Maine Reading First Annual Progress Report
(Year 3)

February 2008

Prepared by:
Janet Fairman, Ph.D.
Xiongyi Liu, Ph.D.

Maine Education Policy Research Institute
University of Maine
5766 Shibles Hall
Orono, ME 04469-5766
207/581.2493 | 207/581.9510-fax

MAINE READING FIRST

ANNUAL PROGRESS REPORT
(YEAR THREE)

Prepared by:
Janet Fairman, Ph.D.

Xiongyi Liu, Ph.D.

February 2008

This report was prepared by Janet Fairman, Assistant Research Professor, Maine Education Policy Research Institute (MEPRI) and the Center for Research and Evaluation (CRE) and by Xiongyi Liu, Assistant Research Professor in the CRE. Dr. Liu prepared the data tables for the MRF surveys and reading assessment results and assisted with data analysis. Graduate student Yurui Zhen in the CRE assisted in the preparation of data tables for the student and school demographic data, and the data tables and analysis for the classroom observation data. Dr. Fairman coordinated all aspects of this evaluation work, analyzed the data, and wrote the text for all sections of this report.

Maine Education Policy Research Institute
A nonpartisan research institute funded by the Maine State Legislature,
the University of Maine, and the University of Southern Maine.

Center for Research and Evaluation, College of Education & Human Development
University of Maine, 5766 Shibles Hall, Orono, ME 04469-5766
(207) 581-2493 • FAX (207) 581-9510

A Member of The University of Maine System

Table of Contents

Executive Summary

Introduction

This report provides a summary of progress for Maine Reading First (MRF), an initiative coordinated by the Maine Department of Education. The Maine Education Policy Research Institute (MEPRI) is the external evaluator for MRF. This report includes the following: a description of program activities that occurred in year three and expected program events for year four; demographic information for MRF schools; results from participant surveys; results from classroom observation of MRF schools; and progress on reading assessments over a three year period.

Program Activities

MRF staff and consultants provided a wide range of professional development opportunities to K-3 educators from 24 MRF schools and from other schools statewide in year three (2006-07). These events included one-day workshops and longer sessions, such as the summer institute and the MRF course, and were focused on informing educators about Reading First, the five elements of reading, and using reading assessment data to inform instruction. MRF staff held sessions specifically aimed at the needs of principals, coaches, interventionists, and teachers, and also convened the school literacy leadership teams for training. MRF staff provided technical assistance to MRF schools on a monthly or bi-monthly basis during year three. Schools needing extra guidance due to their turnover in literacy leadership received frequent visits. Six of the seven cohort 1 schools will continue their participation in MRF for a fourth year (2007-08) and will continue to receive technical assistance and site visits.

MRF staff members have continued to expand the variety of ways they communicate with educators statewide about Reading First. In addition to the workshops, summer institute,

newsletter, and meetings with higher education literacy faculty and with education policymakers and stakeholders, the staff launched new initiatives in year three.

For example, the staff developed a guidebook and DVD to accompany the videos staff had previously produced of reading lesson segments focused on each of the five reading elements. These media depict K-3 reading instruction in Maine classrooms. The materials were distributed to the MRF course instructors and hosting schools, and more broadly to higher education literacy faculty from around the state and to preservice teachers attending the fall 2007 conference.

In response to the high interest among literacy specialists for shared learning, MRF staff created a Literacy Leaders Network. This forum brings together literacy specialists statewide for professional development on Reading First and reading research and for collegial discussion. Two "dine and discuss" meetings were held in different regions in Maine during year three, and two more are planned for year four.

Demographics for Maine Reading First Schools

In year three of the MRF initiative, there were 24 participating schools in three cohorts from across Maine. Six of the seven cohort 1 schools elected to continue their participation for a fourth year in 2007-08. Most MRF schools are located in small, rural communities, and are predominantly located in southwestern and central regions of Maine. The schools generally have small enrollments, particularly in cohorts 2 and 3, and are characterized by student poverty rates that exceed the state average. Students' reading achievement on the 4th grade Maine Educational Assessment (MEA) in these schools is lower than the statewide average, but has improved. From year two to year three (2005-06 to 2006-07), the percentage of students in MRF schools who met

or exceeded standards for 4th grade reading on the MEA increased from 55% to 58%, compared with a larger statewide gain from 61% to 67% for the same years.

The K-3 teachers in the MRF schools are generally veteran teachers. Fifty-four percent have 16 years or more of teaching experience. Turnover for teachers and school literacy leadership has been a challenge in many of the MRF schools. In year three (2006-07), 18% of the K-3 regular education teachers in cohorts 1 and 2 were new to their schools or K-3 grades. While the turnover rate for principals and literacy coaches declined at the end of year three, the turnover rate for interventionists was high (8 of 24). MRF staff provided professional development to individuals assuming new positions as interventionists for fall 2007. Continuing support and professional development will be critical to ensure effective literacy leadership and continuity in program implementation and instructional improvement.

Participant Surveys

Two surveys were conducted for the evaluation of MRF in spring 2007 (end of year three): the *MRF Course Survey*, for educators participating in the course offered at MRF schools and at non-MRF school sites around the state, and the *MRF School Survey* for principals, coaches, interventionists and teachers in MRF schools. Overall, survey respondents indicated high levels of satisfaction with the technical assistance, professional development, and other support provided by MRF staff, course instructors, and consultants.

MRF Course Survey. Respondents indicated high levels of satisfaction with various components of the course and the instructors. Most respondents indicated they would recommend the course to other colleagues, in particular, to classroom teachers, educational technicians, and special education teachers. Suggestions for improving the course included more

active learning in the course classroom, modeling of best practices, and more differentiation in course content to match the students' level of preparation.

Respondents from MRF schools indicated somewhat lower levels of satisfaction than did statewide respondents, and ratings were somewhat lower than in the previous year. MRF coordinators will want to review the areas receiving lower ratings with course instructors to reflect on possible reasons for these ratings and ways to address the needs or concerns of course participants.

Most respondents wrote comments describing a variety of positive impacts they perceive in their reading instruction as a result of their participation in the course. Respondents emphasized positive impacts in their understanding of reading instruction and the five elements of reading, in their ability to provide reading instruction that has a better balance across the five elements, and in their use of more varied instructional activities to support students' learning across the five elements. Respondents indicated that they would like more support or professional development in reading, particularly in the areas of reading comprehension, assessment, and vocabulary.

MRF School Survey. An overwhelming majority of teachers, and respondents in other roles (principals, coaches and interventionists) indicated they agree with the MRF initiative, and agreed that MRF has had positive impacts for students and teachers by improving K-3 students' ability to read and teachers' use of research-based instructional and assessment practices.

A large majority of principals, coaches, and interventionists agreed that various types of technical assistance and professional development provided by MRF were helpful to their schools' implementation efforts. These supports include: phone, email,

and written support by MRF staff; assistance with reading assessments; support for interventionists; and on-site support from Maine Literacy Partnership. A majority of teachers agreed that the Maine Literacy Partnership Course provided by their literacy coaches and training on the core reading program provided by publishers were helpful to them.

A large majority of principals, coaches, and teachers agreed there is good communication and coordination for reading instruction in their schools. Interventionists indicated mixed views about communication and coordination for reading. A large of majority of teachers indicated they feel prepared to deliver effective reading instruction or use assessments, and a large majority of interventionists indicated they feel prepared to support teachers in various ways. A majority of coaches indicated that the most frequent types of coaching support (daily or weekly) included observing teachers deliver reading instruction in their classrooms, providing feedback to teachers, and coaching teachers in their classroom. About half to three quarters of the coaches indicated they provided assistance to teachers with reading assessments and interventions less frequently (monthly). A majority of teachers said that the coaching support they had received was *always helpful* or *usually helpful*.

Roughly three quarters of the teacher respondents indicated they either follow the core program closely or augment/ delete some lessons. About half of the teachers indicated they modify the program for one or more reading elements, and a majority of teachers (69% to 86%) indicated they modify the pacing or content for struggling readers. A majority of interventionists indicated that the primary way their schools provide assistance to struggling readers is through pull- out instruction provided by interventionists or reading specialists. This is a shift from past

years, where assistance was primarily provided by general specialists (Title 1, ELL, Special Education staff), rather than by reading specialists.

Instructional Time and Content Emphasis for Literacy

Literacy Block Schedules. Analysis of the literacy block schedules collected for one year from each of the 24 MRF schools indicated that most MRF schools schedule a minimum of 120 minutes daily for the literacy block. Most schools schedule a minimum of 90 minutes for reading and a minimum of 30 minutes for writing. Seven schools with half-day kindergarten programs schedule less time for literacy than schools with full-day kindergarten. If these schools are excluded, only 12.5% of the schools scheduled under 90 minutes for reading at the kindergarten level and 33% of the schools scheduled under 90 minutes for reading in certain grades from grade one through three. Schools scheduled more time for reading in kindergarten and grade one than in grades two and three. There was little variation in time scheduled for reading across the three cohorts of MRF schools. MRF staff and consultants work with schools that schedule less than the required time for literacy to address this issue. The evaluator will continue to collect literacy block schedules to track change over time.

Classroom Observation Data. Classroom observation data collected over a period of two years from K-3 classrooms in 15 of the 24 MRF schools were analyzed to examine the use of instructional time for reading, the reading content areas emphasized at each grade level, the grouping of students for instruction, and the use of instructional materials.

The classroom observation data indicate that K-3 teachers are using the majority of the literacy block for direct instruction in reading, with very little time spent on non-instructional activity (4%) or non-literacy instruction (1.3%). Kindergarten classes had the highest percentage

of non-instructional activity (4.2%). Across the K-3 observations, about 10% of the literacy instruction time was spent on transitioning students between activities.

A majority (two thirds) of grade one through three observations had 90 minutes or more of literacy instruction, while less than half (46%) of the kindergarten observations had 90 minutes or more of literacy instruction. The observation findings for grades one through three are very consistent with the literacy schedules obtained from schools, but less consistent for kindergarten. Although the observation sample included four schools with half-day kindergarten, the overall results from the observations should be similar to the reported literacy schedules for the entire group of 24 MRF schools. It is not clear why the observed time was less than the reported time for literacy in kindergarten.

Together, the literacy schedules reported by schools and the observed literacy time indicate that some schools may not schedule or deliver 90 minutes in daily reading instruction, particularly at the kindergarten level. For those schools that do schedule a 90 minute reading block, some time is lost to non-instructional, non-literacy, or transitional activity. Kindergarten classrooms in particular included more non-literacy instruction by using the literacy block time for calendar math or other non-literacy topics. For students to receive a full 90 minutes of reading instruction, schools may need to schedule a slightly longer block of time and reduce the amount of time spent on non-instructional, non-literacy, and transitional activity.

The reading content emphasized bears some relation to the grade level, but does not always follow a predictable pattern. Comprehension and text reading received the most attention (32% and 30% of the literacy instruction time respectively), followed by word study/ phonics (13%). Fluency received very little attention in any grade level (about 2% of the literacy instruction time). A very small percentage of the literacy instructional time was spent on

assessment activity (1.3%), with most of the assessment time spent in the areas of text reading, spelling, and reading comprehension.

Students spent over half (52%) of the literacy instructional time in whole class instruction, and about a third of the time in small group instruction. Very little time was spent on individual, independent, or paired work.

Text materials were used in 99% of the observed lessons and during 42%-63% of the observed literacy instructional time across grades K-3. Core program type materials (e.g., anthologies, big books, leveled texts and decodable texts) were used during 42% of the literacy instructional time across the 174 observations. A review of the observation records revealed that only ten of the 135 observations (7.4%) from spring 2006 through spring 2007 had no indication that core program materials were used. Thus, almost all teachers made use of some core program materials during some segments of the observed lessons.

Student Assessment Results

Aggregate reading assessment data were analyzed within cohorts and across cohorts of MRF schools, across years of participation and grade levels. Data were also disaggregated to analyze results across individual schools within cohorts, and by special subgroup populations within each cohort.

Cohort 1 results showed modest improvement from year one to year three of participation on kindergarten and grade one DIBELS Instructional Recommendations, DIBELS measures, and the TerraNova measures. The gain was modest but statistically significant ($p<.05$) for eight of the reading measures for certain grade levels. On the DIBELS measures, performance was highest on the PSF and lower on the ORF. On the TerraNova measures, there was more improvement on

the word analysis and reading comprehension measures than on the vocabulary measure, and more improvement on these first two measures in grade one than in grades two or three.

Cohort 2 showed modest improvement from year one to year two of participation on the DIBELS Instructional Recommendations for kindergarten and grade one, and on most DIBELS measures except for the grade one PSF. On the TerraNova measures, the results were inconsistent across grade levels. The percentage of students in the "high risk" category increased in year two for the grade two word analysis and grade one vocabulary measures. The gain in performance was modest but statistically significant ($p<.05$) for nine of the reading measures for certain grade levels.

Only one year of data (baseline) was available for cohort 3, so it was not possible to track improvement over time.

The performance of the three cohorts of MRF schools was compared. Cohorts 2 and 3 outperformed cohort 1 in their first year of participation in MRF for most DIBELS and TerraNova measures. Performance was generally lower in grade three than in grade two for the baseline year on the TerraNova Word Analysis and Vocabulary measures.

Disaggregated data allowed for a comparison across individual schools within cohorts. For all cohorts, school level performance was somewhat inconsistent across measures, grade levels, and years of participation. Among the seven cohort 1 schools, schools A, B, and E showed improvement from year one to year three on the four DIBELS measures in certain grade levels. Schools A, B, C, and F were closest to or exceeded the goal of 80% students at benchmark (low risk category) on the DIBELS measures. Schools A, D, E, and G improved on the three TerraNova measures for two or more grade levels. Schools A, D, E, and F were closest to or exceeded the goal of 80% students at "low risk" on the TerraNova measures. There was

greater variation in performance across the cohort 1 schools at each higher grade level. School performance was further from the 80% goal in grade three than in grade two on the ORF and TerraNova measures.

Among the ten cohort 2 schools, schools H, I, J and P improved performance from year one to year two on at least three of the four DIBELS measures. Schools J and K were closest to reaching or exceeding the goal of 80% at benchmark on these measures. Schools H and J made progress on two or more of the TerraNova measures, and schools H, J, L, and M were closest to the goal of 80% at low risk for these measures.

Only one year of data was available for cohort 3 schools. Among the seven cohort 3 schools, schools S and U had the highest percentage of students at benchmark (low risk category) on the four DIBELS measures, along with school R on the NWF and ORF. Schools S and U are very small, with only about one to five students tested per grade level. Schools R and U had the highest percentages of students at low risk on two or more TerraNova measures for two or more grade levels.

Data were also disaggregated to track the performance and progress of special subgroups of students. The small numbers of students identified as ethnic minority or Limited English Proficiency in Maine do not allow for analysis for these two subgroups. Across all three cohorts of MRF schools, there are achievement gaps for special education students, economically disadvantaged students, and male students on the DIBELS and TerraNova measures. The biggest gap exists for special education students.

Within cohort 1, there was some improvement from year one to year three for economically disadvantaged and for male students on the four DIBELS measures, and for special education students on the LNF and NWF. There was less evidence of improvement for these

subgroups of students on the TerraNova measures. There was little change in performance from year one to year three for economically disadvantaged and for male students, and results for special education students did not indicate a consistent pattern.

Within cohort 2, there was some improvement from year one to year two for special education students, economically disadvantaged students, and male students on the NWF and grade three ORF. There was little change in performance or inconsistent performance on the other DIBELS measures. There was little evidence of improvement from year one to year two on the TerraNova measures. There was some improvement for special education on the grade three TerraNova measures, but results were inconsistent or showed no change for economically disadvantaged students and for male students. The achievement gap widens after grade one on certain measures for these subgroups of students.

As only baseline year data were available for cohort 3, performance over time could not be analyzed. It was apparent that the achievement gap widens after kindergarten or grade one for certain measures for special education students, economically disadvantaged students, and male students.

Introduction

This report provides a summary of progress for Maine Reading First (MRF), an initiative coordinated by the Maine Department of Education. The Maine Education Policy Research Institute (MEPRI) is the external evaluator for MRF. This report includes the following: a description of program activities that occurred in year three and expected program events for year four; demographic information for MRF schools; results from participant surveys; results from classroom observation of MRF schools; and progress on reading assessments over a three year period.

Part I: Program Activities

Staffing

During year three of the initiative (2006-07), Janet Trembly coordinated statewide professional development events. At the end of year three, Sydney Greenlaw replaced Janet Trembly who returned to as school-based position. Ms. Greenlaw is a reading specialist who has been both an instructor for the MRF Course and a literacy coach in a MRF school. Beginning in fall 2007, she will provide technical assistance to MRF schools located in northern Maine. She will also help to coordinate between MRF and Maine Literacy Partnership in the Partnership's provision of professional development for MRF coaches. Ms. Greenlaw will also coordinate preparation and dissemination of the *Literacy Links* newsletter.

Co-directors Patrick O'Shea and Lee Anne Larsen and staff member Ruth Davison provided technical assistance to MRF schools in year three and will continue to do so in year four. Beginning in fall 2007, O'Shea and Larsen will coordinate statewide professional development events. Consultant Dr. Janet Spector provided training to MRF schools on reading assessments and data interpretation in year three, and will continue to do so in year four.

Technical Assistance to MRF Schools

The seven cohort 1 schools (in their third year of participation) received technical assistance visits approximately every 6-8 weeks during year three (2006-07). Some schools received more frequent visits because of turnover in their literacy leadership. The ten cohort 2 schools received technical assistance visits approximately every 4-6 weeks. The seven cohort 3 schools (in their first year of participation) received monthly visits during 2006-07. All MRF schools also receive support through phone and email.

Six of the seven cohort 1 schools will continue their participation in MRF for a fourth year. MRF staff will provide technical assistance visits to these schools three times during the 2007-08 year, as well as phone and email support. Cohort 2 and 3 schools will be visited every 6-8 weeks.

MRF School Program Activities

The MRF course was offered to K-3 teachers and literacy staff in all seven cohort 3 schools during year three (2006-07) with 138 educators enrolled. This course meets throughout the school year. The course used two texts: *Research-Based Methods of Reading Instruction* (Vaughn & Thompson, 2004) and *Starting Out Right: A Guide to Promoting Children's Reading Success* (Burns, Griffin, & Snow, 1999), along with other readings. The course also used video segments of literacy lessons. Every school that hosted the MRF course also received copies of the video, along with a guidebook and a DVD. Instructors also received these materials. Since all three cohorts will have received the MRF course by the end of year three, the course will not be offered in MRF schools during year four. However, any new K-3 teacher or literacy staff member who wishes to participate may attend the course at one of the seven sites offered statewide.

During year three, literacy coaches in cohorts 1 and 2 provided the Maine Literacy Partnership course to K-3 teachers in their schools. Some of the larger schools elected to deliver the course to half their K-3 teachers in 2006-07 and the remaining half in 2007-08.

Literacy coaches in cohort 3 schools attended the Maine Literacy Partnership (MLP) course for coaches at the University of Maine in 2006-07. Literacy coaches in cohorts 1 and 2 participated in seven professional development days with MLP and received support through 2-3 on-site visits by MLP staff to their schools.

MRF staff and consultant Dr. Janet Spector provided training specifically for the school interventionists at various locations around the state on three dates during 2006-07. Interventionists met as a whole group and also had some differentiated activities geared to their level of experience with the program. Meetings were held in Aug. 2006, Dec. 8, 2006, and March 1, 2007. MRF staff also met with new interventionists who started their positions during year three, and held an orientation for new interventionists in Orono on Sept. 7, 2007.

MRF staff provided a training session for MRF school principals, coaches and interventionists in Bangor on Feb. 28, 2007. Two sessions will be held in year four, in Oct. 2007 and winter 2007-08. These sessions will focus on helping school literacy leaders to interpret reading assessment results.

Principal training was held in Augusta for MRF school principals on Dec. 8, 2006 and in Bangor on March 30, 2007. A Maine superintendent led these sessions. This was a new initiative in year three to help principals learn ways to improve reading instruction in their schools. During year four, two sessions for principals will be held.

MRF staff and consultant Dr. Janet Spector provided orientation sessions to help MRF schools prepare for year four of the initiative. A session was conducted for cohorts 1 and 2 in

Augusta on Sept. 11, 2007, and for cohort 3 schools in Bangor on Sept. 12. These sessions presented the assessment results from 2006-07 and focused on program implementation goals for 2007-08.

MRF schools also had technical assistance from Corinne Eisenhart of ERRFTAC, on April 3, 2007 in Waterville. Approximately 125 educators attended this workshop, which focused on examining assessment results to inform instruction.

Professional development provided by Jo Robinson to MRF school principals, coaches and interventionists on May 31, 2007 in Waterville discussed using walkthroughs to improve literacy instruction. Approximately 80 literacy leaders from MRF schools attended this workshop.

Cohort 3 schools had training with the Palm Pilots that are used to record DIBELS assessment results during year three. Two representatives from each school attended a day-long session on March 26, 2007. These educators then trained other teachers in their schools. Cohorts 1 and 2 developed a user group for support with Palm Pilots that met during year three.

Statewide Program Activities

The MRF course was also offered in non-MRF schools around the state. In year three (2006-07), the course was offered at 14 schools statewide with 310 educators enrolled. One of the 14 sites elected to offer the course in fewer sessions, focusing on the five elements of reading. During year four (2007-08), the course will be offered at seven sites statewide. Three of the seven sites will offer the course in 12 sessions instead of 17 sessions, to better meet the needs of their educators. All participating schools and course instructors will receive a guidebook, video, and DVD containing video clips of literacy instruction focused on the five essential elements of reading.

In addition to the MRF course, a summer institute was held again in year three. The two-day conference was held in western Maine, in Bethel, on June 27 and 28, 2007. Approximately 125 educators attended the conference, coming from both MRF schools and non-MRF schools. The conference was held in western Maine in 2007. Current plans anticipate holding the summer institute in different regions of the state in summer 2008 to increase accessibility for educators statewide.

Other professional development opportunities for educators statewide included one-day workshops: Dr. Karen Burke on vocabulary and comprehension, March 14, 2007 in Waterville; Jo Robinson on maximizing instruction to target student needs, May 30, 2007 in Portland and June 1, 2007 in Bangor. Approximately 200 educators attended each session. Many of the attendees were from MRF schools. Some MRF schools sent all of their teachers to the Robinson workshop.

In year four (2007-08), MRF staff plans to offer professional development workshops statewide that focus on the following topics: Fluency instruction; using assessment data to inform instruction; and coaching to target teachers' different needs. These topics are consistent with the areas for which educators requested additional support, as indicated in MRF survey responses.

MRF staff launched a new initiative in creating a Literacy Leaders Network in year three. In Jan. 2007, staff members surveyed all Maine educators certified as literacy specialists to assess interest in such a network. Out of the 225 surveys disseminated, 200 completed surveys were returned and all but two indicated interest in creating a network. Two sessions were held in spring 2007 in a "dine and discuss" format. Approximately 75 literacy specialists from around the state participated in each session, one in Portland and the other in Bangor. Two more sessions

are planned for year four. The event offers literacy specialists the opportunity to learn more about Reading First and current research on reading, and to engage in professional discussion with colleagues statewide.

MRF staff continued to produce and distribute an electronic newsletter, *Literacy Links*, during year three. The newsletter was distributed ten times during the 2006-07 year to over 600 educators statewide to communicate information on Reading First and professional development events held in Maine.

MRF staff also continued to meet with education policymakers and representatives of stakeholder groups to communicate information on the MRF initiative. The MRF State Leadership Team met during year three in Augusta on Feb. 9, 2007. This group met again in year four on Nov. 7, 2007.

During year three, MRF staff continued to meet with representatives from higher education literacy faculty to strengthen the connections between Reading First and preservice teacher education. The Higher Education Group met three times during 2006-07 to engage in a study of the five essential elements of reading through the text: *Knowledge to Support the Teaching of Reading: Preparing Teachers for a Changing World* (Snow et al, 2005). The group also planned and held a conference for preservice teachers. The first conference was held during year two in March 2006. A second conference was held in year four on Oct. 19, 2007 in Bangor, with 165 preservice teachers attending and some higher education literacy faculty representing colleges and universities in Maine. A guidebook and DVD of reading instruction segments were disseminated to higher education literacy faculty statewide to preservice teachers attending the fall 2007 conference. MRF staff also presented workshops on the Reading First initiative at two Maine Colleges, and met separately with a dean and president of another Maine college.

Core Reading Programs

All cohort 1 schools and most of cohort 2 schools elected to use the Houghton-Mifflin core reading program. Four of the ten cohort 2 schools and three of the seven cohort 3 schools chose to use the Scott Foresman reading program. Representatives from the publishers provided initial training and follow up visits to schools. Cohort 3 schools had training in June and Aug. 2006 and then a follow up visit during the 2006-07 school year. A few of the cohort 2 and 3 schools have arranged for additional training with core program publishers, particularly for new teachers, for fall 2007.

Section Summary

MRF staff continued to provide many professional development opportunities to MRF schools and non-MRF schools statewide in year three. These events consisted of both one-day workshops and longer sessions conducted over the school year, and were focused on the five essential elements of reading and using reading assessment to improve instruction. In addition, professional development was targeted to specific groups of educators (principals, coaches, interventionists, and teachers) to better meet their particular needs as literacy leaders and educators.

MRF staff also continued to provide frequent technical assistance to the growing number of MRF schools in year three (increase from 17 to 24 schools) through site visits, phone, and email support, and did so without an increase in staffing numbers.

In addition to the maintaining existing program events and technical support, MRF staff launched new initiatives in year three. One initiative was developing a guidebook and DVD to accompany a video of classroom reading instruction used in the MRF course. Another effort was the creation of a Literacy Leaders Network to bring together literacy specialists across the state

of Maine to engage in professional development and collegial discussions around literacy. Major efforts and accomplishments for MRF in year three include the following:

- MRF staff provided technical assistance to the 24 MRF schools on a monthly or bi-monthly basis.

- MRF staff provided professional development sessions targeted to the specific needs of principals, coaches, interventionists, and teachers. The sessions for principals were a new initiative in year three.

- Six of the seven cohort 1 schools are continuing their participation in MRF for a fourth year.

- MRF staff has continued to work closely with Maine Literacy Partnership to foster close alignment in the professional development provided to educators by the two programs.

- MRF staff developed a guidebook and DVD to accompany the video of reading instruction segments. These materials focus on each of the five essential elements of reading, and were provided to all MRF course instructors and schools hosting the MRF course, and were disseminated more broadly to higher education literacy faculty statewide and to preservice teachers at a fall 2007 conference.

- MRF staff, along with higher education literacy faculty around the state, planned and held a conference for preservice educators in Oct. 2007 focused on Reading First and the five essential elements of reading.

- MRF staff engaged in a text study and discussion with higher education literacy faculty on the five elements of reading.

- MRF staff conducted a survey of literacy specialists in Jan. 2007 and received an overwhelming response indicating interest in the creation of a Literacy Leaders Network statewide. A "dine and discuss" event held in Portland and Bangor in spring 2007 allowed literacy specialists to engage in professional development and collegial discussion around literacy.

- MRF staff provided information to K-3 educators, preservice teachers, higher education literacy faculty, and education policymakers and stakeholders statewide through a variety of ways, including: one-day workshops and meetings, a summer institute, a study group, a newsletter, and video materials.

Part II: Demographic Data for MRF Schools

This section of the report presents a description and analysis of demographic and assessment data for MRF schools. These data include: enrollment data, data on K-3 teacher staffing, turnover for teacher, principals, and literacy staff, teacher demographic data, student demographic data, and fourth-grade student reading and writing achievement data from the Maine Educational Assessment (MEA).

Geographic Location

The MRF initiative involved 24 schools by year three (2006-07), spread across southwestern Maine, central Maine, eastern Maine, and far northern Maine. The largest number of MRF schools is located in southwestern Maine, followed by central Maine. Most schools are located in rural communities, while three of the schools are located in urban centers. Schools in the urban centers and schools along the U.S.-Canadian border have higher populations of bi-lingual and Limited English Proficient (LEP) students than do the other MRF schools.

The seven cohort 1 schools, which began their participation in MRF in 2004-05, are primarily located in southern and western Maine. All but one of the cohort 1 schools will continue their participation in year four (2007-08). The ten cohort 2 schools are located across all regions of Maine. A majority of the seven cohort 3 schools are located in northern Maine.

School Size

School enrollment size varies among the 24 MRF schools. On average, cohort 2 and 3 schools have smaller K-3 enrollments than do cohort 1 schools (with cohort means of 161 and 151 students respectively versus 194 students). Although some schools experienced declining enrollment from year two to year three of the MRF initiative, the average number of K-3 classrooms in schools for cohorts 1 and 2 remained stable over this time period. Table 1 presents

the school enrollment data and means by cohort for year three, and the number of K-3 classrooms for each of the three years of the MRF initiative. The K-3 enrollment is shown in ranges rather than exact figures to maintain confidentiality for the participating MRF schools.

Two school districts each had two elementary schools participating in the MRF initiative during year three. School N is housed in two separate buildings.

Table 1. MRF School Size and Grade Configuration (Year 1-3)

School	Grade Config.	K-3 Enrollment Range for Year 3	Change in K-3 Enrollment (Year 2-3)	Total # K-3 Classrooms Year 1	Total # K-3 Classrooms Year 2	Total # K-3 Classrooms Year 3	Change in # K-3 Classrooms (Year 2-3)
Cohort 1:							
A	K-8	50-99	-2	6	5	4	-1
B[1]	K-6	200-249	+17	13	13	13	0
C	K-8	50-99	0	5	4	4	0
D	K-5	200-249	+26	12	11	14	+2
E	K-6	300-349	+22	16	16	16	0
F	K-5	250-299	+14	17	17	16	-1
G	K-6	100-149	-6	11	10	10	0
Total students		**1,360**					
mean		**194**		**11**	**11**	**11**	
Cohort 2:							
H	K-6	200-249	+11	-	12	11	-1
I	EK-6	50-99	+16	-	6	6	0
J	EK-4	250-299	+19	-	14	15	+1
K	ED-12	20-49	-14	-	4	4	0
L	EK-6	150-199	-10	-	10	11	+1
M	EK-8	20-49	-5	-	3	4	+1
N	K-3	200-249	-2	-	12	11	-1
O	K-5	150-199	-11	-	10	9	-1
P[2]	EK-6	150-199	+3	-	10	10	0
Q[1]	K-3/ K-6	200-249	+21	-	13	12	-1
Total students		**1,608**					
mean		**161**			**9**	**9**	
Cohort 3:							
R	EK-8	150-199	-	-	-	12	
S	EK-8	20-49	-	-	-	2	
T	K-3	300-349	-	-	-	18	
U	K-3	20-49	-	-	-	2	
V	K-6	100-149	-	-	-	8	
W[2]	K-6	200-249	-	-	-	12	
X	K-3	150-199	-	-	-	10	
Total students		**1,059**					
mean		**151**				**9**	
Yr 1 Mean All		**194**		**11**			
Yr 1 Median		**200**		**12**			
Yr 2 Mean All		**168**			**10**		
Yr 2 Median		**191**			**10**		
Yr 3 Mean All		**168**				**10**	
Yr 3 Median		**185**				**11**	

Source: MRF Schools. [1] Schools B and Q are in the same school district. [2] Schools P and W are in the same school district.
Each half-day kindergarten class was counted as one classroom. Schools B, E, G, H, L, Q, R, and S have half-day kindergarten classes (morning and afternoon). School Q was a K-3 school and then became a K-6 school in 2006-07.
Cohort 1 Schools began participation in 2004-05 (Yr 1), Cohort 2 began in 2005-06 (Yr 2), and Cohort 3 began in 2006-07 (Yr 3).
Average and median enrollment was calculated based on actual enrollment for the schools participating in a given year.

Teacher Demographic Data

Because of declining enrollment, several of the cohort 2 schools experienced a reduction of one K-3 teacher between years two and three. Additionally, about 18% of the K-3 regular education teachers in cohorts 1 and 2 were new to their schools or newly assigned to grades K-3 in year three (2006-07). The K-3 teacher turnover rate for these schools is comparable to that seen in the previous year (17.6%) and represents a sizable portion of K-3 teachers. This factor could be an obstacle for program sustainability and impact on classroom reading instruction practices over time.

The K-3 teachers in MRF schools tend to be veteran teachers, which is consistent with the rest of Maine. In year three, 54% of the K-3 teachers in MRF schools had 16 years or more teaching experience, and 13% had 11-15 years of experience. On average, 25% of the K-3 teachers held a master's degree or higher educational attainment.

Most K-3 teachers held professional certification in year three. On average, 9% of the teachers held provisional certification. In five of the 24 participating MRF schools in year three, 20% or more of the K-3 teachers held provisional certification. Three of these schools are quite small and have ten or fewer teachers. Demographic data for MRF teachers are presented in Table 2.

Table 2. Teacher Demographic Data for MRF Schools (Year 1-3)

School **Code**	**Total Number of K-3 Teachers Year 1**	**Total Number of K-3 Teachers Year 2**	**Total Number of K-3 Teachers Year 3**	**Change in # of K-3 Teachers Year 3**	**Number of New K-3 Teachers Year 3**	**% of K-3 Teachers Who are New in Year 3**	**Mean # of Years Teaching in this School in Year 3**	**Number of K-3 Teachers with 11-15 Years Teaching Experience Year 3**	**Number of K-3 Teachers with 16 yrs or More Teaching Experience Year 3**	**% K-3 Teachers with Provi-sional Certi-fication Year 3**	**% K-3 Teachers with Master's Degree or Higher Year 3**
Cohort 1:											
A	4	5	6	+1	0	0%	20	1	3	0%	50%
B[1]	12	11	11	0	2	17%	10	2	6	42%	25%
C	4	4	4	0	0	0%	41	1	1	0%	25%
D	13	11	12	+1	4	31%	14	0	8	0%	23%
E	17	17	16	-1	3	18%	11	1	11	6%	24%
F	16	17	17	0	1	6%	15	4	6	13%	25%
G	10	9	10	+1	1	10%	13	2	5	0%	10%
mean						**12%**					**26%**
Cohort 2:											
H	-	11	10	-1	3	27%	10	3	3	0%	36%
I	-	6	5	-1	2	33%	25	0	5	0%	0%
J	-	15	14	-1	1	7%	8	3	3	27%	33%
K	-	4	3	-1	1	25%	10	0	2	0%	50%
L	-	11	10	-1	4	36%	12	2	5	9%	36%
M	-	4	3	-1	1	25%	17	1	2	0%	0%
N	-	11	12	+1	0	0%	15	1	9	0%	18%
O	-	9	9	0	3	33%	10	0	3	11%	22%
P[2]	-	10	9	-1	3	30%	15	0	6	20%	40%
Q[1]	-	12	12	0	1	8%	9	2	4	0%	58%
mean						**22%**					**29%**
Cohort 3:											
R	-	-	11		-	-	19	4	6	0%	9%
S	-	-	3		-	-	13	0	1	0%	0%
T	-	-	18		-	-	15	1	14	6%	6%
U	-	-	2		-	-	13	0	1	50%	50%
V	-	-	10		-	-	20	0	9	0%	0%
W[2]	-	-	12		-	-	5	1	7	0%	50%
X	-	-	10		-	-	12	0	4	30%	10%
mean											**18%**
Total N	76	167	229	-4	30	-	-	29	124	-	-
Mean All				0	2	18%	13	1	5	9%	25%

Source: MRF schools. Years included: 2004-05 (Yr 1), 2005-06 (Yr 2), and 2006-07 (Yr 3). [1] Schools B and Q are in the same district. [2] Schools P and W are in the same district.
Note. Percentage values shown for all schools were computed by finding the sum in each category and then dividing the sum by the total number of teachers in these schools (229). A similar procedure was used to compute the mean number of years teaching for all schools.

School Leadership for Literacy

After their first year of participation in the MRF initiative, about half of the cohort 1 schools (3/7) and a third of the cohort 2 schools (3/10) had a change in principal leadership. Since then, the number of MRF schools with new principals has declined significantly. There were four new principals in year three (2006-07), one in cohort 1 and two in cohort 2. At the beginning of year four (2007-08), there is only one new principal in cohort 2, and this principal has prior administrative experience in another MRF school.

There has been some turnover in literacy coaches and interventionists as well, with the largest turnover rate occurring for interventionists at the end of year three of the MRF initiative. Two of the cohort 3 schools hired a new coach to assume duties in 2007-08. New interventionists were also hired for 2007-08 in three cohort 1 schools, three cohort 2 schools, and two cohort 3 schools.

One MRF school has two coaches in 2007-08 due to a larger enrollment and staff size in that school. In a small MRF school, the principal also serves as the literacy coach.

A change in principal leadership, literacy coach, or interventionist could disrupt the momentum in a school for educational improvement and commitment to program implementation. While the turnover rate for principals and coaches has improved, there was a high turnover rate for interventionists (8/24) at the end of year three (2006-07) in MRF schools. Three of the new interventionists had worked as teachers in MRF schools, and one had been an interventionist in another MRF school. Thus, four of the eight "new" interventionists had prior experience with the MRF program. MRF staff began meeting with the new interventionists in summer and fall 2007 and provided additional training sessions to these individuals to help them prepare for their new duties.

Student Demographics and Achievement Data

Table 3 presents the most recent student demographic and achievement data for the 24 MRF schools. On average, more than half (57%) of the students in all grades in the 24 MRF schools were eligible for the free or reduced school lunch program in 2005-06 [update to 06-07?] which is higher than the statewide average of 40% [update]. Seventeen percent of the students in all grades in the 24 MRF schools participated in special education, which is slightly higher than the statewide average of 15.5% [update]. While most MRF schools do not have Limited English Proficient (LEP) students, two schools do have higher than average LEP participation rates. One school (School I) is located near the U.S. – Canadian border where the community has a large French-language population. The LEP rate in this elementary school is about 25%. Another school (School W) is located in an urban center that has attracted a growing population of African immigrants. This school had an LEP rate of over 30% in 2005-06 and over 36% in 2006-07, while the district-wide LEP rate for all elementary students was only 8% in 2005-06.

While students in MRF schools generally perform below the statewide average for reading on the Maine Educational Assessment (MEA), there has been some improvement. From year two to year three (2005-06 to 2006-07), the percentage of students in the 24 MRF schools who met or exceeded standards for 4th grade reading on the MEA increased from 55% to 58%, (3 percentage points) compared with a larger statewide gain from 61% to 67% (6 percentage points) for the same years. Reading achievement on the MEA also improved within each of the three cohorts of schools. The percentage of students who met or exceeded 4th grade reading standards increased by 1 percentage point for cohort 2, by 5 percentage points for cohort 3, and by 7 percentage points for cohort 1. While cohort 1 has a somewhat lower student poverty rate and made the most gain, cohort 3 has the highest student poverty rate of all three cohorts and still

made marked improvement (5 percentage points). Cohort 3 also includes some schools with very small enrollments, so caution is needed when comparing achievement for the three cohorts of schools.

The Maine Department of Education redesigned the MEA in 2005-06 and set new achievement standards. This established a new baseline, which means that results from the 2005-06 MEA cannot be compared with results from previous years, only subsequent years.

Table 3. Student Demographic and Achievement Data for MRF Schools (Year 2-3)

School	% Students Eligible for Free/Reduced School Lunch (2006-2007)	% Students in Special Education (2006-2007)	% Elementary LEP Students In district (2006-2007)	% Meeting Standards for Reading on Fourth-Grade MEA (2005-2006)	% Exceeding Standards for Reading on Fourth-Grade MEA (2005-2006)	% Meeting Standards for Reading on Fourth-Grade MEA (2006-2007)	% Exceeding Standards for Reading on Fourth-Grade MEA (2006-2007)
Cohort 1:							
A	41.38%	20.87%	0.00%	50%	0%	67%	0%
B[1]	57.28%	15.04%	0.08%	54%	2%	43%	0%
C	59.09%	17.64%	1.57%	60%	7%	67%	0%
D	9.43%	19.18%	0.56%	55%	10%	48%	0%
E	50.81%	19.81%	3.86%	52%	4%	56%	3%
F	54.69%	18.12%	0.42%	40%	0%	71%	6%
G	51.54%	19.90%	0.85%	49%	3%	63%	2%
mean	**46.32%**	**18.65%**	**1.05%**	**51%**	**4%**	**59%**	**2%**
Cohort 2:							
H	32.80%	19.13%	1.66%	41%	2%	37%	0%
I	67.57%	17.50%	30.08%	57%	4%	60%	0%
J	19.83%	13.19%	0.00%	52%	6%	75%	7%
K	74.85%	26.24%	0.00%	18%	0%	33%	8%
L	56.18%	19.21%	0.00%	75%	0%	44%	0%
M	76.25%	22.26%	0.00%	63%	0%	43%	0%
N	65.77%	15.29%	0.20%	--	--	--	--
O	59.58%	15.23%	0.51%	59%	0%	55%	2%
P[2]	61.47%	23.52%	1.94%	57%	3%	65%	3%
Q[1]	54.55%	15.04%	0.08%	--	--	62%	7%
mean	**56.89%**	**18.66%**	**3.45%**	**53%**	**2%**	**53%**	**3%**
Cohort 3:							
R	41.74%	19.59%	0.40%	64%	2%	49%	2%
S	79.07%	17.65%	4.65%	60%	0%	--	--
T	51.17%	20.55%	0.33%	62%	8%	71%	4%
U	46.51%	15.07%	0.00%	40%	0%	67%	0%
V	66.22%	16.58%	0.00%	50%	3%	67%	0%
W[2]	53.73%	23.52%	1.94%	48%	4%	60%	2%
X	98.56%	20.96%	13.63%	38%	0%	32%	0%
mean	**62.43%**	**19.13%**	**2.99%**	**52%**	**2%**	**58%**	**1%**
Mean All	**55.42%**	**18.80%**	**2.62%**	**52%**	**3%**	**56%**	**2%**
Statewide	**36.42%**	**17.71%**	**1.32%**	**57%**	**4%**	**63%**	**4%**

Source: Maine Department of Education. [1] Schools B and Q are in the same district. [2] Schools P and W are in the same district. Data for free and reduced lunch and for special education are at the school level (for all grades in the school). LEP data are at the district level (all elementary schools in district). School N does not have fourth-grade students. School Q was a K-3 school in year 2 and became a K-6 school in year 3. School S had only one fourth-grade student and therefore no assessment results are reported. Maine redesigned the MEA and set new achievement standards in 2005-06, establishing a new baseline. Results from the 2005-06 MEA should not be compared with results from previous years. Scores are reported at four achievement levels: exceeds, meets, partially meets, or does not meet the standards.

Section Summary

Demographic and achievement data for the 24 participating MRF schools indicate that MRF is an appropriate intervention for these schools. Students' reading achievement on the 4th grade Maine Educational Assessment (MEA) for the participating schools is lower than the statewide average. Participating schools are characterized by high student poverty rates, with over half (57%) of their students eligible for the free or reduced school lunch program. Participating schools also have slightly higher rates of participation in special education than the statewide average.

MRF schools are located across the state of Maine, and are predominantly in southwestern and central Maine. Although these schools vary in their grade configuration and K-3 enrollment, many of the schools are fairly small and some are quite small, particularly schools in cohorts 2 and 3. Four MRF schools have fewer than 50 K-3 students, three schools have fewer than 100 K-3 students, two schools have fewer than 150 K-3 students, and five schools have fewer than 200 K-3 students. Although K-3 enrollment declined somewhat in seven of the 17 cohort 1 and 2 schools between years two and three, the number of K-3 classrooms, on average, remained stable.

Teacher demographic data indicate that K-3 teachers in MRF schools are veteran teachers, with 54% of the teachers having 16 years or more of teaching experience. Most of these teachers hold professional certification, while only 9% held provisional certification in year three.

Turnover for teachers and school leaders continues to be a factor that challenges many of the 24 MRF schools. On average, 18% of the K-3 regular education teachers in cohorts 1 and 2 were new to their schools or K-3 grades in year three (2006-07), following a similar trend for

cohort 1 schools in year two. While the rate of turnover for principals and coaches declined at the end of year three, the rate for interventionists increased dramatically. At the beginning of year four (2007-08), only one principal and two coaches were new to their positions, while eight interventionists were new to their positions. MRF staff provided professional development to individuals assuming new positions, to support continuity in program implementation. Continued support for these individuals will be needed to ensure that schools maintain effective literacy leadership and improved instructional practices.

Part III: Participant Survey Data

This section presents results from two different surveys that were conducted at the end of year three (spring 2007) as part of the evaluation of the MRF initiative. The surveys were: the *Maine Reading First Course Survey* and the *Maine Reading First School Survey*.

The *MRF Course Survey* was conducted with educators who had participated in the MRF course during the 2006-07 school year, either at a MRF school site or one of the other statewide course sites. The survey instrument is appended to this report. The survey sought participants' feedback on the course instructor, content, and perceived impacts on reading instruction.

The *MRF School Survey* was conducted with the principals, coaches, interventionists, and K-3 teachers in all 24 MRF schools. Separate questionnaires were used for each of these positions, and for each of the three cohorts of participating schools, resulting in a total of 12 different survey instruments. A sample questionnaire is appended to this report. This survey sought feedback on MRF technical assistance and professional development, implementation efforts at the school and classroom levels, coaching activities, and views of program impacts. Quantitative survey data were analyzed using SPSS software, while open-ended responses were typed into a WORD document and analyzed for themes.

Maine Reading First Course Survey

The Maine Reading First program requires that K-3 educators in MRF schools participate in the MRF Course during their first year in the program. The course is also offered to educators from schools around the state of Maine. The course focuses on scientifically-based reading research on the five essential elements of reading and the duration of the course is generally one school year. A total of 138 educators were enrolled in the MRF Course at seven cohort 3 MRF schools during the 2006-07 school year. Of these 138 participants, a total of 102 participants

returned questionnaires (74%) from the seven school sites by May or June 2007. In addition to participants from the MRF schools, another 310 educators were enrolled in the MRF Course at 14 sites statewide. Of these 310 statewide participants, a total of 227 participants returned questionnaires (73%) from the statewide course sites. Questionnaires were received from all course sites. One of the 14 sites offered the course in a shorter format of 12 sessions as opposed to the regular 17 sessions.

The questionnaire was relatively brief (two pages) and was administered by the course instructor at the end of the course and mailed back to the evaluator. Most instructors administered the survey in May 2007. The questionnaire included some demographic questions on the educator's job role and teaching experience, a scale for rating satisfaction with the components of the course and with the instructor, and open-ended items asking how the course had had a positive impact on the educator's reading instruction, areas of additional support needed, and suggestions for improving the course. In addition, the questionnaire asked if respondents would recommend the course to a colleague and, if so, to whom.

Demographic Data. Tables 4 through 8 which follow present demographic data for survey respondents from MRF school sites and from statewide course sites. Overall, the demographic characteristics for the survey respondents in 2007 are fairly consistent with the characteristics of survey respondents in the previous year. About half (49.5%) of the survey respondents from MRF schools indicated they were regular education teachers, while slightly more than half (54.4%) of the respondents from statewide course sites indicated the same job role. Between 21% and 24% of the respondents indicated they were educational technicians, while 7% to 9% indicated they were special education teachers.

Table 4. Position at School

	MRF Schools		Statewide Schools	
	n	%	n	%
Regular Classroom Teacher	49	49.5%	123	54.4%
Special Education Teacher	9	9.1%	16	7.1%
Educational Technician	21	21.2%	54	23.9%
Other Literacy Related Position	10	10.1%	15	6.6%
Administration	5	5.1%	9	4.0%
Other	5	5.1%	9	4.0%
Total	99	100.0%	226	100.0%

Note. Three respondents from MRF schools and one from statewide schools did not answer this question.

Most of the survey respondents indicated they were veteran teachers. Slightly more than half (53%) of the regular and special education teachers responding from the MRF schools and 69% of the regular and special education teachers responding from statewide sites indicated they have taught for more than ten years. Table 5 presents these data.

Table 5. Number of Years Teaching (Regular Classroom Teachers and Special Education Teachers Only)

	MRF Schools		Statewide Schools	
	n	%	n	%
1 year	4	7.0%	2	1.4%
2 years	6	10.5%	11	8.0%
3 years	3	5.3%	3	2.2%
4 years	1	1.8%	4	2.9%
5 years	3	5.3%	1	.7%
6 years	2	3.5%	1	.7%
7 years	0	.0%	4	2.9%
8 years	3	5.3%	6	4.3%
9 years	4	7.0%	7	5.1%
10 years	1	1.8%	4	2.9%
More than 10 years	30	52.6%	95	68.8%
Total	57	100.0%	138	100.0%

Note. Among respondents who indicated that they were regular classroom teachers or special education teachers, one from MRF schools and one from statewide schools did not answer this question.

A majority of the regular and special education teachers responding from both the MRF schools and the statewide course sites indicated they taught grades in the range of K-3. Some school districts used their own funding to allow educators from upper grades to attend the MRF Course. Table 6 presents these data.

Table 6. Grade Currently Teaching
(Regular Classroom Teachers and Special Education Teachers Only)

	MRF Schools		Statewide Schools	
	n	%	n	%
Pre Kindergarten	7	13.0%	5	3.7%
Kindergarten	18	33.3%	44	32.6%
Grade 1	15	27.8%	39	28.9%
Grade 2	12	22.2%	41	30.4%
Grade 3	16	29.6%	29	21.5%
Grade 4	7	13.0%	15	11.1%
Grade 5	6	11.1%	14	10.4%
Grade 6	6	11.1%	6	4.4%
Grade 7	2	3.7%	5	3.7%
Grade 8	2	3.7%	4	3.0%
Grade 9	0	.0%	1	.7%
Grade 10	0	.0%	1	.7%
Grade 11	0	.0%	1	.7%
Grade 12	0	.0%	1	.7%

Note. Among respondents who indicated that they were regular classroom teachers or special education teachers, four from MRF schools and four from statewide schools did not answer this question.

A majority of the regular and special education teachers responding from the MRF schools (74%) and from the statewide course sites (69%) indicated they held a bachelor's degree as their highest educational attainment. Most of the regular and special education teachers responding from the MRF schools and from the statewide sites indicated they held professional certifications (73% and 88% respectively). Tables 7 and 8 present these data.

Table 7. Educational Attainment
(Regular Classroom Teachers and Special Education Teachers Only)

	MRF Schools		Statewide Schools	
	n	%	n	%
Less than 2 years college	0	.0%	0	.0%
2 years college	0	.0%	0	.0%
BA/BS	43	74.1%	94	68.6%
MAT	0	.0%	4	2.9%
M.Ed.	11	19.0%	27	19.7%
MA/MS	3	5.2%	11	8.0%
CAS	1	1.7%	1	.7%
Ed.D./Ph.D.	0	.0%	0	.0%
Total	58	100.0%	137	100.0%

Note. Among respondents who indicated that they were regular classroom teachers or special education teachers, two from statewide schools did not answer this question.

.

Table 8. Type of Certification
(Regular Classroom Teachers and Special Education Teachers Only)

	MRF Schools		Statewide Schools	
	n	%	n	%
Conditional	2	3.8%	1	.8%
Provisional	11	21.2%	14	10.7%
Targeted Needs	0	.0%	0	.0%
Transitional	0	.0%	1	.8%
Professional	38	73.1%	115	87.8%
Educational Technician	1	1.9%	0	.0%
Total	52	100.0%	131	100.0%

Note. Among respondents who indicated that they were regular classroom teachers or special education teachers, six from MRF schools and eight from statewide schools did not answer this question.

Feedback on the MRF Course. Respondents were asked to rate the extent to which they agreed or disagreed with ten statements indicating positive views of satisfaction with components of the course and with the instructor, using a scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). For ease in presentation, the five-point Likert scale was collapsed to a three-point scale. Results are presented in Table 9.

Overall, a majority of respondents (between 62% and 94%) from the MRF schools and from the statewide course sites indicated satisfaction with various components of the MRF Course. Respondents from the MRF schools and the statewide sites indicated the highest levels of satisfaction with the course instructors. Yet, respondents from the statewide sites consistently indicated higher levels of satisfaction than did respondents from MRF schools on all ten items in the scale. On the three items pertaining to the course instructor, statewide respondents indicated higher ratings than did MRF school respondents (a mean difference of 7.6 percentage points). On the six items pertaining to other course components such as the readings, assignments, and activities, statewide respondents indicated higher ratings than did MRF school respondents (a mean difference of 11 percentage points). A larger percentage of statewide respondents than MRF school respondents (85% compared to 69%) *agreed* or *strongly agreed* with the statement: *Overall, I have found the course to be a worthwhile professional development experience*.

Results for the survey scale were also compared for 2007 and 2006. Table 10 presents the results for the same survey items for the previous year's MRF Course Survey. In comparing the results for the two years, it is clear that respondents from the statewide course sites indicated roughly similar levels of satisfaction with the course in both years. One difference is that a somewhat smaller percentage of statewide course respondents in 2007 than in 2006 (73% compared to 81%) indicated agreement with the statement: *I have found the course assignments to be valuable.* There was more difference in responses for the MRF school respondents. Smaller percentages of MRF school respondents in 2007 than in 2006 *agreed* or *strongly agreed* with all but three of the ten statements. In some cases, the difference is as much as ten percentage points. Specifically, MRF school respondents in 2007 indicated less satisfaction with the course

content, readings, assignments, instructor, and overall value of the course for professional development.

While MRF school respondents indicated somewhat lower levels of satisfaction with the course than did statewide respondents, and their ratings of the course components declined from the previous year, the results are positive overall. Across the ten items on the scale, between 62% and 87% (a mean of 85%) of the MRF school respondents indicated they *agreed*/ *strongly* agreed with the statements, which is a strong majority of respondents.

Table 9. Feedback on MRF Course 2007 (All Positions)

	MRF Schools						Statewide Schools					
	Strongly Agree/Agree		Neither Agree Nor Disagree		Disagree/Strongly Disagree		Strongly Agree/Agree		Neither Agree Nor Disagree		Disagree/Strongly Disagree	
Statements	n	%	n	%	n	%	n	%	n	%	n	%
I have found the course content to be valuable.	73	71.6%	20	19.6%	9	8.8%	201	88.5%	20	8.8%	6	2.6%
I have found the course sessions contain a variety of activities in which I am engaged.	75	73.5%	17	16.7%	10	9.8%	188	83.9%	28	12.5%	8	3.6%
I have found the course readings to be valuable.	73	71.6%	20	19.6%	9	8.8%	186	81.9%	36	15.9%	5	2.2%
I have found the course readings to be manageable.	80	78.4%	14	13.7%	8	7.8%	196	86.3%	25	11.0%	6	2.6%
I have found the course assignments to be valuable.	63	62.4%	26	25.7%	12	11.9%	165	72.7%	44	19.4%	18	7.9%
I have found the course assignments to be manageable.	74	73.3%	18	17.8%	9	8.9%	188	83.2%	28	12.4%	10	4.4%
I have found the instructor(s) to be knowledgeable.	88	87.1%	10	9.9%	3	3.0%	209	92.1%	13	5.7%	5	2.2%
I have found the instructor(s) to be easily approachable and responsive to my needs.	88	86.3%	10	9.8%	4	3.9%	214	94.3%	11	4.8%	2	.9%
I have found the instructor(s) to be well prepared and organized.	88	86.3%	8	7.8%	6	5.9%	195	85.9%	21	9.3%	11	4.8%
Overall I have found the course to be a worthwhile professional development experience.	70	68.6%	20	19.6%	12	11.8%	192	85.0%	23	10.2%	11	4.9%

Note. One respondent from MRF schools and three respondents from statewide sites did not respond to all items on the scale.

Table 10. Feedback on MRF Course 2006 (All Positions)

	MRF Schools						Statewide Schools					
	Strongly Agree/Agree		Neither Agree Nor Disagree		Disagree/Strongly Disagree		Strongly Agree/Agree		Neither Agree Nor Disagree		Disagree/Strongly Disagree	
Statements	n	%	n	%	n	%	n	%	n	%	n	%
I have found the course content to be valuable.	129	80.1%	20	12.4%	12	7.5%	190	90.0%	10	4.7%	11	5.2%
I have found the course sessions contain a variety of activities in which I am engaged.	121	75.6%	31	19.4%	8	5.0%	179	85.2%	18	8.6%	13	6.2%
I have found the course readings to be valuable.	118	73.3%	32	19.9%	11	6.8%	176	83.4%	26	12.3%	9	4.3%
I have found the course readings to be manageable.	142	88.2%	14	8.7%	5	3.1%	194	91.5%	15	7.1%	3	1.4%
I have found the course assignments to be valuable.	115	72.3%	31	19.5%	13	8.2%	170	81.3%	27	12.9%	12	5.7%
I have found the course assignments to be manageable.	130	81.3%	24	15.0%	6	3.8%	186	87.7%	21	9.9%	5	2.4%
I have found the instructor(s) to be knowledgeable.	152	94.4%	5	3.1%	4	2.5%	190	89.6%	12	5.7%	10	4.7%
I have found the instructor(s) to be easily approachable and responsive to my needs.	152	94.4%	6	3.7%	3	1.9%	195	92.4%	8	3.8%	8	3.8%
I have found the instructor(s) to be well prepared and organized.	149	92.5%	8	5.0%	4	2.5%	185	87.7%	14	6.6%	12	5.7%
Overall I have found the course to be a worthwhile professional development experience.	125	77.6%	24	14.9%	12	7.5%	189	89.2%	12	5.7%	11	5.2%

Note. Three respondents from MRF Schools and eight respondents from statewide sites did not respond to all items on the scale.

An open-ended item on the questionnaire asked course participants for suggestions on ways to improve the course. A total of 208 participants wrote comments in response to this item. Many of the written comments indicated a high level of satisfaction with the course instructor, course content, and learning activities, and did not offer any suggestions for improvements. Some comments from a few of the course sites indicated less satisfaction, where participants indicated that they felt the course was too basic and provided a survey of the reading components. These participants indicated they would like more in-depth coverage of each component. It is possible that some of the schools have had extensive professional development in literacy prior to their participation in Maine Reading First, and therefore teachers have a good grasp of the basic concepts. Some participants suggested that instructors survey the participants at the beginning of each course to find out what they know and would like to learn more about. Other participants suggested breaking the course into two groups for a K-1 and a grade 2-3 focus.

Overall, the suggestions for improvements are quite similar to those made in previous years. Some of the suggestions for improvement were:

- Less use of overheads, reading from overheads and lecture. Larger print on overheads
- More use of active learning, role-play, modeling reading instruction strategies, and small group discussions of the course readings and of educators' use of reading strategies and activities in their own classrooms
- Less writing of reflections on readings
- Less homework
- Fewer handouts, less repetition in handouts, organizing handouts in binders
- Meet weekly instead of biweekly to end the course earlier in the year
- More differentiation in course content to meet the varied needs of new and veteran teachers

The questionnaire included an item that asked respondents if they would recommend the course to a colleague, and if so, for which job roles they would recommend the course. A large

majority of respondents from both the MRF schools and from the statewide course sites (84% and 90% respectively) indicated they would recommend the course to a colleague. Most respondents who indicated they would recommend the course said they would recommend the course to classroom teachers, followed by educational technicians and special education teachers. These results are quite positive and indicate general satisfaction with the course. Tables 11 and 12 present these results.

Table 11. Would You Recommend This Course to a Colleague? (All Positions)

	MRF Schools		Statewide Schools	
	n	%	n	%
Yes	80	84.2%	200	90.1%
No	15	15.8%	22	9.9%
Total	95	100.0%	222	100.0%

Note. Seven respondents from MRF schools and five from statewide schools did not answer this item.

Table 12. If "Yes", To Whom Would You Recommend this Course? (All Positions)

	MRF Schools		Statewide Schools	
	n	%	n	%
Principle	33	43.4%	88	45.6%
District Administrator	33	43.4%	67	34.7%
Classroom Teacher	70	92.1%	170	88.1%
Special Education Teacher	57	75.0%	140	72.5%
Educational Technician	58	76.3%	160	82.9%

Note. Four respondents from MRF schools and seven from statewide schools answered "Yes" but did not indicate to whom they would recommend this course.

Perceived Impacts on Reading Instruction. Participants were asked to give two or three examples of how the course had had a positive impact on their reading instruction. A total of 311 participants wrote comments in response to this item. The responses were very positive and enthusiastic in tone, and reflected satisfaction with the

course and perceptions of positive improvements in reading instruction practices as a result of the course. Positive impacts that were mentioned most frequently included the following:

- Increased knowledge and understanding of the five elements and their interrelationships
- Better understanding of fluency and vocabulary and improved skills in providing instruction in these two areas
- Learning new strategies for reading instruction in the five elements
- Acquiring new instructional activities to use in the classroom
- Feeling more confident in reading instruction
- Providing more balanced and organized reading instruction

Other comments that were less frequently mentioned indicated positive impacts in the following areas:

- Acquiring new assessment materials and better understanding of how to use them
- Acquiring new activities to use for phonics, phonemic awareness, and comprehension
- Participants are reflecting on their reading instruction practices more
- Participants feel their K-3 reading staff now has a shared knowledge and focus for reading instruction in their school

Some typical comments describing these types of impacts are the following quotes:

> This course renewed my enthusiasm! The activities were very usable and appropriate.
>
> Viewing the concepts and activities on the videos gave me the confidence to go do it in the classroom.
>
> I am much more knowledgeable about the five essential elements of reading instruction, more able to provide a rich curriculum to my students.
>
> Better understanding of the five essential elements of reading, increased knowledge of reading comprehension.
>
> For the first time I understand the five elements of reading in relationship to each other in the big scheme of comprehension. I am more confident in my instruction.
>
> Helped me to refocus on important aspects and literacy.
>
> I reflected on my approaches to teaching literacy. This course has really made me aware of the importance of al the aspects of reading, including fluency, vocabulary, and comprehension. I make more time for these areas and I place them as a priority in my schedule.

I am now spending more time on fluency and vocabulary. This course also helped me understand better how students develop as readers.

Helped me think more about vocabulary and how to fit more into the day.

It has provided me with strategies and assessments I can use everyday with students.

I'm implementing more activities which my students really enjoy.

I have applied some of the activities to my reading instruction. It has made me excited about teaching reading.

I have acquired many diagnostic tools and assessments that I have and will continue to use.

It gave all of us a shared common knowledge of communicating about learning.

Areas of Additional Support Needed. Participants were asked in what areas they would like additional support or professional development to improve their skills in reading instruction. A total of 228 participants wrote comments in response to this open-ended item. Comprehension was, by far, the most frequently mentioned area of reading about which participants indicated they would like to learn more. After comprehension, assessment was mentioned, and vocabulary. Many participants also wrote that they would like to have more coaching in their classrooms, more modeling (both in the MRF Course and in their classrooms) of instructional strategies, and opportunities to observe other teachers' classrooms.

Less frequently mentioned areas where participants indicated a need for support or learning included the following:

- Guided reading
- Phonics
- Fluency
- Writing

- Non-fiction
- Differentiation
- Instruction for special needs students
- Time management

A few participants wrote that they would like to learn how to support parents and involve parents more in helping their children learn to read.

Summary for the MRF Course Survey. Overall, respondents to the MRF Course Survey indicated high levels of satisfaction with various components of the course and the instructors. Most respondents indicated they would recommend the course to other colleagues, in particular, to classroom teachers, educational technicians, and special education teachers. Suggestions for improving the course included more active learning in the course classroom, modeling of best practices, and more differentiation in course content to match the students' level of preparation.

Respondents from MRF schools indicated somewhat lower levels of satisfaction than did statewide respondents, and ratings were somewhat lower than in the previous year. MRF coordinators will want to review the areas receiving lower ratings with course instructors to reflect on possible reasons for these ratings and ways to address the needs or concerns of course participants.

Most respondents wrote comments describing a variety of positive impacts they perceive in their reading instruction as a result of their participation in the course. Respondents emphasized positive impacts in their understanding of reading instruction and the five elements of reading, in their ability to provide reading instruction that has a better balance across the five elements, and in their use of more varied instructional activities to support students' learning across the five elements. Respondents indicated that they would like more support or professional development in reading, particularly in the areas of reading comprehension, assessment, and vocabulary.

Maine Reading First School Survey

The *MRF School Survey* was conducted with principals, coaches, interventionists, and K-3 teachers in all 24 MRF schools. Separate survey instruments were used for each of these positions, and for each of the three cohorts of participating schools, resulting in a total of 12 different survey instruments. A sample questionnaire is appended to this report. The survey sought feedback on MRF technical assistance and professional development, implementation efforts at the school and classroom levels, coaching activities, and views of program impacts. Questionnaires were mailed to school principals in May 2007 to administer at a staff meeting in their school in late May or early June. Most schools returned completed surveys by late June. Two schools did not conduct the survey until September 2007. All 24 schools returned surveys.

The survey instrument includes scaled items and one open-ended item. For ease in reporting results, some of the scaled items were collapsed into fewer categories. Data were analyzed using SPSS software.

Table 13 presents the number of MRF school staff members who could have completed a questionnaire, and the number of individuals from each cohort and job position who returned a completed questionnaire. A total of 280 educators completed surveys, for an overall response rate of 76%. All principals completed surveys, 92% of the coaches and interventionists completed surveys, and 71% of the K-3 teachers (regular education and special education) completed surveys. A higher percentage of teachers in cohorts 2 and 3 returned surveys (80% and 71%) than in cohort 1 (60%).

Table 13. Response Rates by Position and Cohort

Position/ Cohort	# Mailed Questionnaires	# Returned Questionnaires	Response Rates
Cohort 1 Schools	7 schools	7 schools	100%
Cohort 2 Schools	10 schools	10 schools	100%
Cohort 3 Schools	7 schools	7 schools	100%
All Schools	24 schools	24 schools	100%
Cohort 1 Principals	7	7	100%
Cohort 2 Principals	10	10	100%
Cohort 3 Principals	7	7	100%
All Principals	24	24	100%
Cohort 1 Coaches	8	8	100%
Cohort 2 Coaches	11	9	82%
Cohort 3 Coaches	7	7	100%
All Coaches	26	24	92%
Cohort 1 Interventionists	7	7	100%
Cohort 2 Interventionists	10	8	80%
Cohort 3 Interventionists	7	7	100%
All Interventionists	24	22	92%
Cohort 1 Teachers	97	58	60%
Cohort 2 Teachers	115	92	80%
Cohort 3 teachers	84	60	71%
All Teachers	296	210	71%
Total # Respondents	370	280	76%

Note: One cohort 1 school and one cohort 2 school had two literacy coaches. One cohort 3 school has a combined principal/ coach position and returned both surveys. Regular education and special education teachers were surveyed and are represented above as "teachers".

A large majority of teachers responding to the survey were regular education teachers (88% to 95%), as opposed to special education teachers (5% to11%). Table 14 which follows presents the number and percentage of regular and special education teachers in the teacher respondent sample.

Table 14. Position (Teachers Only)

	Cohort One		Cohort Two		Cohort Three	
	n	%	n	%	n	%
K-3 regular education teacher	51	**89.5%**	81	**88.0%**	55	**94.8%**
K-3 special education teacher	6	**10.5%**	11	**12.0%**	3	**5.2%**
Total	57	**100.0%**	92	**100.0%**	58	**100.0%**

Note. One teacher for Cohort One and two teachers for Cohort Three did not respond to this question.

Teacher respondents were fairly evenly distributed across grades K-3, as shown in Table 15. Some respondents teach more than one grade in small schools that have mixed- grade classrooms.

Table 15. Grades Currently Teaching (Regular and Special Education Teachers)

	Cohort One		Cohort Two		Cohort Three	
	n	%	n	%	n	%
currently teaching Pre-Kindergarten	0	**.0%**	0	**.0%**	2	**3.6%**
currently teaching Kindergarten	22	**40.0%**	23	**28.8%**	17	**30.9%**
currently teaching grade 1	15	**27.3%**	27	**33.8%**	20	**36.4%**
currently teaching grade 2	18	**32.7%**	28	**35.0%**	13	**23.6%**
currently teaching grade 3	17	**30.9%**	18	**22.5%**	15	**27.3%**

Note. Three teachers for Cohort One, 12 for Cohort Two, and 5 for Cohort Three did not respond to this question.

Feedback on MRF Technical Assistance and Professional Development.

MRF school principals, coaches, and interventionists were asked to rate the extent to which they agreed or disagreed that various types of technical assistance and professional development provided by MRF in year three were useful or to their school's implementation of the Reading First program. Teachers were asked to what extent these interventions were helpful to their own implementation of MRF. Respondents rated their level of agreement on a five-point scale from 1 (*strongly disagree*) to 5 (*strongly agree*) or they could indicate *no opinion* if they

did not participate in an event. The five-point scale was collapsed to a three-point scale for analysis and presentation.

Table 16 (appearing over three pages) presents the results for this survey item for principals, coaches, and interventionists. On items that were common across all three cohorts, the most highly rated forms of technical support or professional development for all three cohorts included: *phone, email, or written support provided by MRF staff*, *coordinators or consultants*; *assistance with reading assessment data provided by Janet Spector*; *interventionist support provided by MRF staff and Janet Spector*; and *on-site support from Maine Literacy Partnership staff*. There were some large differences in how cohorts rated the supports. For example, cohort 2 principals gave a lower rating for the workshop for principals than did cohorts 1 and 3 principals. Cohort 3 respondents gave a lower rating for the *Leadership Team Training provided by the Maine Literacy Partnership* than did cohort 2 respondents. Cohort 1 respondents gave a lower rating for the *Palm Pilot training provided by Wireless Generation* than did cohort 2 and 3 respondents. For most items, 60% to 100% of respondents agreed that the support was useful to their school's implementation of Reading First.

Table 16. Perceived Usefulness of MRF Technical Assistance & Professional Development (Principals, Coaches, and Interventionists)

		Cohort One					Cohort Two					Cohort Three				
Statements	Responses	Coach	Interv.	Princ.	Total	%	Coach	Interv.	Princ.	Total	%	Coach	Interv.	Princ.	Total	%
Monthly site visits by Maine Reading First coordinators or consultants	Strongly Agree/Agree	6	5	5	16	**72.7%**	9	8	9	26	**96.3%**	6	7	7	20	**95.2%**
	Neutral	1	2	2	5	**22.7%**	0	0	0	0	**.0%**	0	0	0	0	**.0%**
	Strongly Disagree/Disagree	1	0	0	1	**4.5%**	0	0	1	1	**3.7%**	0	0	0	0	**.0%**
	No Opinion	0	0	0	0	**.0%**	0	0	0	0	**.0%**	1	0	0	1	**4.8%**
Phone, email, or written support provided by Maine Reading First Coordinators or consultants	Strongly Agree/Agree	7	7	6	20	**90.9%**	9	8	8	25	**92.6%**	7	7	7	21	**100.0%**
	Neutral	1	0	1	2	**9.1%**	0	0	1	1	**3.7%**	0	0	0	0	**.0%**
	Strongly Disagree/Disagree	0	0	0	0	**.0%**	0	0	1	1	**3.7%**	0	0	0	0	**.0%**
	No Opinion	0	0	0	0	**.0%**	0	0	0	0	**.0%**	0	0	0	0	**.0%**
Year 3 Orientation meeting provided by MRF staff (Sept. 2006)	Strongly Agree/Agree	6	3	4	13	**61.9%**	8	8	9	25	**92.6%**					
	Neutral	0	1	3	4	**19.0%**	1	0	0	1	**3.7%**					
	Strongly Disagree/Disagree	1	1	0	2	**9.5%**	0	0	1	1	**3.7%**					
	No Opinion	0	2	0	2	**9.5%**	0	0	0	0	**.0%**					
Support session for principals provided by Ken Murphy (Dec. 2006 & March 2007)	Strongly Agree/Agree			6	6	**85.7%**			6	6	**60.0%**			6	6	**85.7%**
	Neutral			0	0	**.0%**			1	1	**10.0%**			0	0	**.0%**
	Strongly Disagree/Disagree			1	1	**14.3%**			3	3	**30.0%**			0	0	**.0%**
	No Opinion			0	0	**.0%**			0	0	**.0%**			1	1	**14.3%**
Leadership Team Training provided by MRF staff (Aug. 2006)	Strongly Agree/Agree											5	6	7	18	**85.7%**
	Neutral											1	0	0	1	**4.8%**
	Strongly Disagree/Disagree											0	0	0	0	**.0%**
	No Opinion											1	1	0	2	**9.5%**
Leadership Team Training provided by Maine Literacy Partnership (spring 2007)	Strongly Agree/Agree						6	8	6	20	**74.1%**	3	3	5	11	**55.0%**
	Neutral						3	0	2	5	**18.5%**	3	1	2	6	**30.0%**
	Strongly Disagree/Disagree						0	0	2	2	**7.4%**	0	1	0	1	**5.0%**
	No Opinion						0	0	0	0	**.0%**	0	2	0	2	**10.0%**

Table 16 (Continued). Perceived Usefulness of MRF Technical Assistance & Professional Development (Principals, Coaches, and Interventionists)

		Cohort One					Cohort Two					Cohort Three				
Statements	Responses	Coach	Interv.	Princ.	Total	%	Coach	Interv.	Princ.	Total	%	Coach	Interv.	Princ.	Total	%
Initial training on core reading program provided by publisher	Strongly Agree/Agree											3	6	4	13	**61.9%**
	Neutral											3	1	3	7	**33.3%**
	Strongly Disagree/Disagree											0	0	0	0	**.0%**
	No Opinion											1	0	0	1	**4.8%**
On-site assistance on core reading program provided by the publisher during school year	Strongly Agree/Agree											3	4	5	12	**57.1%**
	Neutral											2	1	2	5	**23.8%**
	Strongly Disagree/Disagree											1	0	0	1	**4.8%**
	No Opinion											1	2	0	3	**14.3%**
Assistance with reading assessment data provided by Janet Spector	Strongly Agree/Agree	5	5	5	15	**68.2%**	9	8	9	26	**96.3%**	7	7	4	18	**85.7%**
	Neutral	2	2	1	5	**22.7%**	0	0	0	0	**.0%**	0	0	2	2	**9.5%**
	Strongly Disagree/Disagree	0	0	1	1	**4.5%**	0	0	1	1	**3.7%**	0	0	0	0	**.0%**
	No Opinion	1	0	0	1	**4.5%**	0	0	0	0	**.0%**	0	0	1	1	**4.8%**
DIBELS training provided by ERRFTAC (Aug. 2006)	Strongly Agree/Agree											4	6		10	**71.4%**
	Neutral											2	1		3	**21.4%**
	Strongly Disagree/Disagree											0	0		0	**.0%**
	No Opinion											1	0		1	**7.1%**
Assistance with Palm Pilots provided by Wireless Generation	Strongly Agree/Agree	1	4	1	6	**28.6%**	7	6	5	18	**66.7%**	5	6	2	13	**61.9%**
	Neutral	2	0	4	6	**28.6%**	0	1	2	3	**11.1%**	1	0	1	2	**9.5%**
	Strongly Disagree/Disagree	0	0	0	0	**.0%**	0	0	1	1	**3.7%**	1	0	0	1	**4.8%**
	No Opinion	5	3	1	9	**42.9%**	2	1	2	5	**18.5%**	0	1	4	5	**23.8%**
Maine Reading First Course 2006-07	Strongly Agree/Agree													6	6	**85.7%**
	Neutral													0	0	**.0%**
	Strongly Disagree/Disagree													1	1	**14.3%**
	No Opinion													0	0	**.0%**

Table 16 (Continued). Perceived Usefulness of MRF Technical Assistance & Professional Development (Principals, Coaches, Interventionists)

		Cohort One				Cohort Two				Cohort Three			
Statements	Responses	Coach	Interv.	Princ.	Total	%	Coach	Interv.	Princ.	Total	%	Coach	Interv.	Princ.	Total	%
On-going professional development provided by Maine Literacy Partnership	Strongly Agree/Agree	6			6	**75.0%**	9			9	**100.0%**					
	Neutral	1			1	**12.5%**	0			0	**.0%**					
	Strongly Disagree/Disagree	0			0	**.0%**	0			0	**.0%**					
	No Opinion	1			1	**12.5%**	0			0	**.0%**					
Course for Literacy Coaches provided by the Maine Literacy Partnership	Strongly Agree/Agree											7			7	**100.0%**
	Neutral											0			0	**.0%**
	Strongly Disagree/Disagree											0			0	**.0%**
	No Opinion											0			0	**.0%**
Interventionist support series provided by MRF staff and Janet Spector	Strongly Agree/Agree		5		5	**71.4%**		8		8	**100.0%**		7		7	**100.0%**
	Neutral		1		1	**14.3%**		0		0	**.0%**		0		0	**.0%**
	Strongly Disagree/Disagree		0		0	**.0%**		0		0	**.0%**		0		0	**.0%**
	No Opinion		1		1	**14.3%**		0		0	**.0%**		0		0	**.0%**
On-site support from Maine Literacy Partnership staff	Strongly Agree/Agree	5			5	**62.5%**	7			7	**77.8%**	7			7	**100.0%**
	Neutral	1			1	**12.5%**	2			2	**22.2%**	0			0	**.0%**
	Strongly Disagree/Disagree	1			1	**12.5%**	0			0	**.0%**	0			0	**.0%**
	No Opinion	1			1	**12.5%**	0			0	**.0%**	0			0	**.0%**

Note. Interv. = Interventionists. Princ. = Principal. Teachers are not included. For Cohort One, one coach missed the question about Year 3 Orientation meeting provided by MRF staff and one principal missed the question about assistance with Palm Pilots provided by Wireless Generation. For Cohort Three, one coach missed the question about leadership team training provided by Maine Literacy Partnership.

Table 17 presents the results for the survey item for teachers on technical assistance and professional development. Cohort 2 teachers gave the highest ratings for the Maine Literacy Partnership Course (68% agreed it was helpful). Cohort 3 teachers gave the highest ratings for the initial training and on-site assistance on the core reading program provided by the publisher (60% agreed it was helpful).

Roughly equal numbers of Cohort 1 teachers agreed that the Maine Literacy Partnership Course provided by the literacy coach in their schools was helpful (47%) or indicated they had *no opinion* (40%) about the activity. A large percentage of teachers from all cohorts (56%-71%) indicated they had *no opinion* about the MRF summer institute held in July 2006. Since the survey item specifically instructed teachers to select the response choice of *no opinion* if they had not participated in an activity, it seems likely that the large percentage of teachers indicating *no opinion* simply indicates non-participation in the event rather than indifference or dissatisfaction. Slightly lower ratings were given to the MRF Course by cohort 3 teachers, with 42% agreeing it was helpful and 33% indicating a neutral view.

Table 17. Perceived Helpfulness of MRF Technical Assistance & Professional Development (Regular and Special Education Teachers)

		Cohort One		Cohort Two		Cohort Three	
		n	%	n	%	n	%
MRF Summer Institute (July 2006)	Strongly Agree/Agree	14	**25.0%**	24	**27.9%**	16	**29.1%**
	Neutral	2	**3.6%**	7	**8.1%**	6	**10.9%**
	Strongly Disagree/Disagree	0	**.0%**	5	**5.8%**	2	**3.6%**
	No Opinion	40	**71.4%**	50	**58.1%**	31	**56.4%**
Maine Literacy Partnership Course provided by literacy coach this year	Strongly Agree/Agree	27	**47.4%**	62	**68.1%**		
	Neutral	3	**5.3%**	6	**6.6%**		
	Strongly Disagree/Disagree	4	**7.0%**	6	**6.6%**		
	No Opinion	23	**40.4%**	17	**18.7%**		
Maine Reading First Course (2006-07)	Strongly Agree/Agree					24	**42.1%**
	Neutral					19	**33.3%**
	Strongly Disagree/Disagree					8	**14.0%**
	No Opinion					6	**10.5%**
Initial training on core reading program provided by publisher	Strongly Agree/Agree					36	**60.0%**
	Neutral					6	**10.0%**
	Strongly Disagree/Disagree					17	**28.3%**
	No Opinion					1	**1.7%**
On-site assistance on core reading program provided by publisher during school year	Strongly Agree/Agree					36	**60.0%**
	Neutral					6	**10.0%**
	Strongly Disagree/Disagree					14	**23.3%**
	No Opinion					4	**6.7%**

Note. Number of respondents was 57-58 for cohort one, 86-91 for cohort two, and 55-60 for cohort three.

Program Implementation at the Classroom and School Levels. Principals, Coaches, Interventionists, and Teachers were asked to rate their level of agreement with several statements describing their feelings of preparedness to implement components of the MRF initiative, and communication and coordination about reading instruction in their school. Teachers were asked about their use of reading assessments. Respondents rated their level of agreement on a five-point scale from 1 (*strongly disagree*) to 5 (*strongly agree*). The five-point scale was collapsed to a three-point scale for analysis and presentation. Tables 18 - 21 present the results.

A large percentage of principals (70% to 100%) across all three cohorts agreed with the statements in the scale, indicating that there is frequent communication and coordination in their school to support implementation of Reading First (see Table 18).

Coaches' views on coordination and support in their schools varied more across the three cohorts. The largest percentage of coaches (86% to 100%) agreed with three statements: *I feel well prepared to support teachers in a variety of ways*; *I feel teachers benefited from their participation in the Maine Literacy Partnership course that I delivered this year*; and *the Literacy Leadership Team in our school meets each month to discuss implementation of the Reading First initiative, reading instruction, and assessment* (see Table 19).

Across the three cohorts, interventionists agreed most strongly with three statements: *I feel well prepared to help K-3 teachers provide targeted reading instruction or interventions to struggling readers*; *I feel well prepared to interpret reading assessment results*; and *I feel well prepared to use assessment results to inform instruction*. Interventionists indicated mixed levels of agreement (agree or neutral) in response to two statements about coordination and communication in their schools: *there is good coordination between the regular classroom and support services to provide reading interventions for struggling readers*, and *the Literacy*

Leadership Team in our school meets each month to discuss implementation of the Reading First initiative. In this respect, there was a marked disconnect between principals' and coaches' higher levels of agreement that there is good communication and coordination in their schools on Reading First and interventionists' lower level of agreement (see Table 20).

Across all three cohorts, teachers indicated high levels of agreement with all statements regarding their own readiness to provide effective reading instruction and use reading assessments, and the coordination and communication in their schools for Reading First. The only statement with which teachers either disagreed (37% to 50%) or were split (agree, neutral) was: *the principal observes reading instruction in my classroom at least monthly* (see Table 21).

Table 18. Principals' Views on Coordination and Support within the School for Program Implementation

		Cohort One		Cohort Two		Cohort Three	
		n	%	n	%	n	%
K-3 teachers in my school meet in grade level groups at least monthly to discuss reading assessment results and implications for instructional practice.	Strongly Agree/Agree	7	**100.0%**	8	**80.0%**	7	**100.0%**
	Neutral	0	**.0%**	1	**10.0%**	0	**.0%**
	Strongly Disagree/Disagree	0	**.0%**	1	**10.0%**	0	**.0%**
The coach provides on-going support to teachers in their reading instruction.	Strongly Agree/Agree	7	**100.0%**	8	**80.0%**	7	**100.0%**
	Neutral	0	**.0%**	1	**10.0%**	0	**.0%**
	Strongly Disagree/Disagree	0	**.0%**	1	**10.0%**	0	**.0%**
The interventionist collaborates with teachers to support their use of reading assessments to inform instruction.	Strongly Agree/Agree	6	**85.7%**	9	**90.0%**	6	**85.7%**
	Neutral	1	**14.3%**	0	**.0%**	1	**14.3%**
	Strongly Disagree/Disagree	0	**.0%**	1	**10.0%**	0	**.0%**
There is good coordination between the regular classroom and support services to provide reading interventions for struggling readers.	Strongly Agree/Agree	7	**100.0%**	7	**70.0%**	7	**100.0%**
	Neutral	0	**.0%**	1	**10.0%**	0	**.0%**
	Strongly Disagree/Disagree	0	**.0%**	2	**20.0%**	0	**.0%**
The Literacy Leadership Team in our school meets each month to discuss implementation of the Reading First initiative, reading instruction and assessment.	Strongly Agree/Agree	7	**100.0%**	9	**90.0%**	7	**100.0%**
	Neutral	0	**.0%**	0	**.0%**	0	**.0%**
	Strongly Disagree/Disagree	0	**.0%**	1	**10.0%**	0	**.0%**

Table 19. Coaches' Views on Readiness, Coordination and Support within the School for Program Implementation

		Cohort One		Cohort Two		Cohort Three	
		n	%	n	%	n	%
The course for literacy coaches provided by the Maine Literacy Partnership prepared me well for my coaching role.	Strongly Agree/Agree	5	**83.3%**	8	**88.9%**		
	Neutral	0	**.0%**	1	**11.1%**		
	Strongly Disagree/Disagree	1	**16.7%**	0	**.0%**		
I felt well-prepared to deliver the Maine Literacy Partnership course to teachers at my school this year.	Strongly Agree/Agree			8	**88.9%**		
	Neutral			1	**11.1%**		
	Strongly Disagree/Disagree			0	**.0%**		
I feel well prepared to support teachers in a variety of ways.	Strongly Agree/Agree	8	**100.0%**	9	**100.0%**	6	**85.7%**
	Neutral	0	**.0%**	0	**.0%**	1	**14.3%**
	Strongly Disagree/Disagree	0	**.0%**	0	**.0%**	0	**.0%**
I feel teachers benefited from their participation in the Maine Literacy Partnership course that I delivered this year.	Strongly Agree/Agree			9	**100.0%**		
	Neutral			0	**.0%**		
	Strongly Disagree/Disagree			0	**.0%**		
There is good coordination between the regular classroom and support services to provide reading interventions for struggling readers.	Strongly Agree/Agree	6	**75.0%**	7	**77.8%**	7	**100.0%**
	Neutral	2	**25.0%**	1	**11.1%**	0	**.0%**
	Strongly Disagree/Disagree	0	**.0%**	1	**11.1%**	0	**.0%**
I am able to effectively coordinate the core reading program with the Maine Literacy Partnership framework.	Strongly Agree/Agree	7	**87.5%**	6	**66.7%**	6	**85.7%**
	Neutral	1	**12.5%**	1	**11.1%**	1	**14.3%**
	Strongly Disagree/Disagree	0	**.0%**	2	**22.2%**	0	**.0%**
The Literacy Leadership Team in our school meets each month to discuss implementation of the Reading First initiative, reading instruction and assessment.	Strongly Agree/Agree	8	**100.0%**	8	**88.9%**	6	**85.7%**
	Neutral	0	**.0%**	1	**11.1%**	1	**14.3%**
	Strongly Disagree/Disagree	0	**.0%**	0	**.0%**	0	**.0%**

Note. Two coaches did not answer the question about whether the course for literacy coaches provided by the Maine Literacy Partnership has prepared them well for their coaching role.

Table 20. Interventionists' Views on Readiness, Coordination and Support within the School for Program Implementation

		Cohort One		Cohort Two		Cohort Three	
		n	%	n	%	n	%
I feel well prepared to help K-3 teachers provide targeted reading instruction or interventions to struggling readers.	Strongly Agree/Agree	6	**85.7%**	8	**100.0%**	6	**85.7%**
	Neutral	1	**14.3%**	0	**.0%**	0	**.0%**
	Strongly Disagree/Disagree	0	**.0%**	0	**.0%**	1	**14.3%**
I feel well prepared to interpret reading assessment results.	Strongly Agree/Agree	7	**100.0%**	8	**100.0%**	6	**85.7%**
	Neutral	0	**.0%**	0	**.0%**	0	**.0%**
	Strongly Disagree/Disagree	0	**.0%**	0	**.0%**	1	**14.3%**
I feel well prepared to use assessment results to inform instruction.	Strongly Agree/Agree	6	**85.7%**	8	**100.0%**	5	**71.4%**
	Neutral	1	**14.3%**	0	**.0%**	1	**14.3%**
	Strongly Disagree/Disagree	0	**.0%**	0	**.0%**	1	**14.3%**
I feel well prepared to use assessment results to inform instruction.	Strongly Agree/Agree	0	**.0%**	0	**.0%**	4	**66.7%**
	Neutral	0	**.0%**	0	**.0%**	1	**16.7%**
	Strongly Disagree/Disagree	0	**.0%**	0	**.0%**	1	**16.7%**
There is good coordination between the regular classroom and support services to provide reading interventions for struggling readers.	Strongly Agree/Agree	4	**57.1%**	5	**62.5%**	3	**42.9%**
	Neutral	2	**28.6%**	2	**25.0%**	3	**42.9%**
	Strongly Disagree/Disagree	1	**14.3%**	1	**12.5%**	1	**14.3%**
The Literacy Leadership Team in our school meets each month to discuss implementation of the Reading First initiative, reading instruction and assessment.	Strongly Agree/Agree	7	**100.0%**	6	**75.0%**	3	**42.9%**
	Neutral	0	**.0%**	2	**25.0%**	3	**42.9%**
	Strongly Disagree/Disagree	0	**.0%**	0	**.0%**	1	**14.3%**

Table 21. Teachers' Views on Readiness, Coordination and Support within the School, and Use of Assessments for Program Implementation

		Cohort One		Cohort Two		Cohort Three	
		n	%	n	%	n	%
I am familiar with scientifically-based reading instruction (SBRR) and the five elements of effective reading programs.	Strongly Agree/Agree					54	**93.1%**
	Neutral					3	**5.2%**
	Strongly Disagree/Disagree					1	**1.7%**
I understand grade level expectations for reading in each of the 5 elements of reading.	Strongly Agree/Agree					56	**94.9%**
	Neutral					3	**5.1%**
	Strongly Disagree/Disagree					0	**.0%**
I can effectively differentiate reading instruction to meet students' different needs.	Strongly Agree/Agree	55	**94.8%**	79	**85.9%**	58	**96.7%**
	Neutral	3	**5.2%**	12	**13.0%**	2	**3.3%**
	Strongly Disagree/Disagree	0	**.0%**	1	**1.1%**	0	**.0%**
I meet with other teachers in my grade level at least once a month to modify our reading instruction based on assessment results.	Strongly Agree/Agree	43	**75.4%**	78	**84.8%**	41	**69.5%**
	Neutral	9	**15.8%**	5	**5.4%**	8	**13.6%**
	Strongly Disagree/Disagree	5	**8.8%**	9	**9.8%**	10	**16.9%**
I use DIBELS assessment results to monitor student progress and inform my reading instruction.	Strongly Agree/Agree	43	**74.1%**	82	**89.1%**	40	**67.8%**
	Neutral	11	**19.0%**	8	**8.7%**	13	**22.0%**
	Strongly Disagree/Disagree	4	**6.9%**	2	**2.2%**	6	**10.2%**
I use other types of reading assessments to monitor student progress in reading. (e.g., core reading or other assessments)	Strongly Agree/Agree	56	**96.6%**	87	**94.6%**	56	**94.9%**
	Neutral	2	**3.4%**	4	**4.3%**	1	**1.7%**
	Strongly Disagree/Disagree	0	**.0%**	1	**1.1%**	2	**3.4%**
I am able to effectively coordinate the core reading program with the Maine Literacy Partnership framework.	Strongly Agree/Agree	42	**72.4%**	58	**64.4%**		
	Neutral	15	**25.9%**	24	**26.7%**		
	Strongly Disagree/Disagree	1	**1.7%**	8	**8.9%**		
There is good coordination between the regular classroom and support services to provide reading interventions for struggling readers.	Strongly Agree/Agree	48	**82.8%**	66	**71.7%**	43	**71.7%**
	Neutral	7	**12.1%**	16	**17.4%**	7	**11.7%**
	Strongly Disagree/Disagree	3	**5.2%**	10	**10.9%**	10	**16.7%**
The Literacy Leadership Team in our school makes decisions to effectively implement the Maine Reading First initiative.	Strongly Agree/Agree	53	**91.4%**	74	**81.3%**	43	**71.7%**
	Neutral	5	**8.6%**	15	**16.5%**	15	**25.0%**
	Strongly Disagree/Disagree	0	**.0%**	2	**2.2%**	2	**3.3%**
The Literacy Leadership Team in our school effectively communicates with K-3 teachers about the Maine Reading First initiative.	Strongly Agree/Agree	52	**89.7%**	74	**80.4%**	47	**78.3%**
	Neutral	5	**8.6%**	14	**15.2%**	9	**15.0%**
	Strongly Disagree/Disagree	1	**1.7%**	4	**4.3%**	4	**6.7%**
The principal, coach, and interventionist frequently attend our monthly grade level team meetings.	Strongly Agree/Agree	51	**89.5%**	74	**81.3%**	54	**94.7%**
	Neutral	5	**8.8%**	10	**11.0%**	3	**5.3%**
	Strongly Disagree/Disagree	1	**1.8%**	7	**7.7%**	0	**.0%**
The principal observes reading instruction in my classroom at least monthly.	Strongly Agree/Agree	17	**31.5%**	22	**24.2%**	18	**30.5%**
	Neutral	17	**31.5%**	24	**26.4%**	14	**23.7%**
	Strongly Disagree/Disagree	20	**37.0%**	45	**49.5%**	27	**45.8%**

Note. Number of respondents was 57-58 for cohort one, 91-92 for cohort two, and 57-60 for cohort three.

Teachers' Use of Core Reading Program Materials. Teachers were asked about their use of various components of the core reading program, how closely they follow the program, if the program fits the needs of their students, and if they adapt the pacing or content of the program in their instruction. Respondents rated their level of agreement on a five-point scale from 1 (*strongly disagree*) to 5 (*strongly agree*). The five-point scale was collapsed to a three-point scale for analysis and presentation. Table 22 presents the results.

Teachers indicated fairly strong fidelity to the core program selected by their school for reading instruction. Across all three cohorts, roughly three quarters of the teachers agreed that they follow the scope and sequence closely or mostly. Only a small percentage of teachers (7% in cohort 3, 14% in cohort 2, and 16% in cohort 1) agreed that they mostly use other reading instructional materials.

Teachers indicated conflicting views about how well the selected program matches the needs of their students. Over half of the teachers (53% to 79%) agreed that the core program materials cover all 5 reading elements sufficiently to meet their students' needs, while over half of the teachers (43% to 58%) agreed that they feel the need to modify or augment the programs to teach one or more of the reading elements. Over half of the teachers (53% to 56%) agreed that the pacing and content of the core program is about right for <u>most</u> of their students, while a larger majority of teachers (69% to 86%) agreed that they adapt the pacing and content of the reading program for <u>struggling readers</u>.

Table 22. Teachers' Reported Use of and Views on the Core Reading Program

		Cohort One		Cohort Two		Cohort Three	
		n	%	n	%	n	%
I followed the scope and sequence closely.	Strongly Agree/Agree	44	**77.2%**	68	**73.9%**	45	**76.3%**
	Neutral	12	**21.1%**	19	**20.7%**	7	**11.9%**
	Strongly Disagree/Disagree	1	**1.8%**	5	**5.4%**	7	**11.9%**
I followed the scope and sequence mostly, but augmented or deleted some lessons.	Strongly Agree/Agree	43	**75.4%**	69	**76.7%**	39	**67.2%**
	Neutral	10	**17.5%**	10	**11.1%**	2	**3.4%**
	Strongly Disagree/Disagree	4	**7.0%**	11	**12.2%**	17	**29.3%**
I used some lessons from the core reading program, but mostly used other materials.	Strongly Agree/Agree	9	**15.8%**	13	**14.1%**	4	**7.0%**
	Neutral	10	**17.5%**	16	**17.4%**	2	**3.5%**
	Strongly Disagree/Disagree	38	**66.7%**	63	**68.5%**	51	**89.5%**
The core program materials cover all 5 reading elements sufficiently to meet my students' needs.	Strongly Agree/Agree	30	**52.6%**	50	**54.9%**	46	**79.3%**
	Neutral	12	**21.1%**	20	**22.0%**	6	**10.3%**
	Strongly Disagree/Disagree	15	**26.3%**	21	**23.1%**	6	**10.3%**
I feel I need to modify or augment the core program materials to teach one or more of the 5 reading elements.	Strongly Agree/Agree	33	**57.9%**	52	**56.5%**	25	**43.1%**
	Neutral	16	**28.1%**	17	**18.5%**	11	**19.0%**
	Strongly Disagree/Disagree	8	**14.0%**	23	**25.0%**	22	**37.9%**
The pacing and content of the core program is about right for most students in my classroom.	Strongly Agree/Agree	31	**54.4%**	48	**52.7%**	33	**55.9%**
	Neutral	13	**22.8%**	19	**20.9%**	7	**11.9%**
	Strongly Disagree/Disagree	13	**22.8%**	24	**26.4%**	19	**32.2%**
I adapt the pacing and content of the reading program for struggling readers.	Strongly Agree/Agree	49	**86.0%**	72	**79.1%**	40	**69.0%**
	Neutral	7	**12.3%**	11	**12.1%**	8	**13.8%**
	Strongly Disagree/Disagree	1	**1.8%**	8	**8.8%**	10	**17.2%**

Note. Number of respondents was 57 for Cohort One, 90-92 for Cohort Two and 57-59 for Cohort Three.

Coaching Activity. Coaches were asked how frequently they provided different types of coaching support to teachers in their school using a scale from 1 (*daily*) to 5 (*never*). Teachers were asked to rate the helpfulness of various coaching supports they had received during year three (2006-07) on a scale from 1 (*never helpful*) to 5 (*always helpful*) or they could indicate that a particular coaching support *did not occur*.

Table 23 presents coaches' reported frequency of providing different types of coaching supports in their schools. None of the respondents indicated "never", so the table includes the response frequencies for four response choices rather than five.

Across the three cohorts, coaches reported the most frequently provided types of support (*daily* or *weekly*) to teachers included: *observing K-3 teachers' reading instruction in the classroom*; *providing specific feedback to K-3 teachers after observing their reading instruction*; and *providing some coaching support during the teachers' reading instruction*. A higher percentage of cohort 3 coaches than cohort 1 or 2 coaches indicated they assisted K-3 teachers with their use of core program materials on a daily or weekly basis.

Coaches indicated that the supports they provided less frequently (*monthly*) included: *assisting K-3 teachers with conducting DIBELS or other reading assessments*; *assisting K-3 teachers with interpreting DIBELS or other reading assessments*; *providing K-3 teachers with professional reading*; and *assisting K-3 teachers with developing reading interventions*.

Table 23. Coaches' Reported Frequency of Providing Coaching Supports

		Cohort One		Cohort Two		Cohort Three	
		n	%	n	%	n	%
I observed K-3 teachers' reading instruction in the classroom.	Daily	5	**62.5%**	3	**33.3%**	2	**28.6%**
	Weekly	2	**25.0%**	5	**55.6%**	2	**28.6%**
	Monthly	1	**12.5%**	1	**11.1%**	1	**14.3%**
	A few times this year	0	**.0%**	0	**.0%**	2	**28.6%**
I provided specific feedback to K-3 teachers after observing their reading instruction.	Daily	3	**37.5%**	1	**11.1%**		
	Weekly	3	**37.5%**	6	**66.7%**		
	Monthly	2	**25.0%**	2	**22.2%**		
	A few times this year	0	**.0%**	0	**.0%**		
I provided some coaching support to K-3 teachers during their reading instruction in the classroom.	Daily	3	**37.5%**	3	**33.3%**	2	**33.3%**
	Weekly	3	**37.5%**	4	**44.4%**	2	**33.3%**
	Monthly	2	**25.0%**	2	**22.2%**	1	**16.7%**
	A few times this year	0	**.0%**	0	**.0%**	1	**16.7%**
I modeled or demonstrated instructional strategies for reading in K-3 teachers' classrooms.	Daily	1	**12.5%**	1	**11.1%**		
	Weekly	4	**50.0%**	2	**22.2%**		
	Monthly	2	**25.0%**	3	**33.3%**		
	A few times this year	1	**12.5%**	3	**33.3%**		
I assisted K-3 teachers with their use of the core reading program materials.	Daily	1	**12.5%**	0	**.0%**	3	**42.9%**
	Weekly	2	**25.0%**	2	**22.2%**	3	**42.9%**
	Monthly	4	**50.0%**	3	**33.3%**	0	**.0%**
	A few times this year	1	**12.5%**	4	**44.4%**	1	**14.3%**
I assisted K-3 teachers with conducting DIBELS or other reading assessments.	Daily	0	**.0%**	0	**.0%**	0	**.0%**
	Weekly	1	**12.5%**	2	**22.2%**	2	**28.6%**
	Monthly	6	**75.0%**	5	**55.6%**	1	**14.3%**
	A few times this year	1	**12.5%**	2	**22.2%**	4	**57.1%**
I assisted K-3 teachers with interpreting DIBELS or other reading assessment results.	Daily	0	**.0%**	0	**.0%**	0	**.0%**
	Weekly	3	**37.5%**	0	**.0%**	1	**14.3%**
	Monthly	4	**50.0%**	7	**77.8%**	3	**42.9%**
	A few times this year	1	**12.5%**	2	**22.2%**	3	**42.9%**
I provided K-3 teachers with professional reading on reading instruction.	Daily	0	**.0%**	0	**.0%**		
	Weekly	2	**25.0%**	3	**33.3%**		
	Monthly	3	**37.5%**	5	**55.6%**		
	A few times this year	3	**37.5%**	1	**11.1%**		
I assisted K-3 teachers with developing reading interventions for struggling readers.	Daily	1	**12.5%**	2	**25.0%**		
	Weekly	2	**25.0%**	1	**12.5%**		
	Monthly	3	**37.5%**	4	**50.0%**		
	A few times this year	2	**25.0%**	1	**12.5%**		

Note. "Never" was provided as one of the options but none of the respondents chose it. Thus it is not presented here. One coach in cohort three missed the question on providing coaching support to K-3 teachers during their reading instruction in the classroom and one coach from cohort two missed the question on assisting K-3 teachers with developing reading interventions for struggling readers.

Table 24 presents teachers' perceptions of helpfulness for various types of coaching supports they received in year three. The five-point scale was collapsed to a three-point scale for analysis and presentation. The response choice of *did not occur* is also reported here.

Overall, a large majority of teachers from cohorts 1 and 2 agreed that the coaching activities were *always helpful* or *usually helpful,* while a sizable percentage of cohort 3 teachers (18% to 47%) indicated that many of the listed coaching supports *did not occur* in their first year of participation in MRF (2006-06). During the first year of program participation, coaches attend the course for coaches provided by Maine Literacy Partnership. During the second year of participation, coaches begin to take a more active role in providing coaching supports to teachers and they provide the MRF Course to teachers in their school.

Table 24. Teachers' Perceived Helpfulness of Coaching Supports

		Cohort One		Cohort Two		Cohort Three	
		n	%	n	%	n	%
The coach observed my reading instruction in the classroom.	Usually/Always Helpful	51	**89.5%**	65	**73.9%**		
	Sometimes Helpful	2	**3.5%**	7	**8.0%**		
	Rarely/Never Helpful	1	**1.8%**	2	**2.3%**		
	Did Not Occur	3	**5.3%**	14	**15.9%**		
The coach provided specific feedback to me after observing my reading instruction.	Usually/Always Helpful	51	**89.5%**	66	**74.2%**		
	Sometimes Helpful	2	**3.5%**	3	**3.4%**		
	Rarely/Never Helpful	0	**.0%**	4	**4.5%**		
	Did Not Occur	4	**7.0%**	16	**18.0%**		
The coach provided some coaching support to me during my reading instruction.	Usually/Always Helpful	44	**77.2%**	61	**69.3%**	23	**39.7%**
	Sometimes Helpful	3	**5.3%**	5	**5.7%**	6	**10.3%**
	Rarely/Never Helpful	0	**.0%**	4	**4.5%**	2	**3.4%**
	Did Not Occur	10	**17.5%**	18	**20.5%**	27	**46.6%**
The coach modeled or demonstrated instructional strategies for reading in my classroom.	Usually/Always Helpful	42	**73.7%**	58	**65.9%**		
	Sometimes Helpful	4	**7.0%**	7	**8.0%**		
	Rarely/Never Helpful	0	**.0%**	2	**2.3%**		
	Did Not Occur	11	**19.3%**	21	**23.9%**		
The coach assisted me in my use of the core reading program materials.	Usually/Always Helpful	42	**73.7%**	50	**56.2%**	28	**48.3%**
	Sometimes Helpful	4	**7.0%**	11	**12.4%**	10	**17.2%**
	Rarely/Never Helpful	1	**1.8%**	4	**4.5%**	1	**1.7%**
	Did Not Occur	10	**17.5%**	24	**27.0%**	19	**32.8%**
The coach or interventionist assisted me with conducting DIBELS or other reading assessments.	Usually/Always Helpful	45	**78.9%**	70	**78.7%**	41	**71.9%**
	Sometimes Helpful	5	**8.8%**	11	**12.4%**	4	**7.0%**
	Rarely/Never Helpful	1	**1.8%**	1	**1.1%**	2	**3.5%**
	Did Not Occur	6	**10.5%**	7	**7.9%**	10	**17.5%**
The coach or interventionist assisted me with interpreting DIBELS or other reading assessment results.	Usually/Always Helpful	47	**82.5%**	78	**87.6%**		
	Sometimes Helpful	5	**8.8%**	5	**5.6%**		
	Rarely/Never Helpful	2	**3.5%**	1	**1.1%**		
	Did Not Occur	3	**5.3%**	5	**5.6%**		
The coach or interventionist assisted me with linking assessment results with instructional practice.	Usually/Always Helpful	46	**80.7%**	66	**74.2%**	33	**55.9%**
	Sometimes Helpful	6	**10.5%**	11	**12.4%**	9	**15.3%**
	Rarely/Never Helpful	1	**1.8%**	3	**3.4%**	3	**5.1%**
	Did Not Occur	4	**7.0%**	9	**10.1%**	14	**23.7%**
The coach or interventionist provided me with professional reading on reading instruction.	Usually/Always Helpful	51	**89.5%**	73	**82.0%**		
	Sometimes Helpful	3	**5.3%**	8	**9.0%**		
	Rarely/Never Helpful	0	**.0%**	0	**.0%**		
	Did Not Occur	3	**5.3%**	8	**9.0%**		
The coach or interventionist assisted me with developing reading interventions for struggling readers.	Usually/Always Helpful	48	**84.2%**	70	**78.7%**	31	**52.5%**
	Sometimes Helpful	6	**10.5%**	8	**9.0%**	12	**20.3%**
	Rarely/Never Helpful	1	**1.8%**	1	**1.1%**	4	**6.8%**
	Did Not Occur	2	**3.5%**	10	**11.2%**	12	**20.3%**

Note. Number of respondents was 57 for Cohort One, 88-89 for Cohort Two and 57-59 for Cohort Three.

Instructional Support for Struggling Readers. One survey item asked interventionists to indicate the different ways that assistance is provided to struggling readers, and another item asked about the primary way that assistance is provided. A large majority of interventionists indicated that their schools provide assistance to struggling readers through pull-out instruction by general specialists or by interventionists/ reading specialists, rather than through instruction in the regular classroom. They indicated the primary method is pull-out instruction by interventionists/ reading specialists. Responses to this survey item during the past three years indicate that there has been a shift away from using general specialists (Title 1, ELL, Special Education) to interventionists and reading specialists.

Table 25. Interventionists' Report on Assistance by their School to Struggling Readers

	Types of Assistance Provided [a]						Primary Type of Assistance [b]					
	Cohort One		Cohort Two		Cohort Three		Cohort One		Cohort Two		Cohort Three	
	n	%	n	%	n	%	n	%	n	%	n	%
Teachers provide targeted assistance to students in the classroom	6	**85.7%**	7	**87.5%**	5	**71.4%**	0	**.0%**	0	**.0%**	0	**.0%**
Specialists (Title 1, ELL, Special Ed) provide support primarily through pull-out instruction	7	**100.0%**	7	**87.5%**	6	**85.7%**	1	**16.7%**	2	**25.0%**	5	**71.4%**
Specialists (Title 1, ELL, Special Ed) provide support primarily in the classroom	2	**28.6%**	2	**25.0%**	3	**42.9%**	0	**.0%**	1	**12.5%**	0	**.0%**
Interventionists and Reading specialists provide support primarily through pull-out instruction	6	**85.7%**	8	**100.0%**	6	**85.7%**	4	**66.7%**	5	**62.5%**	2	**28.6%**
Interventionists and Reading specialists provide support primarily in the classroom	4	**57.1%**	1	**12.5%**	4	**57.1%**	1	**16.7%**	0	**.0%**	0	**.0%**

Note. [a] Check all that apply. [b] Check only one. Total number of participants is 7 for Cohort One, 8 for Cohort Two, and 7 for Cohort Three. There is no missing data for the question on "Types of Assistance Provided". For the question on "Primary Type of Assistance", one interventionists for Cohort One did not respond.

Perceptions of Program Impacts. Principals, Coaches, Interventionists, and Teachers rated the extent to which they agreed or disagreed with statements about perceived program

impacts for students and for teachers, using a five-point scale from 1 (*strongly disagree*) to 5 (*strongly agree*). The five-point scale was collapsed to a three-point scale for analysis and presentation, and teachers' responses were compared with "other" respondents including principals, coaches, and interventionists. Table 26 presents these results.

Across all three cohorts, a large majority of teachers and respondents in "other roles" (principals, coaches, and interventionists) agreed with three statements about positive impacts of the MRF program for students and teachers: *K-3 students' ability to read has improved because of the instructional changes resulting from MRF*; *K-3 teachers are using research-based reading instruction practices as a result of MRF*; and *K-3 teachers are using research-based assessment practices for reading as a result of MRF*. A somewhat lower percentage of teachers than those in "other roles" agreed that K-3 students' interest in reading has improved because of the instructional changes resulting from MRF, and that instructional changes resulting from MRF have resulted in fewer struggling readers in K-3 grades. These results are largely consistent with the views expressed on this survey item in the previous year.

Table 26. Views on Program Impacts (Teachers vs. Coaches/Interventionists/Principals)

		Cohort One				Cohort Two				Cohort Three			
		Teachers		Other Roles		Teachers		Other Roles		Teachers		Other Roles	
		N	%	N	%	N	%	N	%	N	%	N	%
K-3 students' interest in reading has improved because of the instructional changes resulting from the Maine Reading First program.	Strongly Agree/Agree	37	**63.8%**	18	**81.8%**	61	**66.3%**	21	**77.8%**	36	**63.2%**	17	**81.0%**
	Neutral	19	**32.8%**	3	**13.6%**	18	**19.6%**	4	**14.8%**	14	**24.6%**	3	**14.3%**
	Strongly Disagree/Disagree	2	**3.4%**	1	**4.5%**	13	**14.1%**	2	**7.4%**	7	**12.3%**	1	**4.8%**
	Total	58	**100.0%**	22	**100.0%**	92	**100.0%**	27	**100.0%**	57	**100.0%**	21	**100.0%**
K-3 students' ability to read has improved because of the instructional changes resulting from the Maine Reading First program.	Strongly Agree/Agree	50	**86.2%**	20	**90.9%**	75	**81.5%**	23	**85.2%**	45	**77.6%**	19	**90.5%**
	Neutral	8	**13.8%**	1	**4.5%**	15	**16.3%**	3	**11.1%**	10	**17.2%**	2	**9.5%**
	Strongly Disagree/Disagree	0	**.0%**	1	**4.5%**	2	**2.2%**	1	**3.7%**	3	**5.2%**	0	**.0%**
	Total	58	**100.0%**	22	**100.0%**	92	**100.0%**	27	**100.0%**	58	**100.0%**	21	**100.0%**
Instructional changes resulting from the Maine Reading First program have resulted in fewer struggling readers in grades K-3.	Strongly Agree/Agree	41	**70.7%**	20	**90.9%**	53	**58.9%**	18	**66.7%**	23	**39.7%**	15	**71.4%**
	Neutral	15	**25.9%**	2	**9.1%**	27	**30.0%**	8	**29.6%**	29	**50.0%**	6	**28.6%**
	Strongly Disagree/Disagree	2	**3.4%**	0	**.0%**	10	**11.1%**	1	**3.7%**	6	**10.3%**	0	**.0%**
	Total	58	**100.0%**	22	**100.0%**	90	**100.0%**	27	**100.0%**	58	**100.0%**	21	**100.0%**
K-3 teachers are using research-based reading instruction practices as a result of the Maine Reading First program.	Strongly Agree/Agree	51	**87.9%**	18	**81.8%**	83	**90.2%**	26	**96.3%**	50	**83.3%**	19	**90.5%**
	Neutral	7	**12.1%**	4	**18.2%**	8	**8.7%**	0	**.0%**	10	**16.7%**	2	**9.5%**
	Strongly Disagree/Disagree	0	**.0%**	0	**.0%**	1	**1.1%**	1	**3.7%**	0	**.0%**	0	**.0%**
	Total	58	**100.0%**	22	**100.0%**	92	**100.0%**	27	**100.0%**	60	**100.0%**	21	**100.0%**
K-3 teachers are using research-based assessment practices for reading as a result of the Maine Reading First program.	Strongly Agree/Agree	53	**91.4%**	21	**95.5%**	84	**91.3%**	25	**92.6%**	51	**85.0%**	19	**90.5%**
	Neutral	5	**8.6%**	1	**4.5%**	7	**7.6%**	1	**3.7%**	8	**13.3%**	2	**9.5%**
	Strongly Disagree/Disagree	0	**.0%**	0	**.0%**	1	**1.1%**	1	**3.7%**	1	**1.7%**	0	**.0%**
	Total	58	**100.0%**	22	**100.0%**	92	**100.0%**	27	**100.0%**	60	**100.0%**	21	**100.0%**

Note. There was no missing data for Cohort One or "Other Roles", which comprised of coaches, interventionists and principals, for any cohort. The number of teachers missing a particular question ranged from 0 to 2 for Cohort Two and 0-3 for Cohort Three.

Views of MRF Initiative. Principals, Coaches, Interventionists, and Teachers were asked about their general views of the MRF initiative. Respondents indicated their level of agreement on a scale from 1 (*strongly disagree*) to 5 (*strongly agree*). Table 27 presents the results.

Across all three cohorts, both teachers and respondents in other roles" (principals, coaches, and interventionists) indicated high levels of agreement with or support of the MRF program. Between 82% and 95% of the respondents agreed with the statement: *I believe MRF is an effective initiative for preparing K-3 students to read*. Between 91% and 96% agreed with the statement: *Most K-3 teachers at my school have a good sense of the reading instruction and assessment practices that Reading First advocates*. Between 76% and 89% agreed with the statement: *Most K-3 teachers at my school strongly support the instructional and assessment changes that MRF is encouraging in my school*.

Table 27. Views on Maine Reading First Program (Teachers vs. Coaches/Interventionists/Principals)

		Cohort One				Cohort Two				Cohort Three			
		Teachers		Other Roles		Teachers		Other Roles		Teachers		Other Roles	
		N	%	N	%	N	%	N	%	N	%	N	%
I believe Maine Reading First is an effective initiative for preparing K-3 students to read.	Strongly Agree/Agree	45	**81.8%**	18	**81.8%**	73	**83.9%**	25	**92.6%**	51	**87.9%**	20	**95.2%**
	Neutral	9	**16.4%**	3	**13.6%**	11	**12.6%**	0	**.0%**	7	**12.1%**	1	**4.8%**
	Strongly Disagree/Disagree	1	**1.8%**	1	**4.5%**	3	**3.4%**	2	**7.4%**	0	**.0%**	0	**.0%**
	Total	55	**100.0%**	22	**100.0%**	87	**100.0%**	27	**100.0%**	58	**100.0%**	21	**100.0%**
Most K-3 teachers at my school have a good sense of the reading instruction and assessment practices that Reading First advocates.	Strongly Agree/Agree	50	**90.9%**	21	**95.5%**	78	**89.7%**	25	**92.6%**	55	**94.8%**	19	**90.5%**
	Neutral	4	**7.3%**	0	**.0%**	9	**10.3%**	1	**3.7%**	3	**5.2%**	1	**4.8%**
	Strongly Disagree/Disagree	1	**1.8%**	1	**4.5%**	0	**.0%**	1	**3.7%**	0	**.0%**	1	**4.8%**
	Total	55	**100.0%**	22	**100.0%**	87	**100.0%**	27	**100.0%**	58	**100.0%**	21	**100.0%**
Most K-3 teachers at my school strongly support the instructional and assessment changes that Maine Reading First is encouraging in my school.	Strongly Agree/Agree	45	**81.8%**	19	**86.4%**	66	**77.6%**	24	**88.9%**	47	**81.0%**	16	**76.2%**
	Neutral	9	**16.4%**	2	**9.1%**	14	**16.5%**	2	**7.4%**	11	**19.0%**	5	**23.8%**
	Strongly Disagree/Disagree	1	**1.8%**	1	**4.5%**	5	**5.9%**	1	**3.7%**	0	**.0%**	0	**.0%**
	Total	55	**100.0%**	22	**100.0%**	85	**100.0%**	27	**100.0%**	58	**100.0%**	21	**100.0%**

Note. There was no missing data for "Other Roles", which comprised of coaches, interventionists and principals, for any cohort. The number of teachers missing a particular question was 3 for Cohort One, 5-7 for Cohort Two and 2 for Cohort Three.

General Feedback on MRF Initiative. One open-ended item asked respondents for "other comments about the Maine Reading First Initiative". Few respondents wrote comments for this item—only 67 respondents wrote comments out of the 280 people who completed a survey. The low response rate for this item (24%) may be related to the busy time of year for educators when they completed the survey in May or June, or may indicate that respondents did not feel any pressing concerns about the program that they were motivated to share.

Overall, responses indicated strong satisfaction with the MRF staff support, professional development, and funding for classroom instructional resources, such as the core program and leveled texts. A few teacher comments indicated some criticisms of the Reading First approach to literacy instruction and elements of the core program. The responses are described by the four job positions.

Ten of the 24 responding principals (42%) wrote comments for this item. The comments were very positive and enthusiastic, indicating high levels of satisfaction with the support and professional development provided by MRF staff. They also indicated the view that having a core program for all teachers to use and common goals for literacy instruction are important program impacts. Some representative comments from principals include the following:

> This is the best professional development program I have seen in the 30-plus years I have been working in education.
>
> Outstanding Reading First coordinators have distinguished themselves as they work with Reading First schools.
>
> I like the fact that it provides a core reading program. Otherwise, many of our students might not receive the same type of reading instruction.
>
> Provided a common direction and starting point for all our K-3 classroom teachers to be on the same page in regards to reading instruction.
>
> I believe Maine Reading First has the opportunity to improve our student reading skills greatly.

Seven of the 24 responding coaches (29%) wrote comments (one coach is also a principal). Coaches indicated positive views of the MRF professional development and assistance, and a belief in the potential for positive impacts for student learning. Yet, two coaches expressed the concern that teacher support or buy-in for the program and effective principal leadership are important to the success of the program and may be lacking in some MRF schools. Some coach comments are cited here:

> I am really happy that Maine Reading First provided the funds for our school to embark on this change. Otherwise, we would have bought a new core program but not received the professional development. I can't imagine going through this without that assistance!
>
> I cannot wait to see the changes in the kids next year after a year of the core program.
>
> While I think Reading First has been incredibly positive initiative for our school, I can see how schools with less enthusiastic teachers or less effective leadership may have a very different Reading First experience.
>
> Teachers are very embedded in old ways and resist change. They have not yet seen the light.

Eight of the 22 responding interventionists (36%) wrote comments. These comments praised the assistance from MRF staff and MRF professional development, and indicated expectations that the program was having/ will have positive impacts for student learning. One interventionist expressed the need for more knowledge about how to provide effective interventions for students. Some comments from interventionists were:

> The workshops have been very helpful.
>
> MRF technical assistance has been outstanding.
>
> The Maine Reading First initiative is successful in large part because of the professional development provided to teachers by the Maine Literacy Partnership, classroom coaching, graduate class work, etc.

> I believe that the MRF has made a difference in our teaching. We see the students making gains.
>
> I feel that over all, our students have made great gains in reading this year.
>
> I feel I need more practice and instruction on how to provide (or organize) interventions for struggling readers.

Forty-two regular education and special education teachers out of 210 responding teachers total (20%) wrote comments for this survey item. The majority of comments indicated strong satisfaction with MRF professional development, funding for instructional materials, core reading program, and coaching support. Some teachers said the program had had positive impacts on student learning.

> I appreciate all that I have learned from Reading First. The professional development is awesome!
>
> This year's workshops have been helpful, especially the Robinson Workshop in Portland.
>
> The funding to allow for a wide range of books for guided reading groups and for interventionists to help struggling students have been the major components producing improved reading.
>
> It gave us money to buy needed materials. We had on site professional development
>
> It has created a strong K-3 reading program that is sequential in practice.
>
> It has brought a lot more teamwork to our school and also common language for our teaching.
>
> It has provided a common core of understanding of the literacy five basic elements for all teachers.
>
> My kids in grade 1 are reading at unbelievable levels, and I give all the credit to our three hour reading block. It was just amazing!
>
> I think we have improved our practices and the students have benefited. I am very concerned about the sustainability of this program and our improvements.

One special education teacher indicated there was little coordination between regular and special education in her school, and one teacher indicated a lack of teacher support for the program in her school.

A few comments were more critical of the Reading First approach to literacy instruction and aspects of the core program. We do not know to what extent the many non-responding teachers might share either the positive or negative views indicated in the written comments.

> I don't like being tied to a core program. Strict time guidelines impose serious limits on teaching of content area. Core program takes away flexibility of integrating reading and content area.
>
> The core program does not support the development of strong teachers of reading, which I believe contradicts the goals of MRF. So much of what we've been learning as effective teaching goes against what the core program does.
>
> The Maine Reading First course was not an effective use of time. If we taught our students according to the teaching of this course, our students would fail. This appears to be a scripted course for teachers with little/ no experience with teaching reading.

Some teachers indicated a need for additional components to strengthen the core program.

> Reading First has worked great, but core program needs more intervention material, especially tier 3 students.
>
> Core program needs revamping. K [kindergarten] charts, phonics readers, etc.
>
> When on-site people were here for publisher, they didn't want to acknowledge the problem issues.
>
> I would like to see more trade books used.

Summary for MRF School Survey. An overwhelming majority of teachers, and respondents in other roles (principals, coaches and interventionists) indicated they agree with the MRF initiative, and agreed that MRF has had positive impacts for students and teachers by

improving K-3 students' ability to read and teachers' use of research-based instructional and assessment practices.

A large majority of principals, coaches, and interventionists agreed that various types of technical assistance and professional development provided by MRF were helpful to their schools' implementation efforts. These supports include: phone, email, and written support by MRF staff; assistance with reading assessments; support for interventionists; and on-site support from Maine Literacy Partnership. A majority of teachers agreed that the Maine Literacy Partnership Course provided by their literacy coaches and training on the core reading program provided by publishers were helpful to them.

A large majority of principals, coaches, and teachers agreed there is good communication and coordination for reading instruction in their schools. Interventionists indicated mixed views about communication and coordination for reading. A large of majority of teachers indicated they feel prepared to deliver effective reading instruction or use assessments, and a large majority of interventionists indicated they feel prepared to support teachers in various ways.

A majority of coaches indicated that the most frequent types of coaching support (daily or weekly) included observing teachers deliver reading instruction in their classrooms, providing feedback to teachers, and coaching teachers in their classroom. About half to three quarters of the coaches indicated they provided assistance to teachers with reading assessments and interventions less frequently (monthly). A majority of teachers said that the coaching support they had received was *always helpful* or *usually helpful*.

Roughly three quarters of the teacher respondents indicated they either follow the core program closely or augment/ delete some lessons. About half of the teachers indicated they modify the program for one or more reading elements, and a majority of teachers (69% to 86%)

indicated they modify the pacing or content for struggling readers. A majority of interventionists indicated that the primary way their schools provide assistance to struggling readers is through pull- out instruction provided by interventionists or reading specialists. This is a shift from past years, where assistance was primarily provided by general specialists (Title 1, ELL, Special Education staff), rather than by reading specialists.

Part IV: Instructional Time and Content Emphasis for Literacy

Evaluation of the Maine Reading First program includes data on the amount of time spent on literacy instruction and how teachers allocate that time across the different reading content areas for kindergarten through grade three. Reading First requires participating schools to devote a 90 minute block of time for daily reading instruction. To determine to what extent participating schools schedule and use this time for reading instruction, the evaluation collected data in two ways: 1) literacy schedules were collected from each school to determine the number of minutes scheduled daily for reading instruction and for writing instruction for kindergarten through grade three; and 2) classroom observations were conducted in K-3 classrooms by trained observers in a sample of participating schools over a two-year period. Findings from both data collection efforts are presented below. Information about literacy schedules is presented first and results from the classroom observations are presented second. Each section has a short summary, and the chapter has a concluding summary.

Literacy Block Schedules in MRF Schools

Literacy block schedules have been collected to date from all 24 MRF schools for a one year period. The evaluator emailed a brief form to each MRF school principal to complete in consultation with teachers from each grade level. The form asked for the total number of minutes scheduled daily for the literacy block by grade level, and how that block time is broken out for daily reading and writing instruction (see appended form). The form also asked if instruction is typically scheduled in the morning, afternoon, or both. The data were collected from cohort 1 and 2 principals in spring 2006 (2005-06 school year), and from cohort 3 principals in fall 2006 (2006-07 school year). All schools responded with information. The data were analyzed across

all 24 schools, by cohort, and by grade level. The evaluator will collect literacy schedules for a second year (2007-08) in order to be able to track changes in scheduled time for literacy.

Total Literacy Block Time

According to the literacy schedules provided by each school, the average number of minutes scheduled daily for the whole literacy block (reading and writing instruction) varies by school, cohort, and grade level. Across the three cohorts, there is some variation in the literacy block time. When the half-day kindergarten programs are excluded, the cohort average time for the entire literacy block ranges from 132 minutes for cohort 3 to 142 minutes for cohort 1.

More variation in literacy block time exists across the 24 schools and the four grades. Across individual schools, the average literacy block time ranges from 60 minutes to 210 minutes. Across grade levels, the average literacy block time across all schools ranges from about 134 minutes (full-day kindergarten, grades two and three) to 142 minutes (grade one).

Nine of the 24 MRF schools (38%) reported less than 120 minutes on average for the total literacy block in kindergarten. However, seven of the nine schools have half-day kindergarten programs and therefore are not able to schedule a full 120 minute literacy block in each half-day session. One of the schools also has mixed grade classrooms due to low enrollment. The seven schools with half-day kindergarten programs scheduled 80 minutes on average for the literacy block (range 60 to 90 minutes). The nine schools with under 120 minutes for literacy include three cohort 1 schools, four cohort 2 schools, and two cohort 3 schools. If the seven schools with half-day kindergarten programs are excluded, then only two of the 24 schools (8.3%) schedule under 120 minutes per day for literacy.

In grades one through three, three schools (13%) reported less than 120 minutes on average for the total literacy block. All other schools reported that they schedule a minimum of 120 minutes for the literacy block, or well above that, for grades one, two and three.

Time for Reading Instruction

There is little variation in the average number of minutes scheduled for daily reading instruction across the three cohorts. When the half-day kindergarten programs are excluded, the cohort average time on reading ranges from 96 minutes for cohort 2 to 98 minutes per day for cohorts 1 and 3.

There is more variation across individual schools and grade levels. Across individual schools, the time scheduled for reading ranges from 35 minutes to 160 minutes. Across the grade levels, average reading instruction time across all schools ranges from about 93 minutes (grades two and three) to about 100 minutes (full-day kindergarten programs and grade one).

Ten of the 24 MRF schools (42%) reported scheduling less than 90 minutes on average for reading instruction in kindergarten. However, seven of the ten schools have half-day kindergarten programs, and therefore could not schedule a full 90 minutes of reading instruction in each half-day session. One of these schools also has mixed grade classrooms due to low enrollment. The seven schools with half-day kindergarten programs scheduled 54 minutes on average for reading (range 35 to 60 minutes). The ten schools with under 90 minutes per day for reading include three cohort 1 schools, five cohort 2 schools, and two cohort 3 schools. If the seven schools with half-day programs are excluded, then only three of the 24 schools (12.5%) schedule under 90 minutes per day for reading.

In grades one through three, eight schools (33%) reported scheduling less than 90 minutes on average for reading instruction for certain grades. These schools include four cohort 1 schools, two cohort 2 schools, and two cohort 3 schools.

One cohort 1 school did not provide specific information for reading time for kindergarten and one cohort 3 school did not report this information for kindergarten, grades one and three.

Time for Writing Instruction

The average number of minutes scheduled for daily writing instruction varies somewhat across cohorts. When the half-day kindergarten programs are excluded, the cohort average time for writing ranges from 35 minutes in cohort 3 to 44 minutes per day in cohort 1.

There is more variation across individual schools and grade levels in time scheduled for writing. Across individual schools, the time scheduled for writing ranges from 25 minutes to 80 minutes. Across the grade levels, the average time spent on writing across all schools ranges from 36 minutes (full day kindergarten programs only) to about 40 minutes (grades one through three).

Seven of the 24 MRF schools (29%) reported scheduling less than 30 minutes of daily writing instruction on average. However, three of the seven schools have half-day kindergarten sessions and one also has mixed grade classes due to low enrollment. The seven schools with under 30 minutes of writing include three cohort 1 schools, three cohort 2 schools, and one cohort 3 schools. If the three schools with half-day kindergarten programs are excluded, then only four of the 24 schools (17%) scheduled under 30 minutes for daily writing instruction in kindergarten.

Only three schools (12.5%) reported that they schedule under 30 minutes of writing in certain grades from grades one through three. These included two cohort 2 schools and one cohort 3 school.

Two schools did not provide specific information for writing time in kindergarten, and one school did not provide specific information on writing time for kindergarten, grades one through three.

Time of Day for Literacy Instruction

Cohort 1 schools reported that they typically schedule the literacy block across both the morning and afternoon. Cohort 2 schools typically schedule the literacy block time in the morning only. Cohort 3 schools were about evenly split, with half scheduling the literacy block in the morning and half scheduling instruction over both morning and afternoon.

Variation in Literacy Block Time within Schools

While some schools indicated that the amount of time scheduled for reading and writing is fairly uniform in their schools, other schools indicated that the amount of time varies across classrooms within grades or according to the day of the week and interruptions of specials. In some schools, the variation is due to the limited time available in half-day kindergarten programs.

Unreported Time

Three schools reported the total number of minutes in their literacy block, but did not break out the total amount of time for reading and writing for every grade level. Where data were missing, we did not include these schools in the computations of cohort averages or grade level averages.

The tables below present data related to literacy block schedules. These tables focus on average time scheduled and variation in time scheduled within grade levels, and within and across cohorts of schools. Tables 28 and 29 show the results for kindergarten in two ways—for all 24 schools and for just the 17 schools that have full-day kindergarten. As noted above, seven schools have half-day kindergarten classes and therefore schedule less than the required time for literacy. The shorter literacy times in the half-day programs affect the cohort-wide averages and ranges in literacy time, so it is useful to exclude them for this purpose in the analysis.

Table 28. Average Time Scheduled for Literacy by Cohort and Grade

Group	Average # minutes daily literacy block	Average # minutes reading	Average # minutes writing
Cohort 1			
K (n=7)	120	91	33
K (n=4)	149	112	35
Grade 1	148	99	49
Grade 2	131	87	46
Grade 3	141	95	46
Cohort 2			
K (n= 10)	113	83	36
K (n=7)	126	89	37
Grade 1	144	105	39
Grade 2	136	97	39
Grade 3	133	92	41
Cohort 3			
K (n=7)	126	102	34
K (n=6)	135	102	34
Grade 1	134	102	34
Grade 2	129	93	36
Grade 3	129	93	37
All Cohorts			
K (n=24)	118	90	34
K (n=17)	135	99	36
Grade 1	142	102	40
Grade 2	132	93	40
Grade 3	134	92	41

Note: Seven schools have half-day kindergarten classes and also schedule less time for literacy. This data table shows kindergarten data for all 24 MRF schools and for just the 17 schools that have full-day kindergarten, as the half-day programs affect the averages and ranges in literacy time.

Table 29. Variation in Time Scheduled for Literacy by Cohort and Grade

Group	# minutes daily literacy block (range)	# minutes reading (range)	# minutes writing (range)
Cohort 1			
K (n=7)	60-172	35-133	25-50
K (n=4)	135-172	90-133	25-50
Grade 1	120-210	60-145	30-65
Grade 2	90-170	45-110	30-69
Grade 3	105-200	60-140	35-60
Cohort 2			
K (n=10)	60-155	60-105	20-80
K (n=7)	100-150	75-105	20-80
Grade 1	120-180	75-145	20-80
Grade 2	120-155	75-123	20-80
Grade 3	110-165	70-125	15-80
Cohort 3			
K (n=7)	70-205	60-160	30-45
K (n=6)	120-150	60-120	30-45
Grade 1	100-205	60-160	30-45
Grade 2	100-170	60-120	30-60
Grade 3	100-170	60-120	30-60

Note: Seven schools have half-day kindergarten classes and also schedule less time for literacy. This data table shows kindergarten data for all 24 MRF schools and for just the 17 schools that have full-day kindergarten, as the half-day programs affect the averages and ranges in literacy time.

Summary for Literacy Block Schedules

Analysis of literacy block schedules collected from each of the 24 MRF schools over a one year period indicates that most MRF schools schedule a minimum of 120 minutes daily for the entire literacy block. Seven schools with half-day kindergarten programs scheduled 80 minutes on average for the entire literacy block each day. When these seven schools are excluded, only two of the 24 schools (8.3%) scheduled under 120 minutes for the entire literacy block at the kindergarten level, and only three of the 24 schools (13%) scheduled under 120 minutes for certain grades from grade one through three.

Most schools scheduled a minimum of 90 minutes for daily reading instruction. When schools with half-day kindergarten are excluded, then only three of the 24 schools (12.5%) scheduled under 90 minutes for reading at the kindergarten level. Eight schools (33%) scheduled under 90 minutes of reading in certain grades from grade one through three. There was little variation across cohorts in time scheduled for reading. The schools with half-day kindergarten scheduled 54 minutes on average for daily reading instruction, while the 17 schools with full-day kindergarten scheduled 99 minutes on average for reading. Schools scheduled more time on average for reading in kindergarten and grade one (99 and 102 minutes) than in grades two and three (93 and 92 minutes).

Most schools scheduled a minimum of 30 minutes for daily writing instruction. When schools with half-day kindergarten are excluded, then only four of the 24 schools (17%) scheduled under 30 minutes for writing at the kindergarten level. Only three schools (12.5%) scheduled under 30 minutes for writing in certain grades from grade one through three. There was some variation in time scheduled for writing across cohorts, with cohort 1 scheduling slightly more time for writing than cohorts 2 and 3. The 17 schools with full-day kindergarten scheduled 36 minutes on average for writing. Schools scheduled slightly more time for writing on average in grades one through three (about 40 minutes) than in kindergarten (36 minutes).

In addition to the information collected by the evaluator, MRF staff and consultants also collect literacy block information from schools through the annual monitoring site visits, and address the issue with schools that schedule less than the required time for literacy. The evaluator will continue to collect literacy block schedules to track change over time.

Classroom Observation Data

Classroom observations were conducted in K-3 classrooms by trained observers in a sample of participating schools over a two-year period (2005-2007). This section describes how classrooms were selected for the observation sample, the number and timing of observations during the school year, training sessions for observers, instrumentation to record observations, analysis procedures, and results of data analyses.

Sample

Over a two-year period, a total of 15 of the 24 MRF schools (63 %) were visited for classroom observations, and all four grades from kindergarten to grade three were observed. Observations began during the second year of the MRF initiative (2005-06). That year, the observation sample included all seven of the cohort 1 schools and half of the cohort 2 schools (5 of 10 schools) for a total of 12 schools visited. The five cohort 2 schools were selected so that the sample would represent the differences in enrollment and geographic location within that cohort.

Due to cost considerations, the total number of schools visited in the second year of observation was held to 12 schools. The observation sample for the second year included four of the seven cohort 1 schools, the same five cohort 2 schools, and three of the seven cohort 3 schools. Again, the cohort 3 sample was selected to represent the variation in school size and location for that cohort.

Classroom teachers were randomly selected within certain grades from rosters provided by the school. If a teacher was ill or not available during the observation period, another teacher was randomly selected. Predominantly, the same teachers were observed twice during each year and for both years. Only seven of the teachers observed for cohorts 1 and 2 in the first year were not observed again in year two, either because the teacher changed grade level assignments or

because we added kindergarten and dropped the second first grade classroom observation for year two. The seven teachers represent 19% of the 36 cohort 1 and 2 teachers observed in year two. In year two, one observer observed different teachers in the fall and spring by mistake. For all other schools, the observers visited the same classrooms twice during the year.

Over the two-year period of observation, all four grades from kindergarten to grade three were observed. In the first year (2005-06), only grade one to three classrooms were observed due to cost constraints. In four schools with larger enrollments, an additional grade one classroom was observed. That year, a total of 39 classrooms were observed twice during the year. In the second year, one classroom from each of the four grades (K-3) was observed in each school in the sample, for a total of 48 classrooms observed twice during the year. Since classrooms were observed twice during the year, a total of 78 classroom observations were made in the first year and 96 in the second year totaling 174 observations in all. Enrollment varies across the 24 MRF schools. Some schools have mixed-grade classrooms while other schools have between one and four classrooms per grade. Our observation of one classroom per grade in 2006-07 represented 25% to 50% of the classrooms in the selected schools. None of the schools observed had mixed grade classrooms, and four of the 12 schools observed had half-day kindergarten programs

Trained observers typically visited only one or two schools, and conducted all observations within the same two-week period. Observers visited classrooms in November and May in the first year (2005-06) and in October and April in the second year (2006-07), and the same observer visited a classroom twice in a given school year. Principals were contacted first, and asked to assist with the observation schedule. We requested permission to observe the entire literacy block, for whatever period of time was typically scheduled. In cases where schools split

the literacy block between morning and afternoon sessions, we asked that the school adjust their schedule to allow the observer to observe the entire block in either morning or afternoon. In some cases, our request could not be accommodated, so the observer was only able to observe the major reading portion of the literacy block. Most of these observations were at least 90 minutes or longer in duration. For nine of the split block lessons the observed portion was under 90 minutes.

Training of Observers

Literacy specialists were recruited from both MRF and non-MRF schools in Maine to conduct observations in schools other than their own school. Observers were matched with schools that were in their geographic area, so they would not have to travel more than two hours one way to reach a school. Observers did not visit any school with which they had a prior or current relationship, such as holding a teaching or supervising position, or where they knew the principal or teachers personally.

In the first year, there were 13 observers to visit the 12 schools. These observers attended a full-day training workshop on Oct. 21, 2005, just two weeks before the observation period. The workshop was facilitated by the evaluator, Dr. Janet Fairman, and consultants Dr. Janet Spector and Dr. Marcia Davidson. Both Spector and Davidson have expertise in literacy and assessment. A half-day workshop was provided on April 28, 2006 as a refresher for the trained observers, and to give them feedback from the fall observations. In the second year, a majority of the observers continued with the project, and six others needed to be recruited and trained. There were a total of 14 observers to visit 12 schools in year two. Two separate workshops were held on Sept. 21 and Sept. 29, 2006 to meet the different needs of experienced and new observers. As the observers that year had been through one to three training workshops and had gained good

experience in observation and coding, we did not need to hold a second training session in spring 2007.

Observers received a stipend and mileage reimbursement for attending the workshops and for each observation. Training sessions provided observers with an overview of the observation instruments. Observers practiced writing descriptive notes and coding lesson segments from videotaped K-3 reading lessons. They also coded typed, sample observation notes without any video component. Discussion clarified the distinctions among the different reading content areas and specific reading skills within each content area.

As an extension of the training, observers practiced doing observations of reading lessons in their own schools, using the required instruments. They also conducted an observation with a partner the first time they visited a school. Two observers visited the same classroom and independently took observation notes and coded the lesson. Afterwards, the two observers compared and discussed their coding of the lesson segments, and reached consensus on the content emphasis and how to code each segment. Subsequent observations were done by a single observer. The workshop facilitators communicated with observers by phone and email to answer questions that arose about how to code lesson segments.

Instrumentation

For the observation of Maine Reading First classrooms, the I.C.E.-R2 instrument (*Instructional Content Emphasis, revised version two*) from the Utah Reading First Leadership and Evaluation Teams, University of Utah (2004) was adapted. The I.C.E.-R2 instrument had been adapted earlier from the I.C.E. instrument used in Texas (Edmonds & Briggs, 2003). In the interest of simplicity, we called the Maine version of this instrument the I.C.E.-R3. The instrumentation includes: forms for recording descriptions and codes for observed lesson

segments and a cover sheet; a codebook with definitions of coding for different content areas and skills in reading and writing; and a manual explaining the process of writing descriptive notes, coding lesson segments, and coding non-literacy or non-instructional events and center activity.

Some modifications to the I.C.E.-R2 instruments were made during the first year of observation. For example, instead of using two different forms to describe and code instructional events, a single form was developed. This streamlined the work for observers. Also, the code list for student grouping patterns was reduced from seven to five categories. Additional codes for materials were added as needed, including codes for morphology in word study and for assessment activity in all reading and writing content areas.

Further, the observation form was revised to prompt observers to describe and code the type of instructional materials used in each event, specifically noting the publisher of materials and if any core reading program materials were used. This was necessary as the code list for materials listed general terms (e.g., basals/ anthologies, decodable texts, leveled texts, workbooks, letter cards, or audiotapes) and did not distinguish between core and non-core materials. While most observers did note if materials were from the designated reading program, some observers did not record this information consistently. Thus, future use of this instrument should include coding specifically for core program materials and for non-core program materials.

The resulting I.C.E.-R3 instrument (see appended forms) allows for each instructional event to be coded for the primary instructional content category, an instructional subcategory, instructional grouping of students, and instructional materials used by the teacher and students. Observers had to determine the primary content category that was emphasized in a lesson segment from among nine reading content areas or writing instruction. They could also designate

the event as "other literacy" instruction, "non-literacy" instruction, or as a "non-instructional" event. Reading and writing categories had from one to eight different subcategories describing specific skills or assessment activity. Five different grouping patterns for students were included in the code list, and the codes for instructional materials listed 36 specific types of materials, a code for "other" materials, and a code for "none".

For each lesson, the total number of minutes spent within each reading or writing content area is summed, as well as the total time in non-instructional or non-literacy activity. Non-instructional events were coded according to the reason for the interruption (teacher initiated, student initiated, or external interruption). Transition time in between lesson activities had a unique code, and was included as instructional time as long as the activity was focused on getting ready for the next activity, putting materials away, or when the teacher gave verbal directions for activities. When the activity had no instructional purpose (such as snack breaks or physical movement to music), the event was coded as a teacher initiated "non-instructional" event.

Observers focused their attention on teacher directed reading or writing activities, where the teacher was directly engaged with students. Where the teacher incorporated center activities in the literacy block, the observer followed the activity of the teacher, which was typically to work with a small group of students in guided or assisted reading. If the teacher was not engaged in instruction but students were working independently or in pairs on literacy activity, such as in centers with different content emphases, the event was coded as "other literacy" activity.

Coding Validation

After the first round of observations in fall 2005, two of the trainers each blind-coded a randomly selected sample of five observations from the 39 observations. The trainers' coding of lessons was compared with observers' coding of lessons, for dimension A (the primary content

emphasis) and for dimension B (the subcategory skill or activity within a content area). Overall, the interrater reliability for dimension A was quite strong at 0.87. Agreement for dimension B was somewhat lower at 0.68. Differences in coding were discussed and coding for these lessons was reconciled. Findings were presented and discussed with the observers at the second training session in spring 2006 to clarify questions about coding.

After the spring 2006 observations were collected, two trainers again blind-coded five observations each. Agreement on dimension A was 0.72, and agreement on dimension B was 0.58. One area of disagreement was how to code non-instructional events and transition time between instructional events. These issues were addressed by creating a specific code for transition time and clear definitions for non-instructional and transition time, as well as for non-literacy and "other" literacy events. These clarifications were made in observer training to strengthen coding accuracy in the second year of observation. Further, observers who had lower levels of coding agreement with the trainers and evaluator were replaced before year two.

The evaluator closely reviewed all observation records over the two-year period, and corrected coding where necessary before data were entered into the database. Specifically, any changes in the codebook that were developed later in year one (such as coding for transition time), were applied to earlier observations that did not include that coding, so there would be consistency in the way all lessons were coded and analyzed across the two years. Although we did not blind-code lessons in year two, the evaluator observed that coding accuracy had improved significantly by this time, and few corrections of the observers' coding were needed.

Data Analyses

A database system was created using *FileMaker Pro* (version 8) software. Information from the cover sheet and coding for each instructional and non-instructional event were entered

into the database. Then data were tabulated to examine how much time teachers spent on instructional and non-instructional activities, time on each literacy content area, how students were grouped for instruction, and what types of instructional materials were used. Data were analyzed in aggregate form and were also disaggregated by grade level and content area. The following sections present the results of the observation data analyses conducted to date, with a brief summary at the end.

Instructional Time for Literacy. The classroom observations allowed the evaluator to investigate to what extent MRF schools spend as much time on literacy instruction as they indicated in their literacy schedules, and to what extent teachers use the scheduled literacy block time for literacy instruction versus other, non-literacy instruction or non-instructional activities. Some of the questions we explored in the analyses with regard to instructional time for literacy include:

- What portion of the observed time was devoted to instructional versus non-instructional activity, and how did this vary by grade level?
- What portion of the observed non-instructional time was initiated by teacher decisions, student interruptions, or external interruptions, and how did this vary by grade level?
- What portion of the observed instructional time was devoted to literacy instruction versus non-literacy instruction, and how did this vary by grade level?
- What portion of the observed literacy instruction time was spent on direct instruction versus transitional time to get ready for an activity or clean up from an activity?
- What portion of the observations included less than 90 minutes for literacy instruction?

The findings related to each question are presented below.

The 174 observations conducted over a two-year period break down to about 50 observations for each grade for grades one to three, and half that number for kindergarten. As

kindergarten was only observed in year two, there were fewer total observations for that grade. Table 30 below shows the number and percentage of observations by grade level.

Table 30. Observations by Grade Level

Grade Level	Number	Percent
Kindergarten	24	14
First Grade	52	30
Second Grade	50	29
Third Grade	48	27
Total	174	100

- *What portion of the observed time was devoted to instructional versus non-instructional activity, and how did this vary by grade level?*

Across all 174 observations, the total number of minutes for instructional activity (both literacy and non-literacy instruction) was compared with the total number of non-instructional minutes. As a result, we found that 96% of the observed time in K-3 classrooms was devoted to instructional activity, while only 4% of the time was spent on non-instructional activity. When the data were analyzed by grade level, there was virtually no difference in the percentages of instructional versus non-instructional time. Table 31 below presents these findings.

Table 31. Percentage of Time on Instructional versus Non-Instructional Activity by Grade Level

	Gr. K-3 (n=174)	Gr.K (n=24)	Gr.1 (n=52)	Gr.2 (n=50)	Gr.3 (n=48)
Instructional Time	**96%**	**95%**	**95%**	**96%**	**96%**
Non-Instructional Time	**4%**	**5%**	**5%**	**4%**	**4%**

- *What portion of the observed non-instructional time was initiated by teacher decisions, student interruptions, or external interruptions, and how did this vary by grade level?*

Of the 174 observations, 105 (60%) had some non-instructional activity, and 69 (40%) had none. The reasons for non-instructional events were coded as teacher initiated, student initiated, or external interruption. A teacher initiated event might result when the teacher decided to have students take a snack or bathroom break, or to stand up and stretch. A student initiated

event might result when a teacher stopped the instructional activity to attend to a non-instructional question from a student or to redirect or discipline students due to behavior issues. An external interruption occurred when the teacher and students paused to listen to announcements over the public address system, or when the teacher stopped instruction to speak to another adult visiting the classroom.

Across the 105 observations that included non-instructional time, the majority of non-instructional time was teacher initiated (79%), compared with 18% that was student initiated and 3% that was due to external interruptions. When the data were analyzed by grade level, there was some variation in the reasons for non-instructional events. Kindergarten had the lowest percentage of student initiated interruptions (7%) while third grade had the highest percentage (30%). This may indicate that handling student behavior and classroom management take a larger portion of instructional time as students get older. Table 32 below presents this information.

Table 32. Reasons for Non-Instructional Time by Grade Level

	Gr. K-3 (n=105)	Gr.K (n=20)	Gr.1 (n=27)	Gr.2 (n=26)	Gr.3 (n=32)
Teacher Initiated	**79%**	**90%**	**83%**	**78%**	**67%**
Student Initiated	**18%**	**7%**	**15%**	**17%**	**30%**
External Interruption	**3%**	**3%**	**2%**	**5%**	**3%**

- *What portion of the observed instructional time was devoted to literacy instruction versus non-literacy instruction, and how did this vary by grade level?*

Observations were also analyzed to determine the extent of non-instructional time during the literacy block. Across the 174 observations, 31 (18%) included some non-literacy instruction. Non-literacy instruction typically occurred during the initial morning meeting, when teachers would have students practice arithmetic skills in reviewing the calendar. Other non-

literacy instruction included occasional singing or music instruction that occurred during the scheduled literacy block. These types of activities were frequently observed in kindergarten classrooms, but rarely in grades one through three.

Instructional time was analyzed to compare the amount of time for literacy versus non-literacy instruction across all 174 observations. Only a small percentage of instructional time (1.26%) was spent on non-literacy instruction. When the data were analyzed by grade level, there were significant differences across the grade levels. Non-literacy instruction occurred most frequently in kindergarten and decreased in each subsequent grade level. Table 33 below presents these findings.

Table 33 Percentage of Instructional Time on Literacy and Non-Literacy by Grade Levels

	Gr. K-3 (n=174)	Gr.K (n=24)	Gr.1 (n=52)	Gr.2 (n=50)	Gr.3 (n=48)
Literacy Instruction	**98.74%**	**95.81%**	**98.5%**	**99.53%**	**99.66%**
Non-Literacy Instruction	**1.26%**	**4.19%**	**1.5%**	**0.47%**	**0.34%**

- *What portion of the observed literacy instruction time was spent on direct instruction versus transitional time to get ready for an activity or clean up from an activity?*

Literacy instructional time was analyzed to determine what portion of time was spent on direct instruction in literacy versus transitional time. Transitional time included time for students to get out their workbooks or other materials, put away materials, move from desk seats to the rug area or centers, or for the teacher to give verbal directions for activities. When the total number of minutes spent on direct instruction in literacy is compared with the total number of minutes on transitional time during literacy instruction across all 174 observations, 90% of the time was spent on direct instructional activities and about 10% of the time was on transitional activity. Time spent on transitional activity varied somewhat across the grade levels, and was

highest in grades one and two and lowest in grade three. Table 34 below presents this information.

Table 34. Percentage of Literacy Instructional Time used for Direct Instruction and Transition to Activities by Grade Level

	Gr. K-3 (n=174)	Gr.K (n=24)	Gr.1 (n=52)	Gr.2 (n=50)	Gr.3 (n=48)
Literacy Instruction	**90.18%**	**90.37%**	**89.65%**	**89.83%**	**91.03%**
Transition Time	**9.82%**	**9.63%**	**10.35%**	**10.17%**	**8.97%**

- *What portion of the observations included less than 90 minutes for literacy instruction?*

Reading First requires participating schools to devote a 90 minute block of time for daily reading instruction. Teachers often include some writing instruction during the reading time, while other teachers focus on writing in a separate block of time. Most schools scheduled 120 minutes or more for the total literacy block. Observers were instructed to observe the entire literacy block when possible, and most schools adjusted their schedule as necessary to accommodate this need. In most cases, an observer visited one classroom in the morning and a different classroom in the afternoon, observing the entire literacy block time scheduled for that day in both classrooms. Across all 174 observations, the average length of observation was 102 minutes (range 57-165 minutes), which didn't vary much across the grade levels (see Table 35 below).

Table 35. Average Length of Observations

	N	Mean # mins observed	Range # mins observed
K-3	174	102	57-165
K	24	102	57-151
1	52	104	60-165
2	50	101	67-145
3	48	101	62-137

While most of the observations lasted at least 90 minutes or more, 34 of the 174 observations (19.5%) were less than 90 minutes in duration. Nine observations were under 90 minutes because the school scheduled a split literacy block on the day of observation, so that only the major reading portion of the block could be observed that day. Five observations were under 90 minutes because of miscommunication between the principal and teacher about the starting time of the observation. Five observations were under 90 minutes because the observer needed to begin observation in another classroom. Two observations were under 90 minutes because the school had scheduled a field trip or assembly on that day, requiring the shortening of some class periods. Twelve observations were within seven minutes of the 90 minute requirement, due to teacher decision or observer error in recording the time elapsed. Only one observation was significantly less than 90 minutes (70 minutes) due to the teacher's decision about instruction for that day.

Four of the twelve schools we observed for kindergarten instruction in year two had half-day kindergarten programs. Three of these schools are in cohort 1, and one school is in cohort 2. These schools typically schedule between 60 minutes and 90 minutes for the total literacy block in kindergarten, rather than the 120 minutes or more found in full-day kindergarten classrooms in the other schools. When we observed their kindergarten classes twice in 2006-07, all of the observations except for one were 90 minutes or more in duration. Teachers in two of the schools delivered their typical 90 minute long literacy block, a teacher in another school delivered one typical 90 minute literacy block and one that was shorter than usual at 60 minutes, and the fourth teacher delivered a literacy block of 120 minutes that was double the amount of time typically scheduled for literacy in that half-day kindergarten class.

We analyzed the data to determine what portion of the 174 observations included at least 90 minutes or more of literacy instructional time (including transitional time related to instruction), which could include both reading and writing. When non-instructional time and non-literacy instructional time are excluded from the total observed time, about 46% of the kindergarten observations and nearly two thirds (64%-67%) of the grade one through three observations had at least 90 minutes total of literacy instructional time, which includes both reading and writing (see Table 36 below). This finding would appear to indicate that close to 54% of the observed kindergarten teachers and about a third of the observed grade one through three teachers may not routinely deliver a minimum of 90 minutes in daily reading instruction.

The findings from the observation data are very consistent with the data obtained from the literacy schedules provided by the schools for grades one to three, but are less consistent for kindergarten. The literacy schedules indicated that eight of the 24 schools (33%) schedule under 90 minutes on average for daily reading instruction in certain grades from grade one through three, and the observations also indicated that about 33% of the observed grade one through three teachers delivered under 90 minutes of literacy instruction time (which was mostly reading instruction). The observation data are not completely consistent with the reported literacy schedules for kindergarten. Seven of the schools (29%) had half-day kindergarten and therefore scheduled under 90 minutes for reading, and another three schools (12.5%) had full-day kindergarten and scheduled under 90 minutes daily for reading. Thus, the literacy schedules indicated that about 42% of the schools schedule under 90 minutes for reading in kindergarten, while our observations indicated that a higher portion (about 54%) of the observed kindergarten teachers deliver under 90 minutes of literacy instruction (primarily reading). It is not clear why the observed time was less than the reported time for literacy in kindergarten.

Table 36. Number & Percent of Observations with ≥ 90 mins. of Literacy Instruction Time

Grade Level	Total Number	Number ≥ 90 mins	Percent
K-3	174	109	62.6%
K	24	11	45.8%
1	52	35	67.3%
2	50	32	64.0%
3	48	31	64.6%

Note. Observations that were under 90 minutes in duration were omitted from this analysis.

Instructional Time Across Literacy Content Areas. The classroom observation data allowed the evaluator to explore the amount of time teachers allocate to different content areas of reading, writing, and non-literacy during the scheduled literacy block time, and which content areas are emphasized in different grades from kindergarten to grade three. The questions investigated through the data include:

- What portion of the observed literacy instructional time was spent on three broad areas of literacy: oral language, reading, and writing?
- What portion of the observed instructional time was spent within each of the content areas of reading, writing, or non-literacy instruction, and how did this vary by grade level?
- What content or skills were emphasized within the major areas of reading or writing?
- What portion of the literacy instructional time was spent on assessment activity?

➢ *What portion of the observed literacy instructional time was spent on three broad areas of literacy: oral language, reading, and writing?*

Data coded for specific content areas of reading were collapsed into broader categories to allow for a basic comparison of time spent on oral language, reading, or writing. These three broader categories of literacy include the following specific content areas from the coded data:

Oral Language—includes phonological awareness, oral language/ vocabulary

Reading—includes concepts of print, alphabetic knowledge, word study/ phonics, fluency, text reading, and comprehension

Writing—includes writing and spelling

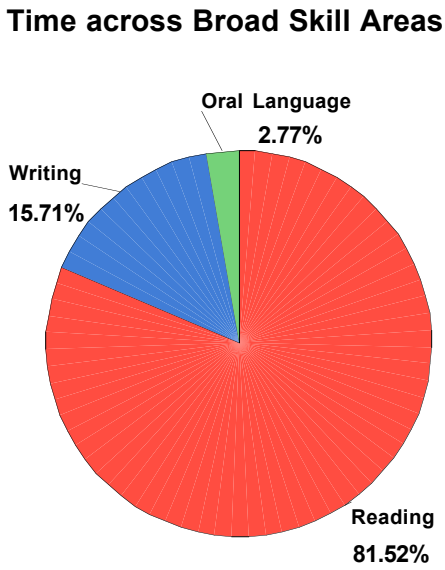
Across the 174 observations, 81% of the literacy instructional time was devoted to reading instruction, while 16% was devoted to writing, and about 3% was devoted to oral language. Table 37 and figure 1 below present these results. Across grades K-3, the percentage of time spent on oral language decreased significantly, as expected, while the percentage of time spent on writing varied with no pattern by grade level. The largest percentage of time spent on writing occurred in grade one, but was significantly lower in grade two than in grade three.

Across the 174 observations, we observed an average of 11.3 minutes of writing instruction per observation. The range in writing time observed varied widely, from zero to 60 minutes. While most observations included the entire literacy block, a few schools scheduled a split literacy block on the day of observation. In these cases, we observed the reading block (typically 90 minutes or more), and teachers delivered an additional 30 minutes or more of writing instruction later in the day that was not observed. Thus, some teachers did spend additional time on writing instruction that was not observed, and this time is not reflected in the data tables.

Table 37. Percentage of Literacy Instructional Time on Broad Areas of Literacy by Grade Level

	Gr. K-3 (n=174)	Gr.K (n=24)	Gr.1 (n=52)	Gr.2 (n=50)	Gr.3 (n=48)
Reading	**81.52%**	**73.78%**	**77.30%**	**87.40%**	**84.71%**
Writing	**15.71%**	**14.89%**	**19.15%**	**12.05%**	**15.16%**
Oral Language	**2.77%**	**11.34%**	**3.55%**	**0.55%**	**0.13%**

Figure 1.



- *What portion of the observed instructional time was spent within each of the content areas of reading, writing, or non-literacy instruction, and how did this vary by grade level?*

Instructional time was also analyzed by each of the different content areas in reading and writing, and by grade level. Across all 174 observations, about a third of the instructional time observed was spent on comprehension and text reading (32% and 30% respectively). Word study/ phonics and writing received less time (13% and 12% respectively). All other areas represented less than 4% of the instructional time. The relatively small percentage of time observed for writing instruction reflects the fact that some observers were not able to observe writing instruction when writing was scheduled in a separate block of time in the afternoon. In other cases, teachers decided to devote the whole literacy block time to reading instruction.

Across the grade levels, reading comprehension received more time at each subsequent grade level, while time devoted to text reading varied and showed no clear pattern across the grade levels. Time spent on word study/ phonics remained fairly stable across kindergarten to

grade two, but decreased significantly in grade three. Fluency instruction varied slightly across grade levels, with more time spent on this content area in grades one and three.

The percentage of time spent on non-literacy content was by far the greatest in kindergarten (4%) while only 1% or less time was spent on non-literacy instruction in grades one to three. Kindergarten teachers often conducted general morning meeting activities during the literacy block, which often included calendar/ math skills. Some kindergarten teachers frequently interrupted the literacy instruction to engage students in music instruction or non-instructional movement/ exercise. Table 38 and figures 2-6 below present these data.

Table 38. Percentage of Instructional Time by Content Emphasis and Grade Level

	Gr. K-3 (n=174)	Gr.K (n=24)	Gr.1 (n=52)	Gr.2 (n=50)	Gr.3 (n=48)
Comprehension	32%	16%	21%	34%	52%
Text reading	30%	26%	34%	35%	22%
Word/Study Phonics	13%	14%	17%	14%	7%
Writing	12%	13%	15%	10%	11%
Spelling	3%	<1%	4%	2%	4%
Other Literacy	3%	7%	2%	2%	2%
Phonological Awareness	2%	8%	3%	<1%	0
Fluency	2%	<1%	2%	1%	2%
Non-Literacy	1%	4%	1%	<1%	<1%
Alphabetic Knowledge	1%	7%	<1%	<1%	0
Oral Language	<1%	2%	<1%	<1%	<1%
Concepts of Print	<1%	2%	<1%	<1%	0

Figure 2.

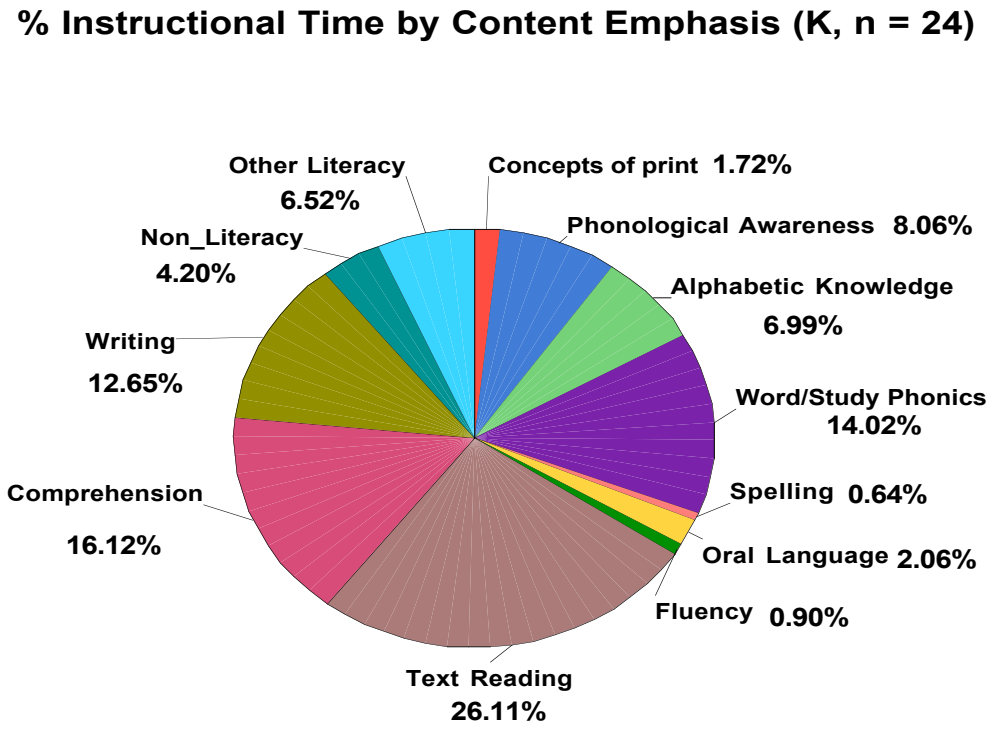


Figure 3.

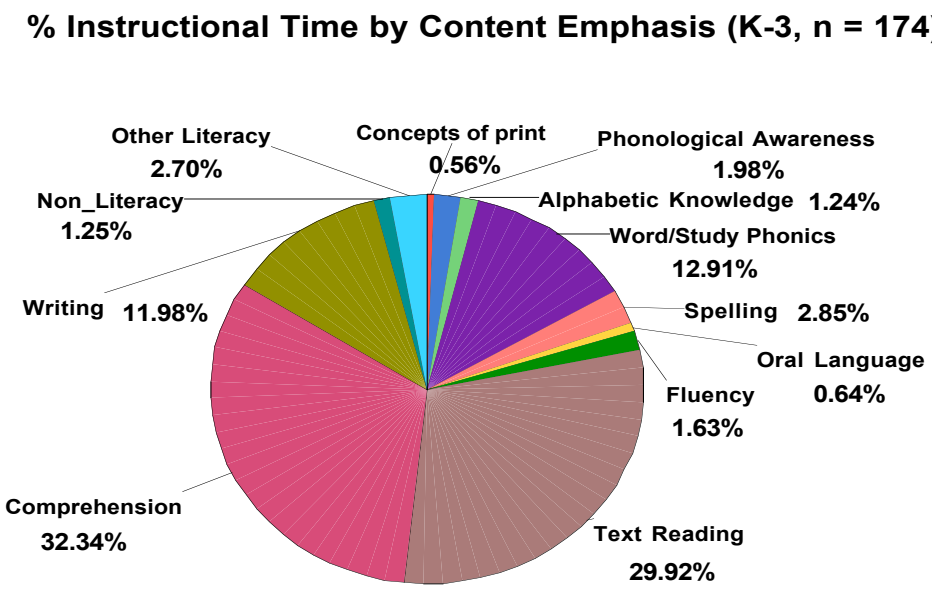


Figure 4.

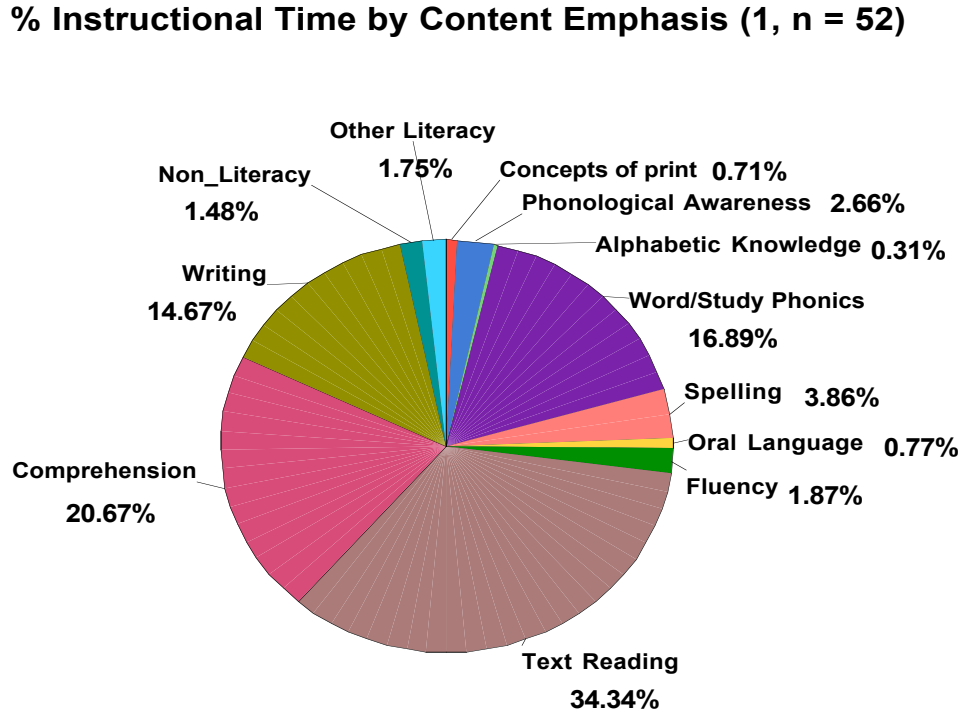


Figure 5.

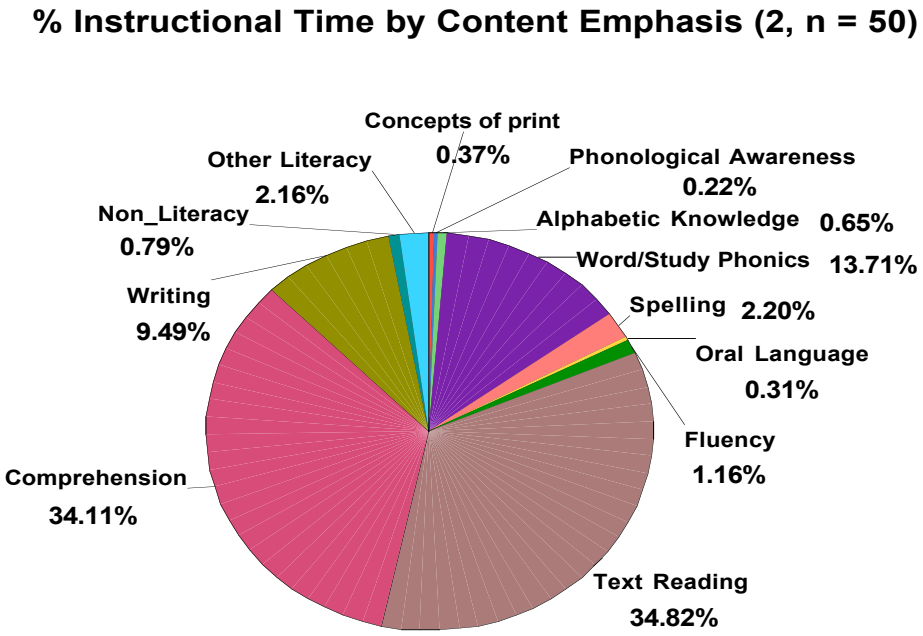
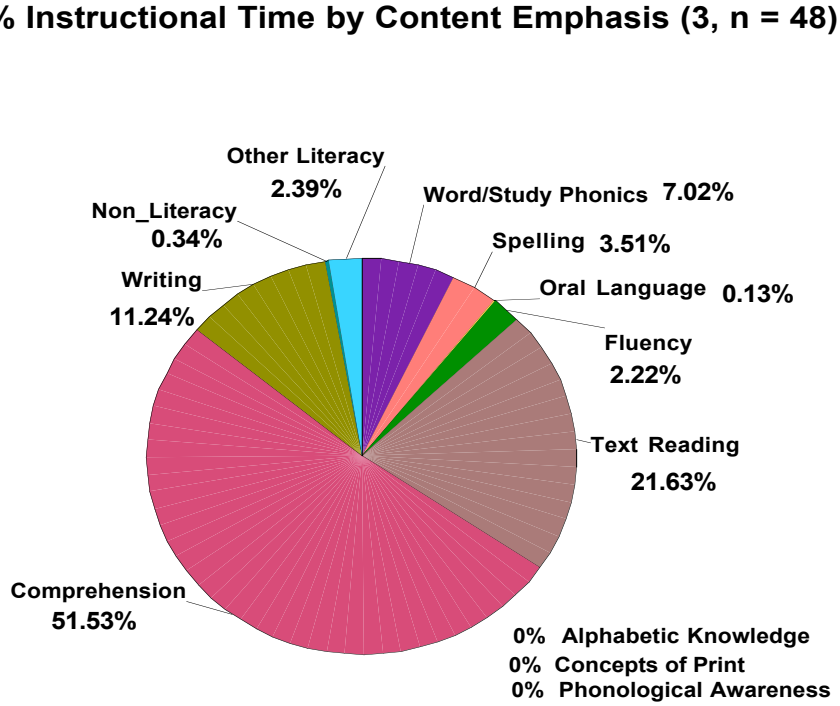


Figure 6.



- *What content or skills were emphasized within the major areas of reading or writing?*

After analyzing the time spent within the major literacy content areas, we also analyzed the classroom observation data to see how much time was spent on specific subskill areas within content areas. Tables 39 through 42 below present this analysis. We have focused here on the content areas where teachers and students spent the majority of the literacy instructional time: comprehension, text reading, word study/ phonics, and writing.

As indicated in Table 39, teachers emphasized reading comprehension skills and prior knowledge about half of the time and comprehension strategies about 10% of the time when focusing on comprehension. A larger percentage of time was devoted to comprehension strategies in grades two and three.

When focusing on text reading, teachers emphasized supported oral reading about half of the time. Independent silent or oral reading represented about 12-13% of the time on average, but was used during a larger percentage of time in grades two and three. The percentage of time where the teacher read aloud and students followed the text decreased in grade three, but the percentage of time where the teacher read aloud and students did not have a text to follow did not consistently decrease in each higher grade as might be expected (see Table 40).

Within the content area of word study/ phonics, teachers emphasized letter/ sound/ word relationships about 41% of the time on average, and other skill areas from 12%-19% of the time. Irregular or sight words were emphasized less often in grades two and three, while morphology (prefixes, suffixes, past tense, plurals) received much more attention in grades two and three (see Table 41).

In writing, teachers engaged students in independent writing activity about a third of the time, in writing process instruction about 24% of the time, and shared writing about 21% of the

time on average. Teachers emphasized shared writing less often in grades two and three, and focused more on grammar and punctuation in those grade levels (see Table 42).

Table 39. Percentage of Time on Comprehension Skills

Skill Area	Gr. K-3 (*n*=174)	Gr. K (*n*=24)	Gr. 1 (*n*=52)	Gr. 2 (*n*=50)	Gr. 3 (*n*=48)
Vocabulary for Comprehension	17.12%	16.85%	18.14%	19.20%	15.28%
Prior Knowledge	21.95%	36.24%	31.61%	25.99%	12.57%
Reading Comprehension	37.53%	26.97%	29.69%	37.73%	42.59%
Listening Comprehension	12.56%	11.80%	14.59%	9.50%	13.88%
Comprehension Strategies	10.25%	6.46%	5.47%	7.59%	14.83%
Other	0.59%	1.69%	0.51%	0.00%	0.86%

Time on transitions or assessment are not included in this table.

Table 40. Percentage of Time on Text Reading Skills

Skill Area	Gr. K-3 (*n*=174)	Gr. K (*n*=24)	Gr. 1 (*n*=52)	Gr. 2 (*n*=50)	Gr. 3 (*n*=48)
Supported Oral Reading	50.85%	49.34%	57.94%	48.62%	43.19%
Choral Reading	9.01%	22.96%	9.61%	4.52%	7.16%
Independent Silent Reading	11.49%	5.88%	5.81%	16.05%	17.02%
Independent Oral Reading	12.68%	4.93%	10.21%	16.59%	15.02%
Teacher Read Aloud	8.65%	12.14%	8.74%	6.14%	10.68%
Teacher Read Aloud & Students Follow Text	4.86%	4.74%	5.07%	5.87%	2.82%
Other	2.45%	0.00%	2.60%	2.23%	4.11%

Time on transitions or assessment are not included in this table.

Table 41. Percentage of Time on Word Study/ Phonics Skills

Skill Area	Gr. K-3 (*n*=174)	Gr. K (*n*=24)	Gr. 1 (*n*=52)	Gr. 2 (*n*=50)	Gr. 3 (*n*=48)
Letter/ Sound/ Word Relationships	40.75%	56.74%	41.30%	37.41%	30.41%
Letter/ Sound, Rhyme, Word Family	18.51%	14.18%	19.70%	16.55%	23.31%
Irregular or Sight Words	11.57%	15.60%	14.57%	8.27%	6.42%
Word Study through Writing	12.64%	12.41%	13.63%	17.27%	1.69%
Morphology (prefixes, suffixes, past tense, plurals)	16.53%	1.06%	10.80%	20.50%	38.18%

Time on transitions or assessment are not included in this table.

Table 42. Percentage of Time on Writing Skills

Skill Area	Gr. K-3 (*n*=174)	Gr. K (*n*=24)	Gr. 1 (*n*=52)	Gr. 2 (*n*=50)	Gr. 3 (*n*=48)
Shared Writing	20.87%	30.65%	26.52%	12.83%	14.13%
Writing Process	24.15%	16.94%	28.35%	26.44%	20.09%
Independent Writing	31.11%	23.79%	28.20%	40.58%	31.35%
Grammar, Punctuation	13.28%	2.42%	7.32%	20.16%	22.08%
Handwriting Skills	4.95%	13.71%	2.74%	0.00%	7.51%
Copying	3.85%	10.08%	5.18%	0.00%	1.77%
Other	1.78%	2.42%	1.68%	0.00%	3.09%

Time on transitions or assessment are not included in this table.

- *What portion of the literacy instructional time was spent on assessment activity?*

The coding of classroom observations allowed for the coding of specific subskill areas, transitional time to prepare for instruction, and assessment activity within each of the literacy content areas. Overall, students spent very little time in assessment activity—only about 1% of the literacy instructional time on average (see Table 43 below).

Table 43. Percentage of Literacy Instructional Time on Assessment Activity

	K-3 (*n*=174)	**Gr. K** (*n*=24)	Gr. 1 (*n*=52)	Gr. 2 (*n*=50)	Gr. 3 (*n*=48)
Assessment Activity	1.26%	0.47%	0.87%	1.91%	1.38%
Instructional or Transition Activity	98.74%	99.53%	99.13%	98.09%	98.62%

Most of the time on assessment activity occurred within the content area of text reading, followed by spelling. Only half as much time was spent on assessment in reading comprehension. Assessment for fluency skills represented a very small portion of the time on assessment. Fluency assessment included the DIBELS assessment, DRA, running records, or flashcards, and typically lasted only one to two minutes with each student. Teachers seldom tested more than two or three students during an observation. Table 44 shows how the time on assessment activity varied across content areas by grade level.

Table 44. Percentage of Literacy Instruction Time on Assessment Activity by Content Area

Grade Level	Spelling	Oral Lang.	Fluency	Text Reading	Compre-hension
K-3 (*n*=174)	0.5%			0.6%	0.2%
K (*n*=24)		0.1%			0.4%
1 (*n*=52)	0.3%			0.4%	0.1%
2 (*n*=50)	0.5%		0.1%	1.1%	0.2%
3 (*n*=48)	0.9%			0.4%	0.1%

Note: No assessment activity was observed in the following content areas: concepts of print; phonemic awareness; alphabetic knowledge; word study/ phonics; and writing.

Use of Instructional Grouping Patterns. The classroom observations included coding for the way students were grouped for each instructional event. This allowed the evaluator to investigate the following question:

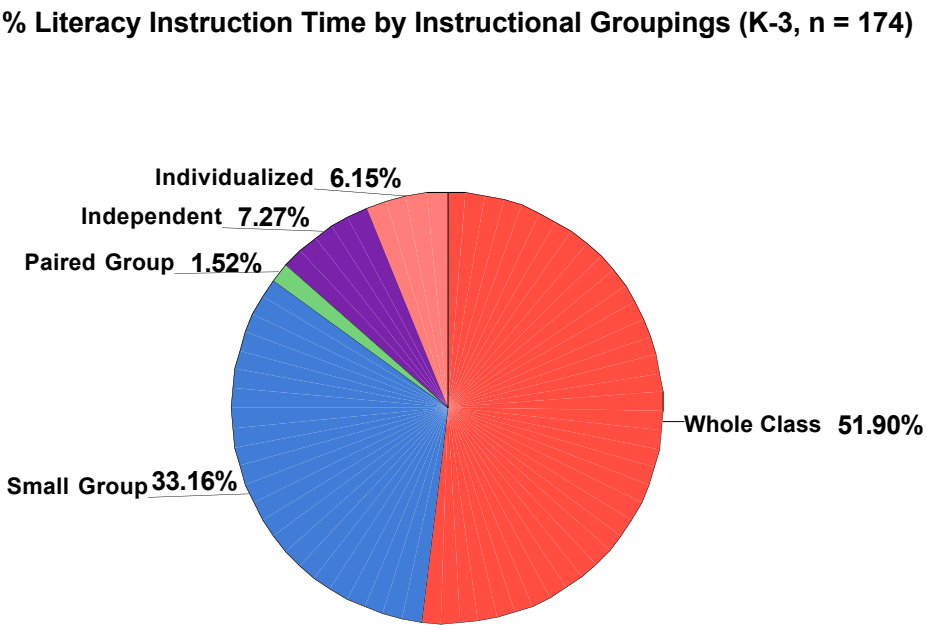
- What portion of the observed literacy instructional time was spent in each of the five observed student grouping patterns, and how did this vary by grade level?

Five different grouping patterns were observed and coded. Data were analyzed by looking at the total number of minutes students spent in each of the different grouping patterns. Across all 174 observations, roughly half (52%) of the literacy instructional time was spent in whole class instruction, and one third of the time was spent in small group instruction, typically for guided or shared reading. Independent and individualized work represented only 7% and 6% respectively. Paired work was rarely observed. There was some variation in grouping patterns across the grade levels. Whole class grouping was used slightly less in grade two than other grades. Small groups were used more in grades two and three. Independent and individualized work varied with no clear pattern across grade levels. Table 45 and figure 7 below present the results.

Table 45. Percentage of Literacy Instructional Time by Instructional Grouping Pattern and Grade Level

	Gr.K-3	Gr.K	Gr.1	Gr.2	Gr.3
Whole Class	**52%**	**57%**	**58%**	**43%**	**52%**
Small Group	**33%**	**28%**	**28%**	**39%**	**35%**
Independent	**7%**	**8%**	**5%**	**9%**	**7%**
Individualized	**6%**	**6%**	**7%**	**7%**	**4%**
Pairs	**2%**	**<1%**	**1%**	**2%**	**2%**

Figure 7.



Use of Instructional Materials for Literacy. The observation data included coding for the instructional materials used during each event. This generated a long list of 38 different codes for materials. In order to simplify the presentation of results, similar materials were grouped into nine broad categories. The categories were as follows:

Text: including books, sentence strips, word cards or sentence strips, word wall

Paper: including notebook paper, worksheets, workbooks, student journals, student work samples, and writing instruments

Organizers: folders, envelopes, clipboards, highlighter tape or correcting tape

Manipulatives and props: letter cards, picture cards, games, puzzles, manipulatives or other props

Boards or writing surfaces: chalkboards, eraser boards, markers, paper charts, easels magnetic boards, overhead projector and transparencies, flannel board, bulletin board, pointer

Media: audio tapes, CDs, computer software

Reference materials: dictionary

Other materials

No materials

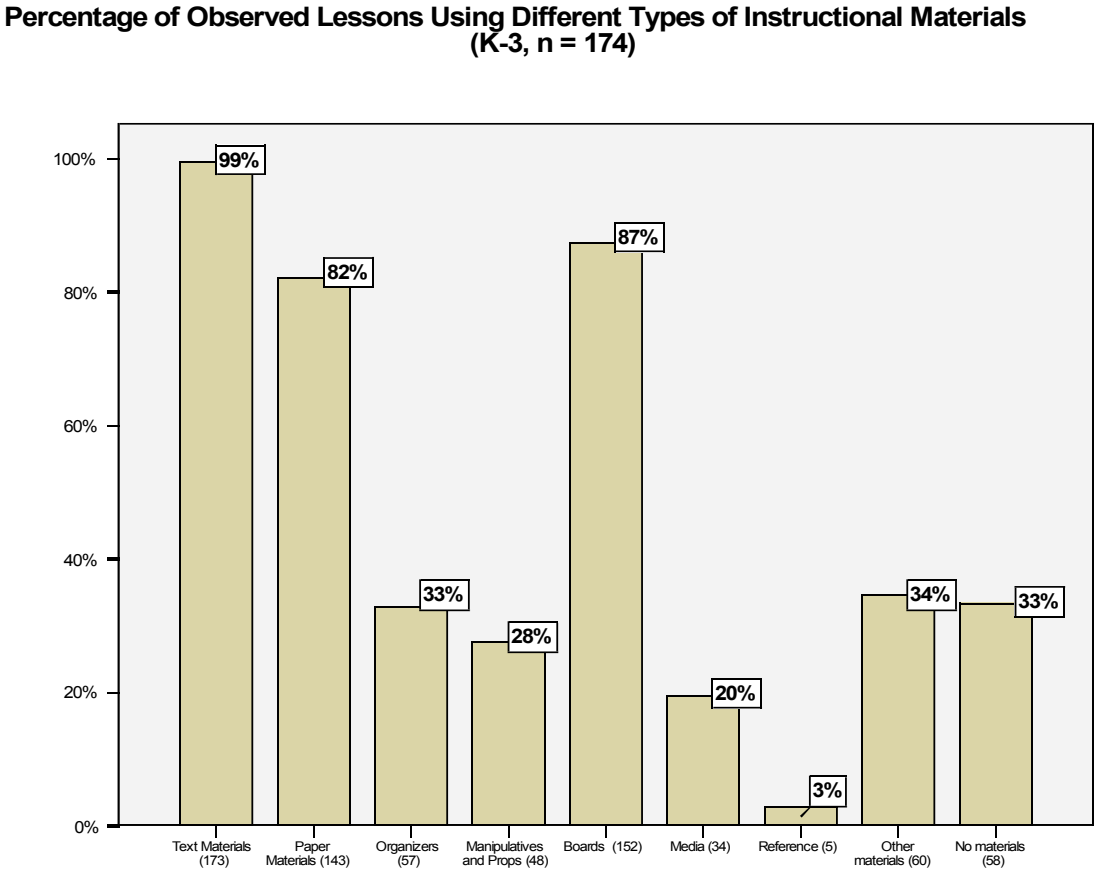
The following questions were explored through the data:

- Which instructional materials did teachers use for literacy instruction in different grade levels, and how frequently were these materials used across the 174 observations?
- For what portion of the observed literacy instructional time did students/ teachers use particular instructional materials and how did this vary by grade level?
- To what extent did teachers make use of core reading curriculum materials?

➢ *Which instructional materials did teachers use for literacy instruction in different grade levels, and how frequently were these materials used across the 174 observations?*

To investigate what materials were used, we first computed the number and percentage of the 174 observations that included literacy instructional events that made use of instructional materials within the nine broad categories listed above. The results, shown in Figure 8 below, indicate that virtually all (99%) of the 174 observed lessons included some literacy instructional events that made use of text materials, and a large majority of the lessons also included events that involved the teacher and/ or students writing on some type of board or surface, (87%) and using paper materials for student writing (82%). About a third of the lessons included events that used organizers (33%), manipulatives or props (28%), "other" materials (34%), or no materials (33%).

Figure 8.



When these data were analyzed by grade level, some variation was found. For example, Organizers were used less frequently in grade three, media for listening comprehension was used less in grades two and three, manipulatives and props were use less frequently in each subsequent grade level, and reference material (dictionary) was used more frequently in grades two and three. No materials were used in some instructional events more often in kindergarten than in other grade levels, as kindergarten teachers' more frequently presented information orally and quizzed students' skills orally. Table 46 presents the findings to allow for comparison across the grade levels.

Table 46. Number and Percentage of Observations Including Certain Categories of Instructional Materials by Grade Level (n=174)

Category of Instructional Materials	Grade Level	Number	Percent
Text	K	24	100
	1	52	100
	2	50	100
	3	47	98
Paper	K	20	83
	1	42	81
	2	40	80
	3	41	85
Organizers	K	10	42
	1	23	44
	2	15	30
	3	9	19
Manipulatives/ Props	K	16	67
	1	18	35
	2	5	10
	3	9	19
Boards/ Writing Surfaces	K	23	96
	1	50	96
	2	39	78
	3	40	83
Media	K	7	29
	1	13	25
	2	7	14
	3	7	15
Reference	K	0	0
	1	1	2
	2	2	4
	3	2	4
Other	K	9	38
	1	18	35
	2	10	20
	3	23	48
No materials	K	11	46
	1	20	38
	2	16	32
	3	11	23

Kindergarten observations (n=24), grade 1 (n=52), Grade 2 (n=50), Grade 3 (n=48)

- *For what portion of the observed literacy instructional time did students/ teachers use particular instructional materials and how did this vary by grade level?*

A second method of analyzing the use of instructional materials was to look at what portion of the literacy instructional time students or teachers used different categories of instructional materials. Across the 174 observations, over half of the literacy instructional time involved the use of text materials. Boards/ writing surfaces and paper writing materials were each used about 16% of the time. There were slight variations in the frequency of use for different materials across the grade levels, but no clear pattern appeared. The largest difference was found in the use of manipulatives/ props, which were used much more frequently in kindergarten. Boards and writing surfaces were used somewhat more frequently in kindergarten and grade one. Table 47 presents these findings.

Table 47. Percentage of Literacy Instructional Time Where Certain Categories of Instructional Materials Were Used, by Grade Level (K-3, n = 174)

	Gr. K-3 (n = 174)	Gr. K (n = 24)	Gr. 1 (n = 52)	Gr. 2 (n = 50)	Gr. 3 (n = 48)
Text	**55%**	**42%**	**52%**	**63%**	**54%**
Paper	**16%**	**15%**	**16%**	**14%**	**18%**
Organizers	**3%**	**3%**	**3%**	**2%**	**2%**
Manipulative & Props	**3%**	**10%**	**3%**	**1%**	**2%**
Boards	**16%**	**20%**	**18%**	**15%**	**13%**
Media	**1%**	**1%**	**1%**	**1%**	**1%**
Reference	**<1%**	**0**	**<1%**	**<1%**	**<1%**
Other materials	**5%**	**5%**	**4%**	**1%**	**9%**
No materials	**2%**	**3%**	**3%**	**1%**	**2%**

The proportion of time (%) was computed by dividing the total number of minutes where a category of materials was used by the total number of literacy instructional minutes observed.

- *To what extent did teachers make use of core reading curriculum materials?*

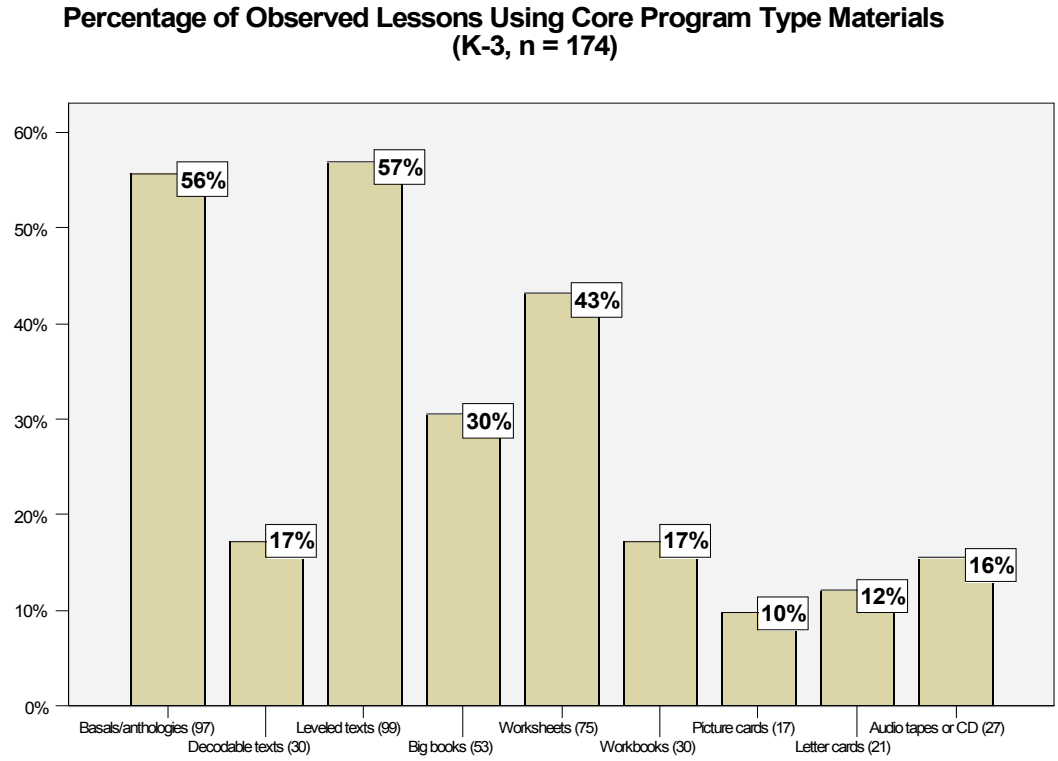
One important aspect of the evaluation is to determine fidelity to the adopted reading program. Teachers' use of specified core reading program materials is a major component, and was measured through teacher surveys and classroom observations. While the I.C.E.-R3 instrument includes general coding for categories of instructional materials that could be part of the adopted core program (e.g., basals, anthologies, decodable text, leveled texts, workbooks and

audio tapes), the coding does not distinguish between core and non-core materials. Because of this limitation in the coding system and instrument, trainers asked observers in spring 2006 to specifically note the publisher of materials used and if they were part of the core program materials. The observation forms were also revised to include a place for observers to note the publisher and materials, but the coding system was not changed.

Some caution needs to be taken in interpreting the findings with regard to the use of core program type materials. Because the coding system did not distinguish between core and non-core materials, the actual frequency of use of core program materials may be slightly different than what appears in the summary table below.

We first looked at the number and percentage of observations that included the use of core program type materials in some events. Across the 174 observations, more than half of the observations included events that made use of leveled texts (57%) and/or basals/ anthologies (56%). A somewhat smaller percentage of observations included the use of worksheets (43%) and about a third (30%) involved the use of "big books". Figure 9 below presents these findings.

Figure 9.



When the data were analyzed by grade level, there was considerable variation in the types of materials used. For some materials, the variation did not reveal any patterns with respect to grade level. Basals/ anthologies were used only in grades one to three, as they are not part of the core program for kindergarten. Decodable text was not observed in grade three, as it is not part of the core program for grade three. Leveled texts were used most frequently in grades one and two. Big Books and audio/ CDs for listening comprehension were used primarily in kindergarten and grade one. Picture and letter cards were used primarily in kindergarten. Workbooks were used more frequently in grade three, but worksheets were used frequently in all grades. Table 48 below presents this information.

Table 48. Number and Percentage of Observations Including Core Reading Program Type Materials by Grade Level (n=174)

Category of Instructional Materials	Grade Level	Number	Percent
Basals/ Anthologies	K	1	4
	1	33	63
	2	29	58
	3	34	71
Decodable Text	K	3	13
	1	16	31
	2	11	22
	3	0	0
Leveled Texts	K	11	46
	1	31	60
	2	35	70
	3	22	46
Big Books	K	17	71
	1	28	54
	2	4	8
	3	4	8
Worksheets	K	13	54
	1	16	31
	2	25	50
	3	21	44
Workbooks	K	0	0
	1	7	13
	2	7	14
	3	16	33
Picture Cards	K	8	33
	1	7	13
	2	2	4
	3	0	0
Letter Cards	K	9	38
	1	7	13
	2	4	8
	3	1	2
Audio/ CDs	K	6	25
	1	11	21
	2	6	12
	3	4	8

We also looked at the portion of observed literacy instructional time where core program type materials were used. Across the 174 observations, core reading program type materials were used during 42% of the observed literacy instructional time, while other types of instructional materials or no materials were used during the remainder of the time (58%). There was some difference across grade levels, but no clear pattern by grade level. Core program type materials were used more frequently in grades one through three than in kindergarten, and slightly more frequently in grade two than other grades. Table 49 below presents the data.

Table 49. Percentage of Literacy Instructional Time Including Core Reading Program Type Materials, by Grade Levels

	Gr. K-3 (n = 174)	Gr. K (n = 24)	Gr. 1 (n = 52)	Gr. 2 (n = 50)	Gr. 3 (n = 48)
Core Materials	**42%**	**35%**	**41%**	**47%**	**40%**
Other Literacy/ No Materials	**58%**	**65%**	**59%**	**53%**	**60%**

The proportion of time (%) was computed by dividing the total number of minutes where core program type materials were used by the total number of literacy instructional minutes observed.

Because of the limitations of the coding system to determine use of core program materials, the evaluator closely reviewed each observation record to see what notes and descriptors the observer made about the teacher's use of instructional materials. In the first round of 39 observations in fall 2005, observers were asked to describe and code materials by their type according to the code list. After reviewing the observation records for fall 2005, it was clear that the generic coding scheme was insufficient and that more specific information was needed about whether materials were from the school's specified reading program or from another publisher. We revised the observation form and emphasized the need for observers to specifically note the publisher of materials beginning in the second round of observations in spring 2006 forward.

In reviewing the remaining 135 observations for spring 2006, fall 2006, and spring 2007, it appears that only ten observations (7.4%) have no indication of any core program materials

being used. In one observation, the teacher had students practicing readers' theatre in preparation for a parent open-house. In another observation, a teacher used Scholastic Magazine during much or the lesson. Seven other observations included the use of trade books and teacher-made worksheets or charts. In one observation, a teacher consistently used the Houghton Mifflin materials instead of the Scott Foresman materials selected by her school for the Reading First program. While fidelity to the selected reading program may have varied across individual teachers or across schools, there were very few observations where teachers made no use of the core program materials at all. Most teachers used the specified core program materials during the observed lesson. This is a very positive finding. Kindergarten teachers tended to use oral delivery, chalkboard or paper charts, and "big books" more often in their reading instruction, and therefore used a higher proportion of non-core materials or no materials.

Teachers sometimes voluntarily shared their views of the core reading program materials in comments to the observer. Observers noted these comments in the observation record. Several teachers commented that they liked the core program. Some of these teachers said they felt the core program did not have enough leveled books or little books, particularly for the more proficient reading levels. One teacher said there were not enough non-fiction leveled readers. Teachers in cohorts two and three schools commented that they supplement the core program with materials from other publishers to have enough leveled books for their students and for different reading levels.

Summary for Classroom Observation Data

Classroom observation data collected over a period of two years from K-3 classrooms in 15 of the 24 MRF schools were analyzed to examine the use of instructional time for reading, the reading content areas emphasized at each grade level, the grouping of students for instruction,

and the use of instructional materials. Highlights from the classroom observation data analyses are summarized below:

Instructional Time for Literacy/Reading. Analyses of the 174 observations (K-3) indicate that most of the observed literacy block time was used for direct instruction in literacy (96%), and primarily for reading instruction. A very small percentage of the literacy block time was spent on non-instructional (4%) or non-literacy activity (1.3%), particularly in grades one to three, and only about 10% of the literacy instructional time was spent on transition or teacher directions between activities. About two thirds of the grade one through three observations had 90 minutes or more of literacy instruction (which was primarily reading instruction but did include some writing), and less than half (46%) of the kindergarten observations had 90 minutes or more of literacy instruction time. These findings related to the length of the literacy block must be interpreted with some caution, as some observations were less than 90 minutes for reasons unrelated to teachers' instructional decisions, and some teachers delivered additional literacy instruction that was not observed. Key findings are summarized below:

- Most of the observed literacy block time was spent on instructional activity (from 95%-96% across grade levels), while only 4%-5% of the observed time was spent on non-instructional activity.
- Most of the non-instructional time was a result of teacher decisions (from 67%-90% of the non-instructional time across grade levels). Student-initiated interruptions occurred most frequently in grade three, representing 30% of the non-instructional time.
- Most of the instructional time was devoted to literacy instruction (from 96%-99.6% across grade levels) as opposed to non-literacy instruction. Non-literacy instruction represented a larger portion of the instructional time (4.2%) in kindergarten.
- Most of the literacy instructional time was used for direct instruction (90%) while about 10% of the time was used for transitions or teacher directions between activities.
- About one third (33%-36%) of the grade one to three observations and over half (54%) of the kindergarten observations had less than 90 minutes total of literacy instructional time.

School scheduling, special events such as assemblies or fieldtrips, teacher decisions, and the inclusion of half-day kindergarten classrooms in the data may account for the shorter literacy time observed in some classrooms.

Content Emphasized in Literacy Instruction. Analyses of the 174 observations (K-3) indicate that a majority of the literacy instructional time was spent on reading (ranging from 74%-87% across grade levels). Specifically, text reading and reading comprehension were emphasized during one third of the observed instructional time. Content emphasis in reading varied across the grade levels in a logical way, with more time being spent on reading comprehension and less time spent on basic literacy skills in each successive grade level. These findings are summarized below:

- A majority of the literacy instructional time was spent on reading (ranging from 74%-87% across grade levels. Writing time represented 12%-19% of the literacy instructional time across grade levels, but observers were not always able to observe the entire writing block period where schools scheduled writing in a separate block of time. Oral language instruction represented 11% of literacy instructional time in kindergarten.

- Text reading and reading comprehension represented about one third of the observed instructional time across all observations. The percentage of time devoted to text reading increased from kindergarten to grade two, from 26%-35%, but decreased to 22% in grade three. The percentage of time devoted to reading comprehension increased at each successive grade level from 16%-52% of the time.

- A larger percentage of instructional time was devoted to basic reading skills and non-literacy instruction at the kindergarten level than in grades one to three. These areas included: phonological awareness (8%), alphabetic knowledge (7%), oral language (2%), concepts of print (2%), and non-literacy instruction (4%) at the kindergarten level.

- Instructional time devoted to word study/ phonics was fairly even across kindergarten to grade two (14%-17%) but decreased to 7% in grade three.

- Instructional time devoted to fluency skills specifically was very small, ranging from less than 1% in kindergarten to 1%-2% in grades one to three. While text reading can build fluency skills, the coding system only allowed for the choice of one content area in coding events. Thus, events were only coded for fluency when they emphasized fluency skills specifically over text reading skills generally.

- Only about 1.3% of the literacy instructional time was spent on assessment activity. This activity was primarily in the area of text reading followed by spelling. Only half as much time was spent on assessment in reading comprehension.

Grouping of Students for Instruction. Analyses of the observation data indicate that teachers grouped students for whole class instruction more than half of the time (52%), and in small groups for a third of the observed literacy instructional time. Students spent relatively little time in independent (7%), individualized (6%), or paired groups (2%). Grouping patterns varied only slightly across grade levels. Students spent more time in whole class instruction in kindergarten and grade one than they did in grades two and three, and they spent more time in small group instruction in grades two and three than in kindergarten and grade one.

Use of Instructional Materials. Analyses of the observation data indicate that text materials were used by teachers or students during more than half of the observed literacy instructional time. Across the grade levels, the use of text materials ranged from 42%-63% of the time. Paper writing materials and writing surfaces were used by teachers or students in 16% of the time. Media were used in 1% of the literacy instructional time, and no materials were used during about 2% of the time. Kindergarten teachers made more frequent use of big books, manipulatives or props, audio equipment, or no instructional materials where they conducted instruction orally. Kindergarten and first grade teachers made frequent use of writing boards or paper charts.

Core reading program type materials (e.g., anthologies, big books, leveled texts and decodable text) were used during 35%-47% of the observed literacy instructional time across the grade levels. Only 7.4% of the 135 observations from spring 2006 through spring 2007 had no indication that core program materials were used. Thus, most teachers made use of core program materials during some segments of the observed lessons. Teachers also made frequent use of

supplemental materials. Across all 174 observations (K-3), teachers and/ or students used leveled texts in 57% of the observed lessons, and basals or anthologies in 56% of the lessons. Students used worksheets in 43% of the observed lessons, big books in 30% of the lessons, and decodable texts and/ or workbooks in 17% of the lessons.

Some general caveats should be observed in drawing conclusions from the classroom observation data. First, there were a limited number of observations from each school and for each classroom teacher. This is particularly true for kindergarten, where we have only 24 observations over one year (the second year). It is not certain that the two observations per year represent typical instruction in these classrooms. In most cases, observers felt that the teachers and students were carrying out their normal routines and that the observed literacy block was of typical length. In some cases, observers felt that teachers were moving students rapidly through a wide variety of activities and using some instructional activities with which the students seemed unfamiliar. A few of the observations were shorter than usual because the school scheduled a special event. A few observations occurred right after a teacher had returned from being away from the classroom for a few days, or the day before a holiday break. In these cases, classroom instruction may have been somewhat atypical.

Second, we were not able to observe the entire literacy block in cases where schools maintained a split block schedule on the observation day. For most of these, we saw a minimum of 90 minutes or more of literacy instruction, which focused primarily on reading but we were not able to observe the remaining instructional time in the second block that day. In most cases, teachers planned to do additional writing instruction. In a few cases, teachers planned additional reading and writing instruction.

Section Summary (for Part IV: Instructional Time and Content Emphasis for Literacy)

Analysis of the literacy block schedules collected for one year from each of the 24 MRF schools indicated that most MRF schools schedule a minimum of 120 minutes daily for the literacy block. Most schools schedule a minimum of 90 minutes for reading and a minimum of 30 minutes for writing. Seven schools with half-day kindergarten programs schedule less time for literacy than schools with full-day kindergarten. If these schools are excluded, only 12.5% of the schools scheduled under 90 minutes for reading at the kindergarten level and 33% of the schools scheduled under 90 minutes for reading in certain grades from grade one through three. Schools scheduled more time for reading in kindergarten and grade one than in grades two and three. There was little variation in time scheduled for reading across the three cohorts of MRF schools. MRF staff and consultants work with schools that schedule less than the required time for literacy to address this issue. The evaluator will continue to collect literacy block schedules to track change over time.

Classroom observation data collected over a period of two years from K-3 classrooms in 15 of the 24 MRF schools were analyzed to examine the use of instructional time for reading, the reading content areas emphasized at each grade level, the grouping of students for instruction, and the use of instructional materials.

The classroom observation data indicate that K-3 teachers are using the majority of the literacy block for direct instruction in reading, with very little time spent on non-instructional activity (4%) or non-literacy instruction (1.3%). Kindergarten classes had the highest percentage of non-instructional activity (4.2%). Across the K-3 observations, about 10% of the literacy instruction time was spent on transitioning students between activities.

A majority (two thirds) of grade one through three observations had 90 minutes or more of literacy instruction, while less than half (46%) of the kindergarten observations had 90 minutes or more of literacy instruction. The findings for grades one through three are very consistent with the literacy schedules obtained from schools, but less consistent for kindergarten. Although the observation sample included four schools with half-day kindergarten, the overall results from the observations should be similar to the reported literacy schedules for the entire group of 24 MRF schools. It is not clear why the observed time was less than the reported time for literacy in kindergarten.

Together, the literacy schedules reported by schools and the observed literacy time indicate that some schools may not schedule or deliver 90 minutes in daily reading instruction, particularly at the kindergarten level. For those schools that do schedule a 90 minute reading block, some time is lost to non-instructional, non-literacy, or transitional activity. Kindergarten classrooms in particular included more non-literacy instruction by using the literacy block time for calendar math or other non-literacy topics. For students to receive a full 90 minutes of reading instruction, schools may need to schedule a slightly longer block of time and reduce the amount of time spent on non-instructional, non-literacy, and transitional activity.

The reading content emphasized bears some relation to the grade level, but does not always follow a predictable pattern. Comprehension and text reading received the most attention (32% and 30% of the literacy instruction time respectively), followed by word study/ phonics (13%). Fluency received very little attention in any grade level (about 2% of the literacy instruction time). A very small percentage of the literacy instructional time was spent on assessment activity (1.3%), with most of the assessment time spent in the areas of text reading, spelling, and reading comprehension.

Students spent over half (52%) of the literacy instructional time in whole class instruction, and about a third of the time in small group instruction. Very little time was spent on individual, independent, or paired work.

Text materials were used in 99% of the observed lessons and during 42%-63% of the observed literacy instructional time across grades K-3. Core program type materials (e.g., anthologies, big books, leveled texts and decodable texts) were used during 42% of the literacy instructional time across the 174 observations. A review of the observation records revealed that only ten of the 135 observations (7.4%) from spring 2006 through spring 2007 had no indication that core program materials were used. Thus, almost all teachers made use of some core program materials during some segments of the observed lessons.

Part V: Student Assessment Data

This section of the report presents student reading assessment results for the first three years of the MRF initiative. Assessment results are compared across the years within cohorts and across cohorts of MRF schools. Assessment results are also compared across MRF schools within cohorts, and across certain subgroups of students.

The assessment data consist of two sources of required reading assessments for Maine Reading First schools: the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), which include several subtests administered two or three times during the school year for the purpose of screening and progress monitoring; and the TerraNova CTBS and Plus assessments (first edition, CTB McGraw Hill) which is administered in the spring of each year as an outcome measure for reading. The DIBELS reading selections used for spring benchmark assessment are at grade level, and may be more difficult for some students to read than reading selections used for progress monitoring, which may be outside grade level.

The DIBELS subtests measure reading skills across all five essential elements of reading, while the TerraNova assessment measures reading comprehension and the Plus subtests measure reading vocabulary and word analysis (phonics). During year one of the initiative, MRF required participating schools to administer the TerraNova in grades 1-3. In year two, MRF schools were required to use this measure in grades K-3. The DIBELS subtests are administered in grades K-3. The required assessments for year two of the initiative are listed in Table 50.

The TerraNova measure used in kindergarten does not align well with any single element of reading. It reflects listening comprehension and vocabulary skills. For this reason, we do not include this measure in Table 50 below. This measure may be useful to schools in providing feedback on students' progress. However, the lack of comparability to the other TerraNova

measures used in grades 1-3 makes the kindergarten measure less useful for the purpose of program evaluation. Therefore, we do not present results for the kindergarten TerraNova in this report.

Detailed descriptions of each assessment and the rationale for their use in this program are included in the progress report of June 2006 and will not be repeated here. Further, this report focuses on the primary measures for each reading element. Therefore, results for the DIBELS Initial Sound Fluency (ISF), Word Use Fluency (WUF), and Retell Fluency (RTF) are not presented in this report.

Table 50. DIBELS and TerraNova Assessments Required by MRF

Grade & Reading Component	Fall Screening Assessments	Winter Benchmark Assessments	Spring Benchmark/ Outcome Measures
K			
Phonemic Awareness	ISF, PSF (midyear)	**ISF**, PSF	**PSF**
Phonics	LNF, NWF (midyear)	LNF, NWF	LNF, NWF
Vocabulary	WUF	WUF	WUF
1			
Phonemic Awareness	PSF	PSF	PSF
Phonics	LNF, NWF	**NWF**	NWF, TerraNova (Plus)
Vocabulary	WUF	WUF	WUF, TerraNova (Plus)
Fluency	ORF (midyear)	ORF	ORF
Comprehension	RTF	RTF	RTF, TerraNova
2			
Phonics	NWF	—	TerraNova (Plus)
Vocabulary	WUF	WUF	WUF, TerraNova (Plus)
Fluency	ORF	ORF	ORF
Comprehension	RTF	RTF	RTF, TerraNova
3			
Phonics	—	—	TerraNova (Plus)
Vocabulary	WUF	WUF	WUF, TerraNova (Plus)
Fluency	ORF	ORF	ORF
Comprehension	RTF	RTF	RTF, TerraNova

DIBELS subtests included: ISF (Initial Sound Fluency); PSF (Phoneme Segmentation Fluency); LNF (Letter Naming Fluency); NWF (Nonsense Word Fluency); WUF (Word Use Fluency); ORF (Oral Reading Fluency); and RTF (Retell Fluency). Measures shown in bold indicate when students are expected to meet benchmark goals with "established" skills. Benchmark goals have not been established for WUF and RTF. ORF has benchmark goals but students are expected to increase their fluency skills throughout the elementary grades rather than "establishing" these skills in grades K-3.

The DIBELS data were downloaded directly from the assessment vendor's website. TerraNova results were obtained from the vendor on CDs. Student demographic data were obtained from the Maine Department of Education.

Some demographic data were missing in the state's database for some students for whom we had assessment results. A larger percentage of the missing information was whether or not students were eligible for special education, and this was more of a problem for cohort 2. Information on economic disadvantage and gender were available for most students. For gender, we are missing information for 2.4% of students over three years for cohort 1, 6.2% of students over two years for cohort 2, and 4.6% of students for one year for cohort 3. For economic disadvantage (percentage of students eligible for free/ reduced lunch), we are missing information for 3.3% of students over three years in cohort 1, 6.6% of students over two years in cohort 2, and 5.5% of students for one year for cohort 3. For special education, we are missing information for 10% of students over three years for cohort 1, 24.3% of students over two years for cohort 2, and 5.5% of students for one year for cohort 3. Overall, for year three, we have demographic information for 95% of the students for whom we have some assessment data.

In reviewing the disaggregated assessment results for cohort 2 for special education, the reader is cautioned to consider the percentage of students who could not be included in the data tables because their special education status was not known.

K-3 enrollment figures (October) indicate that there were 1,358 students in the seven cohort 1 schools in year one (2004-05), 2,859 students in cohorts 1 and 2 schools in year two (2005-06), and 4,107 students in cohorts 1, 2, and 3 schools in year three of the initiative (2006-07, from the Maine Department of Education). Obviously, these enrollment numbers change somewhat over the course of the year. Assessment data were available for DIBELS and/ or

TerraNova assessments for 1,417 students in year one, 3,079 students in year two, and for 4,152 students in year three. Thus, we have some type of assessment data for 96% of the student enrollment for year three. Most of the missing assessment data are for cohort 2 schools J, L, and N.

In the data tables which follow in this section of the report, the percentages of students scoring at various levels of performance are shown as "valid" percentages which include only tested students and do not include students who were not tested on a particular measure. Further, the results for the TerraNova, which are normally published in five categories of percentile ranges based on comparison with a national norm group, have been collapsed into three categories labeled as risk levels for ease in comparison with the DIBELS measures. Therefore, students performing below the 20th percentile on the TerraNova are grouped in the "high" risk category, students performing between the 20th and 39th percentiles are in the "some" risk category, and students performing at or above the 40th percentile are grouped in the "low" risk category (performing at benchmark) in the tables that follow. This evaluation report uses the label "high risk" instead of the DIBELS label "at risk" to help the reader better distinguish between the two performance categories of "at risk" and "some risk".

Assessment results in this section are presented in the following order:

- DIBELS instructional recommendations for cohorts 1, 2, and 3 schools
- Comparison of year one, two, and three assessment results for cohort 1 schools
- Comparison of baseline assessment results for cohorts 1, 2 and 3 schools
- Comparison of year one and two assessment results for cohorts 1, 2 and 3
- Comparison of assessment results for schools in cohort 1
- Comparison of assessment results for schools in cohort 2
- Comparison of assessment results for schools in cohort 3
- Comparison of assessment results for student subgroups in cohort 1
- Comparison of assessment results for student subgroups in cohort 2
- Comparison of assessment results for student subgroups in cohort 3

A summary of key findings for this entire section of the report appears at the end.

Tests for statistical significance were conducted on the raw data set at the level of individual student scores using ANOVA methods. We note in this report where differences in assessment performance were significant at the 95% confidence level ($p<.05$).

DIBELS Instructional Recommendations

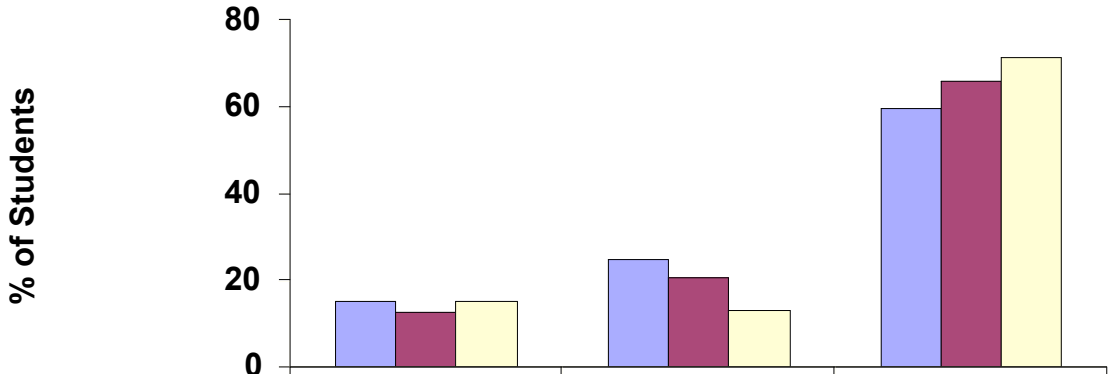
The DIBELS instructional recommendations are based on students' performance across various DIBELS subtests in each year. In kindergarten and grade one, these recommendations are based on performance on three measures, while in grades two and three the recommendations are based only on the ORF. Therefore, this report presents instructional recommendations for end of kindergarten and end of grade one, since these are based on multiple measures. We do not include instructional recommendations here for grades two and three as these are based on only one measure. The DIBELS instructional recommendations for end of kindergarten are based on three measures: LNF, PSF, and NWF. The DIBELS instructional recommendations for end of grade one are based on three measures: PSF, NWF, and ORF (Good and Kaminski, 2002). These recommendations indicate the type of instructional intervention students may need based on their reading assessment performance. The three types of recommendation are: intensive, strategic, and benchmark. For example, students performing in the "high risk" category are identified as needing "intensive" instructional interventions or support to meet subsequent reading benchmarks while students performing in the "some risk" category are identified as needing "strategic" support.

The DIBELS Instructional Recommendations for end of kindergarten and grade one for cohorts 1, 2, and 3 are presented in the following tables. The tables compare results across three years within cohort 1, and then across cohorts for one to two years. These tables focus on differences in performance at a particular grade level for different cohorts of students, rather than

tracking performance for the same cohort of students over time. The data indicate modest improvement across the years for kindergarten and grade one performance for cohorts 1 and 2. The percentage of students identified in the "benchmark" category at the end of kindergarten and end of grade one in cohort 1 increased slightly from year one through year three. Cohort 2 made slightly greater gains than cohort 1 between year one and two for end of kindergarten, while the reverse was true for end of grade one.

Table 51.

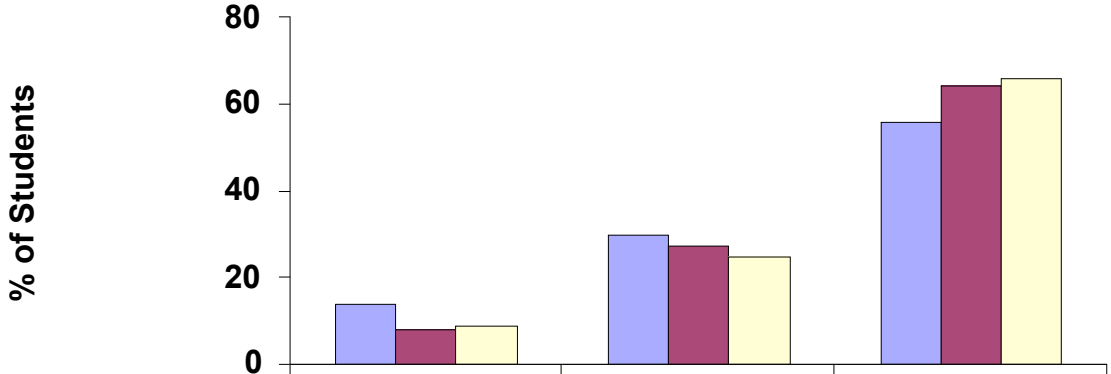
DIBELS Instructional Recommendation
End of Year Kindergarten
Cohort 1: Year 1,Year 2 & Year 3



	Intensive	Strategic	Benchmark
Cohort 1 Y1	15.3	25.1	59.6
Cohort 1 Y2	12.7	20.9	66.3
Cohort 1 Y3	15.3	13.1	71.6

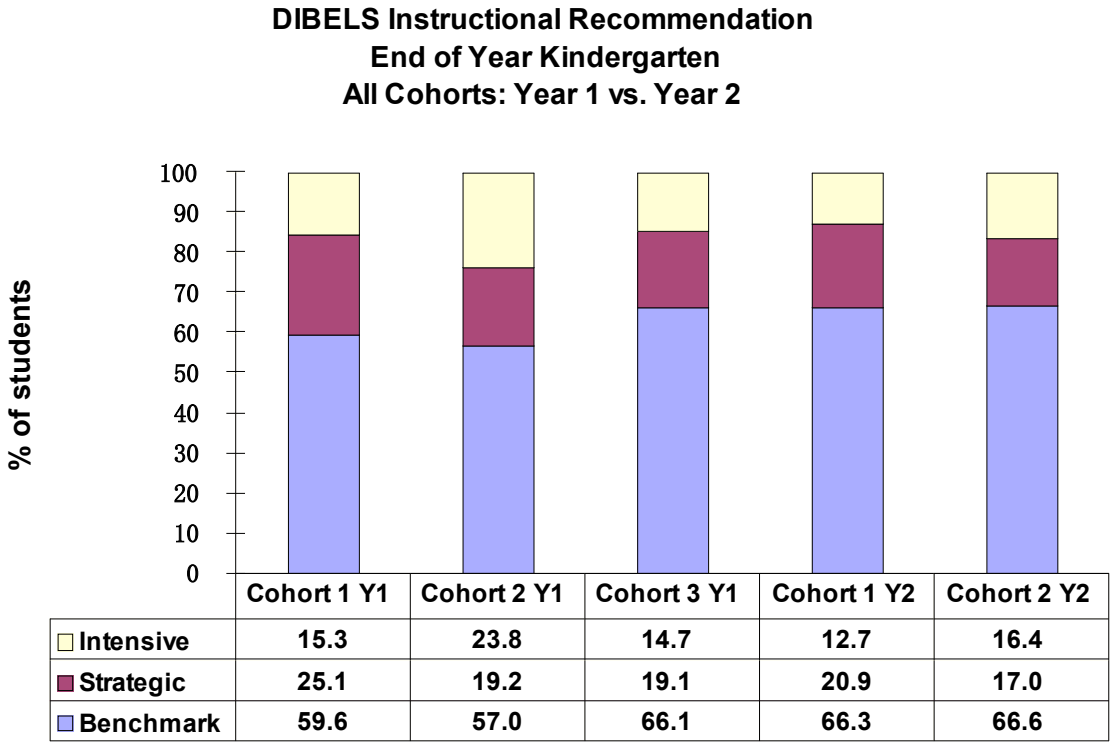
Table 52.

DIBELS Instructional Recommendation
End of Year Grade One
Cohort 1: Year 1,Year 2 & Year 3



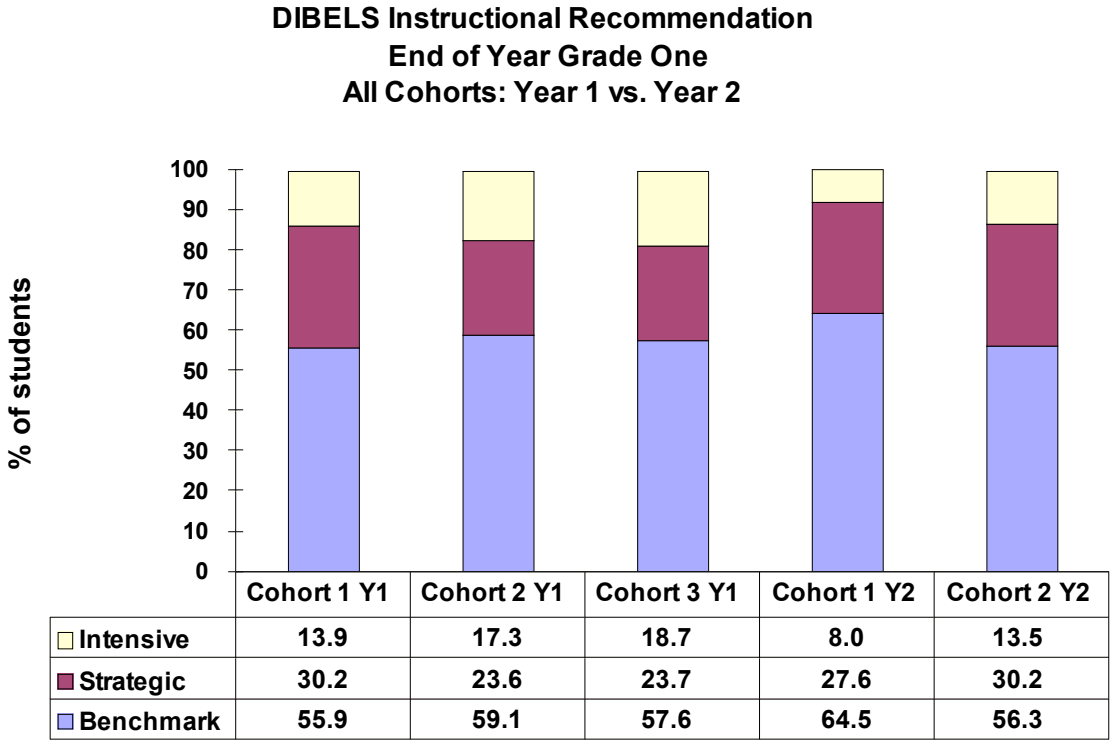
	Intensive	Strategic	Benchmark
Cohort 1 Y1	13.9	30.2	55.9
Cohort 1 Y2	8.0	27.6	64.5
Cohort 1 Y3	8.9	25.1	66.1

Table 53.



	Cohort 1 Y1	Cohort 2 Y1	Cohort 3 Y1	Cohort 1 Y2	Cohort 2 Y2
Intensive	15.3	23.8	14.7	12.7	16.4
Strategic	25.1	19.2	19.1	20.9	17.0
Benchmark	59.6	57.0	66.1	66.3	66.6

Table 54.



	Cohort 1 Y1	Cohort 2 Y1	Cohort 3 Y1	Cohort 1 Y2	Cohort 2 Y2
Intensive	13.9	17.3	18.7	8.0	13.5
Strategic	30.2	23.6	23.7	27.6	30.2
Benchmark	55.9	59.1	57.6	64.5	56.3

Comparison of Year One, Two and Three Assessment Results for Cohort 1 Schools

Assessment results for cohort 1 schools across three years are presented in the tables and figures that follow. End of year data are presented for each tested grade level. Data for the following areas of reading and assessment measures are presented:

- Phonemic Awareness (PSF)
- Phonics (LNF, NWF, and TerraNova Word Analysis)
- Vocabulary (TerraNova Vocabulary)
- Fluency (ORF)
- Comprehension (TerraNova Comprehension)

The TerraNova Plus tests are not available for kindergarten level. Therefore, there are no data for the TerraNova Word Analysis or TerraNova Vocabulary measures for kindergarten.

Cohort 1 schools showed modest improvement by increasing the percentage of students scoring in the "low risk" category (at benchmark) from year one to year three on most DIBELS measures. Across the three years, cohort 1 students showed higher proficiency on the phonemic awareness measure (PSF), and lower proficiency on the oral reading fluency measure (ORF). The ORF requires students to use a combination of more complex reading skills while the PSF tests a more basic, isolated skill. The ORF is a more challenging assessment.

Cohort 1 schools also showed modest or slight improvement in the percentage of students scoring at or above the 40th percentile (low risk category) from year one to year three on the TerraNova measures. More progress was made on the word analysis and reading comprehension measures than on the vocabulary measure. More progress was made in grade one than in grades two and three on the word analysis and reading comprehension measures.

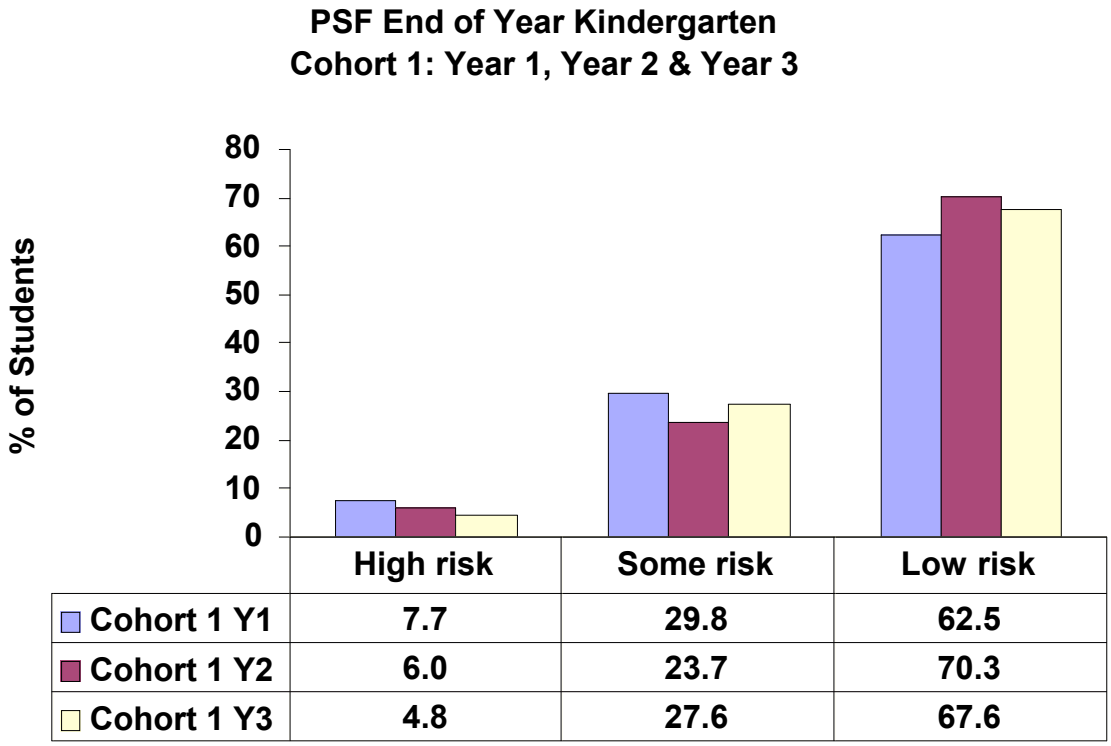
The line graphs for the TerraNova measures show a similar picture, from a different perspective. These figures show the percentages of cohort 1 students scoring in the "low risk" category across grade levels within the same academic year. Like the tables, the figures indicate

cohort 1 schools made modest progress on the word analysis and comprehension measures, and inconsistent progress on the vocabulary measure, over the three years. Across the three years of participation in MRF, higher percentages of cohort 1 students scored in the "low risk" category in year three than in years one and two on the word analysis and reading comprehension measures. On the vocabulary measure, students did better in year two than in years one and three. Across the three grade levels, a higher percentage of students in grade one than in grades two or three scored in the "low risk" category on the word analysis and comprehension measures. On the vocabulary measure, a higher percentage of students in grade two than in grades one or three scored in the "low risk" category.

The gains made in performance in year three were small but statistically significant ($p<.05$) for several measures and certain grade levels. Cohort 1 students performed significantly better in year three than in year one and year two on the first grade PSF and the second grade ORF. Performance in year three was also significantly better than year one on the kindergarten NWF and Terra Nova Reading Comprehension, the first grade NWF, ORF, TerraNova Reading Comprehension, and Terra Nova Vocabulary, the second grade TerraNova Word Analysis, and the third grade ORF. There was no statistically significant difference between year two and year three performance.

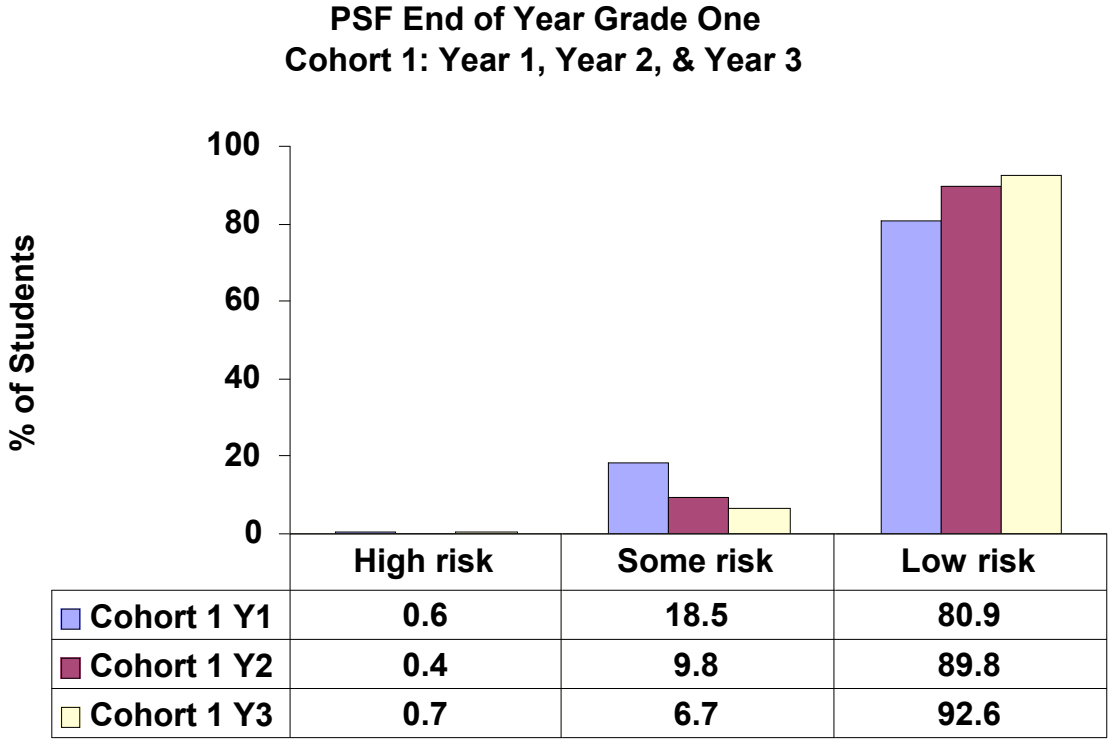
It is important to keep in mind that the tables and figures focus on differences in performance for a particular grade level for different cohorts of students, rather than tracking performance for the same cohort of students over time as they move up through the grade levels. In the tables and figures that follow, the DIBELS results are presented first, then the TerraNova results.

Table 55.



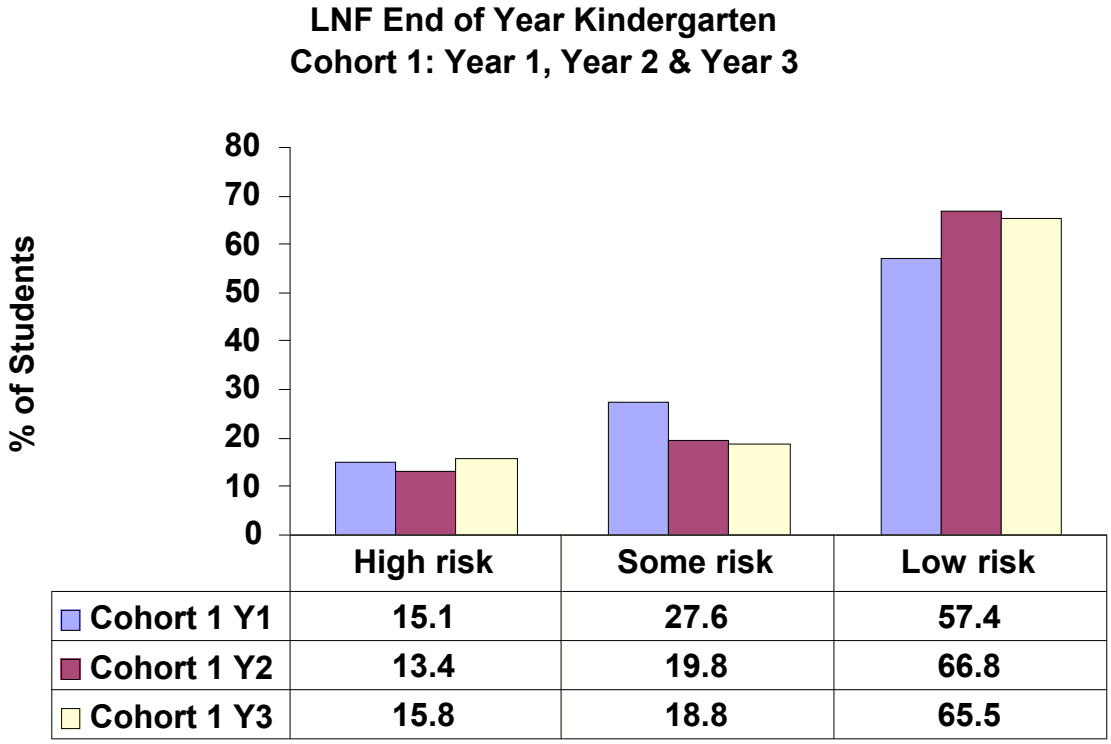
	High risk	Some risk	Low risk
Cohort 1 Y1	7.7	29.8	62.5
Cohort 1 Y2	6.0	23.7	70.3
Cohort 1 Y3	4.8	27.6	67.6

Table 56.



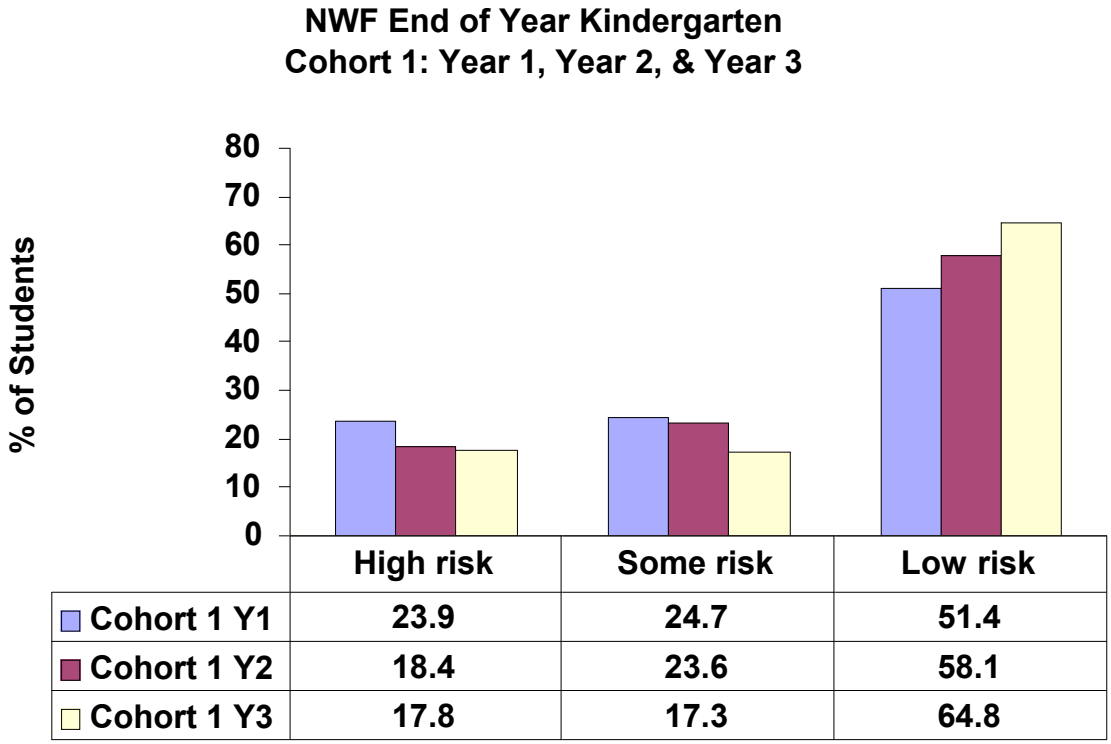
	High risk	Some risk	Low risk
Cohort 1 Y1	0.6	18.5	80.9
Cohort 1 Y2	0.4	9.8	89.8
Cohort 1 Y3	0.7	6.7	92.6

Table 57.



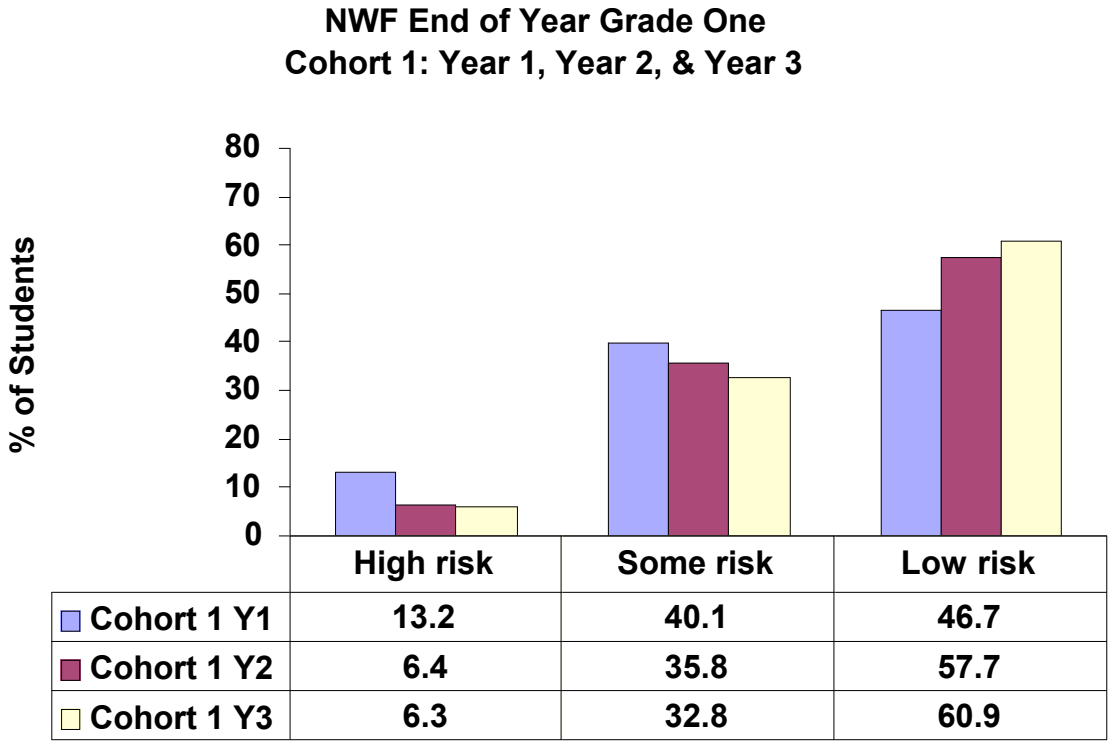
	High risk	Some risk	Low risk
Cohort 1 Y1	15.1	27.6	57.4
Cohort 1 Y2	13.4	19.8	66.8
Cohort 1 Y3	15.8	18.8	65.5

Table 58.



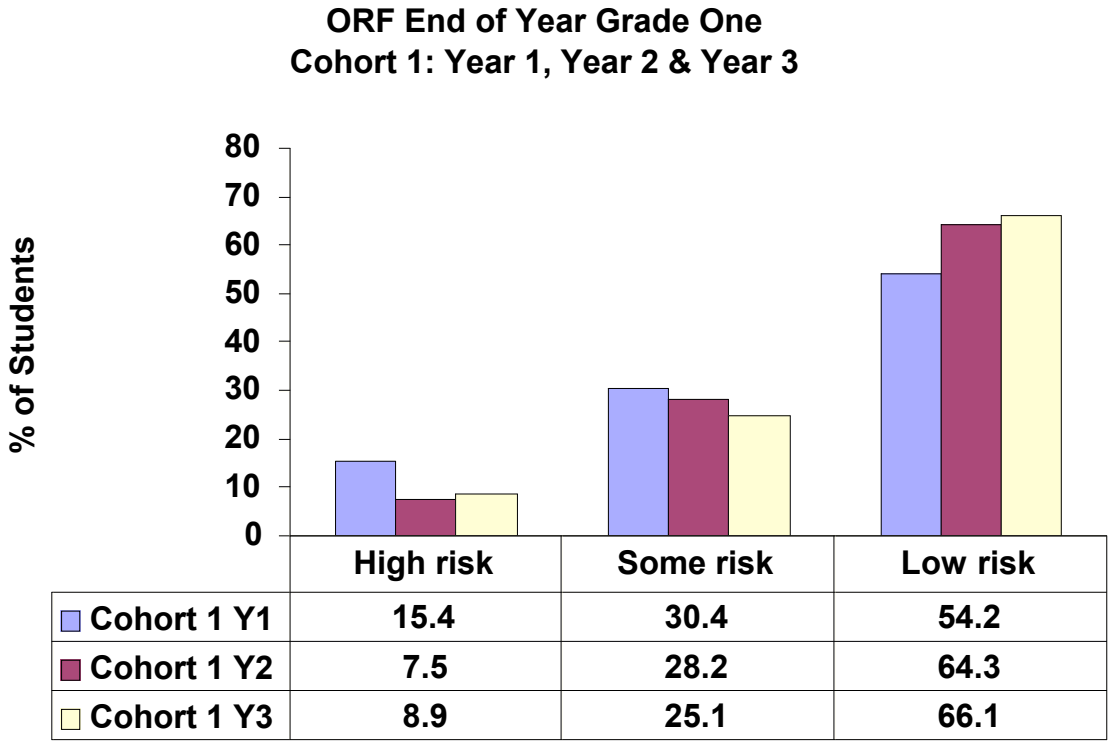
	High risk	Some risk	Low risk
Cohort 1 Y1	23.9	24.7	51.4
Cohort 1 Y2	18.4	23.6	58.1
Cohort 1 Y3	17.8	17.3	64.8

Table 59.



	High risk	Some risk	Low risk
Cohort 1 Y1	13.2	40.1	46.7
Cohort 1 Y2	6.4	35.8	57.7
Cohort 1 Y3	6.3	32.8	60.9

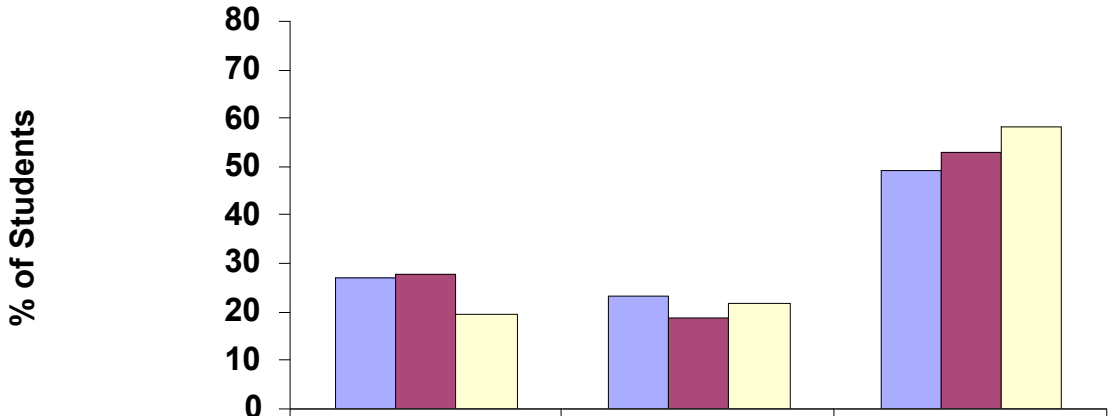
Table 60.



	High risk	Some risk	Low risk
Cohort 1 Y1	15.4	30.4	54.2
Cohort 1 Y2	7.5	28.2	64.3
Cohort 1 Y3	8.9	25.1	66.1

Table 61.

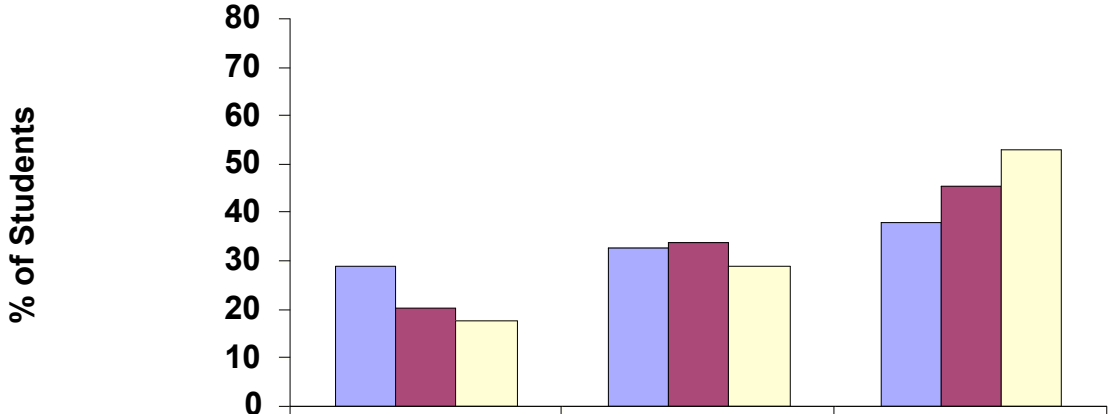
ORF End of Year Grade Two
Cohort 1: Year 1, Year 2, & Year 3



	High risk	Some risk	Low risk
Cohort 1 Y1	27.2	23.3	49.5
Cohort 1 Y2	28.1	18.9	53.0
Cohort 1 Y3	19.7	22.0	58.2

Table 62.

ORF End of Year Grade Three
Cohort 1: Year 1, Year 2, & Year 3



	High risk	Some risk	Low risk
Cohort 1 Y1	29.0	32.8	38.2
Cohort 1 Y2	20.5	33.8	45.6
Cohort 1 Y3	18.0	29.1	52.9

Table 63.

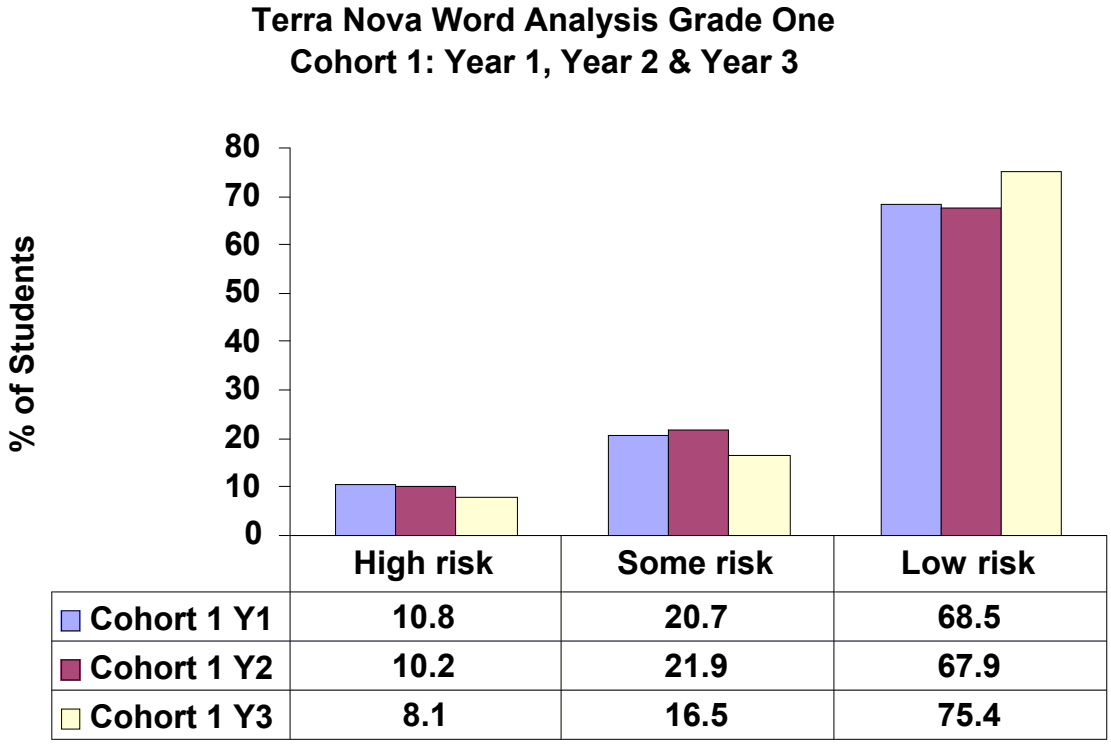


Table 64.

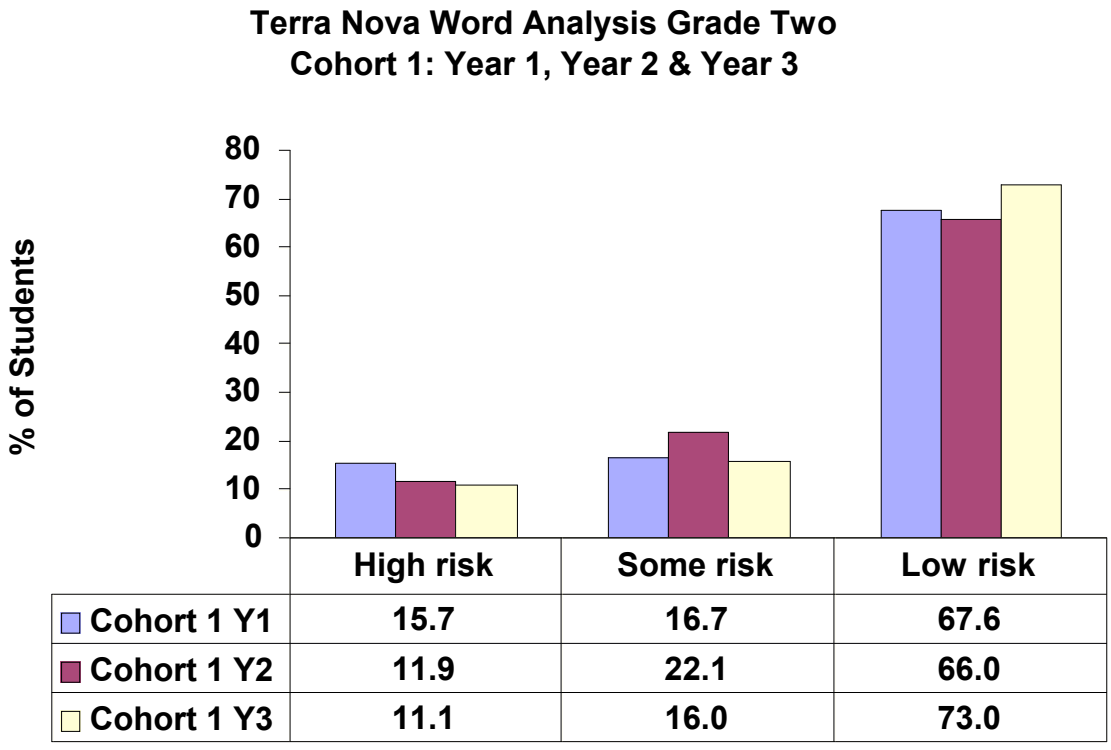
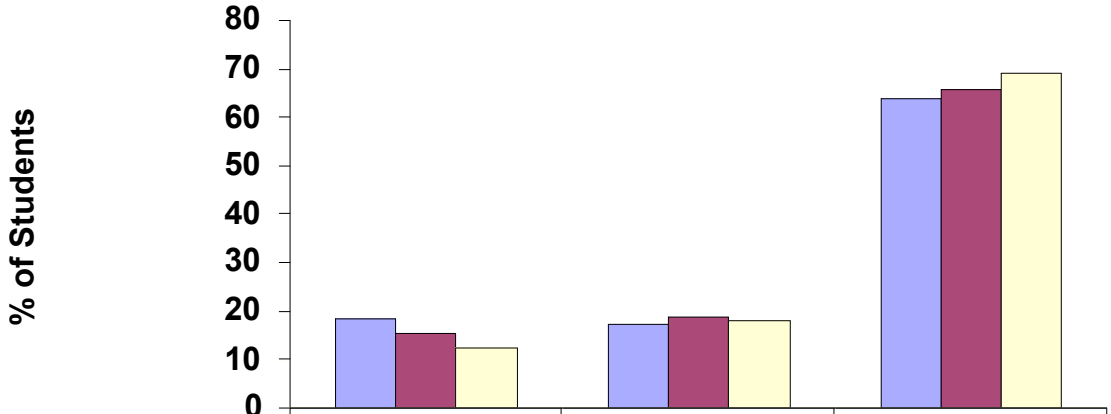


Table 65.

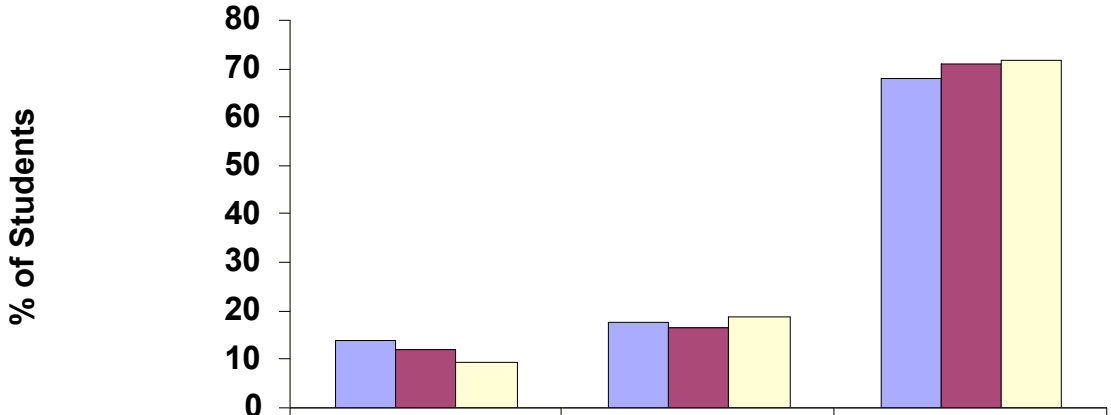
Terra Nova Word Analysis Grade Three
Cohort 1: Year 1, Year 2 & Year 3



	High risk	Some risk	Low risk
Cohort 1 Y1	18.6	17.5	63.9
Cohort 1 Y2	15.5	18.9	65.7
Cohort 1 Y3	12.7	18.2	69.1

Table 66.

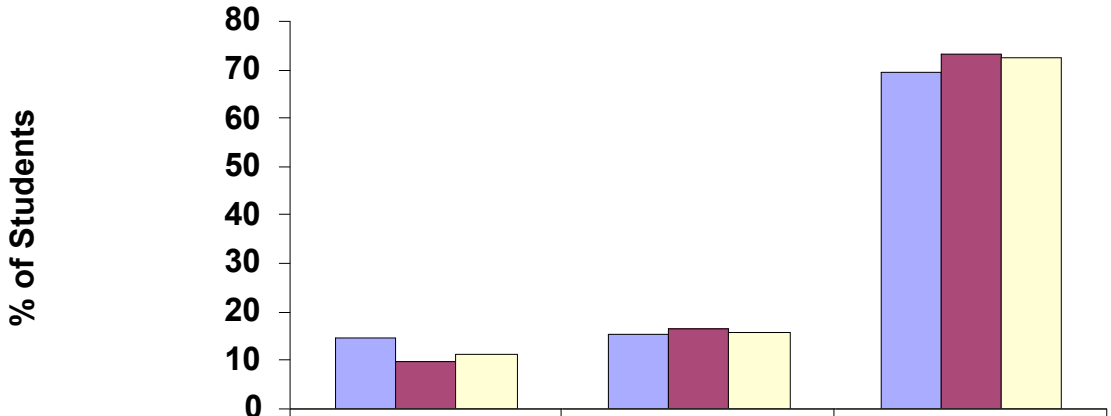
Terra Nova Vocabulary Grade One
Cohort 1: Year 1, Year 2 & Year 3



	High risk	Some risk	Low risk
Cohort 1 Y1	14.0	17.8	68.2
Cohort 1 Y2	12.1	16.7	71.2
Cohort 1 Y3	9.6	18.8	71.7

Table 67.

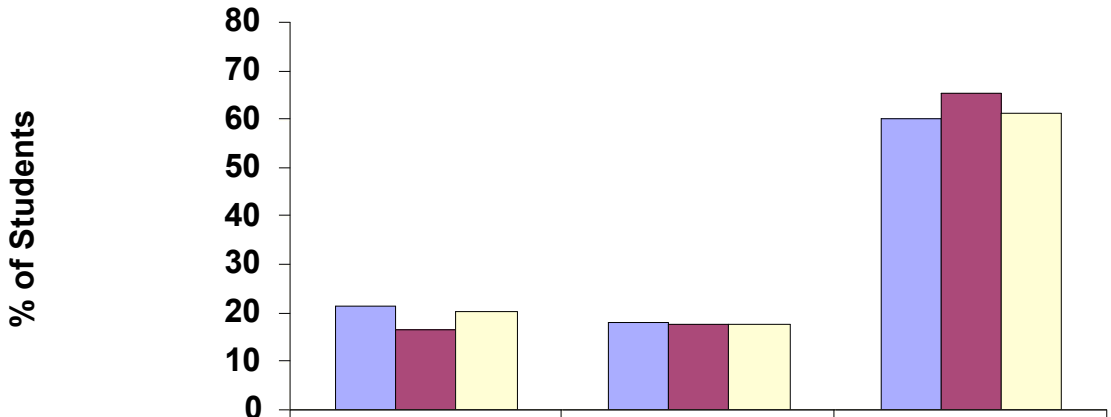
Terra Nova Vocabulary Grade Two
Cohort 1: Year 1, Year 2 & Year 3



	High risk	Some risk	Low risk
Cohort 1 Y1	14.8	15.5	69.7
Cohort 1 Y2	9.9	16.6	73.5
Cohort 1 Y3	11.4	16.0	72.6

Table 68.

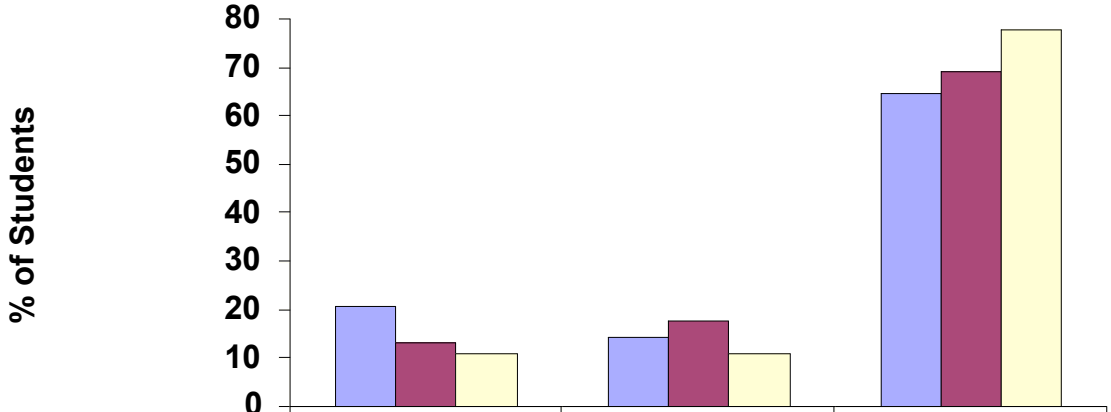
Terra Nova Vocabulary Grade Three
Cohort 1: Year 1, Year 2 & Year 3



	High risk	Some risk	Low risk
Cohort 1 Y1	21.5	18.2	60.3
Cohort 1 Y2	16.7	17.8	65.5
Cohort 1 Y3	20.6	17.9	61.5

Table 69.

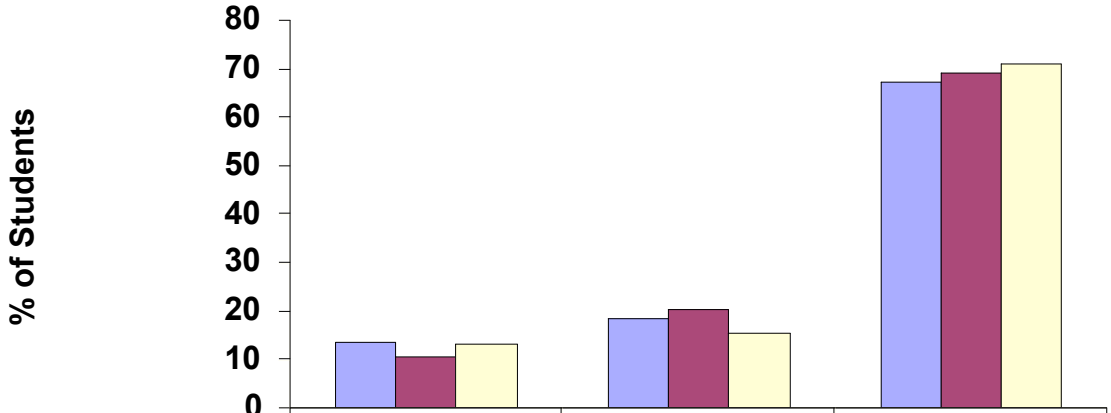
Terra Nova Reading Comprehension Grade One
Cohort 1: Year 1, Year 2 & Year 3



	High risk	Some risk	Low risk
Cohort 1 Y1	21.0	14.3	64.8
Cohort 1 Y2	13.2	17.7	69.1
Cohort 1 Y3	11.0	11.0	77.9

Table 70.

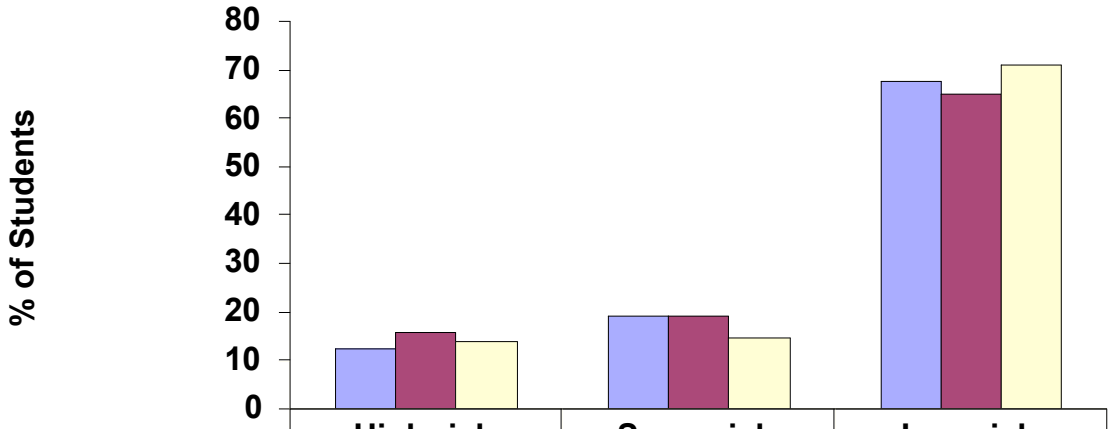
Terra Nova Reading Comprehension Grade Two
Cohort 1: Year 1, Year 2 & Year 3



	High risk	Some risk	Low risk
Cohort 1 Y1	13.8	18.7	67.5
Cohort 1 Y2	10.5	20.4	69.1
Cohort 1 Y3	13.4	15.6	71.0

Table 71.

TN Reading Comprehension Grade Three
Cohort 1: Year 1, Year 2 & Year 3



	High risk	Some risk	Low risk
Cohort 1 Y1	12.6	19.4	67.9
Cohort 1 Y2	15.8	19.2	65.0
Cohort 1 Y3	13.9	14.8	71.2

Figure 10.

Terra Nova Word Analysis
Grade 1-3
Cohort 1: Year 1, Year 2 & Year 3

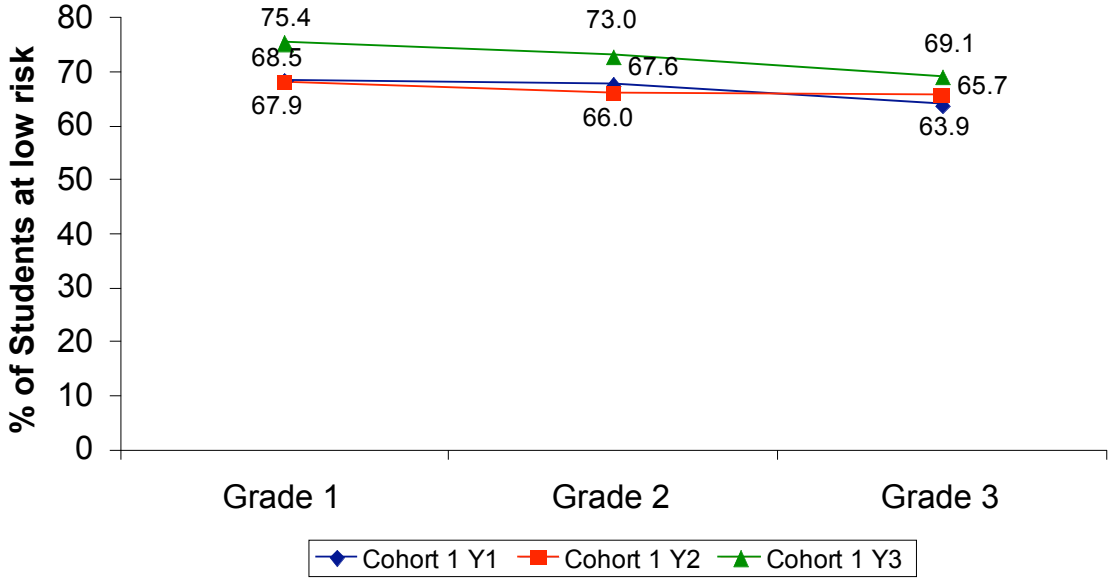


Figure 11.

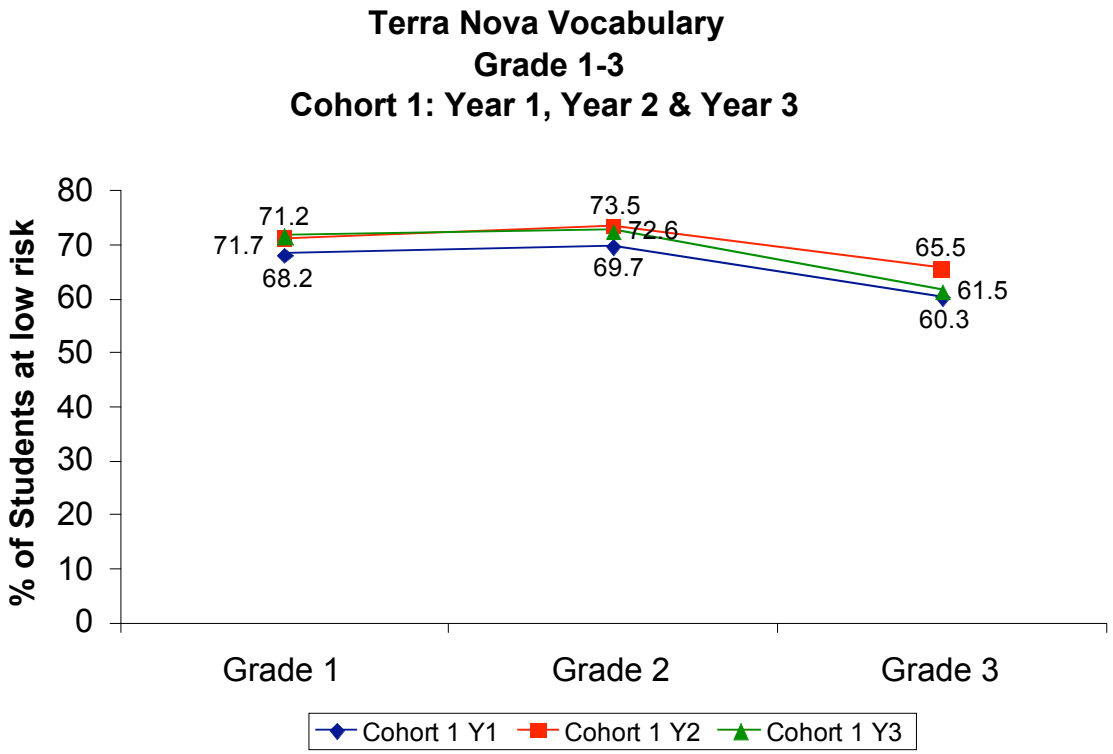
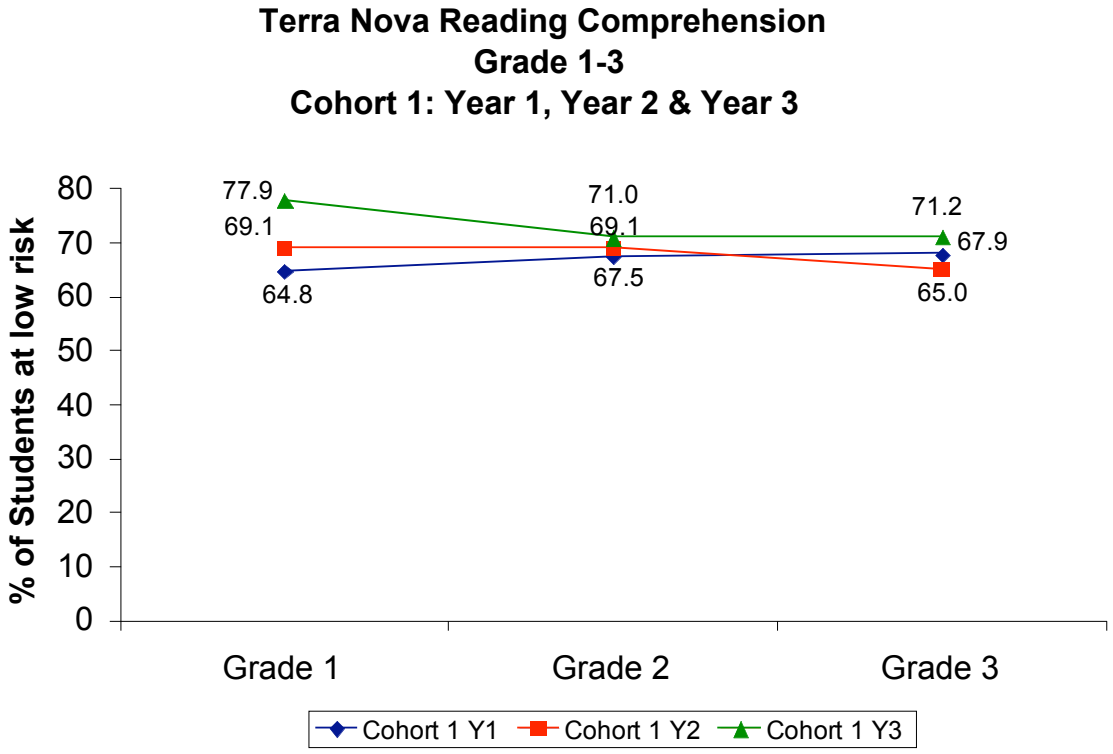


Figure 12.



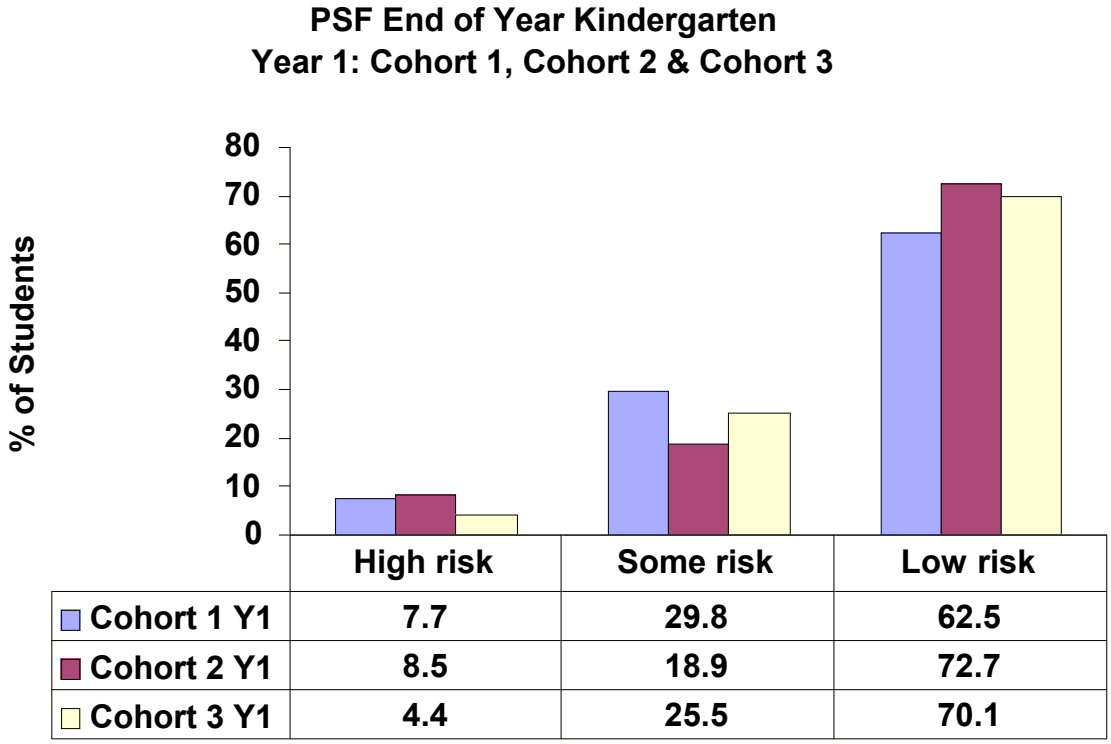
Comparison of Baseline Assessment Results for Cohorts 1, 2, and 3

Assessment results were compared across cohorts for year one of participation. These are essentially baseline data for each cohort. Across most DIBELS and TerraNova end of year measures, cohorts 2 and 3 outperformed cohort 1 in year one. That is, a higher percentage of cohort 2 and 3 students scored in the "low risk" category on most measures at the end of their first year of participation in MRF. The differences across cohorts are small for the measure of oral reading fluency (ORF), for grade three for the TerraNova Word Analysis, and for grades two and three for the TerraNova Reading Comprehension measure.

Figures presenting TerraNova results compare the percentages of students performing in the "low risk" category for the three cohorts at the end of the baseline year. Like the tables, the figures show that cohort 2 generally outperformed the other cohorts on the word analysis measure, while cohort 3 generally outperformed the other cohorts on the vocabulary and reading comprehension measures. The figures also show that performance was generally lower in grade three than in grade two on the word analysis and vocabulary measures in the baseline year for all cohorts.

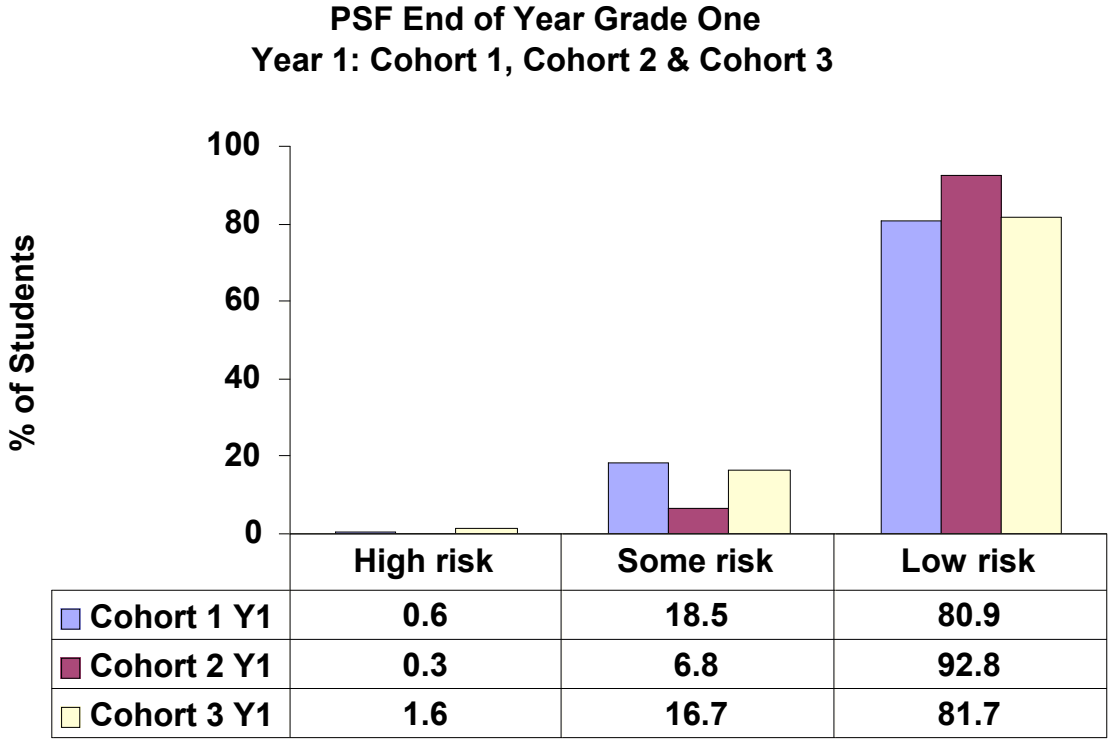
The tables and figures that follow present first the DIBELS and then the TerraNova baseline data for cohorts 1, 2 and 3.

Table 72.



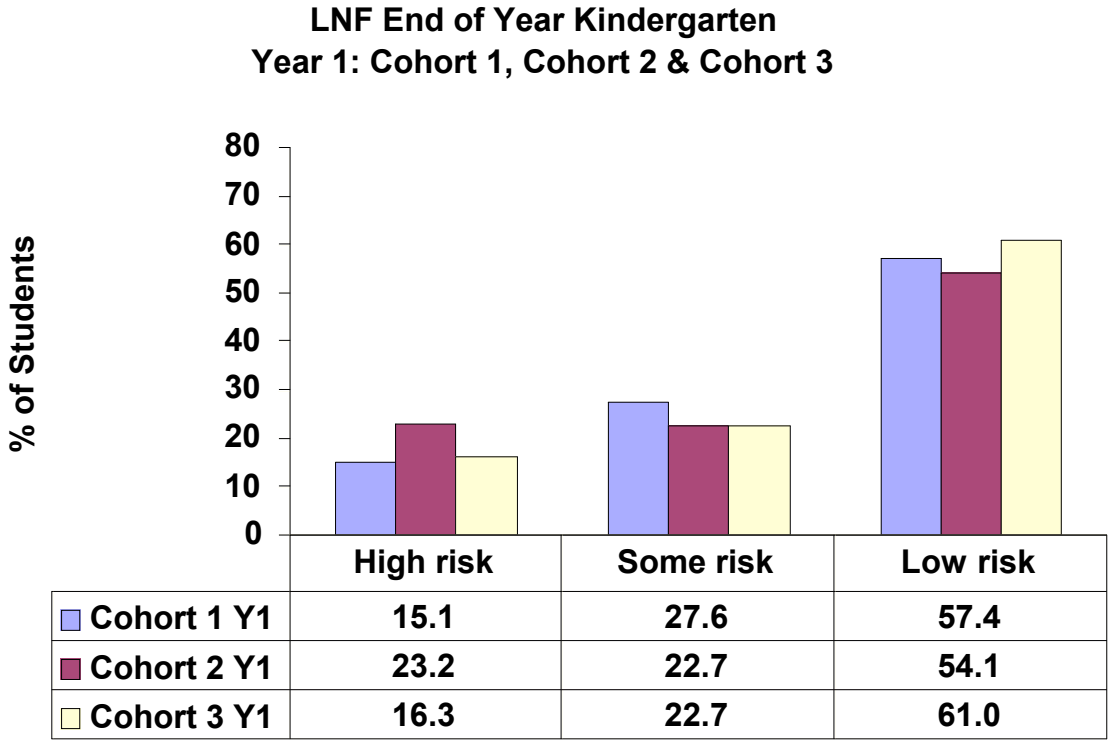
	High risk	Some risk	Low risk
Cohort 1 Y1	7.7	29.8	62.5
Cohort 2 Y1	8.5	18.9	72.7
Cohort 3 Y1	4.4	25.5	70.1

Table 73.



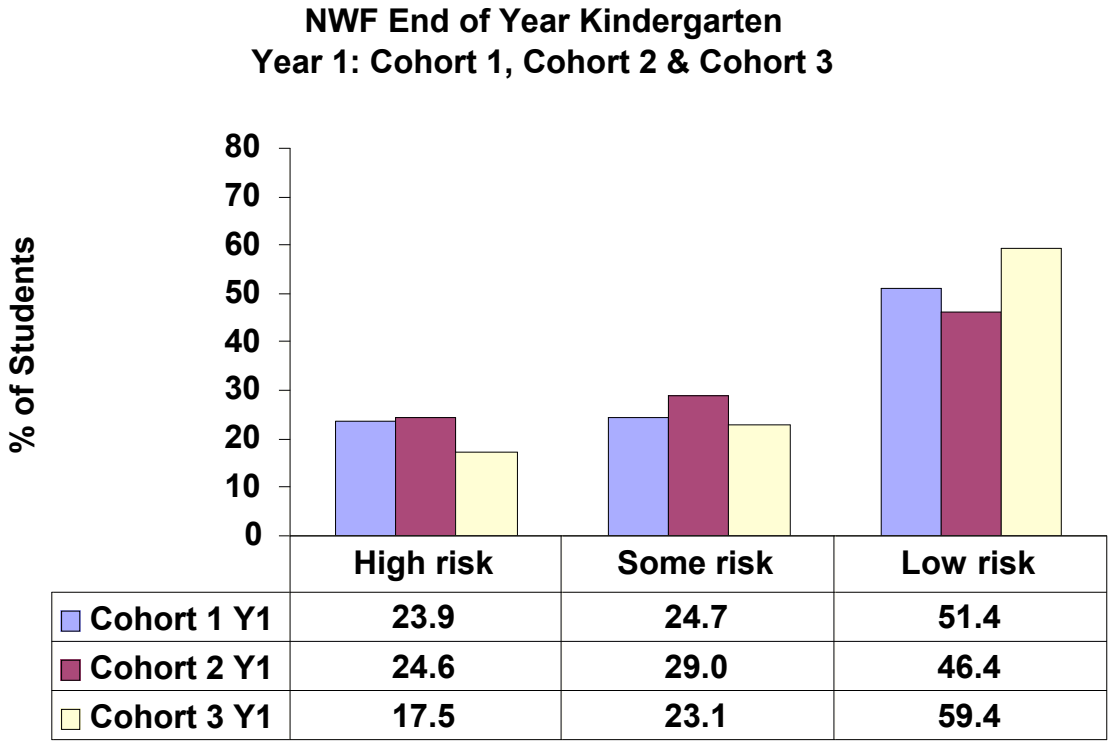
	High risk	Some risk	Low risk
Cohort 1 Y1	0.6	18.5	80.9
Cohort 2 Y1	0.3	6.8	92.8
Cohort 3 Y1	1.6	16.7	81.7

Table 74.



	High risk	Some risk	Low risk
Cohort 1 Y1	15.1	27.6	57.4
Cohort 2 Y1	23.2	22.7	54.1
Cohort 3 Y1	16.3	22.7	61.0

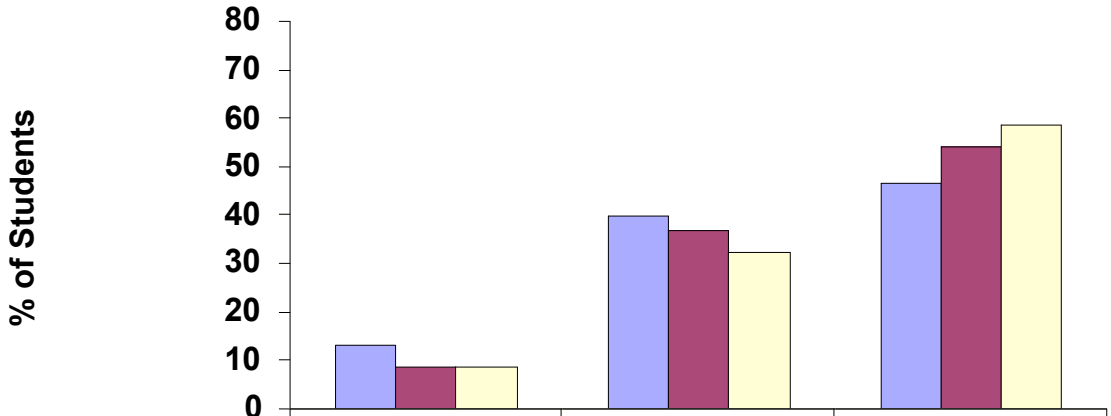
Table 75.



	High risk	Some risk	Low risk
Cohort 1 Y1	23.9	24.7	51.4
Cohort 2 Y1	24.6	29.0	46.4
Cohort 3 Y1	17.5	23.1	59.4

Table 76.

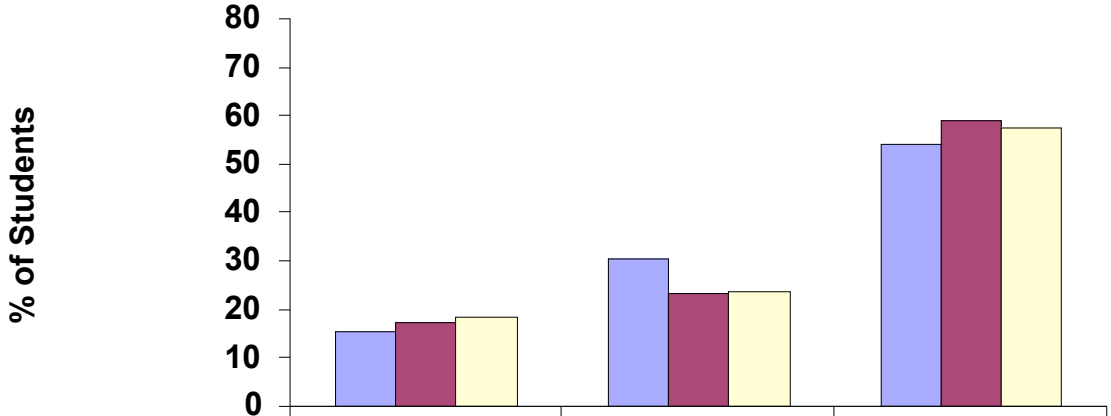
NWF End of Year Grade One
Year 1: Cohort 1, Cohort 2 & Cohort 3



	High risk	Some risk	Low risk
Cohort 1 Y1	13.2	40.1	46.7
Cohort 2 Y1	8.8	36.8	54.4
Cohort 3 Y1	8.9	32.3	58.8

Table 77.

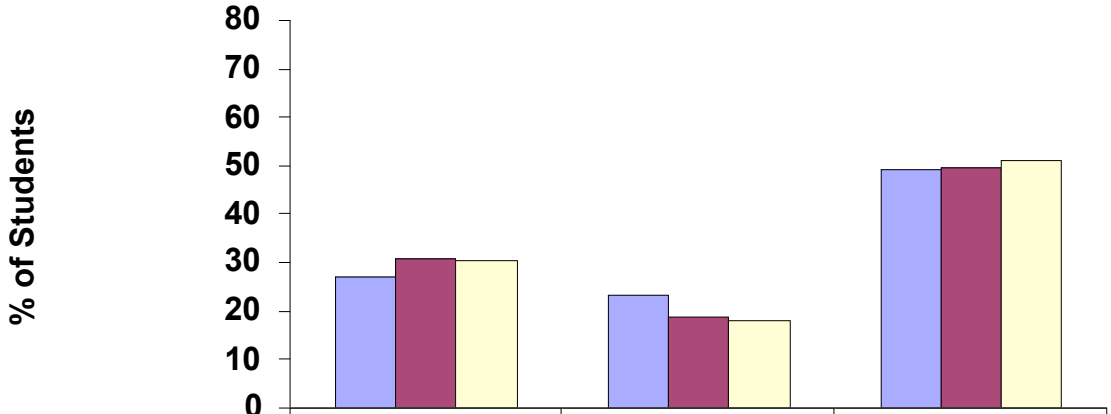
ORF End of Year Grade One
Year 1: Cohort 1, Cohort 2 & Cohort 3



	High risk	Some risk	Low risk
Cohort 1 Y1	15.4	30.4	54.2
Cohort 2 Y1	17.6	23.5	59.0
Cohort 3 Y1	18.7	23.7	57.6

Table 78.

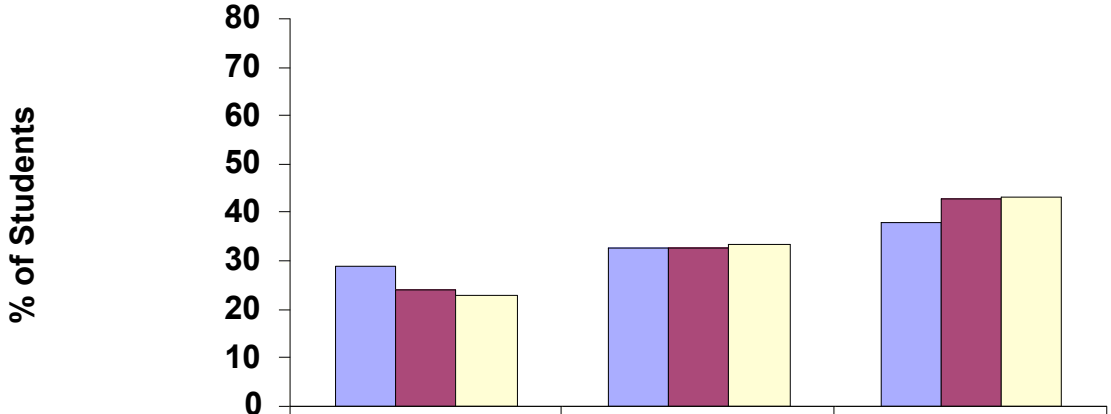
ORF End of Year Grade Two
Year 1: Cohort 1, Cohort 2, & Cohort 3



	High risk	Some risk	Low risk
Cohort 1 Y1	27.2	23.3	49.5
Cohort 2 Y1	31.0	19.1	49.9
Cohort 3 Y1	30.7	18.2	51.1

Table 79.

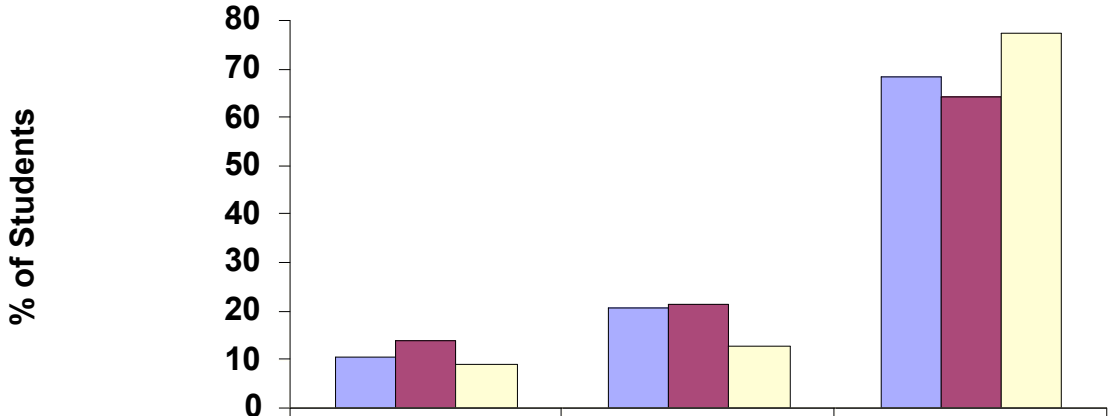
ORF End of Year Grade Three
Year 1: Cohort 1, Cohort 2 & Cohort 3



	High risk	Some risk	Low risk
Cohort 1 Y1	29.0	32.8	38.2
Cohort 2 Y1	24.1	33.0	42.9
Cohort 3 Y1	23.0	33.5	43.5

Table 80.

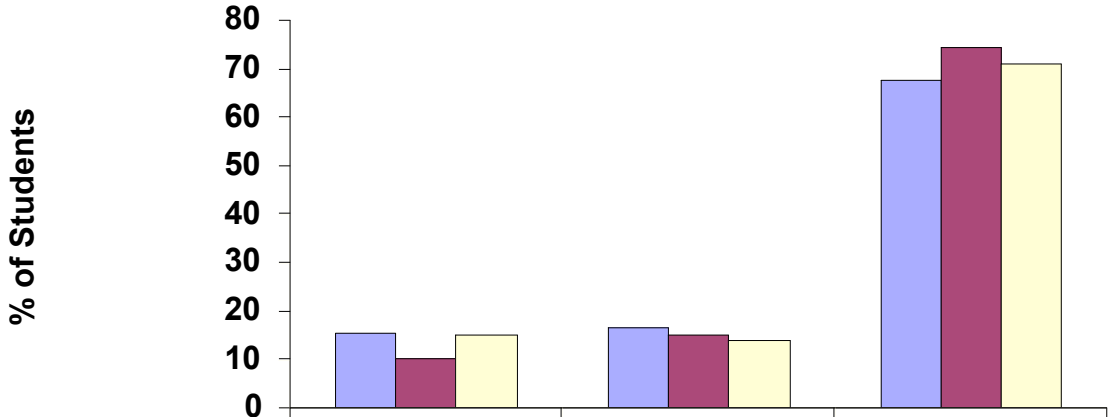
Terra Nova Word Analysis Grade One
Year 1: Cohort 1, Cohort 2 & Cohort 3



	High risk	Some risk	Low risk
Cohort 1 Y1	10.8	20.7	68.5
Cohort 2 Y1	14.1	21.6	64.3
Cohort 3 Y1	9.3	13.0	77.6

Table 81.

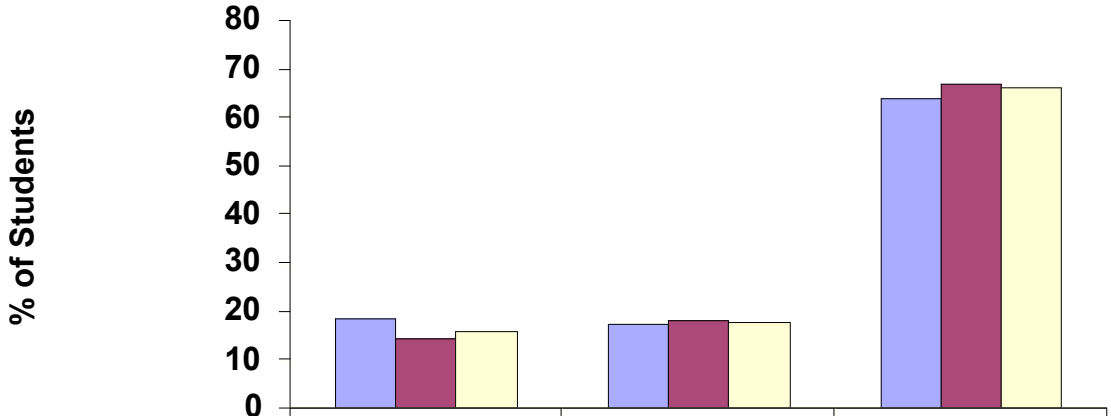
Terra Nova Word Analysis Grade Two
Year 1: Cohort 1, Cohort 2 & Cohort 3



	High risk	Some risk	Low risk
Cohort 1 Y1	15.7	16.7	67.6
Cohort 2 Y1	10.3	15.2	74.5
Cohort 3 Y1	15.1	14.0	70.9

Table 82.

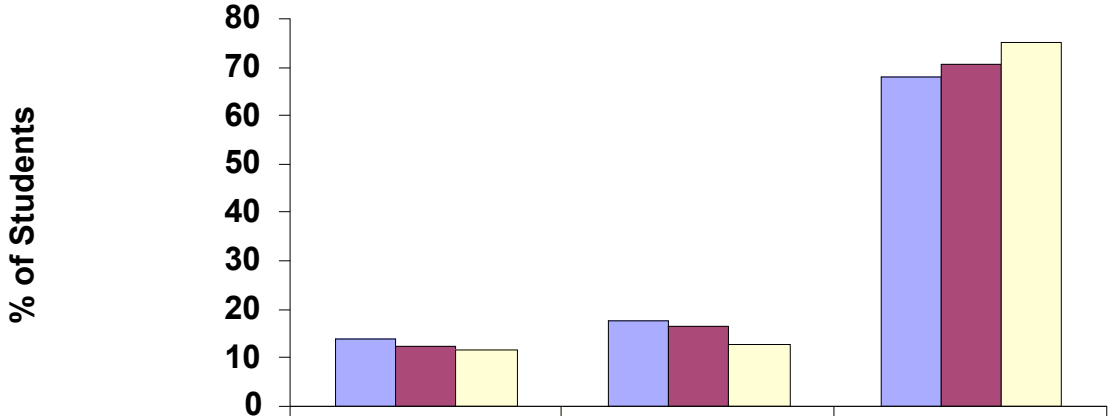
Terra Nova Word Analysis Grade Three
Year 1: Cohort 1, Cohort 2 & Cohort 3



	High risk	Some risk	Low risk
Cohort 1 Y1	18.6	17.5	63.9
Cohort 2 Y1	14.6	18.3	67.0
Cohort 3 Y1	15.9	17.8	66.3

Table 83.

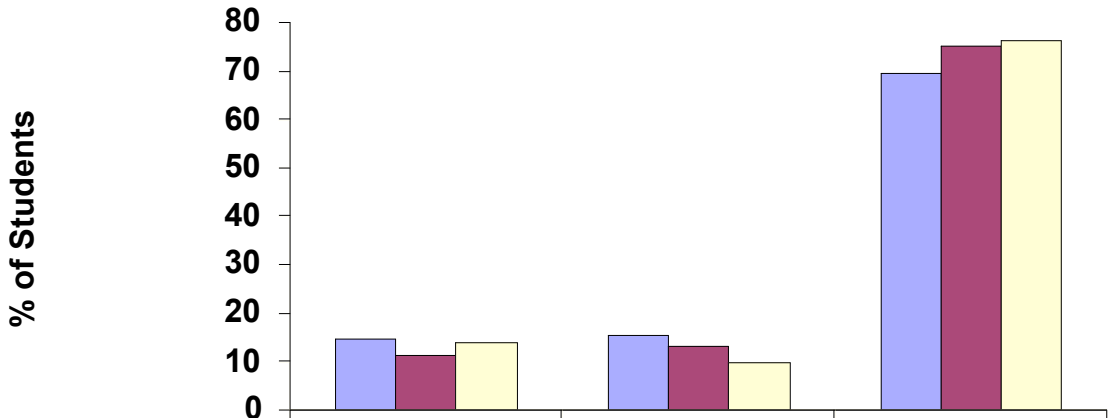
Terra Nova Vocabulary Grade One
Year 1: Cohort 1, Cohort 2 & Cohort 3



	High risk	Some risk	Low risk
Cohort 1 Y1	14.0	17.8	68.2
Cohort 2 Y1	12.6	16.7	70.8
Cohort 3 Y1	11.8	13.0	75.2

Table 84.

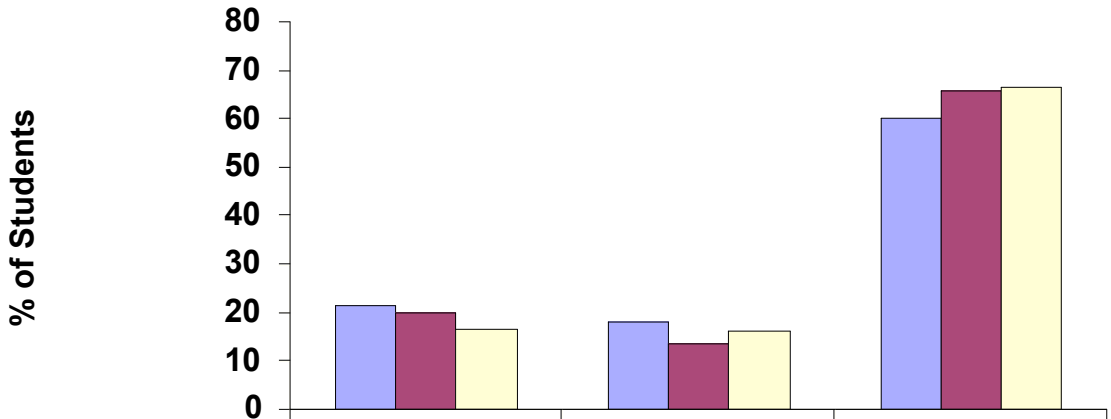
Terra Nova Vocabulary Grade Two
Year 1: Cohort 1, Cohort 2 & Cohort 3



	High risk	Some risk	Low risk
Cohort 1 Y1	14.8	15.5	69.7
Cohort 2 Y1	11.4	13.4	75.2
Cohort 3 Y1	14.0	9.8	76.2

Table 85.

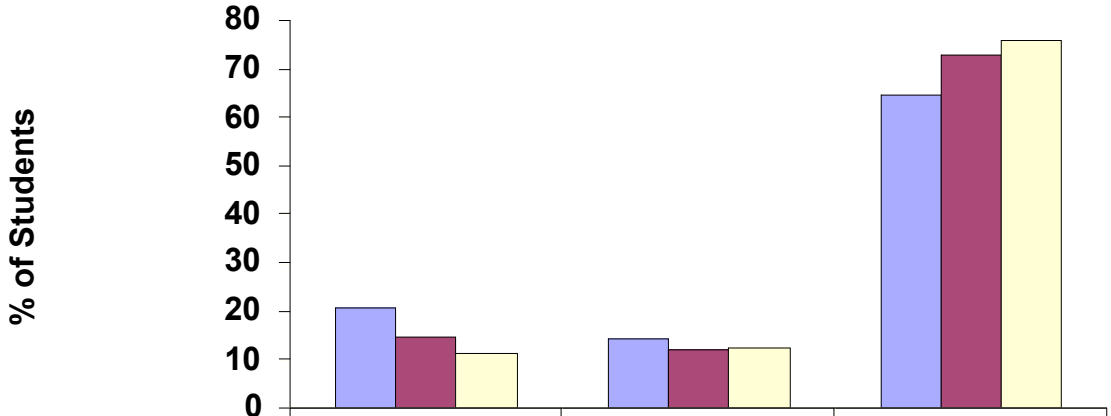
Terra Nova Vocabulary Grade Three
Year 1: Cohort 1, Cohort 2 & Cohort 3



	High risk	Some risk	Low risk
Cohort 1 Y1	21.5	18.2	60.3
Cohort 2 Y1	20.2	13.8	66.0
Cohort 3 Y1	16.8	16.4	66.8

Table 86.

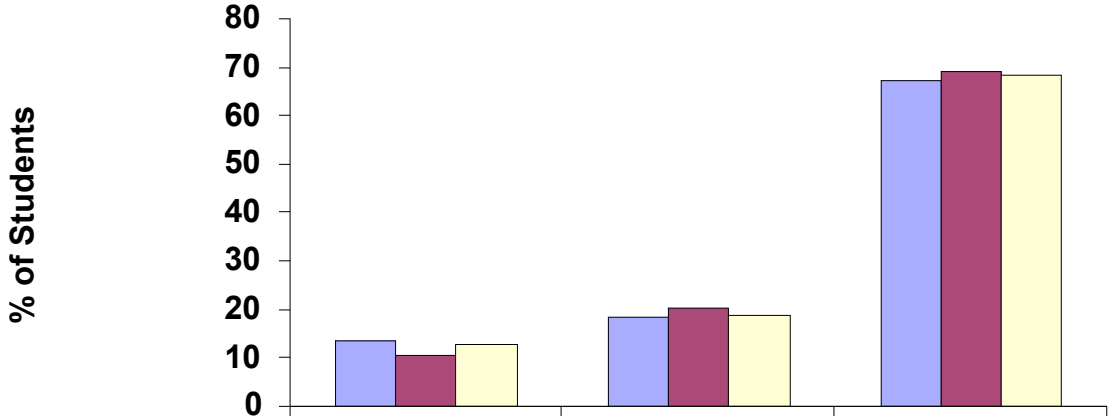
Terra Nova Reading Comprehension Grade One
Year 1: Cohort 1, Cohort 2 & Cohort 3



	High risk	Some risk	Low risk
Cohort 1 Y1	21.0	14.3	64.8
Cohort 2 Y1	14.8	12.3	73.0
Cohort 3 Y1	11.4	12.6	76.0

Table 87.

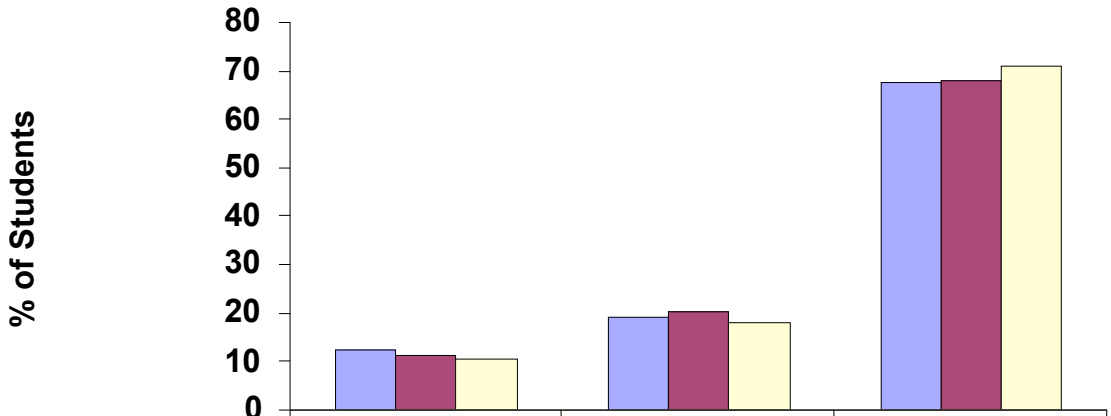
Terra Nova Reading Comprehension Grade Two
Year 1: Cohort 1, Cohort 2 & Cohort 3



	High risk	Some risk	Low risk
Cohort 1 Y1	13.8	18.7	67.5
Cohort 2 Y1	10.5	20.3	69.2
Cohort 3 Y1	12.8	18.9	68.3

Table 88.

Terra Nova Reading Comprehension Grade Three
Year 1: Cohort 1, Cohort 2 & Cohort 3



	High risk	Some risk	Low risk
Cohort 1 Y1	12.6	19.4	67.9
Cohort 2 Y1	11.5	20.3	68.2
Cohort 3 Y1	10.9	18.2	70.9

Figure 13.

Terra Nova Word Analysis
Grade 1-3
Year 1: Cohort 1, Cohort 2 & Cohort 3

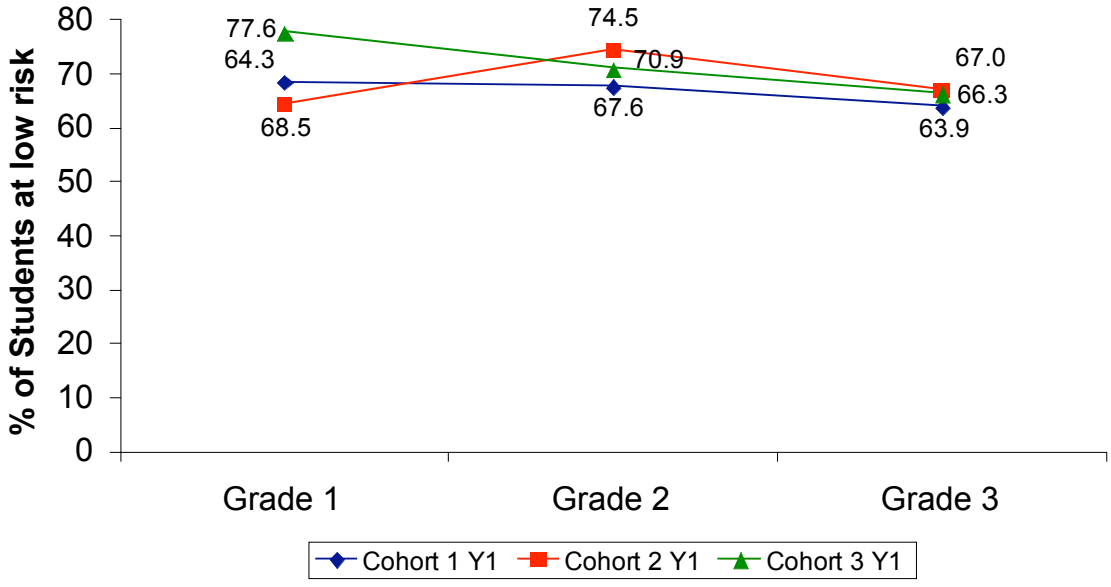


Figure 14.

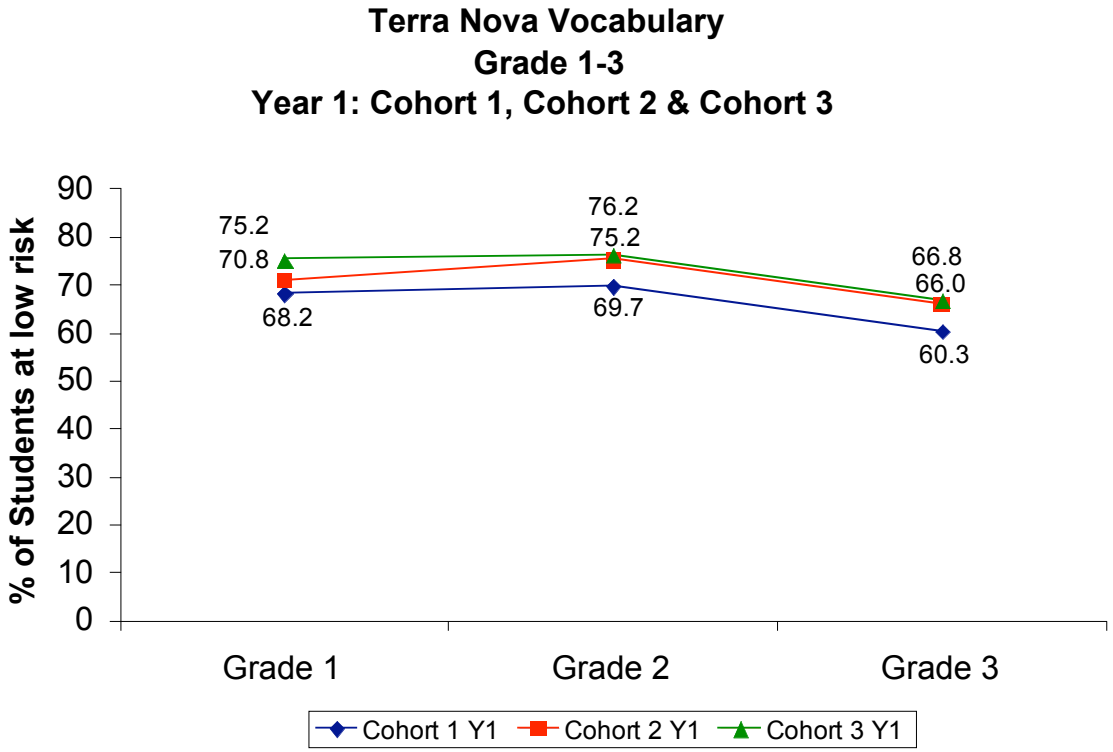
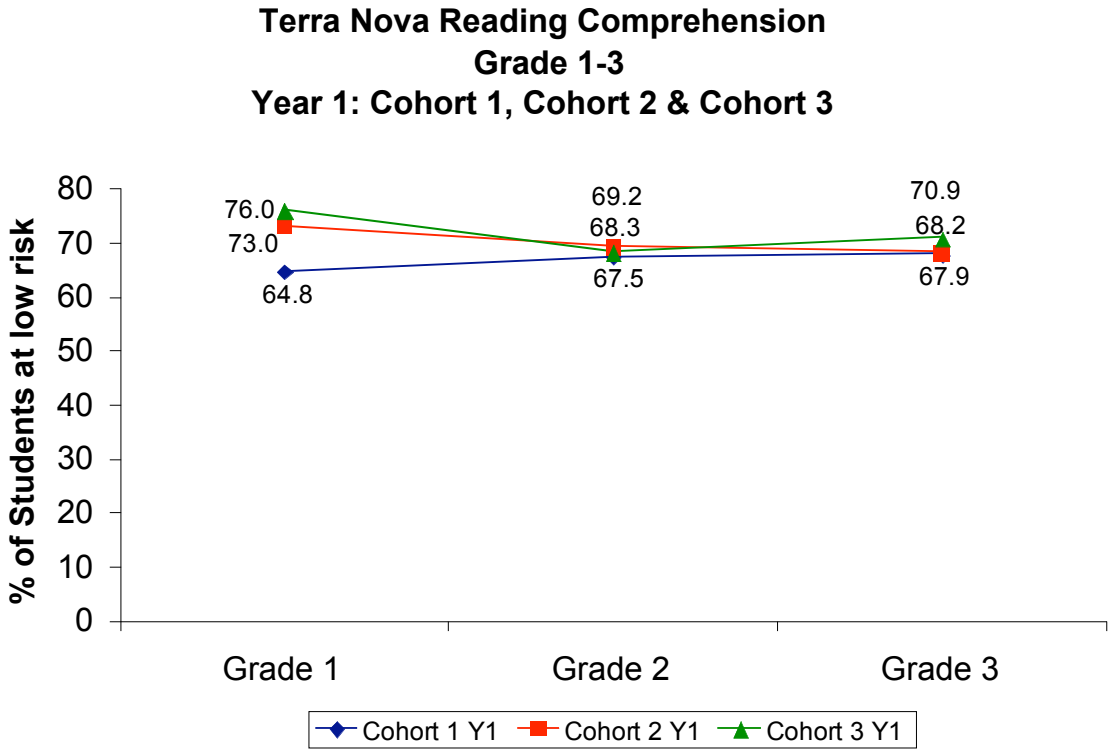


Figure 15.



Comparison of Year 1 and 2 Assessment Results for Cohorts 1, 2, and 3

Assessment results were also compared across cohorts for years one and two of their participation in MRF. The DIBELS Instructional Recommendations indicate some progress for cohorts 1 and 2 in kindergarten and grade one. In kindergarten, both cohorts had a higher percentage of students at benchmark in year two than in year one. In grade one, cohort 1 had a higher percentage of students at benchmark, while cohort 2 had some students shift from the "high risk" to the "some risk" category in year two.

On most DIBELS measures for most grade levels, the percentage of students scoring in the "low risk" category increased from year one to year two for cohorts 1 and 2. There was no clear pattern by cohort or grade level in the percentage of students scoring in the "low risk" category on the TerraNova measures from year one to year two.

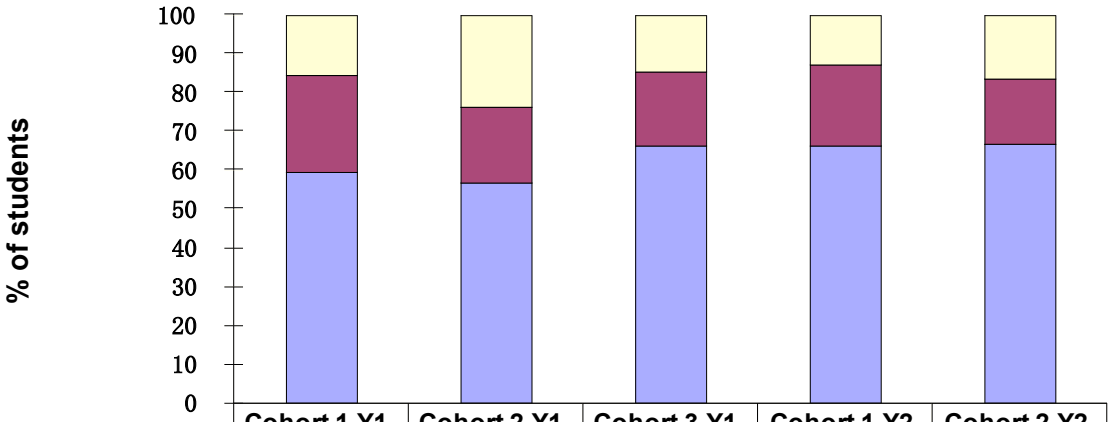
On most DIBELS measures for most grade levels, the percentage of students scoring in the "some risk" category declined from year one to year two for cohorts 1 and 2. On the TerraNova measures, the percentage of students scoring in the "some risk" category showed little change or increased from year one to year two for cohorts 1 and 2.

For both cohorts 1 and 2, the gains made in performance were small but statistically significant ($p<.05$) for several measures and certain grade levels. Cohort 2 students performed significantly better in year two than in year one on the kindergarten PSF and TerraNova Reading Comprehension, the first grade PSF and NWF, the second grade ORF, TerraNova Reading Comprehension, TerraNova Vocabulary, and TerraNova Word Analysis, and the third grade ORF.

Tables showing a comparison across the cohorts for the DIBELS Instructional Recommendations are presented first, then tables and figures for other DIBELS measures, and finally tables and figures for the TerraNova measures.

Table 89.

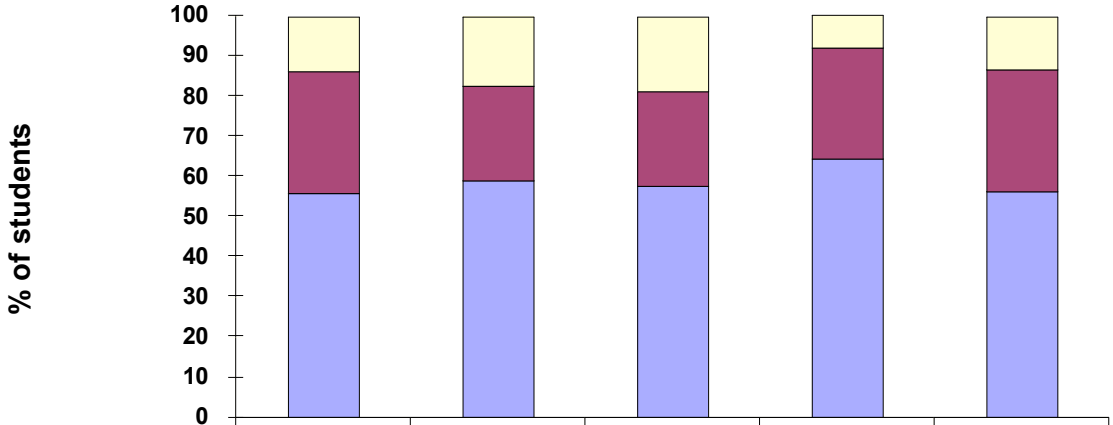
DIBELS Instructional Recommendation
End of Year Kindergarten
All Cohorts: Year 1 vs. Year 2



	Cohort 1 Y1	Cohort 2 Y1	Cohort 3 Y1	Cohort 1 Y2	Cohort 2 Y2
Intensive	15.3	23.8	14.7	12.7	16.4
Strategic	25.1	19.2	19.1	20.9	17.0
Benchmark	59.6	57.0	66.1	66.3	66.6

Table 90.

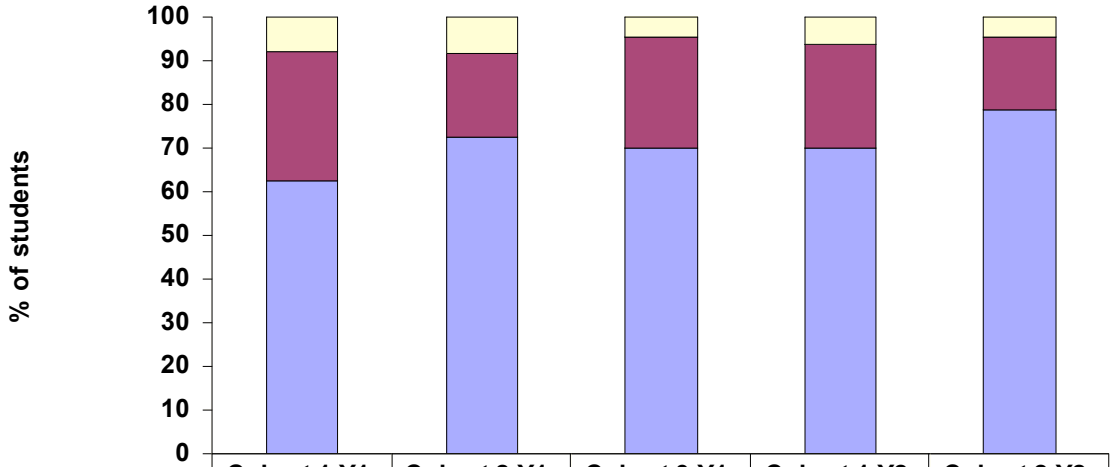
DIBELS Instructional Recommendation
End of Year Grade One
All Cohorts: Year 1 vs. Year 2



	Cohort 1 Y1	Cohort 2 Y1	Cohort 3 Y1	Cohort 1 Y2	Cohort 2 Y2
Intensive	13.9	17.3	18.7	8.0	13.5
Strategic	30.2	23.6	23.7	27.6	30.2
Benchmark	55.9	59.1	57.6	64.5	56.3

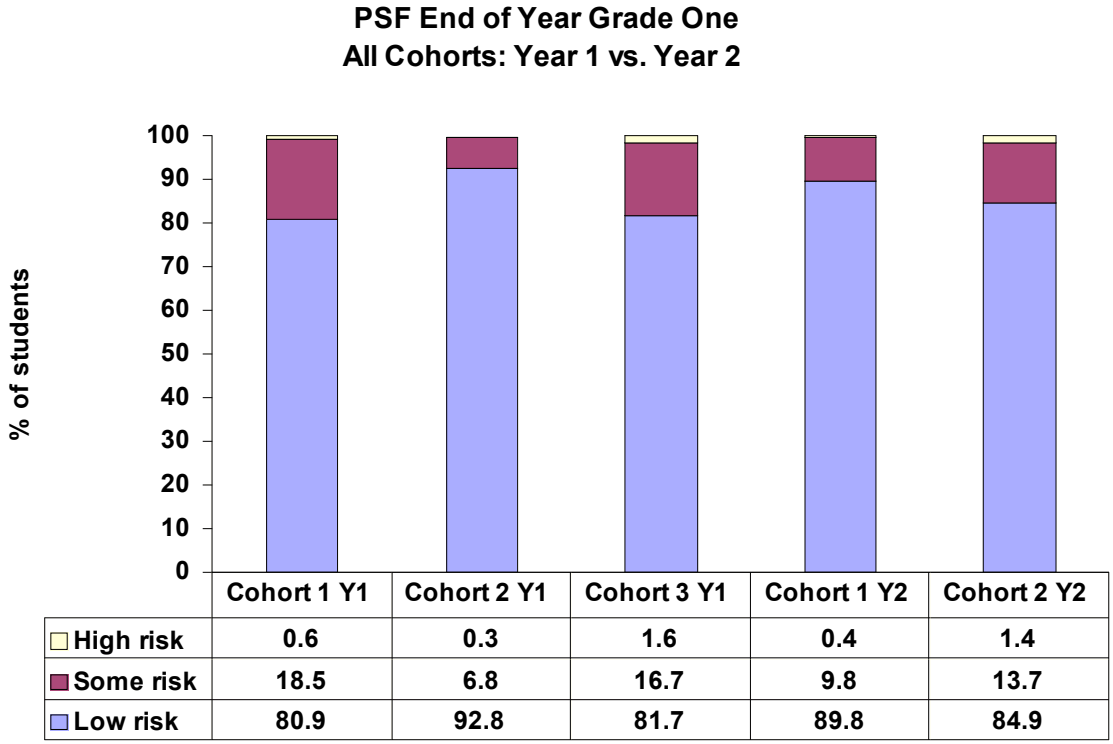
Table 91.

PSF End of Year Kindergarten
All Cohorts: Year 1 vs. Year 2



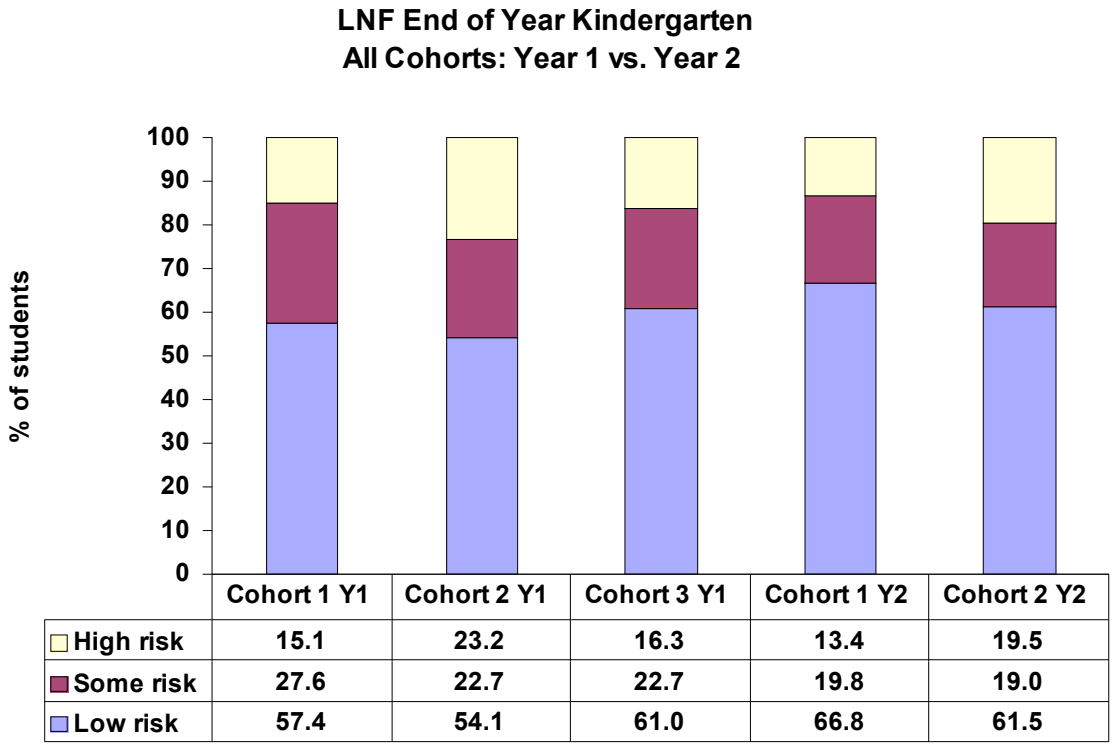
	Cohort 1 Y1	Cohort 2 Y1	Cohort 3 Y1	Cohort 1 Y2	Cohort 2 Y2
High risk	7.7	8.5	4.4	6.0	4.4
Some risk	29.8	18.9	25.5	23.7	16.7
Low risk	62.5	72.7	70.1	70.3	78.9

Table 92.



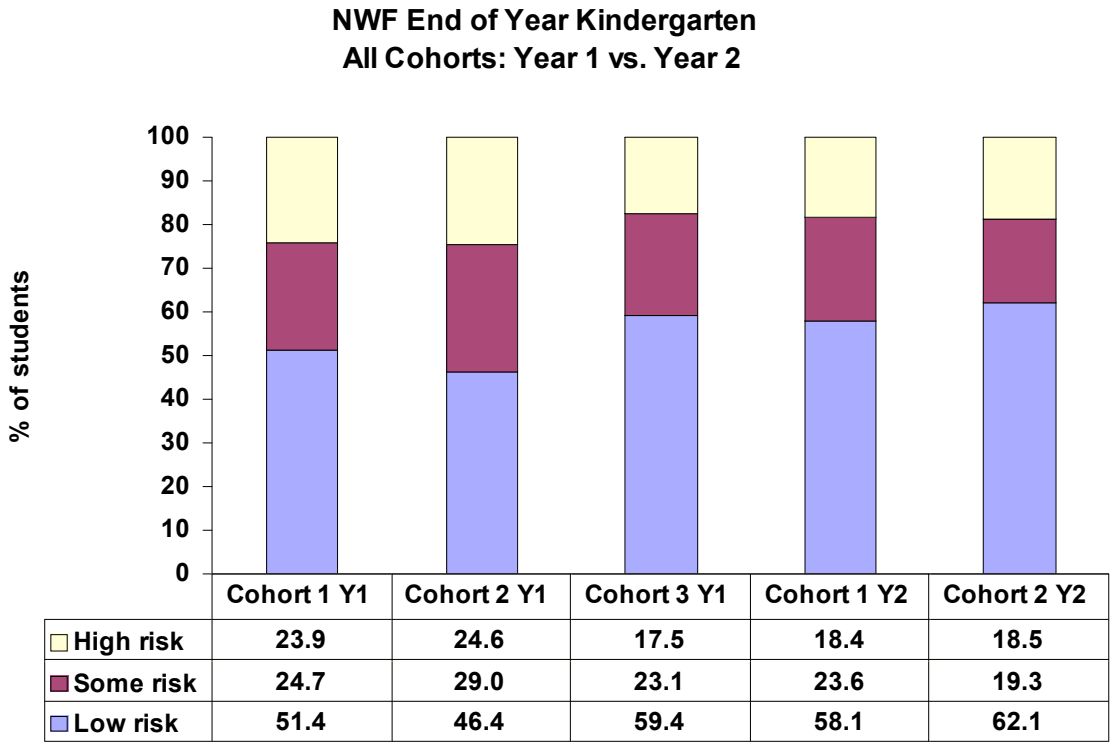
	Cohort 1 Y1	Cohort 2 Y1	Cohort 3 Y1	Cohort 1 Y2	Cohort 2 Y2
High risk	0.6	0.3	1.6	0.4	1.4
Some risk	18.5	6.8	16.7	9.8	13.7
Low risk	80.9	92.8	81.7	89.8	84.9

Table 93.



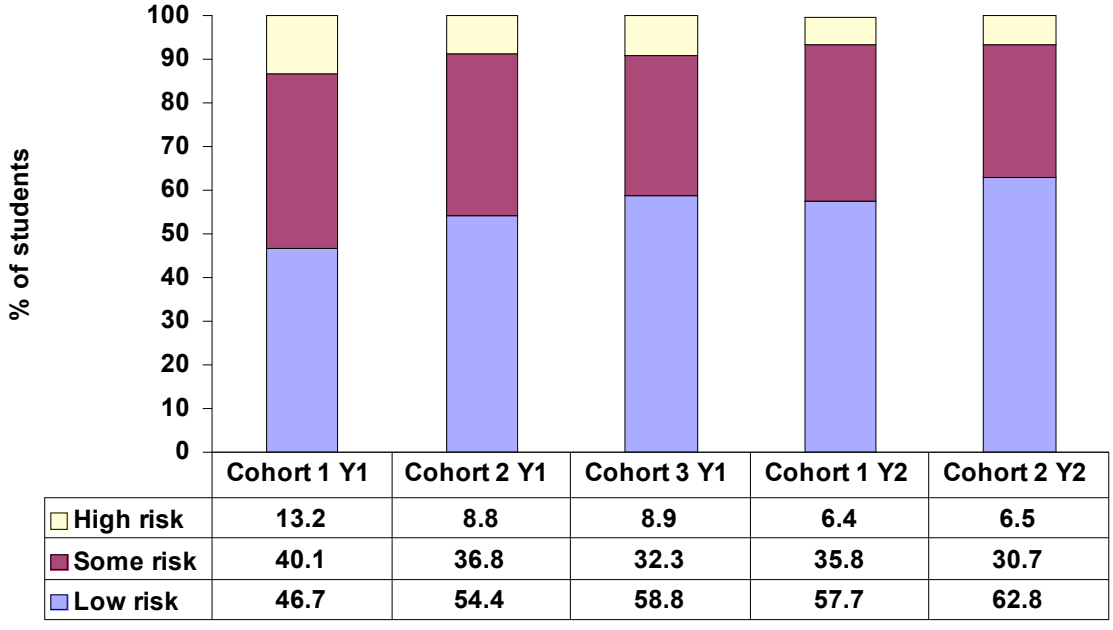
	Cohort 1 Y1	Cohort 2 Y1	Cohort 3 Y1	Cohort 1 Y2	Cohort 2 Y2
High risk	15.1	23.2	16.3	13.4	19.5
Some risk	27.6	22.7	22.7	19.8	19.0
Low risk	57.4	54.1	61.0	66.8	61.5

Table 94.



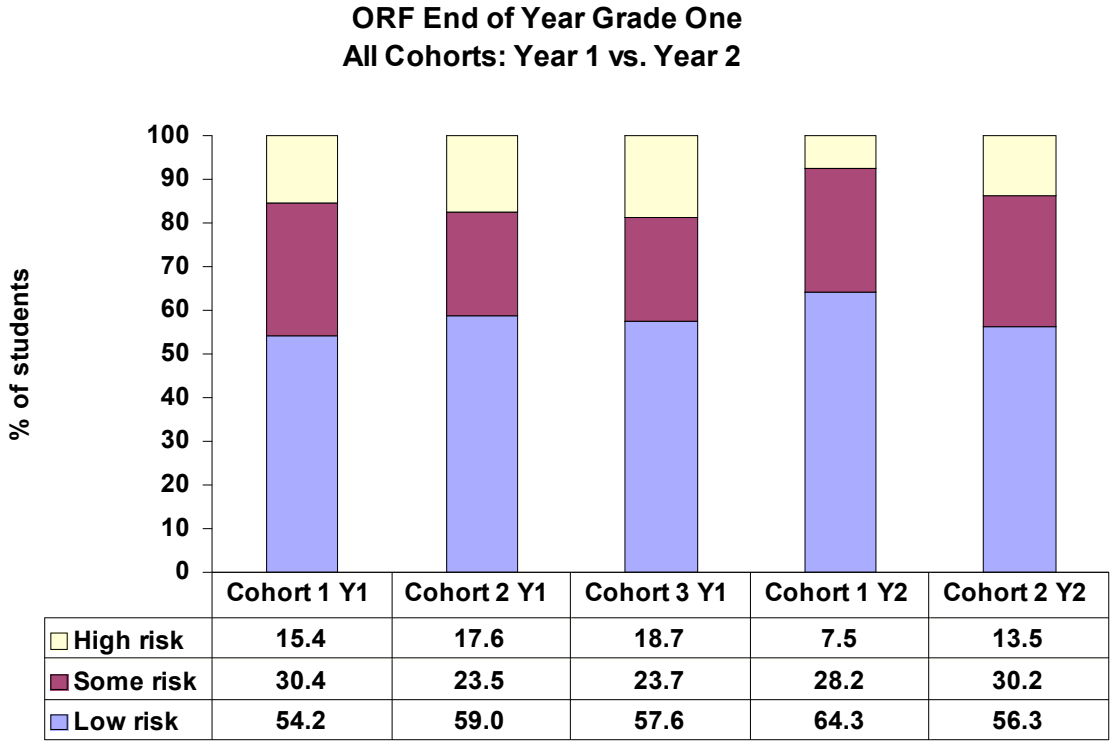
	Cohort 1 Y1	Cohort 2 Y1	Cohort 3 Y1	Cohort 1 Y2	Cohort 2 Y2
High risk	23.9	24.6	17.5	18.4	18.5
Some risk	24.7	29.0	23.1	23.6	19.3
Low risk	51.4	46.4	59.4	58.1	62.1

Table 95.



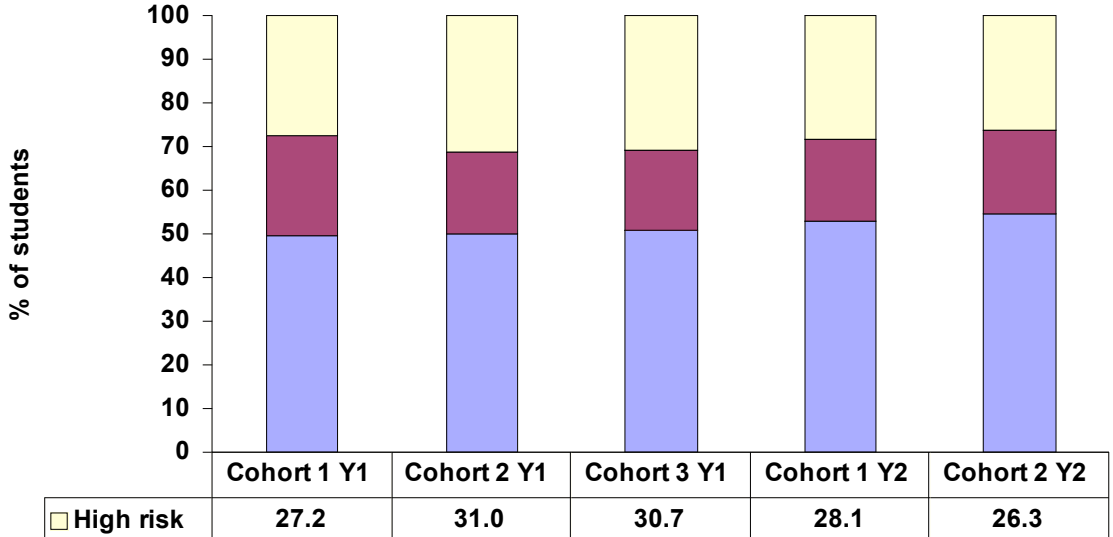
	Cohort 1 Y1	Cohort 2 Y1	Cohort 3 Y1	Cohort 1 Y2	Cohort 2 Y2
High risk	13.2	8.8	8.9	6.4	6.5
Some risk	40.1	36.8	32.3	35.8	30.7
Low risk	46.7	54.4	58.8	57.7	62.8

Table 96.



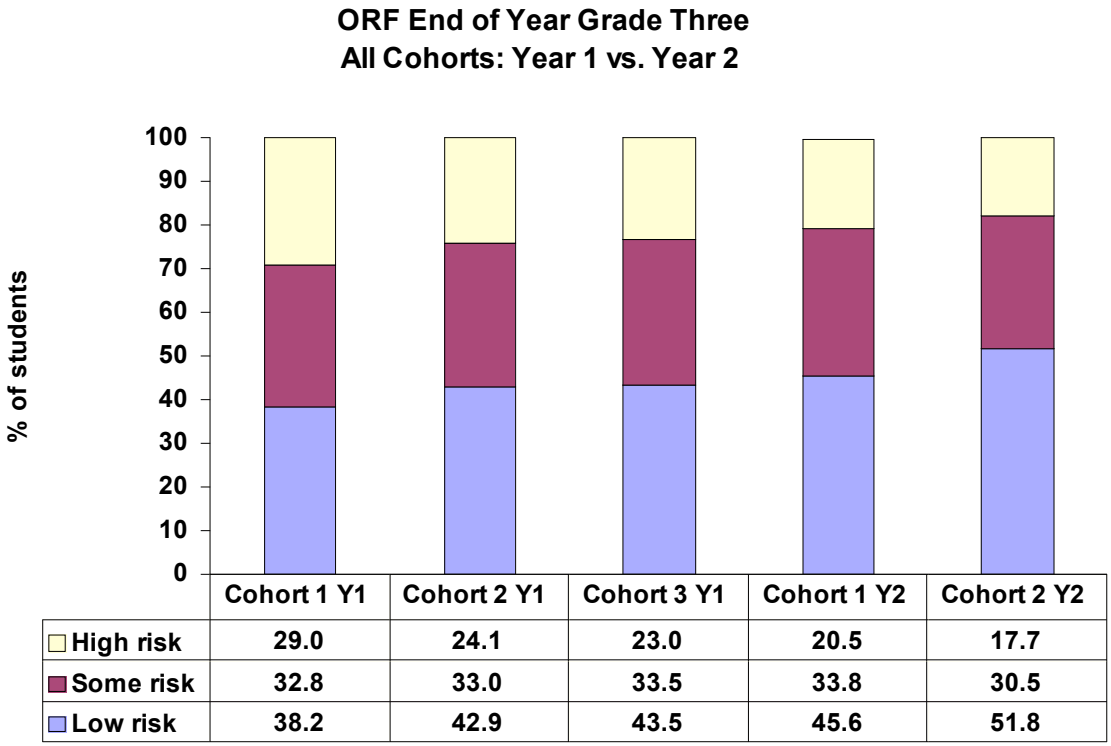
	Cohort 1 Y1	Cohort 2 Y1	Cohort 3 Y1	Cohort 1 Y2	Cohort 2 Y2
High risk	15.4	17.6	18.7	7.5	13.5
Some risk	30.4	23.5	23.7	28.2	30.2
Low risk	54.2	59.0	57.6	64.3	56.3

Table 97.



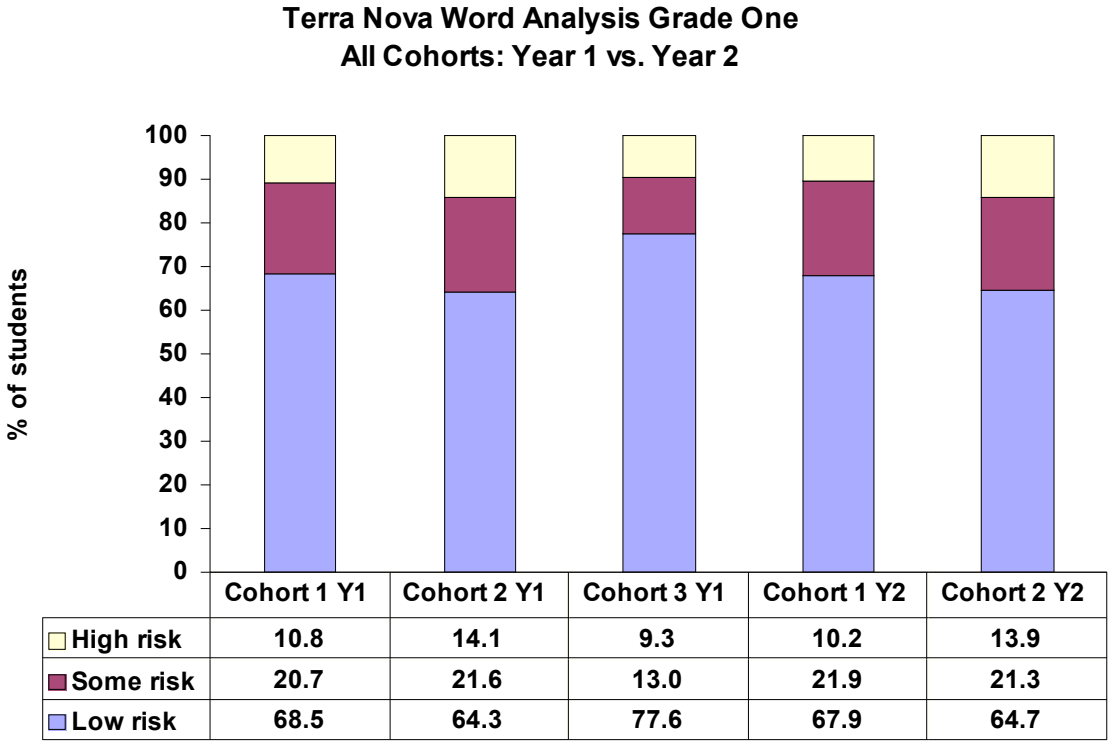
	Cohort 1 Y1	Cohort 2 Y1	Cohort 3 Y1	Cohort 1 Y2	Cohort 2 Y2
High risk	27.2	31.0	30.7	28.1	26.3
Some risk	23.3	19.1	18.2	18.9	19.1
Low risk	49.5	49.9	51.1	53.0	54.6

Table 98.



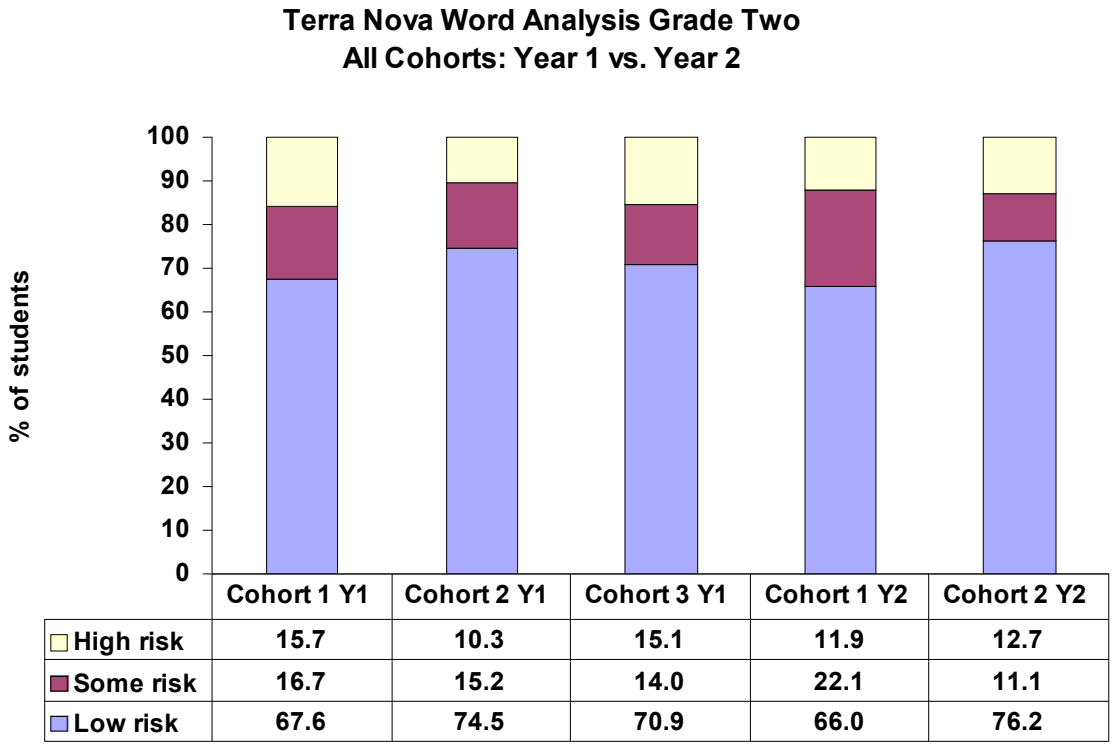
	Cohort 1 Y1	Cohort 2 Y1	Cohort 3 Y1	Cohort 1 Y2	Cohort 2 Y2
High risk	29.0	24.1	23.0	20.5	17.7
Some risk	32.8	33.0	33.5	33.8	30.5
Low risk	38.2	42.9	43.5	45.6	51.8

Table 99.



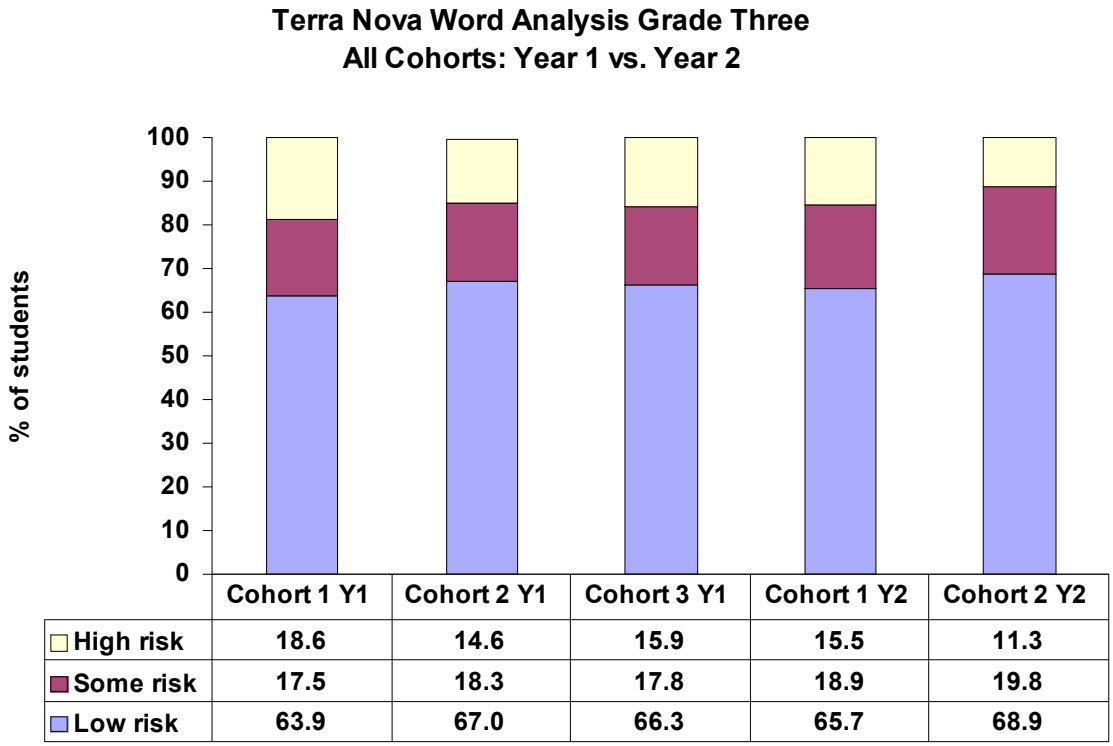
	Cohort 1 Y1	Cohort 2 Y1	Cohort 3 Y1	Cohort 1 Y2	Cohort 2 Y2
High risk	10.8	14.1	9.3	10.2	13.9
Some risk	20.7	21.6	13.0	21.9	21.3
Low risk	68.5	64.3	77.6	67.9	64.7

Table 100.



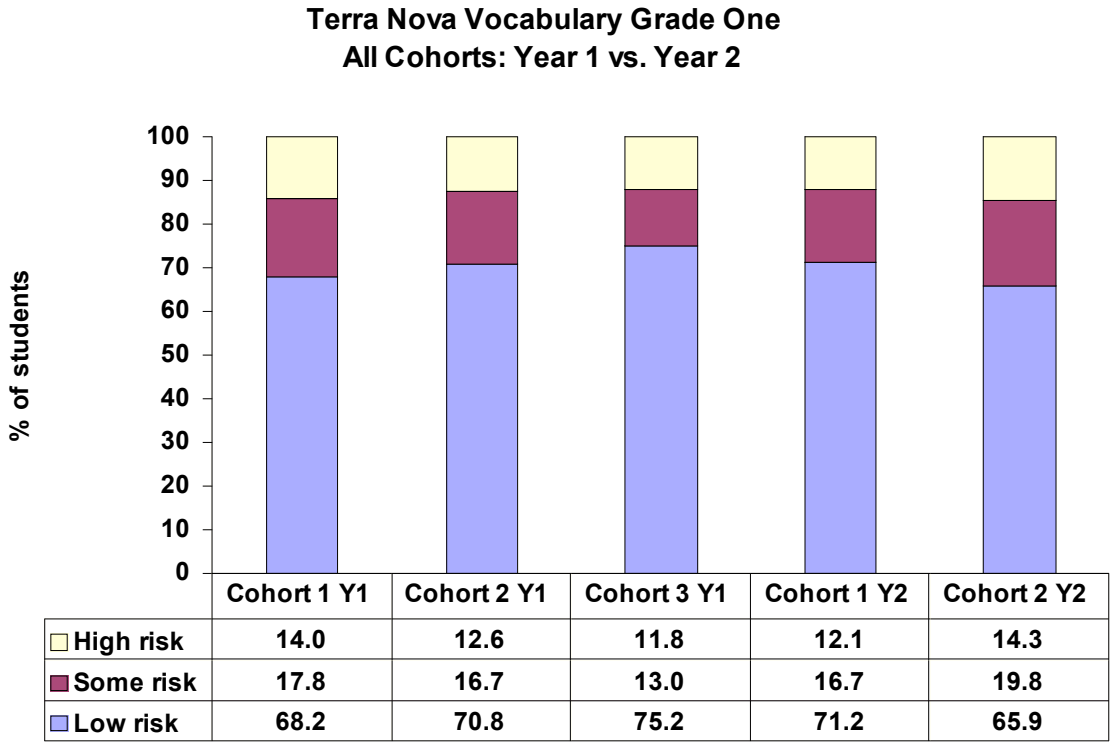
	Cohort 1 Y1	Cohort 2 Y1	Cohort 3 Y1	Cohort 1 Y2	Cohort 2 Y2
High risk	15.7	10.3	15.1	11.9	12.7
Some risk	16.7	15.2	14.0	22.1	11.1
Low risk	67.6	74.5	70.9	66.0	76.2

Table 101.



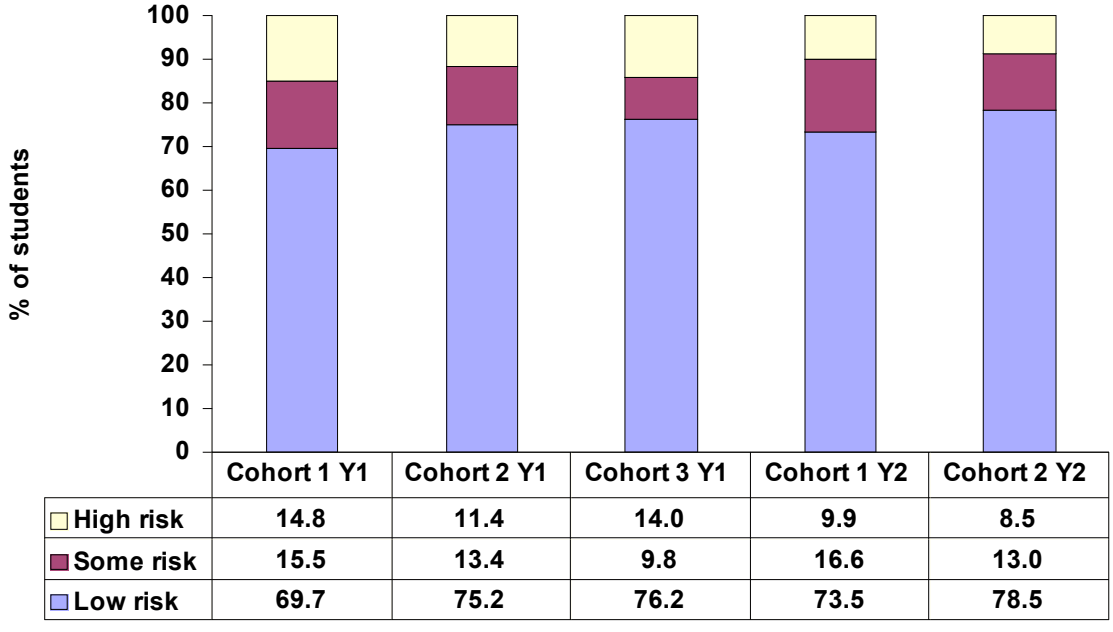
	Cohort 1 Y1	Cohort 2 Y1	Cohort 3 Y1	Cohort 1 Y2	Cohort 2 Y2
High risk	18.6	14.6	15.9	15.5	11.3
Some risk	17.5	18.3	17.8	18.9	19.8
Low risk	63.9	67.0	66.3	65.7	68.9

Table 102.



	Cohort 1 Y1	Cohort 2 Y1	Cohort 3 Y1	Cohort 1 Y2	Cohort 2 Y2
High risk	14.0	12.6	11.8	12.1	14.3
Some risk	17.8	16.7	13.0	16.7	19.8
Low risk	68.2	70.8	75.2	71.2	65.9

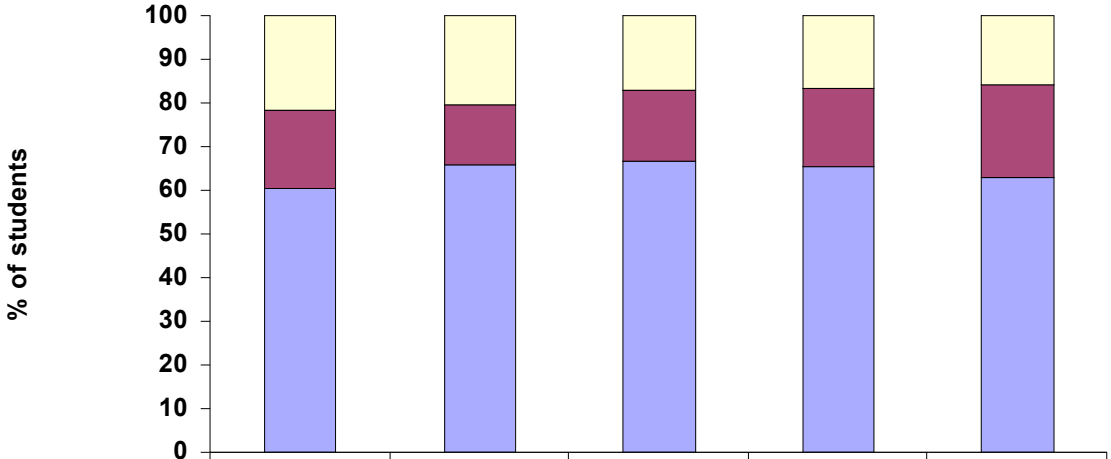
Table 103.



	Cohort 1 Y1	Cohort 2 Y1	Cohort 3 Y1	Cohort 1 Y2	Cohort 2 Y2
High risk	14.8	11.4	14.0	9.9	8.5
Some risk	15.5	13.4	9.8	16.6	13.0
Low risk	69.7	75.2	76.2	73.5	78.5

Table 104

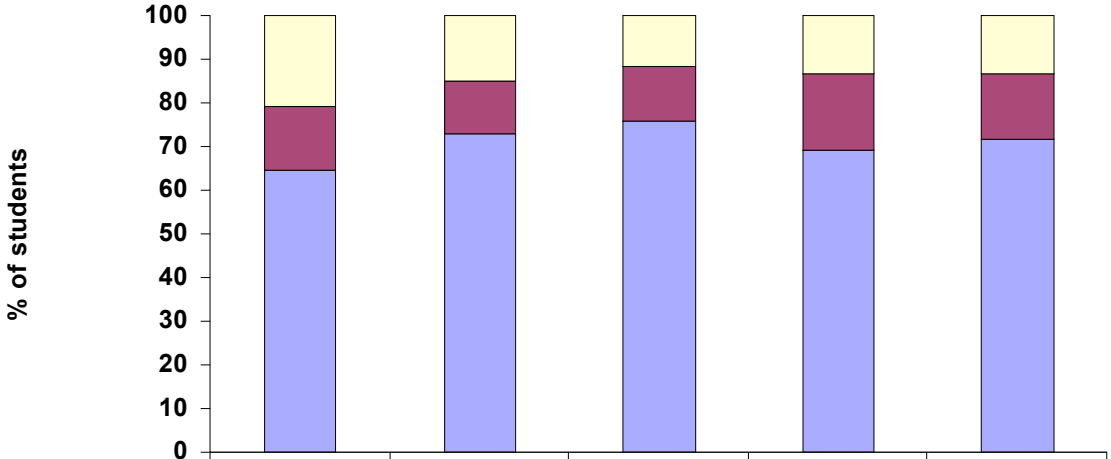
Terra Nova Vocabulary Grade Three
All Cohorts: Year 1 vs. Year 2



	Cohort 1 Y1	Cohort 2 Y1	Cohort 3 Y1	Cohort 1 Y2	Cohort 2 Y2
High risk	21.5	20.2	16.8	16.7	15.7
Some risk	18.2	13.8	16.4	17.8	21.3
Low risk	60.3	66.0	66.8	65.5	62.9

Table 105.

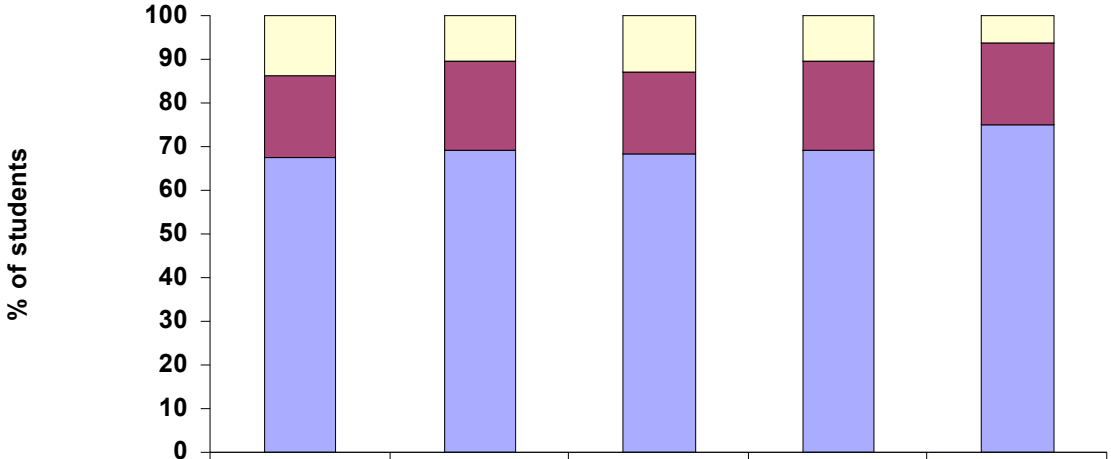
Terra Nova Reading Comprehension Grade One
All Cohorts: Year 1 vs. Year 2



	Cohort 1 Y1	Cohort 2 Y1	Cohort 3 Y1	Cohort 1 Y2	Cohort 2 Y2
High risk	21.0	14.8	11.4	13.2	13.3
Some risk	14.3	12.3	12.6	17.7	15.0
Low risk	64.8	73.0	76.0	69.1	71.7

Table 106.

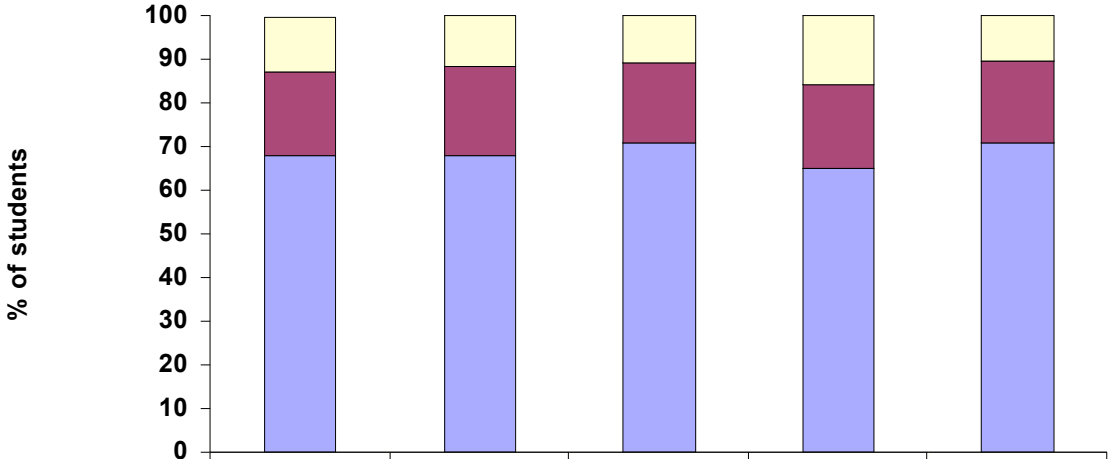
Terra Nova Reading Comprehension Grade Two
All Cohorts: Year 1 vs. Year 2



	Cohort 1 Y1	Cohort 2 Y1	Cohort 3 Y1	Cohort 1 Y2	Cohort 2 Y2
High risk	13.8	10.5	12.8	10.5	6.1
Some risk	18.7	20.3	18.9	20.4	19.0
Low risk	67.5	69.2	68.3	69.1	74.9

Table 107.

Terra Nova Reading Comprehension Grade Three
All Cohorts: Year 1 vs. Year 2



	Cohort 1 Y1	Cohort 2 Y1	Cohort 3 Y1	Cohort 1 Y2	Cohort 2 Y2
High risk	12.6	11.5	10.9	15.8	10.1
Some risk	19.4	20.3	18.2	19.2	19.0
Low risk	67.9	68.2	70.9	65.0	70.9

Figure 16.

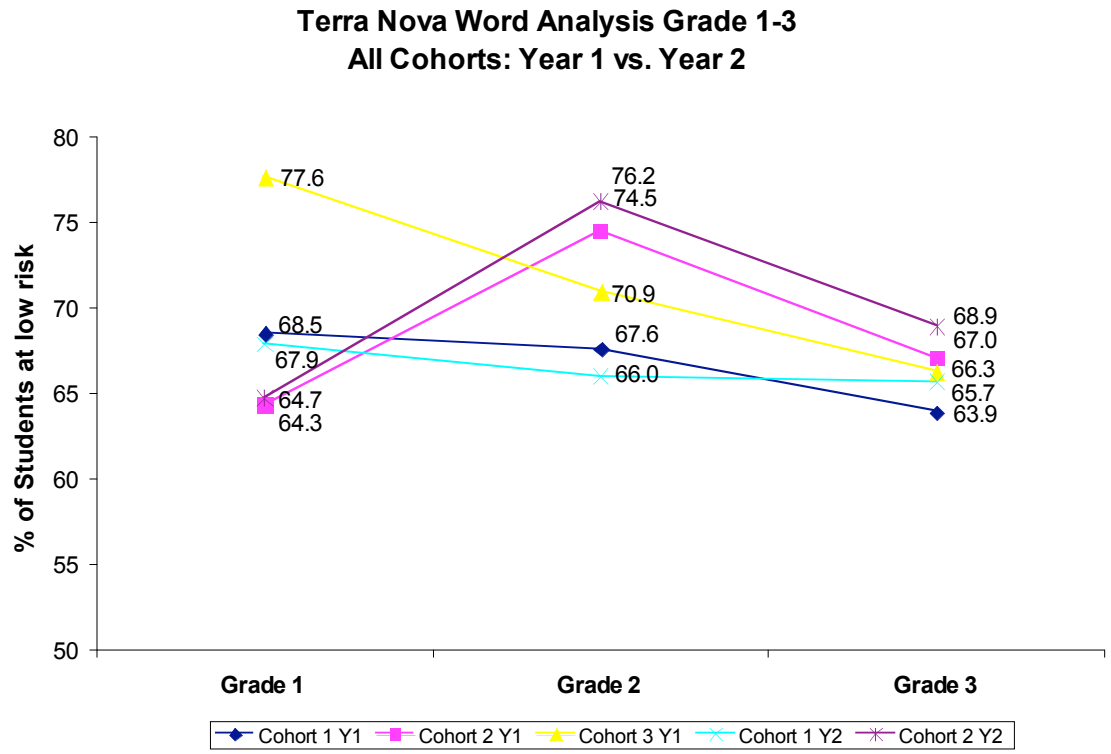


Figure 17.

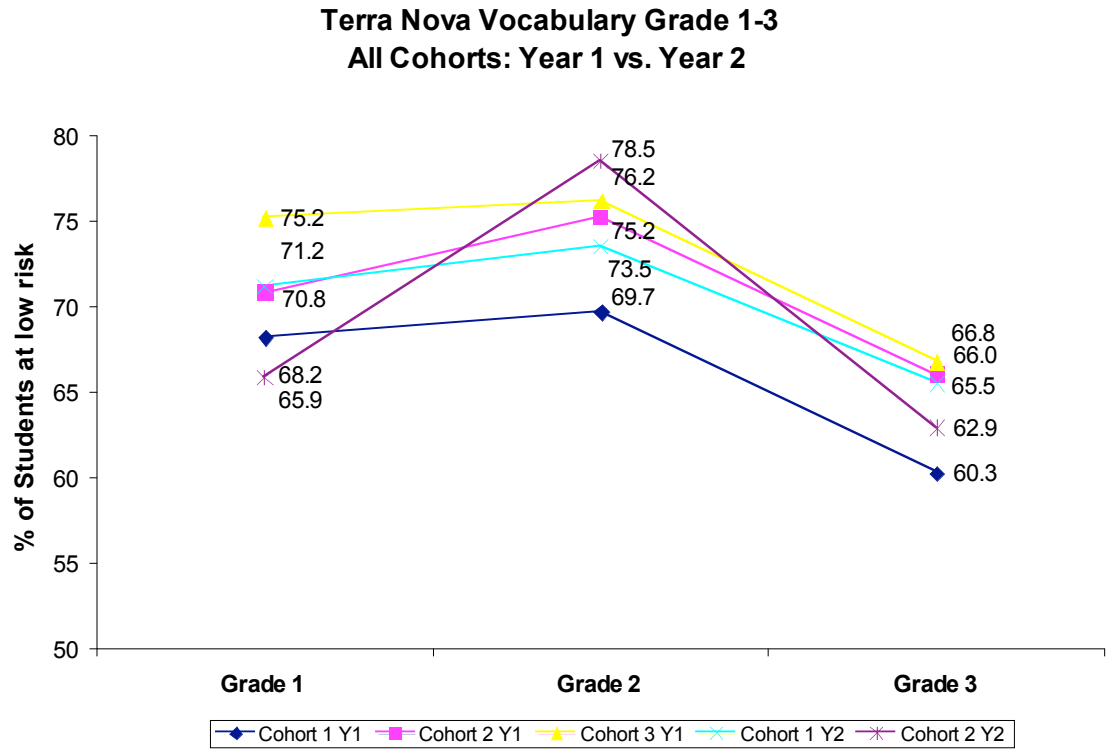
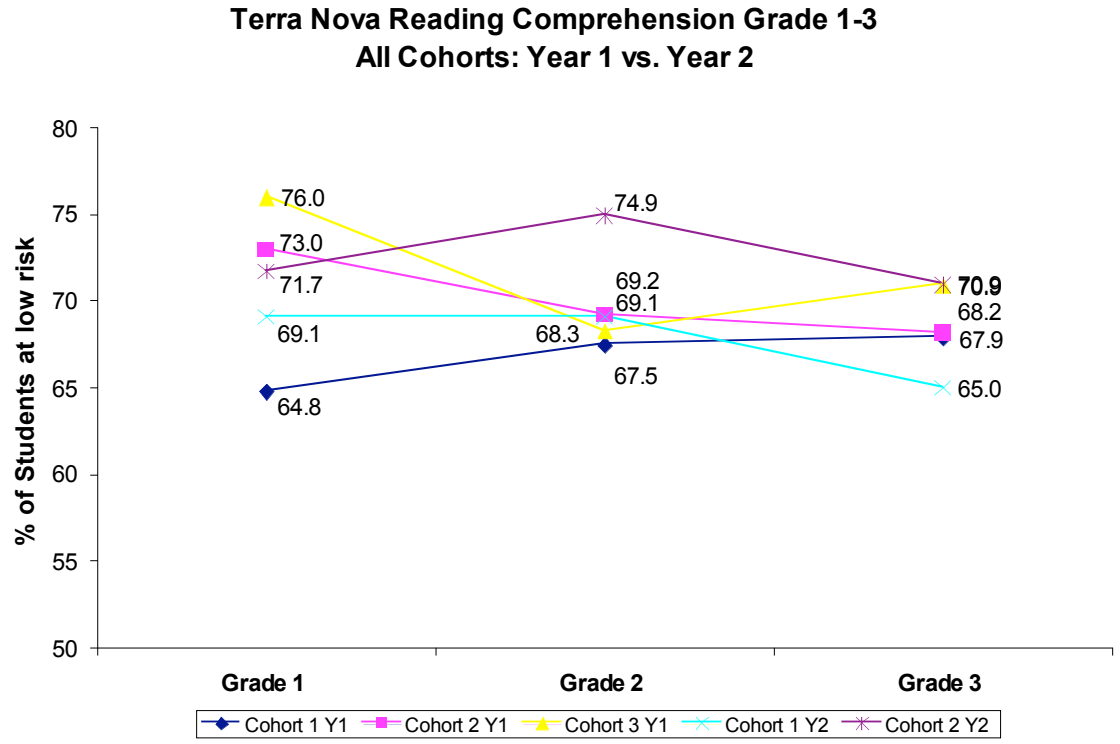


Figure 18.



Comparison of Assessment Results for Schools in Cohort 1

Assessment results were compared across the seven cohort 1 schools for their three years of participation in MRF. Some schools started with a larger percentage of students in the "low risk" category than other schools, and showed little change in performance over the three years. Other schools started with a smaller percentage of students at "low risk" and showed dramatic improvement in performance by year two or three. While none of the schools consistently outperformed other schools across all measures or grade levels, some schools showed more progress in reaching or exceeding the goal of having 80% of their students perform in the "low risk" category (at benchmark).

Schools A, B, and E showed improvement from year one to year three on the four DIBELS measures (PSF, LNF, NWF, and ORF) for certain grade levels. Schools C, D, and G

showed improvement for at least two grade levels on the ORF. On the three TerraNova measures, schools A, D, E, and G showed improvement for two or more grade levels.

Schools A, B, C, and F were closest to or exceeded the goal of 80% students in the "low risk" category for the four DIBELS measures. On the three TerraNova measures, schools A, D, E, and F were closest to the 80% mark. In general, there was a greater spread in school performance at each higher grade level, and schools were further from the 80% mark in grade three than in grade two on the DIBELS oral reading fluency measure (ORF) and on the TerraNova measures.

The tables and figures that follow present the DIBELS results first, then the TerraNova results.

Table 108. End of Year PSF School Comparison Cohort One: Year 1, Year 2 & Year 3

End of Year PSF	Cohort	All Schools	School						
			A	**B**	**C**	**D**	**E**	**F**	**G**
Kindergarten									
High risk	C1 Y1	7.7	5.6	5.5	0.0	3.8	14.0	5.1	3.7
	C1 Y2	6.0	0.0	3.9	0.0	0.0	12.0	2.0	18.2
	C1 Y3	4.8	0.0	3.0	0.0	6.7	6.3	4.2	4.3
Some risk	C1 Y1	29.8	33.3	7.3	10.5	52.8	47.9	8.5	7.4
	C1 Y2	23.7	53.3	5.9	33.3	14.3	48.0	10.2	4.5
	C1 Y3	27.6	27.3	6.1	47.1	31.7	36.5	16.7	39.1
Low risk	C1 Y1	62.5	61.1	87.3	89.5	43.4	38.0	86.4	88.9
	C1 Y2	70.3	46.7	90.2	66.7	85.7	40.0	87.8	77.3
	C1 Y3	67.6	72.7	90.9	52.9	61.7	57.1	79.2	56.5
First Grade									
High risk	C1 Y1	0.6	0.0	1.9	0.0	0.0	0.0	0.0	2.3
	C1 Y2	0.4	0.0	0.0	0.0	0.0	0.0	1.8	0.0
	C1 Y3	0.7	0.0	0.0	0.0	0.0	0.0	3.6	0.0
Some risk	C1 Y1	18.5	29.4	0.0	22.2	62.3	16.4	5.4	6.8
	C1 Y2	9.8	6.3	2.3	26.3	15.9	4.9	15.8	0.0
	C1 Y3	6.7	6.3	0.0	0.0	10.0	11.5	5.5	10.0
Low risk	C1 Y1	80.9	70.6	98.1	77.8	37.7	83.6	94.6	90.9
	C1 Y2	89.8	93.8	97.7	73.7	84.1	95.1	82.5	100.0
	C1 Y3	92.6	93.8	100.0	100.0	90.0	88.5	90.9	90.0

Figure 19.

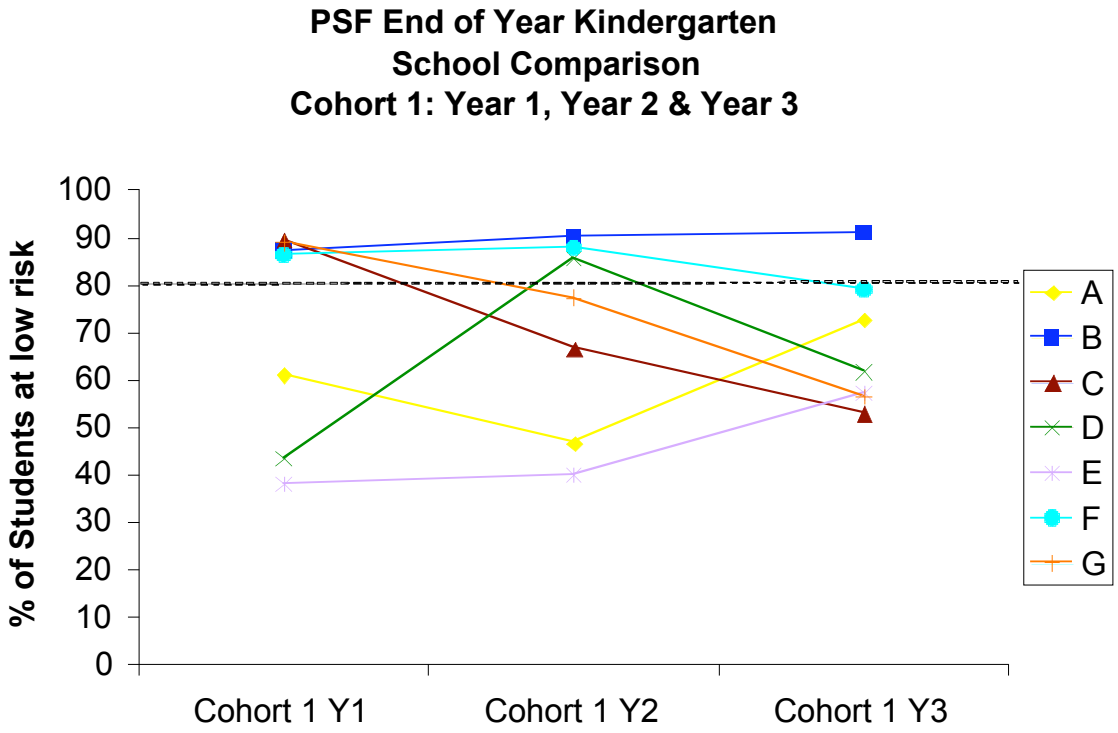


Figure 20.

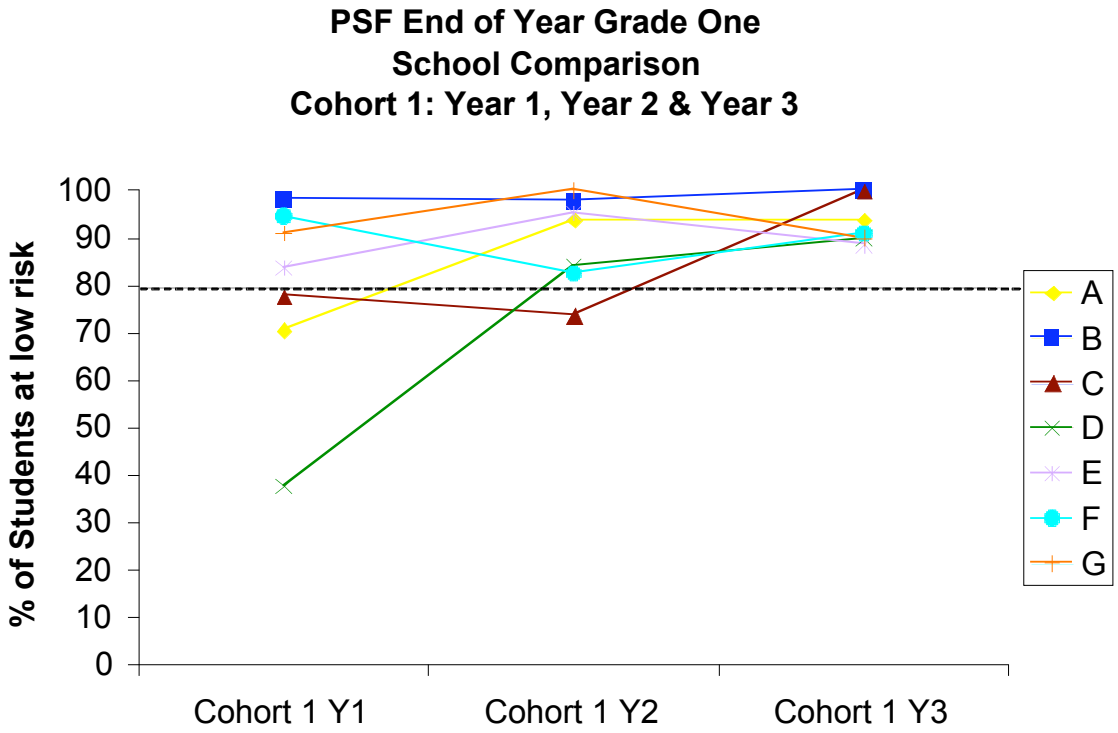


Table 109. LNF End of Year School Comparison Cohort One: Year 1, Year 2 & Year 3

End of Year LNF	Cohort	All Schools	School						
			A	**B**	**C**	**D**	**E**	**F**	**G**
Kindergarten									
High risk	C1 Y1	15.1	16.7	9.1	5.3	5.7	24.8	16.9	3.7
	C1 Y2	13.4	12.5	15.7	8.3	4.8	17.3	8.0	27.3
	C1 Y3	15.8	0.0	10.6	17.6	23.3	16.5	11.0	21.7
Some risk	C1 Y1	27.6	11.1	30.9	0.0	24.5	38.0	25.4	14.8
	C1 Y2	19.8	12.5	21.6	8.3	31.0	20.0	18.0	9.1
	C1 Y3	18.8	0.0	12.1	5.9	30.0	17.3	17.8	28.3
Low risk	C1 Y1	57.4	72.2	60.0	94.7	69.8	37.2	57.6	81.5
	C1 Y2	66.8	75.0	62.7	83.3	64.3	62.7	74.0	63.6
	C1 Y3	65.5	100.0	77.3	76.5	46.7	66.1	71.2	50.0

Figure 21.

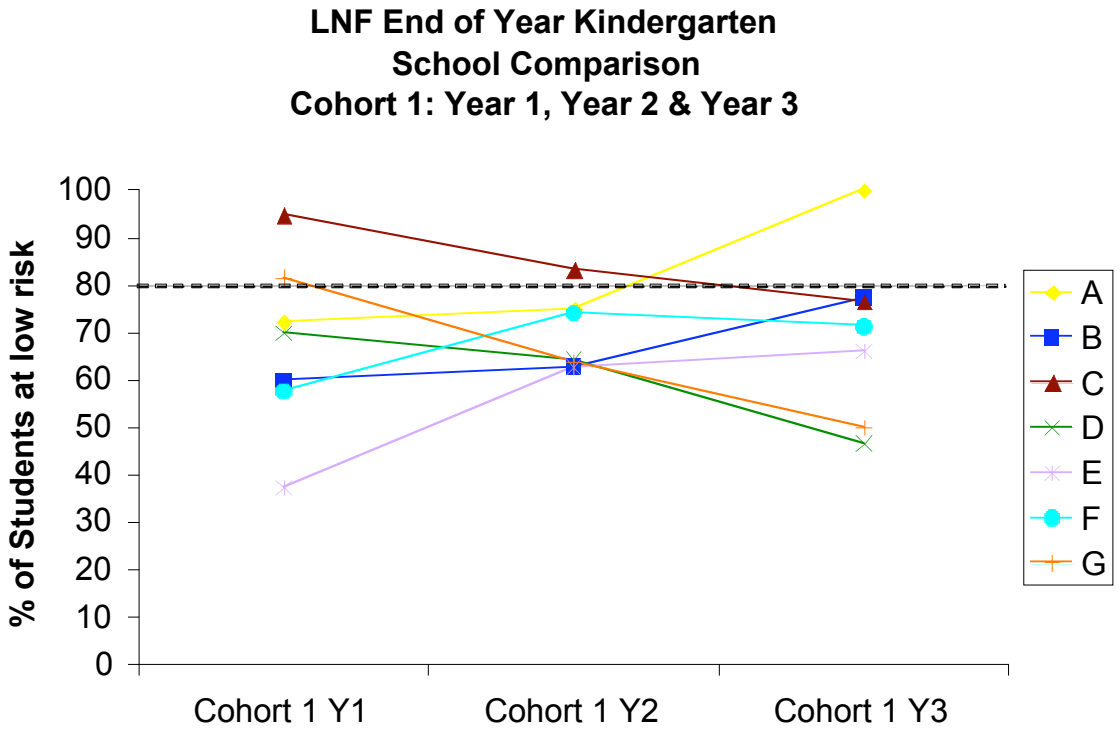


Table 110. End of Year NWF School Comparison Cohort One: Year 1, Year 2 & Year 3

End of Year NWF	Cohort	All Schools	School						
			A	**B**	**C**	**D**	**E**	**F**	**G**
Kindergarten									
High risk	C1 Y1	23.9	22.2	14.5	0.0	7.5	45.5	18.6	7.4
	C1 Y2	18.4	12.5	17.6	8.3	9.5	33.3	4.1	27.3
	C1 Y3	17.8	0.0	9.1	17.6	25.0	17.5	16.7	28.3
Some risk	C1 Y1	24.7	22.2	29.1	10.5	26.4	36.4	6.8	11.1
	C1 Y2	23.6	6.3	29.4	25.0	23.8	30.7	18.4	9.1
	C1 Y3	17.3	9.1	10.6	0.0	25.0	20.6	18.1	15.2
Low risk	C1 Y1	51.4	55.6	56.4	89.5	66.0	18.2	74.6	81.5
	C1 Y2	58.1	81.3	52.9	66.7	66.7	36.0	77.6	63.6
	C1 Y3	64.8	90.9	80.3	82.4	50.0	61.9	65.3	56.5
First Grade									
High risk	C1 Y1	13.2	5.9	9.6	11.1	15.1	18.0	6.8	22.7
	C1 Y2	6.4	0.0	2.3	0.0	7.0	13.1	8.8	0.0
	C1 Y3	6.3	0.0	1.8	7.1	12.5	6.6	5.5	10.0
Some risk	C1 Y1	40.1	23.5	36.5	44.4	54.7	34.4	41.9	36.4
	C1 Y2	35.8	31.3	27.3	21.1	37.2	57.4	29.8	24.0
	C1 Y3	32.8	37.5	16.4	42.9	50.0	45.9	21.8	26.7
Low risk	C1 Y1	46.7	70.6	53.8	44.4	30.2	47.5	51.4	40.9
	C1 Y2	57.7	68.8	70.5	78.9	55.8	29.5	61.4	76.0
	C1 Y3	60.9	62.5	81.8	50.0	37.5	47.5	72.7	63.3

Figure 22.

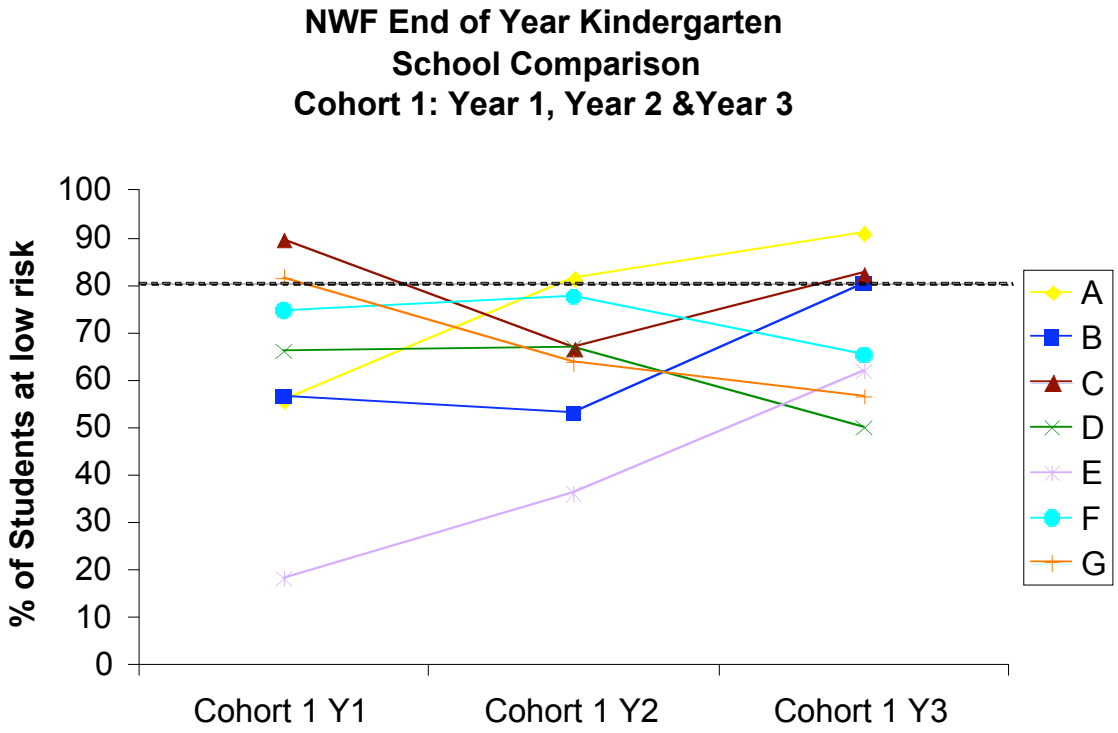


Figure 23.

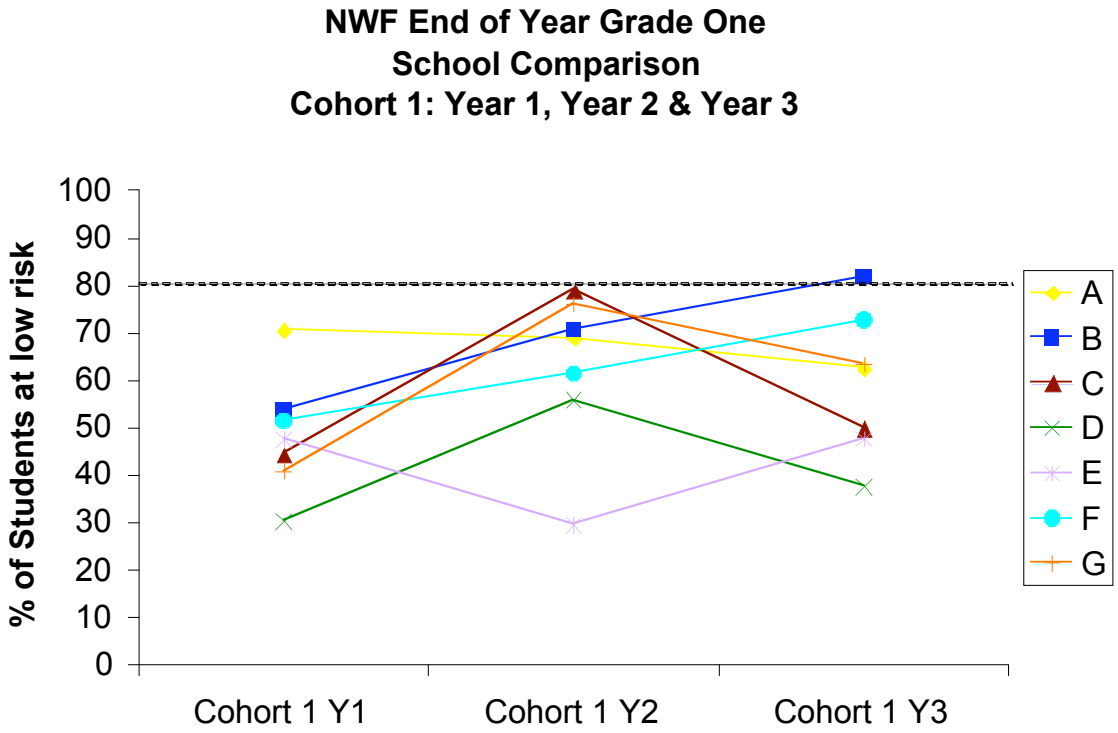


Table 111. End of Year ORF School Comparison Cohort One: Year 1, Year 2 & Year 3

End of Year ORF	Cohort	All Schools	School						
			A	**B**	**C**	**D**	**E**	**F**	**G**
First Grade									
High risk	C1 Y1	15.4	0.0	9.6	16.7	9.4	14.8	20.3	27.3
	C1 Y2	7.5	12.5	6.8	5.3	2.3	6.6	14.0	4.0
	C1 Y3	8.9	0.0	3.6	7.1	12.5	1.6	12.7	26.7
Some risk	C1 Y1	30.4	17.6	30.8	44.4	26.4	32.8	31.1	29.5
	C1 Y2	28.2	37.5	27.3	36.8	22.7	32.8	22.8	28.0
	C1 Y3	25.1	31.3	29.1	14.3	32.5	26.2	18.2	20.0
Low risk	C1 Y1	54.2	82.4	59.6	38.9	64.2	52.5	48.6	43.2
	C1 Y2	64.3	50.0	65.9	57.9	75.0	60.7	63.2	68.0
	C1 Y3	66.1	68.8	67.3	78.6	55.0	72.1	69.1	53.3
Second Grade									
High risk	C1 Y1	27.2	35.0	28.6	20.0	23.8	34.5	19.7	30.2
	C1 Y2	28.1	18.8	18.2	27.8	23.2	32.6	40.6	24.3
	C1 Y3	19.7	15.8	20.4	31.6	11.3	15.7	24.2	28.1
Some risk	C1 Y1	23.3	25.0	17.9	26.7	33.3	17.2	23.9	25.6
	C1 Y2	18.9	31.3	22.7	11.1	25.0	6.5	17.2	21.6
	C1 Y3	22.0	42.1	20.4	10.5	22.6	21.4	22.6	18.8
Low risk	C1 Y1	49.5	40.0	53.6	53.3	42.9	48.3	56.3	44.2
	C1 Y2	53.0	50.0	59.1	61.1	51.8	60.9	42.2	54.1
	C1 Y3	58.2	42.1	59.2	57.9	66.0	62.9	53.2	53.1
Third Grade									
High risk	C1 Y1	29.0	23.8	32.3	47.1	11.5	35.2	31.6	23.7
	C1 Y2	20.5	27.8	19.6	10.0	17.9	26.4	19.7	16.1
	C1 Y3	18.0	0.0	21.2	15.8	11.7	20.0	27.9	12.8
Some risk	C1 Y1	32.8	47.6	24.2	23.5	42.3	30.8	24.6	47.4
	C1 Y2	33.8	38.9	43.1	10.0	43.6	26.4	31.1	29.0
	C1 Y3	29.1	35.0	26.9	31.6	31.7	29.2	26.5	28.2
Low risk	C1 Y1	38.2	28.6	43.5	29.4	46.2	34.1	43.9	28.9
	C1 Y2	45.6	33.3	37.3	80.0	38.5	47.2	49.2	54.8
	C1 Y3	52.9	65.0	51.9	52.6	56.7	50.8	45.6	59.0

Figure 24.

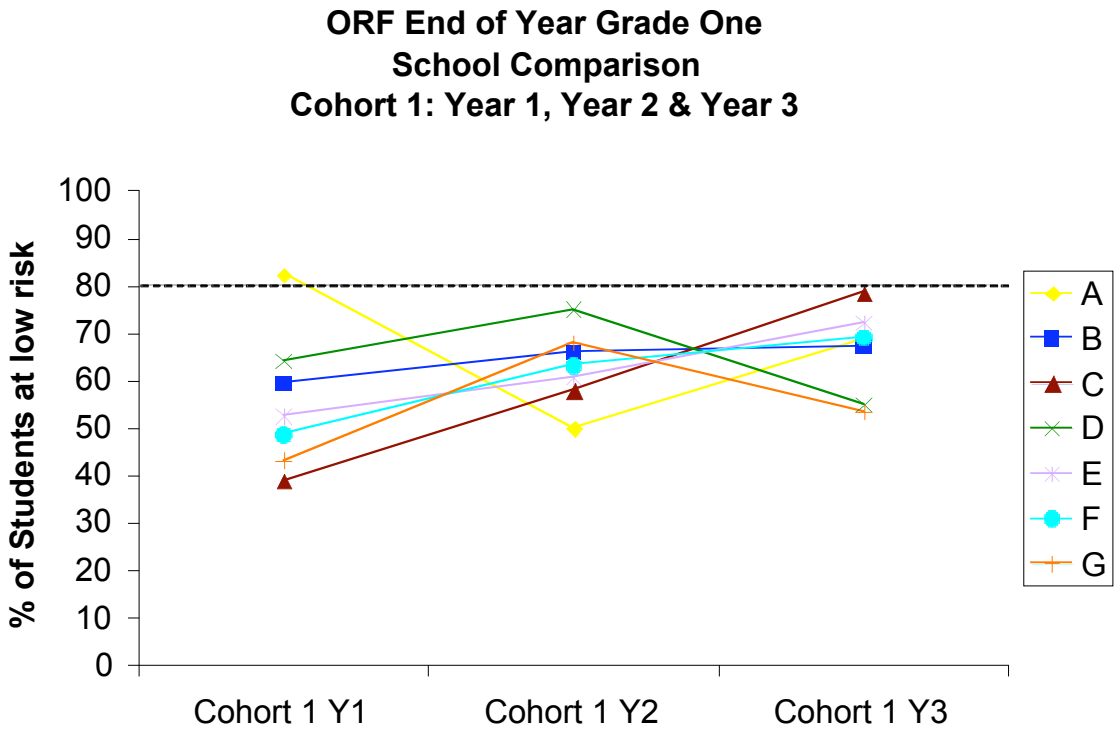


Figure 25.

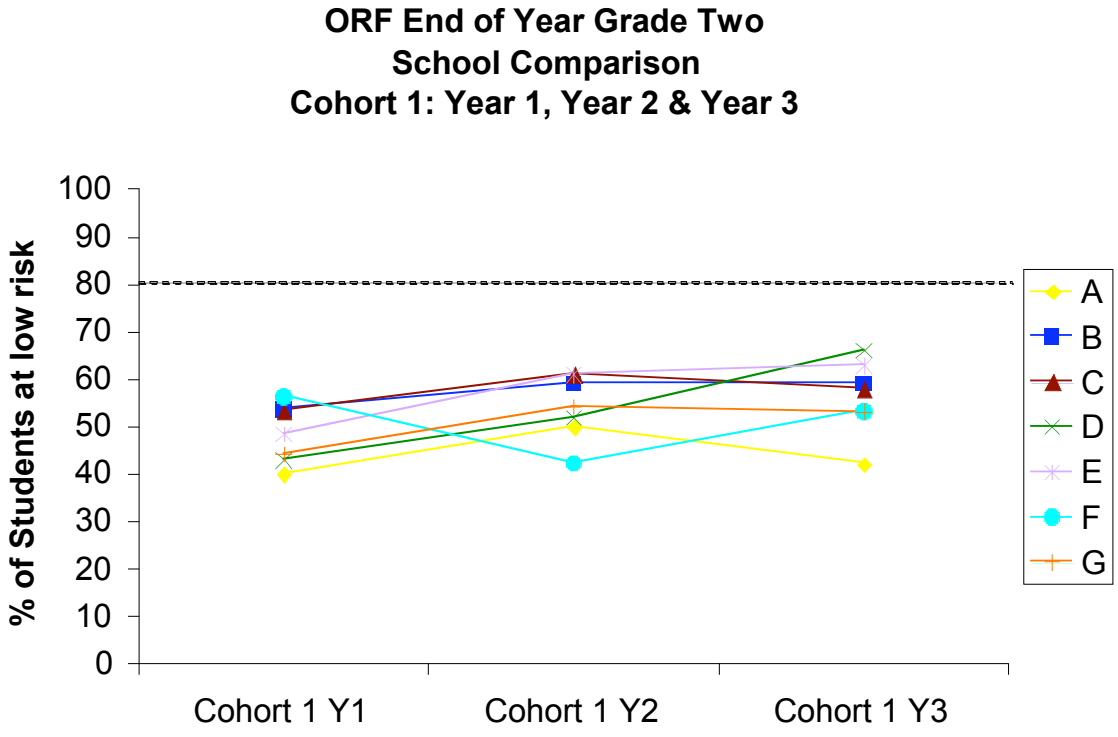


Figure 26.

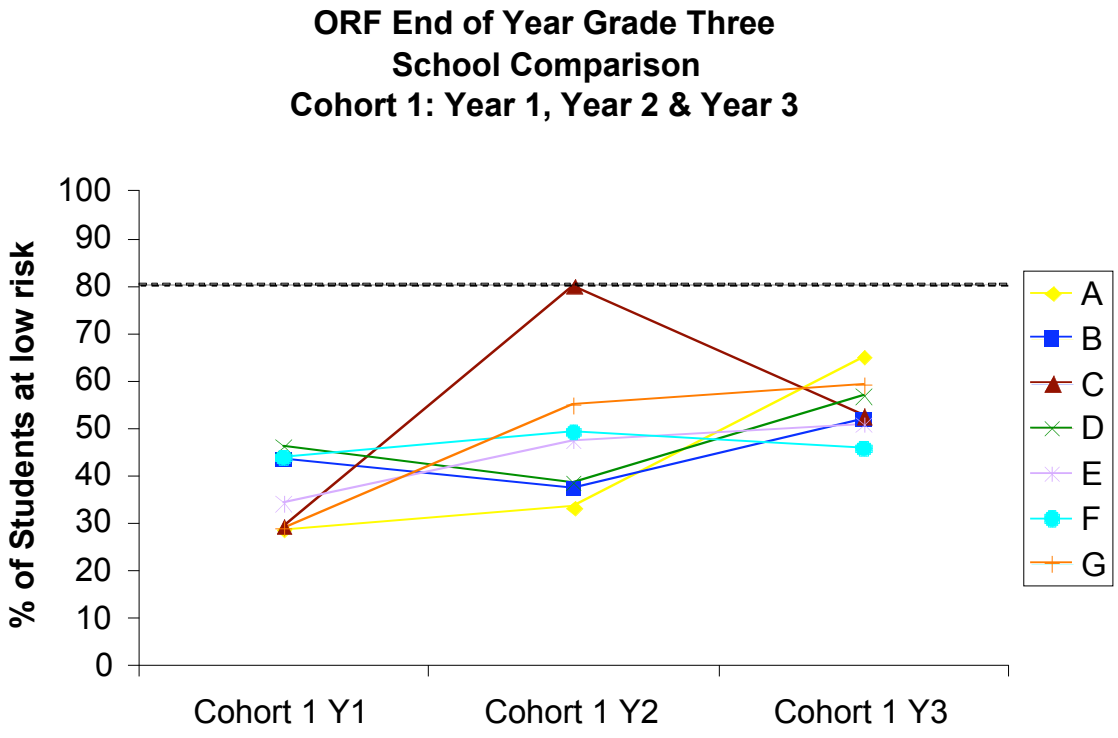

ORF End of Year Grade Three
School Comparison
Cohort 1: Year 1, Year 2 & Year 3
% of Students at low risk
100
90
80
70
60
50
40
30
20
10
0
Cohort 1 Y1
Cohort 1 Y2
Cohort 1 Y3
A
B
C
D
E
F
G

Table 112. Terra Nova Word Analysis School Comparison Cohort One: Year 1, 2 & 3

Terra Nova Word Analysis	Cohort	All Schools	School						
			A	**B**	**C**	**D**	**E**	**F**	**G**
First Grade									
High risk	C1 Y1	10.8	12.5	3.9	5.6	11.3	9.5	15.9	13.6
	C1 Y2	10.2	6.3	2.3	5.3	4.5	13.3	17.5	16.0
	C1 Y3	8.1	12.5	9.1	0.0	5.0	8.1	7.7	12.9
Some risk	C1 Y1	20.7	6.3	19.6	11.1	32.1	19.0	26.1	11.4
	C1 Y2	21.9	25.0	20.5	15.8	22.7	23.3	24.6	16.0
	C1 Y3	16.3	12.5	18.2	35.7	10.0	19.4	13.5	12.9
Low risk	C1 Y1	68.5	81.2	76.5	83.3	56.6	71.5	58.0	75.0
	C1 Y2	67.9	68.7	77.2	78.9	72.8	63.4	57.9	68.0
	C1 Y3	75.6	75.0	72.7	64.3	85.0	72.6	78.8	74.2
Second Grade									
High risk	C1 Y1	15.7	25.0	3.6	20.0	11.9	25.9	12.5	20.9
	C1 Y2	11.9	12.5	4.3	11.1	7.1	13.3	20.0	12.8
	C1 Y3	11.0	15.8	14.3	5.0	5.8	5.7	13.6	21.2
Some risk	C1 Y1	16.7	10.0	17.9	46.7	14.3	25.9	8.3	11.6
	C1 Y2	22.1	12.5	26.1	16.7	21.4	17.8	23.1	28.2
	C1 Y3	16.2	15.8	22.4	25.0	7.7	8.6	22.7	18.2
Low risk	C1 Y1	67.6	65.0	78.5	33.3	73.8	48.2	79.2	67.5
	C1 Y2	66.0	75.0	69.6	72.2	71.5	68.9	56.9	59.0
	C1 Y3	72.8	68.4	63.3	70.0	86.5	85.7	63.6	60.6
Third Grade									
High risk	C1 Y1	18.6	13.6	21.3	6.3	9.6	20.7	22.4	24.3
	C1 Y2	15.5	11.1	19.6	30.0	10.3	22.2	8.2	15.6
	C1 Y3	12.8	0.0	18.5	5.3	8.3	13.6	15.7	15.0
Some risk	C1 Y1	17.5	18.2	18.0	12.5	19.2	10.9	24.1	21.6
	C1 Y2	18.9	11.1	33.3	10.0	23.1	14.8	14.8	12.5
	C1 Y3	18.2	5.0	7.4	21.1	18.3	18.2	30.0	17.5
Low risk	C1 Y1	63.9	68.2	60.7	81.2	71.2	68.4	53.5	54.1
	C1 Y2	65.7	77.8	47.1	60.0	66.6	63.0	77.0	71.9
	C1 Y3	68.1	95.0	61.1	57.9	70.0	75.8	54.3	77.5

Figure 27.

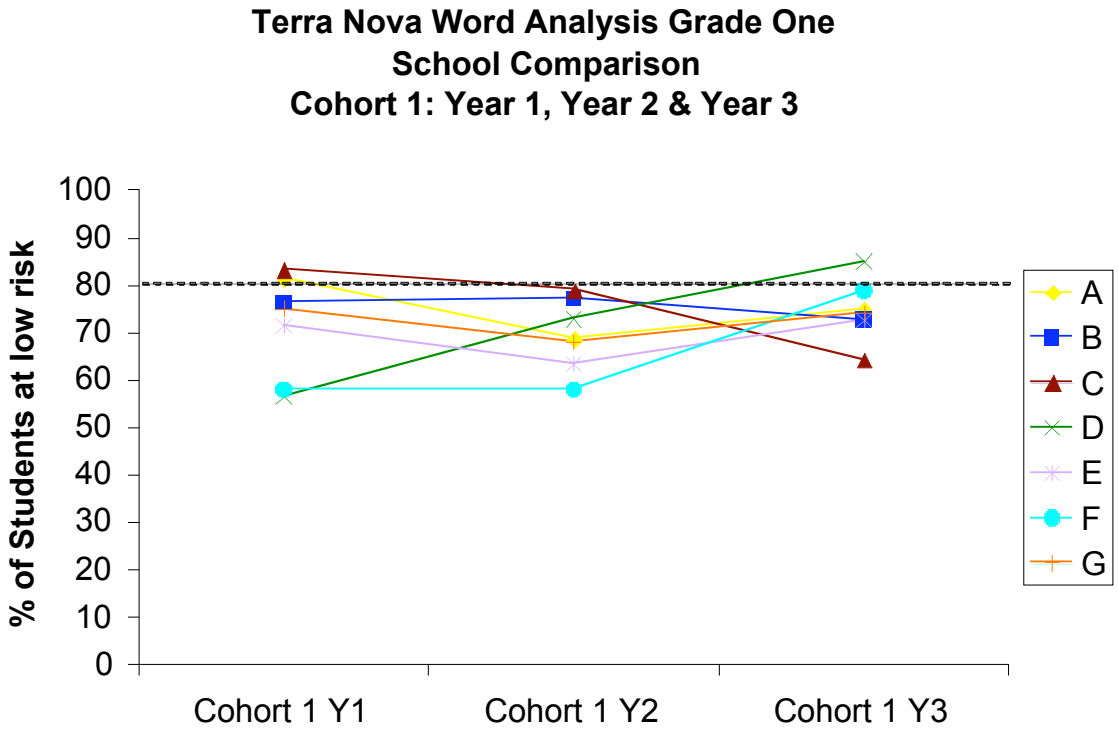


Figure 28.

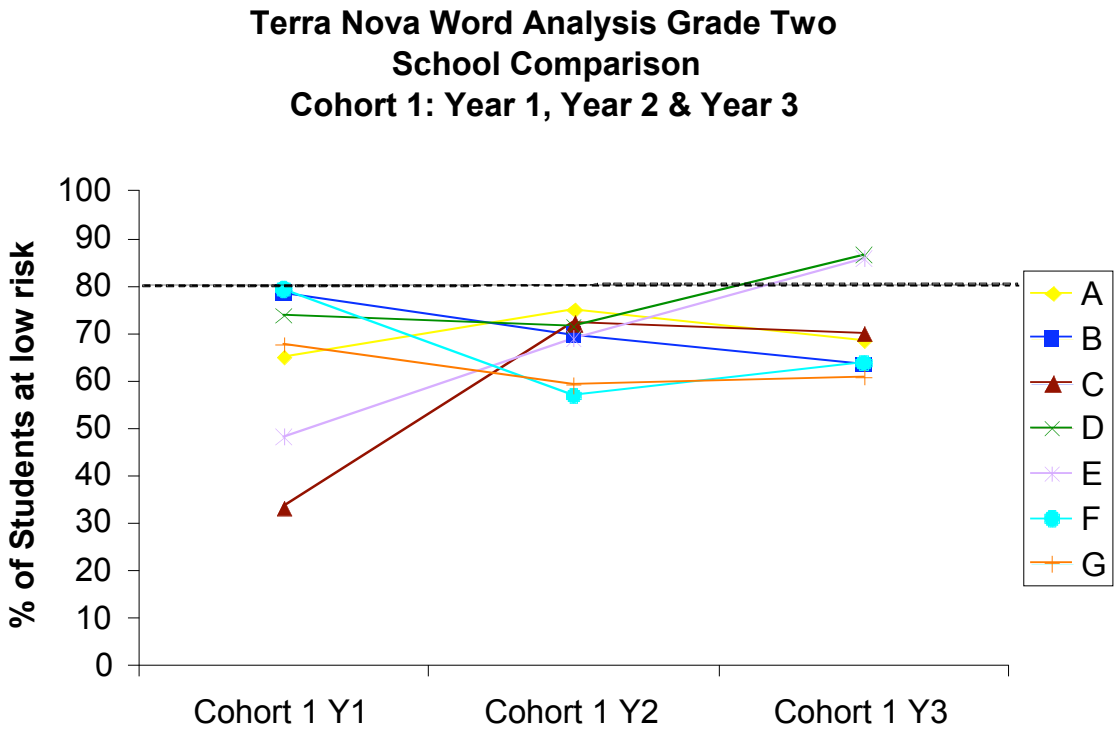


Figure 29.

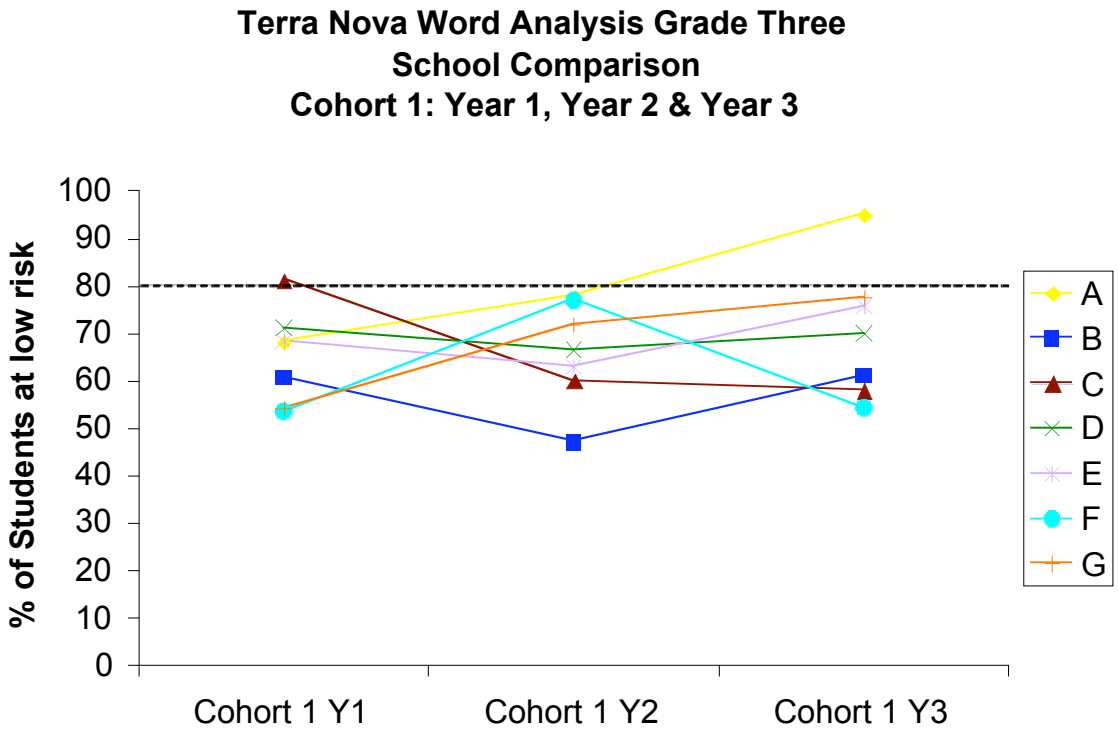

Terra Nova Word Analysis Grade Three
School Comparison
Cohort 1: Year 1, Year 2 & Year 3
% of Students at low risk
100
90
80
70
60
50
40
30
20
10
0
Cohort 1 Y1
Cohort 1 Y2
Cohort 1 Y3
A
B
C
D
E
F
G

Table 113. Terra Nova Vocabulary School Comparison Cohort One: Year 1, Year 2 & Year 3

Terra Nova Vocabulary	Cohort	All Schools	School						
			A	**B**	**C**	**D**	**E**	**F**	**G**
First Grade									
High risk	C1 Y1	14.0	5.9	11.8	0.0	3.8	19.0	23.5	15.9
	C1 Y2	12.1	12.5	4.5	10.5	2.3	22.0	17.5	8.0
	C1 Y3	9.6	0.0	14.5	0.0	10.0	4.8	13.5	12.9
Some risk	C1 Y1	17.8	17.6	21.6	5.6	11.3	20.6	20.6	18.2
	C1 Y2	16.7	18.8	18.2	21.1	13.6	15.3	14.0	24.0
	C1 Y3	18.5	18.8	21.8	35.7	20.0	17.7	3.8	29.0
Low risk	C1 Y1	68.2	76.5	66.6	94.4	84.9	60.4	55.9	65.9
	C1 Y2	71.2	68.7	77.3	68.4	84.1	62.7	68.5	68.0
	C1 Y3	71.9	81.3	63.6	64.3	70.0	77.4	82.7	58.1
Second Grade									
High risk	C1 Y1	14.8	10.0	7.1	26.7	11.9	20.7	10.0	25.6
	C1 Y2	9.9	6.7	4.3	16.7	5.4	13.3	17.2	5.1
	C1 Y3	11.7	5.3	10.2	15.0	1.9	12.9	15.2	21.2
Some risk	C1 Y1	15.5	15.0	12.5	26.7	7.1	17.2	18.6	16.3
	C1 Y2	16.6	0.0	13.0	0.0	16.1	24.4	20.3	20.5
	C1 Y3	16.2	21.1	10.2	30.0	9.6	14.3	24.2	12.1
Low risk	C1 Y1	69.7	75.0	80.4	46.6	81.0	62.1	71.4	58.1
	C1 Y2	73.5	93.3	82.7	83.3	78.5	62.3	62.5	74.4
	C1 Y3	72.2	73.7	79.6	55.0	88.5	72.9	60.6	66.7
Third Grade									
High risk	C1 Y1	21.5	9.1	17.7	17.6	15.4	23.9	29.3	27.0
	C1 Y2	16.7	11.1	9.8	11.1	20.5	25.9	14.8	15.6
	C1 Y3	20.4	0.0	18.5	15.8	20.0	18.2	31.4	20.0
Some risk	C1 Y1	18.2	22.7	22.6	23.5	15.4	16.3	20.7	10.8
	C1 Y2	17.8	11.1	27.5	44.4	15.4	13.0	11.5	21.9
	C1 Y3	17.9	10.0	25.9	36.8	13.3	12.1	20.0	15.0
Low risk	C1 Y1	60.3	68.2	59.7	58.9	69.2	59.8	50.0	62.2
	C1 Y2	65.5	77.8	62.7	44.5	64.1	61.1	73.7	62.5
	C1 Y3	61.7	90.0	55.6	47.4	66.7	69.7	48.6	65.0

Figure 30.

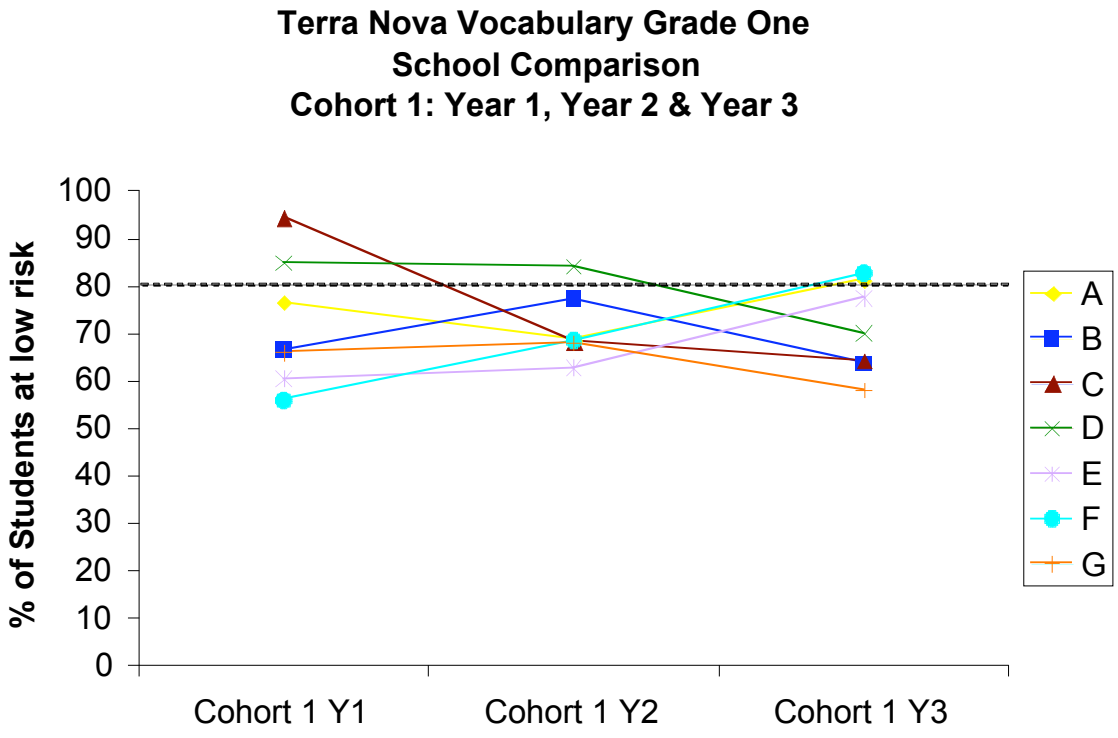


Figure 31.

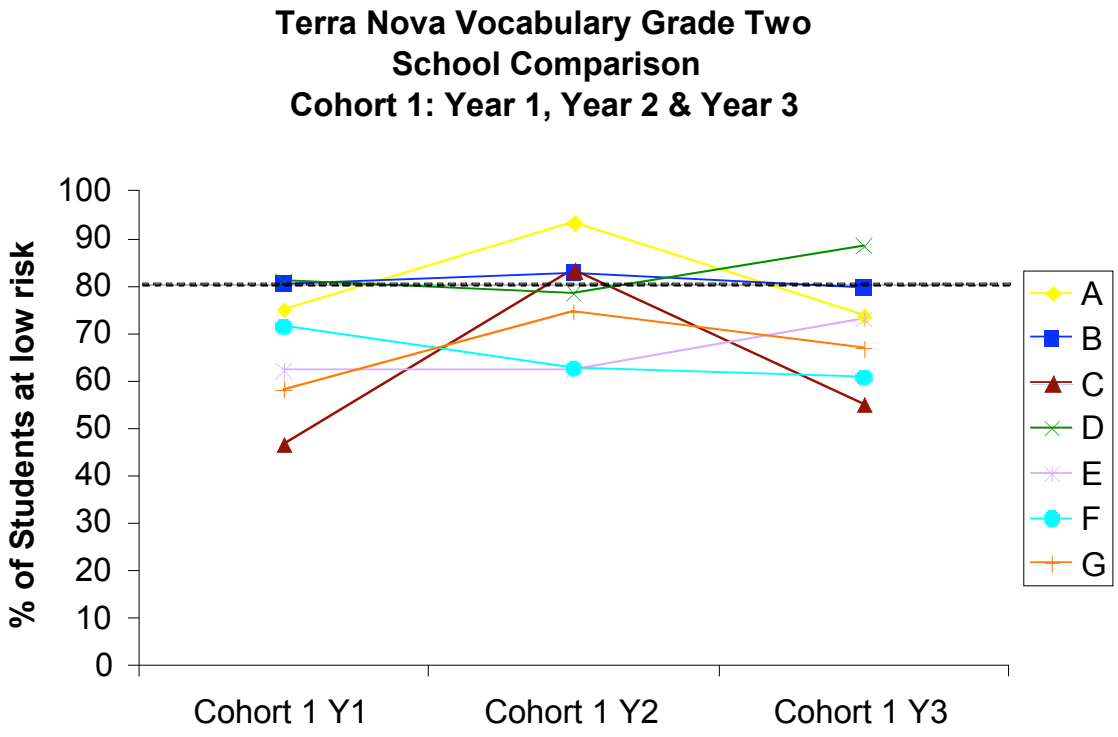


Figure 32.

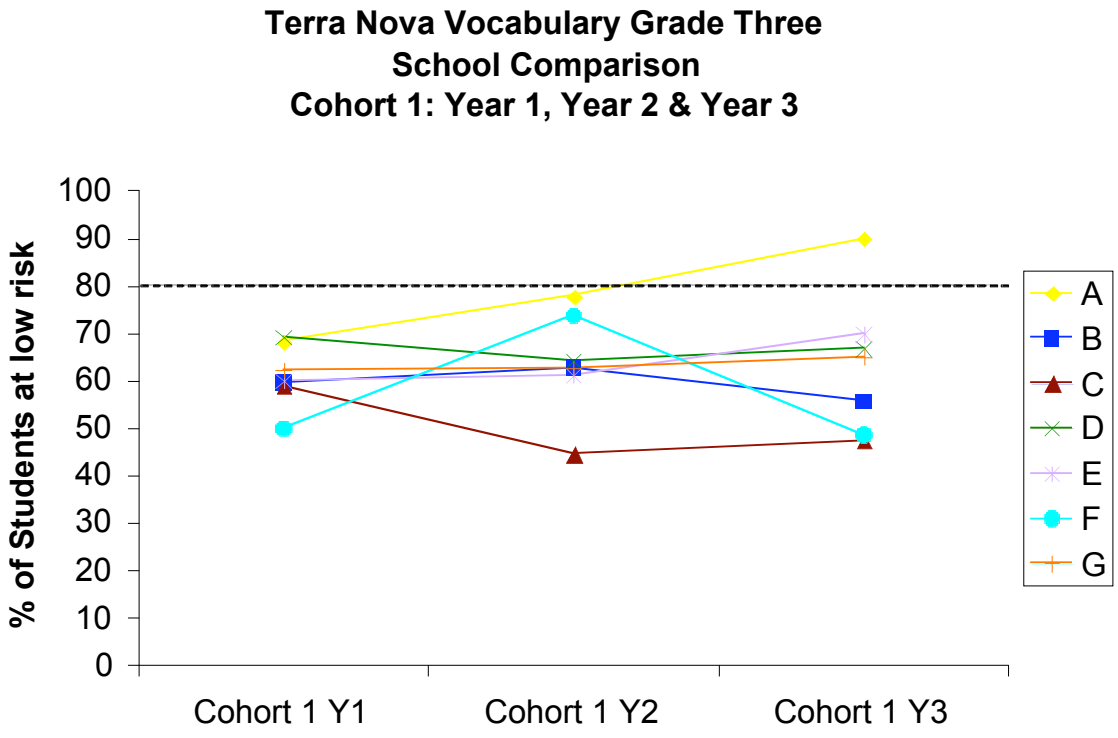

Terra Nova Vocabulary Grade Three
School Comparison
Cohort 1: Year 1, Year 2 & Year 3
% of Students at low risk
100
90
80
70
60
50
40
30
20
10
0
Cohort 1 Y1
Cohort 1 Y2
Cohort 1 Y3
A
B
C
D
E
F
G

Table 114. Terra Nova Reading Comprehension School Comparison Cohort One: Year 1, 2 & 3

Terra Nova Reading	Cohort	All Schools	School						
			A	**B**	**C**	**D**	**E**	**F**	**G**
First Grade									
High risk	C1 Y1	21.0	6.3	9.8	0.0	35.8	21.9	29.0	15.9
	C1 Y2	13.2	6.3	13.6	10.5	4.5	20.0	15.8	12.0
	C1 Y3	11.1	12.5	10.9	0.0	10.0	11.3	11.5	16.1
Some risk	C1 Y1	14.3	6.3	13.7	27.8	17.0	14.1	15.9	6.8
	C1 Y2	17.7	31.3	11.4	10.5	13.6	21.7	19.3	20.0
	C1 Y3	11.1	6.3	16.4	21.4	12.5	4.8	9.6	12.9
Low risk	C1 Y1	64.8	87.4	76.5	72.2	47.2	64.0	55.1	77.3
	C1 Y2	69.1	62.4	75.0	79.0	81.9	58.3	64.9	68.0
	C1 Y3	77.8	81.3	72.7	78.6	77.5	83.9	78.8	71.0
Second Grade									
High risk	C1 Y1	13.8	15.0	5.4	20.0	14.3	15.5	12.7	20.9
	C1 Y2	10.5	0.0	10.9	16.7	3.6	6.5	16.9	15.4
	C1 Y3	13.5	10.5	16.3	0.0	1.9	12.7	18.2	30.3
Some risk	C1 Y1	18.7	5.0	25.0	13.3	19.0	25.9	15.5	14.0
	C1 Y2	20.4	20.0	17.4	16.7	26.8	19.6	21.5	15.4
	C1 Y3	15.8	15.8	12.2	30.0	7.7	15.5	24.2	9.1
Low risk	C1 Y1	67.5	80.0	69.6	66.7	66.7	58.6	71.8	65.1
	C1 Y2	69.1	80.0	71.7	66.6	69.6	73.9	61.6	69.2
	C1 Y3	70.6	73.7	71.4	70.0	90.4	71.8	57.6	60.6
Third Grade									
High risk	C1 Y1	12.6	4.5	14.5	11.8	3.8	14.1	13.8	21.6
	C1 Y2	15.8	11.1	13.7	20.0	20.5	25.5	8.2	12.5
	C1 Y3	14.0	0.0	16.7	26.3	11.7	10.6	18.6	12.5
Some risk	C1 Y1	19.4	9.1	21.0	35.3	15.4	18.5	19.0	24.3
	C1 Y2	19.2	5.6	29.4	30.0	12.8	20.0	18.0	15.6
	C1 Y3	14.6	5.0	9.3	21.1	18.3	15.2	20.0	7.5
Low risk	C1 Y1	67.9	86.4	64.5	52.9	80.8	67.4	67.2	54.1
	C1 Y2	65.0	83.3	56.9	50.0	66.7	54.5	73.8	71.9
	C1 Y3	71.4	95.0	74.1	52.6	70.0	74.2	61.4	80.0

Figure 33.

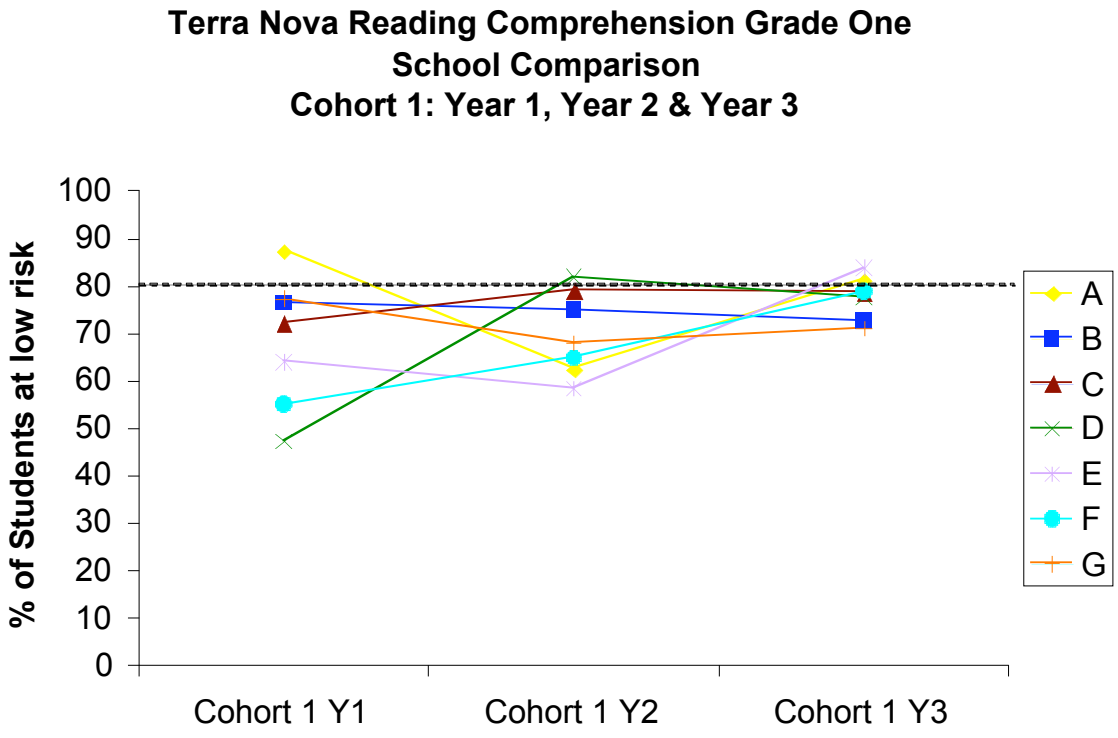


Figure 34.

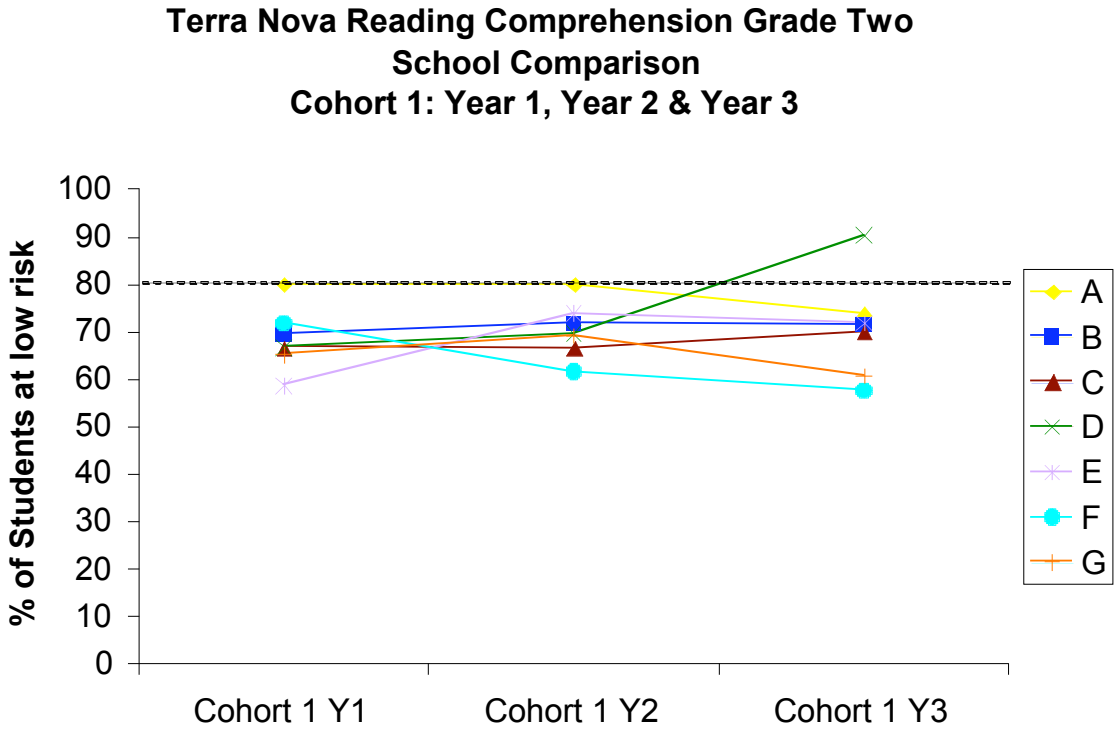
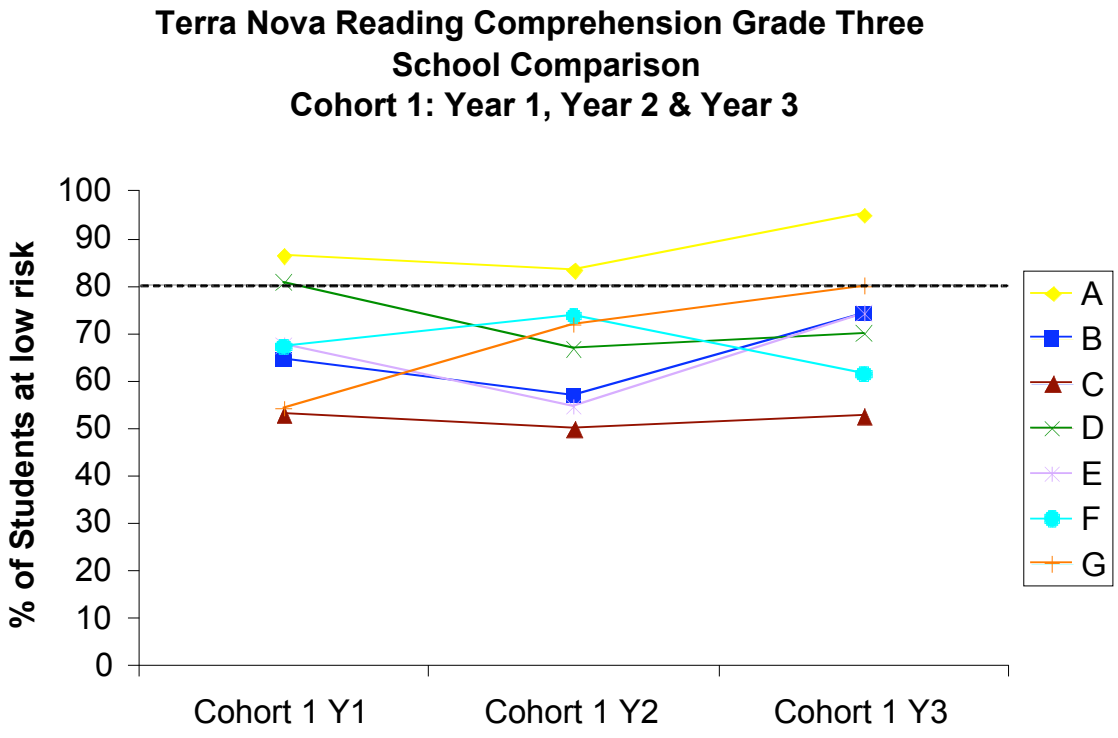


Figure 35.



Comparison of Assessment Results for Schools in Cohort 2

Assessment results were compared across the ten cohort 2 schools for their first two years of participation in MRF. Again, school performance was somewhat inconsistent across certain measures and grade levels. Schools H, I, J and P showed improvement over two years on at least three of the four DIBELS measures for certain grades. Schools H and J showed progress over two years on two or more of the TerraNova measure for at least two grade levels.

Schools J and K had the highest percentages of students in the "low risk" category on three or more of the DIBELS measures. Schools H, J, L, and M had the highest percentages of students in the "low risk" category on two or more of the TerraNova measures for certain grade levels. Two schools in cohort 2 (I and K) administered the TerraNova Reading Comprehension test, but not the two "Plus" tests for word analysis and vocabulary. Thus, scores are missing for those two subtests for schools I and K.

Table 115. PSF End of Year School Comparison Cohort Two Year 1 and Year 2

End of Year PSF	Cohort	All Schools	School									
			H	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**
Kindergarten												
High risk	C2 Y1	8.5	22.0	6.3	2.9	0.0	20.6	8.3	2.6	4.8	7.7	5.6
	C2 Y2	4.4	6.3	0.0	1.7	0.0	11.1	0.0	2.2	2.6	5.3	6.8
Some risk	C2 Y1	18.9	32.0	12.5	15.7	25.0	23.5	16.7	15.8	14.3	11.5	22.2
	C2 Y2	16.7	20.8	9.1	6.8	0.0	38.9	42.9	13.3	21.1	21.1	8.5
Low risk	C2 Y1	72.7	46.0	81.3	81.4	75.0	55.9	75.0	81.6	81.0	80.8	72.2
	C2 Y2	78.9	72.9	90.9	91.5	100	50.0	57.1	84.4	76.3	73.7	84.7
First Grade												
High risk	C2 Y1	0.3	0.0	0.0	2.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	C2 Y2	1.4	1.7	0.0	0.0	0.0	2.2	0.0	4.9	0.0	0.0	4.0
Some risk	C2 Y1	6.8	5.6	10.0	5.9	0.0	3.2	0.0	2.6	6.9	12.8	12.8
	C2 Y2	13.7	15.5	8.3	20.3	13.3	13.0	41.7	4.9	17.5	7.7	8.0
Low risk	C2 Y1	92.8	94.4	90.0	92.2	100	96.8	100	97.4	93.1	87.2	87.2
	C2 Y2	84.9	82.8	91.7	79.7	86.7	84.8	58.3	90.2	82.5	92.3	88.0

Figure 36.

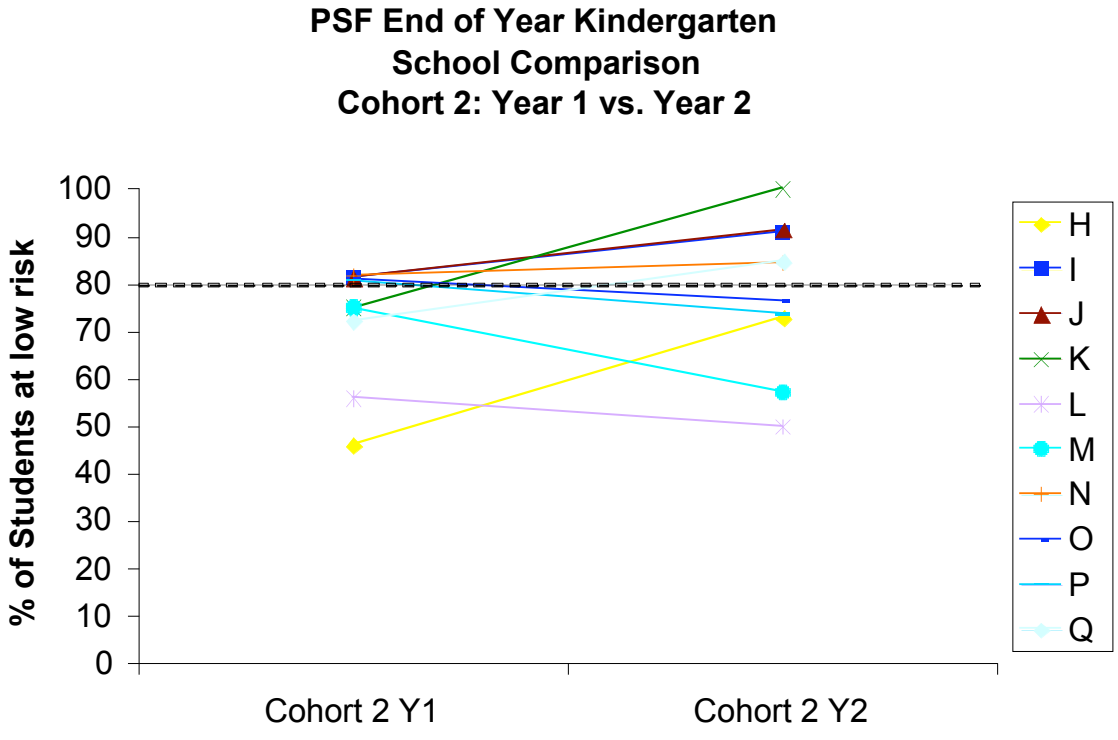


Figure 37.

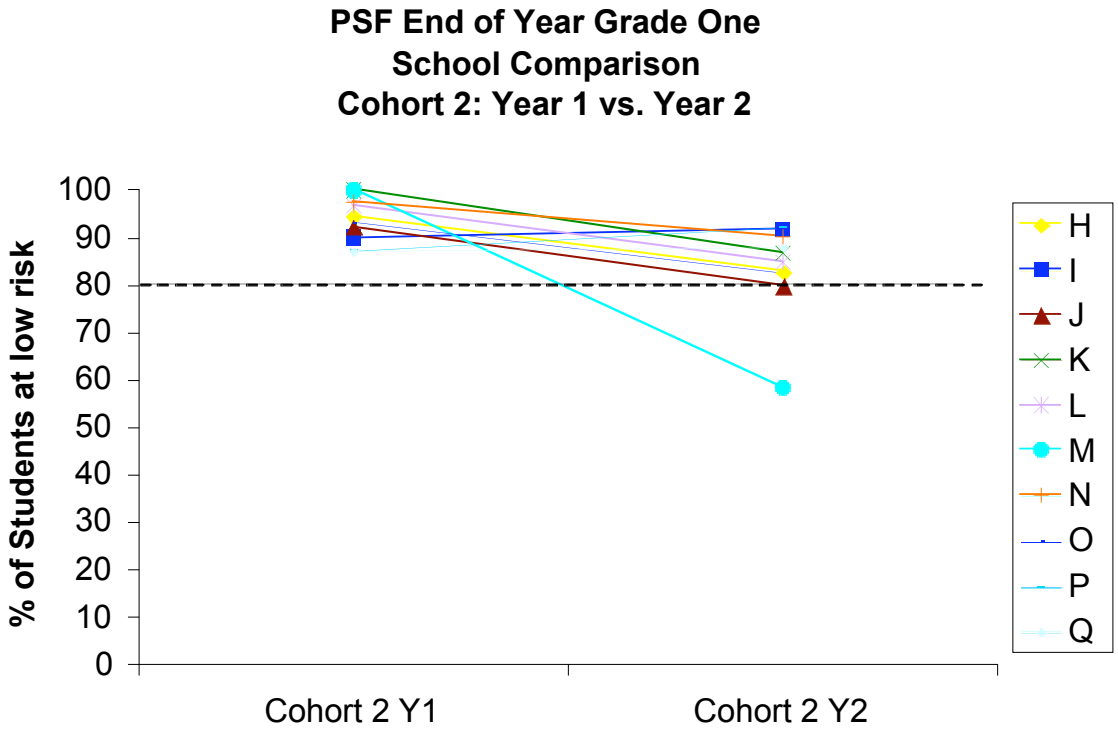


Table 116. LNF End of Year School Comparison Cohort Two Year 1 and Year 2

End of Year LNF	Cohort	All Schools	School									
			H	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**
Kindergarten												
High risk	C2 Y1	23.2	50.0	6.3	12.9	6.3	23.5	25.0	28.9	16.7	15.4	33.3
	C2 Y2	19.5	14.6	9.1	15.3	0.0	41.7	42.9	23.9	26.3	15.8	15.3
Some risk	C2 Y1	22.7	16.0	37.5	15.7	37.5	29.4	33.3	18.4	16.7	38.5	11.1
	C2 Y2	22.7	16.0	37.5	15.7	37.5	29.4	33.3	18.4	16.7	38.5	11.1
Low risk	C2 Y1	54.1	34.0	56.3	71.4	56.3	47.1	41.7	52.6	66.7	46.2	55.6
	C2 Y2	61.5	68.8	50.0	72.9	91.7	36.1	28.6	56.5	50.0	68.4	66.1

Figure 38.

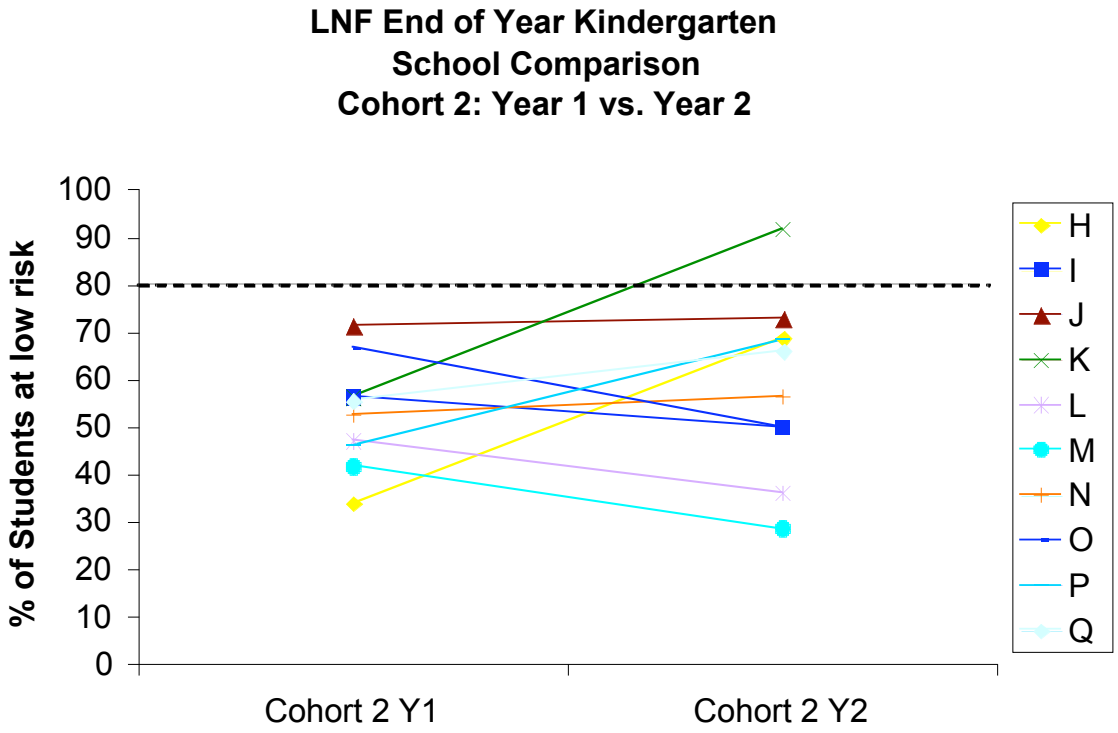


Table 117. NWF End of Year School Comparison Cohort Two Year 1 and Year 2

End of Year NWF	Cohort	All Schools	School									
			H	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**
Kindergarten												
High risk	C2 Y1	24.6	64.0	6.3	7.1	0.0	35.3	16.7	34.2	11.9	21.2	25.0
	C2 Y2	18.5	25.0	22.7	10.2	8.3	44.4	28.6	22.2	10.5	15.8	10.2
Some risk	C2 Y1	29.0	24.0	50.0	15.7	43.8	29.4	50.0	23.7	28.6	32.7	38.9
	C2 Y2	19.3	27.1	22.7	15.3	25.0	33.3	14.3	15.6	13.2	15.8	16.9
Low risk	C2 Y1	46.4	12.0	43.8	77.1	56.3	35.3	33.3	42.1	59.5	46.2	36.1
	C2 Y2	62.1	47.9	54.5	74.6	66.7	22.2	57.1	62.2	76.3	68.4	72.9
First Grade												
High risk	C2 Y1	8.8	16.7	15.0	5.9	6.7	3.2	0.0	5.1	20.7	5.1	7.7
	C2 Y2	6.5	6.9	0.0	3.8	0.0	6.5	8.3	17.1	5.0	3.8	10.0
Some risk	C2 Y1	36.8	50.0	20.0	19.6	46.7	32.3	25.0	28.2	31.0	53.8	53.8
	C2 Y2	30.7	41.4	25.0	27.8	0.0	21.7	50.0	34.1	27.5	23.1	46.0
Low risk	C2 Y1	54.4	33.3	65.0	74.5	46.7	64.5	75.0	66.7	48.3	41.0	38.5
	C2 Y2	62.8	51.7	75.0	68.4	100	71.7	41.7	48.8	67.5	73.1	44.0

Figure 39.

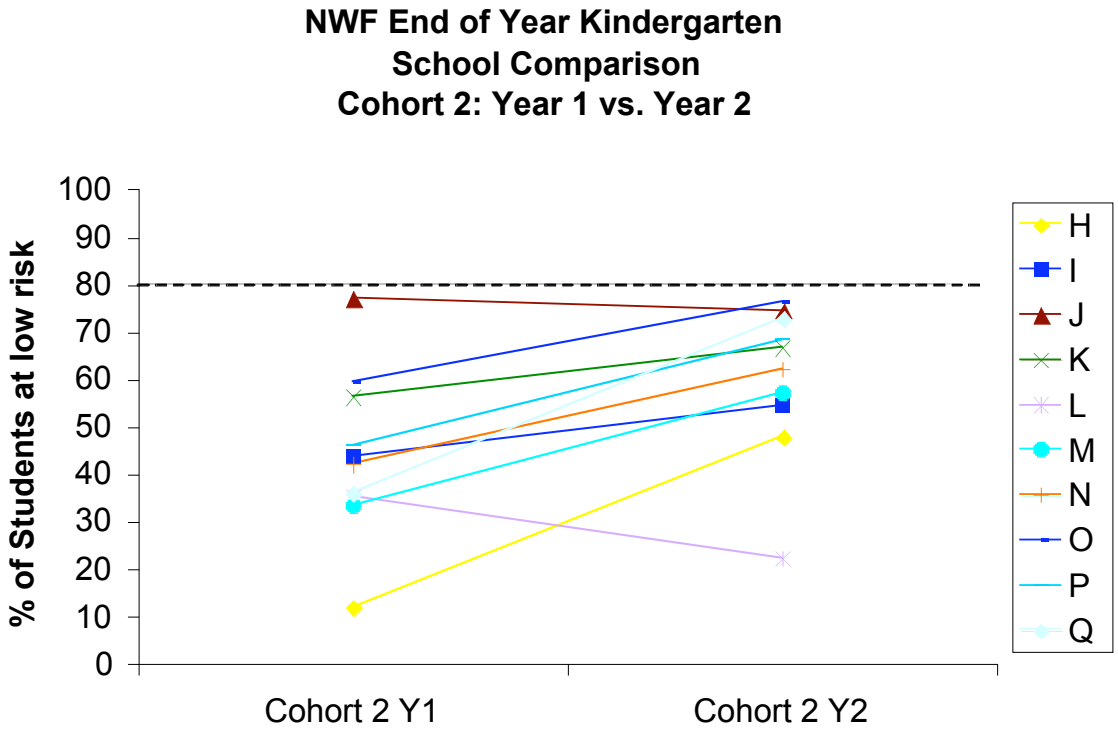


Figure 40.

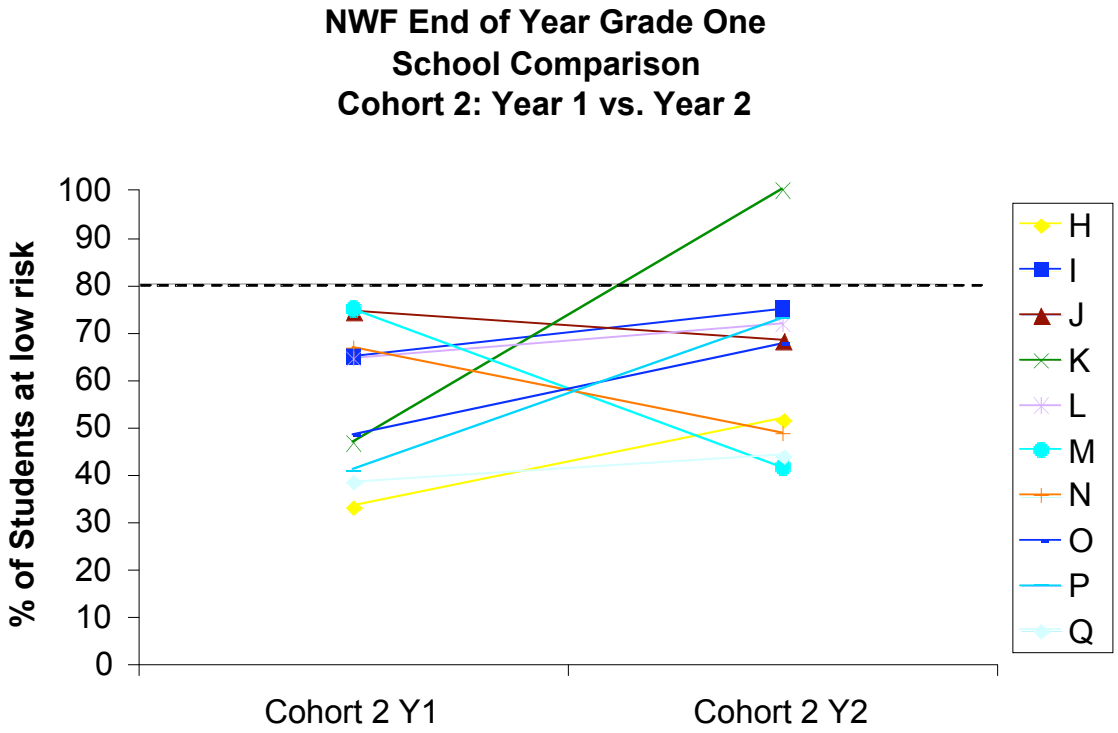


Table 118. ORF End of Year School Comparison Cohort Two Year 1 and Year 2

End of Year ORF	Cohort	All Schools	School									
			H	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**
First Grade												
High risk	C2 Y1	17.6	36.1	10.0	9.8	0.0	6.5	12.5	15.4	27.6	25.6	17.9
	C2 Y2	13.5	8.8	0.0	6.3	0.0	13.0	50.0	30.8	7.5	9.6	28.0
Some risk	C2 Y1	23.5	33.3	10.0	15.7	6.7	12.9	25.0	25.6	20.7	41.0	28.2
	C2 Y2	30.2	52.6	29.2	21.5	13.3	32.6	16.7	15.4	42.5	34.6	22.0
Low risk	C2 Y1	59.0	30.6	80.0	74.5	93.3	80.6	62.5	59.0	51.7	33.3	53.8
	C2 Y2	56.3	38.6	70.8	72.2	86.7	54.3	33.3	53.8	50.0	55.8	50.0
Second Grade												
High risk	C2 Y1	31.0	52.8	13.0	6.9	16.7	24.2	20.0	43.5	36.4	31.7	31.9
	C2 Y2	26.3	50.0	10.0	13.8	20.0	23.1	36.4	15.2	37.9	16.1	38.2
Some risk	C2 Y1	19.1	15.1	21.7	13.8	16.7	24.2	20.0	22.6	21.2	24.4	14.9
	C2 Y2	19.1	16.7	25.0	12.1	26.7	20.5	0.0	28.3	17.2	29.0	14.5
Low risk	C2 Y1	49.9	32.1	65.2	79.3	66.7	51.5	60.0	33.9	42.4	43.9	53.2
	C2 Y2	54.6	33.3	65.0	74.1	53.3	56.4	63.6	56.5	44.8	54.8	47.3
Third Grade												
High risk	C2 Y1	24.1	44.0	23.5	13.7	9.1	12.5	0.0	19.6	30.4	33.3	19.0
	C2 Y2	17.7	24.6	24.1	6.1	0.0	10.6	0.0	23.0	22.6	20.5	18.0
Some risk	C2 Y1	33.0	26.0	52.9	37.3	63.6	31.3	33.3	29.4	28.3	30.3	33.3
	C2 Y2	30.5	39.3	37.9	18.2	25.0	36.2	0.0	32.8	38.7	31.8	21.3
Low risk	C2 Y1	42.9	30.0	23.5	49.0	27.3	56.3	66.7	51.0	41.3	36.4	47.6
	C2 Y2	51.8	36.1	37.9	75.8	75.0	53.2	100	44.3	38.7	47.7	60.7

Figure 41.

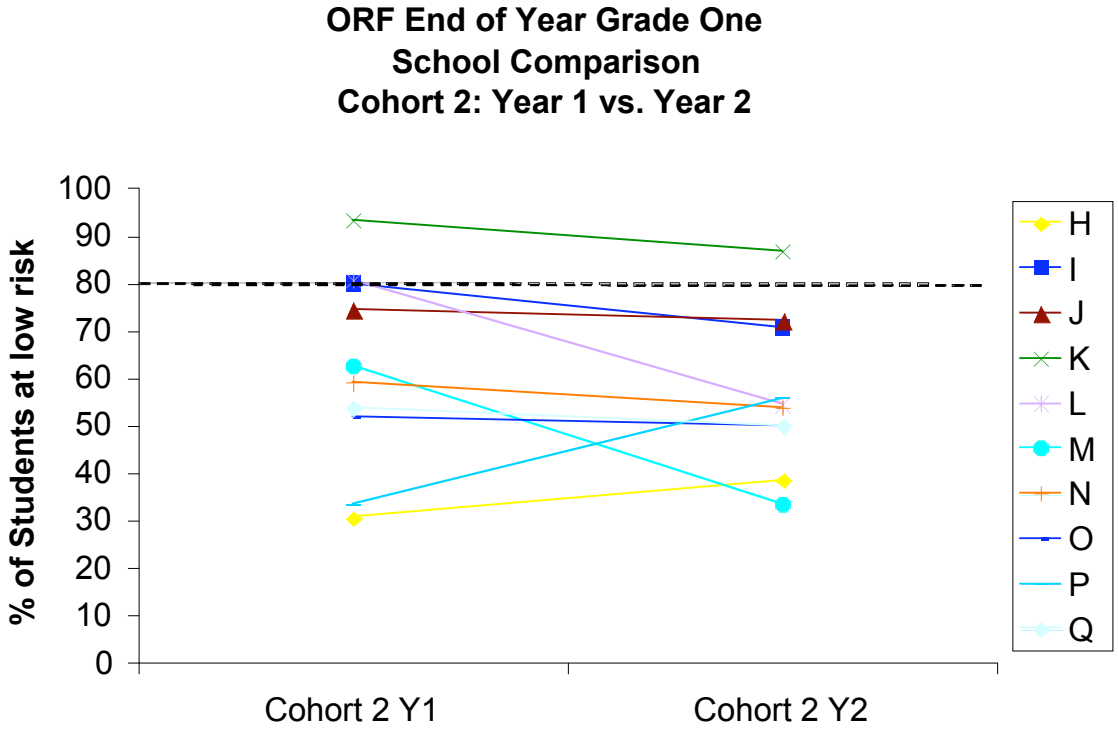


Figure 42.

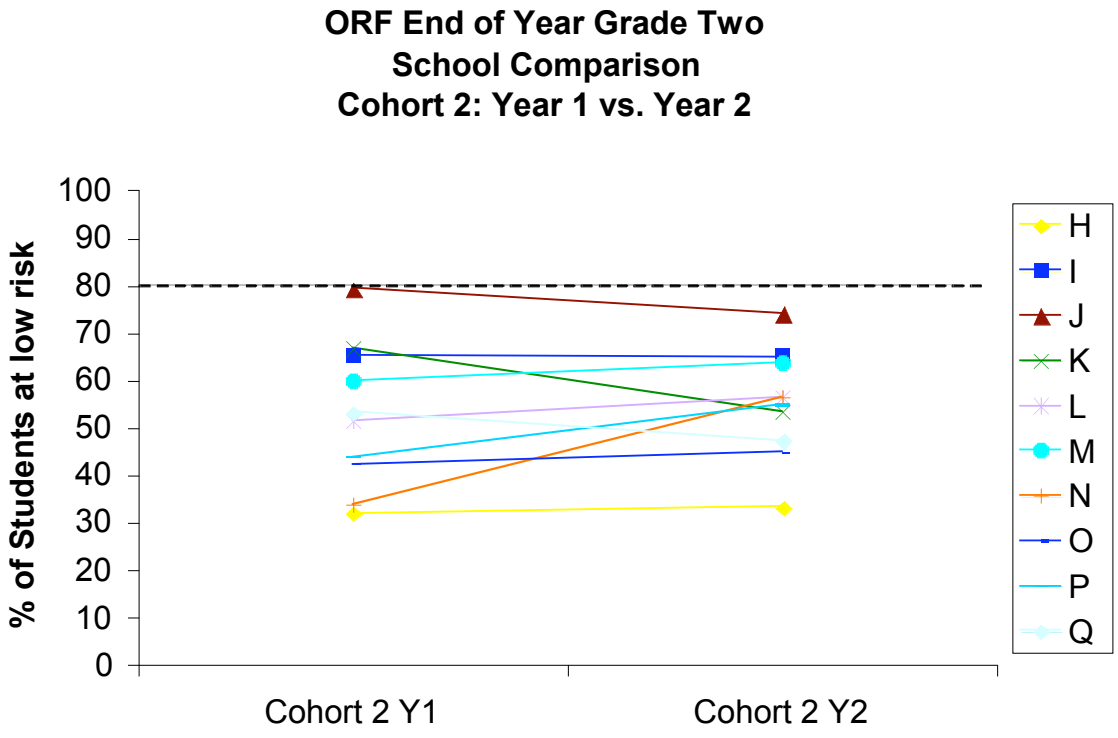


Figure 43.

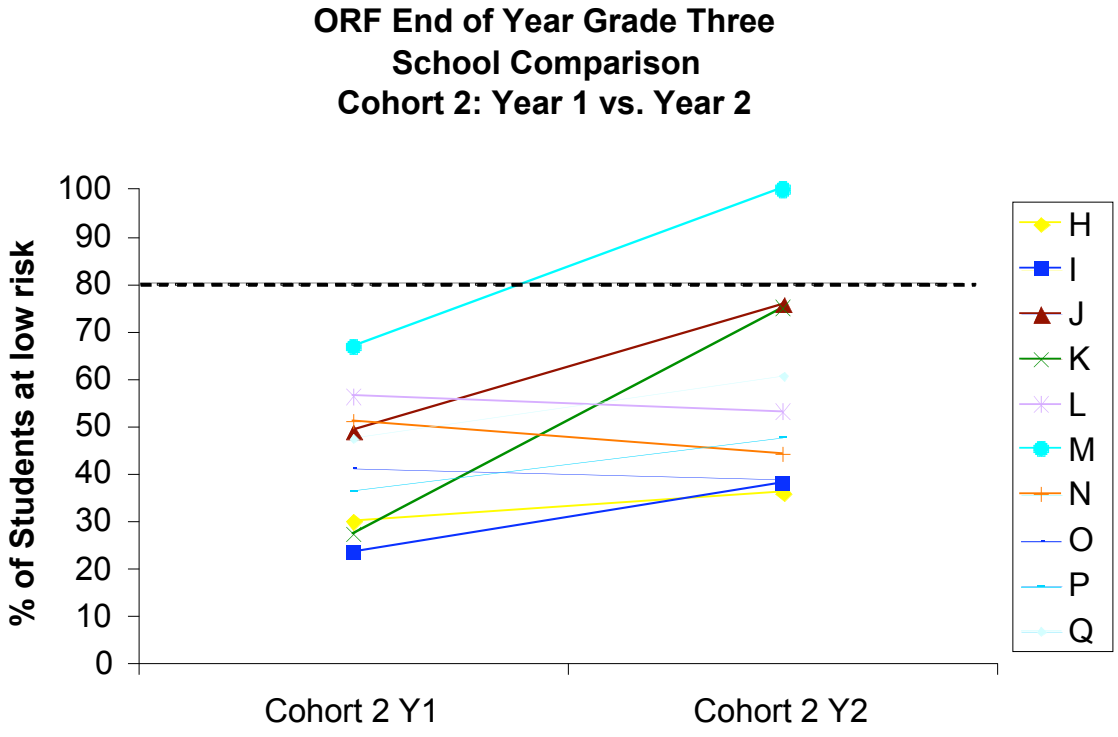


Table 119. Terra Nova Word Analysis School Comparison Cohort Two Year 1 and Year 2

Terra Nova Word Analysis		All Schools	School									
			H	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**
First Grade												
High risk	C2 Y1	14.1	13.9	5.0	13.7	0.0	10.3	5.3	12.8	17.2	19.5	25.0
	C2 Y2	14.0	1.8				15.2	46.2	28.6	17.5	7.7	16.0
Some risk	C2 Y1	21.6	33.3	20.0	15.7	6.7	6.9	10.5	23.1	20.7	34.1	27.5
	C2 Y2	21.4	21.1		12.7		28.3	0.0	14.3	42.5	21.2	24.0
Low risk	C2 Y1	64.3	52.8	75.0	70.6	93.3	82.8	84.2	64.1	62.1	46.4	47.5
	C2 Y2	64.6	77.2		77.2		56.5	53.8	57.1	40.0	71.2	60.0
Second Grade												
High risk	C2 Y1	10.3	32.0	4.3	1.7	0.0	0.0	0.0	12.9	9.1	7.3	12.8
	C2 Y2	12.7	16.7		0.0		10.5	27.3	8.7	27.6	6.5	19.6
Some risk	C2 Y1	15.2	4.0	4.3	12.1	0.0	9.1	13.3	16.1	42.4	17.1	21.3
	C2 Y2	11.0	14.3		5.5		13.2	0.0	8.7	20.7	19.4	7.1
Low risk	C2 Y1	74.5	64.0	91.4	86.2	100	90.9	86.7	71.0	48.5	75.6	65.9
	C2 Y2	76.3	69.0		94.5		76.3	72.7	82.6	51.7	74.2	73.2
Third Grade												
High risk	C2 Y1	14.6	28.0	11.8	5.9	0.0	23.5	0.0	15.7	11.1	9.1	19.5
	C2 Y2	11.3	24.6		4.5		6.4	0.0	11.7	3.2	13.6	11.5
Some risk	C2 Y1	18.3	26.0	17.6	17.6	8.3	17.6	6.7	9.8	11.1	9.1	43.9
	C2 Y2	19.8	21.3		13.6		10.6	0.0	18.3	32.3	15.9	31.1
Low risk	C2 Y1	67.0	46.0	70.6	76.5	91.7	58.9	93.3	74.5	77.8	81.8	36.6
	C2 Y2	68.9	54.1		81.8		83.0	100	70.0	64.5	70.5	57.4

Figure 44.

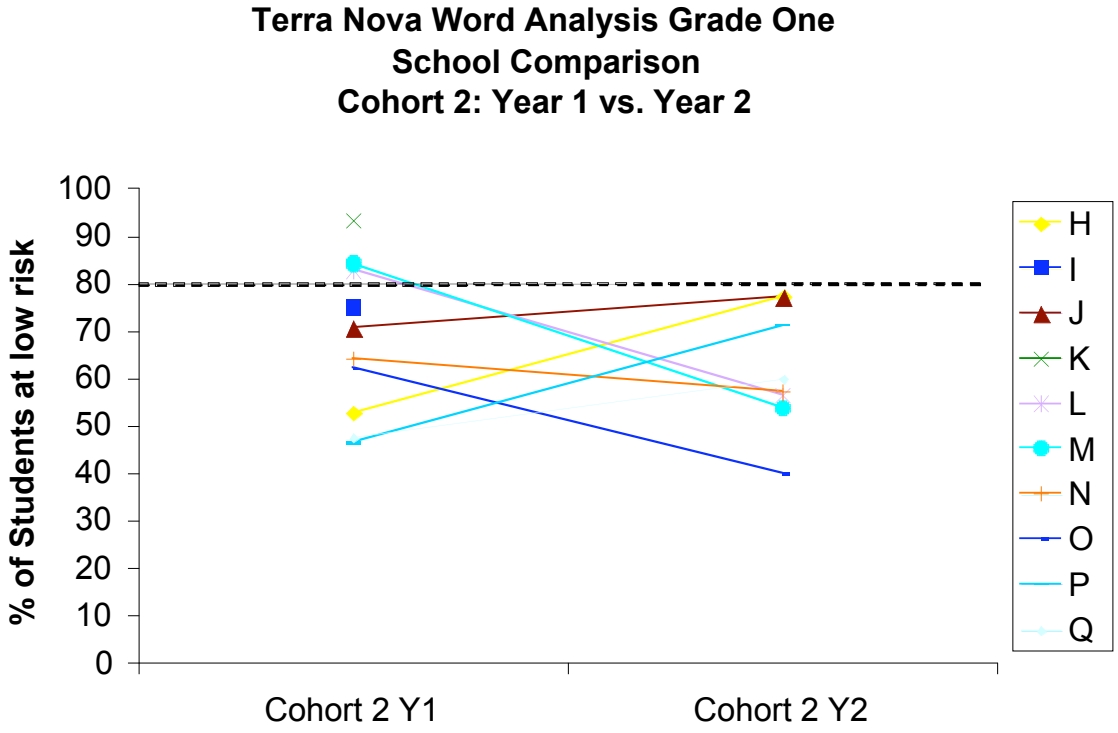


Figure 45.

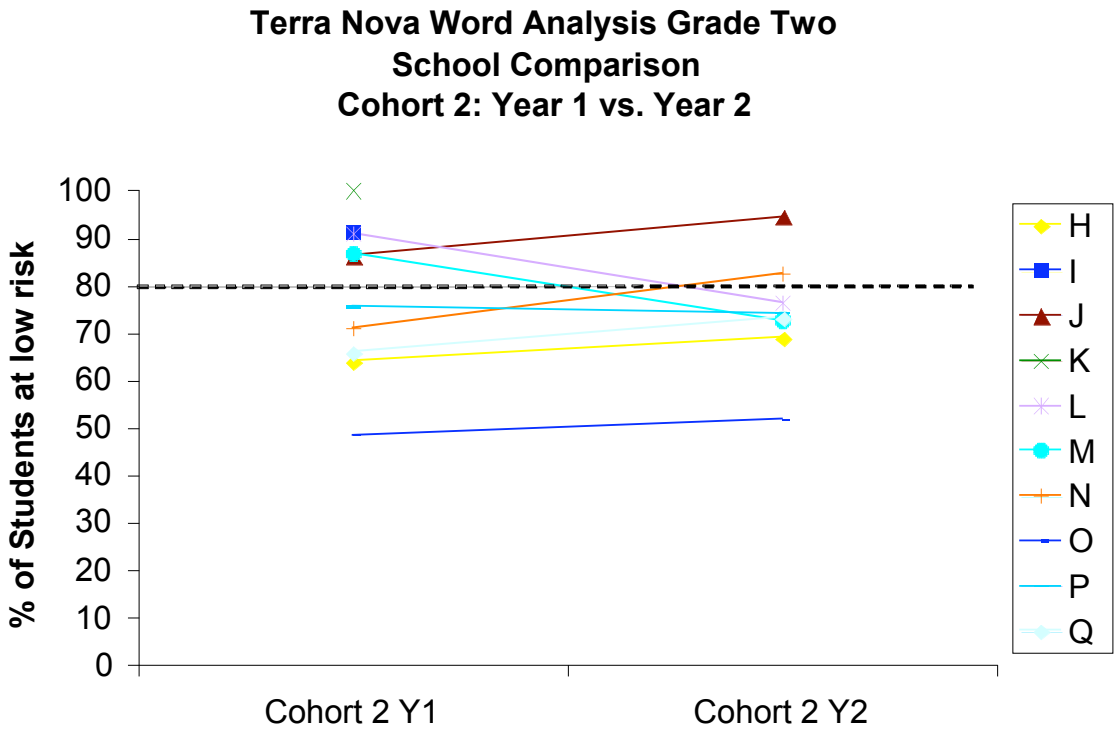


Figure 46.

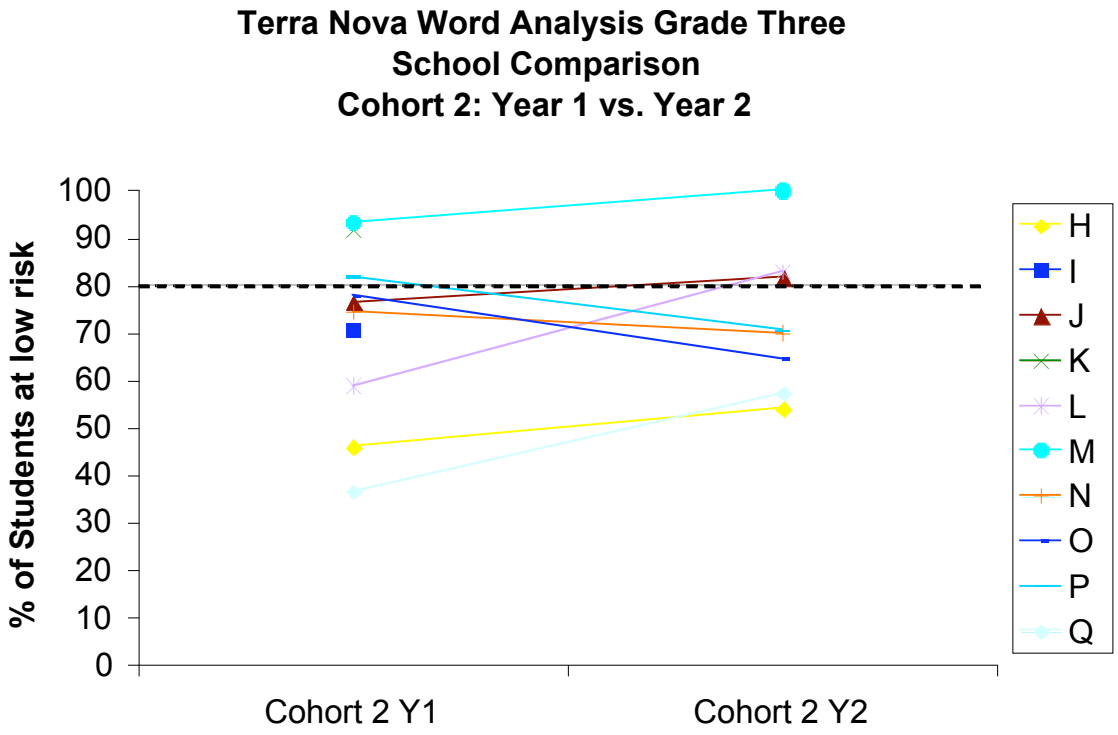


Table 120. Terra Nova Vocabulary School Comparison Cohort Two Year 1 and Year 2

Terra Nova Vocabulary		All Schools	School									
			H	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**
First Grade												
High risk	C2 Y1	12.6	19.4	5.0	5.9	0.0	10.3	5.3	2.6	20.7	35.0	10.0
	C2 Y2	14.3	7.0		3.8		13.3	53.8	31.0	17.5	7.7	20.0
Some risk	C2 Y1	16.7	25.0	15.0	7.8	0.0	6.9	21.1	17.9	13.8	20.0	30.0
	C2 Y2	19.9	15.8				31.1	15.4	14.3	25.0	21.2	24.0
Low risk	C2 Y1	70.8	55.6	80.0	86.3	100	82.8	73.6	79.5	65.5	45.0	60.0
	C2 Y2	65.8	77.2		82.1		55.6	30.8	54.8	57.5	71.2	56.0
Second Grade												
High risk	C2 Y1	11.4	36.7	8.7	3.4	0.0	6.1	0.0	12.9	12.1	7.3	6.4
	C2 Y2	8.4	9.5		0.0		7.9	18.2	2.2	20.7	9.7	12.5
Some risk	C2 Y1	13.4	6.1	13.0	3.4	0.0	9.1	20.0	19.4	27.3	24.4	8.5
	C2 Y2	13.0	19.0		5.5		10.5	18.2	4.3	13.8	22.6	17.9
Low risk	C2 Y1	75.2	57.2	78.3	93.2	100	84.8	80.0	67.7	60.6	68.3	85.1
	C2 Y2	78.6	71.4		94.5		81.6	63.6	93.5	65.5	67.7	69.6
Third Grade												
High risk	C2 Y1	20.2	36.7	11.8	9.8	8.3	23.5	6.7	19.6	20.0	15.6	26.8
	C2 Y2	15.7	31.1		7.6		8.5	0.0	20.3	9.7	18.2	16.4
Some risk	C2 Y1	13.8	20.4	23.5	17.6	8.3	17.6	0.0	11.8	11.1	3.1	14.6
	C2 Y2	21.3	26.7		22.7		12.8	0.0	15.3	29.0	22.7	24.6
Low risk	C2 Y1	66.0	42.9	64.7	72.6	83.4	58.9	93.3	68.6	68.9	81.3	58.6
	C2 Y2	62.9	42.2		69.7		78.7	100	64.4	61.3	59.1	59.0

Figure 47.

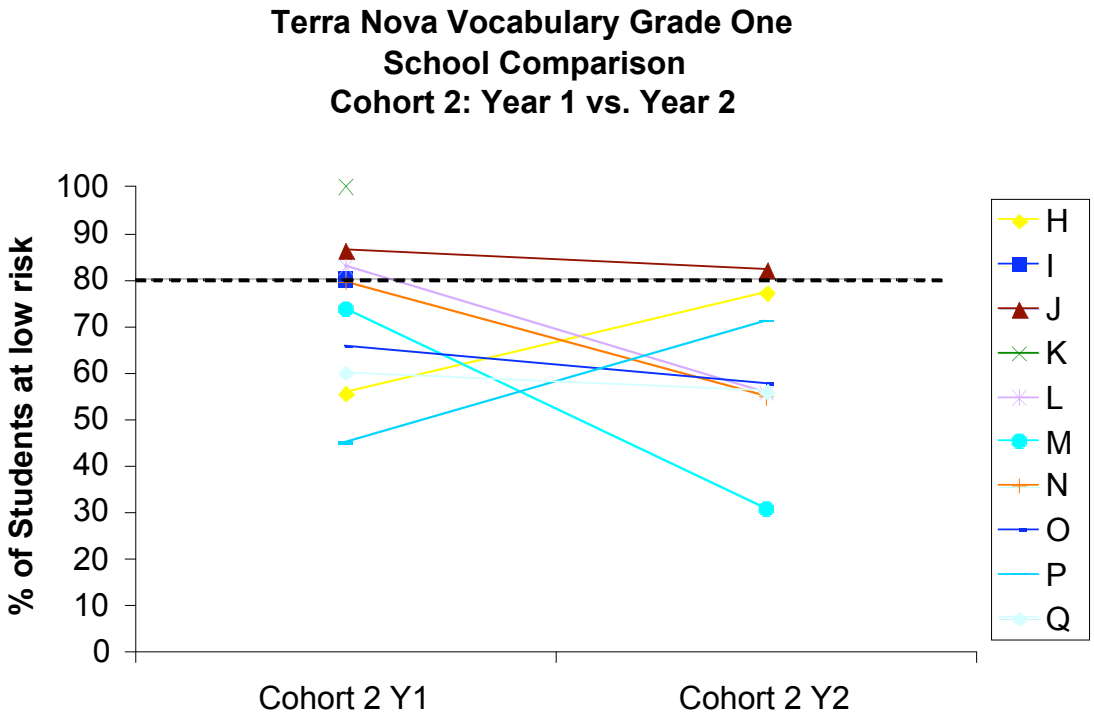


Figure 48.

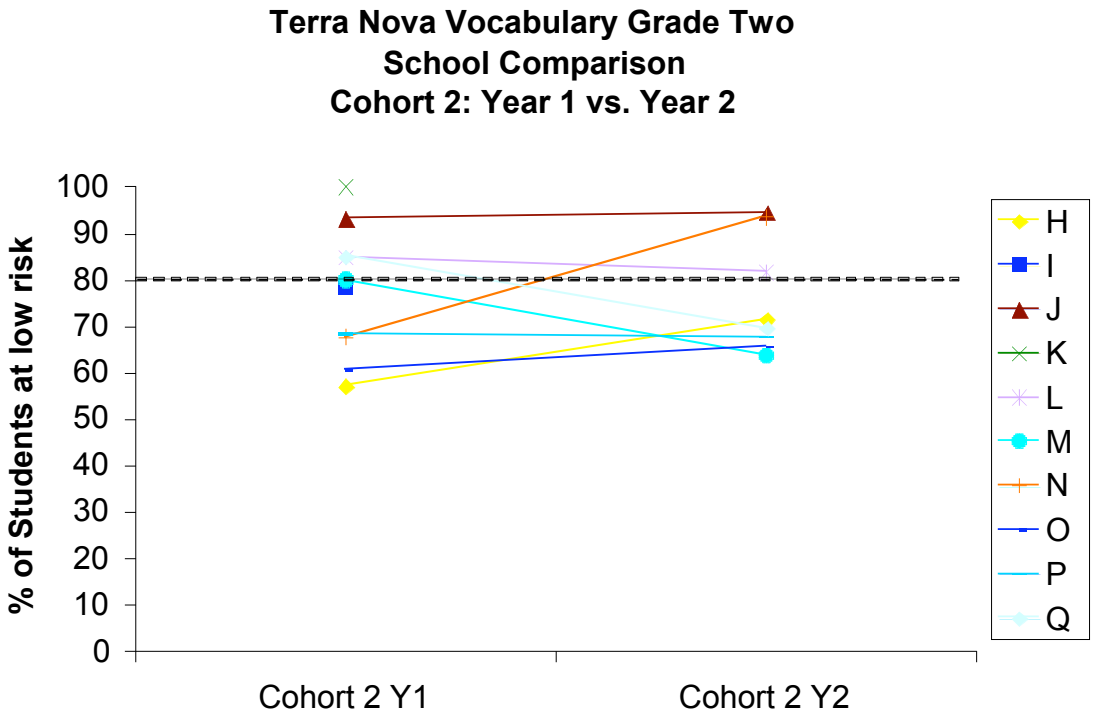


Figure 49.

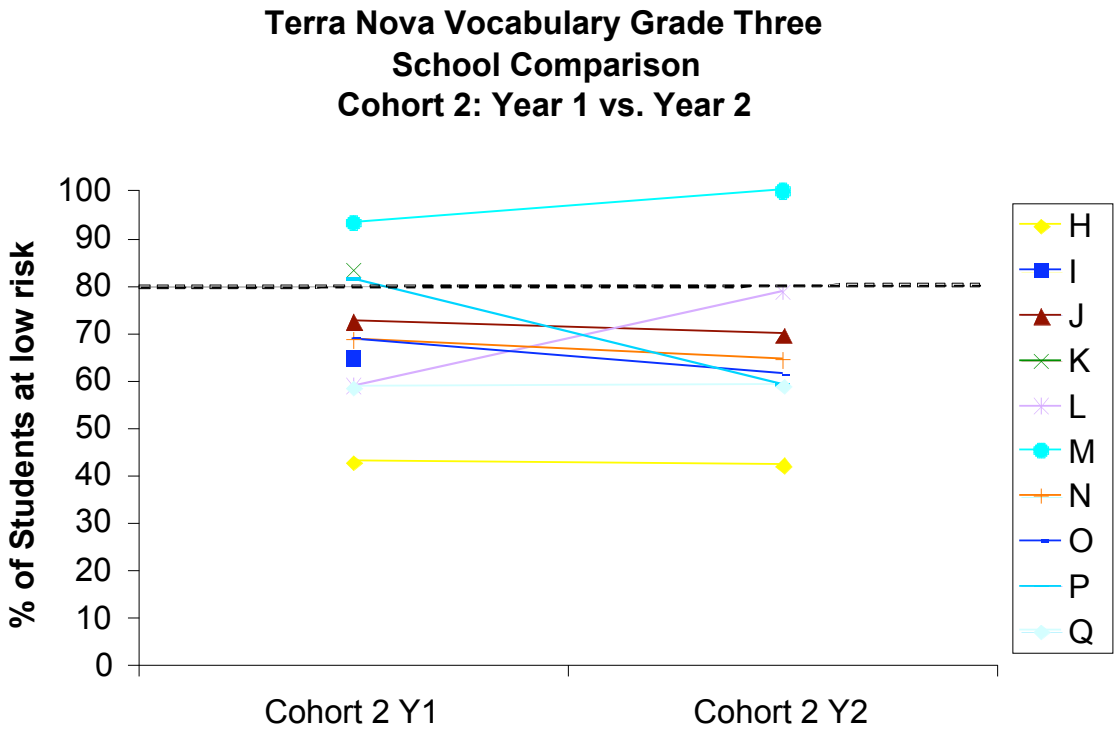


Table 121. Terra Nova Reading Comprehension School Comparison Cohort Two Year 1 and 2

Terra Nova Reading	Cohort	All Schools	School									
			H	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**
First Grade												
High risk	C2 Y1	14.8	13.9	20.0	7.8	6.7	6.9	5.3	7.7	34.5	17.5	25.0
	C2 Y2	13.4	7.0	8.0	2.5	0.0	13.0	38.5	26.2	12.5	17.3	24.0
Some risk	C2 Y1	12.3	19.4	10.0	3.9	6.7	6.9	5.3	7.7	17.2	25.0	15.0
	C2 Y2	15.0	15.8	12.0	10.1	6.7	26.1	7.7	7.1	27.5	13.5	16.0
Low risk	C2 Y1	73.0	66.7	70.0	88.3	86.6	86.2	89.4	84.6	48.3	57.5	60.0
	C2 Y2	71.6	77.2	80.0	87.3	93.3	60.9	53.8	66.7	60.0	69.2	60.0
Second Grade												
High risk	C2 Y1	10.5	30.8	8.7	1.7	0.0	6.1	0.0	16.1	6.1	4.9	8.5
	C2 Y2	6.1	7.1	0.0	3.6	0.0	5.3	9.1	2.2	10.3	3.2	14.3
Some risk	C2 Y1	20.3	23.1	21.7	17.2	16.7	9.1	6.7	19.4	45.5	22.0	14.9
	C2 Y2	18.8	26.2	22.7	5.5	26.7	21.1	9.1	13.0	24.1	12.9	28.6
Low risk	C2 Y1	69.2	46.1	69.6	81.1	83.3	84.8	93.3	64.5	48.4	73.1	76.6
	C2 Y2	75.1	66.7	77.3	90.9	73.3	73.7	81.8	84.8	65.5	83.9	57.1
Third Grade												
High risk	C2 Y1	11.5	16.0	11.8	2.0	8.3	11.8	0.0	9.8	20.0	15.2	12.2
	C2 Y2	10.1	16.4	17.2	6.1	0.0	4.3	0.0	13.3	6.5	6.8	11.5
Some risk	C2 Y1	20.3	26.0	17.6	27.5	8.3	26.5	0.0	17.6	13.3	18.2	24.4
	C2 Y2	19.0	24.6	17.2	18.2	0.0	12.8	0.0	20.0	22.6	27.3	13.1
Low risk	C2 Y1	68.2	58.0	70.6	70.5	83.4	61.7	100	72.6	66.7	66.6	63.4
	C2 Y2	70.9	59.0	65.5	75.8	100	83.0	100	66.7	71.0	65.9	75.4

Figure 50.

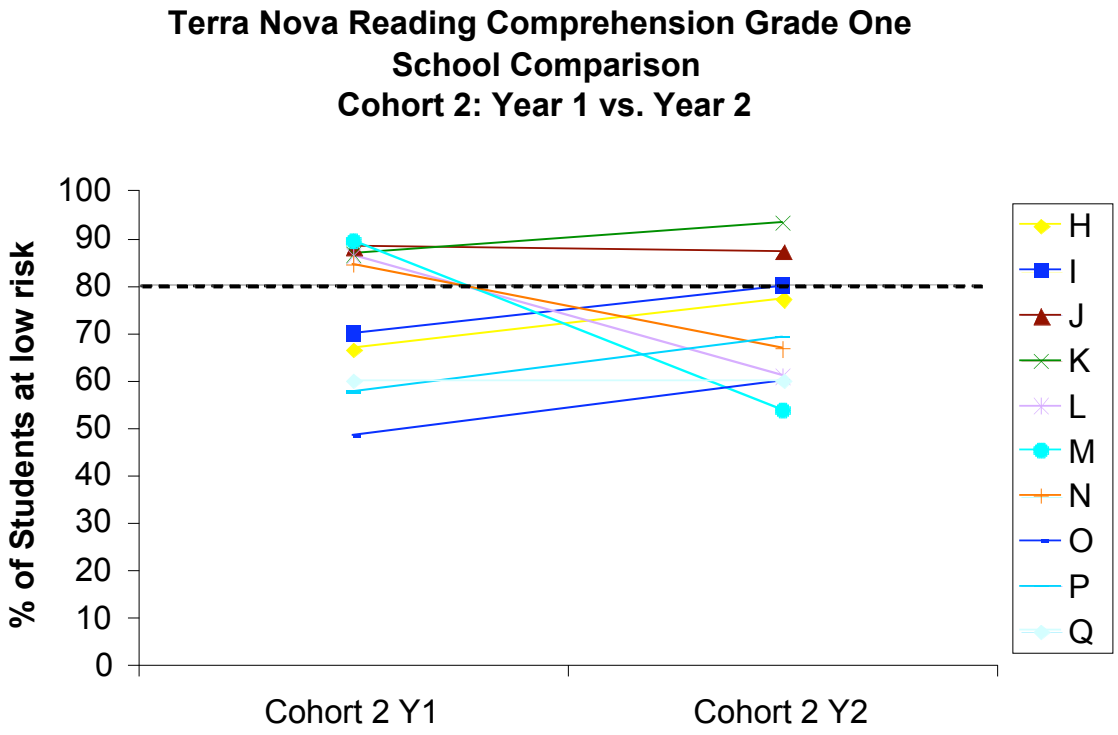


Figure 51.

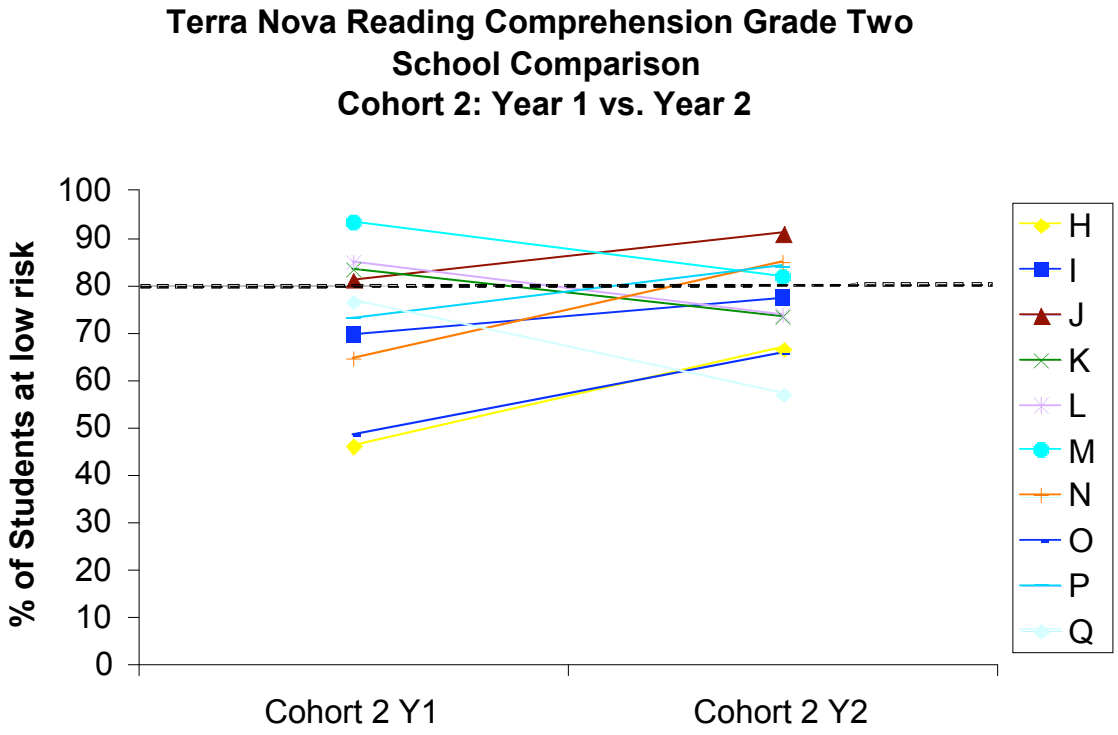
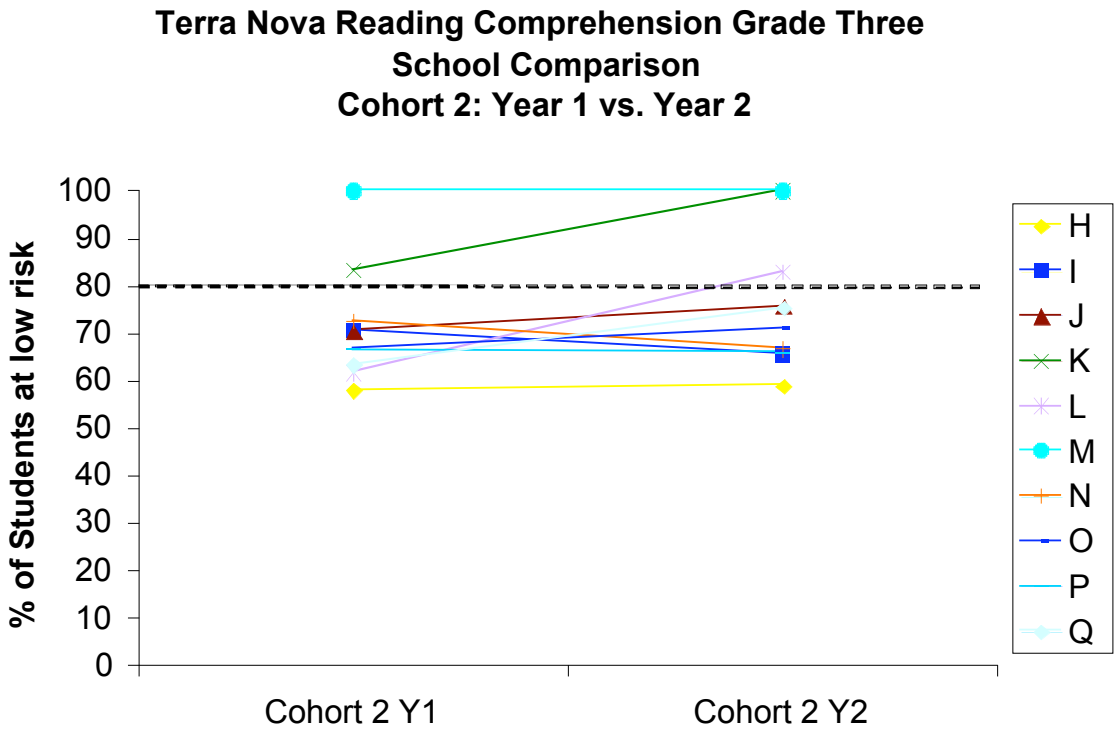


Figure 52.



Comparison of Assessment Results for Schools in Cohort 3

Assessment results were compared across the seven cohort 3 schools for the baseline year. Schools S and U are very small schools; School S has under 50 students in grades preK-8 and school U has under 50 students in grades K-3. In these two schools, there are only one to five students tested in a grade level on the reading measures. Schools S and U had among the highest percentages of students at "low risk" on the four DIBELS measures, along with school R on the NWF and ORF. Schools R and U had the highest percentages of students at "low risk" on two or more TerraNova measures for two or more grade levels.

Table 122. PSF End of Year School Comparison Cohort Three Year 1

End of Year PSF	All Schools	School						
		R	**S**	**T**	**U**	**V**	**W**	**X**
Kindergarten								
High risk	4.4	2.4	0.0	1.6	0.0	0.0	0.0	15.0
Some risk	25.5	33.3	0.0	10.9	0.0	14.3	11.5	55.0
Low risk	70.1	64.3	100	87.5	100	85.7	88.5	30.0
First Grade								
High risk	1.6	0.0	0.0	0.0	0.0	0.0	0.0	8.9
Some risk	16.7	17.5	0.0	5.6	14.3	8.0	12.5	48.9
Low risk	81.7	82.5	100	94.4	85.7	92.0	87.5	42.2

Table 123. LNF End of Year School Comparison Cohort Three Year 1

End of Year LNF	All Schools	School						
		R	**S**	**T**	**U**	**V**	**W**	**X**
Kindergarten								
High risk	16.3	14.3	0.0	9.4	0.0	0.0	15.4	35.0
Some risk	22.7	21.4	0.0	17.2	0.0	25.0	34.6	20.0
Low risk	61.0	64.3	100	73.4	100	75.0	50.0	45.0

Table 124. NWF End of Year School Comparison Cohort Three Year 1

End of Year NWF	All Schools	School						
		R	**S**	**T**	**U**	**V**	**W**	**X**
Kindergarten								
High risk	17.5	9.5	0.0	9.4	0.0	21.4	19.2	30.0
Some risk	23.1	26.2	0.0	17.2	0.0	21.4	28.8	25.0
Low risk	59.4	64.3	100	73.4	100	57.1	51.9	45.0
First Grade								
High risk	8.9	2.5	0.0	2.2	0.0	16.0	8.3	26.7
Some risk	32.3	20.0	33.3	25.8	14.3	44.0	41.7	42.2
Low risk	58.8	77.5	66.7	71.9	85.7	40.0	50.0	31.1

Table 125. ORF End of Year School Comparison Cohort Three Year 1

End of Year ORF	All Schools	School						
		R	**S**	**T**	**U**	**V**	**W**	**X**
First Grade								
High risk	18.7	7.5	0.0	15.7	0.0	12.0	16.7	44.4
Some risk	23.7	27.5	66.7	18.0	28.6	28.0	25.0	24.4
Low risk	57.6	65.0	33.3	66.3	71.4	60.0	58.3	31.1
Second Grade								
High risk	30.7	18.8	0.0	25.0	0.0	16.7	30.6	66.0
Some risk	18.2	14.6	0.0	20.0	0.0	16.7	22.6	17.0
Low risk	51.1	66.7	100	55.0	100	66.7	46.8	17.0
Third Grade								
High risk	23.0	18.3	12.5	15.4	25.0	21.4	10.9	57.8
Some risk	33.5	41.7	62.5	28.2	0.0	32.1	43.5	20.0
Low risk	43.5	40.0	25.0	56.4	75.0	46.4	45.7	22.2

Table 126. Terra Nova Word Analysis School Comparison Cohort Three Year 1

Terra Nova Word Analysis	All Schools	School						
		R	**S**	**T**	**U**	**V**	**W**	**X**
First Grade								
High risk	8.9	7.9	0.0	6.7	0.0	4.0	6.1	25.0
Some risk	13.8	13.2	33.3	11.2	0.0	20.0	18.4	11.1
Low risk	77.2	78.9	66.7	82.0	100	76.0	75.5	63.9
Second Grade								
High risk	15.1	6.3	0.0	19.2	0.0	6.7	11.7	31.7
Some risk	13.6	6.3	0.0	11.5	33.3	3.3	18.3	26.8
Low risk	71.3	87.5	100	69.2	66.7	90.0	70.0	41.5
Third Grade								
High risk	16.3	16.4	25.0	20.5	0.0	7.1	11.1	20.6
Some risk	17.4	21.3	12.5	14.1	0.0	7.1	11.1	38.2
Low risk	66.3	62.3	62.5	65.4	100	85.7	77.8	41.2

Table 127. Terra Nova Vocabulary School Comparison Cohort Three Year 1

Terra Nova Vocabulary	All Schools	School						
		R	**S**	**T**	**U**	**V**	**W**	**X**
First Grade								
High risk	11.8	5.3	33.3	9.0	16.7	4.0	12.2	27.8
Some risk	13.0	7.9	0.0	15.7	0.0	20.0	8.2	16.7
Low risk	75.2	86.8	66.7	75.3	83.3	76.0	79.6	55.6
Second Grade								
High risk	14.0	0.0	0.0	15.4	0.0	6.7	6.7	46.3
Some risk	9.8	4.2	0.0	10.3	0.0	6.7	8.3	22.0
Low risk	76.2	95.8	100	74.4	100	86.7	85.0	31.7
Third Grade								
High risk	16.8	15.0	25.0	15.4	0.0	10.7	13.6	32.4
Some risk	16.4	20.0	62.5	10.3	0.0	14.3	13.6	20.6
Low risk	66.8	65.0	12.5	74.4	100	75.0	72.7	47.1

Table 128. Terra Nova Reading School Comparison Cohort Three Year 1

Terra Nova Reading	All Schools	School						
		R	**S**	**T**	**U**	**V**	**W**	**X**
First Grade								
High risk	12.2	2.6	33.3	9.0	16.7	4.0	8.2	38.9
Some risk	12.2	13.2	33.3	10.1	0.0	12.0	16.3	11.1
Low risk	75.6	84.2	33.3	80.9	83.3	84.0	75.5	50.0
Second Grade								
High risk	12.5	2.1	0.0	12.8	0.0	6.7	6.7	39.0
Some risk	18.9	12.5	0.0	20.5	0.0	13.3	20.0	29.3
Low risk	68.7	85.4	100	66.7	100	80.0	73.3	31.7
Third Grade								
High risk	10.5	9.8	0.0	9.0	0.0	3.6	6.7	29.4
Some risk	18.6	14.8	50.0	16.7	0.0	25.0	15.6	23.5
Low risk	70.9	75.4	50.0	74.4	100	71.4	77.8	47.1

Comparison of Assessment Results for Student Subgroups in Cohort 1

Assessment results were disaggregated by special subgroups of students. In Maine, the number of students identified as ethnic minority or Limited English Proficiency (LEP) is too small to allow for comparison with other students. Therefore, assessment data were not disaggregated for these two subgroups. The data tables include disaggregated results for special education, economic disadvantage, and gender.

Across all three cohorts, female students generally outperform male students on both the DIBELS and TerraNova reading measures for all grades. Exceptions to the gender pattern were found in a few cases: grade one PSF for cohort 1, and the kindergarten LNF and grade one TerraNova Word Analysis for cohort 2. Similarly, non-disadvantaged students outperform disadvantaged students for all grades (with the exception of grade one PSF for cohort 1), and non-special education students outperform special education students for all grade levels. The achievement gap is largest for special education students on both the DIBELS and the TerraNova measures.

For cohort 1, student assessment results showed some improvement for economically disadvantaged students and for male students on all four DIBELS measures from year one to year three. Special education students improved slightly on the LNF and NWF, but performance was inconsistent on the PSF and ORF across the three years.

There was less evidence of improvement from year one to year three for these three subgroups of students on the TerraNova measures. Assessment results for economically disadvantaged and male students showed little change over the three years, while the results for special education students were inconsistent. There was some improvement for special education students for grade one vocabulary and reading comprehension and for grade three word analysis and reading comprehension.

Data tables are presented for each cohort separately, beginning with cohort 1 students. The "N" row indicates the total number of students for whom we have assessment results for a reading measure and the number for whom we also have demographic information. The difference is the number of students for whom we do not have demographic information. The

"missing n" row represents students whose status is known but for whom we have no assessment results for that reading measure.

Table 129. PSF End of Year Subgroup Comparison Cohort One: Year 1, Year 2 & Year 3

End of Year PSF	Cohort	All Students	Special Ed.		Disadvantaged		Gender	
			Yes	No	Yes	No	Male	Female
Kindergarten								
N	C1 Y1	377	47	328	131	244	209	166
	C1 Y2	312	49	218	131	156	150	138
	C1 Y3	430	70	328	215	183	231	167
Missing n	C1 Y1	25	2	23	7	18	17	8
	C1 Y2	46	6	22	8	20	13	15
	C1 Y3	32	8	10	11	6	13	10
% High risk	C1 Y1	7.7	20.0	5.9	8.9	7.1	8.3	7.0
	C1 Y2	6.0	14.0	2.6	7.3	4.4	6.6	4.9
	C1 Y3	4.8	14.3	2.7	5.6	3.8	6.5	2.4
% Some risk	C1 Y1	29.8	31.1	29.5	31.5	28.8	35.4	22.8
	C1 Y2	23.7	37.2	23.5	26.0	22.8	27.0	21.1
	C1 Y3	27.6	41.4	24.7	31.2	23.5	30.3	24.0
% Low risk	C1 Y1	62.5	48.9	64.6	59.7	64.2	56.3	70.3
	C1 Y2	70.3	48.8	74.0	66.7	72.8	66.4	74.0
	C1 Y3	67.6	44.3	72.6	63.3	72.7	63.2	73.7
First Grade								
N	C1 Y1	337	41	296	152	185	175	162
	C1 Y2	298	32	166	115	151	130	136
	C1 Y3	293	41	225	160	107	128	142
Missing n	C1 Y1	18	4	14	3	15	10	8
	C1 Y2	32	4	2	5	1	5	1
	C1 Y3	23	13	3	13	3	9	7
% High risk	C1 Y1	0.6	5.4	0.0	0.7	0.6	0.0	1.3
	C1 Y2	0.4	3.6	0.0	0.9	0.0	0.0	0.7
	C1 Y3	0.7	4.9	0.0	1.3	0.0	0.0	1.4
% Some risk	C1 Y1	18.5	32.4	16.7	18.1	18.8	19.4	17.5
	C1 Y2	9.8	14.3	7.9	11.8	8.0	10.4	8.9
	C1 Y3	6.7	19.5	4.4	5.6	8.4	5.5	7.7
% Low risk	C1 Y1	80.9	62.2	83.3	81.2	80.6	80.6	81.2
	C1 Y2	89.8	82.1	92.1	87.3	92.0	89.6	90.4
	C1 Y3	92.6	75.6	95.6	93.1	91.6	94.5	90.8

Figure 53.

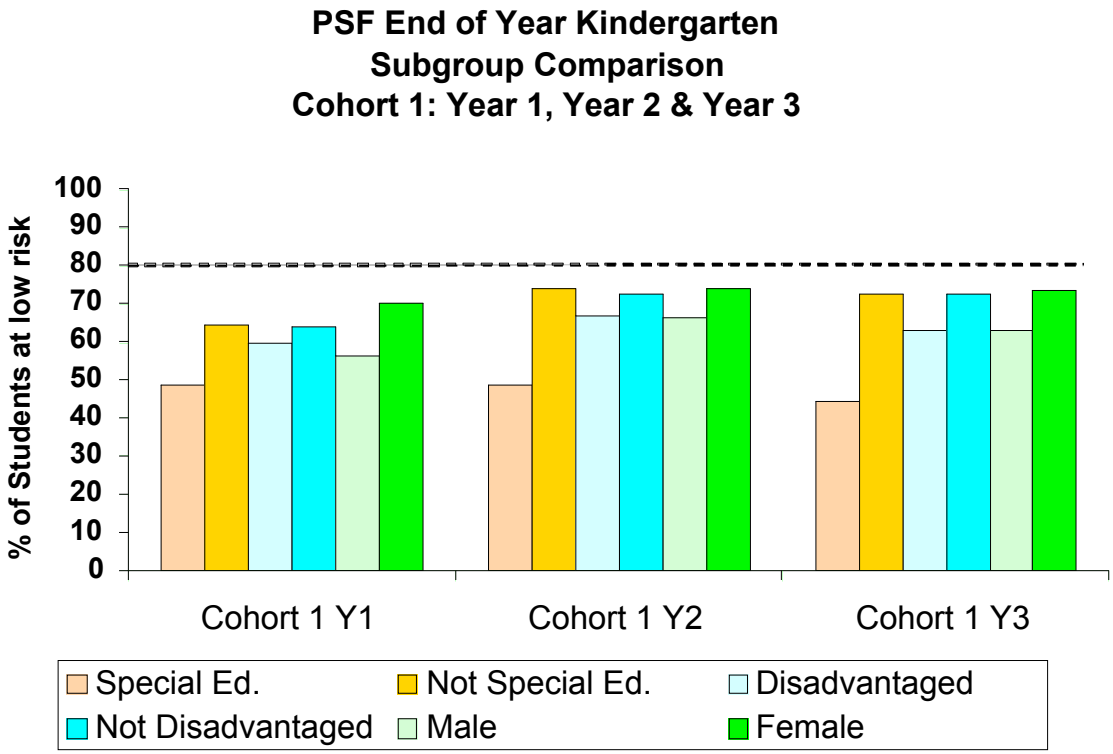


Figure 54.

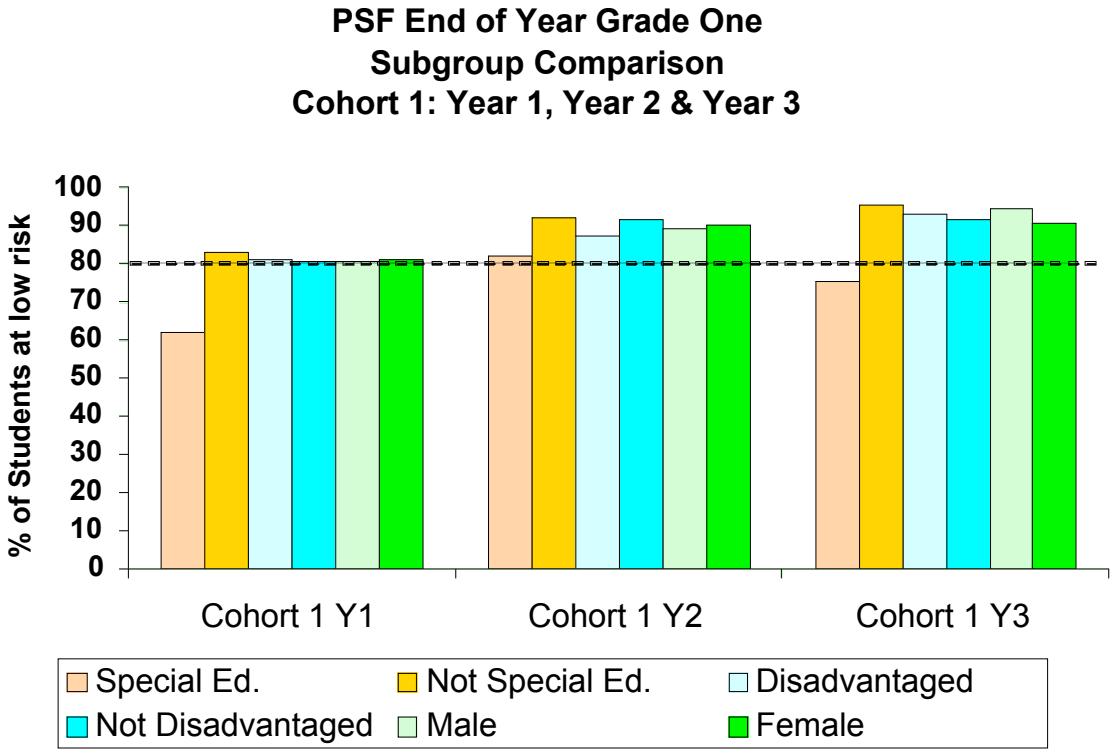


Table 130. LNF End of Year Subgroup Comparison Cohort One: Year 1, Year 2 & Year 3

End of Year LNF	Cohort	All Students	Special Ed.		Disadvantaged		Gender	
			Yes	No	Yes	No	Male	Female
Kindergarten								
N	C1 Y1	377	47	328	131	244	209	166
	C1 Y2	312	49	218	131	156	150	138
	C1 Y3	430	72	328	217	183	231	169
Missing n	C1 Y1	25	2	23	7	18	17	8
	C1 Y2	44	6	20	8	18	13	13
	C1 Y3	30	6	10	9	6	13	8
% High risk	C1 Y1	15.1	24.4	13.8	23.4	10.6	17.2	12.7
	C1 Y2	13.4	27.9	8.6	14.6	12.3	17.5	8.8
	C1 Y3	15.8	36.1	11.3	19.4	11.5	19.5	10.7
% Some risk	C1 Y1	27.6	46.7	24.9	29.0	27.0	33.3	20.9
	C1 Y2	19.8	34.9	18.2	23.6	16.7	20.4	19.2
	C1 Y3	18.8	15.3	19.5	20.3	16.9	20.3	16.6
% Low risk	C1 Y1	57.4	28.9	61.3	47.6	62.4	49.5	66.5
	C1 Y2	66.8	37.2	73.2	61.8	71.0	62.0	72.0
	C1 Y3	65.5	48.6	69.2	60.4	71.6	60.2	72.8

Figure 55.

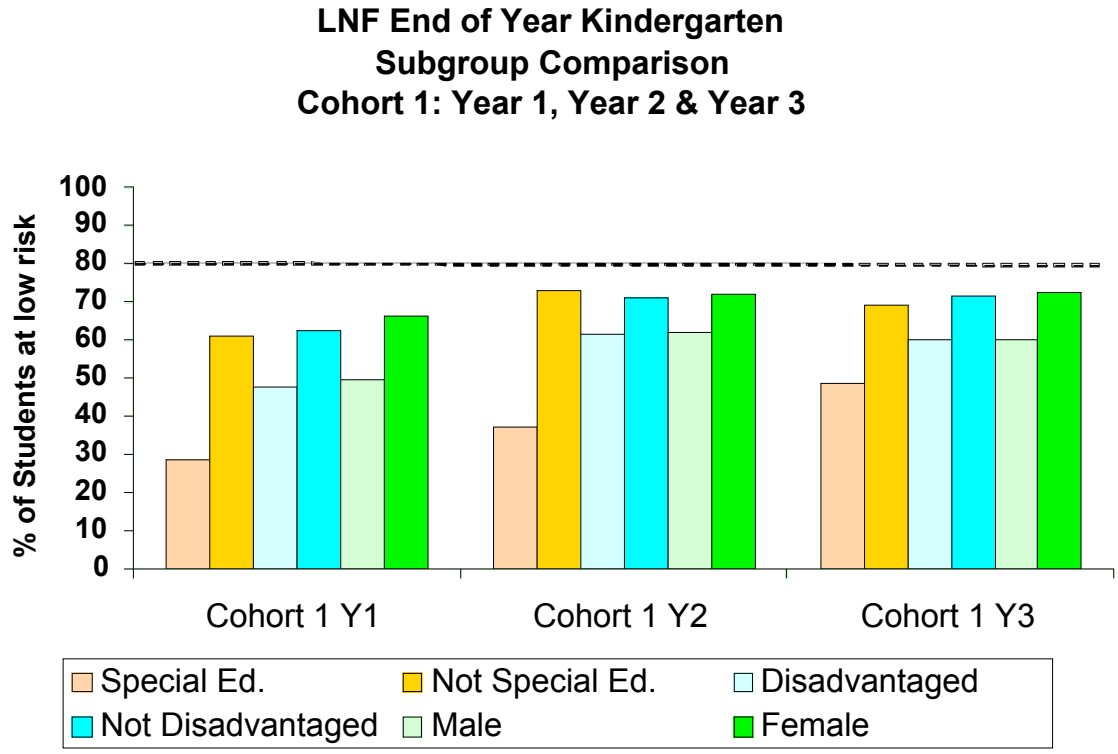


Table 131. NWF End of Year Subgroup Comparison Cohort One: Year 1, Year 2 & Year 3

End of Year NWF	Cohort	All Students	Special Ed.		Disadvantaged		Gender	
			Yes	No	Yes	No	Male	Female
Kindergarten								
N	C1 Y1	377	47	328	131	244	209	166
	C1 Y2	312	49	218	131	156	150	138
	C1 Y3	430	70	328	215	183	231	167
Missing n	C1 Y1	25	2	23	7	18	17	8
	C1 Y2	45	6	21	8	19	13	14
	C1 Y3	32	8	10	11	6	13	10
% High risk	C1 Y1	23.9	37.8	22.0	27.4	22.1	28.1	19.0
	C1 Y2	18.4	34.9	13.2	20.3	16.1	24.1	11.3
	C1 Y3	17.8	37.1	13.7	21.9	13.1	22.1	12.0
% Some risk	C1 Y1	24.7	26.7	24.3	25.0	24.3	30.2	17.7
	C1 Y2	23.6	27.9	24.9	26.8	21.2	24.8	22.6
	C1 Y3	17.3	21.4	16.5	17.7	16.9	17.7	16.8
% Low risk	C1 Y1	51.4	35.6	53.8	47.6	53.5	41.7	63.3
	C1 Y2	58.1	37.2	61.9	52.8	62.8	51.1	66.1
	C1 Y3	64.8	41.4	69.8	60.5	69.9	60.2	71.3
First Grade								
N	C1 Y1	337	41	296	152	185	175	162
	C1 Y2	298	32	166	115	151	130	136
	C1 Y3	293	42	225	161	107	128	143
Missing n	C1 Y1	18	4	14	3	15	10	8
	C1 Y2	33	4	3	6	1	6	1
	C1 Y3	22	12	3	12	3	9	6
% High risk	C1 Y1	13.2	35.1	10.3	15.4	11.2	12.1	14.3
	C1 Y2	6.4	35.7	3.1	11.0	3.3	8.9	4.4
	C1 Y3	6.3	26.2	5.8	11.8	4.7	10.2	7.7
% Some risk	C1 Y1	40.1	40.5	40.1	43.0	37.6	43.0	37.0
	C1 Y2	35.8	32.1	39.3	42.2	29.3	33.1	36.3
	C1 Y3	32.8	42.9	21.8	24.2	26.2	30.5	20.3
% Low risk	C1 Y1	46.7	24.3	49.6	41.6	51.2	44.8	48.7
	C1 Y2	57.7	32.1	57.7	46.8	67.3	58.1	59.3
	C1 Y3	60.9	31.0	72.4	64.0	69.2	59.4	72.0

Figure 56.

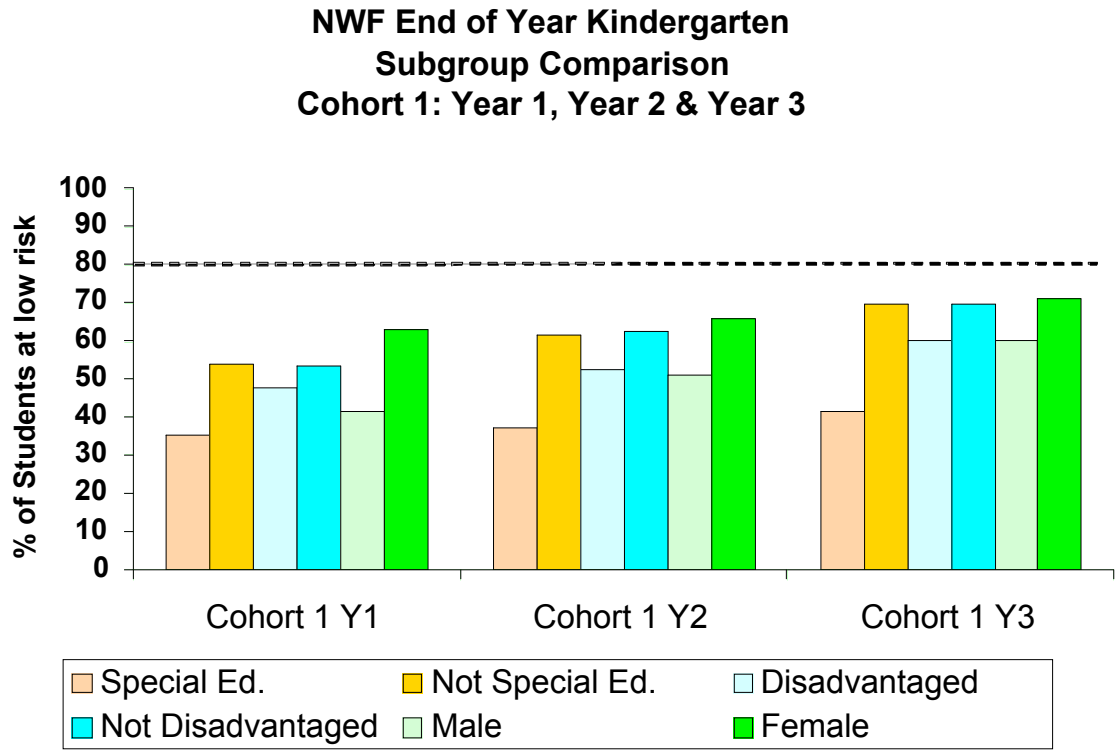


Figure 57.

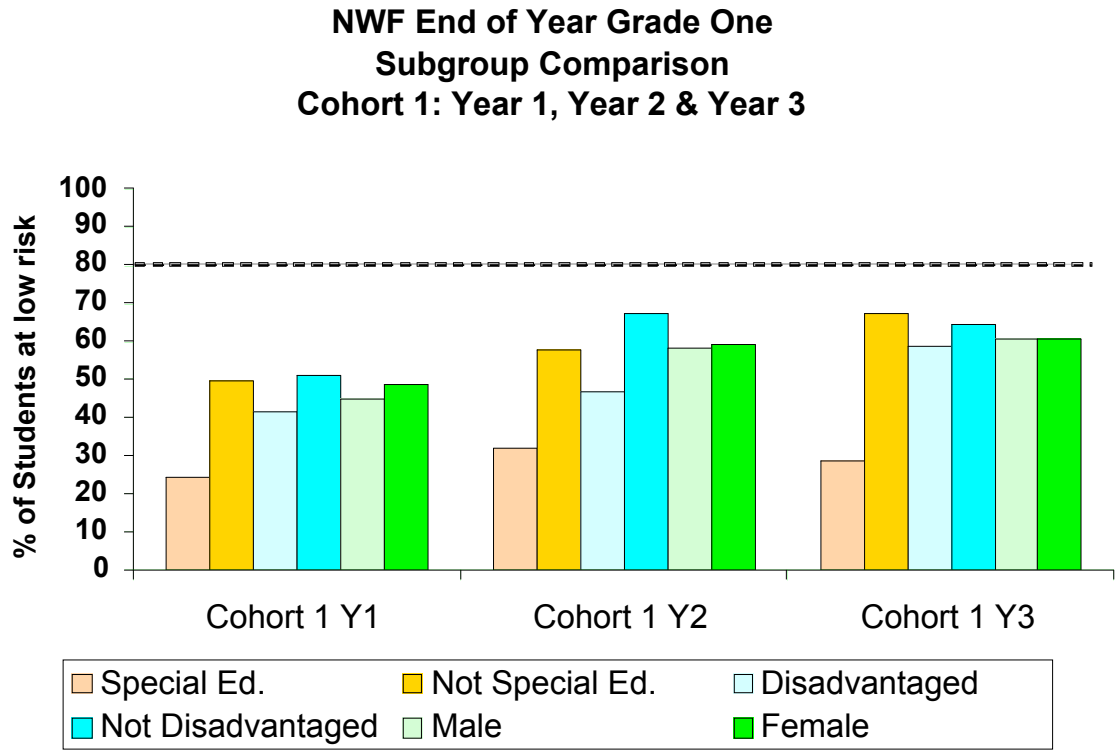


Table 132. ORF End of Year Subgroup Comparison Cohort One: Year 1, Year 2 & Year 3

End of Year ORF	Cohort	All Students	Special Ed.		Disadvantaged		Gender	
			Yes	No	Yes	No	Male	Female
First Grade								
N	C1 Y1	337	41	296	152	185	175	162
	C1 Y2	298	32	166	115	151	130	136
	C1 Y3	293	42	225	161	107	128	143
Missing n	C1 Y1	18	4	14	3	15	10	8
	C1 Y2	32	4	2	5	1	5	1
	C1 Y3	22	12	3	12	3	9	6
% High risk	C1 Y1	15.4	45.9	11.3	20.1	11.2	18.2	12.3
	C1 Y2	7.5	35.7	3.7	13.6	2.0	8.8	5.2
	C1 Y3	8.9	26.2	5.8	11.8	4.7	10.2	7.7
% Some risk	C1 Y1	30.4	29.7	30.5	34.9	26.5	33.3	27.3
	C1 Y2	28.2	25.0	32.3	38.2	22.0	28.0	29.6
	C1 Y3	25.1	42.9	21.8	24.2	26.2	30.5	20.3
% Low risk	C1 Y1	54.2	24.3	58.2	45.0	62.4	48.5	60.4
	C1 Y2	64.3	39.3	64.0	48.2	76.0	63.2	65.2
	C1 Y3	66.1	31.0	72.4	64.0	69.2	59.4	72.0

Figure 58.

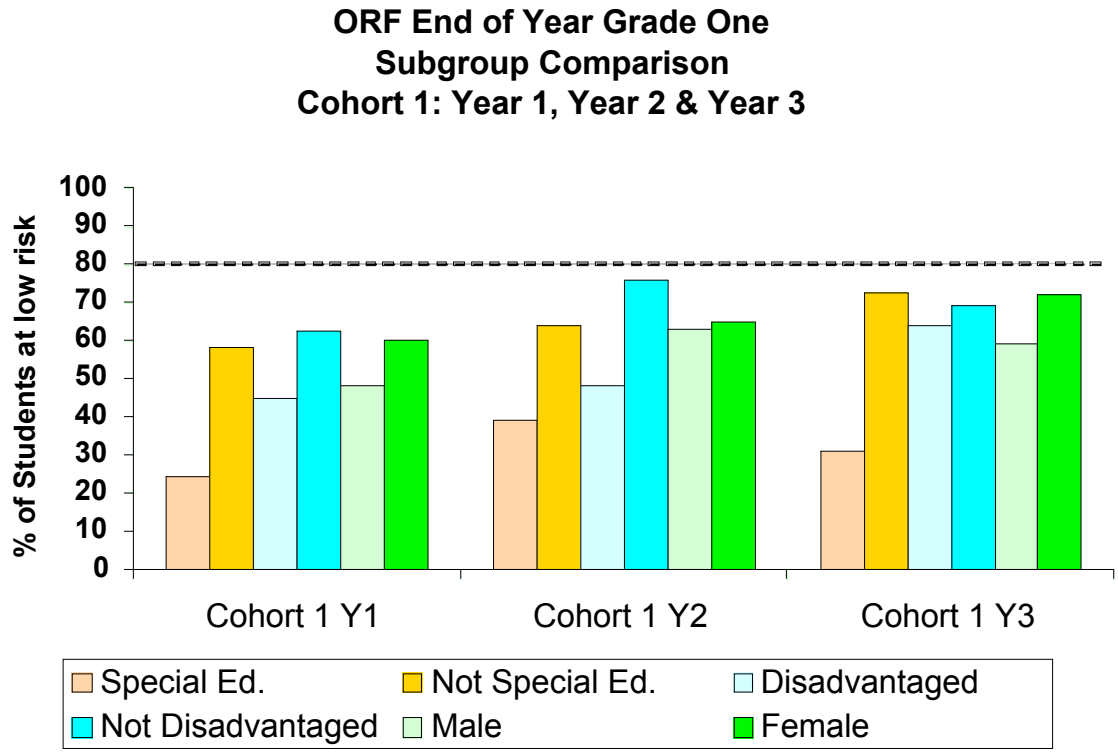


Table 133. ORF End of Year Subgroup Comparison Cohort One: Year 1, Year 2 & Year 3

End of Year ORF	Cohort	All Students	Special Ed.		Disadvantaged		Gender	
			Yes	No	Yes	No	Male	Female
Second Grade								
N	C1 Y1	323	44	279	148	175	164	157
	C1 Y2	311	59	144	146	135	142	139
	C1 Y3	331	39	263	149	154	151	153
Missing n	C1 Y1	18	2	16	6	12	10	7
	C1 Y2	30	9	3	9	4	9	4
	C1 Y3	27	11	12	17	5	16	9
% High risk	C1 Y1	27.2	71.4	20.2	30.8	30.3	31.8	22.7
	C1 Y2	28.1	72.0	17.0	34.3	21.4	36.8	19.3
	C1 Y3	19.7	69.2	12.2	26.8	12.3	22.5	17.0
% Some risk	C1 Y1	23.3	11.9	25.1	30.8	26.8	24.0	22.7
	C1 Y2	18.9	14.0	18.4	19.0	17.6	18.0	18.5
	C1 Y3	22.0	10.3	23.6	22.1	22.1	25.8	18.3
% Low risk	C1 Y1	49.5	16.7	54.8	38.5	43.0	44.2	54.7
	C1 Y2	53.0	14.0	64.5	46.7	61.1	45.1	62.2
	C1 Y3	58.2	20.5	64.3	51.0	65.6	51.7	64.7
Third Grade								
N	C1 Y1	362	44	318	173	188	206	155
	C1 Y2	285	56	134	134	133	124	143
	C1 Y3	351	66	256	155	167	159	164
Missing n	C1 Y1	24	4	20	13	11	10	14
	C1 Y2	22	4	2	6	1	6	1
	C1 Y3	28	15	4	12	7	15	10
% High risk	C1 Y1	29.0	77.5	22.5	35.0	23.2	32.7	24.1
	C1 Y2	20.5	59.6	12.9	23.4	17.4	25.4	16.2
	C1 Y3	18.0	54.5	8.2	24.5	11.4	21.4	14.6
% Some risk	C1 Y1	32.8	22.5	34.2	35.0	31.1	33.7	31.2
	C1 Y2	33.8	26.9	37.1	39.1	28.8	33.9	33.8
	C1 Y3	29.1	30.3	28.9	26.5	31.7	28.9	29.3
% Low risk	C1 Y1	38.2	0.0	43.3	30.0	45.8	33.7	44.7
	C1 Y2	45.6	13.5	50.0	37.5	53.8	40.7	50.0
	C1 Y3	52.9	15.2	62.9	49.0	56.9	49.7	56.1

Figure 59.

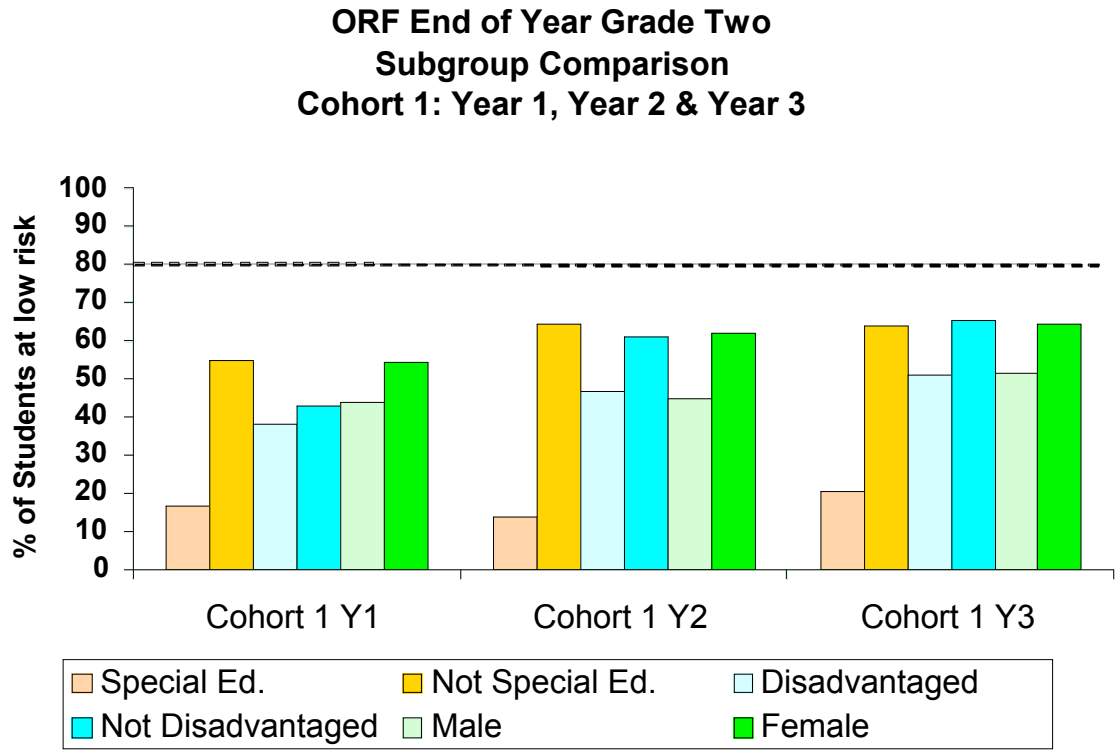


Figure 60.

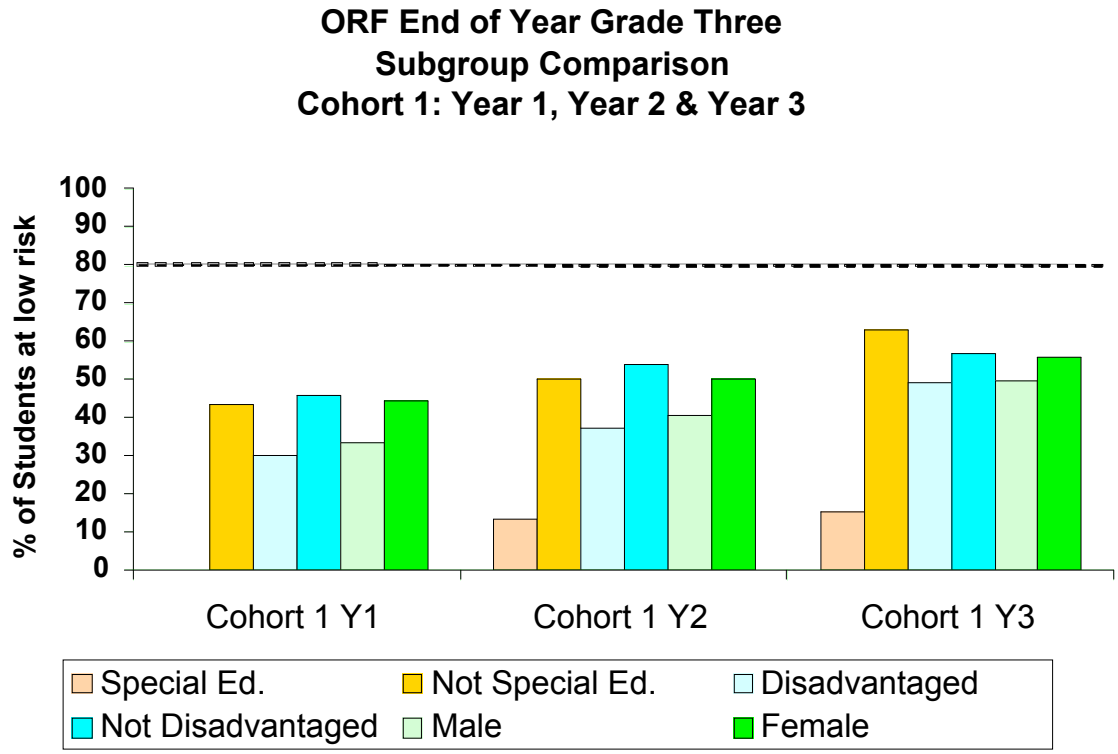


Table 134. Terra Nova Word Analysis Subgroup Comparison Cohort One: Year 1, 2 & 3

Terra Nova Word Analysis	Cohort	All Students	Special Ed.		Disadvantaged		Gender	
			Yes	No	Yes	No	Male	Female
First Grade								
N	C1 Y1	320	38	281	148	171	167	153
	C1 Y2	265	29	164	110	151	125	136
	C1 Y3	293	43	223	160	107	128	142
Missing n	C1 Y1	6	2	4	3	3	4	2
	C1 Y2	0	0	0	0	0	0	0
	C1 Y3	23	11	5	13	3	9	7
% High risk	C1 Y1	10.8	33.3	7.9	15.9	6.5	16.6	4.6
	C1 Y2	10.2	37.9	4.3	19.1	3.3	13.6	6.6
	C1 Y3	8.1	25.6	4.9	9.4	6.5	10.2	6.3
% Some risk	C1 Y1	20.7	30.6	19.1	26.2	15.5	19.0	22.5
	C1 Y2	21.9	24.1	22.0	26.4	18.5	22.4	21.3
	C1 Y3	16.5	34.9	12.6	21.9	8.4	21.1	12.0
% Low risk	C1 Y1	68.5	36.1	73.0	57.9	78.0	64.4	72.9
	C1 Y2	67.9	38.0	73.7	54.5	78.2	64.0	72.1
	C1 Y3	75.4	39.5	82.5	68.8	85.0	68.8	81.7

Figure 61.

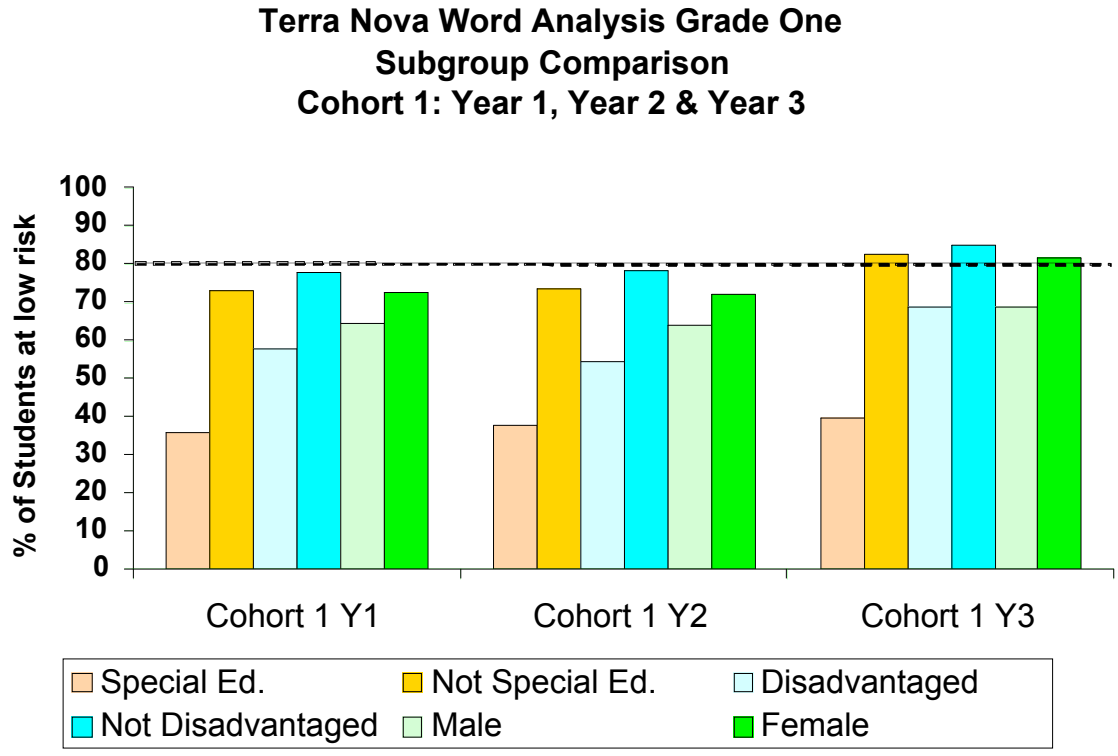


Table 135. Terra Nova Word Analysis Subgroup Comparison Cohort One: Year 1, 2 & 3

Terra Nova Word Analysis	Cohort	All Students	Special Ed.		Disadvantaged		Gender	
			Yes	No	Yes	No	Male	Female
Second Grade								
N	C1 Y1	312	43	265	143	165	158	153
	C1 Y2	286	54	142	140	133	137	136
	C1 Y3	331	41	265	153	154	154	155
Missing n	C1 Y1	6	0	5	2	3	4	2
	C1 Y2	1	1	0	0	1	1	0
	C1 Y3	22	9	10	13	5	13	7
% High risk	C1 Y1	15.7	41.9	10.8	16.3	14.2	17.5	13.9
	C1 Y2	11.9	34.0	6.3	17.1	6.1	16.9	6.6
	C1 Y3	11.1	46.3	5.7	19.0	3.2	11.0	11.0
% Some risk	C1 Y1	16.7	23.3	15.8	15.6	17.9	18.2	15.2
	C1 Y2	22.1	37.7	16.9	25.0	18.9	25.0	19.1
	C1 Y3	16.0	24.4	15.1	19.6	13.0	16.9	15.5
% Low risk	C1 Y1	67.6	34.8	73.4	68.1	67.9	64.3	70.9
	C1 Y2	66.0	28.3	76.8	57.9	75.0	58.1	74.3
	C1 Y3	73.0	29.3	79.2	61.4	83.8	72.1	73.5
Third Grade								
N	C1 Y1	343	41	296	162	174	196	146
	C1 Y2	266	53	131	129	132	119	142
	C1 Y3	351	70	257	161	166	163	166
Missing n	C1 Y1	5	1	4	2	3	3	2
	C1 Y2	1	1	0	1	0	1	0
	C1 Y3	22	11	3	6	8	11	8
% High risk	C1 Y1	18.6	62.5	12.7	26.9	11.1	18.1	18.8
	C1 Y2	15.5	36.5	13.0	18.0	12.9	14.4	16.2
	C1 Y3	12.7	37.1	5.8	18.6	6.6	17.8	7.8
% Some risk	C1 Y1	17.5	17.5	17.5	16.3	18.1	18.7	16.0
	C1 Y2	18.9	25.0	20.6	20.3	18.2	18.6	19.7
	C1 Y3	18.2	22.9	16.7	22.4	13.9	17.8	18.7
% Low risk	C1 Y1	63.9	20.0	69.8	56.8	70.8	63.2	65.2
	C1 Y2	65.7	38.5	66.4	61.7	68.9	67.0	64.1
	C1 Y3	69.1	40.0	77.4	59.0	79.5	64.4	73.5

Figure 62.

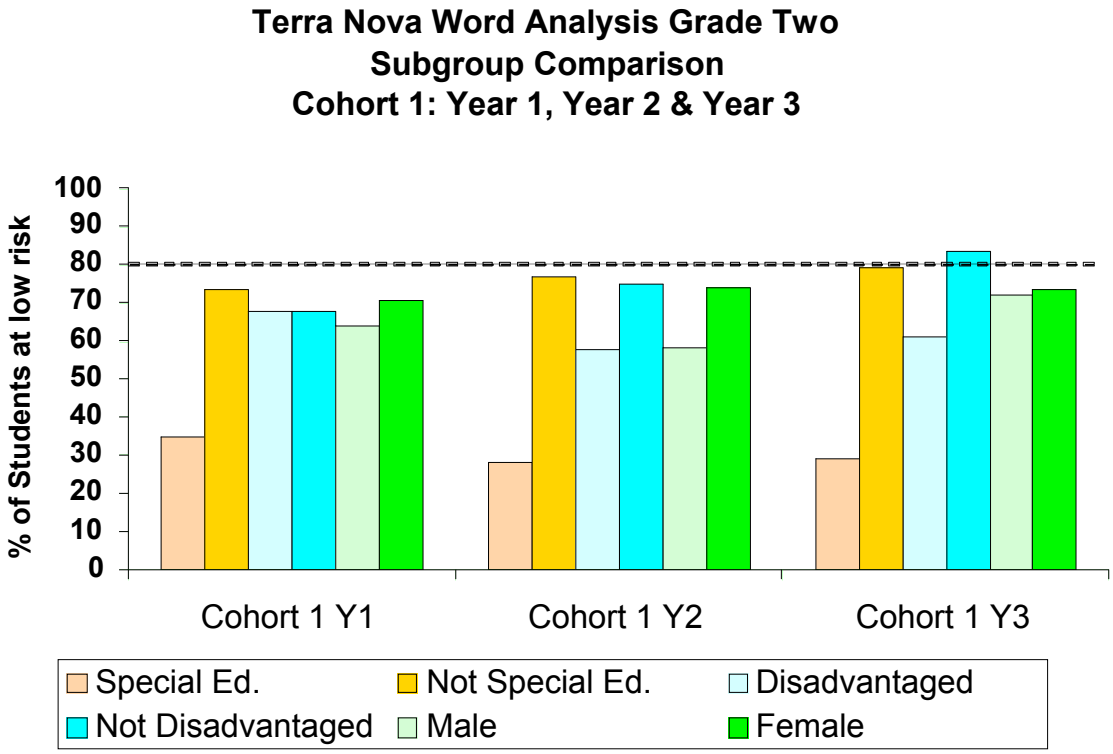


Figure 63.

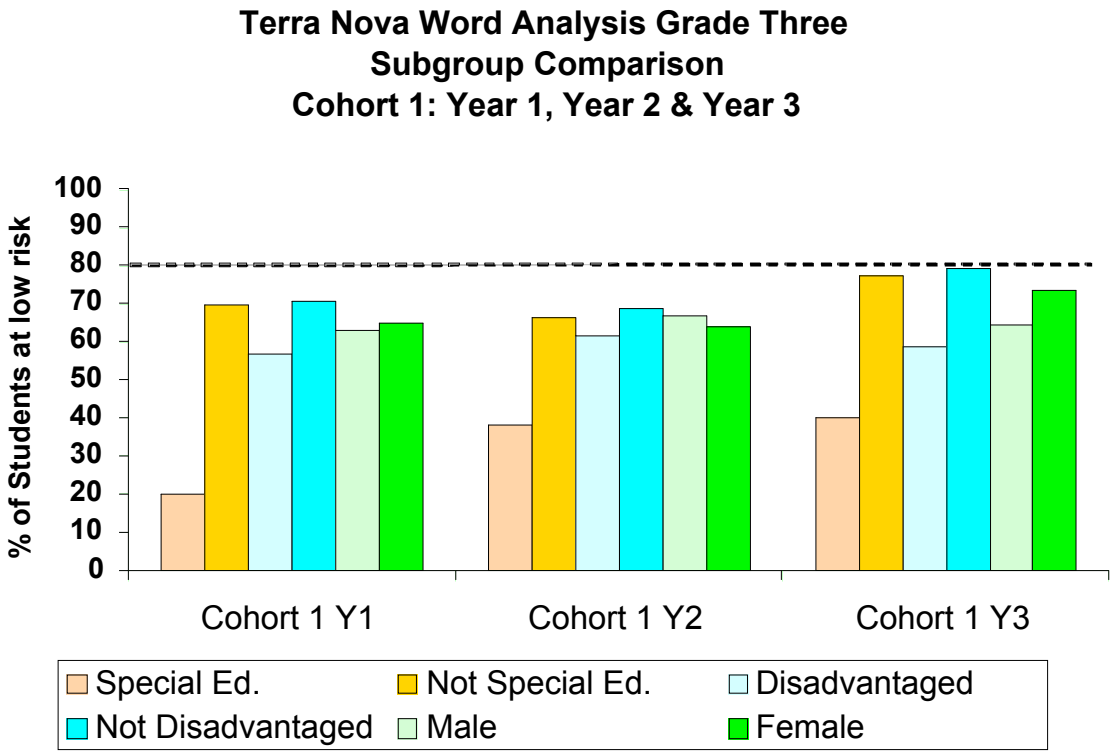


Table 136. Terra Nova Vocabulary Subgroup Comparison Cohort One: Year 1, 2 & 3

Terra Nova Vocabulary	Cohort	All Students	Special Ed.		Disadvantaged		Gender	
			Yes	No	Yes	No	Male	Female
First Grade								
N	C1 Y1	320	38	281	148	171	167	153
	C1 Y2	265	29	164	110	151	125	136
	C1 Y3	293	43	223	160	107	128	142
Missing n	C1 Y1	6	2	4	3	3	3	3
	C1 Y2	1	1	0	1	0	0	1
	C1 Y3	23	11	5	13	3	9	7
% High risk	C1 Y1	14.0	44.4	10.1	21.4	7.7	18.3	9.3
	C1 Y2	12.1	46.4	9.1	17.4	8.6	14.4	10.4
	C1 Y3	9.6	30.2	4.9	13.1	3.7	13.3	6.3
% Some risk	C1 Y1	17.8	25.0	17.0	17.9	17.9	17.7	18.0
	C1 Y2	16.7	3.6	18.3	25.7	10.6	16.8	17.0
	C1 Y3	18.8	23.3	17.9	18.8	18.7	25.0	12.7
% Low risk	C1 Y1	68.2	30.6	72.9	60.7	74.4	64.0	72.7
	C1 Y2	71.2	50.0	72.6	56.9	80.8	68.8	72.6
	C1 Y3	71.7	46.5	77.1	68.1	77.6	61.7	81.0

Figure 64.

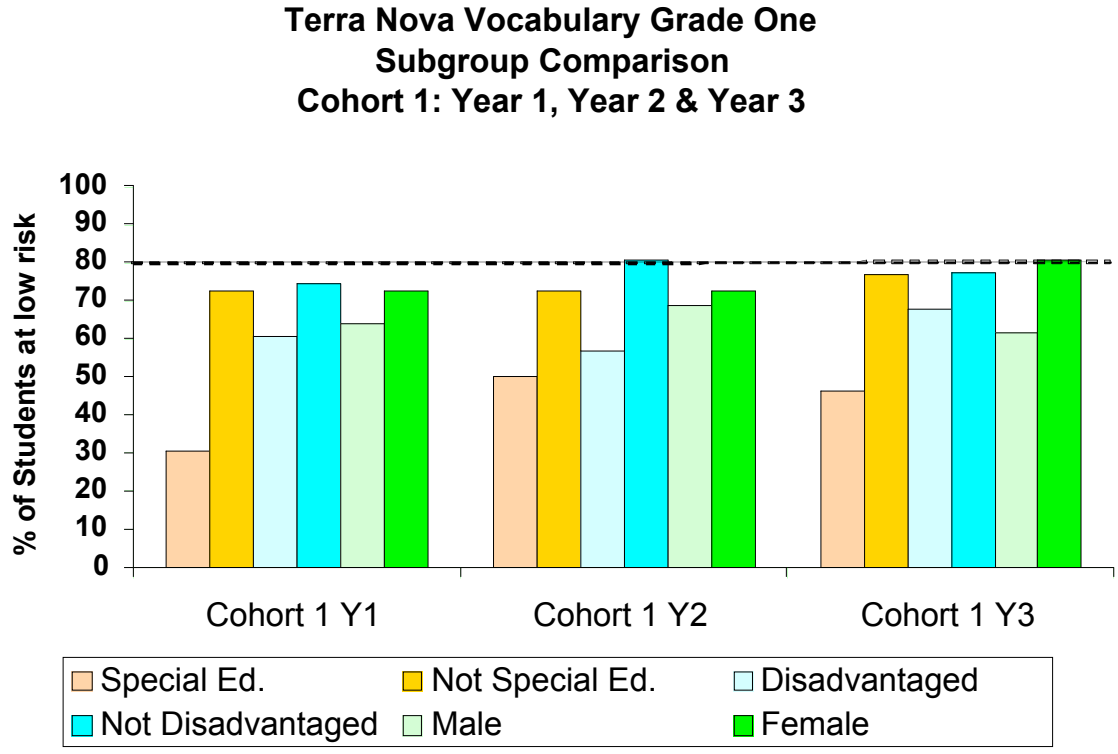


Table 137. Terra Nova Vocabulary Subgroup Comparison Cohort One: Year 1, 2 & 3

Terra Nova Vocabulary	Cohort	All Students	Special Ed.		Disadvantaged		Gender	
			Yes	No	Yes	No	Male	Female
Second Grade								
N	C1 Y1	312	43	265	143	165	158	153
	C1 Y2	286	54	142	140	133	137	136
	C1 Y3	331	41	265	153	154	154	155
Missing n	C1 Y1	8	0	7	3	4	4	4
	C1 Y2	3	2	0	2	1	3	0
	C1 Y3	22	9	10	13	5	13	7
% High risk	C1 Y1	14.8	46.5	8.9	17.1	11.8	14.3	15.4
	C1 Y2	9.9	32.7	3.5	14.5	5.3	11.2	8.8
	C1 Y3	11.4	51.2	5.3	17.6	5.2	12.3	11.0
% Some risk	C1 Y1	15.5	23.3	14.3	17.9	13.7	20.8	10.1
	C1 Y2	16.6	28.8	13.4	21.7	10.6	21.6	11.0
	C1 Y3	16.0	19.5	15.8	19.0	13.6	18.2	14.2
% Low risk	C1 Y1	69.7	30.2	76.8	65.0	74.5	64.9	74.5
	C1 Y2	73.5	38.5	83.1	63.8	84.1	67.2	80.2
	C1 Y3	72.6	29.3	78.9	63.4	81.2	69.5	74.8
Third Grade								
N	C1 Y1	343	41	296	162	174	196	146
	C1 Y2	266	53	131	129	132	119	142
	C1 Y3	351	70	257	161	166	163	166
Missing n	C1 Y1	3	1	2	1	2	2	1
	C1 Y2	2	1	1	1	1	1	1
	C1 Y3	22	11	3	6	8	11	8
% High risk	C1 Y1	21.5	72.5	14.3	25.5	16.9	25.8	15.9
	C1 Y2	16.7	42.3	10.8	21.1	13.0	20.3	14.2
	C1 Y3	20.6	51.4	11.7	27.3	13.3	27.0	13.9
% Some risk	C1 Y1	18.2	10.0	19.0	21.7	14.5	17.5	19.3
	C1 Y2	17.8	19.2	20.0	18.8	17.6	17.8	18.4
	C1 Y3	17.9	25.7	16.0	17.4	18.7	18.4	17.5
% Low risk	C1 Y1	60.3	17.5	66.7	52.8	68.6	56.7	64.8
	C1 Y2	65.5	38.5	69.2	60.1	69.4	61.9	67.4
	C1 Y3	61.5	22.9	72.4	55.3	68.1	54.6	68.7

Figure 65.

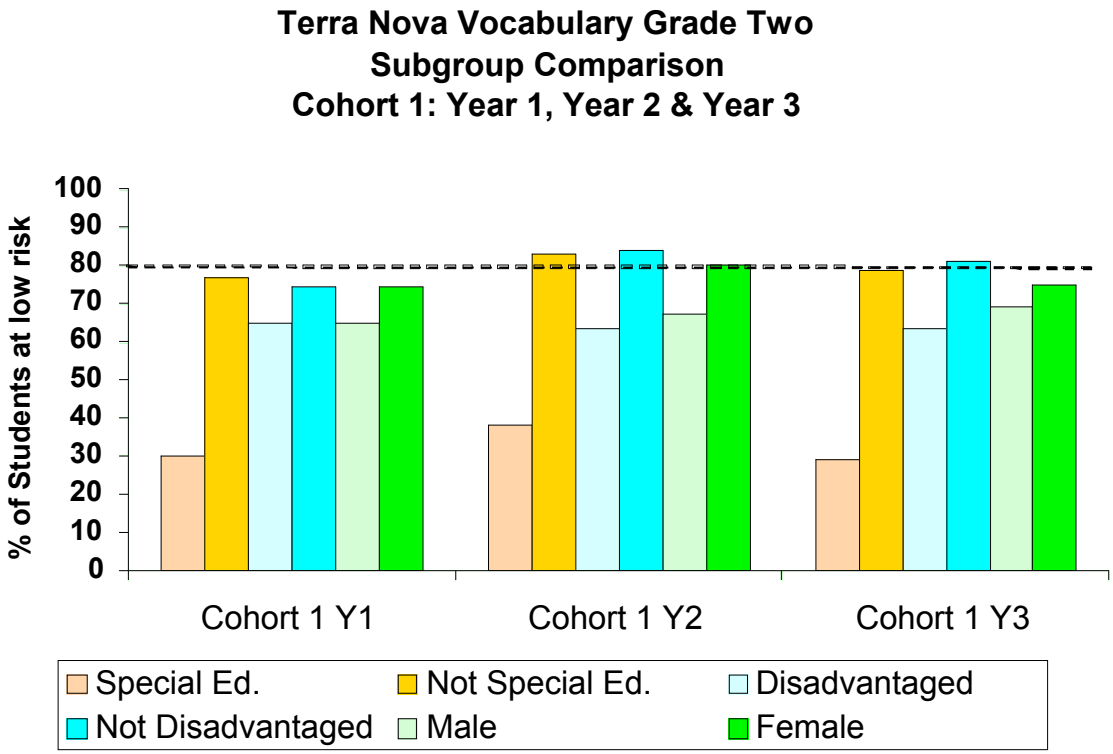


Figure 66.

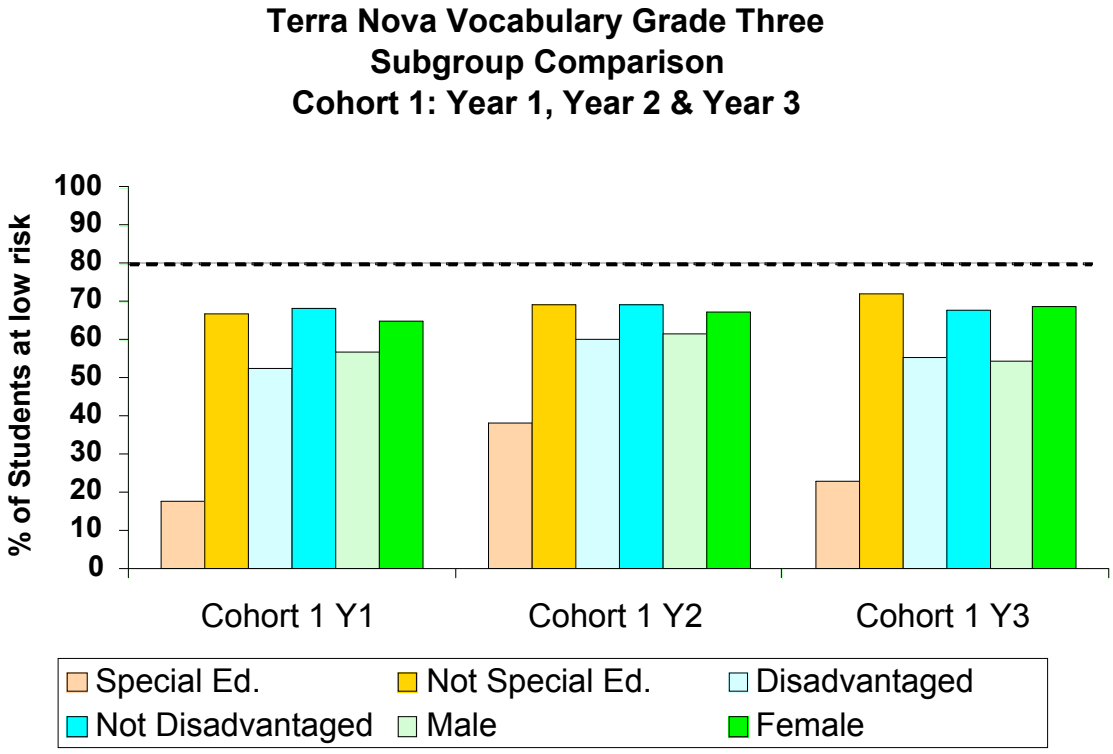


Table 138. Terra Nova Reading Comprehension Subgroup Comparison Cohort One: Yr 1, 2 & 3

Terra Nova Reading	Cohort	All Students	Special Ed.		Disadvantaged		Gender	
			Yes	No	Yes	No	Male	Female
First Grade								
N	C1 Y1	320	38	281	148	171	167	153
	C1 Y2	265	29	164	110	151	125	136
	C1 Y3	293	43	223	160	107	128	142
Missing n	C1 Y1	5	0	5	3	2	4	1
	C1 Y2	0	0	0	0	0	0	0
	C1 Y3	23	11	5	13	3	9	7
% High risk	C1 Y1	21.0	36.8	18.5	29.0	13.6	24.5	17.1
	C1 Y2	13.2	41.4	9.1	20.9	7.3	14.4	11.8
	C1 Y3	11.0	25.6	8.1	13.8	6.5	14.1	8.5
% Some risk	C1 Y1	14.3	21.1	13.4	13.8	14.8	17.2	11.2
	C1 Y2	17.7	20.7	17.1	27.3	10.6	20.0	15.4
	C1 Y3	11.0	9.3	11.2	13.1	8.4	10.9	11.3
% Low risk	C1 Y1	64.8	42.1	68.1	57.2	71.6	58.3	71.7
	C1 Y2	69.1	37.9	73.8	51.8	82.1	65.6	72.8
	C1 Y3	77.9	65.1	80.7	73.1	85.0	75.0	80.3

Figure 67.

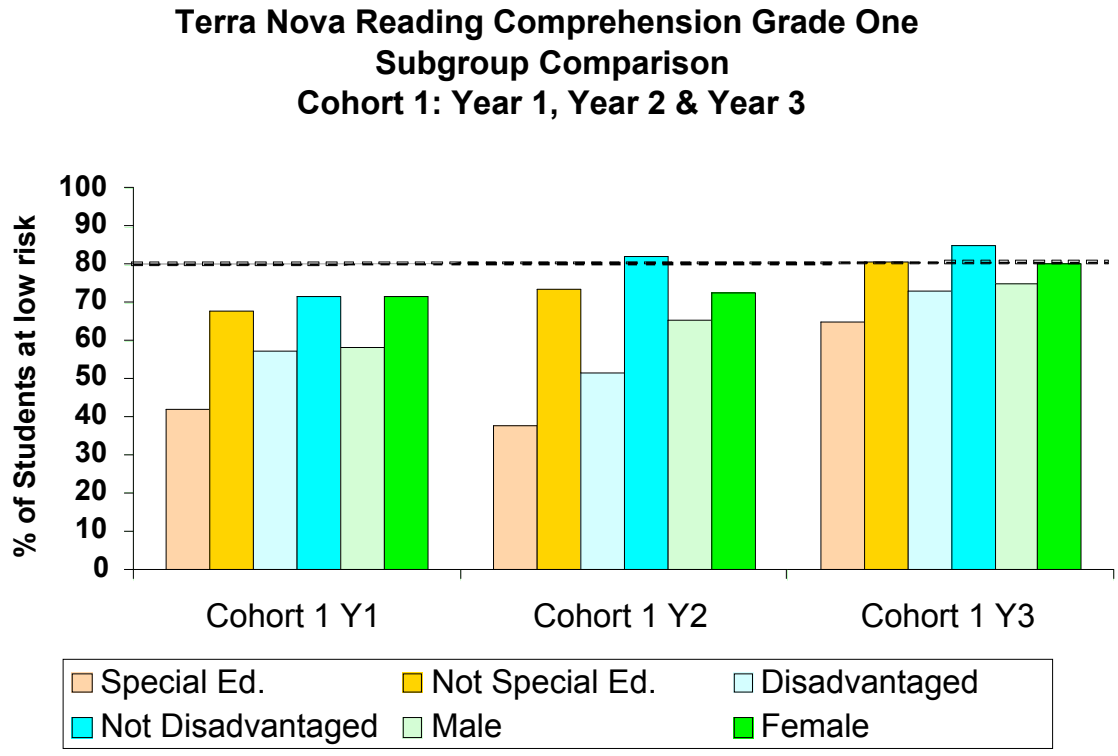


Table 139. Terra Nova Reading Comprehension Subgroup Comparison Cohort One: Yr 1, 2 & 3

Terra Nova Reading	Cohort	All Students	Special Ed.		Disadvantaged		Gender	
			Yes	No	Yes	No	Male	Female
Second Grade								
N	C1 Y1	312	43	265	143	165	158	153
	C1 Y2	286	54	142	140	133	137	136
	C1 Y3	331	42	265	153	155	155	155
Missing n	C1 Y1	7	0	6	3	3	4	3
	C1 Y2	1	1	0	1	0	1	0
	C1 Y3	21	8	10	13	4	12	7
% High risk	C1 Y1	13.8	51.2	6.9	15.7	11.1	13.6	14.0
	C1 Y2	10.5	37.7	2.1	15.8	4.5	16.2	4.4
	C1 Y3	13.4	54.8	7.2	19.0	8.4	17.4	9.7
% Some risk	C1 Y1	18.7	18.6	18.9	20.7	17.3	22.7	14.7
	C1 Y2	20.4	34.0	17.6	26.6	14.3	22.1	19.1
	C1 Y3	15.6	26.2	13.6	20.9	10.3	18.7	12.9
% Low risk	C1 Y1	67.5	30.2	74.2	63.6	71.6	63.7	71.3
	C1 Y2	69.1	28.3	80.3	57.6	81.2	61.7	76.5
	C1 Y3	71.0	19.0	79.2	60.1	81.3	63.9	77.4
Third Grade								
N	C1 Y1	343	41	296	162	174	196	146
	C1 Y2	266	53	131	129	132	119	142
	C1 Y3	351	70	257	161	166	163	166
Missing n	C1 Y1	3	2	1	2	1	2	1
	C1 Y2	0	0	0	0	0	0	0
	C1 Y3	22	11	3	6	8	11	8
% High risk	C1 Y1	12.6	66.7	5.8	16.9	8.7	13.4	11.7
	C1 Y2	15.8	52.8	9.9	18.6	13.6	19.3	13.4
	C1 Y3	13.9	41.4	6.2	19.9	7.8	19.0	9.0
% Some risk	C1 Y1	19.4	17.9	19.7	24.4	15.0	24.7	11.7
	C1 Y2	19.2	13.2	22.9	24.0	15.2	18.5	20.4
	C1 Y3	14.8	30.0	10.1	17.4	11.4	17.2	12.0
% Low risk	C1 Y1	67.9	15.4	74.5	58.7	76.3	61.9	76.6
	C1 Y2	65.0	34.0	67.2	57.4	71.2	62.2	66.2
	C1 Y3	71.2	28.6	83.7	62.7	80.7	63.8	78.9

Figure 68.

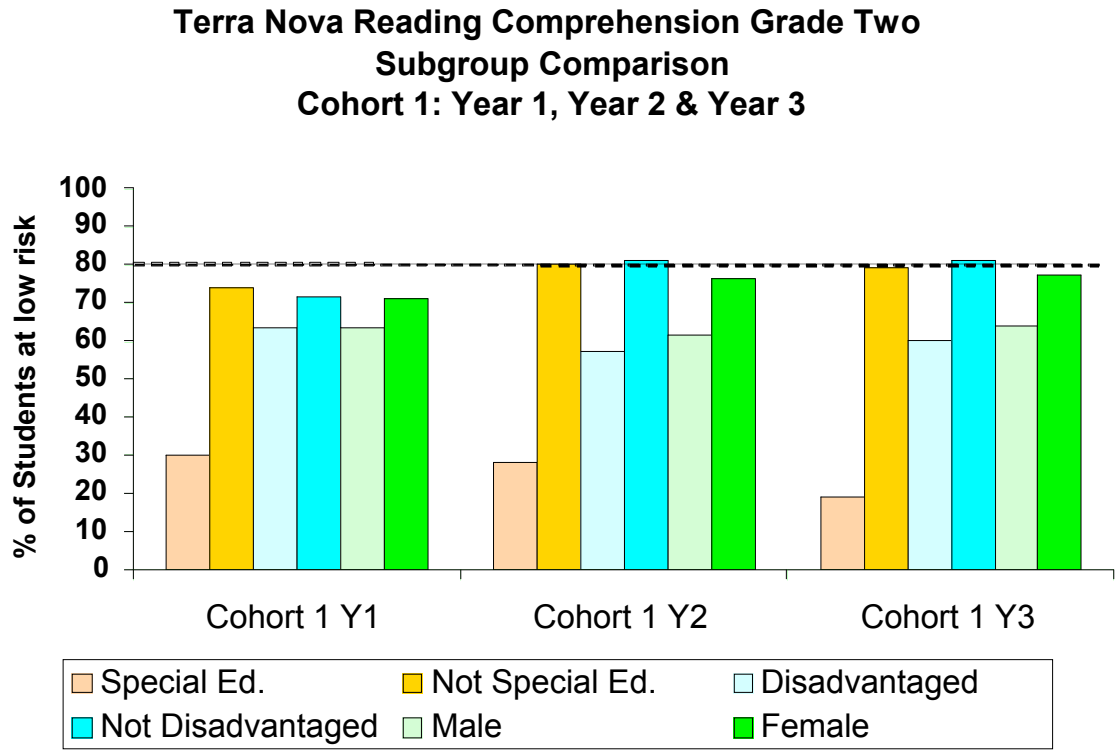
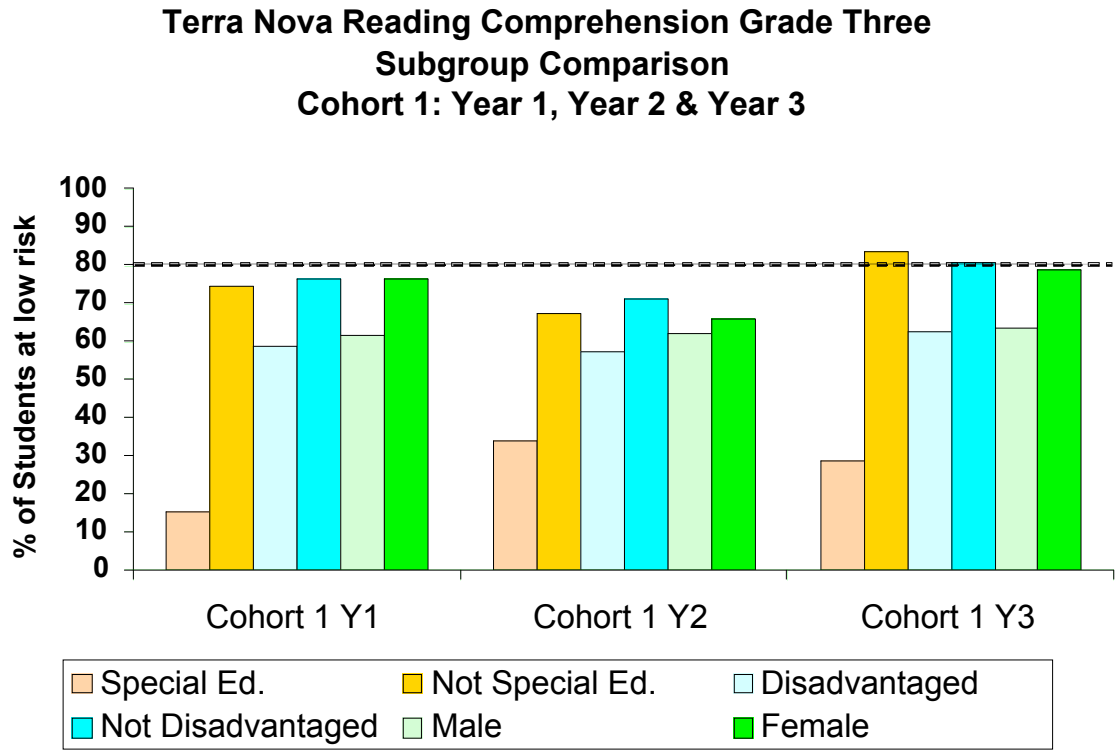


Figure 69.



Comparison of Assessment Results for Student Subgroups in Cohort 2

As with cohort 1, the achievement gaps exist for special education students, economically disadvantaged students, and male students across all DIBELS and TerraNova reading measures and grade levels. The achievement gap is largest for special education students. For cohort 2 students, this gap widens after grade one on the ORF and all three TerraNova measures. The achievement gap also widens on the ORF for economically disadvantaged students and on the TerraNova Vocabulary measure for male students.

For cohort 2, there was some improvement in assessment results from year one to year two on the NWF and the grade three ORF for special education students, economically disadvantaged students, and male students. For the other DIBELS measures, assessment results were inconsistent or showed no change across the two years.

There was less evidence of improvement from year one to year two for these subgroups on the TerraNova measures. Assessment results were inconsistent or showed little change. There was some improvement for special education students on the grade three measures for word analysis, vocabulary, and reading comprehension.

In reviewing the disaggregated assessment results for cohort 2 for special education, the reader is cautioned to consider the percentage of students who could not be included in the data tables because their special education status was not known. For some measures and grade levels, this can be as much as half the students. The "N" row indicates the total number of students for whom we have assessment results for a reading measure and the number for whom we also have demographic information. The difference is the number of students for whom we do not have demographic information. The "missing n" row represents students whose status is known but for whom we have no assessment results for that reading measure.

Table 140. PSF End of Year Subgroup Comparison Cohort Two: Year 1 vs. Year 2

End of Year PSF		All Students	Special Ed.		Disadvantaged		Gender	
			Yes	No	Yes	No	Male	Female
Kindergarten								
N	C2 Y1	410	60	159	144	217	196	165
	C2 Y2	493	76	397	246	228	251	230
Missing n	C2 Y1	44	4	3	4	5	6	3
	C2 Y2	110	5	95	59	41	40	61
% High risk	C2 Y1	8.5	17.9	1.9	11.4	6.6	8.9	8.0
	C2 Y2	4.4	16.9	1.7	7.0	2.1	5.7	3.0
% Some risk	C2 Y1	18.9	19.6	14.7	19.3	17.0	18.4	17.3
	C2 Y2	16.7	29.6	13.6	20.9	12.3	18.5	14.8
% Low risk	C2 Y1	72.7	62.5	83.3	69.3	76.4	72.6	74.7
	C2 Y2	78.9	53.5	84.8	72.2	85.6	75.8	82.2
First Grade								
N	C2 Y1	331	49	147	141	165	160	146
	C2 Y2	443	81	349	223	209	238	199
Missing n	C2 Y1	24	1	4	2	3	2	3
	C2 Y2	26	6	10	15	3	13	8
% High risk	C2 Y1	0.3	2.1	0.0	0.0	0.6	0.0	0.7
	C2 Y2	1.4	8.0	0.0	1.4	1.5	2.2	0.5
% Some risk	C2 Y1	6.8	16.7	5.6	9.4	4.9	8.2	5.6
	C2 Y2	13.7	20.0	12.4	14.4	13.1	13.3	14.1
% Low risk	C2 Y1	92.8	81.3	94.4	90.6	94.4	91.8	93.7
	C2 Y2	84.9	72.0	87.6	84.1	85.4	84.4	85.3

Figure 70.

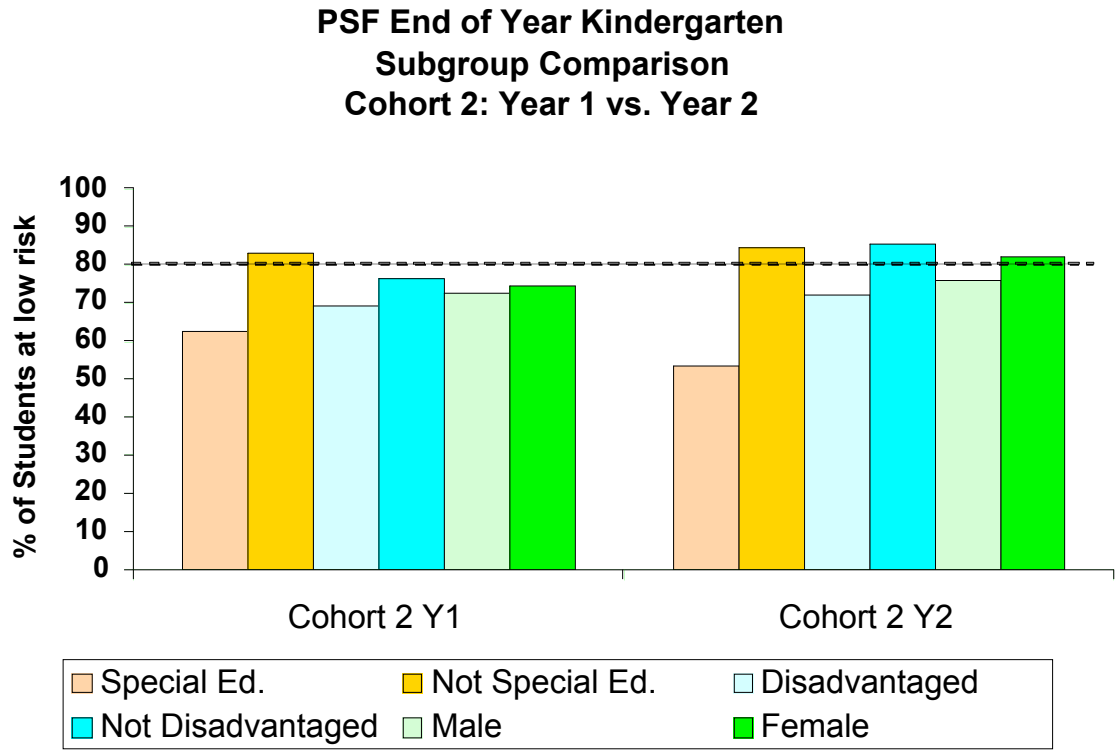


Figure 71.

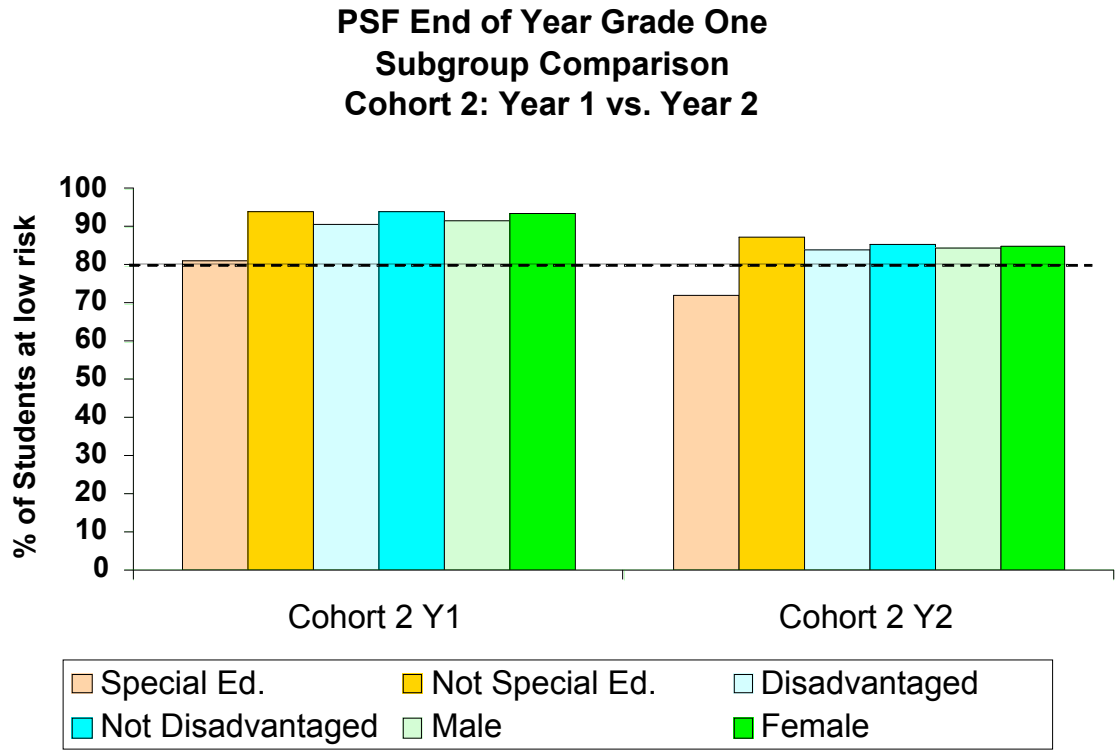


Table 141. LNF End of Year Subgroup Comparison Cohort Two: Year 1 vs. Year 2

End of Year LNF		All Students	Special Ed.		Disadvantaged		Gender	
			Yes	No	Yes	No	Male	Female
Kindergarten								
N	C2 Y1	410	60	159	144	217	196	165
	C2 Y2	493	76	397	246	228	251	230
Missing n	C2 Y1	44	4	3	4	5	6	3
	C2 Y2	109	4	95	59	40	39	61
% High risk	C2 Y1	23.2	33.9	18.6	20.7	25.0	24.7	21.6
	C2 Y2	19.5	43.1	13.9	26.7	12.2	23.1	14.2
% Some risk	C2 Y1	22.7	23.2	20.5	29.3	18.4	24.7	20.4
	C2 Y2	19.0	13.9	19.5	22.5	14.4	17.0	21.3
% Low risk	C2 Y1	54.1	42.9	60.9	50.0	56.6	50.5	58.0
	C2 Y2	61.5	43.1	66.6	50.8	73.4	59.9	64.5

Figure 72.

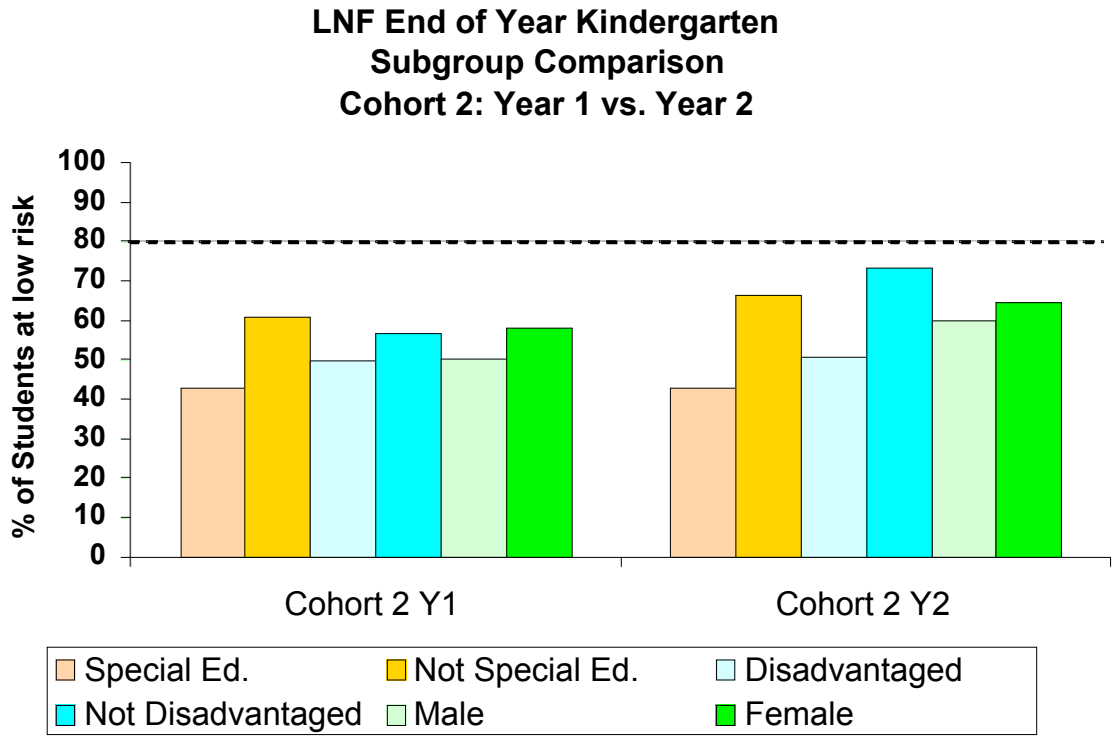


Table 142. NWF End of Year Subgroup Comparison Cohort Two: Year 1 vs. Year 2

End of Year NWF		All Students	Special Ed.		Disadvantaged		Gender	
			Yes	No	Yes	No	Male	Female
Kindergarten								
N	C2 Y1	410	60	159	144	217	196	165
	C2 Y2	493	76	397	246	228	251	230
Missing n	C2 Y1	44	4	3	4	5	6	3
	C2 Y2	110	5	95	59	41	40	61
% High risk	C2 Y1	24.6	41.1	14.1	26.4	23.6	28.4	20.4
	C2 Y2	18.5	38.0	13.6	24.6	11.8	20.9	14.8
% Some risk	C2 Y1	29.0	25.0	33.3	29.3	28.3	28.9	28.4
	C2 Y2	19.3	21.1	19.2	19.8	19.3	21.3	16.6
% Low risk	C2 Y1	46.4	33.9	52.6	44.3	48.1	42.6	51.2
	C2 Y2	62.1	40.8	67.2	55.6	69.0	57.8	68.6
First Grade								
N	C2 Y1	331	49	147	141	165	160	146
	C2 Y2	443	81	349	223	209	238	199
Missing n	C2 Y1	24	1	4	2	3	2	3
	C2 Y2	26	6	10	15	3	13	8
% High risk	C2 Y1	8.8	27.1	6.3	9.4	8.0	9.5	7.7
	C2 Y2	6.5	22.7	2.9	7.7	5.3	7.1	5.8
% Some risk	C2 Y1	36.8	52.1	37.8	48.2	27.2	35.4	38.5
	C2 Y2	30.7	26.7	31.3	31.7	29.1	29.8	31.9
% Low risk	C2 Y1	54.4	20.8	55.9	42.4	64.8	55.1	53.8
	C2 Y2	62.8	50.7	65.8	60.6	65.5	63.1	62.3

Figure 73.

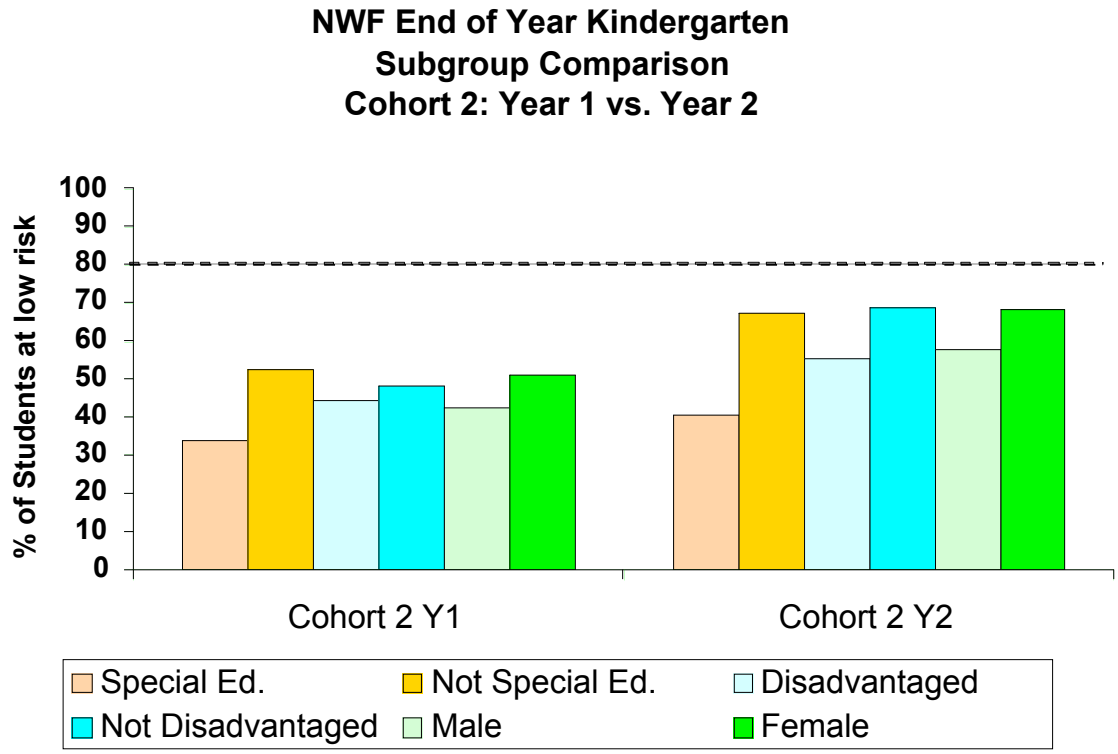


Figure 74.

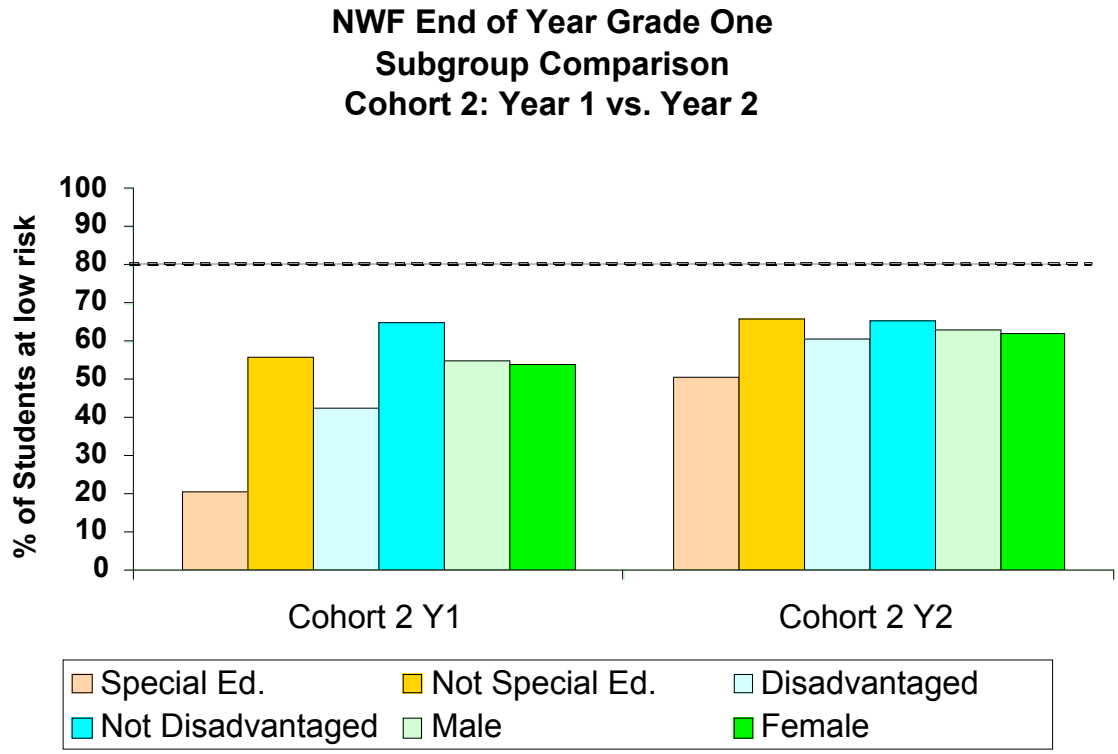


Table 143. ORF End of Year Subgroup Comparison Cohort Two: Year 1 vs. Year 2

End of Year ORF		All Students	Special Ed.		Disadvantaged		Gender	
			Yes	No	Yes	No	Male	Female
First Grade								
N	C2 Y1	331	49	147	141	165	160	146
	C2 Y2	443	81	349	223	209	238	199
Missing n	C2 Y1	24	1	4	2	3	2	3
	C2 Y2	29	9	10	16	5	15	9
% High risk	C2 Y1	17.6	39.6	15.4	20.9	14.2	22.2	11.9
	C2 Y2	13.5	37.5	8.6	16.4	10.8	17.0	9.5
% Some risk	C2 Y1	23.5	27.1	26.6	26.6	20.4	21.5	25.2
	C2 Y2	30.2	29.2	30.4	36.7	23.5	31.4	28.9
% Low risk	C2 Y1	59.0	33.3	58.0	52.5	65.4	56.3	62.9
	C2 Y2	56.3	33.3	61.1	46.9	65.7	51.6	61.6
Second Grade								
N	C2 Y1	399	75	163	166	199	193	172
	C2 Y2	373	62	296	187	171	185	177
Missing n	C2 Y1	38	1	4	4	2	4	2
	C2 Y2	27	8	7	14	1	10	7
% High risk	C2 Y1	31.0	58.1	26.4	37.7	25.4	37.0	24.1
	C2 Y2	26.3	59.3	19.7	34.1	17.6	31.4	20.6
% Some risk	C2 Y1	19.1	18.9	20.8	21.6	16.8	18.0	20.0
	C2 Y2	19.1	18.5	19.4	19.1	19.4	17.7	20.6
% Low risk	C2 Y1	49.9	23.0	52.8	40.7	57.9	45.0	55.9
	C2 Y2	54.6	22.2	60.9	46.8	62.9	50.9	58.8
Third Grade								
N	C2 Y1	355	59	129	144	191	173	162
	C2 Y2	419	79	332	203	208	224	189
Missing n	C2 Y1	19	0	4	3	2	4	1
	C2 Y2	12	3	4	5	2	5	2
% High risk	C2 Y1	24.1	69.5	13.6	29.1	21.2	30.8	18.0
	C2 Y2	17.7	50.0	10.4	27.3	8.7	19.2	16.0
% Some risk	C2 Y1	33.0	18.6	37.6	37.6	30.2	30.2	36.6
	C2 Y2	30.5	30.3	29.9	33.3	26.7	33.8	26.2
% Low risk	C2 Y1	42.9	11.9	48.8	33.3	48.7	39.1	45.3
	C2 Y2	51.8	19.7	59.8	39.4	64.6	47.0	57.8

Figure 75.

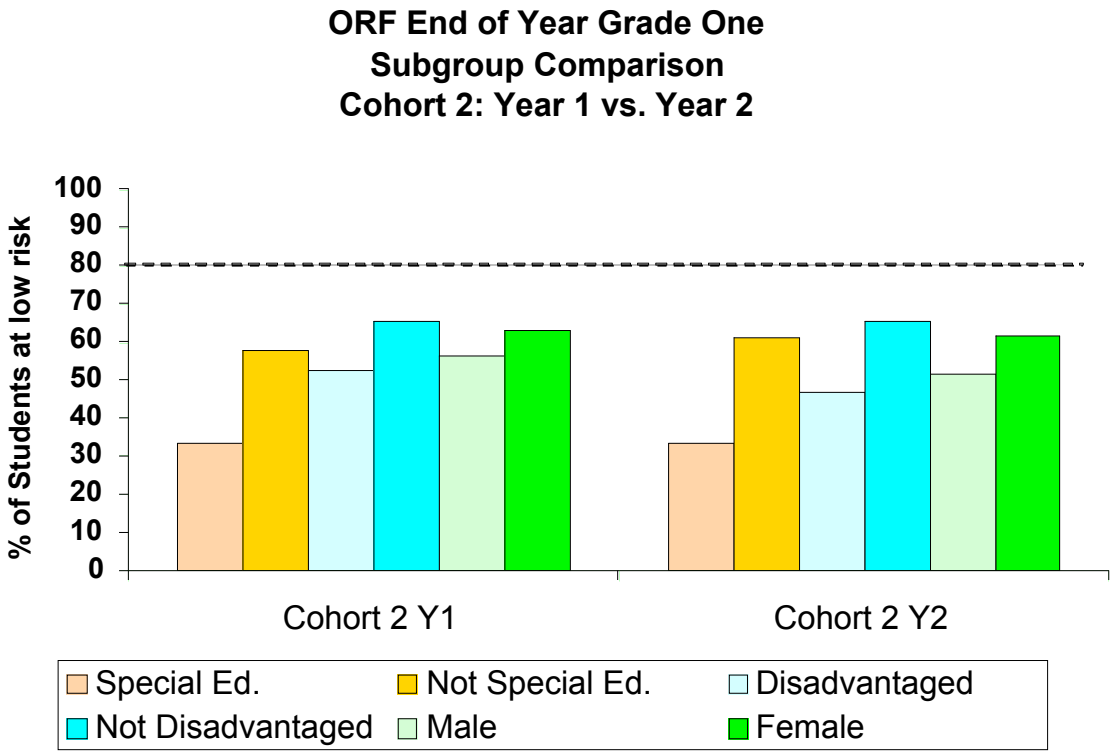


Figure 76.

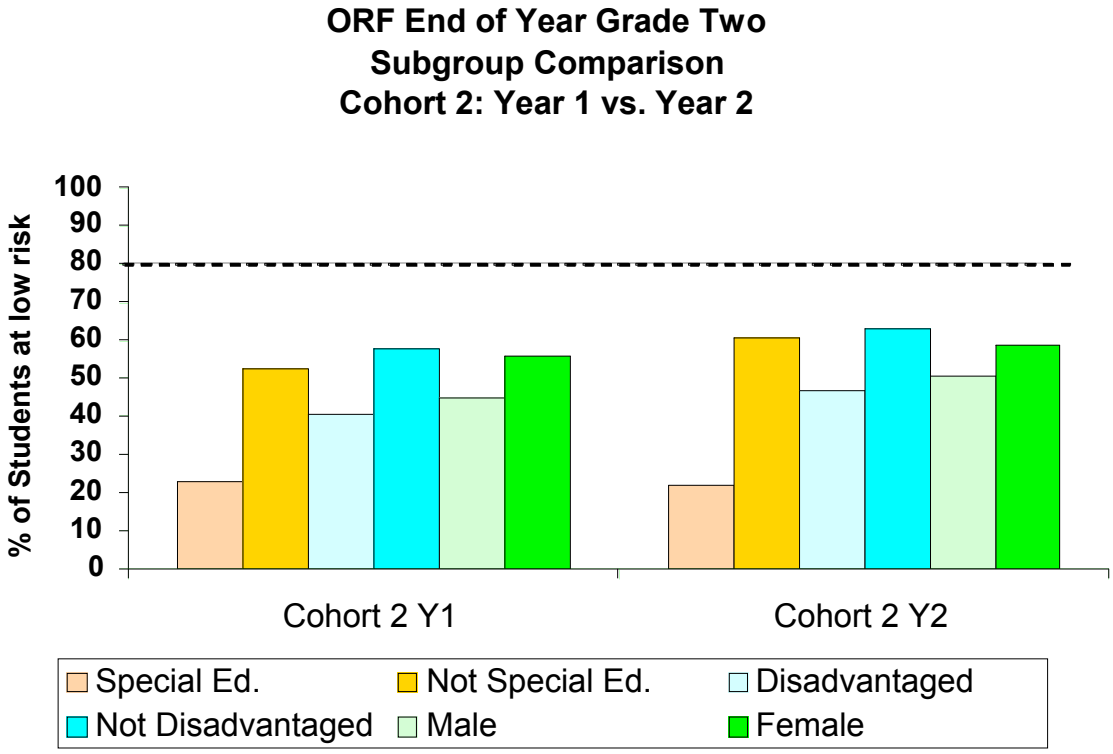


Figure 77.

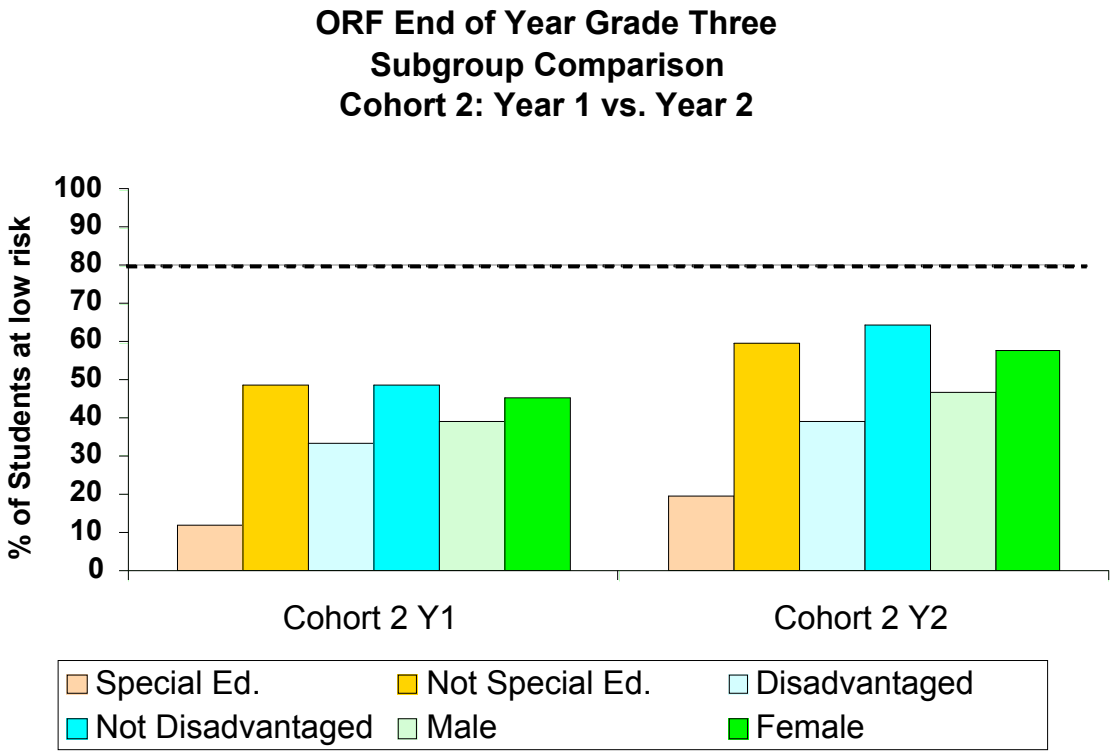

ORF End of Year Grade Three
Subgroup Comparison
Cohort 2: Year 1 vs. Year 2
% of Students at low risk
100
90
80
70
60
50
40
30
20
10
0
Cohort 2 Y1
Cohort 2 Y2
Special Ed.
Not Special Ed.
Disadvantaged
Not Disadvantaged
Male
Female

Table 144. Terra Nova Word Analysis Subgroup Comparison Cohort Two: Year 1 vs. Year 2

Terra Nova Word Analysis		All Students	Special Ed.		Disadvantaged		Gender	
			Yes	No	Yes	No	Male	Female
First Grade								
N	C2 Y1	319	47	145	140	161	158	143
	C2 Y2	443	81	349	223	209	238	199
Missing n	C2 Y1	0	0	0	0	0	0	0
	C2 Y2	64	13	41	45	11	33	25
% High risk	C2 Y1	14.1	38.3	11.7	18.6	10.6	15.8	12.6
	C2 Y2	14.0	32.4	9.7	21.3	7.1	16.1	11.5
% Some risk	C2 Y1	21.6	23.4	24.1	26.4	18.0	24.1	19.6
	C2 Y2	21.4	29.4	19.5	22.5	20.2	22.9	19.5
% Low risk	C2 Y1	64.3	38.3	64.2	55	71.4	60.1	67.8
	C2 Y2	64.6	38.2	70.8	56.2	72.7	61.0	69.0
Second Grade								
N	C2 Y1	370	72	160	161	197	189	169
	C2 Y2	373	62	296	187	171	185	177
Missing n	C2 Y1	2	1	0	0	2	2	0
	C2 Y2	65	20	32	35	17	37	17
% High risk	C2 Y1	10.3	36.6	5.0	11.8	9.2	13.9	6.5
	C2 Y2	12.7	35.7	8.7	19.7	5.2	15.5	10.0
% Some risk	C2 Y1	15.2	21.1	20.0	19.3	12.3	16.6	14.2
	C2 Y2	11.0	19.0	9.8	15.8	6.5	10.8	11.3
% Low risk	C2 Y1	74.5	42.3	75	68.9	78.5	69.5	79.3
	C2 Y2	76.3	45.2	81.4	64.5	88.3	73.6	78.8
Third Grade								
N	C2 Y1	351	60	127	143	189	171	161
	C2 Y2	419	79	332	203	208	224	189
Missing n	C2 Y1	2	1	1	1	1	1	1
	C2 Y2	46	9	31	29	11	23	17
% High risk	C2 Y1	14.6	50.8	4.0	16.2	14.4	16.5	13.8
	C2 Y2	11.3	32.9	6.3	16.7	6.6	13.4	8.7
% Some risk	C2 Y1	18.3	23.7	10.3	18.3	19.7	21.8	16.3
	C2 Y2	19.8	30.0	17.3	25.9	14.2	22.9	16.3
% Low risk	C2 Y1	67.0	25.5	85.7	65.5	65.9	61.7	69.9
	C2 Y2	68.9	37.1	76.4	57.5	79.2	63.7	75.0

Figure 78.

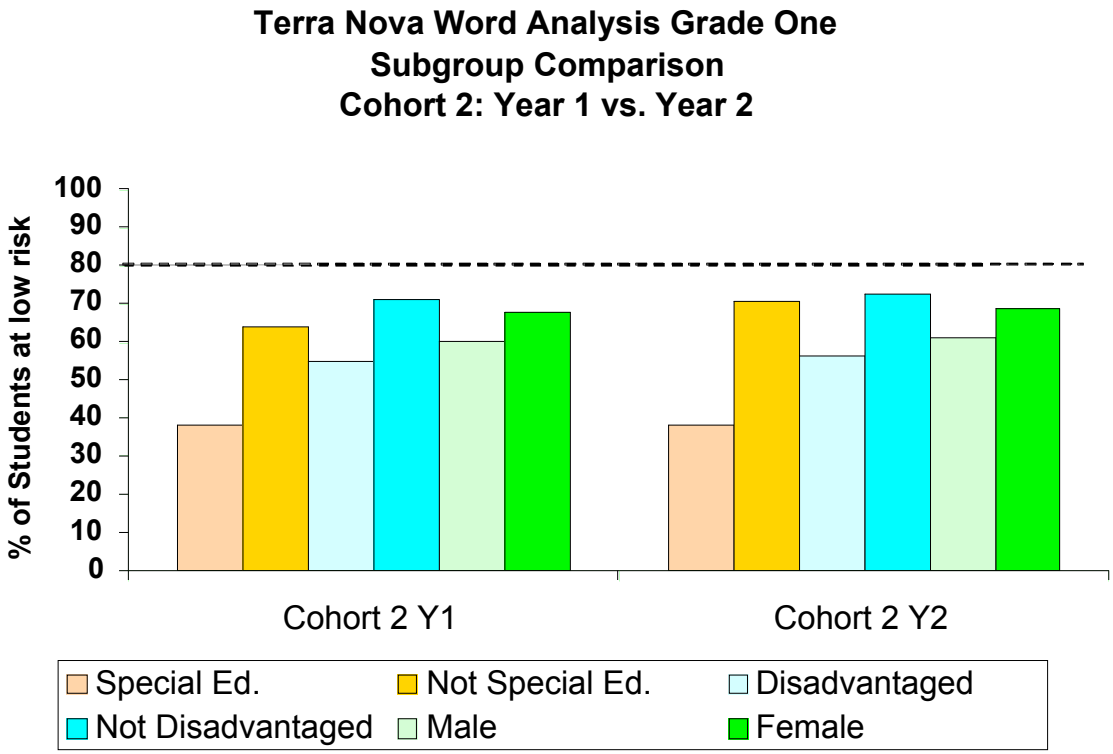


Figure 79.

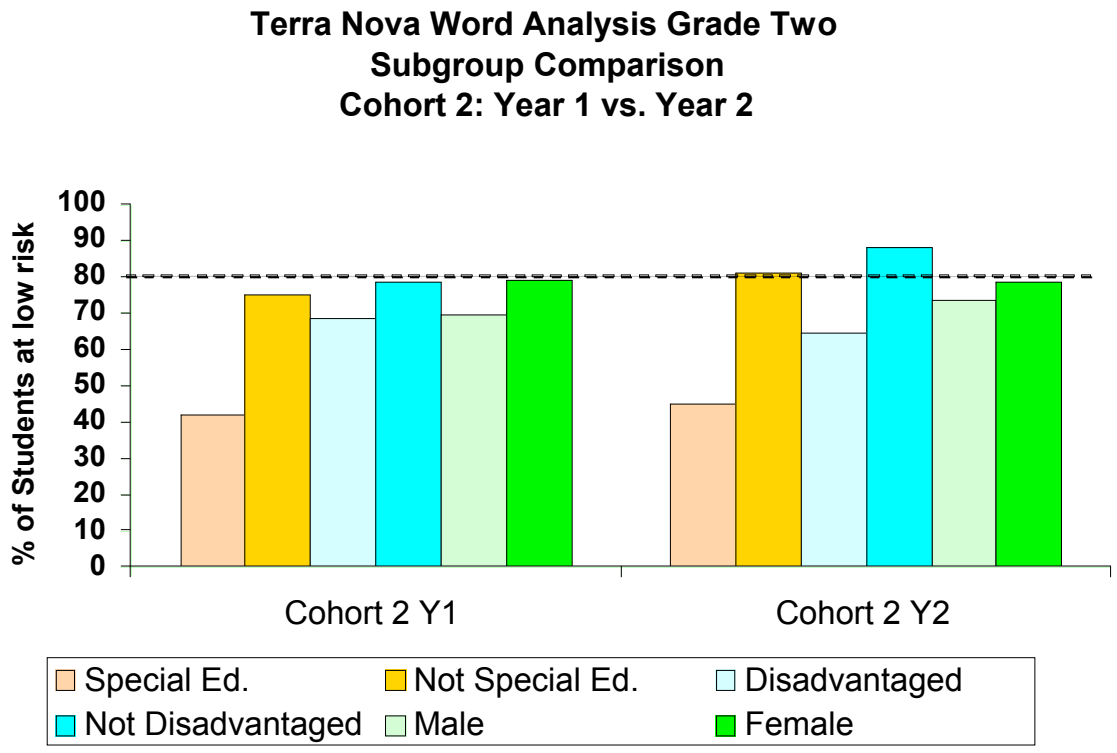


Figure 80.

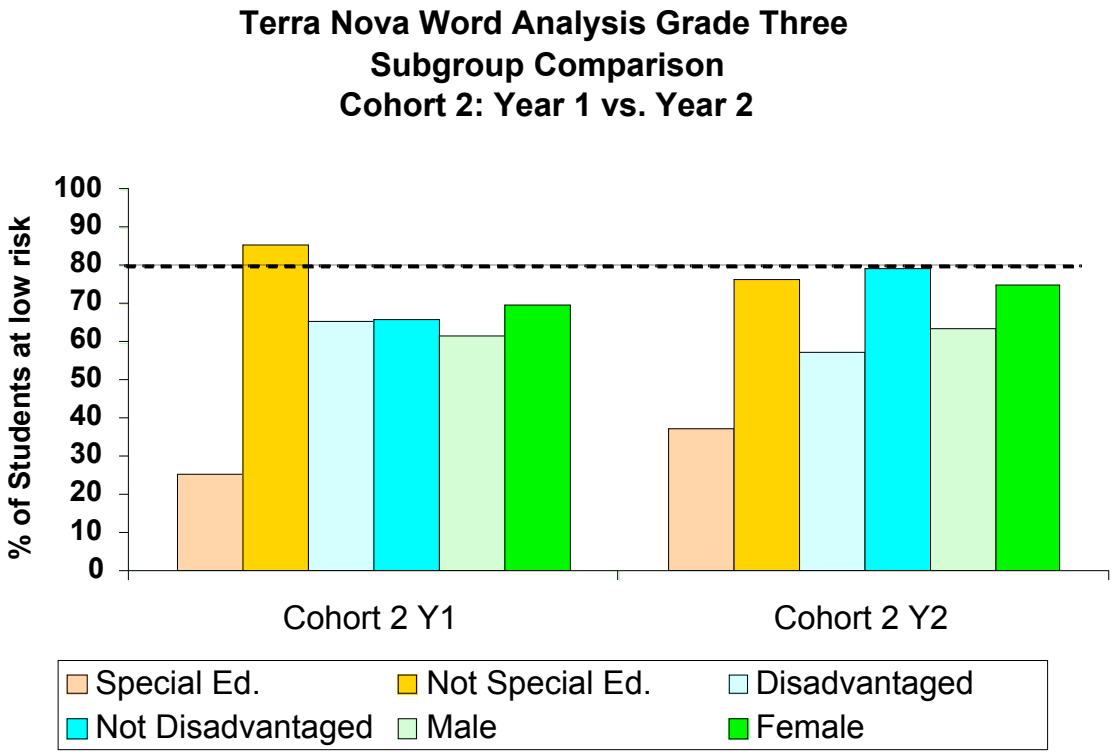

Terra Nova Word Analysis Grade Three
Subgroup Comparison
Cohort 2: Year 1 vs. Year 2
% of Students at low risk
100
90
80
70
60
50
40
30
20
10
0
Cohort 2 Y1
Cohort 2 Y2
Special Ed.
Not Special Ed.
Disadvantaged
Not Disadvantaged
Male
Female

Table 145. Terra Nova Vocabulary Subgroup Comparison Cohort Two: Year 1 vs. Year 2

Terra Nova Vocabulary		All Students	Special Ed.		Disadvantaged		Gender	
			Yes	No	Yes	No	Male	Female
First Grade								
N	C2 Y1	319	47	145	140	161	158	143
	C2 Y2	443	81	349	223	209	238	199
Missing n	C2 Y1	1	1	0	1	0	0	1
	C2 Y2	66	14	42	47	11	35	25
% High risk	C2 Y1	12.6	34.8	11.0	18.0	8.1	15.2	9.9
	C2 Y2	14.3	38.8	8.8	20.5	8.6	17.2	10.9
% Some risk	C2 Y1	16.7	17.4	20.0	21.6	13.0	17.7	16.2
	C2 Y2	19.9	23.9	19.2	27.8	13.1	22.2	17.2
% Low risk	C2 Y1	70.8	47.8	69	60.4	78.9	67.1	73.9
	C2 Y2	65.8	37.3	72.0	51.7	78.3	60.6	71.8
Second Grade								
N	C2 Y1	370	72	160	161	197	189	169
	C2 Y2	373	62	296	187	171	185	177
Missing n	C2 Y1	3	1	0	1	2	2	1
	C2 Y2	65	20	32	35	17	37	17
% High risk	C2 Y1	11.4	38.0	2.5	11.9	11.3	13.4	9.5
	C2 Y2	8.4	26.2	5.3	11.8	4.5	8.1	8.8
% Some risk	C2 Y1	13.4	19.7	14.4	17.5	9.2	18.2	7.1
	C2 Y2	13.0	33.3	9.8	19.7	6.5	14.2	11.9
% Low risk	C2 Y1	75.2	42.3	83.1	70.6	79.5	68.4	83.4
	C2 Y2	78.6	40.5	84.8	68.4	89.0	77.7	79.4
Third Grade								
N	C2 Y1	351	60	127	143	189	171	161
	C2 Y2	419	79	332	203	208	224	189
Missing n	C2 Y1	4	3	1	2	2	3	1
	C2 Y2	63	11	46	34	23	31	26
% High risk	C2 Y1	20.2	64.9	6.3	22.0	19.3	25.0	15.6
	C2 Y2	15.7	41.2	9.8	23.1	9.2	18.1	12.9
% Some risk	C2 Y1	13.8	14.0	10.3	13.5	15.5	15.5	13.8
	C2 Y2	21.3	26.5	19.9	22.5	20.0	24.4	17.8
% Low risk	C2 Y1	66.0	21.1	83.4	64.5	65.2	59.5	70.6
	C2 Y2	62.9	32.4	70.3	54.4	70.8	57.5	69.3

Figure 81.

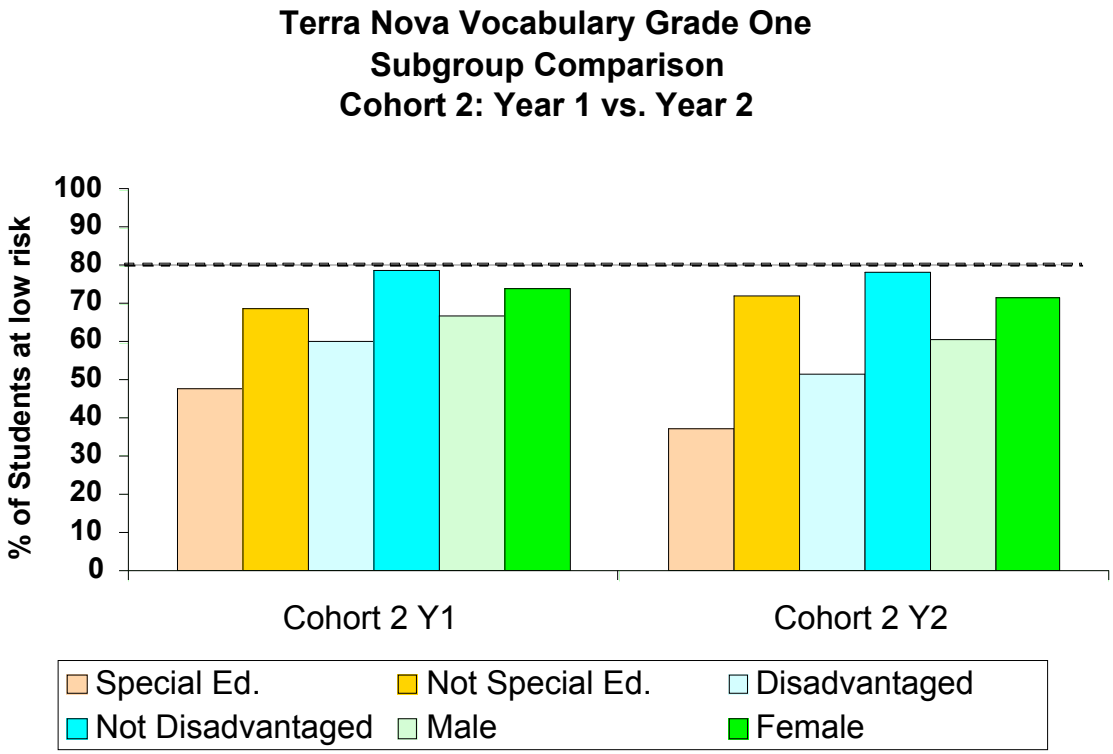


Figure 82.

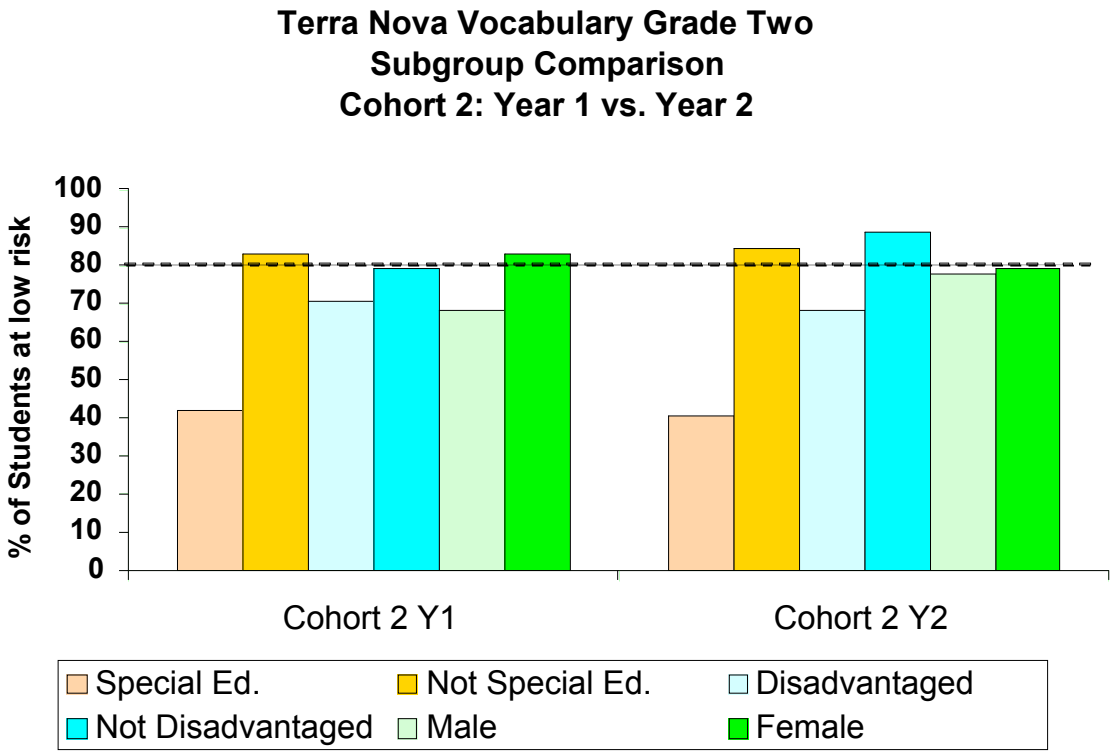


Figure 83.

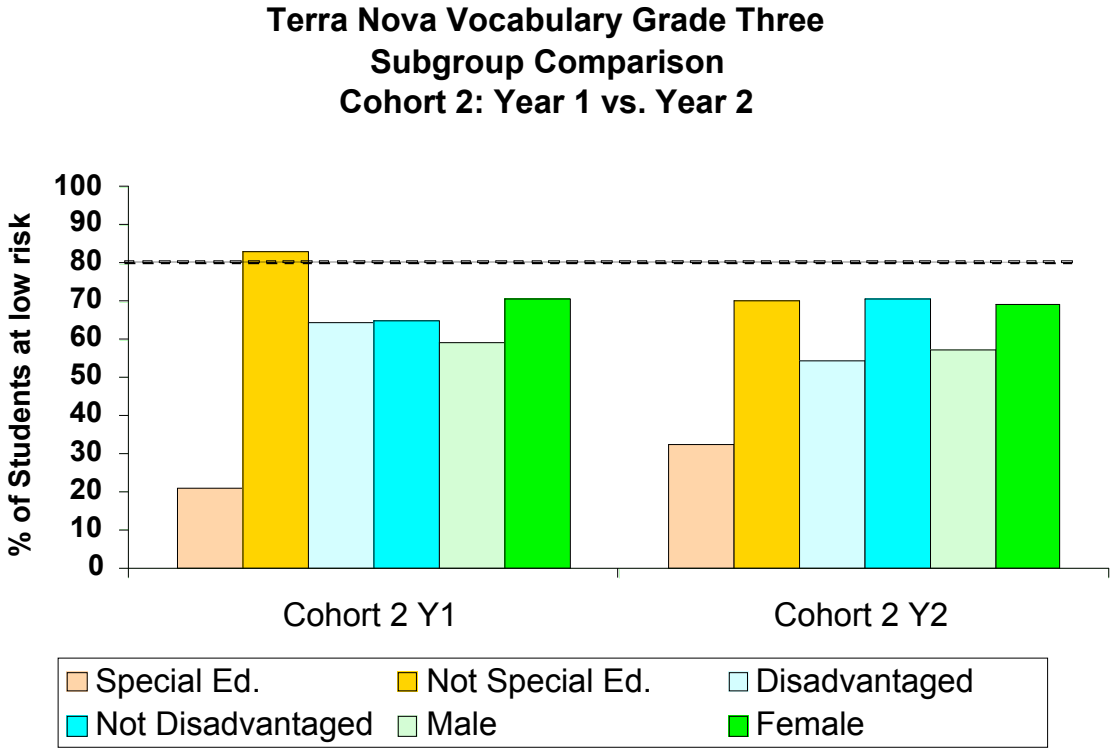

Terra Nova Vocabulary Grade Three
Subgroup Comparison
Cohort 2: Year 1 vs. Year 2
% of Students at low risk
100
90
80
70
60
50
40
30
20
10
0
Cohort 2 Y1
Cohort 2 Y2
Special Ed.
Not Special Ed.
Disadvantaged
Not Disadvantaged
Male
Female

Table 146. Terra Nova Reading Comprehension Subgroup Comparison Cohort Two:Yr 1 vs.Yr

Terra Nova Reading		All Students	Special Ed.		Disadvantaged		Gender	
			Yes	No	Yes	No	Male	Female
First Grade								
N	C2 Y1	319	47	145	140	161	158	143
	C2 Y2	443	81	349	223	209	238	199
Missing n	C2 Y1	1	1	0	1	0	0	1
	C2 Y2	24	8	8	14	4	13	5
% High risk	C2 Y1	14.8	34.8	15.2	17.3	13.0	18.4	11.3
	C2 Y2	13.4	35.6	8.5	17.7	8.8	16.4	9.8
% Some risk	C2 Y1	12.3	17.4	14.5	15.8	10.6	15.2	10.6
	C2 Y2	15.0	19.2	14.4	19.6	10.7	16.4	13.4
% Low risk	C2 Y1	73.0	47.8	70.3	66.9	76.4	66.4	78.1
	C2 Y2	71.6	45.2	77.1	62.7	80.5	67.1	76.8
Second Grade								
N	C2 Y1	370	72	160	161	197	189	169
	C2 Y2	373	62	296	187	171	185	177
Missing n	C2 Y1	0	0	0	0	0	0	0
	C2 Y2	28	11	6	14	3	11	6
% High risk	C2 Y1	10.5	31.9	4.4	11.8	9.6	12.2	8.9
	C2 Y2	6.1	21.6	3.1	9.2	2.4	5.7	6.4
% Some risk	C2 Y1	20.3	20.8	19.4	22.4	18.8	22.2	18.3
	C2 Y2	18.8	29.4	16.9	26.0	11.3	21.3	16.4
% Low risk	C2 Y1	69.2	47.3	76.2	65.8	71.6	65.6	72.8
	C2 Y2	75.1	49.0	80.0	64.7	86.3	73.0	77.2
Third Grade								
N	C2 Y1	351	60	127	143	189	171	161
	C2 Y2	419	79	332	203	208	224	189
Missing n	C2 Y1	2	1	1	1	1	1	1
	C2 Y2	13	3	4	5	2	5	2
% High risk	C2 Y1	11.5	49.2	3.2	15.5	9.0	13.5	10.0
	C2 Y2	10.1	22.4	7.0	12.6	7.3	11.9	8.0
% Some risk	C2 Y1	20.3	27.1	15.1	20.4	21.3	24.1	17.5
	C2 Y2	19.0	28.9	16.5	21.7	16.0	22.4	15.0
% Low risk	C2 Y1	68.2	23.7	81.7	64.1	69.7	62.4	72.5
	C2 Y2	70.9	48.7	76.5	65.7	76.7	65.8	77.0

Figure 84.

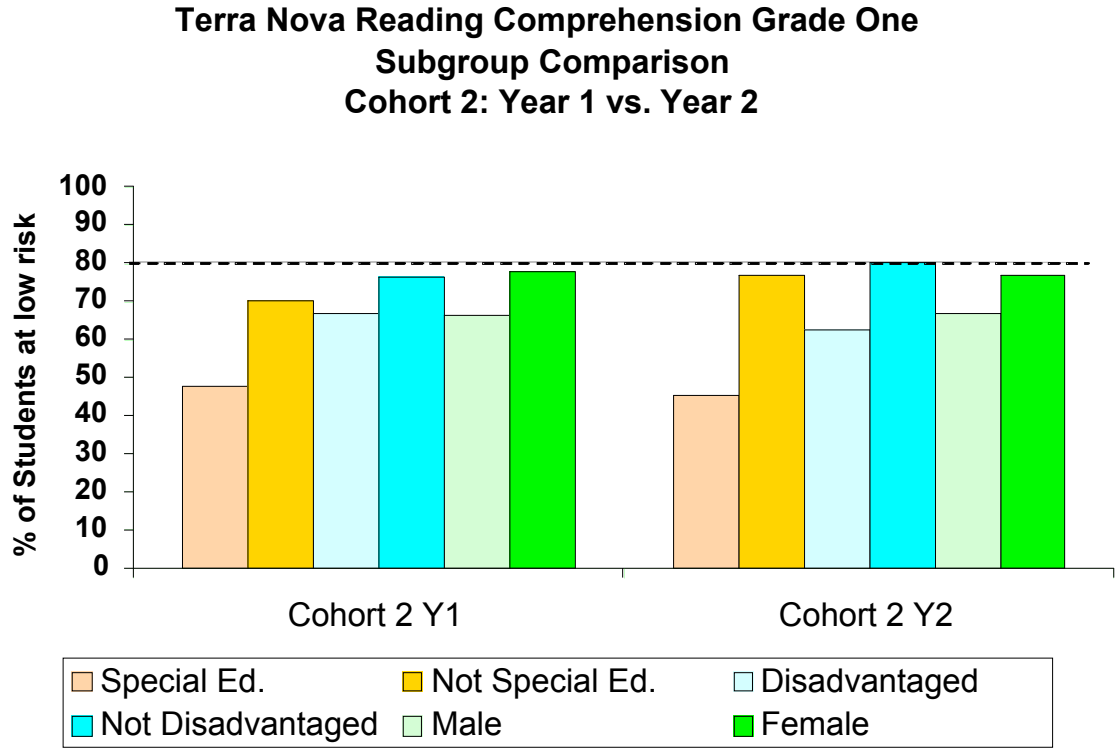


Figure 85.

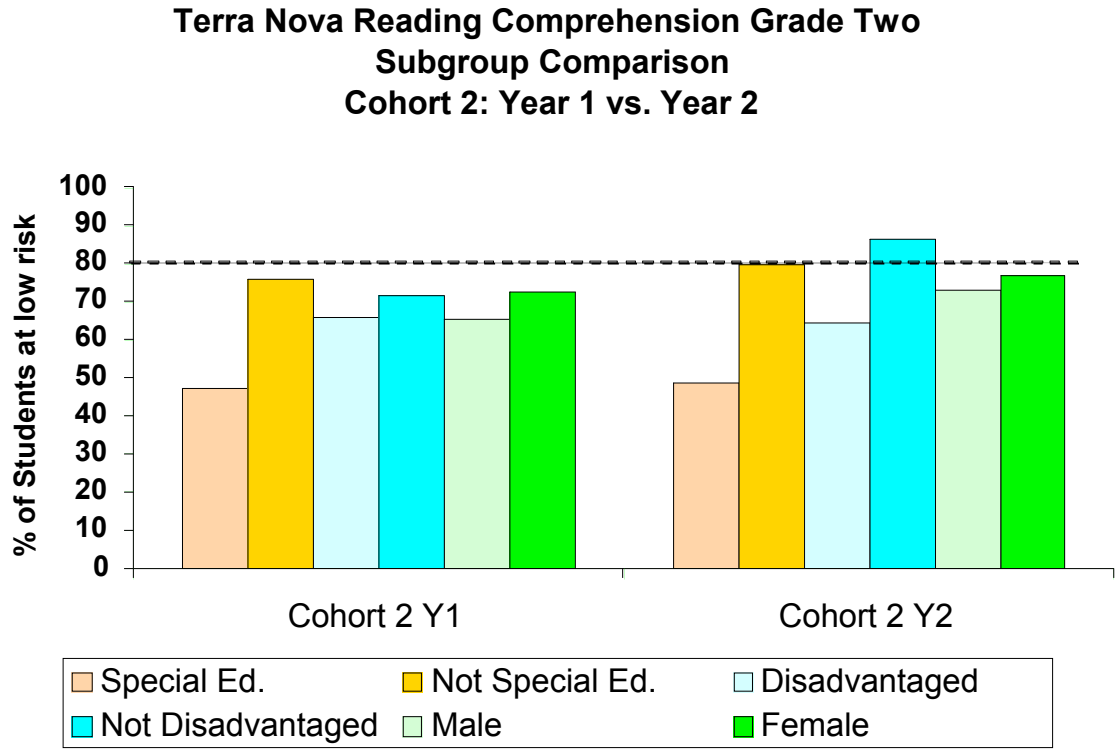
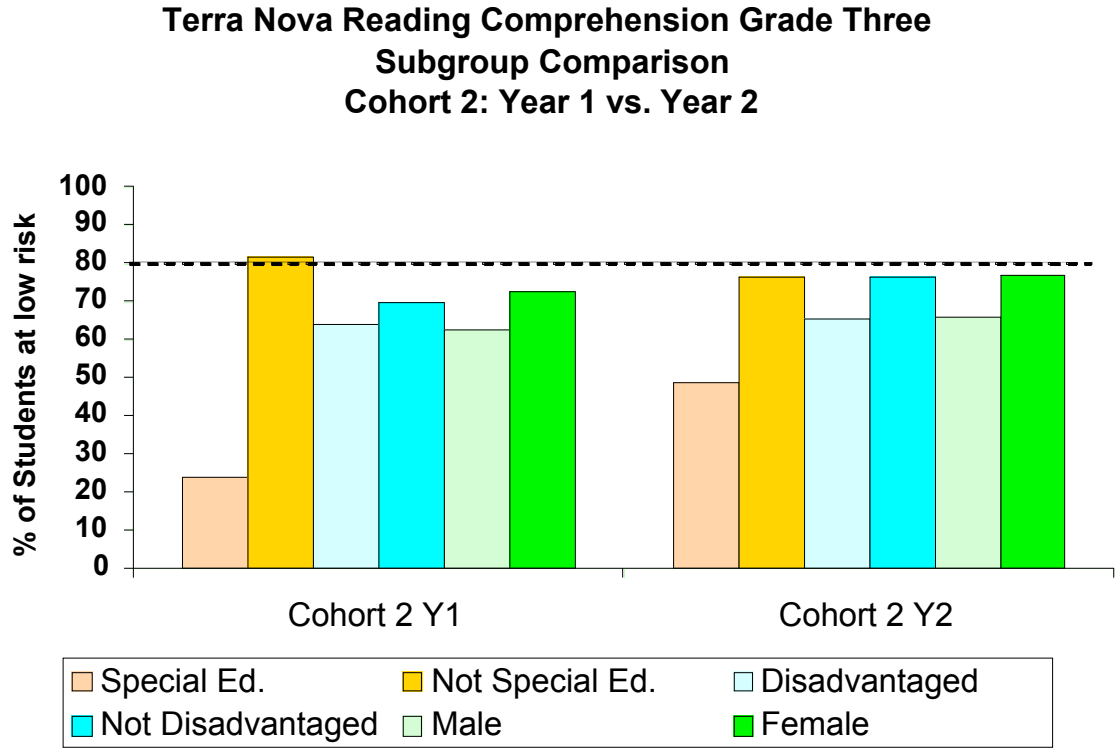


Figure 86.



Comparison of Assessment Results for Student Subgroups in Cohort 3

As with cohorts 1 and 2, the achievement gaps exist for special education students, economically disadvantaged students, and male students across the DIBELS and TerraNova measures and grade levels. This pattern was only broken for cohort 3 students on two measures: males outperformed females slightly on the kindergarten LNF and on the grade one TerraNova Word Analysis. The gap is largest for special education students. On several measures, the gap widens after kindergarten or grade one. This is true for special education students on the NWF, TerraNova Word Analysis, and TerraNova Reading Comprehension, and for economically disadvantaged students on the NWF and TerraNova Reading Comprehension, and for male students on the ORF, TerraNova Vocabulary, and TerraNova Reading Comprehension. For cohort 3, only baseline data are currently available, so it is not possible to look at improvement

over time for these subgroup populations. Tables presenting cohort 3 subgroup data for year one follow.

Table 147. PSF End of Year Subgroup Comparison Cohort Three: Year 1

End of Year PSF	All Students	Special Ed.		Disadvantaged		Gender	
		Yes	No	Yes	No	Male	Female
Kindergarten							
N	303	40	209	154	95	139	111
Missing n	52	4	31	25	10	20	16
% High risk	4.4	15.0	2.4	6.5	1.1	5.8	2.7
% Some risk	25.5	45.0	21.5	32.5	13.7	25.9	25.2
% Low risk	70.1	40.0	76.1	61.0	85.3	68.3	72.1
First Grade							
N	286	46	206	163	89	119	135
Missing n	29	2	15	8	9	8	10
% High risk	1.6	0.0	1.9	2.5	0.0	1.7	1.5
% Some risk	16.7	28.3	14.1	20.2	10.1	18.5	14.8
% Low risk	81.7	71.7	84.0	77.3	89.9	79.8	83.7

Table 148. LNF End of Year Subgroup Comparison Cohort Three: Year 1

End of Year LNF	All Students	Special Ed.		Disadvantaged		Gender	
		Yes	No	Yes	No	Male	Female
Kindergarten							
N	303	40	209	154	95	139	111
Missing n	52	4	31	25	10	20	16
% High risk	16.3	37.5	12.4	24.0	4.2	18.0	14.4
% Some risk	22.7	25.0	22.0	19.5	27.4	20.9	25.2
% Low risk	61.0	37.5	65.6	56.5	68.4	61.2	60.4

Table 149. NWF End of Year Subgroup Comparison Cohort Three: Year 1

End of Year NWF	All Students	Special Ed.		Disadvantaged		Gender	
		Yes	No	Yes	No	Male	Female
Kindergarten							
N	303	40	209	154	95	139	111
Missing n	52	4	31	25	10	20	16
% High risk	17.5	35.0	13.4	20.1	11.6	18.0	16.2
% Some risk	23.1	22.5	23.4	25.3	20.0	25.2	20.7
% Low risk	59.4	42.5	63.2	54.5	68.4	56.8	63.1
First Grade							
N	286	46	206	163	89	119	135
Missing n	29	2	15	8	9	8	10
% High risk	8.9	30.4	4.4	12.9	2.2	10.1	8.1
% Some risk	32.3	32.6	31.6	36.8	22.5	31.9	31.9
% Low risk	58.8	37.0	64.1	50.3	75.3	58.0	60.0

Table 150. ORF End of Year Subgroup Comparison Cohort Three: Year 1

End of Year ORF	All Students	Special Ed.		Disadvantaged		Gender	
		Yes	No	Yes	No	Male	Female
First Grade							
N	286	46	206	163	89	119	135
Missing n	29	2	15	8	9	8	10
% High risk	18.7	45.7	13.1	25.2	7.9	25.2	13.3
% Some risk	23.7	28.3	21.8	24.5	20.2	22.7	24.4
% Low risk	57.6	26.1	65.0	50.3	71.9	52.1	62.2
Second Grade							
N	296	54	219	166	107	152	122
Missing n	22	5	8	6	7	11	3
% High risk	30.7	59.3	23.3	34.3	24.3	36.8	23.0
% Some risk	18.2	16.7	18.7	23.5	10.3	17.1	19.7
% Low risk	51.1	24.1	58.0	42.2	65.4	46.1	57.4
Third Grade							
N	298	49	216	157	108	142	124
Missing n	29	5	10	13	2	10	8
% High risk	23.0	53.1	16.2	31.8	10.2	28.2	16.9
% Some risk	33.5	26.5	34.7	32.5	34.3	35.2	31.5
% Low risk	43.5	20.4	49.1	35.7	55.6	36.6	51.6

Table 151. Terra Nova Word Analysis Subgroup Comparison Cohort Three: Year 1

Terra Nova Word Analysis	All Students	Special Ed.		Disadvantaged		Gender	
		Yes	No	Yes	No	Male	Female
First Grade							
N	286	43	200	154	89	114	132
Missing n	40	5	21	17	9	13	13
% High risk	8.9	20.9	6.0	12.3	2.2	10.5	7.6
% Some risk	13.8	18.6	12.0	13.0	13.5	11.4	15.9
% Low risk	77.2	60.5	82.0	74.7	84.3	78.1	76.5
Second Grade							
N	296	52	211	158	105	148	117
Missing n	31	7	16	14	9	15	8
% High risk	15.1	36.5	10.0	18.4	10.5	17.6	12.0
% Some risk	13.6	25.0	10.4	16.5	8.6	18.2	7.7
% Low risk	71.3	38.5	79.6	65.2	81.0	64.2	80.3
Third Grade							
N	298	48	206	147	107	137	120
Missing n	40	6	20	23	3	15	12
% High risk	16.3	45.8	8.3	20.4	8.4	17.5	14.2
% Some risk	17.4	18.8	17.5	19.7	15.0	18.2	16.7
% Low risk	66.3	35.4	74.3	59.9	76.6	64.2	69.2

Table 152. Terra Nova Vocabulary Subgroup Comparison Cohort Three: Year 1

Terra Nova Vocabulary	All Students	Special Ed.		Disadvantaged		Gender	
		Yes	No	Yes	No	Male	Female
First Grade							
N	286	43	200	154	89	114	132
Missing n	40	5	21	17	9	13	13
% High risk	11.8	32.6	6.5	15.6	3.4	12.3	11.4
% Some risk	13.0	23.3	11.0	14.9	10.1	15.8	10.6
% Low risk	75.2	44.2	82.5	69.5	86.5	71.9	78.0
Second Grade							
N	296	52	211	158	105	148	117
Missing n	31	7	16	14	9	15	8
% High risk	14.0	36.5	8.5	17.7	8.6	17.6	9.4
% Some risk	9.8	11.5	9.5	11.4	7.6	11.5	7.7
% Low risk	76.2	51.9	82.0	70.9	83.8	70.9	82.9
Third Grade							
N	298	48	204	147	105	136	119
Missing n	42	6	22	23	5	16	13
% High risk	16.8	36.5	10.0	18.4	10.5	17.6	12.0
% Some risk	16.4	25.0	10.4	16.5	8.6	18.2	7.7
% Low risk	66.8	38.5	79.6	65.2	81.0	64.2	80.3

Table 153.Terra Nova Reading Comprehension Subgroup Comparison Cohort Three:Yr 1

Terra Nova Reading	All Students	Special Ed.		Disadvantaged		Gender	
		Yes	No	Yes	No	Male	Female
First Grade							
N	286	43	200	154	89	114	132
Missing n	40	5	21	17	9	13	13
% High risk	12.2	27.9	9.0	17.5	3.4	13.2	11.4
% Some risk	12.2	11.6	11.0	11.0	11.2	11.4	12.9
% Low risk	75.6	60.5	80.0	71.4	85.4	75.4	75.8
Second Grade							
N	296	52	211	158	105	148	117
Missing n	31	7	16	14	9	15	8
% High risk	12.5	28.8	8.5	16.5	6.7	16.2	7.7
% Some risk	18.9	28.8	16.6	21.5	15.2	19.6	17.9
% Low risk	68.7	42.3	74.9	62.0	78.1	64.2	74.4
Third Grade							
N	298	48	206	147	107	137	120
Missing n	40	6	20	23	3	15	12
% High risk	10.5	29.2	5.8	14.3	4.7	11.7	9.2
% Some risk	18.6	37.5	14.1	22.4	13.1	23.4	13.3
% Low risk	70.9	33.3	80.1	63.3	82.2	65.0	77.5

Section Summary

Aggregate reading assessment data were analyzed within cohorts and across cohorts of MRF schools, across years of participation and grade levels. Data were also disaggregated to analyze results across individual schools within cohorts, and by special subgroup populations within each cohort.

Cohort 1 results showed modest improvement from year one to year three of participation on kindergarten and grade one DIBELS Instructional Recommendations, DIBELS measures, and the TerraNova measures. The gain was modest but statistically significant ($p<.05$) for eight of the reading measures for certain grade levels. On the DIBELS measures, performance was highest on the PSF and lower on the ORF. On the TerraNova measures, there was more improvement on the word analysis and reading comprehension measures than on the vocabulary measure, and more improvement on these first two measures in grade one than in grades two or three.

Cohort 2 showed modest improvement from year one to year two of participation on the DIBELS Instructional Recommendations for kindergarten and grade one, and on most DIBELS measures except for the grade one PSF. On the TerraNova measures, the results were inconsistent across grade levels. The percentage of students in the "high risk" category increased in year two for the grade two word analysis and grade one vocabulary measures. The gain in performance was modest but statistically significant ($p<.05$) for nine of the reading measures for certain grade levels.

Only one year of data (baseline) was available for cohort 3, so it was not possible to track improvement over time.

The performance of the three cohorts of MRF schools was compared. Cohorts 2 and 3 outperformed cohort 1 in their first year of participation in MRF for most DIBELS and

TerraNova measures. Performance was generally lower in grade three than in grade two for the baseline year on the TerraNova Word Analysis and Vocabulary measures.

Disaggregated data allowed for a comparison across individual schools within cohorts. For all cohorts, school level performance was somewhat inconsistent across measures, grade levels, and years of participation. Among the seven cohort 1 schools, schools A, B, and E showed improvement from year one to year three on the four DIBELS measures in certain grade levels. Schools A, B, C, and F were closest to or exceeded the goal of 80% students at benchmark (low risk category) on the DIBELS measures. Schools A, D, E, and G improved on the three TerraNova measures for two or more grade levels. Schools A, D, E, and F were closest to or exceeded the goal of 80% students at "low risk" on the TerraNova measures. There was greater variation in performance across the cohort 1 schools at each higher grade level. School performance was further from the 80% goal in grade three than in grade two on the ORF and TerraNova measures.

Among the ten cohort 2 schools, schools H, I, J and P improved performance from year one to year two on at least three of the four DIBELS measures. Schools J and K were closest to reaching or exceeding the goal of 80% at benchmark on these measures. Schools H and J made progress on two or more of the TerraNova measures, and schools H, J, L, and M were closest to the goal of 80% at low risk for these measures.

Only one year of data was available for cohort 3 schools. Among the seven cohort 3 schools, schools S and U had the highest percentage of students at benchmark (low risk category) on the four DIBELS measures, along with school R on the NWF and ORF. Schools S and U are very small, with only about one to five students tested per grade level. Schools R and U had the

highest percentages of students at low risk on two or more TerraNova measures for two or more grade levels.

Data were also disaggregated to track the performance and progress of special subgroups of students. The small numbers of students identified as ethnic minority or Limited English Proficiency in Maine do not allow for analysis for these two subgroups. Across all three cohorts of MRF schools, there are achievement gaps for special education students, economically disadvantaged students, and male students on the DIBELS and TerraNova measures. The biggest gap exists for special education students.

Within cohort 1, there was some improvement from year one to year three for economically disadvantaged and for male students on the four DIBELS measures, and for special education students on the LNF and NWF. There was less evidence of improvement for these subgroups of students on the TerraNova measures. There was little change in performance from year one to year three for economically disadvantaged and for male students, and results for special education students did not indicate a consistent pattern.

Within cohort 2, there was some improvement from year one to year two for special education students, economically disadvantaged students, and male students on the NWF and grade three ORF. There was little change in performance or inconsistent performance on the other DIBELS measures. There was little evidence of improvement from year one to year two on the TerraNova measures. There was some improvement for special education on the grade three TerraNova measures, but results were inconsistent or showed no change for economically disadvantaged students and for male students. The achievement gap widens after grade one on certain measures for these subgroups of students.

As only baseline year data were available for cohort 3, performance over time could not be analyzed. It was apparent that the achievement gap widens after kindergarten or grade one for certain measures for special education students, economically disadvantaged students, and male students.

Bibliography

Burns, M., Griffin, P., & Snow, C. (Eds.). (1999). *Starting out Right: A Guide to Promoting Children's Reading Success*. Washington, D.C.: National Academy Press, National Research Council.

Edmonds, M. S., & Briggs, K. L. (2003). Instructional Content Emphasis--Revised. (An instrument for observation and coding of literacy instruction.) In S. R. Vaughn & K. L. Briggs (Eds.) *Reading in the classroom: Systems for observing teaching and learning.* Baltimore, Maryland: Paul H. Brookes.

Good, R. & Kaminski, R. (Eds.). (2002). *Dynamic Indicators of Basic Early Literacy Skills* (6th ed.). Eugene, OR: Institute for the Development of Educational Achievement.

Snow, C., Griffin, P., & Burns, M. (Eds.) (2005). *Knowledge to Support the Teaching of Reading: Preparing Teachers for a Changing World*. San Francisco, CA: Jossey-Bass.

Utah Reading First Leadership and Evaluation Teams. *(Feb. 25, 2004), Instructional Content Emphasis—revised version 2*. (An instrument for observation and coding of literacy instruction). University of Utah, Utah: author.

Vaugh, S. & Linan-Thompson, S. (2004). *Research-Based Methods of Reading Instruction: Grades K-3*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

Appendices

- ***Maine Reading First Course Survey, spring 2007***

- Maine Reading First School Survey, spring 2007

(This survey was administered to the three cohorts in 12 different versions, for four job roles. Four sample surveys for cohort 1 are appended here.)

Maine Reading First Principal Survey, Cohort 1

Maine Reading First Coach survey, Cohort 1

Maine Reading First Interventionist Survey, Cohort 1

Maine Reading First Teacher Survey, Cohort 1

- Form for schools to record their K-3 literacy block schedule

- Instructional Content Emphasis—revised version 3 (I.C.E.-R3)
  (Observation instrument and coding guide)

Maine Reading First Course Survey
Spring 2007

Thank you for taking time to complete this survey. The information you provide will help us track the effectiveness of the Maine Reading First grant program.

District:	School:	Your position (check one): ☐ Regular Classroom Teacher ☐ Special Education Teacher ☐ Educational Technician ☐ Other Literacy Related Position ☐ Administration ☐ Other: _____

# years teaching or supervising including this year: 1—2—3—4—5—6—7—8—9—10—10+	Highest level of educational attainment:	☐ less than 2 yrs. college ☐ 2 yrs. college	☐ BA/BS ☐ MAT ☐ M.Ed	☐ MA/MS ☐ CAS ☐ Ed.D./Ph.D.
Grade(s) currently teaching or supervising (circle): PreK—K—1—2—3—4—5—6—7—8—9—10—11—12	What type of certification do you hold?	☐ Conditional ☐ Provisional ☐ Targeted Needs	☐ Transitional ☐ Professional ☐ Educational Technician	

Participant Feedback on the Maine Reading First Course

1. Please indicate to what extent you agree with the following statements by circling one response on a scale of 1= *strongly disagree* to 5= *strongly agree*.

Continuum

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

	Rating (circle one)
I have found the course content to be valuable.	1 2 3 4 5
I have found the course sessions contain a variety of activities in which I am engaged.	1 2 3 4 5
I have found the course readings to be valuable.	1 2 3 4 5
I have found the course readings to be manageable.	1 2 3 4 5
I have found the course assignments to be valuable.	1 2 3 4 5
I have found the course assignments to be manageable.	1 2 3 4 5
I have found the instructor(s) to be knowledgeable.	1 2 3 4 5
I have found the instructor(s) to be easily approachable and responsive to my needs.	1 2 3 4 5
I have found the instructor(s) to be well prepared and organized.	1 2 3 4 5
Overall, I have found the course to be a worthwhile professional development experience.	1 2 3 4 5

Please respond to the following prompts:

2. Please give 2-3 examples of how this course has had a positive impact on your reading instruction.

3. In what areas would you like additional support or professional development to improve your skills in reading instruction?

4. Would you recommend this course to a colleague? ____ yes ____ no

5. If you responded "yes" to the previous question, for whom would you recommend this course? (check all that apply)

__principal __district administrator __classroom teacher __special education teacher __educational technician

6. What suggestions do you have for improving this course?

—Thank you for your participation.—

Maine Reading First Principal Survey, Cohort 1
Spring 2007

Thank you for taking time to complete this survey. The information you provide will help us track the effectiveness of the Maine Reading First program.

District:	School:

MRF Technical Assistance & Professional Development

1. Please indicate the extent to which you agree or disagree that the following activities were useful to your school's implementation of the Reading First program this year. Use a scale of 1 (*strongly disagree*) to 5 (*strongly agree*). If you did not participate in an activity, please circle 6 (*no opinion*). Circle one response.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Opinion
a. Monthly site visits by Maine Reading First coordinators or consultants	1	2	3	4	5	6
b. Phone, email, or written support provided by Maine Reading First Coordinators or consultants	1	2	3	4	5	6
c. Year 3 Orientation meeting provided by MRF staff (Sept. 2006)	1	2	3	4	5	6
d. Support session for principals provided by Ken Murphy (Dec. 2006 & March 2007)	1	2	3	4	5	6
e. Assistance with reading assessment data provided by Janet Spector	1	2	3	4	5	6
f. Assistance with Palm Pilots provided by Wireless Generation	1	2	3	4	5	6

Coordination and Support

2. Please indicate the extent to which you agree or disagree with the following statements, using a scale of 1 (*strongly disagree*) to 5 (*strongly agree*). Circle one response.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. K-3 teachers in my school meet in grade level groups at least monthly to discuss reading assessment results and implications for instructional practice.	1	2	3	4	5
b. The coach provides on-going support to teachers in their reading instruction.	1	2	3	4	5
c. The interventionist collaborates with teachers to support their use of reading assessments to inform instruction.	1	2	3	4	5
d. There is good coordination between the regular classroom and support services to provide reading interventions for struggling readers.	1	2	3	4	5
e. The Literacy Leadership Team in our school meets each month to discuss implementation of	1	2	3	4	5

	the Reading First initiative, reading instruction and assessment.					

Program Impacts

3. Please indicate the extent to which you agree or disagree with the following statements, using a scale of 1 (*strongly disagree*) to 5 (*strongly agree*). Circle one response.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a.	K-3 students' interest in reading has improved because of the instructional changes resulting from the Maine Reading First program.	1	2	3	4	5
b.	K-3 students' ability to read has improved because of the instructional changes resulting from the Maine Reading First program.	1	2	3	4	5
c.	Instructional changes resulting from the Maine Reading First program have resulted in fewer struggling readers in grades K-3.	1	2	3	4	5
d.	K-3 teachers are using research-based reading instruction practices as a result of the Maine Reading First program.	1	2	3	4	5
e.	K-3 teachers are using research-based assessment practices for reading as a result of the Maine Reading First program.	1	2	3	4	5

Views on Maine Reading First Program

4. Please indicate the extent to which you agree or disagree with the following statements, using a scale of 1 (*strongly disagree*) to 5 (*strongly agree*). Circle one response.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a.	I believe Maine Reading First is an effective initiative for preparing K-3 students to read.	1	2	3	4	5
b.	Most K-3 teachers at my school have a good sense of the reading instruction and assessment practices that Reading First advocates.	1	2	3	4	5
c.	Most K-3 teachers at my school strongly support the instructional and assessment changes that Maine Reading First is encouraging in my school.	1	2	3	4	5

5. Other comments about the Maine Reading First Initiative?

Thank you for completing this survey!

Maine Reading First Coach Survey, Cohort 1
Spring 2007

Thank you for taking time to complete this survey. The information you provide will help us track the effectiveness of the Maine Reading First program.

District:	School:

MRF Technical Assistance & Professional Development

2. Please indicate the extent to which you agree or disagree that the following activities were useful to your school's implementation of the Reading First program this year. Use a scale of 1 (*strongly disagree*) to 5 (*strongly agree*). If you did not participate in an activity, please circle 6 (*no opinion*). Circle one response.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Opinion
a. Monthly site visits by Maine Reading First coordinators or consultants	1	2	3	4	5	6
b. Phone, email, or written support provided by Maine Reading First Coordinators or consultants	1	2	3	4	5	6
c. Year 3 Orientation meeting provided by MRF staff (Sept. 2006)	1	2	3	4	5	6
d. Assistance with reading assessment data provided by Janet Spector	1	2	3	4	5	6
e. Assistance with Palm Pilots provided by Wireless Generation	1	2	3	4	5	6
f. On-going professional development provided by Maine Literacy Partnership	1	2	3	4	5	6
g. On-site support from Maine Literacy Partnership staff	1	2	3	4	5	6

Coordination and Support

2. Please indicate the extent to which you agree or disagree with the following statements, using a scale of 1 (*strongly disagree*) to 5 (*strongly agree*). Circle one response.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. The course for literacy coaches provided by the Maine Literacy Partnership prepared me well for my coaching role.	1	2	3	4	5
b. I feel well prepared to support teachers in a variety of ways.	1	2	3	4	5
c. There is good coordination between the regular classroom and support services to provide reading interventions for struggling readers.	1	2	3	4	5
d. I am able to effectively coordinate the core reading program with the Maine Literacy Partnership framework.	1	2	3	4	5
e. The Literacy Leadership Team in our school meets each month to discuss implementation of	1	2	3	4	5

	the Reading First initiative, reading instruction and assessment.					

Coaching Activities

3. Please indicate <u>how often</u> you provided the following <u>types of coaching support</u> to teachers in your school during a typical month this year. Circle one response.

	Daily	Weekly	Monthly	A few times this year	Never
a. I observed K-3 teachers' reading instruction in the classroom.	1	2	3	4	5
b. I provided specific feedback to K-3 teachers after observing their reading instruction.	1	2	3	4	5
c. I provided some coaching support to K-3 teachers during their reading instruction in the classroom.	1	2	3	4	5
d. I modeled or demonstrated instructional strategies for reading in K-3 teachers' classrooms.	1	2	3	4	5
e. I assisted K-3 teachers with their use of the core reading program materials.	1	2	3	4	5
f. I assisted K-3 teachers with conducting DIBELS or other reading assessments.	1	2	3	4	5
g. I assisted K-3 teachers with interpreting DIBELS or other reading assessment results.	1	2	3	4	5
h. I provided K-3 teachers with professional reading on reading instruction.	1	2	3	4	5
i. I assisted K-3 teachers with developing reading interventions for struggling readers.	1	2	3	4	5

Program Impacts

4. Please indicate the extent to which you agree or disagree with the following statements, using a scale of 1 (*strongly disagree*) to 5 (*strongly agree*). Circle one response.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. K-3 students' interest in reading has improved because of the instructional changes resulting from the Maine Reading First program.	1	2	3	4	5
b. K-3 students' ability to read has improved because of the instructional changes resulting from the Maine Reading First program.	1	2	3	4	5
c. Instructional changes resulting from the Maine Reading First program have resulted in fewer struggling readers in grades K-3.	1	2	3	4	5
d. K-3 teachers are using research-based reading instruction practices as a result of the Maine Reading First program.	1	2	3	4	5
e. K-3 teachers are using research-based assessment practices for reading as a result of the Maine Reading First program.	1	2	3	4	5

Views on Maine Reading First Program

5. Please indicate the extent to which you agree or disagree with the following statements, using a scale of 1 (*strongly disagree*) to 5 (*strongly agree*). Circle one response.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. I believe Maine Reading First is an effective initiative for preparing K-3 students to read.	1	2	3	4	5
b. Most K-3 teachers at my school have a good sense of the reading instruction and assessment practices that Reading First advocates.	1	2	3	4	5
c. Most K-3 teachers at my school strongly support the instructional and assessment changes that Maine Reading First is encouraging in my school.	1	2	3	4	5

6. Other comments about the Maine Reading First Initiative?

Thank you for completing this survey!

Maine Reading First Interventionist Survey, Cohort 1
Spring 2007

Thank you for taking time to complete this survey. The information you provide will help us track the effectiveness of the Maine Reading First program.

District:	School:

MRF Technical Assistance & Professional Development

3. Please indicate the extent to which you agree or disagree that the following activities were useful to your school's implementation of the Reading First program this year. Use a scale of 1 (*strongly disagree*) to 5 (*strongly agree*). If you did not participate in an activity, please circle 6 (*no opinion*). Circle one response.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Opinion
a. Monthly site visits by Maine Reading First coordinators or consultants	1	2	3	4	5	6
b. Phone, email, or written support provided by Maine Reading First Coordinators or consultants	1	2	3	4	5	6
c. Year 3 Orientation meeting provided by MRF staff (Sept. 2006)	1	2	3	4	5	6
d. Interventionist support series provided by MRF staff and Janet Spector	1	2	3	4	5	6
e. Assistance with reading assessment data provided by Janet Spector	1	2	3	4	5	6
f. Assistance with Palm Pilots provided by Wireless Generation	1	2	3	4	5	6

Program Implementation

2. Please indicate the extent to which you agree or disagree with the following statements, using a scale of 1 (*strongly disagree*) to 5 (*strongly agree*). Circle one response.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. I feel well prepared to help K-3 teachers provide targeted reading instruction or interventions to struggling readers.	1	2	3	4	5
b. I feel well prepared to interpret reading assessment results.	1	2	3	4	5
c. I feel well prepared to use assessment results to inform instruction.	1	2	3	4	5
d. There is good coordination between the regular classroom and support services to provide reading interventions for struggling readers.	1	2	3	4	5
e. The Literacy Leadership Team in our school					

	meets each month to discuss implementation of the Reading First initiative, reading instruction and assessment.	1	2	3	4	5

3. What are the different ways that your school provides assistance to struggling readers? Check all that apply.

___ Teachers provide targeted assistance to students in the classroom
___ Specialists (Title 1, ELL, Special Ed) provide support primarily through pull-out instruction
___ Specialists (Title 1, ELL, Special Ed) provide support primarily in the classroom
___ Interventionists and Reading specialists provide support primarily through pull-out instruction
___ Interventionists and Reading specialists provide support primarily in the classroom

4. What is the primary way that your school provides assistance to struggling readers? Check only one.

___ Teachers provide targeted assistance to students in the classroom
___ Specialists (Title 1, ELL, Special Ed) provide support primarily through pull-out instruction
___ Specialists (Title 1, ELL, Special Ed) provide support primarily in the classroom
___ Interventionists and Reading specialists provide support primarily through pull-out instruction
___ Interventionists and Reading specialists provide support primarily in the classroom

Program Impacts

5. Please indicate the extent to which you agree or disagree with the following statements, using a scale of 1 (*strongly disagree*) to 5 (*strongly agree*). Circle one response.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a.	K-3 students' interest in reading has improved because of the instructional changes resulting from the Maine Reading First program.	1	2	3	4	5
b.	K-3 students' ability to read has improved because of the instructional changes resulting from the Maine Reading First program.	1	2	3	4	5
c.	Instructional changes resulting from the Maine Reading First program have resulted in fewer struggling readers in grades K-3.	1	2	3	4	5
d.	K-3 teachers are using research-based reading instruction practices as a result of the Maine Reading First program.	1	2	3	4	5
e.	K-3 teachers are using research-based assessment practices for reading as a result of the Maine Reading First program.	1	2	3	4	5

Views on Maine Reading First Program

6. Please indicate the extent to which you agree or disagree with the following statements, using a scale of 1 (*strongly disagree*) to 5 (*strongly agree*). Circle one response.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. I believe Maine Reading First is an effective initiative for preparing K-3 students to read.	1	2	3	4	5
b. Most K-3 teachers at my school have a good sense of the reading instruction and assessment practices that Reading First advocates.	1	2	3	4	5
c. Most K-3 teachers at my school strongly support the instructional and assessment changes that Maine Reading First is encouraging in my school.	1	2	3	4	5

7. Other comments about the Maine Reading First Initiative?

Thank you for completing this survey!

Maine Reading First Teacher Survey, Cohort 1, Spring 2007

Thank you for taking time to complete this survey. The information you provide will help us track the effectiveness of the Maine Reading First program.

District:	School:	Your position (check one): ___ K-3 regular education teacher ___ K-3 special education teacher
Grade(s) currently teaching (circle all that apply): PreK—K—1—2—3		

MRF Professional Development

1. Please indicate the extent to which you agree or disagree that the following activity was helpful to your implementation of the Maine Reading First program this year. Use a scale of 1 (*strongly disagree*) to 5 (*strongly agree)*. If you did not participate in an activity, please circle 6 (*no opinion*). Circle one response.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Opinion
a. MRF Summer Institute (July 2006)	1	2	3	4	5	6
b. Maine Literacy Partnership Course provided by literacy coach this year	1	2	3	4	5	6

Program Implementation

2. Please indicate the extent to which you agree or disagree with the following statements about how you used the core reading program/ scope and sequence this year. Use a scale of 1 (*strongly disagree*) to 5 (*strongly agree)*. Circle one response.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. I followed the scope and sequence closely.	1	2	3	4	5
b. I followed the scope and sequence mostly, but augmented or deleted some lessons.	1	2	3	4	5
c. I used some lessons from the core reading program, but mostly used other materials.	1	2	3	4	5
d. The core program materials cover all 5 reading elements sufficiently to meet my students' needs.	1	2	3	4	5
e. I feel I need to modify or augment the core program materials to teach one or more of the 5 reading elements.	1	2	3	4	5
f. The pacing and content of the core program is about right for most students in my classroom.	1	2	3	4	5
g. I adapt the pacing and content of the reading program for struggling readers.	1	2	3	4	5

3. Please indicate the extent to which you agree or disagree with the following statements, using a scale of **1 (*strongly disagree*) to 5 (*strongly agree*). Circle one response**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. I can effectively differentiate reading instruction to meet students' different needs.	1	2	3	4	5
b. I meet with other teachers in my grade level at least once a month to modify our reading instruction based on assessment results.	1	2	3	4	5
c. I use DIBELS assessment results to monitor student progress and inform my reading instruction.	1	2	3	4	5
d. I use other types of reading assessments to monitor student progress in reading. (e.g., core reading or other assessments)	1	2	3	4	5
e. I am able to effectively coordinate the core reading program with the Maine Literacy Partnership framework.	1	2	3	4	5
f. There is good coordination between the regular classroom and support services to provide reading interventions for struggling readers.	1	2	3	4	5
g. The Literacy Leadership Team in our school makes decisions to effectively implement the Maine Reading First initiative.	1	2	3	4	5
h. The Literacy Leadership Team in our school effectively communicates with K-3 teachers about the Maine Reading First initiative.	1	2	3	4	5
i. The principal, coach, and interventionist frequently attend our monthly grade level team meetings.	1	2	3	4	5
j. The principal observes reading instruction in my classroom at least monthly.	1	2	3	4	5

Program Impacts

4. Please indicate the extent to which you agree or disagree with the following statements, using a scale of **1 (*strongly disagree*) to 5 (*strongly agree*). Circle one response.**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. K-3 students' interest in reading has improved because of the instructional changes resulting from the Maine Reading First program.	1	2	3	4	5
b. K-3 students' ability to read has improved because of the instructional changes resulting from the Maine Reading First program.	1	2	3	4	5
c. Instructional changes resulting from the Maine Reading First program have resulted in fewer struggling readers in grades K-3.	1	2	3	4	5
d. K-3 teachers are using research-based reading instruction practices as a result of the Maine Reading First program.	1	2	3	4	5
e. K-3 teachers are using research-based assessment practices for reading as a result of the Maine Reading First program.	1	2	3	4	5

Feedback on Coaching Support

5. Please indicate the degree to which each of the following types of coaching supports were helpful to you in your reading instruction this year. Use a scale of 1 (*never helpful*) to 5 (*always helpful)*. If you did not receive a type of coaching support, please circle 6 (*did not occur*).

	Never Helpful	Rarely Helpful	Sometimes Helpful	Usually Helpful	Always Helpful	Did Not Occur
a. The coach observed my reading instruction in the classroom.	1	2	3	4	5	6
b. The coach provided specific feedback to me after observing my reading instruction.	1	2	3	4	5	6
c. The coach provided some coaching support to me during my reading instruction.	1	2	3	4	5	6
d. The coach modeled or demonstrated instructional strategies for reading in my classroom.	1	2	3	4	5	6
e. The coach assisted me in my use of the core reading program materials.	1	2	3	4	5	6
f. The coach or interventionist assisted me with conducting DIBELS or other reading assessments.	1	2	3	4	5	6
g. The coach or interventionist assisted me with interpreting DIBELS or other reading assessment results.	1	2	3	4	5	6
h. The coach or interventionist assisted me with linking assessment results with instructional practice.	1	2	3	4	5	6
i. The coach or interventionist provided me with professional reading on reading instruction.	1	2	3	4	5	6
j. The coach or interventionist assisted me with developing reading interventions for struggling readers.	1	2	3	4	5	6

Views on Maine Reading First Program

6. Please indicate the extent to which you agree or disagree with the following statements, using a scale of 1 (*strongly disagree*) to 5 (*strongly agree*). Circle one response.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. I believe Maine Reading First is an effective initiative for preparing K-3 students to read.	1	2	3	4	5
b. Most K-3 teachers at my school have a good sense of the reading instruction and assessment practices that Reading First advocates.	1	2	3	4	5
c. Most K-3 teachers at my school strongly support the instructional and assessment changes that Maine Reading First is encouraging in my school.	1	2	3	4	5

7. Other comments about the Maine Reading First Initiative?

Thank you for completing this survey!

Form for schools to record their K-3 literacy block schedule

K-3 Literacy Instruction Scheduling for _____(school name)

Grade Level	Total # minutes scheduled daily for literacy (typical)	# mins for Daily Reading Instruction	# mins for Daily Writing Instruction	When scheduled (am, pm, or both)
K	___ mins	___ mins	___mins	
1				
2				
3				

Instructional Content Emphasis—revised version 3 (I.C.E.-R3)

(Instrument for recording and coding classroom observation, and code list)

FORM A

I.C.E.-R3 Cover Page for Classroom Observations

Maine Reading First Evaluation

Classroom Information

PART I

District:

School:

Teacher:

Observer:

Grade:

Number of students in classroom during observation:

Date:

Observation Start Time: **Observation End Time:**

PART II

TOTAL OBSERVATION LENGTH (number of minutes): ____
Total number of minutes spent on INSTRUCTONAL activities: ___

Number of minutes spent on Dimension A activities (indicate below)

1. **Concepts of Print:**
2. **Phonological Awareness:**
3. **Alphabetic Knowledge:**
4. **Word Study/Phonics:**
5. **Spelling:**
6. **Oral Language/ Vocab.:**
7. **Fluency:**
8. **Text Reading:**
9. **Comprehension**
10. **Writing:**
11. **Other Instruction (non-literacy)**
12. **Other literacy:**

Total number of minutes spent on NON-INSTRUCTONAL activities (i.e. roll call, announcements, etc.): ___

ADDITIONAL NOTES

Please use the space below to note any special circumstances that may have affected instruction.

FORM B

ICE-R3 Observation and Coding Form

Maine Reading First Evaluation

Description: Write a description of each instructional activity citing examples of the teacher's instructions or questions to students and examples of tasks (e.g., CVC patterns or words they are decoding, etc). Note who is reading (T, S, SS, T + SS, pairs), type of text being read, whether or not students have copies of text, and how participants are reading (aloud, whisper, silent). Describe to what extent the teacher offers assistance or feedback when students are reading. Code only teacher-led events, not center work. Describe and code assessment activity. Describe but do not code non-instructional events. The teacher's initial directions for an instructional activity or getting ready for instruction has a unique code. Use "T" for teacher, "S" for student, and "SS" for students.

Grouping: Whole class, small group, pairs, independent, individualized (differentiated), (Dimension C).

Materials: List instructional materials used in activity from list (Dimension D) and note if the T is using the core reading program materials and name of publisher.

Dimension A: Content Category
Dimension B: Content Subcategory
Dimension C: Instructional Grouping
Dimension D: Materials Used

Start Time	End Time	Total # Min.	Brief description of activity	Dimension			
				A	B	C	D
			Grouping: Materials:				
			Grouping: Materials:				
			Grouping: Materials:				

ICE-R3 Coding Categories (rev. 10/1/06)

Dimensions A & B: Instructional Content Emphasis

A	1.Concepts of Print	2. Phonological Awareness	3. Alphabetic Knowledge	4. Word Study/ Phonics	5. Spelling	6. Oral language/vocab	7. Fluency	8. Text Reading	9. Compre-hension	10. Writing
B	0. Transition Time, T gives initial directions 1.Concepts of Print 9.Assess-ment	0. Transition Time/ T gives initial directions 1. Rhyming or Alliteration 2. Oral blending or segmenting sentences 3. Oral blending or segmenting syllables 4. Oral blending or segmenting onset-/rime 5. Sound comparison or isolation 6. Oral blending or segmenting phonemes 7. Phonemic manip. 9. Assess-ment	0. Transition Time/ T gives initial directions 1. Letter identification or recognition 2. Other 9. Assess-ment	0. Transition Time/ T gives Initial directions 1.Letter/ sound relationships, letter or word 2.Letter/ sound relationships, rhyme onset/ rime or word family level 3. Irregular or sight words 4. Word study through writing 5. Morphology (prefixes, suffixes, past tense –ed, making plurals -s, -es, and multi-syllable word patterns) 9. Assess-ment	0. Transition Time/ T gives initial directions 1. Spelling 9. Assess-ment	0. Transition Time/ T gives Initial directions 1. Receptive language 2. Expressive language 9. Assess-ment	0.Transition Time/ T gives initial directions 1. Letter or sound 2. Word or phrase level 3. Sentence or text level 9. Assess-ment	0. Transition Time/ T gives initial directions 1. Supported, guided, assisted shared oral reading w/ T support 2. SS Choral reading, with or without T 3. Indep. silent reading 4. Indep. oral reading 5. T read aloud, CD/ audiotape, S listen 6. T read aloud, CD/audiotape S follow text (e.g. big book) 7. Other—does not fit any other code. 9. Assess-ment	0. Transition Time/ T gives initial directions 1. Vocab. 2. Prior knowledge (before reading) 3. Reading comprehen. (during/ after reading) 4. Listening comprehen. 5. Compre-hension strategy 6. Other 9. Assess-ment	0. Trans Time/ T gives initial directions 1.Shared writing (T + SS) 2. Writing process, composition 3. Indep. writing 4. Grammar, Punctuation 5. Hand-writing 6. Copying 7. Other 9. Assess-ment

Continued Dimensions A & B:

A 11. NON-LITERACY INSTRUCTION: Dimension A (code 11), Dimension B. (code 1) Other instructional content (not literacy) (e.g., math instruction, such as calendar, counting, or instruction in another content area)

A 12. OTHER LITERACY ACTIVITY: Dimension A (code 12), Dimension B (code 1) Use this coding for literacy activity that you cannot code under any of the dimension A codes 1-10, and in cases where students are working on literacy activity but the T does not provide instruction or guidance to any students in the classroom (e.g., students work in centers and the teacher monitors student work but does not provide instruction or support.

ICE-R3 Coding Categories cont'd.

Dimension C: Grouping code these)

1. Whole class
2. Small Group
3. Pairs
4. Independent (SS work on their own)
5. Individualized (differentiated instruction, T works individually with a S)

(NI) Non-Instructional Events (Janet will

1. Internal—T initiated
2. Internal—S initiated
3. External—initiated from outside clsrm.

Dimension D: Materials (Also note if any of the materials used are part of the core reading program, Houghton-Mifflin or Scott Foresman.)

1. Basals (anthology or collection of stories in one bound book)
2. Library books/trade books
3. Decodable texts (e.g., phonics reader)
4. Leveled texts (small books with leveled text for reading practice)
5. Previously made student/ teacher books/reading materials
6. Big books, posters, or chart with text printed by publisher
7. Paper and writing instrument (includes pencil, pens, markers)
8. Worksheets
9. Workbooks
10. Picture cards
11. Letter cards
12. Word cards or sentence strips (might be flashcards)
13. Sentence strips
14. Word wall
15. Easels (but not paper)
16. Chalkboard
17. Dry erase board and markers
18. Overheads
19. Charts, chart paper, pocket chart (T made, typically hand printed text, poem, song, story maps)
20. Games
21. Puzzles
22. Manipulatives (for example, letters, tiles, magnetic letters)
23. Computer software
24. Audio tapes or CD
25. Props
26. Flannel Boards
27. Calendars & other bulletin boards
28. Other, please specify
29. No materials used:
30. Pointer
31. Highlighter/ highlighter tape
32. Students' work samples
33. Clipboard
34. Student journals
35. Magna doodle
36. Correcting fluid or tape
37. Student folders or envelopes
38. Dictionary

No materials: Usually coded with phonological awareness activities, possibly oral language development (e.g., a song without the words written down for students to see or read; talking; rhyming with no print involved).