



# **CT READING FIRST**

**2006 - 2007**

**Program Evaluation Annual Report**

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Program Evaluation Data Analysis Research

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# Executive Summary

## Introduction

The following report presents the results of the 2006-2007 Connecticut Reading First program evaluation activities. The purpose of Connecticut's Reading First initiative is to provide support for the application of scientifically-based reading research (SBRR) and the proven instructional and assessment tools consistent with this research in order to ensure that all children can read at grade level or above by the end of third grade. Key components of CT Reading First include professional development and technical assistance as well as implementation of systematic and rigorous evaluation and accountability measures.

During 2003-2004, 15 LEAs representing 25 schools were selected during an initial sub-grant competition to participate in Connecticut Reading First. In 2006, the CT Reading First Management Team chose to have the selected schools continue to participate in the initiative through the conclusion of the grant (2008-2009), rather than select a new cohort of schools, as originally planned. The Management Team determined that the schools had made sufficient progress and would benefit from five years of CT Reading First support. The following table lists the LEAs and schools included in CT Reading First.

CT Reading First	
District	School
Ansonia	Mead
	Prendergast
Bridgeport	Edison
	Hallen
	Madison
Hartford	Annie Fisher Magnet
	Barnard Brown
	Parkville Community
	Integrated Day Charter
Meriden	Jumoke Academy
	Sherman
Middletown	Lawrence
New Britain	Smith
New Haven	Conte West Hills Magnet
	Katherine Brennan
	John Martinez
New London	Jennings
Norwich	Veterans' Memorial
	Early Childhood Center
Plainfield	Moosup
	Shepard Hill
Stamford	KT Murphy
Waterbury	Bucks Hill
	Driggs
Windham	Sweeney

During 2006-2007, the 15 LEAs continued to implement CT Reading First activities. Key activities included project-wide professional development sessions and follow-up, school-based workshops, on-going coaching provided to teachers by external and internal literacy facilitators, literacy-focused grade-level meetings, on-going assessment, implementation of core reading programs, implementation of data teams, and refinement of programs to address the needs of at-risk readers.

This report summarizes the findings from evaluation activities conducted during the third year of implementation of CT Reading First. The purpose of the CT Reading First program evaluation is to document project activities and determine the short-term effects of those activities on K-3 reading instruction and early literacy outcomes for students in the CT Reading First schools. The evaluation activities included collection of quantitative data, including student demographic data, and TerraNova, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Peabody Picture Vocabulary Test III (PPVT III), Developmental Reading Assessment (DRA), and Connecticut Mastery Test (CMT) assessment data. Other quantitative data sources included classroom observations using the Early Language & Literacy Classroom Observation (ELLCO), a survey of educators, monthly school reports of CT Reading First school activities, and weekly activity logs completed by the external and internal literacy facilitators. Qualitative data sources included focus group and interview data, and educator survey and monthly report open-ended responses.

## Evaluation Findings

The following summary of the evaluation findings is organized by the CT Reading First evaluation questions.

- |  |
|--|
| <b>1. Have CT Reading First reading improvement activities improved pre-reading and reading skills of Kindergarten, First and Second grade students?</b> |
| <b>2. Are students more likely to be readers by the end of third grade as a result of CT Reading First activities?</b>                                   |

### Findings:

During the 2006-2007 school year, the overall pattern of student achievement on the PPVT-III assessment was similar to those observed in prior years. However, entering students on average scored slightly below prior student cohorts throughout the year. As a result CT Reading First Kindergarten students did not meet the established working goal of 68% of students scoring *at or above goal range* on the PPVT-III. Overall, gains were evident between initial and final DIBELS assessments for the year. The percentage of Kindergarten students identified as *low risk* increased on three of the four DIBELS assessments (Phoneme Segmentation Fluency, Nonsense Word Fluency, and Letter Naming Fluency), while the percentage of students identified as *at risk* declined for three of the four DIBELS assessments and remained constant for one. As in the prior year, the greatest increase in the proportion of students identified as *low risk* occurred on PSF.

Grade 1 students in 2006-2007 scored higher on the four DIBELS assessment components administered in Grade 1 than did prior cohorts of students in that grade. Similar to Kindergarten students, Grade 1 CT Reading First students made substantial progress on the PSF assessment across the academic year. A lesser increase occurred in the percentage of students at *low risk* on the Nonsense Word Fluency assessment. The percentage at *low risk* was effectively constant for Oral Reading Fluency. Students in Grade 2 also did not demonstrate progress in relation to ORF benchmarks during 2006-2007, and showed a decrease in the percentage at *low risk*, compared to the prior year.

Overall, in Grades 1 and 2, CT Reading First students demonstrated gradual improvement on the TerraNova Reading Composite Scale Score, compared to the prior years. However, the percentages of Grade 1 and Grade 2 students achieving the project benchmarks continued to fall short of project goals. In 2007, the number of Grade 1 students identified as at *mastery* on each of the TerraNova Objective Performance Indicators increased, compared to the prior year. In Grade 2, the percentage of students at *mastery* remained nearly constant for all TerraNova OPIs.

As in prior years, the percentage of Grade 3 students at *low risk* on DIBELS Oral Reading Fluency remained nearly constant across the 2006-2007 school year. Percentages at *low risk* during the year were slightly above those for the 2005-2006 school year. Grade 3 students demonstrated small decreases in the numbers of students at *mastery* on all TerraNova OPIs from 2006 to 2007. Grade 3 students on average scored slightly lower on the TerraNova Reading Composite Scale Score than students in 2005 or 2006. A slight decrease also was seen in the percentage of Grade 3 students scoring at or above the *goal* level on the Connecticut Mastery Test, reflecting a slight decrease statewide.

<b>3. To what extent does reading achievement vary by student demographics (ethnicity, gender, economic status, retention, and additional services received)?</b>
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**Findings:**

In 2006-2007, academic disparities by demographic groups were evident across all DIBELS assessments and grade levels. For several demographic groups, differences in achievement between members and non-members were most pronounced in results of the DIBELS Oral Reading Fluency assessment. However, although students in minority demographic groups were less likely to be identified as *low risk*, they did demonstrate substantial academic improvement during the academic year in most grade levels and DIBELS assessment components. In some cases, these improvements narrowed achievement gaps, as occurred with increases in the percentage of Black students in Kindergarten identified as *low risk* on DIBELS ISF and LNF and increases in the percentage of students receiving ESL/Bilingual services identified as *low risk* in Grades 1-3 on DIBELS ORF.

Female students were more likely to be identified as *low risk* than male students across all grade levels and DIBELS assessments, disparities which decreased for only three DIBELS components across the school year. Substantial differences in performance were evident

between economically disadvantaged and non-disadvantaged students, and were most pronounced on ORF assessments.

In Kindergarten and Grade 1, students who had been previously retained outperformed classmates who had not been retained on some DIBELS components, but the differences diminished over the course of the school year. In Grades 2 and 3, non-retained students were more likely to be identified as *low risk* than were peers who had been retained. Students who received additional reading instruction were less likely than those who did not to be identified as *low risk*, but differences between the groups diminished from fall to spring on all DIBELS assessments. Students who received Bilingual/ESL services also were less likely than peers not receiving such services to be identified as *low risk*. These differences diminished during the 2006-2007 school year for most DIBELS components, although substantial gaps remained. Students who received special education services were less likely to be identified as *low risk* than classmates who did not receive the services. The differences between these groups in many cases increased across the school year.

**4. To what extent do participant schools show evidence of explicit and systematic SBRR-based instruction in pre-reading and reading?**

**5. To what extent do participant schools show evidence of organization of instruction at the classroom level to support reading improvement?**

### **Findings:**

In the third year of Reading First implementation, evidence of SBRR-based literacy instruction continued to increase in CT Reading First schools. Respondents to the Educator Survey indicated that their knowledge and implementation of literacy instruction competencies increased significantly during the year. Teachers' improvements in the area of SBRR-based instruction were also observed by the facilitators during the ELLCO process. Overall, between fall 2006 and spring 2007, ELLCO teachers showed significant improvement ( $p < .05$ ) on all 14 ELLCO elements.

Literacy teams described specific improvements made by teachers in the area of literacy instruction including refined implementation of the core reading program, increased use of assessment data to target instruction, and refinement of literacy centers or work stations. Teams indicated that teacher dialogue around assessment data continued to increase and data was becoming a driving force for change. Both teachers and teams noted, however, that the volume of assessments had been challenging and is an area that districts and the state need to examine further.

Teams indicated that they would continue to support teachers as they implement SBRR-based literacy instruction. Teams reported that teachers' level of expertise varied especially in the area of differentiated instruction and the use of data, and they planned to offer continued assistance in these areas.

**6. To what extent do participant schools provide resources in order to ensure student access to print-rich environments?**

**7. In what ways has technology been integrated into participant schools' reading improvement initiatives?**

**Findings:**

The Reading First initiative supported an infusion of print resources in the participating schools, especially during Year 1 of the initiative when many schools purchased new core programs. During the past year, literacy teams reported that they had researched, ordered, and distributed additional scientifically-based resources to teachers including nonfiction and intervention materials. The influx of materials was often noted as a benefit of Reading First by teachers and team members. Some teachers, however, noted that they would benefit from additional materials including a wider range of text in the classroom libraries and more materials to support English-language learners.

Several teams reported offering workshops and coaching sessions for teachers focused on the classroom environment and use of materials. According to the Educator Survey and ELLCO observations, teachers' ability to integrate print resources into literacy instruction increased during the past year. During focus groups, teams added that teachers were more effectively utilizing materials based on student needs rather than relying only on the core program sequence.

Technology integration into participant schools' literacy initiatives varied. Examples of technology integration provided on the Educator Survey included student use of books on tape, literacy websites, and literacy-related computer software. However, several teachers indicated that a lack of hardware and software continued to present challenges to technology integration. Other areas of technology use mentioned by Reading First schools included the use of the student assessment database by facilitators and grant-supported data clerks, and the videotaping of teachers' literacy instruction by team members to facilitate reflective teaching.

**8. In what ways has CT Reading First professional development supported improved reading instruction in participating schools?**

**Findings:**

As in previous years, Reading First professional development workshops were rated highly by participants and provided the foundation for school-based professional development. Literacy teams continued to utilize a variety of professional development formats to turn-key the state-level professional development including grade-level meetings and workshops. Teams noted that teachers applied the information in their classrooms and had an increased understanding of how to teaching reading. Continuing challenges related to professional development included the volume of state-level professional development to be turn-keyed, meeting the needs of all teachers, prioritizing change, and a lack of professional development time.



Overall, teachers reported gaining useful information from Reading First professional development. On the Educator Survey, teachers most frequently cited professional development as the impetus for changes in their reading instruction. Based on focus group and monthly report data, the frequency of professional development sessions varied across schools. However, many teachers indicated that the facilitators were available to provide assistance when needed. Most teachers reported that they would benefit from continued support including hands-on workshops, “make and take” sessions, collaborative meetings with their colleagues, and in-class modeling from the facilitators.

<b>9. Is there evidence of organizational change at the school level as a result of CT Reading First? At the district level?</b>
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**Findings:**

The Reading First initiative resulted in organizational changes at both the school and district level. Organizational changes made during the first two years of the initiative continued into the third year including consistent implementation of a literacy block and increased literacy-related professional development. In some schools, additional organizational changes occurred during the past year including implementation of additional assessments, emergence of teacher leaders, and establishment of additional data teams.

Expansion of the Reading First initiative was a focus for many of the participating districts during the past year. Successful expansion activities described by districts included expansion of the core reading program, Reading First assessments, and data teams. In some cases, coordinators indicated that challenges, including financial restrictions and the presence of multiple initiatives in the district, had hindered expansion efforts. Despite these challenges, coordinators reported that the success of Reading First schools had increased the district-wide focus on literacy instruction.

<b>10. To what extent do participant schools offer supplemental instruction and intensive intervention as a result of CT Reading First support?</b>
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<b>11. What have been the effects of supplemental instruction and intensive intervention on struggling readers in Reading First schools?</b>
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**Findings:**

Intervention instruction was reportedly strengthened in many of the Reading First schools during the 2006-2007 school year. Literacy teams reported that intervention instruction was more consistent, focused and targeted to meet specific student needs. The availability of support staff, the materials used for intervention, and the frequency and structure of intervention varied across Reading First schools. Overall, however, schools described a common focus on intervention instruction this year. In several cases, participants noted that they had worked together as a school team to determine the most effective criteria for identifying intervention students, as well as the most effective structure for intervention services. Although intervention instruction had improved in many of the Reading First schools, literacy teams often identified

this as an area that needed to be refined. Teams and administrators reported plans to further examine the structure of intervention services and recommended that the Reading First liaisons continue to support schools in this area.

DIBELS assessment data were reviewed for students who scored in the *at risk* category on an initial assessment to identify potential effects of additional reading instruction on their performance on a subsequent assessment. Comparisons of results for students who did and did not receive additional reading instruction showed that in most cases, students who did receive additional instruction were more likely than those who did not to move to the *some risk* or *low risk* category on subsequent assessments.

## Conclusion

During the third year of CT Reading First implementation, continued improvement was evident in assessment data for all participating grade levels. Results from PPVT-III and DIBELS assessments indicated student progress within the 2006-2007 school year. In most cases, gains were evident when results for the current year were compared to those for prior years, as well. However, despite substantial gains during 2006-2007, the project overall did not meet the working goal of 68% of Kindergarten students scoring *at or above goal range* on the spring PPVT-III. Similarly, students did not demonstrate progress in relation to benchmarks on several DIBELS components, most notably Oral Reading Fluency, for which percentages of students scoring in the *low risk* category remained constant or declined slightly across the 2006-2007 school year.

Students in Grades 1 and 2 demonstrated progress on the TerraNova compared to the 2004 baseline and data from prior program years. The percentage of students reaching *mastery* on TerraNova objectives increased for all Grade 1 Reading and Vocabulary objectives, and remained nearly constant for all Grade 2 objectives. The percentage of Grade 1 and Grade 2 students achieving the project benchmarks for TerraNova Reading Composite Scale Score continued to increase gradually toward the project goals. Results for TerraNova in Grade 3 reflected slight decreases on all objectives and on the percentage of students achieving the reading composite benchmark.

Academic disparities were evident among demographic subgroups across all DIBELS assessments and grade levels during 2006-2007. While students in certain demographic subgroups - including groups defined by ethnicity, gender, economic status, retention, and instructional services - were less likely than other students to be identified as *low risk*, in most cases they did demonstrate substantial academic improvement during the school year. In many cases, these improvements diminished initial achievement gaps by the end of the school year. However, substantial disparities remained among groups, such as among White, Black and Hispanic students, or among students receiving and not receiving Bilingual/ESL services. In many cases, performance differences between groups of students who did and did not receive special education services increased through the 2006-2007 school year.

According to both quantitative and qualitative data, supplemental and intervention instruction was strengthened in the CT Reading First schools during the 2006-2007 school year.

Students who were identified as *at risk* and received additional reading instruction were more likely than peers who did not receive additional instruction to demonstrate improvement on DIBELS assessments.

Instruction based on scientifically-based reading research (SBRR) continued to be the focus of CT Reading First professional development workshops, in-class coaching and modeling, and grade-level meetings in Year 3. The ELLCO classroom and Educator Survey data, as well as available focus group data, indicated that significant changes occurred in CT Reading First classrooms, including refined implementation of the research-based core reading program, improved literacy centers and work stations, and increased use of assessment data to differentiate instruction. On the Educator Survey, teacher self-ratings of their knowledge and application of literacy instruction competencies increased significantly.

Organizational changes made during the first two years continued during the past year, including an infusion of site-based professional development, consistent implementation of uninterrupted literacy blocks and the increased use of assessment data to drive instruction. During the past year, teachers began to emerge as leaders, especially those who attended the state-level differentiated instruction workshops. Teachers worked together to begin to differentiate instruction using the assessment data and the facilitators offered ongoing assistance to help teachers improve classroom and intervention instruction.

CT Reading First, in its third year of implementation, positively affected student literacy outcomes. As a result, during the past year many of the Reading First districts continued to expand the initiative to other schools, including expansion of the core reading program, the Reading First assessments, and the three-tiered model of literacy instruction.



## Introduction

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*Table 1*

<b>CT Reading First</b>	
<b>District</b>	<b>School</b>
Ansonia	Mead
	Prendergast
Bridgeport	Edison
	Hallen
	Madison
Hartford	Annie Fisher Magnet
	Barnard Brown
	Parkville Community
	Integrated Day Charter
	Jumoke Academy
Meriden	Sherman
Middletown	Lawrence
New Britain	Smith
New Haven	Conte West Hills Magnet
	Katherine Brennan
	John Martinez
New London	Jennings
Norwich	Veterans' Memorial
	Early Childhood Center
Plainfield	Moosup
	Shepard Hill
Stamford	KT Murphy
Waterbury	Bucks Hill
	Driggs
Windham	Sweeney

During 2006-2007, the 15 LEAs continued to implement CT Reading First activities. Key activities included project-wide professional development sessions and follow-up, school-based workshops, on-going coaching provided to teachers by external and internal literacy facilitators, literacy-focused grade-level meetings, on-going assessment, implementation of core reading programs, implementation of data teams, and refinement of programs to address the needs of at-risk readers.

This report summarizes the findings from evaluation activities conducted during the third year of implementation of CT Reading First. The purpose of the CT Reading First program evaluation is to document project activities and determine the short-term effects of those activities on K-3 reading instruction and early literacy outcomes for students in the CT Reading First schools. The evaluation activities included collection of quantitative data, including student demographic data, and TerraNova, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Peabody Picture Vocabulary Test III (PPVT III), Developmental Reading Assessment (DRA), and Connecticut Mastery Test (CMT) assessment data. Other quantitative data sources included classroom observations using the Early Language & Literacy Classroom Observation (ELLCO), a survey of educators, monthly school reports of CT Reading First school activities, and weekly activity logs completed by the external and internal literacy facilitators. Qualitative data sources included focus group and interview data, and educator survey and monthly report open-ended responses.

The CT Reading First evaluation design was based on the model used for the evaluation of the two-year CT READS (Reading Excellence Act) initiative (2002-2004). Evaluation questions were developed in collaboration with the CT Reading First Management Team comprised of representatives from Connecticut State Department of Education (CT SDE), the State Education Resource Center (SERC), Haskins Laboratory, and the collaborating RESC (Regional Educational Service Center) CES (Cooperative Educational Services). Evaluation questions addressed K-3 reading instruction, and supplemental instruction and intensive intervention. Following is a data collection matrix that presents the evaluation data sources for each of the CT Reading First evaluation questions.

**Table 2**  
**Connecticut Reading First Grant Data Collection Matrix**  
**2006 - 2007**

	DIBELS, PPVT-III, DRA & TerraNova Assessment Data	Student Demographic Data	CMT and other SDE Data	Educator Survey	ELL/CO/Reading First Classroom Checklists	Professional Development Data	School Monthly Reports	Facilitator Logs	Focus Groups/Interviews	Program Document Review	Program Logic Models and District Annual Reports
1. Have CT Reading First reading improvement activities improved pre-reading and reading skills of Kindergarten, First, and Second grade students?	✓	✓	✓								
2. Are students more likely to be readers by the end of third grade as a result of CT Reading First activities?	✓	✓	✓								
3. To what extent does reading achievement vary by student demographics (ethnicity, gender, economic status, retention, and additional services received)?	✓	✓	✓								
4. To what extent do participant schools show evidence of explicit and systematic SBRR-based instruction in pre-reading and reading?				✓	✓		✓		✓	✓	✓
5. To what extent do participant schools show evidence of organization of instruction at the classroom level to support reading improvement?				✓	✓		✓		✓	✓	✓
6. To what extent do participant schools provide resources in order to ensure student access to print-rich environments?				✓	✓		✓		✓	✓	✓
7. In what ways has technology been integrated into participant schools' reading improvement initiatives?				✓	✓		✓		✓	✓	✓
8. In what ways has CT Reading First professional development supported improved reading instruction in participating schools?				✓	✓	✓	✓	✓	✓	✓	✓
9. Is there evidence of organizational change at the school level as a result of CT Reading First? At the district level?				✓			✓		✓	✓	✓
10. To what extent do participant schools offer supplemental instruction and intensive intervention as a result of CT Reading First support?					✓		✓		✓	✓	✓
11. What have been the effects of supplemental instruction and intensive intervention on struggling readers in Reading First schools?	✓	✓	✓						✓		

## **Methodology**

The CT Reading First evaluation included collection and analysis of both quantitative and qualitative data from multiple sources. Analysis of quantitative assessment data employed a quasi-experimental cohort comparison design. Change in student performance is analyzed in three ways: comparison to pre-test baseline student reading performance by grade level at the start of the project, within-cohort change as each grade-level cohort progressed through subsequent grades, and change among grade-level cohorts during the entire project period. TerraNova assessment data of grade-level cohorts of students enrolled in Grades 1-3 in the CT Reading First schools in the 2003 – 2004 school year provided baseline data. This design allows comparison of CT Reading First TerraNova performance data with baseline data, as well as analysis of subsequent growth in performance within and among grade-level cohorts. Connecticut Mastery Test (CMT) data provide year-to-year comparison data at the fourth grade level and third grade levels.

Qualitative evaluation data present a rich description of the schools' CT Reading First activities and the perceptions of those directly involved with CT Reading First implementation at the school-level. Focus groups with literacy teams and teachers; interviews with principals and district coordinators; project-wide focus groups with facilitators, district coordinators, and principals; and on-going monthly reporting by the teams regarding challenges and accomplishments provided information that helped answer the "how" and "why" of program processes and outcomes.

Following are brief descriptions of the evaluation activities. (See Appendix A for a timeline of the CT Reading First Evaluation Data Sources.)

### **Assessment and Demographic Data**

DIBELS, PPVT – III, DRA, TerraNova, and CMT assessment data, as well as student demographic data were collected at the school level and entered by grant-supported data clerks into the CT Reading First web-based database. The database, designed by the evaluators, with input from the CT Reading First Management Team and end-users, provides school, classroom and student reports and data download capabilities. The evaluation team provides database training and on-going technical assistance to school personnel. DIBELS assessments are administered in fall, winter and spring to Kindergarten, first, second and third grade students. The PPVT-III is administered in fall, winter and spring to Kindergarten students only. TerraNova assessments, which provide outcome data, are administered to first, second and third grade students in the spring of each project year. Fall 2004 CMT data for fourth graders attending the CT Reading First schools was entered into the database as baseline data. Data for Grade 3 CMT were entered beginning in 2006, when test administration began for the fourth generation assessment. (See Appendix B: CT Reading First Assessment Schedule 2006-2007 for assessment administration dates.) Assessment scores for approximately 7,980 participating students were obtained for analysis during the third year of CT Reading First implementation.

DIBELS benchmarks established by the assessment developers were used for CT Reading First analysis. DIBELS benchmarks are based on the odds of "achieving subsequent

early literacy goals and outcomes.” According to the DIBELS developers, odds in favor of achieving subsequent goals meant that approximately 80% or more of students with the pattern would achieve the goal. Student data used to develop the DIBELS benchmarks were from all schools participating in the DIBELS Data System during 2000-2002 academic years.<sup>1</sup> DIBELS benchmarks identify students as Low Risk/Established, Some Risk/Emerging, and At Risk/Deficit. Benchmarks for DRA were established by CSDE during 2003 for use in identifying at-risk students and providing appropriate services to meet student needs.

CT Reading First working benchmarks for the PPVT-III and the TerraNova were developed collaboratively by the evaluators and the CT Reading First Management Team. The PPVT-III and the TerraNova working benchmarks were based on raising scores by .5 standard deviations, or a medium effect size. For establishing Grade 3 benchmarks, CMT scores of 2004-2005 fourth graders were matched to their third grade TerraNova scores from spring 2004 (baseline TerraNova). For a complete description of the CT Reading First working benchmarks for the PPVT-III and the TerraNova, please see Appendix C: Explanation of the CT Reading First Working Benchmarks.

Assessment data were disaggregated for interim and year-end reports by school, by grade and by student demographic variables. Binders of data charts, including overall data and by-school data, as well as other evaluation summary reports, were distributed to each school team and to district coordinators at an initial data presentation in March and updated during the remainder of the year. Customized analyses were conducted for schools and districts upon request.

## **Educator Survey**

A survey of CT Reading First educators, including teachers and paraprofessionals, was developed collaboratively with the CT Reading First Management Team. The questionnaire included five sections: 1) a respondent demographic profile, 2) a seven-point Likert scale frequency rating of literacy-related professional development activities during the current year, 3) a six-point Likert scale self-rating of knowledge and application of reading instruction, 4) two questions regarding the duration of literacy instruction provided by teachers, and 5) a series of open-ended items related to literacy instruction implementation. The confidential Educator Survey was administered to educators in all 25 CT Reading First schools during the spring of the 2006-2007 school year. A total of 481 surveys were received from Reading First staff including 335 classroom teachers. This report includes a summary of the spring 2007 educator surveys. (See Appendix D for the Educator Survey Questionnaire and the Educator Survey Spring 2007 Summary Report.)

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<sup>1</sup> Good, R.H., Simmons, D., Kame'enui, E., Kaminski, R.A. & Wallin, J. (2002). *Summary of decision rules for intensive, strategic and benchmark instructional recommendations in kindergarten through third grade* (Technical Report No. 11). Eugene, OR: University of Oregon. pp. 2 – 3.



## **ELLCO Classroom Data**

The Early Language & Literacy Classroom Observation (ELLCO) Toolkit, Research Edition by Miriam W. Smith & David K. Dickinson with Angela Sangeorge & Louisa Anastasopoulos (Paul H. Brookes Publishing Co., Inc., January 2002) was selected to measure implementation of SBRR-based instruction, classroom environment, and availability and use of resources to support instruction. Additionally, a brief checklist developed as part of the CT READS evaluation was revised and expanded for this initiative to measure evidence of implementation of the “Fab 5” components (phonemic awareness, decoding/phonics, fluency, vocabulary, and text comprehension), as well as motivation.

Classroom visits were conducted by teams of two CT Reading First external literacy facilitators in a stratified, random sample of classrooms in each participating school. At the beginning of the 2004-2005 school year, one classroom was selected in each grade per school by the evaluator. Selected teachers were asked to commit to a total of four visits, two in the 2004-2005 school year and two in the 2005-2006 school year. During the past project year, a second cohort of teachers were selected to participate in the ELLCO process. In some cases, teachers declined to participate and replacement teachers were randomly selected. To the extent possible, the same teachers and classrooms were visited two times throughout the past project year and will be visited again in the 2007-2008 school year. A total of 76 teachers were observed in both fall and spring of the 2006-2007 school year.

Each external literacy facilitator observer completed the ELLCO independently, and the scores were averaged for each team. (See Appendix E for the Classroom Observation Checklist and the 2006-2007 ELLCO Summary Report.)

## **Professional Development Evaluation Data**

Each CT Reading First professional development workshop was evaluated with a post-session paper/pencil survey. The questionnaire included Likert-type and open-ended items related to the content of the workshop and usefulness of materials and handouts. Participants also rated workshop contribution to their ability to improve literacy instruction in their school. Survey data were analyzed and reported for each session. The CT Reading First Management Team used on-going professional development evaluation reports to plan and modify subsequent sessions. (See Appendix F for the 2006 August Institute Summary and 2006-2007 Professional Development Evaluation Summary.) In addition, during December 2006, web-based surveys of teachers and literacy facilitators were conducted to provide guidance for planning the annual CT Reading First August Institute. The surveys focused on areas of need for professional development.

Professional development was also provided through the Elementary School Principals’ Network (ESPN), which was partially funded through Reading First. The purpose of the ESPN was to establish a professional learning community with selected school leaders participating in CT Reading First and/or Executive Coaching programs. As members of the ESPN, principals participated in visits to three schools and met to discuss topics of common practice using descriptive evidence from school observations, with an emphasis on literacy. Three Reading

First principals were involved in the network. Evaluation of the ESPN included meeting observation and scripting by the evaluator, end-of-session questionnaires, end-of-year interviews with participating principals and document review. (See Appendix G for the Elementary School Principals' Network Evaluation Report.)

## **Monthly School Reports and Facilitator Logs**

School-level reporting of CT Reading First activities included completion of monthly activity reports by all Reading First schools. In the monthly reports, literacy teams described their activities related to 15 specific categories, and provided detailed information about participants and the frequency of activities. Teams also responded to four open-ended questions related to the integration of SBRR into their work, how data were used to improve reading instruction, and notable accomplishments and challenges during the prior month.

Monthly activity report data were coded and entered into an evaluator-developed database. These data were shared with the Management Team throughout the year in various formats and provided on-going information regarding program implementation. A total of 188 monthly reports were received from the Reading First schools during the 2006-2007 school year. (See Appendix H for a copy of the Monthly School Activity Report Form and the 2006-2007 Summary of Monthly School Activity Reports.)

As part of the CT Reading First Management Team's monitoring system, external facilitators completed weekly logs of their time and activities related to the initiative. Internal literacy facilitators completed similar weekly logs. The logs were initially developed by the Management Team and were revised in collaboration with the evaluator. Log data provided another source of information regarding CT Reading First activities and the focus of those activities. A total of 801 weekly logs were received from the External Literacy Facilitators and a total of 833 weekly logs were received from the Internal Literacy Facilitators. (See Appendix I for a copy of the Weekly Facilitator Log Form and the 2006-2007 Weekly Facilitator Log Summaries.)

## **Program Document Review**

The evaluator regularly attended CT Reading First Management Team meetings to discuss evaluation activities and share program evaluation data. During management team meetings, the evaluator also gathered program information and documentation. A variety of documents produced by the Management Team and schools were reviewed by the evaluator including professional development plans and schedules, state liaison school monitoring information, Reading First facilitator goals, and Tiers of Instruction charts developed by each of the schools. Documents were utilized to corroborate and augment information obtained through other sources.

## **Focus Groups and Interviews**

As part of the CT Reading First evaluation design, site visits are conducted each year between April and June. During spring 2007, the evaluation team selected seven Reading First schools to participate in the annual CT Reading First site visits. The schools were chosen by 1) randomly selecting one school per district in those districts with multiple Reading First schools (reducing the number of eligible schools from 22 to 15) and then 2) randomly selecting seven schools from the list of 15 to participate in the visits. This process ensured that the selected schools represented different districts. During the site visits, focus groups were conducted with CT Reading First literacy team members (n=26) and a sample of K-3 teachers (n=52), and interviews were conducted with school principals (n=12). Phone interviews were also conducted with the district coordinators (n=10) and the Reading First liaisons of the seven selected schools.

During the 2006-2007 school year the evaluation team also conducted project-wide focus groups to gather the insights of administrators and facilitators across all Reading First schools. The project-wide focus groups allowed participants to share successes and challenges with each other. Focus groups were held with 1) Principals, 2) District Coordinators, 3) External Literacy Facilitators, and 4) Internal Literacy Facilitators.

Focus group and interview protocols were developed by the evaluation team in advance but participants were also given the opportunity to discuss ideas, issues, and concerns not directly related to the focus group questions. Participants were assured that any reports generated from the information obtained in the interviews and focus groups would not identify them, thus preserving their anonymity and assuring data confidentiality. Once the focus groups and interviews were complete, the evaluation team analyzed the notes from the sessions and created a focus group and interview summary to capture the common themes. (See Appendix J for the CT Reading First 2007 Focus Group and Interview Summary.)

## **District Program Logic Models and Annual Reports**

Each year the Reading First district coordinators are required to complete an annual project progress report that includes information regarding district-wide Reading First program objectives, resources, and activities, as well as the outcomes of these district-wide activities. The district annual report was developed by the evaluator in collaboration with the CT Reading First Management Team. The report format was based on program logic models the districts were required to develop in the 2004-2005 project year. (See Appendix K for a copy of the District Logic Model and District Annual Report Form.) The logic model and district report were introduced to new district coordinators during an orientation session in September 2006. District annual reports were received from all districts during the 2006-2007 school year.

## Evaluation Findings

The following summary of the evaluation findings is organized by the CT Reading First evaluation questions.

- |  |
|--|
| <b>1. Have CT Reading First reading improvement activities improved pre-reading and reading skills of Kindergarten, First and Second grade students?</b> |
| <b>2. Are students more likely to be readers by the end of third grade as a result of CT Reading First activities?</b>                                   |

**Findings:** During the 2006-2007 school year, the overall pattern of student achievement on the PPVT-III assessment was similar to those observed in prior years. However, entering students on average scored slightly below prior student cohorts throughout the year. As a result CT Reading First Kindergarten students did not meet the established working goal of 68% of students scoring *at or above goal range* on the PPVT-III. Overall, gains were evident between initial and final DIBELS assessments for the year. The percentage of Kindergarten students identified as *low risk* increased on three of the four DIBELS assessments (Phoneme Segmentation Fluency, Nonsense Word Fluency, and Letter Naming Fluency), while the percentage of students identified as *at risk* declined for three of the four DIBELS assessments and remained constant for one. As in the prior year, the greatest increase in the proportion of students identified as *low risk* occurred on PSF.

Grade 1 students in 2006-2007 scored higher on the four DIBELS assessment components administered in Grade 1 than did prior cohorts of students in that grade. Similar to Kindergarten students, Grade 1 CT Reading First students made substantial progress on the PSF assessment across the academic year. A lesser increase occurred in the percentage of students at *low risk* on the Nonsense Word Fluency assessment. The percentage at *low risk* was effectively constant for Oral Reading Fluency. Students in Grade 2 also did not demonstrate progress in relation to ORF benchmarks during 2006-2007, and showed a decrease in the percentage at *low risk*, compared to the prior year.

Overall, in Grades 1 and 2, CT Reading First students demonstrated gradual improvement on the TerraNova Reading Composite Scale Score, compared to the prior years. However, the percentages of Grade 1 and Grade 2 students achieving the project benchmarks continued to fall short of project goals. In 2007, the number of Grade 1 students identified as at *mastery* on each of the TerraNova Objective Performance Indicators increased, compared to the prior year. In Grade 2, the percentage of students at *mastery* remained nearly constant for all TerraNova OPIs.

As in prior years, the percentage of Grade 3 students at *low risk* on DIBELS Oral Reading Fluency remained nearly constant across the 2006-2007 school year. Percentages at *low risk* during the year were slightly above those for the 2005-2006 school year. Grade 3 students demonstrated small decreases in the numbers of students at *mastery* on all TerraNova OPIs from 2006 to 2007. Grade 3 students on average scored slightly lower on the TerraNova Reading Composite Scale Score than students in 2005 or 2006. A slight

**decrease also was seen in the percentage of Grade 3 students scoring at or above the goal level on the Connecticut Mastery Test, reflecting a slight decrease statewide.**

## **Kindergarten**

The Peabody Picture Vocabulary Test (PPVT-III) and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments were administered to Kindergarten students in 22 CT Reading First schools during the 2006-2007 school year. The PPVT-III was administered in fall, winter, and spring. A working project goal, established by the CT Reading First Management Team, was set at 68% of students achieving a standard score within or above a goal range of 92-108. (See Appendix C: Explanation of the CT Reading First Working Benchmarks.) DIBELS assessments were administered as follows: Initial Sound Fluency (ISF) in fall and winter, Letter Naming Fluency (LNF) in fall, winter, and spring, and Phoneme Segmentation Fluency (PSF) and Nonsense Word Fluency (NWF) in winter and spring. Benchmarks established by the DIBELS developers were used to identify students as Low Risk/Established, Some Risk/Emerging, and At Risk/Deficit and to analyze student progress over the year. The following summary highlights PPVT-III and DIBELS results for Kindergarten students. (See Appendix L for further description of Kindergarten assessment results and comparisons across years.)

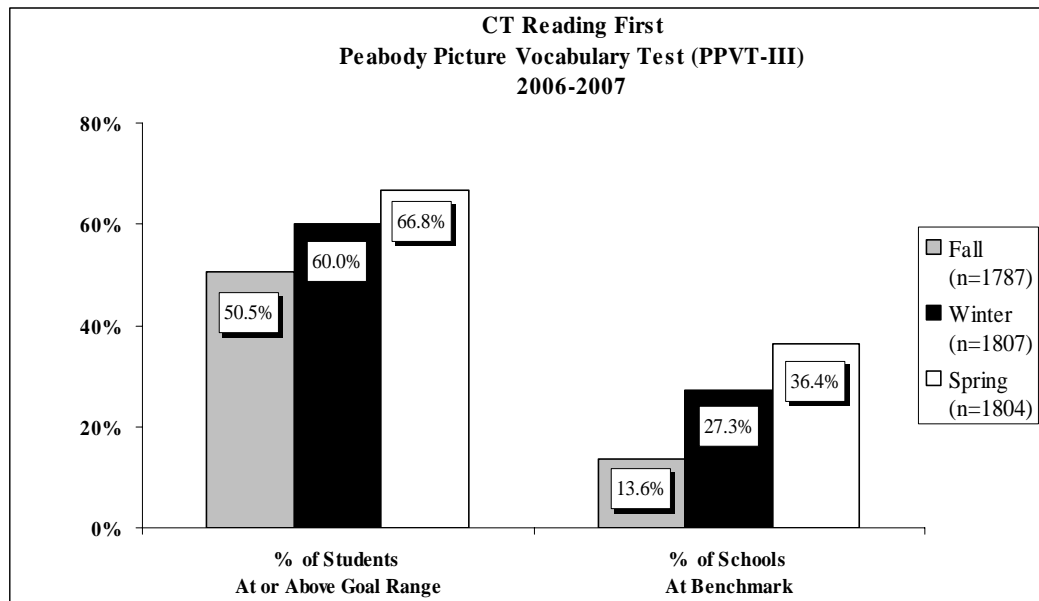
Fall 2006 (baseline) results on PPVT-III and DIBELS assessments were similar to those for prior program years, which suggests little or no difference among initial literacy skills among students beginning Kindergarten across the three school years.

### ***PPVT-III***

The overall pattern of student achievement on the PPVT-III assessment across the 2006-2007 school year was similar to those observed in the 2005-2006 and 2004-2005 school years. Entering students on average scored slightly below student cohorts in prior years, and this difference persisted across the 2006-2007 school year.

- Overall, the number of CT Reading First students scoring ***at or above goal range*** increased from fall 2006 (50.5%) to spring 2007 (66.8%). The spring percentage was slightly below the working goal of 68% of students within goal range. (See Figure 1.)
- By the end of the school year, eight of 22 CT Reading First schools that include Kindergarten (36.4%) had achieved the project goal, with 68% or more of their own students ***at or above goal range***. During the 2005-2006 school year, 13 schools (59.1%) achieved the project goal. The percentages of students at or above goal ranged among schools from 30.2 percent to 95.4 percent.

*Figure 1*



- The percentage of Kindergarten students identified as *within, moderately above, or far above goal range* increased at each assessment period from fall to spring, as the percentage identified as *far below or moderately below goal range* declined from 49.6 percent in fall to 33.3 percent in spring.
- Among all CT Reading First schools that include Kindergarten, 21 of 22 schools experienced a decline in the number of Kindergarten students identified as *far below or moderately below goal range* from fall 2006 to spring 2007.

## ***DIBELS***

Overall patterns of student achievement on DIBELS assessment components during the 2006-2007 school year were similar to patterns observed during 2004-2005 and 2005-2006. Improvements noted during 2005-2006 were sustained, and additional slight shifts in the patterns resulted in improved performance against benchmarks. (See Figures 2 and 3. See Appendix L for comparisons across years.)

- Overall, the proportion of Kindergarten students in the *low risk* assessment category on Phoneme Segmentation Fluency increased from 44.5 percent to 62.5 percent from winter to spring 2007. Percentages of students at *low risk* also increased across the school year for two of the remaining three DIBELS components administered in Kindergarten (Nonsense Word Fluency and Letter Naming Fluency). As in prior years, the percentage of students identified as *low risk* on Initial Sound Fluency decreased from fall 2006 to winter 2007. It should be noted that this decrease was less severe than those observed in the prior years, resulting in a larger percentage of students scoring in the *low risk* assessment category in winter 2007 than in prior years.

- The percentage of CT Reading First Kindergarten students in the *at risk* category declined for three of the four DIBELS assessments, ranging from a decrease of 7.7 percentage points (from 30.6% to 22.9%) for Letter Naming Fluency to a decrease of 13.5 percentage points (from 29.5% to 16.0%) for Initial Sounds Fluency. The percentage of students identified as *at risk* remained constant for Nonsense Word Fluency.

*Figure 2*

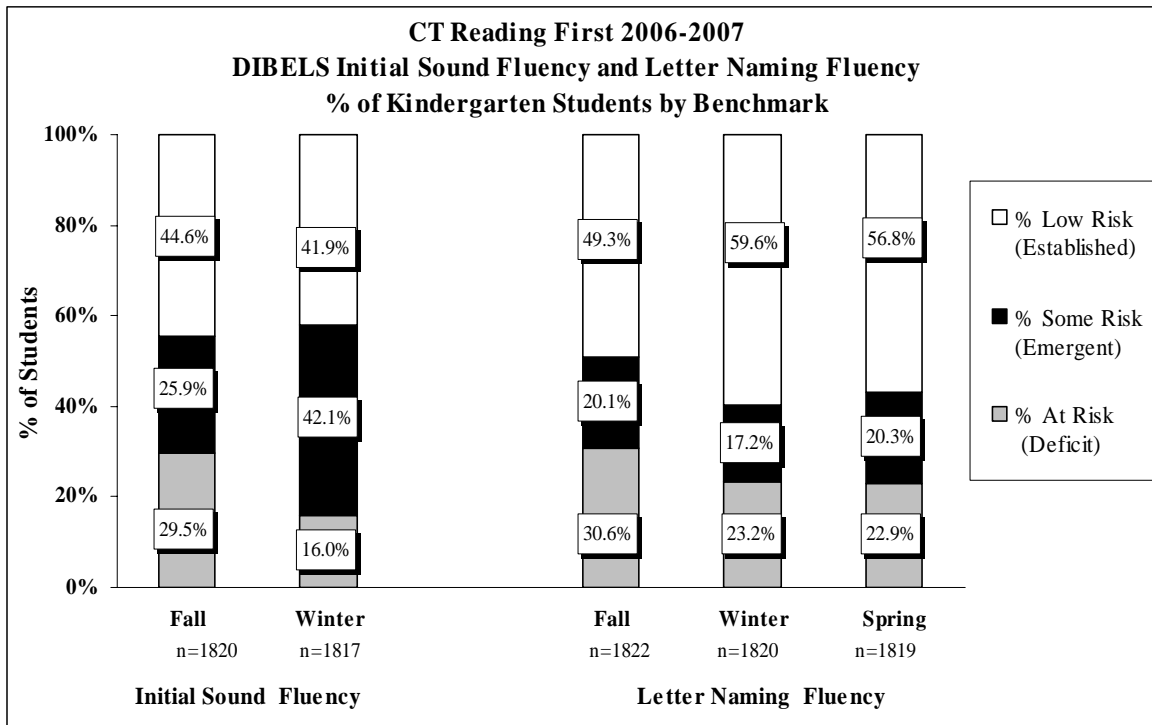
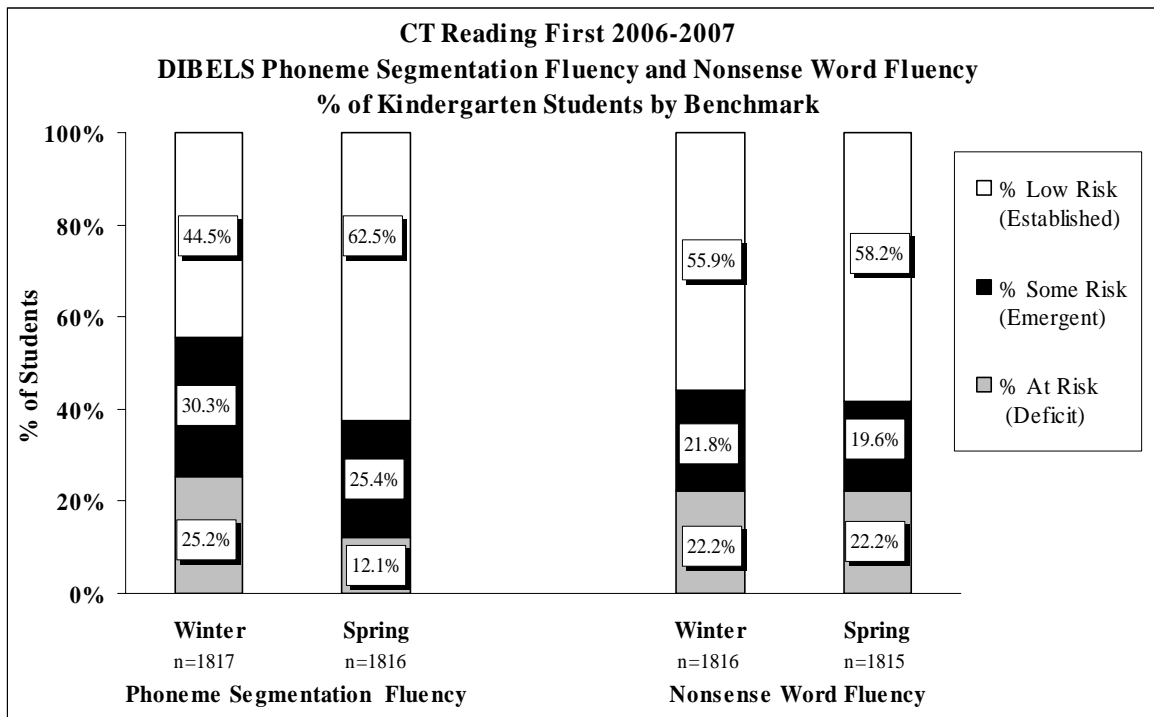


Figure 3



## Grade 1

During the 2006-2007 school year, DIBELS and TerraNova assessments were administered to Grade 1 students in 23 CT Reading First schools. DIBELS assessments were administered as follows: Letter Naming Fluency (LNF) in fall only, Oral Reading Fluency (ORF) in winter and spring only, and Phoneme Segmentation Fluency (PSF) and Nonsense Word Fluency (NWF) in fall, winter, and spring. The TerraNova was administered once in May 2007. In this report, TerraNova data are compared with Grade 1 baseline data collected in spring 2004 and with data from spring 2005 and 2006. All participating schools also administered the Developmental Reading Assessment, Version 1 or Version 2, in January or February 2007 as a replacement for the DIBELS Retelling Fluency test component in progress monitoring. Most administered DRA in May 2007, as well. Due to use of multiple versions of the test, DRA data cannot be analyzed for the project as a whole and so are not included in this report. The following summary highlights DIBELS and TerraNova results for Grade 1. DRA data cannot be analyzed for the project as a whole and so are not included in this report. (See Appendix M for further discussion of Grade 1 assessment results.)

### DIBELS

Overall, Reading First students scored higher during 2006-2007 on all four Grade 1 DIBELS assessments than during prior years. This improvement occurred in the initial and subsequent administrations of each component. (Change across years is shown in Table M1 in Appendix M: CT Reading First Grade 1 Assessment Results. For changes in assessment results within the 2006-2007 school year, see Figure 4 and Figure 5.)



- Overall, the percentage of CT Reading First students identified as *low risk* increased during the year for two of the three Grade 1 DIBELS assessments administered two or three times. The changes were 10.6 percent for Nonsense Word Fluency (from 55.2% to 65.8%), and 31.0 percent for Phoneme Segmentation Fluency (from 59.3% to 90.3%). The percentage of students identified as *low risk* on Oral Reading Fluency remained constant, rising less than 1 percentage point.
- The proportion of Grade 1 students in the *at risk* assessment category for Nonsense Word Fluency decreased from fall 2006 to spring 2007 by 14.3 percentage points (from 22.2% to 7.9%). A decrease also was seen in the percentage of students identified as *at risk* on Phoneme Segmentation Fluency (from 14.6% to 1.6%).
- However, there was a small increase in the percentage of students identified as *at risk* on the Oral Reading Fluency assessment, from 14.1% in winter to 16.4% in spring.

**Figure 4**

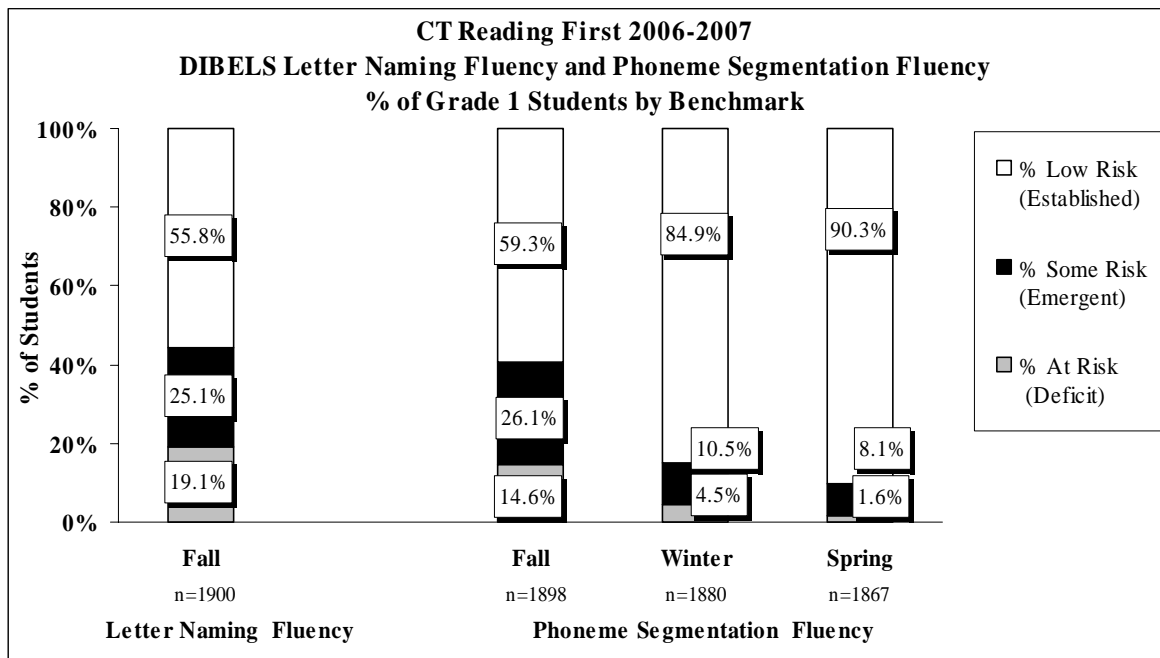
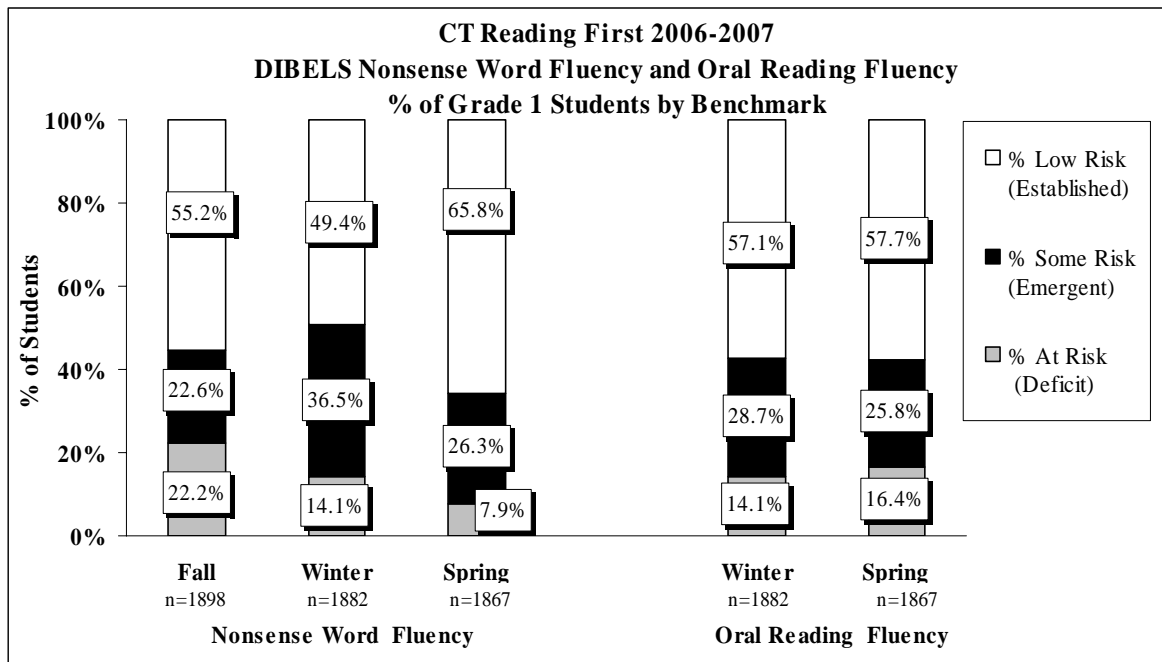


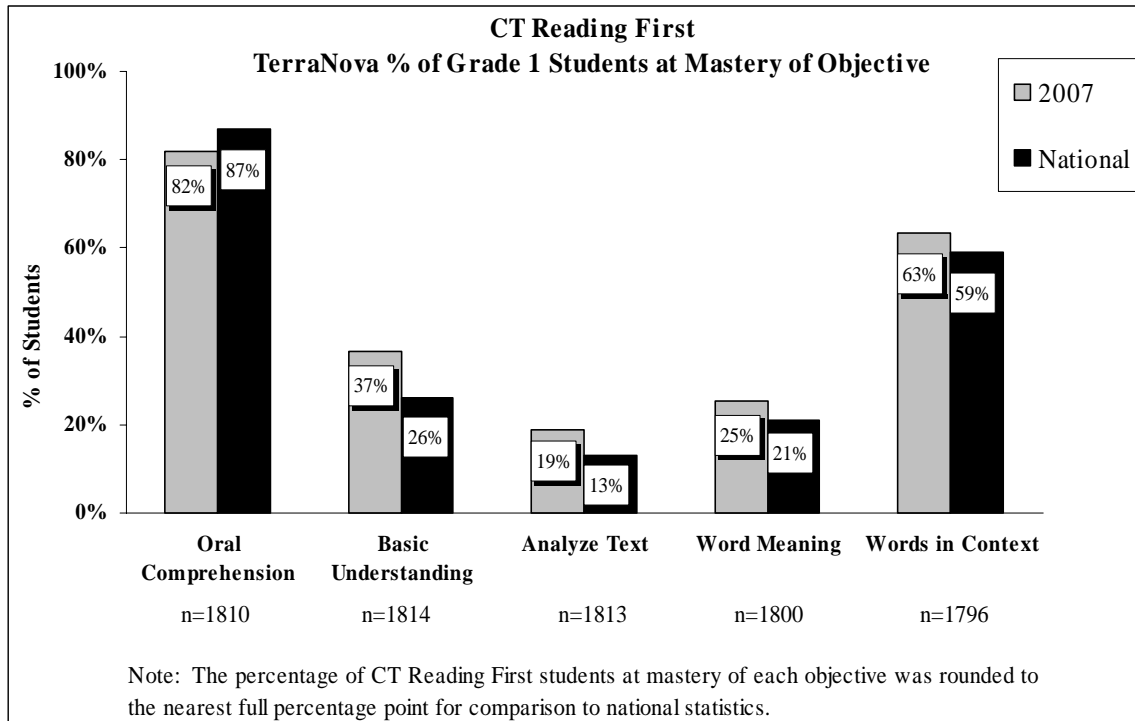
Figure 5



**TerraNova**

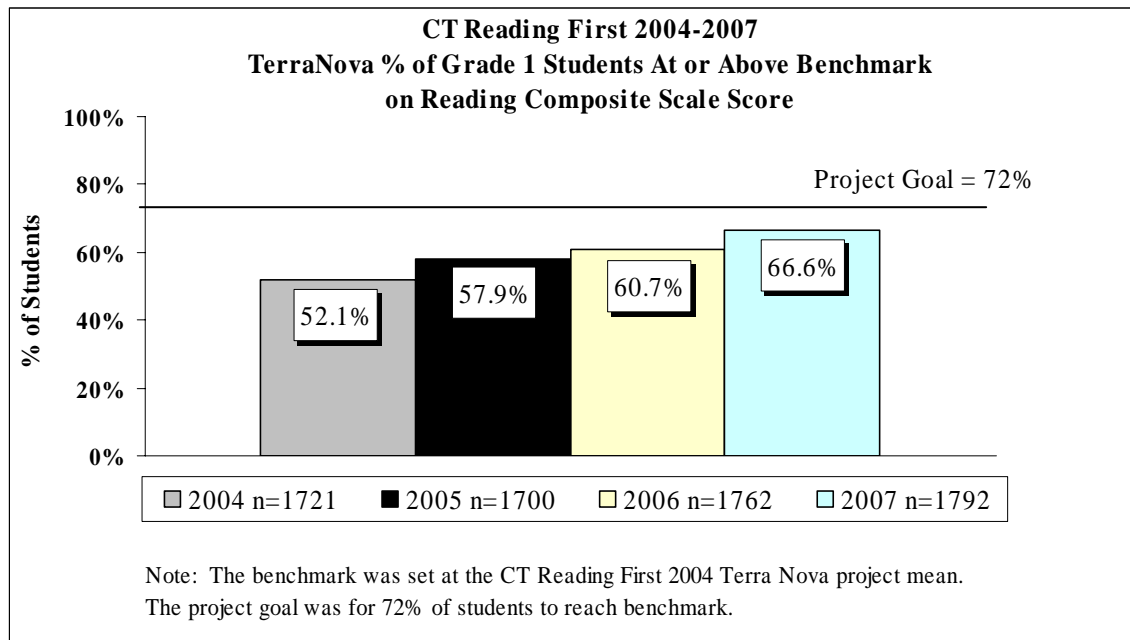
- Among all CT Reading First schools, the number of Grade 1 students achieving *mastery* on the TerraNova Objective Performance Indicators (OPI) increased between 2004 and 2007 for each Reading OPI (Oral Comprehension, Basic Understanding, and Analyze Text) and Vocabulary OPI (Words in Context and Word Meaning). (OPI performance across years is shown in Table M2 in Appendix M: CT Reading First Grade 1 Assessment Results.)
- The percentage of CT Reading First Grade 1 students achieving *mastery* met or surpassed the national levels for two Reading indicators (Basic Understanding and Analyze Text) and both Vocabulary indicators (Word Meaning and Words in Context). (See Figure 6 on the next page.)

**Figure 6**



- For Grade 1, the CT Reading First TerraNova project goal was set at 72% of students scoring at or above the mean Reading Composite Scale Score established in the baseline assessment in 2004. The benchmark was a scale score of 550, a grade equivalent of 1.5. (See Appendix C: Explanation of the CT Reading First Working Benchmarks.) In 2007, 66.6 percent of Grade 1 students surpassed the benchmark. (See Figure 7 on the next page.) Ten schools met the goal among their own students. Percentages of students achieving the benchmark ranged among schools from 28.8 percent to 89.6 percent. In four schools, more than 80 percent of students surpassed the benchmark.

*Figure 7*



## Grade 2

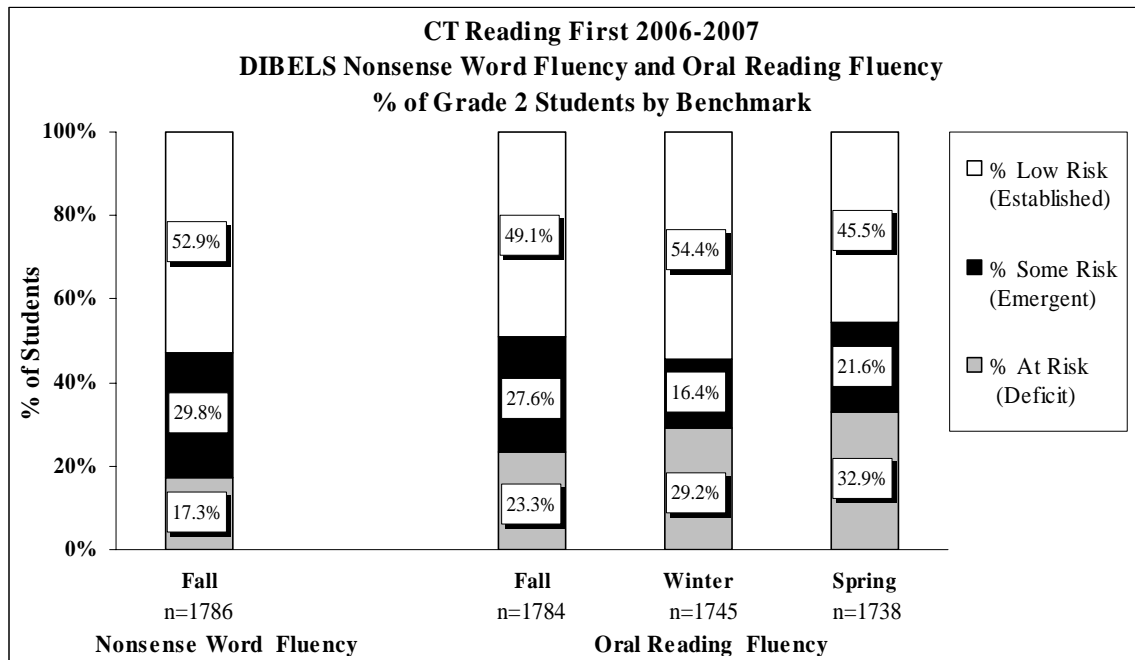
During the 2006-2007 school year, DIBELS and TerraNova assessments were administered to Grade 2 students in 23 CT Reading First schools. DIBELS assessments were administered as follows: Nonsense Word Fluency (NWF) in fall only, and Oral Reading Fluency (ORF) in fall, winter, and spring. The TerraNova was administered only in May 2007. In this report, TerraNova data are compared with Grade 2 baseline data collected in spring 2004 and with data from spring 2005 and 2006. All participating schools also administered the Developmental Reading Assessment, Version 1 or Version 2, in January or February 2007 as a replacement for the DIBELS Retelling Fluency test component in progress monitoring. Most administered DRA in May 2007, as well. Due to use of multiple versions of the test, DRA data cannot be analyzed for the project as a whole and so are not included in this report. The following summary highlights DIBELS and TerraNova results for Grade 2. (See Appendix N for a further discussion of Grade 2 assessment results.)

### *DIBELS*

- Students administered the Nonsense Word Fluency assessment in fall 2006 were more likely to be identified as at **low risk** than were students assessed in the fall of 2004 or 2005 (52.9% in 2006, compared to 42.8% in 2005 and 36.6% in 2004).
- As in the prior year, the percentage of students identified as at **low risk** on the Oral Reading Fluency assessment increased from fall to winter, and decreased from winter to spring. During 2006-2007, the overall result was a slight decrease in the percentage from 49.1 percent to 45.5 percent. As in prior years, there also was an increase in the

number of Grade 2 students identified as *at risk* on ORF between fall 2006 and spring 2007, from 23.3 percent in fall to 32.9 percent in spring.

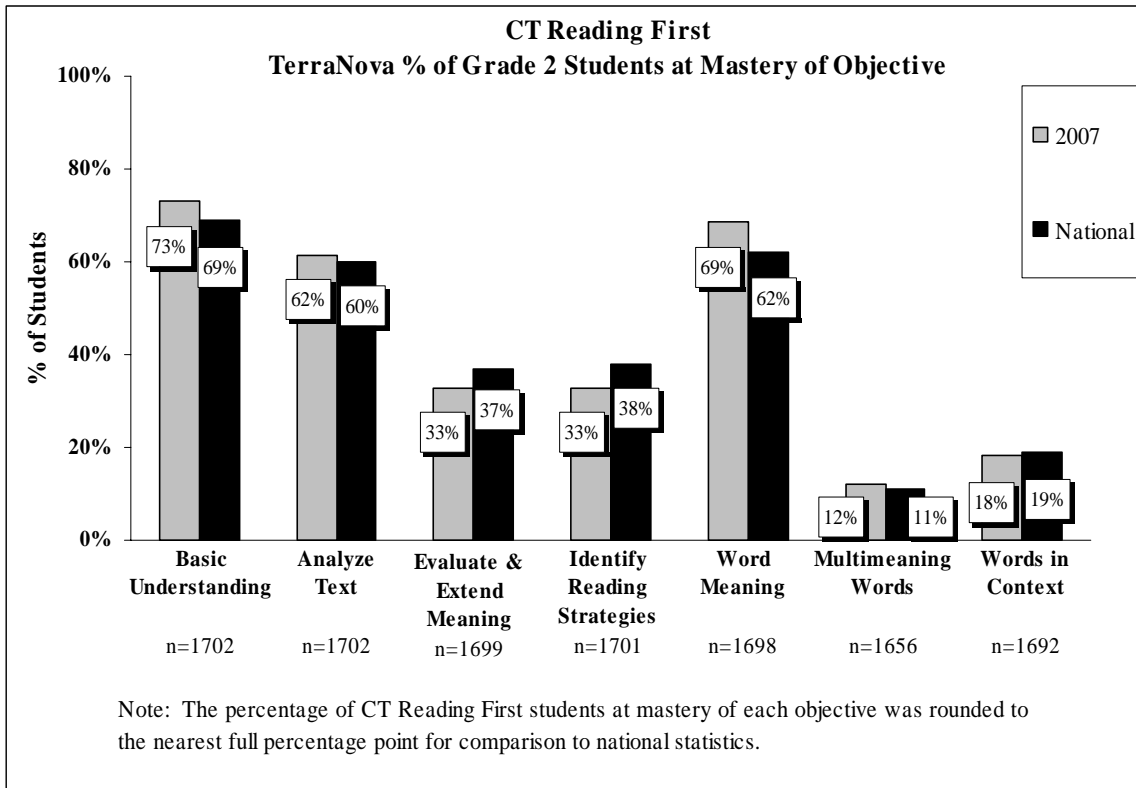
**Figure 8**



**TerraNova**

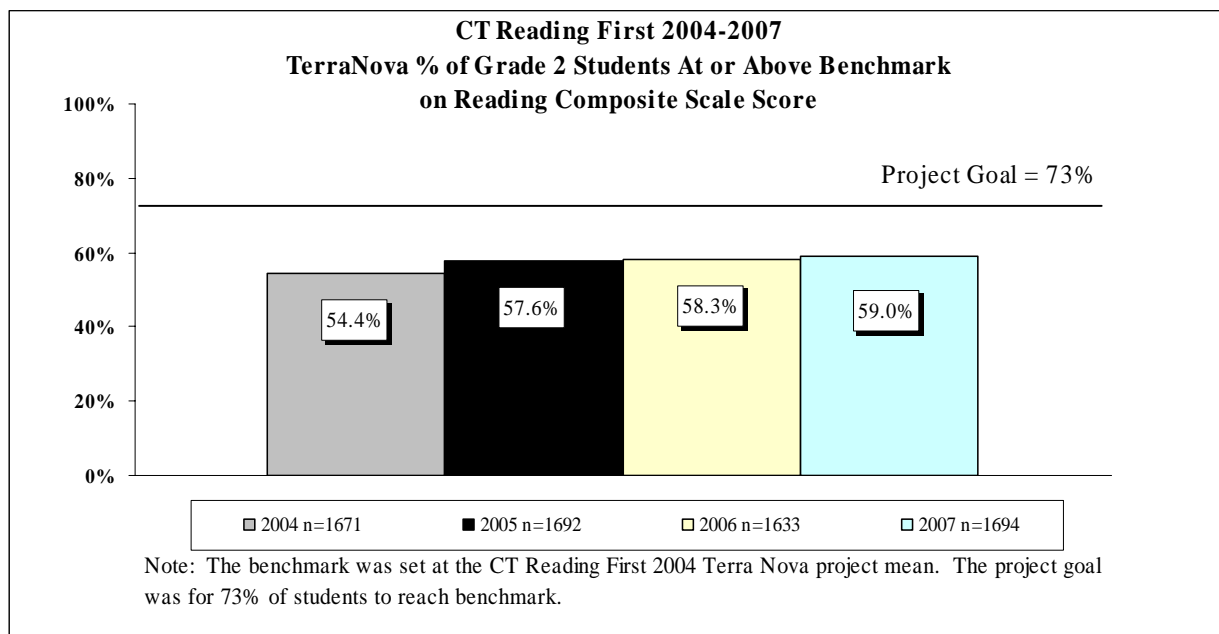
- Overall, the number of Grade 2 students achieving *mastery* on TerraNova Objective Performance Indicators remained nearly constant for all seven indicators between the 2006 and 2007 assessments. The largest change was a decrease of 2.3 percentage points on the Evaluate and Extend Meaning OPI. (Performance across years is shown in Table N2 in Appendix N: CT Reading First Grade 2 Assessment Results.)
- In 2007, CT Reading First students exceeded the national percentage of Grade 2 students obtaining *mastery* on four performance indicators. The four in which project students surpassed the national percentage were Basic Understanding, Analyze Text, Word Meaning, and Multimeaning Words. The largest gap between CT Reading First and national percentages was on the Word Meaning OPI, where 69 percent of Reading First students reached *mastery*, compared to 62 percent nationally.
- The project lagged the national percentage in three OPIs – Evaluate and Extend Meaning, Identify Reading Strategies, and Words in Context – with the largest gap occurring in the Identify Reading Strategies OPI, where 33 percent of Reading First students reached *mastery* compared to 38 percent of students nationally.

**Figure 9**



- The CT Reading First project goal for Grade 2 TerraNova was set at 73% of students scoring above a benchmark set at the 2004 mean Reading Composite Scale Score of 594, a grade equivalent of 2.6. (See Appendix C: Explanation of the CT Reading First Working Benchmarks.) As in the prior year, the overall percentage rose slightly from prior years in 2007, to 59.0 percent. (See Figure 10 on the next page.)
- As in 2006, five schools met the goal among their own students. Percentages of students achieving the benchmark ranged among schools from 26.4 percent to 93.9 percent. In three schools, more than 80% of students surpassed the benchmark.

*Figure 10*



### Grade 3

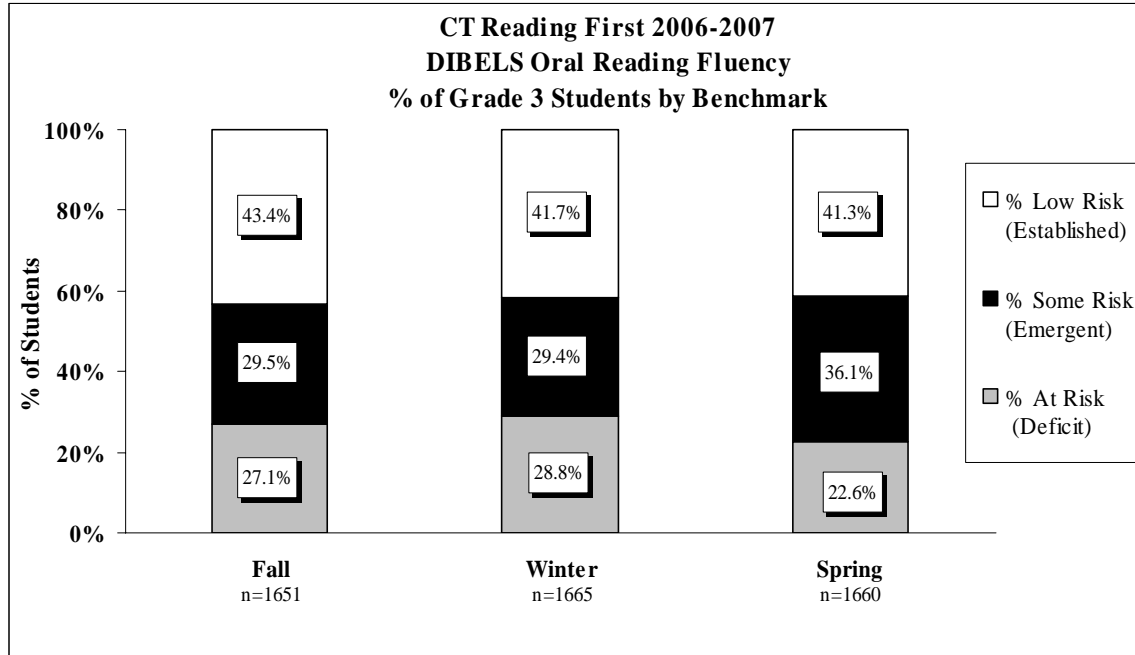
During the 2006-2007 academic year, DIBELS, DRA, CMT, and TerraNova assessments were administered to Grade 3 students in 23 CT Reading First schools. The DIBELS Oral Reading Fluency (ORF) assessment was administered in fall, winter, and spring. CMT was administered once during March. And TerraNova was administered once, in May 2007. TerraNova data are compared with Grade 3 baseline data collected in spring 2004 and with data collected in spring 2005 and 2006. All participating schools also administered the Developmental Reading Assessment, Version 1 or Version 2, in January or February 2007 as a replacement for the DIBELS Retelling Fluency test component in progress monitoring. Most administered DRA in May 2007, as well. Due to use of multiple versions of the test, DRA data cannot be analyzed for the project as a whole and so are not included in this report. The following summary highlights DIBELS, TerraNova, and CMT results for Grade 3. (See Appendix O for further discussion of Grade 3 assessment results.)

#### ***DIBELS***

- As in the prior year, ORF results for 2006-2007 showed movement toward the *some risk* assessment category. The number of students identified as at *some risk* increased by 6.6 percentage points, from 29.5 percent in the fall to 36.1 percent in the spring. (See Figure 11 on the next page.)
- A slight decrease was observed across the 2006-2007 school year in the percentage of students identified as *low risk* (2.1 percentage points, from 43.4% to 41.3%) on ORF.

- The percentage of students identified as *at risk* increased from fall to winter and decreased from winter to spring, resulting in an overall decline of 4.5 percentage points (from 27.1% to 22.6%).

*Figure 11*

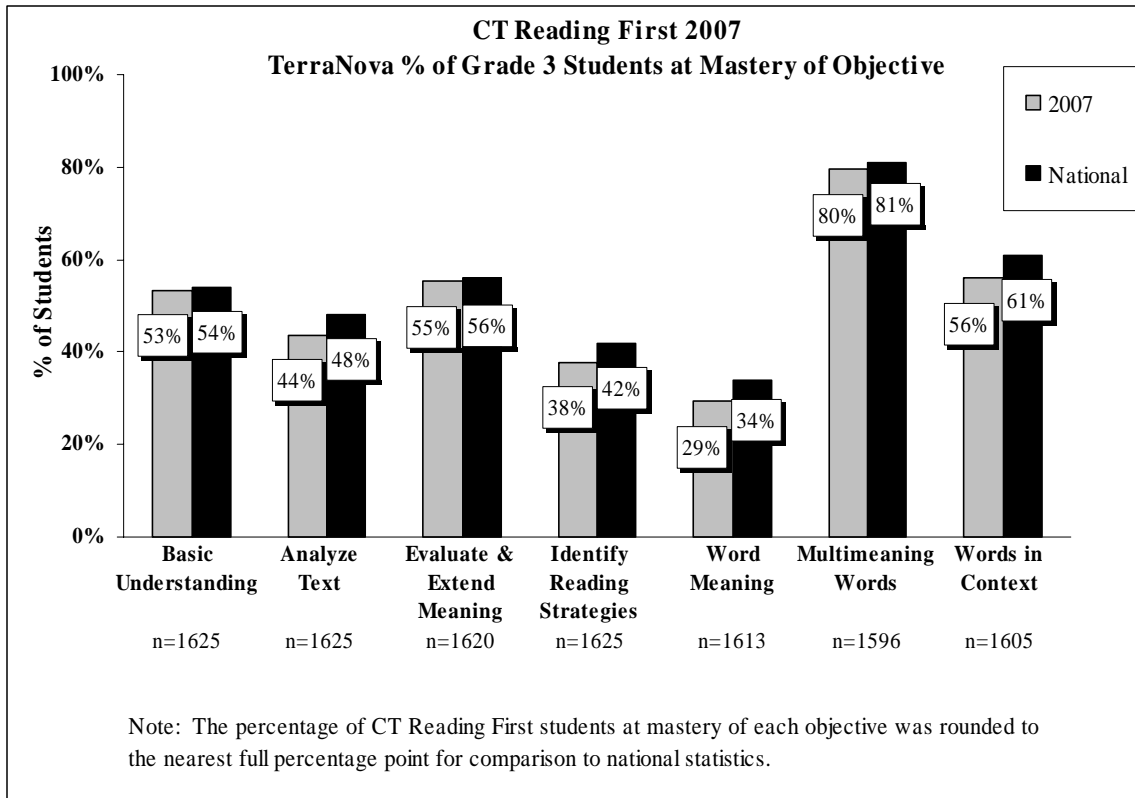


**TerraNova**

- Among all CT Reading First schools, the number of Grade 3 students achieving *mastery* decreased for each of the Reading and Vocabulary Objective Performance Indicators from 2006 to 2007. (Performance across years is shown in Table O2 in Appendix O: CT Reading First Grade 3 Assessment Results.)
- Changes from 2006 to 2007 in the percentages of students achieving *mastery* on Objective Performance Indicators were slight, ranging from 0.7 percentage points on Multimeaning Words to 2.4 percentage points on the Word Meaning and Words in Context OPIs.
- In 2007, the percentage of CT Reading First Grade 3 students achieving *mastery* was below the national percentage for each OPI. (See Figure 12 on the next page.) The overall project percentages of students achieving *mastery* were within 1 percentage point of the national figure for two OPIs: Basic Understanding and Evaluate and Extend Meaning.
- The largest gap between the percentage of CT Reading First students and the national percentage of students *at mastery* was on the Vocabulary objective Words in Context; 56 percent of CT Reading First students, compared to 61 percent nationally.

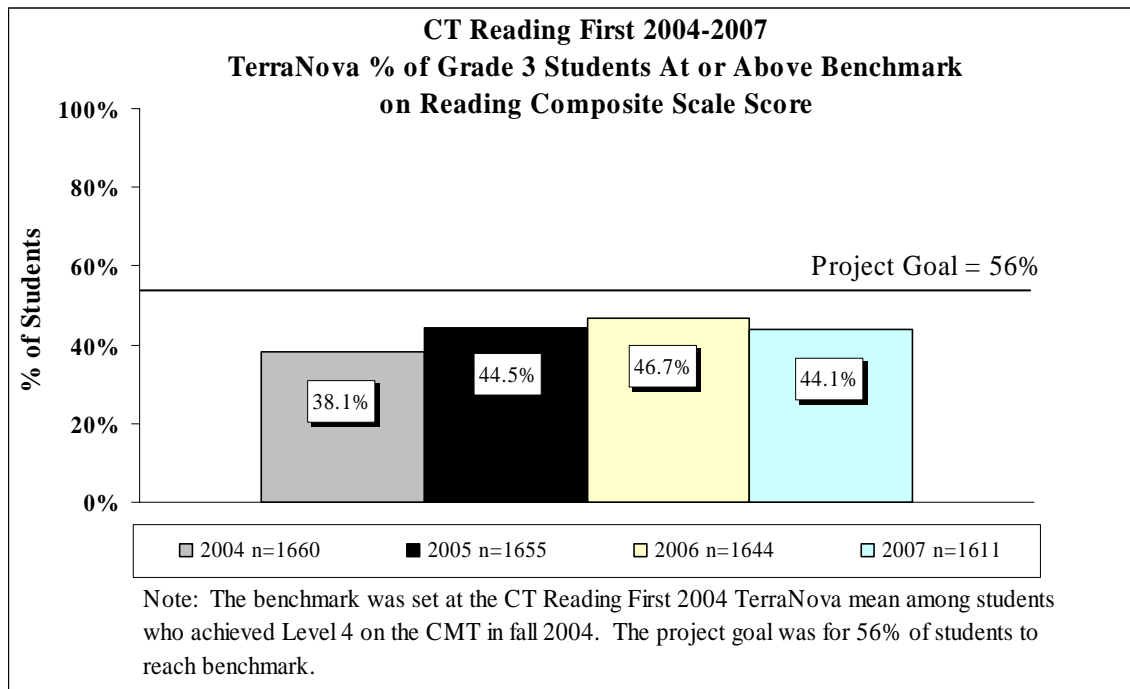


**Figure 12**



- In Grade 3, the CT Reading First project goal was set at 56% of students scoring above a working benchmark based on the likelihood of achieving Level 4 on the Connecticut Mastery Test. The benchmark was a scale score of 627, a grade equivalent of 3.9. (See Appendix C: Explanation of the CT Reading First Working Benchmarks.)
- In 2007, 44.1 percent of CT Reading First students met the benchmark, a decrease of 2.6 percentage points from 2006. This also represents an increase of 6 percentage points from the baseline assessment in 2004. (See Figure 13 on the next page.)
- Five schools met the goal among their own students, and one was within 1 percentage point. Percentages of students achieving the benchmark ranged among schools from 12.0 percent to 77.5 percent. In two schools, more than 70 percent of students surpassed the benchmark, and in two schools, less than 20 percent did so.

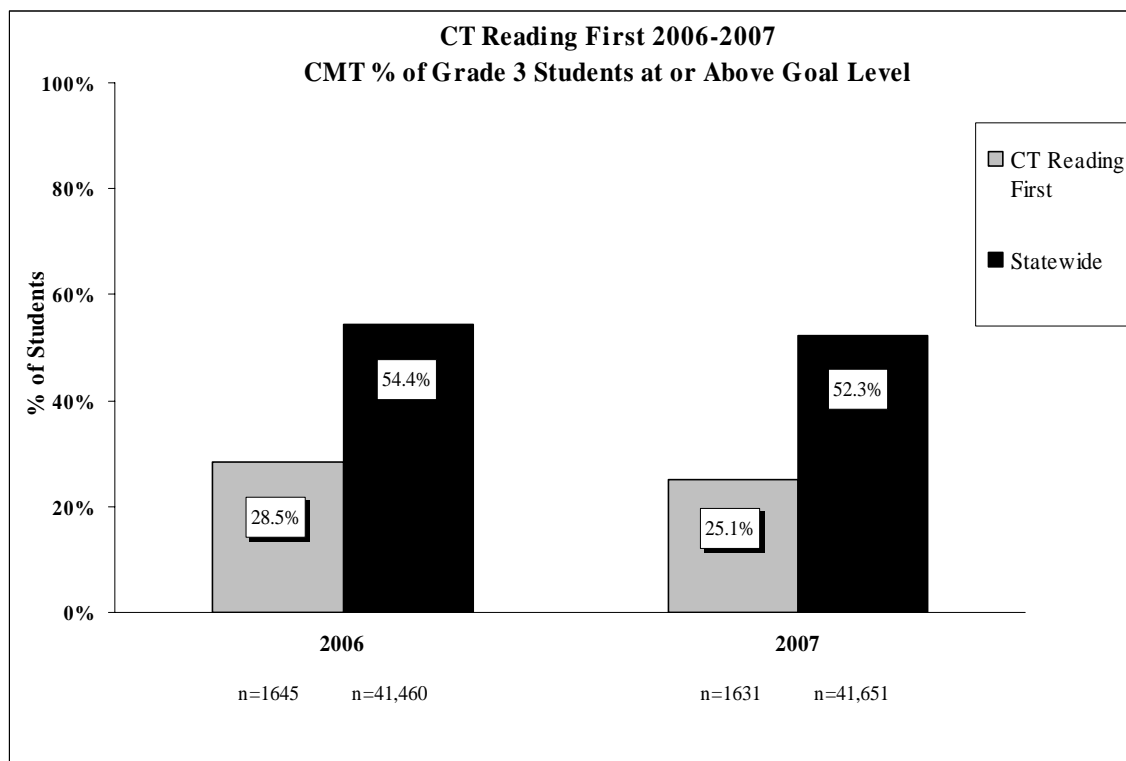
*Figure 13*



### *Connecticut Mastery Test*

- Overall, one-quarter of Grade 3 students in CT Reading First schools who participated in CMT during 2007 scored in the *goal* or *advanced goal* categories in reading. This represents a slight decline from 2006, the first year in which the Generation 4 CMT was administered in Grade 3, when 28.5 percent of CT Reading First students scored at *goal* or above. (See Figure 14 on the next page.)
- As with the other project assessments, results on CMT varied substantially among participating schools. The percentage of students scoring in the *goal* or *advanced goal* categories in reading ranged from 5.6 percent to 51.9 percent.
- The percentage of students scoring at *basic* or below in reading increased slightly from 2006 to 2007 (from 52.7% to 54.8%).

Figure 14



**3. To what extent does reading achievement vary by student demographics (ethnicity, gender, economic status, retention, and additional services received)?**

**Findings:** In 2006-2007, academic disparities by demographic groups were evident across all DIBELS assessments and grade levels. For several demographic groups, differences in achievement between members and non-members were most pronounced in results of the DIBELS Oral Reading Fluency assessment. However, although students in minority demographic groups were less likely to be identified as *low risk*, they did demonstrate substantial academic improvement during the academic year in most grade levels and DIBELS assessment components. In some cases, these improvements narrowed achievement gaps, as occurred with increases in the percentage of Black students in Kindergarten identified as *low risk* on DIBELS ISF and LNF and increases in the percentage of students receiving ESL/Bilingual services identified as *low risk* in Grades 1-3 on DIBELS ORF. Female students were more likely to be identified as *low risk* than male students across all grade levels and DIBELS assessments, disparities which decreased for only three DIBELS components across the school year. Substantial differences in performance were evident between economically disadvantaged and non-disadvantaged students, and were most pronounced on ORF assessments. In Kindergarten and Grade 1, students who had been previously retained outperformed classmates who had not been retained on some DIBELS components, but the differences diminished over the course of the school year. In Grades 2 and 3, non-retained students were more likely to be identified as *low risk* than were peers who had been retained. Students who received additional

reading instruction were less likely than those who did not to be identified as *low risk*, but differences between the groups diminished from fall to spring on all DIBELS assessments. Students who received Bilingual/ESL services also were less likely than peers not receiving such services to be identified as *low risk*. These differences diminished during the 2006-2007 school year for most DIBELS components, although substantial gaps remained. Students who received special education services were less likely to be identified as *low risk* than classmates who did not receive the services. The differences between these groups in many cases increased across the school year.

### Analysis of DIBELS Performance by Demographic Factors (Grades K-3)

The following analysis highlights differences between demographic groups in identification as *low risk* on DIBELS assessments during 2006-2007. (See Appendix P for further information regarding differences by demographic groups on all K-3 CT Reading First assessments.)

#### *Race/Ethnicity*

In 2006-2007, academic disparities based on race/ethnicity were evident across all DIBELS assessments and grade levels. (See Table 3.) On end-of-year DIBELS assessments, the difference in percentages of White and Black students identified as *low risk* ranged from 2.2 percentage points (Grade 1 PSF) to 24.0 percentage points (Grade 3 ORF), with percentages consistently higher for White students. The disparity between White and Hispanic students was even greater; ranging from 6.8 percentage points (Grade 1 PSF) to 27.7 percentage points (Grade 3 ORF).

In Kindergarten, the disparity between the percentage of White students identified as *low risk* and the percentage of Black students identified as *low risk* narrowed substantially during the school year.

- Between the fall and winter administrations of the ISF assessment, the percentage of White students identified as *low risk* fell by 3.2 percentage points, while the percentage of Black students identified as *low risk* increased by 2.8 percentage points.
- Between the fall and spring administrations of LNF, the percentage of White students identified as *low risk* fell by 2.5 percentage points, while the percentage of Black students identified as *low risk* increased by 9.1 percentage points.

During Grade 1, the performance gap between White and Black students on DIBELS PSF and NWF also declined; however, in Grades 1 and 2, the performance gap between White and Black students on DIBELS ORF widened, while in Grade 3 it remained constant.

- During Grade 1, the percentage of Black students identified as *low risk* on the ORF declined by 1.2 percentage points, while the percentage of White students identified as *low risk* increased by 3.2 percentage points.

- During Grade 2, the percentage of Black students identified as *low risk* on the ORF declined by 8.5 percentage points while the percentage of White students identified as *low risk* remained fairly constant (a slight decline of 0.3 percentage points).

**Table 3**

DIBELS Assessment		Race/Ethnicity						Total	
		White not Hispanic		Black not Hispanic		Hispanic			
		n	Low Risk	n	Low Risk	n	Low Risk	n	Low Risk
Grade K	Fall ISF	503	52.5%	455	45.3%	655	37.4%	1688	44.9%
	Winter ISF		49.3%		48.1%		34.7%		43.0%
	<b>Change</b>		<b>(3.2%)</b>		<b>+2.8%</b>		<b>(2.7%)</b>		<b>(1.9%)</b>
	Winter PSF	499	53.3%	454	41.9%	686	40.4%	1722	45.0%
	Spring PSF		72.1%		63.9%		57.1%		63.6%
	<b>Change</b>		<b>+18.8%</b>		<b>+22.0%</b>		<b>+16.7%</b>		<b>+18.6%</b>
	Winter NWF	499	62.7%	454	57.7%	685	49.1%	1721	56.2%
	Spring NWF		65.7%		63.2%		52.0%		59.7%
<b>Change</b>	<b>+3.0%</b>		<b>+5.5%</b>		<b>+2.9%</b>		<b>+3.5%</b>		
Fall LNF	482	66.6%	437	52.2%	641	35.7%	1637	50.5%	
Spring LNF		64.1%		61.3%		51.0%		58.4%	
<b>Change</b>		<b>(2.5%)</b>		<b>+9.1%</b>		<b>+15.3%</b>		<b>+7.9%</b>	
Grade 1	Fall PSF	520	71.7%	458	57.9%	664	52.0%	1712	60.3%
	Spring PSF		94.8%		92.6%		88.0%		91.4%
	<b>Change</b>		<b>+23.1%</b>		<b>+34.7%</b>		<b>+36.0%</b>		<b>+31.1%</b>
	Fall NWF	520	65.2%	459	56.2%	663	47.2%	1712	55.8%
	Spring NWF		77.7%		69.7%		58.5%		67.9%
	<b>Change</b>		<b>+12.5%</b>		<b>+13.5%</b>		<b>+11.3%</b>		<b>+12.1%</b>
Winter ORF	538	66.7%	484	59.9%	698	47.6%	1795	57.8%	
Spring ORF		69.9%		58.7%		48.4%		58.7%	
<b>Change</b>		<b>+3.2%</b>		<b>(1.2%)</b>		<b>+0.8%</b>		<b>+0.9%</b>	
Grade 2	Fall ORF	468	61.8%	504	47.4%	596	41.4%	1623	49.8%
	Spring ORF		61.5%		38.9%		39.6%		46.5%
	<b>Change</b>		<b>(0.3%)</b>		<b>(8.5%)</b>		<b>(1.8%)</b>		<b>(3.3%)</b>
Grade 3	Fall ORF	429	60.6%	462	36.6%	572	34.1%	1516	43.7%
	Spring ORF		59.7%		35.7%		32.0%		42.0%
	<b>Change</b>		<b>(0.9%)</b>		<b>(0.9%)</b>		<b>(2.1%)</b>		<b>(1.7%)</b>

Note: The total column includes all students who took the specified assessment during both time periods. The number of students across demographic categories may not equal the total column due to missing demographic information.

### Gender

In 2006-2007, female students outperformed male students across all DIBELS assessments and grade levels (See Table 4). On end-of-year DIBELS assessments, the percentage of female students identified as *low risk* ranged from 4.2 percentage points (Grade 1 PSF) to 16.7 percentage points (Grade K PSF) higher than the percentage of male students identified as *low risk*.

- The performance gap between female and male students decreased across the school year for only three DIBELS components, LNF in Kindergarten, PSF in Grade 1, and ORF in Grade 2.

**Table 4**

DIBELS Assessment		Gender				Economically Disadvantaged				Total	
		Female		Male		No		Yes			
		n	Low Risk	n	Low Risk	n	Low Risk	n	Low Risk	n	Low Risk
Grade K	Fall ISF	803	49.1%	882	40.9%	546	49.8%	1142	42.6%	1688	44.9%
	Winter ISF		47.7%		38.8%		49.5%		39.9%		43.0%
	<b>Change</b>		<b>(1.4%)</b>		<b>(2.1%)</b>		<b>(0.3%)</b>		<b>(2.7%)</b>		<b>(1.9%)</b>
	Winter PSF	818	51.0%	901	39.5%	557	52.4%	1165	41.5%	1722	45.0%
	Spring PSF		72.4%		55.7%		70.4%		60.4%		63.6%
	<b>Change</b>		<b>+21.4%</b>		<b>+16.2%</b>		<b>+18.0%</b>		<b>+18.9%</b>		<b>+18.6%</b>
	Winter NWF	818	61.2%	900	51.7%	557	63.4%	1164	52.8%	1721	56.2%
	Spring NWF		64.7%		55.2%		67.7%		55.8%		59.7%
	<b>Change</b>		<b>+3.5%</b>		<b>+3.5%</b>		<b>+4.3%</b>		<b>+3.0%</b>		<b>+3.5%</b>
Fall LNF	777	55.6%	857	46.0%	535	65.6%	1102	43.2%	1637	50.5%	
Spring LNF		61.6%		55.4%		69.2%		53.2%		58.4%	
<b>Change</b>		<b>+6.0%</b>		<b>+9.4%</b>		<b>+3.6%</b>		<b>+10.0%</b>		<b>+7.9%</b>	
Grade 1	Fall PSF	822	65.2%	883	55.6%	513	66.7%	1199	57.6%	1712	60.3%
	Spring PSF		93.6%		89.4%		91.6%		91.3%		91.4%
	<b>Change</b>		<b>+28.4%</b>		<b>+33.8%</b>		<b>+24.9%</b>		<b>+33.7%</b>		<b>+31.1%</b>
	Fall NWF	822	58.5%	883	53.1%	513	63.2%	1199	52.6%	1712	55.8%
	Spring NWF		70.8%		65.2%		74.1%		65.3%		67.9%
	<b>Change</b>		<b>+12.3%</b>		<b>+12.1%</b>		<b>+10.9%</b>		<b>+12.7%</b>		<b>+12.1%</b>
Winter ORF	856	62.7%	930	53.0%	536	67.7%	1259	53.5%	1795	57.8%	
Spring ORF		64.5%		53.3%		70.5%		53.7%		58.7%	
<b>Change</b>		<b>+1.8%</b>		<b>+0.3%</b>		<b>+2.8%</b>		<b>+0.2%</b>		<b>+0.9%</b>	
Grade 2	Fall ORF	765	53.7%	854	46.4%	516	59.9%	1107	45.2%	1623	49.8%
	Spring ORF		49.3%		43.9%		58.3%		40.9%		46.5%
	<b>Change</b>		<b>(4.4%)</b>		<b>(2.5%)</b>		<b>(1.6%)</b>		<b>(4.3%)</b>		<b>(3.3%)</b>
Grade 3	Fall ORF	721	46.3%	793	41.1%	450	55.6%	1066	38.6%	1516	43.7%
	Spring ORF		46.6%		37.6%		54.9%		36.5%		42.0%
	<b>Change</b>		<b>+0.3%</b>		<b>(3.5%)</b>		<b>(0.7%)</b>		<b>(2.1%)</b>		<b>(1.7%)</b>

Note: The total column includes all students who took the specified assessment during both time periods. The number of students across demographic categories may not equal the total column due to missing demographic information.

***Economically Disadvantaged***

Substantial differences in performance by economic status were evident on almost all DIBELS assessments, but as with ethnicity, differences were most pronounced on DIBELS ORF. (See Table 4.) The percentage of economically disadvantaged students identified as *low risk* on spring ORF assessments ranged from 16.8 to 18.4 percentage points lower than the percentage of non-disadvantaged students.

- During Grade 2, the percentage of economically disadvantaged students identified as *low risk* on the ORF declined by 4.3 percentage points, compared to a decline of 1.6 percentage points among non-disadvantaged students.
- During Grade 3, the percentage of economically disadvantaged students identified as *low risk* on the ORF declined by 2.1 percentage points, while the percentage of non-

disadvantaged students identified as *low risk* remained fairly constant (a slight decline of 0.7 percentage points).

### ***Retention***

In the fall of Kindergarten and Grade 1, students who had been previously retained often outperformed their classmates, but these students then demonstrated significantly less improvement over the course of the school year than their classmates did. (See Table 5.)

- In Kindergarten, 58.3% of students who had been previously retained were identified as *low risk* on the fall LNF, compared to 49.9% of students not previously retained. However, by the spring administration of the LNF, the percentage of students identified as *low risk* had declined by 14.1 percentage points among students previously retained and increased by 9.6 percentage points among students not previously retained.
- Similarly, 61.1% of Grade 1 students who had been previously retained were identified as *low risk* on the fall NWF, compared to 55.2% of Grade 1 students not previously retained. By the spring administration of the NWF, the percentage of students identified as *low risk* had increased by 2.2 percentage points among students previously retained, but increased by 13.3 percentage points among students not previously retained.

In Grades 2 and 3, students who had been previously retained were less likely to be identified as *low risk* on ORF than those who had not been retained. These differences increased throughout the 2006-2007 school year.

- In Grade 2, this disparity increased across the school year, as the percentage of students identified as *low risk* decreased by 12.4 percentage points among students who had been previously retained, and decreased by 2.3 percentage points among students who had not been retained.
- In Grade 3 the performance gap narrowed slightly across the year, as the percentage of students identified as *low risk* on ORF increased by 2.7 percentage points among students who had been previously retained, and decreased by 2.2 percentage points among students who had not been retained.

Table 5

DIBELS Assessment		Previously Retained				Additional Reading Instruction				Total	
		No		Yes		No		Yes			
		n	Low Risk	n	Low Risk	n	Low Risk	n	Low Risk		
Grade K	Fall ISF	1651	44.3%	127	52.8%	1045	49.5%	543	37.9%	1688	44.9%
	Winter ISF		43.2%		40.9%		47.5%		32.2%		43.0%
	<b>Change</b>		<b>(1.1%)</b>		<b>(11.9%)</b>		<b>(2.0%)</b>		<b>(5.7%)</b>		<b>(1.9%)</b>
	Winter PSF	1599	44.3%	123	53.7%	1058	52.7%	560	31.1%	1722	45.0%
	Spring PSF		64.0%		59.3%		67.7%		56.3%		63.6%
	<b>Change</b>		<b>+19.7%</b>		<b>+5.6%</b>		<b>+15.0%</b>		<b>+25.2%</b>		<b>+18.6%</b>
	Winter NWF	1598	56.5%	123	52.8%	1059	63.3%	558	41.2%	1721	56.2%
	Spring NWF		60.7%		46.3%		64.2%		48.9%		59.7%
	<b>Change</b>		<b>+4.2%</b>		<b>(6.5%)</b>		<b>+0.9%</b>		<b>+7.7%</b>		<b>+3.5%</b>
Fall LNF	1517	49.9%	120	58.3%	1019	59.1%	518	33.8%	1637	50.5%	
Spring LNF		59.5%		44.2%		65.4%		41.7%		58.4%	
<b>Change</b>		<b>+9.6%</b>		<b>(14.1%)</b>		<b>+6.3%</b>		<b>+7.9%</b>		<b>+7.9%</b>	
Grade 1	Fall PSF	1532	59.7%	180	65.6%	989	69.0%	622	49.0%	1712	60.3%
	Spring PSF		91.5%		90.6%		91.2%		92.4%		91.4%
	<b>Change</b>		<b>+31.8%</b>		<b>+25.0%</b>		<b>+22.2%</b>		<b>+43.4%</b>		<b>+31.1%</b>
	Fall NWF	1532	55.2%	180	61.1%	989	67.8%	622	38.1%	1712	55.8%
	Spring NWF		68.5%		63.3%		74.5%		58.0%		67.9%
	<b>Change</b>		<b>+13.3%</b>		<b>+2.2%</b>		<b>+6.7%</b>		<b>+19.9%</b>		<b>+12.1%</b>
Winter ORF	1612	57.6%	183	59.0%	1030	69.8%	661	39.6%	1795	57.8%	
Spring ORF		59.5%		51.9%		70.3%		42.4%		58.7%	
<b>Change</b>		<b>+1.9%</b>		<b>(7.1%)</b>		<b>+0.5%</b>		<b>+2.8%</b>		<b>+0.9%</b>	
Grade 2	Fall ORF	1453	51.3%	170	37.1%	928	64.2%	572	29.4%	1623	49.8%
	Spring ORF		49.0%		24.7%		59.8%		28.0%		46.5%
	<b>Change</b>		<b>(2.3%)</b>		<b>(12.4%)</b>		<b>(4.4%)</b>		<b>(1.4%)</b>		<b>(3.3%)</b>
Grade 3	Fall ORF	1370	45.7%	146	24.7%	823	60.3%	578	23.2%	1516	43.7%
	Spring ORF		43.5%		27.4%		55.2%		25.3%		42.0%
	<b>Change</b>		<b>(2.2%)</b>		<b>+2.7%</b>		<b>(5.1%)</b>		<b>+2.1%</b>		<b>(1.7%)</b>

Note: The total column includes all students who took the specified assessment during both time periods. The number of students across demographic categories may not equal the total column due to missing demographic information.

**Additional Reading Instruction**

Although students receiving additional reading instruction were less likely to be identified as *low risk* on all DIBELS assessments than students not receiving this instruction, the differences were most pronounced on DIBELS ORF. (See Table 5.) On end-of-year DIBELS ORF assessments, the percentage of students receiving additional reading instruction who were identified as *low risk* ranged from 27.9 percentage points (Grade 1 ORF) to 31.8 percentage points (Grade 2 ORF) lower than the percentage of students not receiving additional instruction who were identified as *low risk*.

The performance gaps between these groups narrowed during 2006-2007, due to greater improvements among students receiving additional reading instruction. Even with these improvements, substantial gaps remained.



- Between the fall and spring administration of the Grade 2 ORF, the percentage of students identified as *low risk* decreased by 1.4 percentage points among students receiving additional instruction, and decreased by 4.4 percentage points among students not receiving additional instruction.
- From fall to spring, the percentage of students identified as *low risk* on Grade 3 ORF increased by 2.1 percentage points among students receiving additional instruction, but decreased by 5.1 percentage points among students not receiving additional instruction.

### ***Bilingual/ESL***

During the 2006-2007 school year, disparities in academic achievement were evident between students receiving Bilingual or ESL services and those not receiving these services. Students who did receive such services were less likely than other students to be identified as *low risk* on all DIBELS components at all grade levels. In spring 2007, these differences ranged from 4.2 percentage points on Grade 1 PSF to 28.5 percentage points on Grade 3 ORF. For most DIBELS components, the performance gaps between the groups decreased from fall to spring, in some cases closing substantially.

- Between the fall and spring administration of Grade 1 PSF, the percentage of students identified as *low risk* increased by 48.0 percentage points among students receiving Bilingual/ESL services, and increased by 29.2 percentage points among students not receiving the services.
- Between fall and spring, the percentage of students identified as *low risk* on Grade 1 NWF increased by 24.3 percentage points among students receiving Bilingual/ESL services, while increasing by 10.8 percentage points among students not receiving Bilingual/ESL services.

**Table 6**

DIBELS Assessment		ESL/Bilingual Services				Special Education Services				Total	
		No		Yes		No		Yes			
		n	Low Risk	n	Low Risk	n	Low Risk	n	Low Risk	n	Low Risk
Grade K	Fall ISF	1526	46.3%	162	32.1%	1587	46.4%	101	21.8%	1688	44.9%
	Winter ISF		44.6%		27.8%		45.1%		10.9%		43.0%
	<b>Change</b>		<b>(1.7%)</b>		<b>(4.3%)</b>		<b>(1.3%)</b>		<b>(10.9%)</b>		<b>(1.9%)</b>
	Winter PSF	1545	46.5%	177	32.2%	1621	46.9%	101	14.9%	1722	45.0%
	Spring PSF		65.4%		48.6%		65.6%		31.7%		63.6%
	<b>Change</b>		<b>+18.9%</b>		<b>+16.4%</b>		<b>+18.7%</b>		<b>+16.8%</b>		<b>+18.6%</b>
	Winter NWF	1545	58.4%	176	37.5%	1620	57.5%	101	36.6%	1721	56.2%
	Spring NWF		61.2%		46.6%		61.0%		38.6%		59.7%
	<b>Change</b>		<b>+2.8%</b>		<b>+9.1%</b>		<b>+3.5%</b>		<b>+2.0%</b>		<b>+3.5%</b>
Fall LNF	1478	53.3%	159	24.5%	1538	51.9%	99	29.3%	1637	50.5%	
Spring LNF		60.5%		39.0%		60.0%		33.3%		58.4%	
<b>Change</b>		<b>+7.2%</b>		<b>+14.5%</b>		<b>+8.1%</b>		<b>+4.0%</b>		<b>+7.9%</b>	
Grade 1	Fall PSF	1543	62.6%	169	39.6%	1575	62.3%	137	38.0%	1712	60.3%
	Spring PSF		91.8%		87.6%		92.5%		78.8%		91.4%
	<b>Change</b>		<b>+29.2%</b>		<b>+48.0%</b>		<b>+30.2%</b>		<b>+40.8%</b>		<b>+31.1%</b>
	Fall NWF	1543	58.1%	169	34.9%	1575	57.5%	137	36.5%	1712	55.8%
	Spring NWF		68.9%		59.2%		69.1%		54.7%		67.9%
	<b>Change</b>		<b>+10.8%</b>		<b>+24.3%</b>		<b>+11.6%</b>		<b>+18.2%</b>		<b>+12.1%</b>
Winter ORF	1616	59.3%	179	44.1%	1650	59.3%	145	40.0%	1795	57.8%	
Spring ORF		59.8%		48.6%		60.9%		33.8%		58.7%	
<b>Change</b>		<b>+0.5%</b>		<b>+4.5%</b>		<b>+1.6%</b>		<b>(6.2%)</b>		<b>+0.9%</b>	
Grade 2	Fall ORF	1458	52.3%	165	27.9%	1561	51.2%	62	16.1%	1623	49.8%
	Spring ORF		47.9%		33.3%		47.7%		14.5%		46.5%
	<b>Change</b>		<b>(4.4%)</b>		<b>+5.4%</b>		<b>(3.5%)</b>		<b>(1.6%)</b>		<b>(3.3%)</b>
Grade 3	Fall ORF	1430	45.6%	86	11.6%	1355	46.2%	161	22.4%	1516	43.7%
	Spring ORF		43.6%		15.1%		44.6%		19.9%		42.0%
	<b>Change</b>		<b>(2.0%)</b>		<b>+3.5%</b>		<b>(1.6%)</b>		<b>(2.5%)</b>		<b>(1.7%)</b>

Note: The total column includes all students who took the specified assessment during both time periods. The number of students across demographic categories may not equal the total column due to missing demographic information.

**Special Education Services**

Disparities were noted across all grade levels and DIBELS components based on students' receipt of special education services. On spring 2007 DIBELS assessments, the percentages of students receiving special education services who were identified as *low risk* were lower than the percentages for students not receiving special education services by a margin that ranged from 13.7 percentage points (Grade 1 PSF) to 33.9 percentage points (Kindergarten PSF). In most cases, the disparities increased over the course of the school year. Grade 1 PSF and NWF and Grade 2 ORF were the only DIBELS components for which the performance gaps narrowed during the 2006-2007 school year.

- Between the fall and winter administration of Kindergarten ISF, the percentage of students identified as *low risk* decreased by 10.9 percentage points among students receiving special education services, and decreased by 1.3 percentage points among students not receiving the services.

- Between fall and spring, the percentage of students identified as *low risk* on Grade 1 ORF decreased by 6.2 percentage points among students receiving special education services, while increasing by 1.6 percentage points among students not receiving special education services.

4. To what extent do participant schools show evidence of explicit and systematic SBRR-based instruction in pre-reading and reading?
5. To what extent do participant schools show evidence of organization of instruction at the classroom level to support reading improvement?

**Findings:** In the third year of Reading First implementation, evidence of SBRR-based literacy instruction continued to increase in CT Reading First schools. Respondents to the Educator Survey indicated that their knowledge and implementation of literacy instruction competencies increased significantly during the year. Teachers’ improvements in the area of SBRR-based instruction were also observed by the facilitators during the ELLCO process. Overall, between fall 2006 and spring 2007, ELLCO teachers showed significant improvement ( $p < .05$ ) on all 14 ELLCO elements.

Literacy teams described specific improvements made by teachers in the area of literacy instruction including refined implementation of the core reading program, increased use of assessment data to target instruction, and refinement of literacy centers or work stations. Teams indicated that teacher dialogue around assessment data continued to increase and data was becoming a driving force for change. Both teachers and teams noted, however, that the volume of assessments had been challenging and is an area that districts and the state need to examine further.

Teams indicated that they would continue to support teachers as they implement SBRR-based literacy instruction. Teams reported that teachers’ level of expertise varied especially in the area of differentiated instruction and the use of data, and they planned to offer continued assistance in these areas.

*Core Program Implementation*

In many of the schools, a new SBRR-based core reading program had been implemented in Year 1 of the Reading First initiative. According to focus group participants, the use of a consistent core program across years has allowed teachers to become more refined, efficient, and effective in their delivery of the program. Several facilitators and principals indicated that teachers were more comfortable using the program and were now modifying the program to incorporate additional strategies and materials. Focus group participants reported that teachers’ increased confidence and ability to “pick and choose” from core program materials has allowed them to target instruction and meet student needs more effectively. Improved implementation of the core program was also mentioned by teachers, with one teacher commenting, “After using this series for a few years, I have been able to enrich many of the skills presented.”

Several literacy teams reported that they had focused on analyzing student data and the core program materials to determine areas for improvement. Examples included helping teachers to develop higher level questions for core program stories; supplementing the writing, phonics, and vocabulary components of the core program with additional materials; and assisting teachers with differentiating phonics and phonemic awareness instruction using the core program. The extent of modifications seemed to vary by the school and core program utilized. Literacy teams reported that they would continue to help teachers refine their core program implementation and some focus group participants indicated the need to balance fidelity to the core program with best practices. (See Appendix J for further discussion of the core reading program.)

### ***Use of Assessment Data to Drive Instruction***

During Year 3, focus group and interview participants reported a continued focus on the use of assessment data to drive instruction. Facilitators noted spending a significant amount of time on assessment-related activities including training teachers to administer assessments, and discussing and analyzing assessment data with teachers during grade-level meetings, workshops, and intervention meetings. Principals and district coordinators also reported assisting teachers with the analysis of data, and meeting with the facilitators regularly to discuss data and determine the need for instructional changes.

Teams and principals reported that teachers' ability to use data to target instruction and meet student needs improved during the past year. Improvements in teachers' use of assessment data were observed by the facilitators during the ELLCO process. Overall, scores for the teachers observed in both the fall and spring of 2006-2007 significantly improved ( $p < .05$ ) in the area of assessment, exceeding the basic level on the five-point rubric (5=Exemplary, 3=Basic, and 1=Deficient). Facilitators indicated that teachers were becoming more proficient using data for grouping and differentiating instruction, and were more enthusiastic about data as a result of an increase in student scores. In addition, team members also reported that their own knowledge of data has continued to improve. One district staff member added that the principals and facilitators were using data to create instructional plans more quickly than in previous years.

Teachers and teams did express concerns regarding the number of assessments being administered and the resulting loss of instructional time. Focus group participants indicated that assessments interrupted instruction, support services, and coaching and modeling. In several cases, teachers also noted that some assessments did not present an accurate picture of student ability or were not being used to drive instruction. Teachers and teams recommended that the state and districts work together to streamline the assessment process and continue to guide the schools on how to effectively use the assessments for instructional purposes. Several teams also indicated plans to continue to assist teachers with the analysis and use of assessment data, commenting that teachers' level of expertise in this area often varied.

### ***Use of Data Walls to Facilitate SBRR-Based Instruction***

The creation and use of data walls increased in several schools during the past year and facilitated the implementation of targeted instruction. One district coordinator remarked that it

was the “year of the data wall.” Literacy teams provided descriptions of data walls or graphs created in their schools including the display of a variety of classroom-level, grade-level and/or school-wide data. Examples included:

- Creation and implementation of a DRA data wall in the reading room;
- Development of a data wall by each grade level team to promote regular review of students’ progress;
- Use of a display board showing each grade levels’ students as Tier I, II or III in order to track student progress throughout the year; and
- Creation of a data wall displaying DIBELS and DRA scores for the annual Connecticut data wall showcase.

Teams reported that the data walls facilitated an increased understanding of data and helped teachers to adapt their instruction to meet student needs. One district coordinator remarked that the public display of student assessment data had made the learning and teaching process transparent, and opened doors for teacher discussions. A few teams also noted that teachers were graphing results with their students as a way to provide feedback about their progress and create motivation for student achievement.

### ***Differentiated Instruction***

Differentiated instruction was often an area that literacy teams and teachers reported focusing on during the past year. During focus groups, teachers described efforts to differentiate instruction during all aspects of their literacy block including whole group instruction, guided reading groups, and centers. Teachers often described utilizing assessment data to assist in development of targeted instruction and also reported modifying centers to include leveled activities. On the Educator Survey, many teachers reported that their ability to adapt instruction to meet individual differences was an area of significant improvement. One teacher commented, “I made a focused attempt to group children in a flexible manner and differentiate within each center for each group. This was a huge undertaking and amount of work but it seems to pay off!” Another teacher remarked, “This school year has been a very data-driven year. I have used a number of assessments such as DIBELS, DRA, and informal assessments to differentiate instruction and keep my instruction focused.”

Facilitators also commented on teachers’ improvements in the area of differentiated instruction. Specific examples included implementation of choice boards, increased differentiation of core program activities, increased differentiation in the fluency and library work stations, and differentiation of centers using the activities from the Florida Center for Reading Research (FCRR) and the Connecticut comprehension module. Teams described offering study groups, workshops, data team meetings, and coaching and modeling sessions focused on this topic. Several teams also reported that teacher attendance at the state-level differentiated instruction workshops had been beneficial and noted that these teachers had successfully turn-keyed the information to their colleagues.

Although improvements in differentiated instruction were reported, teachers and literacy teams often described the implementation as a work in progress. Facilitators reported that the

level of differentiation varied from classroom to classroom. Teams noted that differentiated instruction requires a lot of effort and preparation time on the part of the teacher and will take time for teachers to implement.

### ***Organization of Instruction***

Overall, literacy teams indicated that teachers continue to make improvements in their organization and implementation of the literacy block and noted that teachers' literacy instruction has become more strategic and focused. Teams often commented on teachers' improvements in the area of small group instruction and literacy centers or work stations. Teams reported that the use of literacy centers had increased, centers were more aligned with the classroom instruction, and teachers were beginning to differentiate centers to meet student needs. Teams added that teachers were refining their small group time to provide explicit instruction for students on levels that matched their needs, guided reading instruction had improved, and there was more consistent scheduling and implementation of small group instruction. Teams reported providing professional development in these areas. Specific examples included:

- Modeling guided reading instruction;
- Assisting teachers with using progress monitoring data to restructure their small groups;
- Offering a literacy station make-and-take workshop; and
- Turn-keying the explicit small group instruction module.

Teachers also commented on their improvements related to organization of instruction, including increased use of centers and small group instruction, increased differentiation of instruction to meet student needs, and the use of flexible grouping. One teacher remarked, "Our explicit small group instruction was very effective this year. With guidance from the literacy team, our organization and implementation of work stations (during small group instruction) proved successful." Another teacher commented "I have totally changed my instruction this year after my differentiation workshops. I do much more small group instruction."

Teachers frequently reported that they would like to continue to focus on their literacy centers and small group instruction. Specific goals provided by teachers on the Educator Survey included implementing choice boards to manage literacy centers, improving guided reading to more effectively address the needs of struggling readers, and refining centers and small group instruction throughout the year to meet student needs. During focus groups, teachers also commented that they planned to refine their literacy block implementation but several noted that time would continue to be a challenge. Teachers indicated that the literacy block was tightly scheduled which made it difficult to include all the components they would like to including the revisiting of strategies; incorporation of oral language and silent reading; and implementation of fun activities related to reading.

### ***Increased Emphasis on the "Fab 5"***

During the past year, all literacy teams reported helping teachers to improve their literacy instruction related to the "Fab 5" (phonics, phonemic awareness, vocabulary, comprehension,

and fluency). Teams provided specific examples of the professional development and assistance they offered to teachers including:

- Offering a study group focused on the book *Constructing Meaning Through Kid-Friendly Comprehension Strategy Instruction* by Nancy N. Boyles;
- Working closely with teachers to facilitate increased student writing of open responses to higher level comprehension questions;
- Training teachers on fluency activities from the ERRFTAC binder; and
- Assisting teachers to incorporate portions of the code module into small group instruction for students identified as deficient in word recognition strategies and skills.

As a result of continued professional development and core program implementation, team members reported that students were systematically receiving instruction in the five essential components of literacy instruction. On the Educator Survey, most teachers reported that they had made improvements in their ability to teach the “Fab 5” components including comprehension and word-identification skills, such as phonological and phonemic awareness. In some cases, teachers noted that their goal for the coming year was to continue to refine their instruction related to the “Fab 5.” Comments included:

- ✓ *I plan to incorporate more of the phonics module in my class;*
- ✓ *I want to become more comfortable and familiar still with the different comprehension strategies to better educate my students. I would also like to improve fluency within my classroom;*
- ✓ *To gain knowledge of the Making Meaning comprehension program and to use this to teach comprehension strategies in a more comprehensive and connected way; and*
- ✓ *I would like to pull out more activities to make for the classroom from the Florida Institute Binder in fluency, phonics, and comprehension.*

Teams also reported areas in which they would continue to assist teachers next year including helping teachers to have a better understanding of the code, implement higher level questions, integrate spelling and reading, and provide more explicit instruction in the “Fab 5.”

<b>6. To what extent do participant schools provide resources in order to ensure student access to print-rich environments?</b>
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<b>7. In what ways has technology been integrated into participant schools’ reading improvement initiatives?</b>
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**Findings: The Reading First initiative supported an infusion of print resources in the participating schools, especially during Year 1 of the initiative when many schools purchased new core programs. During the past year, literacy teams reported that they had researched, ordered, and distributed additional scientifically-based resources to teachers including nonfiction and intervention materials. The influx of materials was often noted as a benefit of Reading First by teachers and team members. Some teachers, however, noted that they would benefit from additional materials including a wider range of text in the classroom libraries and more materials to support English-language learners.**

**Several teams reported offering workshops and coaching sessions for teachers focused on the classroom environment and use of materials. According to the Educator Survey and ELLCO observations, teachers' ability to integrate print resources into literacy instruction increased during the past year. During focus groups, teams added that teachers were more effectively utilizing materials based on student needs rather than relying only on the core program sequence.**

**Technology integration into participant schools' literacy initiatives varied. Examples of technology integration provided on the Educator Survey included student use of books on tape, literacy websites, and literacy-related computer software. However, several teachers indicated that a lack of hardware and software continued to present challenges to technology integration. Other areas of technology use mentioned by Reading First schools included the use of the student assessment database by facilitators and grant-supported data clerks, and the videotaping of teachers' literacy instruction by team members to facilitate reflective teaching.**

### *Classroom Environment*

Literacy teams reported continued efforts to help teachers organize their classroom environment to ensure student access to print-rich environments. Specific activities described by team members included helping teachers organize classroom libraries by genres and levels, define and label center areas, and develop word walls. One district staff member also reported providing a professional development session on classroom libraries and independent reading. As a result of Reading First, several teams noted that there was an increased presence of interactive word walls in the classrooms, and classroom libraries were more organized. Some teams also reported that teachers had implemented choice boards to facilitate differentiated instruction. One district staff member recommended that the state increase the focus on the classroom environment as part of the initiative, remarking that it was "the key to differentiated instruction."

Teacher improvements in the area of classroom environment were evident as a result of the ELLCO process. During the ELLCO observations, facilitators rated teachers' organization of the physical environment as well as their organization of materials and displays. Overall, teachers' scores significantly improved ( $p < .05$ ) on these two elements, exceeding the basic level on the five-point rubric (5=Exemplary, 3=Basic, and 1=Deficient). Across all 14 ELLCO elements, teachers were rated highest on their organization of the classroom and classroom management.

On the Educator Survey, teachers also commented on their classroom environment and provided examples of changes they had made during the past year. Comments included:

- ✓ *My word wall has become more of an interactive tool for the students to refer to when reading and writing;*
- ✓ *My classroom print environment has changed to include more open-ended responses from students;*



- ✓ *I have used various materials that were purchased with Reading First funds such as word walls, pocket charts, etc. and*
- ✓ *My classroom print strongly reflects and reinforces what I teach from our reading series and in small groups.*

In some cases, teachers noted that their classroom environment had not significantly changed. These teachers often reported that most of their environmental changes had been made during the first two years of Reading First or that their classroom environment had always been print-rich.

### ***Availability of Materials***

According to several focus group participants, the availability of core program materials and additional supplemental materials ensured students' access to a print-rich environment. The availability of resources was cited as a successful component of the initiative by several teachers and team members. Teams often reported researching, ordering and distributing SBRR resources to teachers. Examples included:

- Distribution of additional leveled readers for use during small group instruction;
- Opening of a guided reading library for all teachers so that leveled books were easily available to all staff;
- Distribution of supplementary materials for phonics and phonemic awareness instruction;
- Ordering of K-3 informational text to support core program themes and the district science curriculum;
- Providing FCRR binders to every K-3 teacher;
- Distribution of books to be included in each child's "browser box" to facilitate independent reading at their appropriate level; and
- Purchasing of leveled fiction and nonfiction text for all classrooms.

Teams and teachers reported that they received a plethora of materials during the past three years of Reading First, and all materials were carefully selected and based on SBRR. In some cases, district coordinators also noted that the district had financially supported the integration of literacy resources. Some teams and teachers did note that they would benefit from additional materials, including more Spanish materials; higher and lower level core program materials; and a wider range of text in the classroom libraries.

### ***Appropriate Use of Materials***

Literacy teams reported continued efforts to help teachers appropriately utilize literacy materials to meet student needs. Examples included:

- Offering a workshop focused on how to incorporate authentic text with reading comprehension strategies;
- Facilitating a study group focused on using nonfiction and informational text;
- Development of a correlation chart between the supplemental phonics kit and the core program to assist teachers with the appropriate use of the kit; and

- Helping teachers to use ongoing running records to provide students with appropriate leveled text.

According to the ELLCO ratings, teachers continued to improve their ability to use books systematically to support children's learning and development. Overall, teachers' scores significantly increased in this area, exceeding the basic level on the five-point scoring rubric (5=Exemplary, 3=Basic, and 1=Deficient). During focus groups, several teams noted that teachers were utilizing materials based on student needs rather than relying only on the core program sequence. One principal added that literacy instruction was now strategy-based rather than materials-based.

Teachers also reported improvements in the area of print resources. On the Educator Survey, teachers were asked to rate their knowledge, understanding and implementation of 20 literacy competencies. Overall, items related to print resources were among the highest-rated items by teachers. For example, almost all teachers (96%) rated their ability to provide children with books matched to their reading levels and interests, as "good" or "excellent." (See Appendix D.)

Although teams reported that teachers improved in the area of print resources, some also noted areas in which there could be improvement. Examples included a need for increased implementation of a variety of texts in addition to core program materials, more consistent use of running records to determine appropriate materials, and increased opportunities for independent reading.

### ***Home-School Connection***

Several teams described efforts to promote student reading outside of school. Specific activities mentioned by teams included:

- Establishment of a parent resource library with various take home books and activities;
- Distribution of books to all students to help build their home libraries;
- Participation of K-4 students in a school-wide reading incentive program;
- Development of a take home book program designed to strengthen the link between home and school; and
- Sharing of literacy strategies and children's literature with parents during parent workshops.

On the Educator Survey, the majority of teachers (92%) rated their ability to communicate to children's families about literacy as "good" or "excellent." However, some teachers and teams indicated that parent involvement was a challenge in their school. Schools and districts reported that they would continue to provide a variety of family activities to promote parent involvement.

## ***Technology in the Classroom***

On the Educator Survey, several teachers described how they integrated technology into reading instruction. Teachers most frequently reported that computer software or websites were used by students for supplemental instruction, and books on tape were utilized during literacy centers to support the reinforcement of skills. Specific teacher comments included:

- ✓ *I use my computer as a center. I have several core program sites directly related to our text and they are wonderful! They had all kinds of skills to enhance learning.*
- ✓ *This school year I downloaded Phonics Express into my classroom computer and computer time is now part of center and intervention time.*
- ✓ *We have several websites such as Starfall as links on our school homepage that my students use daily. Also, my students use several websites to find information on their research topics.*
- ✓ *In the fluency center and recording studio center, used the tape recorder to listen to/record voices to monitor and improve consistent phrased and fluent oral reading.*
- ✓ *Books on tape used every day-children respond in journals using many varieties of graphic organizers received at workshops. Excellent!*

Although many teachers described the use of technology in the classroom, many others indicated that technology integration had been limited due to old and unreliable hardware, and a shortage of computers and printers in the classrooms. In addition, many teachers felt that they could still improve in the area of technology integration. Across all 20 competencies on the Educator Survey, teachers rated themselves the lowest on the competency regarding technology integration. Less than one-quarter of teachers (17%) considered their ability to integrate technology into literacy instruction as “excellent.”

Some literacy teams described efforts to assist teachers with the integration of technology. Specific activities included training teachers on specific software programs including Lexia, Reading Companion and Accelerated Reader; providing teachers with websites to support literacy; training teachers on the LeapFrog system; and providing teachers with master data spreadsheets. In a few cases, teams also reported that they had trained teachers to use the project database to view their students’ assessment scores. However, the database was reportedly still used primarily by the facilitators and data clerks. In fact, over one-half of teacher respondents (53%) reported on the Educator Survey that they had never accessed the database to view students’ assessment scores.

## ***Use of Technology for Professional Development***

Some teams indicated that they were involved in video recording and production training through the collaborating RESC, CES. As a result of the training, teams reported that they had videotaped teachers’ literacy instruction and utilized the tapes as a professional development tool. A few teams noted that teachers had become more accepting of having their lessons videotaped and used the tapes to reflect on their teaching practices. Teams also reported that the videotaped lessons provided the opportunity for other teachers to learn from their colleagues.

Specific examples of videotapes created by the facilitators included the taping of multi-sensory lessons for CMT preparation in one classroom; taping of a teacher who excelled in the area of higher level questioning; and creation of an introductory video focused on the five components of literacy for a parent workshop. In some cases, teams also reported utilizing professional videos provided by the grant during workshops, study groups, and grade-level meetings.

**8. In what ways has CT Reading First professional development supported improved reading instruction in participating schools?**

**Findings:** As in previous years, Reading First professional development workshops were rated highly by participants and provided the foundation for school-based professional development. Literacy teams continued to utilize a variety of professional development formats to turn-key the state-level professional development including grade-level meetings and workshops. Teams noted that teachers applied the information in their classrooms and had an increased understanding of how to teaching reading. Continuing challenges related to professional development included the volume of state-level professional development to be turn-keyed, meeting the needs of all teachers, prioritizing change, and a lack of professional development time.

Overall, teachers reported gaining useful information from Reading First professional development. On the Educator Survey, teachers most frequently cited professional development as the impetus for changes in their reading instruction. Based on focus group and monthly report data, the frequency of professional development sessions varied across schools. However, many teachers indicated that the facilitators were available to provide assistance when needed. Most teachers reported that they would benefit from continued support including hands-on workshops, “make and take” sessions, collaborative meetings with their colleagues, and in-class modeling from the facilitators.

*CT Reading First State-Wide Professional Development*

During Year 3, a variety of state-level workshops were provided for Reading First participants, beginning with a series of workshops in August. The August Institute was held over four days and a total of 32 sessions were offered for teachers, principals, facilitators, and district coordinators. The professional development sessions continued throughout the school year and were focused on a variety of topics. (See Appendix F.)

- A series of four sessions on the topic of differentiated instruction were offered for classroom teachers and facilitators plus an additional sharing session. Each school was asked to select classroom teachers to participate in this series with the facilitators. District coordinators and principals also had the option to attend.
- A total of 10 additional sessions were provided for the facilitators on a variety of topics including the turn-keying of the phonics and fluency modules, and sessions focused on the coaching process and data teams. Principals and district coordinators were also

invited to attend the sessions. Training on the DRA and ELLCO were also provided for those who had not previously received this training.

- Principals and district coordinators attended two sessions devoted to leadership issues. These sessions were focused on classroom walkthroughs. New principals also attended an additional training focused on literacy instruction.

The presenters of the professional development workshops included members of the Reading First management team, the project evaluator and external reading experts including Dr. Nancy Boyles, Dr. Diane Heacox, and Dr. Catherine Thome. Overall, the sessions were rated highly by participants. The majority of participants (92%) moderately or strongly agreed that the workshops had provided information that would help them improve literacy instruction in their school. During focus groups, participants commented on the benefits of the professional development sessions, especially the differentiated instruction workshop series. Focus group participants reported that involving teachers in the professional development and offering a series of workshops on the same topic had been valuable.

Although successful, many facilitators did note the challenge of turn-keying the volume of professional development that was provided through the grant. Several facilitators recommended that the state provide in-depth professional development on topics already provided in previous years rather than introduce new initiatives. Facilitators commented that this would provide them the time necessary to help teachers refine their implementation of current initiatives. Several focus group participants also commented that increased collaboration would be beneficial to promote sharing among the schools, especially the opportunity to meet with other schools using the same core reading program. One facilitator remarked that schools were “reinventing the wheel” and needed time to collaborate with each other to share ideas and resources. Several district coordinators and principals also recommended increasing the number of collaborative sessions including offering sharing sessions on intervention programs and offering a session for district coordinators to discuss how the districts have supported and expanded the initiative.

Collaboration among principals was available for three Reading First principals who participated in the Elementary School Principals’ Network (ESPN), an initiative partially funded through Reading First. The purpose of the ESPN was to establish a professional learning community with selected school leaders participating in Reading First and/or Executive Coaching programs. As members of the ESPN, the participating principals (n=12) visited three schools to observe literacy instruction and attended debriefing sessions to reflect on their observations. (See Appendix G.) During a Reading First principal focus group, one of the principals who participated in the ESPN noted that having the opportunity to visit other schools and collaborate with fellow principals was valuable, especially for new principals.

### ***School-Based Professional Development: Mentoring by the Facilitators***

All literacy teams reported turn-keying the state-level professional development and offering ongoing support to teachers through coaching, modeling, observing, and conferencing. Most facilitators reported that coaching and modeling occurred several times each month. The

facilitators in one school reported implementing a regular schedule of modeling and coaching so that all teachers were provided support weekly by either the ILF or ELF. In several schools, the facilitators noted that each year teachers were becoming more accepting of their presence in the classroom and were more receptive to their suggestions.

Approximately half of teachers (53%) indicated on the Educator Survey that they had been provided with mentoring by the facilitators or other literacy team members at least monthly during the past year. During focus groups, teachers and principals frequently referred to the facilitators as sources of great support. Teachers noted that the facilitators provided advice, suggestions, and strategies to use with students. One teacher noted that the facilitators were always available to answer questions and a principal remarked that the facilitators were “invaluable.”

While many teachers described their satisfaction with the facilitators’ support, some expressed a desire to have the facilitators in their classrooms more regularly. Some teachers noted that increased time with the facilitators would be helpful, but also acknowledged that the facilitators were split between many classrooms. Facilitators also expressed a desire to be present in classrooms more often, but noted that this was difficult due to the number of teachers and the multiple duties associated with the facilitator role. The extent of this challenge seemed to vary across facilitators, as a result of differences in the number of teachers in their school. In a few cases, teachers expressed concerns regarding the level of support provided by the facilitators including differences between the two facilitators’ level of support and a need for the facilitators to better understand the daily challenges of teaching.

### ***School-Based Professional Development: Grade-Level Meetings***

Several literacy teams indicated that grade-level meetings were an effective means of providing ongoing professional development. Teams noted that the meetings served as forums where teachers could ask questions and facilitated collaboration and dialogue among teachers. A few team members indicated that their school was beginning to change the structure of meetings to include more teacher recognition, including allowing more time for teachers to share successful strategies. During focus groups, several teachers emphasized the importance of this collaborative piece. A few teachers, however, indicated that grade-level meetings were overly structured and did not allow time for collaboration. Other teachers described the benefits of grade-level meetings, with one teacher commenting, “I learned so much from everyone at each meeting.”

On the Educator Survey, the majority of teachers (92%) reported that they had participated in grade-level meetings related to literacy instruction at least monthly. Most facilitators reported that formal grade-level meetings occurred once or twice each month while in a few schools formal grade-level meetings were reported to have occurred infrequently.

### ***School-Based Professional Development: Workshops by Literacy Team Members***

School-level workshops were a common means of delivering Reading First-related professional development. Facilitators reported that literacy workshops were offered by the team

during early dismissal days, full professional development days, after school, and during grade level meetings. Examples of workshops offered included turn-keying of the comprehension, phonics, and vocabulary modules; differentiated instruction training; and training on the DIBELS and DRA. On the Educator Survey, approximately one-quarter of teachers (26%) indicated that they had participated in monthly workshops by the team and slightly over one-third of teachers (34%) noted that the team had provided workshops three or four times during the year.

Several literacy teams reported that they would have offered additional workshops but the time available for professional development was limited. One team noted that all of the early dismissal days were needed for district initiatives and another team reported that the professional development sessions they could utilize were not an adequate amount of time for the turn-keying of information. Several teams did comment on the commitment of their teachers and reported that they often came to school early or stayed after school to receive extra support.

Teams also noted that literacy workshops were provided by outside consultants or district staff. Examples included in-school support provided by trainers from the core program company; core program in-service provided by ERRFTAC representatives; CMT training by Dr. Bill Farr; and new teacher training on comprehension strategies by Dr. Nancy Boyles. One district coordinator indicated that the district was able to coordinate a year-long core reading program consultation for the Reading First schools which resulted in refined implementation of the core reading program.

### ***School-Based Professional Development: Book Clubs/Study Groups***

In monthly reports, 16 of the 22 teams reported that they had held at least one study group activity during the past year. Study groups allowed teachers the opportunity to brainstorm and discuss literacy topics with their colleagues and were often focused on a specific professional book. A few examples of books discussed during the study groups included:

- *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement* by Robert J. Marzano, Debra Pickering, and Jane E. Pollock;
- *Constructing Meaning Through Kid-Friendly Comprehension Strategy Instruction* by Nancy N. Boyles;
- *Word Journeys: Assessment-Guided Phonics, Spelling, and Vocabulary Instruction* by Kathy Ganske;
- *Small-Group Reading Instruction: A Differentiated Teaching Model for Beginning and Struggling Readers* by Beverly Tynner; and
- *I've DIBEL'd, Now What? (Designing Interventions with DIBELS Data)* by Susan L. Hall.

Some teams noted the success of the study groups, commenting that teachers found the discussions to be practical and applicable to their classrooms. In one school, the team reported that their voluntary “dine and discuss” study groups had been very well attended by the teachers. However, in other cases, teams acknowledged that the number of study groups held had been limited due a lack of teacher interest or a lack of time. Teams reported that it was often difficult

for teachers to commit to before or after school voluntary meetings, especially when they were already frequently required to stay after school for other meetings.

### ***District Support of Professional Development in Reading First Schools***

During a project-wide focus group, district coordinators described continued efforts to support the Reading First schools. Many coordinators reported regularly visiting the schools to provide guidance and support to the literacy team. One coordinator emphasized the importance of visiting the schools, remarking “I can’t support what I don’t understand.” Some coordinators reported that they had attended grade-level and data team meetings and provided modeling and coaching, while others indicated less involvement at the teacher level. Coordinators noted that support varied as a result of differences in district size, the length of time the coordinator had been involved in the grant, the number of district staff devoted to the grant, differences in the responsibilities assigned to the coordinators by the districts, and differences in the level of support needed by the schools. In addition, in two Reading First charter schools, the coordinators also functioned as school-based administrators, resulting in a role different than the other district coordinators.

In annual reports, district coordinators provided specific examples of how their district had supported the Reading First schools including:

- Allowing the Reading First schools to utilize the monthly 90-minute after school professional development time for literacy professional development;
- Providing the Reading First schools with three early dismissal days for school-based literacy professional development;
- Coordination and attendance of the district coordinator at school-based core program professional development; and
- Chairing of the ILF hiring committee by the district coordinator to ensure the hiring of a qualified candidate for the Reading First school.

Several focus group participants described the importance of district support. In some cases, participants commented on the beneficial support provided by the district while others noted that district support could be enhanced. Comments ranged from, “We have a very supportive system from the Superintendent down,” to “We are not cohesive with central office.” In some cases, focus group participants provided recommendations related to improved district support including providing teams with more professional development time, decreasing the number of required district assessments to allow for more professional development and instructional time, decreasing or aligning district initiatives with Reading First, and assigning fewer district duties to the ILF.

### ***Professional Development Challenges***

Although successful, teams also noted challenging aspects of providing support to teachers. Some challenges, such as a lack of professional development time, were discussed previously. Additional challenges are described below.



### *Teacher Turnover*

During focus groups, participants often mentioned the challenge related to staff turnover including the time needed for new teachers to become accustomed to Reading First. Many facilitators reported spending a large amount of time coaching new staff including training them to administer and use the assessments, and assisting them with core program implementation. Facilitators noted the difficulties of balancing the needs of all staff members with the limited time available. Several principals and district coordinators also acknowledged this challenge, with one district coordinator stating that the administration and literacy team often felt like they were playing “catch-up” as a result of staff changes.

### *Changes in Reading First Facilitators*

Some focus group participants reported challenges associated with changes in facilitators. According to participants, a new facilitator needed time to learn the culture of the school and develop rapport with the teachers, which affected the level of assistance they could initially provide. In cases where a facilitator was out on leave, participants reported that the level of assistance provided to teachers was also affected, noting that the remaining facilitator often had to assume additional responsibilities. Facilitators emphasized the importance of the district or the state filling the position quickly with a substitute so that the level of disruption could be minimized.

### *Multiple Initiatives*

Several facilitators and teachers commented on the challenge of balancing grant and district-wide initiatives. Teachers expressed the need for consistent messages and more time to perfect the initiatives currently in place. Some facilitators and district coordinators also noted concerns that teachers were being bombarded with multiple initiatives, and initiatives were not being rolled out as effectively as they could be due to a lack of time for follow-up professional development. Participants indicated that multiple initiatives, even when aligned, were challenging due to the limited time available to train teachers. Facilitators reported that with federal, state and district initiatives, teachers were feeling an enormous amount of pressure. Facilitators emphasized the importance of valuing the work of teachers and noted that teachers’ efforts and hard work needed to be recognized more often.

### *Teacher Resistance*

In some cases, facilitators indicated that a few teachers in their schools were resistant to change, did not agree with the tenets of Reading First, or did not follow through with the professional development that was offered. On the Educator Survey, a few teachers expressed their concerns with Reading First components or the way the initiative was implemented. One teacher remarked, “My instruction has changed a lot due to the use of a core program – “fidelity” mandate does not allow for best teaching practice.”

**9. Is there evidence of organizational change at the school level as a result of CT Reading First? At the district level?**

**Findings:** The Reading First initiative resulted in organizational changes at both the school and district level. Organizational changes made during the first two years of the initiative continued into the third year including consistent implementation of a literacy block and increased literacy-related professional development. In some schools, additional organizational changes occurred during the past year including implementation of additional assessments, emergence of teacher leaders, and establishment of additional data teams.

Expansion of the Reading First initiative was a focus for many of the participating districts during the past year. Successful expansion activities described by districts included expansion of the core reading program, Reading First assessments, and data teams. In some cases, coordinators indicated that challenges, including financial restrictions and the presence of multiple initiatives in the district, had hindered expansion efforts. Despite these challenges, coordinators reported that the success of Reading First schools had increased the district-wide focus on literacy instruction.

*Emergence of Teacher Leaders in the School*

Several focus group participants indicated that particular teachers in their schools were beginning to emerge as leaders. Teachers who attended the Reading First differentiated instruction workshop series were reportedly sharing information with their colleagues and spearheading the implementation of differentiated instruction. One facilitator reported that teachers' leadership skills were improving as they gained experience sharing with their peers and presenting at data team meetings.

Some literacy teams described facilitating the emergence of teacher leaders by including teachers on the literacy team, showcasing the lessons of successful teachers, or identifying model classrooms in each grade level to be used as modeling sites. One principal noted that by asking teachers to share strategies, the school was developing a community of "learners and leaders." According to several focus group participants, assessment data also facilitated the identification of teacher leaders. One district coordinator noted that displaying data on a data wall allowed the school to look at each classroom, identify teachers that were moving students ahead, and promote successful strategies that other teachers should replicate.

Several participants emphasized the importance of establishing model classrooms to facilitate the sustainability of the initiative and some noted that there needed to be more of a focus on professional learning communities in the grant. Several team members recommended continuing to involve teachers in the state-level Reading First professional development to promote the establishment of model classrooms.

### ***Reading First Schools as Leaders in the District***

In some cases, focus group participants reported that Reading First teachers and facilitators were beginning to emerge as leaders in the district. Several district coordinators and principals noted that other teachers in the district had observed the literacy instruction of the Reading First teachers, and the Reading First teachers and facilitators had shared information at district-wide meetings. One district coordinator reported that teachers in the district were eager to adopt the core reading program used by the Reading First school as a result of the enthusiasm exhibited by the Reading First teachers during district-wide meetings. Specific examples of leadership exhibited by Reading First staff included:

- The willingness of Reading First teachers in one school to be observed by other district elementary teachers to help them better understand differentiated instruction and the use of assessment data to drive instruction;
- Delivery of a workshop on the core program by the Reading First facilitators for district teachers with only one or two years experience with the program;
- ILF membership on a district committee that focused on meeting the needs of English-language learners;
- Collaboration between the district and Reading First facilitators and administrators to develop core program training materials to help the Reading First teachers as well as other district teachers implement a new core reading program in 2007-2008; and
- ILF involvement and leadership on a district-wide data team.

### ***Teacher Collaboration***

Many focus group and interview participants reported that there was an atmosphere of collaboration and a sense of community in the Reading First schools. In one school, the facilitators indicated that there was greater collaboration among teachers this year and a more positive “can do” atmosphere in the school. In other schools, literacy teams indicated that teacher collaboration had existed last year but noted that collaboration each year focused on data increased. Several teams also noted that teachers were increasingly working together to differentiate instruction.

On the Educator Survey, over one-half of teacher respondents (56%) indicated that they collaborated with colleagues on literacy issues once a week or more. During focus groups, teachers also described collaborating with their colleagues and noted the importance of offering meetings that promoted a culture of sharing and collaboration. Some teachers and facilitators described ways their schools had incorporated collaboration into professional development efforts including providing teachers time to analyze data and plan instruction together, offering full-day workshops that allowed time for grade-level collaboration, and providing study groups or workshops where teachers could create activities together and share strategies. Several

teachers indicated that they would benefit from increased opportunities for teacher collaboration and “make-and-take” sessions.

### ***Expansion or Implementation of Data Teams***

Several teams indicated that additional grade-level data teams were implemented during the past year or that the data team process had been refined. In some schools, data teams were present in grades K-3, while in other schools data teams were limited to specific grade-levels. Several teams reported that data team meetings took place during regularly scheduled grade-level or faculty meetings. On the Educator Survey, almost half of all teachers (49%) indicated that they had participated in data team meetings or collaborative meetings focused on data, at least monthly.

Several literacy teams reported that teachers were feeling more comfortable with the data team process and the use of data to drive instruction, and were beginning to facilitate the data team meetings themselves. One team noted that the teacher facilitators were taking ownership of the data and providing strategies to their fellow colleagues. Literacy teams also indicated that teachers were beginning to notice student improvements as a result of the data team process. One team noted that students demonstrated the most improvement in the areas that the grade-level data team had targeted the previous spring.

Although the establishment of data teams was often noted as a success, some focus group participants acknowledged that it had been difficult to get some teachers on board with the data team process, some teachers could be conducting a “deeper analysis” of the data, or teachers were not yet at a point where they could facilitate the data team meetings on their own. Literacy teams indicated a commitment to the data team process and noted that they will continue to support teachers in this area.

### ***Implementation of Additional Assessments or Changes in the Assessment Process***

During the past year, all schools were required to administer the DRA, as part of the Reading First grant. In some schools, the DRA was an existing assessment while in other schools the DRA was new this year. In a few cases, facilitators indicated that it had been challenging to implement the DRA for the first time. One facilitator remarked that it had been a “monumental task” to train teachers in this new assessment. Despite the challenges, several schools reported utilizing the DRA scores to inform instruction. One district coordinator noted that there had been a “sharp increase” in teacher use of the DRA results to plan instruction.

In addition to the DRA, some schools described the implementation of other additional assessments or the increased administration of existing assessments. Several teams indicated that the frequency of DIBELS progress monitoring by teachers had increased during the past year, and teachers were using the data to inform their instruction.

Literacy teams emphasized the importance of progress monitoring and indicated that it had resulted in more targeted instruction. Other examples of school-specific assessment changes included:

- Administration of a developmental spelling assessment by all K-4 classroom teachers for the first time to identify students' phonics needs and plan differentiated phonics instruction and practice;
- Use of a spelling assessment in both English and Spanish by second grade teachers to assess students' phonics knowledge and group students according to need;
- Development of a Kindergarten formative assessment by a district staff member and use of the data by staff to drive instructional decision making;
- Shifting of responsibility for assessment administration from the facilitators to the teachers, leading to teachers' better understanding of student achievement and needs;
- Increased use of running records by teachers to drive instruction; and
- Administration of the Spanish DIBELS and use of the data to drive instruction for Spanish-speaking students.

On the Educator Survey, almost one-half of teachers (43%) indicated that their ability to use a variety of assessment measures to drive instruction was "excellent." In addition, almost two-thirds of teachers (64%) reported that their knowledge of the advantages and disadvantages of assessment approaches was "good;" however, less than one-quarter (22%) of teachers rated their knowledge on this item as "excellent." Several literacy teams reported continued plans to assist teachers in the area of assessments. One team reported that they had developed a specific plan to increase the frequency and use of progress monitoring data by teachers next year.

Teams also acknowledged that they would benefit from continued assistance related to the use of assessment data. A few teams reported that they would like guidance on how to utilize particular assessments including the TerraNova and PPVT. Some teams added that they would like clarification regarding the correlation between the various assessments including DIBELS and CMT, and CMT and TerraNova.

### ***Monitoring of Reading First Implementation***

Several facilitators noted the importance of the monitoring of instruction by the principal, with one facilitator remarking that the principal was the "key to effectiveness." During focus groups, principals described a variety of ways they monitored classroom-level implementation of Reading First initiatives including conducting walkthroughs, reviewing lesson plans, collaborating with the facilitators, review of the assessment data, and conducting individual teacher meetings to discuss student progress.

As part of the Reading First leadership training, principals participated in two sessions focused on walkthroughs. Several principals reported that they had conducted walkthroughs more frequently this year or conducted more effective walkthroughs as a result of the Reading First or district training. Principals provided comments related to walkthroughs on training evaluation forms. Comments included:

- ✓ *I am going back to formalize/structure a more comprehensive walkthrough/learning walk;*
- ✓ *I will be more formal (but supportive) in my feedback;*
- ✓ *I will more effectively choose a target to focus my walkthrough and communicate it to staff;*
- ✓ *We have been doing walkthroughs as a district. We have trained teachers in this model. It is always helpful to reflect on the process;*
- ✓ *I have implemented the walkthrough concept and will use today's learning to perfect my implementation; and*
- ✓ *I continue to learn the value and depth of walkthroughs.*

The level of classroom monitoring by principals was reported to be an area of strength by some focus group participants. One participant noted that the principal was “dynamic” and an “instructional leader” who monitored instruction by promoting an atmosphere of learning. One team added that literacy walkthrough checklists were used by the principal immediately in September to check for quality instruction and another team reported that the principal had begun conducting walkthroughs on a consistent basis. However, other literacy teams indicated that classroom-level monitoring was an area that warranted more discussion in their school. One facilitator recommended that the state require principals to conduct walkthroughs with the Reading First liaison during the monthly visits.

According to focus group participants, classroom instruction was also observed by district staff members and the Reading First liaisons. Some focus group participants commented on the usefulness of the liaison visits, noting that their liaison helped the school to determine what their next steps should be. Recommendations related to liaison visits included ensuring that the expectation for implementation of “non-negotiables” is consistent across all Reading First schools and holding schools accountable for specific and measurable initiatives.

### ***School or District-Specific Organizational Changes***

In some of the Reading First schools and districts, specific organizational changes occurred that impacted the implementation of the initiative. In two projects, organizational changes involved the core program. The changes in these two projects, as well as organizational changes in other Reading First projects are described below in more detail.

- In one school, the leadership team reviewed alignment of the school and state language arts curriculum with the core reading program instruction, and determined that the core program was not meeting the instructional needs of the students in several areas. A proposal for modifications to the core was prepared by the leadership team, with input from all teachers, and presented to the CT Reading First and Department of Education

leadership. The core modifications were based on SBRR and were approved for implementation in 2007-08.

- In one district, containing three Reading First schools, the district grant leadership coordinated a year-long core program consultation from the publisher. Although the leadership had extensive contact with the core program consultants, district staff reported that there were limitations of the program that could not be resolved. District leadership and school staff participated in ongoing meetings to determine the most appropriate core program for each of the schools. As a result, two of the three Reading First schools will implement a new core program in the 2007-08 school year.
- As a result of a district reconfiguration, one Reading First school became a Dual Language School. With this change and the addition of many new staff, literacy professional development was focused on implementation of the core in a dual literacy program. Core program consultation visits, grade-level meetings, and district professional development focused on the core provided support for teachers. The facilitators also reported that the school and district have been working together to address issues related to implementation of the Spanish version of the core including how best to use the core for students adding a second language and concerns related to the appropriateness of some of the vocabulary in the program.
- Changes in curriculum occurred in some schools including implementation of Readers' Workshop in one school and implementation of a new Kindergarten district literacy curriculum in another school.
- Changes in scheduling were made in some schools including adjustment of the paraprofessional schedules in one school to increase the support in the classrooms during the reading block and a change in another school's schedule to provide the opportunity for data team meetings.

### ***District-Wide Expansion of Reading First***

According to district staff, expansion of the Reading First grant continued to be a focus for many districts during the past year. In some cases, district coordinators reported that the expansion of Reading First-related initiatives was a direct result of the initiative while others noted that the roll-out coincided with implementation of other grants or state-wide initiatives.

The level of Reading First expansion varied across districts. In some districts, the coordinators described broad expansion while a few coordinators noted that their districts were in the beginning stages of the roll-out. A few coordinators indicated that expansion to other schools was not possible since all elementary schools in the district were involved in the grant or the school was a charter school, but noted that Reading First principles had been expanded to the upper grade levels. Commonly reported areas of Reading First expansion are described below.

### *Reading First-Related Professional Development*

All districts reported that Reading First-related professional development had been expanded to the upper grade levels in the Reading First schools, to non-Reading First schools, or was offered district-wide. In some cases, the professional development was a direct result of the grant while in other districts training coincided with other district or state-wide initiatives. Specific examples included:

- Core program consultant visits provided to each of the district elementary schools;
- A district-wide professional development workshop focused on the DRA provided to all Kindergarten teachers by Reading First district staff;
- District-wide phonics module training presented by the Reading First facilitators, reading teachers and Title 1 teachers for all K-3 teachers; and
- District-wide professional development focused on differentiating instruction provided for all teachers, K-12.

### *Core Reading Program*

Expansion of the core reading program has been a focus for many districts during the past three years of the initiative. Districts often reported organizing local, state and federal resources to allow for the expansion of the core program. During the past year, four districts reported that expansion related to the core reading program had occurred. Expansion included:

- Implementation of the core, Grades K-5, in the three non-Reading First schools and continued implementation in the Reading First school;
- Purchasing of the core for three additional schools to allow for implementation during 2007-2008 in all eight district elementary schools, Grades K-3;
- Implementation of the core in the eight non-Reading First schools, Grades K-3, and continued implementation in Grades K-5 in the Reading First school; and
- Implementation of the core in all 18 non-Reading First schools, Grades K-1, and continued implementation of the program in Grades K-3 in the two Reading First schools.

In six additional districts, district staff indicated that the core reading program had been present district-wide prior to Reading First, had been expanded district-wide during the previous years of the grant, or had been expanded to particular schools or grade levels in previous years.

To facilitate the implementation of the core reading program in the non-Reading First schools, many districts reported that they had organized core-related professional development including district-wide core workshops, school-based training from the core program consultant, or core-related leadership training for principals.



### *Data Teams*

In district reports, several districts discussed the presence or expansion of data teams. District staff often noted that the implementation of the data teams and professional development regarding data-driven decision making coincided with a state-wide accountability initiative.

Examples of data team expansion included development of a district-wide data team, implementation of grade-level data teams district-wide, and implementation of grade-level data teams in some of the schools. One school indicated that implementation of district-wide data teams was included on the district's improvement plan for next year.

### *District Literacy Coaches*

Several district coordinators indicated that literacy coaches were present in all or several of their district's schools. In many cases, the presence of literacy coaches was not a direct result of Reading First but several coordinators indicated that Reading First professional development had been provided to the coaches to facilitate the expansion of the initiative. Examples of trainings or meetings involving literacy coaches included:

- Fluency and comprehension module training provided for district literacy coaches;
- Participation of all literacy coaches in a book study conducted by the Director of Literacy on *The Literacy Coach's Survival Guide: Essential Questions and Practical Answers* by Cathy A. Toll to help coaches better understand the role of a coach;
- Participation of school-based literacy coaches in a guided reading study group conducted by district staff to help coaches understand the link between DRA analysis and guided reading instruction; and
- Attendance of the Reading First district coordinator and facilitators at monthly coaches meetings to share Reading First information.

In a few cases, district coordinators indicated that the hiring of literacy coaches or the restructuring of positions to include more coaching activities had been a direct result of the Reading First initiative. One district also reported that Reading First district staff had participated in the process of hiring literacy coaches.

### *Reading First Assessments and Intervention Programs*

In the annual district report, five coordinators discussed the expansion of the DIBELS assessment. Three of the districts indicated that DIBELS was currently being administered district-wide and two districts reported that DIBELS training had been provided for staff during the past year including literacy coaches and school psychologists to allow for increased use of the assessment district-wide.

A few districts also reported that the supplemental and intervention materials utilized by the Reading First schools including the core intervention program had been expanded to the other schools in the district. One district coordinator noted that the district's goal for next year was to formalize a systematic process for evaluating supplemental and intervention materials and to communicate this information to non-Reading First schools.

### *Increased Literacy Focus*

The majority of district coordinators indicated that Reading First helped to increase the focus on literacy across the district. Coordinators described activities that helped to facilitate the discussion of Reading First and literacy including attendance of Reading First principals at district-wide principal meetings; providing Reading First updates to the school board; conducting an annual Reading First meeting for the Board of Education commissioners, Superintendent, Assistant Superintendent, and community members; and attendance of the Reading First district coordinator at district improvement planning meetings. As a result of the increased literacy focus, district staff members described district-wide changes including establishment of 90-minute reading blocks and 45-minute intervention blocks; an increased focus on literacy work stations; increased walkthroughs by principals; and an increased focus on a three-tiered structure for literacy.

Although expansion of the initiative was occurring, several district coordinators noted challenges associated with the roll-out including a lack of funding, a large number of schools in the district, a change in district coordinators, and a large number of initiatives in the district. However, districts reported that expansion of the Reading First components was a priority and the success of the Reading First schools would continue to bring literacy to the forefront. One coordinator commented that the district was taking notice of the grant as a result of the student progress in the Reading First schools remarking, "the data speaks."

### *Involvement with Non-Public Schools*

A few districts reported increased communication with non-public schools as a result of Reading First. In most cases, districts reported that they had invited the non-public school staff to attend Reading First-related professional development. In one district, 11 parochial school teachers attended a workshop on choice boards at the Reading First school and in another district the Reading First facilitator trained the parochial teachers in the area of running records and Tier II and III intervention plans. However, expansion of Reading First principles to non-public schools seemed to be limited in most districts. In many cases, coordinators indicated that the non-public schools conducted their own professional development and chose not to attend the workshops at the Reading First schools, or non-public schools were not located near the Reading First schools so activities had not been offered to them.

**10. To what extent do participant schools offer supplemental instruction and intensive intervention as a result of CT Reading First support?**

**11. What have been the effects of supplemental instruction and intensive intervention on struggling readers in Reading First schools?**

**Findings:** Intervention instruction was reportedly strengthened in many of the Reading First schools during the 2006-2007 school year. Literacy teams reported that intervention instruction was more consistent, focused and targeted to meet specific student needs. The availability of support staff, the materials used for intervention, and the frequency and structure of intervention varied across Reading First schools. Overall, however, schools described a common focus on intervention instruction this year. In several cases, participants noted that they had worked together as a school team to determine the most effective criteria for identifying intervention students, as well as the most effective structure for intervention services. Although intervention instruction had improved in many of the Reading First schools, literacy teams often identified this as an area that needed to be refined. Teams and administrators reported plans to further examine the structure of intervention services and recommended that the Reading First liaisons continue to support schools in this area.

DIBELS assessment data were reviewed for students who scored in the *at risk* category on an initial assessment to identify potential effects of additional reading instruction on their performance on a subsequent assessment. Comparisons of results for students who did and did not receive additional reading instruction showed that in most cases, students who did receive additional instruction were more likely than those who did not to move to the *some risk* or *low risk* category on subsequent assessments.

### *Intervention and Supplemental Materials*

Literacy teams and teachers described the use of specific materials for supplemental and intervention instruction. Examples included core program intervention materials, manipulatives for phonemic awareness and phonics, decodable books, the Wilson Reading Program, Benchmark Reading Explorers, Road to the Code, and Reading Mastery. In some schools, new programs were purchased or developed by the literacy team during the past year. Teams indicated that programs were selected based on assessment data and were aligned with SBRR practices. In several schools, teams indicated that a comprehensive collection of SBRR intervention materials was available and interventionists were able to “pick and choose” from materials to provide interventions based on student needs.

### *Use of Data to Drive Intervention Instruction*

Focus group participants frequently reported that assessment data had been utilized to create flexible intervention groups and to target instruction based on student needs. Teachers and literacy teams noted that multiple sources of information were used to identify struggling readers, plan for instruction, determine progress, and make adjustments to instruction when necessary. Examples of data sources included DIBELS progress monitoring, running records,

teachers' anecdotal data, Quick Phonics Screener, DRA, and core program assessments. Several teams indicated that progress monitoring was conducted more regularly this year by teachers or the facilitators. Literacy teams reported regularly meeting with teachers and tutors to review the data, discuss student progress, and recommend strategies that could be utilized to more effectively meet student needs.

### ***Communication***

Several schools indicated that there was increased communication among teachers, support services staff, and literacy team members this year regarding intervention which resulted in more targeted services. Literacy teams reported facilitating this communication by offering workshops, trainings and meetings focused on intervention instruction. Specific examples included:

- Inviting tutors to attend grade-level meetings to collaborate with teachers and facilitators regarding student progress;
- Conducting individual teacher meetings to review and analyze assessment results and discuss appropriate classroom and intervention instruction;
- Providing classroom teachers and tutors the opportunity to meet after the fall and winter benchmark assessments to discuss student progress and refocus instruction if necessary; and
- Requiring tutors to submit weekly intervention plans and logs to the ILF and classroom teachers.

Literacy teams indicated that ongoing collaboration ensured that intervention instruction was aligned to classroom instruction and targeted to meet the individual needs of each student. However, some literacy teams and teachers reported that finding the time for collaboration was a challenge. These participants often noted that release time was not available to conduct formal meetings and most collaboration had to occur informally during lunch time or before and after school. Several teachers in one school indicated that collaboration with tutors was limited. These teachers reported that they would like for the facilitators to ask for their input regarding the tutoring process more often.

### ***Supplemental and Intervention Instruction***

The structure and provision of intervention instruction varied greatly among the schools. Examples provided by literacy teams and teachers included tutoring by university interns, retired certified teachers or paraprofessionals; push-in support provided by special education teachers or ELL teachers; pull-out support provided by reading teachers or special education teachers; and in-class small group instruction provided by the classroom teacher. Despite the differences in the model of delivery, schools reported a common focus on improving intervention instruction.

As a result of the focus on intervention, many teams indicated that intervention instruction was more targeted, was being developed earlier than in previous years, and was more effectively meeting students' needs. Schools provided specific examples of changes they had made including providing additional support in classrooms to allow teachers the ability to provide additional interventions; hiring certified teachers ("Literacy Mates") to work with identified children; decreasing the number of students per tutoring group; and working with an outside consultant to redesign the Grade 3 intervention program to include more progress monitoring and targeted instruction.

Although intervention instruction continued to be refined in the schools, several teams reported that the structure of intervention instruction was a work in progress and noted that Tier II and III instruction would continue to be a focus next year. A few participants indicated a need for continued assistance from the liaisons in this area including the recommendation that the state offer a collaborative session focused on intervention for facilitators, principals, and district coordinators.

### ***Challenges***

Although intervention instruction was refined in many of the Reading First schools, several teachers reported that meeting the needs of struggling students could be improved if they had more support in the classroom or if their support was more consistent. In some instances, teachers noted that their support personnel were often pulled to assist with assessments. Some teachers also suggested the need for more tutors including tutors who could assist English-language learners.

Literacy teams and principals also frequently noted the challenges of intervention instruction including scheduling difficulties, the difficulty of determining the most appropriate criteria for identifying Tier III students and choosing the appropriate model for service delivery. One team noted that the number of identified intervention students in their school was a challenge and reported plans to refine their Tier I instruction in hopes of decreasing the number of students in need of intervention. Other areas of challenge included lack of progress for some Tier III students, a need to monitor tutors to ensure modifications are implemented properly, lack of paraprofessional follow through with intervention guidelines, and large class sizes which limited teachers' ability to individually support students. Several focus group participants also noted that English-language learners needed to be better supported in their schools.

Literacy teams provided examples of how they were working to address the challenges noted above including working as a literacy team to address the criteria for intervention, scheduling the core program consultant to provide an in-service on the core intervention program, utilizing the DIBELS handbook for guidance regarding the placement of children in intervention, and working with the district to hire additional tutors.

### ***Goals***

When discussing goals for the 2007-08 school year, several district coordinators and literacy teams discussed goals related to intervention instruction. Examples included the need to

more fully implement the Response to Intervention model, plans to conduct an item analysis of the TerraNova to help focus intervention; plans to reconfigure the tutor schedule to allow for students to be grouped by their individual needs rather than by the needs within a grade level; a need to implement the core program with more rigor and at a “deeper level” to decrease the number of Tier II and III students; and plans to identify a district team to assist with the implementation of the Response to Intervention model.

## **Assessment Data**

Assessment data were reviewed to examine how students identified as *at risk* on an initial DIBELS assessment performed on subsequent assessments in light of student receipt of additional reading instruction. Additional instruction is defined as reading instruction beyond the core program, excluding special education services. This review was not intended to provide evidence that receiving additional instruction caused improvement in the DIBELS test scores of *at risk* students. As groups, both *at risk* students who did receive additional instruction and *at risk* students who did not receive additional instruction demonstrated growth on DIBELS assessments. Members of both groups had notable difficulty leaving the *at risk* category of the DIBELS Oral Reading Fluency assessment (Grades 1-3).

### ***Kindergarten***

Among Kindergarten students who were identified as *at risk* on an initial assessment during 2006-2007, those who did receive additional reading instruction were at least slightly more likely than those who did not receive it to move to lower-risk categories on subsequent assessments in Initial Sound Fluency, Nonsense Word Fluency, and Phoneme Segmentation Fluency. Students who did receive additional reading instruction were more likely to remain in the *at risk* category on the Letter Naming Fluency assessment from fall to spring. (See Table 7 on the next page.)

Table 7

Grade K				
Movement Out of At Risk Category Based on Additional Reading Instruction				
	At Risk Students	% Still at Risk	% Moved to Some Risk	% Moved to Low Risk
<b>Initial Sound Fluency</b>				
<b>Additional Instruction</b>	<b>Fall</b>	<b>Winter</b>		
No	263	30.4%	43.3%	26.2%
Yes	194	29.4%	50.5%	20.1%
<b>Letter Naming Fluency</b>				
<b>Additional Instruction</b>	<b>Fall</b>	<b>Spring</b>		
No	218	46.8%	20.2%	33.0%
Yes	235	50.2%	25.1%	24.7%
<b>Nonsense Word Fluency</b>				
<b>Additional Instruction</b>	<b>Winter</b>	<b>Spring</b>		
No	183	69.4%	16.9%	13.7%
Yes	166	63.9%	24.1%	12.0%
<b>Phoneme Segmentation Fluency</b>				
<b>Additional Instruction</b>	<b>Winter</b>	<b>Spring</b>		
No	193	44.0%	36.3%	19.7%
Yes	202	32.2%	37.6%	30.2%

**Grade 1**

Students in Grade 1 who did receive additional reading instruction were more likely than students who did not receive it to move from the *at risk* category to the *some risk* or *low risk* category in subsequent administrations of the Phoneme Segmentation Fluency, Nonsense Word Fluency, or Oral Reading Fluency assessments. (See Table 8 on the next page.)

*Table 8*

<b>Grade 1</b>				
<b>Movement Out of At Risk Category Based on Additional Reading Instruction</b>				
<b>Additional Instruction</b>	<b>At Risk Students</b>	<b>% Still at Risk</b>	<b>% Moved to Some Risk</b>	<b>% Moved to Low Risk</b>
<b>Phoneme Segmentation Fluency</b>				
<b>Additional Instruction</b>	<b>Fall</b>	<b>Spring</b>		
No	103	13.6%	34.0%	52.4%
Yes	121	2.5%	23.1%	74.4%
<b>Nonsense Word Fluency</b>				
<b>Additional Instruction</b>	<b>Fall</b>	<b>Spring</b>		
No	137	28.5%	28.5%	43.1%
Yes	196	15.3%	43.4%	41.3%
<b>Oral Reading Fluency</b>				
<b>Additional Instruction</b>	<b>Winter</b>	<b>Spring</b>		
No	89	78.7%	15.7%	5.6%
Yes	133	72.2%	26.3%	1.5%

*Grade 2*

Grade 2 students who did receive additional instruction were more likely than students who did not receive it to remain in the *at risk* category on the Oral Reading Fluency assessment.

*Table 9*

<b>Grade 2</b>				
<b>Oral Reading Fluency</b>				
<b>Movement Out of At Risk Category Based on Additional Instruction</b>				
<b>Additional Instruction</b>	<b>At Risk Students</b>	<b>% Still at Risk</b>	<b>% Moved to Some Risk</b>	<b>% Moved to Low Risk</b>
	<b>Fall</b>	<b>Spring</b>		
No	99	84.8%	12.1%	3.0%
Yes	210	86.7%	11.9%	1.4%

*Grade 3*

Students in Grade 3 who did receive additional instruction were more likely than students who did not receive it to move from the *at risk* category to the *some risk* or *low risk* category on the Oral Reading Fluency assessment.



*Table 10*

<b>Grade 3</b>				
<b>Oral Reading Fluency</b>				
<b>Movement Out of At Risk Category Based on Additional Instruction</b>				
<b>Additional Instruction</b>	<b>At Risk Students</b>	<b>% Still at Risk</b>	<b>% Moved to Some Risk</b>	<b>% Moved to Low Risk</b>
	<b>Fall</b>	<b>Spring</b>		
No	128	76.6%	23.4%	0.0%
Yes	234	72.6%	25.6%	1.7%

## Conclusion

During the third year of CT Reading First implementation, continued improvement was evident in assessment data for all participating grade levels. Results from PPVT-III and DIBELS assessments indicated student progress within the 2006-2007 school year. In most cases, gains were evident when results for the current year were compared to those for prior years, as well. However, despite substantial gains during 2006-2007, the project overall did not meet the working goal of 68% of Kindergarten students scoring *at or above goal range* on the spring PPVT-III. Similarly, students did not demonstrate progress in relation to benchmarks on several DIBELS components, most notably Oral Reading Fluency, for which percentages of students scoring in the *low risk* category remained constant or declined slightly across the 2006-2007 school year.

Students in Grades 1 and 2 demonstrated progress on the TerraNova compared to the 2004 baseline and data from prior program years. The percentage of students reaching *mastery* on TerraNova objectives increased for all Grade 1 Reading and Vocabulary objectives, and remained nearly constant for all Grade 2 objectives. The percentage of Grade 1 and Grade 2 students achieving the project benchmarks for TerraNova Reading Composite Scale Score continued to increase gradually toward the project goals. Results for TerraNova in Grade 3 reflected slight decreases on all objectives and on the percentage of students achieving the reading composite benchmark.

Academic disparities were evident among demographic subgroups across all DIBELS assessments and grade levels during 2006-2007. While students in certain demographic subgroups - including groups defined by ethnicity, gender, economic status, retention, and instructional services - were less likely than other students to be identified as *low risk*, in most cases they did demonstrate substantial academic improvement during the school year. In many cases, these improvements diminished initial achievement gaps by the end of the school year. However, substantial disparities remained among groups, such as among White, Black and Hispanic students, or among students receiving and not receiving Bilingual/ESL services. In many cases, performance differences between groups of students who did and did not receive special education services increased through the 2006-2007 school year.

According to both quantitative and qualitative data, supplemental and intervention instruction was strengthened in the CT Reading First schools during the 2006-2007 school year. Students who were identified as *at risk* and received additional reading instruction were more likely than peers who did not receive additional instruction to demonstrate improvement on DIBELS assessments.

Instruction based on scientifically-based reading research (SBRR) continued to be the focus of CT Reading First professional development workshops, in-class coaching and modeling, and grade-level meetings in Year 3. The ELLCO classroom and Educator Survey data, as well as available focus group data, indicated that significant changes occurred in CT Reading First classrooms, including refined implementation of the research-based core reading program, improved literacy centers and work stations, and increased use of assessment data to differentiate

instruction. On the Educator Survey, teacher self-ratings of their knowledge and application of literacy instruction competencies increased significantly.

Organizational changes made during the first two years continued during the past year, including an infusion of site-based professional development, consistent implementation of uninterrupted literacy blocks and the increased use of assessment data to drive instruction. During the past year, teachers began to emerge as leaders, especially those who attended the state-level differentiated instruction workshops. Teachers worked together to begin to differentiate instruction using the assessment data and the facilitators offered ongoing assistance to help teachers improve classroom and intervention instruction.

CT Reading First, in its third year of implementation, positively affected student literacy outcomes. As a result, during the past year many of the Reading First districts continued to expand the initiative to other schools, including expansion of the core reading program, the Reading First assessments, and the three-tiered model of literacy instruction.



**Appendix A**  
**CT Reading First Evaluation Data Sources**

**CT Reading First Grant Evaluation Data Sources  
2006-2007**

<b>Data Source</b>	<b>Timeline</b>
<b>PPVT-III, DIBELS, TerraNova, CMT, and DRA</b>	<p>Testing (See Appendix B: CT Reading First Assessment Schedule 2006-2007 for more detailed information):</p> <p><b>DIBELS and PPVT</b>            Screening: Sept. 6 – Oct. 13            Progress Monitoring: Jan. 8 – Jan. 26            Outcome: May 14 – June 1</p> <p><b>CMT</b>            Outcome Only: March 5 – 30</p> <p><b>TerraNova</b>            Outcome Only: May 1 – 4</p> <p><b>DRA</b>            Progress Monitoring: January/February            Progress Monitoring: April 23 – May 18</p>
<b>Educator Survey</b>	Spring 2007 (May – June)
<b>Early Language and Literacy Classroom Observation (ELLCO)</b>	Fall 2006 (September – October) Spring 2007 (April – May)
<b>Professional Development Evaluations</b>	On-going throughout project period
<b>Weekly Facilitator Logs</b>	Weekly submission (August – June)
<b>Monthly School Reports</b>	Monthly submission (August – June)
<b>Program Document Review</b>	On-going
<b>Site Visits to a Sample of CT Reading First Schools</b> <ul style="list-style-type: none"> <li>✓ Focus Groups with Literacy Teams and Teachers</li> <li>✓ Interviews with Principals</li> <li>✓ Phone Interviews with District Coordinators and Liaisons</li> </ul>	Spring 2007 (April – June)
<b>Project-Wide Focus Groups with</b> <b>1) District Coordinators, 2) Principals,</b> <b>3) External Literacy Facilitators, and</b> <b>4) Internal Literacy Facilitators</b>	Spring 2007 (April – June)
<b>District Annual Report</b>	End of 2006-2007 School Year (June – July)

**Appendix B**  
**CT Reading First Evaluation Assessment Schedule**



# Reading First Assessment Schedule 2006-2007

Name of Test	Kindergarten			Grade 1			Grade 2			Grade 3		
	F	W	S	F	W	S	F	W	S	F	W	S
<b>DIBELS</b>												
<i>Phonemic Awareness</i>												
Initial Sound Fluency (ISF)	X	X										
Phoneme Segmentation Fluency (PSF)		X	X	X	X	X						
<i>Phonics</i>												
Nonsense Word Fluency (NWF)		X	X	X	X	X	X					
<i>Fluency</i>												
Letter Naming Fluency (LNF)	X	X	X	X								
Oral Reading Fluency (ORF)					X	X	X	X	X	X	X	X
<i>Vocabulary</i>												
Word Use Fluency (WUF)				X	X		X	X		X	X	
<i>Comprehension</i>												
Retell Fluency (RTF)							X			X		
<b>PPVT III</b>	X	X	X									
<b>TERRANOVA</b>												
Vocabulary						X			X			X
Reading						X			X			X
<b>DRA</b>					X			X			X	

**Administration Window:**

**DIBELS/PPVT III**

**Fall (F):** September 6, 2006 – October 13, 2006

**Winter(W):** January 8, 2007 – January 26, 2007

**Spring (S):** May 14, 2007 – June 1, 2007

**TerraNova**

**Spring (S):** May 1, 2007 – May 4, 2007

**DRA**

**Winter (W)** Four week period in January/February

**Additional State Mandated Assessment Information**

**CMT:** March 5 - 30, 2007  
March 6, 2007– Writing Prompt administered

**DRA:** (S) - April 23, 2007 - May 18, 2007 (Also administered to K-3 ELL students to assess their readiness to exit ELL status.)

**Appendix C**  
**Explanation of the CT Reading First Working Benchmarks**



# **Explanation of the CT Reading First Working Benchmarks for the PPVT-III and TerraNova Assessments**

## **PPVT-III Working Benchmark Calculation**

The following is a description of the calculations used to determine the working PPVT-III benchmark for Kindergarten.

- Age is considered in the PPVT-III standard score calculation. A standard score of 100 represents the 50<sup>th</sup> percentile for children of a given age.
- To develop the benchmark, the 95% confidence interval (+/- 8) was applied to the standard score of 100, giving a range of 92 – 108. In fall 2004, 52.3% of students scored  $\geq$  92.
- Increasing student scores by 0.5 standard deviations - considered a medium effect size – would bring the percentage of students who scored 85 – 91 in fall 2004 (15.7%) into the goal range (scores  $\geq$  92).
- Adding 15.7% + 52.3% results in a working project goal of 68.0% of students achieving standard scores of  $\geq$  92.

## **TerraNova Working Benchmark Calculation**

The following is a description of the calculations used to determine working TerraNova benchmarks for grades 1, 2 and 3. These benchmarks are unchanged from the November 2005 APR. However, the benchmark grade equivalent for grade 3 has been corrected, and benchmark grade equivalents have been determined for grades 1 and 2 in accordance with information provided by the test publisher.

### **Grade 3**

- Connecticut did not have in place a statewide assessment at grades 1, 2 or 3 when project implementation began. The grade 4 CMT for fall 2004 was used to establish a benchmark and project goal for grade 3 TerraNova. To do so, CMT scores of students in grade 4 during 2004 – 2005 were matched to their grade 3 TerraNova scores from the previous spring (baseline TerraNova, 2004). There were 1,389 matched scores.
- The working goal is to raise scores by .5 standard deviations (a medium effect size), based on the mean TerraNova Reading Composite scale score and standard deviation for those students achieving Level 4 on the CMT. Level 4 represents attainment of goal; Level 3 represents proficiency.
- The mean grade 3 TerraNova Reading Composite scale score was 651.5 (St. Dev. 24.3) for those students who achieved Level 4 on the grade 4 CMT. Approximately two-thirds of these students' TerraNova Reading Composite scale scores were in the range 627 - 676. The grade 3 TerraNova benchmark was set at 627, representing a grade-level equivalent of 3.9.
- The percentage of students scoring 627 or higher on TerraNova Reading Composite scale score in spring 2004 was 41.6%. If scores increased by 0.5 St. Dev., 56% of students should

score at or above 627. The national mean for Reading Composite scale score is 624 (St. Dev. 41.1).

- For Grade 3, a working project goal was established of 56% of students scoring at or above 627 on the Reading Composite scale score.

**Grades 1 and 2**

- Without a state assessment at grades 1, 2 or 3, the mean baseline TerraNova scores within the project for grades 1 and 2 were used as benchmarks to set goals of increasing mean scores by .5 St. Dev., a medium effect size.
- The grade 1 baseline project mean for TerraNova Reading Composite scale score (550) corresponds to a grade equivalent of 1.5. The grade 2 baseline TerraNova project mean of 594 corresponds to a grade equivalent of 2.6.

	R1st Baseline Project Mean	Project St. Dev.	% R1st Students above Project Mean	% R1st Students .5 St. Dev. below Project Mean	Initial Goal – % Students Above Baseline Project Mean
Grade 1	550	42.1	52.8%	19.4%	72%
Grade 2	594	36.9	54.8%	18.5%	73%

	TN National Mean	St. Dev.	% R1st Students above National Mean
Grade 1	560	42.8	42%
Grade 2	597	40.8	51%

**Appendix D**  
**Educator Survey Questionnaire**  
**and**  
**Spring 2007 Summary Report**

# CT READING FIRST EDUCATOR SURVEY

May 2007



Please take a few minutes to complete this survey and return it in the attached envelope. Your response will be **strictly confidential**; no identification of specific respondents will be included in reports or publications. A summary of the survey results will be available in September 2007. If you would like a summary of the results, please contact your Reading First facilitators or Katie Hinsdale at Glen Martin Associates ([khinsdale@glenmartinassociates.com](mailto:khinsdale@glenmartinassociates.com)). Thank you for your response!



## Respondent Demographic Profile

Completing the following demographic questions will help the evaluators disaggregate the survey responses by grade, by educator role, or by school. This information will only be used for these purposes.

1. My primary role in my school is: (Please mark one.)
  - Classroom Teacher
  - Student Support Services Staff
  - Intern
  - Tutor
  - Library/Media Specialist
  - Paraprofessional
  - Other \_\_\_\_\_
2. I am a member of my school's literacy team.  Yes  No
3. My primary role is as an educator of: (Mark all that apply.)
  - K
  - 1<sup>st</sup> Grade
  - 2<sup>nd</sup> Grade
  - 3<sup>rd</sup> Grade
  - Combined grades (Grades: \_\_\_\_\_)
  - ELL
  - Special Education
  - Special Content Areas (Art, Music, etc.)
  - Other \_\_\_\_\_
4. School: \_\_\_\_\_
5. Including this year, how many years have you:
  - a.) Taught grades K-3: \_\_\_\_
  - b.) Taught at this school: \_\_\_\_
  - c.) Taught your current grade level: \_\_\_\_
6. I attended the CT READING FIRST August Institute in August 2006:  Yes  No

★ Please indicate your **mother's initials** and **your birth date** as an identifier that will enable a match to your spring 2006 response as well as future surveys:

\_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 a b c      m m / d d

### Part I

During the <u>current school year</u> , approximately how many times have you engaged in the type of activities below?	Never	Once or Twice	3-4 Times	Every Other Month	Monthly	2-3 Times per Month	Once a Week or More
1. Mentoring by the Reading First facilitators or other literacy team members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Grade-level meetings related to literacy instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Study groups/book studies related to literacy instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Literacy-related workshops provided by school staff, including literacy team members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Literacy-related workshops provided by non-school staff, including district sponsored workshops and workshops by core program representatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Collaboration with colleagues on literacy issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Participation on data teams or analysis of assessment data during collaborative meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Accessed the online CT Reading First Assessment Database to view students' assessment scores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Part IIA: In this section, please rate your knowledge, understanding and ability related to literacy instruction. At the beginning of Year 3 of CT Reading First AND at the end of Year 3 of CT Reading First**

Beginning of 06-07 ↓							Conclusion of 06-07 ↓					
NONE	VERY POOR	POOR	FAIR	GOOD	EXCELLENT	<b>Literacy Instruction Knowledge, Understanding and Ability</b>  (SOURCE: Connecticut's Blueprint for Reading Achievement, 2000.)	NONE	VERY POOR	POOR	FAIR	GOOD	EXCELLENT
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		1a. Understanding of oral language competencies and their role in learning to read.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2a. Understanding of the relationship of children's development to reading.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3a. Understanding of structural characteristics of written English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4a. Knowledge of common characteristics of children experiencing reading difficulties and indicators for teacher intervention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5a. Knowledge of advantages and disadvantages of various assessment approaches.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6a. Ability to provide children with books matched to their reading levels and interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7a. Ability to use a variety of types of books and genres in reading instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8a. Ability to integrate technology, such as software and the Internet, in literacy instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	9a. Ability to collaborate with colleagues to promote children's literacy achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10a. Knowledge of scientifically based reading research (SBRR) findings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	11a. Ability to communicate to children's families about ways to encourage children's language and literacy development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	12a. Ability to encourage children's social interaction around books and literacy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	13a. Ability to routinely use a variety of measures to assess and improve children's competencies in key areas of literacy. (running records, portfolios, word lists, standardized assessments, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	14a. Ability to adapt instruction to meet individual differences in key areas of literacy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	15a. Understanding of how to effectively group children for instruction including use of flexible small- and large-group formats.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	16a. Ability to teach word-identification skills, such as phonological and phonemic awareness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	17a. Ability to teach comprehension, including the use of a variety of comprehension strategies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	18a. Ability to provide appropriate feedback and scaffolding during oral reading.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	19a. Ability to develop spelling competencies appropriate to grade level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	20a. Ability to demonstrate the connections between reading and writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Part IIB:** In this section, please indicate how often you employ(ed) the following competencies in your literacy instruction:

**At the beginning of Year 3 of CT Reading First**

**AND**

**at the end of Year 3 of CT Reading First**

Beginning of 06-07 ↓							Conclusion of 06-07 ↓					
NEVER	SELDOM	SOMETIMES	OFTEN	USUALLY	ALWAYS	<b>Application of Literacy Instruction Knowledge, Understanding and Ability</b>  <small>(SOURCE: Connecticut's Blueprint for Reading Achievement, 2000.)</small>	NEVER	SELDOM	SOMETIMES	OFTEN	USUALLY	ALWAYS
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		1b. Understanding of oral language competencies and their role in learning to read.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2b. Understanding of the relationship of children's development to reading.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3b. Understanding of structural characteristics of written English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4b. Knowledge of common characteristics of children experiencing reading difficulties and indicators for teacher intervention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5b. Knowledge of advantages and disadvantages of various assessment approaches.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6b. Ability to provide children with books matched to their reading levels and interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7b. Ability to use a variety of types of books and genres in reading instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8b. Ability to integrate technology, such as software and the Internet, in literacy instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	9b. Ability to collaborate with colleagues to promote children's literacy achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10b. Knowledge of scientifically based reading research (SBRR) findings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	11b. Ability to communicate to children's families about ways to encourage children's language and literacy development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	12b. Ability to encourage children's social interaction around books and literacy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	13b. Ability to routinely use a variety of measures to assess and improve children's competencies in key areas of literacy. (running records, portfolios, word lists, standardized assessments, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	14b. Ability to adapt instruction to meet individual differences in key areas of literacy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	15b. Understanding of how to effectively group children for instruction including use of flexible small- and large-group formats.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	16b. Ability to teach word-identification skills, such as phonological and phonemic awareness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	17b. Ability to teach comprehension, including the use of a variety of comprehension strategies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	18b. Ability to provide appropriate feedback and scaffolding during oral reading.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	19b. Ability to develop spelling competencies appropriate to grade level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	20b. Ability to demonstrate the connections between reading and writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**CT READING FIRST**  
**Educator Survey Summary Report**  
**Spring 2007**

A survey of CT Reading First educators, including teachers, paraprofessionals, and other support staff was conducted during May and June of 2007. The survey questionnaire was developed collaboratively by the CT Reading First evaluator and management team. The Educator Survey is one of multiple measures of CT Reading First program effects. The questionnaire includes six sections: 1) a respondent demographic profile, 2) a seven-point Likert scale frequency rating of literacy-related professional development activities during the current year, 3) a six-point Likert scale self-rating of knowledge of reading instruction, 4) a six point Likert scale self-rating of application of reading instruction (both based on the Connecticut's Blueprint for Reading Achievement teacher competencies), 5) instructional time allocated for literacy, and 6) a series of open-ended items related to experiences implementing literacy instruction and resources at the classroom and school level. The confidential survey was administered in all twenty-five CT Reading First schools. At least 25 to 30 minutes were allocated for survey respondents. The following is a summary of participants' response.



## School Response Rate and Teacher Demographics

### *School Response Rate*

**Table 1**

School	Total Distributed	Total Received	Response Rate
Barnard Brown	17	16	94.0%
Brennan	19	16	84.0%
Bucks Hill	41	40	98.0%
Conte West Hills	14	14	100.0%
Driggs	28	28	100.0%
Early Childhood Center	18	18	100.0%
Edison	9	9	100.0%
Fisher	19	18	95.0%
Hallen	14	14	100.0%
Integrated Day	9	9	100.0%
Jennings	14	14	100.0%
John Martinez	-	15	n/a
Jumoke	16	16	100.0%
K.T. Murphy	24	24	100.0%
Lawrence	17	17	100.0%
Madison	21	21	100.0%
Mead	13	10	77.0%
Moosup	32	27	84.0%
Parkville	25	22	88.0%
Prendergast	38	31	82.0%
Roger Sherman	19	13	68.0%
Shepard Hill	-	43	n/a
Smith	20	20	100.0%
Sweeney	20	20	100.0%
Veterans' Memorial	-	6	n/a
<b>Total</b>	<b>447</b>	<b>481</b>	<b>93.3%</b>

A response rate of not applicable (n/a) indicates the number of surveys distributed by the school was not reported. Surveys from these schools were not included in the calculation of the total response rate.

*Primary Role*

**Table 2**

Primary Role in School	n	Percent
Classroom Teacher	335	69.6%
Paraprofessional	60	11.9%
Student Support Services Staff	48	10.0%
Tutor	11	2.3%
Intern	2	0.4%
Library/Media Specialist	1	0.2%
Other	24	5.6%
<b>Total</b>	<b>481</b>	<b>100%</b>

Note: "Other" included special education (11), direct instruction (2), speech-language pathologist (2), data entry, music teacher, art teacher, remedial teacher, literacy, long-term substitute, and TESOL.

*Grade Level*

**Table 3**

Grade Level	n	Percent
Kindergarten	118	24.7%
1st Grade	123	25.7%
2nd Grade	118	24.7%
3rd Grade	105	22.0%
Combined Grades	31	6.5%
Special Education	56	11.7%
English Language Learners	21	4.4%
Special Content Areas	6	1.3%
Other	10	2.1%
<b>Total</b>	<b>588</b>	-

Note: "Other" included paraprofessional (2), speech-language pathologist (2), instructional consultant, guidance, and data entry. Respondents could choose more than one response category. The percent total is based on the number of respondents and therefore does not add up to 100%.

*Experience*

**Table 4**

Educator Experience	n	Mean	St. Dev.
Years teaching in grades K-3	422	10.0	9.3
Years employed in this school	387	6.7	7.0
Years teaching at current grade level	346	6.6	7.4

*Literacy Team and Professional Development*

**Table 5**

<b>I am a member of my school's literacy team.</b>	<b>n</b>	<b>Percent</b>
Yes	147	32.0%
No	312	68.0%
<b>Total</b>	<b>459</b>	<b>100.0%</b>

**Table 6**

<b>I attended the 2006 CT Reading First August Institute.</b>	<b>n</b>	<b>Percent</b>
Yes	195	42.7%
No	262	57.3%
<b>Total</b>	<b>457</b>	<b>100.0%</b>

*Instructional Time in Literacy*

**Table 7**

<b>My grade level has a scheduled reading block.</b>	<b>n</b>	<b>Percent</b>
Yes	444	96.1%
No	18	3.9%
<b>Total</b>	<b>462</b>	<b>100.0%</b>

**Table 8**

<b>Additional time during the day is dedicated to literacy instruction (i.e. reading, writing and spelling instruction).</b>	<b>n</b>	<b>Percent</b>
Yes	406	92.7%
No	32	7.3%
<b>Total</b>	<b>438</b>	<b>100.0%</b>

**Table 9**

<b>Minutes per Day</b>	<b>n</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Minimum</b>	<b>Maximum</b>
Scheduled Reading Block	411	91.4	21.1	10	180
Time Dedicated to Literacy Instruction	354	53.0	33.3	10	300

## Connecticut's Blueprint for Reading Achievement

In Part I a, participants were asked to rate the approximate number of times they engaged in a particular literacy-related professional development activity during the 2006-2007 school year. Responses were based on a scale from never=1 to once a week or more=7. Results by response category are given in Table 10.

In Part II a, participants were asked to rate their *knowledge and understanding* of literacy instruction and in Part II b their *application* of literacy instruction at the beginning and end of the 2006-2007 school year. In Table 11 and Table 12, results for the end of the year are given along with the mean scores for both the beginning and end of the school year.

In Part II a, mean responses were based from none=1 to excellent=6 and in Part II b mean responses were based from never=1 to always=6. The mean for the beginning of the school year is the average of the participants' ratings based on their perceptions at the time of the survey, of their knowledge and skills at the beginning of Year 3 of CT Reading First. The end of the year mean is the average of participants' ratings of their *current* knowledge and skills. All paired ratings mean differences (the average of each participant's change in response from the beginning to the end of the year) were significant ( $p<.01$ ).

*Part I: Frequency of Literacy-Related Professional Development Activities*

**Table 10**

<b>During the <u>current school year</u>, approximately how many times have you engaged in the type of activities below?</b>	<b>n</b>	<b>Never</b>	<b>Once or Twice</b>	<b>3-4 Times</b>	<b>Every other Month</b>	<b>Monthly</b>	<b>2-3 Times per Month</b>	<b>Once a Week or More</b>
<b>1. Mentoring by the Reading First facilitators or other literacy team members.</b>								
<b>Overall</b>	462	13.2%	16.7%	16.2%	7.6%	16.5%	16.9%	13.0%
<b>Teachers</b>	327	9.2%	15.3%	13.8%	8.6%	19.3%	22.0%	11.9%
<b>All Others</b>	135	23.0%	20.0%	22.2%	5.2%	9.6%	4.4%	15.6%
<b>2. Grade-level meetings related to literacy instruction.</b>								
<b>Overall</b>	475	9.5%	6.1%	3.2%	2.7%	32.2%	26.3%	20.0%
<b>Teachers</b>	333	0.9%	2.4%	2.4%	2.7%	35.1%	32.1%	24.3%
<b>All Others</b>	142	29.6%	14.8%	4.9%	2.8%	25.4%	12.7%	9.9%
<b>3. Study groups/book studies related to literacy instruction.</b>								
<b>Overall</b>	465	34.8%	32.0%	13.5%	4.9%	11.6%	1.9%	1.1%
<b>Teachers</b>	329	31.3%	33.7%	13.1%	6.1%	14.3%	1.2%	0.3%
<b>All Others</b>	136	43.4%	27.9%	14.7%	2.2%	5.1%	3.7%	2.9%
<b>4. Literacy-related workshops provided by school staff, including literacy team members.</b>								
<b>Overall</b>	470	4.3%	18.1%	32.6%	16.0%	24.0%	3.8%	1.3%
<b>Teachers</b>	328	1.8%	14.9%	33.8%	19.2%	25.6%	3.7%	0.9%
<b>All Others</b>	142	9.9%	25.4%	29.6%	8.5%	20.4%	4.2%	2.1%
<b>5. Literacy-related workshops provided by non-school staff, including district sponsored workshops and workshops by core program representatives.</b>								
<b>Overall</b>	470	23.8%	31.5%	30.6%	6.8%	5.5%	1.3%	0.4%
<b>Teachers</b>	330	18.2%	33.9%	33.6%	6.4%	6.7%	1.2%	0.0%
<b>All Others</b>	140	37.1%	25.7%	23.6%	7.9%	2.9%	1.4%	1.4%
<b>6. Collaboration with colleagues on literacy issues.</b>								
<b>Overall</b>	475	6.3%	6.7%	4.4%	1.9%	12.8%	17.7%	50.1%
<b>Teachers</b>	331	0.9%	3.9%	3.0%	1.5%	14.5%	19.9%	56.2%
<b>All Others</b>	144	18.8%	13.2%	7.6%	2.8%	9.0%	12.5%	36.1%
<b>7. Participation on data teams or analysis of assessment data during collaborative meetings.</b>								
<b>Overall</b>	474	16.2%	15.0%	15.8%	10.1%	23.2%	13.5%	6.1%
<b>Teachers</b>	332	4.5%	14.8%	19.0%	12.7%	28.6%	14.8%	5.7%
<b>All Others</b>	142	43.7%	15.5%	8.5%	4.2%	10.6%	10.6%	7.0%
<b>8. Accessed the online CT Reading First Assessment Database to view students' assessment scores.</b>								
<b>Overall</b>	474	61.4%	17.5%	11.8%	2.1%	4.9%	1.9%	0.4%
<b>Teachers</b>	333	53.2%	21.9%	14.4%	2.4%	5.7%	2.4%	0.0%
<b>All Others</b>	141	80.9%	7.1%	5.7%	1.4%	2.8%	0.7%	1.4%

*Part II a: Knowledge and Understanding*

**Table 11**

Ratings of <u>Knowledge and Understanding</u> of Literacy Instruction	End of School Year 2006-2007							Beg. of Year Mean	End of Year Mean	Paired Ratings Mean Differences		
	n	None	Very Poor	Poor	Fair	Good	Excellent			n	Mean Difference	St. Dev.
<i>1a. Understanding of oral language competencies and their role in learning to read.</i>												
Overall	476	0.2%	0.0%	0.4%	5.7%	62.8%	30.9%	4.9	5.2	452	+0.4	0.6
Teachers	332	0.0%	0.0%	0.6%	6.3%	63.3%	29.8%	4.9	5.2	315	+0.4	0.6
All Others	144	0.7%	0.0%	0.0%	4.2%	61.8%	33.3%	4.8	5.3	137	+0.4	0.7
<i>2a. Understanding of the relationship of children's development to reading.</i>												
Overall	476	0.4%	0.0%	0.4%	4.4%	59.9%	34.9%	5.0	5.3	452	+0.2	0.5
Teachers	332	0.3%	0.0%	0.0%	4.2%	60.5%	34.9%	5.1	5.3	315	+0.2	0.5
All Others	144	0.7%	0.0%	1.4%	4.9%	58.3%	34.7%	4.9	5.2	137	+0.3	0.5
<i>3a. Understanding of structural characteristics of written English.</i>												
Overall	473	0.2%	0.0%	0.6%	7.4%	57.7%	34.0%	5.0	5.3	449	+0.2	0.5
Teachers	330	0.0%	0.0%	0.3%	7.6%	59.1%	33.0%	5.0	5.3	313	+0.2	0.5
All Others	143	0.7%	0.0%	1.4%	7.0%	54.5%	36.4%	5.0	5.2	136	+0.2	0.5
<i>4a. Knowledge of common characteristics of children experiencing reading difficulties and indicators for teacher intervention.</i>												
Overall	476	0.2%	0.0%	0.6%	6.5%	58.4%	34.2%	4.9	5.3	452	+0.4	0.6
Teachers	332	0.0%	0.0%	0.6%	5.4%	58.7%	35.2%	4.9	5.3	315	+0.4	0.6
All Others	144	0.7%	0.0%	0.7%	9.0%	57.6%	31.9%	4.9	5.2	137	+0.4	0.7
<i>5a. Knowledge of advantages and disadvantages of various assessment approaches.</i>												
Overall	477	0.8%	4.0%	1.7%	16.4%	59.7%	21.0%	4.6	5.0	451	+0.4	0.6
Teachers	333	0.0%	0.3%	0.6%	13.5%	63.7%	21.9%	4.6	5.1	314	+0.4	0.6
All Others	144	2.8%	0.7%	4.2%	22.9%	50.7%	18.8%	4.4	4.7	137	+0.4	0.6
<i>6a. Ability to provide children with books matched to their reading levels and interests.</i>												
Overall	475	1.7%	0.0%	1.3%	4.6%	46.3%	46.1%	4.9	5.3	449	+0.4	0.6
Teachers	331	0.0%	0.0%	1.2%	2.4%	46.5%	49.8%	5.0	5.5	312	+0.4	0.6
All Others	144	5.6%	0.0%	1.4%	9.7%	45.8%	37.5%	4.7	5.0	137	+0.4	0.6

Note: Mean responses were based on 1=none; 2=very poor; 3=poor; 4=fair; 5=good; 6=excellent. The paired rating mean difference is the average of each participant's change in response from the beginning to the end of year.

Part II a: Knowledge and Understanding

Table 11 (continued)

Ratings of <u>Knowledge and Understanding</u> of Literacy Instruction	End of School Year 2006-2007							Beg. of Year Mean	End of Year Mean	Paired Ratings Mean Differences		
	n	None	Very Poor	Poor	Fair	Good	Excellent			n	Mean Difference	St. Dev.
<b>7a. Ability to use a variety of types of books and genres in reading instruction.</b>												
Overall	472	1.7%	0.2%	0.6%	5.1%	47.9%	44.5%	5.0	5.3	447	+0.3	0.5
Teachers	328	0.0%	0.3%	0.3%	4.0%	44.8%	50.6%	5.1	5.5	310	+0.3	0.5
All Others	144	5.6%	0.0%	1.4%	7.6%	54.9%	30.6%	4.8	5.0	137	+0.3	0.5
<b>8a. Ability to integrate technology, such as software and the Internet, in literacy instruction.</b>												
Overall	469	4.7%	3.2%	5.5%	29.6%	40.7%	16.2%	4.1	4.5	445	+0.3	0.7
Teachers	331	1.2%	3.3%	5.7%	30.2%	42.3%	17.2%	4.3	4.6	314	+0.3	0.7
All Others	138	13.0%	2.9%	5.1%	28.3%	37.0%	13.8%	3.9	4.1	131	+0.3	0.7
<b>9a. Ability to collaborate with colleagues to promote children's literacy achievement.</b>												
Overall	474	1.7%	0.4%	0.8%	4.9%	43.7%	48.5%	5.0	5.3	450	+0.3	0.6
Teachers	332	0.0%	0.6%	0.9%	3.0%	42.5%	53.0%	5.2	5.5	315	+0.3	0.5
All Others	142	5.6%	0.0%	0.7%	9.2%	46.5%	38.0%	4.7	5.1	135	+0.3	0.7
<b>10a. Knowledge of scientifically based reading research (SBRR) findings.</b>												
Overall	469	4.7%	1.3%	6.0%	23.2%	48.4%	16.4%	4.2	4.6	446	+0.4	0.6
Teachers	330	1.8%	0.9%	5.2%	21.2%	53.9%	17.0%	4.4	4.8	313	+0.4	0.6
All Others	139	11.5%	2.2%	7.9%	28.1%	35.3%	15.1%	3.9	4.2	133	+0.3	0.7
<b>11a. Ability to communicate to children's families about ways to encourage children's language and literacy development.</b>												
Overall	467	7.1%	0.4%	1.5%	9.4%	48.4%	33.2%	4.7	4.9	442	+0.3	0.5
Teachers	331	0.0%	0.6%	1.2%	8.2%	53.5%	36.6%	5.0	5.2	314	+0.3	0.5
All Others	136	24.3%	0.0%	2.2%	12.5%	36.0%	25.0%	4.0	4.1	128	+0.2	0.5
<b>12a. Ability to encourage children's social interaction around books and literacy.</b>												
Overall	475	0.4%	0.6%	1.3%	8.0%	53.3%	36.4%	5.0	5.2	449	+0.3	0.5
Teachers	333	0.0%	0.6%	1.2%	6.6%	53.5%	38.1%	5.0	5.3	314	+0.3	0.5
All Others	142	1.4%	0.7%	1.4%	11.3%	52.8%	32.4%	4.9	5.1	315	+0.3	0.6

Note: Mean responses were based on 1=none; 2=very poor; 3=poor; 4=fair; 5=good; 6=excellent. The paired rating mean difference is the average of each participant's change in response from the beginning to the end of year.

Part II a: Knowledge and Understanding

Table 11 (continued)

Ratings of <u>Knowledge and Understanding</u> of Literacy Instruction	End of School Year 2006-2007							Beg. of Year Mean	End of Year Mean	Paired Ratings Mean Differences		
	n	None	Very Poor	Poor	Fair	Good	Excellent			n	Mean Difference	St. Dev.
<i>13a. Ability to routinely use a variety of measures to assess and improve children's competencies in key areas of literacy. (running records, portfolios, word lists, standardized assessments, etc.)</i>												
Overall	469	4.9%	0.2%	1.1%	6.4%	48.4%	39.0%	4.7	5.1	444	+0.4	0.6
Teachers	333	0.3%	0.3%	0.0%	4.8%	51.4%	43.2%	5.0	5.4	315	+0.4	0.6
All Others	136	16.2%	0.0%	3.7%	10.3%	41.2%	28.7%	4.1	4.5	129	+0.3	0.7
<i>14a. Ability to adapt instruction to meet individual differences in key areas of literacy.</i>												
Overall	476	1.5%	0.2%	0.8%	6.1%	51.1%	40.3%	4.8	5.3	452	+0.4	0.6
Teachers	333	0.0%	0.0%	0.9%	4.8%	50.2%	44.1%	4.9	5.4	316	+0.5	0.5
All Others	143	4.9%	0.7%	0.7%	9.1%	53.1%	31.5%	4.7	5.0	136	+0.3	0.6
<i>15a. Understanding of how to effectively group children for instructions including use of flexible small- and large-group formats.</i>												
Overall	470	2.6%	0.0%	0.9%	6.6%	48.9%	41.1%	4.8	5.2	447	+0.4	0.6
Teachers	332	0.3%	0.0%	0.6%	4.8%	47.3%	47.0%	5.0	5.4	315	+0.4	0.6
All Others	138	8.0%	0.0%	1.4%	10.9%	52.9%	26.8%	4.5	4.8	132	+0.3	0.7
<i>16a. Ability to teach word-identification skills, such as phonological and phonemic awareness.</i>												
Overall	475	1.3%	0.0%	1.1%	6.3%	48.4%	42.9%	4.9	5.3	450	+0.4	0.6
Teachers	333	0.0%	0.0%	0.6%	6.0%	49.8%	43.5%	5.0	5.4	315	+0.4	0.6
All Others	142	4.2%	0.0%	2.1%	7.0%	45.1%	41.5%	4.8	5.1	135	+0.4	0.7
<i>17a. Ability to teach comprehension, including the use of a variety of comprehension strategies.</i>												
Overall	470	1.9%	0.2%	0.6%	7.2%	53.0%	37.0%	4.8	5.2	445	+0.4	0.6
Teachers	333	0.0%	0.3%	0.3%	6.0%	55.0%	38.4%	4.9	5.3	314	+0.4	0.5
All Others	137	6.6%	0.0%	1.5%	10.2%	48.2%	33.6%	4.7	4.9	131	+0.3	0.6
<i>18a. Ability to provide appropriate feedback and scaffolding during oral reading.</i>												
Overall	471	1.7%	0.0%	1.3%	11.5%	57.1%	28.5%	4.8	5.1	447	+0.3	0.6
Teachers	333	0.3%	0.0%	0.9%	9.9%	60.4%	28.5%	4.8	5.2	316	+0.3	0.5
All Others	138	5.1%	0.0%	2.2%	15.2%	49.3%	28.3%	4.6	4.9	131	+0.3	0.6

Note: Mean responses were based on 1=none; 2=very poor; 3=poor; 4=fair; 5=good; 6=excellent. The paired rating mean difference is the average of each participant's change in response from the beginning to the end of year.



*Part II a: Knowledge and Understanding*

**Table 11 (continued)**

Ratings of <u>Knowledge and Understanding</u> of Literacy Instruction	End of School Year 2006-2007							Beg. of Year Mean	End of Year Mean	Paired Ratings Mean Differences		
	n	None	Very Poor	Poor	Fair	Good	Excellent			n	Mean Difference	St. Dev.
<i>19a. Ability to develop spelling competencies appropriate to grade level.</i>												
<b>Overall</b>	467	2.8%	0.0%	2.1%	15.0%	54.6%	25.5%	4.7	5.0	443	+0.3	0.6
<b>Teachers</b>	333	0.3%	0.0%	1.5%	13.2%	58.6%	26.4%	4.8	5.1	316	+0.3	0.5
<b>All Others</b>	134	9.0%	0.0%	3.7%	19.4%	44.8%	23.1%	4.3	4.6	127	+0.3	0.7
<i>20a. Ability to demonstrate the connections between reading and writing.</i>												
<b>Overall</b>	470	1.3%	0.4%	1.1%	10.9%	53.8%	32.6%	4.8	5.1	446	+0.3	0.5
<b>Teachers</b>	333	0.0%	0.0%	0.9%	9.0%	56.2%	33.9%	4.9	5.2	316	+0.3	0.5
<b>All Others</b>	137	4.4%	1.5%	1.5%	15.3%	48.2%	29.2%	4.7	4.9	130	+0.3	0.7

Note: Mean responses were based on 1=none; 2=very poor; 3=poor; 4=fair; 5=good; 6=excellent. The paired rating mean difference is the average of each participant's change in response from the beginning to the end of year.

*Part II b: Application*

**Table 12**

Ratings of <u>Application</u> of Literacy Instruction	End of School Year 2006-2007							Beg. of Year Mean	End of Year Mean	Paired Ratings Mean Differences		
	n	Never	Seldom	Sometimes	Often	Usually	Always			n	Mean Difference	St. Dev.
<i>1b. Understanding of oral language competencies and their role in learning to read.</i>												
Overall	473	1.3%	0.4%	5.1%	16.5%	37.6%	39.1%	4.7	5.1	448	+0.3	0.7
Teachers	333	0.3%	0.6%	3.3%	15.9%	39.6%	40.2%	4.8	5.2	316	+0.3	0.7
All Others	140	3.6%	0.0%	9.3%	17.9%	32.9%	36.4%	4.6	4.9	132	+0.3	0.6
<i>2b. Understanding of the relationship of children's development to reading.</i>												
Overall	473	1.1%	0.6%	3.0%	11.4%	33.4%	50.3%	5.0	5.5	449	+0.5	4.0
Teachers	333	0.0%	0.9%	2.1%	10.2%	32.7%	54.1%	5.1	5.6	316	+0.6	4.7
All Others	140	3.6%	0.0%	5.0%	14.3%	35.0%	42.1%	4.8	5.0	133	+0.3	0.6
<i>3b. Understanding of structural characteristics of written English.</i>												
Overall	473	1.1%	0.8%	3.8%	15.9%	35.5%	42.9%	4.9	5.1	448	+0.3	0.6
Teachers	333	0.3%	0.3%	3.3%	15.0%	38.4%	42.6%	4.9	5.2	316	+0.3	0.7
All Others	140	2.9%	2.1%	5.0%	17.9%	28.6%	43.6%	4.8	5.0	132	+0.2	0.5
<i>4b. Knowledge of common characteristics of children experiencing reading difficulties and indicators for teacher intervention.</i>												
Overall	474	1.1%	0.4%	3.4%	8.0%	38.4%	48.5%	4.9	5.3	449	+0.4	1.3
Teachers	333	0.0%	0.3%	1.5%	6.3%	40.8%	51.1%	5.0	5.5	316	+0.5	1.5
All Others	141	3.5%	0.7%	7.8%	12.1%	32.6%	43.3%	4.7	5.0	133	+0.3	0.7
<i>5b. Knowledge of advantages and disadvantages of various assessment approaches.</i>												
Overall	469	4.1%	1.3%	7.7%	12.2%	42.6%	32.2%	4.5	4.9	443	+0.4	0.7
Teachers	331	0.3%	1.5%	5.7%	11.5%	47.4%	33.5%	4.7	5.1	313	+0.4	0.7
All Others	138	13.0%	0.7%	12.3%	13.8%	31.2%	29.0%	4.0	4.4	130	+0.4	0.8
<i>6b. Ability to provide children with books matched to their reading levels and interests.</i>												
Overall	471	3.6%	0.6%	3.4%	7.4%	28.7%	56.3%	4.9	5.3	446	+0.3	0.7
Teachers	331	0.3%	0.6%	1.2%	7.3%	28.4%	62.2%	5.1	5.5	314	+0.4	0.7
All Others	140	11.4%	0.7%	8.6%	7.9%	29.3%	42.1%	4.4	4.7	132	+0.3	0.7

Note: Mean responses were based on 1=never; 2=seldom; 3=sometimes; 4=often; 5=usually; 6=always. The paired rating mean difference is the average of each participant's change in response from the beginning to the end of year.

*Part II b: Application*

**Table 12 (continued)**

Ratings of <u>Application</u> of Literacy Instruction	End of School Year 2006-2007							Beg. of Year Mean	End of Year Mean	Paired Ratings Mean Differences		
	n	Never	Seldom	Sometimes	Often	Usually	Always			n	Mean Difference	St. Dev.
<i>7b. Ability to use a variety of types of books and genres in reading instruction.</i>												
Overall	472	2.1%	0.8%	4.0%	9.3%	30.3%	53.4%	4.9	5.3	447	+0.3	0.6
Teachers	332	0.0%	0.6%	3.0%	7.8%	30.1%	58.4%	5.1	5.4	315	+0.3	0.6
All Others	140	7.1%	1.4%	6.4%	12.9%	30.7%	41.4%	4.5	4.8	132	+0.3	0.7
<i>8b. Ability to integrate technology, such as software and the Internet, in literacy instruction.</i>												
Overall	468	8.5%	11.1%	23.7%	17.7%	23.5%	15.4%	3.5	3.8	443	+0.3	0.7
Teachers	332	2.1%	9.6%	24.4%	19.6%	25.9%	18.4%	3.8	4.1	315	+0.3	0.7
All Others	136	24.3%	14.7%	22.1%	13.2%	17.6%	8.1%	2.8	3.1	128	+0.3	0.7
<i>9b. Ability to collaborate with colleagues to promote children's literacy achievement.</i>												
Overall	467	1.9%	2.4%	6.2%	9.0%	27.2%	53.3%	4.9	5.2	441	+0.3	0.7
Teachers	331	0.0%	1.5%	3.6%	8.8%	26.9%	59.2%	5.1	5.4	314	+0.3	0.7
All Others	136	6.6%	4.4%	12.5%	9.6%	27.9%	39.0%	4.4	4.7	127	+0.3	0.7
<i>10b. Knowledge of scientifically based reading research (SBRR) findings.</i>												
Overall	459	7.8%	5.7%	12.4%	17.0%	33.6%	23.5%	4.0	4.3	433	+0.3	0.7
Teachers	328	2.4%	4.9%	12.5%	18.6%	38.1%	23.5%	4.2	4.6	310	+0.3	0.7
All Others	131	21.4%	7.6%	12.2%	13.0%	22.1%	23.7%	3.5	3.8	123	+0.3	0.7
<i>11b. Ability to communicate to children's families about ways to encourage children's language and literacy development.</i>												
Overall	464	9.5%	2.8%	5.2%	14.2%	29.3%	39.0%	4.4	4.7	438	+0.3	0.6
Teachers	331	0.6%	1.2%	3.6%	16.0%	34.4%	44.1%	4.8	5.2	313	+0.3	0.6
All Others	133	31.6%	6.8%	9.0%	9.8%	16.5%	26.3%	3.4	3.5	125	+0.2	0.5
<i>12b. Ability to encourage children's social interaction around books and literacy.</i>												
Overall	471	1.3%	0.4%	7.2%	10.0%	38.2%	42.9%	4.8	5.1	447	+0.3	0.6
Teachers	332	0.3%	0.3%	3.9%	10.5%	40.1%	44.9%	4.9	5.2	315	+0.3	0.6
All Others	139	3.6%	0.7%	15.1%	8.6%	33.8%	38.1%	4.5	4.8	132	+0.3	0.7

Note: Mean responses were based on 1=never; 2=seldom; 3=sometimes; 4=often; 5=usually; 6=always. The paired rating mean difference is the average of each participant's change in response from the beginning to the end of year.

*Part II b: Application*

**Table 12 (continued)**

Ratings of <u>Application</u> of Literacy Instruction	End of School Year 2006-2007							Beg. of Year Mean	End of Year Mean	Paired Ratings Mean Differences		
	n	Never	Seldom	Sometimes	Often	Usually	Always			n	Mean Difference	St. Dev.
<i>13b. Ability to routinely use a variety of measures to assess and improve children's competencies in key areas of literacy. (running records, portfolios, word lists, standardized assessments, etc.)</i>												
<b>Overall</b>	467	5.1%	1.9%	5.4%	7.7%	31.7%	48.2%	4.6	5.0	442	+0.4	0.8
<b>Teachers</b>	332	0.3%	0.3%	2.7%	8.1%	34.0%	54.5%	4.9	5.4	315	+0.5	0.8
<b>All Others</b>	135	17.0%	5.9%	11.9%	6.7%	25.9%	32.6%	3.8	4.2	127	+0.3	0.8
<i>14b. Ability to adapt instruction to meet individual differences in key areas of literacy.</i>												
<b>Overall</b>	467	1.7%	0.9%	2.4%	8.6%	34.9%	51.6%	4.9	5.3	443	+0.4	0.7
<b>Teachers</b>	332	0.0%	0.6%	0.3%	8.4%	37.7%	53.0%	5.0	5.4	315	+0.5	0.7
<b>All Others</b>	135	5.9%	1.5%	7.4%	8.9%	28.1%	48.1%	4.6	5.0	128	+0.3	0.8
<i>15b. Understanding of how to effectively group children for instruction including use of flexible small- and large-group formats.</i>												
<b>Overall</b>	468	2.8%	0.9%	2.8%	8.1%	33.3%	52.1%	4.8	5.3	442	+0.4	0.8
<b>Teachers</b>	332	0.3%	0.6%	0.9%	6.3%	31.0%	60.8%	5.1	5.5	315	+0.4	0.7
<b>All Others</b>	136	8.8%	1.5%	7.4%	12.5%	39.0%	30.9%	4.3	4.6	127	+0.4	0.9
<i>16b. Ability to teach word-identification skills, such as phonological and phonemic awareness.</i>												
<b>Overall</b>	470	1.5%	1.3%	2.6%	7.4%	35.5%	51.7%	4.9	5.3	444	+0.4	0.7
<b>Teachers</b>	332	0.0%	0.6%	1.8%	5.7%	36.4%	55.4%	5.0	5.4	315	+0.4	0.7
<b>All Others</b>	138	5.1%	2.9%	4.3%	11.6%	33.3%	42.8%	4.6	4.9	129	+0.4	0.8
<i>17b. Ability to teach comprehension, including the use of a variety of comprehension strategies.</i>												
<b>Overall</b>	466	1.9%	0.6%	2.6%	10.5%	36.3%	48.1%	4.8	5.2	442	+0.4	0.7
<b>Teachers</b>	331	0.0%	0.3%	1.2%	7.9%	38.1%	52.6%	5.0	5.4	314	+0.4	0.6
<b>All Others</b>	135	6.7%	1.5%	5.9%	17.0%	31.9%	37.0%	4.5	4.8	128	+0.3	0.8

Note: Mean responses were based on 1=never; 2=seldom; 3=sometimes; 4=often; 5=usually; 6=always. The paired rating mean difference is the average of each participant's change in response from the beginning to the end of year.

*Part II b: Application*

**Table 12 (continued)**

Ratings of <u>Application</u> of Literacy Instruction	End of School Year 2006-2007							Beg. of Year Mean	End of Year Mean	Paired Ratings Mean Differences		
	n	Never	Seldom	Sometimes	Often	Usually	Always			n	Mean Difference	St. Dev.
<i>18b. Ability to provide appropriate feedback and scaffolding during oral reading.</i>												
<b>Overall</b>	465	1.7%	0.6%	3.2%	14.2%	38.7%	41.5%	4.8	5.1	440	+0.3	0.7
<b>Teachers</b>	329	0.0%	0.6%	1.8%	12.2%	41.6%	43.8%	4.9	5.3	312	+0.3	0.6
<b>All Others</b>	136	5.9%	0.7%	6.6%	19.1%	31.6%	36.0%	4.4	4.8	128	+0.4	0.8
<i>19b. Ability to develop spelling competencies appropriate to grade level.</i>												
<b>Overall</b>	463	4.1%	1.7%	5.2%	12.3%	45.8%	30.9%	4.6	4.9	439	+0.3	0.7
<b>Teachers</b>	331	0.6%	0.6%	3.0%	12.7%	49.2%	33.8%	4.8	5.1	314	+0.3	0.7
<b>All Others</b>	132	12.9%	4.5%	10.6%	11.4%	37.1%	23.5%	3.9	4.3	125	+0.4	0.7
<i>20b. Ability to demonstrate the connections between reading and writing.</i>												
<b>Overall</b>	468	1.1%	1.5%	6.2%	10.3%	37.4%	43.6%	4.8	5.1	444	+0.3	0.5
<b>Teachers</b>	331	0.0%	1.2%	3.3%	8.5%	38.7%	48.3%	5.0	5.3	314	+0.3	0.5
<b>All Others</b>	137	3.6%	2.2%	13.1%	14.6%	34.3%	32.1%	4.4	4.7	130	+0.3	0.6

Note: Mean responses were based on 1=never; 2=seldom; 3=sometimes; 4=often; 5=usually; 6=always. The paired rating mean difference is the average of each participant's change in response from the beginning to the end of year.

## **Significant Differences in Self-Rating 2006-2007 End of Year Mean Scores**

### ***Literacy Team and August Institute***

Each survey question in Part II a and Part II b for end of year 2006-2007 was analyzed for differences in teacher response by two demographic categories 1) if the teacher was a literacy team member, and 2) if they had attended the CT Reading First August Institute.

Significant differences ( $p < .05$ ) between the demographic groups occurred on just 2 of the 20 questions. Members of the literacy team rated themselves higher than non-members when asked about their application of technology (Q8b) and scientifically based reading research (Q10b). Teachers who attended the 2006 August Institute rated themselves higher than non-attendees on both their knowledge and understanding, and application of scientifically based reading research (Q10a and Q10b).

### ***Years Taught in Grades K-3 and Years Taught in Current School***

A similar procedure was followed for differences in teacher response by 1) years taught in grades K-3 and 2) years taught in the teacher's current school. Years of teaching were divided into 5 categories: 1) 0-5 years, 2) 6-10 years, 3) 11-15 years, 4) 16-20 years, and 5) 21 or more years.

Detailed results are given in Table 13. An asterisk (\*) indicates that teachers in the specified category were more likely to rate themselves higher than teachers in the 0-5 years category for a particular question in Part II a or Part II b. Results (significant at the  $p < .05$  level) are given for both years taught in grades K-3 and years taught in the teacher's current school.

*Significant Differences in Self-Rating of 2006-2007 End of Year Mean Scores*

**Table 13**

CT Blueprint for Reading Achievement Teacher Competencies	Years Taught in Grades K-3		Years Taught in Current School	
	Knowledge & Understanding (Part II a)	Application (Part II b)	Knowledge & Understanding (Part II a)	Application (Part II b)
<b>1. Understanding of oral language competencies and their role in learning to read.</b>				
6-10 years	*		*	
11-15 years	*			
16-20 years				
21 or more years	*	*	*	
<b>2. Understanding of the relationship of children's development to reading.</b>				
6-10 years	*	*	*	*
11-15 years	*	*		*
16-20 years				
21 or more years	*	*	*	
<b>3. Understanding of structural characteristics of written English.</b>				
6-10 years				
11-15 years	*			
16-20 years				
21 or more years	*			
<b>4. Knowledge of common characteristics of children experiencing reading difficulties and indicators for teacher intervention.</b>				
6-10 years		*	*	
11-15 years				*
16-20 years				
21 or more years	*	*		
<b>5. Knowledge of advantages and disadvantages of various assessment approaches.</b>				
6-10 years	*			
11-15 years				
16-20 years				
21 or more years	*	*		
<b>6. Ability to provide children with books matched to their reading levels and interests.</b>				
6-10 years	*		*	
11-15 years				*
16-20 years			*	*
21 or more years	*	*	*	
<b>7. Ability to use a variety of types of books and genres in reading instruction.</b>				
6-10 years	*		*	
11-15 years	*	*		*
16-20 years	*	*		
21 or more years	*	*		

A \* indicates that teachers in the specified years employed category were more likely to rate themselves higher on these questions when compared to those teachers with 0-5 years of experience. Results are significant at the p<.05 level.

*Significant Differences in Self-Rating of 2006-2007 End of Year Mean Scores*

**Table 13 (continued)**

CT Blueprint for Reading Achievement Teacher Competencies	Years Taught in Grades K-3		Years Taught in Current School	
	Knowledge & Understanding (Part II a)	Application (Part II b)	Knowledge & Understanding (Part II a)	Application (Part II b)
<b>8. Ability to integrate technology, such as software and the Internet, in literacy instruction.</b>				
6-10 years				
11-15 years		*		
16-20 years				
21 or more years				
<b>9. Ability to collaborate with colleagues to promote children's literacy achievement.</b>				
6-10 years				
11-15 years				*
16-20 years			*	*
21 or more years		*	*	
<b>10. Knowledge of scientifically based reading research (SBRR) findings.</b>				
6-10 years				
11-15 years		*		
16-20 years			*	
21 or more years	*	*	*	*
<b>11. Ability to communicate to children's families about ways to encourage children's language and literacy development.</b>				
6-10 years	*		*	*
11-15 years				*
16-20 years	*			
21 or more years	*	*		
<b>12. Ability to encourage children's social interaction around books and literacy.</b>				
6-10 years	*		*	
11-15 years	*			
16-20 years				
21 or more years	*	*		
<b>13. Ability to routinely use a variety of measures to assess and improve children's competencies in key areas of literacy.</b>				
6-10 years	*		*	*
11-15 years				
16-20 years				
21 or more years	*		*	
<b>14. Ability to adapt instruction to meet individual differences in key areas of literacy.</b>				
6-10 years	*			
11-15 years				*
16-20 years				
21 or more years	*	*		*

A \* indicates that teachers in the specified years employed category were more likely to rate themselves higher on these questions when compared to those teachers with 0-5 years of experience. Results are significant at the p<.05 level.



*Significant Differences in Self-Rating of 2006-2007 End of Year Mean Scores*

**Table 13 (continued)**

CT Blueprint for Reading Achievement Teacher Competencies	Years Taught in Grades K-3		Years Taught in Current School	
	Knowledge & Understanding (Part II a)	Application (Part II b)	Knowledge & Understanding (Part II a)	Application (Part II b)
<b>15. Understanding of how to effectively group children for instruction including use of flexible small- and large-group formats.</b>				
6-10 years	*		*	*
11-15 years				*
16-20 years				
21 or more years	*	*	*	*
<b>16. Ability to teach word-identification skills, such as phonological and phonemic awareness.</b>				
6-10 years	*			*
11-15 years	*	*		
16-20 years	*			
21 or more years	*	*		
<b>17. Ability to teach comprehension, including the use of a variety of comprehension strategies.</b>				
6-10 years				*
11-15 years				
16-20 years				
21 or more years	*		*	
<b>18. Ability to provide appropriate feedback and scaffolding during oral reading.</b>				
6-10 years				
11-15 years				
16-20 years				
21 or more years	*		*	
<b>19. Ability to develop spelling competencies appropriate to grade level.</b>				
6-10 years				
11-15 years				
16-20 years				
21 or more years	*		*	
<b>20. Ability to demonstrate the connections between reading and writing.</b>				
6-10 years				
11-15 years				
16-20 years				
21 or more years	*	*		

A \* indicates that teachers in the specified years employed category were more likely to rate themselves higher on these questions when compared to those teachers with 0-5 years of experience. Results are significant at the p<.05 level.

## **Significant Differences in Self-Rating 2005-2006 to 2006-2007**

In 2005-2006 and 2006-2007, survey respondents were asked to provide their birth date and mother's initials so that individual responses could be tracked from year-to-year and analyzed for significant differences. Responses between the two years were considered a match only if both the initials and birth date were provided and were an identical match in both years. This reduced the number of definitive matches with a full two years of data to 84 teachers.

Survey questions in Part II a and Part II b for 2005-2006 and 2006-2007 were analyzed for differences in mean teacher response for three time periods 1) the beginning of 2005-2006 to the beginning of 2006-2007, 2) the end of 2005-2006 to the end of 2006-2007 and 3) the beginning of 2005-2006 to the end of 2006-2007. Tables 14 and 15 on the following pages detail these results. An asterisk (\*) indicates that the mean difference in teacher response was significant ( $p < .05$ ) during the stated time period.

*Significant Differences in Self-Rating of 2005-2006 and 2006-2007 Mean Scores: Part II a*

**Table 14**

Part II a	Mean Scores				Paired Ratings Mean Differences								
	2005-2006		2006-2007		Beg. 2005-2006 to Beg. 2006-2007			End 2005-2006 to End 2006-2007			Beg. 2005-2006 to End 2006-2007		
	Beg.	End	Beg.	End	Teachers (n)	Mean Difference	St. Dev.	Teachers (n)	Mean Difference	St. Dev.	Teachers (n)	Mean Difference	St. Dev.
Q1a.	4.7	5.3	5.0	5.3	81	+0.2*	0.7	84	+0.0	0.5	83	+0.5*	0.7
Q2a.	4.9	5.2	5.1	5.3	81	+0.2*	0.6	83	+0.1	0.7	83	+0.4*	0.6
Q3a.	4.9	5.2	5.1	5.3	79	+0.2*	0.8	81	+0.1	0.7	81	+0.4*	0.8
Q4a.	4.7	5.2	4.9	5.3	81	+0.3*	0.6	84	+0.0	0.7	83	+0.6*	0.8
Q5a.	4.6	5.1	4.8	5.1	81	+0.2*	0.8	84	+0.0	0.8	83	+0.5*	0.8
Q6a.	5.0	5.4	5.1	5.5	81	+0.1	0.7	83	+0.1	0.6	82	+0.4*	0.7
Q7a.	5.1	5.5	5.2	5.4	81	+0.1	0.9	84	(0.0)	0.6	83	+0.4*	0.9
Q8a.	4.2	4.5	4.3	4.7	81	+0.1	1.1	84	+0.1	1.1	83	+0.4*	1.1
Q9a.	5.0	5.3	5.1	5.4	79	+0.2	0.8	82	+0.1	0.7	81	+0.5*	0.8
Q10a.	4.4	4.8	4.6	4.8	79	+0.1	0.9	82	+0.0	0.8	81	+0.4*	0.9
Q11a.	4.8	5.1	5.0	5.2	81	+0.3*	0.8	83	+0.1	0.7	83	+0.4*	0.7
Q12a.	4.9	5.3	5.0	5.2	81	+0.1	0.8	84	(0.0)	0.7	83	+0.3*	0.7
Q13a.	4.9	5.3	5.0	5.3	81	+0.1	0.9	84	+0.0	0.7	83	+0.5*	0.8
Q14a.	4.8	5.3	4.9	5.4	81	+0.1	0.8	84	+0.1	0.7	83	+0.5*	0.8
Q15a.	5.0	5.4	5.0	5.4	81	+0.1	0.8	84	+0.1	0.6	83	+0.5*	0.7
Q16a.	5.0	5.4	5.1	5.4	81	+0.1	0.9	84	+0.1	0.6	83	+0.4*	0.8
Q17a.	4.8	5.3	4.9	5.3	81	+0.1	0.7	84	(0.0)	0.7	83	+0.5*	0.7
Q18a.	4.7	5.2	5.0	5.2	81	+0.3*	0.7	83	+0.1	0.8	83	+0.6*	0.8
Q19a.	4.7	5.0	4.9	5.2	80	+0.2*	0.8	83	+0.1	0.8	82	+0.5*	0.8
Q20a.	4.8	5.2	4.9	5.3	81	+0.1	0.8	84	+0.1	0.6	83	+0.4*	0.7

Note: Mean responses were based on 1=none; 2=very poor; 3=poor; 4=fair; 5=good; 6=excellent. The paired rating mean difference is the average of each participant's change in response. A \* indicates the mean difference is significant at the p<.05 level.

*Significant Differences in Self-Rating of 2005-2006 and 2006-2007 Mean Scores: Part II b*

**Table 15**

Part II b	Mean Scores				Paired Ratings Mean Differences								
	2005-2006		2006-2007		Beg. 2005-2006 to Beg. 2006-2007			End 2005-2006 to End 2006-2007			Beg. 2005-2006 to End 2006-2007		
	Beg.	End	Beg.	End	Teachers (n)	Mean Difference	St. Dev.	Teachers (n)	Mean Difference	St. Dev.	Teachers (n)	Mean Difference	St. Dev.
Q1b.	4.6	5.2	5.0	5.2	81	+0.4*	1.1	84	(0.0)	1.0	83	+0.6*	1.0
Q2b.	4.9	5.2	5.2	5.5	81	+0.4*	1.0	84	+0.2*	0.8	83	+0.6*	0.9
Q3b.	4.8	5.1	5.0	5.3	81	+0.3*	1.1	84	+0.2*	1.0	83	+0.6*	1.0
Q4b.	4.8	5.3	5.0	5.4	80	+0.3*	1.1	83	+0.2	0.8	82	+0.6*	1.0
Q5b.	4.5	5.0	4.8	5.2	81	+0.3*	1.1	84	+0.1	0.9	83	+0.6*	1.0
Q6b.	5.0	5.4	5.3	5.6	81	+0.3*	0.9	84	+0.1*	0.6	83	+0.6*	0.8
Q7b.	5.1	5.5	5.2	5.4	81	+0.1	0.9	84	(0.1)	0.8	83	+0.3*	0.9
Q8b.	3.5	3.9	3.9	4.2	81	+0.5*	1.4	84	+0.3*	1.3	83	+0.8*	1.3
Q9b.	4.6	5.0	5.0	5.2	81	+0.4*	1.2	83	+0.3*	0.9	82	+0.6*	1.0
Q10b.	4.1	4.5	4.5	4.8	78	+0.4*	1.3	82	+0.3	1.2	81	+0.7*	1.2
Q11b.	4.5	4.7	5.0	5.2	80	+0.5*	1.1	83	+0.5*	1.0	82	+0.7*	1.1
Q12b.	4.9	5.1	5.0	5.2	80	+0.1	1.1	83	+0.1	1.0	82	+0.3*	1.0
Q13b.	5.0	5.5	5.1	5.5	81	+0.1	1.1	84	+0.0	0.8	83	+0.4*	1.0
Q14b.	4.8	5.4	5.0	5.4	80	+0.2*	0.9	83	+0.0	0.7	82	+0.6*	0.9
Q15b.	4.9	5.4	5.2	5.6	81	+0.3*	1.0	84	+0.1	0.8	83	+0.6*	0.9
Q16b.	5.0	5.4	5.3	5.6	81	+0.3*	1.0	84	+0.1	0.9	83	+0.6*	1.0
Q17b.	4.9	5.4	5.1	5.5	81	+0.3*	0.9	84	+0.1	0.7	83	+0.7*	0.8
Q18b.	4.6	5.1	5.0	5.3	81	+0.4*	1.1	84	+0.2	1.0	83	+0.7*	1.0
Q19b.	4.4	4.8	5.0	5.2	81	+0.7*	1.1	84	+0.5*	1.2	83	+0.8*	1.3
Q20b.	4.8	5.3	5.1	5.4	81	+0.3*	0.9	84	+0.2	0.7	83	+0.6*	0.9

Note: Mean responses were based on 1=none; 2=very poor; 3=poor; 4=fair; 5=good; 6=excellent. The paired rating mean difference is the average of each participant's change in response. A \* indicates the mean difference is significant at the p<.05 level.

## Written Response Summary

An open-ended comment section was included at the end of the Educator Survey to allow respondents to reflect on their experiences implementing literacy instruction during the 2006-2007 school year. Respondents were asked five open-ended questions and in many cases, provided multiple responses to each question.

Responses were analyzed through a descriptive coding process which categorizes identifiable topics that occur with some regularity. Written comments were coded, through a series of trials, in order to provide a systematic representation of the data. Main coding categories were constructed for general topic areas and subcodes were developed to categorize more specific comments<sup>1</sup>.

The following is a summary of all written responses. Tables are categorized by comment topic and include main codes in boldface type. Some tables also include subcodes. Excerpts of sample comments, in italics, follow the tables. In order to maintain confidentiality, all identifying information has been removed from written responses. Individual comments may refer to a variety of issues; the examples presented have been chosen to illustrate each topic, but also may reflect additional issues.

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<sup>1</sup> In the tables, the subcodes may not add up to the total of the main code (in bold) because respondents could be assigned multiple sub-codes.

## Open-Ended Responses for Question 1

(Educator Response = 401)

**During this school year, what has been the most significant influence on how you provide pre-reading or reading instruction?**

Educators most frequently cited professional development as the impetus for changes in their reading instruction. Educators noted specific professional development opportunities that were especially beneficial, including coaching sessions with the Reading First facilitators and literacy workshops. Respondents also indicated that assessment data had become a driving force for change in their reading instruction. Educators described using a variety of assessments including core program, Reading First and district assessments to target instruction.

	n	Percent
<b>Professional Development</b>	<b>112</b>	<b>27.9%</b>
Reading First Facilitators and/or Literacy Coaches Support	54	13.5%
General Mention	29	7.2%
Grade-Level Meetings	12	3.0%
Other (i.e. Data Team Meetings, Study Groups, District PD)	30	7.5%

### Reading First Facilitators and/or Literacy Coaches Support

- *I sat down with the Reading First educators and they provided me with specific ideas/resources to utilize in my classroom. They were readily accessible and easily available.*
- *As a first year teacher, I found both the Reading First team as well as my cooperating teachers to be an amazing influence. They provided guidance and support, as well as modeled reading lessons to ensure that I was meeting the needs of all my students.*

### General Mention of Professional Development

- *The workshops I have attended have given me very good instruction.*
- *I learned a lot from the workshops. The information was of great value to me as a teacher.*

### Grade-Level Meetings

- *The grade-level meetings where everyone shared and discussed specific topics and the hard work of the reading team in my building influenced my teaching.*
- *The grade-level meetings have had the most influence on me this year. I learned so much from everyone at each meeting.*

### Other Professional Development

- *I attended a 5 day workshop on Differentiated Instruction this year. It helped my reading instruction because it helped me focus on the different needs of the children.*
- *The data team meetings have been helpful in providing strategies to improve pre-reading skills.*

	n	Percent
<b>Use of Data to Guide Instruction</b>	<b>76</b>	<b>19.0%</b>

Use of Data to Guide Instruction

- *The most significant influence on how I provided reading instruction was the information gained from reading assessments given throughout the year, such as DIBELS, DRA and the spelling inventory.*
- *This school year has been a very data driven year. I have used a number of assessments such as DIBELS, DRA and informal assessments to differentiate instruction and keep my instruction focused.*

	n	Percent
<b>Increased or Continued Focus on Specific Reading Components</b>	<b>68</b>	<b>17.0%</b>
Comprehension	23	5.7%
Building Background Knowledge	19	4.7%
Phonics and/or Phonemic Awareness	11	2.7%
Other (i.e. Fluency, Vocabulary, Writing)	25	6.2%

Comprehension

- *Lots more prediction before reading, comparing and contrasting of stories. Use of strands 3 and 4 questions for comprehension from CT Mastery Test.*
- *The most significant influence this year has been further refining lessons and creating stronger correlations with deeper meaning in teaching comprehension strategies as well as phonics, phonemic awareness, vocabulary and fluency.*

Building Background Knowledge

- *An increase in the amount of time I spend building background.*
- *I always try to build background information and vocabulary before a story because the students have very little if any background to build on.*

Phonics and/or Phonemic Awareness

- *The utilization of tiered phonics instruction through differentiated teaching.*
- *By focusing on phonemic awareness in the beginning, the students built a solid foundation to build upon.*

	n	Percent
<b>Student Needs</b>	<b>65</b>	<b>16.2%</b>

Student Needs

- *My pre-reading and reading instruction was most influenced by students' abilities and prior knowledge of themes. We have many ESL students in our classrooms that need clarifications of vocabulary prior to reading.*
- *The needs and abilities of the students in my class have been the most significant influence on how I provide pre and reading instruction.*

	n	Percent
<b>Changes or Refinements in Organization of Instruction</b>	<b>56</b>	<b>14.0%</b>
Small Group Instruction and/or Groupings	32	8.0%
Centers, Stations	9	2.2%
Other (i.e. Guided Reading, Independent Reading, Co-Teaching, Read Alouds)	24	6.0%

Small Group Instruction and/or Groupings

- *Students switched classrooms to be taught at their individual reading levels (i.e. fragile, needs support, instructional) and students received instruction at their level of need.*
- *Small groups have been very beneficial.*

Centers, Stations

- *I am more comfortable instructing my groups in stations. Lessons seem to run more smoothly.*
- *The opportunity to have students occupied in literacy centers while guided reading occurs.*

Other Changes or Refinements

- *Used various co-teaching applications to deliver more effective instruction.*
- *During guided reading, I was able to take the time to focus on pre-reading and reading instruction with a small group of children. I have become more comfortable with conducting guided reading lessons.*

	n	Percent
<b>Availability and Use of Core Program</b>	<b>32</b>	<b>8.0%</b>
<b>Collaboration with Colleagues</b>	<b>31</b>	<b>7.7%</b>
<b>Experience and Training of Educator</b>	<b>24</b>	<b>6.0%</b>
<b>Availability of Resources</b>	<b>18</b>	<b>4.5%</b>
<b>Challenges</b> (i.e. Lack of Time, Curriculum Requirements, Scheduling Conflicts, Lack of Support)	<b>16</b>	<b>4.0%</b>
<b>Collaboration with Teacher</b> (Response from Support Staff)	<b>13</b>	<b>3.2%</b>
<b>Use of Support Staff</b>	<b>10</b>	<b>2.5%</b>
<b>Other</b> (i.e. Research, District Curriculum, Student Improvement)	<b>40</b>	<b>10.0%</b>

Availability and Use of Core Program

- *I felt more comfortable with the core series this year; being able to know the year end goals, and understanding the method of teaching the children how to read, I felt the instruction went more smoothly.*
- *The reading program we have been using provided a comprehensive approach to key reading elements. After using this series for a few years I have been able to enrich many of the skills presented.*

Collaboration with Colleagues

- *Meeting with team peers weekly.*
- *Talking with colleagues and sharing strategies about the core and reading strategies.*



### Experience and Training of Educator

- *A collection of skills learned from previous Reading First years.*
- *I am currently completing my master's degree in reading and language arts. Much of my course work focuses on before, during, and after reading strategies.*

### Availability of Resources

- *The most significant influence on how I provide reading instruction has been using the materials that Reading First provided for us. Thank you!*
- *The FCRR binders provided many resources for pre-reading and reading instruction.*

### Challenges

- *Unfortunately, this year the reading program was the key factor in my teaching, not my students. I was told not to stray from the book so I didn't.*
- *Time and the current after lunch reading block have been very influential in how I provide reading instruction. Students are tired or wired after lunch and need ample time to calm down before tackling the "meat" of the lesson.*

### Collaboration with Teacher

- *Basically, following the leads of the reading teacher and the homeroom teacher I'm assigned to.*
- *Provide most instruction in centers provided by teacher.*

### Use of Support Staff

- *Extra help for intervention groups was very helpful. Reading tutor was very valuable.*
- *This year during our literacy center time there were three trained people instructing small groups in phonemic awareness, phonics, and guided reading. As a result of these people in the room the students' skills were reinforced.*

### Other

- *The district Kindergarten curriculum.*
- *The most significant influence was seeing how much the students improved their skills in all areas of reading. They feel very comfortable with their groups and they are feeling good about themselves.*

## Open-Ended Responses for Question 2

(Educator Response = 379)

**Please briefly describe how you have changed your organization and delivery (such as grouping, centers, content changes, etc.) of literacy instruction during this school year as a result of Reading First.**

Educators commonly reported that they had made changes or improvements to their small group instruction and centers during the past year. Changes described by educators included the increased use of centers and small group instruction, increased differentiation of instruction to meet student needs, and incorporation of more literacy-based and meaningful centers. Educators also described utilizing assessment data more frequently to reorganize their groups and deliver targeted instruction.

	n	Percent
<b>Centers and/or Small Group Instruction</b>	<b>159</b>	<b>42.0%</b>
Frequent or Increased Use	57	15.0%
More Targeted, Differentiated	49	12.9%
General Comments (i.e. More Explicit, Meaningful, or Literacy-Based)	43	11.3%
Targeted to Particular Skills	18	4.7%
Other (i.e. Fewer Students Per Group, More Aligned to Classroom Instruction)	15	4.0%

### Frequent or Increased Use

- *I have totally changed my instruction this year after my differentiation workshops. I do much more small group instruction.*
- *I have added 3 centers - and they are working!*

### More Targeted, Differentiated

- *Literacy centers have become more focused on what each child needs. Even if it's having different tasks for different students within a group.*
- *Focused attempt to group children in a flexible manner and differentiate within each center for each group. This was a huge undertaking and amount of work but it seems to pay off!*

### General Comments

- *Our explicit small group instruction was very effective this year. With guidance from the literacy team, our organization and implementation of work stations (during small group instruction) proved successful.*
- *I have used small group instruction more effectively.*

### Targeted to Particular Skills

- *Centers have become more varied by what big 5 areas they target. Centers for fluency, comprehension, phonics, etc.*

- *As a result of Reading First, I was able to use my DIBELS results to create effective fluency/reading work stations and lessons. My work stations were also strengthened as well.*

Other

- *I have changed my set up of small groups by going from 3-4 to 5 groups. My low group meets everyday and the rest of the groups meet with me every other day. On the "off day" from the teacher, students work together on strategies and skills taught.*
- *I have revamped the entire rotation and schedule of children identifying and moving to centers.*

	<b>n</b>	<b>Percent</b>
<b>Targeted Grouping and/or Changes in Grouping</b>	<b>106</b>	<b>28.0%</b>
Flexible Grouping Based on Data	53	14.0%
Use of Data to Design Groups	30	7.9%
Ability Grouping, Grouping By Levels	12	3.2%
Other (i.e. Variety of Grouping, Reorganization of Groups and Staff)	24	6.3%

Flexible Grouping Based on Data

- *Guided reading groups are changed and rearranged based on students' DRA and DIBELS scores.*
- *I have changed my organization of literacy instruction this school year for continuously regrouping students using data from the core, DIBELS, and running records.*

Use of Data to Design Groups

- *Children are grouped according to DIBELS, DRA and the end of theme tests.*
- *The groupings are based on core and DIBELS data.*

Ability Grouping, Grouping By Levels

- *During tasks students were heterogeneously grouped by ability to aid one another. Small groups for teacher focused groups (guided reading) were homogeneously grouped by reading level. The TFG and task partners have changed throughout the year based on the students' levels and abilities. Task centers were routinely changed based on students' needs.*
- *I have changed the organization of grouping and delivery of reading instruction because we now group by ability and instruction is fit by matching it to their level and ability.*

Other Changes in Grouping

- *I now use various grouping more frequently throughout a day (pairs, small group, whole group, peer groupings).*
- *This year during small group instruction each center was manned by a teacher. The DIBELS scores have positively reflected this model.*

	n	Percent
<b>Targeted Instruction</b> (General or Assessment-Related Comments)	<b>73</b>	<b>19.3%</b>
Increased Differentiated Instruction, Instruction to Meet Needs	39	10.3%
Use of Data to Drive Instruction	36	9.5%

Increased Differentiated Instruction, Instruction to Meet Needs

- *A lot of small group based on ability level so the instruction is differentiated. Really pushing higher kids and drilling the lower kids.*
- *I attended the DI workshops and incorporated choice boards and other activities into my literacy instruction.*

Use of Data to Drive Instruction

- *We have used more data driven decision making to help us guide our instruction by finding strengths and weaknesses among the students.*
- *Reading First has helped me better utilize assessment tools (DSA, RR, DRA, DIBELS). I am also better able to apply appropriate activities and lessons to help my students according to testing results.*

	n	Percent
<b>Continued or Increased Focus on Reading Components</b>	<b>46</b>	<b>12.1%</b>
Comprehension	23	6.1%
Fluency	10	2.6%
Phonics, Phonemic Awareness	9	2.4%
Other (i.e. Spelling, Writing, Vocabulary, Oral Language)	9	2.4%

Comprehension

- *I have focused more on comprehension and retelling.*
- *I have emphasized vocabulary acquisition and comprehension strategies to a greater extent this year.*

Fluency

- *Reading First has a strong fluency component. I have become more aware of providing fluency building instruction and center opportunities.*
- *Grouped to focus on fluency instruction and used reader's theater, timed readings, partner reading and listening to stories on tape.*

Phonics, Phonemic Awareness

- *I try to relate my phonics skills to my shared reading and literacy instruction.*
- *Additional small group instruction for phonemic awareness.*

Other Reading Components

- *Now with the introduction of Word Journeys into my day my delivery of spelling instruction has changed for the better.*
- *I am now beginning each of my whole group lessons with 1-2 repetitive mini-lessons regarding word study or vocabulary. I made many lessons based on robust vocabulary*

*instruction and my "word wizard" based on Isabel Beck's work that was introduced to me through Reading First.*

	n	Percent
<b>Other Specific Comments Related to Instruction</b> (i.e. Changes in Guided Reading, Increased Comfort with Core, Increased Independent Work)	37	9.8%
<b>Increased Availability of Materials or Changes in Use of Materials</b>	32	8.4%
<b>Little to No Change As a Result of Reading First</b>	28	7.4%
<b>Changes in Intervention Instruction or Support</b> (i.e. Increased Support, Increased Collaboration Between Support Staff and Teacher)	17	4.5%
<b>General Mention of Increased Knowledge or Improved Instruction</b>	16	4.2%
<b>Concerns and/or Challenges</b> (i.e. Grouping, Core, or Time Concerns)	9	2.4%
<b>Other</b> (i.e. Increased Planning, Increased Student Improvement, Integration of Literacy With Other Subjects)	20	5.3%

*Other Specific Comments Related to Instruction*

- *I have changed my literacy instruction (centers etc.) to be totally aligned to the core reading series.*
- *Reading First has encouraged use of the core program along with guided reading groups.*

*Increased Availability of Materials or Changes in Use of Materials*

- *Reading First books have added to the amount of reading material available to individual levels. This has enhanced the richness of the program.*
- *Have tried to add more outside reading books to the core program.*

*Little to No Change As a Result of Reading First*

- *My organization and delivery of literacy instruction has not changed as a result of Reading First.*
- *Since this is my third year in Reading First, I did not observe any significant changes this year.*

*Changes in Intervention Instruction or Support*

- *I [support services staff] was more instrumental in decision making for groups and centers.*
- *We have support from our Reading Facilitator, reading teachers and tutors to help facilitate our instruction.*

*General Mention of Increased Knowledge or Improved Instruction*

- *I have used many ideas and strategies that I have learned in workshops and during the summer Reading First Institute with my groups.*
- *I feel I have grown significantly this year with the marvelous instructional techniques and resources provided for me this year. I have more materials for differentiation and testing materials to drive my instruction.*

Concerns and/or Challenges

- *My instruction has changed a lot due to the use of a core program - "Fidelity" mandate does not allow for best teaching practice.*
- *A lot of my time was used to test students; I felt I never had a full week without testing.*

Other

- *I involved my students in watching their progress. This caused them to want to do better. They were constantly trying to "beat" what they had previously done.*
- *We've used detailed lesson plans and had meetings about changes, literacy instruction, etc.*

### Open-Ended Responses for Question 3

(Educator Response = 345)

#### How has your classroom print environment changed during this school year as a result of Reading First?

Educators commonly reported that they had increased the amount of words displayed in their classroom or had made modifications to their existing word walls. Changes described included development of a high frequency word wall, posting of spelling word charts, and inclusion of targeted words on the word wall including Tier 2 and core program vocabulary. Other educators indicated that they had made limited changes to their print environment during the past year. Some of these educators noted that they had made most of their changes during the first two years of Reading First while others reported that Reading First had not impacted their classroom print environment.

	n	Percent
<b>Modification or Increased Display of Words</b> (i.e. Word Walls, Spelling Words, Vocabulary)	95	27.5%

#### Modification or Increased Display of Words

- *My word wall has become more of an interactive tool for the students to refer to when reading and writing.*
- *Isabel Beck vocabulary lesson covers my wall; Sitton spelling word charts are also displayed after every lesson; and Keys to Comprehension vocabulary is displayed with every text.*

	n	Percent
<b>Limited or No Change in Print Environment</b>	93	27.0%

#### Limited or No Change in Print Environment

- *I always displayed children's work and had a print environment for my K children. Reading First really did not change that.*
- *It changed the last 2 years but not really this year.*

	n	Percent
<b>Display of Student Work or Class Work</b>	47	13.6%

#### Display of Student Work or Class Work

- *The students did a lot of writing and so more of their work was displayed both inside and outside the classroom.*
- *My classroom print environment has changed to include more open-ended responses from students.*

	n	Percent
<b>Display of Strategies</b>	<b>36</b>	<b>10.4%</b>

Display of Strategies

- *I have posted lots of anchor charts based on strategies and utilized these in the classroom library.*
- *I am using a lot more posters to help with comprehension strategies and writing.*

	n	Percent
<b>Increased Availability of Materials</b>	<b>30</b>	<b>8.7%</b>

Increased Availability of Materials

- *Reading First has provided nice classroom libraries for the students in K-3. I like the use of multiple copies of books and have used Reading First books in the library.*
- *I have used various materials that were purchased with Reading First funds such as word walls, pocket charts, etc.*

	n	Percent
<b>Display of Meaningful Print</b>	<b>23</b>	<b>6.7%</b>
<b>Display of Other Types of Print or General Mention of Print</b> (i.e. Poems, Songs, Posters)	<b>23</b>	<b>6.7%</b>
<b>Use of Visuals, Picture Cues</b>	<b>19</b>	<b>5.5%</b>
<b>Increased Organization, Display or Use of Materials</b>	<b>17</b>	<b>4.9%</b>
<b>Display of Functional Print</b>	<b>15</b>	<b>4.3%</b>
<b>Comments Related to Instructional Changes</b>	<b>14</b>	<b>4.1%</b>
<b>Labeling of Items in Classroom</b>	<b>12</b>	<b>3.5%</b>
<b>Student Use of Print Environment</b>	<b>11</b>	<b>3.2%</b>
<b>Comments Related to Student Improvement, Motivation</b>	<b>10</b>	<b>2.9%</b>
<b>Concerns</b>	<b>9</b>	<b>2.3%</b>
<b>Other</b> (i.e. Display of Data, General Comments)	<b>18</b>	<b>5.2%</b>

Display of Meaningful Print

- *The print environment is very rich, much better than when I started the new position. A lot of changes were done.*
- *My classroom print strongly reflects and reinforces what I teach from our reading series and in small groups.*

Display of Other Types of Print or General Mention of Print

- *I have charts on the wall for students to refer to.*
- *Posters added.*

Use of Visuals, Picture Cues

- *I've added more visuals to help with correct book choice and text features in my reading area to assist children.*
- *The use of more visual cues and more oral discussions to build oral language.*



### Increased Organization, Display or Use of Materials

- *We have reorganized the classroom library; we as a team have discussed ordering more books.*
- *Guided reading books have been correlated to reading anthology series.*

### Display of Functional Print

- *As a result of Reading First, I have more areas identified by print. I have also created center activities that are identified by folders with I can.. and I must.*
- *My classroom print environment changed this school year as a result of Reading First by incorporating student status on a work station board along with directions at centers.*

### Comments Related to Instructional Changes

- *Writing was my goal this year. All my students can write a simple sentence. We placed great emphasis on writing, shared/interactive and emergent writing skills as did our core reading program.*
- *Have emphasized fluency this year and used my poetry center to further develop fluency.*

### Labeling of Items in Classroom

- *Hasn't really changed, but I have added more labels throughout the room.*
- *More labels and more effective word wall.*

### Student Use of Print Environment

- *Print is very rich and children use the room to solve their problems.*
- *The Kindergarten class had a print-rich environment this year with the students relating to it frequently.*

### Comments Related to Student Improvement, Motivation

- *As a result of Reading First, classroom libraries are all leveled and students understand their role in choosing leveled books based on their instructional level. Students have taken ownership and set goals for themselves through graphing, visual folder.*
- *Absolutely! My centers have been much more literacy oriented with greater levels of differentiation. The children are learning and enjoying themselves. I felt the difference this year. It was wonderful!*

### Concerns

- *We have a few more books available for our classroom library though I feel we still lack enough high interest 2nd-3rd grade level reading materials.*
- *It took longer to get student print up for display due to far less time allowed for writing.*

### Other

- *My classroom print environment has changed this year as a result of Reading First. I now have an interactive data wall!*
- *More literacy activity so more exposure to print.*

## Open-Ended Responses for Question 4

(Educator Response = 395)

**During this school year, how has technology been integrated into reading instruction in your classroom?**

Technology integration into reading instruction varied among respondents. Many respondents reported that computers were integrated into reading instruction through the use of software programs and literacy-based websites while many others noted that a lack of computers had limited their ability to integrate this technology into reading instruction. Other areas of technology integration described by educators included the use of books on tape and tape recorders, and the use of the LeapFrog system.

	n	Percent
<b>Use of Computers By Students</b>	<b>211</b>	<b>53.4%</b>
Use of Software or Literacy-Based Websites	131	33.2%
Computer Centers, Stations	53	13.4%
General Mention	26	6.6%
Use of Internet for Research and/or Additional Information	22	5.6%
Word Processing	13	3.3%

### Use of Software or Literacy-Based Websites

- *This school year I downloaded Phonics Express into my classroom computer and computer time is now part of center and intervention time.*
- *We have several websites such as Starfall as links on our school homepage that my students use daily. Also my students use several websites to find information on their research topics.*

### Computer Centers, Stations

- *I use my computer as a center. I have several core program sites directly related to our text and they were wonderful! They had all kinds of skills to enhance learning.*
- *During this year I've been able to incorporate more use of computers during centers because they've been fixed due to fact that we've had a computer tech person take care of the problems.*

### General Mention of Computer Use

- *I expose children to the computers daily as an incentive to improve behavior.*
- *This year the students had varied activities on the computer that were geared towards reading.*

### Use of Internet for Research and/or Additional Information

- *Using the internet to build background knowledge, enrichment.*
- *Research on topics read about in classroom.*

Word Processing

- *The students work on a computer center. The students also type up written assignments.*
- *Word processing software to display and edit student work.*

	<b>n</b>	<b>Percent</b>
<b>Use of Tape Recorders, Books on Tape and/or CD Players</b>	<b>174</b>	<b>44.1%</b>
Listening Centers	89	22.5%
General Mention	73	18.5%
Recording Stations	26	6.6%
Specific Mention of Core Program Books on Tape	11	2.8%
Books on Tape Sent Home with Students	8	2.0%

Listening Centers

- *As far as technology is concerned, we have used a number of books and cassettes at our listening center. Students respond with a writing activity.*
- *I use tape and CD players to enhance my shared reading lessons and listening center.*

General Mention of Use of Tape Recorders, Books on Tape and/or CD Players

- *Books on tape used every day - children respond in journals using many varieties of graphic organizers received at workshops. Excellent!*
- *Tape players and CD players are used almost daily for fluency activities.*

Recording Stations

- *I have a fluency station where children can record themselves reading then they are able to play it back.*
- *In the fluency center and recording studio center, used the tape recorder to listen to/record voices to monitor and improve consistent phrased and fluent oral reading.*

Specific Mention of Core Program Books on Tape

- *Audio tapes of stories from the core program.*
- *The only technology component used is the taped reading of the story in the reading book.*

Books on Tape Sent Home with Students

- *Tape/CD players are very useful. Books on tape are being utilized in the classroom as well as at home - students bring them home for a few days at a time.*
- *I created a lending library where the students were able to bring books on tape home one day per week.*

	<b>n</b>	<b>Percent</b>
<b>Limited</b> (i.e. Lack of Computers)	<b>88</b>	<b>22.3%</b>

Limited

- *This is a huge deficiency in our program - I would love materials and tech support for students. A computer component is vital in this day and age.*

- *I only have 1 computer and 18 students - so no.*

	<b>n</b>	<b>Percent</b>
<b>Use of LeapFrog System</b>	<b>33</b>	<b>8.4%</b>
<b>Use of Overhead/Overhead Center</b>	<b>25</b>	<b>6.3%</b>
<b>Student Use of Technology in Computer Lab</b>	<b>22</b>	<b>5.6%</b>
<b>Teacher Use of Technology for Lesson Preparation or Delivery</b>	<b>21</b>	<b>5.3%</b>
<b>General Mention of Technology Use</b>	<b>20</b>	<b>5.1%</b>
<b>Other</b> (i.e. Use of Video Camera, Smart Board, Assessment Database)	<b>28</b>	<b>7.1%</b>

*Use of LeapFrog System*

- *LeapPad is used daily along with the LeapPad desks. It is great technology and can be easily differentiated for different ability levels.*
- *Children are using LeapPads/Mats in order to continue learning.*

*Use of Overhead/Overhead Center*

- *...students used overhead projector.*
- *This has been my greatest opportunity for improvement. Students used overhead projector, tape recorder and computers. Could be used more frequently and with more variation.*

*Student Use of Technology in Computer Lab*

- *We use the computer lab at least once a week to read online stories and do comprehension activities.*
- *The 2 computers that are set up in my classroom do not work. My students visit the computer lab every seventh day of school.*

*Teacher Use of Technology for Lesson Preparation or Delivery*

- *My HP tablet has enabled me to write plans and keep notes on my computer. I have created PowerPoint for rhyming on the HP and share it in small group instruction.*
- *I use a lot of desktop publishing to help me differentiate my lessons and make them more engaging and interactive with the students.*

*General Mention of Technology Use*

- *Technology has provided reinforcement for reading skills on a weekly basis.*
- *The use of technology is used to enhance understanding and actual viewing of information not shown in text.*

*Other*

- *I have been fortunate enough to have a Smart Board housed in my classroom which I use as often as possible.*
- *Camcorders were used to record effective lessons and shared amongst the staff.*

## Open-Ended Responses for Question 5

(Educator Response = 382)

### What goals related to literacy instruction have you set for yourself for the coming year?

Many educators reported that their goal for the coming year was to continue to refine their organization of literacy instruction including their use of centers and small group instruction. Educators frequently reported plans to more effectively individualize and target their instruction, including utilizing assessment data to drive their instruction.

	n	Percent
<b>Changes or Refinements to Organization of Instruction</b>	<b>123</b>	<b>32.2%</b>
Centers, Stations (i.e. Increased Differentiation, More Organized)	56	14.7%
Small Group Instruction	24	6.3%
Self-Directed Activities (i.e. Independent Reading, Partner Work)	11	2.9%
Guided Reading (Specific Mention)	11	2.9%
Grouping	10	2.6%
Other (i.e. Theme-Based Teaching, Reciprocal Teaching, Strategy-Based Teaching)	29	7.6%

#### Centers, Stations

- *For this coming year, I have set a goal to be more organized with setting up and differentiating reading groups and centers based on each of the students' individual needs.*
- *I'd like to try "choice boards" to manage my literacy centers.*

#### Small Group Instruction

- *Make sure my centers are appropriate for students' skill levels and to have my small group activities be engaging and also the appropriate skill level.*
- *Work more with small groups.*

#### Self-Directed Activities

- *I want to allow more time at the end of the lesson for sharing time. I want to have the children do more independent work in answering comprehension questions.*
- *To expand independent reading to 20 minutes so that children must respond to a strategy or comprehension question that they used while reading. Reading to be done in classroom.*

#### Guided Reading

- *I would like to work on guided reading and literature circles/reciprocal teaching.*
- *Improve guided reading to address needs of struggling readers earlier in year.*

#### Grouping

- *Try to make our groups smaller in DI.*

- *I [special education teacher] want to better group students from various classrooms.*

Other Changes or Refinements

- *Now that I am more familiar with the materials, I plan on developing my year somewhat ahead of time based on themes. This will help me deliver more meaningful instruction. Also, my small group work will correlate to the objectives for the week.*
- *I hope to read more about strategy instruction and implement new ways of teaching and practicing them.*

	<b>n</b>	<b>Percent</b>
<b>Continued or Increased Focus on Reading Components</b>	<b>103</b>	<b>27.0%</b>
Comprehension	57	14.9%
Fluency	33	8.6%
Phonics, Phonemic Awareness	19	5.0%
Vocabulary	13	3.4%
Other (i.e. Spelling, Oral Language, Grammer)	13	3.4%

Comprehension

- *To gain knowledge of the Making Meaning comprehension program and to use this to teach comprehension strategies in a more comprehensive and connected way.*
- *I want to become more comfortable and familiar still with the different comprehension strategies to better educate my students. I would also like to improve fluency within my classroom.*

Fluency

- *Fluency - and to increase comprehension and improve open-ended responses.*
- *I would like to pull out more activities to make for the classroom from the Florida Institute Binder in fluency, phonics and comprehension.*

Phonics, Phonemic Awareness

- *I plan to incorporate more of the phonics module in my class.*
- *Using Road to Code early on to teach the segmentation and blending skills. This will allow me more time for teaching retelling. Also, helping students to monitor their own miscues when reading.*

Vocabulary

- *My goals are to continue to incorporate vocabulary use throughout the literacy block...*
- *To continue to develop vocabulary instruction practices.*

Other

- *Work on grammatical structure/mechanics in written expression. Continue to develop open-ended responses.*
- *To concentrate on spelling through Word Journeys.*

	n	Percent
<b>Differentiated Instruction (General Mention)</b>	<b>43</b>	<b>11.3%</b>

Differentiated Instruction

- *More differentiated instruction (from Reading 1st 4 day DI PD).*
- *To better differentiate during whole group time - 450 minutes a week is a long time at frustration level for strugglers and not challenging for others.*

	n	Percent
<b>Use of Data to Drive Instruction, Better Awareness of Student Needs</b>	<b>41</b>	<b>10.7%</b>

Use of Data to Drive Instruction, Better Awareness of Student Needs

- *To track the progress (positive and negative) of my students more often to help with instruction and spot the "trouble spots". This will also help me provide more information to parents so they can help at home.*
- *I plan to focus more on keeping assessments such as running records. I hope to better monitor students' weaknesses in reading with DIBELS and then spelling results.*

	n	Percent
<b>Fine-Tune Instruction (General Mention)</b>	<b>27</b>	<b>7.1%</b>

Fine-Tune Instruction

- *I would like to use the strategies given to me by the literacy team more effectively and on a more regular basis.*
- *After completing my first year of the Reading First program, I now know the curriculum and the expectations for my students. During the coming year I hope to expand my lessons and develop stronger lessons to meet the needs of all of my students.*

	n	Percent
<b>Student Improvement</b>	<b>24</b>	<b>6.3%</b>
<b>Professional Growth (General Mention)</b>	<b>24</b>	<b>6.3%</b>

Student Improvement

- *My goal related to literacy instruction is that my students read on grade level.*
- *To have 80% of students reading at or above grade level.*

Professional Growth

- *Just to continue to stretch and grow by reading, working with peers and learning new strategies for the teaching of reading.*
- *Since this is my first year with Reading First, my goal is to continue learning about what I can do professionally to strengthen my Reading First classroom.*

	n	Percent
<b>Integration of Writing</b>	21	5.5%
<b>Supplemental, Intervention Instruction</b>	21	5.5%
<b>Integration of Technology</b>	19	5.0%
<b>Organization of Materials, Use of a Variety of Materials</b>	16	4.2%
<b>Core Program</b>	13	3.4%
<b>Student Motivation</b>	11	2.9%
<b>Other</b> (i.e. Integration of Other Subjects, Family Involvement, Collaboration with Colleagues, Balancing RF and other Teaching Practices)	38	9.9%

Integration of Writing

- *I want to learn new ways to teach writing. I hope to attend a workshop and read books on this area to help improve my writing instruction.*
- *My biggest goal for next year is to incorporate Writer's Workshop in my classroom.*

Supplemental, Intervention Instruction

- *More one on one time with substantially deficient students and more independence for strong readers.*
- *To increase the consistency in reading intervention and to up the intensity.*

Integration of Technology

- *Increase use of technology at centers (software).*
- *I plan to provide the use of technology through the use of LeapFrog programs and the use of computer based programs for added literacy experiences.*

Organization of Materials, Use of a Variety of Materials

- *To include more non-fiction text in our guided reading groups.*
- *Figure out how to reorganize my library to best suit my students in self selection.*

Core Program

- *My goal is to learn and fully implement my new core literacy program.*
- *I will go through the reading program and look at what worked and didn't work this year.*

Student Motivation

- *To have students engaged and excited.*
- *I would like to get more children to enjoy reading and writing.*

Other

- *More integration of science and social studies from core program with reading centers.*
- *To use a more balanced literacy program. I would like to use more authentic literature and focus on skills through reading literature rather than isolating them.*



## Open – Ended Responses – Additional Comments

(Educator Response = 57)

On the survey, a few educators chose to offer additional comments. These comments included both positive remarks and concerns about the Reading First program including professional development and instructional-related comments.

	n	Percent
<b>Professional Development or Support Recommendations, Concerns</b>	<b>16</b>	<b>28.1%</b>
<b>Professional Development or Support, Positive Comments</b>	<b>13</b>	<b>22.8%</b>
<b>Comments Related to Support Services Staff</b>	<b>9</b>	<b>15.8%</b>
<b>Instructional Concerns</b>	<b>7</b>	<b>12.3%</b>
<b>Other</b> (i.e. Technology, Assessment, or General Comments)	<b>19</b>	<b>33.3%</b>

### Professional Development or Support Recommendations, Concerns

- *When will there be specific workshops geared for the remedial-SPED teachers?*
- *The lessons modeled by our ILF and ELF have been nothing new. Unfortunately, they do not come into rooms with any new or innovative ideas.*

### Professional Development or Support, Positive Comments

- *Our Reading First team was dedicated, hard working, effective and extremely helpful this year.*
- *Thank you for Reading First! The teacher training has been outstanding! I love implementing all the new, energizing ideas!*

### Comments Related to Support Services Staff

- *Kids could benefit a lot if there's more staff in the classroom during the literacy instruction. That would make a huge difference.*
- *I feel that special education teachers should get more support in reaching the significantly below level students. Many times we do not receive resources or materials that regular education does. However, we are expected to provide the same quality of instruction to improve performance.*

### Instructional Concerns

- *The focus of Reading First has seemed to change. First it was core, core, core, now it's guided reading. It must be very confusing for those who have only taught for several years.*
- *Need better guided reading instruction. I wish there was more room to move around, do a mini-lesson instead of shared reading.*

### Other

- *Data is a great means to drive instruction but the process of using and manipulating data into something meaningful cannot be too much of a burden or it will not be used.*
- *We are extremely lucky to have Reading First in our school.*

**Appendix E**  
**Classroom Observation Checklist**  
**and**  
**ELLCO Summary Report**

### CT Reading First Class Visit Checklist

This checklist is to be used in conjunction with the ELLCO Record. This checklist may be completed at the end of the class visit.

District: \_\_\_\_\_ School: \_\_\_\_\_ Teacher: \_\_\_\_\_

Date of Class Visit: \_\_\_\_\_ Duration of Visit: \_\_\_\_\_ (min.) Visitor: \_\_\_\_\_

CT Reading First Components	Examples of Instructional Activities	Seen During Instructional Period (Check Yes or No)	What was the teacher doing?	What were the students doing?
<p><b>Phonemic Awareness:</b> Ability to hear, identify and manipulate individual sounds (phonemes) in spoken words.</p>	<p>Identifying and categorizing phonemes; Blending phonemes to form words; Segmenting words into phonemes; Deletion/substitution/addition of phonemes to form new words.</p>	<p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>		
<p><b>Decoding/Phonics:</b> Ability to connect the sounds of spoken language to the letters of written language.</p>	<p>Explicit and systematic instruction in linking students' knowledge about letters and sounds to reading words, sentences, and text. Opportunities for application and practice of decoding/phonics skills.</p>	<p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>		
<p><b>Fluency:</b> Ability to read text accurately and quickly. It enables the student to understand.</p>	<p>Modeling reading; Partner reading; Choral reading; Repeated reading; Readers theater; Tape-assisted reading.</p>	<p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>		

Comments:

**CT Reading First Class Visit Checklist (con.)**

CT Reading First Components	Examples of Instructional Activities	Seen During Instructional Period (Check Yes or No)	What was the teacher doing?	What were the students doing?
<p><b>Vocabulary:</b> Knowledge of words needed to communicate effectively. Oral – words used in speaking and listening, and Reading – words recognized or used in print.</p>	<p>Opportunity to engage in oral language; Explicit teaching of individual words and word learning strategies; Listening to others read and speak; Independent reading.</p>	<p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>		
<p><b>Text Comprehension:</b> Ability to construct meaning from and interpret text.</p>	<p>Explicit instruction in strategies for self-monitoring understanding; Predicting, summarizing, questioning, clarifying.</p>	<p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>		
<p><b>Motivation:</b> Desire to read and interest in reading.</p>	<p>Opportunity to explore a variety of texts; Choice of texts; Connection of reading activities to student interests and abilities; Reading across content areas and genres; Integration of other media.</p>	<p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>		

**Comments:**

**CT Reading First  
Summary of ELLCO Classroom Visit Data  
Fall 2006-Spring 2007**

**ELLCO Elements – All Grade Levels (Paired Ratings)**

ELLCO Element	Spring 2007			Fall 2006 to Spring 2007	
	n	Mean	Std. Dev.	Mean Difference	Std. Dev.
Organization of the classroom	76	4.1	1.0	+0.4	0.8
Contents of the classroom	76	3.8	1.0	+0.4	0.8
Presence and use of technology	76	3.5	1.0	+0.5	1.0
Opportunities for child choice and initiative	76	3.5	1.1	+0.3	1.1
Classroom management strategies	76	4.1	0.9	+0.4	0.9
Classroom climate	76	4.0	1.0	+0.3	0.9
Oral language facilitation	76	3.7	1.0	+0.4	0.7
Presence of books	76	3.6	1.1	+0.3	0.9
Approaches to reading/instruction	76	3.8	1.1	+0.3	0.8
Approaches to writing/instruction	76	3.7	1.0	+0.4	0.9
Approaches to curriculum integration	76	3.7	1.0	+0.3	0.8
Recognizing diversity in the classroom	76	3.6	1.1	+0.2	0.9
Facilitating home support for literacy	76	3.7	1.1	+0.2	0.9
Approaches to assessment	71	3.9	1.0	+0.5	0.8
<b>Overall ELLCO score (Elements 1-14)</b>	<b>-</b>	<b>3.8</b>	<b>0.8</b>	<b>+0.4</b>	<b>0.5</b>

\*This analysis only includes those teachers who were observed in both the fall and spring of 2006-07. The paired-ratings mean difference is the average of each participant's change in score. All mean differences were statistically significant ( $p < .05$ ).

Scores are an average of both ELLCO raters, based on a five-point scale where 5=Exemplary, 3=Basic, and 1=Deficient.

### ELLCO Elements – All Grade Levels (All Teachers Observed)

ELLCO Element	Spring 2007			Fall 2006	Fall 2006 to Spring 2007
	n	Mean	Std. Dev.	n	Difference in Means
Organization of the classroom	79	4.1	1.0	82	+0.3
Contents of the classroom	79	3.7	1.0	82	+0.4
Presence and use of technology	79	3.5	1.0	82	+0.5
Opportunities for child choice and initiative	79	3.5	1.2	82	+0.3
Classroom management strategies	79	4.1	0.9	82	+0.4
Classroom climate	79	4.0	1.0	82	+0.3
Oral language facilitation	79	3.7	1.0	82	+0.3
Presence of books	79	3.6	1.1	82	+0.3
Approaches to reading/instruction	79	3.7	1.1	82	+0.2
Approaches to writing/instruction	79	3.7	1.0	82	+0.4
Approaches to curriculum integration	79	3.7	1.0	82	+0.3
Recognizing diversity in the classroom	79	3.5	1.1	82	+0.2
Facilitating home support for literacy	79	3.7	1.1	82	+0.2
Approaches to assessment	74	3.9	1.0	82	+0.4
<b>Overall ELLCO score (Elements 1-14)</b>	-	<b>3.7</b>	<b>0.9</b>	-	<b>+0.3</b>

Scores are an average of both ELLCO raters, based on a five-point scale where 5=Exemplary, 3=Basic, and 1=Deficient.

**ELLCO Elements – Kindergarten (All Teachers Observed)**

ELLCO Element	Spring 2007			Fall 2006	Fall 2006 to Spring 2007
	n	Mean	Std. Dev.	n	Difference in Means
Organization of the classroom	20	4.0	1.3	20	+0.1
Contents of the classroom	20	3.8	1.3	20	+0.4
Presence and use of technology	20	3.5	1.0	20	+0.7
Opportunities for child choice and initiative	20	3.5	1.3	20	+0.2
Classroom management strategies	20	3.8	1.1	20	0.0
Classroom climate	20	3.7	1.3	20	0.0
Oral language facilitation	20	3.6	1.2	20	+0.4
Presence of books	20	3.4	1.3	20	+0.4
Approaches to reading/instruction	20	3.6	1.3	20	0.0
Approaches to writing/instruction	20	3.8	1.2	20	+0.4
Approaches to curriculum integration	20	3.6	1.2	20	+0.2
Recognizing diversity in the classroom	20	3.5	1.3	20	+0.1
Facilitating home support for literacy	20	3.9	1.1	20	+0.3
Approaches to assessment	19	3.6	1.3	20	0.0
<b>Overall ELLCO score (Elements 1-14)</b>	-	<b>3.6</b>	<b>1.1</b>	-	<b>+0.2</b>

Scores are an average of both ELLCO raters, based on a five-point scale where 5=Exemplary, 3=Basic, and 1=Deficient.

### ELLCO Elements – Grade 1 (All Teachers Observed)

ELLCO Element	Spring 2007			Fall 2006	Fall 2006 to Spring 2007
	n	Mean	Std. Dev.	n	Difference in Means
Organization of the classroom	20	4.2	0.9	22	+0.5
Contents of the classroom	20	3.9	1.0	22	+0.6
Presence and use of technology	20	3.7	0.9	22	+0.4
Opportunities for child choice and initiative	20	3.4	1.2	22	+0.3
Classroom management strategies	20	4.2	0.8	22	+0.7
Classroom climate	20	4.2	0.8	22	+0.5
Oral language facilitation	20	3.8	1.0	22	+0.6
Presence of books	20	3.7	0.9	22	+0.4
Approaches to reading/instruction	20	3.9	1.1	22	+0.4
Approaches to writing/instruction	20	3.7	1.0	22	+0.6
Approaches to curriculum integration	20	3.8	0.8	22	+0.5
Recognizing diversity in the classroom	20	3.6	1.1	22	+0.2
Facilitating home support for literacy	20	3.8	1.0	22	+0.3
Approaches to assessment	19	4.1	0.8	22	+0.6
<b>Overall ELLCO score (Elements 1-14)</b>	-	<b>3.8</b>	<b>0.7</b>	-	<b>+0.5</b>

Scores are an average of both ELLCO raters, based on a five-point scale where 5=Exemplary, 3=Basic, and 1=Deficient. The above table includes one multi-age teacher (grades 1/2).



**ELLCO Elements – Grade 2 (All Teachers Observed)**

ELLCO Element	Spring 2007			Fall 2006	Fall 2006 to Spring 2007
	n	Mean	Std. Dev.	n	Difference in Means
Organization of the classroom	18	4.0	0.8	19	+0.3
Contents of the classroom	18	3.5	0.9	19	+0.1
Presence and use of technology	18	3.5	0.9	19	+0.2
Opportunities for child choice and initiative	18	3.3	1.1	19	+0.1
Classroom management strategies	18	4.1	0.9	19	+0.3
Classroom climate	18	3.9	0.9	19	+0.2
Oral language facilitation	18	3.6	0.9	19	+0.2
Presence of books	18	3.5	0.9	19	+0.2
Approaches to reading/instruction	18	3.6	1.0	19	0.0
Approaches to writing/instruction	18	3.4	0.9	19	+0.2
Approaches to curriculum integration	18	3.6	0.9	19	+0.2
Recognizing diversity in the classroom	18	3.4	1.1	19	+0.2
Facilitating home support for literacy	18	3.6	1.2	19	+0.2
Approaches to assessment	16	3.9	0.9	19	+0.4
<b>Overall ELLCO score (Elements 1-14)</b>	<b>-</b>	<b>3.6</b>	<b>0.7</b>	<b>-</b>	<b>+0.2</b>

Scores are an average of both ELLCO raters, based on a five-point scale where 5=Exemplary, 3=Basic, and 1=Deficient.

**ELLCO Elements – Grade 3 (All Teachers Observed)**

ELLCO Element	Spring 2007			Fall 2006	Fall 2006 to Spring 2007
	n	Mean	Std. Dev.	n	Difference in Means
Organization of the classroom	19	4.0	1.1	21	+0.5
Contents of the classroom	19	3.7	0.9	21	+0.4
Presence and use of technology	19	3.4	1.1	21	+0.6
Opportunities for child choice and initiative	19	3.6	1.0	21	+0.7
Classroom management strategies	19	4.2	0.8	21	+0.5
Classroom climate	19	4.2	0.9	21	+0.3
Oral language facilitation	19	3.6	1.0	21	0.0
Presence of books	19	3.7	1.1	21	+0.3
Approaches to reading/instruction	19	3.8	1.1	21	+0.4
Approaches to writing/instruction	19	3.8	0.9	21	+0.5
Approaches to curriculum integration	19	3.6	0.9	21	+0.3
Recognizing diversity in the classroom	19	3.5	1.1	21	+0.3
Facilitating home support for literacy	19	3.3	1.2	21	0.0
Approaches to assessment	18	3.9	1.1	21	+0.7
<b>Overall ELLCO score (Elements 1-14)</b>	-	<b>3.7</b>	<b>0.9</b>	-	<b>+0.4</b>

Scores are an average of both ELLCO raters, based on a five-point scale where 5=Exemplary, 3=Basic, and 1=Deficient. The above table includes one multi-age teacher (grades 3/4).

## CT Reading First Components Reported on Class Visit Checklists

**Fall 2006 (F-06) and Spring 2007 (S-07)**

Grade Level	n		Percentage of Visits in which Component was Observed*											
			Phonemic Awareness		Decoding / Phonics		Fluency		Vocabulary		Text Comprehension		Motivation	
	F-06	S-07	F-06	S-07	F-06	S-07	F-06	S-07	F-06	S-07	F-06	S-07	F-06	S-07
<b>Kindergarten</b>	20	20	95%	80%	85%	85%	83%	80%	90%	80%	74%	70%	74%	80%
<b>Grade 1</b>	22	20	86%	26%	100%	74%	91%	95%	76%	80%	81%	95%	71%	100%
<b>Grade 2</b>	19	18	22%	17%	79%	67%	83%	94%	72%	94%	82%	78%	94%	78%
<b>Grade 3</b>	21	19	11%	11%	43%	37%	76%	89%	91%	79%	76%	95%	84%	89%
<b>All Grade Levels</b>	82	79	55%	35%	77%	67%	83%	90%	83%	84%	78%	86%	80%	87%

\*Based on each school's external facilitator checklists. In Fall 2006 and Spring 2007, a visiting external facilitator conducted the ELLCO in one school in place of the home external. Grade 1 scores include one multi-age teacher (grades 1/2) and Grade 3 scores include one multi-age teacher (grades 3/4).

## Interrater Comparisons of ELLCO Element Scores – All Grade Levels

During classroom visits, the rater assigned to a school and a visiting rater each assigned scores for the ELLCO elements. The scores from each visit were compared to show the degree of agreement between assigned and visiting raters' scores.

### Spring 2007 Classroom Visits

ELLCO Element	Number of Score Pairs	Assigned Rater's Score Lower		No Difference		Assigned Rater's Score Higher	
		n	%	n	%	n	%
Organization of the classroom	79	7	8.9%	63	79.7%	9	11.4%
Contents of the classroom	79	6	7.6%	61	77.2%	12	15.2%
Presence and use of technology	77	6	7.8%	66	85.7%	5	6.5%
Opportunities for child choice and initiative	78	7	9.0%	65	83.3%	6	7.7%
Classroom management strategies	76	7	9.2%	59	77.6%	10	13.2%
Classroom climate	79	7	8.9%	64	81.0%	8	10.1%
Oral language facilitation	78	8	10.3%	62	79.5%	8	10.3%
Presence of books	79	7	8.9%	65	82.3%	7	8.9%
Approaches to reading/instruction	77	6	7.8%	61	79.2%	10	13.0%
Approaches to writing/instruction	79	9	11.4%	59	74.7%	11	13.9%
Approaches to curriculum integration	79	6	7.6%	63	79.7%	10	12.7%
Recognizing diversity in the classroom	79	5	6.3%	62	78.5%	12	15.2%
Facilitating home support for literacy	79	8	10.1%	61	77.2%	10	12.7%
Approaches to assessment	72	8	11.1%	57	79.2%	7	9.7%
<b>Overall ELLCO score (Elements 1-14)</b>	<b>1090</b>	<b>97</b>	<b>8.9%</b>	<b>868</b>	<b>79.6%</b>	<b>125</b>	<b>11.5%</b>

## ELLCO Cohort 1 and Cohort 2 Comparisons

ELLCO Element	Cohort 2 Year 1 (2006-07)					Cohort 1 Year 1 (2004-05)				
	Spring 2007			Fall 2006	Fall 2006 to Spring 2007	Spring 2005			Fall 2004	Fall 2004 to Spring 2005
	n	Mean	Std. Dev.	n	Difference in Means	n	Mean	Std. Dev.	n	Difference in Means
Organization of the classroom	79	4.1	1.0	82	+0.3	84	3.9	0.8	88	+0.4
Contents of the classroom	79	3.7	1.0	82	+0.4	84	3.6	0.9	88	+0.5
Presence and use of technology	79	3.5	1.0	82	+0.5	84	3.5	1.0	87	+0.9
Opportunities for child choice and initiative	79	3.5	1.2	82	+0.3	82	3.4	1.0	87	+0.5
Classroom management strategies	79	4.1	0.9	82	+0.4	83	3.8	1.0	88	+0.3
Classroom climate	79	4.0	1.0	82	+0.3	83	3.8	1.1	88	+0.2
Oral language facilitation	79	3.7	1.0	82	+0.3	83	3.6	1.0	88	+0.4
Presence of books	79	3.6	1.1	82	+0.3	84	3.6	1.1	88	+0.7
Approaches to reading/instruction	79	3.7	1.1	82	+0.2	83	3.8	1.0	88	+0.5
Approaches to writing/instruction	79	3.7	1.0	82	+0.4	83	3.5	1.0	88	+0.5
Approaches to curriculum integration	79	3.7	1.0	82	+0.3	84	3.5	1.1	88	+0.4
Recognizing diversity in the classroom	79	3.5	1.1	82	+0.2	83	3.5	1.0	88	+0.6
Facilitating home support for literacy	79	3.7	1.1	82	+0.2	84	3.6	1.0	88	+0.5
Approaches to assessment	74	3.9	1.0	82	+0.4	84	3.6	0.9	88	+0.6
<b>Overall ELLCO score (Elements 1-14)</b>	-	<b>3.7</b>	<b>0.9</b>	-	<b>+0.3</b>	-	<b>3.6</b>	<b>0.8</b>	-	<b>+0.5</b>

Scores are an average of both ELLCO raters, based on a five-point scale where 5=Exemplary, 3=Basic, and 1=Deficient.

In fall 2004, the first cohort of ELLCO teachers were selected to participate in ELLCO for two school years (4 observations). In fall 2006, a new cohort of teachers were selected to participate in ELLCO for the 2006-07 and 2007-08 school years.

**ELLCO Participant Demographics<sup>1</sup>**  
**Fall 2006-Spring 2007**

<b>Educator Experience</b>	<b>n</b>	<b>Mean</b>	<b>St. Dev.</b>
Years Teaching Current Grade	48	4.4	5.2
Years Teaching at Current School	48	5.5	7.2
Total Years Teaching	48	9.8	9.3

<b>Years Teaching Current Grade</b>	<b>n</b>	<b>Percent</b>
1-2 years	25	52.1%
3-5 years	16	33.3%
5+ years	7	14.6%

<b>Years Teaching at Current School</b>	<b>n</b>	<b>Percent</b>
1-2 years	22	45.8%
3-5 years	14	29.2%
5+ years	12	25.0%

<b>Total Years Teaching</b>	<b>n</b>	<b>Percent</b>
1-2 years	10	20.8%
3-5 years	15	31.3%
6-10 years	7	14.6%
10+ years	16	33.3%

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<sup>1</sup> Demographic data was not available for 31 ELLCO participants (39%).

**ELLCO Scores by Demographic Categories  
Fall 2006-Spring 2007**

Years	n	Spring 2007		Fall 2006 to Spring 2007
		Mean ELLCO Score (Overall)	Std. Dev.	Difference in Means
<b>Years Teaching Current Grade</b>				
1-2 years	25	3.9	0.8	+0.4
3-5 years	16	4.0	0.6	+0.5
5+ years	7	3.7	1.1	+0.2
<b>Years Teaching at Current School</b>				
1-2 years	22	3.8	0.8	+0.5
3-5 years	14	3.9	0.7	+0.4
5+ years	12	4.1	0.9	+0.3
<b>Total Years Teaching</b>				
1-2 years	10	3.7	0.9	+0.7
3-5 years	15	3.8	0.6	+0.4
6-10 years	7	4.3	0.7	+0.2
10+ years	16	4.0	0.9	+0.4

Scores are an average of both ELLCO raters, based on a five-point scale where 5=Exemplary, 3=Basic, and 1=Deficient.

**Appendix F**  
**2006 August Institute Summary and**  
**2006-2007 Professional Development Summary**





## **CT Reading First**

### **Professional Development Workshop Evaluation Summary of Ratings**

*August Institute 2006*

The following tables summarize respondents' ratings of the CT Reading First Professional Development workshops offered during the August Institute 2006. The tables include only those questions which were common to each workshop evaluation. Content-specific question responses are included in evaluation reports produced for each session.

Mean responses are based on: 1 = Strongly Disagree; 2 = Moderately Disagree; 3 = Slightly Disagree; 4 = Slightly Agree; 5 = Moderately Agree; 6 = Strongly Agree. Higher scores represent greater agreement with the statements. The standard deviation, when added to and subtracted from the mean, indicates the range of approximately two-thirds of the responses. A smaller standard deviation indicates less variability among responses to the item.

Respondents to the CT Reading First Professional Development evaluation surveys also provided comments regarding how their knowledge or perceptions of reading instruction changed as a result of the workshops and how they planned to use what they had learned. All comments from participant respondents are included verbatim in the evaluation reports produced for each professional development session. The individual reports also include demographic information for each session's participants. These reports are available upon request.

## 2006 August Institute Sessions

Session Number	Title of Session	Presenter(s)
A-1	Kindergarten Literacy as it Relates to the 5 Components	Anne McGill-Franzen
A-2	Literacy Learning in Grades 1-2: Making it Work!	Miriam Trehearne
A-3	Differentiating Instruction	Ruth Gumm, Corinne Eisenhart
A-4	Fluency Strategies for Struggling Readers	Marcia Delany
B-1	Kindergarten Literacy as it Relates to the 5 Components	Anne McGill-Franzen
B-2	Literacy Learning in Grades 1-2: Making it Work!	Miriam Trehearne
B-3	Differentiating Instruction	Ruth Gumm, Corinne Eisenhart
B-4	Fluency Strategies for Struggling Readers	Marcia Delany
C-1	Managing Independent Readers & Effective Classroom Routines	Deborah Diffily
C-2	Reading Center Activities: Second and Third Grades	Ruth Gumm, Corinne Eisenhart
C-3	Assessing and Teaching Reading Comprehension: Practical Strategies that Work	Miriam Trehearne
C-4	A Conversation Among Teachers: How to Make Instruction Explicit, Manageable and Motivating	Sandy Granchelli, Tonja Kelly, Maria Bray, Kelly Putz, Jan McKusick
C-5	Model Lessons for Phonemic Awareness and Phonics Instruction	Margie Gillis
D-1	Positive Teacher Talk as it Relates to Reading Comprehension & Reading Instruction	Deborah Diffily
D-2	Reading Center Activities: Kindergarten and First Grade	Ruth Gumm, Corinne Eisenhart
D-3	Developing Oral Language and Comprehension in Kindergarten: It Works!	Miriam Trehearne
D-4	Enhancing Vocabulary in the Core Program	Deanna Daniel, Deneen Iverson-Kidd, Jennifer Fanning, Lynne Ramage
D-5	Reciprocal Teaching: Getting Started/Lessons Learned	Mary Allen, Chris Chieppo, Melissa Ciccone, Margaret Rick
D-6	Differentiating Phonics Instruction	Kristen Bradley, Amy Rumberger

## 2006 August Institute Sessions (continued)

Session Number	Title of Session	Presenter(s)
D-7	"Dine & Discuss" Study Group Design	Beverly Backstrom, Darlene Costello
D-8	The "Dolphin" Intervention Program	Sherri Prendergast, Sigrid Carpenter
E-1	Managing Independent Readers & Effective Classroom Routines	Deborah Diffily
E-2	Reading Center Activities: Second and Third Grades	Ruth Gumm, Corinne Eisenhart
E-3	From High Risk to Success Before Grade One: We Have the Proof!	Miriam Trehearne
E-4	Vocabulary Instruction Through Storybook Reading	Maureen Ruby, Jeanne McDowell
E-5	Model Lessons for Phonemic Awareness and Phonics Instruction	Margie Gillis
F-1	Positive Teacher Talk as it Relates to Reading Comprehension & Reading Instruction	Deborah Diffily
F-2	Reading Center Activities: Kindergarten and First Grade	Ruth Gumm, Corinne Eisenhart
F-3	CMT - It's All Connected	Patty Foley
F-4	Don't Flounder with Fluency	Billie Ladd, Susan Strumello, Terese Martorella
F-5	Designing and Delivering Effective Interventions	Doreen Thomas, Pam Strollo
F-6	Practical Approach to Literacy	Janet Stefanowicz, Marlene Eshoo, Dorothy Rose, Jennifer Tousignant

<b>1. Overall, this session provided content that will help me improve literacy instruction.</b>	n	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree	N/A	Mean	Std. Dev.
Session A-1: Kindergarten Literacy as it Relates to the 5 Components	38	7.9%	5.3%	5.3%	15.8%	31.6%	34.2%	-	4.6	1.5
Session A-2: Literacy Learning in Grades 1-2: Making it Work!	61	-	-	1.6%	6.6%	21.3%	70.5%	-	5.6	0.7
Session A-3: Differentiating Instruction	67	4.5%	14.9%	9.0%	17.9%	32.8%	20.9%	-	4.1	1.6
Session A-4: Fluency Strategies for Struggling Readers	58	-	-	1.7%	8.6%	46.6%	43.1%	-	5.3	0.7
Session B-1: Kindergarten Literacy as it Relates to the 5 Components	32	3.1%	-	3.1%	9.4%	28.1%	56.3%	-	5.3	1.1
Session B-2: Literacy Learning in Grades 1-2: Making it Work!	61	-	-	-	1.6%	29.5%	68.9%	-	5.7	0.5
Session B-3: Differentiating Instruction	68	11.8%	7.4%	10.3%	42.6%	22.1%	5.9%	-	3.7	1.4
Session B-4: Fluency Strategies for Struggling Readers	62	-	-	-	6.5%	29.0%	62.9%	1.6%	5.6	0.6
Session C-1: Managing Independent Readers & Effective Classroom Routines	58	-	-	-	3.4%	6.9%	89.7%	-	5.8	0.8
Session C-2: Reading Center Activities: Second and Third Grades	48	-	-	-	6.3%	22.9%	70.8%	-	5.7	0.6
Session C-3: Assessing and Teaching Reading Comprehension: Practical Strategies That Work	58	-	-	-	1.7%	12.1%	86.2%	-	5.8	0.4
Session C-4: A Conversation Among Teachers: How to Make Instruction Explicit, Manageable and Motivating	46	-	-	-	-	26.1%	71.7%	2.2%	5.7	0.4
Session C-5: Model Lessons for Phonemic Awareness and Phonics Instruction	34	-	-	5.9%	2.9%	11.8%	76.5%	2.9%	5.6	0.8

<b>1. Overall, this session provided content that will help me improve literacy instruction.</b>	n	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree	N/A	Mean	Std. Dev.
Session D-1: Positive Teacher Talk as it Relates to Reading Comprehension & Reading Instruction	26	3.8%	3.8%	-	11.5%	15.4%	61.5%	3.8%	5.2	1.3
Session D-2: Reading Center Activities: Kindergarten and First Grade	46	6.5%	2.2%	2.2%	13.0%	26.1%	50.0%	-	5.0	1.4
Session D-3: Developing Oral Language and Comprehension in Kindergarten: It Works!	32	-	-	3.1%	3.1%	31.3%	62.5%	-	5.5	0.7
Session D-4: Enhancing Vocabulary in the Core Program	33	-	-	3.0%	6.1%	18.2%	72.7%	-	5.6	0.7
Session D-5: Reciprocal Teaching: Getting Started/Lessons Learned	33	-	-	-	24.2%	27.3%	48.5%	-	5.2	0.8
Session D-6: Differentiating Phonics Instruction	29	-	-	-	17.2%	48.3%	34.5%	-	5.2	0.7
Session D-7: “Dine & Discuss” Study Group Design	15	-	-	-	-	6.7%	93.3%	-	5.9	0.3
Session D-8: The “Dolphin” Intervention Program	15	-	-	-	20.0%	33.3%	46.7%	-	5.3	0.8
Session E-1: Managing Independent Readers & Effective Classroom Routines	44	-	2.3%	-	11.4%	27.3%	59.1%	-	5.4	0.9
Session E-2: Reading Center Activities: Second and Third Grades	49	-	-	-	-	34.7%	65.3%	-	5.7	0.5
Session E-3: From High Risk to Success Before Grade One: We Have the Proof!	53	-	-	-	3.8%	15.1%	81.1%	-	5.8	0.5
Session E-4: Vocabulary Instruction Through Storybook Reading	31	-	-	-	-	9.7%	90.3%	-	5.9	0.3
Session E-5: Model Lessons for Phonemic Awareness and Phonics Instruction	23	-	-	-	-	26.1%	73.9%	-	5.7	0.4

<b>1. Overall, this session provided content that will help me improve literacy instruction.</b>	<b>n</b>	<b>Strongly Disagree</b>	<b>Moderately Disagree</b>	<b>Slightly Disagree</b>	<b>Slightly Agree</b>	<b>Moderately Agree</b>	<b>Strongly Agree</b>	<b>N/A</b>	<b>Mean</b>	<b>Std. Dev.</b>
Session F-1: Positive Teacher Talk as it Relates to Reading Comprehension & Reading Instruction	19	-	-	-	-	15.8%	84.2%	-	5.8	0.4
Session F-2: Reading Center Activities: Kindergarten and First Grade	42	4.8%	4.8%	4.8%	14.3%	14.3%	57.1%	-	5.0	1.5
Session F-3: CMT – It’s All Connected	33	-	-	-	3.0%	21.2%	75.8%	-	5.7	0.5
Session F-4: Don’t Flounder with Fluency	32	-	-	6.3%	9.4%	9.4%	75.0%	-	5.5	0.9
Session F-5: Designing and Delivering Effective Interventions	48	6.3%	2.1%	8.3%	20.8%	10.4%	52.1%	-	4.8	1.5
Session F-6: Practical Approach to Literacy	22	4.5%	-	-	4.5%	9.1%	72.7%	9.1%	5.6	1.2
<b>Total</b>	<b>1317</b>	<b>1.9%</b>	<b>1.7%</b>	<b>2.4%</b>	<b>9.6%</b>	<b>23.2%</b>	<b>60.7%</b>	<b>0.5%</b>	<b>5.3</b>	<b>1.1</b>

<b>2. I will be able to share information from this session with other educators.</b>	n	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree	N/A	Mean	Std. Dev.
Session A-1: Kindergarten Literacy as it Relates to the 5 Components	38	7.9%	-	7.9%	15.8%	34.2%	34.2%	-	4.7	1.4
Session A-2: Literacy Learning in Grades 1-2: Making it Work!	61	-	-	-	6.6%	24.6%	68.9%	-	5.6	0.6
Session A-3: Differentiating Instruction	66	6.1%	10.6%	9.1%	18.2%	36.4%	19.7%	-	4.2	1.5
Session A-4: Fluency Strategies for Struggling Readers	58	-	-	1.7%	8.6%	36.2%	53.4%	-	5.4	0.7
Session B-1: Kindergarten Literacy as it Relates to the 5 Components	32	-	-	6.3%	6.3%	25.0%	62.5%	-	5.4	0.9
Session B-2: Literacy Learning in Grades 1-2: Making it Work!	61	-	-	1.6%	3.3%	24.6%	70.5%	-	5.6	0.6
Session B-3: Differentiating Instruction	67	7.5%	6.0%	16.4%	37.3%	22.4%	10.4%	-	3.9	1.3
Session B-4: Fluency Strategies for Struggling Readers	62	-	-	1.6%	3.2%	30.6%	64.5%	-	5.6	0.6
Session C-1: Managing Independent Readers & Effective Classroom Routines	58	-	-	-	1.7%	6.9%	91.4%	-	5.8	0.7
Session C-2: Reading Center Activities: Second and Third Grades	48	-	-	-	4.2%	14.6%	81.3%	-	5.8	0.5
Session C-3: Assessing and Teaching Reading Comprehension: Practical Strategies That Work.	57	-	-	-	3.5%	8.8%	87.7%	-	5.8	0.5
Session C-4: A Conversation Among Teachers: How to Make Instruction Explicit, Manageable and Motivating	46	-	-	-	2.2%	17.4%	80.4%	-	5.8	0.5
Session C-5: Model Lessons for Phonemic Awareness and Phonics Instruction	34	-	-	-	8.8%	26.5%	64.7%	-	5.6	0.7

<b>2. I will be able to share information from this session with other educators.</b>	n	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree	N/A	Mean	Std. Dev.
Session D-1: Positive Teacher Talk as it Relates to Reading Comprehension & Reading Instruction	26	3.8%	-	-	3.8%	11.5%	80.8%	-	5.6	1.1
Session D-2: Reading Center Activities: Kindergarten and First Grade	46	-	2.2%	2.2%	10.9%	21.7%	63.0%	-	5.4	0.9
Session D-3: Developing Oral Language and Comprehension in Kindergarten: It Works!	32	-	-	-	6.3%	25.0%	68.8%	-	5.6	0.6
Session D-4: Enhancing Vocabulary in the Core Program	33	-	-	3.0%	6.1%	21.2%	69.7%	-	5.6	0.8
Session D-5: Reciprocal Teaching: Getting Started/Lessons Learned	33	-	-	-	12.1%	39.4%	48.5%	-	5.4	0.7
Session D-6: Differentiating Phonics Instruction	30	-	-	-	6.7%	56.7%	36.7%	-	5.3	0.6
Session D-7: “Dine & Discuss” Study Group Design	15	-	-	-	-	6.7%	93.3%	-	5.9	0.3
Session D-8: The “Dolphin” Intervention Program	15	-	-	-	13.3%	33.3%	53.3%	-	5.4	0.7
Session E-1: Managing Independent Readers & Effective Classroom Routines	44	-	2.3%	2.3%	4.5%	20.5%	70.5%	-	5.6	0.9
Session E-2: Reading Center Activities: Second and Third Grades	49	-	-	-	-	28.6%	71.4%	-	5.7	0.5
Session E-3: From High Risk to Success Before Grade One: We Have the Proof!	53	-	-	-	1.9%	15.1%	83.0%	-	5.8	0.4
Session E-4: Vocabulary Instruction Through Storybook Reading	31	-	-	-	-	16.1%	83.9%	-	5.8	0.4
Session E-5: Model Lessons for Phonemic Awareness and Phonics Instruction	23	-	-	-	-	30.4%	69.6%	-	5.7	0.5



<b>2. I will be able to share information from this session with other educators.</b>	<b>n</b>	<b>Strongly Disagree</b>	<b>Moderately Disagree</b>	<b>Slightly Disagree</b>	<b>Slightly Agree</b>	<b>Moderately Agree</b>	<b>Strongly Agree</b>	<b>N/A</b>	<b>Mean</b>	<b>Std. Dev.</b>
Session F-1: Positive Teacher Talk as it Relates to Reading Comprehension & Reading Instruction	19	-	-	-	-	10.5%	89.5%	-	5.9	0.3
Session F-2: Reading Center Activities: Kindergarten and First Grade	42	4.8%	-	-	14.3%	16.7%	64.3%	-	5.3	1.2
Session F-3: CMT – It’s All Connected	33	-	-	-	6.1%	21.2%	72.7%	-	5.7	0.6
Session F-4: Don’t Flounder with Fluency	32	-	-	3.1%	6.3%	15.6%	75.0%	-	5.6	0.8
Session F-5: Designing and Delivering Effective Interventions	48	6.3%	2.1%	6.3%	18.8%	16.7%	50.0%	-	4.9	1.5
Session F-6: Practical Approach to Literacy	22	-	-	-	9.1%	9.1%	77.3%	4.5%	5.7	0.6
<b>Total</b>	<b>1315</b>	<b>1.4%</b>	<b>1.1%</b>	<b>2.4%</b>	<b>8.3%</b>	<b>23.0%</b>	<b>63.8%</b>	<b>0.1%</b>	<b>5.4</b>	<b>1.0</b>

<b>3. Session materials and handouts will be helpful implementing CT Reading First strategies.</b>	n	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree	N/A	Mean	Std. Dev.
Session A-1: Kindergarten Literacy as it Relates to the 5 Components	39	2.6%	7.7%	-	12.8%	28.2%	48.7%	-	5.0	1.3
Session A-2: Literacy Learning in Grades 1-2: Making it Work!	61	-	-	1.6%	6.6%	24.6%	67.2%	-	5.6	0.7
Session A-3: Differentiating Instruction	66	7.6%	12.1%	9.1%	27.3%	25.8%	18.2%	-	3.9	1.6
Session A-4: Fluency Strategies for Struggling Readers	58	-	-	1.7%	12.1%	24.1%	62.1%	-	5.5	0.8
Session B-1: Kindergarten Literacy as it Relates to the 5 Components	32	3.1%	-	-	6.3%	21.9%	68.8%	-	5.5	1.0
Session B-2: Literacy Learning in Grades 1-2: Making it Work!	60	-	-	-	6.7%	28.3%	65.0%	-	5.6	0.6
Session B-3: Differentiating Instruction	68	13.2%	5.9%	14.7%	41.2%	17.6%	7.4%	-	3.7	1.4
Session B-4: Fluency Strategies for Struggling Readers	63	-	-	-	1.6%	22.2%	74.6%	1.6%	5.7	0.5
Session C-1: Managing Independent Readers & Effective Classroom Routines	58	-	-	-	1.7%	5.2%	93.1%	-	5.8	0.7
Session C-2: Reading Center Activities: Second and Third Grades	46	-	-	-	-	15.2%	84.8%	-	5.9	0.4
Session C-3: Assessing and Teaching Reading Comprehension: Practical Strategies That Work.	57	-	-	-	-	12.3%	87.7%	-	5.9	0.3
Session C-4: A Conversation Among Teachers: How to Make Instruction Explicit, Manageable and Motivating	46	-	-	-	-	21.7%	78.3%	-	5.8	0.4
Session C-5: Model Lessons for Phonemic Awareness and Phonics Instruction	34	-	-	2.9%	8.8%	23.5%	64.7%	-	5.5	0.8

<b>3. Session materials and handouts will be helpful implementing CT Reading First strategies.</b>	n	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree	N/A	Mean	Std. Dev.
Session D-1: Positive Teacher Talk as it Relates to Reading Comprehension & Reading Instruction	26	-	3.8%	3.8%	7.7%	7.7%	76.9%	-	5.5	1.1
Session D-2: Reading Center Activities: Kindergarten and First Grade	46	-	-	-	8.7%	10.9%	78.3%	2.2%	5.7	0.6
Session D-3: Developing Oral Language and Comprehension in Kindergarten: It Works!	32	-	-	3.1%	3.1%	18.8%	75.0%	-	5.7	0.7
Session D-4: Enhancing Vocabulary in the Core Program	33	-	-	3.0%	15.2%	9.1%	69.7%	3.0%	5.5	0.9
Session D-5: Reciprocal Teaching: Getting Started/Lessons Learned	33	-	-	3.0%	9.1%	30.3%	57.6%	-	5.4	0.8
Session D-6: Differentiating Phonics Instruction	30	-	-	-	10.0%	60.0%	30.0%	-	5.2	0.6
Session D-7: “Dine & Discuss” Study Group Design	15	-	-	-	-	-	100.0%	-	6.0	0.0
Session D-8: The “Dolphin” Intervention Program	15	-	-	-	13.3%	40.0%	46.7%	-	5.3	0.7
Session E-1: Managing Independent Readers & Effective Classroom Routines	44	-	-	2.3%	6.8%	15.9%	75.0%	-	5.6	0.7
Session E-2: Reading Center Activities: Second and Third Grades	49	-	-	-	-	12.2%	85.7%	2.0%	5.9	0.3
Session E-3: From High Risk to Success Before Grade One: We Have the Proof!	52	-	-	1.9%	7.7%	13.5%	76.9%	-	5.7	0.7
Session E-4: Vocabulary Instruction Through Storybook Reading	31	-	-	-	-	9.7%	90.3%	-	5.9	0.3
Session E-5: Model Lessons for Phonemic Awareness and Phonics Instruction	23	-	-	-	-	21.7%	78.3%	-	5.8	0.4

<b>3. Session materials and handouts will be helpful implementing CT Reading First strategies.</b>	<b>n</b>	<b>Strongly Disagree</b>	<b>Moderately Disagree</b>	<b>Slightly Disagree</b>	<b>Slightly Agree</b>	<b>Moderately Agree</b>	<b>Strongly Agree</b>	<b>N/A</b>	<b>Mean</b>	<b>Std. Dev.</b>
Session F-1: Positive Teacher Talk as it Relates to Reading Comprehension & Reading Instruction	19	-	-	-	-	15.8%	84.2%	-	5.8	0.4
Session F-2: Reading Center Activities: Kindergarten and First Grade	42	2.4%	-	-	2.4%	2.4%	92.9%	-	5.8	0.8
Session F-3: CMT – It’s All Connected	33	-	-	-	3.0%	21.2%	75.8%	-	5.7	0.5
Session F-4: Don’t Flounder with Fluency	32	-	-	3.1%	6.3%	12.5%	78.1%	-	5.7	0.7
Session F-5: Designing and Delivering Effective Interventions	48	8.3%	2.1%	4.2%	20.8%	10.4%	54.2%	-	4.9	1.6
Session F-6: Practical Approach to Literacy	22	4.5%	-	-	-	4.5%	86.4%	4.5%	5.7	1.1
<b>Total</b>	<b>1314</b>	<b>1.7%</b>	<b>1.3%</b>	<b>2.1%</b>	<b>8.7%</b>	<b>18.4%</b>	<b>67.4%</b>	<b>0.4%</b>	<b>5.4</b>	<b>1.0</b>

### Mean Responses –All Sessions

All Participants	n	Mean	St. Dev.
1. Overall, this session provided content that will help me improve literacy instruction.	1317	5.3	1.1
2. I will be able to share information from this session with other educators.	1315	5.4	1.0
3. Session materials and handouts will be helpful implementing CT Reading First strategies.	1314	5.5	1.0

Mean responses are based on: 1 = Strongly Disagree; 2 = Moderately Disagree; 3 = Slightly Disagree; 4 = Slightly Agree; 5 = Moderately Agree; 6 = Strongly Agree.

### Mean Responses by Role/Category for All Sessions

	External Facilitator			Internal Facilitator			Teacher			Other		
	n	Mean	St. Dev.	n	Mean	St. Dev.	n	Mean	St. Dev.	n	Mean	St. Dev.
1. Overall, this session provided content that will help me improve literacy instruction.	109	5.3	1.0	100	5.4	1.3	846	5.3	1.1	225	5.5	1.0
2. I will be able to share information from this session with other educators.	109	5.5	0.9	100	5.6	0.8	847	5.4	1.0	224	5.5	0.9
3. Session materials and handouts will be helpful implementing CT Reading First strategies.	109	5.5	1.0	99	5.5	1.1	845	5.4	1.0	225	5.6	0.9

\* Other roles include: Reading 1<sup>st</sup> district coordinator, principal, reading specialist and “other”.

Mean responses are based on: 1 = Strongly Disagree; 2 = Moderately Disagree; 3 = Slightly Disagree; 4 = Slightly Agree; 5 = Moderately Agree; 6 = Strongly Agree.

## Respondent Demographics

Attended sessions/workshops in the primary role of:

(Count is duplicative.)

<b>Roles</b>	<b>n</b>	<b>Percent of Total Responses</b>
Classroom Teacher	848	66.0%
Reading 1st External Literacy Facilitator	110	8.6%
Reading 1st Internal Literacy Facilitator	100	7.8%
Reading Specialist	46	3.6%
Reading 1st Principal	26	2.0%
Reading 1st District Coordinator	17	1.3%
Other	138	10.7%
<b>Total</b>	<b>1285</b>	<b>100.0%</b>



## **CT Reading First**

### **Professional Development Workshop Evaluation Summary of Ratings**

*September 2006 – June 2007*

The following tables summarize respondents' ratings of the CT Reading First Professional Development workshops and events offered from September 2006 through June 2007. The tables include only those questions which were common to each workshop evaluation. Content-specific question responses are included in evaluation reports produced for each session. Mean responses are based on: 1 = Strongly Disagree; 2 = Moderately Disagree; 3 = Slightly Disagree; 4 = Slightly Agree; 5 = Moderately Agree; 6 = Strongly Agree. Higher scores represent greater agreement with the statements. The standard deviation, when added to and subtracted from the mean, indicates the range of approximately two-thirds of the responses. A smaller standard deviation indicates less variability among responses to the item.

Respondents to the CT Reading First Professional Development evaluation surveys also provided comments regarding how their knowledge or perceptions of reading instruction changed as a result of the workshops and how they planned to use what they had learned. All comments from participant respondents are included verbatim in the evaluation reports produced for each professional development session. The individual reports also include demographic information for each session's participants. These reports are available upon request.

## 2006-2007 Professional Development

<b>Date of Session</b>	<b>Title of Session</b>	<b>Presenter(s)/Facilitator(s)</b>
9/14/06 & 9/15/06	Code (Phonics) Module	Haskins Laboratories
9/21/06	Data Review/Response to Intervention	Glen Martin Associates/CSDE
10/11/06	Session 1: Differentiated Instruction Group A	Dr. Diane Heacox & Dr. Catherine Thome
10/12/06	Session 1: Differentiated Instruction Group B	Dr. Diane Heacox & Dr. Catherine Thome
10/20/06	Developmental Reading Assessment (DRA) Training	DRA Consultant
10/25/06	Principal's Module	CES
10/27/06	Data Team Follow Up	Tony Flach
11/30/06	Session 2: Differentiated Instruction Group A	Dr. Diane Heacox & Dr. Catherine Thome
12/1/06	Session 2: Differentiated Instruction Group B	Dr. Diane Heacox & Dr. Catherine Thome
12/6/06	Leadership Series Walkthrough Protocols	CSDE
12/15/06	Coaching Workshop	Lyn Nevins
12/15/06	Sharing Effective Strategies to Support Data Team Goals	CES
1/19/07	Code Instruction Module Follow Up Session	Haskins Laboratories
1/25/07	Session 3: Differentiated Instruction Group A	Dr. Diane Heacox & Dr. Catherine Thome
1/26/07	Session 3: Differentiated Instruction Group B	Dr. Diane Heacox & Dr. Catherine Thome
1/31/07	Book Study - Constructing Meaning By Dr. Nancy Boyles	CES
2/9/07	Advanced Literacy Coaching	Dr. Nancy Boyles
2/27/07	Session 4: Differentiated Instruction Group A	Dr. Diane Heacox & Dr. Catherine Thome
2/28/07	Session 4: Differentiated Instruction Group B	Dr. Diane Heacox & Dr. Catherine Thome
3/20/07	Data Review	Glen Martin Associates
3/30/07	Fluency: The Essential Link to Building Comprehension	CES
4/24/07	Leadership Series Walkthrough Sharing Session	CSDE
5/11/07	Differentiated Instruction Sharing Opportunity	CES/CSDE



<b>1. Overall, this session provided content that will help me improve literacy instruction in my classroom/school/district.</b>	n	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree	N/A	Mean	Std. Dev.
9/14/06 & 9/15/06 – Code (Phonics) Module	44	-	-	-	9.1%	25.0%	65.9%	-	5.6	0.7
9/21/06 – Data Review/Response to Intervention	72	2.8%	-	-	12.5%	41.7%	41.7%	1.4%	5.2	1.0
10/11/06 – Session 1: Differentiated Instruction Group A	65	-	-	-	10.8%	30.8%	56.9%	1.5%	5.5	0.7
10/12/06 – Session 1: Differentiated Instruction Group B	35	-	-	-	-	14.3%	85.7%	-	5.9	0.4
10/20/06 – Developmental Reading Assessment (DRA) Training	32	-	-	-	-	31.3%	68.8%	-	5.7	0.5
10/27/06 – Data Team Follow Up	39	-	-	-	5.1%	43.6%	51.3%	-	5.5	0.6
11/30/06 – Session 2: Differentiated Instruction Group A	43	-	-	-	-	27.9%	69.8%	2.3%	5.7	0.5
12/1/06 – Session 2: Differentiated Instruction Group B	52	-	-	-	1.9%	26.9%	69.2%	1.9%	5.7	0.5
12/6/06 – Leadership Series Walkthrough Protocols	30	-	3.3%	3.3%	30.0%	23.3%	40.0%	-	4.9	1.1
12/15/06 – Coaching Workshop	17	-	-	-	5.9%	23.5%	70.6%	-	5.7	0.6
12/15/06 – Sharing Effective Strategies to Support Data Team Goals	18	-	-	-	5.6%	11.1%	83.3%	-	5.8	0.5
1/19/07 – Code Instruction Module Follow-Up Session	40	-	2.5%	2.5%	35.0%	45.0%	12.5%	2.5%	4.6	0.8
1/25/07 – Session 3: Differentiated Instruction Group A	43	-	-	-	4.7%	27.9%	67.4%	-	5.6	0.6

<b>1. Overall, this session provided content that will help me improve literacy instruction in my classroom/school/district.</b>	n	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree	N/A	Mean	Std. Dev.
1/26/07 – Session 3: Differentiated Instruction Group B	45	-	-	-	6.7%	20.0%	73.3%	-	5.7	0.6
1/31/07 – Book Study Constructing Meaning By Dr. Nancy Boyles	38	-	-	-	-	10.5%	89.5%	-	5.9	0.3
2/9/07 – Advanced Literacy Coaching	42	-	-	-	-	26.2%	73.8%	-	5.7	0.4
2/27/07 – Session 4: Differentiated Instruction Group A	46	-	-	2.2%	4.3%	32.6%	60.9%	-	5.5	0.7
2/28/07 – Session 4: Differentiated Instruction Group B	50	-	-	-	-	28.0%	70.0%	2.0%	5.7	0.5
3/20/07 – Data Review	69	-	-	-	5.8%	46.4%	47.8%	-	5.4	0.6
3/30/07 – Fluency: The Essential Link to Building Comprehension	44	-	-	-	-	6.8%	90.9%	2.3%	5.9	0.3
4/24/07 – Leadership Series Walkthrough Sharing Session	15	-	-	-	6.7%	40.0%	53.3%	-	5.5	0.6
5/11/07 – Differentiated Instruction Sharing Opportunity	49	-	-	-	2.0%	32.7%	65.3%	-	5.6	0.5
<b>Total</b>	<b>928</b>	<b>0.2%</b>	<b>0.2%</b>	<b>0.3%</b>	<b>6.6%</b>	<b>29.3%</b>	<b>62.6%</b>	<b>0.8%</b>	<b>5.5</b>	<b>0.7</b>

This item was not included in the Student Assessment Tracking Database Training and Principal’s Module evaluations.

<b>2. As a result of this session, I will be able to more effectively provide professional development to educators in my school/district.</b>	n	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree	N/A	Mean	Std. Dev.
9/14/06 & 9/15/06 – Code (Phonics) Module	44	-	-	-	13.6%	31.8%	54.5%	-	5.4	0.7
9/21/06 – Data Review/Response to Intervention	72	2.8%	-	1.4%	18.1%	37.5%	37.5%	2.8%	5.1	1.0
10/11/06 – Session 1: Differentiated Instruction Group A	65	1.5%	-	1.5%	21.5%	36.9%	32.3%	6.2%	5.0	1.0
10/12/06 – Session 1: Differentiated Instruction Group B	35	-	-	-	-	17.1%	74.3%	8.6%	5.8	0.4
10/20/06 – Developmental Reading Assessment (DRA) Training	32	-	-	-	6.3%	31.3%	62.5%	-	5.6	0.6
10/27/06 – Data Team Follow Up	39	-	-	-	15.4%	43.6%	41.0%	-	5.3	0.7
11/30/06 – Session 2: Differentiated Instruction Group A	43	-	-	-	9.3%	23.3%	53.5%	14.0%	5.5	0.7
12/1/06 – Session 2: Differentiated Instruction Group B	52	-	-	-	9.6%	30.8%	53.8%	5.8%	5.5	0.7
12/6/06 – Leadership Series Walkthrough Protocols	30	-	3.3%	3.3%	36.7%	16.7%	40.0%	-	4.9	1.1
12/15/06 – Coaching Workshop	17	-	-	-	11.8%	23.5%	64.7%	-	5.5	0.7
12/15/06 – Sharing Effective Strategies to Support Data Team Goals	18	-	-	-	-	22.2%	77.8%	-	5.8	0.4
1/19/07 – Code Instruction Module Follow-Up Session	41	2.4%	-	7.3%	26.8%	51.2%	9.8%	2.4%	4.6	1.0
1/25/07 – Session 3: Differentiated Instruction Group A	43	-	-	-	4.7%	46.5%	39.5%	9.3%	5.4	0.6

<b>2. As a result of this session, I will be able to more effectively provide professional development to educators in my school/district.</b>	n	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree	N/A	Mean	Std. Dev.
1/26/07 – Session 3: Differentiated Instruction Group B	45	-	-	-	13.3%	24.4%	57.8%	4.4%	5.5	0.7
1/31/07 – Book Study Constructing Meaning By Dr. Nancy Boyles	38	-	-	-	2.6%	10.5%	86.8%	-	5.8	0.4
2/9/07 – Advanced Literacy Coaching	42	-	-	-	-	28.6%	69.0%	2.4%	5.7	0.5
2/27/07 – Session 4: Differentiated Instruction Group A	46	-	-	-	10.9%	45.7%	37.0%	6.5%	5.3	0.7
2/28/07 – Session 4: Differentiated Instruction Group B	50	-	-	-	4.0%	26.0%	60.0%	10.0%	5.6	0.6
3/20/07 – Data Review	69	-	-	-	13.0%	42.0%	43.5%	1.4%	5.3	0.7
3/30/07 – Fluency: The Essential Link to Building Comprehension	43	-	-	-	-	4.7%	95.3%	-	6.0	0.2
4/24/07 – Leadership Series Walkthrough Sharing Session	15	-	-	-	13.3%	33.3%	53.3%	-	5.4	0.7
5/11/07 – Differentiated Instruction Sharing Opportunity	28	-	-	-	-	28.6%	71.4%	-	5.7	0.5
<b>Total</b>	<b>907</b>	<b>0.4%</b>	<b>0.1%</b>	<b>0.7%</b>	<b>11.1%</b>	<b>31.2%</b>	<b>52.6%</b>	<b>3.9%</b>	<b>5.4</b>	<b>0.8</b>

This item was not included in the Student Assessment Tracking Database Training and Principal’s Module evaluations.

<b>3. Session materials and handouts will be useful for implementing CT Reading First initiatives in my classroom/school/district.</b>	n	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree	N/A	Mean	Std. Dev.
9/14/06 & 9/15/06 – Code (Phonics) Module	44	-	-	-	6.8%	27.3%	65.9%	-	5.6	0.6
9/21/06 – Data Review/Response to Intervention	72	2.8%	-	1.4%	12.5%	30.6%	52.8%	-	5.3	1.0
10/11/06 – Session 1: Differentiated Instruction Group A	65	-	-	-	9.2%	35.4%	53.8%	1.5%	5.5	0.7
10/12/06 – Session 1: Differentiated Instruction Group B	34	-	-	-	2.9%	8.8%	88.2%	-	5.9	0.4
10/20/06 – Developmental Reading Assessment (DRA) Training	32	-	-	-	3.1%	21.9%	75.0%	-	5.7	0.5
10/25/06 – Principal’s Module	11	-	-	-	9.1%	-	90.9%	-	5.8	0.6
10/27/06 – Data Team Follow Up	39	-	-	-	5.1%	33.3%	61.5%	-	5.6	0.6
11/30/06 – Session 2: Differentiated Instruction Group A	43	-	-	-	2.3%	23.3%	74.4%	-	5.7	0.5
12/1/06 – Session 2: Differentiated Instruction Group B	52	-	-	-	-	23.1%	75.0%	1.9%	5.8	0.4
12/6/06 – Leadership Series Walkthrough Protocols	30	-	3.3%	6.7%	26.7%	23.3%	40.0%	-	4.9	1.1
12/15/06 – Coaching Workshop	17	-	-	-	-	17.6%	82.4%	-	5.8	0.4
12/15/06 – Sharing Effective Strategies to Support Data Team Goals	17	-	-	-	-	11.8%	52.9%	35.3%	5.8	0.4
1/19/07 – Code Instruction Module Follow-Up Session	41	2.4%	2.4%	2.4%	31.7%	29.3%	26.8%	4.9%	4.7	1.1
1/25/07 – Session 3: Differentiated Instruction Group A	43	-	-	-	2.3%	32.6%	65.1%	-	5.6	0.5

<b>3. Session materials and handouts will be useful for implementing CT Reading First initiatives in my classroom/school/district.</b>	n	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree	N/A	Mean	Std. Dev.
1/26/07 – Session 3: Differentiated Instruction Group B	45	-	-	-	6.7%	26.7%	64.4%	2.2%	5.6	0.6
1/31/07 – Book Study Constructing Meaning By Dr. Nancy Boyles	38	-	-	-	-	15.8%	84.2%	-	5.8	0.4
2/9/07 – Advanced Literacy Coaching	42	-	-	-	-	14.3%	85.7%	-	5.9	0.4
2/27/07 – Session 4: Differentiated Instruction Group A	45	-	-	-	8.9%	26.7%	64.4%	-	5.6	0.7
2/28/07 – Session 4: Differentiated Instruction Group B	50	-	-	-	-	20.0%	80.0%	-	5.8	0.4
3/20/07 – Data Review	69	-	-	-	10.1%	27.5%	62.3%	-	5.5	0.7
3/30/07 – Fluency: The Essential Link to Building Comprehension	44	-	-	-	-	4.5%	95.5%	-	6.0	0.2
4/24/07 – Leadership Series Walkthrough Sharing Session	15	-	-	-	-	53.3%	46.7%	-	5.5	0.5
5/11/07 – Differentiated Instruction Sharing Opportunity	49	-	-	-	-	20.4%	79.6%	-	5.8	0.4
<b>Total</b>	<b>937</b>	<b>0.3%</b>	<b>0.2%</b>	<b>0.4%</b>	<b>6.4%</b>	<b>24.0%</b>	<b>67.4%</b>	<b>1.2%</b>	<b>5.6</b>	<b>0.7</b>

This item was not included in the Student Assessment Tracking Database Training evaluation.

**Mean Responses to Survey Items 1 - 3, by Role/Category**

	External Facilitator			Internal Facilitator			Other Roles*		
	n	Mean	St. Dev.	n	Mean	St. Dev.	n	Mean	St. Dev.
1. Overall, this session provided content that will help me improve literacy instruction in my school.	251	5.7	0.6	276	5.5	0.6	309	5.5	0.7
2. As a result of this session, I will be able to more effectively provide professional development to educators in my school.	251	5.6	0.7	273	5.4	0.7	268	5.3	0.9
3. Session materials and handouts will be helpful implementing CT Reading First initiatives in my school.	246	5.7	0.6	273	5.6	0.6	319	5.6	0.7

\*Other roles include: Reading 1<sup>st</sup> district coordinator, principal, classroom teacher, and “other”.

**Respondent Demographics**

**Attended sessions/workshops in the primary role of:**

**(Count is duplicative.)**

<b>Roles</b>	<b>n</b>	<b>Percent of Total Responses</b>
Reading 1st Internal Literacy Facilitator	277	30.6%
Reading 1st External Literacy Facilitator	253	28.0%
Classroom Teacher	185	20.5%
Reading 1st Principal	102	11.3%
Reading 1 <sup>st</sup> District Coordinator	37	4.1%
Reading Specialist	-	0%
Other	50	5.5%
<b>Total</b>	<b>904</b>	<b>100.0%</b>

**Appendix G**  
**Elementary School Principals' Network**



**Connecticut Department of Education  
Connecticut Accountability for Learning Initiative  
Elementary School Principals' Network  
Evaluation Report  
July 2007**

**Overview of the Elementary School Principals' Network**

*Purpose*

The purpose of the Elementary School Principals' Network (ESPN) was to establish a professional learning community with selected school leaders participating in Connecticut's Reading First and/or Executive Coaching programs. The ESPN was focused on developing leadership skills that would allow principals to learn from each other about topics of common practice using descriptive evidence from visitations to members' schools, with an emphasis on literacy instruction. ESPN activities were conducted in fall 2006 and spring 2007.

*Network Activities*

An initial meeting was held in October that engaged principals in making collaborative decisions regarding the organization of the ESPN program. Attendance at this meeting was mandatory for all ESPN participants.

As members of the ESPN, principals agreed to participate in visitations to four schools and to attend a debriefing session following each school visitation. The debriefing sessions were facilitated by Trevor Yates of Cambridge Education. A leader-in-residence from the State Department of Education acted as the network liaison and attended the meetings as well; two different leaders participated as the network liaison over the course of the 2006-2007 school year. The evaluator scripted all debriefing discussions.

Schools visitations were hosted by ESPN principals from Roberto Clemente Leadership Academy in New Haven, Smith Elementary School in New Britain, and Barnard Brown Elementary School in Hartford. Scheduled visitations to a fourth school, King Robinson Elementary School in New Haven, were canceled because of conflicts during this time with preparation for and administration of the Connecticut Mastery Test and other responsibilities.

Debriefing sessions were held at King Robinson Elementary School in November 2006, January 2007 and May 2007, following each of the three school visitations. To prepare for the debriefing sessions, participants were asked to reflect on a series of questions related to the most recent school visitation. Due to limited participation in the May school visitation, the focus of the May debriefing session was changed to a discussion of the strengths of the ESPN program and areas in need of improvement.

### ***Participants***

The network originally included 13 principals; one principal took a personal leave of absence from her position and did not participate in the ESPN. Of the remaining 12 participants, three individuals were leaders in Connecticut Reading First schools, and nine participated in the Executive Coaching program.

### **Evaluation Overview**

The evaluation of the Elementary School Principals' Network focused on determining the strengths of the program, gauging the effects of the program on principals' ability to evaluate and support effective literacy instruction in schools, and identifying additional learning opportunities produced as a result of principal collaboration.

### **Data Collection Methods**

#### ***Meeting observation and scripting***

Debriefing sessions were observed and discussions were scripted by the evaluator. Session notes were then examined for changes in discussion content and patterns of interaction over time. Particular attention was paid to discussion of criteria or standards for use in classroom observations and to principal descriptions of personnel and processes.

#### ***End-of-session questionnaires***

A brief survey was developed for each debriefing session, focusing on the value of the most recent visitation and that session's discussion. Surveys were distributed to participants regarding the first two debriefing sessions only; because the focus of the third debriefing session was changed to the value of the ESPN program overall, the end-of-session questionnaire was not distributed.

#### ***End-of-year interviews with participating principals***

All principals were contacted by the evaluator and asked to participate in telephone interviews regarding their involvement in the ESPN. A total of five telephone interviews were conducted with participating principals at the conclusion of the school year, reviewing the network as professional development, effects on principal practice and on instruction, implementation of ideas from the network, perceptions of the network's effectiveness, and most and least valuable aspects of ESPN participation.

#### ***Document review***

A variety of documents produced and disseminated by the ESPN program were reviewed by the evaluator, including meeting agendas and summaries, e-mail communications, professional resources and observation focus forms. Documents were utilized to corroborate and augment information obtained through other sources.

## Evaluation Findings

The following summary of evaluation findings is organized by the Elementary School Principals' Network evaluation questions.

### **1. In what ways and to what extent did participation in the network increase principals' ability to conduct walk-through observations of literacy instruction?**

Most principals indicated that they had been trained previously in a variety of walk-through models and did not drastically change their walk-throughs as a result of their participation in the ESPN. However, many principals indicated that their participation in ESPN activities provided new ideas and perspectives to inform the walk-through model they employed. For example, in one case, a principal indicated that she began to look at the classroom environment, student engagement and teacher instruction in a more critical manner after her visit to Roberto Clemente Leadership Academy. This principal added that although she had received training regarding walk-throughs, the school visitation provided her with the opportunity to gain practical experience with the model. A principal noted that she created her own walk-through form, and several principals reported that they implemented the observation focus sheet introduced by the ESPN facilitator. One principal specifically commented that the ESPN provided what she felt were strong parameters for walk-through observations.

Overall, principals reported that their participation in ESPN activities increased their awareness of the importance of having a clear and specific focus for their observations. Principals added that through the ESPN they recognized the benefits of sharing their expectations with teachers prior to observing classroom instruction and providing feedback to teachers following their visits. During a debriefing session, principals discussed how a clear and structured focus can reduce apprehension among teaching staff during the walk-through process. Several principals noted that they had made or intended to make their walk-through observations more focused and specific in the future.

### **2. In what ways did participation in the network affect principals' leadership skills?**

ESPN participants reported that school visitations increased their knowledge of instructional strategies and specific literacy programs, and introduced them to different scheduling practices and classroom environments. After visiting other schools, a few principals reported that they felt more empowered to make changes in their own. During debriefing discussions, principals asked for recommendations and offered one another advice regarding the utilization of resources and personnel, scheduling practices, monitoring instruction, and supporting teacher collaboration.

Specific strategies and ideas principals noted they became aware of through the ESPN and intended to implement included review of student work, adjusting scheduling

practices and providing a clear description of best practices for staff. In several cases, principals reported that through their participation in ESPN activities they became more aware of the importance of providing feedback and engaging teachers in reflective dialogue regarding their instructional practices.

### **3. What changes in their professional practice did principals attribute to their participation in the network?**

Overall, comments related to changes in professional practice were limited. A few principals noted that their participation in the ESPN, in addition to other training they received, helped them focus on instructional practice instead of classroom environment and student behavior, which they had given attention to in the past. One principal reported that she learned of the University of Pittsburgh's Principles of Learning from another ESPN member; the Principles of Learning serve to help educators analyze the quality of instruction and opportunities for learning that they offer to students. Subsequent to reviewing the approach herself, the principal provided training for her staff on the Principles of Learning.

Most principals indicated that the opportunity to visit different schools and engage in dialogue with other school leaders through the ESPN allowed them to compare and contrast their own schools to others. In many cases, principals indicated that ESPN activities helped validate their own practices.

### **4. How did principal participation in the network affect literacy instruction? What were the processes or resources principals used to implement change?**

Principals did not indicate any specific, direct effects of their participation in the ESPN on literacy instruction. However, as discussed above, several principals noted that the ESPN increased their knowledge of literacy programs, instructional strategies and scheduling practices. In one case, a principal noted that the structure of Roberto Clemente Leadership Academy's reading program provided him with ideas regarding how to help staff incorporate differentiated instruction and cooperative learning into literacy instruction. A few principals indicated that their visit to Smith Elementary School helped them recognize the importance of maintaining an uninterrupted literacy block. One former middle school principal – whose school had recently been expanded to include kindergarten through grade 8 – noted that the ESPN experience provided helpful information regarding early literacy instruction.

Principals noted that they shared what they learned through the ESPN, including validation of their schools' practices, with literacy and numeracy coaches, as well as with teaching staff during faculty meetings and grade-level meetings. A few principals indicated that they hoped to have teachers share with each other and participate in walk-through observations of each others' classrooms; ways to support teacher collaboration were shared by ESPN members during debriefing sessions. One principal reported that as

a result of connections made through the ESPN, his teachers visited another school to observe instruction, and teachers from other schools visited his classrooms to learn about the core literacy program.

**5. To what extent did principals' discourse on teaching practice become more focused on instructional processes during their participation in the network?**

Principals participated in only two debriefing sessions dedicated to the discussion of school visitations and related topics. In each case, principals engaged one another in question-and-answer dialogue, as well as conversation directed by the facilitator towards specific topics. Perhaps because of the limited number of discussions observed, or due to the short period of time over which ESPN activities occurred and limited participation by some principals, significant changes in discourse were not discernable. A brief summary of the debriefing discussions is presented below:

***Debriefing Session 1***

During the first debriefing session principals were asked to reflect on a series of questions regarding the initial school visitation. In small groups and then as a whole group, principals described effective organizational practices they had observed during the visitation, including the implementation of an uninterrupted literacy block, literacy centers and task management boards. One principal also mentioned that the classroom environment she observed was of very high quality and included resources such as CMT strand posters and word walls. Overall, principals focused on the strengths of the teaching staff and the classroom environment. One principal mentioned a disparity in the quality of instruction she observed between K-1 and grades 2 and 3, but this was not discussed in depth, despite a prompt from the facilitator to address areas in need of improvement.

When asked what they would take back to their own schools from the school visitation, principals noted that paraprofessionals effectively supported and reinforced instruction delivered by the teacher. Several principals indicated that limited resources in their schools would not allow them to utilize paraprofessionals in the same manner. This led the ESPN to a discussion of the various ways in which limited human resources might be overcome.

A few principals shared how they support collaboration and collegial discussion among teaching staff. The facilitator expanded the discussion to focus on the variety of ways in which principals ensure common planning time for teachers in their schools.

At the conclusion of the meeting the facilitator introduced an example of a common form to guide walk-through observations. The facilitator and the leader-in-residence explained that the purpose of a common rubric was to standardize the observational focus among ESPN participants.

### ***Debriefing Session 2***

Similar to the first session, for the second debriefing discussion principals were asked to reflect on a set of questions about the school visitation, including their thoughts regarding the observation rubric. Positive aspects noted by principals included school environment and student behavior. Other successful instructional practices described by principals included focused literacy instruction, the use of high-level questioning and other strategies, effective small-group instruction, literacy centers and independent learning. However, unlike the first debriefing session, principals contrasted the positive practices they viewed in some classrooms with areas in need of improvement in others, including the lack of focused literacy instruction, concerns with time on task, interruptions to instruction and the need for an uninterrupted literacy block. The principals continued to discuss areas of weakness observed during the school visitation, including lack of print-rich environments and poor instructional planning.

The ESPN principals, directed by the facilitator, expanded the conversation to address monitoring instruction, including the review of teacher portfolios and student work. The facilitator further focused the discussion on an examination of rigor; principals shared their perspectives regarding the definition of rigor, how to recognize it, and how to ensure the implementation of rigorous, best practice. One principal noted that the discussion of rigor was the most valuable aspect of the session.

The remainder of the debriefing session was dedicated to a discussion of the ways in which principals conduct walk-through observations, including the focus of observation, providing feedback to teachers, and involving teachers in observations of their colleagues. Principals noted that they had previously been trained in a variety of walk-through models and shared the techniques they employed.

### ***Debriefing Session 3***

The majority of the discussion at the third debriefing session was focused on the strengths of the ESPN program overall, and areas in need of improvement. However, principals engaged in some conversation regarding challenges they faced related to meeting state (and in one case, International Baccalaureate) standards while also implementing district-mandated curriculum. Principals noted that they continue to struggle to focus on strategy- rather than program-based instruction in their schools. One principal recommended an external consultant that she said has helped her school provide strategy-based interventions using existing program materials. Principals also described feeling limited in their ability to address problems they see in their schools because they must meet specific requirements outlined by the Priority Schools and Reading First initiatives.

## **6. What aspects of network participation did principals find most valuable?**

ESPN participants reported that the opportunity to share with their colleagues was a valuable aspect of the program. Principals indicated that ESPN members brought different perspectives to the school visitations and that discussions with host principals

were informative and helped them put into context what they observed in classrooms. Discussions during visitations and at debriefing sessions allowed principals to validate what they observed, as well as to hear different points of view.

Principals stated that they found it helpful to leave their own buildings and collaborate with other school leaders from a variety of schools and districts. School visitations allowed ESPN participants to observe what takes place in settings different from their own. One principal noted that the ESPN school visitations offered her the first opportunity in 35 years to observe instruction in a school other than her own. Visits to other schools also helped validate what principals do in their own schools.

Principals who were new to their positions as instructional leaders noted that participation in the ESPN helped them learn about their roles. New principals indicated that they benefited from discussions with veteran principals who shared their expertise and knowledge about the position. One principal commented that collaborating with a group helps individuals make progress more quickly.

## **7. What aspects of network participation did principals find least valuable?**

ESPN participants expressed concern over the apparent lack of commitment to network activities by some principals. Over the course of the year, several principals did not participate in school visitations and/or debriefing meetings. In some cases, principals reportedly did not arrive for school visitations during their scheduled day and time, and did not inform the host school they would not be coming. Other principals reported that they arrived for their scheduled visitations and were turned away by the host school. As a result, principals who hosted visits at their schools did not receive feedback from all network participants.

A few principals indicated they experienced problems communicating with the leader-in-residence via email regarding scheduling school visitations. One principal indicated that there was no main ESPN contact to call if a principal was unable to attend a meeting or school visitation.

Due to multiple demands and initiatives in their own schools, some principals found it difficult to visit other schools. Some principals found the commute to school visits and debriefing meetings to be a challenge.

A few principals participating in the Executive Coaching program expressed concern related to the Reading First initiative. One principal felt she could not make connections to what was discussed by the ESPN because she was not a Reading First principal. Another principal perceived that there was limited participation in the ESPN by Reading First principals in particular.

One principal indicated that the purpose of the ESPN was unclear to her and she was unsure of who all of the ESPN members were.

In one case, a principal commented that the feedback shared by the ESPN principals regarding a school visitation was overly critical, negative and focused on the evaluation of individual teachers. She felt that the ESPN discussion would have been more productive if the group had shared more about what was working well in this school.

#### **8. What changes might be instituted to make future learning community initiatives more effective?**

ESPN members suggested that the network involve teams of representatives from each participating school. This would provide more flexibility in scheduling for participants and would likely improve participation rates if at least one school team member, rather than a specific individual, was required to attend each school visitation or meeting. Involving school teams in the ESPN would also facilitate sustainability at the school level despite changes in administrative personnel. If ESPN school teams were implemented, principals recommended that they should also include teacher leaders. Walk-throughs would provide teachers the opportunity to observe other classrooms, see instruction in practice, and share this information with their colleagues. In this way, teacher leaders could have a positive impact on their colleagues through their participation in the ESPN.

Principals stated that planning for ESPN school visitations and discussions should be improved. District- and school-level initiatives, professional development, meetings and other requirements should be taken into account when planning network activities in order to best meet the needs of the participants.

They indicated that the state should work to encourage and ensure greater district support for ESPN participants. Principals mentioned that involving district-level administrators might encourage districts to recognize principals' attendance when planning district calendars and could help improve principal participation in the network. However, it was noted that supervisor involvement could potentially limit principals' openness and candor in discussions.

Some principals reported that they had been trained in a variety of walk-through models, and the ESPN presented them with yet another model to be implemented. In addition, participants indicated that they continued to participate in a variety of professional trainings and programs in their districts and schools; they felt the network would be more effective if it considered and complemented the initiatives being implemented in participants' schools or districts.

Principals stated that the ESPN should focus on specific areas of need, concern or interest as identified by participants. Potential discussion topics mentioned by ESPN members included best practices in teaching, discipline, closing the achievement gap, increasing parent involvement, and how to implement a new core program.



ESPN members recommended that the observation tool or rubric be refined, and that they be provided with more specific focal points for observations. Discussions also should concentrate on specific topics which would help principals focus their observations and prepare for visitations to other schools. Principals added that school visitations should be coordinated to elucidate or exemplify the topics discussed. A focus on specific topics also would help host principals prepare their staff for observations and orient visitors to what they will be seeing in classrooms.

Participants suggested that the ESPN might be improved by offering regionalized school visits and debriefing meetings, rather than one group with members and visitation sites across the state. Some principals noted that meeting and visit locations could be rotated to accommodate principals from different regions of the state. One principal suggested limiting the number of days available for visitations to each school and limiting the number of people who are permitted to visit each day; she felt that these limitations would encourage commitment among participants. Another principal recommended that an option be available for principals to participate in additional school visits if they would like to.

Other recommendations offered by principals included providing opportunities for ESPN members to get to know one another and establish relationships, and providing refreshments for members at the start of meetings.

**Appendix H**  
**Monthly School Activity Report Form and Instructions**  
**and**  
**2006-2007 Monthly School Activity Report Summary**

## **CT Reading First Monthly School Activity Report Instructions**

The purpose of the CT Reading First Monthly School Activity Report is to document Reading First activities that have occurred in each school by month. The report should be compiled by designated team members, such as the internal and external facilitators, reviewed by the team, and submitted via e-mail to Katie Hinsdale of Glen Martin Associates [[khinsdale@glenmartinassociates.com](mailto:khinsdale@glenmartinassociates.com)] by the 15<sup>th</sup> of the following month. The report is intended to provide an overview of school activities and should be brief. Your submitted monthly reports will be shared with your school's Reading First liaison.

The monthly school activity report form is in Excel and Word. Please use the format that is most convenient for you. Similar to last year's, the form contains tables for each of the commonly reported activity categories such as Literacy Team Meetings, Planning Meetings and Coaching.

In each of the tables, there is a space for description of the activities. In this section, please briefly describe the activities and the major topics. *For example, in the coaching table, the coaching activities and the major topics that were discussed during coaching should be described*. Each specific activity does not need to be documented but instead a summary of the major activities and topics discussed should be reported in each table.

Some of the tables have a cell for the total number of meetings/activities. In this cell, please indicate the total number of meetings/activities for that particular category. *For example, in the planning meetings section, please indicate the total number of planning meetings that occurred during the month (e.g. 10)*. There will be one number in this section.

The tables for coaching, modeling, conferencing, and observing ask for the total number of days those activities occurred during the month out of the number of school days for the month. *For example, in the coaching table, please indicate the number of days during the month that coaching of educators took place out of the total number of school days in the month*. We realize that multiple coaching sessions may have taken place on each day.

Note: If modeling or observations took place during coaching sessions, please describe the modeling part of the session in the modeling category and the coaching part of the session in the coaching category, etc.

All sections have a space for the description of participants. Please describe the participants, including the grades of the students or teachers participating in the activities (i.e. Grade K teacher, ILF, etc.) and the provider of the activity (i.e. ILF, reading teacher).

Many sections also ask for the "total # teachers", "total # of paras" and "total # of other staff members" involved in the meetings/activities. In this section, **please do not count educators twice**. *For example, if 10 out of 11 teachers attended one workshop during the month and 11 out of 11 teachers attended a second workshop that month, the total number of teachers participating in workshops for the month would be 11 (not 21)*. The total number represents the total number of teachers, paras etc. that participated in at least one of the meetings/activities for the month.

The last part of the monthly reports are the Open Ended Questions.

## CT Reading First Monthly Report Activity Categories

Following are descriptions of the Activity Categories on the Monthly Reports.

*Please Note: CT Reading First PD attended by the facilitators or individual planning by the facilitators should not be reported on the monthly reports.*

Activity	Description
<b>Literacy Team Meeting</b>	Includes CT Reading First team meetings at the school level.
<b>Planning Meetings</b>	Includes organizational and planning meetings at the school level. All Reading First related planning meetings can be included (i.e. meeting with the district coordinator to discuss budgeting, facilitator meetings to discuss professional development).
<b>Coaching</b>	Coaching of staff including teachers, paraprofessionals and tutors one-to-one or in small groups. Coaching of teachers may occur during grade-level meetings and study groups. Informal coaching such as brief conversations regarding instruction should not be included.
<b>Modeling Instruction</b>	Formal modeling of instruction in classrooms with students.
<b>Observing Instruction</b>	Formal/informal observation of instruction including videotaping of lessons. Literacy walkthroughs and ELLCO can be included in this category.
<b>Conferencing</b>	Includes team members meeting with staff (teachers, paraprofessionals or tutors) one-to-one or in small groups to address specific concerns/questions about literacy instruction. This is not coaching or modeling.
<b>Study Groups</b>	Includes activities described as study groups with literacy focus, but not as formal PD specifically.
<b>Grade Level Meetings with Literacy Focus</b>	Includes activities described as grade-level meetings with a literacy focus. Topics may be multiple per meeting.
<b>Literacy Workshops/Trainings for Staff by Literacy Team</b>	Includes workshops and training for <u>teachers, paraprofessionals, interns, etc.</u> provided by <u>literacy team members</u> . (Parent training is included under Family Literacy/ Parent Focus.)
<b>Literacy Workshops/Trainings for Staff provided by Other Staff Members/ Representatives</b>	Includes workshops and training for <u>teachers, paraprofessionals, interns, etc.</u> provided by <u>other representatives such as the core program representative</u> . (Parent training is included under Family Literacy/ Parent Focus.)
<b>Research/Material Dissemination</b>	Sharing articles, websites, other resources with staff and/or distributing materials.
<b>Community Outreach/ Family Literacy</b>	Includes <u>all</u> activities, such as workshops, newsletters, and informal meetings, conducted for <u>parents/families</u> and activities with <u>community organizations</u> .
<b>CT Reading First Assessment/ Data Related</b>	Assessments should be the main focus of an activity in order to be included in this category. (Brief discussion of assessments during literacy team meetings, planning meetings etc. should not be included.) This category should include training for PPVT III, DIBELS and TerraNova assessment implementation, use of assessment data and administration of assessments. Workshops on assessments, meeting of data teams during grade-level meetings, and modeling or coaching teachers on assessment administration can also be included. Discussion or administration of assessments other than PPVT, DIBELS and TerraNova can be included in this category if related to literacy instruction.
<b>School-Wide/Grade-Level – Literacy Mentioned</b>	Includes school-wide and grade-level CT Reading First activities where a literacy focus was intended.
<b>Student Focus/Tutoring</b>	Includes CT Reading First activities that are specifically directed to students, e.g. peer mentoring in literacy.
<b>Other Reading First related Activities</b>	Other Reading First related activities.

# CT Reading First Monthly School Activity Report

School: \_\_\_\_\_

Submitted: \_\_\_/\_\_\_/\_\_\_ covering activities for the month of: \_\_\_\_\_

**Note: If activities did not occur for particular categories, please indicate “Did not occur during this month.”**

**(Please type your responses in the areas that are not shaded.)**

<b>Literacy Team Meetings</b>					
Description/Focus of Meeting(s) this Month		Total # of Meetings this Month (e.g. 2)		Description of Participants (e.g. Grade 1 teacher, ILF, principal)	
<b>Planning Meetings (other than literacy team meetings; individual planning activities should not be included)</b>					
Description/Focus of Planning Meeting(s) this Month		Total # of Meetings this Month		Description of Participants	
<b>Coaching (1 to 1 and small group coaching of staff)</b>					
Description/Focus of Coaching	# of Days of Coaching out of # of School Days this Month (e.g. 10 out of 20)	Description of Participants/ Providers	Total # of Classroom Teachers Coached this Month	Total # of Paras Coached this Month	Total # of Other Staff Members (i.e. tutors) Coached this Month

<b>Modeling (modeling of instruction in classroom setting)</b>					
Description/Focus of Modeling	# of Days of Modeling out of # of School Days this Month (e.g. 10 out of 20)	Description of Participants/ Providers	Total # of Classroom Teachers Involved in Modeling this Month	Total # of Paras Involved in Modeling this Month	Total # of Other Staff Members (i.e. tutors) Involved in Modeling this Month
<b>Observing Instruction in the Classroom</b>					
Description/Focus of Observations	# of Days of Observations out of # of School Days this Month (e.g. 10 out of 20)	Description of Participants/ Observers	Total # of Classroom Teachers Observed this Month	Total # of Paras Observed this Month	Total # of Other Staff Members (i.e. tutors) Observed this Month
<b>Conferencing with Staff</b>					
Description/Focus of Conferencing	# of Days of Conferencing out of # of School Days this Month (e.g. 10 out of 20)	Description of Participants/ Providers	Total # of Classroom Teachers Involved in Conferencing this Month	Total # of Paras Involved in Conferencing this Month	Total # of Other Staff Members (i.e. tutors) Involved in Conferencing this Month

<b>Study Groups</b>						
Description/Focus of Study Groups	Total # of Study Group Meetings this Month	Description of Participants/ Providers	Total # of Classroom Teachers Participating in Study Groups this Month	Total # of Paras Participating in Study Groups this Month	Total # of Other Staff Members Participating in Study Groups this Month	
<b>Grade-Level Meetings</b>						
Grade Level	Description/ Focus of Grade-Level Meetings	Total # of Grade-Level Meetings this Month	Description of Participants/ Providers	Total # of Classroom Teachers Participating in Grade-Level Meetings this Month	Total # of Paras Participating in Grade-Level Meetings this Month	Total # of Other Staff Members Participating in Grade-Level Meetings this Month
Kindergarten						
Grade 1						
Grade 2						
Grade 3						
<b>Internal Literacy Workshops/Trainings for Staff provided by Literacy Team</b>						
Description/Focus of Trainings/Workshops	Total # of Workshops/ Training this Month	Description of Participants/ Providers	Total # of Classroom Teachers Participating in Workshops this Month	Total # of Paras Participating in Workshops this Month	Total # of Other Staff Members Participating in Workshops this Month	

**Internal Literacy Workshops/Trainings for Staff provided by Other Staff Members or Representatives**

Description/Focus of Trainings/Workshops	Total # of Workshops/ Training this Month	Description of Participants/ Providers	Total # of Classroom Teachers Participating in Workshops this Month	Total # of Paras Participating in Workshops this Month	Total # of Other Staff Members Participating in Workshops this Month

**Research/Material Dissemination**

Description of Materials Disseminated	Frequency of Material Dissemination (i.e. Daily, Weekly, Monthly)	Description of Recipients of Materials/Research

**Community Outreach/Family Literacy**

Description/Focus of Family Literacy/Community Activities	Total # of Family Literacy/ Community Activities this Month	Description of Participants

**Assessment/Data Related (including Reading First and other literacy-related assessments)**

Description of Assessment/Data Related Activities	Total # Days Involving Assessment/ Data Related Activities this Month	Description of Participants	Total # of Classroom Teachers Participating in Assessment/Data Related Activities	Total # of Paras Participating in Assessment/ Data Related Activities	Total # of Other Staff Members Participating in Assessment/ Data Related Activities



**School Wide Literacy Activities**

Description/Focus of School Wide Literacy Activities	Total # of Activities this Month	Description of Participants

**Student Tutoring / Activities**

Description/Focus of Student Tutoring/Activities	Total # of Days Tutoring/Student Activities Took Place this Month	Description of Participants	Total # of Students Involved in Tutoring / Activities this Month

**Other Activities**

Description of Other Reading First Related Activities	Total # Meetings/Activities this Month	Description of Participants/ Providers	Total # of Classroom Teachers Participating	Total # of Paras Participating	Total # of Other Staff Members Participating

## **CT Reading First Monthly School Report**

- 1. How was SBRR integrated into the team's work during the past month?**
- 2. How and what data was used by the team or by others to improve reading instruction?**
- 3. What were the most notable accomplishments/outcomes? (What changed in your school as a result of CT Reading First during the past month?)**
- 4. What were the greatest challenges? How were they addressed?**

**CT Reading First  
Summary of Monthly School Activity Reports by Activity Category  
August 2006 – June 2007**

During the 2006-2007 school year, 22 literacy teams representing 25 schools completed monthly activity reports related to fifteen specific categories. A total of 188 monthly reports were received. Eighteen of the 22 teams submitted all nine required monthly reports and two additional teams submitted all but one report. Several monthly reports were not submitted by one team, accounting for the majority of the missing monthly reports. A summary of the monthly report data by activity category is provided below.

**Literacy Team Meetings**

- ❖ Literacy team meetings occurred in all CT Reading First schools. In some schools, the literacy team included the Reading First facilitators and principals while in other schools classroom teachers, district coordinators, literacy coaches and reading teachers were also part of the literacy team. In addition, many schools noted that the Reading First liaison attended the literacy team meetings during their monthly technical assistance visit.
- ❖ Common topics discussed during literacy team meetings included the logistics of assessment administration, analysis and use of assessment data, identification and servicing of intervention students, future professional development, and topics initiated by the Reading First liaison.

<b>Most Frequent Focus Areas (ranked)</b>
Assessment-Related
Supplemental and Intervention Instruction
Professional Development Planning
CT Reading First Project Related (i.e. ELLCO, Liaison Visit)
Classroom Management/Organization of Instruction

<b># of Literacy Team Meetings Per Month (n=188 monthly reports)</b>		
<b>Mean</b>	<b>Std. Dev.</b>	<b>Range</b>
2.7	1.8	0-9

- ❖ The most commonly reported frequency for literacy team meetings was monthly (28.7%) followed by twice monthly (22.9%).

## Planning Meetings

- ❖ All CT Reading First schools reported planning meetings. In most schools, planning meetings between the Reading First facilitators occurred frequently each month. The Reading First facilitators also met frequently with the principal to discuss and plan activities related to the Reading First initiative. In some cases, literacy coaches, district staff and reading teachers were involved in planning meetings with the facilitators.
- ❖ The Reading First facilitators met with each other often to plan Reading First activities, including literacy team meetings, workshops, coaching sessions and grade-level meetings. Other topics of planning meetings included assessment administration, scheduling of meetings, discussion of classroom instruction in order to target professional development, and review of intervention instruction including the tiered instruction worksheet and intervention strategies.

<b>Most Frequent Focus Areas (ranked)</b>
Professional Development Planning
Assessment-Related
Supplemental and Intervention Instruction
Classroom Management/Organization of Instruction
Organizational such as Budgeting, Staff Roles or Scheduling

<b># of Planning Meetings Per Month</b> (n=185 monthly reports)		
<b>Mean</b>	<b>Std. Dev.</b>	<b>Range</b>
9.1	5.5	0-26*

\*In a few schools, the ILF and ELF reported meeting daily for planning. This accounts for the large range of planning meetings per month.

- ❖ The number of reported planning meetings per month ranged from 0 to 26 meetings. The most commonly reported frequency for planning meetings was 10 times per month (10.3%) followed by 6 and 8 times per month (9.7%).

## Coaching

- ❖ Coaching of teachers and staff occurred in every CT Reading First school. In most schools, coaching occurred several times each month. Frequently reported topics of coaching sessions included differentiated instruction, literacy work stations/centers, small group instruction, guided reading, assessment administration, use of assessments to drive instruction, intervention strategies, and grouping for intervention. Other topics of coaching sessions included comprehension, phonics, and fluency instruction; use of word walls; organization of classroom libraries; and discussion of effective classroom materials.

<b>Most Frequent Focus Areas (ranked)</b>
Classroom Management/Organization of Instruction
Assessment-Related
Supplemental and Intervention Instruction
Comprehension
Phonics

<b>Month</b> (n = the number of monthly reports)	<b># of Days Coaching Occurred Per Month</b>		
	<b>Mean</b>	<b>Std. Dev.</b>	<b>Range</b>
<b>August/September</b> (n=22)	8.0	5.5	0-21
<b>October</b> (n=21)	9.9	7.0	0-21
<b>November</b> (n=21)	10.6	5.7	0-19
<b>December</b> (n=21)	9.2	4.5	1-16
<b>January</b> (n=21)	10.0	5.3	2-21
<b>February</b> (n=21)	6.5	3.6	0-15
<b>March</b> (n=20)	11.7	6.0	0-22
<b>April</b> (n=21)	7.6	5.1	0-15
<b>May/June</b> (n=18)	13.4	7.6	3-30
<b>Average per month</b> (n=186)	<b>9.6</b>	<b>5.9</b>	<b>0-30</b>

### Coaching (continued)

<b>% of Days Coaching Occurred Per Month</b> (n=174 monthly reports)	
<b>Median %</b>	<b>Range</b>
50%	0-100%

- ❖ The number of teachers coached by literacy team members each month ranged from 0 to 41. In some schools, Reading First facilitators focused their coaching efforts on a few teachers in need while in other schools a large number of teachers were provided with coaching each month. In 16 of the 22 schools, teams also noted providing coaching for tutors. These coaching sessions most often focused on helping tutors to refine and target intervention instruction.

<b>Coaching Participants Per Month</b>									
<b>Month</b> (n = the number of monthly reports)	<b># of Teachers</b>			<b># of Paras</b>			<b># of Other Staff Members</b> <i>(i.e. tutors, interns)</i>		
	<b>Mean</b>	<b>Std. Dev.</b>	<b>Range</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>Range</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>Range</b>
<b>August/September</b> (n=22)	8.8	9.9	0-41	0.2	0.4	0-1	2.3	2.5	0-9
<b>October</b> (n=21)	9.9	9.9	0-40	0.5	1.0	0-4	2.2	3.1	0-13
<b>November</b> (n=22)	10.4	7.2	0-26	0.7	1.4	0-5	2.1	2.9	0-11
<b>December</b> (n=22)	9.4	7.4	0-26	0.7	1.3	0-4	2.8	3.7	0-15
<b>January</b> (n=21)	9.2	6.6	0-26	0.4	1.0	0-4	1.9	2.1	0-7
<b>February</b> (n=21)	9.2	7.1	0-26	0.6	1.2	0-4	1.4	1.7	0-6
<b>March</b> (n=20)	10.2	6.8	0-26	0.9	1.4	0-4	2.3	3.1	0-14
<b>April</b> (n=21)	9.6	9.9	0-40	0.6	1.1	0-4	1.9	2.8	0-12
<b>May/June</b> (n=18)	11.2	8.3	1-26	0.6	1.3	0-4	1.5	1.5	0-4
<b>Average per month</b> (n=188)	<b>9.7</b>	<b>8.1</b>	<b>0-41</b>	<b>0.6</b>	<b>1.2</b>	<b>0-5</b>	<b>2.1</b>	<b>2.7</b>	<b>0-15</b>

## Modeling

- ❖ Modeling by the Reading First facilitators or other literacy team members occurred in all CT Reading First schools. Modeling occurred less frequently than coaching but in most cases, modeling was still reported to have occurred each month. Topics of modeling sessions included small group instruction, set up and use of literacy centers, differentiating instruction, guided reading, and lessons and strategies focused on the “Fab 5” (phonics, phonemic awareness, comprehension, fluency and vocabulary).

<b>Most Frequent Focus Areas (ranked)</b>
Classroom Management/Organization of Instruction
Comprehension
Fluency
Phonics
Phonemic Awareness/Phonological Awareness

<b>Month</b> <small>(n = the number of monthly reports)</small>	<b># of Days Modeling Occurred Per Month</b>		
	<b>Mean</b>	<b>Std. Dev.</b>	<b>Range</b>
<b>August/September</b> (n=21)	6.5	5.2	0-19
<b>October</b> (n=21)	8.5	6.3	0-21
<b>November</b> (n=21)	9.4	5.2	0-19
<b>December</b> (n=21)	8.2	4.5	0-16
<b>January</b> (n=21)	7.9	5.1	0-18
<b>February</b> (n=21)	6.0	3.9	0-13
<b>March</b> (n=20)	9.4	3.5	4-18
<b>April</b> (n=21)	6.5	3.6	0-14
<b>May/June</b> (n=18)	7.1	6.0	0-18
<b>Average per month</b> (n=185)	<b>7.7</b>	<b>4.9</b>	<b>0-21</b>

### Modeling (continued)

<b>% of Days Modeling Occurred Per Month</b> (n=170 monthly reports)	
<b>Median %</b>	<b>Range</b>
40%	0-100%

- ❖ Teachers were most often the recipients of modeling sessions. The number of teachers provided with modeling sessions ranged from 0 to 41. In 13 of the 22 schools, literacy teams also reported modeling strategies for tutors and paraprofessionals.

<b>Modeling Participants Per Month</b>									
<b>Month</b> (n = the number of monthly reports)	<b># Teachers</b>			<b># Paras</b>			<b># Other Staff Members</b>		
	<b>Mean</b>	<b>Std. Dev.</b>	<b>Range</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>Range</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>Range</b>
<b>August/September</b> (n=22)	6.4	9.6	0-41	0.8	3.2	0-15	2.5	5.3	0-25
<b>October</b> (n=21)	6.6	8.9	0-40	0.5	0.9	0-3	1.4	1.8	0-7
<b>November</b> (n=22)	7.5	6.0	0-22	1.3	2.2	0-8	1.4	1.3	0-5
<b>December</b> (n=22)	6.3	5.5	0-22	1.1	1.7	0-6	1.0	1.4	0-4
<b>January</b> (n=21)	6.1	5.5	0-22	0.7	1.6	0-6	0.9	1.4	0-4
<b>February</b> (n=21)	5.8	6.0	0-22	0.5	1.5	0-6	1.1	1.5	0-4
<b>March</b> (n=20)	8.2	7.1	1-26	0.9	1.6	0-6	1.0	1.4	0-4
<b>April</b> (n=21)	6.1	5.8	0-22	0.8	1.5	0-6	0.9	1.3	0-4
<b>May/June</b> (n=18)	6.8	7.0	0-22	0.8	1.6	0-6	0.8	1.4	0-4
<b>Average per month</b> (n=188)	<b>6.6</b>	<b>6.9</b>	<b>0-41</b>	<b>0.8</b>	<b>1.8</b>	<b>0-15</b>	<b>1.2</b>	<b>2.3</b>	<b>0-25</b>



## Observing Instruction

- ❖ All CT Reading First schools reported that the literacy instruction of teachers and other staff members had been observed. Observations were often conducted by the facilitators during the literacy block to facilitate coaching and determine the needs of teachers, tutors, paraprofessionals, and students. Facilitators also reported observing instruction as part of the ELLCO process.
- ❖ The most commonly reported focus of observations was classroom management/organization of instruction. Facilitators indicated that they observed teachers' organization and implementation of the literacy block including literacy stations/centers, small group instruction, guided reading, shared reading, differentiated instruction, independent practice, and whole group instruction. Other areas of observations included core program instruction, literacy instruction targeting the "Fab 5", and supplemental and intervention instruction.

<b>Most Frequent Focus Areas (ranked)</b>
Classroom Management/Organization of Instruction
Core Reading Program
Comprehension
Phonics
Supplemental and Intervention Instruction

<b>Month</b> (n = the number of monthly reports)	<b># of Days Observations Occurred Per Month</b>		
	<b>Mean</b>	<b>Std. Dev.</b>	<b>Range</b>
<b>August/September</b> (n=22)	8.5	4.9	2-19
<b>October</b> (n=20)	11.0	5.6	3-21
<b>November</b> (n=21)	9.4	5.5	0-19
<b>December</b> (n=21)	8.1	4.7	2-16
<b>January</b> (n=21)	8.5	5.5	1-17
<b>February</b> (n=20)	7.2	4.8	0-15
<b>March</b> (n=20)	9.5	5.4	0-18
<b>April</b> (n=21)	7.4	4.7	0-15
<b>May/June</b> (n=18)	10.9	8.5	0-30
<b>Average per month</b> (n=184)	<b>8.9</b>	<b>5.6</b>	<b>0-30</b>

### Observing Instruction (continued)

<b>% of Days Observations Occurred Per Month</b> (n=171 monthly reports)	
<b>Median %</b>	<b>Range</b>
44%	0-100%

- ❖ The number of teachers observed by literacy team members each month ranged from 1 to 40. In some schools, the facilitators observed instruction in most of the classrooms each month while in other schools the facilitators focused their observations in particular classrooms where specific initiatives were implemented or teachers needed additional support.

<b>Participants Observed Per Month</b>									
<b>Month</b> (n = the number of monthly reports)	<b># Teachers</b>			<b># Paras</b>			<b># Other Staff Members</b>		
	<b>Mean</b>	<b>Std. Dev.</b>	<b>Range</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>Range</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>Range</b>
<b>August/September</b> (n=22)	11.2	5.8	4-25	0.9	1.7	0-6	1.5	3.5	0-16
<b>October</b> (n=21)	11.7	8.5	2-40	1.2	2.7	0-11	1.6	2.3	0-7
<b>November</b> (n=22)	10.4	6.5	0-22	1.4	2.6	0-11	1.5	1.5	0-4
<b>December</b> (n=22)	9.6	6.6	2-22	1.4	2.7	0-11	1.7	2.4	0-10
<b>January</b> (n=20)	8.7	6.4	1-22	1.3	2.8	0-11	1.5	2.5	0-10
<b>February</b> (n=21)	7.2	6.5	0-22	1.3	2.7	0-11	1.2	1.4	0-4
<b>March</b> (n=20)	8.5	6.5	0-22	1.7	2.7	0-11	1.2	1.7	0-5
<b>April</b> (n=21)	9.1	9.3	0-40	1.3	2.6	0-11	1.2	1.4	0-4
<b>May/June</b> (n=17)	9.9	5.6	0-22	1.7	2.8	0-10	1.4	2.6	0-10
<b>Average per month</b> (n=186)	<b>9.6</b>	<b>6.9</b>	<b>0-40</b>	<b>1.3</b>	<b>2.6</b>	<b>0-11</b>	<b>1.4</b>	<b>2.2</b>	<b>0-16</b>

## Conferencing with Staff

- ❖ All CT Reading First schools reported that the Reading First facilitators regularly conferenced with teachers and staff members. Conferencing took place every month in 20 of the 22 schools.
- ❖ Classroom instructional practices were often the focus of the conferencing sessions including differentiated instruction, small group instruction, literacy stations/centers, and explicit instruction. Literacy teams also frequently described conferencing with teachers regarding assessment data including review of the data and use of data to drive instruction. Other topics included interventions for Tier II and III students, grouping of students for intervention, the core reading program, and comprehension instruction.

<b>Most Frequent Focus Areas (ranked)</b>
Classroom Management/Organization of Instruction
Assessment-Related
Supplemental and Intervention Instruction
Core Reading Program
Comprehension

<b>Month</b> (n = the number of monthly reports)	<b># of Days Conferencing Occurred Per Month</b>		
	<b>Mean</b>	<b>Std. Dev.</b>	<b>Range</b>
<b>August/September</b> (n=22)	11.8	5.4	3-24
<b>October</b> (n=21)	11.7	4.5	5-21
<b>November</b> (n=21)	12.7	4.7	2-19
<b>December</b> (n=21)	9.8	4.7	0-16
<b>January</b> (n=21)	11.6	5.7	0-21
<b>February</b> (n=21)	8.2	3.3	1-13
<b>March</b> (n=20)	12.2	4.9	0-22
<b>April</b> (n=21)	9.8	4.4	0-15
<b>May/June</b> (n=18)	16.1	10.1	2-36
<b>Average per month</b> (n=186)	<b>11.5</b>	<b>5.7</b>	<b>0-36</b>

### Conferencing with Staff (continued)

<b>% of Days Conferencing Occurred Per Month</b> (n=172 monthly reports)	
<b>Median %</b>	<b>Range</b>
62%	0-100%

- ❖ The number of teachers that the literacy team conferenced with each month ranged from 0 to 40. In many schools conferencing took place on an informal basis. Some schools also noted formal conferencing including one school that reported using the Nancy Boyles conferencing model.

<b>Conferencing Participants Per Month</b>									
<b>Month</b> <small>(n = the number of monthly reports)</small>	<b># Teachers</b>			<b># Paras</b>			<b># Other Staff Members</b>		
	<b>Mean</b>	<b>Std. Dev.</b>	<b>Range</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>Range</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>Range</b>
<b>August/September</b> (n=22)	12.7	5.9	2-25	0.8	1.5	0-6	3.1	2.6	0-10
<b>October</b> (n=21)	13.3	10.5	2-40	1.0	1.7	0-6	2.1	2.6	0-11
<b>November</b> (n=22)	10.5	5.1	3-22	1.2	2.7	0-11	2.6	2.0	0-6
<b>December</b> (n=22)	9.2	6.3	0-22	1.2	2.7	0-11	2.0	1.9	0-6
<b>January</b> (n=21)	10.0	5.6	0-22	1.3	2.7	0-11	1.9	2.0	0-7
<b>February</b> (n=21)	9.5	5.6	0-22	1.2	2.7	0-11	2.2	2.0	0-6
<b>March</b> (n=20)	10.3	5.6	0-22	1.9	2.8	0-11	2.1	1.8	0-4
<b>April</b> (n=20)	10.8	8.7	0-40	1.5	2.7	0-11	2.5	3.0	0-12
<b>May/June</b> (n=18)	12.5	6.7	4-30	1.6	3.0	0-11	2.4	2.1	0-7
<b>Average per month</b> (n=187)	<b>10.9</b>	<b>6.9</b>	<b>0-40</b>	<b>1.3</b>	<b>2.5</b>	<b>0-11</b>	<b>2.3</b>	<b>2.2</b>	<b>0-12</b>

## Study Groups

- ❖ The frequency of study group meetings ranged from 0 to 4 in a given month. In more than two-thirds of the monthly reports (67.0%), teams indicated that there had not been a study group during that month. Although study group meetings did not occur regularly in the Reading First schools, 16 of the 22 schools did report at least one study group activity during the year. The Reading First facilitators frequently conducted the study groups.
- ❖ A few examples of books and authors discussed during the study groups included:
  - *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement* by Robert J. Marzano, Debra Pickering, and Jane E. Pollock;
  - *Constructing Meaning Through Kid-Friendly Comprehension Strategy Instruction* by Nancy N. Boyles,
  - *I've DIBEL'd, Now What? (Designing Interventions with DIBELS Data)* by Susan L. Hall,
  - *The Writing Workshop* by Lucy Calkins,
  - *Small-Group Reading Instruction: A Differentiated Teaching Model for Beginning and Struggling Readers* by Beverly Tyner,
  - *The Literacy Map* by Richard Gentry, and
  - *Word Journeys: Assessment-Guided Phonics, Spelling, and Vocabulary Instruction* by Kathy Ganske.
- ❖ Other topics of study groups included:
  - Literacy stations,
  - Small group instruction and classroom management including a video by Debbie Miller,
  - Reading workshop,
  - Using data to form small groups,
  - Using non-fiction and informational text, and
  - Response to intervention.

### Study Groups (continued)

<b>Most Frequent Focus Areas (ranked)</b>
Assessment-Related
Comprehension
Supplemental and Intervention Instruction
Classroom Management/Organization of Instruction
Writing

Multiple items in one row indicates an equal frequency.

<b># of Meetings Per Month</b> (n=188 monthly reports)		
Mean	Std. Dev.	Range
0.6	1.0	0-4

<b>Study Group Participants Per Month</b>								
# Teachers (n=186 monthly reports)			# Paras (n=183 monthly reports)			# Other Staff Members (n=186 monthly reports)		
Mean	Std. Dev.	Range	Mean	Std. Dev.	Range	Mean	Std. Dev.	Range
3.2	5.5	0-25	0.0	0.1	0-2	1.0	3.1	0-26

## Grade-Level Meetings

- ❖ Grade-level meetings occurred in all of the CT Reading First schools. In most schools, grade-level meetings occurred each month while in two schools, grade-level meetings occurred infrequently. One additional school also reported that the scheduling of regular grade-level meetings had been a significant challenge. In some cases, grade-level meetings functioned as data team meetings.
- ❖ The Reading First facilitators often attended and/or facilitated the grade-level meetings. In some schools, the principal and district staff also attended the meetings. The focus of the conversations often included the discussion of assessment data including the analysis of data and the use of data to drive intervention instruction.

### Kindergarten Grade-Level Meetings

Most Frequent Focus Areas (ranked)
Assessment-Related
Classroom Management/Organization of Instruction
Supplemental and Intervention Instruction
Data Teams
Core Reading Program

# of Meetings Per Month (n=188 monthly reports)		
Mean	Std. Dev.	Range
1.7	1.1	0-5

- ❖ The most commonly reported frequency for Kindergarten grade-level meetings was monthly (34.6%), followed by twice a month (33.0%).

Participants in Kindergarten Grade-Level Meetings Per Month								
# Teachers (n=187 monthly reports)			# Paras (n=183 monthly reports)			# Other Staff Members (n=185 monthly reports)		
Mean	Std. Dev.	Range	Mean	Std. Dev.	Range	Mean	Std. Dev.	Range
3.9	2.6	0-13	0.1	0.5	0-3	2.0	3.3	0-14

## Grade-Level Meetings Grade 1

<b>Most Frequent Focus Areas (ranked)</b>
Assessment-Related
Classroom Management/Organization of Instruction
Supplemental and Intervention Instruction
Data Teams
Classroom Resources/Print Environment
Core Reading Program

Multiple items in one row indicates an equal frequency.

<b># of Meetings Per Month</b> (n=187 monthly reports)		
Mean	Std. Dev.	Range
2.0	1.5	0-9

- ❖ The most commonly reported frequency for Grade 1 grade-level meetings was twice a month (35.8%), followed by monthly (32.1%).

<b>Participants in Grade 1 Grade-Level Meetings Per Month</b>								
# Teachers (n=186 monthly reports)			# Paras (n=183 monthly reports)			# Other Staff Members (n=184 monthly reports)		
Mean	Std. Dev.	Range	Mean	Std. Dev.	Range	Mean	Std. Dev.	Range
4.4	3.2	0-15	0.1	0.3	0-1	1.9	2.6	0-10



## Grade-Level Meetings Grade 2

Most Frequent Focus Areas (ranked)
Assessment-Related
Classroom Management/Organization of Instruction
Supplemental and Intervention Instruction
Data Teams
Comprehension

# of Meetings Per Month (n=183 monthly reports)		
Mean	Std. Dev.	Range
1.9	1.3	0-7

❖ The most commonly reported frequencies for Grade 2 grade-level meetings was twice a month (33.9%) and monthly (33.3%).

Participants in Grade 2 Grade-Level Meetings Per Month								
# Teachers (n=180 monthly reports)			# Paras (n=178 monthly reports)			# Other Staff Members (n=179 monthly reports)		
Mean	Std. Dev.	Range	Mean	Std. Dev.	Range	Mean	Std. Dev.	Range
4.0	2.9	0-13	0.1	0.3	0-1	1.6	2.3	0-12

## Grade-Level Meetings Grade 3

Most Frequent Focus Areas (ranked)
Assessment-Related
Classroom Management/Organization of Instruction
Data Teams
Supplemental and Intervention Instruction
Comprehension

# of Meetings Per Month (n=187 monthly reports)		
Mean	Std. Dev.	Range
1.9	1.3	0-7

❖ The most commonly reported frequency for Grade 3 grade-level meetings was monthly (32.1%), followed by twice a month (29.9%).

Participants in Grade 3 Grade-Level Meetings Per Month								
# Teachers (n=186 monthly reports)			# Paras (n=178 monthly reports)			# Other Staff Members (n=183 monthly reports)		
Mean	Std. Dev.	Range	Mean	Std. Dev.	Range	Mean	Std. Dev.	Range
3.8	2.9	0-14	0.1	0.3	0-2	1.9	2.6	0-14

### **Internal Workshops/Trainings for Staff provided by the Literacy Team**

- ❖ All literacy teams reported that workshops or formal trainings had been presented by team members. These literacy workshops were offered during early dismissal days, after school, and during grade-level meetings. Common participants included classroom teachers, tutors, and paraprofessionals. The meetings were often facilitated by the Reading First facilitators.
- ❖ Common topics of teacher workshops included assessment administration, use of assessment data to set goals and objectives, differentiating literacy instruction, literacy centers/work stations, intervention strategies, code instruction, and comprehension activities. Workshops provided for tutors were often focused on assessments, intervention strategies, intervention materials, and the “Fab 5”. Specific examples of workshops included:
  - The state modules including the comprehension, code, explicit small group instruction, and vocabulary modules,
  - Training on differentiation using the core reading program,
  - Assessment training including DRA and DIBELS training,
  - Intervention training, and
  - Training on reading workshop implementation.

<b>Most Frequent Focus Areas (ranked)</b>
Assessment-Related
Classroom Management/Organization of Instruction
Comprehension
Supplemental and Intervention Instruction
Phonics

**Internal Workshops/Trainings for Staff provided by the Literacy Team** (continued)

<b># of Workshops/Trainings Per Month</b> (n=190 monthly reports)		
<b>Mean</b>	<b>Std. Dev.</b>	<b>Range</b>
1.7	3.2	0-30*

\*Some schools included individual teacher trainings in this category.  
This accounts for the large range of trainings per month.

- ❖ In more than one-third of the monthly reports (37.9%), teams indicated that there had not been a workshop during that month. When workshops did occur, the most commonly reported frequency was monthly (32.1%).

<b>Participants in Workshops/Trainings Per Month</b>								
<b># Teachers</b> (n=186 monthly reports)			<b># Paras</b> (n=185 monthly reports)			<b># Other Staff Members</b> (n=187 monthly reports)		
<b>Mean</b>	<b>Std. Dev.</b>	<b>Range</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>Range</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>Range</b>
10.6	13.0	0-50	1.2	4.6	0-35	2.9	5.3	0-42

### **Internal Workshops/Trainings for Staff provided by Other Staff Members or Representatives**

- ❖ On the monthly reports, 19 of the 22 schools described workshops provided by other staff members or representatives including workshops conducted by the core program representative, state consultants, principals, ERRFTAC representatives, representatives from the Center for Performance Assessment, district staff, and university faculty.
- ❖ Common topics of workshops included data driven decision making, implementation of the core reading program, training in technology programs, and integration of technology. Specific examples of workshops for teachers and staff members included:
  - Data driven decision making using core program data,
  - Differentiating instruction within the core program,
  - Implementation of the core program,
  - CMT comprehension strands and the core program, and
  - Training in technology including Phonics Express, LeapFrog, PowerPoint, Lexia and Reading Companion.

<b>Most Frequent Focus Areas (ranked)</b>
Core Reading Program
Assessment-Related
Integration of Technology
Classroom Management/Organization of Instruction
CMT Strands/Strategies

**Internal Workshops/Trainings for Staff provided by Other Staff Members or Representatives** (continued)

<b># of Workshops/Trainings Per Month</b> (n=186 monthly reports)		
<b>Mean</b>	<b>Std. Dev.</b>	<b>Range</b>
0.8	1.7	0-17*

\*Some schools included individual teacher trainings in this category.  
This accounts for the large range of trainings per month.

- ❖ In more than half of the monthly reports (56.5%), literacy teams reported that there had not been any activities in this category during the month. However, when a workshop was provided by outside consultants or other staff members, the most commonly reported frequency was once during that given month (24.7%).

<b>Participants in Workshops/Trainings Per Month</b>								
<b># Teachers</b> (n=180 monthly reports)			<b># Paras</b> (n=183 monthly reports)			<b># Other Staff Members</b> (n=181 monthly reports)		
<b>Mean</b>	<b>Std. Dev.</b>	<b>Range</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>Range</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>Range</b>
7.0	12.2	0-50	0.7	2.6	0-20	1.4	3.1	0-19

## Research/Material Dissemination

- ❖ Twenty-one of the 22 literacy teams reported frequently distributing resources to teachers and staff members, including professional resources, classroom materials, assessment materials, and research articles. Teams also noted organizing the professional library, ordering new materials for staff members, and researching materials before purchasing.
- ❖ The literacy teams distributed a wealth of information and materials to the teachers throughout the school year. Below are a few specific examples:
  - Assessment-related materials including DIBELS testing forms, activities from *I've DIBELED, Now What*, data from a phonics screener, data team 5-step process forms, DRA scores for students who transferred into the school, and progress monitoring data for intensive intervention students.
  - Core-related materials including core program readers, core program assessment materials, core program intervention materials, and core program curriculum maps.
  - Professional books including *Words Their Way* (Bear, Invernizzi, Templeton and Johnston), *Power of Retelling* (Benson), *What Really Matters for Struggling Readers: Designing Research-Based Programs* (Allington), and *Teaching Written Response to Text: Constructing Quality Answers to Open-Ended Comprehension Questions* (Boyles).
  - Intervention-related materials including Benchmark Pathfinders program, phonics intervention materials, intervention group resource manual, Benchmark Phonics kits, and reading rods for a phonics supplement.
  - Teaching activities or packets including word work activities for guided reading, spelling/phonics 5-day plan packets, independent practice activities, differentiated instruction materials, questions for CMT practice, and center resources.
  - Other resources including materials targeting the “Fab 5”, guided reading materials, FCRR binders, browser bags, tape recorders, and lesson plan forms.

## Community Outreach/Family Literacy

- ❖ On the monthly reports, all teams reported at least one family or community activity related to literacy. Examples of family literacy activities included:
  - Parent workshops and information sessions on topics such as reading with your child, phonics and phonemic awareness, learning the English language, Title 1 initiatives, Reading First initiatives, CMT, alphabet recognition, and Kindergarten expectations.
  - Open houses and orientation sessions including a Kindergarten picnic to welcome students and parents, Kindergarten orientation, and school-wide open houses.
  - Reading programs including Rosa’s Readers motivational reading program, Raising Readers parent book club, whole school reading incentive programs, and book fairs.
  - Individual conversations with parents including explaining CMT scores to individual parents, speaking to parents about core program homework, and talking with parents at PTO meetings.
  - Distribution of materials to parents including CMT awareness packets, materials for parents who could not attend workshops, literacy activities to complete with children at home, and newsletters with reading tips.
  - Celebrations including CMT Blue Ribbon celebration for students who scored proficient or higher on the CMT, Hispanic Heritage month celebration, student of the month celebration, and celebration for students who met the “Reading Is Tree-Mendous” motivational activity reading goal for the month.
  
- ❖ Examples of community activities included:
  - Partnerships with local universities including training college students to provide tutoring services at the school, working with faculty members to research early reading intervention for Kindergarten students, and coordinating a reading clinic for Grade 2 and 3 students at a local university.
  - Involvement with other schools in the community including modeling of early literacy strategies by literacy team members at a neighborhood preschool, and the opportunity for students to learn about and visit another school in the community.
  - Partnerships with community organizations including working with Big Brothers and Big Sisters to provide reading mentors for Grade 2 students.

<b># of Family Literacy/Community Activities per Month</b> (n=182 monthly reports)		
<b>Mean</b>	<b>Std. Dev.</b>	<b>Range</b>
2.3	3.4	0-20*

\*In one school, staff members explained CMT scores to individual parents. This accounts for the large range of activities per month.



## Assessment-Related Activities

- ❖ All schools reported frequent assessment-related activities. Examples reported included:
  - Administration of assessments, including Reading First, district and core program assessments;
  - Progress monitoring;
  - Training teachers to administer assessments;
  - Plotting of data on tracking charts/data wall;
  - Discussion and analysis of assessment data with teachers during grade-level meetings, workshops, conferences, coaching sessions, or data team meetings; and
  - Using assessment data to drive instruction including forming small groups, identifying students for intervention, and reconfiguring tutoring groups.

<b>Participants in Assessment-Related Activities Per Month</b>								
<b># Teachers</b> (n=179 monthly reports)			<b># Paras</b> (n=179 monthly reports)			<b># Other Staff Members</b> (n=177 monthly reports)		
<b>Mean</b>	<b>Std. Dev.</b>	<b>Range</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>Range</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>Range</b>
13.3	11.4	0-52	0.8	2.5	0-25	2.6	2.8	0-19

## Student Focus/Tutoring

- ❖ On the monthly reports, 19 of the 22 literacy teams described the supplemental and intervention instruction provided to students which included tutoring by paraprofessionals, tutors, mentors or university interns; after school programs; and supplemental/intervention instruction provided by general education teachers, remedial teachers, reading teachers, and special education teachers.
- ❖ Supplemental or intervention materials mentioned included core program intervention kits, FCRR activities, Early Success reading program, Road to the Code activities, Benchmark StartUp Phonics, and Quick Reads.
- ❖ Many literacy teams indicated that assessment data was used to determine the focus of supplemental or intervention instruction so that each student’s individual needs were being met. The focus of supplemental or intervention instruction included phonics, phonemic awareness, fluency, comprehension, sight words, oral language, writing, vocabulary, response to literature, and the CMT.

<b># of Students involved in Student Focus/Tutoring Activities Per Month (n=173 monthly reports)</b>		
<b>Mean</b>	<b>Std. Dev.</b>	<b>Range</b>
49.9	48.8	0-268*

\*Some schools reported that all students were involved in daily interventions. This accounts for the large range of students involved in tutoring activities per month.

## School-Wide Literacy Activities

- ❖ On the monthly reports, 21 of the 22 schools described school-wide literacy activities. Examples of school-wide activities reported included:
  - Family activities including grandparents day, open houses, family nights, and school newsletters.
  - Incentive programs including a whole school reading incentive program, reading logs, Reading is Fundamental book distribution, student of the month assemblies, Governor’s reading challenge, and Aloha summer reading incentive program.
  - School-wide holiday or cultural activities including holiday performance of poems and songs, Martin Luther King Day celebrations, Hispanic Read Aloud day, family Halloween reading night, Christmas carol sing-along with music to read, and Halloween read aloud by staff.
  - School-wide displays including core program theme display and Reading First bulletin board display.
  - School-wide professional development including workshops and data teams.

## Other Activities – Examples

Schools reported a variety of activities in the “other” category. Examples included:

- ❖ Attendance at meetings by literacy team members
  - School improvement plan committee meetings,
  - SAT meetings, and
  - Literacy coaches meeting.
  
- ❖ District-related activities
  - District reading meetings attended by ILF,
  - Sharing of Reading First updates at district-wide administrative council meetings by the principal, and
  - Code instruction workshop conducted by the ILF for district staff.
  
- ❖ Organizational activities by facilitators
  - Leveling classroom library books,
  - Preparation of instructional materials for classroom use, and
  - Interviewing potential tutors.
  
- ❖ Professional development- related
  - Connecticut Reading Conference attended by facilitators,
  - Opportunity for teachers to visit another school to observe Kindergarten centers,
  - Facilitator attendance at Reading First video training with Gary Webster, and
  - Positive Behavior Support conference at UConn attended by facilitators.
  
- ❖ Student Focus
  - Guided support for Kindergarten students by the ILF,
  - Opportunity for students to read leveled text to the office staff, and
  - Opportunity for Grade 5 students to read to Kindergarten classes.

## Summary of School Monthly Report Open-Ended Responses

Each month literacy teams responded to a series of four open-ended questions on the monthly reports. Below are common responses to each of the questions.

### How was SBRR integrated into the team's work during the past month?

Reading First literacy team members described a variety of ways in which scientifically-based reading research (SBRR) was integrated into the team's work. Literacy team members reported supporting teachers in the use of SBRR-based instruction during coaching and modeling sessions, grade-level meetings, and professional development workshops. Team members also noted discussing SBRR during literacy team and planning meetings. Common activities related to SBRR that were cited by facilitators are described below.

#### Implementation or refinement of SBRR-based instructional strategies

Literacy teams often described assisting teachers with the implementation or refinement of specific instructional practices. Examples included:

- ❖ Conferencing with teachers on the topic of guided reading,
- ❖ Providing workshops on differentiation,
- ❖ Assisting teachers with the implementation of work stations aligned with core program objectives, and
- ❖ Discussing the small group instruction model with teachers.

#### Implementation or refinement of intervention programs

In some cases, literacy teams noted discussing SBRR when purchasing new intervention programs and several teams indicated the continued use of SBRR-based intervention materials. Teams also reported helping teachers, paraprofessionals, and tutors meet the needs of at-risk students including using assessment data to develop intervention plans and target specific skills. A few teams specifically noted that intervention instruction had become more systematic and targeted this year.

#### Instruction based on assessment data

Most literacy teams indicated that assessment administration, data analysis, and use of data to drive instruction were part of their SBRR-related professional development efforts. Examples included:

- ❖ Training teachers to administer the DIBELS and DRA assessments,
- ❖ Reviewing the data team process with teachers during grade-level meetings,
- ❖ Implementation of data teams during grade-level meetings or faculty meetings, and
- ❖ Helping teachers use assessment data to establish small groups and focus their instruction.

#### Integration of the "Fab 5"

Literacy team members reported providing professional development for staff members related to the "Fab 5" (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Specific examples included:

- ❖ Turn-keying of the comprehension and code modules,
- ❖ Helping teachers improve instruction related to the CMT strands,
- ❖ Modeling of phonemic awareness strategies for Kindergarten classrooms,
- ❖ Modeling of strategies for teaching Tier II vocabulary, and

- ❖ Training teachers on fluency activities from the ERRFTAC binder.

### Refined implementation of the core reading program

Team members reported continued efforts to help teachers refine and improve their delivery of the core reading program. Specific examples of support included:

- ❖ Training teachers on differentiating instruction using the core reading program,
- ❖ Observing and discussing the core program with new teachers,
- ❖ Helping teachers create strand 3 and 4 open-ended response questions based on core program texts, and
- ❖ Assisting teachers with the design of instructional programs for at-risk students using core materials.

Some literacy teams also noted analyzing the assessment data to identify weaknesses in the core program and helping teachers to refine their core program instruction based on this data.

## **How and what data was used by the team or by others to improve reading instruction?**

Each month, literacy team members described continued efforts related to the analysis and use of assessment data to drive instruction. Team members reported analyzing and discussing assessment data with teachers during workshops, grade-level meetings, coaching sessions, and data team meetings. Team members also noted working together as a team and with principals to review overall school progress and determine areas in need of improvement.

According to team members, a variety of assessments were administered by teachers or team members including DIBELS, DRA, PPVT, CMT, TerraNova, and district assessments. Other assessments noted included running records, 4Sight assessment, phonological awareness assessments, high frequency words (Dolch), Quick Phonics Screener, monthly writing scores, and the DSA. Literacy teams described a variety of ways the assessment results were utilized. Common examples included:

### Development of instructional and data team goals

In many schools, literacy teams reported that the team and teachers used data to develop instructional goals and plans for students. Examples included:

- ❖ Use of DIBELS, DRA, PPVT and core program data to plan for small group instruction in the additional literacy block,
- ❖ Use of the DSA to focus instruction in the skills block,
- ❖ Analysis of data to create instructional focus statements,
- ❖ Use of CMT vocabulary data to construct a list of Tier II words from the core program, and
- ❖ Use of DIBELS data to highlight the need for explicit instruction in phonemic awareness.

Many literacy teams also described the presence of data teams in their schools. Team members noted that data team goals were established based on assessment data and teachers continued to look at the progress of their students relative to the goals. Team members added that teachers were using the information from the data team process to implement effective strategies including strategies focused on at-risk and some-risk students.

### Grouping of students

Literacy team members reported that teachers and the team used assessment data including the DIBELS, DRA, running records, and spelling assessments to group and re-group students for explicit, small group reading

instruction. Specific examples included the use of the DRA and DIBELS to group students for guided reading, use of running records to place new students in guided reading, and administration of a spelling inventory to determine appropriate grouping of students for word work support.

#### Planning and monitoring intervention instruction

According to many teams, assessment data was used to identify students for intervention. Specific examples provided included the use of DIBELS data to identify students for tutoring; analysis of DIBELS, core program data, 4Sight scores and the Phonics Screener to identify students for tutoring; and the use of the Phonics Screener and the previous year's test results to determine students in need of intensive intervention.

Team members also reported helping teachers and tutors design focused interventions for identified students based on assessment data. Specific school examples including scheduling of intervention meetings with teachers to help them develop short-term goals and strategies for Tier II and III students; using the Susan Hall model when helping teachers and staff develop intervention plans; and use of DIBELS progress monitoring data to determine the effectiveness of intervention programs and refine instruction.

#### Professional development planning

A few teams noted utilizing assessment data when planning for professional development. One team analyzed the CMT data to identify focus areas for modeling instruction in comprehension and other teams mentioned the use of the DIBELS assessment when planning for conferencing, modeling, and coaching sessions with teachers.

#### Professional development offerings

Team members often reported offering professional development sessions for teachers and staff focused on the topic of assessment data. Examples included the presentation of strategies by the facilitators from *I've DIBELED Now What?* to help teachers use data results to create instructional plans for Tier II and III students; the opportunity for teachers to chart their assessment data during a staff meeting to identify intervention students; and providing a full day workshop for teachers on using data to differentiate phonics instruction.

### **Most notable accomplishments and outcomes**

Reading First literacy team members described a variety of notable accomplishments and outcomes on the monthly reports. Some of the common topics reported are described below.

#### Assessment administration

Many teams indicated that the timely completion of Reading First and district assessments had been an accomplishment and in some cases, teams noted that teachers had been trained to administer their own assessments. Successes related to DIBELS progress monitoring were also reported including increased progress monitoring of at-risk and some-risk students by teachers and use of this data to drive instruction. In some schools, teams indicated that the DRA had been successfully administered for the first time this year.

#### Assessment data: Access to data

Many literacy teams described their continued efforts to provide teachers with assessment data to help teachers plan appropriate instruction and intervention. One team specifically mentioned training their teachers to use the Connecticut Reading First database and another team reported providing teachers with a master spreadsheet of

the assessment data. According to team members, teachers had the opportunity to discuss data during formal data team meetings or grade-level meetings, and a few teams indicated that teachers were now taking the lead in facilitating data team meetings.

In addition to data teams, teams also described increased access to data through the display of data walls. Specific data walls described by team members included a school-wide data wall containing scores from the past two years, a data wall at each grade-level which helped each grade review students' progress regularly, and data walls prepared for the annual state-wide data showcase.

#### Assessment data: Use of data

According to several teams, the use of data to drive instruction had been a notable accomplishment. Teams described analyzing state and school data to examine their school's strengths and weaknesses, using data to determine professional development needs, and meeting with teachers to analyze and discuss their data. According to several teams, staff were also becoming more familiar with assessment data. Teams provided specific examples of how teachers were using data to drive instruction including using assessment data to group students, differentiate instruction, plan lessons, and report student progress to parents. The use of specific assessment data was often mentioned including use of the DRA scores to determine the focus for instruction, use of DIBELS scores to group students, and use of a developmental spelling assessment to plan for differentiated phonics instruction.

#### Core program instruction

Teams described continued efforts to help teachers refine their implementation of the core reading program and in some cases, teams noted specific successes related to the implementation of the program. Specific examples included:

- ❖ Increased use of literacy work stations focused on core program objectives,
- ❖ Incorporation of the core program vocabulary into instruction by the reading teacher,
- ❖ Improved student comprehension as a result of matching core program texts to the assessment measures in DRA2, and
- ❖ The training of new teachers in the core reading program.

Some facilitators also reported analyzing the core program weaknesses and helping teachers supplement the program in the identified areas.

#### Differentiated instruction

Several teams reported that teacher attendance at the state-level differentiated instruction workshops had been beneficial and noted that these teachers had successfully turn-keyed the information to their colleagues. In some cases, teams provided other successes related to differentiated instruction. Examples included:

- ❖ Progress by teachers in the area of differentiated literacy centers,
- ❖ Implementation of choice boards,
- ❖ Increased ability of teachers to use data for grouping and designing appropriate activities, and
- ❖ Development of lesson plans for differentiated instruction by grade-level teams.

### Expansion of Reading First

Some literacy teams described accomplishments related to the expansion of the Reading First initiative. Examples included district-wide implementation of the core reading program, presentation of a district-wide workshop by the facilitators focused on using the core program to differentiate instruction, collaboration between the Reading First facilitators and district staff in order to roll-out the code module, and implementation of a district-wide data team.

### Intervention instruction

Teams often reported an increased focus on intervention instruction this year and several teams noted specific accomplishments related to intervention instruction including:

- ❖ Delivery of small group intervention by certified tutors,
- ❖ Implementation of after school tutoring,
- ❖ A change in the tutors' schedules that resulted in more students' needs being met,
- ❖ Increased teacher involvement in interventions as a result of additional support in the classroom, and
- ❖ Use of a variety of SBRR-based intervention materials to meet student needs.

In many cases, teams indicated that intervention instruction was more focused this year, was being developed earlier than in previous years, and was more effectively meeting students' needs.

Reading First facilitators described supporting intervention instruction by training tutors, helping teachers to identify students, scheduling intervention instruction, assisting teachers with the progress monitoring of intervention students, and helping teachers use progress monitoring data to re-group students. In some schools, teams indicated that teachers were setting the objectives for tutoring sessions and there was ongoing communication among tutors, facilitators and teachers.

### Literacy centers/work stations and small group instruction

Team members frequently described assisting teachers with their literacy work stations or centers. Several teams indicated that the use of centers or work stations had increased in the classroom, and were more focused and differentiated. One team noted that a literacy center management display was in place in all classrooms. Literacy teams also reported specific successes related to teachers' delivery of small group instruction including:

- ❖ Increased use of explicit small group instruction,
- ❖ Increased use of flexible groups in order to better address student needs,
- ❖ Improved literacy instruction during guided reading, and
- ❖ Refinement of the rotation plan to support small group reading instruction.

A few teams also indicated that teachers began working with small groups much earlier this year than in the past.

### Materials

Some team members described successes related to materials and the classroom environment including the opportunity to distribute books to students for their home libraries, ordering of appropriate materials for Tier II and III students, ordering of informational text to support core program themes, and increased presence of word walls in the classrooms. A few teams also noted that teachers had re-organized their classroom libraries.



### Professional development

Team members often noted that professional development including workshops, study groups, grade-level meetings, and coaching sessions had been a success for the team. Specific examples mentioned by team members included holding “dine and discuss” study groups, implementing the Nancy Boyles coaching model, presenting the explicit small group instruction module, development of a regular schedule of modeling and coaching by the facilitators, scheduling of more consistent literacy team meetings, and presenting the comprehension module.

### School culture

A few team members reported that there had been increased collaboration among teachers this year. Teams indicated that there was a common language in the school and teachers were collaborating with each other especially around the topic of assessment data and differentiated instruction. In a few cases, team members also indicated that administrative support had been a success. Specific examples included principal support regarding the need for improved literacy centers, a requirement by the principal that progress monitoring scores be submitted in a timely manner, and principal involvement in regular walk-throughs.

### Student improvement

In several schools, team members offered comments regarding student progress and improvement in assessment scores. Some teams indicated that there had been an increase in the percentage of students who attained benchmark on specific DIBELS subtests or the DRA when compared to previous years. Several schools also highlighted the progress of students who were receiving intervention instruction.

### Teaching the “Fab 5”

A few teams provided specific examples of improvements related to the teaching of the “Fab 5”. Examples included:

- ❖ Use of comprehension strategies and graphic organizers by teachers as a result of the comprehension module,
- ❖ More systematic use of the phonics code by teachers,
- ❖ More focused comprehension instruction based on DRA2 results, and
- ❖ Writing of open-ended responses to high level comprehension questions by students as a result of improved comprehension instruction.

### Technology

In a few cases, members reported successes related to the use of technology. Examples included completion of an instructional video by the facilitators to be used for professional development, creation of a CD on guided reading by the facilitators, and creation of a video by the facilitators showing a teacher incorporating the comprehension strands into a core program lesson. One team indicated that they had created four literacy videos as a result of the Reading First training and were hoping to expand the collection. In some cases, team members reported that teachers were becoming more accepting of videotaping and were using videos of their lessons to guide and impact their instruction.

## What were the greatest challenges? How were those challenges addressed?

On the monthly reports, literacy teams described the greatest challenges they had faced during the month and how they worked to address those challenges. Some of the common themes are described below.

### Assessments

Literacy teams in a number of schools reported that the time required to administer assessments, the multiple assessments required by the district and Reading First, and the instructional time lost as a result of assessments were challenges they encountered. In some cases, literacy teams described how they worked to address these challenges. Examples included precise scheduling, the adjustment of the External Literacy Facilitators' (ELF) hours in order to assist with assessment administration, planning for assessments early, and the hiring of substitutes by the district so teachers could administer their own assessments.

Other challenges related to assessment administration included:

- ❖ The number of students who transferred into the district after DIBELS was completed,
- ❖ Administering the DRA for the first time,
- ❖ Encouraging teachers to facilitate the data teams, and
- ❖ Implementation of consistent progress monitoring by teachers.

### Instructional challenges

In some cases, teams reported that teachers were having difficulty implementing some of the initiatives that had been targeted during professional development. Examples of areas where some teachers needed continued assistance included:

- ❖ Setting up literacy centers with authentic activities,
- ❖ Differentiating centers to meet student needs,
- ❖ Aligning centers with the objectives taught in the core reading program,
- ❖ Adjusting groups based on data,
- ❖ Designing differentiated lessons based on data,
- ❖ Implementing appropriate independent work, and
- ❖ Modifying the scripted lesson plans based on students' needs.

Other challenges noted by facilitators included the need for daily implementation of guided reading by all teachers, more consistent implementation of the core reading program across all classrooms, and the need for increased teacher planning for instruction.

Literacy teams often noted that they had focused their professional development efforts on the instructional challenges they observed in the classrooms. Specific examples included providing a literacy center "make-and-take" session for teachers, conducting a workshop on guided reading planning, providing a workshop on differentiated instruction, coaching and modeling on the topic of differentiated instruction, and implementation of an observation form which reflected administration's concerns and the observations of the facilitators.

### Intervention instruction

Literacy teams described continued efforts to modify and enhance the intervention services being provided for struggling readers. Teams reported the challenges they encountered when working to improve intervention services including:

- ❖ Appropriately identifying students for intervention,
- ❖ Determining the appropriate model for service delivery,
- ❖ Providing additional support when class size limited the amount of time teachers had to support students,
- ❖ Addressing the large number of students in need of intervention,
- ❖ The need for additional tutors,
- ❖ Finding time for tutors and teachers to communicate, and
- ❖ Monitoring the tutors to ensure that modifications were being implemented properly.

When discussing intervention challenges, some teams provided examples of how they were able to address the challenges they faced including:

- ❖ Inviting tutors to grade-level meetings so the progress of students could be discussed,
- ❖ Creating a communication log for tutors and teachers to utilize,
- ❖ Working with the district to hire additional tutors,
- ❖ Utilizing the DIBELS handbook for guidance regarding the placement of children in intervention,
- ❖ Meeting with the district coordinator to discuss appropriate materials,
- ❖ Scheduling the core program consultant to provide an in-service on the core intervention program, and
- ❖ Working as a literacy team to address the criteria for intervention and the models of service delivery.

### Materials

A few teams indicated challenges related to materials including the need for a wider range of text in all classroom libraries. Some teams also noted that the amount of time facilitators needed to spend organizing and delivering materials was challenging. One school addressed these challenges by creating a rubric to assess each classroom library's strengths and weaknesses and then using the rubric results to purchase materials.

Some teams also reported challenges associated with the core program materials. One team specifically reported needing to supplement the program in order to meet students' needs and another school discussed the challenges associated with implementing the Spanish version of the core program.

### Multiple school and district initiatives

Some teams noted that there were multiple school and district initiatives in addition to Reading First which made it difficult to balance grant-related priorities. In some cases, teams reported that it was challenging to effectively roll out the Reading First instructional strategies in their schools while also attending the state-level Reading First workshops, assisting with the administration of assessments, and helping teachers implement the district initiatives. Teams also indicated that teachers felt overwhelmed with the number of initiatives.

### Professional development

Literacy teams noted various challenges related to delivering professional development. In some cases, teams indicated challenges specifically related to coaching teachers such as finding time to coach all teachers, finding a way to systemize the coaching process, scheduling time for teachers to participate in reflection, and coaching

resistant teachers. Literacy teams also frequently noted challenges related to scheduling such as scheduling time for teachers to collaborate and scheduling coverage for teachers so they could attend professional development. Other challenges included implementing data teams with teachers who were resistant to the process, balancing the range of abilities and understanding levels of teachers, a lack of teacher interest in study groups offered by the team, and limited professional development time due to multiple initiatives.

In a few cases, team members described how they addressed their professional development challenges. Examples included hiring qualified substitutes to take over the class while teachers met with the facilitators; coaching individual teachers who were willing to meet during prep time, before school or after school; and discussing the calendar of events at the first literacy team meeting of every month to ensure the best utilization of the schedule.

### Staff Turnover

Literacy team members in some schools reported that the participation of individuals who were new to schools, including administrators and Reading First facilitators, presented a challenge to Reading First efforts. In a few schools, teams indicated that one of the facilitators was out on extended leave which was a challenge for the school or the facilitators were new and needed time to learn the core program and staff. Several teams also reported that there were many teachers new to the school or grade level that needed to be trained in the Reading First initiatives including the core program, assessments, and use of data to drive instruction.

### Teacher resistance, buy-in and follow through

In several schools, literacy team members noted that a few of the teachers were resistant to coaching, modeling and observations by the literacy team or did not follow through on specific changes that were part of the coaching discussions. Some literacy teams added that it was difficult to motivate teachers to change when they did not fully agree with the tenets of Reading First. Several teams reported that they were still in the process of helping some teachers take ownership of the assessment data and use data as a tool to improve instruction.

Literacy teams described addressing the challenge of teacher resistance in a variety of ways. Examples included working with willing teachers in hopes that the other teachers would begin to see the benefits, reviewing the facilitators' job description with the teachers so they understood the role of the facilitators, utilizing the Nancy Boyles and Lynn Nevins coaching models when training resistant teachers, adding teacher representatives to the literacy team to promote teacher input, and brainstorming with the state liaison and principals.

**Appendix I**  
**Weekly Facilitator Log and Instructions**  
**and**  
**2006-2007 Weekly Facilitator Log Summaries**

## CT Reading First Facilitator Weekly Log Instructions

Please submit weekly logs by e-mail to Glen Martin Associates, Attn: Elizabeth Moore, [emoore@glenmartinassociates.com](mailto:emoore@glenmartinassociates.com). These logs document your activities as part of CT Reading First; the number of hours reported may exceed the contracted hours spent within the school. Please report in decimal format and in no less than quarter-hour increments. (.25, 1.25, .50, etc.) The Excel spreadsheet automatically calculates total hours. Enter CT Reading First topic, activity and grade-level information for general activity categories in the cell below daily time input cells.

### Activity Categories

<b>Reading First Planning</b>	Includes planning activities directly related to Reading First implementation.
<b>Reading First Literacy Team Meetings</b>	Includes CT Reading First team meetings at the school level.
<b>Conferencing</b>	Includes team members meeting with staff one-to-one or in small groups to address specific concerns/questions about literacy instruction. This is not formal coaching or modeling.
<b>Coaching</b>	Includes one-to-one and small group coaching of teachers.
<b>Modeling Instruction</b>	Formal modeling of instruction in classrooms with students.
<b>Observing Instruction</b>	Formal/informal observation of instruction.
<b>Study Groups: Attending Only or Facilitating/Presenting</b>	Includes activities described as study groups with a literacy focus, but not as formal PD specifically. Record as either <u>attending only</u> or <u>facilitating/presenting</u> .
<b>Grade-Level Meetings with Literacy Focus: Attending Only or Facilitating/Presenting</b>	Includes activities described as grade-level meetings with a literacy focus, but not as formal PD specifically. Topics may be multiple. Record as either <u>attending only</u> or <u>facilitating/presenting</u> .
<b>Workshops/ Training: Attending Only or School-based Facilitating/Presenting</b>	Includes workshops and training for <u>teachers or other educators in your school</u> . Record as either <u>attending only</u> or <u>facilitating/presenting</u> . Attending Only also includes CT Reading First workshops, the CRA Conference, and other professional development attended as part of Reading First. Please note in comment cell.
<b>Resource/Research Dissemination</b>	Sharing articles, websites, other resources (researching and obtaining resources to be disseminated should be included in the planning category).
<b>Reading First Assessment Related</b>	Includes training for PVVT III, DIBELS, DRA and TerraNova assessment implementation, use of assessment data and administration of assessments. (Does not include activities described as coaching, modeling, study groups or grade-level meetings that may have addressed assessment as one of the topics.)
<b>Reading First Evaluation Data Collection (ELLCO, reports, etc.)</b>	Includes coordination, collection, completion and submission of CT Reading First evaluation data, such as the ELLCO, Monthly School Activity Reports, Educator Surveys.
<b>Community Outreach/Family Activities</b>	Includes activities with community organizations, outreach to community groups, families etc. regarding literacy.
<b>School-wide Activities with a Literacy Focus</b>	Includes school-wide and grade-level activities where a literacy focus was intended.
<b>OTHER</b>	Describe any activity that does not fit in the above categories.

## CT Reading First Facilitator Weekly Log

Name: \_\_\_\_\_

School: \_\_\_\_\_

Week of:   /  /  

Indicate the number of hours spent each day on the following Reading First activities.

Please report in decimal format and in quarter-hour increments or greater. (.25, 1.25, .50, etc.)

Activity Category	Mon.	Tues.	Wed.	Thurs.	Fri.	Total
Reading First Planning						0.00
Topics:						
Reading First Literacy Team Meetings						0.00
Topics/grade levels:						
Conferencing (informal)						0.00
Topics/grade levels:						
Coaching (1 to 1 and small group teacher coaching)						0.00
Topics/grade levels:						
Modeling (modeling instruction in classroom setting)						0.00
Topics/grade levels:						
Observing Instruction						0.00
Topics/grade levels:						
Study Groups - Attending only						0.00
Topics/grade levels:						
Study Groups - Facilitating/Presenting						0.00
Topics/grade levels:						
Grade-Level Meetings - Attending only						0.00
Topics/grade levels:						
Grade-Level Meetings - Facilitating/Presenting						0.00
Topics/grade levels:						
Workshops/Training - Attending only						0.00
Topics/grade levels:						
School-based Workshops/Training - Facilitating/Presenting						0.00
Topics/grade levels:						
Resource/Research Dissemination						0.00
Topics/grade levels:						

<b>Reading First Assessment-Related Activity</b>						0.00
Type of activity/grade levels:						
<b>Reading First Evaluation Data Collection (ELLCO, reports, etc.)</b>						0.00
Type of activity/grade levels:						
<b>Community Outreach/Family/Parent</b>						0.00
Type of activity/topics/grade levels:						
<b>School-wide activities with Literacy Focus</b>						0.00
Type of activity/topics/grade levels:						
<b>Other:</b>						0.00
Type of activity/topics/grade levels:						
<b>Other:</b>						0.00
Type of activity/topics/grade levels:						
<b>TOTAL HOURS</b>	0.00	0.00	0.00	0.00	0.00	0.00



## CT Reading First Internal Facilitator Log Summary

**2006-2007**

The following is a summary of information reported by Internal Facilitators as part of their weekly logs of activity in the CT Reading First schools. The data represents the reported time spent on CT Reading First by activity category. This summary includes up to 44 weeks of activity through the week of June 25<sup>th</sup>. The number of logs submitted in June varied widely among facilitators. Fourteen facilitators, 61%, submitted complete responses through the week of May 28<sup>th</sup>, 5 facilitators had 1-2 logs missing and 4 facilitators had 8 or more missing logs (excluding the month of June logs).

### Internal Facilitator CT Reading First Activity Participation

Activities	Description	# Hours	% Total
<b>Reading First Planning</b>	Includes planning activities directly related to Reading First implementation.	3,688.1	16.4%
<b>Reading First Assessment-Related</b>	Includes training for PPVT III, DIBELS, DRA, and TerraNova assessment implementation; use of assessment data; and administration of assessments. (Does not include activities described as coaching, modeling, study groups, or grade level meetings which may have addressed assessment as one of the topics.)	3,252.3	14.5%
<b>Workshops/Training: Attending Only</b>	Includes workshops and training for <u>teachers or other educators in the school</u> . Also includes CT Reading First workshops, the CRA Conference, and other professional development attended as part of Reading First.	3,047.3	13.6%
<b>Conferencing (Informal)</b>	Includes meeting with staff one-to-one or in small groups to address specific concerns/questions about literacy instruction. This is not formal coaching or modeling.	1,761.4	7.8%
<b>Modeling Instruction</b>	Formal modeling of instruction in classrooms with students.	1,219.1	5.4%
<b>Observing Instruction</b>	Formal and informal observation of instruction.	1,132.9	5.0%
<b>Coaching</b>	Includes one-to-one and small group coaching of teachers.	950.9	4.2%
<b>Grade-Level Meeting with Literacy Focus: Facilitating/Presenting</b>	Includes activities described as grade-level meetings with a literacy focus, but not as formal PD.	787.8	3.5%
<b>Reading First Literacy Team Meetings</b>	Includes CT Reading First team meetings at the school level.	768.1	3.4%
<b>Resource/Research Dissemination</b>	Sharing articles, websites, and other resources.	561.2	2.5%
<b>Workshops/Training (School-Based): Facilitating/Presenting</b>	Includes workshops and training for <u>teachers or other educators in the school</u> .	426.5	1.9%
<b>Reading First Evaluation Data Collection (ELLCO, Reports, Etc.)</b>	Includes coordination, collection, completion, and submission of CT Reading First evaluation data requirements such as the ELLCO, Monthly School Activity Reports, and the Educator Survey.	419.6	1.9%
<b>School-Wide Activities with a Literacy Focus</b>	Includes school-wide and grade-level activities with a literacy focus.	344.6	1.5%
<b>Community Outreach/Family Activities</b>	Includes activities with community organizations, outreach to community groups, and family activities regarding literacy.	223.3	1.0%
<b>Grade-Level Meetings with Literacy Focus: Attending Only</b>	Includes activities described as grade-level meetings with a literacy focus, but not as formal PD.	219.2	1.0%
<b>Study Groups: Facilitating/Presenting</b>	Includes activities described as study groups with a literacy focus, but not as formal PD.	85.5	0.4%
<b>Study Groups: Attending Only</b>	Includes activities described as study groups with a literacy focus, but not as formal PD.	16.5	0.1%
<b>Other</b>	Examples reported included unpacking and organizing materials, literacy research, attendance at PPT meetings, attendance at district meetings, email correspondence, working with the data clerk, and meeting with the liaison. ("Other" entries were not re-categorized for this report.)	3,566.9	15.9%
<b>Total</b>		22,472.4	100.0%

# CT Reading First External Facilitator Log Summary

2006-2007

The following is a summary of information reported by External Facilitators as part of their weekly logs of activity in the CT Reading First schools. The data represents the reported time spent on CT Reading First by activity category. This summary includes up to 44 weeks of activity through the week of June 25<sup>th</sup>. The number of logs submitted in June varied widely among facilitators. Twelve facilitators, 55%, submitted complete responses through the week of May 28<sup>th</sup>. The number of logs missing from the remaining 10 facilitators, ranged from 1 to 5 weekly logs (excluding the month of June logs).

## External Facilitator CT Reading First Activity Participation

Activities	Description	# Hours	% Total
<b>Reading First Assessment-Related</b>	Includes training for PPVT III, DIBELS, DRA, and TerraNova assessment implementation; use of assessment data; and administration of assessments. (Does not include activities described as coaching, modeling, study groups, or grade level meetings which may have addressed assessment as one of the topics.)	2,416.5	14.9%
<b>Workshops/Training: Attending Only</b>	Includes workshops and training for <u>teachers or other educators in the school</u> . Also includes CT Reading First workshops, the CRA Conference, and other professional development attended as part of Reading First.	2,193.3	13.5%
<b>Reading First Planning</b>	Includes planning activities directly related to Reading First implementation.	2,041.0	12.5%
<b>Reading First Evaluation Data Collection (ELLCO, Reports, Etc.)</b>	Includes coordination, collection, completion, and submission of CT Reading First evaluation data requirements such as the ELLCO, Monthly School Activity Reports, and the Educator Survey.	1,095.5	6.7%
<b>Conferencing (Informal)</b>	Includes meeting with staff one-to-one or in small groups to address specific concerns/questions about literacy instruction. This is not formal coaching or modeling.	985.8	6.1%
<b>Observing Instruction</b>	Formal and informal observation of instruction.	942.3	5.8%
<b>Reading First Literacy Team Meetings</b>	Includes CT Reading First team meetings at the school level.	928.5	5.7%
<b>Coaching</b>	Includes one-to-one and small group coaching of teachers.	834.9	5.1%
<b>Grade-Level Meetings with Literacy Focus: Facilitating/Presenting</b>	Includes activities described as grade-level meetings with a literacy focus, but not as formal PD.	692.4	4.3%
<b>Modeling Instruction</b>	Formal modeling of instruction in classrooms with students.	672.3	4.1%
<b>Resource/Research Dissemination</b>	Sharing articles, websites, and other resources.	615.5	3.8%
<b>Workshops/Training (School-Based): Facilitating/Presenting</b>	Includes workshops and training for <u>teachers or other educators in the school</u> .	369.0	2.3%
<b>Grade-Level Meetings with Literacy Focus: Attending Only</b>	Includes activities described as grade-level meetings with a literacy focus, but not as formal PD.	134.5	0.8%
<b>School-Wide Activities with a Literacy Focus</b>	Includes school-wide and grade-level activities with a literacy focus.	117.0	0.7%
<b>Study Groups: Facilitating/Presenting</b>	Includes activities described as study groups with a literacy focus, but not as formal PD.	98.3	0.6%
<b>Community Outreach/Family Activities</b>	Includes activities with community organizations, outreach to community groups, and family activities regarding literacy.	88.5	0.5%
<b>Study Groups: Attending Only</b>	Includes activities described as study groups with a literacy focus, but not as formal PD.	7.3	0.5%
<b>Other</b>	Examples reported included unpacking and organizing materials, literacy research, attendance at PPT meetings, attendance at district meetings, email correspondence, working with the data clerk, and meeting with the liaison. ("Other" entries were not re-categorized for this report.)	2,025.5	12.5%
<b>Total</b>		<b>16,267.0</b>	<b>100.0%</b>

**Appendix J**  
**2007 Focus Group and Interview Summary**

## **CT Reading First 2006-2007**

### **Focus Group and Interview Summary**

During the spring of 2007, the evaluation team conducted several focus groups and interviews to gather descriptive information and examine participants' perceptions related to the Reading First initiative. The evaluation team selected seven Reading First schools to participate in the annual CT Reading First site visits. The schools were selected by a) randomly selecting one school per district in those districts with multiple Reading First schools (reducing the number of eligible schools from 22 to 15) and then b) randomly selecting seven schools from the list of 15 to participate in the visits. This process ensured that the schools selected represented different districts. The following interviews and focus groups were conducted with each of the selected schools:

- 1) ***Teacher Focus Groups:*** Two teachers per grade level (K-3) were invited by the evaluator to participate in the teacher focus groups at each of the seven schools. A total of 52 classroom teachers participated in the teacher focus groups.
- 2) ***Literacy Team Focus Groups:*** The participants in the literacy team focus group varied by school. In all cases, the focus group included the Reading First External Literacy Facilitator (ELF) and the Internal Literacy Facilitator (ILF). In some cases, other staff members also participated including speech language pathologists, reading teachers, ESL teachers, and special education teachers. A total of 26 literacy team members participated in the focus groups.
- 3) ***Principal Interviews:*** Principal interviews were conducted on-site at each of the seven schools. In some cases, the assistant principal also participated in the interview. A total of 12 principals (including assistant principals) participated in the interviews.
- 4) ***District Coordinator Phone Interviews:*** Phone interviews were conducted with the district coordinators of the seven selected Reading First schools. In some cases, the phone interviews included multiple district staff members. A total of 10 district staff members participated in the interviews.
- 5) ***Liaison Phone Interviews:*** A brief phone interview was conducted with each of the seven schools' assigned Reading First liaison.

At the end of the 2006-2007 school year the evaluation team also conducted project-wide focus groups to gather the insights of administrators and facilitators across all Reading First schools. The project-wide focus groups also allowed participants to share successes and challenges with each other. Focus groups were held with 1) Principals, 2) District Coordinators, 3) External Literacy Facilitators, and 4) Internal Literacy Facilitators.

Focus group and interview protocols were developed by the evaluation team in advance but participants were also given the opportunity to discuss ideas, issues, and concerns not

initiated by the focus group questions. An advantage of using flexible open-ended questions is that it allows for a variety of responses, but elicits “what is on the interviewee’s mind as opposed to what the interviewer suspects is on the interviewee’s mind” (Krueger, 1994). Participants were assured that any reports generated from the information obtained in the interviews and focus groups would not identify them, thus preserving their anonymity and assuring data confidentiality.

Once the focus groups and interviews were complete, the evaluation team analyzed the notes from the sessions to capture common themes. The summary below describes significant themes that emerged from the focus groups and interviews.

***Theme: The use of assessment data to drive instruction has become a central focus in the Reading First schools.***

In focus groups, many teachers described using assessment data to guide their literacy instruction, including using data to identify student strengths and weaknesses, determine the need for supplemental and intervention instruction, and establish and modify student groups. Teachers indicated that they utilized a variety of assessments including DIBELS, DRA, core program, and district assessments to target their instruction. In many cases, teachers reported working with the facilitators and their colleagues to analyze data during grade-level, data team, and intervention meetings.

Many Reading First facilitators, principals, and district coordinators also emphasized the vital role data played in targeting instruction to meet student needs, and indicated that each year teachers’ ability to use data improved. Several facilitators noted that teachers were more enthusiastic about data as a result of an increase in student scores. Facilitators commented that data provided teachers with tangible results and noted that it was empowering for teachers to see student improvement as a result of targeted instruction. Several participants reported that even when student scores did not improve, teachers were receptive to discussing data, were focused on identifying and addressing students’ weaknesses, and were using various assessments to drive their instruction.

Facilitators, principals and district coordinators often mentioned assisting teachers with the analysis of data and also noted meeting with each other regularly to discuss data and determine the need for instructional changes. Some facilitators reported conducting a rigorous analysis of data to determine areas in which there needed to be a school, grade-level, classroom or individual student focus and many participants indicated that the use of data had been brought to a more sophisticated level. Examples provided by participants included increased progress monitoring, the creation of master data spreadsheets to allow for the triangulation of data, and/or the development or implementation of additional assessments. Several participants also described the increased use of data walls. One district coordinator remarked that it was the “year of the data wall.” Participants commented that the data walls were powerful because they allowed teachers to see the movement of students.

Although the use of data was often noted as a success, several focus group participants also mentioned that it was a learning process. One participant indicated that teachers could be

conducting a “deeper analysis” of the data. Other participants reported that there could be an increased display of data and the administration of DIBELS progress monitoring and running records could be more consistent. In a few cases, facilitators and principals also acknowledged that although successful, the data teams had been slow to get started and it had been difficult to get some teachers on board with the data team process.

***Theme: The amount of time devoted to assessments remains a concern in the Reading First schools, as well as the usefulness of particular assessments.***

Although focus group participants recognized the benefits of assessments, they often emphasized their concerns regarding the amount of assessments and the resulting loss of instructional time. As one teacher remarked, “Assessment is necessary but we are saturated and we are stressing out the kids.” Another teacher noted “I do think data can drive instruction, but it is excessive.”

Many teachers indicated that they lost instructional time due to testing, testing interrupted the flow of teaching, and support services often stopped during testing periods to allow staff to assist with assessments. Reading First facilitators echoed teachers concerns related to the amount of assessments, noting that assessments interrupted the momentum that had been created with regard to instruction, support services, and coaching and modeling. Some facilitators also reported that their school had implemented the DRA assessment for the first time this year which had been challenging. One facilitator remarked that it had been a “monumental task” to train teachers to administer the DRA for the first time.

In addition to the amount of assessments, several focus group participants expressed concerns regarding the validity or usefulness of particular assessments. Some teachers commented that particular assessments did not present an accurate picture of student ability and several literacy teams noted that a few assessments, such as the TerraNova and PPVT, were not utilized for instructional purposes. Some teams expressed a desire for guidance on how to use these assessments to drive instruction and clarification regarding the correlation between the various assessments including DIBELS and CMT, and CMT and TerraNova. Several participants also indicated concerns related to testing Spanish-speaking students in English and noted that the assessment results for these students did not accurately represent their abilities.

Many teachers and facilitators emphasized the need for a coordinated effort between Reading First, the state, and districts to streamline the assessments in order to avoid testing children multiple times on the same or similar skills. With regard to assessments, one teacher remarked, “The powers that be at the state have to really listen to what teachers are saying.” Teachers also noted concerns regarding the pressure assessments were placing on students with one teacher commenting, “Kids feel overwhelmed, they need enjoyment of reading and learning, we shouldn’t raise test takers but lifelong learners.” In a few cases, literacy teams reported that the district had relieved the Reading First schools of some of the required district assessments but noted that teachers were still overburdened with the amount of testing. Several participants indicated that the volume of testing made it difficult to find the time to analyze and use all of the data while also balancing daily instruction.

***Theme: The Reading First schools have continued to refine their implementation of the core reading program, recognizing both the strengths and weaknesses of the program.***

Focus group participants, including teachers and Reading First facilitators, often noted that the core reading program was a tool or framework for instruction with areas of both strength and weakness. Participants frequently mentioned that a benefit of the core program was the consistency it provided in the school and the common language it created. According to several focus group participants, the presence of the core program enhanced teacher collaboration and facilitated collaboration between teachers and support personnel. Participants also frequently reported that the core program provided teachers with an abundance of resources and an organized structure for literacy instruction. Several participants described the program as teacher friendly.

Although the core program was viewed as beneficial by many participants, they also indicated the challenges associated with the program. Some of the challenges noted included a need for more resources including Spanish materials and higher and lower level materials; and a need to enhance areas of the program including the vocabulary, comprehension, phonics and writing components. Several literacy teams reported that a focus for the team this year had been to analyze the weaknesses of the core program and develop plans to enhance those areas. Examples provided included helping teachers to develop higher level questions for each of the core program stories or supplementing the phonics portion with additional materials. The extent of modifications to the core program seemed to vary by the school and core program utilized.

In all schools visited, the core program had been used by the school for several years, allowing schools the opportunity to begin to identify and address the challenges of the program. Several teachers indicated that the use of a consistent program made it easier for them to improve and refine their implementation. Teachers described making modifications to portions of the program and being less rigid in their implementation, with one teacher remarking, "Every year you find more and add more." Several Reading First facilitators and principals also commented on teachers' increased expertise with the core program, remarking that teachers were more comfortable using the program and were now modifying the program to incorporate additional strategies and materials.

Although many teachers reported incorporating additional strategies and materials into the core program, several teachers expressed a desire for the program to be more flexible. Some teachers indicated there was a lack of time for re-teachable moments and felt there needed to be more time devoted to the teaching of each strategy. Some facilitators reported assisting teachers in this area by emphasizing the importance of teaching to mastery rather than relying only on the core program structure. However, several facilitators also acknowledged it was a learning process for teachers and reported that beginning teachers often strictly followed the program until they were comfortable with all of the components. In few cases, participants noted that teachers feared to deviate from the program as a result of messages from school leadership or Reading First personnel regarding the importance of fidelity to the core program. These participants commented that this strict adherence to the program sometimes resulted in the loss of good teaching. In some cases, participants indicated the need to continue to balance core

fidelity and best practices, and several participants reported plans to refine their schools' implementation of the core program.

***Theme: The Reading First schools are in the process of refining intervention instruction and would like continued support from Reading First in this area.***

Focus group participants described the delivery of intervention instruction in their schools which included the use of new or existing supplemental materials, a focus on differentiated instruction in the classroom, and delivery of intervention instruction by tutors, paraprofessionals, reading teachers, special education teachers, or the classroom teacher. The availability of support staff, the materials used for intervention, and the frequency and structure of intervention varied between Reading First schools. However, overall, participants across schools described a common focus on intervention instruction this year. Several participants noted that they had worked together as a school team to determine the most effective criteria for identifying intervention students, as well as the most effective structure for intervention services.

Focus group participants frequently mentioned that assessment data had been utilized to create flexible intervention groups and to target instruction based on specific student needs. In some cases, teachers and facilitators noted meeting regularly to analyze data and set goals for intervention students. In addition to the increased use of assessment data, some schools also described other intervention-related changes including a decrease in the number of students per tutoring group, the redesign of the Grade 3 intervention program to include more progress monitoring and targeted instruction (based on the 95 Percent Group model), a change in the assignment of paraprofessionals to classrooms, and an increase in the frequency of progress monitoring. As a result of the increased focus on intervention, participants often reported intervention-related successes. Examples included the following:

- ❖ Increased communication between support staff and teachers;
- ❖ Delivery of more targeted intervention instruction by teachers and staff;
- ❖ Increased alignment of intervention and classroom instruction;
- ❖ Increased teacher understanding and involvement in intervention instruction; and
- ❖ Delivery of differentiated intervention instruction to address student needs.

Although intervention instruction was refined in many of the Reading First schools, several teachers reported that meeting the needs of struggling students could be improved if they had more support in the classroom or if their support was more consistent. In some instances, teachers noted that their support personnel were often pulled to assist with assessments or to provide classroom coverage. Some teachers also suggested the need for more tutors including tutors who could assist students with the transition from Spanish to English.

Literacy teams and principals also frequently noted the challenges of intervention instruction including scheduling difficulties and the difficulty of determining the most appropriate criteria for identifying Tier III students. One team noted that the number of identified intervention students in their school was a challenge and reported plans to refine their Tier I instruction in hopes of decreasing the number of students in need of intervention. Many participants reported that the structure of intervention instruction was a work in progress and noted that Tier II and III instruction would continue to be a focus next year. A few participants



suggested the need for continued assistance from liaisons in this area including the recommendation that the state offer a collaborative session focused on intervention for the Reading First facilitators, principals, and district coordinators.

***Theme: Staffing changes are a constant in many of the Reading First schools and in some cases, impact Reading First initiatives.***

During focus groups, participants often mentioned the challenges related to staff turnover including the time needed for new teachers and administrators to become accustomed to Reading First and the core program. Many facilitators reported spending a large amount of time coaching new staff including training them to administer and use the assessments, and assisting them with core program implementation. Facilitators noted the difficulties of balancing the professional development needs of all staff members with the limited time available, including the veteran teachers who would benefit from assistance in higher level areas such as data analysis and differentiated instruction, and the new teachers who needed more assistance with the basic components of Reading First. Several principals and district coordinators also acknowledged this challenge, with one district coordinator stating that the school and district often felt like they were playing “catch-up” as a result of staff changes.

Several focus group participants also reported challenges associated with changes in Reading First facilitators or the difficulties created when a facilitator was out on extended leave. According to participants, a new facilitator needed time to learn the culture of the school and to develop rapport with the teachers, which affected the level of assistance they could provide at the beginning of the year. In cases where a facilitator was out on leave, some facilitators reported that the level of assistance provided to teachers was also affected. Facilitators noted that the remaining facilitator often had to assume the additional responsibilities. Facilitators emphasized the importance of the district or the state filling the position quickly with a substitute so that the level of disruption could be minimized.

***Theme: Multiple Reading First initiatives or conflicting district and Reading First initiatives often contributed to time management concerns.***

An underlying theme present in many of the focus groups was a concern related to time management. Several teachers noted that many expectations were put on both the teachers and the students and as a result, the teachers were often rushing to try to fit all the must-dos into their day. Some teachers noted that the literacy block was too tightly scheduled resulting in a lack of time to revisit strategies, incorporate silent reading, or implement new ideas from workshops. Teachers also indicated that students didn't have time for recess and teachers had less time to devote to other subjects such as math and science. One teacher commented that there needed to be a “happier balance” between literacy and the other content areas.

Some teachers indicated that there were multiple initiatives in their school and district which resulted in teachers feeling overwhelmed. One teacher commented, “With the multiple initiatives, I am not sure we're doing anything as well as we could. I'm concerned that we are going to start shortcutting and condensing.” In another school, teachers noted that in order to implement another initiative, everything that were must-do's in the core program the year before

were now optional or had to be implemented in less time. Teachers expressed the need for consistent messages and more time to perfect the initiatives currently in place. As one teacher noted, “Give us time to work with it, don’t change to something else.”

Several Reading First facilitators also noted concerns related to multiple Reading First initiatives or conflicting initiatives. In many cases, facilitators recommended that Reading First focus on the professional development provided during the previous years to allow schools time to refine their implementation of the strategies. One facilitator commented that they needed time to concentrate on effectiveness which was sometimes overshadowed by the emphasis on implementation. Several facilitators noted needing more time to go in-depth with the strategies and to follow-up with teachers regarding implementation. Facilitators added that the strategies would not be sustained if teachers did not have the time to reflect on the strategies and refine their implementation.

Several facilitators, principals, and district coordinators emphasized the importance of the alignment of Reading First and district initiatives. Some participants reported that their districts were working to align their initiatives with Reading First including incorporating Reading First initiatives into the district improvement plan. However, other participants noted concerns that teachers were being bombarded with multiple initiatives, and initiatives were not being rolled out as effectively as they could due to a lack of time for follow-up professional development. Several participants indicated that multiple initiatives, even when aligned, were challenging due to the limited time available to train teachers.

***Theme: Reading First has promoted collaboration in schools but time for collaboration is often limited. Reading First staff would benefit from increased opportunities for collaboration during school and state-level professional development.***

Many focus group and interview participants reported that there was an atmosphere of collaboration and a sense of community in the Reading First schools. Several participants noted that the core program created a common language, allowing for increased teacher collaboration. Some teachers and facilitators described ways their schools had incorporated collaboration into professional development efforts including providing teachers time to analyze data and plan instruction together, offering full-day workshops that allowed time for grade-level collaboration, and providing study groups or workshops where teachers could create activities together and share strategies. Several participants also noted that Reading First strengthened literacy teams in the schools, resulting in a strong team of individuals who regularly collaborated regarding literacy instruction. In some instances, participants indicated that the Reading First team was solid from the beginning while others reported that it had taken some time for team members to develop rapport and learn how to operate most effectively within the school system.

Although teacher collaboration increased as a result of Reading First, many participants acknowledged that the time scheduled for collaboration was often limited. Several teachers felt they would benefit from increased opportunities for teacher collaboration and make-and-take sessions. In a few cases, teachers noted that they were not provided time to collaborate during grade-level meetings which resulted in structured meetings that were often stressful. Teachers emphasized the importance of grade-level meetings that promoted a culture of sharing and

collaboration. Several facilitators also recognized the need for more collaborative teacher sessions but noted the difficulties of finding the time to offer these sessions. In some cases, facilitators expressed frustrations related to the lack of professional development time and indicated that having more time built into the school schedule would allow for more sharing and reflection.

Several focus group participants also commented that increased collaboration would be beneficial at the state-level to promote sharing among Reading First schools. Some facilitators indicated that it would be helpful to collaborate and share strategies with other Reading First schools using the same core reading program. One facilitator remarked that schools were “reinventing the wheel” and needed time to collaborate with each other to share ideas and resources. Several district coordinators and principals also recommended increasing the number of collaborative sessions at the state level including offering sharing sessions on intervention programs and offering a session for district coordinators to discuss how the Reading First districts have supported and expanded the initiative.

***Theme: The format of the state-level differentiated instruction workshops was successful and is a model that many participants would like to see continued.***

Focus group participants frequently mentioned the benefit of the differentiated instruction workshop series provided by Reading First. Participants reported that involving teachers in the professional development and offering a series of workshops on the same topic was valuable. According to several focus group participants, the series allowed teachers to learn the strategies; apply and practice the strategies in their classrooms; and then reflect with teachers from other schools on what worked well and what could be improved. During focus groups, some teachers described changes they made in their instruction as a result of the workshops including development and implementation of choice boards. One teacher reported that the workshops were “invaluable” and several others noted the benefit of receiving the information first-hand.

In several schools, teachers who attended the workshops described sharing the information with their colleagues either informally or during formal professional development sessions. Several facilitators also reported that the teachers involved had successfully turn-keyed the strategies from the workshops to their colleagues. Many facilitators noted that having the teachers share the information with their colleagues was effective because it brought strategies to other teachers with their peers’ endorsement and promoted the development of teacher leaders.

***Theme: Differentiated instruction was a focus in many Reading First schools and an area of teacher growth. However, many facilitators described the implementation of differentiated instruction as a work in progress and noted plans to continue to provide professional development in this area.***

Differentiated instruction was often an area that participants reported focusing on during the past year. Many teachers described efforts to differentiate instruction during all aspects of their instruction including whole group instruction, guided reading groups, and centers. Teachers often described utilizing assessment data to assist in development of targeted instruction and also noted modifying centers to include leveled activities. Facilitators frequently

noted teachers' improvement in the area of differentiated instruction including improved differentiation in centers/work stations, small group instruction or intervention instruction.

Although several teachers reported having a better grasp of differentiated instruction, many others expressed the challenges of meeting the wide variety of needs in their classroom, including some of the teachers who had attended the state-level differentiated instruction workshops. Some of these teachers acknowledged feeling overwhelmed when trying to implement the practices from the workshops into their classroom. One teacher noted that she had difficulties incorporating the ideas into the scripted core program and another teacher reported that she found it "intimidating" to change her classroom organization and structure of instruction. Although time consuming and overwhelming at first, the teachers frequently reported that they had implemented ideas from the workshops and emphasized a desire to continue to refine their differentiated instruction practices. As one teacher remarked, "It is a hard thing to catch on to and I'm still learning."

Several facilitators and principals described the implementation of differentiated instruction by teachers as a work in progress. In several cases, participants reported that the level of differentiation varied from classroom to classroom. Participants noted that in some classrooms teachers "naturally" differentiated their instruction while in other classrooms the teachers still struggled with implementation or were at the beginning stages. In some cases, participants described efforts to facilitate implementation by offering study groups, workshops, data team meetings, and coaching and modeling sessions focused on this topic. Overall, participants noted that differentiated instruction requires a lot of effort and preparation time on the part of the teacher and would take time for teachers to implement.

***Theme: Many Reading First teachers have demonstrated tremendous growth and should be recognized for their hard work and accomplishments.***

Reading First facilitators, principals, and district coordinators often described the improvements made by Reading First teachers during the course of the year. Examples noted included:

- ❖ Improved use of centers including more "academically rigorous" centers, increased alignment of centers to core program instruction; and development of differentiated centers;
- ❖ Improved small group instruction;
- ❖ Refined core program instruction;
- ❖ Increased emphasis on the "Fab 5" including refined phonics, comprehension, and fluency instruction;
- ❖ Increased planning; and
- ❖ Increased use of data to drive instruction.

Overall, participants noted that instruction was more strategic, explicit and focused this year and teachers were more reflective. One principal remarked that Reading First brought the teachers to "the next level." A few teachers also commented on their increased knowledge with one teacher stating, "I have learned a lot that has allowed me to support kids in different and more productive ways."

Although participants recognized teachers' improvements during the focus groups, several facilitators noted that the efforts and hard work of teachers needed to be recognized more often. The facilitators reported that with federal, state and district requirements, teachers were feeling an enormous amount of pressure and schools were often high stress. The facilitators emphasized the importance of valuing the work of teachers and providing teachers with support.

Several facilitators indicated that their schools were beginning to change the structure of meetings to include more teacher recognition. Facilitators described including more time during meetings for teachers to share successful strategies rather than focusing only on the areas teachers needed to improve. One participant noted that the environment in her school was now more conducive to learning and the main focus was on addressing student weaknesses and promoting student growth, rather than focusing on a "punitive" piece. However, several facilitators felt that teacher morale would be increased if the school, district and state provided more teacher recognition.

***Theme: The presence of highly qualified school-based literacy facilitators is vital to the Reading First program and an integral part of the professional development process.***

During focus groups, teachers and principals frequently referred to the Reading First facilitators as sources of great support. Several teachers remarked that the facilitators were knowledgeable and made sure everyone was on the same page. One teacher noted that anytime she had questions the facilitators were "always there" and a principal remarked that the facilitators were "invaluable." Many teachers and principals described ways the facilitators assisted staff in the area of literacy including providing professional development through workshops, modeling, grade-level meetings and study groups; assisting with the administration, analysis and use of assessment data; and sharing resources and materials.

While many focus group participants described their satisfaction with the facilitators' support, some teachers expressed a desire to have the facilitators in their classrooms more regularly. Some teachers noted that increased time with the facilitators would be helpful but, at the same time, many acknowledged that the facilitators were split between many classrooms and did not always have the time available. Reading First facilitators also recognized this challenge, expressing a desire to be present in classrooms more often, but noting that this was sometimes difficult due to the number of teachers and the multiple duties associated with the facilitator role. The extent of this challenge seemed to vary among the Reading First schools, as a result of differences in the number of teachers in the schools, the number of professional development sessions available for the facilitators to utilize, and the frequency of scheduled teacher meetings such as grade-level meetings that the facilitators could use to disseminate information.

In some cases, teachers expressed concerns regarding the level of support provided by the facilitators. Specific comments included concerns regarding the differences between the two facilitators' level of support; a need for facilitators to have a better understanding of what teachers face in the classroom; and a need for more in-class support with students. In other cases, teachers found the support to be helpful but offered suggestions for improvement. A few teachers suggested that the facilitators should offer to model a lesson more often, with one teacher commenting, "They will come into our classroom if teachers invite them, but we don't

always think to ask them.” Other suggestions included a desire for the facilitators to model an entire week of literacy block implementation, offer more “make-and-take” sessions, and provide teachers more time to collaborate during grade-level meetings.

***Theme: Teacher leaders are beginning to emerge as a result of the Reading First initiative. Reading First should increase the focus on teacher leaders in order to promote sustainability.***

During focus groups and interviews, several participants indicated that particular teachers in their schools were beginning to emerge as leaders. In several cases, participants noted that the teachers who attended the differentiated instruction workshop series were sharing the information with their colleagues and spearheading the implementation of differentiated instruction. One facilitator commented that it was “empowering” for these teachers to attend the series of workshops and as a result, they were taking the lead for their grade level.

A few Reading First facilitators and principals described facilitating the emergence of teacher leaders by including teachers on the literacy team or showcasing the lessons of successful teachers. One principal noted that by asking teachers to share strategies, the school was developing a community of “learners and leaders.” Several participants also reported that the assessment data was facilitating the identification of teacher leaders. One district coordinator noted that displaying data on a data wall allowed the school to look at each classroom, identify those teachers that were moving students ahead, and then identify the strategies that other teachers should replicate.

In some cases, participants reported that Reading First teachers and facilitators were beginning to emerge as leaders in the district. Several district coordinators and principals noted that other teachers in the district had observed the literacy instruction of the Reading First schools, and the Reading First teachers and facilitators had shared information at district-wide meetings. One district coordinator reported that teachers in the district were eager to adopt the core reading program used by the Reading First school as a result of the enthusiasm exhibited by the Reading First teachers during district-wide meetings.

Although focus group participants reported the emergence of teacher leaders, some indicated that there needed to be more of a focus on professional learning communities in the Reading First grant. Participants noted the importance of establishing model classrooms to facilitate the sustainability of the initiative. By creating exemplar classrooms, one participant noted that teachers would continue to see the strategies in action in the future when the facilitators were no longer present. Participants recommended continuing to involve teachers in state-level professional development on topics such as classroom environment and differentiated instruction so that these teachers, with the help of the facilitators, could develop model classrooms and assist their colleagues.

***Theme: The monitoring of Reading First implementation is an important aspect of the initiative, especially classroom-level monitoring by the principal. Some participants described the monitoring of instruction as an area of strength while others noted it was in need of improvement.***

Several Reading First facilitators noted the importance of the monitoring of Reading First strategies by the principal. One facilitator remarked that the principal was the “key to effectiveness.” Principals described a variety of ways they monitored classroom-level implementation of Reading First initiatives including conducting walkthroughs, reviewing lesson plans, collaborating with the facilitators to discuss implementation, review of the assessment data results, and conducting individual teacher meetings to discuss data and student progress. Several principals reported conducting walkthroughs more frequently this year or conducting more effective walkthroughs as a result of Reading First or district training. Many facilitators and principals noted the importance of principal walkthroughs including the offering of feedback to teachers after classroom observations.

The level of classroom monitoring was reported by some Reading First facilitators to be an area of strength. One interview participant noted that the principal was “dynamic” and an “instructional leader” who monitored instruction by promoting an atmosphere of learning where teachers felt comfortable reflecting on their own instruction and asking for assistance. One principal also described the importance of promoting a learning environment where teachers weren’t afraid to “take a risk” and noted emphasizing to teachers that if the strategy didn’t work then “we will try something else.” A few participants reported that even in an atmosphere where learning was promoted, some teachers were still resistant to change. Participants noted that regular principal walkthroughs and review of the data helped to hold these teachers accountable.

In some cases, participants indicated that classroom-level monitoring was an area that warranted more discussion in their school. These participants noted that the school needed to develop a better system of monitoring instruction and added that the facilitators did not have the authority to hold teachers accountable. One participant recommended that the state require principals to conduct walkthroughs with the Reading First liaison during the monthly visits.

In addition to school-based monitoring, some participants also discussed the importance of the state-level monitoring by Reading First liaisons. One participant reported that the visit summaries provided by the liaisons were helpful and another participant commented that the liaison had helped the school determine what their next steps should be. Several participants also described the usefulness of the liaison and principal walkthroughs, with one principal remarking that the walkthroughs helped to ensure that the principals and liaisons were both on the same page. In some cases, participants provided recommendations for improved state support including requiring that districts hire Internal Literacy Facilitators with specific qualifications, ensuring the expectation for implementation of “non-negotiables” is consistent for all Reading First schools, and holding schools accountable for specific and measurable initiatives.

***Theme: The expansion of Reading First components district-wide is important for promoting student growth, especially in districts with significant school-to-school mobility.***

Several district coordinators reported that their district had expanded or was in the process of expanding the core program district-wide. Many participants noted that a consistent core program eased the transition for new students transferring from one district school to another, promoted collaboration among teachers in the district, and allowed specialists servicing multiple schools to more easily support students. Other areas of Reading First expansion indicated by districts included implementation of data teams, restructuring of literacy coach positions to include more time for coaching activities, expansion of the DIBELS assessment, and implementation of literacy teams. In some cases, district coordinators reported that the expansion of Reading First-related initiatives was a direct result of the initiative while others noted that the roll-out coincided with implementation of other grants or state-wide initiatives.

The level of Reading First expansion varied across districts. In some Reading First districts, the coordinators described a broad level of expansion while a few coordinators noted that their districts were in the beginning stages of the roll-out. A few district coordinators indicated that expansion to other schools was not possible since all elementary schools in the district were involved in the Reading First grant or the school was a charter school, but noted that Reading First principles had been expanded to the upper grade levels.

Although expansion of the initiative was occurring, several district coordinators noted challenges associated with the roll-out including a lack of funding, a large number of schools in the district, a change in district coordinators, and a large number of initiatives in the district. However, focus group participants reported that expansion of the Reading First components was a priority and the success of the Reading First schools was pushing literacy to the forefront in the district. One participant commented that the district was taking notice of the grant as a result of the student progress in the Reading First schools remarking, “the data speaks.”

***Theme: The support of the district is vital to the success of the Reading First schools. Both successes and challenges related to district support were noted by participants.***

Several focus group participants described the importance of district support for the Reading First schools. In some cases, participants commented on the beneficial support provided by the district while others noted that district support could be enhanced. Comments related to district support ranged from, “We have a very supportive system from the Superintendent down” to “We are not cohesive with central office.” In some cases, participants described specific ways their district supported them including allowing the Reading First school to use district professional development days for Reading First topics, waiving one of the required district assessments for the Reading First schools, and allowing the district coordinator time to attend meetings at the school. Areas of challenge were also noted by participants including the amount of required district assessments, the number of initiatives in the district, the collapsing of duties across the district resulting in more responsibility on less staff, and difficulties related to the ILF role including assigning ILFs multiple district duties.



During a project-wide district coordinator focus group, participants recognized that the level and type of support provided to the Reading First schools varied across districts. Coordinators noted that support varied as a result of differences in district size, the length of time the district coordinator had been involved in Reading First, the number of district staff devoted to Reading First, or differences in the responsibilities assigned to the district coordinators by the districts. In some cases, district coordinators noted attending grade-level and data team meetings and providing modeling and coaching while other coordinators indicated less involvement at the teacher level. Many district coordinators reported regularly visiting the Reading First schools to provide guidance and support to the literacy team. One district coordinator emphasized the importance of visiting the schools, remarking “I can’t support what I don’t understand.” Specific examples of support provided by the district coordinators included:

- ❖ Attendance of district staff members at grade-level, literacy team, and data team meetings in order to assist with Reading First implementation;
- ❖ Organization and facilitation of meetings across the Reading First schools in the district;
- ❖ Assisting schools with curriculum decisions; and
- ❖ Providing Reading First schools with district funding for materials or additional support staff.

Several district coordinators reported that as a result of Reading First, literacy was a focus in the district and district support would continue to be provided to the Reading First schools.

**Appendix K**  
**District Logic Model**  
**and**  
**District Annual Report**

**Project Summary/Logic Model**

**Project Title:**

**District:** \_\_\_\_\_ **Completed by:** \_\_\_\_\_ **Phone:** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>OBJECTIVES</b>	<b>RESOURCES</b>	<b>ACTIVITIES</b>	<b>OUTPUTS</b>	<b>OUTCOMES</b>

**Connecticut State Department of Education**

**Connecticut Reading First  
District Annual Report**

**PROJECT PERIOD: July 1, 2006 - June 30, 2007**

**DISTRICT READING FIRST COORDINATOR Information:**

NAME:

TITLE:

ADDRESS:

CITY:

STATE:

ZIP:

PHONE:

FAX:

E-MAIL:

With the submission of this annual report, I affirm that the information contained within is true and correct to the best of my knowledge.

---

Name

Title

Date

(Please type the Name and Title of person completing this report.)

## District Annual Reporting Instructions

Dear Reading First District Coordinator,

A District Annual Report, covering your district's activities from July 1, 2006, through June 30, 2007, should be **submitted** no later than **July 31, 2007**, via e-mail to **Alan Moore (amoorse@glenmartinassociates.com)**. You may also submit this report by mail to **Glen Martin Associates** at the address below.

The report format is based on the Project Summary Logic Models submitted by districts at the beginning of the project. For this report, we are specifically interested in how the district supported the Reading First school(s) and/or expanded the Reading First initiative to other grades or schools in the district. This report should focus on **district-level** activities and support.

If you have any questions when completing the report, please contact Alan Moore ([amoorse@glenmartinassociates.com](mailto:amoorse@glenmartinassociates.com)) or Katie Hinsdale ([khinsdale@glenmartinassociates.com](mailto:khinsdale@glenmartinassociates.com)) at Glen Martin Associates (518-274-2407).

### Instructions:

- 1.) In **Section A**, activities and outcomes for each district-wide objective should be reported. A separate Section A should be completed for each district-wide objective.
- 2.) In **Section B**, provide a brief summary of progress on district-wide Reading First initiatives overall. (1 – 2 pages) This narrative may be used by the CT Department of Education for publication. Please prepare the narrative so that it begins with a brief description of the CT Reading First initiative in this district.
- 3.) In **Section C**, describe all Reading First activities that included nonpublic school education personnel or teachers that addressed the needs of nonpublic school students. This narrative may be used by the CT Department of Education for publication. (Complete this section *only* if applicable to your district.)

### Attachments:

Supporting program documents and materials that cannot be e-mailed should be sent to Glen Martin Associates, to be received no later than July 31, 2007. Please note on a cover page that the enclosures are to be included with this Annual Report.

**Remember to complete all sections of this report. Thank you for your timely and accurate completion of this report.**

Joanne R. White  
CT Reading First Director  
Connecticut State Department of Education  
Bureau of Curriculum and Instruction  
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Hartford, CT 06106  
Phone: (860) 713-6751  
Fax: (860) 713-7018  
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Glen Martin Associates  
CT Reading First Program Evaluator  
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# Connecticut Reading First District Annual Report

## SECTION A – Progress Report for District-wide Objectives

Complete one Section A for each district-wide objective (4 pages for each Section A). Please indicate objective number and type the objective in its entirety.

Objective # \_\_: \_\_\_\_\_

---

### Section A, 1. District Activities During This Report Period (7/1/06 – 6/30/07)

The response to this section should include a description of all activities conducted during this report period for each district-wide objective. For each activity, include type of activity (workshop, meeting, staff training, information dissemination, etc.), frequency of activity, description of participants or recipients, numbers of participants or recipients, and numbers and descriptions of materials produced or disseminated.

#### Example:

Activity	Type of Activity	Frequency	Description of Participants/ Recipients	Numbers of Participants/ Recipients/% of Targeted Population	Description of Materials Produced/ Disseminated	Numbers of Materials Produced/ Disseminated
<i>Example:</i> Phonemic Awareness Professional Development	Workshop	2 day workshop held at four school sites over four weeks April 1 – 30	Teachers (K – 3), and program volunteers	32 total teachers; 12 volunteers 100% of teachers; 80% of volunteers.	Phonemic Awareness Activity Guides developed as part of workshop	32 guides to teachers; 4 guides to building principals.

**1. Describe all activities conducted during this reporting period to meet the above objective.**

<b>Activity</b>	<b>Type of Activity</b>	<b>Frequency</b>	<b>Description of Participants/ Recipients</b>	<b>Numbers of Participants/ Recipients/% of Targeted Population</b>	<b>Description of Materials Produced/ Disseminated</b>	<b>Numbers of Materials Produced/ Disseminated</b>

**Section A, 2. District-wide Objective Outcomes (Effects)**

In this section, list outcomes (effects) for each objective. Please provide evidence for each outcome.

**Example:**

Outcomes for Objective	Evidence
<p><b>Outcome 1:</b> District-wide workshop on phonemic awareness provided for Reading First and non-Reading First schools resulted in increased teacher application of SBRR.</p>	<p><b>Evidence:</b> 95% of attending teachers reported, in workshop evaluations, increased knowledge of research related to phonemic awareness and effective instructional strategies. Follow-up observations revealed that 80% of teachers were applying these strategies in their classrooms.</p>

**2. Please report any outcomes to date. Provide evidence for each outcome. Include any unintended, unstated outcomes that have been identified during this period.**

Outcomes for Objective	Evidence



**Section A, 3. Overall Assessment of Progress on District-wide Objective**

**Please briefly describe overall progress on this objective during the past year. Also, please include targets or goals for this objective during the next year. Limit summary to 1 – 2 paragraphs.**

**NOTE: Remember to complete Section A for each project objective.**

**Section B. Summary of Project Progress Overall**

**Please provide a brief summary (1 – 2 pages) of progress during the past year on CT Reading First district-level initiatives, highlighting the most successful and most challenging aspects of program development and implementation at the district level. This summary may be used for publication by the CT State Department of Education.**

**Complete only one Section B for this report.**

### **Section C. Description of Nonpublic School Reading First Activities**

**Please provide a description (1 – 2 pages) of Reading First activities that included nonpublic school personnel. This summary may be used for publication by the CT State Department of Education.**

Retain all documentation related to the involvement of nonpublic schools in Reading First activities such as:

- records of ongoing planning/follow-up meetings;
- evidence of work sessions;
- sign in sheets from workshops (teachers and parents);
- announcements;
- photographs;
- letters of invitation; or
- any other correspondence or documentation of activities.

**Complete only one Section C for this report.**

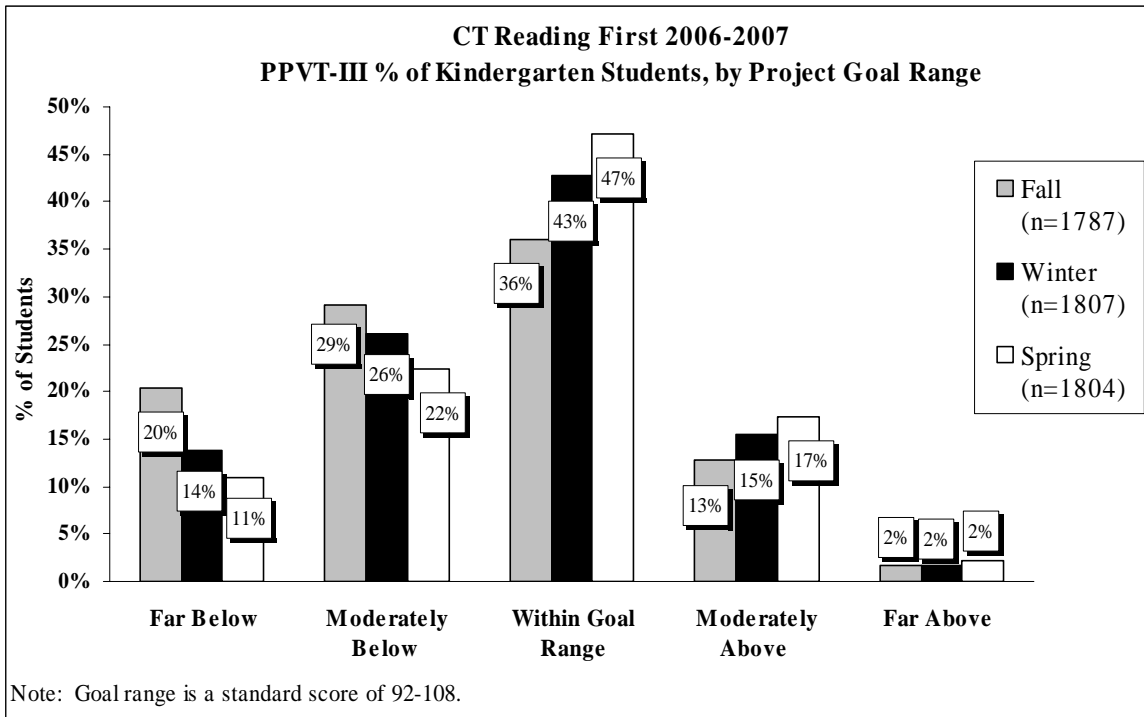
**Appendix L**  
**CT Reading First Kindergarten Assessment Results**

**PPVT-III**

Patterns of student achievement on this assessment during the 2006-2007 school year were similar to patterns observed during prior years. (Details of PPVT-III results for three years appear in Table L1. See next page.)

- The percentage of Kindergarten students identified as *far below goal range* decreased by approximately half, falling from 20.5 percent in fall 2006 to 10.9 percent in spring 2007. (See Figure L1)
- Overall, between fall 2006 and spring 2007 the percentage of CT Reading First students scoring below the project goal range (standard score of 92-108) decreased from 49.6 percent to 33.3 percent, and the percentage scoring within or above the goal range rose from 50.5 percent to 66.8 percent.

**Figure L1**



**Table L1 – PPVT-III Results Across Years**

		Total n	Far Below Goal Range	Moderately Below Goal Range	Within Goal Range	Moderately Above Goal Range	Far Above Goal Range
2004-2005	Fall	1781	18.2%	29.5%	37.7%	13.1%	1.5%
	Winter	1800	12.0%	24.9%	44.9%	16.2%	1.9%
	Spring	1797	10.4%	21.6%	49.2%	16.3%	2.6%
<b>Spring to Fall Difference</b>		<b>16</b>	<b>(7.8%)</b>	<b>(7.9%)</b>	<b>+11.5%</b>	<b>+3.2%</b>	<b>+1.1%</b>
2005-2006	Fall	1809	19.1%	27.1%	38.4%	13.9%	1.5%
	Winter	1842	12.2%	24.5%	44.4%	16.8%	2.0%
	Spring	1843	8.5%	21.8%	49.7%	17.5%	2.6%
<b>Spring to Fall Difference</b>		<b>34</b>	<b>(10.6%)</b>	<b>(5.3%)</b>	<b>+11.3%</b>	<b>+3.6%</b>	<b>+1.1%</b>
2006-2007	Fall	1787	20.5%	29.1%	36.0%	12.8%	1.7%
	Winter	1807	13.8%	26.1%	42.8%	15.5%	1.7%
	Spring	1804	10.9%	22.4%	47.2%	17.4%	2.2%
<b>Spring to Fall Difference</b>		<b>17</b>	<b>(9.6%)</b>	<b>(6.7%)</b>	<b>+11.2%</b>	<b>+4.6%</b>	<b>+0.5%</b>

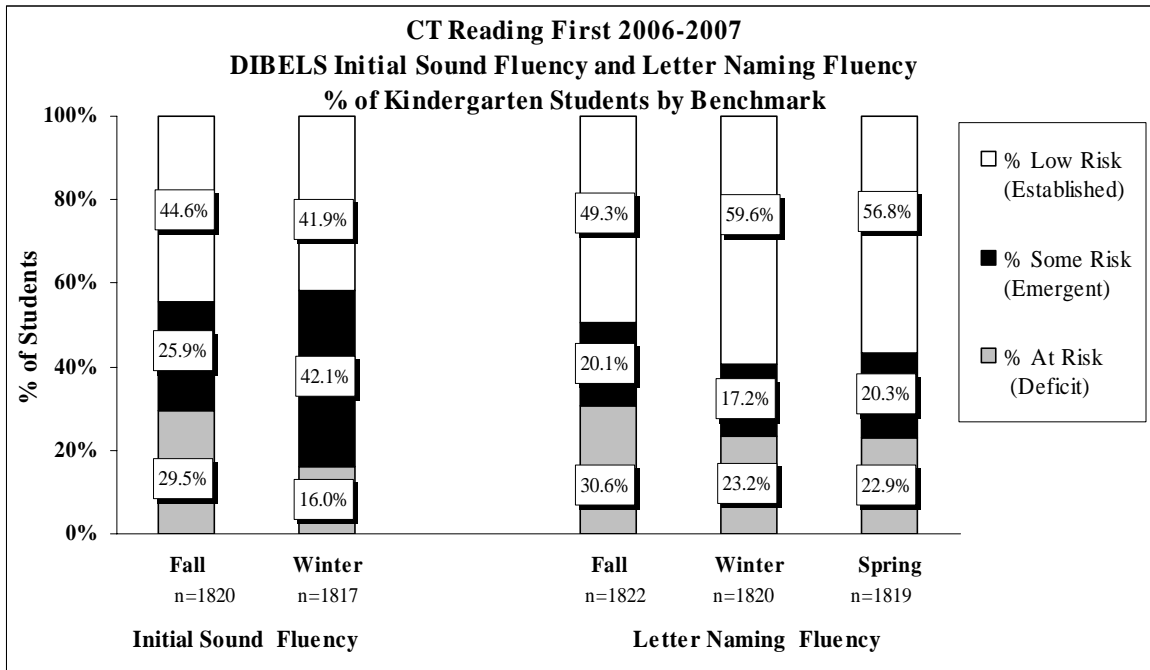
## **DIBELS**

Overall patterns of student achievement on DIBELS assessment components during the 2006-2007 school year were similar to patterns observed during 2004-2005 and 2005-2006. Data for 2006-2007 reflect improvements over the baseline year in initial student achievement levels for the Phoneme Segmentation Fluency and Nonsense Word Fluency test components, changes initially noted in 2005-2006. (Current-year results are displayed in Figures L2 and L3. Details of results for all three years appear in Table L2.)

### *Initial Sound Fluency*

- As in prior years, there was movement on the ISF assessment toward the **some risk** category in 2006-2007, as the percentage of Kindergarten students identified as **low risk** decreased (44.6% to 41.9% from fall to winter) and the percentage identified as **at risk** also decreased (29.5% to 16.0%). (See Figure L2 on the next page.) Compared to changes observed in both 2004-2005 and 2005-2006, the shift from **at risk** to **some risk** was larger, and the movement from **low risk** to **some risk** was smaller in 2006-2007. As a result, a larger percentage of students scored in the **low risk** category in winter 2007 than in winter 2005 or winter 2006 (41.9% vs. 29.0% and 36.8%, respectively).
- The number of Kindergarten students identified as **low risk** on ISF declined in 12 of the 22 CT Reading First schools that include Kindergarten, an improvement from 2004-2005 and 2005-2006, when declines were observed in 20 and 17 schools, respectively. An increase in the number of students identified as **at risk** was observed in only one school, down from nine in 2004-2005 and five in 2005-2006.

Figure L2



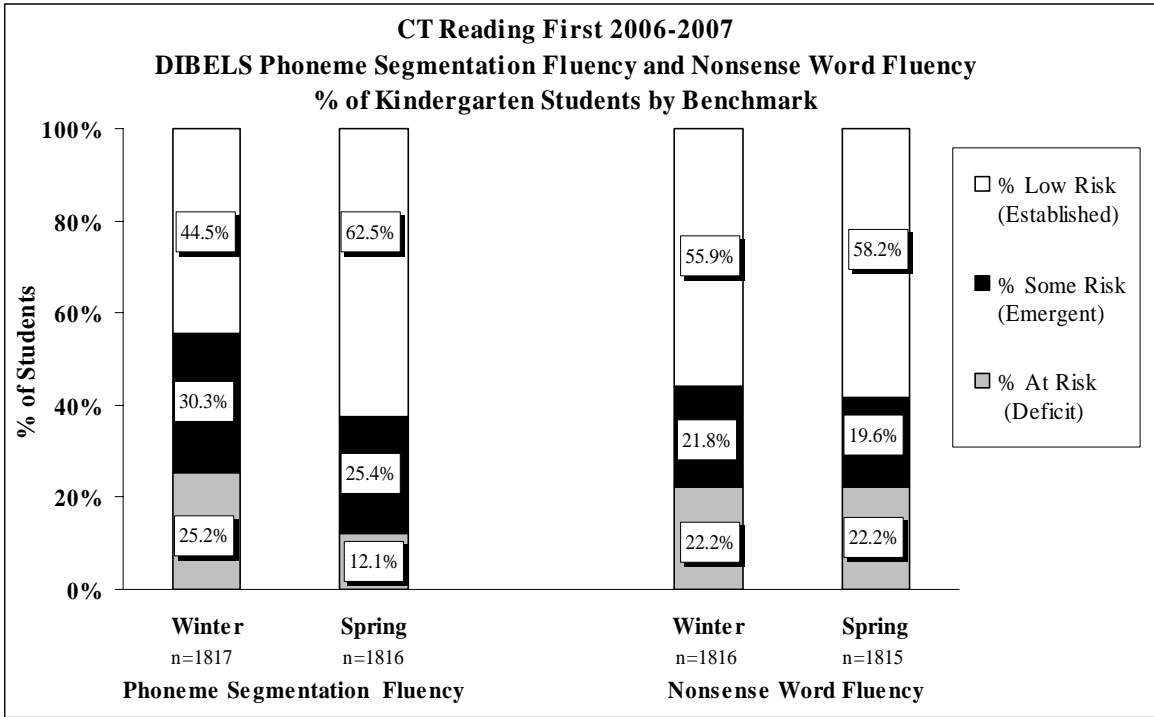
*Letter Naming Fluency*

- The percentage of Kindergarten students scoring in the **low risk** category increased from fall 2006 to winter 2007 (49.3% to 59.6%), a gain that was largely sustained in spring 2007 (56.8%). The percentage of students identified as **at some risk** was relatively constant across the school year, dipping by 3 percentage points at the winter assessment. As in the 2005-2006 school year, the percentage identified as **at risk** decreased from fall to winter, and remained relatively constant from winter to spring.

*Phoneme Segmentation Fluency*

- As occurred in the prior two school years, CT Reading First schools experienced a large improvement in student achievement on the Phoneme Segmentation Fluency assessment between winter and spring 2007. The percentage of students scoring in the **low risk** category increased from 44.5 percent in winter to 62.5 percent in spring. This increase of 18 percentage points was roughly parallel to that observed in the prior years. A decrease was seen in the percentage of students identified as **at risk**, from 25.2 percent to 12.1 percent. The percentage of students in the **some risk** category also declined, which indicates that a greater number of students moved from **some risk** to **low risk** than moved from **at risk** to **some risk**. (See Figure L3 on the next page.)

Figure L3



*Nonsense Word Fluency*

- The change observed in student performance on the Nonsense Word Fluency assessment was far smaller than that on Phoneme Segmentation Fluency, as was true during both prior years. The percentage of students in the **low risk** category increased slightly, from 55.9 percent to 58.2 percent, while the percentage in the **at risk** category remained constant at 22.2 percent. It should be noted that the percentages of students in the **low risk** category were higher in each assessment period of 2006-2007 than in the same period of the prior years. (See Table L2 on the next page.)

Table L2

			Total n	At Risk	Some Risk	Low Risk
<b>Initial Sound Fluency</b>	2004-2005	Fall	1798	30.0%	26.7%	43.3%
		Winter	1805	26.1%	44.9%	29.0%
	<b>Winter to Fall Difference</b>		<b>7</b>	<b>(3.9%)</b>	<b>+18.2%</b>	<b>(14.3%)</b>
	2005-2006	Fall	1809	27.0%	28.2%	44.7%
		Winter	1830	18.5%	44.7%	36.8%
	<b>Winter to Fall Difference</b>		<b>21</b>	<b>(8.5%)</b>	<b>+16.5%</b>	<b>(7.9%)</b>
2006-2007	Fall	1820	29.5%	25.9%	44.6%	
	Winter	1817	16.0%	42.1%	41.9%	
<b>Winter to Fall Difference</b>		<b>(3)</b>	<b>(13.5%)</b>	<b>+16.2%</b>	<b>(2.7%)</b>	



**Table L2 (Cont.)**

			Total n	At Risk	Some Risk	Low Risk
<b>Letter Naming Fluency</b>	2004-2005	Fall	1798	31.5%	20.5%	48.1%
		Winter	1806	29.6%	22.0%	48.4%
		Spring	1792	30.6%	24.2%	45.1%
	<b>Spring to Fall Difference</b>		<b>(6)</b>	<b>(0.9%)</b>	<b>+3.7%</b>	<b>(3.0%)</b>
	2005-2006	Fall	1797	31.4%	21.2%	47.4%
		Winter	1822	23.3%	21.2%	55.4%
		Spring	1836	23.4%	21.6%	55.0%
<b>Spring to Fall Difference</b>		<b>39</b>	<b>(8.0%)</b>	<b>+0.4%</b>	<b>+7.6%</b>	
2006-2007	Fall	1822	30.6%	20.1%	49.3%	
	Winter	1820	23.2%	17.2%	59.6%	
	Spring	1819	22.9%	20.3%	56.8%	
<b>Spring to Fall Difference</b>		<b>(3)</b>	<b>(7.7%)</b>	<b>+0.2%</b>	<b>+7.5%</b>	

			Total n	At Risk	Some Risk	Low Risk
<b>Phoneme Segmentation Fluency</b>	2004-2005	Winter	1807	37.5%	31.7%	30.8%
		Spring	1791	20.4%	31.7%	47.9%
		<b>Spring to Winter Difference</b>		<b>(16)</b>	<b>(17.1%)</b>	<b>+0.0%</b>
	2005-2006	Winter	1800	27.8%	28.2%	44.0%
		Spring	1815	12.3%	23.7%	64.0%
		<b>Spring to Winter Difference</b>		<b>15</b>	<b>(15.5%)</b>	<b>(4.5%)</b>
	2006-2007	Winter	1817	25.2%	30.3%	44.5%
Spring		1816	12.1%	25.4%	62.5%	
<b>Spring to Winter Difference</b>		<b>(1)</b>	<b>(13.1%)</b>	<b>(4.9%)</b>	<b>+18.0%</b>	

			Total n	At Risk	Some Risk	Low Risk
<b>Nonsense Word Fluency</b>	2004-2005	Winter	1807	36.6%	21.0%	42.3%
		Spring	1791	32.8%	22.9%	44.2%
		<b>Spring to Winter Difference</b>		<b>(16)</b>	<b>(3.8%)</b>	<b>+1.9%</b>
	2005-2006	Winter	1802	25.6%	21.9%	52.4%
		Spring	1807	22.4%	21.6%	55.9%
		<b>Spring to Winter Difference</b>		<b>5</b>	<b>(3.2%)</b>	<b>(0.3%)</b>
	2006-2007	Winter	1816	22.2%	21.8%	55.9%
Spring		1815	22.2%	19.6%	58.2%	
<b>Spring to Winter Difference</b>		<b>(1)</b>	<b>(0.0%)</b>	<b>(2.2%)</b>	<b>+2.3%</b>	

**Appendix M**  
**CT Reading First Grade 1 Assessment Results**

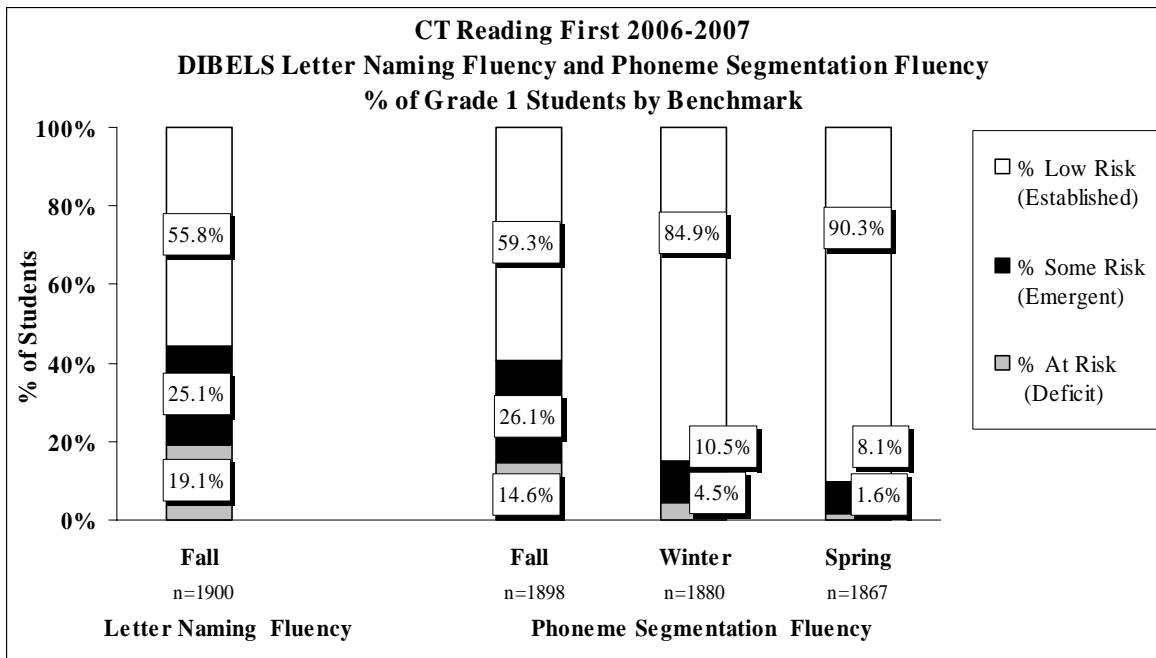
**DIBELS**

Overall, Reading First students scored higher during 2006-2007 on all four Grade 1 DIBELS assessment components than did student cohorts in 2004-2005 and 2005-2006. This improvement occurred in the initial administration of each component, as well as in subsequent administrations. (Differences in results across years may be seen in table M1.)

*Letter Naming Fluency and Phoneme Segmentation Fluency*

- Among all Grade 1 students in CT Reading First schools, 55.8 percent were identified as **low risk** on the Letter Naming Fluency assessment in fall 2006 while 19.1 percent were identified as **at risk**. (See Figure M1)
- As in prior years, strong improvements were evident on the DIBELS Phoneme Segmentation Fluency assessment. The percentage of Grade 1 students identified as **low risk** on PSF increased from 59.3 percent in the fall to 90.3 percent in the spring, and the percentage of students identified as **at risk** fell from 14.6 percent in fall 2006 to 1.6 percent in spring 2007.
- As in the prior year, the number of Grade 1 students identified as **low risk** on PSF increased in all 23 CT Reading First schools that include Grade 1. More than two-thirds of Grade 1 students in every school scored in the **low risk** category on PSF in spring 2007 (ranging from 71.4% to 97.8%). The spring percentage of students in the **low risk** category was 90 percent or higher in 12 of the 23 schools.

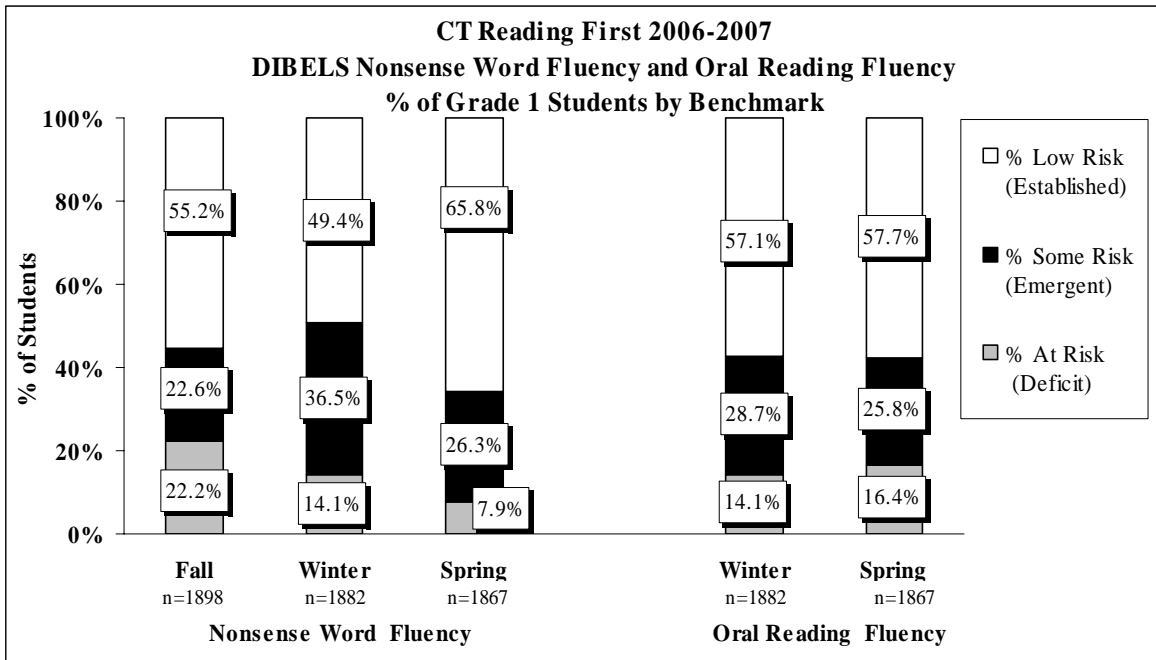
**Figure M1**



*Nonsense Word Fluency and Oral Reading Fluency*

- The pattern of change in student achievement on the Nonsense Word Fluency DIBELS component during 2006-2007 was similar to that seen in 2004-2005 and 2005-2006. The percentage of students in the *at risk* category decreased steadily from fall to spring; the percentage of students in the *some risk* category rose, then fell; and the percentage of students in the *low risk* category decreased from fall to winter, then increased in spring, resulting in a net increase. The fall and spring percentage of students identified as *low risk* for the 2006-2007 school year (55.2% and 65.8%, respectively) were approximately 10 and 7 percentage points above those for 2005-2006 (44.9% and 58.5%).
- As occurred in both prior program years, the number of Grade 1 students identified as *at risk* on NWF decreased in all CT Reading First schools from fall 2006 to spring 2007. The number of Grade 1 students identified as *low risk* increased or remained constant from fall to spring in 20 of 23 schools.
- On the Oral Reading Fluency assessment, the percentage of CT Reading First students in each assessment category was relatively constant between winter and spring 2007. As occurred during the prior program years, there was a slight movement away from the *some risk* category, as the percentage of students identified as *low risk* increased slightly (57.1% to 57.7%), as did the percentage of students identified as *at risk* (14.1% to 16.4%).

*Figure M2*



**Table M1**  
**DIBELS Components, by Year**

			Total n	At Risk	Some Risk	Low Risk
<b>Letter Naming Fluency</b>	2004-2005	Fall	1791	28.9%	31.8%	39.3%
	2005-2006	Fall	1858	22.4%	27.1%	50.4%
	2006-2007	Fall	1900	19.1%	25.1%	55.8%

			Total n	At Risk	Some Risk	Low Risk
<b>Phoneme Segmentation Fluency</b>	2004-2005	Fall	1791	36.8%	42.5%	20.7%
		Winter	1777	9.0%	23.9%	67.1%
		Spring	1735	2.1%	19.3%	78.6%
	<b>Spring to Fall Difference</b>		<b>(56)</b>	<b>(34.7%)</b>	<b>(23.2%)</b>	<b>+57.9%</b>
	2005-2006	Fall	1849	17.1%	35.5%	47.3%
		Winter	1835	3.9%	17.5%	78.6%
		Spring	1825	1.3%	12.8%	86.0%
	<b>Spring to Fall Difference</b>		<b>(24)</b>	<b>(15.8%)</b>	<b>(22.7%)</b>	<b>+38.7%</b>
	2006-2007	Fall	1898	14.6%	26.1%	59.3%
		Winter	1880	4.5%	10.5%	84.9%
Spring		1867	1.6%	8.1%	90.3%	
<b>Spring to Fall Difference</b>		<b>(31)</b>	<b>(13.1%)</b>	<b>(18.0%)</b>	<b>+31.0%</b>	

			Total n	At Risk	Some Risk	Low Risk
<b>Nonsense Word Fluency</b>	2004-2005	Fall	1790	45.8%	25.4%	28.8%
		Winter	1778	33.3%	41.7%	25.0%
		Spring	1735	16.7%	39.1%	44.3%
	<b>Spring to Fall Difference</b>		<b>(55)</b>	<b>(29.1%)</b>	<b>+13.7%</b>	<b>+15.5%</b>
	2005-2006	Fall	1851	28.3%	26.9%	44.9%
		Winter	1837	21.6%	41.7%	36.7%
		Spring	1824	10.7%	30.8%	58.5%
	<b>Spring to Fall Difference</b>		<b>(27)</b>	<b>(17.6%)</b>	<b>+3.9%</b>	<b>+13.6%</b>
	2006-2007	Fall	1898	22.2%	22.6%	55.2%
		Winter	1882	14.1%	36.5%	49.4%
Spring		1867	7.9%	26.3%	65.8%	
<b>Spring to Fall Difference</b>		<b>(31)</b>	<b>(14.3%)</b>	<b>+3.7%</b>	<b>+10.6%</b>	

**Table M1 (Cont.)**

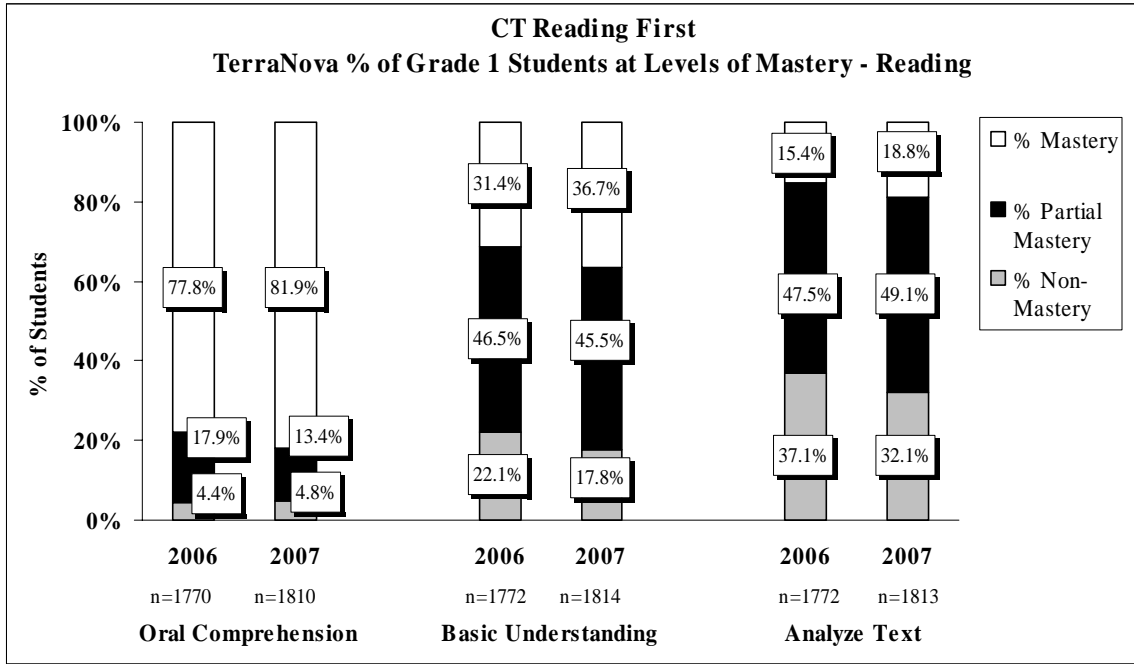
			Total n	At Risk	Some Risk	Low Risk
<b>Oral Reading Fluency</b>	2004-2005	Winter	1781	22.7%	31.7%	45.5%
		Spring	1733	24.7%	27.3%	48.0%
	<b>Spring to Winter Difference</b>		<b>(48)</b>	<b>+2.0%</b>	<b>(4.4%)</b>	<b>+2.5%</b>
	2005-2006	Winter	1826	17.4%	31.8%	50.9%
		Spring	1823	19.9%	27.1%	53.0%
	<b>Spring to Winter Difference</b>		<b>(3)</b>	<b>+2.5%</b>	<b>(4.7%)</b>	<b>+2.1%</b>
2006-2007	Winter	1882	14.1%	28.7%	57.1%	
	Spring	1867	16.4%	25.8%	57.7%	
<b>Spring to Winter Difference</b>		<b>(15)</b>	<b>+2.3%</b>	<b>(2.9%)</b>	<b>+0.6%</b>	

**TerraNova**

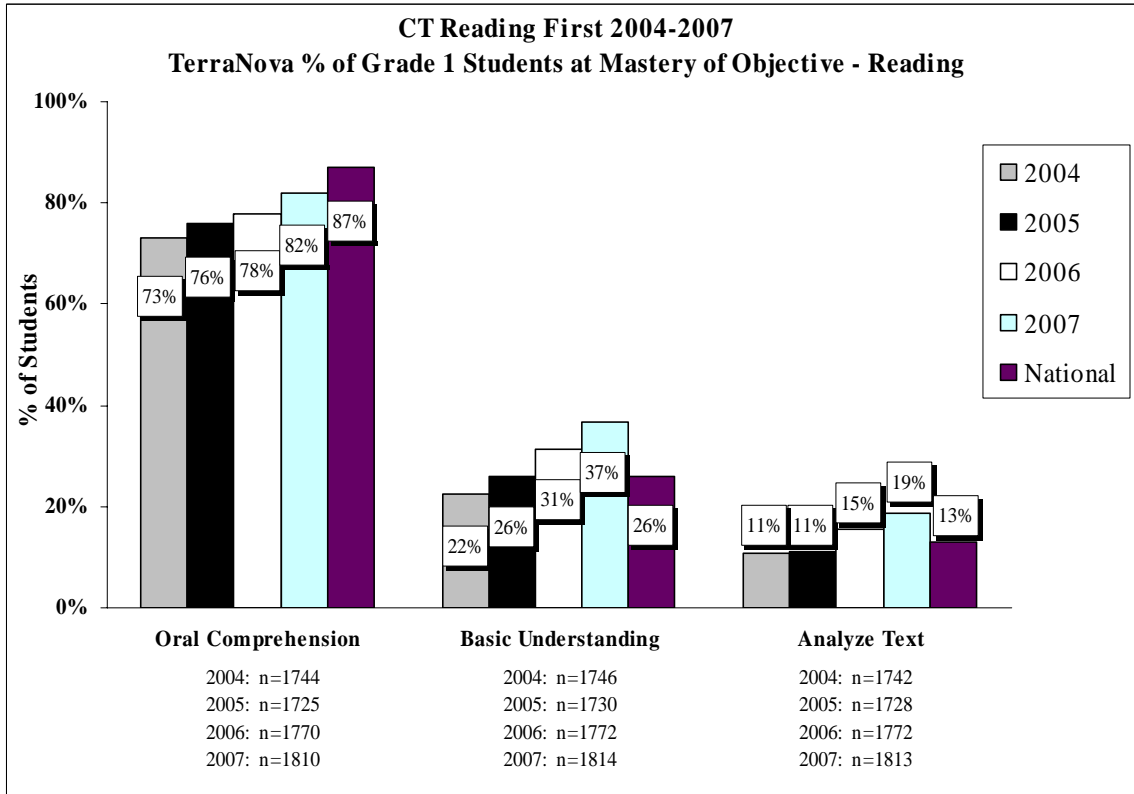
*Reading Objective Performance Indicators*

- Student performance on the Oral Comprehension OPI continued to increase gradually in 2007, with the proportion of students achieving **mastery** rising to 81.9 percent from the baseline of 73.2 percent in 2004. The Oral Comprehension OPI remained the reading performance index on which the greatest percentage of students achieved **mastery**. (See Figure M3 and Figure M4 on the next page.)
- The percentage of Grade 1 students identified as at **mastery** on the Basic Understanding OPI again surpassed the national percentage in 2007. Results on this indicator show gradual shifts away from the **non-mastery** and **partial mastery** categories and toward **mastery**.
- The Analyze Text OPI also continued to indicate a gradual shift toward **mastery**, from 10.7 percent of Grade 1 students achieving **mastery** in the 2004 baseline assessment, to 18.8 percent in 2007. Performance on this OPI by CT Reading First students in Grade 1 again surpassed the national mark of 13% in 2007.

**Figure M3**



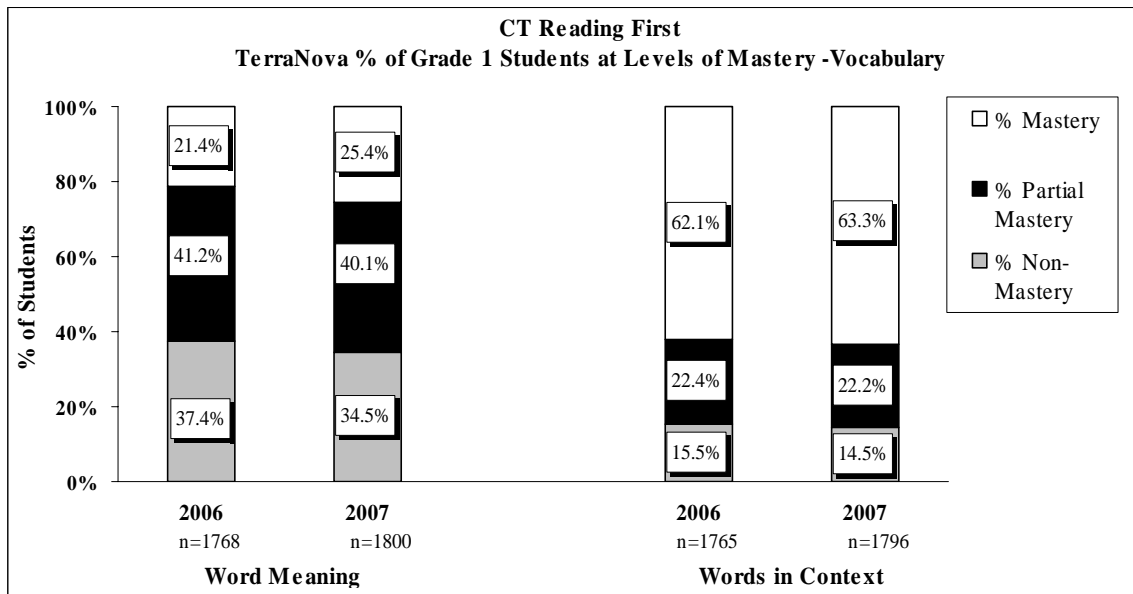
**Figure M4**



Vocabulary Objective Performance Indicators

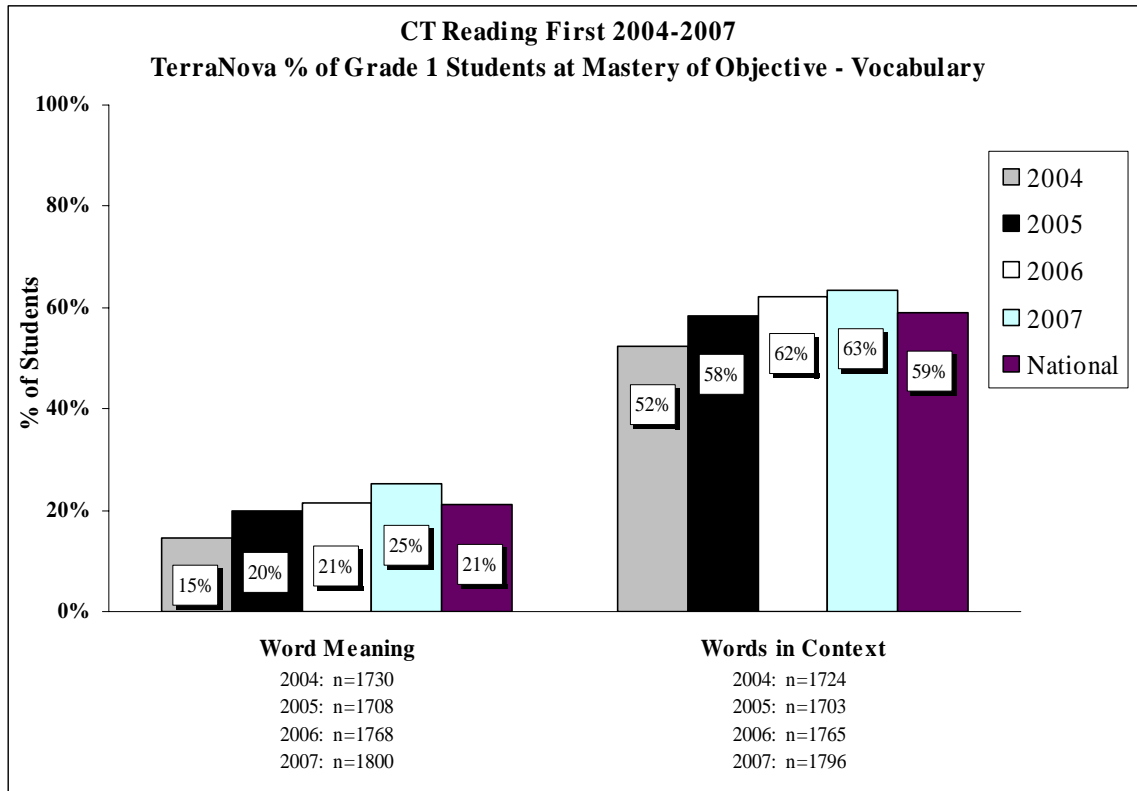
- From 2004 to 2007, the percentage of Grade 1 students identified at the *mastery* level increased for both of the Vocabulary objective indicators, from 14.5 percent to 25.4 percent for the Word Meaning OPI, and 52.4 percent to 63.3 percent for the Words in Context OPI. (See Figure M5 below, Figure M6 on the next page, and Table M2.)
- The percentage of students identified at the *non-mastery* level decreased for the Word Meaning OPI across the four years, while the percentage of students at *partial mastery* increased slightly. For the Words in Context OPI, percentages at the *non-mastery* and *partial mastery* levels both decreased from 2004 to 2007. Trends in both OPIs indicate movement away from *non-mastery*.

Figure M5





**Figure M6**



**Table M2**  
**TerraNova Objective Performance Indicators, by Year**

		Total n	Non-mastery	Partial Mastery	Mastery
Oral Comprehension	2004	1744	7.5%	19.3%	73.2%
	2005	1725	7.5%	16.4%	76.1%
	2006	1770	4.4%	17.9%	77.8%
	2007	1810	4.8%	13.4%	81.9%
<b>2007 to 2004 Difference</b>		<b>66</b>	<b>(2.7%)</b>	<b>(5.9%)</b>	<b>+8.7%</b>

		Total n	Non-mastery	Partial Mastery	Mastery
Basic Understanding	2004	1746	26.3%	51.3%	22.4%
	2005	1730	24.7%	48.9%	26.4%
	2006	1772	22.1%	46.5%	31.4%
	2007	1814	17.8%	45.5%	36.7%
<b>2007 to 2004 Difference</b>		<b>68</b>	<b>(8.5%)</b>	<b>(5.8%)</b>	<b>+14.3%</b>

**Table M2 (Cont'd)**

		Total n	Non-mastery	Partial Mastery	Mastery
Analyze text	2004	1742	43.3%	46.0%	10.7%
	2005	1728	40.0%	48.4%	11.6%
	2006	1772	37.1%	47.5%	15.4%
	2007	1813	32.1%	49.1%	18.8%
<b>2007 to 2004 Difference</b>		<b>71</b>	<b>(11.2%)</b>	<b>+3.1%</b>	<b>+8.1%</b>

		Total n	Non-mastery	Partial Mastery	Mastery
Word Meaning	2004	1730	48.7%	36.8%	14.5%
	2005	1708	40.9%	39.3%	19.8%
	2006	1768	37.4%	41.2%	21.4%
	2007	1800	34.5%	40.1%	25.4%
<b>2007 to 2004 Difference</b>		<b>70</b>	<b>(14.2%)</b>	<b>+3.3%</b>	<b>+10.9%</b>

		Total n	Non-mastery	Partial Mastery	Mastery
Words in Context	2004	1724	20.6%	26.9%	52.4%
	2005	1703	18.8%	22.8%	58.4%
	2006	1765	15.5%	22.4%	62.1%
	2007	1796	14.5%	22.2%	63.3%
<b>2007 to 2004 Difference</b>		<b>72</b>	<b>(6.1%)</b>	<b>(4.7%)</b>	<b>+10.9%</b>

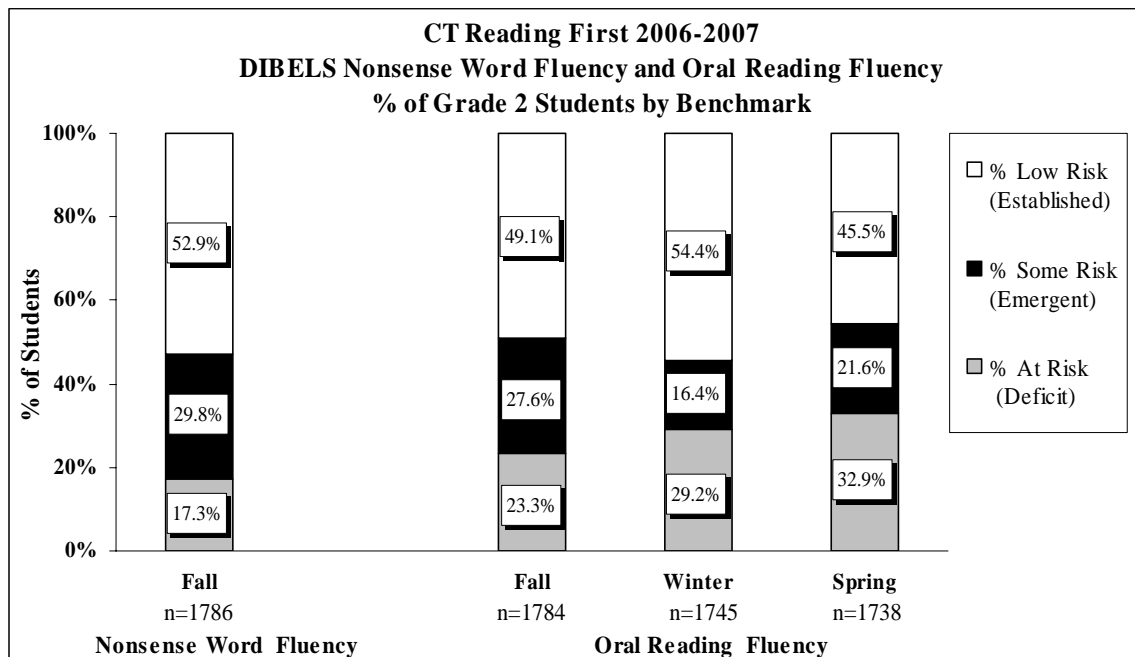
**Appendix N**  
**CT Reading First Grade 2 Assessment Results**

## DIBELS

### Nonsense Word Fluency and Oral Reading Fluency

- Grade 2 students administered the Nonsense Word Fluency assessment in fall 2006 were more likely to score in the **low risk** category than were Grade 2 students assessed on NWF in the fall of 2004 or 2005. As in prior years, students identified as **low risk** constituted the largest group (See Figure N1, below). (Differences in results across years may be seen in Table N1 on the next page.)
- As in prior years, the percentage of students identified as **low risk** on the Oral Reading Fluency assessment increased from fall to winter, then decreased from winter to spring. The percentage of students identified as **low risk** in spring 2007 was slightly below that in fall 2006. As in the 2004-2005 school year, the increase in percentage of students at **low risk** from fall to winter was smaller than the decrease in percentage from winter to spring, resulting in a small net decrease (from 49.1% in fall to 45.5% in spring).
- From fall 2006 to spring 2007, the percentage of Grade 2 students identified in the **low risk** category decreased in 13 of the 23 Reading First schools that include Grade 2; it increased by more than 5 percentage points in only four schools.
- The percentage of students identified as **at risk** on the Oral Reading Fluency assessment increased at least slightly in 19 of 23 schools. The increases ranged from 0.4 percentage points to 35.5 percentage points, with three schools experiencing increases of 20 percentage points or more.

Figure N1



**Table N1**

			Total n	At Risk	Some Risk	Low Risk
<b>Nonsense Word Fluency</b>	2004-2005	Fall	1731	30.7%	32.7%	36.6%
	2005-2006	Fall	1688	23.2%	34.0%	42.8%
	2006-2007	Fall	1786	17.3%	29.8%	52.9%

			Total n	At Risk	Some Risk	Low Risk	
<b>Oral Reading Fluency</b>	2004-2005	Fall	1734	26.2%	30.6%	43.3%	
		Winter	1737	34.9%	19.2%	45.9%	
		Spring	1716	39.6%	23.8%	36.6%	
	<b>Spring to Fall Difference</b>			<b>(18)</b>	<b>+13.4%</b>	<b>(6.8%)</b>	<b>(6.7%)</b>
	2005-2006	Fall	1690	25.3%	29.3%	45.3%	
		Winter	1686	29.3%	17.1%	53.6%	
		Spring	1678	32.5%	21.3%	46.2%	
	<b>Spring to Fall Difference</b>			<b>(12)</b>	<b>+7.2%</b>	<b>(8.0%)</b>	<b>+0.9%</b>
	2006-2007	Fall	1784	23.3%	27.6%	49.1%	
		Winter	1745	29.2%	16.4%	54.4%	
		Spring	1738	32.9%	21.6%	45.5%	
	<b>Spring to Fall Difference</b>			<b>(46)</b>	<b>+9.6%</b>	<b>(6.0%)</b>	<b>(3.6%)</b>

**TerraNova**

(Note: Differences in results on the TerraNova Objective Performance Indicators across years may be seen in Table N2.)

*Reading Objective Performance Indicators*

- The overall percentage of Grade 2 students achieving **mastery** on each of the TerraNova Reading Objective Performance Indicators remained nearly constant from 2006 to 2007 among CT Reading First schools. The slight changes ranged from an increase of 0.9 percentage points in students achieving **mastery** in Basic Understanding to a decrease of 2.3 percentage points for Evaluate and Extend Meaning. Percentages of students at **partial mastery** and **non-mastery** also remained nearly constant from 2006 to 2007. (See Figure N2 on the next page.)
- Overall CT Reading First percentages of students at **mastery** on the Basic Understanding and Analyze Text indicators continued to exceed the national percentages. (See Figure N3 on the next page and Figure N4.)

Figure N2

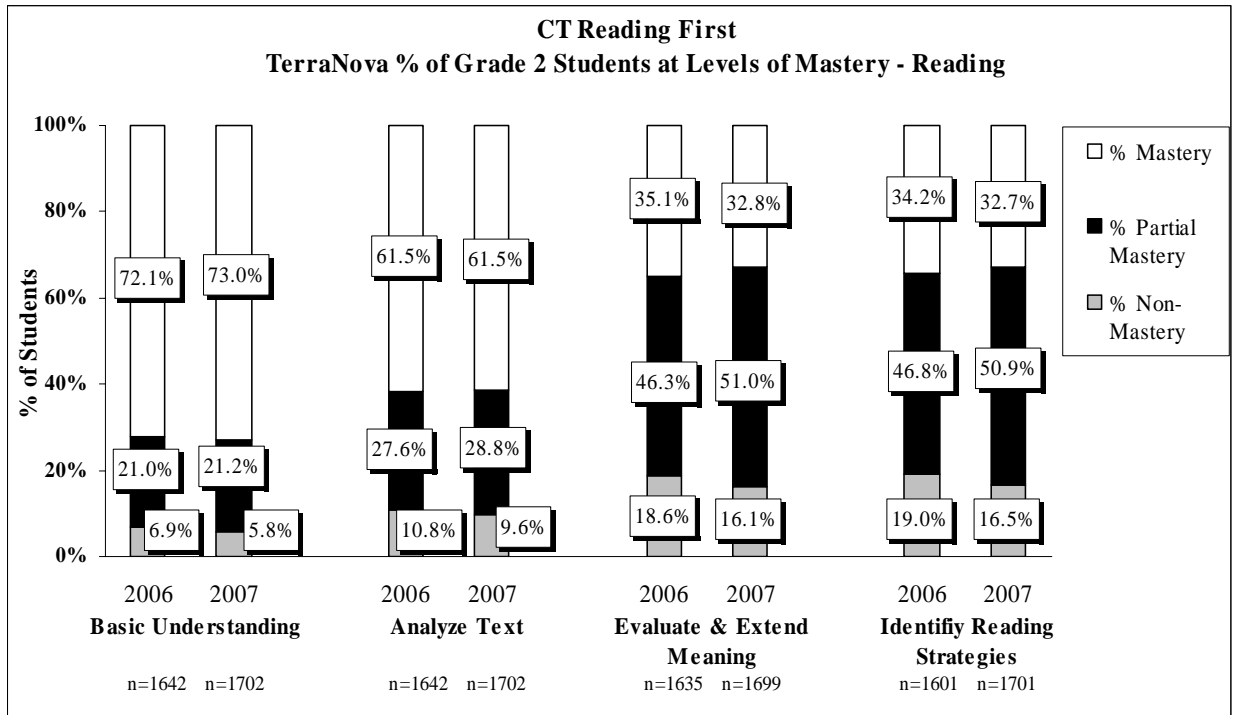


Figure N3

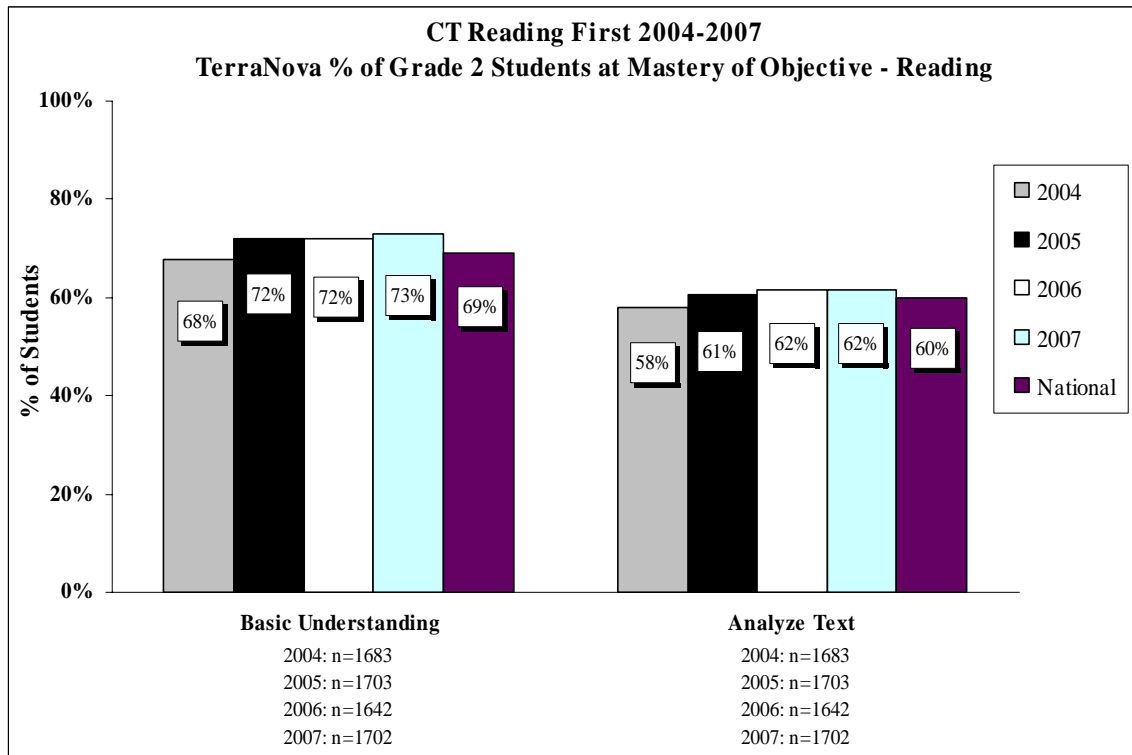
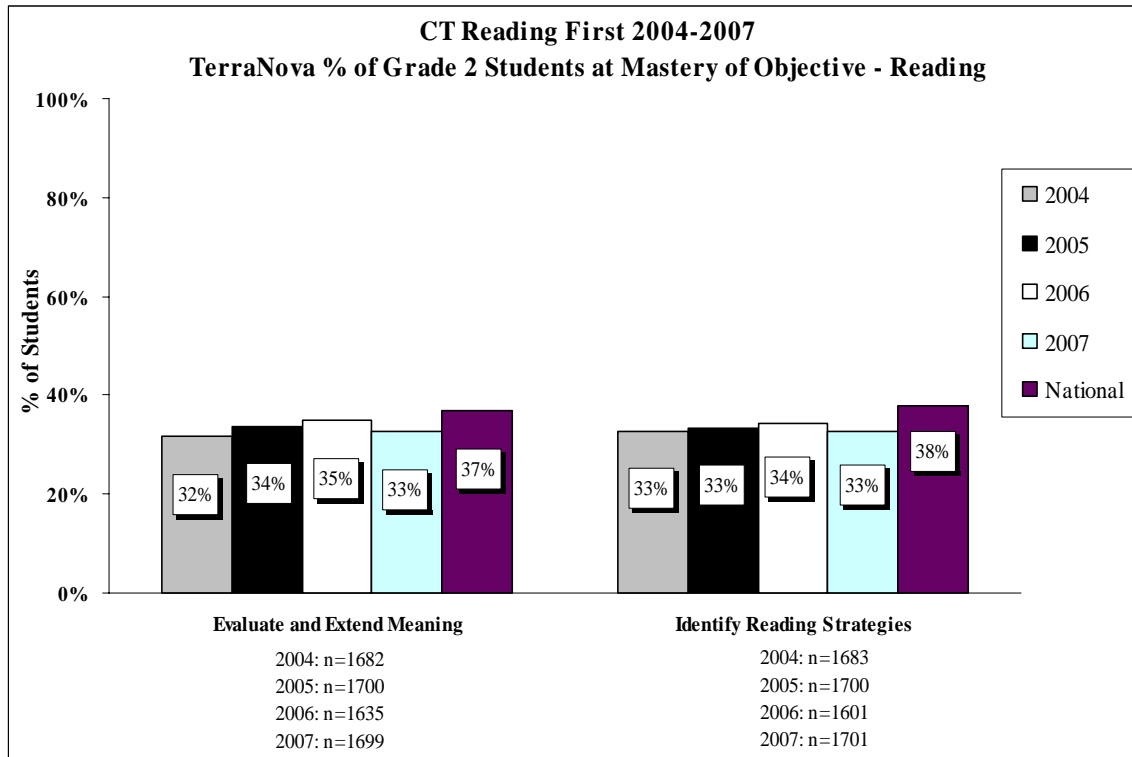


Figure N4



*Vocabulary Objective Performance Indicators*

- The percentage of Grade 2 students achieving *mastery* on Vocabulary Objective Performance Indicators also remained approximately constant from 2006 to 2007 among all CT Reading First schools. The percentage at *mastery* changed only slightly across years for the Word Meaning, Multimeaning Words, and Words in Context OPIs. (See Figure N5 on the next page.)
- Overall percentages of students at *mastery* on the Vocabulary objective indicators surpassed national percentages in Word Meaning and Multimeaning Words. (See Figure N6 on the next page.)

Figure N5

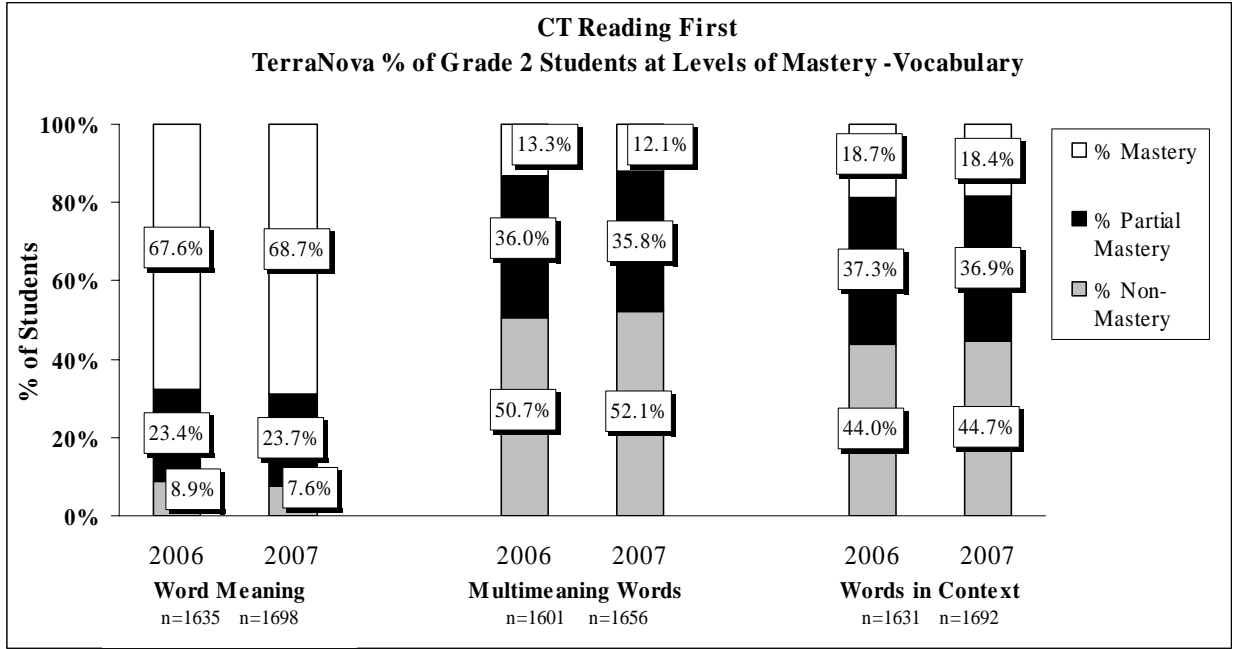
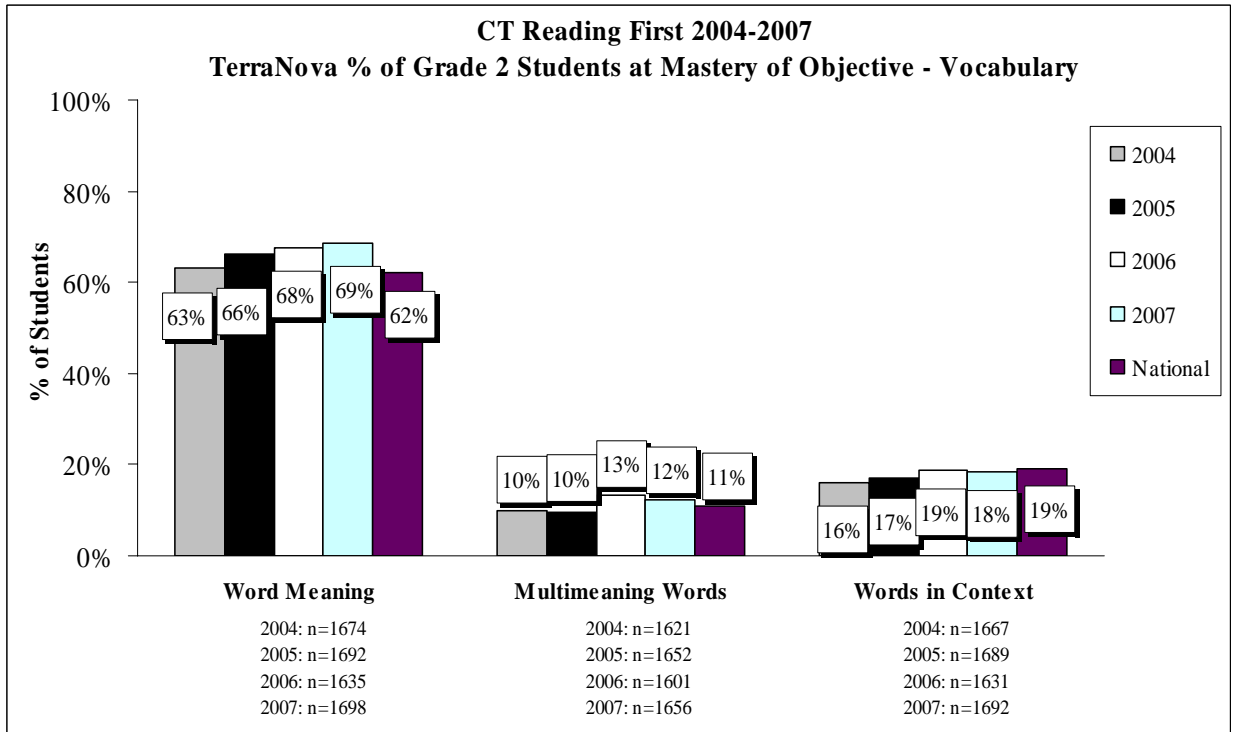


Figure N6





**Table N2**

		Total n	Non-mastery	Partial Mastery	Mastery
Basic Understanding	2004	1683	9.9%	22.3%	67.7%
	2005	1703	7.3%	20.8%	71.9%
	2006	1642	6.9%	21.0%	72.1%
	2007	1702	5.8%	21.2%	73.0%
<b>2007 to 2004 Difference</b>		<b>19</b>	<b>(4.2%)</b>	<b>(1.1%)</b>	<b>+5.3%</b>

		Total n	Non-mastery	Partial Mastery	Mastery
Analyze text	2004	1683	14.0%	27.9%	58.1%
	2005	1703	10.9%	28.4%	60.7%
	2006	1642	10.8%	27.6%	61.5%
	2007	1702	9.6%	28.8%	61.5%
<b>2007 to 2004 Difference</b>		<b>19</b>	<b>(4.4%)</b>	<b>+0.9%</b>	<b>+3.4%</b>

		Total n	Non-mastery	Partial Mastery	Mastery
Evaluate and Extend Meaning	2004	1682	22.2%	46.0%	31.8%
	2005	1700	18.2%	48.2%	33.5%
	2006	1635	18.6%	46.3%	35.1%
	2007	1699	16.1%	51.0%	32.8%
<b>2007 to 2004 Difference</b>		<b>17</b>	<b>(6.0%)</b>	<b>+5.0%</b>	<b>+1.0%</b>

		Total n	Non-mastery	Partial Mastery	Mastery
Identify Reading Strategies	2004	1683	22.8%	44.6%	32.6%
	2005	1700	19.2%	47.4%	33.4%
	2006	1601	19.0%	46.8%	34.2%
	2007	1701	16.5%	50.9%	32.7%
<b>2007 to 2004 Difference</b>		<b>18</b>	<b>(6.3%)</b>	<b>+6.3%</b>	<b>+0.1%</b>

		Total n	Non-mastery	Partial Mastery	Mastery
Word Meaning	2004	1674	11.6%	25.4%	63.0%
	2005	1692	10.7%	23.0%	66.3%
	2006	1635	8.9%	23.4%	67.6%
	2007	1698	7.6%	23.7%	68.7%
<b>2007 to 2004 Difference</b>		<b>24</b>	<b>(4.0%)</b>	<b>(1.7%)</b>	<b>+5.7%</b>

**Table N2 (Cont'd)**

		Total n	Non-mastery	Partial Mastery	Mastery
Multimeaning Words	2004	1621	56.6%	33.6%	9.9%
	2005	1652	54.3%	36.1%	9.6%
	2006	1601	50.7%	36.0%	13.3%
	2007	1656	52.1%	35.8%	12.1%
<b>2007 to 2004 Difference</b>		<b>35</b>	<b>(4.5%)</b>	<b>+2.2%</b>	<b>+2.2%</b>

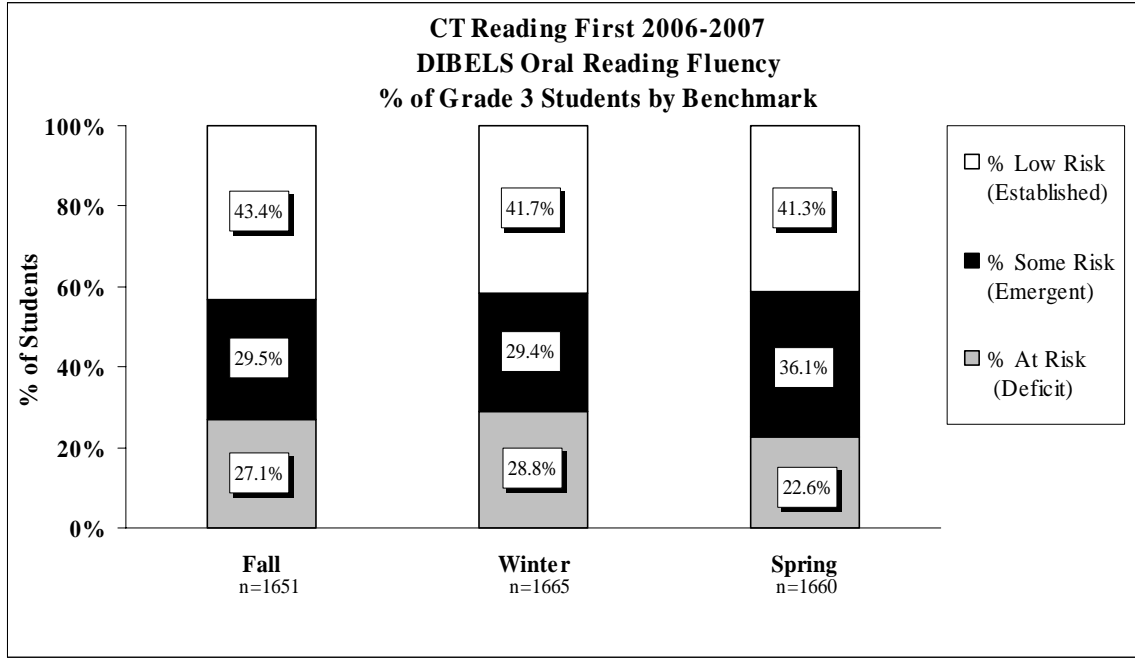
		Total n	Non-mastery	Partial Mastery	Mastery
Words in Context	2004	1667	49.6%	34.4%	16.0%
	2005	1689	47.2%	35.9%	16.9%
	2006	1631	44.0%	37.3%	18.7%
	2007	1692	44.7%	36.9%	18.4%
<b>2007 to 2004 Difference</b>		<b>25</b>	<b>(4.9%)</b>	<b>+2.5%</b>	<b>+2.4%</b>

**Appendix O**  
**CT Reading First Grade 3 Assessment Results**

## ***DIBELS***

- Among Grade 3 students in CT Reading First schools who were administered the ORF in spring 2007, 41.3 percent were identified as ***low risk***, 36.1 percent as ***some risk***, and 22.6 percent as ***at risk***. The distribution of students across the three risk categories in 2007 reflects a gradual improvement from spring 2005 and spring 2006. (For details of 2006-2007 results, see Figure O1, and for differences in results across years, see Table O1, both on the next page.)
- In each program year, the overall number of students in the ***low risk*** and ***some risk*** categories declined slightly or remained constant from the fall to the winter assessment. The number of students in the ***some risk*** category then increased in the spring assessment, resulting in a net increase of students in that category. In 2006-2007, the number of students in the ***low risk*** category remained effectively constant from winter to spring, resulting in a net decrease for the year, similar to the pattern seen in 2004-2005. In the 2005-2006 school year, the number of students in the ***low risk*** category rose from winter to spring, resulting in a net increase.
- Trends in ORF assessment results varied among the participating schools. Across the 2006-2007 school year, the percentage of students identified as ***low risk*** increased in nine of the 23 schools in which Grade 3 ORF was administered, decreased in 13 schools, and remained constant in one school. Most changes were greater than 5 percentage points (in seven of nine schools that experienced increases, and in eight of 13 that experienced decreases).
- Between fall 2006 and spring 2007, the percentage of students identified as ***at risk*** on the ORF declined in 19 of the 23 schools that include Grade 3. Overall, the percentage of students identified as ***at risk*** fell from 27.1 percent to 22.6 percent.

**Figure O1**



**Table O1**

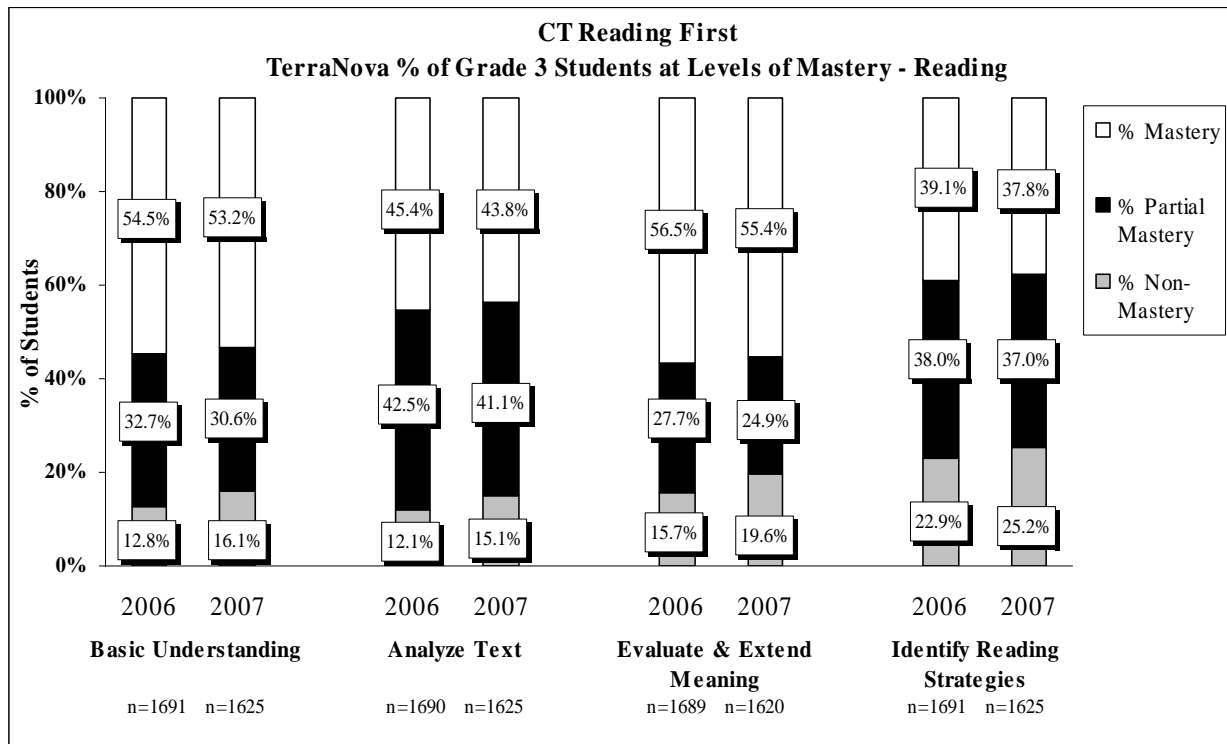
			Total n	At Risk	Some Risk	Low Risk	
<b>Oral Reading Fluency</b>	2004-2005	Fall	1734	32.4%	29.4%	38.2%	
		Winter	1714	36.7%	30.6%	32.7%	
		Spring	1698	29.6%	37.1%	33.3%	
	<b>Spring to Fall Difference</b>			<b>(36)</b>	<b>(2.8%)</b>	<b>+7.7%</b>	<b>(4.9%)</b>
	2005-2006	Fall	1725	31.5%	31.2%	37.3%	
		Winter	1705	33.3%	29.5%	37.2%	
		Spring	1714	26.3%	35.6%	38.1%	
	<b>Spring to Fall Difference</b>			<b>(11)</b>	<b>(5.2%)</b>	<b>+4.4%</b>	<b>+0.8%</b>
	2006-2007	Fall	1651	27.1%	29.5%	43.4%	
Winter		1665	28.8%	29.4%	41.7%		
Spring		1660	22.6%	36.1%	41.3%		
<b>Spring to Fall Difference</b>			<b>9</b>	<b>(4.5%)</b>	<b>+6.6%</b>	<b>(2.1%)</b>	

**TerraNova**

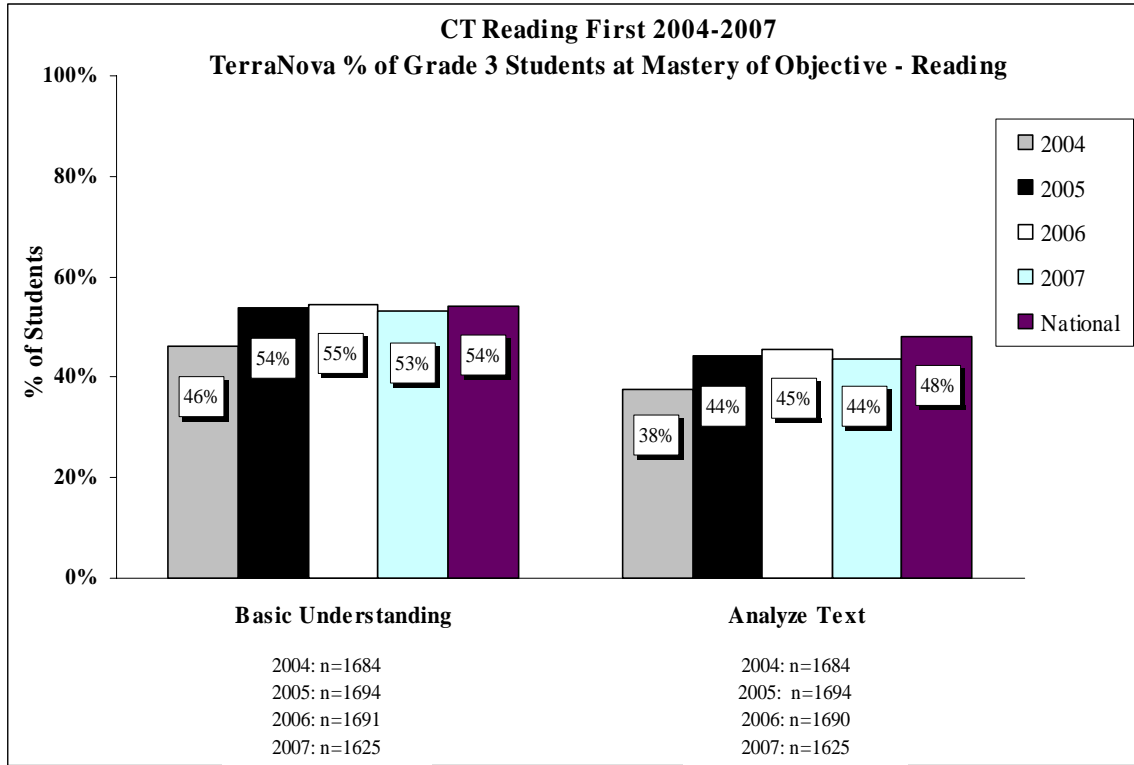
*Reading Objective Performance Indicators*

- The overall percentage of students achieving *mastery* in each Reading Objective Performance Indicator has generally increased since the baseline assessment in 2004. However, the percentage of Grade 3 students achieving *mastery* decreased slightly for each of the Reading OPIs from 2006 to 2007. The declines ranged from 1.1 percentage points for the Evaluate and Extend Meaning indicator to 1.6 percentage points for Analyze Text. (See Figure O2.) Percentages at *mastery* did not surpass national percentages for any reading OPIs. (See Figures O3 and O4 on the next page. For differences in results across years, see Table O2.)
- From 2006 to 2007, the number of students in the *non-mastery* assessment category increased slightly for all Reading objective indicators, with increases ranging from 2.3 percentage points on the Identify Reading Strategies OPI to 3.9 percentage points on the Evaluate and Extend Meaning OPI.

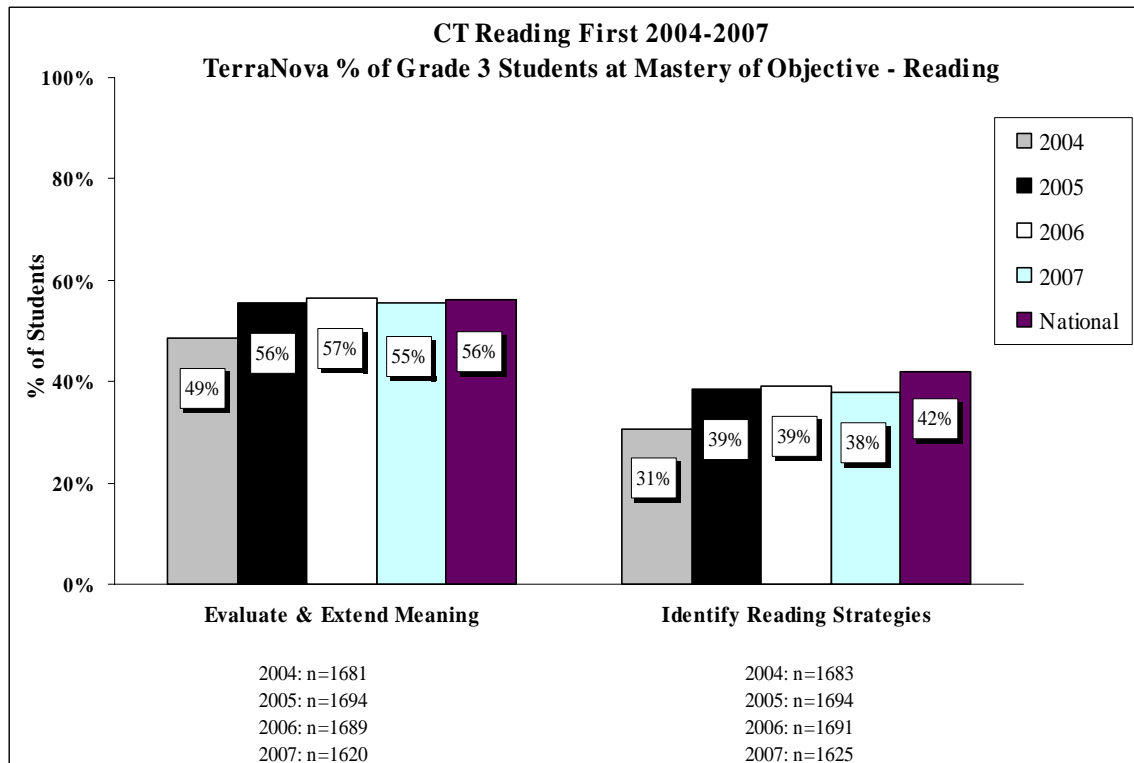
**Figure O2**



**Figure O3**



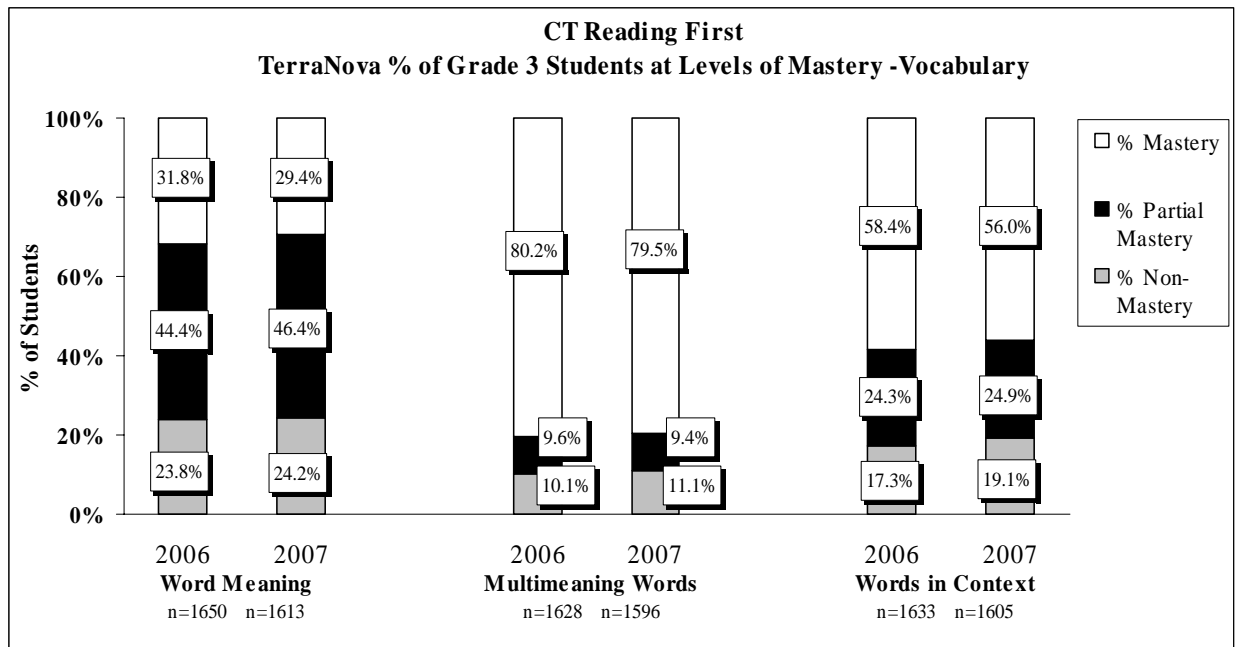
**Figure O4**



*Vocabulary Objective Performance Indicators*

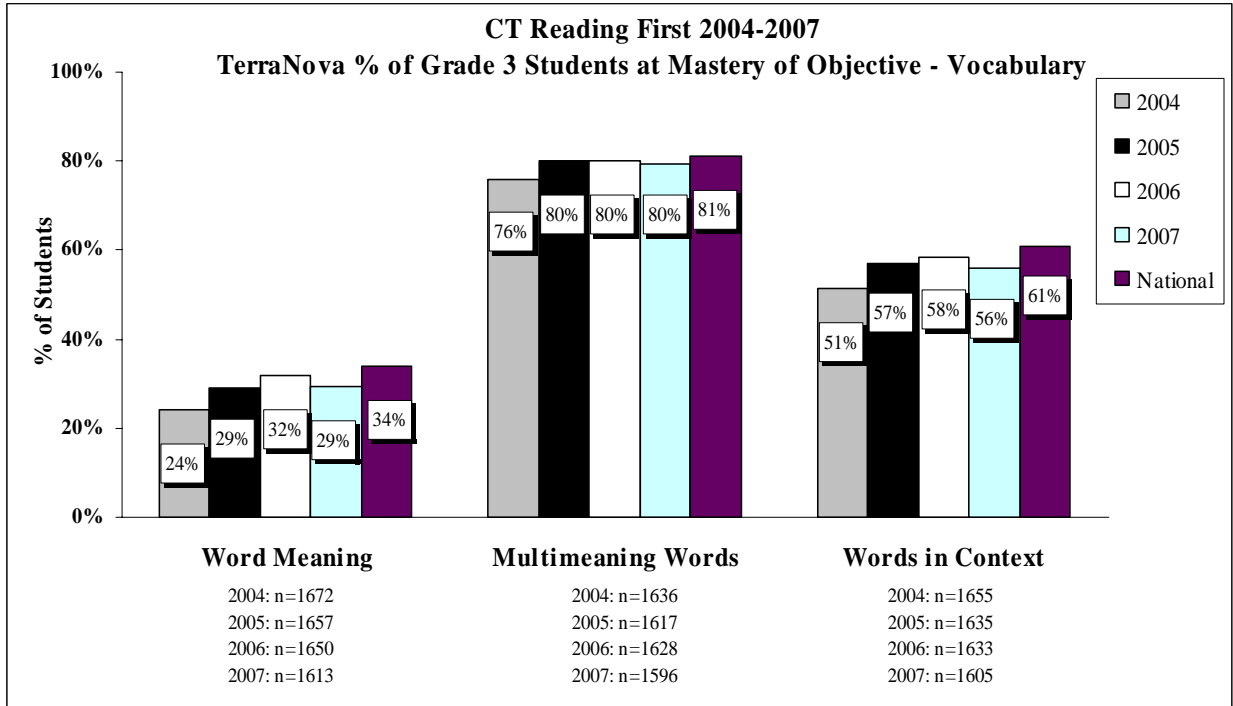
- Among all CT Reading First schools, the percentage of Grade 3 students achieving *mastery* decreased slightly from 2006 to 2007 on each of the Vocabulary Objective Performance Indicators. Decreases ranged from 0.7 percentage points for Multimeaning Words to 2.4 percentage points for Word Meaning and Words in Context. (See Figure O5.)
- The percentages of CT Reading First students achieving *mastery* in each Vocabulary OPI have not risen to the national percentages established in the TerraNova norming study. (See Figure O6 on the next page.)
- From 2006 to 2007, the number of students in the *non-mastery* category increased slightly for all Vocabulary OPIs, with increases ranging from 0.4 percentage points on the Word Meaning OPI to 1.8 percentage points on the Words in Context OPI.

*Figure O5*





**Figure O6**



**Table O2**

		Total n	Non-mastery	Partial Mastery	Mastery
Basic Understanding	2004	1684	19.0%	34.7%	46.3%
	2005	1694	14.2%	31.9%	53.9%
	2006	1691	12.8%	32.7%	54.5%
	2007	1625	16.1%	30.6%	53.2%
<b>2007 to 2004 Difference</b>		<b>(59)</b>	<b>(2.9%)</b>	<b>(4.1%)</b>	<b>+6.9%</b>

		Total n	Non-mastery	Partial Mastery	Mastery
Analyze text	2004	1684	17.4%	45.1%	37.5%
	2005	1694	13.4%	42.4%	44.2%
	2006	1690	12.1%	42.5%	45.4%
	2007	1625	15.1%	41.1%	43.8%
<b>2007 to 2004 Difference</b>		<b>(59)</b>	<b>(2.3%)</b>	<b>(4.0%)</b>	<b>+6.3%</b>

**Table O2 (Cont.)**

		Total n	Non-mastery	Partial Mastery	Mastery
Evaluate and Extend Meaning	2004	1681	22.6%	28.9%	48.5%
	2005	1694	18.0%	26.4%	55.5%
	2006	1689	15.7%	27.7%	56.5%
	2007	1620	19.6%	24.9%	55.4%
<b>2007 to 2004 Difference</b>		<b>(61)</b>	<b>(3.0%)</b>	<b>(4.0%)</b>	<b>+6.9%</b>

		Total n	Non-mastery	Partial Mastery	Mastery
Identify Reading Strategies	2004	1683	30.1%	39.4%	30.5%
	2005	1694	23.7%	37.7%	38.5%
	2006	1691	22.9%	38.0%	39.1%
	2007	1625	25.2%	37.0%	37.8%
<b>2007 to 2004 Difference</b>		<b>(58)</b>	<b>(4.9%)</b>	<b>(2.4%)</b>	<b>+7.3%</b>

		Total n	Non-mastery	Partial Mastery	Mastery
Word Meaning	2004	1672	29.8%	46.0%	24.2%
	2005	1657	24.9%	46.1%	29.0%
	2006	1650	23.8%	44.4%	31.8%
	2007	1613	24.2%	46.4%	29.4%
<b>2007 to 2004 Difference</b>		<b>(59)</b>	<b>(5.6%)</b>	<b>+0.4%</b>	<b>+5.2%</b>

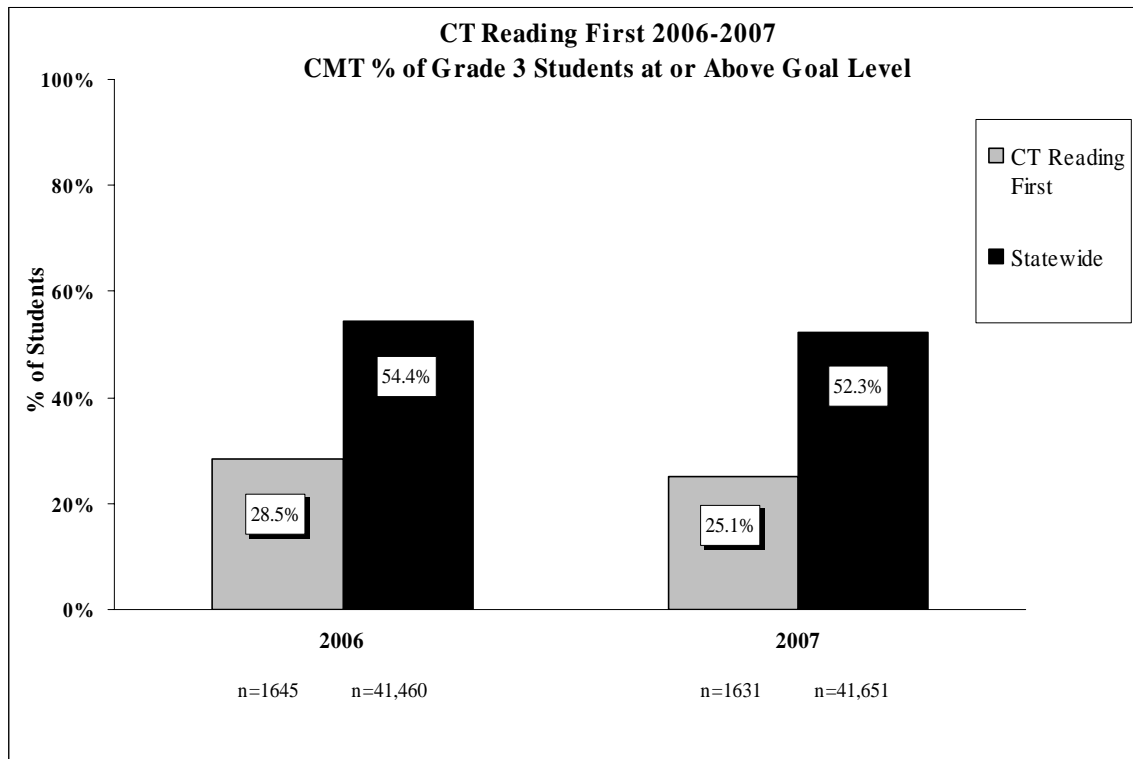
		Total n	Non-mastery	Partial Mastery	Mastery
Multimeaning Words	2004	1636	12.3%	11.7%	76.0%
	2005	1617	10.5%	9.5%	80.1%
	2006	1628	10.1%	9.6%	80.2%
	2007	1596	11.1%	9.4%	79.5%
<b>2007 to 2004 Difference</b>		<b>(40)</b>	<b>(1.2%)</b>	<b>(2.3%)</b>	<b>+3.5%</b>

		Total n	Non-mastery	Partial Mastery	Mastery
Words in Context	2004	1655	23.4%	25.1%	51.4%
	2005	1635	18.0%	25.1%	56.9%
	2006	1633	17.3%	24.3%	58.4%
	2007	1605	19.1%	24.9%	56.0%
<b>2007 to 2004 Difference</b>		<b>(50)</b>	<b>(4.3%)</b>	<b>(0.2%)</b>	<b>+4.6%</b>

## Connecticut Mastery Test

- Overall, the percentage of Grade 3 students in CT Reading First schools who scored in the *goal* or *advanced goal* categories on the reading portion of CMT decreased slightly, from 28.5 percent in 2006 to 25.1 percent in 2007.
- In each year, the percentage of CT Reading First students achieving at *goal* or above was approximately half the percentage for schools statewide. Within schools, the percentage of students scoring in the *goal* or *advanced goal* categories in reading ranged from 5.6 percent to 51.9 percent.
- The percentage of students scoring in the *below basic* or *basic* categories increased slightly, from 52.7 percent in 2006 to 54.8 percent in 2007. Statewide percentages of students scoring at *basic* or below in 2006 and 2007 were 30.8 percent and 30.7 percent, respectively.

Figure O7



**Table O3**

	Total n	Below Basic	Basic	Proficient	Goal	Advanced Goal
2006	1645	37.1%	15.6%	18.7%	24.1%	4.4%
2007	1631	37.9%	16.9%	20.1%	21.9%	3.2%
<b><i>2007 to 2006 Difference</i></b>	<b><i>(14)</i></b>	<b><i>+0.8%</i></b>	<b><i>+1.3%</i></b>	<b><i>+1.4%</i></b>	<b><i>(2.2%)</i></b>	<b><i>(1.2%)</i></b>

**Appendix P**  
**CT Reading First Grades K-3 Assessment Results**  
**by Demographic Variables**

**2006-2007 Kindergarten Student Performance by Demographic Variables**

*Table P1*

Grade K Demographics		PPVT							
		n		% Below Goal Range		% Within Goal Range		% Above Goal Range	
		F 06	S 07	F 06	S 07	F 06	S 07	F 06	S 07
Gender	Male	941	941	52.6%	32.5%	34.2%	48.1%	13.2%	19.3%
	Female	842	860	45.8%	34.0%	38.1%	46.2%	16.0%	19.9%
Ethnicity	Black, not Hispanic	477	468	53.0%	31.2%	39.6%	54.1%	7.3%	14.7%
	White, not Hispanic	535	518	23.4%	12.4%	41.9%	47.3%	34.8%	40.3%
	Hispanic/Latino	689	728	66.3%	49.6%	29.9%	42.2%	3.8%	8.2%
	American Indian	10	11	40.0%	9.1%	40.0%	54.5%	20.0%	36.4%
	Asian	48	49	58.3%	32.7%	27.1%	53.1%	14.6%	14.3%
Primary Instruction Language	English	1,650	1,650	46.3%	29.0%	38.1%	49.9%	15.6%	21.1%
	Spanish	75	95	93.3%	88.4%	6.7%	11.6%	0.0%	0.0%
Economically Disadvantaged	Yes	1,206	1,218	59.3%	40.1%	33.4%	47.7%	7.3%	12.2%
	No	581	586	29.3%	18.9%	41.3%	46.1%	29.4%	35.0%
Additional Reading Instruction	Yes	563	584	67.7%	46.6%	28.6%	43.8%	3.7%	9.6%
	No	1,110	1,114	39.7%	26.0%	39.7%	48.9%	20.5%	25.0%
Previously Retained	Yes	136	130	63.2%	55.4%	31.6%	34.6%	5.1%	10.0%
	No	1,651	1,674	48.4%	31.5%	36.3%	48.1%	15.3%	20.3%
Services Provided	Yes	442	445	73.3%	55.7%	22.2%	36.4%	4.5%	7.9%
	No	1,345	1,359	41.7%	25.9%	40.5%	50.7%	17.8%	23.4%
Services	Sp Ed Literacy Resource	101	95	74.3%	52.6%	19.8%	36.8%	5.9%	10.5%
	Sp Ed Self Contained	3	4	66.7%	25.0%	33.3%	75.0%	0.0%	0.0%
	IEP	124	119	75.8%	54.6%	18.5%	36.1%	5.6%	9.2%
	Speech	82	79	72.0%	58.2%	18.3%	32.9%	9.8%	8.9%
	ESL	134	154	88.8%	69.5%	11.2%	27.9%	0.0%	2.6%
	Bilingual	65	81	95.4%	90.1%	4.6%	9.9%	0.0%	0.0%
	LTSS	3	2	66.7%	50.0%	33.3%	50.0%	0.0%	0.0%
	Other	31	27	83.9%	59.3%	16.1%	40.7%	0.0%	0.0%
<b>All Grade K Students</b>		<b>1,787</b>	<b>1,804</b>	<b>49.5%</b>	<b>33.3%</b>	<b>36.0%</b>	<b>47.2%</b>	<b>14.5%</b>	<b>19.6%</b>

**2006-2007 Kindergarten Student Performance by Demographic Variables**

*Table P2*

Grade K Demographics		Initial Sound Fluency								Phoneme Segmentation Fluency							
		n		% At Risk		% Some Risk		% Low Risk		n		% At Risk		% Some Risk		% Low Risk	
		F 06	W 07	F 06	W 07	F 06	W 07	F 06	W 07	W 07	S 07	W 07	S 07	W 07	S 07	W 07	S 07
Gender	Male	950	949	32.8%	19.0%	26.3%	43.3%	40.8%	37.7%	947	950	29.4%	15.3%	31.5%	30.2%	39.2%	54.5%
	Female	866	865	26.0%	12.7%	25.5%	40.7%	48.5%	46.6%	867	863	20.6%	8.6%	29.1%	20.2%	50.3%	71.3%
Ethnicity	Black, not Hispanic	488	480	26.0%	13.8%	28.5%	38.5%	45.5%	47.7%	480	471	26.5%	12.7%	32.3%	24.4%	41.3%	62.8%
	White, not Hispanic	536	528	24.3%	10.6%	23.5%	40.5%	52.2%	48.9%	529	521	18.9%	7.1%	28.4%	21.3%	52.7%	71.6%
	Hispanic/Latino	711	720	36.4%	21.3%	26.4%	45.6%	37.1%	33.2%	719	734	29.6%	15.7%	30.2%	28.6%	40.2%	55.7%
	American Indian	9	13	22.2%	7.7%	22.2%	61.5%	55.6%	30.8%	13	11	30.8%	0.0%	38.5%	45.5%	30.8%	54.5%
	Asian	48	48	31.3%	16.7%	22.9%	39.6%	45.8%	43.8%	48	49	10.4%	10.2%	37.5%	26.5%	52.1%	63.3%
Primary Instruction Language	English	1,682	1,672	27.9%	14.5%	26.6%	42.5%	45.4%	42.9%	1,672	1,664	23.4%	10.4%	30.7%	24.8%	45.9%	64.8%
	Spanish	77	86	51.9%	30.2%	18.2%	40.7%	29.9%	29.1%	86	93	45.3%	29.0%	23.3%	34.4%	31.4%	36.6%
Economically Disadvantaged	Yes	1,237	1,236	31.4%	18.3%	26.4%	42.6%	42.3%	39.1%	1,236	1,226	28.2%	13.9%	30.7%	26.8%	41.1%	59.3%
	No	583	581	25.6%	11.0%	25.0%	41.0%	49.4%	48.0%	581	590	18.9%	8.3%	29.3%	22.5%	51.8%	69.2%
Additional Reading Instruction	Yes	582	604	36.3%	20.4%	25.8%	48.5%	38.0%	31.1%	603	601	36.8%	15.5%	32.5%	29.6%	30.7%	54.9%
	No	1,120	1,108	25.5%	14.1%	25.9%	39.2%	48.6%	46.8%	1,109	1,109	18.8%	10.5%	28.8%	23.0%	52.4%	66.5%
Previously Retained	Yes	137	133	21.9%	15.8%	25.5%	42.9%	52.6%	41.4%	132	130	19.7%	12.3%	27.3%	28.5%	53.0%	59.2%
	No	1,683	1,684	30.1%	16.0%	26.0%	42.0%	43.9%	42.0%	1,685	1,686	25.6%	12.0%	30.5%	25.2%	43.9%	62.8%
Services Provided	Yes	460	456	41.1%	25.9%	27.2%	46.1%	31.7%	28.1%	457	452	39.8%	20.1%	31.7%	33.2%	28.4%	46.7%
	No	1,360	1,361	25.6%	12.6%	25.5%	40.8%	48.9%	46.6%	1,360	1,364	20.3%	9.4%	29.8%	22.9%	49.9%	67.7%
Services	Sp Ed Literacy Resource	106	102	46.2%	37.3%	32.1%	52.0%	21.7%	10.8%	102	101	49.0%	27.7%	36.3%	41.6%	14.7%	30.7%
	Sp Ed Self Contained	5	5	100.0%	80.0%	0.0%	20.0%	0.0%	0.0%	5	4	80.0%	25.0%	20.0%	25.0%	0.0%	50.0%
	IEP	132	131	47.0%	38.9%	29.5%	48.1%	23.5%	13.0%	131	127	50.4%	30.7%	35.9%	38.6%	13.7%	30.7%
	Speech	85	83	52.9%	36.1%	29.4%	53.0%	17.6%	10.8%	83	83	53.0%	33.7%	37.3%	38.6%	9.6%	27.7%
	ESL	141	150	45.4%	28.0%	26.2%	44.7%	28.4%	27.3%	151	153	38.4%	19.0%	29.1%	34.6%	32.5%	46.4%
	Bilingual	68	77	52.9%	29.9%	16.2%	39.0%	30.9%	31.2%	77	79	46.8%	22.8%	14.3%	34.2%	39.0%	43.0%
	LTSS	3	3	66.7%	0.0%	0.0%	66.7%	33.3%	33.3%	3	2	0.0%	0.0%	66.7%	0.0%	33.3%	100.0%
	Other	30	32	56.7%	43.8%	23.3%	50.0%	20.0%	6.3%	32	27	50.0%	33.3%	40.6%	48.1%	9.4%	18.5%
<b>All Grade K Students</b>		<b>1,820</b>	<b>1,817</b>	<b>29.5%</b>	<b>16.0%</b>	<b>25.9%</b>	<b>42.1%</b>	<b>44.6%</b>	<b>41.9%</b>	<b>1,817</b>	<b>1,816</b>	<b>25.2%</b>	<b>12.1%</b>	<b>30.3%</b>	<b>25.4%</b>	<b>44.5%</b>	<b>62.5%</b>

**2006-2007 Kindergarten Student Performance by Demographic Variables**

*Table P3*

Grade K Demographics		Nonsense Word Fluency								Letter Naming Fluency							
		n		% At Risk		% Some Risk		% Low Risk		n		% At Risk		% Some Risk		% Low Risk	
		W 07	S 07	W 07	S 07	W 07	S 07	W 07	S 07	F 06	S 07	F 06	S 07	F 06	S 07	F 06	S 07
Gender	Male	946	950	26.4%	26.6%	22.5%	19.8%	51.1%	53.6%	951	951	33.9%	26.2%	21.1%	20.5%	45.0%	53.3%
	Female	867	862	17.8%	17.4%	21.0%	19.1%	61.2%	63.5%	867	865	26.9%	19.3%	19.0%	20.1%	54.1%	60.6%
Ethnicity	Black, not Hispanic	480	471	20.2%	21.7%	21.9%	16.6%	57.9%	61.8%	489	471	27.0%	18.9%	21.5%	20.4%	51.5%	60.7%
	White, not Hispanic	529	521	18.5%	17.7%	19.1%	18.0%	62.4%	64.3%	536	521	20.1%	16.7%	15.7%	20.5%	64.2%	62.8%
	Hispanic/Latino	718	733	26.9%	27.0%	24.2%	22.4%	48.9%	50.6%	711	737	41.5%	31.2%	23.2%	20.1%	35.3%	48.7%
	American Indian	13	11	23.1%	9.1%	38.5%	18.2%	38.5%	72.7%	9	11	33.3%	9.1%	22.2%	9.1%	44.4%	81.8%
	Asian	48	49	8.3%	10.2%	14.6%	16.3%	77.1%	73.5%	49	49	16.3%	10.2%	12.2%	18.4%	71.4%	71.4%
Primary Instruction Language	English	1,671	1,665	20.4%	20.2%	22.0%	19.7%	57.6%	60.1%	1,684	1,665	28.4%	19.3%	20.6%	21.6%	51.0%	59.2%
	Spanish	86	91	41.9%	47.3%	25.6%	19.8%	32.6%	33.0%	77	95	72.7%	78.9%	14.3%	5.3%	13.0%	15.8%
Economically Disadvantaged	Yes	1,235	1,226	24.5%	25.0%	23.0%	20.4%	52.6%	54.6%	1,239	1,227	36.0%	26.3%	21.8%	21.8%	42.2%	51.8%
	No	581	589	17.6%	16.3%	19.3%	17.8%	63.2%	65.9%	583	592	19.0%	15.7%	16.6%	17.2%	64.3%	67.1%
Additional Reading Instruction	Yes	602	600	30.7%	29.7%	28.1%	23.0%	41.2%	47.3%	582	601	45.4%	33.4%	22.0%	26.1%	32.6%	40.4%
	No	1,109	1,109	17.5%	18.9%	19.4%	18.1%	63.1%	62.9%	1,122	1,112	22.6%	18.5%	19.7%	17.5%	57.7%	63.9%
Previously Retained	Yes	132	130	20.5%	31.5%	26.5%	22.3%	53.0%	46.2%	137	130	20.4%	30.8%	21.9%	25.4%	57.7%	43.8%
	No	1,684	1,685	22.4%	21.5%	21.4%	19.3%	56.2%	59.2%	1,685	1,689	31.4%	22.3%	20.0%	20.0%	48.6%	57.8%
Services Provided	Yes	457	450	34.6%	31.1%	21.7%	18.4%	43.8%	50.4%	460	453	46.5%	34.2%	18.7%	19.6%	34.8%	46.1%
	No	1,359	1,365	18.1%	19.3%	21.9%	19.9%	60.0%	60.8%	1,362	1,366	25.2%	19.1%	20.6%	20.6%	54.2%	60.3%
Services	Sp Ed Literacy Resource	102	101	41.2%	41.6%	24.5%	21.8%	34.3%	36.6%	106	101	50.0%	39.6%	21.7%	29.7%	28.3%	30.7%
	Sp Ed Self Contained	5	4	40.0%	25.0%	20.0%	0.0%	40.0%	75.0%	5	4	40.0%	25.0%	20.0%	0.0%	40.0%	75.0%
	IEP	131	127	45.0%	42.5%	23.7%	21.3%	31.3%	36.2%	132	127	50.8%	39.4%	22.0%	29.1%	27.3%	31.5%
	Speech	83	83	45.8%	43.4%	22.9%	16.9%	31.3%	39.8%	85	83	40.0%	37.3%	20.0%	19.3%	40.0%	43.4%
	ESL	151	152	31.1%	32.9%	26.5%	17.8%	42.4%	49.3%	141	154	54.6%	40.9%	17.7%	17.5%	27.7%	41.6%
	Bilingual	77	77	40.3%	37.7%	23.4%	24.7%	36.4%	37.7%	68	80	70.6%	75.0%	16.2%	6.3%	13.2%	18.8%
	LTSS	3	2	0.0%	0.0%	33.3%	0.0%	66.7%	100.0%	3	2	66.7%	0.0%	0.0%	50.0%	33.3%	50.0%
	Other	32	27	59.4%	51.9%	6.3%	11.1%	34.4%	37.0%	30	27	43.3%	48.1%	26.7%	22.2%	30.0%	29.6%
<b>All Grade K Students</b>		<b>1,816</b>	<b>1,815</b>	<b>22.2%</b>	<b>22.2%</b>	<b>21.8%</b>	<b>19.6%</b>	<b>55.9%</b>	<b>58.2%</b>	<b>1,822</b>	<b>1,819</b>	<b>30.6%</b>	<b>22.9%</b>	<b>20.1%</b>	<b>20.3%</b>	<b>49.3%</b>	<b>56.8%</b>



**2006-2007 Grade 1 Student Performance by Demographic Variables**

**Table P4**

Grade 1 Demographics		Phoneme Segmentation Fluency								Nonsense Word Fluency							
		n		% At Risk		% Some Risk		% Low Risk		n		% At Risk		% Some Risk		% Low Risk	
		F 06	S 07	F 06	S 07	F 06	S 07	F 06	S 07	F 06	S 07	F 06	S 07	F 06	S 07	F 06	S 07
Gender	Male	971	971	17.3%	2.0%	27.7%	10.5%	55.0%	87.5%	971	971	26.0%	9.6%	21.7%	27.5%	52.3%	62.9%
	Female	920	887	12.0%	1.1%	24.5%	5.6%	63.6%	93.2%	920	887	18.3%	6.1%	23.6%	24.9%	58.2%	69.0%
Ethnicity	Black, not Hispanic	517	500	16.6%	1.2%	27.1%	7.6%	56.3%	91.2%	517	501	21.9%	5.8%	23.2%	26.3%	54.9%	67.9%
	White, not Hispanic	564	557	8.3%	1.1%	20.6%	4.8%	71.1%	94.1%	564	557	16.5%	5.0%	18.6%	19.7%	64.9%	75.2%
	Hispanic/Latino	737	728	18.2%	2.3%	30.4%	11.1%	51.4%	86.5%	737	727	27.4%	12.0%	25.5%	31.6%	47.1%	56.4%
	American Indian	11	10	18.2%	0.0%	18.2%	0.0%	63.6%	100.0%	11	10	36.4%	0.0%	18.2%	30.0%	45.5%	70.0%
	Asian	52	51	15.4%	0.0%	13.5%	11.8%	71.2%	88.2%	52	51	11.5%	3.9%	17.3%	17.6%	71.2%	78.4%
Primary Instruction Language	English	1,685	1,685	12.5%	0.9%	24.5%	6.6%	63.0%	92.5%	1,685	1,685	19.3%	6.2%	22.7%	26.1%	58.0%	67.7%
	Spanish	83	80	37.3%	3.8%	41.0%	27.5%	21.7%	68.8%	83	80	50.6%	20.0%	25.3%	21.3%	24.1%	58.8%
Economically Disadvantaged	Yes	1,322	1,310	16.6%	1.8%	27.4%	8.2%	56.0%	89.9%	1,322	1,310	24.1%	8.7%	24.3%	28.1%	51.7%	63.2%
	No	576	557	10.1%	0.9%	23.1%	7.9%	66.8%	91.2%	576	557	17.9%	5.9%	18.8%	22.1%	63.4%	72.0%
Additional Reading Instruction	Yes	690	699	20.6%	1.1%	32.5%	8.2%	47.0%	90.7%	690	699	32.8%	9.0%	30.1%	35.5%	37.1%	55.5%
	No	1,071	1,059	10.6%	1.8%	21.0%	7.9%	68.3%	90.3%	1,071	1,059	14.2%	7.0%	18.2%	20.2%	67.6%	72.8%
Previously Retained	Yes	194	186	13.4%	1.1%	22.2%	8.6%	64.4%	90.3%	194	186	23.2%	5.4%	15.5%	31.7%	61.3%	62.9%
	No	1,704	1,681	14.8%	1.6%	26.5%	8.1%	58.7%	90.3%	1,704	1,681	22.1%	8.1%	23.4%	25.7%	54.5%	66.2%
Services Provided	Yes	527	500	25.4%	3.2%	32.8%	15.2%	41.7%	81.6%	527	500	38.7%	13.4%	23.5%	29.0%	37.8%	57.6%
	No	1,371	1,367	10.5%	1.0%	23.5%	5.6%	66.0%	93.5%	1,371	1,367	15.8%	5.9%	22.2%	25.3%	61.9%	68.8%
Services	Sp Ed Literacy Resource	112	116	38.4%	5.2%	34.8%	23.3%	26.8%	71.6%	112	116	46.4%	22.4%	25.0%	33.6%	28.6%	44.0%
	Sp Ed Self Contained	32	33	9.4%	0.0%	21.9%	6.1%	68.8%	93.9%	32	33	15.6%	6.1%	25.0%	12.1%	59.4%	81.8%
	IEP	132	138	39.4%	6.5%	33.3%	24.6%	27.3%	68.8%	132	138	43.9%	21.7%	21.2%	31.9%	34.8%	46.4%
	Speech	78	77	42.3%	5.2%	32.1%	31.2%	25.6%	63.6%	78	77	48.7%	20.8%	16.7%	33.8%	34.6%	45.5%
	ESL	146	155	24.0%	1.9%	32.2%	14.8%	43.8%	83.2%	146	155	33.6%	9.0%	30.1%	36.1%	36.3%	54.8%
	Bilingual	75	72	34.7%	2.8%	38.7%	19.4%	26.7%	77.8%	75	72	50.7%	16.7%	25.3%	26.4%	24.0%	56.9%
	LTSS	15	14	20.0%	0.0%	20.0%	7.1%	60.0%	92.9%	15	14	13.3%	0.0%	13.3%	14.3%	73.3%	85.7%
	Other	71	69	28.2%	4.3%	25.4%	15.9%	46.5%	79.7%	71	69	43.7%	11.6%	25.4%	26.1%	31.0%	62.3%
<b>All Grade 1 Students</b>		<b>1,898</b>	<b>1,867</b>	<b>14.6%</b>	<b>1.6%</b>	<b>26.1%</b>	<b>8.1%</b>	<b>59.3%</b>	<b>90.3%</b>	<b>1,898</b>	<b>1,867</b>	<b>22.2%</b>	<b>7.9%</b>	<b>22.6%</b>	<b>26.3%</b>	<b>55.2%</b>	<b>65.8%</b>

**2006-2007 Grade 1 Student Performance by Demographic Variables**

*Table P5*

Grade 1 Demographics		Letter Naming Fluency				Oral Reading Fluency							
		n	% At Risk	% Some Risk	% Low Risk	n		% At Risk		% Some Risk		% Low Risk	
		F 06	F 06	F 06	F 06	W 07	S 07	W 07	S 07	W 07	S 07	W 07	S 07
Gender	Male	973	21.2%	25.9%	52.9%	966	972	16.6%	19.4%	30.7%	28.2%	52.7%	52.4%
	Female	920	17.0%	24.3%	58.7%	907	886	11.7%	13.2%	26.7%	23.3%	61.6%	63.5%
Ethnicity	Black, not Hispanic	517	16.2%	27.9%	55.9%	511	500	11.9%	16.8%	29.4%	25.0%	58.7%	58.2%
	White, not Hispanic	566	11.1%	23.5%	65.4%	555	557	8.8%	9.3%	25.2%	21.7%	65.9%	68.9%
	Hispanic/Latino	737	28.1%	24.2%	47.8%	733	728	20.7%	22.5%	31.7%	30.5%	47.6%	47.0%
	American Indian	11	27.3%	27.3%	45.5%	12	10	16.7%	10.0%	16.7%	10.0%	66.7%	80.0%
	Asian	52	5.8%	26.9%	67.3%	51	51	3.9%	7.8%	15.7%	11.8%	80.4%	80.4%
Primary Instruction Language	English	1,687	15.5%	25.9%	58.6%	1,695	1,686	10.9%	13.9%	29.6%	26.2%	59.6%	59.9%
	Spanish	83	74.7%	8.4%	16.9%	84	79	48.8%	38.0%	17.9%	22.8%	33.3%	39.2%
Economically Disadvantaged	Yes	1,324	21.8%	25.3%	52.9%	1,323	1,310	16.2%	18.9%	30.8%	28.1%	53.1%	53.0%
	No	576	12.8%	24.7%	62.5%	559	557	9.3%	10.6%	24.0%	20.5%	66.7%	68.9%
Additional Reading Instruction	Yes	692	30.1%	31.2%	38.7%	698	699	20.5%	23.0%	39.8%	34.9%	39.7%	42.1%
	No	1,071	11.8%	20.8%	67.4%	1,070	1,059	9.1%	11.3%	21.9%	19.5%	69.1%	69.2%
Previously Retained	Yes	195	16.9%	23.1%	60.0%	191	186	15.7%	18.8%	26.7%	29.0%	57.6%	52.2%
	No	1,705	19.3%	25.3%	55.4%	1,691	1,681	14.0%	16.2%	29.0%	25.5%	57.1%	58.4%
Services Provided	Yes	529	35.3%	25.9%	38.8%	510	500	25.5%	26.4%	32.4%	30.6%	42.2%	43.0%
	No	1,371	12.8%	24.8%	62.4%	1,372	1,367	9.9%	12.8%	27.4%	24.1%	62.7%	63.1%
Services	Sp Ed Literacy Resource	113	43.4%	25.7%	31.0%	117	116	32.5%	40.5%	38.5%	31.9%	29.1%	27.6%
	Sp Ed Self Contained	32	6.3%	28.1%	65.6%	33	33	0.0%	6.1%	21.2%	42.4%	78.8%	51.5%
	IEP	134	40.3%	25.4%	34.3%	140	138	28.6%	36.2%	38.6%	35.5%	32.9%	28.3%
	Speech	80	42.5%	26.3%	31.3%	79	77	36.7%	36.4%	32.9%	32.5%	30.4%	31.2%
	ESL	146	33.6%	25.3%	41.1%	153	155	22.9%	21.9%	30.7%	29.7%	46.4%	48.4%
	Bilingual	75	73.3%	8.0%	18.7%	75	72	46.7%	36.1%	17.3%	25.0%	36.0%	38.9%
	LTSS	15	13.3%	26.7%	60.0%	14	14	14.3%	14.3%	35.7%	35.7%	50.0%	50.0%
	Other	73	37.0%	31.5%	31.5%	74	69	29.7%	26.1%	40.5%	37.7%	29.7%	36.2%
<b>All Grade 1 Students</b>		<b>1,900</b>	<b>19.1%</b>	<b>25.1%</b>	<b>55.8%</b>	<b>1,882</b>	<b>1,867</b>	<b>14.1%</b>	<b>16.4%</b>	<b>28.7%</b>	<b>25.8%</b>	<b>57.1%</b>	<b>57.7%</b>

**2006-2007 Grade 1 Student Performance by Demographic Variables**

*Table P6*

Grade 1 Demographics		TerraNova National Percentile Rank							
		Reading				Vocabulary			
		n		Median		n		Median	
		2006	2007	2006	2007	2006	2007	2006	2007
Gender	Male	1,095	1,082	41.0	49.0	1,095	1,082	42.0	47.0
	Female	953	1,023	54.0	59.0	953	1,023	52.0	55.0
Ethnicity	Black, not Hispanic	667	585	41.0	56.0	667	585	43.0	52.0
	White, not Hispanic	574	614	65.0	67.0	574	614	66.0	66.0
	Hispanic/Latino	758	832	35.0	43.0	758	832	39.0	37.0
	American Indian	7	13	39.0	86.0	7	13	57.0	66.0
	Asian	39	53	78.0	62.0	39	53	68.0	72.0
Primary Instruction Language	English	1,913	1,861	48.0	58.0	1,913	1,861	48.0	54.0
	Spanish	79	96	17.0	27.0	79	96	10.0	17.0
Economically Disadvantaged	Yes	1,522	1,467	40.0	49.0	1,522	1,467	41.0	45.0
	No	527	647	65.0	68.0	527	647	66.0	66.0
Additional Reading Instruction	Yes	633	787	30.0	42.0	633	787	31.0	34.0
	No	1,325	1,165	54.0	63.0	1,325	1,165	52.0	62.0
Previously Retained	Yes	265	202	37.0	51.0	265	202	35.0	40.0
	No	1,784	1,912	48.0	56.0	1,784	1,912	49.0	52.0
Services Provided	Yes	578	597	36.0	40.0	578	597	31.0	35.0
	No	1,471	1,518	51.0	61.0	1,471	1,518	52.0	58.0
Service	Sp Ed Literacy Resource	105	129	14.0	19.0	105	129	17.0	18.0
	Sp Ed Self Contained	17	34	11.0	73.0	17	34	31.0	52.0
	IEP	170	152	14.0	19.0	170	152	21.0	24.0
	Speech	121	88	17.0	27.0	121	88	21.0	26.0
	ESL	186	164	37.0	41.0	186	164	28.0	36.0
	Bilingual	107	84	17.0	28.0	107	84	11.0	18.0
	LTSS	1	15	56.0	57.0	1	15	90.0	73.0
	Other	106	79	43.0	44.0	106	79	37.0	41.0
<b>All Grade 1 Students</b>		<b>2,049</b>	<b>2,115</b>	<b>48.0</b>	<b>55.0</b>	<b>2,049</b>	<b>2,115</b>	<b>46.0</b>	<b>51.0</b>

**2006-2007 Grade 2 Student Performance by Demographic Variables**

*Table P7*

Grade 2 Demographics		Nonsense Word Fluency				Oral Reading Fluency							
		n	% At Risk	% Some Risk	% Low Risk	n		% At Risk		% Some Risk		% Low Risk	
		F 06	F 06	F 06	F 06	F 06	S 07	F 06	S 07	F 06	S 07	F 06	S 07
Gender	Male	954	18.7%	30.0%	51.4%	952	911	27.2%	35.6%	27.8%	21.8%	45.0%	42.6%
	Female	828	15.7%	29.6%	54.7%	828	820	18.7%	29.8%	27.4%	21.6%	53.9%	48.7%
Ethnicity	Black, not Hispanic	550	17.8%	32.2%	50.0%	550	535	21.1%	36.1%	32.2%	25.6%	46.7%	38.3%
	White, not Hispanic	503	11.7%	24.5%	63.8%	503	484	16.1%	21.3%	22.3%	17.6%	61.6%	61.2%
	Hispanic/Latino	671	20.7%	32.3%	46.9%	669	657	30.5%	39.3%	28.7%	22.4%	40.8%	38.4%
	American Indian	9	22.2%	44.4%	33.3%	9	9	33.3%	33.3%	11.1%	0.0%	55.6%	66.7%
	Asian	41	12.2%	22.0%	65.9%	41	39	14.6%	20.5%	19.5%	12.8%	65.9%	66.7%
Primary Instruction Language	English	1,583	15.9%	29.5%	54.6%	1,582	1,568	21.0%	30.9%	28.3%	21.9%	50.8%	47.1%
	Spanish	37	35.1%	24.3%	40.5%	36	42	58.3%	57.1%	22.2%	14.3%	19.4%	28.6%
Economically Disadvantaged	Yes	1,217	18.5%	31.6%	49.9%	1,215	1,191	25.6%	36.5%	30.5%	23.5%	44.0%	40.0%
	No	569	14.8%	26.0%	59.2%	569	547	18.5%	25.0%	21.4%	17.6%	60.1%	57.4%
Additional Reading Instruction	Yes	625	26.9%	35.4%	37.8%	624	625	39.1%	50.6%	32.5%	22.6%	28.4%	26.9%
	No	1,005	9.8%	25.8%	64.5%	1,004	987	11.3%	19.4%	25.5%	21.8%	63.2%	58.9%
Previously Retained	Yes	184	26.1%	35.9%	38.0%	183	177	32.2%	53.1%	30.6%	21.5%	37.2%	25.4%
	No	1,602	16.3%	29.2%	54.6%	1,601	1,561	22.3%	30.6%	27.2%	21.7%	50.5%	47.7%
Services Provided	Yes	544	31.1%	32.7%	36.2%	542	504	45.6%	56.7%	26.2%	17.1%	28.2%	26.2%
	No	1,242	11.3%	28.6%	60.1%	1,242	1,234	13.6%	23.2%	28.2%	23.5%	58.2%	53.3%
Services	Sp Ed Literacy Resource	108	43.5%	31.5%	25.0%	108	105	59.3%	68.6%	23.1%	10.5%	17.6%	21.0%
	Sp Ed Self Contained	51	25.5%	33.3%	41.2%	51	48	31.4%	64.6%	19.6%	8.3%	49.0%	27.1%
	IEP	115	47.0%	27.0%	26.1%	114	114	57.0%	70.2%	24.6%	12.3%	18.4%	17.5%
	Speech	61	50.8%	29.5%	19.7%	61	61	65.6%	72.1%	21.3%	9.8%	13.1%	18.0%
	ESL	141	28.4%	29.8%	41.8%	140	148	44.3%	50.7%	27.9%	18.2%	27.9%	31.1%
	Bilingual	75	38.7%	24.0%	37.3%	74	76	64.9%	64.5%	20.3%	10.5%	14.9%	25.0%
	LTSS	5	0.0%	80.0%	20.0%	5	4	40.0%	25.0%	40.0%	50.0%	20.0%	25.0%
	Other	90	36.7%	38.9%	24.4%	90	86	53.3%	68.6%	32.2%	19.8%	14.4%	11.6%
<b>All Grade 2 Students</b>		<b>1,786</b>	<b>17.3%</b>	<b>29.8%</b>	<b>52.9%</b>	<b>1,784</b>	<b>1,738</b>	<b>23.3%</b>	<b>32.9%</b>	<b>27.6%</b>	<b>21.6%</b>	<b>49.1%</b>	<b>45.5%</b>

**2006-2007 Grade 2 Student Performance by Demographic Variables**

*Table P8*

Grade 2 Demographics		TerraNova National Percentile Rank							
		Reading				Vocabulary			
		n		Median		n		Median	
		2006	2007	2006	2007	2006	2007	2006	2007
Gender	Male	1,001	1,034	40.0	40.0	1,001	1,034	48.0	46.0
	Female	865	903	48.0	47.0	865	903	52.0	52.0
Ethnicity	Black, not Hispanic	572	593	38.0	39.0	572	593	41.0	45.0
	White, not Hispanic	516	529	59.0	61.0	516	529	64.0	68.0
	Hispanic/Latino	709	753	38.0	37.0	709	753	40.0	39.0
	American Indian	9	10	72.0	84.0	9	10	79.0	73.0
	Asian	55	43	49.0	49.0	55	43	65.0	57.0
Primary Instruction Language	English	1,760	1,713	45.0	46.0	1,760	1,713	51.0	51.0
	Spanish	53	50	31.0	24.0	53	50	40.0	31.0
Economically Disadvantaged	Yes	1,404	1,325	39.0	39.0	1,404	1,325	42.0	43.0
	No	464	619	61.0	54.0	464	619	66.0	64.0
Additional Reading Instruction	Yes	579	692	31.0	35.0	579	692	33.0	35.0
	No	1,190	1,080	50.0	54.0	1,190	1,080	57.0	63.0
Previously Retained	Yes	255	191	39.0	36.0	255	191	35.0	37.0
	No	1,613	1,753	45.0	45.0	1,613	1,753	51.0	51.0
Services Provided	Yes	630	605	33.0	31.0	630	605	34.0	32.0
	No	1,238	1,340	49.0	49.0	1,238	1,340	55.0	54.0
Service	Sp Ed Literacy Resource	124	119	14.0	19.0	124	119	17.0	23.0
	Sp Ed Self Contained	20	52	6.0	49.0	20	52	6.0	57.0
	IEP	170	130	17.0	19.0	170	130	19.0	22.0
	Speech	126	76	20.0	17.0	126	76	22.0	23.0
	ESL	167	165	33.0	30.0	167	165	37.0	28.0
	Bilingual	116	90	27.0	26.0	116	90	26.0	26.0
	LTSS	3	5	21.0	54.0	3	5	8.0	48.0
	Other	114	96	46.0	29.0	114	96	47.0	35.0
<b>All Grade 2 Students</b>		<b>1,868</b>	<b>1,945</b>	<b>45.0</b>	<b>45.0</b>	<b>1,868</b>	<b>1,945</b>	<b>50.0</b>	<b>49.0</b>

**2006-2007 Grade 3 Student Performance by Demographic Variables**

*Table P9*

Grade 3 Demographics		Oral Reading Fluency							
		n		% At Risk		% Some Risk		% Low Risk	
		F 06	S 07	F 06	S 07	F 06	S 07	F 06	S 07
Gender	Male	863	874	30.2%	24.7%	29.1%	38.1%	40.7%	37.2%
	Female	784	783	23.9%	20.2%	29.8%	34.1%	46.3%	45.7%
Ethnicity	Black, not Hispanic	502	510	30.7%	26.7%	33.1%	38.0%	36.3%	35.3%
	White, not Hispanic	456	462	15.6%	11.7%	24.1%	29.9%	60.3%	58.4%
	Hispanic/Latino	632	625	33.7%	27.7%	32.0%	40.2%	34.3%	32.2%
	American Indian	9	7	22.2%	28.6%	22.2%	14.3%	55.6%	57.1%
	Asian	46	46	13.0%	10.9%	10.9%	30.4%	76.1%	58.7%
Primary Instruction Language	English	1,510	1,541	25.3%	21.6%	29.4%	36.0%	45.3%	42.4%
	Spanish	19	21	84.2%	76.2%	15.8%	19.0%	0.0%	4.8%
Economically Disadvantaged	Yes	1,147	1,161	30.3%	25.5%	31.0%	38.7%	38.8%	35.8%
	No	504	499	20.0%	15.8%	26.2%	30.3%	53.8%	53.9%
Additional Reading Instruction	Yes	627	638	41.3%	33.9%	35.7%	41.2%	23.0%	24.9%
	No	883	901	15.7%	14.7%	23.7%	31.3%	60.6%	54.1%
Previously Retained	Yes	150	151	40.7%	31.8%	35.3%	41.1%	24.0%	27.2%
	No	1,501	1,509	25.8%	21.7%	28.9%	35.7%	45.3%	42.7%
Services Provided	Yes	513	485	47.8%	41.2%	30.6%	37.1%	21.6%	21.6%
	No	1,138	1,175	17.8%	14.9%	29.0%	35.7%	53.2%	49.4%
Services	Sp Ed Literacy Resource	133	126	69.9%	67.5%	16.5%	21.4%	13.5%	11.1%
	Sp Ed Self Contained	46	44	23.9%	13.6%	37.0%	45.5%	39.1%	40.9%
	IEP	159	151	68.6%	66.9%	15.1%	19.9%	16.4%	13.2%
	Speech	74	70	56.8%	54.3%	27.0%	30.0%	16.2%	15.7%
	ESL	83	84	45.8%	39.3%	38.6%	45.2%	15.7%	15.5%
	Bilingual	30	35	83.3%	62.9%	16.7%	25.7%	0.0%	11.4%
	LTSS	32	31	34.4%	22.6%	43.8%	51.6%	21.9%	25.8%
	Other	80	76	28.8%	31.6%	38.8%	43.4%	32.5%	25.0%
<b>All Grade 3 Students</b>		<b>1,651</b>	<b>1,660</b>	<b>27.1%</b>	<b>22.6%</b>	<b>29.5%</b>	<b>36.1%</b>	<b>43.4%</b>	<b>41.3%</b>

**2006-2007 Grade 3 Student Performance by Demographic Variables**

*Table P10*

Grade 3 Demographics		TerraNova National Percentile Rank							
		Reading				Vocabulary			
		n		Median		n		Median	
		2006	2007	2006	2007	2006	2007	2006	2007
Gender	Male	983	980	43.0	42.0	983	980	42.0	38.0
	Female	925	863	52.0	51.0	925	863	45.0	43.0
Ethnicity	Black, not Hispanic	612	565	42.0	35.0	612	565	37.0	34.0
	White, not Hispanic	546	496	66.0	64.0	546	496	64.0	63.0
	Hispanic/Latino	696	712	38.0	38.0	696	712	34.0	34.0
	American Indian	12	10	59.0	62.0	12	10	75.0	50.0
	Asian	35	52	51.0	69.0	35	52	57.0	54.0
Primary Instruction Language	English	1,676	1,677	44.0	47.0	1,676	1,677	42.0	42.0
	Spanish	23	31	15.0	5.0	23	31	16.0	7.0
Economically Disadvantaged	Yes	1,361	1,271	39.0	41.0	1,361	1,271	36.0	35.0
	No	548	577	65.0	59.0	548	577	60.0	57.0
Additional Reading Instruction	Yes	583	712	33.0	32.0	583	712	27.0	28.0
	No	1,073	975	52.0	55.0	1,073	975	49.0	53.0
Previously Retained	Yes	281	157	33.0	35.0	281	157	31.0	30.0
	No	1,628	1,691	49.0	47.0	1,628	1,691	45.0	42.0
Services Provided	Yes	735	580	35.0	26.0	735	580	31.0	23.0
	No	1,174	1,268	53.0	54.0	1,174	1,268	48.0	50.0
Service	Sp Ed Literacy Resource	123	152	16.0	11.0	123	152	11.0	9.0
	Sp Ed Self Contained	9	46	12.0	45.0	9	46	18.0	34.0
	IEP	172	178	12.0	11.0	172	178	12.0	11.0
	Speech	79	76	16.0	14.0	79	76	14.0	14.0
	ESL	127	107	25.0	28.0	127	107	22.0	26.0
	Bilingual	42	47	17.0	12.0	42	47	16.0	10.0
	LTSS	41	34	18.0	31.0	41	34	8.0	25.0
	Other	131	85	30.0	38.0	131	85	32.0	36.0
<b>All Grade 3 Students</b>		<b>1,909</b>	<b>1,848</b>	<b>46.0</b>	<b>46.0</b>	<b>1,909</b>	<b>1,848</b>	<b>42.0</b>	<b>41.0</b>

**2006-2007 Grade 3 Student Performance by Demographic Variables**

*Table P11*

Grade 3 Demographics		CMT							
		n		% At or Below Basic		% Proficient		% At or Above Goal	
		2006	2007	2006	2007	2006	2007	2006	2007
Gender	Male	841	860	54.0%	57.7%	17.8%	18.4%	28.2%	24.0%
	Female	803	768	51.4%	51.6%	19.7%	22.0%	28.9%	26.4%
Ethnicity	Black, not Hispanic	541	506	61.7%	63.6%	18.7%	19.8%	19.6%	16.6%
	White, not Hispanic	499	458	34.1%	34.7%	19.2%	21.0%	46.7%	44.3%
	Hispanic/Latino	560	605	61.3%	64.1%	18.0%	19.3%	20.7%	16.5%
	American Indian	12	8	25.0%	62.5%	41.7%	12.5%	33.3%	25.0%
	Asian	27	45	51.9%	28.9%	14.8%	26.7%	33.3%	44.4%
Primary Instruction Language	English	1,462	1,519	53.9%	53.1%	18.6%	20.5%	27.5%	26.3%
	Spanish	15	13	73.3%	100.0%	20.0%	0.0%	6.7%	0.0%
Economically Disadvantaged	Yes	1,156	1,140	60.4%	60.2%	18.4%	20.8%	21.2%	19.0%
	No	489	491	34.8%	42.2%	19.4%	18.5%	45.8%	39.3%
Additional Reading Instruction	Yes	498	627	70.7%	68.9%	17.7%	18.3%	11.6%	12.8%
	No	931	884	45.4%	43.7%	19.0%	20.9%	35.6%	35.4%
Previously Retained	Yes	239	151	72.4%	64.9%	15.1%	22.5%	12.6%	12.6%
	No	1,406	1,480	49.4%	53.7%	19.3%	19.9%	31.2%	26.4%
Services Provided	Yes	629	467	64.1%	76.4%	16.2%	14.1%	19.7%	9.4%
	No	1,016	1,164	45.8%	46.0%	20.3%	22.5%	34.0%	31.4%
Service	Sp Ed Literacy Resource	97	126	91.8%	92.9%	3.1%	4.0%	5.2%	3.2%
	Sp Ed Self Contained	4	43	100.0%	46.5%	0.0%	37.2%	0.0%	16.3%
	IEP	140	152	87.1%	92.1%	7.9%	5.3%	5.0%	2.6%
	Speech	63	70	82.5%	78.6%	11.1%	11.4%	6.3%	10.0%
	ESL	99	72	77.8%	81.9%	11.1%	13.9%	11.1%	4.2%
	Bilingual	32	25	81.3%	92.0%	15.6%	4.0%	3.1%	4.0%
	LTSS	32	31	68.8%	77.4%	21.9%	19.4%	9.4%	3.2%
	Other	115	73	68.7%	61.6%	15.7%	19.2%	15.7%	19.2%
<b>All Grade 3 Students</b>		<b>1,645</b>	<b>1,631</b>	<b>52.8%</b>	<b>54.8%</b>	<b>18.7%</b>	<b>20.1%</b>	<b>28.5%</b>	<b>25.1%</b>