Rhode Island Reading First

Formative Evaluation: 2006-2007

by Anne M. Seitsinger, Stephen Brand, and Amy L. Burns

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Executive Summary

Rhode Island Reading First Formative Report Overview: By focusing on the three areas of a) implementation evidence, b) program effectiveness, and c) student achievement, this report aims to inform and guide efforts in effectively implementing the Reading First program in Rhode Island. Multiple sources of data were gathered, analyzed, and synthesized for each of the three above-listed areas.

Participating Schools: There are currently 11 participating Reading First schools. Eight of the 11 schools selected the first year (Cohort 1) decided to apply and continue with Reading First. All eight schools are from Providence. The three Cohort 1 schools from Pawtucket decided not to continue. The Cohort 2 school from Central Falls and the Cohort 3 school from Pawtucket continued this year. In addition, one school from Providence joined Reading First as Cohort 4.

Implementation Evidence

- o *Technical Assistance:* Rhode Island RF engaged in four types of technical assistance (TA) during the 2005-2006 school year.
  - o *Reading First districts and schools:* The Rhode Island RF Co-Coordinators provided technical assistance to RF districts and schools through meetings, workshops, general written communication, responses to specific inquiries, and electronic resources.
  - o *The State of Rhode Island:* The Rhode Island Reading First Co-Coordinators shared information regarding professional development opportunities for teachers and coaches, including the Massachusetts Reading First Conference and the differentiating instruction series offered at the Southern Rhode Island Collaborative.
  - o *Other States:* The Rhode Island Reading First Co-Coordinators shared information with several other New England states regarding professional development offerings, handling budget issues, and sharing the monitoring tool.
  - o *Additional technical assistance:* The Rhode Island RF Co-Coordinators provided TA to RF district leaders, schools, teachers, and coaches, as well as the Reading First Higher Education Sub-Committee

- o *Professional Development:* During 2005-2006, Rhode Island Reading First (RF) provided multi-faceted professional development to 334 RF teachers, 11 RF coaches, and a cadre of 22 non-RF literacy coaches, coordinators, and other educators participated in several series of professional development. Rhode Island RF has been responsive to feedback from teachers, coaches, and trainers. Sessions have been developed and modified based on last year's formative evaluation and participants' comments on written feedback forms.

- *Professional development for Reading First teachers:* Rhode Island Reading First provided five professional development sessions for RF teachers during 2006-2007 through Summer and Winter Institutes. New this year, the advanced course was offered during the spring 2007 semester. More than 250 teachers from Cohorts 1, 2, 3, and 4 participated in the professional development sessions to enhance their teaching of reading to students in grades K-3. In addition, a "Winter" Institute was held for 22 teachers from the new Cohort 5 school.

- *Professional development for Reading First coaches:* Seventeen participants took part in the RF Coaches' Series: Eleven RF coaches from Cohorts 1 - 4, two literacy coaches from RF schools, and four members of DLT participated in a series of training sessions during the 2006-2007 school year. Unlike previous years of Rhode Island Reading First, the RF Coaches' Series was held exclusively for coaches from RF districts. Reading and literacy coaches from non-RF schools and districts met separately.

- *Summer Leadership Institute.* Rhode Island Reading First hosted a 2-day *Summer Leadership Institute: Sustaining What We've Built* to RF coaches, RF principals, district liaisons, and district leadership teams in August 2006.

- *Building State infrastructure:* In addition to providing professional development to RF teachers and coaches, Rhode Island RF continues to work to build the State's infrastructure for literacy and enhanced reading instruction in non-Reading First districts and schools.

- *Non-Reading First coaches' training series.* During the 2006-2007 school year, Rhode Island Reading First offered a separate training series for literacy coaches from certain non-Reading First school districts. Approximately 60 literacy educator from 10 non-RF districts participated in the 4 training sessions.

- *Rhode Island Statewide Curriculum.* Rhode Island's Commissioner of Elementary and Secondary Education and Governor unveiled the first statewide curriculum in February 2007. Rhode Island Reading First contributed financial and human resources to support the publication and dissemination of Rhode Island's first statewide curriculum in reading, writing, and mathematics.

Program Effectiveness

o *Interviews:* To gain a deeper understanding of the way in which the RF program was implemented in the participating schools, part of the evaluation included interviews of a sample of teachers and school leaders (i.e., school-based RF coaches, reading specialists, and principals).

- *Scientifically-based reading research (SBRR) implementation*: SBRR encompasses reading instruction and literature that is systematic, sequential, structured, and phonics-based.
  - *Materials:* All teachers and all school leaders reported that the RF core reading books, supplementary materials, and intervention materials met the diverse levels and abilities of the children in their classes well or very well.
  - *Approaches:* One hundred percent of teachers and 100% of leaders reported that SBRR is used for core instruction on a daily basis. On average, teachers reported that each student receives103 minutes of SBRR core instruction per day. Principals, RF coaches, and reading specialist reported that each student receives 90 minutes of SBRR core instruction per day.
  - *Program:* Almost unanimously, the staff at Carnevale believes that the needs of those students who have a PLP or who function at an average reading level are being met. Some staff, particularly teachers, believe that the RF approach does not meet the needs of students who function at an above average reading as well as the needs of the other students.
- *Obstacles and barriers to teacher delivery of RF curriculum:* Of the teachers interviewed, 100% ranked time/scheduling/lack of flexibility and too much testing as obstacles. Leaders unanimously ranked time/ scheduling/pacing as a major obstacle and 66% ranked too much testing as a major obstacle.
- *Obstacles and barriers to students learning to read:* The school leaders, in general, are positive about their school's experience with the Reading First program thus far, regarding students learning to read. One of the interviewed leaders mentioned the excessive amount of testing, but felt more encumbered by the district-level assessments than those for Reading First. The Co-Coordinators believe that there were no obstacles that hindered students learning to read using the Reading First program in Cohort 4.
- *Professional development:* The average number of RF training workshops attended by the participating teachers in Cohort 4 was 4 sessions. The average number of RF training workshops attended by leaders was 12 sessions.
- *Needs and gaps in professional development:* Naming the *least* beneficial RF training or professional development workshop

seemed to be a challenging task for the interviewed teachers and leaders. When asked to name the *most* beneficial RF training or professional development workshop, the teachers named the Beginning Reading: The 5 Components of Reading Workshop and the Reading Comprehension Workshop.

- *Summary and overall perceptions of Reading First:* Overall ratings from teachers, leaders, and Rhode Island RF Co-Coordinators were overwhelmingly positive across RF focus areas. By slight margins, the Rhode Island Co-Coordinators rated the focus areas highest, followed by the school leaders and classroom teachers, respectively.

- *Two-Year follow-up Interviews*: Across three time points, participating teachers' perceptions remained generally stable and remarkably positive. Highest ratings were given to the availability of Reading First materials. Satisfaction with materials and quality of professional development improved slightly over time.

o *Additional evidence of implementation of SBRR instructional practices:* Evaluators examined summary reports from the monitoring site visits conducted by the Rhode Island RF Co-Coordinators in all RF schools. Additionally, evaluators examined K-3 teacher classroom schedules from the RF schools for times planned for literacy instruction. All RF coaches' schedules were also examined.

- *Monitoring visits:* All 11 Rhode Island Reading First schools were visited this year. The Rhode Island RF Co-Coordinators conducted an initial in-state monitoring visit to the new Cohort 4 school in April 2007. The second in-state monitoring visit to the Cohort 3 school was conducted in November 2006. The Rhode Island RF Co-Coordinators conducted their third in-state monitoring visits at eight of the nine Cohort 1 and 2 schools in March 2007. The only Cohort 1 school not visited by the state had a federal monitoring visit in January 2007, as did the Cohort 3 school.

  - *Teachers' schedules:* We examined the classroom schedules of all 126 K-3 teachers to determine the number of minutes per week for which they planned literacy instruction. We also examined the schedules for 90-minute blocks of uninterrupted time for reading instruction. All RF teachers in each school provided us with their schedules. Although small differences in teacher schedules across and within schools were evident, this year's schedules were very explicit in the planning for literacy instruction and, in most cases, the 90-minute block of reading instruction.

o *Context of implementation:* In order to more fully assess the context of implementation, survey data that is collected annually from Rhode Island

teachers as a part of Rhode Island's School Accountability for Learning and Teaching (SALT) accountability process was utilized.

- *Matching of schools:* The purpose of matching was three-fold. First, it allowed the consideration of the degree to which the schools that have been selected for participation in RF are similar to other schools in terms of teachers' experience and preparation. Second, these comparisons enabled the consideration of the ways in which RF might impact upon teachers' perceptions of barriers to the implementation of classroom practices, professional development needs, implementation of practices, and attitudes towards implementation. Finally, and perhaps most critically, these comparisons enabled the evaluators to see how RF is impacting the reading skills of students. From 2006 onwards, the matching process was refined by the addition of criteria that took into account the presence of self-contained LEP programs. We matched program schools with self-contained LEP programs with comparison schools with the same program.
- *Teaching Experience:* The data on teaching experience suggest that turnover rates are lower in the RF schools than they were in 2006, possibly due to change in the composition of the schools. In the 2007 year, the Reading First schools also contained fewer teachers who are new to teaching at the elementary level compared with the matched comparison schools.
- *Certification and Training:* As in previous years of the project, almost all teachers have been certified to teach at the elementary grade level, and have been prepared in early childhood or elementary education. Preparation in early childhood is more common than training in elementary education. Relatively few teachers have been certified as Reading Specialists.
- *Professional Development Needs and Barriers to Implementation:* A substantial proportion of teachers in Reading First schools rated lack of time for preparation and implementation as a significant barrier. The proportion of Reading First teachers who rated lack of time for preparation and implementation as a significant barrier this year was generally similar to the proportion reporting this as a problem in the 2004-2005 and the 2005-2006 school years. However, the proportion of teachers rating time for preparation and planning as a problem was substantially higher in the comparison schools in Grades 1 to 3.
- *Implementation of Classroom Instructional Practices:* Classroom teachers in Reading First and Comparison schools reported they provide instruction on Reading Skills and Concepts, and Integration of Literacy Resources, approximately once a week. Teachers in Reading First and Comparison schools reported that they implemented Standards-Based Practices for Literacy Instruction "several times a week," on average. Practices that

emphasize Reading Skills and Concepts and Standards-Based Practices for Literacy Instruction are implemented more frequently in higher grade levels compared with Kindergarten.

Student Achievement

o *Stanford-Reading First Results:* Overall, the results of the Stanford Reading First test indicate that the Reading First schools are ones in which a large proportion of students are in need of additional intervention in order to attain grade level proficiencies in critical reading skills. Illustratively, the results for the Reading First Total indicate that grade level proficiency was attained by about 65% of the students in Kindergarten, 55% of the students in First Grade, and approximately four in every ten students in the Second and Third Grades. For some groups of students within the Reading First schools, proficiency levels were even lower, depending on the students' grade, race/ethnicity, income, LEP, and IEP status.

- Generally higher levels of achievement were found for students at the lower grade levels compared with higher grades, maintaining a pattern that was found in last year's test scores. However, trends across grade levels again varied somewhat according to the skill area tested.
- Performance on the Stanford Reading First tests was related with students' race/ethnicity this year, as they were in previous years. Differences in proficiency skills by race/ethnicity became more pronounced at higher grade levels. On the Stanford Reading First Total, a higher proportion of Black students that Whites attain proficiency in Kindergarten. However, by the Third Grade, a smaller proportion of Black students attained grade level proficiency compared with White students
- Differences in students' proficiency skills associated with household poverty also became slightly more pronounced at higher grade levels. In Kindergarten, students from low-income households usually attained similar levels of proficiency as those from more affluent backgrounds. At higher grade levels, a somewhat smaller proportion of students from low-income households exhibited grade-level proficiency.
- *DIBELS:* Overall, the percentage of students meeting the proficiency benchmark increased from 67% in the initial testing conducted during the Fall to nearly 90% in the final testing conducted in June. These levels of proficiency, and the degree of increase in proficiency from Fall to Spring, shown in 2007 was similar to that shown in the 2006 testing.
- Teacher ratings of student' reading skill: a substantial number of students in the Reading First project and comparison schools have reading skills that are below grade level proficiency standards, as

judged by their teachers. This suggests that the project continues to serve a population in which additional intervention is needed. This finding is consistent with the results of the 2005 Formative Evaluation.

Summary

o *Commendations:* Based on the findings of the formative evaluation of the Rhode Island RF program implementation during the 2006-2007 school year, a number of program activity merit special recognition. Among the program elements that merit commendation are the following:

- RIDE's message on literacy instruction continues to be consistent. RI RF is not a separate component, but an integral part of early literacy (for example, see the Rhode Island Statewide Curriculum). The professional development offered to RF and non-RF teachers and coaches exemplifies the common language of reading instruction and coaching strategies supported by RIDE.
- Differentiated professional development for literacy coaches (Reading First and non-Reading First).
- Beginning Reading Instruction course continued to be offered to teachers new to RF schools.
- New time slot for Reading Comprehension Instruction course.
- The federal monitoring visitors noted that RIRF is adhering to its program of implementation.
- High quality professional development offerings with national experts, such as Tony Snead and Dr. Marcy Stein.
- Winter Institute replaced with the outstanding professional development day, *Beyond the Labels*.
- Professional development offerings included more emphasis on strategies for teaching English language learners.
- Kudos to the principals, RF coaches, classroom teachers, and specialists for their hard work in scheduling time for the 90-minute reading block.

o Recommendations
- The principals and RF coaches in schools that have successfully scheduled the required daily 90-minute block of uninterrupted time for reading instruction collaborate with their colleagues to share strategies for implementing this type of schedule.
- Include more strategies for addressing the needs of above-average-readers.
- Make all RISWC brochures available online, including the Spanish and Portuguese version.

RHODE ISLAND READING FIRST
FORMATIVE EVALUATION: 2006-2007

The purposes of this formative evaluation report are to inform and guide the efforts of Rhode Island Department of Elementary and Secondary Education (RIDE) to implement the Reading First program by identifying areas that may need further support to overcome barriers to the implementation and/or the refinement of scientifically-based reading research (SBRR) instructional practices. This report focuses on the three areas of a) implementation evidence, b) program effectiveness, and c) student achievement.

Multiple sources of data were gathered, analyzed, and synthesized for each of the three areas listed above. Evidence related to technical assistance
Figure 1. Average Ratings of Cohorts 2 and 3 Classroom Teachers across Three Time Point   and professional development was analyzed to discern the implementation of Rhode Island RF by RIDE. In addition, evidence regarding program effectiveness included analyses of transcripts from one-on-one interviews with classroom teachers and school leaders, reports from observation visits, synthesis of teachers' and RF coaches' schedules, and analyses of teachers' teaching experience, instructional practices, attitudes toward reading skill development, professional development, and barriers to implementation. The latter data were summarized from classroom teachers' reports on the SALT Survey (Felner, 1999) who teach grades K-3 in the 11 RF schools as well as from a set of matched comparison schools.

The next section of this report focuses on student achievement in reading, specifically student performance on the *Stanford Reading First*[1] and the Phoneme Segmentation Fluency subtest of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Numerous tables present these data disaggregated by cohort, school, and grade. Additionally, student achievement is disaggregated by demographic subgroups and eligibility for special programs/services. In addition to *Stanford Reading First* and DIBELS, we report on teacher ratings of student performance in reading by cohort and grade for the Cohort 1, 2, 3, and 4 RF schools and the comparison schools.

This report concludes with a set of commendations and recommendations for Rhode Island RF which we hope will support and expand the efforts to overcome barriers and to improve reading instruction across the state.

Participating Schools
Rhode Island Reading First worked with 11 schools in three districts during Year 4 (2006-2007). Eight of the 11 schools selected the first year (Cohort 1) decided to apply and continue with Reading First. All eight schools are from Providence. The three Cohort 1 schools from Pawtucket decided not to continue. The Cohort 2 school from Central Falls and the Cohort 3 school from Pawtucket continued this year. In addition, one school

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[1] *Stanford Reading First* is a subset/modification of the *Stanford-10*, also known as the SAT-10.

from Providence joined Reading First as Cohort 4. Thus, in Year 4, Rhode Island Reading First consisted of 11 schools from three districts. Table 1 displays the demographic information for each of these participating schools by Cohort.

Table 1 *Rhode Island Reading First Schools 2006-2007*

District	School	Grade Span	Number of Teachers	Number of Students	Percent of students eligible for . . .		
					Free/ Reduced Price Lunch	Special Education Services	English Language Learners
Cohort 1							
Providence	Alan Shawn Feinstein on Broad Elementary School	K - 5	31	368	91	16	20
	Alfred Lima, Sr. Elementary School & Annex	PK - 6	35	486	80	12	41
	Charles Fortes Academy & Annex	PK - 6	37	529	91	22	27
	Laurel Hill Avenue School & Annex	K - 5	35	584	89	17	28
	Mary E. Fogarty Elementary School	K - 5	35	385	94	19	20
	Robert L. Bailey IV, Elementary School	PK - 5	39	394	82	21	24
	Webster Avenue School	K - 6	24	316	94	19	0
	Windmill Street Elementary School	K - 5	33	441	88	15	20
Cohort 2							
Central Falls	Alan Shawn Feinstein School	1 - 5	27	228	91	16	43
Cohort 3							
Pawtucket	Flora S. Curtis School	K - 6	33	317	40	24	4
Cohort 4							
Providence	Anthony Carnevale Elementary School	PK - 6	41	560	79	24	25

Implementation Evidence

Rhode Island Reading First Technical Assistance: 2006-2007

Rhode Island Reading First (RF) engaged in three types of technical assistance (TA) during the 2006-2007 school year. The Co-Coordinators provided TA to RF districts and schools, the State of Rhode Island, and other states. Meetings, workshops, and email correspondence were the main means of providing TA.

Reading First Districts and Schools

The Co-Coordinators provided technical assistance to RF districts and schools through meetings, workshops, general written communication, and responses to specific inquiries. Table 2 displays the dates, focus areas, participants, and clarifying comments for the TA meetings/ workshops conducted during 2006-2007. Illustratively, the 2005-2006 evaluation report was presented to 44 participants at the Joint Leadership Team meeting on November 28, 2006. In addition, the RF Co-Coordinators provided technical assistance to Providence in their efforts to hire a RF coach at an early learning complex. In addition, RF coaches received additional technical assistance with analyzing NECAP released reading items. This TA is described in the RF Coaches' Training Series below.

The RF Co-Coordinators communicated most often with District Leadership Team members, RF coaches, and teachers regarding professional development, e.g., dates, agendas, registration forms, follow-up requests for registrations, PD credit, etc. This makes sense since this is a teacher training grant. The specific professional development offerings for teachers and coaches are discussed in the next section of this evaluation report.

The State of Rhode Island

The Rhode Island Reading First Co-Coordinators shared information regarding professional development opportunities for teachers and coaches, including the Massachusetts Reading First Conference and the differentiating instruction series offered at the Southern Rhode Island Collaborative. In addition, information on other resources, such as the US Department of Education's *Toolkit for Hispanic Families* and *Reading Rockets*, was disseminated by email to RF and non-RF teachers and coaches.

Other States

The Rhode Island Reading First Co-Coordinators shared information with several other New England states regarding professional development offerings, handling budget issues, and sharing the monitoring tool. In addition, RI RF provided information to New York State Education Department regarding the PreK-16 Literacy Policy and Statewide Curriculum.

Additional Technical Assistance

In addition to TA meetings/workshops, the Rhode Island RF Co-Coordinators provided TA to RF district leaders, schools, teachers, and coaches through e-mail. Hundreds of e-mail communications revolved around a) professional development

opportunities (e.g., Summer Institute), b) budget issues (e.g., continuation grants), c) data, and d) other issues/concerns. The list below provides examples of the four types of e-mail the Rhode Island RF Co-Coordinators sent and/or responded.

1. **Professional development opportunities**
- Information on coaches' training sessions and Leadership Luncheon
- Registration information for Summer Institutes 2006 and 2007
- DIBELS training session, October 14, 2006 for RF teachers
- Invitations and announcement regarding professional development sessions (e.g., Massachusetts Reading First Conference, August 17, 2006; Session with Tony Stead; ACCESS Test Interpretation Workshop, September 2006; differentiating instruction)
- Summer Leadership Institutes, August 15-16, 2006 and August 15-17, 2007
- *Reading Comprehension Instruction* – January to May 2007
- Registration material and numerous follow-up reminders regarding the Reading First Institute on April 29, 2007

2. **Budget Issues**
- Budget amendments and spending adjustments
- Supplementary funds applications
- Stanford Reading First for RF and non-RF students
- Laptop purchases for RF schools

3. **Continuation and new application processes**
- Continuation applications
- New Cohort 5 applications and resubmissions
- Requests for amendments to approved plans

4. **Data issues**
- Content Cluster and Subgroup comparison results on Stanford Reading First
- Responding to student performance on subtests of Stanford Reading First
- Missing student data on DIBELS Grade 1

5. **Other issues/concerns**
- Rhode Island Reading First Monitoring Reports from AIR
- State Monitoring Visits
- Reading intervention programs

Table 2 *2006-2007 Technical Assistance Meetings*

Date	Focus Area	Participants
Nov. 28, 2006	Joint Leadership Team Meeting: State Evaluation Report 2005-2006	44 participants from the 3 RF school districts, RIDE, URI, and the outside evaluators from NCPE
	Materials/Resources	
	- Announcement to Higher Education Advisory Committee, District Liaisons from RI RF Co-Coordinators RE: Joint Leadership Breakfast Meeting *Rhode Island Reading First: Formative Evaluation 2006-2007* (Handout of PowerPoint Presentation) - Attendance forms	
Dec. 20, 2006	Technical Assistance Meeting with Providence School Department regarding organization for ordering Stanford Reading First materials and scoring	RF Co-Coordinators, 3 district personnel
	Materials/Resources	
	- Agenda - Stanford Reading First Scoring Process table - Costs for Stanford Reading First Form B test administration materials by grade level for RF and non-RF schools - Year 4 Continuation Application Budget Summary for Cohort 1 - Number of students per elementary school dated 10-3-2006 - Emails arranging for the meeting and follow-up to the meeting	
April 3, 2007	PS & I Meeting with Providence regarding the new Cohort 5 application as part of the meeting	Providence RF District Leadership Team, RF Co-Coordinators, RIDE staff from PS & I office
	Materials/Resources	
	Follow-up emails clarifying the necessity of the meeting and the need for 100% commitment from the staff at the new Cohort 5 schools.	

During 2006-2007, Rhode Island Reading First (RF) once again provided multi-faceted professional development to educators in the State. This year 334 RF teachers, 11 RF coaches, and a cadre of 22 non-RF literacy coaches, coordinators, and other educators participated in several series of professional development. RF teachers from Cohorts 1, 2, 3, and 4 participated in Summer and Winter Institutes. RF teachers and principals from the two Cohort 5 schools participated in their first Institute. RF Coaches participated in their own series of training sessions. Non-RF literacy coaches participated in a separate series of four sessions. In addition, a Summer Leadership Institute was held for RF school-level coaches and principals and district-level administrators.

Professional Development for Rhode Island Reading First Teachers

Rhode Island Reading First provided five professional development sessions for RF teachers during 2006-2007. Rhode Island Reading First continued to offer courses through Summer and Winter Institutes. New this year, the advanced course was offered during the spring 2007 semester. More than 250 teachers from Cohorts 1, 2, 3, and 4 participated in the professional development sessions to enhance their teaching of reading to students in grades K-3. In addition, a "Winter" Institute was held for 22 teachers from the new Cohort 5 school. The dates, titles, and list of materials distributed at each professional development session for RF teachers are listed in Table 3.

Table 3 *Professional Development Sessions for Reading First Teachers*

Date	Focus Area	Participants
July - August 2006	Rhode Island Reading First Summer Institute: *Beginning Reading Instruction* (EDC 586)	Week 1: July 24-28, 2006 $n = 20$ Week 2: July 31-August 4, 2006 $n = 19$
	Materials/Resources	
	University of Rhode Island (EDC 586) syllabus, *Beginning Reading Instruction: A Comprehensive Approach to Teaching Children to Read.* Rhode Island Reading First Summer Institute July-August 2006 EDC 586) Response Journal. Enrollment lists. Feedback on course.	
July - August 2006 and Spring 2007	Rhode Island Reading First Summer Institute: *Reading Comprehension Instruction* (EDC 586)	Week 1: July 24-28, 2006 $n = 14$ Week 2: July 31-August 4, 2006 $n = 8$ Spring 2007: January to May 2007 $n = 13$
	Materials/Resources	
	University of Rhode Island (EDC 586) syllabus, *Reading Comprehension Instruction*	

	Rhode Island Reading First Summer Institute July-August 2006 Reading Comprehension Instruction Response Journal. Enrollment lists. Feedback on course.	
October 14, 2006	Dynamic Indicators of Basic Early Literacy Skills (DIBELS) ™ Assessment Training; Completion of *Beginning Reading Instruction* course	28 teachers from 9 Providence RF schools and 4 graduate students from URI's Reading program
	Materials/Resources	
	Florida Center for Reading Research. (2004). *DIBELS™ training manual: Catch them before they fall*. Tallahassee, FL: Author. DIBELS™ Assessment Training Introduction (Handout of PowerPoint Presentation). *MyChron II* Instructions for use Dynamic Measurement Group. (2004). Practice scoring sheets. Emails to each RF coach with Staff Survey and Registration Form Other materials: agenda, attendance sign-in sheet, feedback summary	
January 20, 2007	Winter Institute: Year 2 DIBELS™ Analysis & Interpretation	24 RF teachers and coaches from the Cohort 4 school
	Materials	
	Cooper, J. D., Chard, D. J., & Kiger, N. D. (2006). *The struggling reader: Interventions that work.* Jefferson City, MO: Scholastic, Inc. Success for Readers: Making it Happen (Handout of PowerPoint Presentation). Sample of First Grade DIBELS™ Data Dynamic Measurement Group, Inc. (2004). Table 10: Instructional recommendations for individual patterns of performance on middle first grade DIBELS benchmark assessment. Kindergarten DIBELS benchmark goals Sample of Kindergarten class—January data Dynamic Measurement Group, Inc. (2002). *DIBELS™ decision rules*. (pp. 48-68). Effective Intervention (Handout of PowerPoint Presentation). Successful Intervention Strategy/Evidence of Effectiveness worksheet Other materials: Memo announcing upcoming Winter Institute for Cohort 4, email to principal of Cohort 4 school, teacher invitation, registration form, feedback form, compilation of feedback, sign-in sheet, Participant list from RIDE website	

April 28, 2007	*Beyond the Labels: 2007 Rhode Island Reading First Institute*	195 participants from the 3 RF districts, including the district leadership teams, coaches, and teachers from each of the 15 RF schools, and 6 guests from non-RF districts
	Materials	
	Tomilson, C. A., & McTighe, J. (2006). *Integrating differentiated instruction + understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.	
	Collins Cobuild. (2005). *Student's dictionary plus grammar: Plus CD-Rom (3rd ed.).* London, UK.	
	Bromley, K. Transforming Vocabulary and Comprehension Instruction. (packet).	
	Coyne, M. Supporting Vocabulary Development. (PowerPoint handout)	
	Deeney, T. Teaching Comprehension: Referents, Dialogue, and Inference. (PowerPoint handout)	
	Prescott-Griffin, M. L. Focus and Fluency: Building Comprehension and Thinking Strategies. (packet).	
	Stein, M. Beyond the Labels: Leadership Institute. (PowerPoint handout)	
	Curriculum Vitae for each presenter	
	Other materials: memo, Agenda, registration forms for each strand, brief descriptions of differentiation and leadership strands, program brochure; Professional Development Credit Report; feedback forms for each strand	

Summer institutes. Two Summer Institutes were held in July and August 2006 for RF teachers. Specifically, 35 new RF teachers from Cohort 1 ($n = 10$), Cohort 2 ($n = 4$), and Cohort 4 ($n = 17$) schools, as well as 4 non-RF teachers from two Providence elementary schools and one Providence middle school, enrolled in one of two week-long sessions of the Rhode Island Reading First Summer Institute: Beginning Reading Instruction. Approximately 50% of these teachers are not from the new cohort, for whom this course was originally designed. With the high rate of teacher mobility within Rhode Island schools and districts, it is important for Rhode Island RF to continue to offer this course annually.

Participants in this Institute registered for the University of Rhode Island's EDC 586: *Beginning Reading Instruction: A Comprehensive Approach to Teaching Children to Read,* a three-credit graduate course from the University of Rhode Island, which was co-taught by two instructors. At the end of the 1-week session, nearly all participants rated the Summer Institute I as above average (See Table 4). Participants reported on the feedback forms that the research-based activities and research articles were most effective. One participant wrote the most effective aspect of the course was "the teaching activities [which] are specific to classroom use and presented with research supporting these activities." Not everyone was satisfied with the methodology of the course. Several participants were dissatisfied with reading articles during class, while others stated that reading the articles as homework was tough. It is always a delicate balance on how to incorporate a lot of new information into a 1-week course. Course work continued with training on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS™). This session is described below.

Running concurrently with the Rhode Island Reading First Summer Institute: Beginning Reading Instruction was the Rhode Island Reading First Summer Institute: Reading Comprehension Instruction. Teachers who had previously taken the Summer Institute: Beginning Reading Instruction were eligible to participate in the Summer Institute: Reading Comprehension Instruction. Twenty-two participants from Cohort 1 ($n = 12$), Cohort 2 ($n = 2$), Cohort 3 ($n = 3$), and Cohort 4 ($n = 3$) schools and one non-RF teacher from a non-RF district enrolled in one of the week-long sessions of the University of Rhode Island's EDC 586: *Reading Comprehension Instruction,* a three-credit graduate course co-taught by two instructors. One of these instructors taught both sessions.

New this year teachers who took *Beginning Reading Instruction: A Comprehensive Approach to Teaching Children to Read* in summer 2006 were invited to take the next course, *Reading Comprehension Instruction,* either in during the spring 2007 semester, meeting once a week for 13 weeks or during the traditional, week-long session in Summer 2007. Thirteen out of 39 eligible teachers completed the course in the spring, which met weekly at the Anthony Carenvale Elementary School in Providence on Wednesdays from 4:00 – 6:45 pm.

All participants completed evaluation forms, with 100% of participants rating the overall effectiveness of the course as above average. The activities with text structure and Reciprocal Teaching were cited most often by participants as the most effective aspect of

the course. Several participants noted that they would like a follow-up to this course during the school year. Table 4 displays the percentages of ratings as *above average* for various components of both courses. By offering these Summer Institutes to non-RF educators, Rhode Island RF continues its efforts to build the State's infrastructure in reading instruction.

Table 4 *Teachers' evaluation of Summer Institutes*

	Percent responding *above average*				
	Beginning Reading Instruction		Reading Comprehension Instruction		
	Week 1	Week 2	Week 1	Week 2	Spring
Overall effectiveness	100	83	100	100	100
Course content	100	89	100	100	100
Materials/handouts	100	94	100	100	100
Responsiveness	100	94	86	100	100
Format	95	83	86	100	92
Instructors	100	77	100	100	100
n	19	18	14	8	13

DIBELS™ assessment training. The 2006 Summer Institute: Beginning Reading Instruction continued with a day-long session on October 14, 2006 on how to assess students' reading skills using the DIBELS™. One of the RF Co-Coordinators sent an email to each RF coach notifying them of this session and the teachers in their building who were expected to attend as part of *Beginning Reading Instruction* course. Other teachers who had not been trained in using the DIBELS™ were also invited. Twenty-eight teachers from nine Providence RF schools and four graduate students from URI's Reading program participated in the DIBELS™ assessment training. However, eight teachers from four RF schools who had participated in the Summer Institute: Beginning Reading Instruction did not attend this session. In addition, three teachers who had registered for the training did not attend. It may be that they had been previously trained by the RF Coach at their school. According to emails sent by the RF Co-Coordinator to one district leadership team liaison, RF coaches are responsible for training teachers new to their building. Each of these teachers was required to provide documentation of training before graduate credit was awarded for the *Beginning Reading Instruction* course.

Thirty of the 32 participants completed the feedback form. The training, materials, and opportunity to practice were rated above average by 85 - 90% of the participants. The presenter's knowledge was rated above average by nearly all participants. Teachers noted that they learned how to administer the different subtest of

the DIBELS™. Some concerns centered on the test of nonsense word fluency and the scoring of the retell subtest. Anxiety of the amount of time it will take to assess student skills was also expressed.

Winter institutes. Two "Winter" Institutes were held during the 2006-2007 school year. The Winter Institute Year 2 was held for the Cohort 4 teachers in January 2007. The Winter Institute for Cohorts 1-3 was replaced with *Beyond the Labels: 2007 Rhode Island Reading First Institute*, which was held on April 28, 2007. The Winter Institute for the new Cohort 5 schools was originally scheduled for March 10, 2007. A "Save the Date" flyer was emailed to prospective school districts on October 31, 2006. However, only one district decided to apply for new RF funds. This district requested and received a 1-week extension to the RI RF application deadline, making it difficult to participate in the Welcome to Reading First Winter Institute on March 10, 2007. Therefore, an alternative arrangement was agreed upon. Cohort 5 teachers attended the *Beyond the Labels: 2007 Rhode Island Reading First Institute*. Teachers new to Reading First (Cohort 5 and others) received their Welcome to Reading First bags and resources at the beginning of the 2007 Summer Institute.

The first of these Winter Institutes was held for Cohort 4. The day-long session included two focus areas. The morning session focused on the analysis and interpretation of student scores on the DIBELS™ mid-year benchmarks. The afternoon session focused on effective interventions in reading. Each session had two pairs of presenters. In addition to the handouts and activity sheets, each participant received a copy of *The Struggling Reader: Interventions that Work.*

Twenty-four teachers and coaches from the Cohort 4 school attended this Winter Institute. Twenty-three of these teachers completed the feedback form for these sessions. Each was rated separately. As indicated in Table 5, the sessions were well received, with 80 - 100% of participants rating the various aspects of the session as *above average*. Several teachers noted that they learned how to use data to provide instruction for intervention. The participants also appreciated receiving their own copy of *The Struggling Reader.*

Beyond the Labels: 2007 Rhode Island Reading First Institute was held at the Crowne Plaza Hotel in Warwick, RI on April 28, 2007 for teachers, principals, and Reading First coaches from Cohorts 1-5 schools. District Leadership Teams, Higher Education Sub-Committee members, participants from the 2005-2006 and 2006-2007 coaches training series were also invited. Staff from two of the three District Leadership Teams and all 15 Reading First schools participated in the institute. In addition, six guests from non-RF districts attended the institute. The goal of this year's institute was "to help all education professionals broaden their knowledge and work together to meet the learning needs of ALL children" (RF Memo, March 30, 2007).

The day-long institute offered sessions focused on three strands—content, differentiation, and leadership. Pre-registration was required for the differentiation and leadership strands. Nationally-recognized experts in reading, including Drs. Karen

Bromley, Michael Coyne, Theresa Deeney, Corinne Eisenhart, Mary Lee Prescott-Griffin, and Marcy Stein conducted a variety of sessions. In addition, Dr. Marcy Stein gave the plenary session address, *Beyond the Labels*. See Appendix A for the agenda for this institute.

Feedback forms were completed by participants in each session. The percent of respondents that rated each facet of the session *above average* is presented by strand in Table 5. The Content strand had five breakout sessions and each one was repeated once. Feedback forms were completed for each session separately. For confidentiality sake, the feedback from these sessions were combined and presented in Table 5. However, it should be noted the range of satisfaction with the quality of the sessions varied from 100% to 53%.

In addition to rating the sessions, participants provided comments about what they learned, what they wanted to share, and remaining questions. Comments from participants of the Content strand on what they learned included learning useful strategies to use in the classroom, the importance of oral language, and the complexity of reading and teaching reading. Regarding the Differentiation strand, participants commented that they learned how to use assessments to plan for instruction and how to differentiate instruction in the classroom. In addition, several participants noted that the session reaffirmed their current practices. Participants in the Leadership strand noted that they learned three key words: "Details, Better, More." One participant wrote, "I learned that strong school level leadership is essential to constructing and implementing an instructional framework that supports student achievement."

When asked for one comment they would like to share, participants from the Content strand replied that the sessions provided excellent examples and were very informative, engaging, and well organized. Differentiation strand participants shared that they found the information useful for creating better learning environments. From the Leadership strand, participants commented that they liked the conference-like atmosphere of the institute. In addition, several participant remarks reflected the continued tension regarding the time for assessments and instruction.

Some participants felt some of the sessions were redundant with previous professional development offerings. Lack of time to delve into materials and strategies was also noted by several participants; however, most responded positively. As one person wrote, "This was one of the really wonderful and fine Reading First seminars that I attended. . . . This one was great!"

Table 5 *Evaluation of Winter Institutes*

	Percent responding *above average*				
	Winter Institute Year 2 Cohort 4		*Beyond the Labels* Cohorts 1-5		
	DIBELS™ Analysis & Interpretation	Effective Interventions	Content	Differentiation	Leadership
Training	78	91	79	85	82
Materials	83	100	69	98	87
Presenters' Knowledge	96	100	92	100	100
Clarity	91	100	86	88	83
Responsiveness	91	100	84	100	89
n	23	23	200	40	35

Professional Development for Reading First Coaches

During the 2006-2007 school year, 17 participants took part in the RF Coaches' Series. On September 16, 2006, District Liaisons, RF principals, RF coaches, and RIDE's Director of the Office of Instruction were sent a memo announcing the 2006-2007 RF Coaches' Series. Eleven RF coaches from Cohorts 1 - 4, two literacy coaches from RF schools, and four members of DLT participated in a series of training sessions during the 2006-2007 school year. This year the coaches' series focused on refinement of program implementation. The goals for 2006-2007 were a) Level 3 coaching, b) data analysis, and c) providing technical assistance and differentiated professional development. Unlike previous years of Rhode Island Reading First, the RF Coaches' Series was held exclusively for coaches from RF districts. Reading and literacy coaches from non-RF schools and districts met separately. Therefore, their sessions are discussed separately in the Building State Infrastructure section below.

The dates for the 2006-2007 Coaches' Training Series, along with the focus area, presenters, and materials distributed at each session are listed in Table 6. During the first session, refining implementation, the RF coaches color-coded their own logs to gain insight on the direct impact of coaching support on classroom instruction and to determine how much time was directly spent in classrooms and with teachers. Feedback from the coaches indicated that this was a valuable activity in helping them become more explicit with how they spend their time as a RF coach.

The second coaches' training session took place on December 8, 2006. This session was a workshop on comprehension. Participants reported that the workshop helped them synthesize various strategies they had learned regarding reciprocal teaching. They also reported that it was helpful to think through the planning cycle for the remainder of the school year. They especially appreciated the time to share and coordinate with colleagues.

The third coaches' training session was held on March 16, 2007. This session focused on coaching. The Co-Coordinators updated the RF coaches on what was happening at the national level, particularly information from the State Directors' meeting, the regional technical assistance meeting, and a recent conference on comprehension. In addition, this session provide RF coaches with assessment updates, reflection on the 2006-2007 Action Plan, an English Language Learners website, and time to share. Feedback from the RF coaches was unanimously positive.

The fourth coaches' training session was originally scheduled for April 27, 2007. However, it was replaced with the *Beyond the Labels: 2007 Rhode Island Reading First Institute*, which was held at the Crowne Plaza Hotel in Warwick, RI on April 28, 2007 (See above for more information about this session).

At the request of the RF coaches, the fifth coaches' training session was a technical assistance session devoted to NECAP assessment. Mary Ann Snider, Director of Assessment and Accountability for RIDE led the session during which 10 RF coaches and one literacy coach from a RF school analyzed grade 3 released reading items from 2005 and 2006 NECAP assessments. The other RF coach was unable to attend this session because she was attending the International Reading Association's (IRA) Annual Convention in Toronto. Feedback was not collected from participants from this session.

The 2006-2007 Reading First Coaches' Training Series culminated with the 3rd Annual Leadership Luncheon*, Celebrating Our Success*, on May 18, 2007 instead of the originally planned date of June 8. The change of date was due to a proposed, mandatory State furlough day. Invitations to the luncheon were sent to the superintendents and District Leadership Teams of each of the three RF districts, the Commissioner of Elementary and Secondary Education; the Deputy Commissioners; the Chief of Staff; the Directors of Instruction, Assessment, Special Populations, and Progressive Support and Intervention; the Governor; the Governor's Policy Analyst; leaders of the House and Senate; the new Cohort 5 schools' principals; and members of the higher education subcommittee, as well as the principal and RF coach from each RF school.

Fifty-two educators attended the Leadership Luncheon held at the Sheraton Providence Airport Hotel in Warwick RI. Representatives from the Rhode Island Board of Regents for Elementary and Secondary Education, RIDE, and two of the three RF districts attended the luncheon. One RF school/district did not attend due to a previously-scheduled commitment to attend the IRA Annual Convention. No one from the Governor's office or the legislature attended.

RF coaches from each district prepared presentations on the progress their district

had made this year toward meeting its goals as described in their Action Plans. For example, one presentation cited the districts' performance on the 2006 Stanford Reading First assessments and how it transformed Morning Meeting to focus on the five components of reading. RF teachers and students reported positive reviews from this focused approach to literacy during Morning Meeting. Another presentation focused on the greater improvement in student performance on the New England Common Assessment Program (NECAP) in both reading and mathematics by RF schools compared to non-RF schools within the district. The investment in professional development and the implementation of teaching strategies seems to be making a difference in teacher and student perceptions of literacy instruction as well as student performance on the NECAP. One school which is completing its 3-year implementation of RF presented the impact RF has had on its school and district. It described how it will continue to implement some of the instructional strategies, such as reciprocal teaching, learned through its participation in Rhode Island Reading First. One strategy this school will not continue is the 90-minute uninterrupted block of reading instruction. This is unfortunate because students seem to benefit from the continuous time spent on reading instruction. A summary of the RF coaches' evaluations for each session is displayed in Table 7.

Table 6 *Rhode Island Reading First 2006-2007 Coaches Training Series*

Date	Focus Area	Participants
November 3, 2006	2006-2007 Coaches' Training Series: *Refining Implementation Based on Data* with Betsey Hyman and Jackie Bourassa	11 RF coaches and 3 District Leadership Team (DLT) members from Providence and Pawtucket
	Materials/Resources	
	Agenda *Refining Implementation Based on Data* (Handout of PowerPoint Presentation) Sign-in sheet Compilation of feedback	
December 8, 2006	2006-2007 Coaches' Training Series: *Comprehension Instruction: Putting the Pieces Together* with Betsey Hyman and Jackie Bourassa	11 RF coaches and 4 district leadership team (DLT) members from Providence and Pawtucket
	Materials/Resources	
	Comprehension Instruction: Putting the Pieces Together (Handout of PowerPoint Presentation) *Big dreams: A family book about reading.* (2006). Jessup, MD: National Institute for Literacy.	

Date	Focus Area	Participants
	Florida Center for Reading Research. (2006). *Student center activities* [DVD]. Tallahassee, FL: Author. *Shining stars: Kindergartners learn to read.* (2006). Jessup, MD: National Institute for Literacy. *Shining stars: First graders learn to read.* (2006). Jessup, MD: National Institute for Literacy. *Shining stars: Second and third graders learn to read.* (2006). Jessup, MD: National Institute for Literacy. *Tool kit for Hispanic families.* (2006). Washington, DC: U.S. Department of Education. Sign-in sheet Agenda Compilation of feedback	
March 16, 2007	2006-2007 Coaches' Training Series: *Reading First Coaching Session* with Jackie Bourassa and Betsey Hyman	10 RF coaches and 1 District Leadership Team (DLT) member from Pawtucket
	Materials/Resources	
	Reading First Coaching Session by Jackie Bourassa and Betsey Hyman (Handout of PowerPoint Presentation) Valencia, S. W., & Buly, M. R. (2004). Behind test scores: What struggling readers *really* need. *The Reading Teacher, 57*(6), 520-531. *Using data to improve reading outcomes* by National Center for Reading First Technical Assistance (Handout of PowerPoint Presentation) *School Action Plan: Progress Report* template *In the classroom: A toolkit for effective instruction of English learners* (informational handout) Archer, A. L. (n.d.) Scaffolding reading comprehension in the primary grades. (handout) Archer, A. (n.d.) *Inservice presentation skills: Good teaching and good heart.* (packet) Southwest Educational Development Laboratory. (n.d.) *Working systemically to increase student achievement: Phoneme awareness.* (20 pp.). Southwest Educational Development Laboratory. (n.d.) *Working systemically to increase student achievement: Phonics.* (18 pp.). Southwest Educational Development Laboratory. (n.d.) *Working systemically to increase student achievement: Fluency.* (20 pp.). Southwest Educational Development Laboratory. (n.d.) *Working systemically to increase student achievement: Vocabulary.* (21 pp.). Southwest Educational Development Laboratory. (n.d.) Working systemically to increase student achievement: Comprehension. (22 pp.) Sign-in sheet; Agenda Compilation of feedback	

Date	Focus Area	Participants
May 18, 2007	*New England Common Assessment Program: Analyzing Grade 3 Released Reading Items* with Mary Ann Snider **Materials/ Resources** NECAP School Level Results: Comparison of Oct. 2005 and Oct. 2006 NECAP Results: Percent *at and above Proficient* (RIDE, 2007) NECAP School Level Results Oct. 2006: Percent *at and above Proficient* The New England Common Assessment Program: Guide to Using the October 2006 NECAP Results: Companion PowerPoint Presentation [Handout] Analyzing Grade 3 Released Reading Items [worksheet] ACCESS for ELLs English Proficiency Test: School Frequency Report-2006 [for each RF school] *The New England Common Assessment Program: Guide to Using the October 2005 NECAP Results* *The New England Common Assessment Program: Guide to Using the NECAP Grade 3 Resource Materials*	10 RF Coaches and one literacy coach

Table 7 *Evaluations of the 2006-2007 Coaches Training Series*

	Percent responding *above average*			
	Nov. 3, 2006	Dec. 8, 2006	Mar. 16, 2007	May 18, 2007
Overall Program Training	93	62	100	NA
Materials	100	92	100	NA
Opportunity to practice	66	85	100	NA
Presenters' Knowledge[a] Clarity	100	NA	100	NA
Responsiveness	100	NA	100	NA
Opportunity to Share [a]	NA	NA	100	NA
n	14	15	10	11

Note. [a] Items not included on feedback form.

Summer Leadership Institute. Rhode Island Reading First hosted a 2-day *Summer Leadership Institute: Sustaining What We've Built* for RF coaches, RF principals, district liaisons, and district leadership teams in August 2006. In addition, members of the Higher Education Subcommittee were invited to attend the Summer Leadership Institute. Participants were expected to attend both days. The focus areas of this year's Summer Leadership Institute included sustaining change, supporting English language learners, and using data to support decisions. The materials distributed to each participant at the 2006 Summer Leadership Institute are listed in Table 8.

Table 8 *Materials/Resources Distributed at Summer Leadership Institute 2006*

Date	Focus Area	Participants
August 15-16, 2006	Summer Leadership Institute: *Sustaining What We've Built*	35 participants (32 each day) from the 3 RF school districts and RIDE; 5 DLT members from 2 districts; 11 RF coaches from 3 districts, and 13 principals from 3 districts, and 2 literacy coaches from 1 district
	Materials/Resources	
	Invitation memo with registration form	
	Agenda for Days 1 and 2	
	Rhode Island Reading First Summer Leadership Institute August 2006: Sustaining What We've Built (handout of PowerPoint Presentation)	
	Opening Activity: Expert Advice worksheets	
	Opening Activity: Expert Advice summary of responses	
	Personal reflection worksheet	
	Special Populations—English Language Learners (handout of PowerPoint Presentation)	
	Memorandum to Rhode Island's PK-16 Council from David Scarlett Wakelyn RE: Best Practices in the Education of English Language Learners	
	August, D., & Shanahan, T. (Ed.). (2006). *Developing literacy in second-language learners: Report of the National Literacy Panel on language-minority children and youth*. Mahwah: NJ: Lawrence Erlbaum Associates	
	August, D. (2006). *Developing literacy in second-language learners: Report of the National Literacy Panel on language-minority children and youth [Executive summary]*. Mahwah: NJ: Lawrence Erlbaum Associates..	

Crawford, E., & Torgesen, J. (2006). *Teaching all students to read: Practices from Reading First schools with strong intervention outcomes: Summary document.* Tallahassee, FL: Florida Center for Reading Research.

U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service. (2006). *Reading First Implementation Evaluation: Interim Report,* Washington, D.C.: Author.
Handouts:
Highlighting instruction in the core reading program that aligns with research-based guidelines for instruction for English language learners: Language transfer support.
Highlighting instruction in the core reading program that aligns with research-based guidelines for instruction for English language learners: Who are English language learners?
Feedback form

A copy of the attendance roster was provided to the evaluators. One principal and three RF Coaches did not attend the Summer Leadership Institute. In addition, no one from the District Leadership Team from one district attended this Summer Leadership Institute.

Feedback forms were completed by 30 participants at the end of the second day. All but one participant rated the components of the Summer Leadership Institute as *above average*. It seems to have been very worthwhile experience for these educators. The "one thing learned" that was cited by several participants was the importance of using data to inform instructional decisions. Several participants also noted that they learned more about the complexity of teaching reading to English language learners. Many participants shared that they appreciated the way the Institute was structured in that it gave them time to collaborate and examine their school's data. A few participants still had questions remaining. These focused on the desire for more published research on English language learners reading acquisition and why Reading First is not extended to students beyond grade 3.

Building State Infrastructure

In addition to providing professional development to RF teachers and coaches, Rhode Island RF continues to work to build the State's infrastructure for literacy and enhanced reading instruction in non-Reading First districts and schools. This included expanding beyond grades K-3 to address the needs of older students (e.g., middle and high school) struggling to read. In addition, RI RF contributed significantly to the Rhode Island Statewide Curriculum.

Non-Reading First coaches' training series. During the 2006-2007 school year,

Rhode Island Reading First offered a separate training series for literacy coaches from certain non-Reading First school districts. The RF Co-Coordinators sent invitations to the district superintendents ($n = 17$) of Bristol-Warren, Chariho, Coventry, Cranston, Cumberland, Exeter-West Greenwich, Foster-Gloucester, Johnston, Lincoln, Little Compton, Middletown, Narragansett, North Kingstown, South Kingstown, Smithfield, Warwick, and West Warwick inviting specific literacy coaches who had attended last year's introductory coaches' training to participate in this year's four full-day training series.

Approximately 60 literacy educators from 10 non-RF districts participated in this training series. The number of participants from each district varied greatly. Several districts sent only one person, while others sent as many as eighteen. In addition, three staff members from RIDE participated in the series. Three districts had 100% attendance at all four sessions. The other seven districts had attendance rates that ranged from 17% – 90%, with an average of 60%.

Ten non-RF districts sent 60 literacy representatives to the first coaches' training meeting in December 2006. Additionally, three staff members from RIDE's Title I office participated in this session, Coaching and Text Comprehension. The materials distributed to each participant are listed in Table 9. Feedback forms were completed by 75% of the participants. The ratings for various aspects of the session are listed in Table 10. Additional feedback included written responses to "one thing I learned," "one comment I'd like to share," and "one question that remains." Based on responses to these open-ended prompts, not all participants were literacy coaches in their schools. Some were reading specialists and some were classroom teachers. Few comments from the first session reflected on the session's topic, text comprehension. The session seemed to have raised awareness of scope of coaching. Most responses to "one thing I learned" related to identifying their leadership style. One participant wrote, "My coaching style is getting closer to what a coach should be." Another responded, "Coaching is more than just being in a room with another teacher." In response to "one comment I'd like to share," many participants a the first session indicated they appreciated the collegiality and the resources that were provided. For others, this session seemed a review of previous content/strategies. Some participants expressed the tension they felt between coaching other teachers and providing direct instruction to struggling readers. This tension was also noted in the responses to "one question that remains." "How will I get it all done?" and "how to be an effective coach and still provide direct reading instruction" were among the responses to this prompt.

The second coaches' training meeting was held on January 12, 2007. Sixty-four participants attended. This included four new participants who had not attended the first session. Only one of the six participants from one district returned for this second session. Two participants who attended the December meeting did not attend the January meetings. Forty-nine of the 64 participants (77%) provided written feedback on the January 12, 2007 session. They appreciated the high-quality materials distributed at the session. They particularly liked the vocabulary strategies they learned and anticipated using them with classroom teachers in their schools. Several participants were

dissatisfied with the format of this session. They suggested a more interactive approach with more modeling and discussion and less reading and listening. A continuing concern regarding the State's direction of services for struggling readers from a pullout model to the coaching model was reiterated. As one participant wrote, "With Literacy Coaches working with teachers and modeling lesson, what happens to those students who truly benefit from small group intensive instruction?" In addition, a few participants expressed concerns regarding progress monitoring at the secondary school level.

The third non-RF coaches training session focused on strategies for teaching reading fluency. Sixty participants attended from the same 10 non-Reading First districts, one Reading First district and RIDE. Seven participants who were at the second session did not return for the third session. Six participants who missed the second session attended the third session. Some of the material distributed at this session as well as the previous session had been shared with RF coaches 2 years ago (e.g., Rasinski, Richardson). In addition, more recent material was distributed (e.g., Stepanek et al., 2007). Participants reported more positive ratings for this session than the previous two sessions. As one participant wrote, "Today was the best of the three sessions; the pacing was good and the presentations were good!" They particularly liked all the information shared regarding fluency—prosody, accuracy, and automaticity. Many participants noted they enjoyed reading *The Fluent Reader* (Rasinski, 2003) and implementing some of the activities from this book. In addition, many responded that they learned a lot about lesson study. The tension to fit it all in remained a concern for many participants.

The fourth and final session of the 2006-2007 non-Reading First Coaches' Training Series was held on March 9, 2007. Sixty-one participants from 10 non-Reading First districts and 1 Reading First district attended this final session. One person, who had not attended any of the previous sessions, attended this one. Seven participants missed this last session including the participants from RIDE. Based on the written feedback from participants, this was another positive session. They were impressed with the wealth of information and resources available on RIDE's new Statewide Curriculum website. They enjoyed the carousel activity and the opportunities to network with colleagues from other districts in the state. One person summarized the quality of the series this way, "Consistently making connections between the areas of reading (which was evident in all the PowerPoints at all sessions) is critical to develop deep understandings about teaching reading." Several participants asked about continuing this series.

RI RF is being consistent in its message to literacy coaches across the State. Much of the material distributed during sessions was shared with the RF coaches in 2005. The extensive materials distributed at these training sessions included books, research articles, practitioner-focused articles and book chapters, as well as informational charts, worksheets, and other handouts. Many of the research and practitioner articles were authored by leading researchers in the field (e.g., Bean, Invernizzi, Rasinski, Snow, Stahl, and International Reading Association).

This training series also provided participants with the valuable opportunity to network and make professional connections. It expanded the focus on primary grades to

middle and high school levels. The series also raised awareness of the variety of delivery methods of reading support, especially at the high school level, across the state. As one participant wrote, "I liked the networking and learned much about how other systems are balancing coaching and teaching."

Table 9 *Rhode Island Reading First 2006-2007 Coaches Training Series for Selected Non-Reading First Districts*

Date	Focus Area	Participants
December 1, 2006	Coaching and Text Comprehension	63 reading specialists and literacy coaches from 10 non-RF districts, and RIDE
	Materials/Resources	
	2006-2007 Coaches' Training Series--meeting schedule	
	2006-2007 Coaches' Training Series--invitations to 17 superintendents, schedule, and registration form.	
	2006-2007 Coaches' Training Series, Planning for Action [worksheets].	
	Armbruster, B. B., Lehr, F., & Osbor, J. (2001). *Put reading first: The research building blocks for teaching children to read.* Washington, DC: The Partnership for Reading: Bringing Scientific Evidence to Learning.	
	Biancarosa, G., & Snow, C. (2004). *Reading next—A vision for action and research in middle and high school literacy: A report from Carnegie Corporation of New York.* Washington, DC: Alliance for Excellent Education.	
	Billmeyer, R., & Barton, M. L. (1998). *Teaching reading in the content area: If not me, then who?* (2nd ed.). pp. 97-101, 139-141, 142-144. Denver, CO: Mid-continental Regional Educational Laboratory.	
	Bourassa, J. (n.d.). 3-2-1 Personal reflection [worksheet].	
	Buehl, D. (2001). *Classroom strategies for interactive learning* (2nd ed.). pp. 28-30, 80-92, 101-103, 162, 114-117, 138-140, 149-150.Newark, DE: International Reading Association.	
	Comparison between struggling readers and strong readers. From J. L. Irvin, D. R. Buehl & R. M Klemp. (2003). *Reading and the high school student.* Upper Saddle River, NJ: Pearson Education, Inc.	
	Describing readers (handout)	
	Guthrie, J. T., & Humenick, N. M. (2004). Motivating student to read: Evidence of classroom practice that increase reading motivation and achievement. In P. D. McCardle & V. Chhabra (Eds.) *The voice of evidence in reading research* (pp. 329-354). Baltimore, MD: Paul H. Brooks.	

	Leadership style inventory [worksheet]. Adapted from Peer Leadership Consultants. Los Angeles, CA: University of Southern California.	
	Rhode Island Reading First 2006-2007 Coaches' Training Series: The Conversation Continues (PowerPoint Handout)	
	Selected techniques/practices for teaching text comprehension (handout)	
	Shanklin, N. L. (2006, September 26). *What are the characteristics of effective literacy coaching* [Brief]. Denver, CO: Literacy Coaching Clearinghouse.	
	Text Comprehension (PowerPoint Handout).	
	Sign-in sheet by school district	
	Compilation of Breakout Activities	
	Compilation of Feedback	
January 12, 2007	Coaching and Vocabulary Instruction	64 participants from 10 non-RF districts, 1 RF district, and RIDE
	Materials/Resources	
	2006-2007 Coaches' Training Series: Planning for Action (worksheet).	
	Allen, J. (1999). Knowledge chart (worksheet) from *Words, words, words: Teaching vocabulary in grades 4-12*. Portland, ME: Stenhouse.	
	Anderson, R.C. (n.d.). Research foundations to support wide reading. In *Reading independently to learn* (pp. 413-424). (Reprinted from *Promoting reading in developing countries*, pp. 55-77) by V. Greaney, Ed., 1996, Newark, DE: International Reading Association.	
	Bean, R. M. (n.d.). Coaching Activities: Levels of Intensity. (worksheet)	
	Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York: Guilford Press.	
	Beck, I. L., McKeown, M. G., & Kucan, L. (2003). *Taking delight in words: Using oral language to build young children's vocabularies*. Retrieved March 31, 2005 from http://www.aft.org/pubs-reports/american_educator/spring2003/words.html	
	Billmeyer, R., & Barton, M. L. (1998). *Teaching reading in the content area: If not me, then who?* (2nd ed.). pg. 69. Denver, CO: Mid-continental Regional Educational Laboratory.	
	Class Management Guidelines. In *Leading for reading success: An introductory guide for Reading First coaches* (pp. 43-45). Central Regional Reading First Technical Assistance Center, Vaughn Gross Center for Reading and Language Arts at the University of Texas at Austin.	

Examples for Scheduling Small Group Instruction, In *Leading for reading success: An introductory guide for Reading First coaches* (pp. 41-42). Central Regional Reading First Technical Assistance Center, Vaughn Gross Center for Reading and Language Arts at the University of Texas at Austin.

Excerpt from *Charlotte's Web* by E. B. White

Facilitating Assessment Data Analysis, In *Leading for reading success: An introductory guide for Reading First coaches* (pp. 35-36). Central Regional Reading First Technical Assistance Center, Vaughn Gross Center for Reading and Language Arts at the University of Texas at Austin.

Guidelines for Analyzing Data, *Leading for reading success*, Handout 8 Central Regional Reading First Technical Assistance Center, Vaughn Gross Center for Reading and Language Arts at the University of Texas at Austin.

Hess, K. (2005). *Depth-of-knowledge (DOK) levels for mathematics*. Dover, NH: Center for Assessment.

Hess, K. (2005). *Sample descriptors for ach of the DOK levels in Science, based on Webb (draft).* Dover, NH: Center for Assessment.

Hess, K. (2004). *Sample of DOK descriptions and preliminary DOK for writing GLEs.* Dover, NH: Center for Assessment.

Hess, K. (2004). *Depth-of-knowledge level descriptors for reading*. Dover, NH: Center for Assessment.

Manzo, A. V., Manzo, U. C., & Thomas, M. (2006). Rationale for systematic vocabulary development: Antidote for state mandates. *Journal of Adolescent & Adult Literacy, 49*(7), 610-619.

Opitz, M. F., & Ford, M. P. (2001). Organization and management. In M. F. Opitz & M. P. Ford, *Reading readers: Flexible and innovative strategies for guided reading* (pp.82-109). Portsmouth, NH: Heinemann.

Reading Block OCPS Model

Richek, M. A. (2005). Words are wonderful: Interactive, time-efficient strategies to teach meaning vocabulary. *International Reading Association, 58*(5), 414-423.

Rhode Island Reading First 2006-2007 Coaches' Training Series: Organizing for Instruction. (PowerPoint handout)

Social Studies Level of Depth of Knowledge for Social Studies.

Stahl, S. A. (2003). *Words are learned incrementally over multiple exposures*. Retrieved March 28, 2005 from http://www.aft.org/pubs-reports/american_educator/spring2003/stahl.html

Strategic Teaching and Learning. (2000). *Part II: Instructional strategies: Vocabulary development* (pp. 114-135). Sacramento: CA: California Department of Education.

	Texas Education Agency. (2004). *3-Tier reading model* (Rev. ed.). (pp. 45, 130-133, 143-144, 157-158). Austin, TX: University of Texas at Austin. The Assessment Process. In *Leading for reading success: An introductory guide for Reading First coaches* (pp. 29-31). Central Regional Reading First Technical Assistance Center, Vaughn Gross Center for Reading and Language Arts at the University of Texas at Austin. Vocabulary Instruction (PowerPoint Handout) Vocabulary (handout) Sign-in sheet by school district Compilation of Feedback	
February 2, 2007	Coaching and Fluency Instruction	60 participants from 10 non-RF districts, 1 RF district, and RIDE
	Materials/Resources	
	Agenda	
	Assessing the Risk of Coaching Activities (worksheet)	
	Fluent reader/dysfluent reader (worksheet)	
	Griffith, L. W., & Rasinski, T. (2004). A focus on fluency: How one teacher incorporated fluency with her reading curriculum. *The Reading Teacher, 58*(2), 126-137.	
	How to promote fluency (handout). Adapted from M. L. Prescott-Griffin and N. Witherell (2004), *Fluency in focus.* Portsmouth, NH: Heinemann.	
	Hudson, R. F., Lane, H. B., & Pullen, P.C. (2005). Reading fluency assessment and instruction: What, why, and how? *The Reading Teacher, 58*(8), 702-714.	
	Lincoln, A. (1863). *The Gettysburg Address*.	
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	Osborn, J., & Lehr, F. (with Heibert, E. H.). (2003). *A focus on fluency*. Honolulu, HI: Pacific Resources for Education and Learning.	
	Pikulski, J. J., & Chard, D. J. (2005). Fluency: Bridge between decoding and reading comprehension. *The Reading Teacher, 58*(6), 510-519.	
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Rhode Island Reading First 2006-2007 Coaches' Training Series: Fluency (PowerPoint Handout)

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Strategic Teaching and Learning. (2000). *Part II: Instructional strategies: Phonogical and print skills* (pp. 160-171). Sacramento: CA: California Department of Education.

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Wingate, C. (n.d.). *The Twa Corbies*. [poem].

Zutell, J., & Rasinski, T. V. (1991). Assessing prosody. Adapted from Training teachers to attend to their students' oral reading fluency. *Theory into Practice*, 30, pp. 211-217.

Sign-in sheet by school district

Compilation of Feedback

March 9, 2007	Coaching and Phonic/ Phonemic Awareness	61 participants from 10 non-RF districts and 1 RF district
	Materials/Resources	

Agenda

Beginning letter-sound instruction. Adapted from P. Ulichy and T. Deeney (2004), *Phonics and word study*. Coaches Training, Rhode Island Reading First, Providence, RI.

Cooper, J. D., Chard, D. J., & Kiger, N. D. (2006). *The struggling reader: Interventions that work.* New York: Scholastic.

Developmental sequence of written vocabulary

Developmental sequence of phonemic awareness

Ehri, L. C. (2004). Teaching phonemic awareness and phonics: An explanation of the Nation Reading Panel meta-analyses (pp. 153-186). In P. McCardle and V. Chhabra (Eds.), *The voice of evidence in reading research*. Baltimore: Paul H. Brooks.

Green, J. F. (Spring/Summer 1998). Another chance. *American Educator*, 74-79.

Guiding questions (worksheet)

Moats, L. C. (Spring/Summer 1998). Teaching decoding. *American Educator*, 42-49, 95-96.

Putting the Pieces Together (PowerPoint handout)

Reflecting on Our Work (worksheet)

Rhode Island Department of Elementary and Secondary Education. (n.d.). *The Rhode Island Statewide Curriculum* [Brochure]. Providence, RI: Author.

Southwest Educational Development Laboratory. (n.d.) *Working systemically to increase student achievement: Phoneme awareness.* (20 pp.). Retrieved on March 1, 2007 from http://www.sedl.org/ws/pa/html

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The Importance of Decoding Skills (PowerPoint handout)

Yopp, H. K. (1995). A test for assessing phonemic awareness in young children. *The Reading Teacher, 49*(1), 20-28.Sign-in sheet by school district

Compilation of Feedback

Table 10 *Evaluations of the 2006-2007Non-Reading First Coaches Training Series*

	Percent responding *above average*			
	Coaching and Text Comprehension December 1, 2006	Coaching and Vocabulary Instruction January 12, 2007	Coaching and Fluency Instruction February 2, 2007	Coaching and Phonic/ Phonemic Awareness March 9, 2007
Overall Program Training	57	76	94	84
Materials	79	96	100	96
Opportunity to Practice	NA	NA	87	NA
Presenters' Knowledge Topic	96	94	98	96
Clarity	51	75	92	94
Responsiveness	85	80	92	83
n	47	49	47	46

Statewide professional development opportunities. RI RF provided several statewide professional development sessions during the 2006-2007 school year for RF and non-RF educators.

Making it Happen. RF District liaisons, principals, and coaches, as well as principals/directors, literacy coaches, and reading specialists from non-RF districts, including charter schools, were invited to a day-long training with Tony Snead held on October 6, 2006. Members of the Reading First Higher Education Sub-committee were also invited to this session, entitled *Making it Happen: Teaching Children to Read and Comprehend Nonfiction (K-6)*. Nearly 120 educators from the three RF districts, 23 non-RF districts, and RIDE participated in this professional development opportunity. All participants received a copy of Tony Snead's book, *Reality Checks: Teaching Comprehension with Nonfiction.*

Feedback from the participants was overwhelming positive. As one person wrote, "[It was] simply fabulous!" Many comments indicated the participants learned a new strategy, the RAN (Reading and Analyzing Nonfiction) strategy, to help students "delve into facts with thinking." Another participant gave this feedback, "I am a veteran of attending many workshops and this one was best yet. I learned so much." Many participants indicated that they wanted to learn more about the RAN strategy, extending it to the middle school level and having Tony Snead to come to their schools/districts to motivate their colleagues to adopt this strategy.

Beyond the Labels. As described above, the Winter Institute was replaced with this Rode Island Reading First Institute: Beyond the Labels. Invitations, agendas, and registration forms were sent to teachers, principals, and Reading First coaches from

Cohorts 1-5 schools, as well as the District Leadership Teams, Higher Education Sub-Committee members, and participants from the 2005-2006 and 2006-2007 coaches training series.

   Rhode Island Statewide Curriculum. Rhode Island's Commissioner of Elementary and Secondary Education and Governor unveiled the first statewide curriculum in February 2007. According to the Rhode Island Statewide Curriculum Implementation Guide (2007), "the Rhode Island Statewide Curriculum (RISWC) is a web-based resource designed to assist Local Education Agencies (LEAs) in building a systemic approach to address one critical issue, how to best educate all students to high standards" (p.1). Many of the PowerPoint Presentations developed by RIRF, including the five essential areas of reading and reading instruction for English language learners, are available on the RISWC website. RISWC may be accessed as http://www.ride.ri.gov/instruction/curriculum/.

   Rhode Island Reading First contributed financial and human resources to support the publication and dissemination of Rhode Island's first statewide curriculum in reading, writing, and mathematics. Between March and May 2007, RIDE offered a day-long professional development and technical assistance session within every school district for its Statewide Curriculum Team. RIDE's Office of Instruction, which includes one of the RF Co-Coordinators, provided training and technical assistance to 301 members from19 districts (i.e., LEA) on how to use the RISWC web-based resources. Several districts will be hosting the professional development and technical assistance session in the fall.

   Additionally, RIRF contributed to the printing of attractive, four-color brochures, a user's guide, and an implementation guide. The brochures are available in English, Spanish, and Portuguese. In spring 2007, the English version of the brochure was mailed to every Rhode Island family of a public school child. Spanish and Portuguese versions are available to schools upon request. More than 7,555 user's guides along with a limited number of implementation guides were distributed to school district's Statewide Curriculum Teams who participated in the Professional Development and Technical Assistance session offered by RIDE in spring 2007. These printed materials are also available (in English only) in down-loadable PDF from the RISWC website.

   The RISWC presents a cohesive framework for supporting all students with multi-media resources, information, and support for students, teachers, families, and the community. As the subtitle of the RISWC states, it is intended to be a "system of support for student achievement."

Summary

   Rhode Island Reading First provided high quality, multi-faceted professional development to teachers, coaches, literacy coordinators, and other educational leaders across the State. Nationally and regionally recognized experts presented at Institutes for teachers and coaches. Rhode Island RF continues to make a concerted effort to expand the knowledge of literacy leaders and other teachers on SBRR in grades preK-3 and

beyond. The feedback from participants and the implementation evidence in this report support these efforts. In the next section of this report we discuss several aspects of program effectiveness.

Program Effectiveness

Rhode Island Reading First Interviews: 2006-2007

      To gain a deeper understanding of the way in which the Reading First (RF) program was implemented in Cohort 4, part of the evaluation included interviews of a sample of teachers, school-based RF coaches, reading specialists, and principals. Initial interviews were conducted in December 2006. Follow-up interviews were conducted in June 2007 with a sub-sample of the original sample of Cohort 4 staff members. In order to gauge how well the RF program has been sustained over the past three years, 2-year follow-up interviews were also conducted in June 2007 with a sub-sample of teachers, RF coaches, reading specialists, and principals from Cohorts 2 and 3. Additionally, the two Reading First coordinators from the Rhode Island Department of Education (RIDE) were interviewed in June 2007. (See Appendices B, C, and D for interview protocols).

Sample

      A random sample of 20% RF teachers ($n = 3$) in Cohort 4 was selected for the telephone interview process. One participant teaches first grade, one teaches third grade, and one teaches English as a second language (ESL) at the second grade level. The average number of years that the participants have been teaching in their current positions is 5.67 years. The principal, the RF coach, and one reading specialist from Cohort 4 participated in the initial interview process. For the purposes of this report, responses of the principals, RF coaches, and reading specialists have been aggregated and will be named in tables and text as "school leaders."

      Two different types of follow-up interviews were conducted in June 2007 with sub-samples of the staff in Cohorts 2, 3, and 4. One classroom teacher and the RF coach from Cohort 4 were interviewed on their perceptions of their school's first year of participation in the Reading First program. The 2-year follow-up interview with Cohorts 2 and 3 staff included a 50% sub sample of teachers ($n = 2$), one Reading First coach and one reading specialist. Principals have not been included in the Reading First follow-up interview process.

Scientifically-Based Reading Research (SBRR) Implementation

      Scientifically-based reading research (SBRR) encompasses reading instruction and literature that is systematic, sequential, structured, and phonics-based. The 3 participating classroom teachers from Cohort 4 were asked a series of questions on the types of SBRR materials, approaches, and programs used in their classrooms.

      Materials. The participants indicated that the types of books used for core reading instruction include basal readers, leveled reading books, trade books for group reading, trade books for independent reading, and books for read-alouds. Table 11 shows the average percentage of usage of these books. The participants reported that 32% of their SBRR materials are expository and 68% of their SBRR materials are narrative. One out

of the three teachers reported using workbooks or worksheets as a supplement to their program and for homework purposes.

Table 11 *Average Percentages of Types of Books Used During Core Reading Instruction*

Type of Book	Average Percent
Basal readers	27
Leveled reading books	40
Trade books for group or independent reading	18
Books for read-alouds	15

Participating teachers were asked to rate, on a 5-point Likert-scale, how satisfied they were with the RF reading books their students read. One hundred percent of teachers reported being extremely satisfied or satisfied with these books. All of the teachers reported that the RF core reading books, supplementary materials, and intervention materials met the diverse levels and abilities of the children in their classes well or very well. Similarly, 100% of the school leaders believe that the RF materials met the diverse levels and abilities of the children in their schools well. The Rhode Island RF Co-Coordinators reported that the RF materials met the diverse levels and abilities of children in two of the participating districts extremely well. They believe that the intervention that they observed in one district, Pawtucket, was less in-depth, more cursory than in Providence and Central Falls.

Table 12 shows how available to all the participating teachers and leaders of Cohort 4 found the RF reading books, supplementary materials, and intervention materials compared to Cohorts 2 and 3. When the interviews took place in December 2006, most teachers and school leaders of Cohort 4 found the RF intervention and supplementary materials to be available or somewhat available. One teacher remarked that some materials were damaged during shipping or still in the process of being shipped. A school leader shared this sentiment, "Some materials are still coming in." Another teacher shared that she wished that more than one teacher's edition was provided.

Table 12 *Percentage of Availability: Reading First Materials*

	Very Available		Available		Somewhat Available		Somewhat Unavailable		Not at all Available	
Cohorts	2 & 3	4	2 & 3	4	2 & 3	4	2 & 3	4	2 & 3	4
Classroom Teachers										
Reading Books	100	33	0	67	0	0	0	0	0	0
Supplementary Materials	100	0	0	33	0	33	0	33	0	0
Intervention Materials	100	0	0	0	0	67	0	33	0	0
School Leaders										
Reading Books	67	100	33	0	0	0	0	0	0	0
Supplementary Materials	67	33	33	0	0	67	0	0	0	0
Intervention Materials	67	0	33	33	0	67	0	0	0	0

Approaches. One hundred percent of teachers and 100% of leaders reported that SBRR is used for core instruction on a daily basis. On average, teachers reported that each student receives 103 minutes of SBRR core instruction per day. Principals, RF coaches, and reading specialist reported that each student receives 90 minutes of SBRR core instruction per day. One hundred percent of teachers reported that they use SBRR for supplemental instruction on a daily basis, with each student receiving 40 minutes of supplemental instruction, in addition to the core instruction mentioned above. Lastly, 100% of teachers reported that they use SBRR for reading intervention on a daily basis. That is, in addition to the time spent on SBRR for core instruction, each student who struggles with reading receives intervention using the SBRR approach for 30 minutes per day on average. When comparing the amount of time spent on SBRR instruction, teachers in Cohort 4 report more time on SBRR in core, supplementary instruction and the same amount of time on intervention as the teachers in Cohorts 2 and 3. Most notably, all teachers interviewed meet the required, "minimum of 90 minutes per day of explicit and systematic reading instruction in the five essential components of which at least 30 minutes per day occurs in small, homogeneous groups of students" (RIDE, 2004).

One hundred percent of teachers and 100 % of leaders reported that guided reading (i.e., uses natural language and leveled books) is used for core instruction on a daily basis. Teachers rated the average amount of time per day devoted to guided reading as part of core instruction is 40 minutes, with a range of 15 to 60 minutes. RF teachers, on average, report conducting three reading groups per day for SBRR/RF purposes. Each reading groups meets, on average, for 18 minutes. The Rhode Island RF Co-Coordinators believe that SBRR is used on a daily basis in all three Reading First districts: Pawtucket, Providence, and Central Falls.

To gauge the implementation frequency of the five SBRR components,

participating teachers then were asked to delineate, on a typical day, approximately how many minutes each student receives direct systematic and sequential instruction in the following areas:

1. *Phonics instruction*: between 10-15 minutes per day, on average
2. *Phonemic awareness-developing instruction*: between 10-15 minutes per day, on average
3. *Vocabulary instruction*: between 10-20 minutes per day, on average
4. *Comprehension instruction*: 20 minutes per day, on average
5. *Fluency instruction*: between 15-20 minutes per day, on average

Program. Classroom teachers rated how well they believe the RF approach blends or fits into their existing or previous core reading curriculum on a 5-point Likert-scale. Thirty-three percent of teachers said the two were totally united—not including the assessment, and 67% said somewhat united. Conversely, 67% of the school leaders said the curricula were totally united or united and 33 % said somewhat united. The Rhode Island RF Co-Coordinators believed RF curriculum in Providence and Central Falls is totally united with previous curriculum. Asked whether Pawtucket has made more improvement since our interview last year, they stated, "Pawtucket has remained static since last year."

Table 13 shows the extent to which teachers and leaders of Cohort 4 believe that the RF approach meets various student needs in reading. Almost unanimously, the staff at Carnevale believes that the needs of those students who have a PLP or who function at an average reading level are being met. Some staff, particularly teachers, believe that the RF approach does not meet the needs of students who function at an above average reading as well as the needs of the other students.

Table 13 *Ratings of Reading First Program by Teachers and Leaders*

How well do you believe the RF approach meets the needs of your students who. . .	Percent responding . . .				
	Very Well	Well	Fairly	Poorly	Not at All
Classroom Teacher					
Have Personal Literacy Plans (PLPs)?	67	33	0	0	0
Function at an average reading level?	33	67	0	0	0
Function at an above average reading level?	0	33	33	33	0

School Leader					
Have Personal Literacy Plans (PLPs)?	33	67	0	0	0
Function at an average reading level?	100	0	0	0	0
Function at an above average reading level?	67	33	0	0	0

When asked about whether the RF program meets the needs of students with PLPs, the Co-Coordinators stated that during monitoring visits, they saw much evidence of differentiation of instruction and intervention for struggling readers. Similar to the feedback from the teachers, the Co-Coordinators said that they did not observe much evidence for students who have above-average reading level. They hope to increase the focus in this area for year 5 of Reading First.

Obstacles and Barriers

Barriers to teacher delivery. RF teachers were asked to name the most challenging obstacles or barriers that interfere with their delivery of the RF curriculum. The teachers interviewed were in agreement when citing barriers. All teachers listed ranked time/ scheduling/lack of flexibility as a top-three obstacle and too much testing as major barriers.

Teachers were then asked if they had discussed these perceived obstacles with anyone and if any steps were taken to overcome the obstacles. Overall, two-thirds of the teachers had these discussions with the RF coach, 100% reported discussing the barriers with other teachers, and one of the teachers discussed the barriers with administration. Interviewed teachers expressed a both frustration and understanding that these barriers are difficult to address. One teacher remarked that although it is easy to talk to her principal about "a schedule jammed with testing," she knows that the decision to administer multiple tests is beyond building-level control.

Principals, RF coaches, and reading specialists were also asked to name the most challenging obstacles or barriers that interfere with delivery of the RF curriculum. Echoing the teachers, the leaders unanimously ranked time/ scheduling/pacing as a top-three obstacle, 66% ranked too much testing as the biggest obstacles. These top-rated obstacles were almost identical to those reported by the school leaders of Cohorts 2 and 3. One leader also expressed frustration that some of the instructional materials that did not arrive on time.

Leaders were then asked if any steps were taken to overcome the obstacles and if they believed these steps would help eliminate the problem. In general, the school leaders seemed to be more positive in formulating solutions to these issues. When asked what steps could be taken to overcome a difficult issue such as scheduling, one leader answered, "It has forced us to be creative."

The Rhode Island RF Co-Coordinators also shared their perceptions of obstacle to

the delivery of the RF curriculum. The Co-Coordinators believe that there have been no obstacles in Cohort 4. They stated, "Carnevale was ready for Reading First. They have a seasoned coach who became the Reading First coach and the principal was a former reading specialist, so their leadership is strong in content." There has also been improvement in the barriers that were present for Cohorts 2 and 3: shifting populations/ school configurations and a lack of understanding about technical assistance. In terms of the shifting population—there were many involuntary transfers for teachers, and there is an effort to rectify this situation. The schools are trying not to move the RF teachers and if a transfer cannot be avoided, the teachers are trying to bid into another RF school. Regarding the technical assistance, they have seen an increased understanding. Providence's monthly leadership meetings have helped with this.

Barriers to student learning. RF teachers were next asked to name the most challenging obstacles or barriers to the students' learning using the RF program. Of these teachers, 67% said that the amount of testing interfered with their students learning to read, by using valuable instruction time. Another teacher claimed that although it is not only specific to Reading First, a barrier is many parents' unwillingness to help their students learn to read better. She stated, "Our parents need to get involved with the reading program, too. I wish that they would make time at home to follow-up on what we do in class."

The school leaders, in general, are positive about their school's experience with the Reading First program thus far, regarding students learning to read. One of the interviewed leaders mentioned the excessive amount of testing, but felt more encumbered by the district-level assessments than those for Reading First. All staff members in Carnevale shared their satisfaction with the level and quality of communication within the school building when issues and barriers arise. Finally, 100% of the staff members interviewed—teachers and leaders—felt that there were fewer obstacles now than there were at the beginning of the year.

The Co-Coordinators believe that there were no obstacles that hindered students learning to read using the Reading First program in Cohort 4. They stated,
> Carnevale has embraced the entire RF model because there was a perceived need. They knew the gaps and they knew RF would help. They are a tight faculty and they had district support. Reading First was something they wanted, not something imposed upon them.

Last year, the Co-Coordinators felt that a lack of true, uninterrupted 90 minute blocks of explicit reading instruction was a barrier for Cohorts 2 and 3. When asked whether this barrier still exists, they shared, "We have seen an increase in the attention paid to an uninterrupted 90 minute block across the board, in all schools." A review of teachers' schedules, discussed below, supports this statement. Nearly all schedules complied with the 90-minute uninterrupted block of time for reading instruction.

Professional Development

Fidelity and intensity of instructional practices. To gain an understanding of the attendance frequency and perceived strengths and weaknesses of the professional development opportunities held throughout the RF program implementation, the interviewer asked the classroom teachers and school leaders a range of questions. The average number of RF training workshops attended by the participating teachers was 4 sessions. The average number of RF training workshops attended by leaders was 12 sessions. The *Implementation Evidence* section of this report details the extent of professional development opportunities developed and offered by the RF including coaching sessions and the summer and winter institutes.

The Co-Coordinators were asked during their interview to rate their overall perceptions of the Reading First professional development opportunities offered in the last year on 13 specific dimensions. Table 14 displays the ratings of these professional development dimensions on a 5-point Likert scale (1 = *very poor or lacking*, 5 = *excellent*). "Training in creating Personal Literacy Plans" was an area that was not addressed this year because the responsibility is now within each district. Teachers and leaders were asked to provide evaluation feedback after each training session. Their responses can be found in the Professional Development section of this report.

Table 14 *Ratings of Overall Professional Development Dimensions*

"	Overall Rating
Meeting your professional and individual needs	5
Qualifications of presenters	5
Approachability of presenters	5
Materials distributed at the training sessions	5
Pace of workshops	5
Thorough and intense coverage of needed topics and issues	5
Training in test administration	4
Training in creating Personal Literacy Plans (PLPs)	N/A
Questions and concerns of participants addressed	5
Relevance of topics addressed to the Reading First program and goals	5
Relevance of topics addressed to your classroom needs	5
Timing of workshops regarding your academic calendar and obligations	5
Sufficient advance notification of workshops	5
Incorporating goals and topics that RIDE originally developed	5

Needs and gaps in professional development. Naming the *least* beneficial RF

training or professional development workshop seemed to be a challenging task for the interviewed teachers. One of the teachers said that they could not name a workshop that was not useful. The remaining teachers named 2 different workshops—DIBELS and the Avenues training-- but their reasons were similar. These teachers felt that the topics were repetitive and/ or should be more specific to their targeted audience. For example, in reference to the Avenues session, one teacher said that she wished training had been more grade specific.

When asked to name the *most* beneficial RF training or professional development workshop, the teachers named the Beginning Reading: The 5 Components of Reading Workshop and the Reading Comprehension Workshop. Among the characteristics of a successful professional development workshop, according to the teachers, were: a) the training had a clear and practical purpose, b) re-exposure to topics like phonemic awareness and fluency c) easy to incorporate new ideas into their own classrooms, and d) concerned and enthusiastic presenters.

School leaders also had a difficult time selecting the *least* beneficial RF training or professional development workshop; the only workshop specifically named was the DIBELS training. Similar to the teachers' suggestions, the leaders recommended improving these workshops by making the topics more specific. One leader suggested differentiating the trainings by offering choices of sessions to participants or more opportunity for break-out groups. Another leader requested that trainers give more background information on topic of the session.

The school leaders seemed to appreciate professional development which provided the opportunity to work and talk with their colleagues on specific reading topics *or* offered specific tips on how to communicate effectively with teachers regarding the strategies, *i.e.,* intervention, using the Reading First program. Although one leader mentioned the DIBELS training as the least useful training, another leader named this session as the most beneficial. This leader claimed the training gave new insight on the assessment and was very useful.

The Rhode Island RF Co-Coordinators' remarks about professional development were very similar to those of the teachers and school leaders. They stated that they could not name the least useful training session, because the professional development offerings are based upon a needs assessment given to staff. They felt that the most beneficial training this year for coaches was the crosswalk between RF and NECAP, and the most beneficial for teachers was the *Beyond Labels Institute* at the Crowne Plaza. For the crosswalk between RF and NECAP, there was a "give and take nature that was very beneficial." The coaches were able to really look at the data and ask questions of Mary Ann Snider, RIDE's Director of Assessment and Accountability. At the *Beyond Labels Institute*, the teachers were offered choice of break out groups, so they were able to pick the content to best address their needs.

Summary

Overall perceptions of Reading First. On six specific focus areas, teachers, leaders, and Rhode Island RF Co-Coordinators rated their overall perceptions of RF as a result of their training and implementation. The results were overwhelmingly positive across focus areas and across Reading First roles. The Rhode Island Co-Coordinators rated the focus areas highest, followed by the school leaders and classroom teachers, respectively. This pattern is the same as ratings of the teachers, leaders, and Co-Coordinators of Cohorts 2 and 3. These ratings were based on a 5-point scale (1= *very poor or lacking*, 5 = *excellent*). Table 15 shows average ratings of the six focus areas.

Table 15 *Average Ratings of the Reading First Program*

	Classroom Teacher	School Leader	Co-Coordinator
Ability to help students develop phonemic awareness	3.3	5	5
Ability to help students become more skilled at phonics	4	5	5
Ability to help students acquire vocabulary skills	4.6	4.3	5
Ability to help students develop reading fluency	4.3	5	5
Ability to help students with comprehension	4.3	4.3	4
Ability to meet the reading needs of diverse student population	3.3	5	4

Summarizing comments. Upon the conclusion of the interview protocol, teachers and leaders were invited to share any summarizing comments and/or suggestions for improvement at. The teachers and leaders in this sample seem to be pleased with the RF program. Overall, the comments were supportive of the implementation of the Reading First Program. The comments included, "Reading First has been a great experience," and, "Reading First has been a nice improvement, a great addition to our school."

The Co-Coordinators were also pleased with the implementation of Reading First in Cohort 4 and the continued overall progress of the other participating schools of Cohorts 1, 2, and 3. When asked about the most rewarding aspects evidenced this year, they shared,

> Many aspects have been rewarding: Seeing the coaches blossom and use data in an effective way to impact what happens at the classroom level. The partnership between coaches and principals. The sustained excitement in the program which was evidenced by the attendance at the training on April 28th.
>
> Finally, when asked about the needs of bilingual children, an area that has been an

issue throughout Reading First implementation, the Co-Coordinators explained,

> Providence is going through a transition regarding ESL and their dual language programming. Everything is on the table right now for review. RIDE has been working on a revision of the state regulations. It's hard to address this until we see what these revisions will look like at the state level.

Follow up interviews

Follow up interviews with Cohort 4. Follow-up interview were conducted with a sub-sample of the original participating RF teachers and the school leaders. The purpose of the follow-up interviews was to determine any noteworthy changes in attitudes, practices, and barriers to RF program implementation had occurred. Initial interviews were conducted in December 2006 and follow-up interviews took place in June 2007.

No discernible 6-month changes were observed in the ratings of classroom teachers and school leaders on the interview questions on approaches, programs and professional development. As in the initial interview with school staff in Cohort 4, average ratings of these items were extremely positive. Regarding the availability of Reading First Materials, teachers and leaders reported that all classroom materials were available in June; during the initial interview, some of the materials were still being shipped. Finally, the issue of over-testing remained a often-cited barrier for both teachers and leaders during the follow-up interview. As stated by the Co-Coordinators, "Testing is especially an issue in Providence, we know, because they have their district benchmark assessments layered on top of mandatory RF assessments. The only hope of alleviating some of the mandatory RF assessments would be a change in the federal law during reauthorization."

Overall perceptions of the Reading First Program increased, on average, for both teachers and leaders. During the initial interview both groups were asked to rate their overall program perception (1 = *poor*, 5 = *extremely well*). Leaders' perceptions improved slightly from an average of 4.6 to 5, and teachers' perceptions improved slightly from 3.6 to 4.

Follow up interviews with Cohorts 2 and 3. The 2-year follow-up interview with Cohorts 2 and 3 staff consisted of a sub sample of teachers and school leaders who had participated in the follow-up interview process last year. One important purpose of this interview was to gauge how well the RF program has been sustained over the past 2 years.

Figure 1 shows the average ratings of Cohorts 2 and 3 classroom teachers at three time points over the past 2 years. The initial interviews of these classroom teachers were conducted in December of 2006. One-year follow-up interviews were conducted in June 2006 and 2-year follow-up interviews were conducted in June 2007. As part of all three interview protocols, these teachers were asked to rate their perceptions of availability of RF materials, satisfaction with RF materials, ability of the RF program to meet diverse student needs, quality of RF professional development, and an overall rating of the

Reading First program (1 = *very unavailable, unsatisfied, poor, etc*. to 5 = *very available, satisfied, excellent, etc*.). Across these time points, participating teachers' perceptions remained generally stable and remarkably positive. Highest ratings were given to the availability of Reading First materials. Satisfaction with materials and quality of professional development improved slightly over time.
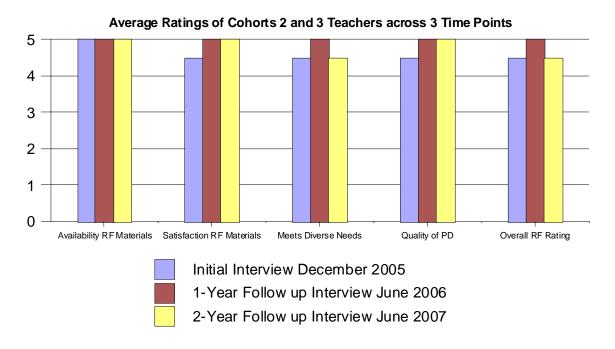
Average Ratings of Cohorts 2 and 3 Teachers across 3 Time Points

Figure 1. Average Ratings of Cohorts 2 and 3 Classroom Teachers across Three Time Points

The Evolution of the Reading First Program: The Role of Coaches

Similar to last year, one of the important ways in which the Reading First program has evolved has been a continuing refinement of the role of the Reading First coach. The Co-Coordinators were asked if they believe that there has been further changes/refinement in the way RF coaches interact with classroom teachers, and whether there is a difference in the trainings for coaches and non-coaches. They believe there is a distinct difference between trainings for RF coaches and non-RF coaches. RF coaches have to be at Level 3 of the coaching model. They have a deeper understanding of this model. They are honing their ability to understand data and how to differentiate their teacher support based on the need in each classroom. They also know how to apply what they've learned through professional development and give technical assistance. Non-RF coaches are not at this level. They are Level 2 of the Coaching Model. In this way, there is only a surface level understanding of data. These staff members are also not supported—the leadership in their schools do not understand their roles . . . the coaching is not formalized. There is a sense of frustration with the lack of support for coaching responsibilities. Consequently, these positions are often cut by the district.

Additional Evidence of Implementation of SBRR Instructional Practices

      In addition to interviewing teachers, we examined the results of the state and federal monitoring visits. Additionally, we analyzed teacher reports of classroom instructional practices related to reading from all K-3 teachers in the 11 Cohort 1, 2 , 3, and 4 schools, as well as in the comparison schools. These data sources provide information on the degree to which SBRR instructional practices were implemented in RF classrooms during 2006-2007.

Monitoring Visits

      All 11 Rhode Island Reading First schools were visited this year. The Rhode Island RF Co-Coordinators conducted an initial in-state monitoring visit to the new Cohort 4 school in April 2007. The second in-state monitoring visit to the Cohort 3 school was conducted in November 2006. The Rhode Island RF Co-Coordinators conducted their third in-state monitoring visits at eight of the nine Cohort 1 and 2 schools in March 2007. The only Cohort 1 school not visited by the state had a federal monitoring visit in January 2007, as did the Cohort 3 school. See Table 16 for a complete list of monitoring visit dates. Letters announcing the visits were sent to each District Leadership Team (DLT), RF principal, and RF coach.

Table 16 *Schedule of monitoring visits for 2006-2007*

Date	School	Cohort
November 1, 2006	Flora Curtis School, Pawtucket	3
January 30, 2007	Robert F. Bailey School, Providence [a]	1
January 31, 2007	Flora Curtis School, Pawtucket [a]	3
February 28, 2007 (rescheduled to April 24, 2007)	Anthony Carnevale School, Providence	4
March 12, 2007	Alan Shawn Feinstein School, Central Falls	2
March 13, 2007	Charles Fortes Academy and Alfred Lima School, Providence	1
March 14, 2007	Alan Shawn Feinstein School, Providence	1
March 19, 2007	Fortes-Lima Annex, Providence	1
March 20, 2007	Laurel Hill Avenue School, Providence	1
March 21, 2007	Webster Avenue School, Providence	1
March 22, 2007	Mary Fogarty School, Providence	1
March 23, 2007 (rescheduled to March 21, 2007)	Windmill Street School, Providence	1

Note. [a] Federal Monitoring Visit; all other schools visited by RIRF Co-Coordinators.

      Initial monitoring visit. The initial monitoring visit to the new Cohort 4 school

was preceded by a letter to the principal explaining the process and structure of the visit. Originally scheduled to take place in February, this visit actually occurred in April 2007. During the visit, the two monitors met with the principal, RF coach, and a member of the District Leadership Team. Using the *Rhode Island Department of Education Monitoring Tool for Rhode Island Reading First* (2004), information was collected in response to specific items on the form. Rhode Island RF staff collected evidence for four areas: a) schools served, b) instructional leadership, c) instructional materials, approaches, and program, and d) professional development. Documentation of evidence for two to four indicators per area was provided to the monitors and listed on the Monitoring Tool to confirm each statement related to the evaluation criteria. The number of areas and indicators differed from previous initial monitoring visits; this one being more focused on instruction and not on assessment and technical assistance.

Substantial evidence was provided in support of the four areas assessed. However, one issue was noted regarding instructional materials, approaches, and programs—the issue of scheduling to accommodate instructional time for all five SBRR components. This continues to be one of the most challenging aspects of implementing Reading First during Year 1.

In addition, the monitors toured the school to meet the Reading First teachers. As planned, no classrooms were formally observed during this initial visit. The level of implementation was not scored because only part of the monitoring tool was used for initial site visits. The superintendent of this school's district was informed of this visit and that no official report had been written because only a portion of the monitoring tool was used and no classroom observations were conducted.

Second monitoring visits. The Rhode Island RF Co-Coordinators conducted its second in-state monitoring visit at the Cohort 3 school in November 2006. In a memo to the RF District Liaison (DLT), RF principal, and RF coach, the RF Co-Coordinators stated the visit would focus on the school's implementation progress since last year's visit. The memo also included a description of the structural components of the monitoring visit. These included a) an interview with the RF coach, b) two classroom observations of the 90-minute block of reading instruction, and c) an interview with the DLT at a regularly scheduled DLT meeting. The RF Co-Coordinators selected the one third grade teacher to be observed and the school principal selected the one second grade teacher to be observed. This process follows the same one used last year.

The interview with the RF coach focused on Section III: Instructional Materials, Approaches, and Programs; and Section IV: Assessments of the *Rhode Island Department of Education Monitoring Tool for Rhode Island Reading First* I (October 2005). The RF coach submitted a "Start of the Year Report" to the state monitors describing professional development activities, data analyses, and goals for the school regarding reading in grades K-3. Evidence provided indicated that the school has partially implemented elements of Instructional Materials, Approaches, and Programs and fully implemented the Assessments elements.

The state monitors also observed a second and third grade classroom. Both classrooms had at least 90-minutes of uninterrupted reading instruction, although only one classroom was observed for this length of time due to a scheduling conflict. Explicit instruction in vocabulary and comprehension were observed in both classrooms. In addition, explicit instruction in phonics was observed in one classroom. No explicit instruction in phonemic awareness or fluency was observed in either classroom. Thus, these classrooms provided students with the required minimum of 90 minutes of explicit reading instruction, but not in all five essential components. This evidence is consistent with the evidence collected from the interviews.

The interview with the DLT focused on all indicators of the seven sections of the *Rhode Island Department of Education Monitoring Tool for Rhode Island Reading First* I (May 2004). Five members of the DLT participated in the interview. Based on the evidence they provided, the district was rated as fully implemented on Schools Served, Assessments, Professional Development, and Evaluation Strategies. Instructional Leadership and Instructional Materials, Approaches, and Programs were rated as partially implemented. These ratings are consistent with the evidence collected at the school site.

On January 31, 2007, the RF Co-Coordinators sent their report on the Flora Curtis School Monitoring Visit to the district superintendent, RF district liaison, the school principal, the Commissioner of Education, the Deputy Commissioner, and several RIDE Directors summarizing the findings of the monitoring visit. The letter included the district's overall score on level of implementation as *partially implemented*, as well as each category for both 2005-2006 and 2006-2007. Improvements were indicated in overall implementation, as well as all areas with the exception of Technical Assistance. In addition, specific commendations and recommendations were delineated. The unrated classroom observation forms for each observed classroom were also included in the report to help illustrate what was observed during the visit.

This district has made improvements overall and in six of the seven areas assessed on the Monitoring Tool. Additional attention is needed in the area of Technical Assistance as well as the implementation of explicit instruction in all five SBRR components.

Third monitoring visits. In mid-March 2007, the Rhode Island RF Co-Coordinators conducted their third monitoring visits at eight RF schools and the primary grade annex for two of these schools in two districts. District Liaisons, RF school principals, and coaches were sent a memo at the beginning of January announcing the upcoming visit and its focus areas. Registration for a specific date was also provided in the memo. Memos were sent to each principal, district liaison, and RF coach confirming the date of the visit and requesting the names of the four teachers to be observed. The *Rhode Island Department of Education Monitoring Tool for Rhode Island Reading First* (2007) was also sent to each school so that schools would be familiar with the format and the types of evidence that would be collected.

This year the state monitors observed the 90-minute reading block in two first

grade classrooms at each school, interviewed the principal and RF coach regarding the implementation process, and observed two intervention lessons beyond the 90-minute block in classrooms selected by the principal and coach. Several adjustments were made to the intended observations. At two schools, a kindergarten classroom and one first grade were observed. At one school, this was because there was only one first grade classroom. It is not clear why a kindergarten classroom was observed at the primary grade annex. Only intervention lessons were observed at two schools because there is no first grade at these schools.

Each school was required to provide evidence of the following four components of the *Rhode Island Department of Education Monitoring Tool for Rhode Island Reading First* (2007) on the date of the visit: a) Schools Served, Section 4; b) Instructional Leadership (parent/family involvement), Section 7; c) Instructional Materials, Approaches, and Programs (parent/family involvement), Section 7; and d) Technical Assistance, Sections 1-3. Classroom observation forms for the 90-minute reading block and the intervention lessons were also used during the visit, however, these were not rated.

Summary information was sent to each superintendent at the end of the school year. Both districts and all schools were rated as *fully implemented* on the four components assessed. Although the observed classrooms and intervention lessons were not rated, feedback information was provided to the superintendents and the evaluators. Next, we discuss the classroom observations and the intervention lessons.

The amount of time each SBRR component was observed in each classroom and overall is depicted in Figure 2. The bar at the far right represents the average for each component. With all the advanced notice of these scheduled observations and the repeated articulation that reading instruction is required to take place during a 90-minute block, it is surprising that only 3 of the 14 classrooms observed (21%) fulfilled this requirement. Furthermore, only two of these three classrooms demonstrated explicit instruction in all five SBRR components. The average length of time for explicit reading instruction was just over 80 minutes. However, it should be noted that four classrooms had 75 minutes or less.

In addition, explicit instruction in all five SBRR components was observed in only half the classrooms. Explicit instruction in fluency was the only SBRR observed in all classrooms. Explicit instruction in phonics, vocabulary, and comprehension was observed in 13 of the 14 classrooms (93%), while explicit instruction in phonemic awareness was observed least often, in only 9 classrooms (64%).

Overall, explicit instruction in phonics occurred most often, on average 26 minutes. Teachers in these classrooms provided, on average, explicit instruction in fluency and comprehension for 17 to 18 minutes. Explicit instruction in vocabulary averaged 12 minutes. Less than 10 minutes, on average, was devoted to explicit instruction in phonemic awareness.

Based on these observations, only 14% of classrooms are in compliance with the requirement of 90-minutes of uninterrupted reading instruction that includes explicit instruction in all five SBRR components. The addition of 10-15 minutes for most of these classrooms would provide teachers the opportunity to teach all five SBRR components during a 90-minute block.

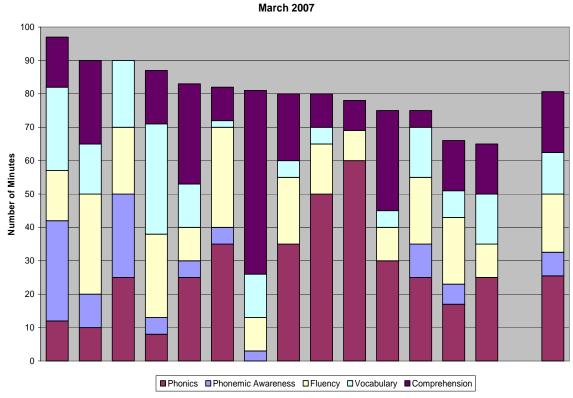**Classroom Observations of SRBB during 90-minute Block**
March 2007

Figure 2. Number of minutes of SBRR instruction observed during 90-minute reading block sorted by phonics instructional minutes.

In addition to classroom observations, the state monitors observed 14 scheduled intervention lessons for students in grades 2 and 3. Intervention lessons of at least 30 minutes are required by Rhode Island Reading First. The amount of time each SBRR component was observed during the intervention lesson is depicted in Figure 3. The bar at the far right represents the average for each component.

All but three intervention lessons lasted at least 30 minutes. Instruction in phonics was the most frequent SBRR component observed, with nearly half the intervention lessons spending 67-100% of the time on phonics. Additionally, two intervention lessons focused two-thirds of the time on either phonemic awareness or vocabulary. Five other intervention lessons included instruction in four to five SBRR components.

Again, the outside evaluators were surprised that all intervention lessons did not adhere to the required 30-minute time allotment and that several of them were not targeting a specific SBRR component.

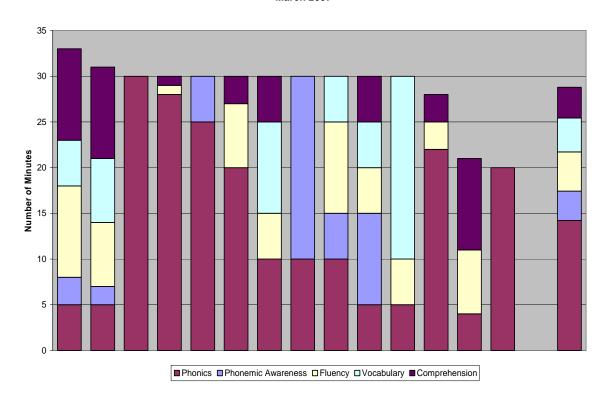**Observations of SRBB during Intervention Lessons**
March 2007

Figure 3. Number of minutes of SBRR instruction observed during 30-minute intervention lesson sorted by phonics instructional minutes.

During both the classroom observations and the intervention lessons, the state monitors noted the types of text used. Overwhelmingly, literary texts were used 11 times more often than informational texts. Clearly, more informational text should be included in reading instruction at these grade levels.

Year 4 federal monitoring visit. Two monitors from the Washington, DC-based American Institutes for Research (AIR) conducted the fourth annual federal monitoring visit of Rhode Island Reading First on January 29-31, 2007. The report focused on state-level implementation and district and school-level implementation. Several interviews and two classroom observations were conducted. Information from the interviews with RIDE staff, members of the district leadership teams from two districts, and staff from a school in each district were summarized in a 24-page report received by RIDE in August 2007. Overall, the federal monitoring visit report was descriptive, yet positive and reflected the systematic approach RIDE has taken to provide professional development

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and technical assistance to teachers in RF and non-RF schools and districts, thus addressing the reading instruction for all students. The report acknowledged that RIDE is adhering to its approved plan and the alignment of Reading First with the Rhode Island PreK-12 Literacy Policy.

The full report was shared with the Commissioner of Education, the Deputy Commissioners, Chief of Staff, and several Directors. In addition, RIRF Co-Coordinators will distribute copies to RF district superintendents, district liaisons, and RF school principals. It is expected that district staff will share the report with school personnel and their DLT. Districts were asked to respond to the report by mid-September 2007. Their comments and those of RIDE will be coordinated and sent to the RF Program Director at the US Department of Education.

In summary, RIRF is closely monitoring the implementation of RF activities in schools and districts to ensure fidelity to the model and assist districts, as needed. The success of these efforts is supported by the findings in the Year 4 federal monitoring report by AIR.

Teacher Schedules

We examined the classroom schedules of all 126 K-3 teachers to determine the number of minutes per week for which they planned literacy instruction. We also examined the schedules for 90-minute blocks of uninterrupted time for reading instruction. All RF teachers in each school provided us with their schedules. Although small differences in teacher schedules across and within schools were evident, this year's schedules were very explicit in the planning for literacy instruction and, in most cases, the 90-minute block of reading instruction. For the most part, teacher schedules within buildings were consistent in format, which facilitated this part of the evaluation.

Several models of scheduling emerged from the teachers' schedules we examined. Virtually all schedules identified the Reading Block; several with explicit notations for word work, phonics, guided reading, phonemic awareness, and fluency. This was most helpful to the evaluators in recognizing the intended use of time. All teachers from one school provided schedules for the Reading Block in a format similar to the one distributed at the April 2005 RF Coaches Training session. The number of minutes planned for literacy instruction across teachers and grade levels within schools and districts averaged 180 – 200 minutes per day, which is similar to last year.[1]

Next, we examined schedules for the 90-minute reading block. According to teachers' schedules, five schools have achieved full implementation of the 90-minute block of uninterrupted time for reading instruction on a daily basis across all grades K-3 and teachers. The other six schools varied in the percentage of classrooms with the 90-minute block of uninterrupted time for reading instruction on a daily basis. All but one to

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[1] It could not be determined how much additional time during the day was devoted to literacy for one school, because the submitted schedules only included the 90-minute reading block. Therefore, this school included in the above average minutes.

three teachers in five of these schools planned for the 90-minute block. However, in one school, less than 1 in 4 teachers' schedules indicated a daily 90-minute block of uninterrupted time for reading instruction. This school also had the highest number of specialists scheduled during the morning.

Clearly, Reading First coaches have worked with their teachers to develop classroom schedules that allow for the 90-minute reading block daily. Principals, too, have rearranged schedules to allow their primary grades the necessary uninterrupted time for literacy instruction. Still, not every school had no morning specialists. In most cases when a specialist was scheduled to teach a primary grade, the special was either first period in the morning, or more often, just before lunch.

Kudos to the principals, RF coaches, classroom teachers, and specialists for their hard work in scheduling time for the 90-minute reading block. We suggest the principals and RF coaches in schools that have successfully scheduled the required daily 90-minute block of uninterrupted time for reading instruction collaborate with their colleagues to share strategies for implementing this type of schedule. This will facilitate the opportunity for all students in RF schools to receive explicit, uninterrupted reading instruction every day.

Context of Implementation

The following sections of this report will first consider survey data on the context of Reading First implementation, and then will present findings concerning students' achievement and skills as measured by achievement data and teachers' ratings.

In order to more fully assess the context of implementation, we utilized survey data that is collected annually from Rhode Island teachers as a part of the SALT school accountability process. The staff surveys are a part of the larger SALT survey (Felner, 2006) that has been administered in Rhode Island for a number of years. Particular attention will be given here to teachers':

     o experience in teaching at the elementary level and in their current building
     o certification and preparation for teaching at the elementary level
     o professional development needs
     o barriers to implementation of practices
     o implementation of classroom practices related to reading instruction
     o attitudinal "buy-in" to the implementation of these practices

In this section, data on the context of implementation will be reported from Reading First schools as well as comparison schools that have been matched according to students' demographics. Following the presentation of survey data on the context of implementation, we next examine levels of students' achievement as measured from multiple sources. We will present a detailed analysis of test results from the 2007 administration of the Stanford Reading First test schools. To further assess students' skills, we will also present the results of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) ™ Grade 1 assessments of Phoneme Segmentation Fluency (PSF) that were administered during the fall, winter, and spring of the 2006-2007 school year. Finally, we will utilize teachers' ratings of students' reading skills to assess proficiency levels in Reading First and Comparison schools. Teachers' ratings of students' reading skills were obtained from the Teacher-Student Rating Scale (Felner, 2001), another measure that is collected as a part of the annual SALT survey data collection in Rhode Island. Results will be presented for students as a whole, and for specific groups of students, including students from minority ethnic/racial groups, students from economically disadvantaged backgrounds, students with Limited English Proficiency, and students who receive services under an Individualized Education Plan.

Matching of Schools

In several sections of this report, we compare Reading First schools with demographically matched comparison schools. The purpose of this matching is three-fold. First, this matching allows us to consider the degree to which the schools that have been selected for participation in Reading First are similar to other schools in terms of teachers' experience and preparation. To the extent that schools are similar in these characteristics, we can be more confident that the results of Reading First might generalize to other schools serving low-income and minority students. Second, these

comparisons enable us to consider the ways in which Reading First might impact upon teachers' perceptions of barriers to the implementation of classroom practices, professional development needs, implementation of practices, and attitudes towards implementation. Finally, and perhaps most critically, these comparisons enable us to see how Reading First is impacting on the reading skills of students. To the extent that elements of Reading First are implemented effectively, we would expect to see higher scores on measures of reading achievement and reading skills among students in Reading First schools compared with those who attend schools with similar demographic characteristics. In order to obtain a matched comparison school for each Reading First school, the following procedures were utilized:

Step 1. We first attempted to match each Reading First school to another school that was: a..) most similar in terms of the percent minority, percent low-income, percent Limited English Proficiency, and percent of Special Education students; and b.) located within the Providence School District. We gave priority to matches from the Providence School District because this agency kindly agreed to provide scores on the SAT-RF for comparison schools.

Step 2. If, in Step 1, we could not match the Reading First school to another Providence school that was within ten percentage points in terms of the four demographic characteristics mentioned above, we matched the Reading First school to the Providence school that was closest in terms of percent minority and low-income.

Step 3. If, in Step 3, we could not match the Reading First school to another Providence school that was within ten percentage points in terms of the percent minority and low-income, we searched for the school outside of Providence that provided the closest match in terms of the percent minority, percent low-income, percent Limited English Proficiency, and percent of Special Education students. Even though these comparison schools would not have scores on the SAT-RF, they would nonetheless have comparison data on the teachers' SALT survey and the Teacher Student Rating Scale.

Step 4. If, in Step 3, we could not match the Reading First school to a school outside of Providence that was within ten percentage points in terms of the four demographic characteristics mentioned above, we matched the Reading First school to a school that was closest in terms of percent minority and low-income.

At each stage of the matching, we checked to make sure that an adequate number of teacher SALT surveys and Teacher Student Rating Scale Forms were returned.

From 2006 onwards, the matching process was refined by the addition of criteria that took into account the presence of self-contained LEP programs. We matched program schools with self-contained LEP programs with comparison schools with the same program. In 2006, in order to facilitate this matching, we added Carnevale as a comparison school and dropped King. In 2007, Carnevale became a Reading First school,

creating the need to find a new comparison school to take the place of Carnevale, as well as an additional comparison school to match with Carnevale. In the following analyses, Kizirian was selected as a comparison school to take the place of Carnevale, and Flynn was selected as a comparison school based on its demographic similarity with Carnevale.

Starting in 2006 school year, we were granted access to Stanford Reading First data in schools in West Warwick as well as Providence. When a Reading First school, such as Curtis Elementary, could not be matched closely with a comparison school in Providence, we were able to find an adequate match with a comparison school in West Warwick. Following the process described above, the following matches were made:

Table 17 *Reading First and Matched Comparison Schools by Cohort*

Reading First		Matched Comparison	
District	School	District	School
Cohort 1			
Providence (PVD)	AS Feinstein	Providence (PVD)	Pleasant View
	Lima		D'Abate
	Fortes		Lillian Feinstein
	Hill		Lauro
	Fogarty		Messer
	Bailey		Woods
	Webster		West
	Windmill		Veazie
Cohort 2			
Central Falls (CF)	AS Feinstein	Providence (PVD)	Kizirian
Cohort 3			
Pawtucket (PAW)	Curtis	West Warwick	Wakefield Hills
Cohort 4			
Providence (PVD)	Carnevale	Providence (PVD)	Flynn

Sample Sizes

Sample sizes for each of the sources of evaluation data are shown in the following tables. Table 18 shows the number of teachers who completed the teacher SALT survey classroom practices scale by grade level in the project (i.e., Reading First) and comparison schools. Please note that this sample is restricted to classroom teachers. Staff who do not teach in the classroom are not included. Aides or other adjunct personnel who work in the classroom are not included. The figures in Table 18 suggest that each grade level is well represented.

Table 18 *Number of Classroom Teachers Answering SALT Survey By Grade Level*

Grade	Group	Sample Size
K	Comparison	14
K	Project	17
1	Comparison	20
1	Project	11
2	Comparison	12
2	Project	13
3	Comparison	12
3	Project	14

Table19 shows the numbers of students who took the Stanford Reading First test by grade level and demographic characteristics. Please note that the classification of students into demographic categories is based on information that is provided in the database of Stanford Reading First test scores. Illustratively, the numbers of LEP students in Table 19 reflects the number of students who were so classified in the database of test scores that we received from the publisher. Similarly, all analyses of Stanford Reading First test scores by students' demographic characteristics are based on information on student demographics in the test score file. In the coming weeks, we intend to cross-check the coding of demographic characteristics in the test score file with information from the Rhode Island State Department of Education to ensure that individual students' characteristics have been classified correctly, as we did in 2006.

The present report analyzes achievement data for Reading First schools only and not for the comparison schools. The Stanford Reading First data for the comparison schools have been received and will be included in the 2007 summative evaluation report, and we expect that they will be provided soon. The data in Table 19 suggests that each grade level is well represented in the overall sample. In addition, there are large numbers of students from most ethnic/racial groups, low-income students, students with limited English proficiency (LEP), and students with Individualized Education Programs (IEP) at each grade level, allowing us to meaningfully examine student achievement in these sub-groups. However, the numbers of students who are Asian or Native American is quite small, indicating that caution should be exercised when examining the test results from these specific groups. Because of the small numbers of students in these groups, the test results may be unstable and prone to sampling error.

In addition to the Stanford Reading First data, we also received scores on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS)™ Phoneme Segmentation Fluency (PSF) test in Grade 1 for 679 students in the Reading First schools. The PSF test was administered during the Fall, Middle, and End of the 2006-2007 school year. Of the 679 students who tool the test, 438 had complete data from all three test administrations. We should note that scores from the final testing, conducted in the Spring of 2007, were not provided for most of the students in Curtis Elementary School. In order to ensure that our analysis of this data reflects program effects, rather than fluctuations in the

composition of the test-taking students, we will limit our sample to those students who took the PSF at all three administrations.

Table 19 *Number of Students With Stanford 10 Scores By Grade Level and Demographic Characteristics (All Project Schools)*

Grade	Overall	White	Black	Hispanic	Asian	Native American	Low Income	IEP	LEP
K	481	56	52	339	24	6	397	61	135
1	524	74	84	341	16	2	449	44	153
2	500	79	78	327	12	3	449	86	163
3	674	91	87	471	18	5	618	96	232

Table 20 shows the number of students who were rated on the Teacher Student Rating Scale (TSRS) by grade level in the project (i.e., Reading First) and comparison schools. The sample again includes relatively few students who are Asian or Native American. Information about a student's economic status was not included in the TSRS assessment in grades K-3.

Table 20 *Number of Students With TSRS Ratings By Grade Level*

Grade	Group	Overall	White	Black	Hispanic	Asian	Native American	IEP	LEP
K	Comparison	674	97	134	397	28	3	74	181
K	Project	563	67	80	381	21	3	87	160
1	Comparison	873	142	186	501	32	1	127	217
1	Project	515	62	72	350	20	.	53	148
2	Comparison	668	95	124	398	35	4	106	173
2	Project	483	71	68	320	11	.	77	106
3	Comparison	722	103	154	420	33	3	93	178
3	Project	666	85	87	451	23	3	86	153

Teaching Experience

Table 21 shows the percentage of teachers with three or fewer years of experience in teaching, in teaching at the elementary level, and teaching in the current building. Results are presented at each grade level for comparison and project (Reading First) schools. Results are also tabled separately for each cohort and for both cohorts combined. Please note, in this and subsequent tables, "n/a" is used when the number of respondents is too small.

The data on teaching experience suggest that turnover rates are lower in the Reading First schools than they were in 2006, possibly due to change in the composition of the schools. In the 2007 year, the Reading First schools also contained fewer teachers who are new to teaching at the elementary level compared with the matched comparison schools. It is encouraging to see a reduction in turnover rates because it is critically important to retain teachers who have received Reading First professional development in the initial years of the project.

Table 21 *Teaching Experience*

Grade	Group	Percent Teaching for Three or Fewer Years	Percent Teaching for Three or Fewer Years at Elementary Level	Percent Teaching for Three or Fewer Years in This Building
Cohort 1				
K	Comparison	.0	20.0	54.5
K	Project	.0	6.3	25.0
1	Comparison	.0	35.7	20.0
1	Project	11.1	62.5	33.3
2	Comparison	.0	50.0	58.3
2	Project	.0	42.9	21.4
3	Comparison	.0	8.3	25.0
3	Project	.0	20.0	20.0
Cohort 2				
K	Comparison	.0	50.0	100.0
K	Project	n/a	n/a	n/a
1	Comparison	.0	100.0	100.0
1	Project	.0	.0	33.3
2	Comparison	.0	.0	.0
2	Project	.0	.0	.0
3	Comparison	.0	.0	.0
3	Project	.0	.0	.0
Cohort 3				
K	Comparison	25.0	25.0	75.0
K	Project	n/a	n/a	n/a
1	Comparison	.0	.0	.0
1	Project	n/a	n/a	n/a
2	Comparison	.0	.0	.0
2	Project	n/a	n/a	n/a
3	Comparison	n/a	n/a	n/a
3	Project	.0	50.0	50.0
Cohort 4				
K	Comparison	n/a	n/a	n/a
K	Project	.0	.0	50.0
1	Comparison	.0	50.0	50.0
1	Project	.0	.0	33.3
2	Comparison	.0	100.0	100.0
2	Project	n/a	n/a	n/a
3	Comparison	n/a	n/a	n/a
3	Project	.0	.0	.0
All Cohorts				
K	Comparison	5.9	25.0	64.7
K	Project	.0	5.6	27.8
1	Comparison	.0	36.8	25.0
1	Project	6.7	35.7	33.3
2	Comparison	.0	43.8	50.0
2	Project	.0	37.5	18.8
3	Comparison	.0	12.5	25.0
3	Project	.0	21.4	21.4

Note. n/a = not available, in most cases because number of respondents is too low (e.g., less than five).

Table 22 provides information about teachers' certification and training. This table shows the percentage of teachers with certification in reading, certification in elementary education, and undergraduate preparation in elementary and in early childhood education, by grade level for the comparison and project (Reading First) schools. Results are also tabled separately for each cohort and for both cohorts combined. As in previous years of the project, almost all teachers have been certified to teach at the elementary grade level, and have been prepared in early childhood or elementary education. Preparation in early childhood is more common than training in elementary education. Relatively few teachers have been certified as Reading Specialists.

Table 22   *Certification and Training*

Grade	Group	Percent Certified in Reading	Percent Certified in Elementary Education	Percent Certified in Elementary and Middle Education	Percent Majoring in Elementary Education	Percent Majoring in Early Childhood Education	Percent Majoring in Elementary and Middle Level
Cohort 1							
K	Comparison	9.1	63.6	.0	63.6	27.3	.0
K	Project	.0	68.8	6.3	75.0	62.5	.0
1	Comparison	6.7	93.3	6.7	40.0	60.0	13.3
1	Project	11.1	77.8	.0	33.3	66.7	11.1
2	Comparison	16.7	91.7	8.3	16.7	66.7	.0
2	Project	.0	78.6	14.3	14.3	64.3	7.1
3	Comparison	8.3	75.0	25.0	16.7	75.0	8.3
3	Project	20.0	100.0	20.0	20.0	90.0	10.0
Cohort 2							
K	Comparison	.0	100.0	.0	50.0	100.0	.0
K	Project	n/a	n/a	n/a	n/a	n/a	n/a
1	Comparison	.0	100.0	.0	.0	100.0	.0
1	Project	.0	100.0	33.3	100.0	66.7	.0
2	Comparison	.0	100.0	.0	100.0	100.0	.0
2	Project	.0	50.0	.0	.0	50.0	.0
3	Comparison	.0	100.0	.0	.0	100.0	.0
3	Project	.0	100.0	.0	.0	100.0	.0
Cohort 3							
K	Comparison	25.0	25.0	.0	75.0	25.0	.0
K	Project	n/a	n/a	n/a	n/a	n/a	n/a
1	Comparison	.0	.0	.0	.0	.0	.0
1	Project	n/a	n/a	n/a	n/a	n/a	n/a
2	Comparison	.0	100.0	50.0	.0	50.0	50.0
2	Project	n/a	n/a	n/a	n/a	n/a	n/a
3	Comparison	n/a	n/a	n/a	n/a	n/a	n/a
3	Project	.0	100.0	.0	50.0	100.0	.0
Cohort 4							
K	Comparison	n/a	n/a	n/a	n/a	n/a	n/a
K	Project	.0	50.0	.0	50.0	50.0	.0
1	Comparison	.0	50.0	50.0	50.0	.0	.0
1	Project	66.7	66.7	.0	66.7	66.7	.0
2	Comparison	.0	100.0	.0	.0	100.0	.0
2	Project	n/a	n/a	n/a	n/a	n/a	n/a

Grade	Group	Percent Certified in Reading	Percent Certified in Elementary Education	Percent Certified in Elementary and Middle Education	Percent Majoring in Elementary Education	Percent Majoring in Early Childhood Education	Percent Majoring in Elementary and Middle Level
3	Comparison	.0	100.0	.0	50.0	100.0	.0
3	Project	.0	100.0	.0	.0	100.0	.0
All Cohorts							
K	Comparison	11.8	58.8	.0	64.7	35.3	.0
K	Project	.0	66.7	5.6	72.2	61.1	.0
1	Comparison	5.0	80.0	10.0	35.0	50.0	10.0
1	Project	20.0	80.0	6.7	53.3	66.7	6.7
2	Comparison	12.5	93.8	12.5	18.8	68.8	6.3
2	Project	.0	75.0	12.5	12.5	62.5	6.3
3	Comparison	6.3	81.3	18.8	18.8	81.3	6.3
3	Project	14.3	100.0	14.3	21.4	92.9	7.1

Professional Development Needs and Barriers to Implementation

Table 23 provides information about teachers' professional development needs and barriers to the implementation of classroom practices. Results are shown by grade level for the comparison and project (Reading First) schools. Results are been tabled separately for each cohort and for both cohorts combined.

As part of the SALT survey, teachers are asked to rate the extent to which they need or want to have additional professional development in a number of areas on a five-point scale, from 1 (*none*), 2 (*little*), 3 (*moderate amount*), 4 (*much*) to 5 (*very much*). The columns labeled "Reading Skill Development" and "Teaching Broad Range Ability Levels" show the average ratings that these areas received. In absolute terms, teachers in Reading First and Comparison schools continued to express a need for additional training in these two areas.

Teachers were also asked to identify barriers to the implementation of classroom practices. The column on the right- hand side of Table 23 show the percentage of teachers who indicated that lack of preparation and implementation time was a "moderate" or "major" problem. (Questions that asked about lack of professional development time and lack of professional development offerings, which were assessed in previous formative evaluations, were not included in the 2006-2007 SALT Survey. Therefore, they are not included in this year's formative evaluation.). A substantial proportion of teachers in Reading First schools rated lack of time for preparation and implementation as a significant barrier. The proportion of Reading First teachers who rated lack of time for preparation and implementation as a significant barrier this year was generally similar to the proportion reporting this as a problem in the 2004-2005 and the 2005-2006 school years. However, the proportion of teachers rating time for preparation and planning as a problem was substantially higher in the comparison schools in Grades 1 to 3.

Table 23 *Professional Development Needs and Barriers*

Grade	Group	Reading Skill Development[a]	Teaching Broad Range Ability Levels[a]	Percent reporting Lack of Time for Preparation and Implementation
Cohort 1				
K	Comparison	2.6	2.9	62.5
K	Project	2.9	3.1	66.7
1	Comparison	3.1	3.3	83.3
1	Project	3.7	4.0	66.7
2	Comparison	3.4	3.6	62.5
2	Project	3.4	3.6	36.4
3	Comparison	3.3	3.2	60.0
3	Project	2.8	2.7	12.5
Cohort 2				
K	Comparison	2.0	3.5	50.0
K	Project	n/a	n/a	n/a
1	Comparison	n/a	n/a	n/a .
1	Project	3.0	2.5	.0
2	Comparison	5.0	5.0	n/a
2	Project	2.0	1.5	.0
3	Comparison	2.0	3.0	n/a
3	Project	3.0	3.0	.0
Cohort 3				
K	Comparison	3.3	3.7	50.0
K	Project	n/a	n/a	n/a
1	Comparison	2.5	2.0	50.0
1	Project	n/a	n/a	n/a
2	Comparison	2.5	1.5	100.0
2	Project	n/a	n/a	n/a
3	Comparison	n/a	n/a	n/a
3	Project	1.0	1.0	50.0
Cohort 4				
K	Comparison	n/a	n/a	n/a
K	Project	1.0	1.0	50.0
1	Comparison	4.0	4.0	50.0
1	Project	1.7	2.7	50.0
2	Comparison	3.0	3.0	100.0
2	Project	n/a	n/a	n/a
3	Comparison	5.0	5.0	100.0
3	Project	n/a	n/a.	n/a
All Cohorts				
K	Comparison	2.7	3.2	57.1
K	Project	2.6	2.8	64.3
1	Comparison	3.1	3.2	75.0
1	Project	3.1	3.5	50.0
2	Comparison	3.4	3.3	72.7
2	Project	3.2	3.3	30.8
3	Comparison	3.3	3.5	66.7
3	Project	2.5	2.4	18.2

Note. [a] Teachers responded using the following scale: 1 (*none*), 2 (*little*), 3 (*moderate amount*), 4 (*much*) to 5 (*very much*).

Implementation of Classroom Instructional Practices

In addition to comparing student achievement data from Reading First schools and our comparison schools, we examined both sets of schools' reports on measures of attitudes toward educational practices and classroom instructional practices from the SALT Survey (Felner, 2006), a research-based measure of opportunity-to-learn conditions and practices in schools (Felner et al, 2000, 2001).

An important component of school improvement efforts is teacher buy-in. Reading First schools must have 100% buy-in from the staff. The SALT Survey provides another measure of teacher endorsement of educational practices. Annually, teachers report their level of agreement on a 5-point scale (1 = *strongly disagree*, 5 = *strongly agree*) with four items related to their attitude toward reading skill development. Similar to teachers across Rhode Island, teachers in Reading First and Comparison schools strongly endorse Reading Skill Development and Integration Across the Curriculum. (See Table 24.)

To provide additional insight into teachers' implementation of instructional practices related to reading and literacy, we examined primary grade teachers' reports of practices for Reading Skills and Concepts, Availability and Integration of Literacy Resources, Standards-Based Practices for Literacy Instruction, and Standards Based Instruction for Analysis and Interpretation. Measures of these practices were obtained from the SALT Survey (Felner, 1998). Teachers report how often they implemented these classroom practice on a scale of 1 (*never*) to 7 (*daily*). Teachers' reports of these practices are shown in Table 24 by grade level for Reading First and Comparison schools. Classroom teachers in Reading First and Comparison schools reported they provide instruction on Reading Skills and Concepts, and Integration of Literacy Resources, approximately once a week. Teachers in Reading First and Comparison schools reported that they implemented Standards-Based Practices for Literacy Instruction "several times a week," on average. Practices that emphasize Reading Skills and Concepts and Standards-Based Practices for Literacy Instruction are implemented more frequently in higher grade levels compared with Kindergarten.

In 2007, Standards-based Practices for Analysis and Interpretation were implemented about as frequently in the Reading First as in the Comparison schools. This finding is not consistent with the view that the implementation of SBRR in Reading First schools is achieved at the expense of classroom practices that emphasize comprehension and interpretation of written materials.

Table 24 *Implementation of Classroom Instructional Practices*

Grade	Group	Reading Skills and Concepts [a]	Availability and Integration of Literacy Resources [a]	Standards-based Practices for Applied Literacy: Literacy Instruction [a]	Standards-Based Practices for Applied Literacy: Analysis and Interpretation [a]	Attitudes to Reading Skill Development and Integration [b]
Cohort 1						
K	Comparison	4.1	4.0	5.0	2.3	4.5
K	Project	4.5	4.9	5.7	2.1	4.7
1	Comparison	5.1	5.1	6.0	2.8	4.6
1	Project	4.2	5.2	5.6	2.7	4.5
2	Comparison	5.0	5.1	6.0	2.8	4.9
2	Project	5.0	5.1	6.1	2.9	4.3
3	Comparison	5.0	5.1	6.0	3.0	4.5
3	Project	4.8	4.5	5.4	3.1	4.6
Cohort 2						
K	Comparison	4.4	5.0	6.0	2.0	4.3
K	Project	n/a	n/a	n/a	n/a	n/a
1	Comparison	5.0	5.3	5.8	2.8	5.0
1	Project	4.7	5.0	6.0	1.7	4.4
2	Comparison	5.8	4.5	5.9	4.3	5.0
2	Project	.	7.0	7.0	4.0	5.0
3	Comparison	5.4	6.5	6.3	3.3	5.0
3	Project	5.2	5.0	6.1	3.3	5.0
Cohort 3						
K	Comparison	4.1	3.6	5.4	1.7	4.6
K	Project	n/a	n/a	n/a	n/a	n/a
1	Comparison	3.9	5.0	5.3	1.2	3.9
1	Project	n/a	n/a	n/a	n/a	n/a
2	Comparison	5.0	5.3	6.3	2.8	5.0
2	Project	5.4	.	6.4	2.3	3.9
3	Comparison	n/a	n/a	n/a	n/a	n/a
3	Project	5.7	5.9	6.7	3.8	5.0
Cohort 4						
K	Comparison	n/a	n/a	n/a	n/a	n/a
K	Project	4.1	3.9	5.1	2.5	4.0
1	Comparison	4.7	4.8	5.6	2.8	4.3
1	Project	5.3	5.4	6.1	3.1	5.0
2	Comparison	6.0	5.8	6.7	4.3	5.0
2	Project	n/a	n/a	n/a	n/a	n/a
3	Comparison	5.2	5.0	6.2	2.8	4.5
3	Project	5.3	5.0	6.6	3.3	5.0
All Cohorts						
K	Comparison	4.1	4.0	5.2	2.1	4.5
K	Project	4.4	4.8	5.6	2.2	4.6
1	Comparison	4.9	5.1	5.8	2.6	4.5
1	Project	4.6	5.2	5.8	2.6	4.6
2	Comparison	5.1	5.0	6.1	2.9	4.9
2	Project	5.2	5.1	6.1	3.0	4.9
3	Comparison	5.0	5.3	6.0	3.1	4.6
3	Project	5.1	5.2	6.0	3.0	4.6

Note. [a] Teachers responded on a scale of 1 (*never*) to 7 (*daily*). [b] Teachers responded on a scale of 1 (*strongly disagree) to*, 5 (*strongly agree*).

Student Achievement

Test scores from the Stanford Reading First achievement test are presented in Tables 25 through 34. In each of these tables, the numbers in the cells represent the percentage of students who exhibited grade level proficiency on the area tested. If no students attained grade level proficiency, the number 0 appears. If no students were tested, then a period appears in the cell. Separate columns show the percentage of students attaining grade level proficiency overall, then by race/ethnicity. The percentage of students attaining grade level proficiency is also shown for students from low-income families, as well as for students with Individualized Education Programs, and limited English proficiency. Separate sub-tables are provided for Cohorts 1, 2 and 3, and for the Cohorts combined. Within the sub-table for Cohort 1, results are broken out by school and then by grade level[2]. By breaking the results out by this level of detail, we hope that the information provided may help to guide efforts in specific grade levels within schools.

The first set of tables show grade level proficiency for each of the following key skills that are assessed by the Stanford-10: Phonemic Awareness (Table 25), Phonics (Table 26), Vocabulary Development (Table 27), Reading Fluency (Table 28), Reading Comprehension (Table 29), Speaking Vocabulary (Table 30), and Oral Reading Fluency (Table 31). Each of these skill areas represent core elements of scientifically based reading instruction. These tables are followed by ones that provide an overall summary score across these essential skill areas. Table 32 shows the percentage of students with grade level proficiency in the Stanford Reading First Total. Table 33 shows the percentage of students proficient in that portion of the total score that is based on multiple choice items, while Table 34 shows the percentage of proficient students based on the oral fluency sections of the test. The results of the SAT-10 vary considerably by grade, race/ethnicity, poverty, IEP, and LEP status. We will consider each of these trends in turn.

Overall, the results of the Stanford Reading First test indicate that the Reading First schools are ones in which a large proportion of students are in need of additional intervention in order to attain grade level proficiencies in critical reading skills. Illustratively, the results for the Reading First Total (Table 32) indicate that grade level proficiency was attained by about 65% of the students in Kindergarten, 55% of the students in First Grade, and approximately four in every ten students in the Second and Third Grades. For some groups of students within the Reading First schools, proficiency levels were even lower, depending on the students' grade, race/ ethnicity, income, LEP, and IEP status.

Last year, we noted that levels of proficiency increased in the Cohort 1 schools. This year, proficiency levels in Cohort 1 remained high compared with previous years. While this information is encouraging, caution should be exercised when making year to year comparisons with these data. The composition of schools in Cohort 1 has changed considerably because the three Pawtucket schools have withdrawn. A more

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[2] Stanford Reading First achievement tests for some grade 1 and all Kindergarten students from Mary E. Fogarty School were lost in shipping for scoring.

comprehensive assessment of change over time in achievement will be made using the matched comparison data in the summative evaluation report.

Generally higher levels of achievement were found for students at the lower grade levels compared with higher grades, maintaining a pattern that was found in last year's test scores. However, trends across grade levels again varied somewhat according to the skill area tested. For many of the Stanford Reading First tests, a higher proportion of students attain grade level proficiency in Kindergarten than in the higher grade levels. Higher levels of proficiency for Kindergarten students were found on the Stanford Reading First tests of Phonics (Table 26), Vocabulary Development (Table 27), and for the overall Reading First Total (Table 32). For other Stanford Reading First tests, a higher proportion of students attained grade level proficiency in the First Grade than other grade levels. This pattern characterized the scores on the Stanford Reading First tests of Reading Comprehension (Table 29) and Speaking Vocabulary (Table 30). For Reading Fluency (Table 28) and Oral Reading Fluency (Table 31), levels of proficiency were somewhat higher in Kindergarten and the First Grade than in the higher grades. The percentage of students who attained grade-level proficiency in Phonemic Awareness (Table 25) was higher in the Second Grade. Generally, the pattern of grade level differences was similar to trends noted by the 2005 and 2006 formative evaluations of Rhode Island Reading First.

Performance on the Stanford Reading First tests was related with students' race/ethnicity this year, as they were in previous years. Differences in proficiency skills by race/ethnicity became more pronounced at higher grade levels. On the Stanford Reading First Total (Table 32), a higher proportion of Black students than Whites attained proficiency in Kindergarten. However, by the Third Grade, a smaller proportion of Black students attained grade level proficiency compared with White students. In 2007, levels of proficiency on the Reading First Total were similar for White and Hispanic Kindergarten students. However, a smaller proportion of Hispanic students exhibited grade level proficiency in Grades 1 through 3. The discrepancies in grade level performance for Hispanic students may be considered in the context of the trends for LEP students discussed below, given the fact that more Hispanic students have limited proficiency in English compared with students from other racial/ethnic backgrounds.

Differences in students' proficiency skills associated with household poverty also became slightly more pronounced at higher grade levels. In Kindergarten, students from low-income households usually attained similar levels of proficiency as those from more affluent backgrounds. At higher grade levels, a somewhat smaller proportion of students from low-income households exhibited grade-level proficiency. Among students with Individualized Education Programs, performance on the Stanford Reading First Total (Table 32) was relatively high in Kindergarten, but lower in the Second and Third Grades. Similarly, among LEP students, performance on the Stanford Reading First Total (Table 32) was relatively high in Kindergarten, but lower in the higher grade levels.

Table 25 *Stanford RF Phonemic Awareness Performance Level*

District	School	Grade	Overall	White	Black	Hispanic	Asian	Native American	Low Income	IEP	LEP
Cohort 1											
All Schools		K	70.9	90.9	71.4	70.3	57.1	60.0	71.3	63.8	51.5
		1	68.8	71.4	79.5	65.4	78.6	50.0	68.6	41.7	43.1
		2	91.3	96.0	91.3	90.5	100.0	100.0	92.2	82.7	82.1
		3	66.7	64.2	71.4	65.4	84.2	50.0	66.5	46.4	63.3
PVD	Bailey	K	79.0	100.0	88.9	77.3	66.7	100.0	81.6	100.0	45.0
PVD	Bailey	1	66.0	100.0	60.0	67.9	50.0	.	63.4	50.0	23.5
PVD	Bailey	2	91.3	60.0	90.9	96.2	100.0	100.0	95.1	77.8	87.5
PVD	Bailey	3	60.0	50.0	71.4	54.8	66.7	100.0	58.8	68.4	50.0
PVD	Feinstein	K	71.3	83.3	63.6	73.2	80.0	.	73.1	75.0	55.6
PVD	Feinstein	1	77.3	64.3	72.7	84.2	66.7	.	78.3	40.0	100.0
PVD	Feinstein	2	100.0	100.0	100.0	100.0	.	.	100.0	100.0	100.0
PVD	Feinstein	3	59.3	58.3	66.7	56.8	100.0	.	61.5	30.8	53.8
PVD	Fogarty	1	50.0	33.3	44.4	61.5	.0	.	56.5	.	.
PVD	Fogarty	2	91.1	100.0	77.8	97.0	100.0	.	90.4	63.6	100.0
PVD	Fogarty	3	47.7	25.0	55.6	47.5	.0	50.0	48.4	20.0	40.0
PVD	Fortes	K	58.2	100.0	50.0	57.5	60.0	.	58.3	45.0	52.6
PVD	Fortes	1	56.3	.	100.0	47.4	100.0	.0	54.3	25.0	21.7
PVD	Fortes	2	85.1	100.0	100.0	84.6	100.0	.	88.9	100.0	75.0
PVD	Fortes	3	64.2	100.0	77.8	62.5	75.0	.0	63.7	36.4	61.4
PVD	Laurel Hill	K	54.8	100.0	33.3	56.1	50.0	.0	52.9	44.4	37.8
PVD	Laurel Hill	1	55.9	80.0	100.0	48.7	100.0	.	53.2	37.5	19.0
PVD	Laurel Hill	2	87.1	100.0	91.7	85.2	.	.	86.7	64.3	79.6
PVD	Laurel Hill	3	71.6	100.0	77.8	68.8	100.0	.	71.6	57.1	64.7
PVD	Lima	K	74.1	50.0	100.0	74.1	.	.	73.6	100.0	57.9
PVD	Lima	1	82.7	.0	90.0	82.8	.	.	83.3	50.0	87.0
PVD	Lima	2	100.0	.	.	100.0	.	.	100.0	100.0	100.0
PVD	Lima	3	80.5	100.0	100.0	78.6	.	.	80.3	66.7	73.7
PVD	Webster	K	81.4	92.9	71.4	83.3	.0	.0	82.1	33.3	.
PVD	Webster	1	80.8	100.0	100.0	72.2	100.0	.	78.3	50.0	.
PVD	Webster	2	96.6	100.0	100.0	94.4	100.0	100.0	96.2	100.0	.
PVD	Webster	3	64.3	44.4	66.7	66.7	100.0	.	62.3	37.5	.
PVD	Windmill	K	80.4	100.0	81.8	79.4	.0	100.0	81.1	71.4	76.5
PVD	Windmill	1	76.9	76.5	100.0	64.5	100.0	100.0	76.7	44.4	41.2
PVD	Windmill	2	88.7	100.0	100.0	79.4	100.0	.	91.1	88.2	56.3
PVD	Windmill	3	82.6	77.3	77.8	85.3	100.0	.	82.8	50.0	100.0
Cohort 2											
CF	Feinstein	1	76.6	83.3	57.1	78.8	.	.	82.9	83.3	53.3
CF	Feinstein	2	84.6	100.0	75.0	82.1	100.0	.	87.5	80.0	76.2
CF	Feinstein	3	68.9	75.0	100.0	60.7	.	100.0	70.0	8.3	50.0
Cohort 3											
PAW	Curtis	K	80.0	78.3	100.0	72.7	100.0	100.0	66.7	66.7	60.0
PAW	Curtis	1	94.7	95.0	100.0	83.3	100.0	.	87.5	75.0	100.0
PAW	Curtis	2	94.6	95.7	100.0	87.5	.	100.0	95.7	100.0	100.0
PAW	Curtis	3	82.4	81.5	100.0	75.0	.	.	93.3	100.0	100.0
Cohort 4											
PVD	Carnevale	K	92.9	100.0	90.0	92.7	100.0	.	92.0	88.9	100.0
PVD	Carnevale	1	84.9	90.9	90.9	80.9	100.0	.	83.1	70.6	65.2
PVD	Carnevale	2	98.6	100.0	100.0	97.8	100.0	.	98.4	95.2	100.0
PVD	Carnevale	3	72.4	100.0	50.0	72.0	71.4	.	68.8	45.0	59.1
All Cohorts											

District	School	Grade	Overall	White	Black	Hispanic	Asian	Native American	Low Income	IEP	LEP
All Schools		K	73.8	86.9	75.4	72.8	65.4	66.7	73.6	69.6	58.1
		1	73.0	80.2	80.2	68.6	86.4	50.0	71.9	55.6	47.5
		2	92.0	96.8	91.8	90.7	100.0	100.0	92.8	86.1	83.5
		3	68.1	73.3	70.7	65.8	80.8	60.0	67.5	42.7	62.2

Note. The numbers in the cells represent the percentage of students who exhibited grade level proficiency. If no students attained grade level proficiency, the number 0 appears. If no students were tested, then a period (.) appears in the cell.

Table 26 *Stanford RF Phonics Performance Level*

District	School	Grade	Overall	White	Black	Hispanic	Asian	Native American	Low Income	IEP	LEP
Cohort 1											
All Schools		K	81.6	90.9	80.0	81.6	66.7	100.0	81.6	69.0	63.4
		1	34.8	42.9	35.6	33.0	42.9	100.0	33.7	22.2	19.0
		2	28.9	42.0	36.2	25.2	30.0	.0	28.5	28.0	13.6
		3	49.3	52.8	50.0	47.6	78.9	50.0	49.2	35.7	31.1
PVD	Bailey	K	75.8	100.0	77.8	79.5	50.0	100.0	75.5	83.3	30.0
PVD	Bailey	1	40.4	100.0	33.3	42.9	50.0	.	36.6	16.7	.0
PVD	Bailey	2	19.6	20.0	36.4	11.5	33.3	.0	19.5	11.1	37.5
PVD	Bailey	3	61.1	.0	57.1	62.9	100.0	100.0	61.2	63.2	57.1
PVD	Feinstein	K	83.8	83.3	81.8	82.1	100.0	.	85.1	75.0	77.8
PVD	Feinstein	1	40.9	28.6	18.2	50.0	66.7	.	41.7	40.0	86.7
PVD	Feinstein	2	27.1	33.3	20.0	26.9	.	.	25.6	28.6	20.0
PVD	Feinstein	3	39.0	16.7	22.2	51.4	.0	.	38.5	7.7	46.2
PVD	Fogarty	1	3.8	.0	.0	7.7	.0	.	4.3	.	.
PVD	Fogarty	2	48.2	.0	38.9	57.6	33.3	.	48.1	18.2	16.7
PVD	Fogarty	3	39.7	50.0	33.3	39.5	100.0	50.0	40.3	20.0	21.1
PVD	Fortes	K	75.0	100.0	66.7	73.2	80.0	.	71.4	65.0	57.9
PVD	Fortes	1	14.9	.	25.0	10.5	50.0	.	15.6	.0	4.3
PVD	Fortes	2	38.3	100.0	40.0	38.5	.0	.	40.0	33.3	16.7
PVD	Fortes	3	56.8	100.0	88.9	51.3	100.0	.0	57.1	54.5	40.9
PVD	Laurel Hill	K	67.6	100.0	75.0	65.2	100.0	100.0	66.7	44.4	45.9
PVD	Laurel Hill	1	29.0	40.0	50.0	26.3	.0	.	25.3	25.0	4.8
PVD	Laurel Hill	2	5.0	12.5	16.7	2.5	.	.	5.1	7.1	.0
PVD	Laurel Hill	3	31.6	100.0	55.6	25.0	75.0	.	30.7	28.6	11.8
PVD	Lima	K	100.0	100.0	100.0	100.0	.	.	100.0	100.0	100.0
PVD	Lima	1	52.0	100.0	50.0	51.6	.	.	52.8	50.0	43.5
PVD	Lima	2	21.6	.	.	21.6	.	.	22.2	33.3	21.1
PVD	Lima	3	58.4	100.0	66.7	57.1	.	.	57.9	33.3	36.8
PVD	Webster	K	88.1	92.9	85.7	88.9	.0	100.0	89.3	33.3	.
PVD	Webster	1	19.2	33.3	.0	22.2	.0	.	17.4	.0	.
PVD	Webster	2	31.0	42.9	100.0	27.8	.0	.0	30.8	37.5	.
PVD	Webster	3	50.0	55.6	.0	52.4	50.0	.	50.9	25.0	.
PVD	Windmill	K	84.2	85.7	81.8	88.6	.0	100.0	85.2	85.7	88.9
PVD	Windmill	1	46.2	58.8	66.7	25.8	100.0	100.0	43.3	22.2	.0
PVD	Windmill	2	54.8	73.3	58.3	44.1	100.0	.	53.6	52.9	12.5
PVD	Windmill	3	55.1	68.2	55.6	44.1	75.0	.	53.1	30.0	6.3
Cohort 2											
CF	Feinstein	1	31.9	.0	28.6	39.4	.	.	37.1	33.3	26.7
CF	Feinstein	2	33.3	66.7	50.0	21.4	100.0	.	37.5	40.0	19.0
CF	Feinstein	3	68.9	75.0	100.0	64.3	.	.0	67.5	33.3	55.0
Cohort 3											
PAW	Curtis	K	62.5	56.5	50.0	81.8	33.3	100.0	33.3	33.3	40.0
PAW	Curtis	1	73.7	60.0	80.0	83.3	100.0	.	68.8	25.0	100.0
PAW	Curtis	2	10.5	8.7	.0	12.5	.0	100.0	4.3	14.3	25.0
PAW	Curtis	3	70.6	74.1	.0	75.0	.	.	73.3	.0	50.0
Cohort 4											
PVD	Carnevale	K	87.5	100.0	80.0	87.8	100.0	.	88.0	88.9	85.0
PVD	Carnevale	1	47.9	54.5	36.4	46.8	83.3	.	46.2	35.3	26.1
PVD	Carnevale	2	54.3	62.5	28.6	55.6	50.0	.	55.7	47.6	94.4
PVD	Carnevale	3	59.2	66.7	50.0	58.0	71.4	.	60.9	35.0	77.3
All Cohorts											

District	School	Grade	Overall	White	Black	Hispanic	Asian	Native American	Low Income	IEP	LEP
All Schools		K	80.8	78.7	79.0	82.3	65.4	100.0	82.0	72.2	65.4
		1	38.6	45.3	37.5	36.0	59.1	100.0	36.6	27.0	21.5
		2	31.1	38.9	34.1	28.3	35.7	33.3	31.2	31.5	22.4
		3	52.4	62.4	51.5	49.7	76.9	40.0	51.9	35.0	37.2

Note. The numbers in the cells represent the percentage of students who exhibited grade level proficiency. If no students attained grade level proficiency, the number 0 appears. If no students were tested, then a period (.) appears in the cell.

Table 27 *Stanford RF Vocabulary Development Performance Level*

District	School	Grade	Overall	White	Black	Hispanic	Asian	Native American	Low Income	IEP	LEP
Cohort 1											
All Schools		K	59.4	69.7	58.0	58.1	61.9	80.0	59.9	58.6	39.7
		1	42.8	53.1	54.8	37.6	64.3	50.0	40.8	19.4	17.5
		2	37.1	54.0	44.9	32.7	30.0	50.0	36.3	28.0	18.6
		3	29.4	37.7	31.0	27.0	47.4	50.0	29.1	14.3	18.6
PVD	Bailey	K	59.7	.0	66.7	63.6	50.0	.0	61.2	66.7	25.0
PVD	Bailey	1	36.2	100.0	33.3	35.7	50.0	.	31.7	16.7	5.9
PVD	Bailey	2	45.7	60.0	45.5	42.3	33.3	100.0	43.9	33.3	50.0
PVD	Bailey	3	26.7	.0	33.3	21.0	66.7	100.0	25.9	31.6	14.3
PVD	Feinstein	K	60.0	33.3	54.5	60.7	80.0	.	62.7	50.0	50.0
PVD	Feinstein	1	28.8	42.9	36.4	21.1	33.3	.	28.3	20.0	26.7
PVD	Feinstein	2	39.6	16.7	40.0	50.0	.	.	37.2	28.6	20.0
PVD	Feinstein	3	22.0	8.3	22.2	24.3	100.0	.	21.2	7.7	7.7
PVD	Fogarty	1	65.4	66.7	55.6	69.2	100.0	.	65.2	.	.
PVD	Fogarty	2	33.9	.0	38.9	36.4	.0	.	34.6	27.3	.0
PVD	Fogarty	3	26.2	50.0	22.2	25.0	.0	50.0	26.6	.0	.0
PVD	Fortes	K	55.4	100.0	66.7	48.8	80.0	.	53.1	55.0	42.1
PVD	Fortes	1	35.4	.	100.0	26.3	75.0	.0	37.0	25.0	.0
PVD	Fortes	2	17.0	100.0	20.0	15.4	.0	.	17.8	.0	.0
PVD	Fortes	3	33.7	100.0	55.6	31.3	25.0	.0	34.1	18.2	18.2
PVD	Laurel Hill	K	47.3	100.0	50.0	45.5	50.0	100.0	46.4	55.6	35.1
PVD	Laurel Hill	1	41.9	70.0	83.3	34.2	100.0	.	38.0	25.0	4.8
PVD	Laurel Hill	2	19.8	50.0	16.7	17.3	.	.	19.4	7.1	12.2
PVD	Laurel Hill	3	17.9	50.0	22.2	15.0	50.0	.	18.2	14.3	9.8
PVD	Lima	K	67.2	50.0	50.0	68.5	.	.	69.8	66.7	42.1
PVD	Lima	1	56.0	.0	70.0	54.7	.	.	55.6	50.0	60.9
PVD	Lima	2	54.1	.	.	54.1	.	.	52.8	33.3	42.1
PVD	Lima	3	50.6	.0	33.3	52.9	.	.	51.3	16.7	52.6
PVD	Webster	K	67.8	78.6	71.4	61.1	100.0	100.0	67.9	.0	.
PVD	Webster	1	42.3	33.3	66.7	33.3	100.0	.	34.8	.0	.
PVD	Webster	2	51.7	71.4	100.0	44.4	50.0	.0	50.0	12.5	.
PVD	Webster	3	16.1	33.3	.0	11.9	50.0	.	15.1	.0	.
PVD	Windmill	K	61.4	85.7	45.5	62.9	.0	100.0	61.1	85.7	50.0
PVD	Windmill	1	44.6	52.9	53.3	35.5	.0	100.0	41.7	11.1	17.6
PVD	Windmill	2	58.1	80.0	91.7	35.3	100.0	.	58.9	58.8	12.5
PVD	Windmill	3	39.1	54.5	44.4	26.5	50.0	.	35.9	10.0	6.3
Cohort 2											
CF	Feinstein	1	46.8	66.7	42.9	42.4	.	.	48.6	16.7	6.7
CF	Feinstein	2	33.3	83.3	25.0	25.0	.0	.	31.3	20.0	9.5
CF	Feinstein	3	22.2	41.7	25.0	14.3	.	.0	25.0	.0	5.0
Cohort 3											
PAW	Curtis	K	32.5	30.4	50.0	36.4	33.3	.0	33.3	.0	.0
PAW	Curtis	1	92.1	90.0	100.0	83.3	100.0	.	87.5	75.0	100.
PAW	Curtis	2	52.6	60.9	20.0	37.5	100.0	100.0	47.8	28.6	25.0
PAW	Curtis	3	58.8	63.0	100.0	25.0	.	.	60.0	100.	.0
Cohort 4											
PVD	Carnevale	K	76.8	60.0	70.0	78.0	100.0	.	74.0	1.1	75.0
PVD	Carnevale	1	49.3	63.6	45.5	48.9	50.0	.	47.7	35.3	34.8
PVD	Carnevale	2	62.9	93.8	57.1	53.3	50.0	.	65.6	61.9	44.4
PVD	Carnevale	3	22.4	33.3	20.0	24.0	.0	.	23.4	10.0	22.7
All Cohorts											

District	School	Grade	Overall	White	Black	Hispanic	Asian	Native American	Low Income	IEP	LEP
All Schools		K	59.2	54.1	59.7	59.6	61.5	66.7	61.3	57.0	42.9
		1	47.0	64.0	55.2	40.1	63.6	50.0	43.7	27.0	9.8
		2	41.0	64.2	43.5	34.7	35.7	66.7	40.0	34.3	20.2
		3	29.6	44.6	30.3	26.0	34.6	40.0	29.0	12.8	7.7

Note. The numbers in the cells represent the percentage of students who exhibited grade level proficiency. If no students attained grade level proficiency, the number 0 appears. If no students were tested, then a period (.) appears in the cell.

Table 28 *Stanford RF Reading Fluency Performance Level*

District	School	Grade	Overall	White	Black	Hispanic	Asian	Native American	Low Income	IEP	LEP
Cohort 1											
All Schools		K	61.2	75.8	66.0	59.3	57.1	80.0	60.2	51.7	40.5
		1	59.2	65.3	68.5	55.9	78.6	.0	58.2	33.3	37.2
		2	37.8	54.0	42.0	34.4	40.0	.0	37.8	25.3	22.1
		3	37.8	52.8	39.3	35.1	47.4	50.0	37.5	29.8	28.6
PVD	Bailey	K	72.6	100.0	88.9	75.0	33.3	100.0	71.4	83.3	35.0
PVD	Bailey	1	55.3	100.0	53.3	57.1	50.0	.	53.7	33.3	17.6
PVD	Bailey	2	32.6	60.0	36.4	26.9	33.3	.0	31.7	11.1	31.3
PVD	Bailey	3	36.7	50.0	47.6	29.0	66.7	100.0	36.5	47.4	17.9
PVD	Feinstein	K	68.8	83.3	63.6	66.1	100.0	.	70.1	100.0	66.7
PVD	Feinstein	1	66.7	57.1	63.6	68.4	100.0	.	65.0	60.0	86.7
PVD	Feinstein	2	43.8	25.0	40.0	53.8	.	.	44.2	28.6	50.0
PVD	Feinstein	3	44.1	41.7	44.4	45.9	.0	.	44.2	15.4	38.5
PVD	Fogarty	1	53.8	66.7	33.3	69.2	.0	.	52.2	.	.
PVD	Fogarty	2	42.9	50.0	33.3	48.5	33.3	.	44.2	18.2	16.7
PVD	Fogarty	3	41.5	50.0	38.9	42.5	.0	50.0	42.2	30.0	35.0
PVD	Fortes	K	51.8	50.0	83.3	46.3	60.0	.	46.9	55.0	31.6
PVD	Fortes	1	35.4	.	50.0	31.6	75.0	.0	37.0	.0	8.7
PVD	Fortes	2	27.7	100.0	40.0	25.6	.0	.	28.9	16.7	8.3
PVD	Fortes	3	35.8	100.0	55.6	32.5	50.0	.0	35.2	27.3	29.5
PVD	Laurel Hill	K	41.9	100.0	50.0	37.9	100.0	100.0	40.6	22.2	13.5
PVD	Laurel Hill	1	44.1	70.0	83.3	36.8	100.0	.	41.8	25.0	11.9
PVD	Laurel Hill	2	23.8	50.0	25.0	21.0	.	.	23.5	14.3	12.2
PVD	Laurel Hill	3	32.6	50.0	33.3	30.0	75.0	.	31.8	14.3	19.6
PVD	Lima	K	79.3	100.0	100.0	77.8	.	.	79.2	66.7	68.4
PVD	Lima	1	78.7	.0	80.0	79.7	.	.	77.8	50.0	87.0
PVD	Lima	2	51.4	.	.	51.4	.	.	50.0	33.3	52.6
PVD	Lima	3	41.6	100.0	33.3	41.4	.	.	40.8	16.7	42.1
PVD	Webster	K	62.7	71.4	42.9	63.9	.0	100.0	64.3	.0	.
PVD	Webster	1	61.5	33.3	100.0	55.6	100.0	.	56.5	.0	.
PVD	Webster	2	24.1	42.9	100.0	11.1	50.0	.0	23.1	12.5	.
PVD	Webster	3	25.0	22.2	.0	28.6	.0	.	26.4	25.0	.
PVD	Windmill	K	52.6	71.4	54.5	51.4	.0	50.0	51.9	14.3	55.6
PVD	Windmill	1	72.3	76.5	93.3	61.3	100.0	.0	71.7	44.4	47.1
PVD	Windmill	2	61.3	80.0	75.0	47.1	100.0	.	62.5	52.9	12.5
PVD	Windmill	3	46.4	68.2	22.2	38.2	50.0	.	45.3	40.0	25.0
Cohort 2											
CF	Feinstein	1	70.2	100.0	57.1	69.7	.	.	74.3	66.7	60.0
CF	Feinstein	2	33.3	50.0	25.0	28.6	100.0	.	37.5	20.0	23.8
CF	Feinstein	3	28.9	41.7	50.0	21.4	.	.0	30.0	.0	5.0
Cohort 3											
PAW	Curtis	K	10.0	8.7	50.0	.0	33.3	.0	.0	.0	.0
PAW	Curtis	1	97.4	100.0	80.0	100.0	100.0	.	100.0	100.0	100.0
PAW	Curtis	2	44.7	56.5	20.0	25.0	.0	100.0	47.8	28.6	.0
PAW	Curtis	3	55.9	59.3	.0	25.0	.	.	53.3	.0	.0
Cohort 4											
PVD	Carnevale	K	87.5	100.0	80.0	87.8	100.0	.	88.0	83.3	90.0
PVD	Carnevale	1	76.7	72.7	63.6	78.7	100.0	.	76.9	47.1	73.9
PVD	Carnevale	2	54.3	62.5	42.9	51.1	100.0	.	54.1	23.8	72.2
PVD	Carnevale	3	50.0	66.7	70.0	42.0	57.1	.	45.3	25.0	36.4
All Cohorts											

District	School	Grade	Overall	White	Black	Hispanic	Asian	Native American	Low Income	IEP	LEP
All Schools		K	60.1	52.5	67.7	60.7	57.7	66.7	62.9	57.0	45.5
		1	64.6	76.7	67.7	60.5	86.4	.0	62.9	44.4	44.6
		2	40.0	55.8	40.0	35.7	50.0	33.3	40.2	25.0	26.8
		3	39.3	54.5	42.4	34.9	50.0	40.0	38.2	25.6	27.2

Note. The numbers in the cells represent the percentage of students who exhibited grade level proficiency. If no students attained grade level proficiency, the number 0 appears. If no students were tested, then a period (.) appears in the cell.

Table 29 *Stanford RF Reading Comprehension Performance Level*

District	School	Grade	Overall	White	Black	Hispanic	Asian	Native American	Low Income	IEP	LEP
Cohort 1											
All Schools		K	33.0	45.5	38.0	30.7	38.1	60.0	32.5	20.7	14.5
		1	71.5	77.6	78.1	68.3	85.7	100.0	69.8	44.4	44.5
		2	21.8	30.0	27.5	19.0	30.0	.0	21.7	18.7	12.9
		3	30.9	41.5	38.1	27.2	47.4	50.0	29.8	21.4	20.0
PVD	Bailey	K	45.2	.0	55.6	45.5	33.3	100.0	44.9	58.3	10.0
PVD	Bailey	1	74.5	100.0	66.7	78.6	50.0	.	70.7	33.3	41.2
PVD	Bailey	2	23.9	20.0	18.2	26.9	33.3	.0	22.0	11.1	31.3
PVD	Bailey	3	31.1	.0	42.9	24.2	66.7	100.0	30.6	47.4	17.9
PVD	Feinstein	K	37.5	50.0	63.6	32.1	40.0	.	37.3	25.0	22.2
PVD	Feinstein	1	81.8	78.6	72.7	84.2	100.0	.	81.7	60.0	93.3
PVD	Feinstein	2	12.5	8.3	20.0	11.5	.	.	9.3	14.3	10.0
PVD	Feinstein	3	25.4	16.7	11.1	32.4	.0	.	23.1	.0	15.4
PVD	Fogarty	1	65.4	66.7	66.7	61.5	100.0	.	65.2	.	.
PVD	Fogarty	2	26.8	.0	22.2	30.3	33.3	.	26.9	27.3	.0
PVD	Fogarty	3	32.3	25.0	33.3	32.5	.0	50.0	31.3	20.0	20.0
PVD	Fortes	K	32.1	.0	33.3	31.7	60.0	.	30.6	20.0	10.5
PVD	Fortes	1	54.2	.	75.0	47.4	100.0	100.0	54.3	25.0	13.0
PVD	Fortes	2	21.3	100.0	40.0	17.9	.0	.	22.2	.0	4.2
PVD	Fortes	3	32.6	100.0	55.6	28.8	50.0	.0	31.9	18.2	18.2
PVD	Laurel Hill	K	17.6	100.0	25.0	13.6	50.0	100.0	17.4	.0	2.7
PVD	Laurel Hill	1	57.0	90.0	100.0	50.0	.0	.	50.6	37.5	19.0
PVD	Laurel Hill	2	12.9	.0	25.0	12.3	.	.	13.3	.0	8.2
PVD	Laurel Hill	3	28.4	50.0	33.3	27.5	25.0	.	27.3	28.6	21.6
PVD	Lima	K	31.0	50.0	50.0	29.6	.	.	30.2	.0	31.6
PVD	Lima	1	86.7	.0	90.0	87.5	.	.	86.1	50.0	87.0
PVD	Lima	2	18.9	.	.	18.9	.	.	19.4	33.3	26.3
PVD	Lima	3	33.8	100.0	83.3	28.6	.	.	32.9	.0	26.3
PVD	Webster	K	37.3	50.0	14.3	38.9	.0	.0	39.3	.0	.
PVD	Webster	1	73.1	33.3	66.7	77.8	100.0	.	69.6	100.0	.
PVD	Webster	2	17.2	57.1	100.0	.0	.0	.0	15.4	12.5	.
PVD	Webster	3	14.3	22.2	.0	11.9	50.0	.	15.1	12.5	.
PVD	Windmill	K	31.6	42.9	18.2	34.3	.0	50.0	31.5	.0	22.2
PVD	Windmill	1	76.9	82.4	86.7	67.7	100.0	100.0	76.7	44.4	52.9
PVD	Windmill	2	41.9	53.3	41.7	35.3	100.0	.	44.6	41.2	12.5
PVD	Windmill	3	44.9	63.6	33.3	32.4	75.0	.	42.2	20.0	12.5
Cohort 2											
CF	Feinstein	1	78.7	100.0	42.9	81.8	.	.	82.9	83.3	60.0
CF	Feinstein	2	28.2	66.7	.0	21.4	100.0	.	31.3	20.0	14.3
CF	Feinstein	3	31.1	50.0	25.0	25.0	.	.0	32.5	8.3	10.0
Cohort 3											
PAW	Curtis	K	15.0	8.7	50.0	9.1	66.7	.0	.0	33.3	20.0
PAW	Curtis	1	94.7	100.0	100.0	66.7	100.0	.	87.5	75.0	100.0
PAW	Curtis	2	26.3	34.8	20.0	.0	.0	100.0	17.4	14.3	.0
PAW	Curtis	3	50.0	55.6	.0	25.0	.	.	53.3	100.	50.0
Cohort 4											
PVD	Carnevale	K	58.9	60.0	60.0	58.5	50.0	.	60.0	50.0	40.0
PVD	Carnevale	1	80.8	81.8	63.6	83.0	100.0	.	78.5	52.9	78.3
PVD	Carnevale	2	42.9	37.5	57.1	44.4	.0	.	41.0	28.6	72.2
PVD	Carnevale	3	40.8	55.6	40.0	42.0	14.3	.	40.6	15.0	45.5
All Cohorts											

District	School	Grade	Overall	White	Black	Hispanic	Asian	Native American	Low Income	IEP	LEP
All Schools		K	34.3	32.8	41.9	33.1	42.3	50.0	35.3	27.8	17.9
		1	74.7	84.9	75.0	71.2	90.9	100.0	72.3	52.4	50.8
		2	25.1	34.7	28.2	21.9	28.6	33.3	24.4	20.4	18.6
		3	32.7	47.5	37.4	28.5	38.5	40.0	31.5	19.7	21.7

Note. The numbers in the cells represent the percentage of students who exhibited grade level proficiency. If no students attained grade level proficiency, the number 0 appears. If no students were tested, then a period (.) appears in the cell.

Table 30 *Stanford RF Speaking Vocabulary Performance Level*

District	School	Grade	Overall	White	Black	Hispanic	Asian	Native American	Low Income	IEP	LEP
Cohort 1											
All Schools		K	36.7	47.1	48.0	35.2	19.0	60.0	36.8	28.6	29.9
		1	50.4	66.7	54.1	46.8	57.1	50.0	49.8	30.6	24.3
		2	39.5	34.0	36.2	41.9	30.0	.0	39.3	25.7	37.7
		3	40.7	47.2	44.0	39.6	33.3	25.0	40.1	29.8	25.6
PVD	Bailey	K	44.3	100.0	66.7	44.2	.0	100.0	40.8	41.7	36.8
PVD	Bailey	1	63.3	100.0	53.3	66.7	50.0	.	60.5	33.3	42.1
PVD	Bailey	2	30.4	40.0	27.3	30.8	33.3	.0	29.3	33.3	25.0
PVD	Bailey	3	40.7	100.0	38.1	39.7	33.3	.0	39.5	36.8	21.4
PVD	Feinstein	K	31.3	16.7	36.4	35.7	.0	.	37.3	.0	44.4
PVD	Feinstein	1	68.7	78.6	72.7	69.2	.0	.	72.1	80.0	52.9
PVD	Feinstein	2	50.0	8.3	60.0	65.4	.	.	46.5	42.9	40.0
PVD	Feinstein	3	35.0	8.3	33.3	44.7	.0	.	34.6	15.4	38.5
PVD	Fogarty	1	16.7	33.3	11.1	18.2	.0	.	19.0	.	.
PVD	Fogarty	2	44.6	50.0	50.0	42.4	33.3	.	44.2	27.3	33.3
PVD	Fogarty	3	27.7	50.0	33.3	22.5	.0	50.0	26.6	20.0	15.0
PVD	Fortes	K	35.7	100.0	83.3	26.2	40.0	.	32.0	38.1	36.8
PVD	Fortes	1	40.0	.	25.0	40.0	75.0	.0	39.6	.0	13.0
PVD	Fortes	2	37.0	100.0	.0	42.1	.0	.	38.6	16.7	34.8
PVD	Fortes	3	39.6	100.0	33.3	38.3	75.0	.0	39.1	18.2	33.3
PVD	Laurel Hill	K	41.3	100.0	50.0	38.9	100.0	.0	41.3	8.3	25.0
PVD	Laurel Hill	1	41.7	70.0	42.9	37.2	100.0	.	40.0	12.5	9.1
PVD	Laurel Hill	2	25.0	37.5	16.7	25.0	.	.	24.7	14.3	24.5
PVD	Laurel Hill	3	26.3	50.0	55.6	21.4	50.0	.	26.1	42.9	16.4
PVD	Lima	K	21.1	50.0	.0	20.8	.	.	21.2	.0	10.5
PVD	Lima	1	46.7	100.0	70.0	42.2	.	.	45.8	.0	39.1
PVD	Lima	2	83.8	.	.	83.8	.	.	86.1	33.3	84.2
PVD	Lima	3	67.5	100.0	100.0	64.3	.	.	67.1	66.7	42.1
PVD	Webster	K	56.7	60.0	57.1	55.6	.0	100.0	56.1	25.0	.
PVD	Webster	1	65.4	.0	100.0	66.7	100.0	.	60.9	100.	.
PVD	Webster	2	17.2	28.6	.0	11.1	50.0	.0	11.5	.0	.
PVD	Webster	3	58.2	44.4	100.0	59.5	.0	.	57.7	25.0	.
PVD	Windmill	K	25.9	14.3	27.3	27.8	.0	50.0	25.5	42.9	31.6
PVD	Windmill	1	53.8	68.8	60.0	40.6	100.0	100.0	51.7	22.2	11.1
PVD	Windmill	2	42.6	46.7	41.7	42.4	.0	.	45.5	37.5	40.0
PVD	Windmill	3	36.2	59.1	33.3	26.5	.0	.	34.4	30.0	6.3
Cohort 2											
CF	Feinstein	1	66.0	100.0	57.1	60.6	.	.	71.4	66.7	26.7
CF	Feinstein	2	66.7	66.7	100.0	60.7	100.0	.	71.9	60.0	57.1
CF	Feinstein	3	68.2	66.7	100.0	66.7	.	.0	66.7	41.7	70.0
Cohort 3											
PAW	Curtis	K	87.8	95.7	100.0	75.0	66.7	100.0	100.0	100.	40.0
PAW	Curtis	1	100.0	100.0	100.0	100.0	100.0	.	100.0	100.	100.
PAW	Curtis	2	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.	100.
PAW	Curtis	3	100.0	100.0	100.0	100.0	.	.	100.0	100.	100.
Cohort 4											
PVD	Carnevale	K	20.0	20.0	.0	27.5	.0	.	16.3	16.7	15.0
PVD	Carnevale	1	72.2	63.6	63.6	73.9	100.0	.	71.9	58.8	65.2
PVD	Carnevale	2	33.3	50.0	42.9	27.3	.0	.	35.0	20.0	27.8
PVD	Carnevale	3	53.9	77.8	10.0	56.0	71.4	.	48.4	45.0	40.9
All Cohorts											

District	School	Grade	Overall	White	Black	Hispanic	Asian	Native American	Low Income	IEP	LEP
All Schools		K	38.9	62.9	41.9	35.6	23.1	66.7	35.0	28.6	28.3
		1	57.2	76.5	57.7	51.9	72.7	50.0	55.4	46.0	30.4
		2	44.6	54.7	43.5	42.9	35.7	33.3	43.6	31.1	40.3
		3	46.1	66.3	43.4	43.0	44.0	20.0	43.7	34.2	30.9

Note. The numbers in the cells represent the percentage of students who exhibited grade level proficiency. If no students attained grade level proficiency, the number 0 appears. If no students were tested, then a period (.) appears in the cell.

Table 31 *Stanford RF Oral Reading Fluency Performance Level*

District	School	Grade	Overall	White	Black	Hispanic	Asian	Native American	Low Income	IEP	LEP
Cohort 1											
All Schools		K	60.6	76.5	72.0	58.5	47.6	100.0	59.9	44.4	38.1
		1	54.9	52.1	62.2	52.9	71.4	50.0	53.9	22.2	36.1
		2	37.6	34.0	39.1	37.8	40.0	50.0	37.8	14.9	34.1
		3	35.3	38.5	25.6	35.4	66.7	25.0	34.9	21.7	28.8
PVD	Bailey	K	63.9	100.0	77.8	62.8	50.0	100.0	61.2	75.0	21.1
PVD	Bailey	1	61.2	100.0	53.3	63.3	50.0	.	58.1	16.7	21.1
PVD	Bailey	2	37.0	40.0	54.5	26.9	33.3	100.0	36.6	22.2	31.3
PVD	Bailey	3	30.8	.0	33.3	28.6	66.7	.0	29.1	21.1	21.4
PVD	Feinstein	K	71.3	83.3	72.7	73.2	60.0	.	73.1	75.0	66.7
PVD	Feinstein	1	61.2	50.0	72.7	61.5	66.7	.	60.7	.0	58.8
PVD	Feinstein	2	39.6	16.7	30.0	53.8	.	.	41.9	.0	50.0
PVD	Feinstein	3	21.2	9.1	.0	31.3	.0	.	20.0	8.3	38.5
PVD	Fogarty	1	66.7	66.7	66.7	72.7	.0	.	71.4	.	.
PVD	Fogarty	2	33.9	.0	44.4	30.3	33.3	.	32.7	18.2	16.7
PVD	Fogarty	3	32.3	75.0	22.2	32.5	.0	50.0	31.3	20.0	10.0
PVD	Fortes	K	40.4	50.0	66.7	35.7	60.0	.	38.0	42.9	15.8
PVD	Fortes	1	50.0	.	75.0	42.5	100.0	100.0	52.1	.0	30.4
PVD	Fortes	2	19.6	100.0	20.0	18.4	.0	.	20.5	.0	8.7
PVD	Fortes	3	43.8	.0	33.3	43.2	100.0	.0	45.7	18.2	42.2
PVD	Laurel Hill	K	55.0	100.0	100.0	51.4	50.0	100.0	53.3	16.7	35.0
PVD	Laurel Hill	1	44.8	50.0	71.4	42.3	.0	.	42.5	37.5	20.5
PVD	Laurel Hill	2	45.0	75.0	50.0	41.3	.	.	44.3	14.3	36.7
PVD	Laurel Hill	3	25.5	50.0	.0	25.0	75.0	.	24.2	28.6	18.2
PVD	Lima	K	87.7	100.0	100.0	86.8	.	.	90.4	66.7	68.4
PVD	Lima	1	58.7	.0	30.0	64.1	.	.	58.3	50.0	69.6
PVD	Lima	2	62.2	.	.	62.2	.	.	61.1	33.3	63.2
PVD	Lima	3	40.3	.0	16.7	42.9	.	.	40.8	33.3	44.7
PVD	Webster	K	49.2	66.7	42.9	42.9	.0	100.0	48.2	.0	.
PVD	Webster	1	61.5	33.3	100.0	55.6	100.0	.	56.5	50.0	.
PVD	Webster	2	31.0	42.9	100.0	22.2	50.0	.0	26.9	12.5	.
PVD	Webster	3	49.1	44.4	66.7	50.0	.0	.	50.0	37.5	.
PVD	Windmill	K	55.2	85.7	72.7	44.4	.0	100.0	54.5	42.9	26.3
PVD	Windmill	1	50.8	56.3	66.7	40.6	100.0	.0	48.3	22.2	33.3
PVD	Windmill	2	29.5	20.0	16.7	36.4	100.0	.	32.7	18.8	26.7
PVD	Windmill	3	40.6	50.0	44.4	29.4	75.0	.	37.5	20.0	18.8
Cohort 2											
CF	Feinstein	1	60.9	83.3	50.0	57.6	.	.	64.7	50.0	35.7
CF	Feinstein	2	33.3	66.7	50.0	21.4	100.0	.	31.3	.0	19.0
CF	Feinstein	3	45.5	41.7	50.0	48.1	.	.0	46.2	16.7	50.0
Cohort 3											
PAW	Curtis	K	19.5	17.4	50.0	8.3	33.3	100.0	.0	.0	20.0
PAW	Curtis	1	100.0	100.0	100.0	100.0	100.0	.	100.0	100.0	100.
PAW	Curtis	2	94.7	95.7	100.0	100.0	.0	100.0	95.7	100.0	75.0
PAW	Curtis	3	97.0	96.3	100.0	100.0	.	.	100.0	100.0	100.
Cohort 4											
PVD	Carnevale	K	74.5	100.0	70.0	75.0	50.0	.	75.5	72.2	55.0
PVD	Carnevale	1	79.2	72.7	72.7	80.4	100.0	.	79.7	41.2	73.9
PVD	Carnevale	2	44.9	37.5	57.1	47.7	.0	.	48.3	20.0	61.1
PVD	Carnevale	3	57.9	100.0	30.0	52.0	85.7	.	56.3	35.0	50.0
All Cohorts											

District	School	Grade	Overall	White	Black	Hispanic	Asian	Native American	Low Income	IEP	LEP
All Schools		K	53.0	51.6	71.0	51.7	42.3	66.7	54.2	42.9	35.8
		1	56.9	68.2	63.5	51.8	77.3	.0	54.5	32.3	34.4
		2	39.7	48.4	35.3	38.8	35.7	33.3	38.3	20.8	37.6
		3	41.1	60.0	32.0	38.3	60.0	20.0	39.1	25.9	32.0

Note. The numbers in the cells represent the percentage of students who exhibited grade level proficiency. If no students attained grade level proficiency, the number 0 appears. If no students were tested, then a period (.) appears in the cell.

Table 32 *Stanford 10 Reading First Total*

District	School	Grade	Overall	White	Black	Hispanic	Asian	Native American	Low Income	IEP	LEP
Cohort 1											
All Schools		K	65.5	78.8	74.0	63.7	57.1	100.0	65.2	51.7	43.1
		1	54.5	64.6	63.0	50.8	71.4	.0	53.3	22.9	29.9
		2	31.7	40.0	40.6	28.2	40.0	.0	30.5	21.6	17.4
		3	37.9	53.8	35.4	35.5	61.1	25.0	36.9	20.5	25.7
PVD	Bailey	K	70.5	100.0	88.9	69.8	50.0	100.0	69.4	83.3	26.3
PVD	Bailey	1	57.4	100.0	46.7	64.3	50.0	.	56.1	16.7	17.6
PVD	Bailey	2	26.1	40.0	36.4	19.2	33.3	.0	24.4	11.1	31.3
PVD	Bailey	3	33.3	.0	33.3	32.3	66.7	.0	32.9	36.8	21.4
PVD	Feinstein	K	67.5	50.0	63.6	71.4	80.0	.	70.1	75.0	61.1
PVD	Feinstein	1	63.1	57.1	63.6	64.9	66.7	.	62.7	20.0	73.3
PVD	Feinstein	2	39.6	25.0	40.0	46.2	.	.	37.2	28.6	30.0
PVD	Feinstein	3	28.8	27.3	.0	37.5	.0	.	26.7	8.3	23.1
PVD	Fogarty	1	45.8	33.3	33.3	63.6	.0	.	52.4	.	.
PVD	Fogarty	2	30.4	.0	33.3	30.3	33.3	.	30.8	9.1	.0
PVD	Fogarty	3	32.3	50.0	33.3	30.0	.0	50.0	31.3	20.0	15.0
PVD	Fortes	K	50.0	50.0	66.7	47.5	60.0	.	47.9	45.0	31.6
PVD	Fortes	1	35.4	.	75.0	26.3	100.0	.0	37.0	.0	4.3
PVD	Fortes	2	26.1	100.0	40.0	23.7	.0	.	27.3	.0	4.3
PVD	Fortes	3	40.0	100.0	55.6	36.3	75.0	.0	39.6	18.2	27.3
PVD	Laurel Hill	K	55.4	100.0	100.0	50.0	100.0	100.0	53.6	33.3	29.7
PVD	Laurel Hill	1	45.2	80.0	83.3	38.2	.0	.	40.5	25.0	9.5
PVD	Laurel Hill	2	15.0	25.0	16.7	13.8	.	.	14.4	7.1	10.2
PVD	Laurel Hill	3	31.9	50.0	25.0	30.0	75.0	.	31.0	14.3	21.6
PVD	Lima	K	87.7	100.0	100.0	86.8	.	.	88.5	66.7	78.9
PVD	Lima	1	65.3	.0	60.0	67.2	.	.	63.9	50.0	73.9
PVD	Lima	2	48.6	.	.	48.6	.	.	47.2	33.3	42.1
PVD	Lima	3	54.5	100.0	66.7	52.9	.	.	53.9	16.7	42.1
PVD	Webster	K	67.2	85.7	42.9	65.7	.0	100.0	67.3	.0	.
PVD	Webster	1	57.7	33.3	100.0	50.0	100.0	.	52.2	.0	.
PVD	Webster	2	20.7	42.9	100.0	5.6	50.0	.0	15.4	12.5	.
PVD	Webster	3	21.8	33.3	.0	21.4	.0	.	21.2	12.5	.
PVD	Windmill	K	61.4	85.7	81.8	51.4	.0	100.0	61.1	42.9	44.4
PVD	Windmill	1	60.9	75.0	80.0	45.2	100.0	.0	59.3	37.5	29.4
PVD	Windmill	2	57.4	60.0	75.0	48.5	100.0	.	56.4	56.3	13.3
PVD	Windmill	3	55.1	77.3	55.6	38.2	75.0	.	51.6	20.0	18.8
Cohort 2											
CF	Feinstein	1	58.7	83.3	50.0	54.5	.	.	64.7	33.3	35.7
CF	Feinstein	2	33.3	50.0	25.0	28.6	100.0	.	34.4	.0	23.8
CF	Feinstein	3	47.7	50.0	75.0	44.4	.	.0	48.7	8.3	30.0
Cohort 3											
PAW	Curtis	K	27.5	26.1	50.0	9.1	66.7	100.0	.0	.0	20.0
PAW	Curtis	1	100.0	100.0	100.0	100.0	100.0	.	100.0	100.0	100.0
PAW	Curtis	2	50.0	56.5	40.0	37.5	.0	100.0	47.8	28.6	25.0
PAW	Curtis	3	75.8	77.8	100.0	50.0	.	.	80.0	100.0	50.0
Cohort 4											
PVD	Carnevale	K	87.3	100.0	90.0	87.5	50.0	.	87.8	77.8	90.0
PVD	Carnevale	1	70.8	72.7	63.6	69.6	100.0	.	68.8	35.3	56.5
PVD	Carnevale	2	60.3	56.3	57.1	62.8	50.0	.	62.7	45.0	83.3
PVD	Carnevale	3	55.3	88.9	40.0	52.0	57.1	.	51.6	25.0	45.5
All Cohorts											

District	School	Grade	Overall	White	Black	Hispanic	Asian	Native American	Low Income	IEP	LEP
All Schools		K	64.9	60.7	75.8	64.6	57.7	100.0	67.3	55.7	48.4
		1	59.6	75.3	64.2	54.0	81.8	.0	57.3	31.1	34.7
		2	36.4	47.4	41.2	32.4	42.9	33.3	35.2	25.5	24.9
		3	41.9	63.0	38.1	37.6	60.0	20.0	39.9	20.7	28.0

Note. The numbers in the cells represent the percentage of students who exhibited grade level proficiency. If no students attained grade level proficiency, the number 0 appears. If no students were tested, then a period (.) appears in the cell.

Table 33 *Stanford RF Reading First Multiple Choice*

District	School	Grade	Overall	White	Black	Hispanic	Asian	Native American	Low Income	IEP	LEP
Cohort 1											
All Schools		K	67.9	78.8	74.0	66.3	61.9	100.0	67.5	58.6	46.6
		1	59.4	59.2	69.9	56.5	78.6	50.0	58.2	27.8	33.6
		2	39.9	56.0	46.4	35.7	50.0	.0	39.0	28.0	17.9
		3	42.1	52.8	50.0	38.2	63.2	50.0	41.5	23.8	27.6
PVD	Bailey	K	72.6	100.0	77.8	75.0	50.0	100.0	71.4	75.0	30.0
PVD	Bailey	1	55.3	100.0	53.3	57.1	50.0	.	53.7	33.3	11.8
PVD	Bailey	2	43.5	60.0	45.5	38.5	66.7	.0	41.5	11.1	43.8
PVD	Bailey	3	43.3	.0	61.9	35.5	66.7	100.0	43.5	47.4	21.4
PVD	Feinstein	K	68.8	66.7	72.7	66.1	100.0	.	70.1	75.0	61.1
PVD	Feinstein	1	65.2	57.1	54.5	71.1	66.7	.	65.0	60.0	100.0
PVD	Feinstein	2	41.7	33.3	40.0	46.2	.	.	39.5	28.6	30.0
PVD	Feinstein	3	30.5	33.3	11.1	35.1	.0	.	26.9	7.7	15.4
PVD	Fogarty	1	46.2	.0	55.6	53.8	.0	.	47.8	.	.
PVD	Fogarty	2	46.4	.0	38.9	54.5	33.3	.	46.2	27.3	.0
PVD	Fogarty	3	38.5	50.0	38.9	37.5	.0	50.0	39.1	20.0	25.0
PVD	Fortes	K	62.5	50.0	83.3	61.0	60.0	.	61.2	65.0	52.6
PVD	Fortes	1	39.6	.	75.0	31.6	100.0	.0	39.1	.0	.0
PVD	Fortes	2	29.8	100.0	40.0	28.2	.0	.	31.1	16.7	4.2
PVD	Fortes	3	44.2	100.0	55.6	41.3	75.0	.0	44.0	27.3	29.5
PVD	Laurel Hill	K	48.6	100.0	50.0	45.5	100.0	100.0	46.4	33.3	21.6
PVD	Laurel Hill	1	49.5	70.0	83.3	43.4	100.0	.	45.6	25.0	9.5
PVD	Laurel Hill	2	19.8	25.0	16.7	19.8	.	.	20.4	7.1	12.2
PVD	Laurel Hill	3	34.7	50.0	44.4	31.3	75.0	.	34.1	14.3	19.6
PVD	Lima	K	84.5	50.0	100.0	85.2	.	.	84.9	66.7	78.9
PVD	Lima	1	81.3	.0	90.0	81.3	.	.	80.6	50.0	82.6
PVD	Lima	2	43.2	.	.	43.2	.	.	41.7	33.3	31.6
PVD	Lima	3	59.7	100.0	83.3	57.1	.	.	59.2	16.7	50.0
PVD	Webster	K	78.0	85.7	71.4	77.8	.0	100.0	78.6	.0	.
PVD	Webster	1	50.0	33.3	66.7	44.4	100.0	.	43.5	.0	.
PVD	Webster	2	41.4	71.4	100.0	27.8	50.0	.0	38.5	12.5	.
PVD	Webster	3	19.6	33.3	.0	16.7	50.0	.	18.9	12.5	.
PVD	Windmill	K	64.9	85.7	72.7	60.0	.0	100.0	64.8	57.1	61.1
PVD	Windmill	1	69.2	70.6	86.7	58.1	100.0	100.0	68.3	22.2	35.3
PVD	Windmill	2	67.7	86.7	91.7	50.0	100.0	.	67.9	64.7	12.5
PVD	Windmill	3	59.4	72.7	77.8	44.1	75.0	.	57.8	20.0	18.8
Cohort 2											
CF	Feinstein	1	66.0	83.3	42.9	69.7	.	.	74.3	50.0	53.3
CF	Feinstein	2	41.0	83.3	25.0	32.1	100.0	.	43.8	40.0	23.8
CF	Feinstein	3	48.9	58.3	75.0	42.9	.	.0	50.0	8.3	25.0
Cohort 3											
PAW	Curtis	K	55.0	56.5	50.0	54.5	33.3	100.0	33.3	33.3	.0
PAW	Curtis	1	92.1	95.0	80.0	83.3	100.0	.	87.5	75.0	100.0
PAW	Curtis	2	39.5	52.2	20.0	12.5	.0	100.0	43.5	28.6	.0
PAW	Curtis	3	67.6	66.7	100.0	50.0	.	.	66.7	100.	.0
Cohort 4											
PVD	Carnevale	K	87.5	100.0	80.0	87.8	100.0	.	88.0	83.3	90.0
PVD	Carnevale	1	68.5	81.8	63.6	63.8	100.0	.	66.2	41.2	52.2
PVD	Carnevale	2	72.9	75.0	57.1	73.3	100.0	.	72.1	57.1	94.4
PVD	Carnevale	3	52.6	66.7	50.0	50.0	57.1	.	48.4	20.0	50.0
All Cohorts											

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District	School	Grade	Overall	White	Black	Hispanic	Asian	Native American	Low Income	IEP	LEP
All Schools		K	69.0	72.1	74.2	68.2	61.5	100.0	69.6	63.3	50.6
		1	63.1	72.1	67.7	58.9	86.4	50.0	61.2	36.5	38.4
		2	44.0	60.0	44.7	39.5	57.1	33.3	43.5	34.3	25.7
		3	44.7	58.4	51.5	39.7	61.5	40.0	43.2	22.2	29.1

Note. The numbers in the cells represent the percentage of students who exhibited grade level proficiency. If no students attained grade level proficiency, the number 0 appears. If no students were tested, then a period (.) appears in the cell.

DIBELS Phoneme Segmentation Fluency

In the First Grade, students' skills in phoneme segmentation were tested using the DIBELS, a well-validated screening and diagnostic measure of difficulties in key skills needed by emergent readers. Table 34 shows the proportion of students who met the benchmark for adequate levels of fluency in the First Grade. Results are presented for testing that was conducted at the start, middle, and end of the 2005-2006 school year, and are tabled separately by cohort, district, and school. Please note that relatively few students from Curtis Elementary (Cohort 2) were tested in the end-of-year assessment. Overall, the percentage of students meeting the proficiency benchmark increased from 67% in the initial testing conducted during the Fall to nearly 90% in the final testing conducted in June. These levels of proficiency, and the degree of increase in proficiency from Fall to Spring, shown in 2007 were similar to that shown in the 2006 testing.

Table 34 *DIBELS Phoneme Segmentation Fluency- Grade 1*

District	School	Start	Middle	End
Cohort 1				
All Schools		65.8	88.8	87.3
Providence	Feinstein	87.0	97.8	97.8
Providence	Bailey	15.0	75.0	95.0
Providence	Fogarty	70.5	93.4	95.1
Providence	Fortes	58.3	89.6	70.8
Providence	Laurel Hill	56.7	80.6	82.1
Providence	Webster	46.2	96.2	96.2
Providence	Windmill	85.5	87.1	83.9
Cohort 2				
Central Falls	Feinstein	73.0	94.6	100.0
Cohort 3				
Pawtucket	Curtis	50.0	.0	50.0
Cohort 4				
Providence	Carnevale	69.6	94.2	95.7
All Cohorts				
All Schools		66.9	89.7	89.5

Teachers' Ratings of Students Reading Ability

Further information about students' reading abilities was obtained by asking teachers to rate each students' skills relative to grade level expectations. This data is collected on an annual basis in all public schools in Rhode Island, allowing us to look at grade level proficiency in all of the Reading First schools and matched comparison schools. Table 35 shows the percentage of students who were rated as performing at or above grade level in the Reading First project and comparison schools. Results are broken out by students' race/ethnicity, and are presented separately for students who receive special education (IEP) services, and students with limited proficiency in English (LEP). Information about students' household income is not available for this instrument, so results are not presented separately for low-income students. Data are tabled separately by cohort and grade level.

The results of these analyses underscore the point that a substantial number of students in the Reading First project and comparison schools have reading skills that are below grade level proficiency standards, as judged by their teachers. This suggests that the Rhode Island Reading First continues to serve a population in which additional intervention is needed. This finding is consistent with the results of the 2005 and the 2006 formative evaluations.

While it is too early to expect the Reading First program to a wide-ranging and deep impact on students' learning, particularly in Cohorts 3 and 4, the data for Cohort 1 may provide some indications of areas in which the program might be having a positive impact. Last year, in Cohort 1, a slightly larger proportion of students in Kindergarten met grade-level standards as rated by teachers, compared with students in the matched comparison schools. In 2007, in Cohort 1, proficiency levels in Kindergarten did not differ substantially between Reading First and comparison schools. Please note that proficiency levels in the Cohort 1 schools did not decline between 2006 and 2007. Rather, the percentage of students who were rated as performing at grade level in the matched comparison schools increased markedly, so that the comparison schools caught up with the Reading First schools on this indicator.

Table 35 *TSRS: Percentage of Students Performing At or Above Grade Level in Reading*

Grade	Group	Overall	White	Black	Hispanic	Asian	Native American	IEP	LEP
Cohort 1									
K	Comparison	72.4	76.7	69.3	72.1	80.0	100.0	40.7	66.7
K	Project	72.3	80.0	75.7	70.4	66.7	100.0	51.7	66.2
1	Comparison	65.2	64.2	69.3	64.2	54.5	100.0	34.4	58.6
1	Project	59.1	82.1	63.8	53.1	92.3	.	33.3	43.1
2	Comparison	55.0	70.0	55.4	52.7	63.3	75.0	19.3	37.0
2	Project	56.4	46.7	51.9	58.8	83.3	.	20.8	38.5
3	Comparison	57.7	66.7	60.2	55.6	60.0	50.0	11.9	38.2
3	Project	53.1	65.9	45.1	52.4	73.7	.0	22.2	41.0
Cohort 2									
K	Comparison	72.4	80.0	70.8	74.4	80.0	.0	.	.
K	Project	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Grade	Group	Overall	White	Black	Hispanic	Asian	Native American	IEP	LEP
1	Comparison	67.9	100.0	53.8	71.1	85.7	.	62.5	52.6
1	Project	62.5	80.0	50.0	60.6	.	.	20.0	33.3
2	Comparison	66.2	80.0	75.0	59.5	75.0	.	20.0	47.4
2	Project	45.7	.0	66.7	37.5	100.0	.	.0	31.6
3	Comparison	54.4	53.8	55.6	53.8	62.5	.	25.0	29.2
3	Project	55.3	72.7	75.0	43.5	.	.	.0	25.0
Cohort 3									
K	Comparison	70.1	69.0	100.0	33.3	100.0	.	50.0	42.9
K	Project	70.5	68.2	100.0	75.0	50.0	.0	40.0	25.0
1	Comparison	70.3	73.2	50.0	60.0	.	.	31.6	66.7
1	Project	81.8	87.0	75.0	75.0	50.0	.	33.3	50.0
2	Comparison	57.6	58.3	.	60.0	.0	.	18.8	.
2	Project	57.5	70.4	25.0	37.5	.0	.	66.7	.0
3	Comparison	66.2	67.3	66.7	58.3	100.0	.	27.3	.0
3	Project	59.4	61.5	.0	50.0	.	.	.0	.0
Cohort 4									
K	Comparison	64.4	50.0	66.7	63.6	100.0	.	40.0	33.3
K	Project	68.3	60.0	62.5	68.2	100.0	100.0	54.2	70.6
1	Comparison	70.7	50.0	76.0	72.3	33.3	.	28.6	69.6
1	Project	74.4	83.3	62.5	74.5	100.0	.	38.1	80.0
2	Comparison	73.7	.	.	73.7	.	.	100	73.7
2	Project	65.8	66.7	28.6	70.0	66.7	.	47.1	61.1
3	Comparison	72.6	100.0	56.0	81.5	100.0	.0	45.5	.
3	Project	51.4	100.0	63.6	39.1	75.0	100.0	28.6	7.7
All Cohorts									
K	Comparison	71.7	71.1	70.1	71.5	82.1	66.7	41.9	65.2
K	Project	71.8	74.6	75.0	70.3	66.7	66.7	51.7	65.6
1	Comparison	66.6	70.4	67.2	65.5	59.4	100.0	35.4	59.4
1	Project	63.1	83.9	63.9	57.4	90.0	.	34.0	48.6
2	Comparison	56.9	63.2	57.3	54.5	62.9	75.0	20.8	42.2
2	Project	57.1	57.7	48.5	58.4	72.7	.	27.3	39.6
3	Comparison	59.4	67.0	59.1	57.1	66.7	33.3	19.4	36.5
3	Project	53.3	67.1	48.3	50.6	73.9	33.3	20.9	35.9

Note. If no students were rated as performing at or above grade level in reading, the number 0 appears. If there were no students in a particular subgroup, then a period (.) appears in the cell.

Commendations and Recommendations

Based on the findings of the formative evaluation of the Rhode Island RF program implementation during the 2006-2007 school year, a number of program activity merit special recognition. Among the program elements that merit commendation are the following:

- RIDE's message on literacy instruction continues to be consistent. Rhode Island RF is not a separate component, but an integral part of early literacy (for example, see the Rhode Island Statewide Curriculum). The professional development offered to RF and non-RF teachers and coaches exemplifies the common language of reading instruction and coaching strategies supported by RIDE.
- Differentiated professional development for literacy coaches (Reading First and non-Reading First).
- Beginning Reading Instruction course continued to be offered to teachers new to RF schools.
- New time slot for Reading Comprehension Instruction course.
- The federal monitoring visitors noted that RIRF is adhering to its program of implementation.
- High quality professional development offerings with national experts, such as Tony Snead and Dr. Marcy Stein.
- Winter Institute replaced with the outstanding professional development day, *Beyond the Labels*.
- Professional development offerings included more emphasis on strategies for teaching English language learners.
- Kudos to the principals, RF coaches, classroom teachers, and specialists for their hard work in scheduling time for the 90-minute reading block.

Recommendations

- We suggest the principals and RF coaches in schools that have successfully scheduled the required daily 90-minute block of uninterrupted time for reading instruction collaborate with their colleagues to share strategies for implementing this type of schedule.
- Include more strategies for addressing the needs of above-average-readers.
- Make all RISWC brochures available online, including the Spanish and Portuguese version.

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Appendices

Appendix A
Agenda for *Beyond the Labels*

Rhode Island

READING FIRST

Beyond the Labels:
2007 Rhode Island Reading First Institute
Saturday, April 28, 2007
8:00 a.m. – 3:00 p.m.
Crown Plaza Hotel ≈ Warwick

Schedule	Institute Strands		
Time	Content (general registration)	Differentiation (pre-registration required)	Leadership (pre-registration required)
8:00 – 9:00 AM	Registration & Continental Breakfast		
9:00 – 10:15 AM	Plenary Session: *Beyond the Labels* by Marcy Stein		
10:15 -10:30 AM	Break/move to training sessions		
10:30 AM – NOON	Break-out Sessions A (participants select one): • Karen Bromley: *Words & Vocabulary Instruction* • Michael Coyne: *Supporting Vocabulary Development* • Theresa Deeney: *Text Comprehension* • Mary Lee Prescott-Griffin: *Connection between Comprehension & Fluency*	Corinne Eisenhart: *The Process of Differentiating Instruction: I Do – We Do – You Do!* ↓	Marcy Stein: *Leading Intervention Efforts* ↓
NOON – 1:00 PM	Lunch		
1:00 – 2:30 PM	Break-out Session B: Morning sessions are repeated	↓ Training continues	↓ Training continues
2:45 – 3:00 PM	Institute Evaluation & Distribution of Certificates for PD hours (6)		

A. SBRR Implementation

I.   Materials

1.   We are interested in the types of books that your students read in your core reading program. For the following types of books, please indicate the percentage that are:

   %

   _____ Basal readers

   _____ Leveled reading books

   _____ Trade books for group reading

   _____ Trade books for independent reading

   _____ Read-alouds

   _____ Other

2.   What percentage of your SBRR materials is expository? 0-100% _____%

3.   What percentage of your SBRR materials is narrative? 0-100% _____%

4.   Do you use workbooks or worksheets as a supplement to your SBRR program?

               Yes   No

5.   What types of worksheets do you most commonly use to supplement the Reading First reading materials?

6.   How satisfied are you with the Reading First reading books your students read?

   5=extremely satisfied
   4=very satisfied
   3=satisfied

2=somewhat dissatisfied
1=very dissatisfied

7. How available to all teachers are the Reading First reading books your students read?

      5=very available
      4=fairly available
      3=somewhat available
      2=somewhat unavailable
      1=not at all available

8.   How available to all teachers are the supplementary materials that accompany the reading books?

      5=very available
      4=fairly available
      3=somewhat available
      2=somewhat unavailable
      1=not at all available

9.   How available to all teachers are the intervention materials that are provided to meet the needs of students who are struggling with reading?

      5=very available
      4=fairly available
      3=somewhat available
      2=somewhat unavailable
      1=not at all available

10.   Collectively, how well do the Reading First core reading books, supplementary materials, and intervention materials meet the diverse levels and abilities of the children in your class?

      5=extremely well
      4=well
      3=fairly well
      2=not so well
      1=poorly

II. Approaches

1. Do your students use SBRR (i.e., systematic, sequential, structured, and phonics-based) for core instruction on a daily basis?   Yes   No

2. How many minutes each day does each student receive SBRR CORE instruction? _____minutes

3. Do your students use SBRR for Supplemental instruction?   Yes   No

4. In addition to the core instruction, how many minutes per day does each student receive SBRR Supplemental instruction? _____minutes

5. Do your students who struggle with reading use SBRR for Intervention?   Yes   No

6. In addition to the time spent on SBRR for Core Instruction, how many minutes per day does each student who struggles with reading receive Intervention using the SBRR approach? _____minutes

7. Do your students use guided reading (i.e, uses natural language and leveled books) for core instruction?   Yes   No

8. If so, how many minutes per day do you devote to guided reading as Core Instruction?
      _____ (number of minutes)

9. How many reading groups do you conduct each day for intervention/Reading First purposes? _____ (Number of groups)

10. How many minutes per day does each reading group meet for SBRR/Reading First purposes? _____ (Number of minutes)

11. On a typical day, please delineate how many minutes each student receives direct systematic and sequential instruction on each of the following Reading First/ SBRR components:

$ Phonics instruction: Appx. number of minutes per day? _____

$ Phonemic Awareness-developing instruction: Appx. minutes per day? _____

$ Vocabulary Instruction: Appx. number of minutes per day? _____

$ Comprehension Instruction: Appx. number of minutes per day? _____

$ Fluency Instruction: Appx. number of minutes per day? _____

III.   Programs

1. How well do you believe the Reading First approach blends or fits into your existing or previous core reading curriculum?

    5=totally united
    4=united
    3= somewhat united
    2= somewhat separate
    1=very separate

2. How well do you think the Reading First approach meets the needs of your students who have Personal Literacy Plans (PLPs)?

    5=very well
    4=well
    3=fairly
    2=poorly
    1=not at all

3. How well do you think the Reading First approach meets the needs of your students who function at an average reading level?

    5=very well
    4=well
    3=fairly
    2=poorly
    1=not at all

4. How well do you think the Reading First approach meets the needs of your students who function at an above or well above average reading level?

    5=very well
    4=well
    3=fairly
    2=poorly
    1=not at all

B. OBSTACTLES and BARRIERS

1. Are there any obstacles or barriers that you believe interfere with **your delivery** of the Reading First curriculum? Yes/ No
    If so, please select three of the most challenging obstacles, RANKING YOUR THREE CHOICES in order of difficulty: (remind that responses and names are confidential) (Prompt, as needed, using the suggestions below):

    Insufficient Time to deliver instruction
    Insufficient Time to Test
    Insufficient preparation and training to implement this program
    Insufficient preparation and training to test students
    Lack of clarity of expectations for students
    Leadership conflicts
    Lack of support
    Inappropriate materials
    Unrealistic expectations
    Pace of program
    Technical assistance
    Coordinating with other staff
    Other teaching demands
    Lack of fit with existing reading program

2. Have you discussed this obstacle with someone?

    With whom did you discuss this?

3. What steps were taken, if any, to overcome these obstacles?

4. Do you think this step/these steps will reduce or eliminate the problems?   Please explain in 1-2 sentences:

5. Are there any obstacles or barriers that you believe interfere with the **students' learning** reading using the Reading First program? Yes/ No
    If so, please select the three most problematic areas, in your opinion, and RANK ORDER the three items in order of importance.   (Prompt, as needed, from the list, below):

    Developmental level not in line with curriculum
    Too fast paced

Doesn't sufficiently meet individual needs
Too much testing/too little time to apply
Too skills-driven
Doesn't unite well with existing curriculum
Reading books are not exciting to the students
Supplementary workbooks are not motivating to the students
Approach is not child-centered
Lack of sufficient books or supplementary materials to serve all children
Grouping issues
Scheduling issues
Not meeting needs of students with I.E.P.s

6.   Have you discussed these obstacle or barrier with someone?

        With whom have you discussed it?

7.   What steps were taken, if any, to overcome these obstacles?

8. Do you think these steps will overcome these obstacles? Please explain your answer in 1-2 sentences.

9. In general, do you think that the Reading First Program has more obstacles, about the same number of obstacles, or fewer obstacles (for teachers and for students) than it had when you first began to implement it? (More, Same, Fewer).   Please explain your answer in 1-2 sentences:

        _____

        _____

C. PROFESSIONAL DEVELOPMENT

        I.   Professional Development Sessions—Attendance and Participation

$ How many separate Reading First training sessions or workshops have you attended?

$ How many training sessions were in your school building?

$ How many training sessions were held in another building in your district?

$ How many training sessions were held outside your district?

II. Needs and Gaps in Professional Development

$ Please recall your LEAST useful Reading First workshop and where it was held:

Please name three ways in which this workshop could be improved.
(Prompt, as needed, from the list, below):

More handouts
More time on Personal Literacy Plans
Longer time for workshop duration
More opportunity for small group exercises
More demonstrations of recommended approaches
More audience participation
More clarity in delivery
More credible rationale for the Reading First approach
More individualized attention
More relevance to the needs of my classroom and my students
More time and attention to methods of testing children
More time and attention to using results of testing for shaping future instruction
More time on Phonics
More time on Phonemic Awareness
More time on Vocabulary
More time on Fluency
Other

2. Please name your MOST beneficial workshop and its location and three most
beneficial aspects:

(For example, prompt if needed)
Trainer qualifications and competence in evidence
Quality of handouts
Duration of training session
Content of workshop
Opportunity to share and discuss needs and approaches with other professionals
Relevance of workshop to my teaching needs

Time spent in clarifying testing of students
Coverage of implications of testing results for planning future instruction for students
Creative applications of Reading First to my curriculum
Merging Reading First with my existing curriculum
Scheduling my day to include sufficient (quality and quantity) reading instruction
Meeting the needs of diverse learners
Personal Literacy Plans

3.   In summary, we are interested in your overall perceptions of Reading First as a result of your training and implementation this year. Please rate these elements of your Reading First program on a scale of 5-1, using the following ratings:

        5=excellent
        4=very good
        3=good
        2=fair
        1=poor

_____ 1. Ability to meet the reading needs of my diverse student population

_____ 2. Ability to help my students become more skilled at phonics

_____ 3. Ability to help my students to develop phonemic awareness

_____ 4. Ability to help my students with comprehension

_____ 5. Ability to help my students acquire vocabulary skills

_____ 6. Ability to help my students develop reading fluency

_____ 7. My overall perceptions of Reading First, based upon my first year of
            implementation

_____ 8. My perceptions of how well Reading First will meet my needs and
            my students' needs next year and in future years

Appendix C
Interview Protocol—Reading First School Leaders
December 2006

A. MATERIALS AND IMPLEMENTATION

1.   How available to all are the Reading First reading books your students read?

    5=very available
    4=fairly available
    3=somewhat available
    2=somewhat unavailable
    1=not at all available

2.   How available to all are the supplementary materials that accompany the reading books?

    5=very available
    4=fairly available
    3=somewhat available
    2=somewhat unavailable
    1=not at all available

3.   How available to all are the intervention materials that are provided to meet the needs of students who are struggling with reading?

    5=very available
    4=fairly available
    3=somewhat available
    2=somewhat unavailable
    1=not at all available

4.   Collectively, how well do the Reading First core reading books, supplementary materials, and intervention materials meet the diverse levels and abilities of the children in your class?

    5=extremely well
    4=well
    3=fairly well
    2=not so well
    1=poorly

II. Approaches

12. Do your students use SBRR (i.e., systematic, sequential, structured, and phonics-based) for core instruction on a daily basis?   Yes   No

13. About how many minutes each day does each student receive SBRR CORE instruction?
    _____minutes

14. In addition to the time spent on SBRR for core instruction, about how many minutes per day does each student who struggles with reading receive Intervention using the SBRR approach?   _____minutes

15. Do your students use guided reading (i.e, uses natural language and leveled books) for core instruction?   Yes   No

IV.   Programs

5. How well do you believe the Reading First approach blends or fits into your existing or previous core reading curriculum?

    5=totally united
    4=united
    3= somewhat united
    2= somewhat separate
    1=very separate

6. How well do you think the Reading First approach meets the needs of your students who have Personal Literacy Plans (PLPs)?

    5=very well
    4=well
    3=fairly
    2=poorly
    1=not at all

7. How well do you think the Reading First approach meets the needs of your students who function at an average reading level?

5=very well
4=well
3=fairly
2=poorly
1=not at all

8. How well do you think the Reading First approach meets the needs of your students who function at an above or well above average reading level?

5=very well
4=well
3=fairly
2=poorly
1=not at all

B. OBSTACTLES and BARRIERS

5. Are there any obstacles or barriers that you believe interfere with **your delivery** of the Reading First curriculum? Yes/ No
   If so, please select three most challenging obstacles, RANKING YOUR THREE CHOICES in order of difficulty: (remind that responses and names are confidential) (Prompt, as needed, using the suggestions below):

   Insufficient Time to deliver instruction
   Insufficient Time to Test
   Insufficient preparation and training to implement this program
   Insufficient preparation and training to test students
   Lack of clarity of expectations for students
   Leadership conflicts
   Lack of support
   Inappropriate materials
   Unrealistic expectations
   Pace of program
   Technical assistance
   Coordinating with other staff
   Other teaching demands
   Lack of fit with existing reading program

6. What steps were taken, if any, to overcome these obstacles?

7. Do you think this step/these steps will reduce or eliminate the problems?   Please explain in 1-2 sentences:

8. Are there any obstacles or barriers that you believe interfere with the **students' learning** reading using the Reading First program? Yes/ No
   If so, please select the three most problematic areas, in your opinion, and RANK ORDER the three items in order of importance.   (Prompt, as needed, from the list, below):

   Developmental level not in line with curriculum
   Too fast paced
   Doesn't sufficiently meet individual needs
   Too much testing/too little time to apply
   Too skills-driven
   Doesn't unite well with existing curriculum
   Reading books are not exciting to the students
   Supplementary workbooks are not motivating to the students
   Approach is not child-centered
   Lack of sufficient books or supplementary materials to serve all children
   Grouping issues
   Scheduling issues
   Not meeting needs of students with I.E.P.s

5.   What steps were taken, if any, to overcome these obstacles?

6. Do you think these steps will overcome these obstacles? Please explain your answer in 1-2 sentences.

7. In general, do you think that the Reading First Program has more obstacles, about the same number of obstacles, or fewer obstacles (for teachers and for students) than it had when you first began to implement it? (More, Same, Fewer).   Please explain your answer in 1-2 sentences:

   _____

   _____

C. PROFESSIONAL DEVELOPMENT

$ How many separate Reading First training sessions or workshops have you attended?

$ How many training sessions were in your school building?

$ How many training sessions were held in another building in your district?

$ How many training sessions were held outside your district?

D. NEEDS AND GAPS IN PROFESSIONAL DEVELOPMENT

$ Please recall your LEAST useful Reading First workshop and where it was held:

Please name three ways in which this workshop could be improved.
(Prompt, as needed, from the list, below):

More handouts
More time on Personal Literacy Plans
Longer time for workshop duration
More opportunity for small group exercises
More demonstrations of recommended approaches
More audience participation
More clarity in delivery
More credible rationale for the Reading First approach
More individualized attention
More relevance to the needs of my classroom and my students
More time and attention to methods of testing children
More time and attention to using results of testing for shaping future instruction
More time on Phonics
More time on Phonemic Awareness
More time on Vocabulary
More time on Fluency
Other

2. Please name your MOST beneficial workshop and its location and three most
beneficial aspects:

(For example, prompt if needed)
Trainer qualifications and competence in evidence

Quality of handouts
Duration of training session
Content of workshop
Opportunity to share and discuss needs and approaches with other professionals
Relevance of workshop to my teaching needs
Time spent in clarifying testing of students
Coverage of implications of testing results for planning future instruction for students
Creative applications of Reading First to my curriculum
Merging Reading First with my existing curriculum
Scheduling my day to include sufficient (quality and quantity) reading instruction
Meeting the needs of diverse learners
Personal Literacy Plans

4.   In summary, we are interested in your overall perceptions of Reading First as a
         result of your training and implementation this year. Please rate these elements of
         your Reading First program on a scale of 5-1, using the following ratings:

         5=excellent
         4=very good
         3=good
         2=fair
         1=poor

_____ 1. Ability to meet the reading needs of my diverse student population

_____ 2. Ability to help my students become more skilled at phonics

_____ 3. Ability to help my students to develop phonemic awareness

_____ 4. Ability to help my students with comprehension

_____ 5. Ability to help my students acquire vocabulary skills

_____ 6. Ability to help my students develop reading fluency

_____ 7. My overall perceptions of Reading First, based upon my first year of
              implementation

_____ 8. My perceptions of how well Reading First will meet my needs and
              my students' needs next year and in future years

TEACHERS
FOLLOW-UP INTERVIEW PROTOCOL 2007

*In responding to these questions, please consider your experience with the Reading First program in the past year.

A. **Scientifically Based Reading Research (SBRR):**

   $ Materials

1. How satisfied are you with the Reading First reading books your students read?
   5=extremely satisfied
   4=very satisfied
   3=satisfied
   2=somewhat dissatisfied
   1=very dissatisfied

2. How available to all are the core Reading First reading books your students read?

   5=very available
   4=fairly available
   3=somewhat available
   2=somewhat unavailable
   1=not at all available

   II. *Approaches*

3. Overall, how would you rate your satisfaction with the implementation and delivery of your Reading First materials?

   5=extremely satisfied
   4=very satisfied
   3=satisfied
   2=somewhat dissatisfied
   1=very dissatisfied

1.   Programs

4.   How well do you think the Reading First approach meets the needs of your students who have Personal Literacy Plans (PLPs)?

     5=very well
     4=well
     3=fairly
     2=poorly
     1=not at all

5.   How well do you think the Reading First approach meets the needs of your students who function at an average reading level?

     5=very well
     4=well
     3=fairly
     2=poorly
     1=not at all

6. How well do you think the Reading First approach meets the needs of your students who function at an above or well above average reading level?

     5=very well
     4=well
     3=fairly
     2=poorly
     1=not at all

B. Obstacles and Barriers

7. Do any obstacles and barriers still exist in either <u>your delivery</u> or the <u>students' learning reading</u> using Reading First Program? If so, please name the obstacles and barriers:

8. In general, do you think that the Reading First Program has more obstacles, about the same number of obstacles, or fewer obstacles (for teachers and for students) than it had when you first began to implement it? (More, Same, Fewer).   Please explain your answer in 1-2 sentences:

C. Professional Development

I.   Attendance and Participation

9. How many Reading First training sessions or workshops have you attended since February 1, 2006?

10.   Overall, how would you rate the quality of the workshops or training sessions that you attended since February 1, 2006?

    5=excellent
    4=very good
    3=fair
    2=poor
    1=very poor or lacking

11.   Were there any tests (or development of PLPs) in which you feel you needed more training for effective administration and/or interpretation? Please name the test(s) or area:

II.   Needs and Gaps in Professional Development

12.   Are there any aspects of the Reading First Program in which you feel more training would be beneficial to you? If so, what are these areas?

D. Conclusion

13. In summary, we are interested in your overall perceptions of Reading First as a result of your training and implementation this year.
   5=excellent
   4=very good
   3=good
   2=fair
   1=poor