility for Free/Reduced Lunch, English Language Learner (ELL) placement, and Special Education placement?
- What percentage of K-3 students achieved grade-level benchmarks on progress monitoring indicators during the school year?
- What percentage of K-3 students achieved proficiency on outcome measures at the end of the school year?
- How did schools vary in terms of the percentage of K-3 students achieving proficiency on outcome measures?
- How did the reading achievement for Arkansas K-3 students compare to national norms (using average NCE on ITBS)?
- What were the differences in performance on outcome measures by gender and by race/ethnic categories?
- How did subgroups of students (ethnicity, Free/Reduced Lunch eligibility, ELL placement, Special Education placement) perform on outcome measures?
- Overall, what impact has Arkansas Reading First had on improving reading performance of students in grades 1 through 3 who were reading below grade level (as evidenced by comparison of 2003–04, 2004–05, 2005-06 and 2006-

07 scores; percentage at or above the 40<sup>th</sup> percentile and below the 25<sup>th</sup> percentile, and average Standard Scores on ITBS Reading Comprehension)?

- Which schools made the most gains in improving reading performance in grades 1 through 3 (combined) (as defined by percentage at or above the 40<sup>th</sup> percentile on ITBS Reading Comprehension, comparing 2003–04, 2004–05, 2005–06, and 2006–07)?
- To what extent were at-risk students (defined by DIBELS) provided interventions?

### **5.1.2 Performance Data Sources**

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

- Arkansas Primary Literacy Benchmark Exam Grade Three (ABE)
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Iowa Test of Basic Skills (ITBS)

Questar, Inc. provided the student-level ABE data file for all schools' literacy scores. School staff administered the DIBELS assessments and reported the scores on the Arkansas Evaluation Web site. NORMES maintained the database and conducted the data analysis. For the ITBS, NORMES obtained the student data set from Riverside Publishing via the Arkansas Department of Education (ADE) then conducted the data analysis.

### **Arkansas Primary Literacy Benchmark Exam**

The Arkansas Department of Education administers the Arkansas Primary Literacy Benchmark Exam (ABE) annually as the criterion-referenced exam for determining student progress in meeting grade level academic content standards. This standardized exam has been administered at grade three beginning in 2005 through the present. Results of this exam are utilized to calculate NCLB and Arkansas mandated school and district accountability statuses. In addition, the ABE is used to determine student accountability for meeting annual academic progress standards. Schools and districts who do not make adequate yearly progress as defined by the Arkansas Accountability workbook are listed as schools in need of improvement. Students who do not meet grade level standards (score of proficient or advanced) on the exam must complete an intervention plan designed to ensure the student meets grade level expectations by the following year's ABE.

NORMES has longitudinal and cross-sectional data stores of the ABE for Arkansas schools dating back to 1998. However, the exam was restructured for the 2005 administration to provide a vertical moderation of scaled scores to allow Arkansas to apply for a pilot growth model for NCLB. The rescaling and standard setting of the 2005 ABE allows for calculation of individual student growth trajectories toward proficiency by grade eight. Due to the changes in the exam in 2005, only the 2005–2007 scores are comparable for analyses of mean scaled scores and achievement gap analyses.

The ABE was designed to measure students' proficiency on grade level academic content standards and student learning expectations as defined in the Arkansas Curriculum Frameworks for English Language Arts. The exam includes eight multiple choice questions and one constructed response question for each of three reading passages. The reading selections represent three types of passages: literary, content and practical. Students are expected to



demonstrate grade level knowledge and skills in reading comprehension to select correct answers for the multiple choice items, and to utilize the reading passage to construct a written response to the single constructed response item. Constructed answers are scored on the fidelity of the response to the question and details in the passage, rather than the students' writing skills. In addition, the ABE includes two writing prompts for student response. Students are expected to respond to the prompts with grade level appropriate written composition. Students' written compositions are scored using the Arkansas Writing Rubric.

Students receive a raw score for reading and writing and a composite scaled score representing literacy proficiency. A standard setting committee worked with the Technical Advisory Committee to determine proficiency classification cut scores for the exam. Students are classified into four categories: Below Basic, Basic, Proficient and Advanced based on the cut scores. A classification of proficient or above is representative of grade level performance. The performance classes are described below:

- Below Basic—insufficient skills in reading, writing or math to master the basic grade level content standards.
- Basic—substantial skills in reading, writing or math, but only partial demonstration of ability to apply these skills.
- Proficient—solid academic performance for the grade tested, including the ability to apply grade level skills in reading, writing and math to solve problems and connect ideas in new contexts.
- Advanced—superior performance beyond proficiency in reading, writing and math including the ability to solve complex problems, connect abstract ideas, and support explanations and arguments.

Scaled score cut points were established to delineate student performance classes based on scaled score. The cut points for literacy are provided in Table 1.

**Table 5-1  
Literacy Raw and Scaled Scores and Performance Class Cut Points**

Grade	Basic		Proficient		Advanced	
	Raw	Scale	Raw	Scale	Raw	Scale
3	48	330	65	500	80	654

Validity and reliability statistics for the Arkansas Grade Three Literacy Benchmark Exam for 2005 - 2007 are available upon request from the Arkansas Department of Education.

Given four years of full implementation of Reading First, it is timely to evaluate the effectiveness of the program on reaching the goal of having all students reading on grade level by the end of grade three as measured by the ABE. The third graders of 2007 represent the first class of students to have had access to SBRR in the coaching model beginning with their entry to kindergarten.

## DIBELS

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

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

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

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

**Word Use Fluency.** DIBELS Word Use Fluency (WUF) is administered from the beginning of kindergarten through the end of third grade. The test assesses the student's ability to use words presented by the examiner in a sentence. No national benchmarks have been established for WUF. For purposes of Arkansas Reading First evaluation, proficiency was set at the 40<sup>th</sup> percentile, calculated on 2006–07 Arkansas Reading First students.

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

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

## Iowa Test of Basic Skills (ITBS)

The Reading First schools used the ITBS to assess K-3 student achievement in reading and language skills at the end of the year.<sup>2</sup> The Reading First assessment plan focused on the Language Total subtest, the Vocabulary subtest, and the Reading Comprehension subtest. A description of these subtests appears below, as provided by Riverside Publishing at (<http://www.riverpub.com/products/itbs/details.html#tests>).

**Language.** The Language tests at Levels 5 and 6 measure students' understanding of how language is used to express ideas. Skills assessed include the use of prepositions, comparatives and superlatives, and singular-plural distinctions. Questions are presented orally as scenarios; students choose one of three picture responses. At Levels 7 and 8, the teacher reads one or more sentences aloud while the students look for a mistake in spelling, capitalization, punctuation, or usage. The items at these levels represent a bridge between the emphasis on oral language in Levels 5 and 6 and the emphasis on written language in Levels 9 through 14.

**Vocabulary.** The Vocabulary test assesses students' breadth of vocabulary and is a useful indicator of overall verbal ability. At Levels 5 and 6, the focus is on listening vocabulary. Students hear a word, sometimes used in a sentence, and choose one of three pictures. Levels 7 and 8 measure reading vocabulary. A picture or written word is followed by a set of written responses. At Levels 9 through 14, each question presents a word in the context of a short phrase or sentence.

Students select the answer that has the same meaning as the target word. At all levels, words tested represent general vocabulary rather than the specialized vocabulary used in subject matter areas.

**Reading Comprehension.** At Level 6, the subtest measures students' ability to read words in isolation and to use context and picture cues for word identification. There are also sentence and story comprehension questions. At Levels 7 and 8, students answer questions about a picture that tells a story and demonstrate their comprehension of sentences and stories. At Level 9, the subtest consists of reading passages of varying length and difficulty. At each level, there is at least one narrative, a poem, and at least one passage each about a science and social studies topic.

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<sup>2</sup> Kindergarten students were assessed at Level 5 in Language. First grade students were assessed at Level 7, second grade students at Level 8 in Vocabulary and Reading Comprehension, and third grade students at Level 9 in Reading Comprehension.

### 5.1.3 Analysis Methods

To assess the impact of the Arkansas Reading First program (ARF) on narrowing the literacy achievement gap an initial trend analysis was conducted to determine progress of ARF and non-ARF schools in increasing the percentage of students scoring at a proficient or advanced level on the ABE for 2005, 2006 and 2007 assessments.

In addition to tracking changes in schools' grade three proficiency levels, the mean scaled scores for literacy were calculated for ARF and non-ARF schools in Arkansas for each of the three years. The literacy achievement gaps were analyzed by calculating effect sizes based on the mean difference in scaled scores for ARF and non-ARF schools for each year. The formula utilized for calculation of effect sizes is:

$$d = (\mu_1 - \mu_2) / \sigma_{\text{pooled}}$$

where  $\mu_1$  is the cohort mean,  $\mu_2$  is the state mean, and  $\sigma_{\text{pooled}}$  is the pooled standard deviation.

The effect size represents the gap in performance between the two groups. A reduction in the effect size over time would constitute a reduction in the achievement gap between ARF students and non-ARF students. Effect sizes for 2005, 2006 and 2007 should decrease over the three years if Reading First strategies are closing the gap. Given that 0.2, 0.5, and 0.8 are considered small, moderate and large effect sizes, reduction of the reading achievement gap by 0.25 as measured by effect size would be considered success.

In addition to the trend analysis of effect size changes comparing mean scaled scores for ARF and non-ARF schools in Arkansas, a trend analysis was conducted of the effect size changes comparing mean scaled scores in grade three literacy for Reading First schools to a matched comparison group of non-Reading First Title I schools. Non-Reading First Title 1 schools were matched on geographic region and student enrollment and demographic characteristics. This matched comparison group was utilized to control for the plausible alternate explanation of regression toward the mean that results when groups are selected based on their extreme scores. Although a comparison group was used, the lack of a randomization in assignment of schools to ARF or non-ARF status indicates results must be interpreted with caution.

Analysis of **reading performance by subgroups** was conducted using a similar methodology to determine if subgroups within Arkansas Reading First schools experienced differential results. The demographic data allowed for the analysis of performance to be disaggregated by gender and race/ethnicity, as well as for special student populations, including English Language Learners and students eligible for Special Education to assess the possibility of differential impact on subgroups

In addition to the effect size analysis, the performance data were analyzed in terms of the number and percentage of students who attained proficiency in the particular literacy skill measured by the DIBELS and ITBS assessments. The analysis is organized into three sections. First, effect size analysis is reported. Second, progress during the year is presented, comparing performance at the beginning or middle of the year to performance at the end of the year for students at all Reading First schools combined (progress monitoring). Third, end-of-year performance on ITBS is presented. For each outcome assessment, NORMES calculated both statewide student performance and school level performance in terms of number and percentage achieving proficiency as well as the average score. Results for 2006–07 are

presented in charts as well as in tables that contrast results with 2003–04, 2004-05 and 2005-06. The tables display statewide results and the results for individual schools. Each table shows the numbers of students assessed. Since all students should have been assessed for each school, this number should be close to the number of students at that grade level.

Data for the ITBS were disaggregated by subgroups based on gender, ethnicity, ELL placement, Special Education placement and Free/Reduced Lunch eligibility. Data for subgroups are presented as state-level data only, not by individual school.

Schools are not identified by name in this public report, but rather are represented by numbers in the tables. The numbering of schools has no other meaning within or between tables, although ADE has been provided with information to identify the schools in each table. Dissemination of the identifying information is up to the discretion of ADE.

Preceding the student performance data sections is a description of Arkansas Reading First student characteristics. This information provides a context within which to better understand the performance of students and the variation of performance across schools.

### **Description of Student Characteristics**

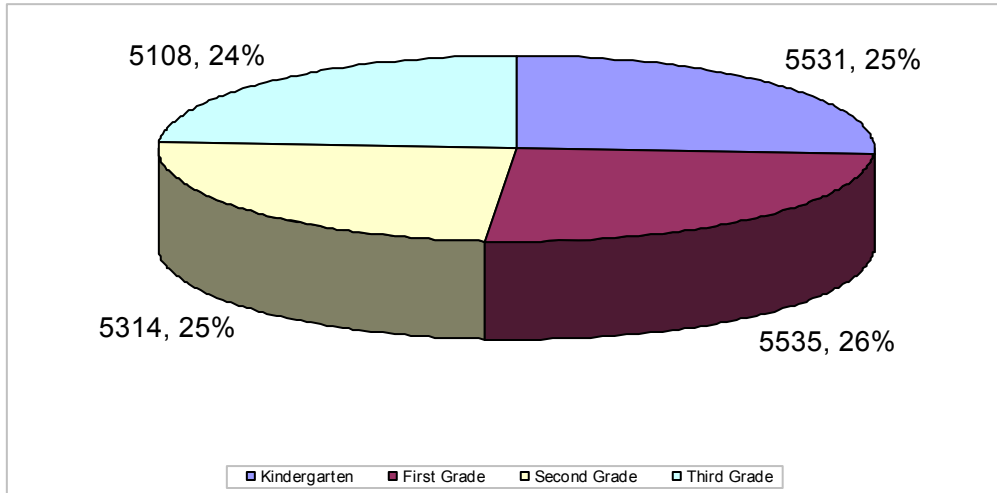
During 2006–07, 21,488 K-3 students in the 89 schools took part in the Arkansas Reading First assessments.<sup>3</sup> **Figures 5-1** through **5-6** present a summary of the student characteristics.

- Students were evenly distributed by grade, with about one-fourth in each grade. The number of students ranged from 5,107 students in third grade to 5,533 first grade students.
- Gender was evenly distributed, with 51 percent male and 49 percent female.
- Students were predominately minority in race/ethnic make-up. Forty-five percent of the Arkansas Reading First students were African- American, while White students made up 35 percent of the total.
- More than three-fourths (76%) were eligible for Free/Reduced Lunch.
- Less than five percent (4.7%) were classified as English Language Learners.
- Most (92%) students were in regular education placements, but eight percent were classified as Special Education.

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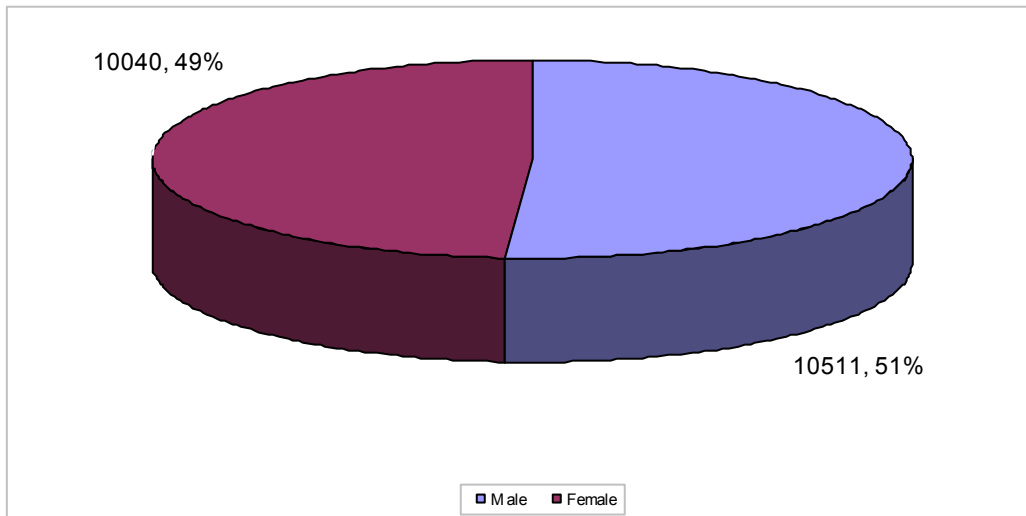
<sup>3</sup> Source: Arkansas Reading First Evaluation Database developed and maintained by NORMES.

**Figure 5-1**  
**STUDENTS BY GRADE LEVEL: 2006-07**



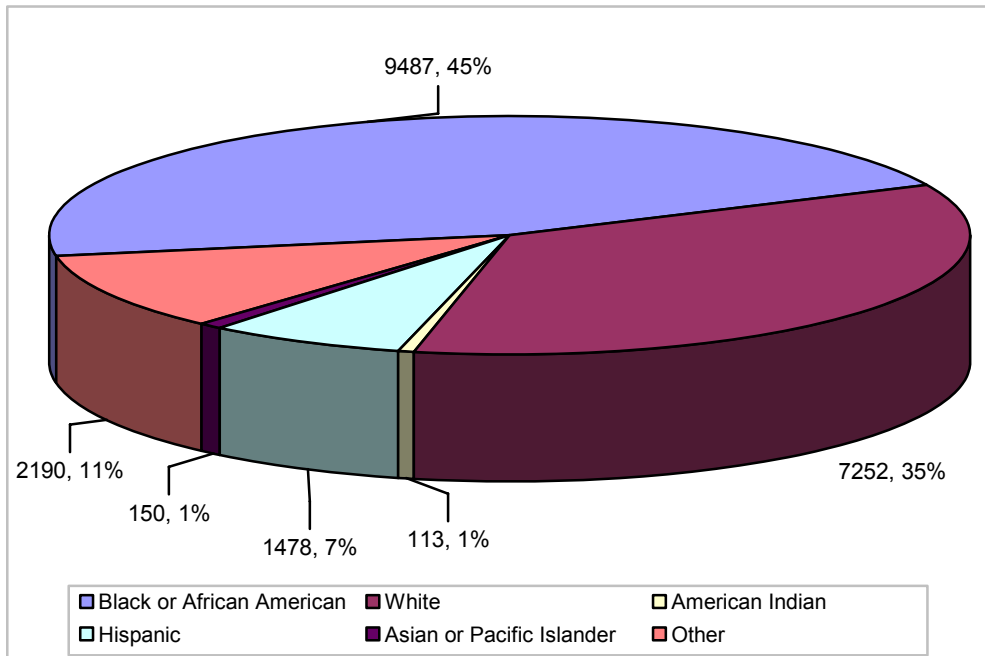
Source: NORMES, Arkansas Reading First Evaluation, Student Demographic Data, 2007.

**Figure 5-2**  
**STUDENTS BY GENDER: 2006-07**



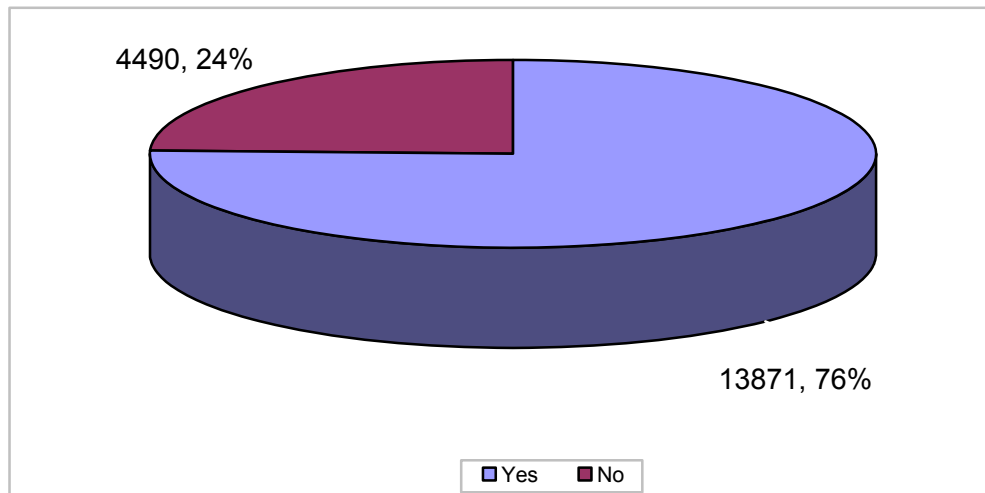
Source: NORMES, Arkansas Reading First Evaluation, Student Demographic Data, 2007. 937 students were missing a gender indicator.

**Figure 5-3**  
**STUDENTS BY RACE/ETHNICITY: 2006-07**



Source: NORMES, Arkansas Reading First Evaluation, Student Demographic Data, 2007. 1,033 students were missing a race indicator.

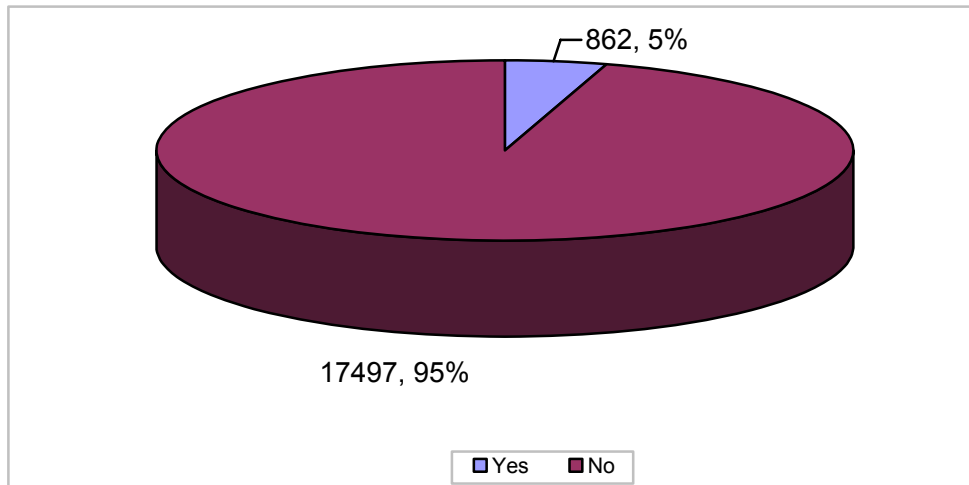
**Figure 5-4**  
**STUDENTS BY FREE/REDUCED LUNCH ELIGIBILITY: 2006-07**



Source: NORMES, Arkansas Reading First Evaluation, Student Demographic Data, 2007. 6,490 students were missing a FRLP indicator.

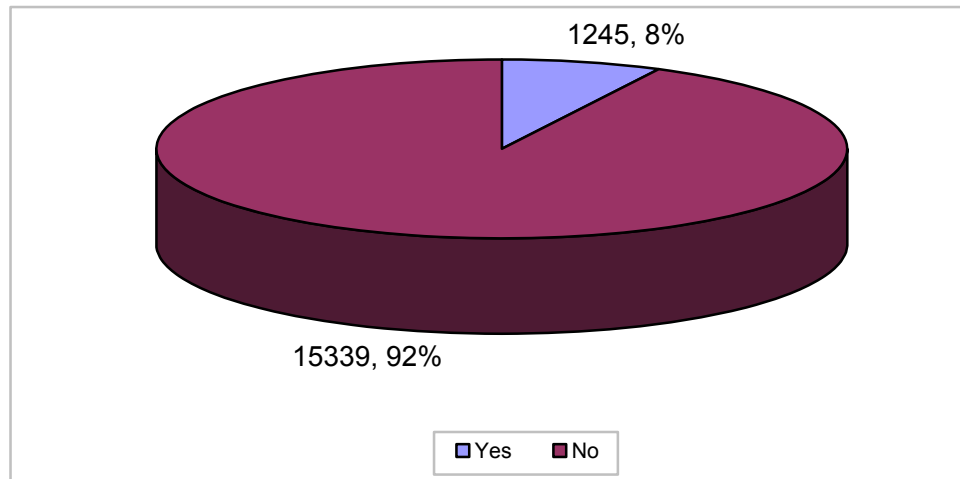


**Figure 5-5**  
**STUDENTS BY ENGLISH LANGUAGE LEARNER PLACEMENT: 2006-07**



Source: NORMES, Arkansas Reading First Evaluation, Student Demographic Data, 2007. 6,486 students were missing an ELL indicator.

**Figure 5-6**  
**STUDENTS BY SPECIAL EDUCATION PLACEMENT: 2006-07**



Source: NORMES, Arkansas Reading First Evaluation, Student Demographic Data, 2007. 4,904 students were missing a Special Education indicator.

## 5.2 Configuration of Grades by School Group

Eighty-nine schools were Arkansas Reading First-funded during 2006-07. **Table 5-2b** shows the configuration of grades by school for the 64 funded Cohort 1 schools since 2003-04. Schools marked with a \* were not funded during the 2006-07 school year. **Table 5-2c** shows the configuration of grades by school for the 38 funded Cohort 2 schools since 2006-07. The schools are configured as follows:

Table 5-2a  
CONFIGURATION OF GRADES BY SCHOOL

School Configuration	Number of Cohort 1 Schools	Number of Cohort 2 Schools
Kindergarten only	3	1
K – Grade One	2	2
K – Grade Two	4	1
K – Grade Three	43	29
Grade One & Two	1	1
Grade One – Three	5	0
Grade Two – Three	1	2
Grade Three only	5	2

Table 5-2b  
CONFIGURATION OF GRADES BY SCHOOL  
COHORT 1: 2006-07

SCHOOL	Kindergarten	First Grade	Second Grade	Third Grade	Not Funded 06/07
1	✓	✓			*
2	✓	✓	✓	✓	
3	✓	✓	✓	✓	
4	✓	✓	✓	✓	
5	✓	✓	✓	✓	*
6	✓	✓			
7			✓	✓	
8	✓	✓	✓	✓	
9	✓	✓	✓	✓	*
10	✓	✓	✓	✓	
11	✓	✓	✓	✓	
12	✓	✓	✓	✓	*
13	✓	✓	✓	✓	
14	✓	✓	✓	✓	
15	✓	✓	✓	✓	*
16	✓	✓	✓	✓	
17	✓	✓	✓	✓	
18		✓	✓	✓	
19		✓	✓	✓	
20		✓	✓	✓	
21	✓				
22	✓	✓	✓	✓	
23	✓	✓	✓	✓	
24	✓	✓	✓	✓	*
25	✓	✓	✓	✓	
26	✓				*
27	✓	✓	✓		
28				✓	
29	✓	✓	✓		
30				✓	
31	✓	✓	✓	✓	
32	✓	✓	✓	✓	
33	✓	✓	✓	✓	
34	✓	✓	✓	✓	
35	✓	✓	✓	✓	
36	✓	✓	✓	✓	*

SCHOOL	Kindergarten	First Grade	Second Grade	Third Grade	Not Funded 06/07
37	✓	✓	✓	✓	
38	✓	✓	✓	✓	
39	✓	✓	✓	✓	
40	✓	✓	✓	✓	
41	✓	✓	✓		
42				✓	
43	✓	✓	✓	✓	
44	✓	✓	✓	✓	*
45	✓	✓	✓	✓	
46	✓	✓	✓	✓	
47	✓	✓	✓	✓	
48	✓	✓	✓	✓	*
49	✓	✓	✓	✓	
50		✓	✓	✓	
51				✓	
52	✓				
53		✓	✓		
54		✓	✓	✓	*
55	✓	✓	✓	✓	*
56	✓	✓	✓	✓	*
57	✓	✓	✓	✓	
58	✓	✓	✓	✓	
59	✓	✓	✓	✓	
60	✓	✓	✓	✓	
61	✓	✓	✓	✓	
62	✓	✓	✓	✓	
63	✓	✓	✓		
64				✓	

Source: Arkansas Department of Education, 2007

Table 5-2c  
 CONFIGURATION OF GRADES BY SCHOOL  
 COHORT 2: 2006-07

SCHOOL	Kindergarten	First Grade	Second Grade	Third Grade
1	✓	✓	✓	✓
2				✓
3	✓			
4		✓	✓	
5	✓	✓		
6			✓	✓
7	✓	✓	✓	✓
8	✓	✓	✓	✓
9	✓	✓	✓	✓
10	✓	✓	✓	✓
11	✓	✓	✓	✓
12	✓	✓	✓	✓
13	✓	✓	✓	✓
14	✓	✓	✓	✓
15	✓	✓	✓	✓
16	✓	✓	✓	✓
17	✓	✓	✓	✓
18	✓	✓	✓	✓
19	✓	✓	✓	
20				✓
21	✓	✓	✓	✓
22	✓	✓	✓	✓
23	✓	✓	✓	✓
24	✓	✓	✓	✓
25	✓	✓	✓	✓
26	✓	✓	✓	✓
27	✓	✓	✓	✓
28	✓	✓	✓	✓
29	✓	✓	✓	✓
30	✓	✓	✓	✓
31	✓	✓	✓	✓
32	✓	✓	✓	✓
33	✓	✓	✓	✓
34	✓	✓	✓	✓
35	✓	✓	✓	✓
36	✓	✓	✓	✓
37	✓	✓		
38			✓	✓

Source: Arkansas Department of Education, 2007

### 5.3 Closing the Reading Achievement Gap

This section seeks to provide information leading to a better understanding of the reading achievement gap between schools participating in the ARF program and schools that are not participating in the ARF program. This information will be addressed through the following question:

- How did students perform on the Arkansas Literacy Benchmark Exam in grade three?
- How did Reading First schools perform relative to the other schools in the state?
- Are the ARF subgroups closing the gap with non-ARF subgroups?

Since the primary goal of the Arkansas Reading First program is to have students' proficient in reading by the end of their third grade year, the Arkansas Literacy Benchmark exam will be used as the primary outcome measure. Therefore, it was necessary to examine the difference in achievement between schools participating in the Arkansas Reading First program and schools that are not participating in the Arkansas Reading First program. In addition, a matched comparison group was created and the differences in achievement were analyzed to better understand the outcomes for ARF schools. To answer the question posed in this evaluation, effect size analyses were conducted.

The most commonly reported standardized difference effect sizes are Glass's  $g'$ , Cohen's  $d$ , Thompson's "corrected"  $d$ , and  $\eta^2$  or correlation ratio (Thompson, 2002). This evaluation employed Cohen's  $d$  because it is the most appropriate measure of effect size when comparing the differences between two groups. Cohen's  $d$  is calculated by subtracting the mean of group 1 from the mean of group 2, and dividing by the pooled standard deviation (Cohen, 1962).

$$d = ( \bar{X}_{\text{group 2}} - \bar{X}_{\text{group 1}} ) / S_{\text{pooled}}$$

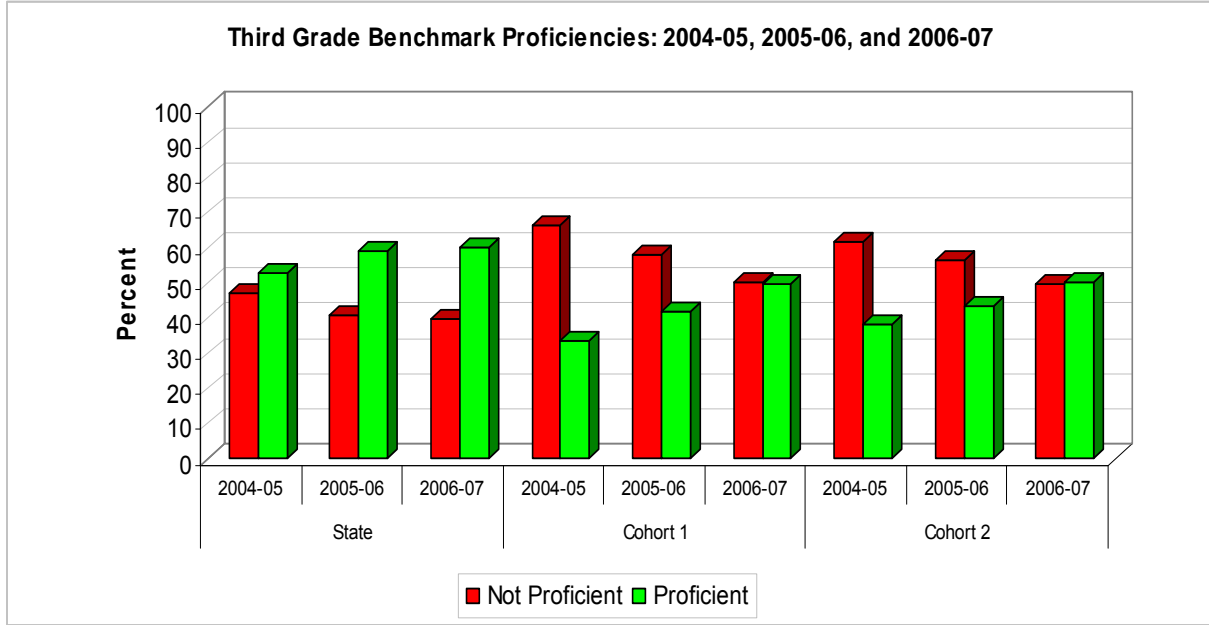
However, Cohen (1962) suggested that if the pooled standard deviation was unavailable, researchers should use the control group's standard deviation.

Since Cohen's  $d$  effect size estimate is a measure of standardized differences, the size of the effect can therefore be interpreted in terms of standard deviations. For example, a Cohen's  $d$  value of 0.33 indicates that the two groups under investigation differ by one-third of a standard deviation on the outcome measure. Cohen's  $d$  is also easily translated into percentages and percentile ranks (Coe, 2002), as well as compared to other effect size indices such as  $r^2$  (Becker, 2007). Cohen (1988) initially suggested a tentative guideline for interpreting Cohen's  $d$  stating that effect size estimate values around 0.20 are considered small, effect size estimate values around 0.50 are considered medium, and effect size estimate values around 0.80 are considered large. However, as Cohen (1990) and Thompson (2001, 2006) point out, these tentative guidelines are arbitrary and researchers must identify their own effect size benchmarks based on previous research in their particular field of interest.

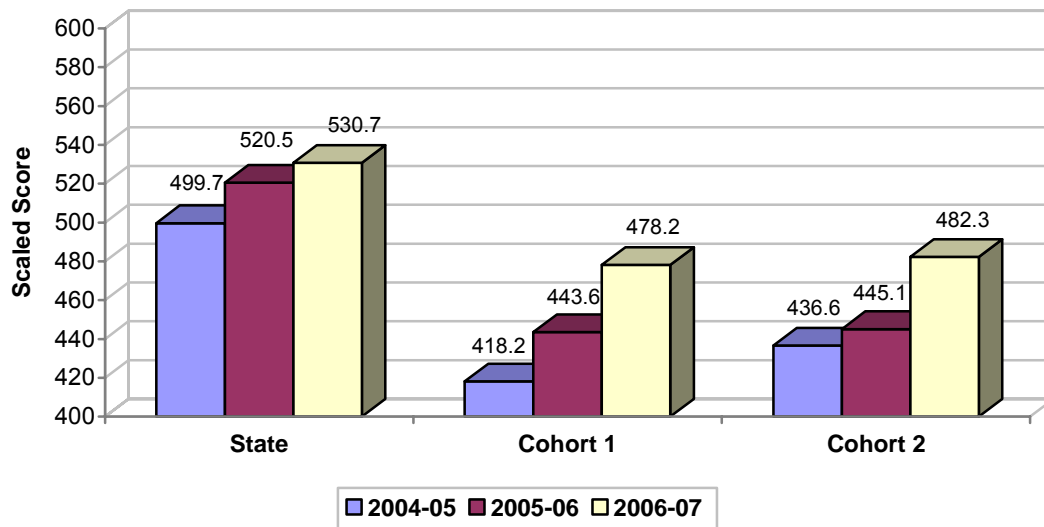
#### 5.3.1 Closing the Achievement Gap

In order to set the context for analysis of achievement gaps in literacy performance of students in Reading First schools relative to other schools in the state it is helpful to view global performance in terms of grade level proficiency (**Figure 5-7**).

**Figure 5-7**  
**Comparison of Student Performance**  
**On Arkansas Literacy Benchmark Exam Grade Three:**  
**2004-05, 2005-06, and 2006-07**



**Figure 5-8**  
**MEAN LITERACY BENCHMARK SCALED SCORES FOR**  
**READING FIRST SCHOOLS AND NON-READING FIRST SCHOOLS**  
**2004-05, 2005-06, AND 2006-07**



Reading First schools are making greater gains in increasing the proportion of students' proficient or advanced than other schools in the state (Figure 5-8).

As **Table 5-3** and **Figure 5-8** indicate, the overall reading achievement gap as measured by the Arkansas literacy benchmark exam for third grade has decreased over the past three years. In 2004-05, Cohort 1 schools scored approximately half a standard deviation lower on the Arkansas literacy benchmark exam (mean scaled score of 418.2) as compared to schools not participating in the Reading First program (mean scaled score of 499.7). By 2006-07, Cohort 1 schools had closed the reading achievement gap to less than one-third of a standard deviation behind schools not participating in the Reading First program (mean scaled score of 484.9 compared to a mean scaled score of 533.1). While Cohort 2 schools were not participating in the Reading First program during 2004-05 and 2005-06, Cohort 2 schools showed a similar trend in decreasing the reading achievement gap. In 2006-07, Cohort 2 schools had closed the reading achievement gap to approximately one-fourth of a standard deviation behind schools not participating in the Reading First program (mean scaled score of 489.5 compared to a mean scaled score of 533.1).

**Table 5-3** presents the standardized differences between Reading First schools and non-Reading First schools. **Figure 5-8** illustrates the mean literacy scaled scores for Reading First schools and non-Reading First schools.

**Table 5-3**  
**STANDARDIZED DIFFERENCES BETWEEN**  
**READING FIRST SCHOOLS AND NON-READING FIRST SCHOOLS**  
**ON THE THIRD GRADE LITERACY BENCHMARK EXAM**  
**2004-05, 2005-06, AND 2006-07**

	Effect Size ( <i>d</i> )		
	2004-05	2005-06	2006-07
Cohort 1	0.45	0.39	0.29
Cohort 2	0.35	0.39	0.27

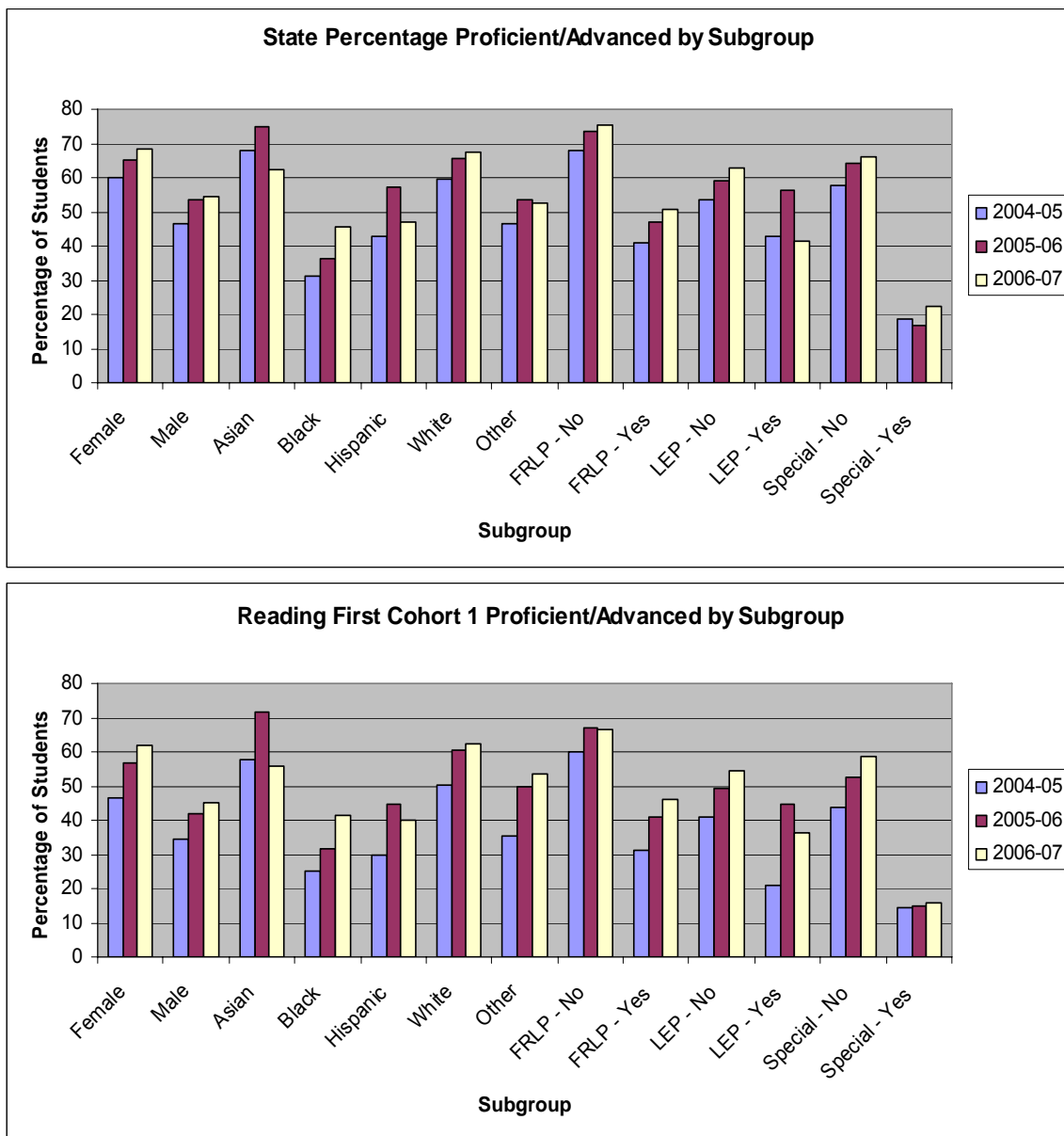
The same type of analysis can apply to comparing changes in performance of subgroups. A global overview of proficiency changes illustrates the improvements that are occurring for subgroups in non-ARF and ARF schools (**Figure 5-9**). The total counts for each subgroup are provided in **Table 5-4**.



**Table 5-4**  
**Number of Students in Subgroups**

	<b>Cohort 1</b>	<b>Cohort 2</b>	<b>State</b>
<b>Female</b>	2,341	1,121	14,012
<b>Male</b>	2,425	1,178	14,452
<b>Asian</b>	38	16	932
<b>African American</b>	1,408	946	11,538
<b>Hispanic</b>	267	108	4,504
<b>White</b>	2,132	987	40,008
<b>Other</b>	901	233	504
<b>FRLP Non-participant</b>	1,622	574	24,906
<b>FRLP Participant</b>	3,087	1,699	32,580
<b>LEP Non-participant</b>	4,498	2,219	54,037
<b>LEP Participant</b>	211	54	3,449
<b>IEP Non-participant</b>	3,177	1,576	26,055
<b>IEP Participant</b>	428	212	6,071

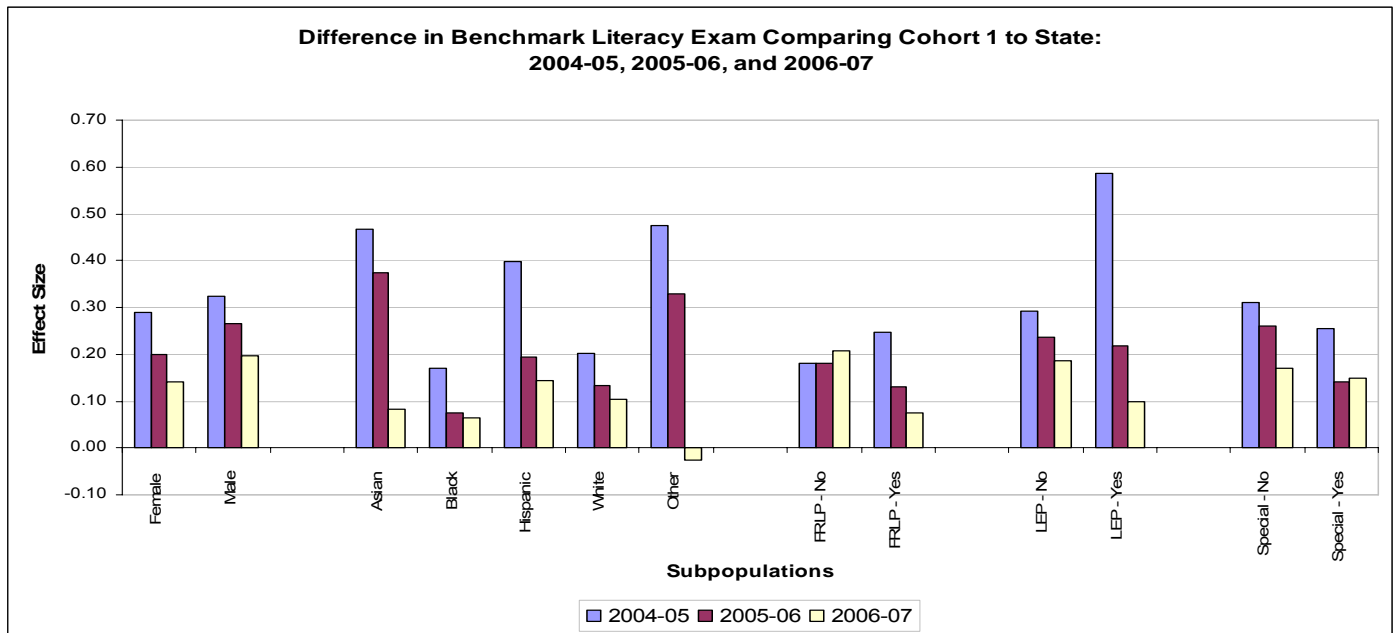
**Figure 5-9**  
**Global Comparison of Subgroup ARF and Non-ARF Performance**



Subgroup performance has improved over time as evidenced by the increased percentage of students scoring in the proficient or advanced categories. Effect sizes quantify the magnitude of these changes.

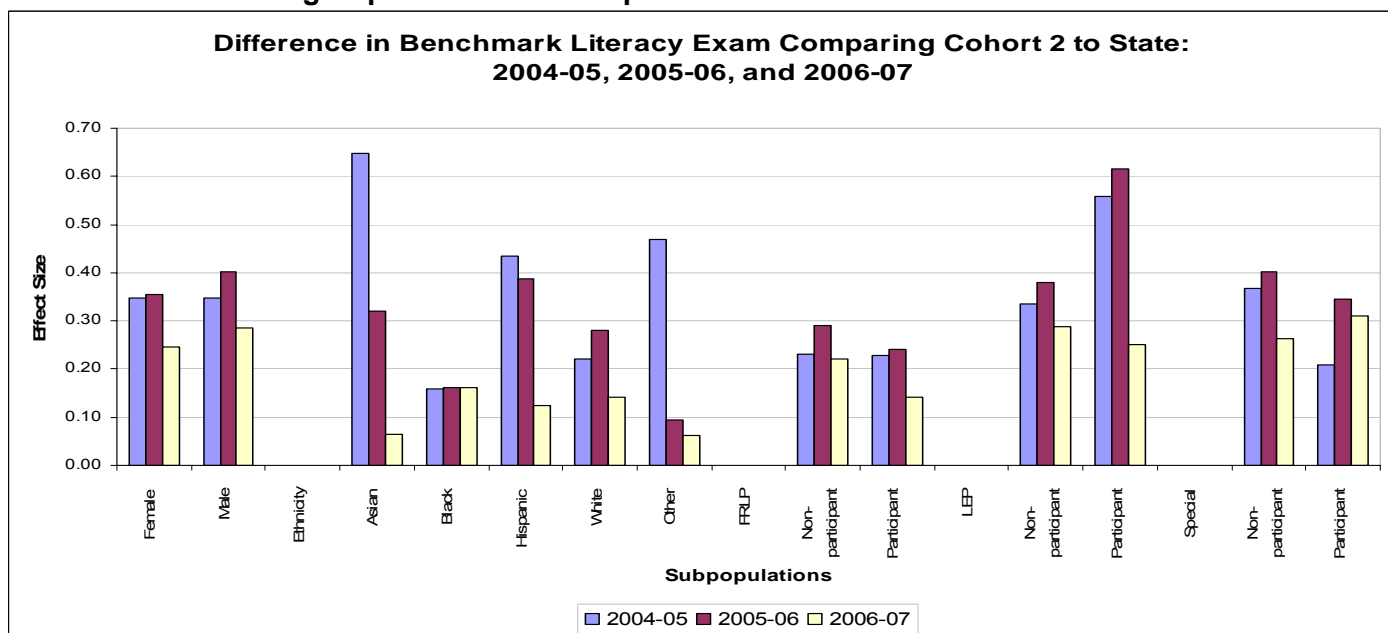
The 2004-05 effect sizes demonstrate that even within the subgroups an achievement gap existed between ARF and non-ARF students. This gap is closing as evidenced in **Figures 5-10 and 5-11**.

**Figure 5-10**  
**Subgroup Achievement Gap Results for ARF Cohort 1 Schools**



In **Figures 5-10 and 5-11** the bar height indicates the magnitude of the effect size, or size of the literacy achievement gap. The mean scaled scores for literacy and the effect sizes for the mean differences between ARF subgroups and non-ARF subgroups are provided in **Tables 5-4 and 5-5**. Cohort 1 schools have had 4 full years of implementation of the Reading First program. The achievement gaps for all subgroups have consistently declined each year of implementation.

**Figure 5-11**  
**Subgroup Achievement Gap Results for ARF Cohort 2 Schools**



It is important to note that Cohort 2 schools have only one year of full implementation of Reading First programs. The achievement gaps for all subgroups in cohort 2 declined from 2005/06 to 2006/07 except for the African American group. Mean scaled scores for Arkansas, Cohort 1 and Cohort 2 are provided in **Table 5-5**. Effect sizes are provided in **Table 5-6**.

For both cohorts, the Free/Reduced Lunch Participant students (economically disadvantaged) and Limited English Proficient students had the most dramatic decreases in the achievement gap with the effect sizes for the economically disadvantaged dropping from a quarter of a standard deviation ( $d = 0.25$ ) which represents a small effect, to a negligible effect size ( $d = 0.07$ ).

The Limited English Proficient subgroup closed the gap by half a standard deviation over three years for Cohort 1 ( $d = 0.59$  to  $d = 0.10$ ). Cohort 2 LEP students demonstrated a dramatic decrease in the literacy achievement gap in the first year of implementation from half a standard deviation, a moderate effect, to a quarter of a standard deviation, a small effect.

**Table 5-5**  
**Arkansas Primary Benchmark Exam Mean Scaled Score**  
**Trends 2005 -2007 for State and Cohorts 1 and 2**

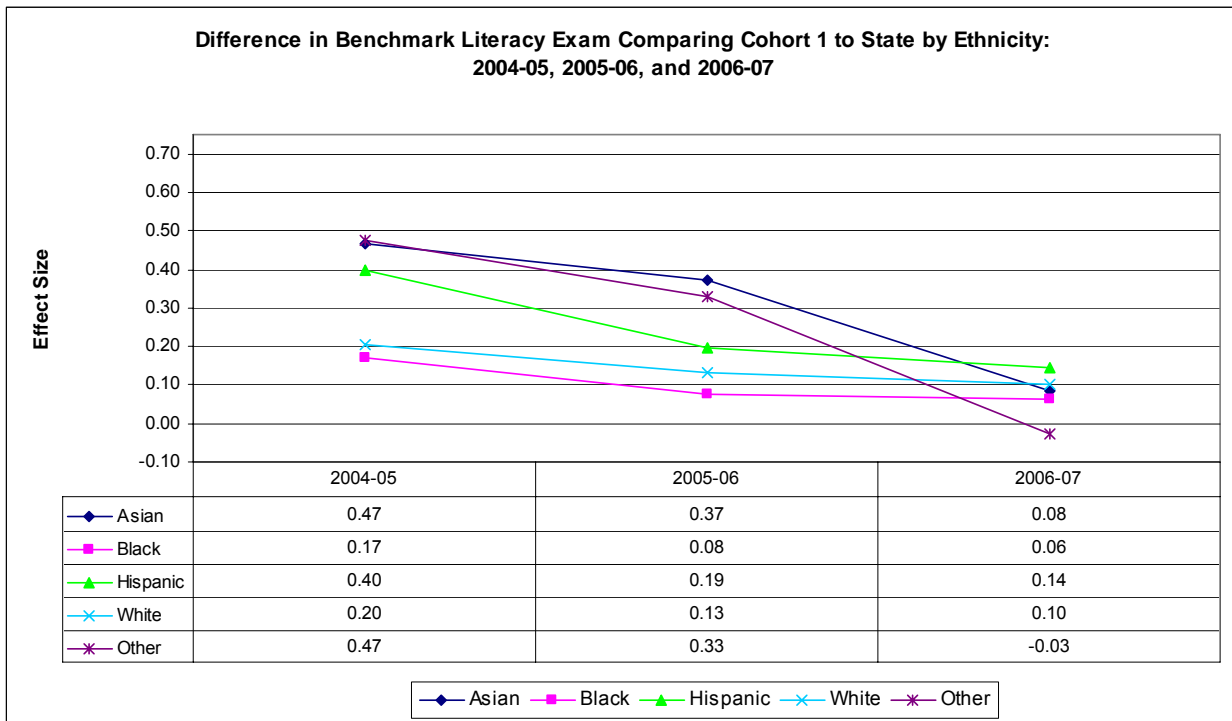
Subgroup	State 2004-05	Cohort 1 2004-05	Cohort 2 2004-05	State 2005-06	Cohort 1 2005-06	Cohort 2 2005-06	State 2006-07	Cohort 1 2006-07	Cohort 2 2006-07
<b>Female</b>	529.7	476.6	466.2	552.8	513.7	482.8	563.6	537.8	518.7
<b>Male</b>	470.7	411.4	406.9	489.5	437.4	410.2	499.0	463.0	446.9
<b>Asian</b>	594.4	508.9	475.9	606.2	532.6	543.4	542.3	527.0	530.6
<b>Black</b>	408.4	377.1	379.4	414.5	399.7	382.7	460.4	448.7	431.0
<b>Hispanic</b>	501.4	428.3	421.7	504.2	466.0	428.0	470.8	444.6	448.1
<b>Native Indian</b>	491.2	535.2	410.6						
<b>White</b>	522.4	485.2	482.1	549.2	523.1	494.2	557.9	539.0	532.0
<b>Other</b>	512.6	425.7	426.7	484.6	419.7	465.9	496.3	501.0	484.9
<b>FRLP - No</b>	557.5	524.6	515.1	589.2	553.4	532.1	595.6	557.9	555.1
<b>FRLP - Yes</b>	452.5	407.3	410.7	463.0	437.1	415.5	482.7	469.0	456.9
<b>LEP - No</b>	498.6	445.0	437.0	520.9	474.4	446.0	537.0	503.2	484.2
<b>LEP - Yes</b>	517.2	409.8	415.0	503.5	460.4	382.5	450.7	432.6	404.9
<b>Special - No</b>	521.8	464.9	454.7	546.2	494.9	467.1	554.6	523.3	506.5
<b>Special - Yes</b>	337.1	290.5	298.7	299.7	271.9	231.7	355.4	328.4	298.9
<b>Pool SD</b>	183.2			196.8			182.8		

**Table 5-6**  
**Subgroup Effect Sizes 2005 – 2007 for Cohorts 1 and 2**

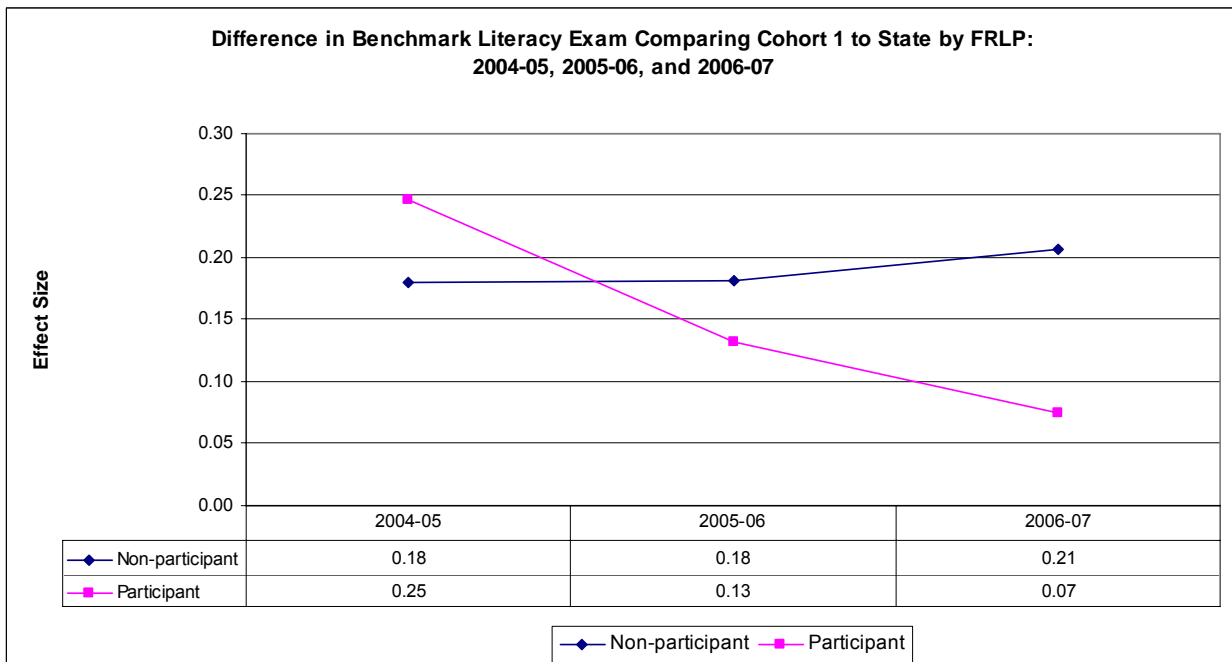
	<b>Cohort 1</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>Cohort 2</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
<b>Gender</b>								
	<b>Female</b>	0.29	0.20	0.14	<b>Female</b>	0.35	0.36	0.25
	<b>Male</b>	0.32	0.26	0.20	<b>Male</b>	0.35	0.40	0.29
<b>Ethnicity</b>								
	<b>Asian</b>	0.47	0.37	0.08	<b>Asian</b>	0.65	0.32	0.06
	<b>Black</b>	0.17	0.08	0.06	<b>Black</b>	0.16	0.16	0.16
	<b>Hispanic</b>	0.40	0.19	0.14	<b>Hispanic</b>	0.44	0.39	0.12
	<b>White</b>	0.20	0.13	0.10	<b>White</b>	0.22	0.28	0.14
	<b>Other</b>	0.47	0.33	-0.03	<b>Other</b>	0.47	0.10	0.06
<b>Free/Reduced Lunch Program</b>								
	<b>Non-participant</b>	0.18	0.18	0.21	<b>Non-participant</b>	0.23	0.29	0.22
	<b>Participant</b>	0.25	0.13	0.07	<b>Participant</b>	0.23	0.24	0.14
<b>Limited English Proficient</b>								
	<b>Non-participant</b>	0.29	0.24	0.18	<b>Non-participant</b>	0.34	0.38	0.29
	<b>Participant</b>	0.59	0.22	0.10	<b>Participant</b>	0.56	0.61	0.25
<b>Special Education</b>								
	<b>Non-participant</b>	0.31	0.26	0.17	<b>Non-participant</b>	0.37	0.40	0.26
	<b>Participant</b>	0.25	0.14	0.15	<b>Participant</b>	0.21	0.35	0.31

The results reported in **Figures 5-10 and 5-11** are illustrated in by subgroup in a series of line plots in **Figures 5-12 through 5-21**. These figures provide more detail to understand the changes in achievement gaps for these student subgroups.

**Figure 5-12**  
**Cohort 1 Achievement Gap for Ethnicity**

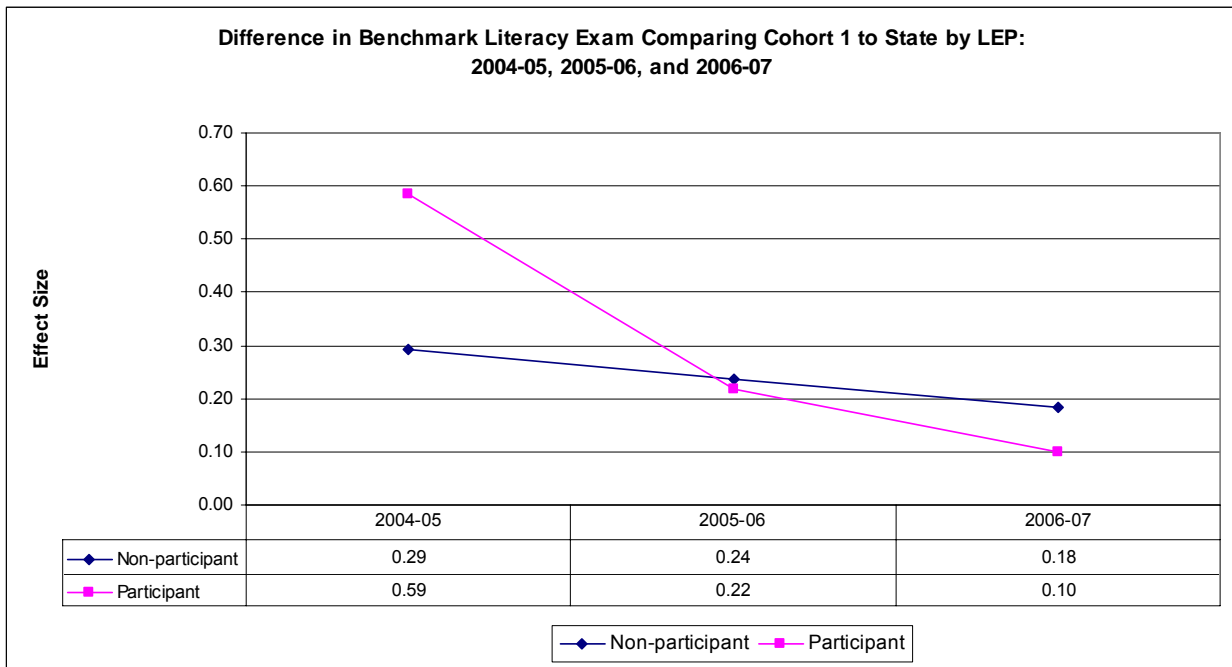


**Figure 5-13**  
**Cohort 1 Achievement Gap for Economic Disadvantage.**

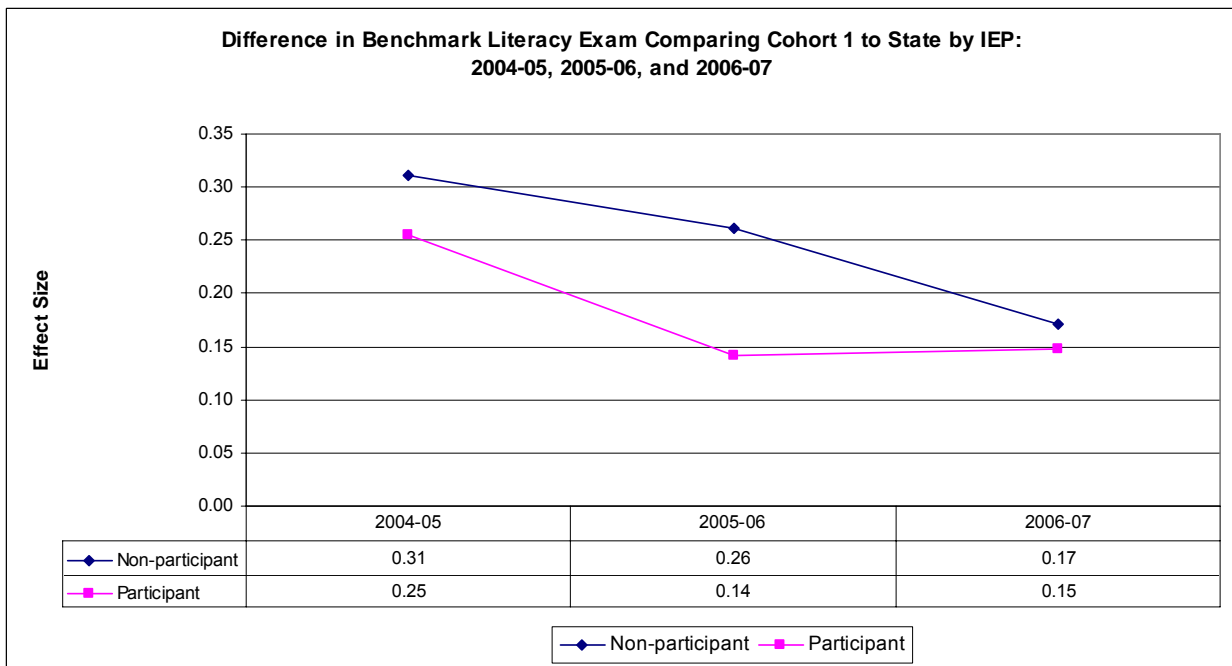




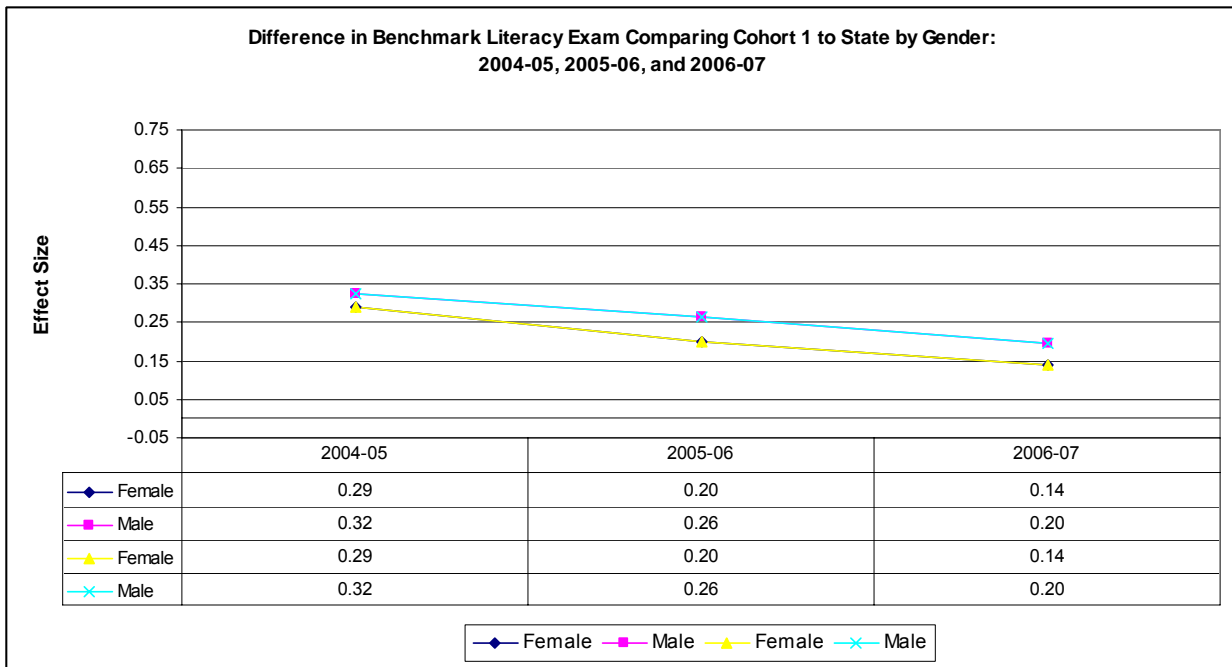
**Figure 5-14**  
**Cohort 1 Achievement Gap for English Language Learners.**



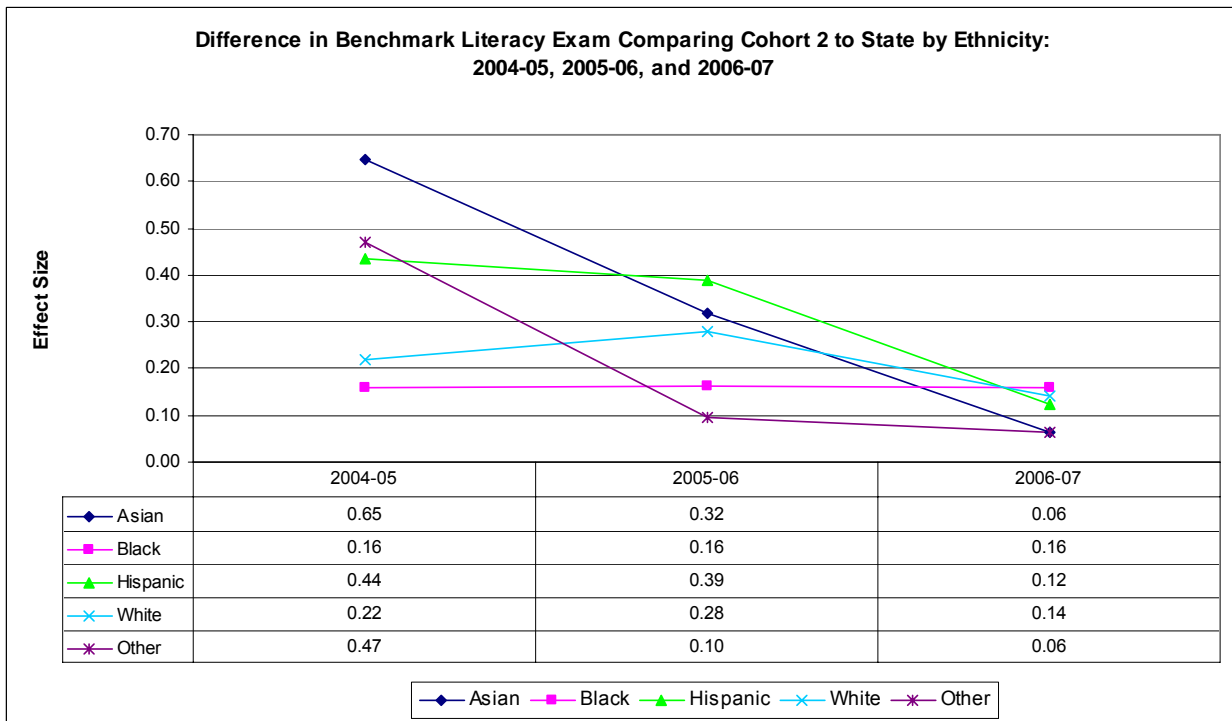
**Figure 5-15**  
**Cohort 1 Achievement Gap for Students with Disabilities.**



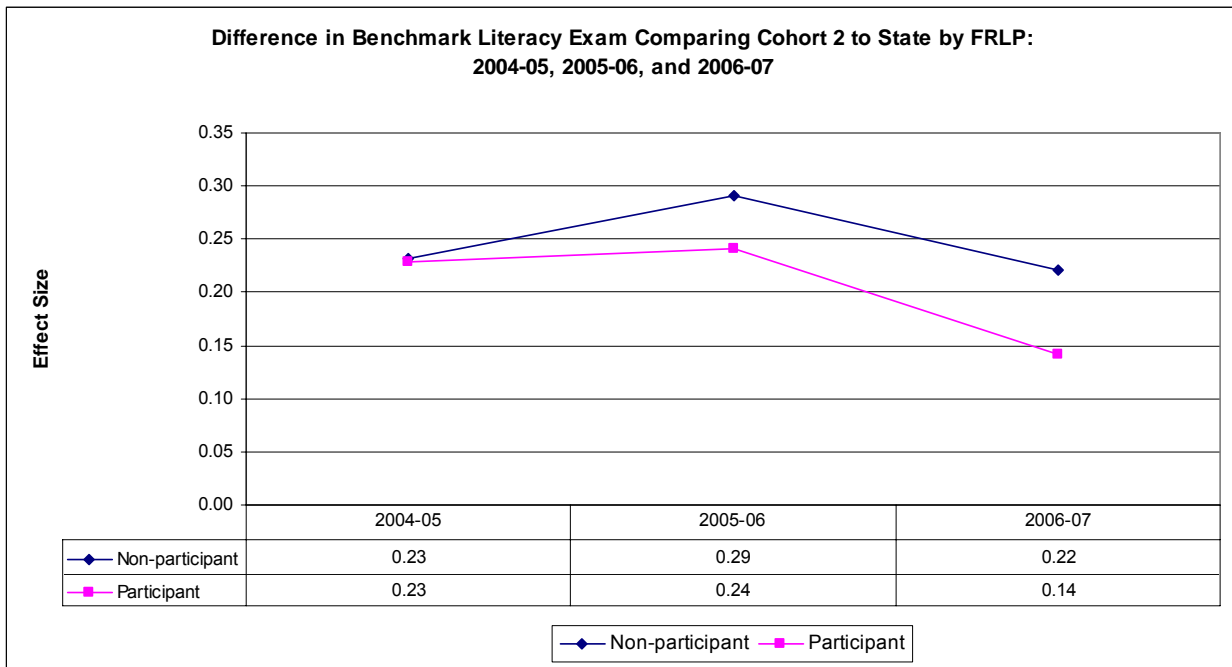
**Figure 5-16**  
**Cohort 1 Achievement Gap for Gender.**



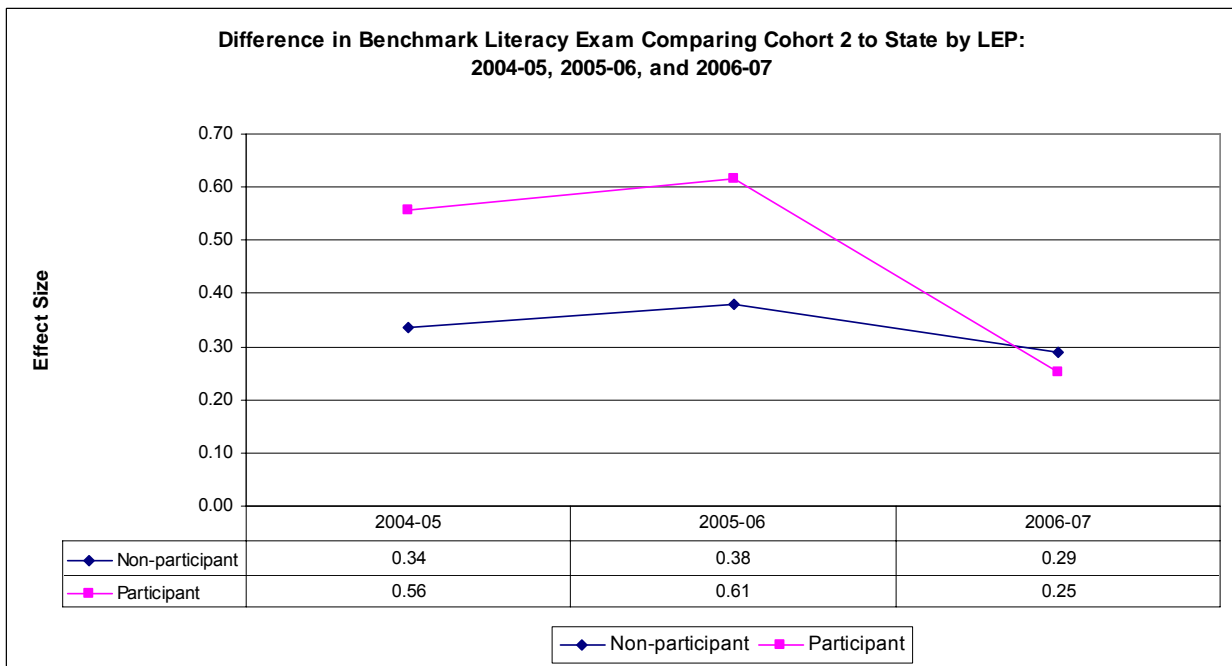
**Figure 5-17**  
**Cohort 2 Achievement Gap for Ethnicity.**



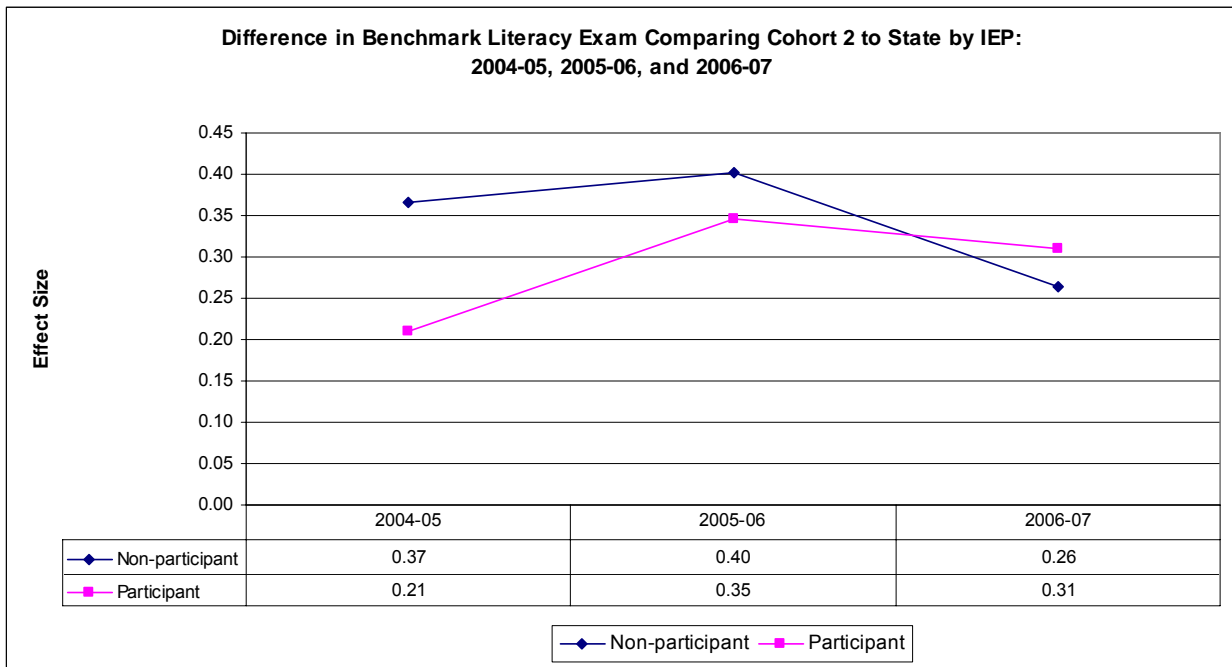
**Figure 5-18**  
**Cohort 2 Achievement Gap for Economic Disadvantage.**



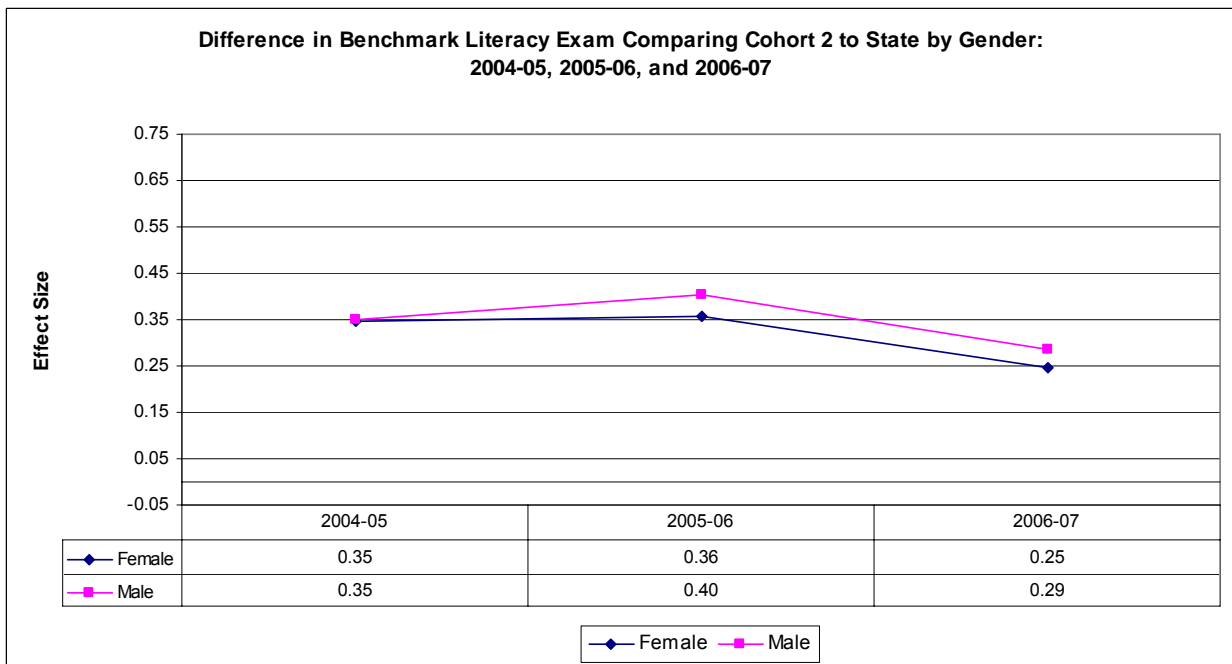
**Figure 5-19**  
**Cohort 2 Achievement Gap for English Language Learners.**



**Figure 5-20**  
**Cohort 2 Achievement Gap for Students with Disabilities.**



**Figure 5-21**  
**Cohort 2 Achievement Gap for Gender.**



### **Matched Comparison Group Results**

In addition to the ARF and non-ARF comparison, a set of matched Title 1 comparison schools were selected and performance compared between ARF schools and non-ARF comparison Title 1 schools. These results are illustrated in **Table 5-7 and Figure 5-22**.

The purpose of this comparison is to reduce the plausibility that improvements for these schools can be explained by the concept of “regression toward the mean”. Whenever a group is selected on the basis of its extreme scores, i.e., high poverty, low performance, these students are expected to demonstrate closer to average scores based on this mathematical concept. Using matched schools compares populations with similar characteristics to see if the effect of the “treatment”, Reading First, can be isolated from the mathematical effect of regression toward the mean.

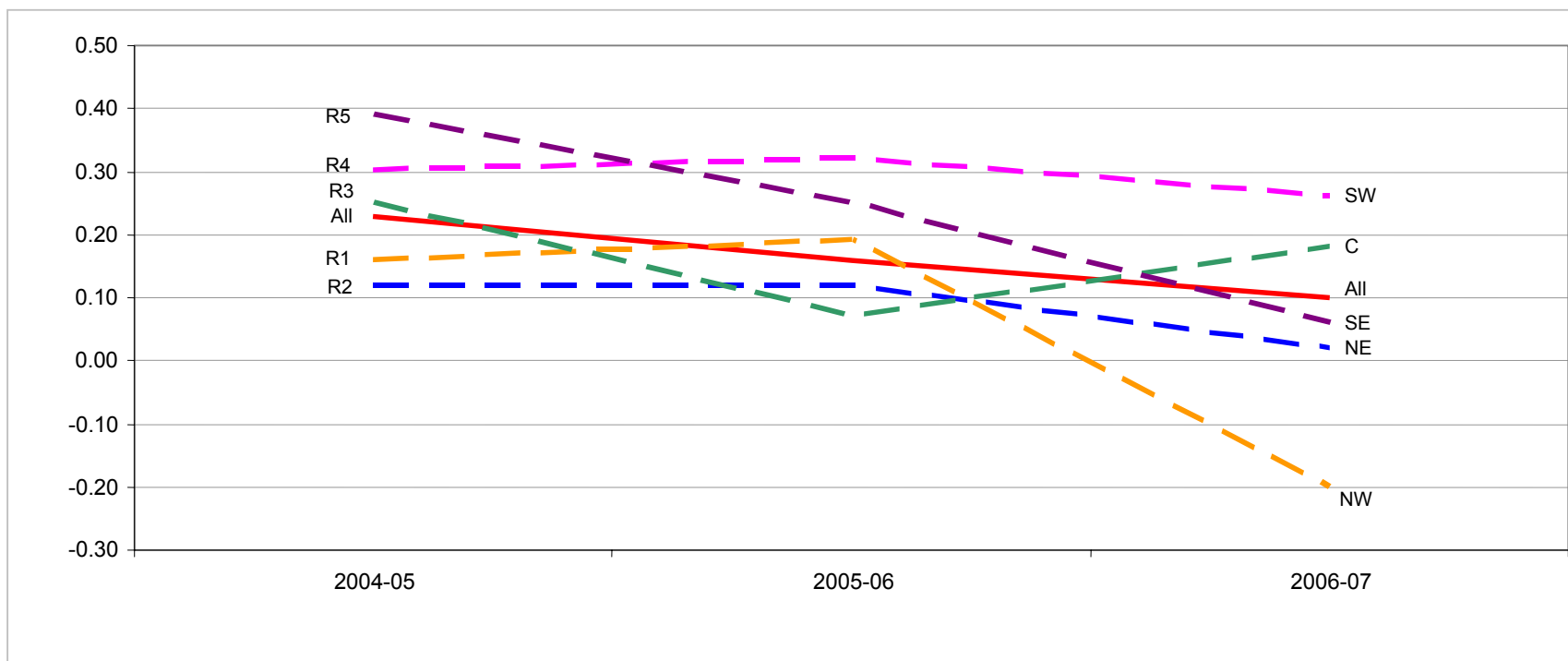
The results indicate that ARF schools are making gains at a greater rate than their matched comparison group peers. Note the decreased effect sizes representing the achievement gap between the groups. In addition to an overall matched comparison, the analyses were conducted by region to determine if any geographic patterns were evident. This was in response to concerns expressed by ARF professional development associates of the perception that certain regions were not making the same progress as others. **Table 5-6 and Figure 5-20** are informative to perceptions of progress.

**Table 5-7**  
**Standardized Difference on the 3<sup>rd</sup> Grade Literacy Benchmark**  
**Between Matched Title 1 Cohort 1 Schools and Title 1 Non-Reading First Schools:**  
**2004-05, 2005-06, and 2006-07**

Region	2004-05			2005-06			2006-07		
	State Mean Scaled Score n=2,031	Cohort 1 Mean Scaled Score n=2,322	Effect Size ( <i>d</i> )	State Mean Scaled Score n=2,037	Cohort 1 Mean Scaled Score n=2,222	Effect Size ( <i>d</i> )	State Mean Scaled Score n=2,312	Cohort 1 Mean Scaled Score n=2,134	Effect Size ( <i>d</i> )
<b>All</b>	<b>451.88</b>	<b>408.76</b>	<b>0.23</b>	<b>469.07</b>	<b>437.41</b>	<b>0.16</b>	<b>485.14</b>	<b>467.50</b>	<b>0.10</b>
Northwest	463.77	433.86	0.16	498.55	460.76	0.19	468.30	503.48	-0.20
Northeast	462.70	439.44	0.12	481.52	457.17	0.12	489.88	486.35	0.02
Central	416.33	372.02	0.25	414.74	401.23	0.07	461.68	430.57	0.18
Southwest	478.92	423.21	0.30	513.81	452.71	0.32	526.59	480.07	0.26
Southeast	447.41	382.14	0.39	482.53	432.70	0.25	470.41	460.94	0.06

Note: 36 Title 1 Cohort 1 Reading First schools were matched with Title 1 Non-Reading First schools on Percent FRLP, Percent African-American, and Percent Caucasian. Number of Title 1 Cohort 1 Reading schools by region: Region 1 – 5; Region 2 – 8; Region 3 – 11; Region 4 – 6; Region 5 – 6.

**Figure 5-22**  
**Standardized Difference on the 3<sup>rd</sup> Grade Literacy Benchmark Between**  
**Matched Title 1 Cohort 1 Schools and Title 1 Non-Reading First Schools:**  
**2004-05, 2005-06, and 2006-07**



Regional patterns are evident and will inform implementation. Southwest ARF schools demonstrated little impact on the achievement gap with the matched comparison schools. Central ARF schools' gap decreased in 2005/06, but returned to almost original magnitude. ARF students in Northwest, Northeast, and Southeast Arkansas in Cohort 1 demonstrated the greatest reduction in the achievement gap with matched comparison schools.

In addition to examination of changes in the literacy achievement gap, changes in student performance on DIBELS assessment and the ITBS were also examined for students in kindergarten through grade three. These results summarize progress during the school year and outcome results at the end of the school year.

## 5.4 Kindergarten Student Performance

### 5.4.1 Progress During School Year

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

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

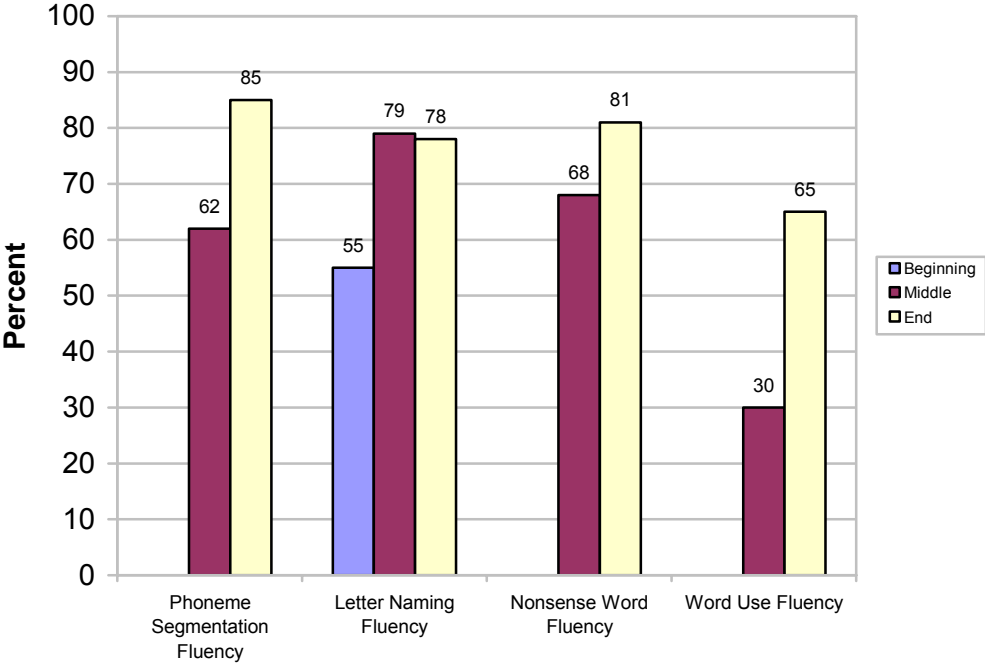
Cohort 1 Kindergarten students made substantial progress in each area tested, comparing their initial performance to their performance at the end of the year. On PSF, well over half (61.7%) were meeting the middle benchmark, while 85.3 percent were meeting the benchmark at the end of the year. About half (55.0%) were meeting the benchmark in LNF at the beginning of the year. At the end of the year, over three-fourths (78.3%) were meeting benchmarks on this critical kindergarten test. On NWF, 68.1 percent met the middle benchmark, while 81.1 percent met the benchmark at the end of the year. On WUF, 30.2 percent met the middle benchmark, while 64.9 percent met the year-end benchmark.

Cohort 2 Kindergarten students made substantial progress in each area tested, comparing their initial performance to their performance at the end of the year. On PSF, well over half (59.5%) were meeting the middle benchmark, while 86.2 percent were meeting the benchmark at the end of the year. About half (51.1%) were meeting the benchmark in LNF at the beginning of the year. At the end of the year, over three-fourths (75.8%) were meeting benchmarks on this critical kindergarten test. On NWF, 64.5 percent met the middle benchmark, while 78.5 percent met the benchmark at the end of the year. On WUF, 23.3 percent met the middle benchmark, while 61.2 percent met the year-end benchmark.

**Figure 5-23** provides an overview of the progress made throughout the year on each progress monitoring assessment for Cohort 1. **Figure 5-24** provides an overview of the progress made throughout the year on each progress monitoring assessment for Cohort 2. The end measure includes summer school, if attended.

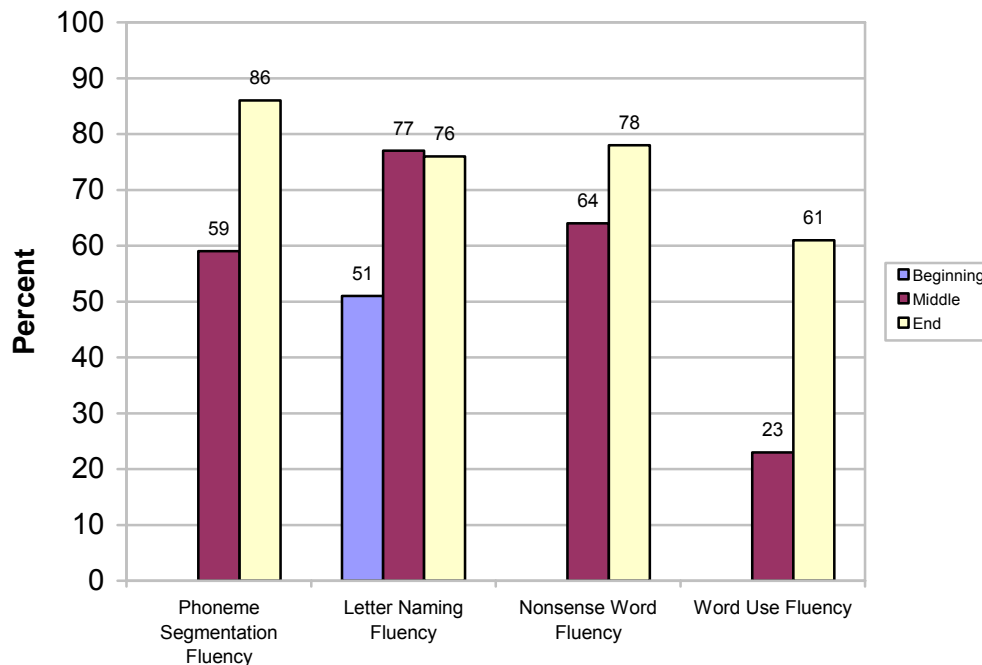


**Figure 5-23**  
**PROGRESS MONITORING PERFORMANCE**  
**KINDERGARTEN COHORT 1: 2006-07**



Source: NORMES, Arkansas Reading First Evaluation, Student Demographic Data, 2007.

**Figure 5-24**  
**PROGRESS MONITORING PERFORMANCE**  
**KINDERGARTEN COHORT 2: 2006-07**



Source: NORMES, Arkansas Reading First Evaluation, Student Demographic Data, 2007.

#### **5.4.2 Performance on Outcomes**

At the kindergarten level, Arkansas Reading First students were assessed on four outcome measures for 2006–07. Over 3,000 kindergarten students in 52 Cohort 1 schools and over 2,400 kindergarten students in 33 Cohort 2 schools were assessed on these subtests:

- DIBELS Phoneme Segmentation Fluency (PSF) for phonemic awareness;
- DIBELS Letter Naming Fluency (LNF) for phonics and fluency;
- DIBELS Nonsense Word Fluency (NWF) for phonics;
- DIBELS Word Usage Fluency (WUF) for vocabulary; and,
- ITBS Language Total for vocabulary.

#### **Kindergarten: Phoneme Segmentation Fluency**

Phonemic awareness was measured by the PSF subtest for kindergarten students. In 2006–07, 85 percent of Cohort 1 kindergarten students statewide achieved the goal of 35 correct phonemic sounds per minute at the end of the school year, up 6 percentage points from the 2004-05 academic year and 1 percentage point from the previous year.

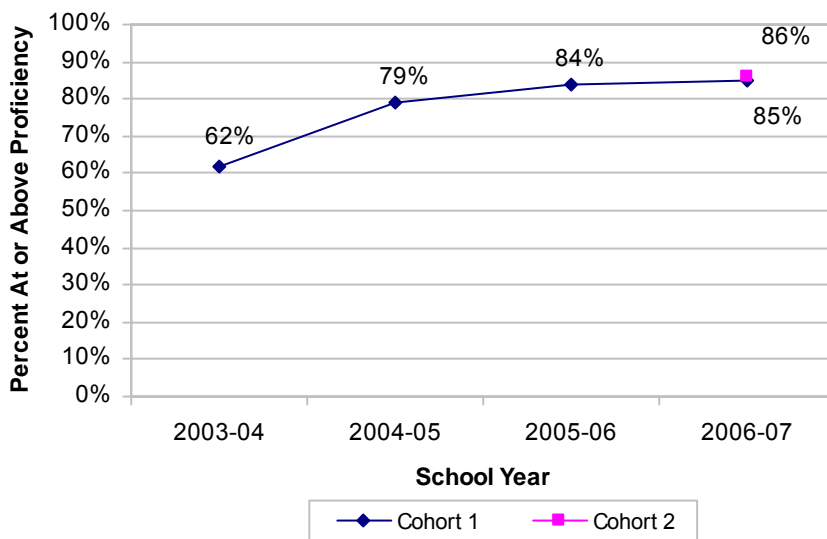
A total of 26 Cohort 1 schools had at least 80 percent of their kindergarten students meeting the PSF benchmark, compared to 37 in 2005-06. Only two Cohort 1 schools in 2006–07 had fewer than half demonstrating proficiency in phoneme segmentation fluency,

one less than reported last year. Two Cohort 1 schools had 100 percent of the kindergarten students demonstrating proficiency in phoneme segmentation fluency. The lowest performing Cohort 1 school had only 47 percent meeting the benchmark.

In 2006–07, 86 percent of Cohort 2 kindergarten students statewide achieved the goal of 35 correct phonemic sounds per minute at the end of the school year. A total of 27 Cohort 2 schools had at least 80 percent of their kindergarten students meeting the PSF benchmark. Only one Cohort 2 schools in 2006–07 had fewer than half demonstrating proficiency in phoneme segmentation fluency. One Cohort 2 school had 100 percent of the kindergarten students demonstrating proficiency in phoneme segmentation fluency. The lowest performing Cohort 2 school had only 19 percent meeting the benchmark.

**Figure 5-25** compares the performance in 2003–04 through 2006–07 on the PSF subtest. At the end of this section, **Table 5-8** presents the overall performance and the performance by school for Cohort 1 kindergarten PSF for 2004–05, 2005–06 and 2006-07. **Table 5-12** presents the overall performance and the performance by school for Cohort 2 kindergarten PSF for 2006-07.

**Figure 5-25**  
**KINDERGARTEN STUDENTS MEETING PSF BENCHMARK**  
**COMPARING 2003-04, 2004-05, 2005-06, AND 2006-07**  
**COHORT 1 AND COHORT 2**



Source: MGT of America, Inc. and NORMES, Arkansas Reading First Evaluation, Student Demographic Data, 2004, 2005, 2006, and 2007.

### **Kindergarten: Letter Naming Fluency**

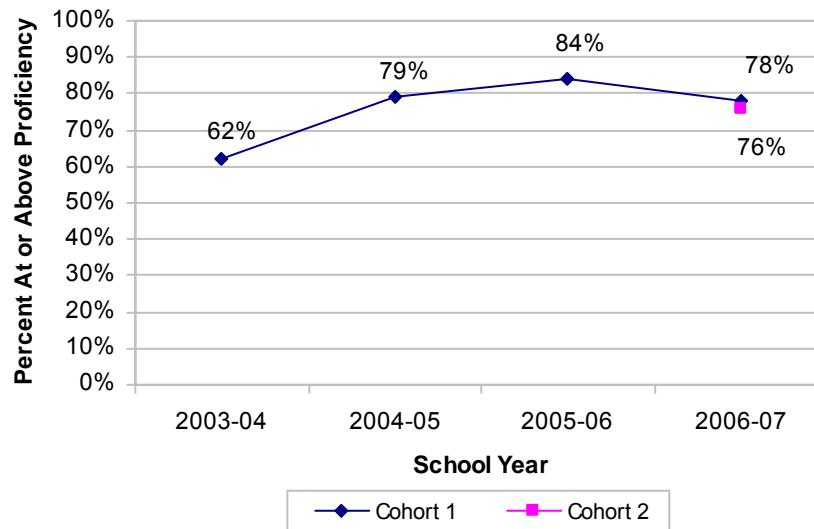
One of two outcome measures for phonics was the LNF subtest. In 2006–07, the percentage of Cohort 1 kindergarten students statewide who met or exceeded the goal of 40 correct letter names per minute at the end of the school year was 78 percent, a decrease of one percentage point from the previous year and four percentage points more than the second implementation year (2004-2005). However, performance varied widely by school.

Twenty Cohort 1 schools in 2006–07 had at least 80 percent of their kindergarten students meeting the letter naming fluency goal at year-end, compared to 30 schools in 2005-06. Only one Cohort 1 school had less than half of their kindergarten students demonstrating proficiency which was less than reported last year. Three schools had 100 percent of the kindergarten students demonstrating proficiency in letter naming fluency. The lowest performing Cohort 1 school, with 45 percent of the kindergarten students demonstrating LNF proficiency in 2006-07, had 90 percent of kindergarten students performing at benchmark the previous year.

In 2006–07, the percentage of Cohort 2 kindergarten students statewide who met or exceeded the goal of 40 correct letter names per minute at the end of the school year was 76 percent, with performance varying widely by school. Eleven Cohort 2 schools in 2006–07 had at least 80 percent of their kindergarten students meeting the letter naming fluency goal at year-end. Only one Cohort 2 school had less than half of their kindergarten students demonstrating proficiency which was less than reported last year. Two Cohort 2 schools had the highest performance with 94 percent of the kindergarten students demonstrating proficiency in letter naming fluency. The lowest performing Cohort 2 school had 33 percent of the kindergarten students demonstrating LNF proficiency in 2006-07.

**Figure 5-26** compares the performance in 2003–04 through 2006–07 on the LNF subtest. At the end of this section, **Table 5-9** presents the overall performance and the performance by school for Cohort 1 kindergarten LNF for 2004–05, 2005–06 and 2006-07. **Table 5-13** presents the overall performance and the performance by school for Cohort 2 kindergarten LNF for 2006-07.

**Figure 5-26**  
**KINDERGARTEN STUDENTS MEETING LNF BENCHMARK**  
**COMPARING 2003-04, 2004-05, 2005-06, AND 2006-07**



Source: MGT of America, Inc. and NORMES, Arkansas Reading First Evaluation, Student Demographic Data, 2004, 2005, 2006, and 2007.

### ***Kindergarten: Nonsense Word Fluency***

The NWF subtest served as the second of the kindergarten outcome measures for phonics. Eighty-one percent of Cohort 1 kindergarten students statewide achieved the goal of 25 correct letter sounds per minute at the end of the 2006-07 school year, compared with 80 percent at the end of the 2005-06 school year.

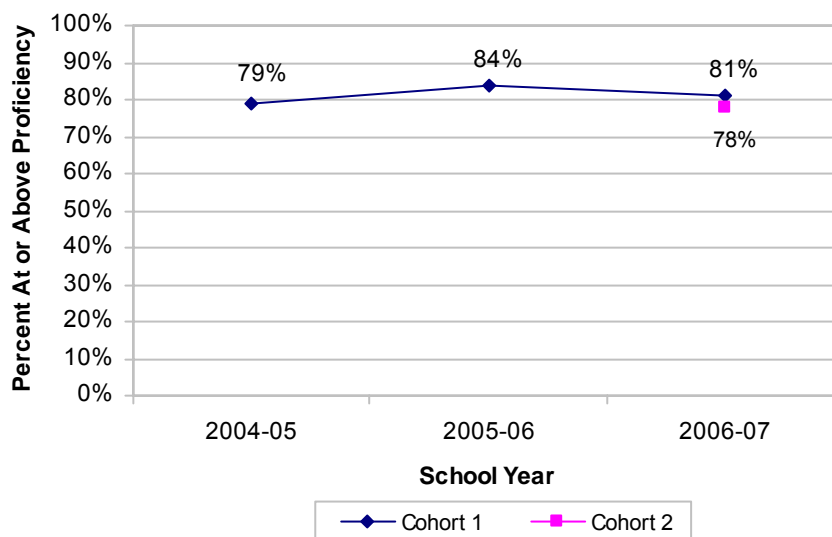
Again, performance varied widely by school. Twenty-one schools had at least 80 percent of their kindergarten students meeting the NWF goal (down from 33 last year), while no schools had fewer than half of their kindergarten students demonstrating proficiency in nonsense word fluency. One Cohort 1 school had 100 percent of the kindergarten students demonstrating proficiency in NWF, compared with only 53 percent of the kindergarten students in the lowest performing school.

Seventy-nine percent of Cohort 2 kindergarten students statewide achieved the goal of 25 correct letter sounds per minute at the end of the 2006-07 school year. Again, performance varied widely by school. Sixteen Cohort 2 schools had at least 80 percent of their kindergarten students meeting the NWF goal, while only one Cohort 2 school had fewer than half of their kindergarten students demonstrating proficiency in nonsense word fluency. One Cohort 2 school had 100 percent of the kindergarten students demonstrating proficiency in NWF, compared with only 43 percent of the kindergarten students in the lowest performing school.

**Figure 5-27** compares the performance in 2003–04 through 2006–07 on the NWF subtest. At the end of this section, **Table 5-10** presents the overall performance and the performance by school for Cohort 1 kindergarten LNF for 2004–05, 2005–06 and 2006-07.

Table 5-14 presents the overall performance and the performance by school for Cohort 2 kindergarten LNF for 2006-07.

**Figure 5-27**  
**KINDERGARTEN STUDENTS MEETING NWF BENCHMARK**  
**COMPARING 2004-05, 2005-06, AND 2006-07**



Source: MGT of America, Inc. and NORMES, Arkansas Reading First Evaluation, Student Demographic Data, 2005, 2006, and 2007.

**Kindergarten: Iowa Test of Basic Skills (ITBS) Language Total**

Kindergarten students were assessed on ITBS Language Total as the outcome measure for vocabulary. The mean Normal Curve Equivalent (NCE) was 50.59 for 2,452 students in Cohort 1. With the proficiency level set at the 40<sup>th</sup> percentile, 64 percent of Cohort 1 kindergarten students achieved proficiency at the end of the 2006-07 school year. These results were up two percentage points from the previous year and 14 percentage points from 2003-04. Looking at progress with the lowest performing group, the percentage of students below the 25<sup>th</sup> percentile was reduced by two percentage points from the previous year and 11 percentage points from the first implementation year to 22 percent in 2006-07.

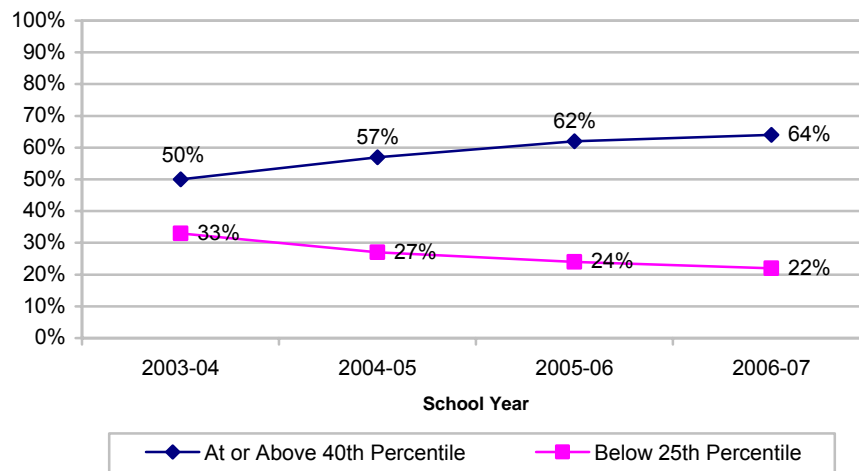
Kindergarten students were assessed on ITBS Language Total as the outcome measure for vocabulary. The mean Normal Curve Equivalent (NCE) was 51.08 for 2,142 students in Cohort 2. With the proficiency level set at the 40<sup>th</sup> percentile, 65 percent of Cohort 2 kindergarten students achieved proficiency at the end of the 2006-07 school year. Looking at progress with the lowest performing group, the percentage of students below the 25<sup>th</sup> percentile was 22 percent in 2006-07.

Seven schools in Cohort 1 had at least 80% of their kindergarten students achieving proficiency on ITBS Language Total (compared to nine school last year), while 8 schools had less than half of their kindergarten students demonstrating proficiency (compared to 12 schools last year). The highest performing Cohort 1 school had 100 percent proficient, while the lowest performing Cohort 1 school had only 30 percent proficient. Fourteen Cohort 1 schools improved performance from 2005-06 to 2006-07.

Seven schools in Cohort 2 had at least 80% of their kindergarten students achieving proficiency on ITBS Language Total, while 5 schools had less than half of their kindergarten students demonstrating proficiency. The highest performing Cohort 2 school had 91 percent proficient, while the lowest performing Cohort 2 school had only 19 percent proficient.

Figure 5-28 illustrates the positive change in performance over the four years. At the end of the section, Table 5-11 presents overall performance and the performance by school for Cohort 1 kindergarten ITBS Language Total for 2004-05, 2005-06 and 2006-07. Table 5-15 presents overall performance and the performance by school for Cohort 2 kindergarten ITBS Language Total for 2006-07.

**Figure 5-28**  
**COHORT 1 KINDERGARTEN STUDENTS**  
**SCORING PROFICIENT ON ITBS LANGUAGE TOTAL**  
**COMPARING 2003-04, 2004-05, 2005-06, AND 2006-07**



Source: NORMES, Arkansas Reading First Evaluation, Student Demographic Data, 2004, 2005, 2006, and 2007.

**Table 5-8**  
**DIBELS PHONEME SEGMENTATION FLUENCY: END OF SCHOOL YEAR**  
**COHORT 1 - KINDERGARTEN: 2004-05, 2005-06 AND 2006-07**

School	2004-05				2005-06				2006-07			
	Phoneme Segmentation Fluency				Phoneme Segmentation Fluency				Phoneme Segmentation Fluency			
	Goal: 35 Phonemes / Minute				Goal: 35 Phonemes / Minute				Goal: 35 Phonemes / Minute			
	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score
<b>All</b>	<b>3,614</b>	<b>2,840</b>	<b>79</b>	<b>45.66</b>	<b>3,533</b>	<b>2,951</b>	<b>84</b>	<b>47.82</b>	<b>2,924</b>	<b>2,494</b>	<b>85</b>	<b>49.3</b>
1	117	95	81	42.57	16	12	75	35.13	--	--	--	--
2	122	113	93	51.93	140	130	93	53.19	33	33	100	62.3
3	32	22	69	37.63	40	29	73	56.00	52	51	98	57.9
4	94	85	90	46.02	80	76	95	50.31	20	15	75	45.0
5	39	33	85	48.90	33	32	97	58.30	--	--	--	--
6	--	--	--	--	--	--	--	--	99	84	85	54.7
7	62	20	32	23.74	60	24	40	32.43	--	--	--	--
8	180	164	91	53.54	171	154	90	49.84	48	43	90	47.9
9	56	47	84	46.09	52	37	71	40.56	--	--	--	--
10	35	29	83	42.60	55	52	95	49.02	34	31	91	51.1
11	39	26	67	40.72	39	30	77	44.82	85	72	85	47.7
12	56	28	50	29.45	37	25	68	36.43	--	--	--	--
13	34	32	94	57.79	44	43	98	57.89	60	57	95	51.4
14	39	28	72	37.67	39	14	36	25.69	20	20	100	52.3
15	40	28	70	38.95	36	30	83	45.06	--	--	--	--
16	52	41	79	40.98	50	44	88	47.54	35	18	51	34.6
17	77	71	92	51.70	79	70	89	51.67	81	72	89	46
18	17	16	94	54.41	20	17	85	45.40	--	--	--	--
19	239	186	78	43.60	232	177	76	42.46	--	--	--	--
20	24	21	88	45.88	31	28	90	43.13	--	--	--	--
21	8	7	88	44.50	10	10	100	40.80	248	242	98	65
22	15	15	100	60.27	10	9	90	56.00	37	36	97	57.8
23	14	12	86	48.43	9	9	100	52.11	194	139	72	40.6
24	23	21	91	55.78	29	26	90	51.79	--	--	--	--
25	158	139	88	48.27	166	144	87	48.68	13	9	69	41.9
26	--	--	--	--	--	--	--	--	--	--	--	--
27	265	175	66	44.09	248	233	94	55.89	58	28	48	31.1
28	--	--	--	--	--	--	--	--	--	--	--	--
29	--	--	--	--	--	--	--	--	100	75	75	42.1
30	132	114	86	50.23	149	124	83	47.62	--	--	--	--
31	30	27	90	51.63	27	26	96	50.52	58	42	72	36.7
32	--	--	--	--	--	--	--	--	100	85	85	47
33	71	62	87	49.56	57	48	84	44.63	58	52	90	50.1
34	224	206	92	53.87	222	179	81	40.80	54	42	78	46.3



**Table 5-8 (Continued)**  
**DIBELS PHONEME SEGMENTATION FLUENCY: END OF SCHOOL YEAR**  
**COHORT 1 - KINDERGARTEN: 2004-05, 2005-06 AND 2006-07**

School	2004-05				2005-06				2006-07			
	Phoneme Segmentation Fluency				Phoneme Segmentation Fluency				Phoneme Segmentation Fluency			
	Goal: 35 Phonemes / Minute				Goal: 35 Phonemes / Minute				Goal: 35 Phonemes / Minute			
	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score
35	36	30	83	49.11	31	30	97	52.06	52	49	94	49.5
36	40	35	88	45.03	48	37	77	47.44	--	--	--	--
37	117	32	27	24.59	107	95	89	52.01	55	53	96	55.5
38	70	63	90	57.63	64	64	100	61.91	52	42	81	48.1
39	37	30	81	44.19	35	22	63	39.43	81	61	75	43.8
40	28	15	54	31.96	33	10	30	28.36	15	7	47	28.8
41	78	57	73	43.22	97	83	86	48.99	166	151	91	50.6
42	59	57	97	53.81	59	59	100	59.27	--	--	--	--
43	33	7	21	21.42	22	4	18	25.00	42	38	91	55.0
44	36	31	86	46.72	55	49	89	48.71	--	--	--	--
45	26	11	42	31.58	34	30	88	47.76	129	122	95	54.0
46	37	25	68	41.32	55	49	89	47.13	147	114	78	46.2
47	20	20	100	50.95	11	10	91	56.64	55	50	91	53.9
48	78	43	55	31.41	94	64	68	38.63	--	--	--	--
49	55	53	96	61.09	71	62	87	52.97	53	45	85	42.3
50	49	42	86	48.12	53	49	92	54.02	--	--	--	--
51	49	42	86	48.59	41	35	85	42.98	--	--	--	--
52	59	37	63	39.32	56	49	88	52.79	156	141	90	56.6
53	78	57	73	41.46	73	53	73	40.47	--	--	--	--
54	--	--	--	--	--	--	--	--	--	--	--	--
55	45	37	82	50.02	44	39	89	49.64	--	--	--	--
56	150	130	87	51.40	131	112	85	53.77	--	--	--	--
57	--	--	--	--	--	--	--	--	60	37	62	38.4
58	36	33	92	49.39	47	47	100	57.30	29	28	97	56.9
59	33	28	85	41.67	33	22	67	35.42	34	27	79	44.6
60	--	--	--	--	--	--	--	--	32	24	75	41.5
61	--	--	--	--	--	--	--	--	25	23	92	50.3
62	--	--	--	--	--	--	--	--	20	19	95	48.9
63	--	--	--	--	--	--	--	--	233	210	90	45.6
64	--	--	--	--	58	45	78	45.66	--	--	--	--

Source: MGT of America, Inc. and NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2005, 2006, and 2007.

**Table 5-9  
DIBELS LETTER NAMING FLUENCY: END OF SCHOOL YEAR  
COHORT 1 - KINDERGARTEN: 2004-05, 2005-06 AND 2006-07**

School	2004-05				2005-06				2006-07			
	Letter Naming Fluency				Letter Naming Fluency				Letter Naming Fluency			
	Goal: 40 Letter Names / Minute				Goal: 40 Letter Names / Minute				Goal: 40 Letter Names / Minute			
	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score
<b>All</b>	<b>3,629</b>	<b>2,705</b>	<b>75</b>	<b>49.02</b>	<b>3,534</b>	<b>2,783</b>	<b>79</b>	<b>51.49</b>	<b>2,962</b>	<b>2,319</b>	<b>78</b>	<b>51.2</b>
1	117	88	75	50.31	15	9	60	38.53	--	--	--	--
2	127	110	87	50.09	140	124	89	53.62	33	30	91	57.2
3	32	26	81	47.97	40	33	83	48.98	52	48	92	57.7
4	94	77	82	50.46	80	67	84	52	20	13	65	48.2
5	39	31	79	44.69	33	27	82	56.58	--	--	--	--
6	--	--	--	--	--	--	--	--	99	77	78	49.1
7	62	25	40	33.98	61	27	44	36.36	--	--	--	--
8	180	146	81	49.59	171	156	91	52.98	50	42	84	56.5
9	56	38	68	45.45	52	36	69	50.63	--	--	--	--
10	35	30	86	49	55	48	87	52.58	34	34	100	58.4
11	39	28	72	46.59	39	32	82	53.18	85	56	66	46.0
12	56	29	52	38.07	37	31	84	50.92	--	--	--	--
13	34	27	79	53.88	44	37	84	62.02	60	47	78	48.4
14	39	35	90	46.82	39	18	46	39.33	20	18	90	54.6
15	43	31	72	43.58	36	32	89	51.92	--	--	--	--
16	52	37	71	47.12	50	39	78	49.14	35	21	60	40.9
17	77	71	92	50.56	79	72	91	55.65	81	74	91	53.3
18	17	12	71	49.71	20	14	70	45.6	--	--	--	--
19	240	164	68	46.29	232	176	76	46.92	--	--	--	--
20	24	17	71	50.83	31	25	81	49.42	--	--	--	--
21	8	7	88	54.13	10	10	100	51.7	249	240	96	67.2
22	15	15	100	59.8	10	6	60	48.7	37	37	100	59.0
23	14	13	93	53.07	9	8	89	59.56	193	125	65	45.1
24	23	20	87	64.13	29	27	93	64.41	--	--	--	--
25	158	125	79	52.38	166	139	84	52.04	13	8	62	48.5
26	--	--	--	--	--	--	--	--	--	--	--	--
27	265	224	85	58.15	248	224	90	63.35	58	26	45	38.2
28	--	--	--	--	--	--	--	--	--	--	--	--
29	--	--	--	--	--	--	--	--	100	72	72	45.0
30	132	84	64	46.06	149	108	72	49.9	--	--	--	--
31	30	26	87	51.37	27	25	93	57.07	58	37	64	46.5
32	--	--	--	--	--	--	--	--	100	59	59	43.6
33	71	48	68	47.96	57	41	72	49.84	58	40	69	44.8
34	224	178	79	50.93	222	182	82	53.79	55	46	84	54.0

Table 5-9 (Continued)  
**DIBELS LETTER NAMING FLUENCY: END OF SCHOOL YEAR**  
**COHORT 1 - KINDERGARTEN: 2004-05, 2005-06 AND 2006-07**

School.	2004-05				2005-06				2006-07			
	Letter Naming Fluency				Letter Naming Fluency				Letter Naming Fluency			
	Goal: 40 Letter Names / Minute				Goal: 40 Letter Names / Minute				Goal: 40 Letter Names / Minute			
Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score	
35	36	27	75	48.03	31	27	87	56	52	38	73	48.3
36	40	21	53	41.15	48	27	56	41.77	--	--	--	--
37	118	74	63	42.29	105	92	88	51.57	55	48	87	53.5
38	70	56	80	50.36	64	55	86	55.69	52	42	81	52.9
39	37	26	70	48.24	35	18	51	41.91	81	54	67	45.9
40	32	18	56	48.06	34	21	62	39.09	48	27	56	42
41	78	59	76	46.23	97	71	73	50.21	166	137	83	49.8
42	60	56	93	57.38	59	56	95	58.69	--	--	--	--
43	34	25	74	55.21	22	18	82	63.27	42	26	62	41.5
44	36	27	75	45.33	56	33	59	45.18	--	--	--	--
45	26	12	46	41.65	34	31	91	56.65	129	103	80	51.9
46	37	21	57	42.54	55	41	75	47.78	147	100	68	44.7
47	20	15	75	46.15	11	10	91	55.73	55	46	84	55.4
48	77	53	69	45.56	94	62	66	43.7	--	--	--	--
49	56	48	86	55.82	71	68	96	62.32	53	44	83	48.2
50	49	39	80	53.1	53	39	74	50.66	--	--	--	--
51	49	29	59	46.69	41	33	80	54.61	--	--	--	--
52	58	38	66	44.47	56	47	84	47.38	158	138	87	54.3
53	78	42	54	41.36	73	40	55	39.6	--	--	--	--
54	--	--	--	--	--	--	--	--	--	--	--	--
55	45	28	62	43.89	44	30	68	47.59	--	--	--	--
56	150	113	75	51.59	132	100	76	52.92	--	--	--	--
57	--	--	--	--	--	--	--	--	60	43	72	50.0
58	36	29	81	51.11	47	39	83	51.53	29	27	93	62.1
59	33	26	79	42.15	33	17	52	40.03	34	19	56	41.1
60	--	--	--	--	--	--	--	--	32	27	84	58.6
61	--	--	--	--	--	--	--	--	25	19	76	45.3
62	--	--	--	--	--	--	--	--	20	20	100	60.2
63	--	--	--	--	--	--	--	--	233	201	86	54.4
64	--	--	--	--	58	35	60	43.93	--	--	--	--

Source: MGT of America, Inc. and NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2005, 2006, and 2007.

**Table 5-10**  
**DIBELS NONSENSE WORD FLUENCY: END OF SCHOOL YEAR**  
**COHORT 1 - KINDERGARTEN: 2004-05, 2005-06 AND 2006-07**

School	2004-05				2005-06				2006-07			
	Nonsense Word Fluency				Nonsense Word Fluency				Nonsense Word Fluency			
	Goal: 25 Letter Sounds / Minute				Goal: 25 Letter Sounds / Minute				Goal: 25 Letter Sounds / Minute			
	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score
<b>All</b>	<b>3,637</b>	<b>2,728</b>	<b>75</b>	<b>36.73</b>	<b>3,528</b>	<b>2,835</b>	<b>80</b>	<b>39.35</b>	<b>2,922</b>	<b>2,371</b>	<b>81</b>	<b>40.7</b>
1	115	83	72	37.28	17	1	6	5	--	--	--	--
2	127	118	93	40.62	140	124	89	44.36	33	33	100	48.4
3	32	24	75	32.31	40	29	73	36.3	52	49	94	44.2
4	94	74	79	39.03	80	69	86	41.93	20	17	85	41.4
5	39	30	77	32.92	33	31	94	47.45	--	--	--	--
6									99	77	78	38.7
7	62	40	65	29	61	39	64	34.57	--	--	--	--
8	180	154	86	40.19	171	151	88	38.89	50	48	96	50.4
9	56	48	86	36.54	52	41	79	41.06	--	--	--	--
10	35	25	71	34.71	55	41	75	36.67	34	33	97	44.2
11	39	29	74	36.28	39	33	85	40.38	85	68	80	37.9
12	56	24	43	21.82	37	28	76	32.89	--	--	--	--
13	34	27	79	41.29	44	37	84	51.32	60	51	85	34.9
14	39	32	82	30.21	39	19	49	23.59	20	19	95	38
15	40	22	55	28.5	36	28	78	35.22	--	--	--	--
16	52	38	73	33.73	50	41	82	40.34	35	19	54	26.7
17	77	70	91	39.32	79	74	94	43.9	81	77	95	43.2
18	17	13	76	39	20	16	80	30.05	--	--	--	--
19	239	165	69	33	231	168	73	34.32	--	--	--	--
20	24	13	54	33.42	31	25	81	35.61	--	--	--	--
21	8	6	75	36.13	10	10	100	43.2	249	244	98	66.9
22	15	15	100	48.67	10	9	90	46.9	37	36	97	49.5
23	14	12	86	40.79	9	9	100	48.78	191	136	71	32.4
24	23	22	96	48.43	29	29	100	56.69	--	--	--	--
25	158	136	86	41.77	165	141	85	41.38	13	8	62	35.5
26									--	--	--	--
27	265	226	85	49.27	244	227	93	55.48	58	33	57	30.7
28									--	--	--	--
29									100	66	66	29.1
30	132	97	73	37.19	147	105	71	37.23	--	--	--	--
31	30	26	87	39.13	27	26	96	44.56	58	36	62	31.4
32									100	64	64	32.4
33	71	52	73	37.06	57	47	82	38.19	58	46	79	37.7
34	224	188	84	40.65	222	179	81	37.55	55	43	78	38.4

**Table 5-10 (Continued)**  
**DIBELS NONSENSE WORD FLUENCY: END OF SCHOOL YEAR**  
**COHORT 1 - KINDERGARTEN: 2004-05, 2005-06 AND 2006-07**

School	2004-05				2005-06				2006-07			
	Nonsense Word Fluency				Nonsense Word Fluency				Nonsense Word Fluency			
	Goal: 25 Letter Sounds / Minute				Goal: 25 Letter Sounds / Minute				Goal: 25 Letter Sounds / Minute			
Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score	
35	36	26	72	39.17	31	25	81	44.84	52	37	71	34.6
36	40	28	70	29.05	48	34	71	32.17	--	--	--	--
37	118	67	57	26.06	107	92	86	38.06	55	50	91	41.3
38	70	59	84	35.91	64	56	88	41.75	52	41	79	42.8
39	36	23	64	30.5	35	15	43	25.2	81	51	63	33.6
40	31	15	48	25.29	34	18	53	27.65	15	8	53	22.1
41	94	73	78	37.98	97	78	80	36.99	166	142	86	39.4
42	60	47	78	37.57	59	56	95	47.66	--	--	--	--
43	34	21	62	37.21	22	20	91	36.32	42	31	74	31
44	36	23	64	27.78	56	37	66	32.46	--	--	--	--
45	26	16	62	33.27	34	31	91	45.76	129	117	91	42.3
46	36	23	64	32.06	55	39	71	35.02	147	103	70	34.2
47	20	9	45	21.4	11	9	82	43.55	55	49	89	46.7
48	78	43	55	26.79	94	68	72	29.8	--	--	--	--
49	55	51	93	50.64	70	66	94	48.37	53	45	85	33.8
50	49	39	80	39.47	53	42	79	39.3	--	--	--	--
51	49	26	53	30.47	41	35	85	43.73	--	--	--	--
52	59	30	51	25.24	56	47	84	35.39	153	139	91	47.5
53	78	40	51	25.62	73	46	63	28.27	--	--	--	--
54									--	--	--	--
55	45	29	64	30.49	44	35	80	33.25	--	--	--	--
56	150	126	84	44.01	131	106	81	44.31	--	--	--	--
57									60	48	80	40.4
58	36	32	89	32.94	47	41	87	40.89	29	26	90	48.6
59	33	23	70	31.42	33	16	48	20.03	34	22	65	31.2
60									32	27	84	46.7
61									25	17	68	27.8
62									20	19	95	43.2
63									233	181	78	38.7
64					58	46	79	33.12	--	--	--	--

Source: MGT of America, Inc. and NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2005, 2006, and 2007.

**Table 5-11**  
**ITBS LANGUAGE TOTAL: END OF SCHOOL YEAR**  
**COHORT 1 - KINDERGARTEN: 2004-05, 2005-06 AND 2006-07**

School	2004-05				2005-06				2006-07			
	Language Total				Language Total				Language Total			
	Goal: At or Above the 40th Percentile				Goal: At or Above the 40th Percentile				Goal: At or Above the 40th Percentile			
	Total Tested	Number Meeting Goal	Percent Meeting Goal	Mean NCE	Total Tested	Number Meeting Goal	Percent Meeting Goal	Mean NCE	Total Tested	Number Meeting Goal	Percent Meeting Goal	Mean NCE
<b>All</b>	<b>3,717</b>	<b>2,126</b>	<b>57</b>	<b>47.96</b>	<b>3,582</b>	<b>2,205</b>	<b>62</b>	<b>47.96</b>	<b>2,452</b>	<b>1,571</b>	<b>64</b>	<b>50.59</b>
1	121	59	49	44.09	139	72	52	44.16	--	--	--	--
2	130	83	64	50.05	139	93	67	54.08	35	28	80	58.97
3	32	20	63	45.03	40	18	45	42.85	57	41	72	51.58
4	97	51	53	48.35	77	54	70	50.73	18	13	72	53.56
5	34	23	68	53.53	29	26	90	64.62	--	--	--	--
6	--	--	--	--	--	--	--	--	--	--	--	--
7	61	25	41	40.05	64	44	69	49.38	--	--	--	--
8	177	132	75	56.85	172	118	69	52.49	50	32	64	51.40
9	55	46	84	59.29	53	39	74	53.96	--	--	--	--
10	32	20	63	54.97	51	43	84	60.69	--	--	--	--
11	40	26	65	49.83	37	29	78	58.7	72	48	67	50.15
12	57	16	28	36.75	21	14	67	49.05	--	--	--	--
13	34	25	74	58.09	43	38	88	60.74	52	39	75	53.04
14	40	18	45	39.55	15	11	73	51.13	16	13	81	55.13
15	44	29	66	52.8	36	29	81	61.81	--	--	--	--
16	51	40	78	58.33	56	37	66	54.2	11	7	64	51.91
17	76	30	39	43.33	48	27	56	47.04	32	22	69	53.38
18	18	11	61	49.44	17	10	59	44.71	--	--	--	--
19	238	116	49	42.42	225	135	60	47.99	--	--	--	--
20	24	13	54	47.21	31	24	77	60.61	--	--	--	--
21	9	6	67	59.56	10	9	90	71.5	234	169	72	53.79
22	15	7	47	44.67	10	7	70	53	34	30	88	57.00
23	15	8	53	48.53	9	7	78	53.78	194	119	61	47.90
24	23	18	78	57.61	30	29	97	71.33	--	--	--	--
25	160	99	62	47.71	159	109	69	52.5	13	6	46	40.38
26	--	--	--	--	--	--	--	--	--	--	--	--
27	275	161	59	48.24	235	154	66	52.48	57	37	65	52.11
28	--	--	--	--	--	--	--	--	--	--	--	--
29	--	--	--	--	--	--	--	--	92	42	46	41.88
30	134	83	62	47.23	149	76	51	47.04	--	--	--	--
31	31	27	87	58.58	25	20	80	67.04	49	28	57	47.22

**Table 5-11 (Continued)**  
**ITBS LANGUAGE TOTAL: END OF SCHOOL YEAR**  
**COHORT 1 - KINDERGARTEN: 2004-05, 2005-06 AND 2006-07**

School	2004-05				2005-06				2006-07			
	Language Total				Language Total				Language Total			
	Goal: At or Above the 40th Percentile				Goal: At or Above the 40th Percentile				Goal: At or Above the 40th Percentile			
	Total Tested	Number Meeting Goal	Percent Meeting Goal	Mean NCE	Total Tested	Number Meeting Goal	Percent Meeting Goal	Mean NCE	Total Tested	Number Meeting Goal	Percent Meeting Goal	Mean NCE
32	--	--	--	--	--	--	--	--	76	26	34	38.51
33	74	32	43	43.88	74	36	49	43.78	51	27	53	41.35
34	225	170	76	57.47	217	169	78	57.25	53	31	58	46.34
35	36	23	64	45.58	29	19	66	54.03	43	13	30	36.88
36	41	23	56	45.34	46	20	43	42.48	--	--	--	--
37	120	64	53	45.6	106	66	62	50.28	54	24	44	42.02
38	71	42	59	47.04	69	43	62	51.13	40	19	48	43.53
39	37	21	57	47.57	39	14	36	41.36	74	23	31	35.76
40	39	9	23	36.13	39	9	23	32.79	45	23	51	44.89
41	78	41	53	44.62	85	48	56	43.87	145	98	68	54.23
42	59	26	44	43.37	60	31	52	42.53	--	--	--	--
43	35	28	80	56.46	22	22	100	68.59	36	23	64	51.81
44	56	30	54	45.68	54	30	56	44.61	--	--	--	--
45	26	14	54	47.08	33	27	82	56.3	110	88	80	57.96
46	33	17	52	44.06	47	29	62	47.72	126	79	63	49.09
47	16	10	63	48.25	10	6	60	44.2	3	1	33	33.33
48	79	44	56	46.18	87	43	49	42.34	--	--	--	--
49	74	40	54	47.66	74	46	62	44.45	28	21	75	55.82
50	47	22	47	44.85	55	31	56	44.33	--	--	--	--
51	58	20	34	39.1	46	15	33	37.76	--	--	--	--
52	60	35	58	46.97	59	28	47	40.81	144	80	56	46.26
53	77	35	45	43.56	79	26	33	36.97	--	--	--	--
54	--	--	--	--	--	--	--	--	--	--	--	--
55	48	30	63	55.42	46	31	67	56.63	--	--	--	--
56	150	72	48	44.77	130	63	48	45.34	--	--	--	--
57	--	--	--	--	--	--	--	--	57	41	72	52.74
58	35	19	54	50.97	47	33	70	55.26	26	26	100	72.12
59	37	16	43	44.24	36	14	39	38.08	22	14	64	51.55
60	--	--	--	--	--	--	--	--	40	36	90	70.30
61	--	--	--	--	--	--	--	--	24	12	50	44.67
62	--	--	--	--	--	--	--	--	19	10	53	46.89
63	--	--	--	--	--	--	--	--	220	182	83	60.66
64	--	--	--	--	72	34	47	40.01	--	--	--	--

Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2005, 2006, and 2007.

**Table 5-12**  
**DIBELS PHONEME SEGMENTATION FLUENCY: END OF SCHOOL YEAR**  
**COHORT 2 - KINDERGARTEN: 2006-07**

School	2006-07			
	Phoneme Segmentation Fluency			
	Goal: 35 Phonemes / Minute			
	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score
<b>All</b>	<b>2,387</b>	<b>2,057</b>	<b>86</b>	<b>49.0</b>
1	47	43	92	49.1
2	--	--	--	--
3	266	252	95	56.2
4	--	--	--	--
5	171	137	80	45.5
6	--	--	--	--
7	32	29	91	57.3
8	21	18	86	41.4
9	7	7	100	46.3
10	35	28	80	47.0
11	61	57	93	48.0
12	18	15	83	48.2
13	21	19	91	45.2
14	29	26	90	51.6
15	72	57	79	42.8
16	45	44	98	55.2
17	116	110	95	52.4
18	71	55	78	41.6
19	144	126	88	49.9
20	--	--	--	--
21	19	19	100	64.0
22	92	84	91	50.4
23	39	33	85	46.4
24	51	43	84	48.6
25	106	77	73	41.5
26	177	149	84	50.3
27	51	50	98	57.7
28	34	31	91	50.6
29	16	3	19	23.0
30	30	28	93	54.5
31	47	43	92	52.0
32	43	27	63	35.5
33	76	50	66	36.5
34	26	24	92	46.9
35	71	66	93	51.2
36	105	85	81	44.9
37	248	217	88	51.0
38	--	--	--	--

Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.



**Table 5-13**  
**DIBELS LETTER NAMING FLUENCY: END OF SCHOOL YEAR**  
**COHORT 2 - KINDERGARTEN: 2004-05, 2005-06 AND 2006-07**

School	2006-07			
	Letter Naming Fluency			
	Goal: 40 Letter Names / Minute			
	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score
<b>All</b>	<b>2,384</b>	<b>1,808</b>	<b>76</b>	<b>50.4</b>
1	47	39	83	50.7
2	--	--	--	--
3	263	214	81	54.0
4	--	--	--	--
5	170	127	75	50.2
6	--	--	--	--
7	32	23	72	52.8
8	21	16	76	51.1
9	7	6	86	48.4
10	35	24	69	43.7
11	61	53	87	54.5
12	18	14	78	47.7
13	21	7	33	36.0
14	29	22	76	53.3
15	72	47	65	45.6
16	45	35	78	50.8
17	116	93	80	51.1
18	71	48	68	48.3
19	144	108	75	51.7
20	--	--	--	--
21	19	16	84	51.2
22	92	79	86	54.9
23	40	28	70	47.8
24	51	43	84	54.8
25	106	69	65	45.0
26	177	103	58	44.3
27	51	48	94	60.3
28	34	32	94	60.9
29	16	11	69	45.7
30	30	20	67	43.2
31	47	35	75	50.1
32	43	24	56	46.7
33	76	58	76	47.9
34	26	18	69	46.9
35	71	56	79	50.0
36	105	73	70	47.5
37	248	215	87	53.3
38	--	--	--	--

Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Table 5-14**  
**DIBELS NONSENSE WORD FLUENCY: END OF SCHOOL YEAR**  
**COHORT 2 - KINDERGARTEN: 2006-07**

School	2006-07			
	Nonsense Word Fluency			
	Goal: 25 Letter Sounds / Minute			
	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score
<b>All</b>	<b>2,383</b>	<b>1,870</b>	<b>78.5</b>	<b>38.3</b>
1	47	42	89	39.4
2	--	--	--	--
3	263	224	85	45.9
4	--	--	--	--
5	169	122	72	35.2
6	--	--	--	--
7	32	27	84	38.3
8	21	17	81	33.7
9	7	4	57	27.9
10	35	29	83	31.8
11	61	52	85	38
12	18	14	78	40.9
13	21	14	67	29.2
14	29	22	76	39.2
15	72	47	65	30.6
16	45	40	89	40.2
17	116	93	80	37.8
18	71	53	75	35.4
19	144	122	85	42.8
20	--	--	--	--
21	19	19	100	41.5
22	92	82	89	44.9
23	40	17	43	23.5
24	51	42	82	42.4
25	106	67	63	28.7
26	177	123	70	34.9
27	51	51	100	50.2
28	34	30	88	41.0
29	16	12	75	31.6
30	30	21	70	32.9
31	47	34	72	38.6
32	43	25	58	30.2
33	76	53	70	31.8
34	26	20	77	32.2
35	71	62	87	41.4
36	105	80	76	36.8
37	248	205	83	41.4
38	--	--	--	--

Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Table 5-15**  
**ITBS LANGUAGE TOTAL: END OF SCHOOL YEAR**  
**COHORT 2 - KINDERGARTEN: 2004-05, 2005-06 AND 2006-07**

School	2006-07			
	Language Total			
	Goal: At or Above the 40th Percentile			
	Total Tested	Number Meeting Goal	Percent Meeting Goal	Mean NCE
<b>All</b>	<b>2,142</b>	<b>1,387</b>	<b>65</b>	<b>51.08</b>
1	50	36	72	53.42
2	--	--	--	--
3	218	107	49	44.56
4	--	--	--	--
5	168	120	71	51.02
6	--	--	--	--
7	31	24	77	57.94
8	22	19	86	57.23
9	8	5	63	52.50
10	27	5	19	32.56
11	54	34	63	50.63
12	19	16	84	57.53
13	--	--	--	--
14	26	23	88	59.19
15	44	31	70	53.25
16	42	34	81	61.83
17	111	79	71	55.46
18	63	52	83	58.13
19	134	106	79	58.51
20	--	--	--	--
21	16	12	75	53.63
22	75	58	77	58.31
23	37	22	59	46.41
24	43	25	58	49.58
25	93	28	30	36.08
26	163	111	68	53.58
27	51	42	82	57.63
28	28	22	79	59.18
29	13	9	69	54.54
30	27	20	74	53.81
31	50	18	36	40.32
32	36	17	47	44.17
33	69	42	61	49.94
34	25	18	72	52.32
35	55	50	91	65.95
36	122	73	60	48.06
37	221	128	58	46.63
38	--	--	--	--

Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Tables 5-16 and 5-17** present an analysis of Cohort 1 and Cohort 2 statewide scores by demographic characteristics and for subgroups, including gender, race/ethnicity groups, language groups, students with disabilities (Special Education group), and economic status (Free/Reduced Lunch) for the 2006–07 school year on end-of-year DIBELS subtests. **Tables 5-18 and 5-19** present an analysis of ITBS Language Total Cohort 1 and Cohort 2 statewide scores by demographic characteristics and for subgroups, including gender, race/ethnicity groups, language groups, students with disabilities (Special Education group), and economic status (Free/Reduced Lunch) for the 2006–07 school year.

As **Tables 5-16** and **5-18** show, the number of male and female students tested in Cohort 1 schools was commensurate. Female students did consistently better than male students on the LNF, PSF, NWF, and ITBS Language Total. Focusing on race/ethnicity in Cohort 1 schools, a higher percentage (88%) of White students met the benchmark on phoneme segmentation fluency, compared to 84 percent of the African American students. Approximately the same percentage of White students (80%) and African American students (79%) met the letter naming fluency goal. Additionally, similar percentages of White students (83%) and African American students (80%) met the nonsense word fluency goal. White students (81%) had a substantially higher proportion meeting proficiency on ITBS Language Total than African American students (58%).

Contrasting risk groups at Cohort 1 schools, English Language Learners were behind English speakers on LNF, NWF, and ITBS Language Total, with 60 versus 78 percent on letter naming fluency, and 60 versus 81 percent on nonsense word fluency. One hundred percent of English Language Learners were proficient on phoneme segmentation fluency, compared to only 85 percent of English speakers were proficient. Proportionately fewer English Language Learners (39%) met proficiency on ITBS Language Total than other students (65%).

Of the students designated as receiving Special Education at Cohort 1 schools, 56 percent met the letter naming fluency goal, 60 percent met the phoneme segmentation fluency goal, and 59 percent met the nonsense word fluency goal, compared to 80-87 percent of other students. Of the Special Education students tested on ITBS, 40 percent met proficiency on ITBS Language Total compared to 66 percent of other students.

Students who were designated as eligible for Free/Reduced Lunch at Cohort 1 schools fell below those students who did not receive Free/Reduced Lunch on each of the DIBELS subtests and the ITBS subtest, although these differences were negligible. For letter naming fluency, 77 percent of students eligible for Free/Reduced Lunch met proficiency compared to 78 percent of other students. For phoneme segmentation fluency, 84 percent of students eligible for Free/Reduced Lunch met proficiency compared to 85 percent of other students. For nonsense word fluency, 78 percent of students eligible for Free/Reduced Lunch met proficiency compared to 81 percent of other students. Additionally, proportionately fewer students who were eligible for Free/Reduced Lunch (60%) met proficiency on ITBS Language Total as compared with others (79%).

As **Tables 5-17** and **5-19** indicate, the number of male and female students tested in Cohort 2 schools was commensurate. Female students did consistently better than male students on the LNF, PSF, and NWF. Both male and female students performed equally well on the ITBS Language Total, with 50 percent of males and 50 percent of females meeting proficiency. Focusing on race/ethnicity in Cohort 2 schools, a higher percentage (90%) of White students met the benchmark on phoneme segmentation fluency, compared to 82 percent of the African American students. Approximately the same percentage of White students (74%) and African American students (75%) met the letter naming fluency goal. Additionally, a higher percentage of White students (80%) met the benchmark on nonsense word fluency, compared to 74 percent of African American students. White students (79%) had a substantially higher proportion meeting proficiency on ITBS Language Total than African American students (48%).

Contrasting risk groups at Cohort 2 schools, English Language Learners were behind English speakers on the ITBS Language Total, with proportionately fewer English Language Learners (36%) who met proficiency on ITBS Language Total than other students (66%).

Of the students designated as receiving Special Education at Cohort 2 schools, 54 percent met the letter naming fluency goal, 66 percent met the phoneme segmentation fluency goal, and 51 percent met the nonsense word fluency goal, compared to 77-87 percent of other students. Of the Special Education students tested on ITBS, 36 percent met proficiency on ITBS Language Total compared to 67 percent of other students.

Students who were designated as eligible for Free/Reduced Lunch at Cohort 2 schools fell below those students who did not receive Free/Reduced Lunch on each of the DIBELS subtests and the ITBS subtest. For letter naming fluency, 67 percent of students eligible for Free/Reduced Lunch met proficiency compared to 76 percent of other students. For phoneme segmentation fluency, 83 percent of students eligible for Free/Reduced Lunch met proficiency compared to 86 percent of other students. For nonsense word fluency, 67 percent of students eligible for Free/Reduced Lunch met proficiency compared to 79 percent of other students. Additionally, proportionately fewer students who were eligible for Free/Reduced Lunch (60%) met proficiency on ITBS Language Total as compared with others (79%).

**Figures 5-29 through 5-34** present the demographic and risk group characteristics in chart form.

**Table 5-16  
DIBELS PERFORMANCE: END OF YEAR  
COHORT 1 - KINDERGARTEN: 2006-07  
BREAKDOWN BY DEMOGRAPHIC AND RISK GROUP CHARACTERISTICS**

	Letter Naming Fluency		Phoneme Segmentation Fluency		Nonsense Word Fluency	
	Goal: 40 Letter Names / Minute		Goal: 35 Phonemes / Minute		Goal: 25 Nonsense Words / Minute	
	Total Tested	Percent / Number Meeting Goal	Total Tested	Percent / Number Meeting Goal	Total Tested	Percent / Number Meeting Goal
<b>Gender</b>						
Male	1,316	74 / 973	1,295	82 / 1060	1,293	76 / 986
Female	1,225	84 / 1025	1,208	89 / 1073	1,208	86 / 1033
<b>Race/Ethnicity</b>						
American Indian	8	86 / 7	8	75 / 6	8	88 / 7
Asian	28	79 / 22	28	79 / 22	28	86 / 24
Black or African American	1,468	79 / 1160	1,436	84 / 1211	1,436	80 / 1149
Hispanic	239	70 / 168	234	81 / 189	234	77 / 179
White	760	80 / 608	759	88 / 669	757	83 / 625
Other	32	94 / 30	32	91 / 29	32	94 / 30
<b>English Language Learner</b>						
Yes	5	60 / 3	5	100 / 5	5	60 / 3
No	2,957	78 / 2316	2,919	85 / 2489	2,917	81 / 2368
<b>Special Ed. Placement</b>						
Yes	165	56 / 92	159	60 / 95	159	59 / 94
No	2,799	80 / 2229	2,767	87 / 2401	2,765	82 / 2279
<b>Free/Reduced Lunch</b>						
Yes	166	77 / 128	162	84 / 136	162	78 / 127
No	2,796	78 / 2191	2,762	85 / 2358	2,760	81 / 2244

Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Table 5-17  
DIBELS PERFORMANCE: END OF YEAR  
COHORT 2 - KINDERGARTEN: 2006-07  
BREAKDOWN BY DEMOGRAPHIC AND RISK GROUP CHARACTERISTICS**

	Letter Naming Fluency		Phoneme Segmentation Fluency		Nonsense Word Fluency	
	Goal: 40 Letter Names / Minute		Goal: 35 Phonemes / Minute		Goal: 25 Nonsense Words / Minute	
	Total Tested	Percent / Number Meeting Goal	Total Tested	Percent / Number Meeting Goal	Total Tested	Percent / Number Meeting Goal
<b>Gender</b>						
Male	1,089	70 / 767	1,091	84 / 912	1,090	71 / 778
Female	923	80 / 73	924	89 / 822	922	84 / 770
<b>Race/Ethnicity</b>						
American Indian	15	67 / 10	15	100 / 15	15	60 / 9
Asian	12	83 / 10	12	58 / 7	12	75 / 9
Black or African American	813	75 / 613	815	82 / 664	812	74 / 600
Hispanic	101	73 / 74	100	82 / 82	101	74 / 75
White	1,034	74 / 768	1,036	90 / 933	1,035	80 / 823
Other	33	82 / 27	33	88 / 29	33	85 / 28
<b>English Language Learner</b>						
Yes	1	100 / 1	1	100 / 1	1	100 / 1
No	2,383	76 / 1801	2,386	86 / 2056	2,382	79 / 1869
<b>Special Ed. Placement</b>						
Yes	120	54 / 65	121	66 / 80	120	51 / 61
No	2,267	77 / 1746	2,269	87 / 1980	2,266	80 / 1812
<b>Free/Reduced Lunch</b>						
Yes	97	67 / 65	97	83 / 80	97	67 / 65
No	2,287	76 / 1743	2,290	86 / 1977	2,286	79 / 1805

Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Table 5-18**  
**ITBS LANGUAGE TOTAL PERFORMANCE**  
**COHORT 1 - KINDERGARTEN: 2006-07**  
**BREAKDOWN BY DEMOGRAPHIC AND RISK GROUP CHARACTERISTICS**

	Total Tested	Percent / Number Meeting Goal	Mean NCE
<b>Total</b>	<b>2,452</b>	<b>64 / 1571</b>	<b>50.59</b>
<b>Gender</b>			
Male	1,264	47 / 732	48.56
Female	1,184	53 / 836	52.74
<b>Race/Ethnicity</b>			
American Indian	8	63 / 5	48.50
Asian	15	60 / 9	47.00
Black or African American	1,395	58 / 802	47.23
Hispanic	192	40 / 76	39.28
White	841	81 / 678	58.82
Other	1	100 / 1	64.00
<b>English Language Learner</b>			
Yes	117	39 / 45	38.27
No	2,335	65 / 1526	51.21
<b>Special Ed. Placement</b>			
Yes	179	40 / 72	41.07
No	2,273	66 / 1499	51.34
<b>Free/Reduced Lunch</b>			
Yes	1,919	60 / 1151	48.32
No	533	79 / 420	58.76

Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

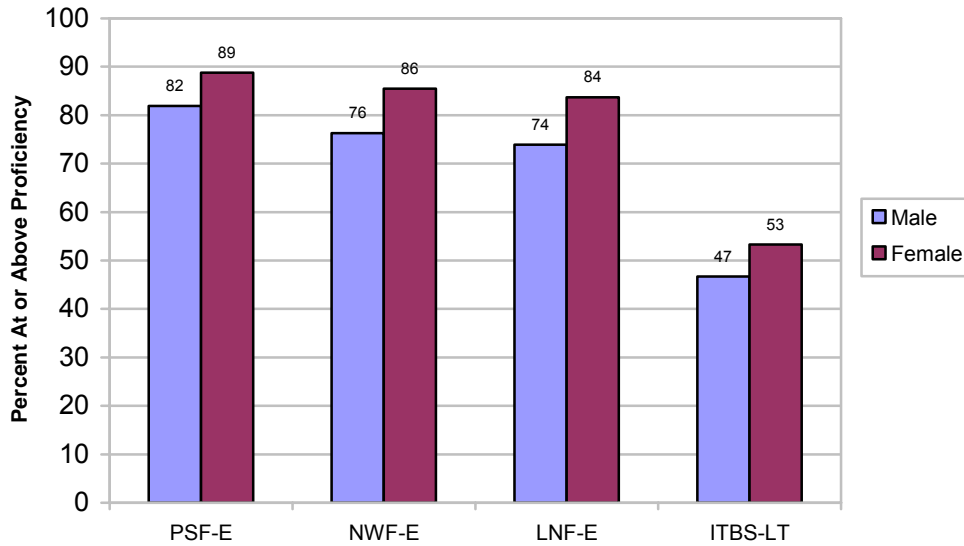
**Table 5-19**  
**ITBS LANGUAGE TOTAL PERFORMANCE**  
**COHORT 2 - KINDERGARTEN: 2006-07**  
**BREAKDOWN BY DEMOGRAPHIC AND RISK GROUP CHARACTERISTICS**

	Total Tested	Percent / Number Meeting Goal	Mean NCE
<b>Total</b>	<b>2,142</b>	<b>65 / 1387</b>	<b>51.08</b>
<b>Gender</b>			
Male	1,138	50 / 693	49.14
Female	1,002	50 / 692	53.25
<b>Race/Ethnicity</b>			
American Indian	10	80 / 8	58.20
Asian	14	36 / 5	37.57
Black or African American	875	48 / 421	43.05
Hispanic	89	45 / 40	43.57
White	1,148	79 / 909	57.89
Other	6	67 / 4	50.00
<b>English Language Learner</b>			
Yes	53	34 / 18	38.53
No	2,089	66 / 1369	51.40
<b>Special Ed. Placement</b>			
Yes	149	36 / 54	38.94
No	1,993	67 / 1333	51.99
<b>Free/Reduced Lunch</b>			
Yes	1,616	60 / 971	48.31
No	526	79 / 416	59.58

Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

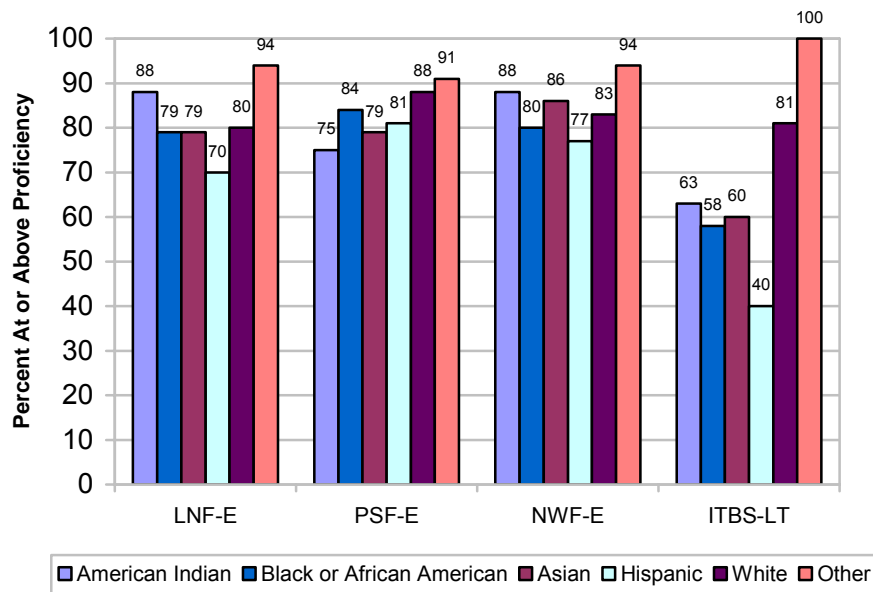


**Figure 5-29**  
**COHORT 1 - KINDERGARTEN PERFORMANCE**  
**BY GENDER: 2006-07**



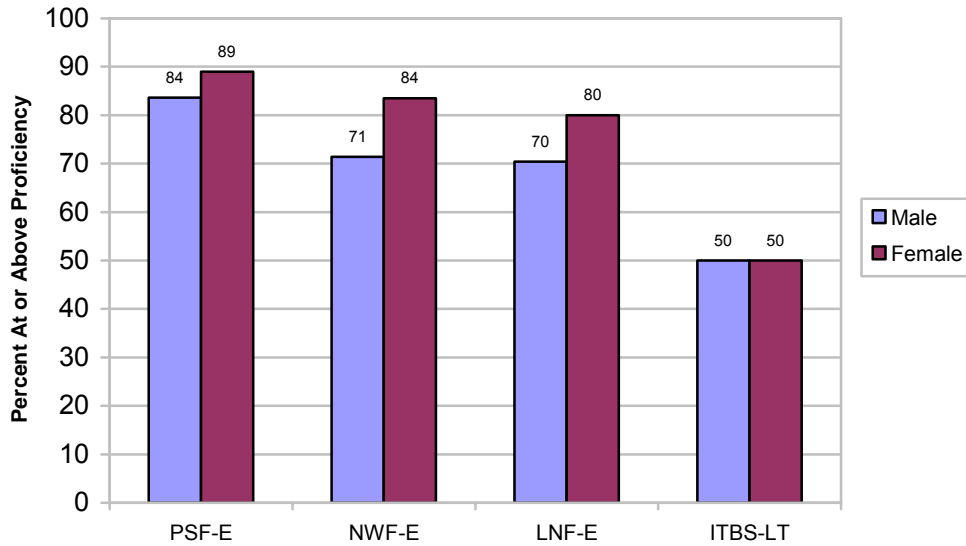
Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Figure 5-30**  
**COHORT 1 - KINDERGARTEN PERFORMANCE**  
**BY RACE/ETHNICITY: 2006-07**



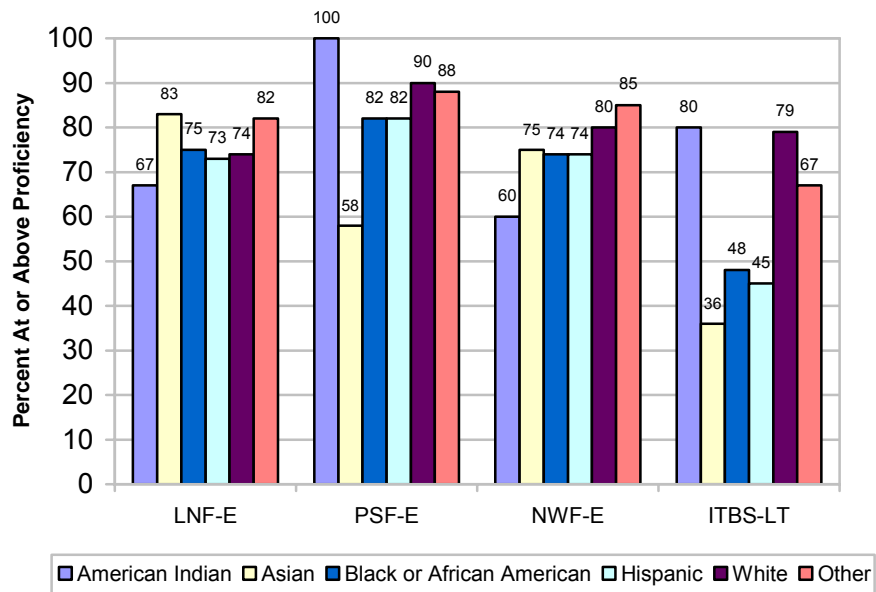
Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Figure 5-31**  
**COHORT 2 - KINDERGARTEN PERFORMANCE**  
**BY GENDER: 2006-07**



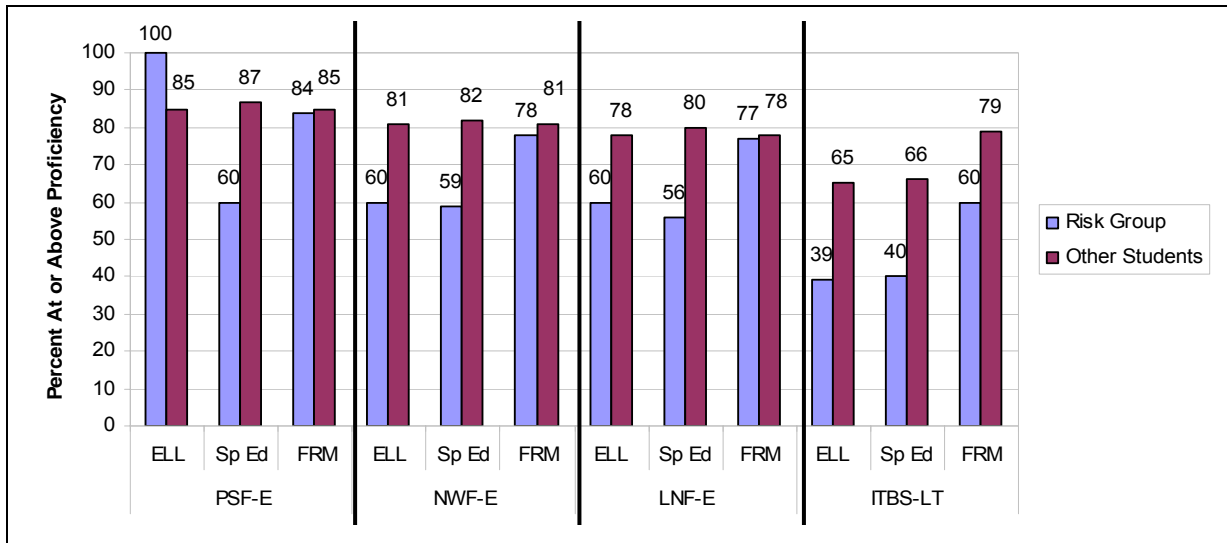
Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Figure 5-32**  
**COHORT 2 - KINDERGARTEN PERFORMANCE**  
**BY RACE/ETHNICITY: 2006-07**



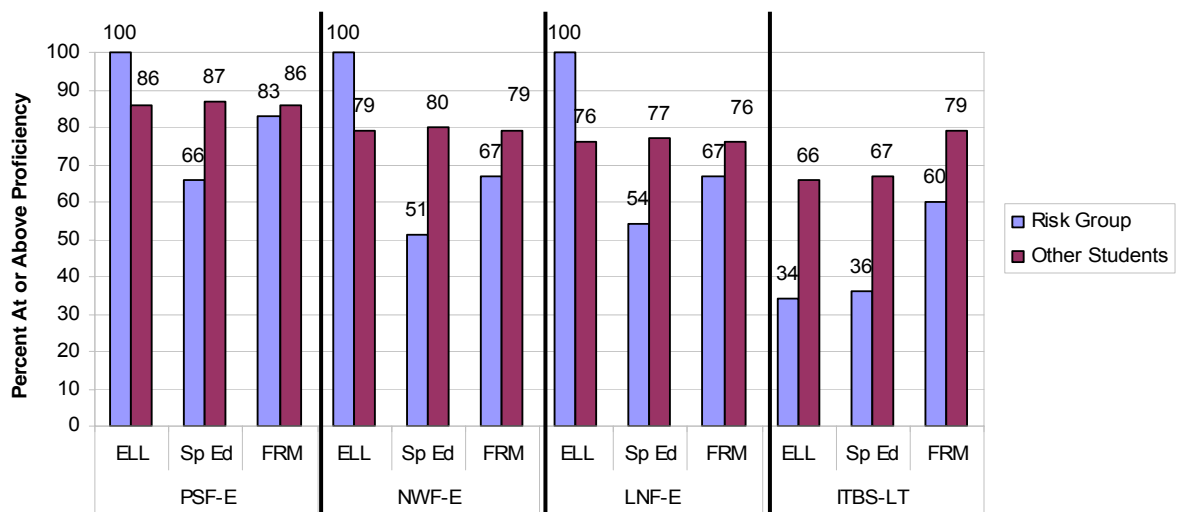
Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Figure 5-33**  
**COHORT 1 - KINDERGARTEN PERFORMANCE**  
**BY RISK GROUP: 2006-07**



Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Figure 5-34**  
**COHORT 2 - KINDERGARTEN PERFORMANCE**  
**BY RISK GROUP: 2006-07**



Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

## 5.5 First Grade Student Performance

### 5.5.1 Progress During School Year

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

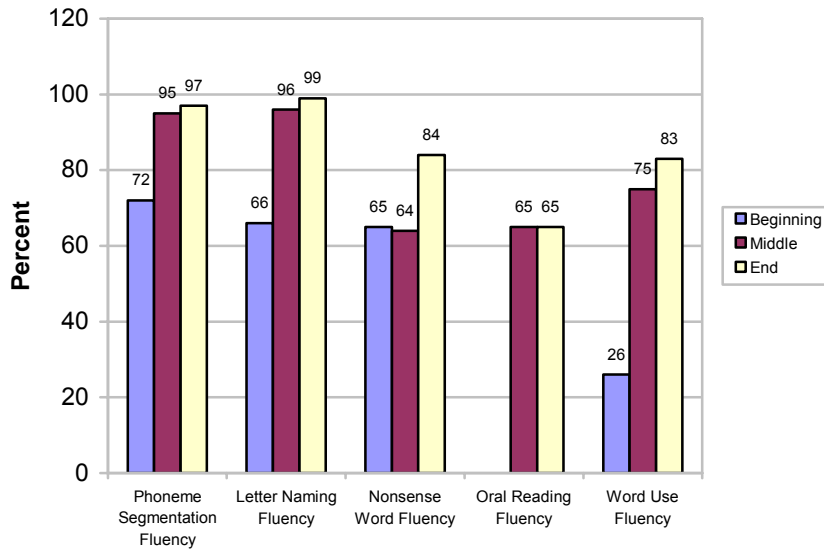
- Phoneme Segmentation Fluency (PSF) for phonemic awareness;
- Letter Naming Fluency (LNF)
- Nonsense Word Fluency (NWF) for phonics;
- Oral Reading Fluency (ORF) for fluency; and
- Word Use Fluency (WUF) for vocabulary and comprehension.

First grade students in Cohort 1 schools made substantial progress in four of five areas tested, comparing their initial performance to their performance at the end of the year. Only 72 percent were meeting the benchmark in PSF at the beginning of the year. At the end of the year, 97 percent were meeting that benchmark. For LNF, 66 percent met the benchmark at the beginning of the year and 99 percent met the goal at the end of the year. For NWF, 65 percent met the benchmark at the beginning of the year and 84 percent met the goal at the end of the year. *No gains were made in ORF at first grade.* Sixty-five percent were meeting the benchmark at the middle of the year and 65 percent at the end of the year. For WUF, 26 percent met the benchmark at the beginning of the year and 83 percent at the end of the year.

First grade students in Cohort 2 schools made substantial progress in four of five areas tested, comparing their initial performance to their performance at the end of the year. Only 56 percent were meeting the benchmark in PSF at the beginning of the year. At the end of the year, 96 percent were meeting that benchmark. For LNF, 56 percent met the benchmark at the beginning of the year and 93 percent met the goal at the end of the year. For NWF, 50 percent met the benchmark at the beginning of the year and 75 percent met the goal at the end of the year. *No gains were made in ORF at first grade.* Fifty-eight percent were meeting the benchmark at the middle of the year and 56 percent at the end of the year. For WUF, 19 percent met the benchmark at the beginning of the year and 78 percent at the end of the year.

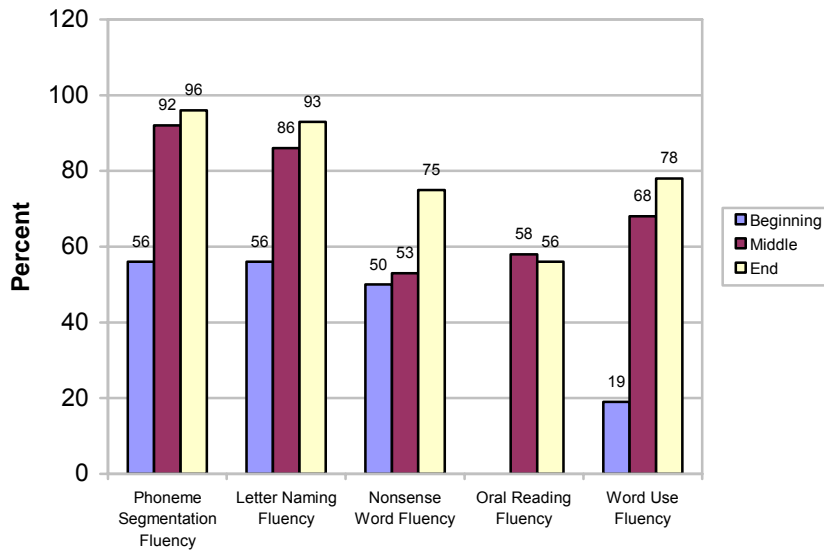
**Figures 5-35 and 5-36** provides an overview of the progress made throughout the year on each progress monitoring assessment. The end measure includes summer school, if attended.

**Figure 5-35**  
**PROGRESS MONITORING PERFORMANCE**  
**COHORT 1 - FIRST GRADE: 2006-07**



Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Figure 5-36**  
**PROGRESS MONITORING PERFORMANCE**  
**COHORT 2 - FIRST GRADE: 2006-07**



Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

### 5.5.2 Performance on Outcomes

First grade students were assessed on five outcome measures for 2006–07. Approximately 2,900 first grade students in 55 Cohort 1 schools and 2,500 first grade students in 33 Cohort 2 were assessed on these subtests.

- DIBELS Phoneme Segmentation Fluency (PSF) for phonemic awareness;
- DIBELS Nonsense Word Fluency (NWF) for phonics;
- DIBELS Oral Reading Fluency (ORF) for fluency;
- ITBS Vocabulary for vocabulary; and
- ITBS Reading Comprehension for comprehension.

#### First Grade: Phoneme Segmentation Fluency

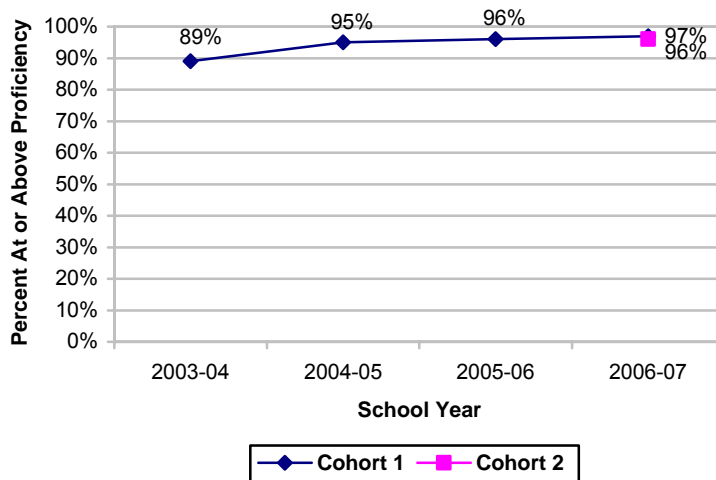
First grade students were assessed on PSF as the outcome measure for phonemic awareness. Cohort 1 performance improved over the first implementation year, with 97 percent of first grade students' statewide meeting or exceeding the goal of 35 correct phonemic sounds per minute, up eight percentage points from 2003–04. Very little change occurred between 2004-2005 and 2005 to 2006 (one percentage point increase), and 2005 to 2006 and 2006 to 2007 (one percentage point increase).

Almost all schools had at least 90 percent of their first grade students meeting the phoneme segmentation fluency goal (compared to 52 schools in 2005-2006), and no schools had fewer than 85 percent of their students meeting the first grade PSF benchmark. In 19 schools, 100 percent of the first grade students demonstrated proficiency in PSF, compared to 21 schools in 2005-2006. The lowest performing school had 85 percent achieving the benchmark.

In 2006–07, 96 percent of Cohort 2 first grade students statewide achieved the goal of 35 correct phonemic sounds per minute at the end of the school year. A total of 32 Cohort 2 schools had at least 80 percent of their first grade students meeting the PSF benchmark. Only one Cohort 2 schools in 2006–07 had fewer than 80 percent demonstrating proficiency in phoneme segmentation fluency. Seven Cohort 2 schools had 100 percent of the first grade students demonstrating proficiency in phoneme segmentation fluency. The lowest performing Cohort 2 school had only 64 percent meeting the benchmark.

**Figure 5-37** compares the performance in 2003–04 through 2006–07 on the PSF subtest. At the end of the section, **Tables 5-20 and 5-25** present the statewide performance and the performance by school for PSF in the 2004–05 and 2006–07 school years.

**Figure 5-37**  
**FIRST GRADE STUDENTS MEETING PSF BENCHMARK**  
**COMPARING 2003-04, 2004-05, 2005-06, AND 2006-07**



Source: MGT of America, Inc. and NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2004, 2005, 2006, and 2007.

**First Grade: Nonsense Word Fluency**

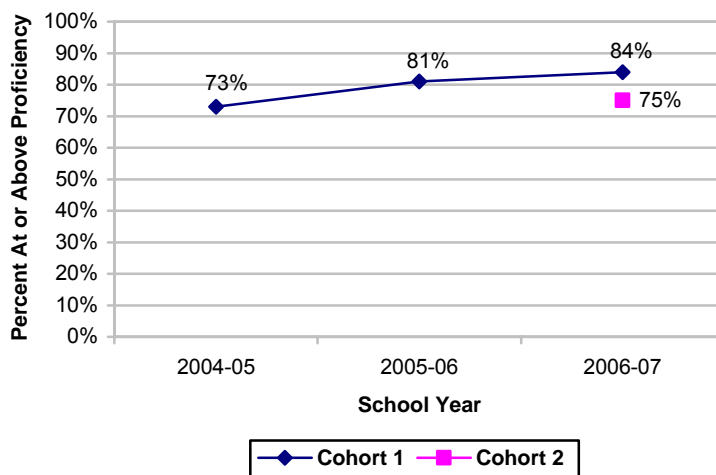
First grade students were assessed on NWF as the outcome measure for phonics. Eighty-four percent of Cohort 1 first grade students statewide met or exceeded the goal of 50 letter sounds per minute compared to 81 percent last year. (Note: NWF was not administered in 2003–04)

Thirty-two schools had 80 or more percent of their first grade students meeting the nonsense word fluency benchmark, compared to 29 schools last year. Thirteen schools had at least 90% of first grade students meeting the goal, compared to 9 schools last year. One Cohort 1 school had 100 percent of the first grade students demonstrating proficiency in NWF. The lowest performing school had 44% of students meeting the NWF benchmark goal (total tested = 9).

Seventy-five percent of Cohort 2 first grade students statewide achieved the goal of 50 correct letter sounds per minute at the end of the 2006-07 school year. Again, performance varied widely by school. Twelve Cohort 2 schools had at least 80 percent of their first grade students meeting the NWF goal, while only one Cohort 2 school had fewer than half of their first grade students demonstrating proficiency in nonsense word fluency. One Cohort 2 school had 100 percent of the first grade students demonstrating proficiency in NWF, compared with only 48 percent of the first grade students in the lowest performing school.

**Figure 5-38** compares the performance for first grade nonsense word fluency from 2004–05 and 2006–07. **Tables 5-21 and 5-26** present the statewide performance and the performance by school for NWF for the 2004-05, 2005-06, and 2006-07 school years.

**Figure 5-38**  
**FIRST GRADE STUDENTS MEETING NWF BENCHMARK**  
**COMPARING 2004-05, 2005-06, AND 2006-07**



Source: MGT of America, Inc. and NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2005, 2006, and 2007.

### First Grade: Oral Reading Fluency

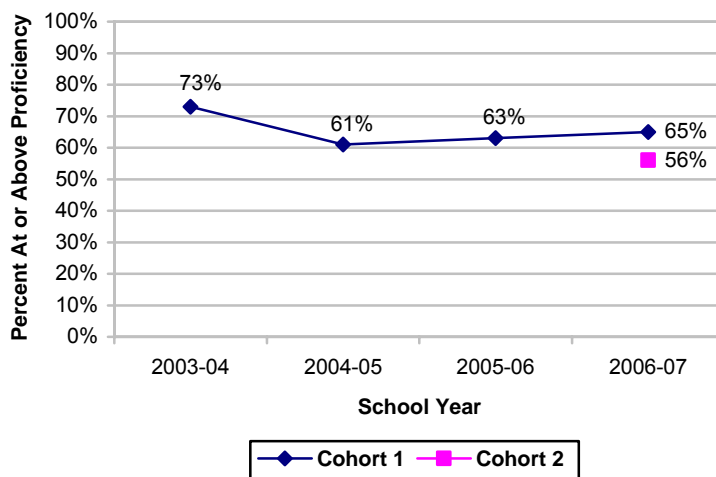
ORF was the first grade outcome measure for fluency. Students were required to read three passages in 2006-2007 compared with only one passage in 2003-2004. Sixty-five percent of Cohort 1 first grade students and fifty-six percent of Cohort 2 first grade students statewide met or exceeded the goal of reading out loud 40 correct words per minute. This was a slight increase in performance of 2 percentage points for Cohort 1 compared 2005–06.

Similar to 2005-06, four Cohort 1 schools had 80 or more percent of their first grade students meeting the ORF benchmark. Cohort 2 only had three schools with 80 or more percent of their first grade students meeting the ORF benchmark. Seven Cohort 1 schools had fewer than 50 percent of their students completing first grade demonstrating oral reading fluency, compared to 8 schools in 2005–06. While there were 10 Cohort 2 schools that had fewer than 50 percent of their students completing first grade demonstrating oral reading fluency. In the best performing Cohort 1 school, 89 percent of the first grade students demonstrated oral reading fluency compared to the highest performing Cohort 2 schools that had 86 percent of the first grade students demonstrated oral reading fluency. The lowest performing schools had 32 percent (Cohort 1) and 29 percent (Cohort 2) of their first grade students meeting the benchmark.

**Figure 5-39** compares the performance in 2003–04 through 2006–07 on the ORF subtest. At the end of the section, **Tables 5-22 and 5-27** present the statewide performance and the performance by school for ORF for the 2004-05, 2005-06 and 2006-07 school years.



**Figure 5-39**  
**FIRST GRADE STUDENTS MEETING ORF BENCHMARK**  
**COMPARING 2003-04, 2004-05, 2005-06, AND 2006-07**



Source: MGT of America, Inc. and NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2004, 2005, 2006, and 2007.

### First Grade: Iowa Test of Basic Skills (ITBS) Vocabulary

First grade students were assessed on ITBS Vocabulary as the outcome measure for vocabulary. Cohort 1 schools' mean NCE was 43.22 for 2,552 students. With the proficiency level set at the 40<sup>th</sup> percentile, 46 percent of Cohort 1 first grade students achieved proficiency at the end of the 2006–07 school year. These results were down by two percentage points compared to last year but up by five percentage points compared to 2004-05. Cohort 2 schools' mean NCE was 43.06 for 2,200 students. With the proficiency level set at the 40<sup>th</sup> percentile, 46 percent of Cohort 1 first grade students achieved proficiency at the end of the 2006–07 school year.

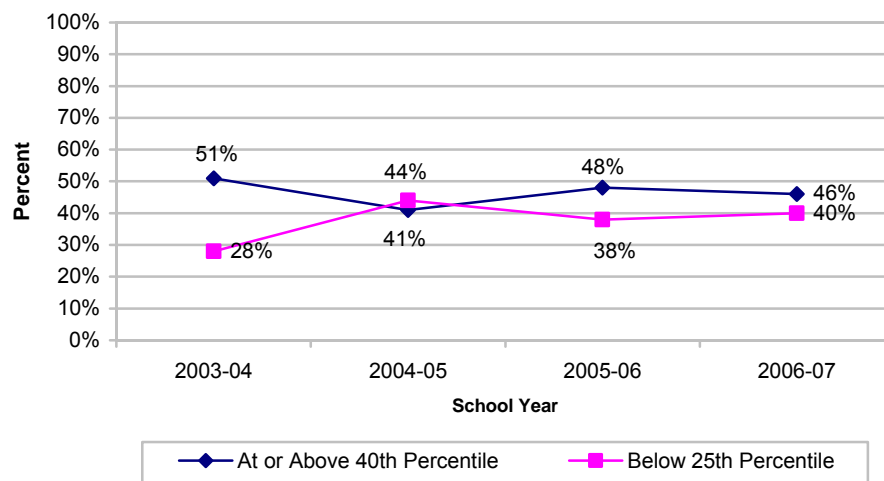
Concerning the lowest performing group, the percentage of Cohort 1 students below the 25<sup>th</sup> percentile increased by 2 percentage points from 38 percent in 2005–06 to 40 percent in 2006–07. While the percentage of Cohort 2 students below the 25<sup>th</sup> percentile was 41% during 2006-07.

No Cohort 1 schools, compared to one Cohort 1 school last year, and only one Cohort 2 school had over 80% of the first grade students achieving proficiency on ITBS Vocabulary. Twenty-four Cohort 1 schools and seventeen Cohort 2 schools had less than half of their first grade students demonstrating proficiency. The highest performing Cohort 1 school had 76 percent proficient, while the lowest performing Cohort 1 school had only 12 percent proficient. The highest performing Cohort 2 school had 82 percent proficient, while the lowest performing Cohort 2 school had only 11 percent proficient. Fifteen Cohort 1 schools improved performance this year compared to last year.

**Figure 5-40** illustrates the pattern of performance over the four years for Cohort 1. At the end of the section, **Tables 5-23 and 5-28** presents the statewide performance and the

performance by school for Cohort 1 and Cohort 2 first grade proficiency on ITBS Vocabulary for 2004–05 and 2005–06.

**Figure 5-40**  
**COHORT 1 FIRST GRADE STUDENTS**  
**MEETING PROFICIENCY ON ITBS VOCABULARY**  
**COMPARING 2003-04, 2004-05, 2005-06, AND 2006-07**



Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2004, 2005, 2006, and 2007.

### First Grade: Iowa Test of Basic Skills (ITBS) Reading Comprehension

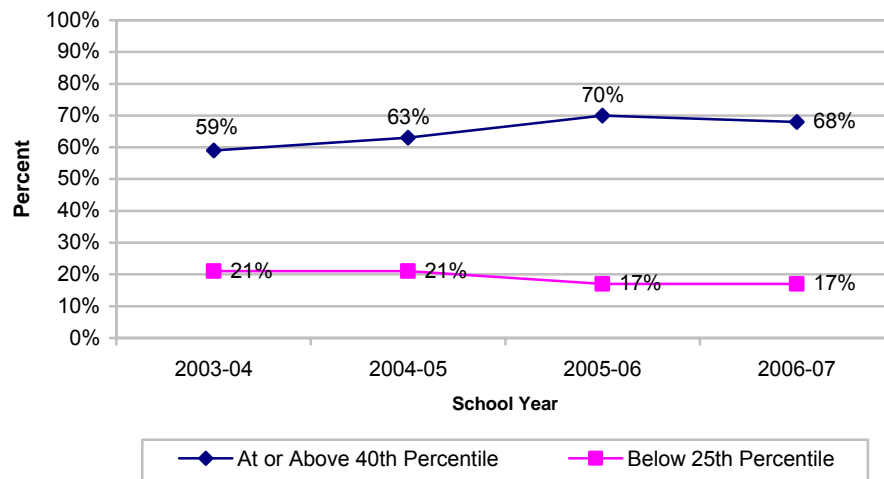
First grade students were assessed on ITBS Reading Comprehension as the outcome measure for comprehension. Cohort 1 school’s mean NCE was 53.65 for 2,512 students. With the proficiency level set at the 40<sup>th</sup> percentile, 68 percent of Cohort 1 first grade students achieved proficiency at the end of the 2006–07 school year. These results were down two percentage points from the previous year and up five percentage points from 2004-05. Cohort 2 school’s mean NCE was 52.49 for 2,136 students. With the proficiency level set at the 40<sup>th</sup> percentile, 67 percent of Cohort 2 first grade students achieved proficiency at the end of the 2006–07 school year.

Looking at progress with the lowest performing group, the percentage of Cohort 1 students below the 25<sup>th</sup> percentile was the same this year as compared to the last years; while Cohort 2 had 19% of students below the 25<sup>th</sup> percentile.

Ten Cohort 1 schools had at least 80% of their first grade students achieving proficiency on ITBS Reading Comprehension (compared to eight last year), while six Cohort 1 schools had less than half of their first grade students demonstrating proficiency (compared to five last year). The highest performing Cohort 1 school had 88 percent proficient; the lowest performing school 30 percent proficient. Seventeen Cohort 1 schools improved performance compared to last year. Seven Cohort 2 schools had at least 80% of their first grade students achieving proficiency on ITBS Reading Comprehension, while five Cohort 2 schools had less than half of their first grade students demonstrating proficiency. The highest performing Cohort 2 school had 96 percent proficient; the lowest performing school 32 percent proficient.

**Figure 5-41** illustrates the performance on ITBS Reading Comprehension across the four implementation years for Cohort 1. At the end of the section, **Tables 5-24 and 5-29** present the statewide performance and the performance by school for Cohort 1 and Cohort 2 first grade proficiency on ITBS Reading Comprehension for 2004–05, 2005–06 and 2006–07.

**Figure 5-41**  
**COHORT 1 FIRST GRADE STUDENTS**  
**MEETING PROFICIENCY ON ITBS READING COMPREHENSION**  
**COMPARING 2003-04, 2004-05, 2005-06, AND 2006-07**



Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2004, 2005, 2006, and 2007.

**Table 5-20**  
**DIBELS PHONEME SEGMENTATION FLUENCY: END OF SCHOOL YEAR**  
**COHORT 1 - FIRST GRADE: 2004-05, 2005-06 AND 2006-07**

School	2004-05				2005-06				2006-07			
	Phoneme Segmentation Fluency				Phoneme Segmentation Fluency				Phoneme Segmentation Fluency			
	Goal: 35 Phonemes / Minute				Goal: 35 Phonemes / Minute				Goal: 35 Phonemes / Minute			
	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score
<b>All</b>	<b>3,538</b>	<b>3,355</b>	<b>95</b>	<b>55.62</b>	<b>3,587</b>	<b>3,449</b>	<b>96</b>	<b>56.31</b>	<b>2,927</b>	<b>2,839</b>	<b>97</b>	<b>57.05</b>
1	120	110	92	52.13	64	63	98	52.53				
2	99	95	96	54.57	136	134	99	61.43	36	36	100	65.47
3	48	34	71	47.71	32	32	100	61.72	56	55	98	57.34
4	81	77	95	46.06	95	90	95	48.33	9	9	100	52.89
5	32	32	100	60.31	36	36	100	64.19				
6									121	120	99	61.55
7	79	73	92	47.54	60	58	97	61.67				
8	184	178	97	54.45	165	159	96	54.27	55	52	95	51.36
9	43	40	93	52.81	55	55	100	55.91				
10	46	46	100	52.52	70	67	96	49.86	35	30	86	54.20
11	43	42	98	52.74	45	45	100	57.69	71	71	100	51.00
12	48	48	100	64.6	46	45	98	60.11	45	45	100	55.69
13	39	35	90	50.28	38	38	100	54.26				
14	33	32	97	54.15	6	6	100	54.17	25	25	100	55.12
15	48	47	98	55.06	39	39	100	62.92				
16	53	52	98	50.15	43	43	100	58.35	39	37	95	53.67
17	91	90	99	59.02	93	93	100	63.94	95	95	100	56.44
18	19	19	100	62.11	21	21	100	61.57	81	76	94	54.93
19	246	240	98	58.2	227	214	94	57.04	74	73	99	66.51
20	26	25	96	46.38	25	25	100	67.8	75	74	99	44.95
21	9	9	100	48.89	9	9	100	52.22				
22	17	14	82	41.18	15	14	93	60.33	34	34	100	71.03
23	15	15	100	53.6	17	16	94	44.88	195	189	97	59.61
24	21	18	86	51.52	38	37	97	60.76				
25	137	128	93	50.09	161	154	96	58.34	9	9	100	55.44
26	100	99	99	63.11	97	88	91	54.26				
27									52	48	92	52.31
28	78	77	99	44.33	88	80	91	46.67				
29	73	64	88	48.08	91	86	95	56.08	109	108	99	59.37
30	125	120	96	103.52	115	114	99	63.37				
31	29	28	97	54.86	32	32	100	57.13	53	45	85	41.11
32									92	89	98	59.38
33	58	57	98	52.66	64	56	88	44.05	34	34	100	50.79
34	203	203	100	58.49	238	233	98	60.16	50	43	86	44.94

**Student Outcomes**

School	2004-05				2005-06				2006-07			
	Phoneme Segmentation Fluency				Phoneme Segmentation Fluency				Phoneme Segmentation Fluency			
	Goal: 35 Phonemes / Minute				Goal: 35 Phonemes / Minute				Goal: 35 Phonemes / Minute			
	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score
35	30	29	97	57.73	35	35	100	61.69	57	57	100	54.77
36	47	47	100	60.89	46	46	100	58.35				
37	91	87	96	54.02	109	104	95	53.5	57	55	96	58.79
38	75	72	96	52.79	66	65	98	57.29	75	67	89	49.55
39	43	42	98	48.3	23	23	100	53.13	89	82	92	45.57
40	35	35	100	53.09	38	28	74	46.5	39	39	100	68.90
41	70	68	97	48.64	73	72	99	55.88	178	176	99	59.60
42	66	65	98	61.86	56	52	93	50.09				
43	25	22	88	52.24	29	27	93	58.38	47	47	100	60.91
44	33	31	94	48.7	63	61	97	51.11				
45	27	22	81	42.3	30	27	90	47.1	151	150	99	59.90
46	31	29	94	47.42	33	32	97	48.39	138	138	100	62.48
47	17	16	94	58.35	12	12	100	62.92	63	58	92	50.56
48	68	56	82	40.29	80	69	86	44.88				
49	76	71	93	54.97	73	72	99	57.7	34	34	100	58.74
50	54	53	98	59.24	54	51	94	57.15	47	47	100	61.19
51	61	55	90	56.7	49	49	100	57.53				
52	42	41	98	57.19	48	48	100	63.17				
53	72	62	86	48.08	94	85	90	50.1	70	69	99	61.14
54	40	40	100	63	42	42	100	58.79				
55												
56												
57	135	127	94	58.34	128	125	98	61.6	49	48	98	53.69
58	36	35	97	64.78	34	34	100	67.47	24	23	96	60.92
59	35	34	97	52.91	46	44	96	48.04	42	42	100	59.38
60									33	33	100	60.88
61									25	25	100	64.00
62									29	29	100	61.59
63									225	223	99	56.71
64					65	64	98	56.89				

Source: MGT of America, Inc. and NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2004, 2005, 2006, and 2007.

**Table 5-21**  
**DIBELS NONSENSE WORD FLUENCY: END OF SCHOOL YEAR**  
**COHORT 1 - FIRST GRADE: 2004-05, 2005-06 AND 2006-07**

School	2004-05				2005-06				2006-07			
	Nonsense Word Fluency				Nonsense Word Fluency				Nonsense Word Fluency			
	Goal: 50 Letter Sounds / Minute				Goal: 50 Letter Sounds / Minute				Goal: 50 Letter Sounds / Minute			
	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score
<b>All</b>	<b>3,524</b>	<b>2,568</b>	<b>73</b>	<b>65.79</b>	<b>3,586</b>	<b>2,887</b>	<b>81</b>	<b>70.96</b>	<b>2,907</b>	<b>2,442</b>	<b>84</b>	<b>72.67</b>
1	120	77	64	60.69	64	43	67	59.02				
2	99	76	77	62.64	136	115	85	69.88	36	32	89	82.03
3	48	26	54	53.42	32	30	94	68.5	56	51	91	86.21
4	81	58	72	59.62	95	69	73	64.69	9	6	67	68.56
5	32	30	94	63.72	36	27	75	68.56				
6									121	112	93	70.97
7	79	64	81	72.81	60	53	88	81.73				
8	183	116	63	63.29	165	136	82	65.53	57	49	86	71.07
9	43	21	49	52.98	55	42	76	67.96				
10	45	42	93	88.72	70	50	71	70.69	35	28	80	67.69
11	43	33	77	65.07	45	38	84	70.6	71	50	70	59.79
12	48	42	88	61.21	46	25	54	52.63	45	42	93	78.69
13	39	20	51	54.79	38	33	87	80.58				
14	33	22	67	60.82	6	4	67	57.83	25	24	96	70.80
15	48	46	96	77.48	39	38	97	75.51				
16	51	32	63	64.11	44	35	80	72.3	39	36	92	67.64
17	91	80	88	67.08	93	73	78	67.57	95	93	98	71.93
18	19	16	84	71.32	21	20	95	76.9	81	69	85	72.57
19	247	195	79	68.17	227	164	72	65.15	75	63	84	79.52
20	26	3	12	34.38	25	21	84	76.24	75	65	87	81.51
21	9	5	56	73.33	9	6	67	59.67				
22	17	13	76	58.24	15	7	47	53.53	34	32	94	95.53
23	15	13	87	69.13	17	15	88	64.47	195	152	78	68.19
24	21	14	67	57.81	38	27	71	71.5				
25	137	107	78	70.99	161	125	78	67.22	9	4	44	65.11
26	97	79	81	75.63	98	84	86	85.58				
27									52	43	83	90.48
28	78	66	85	79.96	86	79	92	91.85				
29	73	51	70	63.55	90	77	86	73.7	109	102	94	77.02
30	126	98	78	73.4	115	101	88	79.57				
31	29	26	90	74.97	32	29	91	76.5	53	45	85	67.32
32									92	66	72	69.23
33	57	41	72	63	64	54	84	65.63	34	29	85	72.79
34	203	158	78	66.65	238	201	84	76.37	50	28	56	52.46

**Student Outcomes**

School	2004-05				2005-06				2006-07			
	Nonsense Word Fluency				Nonsense Word Fluency				Nonsense Word Fluency			
	Goal: 50 Letter Sounds / Minute				Goal: 50 Letter Sounds / Minute				Goal: 50 Letter Sounds / Minute			
	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score
35	30	17	57	56.13	35	24	69	62.23	57	47	82	63.33
36	47	39	83	82.64	46	36	78	66.43				
37	91	80	88	70.25	109	100	92	76.92	57	45	79	66.35
38	75	43	57	55.85	66	59	89	73.8	75	51	68	65.87
39	43	30	70	59.86	24	17	71	68.75	89	43	48	52.83
40	34	32	94	87.35	38	32	84	91.5	39	30	77	73.49
41	70	38	54	53.17	73	60	82	65.6	178	163	92	66.66
42	67	35	52	58.37	56	42	75	68.45				
43	25	22	88	67.84	29	27	93	79.59	47	41	87	69.45
44	32	20	63	59.66	63	38	60	60.44				
45	27	20	74	62.37	30	24	80	57.53	151	134	89	78.49
46	31	28	90	76.61	32	23	72	57.88	138	119	86	78.07
47	17	9	53	52.41	12	9	75	62.08	63	49	78	64.68
48	68	30	44	49.65	80	63	79	68.54				
49	71	48	68	62.18	73	64	88	73.68	33	32	97	78.55
50	54	34	63	57.48	54	40	74	75.15	47	40	85	78.79
51	60	38	63	59.62	49	36	73	68.92				
52	42	27	64	70.26	48	37	77	75.25				
53	71	40	56	56.85	94	62	66	65.13	70	50	71	62.97
54	40	32	80	65.73	42	33	79	62.79				
55												
56												
57	135	114	84	80.9	128	110	86	77.55	49	40	82	81.61
58	36	31	86	71.69	34	32	94	81.12	23	23	100	92.61
59	35	32	91	62.26	46	43	93	67.07	42	37	88	68.55
60									33	32	97	90.03
61									25	22	88	73.52
62									29	28	97	76.79
63									225	195	87	79.64
64					65	55	85	65.77				

Source: MGT of America, Inc. and NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2004, 2005, 2006, and 2007.

**Table 5-22**  
**DIBELS ORAL READING FLUENCY: END OF SCHOOL YEAR**  
**COHORT 1 - FIRST GRADE: 2004-05, 2005-06 AND 2006-07**

School	2004-05				2005-06				2006-07			
	Oral Reading Fluency				Oral Reading Fluency				Oral Reading Fluency			
	Goal: 40 Letter Sounds / Minute				Goal: 40 Letter Sounds / Minute				Goal: 40 Letter Sounds / Minute			
	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score
<b>All</b>	<b>3,534</b>	<b>2,170</b>	<b>61</b>	<b>51.46</b>	<b>3,591</b>	<b>2,246</b>	<b>63</b>	<b>53.7</b>	<b>2,922</b>	<b>1,899</b>	<b>65</b>	<b>54.86</b>
1	120	75	63	48.92	64	41	64	53.41				
2	99	69	70	49.97	136	94	69	53.04	35	27	77	70.86
3	48	13	27	36.54	31	20	65	58.48	56	47	84	60.57
4	81	48	59	52.16	95	59	62	57.12	9	8	89	72.67
5	32	23	72	58.69	36	14	39	48.58				
6									121	85	70	53.88
7	79	52	66	57.04	59	51	86	71.93				
8	184	111	60	54.11	165	118	72	56.36	57	33	58	51.35
9	43	29	67	55.67	54	43	80	70.07				
10	46	36	78	64.74	70	32	46	48.84	35	16	46	42.91
11	44	29	66	50.64	45	30	67	52.98	71	56	79	64.68
12	48	31	65	43.5	46	7	15	22.09	45	34	76	67.27
13	39	22	56	48.72	38	26	68	63.55				
14	33	16	48	41.88	6	4	67	48.5	25	18	72	48.84
15	48	34	71	53.94	39	33	85	64.85				
16	53	37	70	58.55	43	30	70	60.07	39	13	33	38.15
17	91	56	62	47.32	93	32	34	36.87	95	53	56	45.43
18	19	17	89	56.26	21	15	71	59.48	81	52	64	59.65
19	244	139	57	47.77	226	144	64	53.53	75	51	68	59.07
20	26	11	42	32.69	25	19	76	56.68	76	58	76	62.42
21	9	4	44	40.56	9	4	44	59.11				
22	17	11	65	45.59	15	9	60	48.2	34	22	65	63.94
23	15	12	80	66.4	17	11	65	54.76	194	129	66	54.54
24	21	11	52	49.33	38	20	53	49.32				
25	137	80	58	53.9	161	112	70	58.62	9	5	56	54.89
26	100	79	79	65.92	97	76	78	67.24				
27									52	42	81	77.02
28	78	69	88	75.01	88	64	73	60.52				
29	73	41	56	51.96	91	61	67	55.03	109	74	68	50.85
30	126	88	70	55.81	111	82	74	65.41				
31	29	15	52	49.24	32	22	69	55.63	53	35	66	56.75
32									92	55	60	50.36
33	59	24	41	38.15	64	38	59	46.45	33	24	73	53.85
34	203	141	69	55.74	238	142	60	53.39	50	16	32	33.12



**Student Outcomes**

School	2004-05				2005-06				2006-07			
	Oral Reading Fluency				Oral Reading Fluency				Oral Reading Fluency			
	Goal: 40 Letter Sounds / Minute				Goal: 40 Letter Sounds / Minute				Goal: 40 Letter Sounds / Minute			
	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score
35	30	11	37	41.07	35	22	63	47.37	57	30	53	46.28
36	47	26	55	50.68	46	30	65	46.5				
37	91	56	62	51.04	109	74	68	53.83	57	26	46	42.91
38	75	44	59	49.03	66	50	76	62.17	75	43	57	45.95
39	43	26	60	46.91	23	13	57	53.87	89	39	44	38.79
40	34	24	71	57.47	38	28	74	62.5	39	23	59	47.41
41	69	20	29	34.09	73	42	58	46.01	178	125	70	52.56
42	67	52	78	54.63	56	37	66	58.98				
43	25	17	68	52	29	20	69	54.07	47	22	47	50.98
44	33	19	58	47.15	63	18	29	33.29				
45	27	11	41	36.59	30	13	43	37.9	151	107	71	63.62
46	31	22	71	57.74	32	11	34	51.64	138	91	66	58.12
47	17	9	53	46.94	12	7	58	49.25	63	48	76	59.54
48	68	25	37	33.34	80	50	63	46.36				
49	75	46	61	50.27	73	54	74	54.44	32	20	63	59.34
50	54	29	54	43.37	54	32	59	50.7	47	33	70	61.87
51	61	44	72	57.77	49	25	51	44.18				
52	42	28	67	58.5	48	32	67	55.96				
53	72	32	44	39.38	94	39	41	42.55	70	39	56	42.41
54	39	21	54	58.03	42	28	67	59.93				
55												
56												
57	134	92	69	58.71	128	80	63	54.98	49	36	73	79.86
58	35	23	66	62.89	34	30	88	66.82	24	21	88	65.13
59	35	23	66	42.49	46	25	54	42.89	42	19	45	40.69
60									33	25	76	56.24
61									25	15	60	52.04
62									29	15	52	51.38
63									224	169	75	59.57
64					65	33	51	49.48				

Source: MGT of America, Inc. and NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2004, 2005, 2006, and 2007.

Table 5-23  
**ITBS VOCABULARY**  
**FIRST GRADE: 2004-05, 2005-06 AND 2006-07**  
**COHORT 1**

School	2004-05				2005-06				2006-07			
	Vocabulary				Vocabulary				Vocabulary			
	Goal: At or Above the 40th Percentile				Goal: At or Above the 40th Percentile				Goal: At or Above the 40th Percentile			
	Total Tested	Number Meeting Goal	Percent Meeting Goal	Mean NCE	Total Tested	Number Meeting Goal	Percent Meeting Goal	Mean NCE	Total Tested	Number Meeting Goal	Percent Meeting Goal	Mean NCE
<b>All</b>	<b>3,604</b>	<b>1,463</b>	<b>41</b>	<b>41.25</b>	<b>3,582</b>	<b>1,720</b>	<b>48</b>	<b>44.05</b>	<b>2,552</b>	<b>1,167</b>	<b>46</b>	<b>43.22</b>
1	127	42	33	36.46	129	54	42	39.28				
2	104	60	58	46.57	139	79	57	46.79	33	20	61	49.85
3	49	16	33	37.84	33	20	61	46.09	52	22	42	47.15
4	85	32	38	39.22	92	47	51	47.2	9	4	44	43.22
5	32	15	47	40.28	36	18	50	48.64				
6												
7	81	43	53	46.38	61	36	59	46.44				
8	183	95	52	47.84	164	101	62	48.95	56	28	50	46.66
9	41	26	63	51.07	58	38	66	50.9				
10	47	18	38	45.53	38	22	58	50.61	29	7	24	31.59
11	44	20	45	45.07	43	28	65	51.77	57	31	54	46.84
12	47	11	23	30.57	34	4	12	27.56	42	27	64	52.90
13	39	19	49	47.92	39	30	77	59				
14	35	5	14	28.34	23	15	65	52.04	21	7	33	39.95
15	48	24	50	47.02	39	24	62	53.38				
16	51	32	63	54.63	42	36	86	60.88	37	5	14	30.81
17	94	32	34	36.98	41	15	37	38.34	85	19	22	32.29
18	17	6	35	43.47	21	10	48	42.33	75	43	57	42.88
19	253	83	33	38.4	221	106	48	43.34	62	33	53	47.84
20	25	4	16	33.8	25	18	72	54.84	71	33	46	44.65
21	8	5	63	48	9	4	44	51.44				
22	17	7	41	44.71	14	10	71	50.86	23	12	52	43.74
23	15	8	53	46.67	18	10	56	47.78	188	100	53	46.69
24	21	9	43	38.86	37	22	59	48.97				
25	137	77	56	48.6	158	97	61	49.99	9	6	67	45.67
26	98	38	39	41.28	104	60	58	48.19				
27									47	34	72	58.91
28	82	44	54	47.52	86	44	51	44.98				
29	67	21	31	35.96	89	27	30	38.69	97	40	41	41.60
30	124	61	49	44.87	116	57	49	45.82				
31	29	12	41	39.62	30	17	57	47.77	46	19	41	40.20
32									76	32	42	39.80
33	63	16	25	36.46	68	33	49	41.5	28	14	50	44.96

**Student Outcomes**

School	2004-05				2005-06				2006-07			
	Vocabulary				Vocabulary				Vocabulary			
	Goal: At or Above the 40th Percentile				Goal: At or Above the 40th Percentile				Goal: At or Above the 40th Percentile			
Total Tested	Number Meeting Goal	Percent Meeting Goal	Mean NCE	Total Tested	Number Meeting Goal	Percent Meeting Goal	Mean NCE	Total Tested	Number Meeting Goal	Percent Meeting Goal	Mean NCE	
34	203	109	54	48.92	242	121	50	46.44	49	6	12	28.69
35	30	6	20	32.17	34	13	38	39.97	54	19	35	34.54
36	46	27	59	46.93	46	18	39	41.91				
37	94	28	30	38.38	102	48	47	45.14	52	22	42	41.21
38	75	25	33	39.84	69	47	68	49.93	69	25	36	39.35
39	42	15	36	35.83	27	13	48	44.41	77	16	21	32.06
40	42	14	33	38.07	42	18	43	40.14	38	12	32	34.53
41	72	12	17	29.14	65	24	37	38.62	160	75	47	42.28
42	65	16	25	33.46	59	18	31	37.61				
43	25	21	84	57.68	30	17	57	47.33	42	16	38	41.74
44	42	15	36	37.43	61	9	15	29.97				
45	30	3	10	31.1	29	5	17	32.38	134	84	63	51.16
46	32	11	34	37.34	30	6	20	36	131	65	50	45.82
47	18	9	50	42.67	12	7	58	45.33	53	19	36	40.19
48	67	10	15	28.36	82	23	28	34.83				
49	79	22	28	36.32	78	32	41	41.65	35	21	60	48.57
50	54	16	30	33.72	53	28	53	44.72	43	30	70	54.33
51	62	20	32	39.63	54	12	22	31.22				
52	42	20	48	43.83	48	20	42	39.38				
53	69	12	17	30.23	91	22	24	31.87	63	19	30	35.60
54	54	29	54	43.65	41	26	63	50.88				
55												
56												
57	135	67	50	45.07	129	54	42	43.05	46	35	76	55.24
58	35	22	63	50.29	32	20	63	49.19	21	8	38	40.95
59	39	10	26	32.33	48	10	21	34.65	40	13	33	35.75
60									32	15	47	41.59
61									23	16	70	48.74
62									27	15	56	48.11
63									220	100	45	44.98
64					71	27	38	37.7				

Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2004, 2005, 2006, and 2007.

**Table 5-24  
ITBS READING COMPREHENSION  
FIRST GRADE: 2004-05, 2005-06 AND 2006-07  
COHORT 1**

School	2004-05				2005-06				2006-07			
	Reading Comprehension				Reading Comprehension				Reading Comprehension			
	Goal: At or Above the 40th Percentile				Goal: At or Above the 40th Percentile				Goal: At or Above the 40th Percentile			
	Total Tested	Number Meeting Goal	Percent Meeting Goal	Mean NCE	Total Tested	Number Meeting Goal	Percent Meeting Goal	Mean NCE	Total Tested	Number Meeting Goal	Percent Meeting Goal	Mean NCE
<b>All</b>	<b>3,570</b>	<b>2,252</b>	<b>63</b>	<b>52.47</b>	<b>3,524</b>	<b>2,451</b>	<b>70</b>	<b>54.37</b>	<b>2,512</b>	<b>1,716</b>	<b>68</b>	<b>53.65</b>
1	124	67	54	46.15	126	83	66	51.14				
2	104	79	76	57.92	139	101	73	56.78	33	29	88	63.61
3	49	32	65	53.35	33	27	82	55.52	52	42	81	59.25
4	85	49	58	49.36	92	61	66	53.95	9	7	78	56.22
5	32	20	63	50.06	36	23	64	51.28				
6												
7	81	70	86	60.81	60	51	85	63.6				
8	182	132	73	57.8	163	125	77	58.82	56	38	68	54.13
9	41	32	78	57.83	58	42	72	57.43				
10	47	29	62	54.72	39	24	62	57.13	28	15	54	48.14
11	43	30	70	55.09	43	34	79	59.58	57	47	82	57.61
12	46	21	46	42.07	33	15	45	42.06	42	33	79	57.79
13	39	26	67	53.23	37	34	92	63.05				
14	35	9	26	36.06	23	22	96	64.43	21	9	43	42.95
15	45	32	71	59.4	39	33	85	61.41				
16	51	41	80	62.43	42	33	79	62.31	37	11	30	37.73
17	93	47	51	47.26	40	15	38	40.03	84	34	40	42.32
18	17	13	76	54.94	21	9	43	45	75	54	72	55.07
19	253	156	62	51.9	220	149	68	53.95	59	45	76	56.07
20	25	9	36	40.24	25	25	100	68.12	71	50	70	53.94
21	8	7	88	58.5	9	7	78	60.78				
22	17	11	65	50.35	14	11	79	57.86	23	20	87	56.96
23	15	12	80	53.07	18	14	78	59.67	187	139	74	56.39
24	21	16	76	53.24	37	29	78	61.43				
25	137	93	68	56.47	158	114	72	57.19	9	7	78	65.00
26	94	69	73	58.53	103	76	74	55.5				
27									47	41	87	68.94
28	80	66	83	62.08	85	69	81	57.82				
29	67	44	66	53.52	88	56	64	50.67	96	68	71	54.61
30	124	94	76	57.21	116	98	84	60.79				
31	29	22	76	55.1	30	27	90	60.43	45	30	67	54.67
32									74	50	68	49.88
33	62	31	50	45.98	68	53	78	52.54	28	24	86	55.32

**Student Outcomes**

School	2004-05				2005-06				2006-07			
	Reading Comprehension				Reading Comprehension				Reading Comprehension			
	Goal: At or Above the 40th Percentile				Goal: At or Above the 40th Percentile				Goal: At or Above the 40th Percentile			
Total Tested	Number Meeting Goal	Percent Meeting Goal	Mean NCE	Total Tested	Number Meeting Goal	Percent Meeting Goal	Mean NCE	Total Tested	Number Meeting Goal	Percent Meeting Goal	Mean NCE	
34	203	135	67	56.04	241	168	70	56	49	19	39	42.71
35	30	12	40	42.7	34	24	71	49.74	54	36	67	49.22
36	87	30	65	57.7	46	32	70	52.15				
37	90	54	60	52.19	102	68	67	55.73	49	33	67	53.35
38	75	53	71	53.25	68	60	88	60.6	69	52	75	53.13
39	43	28	65	50.58	27	19	70	52.85	73	29	40	40.70
40	41	22	54	48.39	42	28	67	51.98	38	21	55	48.24
41	71	20	28	40.63	65	39	60	49.71	160	99	62	49.38
42	65	28	43	44.71	59	37	63	50.02				
43	25	20	80	59.76	28	19	68	48.07	42	24	57	48.10
44	40	20	50	48.73	61	39	64	54.05				
45	30	20	67	46.8	29	17	59	46.48	131	112	85	61.81
46	32	23	72	50.88	30	17	57	42.53	129	94	73	54.49
47	17	12	71	54	12	10	83	62.92	53	40	75	54.06
48	83	20	32	38.34	64	25	39	43.22				
49	79	46	58	49.72	78	56	72	53.51	35	25	71	60.71
50	53	25	47	45.09	51	38	75	55.29	30	25	83	61.77
51	62	45	73	53.95	54	25	46	46.19				
52	41	27	66	57.46	48	36	75	56.44				
53	69	36	52	46.58	90	38	42	43.94	61	31	51	44.52
54	54	31	57	50.37	41	32	78	54.93				
55												
56												
57	276	82	61	53.14	128	72	56	48.57	44	37	84	65.93
58	35	28	80	60	32	28	88	59.13	21	16	76	54.43
59	39	18	46	42.13	28	18	64	48.39	40	19	48	43.78
60									32	25	78	57.63
61									22	16	73	59.14
62									27	22	81	59.07
63									220	148	67	55.73
64					71	46	65	51.35				

Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2004, 2005, 2006, and 2007.

**Table 5-25**  
**DIBELS PHONEME SEGMENTATION FLUENCY: END OF SCHOOL YEAR**  
**COHORT 2 - FIRST GRADE: 2006-07**

School	2006-07			
	Phoneme Segmentation Fluency			
	Goal: 35 Phonemes / Minute			
	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score
<b>All</b>	<b>2,455</b>	<b>2,357</b>	<b>96</b>	<b>55.30</b>
1	44	42	95	54.64
2				
3				
4	260	258	99	58.73
5	186	171	92	55.95
6				
7	34	34	100	66.41
8	20	20	100	57.25
9	14	14	100	55.86
10	32	30	94	49.56
11	86	86	100	68.83
12	15	15	100	65.60
13	24	23	96	53.83
14	40	39	98	61.75
15	91	88	97	57.85
16	63	61	97	60.52
17	133	128	96	51.56
18	62	60	97	48.19
19	175	171	98	55.60
20				
21	18	18	100	61.67
22	95	88	93	52.02
23	40	35	88	55.25
24	66	58	88	47.30
25	83	79	95	46.65
26	169	162	96	51.96
27	57	55	96	51.51
28	26	25	96	60.46
29	14	9	64	39.00
30	29	29	100	69.03
31	44	42	95	56.41
32	43	37	86	48.49
33	70	65	93	47.87
34	24	24	100	64.08
35	54	53	98	47.30
36	112	105	94	52.74
37	237	233	98	58.49
38				

Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Table 5-26**  
**DIBELS NONSENSE WORD FLUENCY: END OF SCHOOL YEAR**  
**COHORT 2 - FIRST GRADE: 2006-07**

School	2006-07			
	Nonsense Word Fluency			
	Goal: 50 Letter Sounds / Minute			
	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score
<b>All</b>	<b>2,457</b>	<b>1,843</b>	<b>75</b>	<b>67.33</b>
1	44	38	86	70.07
2				
3				
4	260	188	72	68.13
5	186	114	61	58.08
6				
7	34	23	68	61.65
8	20	19	95	87.35
9	14	13	93	55.00
10	32	22	69	62.91
11	86	73	85	75.47
12	15	9	60	56.60
13	24	20	83	75.33
14	41	30	73	64.83
15	91	85	93	65.49
16	63	49	78	73.37
17	133	95	71	66.92
18	62	52	84	74.89
19	175	149	85	70.62
20				
21	18	18	100	74.06
22	95	83	87	66.44
23	40	28	70	64.08
24	66	46	70	64.86
25	83	55	66	60.60
26	169	119	70	65.42
27	57	45	79	71.18
28	26	22	85	72.69
29	14	10	71	55.00
30	29	27	93	80.93
31	43	32	74	63.88
32	43	23	53	52.84
33	71	34	48	53.68
34	24	14	58	72.63
35	54	36	67	69.78
36	112	89	79	71.94
37	237	183	77	72.40
38				

Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Table 5-27  
DIBELS ORAL READING FLUENCY: END OF SCHOOL YEAR  
COHORT 2 - FIRST GRADE: 2006-07**

School	2006-07			
	Oral Reading Fluency			
	Goal: 40 Letter Sounds / Minute			
	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score
<b>All</b>	<b>2,473</b>	<b>1,385</b>	<b>56</b>	<b>50.35</b>
1	44	26	59	57.57
2				
3				
4	259	135	52	47.30
5	186	88	47	42.71
6				
7	34	15	44	42.68
8	20	16	80	70.75
9	14	9	64	50.64
10	32	17	53	44.25
11	86	63	73	62.81
12	15	7	47	43.00
13	24	18	75	67.21
14	41	14	34	36.78
15	91	58	64	53.80
16	62	43	69	54.60
17	133	71	53	51.46
18	62	47	76	61.73
19	174	86	49	43.84
20				
21	18	13	72	58.28
22	95	55	58	52.92
23	40	22	55	44.43
24	66	32	48	46.68
25	83	27	33	35.52
26	169	95	56	51.85
27	57	32	56	48.74
28	26	21	81	52.08
29	14	12	86	54.21
30	29	21	72	62.90
31	44	17	39	41.16
32	42	12	29	32.52
33	71	33	46	46.20
34	25	18	72	60.12
35	54	34	63	56.74
36	112	83	74	65.45
37	237	145	61	53.24
38				

Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.



**Table 5-28  
ITBS VOCABULARY  
FIRST GRADE: 2006-07  
COHORT 2**

School	2006-07			
	Vocabulary			
	Goal: At or Above the 40th Percentile			
	Total Tested	Number Meeting Goal	Percent Meeting Goal	Mean NCE
<b>All</b>	<b>2,200</b>	<b>1,020</b>	<b>46</b>	<b>43.06</b>
1	41	19	46	43.24
2				
3				
4	226	82	36	39.29
5	168	62	37	37.92
6				
7	31	11	35	37.48
8	19	15	79	58.68
9	14	10	71	55.21
10	26	7	27	33.77
11	80	50	63	47.73
12	15	6	40	38.80
13	22	18	82	59.68
14	36	13	36	39.36
15	90	44	49	45.41
16	53	25	47	45.38
17	129	79	61	48.91
18	59	39	66	50.90
19	171	98	57	47.35
20				
21	16	10	63	47.00
22	72	41	57	50.26
23	39	11	28	32.38
24	42	13	31	38.95
25	74	8	11	25.27
26	135	73	54	46.11
27	48	26	54	46.27
28	24	14	58	48.75
29	8	3	38	38.13
30	27	15	56	47.89
31	38	9	24	34.05
32	37	8	22	33.32
33	59	24	41	39.80
34	24	19	79	57.21
35	49	33	67	56.45
36	124	64	52	46.36
37	204	71	35	37.45
38				

Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Table 5-29  
ITBS READING COMPREHENSION  
FIRST GRADE: 2006-07  
COHORT 2**

School	2006-07			
	Reading Comprehension			
	Goal: At or Above the 40th Percentile			
	Total Tested	Number Meeting Goal	Percent Meeting Goal	Mean NCE
<b>All</b>	<b>2,136</b>	<b>1,424</b>	<b>67</b>	<b>52.49</b>
1	41	28	68	55.32
2				
3				
4	225	146	65	50.70
5	168	92	55	48.07
6				
7	30	17	57	45.37
8	19	17	89	66.79
9	14	11	79	56.21
10	26	16	62	49.81
11	80	64	80	55.81
12	15	7	47	41.67
13	22	21	95	63.59
14	34	20	59	48.53
15	90	54	60	50.71
16	53	40	75	53.89
17	129	87	67	54.47
18	59	52	88	58.92
19	171	127	74	56.56
20				
21	16	11	69	55.44
22	72	49	68	56.00
23	37	17	46	41.73
24	41	25	61	50.29
25	64	23	36	37.23
26	135	104	77	55.93
27	48	35	73	55.42
28	24	17	71	55.13
29	8	6	75	53.75
30	27	23	85	58.67
31	38	14	37	42.71
32	37	12	32	39.57
33	59	32	54	48.76
34	23	22	96	66.48
35	49	42	86	62.53
36	124	93	75	57.27
37	158	100	63	49.47
38				

Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Tables 5-30 through 5-33** present an analysis of statewide scores by demographic characteristics and for subgroups, including gender, race/ethnicity groups, language groups, students with disabilities (Special Education group), and economic status (Free/Reduced Lunch) for the 2006–07 school year. **Tables 5-30 and 5-32** present the data for DIBELS subtests and **Tables 5-31 and 5-33** present the data for ITBS. With about an equal number of male and female students, female students in Cohort 1 and Cohort 2 consistently performed better on the PSF, NWF, ORF, ITBS Vocabulary, and ITBS Reading Comprehension.

Focusing on race/ethnicity for Cohort 1, 99 percent of the White students and 96 percent of the African American students completed first grade demonstrating phoneme segmentation fluency, while 69 percent of White students and 65 percent of the African American students completed first grade demonstrating oral reading fluency. With regard to nonsense word fluency, 86 percent of White students and 81 percent of African American students met the end-of-year benchmark. Comparatively, White first grade students had a higher proportion meeting proficiency than African American students on ITBS Vocabulary (56% versus 41%) and ITBS Reading Comprehension (72% versus 67%).

In terms of risk groups for Cohort 1, both English speakers and English Language Learners performed similarly in terms of meeting the phoneme segmentation fluency benchmark, with 96 and 99 percent, respectively. On oral reading fluency, 55% of English Language Learners met proficiency compared to 56% of English speakers. On nonsense word fluency, fewer English Language Learners met the benchmark (75%) than did English speakers (86%) at the end of first grade. On ITBS, fewer English Language Learners met proficiency on vocabulary (29% versus 47%) but were similarly proportionate on reading comprehension (67% versus 67%).

Of the students designated as Special Education in Cohort 1, 92 percent met the phoneme segmentation fluency benchmark, 42 percent met the oral reading fluency benchmark, and 67 percent met the nonsense word fluency benchmark, compared to 67–98 percent of other students. Of the Special Education students tested on ITBS, 23 percent met proficiency on Vocabulary (compared to 47% of other students) and 43 percent met proficiency on Reading Comprehension (compared to 70% of other students).

Students eligible for Free/Reduced Lunch in Cohort 1 fell below those designated as non-disadvantaged students on phoneme segmentation fluency (97% versus 98%), nonsense word fluency (83% versus 86%) and oral reading fluency (63% versus 71%). Fewer disadvantaged students met proficiency on ITBS Vocabulary (41% versus 60%) and ITBS Reading Comprehension (65% versus 78%).

Focusing on race/ethnicity for Cohort 2, 97 percent of the White students and 94 percent of the African American students completed first grade demonstrating phoneme segmentation fluency, while 61 percent of White students and 51 percent of the African American students completed first grade demonstrating oral reading fluency. With regard to nonsense word fluency, 78 percent of White students and 70 percent of African American students met the end-of-year benchmark. Comparatively, White first grade students had a higher proportion meeting proficiency than African American students on

ITBS Vocabulary (59% versus 31%) and ITBS Reading Comprehension (73% versus 57%).

In terms of risk groups for Cohort 2, both English speakers and English Language Learners performed similarly in terms of meeting the phoneme segmentation fluency benchmark, with 97 and 97 percent, respectively. On oral reading fluency, 58% of English Language Learners met proficiency compared to 66% of English speakers. On nonsense word fluency, English Language Learners met the benchmark (89%) more than did English speakers (83%) at the end of first grade. On ITBS, fewer English Language Learners met proficiency on vocabulary (27% versus 47%) and reading comprehension (59% versus 69%).

Of the students designated as Special Education in Cohort 2, 82 percent met the phoneme segmentation fluency benchmark, 37 percent met the oral reading fluency benchmark, and 55 percent met the nonsense word fluency benchmark, compared to 57-97 percent of other students. Of the Special Education students tested on ITBS, 26 percent met proficiency on Vocabulary (compared to 48% of other students) and 45 percent met proficiency on Reading Comprehension (compared to 68% of other students).

Students eligible for Free/Reduced Lunch in Cohort 2 fell below those designated as non-disadvantaged students on phoneme segmentation fluency (95% versus 97%), nonsense word fluency (72% versus 83%) and oral reading fluency (52% versus 68%). Fewer disadvantaged students met proficiency on ITBS Vocabulary (39% versus 67%) and ITBS Reading Comprehension (62% versus 79%).

**Figures 5-42 through 5-47** present the demographic and risk group characteristics in chart form.

**Table 5-30  
DIBELS PERFORMANCE: END OF YEAR  
COHORT 1 - FIRST GRADE: 2006-07  
BREAKDOWN BY DEMOGRAPHIC AND RISK GROUP CHARACTERISTICS**

	Phoneme Segmentation Fluency		Nonsense Word Fluency		Oral Reading Fluency	
	Goal: 35 Letter Names / Minute		Goal: 50 Phonemes / Minute		Goal: 40 Nonsense Words / Minute	
	Total Tested	Percent / Number Meeting Goal	Total Tested	Percent / Number Meeting Goal	Total Tested	Percent / Number Meeting Goal
<b>Gender</b>						
Male	1468	97/1424	1469	80/1175	1460	58/847
Female	1423	98/1395	1419	88/1249	1425	73/1040
<b>Race/Ethnicity</b>						
American Indian	19	100/19	19	95/18	19	58/11
Asian	17	94/16	17	88/15	16	71/12
Black or African American	1407	96/1351	1400	81/1134	1408	65/915
Hispanic	283	98/277	283	83/235	278	51/142
White	699	99/692	702	86/604	696	69/480
Other	476	98/466	475	89/423	475	69/328
<b>English Language Learner</b>						
Yes	228	97/222	227	89/203	226	58/130
No	2688	97/2617	2691	83/2239	2689	66/1769
<b>Special Ed. Placement</b>						
Yes	165	92/151	166	67/111	166	42/69
No	2751	98/2688	2752	85/2331	2749	67/1830
<b>Free/Reduced Lunch</b>						
Yes	2155	97/2096	2154	83/1788	2151	63/1357
No	761	98/743	764	86/654	764	71/542

Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Table 5-31  
ITBS PERFORMANCE  
COHORT 1 - FIRST GRADE: 2006-07  
BREAKDOWN BY DEMOGRAPHIC AND RISK GROUP CHARACTERISTICS**

	VOCABULARY			READING COMPREHENSION		
	Total Tested	Percent / Number Meeting Goal	Mean Standard Score	Total Tested	Percent / Number Meeting Goal	Mean Standard Score
<b>Total</b>	<b>2,552</b>	<b>46/1167</b>	<b>43.22</b>	<b>2,512</b>	<b>68/1716</b>	<b>53.65</b>
<b>Gender</b>						
Male	1283	41/529	40.89	1261	63/797	50.61
Female	1256	50/633	45.63	1239	74/911	56.78
<b>Race/Ethnicity</b>						
American Indian	19	26/5	36.42	18	50/9	45.22
Asian	13	54/7	48.00	13	77/10	56.85
Black or African American	1207	41/496	41.11	1183	67/790	52.38
Hispanic	242	27/66	34.24	237	57/134	47.76
White	623	56/351	48.34	619	72/445	56.28
Other	447	54/242	46.79	441	74/328	56.80
<b>English Language Learner</b>						
Yes	214	27/58	34.65	209	59/123	48.35
No	2338	47/1109	44.00	2303	69/1593	54.13
<b>Special Ed. Placement</b>						
Yes	171	23/39	33.00	168	43/72	42.36
No	2381	47/1128	43.95	2344	70/1644	54.45
<b>Free/Reduced Lunch</b>						
Yes	1931	41/792	41.00	1896	65/1237	51.88
No	621	60/375	50.11	616	78/479	59.10

Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Table 5-32  
DIBELS PERFORMANCE: END OF YEAR  
COHORT 2 - FIRST GRADE: 2006-07  
BREAKDOWN BY DEMOGRAPHIC AND RISK GROUP CHARACTERISTICS**

	Phoneme Segmentation Fluency		Nonsense Word Fluency		Oral Reading Fluency	
	Goal: 35 Letter Names / Minute		Goal: 50 Phonemes / Minute		Goal: 40 Nonsense Words / Minute	
	Total Tested	Percent / Number Meeting Goal	Total Tested	Percent / Number Meeting Goal	Total Tested	Percent / Number Meeting Goal
<b>Gender</b>						
Male	1258	95/1195	1270	71/902	1255	51/640
Female	1182	97/1147	1176	79/929	1171	63/738
<b>Race/Ethnicity</b>						
American Indian	15	100/15	15	80/12	15	47/7
Asian	16	100/16	16	88/14	16	75/12
Black or African American	962	94/904	956	70/669	965	51/492
Hispanic	122	98/120	122	83/101	122	58/71
White	1112	97/1079	1114	78/869	1115	61/680
Other	215	96/206	217	75/163	217	53/115
<b>English Language Learner</b>						
Yes	76	99/75	76	86/65	76	55/42
No	2384	96/2282	2385	75/1778	2383	56/1343
<b>Special Ed. Placement</b>						
Yes	124	82/102	125	55/69	125	37/46
No	2336	97/2255	2336	76/1774	2334	57/1339
<b>Free/Reduced Lunch</b>						
Yes	1764	95/1682	1765	72/1265	1763	52/910
No	696	97/675	696	83/578	696	68/475

Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

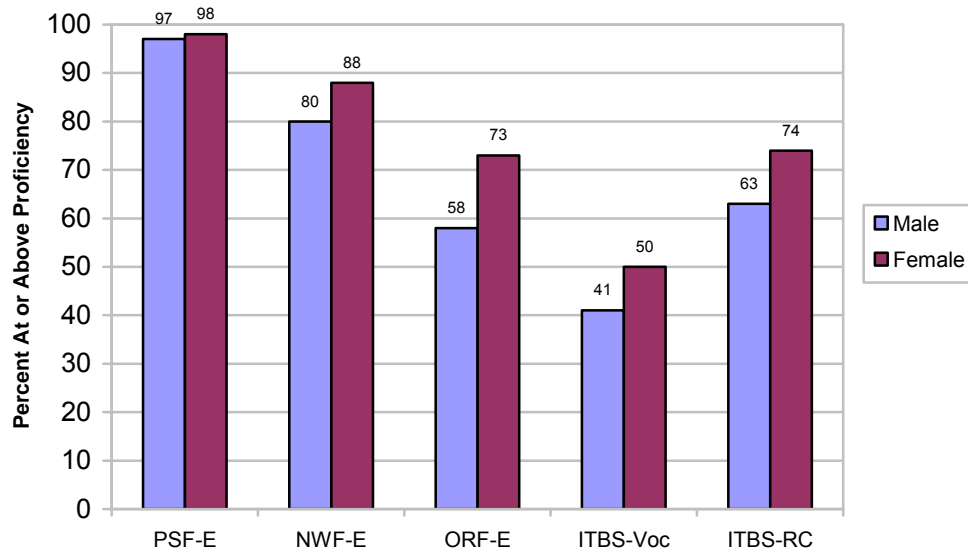
**Table 5-33  
ITBS PERFORMANCE  
COHORT 2 -FIRST GRADE: 2006-07  
BREAKDOWN BY DEMOGRAPHIC AND RISK GROUP CHARACTERISTICS**

	VOCABULARY			READING COMPREHENSION		
	Total Tested	Percent / Number Meeting Goal	Mean NCE	Total Tested	Percent / Number Meeting Goal	Mean NCE
<b>Total</b>	<b>2,200</b>	<b>46/1020</b>	<b>43.06</b>	<b>2,136</b>	<b>67/1424</b>	<b>52.49</b>
<b>Gender</b>						
Male	1138	43/487	41.17	1102	62/686	50.41
Female	1055	50/531	45.15	1027	72/735	54.77
<b>Race/Ethnicity</b>						
American Indian	12	42/5	43.00	12	75/9	54.00
Asian	16	56/9	46.00	16	75/12	53.94
Black or African American	833	31/255	36.00	789	57/453	47.17
Hispanic	103	36/37	37.79	101	65/66	51.28
White	1036	59/613	48.68	1024	73/752	56.40
Other	200	51/101	45.86	194	68/132	53.93
<b>English Language Learner</b>						
Yes	73	29/21	34.22	72	67/48	50.90
No	2127	47/999	43.37	2064	67/1376	52.55
<b>Special Ed. Placement</b>						
Yes	132	26/34	33.43	126	45/57	42.69
No	2068	48/986	43.68	2010	68/1367	53.11
<b>Free/Reduced Lunch</b>						
Yes	1612	39/628	39.78	1561	62/970	50.01
No	588	67/392	52.06	575	79/454	59.23

Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

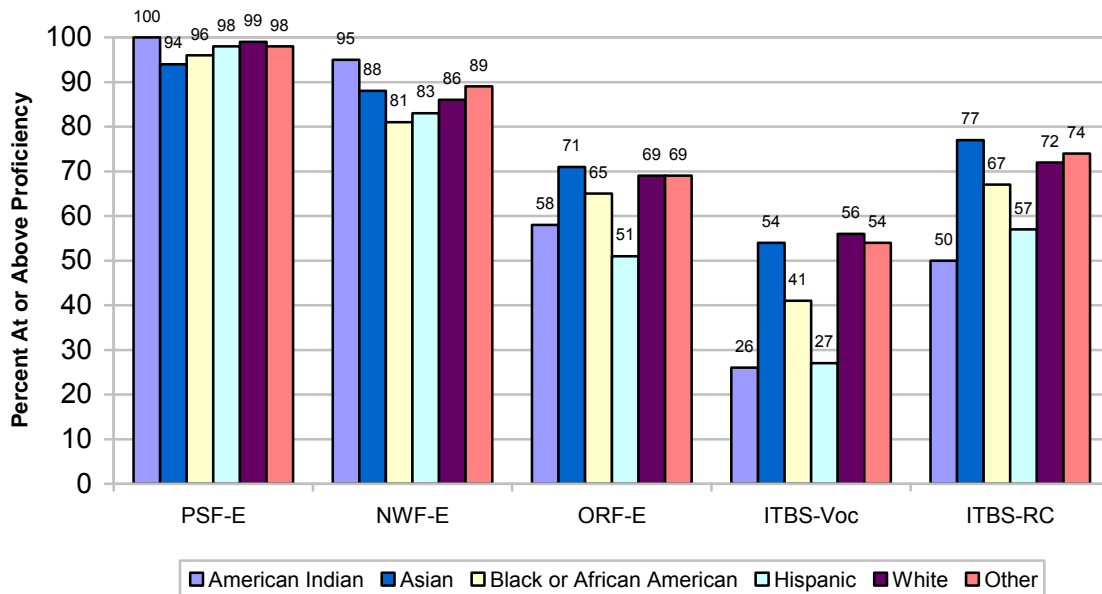


**Figure 5-42**  
**FIRST GRADE PERFORMANCE**  
**COHORT 1 - BY GENDER: 2006-07**



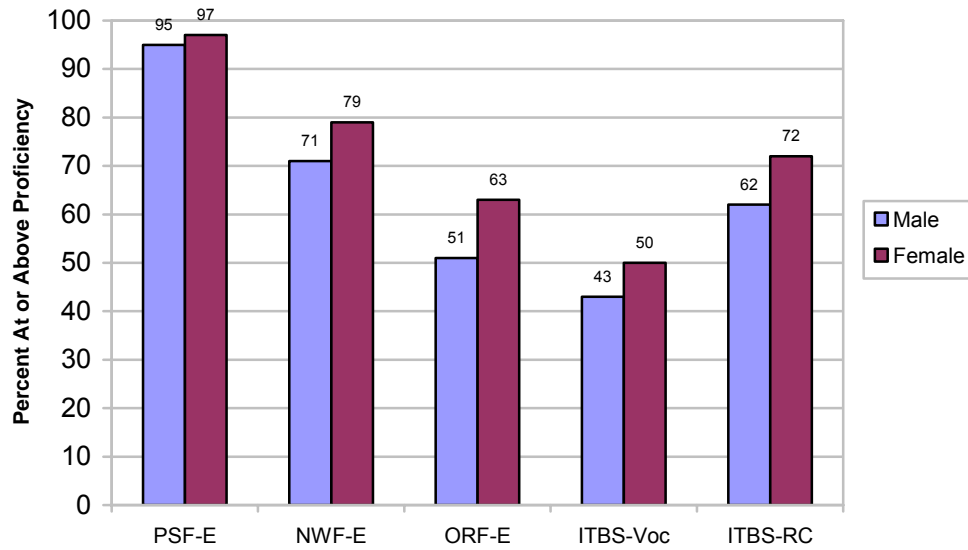
Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Figure 5-43**  
**FIRST GRADE PERFORMANCE**  
**COHORT 1 - BY RACE/ETHNICITY: 2006-07**



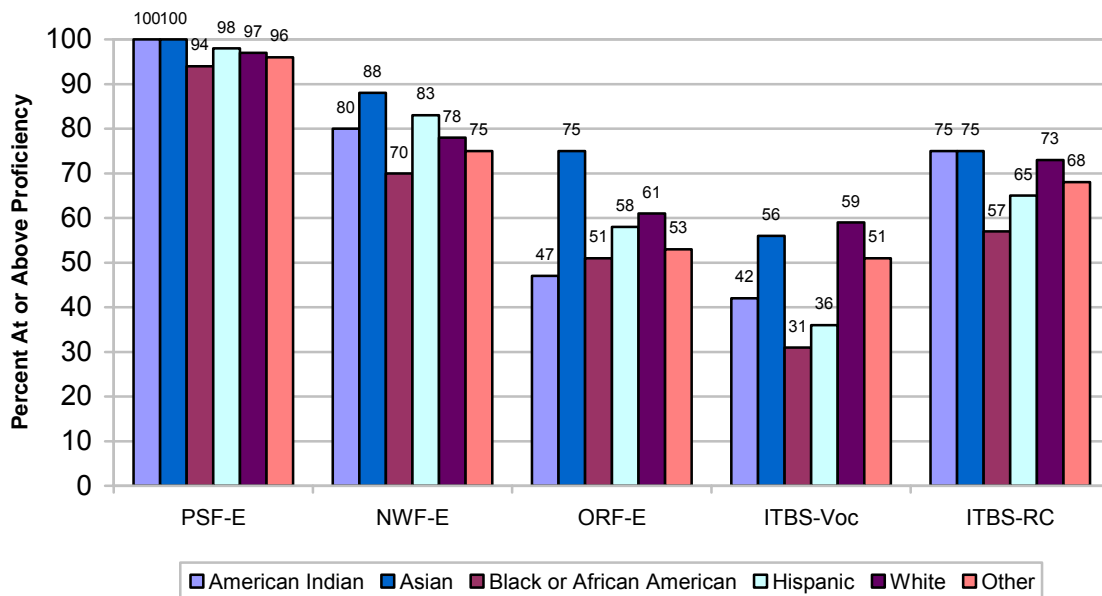
Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Figure 5-44**  
**FIRST GRADE PERFORMANCE**  
**COHORT 2 - BY GENDER: 2006-07**



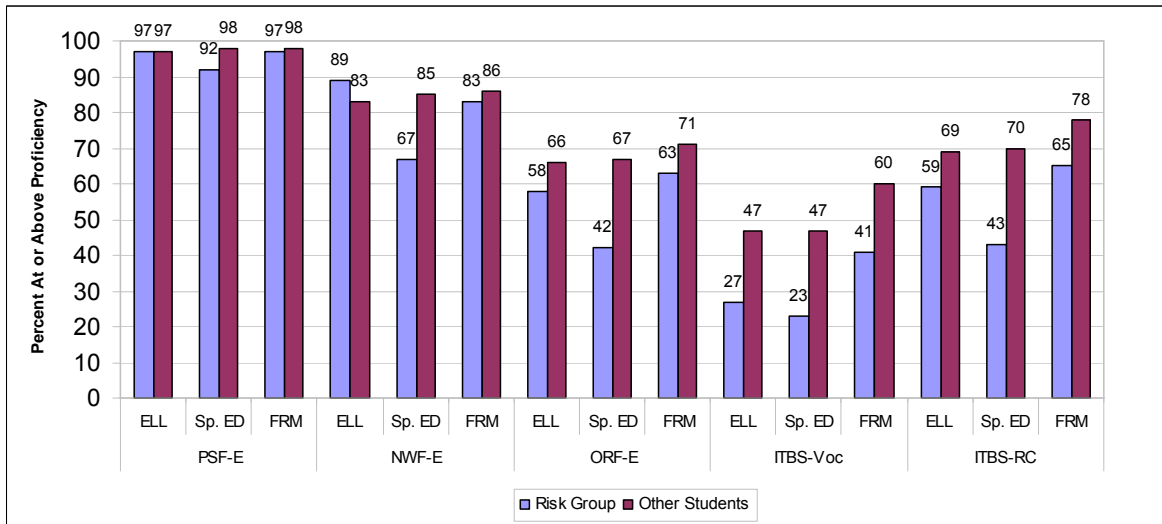
Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Figure 5-45**  
**FIRST GRADE PERFORMANCE**  
**COHORT 2 - BY RACE/ETHNICITY: 2006-07**



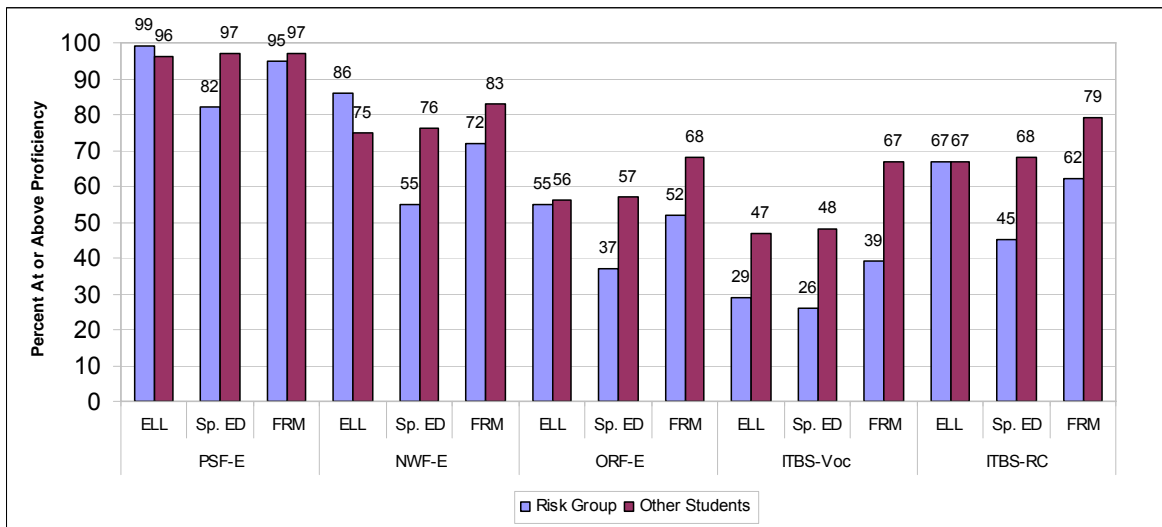
Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Figure 5-46**  
**FIRST GRADE PERFORMANCE**  
**BY RISK GROUP: 2006-07**  
**COHORT 1**



Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Figure 5-47**  
**FIRST GRADE PERFORMANCE**  
**BY RISK GROUP: 2006-07**  
**COHORT 2**



Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

## 5.6 Second Grade Student Performance

### 5.6.1 Progress During School Year

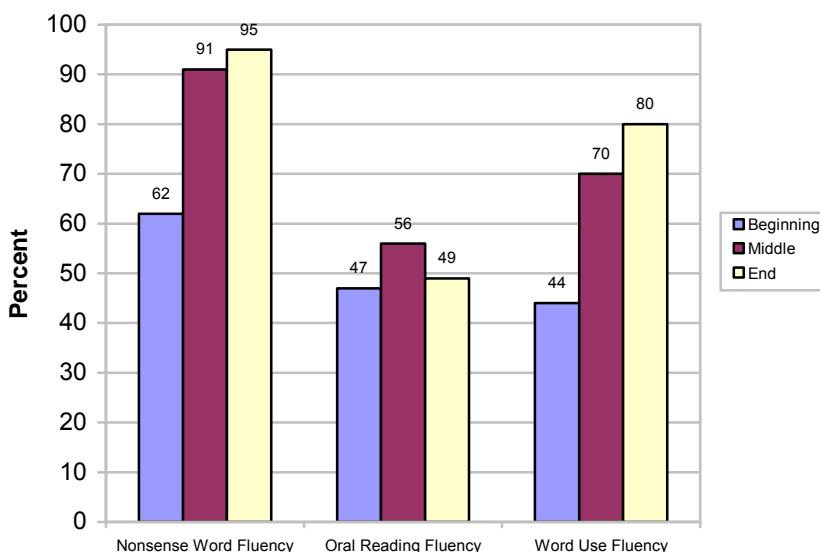
Second grade students were tested on three DIBELS measures as progress monitoring for the essential elements of reading:

- Nonsense Word Fluency (NWF) for phonics;
- Oral Reading Fluency (ORF) for fluency; and
- Word Use Fluency (WUF) for vocabulary and comprehension.

Cohort 1 and Cohort 2 second grade students showed large gains in phonics, but made only slight progress in the other areas, comparing their initial performance to their performance at the end of the year. On NWF, 62 percent of Cohort 1 students and 44 percent of Cohort 2 students were meeting the benchmark at the beginning of the year while 95 percent of Cohort 1 students and 90 percent of Cohort 2 students were meeting the year-end benchmark. Only 47 percent of Cohort 1 students and 40 percent of Cohort 2 students were meeting the ORF benchmark at the beginning of the year. At the end of the year, there were still less than half meeting the ORF benchmark (49% of Cohort 1 students; 46% of Cohort 2 students). On WUF, 44 percent of Cohort 1 students and 35 percent of Cohort 2 students met the initial benchmark, and 80 percent of Cohort 1 students and 78 percent of Cohort 2 students met the end benchmark.

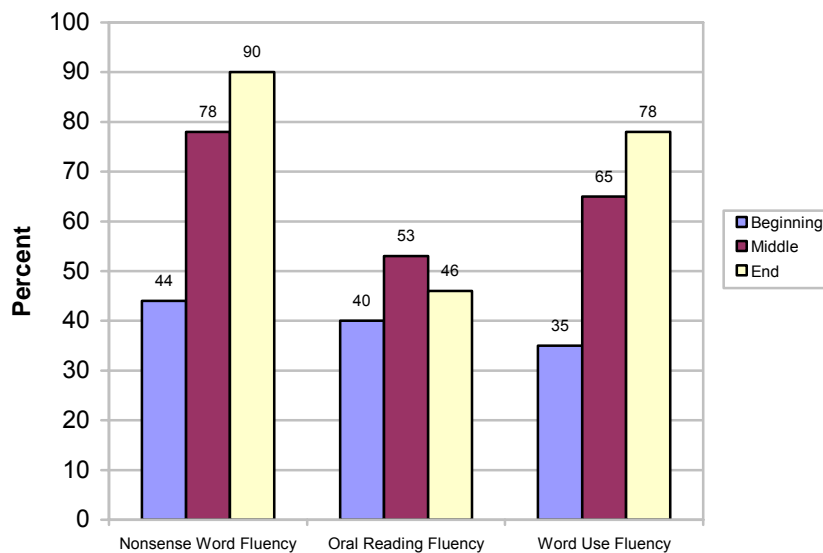
Figures 5-48 and 5-49 provide an overview of the progress made throughout the year on each progress monitoring assessment. The end measure includes summer school, if attended.

**Figure 5-48**  
**PROGRESS MONITORING PERFORMANCE**  
**COHORT 1 - SECOND GRADE: 2006-07**



Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Figure 5-49**  
**PROGRESS MONITORING PERFORMANCE**  
**COHORT 2 - SECOND GRADE: 2006-07**



Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

### 5.6.2 Performance on Outcomes

Arkansas Reading First second grade students were assessed on four outcomes measures for 2005–06. Approximately 2,800 second grade students in 33 Cohort 1 schools and 2,400 second grade students in 32 Cohort 2 schools were assessed on these sub-tests:

- DIBELS Nonsense Word Fluency (NWF) for phonics;
- DIBELS Oral Reading Fluency (ORF) for fluency;
- ITBS Vocabulary for vocabulary; and
- ITBS Reading Comprehension for comprehension.

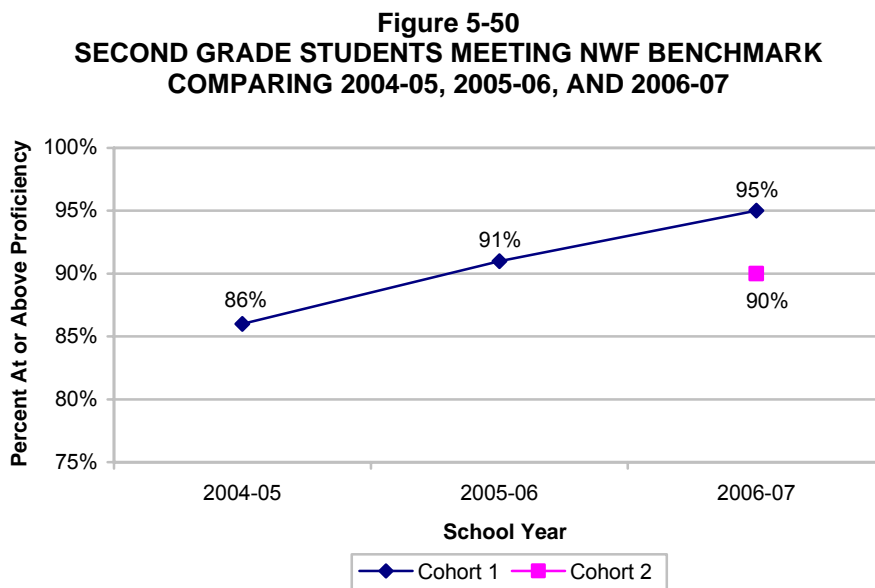
#### Second Grade: DIBELS Nonsense Word Fluency

Second grade students were assessed on NWF as the outcome measure for phonics. Ninety-five percent of Cohort 1 second grade students (compared to 91 percent last year) and ninety percent of Cohort 2 students statewide met or exceeded the benchmark of 50 letter sounds per minute in 2006-07. (Note: The NWF subscale was not administered in 2003–04.)

All thirty-three Cohort 1 schools (compared to 41 last year) and twenty-four Cohort 2 schools had 80 or more percent of their second grade students meeting the goal, while no schools in either cohort had fewer than 50 percent of their students completing second grade meeting the NWF benchmark. Eleven Cohort 1 schools and thirteen Cohort 2 schools had 100 percent of second grade students meeting the NWF benchmark. The

lowest performing Cohort 1 school had 81 percent meeting the benchmark while the lowest performing Cohort 2 school had 70 percent meeting the benchmark.

**Figure 5-50** compares the performance on nonsense word fluency in second grade across years 2004-05, 2005-06 and 2006-07. **Tables 5-34 and 5-38** presents the statewide performance and the performance by school for NWF for the 2004-05, 2005-06 and 2006-07 school years.



Source: MGT of America, Inc. and NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2005, 2006, and 2007.

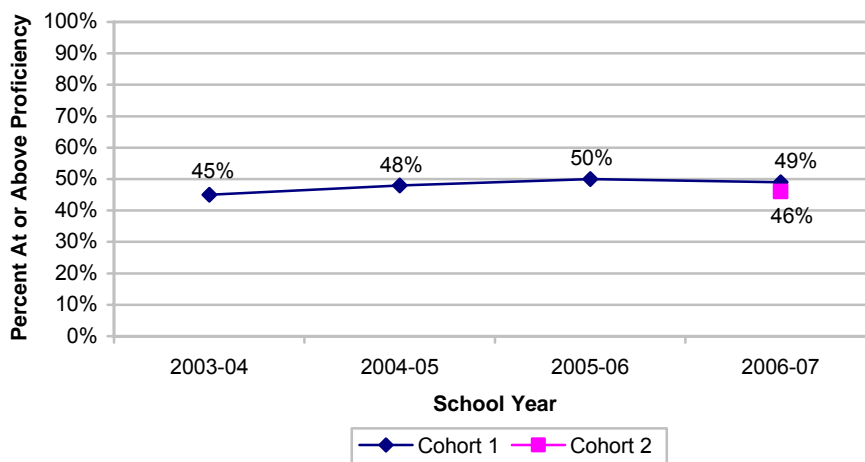
### Second Grade: DIBELS Oral Reading Fluency

ORF was the second grade outcome measure for fluency. In 2006–07, 49 percent of Cohort 1 and 46 percent of Cohort 2 second grade students statewide achieved the goal of reading aloud 90 correct words per minute. Cohort 1 performance declined slightly compared to the prior two years, with a decrease of one percentage point compared to 2005-2006 but still an increase of one percentage point compared to 2004 to 2005.

Only one Cohort 1 school and no Cohort 2 schools had over 70 percent of their second grade students meeting the ORF benchmark with the highest school having 71 percent of their students meeting benchmark. Twenty-five Cohort 1 schools (compared to 32 in 2005-06) and nineteen Cohort 2 schools had less than 50 percent of their students completing second grade demonstrating proficiency in oral reading fluency. The lowest performing Cohort 1 school during 2006-07 had only 27 percent meeting the benchmark while the lowest performing Cohort 2 school had only 21 percent meeting the benchmark.

**Figure 5-51** compares the performance in 2003–04 through 2006–07 on the ORF subtest. At the end of the section, **Tables 5-35 and 5-39** presents the statewide performance and the performance by school for ORF in 2004-05, 2005-06 and 2006-07.

**Figure 5-51**  
**SECOND GRADE STUDENTS MEETING ORF BENCHMARK**  
**COMPARING 2003-04, 2004-05, 2005-06, AND 2006-07**



Source: MGT of America, Inc. and NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2004, 2005, 2006, and 2007.

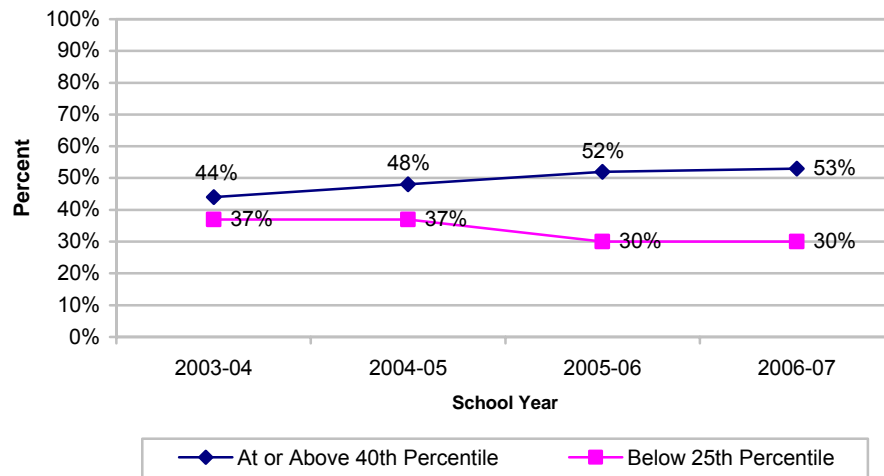
**Second Grade: Iowa Test of Basic Skills (ITBS) Vocabulary**

Second grade students were assessed on ITBS Vocabulary as the outcome measure for vocabulary. The mean NCE was 46.88 for 2,409 Cohort 1 students tested, while the mean NCE was 48.31 for 2,154 Cohort 2 students tested. With the proficiency level set at the 40<sup>th</sup> percentile, 53 percent of Cohort 1 (up one percentage point from last year) and 57 percent of Cohort 2 second grade students achieved proficiency at the end of the 2006–07 school year. The percentage of Cohort 1 students scoring below the 25<sup>th</sup> percentile remained the same from last year at 30 percent, while only 27 percent of Cohort 2 students scored below the 25<sup>th</sup> percentile.

No Cohort 1 schools (compared to two last year) and only one Cohort 2 school had over 80% of the second grade students achieving proficiency on ITBS Vocabulary, while 20 Cohort 1 schools (compared to 24 schools last year) and nine Cohort 2 schools had less than half of their second grade students demonstrating proficiency. The highest performing Cohort 1 school had 74 percent proficient, while the lowest performing Cohort 1 school had only 21 percent proficient. Eighteen Cohort 1 schools improved over last year. The highest performing Cohort 2 school had 83 percent proficient, while the lowest performing Cohort 2 school had only 24 percent proficient.

**Figure 5-52** illustrates the improved performance from the previous three years. At the end of the section, **Tables 5-36 and 5-40** presents the statewide performance and the performance by school for second grade ITBS Vocabulary for 2004–05, 2005–06 and 2006-07.

**Figure 5-52**  
**SECOND GRADE STUDENTS**  
**MEETING PROFICIENCY ON ITBS VOCABULARY**  
**COMPARING 2003-04, 2004-05, 2005-06, AND 2006-07**



Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2004, 2005, 2006, and 2007.

### Second Grade: Iowa Test of Basic Skills (ITBS) Reading Comprehension

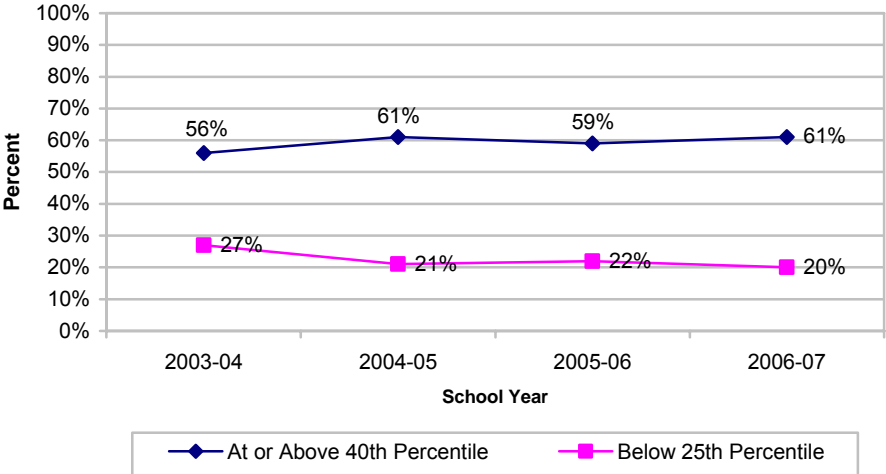
Second grade students were assessed on ITBS Reading Comprehension as the outcome measure for comprehension. The mean NCE was 51.60 for 2,388 Cohort 1 students tested and the mean NCE was 54.06 for 2,107 Cohort 2 students tested. With the proficiency level set at the 40<sup>th</sup> percentile, 61 percent of Cohort 1 and 66 percent of Cohort 2 second grade students achieved proficiency at the end of the 2006–07 school year. Cohort 1 results were relatively stable over the three years. Looking at progress with the lowest performing group, the percentage of Cohort 1 students below the 25<sup>th</sup> percentile was 20 percent, falling by seven percentage points from the first to fourth years (2003-04 to 2006-07) but remaining relatively stable from last year to this year. The percentage of Cohort 2 students below the 25<sup>th</sup> percentile was 19 percent.

Three Cohort 1 schools (compared to three schools last year) and five Cohort 2 schools had over 80% of the second grade students achieving proficiency on ITBS Reading Comprehension, while nine Cohort 1 schools (compared to 15 last year) and five Cohort 2 schools had less than half of their second grade students demonstrating. The highest performing Cohort 1 school had 81 percent proficient, while the lowest performing Cohort 1 school had only 36 percent proficient. Twenty Cohort 1 schools improved performance over 2006–07. The highest performing Cohort 2 school had 88 percent proficient, while the lowest performing Cohort 2 school had only 34 percent proficient.

**Figure 5-53** illustrates the performance in over the four years of implementation. At the end of the section, **Tables 5-37 and 5-41** presents the statewide performance and the performance by school for second grade proficiency on ITBS Reading Comprehension for 2004–05, 2005–06 and 2006-07.



**Figure 5-53**  
**SECOND GRADE STUDENTS**  
**MEETING PROFICIENCY ON ITBS READING COMPREHENSION**  
**COMPARING 2003-04, 2004-05, 2005-06, AND 2006-07**



Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2004, 2005, 2006, and 2007.

**Table 5-34  
DIBELS NONSENSE WORD FLUENCY: END OF SCHOOL YEAR  
SECOND GRADE: 2004-05, 2005-06 AND 2006-07  
COHORT 1**

School	2004-05				2005-06				2006-07			
	Nonsense Word Fluency				Nonsense Word Fluency				Nonsense Word Fluency			
	Goal: 50 Letter Sounds / Minute				Goal: 50 Letter Sounds / Minute				Goal: 50 Letter Sounds / Minute			
	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score
<b>All</b>	<b>3,022</b>	<b>2,602</b>	<b>86</b>	<b>73.13</b>	<b>2,678</b>	<b>2,449</b>	<b>91</b>	<b>76.68</b>	<b>2,776</b>	<b>2,637</b>	<b>95</b>	<b>74.59</b>
1	108	98	91	84.58								
2									33	32	97	105.76
3	9	4	44	45.22	31	22	71	53.23	60	56	93	75.77
4	76	74	97	60.72	86	84	98	66.6	18	16	89	81.00
5	38	36	95	80.53	33	31	94	84.27				
6												
7	55	53	96	75.04	36	31	86	63.39	103	101	98	68.65
8	169	160	95	83.04	14	10	71	48.07	53	46	87	62.79
9	22	10	45	51.77	1	0	0	11				
10	44	28	64	68.82	62	57	92	76.9	24	23	96	54.83
11	7	7	100	65.57	35	33	94	67.97	89	87	98	70.17
12	47	39	83	83.21	41	39	95	81.32	44	43	98	77.25
13	39	36	92	86.41	42	38	90	71.55				
14	4	4	100	74.25	4	4	100	83.75	25	25	100	93.52
15	61	51	84	77.84	5	4	80	62.4				
16	51	43	84	85.86	42	39	93	97.98	23	23	100	72.52
17	65	54	83	79.69	88	84	95	91.15	94	87	93	70.68
18	24	24	100	97.17	25	23	92	86.64	61	61	100	79.34
19	213	177	83	63.2	224	207	92	112.18	89	86	97	79.62
20	36	29	81	58.75	23	22	96	74.3	65	64	98	77.03
21	11	10	91	74.55	8	6	75	71.75				
22	14	14	100	65.5	14	13	93	70.64	36	29	81	74.75
23	19	16	84	79.95	14	12	86	78	199	189	95	79.44
24	14	13	93	75.71								
25	126	118	94	70.71	125	114	91	74.34	10	10	100	78.40
26	94	85	90	86.93								
27									56	49	88	74.39
28	68	65	96	75.93	71	70	99	87.34				
29	80	70	88	79.29	60	54	90	70.55	97	93	96	68.09
30	125	119	95	68.1	114	104	91	70.19				
31	37	34	92	87.97	31	31	100	74.45	67	60	90	70.70
32									74	71	96	72.23
33	37	29	78	67.03	59	49	83	63.19	33	32	97	68.03

**Student Outcomes**

School	2004-05				2005-06				2006-07			
	Nonsense Word Fluency				Nonsense Word Fluency				Nonsense Word Fluency			
	Goal: 50 Letter Sounds / Minute				Goal: 50 Letter Sounds / Minute				Goal: 50 Letter Sounds / Minute			
	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score
34	214	202	94	67.58	216	213	99	67.98	38	34	89	70.13
35	29	25	86	71.21	30	21	70	65.27	60	57	95	72.52
36	46	43	93	68.81	41	41	100	79.78				
37	98	60	61	55.94	88	83	94	67.2	52	48	92	61.77
38	31	27	87	77.84	62	59	95	65.76	60	60	100	73.63
39	12	7	58	45	31	27	87	62.1	88	82	93	67.40
40	37	27	73	74.19	43	28	65	61.95	28	28	100	91.18
41	65	58	89	59.02	75	74	99	71.41	147	144	98	68.42
42	41	29	71	65.17	46	40	87	81.46				
43	12	2	17	27.33	22	17	77	58.68	39	39	100	67.31
44					49	43	88	70.1				
45	31	22	71	55.26					143	139	97	73.96
46	32	31	97	71.16	42	37	88	70.43	98	98	100	75.68
47	5	2	40	48.4	14	12	86	71.93	53	49	92	83.85
48	66	48	73	75.41	72	53	74	57.53				
49	69	52	75	85.45					34	34	100	73.62
50	9	8	89	64.89	64	52	81	73.47	52	50	96	96.19
51	7	6	86	65.86	45	44	98	74.38				
52	48	41	85	85.54	48	44	92	74.58				
53	70	55	79	64.17	72	68	94	68.89	73	70	96	92.74
54												
55	44	36	82	78.86	57	57	100	67.54				
56												
57	130	117	90	82.94	122	115	94	102.26	60	49	82	64.28
58	35	29	83	75.97	30	29	97	99	30	30	100	92.87
59	41	40	98	78.54	41	41	100	69.39	41	36	88	71.44
60	79	77	97	77.39	36	27	75	60.44	37	35	95	73.35
61									21	20	95	71.19
62									29	29	100	84.38
63									230	223	97	72.67
64					44	43	98	70.14				

Source: MGT of America, Inc. and NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2004, 2005, 2006, and 2007.

**Table 5-35  
DIBELS ORAL READING FLUENCY: END OF SCHOOL YEAR  
SECOND GRADE: 2004-05, 2005-06 AND 2006-07  
COHORT 1**

School	2004-05				2005-06				2006-07			
	Oral Reading Fluency				Oral Reading Fluency				Oral Reading Fluency			
	Goal: 90 Letter Sounds / Minute				Goal: 90 Letter Sounds / Minute				Goal: 90 Letter Sounds / Minute			
	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score
<b>All</b>	<b>3,429</b>	<b>1,659</b>	<b>48</b>	<b>86.6</b>	<b>3,318</b>	<b>1,652</b>	<b>50</b>	<b>86.9</b>	<b>2,820</b>	<b>1,382</b>	<b>49</b>	<b>87.78</b>
1	109	52	48	81.99								
2									33	22	67	99.15
3	43	14	33	68.63	45	12	27	61.56	60	30	50	89.83
4	76	36	47	84.26	88	38	43	81.84	18	6	33	75.67
5	38	26	68	103.32	33	16	48	87.94				
6												
7	55	29	53	93.45	70	35	50	89.04	104	48	46	80.95
8	171	114	67	100.12	173	115	66	99.68	60	28	47	79.72
9	39	20	51	95.31	39	27	69	93.54				
10	50	36	72	108.68	61	36	59	104.53	22	13	59	86.95
11	45	36	80	109.6	34	24	71	96	89	47	53	94.92
12	47	19	40	80.51	41	16	39	80.37	45	32	71	95.09
13	39	24	62	106	43	32	74	102.63				
14	22	6	27	68.36	4	1	25	69.75	25	15	60	88.32
15	62	35	56	90.73	42	26	62	94.83				
16	51	35	69	99.76	45	28	62	101.56	23	10	43	81.57
17	92	65	71	93.03	87	29	33	75.59	94	36	38	78.54
18	24	18	75	102.25	25	16	64	89.88	69	41	59	96.61
19	213	82	38	80.82	225	101	45	85.53	89	55	62	101.16
20	36	7	19	70.33	23	5	22	69.91	65	31	48	93.72
21	11	5	45	85.18	8	4	50	75.88				
22	14	8	57	92	14	5	36	78.29	37	17	46	85.65
23	19	9	47	87.21	14	6	43	84.86	192	81	42	85.00
24	14	6	43	86.14	36	15	42	76.53				
25	126	65	52	86.97	125	72	58	90.87	10	3	30	79.30
26	94	52	55	92.29	89	51	57	97.28				
27									56	33	59	97.77
28	68	52	76	107.68	75	58	77	112.39				
29	89	49	55	99.63	67	44	66	90.33	97	30	31	74.53
30	127	60	47	91.77	115	67	58	93.57				
31	37	25	68	98.86	31	13	42	87.39	68	23	34	70.79
32									74	27	36	80.24
33	44	13	30	64.7	63	24	38	72.54	33	17	52	85.21

**Student Outcomes**

School	2004-05				2005-06				2006-07			
	Oral Reading Fluency				Oral Reading Fluency				Oral Reading Fluency			
	Goal: 90 Letter Sounds / Minute				Goal: 90 Letter Sounds / Minute				Goal: 90 Letter Sounds / Minute			
	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score
34	213	142	67	99.97	216	128	59	94.06	51	23	45	88.22
35	29	10	34	79.45	30	9	30	70.6	65	27	42	84.02
36	48	14	29	77.9	41	28	68	107.56				
37	101	48	48	80.4	89	40	45	83.19	55	23	42	76.56
38	54	30	56	90.57	62	26	42	86.08	69	26	38	77.74
39	36	9	25	70.69	32	9	28	75.25	88	31	35	79.53
40					41	17	41	77.17	39	21	54	93.54
41	65	13	20	66.29	74	29	39	72.85	153	103	67	95.30
42	41	8	20	67.78	47	26	55	91.3				
43	32	12	38	71.78	24	16	67	89.54	39	17	44	82.79
44	33	15	45	89.82	50	20	40	79.4				
45	31	10	32	64.32	24	6	25	65.5	141	76	54	94.77
46	35	15	43	84.63	42	18	43	73.26	109	64	59	96.65
47	18	5	28	78.78	14	6	43	87.14	53	20	38	82.92
48	66	32	48	84.62	72	32	44	73.53				
49	78	29	37	78.17	76	29	38	79.22	40	13	33	80.55
50	45	19	42	85.36	65	27	42	82.12	51	26	51	97.47
51	53	13	25	74.55	46	20	43	85.59				
52	50	24	48	83.44	48	22	46	82.44				
53	70	18	26	67.49	72	22	31	72.54	71	25	35	78.15
54												
55	44	20	45	80.73	57	25	44	84.61				
56												
57	130	54	42	81.82	124	63	51	91.72	59	38	64	104.08
58	35	8	23	74.29	31	19	61	105.52	31	10	32	77.03
59	41	22	54	85.39	41	26	63	82.17	41	11	27	73.66
60	110	49	45	79.54	141	58	41	79.48	35	15	43	77.57
61									21	9	43	88.81
62									29	19	66	95.28
63									230	140	61	96.14
64					44	15	34	83.39				

Source: MGT of America, Inc. and NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2004, 2005, 2006, and 2007.

Table 5-36  
ITBS VOCABULARY  
SECOND GRADE: 2004-05, 2005-06 AND 2006-07  
COHORT 1

School	2004-05				2005-06				2006-07			
	Vocabulary				Vocabulary				Vocabulary			
	Goal: At or Above the 40th Percentile				Goal: At or Above the 40th Percentile				Goal: At or Above the 40th Percentile			
	Total Tested	Number Meeting Goal	Percent Meeting Goal	Mean NCE	Total Tested	Number Meeting Goal	Percent Meeting Goal	Mean NCE	Total Tested	Number Meeting Goal	Percent Meeting Goal	Mean NCE
<b>All</b>	<b>3,488</b>	<b>1,676</b>	<b>48</b>	<b>44.42</b>	<b>3,336</b>	<b>1,739</b>	<b>52</b>	<b>46.59</b>	<b>2,409</b>	<b>1,272</b>	<b>53</b>	<b>46.88</b>
1	116	43	37	36.42								
2									32	23	72	62.50
3	42	10	24	30.21	46	10	22	31.89	55	35	64	54.02
4	77	42	55	47.69	88	47	53	48.88	17	11	65	48.29
5	37	19	51	47.43	33	22	67	57.64				
6												
7	56	29	52	44.71	71	34	48	42.69				
8	166	125	75	56.89	170	121	71	56.86	56	26	46	40.91
9	40	23	58	51.4	42	21	50	48.95				
10	52	37	71	57.71	40	31	78	62.08				
11	45	31	69	54.8	37	30	81	59.35	65	46	71	54.82
12	49	21	43	38.27	36	16	44	44.11	42	28	67	54.07
13	40	35	88	60.33	43	30	70	51.91				
14	23	6	26	35.74	28	12	43	41.93	21	10	48	44.57
15	61	31	51	43.8	45	23	51	49.58				
16	50	36	72	56.26	53	41	77	57.75	22	8	36	34.14
17	91	25	27	34.22	50	22	44	41.38	81	27	33	35.83
18	25	17	68	54.72	24	13	54	44.75	62	36	58	44.29
19	207	83	40	39.72	233	119	51	44.01	75	41	55	51.05
20	36	19	53	44.67	23	12	52	48.04	62	41	66	51.27
21	9	5	56	49.33	8	4	50	39.88				
22	12	5	42	47.92	14	7	50	47.93	30	10	33	38.87
23	21	10	48	47.95	15	10	67	54.2	175	105	60	50.17
24	15	9	60	47.47	36	17	47	43.83				
25	125	78	62	50.01	124	79	64	51.65	11	5	45	40.18
26	89	29	33	37.12	91	49	54	46.77				
27									42	28	67	61.64
28	72	36	50	48.75	74	48	65	53.46				
29	92	39	42	41.35	67	21	31	38.97	87	33	38	39.78
30	128	84	66	51.52	120	76	63	53.56				
31	36	22	61	46	31	18	58	45.68	55	20	36	38.35
32									60	29	48	40.55
33	42	16	38	39.29	62	16	26	35.68	31	10	32	37.23

**Student Outcomes**

School	2004-05				2005-06				2006-07			
	Vocabulary				Vocabulary				Vocabulary			
	Goal: At or Above the 40th Percentile				Goal: At or Above the 40th Percentile				Goal: At or Above the 40th Percentile			
Total Tested	Number Meeting Goal	Percent Meeting Goal	Mean NCE	Total Tested	Number Meeting Goal	Percent Meeting Goal	Mean NCE	Total Tested	Number Meeting Goal	Percent Meeting Goal	Mean NCE	
34	215	136	63	52.42	220	141	64	53.6	51	13	25	32.55
35	28	8	29	34.71	29	8	28	32.55	60	27	45	39.62
36	48	24	50	46.4	44	32	73	56.36				
37	102	41	40	40.61	88	35	40	42.64	48	13	27	29.71
38	55	29	53	49.25	64	31	48	46.66	55	31	56	47.05
39	37	21	57	50.49	32	15	47	37.5	82	25	30	35.09
40	50	12	24	34	47	14	30	33.68	36	14	39	38.72
41	84	13	15	31.94	69	26	38	38.17	140	98	70	52.90
42	43	9	21	32.6	51	21	41	40.41				
43	32	16	50	43.28	24	18	75	61.25	30	17	57	51.90
44	40	11	28	34.98	47	23	49	41.45				
45	31	9	29	34.13	24	6	25	33.58	123	76	62	52.35
46	39	21	54	45.18	42	18	43	41.95	97	52	54	47.30
47	19	10	53	49.16	13	7	54	55.69	41	20	49	43.32
48	66	25	38	40.92	69	21	30	35.84				
49	80	30	38	37.58	80	33	41	39.88	36	21	58	55.89
50	48	23	48	44.69	63	39	62	52.13	46	28	61	56.09
51	54	14	26	33.59	49	26	53	43.84				
52	52	27	52	43.85	45	17	38	40.33				
53	70	21	30	37.03	75	18	24	32.55	54	13	24	34.30
54												
55	44	28	64	54.64	57	40	70	52.67				
56												
57	133	53	40	41.06	129	66	51	45.47	57	42	74	58.02
58	35	25	71	53.43	32	26	81	65.59	28	6	21	35.93
59	39	19	49	44.41	57	13	23	30.86	40	14	35	40.15
60	114	55	48	47.14	134	80	60	51.2	32	8	25	39.19
61									21	15	71	52.29
62									26	15	58	53.00
63									225	152	68	54.92
64					48	16	33	37.63				

Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2004, 2005, 2006, and 2007.

**Table 5-37  
ITBS READING COMPREHENSION  
SECOND GRADE: 2004-05, 2005-06 AND 2006-07  
COHORT 1**

School	2004-05				2005-06				2006-07			
	Reading Comprehension				Reading Comprehension				Reading Comprehension			
	Goal: At or Above the 40th Percentile				Goal: At or Above the 40th Percentile				Goal: At or Above the 40th Percentile			
	Total Tested	Number Meeting Goal	Percent Meeting Goal	Mean NCE	Total Tested	Number Meeting Goal	Percent Meeting Goal	Mean NCE	Total Tested	Number Meeting Goal	Percent Meeting Goal	Mean NCE
<b>All</b>	<b>3,478</b>	<b>2,130</b>	<b>61</b>	<b>50.52</b>	<b>3,317</b>	<b>1,970</b>	<b>59</b>	<b>50.84</b>	<b>2,388</b>	<b>1,465</b>	<b>61</b>	<b>51.60</b>
1	115	48	42	41.14								
2									32	26	81	64.50
3	42	14	33	42.26	45	12	27	36.82	55	41	75	58.35
4	77	49	64	51.22	88	51	58	50.15	17	11	65	53.29
5	37	23	62	52.76	31	24	77	57.39				
6												
7	56	44	79	56.38	71	46	65	50.15				
8	166	142	86	61.95	169	127	75	59.21	55	32	58	46.18
9	39	27	69	54.74	42	28	67	53.74				
10	52	39	75	57.52	40	30	75	61.85				
11	45	39	87	61.13	36	28	78	61.75	65	52	80	59.58
12	49	20	41	41.94	36	16	44	43.19	42	29	69	57.64
13	40	33	83	61.35	43	25	58	53.4				
14	23	10	43	44.52	28	12	43	44.79	21	13	62	47.67
15	61	38	62	51.23	45	26	58	52.71				
16	50	42	84	62.34	53	40	75	62.75	22	11	50	39.91
17	91	41	45	41.78	50	27	54	47.12	81	32	40	40.20
18	24	21	88	60.96	24	14	58	48.38	62	39	63	49.23
19	204	122	60	48.59	232	133	57	49.06	73	44	60	49.95
20	36	15	42	42.53	23	17	74	51.13	61	39	64	51.92
21	9	6	67	53.89	8	4	50	42.13				
22	12	8	67	50.08	14	8	57	50.86	30	15	50	44.07
23	21	15	71	61	15	12	80	62.73	175	98	56	51.58
24	15	12	80	51.2	36	22	61	50.31				
25	124	89	72	54.38	122	80	66	56.17	11	7	64	51.18
26	92	53	58	46.24	91	50	55	47.98				
27									42	30	71	57.36
28	72	52	72	53.71	73	50	68	51.97				
29	94	66	70	52.26	66	26	39	43.42	87	36	41	43.29
30	127	99	78	57.04	118	85	72	57.77				
31	36	29	81	58.78	31	17	55	46.77	55	29	53	46.15
32									60	36	60	49.52
33	42	23	55	45.36	62	27	44	42.39	31	16	52	45.81



**Student Outcomes**

School	2004-05				2005-06				2006-07			
	Reading Comprehension				Reading Comprehension				Reading Comprehension			
	Goal: At or Above the 40th Percentile				Goal: At or Above the 40th Percentile				Goal: At or Above the 40th Percentile			
	Total Tested	Number Meeting Goal	Percent Meeting Goal	Mean NCE	Total Tested	Number Meeting Goal	Percent Meeting Goal	Mean NCE	Total Tested	Number Meeting Goal	Percent Meeting Goal	Mean NCE
34	215	161	75	59.64	219	158	72	57.84	51	26	51	44.71
35	28	11	39	39.57	29	10	34	37.38	60	35	58	49.00
36	48	28	58	50.4	44	32	73	58.57				
37	100	47	47	47.27	87	39	45	44.4	48	23	48	44.31
38	55	36	65	51.95	64	39	61	49.75	54	34	63	49.91
39	37	24	65	54.16	32	13	41	43.97	82	37	45	44.74
40	50	23	46	42.08	47	21	45	41.09	36	17	47	47.31
41	83	28	34	39.2	69	28	41	42.8	140	103	74	56.19
42	43	17	40	37.93	51	22	43	42.35				
43	32	18	56	49.41	24	23	96	67.29	30	19	63	52.57
44	40	21	53	49.15	47	28	60	51.17				
45	31	11	35	40.48	24	10	42	42.71	109	82	75	57.78
46	39	25	64	48.46	42	20	48	46.57	97	71	73	57.23
47	19	10	53	52.63	13	7	54	52.77	41	20	49	46.85
48	66	35	53	45.94	68	35	51	44.43				
49	82	40	49	44.63	80	41	51	45.44	35	23	66	58.40
50	48	24	50	47.29	63	41	65	53.16	46	32	70	60.89
51	54	26	48	44.59	49	29	59	49.96				
52	51	36	71	53.37	43	22	51	48.16				
53	66	27	41	40.95	74	33	45	43.5	54	22	41	42.26
54												
55	44	27	61	54.11	57	40	70	51.23				
56												
57	132	69	52	47.14	129	65	50	47.31	57	45	79	60.60
58	35	29	83	60.14	32	30	94	71.66	28	10	36	40.54
59	39	19	49	45.18	57	31	54	48.07	39	16	41	42.72
60	114	81	71	53.15	134	95	71	54.67	32	17	53	50.22
61									21	17	81	59.19
62									26	16	62	51.50
63									225	164	73	57.76
64					47	21	45	46.3				

Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2004, 2005, 2006, and 2007.

**Table 5-38**  
**DIBELS NONSENSE WORD FLUENCY: END OF SCHOOL YEAR**  
**SECOND GRADE: 2004-05, 2005-06 AND 2006-07**  
**COHORT 2**

School	2006-07			
	Nonsense Word Fluency			
	Goal: 50 Letter Sounds / Minute			
	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score
<b>All</b>	<b>2,123</b>	<b>1,911</b>	<b>90</b>	<b>71.64</b>
1	40	36	90	61.60
2				
3				
4	184	184	100	76.02
5				
6	194	168	87	64.27
7	13	13	100	81.15
8	0			
9	8	8	100	83.25
10	21	21	100	72.48
11	62	54	87	68.06
12	2	2	100	61.00
13	14	12	86	60.93
14	26	26	100	63.58
15	92	83	90	76.15
16	49	37	76	57.12
17	112	112	100	74.11
18	64	64	100	73.28
19	171	166	97	69.64
20				
21	10	10	100	81.50
22	95	88	93	80.88
23	50	38	76	64.18
24	58	41	71	58.59
25	76	62	82	63.62
26	163	145	89	68.84
27	54	54	100	72.24
28	12	12	100	82.92
29	2	2	100	54.50
30	35	27	77	60.29
31	43	30	70	66.91
32	26	19	73	59.38
33	23	23	100	70.04
34	25	24	96	67.60
35	66	60	91	77.83
36	94	92	98	79.93
37				
38	238	198	83	82.58

Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Table 5-39**  
**DIBELS ORAL READING FLUENCY: END OF SCHOOL YEAR**  
**SECOND GRADE: 2004-05, 2005-06 AND 2006-07**  
**COHORT 2**

School	2006-07			
	Oral Reading Fluency			
	Goal: 90 Letter Sounds / Minute			
	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score
<b>All</b>	<b>2,302</b>	<b>1,059</b>	<b>46</b>	<b>84.71</b>
1	40	15	38	77.25
2				
3				
4	201	80	40	81.11
5				
6	202	70	35	75.64
7	40	14	35	78.55
8	22	15	68	91.45
9	8	2	25	79.38
10	42	20	48	82.98
11	67	39	58	95.06
12	0			
13	14	9	64	96.64
14	27	17	63	89.74
15	92	48	52	86.12
16	49	26	53	90.80
17	120	77	64	99.81
18	66	33	50	95.05
19	181	78	43	84.08
20				
21	20	8	40	79.50
22	95	53	56	90.73
23	51	18	35	75.49
24	57	16	28	77.93
25	76	16	21	62.01
26	165	80	48	84.98
27	58	28	48	87.09
28	25	14	56	86.56
29	9	5	56	87.78
30	38	16	42	84.87
31	43	13	30	72.42
32	31	10	32	69.58
33	70	28	40	83.09
34	27	16	59	96.67
35	66	40	61	94.97
36	84	38	45	84.98
37				
38	237	117	49	89.83

Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Table 5-40  
ITBS VOCABULARY  
SECOND GRADE: 2006-07  
COHORT 2**

School	2006-07			
	Vocabulary			
	Goal: At or Above the 40th Percentile			
	Total Tested	Number Meeting Goal	Percent Meeting Goal	Mean NCE
<b>All</b>	<b>2,154</b>	<b>1,228</b>	<b>57</b>	<b>48.31</b>
1	36	24	67	51.03
2				
3				
4	181	93	51	46.03
5				
6	181	77	43	39.96
7	39	29	74	55.21
8	22	14	64	56.91
9	7	5	71	49.86
10	38	18	47	43.53
11	62	36	58	51.47
12	14	6	43	38.00
13	13	8	62	55.15
14	27	20	74	48.96
15	81	45	56	49.48
16	47	32	68	56.85
17	109	85	78	59.68
18	66	44	67	55.29
19	175	123	70	54.81
20				
21	20	11	55	48.75
22	78	55	71	54.97
23	46	13	28	37.59
24	44	15	34	35.48
25	70	17	24	31.34
26	136	84	62	49.49
27	56	41	73	51.96
28	22	13	59	45.95
29	9	6	67	42.89
30	31	17	55	52.10
31	41	17	41	38.80
32	28	13	46	42.39
33	59	33	56	48.39
34	27	20	74	55.63
35	59	49	83	64.34
36	116	65	56	48.59
37				
38	214	100	47	42.56

Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Table 5-41  
ITBS READING COMPREHENSION  
SECOND GRADE: 2006-07  
COHORT 2**

School	2006-07			
	Reading Comprehension			
	Goal: At or Above the 40th Percentile			
	Total Tested	Number Meeting Goal	Percent Meeting Goal	Mean NCE
<b>All</b>	<b>2,107</b>	<b>1,381</b>	<b>66</b>	<b>54.06</b>
1	23	16	70	55.39
2				
3				
4	174	111	64	50.69
5				
6	181	88	49	47.75
7	39	26	67	54.26
8	22	14	64	59.68
9	7	6	86	55.71
10	38	22	58	49.55
11	62	43	69	56.66
12	14	10	71	55.07
13	13	11	85	63.38
14	27	18	67	56.78
15	81	50	62	55.15
16	47	38	81	63.72
17	109	93	85	65.43
18	66	43	65	54.45
19	175	133	76	59.26
20				
21	20	12	60	51.00
22	78	56	72	59.56
23	46	18	39	42.20
24	44	23	52	44.84
25	47	16	34	36.94
26	136	98	72	55.98
27	56	40	71	54.89
28	22	14	64	52.82
29	9	6	67	52.11
30	31	23	74	57.32
31	41	18	44	43.10
32	28	12	43	46.04
33	59	39	66	55.32
34	27	21	78	59.48
35	59	52	88	65.07
36	116	77	66	53.94
37				
38	210	134	64	51.57

Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Tables 5-42 through 5-45** present an analysis of statewide scores by demographic characteristics and for subgroups, including gender, race/ethnicity groups, language groups, students with disabilities (Special Education group), and economic status (Free/Reduced Lunch) for the 2006–07 school year. **Tables 5-42 and 5-43** present the data for end-of-year DIBELS subtests and **Tables 5-44 and 5-45** present the data for ITBS. With about an equal number of male and female students, female students in Cohort

1 and Cohort 2 consistently performed better on the NWF, ORF, ITBS Vocabulary, and ITBS Reading Comprehension.

Focusing on race/ethnicity for Cohort 1, 96 percent of the White students and 95 percent of the African American students completed second grade demonstrating nonsense word fluency, while 56 percent of White students and 44 percent of the African American students completed second grade demonstrating oral reading fluency. Comparatively, White second grade students had a higher proportion meeting proficiency than African American students on ITBS Vocabulary (67% versus 45%) and ITBS Reading Comprehension (74% versus 55%).

In terms of risk groups for Cohort 1, both English speakers and English Language Learners performed similarly in terms of meeting the nonsense word fluency benchmark, with 95 and 95 percent, respectively. On oral reading fluency, 34% of English Language Learners met proficiency compared to 50% of English speakers. On ITBS, fewer English Language Learners met proficiency on vocabulary (25% versus 55%) but were similarly proportionate on reading comprehension (29% versus 64%).

Of the students designated as Special Education in Cohort 1, 20 percent met the oral reading fluency benchmark, and 82 percent met the nonsense word fluency benchmark, compared to 51 percent and 96 percent of other students. Of the Special Education students tested on ITBS, 22 percent met proficiency on Vocabulary (compared to 55% of other students) and 26 percent met proficiency on Reading Comprehension (compared to 64% of other students).

Students eligible for Free/Reduced Lunch and those that were not eligible in Cohort 1 performed similarly in terms of meeting the nonsense word fluency benchmark, with 95 and 95 percent, respectively. Disadvantaged students fell below those designated as non-disadvantaged students on oral reading fluency (46% versus 56%). Fewer disadvantaged students met proficiency on ITBS Vocabulary (48% versus 65%) and ITBS Reading Comprehension (58% versus 71%).

Focusing on race/ethnicity for Cohort 2, 94 percent of the White students and 85 percent of the African American students completed second grade demonstrating nonsense word fluency, while 51 percent of White students and 38 percent of the African American students completed second grade demonstrating oral reading fluency. Comparatively, White second grade students had a higher proportion meeting proficiency than African American students on ITBS Vocabulary (70% versus 40%) and ITBS Reading Comprehension (76% versus 53%).

In terms of risk groups for Cohort 2, English Language Learners met the benchmark (93%) more than did English speakers (90%) at the end of second grade on nonsense word fluency. On oral reading fluency, 32% of English Language Learners met proficiency compared to 46% of English speakers. On ITBS, fewer English Language Learners met proficiency on vocabulary (28% versus 58%) and reading comprehension (38% versus 66%).

Of the students designated as Special Education in Cohort 2, 16 percent met the oral reading fluency benchmark, and 69 percent met the nonsense word fluency benchmark,

compared to 48 percent and 91 percent of other students. Of the Special Education students tested on ITBS, 26 percent met proficiency on Vocabulary (compared to 59% of other students) and 26 percent met proficiency on Reading Comprehension (compared to 68% of other students).

Students eligible for Free/Reduced Lunch in Cohort 2 fell below those designated as non-disadvantaged students on nonsense word fluency (89% versus 92%) and oral reading fluency (41% versus 57%). Fewer disadvantaged students met proficiency on ITBS Vocabulary (51% versus 72%) and ITBS Reading Comprehension (60% versus 80%).

Figures 5-54 through 5-59 present the demographic and risk group characteristics contrasts in chart form.

**Table 5-42  
DIBELS PERFORMANCE: END OF YEAR  
COHORT 1 - SECOND GRADE: 2006-07  
BREAKDOWN BY DEMOGRAPHIC AND RISK GROUP CHARACTERISTICS**

	Nonsense Word Fluency		Oral Reading Fluency	
	Goal: 50 Phonemes / Minute		Goal: 90 Nonsense Words / Minute	
	Total Tested	Percent / Number Meeting Goal	Total Tested	Percent / Number Meeting Goal
<b>Gender</b>				
Male	1384	94/1301	1430	40/572
Female	1376	96/1321	1405	57/801
<b>Race/Ethnicity</b>				
American Indian	7	100/7	7	57/4
Asian	22	95/21	24	58/14
Black or African American	1347	95/1280	1393	44/613
Hispanic	239	93/222	237	35/83
White	661	96/635	668	56/374
Other	483	95/459	480	59/283
<b>English Language Learner</b>				
Yes	185	95/176	187	34/63
No	2581	95/2461	2646	50/1319
<b>Special Ed. Placement</b>				
Yes	173	82/141	177	20/36
No	2593	96/2496	2656	51/1346
<b>Free/Reduced Lunch</b>				
Yes	1989	95/1899	2034	46/931
No	777	95/738	799	56/451

Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Table 5-43  
DIBELS PERFORMANCE: END OF YEAR  
COHORT 2 - SECOND GRADE: 2006-07  
BREAKDOWN BY DEMOGRAPHIC AND RISK GROUP CHARACTERISTICS**

	Nonsense Word Fluency		Oral Reading Fluency	
	Goal: 50 Phonemes / Minute		Goal: 90 Nonsense Words / Minute	
	Total Tested	Percent / Number Meeting Goal	Total Tested	Percent / Number Meeting Goal
<b>Gender</b>				
Male	1043	90/939	1132	41/464
Female	1057	91/962	1178	50/589
<b>Race/Ethnicity</b>				
American Indian	9	89/8	14	50/7
Asian	14	100/14	13	77/10
Black or African American	836	85/711	913	38/347
Hispanic	87	91/79	95	42/40
White	973	94/915	1061	51/541
Other	188	94/177	212	52/110
<b>English Language Learner</b>				
Yes	45	93/42	47	32/15
No	2077	90/1869	2276	46/1044
<b>Special Ed. Placement</b>				
Yes	111	69/77	145	16/23
No	2011	91/1834	2178	48/1036
<b>Free/Reduced Lunch</b>				
Yes	1478	89/1319	1624	41/662
No	644	92/592	699	57/397

Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.



**Table 5-44  
ITBS PERFORMANCE  
COHORT 1 - SECOND GRADE: 2006-07  
BREAKDOWN BY DEMOGRAPHIC AND RISK GROUP CHARACTERISTICS**

	VOCABULARY			READING COMPREHENSION		
	Total Tested	Percent / Number Meeting Goal	Mean NCE	Total Tested	Percent / Number Meeting Goal	Mean Standard Score
<b>Total</b>	<b>2,409</b>	<b>53/1272</b>	<b>46.88</b>	<b>2,388</b>	<b>61/1465</b>	<b>51.60</b>
<b>Gender</b>						
Male	1190	47/564	43.79	1179	55/652	48.86
Female	1210	58/705	49.98	1200	67/809	54.32
<b>Race/Ethnicity</b>						
American Indian	6	50/3	47.67	6	50/3	46.33
Asian	18	50/9	42.44	18	56/10	48.11
Black or African American	1148	45/511	42.75	1144	55/631	47.85
Hispanic	196	30/59	34.76	196	37/73	42.19
White	596	67/399	55.04	594	74/438	58.81
Other	442	66/291	52.27	427	72/309	56.20
<b>English Language Learner</b>						
Yes	169	25/43	32.22	169	29/49	40.13
No	2240	55/1229	47.99	2219	64/1416	52.47
<b>Special Ed. Placement</b>						
Yes	180	22/40	30.13	179	26/47	35.45
No	2229	55/1232	48.23	2209	64/1418	52.91
<b>Free/Reduced Lunch</b>						
Yes	1759	48/848	44.66	1748	58/1008	49.31
No	650	65/424	52.87	640	71/457	57.86

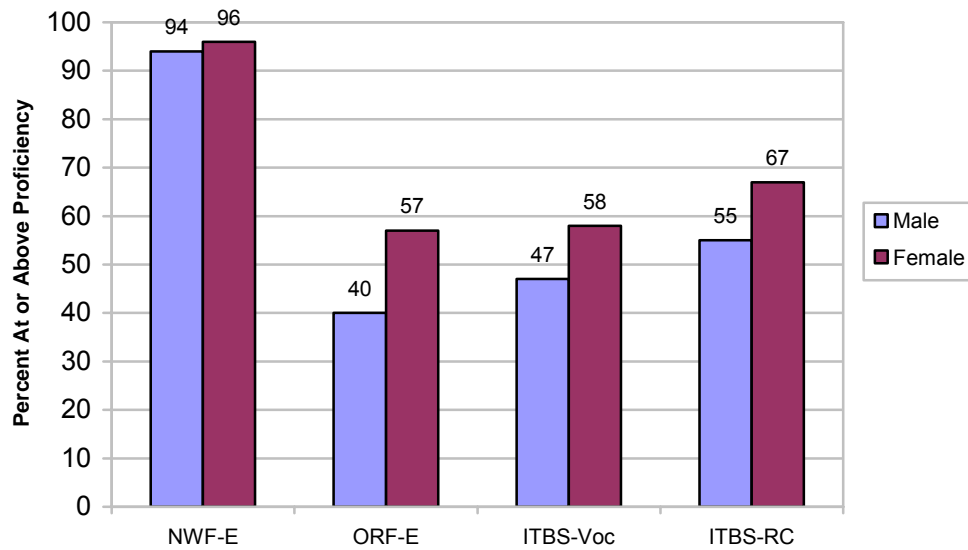
Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Table 5-45  
ITBS PERFORMANCE  
COHORT 2 - SECOND GRADE: 2006-07  
BREAKDOWN BY DEMOGRAPHIC AND RISK GROUP CHARACTERISTICS**

	VOCABULARY			READING COMPREHENSION		
	Total Tested	Percent / Number Meeting Goal	Mean Standard Score	Total Tested	Percent / Number Meeting Goal	Mean Standard Score
<b>Total</b>	<b>2,154</b>	<b>57/1228</b>	<b>48.32</b>	<b>2,107</b>	<b>66/1381</b>	<b>54.06</b>
<b>Gender</b>						
Male	1051	53/559	46.35	1025	62/634	52.10
Female	1092	61/662	50.23	1071	69/738	55.98
<b>Race/Ethnicity</b>						
American Indian	14	43/6	42.14	14	43/6	54.29
Asian	10	70/7	48.00	10	70/7	57.00
Black or African American	829	40/332	39.56	796	53/418	46.05
Hispanic	83	35/29	39.34	82	52/43	47.82
White	1017	70/708	54.62	1004	76/760	59.86
Other	201	73/146	56.70	201	73/147	59.16
<b>English Language Learner</b>						
Yes	46	28/13	33.26	45	38/17	41.84
No	2108	58/1215	48.64	2062	66/1364	54.32
<b>Special Ed. Placement</b>						
Yes	152	26/40	31.31	144	26/38	36.13
No	2002	59/1188	49.61	1963	68/1343	55.37
<b>Free/Reduced Lunch</b>						
Yes	1547	51/788	44.81	1508	60/902	50.68
No	607	72/440	57.25	599	80/479	62.55

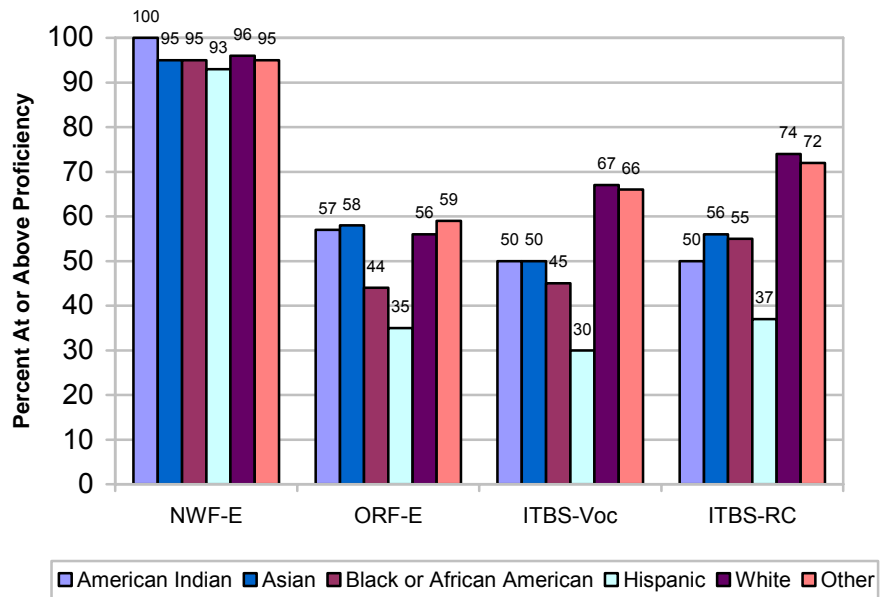
Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Figure 5-54**  
**SECOND GRADE PERFORMANCE**  
**BY GENDER: 2006-07**  
**COHORT 1**



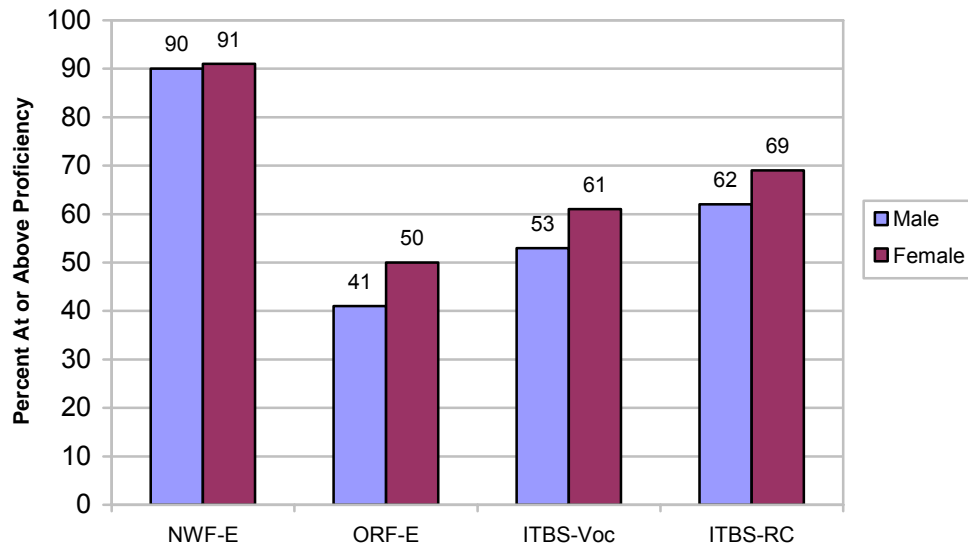
Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Figure 5-55**  
**SECOND GRADE PERFORMANCE**  
**BY RACE/ETHNICITY: 2006-07**  
**COHORT 1**



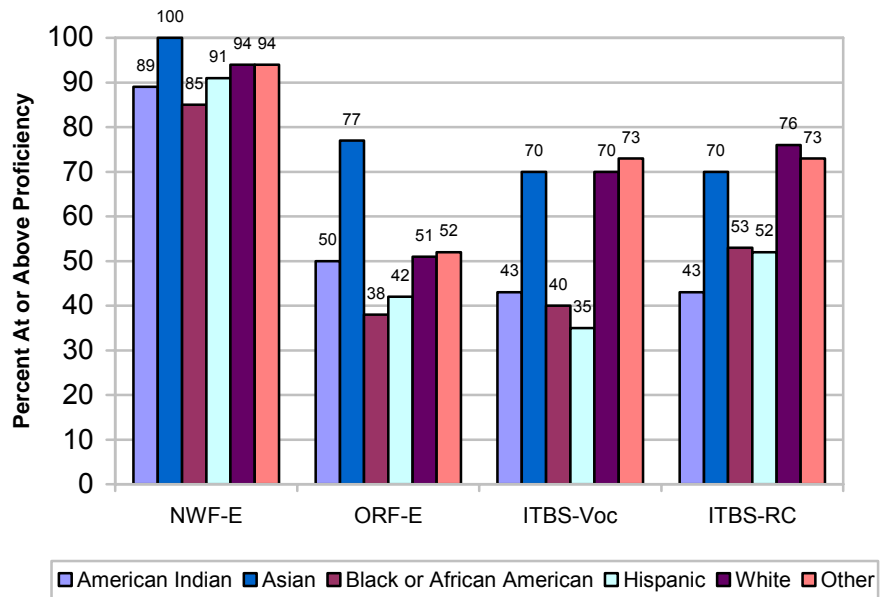
Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Figure 5-56**  
**SECOND GRADE PERFORMANCE**  
**BY GENDER: 2006-07**  
**COHORT 2**



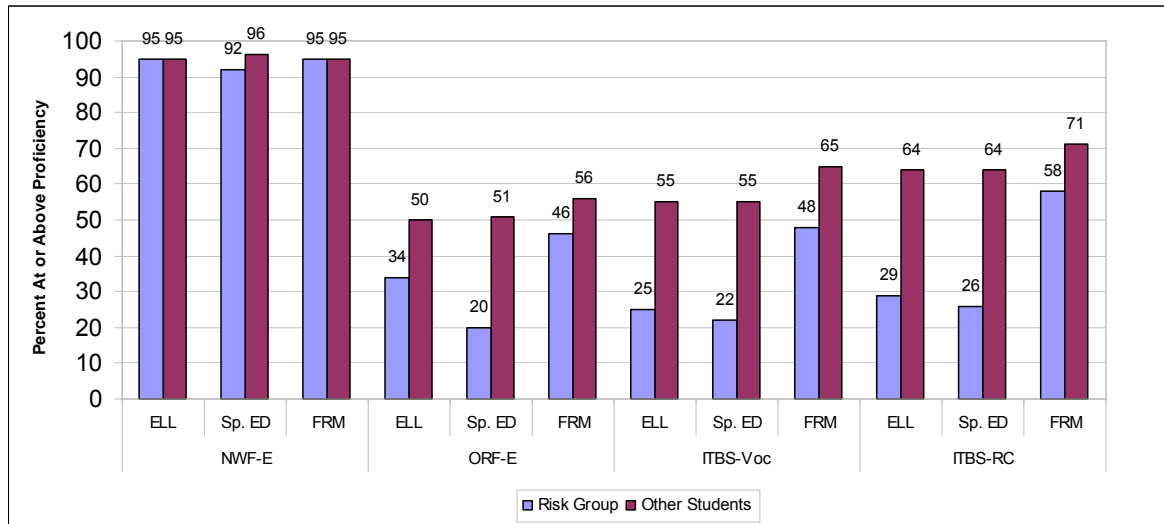
Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Figure 5-57**  
**SECOND GRADE PERFORMANCE**  
**BY RACE/ETHNICITY: 2006-07**  
**COHORT 2**



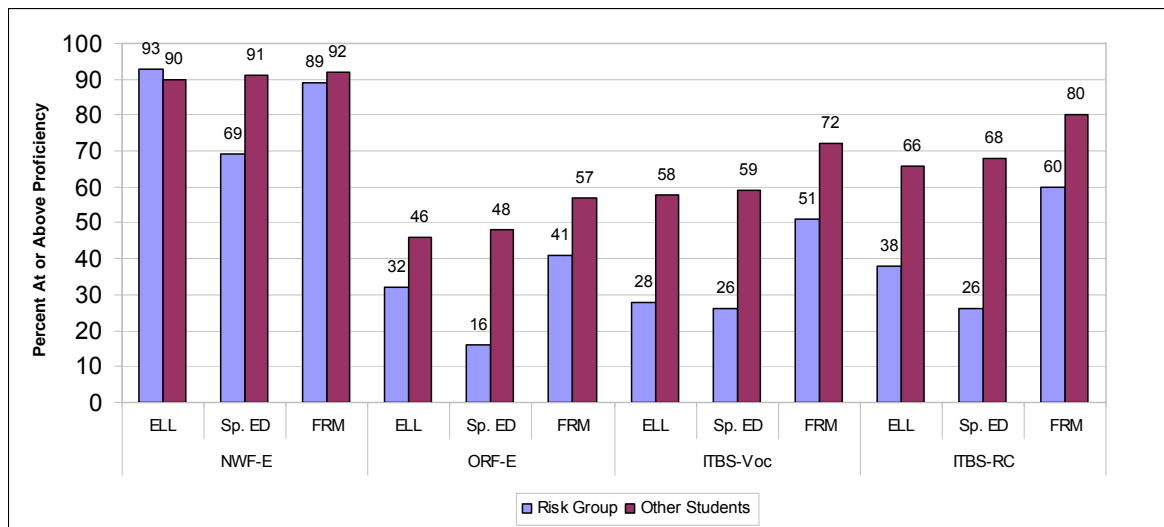
Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Figure 5-58**  
**SECOND GRADE PERFORMANCE**  
**BY RISK GROUP: 2006-07**  
**COHORT 1**



Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Figure 5-59**  
**SECOND GRADE PERFORMANCE**  
**BY RISK GROUP: 2006-07**  
**COHORT 2**



Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

## 5.7 Third Grade Student Performance

### 5.7.1 Progress During School Year

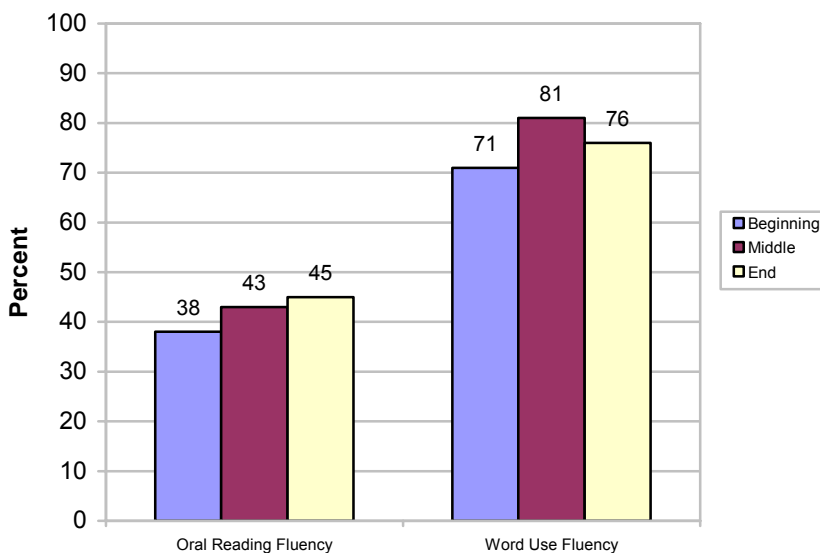
Third grade students were tested on two DIBELS measures as progress monitoring for the essential elements of reading:

- Oral Reading Fluency (ORF) for fluency; and
- Word Use Fluency (WUF) for vocabulary and comprehension.

The percentage of third grade students in both Cohort 1 and Cohort 2 performing at or above the benchmark increased slightly on ORF, comparing their initial performance to their performance at the end of the year. Thirty-eight percent of Cohort 1 students and thirty-nine percent of Cohort 2 students were meeting the benchmark at the beginning of the year. At the end of the year, 45 percent of Cohort 1 students and 40 percent of Cohort 2 students were meeting the benchmark. On WUF, there was slight progress, with 71 percent of Cohort 1 students and 57 percent of Cohort 2 students meeting benchmark at the beginning of the year and 76 percent of Cohort 1 students and 66 percent of Cohort 2 students at the end of the year.

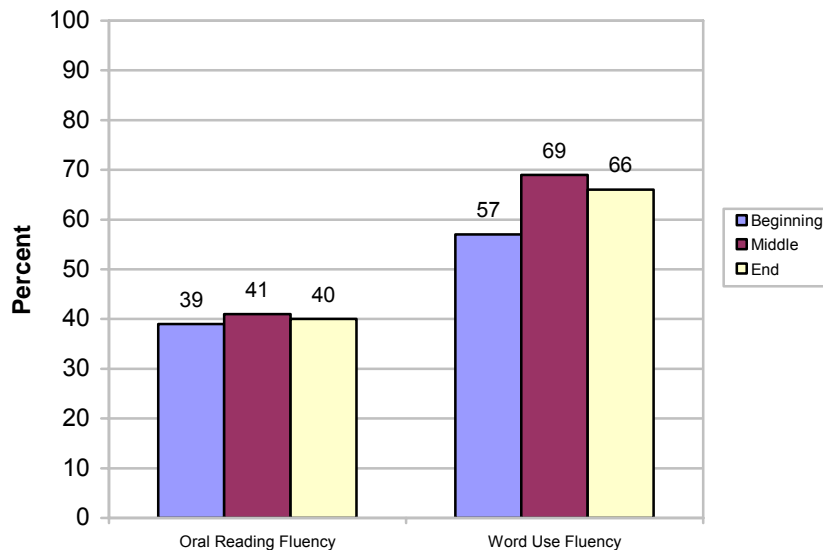
**Figures 5-60 and 5-61** provides an overview of the progress made throughout the year on each progress monitoring assessment. The end measure includes summer school, if attended.

**Figure 5-60**  
**PROGRESS MONITORING PERFORMANCE**  
**COHORT 1 - THIRD GRADE: 2006-07**



Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Figure 5-61**  
**PROGRESS MONITORING PERFORMANCE**  
**COHORT 2 - THIRD GRADE: 2006-07**



Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

### 5.7.2 Performance on Outcomes

Arkansas Reading First third grade students were assessed on three outcome measures for 2006–07. Approximately 2,800 third grade students in 54 Cohort 1 schools and 2,300 third grade students in 33 Cohort 2 schools were assessed on these subtests:

- DIBELS Oral Reading Fluency (ORF) for fluency;
- ITBS Vocabulary for vocabulary; and
- ITBS Reading Comprehension for comprehension.

#### Third Grade: DIBELS Oral Reading Fluency

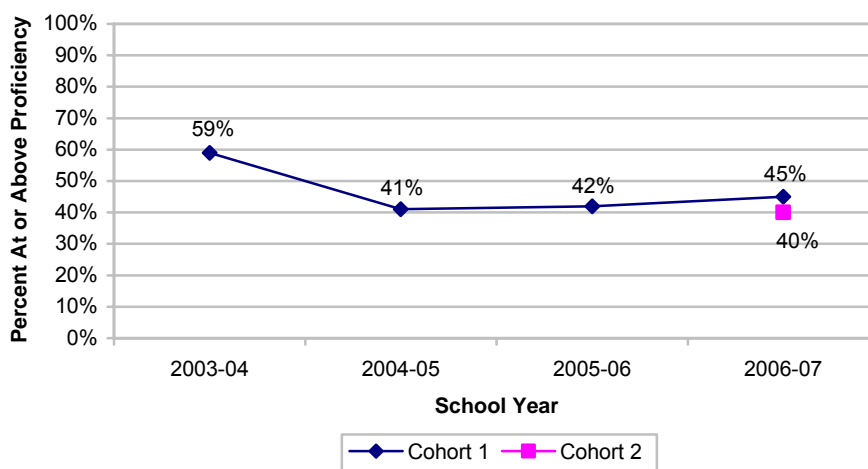
ORF was the third grade outcome measure for fluency. Forty-five percent of the Cohort 1 third grade students (up three percent from last year) and forty percent of the Cohort 2 third grade students statewide achieved the goal of reading aloud 110 correct words per minute.

In 2006–07, no Cohort 1 schools (compared to one last year) and only one Cohort 2 school had 80 or more percent of their third grade students meeting the ORF benchmark. Most of the schools had fewer than 50 percent of their students completing third grade demonstrating proficiency in oral reading fluency in 2006–07 (27 Cohort 1 schools and 25 Cohort 2 schools). In 2006–07, the best performing Cohort 1 school had 70 percent of the third grade students demonstrating oral reading fluency, compared with only 10 percent of the third grade students in the lowest performing Cohort 1 school. The best performing Cohort 2 school had 85 percent of the third grade students demonstrating oral reading

fluency, compared with only 13 percent of the third grade students in the lowest performing Cohort 2 school.

**Figure 5-62** shows the change in performance from 2003–04 to 2006–07 on the ORF subtest. At the end of the section, **Tables 5-46 and 5-49** presents the statewide performance and the performance by school for ORF in the 2004–05, 2005-2006 and 2006-07 school years.

**Figure 5-62**  
**THIRD GRADE STUDENTS MEETING ORF BENCHMARK**  
**COMPARING 2003-04, 2004-05, 2005-06, AND 2006-07**



Source: MGT of America, Inc. and NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2004, 2005, 2006, and 2007.

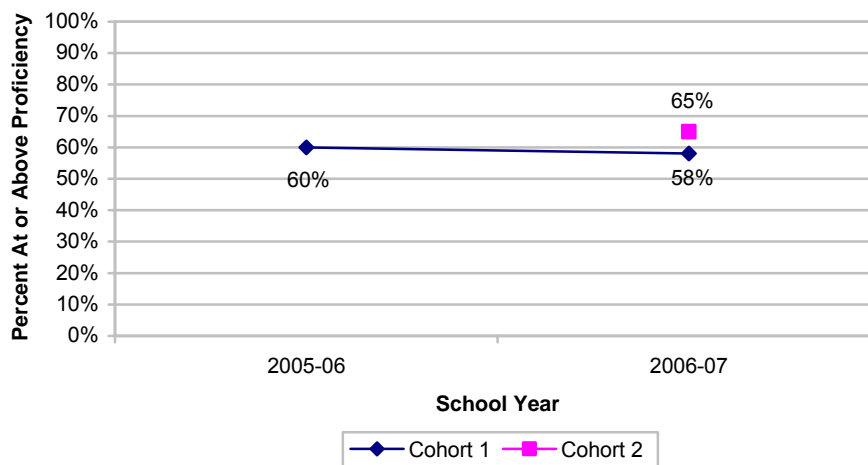
### Third Grade: Iowa Test of Basic Skills (ITBS) Vocabulary

Third grade students were assessed on ITBS Vocabulary as the outcome measure for vocabulary. The mean NCE for Cohort 1 was 46.49 for 2,339 students tested in 2006-07 while the mean NCE for Cohort 2 was 49.20 for 2,078 students tested in 2006-07. With the proficiency level set at the 40<sup>th</sup> percentile, 58 percent of Cohort 1 and 65 percent of Cohort 2 third grade students achieved proficiency at the end of the 2006–07 school year. Four Cohort 1 schools (compared to seven last year) and seven Cohort 2 schools had at least 80% of the third grade students achieving proficiency on ITBS Vocabulary, while 16 Cohort 1 schools (same as last year) and five Cohort 2 schools had less than half of their third grade students demonstrating proficiency. The highest performing Cohort 1 school had 86 percent proficient, while the lowest performing Cohort 1 school had only 29 percent proficient. Eighteen Cohort 1 schools improved performance over 2006–07. The highest performing Cohort 2 school had 90 percent proficient, while the lowest performing Cohort 2 school had only 32 percent proficient.

**Figure 5-63** shows the decline in performance from 2005–06 to 2006–07 on the ITBS Vocabulary subtest. At the end of the section, **Tables 5-47 and 5-50** presents the statewide performance and the performance by school for ITBS Vocabulary in the 2005-2006 and 2006-07 school years.



**Figure 5-63**  
**THIRD GRADE STUDENTS MEETING**  
**PROFICIENCY ON ITBS VOCABULARY**  
**COMPARING 2005-06, AND 2006-07**



Source: MGT of America, Inc. and NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2004, 2005, 2006, and 2007.

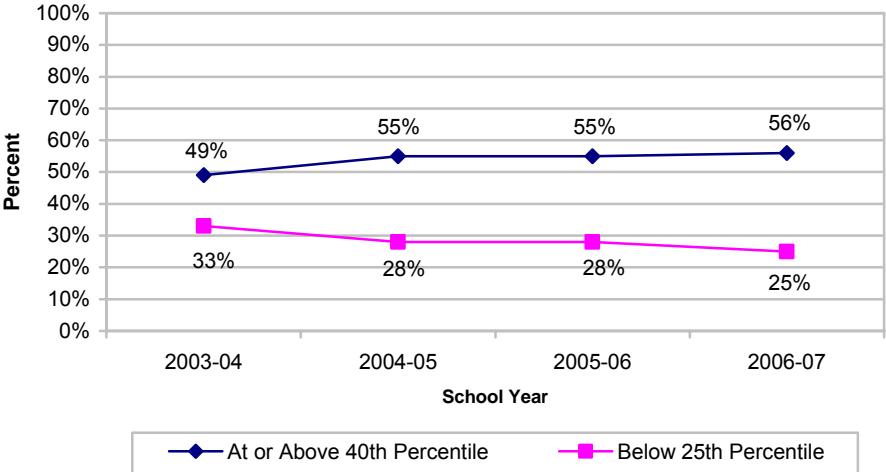
### Third Grade: Iowa Test of Basic Skills (ITBS) Reading Comprehension

Third grade students were assessed on ITBS Reading Comprehension as the outcome measure for comprehension. The mean NCE for Cohort 1 schools was 47.00 for 2,333 students, while the mean NCE for Cohort 2 schools was 48.81 for 2,074 students. With the proficiency level set at the 40<sup>th</sup> percentile, 56 percent of Cohort 1 and 61 percent of Cohort 2 third grade students achieved proficiency at the end of the 2006–07 school year. These results for Cohort 1 were stable compared to the last two years but up seven percentage points from 2003–04. Looking at progress with the lowest performing group, the percentage of Cohort 1 students below the 25<sup>th</sup> percentile declined compared to last year (28%) but fell by eight percentage points, from 33 percent in 2003–04 to 25 percent in 2006–07. The percentage of Cohort 2 students below the 25<sup>th</sup> percentile was at 21 percent.

One Cohort 1 school (compared to five last year) and three Cohort 2 schools had at least 80% of their third grade students achieving proficiency on ITBS Reading Comprehension, while 18 Cohort 1 schools and eight Cohort 2 schools had less than half of their third grade students demonstrating proficiency. The highest performing Cohort 1 school had 80 percent proficient, while the lowest performing Cohort 1 school had only 21 percent proficient. Nineteen Cohort 1 schools improved performance over 2006–07. The highest performing Cohort 2 school had 90 percent proficient, while the lowest performing Cohort 2 school had only 25 percent proficient.

**Figure 5-64** illustrates the change in performance across the four years. At the end of the section, **Tables 5-48 and 5-51** presents the statewide performance and the performance by school for third grade ITBS Reading Comprehension for 2004–05, 2005–06 and 2006–07.

**Figure 5-64**  
**THIRD GRADE STUDENTS MEETING**  
**PROFICIENCY ON ITBS READING COMPREHENSION**  
**COMPARING 2003-04, 2004-05, 2005-06, AND 2006-07**



Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2004, 2005, 2006, and 2007.

**Table 5-46  
DIBELS ORAL READING FLUENCY: END OF SCHOOL YEAR  
THIRD GRADE: 2004-05, 2005-06 AND 2006-07  
COHORT 1**

School	2004-05				2005-06				2006-07			
	Oral Reading Fluency				Oral Reading Fluency				Oral Reading Fluency			
	Goal: 110 Letter Sounds / Minute				Goal: 110 Letter Sounds / Minute				Goal: 110 Letter Sounds / Minute			
	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score
<b>All</b>	<b>3,157</b>	<b>1,278</b>	<b>41</b>	<b>99.66</b>	<b>3,233</b>	<b>1,352</b>	<b>42</b>	<b>101.5</b>	<b>2,713</b>	<b>1,221</b>	<b>45</b>	<b>102.01</b>
1												
2									29	13	45	108.66
3	46	10	22	88.33	41	10	24	80.12	53	22	42	103.77
4	85	30	35	96.67	80	26	33	98.35	11	6	55	113.55
5	37	16	43	104.54	43	20	47	98.44				
6												
7	54	30	56	117.83	51	25	49	112.82	124	48	39	97.72
8									54	29	54	96.48
9	46	24	52	110.59	41	21	51	105.29				
10	48	31	65	113.63	76	36	47	103.88	37	12	32	86.46
11	45	30	67	114	40	22	55	112.5	78	33	42	98.77
12	39	17	44	93.72	41	17	41	100.8	41	21	51	104.24
13	33	24	73	121.42	39	24	62	116.51				
14	22	11	50	105.82	7	3	43	95.29	25	16	64	109.84
15	42	23	55	109.21	50	27	54	110.9				
16	45	14	31	104.42	49	26	53	108.14	21	8	38	87.86
17	88	68	77	115.84	89	32	36	92.04	98	54	55	106.91
18	22	13	59	106	25	22	88	127.8	53	31	58	110.89
19	191	63	33	95.63	189	72	38	103.6	78	27	35	101.01
20	15	6	40	93.4	32	7	22	96.94	69	36	52	110.58
21	11	3	27	104.64	9	3	33	91.78				
22	11	1	9	80.73	14	8	57	112	34	16	47	103.62
23	26	8	31	100.15	18	8	44	106.17	201	79	39	100.90
24	21	10	48	99	28	11	39	93.29				
25	128	66	52	110.03	126	62	49	108.87	13	4	31	99.46
26	97	45	46	104.36	85	39	46	104.51				
27												
28	56	34	61	111.79	63	39	62	122.81	76	40	53	112.91
29	94	37	39	112.78	83	48	58	113.53				
30	139	55	40	104.43	128	66	52	110.56	85	37	44	102.49
31	26	12	46	99.69	40	19	48	103.43	48	12	25	91.23
32									73	16	22	82.75
33	49	14	29	83.59	52	14	27	80.85	34	15	44	104.26

**Student Outcomes**

School	2004-05				2005-06				2006-07			
	Oral Reading Fluency				Oral Reading Fluency				Oral Reading Fluency			
	Goal: 110 Letter Sounds / Minute				Goal: 110 Letter Sounds / Minute				Goal: 110 Letter Sounds / Minute			
	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score
34	218	108	50	108.46	192	98	51	109.98	55	25	45	97.42
35	24	8	33	94.92	26	8	31	93.15	42	8	19	85.05
36	58	23	40	103.72	46	14	30	90.37				
37									41	15	37	100.46
38	67	18	27	90.72	56	18	32	95.73	70	20	29	88.99
39	30	8	27	92.43	28	8	29	92.64	87	32	37	94.26
40	27	6	22	85.63	33	6	18	86.73	44	13	30	91.45
41	72	24	33	92.68	97	25	26	87.97				
42	50	6	12	77.86	35	11	31	89.74	163	93	57	112.31
43	32	9	28	92.97	30	8	27	79.83	61	43	70	108.00
44	30	10	33	104.7	42	13	31	91.31				
45	17	3	18	67.12	24	14	58	102.5	118	54	46	104.71
46	32	15	47	104.13	45	16	36	94.91	100	50	50	107.90
47	13	1	8	78.62	18	3	17	88	40	19	48	98.35
48	77	18	23	79.99	72	45	63	106.86				
49	66	16	24	89.17	69	16	23	92.75	47	25	53	106.85
50	51	9	18	86.45	56	20	36	95.84	54	31	57	115.11
51	46	18	39	94.78	46	9	20	99.28	72	37	51	95.75
52	47	7	15	87.04	46	21	46	106.46				
53	40	14	35	88.65	72	16	22	86.49				
54												
55	40	11	28	90.63	42	25	60	104.86				
56												
57	126	29	23	86.29	41	19	46	106	45	20	44	98.31
58	36	16	44	100.89	32	16	50	100.53	30	3	10	83.60
59	29	18	62	102.9	45	23	51	119.41	42	23	55	107.86
60	106	48	45	96.31	121	36	30	93.17	35	16	46	98.66
61	123	61	50	108.41	160	86	54	112.25	19	3	16	83.95
62	108	51	47	95.4	97	40	41	99.44	29	8	28	90.66
63					76	23	30	89.61				
64					47	8	17	81.74	203	108	53	111.92

Source: MGT of America, Inc. and NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2004, 2005, 2006, and 2007.

**Table 5-47  
COHORT 1 - ITBS VOCABULARY  
THIRD GRADE: 2005-06 AND 2006-07**

School	2005-06				2006-07			
	Vocabulary				Vocabulary			
	Goal: At or Above the 40th Percentile				Goal: At or Above the 40th Percentile			
	Total Tested	Number Meeting Goal	Percent Meeting Goal	Mean NCE	Total Tested	Number Meeting Goal	Percent Meeting Goal	Mean NCE
<b>All</b>	<b>3,222</b>	<b>1,944</b>	<b>60</b>	<b>47.19</b>	<b>2,339</b>	<b>1,357</b>	<b>58</b>	<b>46.49</b>
1								
2					29	22	76	53.52
3	40	13	33	33.03	53	30	57	48.28
4	79	50	63	47.73	11	7	64	48.36
5	39	28	72	54				
6								
7	53	34	64	49.06				
8					52	21	40	39.92
9	44	33	75	54.18				
10	51	43	84	61.29				
11	41	34	83	57.46	69	48	70	49.81
12	27	13	48	41.93	35	28	80	56.69
13	38	34	89	63.37				
14	12	11	92	56.92	22	19	86	56.50
15	52	36	69	54.79				
16	48	42	88	68.58	19	8	42	41.47
17	47	27	57	41.32	87	40	46	40.10
18	25	21	84	59.08	51	22	43	41.16
19	196	110	56	44.79	68	25	37	35.84
20	33	20	61	43.7	61	39	64	47.48
21	9	5	56	50.56				
22	13	10	77	61	20	9	45	41.10
23	18	14	78	55.28	190	115	61	46.24
24	28	10	36	41.68				
25	126	93	74	52.12	12	9	75	53.00
26	86	37	43	39.51				
27								
28	74	46	62	46.51	69	37	54	44.14
29	90	51	57	42.83				
30	131	88	67	49.85	76	40	53	43.79
31	40	26	65	45.73	43	21	49	41.65
32					62	19	31	36.39
33	53	25	47	39	30	16	53	46.37
34	214	154	72	53.3	58	24	41	41.19

35	26	13	50	44.85	38	21	55	43.74
36	45	25	56	47.07				
37					38	20	53	41.74
38	58	41	71	48.19	63	30	48	39.86
39	31	15	48	42.94	80	37	46	41.00
40	37	19	51	37.81	42	12	29	33.05
41	86	45	52	41.55				
42	37	18	49	42.22	153	109	71	53.56
43	30	18	60	49.03	51	31	61	48.08
44	46	21	46	40.72				
45	29	9	31	35.72	110	81	74	52.91
46	39	24	62	45.67	94	66	70	53.72
47	17	11	65	50.76	32	14	44	39.59
48	71	37	52	41.99				
49	71	31	44	38.59	43	33	77	60.86
50	55	32	58	45.11	50	41	82	59.62
51	50	18	36	36.08	60	24	40	38.98
52	48	25	52	43.15				
53	64	29	45	39.36				
54								
55	42	31	74	54.17				
56								
57	43	27	63	48.84	44	31	70	49.86
58	32	12	38	42.09	24	7	29	34.58
59	57	28	49	43.65	39	28	72	53.41
60	122	76	62	48.68	33	18	55	41.88
61	158	126	80	57.51	16	13	81	49.63
62	95	59	62	46.78	28	12	43	39.89
63	76	31	41	37.99				
64	50	15	30	34.84	184	130	71	52.48

Source: MGT of America, Inc. and NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2006 and 2007.

**Table 5-48**  
**COHORT 1 - ITBS READING COMPREHENSION**  
**THIRD GRADE: 2004-05, 2005-06 AND 2006-07**

School	2004-05				2005-06				2006-07			
	Reading Comprehension				Reading Comprehension				Reading Comprehension			
	Goal: At or Above the 40th Percentile				Goal: At or Above the 40th Percentile				Goal: At or Above the 40th Percentile			
	Total Tested	Number Meeting Goal	Percent Meeting Goal	Mean NCE	Total Tested	Number Meeting Goal	Percent Meeting Goal	Mean NCE	Total Tested	Number Meeting Goal	Percent Meeting Goal	Mean NCE
<b>All</b>	<b>3,258</b>	<b>1,798</b>	<b>55</b>	<b>46.77</b>	<b>3,211</b>	<b>1,780</b>	<b>55</b>	<b>46.9</b>	<b>2,333</b>	<b>1,312</b>	<b>56</b>	<b>47.00</b>
1												
2									29	17	59	47.90
3	47	12	26	36.38	40	16	40	38.83	53	30	57	48.45
4	87	50	57	47.89	79	45	57	45.24	11	8	73	52.91
5	37	21	57	48.32	39	24	62	53.36				
6												
7	57	28	49	45.58	53	31	58	46.57				
8									52	22	42	40.46
9	50	40	80	55.08	44	27	61	50.66				
10	51	43	84	57.55	51	38	75	56.55				
11	45	37	82	56.49	40	35	88	57.6	69	40	58	51.04
12	38	12	32	35.95	26	15	58	45.27	35	28	80	54.63
13	34	31	91	59.09	38	31	82	62.74				
14	23	11	48	45.57	12	8	67	48.5	22	17	77	51.18
15	41	23	56	48.59	52	31	60	51.69				
16	45	38	84	59.84	48	39	81	61.17	19	8	42	43.21
17	86	49	57	47.38	47	25	53	43.11	87	44	51	44.64
18	22	18	82	58.59	25	22	88	56.52	51	21	41	42.80
19	185	95	51	45.27	196	113	58	47.11	68	23	34	36.71
20	33	20	61	46.15	33	15	45	43	61	29	48	43.10
21	12	8	67	55.33	9	5	56	50.22				
22	11	6	55	45.55	13	11	85	58.62	19	11	58	45.79
23	27	15	56	46.19	18	13	72	54.33	190	115	61	46.44
24	21	11	52	50.9	28	19	68	54.14				
25	126	95	75	55.91	125	87	70	51.69	12	8	67	52.25
26	96	43	45	41.82	86	31	36	39.48				
27												
28	56	39	70	49.63	73	38	52	43.14	69	31	45	42.74
29	98	33	34	38.32	90	44	49	42.94				
30	145	90	62	49.06	131	88	67	51.15	75	33	44	43.65
31	26	11	42	42.5	40	18	45	41.63	43	22	51	45.19
32	72	30	42	41.85	53	20	38	38.55	60	28	47	41.25
33	221	168	76	57.07	213	147	69	54.35	30	14	47	47.00
34									58	33	57	44.86

**Student Outcomes**

School	2004-05				2005-06				2006-07			
	Reading Comprehension				Reading Comprehension				Reading Comprehension			
	Goal: At or Above the 40th Percentile				Goal: At or Above the 40th Percentile				Goal: At or Above the 40th Percentile			
Total Tested	Number Meeting Goal	Percent Meeting Goal	Mean NCE	Total Tested	Number Meeting Goal	Percent Meeting Goal	Mean NCE	Total Tested	Number Meeting Goal	Percent Meeting Goal	Mean NCE	
35	25	9	36	42	26	14	54	45.42	38	15	39	38.92
36	58	33	57	47.98	45	16	36	38.36				
37									38	24	63	48.74
38	67	33	49	46.49	58	35	60	49.74	63	28	44	42.59
39	31	13	42	42.42	31	13	42	43.32	80	38	48	42.75
40	33	18	55	43.55	37	11	30	35.57	42	13	31	36.64
41	75	34	45	43.09	86	43	50	43.05				
42	54	19	35	37.83	37	13	35	38.84	152	106	70	54.17
43	32	20	63	45.03	30	11	37	36.97	50	31	62	45.28
44	36	18	50	45.19	46	23	50	45.93				
45	17	4	24	32.29	29	10	34	38.45	110	73	66	52.39
46	32	17	53	44.22	39	20	51	46.51	94	63	67	51.77
47	13	6	46	43.85	17	6	35	42.82	32	11	34	36.44
48	84	31	37	37.55	70	31	44	42.54				
49	65	28	43	42.71	71	29	41	40.18	43	30	70	56.12
50	57	21	37	41.02	55	24	44	41.89	50	38	76	55.18
51	45	21	47	42.84	50	18	36	37.66	60	18	30	39.17
52	48	24	50	45.58	47	28	60	48.66				
53	40	23	58	44.8	63	32	51	43.75				
54												
55	42	25	60	49.07	42	26	62	52.26				
56												
57	125	46	37	38.78	43	25	58	45.91	44	30	68	50.52
58	36	12	33	39.58	32	8	25	39.03	24	11	46	39.46
59	26	13	50	41.5	56	26	46	42.98	39	31	79	56.87
60	110	74	67	49.47	122	73	60	47.8	33	20	61	48.94
61	122	87	71	55.3	158	114	72	55.46	16	7	44	45.38
62	118	61	52	43.74	95	50	53	45.18	28	6	21	37.82
63					74	27	36	38.43				
64					50	18	36	39.78	184	137	74	53.70

Source: MGT of America, Inc. and NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2004, 2005, 2006, and 2007.



**Table 5-49**  
**DIBELS ORAL READING FLUENCY: END OF SCHOOL YEAR**  
**THIRD GRADE: 2006-07**  
**COHORT 2**

School	2006-07			
	Oral Reading Fluency			
	Goal: 110 Letter Sounds / Minute			
	Total Tested	Number Meeting Goal	Percent Meeting Goal	Average Score
<b>All</b>	<b>2,258</b>	<b>903</b>	<b>40</b>	<b>100.39</b>
1	41	20	49	106.88
2	212	72	34	96.51
3				
4				
5				
6	195	79	41	102.89
7	34	11	32	92.59
8	19	10	53	97.53
9	13	11	85	119.54
10	28	11	39	96.79
11	75	34	45	106.72
12	12	4	33	100.75
13	23	12	52	108.09
14	40	24	60	109.78
15	72	48	67	118.76
16	70	31	44	106.43
17	113	49	43	103.39
18	55	24	44	107.38
19				
20	157	62	39	99.30
21	19	7	37	101.26
22	95	38	40	99.40
23	45	16	36	89.87
24	62	18	29	88.79
25	72	14	19	81.04
26	136	47	35	102.21
27	52	38	73	116.33
28	28	11	39	96.43
29	12	5	42	98.25
30	32	9	28	95.84
31	39	11	28	79.49
32	45	6	13	79.13
33	68	19	28	88.21
34	18	10	56	114.89
35	49	29	59	109.92
36	118	42	36	100.02
37				
38	207	81	39	103.77

Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Table 5-50  
COHORT 2 - ITBS VOCABULARY  
THIRD GRADE: 2006-07**

School	2006-07			
	Vocabulary			
	Goal: At or Above the 40th Percentile			
	Total Tested	Number Meeting Goal	Percent Meeting Goal	Mean NCE
<b>All</b>	<b>2,078</b>	<b>1,353</b>	<b>65</b>	<b>49.20</b>
1	39	25	64	47.64
2	194	87	45	42.39
3				
4				
5				
6	184	131	71	51.36
7	33	22	67	50.64
8	19	12	63	50.84
9	10	9	90	53.30
10	24	11	46	38.67
11	68	51	75	52.78
12	12	8	67	42.08
13	20	17	85	57.50
14	32	19	59	47.38
15	67	49	73	52.40
16	60	45	75	55.02
17	108	86	80	55.16
18	55	46	84	57.49
19				
20	154	102	66	51.30
21	18	13	72	55.72
22	89	56	63	49.61
23	43	23	53	41.33
24	49	27	55	44.69
25	66	24	36	36.26
26	124	103	83	59.45
27	49	33	67	49.76
28	22	12	55	48.00
29	12	8	67	45.00
30	27	18	67	47.41
31	33	13	39	33.76
32	44	14	32	36.41
33	64	37	58	44.34
34	17	15	88	61.47
35	43	36	84	56.53
36	114	75	66	46.49
37				
38	185	126	68	49.81

Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Table 5-51  
COHORT 2 - ITBS READING COMPREHENSION  
THIRD GRADE: 2006-07**

School	2006-07			
	Reading Comprehension			
	Goal: At or Above the 40th Percentile			
	Total Tested	Number Meeting Goal	Percent Meeting Goal	Mean NCE
<b>All</b>	<b>2,074</b>	<b>1,270</b>	<b>61</b>	<b>48.81</b>
1	39	26	67	50.51
2	194	95	49	44.36
3				
4				
5				
6	183	120	66	51.96
7	33	23	70	47.15
8	19	13	68	51.63
9	10	9	90	54.40
10	24	9	38	33.92
11	68	47	69	51.74
12	12	6	50	45.33
13	20	16	80	56.15
14	32	17	53	45.91
15	67	51	76	55.37
16	59	45	76	56.29
17	108	78	72	55.51
18	55	38	69	51.11
19				
20	154	104	68	51.36
21	18	11	61	48.94
22	89	57	64	49.30
23	43	21	49	41.33
24	49	24	49	45.02
25	66	25	38	37.29
26	124	89	72	55.20
27	49	30	61	47.20
28	22	14	64	47.50
29	12	3	25	39.08
30	27	16	59	47.04
31	33	10	30	34.36
32	44	14	32	34.75
33	64	29	45	43.31
34	17	15	88	60.41
35	43	33	77	53.40
36	114	63	55	45.08
37				
38	183	119	65	50.81

Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Tables 5-52 through 5-55** present an analysis of statewide scores by demographic characteristics and for subgroups, including gender, race/ethnicity groups, language groups, students with disabilities (Special Education group), and economic status (Free/Reduced Lunch) for the 2006–07 school year. **Tables 5-52 and 5-53** present the data for the DIBELS subtest (ORF) and **Tables 5-54 and 5-55** present the data for ITBS. With about an equal number of male and female students, female students in Cohort 1 and Cohort 2 consistently performed better on the ORF, ITBS Vocabulary, and ITBS Reading Comprehension.

Focusing on race/ethnicity for Cohort 1, 58 percent of the White students and 37 percent of the African American students completed third grade demonstrating proficiency on oral reading fluency. Comparatively, White third grade students had a higher proportion meeting proficiency than African American students on ITBS Vocabulary (77% versus 47%) and ITBS Reading Comprehension (76% versus 45%).

In terms of risk groups for Cohort 1, 36% of English Language Learners met proficiency on oral reading fluency, compared to 45% of English speakers. On ITBS, fewer English Language Learners met proficiency on vocabulary (38% versus 59%) and on reading comprehension (48% versus 57%).

Of the students designated as Special Education in Cohort 1, 15 percent met the oral reading fluency benchmark, compared to 47 percent of other students. Of the Special Education students tested on ITBS, 24 percent met proficiency on Vocabulary (compared to 61% of other students) and 22 percent met proficiency on Reading Comprehension (compared to 59% of other students).

Students eligible for Free/Reduced Lunch and those that were not eligible in Cohort 1 performed below those designated as non-disadvantaged students on oral reading fluency (41% versus 54%). Fewer disadvantaged students met proficiency on ITBS Vocabulary (53% versus 72%) and ITBS Reading Comprehension (51% versus 70%).

Focusing on race/ethnicity for Cohort 2, 49 percent of the White students and 31 percent of the African American students completed third grade demonstrating proficiency on oral reading fluency. Comparatively, White third grade students had a higher proportion meeting proficiency than African American students on ITBS Vocabulary (79% versus 51%) and ITBS Reading Comprehension (73% versus 47%).

In terms of risk groups for Cohort 2, 19% of English Language Learners met proficiency compared to 40% of English speakers on oral reading fluency. On ITBS, fewer English Language Learners met proficiency on vocabulary (30% versus 66%) and reading comprehension (48% versus 62%).

Of the students designated as Special Education in Cohort 2, 12 percent met the oral reading fluency benchmark, compared to 43 percent of other students. Of the Special Education students tested on ITBS, 27 percent met proficiency on Vocabulary (compared to 69% of other students) and 19 percent met proficiency on Reading Comprehension (compared to 66% of other students).

Students eligible for Free/Reduced Lunch in Cohort 2 performed below those designated as non-disadvantaged students on oral reading fluency (36% versus 52%). Fewer disadvantaged students met proficiency on ITBS Vocabulary (60% versus 79%) and ITBS Reading Comprehension (56% versus 75%).

Figures 5-65 through 5-70 present the demographic and risk group characteristics in chart form.

**Table 5-52  
DIBELS PERFORMANCE: END OF YEAR  
COHORT 1 - THIRD GRADE: 2006-07  
BREAKDOWN BY DEMOGRAPHIC AND RISK GROUP CHARACTERISTICS**

	Oral Reading Fluency	
	Goal: 110 Nonsense Words / Minute	
	Total Tested	Percent / Number Meeting Goal
<b>Gender</b>		
Male	1346	39/525
Female	1349	51/688
<b>Race/Ethnicity</b>		
American Indian	16	56/9
Asian	21	67/14
Black or African American	1278	37/473
Hispanic	216	38/82
White	686	58/398
Other	496	48/238
<b>English Language Learner</b>		
Yes	149	36/53
No	2583	45/1168
<b>Special Ed. Placement</b>		
Yes	194	15/29
No	2538	47/1192
<b>Free/Reduced Lunch</b>		
Yes	1985	41/815
No	747	54/406

Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Table 5-53  
DIBELS PERFORMANCE: END OF YEAR  
COHORT 2 - THIRD GRADE: 2006-07  
BREAKDOWN BY DEMOGRAPHIC AND RISK GROUP CHARACTERISTICS**

	Oral Reading Fluency	
	Goal: 110 Nonsense Words / Minute	
	Total Tested	Percent / Number Meeting Goal
<b>Gender</b>		
Male	1143	37/423
Female	1102	43/474
<b>Race/Ethnicity</b>		
American Indian	15	33/5
Asian	16	56/9
Black or African American	916	31/284
Hispanic	103	31/32
White	969	49/475
Other	214	43/92
<b>English Language Learner</b>		
Yes	43	19/8
No	2213	40/895
<b>Special Ed. Placement</b>		
Yes	200	12/24
No	2056	43/879
<b>Free/Reduced Lunch</b>		
Yes	1633	36/580
No	623	52/323

Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Table 5-54  
ITBS PERFORMANCE  
COHORT 1 - THIRD GRADE: 2006-07  
BREAKDOWN BY DEMOGRAPHIC AND RISK GROUP CHARACTERISTICS**

	VOCABULARY			READING COMPREHENSION		
	Total Tested	Percent / Number Meeting Goal	Mean NCE	Total Tested	Percent / Number Meeting Goal	Mean NCE
<b>Total</b>	<b>2,339</b>	<b>58/1357</b>	<b>46.49</b>	<b>2,333</b>	<b>56/1312</b>	<b>47.00</b>
<b>Gender</b>						
Male	1144	53/607	44.82	1140	51/579	44.89
Female	1186	63/745	48.10	1184	61/727	49.02
<b>Race/Ethnicity</b>						
American Indian	13	62/8	42.31	13	54/7	50.31
Asian	16	63/10	45.31	16	75/12	50.81
Black or African American	1085	47/513	41.50	1082	45/492	42.30
Hispanic	171	43/74	38.90	171	52/89	43.06
White	597	77/461	56.07	595	76/450	55.25
Other	456	64/291	49.15	455	58/262	48.69
<b>English Language Learner</b>						
Yes	128	38/48	37.05	128	48/62	41.87
No	2211	59/1309	47.04	2205	57/1250	47.30
<b>Special Ed. Placement</b>						
Yes	201	24/48	47.70	201	22/44	32.12
No	2138	61/1309	33.61	2132	59/1268	48.40
<b>Free/Reduced Lunch</b>						
Yes	1749	53/930	44.07	1744	51/898	44.64
No	590	72/427	53.68	589	70/414	53.99

Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

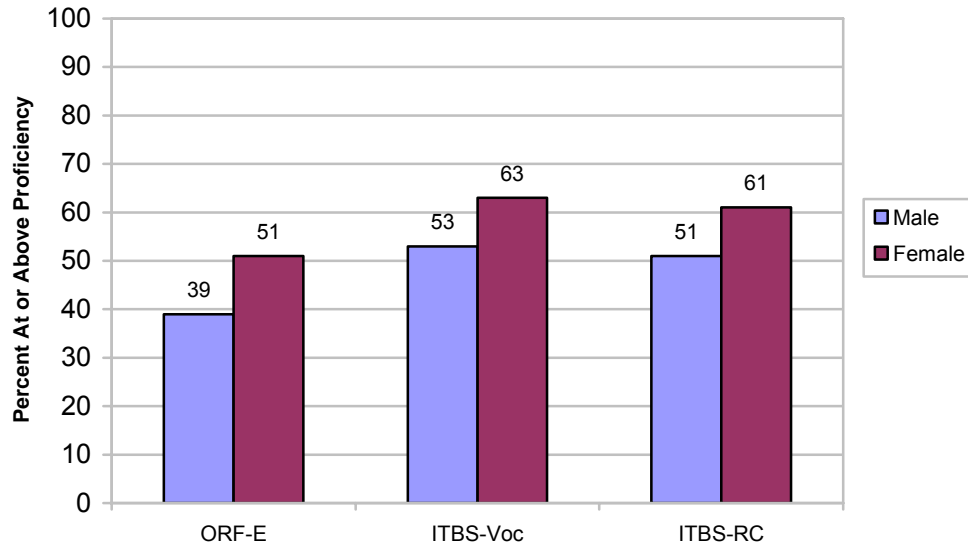
**Table 5-55  
ITBS PERFORMANCE  
COHORT 2 - THIRD GRADE: 2006-07  
BREAKDOWN BY DEMOGRAPHIC AND RISK GROUP CHARACTERISTICS**

	VOCABULARY			READING COMPREHENSION		
	Total Tested	Percent / Number Meeting Goal	Mean Standard Score	Total Tested	Percent / Number Meeting Goal	Mean Standard Score
<b>Total</b>	<b>2,078</b>	<b>65/1353</b>	<b>49.20</b>	<b>2,074</b>	<b>61/1270</b>	<b>48.81</b>
<b>Gender</b>						
Male	1055	62/655	47.79	1052	55/581	46.39
Female	1012	68/690	50.68	1011	68/683	51.36
<b>Race/Ethnicity</b>						
American Indian	13	46/6	40.92	13	54/7	45.54
Asian	12	58/7	48.58	12	58/7	49.33
Black or African American	831	51/421	41.62	829	47/390	42.15
Hispanic	94	53/50	43.38	94	61/57	46.20
White	924	79/728	56.23	922	73/673	55.04
Other	204	69/141	51.48	204	67/136	49.13
<b>English Language Learner</b>						
Yes	44	30/13	38.18	44	48/21	39.34
No	2034	66/1340	49.43	2030	62/1249	49.02
<b>Special Ed. Placement</b>						
Yes	206	27/55	33.42	204	19/39	28.77
No	1872	69/1298	50.93	1870	66/1231	51.00
<b>Free/Reduced Lunch</b>						
Yes	1527	60/919	46.41	1523	56/857	45.98
No	551	79/434	56.91	551	75/413	56.62

Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

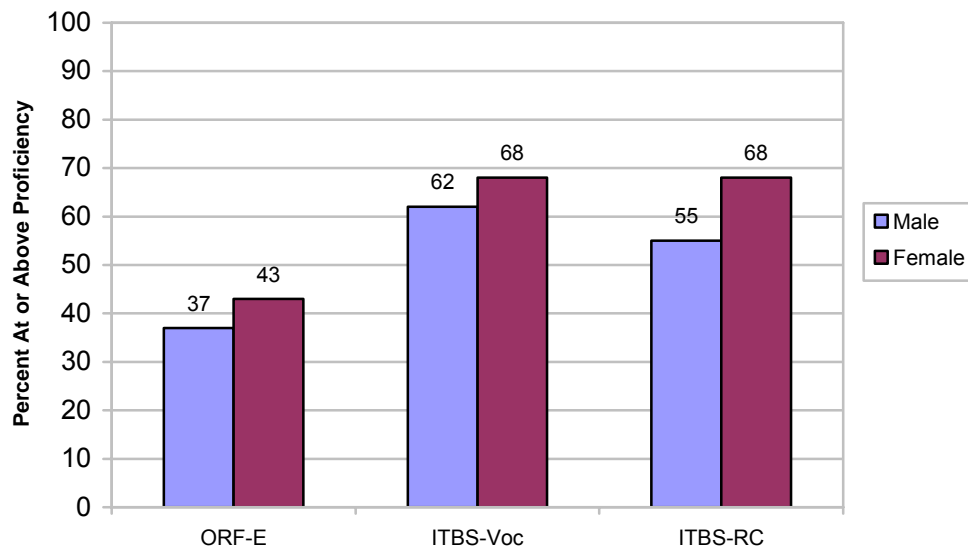


**Figure 5-65**  
**COHORT 1 - THIRD GRADE PERFORMANCE**  
**BY GENDER: 2006-07**



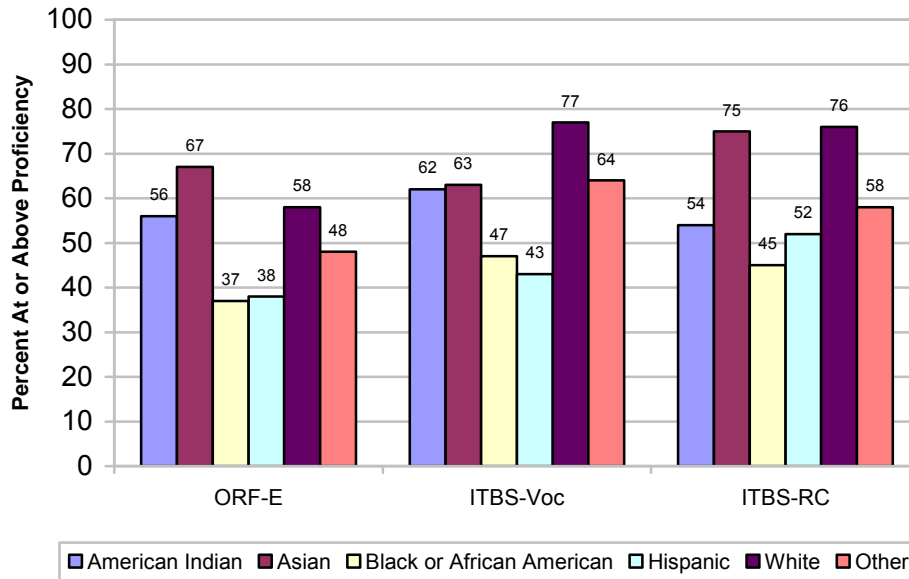
Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Figure 5-66**  
**COHORT 2 - THIRD GRADE PERFORMANCE**  
**BY GENDER: 2006-07**



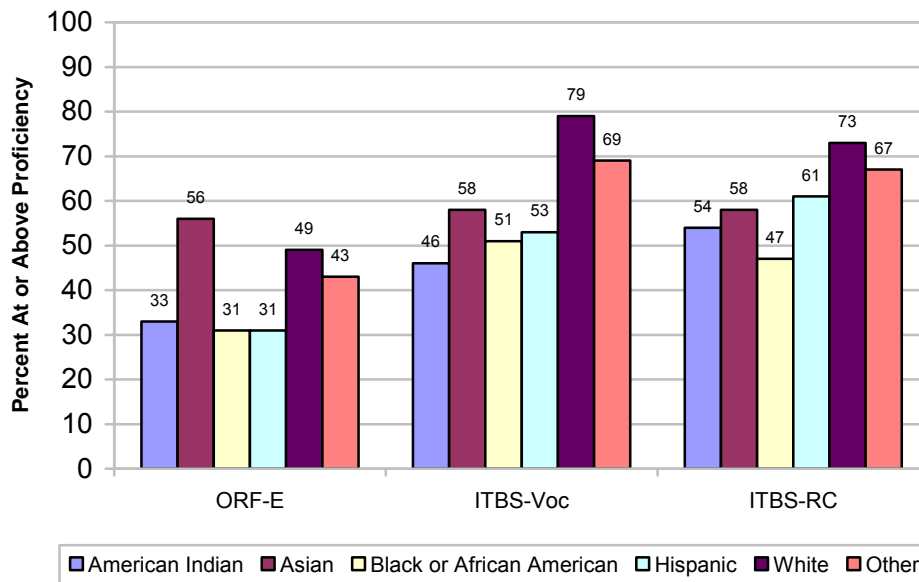
Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Figure 5-67**  
**COHORT 1 - THIRD GRADE PERFORMANCE**  
**BY RACE/ETHNICITY: 2006-07**



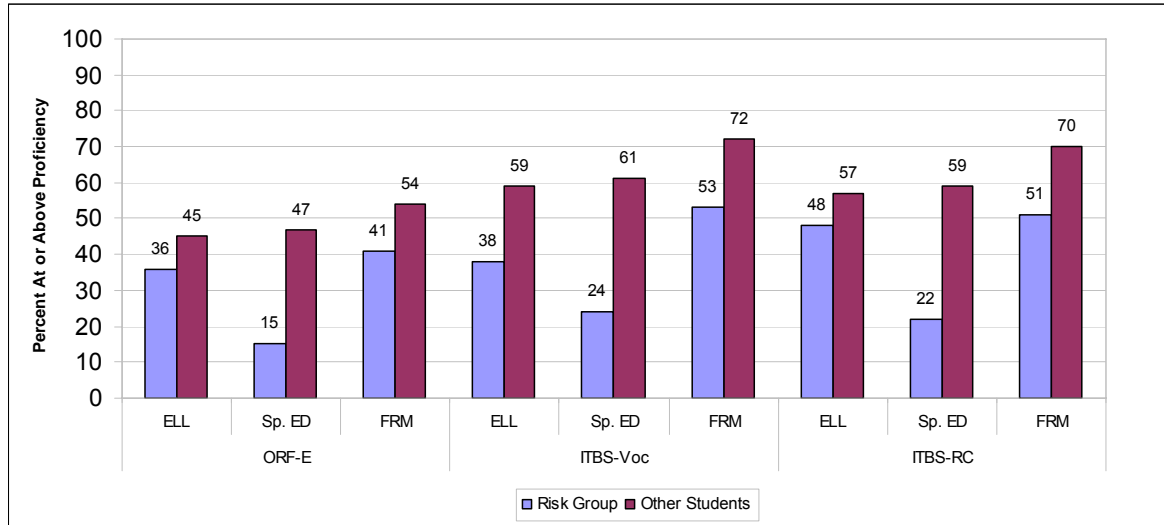
Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Figure 5-68**  
**COHORT 2 - THIRD GRADE PERFORMANCE**  
**BY RACE/ETHNICITY: 2006-07**



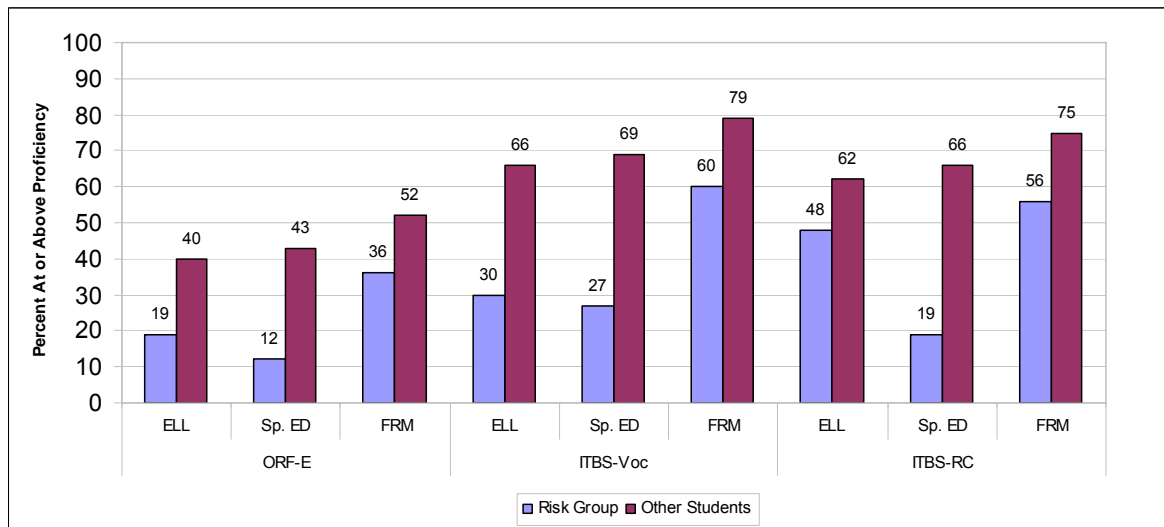
Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Figure 5-69**  
**THIRD GRADE PERFORMANCE**  
**BY RISK GROUP: 2006-07**



Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Figure 5-70**  
**THIRD GRADE PERFORMANCE**  
**BY RISK GROUP: 2006-07**



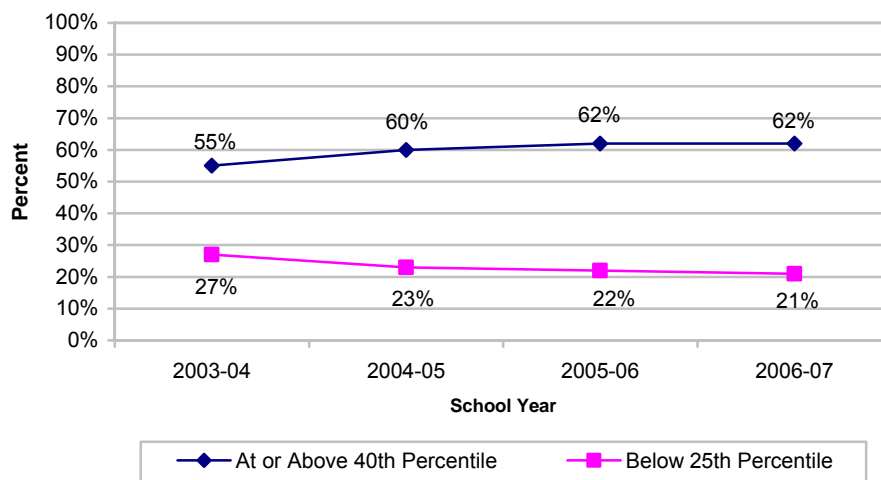
Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

### 5.8 Most Gains Made by Schools

ITBS Reading Comprehension, administered at the end of grades 1 through 3, was considered the critical performance measure and was therefore selected as the measure to address the question of “Which school made the most gains?” The percentage of students who scored above the 40<sup>th</sup> percentile was calculated to determine performance.

Statewide, 62 percent of the combined grade 1 through 3 Cohort 1 Reading First students scored above the 40<sup>th</sup> percentile in 2006–07, as compared to 65 of the combined grade 1 through 3 Cohort 2 Reading First students. For Cohort 1, this is seven percentage points above the performance in 2003–04 but the same performance as last year. Progress also was made in moving students out of the lowest quartile. Fewer Cohort 1 students were in the lowest quartile in 2006–07 (21%) compared to 2003–04 (27%). Again, Cohort 1 performance was relatively stable compared to last year but improved compared to 2003–04. Cohort 2 had only 21 percent of students scoring in the lowest quartile. **Figure 5-71** illustrates the positive performance for Cohort 1 from 2003–04 through 2006–07.

**Figure 5-71**  
**PERCENT OF READING FIRST STUDENTS GRADE 1-3**  
**ON ITBS READING COMPREHENSION AT OR ABOVE 40<sup>TH</sup> PERCENTILE**  
**AND BELOW 25<sup>TH</sup> PERCENTILE 2003-04, 2004-05, 2005-06, AND 2006-07**



Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2004, 2005, 2006, and 2007.

Out of 42 Cohort 1 schools for which ITBS reading comprehension scores were available for both years, 21 schools made improvement this year in the percentage of students scoring above the 40<sup>th</sup> percentile, compared to 32 last year. School #12 and School #63 made the most gains with increases of 28 and 34 percentage points respectively, over 2006–07. Twenty-four Cohort 1 schools were able to decrease the percent of students scoring below the 25<sup>th</sup> percentile.

**Table 5-56 and 5-57** show the performance statewide and by school for students in grades 1 through 3 combined in the 64 schools with data for both years. **Table 5-56** shows the percent scoring at or above the 40<sup>th</sup> percentile and **Table 5-57** shows the percent scoring below the 25<sup>th</sup> percentile.

**Table 5-56  
ITBS READING COMPREHENSION  
AT OR ABOVE 40<sup>TH</sup> PERCENTILE  
GRADES 1-3: 2004-05, 2005-06 AND 2006-07**

School	2004-05			2005-06			2006-07		
	Reading Comprehension			Reading Comprehension			Reading Comprehension		
	Goal: At or Above the 40th Percentile			Goal: At or Above the 40th Percentile			Goal: At or Above the 40th Percentile		
	Total Tested	Number Meeting Goal	Percent Meeting Goal	Total Tested	Number Meeting Goal	Percent Meeting Goal	Total Tested	Number Meeting Goal	Percent Meeting Goal
<b>All</b>	<b>10,306</b>	<b>6,180</b>	<b>60</b>	<b>10,052</b>	<b>6,201</b>	<b>62</b>	<b>7,233</b>	<b>4,493</b>	<b>62</b>
1	239	115	48	126	83	66	--	--	--
2	104	79	76	139	101	73	94	72	77
3	138	58	42	118	55	47	160	113	71
4	249	148	59	259	157	61	37	26	70
5	106	64	60	106	71	67	--	--	--
6	--	--	--	--	--	--	--	--	--
7	194	142	73	184	128	70	--	--	--
8	348	274	79	332	252	76	163	92	56
9	130	99	76	144	97	67	--	--	--
10	150	111	74	130	92	71	28	15	54
11	133	106	80	119	97	82	191	139	73
12	133	53	40	95	46	48	119	90	76
13	113	90	80	118	90	76	--	--	--
14	81	30	37	63	42	67	64	39	61
15	147	93	63	136	90	66	--	--	--
16	146	121	83	143	112	78	78	30	38
17	270	137	51	137	67	49	252	110	44
18	63	52	83	70	45	64	188	114	61
19	642	373	58	648	395	61	200	112	56
20	94	44	47	81	57	70	193	118	61
21	29	21	72	26	16	62	--	--	--
22	40	25	63	41	30	73	72	46	64
23	63	42	67	51	39	76	552	352	64
24	57	39	68	101	70	69	--	--	--
25	387	277	72	405	281	69	32	22	69
26	282	165	59	280	157	56	--	--	--
27	--	--	--	--	--	--	89	71	80
28	208	157	76	231	157	68	69	31	45
29	259	143	55	244	126	52	183	104	57
30	396	283	71	365	271	74	75	33	44
31	91	62	68	101	62	61	143	81	57
32	--	--	--	--	--	--	194	114	59

School	2004-05			2005-06			2006-07		
	Reading Comprehension			Reading Comprehension			Reading Comprehension		
	Goal: At or Above the 40th Percentile			Goal: At or Above the 40th Percentile			Goal: At or Above the 40th Percentile		
	Total Tested	Number Meeting Goal	Percent Meeting Goal	Total Tested	Number Meeting Goal	Percent Meeting Goal	Total Tested	Number Meeting Goal	Percent Meeting Goal
33	176	84	48	183	100	55	89	54	61
34	639	464	73	673	473	70	158	78	49
35	83	32	39	89	48	54	152	86	57
36	152	91	60	135	80	59	--	--	--
37	190	101	53	189	107	57	135	80	59
38	197	122	62	190	134	71	186	114	61
39	111	65	59	90	45	50	235	104	44
40	124	63	51	126	60	48	116	51	44
41	229	82	36	220	110	50	300	202	67
42	162	64	40	147	72	49	152	106	70
43	89	58	65	82	53	65	122	74	61
44	116	59	51	154	90	58	--	--	--
45	78	35	45	82	37	45	350	267	76
46	103	65	63	111	57	51	320	228	71
47	49	28	57	42	23	55	126	71	56
48	212	86	41	202	91	45	--	--	--
49	226	114	50	229	126	55	113	78	69
50	158	70	44	169	103	61	126	95	75
51	161	92	57	153	72	47	60	18	30
52	140	87	62	138	86	62	--	--	--
53	175	86	49	227	103	45	115	53	46
54	--	--	--	--	--	--	--	--	--
55	140	83	59	140	98	70	--	--	--
56	--	--	--	--	--	--	--	--	--
57	392	197	50	300	162	54	145	112	77
58	106	69	65	96	66	69	73	37	51
59	104	50	48	141	75	53	118	66	56
60	224	155	69	256	168	66	97	62	64
61	122	87	71	158	114	72	59	40	68
62	118	61	52	95	50	53	81	44	54
63	--	--	--	74	27	36	445	312	70
64	--	--	--	168	85	51	184	137	74

Source: MGT of America, Inc. and NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2005, 2006, and 2007.

**Table 5-57  
ITBS READING COMPREHENSION  
BELOW 25<sup>TH</sup> PERCENTILE  
GRADES 1-3: 2004-05, 2005-06 AND 2006-07**

School	2004-05			2005-06			2006-07		
	Reading Comprehension Below 25 <sup>th</sup> Percentile			Reading Comprehension Below 25 <sup>th</sup> Percentile			Reading Comprehension Below 25 <sup>th</sup> Percentile		
	Total Tested	Number Below 25 <sup>th</sup> Percentile	Percent Below 25 <sup>th</sup> Percentile	Total Tested	Number Below 25 <sup>th</sup> Percentile	Percent Below 25 <sup>th</sup> Percentile	Total Tested	Number Below 25 <sup>th</sup> Percentile	Percent Below 25 <sup>th</sup> Percentile
<b>All</b>	<b>10,306</b>	<b>2,402</b>	<b>23</b>	<b>10,052</b>	<b>2,258</b>	<b>22</b>	<b>7,233</b>	<b>1,543</b>	<b>21</b>
1	239	77	32	126	24	19	--	--	--
2	104	13	13	139	19	14	94	8	9
3	138	47	34	118	47	40	160	24	15
4	249	56	22	259	66	25	37	7	19
5	106	25	24	106	17	16	--	--	--
6	--	--	--	--	--	--	--	--	--
7	194	27	14	184	27	15	--	--	--
8	348	37	11	332	33	10	163	42	26
9	130	13	10	144	27	19	--	--	--
10	150	23	15	130	20	15	28	5	18
11	133	16	12	119	5	4	191	23	12
12	133	58	44	95	30	32	119	13	11
13	113	16	14	118	12	10	--	--	--
14	81	31	38	63	12	19	64	12	19
15	147	32	22	136	25	18	--	--	--
16	146	13	9	143	14	10	78	33	42
17	270	75	28	137	50	36	252	82	33
18	63	5	8	70	13	19	188	41	22
19	642	150	23	648	151	23	200	53	27
20	94	28	30	81	11	14	193	46	24
21	29	4	14	26	8	31	--	--	--
22	40	10	25	41	7	17	72	18	25
23	63	15	24	51	4	8	552	96	17
24	57	11	19	101	19	19	--	--	--
25	387	58	15	405	70	17	32	4	13
26	282	68	24	280	74	26	--	--	--
27	--	--	--	--	--	--	89	11	12
28	208	28	13	231	50	22	69	27	39
29	259	70	27	244	74	30	183	45	25
30	396	58	15	365	56	15	75	28	37
31	91	16	18	101	22	22	143	31	22
32	--	--	--	--	--	--	194	47	24

School	2004-05			2005-06			2006-07		
	Reading Comprehension			Reading Comprehension			Reading Comprehension		
	Below 25 <sup>th</sup> Percentile			Below 25 <sup>th</sup> Percentile			Below 25 <sup>th</sup> Percentile		
	Total Tested	Number Below 25 <sup>th</sup> Percentile	Percent Below 25 <sup>th</sup> Percentile	Total Tested	Number Below 25 <sup>th</sup> Percentile	Percent Below 25 <sup>th</sup> Percentile	Total Tested	Number Below 25 <sup>th</sup> Percentile	Percent Below 25 <sup>th</sup> Percentile
33	176	55	31	183	57	31	89	18	20
34	639	97	15	673	106	16	158	47	30
35	83	30	36	89	26	29	152	42	28
36	152	35	23	135	35	26	--	--	--
37	190	42	22	189	40	21	135	35	26
38	197	39	20	190	26	14	186	43	23
39	111	22	20	90	20	22	235	84	36
40	124	37	30	126	45	36	116	40	34
41	229	83	36	220	66	30	300	62	21
42	162	68	42	147	45	31	152	25	16
43	89	17	19	82	27	33	122	31	25
44	116	33	28	154	40	26	--	--	--
45	78	31	40	82	21	26	350	48	14
46	103	24	23	111	38	34	320	50	16
47	49	11	22	42	11	26	126	34	27
48	212	88	42	202	69	34	--	--	--
49	226	64	28	229	66	29	113	16	14
50	158	46	29	169	39	23	126	15	12
51	161	35	22	153	50	33	60	26	43
52	140	30	21	138	21	15	--	--	--
53	175	53	30	227	83	37	115	35	30
54	--	--	--	--	--	--	--	--	--
55	140	33	24	140	24	17	--	--	--
56	--	--	--	--	--	--	--	--	--
57	392	128	33	300	84	28	145	14	10
58	106	21	20	96	14	15	73	19	26
59	104	33	32	141	37	26	118	30	25
60	224	40	18	256	52	20	97	17	18
61	122	21	17	158	19	12	59	8	14
62	118	41	35	95	25	26	81	18	22
63	--	--	--	74	31	42	445	60	13
64	--	--	--	168	54	32	184	30	16

Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2005, 2006, and 2007.



## 5.9 Performance and Interventions Received

The purpose of progress monitoring was to identify struggling students who needed additional assistance. The student assessment and intervention activity data collected through the Arkansas Reading First Evaluation Web Site were analyzed to determine if the At Risk students were provided with interventions and, if so, what type. NORMES used two approaches to examine the relationship between performance and intervention for first through third grade students.

The first analysis compared performance levels at the end of the school year of students who received interventions to performance levels of students who did not receive any interventions throughout the year. The analysis addresses whether students received interventions that were truly needed (as represented by being classified as Some Risk or At Risk), and whether students not receiving interventions may have needed assistance (as represented by being classified as Some Risk or At Risk).

The second analysis looked at student's gains in proficiency from the beginning of the year to the end of the year by intervention group.

**Tables 5-58 through 5-62** compare the risk status of Cohort 1 first grade students who received interventions to that of students who did not receive interventions, by type of intervention received (Early Learning Group (ELG), Booster Group (BG), Additional Time-Targeted Instruction (ATTI), and Other).

As **Table 5-58** indicates, out of 3,500 Cohort 1 first grade students for whom data were reported, 272 received ELG as an intervention, 72 received BG as an intervention, 1,388 received ATTI as an intervention, and 214 received another type of intervention. On Phoneme Segmentation Fluency (PSF), each intervention group had a larger percentage of students At Some Risk or At Risk at the beginning of the year (41% of ELG; 38% BG; 41% ATTI; 53% Other) as compared to the percentage of students not receiving any interventions (25%). By the end of the year, all intervention groups and those first grade students not receiving an intervention had five percent or less At Some Risk or At Risk on the PSF. At the end of the year, 78 first grade students who did not receive any interventions were still At Some Risk or At Risk on the PSF.

On Nonsense Word fluency (NWF) indicated in **Table 5-59**, each intervention group in Cohort 1 had a larger percentage of students At Some Risk or At Risk at the beginning of the year (68% of ELG; 68% BG; 57% ATTI; 71% Other) as compared to the percentage of students not receiving any interventions (24%). By the end of the year, all intervention groups and those first grade students not receiving an intervention had five percent or less At Risk on the NWF. *Students who participated in booster groups had the largest gains in proficiency, increasing proficiency by 58% at the end of the year.* First grade students who did not receive an intervention increased their overall proficiency, with 10% moving out of At Some Risk or At Risk to being Low Risk. At the end of the year, 218 first grade students who did not receive any interventions were still At Some Risk or At Risk on the NWF.

Similarly, on Oral Reading Fluency (ORF) indicated in **Table 5-60**, each intervention group in Cohort 1 had a larger percentage of students At Some Risk or At Risk at the beginning of the year (72% of ELG; 74% BG; 55% ATTI; 78% Other) as compared to the

percentage of students not receiving any interventions (20%). Unlike the performance gains on PSF and NWF, slight to no gains were made on ORF. Of first grade students receiving ELG, nine percent increased in proficiency and two percent dropped in proficiency. Of first grade students receiving BG, five percent moved out of being Low Risk while At Risk students dropped by six percent. Of first grade students receiving ATTI, two percent increased proficiency to being Low Risk and five percent dropped in proficiency becoming At Risk. Two percent of first grade students who did not receive an intervention went from being Low Risk to being either At Some Risk or At Risk. At the end of the year, 342 first grade students who did not receive any interventions were still At Some Risk or At Risk on the ORF.

As **Table 5-61** indicates, out of 3,353 Cohort 1 second grade students for whom data were reported, 72 received ELG as an intervention, 274 received BG as an intervention, 1,119 received ATTI as an intervention, and 150 received an another type of intervention. For Cohort 1 second grade students on ORF, each intervention group had a larger percentage of students At Some Risk or At Risk at the beginning of the year (89% of ELG; 95% BG; 82% ATTI; 91% Other) as compared to the percentage of students not receiving any interventions (38%). Second grade student performance for those receiving interventions declined from the beginning of the year to the end of the year on ORF. Of second grade students receiving ELG, At Risk students increased by 10% while Low Risk students declined by 4%. Of second grade students receiving BG, At Risk students increased by 8% while Low Risk students increased by 2%. Of second grade students receiving ATTI, At Risk students increased by 9% while Low Risk students increased by 6%. Two percent of second grade students who did not receive an intervention went from being either At Some Risk or At Risk to being Low Risk. At the end of the year, 626 second grade students who did not receive any interventions were still At Some Risk or At Risk on the ORF.

As **Table 5-62** indicates, out of 3,067 Cohort 1 third grade students for whom data were reported, 64 received ELG as an intervention, 161 received BG as an intervention, 947 received ATTI as an intervention, and 124 received an another type of intervention. For Cohort 1 third grade students on ORF, each intervention group had a larger percentage of students At Some Risk or At Risk at the beginning of the year (89% of ELG; 86% BG; 88% ATTI; 90% Other) as compared to the percentage of students not receiving any interventions (51%). By the end of the year, third grade students receiving interventions and those not receiving interventions had an overall increase level of performance on ORF as compared to the beginning of the year. Third grade students receiving ELG had a 19% increase in students at Low Risk, BG had a 15% increased in students at Low Risk, and ATTI had a 10% increase in students at Low risk as compared to students not receiving any interventions (6% increase in students at Low Risk). At the end of the year, 797 third grade students who did not receive any interventions were still At Some Risk or At Risk on the ORF.

**Tables 5-63 through 5-67** compare the risk status of Cohort 2 first grade students who received interventions to that of students who did not receive interventions, by type of intervention received (Early Learning Group (ELG), Booster Group (BG), Additional Time-Targeted Instruction (ATTI), and Other).

As **Table 5-63** indicates, out of 2,695 Cohort 2 first grade students for whom data were reported, 154 received ELG as an intervention, 23 received BG as an intervention, 706

received ATTI as an intervention, and 126 received another type of intervention. On Phoneme Segmentation Fluency (PSF), each intervention group had a larger percentage of students At Some Risk or At Risk at the beginning of the year (58% of ELG; 74% BG; 62% ATTI; 44% Other) as compared to the percentage of students not receiving any interventions (43%). By the end of the year, all intervention groups and those first grade students not receiving an intervention had ten percent or less At Some Risk or At Risk on the PSF. At the end of the year, 118 first grade students who did not receive any interventions were still At Some Risk or At Risk on the PSF.

On Nonsense Word fluency (NWF) indicated in **Table 5-64**, each intervention group in Cohort 2 had a larger percentage of students At Some Risk or At Risk at the beginning of the year (73% of ELG; 70% BG; 67% ATTI; 70% Other) as compared to the percentage of students not receiving any interventions (47%). By the end of the year, all intervention groups and those first grade students not receiving an intervention had eight percent or less At Risk on the NWF. Students who participated in booster groups had the largest gains in proficiency, increasing proficiency by 40% at the end of the year. First grade students who did not receive an intervention increased their overall proficiency, with 21% moving out of At Some Risk or At Risk to being Low Risk. At the end of the year, 405 first grade students who did not receive any interventions were still At Some Risk or At Risk on the NWF.

Similarly, on Oral Reading Fluency (ORF) indicated in **Table 5-65**, each intervention group in Cohort 2 had a larger percentage of students At Some Risk or At Risk at the beginning of the year (67% of ELG; 61% BG; 50% ATTI; 73% Other) as compared to the percentage of students not receiving any interventions (41%). Unlike the performance gains on PSF and NWF, no gains were made on ORF. Of first grade students receiving ELG, there was a 13 percent increase in At Risk students. Of first grade students receiving BG, there was a 17 percent increase in At Risk students. Of first grade students receiving ATTI, there was a five percent increase in At Risk students. Two percent of first grade students who did not receive an intervention went from being Low Risk to being either At Some Risk or At Risk. At the end of the year, 725 first grade students who did not receive any interventions were still At Some Risk or At Risk on the ORF.

As **Table 5-66** indicates, out of 2,520 Cohort 2 second grade students for whom data were reported, 51 received ELG as an intervention, 14 received BG as an intervention, 596 received ATTI as an intervention, and 93 received another type of intervention. For Cohort 2 second grade students on ORF, each intervention group had a larger percentage of students At Some Risk or At Risk at the beginning of the year (90% of ELG; 93% BG; 79% ATTI; 74% Other) as compared to the percentage of students not receiving any interventions (58%). Second grade student performance for those receiving interventions declined from the beginning of the year to the end of the year on ORF. Of second grade students receiving ELG, At Risk students increased by 4% while Low Risk students increased by 8%. Of second grade students receiving BG, At Risk students increased by 14% while Low Risk students remained the same. Of second grade students receiving ATTI, At Risk students increased by 2% while Low Risk students increased by 13%. There was no change in the percent of At Risk second grade students who did not receive an intervention, although 5% of students not receiving any interventions moved to Low Risk. At the end of the year, 936 second grade students who did not receive any interventions were still At Some Risk or At Risk on the ORF.

As **Table 5-67** indicates, out of 2,362 Cohort 2 third grade students for whom data were reported, 21 received ELG as an intervention, 1 received BG as an intervention, 531 received ATTI as an intervention, and 48 received another type of intervention. For Cohort 2 third grade students on ORF, each intervention group had a larger percentage of students At Some Risk or At Risk at the beginning of the year (95% of ELG; 100% BG; 85% ATTI; 90% Other) as compared to the percentage of students not receiving any interventions (57%). By the end of the year, third grade students receiving interventions and those not receiving interventions had an overall increase level of performance on ORF as compared to the beginning of the year except for the one student receiving BG. Third grade students receiving ELG had a 24% increase in students at Low Risk, BG had a no change, and ATTI had an 8% increase in students at Low risk as compared to students not receiving any interventions (1% increase in students at Low Risk). At the end of the year, 986 third grade students who did not receive any interventions were still At Some Risk or At Risk on the ORF.

**Table 5-58  
COMPARISON OF FIRST GRADE STUDENTS  
WHO RECEIVED AND DID NOT RECEIVE INTERVENTIONS  
2006-07 COHORT 1 - PSF**

	Beginning of Year				End of Year			
	N	% Low Risk	% Some Risk	% At Risk	N	% Low Risk	% Some Risk	% At Risk
ELG	272	59	28	13	272	97	2	1
BG	72	63	24	14	72	99	1	--
ATTI	1388	59	29	12	1388	94	3	3
Other	214	47	33	20	214	95	2	3
No Intervention	1554	75	13	12	1554	95	2	3

Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Table 5-59  
COMPARISON OF FIRST GRADE STUDENTS  
WHO RECEIVED AND DID NOT RECEIVE INTERVENTIONS  
2006-07 COHORT 1 - NWF**

	Beginning of Year				End of Year			
	N	% Low Risk	% Some Risk	% At Risk	N	% Low Risk	% Some Risk	% At Risk
ELG	272	32	39	29	272	77	20	3
BG	72	32	44	24	72	90	8	1
ATTI	1388	43	33	24	1388	77	17	5
Other	214	29	31	40	214	75	20	5
No Intervention	1554	76	10	14	1554	86	10	4

Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Table 5-60  
COMPARISON OF FIRST GRADE STUDENTS  
WHO RECEIVED AND DID NOT RECEIVE INTERVENTIONS  
2006-07 COHORT 1 - ORF**

	Beginning of Year				End of Year			
	N	% Low Risk	% Some Risk	% At Risk	N	% Low Risk	% Some Risk	% At Risk
ELG	272	28	55	17	272	37	44	19
BG	72	26	53	21	72	21	64	15
ATTI	1388	45	42	13	1388	47	35	18
Other	214	22	55	23	214	25	49	26
No Intervention	1554	80	13	7	1554	78	14	8

Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Table 5-61  
COMPARISON OF SECOND GRADE STUDENTS  
WHO RECEIVED AND DID NOT RECEIVE INTERVENTIONS  
2006-07 COHORT 1 - ORF**

	N	% Low Risk	% Some Risk	% At Risk	N	% Low Risk	% Some Risk	% At Risk
ELG	72	11	35	54	72	7	29	64
BG	274	5	33	62	274	7	24	70
ATTI	1119	18	41	41	1119	24	26	50
Other	150	9	31	59	150	8	24	68
No Intervention	1738	62	20	18	1738	64	17	18

Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Table 5-62  
COMPARISON OF THIRD GRADE STUDENTS  
WHO RECEIVED AND DID NOT RECEIVE INTERVENTIONS  
2006-07 COHORT 1 - ORF**

	N	% Low Risk	% Some Risk	% At Risk	N	% Low Risk	% Some Risk	% At Risk
ELG	64	11	30	59	64	30	42	28
BG	161	14	32	54	161	29	39	32
ATTI	947	12	39	49	947	22	43	35
Other	124	10	26	64	124	27	36	36
No Intervention	1771	49	24	27	1771	55	26	19

Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Table 5-63  
COMPARISON OF FIRST GRADE STUDENTS  
WHO RECEIVED AND DID NOT RECEIVE INTERVENTIONS  
2006-07 COHORT 2 - PSF**

	Beginning of Year				End of Year			
	N	% Low Risk	% Some Risk	% At Risk	N	% Low Risk	% Some Risk	% At Risk
ELG	154	42	34	24	154	93	5	2
BG	23	26	39	35	23	91	4	4
ATTI	706	38	37	24	706	94	4	2
Other	126	56	20	25	126	90	6	4
No Intervention	1686	57	27	16	1686	92	3	4

Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Table 5-64  
COMPARISON OF FIRST GRADE STUDENTS  
WHO RECEIVED AND DID NOT RECEIVE INTERVENTIONS  
2006-07 COHORT 2 - NWF**

	Beginning of Year				End of Year			
	N	% Low Risk	% Some Risk	% At Risk	N	% Low Risk	% Some Risk	% At Risk
ELG	154	27	29	44	154	75	21	4
BG	23	30	22	48	23	70	26	4
ATTI	706	33	27	40	706	71	23	6
Other	126	30	36	34	126	57	37	6
No Intervention	1686	53	22	25	1686	74	18	8

Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Table 5-65  
COMPARISON OF FIRST GRADE STUDENTS  
WHO RECEIVED AND DID NOT RECEIVE INTERVENTIONS  
2006-07 COHORT 2 - ORF**

	N	% Low Risk	% Some Risk	% At Risk	N	% Low Risk	% Some Risk	% At Risk
ELG	154	33	45	21	154	35	31	34
BG	23	39	39	22	23	30	30	39
ATTI	706	50	34	16	706	52	27	21
Other	126	27	50	23	126	32	39	29
No Intervention	1686	59	25	16	1686	57	24	19

Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.



**Table 5-66  
COMPARISON OF SECOND GRADE STUDENTS  
WHO RECEIVED AND DID NOT RECEIVE INTERVENTIONS  
2006-07 COHORT 2 - ORF**

	Beginning of Year				End of Year			
	N	% Low Risk	% Some Risk	% At Risk	N	% Low Risk	% Some Risk	% At Risk
ELG	51	10	33	57	51	22	18	61
BG	14	7	50	43	14	7	36	57
ATTI	596	21	39	40	596	34	24	42
Other	93	26	39	35	93	27	33	40
No Intervention	1766	42	24	34	1766	47	18	34

Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Table 5-67  
COMPARISON OF THIRD GRADE STUDENTS  
WHO RECEIVED AND DID NOT RECEIVE INTERVENTIONS  
2006-07 COHORT 2 - ORF**

	N	% Low Risk	% Some Risk	% At Risk	N	% Low Risk	% Some Risk	% At Risk
ELG	21	5	29	67	21	29	24	48
BG	1	--	--	100	1	--	--	100
ATTI	531	15	36	49	531	23	42	35
Other	48	10	17	73	48	8	33	58
No Intervention	1761	43	24	33	1761	44	31	25

Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**5.10 Arkansas Reading First 2006-07 Performance Summary**

Overall, improvements in performance were made throughout the 2006–07 school year at each grade level, although the amounts varied considerably. For kindergarten students progress was monitored by four assessments and for first grade students progressed was monitored by five assessments. Three assessments were administered for second grade progress monitoring, and two were administered for third grade progress monitoring.

Students in kindergarten, second grade and third grade at Cohort 1 and Cohort 2 schools made progress on each assessment during 2006–07, comparing beginning, middle, and end assessment periods. However, the progress was minimal on ORF for students in second and third grades, and on WUF for students in third grade from the beginning to the end of the school year. First grade students at Cohort 1 and Cohort 2 schools made progress on all of the assessments except for ORF. Cohort 1 first grade students made no progress on ORF from the middle to the end of the year. Cohort 2 first grade students’ performance dropped from middle to end of the year.

In addition, progress for second grade students at Cohort 1 and Cohort 2 schools on ORF fluctuated across the year, increasing from the beginning to the middle of the year (from 47% to 56% for Cohort 1; from 40% to 53% for Cohort 2) and then dropping back down by the end of the year (49% for Cohort 1; 46% for Cohort 2).

A similar pattern emerged in the performance of third grade students at Cohort 1 and Cohort 2 schools on WUF, increasing from the beginning to the middle of the year (from 71% to 81% for Cohort 1; from 57% to 69% for Cohort 2) and then dropping back down by the end of the year (76% for Cohort 1; 66% for Cohort 2). There was little change across the year on ORF for Cohort 2 second graders such that performance went up from beginning to middle but dropped slightly from middle to the end of the year.

In terms of progress during the school year, comparing the first assessment period to the end:

- Cohort 1 kindergarten students made substantial improvement on all four DIBELS assessments, moving from 62 percent to 85 percent meeting the benchmark on Phonemic Segmentation Fluency (PSF), from 55 percent to 78 percent on Letter Naming Fluency (LNF), from 68 percent to 81 percent on Nonsense Word Fluency (NWF), and from 30 percent to 65 percent on Word Use Fluency (WUF).
- Cohort 2 kindergarten students made substantial improvement on all four DIBELS assessments, moving from 59 percent to 86 percent meeting the benchmark on Phonemic Segmentation Fluency (PSF), from 51 percent to 76 percent on Letter Naming Fluency (LNF), from 64 percent to 78 percent on Nonsense Word Fluency (NWF), and from 23 percent to 61 percent on Word Use Fluency (WUF).
- Cohort 1 first grade students also made substantial progress on four of five DIBELS assessments, moving from 72 percent to 97 percent meeting the benchmark on PSF, from 66 percent to 99 percent on LNF, from 65 percent to 84 percent on NWF, and from 26 percent to 83 percent on WUF. No progress was made in Oral Reading Fluency (ORF), with the percentage meeting the benchmark, from 65 percent to 65 percent.
- Cohort 2 first grade students also made substantial progress on four of five DIBELS assessments, moving from 56 percent to 96 percent meeting the benchmark on PSF, from 56 percent to 93 percent on LNF, from 50 percent to 75 percent on NWF, and from 19 percent to 78 percent on WUF. Progress declined in ORF, with the percentage meeting the benchmark dropping by two percentage points, from 58 percent to 56 percent.
- Cohort 1 second grade students improved on all three of the DIBELS measures, moving from 62 percent meeting the benchmark to 95 percent on NWF, from 47 percent to 49 percent on ORF, and from 44 percent to 80 percent on WUF
- Cohort 2 second grade students improved on all three of the DIBELS measures, moving from 44 percent meeting the benchmark to 90 percent on NWF, from 40 percent to 46 percent on ORF, and from 35 percent to 78 percent on WUF



- Cohort 1 third grade students made progress on the both DIBELS assessment, increasing from 38 percent to 45 percent meeting benchmark from the beginning to the end of the year on ORF, and from 71 percent to 76 percent on WUF.
- Cohort 2 third grade students made progress on the WUF DIBELS assessment, increasing from 57 percent to 66 percent meeting benchmark from the beginning to the end of the year. Minimal progress was made on ORF with the percentage meeting benchmark moving from 39 percent to 40 percent.

In terms of improvements in performance comparing across years from 2005-06 through 2006-07 for Cohort 1 schools, DIBELS assessment scores remained stable compared to the prior year. Second grade students on NWF and third grade students on ORF made the most gains.

- Cohort 1 kindergarten students performed just as well as the previous year on the DIBELS assessments. Performance on PSF increased one percentage point from 2005-06 to 85 percent. Performance on LNF decreased one percentage point from 2005-06 to 78 percent, and performance on NWF increased one percentage point from 2005-06 to 81 percent. Sixty-four percent met proficiency on ITBS Language Total (at or above the 40<sup>th</sup> percentile).
- Cohort 1 first grade students had mixed performance on the DIBELS assessments as compared to the previous year. Performance on PSF increased one percentage point from 2005-06 to 97 percent. Performance on NWF increased three percentage points from 2005-06 to 84 percent, and performance on ORF increased one percentage point from 2005-06 to 65 percent. On ITBS Vocabulary, only 46 percent of first grade students met proficiency (at or above the 40<sup>th</sup> percentile) as compared to 48 percent last year. On ITBS Reading Comprehension, first grade students had an average NCE of 53.65 with 68 percent meeting proficiency (down by two percent from last year).
- Cohort 1 second grade students also had mixed performance on DIBELS assessments, ranging from 95 percent meeting the benchmark on NWF to 49 percent on ORF. On ITBS Reading Comprehension, second grade students had an average NCE of 51.60, with 61 percent meeting the proficiency level of the 40<sup>th</sup> percentile. On ITBS Vocabulary, students had an average NCE of 46.88, with 53 percent meeting proficiency. The 2006-07 second grade students performed better than the students in 2005-06 on all assessments except for ORF.
- Cohort 1 third grade students performed lower than first and second grade students on ORF, with only 45 percent meeting the benchmark which is an increase of three percentage points from 2005-06. On ITBS Reading Comprehension, third grade students had a mean NCE score of 47.00, with 56 percent meeting proficiency. On ITBS Vocabulary, the average NCE score was 46.49 with 58 meeting proficiency. The 2006–07 third

grade students performed better than the students in 2005–06 on ITBS Reading Comprehension and ORF.

The tables below show the end-of-year data for each grade. **Tables 5-68 through 5-72** present the percentage of students achieving proficiency on each assessment for each grade. **Figures 5-72 through 5-74** illustrate these results in charts. Finally, **Figure 5-75** contrasts the mean NCE on the primary ITBS subtests for each grade level, showing second and third grade improvement compared to last year and first grades slight decline in performance compared to last year.

**Table 5-68**  
**AGGERGATE STUDENT PERFORMANCE:**  
**END OF YEAR 2003-04**  
**COHORT 1**

Grade:		Phoneme Segmentation Fluency	Letter Naming Fluency	Nonsense Word Fluency	Oral Reading Fluency	ITBS: Language Total	ITBS: Vocabulary	ITBS: Reading Comprehension
Kindergarten	Goal:	35	40	--	--	40 <sup>TH</sup> %	--	--
	Average Score	38.7	49.6	--	--	44.75	--	--
	Number Tested	3649	3656	--	--	2569	--	--
	Percent at or above Goal	62	74	--	--	50	--	--
First Grade	Goal:	35	--	--	40	--	40 <sup>TH</sup> %	40 <sup>TH</sup> %
	Average Score	49.4	--	--	58.2	--	45.8	49.62
	Number Tested	3542	--	--	3544	--	3607	3531
	Percent at or above Goal	89	--	--	73	--	51	59
Second Grade	Goal:	--	--	--	90	--	40 <sup>TH</sup> %	40 <sup>TH</sup> %
	Average Score	--	--	--	85.4	--	42.53	46.76
	Number Tested	--	--	--	3434	--	3649	3461
	Percent at or above Goal	--	--	--	45	--	44	56
Third Grade	Goal:	--	--	--	110	--	--	--
	Average Score	--	--	--	121.1	--	--	44.12
	Number Tested	--	--	--	2158	--	--	3281
	Percent at or above Goal	--	--	--	59	--	--	49

Source: MGT OF America, Inc., Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Table 5-69**  
**AGGERGATE STUDENT PERFORMANCE:**  
**END OF YEAR 2004-05**  
**COHORT 1**

Grade:		Phoneme Segmentation Fluency	Letter Naming Fluency	Nonsense Word Fluency	Oral Reading Fluency	ITBS: Language Total	ITBS: Vocabulary	ITBS: Reading Comprehension
Kindergarten	Goal:	35	40	25	--	40 <sup>TH</sup> %	--	--
	Average Score	45.66	49.02	36.73	--	47.96	--	--
	Number Tested	3614	3629	3637	--	3717	--	--
	Percent at or above Goal	79	75	75	--	57	--	--
First Grade	Goal:	35	--	50	40	--	40 <sup>TH</sup> %	40 <sup>TH</sup> %
	Average Score	55.62	--	65.79	51.46	--	41.25	52.47
	Number Tested	3538	--	3524	3534	--	3604	3570
	Percent at or above Goal	95	--	73	61	--	41	63
Second Grade	Goal:	--	--	50	90	--	40 <sup>TH</sup> %	40 <sup>TH</sup> %
	Average Score	--	--	73.13	86.6	--	44.42	50.52
	Number Tested	--	--	3022	3429	--	3488	3478
	Percent at or above Goal	--	--	86	48	--	48	61
Third Grade	Goal:	--	--	--	110	--	--	40 <sup>TH</sup> %
	Average Score	--	--	--	99.66	--	--	46.77
	Number Tested	--	--	--	3157	--	--	3258
	Percent at or above Goal	--	--	--	41	--	--	55

Source: MGT OF America, Inc., Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Table 5-70**  
**AGGERGATE STUDENT PERFORMANCE:**  
**END OF YEAR 2005-06**  
**COHORT 1**

Grade:		Phoneme Segmentation Fluency	Letter Naming Fluency	Nonsense Word Fluency	Oral Reading Fluency	ITBS: Language Total	ITBS: Vocabulary	ITBS: Reading Comprehension
Kindergarten	Goal:	35	40	25	--	40 <sup>TH</sup> %	--	--
	Average Score	47.8	51.5	39.35	--	49.58	--	--
	Number Tested	3533	3534	3528	--	3510	--	--
	Percent at or above Goal	84	79	80	--	62	--	--
First Grade	Goal:	35	--	50	40	--	40 <sup>TH</sup> %	40 <sup>TH</sup> %
	Average Score	56.3	--	70.96	53.7	--	44.05	54.37
	Number Tested	3587	--	3586	3591	--	3582	3524
	Percent at or above Goal	96	--	81	63	--	48	70
Second Grade	Goal:	--	--	50	90	--	40 <sup>TH</sup> %	40 <sup>TH</sup> %
	Average Score	--	--	76.68	86.9	--	46.59	50.84
	Number Tested	--	--	2678	3318	--	3336	3317
	Percent at or above Goal	--	--	91	50	--	52	59
Third Grade	Goal:	--	--	--	110	--	--	40 <sup>TH</sup> %
	Average Score	--	--	--	101.5	--	--	46.9
	Number Tested	--	--	--	1352	--	--	3211
	Percent at or above Goal	--	--	--	42	--	--	55

Source: MGT OF America, Inc., Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Table 5-71**  
**AGGERGATE STUDENT PERFORMANCE:**  
**END OF YEAR 2006-07**  
**COHORT 1**

Grade:		Phoneme Segmentation Fluency	Letter Naming Fluency	Nonsense Word Fluency	Oral Reading Fluency	ITBS: Language Total	ITBS: Vocabulary	ITBS: Reading Comprehension
Kindergarten	Goal:	35	40	25	--	40 <sup>TH</sup> %	--	--
	Average Score	49.30	51.20	40.70	--	50.59	--	--
	Number Tested	2,924	2,962	2,922	--	2,452	--	--
	Percent at or above Goal	85	78	81	--	64	--	--
First Grade	Goal:	35	--	50	40	--	40 <sup>TH</sup> %	40 <sup>TH</sup> %
	Average Score	57.05	--	72.67	54.86	--	43.22	53.65
	Number Tested	2,927	--	2,907	2,922	--	2,552	2,512
	Percent at or above Goal	97	--	84	65	--	46	68
Second Grade	Goal:	--	--	50	90	--	40 <sup>TH</sup> %	40 <sup>TH</sup> %
	Average Score	--	--	74.59	87.78	--	46.88	51.60
	Number Tested	--	--	2,776	2,820	--	2,409	2,388
	Percent at or above Goal	--	--	95	49	--	53	61
Third Grade	Goal:	--	--	--	110	--	40 <sup>TH</sup> %	40 <sup>TH</sup> %
	Average Score	--	--	--	102.01	--	46.49	47.00
	Number Tested	--	--	--	2,713	--	2,339	2,333
	Percent at or above Goal	--	--	--	45	--	58	56

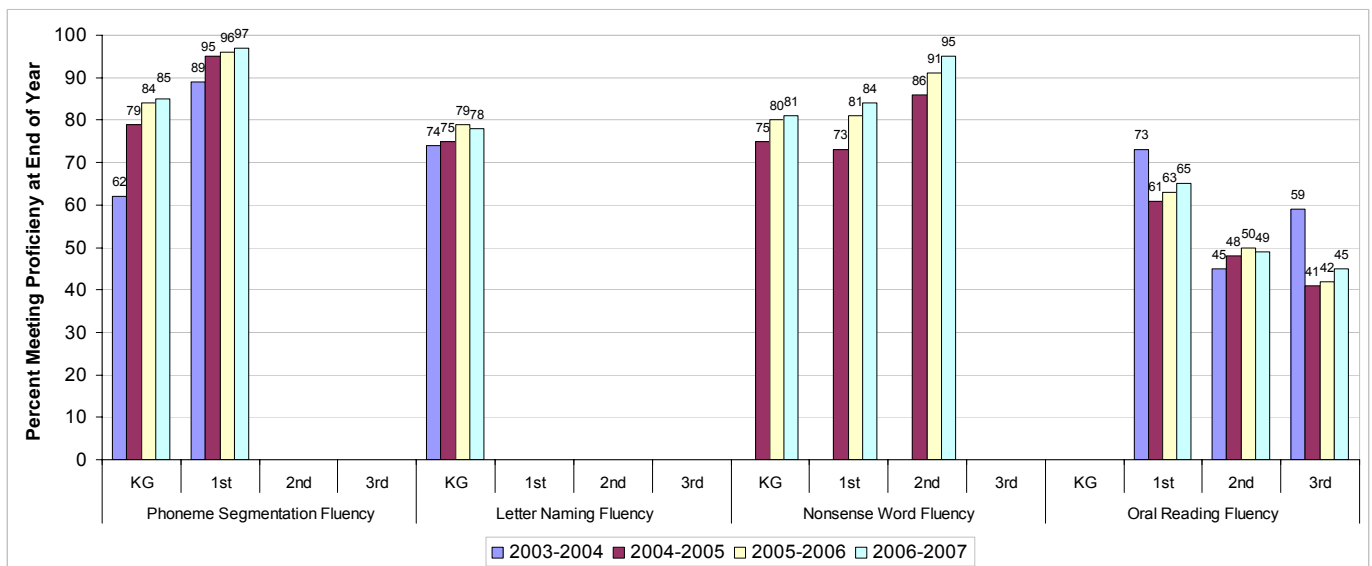
Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Table 5-72**  
**AGGERGATE STUDENT PERFORMANCE:**  
**END OF YEAR 2006-07**  
**COHORT 2**

Grade:		Phoneme Segmentation Fluency	Letter Naming Fluency	Nonsense Word Fluency	Oral Reading Fluency	ITBS: Language Total	ITBS: Vocabulary	ITBS: Reading Comprehension
Kindergarten	Goal:	35	40	25	--	40	--	--
	Average Score	49.00	50.40	38.30	--	51.08	--	--
	Number Tested	2,387	2,384	2,383	--	2,142	--	--
	Percent at or above Goal	86	76	79	--	65	--	--
First Grade	Goal:	35	--	50	40	--	40	40
	Average Score	55.30	--	67.33	50.35	--	43.06	52.49
	Number Tested	2,455	--	2,457	2,473	--	2,200	2,136
	Percent at or above Goal	96	--	75	56	--	46	67
Second Grade	Goal:	--	--	50	90	--	40	40
	Average Score	--	--	71.64	84.71	--	48.31	54.06
	Number Tested	--	--	2,123	2,302	--	2,154	2,107
	Percent at or above Goal	--	--	90	46	--	57	66
Third Grade	Goal:	--	--	--	110	--	40	40
	Average Score	--	--	--	100.39	--	49.20	48.81
	Number Tested	--	--	--	2,258	--	2,078	2,074
	Percent at or above Goal	--	--	--	40	--	65	61

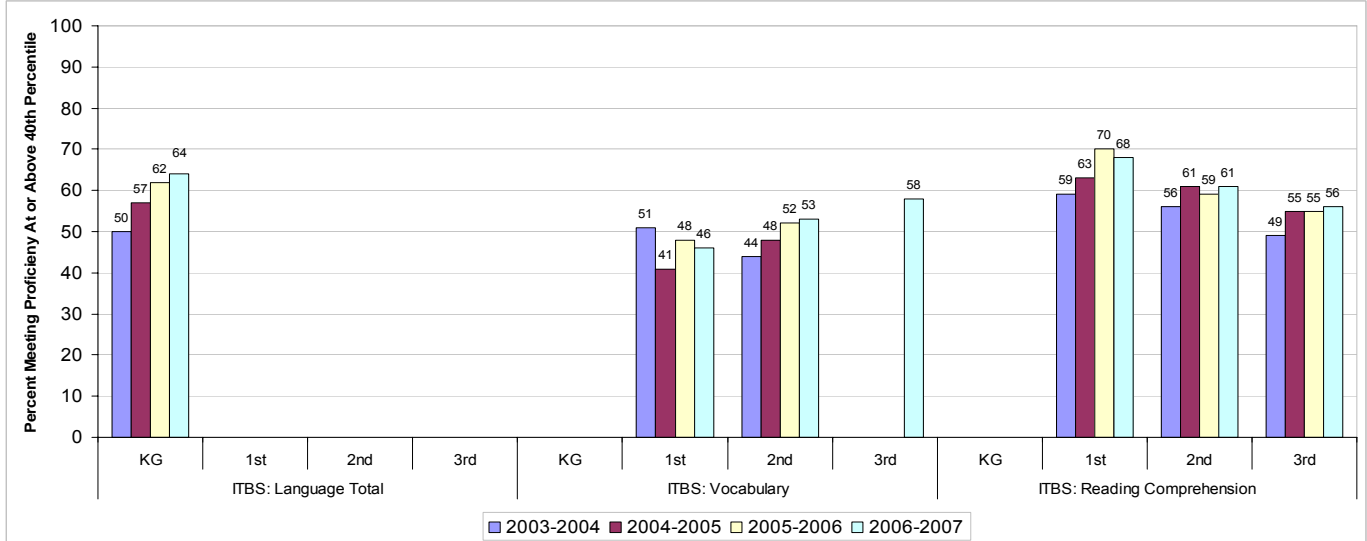
Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Figure 5-72**  
**PERCENT OF STUDENTS MEETING PROFICIENCY**  
**END OF YEAR DIBELS PERFORMANCE**  
**K-3: 2003-04 THROUGH 2006-07**  
**COHORT 1**



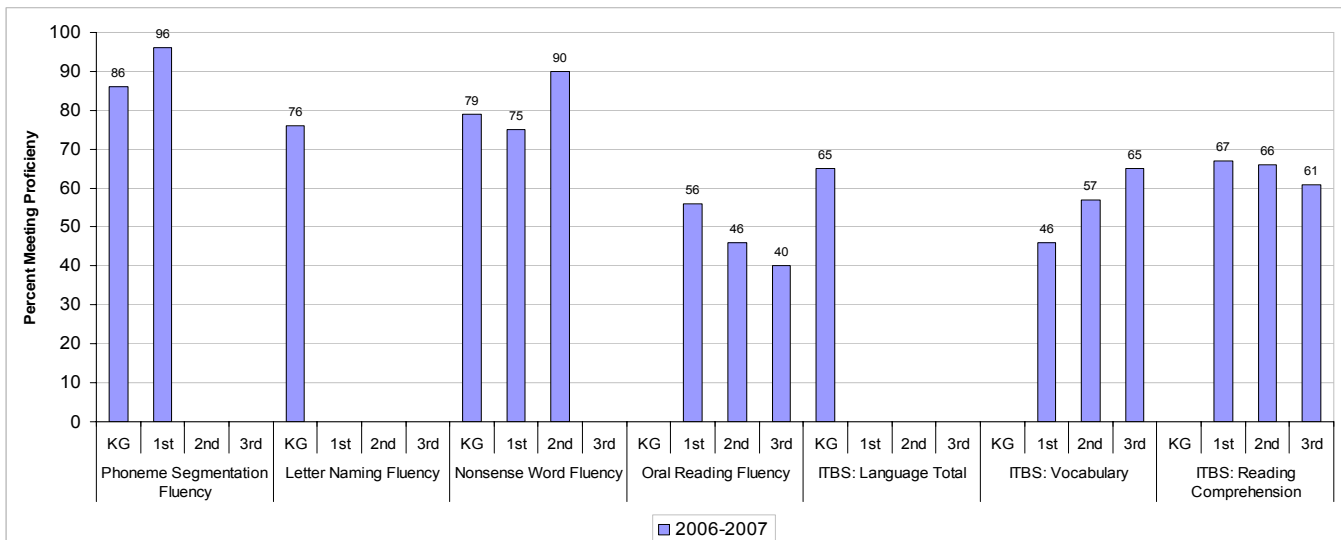
Source: MGT of America, Inc. and NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2004, 2005, 2006, and 2007.

**Figure 5-73**  
**PERCENT OF STUDENTS MEETING PROFICIENCY**  
**ITBS PERFORMANCE**  
**K-3: 2003-04 THROUGH 2006-07**  
**COHORT 1**



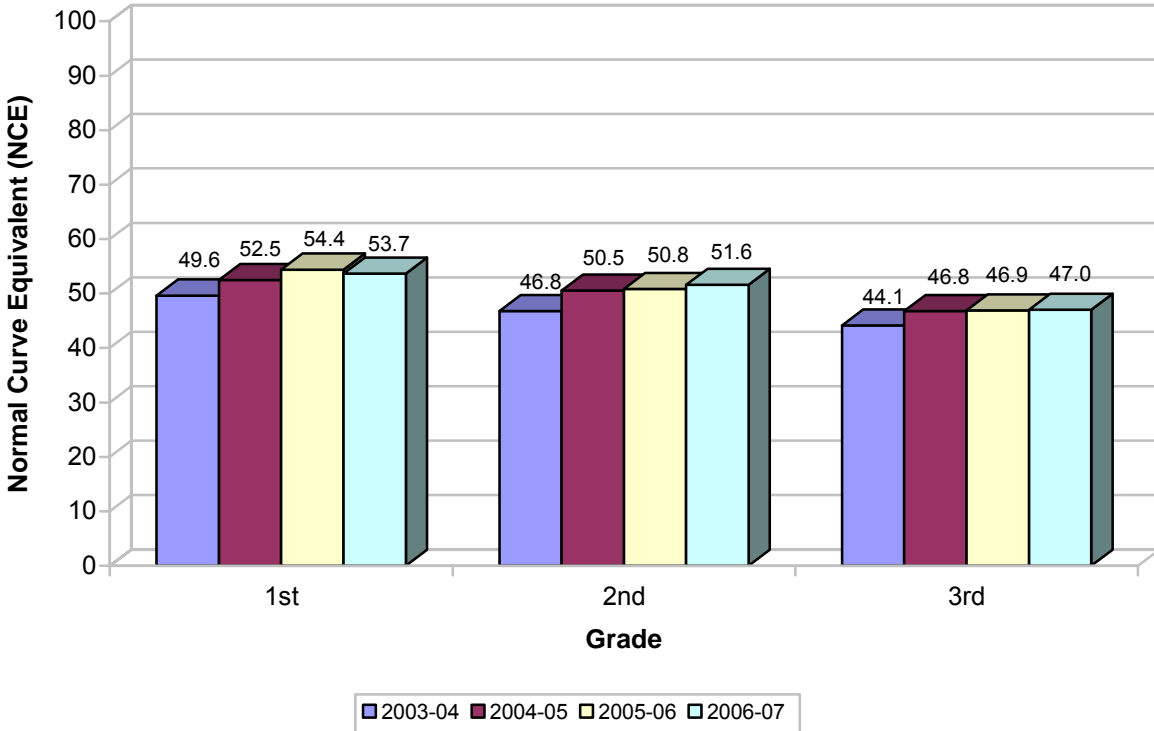
Source: MGT of America, Inc. and NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2004, 2005, 2006, and 2007.

**Figure 5-74**  
**PERCENT OF STUDENTS MEETING PROFICIENCY**  
**END OF YEAR DIBELS AND ITBS PERFORMANCE**  
**K-3: 2006-07**  
**COHORT 2**



Source: NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2007.

**Figure 5-75**  
**ITBS: READING COMPREHENSION MEAN NCE**  
**COHORT 1 FIRST THROUGH THIRD GRADE**  
**2003-04, 2004-05, 2005-06, AND 2006-07**



Source: MGT of America, Inc. and NORMES, Arkansas Reading First Evaluation, Student Assessment Data, 2004, 2005, 2006, and 2007.

***APPENDIX***

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## **APPENDIX A: SURVEY RESULTS**

As part of the evaluation of the Arkansas Reading first Program, Implementation Surveys were completed by administrators, literacy coaches and teachers. Because a school may employ more than one administrator or literacy coach, the total number of respondents may exceed the n value.

**The reader should keep in mind that the survey results represent perceptive data and do NOT lead directly to conclusions.**

### **A.1 Cohort 1 - Administrator Survey Results\***

Web-based Implementation Surveys were administered to all Principals and other Reading First administrators at Cohort 1 schools. The Implementation Survey (2004-2005) yielded a response rate of 59% (n=73). The Implementation Survey (2005-2006) yielded a response rate of 88% (n=69). The Implementation Survey (2006-2007) yielded a response rate of 70% (n=37).

### **A.2 Cohort 1 - Literacy Coach Survey Results\***

Web-based Implementation Surveys were administered to all Reading First Literacy Coaches at Cohort 1 schools. The Implementation Survey (2004-2005) yielded a response rate of 93% (n=71). The Implementation Survey (2005-2006) yielded a response rate of 99% (n=78). The Implementation Survey (2006-2007) yielded a response rate of 62% (n=41).

### **A.3 Cohort 1 - Teacher Survey Results\*<sup>1</sup>**

Web-based Implementation Surveys were administered to all Reading First teachers at Cohort 1 schools. The Implementation Survey (2004-2005) yielded a response rate of 72% (n=485) for lab teachers and 14% (n=352) for non-lab teachers. The Implementation Survey (2005-2006) yielded a response rate of 95% (n=443) for lab teachers and 73% (n=338) for non-lab teachers. The Implementation Survey (2006-2007) yielded a response rate of 33% (n=255).

### **A.4 Cohort 2 - Administrator Survey Results**

Web-based Implementation Surveys were administered to all Principals and other Reading First administrators at Cohort 2 schools. The Implementation Survey (2006-2007) yielded a response rate of 54% (n=21).

### **A.5 Cohort 2 - Literacy Coach Survey Results**

Web-based Implementation Surveys were administered to all Reading First Literacy Coaches at Cohort 2 schools. The Implementation Survey (2006-2007) yielded a response rate of 66% (n=38).

### **A.6 Cohort 2 - Teacher Survey Results<sup>1</sup>**

Web-based Implementation Surveys were administered to all Reading First teachers at Cohort 2 schools. The Implementation Survey (2006-2007) yielded a response rate of 34% (n=185).

### **A.7 Summer Reading Camp Survey Results<sup>1</sup>**

Evaluation Surveys were administered to all participants in the Arkansas Reading First Summer Reading Camp. The Evaluation Survey (2006-2007) yielded a response rate of 77% (n=833).

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\*All survey data reported for 2004-2005 and 2005-2006 was collected by MGT America, Inc. 2006-2007 survey data was collected by NORMES.

<sup>1</sup> Survey results for teachers in 2006-2007 were not separated by lab and non-lab teachers.

## A.1 ARKANSAS READING FIRST ADMINISTRATOR SURVEY RESULTS – COHORT 1

The Arkansas Department of Education (ADE) is required to annually evaluate the Reading First Program. This important initiative is designed to provide professional development and other resources necessary for schools to improve reading instruction and increase reading achievement for children in grades K – 3.

### Section 1: Your School's K-3 Literacy Program

Reflect on the 2006-2007 school year and describe your perception of the Reading First coaching model. Please indicate your level of agreement with the following statements.

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
1. Our school's approach to K-3 literacy has been consistent with scientifically based reading research.	2004-2005 (n=43)	72	28	--	--	--
	2005-2006 (n=60)	75	25	--	--	--
	2006-2007 (n=36)	69	28	3	--	--
2. The components of our school's literacy program are systematic and sequential, emphasizing explicit instruction.	2004-2005 (n=43)	77	23	--	--	--
	2005-2006 (n=60)	70	30	--	--	--
	2006-2007 (n=36)	61	36	3	--	--
3. Our literacy program has included explicit instructional strategies and coordinated sequences of skill development.	2004-2005 (n=43)	79	21	--	--	--
	2005-2006 (n=60)	72	28	--	--	--
	2006-2007 (n=36)	64	31	6	--	--
4. Our school has established a 90-minute (or more) protected, uninterrupted block of time for reading instruction.	2004-2005 (n=43)	88	12	--	--	--
	2005-2006 (n=60)	88	12	--	--	--
	2006-2007 (n=36)	78	19	3	--	--
5. Teachers have used in-class grouping strategies, including small group instruction, to meet students' needs.	2004-2005 (n=43)	81	19	--	--	--
	2005-2006 (n=59)	88	12	--	--	--
	2006-2007 (n=36)	72	25	3	--	--
6. Our school's library program has supported literacy development in grades K-3.	2004-2005 (n=43)	61	39	--	--	--
	2005-2006 (n=60)	63	33	3	--	--
	2006-2007 (n=36)	61	28	11	--	--
<b>K-3 CORE READING PROGRAM</b>						
7. The instructional content of our core reading program effectively addresses:						
• Phonemic awareness	2004-2005 (n=43)	81	16	--	--	2
	2005-2006 (n=60)	83	17	--	--	--
	2006-2007 (n=34)	74	24	3	--	--
• Phonics	2004-2005 (n=43)	79	19	--	--	2
	2005-2006 (n=60)	87	13	--	--	--
	2006-2007 (n=34)	71	29	--	--	--

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
• Vocabulary development	2004-2005 (n=43)	74	26	--	--	--
	2005-2006 (n=60)	85	12	3	--	--
	2006-2007 (n=33)	64	33	--	3	--
• Reading fluency, including oral reading skills	2004-2005 (n=43)	79	21	--	--	--
	2005-2006 (n=60)	85	13	2	--	--
	2006-2007 (n=34)	71	27	3	--	--
• Reading comprehension strategies	2004-2005 (n=43)	77	23	--	--	--
	2005-2006 (n=60)	78	18	3	--	--
	2006-2007 (n=34)	68	29	--	3	--
8. Our core reading program allows for modifying instruction based on students' needs.	2004-2005 (n=43)	72	26	2	--	--
	2005-2006 (n=60)	58	38	3	--	--
	2006-2007 (n=35)	63	37	--	--	--
9. Our core reading program allows ample practice opportunities.	2004-2005 (n=43)	72	26	2	--	--
	2005-2006 (n=60)	53	45	2	--	--
	2006-2007 (n=35)	54	46	--	--	--
10. The student materials are effectively aligned to core reading program instruction.	2004-2005 (n=43)	72	26	2	--	--
	2005-2006 (n=60)	62	37	2	--	--
	2006-2007 (n=35)	57	40	3	--	--
<b>CLASSROOM INSTRUCTION</b>						
11. All K-3 students have received at least 90 minutes of uninterrupted reading instruction daily.	2004-2005 (n=43)	86	14	--	--	--
	2005-2006 (n=60)	88	12	--	--	--
	2006-2007 (n=35)	74	23	3	--	--
12. Teachers have based instructional decisions on student assessment data.	2004-2005 (n=43)	74	26	--	--	--
	2005-2006 (n=60)	63	35	2	--	--
	2006-2007 (n=35)	54	40	3	3	--
13. Teachers have followed core reading program schedules and have effectively paced instruction to benefit the quality of instruction.	2004-2005 (n=43)	58	42	--	--	--
	2005-2006 (n=60)	48	48	3	--	--
	2006-2007 (n=35)	51	43	6	--	--
14. Teachers have used effective instructional strategies for students with limited English proficiency.	2004-2005 (n=43)	40	40	2	--	18
	2005-2006 (n=47)	40	60	--	--	--
	2006-2007 (n=34)	38	53	--	--	9
15. Teachers have used effective instructional strategies for students with disabilities or other special needs.	2004-2005 (n=43)	47	53	--	--	--
	2005-2006 (n=60)	42	53	5	--	--
	2006-2007 (n=35)	46	51	--	--	3

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
16. Teachers have had an adequate supply of instructional level texts to implement small group reading instruction.	2004-2005 (n=43)	74	21	5	--	--
	2005-2006 (n=60)	65	32	5	--	--
	2006-2007 (n=35)	51	46	3	--	--
17. Teachers have had ample materials to implement an effective literacy program.	2004-2005 (n=43)	79	16	5	--	--
	2005-2006 (n=60)	63	32	5	--	--
	2006-2007 (n=35)	54	43	3	--	--
18. K-3 students have had increased access to print materials since the inception of Reading First.	2004-2005 (n=43)	86	12	2	--	--
	2005-2006 (n=60)	78	22	--	--	--
	2006-2007 (n=35)	66	34	--	--	--
<b>K-3 SCREENING AND ASSESSMENT</b>						
19. Our school uses screening tools that identify children with reading difficulties.	2004-2005 (n=43)	81	19	--	--	--
	2005-2006 (n=60)	73	22	--	--	--
	2006-2007 (n=35)	74	26	--	--	--
20. The screening process has been effective in identifying children who are at risk of reading failure.	2004-2005 (n=43)	74	26	--	--	--
	2005-2006 (n=59)	71	25	3	--	--
	2006-2007 (n=35)	71	29	--	--	--
21. Teachers have had ready access to student assessment data.	2004-2005 (n=43)	81	19	--	--	--
	2005-2006 (n=60)	73	27	--	--	--
	2006-2007 (n=35)	71	29	--	--	--
22. Teachers have used information from assessments to group students according to their needs and to plan appropriate intervention.	2004-2005 (n=43)	70	30	--	--	--
	2005-2006 (n=60)	55	45	--	--	--
	2006-2007 (n=35)	66	34	--	--	--
<b>INTERVENTION</b>						
23. Interventions have been provided to students who are not making sufficient progress.	2004-2005 (n=43)	67	33	--	--	--
	2005-2006 (n=60)	57	42	2	--	--
	2006-2007 (n=35)	63	34	3	--	--
24. Interventions have been effectively aligned with core reading program instruction.	2004-2005 (n=43)	61	39	--	--	--
	2005-2006 (n=60)	52	47	2	--	--
	2006-2007 (n=35)	63	34	3	--	--
25. Interventions have been targeted to children's specific reading difficulties as identified by assessments.	2004-2005 (n=43)	65	35	--	--	--
	2005-2006 (n=60)	55	43	2	--	--
	2006-2007 (n=34)	59	41	--	--	--
26. Struggling readers have received intervention that has provided additional time for instruction.	2004-2005 (n=43)	58	42	--	--	--
	2005-2006 (n=60)	63	35	2	--	--

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
	2006-2007 (n=35)	57	43	--	--	--
27. Struggling readers have received intervention that has provided more explicit instruction.	2004-2005 (n=43)	63	37	--	--	--
	2005-2006 (n=60)	53	45	2	--	--
	2006-2007 (n=35)	60	37	--	--	3
28. Teachers have used achievement data from program monitoring assessments to evaluate the effectiveness of intervention.	2004-2005 (n=43)	58	42	--	--	--
	2005-2006 (n=60)	47	50	3	--	--
	2006-2007 (n=35)	46	46	9	--	--
29. Teachers have adjusted the intensity of the intervention by analyzing and reflecting on student achievement data.	2004-2005 (n=43)	47	54	--	--	--
	2005-2006 (n=60)	45	45	8	2	--
	2006-2007 (n=35)	37	54	9	--	--
30. Effective interventions have been provided for students with limited English proficiency.	2004-2005 (n=43)	33	42	--	2	23
	2005-2006 (n=47)	45	53	2	--	--
	2006-2007 (n=34)	32	62	--	--	6
31. Effective interventions have been provided for students with disabilities and other special needs.	2004-2005 (n=43)	40	60	--	--	--
	2005-2006 (n=59)	41	54	3	--	2
	2006-2007 (n=33)	49	52	--	--	--
<b>CLASSROOM MANAGEMENT</b>						
32. Teachers have established classroom routines and schedules necessary for effective implementation of the literacy block.	2004-2005 (n=43)	61	37	2	--	--
	2005-2006 (n=60)	60	38	2	--	--
	2006-2007 (n=35)	60	40	--	--	--
33. Teachers have effectively paced instruction to ensure a high level of student engagement.	2004-2005 (n=43)	58	37	5	--	--
	2005-2006 (n=60)	52	45	3	--	--
	2006-2007 (n=35)	57	37	3	--	3
34. The routines and schedules established during the literacy block have enhanced teachers' classroom management.	2004-2005 (n=43)	58	37	2	--	2
	2005-2006 (n=60)	52	45	2	--	2
	2006-2007 (n=35)	60	34	3	3	--
<b>LITERACY TEAM</b>						
35. The literacy coach has facilitated literacy team meetings to focus on literacy-related topics.	2004-2005 (n=43)	79	19	2	--	--
	2005-2006 (n=60)	70	28	2	--	--
	2006-2007 (n=35)	66	34	--	--	--
36. The literacy team has met regularly to study professional texts, analyze student assessment data, and to plan appropriate interventions for struggling readers.	2004-2005 (n=43)	65	33	2	--	--
	2005-2006 (n=60)	57	40	3	--	--
	2006-2007 (n=35)	57	40	3	--	--

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
37. I have participated in literacy team meetings or grade level/team meetings on literacy topics.	2004-2005 (n=43)	67	30	2	--	--
	2005-2006 (n=60)	57	43	--	--	--
	2006-2007 (n=35)	63	37	--	--	--
38. The literacy team has used assessment data to monitor student progress.	2004-2005 (n=43)	63	35	2	--	--
	2005-2006 (n=60)	62	38	--	--	--
	2006-2007 (n=35)	63	37	--	--	--
39. The literacy team has collaboratively planned interventions to support struggling readers.	2004-2005 (n=43)	63	35	2	--	--
	2005-2006 (n=60)	47	48	5	--	--
	2006-2007 (n=35)	51	43	6	--	--
40. Literacy team meetings have been an effective means of providing professional development.	2004-2005 (n=43)	70	26	5	--	--
	2005-2006 (n=60)	55	38	5	--	2
	2006-2007 (n=35)	57	37	6	--	--
41. Literacy team meetings have helped teachers apply scientifically based reading research to their literacy instruction.	2004-2005 (n=43)	67	28	5	--	--
	2005-2006 (n=60)	55	43	2	--	--
	2006-2007 (n=35)	57	34	9	--	--
42. Literacy team meetings have been helpful to me in better understanding how to apply scientifically based reading research to literacy instruction.	2004-2005 (n=43)	63	33	5	--	--
	2005-2006 (n=58)	52	45	3	--	--
	2006-2007 (n=35)	63	29	9	--	--
<b>LITERACY LEADERSHIP</b>						
43. Our school has a commitment to improving K-3 literacy programs so that every student will read at grade level or above by the end of third grade.	2004-2005 (n=43)	88	12	--	--	--
	2005-2006 (n=60)	87	13	--	--	--
	2006-2007 (n=35)	71	23	6	--	--
44. As a principal, I have provided effective leadership to strengthen our literacy instruction.	2004-2005 (n=43)	58	42	--	--	--
	2005-2006 (n=60)	50	47	2	--	2
	2006-2007 (n=35)	51	46	3	--	--
45. The literacy coach has provided effective leadership to strengthen our literacy instruction.	2004-2005 (n=43)	58	42	--	--	--
	2005-2006 (n=60)	73	25	--	2	--
	2006-2007 (n=35)	63	29	6	3	--
46. I have led leadership team meetings on Reading First grant related topics.	2004-2005 (n=43)	49	46	5	--	--
	2005-2006 (n=58)	45	43	12	--	--
	2006-2007 (n=35)	43	49	6	--	3

On average, how much time do you estimate teachers spend each day providing instruction in reading and language arts? (in minutes)

2004-2005 (n=43) Average: 164.8 minutes Minimum: 90 minutes Maximum: 360 minutes

2005-2006 (n=56) Average: 161.1 minutes Minimum: 90 minutes Maximum: 240 minutes

2006-2007 (n=30) Average: 177.8 minutes Minimum: 30 minutes Maximum: 330 minutes

What is the single most significant change you have seen in K-1 instruction in 2006-2007 as a result of Arkansas Reading First?

(n= 35)	Percent
Increase in RF or SBRR strategies used, explicit instruction, and progress monitoring	29%
More focused interventions	14%
Writing instruction	9%

What is the single most significant change you have seen in Grade 2-3 instruction in 2006-2007 as a result of Arkansas Reading First?

(n= 33)	Percent
Implementing literacy block and increased use of ARF protocol	21%
Focus on comprehension and fluency	12%
Focus on interventions for struggling readers	9%
Explicit instruction in vocabulary	3%
30 minute intervention time for at-risk students	3%
Guided reading	3%

What is the most significant change you have seen in the critical areas (essential elements) of students' reading development in 2006-2007?

(n= 33)	Percent
Phonemic awareness, phonics, and word analysis	27%
Fluency	21%
Comprehension	21%
Vocabulary	12%

## Section 2: Reading First Coaching Model

Reflect on the 2006-2007 school year and describe your perception of the Reading First coaching model. Please indicate your level of agreement with the following statements.

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW/ NOT APPLICABLE
1. Overall, K-3 teachers in our school have had adequate support from a literacy coach to assist in <u>developing effective instruction</u> .	2004-2005 (n=43)	70	28	2	--	--
	2005-2006 (n=60)	68	23	7	2	--
	2006-2007 (n=26)	69	19	8	4	--
2. Overall, K-3 teachers in our school have had adequate support from a literacy coach to assist in <u>diagnosing problems</u> .	2004-2005 (n=43)	65	33	2	--	--
	2005-2006 (n=60)	65	28	5	2	--
	2006-2007 (n=26)	65	23	8	4	--
3. I believe that support from the principal and literacy coach has had a positive effect on teachers' abilities to achieve literacy goals.	2004-2005 (n=43)	79	16	5	--	--
	2005-2006 (n=60)	65	32	2	2	--
	2006-2007 (n=26)	62	23	12	4	--
4. I felt confident in my ability to critically observe K-3 reading and literacy instruction.	2004-2005 (n=43)	33	56	12	--	--
	2005-2006 (n=60)	43	48	7	--	2
	2006-2007 (n=26)	46	42	8	4	--
5. I felt confident in my ability to provide teachers with effective feedback based on my observations of K-3 reading and literacy instruction.	2004-2005 (n=43)	23	65	12	--	--
	2005-2006 (n=60)	43	48	7	--	2
	2006-2007 (n=26)	42	46	8	4	--
6. I have had sufficient opportunity to observe K-3 teachers.	2004-2005 (n=43)	44	40	16	--	--
	2005-2006 (n=60)	45	48	7	--	--
	2006-2007 (n=26)	54	39	4	--	4
7. I have had sufficient opportunity to conference with K-3 teachers.	2004-2005 (n=43)	42	42	16	--	--
	2005-2006 (n=60)	43	45	12	--	--
	2006-2007 (n=26)	54	39	4	--	4

When you observe K-3 literacy instruction, how much uninterrupted time have you typically spent in a classroom for one coaching session? (in minutes)

2004-2005 (n=43) Average: 70.4 minutes Minimum: 15 minutes Maximum: 180 minutes

2005-2006 (n=60) Average: 66.3 minutes Minimum: 15 minutes Maximum: 180 minutes

2006-2007 (n=22) Average: 68.9 minutes Minimum: 10 minutes Maximum: 165 minutes



What has been the **total amount of time per day** that you have been able to spend observing K-3 literacy instruction in a typical day? (in minutes)

2004-2005 (n=43) Average: 88.7 minutes Minimum: 2 minutes Maximum: 360 minutes

2005-2006 (n=59) Average: 87.9 minutes Minimum: 20 minutes Maximum: 240 minutes

2006-2007 (n=23) Average: 77.2 minutes Minimum: 15 minutes Maximum: 240 minutes

How many days per week have you been able to spend observing K-3 literacy instruction in a typical week?

2004-2005 (n=43) Average: 3.0 days Minimum: 1 day Maximum: 5 days

2005-2006 (n=59) Average: 2.9 days Minimum: 1 day Maximum: 5 days

2006-2007 (n=26) Average: 2.9 days Minimum: 1 day Maximum: 5 days

In how many different K-3 classrooms have you been able to observe literacy instruction? Indicate the number of different classrooms observed per month, on average.

2004-2005 (n=43) Average: 8.6 classrooms Minimum: 2 classrooms Maximum: 24 classrooms

2005-2006 (n=60) Average: 10.4 classrooms Minimum: 2 classrooms Maximum: 34 classrooms

2006-2007 (n=26) Average: 12.5 classrooms Minimum: 2 classrooms Maximum: 45 classrooms

How would you describe teachers' acceptance of observation and feedback by the literacy coach?

	Percentage of Respondents		
	2004-2005 (n=43)	2005-2006 (n=60)	2006-2007 (n=26)
Very accepting and willing to change practice	42	43	50
Mostly accepting and generally willing to change practice	54	52	42
Reluctantly cooperative and slow to change practice	5	3	8
Uncooperative, resistant to change in practice	--	2	--

Overall, has your approach as a literacy professional changed as a result of Reading First?

	Percentage of Respondents		
	2004-2005 (n=43)	2005-2006 (n=60)	2006-2007 (n=26)
Yes	95	100	85
No	5	--	15

What has been the most significant change you have made in your role as a principal this year as a result of Arkansas Reading First?

(n= 25)	Percent
More time spent in classroom observing literacy instruction	32%
More time providing feedback and support to teachers	16%
Using test data in planning	12%
Using literacy block more efficiently	8%
More knowledgeable at identifying good literacy instruction	4%

### Section 3: Support from Technical Assistant

How effective has the support provided by the Professional Development Associate (PDA) been to your school?

		PERCENTAGE OF RESPONDENTS				
		VERY EFFECTIVE	GENERALLY EFFECTIVE	GENERALLY NOT EFFECTIVE	NOT EFFECTIVE AT ALL	DON'T KNOW/ NOT APPLICABLE
1. Training sessions provided regionally for administrators	2004-2005 (n=43)	40	51	5	--	5
	2005-2006 (n=57)	46	49	--	--	5
	2006-2007 (n=26)	35	54	--	--	12
2. Site-based observation training (SBOT) with other Reading First administrators.	2004-2005 (n=43)	54	44	2	--	--
	2005-2006 (n=59)	66	32	2	--	--
	2006-2007 (n=26)	46	46	--	--	8
3. Statewide Reading First leadership conference	2004-2005 (n=43)	33	44	5	--	19
	2005-2006 (n=53)	60	34	2	4	--
	2006-2007 (n=24)	33	42	4	--	21
4. On-site assistance in monitoring student progress	2004-2005 (n=43)	51	42	5	2	--
	2005-2006 (n=59)	56	42	--	2	--
	2006-2007 (n=26)	58	39	--	--	4
5. Using student assessment data at the classroom level to determine specific professional development needs of individual teachers.	2004-2005 (n=43)	49	44	2	2	2
	2005-2006 (n=58)	66	33	2	--	5
	2006-2007 (n=26)	58	39	--	--	4
6. Using student assessment data at the school level to determine school-wide (K-3) professional development needs.	2004-2005 (n=43)	44	47	2	2	5
	2005-2006 (n=60)	55	38	2	--	5
	2006-2007 (n=26)	65	31	--	--	4
7. Discussion/networking opportunities with other literacy coaches and principals	2004-2005 (n=43)	47	44	5	--	5
	2005-2006 (n=59)	49	44	2	--	5
	2006-2007 (n=26)	42	54	--	--	4
<b>YOUR PERCEPTION OF EFFECTIVENESS FOR COACHES AND TEACHERS</b>						
8. Site-based observation training (SBOT) for Reading First coaches	2004-2005 (n=43)	65	26	5	--	5
	2005-2006 (n=59)	56	36	3	--	5
	2006-2007 (n=26)	46	50	--	--	4
9. Colleague visits (SBOT) with Reading First teachers from other schools	2004-2005 (n=43)	65	28	2	--	5
	2005-2006 (n=60)	70	30	--	--	--
	2006-2007 (n=26)	54	39	4	--	4
10. On-site assistance for coaches in diagnosing students' reading problems	2004-2005 (n=43)	63	30	2	--	5
	2005-2006 (n=60)	78	22	--	--	--
	2006-2007 (n=26)	50	42	--	--	8

		PERCENTAGE OF RESPONDENTS				
		VERY EFFECTIVE	GENERALLY EFFECTIVE	GENERALLY NOT EFFECTIVE	NOT EFFECTIVE AT ALL	DON'T KNOW/ NOT APPLICABLE
11. On-site assistance for coaches in designing and implementing supplemental instruction	2004-2005 (n=43)	61	30	2	--	7
	2005-2006 (n=59)	68	24	3	--	5
	2006-2007 (n=26)	58	39	--	--	4
12. On-site modeling, observation, and feedback provided by the PDA and other state staff	2004-2005 (n=43)	70	28	--	2	--
	2005-2006 (n=60)	65	32	--	--	3
	2006-2007 (n=26)	62	35	--	--	4

### Section 4: Literacy Related Professional Development

Please choose the description that best represents your self-assessment of your general knowledge of each topic, confidence to observe instruction and give feedback for each topic, and interest in learning more about each topic.

KNOWLEDGE:	<b>1</b> Little knowledge	<b>2</b> Basic knowledge	<b>3</b> More than average knowledge	<b>4</b> Extensive knowledge
CONFIDENCE:	Little confidence	Some confidence	More than average confident	Extremely confident
INTEREST:	Little interest	Some interest	High on my list	Extremely interested

		PERCENTAGE OF RESPONDENTS														
		GENERAL KNOWLEDGE					CONFIDENCE TO OBSERVE INSTRUCTION AND GIVE FEEDBACK					INTEREST IN LEARNING MORE				
		1	2	3	4	N/A	1	2	3	4	N/A	1	2	3	4	N/A
1. Phonemic awareness	2004-2005 (n=43)	--	44	44	12	--	5	54	35	7	--	2	19	56	23	--
	2005-2006 (n=60,59,58)	3	37	45	14	--	9	39	39	14	--	5	28	38	29	--
	2006-2007 (n=25,25,25)	--	24	56	20	--	4	20	52	24	--	--	32	44	24	--
2. Phonics	2004-2005 (n=43)	--	28	51	21	--	5	37	44	14	--	2	23	56	19	--
	2005-2006 (n=60,58,57)	2	33	47	18	--	5	33	43	19	--	5	32	35	28	--
	2006-2007 (n=25,25,25)	--	20	52	28	--	4	12	48	36	--	--	28	60	12	--
3. Fluency	2004-2005 (n=43)	2	33	56	9	--	5	37	51	7	--	2	19	58	21	--
	2005-2006 (n=60,59,58)	5	27	55	13	--	5	37	46	12	--	3	28	41	28	--
	2006-2007 (n=25,25,24)	--	16	52	32	--	--	16	48	36	--	--	17	71	13	--
4. Vocabulary	2004-2005 (n=43)	5	1	65	12	--	5	33	58	5	--	2	14	56	28	--
	2005-2006 (n=60,58,58)	2	28	60	10	--	2	41	43	14	--	5	26	36	31	2
	2006-2007 (n=25,25,25)	--	24	40	36	--	--	16	44	40	--	--	28	52	20	--
5. Comprehension	2004-2005 (n=43)	2	33	51	14	--	2	35	54	9	--	--	19	51	30	--
	2005-2006 (n=60,58,58)	2	28	57	13	--	5	31	53	10	--	3	26	38	21	2
	2006-2007 (n=25,25,25)	--	12	56	32	--	--	12	48	40	--	--	12	60	28	--
6. Writing instruction	2004-2005 (n=43)	5	51	37	7	--	9	56	30	5	--	--	16	49	35	--
	2005-2006 (n=60,60,58)	5	45	40	10	--	7	45	40	7	2	2	22	35	41	--
	2006-2007 (n=25,25,25)	--	16	64	20	--	--	16	64	20	--	--	12	48	40	--
7. Spelling	2004-2005 (n=43)	2	44	40	12	--	7	51	33	7	--	--	23	56	21	--
	2005-2006 (n=60,58,58)	5	35	47	13	--	7	41	43	9	--	5	38	24	31	2
	2006-2007 (n=25,25,25)	--	12	64	24	--	--	12	56	32	--	--	28	52	20	--
8. Literacy instruction for children with limited English proficiency	2004-2005 (n=43)	33	40	12	--	--	26	44	7	5	--	7	23	33	28	--
	2005-2006 (n=50,48,49)	30	50	18	--	2	29	48	19	2	2	8	20	39	33	--
	2006-2007 (n=25,25,25)	20	40	32	8	--	20	32	32	16	--	4	32	32	32	--
9. Literacy instruction for children with special needs	2004-2005 (n=43)	16	37	33	7	--	14	47	26	7	--	--	14	49	33	--
	2005-2006 (n=60,58,59)	13	42	37	7	2	14	43	36	7	--	3	19	49	29	--

		PERCENTAGE OF RESPONDENTS														
		GENERAL KNOWLEDGE					CONFIDENCE TO OBSERVE INSTRUCTION AND GIVE FEEDBACK					INTEREST IN LEARNING MORE				
		1	2	3	4	N/A	1	2	3	4	N/A	1	2	3	4	N/A
	2006-2007 (n=25,25,25)	4	36	44	16	--	4	32	44	20	--	--	12	44	44	--
10. Organization and supervision of literacy instruction	2004-2005 (n=43)	2	37	51	9	--	5	44	42	9	--	--	16	51	33	--
	2005-2006 (n=60,59,57)	2	33	47	17	2	3	41	41	15	--	7	19	40	32	2
	2006-2007 (n=25,25,25)	--	28	40	32	--	--	20	40	40	--	--	28	44	28	--
11. Using DIBELS to monitor student progress	2004-2005 (n=43)	5	54	37	5	--	9	44	42	5	--	--	16	65	19	--
	2005-2006 (n=60,59,58)	7	37	48	8	--	10	44	37	9	--	5	29	36	29	--
	2006-2007 (n=25,25,25)	--	24	56	20	--	--	20	56	24	--	--	16	60	24	--
12. Using student assessments to guide instruction	2004-2005 (n=43)	2	35	51	12	--	9	37	42	12	--	2	12	47	40	--
	2005-2006 (n=60,59,57)	7	30	48	15	--	3	39	41	17	--	2	18	42	39	--
	2006-2007 (n=25,25,24)	--	20	52	28	--	--	12	52	36	--	--	13	54	33	--
13. Use of the core reading program	2004-2005 (n=43)	--	23	56	21	--	2	30	51	16	--	2	19	56	23	--
	2005-2006 (n=60,59,58)	--	32	48	20	--	--	44	39	17	--	8	22	45	24	--
	2006-2007 (n=25,25,24)	--	20	48	32	--	--	12	52	36	--	--	17	63	21	--
14. Use of supplemental materials	2004-2005 (n=43)	5	42	47	7	--	7	40	49	5	--	2	19	56	23	--
	2005-2006 (n=60,59,58)	8	35	45	10	2	7	44	39	9	2	9	26	41	24	--
	2006-2007 (n=25,25,24)	--	16	64	20	--	--	20	56	24	--	--	25	54	21	--
15. Planning intervention strategies for struggling readers	2004-2005 (n=43)	12	51	35	2	--	16	47	33	5	--	--	12	47	42	--
	2005-2006 (n=60,60,58)	8	43	37	12	--	12	48	30	10	--	3	19	31	47	--
	2006-2007 (n=24,25,25)	--	17	58	25	--	--	20	48	32	--	--	12	52	36	--

**What are the top 3 literacy-related professional development needs/topics you are most interested in addressing in the 2007-2008 school year?**

(n= 25)	Percent
Writing	32%
Intervention development and planning	28%
Use of assessment and data for decision making	28%
Fluency	28%
Comprehension	24%
Instructional strategies for at-risk students	16%
Vocabulary	16%
Instruction and organizational skills for teachers	12%
Strategies for struggling readers	4%

### Section 5: Concerns and Recommendations

On a continuum of "Worried" to "Confident," describe your feelings about the statements listed below. Choose the value that is most true of you now.

		PERCENTAGE OF RESPONDENTS						
		1	2	3	4	5	6	7
		WORRIED	CONCERNED		COMFORTABLE		CONFIDENT	
1. My knowledge about how to teach reading, using SBRR strategies	2004-2005 (n=43)	--	--	12	33	14	26	16
	2005-2006 (n=60)	--	--	10	15	42	20	13
	2006-2007 (n=25)	--	8	--	32	32	20	8
2. My knowledge about how to use the core reading program	2004-2005 (n=43)	--	2	7	19	16	28	28
	2005-2006 (n=60)	--	--	8	7	38	25	22
	2006-2007 (n=25)	--	4	4	16	48	16	12
3. My knowledge about how to manage students during the literacy block	2004-2005 (n=43)	--	--	2	14	12	30	42
	2005-2006 (n=60)	--	--	--	12	33	15	40
	2006-2007 (n=25)	--	--	4	8	48	20	20
4. My knowledge about how to use assessment to modify instruction to match students' needs	2004-2005 (n=43)	2	--	2	21	33	21	21
	2005-2006 (n=60)	2	--	7	18	30	28	15
	2006-2007 (n=25)	--	4	--	20	44	24	8
5. My skill at critically observing literacy instruction	2004-2005 (n=43)	--	5	9	2	40	26	19
	2005-2006 (n=60)	--	--	8	12	33	30	17
	2006-2007 (n=25)	--	--	4	24	36	24	12
6. My skill at providing feedback to teachers based on classroom observations	2004-2005 (n=43)	--	2	12	2	35	30	19
	2005-2006 (n=60)	2	--	7	12	32	27	22
	2006-2007 (n=25)	--	--	4	20	36	24	16
7. Reactions from teachers about the feedback I provide	2004-2005 (n=43)	--	--	7	7	23	42	21
	2005-2006 (n=60)	--	--	2	10	40	27	22
	2006-2007 (n=25)	--	--	--	12	48	24	16
8. Working with the literacy team to improve instruction and assessment	2004-2005 (n=43)	--	2	7	5	26	37	23
	2005-2006 (n=60)	--	--	5	12	23	32	28
	2006-2007 (n=25)	--	--	--	12	40	24	24
9. Time for classroom observations	2004-2005 (n=43)	7	2	28	16	23	16	7
	2005-2006 (n=60)	3	5	18	27	30	8	8
	2006-2007 (n=25)	4	4	28	28	24	--	12
10. Time to complete nonacademic tasks related to Reading First	2004-2005 (n=43)	5	5	28	5	30	19	9
	2005-2006 (n=60)	3	7	17	23	30	13	7
	2006-2007 (n=25)	4	4	20	32	32	--	8
11. Support from PDA and other state staff	2004-2005 (n=43)	5	--	9	5	21	21	40

		PERCENTAGE OF RESPONDENTS						
		1	2	3	4	5	6	7
		WORRIED	CONCERNED		COMFORTABLE		CONFIDENT	
	2005-2006 (n=60)	--	2	5	8	30	32	23
	2006-2007 (n=25)	4	--	4	24	28	16	24
12. The progress our students are making in reading	2004-2005 (n=43)	--	2	2	5	32	28	30
	2005-2006 (n=60)	3	3	12	15	30	25	12
	2006-2007 (n=25)	12	4	20	16	28	12	8
13. The progress our students are making in writing	2004-2005 (n=43)	2	--	5	23	26	21	23
	2005-2006 (n=60)	5	3	17	18	27	22	8
	2006-2007 (n=25)	16	4	24	20	20	8	8
14. The progress our students are making in spelling	2004-2005 (n=43)	--	2	7	16	26	26	23
	2005-2006 (n=60)	2	3	18	13	25	27	12
	2006-2007 (n=25)	8	4	12	20	36	12	8
15. How our students' performance reflects on me as a principal	2004-2005 (n=43)	--	2	19	16	14	33	16
	2005-2006 (n=60)	7	5	13	20	22	22	12
	2006-2007 (n=25)	8	4	8	24	32	20	4
16. Our students' attitudes toward reading	2004-2005 (n=43)	--	--	7	5	26	30	33
	2005-2006 (n=60)	3	3	12	10	27	20	25
	2006-2007 (n=25)	8	8	8	20	20	20	16
17. The ability of our students' parents to support literacy development at home	2004-2005 (n=43)	7	12	28	12	19	9	14
	2005-2006 (n=60)	--	--	--	--	--	--	--
	2006-2007 (n=25)	20	16	20	24	16	--	4

**How could Arkansas Reading First be improved in 2007-2008 to better support the goal of having all children reading by third grade?**

(n= 23)	Percent
Additional training and support	39%
Provide additional literacy coach or interventionists	22%
Flexibility in literacy block	9%
More opportunity and focus on writing	9%
Parental involvement	4%

## A.2 ARKANSAS READING FIRST LITERACY COACH SURVEY RESULTS – COHORT 1

The Arkansas Department of Education (ADE) is required to annually evaluate the Reading First Program. This important initiative is designed to provide professional development and other resources necessary for schools to improve reading instruction and increase reading achievement for children in grades K – 3.

### Section 1: Your School's K-3 Literacy Program

Reflect on the 2006-2007 school year and describe your perception of the Reading First coaching model. Please indicate your level of agreement with the following statements.

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
1. Our school's approach to K-3 literacy has been consistent with scientifically based reading research.	2004-2005 (n=66)	77	21	2	--	--
	2005-2006 (n=77)	61	35	3	1	--
	2006-2007 (n=40)	58	38	5	--	--
2. The components of our school's literacy program are systematic and sequential, emphasizing explicit instruction.	2004-2005 (n=66)	71	27	2	--	--
	2005-2006 (n=77)	60	35	4	1	--
	2006-2007 (n=40)	60	38	3	--	--
3. Our literacy program has included explicit instructional strategies and coordinated sequences of skill development.	2004-2005 (n=66)	68	29	3	--	--
	2005-2006 (n=77)	60	34	5	1	--
	2006-2007 (n=40)	53	45	3	--	--
4. Our school has established a 90-minute (or more) protected, uninterrupted block of time for reading instruction.	2004-2005 (n=66)	83	15	2	--	--
	2005-2006 (n=77)	71	26	1	1	--
	2006-2007 (n=39)	72	26	3	--	--
5. Teachers have used in-class grouping strategies, including small group instruction, to meet students' needs.	2004-2005 (n=66)	77	21	2	--	--
	2005-2006 (n=77)	69	25	4	3	--
	2006-2007 (n=40)	55	40	5	--	--
6. Our school's library program has supported literacy development in grades K-3.	2004-2005 (n=66)	47	42	6	3	2
	2005-2006 (n=77)	46	43	8	1	3
	2006-2007 (n=40)	45	35	15	3	3
<b>K-3 CORE READING PROGRAM</b>						
7. The instructional content of our core reading program effectively addresses:						
• Phonemic awareness	2004-2005 (n=66)	83	17	--	--	--
	2005-2006 (n=77)	74	25	1	--	--
	2006-2007 (n=40)	60	40	--	--	--
• Phonics	2004-2005 (n=66)	79	21	--	--	--
	2005-2006 (n=77)	78	21	1	--	--
	2006-2007 (n=40)	70	30	--	--	--



		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
• Vocabulary development	2004-2005 (n=66)	74	23	3	--	--
	2005-2006 (n=77)	68	29	3	1	--
	2006-2007 (n=40)	48	50	3	--	--
• Reading fluency, including oral reading skills	2004-2005 (n=66)	73	21	6	--	--
	2005-2006 (n=77)	69	26	3	3	--
	2006-2007 (n=40)	63	35	3	--	--
• Reading comprehension strategies	2004-2005 (n=66)	73	23	4	--	--
	2005-2006 (n=77)	68	27	4	1	--
	2006-2007 (n=40)	65	33	3	--	--
8. Our core reading program allows for modifying instruction based on students' needs.	2004-2005 (n=66)	73	15	11	1	--
	2005-2006 (n=77)	66	26	5	3	--
	2006-2007 (n=40)	50	45	5	--	--
9. Our core reading program allows ample practice opportunities.	2004-2005 (n=66)	70	24	5	1	--
	2005-2006 (n=77)	63	30	4	3	--
	2006-2007 (n=40)	48	45	5	3	--
10. The student materials are effectively aligned to core reading program instruction.	2004-2005 (n=66)	71	26	3	--	--
	2005-2006 (n=77)	61	34	3	3	--
	2006-2007 (n=40)	45	53	3	--	--
<b>CLASSROOM INSTRUCTION</b>						
11. All K-3 students have received at least 90 minutes of uninterrupted reading instruction daily.	2004-2005 (n=66)	77	20	3	--	--
	2005-2006 (n=77)	66	26	7	1	--
	2006-2007 (n=40)	60	35	3	--	3
12. Teachers have based instructional decisions on student assessment data.	2004-2005 (n=66)	53	44	3	--	--
	2005-2006 (n=77)	39	56	3	3	--
	2006-2007 (n=40)	30	60	8	3	--
13. Teachers have followed core reading program schedules and have effectively paced instruction to benefit the quality of instruction.	2004-2005 (n=66)	50	46	3	1	--
	2005-2006 (n=77)	39	56	3	3	--
	2006-2007 (n=40)	38	50	10	--	3
14. Teachers have used effective instructional strategies for students with limited English proficiency.	2004-2005 (n=66)	27	47	--	--	26
	2005-2006 (n=55)	29	67	2	2	--
	2006-2007 (n=40)	18	53	13	--	18
15. Teachers have used effective instructional strategies for students with disabilities or other special needs.	2004-2005 (n=66)	41	42	9	2	6
	2005-2006 (n=76)	33	61	4	1	1
	2006-2007 (n=40)	20	58	13	--	10

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
16. Teachers have had an adequate supply of instructional level texts to implement small group reading instruction.	2004-2005 (n=66)	74	21	3	--	2
	2005-2006 (n=77)	58	33	5	4	--
	2006-2007 (n=40)	48	43	8	--	3
17. Teachers have had ample materials to implement an effective literacy program.	2004-2005 (n=66)	80	20	--	--	--
	2005-2006 (n=77)	62	34	3	1	--
	2006-2007 (n=40)	53	45	3	--	--
18. K-3 students have had increased access to print materials since the inception of Reading First.	2004-2005 (n=66)	88	11	1	--	--
	2005-2006 (n=77)	75	23	1	--	--
	2006-2007 (n=40)	60	40	--	--	--
<b>K-3 SCREENING AND ASSESSMENT</b>						
19. Our school uses screening tools that identify children with reading difficulties.	2004-2005 (n=66)	77	23	--	--	--
	2005-2006 (n=77)	74	23	1	1	--
	2006-2007 (n=39)	64	33	3	--	--
20. The screening process has been effective in identifying children who are at risk of reading failure.	2004-2005 (n=66)	76	23	1	--	--
	2005-2006 (n=77)	70	26	3	1	--
	2006-2007 (n=40)	53	40	8	--	--
21. Teachers have had ready access to student assessment data.	2004-2005 (n=66)	86	14	--	--	--
	2005-2006 (n=77)	79	18	1	1	--
	2006-2007 (n=40)	60	40	--	--	--
22. Teachers have used information from assessments to group students according to their needs and to plan appropriate intervention.	2004-2005 (n=66)	65	33	2	--	--
	2005-2006 (n=77)	65	33	1	1	--
	2006-2007 (n=40)	40	48	10	--	3
<b>INTERVENTION</b>						
23. Interventions have been provided to students who are not making sufficient progress.	2004-2005 (n=66)	55	44	1	--	--
	2005-2006 (n=77)	57	38	3	3	--
	2006-2007 (n=40)	35	63	3	--	--
24. Interventions have been effectively aligned with core reading program instruction.	2004-2005 (n=66)	50	46	4	--	--
	2005-2006 (n=77)	51	44	3	3	--
	2006-2007 (n=40)	25	65	8	--	3
25. Interventions have been targeted to children's specific reading difficulties as identified by assessments.	2004-2005 (n=66)	50	50	--	--	--
	2005-2006 (n=77)	46	48	4	3	--
	2006-2007 (n=39)	20	67	13	--	--
26. Struggling readers have received intervention that has provided additional time for instruction.	2004-2005 (n=66)	53	47	--	--	--
	2005-2006 (n=77)	58	35	5	1	--

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
	2006-2007 (n=40)	33	63	5	--	--
27. Struggling readers have received intervention that has provided more explicit instruction.	2004-2005 (n=66)	49	49	2	--	--
	2005-2006 (n=77)	47	46	7	1	--
	2006-2007 (n=40)	23	65	13	--	--
28. Teachers have used achievement data from program monitoring assessments to evaluate the effectiveness of intervention.	2004-2005 (n=66)	47	47	5	1	--
	2005-2006 (n=77)	43	46	9	3	--
	2006-2007 (n=40)	25	60	15	--	--
29. Teachers have adjusted the intensity of the intervention by analyzing and reflecting on student achievement data.	2004-2005 (n=66)	44	45	8	--	3
	2005-2006 (n=77)	36	52	9	3	--
	2006-2007 (n=40)	18	53	28	--	3
30. Effective interventions have been provided for students with limited English proficiency.	2004-2005 (n=66)	23	50	2	1	24
	2005-2006 (n=58)	38	57	3	2	--
	2006-2007 (n=40)	20	45	23	--	13
31. Effective interventions have been provided for students with disabilities and other special needs.	2004-2005 (n=66)	29	59	6	1	5
	2005-2006 (n=76)	41	50	7	1	1
	2006-2007 (n=40)	25	60	15	--	--
<b>CLASSROOM MANAGEMENT</b>						
32. Teachers have established classroom routines and schedules necessary for effective implementation of the literacy block.	2004-2005 (n=66)	64	32	3	1	--
	2005-2006 (n=77)	49	42	7	3	--
	2006-2007 (n=40)	48	50	3	--	--
33. Teachers have effectively paced instruction to ensure a high level of student engagement.	2004-2005 (n=66)	53	42	3	2	--
	2005-2006 (n=77)	46	43	9	3	--
	2006-2007 (n=40)	40	48	10	--	3
34. The routines and schedules established during the literacy block have enhanced teachers' classroom management.	2004-2005 (n=66)	56	36	3	1	3
	2005-2006 (n=77)	47	47	4	1	1
	2006-2007 (n=40)	50	43	8	--	--
<b>LITERACY TEAM</b>						
35. I have facilitated literacy team meetings to focus on literacy-related topics.	2004-2005 (n=66)	74	26	--	--	--
	2005-2006 (n=76)	63	36	1	--	--
	2006-2007 (n=40)	63	38	--	--	--
36. The literacy team has met regularly to study professional texts, analyze student assessment data, and to plan appropriate interventions for struggling readers.	2004-2005 (n=66)	58	41	1	--	--
	2005-2006 (n=77)	49	49	1	--	--
	2006-2007 (n=40)	50	43	8	--	--

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
37. Our principal has participated in literacy team meetings or grade level/team meetings on literacy topics.	2004-2005 (n=66)	44	49	7	--	--
	2005-2006 (n=77)	40	43	14	1	1
	2006-2007 (n=40)	28	50	15	8	--
38. The literacy team has used assessment data to monitor student progress.	2004-2005 (n=66)	52	39	9	--	--
	2005-2006 (n=77)	56	39	4	1	--
	2006-2007 (n=40)	43	45	10	3	--
39. The literacy team has collaboratively planned interventions to support struggling readers.	2004-2005 (n=66)	52	39	9	--	--
	2005-2006 (n=77)	36	52	10	1	--
	2006-2007 (n=39)	26	59	15	--	--
40. Literacy team meetings have been an effective means of providing professional development.	2004-2005 (n=66)	62	30	5	--	3
	2005-2006 (n=77)	47	49	3	1	--
	2006-2007 (n=40)	40	58	3	--	--
41. Literacy team meetings have helped teachers apply scientifically based reading research to their literacy instruction.	2004-2005 (n=66)	64	36	--	--	--
	2005-2006 (n=77)	46	51	3	1	--
	2006-2007 (n=40)	35	60	5	--	--
42. Literacy team meetings have been helpful to me in better understanding how to apply scientifically based reading research to literacy instruction.	2004-2005 (n=66)	67	30	3	--	--
	2005-2006 (n=76)	50	47	1	1	--
	2006-2007 (n=40)	43	55	3	--	--
<b>LITERACY LEADERSHIP</b>						
43. Our school has a commitment to improving K-3 literacy programs so that every student will read at grade level or above by the end of third grade.	2004-2005 (n=66)	67	29	4	--	--
	2005-2006 (n=77)	57	40	1	1	--
	2006-2007 (n=40)	60	35	5	--	--
44. Our principal has provided effective leadership to strengthen our literacy instruction.	2004-2005 (n=66)	49	38	11	1	1
	2005-2006 (n=77)	51	42	5	3	--
	2006-2007 (n=40)	43	28	20	8	3
45. As literacy coach, I have provided effective leadership to strengthen our literacy instruction.	2004-2005 (n=66)	59	41	--	--	--
	2005-2006 (n=77)	49	48	1	1	--
	2006-2007 (n=40)	38	58	3	--	3
46. I have presented professional development, assisted in analyzing student assessment data, and led study sessions on literacy topics for my staff.	2004-2005 (n=66)	65	35	--	--	--
	2005-2006 (n=77)	58	40	1	--	--
	2006-2007 (n=40)	53	43	3	--	3
47. I have participated in leadership team meetings on Reading First grant related topics.	2004-2005 (n=66)	65	32	2	1	--
	2005-2006 (n=73)	62	36	1	1	--

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
	2006-2007 (n=40)	45	48	3	3	3
48. I have been included in making decisions about Reading First concerns, such as budget revisions, curriculum changes, and scheduling.	2004-2005 (n=66)	67	23	6	4	--
	2005-2006 (n=74)	57	31	10	3	--
	2006-2007 (n=40)	38	55	3	--	5

On average, how much time do you estimate teachers spend each day providing instruction in reading? (in minutes)

2004-2005 (n=66) Average: 138.6 minutes Minimum: 60 minutes Maximum: 225 minutes

2005-2006 (n=75) Average: 156.9 minutes Minimum: 60 minutes Maximum: 300 minutes

2006-2007 (n=36) Average: 176.3 minutes Minimum: 3 minutes Maximum: 360 minutes

What is the single most significant change you have seen in K-1 instruction in 2006-2007 as a result of Arkansas Reading First?

(n= 37)	Percent
More explicit instruction	19%
More implementation of program components	16%
Focus on individual students	8%
More consistency, pacing	3%

What is the single most significant change you have seen in Grade 2-3 instruction in 2006-2007 as a result of Arkansas Reading First?

(n= 36)	Percent
More instruction on comprehension strategies	14%
Explicit instruction and implementation	11%
Alignment of instruction and better grouping of students	6%
Focused targeted mini-lessons	3%

What is the most significant change you have seen in the critical areas (essential elements) of students' reading development in 2006-2007?

(n= 36)	Percent
Phonemic awareness and phonetic skills	33%
Comprehension	25%
Fluency	17%
Vocabulary	8%

## Section 2: Reading First Coaching Model

Reflect on the 2006-2007 school year and describe your perception of the Reading First coaching model. Please indicate your level of agreement with the following statements.

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW/ NOT APPLICABLE
1. Overall, K-3 teachers in our school have had adequate support from a literacy coach to assist in <u>developing effective instruction</u> .	2004-2005 (n=66)	62	36	2	--	--
	2005-2006 (n=76)	40	57	3	1	--
	2006-2007 (n=29)	38	62	--	--	--
2. Overall, K-3 teachers in our school have had adequate support from a literacy coach to assist in <u>diagnosing problems</u> .	2004-2005 (n=66)	56	39	3	--	2
	2005-2006 (n=77)	33	62	4	1	--
	2006-2007 (n=29)	31	55	14	--	--
3. I believe that support from the Reading First coaching model has had a positive effect on teachers' abilities to achieve literacy goals.	2004-2005 (n=66)	71	29	--	--	--
	2005-2006 (n=77)	55	44	1	--	--
	2006-2007 (n=29)	45	55	--	--	--
4. I have had adequate support from my principal to assist in developing effective instruction.	2004-2005 (n=66)	50	39	6	5	--
	2005-2006 (n=77)	48	40	8	4	--
	2006-2007 (n=29)	28	45	24	3	--
5. I have had adequate support from my principal to organize staff to provide adequate interventions for students.	2004-2005 (n=66)	49	38	10	3	--
	2005-2006 (n=77)	44	43	10	3	--
	2006-2007 (n=29)	28	55	17	--	--
6. I have sufficient knowledge and background experience to be an effective instructional coach	2004-2005 (n=66)	55	41	4	--	--
	2005-2006 (n=77)	43	51	5	1	--
	2006-2007 (n=29)	34	66	--	--	--
7. I have provided clear, effective demonstrations for classroom teachers.	2004-2005 (n=66)	55	44	1	--	--
	2005-2006 (n=76)	46	53	1	--	--
	2006-2007 (n=29)	34	66	--	--	--
8. I felt confident in my ability to critically observe K-3 reading and literacy instruction.	2004-2005 (n=66)	52	47	1	--	--
	2005-2006 (n=77)	49	47	3	1	--
	2006-2007 (n=29)	28	69	3	--	--
9. I felt confident in my ability to provide teachers with effective feedback based on my observations of K-3 reading and literacy instruction.	2004-2005 (n=66)	47	50	2	--	1
	2005-2006 (n=77)	46	51	3	1	--
	2006-2007 (n=29)	17	83	--	--	--
10. I have had sufficient opportunity to demonstrate instructional strategies in the K-3 classrooms.	2004-2005 (n= --)	--	--	--	--	--
	2005-2006 (n= --)	--	--	--	--	--
	2006-2007 (n=29)	34	62	--	3	--

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW/ NOT APPLICABLE
11. I have had sufficient opportunity to observe K-3 teachers.	2004-2005 (n=66)	56	36	8	--	--
	2005-2006 (n=77)	40	48	10	1	--
	2006-2007 (n=29)	41	55	--	3	--
12. I have had sufficient opportunity to conference with K-3 teachers.	2004-2005 (n=66)	43	39	18	--	--
	2005-2006 (n=77)	33	57	9	1	--
	2006-2007 (n=29)	28	66	3	3	--

When you observe K-3 literacy instruction, how much uninterrupted time have you typically spent in a classroom for one observation? (in minutes)

2004-2005 (n=66) Average: 128.9 minutes Minimum: 5 minutes Maximum: 240 minutes

2005-2006 (n=77) Average: 115.9 minutes Minimum: 30 minutes Maximum: 255 minutes

2006-2007 (n=28) Average: 152.5 minutes Minimum: 60 minutes Maximum: 360 minutes

What has been the total amount of time per day that you have been able to spend observing K-3 literacy instruction in a typical day? (in minutes)

2004-2005 (n=65) Average: 176.7 minutes Minimum: 40 minutes Maximum: 360 minutes

2005-2006 (n=77) Average: 186.7 minutes Minimum: 4 minutes Maximum: 420 minutes

2006-2007 (n=27) Average: 214.3 minutes Minimum: 60 minutes Maximum: 390 minutes

How many days per week have you been able to spend observing K-3 literacy instruction in a typical week?

2004-2005 (n=65) Average: 4.5 days Minimum: 1 day Maximum: 5 days

2005-2006 (n=75) Average: 4.4 days Minimum: 1 day Maximum: 5 days

2006-2007 (n=28) Average: 4.7 days Minimum: 4 day Maximum: 5 days

In how many different K-3 classrooms have you been able to observe literacy instruction? Indicate the number of different classrooms observed per month, on average.

2004-2005 (n=43) Average: 6.2 classrooms Minimum: 1 classrooms Maximum: 22 classrooms

2005-2006 (n=60) Average: 7.9 classrooms Minimum: 2 classrooms Maximum: 32 classrooms

2006-2007 (n=28) Average: 6.3 classrooms Minimum: 2 classrooms Maximum: 18 classrooms

Based on your experience, how would you describe teachers' acceptance of coaching (modeling, observing, feedback by the literacy coach)?

	Percentage of Respondents		
	2004-2005 (n=66)	2005-2006 (n=77)	2006-2007 (n=29)
Very accepting and willing to change practice	18	20	17
Mostly accepting and generally willing to change practice	56	60	62
Reluctantly cooperative and slow to change practice	20	20	21
Uncooperative, resistant to change in practice	6	1	--

What challenges have you encountered as a literacy coach that have not yet been resolved?

(n= 25)	Percent
Resistance to change to RF methods	36%
Reluctance of teacher to change their behavior or attitude	12%
Lacking support from principal	12%
Time to meet and follow-up	12%
Need help facilitating intervention training	8%
Teacher turnover	4%



Section 3: Support from Technical Assistant

How effective has the support provided by the Professional Development Associate (PDA) been to your school?

		PERCENTAGE OF RESPONDENTS				
		VERY EFFECTIVE	GENERALLY EFFECTIVE	GENERALLY NOT EFFECTIVE	NOT EFFECTIVE AT ALL	DON'T KNOW/ NOT APPLICABLE
1. Training sessions provided regionally for administrators	2004-2005 (n=66)	52	47	--	1	--
	2005-2006 (n=77)	62	35	3	--	--
	2006-2007 (n=29)	66	34	--	--	--
2. Site-based observation training (SBOT) with other Reading First administrators.	2004-2005 (n=66)	68	30	2	--	--
	2005-2006 (n=77)	70	29	1	--	--
	2006-2007 (n=28)	64	36	--	--	--
3. Statewide Reading First leadership conference	2004-2005 (n=66)	61	36	2	--	1
	2005-2006 (n=77)	64	35	1	--	--
	2006-2007 (n=28)	50	46	4	--	--
4. On-site assistance in monitoring student progress	2004-2005 (n=66)	47	36	11	1	5
	2005-2006 (n=74)	57	37	5	1	--
	2006-2007 (n=29)	45	52	3	--	--
5. Assistance in diagnosing students' reading problems	2004-2005 (n=66)	35	50	9	1	5
	2005-2006 (n=74)	43	54	1	1	--
	2006-2007 (n=29)	34	66	--	--	--
6. Colleague visits (SBOT) with Reading First teachers from other schools	2004-2005 (n=66)	65	32	2	1	--
	2005-2006 (n=73)	67	32	1	--	--
	2006-2007 (n=29)	55	41	3	--	--
7. Discussion/networking opportunities with other literacy coaches and principals	2004-2005 (n=66)	59	33	3	3	2
	2005-2006 (n=76)	62	36	3	--	--
	2006-2007 (n=29)	55	45	--	--	--
8. On-site modeling, observation, and feedback provided by the PDA and other state staff	2004-2005 (n=66)	52	30	11	3	4
	2005-2006 (n=76)	55	37	5	3	--
	2006-2007 (n=29)	48	52	--	--	--
9. Assistance in designing and implementing supplemental instruction	2004-2005 (n=66)	52	39	6	2	1
	2005-2006 (n=74)	54	42	3	1	--
	2006-2007 (n=29)	41	55	3	--	--
10. Assistance in designing and implementing supplemental interventions	2004-2005 (n=66)	46	39	11	2	2
	2005-2006 (n=73)	49	47	3	1	--
	2006-2007 (n=29)	28	69	3	--	--

### Section 4: Literacy Related Professional Development

Please choose the description that best represents your self-assessment of your general knowledge of each topic, confidence to observe instruction and give feedback for each topic, and interest in learning more about each topic.

	1	2	3	4
KNOWLEDGE:	Little knowledge	Basic knowledge	More than average knowledge	Extensive knowledge
CONFIDENCE:	Little confidence	Some confidence	More than average confident	Extremely confident
INTEREST:	Little interest	Some interest	High on my list	Extremely interested

		PERCENTAGE OF RESPONDENTS														
		GENERAL KNOWLEDGE					CONFIDENCE TO OBSERVE INSTRUCTION AND GIVE FEEDBACK					INTEREST IN LEARNING MORE				
		1	2	3	4	N/A	1	2	3	4	N/A	1	2	3	4	N/A
1. Phonemic awareness	2004-2005 (n=66)	--	7	55	38	--	--	15	53	32	--	6	24	33	37	--
	2005-2006 (n=77,77,77)	--	5	64	31	--	--	12	53	35	--	7	25	31	38	--
	2006-2007 (n=29, 29, 28)	--	--	69	31	--	--	7	62	31	--	4	18	61	18	--
2. Phonics	2004-2005 (n=66)	--	8	59	33	--	--	15	55	30	--	3	27	35	35	--
	2005-2006 (n=77,77,76)	1	5	60	34	--	1	9	53	36	--	4	21	36	40	--
	2006-2007 (n=29, 29, 28)	--	3	62	34	--	--	7	55	38	--	4	14	61	21	--
3. Fluency	2004-2005 (n=66)	--	15	56	29	--	--	26	50	24	--	6	21	36	37	--
	2005-2006 (n=77,77,77)	--	13	60	27	--	--	17	55	29	--	3	17	40	40	--
	2006-2007 (n=29, 29, 28)	--	10	55	34	--	--	7	62	31	--	--	7	61	32	--
4. Vocabulary	2004-2005 (n=66)	--	14	62	24	--	--	15	64	21	--	8	24	39	29	--
	2005-2006 (n=77,77,77)	--	16	58	26	--	1	21	48	30	--	1	16	40	43	--
	2006-2007 (n=28, 29, 28)	--	11	57	32	--	--	3	62	34	--	--	11	57	32	--
5. Comprehension	2004-2005 (n=66)	--	21	56	23	--	2	30	50	18	--	4	20	27	49	--
	2005-2006 (n=77,77,77)	--	13	65	22	--	1	20	60	20	--	1	12	36	51	--
	2006-2007 (n=29, 29, 28)	--	3	62	34	--	--	7	55	38	--	--	7	57	36	--
6. Writing instruction	2004-2005 (n=66)	6	35	45	14	--	11	32	47	10	--	1	11	27	61	--
	2005-2006 (n=77,77,77)	1	33	52	14	--	5	36	43	16	--	--	7	22	71	--
	2006-2007 (n=29, 29, 28)	--	34	55	10	--	--	38	55	7	--	--	--	39	61	--
7. Spelling	2004-2005 (n=66)	1	21	52	26	--	1	23	52	24	--	6	23	41	30	--
	2005-2006 (n=76,76,76)	--	11	62	28	--	1	15	59	25	--	4	24	32	41	--
	2006-2007 (n=29, 28, 28)	--	7	66	28	--	--	7	68	25	--	4	14	57	25	--
8. Literacy instruction for children with limited English proficiency	2004-2005 (n=66)	38	30	11	8	--	33	30	15	5	--	11	18	27	39	--
	2005-2006 (n=68,68,71)	30	38	19	9	--	29	37	22	9	3	3	18	28	51	--
	2006-2007 (n=29, 29, 28)	34	38	24	3	--	31	41	24	3	--	11	32	43	14	--
9. Literacy instruction for children with special needs	2004-2005 (n=66)	15	44	39	2	--	15	49	33	2	--	--	16	32	52	--
	2005-2006 (n=77,77,77)	12	52	30	7	--	16	49	26	8	1	--	16	35	48	1

		PERCENTAGE OF RESPONDENTS														
		GENERAL KNOWLEDGE					CONFIDENCE TO OBSERVE INSTRUCTION AND GIVE FEEDBACK					INTEREST IN LEARNING MORE				
		1	2	3	4	N/A	1	2	3	4	N/A	1	2	3	4	N/A
	2006-2007 (n=29, 29, 28)	17	34	34	14	--	21	31	34	14	--	4	11	64	21	--
10. Organization and supervision of literacy instruction	2004-2005 (n=66)	--	12	46	42	--	--	17	56	27	--	6	24	33	36	--
	2005-2006 (n=77,77,77)	--	5	48	47	--	--	10	47	43	--	4	25	30	42	--
	2006-2007 (n=29, 29, 28)	--	14	59	28	--	--	7	59	34	--	7	18	46	29	--
11. Using DIBELS to monitor student progress	2004-2005 (n=66)	--	6	33	61	--	--	8	39	53	--	15	23	27	35	--
	2005-2006 (n=77,77,71)	--	8	30	62	--	1	10	34	55	--	9	25	22	43	--
	2006-2007 (n=29, 29, 28)	--	3	41	55	--	--	7	45	48	--	7	25	46	21	--
12. Using student assessments to guide instruction	2004-2005 (n=66)	3	9	56	32	--	2	18	53	27	--	3	17	41	39	--
	2005-2006 (n=77,77,76)	--	9	57	34	--	--	20	46	35	--	1	18	33	47	--
	2006-2007 (n=29, 29, 28)	--	--	59	41	--	--	--	59	41	--	--	14	57	29	--
13. Use of the core reading program	2004-2005 (n=66)	--	8	47	44	--	--	15	47	36	--	14	26	32	27	--
	2005-2006 (n=77,77,76)	--	5	52	43	--	1	9	46	44	--	4	29	29	38	--
	2006-2007 (n=29, 29, 28)	--	--	45	55	--	--	3	52	45	--	--	21	57	21	--
14. Use of supplemental materials	2004-2005 (n=66)	1	29	44	26	--	2	36	39	23	--	9	23	38	30	--
	2005-2006 (n=77,77,77)	3	26	48	23	--	1	31	42	25	1	7	14	42	38	--
	2006-2007 (n=28, 28, 28)	--	7	79	14	--	--	7	71	21	--	--	21	54	25	--
15. Planning intervention strategies for struggling readers	2004-2005 (n=66)	4	26	50	20	--	4	35	47	14	--	1	11	30	58	--
	2005-2006 (n=77,77,77)	--	13	64	23	--	4	21	51	25	--	1	13	21	65	--
	2006-2007 (n=29, 29, 27)	--	10	62	28	--	--	10	66	24	--	4	11	44	41	--

**What are the top 3 literacy-related professional development needs/topics you are most interested in addressing in the 2007-2008 school year?**

(n= 26)	Percent
Writing instruction	60%
Interventions for struggling readers	60%
Comprehension instruction strategies	38%
Vocabulary development	12%
Matching instruction to align with RF curriculum and assessments	12%
Phonemic awareness, phonics and spelling	12%
Intervention for Sp. Ed and LEP	8%
Fluency	8%

### Section 5: Concerns and Recommendations

On a continuum of "Worried" to "Confident," describe your feelings about the statements listed below. Choose the value that is most true of you now.

		PERCENTAGE OF RESPONDENTS						
		1	2	3	4	5	6	7
		WORRIED	CONCERNED		COMFORTABLE		CONFIDENT	
1. My knowledge about how to teach reading, using SBRR strategies	2004-2005 (n=66)	--	--	1	5	23	35	36
	2005-2006 (n=77)	--	--	--	5	25	30	40
	2006-2007 (n=29)	--	--	3	7	24	31	34
2. My knowledge about how to use the core reading program	2004-2005 (n=66)	--	--	5	1	15	32	47
	2005-2006 (n=77)	--	--	1	1	21	29	48
	2006-2007 (n=29)			3	10	17	38	31
3. My knowledge about how to manage students during the literacy block	2004-2005 (n=66)	--	--	1	2	9	29	59
	2005-2006 (n=77)	--	--	--	1	20	18	61
	2006-2007 (n=29)					21	38	41
4. My knowledge about how to use assessment to modify instruction to match students' needs	2004-2005 (n=66)	--	--	3	6	11	38	42
	2005-2006 (n=77)	--	--	1	3	20	36	40
	2006-2007 (n=29)			3	10	28	41	17
5. My skill at critically observing literacy instruction	2004-2005 (n=66)	--	--	3	11	21	24	41
	2005-2006 (n=77)	--	--	--	4	23	38	35
	2006-2007 (n=28)				14	29	36	21
6. My skill at providing feedback to teachers based on classroom observations	2004-2005 (n=66)	--	--	8	9	32	24	27
	2005-2006 (n=77)	--	--	3	12	23	30	33
	2006-2007 (n=29)			3	24	28	34	10
7. Reactions from teachers about the feedback I provide	2004-2005 (n=66)	--	3	11	9	24	30	23
	2005-2006 (n=77)	--	--	13	10	31	25	21
	2006-2007 (n=29)			14	21	28	31	7
8. Working with the literacy team to improve instruction and assessment	2004-2005 (n=66)	--	--	9	9	23	23	36
	2005-2006 (n=77)	--	--	5	8	30	30	27
	2006-2007 (n=28)			4	11	32	46	7
9. Time for classroom observations	2004-2005 (n=66)	1	2	12	14	17	24	30
	2005-2006 (n=77)	1	1	10	8	20	30	30
	2006-2007 (n=28)	4	--	--	14	36	32	14
10. Time to complete nonacademic tasks related to Reading First	2004-2005 (n=66)	12	10	23	12	20	12	11
	2005-2006 (n=77)	9	4	25	16	20	17	10
	2006-2007 (n=29)	7	10	10	14	38	14	7
11. Support from principal	2004-2005 (n=66)	4	3	3	8	24	14	44

		PERCENTAGE OF RESPONDENTS						
		1	2	3	4	5	6	7
		WORRIED	CONCERNED		COMFORTABLE		CONFIDENT	
	2005-2006 (n=77)	3	3	9	7	17	22	40
	2006-2007 (n=29)	10	7	3	24	17	17	21
12. Support from PDA and other state staff	2004-2005 (n=66)	1	5	6	9	17	20	42
	2005-2006 (n=77)	--	1	7	5	17	23	47
	2006-2007 (n=28)	--	--	7	7	14	36	36
13. The progress our students are making in reading	2004-2005 (n=66)	6	--	11	12	23	30	18
	2005-2006 (n=77)	3	1	13	16	25	26	17
	2006-2007 (n=29)	3	--	17	21	17	34	7
14. The progress our students are making in writing	2004-2005 (n=66)	4	6	12	18	29	20	11
	2005-2006 (n=77)	4	3	20	18	31	16	9
	2006-2007 (n=28)	4	4	29	21	18	21	4
15. The progress our students are making in spelling	2004-2005 (n=66)	3	3	7	11	32	27	17
	2005-2006 (n=77)	3	3	5	9	34	33	14
	2006-2007 (n=29)	--	3	17	28	24	21	7
16. How our students' performance reflects on me as a literacy coach	2004-2005 (n=66)	7	6	14	21	23	18	11
	2005-2006 (n=77)	5	8	9	16	36	20	7
	2006-2007 (n=29)	3	--	21	24	24	21	7
17. Our students' attitudes toward reading	2004-2005 (n=66)	2	6	9	9	15	35	24
	2005-2006 (n=77)	3	4	4	13	26	29	22
	2006-2007 (n=29)	--	3	14	21	34	14	14
18. The ability of our students' parents to support literacy development at home	2004-2005 (n=66)	15	12	23	21	12	12	5
	2005-2006	--	--	--	--	--	--	--
	2006-2007 (n=29)	7	14	24	31	21	--	3

**How could Arkansas Reading First be improved in 2007-2008 to better support the goal of having all children reading by third grade?**

(n= 22)	Percent
Additional PD and training	23%
More interventionist at each school	18%
Smaller class sizes	9%
Increased parent support	5%
Accountability for principals and supervisors	5%
More time for teacher observation	5%

### A.3 ARKANSAS READING FIRST TEACHER SURVEY RESULTS – COHORT 1

The Arkansas Department of Education (ADE) is required to annually evaluate the Reading First Program. This important initiative is designed to provide professional development and other resources necessary for schools to improve reading instruction and increase reading achievement for children in grades K – 3.

#### Section 1: Your School's K-3 Literacy Program

Reflect on the 2006-2007 school year and describe your perception of the Reading First coaching model. Please indicate your level of agreement with the following statements.

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
1. Our school's approach to K-3 literacy has been consistent with scientifically based reading research.	2005-2006 (n= 420)	59	37	1	--	2
	2006-2007 (n= 254)	59	37	2	<1	2
2. The components of our school's literacy program are systematic and sequential, emphasizing explicit instruction.	2005-2006 (n= 420)	61	36	2	1	1
	2006-2007 (n= 254)	62	35	3	<1	<1
3. Our literacy program has included explicit instructional strategies and coordinated sequences of skill development	2005-2006 (n= 420)	60	35	5	1	1
	2006-2007 (n= 255)	58	38	3	<1	<1
4. Our school has established a 90-minute (or more) protected, uninterrupted block of time for reading instruction.	2005-2006 (n= 420)	70	26	4	1	1
	2006-2007 (n= 252)	72	26	2	--	--
5. Teachers have used in-class grouping strategies, including small group instruction, to meet students' needs.	2005-2006 (n= 420)	69	30	1	1	--
	2006-2007 (n= 252)	72	27	<1	<1	--
6. Our school's library program has supported literacy development in grades K-3.	2005-2006 (n= 418)	48	39	8	3	3
	2006-2007 (n= 254)	51	39	4	3	3
<b>K-3 CORE READING PROGRAM</b>						
7. The instructional content of our core reading program effectively addresses:						
• Phonemic awareness	2005-2006 (n= 418)	68	30	1	1	1
	2006-2007 (n= 255)	72	27	<1	--	1
• Phonics	2005-2006 (n= 419)	68	30	1	1	1
	2006-2007 (n= 253)	71	29	<1	--	<1
• Vocabulary development	2005-2006 (n= 419)	68	30	2	--	1
	2006-2007 (n= 254)	64	34	2	<1	--
• Reading fluency, including oral reading skills	2005-2006 (n= 419)	71	27	1	--	1
	2006-2007 (n= 255)	69	31	<1	--	--
• Reading comprehension strategies	2005-2006 (n= 419)	67	31	1	1	1
	2006-2007 (n= 254)	61	34	4	<1	--
8. Our core reading program allows for modifying instruction based on students' needs.	2005-2006 (n= 419)	58	38	3	1	1
	2006-2007 (n= 254)	52	41	6	<1	--

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
9. Our core reading program allows ample practice opportunities.	2005-2006 (n= 419)	53	40	6	1	1
	2006-2007 (n= 254)	48	46	5	<1	<1
10. The student materials are effectively aligned to core reading program instruction.	2005-2006 (n= 418)	59	36	5	1	1
	2006-2007 (n= 252)	52	44	2	<1	<1
<b>K-3 SCREENING AND ASSESSMENT</b>						
11. Our school uses screening tools that identify children with reading difficulties.	2005-2006 (n= 420)	63	34	2	1	1
	2006-2007 (n= 254)	60	37	2	--	<1
12. The screening process has been effective in identifying children who are at risk of reading failure.	2005-2006 (n= 420)	57	38	3	1	1
	2006-2007 (n= 231)	52	45	2	<1	<1
<b>INTERVENTION</b>						
13. Interventions have been provided to students who are not making sufficient progress.	2005-2006 (n= 420)	54	41	3	1	1
	2006-2007 (n= 255)	50	45	4	1	--
14. Interventions have been effectively aligned with core reading program instruction.	2005-2006 (n= 419)	50	42	5	1	2
	2006-2007 (n= 255)	49	44	6	<1	1
15. Interventions have been targeted to children's specific reading difficulties as identified by assessments.	2005-2006 (n= 420)	50	43	5	1	2
	2006-2007 (n= 253)	47	45	7	1	<1
<b>LITERACY TEAM</b>						
16. The literacy coach has facilitated literacy team meetings to focus on literacy-related topics.	2005-2006 (n= 419)	60	35	4	1	--
	2006-2007 (n= 255)	58	35	6	1	<1
17. The literacy team has met regularly to study professional texts, analyze student assessment data, and to plan appropriate interventions for struggling readers.	2005-2006 (n= 419)	53	35	10	2	1
	2006-2007 (n= 254)	52	33	12	2	--
18. I have participated in literacy team meetings or grade level/team meetings on literacy topics.	2005-2006 (n= 418)	62	37	1	1	--
	2006-2007 (n= 254)	63	35	2	<1	<1
19. Our principal has participated in literacy team meetings or grade level/team meetings on literacy topics.	2005-2006 (n= 417)	48	41	8	2	1
	2006-2007 (n= 252)	41	41	10	6	2
20. The literacy team has used assessment data to monitor student progress.	2005-2006 (n= 419)	55	39	4	1	1
	2006-2007 (n= 252)	56	37	4	1	1
21. The literacy team has collaboratively planned interventions to support struggling readers.	2005-2006 (n= 419)	48	38	11	2	2
	2006-2007 (n= 253)	47	36	12	4	1
22. Literacy team meetings have been an effective means of providing professional development.	2005-2006 (n= 419)	48	40	10	2	1
	2006-2007 (n= 253)	49	34	12	3	2
23. Literacy team meetings have been helpful to me in better understanding how to apply scientifically based reading research to literacy instruction	2005-2006 (n= 418)	46	40	10	2	2
	2006-2007 (n= 254)	47	39	10	4	<1

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
<b>LITERACY LEADERSHIP</b>						
24. Our school has a commitment to improving K-3 literacy programs so that every student will read at grade level or above by the end of third grade	2005-2006 (n= 420)	60	36	3	1	1
	2006-2007 (n= 253)	61	35	3	<1	--
25. Our principal has provided effective leadership to strengthen our literacy instruction.	2005-2006 (n= 420)	51	35	10	3	1
	2006-2007 (n= 254)	50	33	12	4	2
26. Our literacy coach has provided effective leadership to strengthen our literacy instruction.	2005-2006 (n= 419)	58	32	7	3	1
	2006-2007 (n= 254)	60	30	9	1	<1
27. I believe that support from the principal and literacy coach has had a positive effect on teachers' abilities to achieve literacy goals	2005-2006 (n= 418)	51	35	8	3	2
	2006-2007 (n= 254)	54	35	8	2	1
28. I have presented to literacy team meetings on my research or study on literacy topics.	2005-2006 (n= 355)	33	41	22	3	1
	2006-2007 (n= 252)	24	37	27	4	8



**Section 2: Classroom Literacy Instruction**

Reflect on your literacy instruction:

		PERCENTAGE OF RESPONDENTS					
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	
<b>CLASSROOM INSTRUCTION</b>							
1.	My students have received at least 90 minutes of uninterrupted reading instruction daily.	2005-2006 (n= 420)	73	24	2	1	--
		2006-2007 (n= 188)	73	25	2	--	--
2.	I have based instructional decisions on student assessment data.	2005-2006 (n= 419)	65	34	--	--	1
		2006-2007 (n= 186)	68	31	<1	--	--
3.	I have followed core reading program schedules and have effectively paced instruction to benefit the quality of instruction.	2005-2006 (n= 420)	67	31	2	--	--
		2006-2007 (n= 188)	69	29	2	--	--
4.	I have used effective instructional strategies for students with limited English proficiency.	2005-2006 (n= 294)	59	38	2	--	1
		2006-2007 (n= 185)	47	37	2	--	15
5.	I have used effective instructional strategies for students with disabilities or other special needs.	2005-2006 (n= 382)	54	43	3	1	1
		2006-2007 (n= 184)	49	42	4	<1	5
6.	I have had an adequate supply of instructional level texts to implement small group reading instruction.	2005-2006 (n= 418)	61	31	7	1	--
		2006-2007 (n= 187)	65	31	3	2	--
7.	I have had ample materials to implement an effective literacy program.	2005-2006 (n= 420)	62	30	8	1	--
		2006-2007 (n= 188)	61	36	2	1	--
8.	My students have had increased access to print materials since the inception of Reading First.	2005-2006 (n= 416)	62	33	1	1	3
		2006-2007 (n= 188)	64	29	2	<1	5
<b>SCREENING AND ASSESSMENT</b>							
9.	Teachers have had ready access to student assessment data.	2005-2006 (n= 420)	65	33	1	1	--
		2006-2007 (n= 187)	69	31	--	--	1
10.	I have used information from assessments to group students according to their needs and to plan appropriate intervention.	2005-2006 (n= 419)	69	30	1	1	--
		2006-2007 (n= 186)	70	28	2	--	--
<b>INTERVENTION</b>							
11.	The struggling readers in my class have received intervention that has provided additional time for instruction.	2005-2006 (n= 420)	55	38	6	1	1
		2006-2007 (n= 188)	54	42	3	<1	--
12.	The struggling readers in my class have received intervention that has provided more explicit instruction.	2005-2006 (n= 420)	55	39	5	1	1
		2006-2007 (n= 188)	53	41	5	<1	<1
13.	I have used achievement data from program monitoring assessments to evaluate the effectiveness of intervention.	2005-2006 (n= 418)	51	42	5	1	1
		2006-2007 (n= 187)	52	42	5	--	<1
14.	I have adjusted the intensity of the intervention by analyzing and reflecting on student achievement data.	2005-2006 (n= 419)	48	45	6	1	1
		2006-2007 (n= 187)	47	48	4	--	<1
15.	My students with limited English proficiency have received effective interventions.	2005-2006 (n= 236)	47	43	8	1	1

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
	2006-2007 (n= 181)	35	42	2	--	21
16. My students with disabilities and other special needs have received effective interventions.	2005-2006 (n= 363)	47	44	6	2	1
	2006-2007 (n= 185)	38	49	5	1	7
<b>CLASSROOM MANAGEMENT</b>						
17. I have established classroom routines and schedules necessary for the effective implementation of the literacy block.	2005-2006 (n= 420)	73	26	1	--	--
	2006-2007 (n= 186)	72	27	<1	--	--
18. I have effectively paced instruction to ensure a high level of student engagement.	2005-2006 (n= 420)	67	31	2	--	1
	2006-2007 (n= 186)	67	32	2	--	--
19. The routines and schedules established during the literacy block have enhanced my classroom management.	2005-2006 (n= 419)	62	30	6	1	1
	2006-2007 (n= 186)	59	33	7	--	2

On average, how much time have you spent each day providing instruction in reading? (in minutes)

2005-2006 (n=376) Average: 131.1 minutes Minimum: 15 minutes Maximum: 300 minutes

2006-2007 (n=129) Average: 132.1 minutes Minimum: 50 minutes Maximum: 390 minutes

Which of the following instructional strategies have you regularly included in your lessons during 2006-2007? (Check all that apply)

(n=188)	PERCENT
Independent reading	100
Reading aloud	99.5
Modeling	99.5
Guided reading	98.9
Independent writing	98.4
Explicit teaching by demonstration	96.8
High frequency/sight word instruction	92.0
Writing conferences	90.4
Literacy instruction integrated with content from other subject areas	89.4
Writing mini-lessons	85.1
Shared reading	84.0
Interactive writing	77.7
Motivational materials and activities	75.5
Write aloud	74.5
Literacy corners	64.4
Opportunities to independently apply new learning	51.6
Literature circles	27.1
Other	14.4

OTHER
Vocabulary demonstration
Phonics
Grammar, mechanics and usage
Story-time
Oral language (explicit and implicit)
Interventioncentral.org
Comprehension lessons for comprehending text
Alphabet Bingo
Graphic organizers for comprehension strategies
Peer reading and tutoring
Take home parent activities

How have you determined if a particular child is reading below grade level during 2006-2007? (Check all that apply)

(n=188)	PERCENT
DIBELS	98.9
Iowa Test of Basic Skills (ITBS)	71.8
Standardized screening instrument	55.9
Student portfolio	51.1
Informal Reading Inventory	48.9
Teacher-developed test	41.5
Reading Series Placement test	24.5
Other	17.6
End of theme/unit tests	16.5

OTHER
Accuracy Checks
Developmental Reading Assessment (DRA)
TPRI
Fluency Checks
Other assessments
Teacher Observation of reading
Running Records

What interventions (in the form of additional time) have been provided in the classroom to students reading below grade level during 2006-2007? (Check all that apply)

(n=186)	PERCENT
Additional fluency readings	89.3
Additional targeted phonics lessons	86.6
Additional phonemic awareness instruction	86.6
Additional fluency monitoring	85.0
Additional guided reading lessons	78.5
Other	8.6

OTHER
Decoding instruction & practice
Vocabulary instruction
Word use
Fluency instruction and practice
Buddy reads
Teacher assistant working with small group

Overall, has your approach as a literacy professional changed as a result of Reading First in 2006-2007?

(n=188)	PERCENT
Yes	94.7
No	5.3

**What is the single most significant change you have made in your classroom in 2006-2007 as a result of Arkansas Reading First?**

<b>(n= 169)</b>	<b>PERCENT</b>
Targeting struggling readers with interventions	15%
More explicit instruction	11%
Application activities that reflect higher expectations for learning	9%
Time management of literacy block/structured scheduling of literacy instruction	8%
More reading instruction and guided reading (literacy block)	6%
More fluency emphasis	5%
More time teaching vocabulary	4%
Individualized/differentiated instruction	4%
Regular progress monitoring	4%
Writing practice	4%
Literacy corners, classroom library and literacy center materials implemented better or more materials with careful selection	4%
No change because new teacher	3%
Comprehension	2%
Greater focus on single target of instruction	1%
Comprehensive Lesson Planning	1%
Sight word drills	1%
Additional instruction for ESL students	1%
Oral language	1%
Word Study	1%

**What is the most significant change you have seen in the critical areas (essential elements) of students' reading development during the 2006-2007 school year?**

<b>(n= 164)</b>	<b>PERCENT</b>
Fluency	30%
Comprehension	29%
Phonics	16%
Vocabulary	6%
Phonemic Awareness	6%
Spelling	2%
Oral Language	1%
Writing	1%
DIBELS & IOWA scores improved	1%

### Section 3: Reading First coaching Model

How effective have the following components of the Reading First coaching model been in implementing scientifically based reading research in your school?

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW/ NOT APPLICABLE
1. Demonstration lessons by Coach	2005-2006 (n= 403)	57	33	6	2	2
	2006-2007 (n= 188)	55	27	6	1	12
2. Frequency of observations of my lessons	2005-2006 (n= 417)	44	40	11	4	2
	2006-2007 (n= 186)	46	32	9	2	11
3. Feedback and reflections based on observation of my lessons	2005-2006 (n= 415)	56	33	7	2	2
	2006-2007 (n= 187)	52	30	6	1	11
4. Assistance in developing effective instructional strategies	2005-2006 (n= 408)	57	31	7	3	3
	2006-2007 (n= 188)	54	33	6	2	5
5. Assistance in implementing the core reading program	2005-2006 (n= 407)	57	33	5	3	2
	2006-2007 (n= 186)	55	34	7	1	2
6. Assistance in designing and implementing interventions	2005-2006 (n= 415)	54	36	5	4	2
	2006-2007 (n= 188)	50	33	8	3	6
7. Assistant in diagnosing students' reading problems	2005-2006 (n= 411)	52	34	7	5	2
	2006-2007 (n= 188)	53	34	6	2	5
8. Assistance in monitoring student progress	2005-2006 (n= 412)	56	34	5	4	1
	2006-2007 (n= 185)	52	35	7	1	5
9. Observation of literacy block during colleague visits	2005-2006 (n= 408)	57	31	6	3	1
	2006-2007 (n= 187)	53	29	4	3	11
10. Discussion of the literacy block after the classroom demonstration during the colleague visit	2005-2006 (n= 407)	58	32	7	3	1
	2006-2007 (n= 187)	52	27	8	1	12
11. Discussion/networking opportunities with other teachers	2005-2006 (n= 415)	56	35	6	2	1
	2006-2007 (n= 188)	53	38	4	<1	4
12. Site visits by Reading First professional development associate (PDA)	2005-2006 (n= 408)	46	35	9	5	4
	2006-2007 (n= 184)	39	39	7	3	13

**How would you describe your acceptance of coaching (modeling, observing, feedback by the literacy coach) during 2006-2007?**

(n=187)	PERCENT
Very accepting and willing to change practice	75.9
Mostly accepting and generally willing to change practice	22.5
Reluctantly cooperative and slow to change practice	1.6
Uncooperative, resistant to change in practice	--

**What has been most helpful about the Reading First coaching model during the 2006-2007 school year?**

(n= 160)	PERCENT
Modeling lessons	21%
General helpfulness with questions, concerns, or any support needs	9%
Structure, protocol and updates to what needs to be done	8%
Coach Observation and Teacher/Coach Reflection	6%
Assistance with planning lessons or specific activities or interventions	6%
Colleague visits?	2%
Trust relationship with coach makes it easier to take feedback	2%
Negative –only there to once, late, not helpful, not organized, not knowledgeable	1%
Coach's wealth of knowledge	1%
Support and encouragement from coach	1%
Literacy Team Meetings	1%
Coach more available—out less for training	1%
Explicit materials	1%
Coach spent more time in different grades need more time	1%
Help in grouping students for DIBELS tests to facilitate it	1%

**What needs to be changed about the Reading First coaching model during the 2006-2007 school year?**

(n= 149)	PERCENT
Should remain as it is	31%
More flexibility in ARF	7%
More time	7%
A parent support component is needed	7%
More coaches	6%
More time for coach spent in the classroom	6%
More time for coaches to coach new teachers or teach new strategies	5%
More modeling of intervention strategies needed	3%
More interventionists	2%
More modeling of areas that teachers struggle in implementing	2%
Reduce time coaches are away from the school	2%
Not sure or don't know	2%
More planning time for teachers to reflect and plan for student learning	1%
Meeting the needs of low functioning students	1%
More attention to comprehension	1%
Timing of each section of the protocol	1%
Reduce paperwork and standardize documentation requirements	1%
Lower student: teacher ratios	1%
Too many changes to procedures during the year and information is not always consistent	1%
Need different coach	1%
More positive feedback from coach	1%
Reduce the time required for writing block	1%
More organized coach and timely delivery of materials	1%
Scope and sequence chart for skill development	1%
More professional development for teachers	1%
More attention to vocabulary development	1%
More teacher resources needed	1%
More emphasis on phonics	1%
Time to assess mastery of skills	1%
Coaches should have several years in RF teaching before coaching	1%
More help implementing the core program	1%
More help with testing students	1%
Provide more instruction on writing	1%
More literacy meetings for addressing questions/concerns	1%
More accountability for coach's activities	1%

### Section 4: Literacy Related Professional Development

Please choose the description that best represents your self-assessment of your general knowledge of each topic, confidence to observe instruction and give feedback for each topic, and interest in learning more about each topic.

	1	2	3	4
KNOWLEDGE:	Little knowledge	Basic knowledge	More than average knowledge	Extensive knowledge
CONFIDENCE:	Little confidence	Some confidence	More than average confident	Extremely confident
INTEREST:	Little interest	Some interest	High on my list	Extremely interested

		PERCENTAGE OF RESPONDENTS														
		GENERAL KNOWLEDGE					CONFIDENCE TO OBSERVE INSTRUCTION AND GIVE FEEDBACK					INTEREST IN LEARNING MORE				
		1	2	3	4	N/A	1	2	3	4	N/A	1	2	3	4	N/A
1. Phonemic awareness	2005-2006 (n=415,417,414)	1	31	53	12	--	5	35	47	13	--	8	28	40	23	--
	2006-2007 (n=127,126,128)	1	24	56	19	--	2	32	51	15	--	4	35	39	22	--
2. Phonics	2005-2006 (n=420,420,416)	1	26	56	16	1	2	30	51	17	1	7	35	36	20	1
	2006-2007 (n=128,128,128)	1	17	59	23	--	2	30	53	16	--	4	33	42	21	--
3. Fluency	2005-2006 (n=419,420,415)	1	33	51	16	1	2	34	49	15	1	5	31	52	22	1
	2006-2007 (n=126,128,127)	1	25	54	20	--	1	29	57	13	--	2	30	42	26	--
4. Vocabulary	2005-2006 (n=420,420,415)	1	33	51	16	1	2	34	48	16	1	5	29	42	23	1
	2006-2007 (n=128,128,127)	1	15	64	20	--	1	23	63	13	--	2	32	41	25	--
5. Comprehension	2005-2006 (n=420,420,417)	1	34	52	12	1	2	39	45	14	1	4	25	43	27	1
	2006-2007 (n=126,127,126)	1	24	59	17	--	1	32	55	13	--	--	23	48	29	--
6. Writing instruction	2005-2006 (n=420,420,416)	7	49	37	6	1	12	49	21	8	1	2	17	39	41	1
	2006-2007 (n=128,128,128)	4	44	43	9	--	8	41	42	9	--	--	15	40	45	--
7. Spelling	2005-2006 (n=416,417,411)	1	32	52	15	1	1	37	47	14	1	7	30	41	21	1
	2006-2007 (n=127,127,125)	1	21	58	21	--	--	27	59	14	--	6	31	41	22	--
8. Literacy instruction for children with limited English proficiency	2005-2006 (n=335,344,368)	34	39	17	4	5	30	42	16	6	6	8	30	34	27	2
	2006-2007 (n=128,128,128)	31	37	23	9	--	33	33	27	8	--	10	31	28	31	--
9. Literacy instruction for children with special needs	2005-2006 (n=403,405,405)	22	52	19	5	3	20	56	17	5	2	4	31	38	24	3
	2006-2007 (n=127,128,127)	11	49	33	7	--	14	46	34	6	--	2	24	40	35	--
10. Organization and supervision of literacy instruction	2005-2006 (n=419,419,415)	2	30	50	17	1	3	37	45	15	--	7	33	35	25	1
	2006-2007 (n=128,128,127)	--	19	57	24	--	2	26	53	19	--	3	28	39	29	--
11. Using DIBELS to monitor student progress	2005-2006 (n=420,420,415)	2	21	44	22	1	3	34	43	21	--	15	34	34	17	1
	2006-2007 (n=127,128,127)	2	15	54	30	--	2	25	49	23	--	9	35	34	23	--
12. Using student assessments to guide instruction	2005-2006 (n=419,419,414)	4	42	41	14	--	4	44	39	13	--	9	32	40	18	1
	2006-2007 (n=126,127,128)	1	24	48	27	--	2	34	45	20	--	2	34	37	27	--
13. Use of the core reading program	2005-2006 (n=408,409,409)	4	33	46	16	1	3	41	41	15	1	8	37	35	19	1
	2006-2007 (n=128,127,125)	1	23	52	25	--	2	28	54	17	--	4	33	36	27	--
14. Use of supplemental materials	2005-2006 (n=416,413,418)	4	44	40	10	1	4	49	37	8	1	6	33	40	20	1
	2006-2007 (n=126,125,124)	2	25	56	17	--	3	32	53	12	--	2	32	33	34	--
		PERCENTAGE OF RESPONDENTS														

		GENERAL KNOWLEDGE					CONFIDENCE TO OBSERVE INSTRUCTION AND GIVE FEEDBACK					INTEREST IN LEARNING MORE				
		1	2	3	4	N/A	1	2	3	4	N/A	1	2	3	4	N/A
15. Planning intervention strategies for struggling readers	2005-2006 (n=418,417,416)	9	48	34	9	--	12	50	29	9	1	3	25	38	33	1
	2006-2007 (n=127,128,127)	3	32	51	13	--	7	38	44	12	--	1	21	39	39	--

**What are the top 3 literacy-related professional development needs/topics you are most interested in addressing in the 2007-2008 school year?**

(n= 120)	Percent
Writing instruction including mini-lessons, write alouds, grammar, usage and mechanics, meeting benchmark requirements	68%
Intervention lessons	28%
Comprehension instruction	22%
Fluency	13%
Guided reading strategies and shared reading strategies	12%
Word study or vocabulary	11%
Phonics	10%
Phonemic awareness	9%
Teaching ELL students	8%
Literacy Centers/Corners Ideas and strategies for management	7%
Using DIBELS to guide instruction and intervention	4%
Teaching SWD	4%
Spelling instruction	3%
Managing multiple guided reading groups	3%
Organization and time management of literacy block	3%
Explicit instruction	2%
Using assessment to guide instruction	2%
Literature Discussion Groups (literature circles)	2%
Oral Language	2%
Observing RF teachers in other schools teaching and assessing writing	1%
Interpreting DRA results	1%
Matching read alouds to strategies	1%
Guided reading with special needs students	1%
Increasing ITBS scores	1%
Discipline for disruptive classroom	1%
Accuracy and fluency checks	1%
Phonetic connections	1%
None	1%
Efficient lesson planning	1%
DSA to plan reading and writing	1%
How to teach open response	1%
Supplemental materials	1%



### Section 5: Concerns and Recommendations

On a continuum of "Worried" to "Confident," describe your feelings about the statements listed below. Choose the value that is most true of you now.

		PERCENTAGE OF RESPONDENTS						
		1	2	3	4	5	6	7
		WORRIED	CONCERNED		COMFORTABLE		CONFIDENT	
1. My ability to teach reading, using SBRR strategies	2005-2006 (n= 420)	1	--	7	1	34	21	21
	2006-2007 (n= 125)	5	2	5	22	33	21	14
2. My ability to use the core reading program	2005-2006 (n= 420)	1	--	4	7	34	26	28
	2006-2007 (n= 127)	--	--	5	10	49	18	19
3. My ability to manage students during the literacy block	2005-2006 (n= 420)	1	1	8	10	24	28	30
	2006-2007 (n= 128)	<1	2	9	9	26	27	28
4. My ability to use assessment to modify instruction to target students' needs	2005-2006 (n= 420)	1	1	4	11	32	31	21
	2006-2007 (n= 128)	<1	2	7	14	42	16	18
5. My ability to serve as a model teacher for literacy instruction for teachers in my school	2005-2006 (n= 420)	2	1	10	13	26	25	23
	2006-2007 (n= 128)	4	6	11	20	23	17	19
6. My ability to serve as a model teacher for literacy instruction for teachers visiting from other schools	2005-2006 (n= 420)	4	3	11	15	22	24	21
	2006-2007 (n= 128)	9	6	14	18	20	17	15
7. Receiving feedback from the Literacy Coach	2005-2006 (n= 420)	1	1	5	4	23	27	39
	2006-2007 (n= 127)	<1	--	4	6	35	18	36
8. Receiving feedback from the professional development associate (PDA)	2005-2006 (n= 420)	1	1	7	6	27	26	31
	2006-2007 (n= 127)	<1	2	7	10	29	21	30
9. Using feedback from the Literacy Coach to improve instruction and assessment	2005-2006 (n= 420)	1	1	3	4	23	27	42
	2006-2007 (n= 126)	<1	--	2	6	33	23	35
10. Working with the Literacy Team to improve instruction and assessment	2005-2006 (n= 420)	1	1	1	5	23	30	39
	2006-2007 (n= 127)	--	--	2	7	32	25	34
11. Applying professional development to improve instruction	2005-2006 (n= 420)	1	1	1	4	23	35	36
	2006-2007 (n= 127)	--	--	2	9	30	31	29
12. Time to do what is required for literacy-related teaching tasks	2005-2006 (n= 420)	10	8	15	14	21	20	14
	2006-2007 (n= 126)	13	6	19	18	16	16	13
13. Time to cover other academic areas	2005-2006 (n= 420)	16	11	22	15	15	13	9
	2006-2007 (n= 127)	19	13	24	12	11	13	9
14. Time to complete nonacademic tasks related to Reading First	2005-2006 (n= 420)	13	10	22	16	18	13	8
	2006-2007 (n= 128)	15	10	29	13	13	11	9
15. The progress my students are making in reading	2005-2006 (n= 420)	1	2	4	11	24	34	24
	2006-2007 (n= 127)	<1	4	13	9	31	28	15
16. The progress my students are making in writing	2005-2006 (n= 420)	2	4	11	16	27	24	16

		PERCENTAGE OF RESPONDENTS						
		1	2	3	4	5	6	7
		WORRIED	CONCERNED		COMFORTABLE		CONFIDENT	
	2006-2007 (n= 128)	7	6	16	18	26	16	11
17. The progress my students are making in spelling	2005-2006 (n= 420)	2	2	5	9	28	34	21
	2006-2007 (n= 128)	2	4	7	13	32	26	16
18. How my students' performance reflects on me as a teacher	2005-2006 (n= 420)	4	5	7	13	28	25	19
	2006-2007 (n= 126)	4	7	14	14	29	20	12
19. My students' attitudes toward reading	2005-2006 (n= 420)	1	1	3	8	24	34	27
	2006-2007 (n= 128)	--	<1	12	13	31	27	17
20. The ability of my students' parents to support literacy development at home	2005-2006	NA	NA	NA	NA	NA	NA	NA
	2006-2007 (n= 128)	13	13	20	20	14	14	7

**How could Arkansas Reading First be improved in 2007-2008 to better support the goal of having all children reading by third grade?**

(n= 97)	Percent
ARF is doing a good job of this already	13%
Educate parents and hold accountable for helping	12%
Mandate smaller class sizes	8%
Reduce time pressure on teachers allow for enough time for instruction and learning	4%
Unknown or Don't know	3%
Have interventionists or assistants do interventions with at risk students	3%
Provide assistants to help manage classroom	3%
Realize that some students will not reach that goal because all students are different and achieve at different levels	2%
Pre-k for 3 and 4 year old students	2%
Earlier intervention, especially for students with disabilities	2%
Support from administration for retention of students	1%
Provide more literacy coaches	1%
More explicit guidelines for what teachers should teach	1%
Work on fidelity of implementation by teachers	1%
Better schedules	1%
More support from administration	1%
More time for ELL students	1%
More time for testing	1%
Reduce discipline problems so we can teach	1%
Transition to ARF gradually instead of in one year	1%
Increase student accountability	1%
More professional development	1%
Increase number of reading recovery teachers available	1%
Same coach for all grades in a building for consistency	1%
Keep literacy coaches in buildings and available	1%
Step by step writing program	1%
Align skills and methods between phonetic connections, shared reading and guided reading	1%
Reduce paperwork for teachers	1%
Adequate classroom materials to implement program	1%
Allow flexibility in programs to meet individual learning needs.	1%
Provide prior year student assessment information to teachers	1%
Improve phonics component of program	1%
Increase focus on fluency	1%
Don't focus so much on fluency to the detriment of comprehension	1%
Put the fun back into literacy	1%
Use the reading workbook to reinforce skills	1%
Allow flexibility in grouping students and teaching skills in the literacy block	1%
Too many changes to keep up with , keep consistent	1%

## A.4 ARKANSAS READING FIRST ADMINISTRATOR SURVEY RESULTS - COHORT 2

The Arkansas Department of Education (ADE) is required to annually evaluate the Reading First Program. This important initiative is designed to provide professional development and other resources necessary for schools to improve reading instruction and increase reading achievement for children in grades K – 3.

### Section 1: Your School's K-3 Literacy Program

Reflect on the 2006-2007 school year and describe your perception of the Reading First coaching model. Please indicate your level of agreement with the following statements.

		PERCENTAGE OF RESPONDENTS					
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	
1.	Our school's approach to K-3 literacy has been consistent with scientifically based reading research.	2006-2007 (n=21)	48	52	--	--	--
2.	The components of our school's literacy program are systematic and sequential, emphasizing explicit instruction.	2006-2007 (n=20)	50	50	--	--	--
3.	Our literacy program has included explicit instructional strategies and coordinated sequences of skill development.	2006-2007 (n=21)	52	48	--	--	--
4.	Our school has established a 90-minute (or more) protected, uninterrupted block of time for reading instruction.	2006-2007 (n=21)	81	19	--	--	--
5.	Teachers have used in-class grouping strategies, including small group instruction, to meet students' needs.	2006-2007 (n=21)	71	29	--	--	--
6.	Our school's library program has supported literacy development in grades K-3.	2006-2007 (n=21)	52	38	0	5	5
<b>K-3 CORE READING PROGRAM</b>							
7.	The instructional content of our core reading program effectively addresses:						
	• Phonemic awareness	2006-2007 (n=21)	86	14	--	--	--
	• Phonics	2006-2007 (n=21)	76	24	--	--	--
	• Vocabulary development	2006-2007 (n=21)	67	33	--	--	--
	• Reading fluency, including oral reading skills	2006-2007 (n=21)	86	14	--	--	--
	• Reading comprehension strategies	2006-2007 (n=21)	67	33	--	--	--
8.	Our core reading program allows for modifying instruction based on students' needs.	2006-2007 (n=21)	67	29	5	--	--
9.	Our core reading program allows ample practice opportunities.	2006-2007 (n=21)	57	43	--	--	--
10.	The student materials are effectively aligned to core reading program instruction.	2006-2007 (n=21)	62	38	--	--	--

		PERCENTAGE OF RESPONDENTS					
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	
<b>CLASSROOM INSTRUCTION</b>							
11.	All K-3 students have received at least 90 minutes of uninterrupted reading instruction daily.	2006-2007 (n=21)	81	19	--	--	--
12.	Teachers have based instructional decisions on student assessment data.	2006-2007 (n=21)	43	57	--	--	--
13.	Teachers have followed core reading program schedules and have effectively paced instruction to benefit the quality of instruction.	2006-2007 (n=21)	52	48	--	--	--
14.	Teachers have used effective instructional strategies for students with limited English proficiency.	2006-2007 (n=21)	38	38	5	--	19
15.	Teachers have used effective instructional strategies for students with disabilities or other special needs.	2006-2007 (n=21)	43	52	5	--	--
16.	Teachers have had an adequate supply of instructional level texts to implement small group reading instruction.	2006-2007 (n=20)	55	40	5	--	--
17.	Teachers have had ample materials to implement an effective literacy program.	2006-2007 (n=21)	52	43	5	--	--
18.	K-3 students have had increased access to print materials since the inception of Reading First.	2006-2007 (n=21)	57	38	5	--	--
<b>K-3 SCREENING AND ASSESSMENT</b>							
19.	Our school uses screening tools that identify children with reading difficulties.	2006-2007 (n=21)	67	29	5	--	--
20.	The screening process has been effective in identifying children who are at risk of reading failure.	2006-2007 (n=21)	67	29	5	--	--
21.	Teachers have had ready access to student assessment data.	2006-2007 (n=21)	76	24	--	--	--
22.	Teachers have used information from assessments to group students according to their needs and to plan appropriate intervention.	2006-2007 (n=21)	57	43	--	--	--
<b>INTERVENTION</b>							
23.	Interventions have been provided to students who are not making sufficient progress.	2006-2007 (n=21)	43	57	--	--	--
24.	Interventions have been effectively aligned with core reading program instruction.	2006-2007 (n=21)	38	52	5	--	5
25.	Interventions have been targeted to children's specific reading difficulties as identified by assessments.	2006-2007 (n=21)	38	57	5	--	--
26.	Struggling readers have received intervention that has provided additional time for instruction.	2006-2007 (n=21)	48	52	--	--	--
27.	Struggling readers have received intervention that has provided more explicit instruction.	2006-2007 (n=21)	38	62	--	--	--

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
28. Teachers have used achievement data from program monitoring assessments to evaluate the effectiveness of intervention.	2006-2007 (n=21)	33	62	--	--	5
29. Teachers have adjusted the intensity of the intervention by analyzing and reflecting on student achievement data.	2006-2007 (n=21)	33	57	5	--	5
30. Effective interventions have been provided for students with limited English proficiency.	2006-2007 (n=21)	33	43	--	--	24
31. Effective interventions have been provided for students with disabilities and other special needs.	2006-2007 (n=21)	29	67	--	--	5
<b>CLASSROOM MANAGEMENT</b>						
32. Teachers have established classroom routines and schedules necessary for effective implementation of the literacy block.	2006-2007 (n=21)	52	48	--	--	--
33. Teachers have effectively paced instruction to ensure a high level of student engagement.	2006-2007 (n=21)	48	48	5	--	--
34. The routines and schedules established during the literacy block have enhanced teachers' classroom management.	2006-2007 (n=21)	43	48	10	--	--
<b>LITERACY TEAM</b>						
35. The literacy coach has facilitated literacy team meetings to focus on literacy-related topics.	2006-2007 (n=21)	67	33	--	--	--
36. The literacy team has met regularly to study professional texts, analyze student assessment data, and to plan appropriate interventions for struggling readers.	2006-2007 (n=21)	48	48	5	--	--
37. I have participated in literacy team meetings or grade level/team meetings on literacy topics.	2006-2007 (n=21)	48	52	--	--	--
38. The literacy team has used assessment data to monitor student progress.	2006-2007 (n=21)	57	43	--	--	--
39. The literacy team has collaboratively planned interventions to support struggling readers.	2006-2007 (n=21)	43	48	5	--	5
40. Literacy team meetings have been an effective means of providing professional development.	2006-2007 (n=21)	52	48	--	--	--
41. Literacy team meetings have helped teachers apply scientifically based reading research to their literacy instruction.	2006-2007 (n=21)	52	48	--	--	--
42. Literacy team meetings have been helpful to me in better understanding how to apply scientifically based reading research to literacy instruction.	2006-2007 (n=20)	60	40	--	--	--

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
<b>LITERACY LEADERSHIP</b>						
43. Our school has a commitment to improving K-3 literacy programs so that every student will read at grade level or above by the end of third grade.	2006-2007 (n=21)	81	19	--	--	--
44. As a principal, I have provided effective leadership to strengthen our literacy instruction.	2006-2007 (n=21)	57	43	--	--	--
45. The literacy coach has provided effective leadership to strengthen our literacy instruction.	2006-2007 (n=21)	86	14	--	--	--
46. I have led leadership team meetings on Reading First grant related topics.	2006-2007 (n=21)	48	48	5	--	--

**On average, how much time do you estimate teachers spend each day providing instruction in reading and language arts? (in minutes)**

**2006-2007 (n=17) Average: 171.8 minutes Minimum: 90 minutes Maximum: 280 minutes**

**What is the single most significant change you have seen in K-1 instruction in 2006-2007 as a result of Arkansas Reading First?**

(n= 20)	Percent
Structured routines, SBRR methods, explicit instructions in essential elements	45%
Focused interventions for individual needs	10%

**What is the single most significant change you have seen in Grade 2-3 instruction in 2006-2007 as a result of Arkansas Reading First?**

(n= 19)	Percent
Increased use of explicit instruction and SBRR strategies	63%
Teachers are slowly changing behaviors	11%
Interventions for at-risk students	11%

**What is the most significant change you have seen in the critical areas (essential elements) of students' reading development in 2006-2007?**

(n= 20)	Percent
Comprehension	30%
Fluency	20%
Vocabulary	15%
Phonemic awareness	10%
Phonics	5%

## Section 2: Reading First Coaching Model

Reflect on the 2006-2007 school year and describe your perception of the Reading First coaching model. Please indicate your level of agreement with the following statements.

		PERCENTAGE OF RESPONDENTS					
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW/ NOT APPLICABLE	
1.	Overall, K-3 teachers in our school have had adequate support from a literacy coach to assist in <u>developing effective instruction.</u>	2006-2007 (n=18)	72	28	--	--	--
2.	Overall, K-3 teachers in our school have had adequate support from a literacy coach to assist in <u>diagnosing problems.</u>	2006-2007 (n=18)	67	33	--	--	--
3.	I believe that support from the principal and literacy coach has had a positive effect on teachers' abilities to achieve literacy goals.	2006-2007 (n=18)	72	28	--	--	--
4.	I felt confident in my ability to critically observe K-3 reading and literacy instruction.	2006-2007 (n=18)	44	44	11	--	--
5.	I felt confident in my ability to provide teachers with effective feedback based on my observations of K-3 reading and literacy instruction.	2006-2007 (n=18)	39	50	11	--	--
6.	I have had sufficient opportunity to observe K-3 teachers.	2006-2007 (n=18)	33	56	11	--	--
7.	I have had sufficient opportunity to conference with K-3 teachers.	2006-2007 (n=18)	33	56	11	--	--

When you observe K-3 literacy instruction, how much uninterrupted time have you typically spent in a classroom for one coaching session? (in minutes)

2006-2007 (n=15) Average: 53.0 minutes Minimum: 10 minutes Maximum: 120 minutes

What has been the total amount of time per day that you have been able to spend observing K-3 literacy instruction in a typical day? (in minutes)

2006-2007 (n=15) Average: 67.3 minutes Minimum: 15 minutes Maximum: 210 minutes

How many days per week have you been able to spend observing K-3 literacy instruction in a typical week?

2006-2007 (n=18) Average: 2.4 days Minimum: 0 day Maximum: 5 days

In how many different K-3 classrooms have you been able to observe literacy instruction? Indicate the number of different classrooms observed per month, on average.

2006-2007 (n=18) Average: 8.6 classrooms Minimum: 0 classrooms Maximum: 20 classrooms

How would you describe teachers' acceptance of observation and feedback by the literacy coach?

	Percentage of Respondents
	2006-2007 (n=18)
Very accepting and willing to change practice	56
Mostly accepting and generally willing to change practice	28
Reluctantly cooperative and slow to change practice	11
Uncooperative, resistant to change in practice	6

Overall, has your approach as a literacy professional changed as a result of Reading First?

	Percentage of Respondents
	2006-2007 (n=18)
Yes	94
No	6

What has been the most significant change you have made in your role as a principal this year as a result of Arkansas Reading First?

(n= 17)	Percent
Spending more time observing classrooms	53%
Providing support to coaches and teachers	41%
More knowledgeable of RF protocol	24%



### Section 3: Support from Technical Assistant

How effective has the support provided by the Professional Development Associate (PDA) been to your school?

		PERCENTAGE OF RESPONDENTS					
		VERY EFFECTIVE	GENERALLY EFFECTIVE	GENERALLY NOT EFFECTIVE	NOT EFFECTIVE AT ALL	DON'T KNOW/ NOT APPLICABLE	
1.	Training sessions provided regionally for administrators	2006-2007 (n=18)	56	44	--	--	--
2.	Site-based observation training (SBOT) with other Reading First administrators.	2006-2007 (n=18)	56	33	--	--	11
3.	Statewide Reading First leadership conference	2006-2007 (n=18)	33	56	6		6
4.	On-site assistance in monitoring student progress	2006-2007 (n=18)	72	28	--	--	--
5.	Using student assessment data at the classroom level to determine specific professional development needs of individual teachers.	2006-2007 (n=18)	61	39	--	--	--
6.	Using student assessment data at the school level to determine school-wide (K-3) professional development needs.	2006-2007 (n=18)	56	39	6	--	--
7.	Discussion/networking opportunities with other literacy coaches and principals	2006-2007 (n=18)	56	39	6	--	--
<b>YOUR PERCEPTION OF EFFECTIVENESS FOR COACHES AND TEACHERS</b>							
8.	Site-based observation training (SBOT) for Reading First coaches	2006-2007 (n=18)	61	28	--	--	11
9.	Colleague visits (SBOT) with Reading First teachers from other schools	2006-2007 (n=18)	56	33	--	--	11
10.	On-site assistance for coaches in diagnosing students' reading problems	2006-2007 (n=18)	67	33	--	--	--
11.	On-site assistance for coaches in designing and implementing supplemental instruction	2006-2007 (n=18)	67	28	6	--	--
12.	On-site modeling, observation, and feedback provided by the PDA and other state staff	2006-2007 (n=18)	67	28	--	6	--

### Section 4: Literacy Related Professional Development

Please choose the description that best represents your self-assessment of your general knowledge of each topic, confidence to observe instruction and give feedback for each topic, and interest in learning more about each topic.

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
KNOWLEDGE:	Little knowledge	Basic knowledge	More than average knowledge	Extensive knowledge
CONFIDENCE:	Little confidence	Some confidence	More than average confident	Extremely confident
INTEREST:	Little interest	Some interest	High on my list	Extremely interested

		PERCENTAGE OF RESPONDENTS														
		GENERAL KNOWLEDGE					CONFIDENCE TO OBSERVE INSTRUCTION AND GIVE FEEDBACK					INTEREST IN LEARNING MORE				
		1	2	3	4	N/A	1	2	3	4	N/A	1	2	3	4	N/A
1. Phonemic awareness	2006-2007 (n=17,17,17)	6	29	41	24	--	--	29	47	24	--	--	12	53	35	--
2. Phonics	2006-2007 (n=17,17,17)	--	18	59	24	--	--	19	56	25	--	--	12	53	35	--
3. Fluency	2006-2007 (n=17,16,17)	--	24	53	24	--	--	24	53	24	--	--	6	65	29	--
4. Vocabulary	2006-2007 (n=17,17,17)	--	29	53	18	--	--	24	53	24	--	--	6	59	35	--
5. Comprehension	2006-2007 (n=17,17,16)	--	18	59	24	--	--	18	59	24	--	--	6	50	44	--
6. Writing instruction	2006-2007 (n=16,17,17)	6	31	50	13	--	6	18	53	24	--	--	6	47	47	--
7. Spelling	2006-2007 (n=17,17,17)	--	24	71	6	--	--	24	59	18	--	--	6	59	35	--
8. Literacy instruction for children with limited English proficiency	2006-2007 (n=17,17,17)	24	47	29	--	--	18	47	35	--	--	6	12	35	47	--
9. Literacy instruction for children with special needs	2006-2007 (n=17,17,17)	12	41	29	18	--	--	41	41	18	--	--	12	41	47	--
10. Organization and supervision of literacy instruction	2006-2007 (n=17,17,17)	--	24	53	24	--	--	24	47	29	--	--	41	59	--	--
11. Using DIBELS to monitor student progress	2006-2007 (n=17,17,17)	6	47	47	--	--	--	31	56	13	--	--	6	65	29	--
12. Using student assessments to guide instruction	2006-2007 (n=17,17,17)	--	29	47	24	--	--	19	56	25	--	--	59	41	--	--
13. Use of the core reading program	2006-2007 (n=17,16,16)	--	29	47	24	--	--	24	53	24	--	--	56	44	--	--
14. Use of supplemental materials	2006-2007 (n=17,17,17)	--	35	53	12	--	--	24	65	12	--	--	12	53	35	--
15. Planning intervention strategies for struggling readers	2006-2007 (n=17,17,17)	--	24	59	18	--	--	24	59	18	--	--	59	41	--	--

What are the top 3 literacy-related professional development needs/topics you are most interested in addressing in the 2007-2008 school year?

(n= 16)	Percent
Interventions and strategies for struggling readers	50%
Assessment and data usage	38%
Writing	31%
Comprehension	31%
Spelling	25%
Supervision and support for teachers	19%
Increase understanding of RF protocol	13%
Time management	13%

### Section 5: Concerns and Recommendations

On a continuum of "Worried" to "Confident," describe your feelings about the statements listed below. Choose the value that is most true of you now.

		PERCENTAGE OF RESPONDENTS							
		1	2	3	4	5	6	7	
		WORRIED	CONCERNED		COMFORTABLE		CONFIDENT		
1.	My knowledge about how to teach reading, using SBRR strategies	2006-2007 (n=17)	--	6	12	29	53	--	--
2.	My knowledge about how to use the core reading program	2006-2007 (n=17)	--	--	6	29	65	--	--
3.	My knowledge about how to manage students during the literacy block	2006-2007 (n=17)	--	--	18	6	71	6	--
4.	My knowledge about how to use assessment to modify instruction to match students' needs	2006-2007 (n=17)	--	--	12	47	35	6	--
5.	My skill at critically observing literacy instruction	2006-2007 (n=17)	6	--	6	41	35	6	6
6.	My skill at providing feedback to teachers based on classroom observations	2006-2007 (n=17)	6	--	6	47	29	6	6
7.	Reactions from teachers about the feedback I provide	2006-2007 (n=17)	6	--	--	41	41	6	6
8.	Working with the literacy team to improve instruction and assessment	2006-2007 (n=17)	--	--	6	41	41	6	6
9.	Time for classroom observations	2006-2007 (n=17)	12	18	24	29	18	--	--
10.	Time to complete nonacademic tasks related to Reading First	2006-2007 (n=17)	18	6	24	35	18	--	--
11.	Support from PDA and other state staff	2006-2007 (n=16)	--	6	--	25	44	13	13
12.	The progress our students are making in reading	2006-2007 (n=17)	--	6	18	29	24	18	6
13.	The progress our students are making in writing	2006-2007 (n=17)	--	6	24	41	12	12	6
14.	The progress our students are making in spelling	2006-2007 (n=17)	--	--	35	35	12	12	6
15.	How our students' performance reflects on me as a principal	2006-2007 (n=17)	--	18	18	35	24	6	--
16.	Our students' attitudes toward reading	2006-2007 (n=17)	--	6	18	35	35	6	--
17.	The ability of our students' parents to support literacy development at home	2006-2007 (n=17)	12	18	41	12	18	--	--

How could Arkansas Reading First be improved in 2007-2008 to better support the goal of having all children reading by third grade?

(n= 13)	Percent
Additional training and support	46%
More implementation time	15%
Parental involvement	8%
More materials and supplies	8%

## A.5 ARKANSAS READING FIRST LITERACY COACH SURVEY RESULTS - COHORT 2

The Arkansas Department of Education (ADE) is required to annually evaluate the Reading First Program. This important initiative is designed to provide professional development and other resources necessary for schools to improve reading instruction and increase reading achievement for children in grades K – 3.

### Section 1: Your School's K-3 Literacy Program

Reflect on the 2006-2007 school year and describe your perception of the Reading First coaching model. Please indicate your level of agreement with the following statements.

		PERCENTAGE OF RESPONDENTS					
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	
1.	Our school's approach to K-3 literacy has been consistent with scientifically based reading research.	2006-2007 (n=38)	82	18	--	--	--
2.	The components of our school's literacy program are systematic and sequential, emphasizing explicit instruction.	2006-2007 (n=38)	74	26	--	--	--
3.	Our literacy program has included explicit instructional strategies and coordinated sequences of skill development.	2006-2007 (n=38)	68	32	--	--	--
4.	Our school has established a 90-minute (or more) protected, uninterrupted block of time for reading instruction.	2006-2007 (n=38)	76	24	--	--	--
5.	Teachers have used in-class grouping strategies, including small group instruction, to meet students' needs.	2006-2007 (n=38)	84	16	--	--	--
6.	Our school's library program has supported literacy development in grades K-3.	2006-2007 (n=38)	53	34	8	--	5
<b>K-3 CORE READING PROGRAM</b>							
7.	The instructional content of our core reading program effectively addresses:						
	• Phonemic awareness	2006-2007 (n=38)	84	16	--	--	--
	• Phonics	2006-2007 (n=38)	82	18	--	--	--
	• Vocabulary development	2006-2007 (n=38)	74	26	--	--	--
	• Reading fluency, including oral reading skills	2006-2007 (n=38)	82	18	--	--	--
	• Reading comprehension strategies	2006-2007 (n=38)	79	21	--	--	--
8.	Our core reading program allows for modifying instruction based on students' needs.	2006-2007 (n=38)	76	24	--	--	--
9.	Our core reading program allows ample practice opportunities.	2006-2007 (n=38)	55	45	--	--	--
10.	The student materials are effectively aligned to core reading program instruction.	2006-2007 (n=38)	66	34	--	--	--

		PERCENTAGE OF RESPONDENTS					
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	
<b>CLASSROOM INSTRUCTION</b>							
11.	All K-3 students have received at least 90 minutes of uninterrupted reading instruction daily.	2006-2007 (n=38)	71	24	5	--	--
12.	Teachers have based instructional decisions on student assessment data.	2006-2007 (n=38)	34	61	5	--	--
13.	Teachers have followed core reading program schedules and have effectively paced instruction to benefit the quality of instruction.	2006-2007 (n=38)	53	47	--	--	--
14.	Teachers have used effective instructional strategies for students with limited English proficiency.	2006-2007 (n=38)	32	42	--	--	26
15.	Teachers have used effective instructional strategies for students with disabilities or other special needs.	2006-2007 (n=38)	40	55	--	--	5
16.	Teachers have had an adequate supply of instructional level texts to implement small group reading instruction.	2006-2007 (n=38)	63	34	3	--	--
17.	Teachers have had ample materials to implement an effective literacy program.	2006-2007 (n=38)	68	26	5	--	--
18.	K-3 students have had increased access to print materials since the inception of Reading First.	2006-2007 (n=38)	74	26	--	--	--
<b>K-3 SCREENING AND ASSESSMENT</b>							
19.	Our school uses screening tools that identify children with reading difficulties.	2006-2007 (n=38)	84	16	--	--	--
20.	The screening process has been effective in identifying children who are at risk of reading failure.	2006-2007 (n=38)	82	18	--	--	--
21.	Teachers have had ready access to student assessment data.	2006-2007 (n=38)	87	13	--	--	--
22.	Teachers have used information from assessments to group students according to their needs and to plan appropriate intervention.	2006-2007 (n=38)	55	42	3	--	--
<b>INTERVENTION</b>							
23.	Interventions have been provided to students who are not making sufficient progress.	2006-2007 (n=38)	55	40	5	--	--
24.	Interventions have been effectively aligned with core reading program instruction.	2006-2007 (n=38)	40	53	8	--	--
25.	Interventions have been targeted to children's specific reading difficulties as identified by assessments.	2006-2007 (n=38)	37	58	5	--	--
26.	Struggling readers have received intervention that has provided additional time for instruction.	2006-2007 (n=38)	55	42	3	--	--
27.	Struggling readers have received intervention that has provided more explicit instruction.	2006-2007 (n=38)	50	45	5	--	--

		PERCENTAGE OF RESPONDENTS					
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	
28.	Teachers have used achievement data from program monitoring assessments to evaluate the effectiveness of intervention.	2006-2007 (n=38)	37	55	8	--	--
29.	Teachers have adjusted the intensity of the intervention by analyzing and reflecting on student achievement data.	2006-2007 (n=38)	26	58	13	--	3
30.	Effective interventions have been provided for students with limited English proficiency.	2006-2007 (n=37)	22	46	5	--	27
31.	Effective interventions have been provided for students with disabilities and other special needs.	2006-2007 (n=38)	29	61	5	--	5
<b>CLASSROOM MANAGEMENT</b>							
32.	Teachers have established classroom routines and schedules necessary for effective implementation of the literacy block.	2006-2007 (n=38)	61	37	3	--	--
33.	Teachers have effectively paced instruction to ensure a high level of student engagement.	2006-2007 (n=38)	61	40	--	--	--
34.	The routines and schedules established during the literacy block have enhanced teachers' classroom management.	2006-2007 (n=38)	47	47	5	--	--
<b>LITERACY TEAM</b>							
35.	I have facilitated literacy team meetings to focus on literacy-related topics.	2006-2007 (n=38)	61	34	3	--	3
36.	The literacy team has met regularly to study professional texts, analyze student assessment data, and to plan appropriate interventions for struggling readers.	2006-2007 (n=38)	45	50	5	--	--
37.	Our principal has participated in literacy team meetings or grade level/team meetings on literacy topics.	2006-2007 (n=38)	34	47	13	5	--
38.	The literacy team has used assessment data to monitor student progress.	2006-2007 (n=38)	47	50	3	--	--
39.	The literacy team has collaboratively planned interventions to support struggling readers.	2006-2007 (n=38)	21	71	8	--	--
40.	Literacy team meetings have been an effective means of providing professional development.	2006-2007 (n=38)	39	58	3	--	--
41.	Literacy team meetings have helped teachers apply scientifically based reading research to their literacy instruction.	2006-2007 (n=38)	42	58	--	--	--
42.	Literacy team meetings have been helpful to me in better understanding how to apply scientifically based reading research to literacy instruction.	2006-2007 (n=38)	45	55	--	--	--

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
<b>LITERACY LEADERSHIP</b>						
43. Our school has a commitment to improving K-3 literacy programs so that every student will read at grade level or above by the end of third grade.	2006-2007 (n=38)	68	32	--	--	--
44. Our principal has provided effective leadership to strengthen our literacy instruction.	2006-2007 (n=37)	49	30	14	8	--
45. As literacy coach, I have provided effective leadership to strengthen our literacy instruction.	2006-2007 (n=38)	42	55	--	3	--
46. I have presented professional development, assisted in analyzing student assessment data, and led study sessions on literacy topics for my staff.	2006-2007 (n=38)	53	45	--	3	--
47. I have participated in leadership team meetings on Reading First grant related topics.	2006-2007 (n=38)	58	39	3	--	--
48. I have been included in making decisions about Reading First concerns, such as budget revisions, curriculum changes, and scheduling.	2006-2007 (n=38)	50	42	5	--	3

On average, how much time do you estimate teachers spend each day providing instruction in reading? (in minutes)

2006-2007 (n=35) Average: 187.9 minutes Minimum: 90 minutes Maximum: 270 minutes

What is the single most significant change you have seen in K-1 instruction in 2006-2007 as a result of Arkansas Reading First?

(n= 36)	Percent
Instruction is more focused , reflecting systematic and explicit instruction methods of SBRR and ARF	67%
Interventions emphasized and planned	6%

What is the single most significant change you have seen in Grade 2-3 instruction in 2006-2007 as a result of Arkansas Reading First?

(n= 38)	Percent
More explicit instruction, established routines, structure and focus in literacy on specific areas	50%
Use of assessment to guide instruction and interventions	11%
Focus on fluency through guided reading	8%

What is the most significant change you have seen in the critical areas (essential elements) of students' reading development in 2006-2007?

(n= 37)	Percent
Comprehension	35%
Fluency	30%
Phonemic awareness and phonics	27%
Vocabulary	22%

## Section 2: Reading First Coaching Model

Reflect on the 2006-2007 school year and describe your perception of the Reading First coaching model. Please indicate your level of agreement with the following statements.

		PERCENTAGE OF RESPONDENTS					
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW/ NOT APPLICABLE	
1.	Overall, K-3 teachers in our school have had adequate support from a literacy coach to assist in <u>developing effective instruction.</u>	2006-2007 (n=29)	52	48	--	--	--
2.	Overall, K-3 teachers in our school have had adequate support from a literacy coach to assist in <u>diagnosing problems.</u>	2006-2007 (n=29)	38	62	--	--	--
3.	I believe that support from the Reading First coaching model has had a positive effect on teachers' abilities to achieve literacy goals.	2006-2007 (n=29)	72	28	--	--	--
4.	I have had adequate support from my principal to assist in developing effective instruction.	2006-2007 (n=29)	52	31	14	3	--
5.	I have had adequate support from my principal to organize staff to provide adequate interventions for students.	2006-2007 (n=29)	48	38	14	--	--
6.	I have sufficient knowledge and background experience to be an effective instructional coach	2006-2007 (n=29)	52	48	--	--	--
7.	I have provided clear, effective demonstrations for classroom teachers.	2006-2007 (n=29)	66	34	--	--	--
8.	I felt confident in my ability to critically observe K-3 reading and literacy instruction.	2006-2007 (n=28)	61	36	4	--	--
9.	I felt confident in my ability to provide teachers with effective feedback based on my observations of K-3 reading and literacy instruction.	2006-2007 (n=29)	62	35	3	--	--
10.	I have had sufficient opportunity to demonstrate instructional strategies in the K-3 classrooms.	2006-2007 (n=29)	62	31	7	--	--
11.	I have had sufficient opportunity to observe K-3 teachers.	2006-2007 (n=29)	72	24	3	--	--
12.	I have had sufficient opportunity to conference with K-3 teachers.	2006-2007 (n=28)	50	46	4	--	--



When you observe K-3 literacy instruction, how much uninterrupted time have you typically spent in a classroom for one observation? (in minutes)

2006-2007 (n=28) Average: 122.0 minutes Minimum: 30 minutes Maximum: 270 minutes

What has been the total amount of time per day that you have been able to spend observing K-3 literacy instruction in a typical day? (in minutes)

2006-2007 (n=28) Average: 194.6 minutes Minimum: 60 minutes Maximum: 360 minutes

How many days per week have you been able to spend observing K-3 literacy instruction in a typical week?

2006-2007 (n=28) Average: 4.8 days Minimum: 3 day Maximum: 5 days

In how many different K-3 classrooms have you been able to observe literacy instruction? Indicate the number of different classrooms observed per month, on average.

2006-2007 (n=29) Average: 6.1 classrooms Minimum: 2 classrooms Maximum: 20 classrooms

Based on your experience, how would you describe teachers' acceptance of coaching (modeling, observing, feedback by the literacy coach)?

	Percentage of Respondents
	2006-2007 (n=29)
Very accepting and willing to change practice	17
Mostly accepting and generally willing to change practice	76
Reluctantly cooperative and slow to change practice	7
Uncooperative, resistant to change in practice	--

What challenges have you encountered as a literacy coach that have not yet been resolved?

(n= 24)	Percent
Time to follow-up and do organizational things necessary to role of coaches	29%
Teacher resistance to change to RF methods	29%
Support from principal	13%
Need increased skills for support	4%

### Section 3: Support from Technical Assistant

How effective has the support provided by the Professional Development Associate (PDA) been to your school?

		PERCENTAGE OF RESPONDENTS					
		VERY EFFECTIVE	GENERALLY EFFECTIVE	GENERALLY NOT EFFECTIVE	NOT EFFECTIVE AT ALL	DON'T KNOW/ NOT APPLICABLE	
1.	Training sessions provided regionally for administrators	2006-2007 (n=29)	69	28	3	--	--
2.	Site-based observation training (SBOT) with other Reading First administrators.	2006-2007 (n=29)	79	17	3	--	--
3.	Statewide Reading First leadership conference	2006-2007 (n=29)	83	14	3	--	--
4.	On-site assistance in monitoring student progress	2006-2007 (n=28)	64	21	7	--	7
5.	Assistance in diagnosing students' reading problems	2006-2007 (n=29)	48	38	7	--	7
6.	Colleague visits (SBOT) with Reading First teachers from other schools	2006-2007 (n=29)	72	28	--	--	--
7.	Discussion/networking opportunities with other literacy coaches and principals	2006-2007 (n=28)	50	46	--	--	4
8.	On-site modeling, observation, and feedback provided by the PDA and other state staff	2006-2007 (n=29)	62	24	3	--	10
9.	Assistance in designing and implementing supplemental instruction	2006-2007 (n=29)	62	31	3	--	3
10.	Assistance in designing and implementing supplemental interventions	2006-2007 (n=29)	55	34	7	--	3

### Section 4: Literacy Related Professional Development

Please choose the description that best represents your self-assessment of your general knowledge of each topic, confidence to observe instruction and give feedback for each topic, and interest in learning more about each topic.

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
KNOWLEDGE:	Little knowledge	Basic knowledge	More than average knowledge	Extensive knowledge
CONFIDENCE:	Little confidence	Some confidence	More than average confident	Extremely confident
INTEREST:	Little interest	Some interest	High on my list	Extremely interested

		PERCENTAGE OF RESPONDENTS														
		GENERAL KNOWLEDGE					CONFIDENCE TO OBSERVE INSTRUCTION AND GIVE FEEDBACK					INTEREST IN LEARNING MORE				
		1	2	3	4	N/A	1	2	3	4	N/A	1	2	3	4	N/A
1. Phonemic awareness	2006-2007 (n=29, 29, 29)	--	3	68	28	--	--	3	59	38	--	3	34	41	21	--
2. Phonics	2006-2007 (n=29, 29, 29)	--	3	62	34	--	--	3	45	52	--	3	34	45	17	--
3. Fluency	2006-2007 (n=29, 29, 29)	--	3	62	34	--	--	7	52	41	--	3	17	45	34	--
4. Vocabulary	2006-2007 (n=29, 29, 28)	--	3	62	34	--	--	7	45	48	--	4	14	39	43	--
5. Comprehension	2006-2007 (n=29, 29, 29)	--	--	55	45	--	--	7	45	48	--	--	21	17	62	--
6. Writing instruction	2006-2007 (n=29, 27, 29)	--	14	76	10	--	--	15	70	15	--	--	3	28	69	--
7. Spelling	2006-2007 (n=28, 29, 29)	--	7	54	39	--	--	10	48	41	--	3	24	45	28	--
8. Literacy instruction for children with limited English proficiency	2006-2007 (n=29, 29, 29)	31	45	21	3	--	28	34	38	--	--	14	28	28	31	--
9. Literacy instruction for children with special needs	2006-2007 (n=29, 29, 29)	3	41	48	7	--	--	52	38	10	--	--	24	28	48	--
10. Organization and supervision of literacy instruction	2006-2007 (n=29, 29, 28)	--	10	52	38	--	--	14	38	48	--	4	25	21	50	--
11. Using DIBELS to monitor student progress	2006-2007 (n=29, 29, 29)	--	7	28	66	--	--	7	28	66	--	10	34	24	31	--
12. Using student assessments to guide instruction	2006-2007 (n=29, 29, 28)	--	10	34	55	--	--	10	34	55	--	7	11	36	46	--
13. Use of the core reading program	2006-2007 (n=29, 29, 29)	--	--	48	52	--	--	3	38	59	--	7	28	45	21	--
14. Use of supplemental materials	2006-2007 (n=29, 28, 29)	--	14	59	28	--	--	14	43	43	--	3	31	48	17	--
15. Planning intervention strategies for struggling readers	2006-2007 (n=29, 29, 29)	--	3	52	45	--	--	14	38	48	--	--	3	31	66	--

What are the top 3 literacy-related professional development needs/topics you are most interested in addressing in the 2007-2008 school year?

(n= 29)	Percent
Writing	55%
Intervention planning and implementation	48%
Comprehension	41%
Mini-lessons	14%
Spelling	14%
Using assessments	14%
Self-monitoring strategies and classroom management	7%

### Section 5: Concerns and Recommendations

On a continuum of "Worried" to "Confident," describe your feelings about the statements listed below. Choose the value that is most true of you now.

		PERCENTAGE OF RESPONDENTS							
		1	2	3	4	5	6	7	
		WORRIED	CONCERNED		COMFORTABLE		CONFIDENT		
1.	My knowledge about how to teach reading, using SBRR strategies	2006-2007 (n=29)	--	--	3	10	21	48	17
2.	My knowledge about how to use the core reading program	2006-2007 (n=29)	--	--	7	3	24	38	28
3.	My knowledge about how to manage students during the literacy block	2006-2007 (n=29)	--	--	3	14	17	28	38
4.	My knowledge about how to use assessment to modify instruction to match students' needs	2006-2007 (n=29)	--	3	3	14	28	21	31
5.	My skill at critically observing literacy instruction	2006-2007 (n=28)	--	--	3	21	10	34	31
6.	My skill at providing feedback to teachers based on classroom observations	2006-2007 (n=28)	--	4	7	21	14	29	25
7.	Reactions from teachers about the feedback I provide	2006-2007 (n=29)	--	3	7	17	34	31	7
8.	Working with the literacy team to improve instruction and assessment	2006-2007 (n=29)	--	--	3	7	38	34	17
9.	Time for classroom observations	2006-2007 (n=29)	--	--	14	10	14	34	28
10.	Time to complete nonacademic tasks related to Reading First	2006-2007 (n=29)	3	10	21	14	24	10	17
11.	Support from principal	2006-2007 (n=28)	4	14	7	11	14	14	36
12.	Support from PDA and other state staff	2006-2007 (n=29)	--	3	7	10	10	24	45
13.	The progress our students are making in reading	2006-2007 (n=29)	--	10	10	24	24	28	3
14.	The progress our students are making in writing	2006-2007 (n=29)	--	7	21	38	21	14	--
15.	The progress our students are making in spelling	2006-2007 (n=29)	--	3	10	28	28	31	--
16.	How our students' performance reflects on me as a literacy coach	2006-2007 (n=29)	10	7	10	28	14	28	3
17.	Our students' attitudes toward reading	2006-2007 (n=28)	--	11	7	25	18	32	7
18.	The ability of our students' parents to support literacy development at home	2006-2007 (n=29)	7	17	38	10	24	3	--

How could Arkansas Reading First be improved in 2007-2008 to better support the goal of having all children reading by third grade?

(n= 28)	Percent
Parent involvement	18%
PD in interventions and instructions	18%
More time and training for planning with teachers	11%
More principal support	7%
More professional development by PDAs	4%
Flexibility in literacy block	4%

## A.6 ARKANSAS READING FIRST TEACHER SURVEY RESULTS - COHORT 2

The Arkansas Department of Education (ADE) is required to annually evaluate the Reading First Program. This important initiative is designed to provide professional development and other resources necessary for schools to improve reading instruction and increase reading achievement for children in grades K – 3.

### Section 1: Your School's K-3 Literacy Program

Reflect on the 2006-2007 school year and describe your perception of the Reading First coaching model. Please indicate your level of agreement with the following statements.

		PERCENTAGE OF RESPONDENTS					
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	
1.	Our school's approach to K-3 literacy has been consistent with scientifically based reading research.	2006-2007 (n= 185)	52	43	3	--	2
2.	The components of our school's literacy program are systematic and sequential, emphasizing explicit instruction.	2006-2007 (n= 184)	58	38	3	<1	<1
3.	Our literacy program has included explicit instructional strategies and coordinated sequences of skill development	2006-2007 (n= 185)	54	40	5	<1	1
4.	Our school has established a 90-minute (or more) protected, uninterrupted block of time for reading instruction.	2006-2007 (n= 182)	69	26	3	<1	<1
5.	Teachers have used in-class grouping strategies, including small group instruction, to meet students' needs.	2006-2007 (n= 185)	73	27	<1	--	--
6.	Our school's library program has supported literacy development in grades K-3.	2006-2007 (n= 183)	49	36	9	2	5
<b>K-3 CORE READING PROGRAM</b>							
7.	The instructional content of our core reading program effectively addresses:						
	• Phonemic awareness	2006-2007 (n= 185)	68	28	3	--	1
	• Phonics	2006-2007 (n= 183)	70	27	2	--	<1
	• Vocabulary development	2006-2007 (n= 185)	56	37	6	1	<1
	• Reading fluency, including oral reading skills	2006-2007 (n= 185)	68	30	1	<1	<1
	• Reading comprehension strategies	2006-2007 (n= 184)	61	33	4	1	<1
8.	Our core reading program allows for modifying instruction based on students' needs.	2006-2007 (n= 185)	48	45	5	1	<1
9.	Our core reading program allows ample practice opportunities.	2006-2007 (n= 185)	49	37	12	3	--
10.	The student materials are effectively aligned to core reading program instruction.	2006-2007 (n= 185)	51	44	4	1	--

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
<b>K-3 SCREENING AND ASSESSMENT</b>						
11. Our school uses screening tools that identify children with reading difficulties.	2006-2007 (n= 184)	62	38	--	--	--
12. The screening process has been effective in identifying children who are at risk of reading failure.	2006-2007 (n= 171)	50	48	2	--	--
<b>INTERVENTION</b>						
13. Interventions have been provided to students who are not making sufficient progress.	2006-2007 (n= 184)	53	41	4	<1	1
14. Interventions have been effectively aligned with core reading program instruction.	2006-2007 (n= 185)	49	45	4	<1	2
15. Interventions have been targeted to children's specific reading difficulties as identified by assessments.	2006-2007 (n= 183)	47	45	5	1	2
<b>LITERACY TEAM</b>						
16. The literacy coach has facilitated literacy team meetings to focus on literacy-related topics.	2006-2007 (n= 184)	56	39	4	<1	<1
17. The literacy team has met regularly to study professional texts, analyze student assessment data, and to plan appropriate interventions for struggling readers.	2006-2007 (n= 185)	47	41	11	<1	1
18. I have participated in literacy team meetings or grade level/team meetings on literacy topics.	2006-2007 (n= 185)	63	36	2	--	--
19. Our principal has participated in literacy team meetings or grade level/team meetings on literacy topics.	2006-2007 (n= 185)	33	45	17	2	2
20. The literacy team has used assessment data to monitor student progress.	2006-2007 (n= 181)	54	41	3	--	2
21. The literacy team has collaboratively planned interventions to support struggling readers.	2006-2007 (n= 184)	41	39	16	3	1
22. Literacy team meetings have been an effective means of providing professional development.	2006-2007 (n= 185)	47	40	10	3	<1
23. Literacy team meetings have been helpful to me in better understanding how to apply scientifically based reading research to literacy instruction.	2006-2007 (n= 185)	43	43	12	2	<1
<b>LITERACY LEADERSHIP</b>						
24. Our school has a commitment to improving K-3 literacy programs so that every student will read at grade level or above by the end of third grade.	2006-2007 (n= 185)	64	33	2	--	1
25. Our principal has provided effective leadership to strengthen our literacy instruction.	2006-2007 (n= 184)	41	45	8	5	<1

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
26. Our literacy coach has provided effective leadership to strengthen our literacy instruction.	2006-2007 (n= 185)	55	36	5	2	2
27. I believe that support from the principal and literacy coach has had a positive effect on teachers' abilities to achieve literacy goals	2006-2007 (n= 184)	48	37	10	3	2
28. I have presented to literacy team meetings on my research or study on literacy topics.	2006-2007 (n= 184)	23	32	26	10	9



Section 2: Classroom Literacy Instruction

Reflect on your literacy instruction:

		PERCENTAGE OF RESPONDENTS					
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	
<b>CLASSROOM INSTRUCTION</b>							
1.	My students have received at least 90 minutes of uninterrupted reading instruction daily.	2006-2007 (n= 148)	71	25	3	<1	--
2.	I have based instructional decisions on student assessment data.	2006-2007 (n= 148)	58	39	3	<1	--
3.	I have followed core reading program schedules and have effectively paced instruction to benefit the quality of instruction.	2006-2007 (n= 148)	61	37	1	<1	<1
4.	I have used effective instructional strategies for students with limited English proficiency.	2006-2007 (n= 143)	41	35	4	1	19
5.	I have used effective instructional strategies for students with disabilities or other special needs.	2006-2007 (n= 147)	49	45	2	<1	3
6.	I have had an adequate supply of instructional level texts to implement small group reading instruction.	2006-2007 (n= 147)	62	33	4	1	--
7.	I have had ample materials to implement an effective literacy program.	2006-2007 (n= 147)	55	38	5	2	--
8.	My students have had increased access to print materials since the inception of Reading First.	2006-2007 (n= 147)	56	35	3	2	5
<b>SCREENING AND ASSESSMENT</b>							
9.	Teachers have had ready access to student assessment data.	2006-2007 (n= 147)	62	37	<1	<1	--
10.	I have used information from assessments to group students according to their needs and to plan appropriate intervention.	2006-2007 (n= 146)	61	38	--	<1	--
<b>INTERVENTION</b>							
11.	The struggling readers in my class have received intervention that has provided additional time for instruction.	2006-2007 (n= 147)	57	42	2	--	--
12.	The struggling readers in my class have received intervention that has provided more explicit instruction.	2006-2007 (n= 147)	54	42	4	--	--
13.	I have used achievement data from program monitoring assessments to evaluate the effectiveness of intervention.	2006-2007 (n= 148)	51	46	2	<1	--
14.	I have adjusted the intensity of the intervention by analyzing and reflecting on student achievement data.	2006-2007 (n= 148)	45	48	5	2	--
15.	My students with limited English proficiency have received effective interventions.	2006-2007 (n= 145)	30	37	6	<1	26

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
16. My students with disabilities and other special needs have received effective interventions.	2006-2007 (n= 148)	40	50	3	<1	6
<b>CLASSROOM MANAGEMENT</b>						
17. I have established classroom routines and schedules necessary for the effective implementation of the literacy block.	2006-2007 (n= 147)	71	28	1	--	--
18. I have effectively paced instruction to ensure a high level of student engagement.	2006-2007 (n= 146)	62	37	<1	--	--
19. The routines and schedules established during the literacy block have enhanced my classroom management.	2006-2007 (n= 146)	54	35	9	1	<1

On average, how much time have you spent each day providing instruction in reading? (in minutes)

2006-2007 (n= 94) Average: 137.5 minutes Minimum: 20 minutes Maximum: 265 minutes

Which of the following instructional strategies have you regularly included in your lessons during 2006-2007? (Check all that apply)

(n= 147)	PERCENT
Reading aloud	100.0
Independent reading	100.0
Guided reading	98.6
Modeling	95.2
High frequency/sight word instruction	93.9
Explicit teaching by demonstration	93.9
Independent writing	93.2
Opportunities to independently apply new learning	91.2
Literacy instruction integrated with content from other subject areas	87.1
Shared reading	82.3
Writing conferences	81.0
Interactive writing	75.5
Motivational materials and activities	72.8
Writing mini-lessons	72.1
Write aloud	69.4
Literacy corners	64.6
Literature circles	33.3
Other	14.3

OTHER
Graphic organizers for comprehension strategies
Peer reading and tutoring
Take home parent activities
Word Study
Familiar Reading
Test Preparation
Extra Writing

How have you determined if a particular child is reading below grade level during 2006-2007? (Check all that apply)

(n= 147)	PERCENT
DIBELS	98.6
Iowa Test of Basic Skills (ITBS)	70.1
Student portfolio	46.3
Teacher-developed test	46.3
Informal Reading Inventory	42.9
Standardized screening instrument	42.2
Reading Series Placement test	24.5
Other	22.5
End of theme/unit tests	15.7

OTHER
Accuracy Checks
Developmental Reading Assessment (DRA)
TPRI
Fluency Checks
Guided Reading
Teacher Observation of reading
Running Records

What interventions (in the form of additional time) have been provided in the classroom to students reading below grade level during 2006-2007? (Check all that apply)

(n= 145)	PERCENT
Additional targeted phonics lessons	86.9
Additional phonemic awareness instruction	83.5
Additional fluency readings	83.5
Additional fluency monitoring	75.9
Additional guided reading lessons	73.8
Other	13.1

OTHER
Fluency instruction and practice
Buddy reads
Teacher assistant working with small group
Sight word practice
Letter identification
Teacher created intervention
Quick Reads
Parent/student activities

Overall, has your approach as a literacy professional changed as a result of Reading First in 2006-2007?

(n=147)	PERCENT
Yes	87.8
No	12.2

**What is the single most significant change you have made in your classroom in 2006-2007 as a result of Arkansas Reading First?**

<b>(n= 126)</b>	<b>PERCENT</b>
Time management of literacy block/structured scheduling of literacy instruction	16%
More explicit instruction	11%
Targeting struggling readers with interventions	7%
Literacy corners, classroom library and literacy center materials implemented better or more materials with careful selection	6%
Individualized/differentiated instruction	5%
More reading instruction and guided reading (literacy block)	4%
More fluency emphasis	4%
More time teaching vocabulary	4%
No change because new teacher	4%
Negative comments about RF rigid schedule inhibiting teaching	4%
Comprehension	2%
Regular progress monitoring	2%
Oral language	2%
Word Study	2%

**What is the most significant change you have seen in the critical areas (essential elements) of students' reading development during the 2006-2007 school year?**

<b>(n= 118)</b>	<b>PERCENT</b>
Phonics	25%
Fluency	22%
Comprehension	18%
Phonemic Awareness	11%
Vocabulary	4%
Spelling	2%

### Section 3: Reading First coaching Model

How effective have the following components of the Reading First coaching model been in implementing scientifically based reading research in your school?

		PERCENTAGE OF RESPONDENTS					
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW/ NOT APPLICABLE	
1.	Demonstration lessons by Coach	2006-2007 (n= 148)	51	32	5	3	10
2.	Frequency of observations of my lessons	2006-2007 (n= 148)	39	41	7	5	7
3.	Feedback and reflections based on observation of my lessons	2006-2007 (n= 148)	45	39	4	4	8
4.	Assistance in developing effective instructional strategies	2006-2007 (n= 148)	46	40	7	3	4
5.	Assistance in implementing the core reading program	2006-2007 (n= 146)	49	43	5	<1	3
6.	Assistance in designing and implementing interventions	2006-2007 (n= 148)	43	42	7	3	4
7.	Assistance in diagnosing students' reading problems	2006-2007 (n= 148)	45	43	4	2	7
8.	Assistance in monitoring student progress	2006-2007 (n= 147)	46	42	5	2	5
9.	Observation of literacy block during colleague visits	2006-2007 (n= 148)	46	32	4	1	16
10.	Discussion of the literacy block after the classroom demonstration during the colleague visit	2006-2007 (n= 148)	44	34	3	2	17
11.	Discussion/networking opportunities with other teachers	2006-2007 (n= 148)	45	41	5	2	7
12.	Site visits by Reading First professional development associate (PDA)	2006-2007 (n= 148)	34	42	4	3	18

How would you describe your acceptance of coaching (modeling, observing, feedback by the literacy coach) during 2006-2007?

(n=145)	PERCENT
Very accepting and willing to change practice	69.9
Mostly accepting and generally willing to change practice	30.3
Reluctantly cooperative and slow to change practice	2.8
Uncooperative, resistant to change in practice	--

What has been most helpful about the Reading First coaching model during the 2006-2007 school year?

(n= 113)	PERCENT
Modeling lessons	57%
General helpfulness with questions, concerns, or any support needs	26%
Coach Observation and Teacher/Coach Reflection	24%
Assistance with planning lessons or specific activities or interventions	12%
Structure, protocol and updates to what needs to be done	9%
Support and encouragement from coach	7%
Explicit materials	4%
Coach spent more time in different grades need more time	4%
Negative –only there to once, late, not helpful, not organized, not knowledgeable	4%
Coach's wealth of knowledge	4%
Literacy Team Meetings	1%
Help in grouping students for DIBELS tests to facilitate it	1%
Setting up literacy centers	1%

**What needs to be changed about the Reading First coaching model during the 2006-2007 school year?**

<b>(n= 108)</b>	<b>PERCENT</b>
Everything needs to remain the same	37%
More flexibility in ARF	6%
More time for coaches to coach new teachers or teach new strategies	5%
More modeling of areas that teachers struggle in implementing	5%
More time	4%
Too many changes to procedures during the year and information is not always consistent	3%
More time for coach spent in the classroom	3%
Not sure or don't know	3%
More planning time for teachers to reflect and plan for student learning	2%
More coaches	2%
More positive feedback from coach	2%
More interventionists	1%
Reduce paperwork and standardize documentation requirements	1%
More modeling of intervention strategies needed	1%
More organized coach and timely delivery of materials	1%
Coaches should have several years in RF teaching before coaching	1%
Provide more instruction on writing	1%
More literacy meetings for addressing questions/concerns	1%
Coach needs to listen and be less inflexible	1%
Phase in the program over several years	1%
Dislike having a coach observe teacher using protocol	1%
Visits are too frequent and disruptive to students	1%
More time to observe in other schools that are implementing	1%
Coaches need to help teachers find appropriate materials for implementing RF	1%
Coach needs to gossip less and not leave at 3:15 everyday	1%
More principal support and knowledge of RF and SBRR	1%

### Section 4: Literacy Related Professional Development

Please choose the description that best represents your self-assessment of your general knowledge of each topic, confidence to observe instruction and give feedback for each topic, and interest in learning more about each topic.

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
KNOWLEDGE:	Little knowledge	Basic knowledge	More than average knowledge	Extensive knowledge
CONFIDENCE:	Little confidence	Some confidence	More than average confident	Extremely confident
INTEREST:	Little interest	Some interest	High on my list	Extremely interested

		PERCENTAGE OF RESPONDENTS														
		GENERAL KNOWLEDGE					CONFIDENCE TO OBSERVE INSTRUCTION AND GIVE FEEDBACK					INTEREST IN LEARNING MORE				
		1	2	3	4	N/A	1	2	3	4	N/A	1	2	3	4	N/A
1.	Phonemic awareness (n=142,142,141)	2	17	66	16	--	4	30	54	13	--	4	40	35	21	--
2.	Phonics (n=141,141,140)	2	11	67	20	--	3	24	56	17	--	5	36	39	21	--
3.	Fluency (n=141,142,142)	2	14	67	16	--	4	26	55	16	--	4	32	42	21	--
4.	Vocabulary (n=142,142,142)	2	14	64	20	--	1	25	55	19	--	3	33	37	28	--
5.	Comprehension (n=142,141,141)	1	18	61	20	--	1	28	54	16	--	3	23	44	30	--
6.	Writing instruction (n=141,141,140)	4	40	45	11	--	12	38	38	12	--	1	14	40	45	--
7.	Spelling (n=140,142,141)	3	19	59	19	--	3	26	54	17	--	5	33	40	23	--
8.	Literacy instruction for children with limited English proficiency (n=140,141,142)	29	43	23	6	--	32	36	25	7	--	9	28	35	28	--
9.	Literacy instruction for children with special needs (n=141,141,142)	11	51	31	8	--	16	47	28	9	--	4	23	42	31	--
10.	Organization and supervision of literacy instruction (n=141,141,141)	1	19	54	26	--	3	26	53	18	--	6	26	40	27	--
11.	Using DIBELS to monitor student progress (n=142,142,141)	1	15	52	32	--	1	24	51	23	--	12	31	38	19	--
12.	Using student assessments to guide instruction (n=142,142,142)	1	21	53	25	--	3	28	52	18	--	8	25	47	20	--
13.	Use of the core reading program (n=142,142,140)	1	19	54	25	--	3	25	54	18	--	10	29	40	21	--
14.	Use of supplemental materials (n=142,141,139)	2	27	49	22	--	5	29	48	18	--	7	29	43	22	--
15.	Planning intervention strategies for struggling readers (n=142,141,142)	4	39	42	16	--	6	36	45	14	--	4	18	45	33	--

**What are the top 3 literacy-related professional development needs/topics you are most interested in addressing in the 2007-2008 school year?**

<b>(n= 124)</b>	<b>Percent</b>
Writing instruction including mini-lessons, write alouds, grammar, usage and mechanics, meeting benchmark requirements	68%
Comprehension instruction	19%
Fluency	14%
Phonics	12%
Literacy Centers/Corners Ideas and strategies for management	11%
Intervention lessons	10%
Word study or vocabulary	9%
Guided reading strategies and shared reading strategies	8%
Phonemic awareness	7%
Teaching ELL students	7%
Teaching SWD	6%
Spelling instruction	5%
Organization and time management of literacy block	3%
Literature Discussion Groups (literature circles)	2%
Explicit instruction	2%
Observing RF teachers in other schools teaching and assessing writing	1%
Using DIBELS to guide instruction and intervention	1%
Phonetic connections	1%
Oral Language	1%
Supplemental materials	1%
Student assessment	1%
Integrating other subjects into literacy	1%



### Section 5: Concerns and Recommendations

On a continuum of "Worried" to "Confident," describe your feelings about the statements listed below. Choose the value that is most true of you now.

		PERCENTAGE OF RESPONDENTS							
		1	2	3	4	5	6	7	
		WORRIED	CONCERNED		COMFORTABLE		CONFIDENT		
1.	My ability to teach reading, using SBRR strategies	2006-2007 (n= 139)	3	--	8	24	42	13	11
2.	My ability to use the core reading program	2006-2007 (n= 142)	1	<1	2	15	43	20	18
3.	My ability to manage students during the literacy block	2006-2007 (n= 142)	<1	<1	6	15	38	19	20
4.	My ability to use assessment to modify instruction to target students' needs	2006-2007 (n= 141)	<1	--	7	15	41	22	14
5.	My ability to serve as a model teacher for literacy instruction for teachers in my school	2006-2007 (n= 141)	4	4	18	16	27	15	16
6.	My ability to serve as a model teacher for literacy instruction for teachers visiting from other schools	2006-2007 (n= 142)	6	5	20	15	25	14	16
7.	Receiving feedback from the Literacy Coach	2006-2007 (n= 141)	1	4	4	8	36	24	23
8.	Receiving feedback from the professional development associate (PDA)	2006-2007 (n= 142)	4	<1	7	12	32	24	20
9.	Using feedback from the Literacy Coach to improve instruction and assessment	2006-2007 (n= 142)	--	<1	8	9	35	25	23
10.	Working with the Literacy Team to improve instruction and assessment	2006-2007 (n= 142)	--	<1	5	10	39	26	19
11.	Applying professional development to improve instruction	2006-2007 (n= 142)	--	--	5	9	42	25	20
12.	Time to do what is required for literacy-related teaching tasks	2006-2007 (n= 138)	12	10	12	17	28	16	6
13.	Time to cover other academic areas	2006-2007 (n= 141)	18	14	16	13	23	11	5
14.	Time to complete nonacademic tasks related to Reading First	2006-2007 (n= 142)	16	13	16	16	24	12	5
15.	The progress my students are making in reading	2006-2007 (n= 141)	<1	--	11	16	38	21	15
16.	The progress my students are making in writing	2006-2007 (n= 140)	2	6	19	19	30	14	10
17.	The progress my students are making in spelling	2006-2007 (n= 141)	1	1	9	15	44	20	9
18.	How my students' performance reflects on me as a teacher	2006-2007 (n= 142)	4	4	13	16	35	17	11
19.	My students' attitudes toward reading	2006-2007 (n= 140)	2	<1	9	14	37	23	14
20.	The ability of my students' parents to support literacy development at home	2006-2007 (n= 141)	8	16	14	17	30	9	7

**How could Arkansas Reading First be improved in 2007-2008 to better support the goal of having all children reading by third grade?**

<b>(n= 104)</b>	<b>Percent</b>
ARF is doing a good job of this already	15%
Educate parents and hold accountable for helping	11%
Reduce time pressure on teachers allow for enough time for instruction and learning	8%
Mandate smaller class sizes	5%
Too many changes to keep up with , keep consistent	5%
Allow flexibility in grouping students and teaching skills in the literacy block	4%
Have interventionists or assistants do interventions with at risk students	3%
More professional development	3%
Earlier intervention, especially for students with disabilities	3%
Improve phonics component of program	3%
Support from administration for retention of students	2%
Unknown or Don't know	2%
More support from administration	2%
Implement ARF in more schools	2%
Increase student accountability	1%
Pre-k for 3 and 4 year old students	1%
Increase number of reading recovery teachers available	1%
Provide assistants to help manage classroom	1%
Integrate other subjects into reading—don't isolate	1%
Don't focus so much on fluency to the detriment of comprehension	1%
Break the block up into two days with more focus on topics over two days	1%
Make sure training in Effective Literacy is aligned with expectations for RF	1%
Too much time Assessing, not enough teaching	1%

## A.7 ARKANSAS READING FIRST SUMMER READING CAMP SURVEY RESULTS

Reflect on the 2007 Summer Reading Camp and describe your perception of the professional development, indicating your level of agreement with the following statements.

		PERCENTAGE OF RESPONDENTS					
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	
1.	Overall, Arkansas Reading First Summer Reading Camp has met my needs for professional development.	2006-2007 (n=831)	73%	24%	1%	1%	1%
2.	The classroom(s) I observed provided a sound model for scientifically based reading instruction.	2006-2007 (n=832)	82%	16%	1%	<1%	<1%
3.	I feel more confident in my ability to manage my classroom during the Literacy Block.	2006-2007 (n=823)	63%	35%	2%	<1%	1%
4.	Observing the planning process helps me understand how to better use the Arkansas Reading First Curriculum Map to provide systematic instruction.	2006-2007 (n=826)	66%	32%	1%	<1%	1%
5.	I have a better understanding of explicit teaching.	2006-2007 (n=742)	69%	29%	1%	1%	<1%
6.	I feel more confident in my ability to identify individual students' areas of need.	2006-2007 (n=832)	60%	37%	2%	<1%	1%
7.	I have a better understanding of how to provide interventions for below proficient students.	2006-2007 (n=829)	68%	30%	1%	<1%	<1%
8.	The observation of and reflection on the classroom instruction was a beneficial segment of the professional development.	2006-2007 (n=828)	76%	22%	2%	<1%	<1%
9.	The coach provided meaningful professional development based on the scientifically based reading research.	2006-2007 (n=829)	82%	16%	1%	<1%	<1%
10.	I would recommend Summer Reading Camp to a colleague.	2006-2007 (n=825)	78%	18%	3%	1%	1%