



# **WYOMING READING FIRST**

## **YEAR 3 EVALUATION REPORT 2006-2007**

June 2007



Northwest Regional Educational Laboratory

**101 SW Main Street, Suite 500  
Portland, Oregon 97204**

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June 2007

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A special thanks to all of the principals, reading coaches, teachers, and district staff members who graciously completed lengthy surveys and participated in telephone interviews. Again this year, the response rate for surveys was 100 percent, which helped ensure that all voices were heard and the data in this report reflect project activities and outcomes across the state.

In addition to the excellent analysis, writing, and editing of my co-authors, I also extend gratitude to other NWREL colleagues who contributed to this report: Angela Roccograndi crunched and presented DIBELS in the tables found in Chapter 6; Tess Bridgman coordinated the tracking of surveys and edited this report.

*~ Elizabeth Autio  
Program Advisor, NWREL*

# Executive Summary

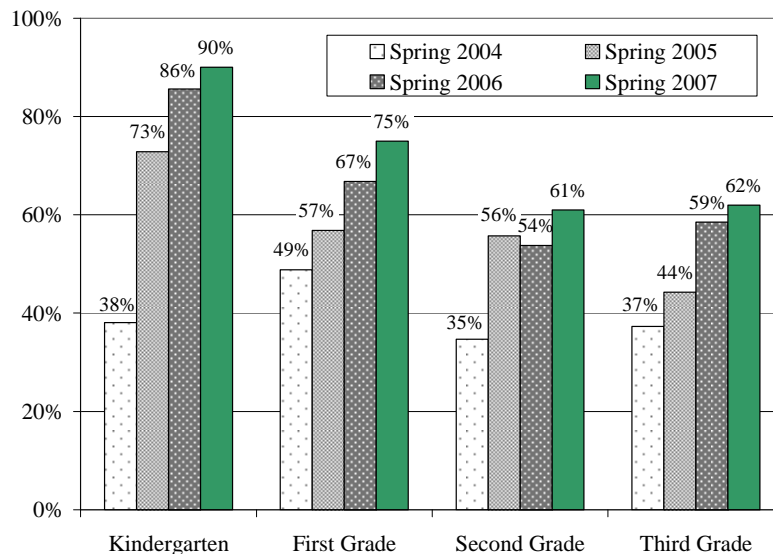
In the third year of implementation (2006–2007), Wyoming Reading First witnessed continued successes. These included improvements in professional development, refinement of technical assistance, and fine-tuning of intervention systems. Perhaps even more importantly, the pattern of significant gains in student reading achievement continued. The year was also a time of transitions. While bringing on a new round of schools, the project established continuation criteria for the first round of schools and worked with them to plan for sustainability.

Remaining challenges include paraprofessional staffing and its impact on group size, as well as the durability of Reading First structures in schools as they transition out of full grant funding. These and others are summarized in more detail below.

## Student Achievement

To measure the progress of students in reading, all Wyoming Reading First schools use the *Dynamic Indicators of Basic Early Literacy Skills*, or DIBELS. The 2006–2007 school year saw continued gains in student achievement, including statistically significant increases in the percentage of students at benchmark in all grades between fall 2006 and spring 2007.

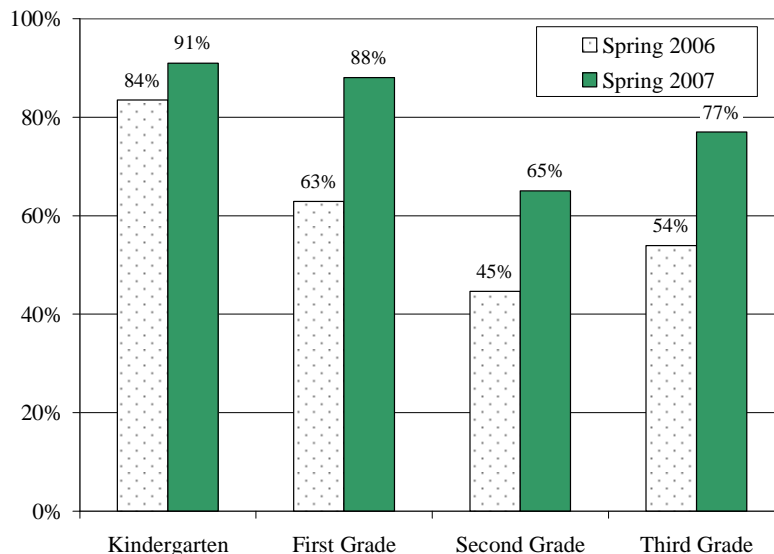
Looking across years, round 1 schools—completing their third year of implementation—made sustained increases in the percentage of students at benchmark (see Figure E-1). Changes from spring 2006 to spring 2007 were statistically significant in kindergarten, first, and second grades.



**Figure E-1. Percentage of Students at Benchmark on the DIBELS, Round 1**



Round 2 schools—completing their first year of implementation—also saw increases in the percentage of students at benchmark from baseline to the end of their first year (see Figure E-2). Changes from spring 2006 to spring 2007 were statistically significant in first, second, and third grades, but not in kindergarten.



**Figure E-2. Percentage of Students at Benchmark on the DIBELS, Round 2**

In addition, the percentage of students needing intensive intervention—those furthest behind—decreased significantly from fall 2006 to spring 2007 in kindergarten and third grade, but not in first or second grade. Across years, round 1 schools have continually reduced the percentage of students requiring intervention; round 2 schools also showed substantial decreases. These changes were particularly notable in second grade for both groups of schools.

Analysis of longitudinal data (examining progress of students over three years) showed successes with students who began Reading First in kindergarten. By the end of second grade, the data show an improved retention of students at benchmark compared to last year, as well as upward movement of many formerly struggling students to benchmark. However, approximately one in four students who began kindergarten in the intensive group remained there at the end of second grade.

### **Professional Development**

Professional development in 2006–2007 faced the challenge of meeting diverse participant needs. The state provided a menu of offerings designed to meet these needs while responding to school interest in broad topics. In this they were largely successful; schools appreciated the quality, timeliness, and responsiveness of professional development.

Principal training in observations was particularly well received; it provided principals with hands-on practice and useful observation tools. This emphasis on instructional leadership may

explain the large increase in teachers who received feedback from their principal at least monthly. Moreover, principals placed a high priority on observations and believed that they were an important support to teachers. However, levels of instructional leadership were not even across schools; at a few, teachers rarely saw their principal in their reading classroom or at reading meetings.

There were notable improvements in professional development for coaches compared to previous years. Coaches were positive about all sessions, with highest praise for a State Expert training about their core program. Other enhancements included providing explicit training in coaching methods and changing from a distance learning to in-person format.

Professional development for teachers was provided through two venues: the annual Summer Institute and ongoing work with their reading coach. The Summer Institute focused on training in templates and lesson maps, which most teachers felt was relevant to their work. Although some attendees found it mostly review, principals noted that this training was one of their primary resources for bringing new teachers up to speed on Reading First, a support that will become all the more important as schools address sustainability.

The coaching of teachers at the building level provided job-embedded, sustained, and individualized professional development for teachers. Most teachers received a variety of supports from coaches, including regular observations and feedback. Teachers found these supports useful and many believed that coaches were a significant part of instructional change at their schools. While most teachers said they did not know what they would do without their coach, a few round 1 teachers felt they were outgrowing them.

### **Technical Assistance**

Improved support from technical assistance providers was a major success of the year. Most schools contracted with one of four different providers, who gave onsite, differentiated assistance to the entire school staff. For many schools, their provider became a trusted and integral part of the improvement process. However, some schools were less enthusiastic, and found that their providers were inaccessible or did not visit as frequently as they would have liked.

Similar to previous years, schools were extremely positive about the support they received from state project staff members. This was particularly notable as 2006–2007 saw a change in project leadership at the state level; schools felt that this transition was smooth and well planned.

## **Instruction**

Reading instruction in Wyoming Reading First schools utilized a common core program; teacher satisfaction with core programs increased steadily over the past three years, with almost universal satisfaction by spring 2007. Fidelity to the core program remained high; teachers were invested in teaching the core “as intended,” often following the precise language laid out in the teacher’s manual. The learning curve previously associated with the corresponding lesson maps and templates (used by 11 schools), was diminished for many and they became well integrated into lessons.

In addition, most schools extended their reading block beyond the required 90 minutes, adding an additional 30–90 minutes of daily reading instruction. In combination with other structures, such as the implementation of walk-to-read, this enhanced the ability of teachers to provide differentiated instruction. Particularly in classrooms with no paraprofessional support during the reading block (the case for more than half of classrooms), teachers felt that ability grouping through walk-to-read helped enormously.

Remaining concerns included the limited availability of paraprofessional support to lower group sizes, and enhancing student engagement and classroom management practices.

## **Interventions**

Refinement of intervention programs was a focus of instructional efforts in 2006–2007, particularly for round 1 schools. Interventions—additional, targeted work for struggling students—were the focus of much technical assistance. Training for providers, largely specialists and paraprofessionals, was also emphasized. Many schools implemented a replacement core, designed for use with those students furthest behind, which perhaps factored into the high levels of satisfaction with intervention materials.

The addition of the replacement core also perhaps explains a shift in the intensity of interventions at round 1 schools; while slightly fewer students received any type of intervention, more students received interventions that were sustained over six weeks or longer. Teachers described interventions as more deliberate and targeted than previously. Coaches reported that they had reduced their intervention group sizes to no more than six students.

Still, only 58 percent of schools were able to serve all eligible students. Insufficient staffing was cited as the primary obstacle; available space was also an issue. Several schools were concerned about anticipated cuts in paraprofessional staff members for 2007–2008 and the impact of those cuts on the capacity, intensity, and efficacy of interventions.

Finally, addressing the needs of Native American students remains an outstanding concern. Staff members from the four schools with large Native American populations regularly report that these students require more work with vocabulary and background knowledge. Although coaches and principals felt that they were meeting these students’ needs in reading, teachers were much less confident. This will be an area of further exploration for the 2007–2008 evaluation.

## **Sustainability**

Sustainability, or what will happen as schools transition out of Reading First, came to the forefront in 2006–2007. In the middle of their third year of implementation, round 1 schools applied to continue into a fourth year with reduced funding. Principals felt that the state did a good job of supporting them in addressing sustainability and were generally optimistic about their prospects.

While schools clearly have some of the characteristics that favor long-term sustainability (positive outcomes, leadership stability, and faculty commitment), they lack others. Round 1 schools face some real challenges as they move forward without the same level of financial support. Most rely heavily on their coaches to promote fidelity to the core program, collection and use of assessment data, and meaningful collaboration. Teachers in particular do not feel prepared to maintain these components of Reading First without the support of their coaches. Furthermore, some schools regularly see a high level of teacher turnover and need support in integrating their new teachers into the Reading First model.

In the face of these challenges, round 1 schools will need continued support as they reshape their structures to maintain Reading First without the generous grant funding they previously enjoyed.

## **Recommendations**

The evaluation made several recommendations based upon these findings, many of which focused on sustainability. These included: continue to engage new schools in early and ongoing discussions about sustainability; garner support by sharing results with multiple stakeholders; develop a vision for what coaching might look like across schools with reduced funding; and provide new teachers at round 1 schools with access to Reading First training.

Recommendations in other areas included: help the few schools that were unhappy with their technical assistance providers broker new arrangements; clarify expectations of and training for the state reading coach; provide training in areas identified by schools as needs; involve districts, particularly those new to Reading First, as much as possible; help find ways to maximize support from paraprofessionals; and continue to train intervention providers.

Recommendations for the 2007–2008 evaluation included: include classroom observations; investigate more fully the needs of Native American learners; and collect data from round 1 schools with a focus on sustainability issues.

# Chapter One: Introduction

## Reading First

Reading First is a federal initiative authorized by Title I, Part B, Subpart 1 of the *Elementary and Secondary Education Act* as amended by the *No Child Left Behind Act* of 2001. Often characterized as “the means by which the goals of NCLB are to be achieved,” Reading First provides an unprecedented amount of funding and focused support for the improvement of K–3 reading instruction, with the ultimate goal of ensuring that all children read at grade level by the end of third grade. In support of this goal, Reading First funds states to support comprehensive programs to improve reading instruction at selected Reading First schools, as well as more broadly in the state.

Most funds states receive under Reading First are distributed to selected Reading First districts and schools, which are eligible for the grant based on state-determined criteria (generally a combination of poverty level and history of low reading performance). While states vary in their plans to implement Reading First, most states’ plans include many of the following expectations of grantee schools:

- Selection and implementation of core reading program materials from a list of approved research-based materials or evidence that core reading program materials have been selected on the basis of a rigorous evaluation process.
- Selection and implementation of research-based reading interventions from a list of approved research-based materials (or, again, evidence of rigorous review of materials).
- Attendance of all K–3 staff members at a special research-based Summer Reading Institute each year, as well as the school principal and district K–12 special education teachers.
- Hiring of a full-time reading coach to provide mentoring, coaching, training, and demonstration lessons. Some small schools utilize part-time coaches; some larger schools in some states have both reading coaches and assessment coordinators.
- Creation of a Reading Leadership Team to guide the design and implementation of a K–3 reading delivery system.
- Attendance of reading coaches, district-level coordinators and principals at regular state-provided professional development.

- Use of approved assessments that are valid and reliable, analyses of results, and use of results to make reading improvement decisions.
- Identification of students in need of intensive reading interventions and provision of appropriate, targeted interventions in a small-group setting.
- Agreement to visits from independent evaluators as well as state and federal Reading First administrators, and use of their feedback.

### Wyoming Reading First

The Wyoming Department of Education (WDE) made awards to 10 schools in spring 2004; these round 1 schools began implementation in the 2004–2005 school year. A second round of two schools received awards in spring 2006 and began implementation in the 2006–2007 school year. Table 1-1 lists the 12 schools with subgrants.

**Table 1-1  
Wyoming Reading First Schools**

| School, by District (Cohort) |                     |
|------------------------------|---------------------|
| Big Horn                     | Natrona             |
| Burlington (1)               | Grant (1)           |
| Rocky Mountain (1)           | Midwest (1)         |
| Fremont 21                   | Mountain View (1)   |
| Fort Washakie (1)            | Southridge (2)      |
| Fremont 25                   | University Park (2) |
| Ashgrove (1)                 | Willard (1)         |
| Jackson (1)                  |                     |
| Lincoln (1)                  |                     |

### The External Evaluation

The Northwest Regional Educational Laboratory serves as the external evaluator for Wyoming Reading First. The approved evaluation incorporates both formative and summative evaluation components to examine the following broad areas:

- Effectiveness of the technical assistance provided to grant recipients
- Quality and level of implementation of statewide Reading First activities
- Impact of Reading First activities on desired student and teacher outcomes

This report summarizes evaluation data collected during the 2006–2007 school year.

## **Chapter Two: Evaluation Data and Methods**

The evaluation of Wyoming Reading First collected data about both the implementation and the impact of the project. As in past years, the evaluation relied on information from a variety of instruments and respondents to capture the experience of a wide range of project participants.

The evaluation instruments used in 2006–2007 included the following:

- **Spring surveys**—surveys of teachers, coaches, principals, and district staff
- **Interviews**—extended, open-ended interviews with principals and coaches
- **Focus groups**—focus groups conducted with classroom teachers
- **Student assessments**—K–3 assessment scores on the DIBELS

Every year, evaluation instruments undergo a comprehensive review and revision process. The instruments used this year were very similar to those used in the previous year’s evaluation; a large proportion of survey and interview items were retained in order to permit an analysis of change over time. They were, however, further refined in order to:

- Identify redundancies and gaps in existing evaluation instruments
- Gather information about new program areas that deserved attention
- Address all topic areas and encompass the viewpoints of multiple stakeholders while minimizing data collection burdens on school and project staff members

Copies of all instruments are included in the Appendix.

The remainder of this chapter describes each of these instruments in detail, including the selection process and/or response rates obtained and any limitations or cautions about the data collected.

## Surveys

In spring 2007, surveys were administered to school staff members involved in Reading First. The surveys were designed to gather information on school and classroom practices, perceptions of Reading First, and its impact during the 2006–2007 year of implementation. These surveys included:

- Principal survey (60 items)
- Reading coach survey (114 items)
- Teacher survey for staff members who taught K–3 reading during the past year (not including aides or student teachers) (110 items)
- District survey for district Reading First coordinators (32 items)

The surveys contained close-ended questions about areas related to grant implementation including: assessments, use of the core program, student grouping, collaboration, professional development, beliefs and attitudes about Reading First, and sustainability.

Coach, principal, and teacher surveys were mailed to the reading coach at each school with explicit instructions for administration. To improve response rates, coaches were encouraged to set aside time for survey completion at a staff member meeting or other already reserved time. Survey instructions encouraged respondents to be candid and honest in their answers and assured respondents' confidentiality; cover sheets for each survey further explained the purpose of the survey and intended use of the data. To further encourage honest responses, each respondent was given a confidentiality envelope to seal before returning their survey. Completed surveys were collected by the reading coach, who mailed them back to NWREL within a specified timeframe.

NWREL received surveys from 12 of the 12 schools; a 100 percent response rate. These included surveys from 141 teachers, 12 coaches, and 12 principals.

The majority of teacher respondents were regular classroom teachers (69%); additional teacher respondents included language arts/reading (21%) and special education (8%) teachers. Regardless of position, respondents are referred to as “teachers” throughout this report unless otherwise noted.

This year for the first time, district surveys were conducted online. District coordinators were sent a request and link by e-mail; the link took them to a secure NWREL Web site where they were able to complete their surveys. NWREL received surveys from four of four district coordinators, a response rate of 100 percent.



## **Interviews**

Interviews were conducted with reading coaches and principals at all 12 Wyoming Reading First schools. Interviews with the principal and reading coach covered a similar range of topics: the roles of each, the type and perceived effectiveness of professional development, support from the state, perceptions of instructional change at the school, use of assessments, changes in communication and collaboration, as well as challenges and successes of the past year. Interviews generally ran between 30 to 90 minutes, with the coach interview being somewhat longer than the principal interview.

Interviews were conducted by telephone and were not taped; instead, extensive notes were recorded and then summarized for each school. Consequently, the quotes provided in this report are not always verbatim, but do represent as closely as possible the actual wording of the respondents. Interviewees were assured confidentiality, meaning that their individual or school name would not be attached to their responses.

Interview questions were deliberately open-ended. This provided a good balance to the surveys, which predefined the issues for respondents and asked them to express what might be complex opinions by checking one of four or five choices. The interviews, in contrast, allowed respondents to answer by talking about the issues or concerns most relevant to them. Qualitative analyses focused on patterns found among respondents, rather than exact counts, because the open-ended nature of the questions allowed a range of different responses.

## **Focus Groups**

In order to obtain the perspectives of teachers at Reading First schools, focus groups were held with four regular classroom teachers, one from each grade K–3. In schools with multiple teachers per grade, participants were selected randomly based on where their name fell in the alphabet.

Teacher focus groups asked for participant discussion on aspects of classroom instruction such as fidelity and differentiated instruction, their experience working with the reading coach, their school's intervention program, and sustainability. As with interviewees, focus group participants were assured confidentiality.

Focus groups were conducted by telephone with all 12 schools. Each group included four participants, one from each grade level K–3, plus the evaluator. The principal and reading coach were asked not to partake in the focus group to ensure that participants felt comfortable expressing all of their opinions.

## Student Assessment

Student progress in reading across the 12 Wyoming Reading First schools was monitored with the *Dynamic Indicators of Basic Early Literacy Skills*, or DIBELS. DIBELS measures the progress of student reading development from kindergarten through third grade in the areas of phonemic awareness, phonics, and fluency.

The assessment is administered three times a year: fall, winter, and spring. It includes five measures—Initial Sound Fluency, Letter Naming Fluency, Nonsense Word Fluency, Phoneme Segmentation Fluency, and Oral Reading Fluency—for which “benchmark” levels have been established. Two additional measures—Retell Fluency and Word Use Fluency—are available, although no “benchmark” levels have been set to date and administration of the measures remains optional. In accordance with DIBELS administration guidelines, not all measures are administered to all students at each testing period; instead, only those measures are administered that apply to skills students should be mastering at a particular period. Table 2-1 indicates which measure is administered to each grade level at each assessment period.

**Table 2-1**  
**Scheduled Administration of DIBELS Assessment Measures**

| Measure                            | Fall       | Winter     | Spring     |
|------------------------------------|------------|------------|------------|
| Initial Sound Fluency (ISF)        | K          | K          | --         |
| Letter Naming Fluency (LNF)        | K, 1       | K          | K          |
| Phoneme Segmentation Fluency (PSF) | 1          | K, 1       | K, 1       |
| Nonsense Word Fluency (NWF)        | 1          | K, 1       | K, 1       |
| Oral Reading Fluency (ORF)         | 2, 3       | 1, 2, 3    | 1, 2, 3    |
| Retell Fluency (RTF)               | 2, 3       | 1, 2, 3    | 1, 2, 3    |
| Word Use Fluency (WUF)             | K, 1, 2, 3 | K, 1, 2, 3 | K, 1, 2, 3 |

### ***Collection and Analysis of DIBELS Data***

Administration of the DIBELS assessment took place at the individual Reading First schools three times during the year: fall, winter, and spring. The assessment was administered by classroom teachers and/or school assessment teams. While teams were trained in how to administer the DIBELS, there has been no comparison of actual administration across schools, and it is possible that differential administration could explain some of the variation in results from school to school.

After results were collected, DIBELS scores were entered into the online DIBELS database maintained by the University of Oregon. This report includes all data reported on or before Thursday, May 31, 2007. The analyses in this report include only matched students, or those who had *both* fall and spring results reported.

### ***Missing Data***

Table 2-2 summarizes missing demographic data by type and grade level for each of the two rounds. As of the download date above, demographic data were almost entirely complete for round 1 across all grade levels, with the exception of kindergarten, in which nine percent of free/reduced-price lunch data and 18 percent of special education data were missing. Among round 2 schools, data were less complete. FRL and special education data were missing for the majority of kindergarten students, and a notable proportion of first- and third-grade students.

**Table 2-2  
Missing Demographic Data, Spring 2007**

| <b>Round 1 Percent Missing</b> | <b>Kindergarten</b> | <b>Grade 1</b> | <b>Grade 2</b> | <b>Grade 3</b> |
|--------------------------------|---------------------|----------------|----------------|----------------|
| Race/Ethnicity                 | 5                   | 3              | 3              | 3              |
| FRL                            | 9                   | 3              | 4              | 4              |
| Special Education              | 18                  | 3              | 4              | 3              |
| <b>Round 2 Percent Missing</b> |                     |                |                |                |
| Race/Ethnicity                 | 6                   | 8              | 5              | 6              |
| FRL                            | 59                  | 15             | 8              | 16             |
| Special Education              | 57                  | 12             | 8              | 12             |

### ***Calculation of Instructional Recommendations***

A student’s raw score from each DIBELS measure places them in one of three categories: “at risk/deficit,” “some risk/emerging,” or “low risk/established.” When multiple measures are administered, these categories are further rolled up by grade level and testing window to produce an *overall* instructional support recommendation (ISR) for each student: “intensive,” “strategic,” or “benchmark.” These categories are defined by the assessment developers, based on the analyses of tens of thousands of student assessments. NWREL followed the guidelines of the DIBELS developers in order to combine scores and determine overall instructional recommendations.

### ***Calculation of Statistical Significance***

The Pearson chi-square test was used to determine whether the change in percentage of students at benchmark changed significantly from last year to this year. McNemar’s test (which is based on the chi-square distribution but accounts for data that are matched from one point in time to the next) was used to determine the statistical significance of changes among matched students from fall to spring of the current school year.

## **Chapter Three: Professional Development and Technical Assistance**

Reading First encompasses multiple layers of professional development and technical assistance: provided by the state, by districts, at the building level, and individually from coach to teacher. This chapter reports on the quality, relevance, and utility of Wyoming Reading First professional development and technical assistance in 2006–2007. Data from multiple sources are combined to provide an overall picture of the successes and challenges in the first year of the grant, as well as to identify needs for the coming year.

### **Professional Development**

Professional development in 2006–2007 faced the challenge of not only differentiating according to individual principal, coach, and teacher needs, but also between the two rounds of schools at different levels of implementation. Based upon previous evaluation findings and the experience of the first two years of the project, the state worked to provide a menu of offerings that would meet diverse needs while honing in on topics of broad interest to schools.

Data indicate that these efforts were largely successful. School staff members said the state “does a good job of listening to us” and “identifying needs and addressing them.” They also appreciated the quality of professional development, calling it “on-track” and “consistently superb.” Reflecting over the past three years, one round 1 principal commented:

*They always meet my needs, I am very impressed with the level of professional development I have received as an educator. It's quite phenomenal how much we have learned. (Principal)*

Although there were substantial improvements in principal and coach professional development—including rave reviews of certain sessions—only half of coaches and principals said it was tailored to meet the needs of different groups. Some round 1 schools also added that after three years of Reading First, trainings were starting to get repetitive. These and other findings are explored in greater detail below.

### **Summer Institute**

A centerpiece of the training efforts in the second year of the grant was the 2006 Summer Institute in Jackson, Wyoming. State project staff members and experienced round 1 coaches trained attendees in the use of the templates and lesson maps developed by the Western Regional Reading First Technical Assistance Center (WRRFTAC) at this multi-day training. From round 2 schools, all coaches and principals, as well as 80 percent of

teachers, attended. In addition, 90 percent of coaches, 60 percent of principals, and 64 percent of teachers from round 1 schools attended.

Table 3-1 presents teacher feedback regarding the Institute. Approximately three-quarters of teachers felt that it provided them with instructional strategies that they used in their classroom (76%) and was relevant to their work (74%). Slightly fewer, but still the majority, agreed that the Institute included adequate opportunities to share with their colleagues (67%) and that it consisted of high-quality presentations (59%). In interviews, round 2 coaches and principals commented that they appreciated the networking and informal interaction at the Institute:

*Some round 1 school staff were there and through our conversations, walking from the hotel to dinner, we learned about what happens in a Reading First setting. (Principal)*

*The best thing about Summer Institute was bonding with my staff, I was new to the building and that was my first introduction to them. (Coach)*

**Table 3-1  
Feedback on Summer Institute**

| <b>The Reading First Summer Institute...</b>                               | <b>Percent of Teachers Agreeing/Strongly Agreeing</b> |
|--|---|
| Provided me with instructional strategies that I have used in my classroom | 76  |
| Was very relevant to my work   | 74  |
| Included adequate opportunities to reflect and share with my colleagues    | 67  |
| Consisted of high-quality presentations                                    | 59  |
| Was mostly review for me   | 39  |

Just over one-third of teachers (39%) indicated that the Institute was mostly review for them; many, but not all, of these respondents were from round 1 schools that used the templates the previous year. However, round 2 coaches and principals added in interviews that while they appreciated the “hands-on learning” aspect of the Institute, they had already heard many of the formal presenters at the pre-grant workshops, sometimes repeating the same presentation.

### **Professional Development for Principals**

Beyond the Summer Institute, state-provided professional development for principals consisted of four mandatory trainings (see Table 3-2). In addition, the state made funds available for principals to attend several optional trainings, according to their individualized needs. This approach to differentiation seemed to work for half (50%) of

principals, who agreed that offerings were tailored to meet the needs of different groups; this figure is similar to the previous year (44%).

**Table 3-2  
Required Professional Development for Principals**

| When              | What  | Where                  |
|-------------------|---|------------------------|
| September         | Vocabulary and Comprehension (Jennifer Ashlock) | Riverton or Casper, WY |
| October, December | RF Leadership Workshop (Carl Cole, Stan Paine)  | Casper, WY             |
| December          | RF Leadership Workshop (Carl Cole, Stan Paine)  | Webinar                |
| February          | Data Summit (WDE)                               | Riverton, WY           |

The data indicate that these offerings were very well-received by principals. On surveys (see Table 3-3), the strong majority felt that professional development met their specific needs as Reading First principals (83%) and was relevant to their work (92%). Moreover, almost all (92%) agreed that offerings were high-quality, a substantial increase over the previous year (67%). Principals also felt that the offerings gave them adequate time to reflect and share with their colleagues (84%); this sentiment was echoed in interviews, when principals noted that the time set aside to interact with other schools was one of the most useful aspects of trainings.

**Table 3-3  
Feedback on Principal Training**

| The professional development I received through Reading First this year...    | Percent of Principals Agreeing/Strongly Agreeing |      |
|---|--|------|
|   | 2006   | 2007 |
| Met my specific needs as a Reading First principal                            | *  | 83   |
| Was very relevant to my work  | 90   | 92   |
| Provided me with useful training in observing teachers and providing feedback | 90   | 92   |
| Consisted of high-quality presentations                                       | 67   | 92   |
| Included adequate opportunities to reflect and share with my colleagues       | 89   | 84   |
| Was mostly review for me  | 20   | 34   |

\*Not asked in 2006.

Almost all principals also agreed that they received useful training in observations and feedback (92%), a finding likely attributable to the Reading First Leadership Workshop sessions in which principal walk-throughs were a focus. In fact, principals had very high praise for this training, with the majority citing that it was one of the most useful of the

year. They called it “very practical”, saying it gave them “tools” they could use at their own school and “good suggestions on how to promote better teaching.” Many appreciated the walk-through instruments and sessions, which were followed by a debriefing and intended to build a common understanding among principals.

*We were able to visit other Reading First schools and see the same type of instruction implemented in a different setting. They also shared principal observation instruments; we were able to try them out and bring them back to use in our own buildings. (Principal)*

*Stan Paine’s information is phenomenal. We went to another Reading First school and did walk-throughs with him, that was very powerful; it reaffirmed that others are working on some of the same things that we are at our school. He gave me stuff that I have posted up so I can look at it every day. (Principal)*

Principals also had good things to say about the Data Summit, which allowed them to “see the data,” “talk about progress,” and “evaluate what our school and others are doing.” They also enjoyed sharing “what was working or not working” and “setting goals.” A smaller proportion noted the usefulness of the Vocabulary and Comprehension training, which they said was “excellent”, “very hands-on,” and “took us to another level of how to more effectively utilize our materials.”

*Jennifer Ashlock is an incredible resource; being the author of this stuff, she could give us definite answers. The training covered info that we didn’t get to in the Summer Institute, it was very helpful. (Principal)*

Of all the trainings, the Webinar session received the least positive feedback. While some appreciated not having to travel, many felt that the content and/or format were not optimal.

*I like to be in a room and actually talk to others; it’s hard to be attentive with the Webinar format. (Principal)*

*Even though I liked the Webinar and not traveling halfway across the state, it was mostly a follow-up to see how things were going. (Principal)*

### **Professional Development for Coaches**

Based upon the findings of the 2005–2006 evaluation, professional development for coaches in 2006–2007 took a different approach that aimed to meet individualized coach needs while enhancing training in coaching methods. Further, the delivery of coach professional development was switched from a distance learning mechanism to an in-person format, also based upon evaluation findings and coach request.

Beyond the Summer Institute, state-provided professional development for coaches consisted of six mandatory trainings (see Table 3-4). In addition, the state made funds

available for principals to attend several optional trainings, according to their individualized needs. This approach to differentiation seemed to work for half (50%) of coaches, who agreed that offerings were tailored to meet the needs of different groups; although low, this figure is an improvement over the previous year (30%).

**Table 3-4  
Required Professional Development for Coaches**

| When                       | What  | Where                  |
|----------------------------|---|------------------------|
| September                  | Program-Specific/State Expert Training in Houghton Mifflin (Ashlock Consulting) | Petaluma, CA           |
| September                  | Vocabulary and Comprehension (Jennifer Ashlock)                                 | Riverton or Casper, WY |
| August, December, February | Coaching Workshops (Jan Hasbrouck)  | Riverton, WY           |
| February                   | Data Summit (WDE)   | Riverton, WY           |

The data indicate that these offerings were very well-received by coaches and included substantial improvements over previous years. On surveys (see Table 3-5), all coaches (100%) agreed that professional development was relevant to their work; this was an increase over the previous year (80%). Moreover, the strong majority (84%) agreed that offerings were high quality, more than doubling the proportion that did so the previous year (40%). Coaches also felt that the offerings gave them adequate time to reflect and share with their colleagues (83%), again an increase over the previous year (70%). Finally, three-quarters of coaches (75%) felt they had useful training in coaching methods, a sizeable increase over the previous year (40%).

**Table 3-5  
Feedback on Coach Training**

| The professional development I received through Reading First this year... | Percent of Coaches Agreeing/Strongly Agreeing |      |
|--|---|------|
|  | 2006  | 2007 |
| Was very relevant to my work   | 80  | 100  |
| Consisted of high-quality presentations                                    | 40  | 84   |
| Included adequate opportunities to reflect and share with my colleagues    | 70  | 83   |
| Met my specific needs as a Reading First coach                             | *   | 75   |
| Provided me with useful training in coaching methods                       | 40  | 75   |
| Was mostly review for me   | 40  | 42   |

\*Not asked in 2006.



In interviews, coaches had positive feedback about all of the sessions. In particular, the Program-Specific/State Expert training was very highly praised. Coaches raved that it was “excellent,” “beyond the basics,” and “extremely beneficial.” They appreciated that it provided a deeper understanding of the materials as well as practical things to bring back to their buildings: “things we could come back and apply to help the teachers right away.” Coaches noted that afterwards, they felt like “experts,” and as one added, “I needed that!”

*Petaluma was very useful, that was the end of the process we had started the year before. We learned more about Houghton Mifflin and the template work; just being able to practice and feel more like an expert when we coach our teachers was very helpful. We were gone a whole week each time, but it was worth it. (Coach)*

*The Expert Training gave me more knowledge about how to help my teachers, so I felt comfortable and was able to hold intelligent conversations with them about Houghton Mifflin since I don't teach the program. (Coach)*

Many coaches agreed with principals that the Data Summit was very useful, referring to it as “excellent,” “meaningful,” and “exciting.” Coaches appreciated that it provided multiple charts and data, helped with interpretation and showed performance compared to other schools and districts.

Several also enjoyed the Comprehension and Vocabulary training, appreciating that it presented “specific strategies that we can use.” As with the State Expert training, coaches appreciated Jennifer Ashlock’s expertise: “her trainings are always beneficial.” A concern regarding this session was that it was not tailored appropriately (e.g. one school took kindergarten, first grade and special education staff, but did not feel the session was geared towards them).

Previous evaluation reports found that coaches in Wyoming Reading First received little training in actual coaching methods (working with resistance, conducting effective observations, providing constructive feedback, and giving demonstration lessons); this was an area in which coaches expressed interest. In 2006–2007, the state addressed this finding by providing ongoing, in-person coaching training through three sessions with educational consultant, trainer and author Jan Hasbrouck. The first of these sessions was very well-received.

*The first Jan Hasbrouck session was powerful, it gave us ideas on how to help teachers when they have question and make sure we answer in a positive manner so they want to come back. (Coach)*

However, coaches felt that subsequent sessions were “not specific enough” and “repetitive.” Many found the discussion format of the later sessions—intended to bring their own concerns as coaches to the fore—“too low-key,” implying that they would rather have the trainer present material than engaging in a less formal dialogue.

*The first session was really good, but in subsequent sessions it was almost like she had already told us everything the first time that she could tell us. (Coach)*

## **Professional Development for School Staff Members**

In 2006–2007, professional development for teachers was provided primarily through ongoing training at the local (school and district) level. At the school, support from the reading coach was the primary delivery mechanism. Schools also held regular study groups at their schools; in some cases training was also provided by technical assistance providers and publisher representatives. Most teachers reported that the professional development they received through Reading First was sustained and intensive (88%) and that this professional development was focused on what happened within the classroom (82%). Each of these approaches is described below, with greatest attention given to coaching because of its significance.

**Coaching of Teachers.** In the Reading First model, a key aspect of the reading coach role is to provide ongoing, individualized professional development to the teaching staff. In Wyoming Reading First, the expectation was that coaches spend the majority of their time (60%) interacting with teachers—including modeling lessons, observing classrooms, providing feedback, facilitating study groups and grade-level meetings, and conducting other professional development activities with individuals and groups. (Note that data regarding how coaches spent their time are reported in Chapter 4: Leadership.)

Data indicate that in 2006–2007, teachers continued to receive a wide variety of supports from coaches and considered these supports helpful. Almost all teachers reported receiving coach observations and feedback (93% and 92%), as well as other assistance such as interpreting assessment results (98%), providing interventions (98%), and monitoring interventions (98%). Less frequent were demonstration lessons, although the proportion of teachers reporting this occurred (65%) was slightly higher than the previous year (58%). Between 80 and 89 percent of teachers found each of these supports to be usually or always helpful; these figures are similar to the previous year. Those teachers who did not find coach supports helpful were spread over a number of schools.

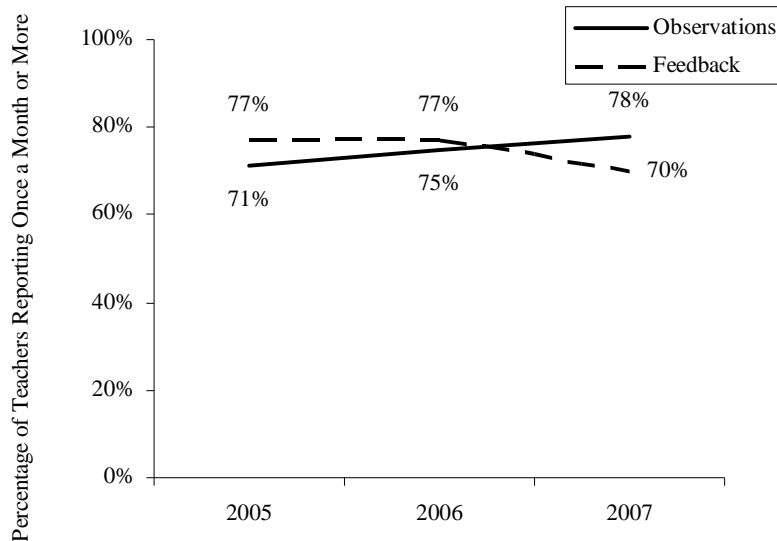
**Table 3-6  
Supports to Teachers from Coaches**

|  | Percent of Teachers   |   |
|--|-----------------------|---|
|  | Received this Support | Considered Support Usually or Always Helpful* |
| Observed by coach during the reading block                                 | 93                    | **  |
| Feedback on instruction provided by the coach after observation            | 92                    | 85  |
| Assistance from the coach in interpreting assessment results               | 98                    | 88  |
| Assistance from the coach in providing quality interventions               | 98                    | 82  |
| Assistance from the coach in monitoring the effectiveness of interventions | 98                    | 80  |
| Demonstration lessons provided by the reading coach                        | 65                    | 89  |

\*Helpfulness ratings are only from teachers who reported receiving the support.

\*\*Question not asked in this format.

More detailed data on the frequency of coach observations and feedback indicate that they occurred on a fairly regular basis (once a month or more) for the majority of teachers (see Figure 3-1). These results were similar to previous years. The small percentage of teachers (7%) who said that they were never observed were special education teachers or did not work directly with students. Those regular classroom teachers who were observed seldom (once or a few times a year) were spread over a number of schools, but included most of the teaching staff from one school, where interview data corroborated that the coach was not spending time in K–3 classrooms.



**Figure 3-1. Frequency of Coach Observation and Feedback**

In a related finding, just over one-quarter of teachers (27%) said that they would like their reading coach to come into their classroom and work with them more often than they did. This was slightly higher (38%) for teachers who were seldom observed (less than once a month).

### ***How coaches decide which teachers to work with***

While coaches observed almost all teachers at least once a year, some worked more intensively with particular teachers. Coaches selected teachers based upon several factors, varying slightly by school but with some common themes. Many explained that they worked with all teachers, making an effort to observe all classrooms, perhaps once in the fall or in an ongoing fashion throughout the year: “I try and stick my head in everyone’s room,” or, “I try to rotate it and keep a handle on what’s going on.”

Beyond this level, coaches said they next focused on the neediest teachers and/or new teachers. Teacher needs could be identified jointly by the coach and teacher together, or by observation, by student scores, or possibly via input from the principal or technical assistance provider.

*I work with all our K–3 teachers. A little more with our first-year teachers, I give them more time, which extends beyond reading to things like classroom management. (Coach)*

*I hit hot spots of teachers who aren’t quite where they should be; I try to get in there more often. I also keep a log of which rooms I’ve been in so I make sure I get to all of them. (Coach)*

*When I go in to observe, there are some teachers that glaringly need additional support. And there are some teachers that have been involved from beginning of Reading First who could probably coach me. (Coach)*

Coaches also were responsive to teacher requests, many noting that they preferred this approach to classroom-level support.

*I select teachers a variety of ways. I like it when they ask, that’s the best, but some would never ask! (Coach)*

*A lot of it is by request. From that, I try to be fair because I don’t want to look like I going into one classroom all the time. (Coach)*

Finally, some coaches discussed observations of resistant teachers, whom they observed as well:

*Reading First says work with all K–3 teachers. I think that’s the expectation so that’s what I try to do. When you have a couple teachers who are not on board, it’s more difficult, they’re not fun to work with, but you have to spend equal time. (Coach)*

### ***Perceived impact of coaching support***

Data from teacher focus groups indicate that overall the impact of coaching was substantial and coaches were a significant part of instructional change at many schools. Teachers referred to their coaches as “very involved” and “so well-integrated into what we are doing.” Teachers also saw the variety of supports that coaches provided, noting “she wears many hats” and “she is an indispensable resource who helps us greatly.”

Most teachers said their coach helped them enhance their instruction through observation, modeling, demonstration lessons, meetings, data use, and providing new ideas or strategies. Teachers commented on different changes in their practices, both broad and specific. Some credited the change directly to the coach, while others saw the coach as a mediator and facilitator of change. Many teachers comments centered on their coach’s focus on developing staff capacity to use data.

*She is very, very involved in my classroom and helping me make sure my instruction is as good as it can be. (Teacher)*

*My instruction definitely changed because we implemented Reading First. She does a lot, and I appreciate the manner in which she does it. (Teacher)*

*At grade level meetings, we look at the data together and interpret findings; this in turn impacts my instruction. (Teacher)*

At a handful of round 1 schools, teachers felt that after three years of Reading First they were comfortable with the templates and curriculum; some said that the coach still helped them “refine,” while others felt that they had “outgrown” the coach. Some noted the coach’s continued involvement with structures such as grade-level meetings and the analysis of data. Others cited that it had become their school’s visiting technical assistance providers who gave feedback and suggestions and therefore had a more direct impact on their instruction. These sentiments perhaps evidence what is referred to in the coaching literature as “coaching oneself out of a job.”

**Study groups.** Study groups—a time when staff members from schools come together to discuss professional books or articles about reading—continued to be a component of school-level implementation in 2006–2007. All schools held at least one study group; most (75%) held five or more. However, only 57 percent of teachers found that attending reading study groups was a good use of their time, a decrease from the previous year (74%).

**Professional development provided by publisher representatives.** Training by publisher representatives was slightly less common than the previous year and received mixed feedback. Publisher representatives provided training on the core program at four of the 12 Wyoming Reading First schools, including the two new round 2 schools. Only half of coaches from these schools (50%) and half of teachers reporting that they received this support (56%) found this training helpful.

## **Future Professional Development**

Principals, coaches, and teachers were all given the opportunity to identify areas where they would like to receive additional professional development. These included:

Principals:

- Walk-throughs, observations and feedback (including but not limited to what to look for in a Reading Mastery lesson)
- Coach and principal collaboration

Round 1 and 2 coaches:

- Working with resistance and conflict resolution
- Student engagement
- Differentiated instruction

Round 2 coaches:

- Coaching methods
- Developing rapport/buy-in with staff
- Budgeting

Round 1 and 2 teachers:

- Comprehension
- Student engagement
- Differentiated instruction
- Using supplemental programs
- Using intervention programs

Round 2 teachers:

- Using the core program effectively

In interviews, another area of professional development interest that emerged for round 1 schools was sustainability. This is discussed more fully in Chapter Seven: Sustainability.

## **Technical Assistance**

### **Contracted Technical Assistance Providers**

In 2006–2007, Wyoming Reading First districts contracted for building-level technical assistance from four different providers: Jennifer Ashlock, J/P Associates, ERI, and Jill Jackson. This was a change from the previous year, when some schools utilized the Consortium on Reading Excellence (CORE). The data indicate that this constellation of providers was successful and there were notable improvements over the previous year in the usefulness of support.

Most schools (75%) reported four or more visits from their provider during the year; some had provider support as often as monthly. One school did not utilize a provider, tagging on to occasional trainings with a neighboring school instead, and two reported only one visit. Although many schools were pleased with the availability of their providers, some noted that their providers were “impossible to get by e-mail or phone” or that they would have liked more frequent visits.

*They have been very helpful, the teachers have learned a lot. We haven't seen them a whole lot, but when we have, it's been good. (Coach)*

Providers brought expertise in materials, particularly Reading Mastery, and a focus on interventions. Schools considered providers a great resource that helped “firm up” interventions and template work, gave suggestions, and provided an important external viewpoint. As one coach noted, “it helped to have someone come in from outside and be impartial,” calling their provider “honest” and “upfront.” Providers worked side by side with teachers as well as with the administration. They further helped coaches grow into their role and served as cheerleaders.

*She has given individual teachers tips, ways for them to improve instruction. She has modeled, observed, and given feedback to them; she also models coaching for me and gives me feedback. When we hit a bumpy road, she really was there for us. (Coach)*

Schools placed a high value on their technical assistance. Among those who received at least one visit, all coaches and principals (100%) said their provider’s support and input were extremely helpful; this was an increase over the previous year (85%). In the words of one coach, “On a scale of one to 10, they are a 20.” Many received rave reviews:

*ERI has been excellent. They have really helped us know what we are doing with the most struggling readers. Our representative really knows her stuff. She does side by side coaching, so the teacher learns right there on the spot. (Coach)*

*The real value and real staff development comes in the work that we've done with our consultant, Jill Jackson. She sits down with teachers, says 'Here's what I saw, we'll try to adapt it this way,' and staff are able to ask her questions. She always left us with things to work on for the next visit; that focused our efforts. It helped us embed the process much more. (Principal)*

Most coaches described the tone of the relationship between providers and the school as collaborative and supportive. However, these relationships took time to establish. Some said “the beginning was sometimes difficult,” as teachers and other staff members became accustomed to providers who were “not afraid to tackle tough problems” and said things that were “hard to hear.”

*Initially people were overwhelmed and intimidated, she tells it like she sees it. The relationship is important and has developed, staff have seen that she is here to help, she's not judgmental, at first blush it might feel that way but it's really constructive criticism. (Principal)*

With repeated exposure and relationship-building, many schools were successful in establishing trust with their provider. Almost all coaches and principals (96%) said they trusted their technical assistance provider with any information—good or bad—about their reading program; this was an increase over the previous year (85%).

*My principal trusts her implicitly. The staff who are on-board with Reading First are not afraid for her to come into their rooms and observe, they trust her. (Coach)*

*In the beginning teachers and paras were nervous, now they are asking me when she is coming back—they say, 'I want her to come and watch me do this!' (Coach)*

However, in some cases, providers and schools did not fully develop the relationship. For example, one coach said that teachers felt that the provider was checking up on them and that they “had to report to her.” In another, the provider ruffled some feathers: “teachers felt like she was almost criticizing them like she knows it all.” Some were happy with the company they chose, but hoped to have a different individual visit their school in 2007–2008 (“the person we have right now is not their best”).

### **Support From the State**

**State Reading Coach.** The hiring of a state reading coach (SRC) was a new approach to technical assistance in 2006–2007. The state vision was that the SRC would visit the new round 2 schools one full day per month and round 1 schools as requested.

According to coaches, the SRC conducted 18 visits during the year, visiting both cohort 2 schools between two and four times, and eight of the 10 round 1 schools at least once. Round 2 schools found these visits usually or always helpful, and agreed that the state reading coach's input was extremely valuable. These schools said that she was “very helpful” and that they “trusted her a lot.” They also appreciated that she attended the State Expert training with them and “was a resource to us while we were there.”

*She has really played the role of coach for me, when I begin to question myself; she is really encouraging and helpful. (Round 2 coach)*

Round 1 schools also appreciated the SRC's visits, but found that they added less value than their round 2 counterparts. Round 1 schools described the SRC as “very willing to provide information” and “always positive and willing to listen.” Some appreciated that she attended trainings to bring herself up to date and got answers for them quickly, “because she has a more direct link to the top.” However, because they had the benefit of



two previous years of training, many felt that the SRC was learning from them, being brought up to speed on Reading First.

*She is great at trying to find answers and is learning as fast as she can. However, we have three years ahead of her. She is likely more helpful to new schools because they don't have the experience that we do. (Round 1 coach)*

Some schools questioned why they did not receive more frequent visits, or commented that visits were sometimes cancelled or otherwise fell through. Addressing the frequency of the SRC's visits as well as their role with the new schools might be a focus for the state in 2007–2008.

**State Project Staff Members.** The 2006–2007 year saw a change in project leadership at the state; feedback from schools and evaluator observation indicate that this transition was seamless. Schools were extremely positive about the support they had received from state project staff during the year and could not say enough good things about them.

*They have supported us a million percent. We were sad to lose the previous directors, but Lynda and Debi are marvelous to work with, they were prepared extremely well. They are extremely competent, it is a pleasure and privilege to work with them. (Principal)*

Principals and coaches were in almost complete agreement (96%) that the state project staff were responsive to their schools' needs. Principals appreciated that they followed-through and further described them with terms such as “very responsive,” “supportive,” “timely,” and “prompt.”

*The State Department is doing a great job this year, Debi and Lynda are so easy to get along with, they are there for you when ask a question, turnaround times are short, they are doing everything they can to meet our needs. (Coach)*

*I have to give them high praise, they deserve it. I think that the feedback we've gotten from them has been very helpful, I like the operational style where they say 'here is what we see, here is a suggestion' or 'keep up the efforts.' They are direct and very helpful. (Principal)*

Some principals further described specific issues on which state project staff had worked with them, such as reconciling the relationship between special education and Reading First; supporting them in their budgeting interactions with the district; or giving a presentation to their school board.

## **Chapter Four: Leadership and School-level Structures**

This chapter of the evaluation report examines the development of instructional leadership and the creation of structures and systems that facilitate collaborative and focused efforts to implement change.

### **District Leadership**

The 12 Wyoming Reading First schools are located in four districts which range in size from very small (one school) to one of the largest in the state (26 schools). The state expected these districts to be involved in the grant by designating a Reading First district representative, attending trainings at least once a year, and maintaining ongoing open communication.

Each district designated a person to serve as the district representative to Reading First. These representatives spent an average of 21 percent of their time on Reading First activities; this was slightly more than was allocated to them by their district. Some of this time was spent attending state meetings or accompanying their technical assistance providers to schools. In fact, all district representatives (100%) said they went along on all technical assistance visits.

Other involvement of districts in the implementation and monitoring of the grant took many forms. All districts said they district played a role in:

- Writing the original proposal
- Managing and monitoring activities
- Training principals
- Analyzing data and providing curriculum guidance
- Providing supports for interventions, core programs, and overall school change

Districts with more than one Reading First school also held district Reading Leadership Team (RLT) meetings. According to principals, these meetings were usually held monthly, and principals attended all or almost all of the meetings. Similar to last year, two-thirds of principals (66%) reported that district RLT meetings were a good use of their time.

Perceptions of district support among principals varied. Over half of principals (58%) agreed that their district provided sufficient support for Reading First:

*We have made great strides because of the district's leadership. Reading First comes first. Our funding is decreasing next year, but our superintendent said that no matter what we have to do, we will continue Reading First. (Principal)*

However, one-third of principals (33%) did not feel their district provided sufficient support and an additional eight percent were neutral in their response. Some principals commented that their district provided “as much support as it could given the local policies” but added that the level of support was not enough or that there were some “nay-sayers” in the district.

*When we had some rough seas earlier this year, we asked the district to come and help but they didn't. (Principal)*

No principals, however, described an adversarial relationship with their district over Reading First. This was corroborated by district representatives; all (100%) reported that their district strongly supported the instructional changes occurring under Reading First.

### **Non-Reading First Schools**

In three of the four districts, all of the elementary schools have a Reading First grant. The fourth district, a mix of Reading First and non-Reading First schools, noted that Reading First components had also been instituted at some (but not all) non-Reading First schools. These included use of a coach, systematic interventions, DIBELS, and a reading block. One district described the magnitude of the impact:

*This has been a tremendous program. We have realized impressive growth. Student achievement has increased and the capacity of our professional staff to teach has increased. We appreciate the improvement and our district has realized this is a powerful and dynamic program. (District representative)*

### **State Support for Districts**

From the perspective of district representatives, state support for districts was strong. All four districts (100%) agreed with the following statements:

- The state's expectations for district involvement in Reading First are clear
- State Reading First project staff members are responsive to our district's needs
- The state has done a good job of communicating necessary information regarding Reading First to district staff members
- The state's expectations of district involvement in Reading First are reasonable

Several districts did, however, request further integration of Reading First and special education.

## Principal Leadership

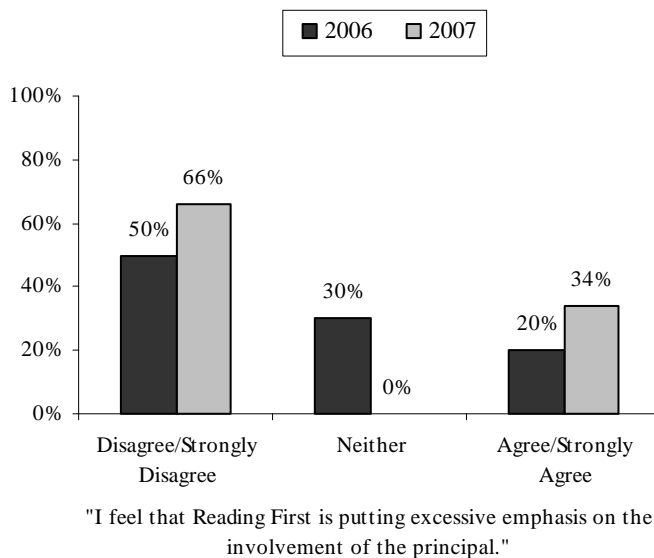
Wyoming Reading First principals brought a wealth of experience as school leaders to their schools; they averaged 12 years of experience as principal and all 12 had been the administrator in the same school for at least two years. In the Reading First model, principals are asked to move beyond their role of building manager to become an “instructional leader.” This includes modeling a high level of support for Reading First, being actively involved in Reading First activities, serving as a resource about reading and school change, and being a presence in the classroom.

In their own words, principals described both instructional and managerial expectations from the state, including fiscal management, monitoring fidelity, examining data, being in classrooms, and attending state trainings. No principals were unsure of the state’s expectations, although some provided longer, more detailed lists than others.

*They expect me to be in classrooms, to have teachers implement with fidelity, to attend all trainings, come up with interventions as we look at data, participate in book study and grade level meeting and attend district Reading First meetings. I think they want me to be an instructional leader and to do my job. (Principal)*

*They expect a lot! The big thing is to follow the program and that I monitor it. They expect me to be in classrooms and know what is going on, that is big. Also to attend trainings, use programs, have the 90 minutes set aside for reading, and use the coach in the ways they have outlined. (Principal)*

Although some principals (34%) believed that the state’s emphasis on their involvement in instructional aspects of the grant was excessive, most (66%) did not. This represented a positive shift from the previous year as show in Figure 4-1.

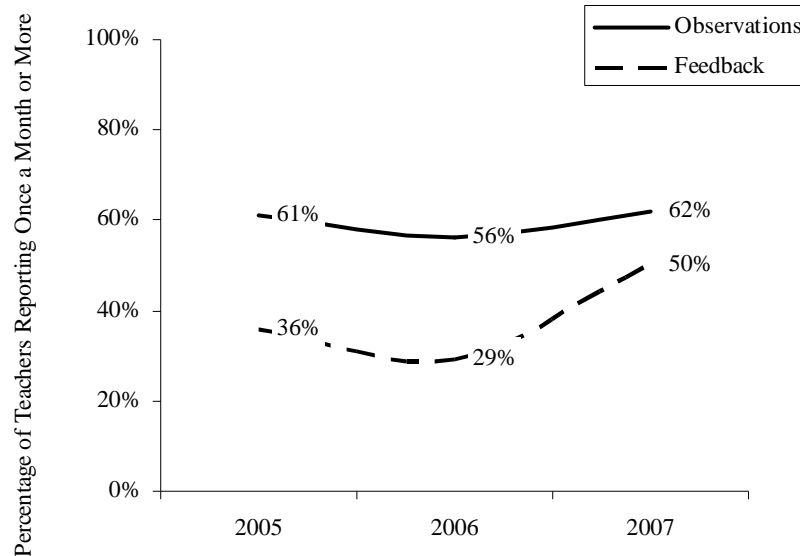


**Figure 4-1. Perceptions that Principals’ Expected Involvement is Excessive**

## Principal Observations and Feedback

Reading First principals are expected to observe instruction during the 90-minute reading block and provide feedback to teachers. Given the 2005–2006 finding that principal observations were less frequent in the second year compared to the first, professional development for principals in 2006–2007 focused on additional training and support in this area.

This emphasis on instructional leadership may explain the large increase over the past year—21 percentage points—in teachers who reported receiving feedback from their principal at least monthly: last year, only 29 percent reported receiving feedback at least monthly, compared to 50 percent this year (Figure 4-2). There was also a slight increase in the percentage of teachers who reported at least monthly observations from their principal (from 56% in 2006 to 62% in 2007).



**Figure 4-2. Frequency of Principal Observation and Feedback**

While only a small minority of teachers (4%) were never observed, a sizeable percentage (34%) were observed only once or a few times a year by their principal. These teachers were primarily clustered in three schools. The same was true for feedback from principals; the 43 percent of teachers who reported only receiving feedback once or a few times a year were primarily from the same three schools. In the other nine schools, most teachers reported at least monthly observations.

About one in four principals agreed they were not in classrooms as often as they should or could be. In several cases, principals said this was due to time constraints, but in at least one instance a principal said he believed daily observations fell more to the role of the coach, not the principal.

The percentage of teachers who found principal feedback usually or always helpful remained high (79% in 2006–2007 compared to 78% in 2005–2006).

The training in instructional leadership also equipped principals with some specific tools they could use during observations. About half of principals said they used checklists from trainings such as the “Five-Minute Observation” or “Instructional Visit Checklist.” Some principals used these consistently, while others “tweaked” them or even made up their own observation forms to “fit their style.” A few principals used a district-mandated observation tool via their Palm Pilot to record and provide feedback to teachers.

Most principals believed that a “high priority” should be placed on classroom observations. In interviews, they mentioned multiple benefits of observations beyond monitoring fidelity to the core program. They said observations gave them information about instruction and student learning that they used to communicate with teachers, understand data, be a “team member,” and “promote a positive climate.” Ultimately, most principals believed that observations had a positive impact on teachers’ instruction and gave teachers support while simultaneously making them more accountable to the program.

*Walk-throughs help me connect with teachers and see if they are making progress. It keeps teachers on their toes and complements formal staff evaluations. They allow conversations about quality instruction and support and promote collaborative efforts to improve instruction. (Principal)*

*Observations enable me to communicate and plan with teachers and the coach. They help me evaluate the data a lot better since I can look at scores and know what classroom instruction is having an impact. (Principal)*

*It gives the teachers and kids a message that I care about what they are doing. They know that I am as invested in Reading First as they are. (Principal)*

Despite the unanimous views that observations were beneficial to them, several principals said they were unable to be in the classrooms as much as they would like to be or should be. One principal said observations had little impact on teachers’ instruction because the teachers were already very skilled; another was unsure if there was a benefit to teachers.

*Unless someone sets the priority of classroom observations up as a shining light in front of us, we are so bombarded with our work that they fall to the back burner. (Principal)*

### **Principals’ Attendance at Meetings**

Principals were present at some grade-level meetings, although their presence or absence varied by school. In over half of schools (58% of schools), most teachers reported that

their principal was at least sometimes at grade-level meetings. In interviews, those principals said attending grade-level meetings was a good use of time because they “focus on what teachers need,” “change instruction in the classroom,” and “talk about individual students.”

In contrast, the majority of teachers from five schools (42% of schools) reported that their principal was seldom or never at grade-level meetings. These principals gave several explanations as to why they did not attend, including:

- Their coach provided the principal with necessary information
- Teachers were doing what they needed to do
- Competing demands for principal’s time
- Principal’s time was better spent at data meetings after benchmark testing

In terms of Site RLT meetings, the majority of principals (64%) self reported that they “always” attended while some attended “often” (18%) or “sometimes” (18%). Their attendance at RLT meetings was expected by the state. In addition, the majority principals said these meetings were useful, although the structure did not fit in all schools (see details under Communication and Collaboration).

Overall, principals’ presence at meetings and in classrooms is likely a contributor to their visibility as reading advocates: 93 percent of teachers and 92 percent of coaches agreed that their principal was a visible advocate for reading.

## **Reading Coaches**

The vision of a reading coach’s role in a Reading First school is first and foremost as a support to teachers. Through modeling, observing, and providing feedback, the intention is for coaches to help teachers strengthen their delivery of reading instruction in the classroom. In addition to this teacher- and classroom-centered focus, however, the reading coach position includes a long list of other roles and responsibilities, including: setting up and monitoring interventions, administering or coordinating administration of assessments, managing and using data, facilitating meetings, and serving as resources for school staff members.

(Note that data regarding professional development provided by coaches to teachers are reported in Chapter 3: Professional Development and Technical Assistance.)

Most reading coaches (84%) were in at least their third year of coaching and there was no turnover from 2005–2006 among round 1 coaches. This three-year continuity is likely a contributor to the unanimous agreement (100%) that their role as coach was clearly defined. The round 2 coaches, who were new coaches and/or new to their school this year, also agreed that their role was clearly defined.

Coaches were experienced in other ways as well: 92 percent had a master's degree (although often in an area other than reading) and they averaged 18 years of teaching experience. Across schools, coaches boasted 221 years of teaching experience prior to becoming coaches. These qualifications may help explain why three of the four districts felt that finding qualified coaches was "very easy." The fourth district found it "somewhat difficult" to fill the original position because "the training and background are unique." With an eye towards 2007–2008, the district added:

*The process of finding qualified replacements when coaches retire is proving to be difficult. (District representative)*

Again this year, most coaches reported that they worked above and beyond a 40-hour work week: 51 hours was the average response (almost identical to the 52-hour average reported last year). Some coaches reported work weeks as many as 78 hours.

On average in 2006–2007, coaches spent just over a third of their time (36%) coaching, 29 percent of their time on assessment-related activities, a small portion of their time (6%) on interventions, and the rest of their time (29%) on other activities (Table 4-1). These results were very similar to 2005–2006, although there was a slightly increase in the percentage of time spent coaching and a decrease in the percentage of time on "other" tasks. This decrease, however, could be due to changes in the definition of survey items.<sup>1</sup>

These data also show that the average time coaches spent on assessments actually increased slightly from 2005–2006, contradicting the state's belief that "coaches are getting data down to where it is not as time-consuming as before." This increase was not due to the addition of round 2 schools; round 1 schools reported similar amounts of time spent on assessment duties.

While the numbers above reflect the *average* amount of time, they do not describe the wide range with which some coaches reported participating in these activities. For example, some coaches spent as little as two percent of their time or as much as 17 percent of their time managing data; the range for administering and coordinating assessments was also large (from 4 to 32%).

There was also a range of time spent on coaching tasks; coaches spent as little as 16 percent compared to as much as 61 percent engaged in one-on-one coaching. In interviews, coaches also painted varied pictures of how successful they were at getting into classrooms. Over one-third reported that they had "no trouble" getting into classrooms as often as they needed to:

*Getting into classrooms is not an issue this year. I have cut down on paperwork and get into every classroom at least once every two days. I spend about 75 to 80 percent of my time on observations and debriefing. (Coach)*

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<sup>1</sup> In 2007 the survey became more specific about what two items entailed. The 2006 "planning for meetings" variable became "planning for/attending RLT and grade-level meetings" in 2007. The 2006 "paperwork" variable became "paperwork not including assessment/data management" in 2007.



**Table 4-1  
Percent of Time Spent on Coaching Tasks**

|  | Average Percent of Time |           |
|--|-------------------------|-----------|
|  | 2005–2006               | 2006–2007 |
| One-on-one coaching (K–3)              | 24                      | 30        |
| Group coaching (K–3)                   | 4                       | 4         |
| Coaching out-of-grade                  | 4                       | 2         |
| <b>Subtotal: Coaching</b>              | <b>32</b>               | <b>36</b> |
| Administering/coordinating assessments | 9                       | 13        |
| Managing data (entering, charting)     | 7                       | 7         |
| Using/interpreting data                | 9                       | 9         |
| <b>Subtotal: Data &amp; Assessment</b> | <b>25</b>               | <b>29</b> |
| Planning interventions                 | 3                       | 3         |
| Providing interventions directly       | 1                       | 3         |
| <b>Subtotal: Interventions</b>         | <b>4</b>                | <b>6</b>  |
| Planning for/facilitating meetings     | 17                      | 11        |
| Attending professional development     | 7                       | 5         |
| Paperwork                              | 15                      | 9         |
| Unrelated (subbing, bus duty, etc.)    | 2                       | 4         |
| <b>Subtotal: Other</b>                 | <b>41</b>               | <b>29</b> |

Note: Numbers might not add to 100% due to rounding.

In contrast, the remaining two-thirds of coaches said they experienced varying degrees of difficulty spending as much time as they wanted to in classrooms. For some coaches, issues that prevented them from spending time in classrooms, such as too much time out of the building or too much paperwork, had mostly diminished by the end of the year. For others, however, the barriers remained. These included assessment and meeting responsibilities, large school size, expectations outside the grant (e.g., subbing and working with grades 4–6), and preparing or conducting technical assistance visits. Additional duties such as subbing, chairing schoolwide committees, or working with teachers in grades 4–6 were also distracting for some coaches, although others reported that they did these tasks “by choice.”

*Testing and meetings take time away from classrooms, but one of the biggest things is working with the trainers. I follow all trainers when they come to make sure what they are doing is aligned to the grant and the language they use the teachers is consistent with what we are doing in Reading First. (Coach)*

*We have so many teachers and assistants that it is hard to see all of the people as many times as I want to. (Coach)*

Taken together, the data about coaches suggest that they came close to meeting the state’s expectation of spending 60 percent of their time working with teachers. This is partially due to the clarification from the state that time with teachers included one-on-one coaching as well as conferencing with teachers, providing professional development to groups of teachers and conducting meetings that involve collaborative learning and problem-solving, such as grade-level meetings and study groups. From Table 4–1 above, that could include coaching, using/interpreting assessment data, and planning for and facilitating meetings, which averaged 56 percent of a coach’s work week.

*It was overwhelming two years ago when we first started. But a lot of that was the pure volume of training we had to go through. Now that has cleared and we have a lot more time to actually get the job done. (Coach)*

## Buy-In

Buy-in to Reading First among Wyoming coaches, principals, and teachers was strong and remained nearly identical from previous years as shown in Table 4-2.

**Table 4-2**  
**Support for Reading First**

| I strongly support the instructional changes that are occurring under Reading First | Percent Agreeing/Strongly Agreeing |         |          |
|---|------------------------------------|---------|----------|
|   | Principals                         | Coaches | Teachers |
| 2004–2005   | 100                                | 100     | 70       |
| 2005–2006   | 100                                | 100     | 69       |
| 2006–2007   | 100                                | 100     | 70       |

Coaches and principals most commonly attributed the high levels of buy-in to “seeing the results” of the program on student achievement.

*In my building, buy-in is 100 percent. That is primarily because they see it work. The first year we entered into uncharted waters and teachers had to let go of what they used before. But then they saw the improvement in their kids and now they want everything the state can throw at us. (Principal)*

*Teachers are starting to see that Reading First is making a difference, the things they have learned over the past three years are making a difference. (Coach)*

Some principals and coaches also attributed high buy-in to other factors such as strong principal or coach leadership, new hires who supported the program from the beginning, and the learning teachers have experienced as part of the grant.

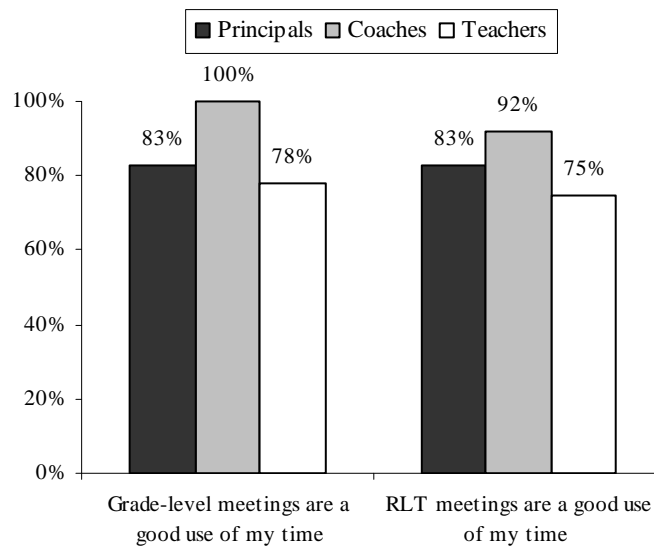
Buy-in was not universal among teachers, however. Almost half of coaches considered it “mixed” and cited reasons that included teacher frustration with the core program and

lesson maps, high teacher turnover, and small groups of “squeaky wheels.” Although the minority, some teachers themselves voiced skepticism via surveys. For example, 13 percent of teachers had philosophical objections to Reading First (an additional 22% were neutral which may suggest more subtle objection). Additionally, half of coaches (50%) reported that dealing with resistance had been a challenge for them this year.

## Communication and Collaboration

The Reading First vision recognizes the importance of communication and collaboration in schools. The intention is that each school will build structures and schedules that facilitate communication and collaboration, including regular meetings focused on reading, common teacher planning time, and celebrations of success. These provide multiple opportunities for staff members to discuss reading research and assessment data, instructional practices, materials, and student achievement.

In 2006–2007, all coaches (100%), most principals (92%), and teachers (89%) agreed that Reading First had helped their school develop a more collaborative culture. They also gave high ratings to the usefulness of two specific types of meetings: grade level and Site Reading Leadership Team as shown in Figure 4-3. These meetings are discussed in detail below.



**Figure 4-3. Perceived Utility of Meetings**

### Grade-level Meetings

Grade-level meetings are a time for teachers to meet together and discuss assessment results, instruction, grouping, and other topics. In most schools, the coach played the central role in these meetings; they usually created the agenda, scheduled the meetings,

prepared data to discuss, and brought other information to share. Coaches were also the primary meeting facilitator. Perhaps due to the coach’s organizational role, most teachers reported attending these meetings fairly frequently: 62 percent attended at least two meetings per month, an additional 27 percent attended once per month. Only a small percentage of teachers never attended (4%) or only attended once or a few times per year (7%). As previously reported, principals regularly attended grade-level meetings in some, but not all, schools.

Although coaches played a crucial role in these meetings, most teachers agreed that the issues were important to them (94%) and felt that all comments and viewpoints were welcomed (90%). The overall rating of grade-level meetings was slightly lower: 78 percent of teachers agreed that grade-level meetings were a good use of their time.

### **Site Reading Leadership Team Meetings**

In previous years, the evaluation found that not all schools had site RLTs, and recommended additional clarification regarding the functions of these teams. This year, all 12 schools reported having a site RLT. All RLTs included the coach and principal; most included Title I and special education teachers, and a representative from each grade, K–3.

The Reading First vision for the Site RLT is that it meets monthly, relies on data, plans specifically and collaboratively, and is integrally involved in the implementation of the grant. Data suggest that this vision was met in only some of the schools.

- About half of RLTs (58%) **met monthly** while the other half (42%) met less frequently—sometimes only once or twice a year.
- Most RLTs **relied on data**; 89 percent of teachers<sup>2</sup> said they talked about school-wide data at RLT meetings.
- Some RLTs **planned specifically and collaboratively**. Some teachers reported their RLT made decisions about material purchases (57%), instruction within or across grades (72%), and instruction for specific students (66%).
- While some RLTs were **integrally involved in grant implementation**, others were not described in this way. Some coaches noted that decisions were reserved for grade-level meetings. A few other RLTs were described as “too cumbersome,” “challenged by low attendance,” or “repetitive of what happened at other meetings.” Furthermore, one in four principals (25%) felt the grant would still run smoothly without the RLT.

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<sup>2</sup> Teacher responses to RLT questions included only teachers who were members of the RLT.

Although their purposes were mixed, the majority of interviewed principals still felt the meetings were useful.

*The RLT meetings are very beneficial...to look at student performance, draw conclusions about what's working and what is not, adjust our direction, and develop short and long term goals. (Principal)*

## **Assessment and Data Systems**

In the Reading First model, student assessment data should be an integral part of all decisions surrounding a school's reading program. Schools were required to administer the DIBELS benchmark assessment three times a year (fall, winter, and spring) as well as for periodic progress monitoring. Grade-level meetings should include discussion of data not only from DIBELS, but also program assessments and phonics and decoding screeners. In 2006–2007, professional development to both round 1 and round 2 coaches included additional training in data use.

Coaches reported that, indeed, multiple assessments continued to be used in schools including DIBELS, CORE multiple assessments, core reading program assessments, and ERDA. Systems for administering, analyzing, and sharing the results of these assessments continued to be in place in 2006–2007; the two round 2 schools also reported that their systems were established.

Also similar to previous years, surveyed teachers and coaches reported regularly<sup>3</sup> using data for multiple purposes, including:

- Grouping students
- Identifying, providing, and monitoring interventions
- Communicating with colleagues

And, to a lesser extent:

- Modifying lessons

Much of this work was done during grade-level meetings. Almost all coaches described bringing data to grade-level meetings where they “discussed the data,” and “decided what to do about each student and their needs.”

*This year, there has been a lot more focus on the presentation and interpretation of data at grade-level meetings. (Coach)*

*There is always data on hand to look at. (Principal)*

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<sup>3</sup>“Regularly” defined as at least 90 percent of respondents reported doing this usually or always. See survey frequencies in the Appendix for specific numbers.

Surveyed principals also reported high levels of data use, including regularly using data to:

- Communicate with teachers
- Look at schoolwide trends
- Meet with parents

While data were used frequently and for multiple purposes, many schools still did not disaggregate data by key demographic variables. This year, 43 percent of teachers reported seeing data disaggregated; a notable increase from last year’s 32 percent, but still the minority of respondents.

### Assessment Teams

Although it consists of a series of quick, one-minute timings, the assessment of the DIBELS across an entire school can be a time-consuming activity. Benchmark assessments are given in the fall, winter, and spring while progress-monitoring is ongoing throughout the year. In previous years, much of the administration of both the benchmark and progress-monitoring DIBELS assessments fell on the coach.

This year, coaches continued to play a central role in both benchmark assessment and progress monitoring. For benchmark assessments, coaches were usually a member of a district assessment team along with specialists and sometimes paraprofessionals or literacy facilitators (see Table 4-3).

In three schools, coaches reported that the responsibility for administering progress monitoring had been turned over to teachers, although the coordination and data entry still fell to the coach. In the remaining schools, progress monitoring remained a task that the coaches had to, or chose to, keep on their plate. In fact, more coaches reported being involved in progress monitoring this year (83%) compared to last year (70%) and the involvement of other staff decreased slightly.

**Table 4-3  
Staff Members Regularly Administering DIBELS Assessment**

|  | Benchmark | Progress-monitoring |
|--|-----------|---------------------|
| Reading coach                                | 83        | 83                  |
| Specialists (Title I, ELL, Special Ed, etc.) | 67        | 42                  |
| Paraprofessionals                            | 33        | 33                  |
| Literacy facilitators                        | 25        | 17                  |
| K–3 teachers                                 | --        | 17                  |
| District staff                               | 8         | -                   |

Four coaches from two districts reported part-time data entry assistance for DIBELS. In most other schools, the coach was the primary or only person who entered and managed data. His job was eased by the use of Palm Pilots in one school and with assistance from a grade 4–5 reading coach in another school. However, as noted earlier in this chapter, a few coaches still reported spending almost one-fifth of their time managing data (e.g., entering data and printing charts).

In interviews, all of the coaches felt very confident that the DIBELS benchmark assessments were administered correctly since teams had several training opportunities over the life of the project and many coaches led practice assessments and/or spot checks for accuracy. A few coaches did express concern that teachers were too “lenient” with progress monitoring their own students because they “weren’t objective enough.”

Teachers’ confidence in DIBELS improved slightly from last year: three-fourths (76%) of teachers agreed that it was a valid and accurate measure (a nine-percentage point increase from last year). Coaches’ and principals’ confidence in the assessment remained high, although there was a 15-point increase (to 25%) in the percentage of principals who felt Reading First overemphasized DIBELS.

*DIBELS is a toothpick and we are using as the whole log sometimes. We have to look at our high-stakes test. (Principal)*

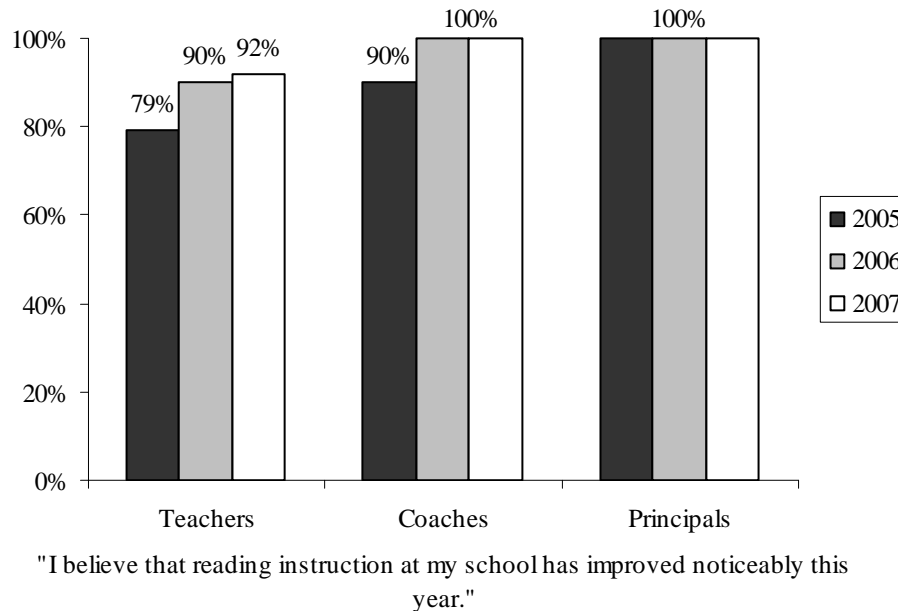
**Table 4-4**  
**Perceptions of the DIBELS**

|  | Percent Agreeing/Strongly Agreeing<br>(Change from 2006) |              |            |
|--|--|--------------|------------|
|  | Principals   | Coaches      | Teachers   |
| I think that the DIBELS is a valid, accurate indicator of student reading ability. | 92<br>(+2)   | 100<br>(+10) | 76<br>(+9) |
| In my view, Reading First overemphasizes the importance of using DIBELS results.   | 25<br>(+15)  | 8<br>(+8)    | 34<br>(+2) |

## Chapter Five: Instruction

The ultimate goal of the professional development, technical assistance and school supports described in the previous chapters is to improve instruction so that all students are reading at grade level by the end of third grade.

The perceived impact of Reading First on instruction continued to be very positive. Almost all teachers (91%) felt that Reading First had significantly changed the way that they taught reading. Moreover, almost all respondents agreed that reading instruction at their school had improved noticeably by spring 2007 (see Figure 5-1).



**Figure 5-1. Perceived Impact of Reading First on Instruction**

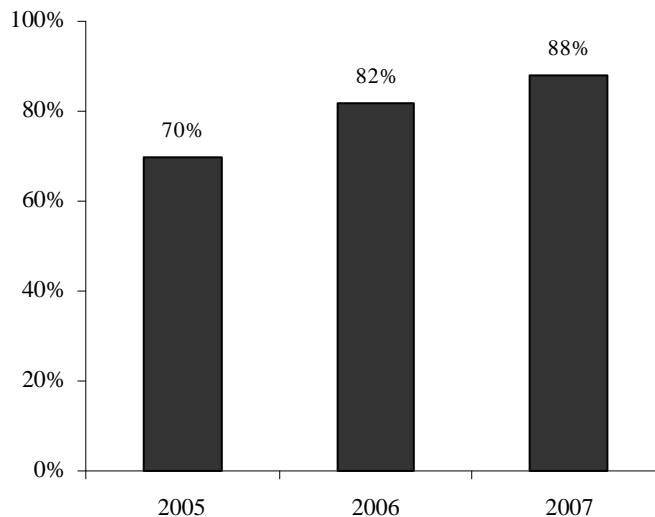
This chapter draws on additional evidence to examine the delivery of instruction to students at Wyoming Reading First schools. It begins with a discussion of the core reading program and fidelity; then it addresses the delivery of instruction, including differentiation and grouping; and ends with an analysis of interventions for struggling readers.



## 90-Minute Reading Block and Core Program

A cornerstone of the Reading First approach is the establishment of a 90-minute uninterrupted reading block. According to coaches, all schools (100%) met this requirement in 2006–2007. Most schools extended their blocks beyond the 90 minutes, adding an additional 30–90 minutes of daily reading instruction. As called for in the grant, the reading block was characterized as “uninterrupted” across all grades in 10 of 12 (83%) schools. The strong majority of teachers said that they never (72%) or rarely (26%) used the reading block to work on non-reading instruction or tasks.

In 2006–2007, the new round 2 schools chose Houghton Mifflin as their core program, consistent with nine of the 10 round 1 schools (one school used Reading Mastery Plus). Both use of and satisfaction with the core program were high. As in the previous year, all principals (100%) and coaches (100%) were very satisfied with the core reading program they used at their school. Moreover, satisfaction among teachers (88%) grew in 2006–2007 (see Figure 5-2). Those teachers who were not satisfied (12%) were from round 1 schools.



**Figure 5-2. Teacher Satisfaction with Core Program**

Since its inception, fidelity to the core program has been an emphasis of Wyoming Reading First. This was deliberate on the part of state project and school staff members, who felt it was important for teachers to learn the new core program as it was written before making alterations. In 2005–2006, introduction of lesson maps and templates developed by the Western Regional Reading First Technical Assistance Center served to tighten fidelity.

In 2006–2007, fidelity to the core program remained high. When asked what fidelity meant to them, coaches put forth very similar responses, emphasizing teaching the program “as intended,” “doing what you are supposed to be doing,” “following it to the letter,” with “no additions or deletions.”

*Fidelity to me means using the program the way it was intended to be used, for example the correct order of the lesson maps, using the templates the way intended. Keeping the focus on the 5 big areas of reading. (Coach)*

Most round 1 coaches agreed that during their time in Reading First, fidelity expectations had remained the same or even become stronger. Some added that while expectations had not changed, their understanding had:

*When we first started, we thought we couldn't change a single word. But as we have gone through professional development, we have heard that fidelity is to the 5 big ideas, not the wording in the program. Now that we have the lesson maps, fidelity is much easier to maintain because it's written out for you; do exactly what is there and you are teaching with fidelity to the 5 big ideas. (Round 1 coach)*

Teachers from virtually all schools said fidelity expectations were “100 percent”—or, as one group joked, “110 percent!” They noted that expectations were stressed by principals and coaches, who were “very thorough about making sure we are keeping fidelity to the program.” In support of this point, the majority of teachers (84%) reported that following the precise language laid out in the teachers’ manual was a regular part of their teaching.

Templates and lesson maps continued to be a significant part of instruction in Wyoming Reading First schools. The data suggest that the challenges associated with the additional workload of adding the templates and maps in the previous year had been overcome. Moreover, templates and maps were used with high levels of consistency and fidelity: practically all classroom teachers (99%) at the 11 Houghton Mifflin schools said that templates were a regular part of their teaching.

*We follow the maps and don't deter from those. The pacing calendar keeps us on track, tells us what day and what time to teach. (Teacher)*

This is consistent with the vision for use of the lesson maps in Wyoming Reading First, as articulated by state project staff members:

*We expect schools to follow lesson maps, we encourage them strongly to follow the maps as written. It's more flexible with the vocabulary and comprehension portions. For example, if the words on the lesson map are not the best for their students, they make some modifications and good teacher choices. Otherwise we encourage them to stay on track and follow what's there. (State project staff members)*

Overall, teachers evidenced strong support for fidelity, believing that expectations were reasonable or “mostly reasonable.” This was often tied to comments regarding the benefits of fidelity for student success.

*Without fidelity, the program would not be as successful as it is. It maintains continuity and keeps the program pure. (Teacher)*

*We understand it is to the students’ benefit if we follow it 100%. (Teacher)*

A few teachers voiced concerns that fidelity expectations were “sometimes extreme.” At one school, teachers felt pressure to literally be on the exact same page as other schools in their district. Other teachers expressed concerns that they were not meeting the needs of “higher and older kids” who “get bored.” A few requested “some leeway” in the sanctity of the 90-minute block.

*If the building fell down, we’d probably still be teaching reading. (Teacher)*

While a handful of round 2 teachers cited frustration and “mixed messages” about what fidelity was supposed to look like in the first year, this was the exception to the rule. Most round 2 teachers felt that expectations were clear and reasonable:

*In the beginning we were freaking out, but the more we have trained the more we see how to use it. (Teacher)*

*You just follow the program, it’s reasonable. The templates are clear. The coach didn’t always know what to do but knew where to get the answer. (Teacher)*

## **Differentiation**

Reading First promotes instruction targeted at each student’s reading level. Whether working in large or small groups, students should be working with materials that allow them both to be successful and to develop the skills they need in order to progress. In Wyoming Reading First, the 90-minute block is delivered to the whole group at the students’ instructional level; students at most schools walk to read across classrooms within their grade level. Schools have an additional 30 minutes of small group time in which differentiation occurs.

The 2005–2006 evaluation found that differentiation was a struggle for some teachers; fidelity requirements also raised concerns that students were not all learning at an appropriate level or pace. The report recommended that the state help teachers provide adequate differentiation by providing guidance on grouping strategies such as walk-to-read, use of the lesson maps, lowering group sizes, and retaining students at benchmark using the Houghton Mifflin *Challenges Handbook* and the “If Time” sections of the lesson maps.

Data indicate that in 2006–2007, the state successfully focused on many of these issues. State project staff members noted that the tension between “balancing fidelity and differentiation” had eased since the previous year:

*Teachers are more comfortable with the templates and lesson maps, they can see how they work. Also walk-to-read has helped, so those teachers with benchmark kids get through everything more quickly and move on to other activities. (State project staff)*

Data collected from the schools verifies this assessment. Schools were very positive about their ability to differentiate, particularly with supports such as walk-to-read (WTR), extended reading time, and paraprofessionals to lower the adult-to-student ratio in the classroom. Each of these is addressed below. In addition, differentiating to meet the needs of Native American learners is discussed.

### **Walk-to-Read and Extended Reading Time**

The strong majority of coaches (92%) said their school used WTR in all or some grades; this was an increase over the previous year (80%). Accordingly, most teachers (79%) said that the students in their classroom during the reading block were homogenous, at about the same instructional level and with similar instructional needs. Many teachers at schools using WTR felt it helped enormously:

*I think we are meeting their needs with WTR: even though we do the same lesson in all classrooms, I will challenge my benchmark group by asking more high-level questions after the lesson has been followed. We go faster, so I can add more work. (Teacher)*

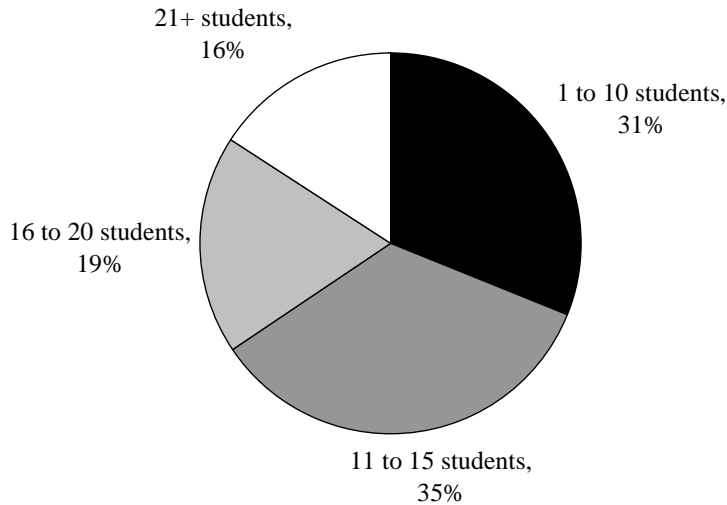
Other teachers, some of whom did not utilize WTR, continued to express concerns about benchmark students “getting bored” and not being adequately challenged.

For most teachers, small group differentiation occurred during extended reading time beyond the 90-minute block. Among the 11 schools using Houghton Mifflin, extended reading meant Universal Access (UA) time, an additional 30 minutes of small-group work beyond the 90-minute block. The school using Reading Mastery Plus similarly supplemented their reading block with an additional 30 minutes of work in the core program.

*I think we have worked really hard to meet the students’ different needs. We have UA groups that are really challenging to the upper-level kids and some 1:1 groups working hard to get intensive students where they need to be. (Coach)*

### Adult-to-Student Ratio

Another factor affecting ability to differentiate is class size. As in the previous year, Wyoming Reading First teachers reported a wide range in their class size during the 90-minute block, from one to 27 students. However, the majority tended to be on the smaller side: two-thirds of classrooms (66%) had 15 or fewer students. (see Figure 5-3.)



**Figure 5-3. Class Size During Reading Block**

What class size figures alone do not reveal is the student-to-instructor ratio at schools where paraprofessionals or other adults are in the classroom. As shown in Table 5-1, responses were fairly evenly split regarding whether teachers had paraprofessional support during the reading block: teachers either had it or did not, and the majority (61%) did not. This was a slight increase from the previous year, in which 52 percent had no support. The data did not show that there was a relationship between paraprofessional support and either school or the number of students in the classroom.

**Table 5-1  
Paraprofessional Support During Reading Block**

|           | Percent of Teachers |              |       |
|-----------|---------------------|--------------|-------|
|           | Never               | Occasionally | Daily |
| 2005–2006 | 52                  | 4            | 44    |
| 2006–2007 | 61                  | 8            | 31    |

Schools that had ample paraprofessional support noted that it enabled them to work with students at their instructional level by reducing group size.

*I think we are able to meet their needs pretty well, we have a lot of aide support, so we break into four groups and each group is no larger than 10 kids. For the intensive students, it's four. (Teacher)*

*We have lots of staff that help keep group sizes low, often 1:1. They have every opportunity to learn! (Coach)*

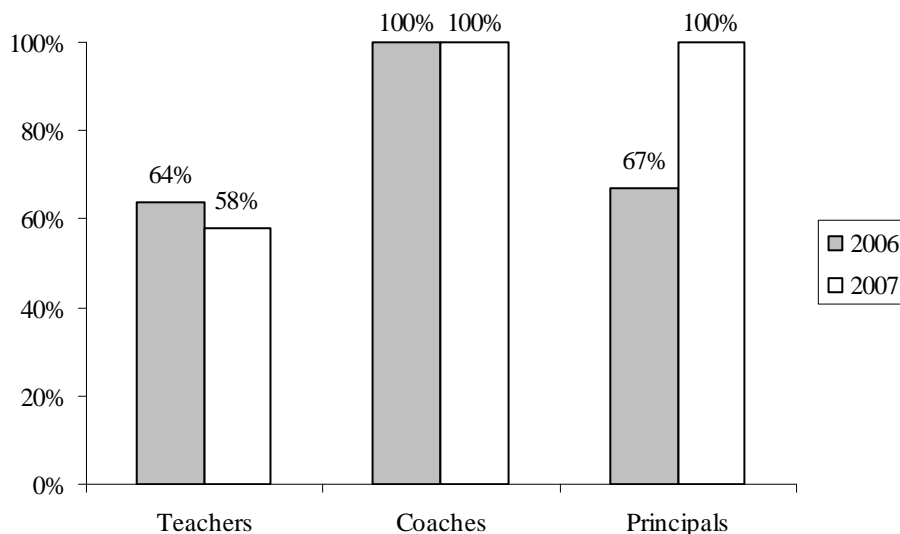
On the other hand, schools lacking support expressed frustration about their inability to differentiate and work with small groups.

*We've been told that we need small groups of 2 to 4, maybe 6 kids, but we can't, because we have 22 to 26 students per classroom and there's only you and an aide. (Teacher)*

*One concern is that we didn't have enough teachers do to all of the recommended groupings that our TA provider suggested. (Coach)*

### Meeting the Needs of Native American Learners

Three of the 10 Wyoming Reading First schools have a high proportion of Native American students, with one school serving a 100 percent Native American population. Perceptions among staff members at these three schools that Reading First was doing an excellent job of meeting the needs of Native American learners are presented in Figure 5-4. Although the results were similar to the previous year, with slightly more principal but less teacher agreement, teachers were notably less optimistic than coaches or principals.



"Our Reading First program is doing an excellent job of meeting the needs of Native American students."

**Figure 5-4. Perception that Reading First is Meeting the Needs of Native American Students**

Schools described the challenges of meeting the needs of Native American students, including vocabulary, lack of background knowledge or familiarity with the multiple meanings of words, sentence structure, self expression, and attendance.

Coaches generally felt that Native American students' needs were being met with small-group sizes, interventions, and use of Reading Mastery and Language for Learning (for language development with younger students). Although the state had not specifically addressed the needs of Native American students, coaches noted that they supported training in programs such as Language for Learning, which they appreciated. As for remaining needs, coaches felt they were doing what they could with language immersion and the structures identified above.

### **Coach and Teacher Views of the Classroom**

In 2005–2006, there was evidence that many teachers used research-based practices in fluency, comprehension, and vocabulary instruction. At the same time, some effective practices such as offering student-friendly definitions, explicit modeling of comprehension strategies, and providing adequate independent-level texts for students, were not being used across all classrooms.

In 2006–2007, teachers were asked on surveys about how much a part of their teaching certain practices in vocabulary, fluency, and comprehension, as well as student engagement. Teachers' responses indicated that they often utilized many strong practices, including:

- Oral reading fluency practice
- Focus on “tier two” vocabulary words
- Vocabulary practice that utilizes examples and non-examples
- Provision of background knowledge before students read a new text
- Comprehension questions that ask for higher-order thinking skills, as well as those that ask for literal recall
- Explicit modeling of the work or thinking process

Teachers also indicated they were less likely to utilize strategies explicitly intended to improve DIBELS scores, such as timed fluency assessments and nonsense word practice.

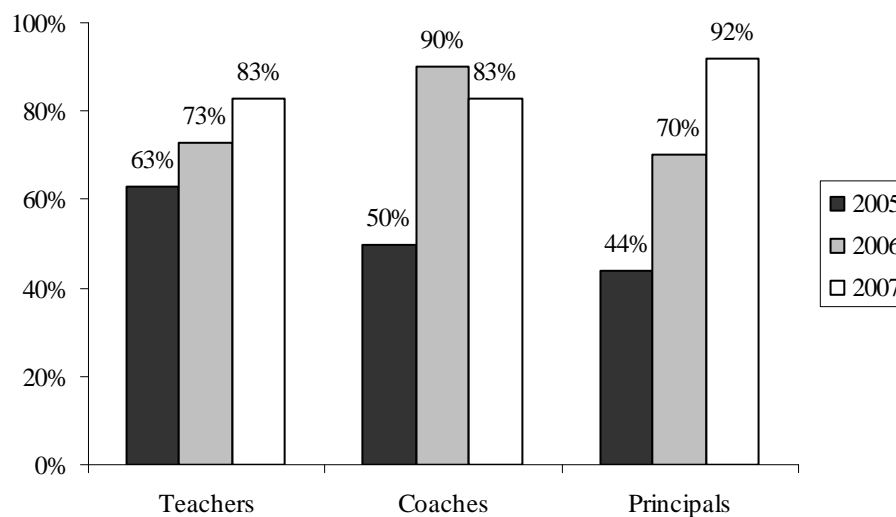
Coaches views somewhat corroborated these findings, but were more conservative on some measures. Classroom observations, planned for all schools in 2007–2008 evaluation, will help to further develop this picture.

## Interventions

Interventions are a critical part of the Reading First design, providing additional, targeted, small-group instruction for those students who need more than the core reading program in order to read at grade level. The vision in Wyoming Reading First schools is that interventions are provided for 30 minutes in addition to both the 90-minute reading block and 30-minute extended reading time. The most intensive students are placed in a replacement core; others received interventions with supplemental materials.

The 2005–2006 evaluation found that the establishment of intervention programs was a key success of that year; however, challenges remained. The report recommended that the state emphasize training for intervention providers, and that schools reduce group sizes in those instances where they exceed six students to one instructor. In 2006–2007, further refinement of intervention programs was a projectwide focus, and the state addressed both of these areas.

Perceptions of intervention systems indicated that teachers and principals felt they had improved over the past year; coaches were slightly less positive (see Figure 5-5).



"As a school, we are doing an excellent job of providing appropriate reading interventions to all students who need them."

**Figure 5-5. Perceptions of Intervention Program**

Moreover, many interviewees cited student achievement as a success of their intervention program, such as this coach:

*Teachers are very conscious of what they are doing and why. The benefit is that several of our students in interventions received proficient scores on PAWS, that's a big change for us! (Coach)*



This section will explore these findings in greater detail—including who received interventions, who provided them, and the successes and challenges to meeting the needs of all students in this area.

### Students Served

Table 5-2 shows the number of students served in interventions, as reported by the coach. Among round 1 schools, in their third year of implementation, a 43 percent of students<sup>4</sup> received “intensive” interventions (defined as outside the reading block, at least two hours per week for at least six weeks). Another 22 percent of students received “less intensive” interventions.

These figures represent a shift in the intensity of interventions; while slightly fewer students received any intervention, more students received interventions that were sustained over six weeks or longer. This increase is perhaps attributable to the addition of a replacement core in many schools.

Among round 2 schools, in their first year of implementation, interventions were less common. Fourteen percent, or 40 students, received intensive interventions; this figure corresponds with the number of round 2 students in the intensive group in fall 2006. Ten percent, or 30 students, received less intensive interventions.

**Table 5-2  
Number of Students Receiving Interventions**

| <b>Round 1</b>               | <b>2004–2005</b>         | <b>2005–2006</b> | <b>2006–2007</b> |
|------------------------------|--------------------------|------------------|------------------|
| Intensive interventions      | 420<br>(29% of students) | 546<br>(37%)     | 618<br>(43%)     |
| Less intensive interventions | 284<br>(20% of students) | 558<br>(38%)     | 322<br>(22%)     |
| <b>Round 2</b>               |                          |                  | <b>2006–2007</b> |
| Intensive interventions      |                          |                  | 40<br>(14%)      |
| Less intensive interventions |                          |                  | 30<br>(10%)      |

Coaches indicated that they still were able to provide interventions to the majority of intensive and strategic students who needed them (see Table 5-3). However, only at 58 percent of schools did all eligible students receive interventions.

<sup>4</sup> Percentages calculated using the total number of Wyoming Reading First students with valid yearlong DIBELS scores as the denominator.

**Table 5-3**  
**Proportion of Eligible Students Receiving Interventions**

|   | Percentage of Schools |
|---|-----------------------|
| All students in “strategic” group receive interventions | 83                    |
| All students in “intensive” group receive interventions | 67                    |
| All students in both groups receive interventions       | 58                    |

Among those schools where fewer than 100 percent of students received interventions, the primary obstacles cited were insufficient staffing and available space in the building. When making decisions about who to provide interventions to, most schools indicated that they “start with the intensive first because they have the most needs and work our way up.”

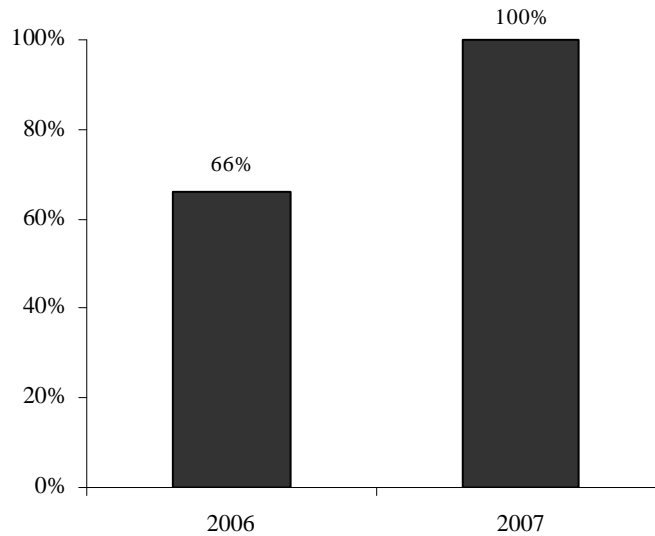
*We do all intensive kids, make sure they have intervention. We do most strategic; we take a look at the child to see if they are making progress, some need support to hold on while some are ready to take off. (Coach)*

*We usually start at the bottom and work our way up. However, that does leave some of the intensive kids in the beginning of the year in the regular classroom. We try to leave the kids we put in the replacement core in for the entire year, they struggle when they are moved back into HM. (Coach)*

A round 1 coach added, “As the years go by, we have fewer intensive students.” Several schools also emphasized that their systems for grouping and extended reading time helped meet the needs of strategic students for whom they were not able to provide additional interventions.

### **Group Size**

Research suggests that interventions are most effective when delivered to small groups, and that interventions for the most intensive students should be even smaller. Although staffing was cited as a challenge, the data indicate that in 2006–2007 Wyoming Reading First schools successfully reduced intervention group sizes, compared to the previous year. In 2006, two-thirds of schools (66%) reported that their largest intervention group did not exceed six students; in 2007, this grew to 100 percent of schools.



**Figure 5-6. Proportion of Schools with Largest Intervention Group Six Students or Fewer**

### Materials

In 2006–2007, all schools began using Reading Mastery Plus as a replacement core for the lowest intensive students. The state encouraged schools not to place kindergarten students in the replacement core too soon; instead, many schools used Early Reading Intervention (ERI). Less intensive students received interventions with supplemental materials.

Satisfaction with intervention materials was high: 100 percent of coaches and 85 percent of teachers agreed that the intervention materials were well matched to the needs of their struggling readers. Among teachers, this was an increase over the previous year (76%). Interviews reinforced this point; teachers were very pleased with intervention materials, noting that they had been “tweaked” since last year. Interviewees were very positive regarding ERI and Read Naturally, and cited “huge gains” with Reading Mastery as replacement core. In turn, interviewees noted that these materials resulted in “nice growth” and “more solid” scores.

*It’s amazing how fast they moved along with ERI in kindergarten. (Teacher)*

*The scores of students in Reading Mastery are almost higher than some of the kids who aren’t low enough to be in the replacement core. (Teacher)*

## Providers

In 2006–2007, training in interventions was an emphasis of professional development at the building and district levels:

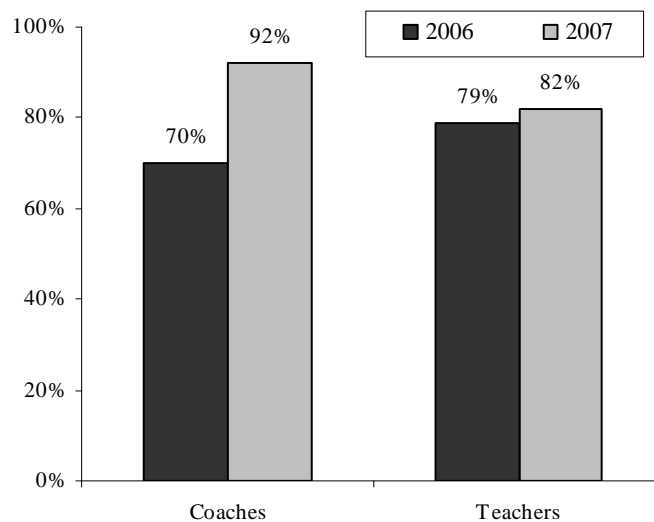
*We have focused training on Reading Mastery Plus this year, we have had some excellent professional development. Also, this year every district has brought in specific intervention training. You can hear it and feel it from the intervention providers. (State project staff)*

Coaches at schools where contracted technical assistance focused on interventions were pleased with the assistance and training received. Many noted the value of “consistent in-service” in interventions, providing a “knowledge resource” upon which they could call and focus their efforts:

*The help of our consultants has really given us direction. (Coach)*

*Support from ERI has been big, teachers are excited. (Coach)*

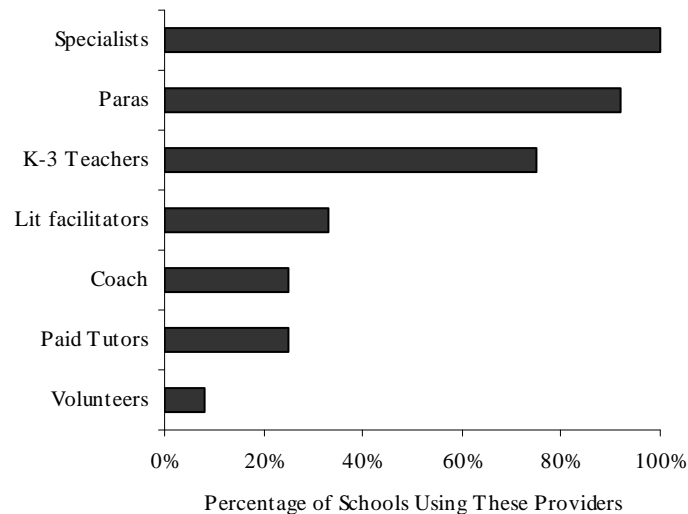
The data indicate that this investment in training paid off; the strong majority of coaches (92%) and teachers (82%) felt that their school’s intervention providers were well-trained to meet the needs of struggling readers (see Figure 5-7). This marked an increase over the previous year, particularly for coaches.



**Figure 5-7. Perception of Well-Trained Intervention Providers**

Interventions were provided largely by specialists (100%), paraprofessionals (92%), and primary-grade teachers (75% of schools). This represents a change from the previous year in which fewer specialists but more primary-grade teachers provided interventions.

They were more rarely provided by literacy facilitators (33%), the reading coach (25%), paid tutors (25%), or volunteers (8%).



**Figure 5-8. Intervention Providers**

A school’s ability to provide effective, targeted interventions is directly linked to the availability of an adequate number of intervention providers. As noted previously, when fewer than 100 percent of students received interventions, insufficient staffing was cited as a primary obstacle. In a related finding, just over half of principals (59%) felt their staffing resources were sufficient to provide interventions to all students who need them; 41 percent did not feel their staffing resources were sufficient. However, this was an increase over the previous year, in which only 40 percent felt their resources were sufficient.

In fact, the primary concern voiced regarding interventions was lack of staff members to “get group size down to where it should be.”

*A big issue is not having enough adults in the room during flexible grouping time. Even if you have someone, it’s not the same adult the whole time, so it’s hard to plan. If we had more staff resources, I could do a lot better job with my flexible grouping. (Teacher)*

Several schools that had adequate support in 2006–2007 were concerned about losing paraprofessional/aide support next year.

*We know we are losing aide support. It will really put a monkey wrench in how we do interventions next year. (Teacher)*

*Next year we anticipate losing some staff support. We will have to give up interventions for strategic kids and, in the long run, that’ll mean we have more intensive. (Teacher)*

## **Chapter Six: Student Assessment Results**

To measure the progress of students in reading, all Wyoming Reading First schools use the *Dynamic Indicators of Basic Early Literacy Skills*, or DIBELS, which is administered three times per year: fall, winter, and spring. In Wyoming, it was also administered in spring 2004 before program implementation began, providing a baseline from which future change may be measured.

For a detailed description of procedures for coding and analyzing scores, please refer to Chapter 2: Methods.

### **Chapter Organization**

Analysis of DIBELS assessment results are presented as follows:

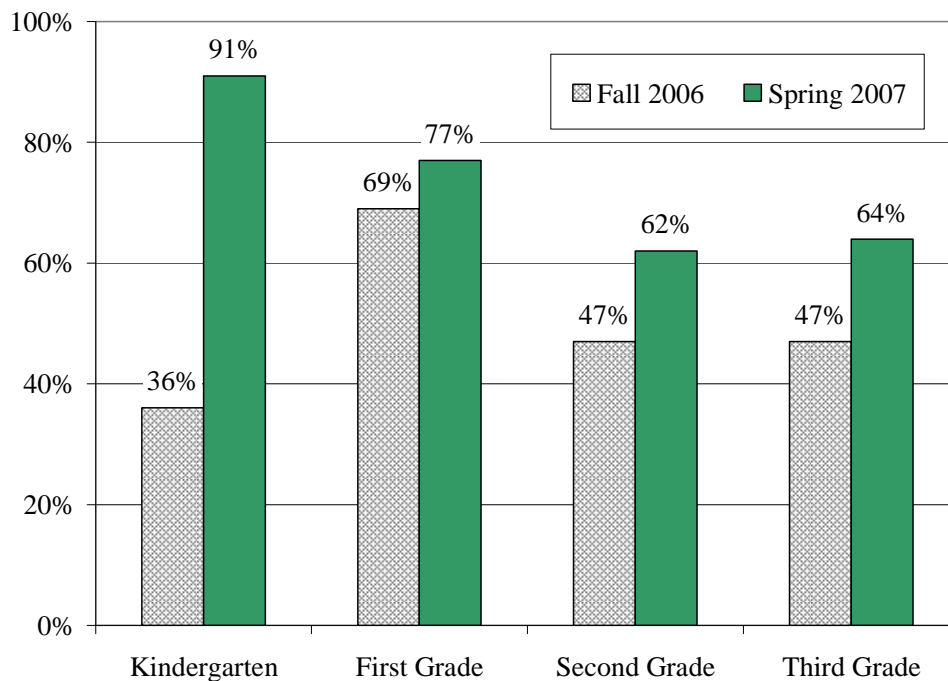
- (1) 2006–2007 DIBELS Results: A graphic overview of change between fall and spring of this year, as well as tables presenting the spring 2007 percentage of students in each of the three overall instructional support recommendation groupings.
- (2) 2004–2007 DIBELS Trends: Graphic overviews of change from baseline to the spring of each year, as well as tables presenting the percentage of students at benchmark over time.
- (3) Longitudinal Analyses: A section examining changes in DIBELS results for intact cohorts of students over time.

Where appropriate, data are disaggregated by key demographic characteristics—ethnicity, eligibility for free or reduced-price lunch (FRL), English language learner (ELL) status, and eligibility for special education—as well as by cohort and individual Reading First school.

## 2006–2007 DIBELS Results

This section presents student assessment results from the 2006–2007 school year. Figure 6-1 presents the change in the percentage of students across Wyoming Reading First at or above benchmark as measured by the DIBELS between fall 2006 and spring 2007. The data show that there were strong increases at all grades, particularly kindergarten, second and third grades. The increase in the percentage of students at benchmark was statistically significant in all grades (McNemar chi-square < 0.001).

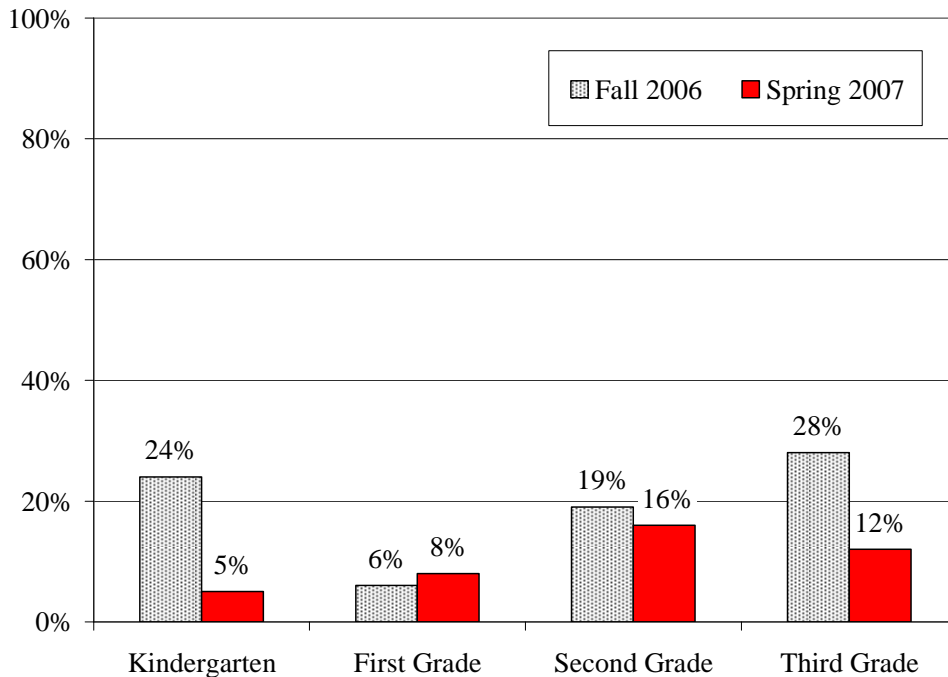
Compared to the previous year (2005–2006), growth was similar in first, second and third grades and higher in kindergarten (see the *Year 2 Wyoming Reading First Evaluation Report*). Data for round 1 and round 2 schools were very similar (as will be shown in the subsequent tables), with round 2 showing slightly stronger gains in the higher grades.



**Figure 6-1. Percentage of Students at Benchmark, Fall 2006–Spring 2007  
Rounds 1 and 2**

Figure 6-2 presents the change in the percentage of students across Wyoming Reading First in the intensive grouping (those struggling the most in reading) as measured by the DIBELS between fall 2006 and spring 2007. The data show that there were strong successes in moving kindergarten and third-grade students out of the intensive grouping, as denoted by the decreases at those levels. The decrease in second grade was more moderate and there was a slight increase in first grade; this increase was not statistically significant. The decrease in the percentage of students in the intensive group was statistically significant in kindergarten and third grade (McNemar chi-square < 0.001).

Round 2 schools started and ended with lower percentages of students in the intensive group, versus round 1 schools. However, both rounds reduced their numbers in a similar fashion, excepting first grade, where the increase in intensive students is attributable to round 1 schools.



**Figure 6-2. Percentage of Students in Intensive, Fall 2006–Spring 2007  
Rounds 1 and 2**

Tables 6-1 through 6-4 present the percentage of students in each of the Instructional Support Recommendation (ISR) categories: intensive, strategic, and benchmark. The numbers across each row should add up to 100 percent. In addition to the trends noted above, across grades, the data show that:

- The high proportion of third-grade students attaining benchmark and low proportion in the intensive group is notable.
- Between 22 and 24 percent of second- and third-grade students were in the strategic grouping in the spring. This percentage was smaller for first grade (14%), a drop from the previous year.
- Round 2 schools performed slightly better than round 1 schools, with higher percentages of students at benchmark and lower percentages in intensive.



- Students who were Native American were less likely to attain benchmark than their white counterparts; this trend was more pronounced in first and second grades than kindergarten or third. (These third grade data represent a change from the previous year.)
- Students who were eligible for free or reduced-price lunch (FRL) were less likely to attain benchmark.

**Table 6-1  
Kindergarten Spring 2007 Instructional Support Recommendations**

|  |                 | N          | Spring 2007 Instructional Support Recommendation |           |            |
|--|-----------------|------------|--|-----------|------------|
|  |                 |            | Intensive  | Strategic | Benchmark  |
| <b>All WY Reading First Kindergarten</b> |                 | <b>415</b> | <b>5%</b>  | <b>4%</b> | <b>91%</b> |
| Round 1                                  |                 | 346        | 5%   | 4%        | 90%        |
| Round 2                                  |                 | 69         | 4%   | 4%        | 91%        |
| Native American                          |                 | 64         | 11%  | 6%        | 83%        |
| Black/African-American                   |                 | 17         | 0%   | 0%        | 100%       |
| Hispanic                                 |                 | 25         | 8%   | 12%       | 80%        |
| White                                    |                 | 294        | 4%   | 3%        | 93%        |
| Eligible for Free/Reduced Lunch          |                 | 192        | 7%   | 7%        | 86%        |
| Not Eligible for Free/Reduced Lunch      |                 | 162        | 2%   | 2%        | 96%        |
| Eligible for Special Education           |                 | 53         | 8%   | 6%        | 87%        |
| Not Eligible for Special Education       |                 | 273        | 4%   | 5%        | 91%        |
| Big Horn                                 | Burlington      | 16         | 0%   | 0%        | 100%       |
|  | Rocky Mountain  | 23         | 0%   | 4%        | 96%        |
| Fremont 21                               | Fort Washakie   | 35         | 17%  | 9%        | 74%        |
| Fremont 25                               | Ashgrove        | 64         | 5%   | 0%        | 95%        |
|  | Jackson         | 40         | 5%   | 10%       | 85%        |
|  | Lincoln         | 66         | 0%   | 3%        | 97%        |
| Natrona                                  | Grant           | 30         | 0%   | 0%        | 100%       |
|  | Midwest         | 14         | 21%  | 21%       | 57%        |
|  | Mountain View   | 26         | 12%  | 8%        | 81%        |
|  | Southridge      | 36         | 8%   | 3%        | 89%        |
|  | University Park | 33         | 0%   | 6%        | 94%        |
|  | Willard         | 32         | 3%   | 0%        | 97%        |

**Table 6-2  
First Grade Spring 2007 Instructional Support Recommendations**

|                                     |                 | N          | Spring 2007 Instructional Support Recommendation |            |            |
|-------------------------------------|-----------------|------------|--|------------|------------|
|                                     |                 |            | Intensive  | Strategic  | Benchmark  |
| <b>All WY Reading First Grade 1</b> |                 | <b>444</b> | <b>8%</b>  | <b>14%</b> | <b>77%</b> |
| Round 1                             |                 | 369        | 9%   | 15%        | 75%        |
| Round 2                             |                 | 75         | 1%   | 11%        | 88%        |
| Native American                     |                 | 63         | 19%  | 24%        | 57%        |
| Black/African-American              |                 | 8          | 0%   | 0%         | 100%       |
| Hispanic                            |                 | 31         | 6%   | 23%        | 71%        |
| White                               |                 | 329        | 6%   | 12%        | 81%        |
| Eligible for Free/Reduced Lunch     |                 | 234        | 10%  | 15%        | 75%        |
| Not Eligible for Free/Reduced Lunch |                 | 197        | 6%   | 13%        | 81%        |
| Eligible for Special Education      |                 | 59         | 15%  | 25%        | 59%        |
| Not Eligible for Special Education  |                 | 374        | 7%   | 12%        | 81%        |
| Big Horn                            | Burlington      | 15         | 0%   | 7%         | 93%        |
|                                     | Rocky Mountain  | 23         | 0%   | 4%         | 96%        |
| Fremont 21                          | Fort Washakie   | 41         | 24%  | 24%        | 51%        |
| Fremont 25                          | Ashgrove        | 65         | 14%  | 8%         | 78%        |
|                                     | Jackson         | 44         | 9%   | 20%        | 70%        |
|                                     | Lincoln         | 66         | 8%   | 24%        | 68%        |
| Natrona                             | Grant           | 40         | 3%   | 18%        | 80%        |
|                                     | Midwest         | 11         | 0%   | 27%        | 73%        |
|                                     | Mountain View   | 28         | 18%  | 7%         | 75%        |
|                                     | Southridge      | 41         | 2%   | 20%        | 78%        |
|                                     | University Park | 34         | 0%   | 0%         | 100%       |
|                                     | Willard         | 36         | 3%   | 6%         | 92%        |

**Table 6-3  
Second Grade Spring 2007 Instructional Support Recommendations**

|                                     |                 | N          | Spring 2007 Instructional Support Recommendation |            |            |
|-------------------------------------|-----------------|------------|--|------------|------------|
|                                     |                 |            | Intensive  | Strategic  | Benchmark  |
| <b>All WY Reading First Grade 2</b> |                 | <b>436</b> | <b>16%</b>                                       | <b>22%</b> | <b>62%</b> |
| Round 1                             |                 | 362        | 17%  | 22%        | 61%        |
| Round 2                             |                 | 74         | 12%  | 23%        | 65%        |
| Native American                     |                 | 71         | 27%  | 32%        | 41%        |
| Black/African-American              |                 | 9          | 0%   | 22%        | 78%        |
| Hispanic                            |                 | 32         | 19%  | 22%        | 59%        |
| White                               |                 | 310        | 13%  | 20%        | 67%        |
| Eligible for Free/Reduced Lunch     |                 | 234        | 21%  | 25%        | 54%        |
| Not Eligible for Free/Reduced Lunch |                 | 191        | 9%   | 17%        | 73%        |
| Eligible for Special Education      |                 | 65         | 34%  | 28%        | 38%        |
| Not Eligible for Special Education  |                 | 363        | 13%  | 21%        | 67%        |
| Big Horn                            | Burlington      | 12         | 0%   | 25%        | 75%        |
|                                     | Rocky Mountain  | 23         | 4%   | 17%        | 78%        |
| Fremont 21                          | Fort Washakie   | 44         | 32%  | 32%        | 36%        |
| Fremont 25                          | Ashgrove        | 62         | 16%  | 18%        | 66%        |
|                                     | Jackson         | 48         | 13%  | 17%        | 71%        |
|                                     | Lincoln         | 64         | 25%  | 17%        | 58%        |
| Natrona                             | Grant           | 37         | 16%  | 14%        | 70%        |
|                                     | Midwest         | 11         | 9%   | 36%        | 55%        |
|                                     | Mountain View   | 23         | 22%  | 30%        | 48%        |
|                                     | Southridge      | 41         | 12%  | 20%        | 68%        |
|                                     | University Park | 33         | 12%  | 27%        | 61%        |
|                                     | Willard         | 38         | 5%   | 32%        | 63%        |

**Table 6-4  
Third Grade Spring 2006 Instructional Support Recommendations**

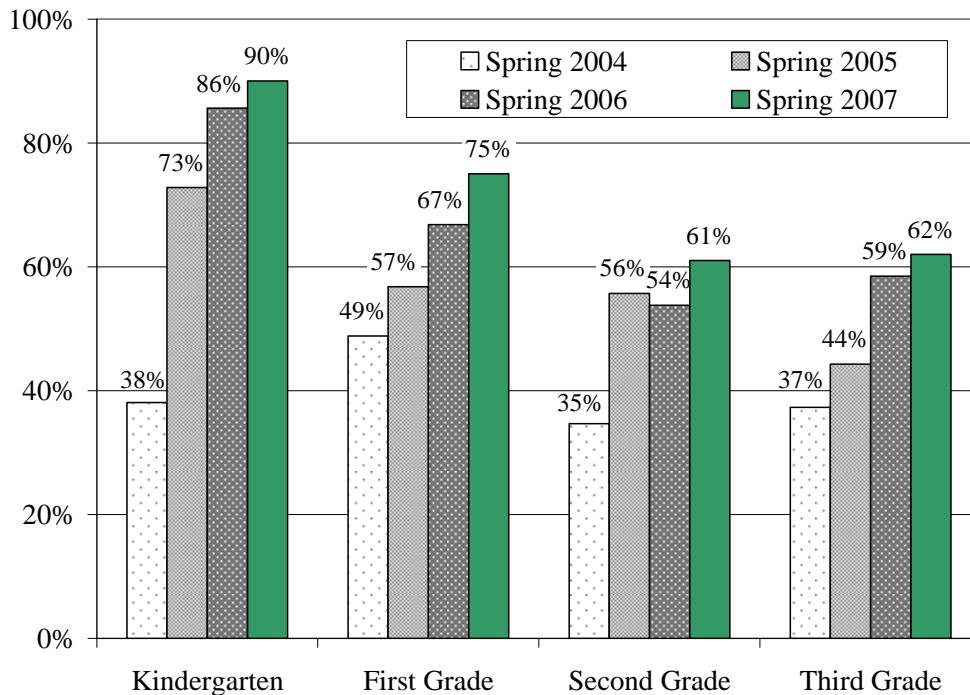
|                                     | N               | Spring 2007 Instructional Support Recommendation |            |            |     |
|-------------------------------------|-----------------|--|------------|------------|-----|
|                                     |                 | Intensive  | Strategic  | Benchmark  |     |
| <b>All WY Reading First Grade 3</b> | <b>429</b>      | <b>12%</b>                                       | <b>24%</b> | <b>64%</b> |     |
| Round 1                             | 359             | 13%  | 25%        | 62%        |     |
| Round 2                             | 70              | 6%   | 17%        | 77%        |     |
| Native American                     | 58              | 9%   | 38%        | 53%        |     |
| Black/African-American              | 13              | 31%  | 8%         | 62%        |     |
| Hispanic                            | 38              | 16%  | 32%        | 53%        |     |
| White                               | 314             | 11%  | 20%        | 68%        |     |
| Eligible for Free/Reduced Lunch     | 248             | 15%  | 25%        | 60%        |     |
| Not Eligible for Free/Reduced Lunch | 171             | 8%   | 22%        | 70%        |     |
| Eligible for Special Education      | 81              | 36%  | 19%        | 46%        |     |
| Not Eligible for Special Education  | 342             | 6%   | 25%        | 69%        |     |
| Big Horn                            | Burlington      | 17   | 12%        | 18%        | 71% |
|                                     | Rocky Mountain  | 28   | 7%         | 25%        | 68% |
| Fremont 21                          | Fort Washakie   | 37   | 11%        | 41%        | 49% |
| Fremont 25                          | Ashgrove        | 69   | 3%         | 26%        | 71% |
|                                     | Jackson         | 37   | 24%        | 8%         | 68% |
|                                     | Lincoln         | 61   | 13%        | 28%        | 59% |
| Natrona                             | Grant           | 24   | 42%        | 21%        | 38% |
|                                     | Midwest         | 9  | 33%        | 11%        | 56% |
|                                     | Mountain View   | 35   | 23%        | 40%        | 37% |
|                                     | Southridge      | 34   | 9%         | 15%        | 76% |
|                                     | University Park | 36   | 3%         | 19%        | 78% |
|                                     | Willard         | 42   | 0%         | 14%        | 86% |

## 2004–2007 DIBELS Trends

This section presents DIBELS results over time, from baseline (spring 2004 for round 1 and spring 2006 for round 2) through spring 2007. Round 1 and round 2 schools will be presented separately.

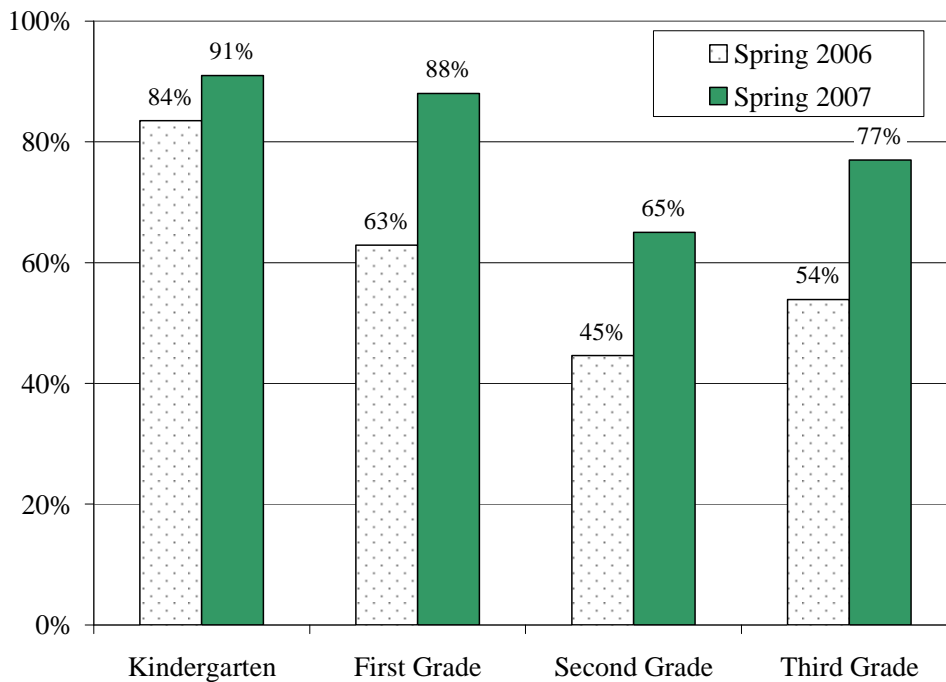
### Changes in Percentage of Students at Benchmark

Figure 6-3 below presents the change in the percentage of *round 1* schools at benchmark on the DIBELS between baseline (spring 2004) and the spring of each subsequent year that the round 1 schools were in Reading First (three years). The data show that the project has made sustained, strong increases in the percentage of kindergarten and first-grade students at benchmark from year to year. The pace of growth in second grade, which had slowed between 2005 and 2006, picked up in 2007. There was modest growth in third grade. Changes from spring 2006 to spring 2007 were statistically significant in kindergarten, first and second grades (Pearson chi-square<0.05).



**Figure 6-3. Percentage of Students at Benchmark, Round 1  
Spring 2004–Spring 2007**

Figure 6-4 below presents the change in the percentage of *round 2* schools at benchmark on the DIBELS between baseline (spring 2006) and spring 2007, the end of their first year in Reading First. While round 2 schools began with a higher baseline than round 1 schools, they made substantial gains over the year at all grade levels. This was particularly notable in first, second, and third grades. Changes from spring 2006 to spring 2007 were statistically significant in first grade (Pearson chi-square<.001), second grade (Pearson chi-square<.05), and third grade (Pearson chi-square<0.01).



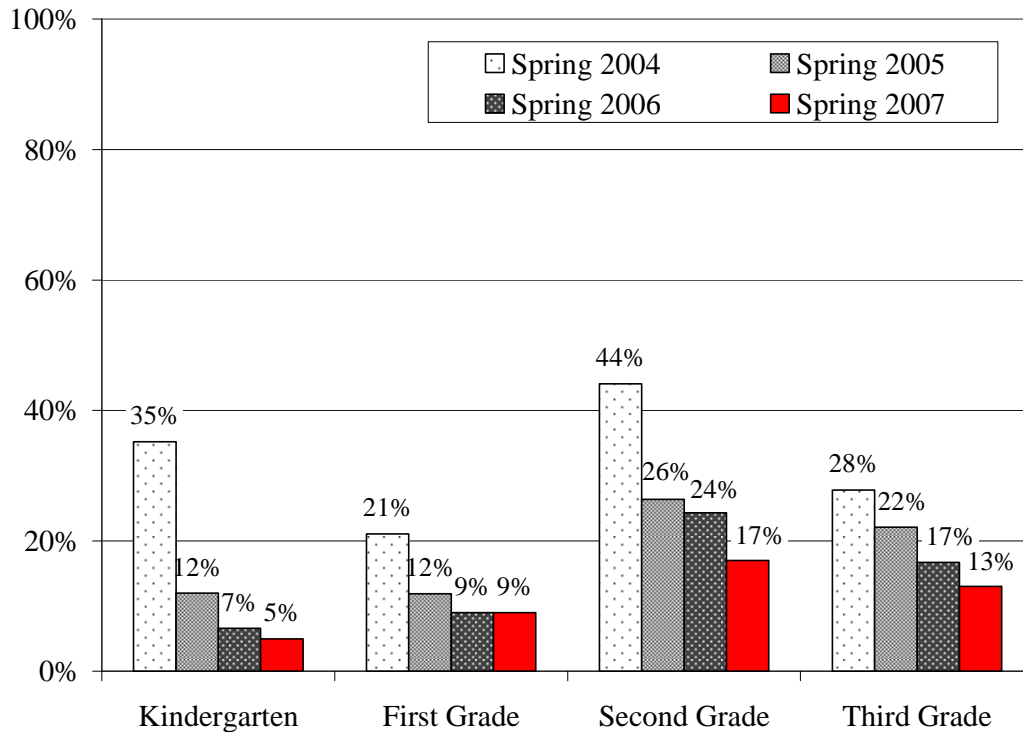
**Figure 6-4. Percentage of Students at Benchmark, Round 2 Spring 2006–Spring 2007**

### Changes in Percentage of Students in Intensive

Progress in Reading First is measured not only by the increase in the percentage of students at benchmark, but also by a decrease in the percentage of students who are struggling in reading. The DIBELS identifies those students who are struggling the most as “intensive,” meaning that they are in need of the school’s most intensive interventions to bring them up to level.

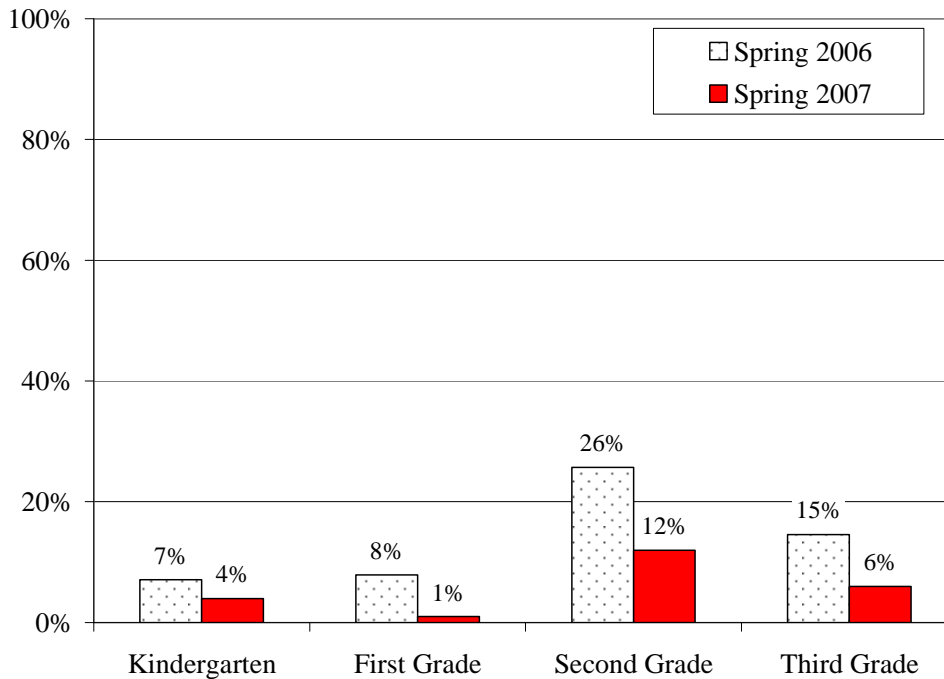
Figure 6-5 below presents the change in the percentage of *round 1* schools in the intensive group on the DIBELS between baseline (spring 2004) and the spring of each subsequent year that the round 1 schools were in Reading First (three years). The data show that there have been sustained decreases in the percentage of students in intensive over time. In spring 2007, the drop in second grade was particularly notable, as that grade had seen little change the previous year. There was more modest change in

kindergarten and no change in first grade. Changes between spring 2006 and spring 2007 were statistically significant in second grade only (Pearson chi-square<0.05).



**Figure 6-5. Percentage of Students in Intensive, Round 1 Spring 2004-Spring 2007**

Figure 6-6 below presents the change in the percentage of *round 2* schools in the intensive group on the DIBELS between baseline (spring 2006) and spring 2007, the end of their first year in Reading First. The data show that round 2 schools saw substantial drops in the percentage of students in the intensive group, ending with very low proportions in all grades (1 to 12%). Changes from spring 2006 to spring 2007 were statistically significant in second grade only (Pearson chi-square<0.05).



**Figure 6-6. Percentage of Students in Intensive, Round 2  
Spring 2006–Spring 2007**

Tables 6-5 through 6-8 present the percentage of students at benchmark beginning at baseline and continuing through spring 2007. In addition to the trends noted above, across grades, the data show that:

- The percentage of Reading First students who attained benchmark increased substantially across the 2006–2007 school year.
- Round 2 schools started and ended the year with higher percentages of students at benchmark, compared to round 1 schools.
- There were increases in the percentage of Native American students at benchmark during the 2004–2005 school in kindergarten, second, and third grades. However, there was a decrease in first grade. This pattern in first grade was similar in previous years; however, the increase in third grade marks a change from previous years.
- The pace of growth in the attainment of benchmark for students eligible for FRL largely kept pace with that of their non-FRL-eligible counterparts; overall, they made the same proportional gains, although they were at a lower starting point. This pattern was similar in 2005–2006.
- All schools made strong gains in kindergarten. There was a wide variation in performance across the other grades; several schools showed substantial growth, with increases in third grade being particularly notable. However, five schools had no negative growth in at least one grade level.



**Table 6-5  
Percentage of Kindergarten Students at Benchmark Over Time**

|  |                 | N          | Fall 2006<br>Benchmark | Winter 2007<br>Benchmark | Spring 2007<br>Benchmark |
|--|-----------------|------------|------------------------|--------------------------|--------------------------|
| <b>All WY Reading First Kindergarten</b> |                 | <b>415</b> | <b>36%</b>             | <b>80%</b>               | <b>91%</b>               |
| Round 1                                  |                 | 346        | 35%                    | 79%                      | 90%                      |
| Round 2                                  |                 | 69         | 42%                    | 83%                      | 91%                      |
| Native American                          |                 | 64         | 19%                    | 59%                      | 83%                      |
| Black/African-American                   |                 | 17         | 35%                    | 94%                      | 100%                     |
| Hispanic                                 |                 | 25         | 20%                    | 76%                      | 80%                      |
| White                                    |                 | 294        | 41%                    | 84%                      | 93%                      |
| Eligible for Free/Reduced Lunch          |                 | 192        | 29%                    | 73%                      | 86%                      |
| Not Eligible for Free/Reduced Lunch      |                 | 162        | 44%                    | 88%                      | 96%                      |
| Eligible for Special Education           |                 | 53         | 23%                    | 72%                      | 87%                      |
| Not Eligible for Special Education       |                 | 273        | 38%                    | 79%                      | 91%                      |
| Big Horn                                 | Burlington      | 16         | 50%                    | 100%                     | 100%                     |
|  | Rocky Mountain  | 23         | 48%                    | 91%                      | 96%                      |
| Fremont 21                               | Fort Washakie   | 35         | 17%                    | 51%                      | 74%                      |
| Fremont 25                               | Ashgrove        | 64         | 36%                    | 70%                      | 95%                      |
|  | Jackson         | 40         | 58%                    | 85%                      | 85%                      |
|  | Lincoln         | 66         | 18%                    | 82%                      | 97%                      |
| Natrona                                  | Grant           | 30         | 43%                    | 100%                     | 100%                     |
|  | Midwest         | 14         | 21%                    | 50%                      | 57%                      |
|  | Mountain View   | 26         | 31%                    | 77%                      | 81%                      |
|  | Southridge      | 36         | 42%                    | 78%                      | 89%                      |
|  | University Park | 33         | 42%                    | 88%                      | 94%                      |
|  | Willard         | 32         | 47%                    | 91%                      | 97%                      |

**Table 6-6  
Percentage of First-Grade Students at Benchmark Over Time**

|                                     |                 | N          | Fall 2006<br>Benchmark | Winter 2007<br>Benchmark | Spring 2007<br>Benchmark |
|-------------------------------------|-----------------|------------|------------------------|--------------------------|--------------------------|
| <b>All WY Reading First Grade 1</b> |                 | <b>444</b> | <b>69%</b>             | <b>68%</b>               | <b>77%</b>               |
| Round 1                             |                 | 369        | 67%                    | 66%                      | 75%                      |
| Round 2                             |                 | 75         | 77%                    | 79%                      | 88%                      |
| Native American                     |                 | 63         | 62%                    | 40%                      | 57%                      |
| Black/African-American              |                 | 8          | 63%                    | 75%                      | 100%                     |
| Hispanic                            |                 | 31         | 77%                    | 77%                      | 71%                      |
| White                               |                 | 329        | 70%                    | 72%                      | 81%                      |
| Eligible for Free/Reduced Lunch     |                 | 234        | 69%                    | 64%                      | 75%                      |
| Not Eligible for Free/Reduced Lunch |                 | 197        | 71%                    | 74%                      | 81%                      |
| Eligible for Special Education      |                 | 59         | 41%                    | 39%                      | 59%                      |
| Not Eligible for Special Education  |                 | 374        | 74%                    | 73%                      | 81%                      |
| Big Horn                            | Burlington      | 15         | 60%                    | 100%                     | 93%                      |
|                                     | Rocky Mountain  | 23         | 83%                    | 87%                      | 96%                      |
| Fremont 21                          | Fort Washakie   | 41         | 63%                    | 32%                      | 51%                      |
| Fremont 25                          | Ashgrove        | 65         | 72%                    | 71%                      | 78%                      |
|                                     | Jackson         | 44         | 59%                    | 57%                      | 70%                      |
|                                     | Lincoln         | 66         | 55%                    | 61%                      | 68%                      |
| Natrona                             | Grant           | 40         | 80%                    | 68%                      | 80%                      |
|                                     | Midwest         | 11         | 73%                    | 73%                      | 73%                      |
|                                     | Mountain View   | 28         | 64%                    | 64%                      | 75%                      |
|                                     | Southridge      | 41         | 78%                    | 76%                      | 78%                      |
|                                     | University Park | 34         | 76%                    | 82%                      | 100%                     |
|                                     | Willard         | 36         | 78%                    | 83%                      | 92%                      |

**Table 6-7  
Percentage of Second-Grade Students at Benchmark Over Time**

|                                     |                 | N          | Fall 2006<br>Benchmark | Winter 2007<br>Benchmark | Spring 2007<br>Benchmark |
|-------------------------------------|-----------------|------------|------------------------|--------------------------|--------------------------|
| <b>All WY Reading First Grade 2</b> |                 | <b>436</b> | <b>47%</b>             | <b>64%</b>               | <b>62%</b>               |
| Round 1                             |                 | 362        | 45%                    | 63%                      | 61%                      |
| Round 2                             |                 | 74         | 58%                    | 69%                      | 65%                      |
| Native American                     |                 | 71         | 30%                    | 38%                      | 41%                      |
| Black/African-American              |                 | 9          | 67%                    | 89%                      | 78%                      |
| Hispanic                            |                 | 32         | 38%                    | 63%                      | 59%                      |
| White                               |                 | 310        | 52%                    | 70%                      | 67%                      |
| Eligible for Free/Reduced Lunch     |                 | 234        | 38%                    | 57%                      | 54%                      |
| Not Eligible for Free/Reduced Lunch |                 | 191        | 59%                    | 74%                      | 73%                      |
| Eligible for Special Education      |                 | 65         | 28%                    | 45%                      | 38%                      |
| Not Eligible for Special Education  |                 | 363        | 51%                    | 68%                      | 67%                      |
| Big Horn                            | Burlington      | 12         | 58%                    | 83%                      | 75%                      |
|                                     | Rocky Mountain  | 23         | 61%                    | 74%                      | 78%                      |
| Fremont 21                          | Fort Washakie   | 44         | 25%                    | 30%                      | 36%                      |
| Fremont 25                          | Ashgrove        | 62         | 44%                    | 67%                      | 66%                      |
|                                     | Jackson         | 48         | 52%                    | 73%                      | 71%                      |
|                                     | Lincoln         | 64         | 41%                    | 59%                      | 58%                      |
| Natrona                             | Grant           | 37         | 70%                    | 70%                      | 70%                      |
|                                     | Midwest         | 11         | 36%                    | 64%                      | 55%                      |
|                                     | Mountain View   | 23         | 26%                    | 61%                      | 48%                      |
|                                     | Southridge      | 41         | 59%                    | 71%                      | 68%                      |
|                                     | University Park | 33         | 58%                    | 67%                      | 61%                      |
|                                     | Willard         | 38         | 47%                    | 68%                      | 63%                      |

**Table 6-8**  
**Percentage of Third-Grade Students at Benchmark Over Time**

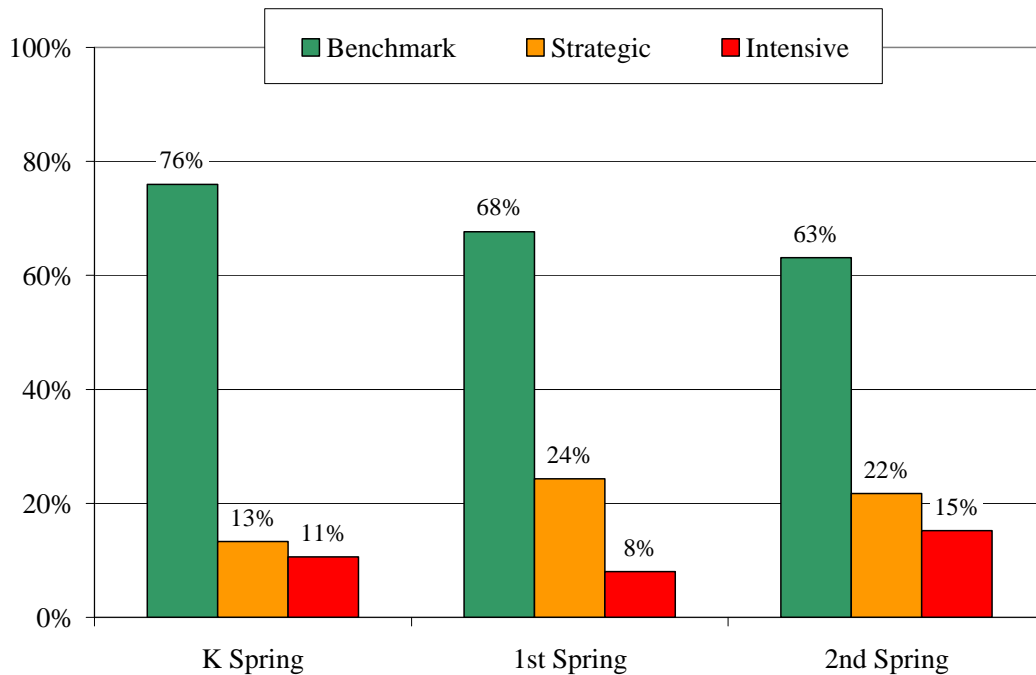
|                                     |                 | N          | Fall 2006<br>Benchmark | Winter 2007<br>Benchmark | Spring 2007<br>Benchmark |
|-------------------------------------|-----------------|------------|------------------------|--------------------------|--------------------------|
| <b>All WY Reading First Grade 3</b> |                 | <b>429</b> | <b>47%</b>             | <b>55%</b>               | <b>64%</b>               |
| Round 1                             |                 | 359        | 45%                    | 55%                      | 62%                      |
| Round 2                             |                 | 70         | 57%                    | 59%                      | 77%                      |
| Native American                     |                 | 58         | 43%                    | 47%                      | 53%                      |
| Black/African-American              |                 | 13         | 38%                    | 54%                      | 62%                      |
| Hispanic                            |                 | 38         | 47%                    | 53%                      | 53%                      |
| White                               |                 | 314        | 48%                    | 57%                      | 68%                      |
| Eligible for Free/Reduced Lunch     |                 | 248        | 44%                    | 51%                      | 60%                      |
| Not Eligible for Free/Reduced Lunch |                 | 171        | 51%                    | 61%                      | 70%                      |
| Eligible for Special Education      |                 | 81         | 33%                    | 36%                      | 46%                      |
| Not Eligible for Special Education  |                 | 342        | 50%                    | 60%                      | 69%                      |
| Big Horn                            | Burlington      | 17         | 71%                    | 71%                      | 71%                      |
|                                     | Rocky Mountain  | 28         | 61%                    | 75%                      | 68%                      |
| Fremont 21                          | Fort Washakie   | 37         | 41%                    | 41%                      | 49%                      |
| Fremont 25                          | Ashgrove        | 69         | 41%                    | 64%                      | 71%                      |
|                                     | Jackson         | 37         | 46%                    | 51%                      | 68%                      |
|                                     | Lincoln         | 61         | 43%                    | 48%                      | 59%                      |
| Natrona                             | Grant           | 24         | 29%                    | 33%                      | 38%                      |
|                                     | Midwest         | 9          | 44%                    | 56%                      | 56%                      |
|                                     | Mountain View   | 35         | 29%                    | 37%                      | 37%                      |
|                                     | Southridge      | 34         | 53%                    | 56%                      | 76%                      |
|                                     | University Park | 36         | 61%                    | 61%                      | 78%                      |
|                                     | Willard         | 42         | 60%                    | 71%                      | 86%                      |

## Longitudinal Analyses

Another measure of program effectiveness is to examine intact cohorts of students over time, as they progress through Reading First. This section does just that, by presenting the progress of students at round 1 schools who began kindergarten in fall 2004, the first year of Wyoming Reading First, and just completed second grade in spring 2007, the third year of Wyoming Reading First.

To ensure that these analyses capture students who received a full two years of the program, it only includes matched students for whom three years of intact data are available. The sample is comprised of 263 students, representing roughly 75 percent of a given class size (estimating 350 students per grade for round 1 schools).

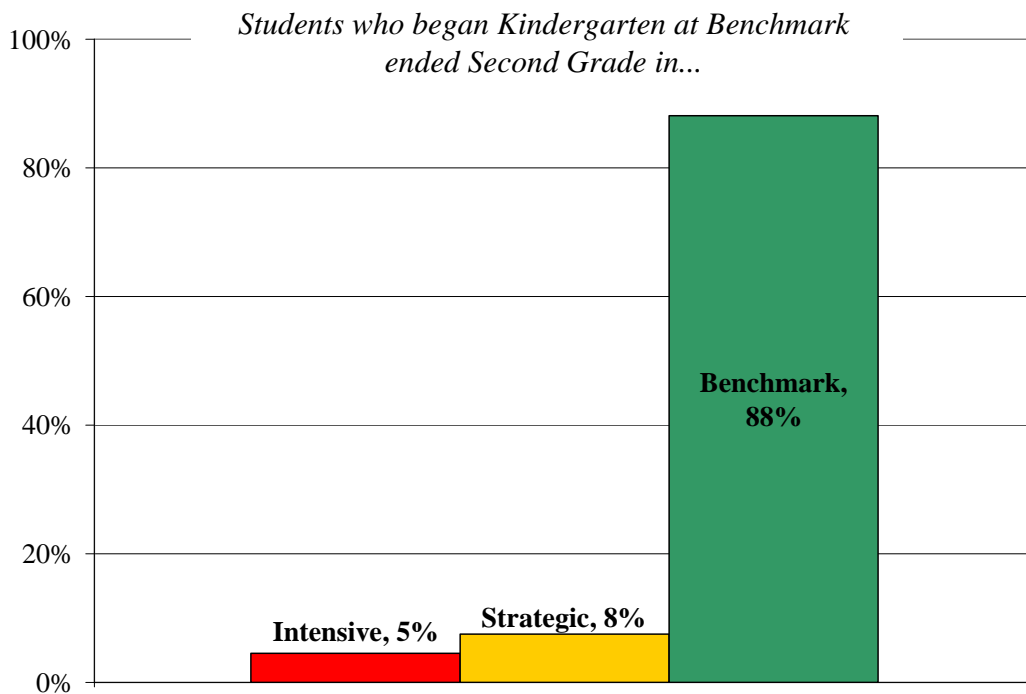
Figure 6-7 below presents three years of spring DIBELS results for this sample, from the end of kindergarten through the end of second grade. The graph shows that overall, the percentage of students at benchmark declined slightly, from 75 to 63 percent. It should be noted that this decrease is not atypical, as the targets for the spring of kindergarten are comparatively easier to hit. The graph also depicts an increase in the percentage of students in the strategic group from 13 to 22 percent, as well as the intensive group, from 11 to 15 percent.



**Figure 6-7. Longitudinal DIBELS Data, Kindergarten through Second Grade (n=263)**

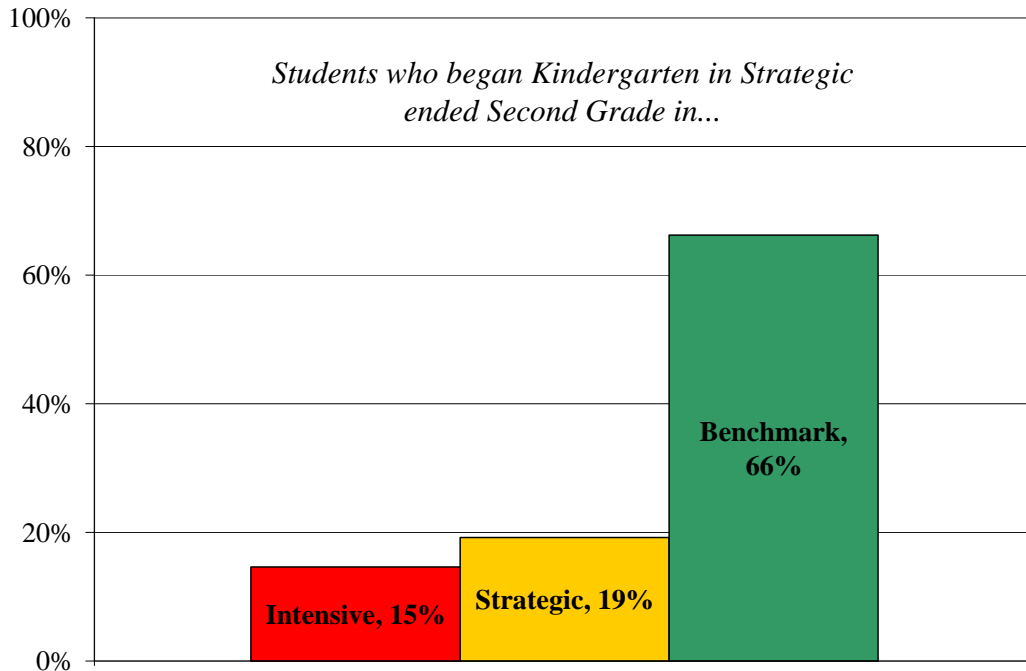
What the graph above does not provide is a more nuanced understanding of where this movement is occurring among ISRs: is the pattern driven by benchmark kids dropping to strategic or intensive kids moving up to strategic? Therefore, another helpful way of looking at student progress over the past two years is by examining their movement from one ISR to another. The following three figures (6-8 to 6-10) do exactly that.

Figure 6-8 depicts where those students who began kindergarten in 2004–2005 at benchmark were at the end of second grade. Of these 67 students, the strong majority (88%) remained at benchmark; this is a measure of the ability of the core program to keep students who started at benchmark progressing at level. Fairly small proportions were in strategic (8%) or intensive (5%). Compared to where these same students were a year prior at the end of first grade (see the *Wyoming Reading First Year 2 Evaluation Report*), these data show improved retention of students at benchmark at the end of second grade.



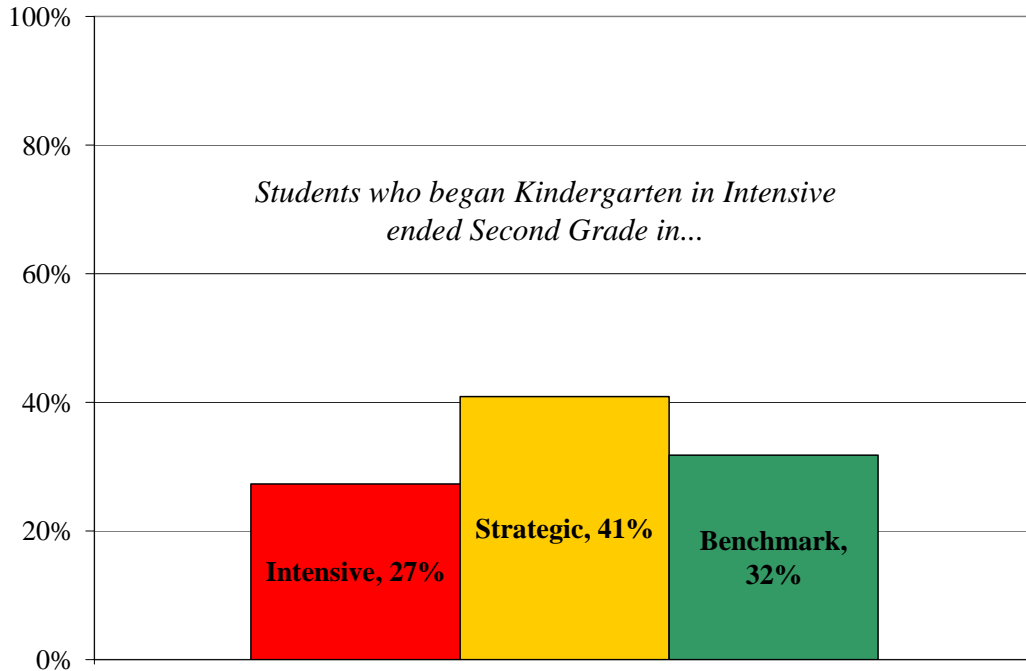
**Figure 6-8. Spring 2007 DIBELS ISRs  
Second-Grade Students who Began Kindergarten at Benchmark (n=67)**

Correspondingly, Figure 6-9 depicts where those students who began kindergarten in 2004–2005 in the strategic group were at the end of second grade. Of these 130 students, the majority (66%) moved up to benchmark. About one-fifth (19%) of these students remained in strategic while the remaining proportion (15%) dropped to intensive. These figures are fairly similar to the previous year, following the same group of students through the end of first grade.



**Figure 6-9. Spring 2007 DIBELS ISRs  
Second-Grade Students who Began Kindergarten in Strategic (n=130)**

Finally, Figure 6-10 depicts where those students who began kindergarten in 2004–2005 in the intensive group were at the end of second grade. Of these 66 students, about one-third (32%) moved up to benchmark; this is a measure of the effectiveness of interventions in moving the lowest-performing students up to benchmark. A larger proportion (41%) of these students moved up to strategic and about one-quarter (27%) remained in intensive. Compared to where these same students were a year prior at the end of first grade (see the *Wyoming Reading First Year 2 Evaluation Report*), these data show somewhat less success in moving intensive students.



**Figure 6-10. Spring 2007 DIBELS ISRs  
Second-Grade Students who Began Kindergarten in Intensive (n=66)**

As a conclusion to this section, the initial longitudinal data presented above indicate that there have been successes with students who began Reading First in kindergarten. By the end of second grade, the data show an improved retention of students at benchmark, as well as successes in moving strategic and intensive students to benchmark. However, of students who began kindergarten in the intensive group, over one in four remained there at the end of second grade. A caution to these data is that they only capture three years of implementation. The evaluation will continue to look at the progress of round 1 students over time as schools move into their fourth year of implementation.



## **Chapter Seven: Sustainability**

In 2006–2007, the topic of sustainability, or what will happen as schools transition out of Reading First, came to the forefront in a way it had not in the past. In previous years, Wyoming Reading First schools automatically received funding for continued implementation, as long as there were no compliance issues to be resolved. For the first time at the end of this academic year, round 1 schools were only eligible for continued funding if they registered a certain level of student achievement gains, which they could meet one of three ways:

1. Have at least 50 percent of students at benchmark in three of four grades in winter 2007.
2. Have at least 50 percent of students make adequate progress in three of four grades.
3. Have 10 percent more students at benchmark from winter 2006 to winter 2007 in three of four grades.

Schools that did not meet one of these criteria could submit a request that the decision be based upon their spring 2007, rather than winter 2007 data.

Even once schools met continuation criteria, the funding they would receive in the 2007–2008 school year would be substantially lower than in past year. This meant that schools needed to consider how they could sustain what they had developed under Reading First with reduced financial resources.

This chapter examines the prospects for sustainability among Wyoming Reading First round 1 schools by looking at the degree to which they have the necessary characteristics to sustain a school reform. In a review of the literature on sustainability, Taylor (2005) identified key characteristics associated with sustainability:

- Support political context
- Sufficient funding
- Positive student outcomes
- Leadership stability
- Faculty retention
- Faculty commitment
- Practical components structured into daily life
- Sustained professional development
- Protection from competing reforms

Data collected from the Wyoming Reading First schools suggest that while the schools and districts clearly have some of the characteristics that favor longer term sustainability, they lack others, or in some cases, certain schools are in stronger positions than other schools.

### **Factors Favoring Sustainability**

**Positive student outcomes.** As described in Chapter 6 of this report, Wyoming Reading First has made sustained, strong increases in the percentage of students reading at grade level during the past three years. This steady growth favors longer-term sustainability, as it builds credibility for and buy-in to the Reading First approach, both among school and district staff members as well as in the communities they serve. For the positive outcomes to create staff member and community support, however, they need to be maintained and publicized. It would be helpful to continue to monitor student achievement in cohort 1 schools and to share results broadly with multiple stakeholders.

**Leadership stability.** Among the 10 schools in cohort 1, only one saw a change in principal during the time the school had a Reading First grant. Six of the 10 schools had the same principal for the past five years or more. While this does not predict turnover in the coming few years, it does suggest that Wyoming Reading First schools do not have a pattern of high principal turnover and are likely to benefit from leadership stability.

**Faculty commitment.** One of the most important factors for sustaining the work accomplished under Reading First is teachers' support for grant activities. From the onset, Wyoming Reading First has had very high levels of buy-in. Teachers, coaches, and principals report that they value the materials, the training, and the approach to instruction. Moreover, they believe it is effective and that what they are doing is making a difference in instruction and student achievement.

The majority (82%) of round 1 teachers said they would not return to their "old ways" of teaching after the grant ended; this marks an increase over the previous year (72%). Some were not sure (13%) and a very small group (5%) said they would return to their previous methods.

Teachers were also asked about whether they thought specific components of Reading First *should* be maintained after the grant was over. Support was extremely high for continuing interventions (99%), grouping (98%), the core program (97%), reading-related professional development (96%), the 90-minute reading block, and grade-level meetings (93%). Support was somewhat lower, but still strong, for continuing the DIBELS (91%), reading coach (86%), and the Site RLT (86%). These figures were nearly identical to the previous year for all components except the reading block, for which support increased (from 84% last year). This commitment favors the sustainability of the changes made under Reading First.

## Factors Discouraging Sustainability

Concerns about sustainability revolve primarily around funding and schools' abilities to continue to provide key services and maintain structures without the funding that covered this work during the grant period.

**Sufficient funding.** In 2007–2008, schools that meet criteria to continue Reading First will continue to receive funding, but the level will be reduced substantially. At the time of spring interviews, schools were uncertain about what transitioning into lower funding might mean for their programs. In particular, they were concerned about being able to fund a full-time coach position.

*We are still doing everything in the classroom, but my concern is funding for a fulltime coach. They say that when your coach is half or quarter time, your program suffers. (Principal)*

This fear was not lost on state project staff members:

*Coaches are wondering about their jobs, what will happen if they don't qualify for continuation. Their district might have funds to give them part-time or split them across schools, but it's not the same. If they are spread thin, they don't have the same impact. (State project staff members)*

Some schools were also uneasy about losing funding for professional development and technical assistance providers.

*We have been blessed with materials, so we are ok there. Professional development and our [technical assistance] consultant have been huge; our own pot of money is small and it will be difficult to replace that. (Principal)*

Some schools planned for this situation and committed district and Title I funds to be combined with reduced Reading First grants. Others remained uncertain of what funding would look like.

*We have a plan and a strategy in place. My understanding is that we will have .5 of a coach position from the state, I have set aside funding and budgeted so we can continue to have our full-time coach. (Principal)*

*We want to be 100 percent Reading First, but we have to take the money out of other budgets, which puts us at unease. (Principal)*

In a similar vein, some schools voiced concerns that financial cutbacks would mean loss of paraprofessional staff members in 2007–2008; staff members who are critical to maintaining small group sizes and providing interventions.

**Practical components structured into daily life.** Many components of Reading First—the use of the core program, the reliance on assessment data to make decisions, the high level of collaboration—were valued by principals, coaches, and teachers and have become part of the daily life of schools. At the same time, in many schools, these components are functional only because of the work of the coach. Without a full-time coach at the school, teachers were concerned about their ability to maintain their new ways of working.

For example, although nine of 10 schools said they fully expected to keep the same core program, all agreed that they would not be able to sustain the same level of fidelity and accountability without the support and monitoring of the coach.

*The core program would begin to lose its stability. It would be easier without the coach for teachers to become more lax, especially for new teachers. (Teacher)*

*Use of the core would fall short of where it should be, and fidelity would fall without the coach because we wouldn't have that person to help us stay structured. (Teacher)*

In addition, teachers said they simply did not have the time to keep up the level of benchmark assessment and progress monitoring that the coaches have facilitated under Reading First. Whatever data they did collect would be less well utilized without the coaches' guidance and input.

*We wouldn't have any data because we'd be busy teaching. (Teacher)*

*The coach helps us take the data to the next level. Without her, even if we had the data, we wouldn't know what to do with it. (Teacher)*

*We would need to find a way to administer the tests, analyze the data and set up meetings to discuss it ourselves. But where is the available time? We would probably look to each other as teachers for ideas, asking 'what do you know about this kid from last year?' But that would be scary; I don't like that scenario! (Teacher)*

Teachers also reported that grade-level meetings would change. Some felt that they would meet as often as they had during the grant, but “the quality of the meetings would decline” or they “might easily get off-topic, since the coach sets the agenda.” Others feared meetings would be few and far between without the coach.

Together these responses suggest that teachers do not feel prepared to take over and maintain the practical structures of Reading First without the leadership of the coach. One school reported that it was beginning to devolve certain coach responsibilities to the teachers (such as facilitating book study or conducting observations), but in general this had not occurred at most schools.

## Factors That Affect Different Schools Differently

**Supportive political context.** As noted in Chapter 4, some schools described their districts as very involved in implementation, particularly supportive of Reading First and “committed to making this happen.” In these situations, districts and schools planned for sustainability collaboratively, making districtwide decisions; as one principal noted, “we have discussed what we are going to do as a district.”

On the other hand, principals from other districts felt that support was dampened by local politics and “nay-sayers” in the district. The 2006–2007 year was particularly difficult because a number of reports about issues with Reading First at the federal level were released and added to any existing tensions.

State staff members worked to foster support for Reading First by presenting information, including positive results, to the state legislature, districts, and local school boards. Many principals also took steps in this direction. Additional work in this area will be important to building the support needed to sustain the changes initiated under the grant.

**Faculty retention and sustained professional development.** In discussions about professional development, staff members at round 1 schools tended to report that they now felt confident in their instruction and did not require the same level of ongoing professional development (although these were the same individuals who said they feared fidelity would suffer without the coach, so clearly they did recognize the need for periodic reminders).

Sustained professional development was a more pressing consideration at schools that often saw a high number of new teachers entering their school who needed to learn about their approach to reading. Teacher turnover at the round 1 schools fluctuated—both across schools and from year to year—ranging from zero to 67 percent.

Principals said that in the past, new teachers were brought up to speed on Reading First through a variety of mechanisms, including: attending Summer Institutes and other trainings, mentoring from other teachers, support from contracted technical assistance providers, and one-on-one work with the coach.

*What we have done in the past is immediately send them to training. We also have them piggy-back onto the experienced Reading First teachers. (Principal)*

Particularly in the absence of a full-time coach, new teachers will need access to training in the core program and templates. It could be helpful to schools for the state to provide access to such training, either at Summer Institutes, or even collaborative initiatives with other nearby states seeking to train their new Reading First teachers.

Principals also mentioned that they sought to hire new staff members who “fit in” with the Reading First approach to reading instruction.

*During the interview process, we make sure someone philosophically will be ok with this. (Principal)*

In the long run, it will only be possible to bring in teachers which a similar philosophical approach if teacher preparation programs provide the background and training in reading that build those philosophies. Cultivation of an ongoing relationship with state colleges of education might help make this a feasible strategy for schools that frequently need to hire new teachers.

**Protection from competing reforms.** Schools reported varying levels of concern about whether other reform efforts might pull energy away from their Reading First initiative. Some school staff members felt that a way of moving forward and coping with the reduced funding for a coach would be to expand the role of the reading coach into instructional facilitator, a trend of statewide funding. This person might work with teachers on math and writing, as well as reading, and could begin to work with teachers of grades 4-6.

On the other hand, some schools were concerned that “letting other subject matters creep in” would have a diluting effect on the coach’s impact and the efficacy of their reading program. One school also reported a history of trying out one reform approach after another, suggesting something else might soon replace Reading First. Finally, it is difficult to know in advance what additional reforms – either in reading or other subjects – might capture a school or district’s attention.

### **Overall Preparation to Sustain Reading First**

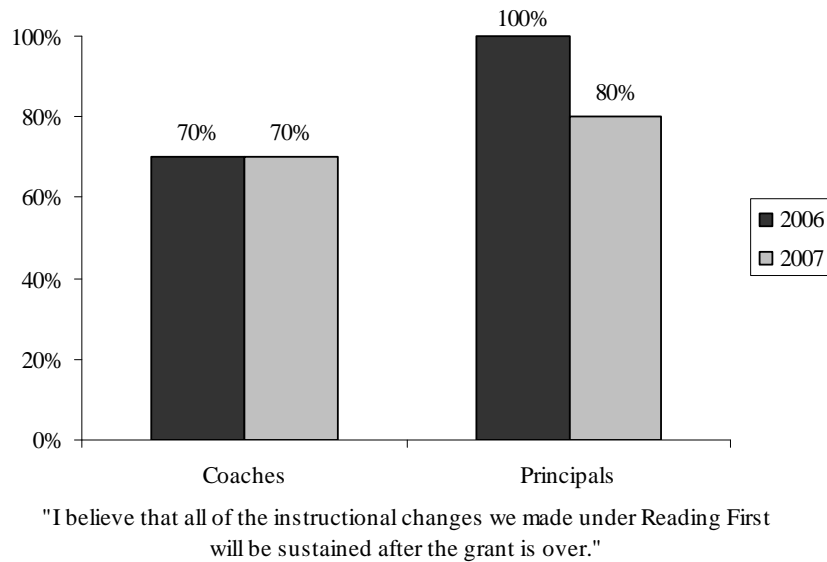
Last year’s evaluation (2005–2006) recommended that the state continue to help schools address sustainability, and that sustainability might become a thread that ran throughout all state-provided training. The majority of round 1 coaches and principals (80%) and all district representatives (100%) were pleased with the amount of support from the state to address sustainability this year.

Most principals said the state had provided them with some help in addressing sustainability, mentioning conversations specifically at the Leadership Workshops and the Data Summit. Some commented that sustainability had been discussed over multiple years:

*They have worked with us from the get go, we knew going in that we absolutely had to find a way to make this happen afterwards. (Principal)*

*We’ve talked about it a lot at in-services starting two years ago. It made us start thinking about it. The whole way through we have talked about leveraging funds to help support it afterwards. (Principal)*

They were also, in general, optimistic about prospects for sustainability. Principals were more positive than coaches (70%) that their school would sustain all of the instructional changes they made under Reading First, but less so than the previous year (see Figure 7-1).



**Figure 7-1. Perceptions of Sustainability, Round 1**

Despite the optimism and some factors favoring sustainability (positive outcomes, leadership stability, and faculty commitment), round 1 schools face some real challenges as they move forward without the same level of financial support. Most schools rely heavily on their coaches to promote fidelity to the core program, high use of assessment data and meaningful collaboration. Teachers in particular do not feel prepared to maintain these components of Reading First without the support of their coaches. Furthermore, some schools regularly see a high level of teacher turnover and need support in integrating their new teachers into the Reading First model.

In the face of these challenges, principals were mixed about whether their school had a sustainability plan, with responses ranging from “absolutely” to “no.” Some said that developing such a plan was a task they completed at the Data Summit. Others said their plans were being conceptualized, perhaps in tandem with the district, but were not yet formalized or written down. Regardless of the status of a formal plan, round 1 schools will need continued support as they reshape their structures to maintain Reading First without the generous grant funding they previously enjoyed.

## **Chapter Eight: Recommendations**

A summary of key findings from this report can be found in the Executive Summary. Recommendations stemming from those findings are detailed below.

### **Sustainability**

- Continue to engage schools in ongoing discussions about sustainability from the beginning of their grant funding. Enhance current sustainability planning with schools to address those components of their reading program that require financial resources: reading coaches, professional development, technical assistance, and paraprofessional support.
- Monitor student achievement in round 1 schools and publicize positive outcomes. Continue to share results with multiple stakeholders, presenting information about Reading First to the state legislature, districts, and local school boards to increase understanding and build support for the program. This evaluation report, in part or whole, could be circulated.
- Develop a strategy for what coaching might look like across schools with reduced funding. Possibilities include: (1) prioritizing funding to maintain full-time reading coaches in each building, (2) gradually devolving coach responsibilities to teachers, or (3) phasing coaches into more general instructional facilitator positions. Examine the benefits and challenges of each approach, as well as what is most appropriate to the Wyoming context.
- Provide new teachers at schools with reduced funding access to training in the core program and templates. This could be either at Summer Institutes, or even collaborative initiatives with other nearby states seeking to train their new Reading First teachers.

### **Professional Development and Technical Assistance**

- Identify the few schools that were not completely satisfied with the frequency or quality of technical assistance in 2006–2007. Provide them an option of switching providers, or broker a new agreement between the school and their existing provider.
- Clarify to schools what they should expect from the state reading coach next year, including how often they will see them and for what purpose. Recognize the state reading coach's expertise and value added to school progress, but also identify specific areas where they could benefit from further training.



- Provide training in 2007–2008 in some or all of the areas identified by principals, coaches, and teachers in this report as their greatest areas of need.

### **Roles and Leadership**

- Involve districts as much as possible to develop and maintain support for Reading First, particularly new districts. Continue to develop public relations strategies, such as press releases and presentations, as a way of garnering support.
- Reinforce principal expectations, such as frequent observations and attendance at reading meetings, for the few who are not already a visible presence in classrooms.

### **Instruction and Interventions**

- Help districts and schools find creative yet realistic ways to maximize support from paraprofessionals to maintain low group sizes in reading classrooms and interventions. This may involve providing districts and/or principals with specific examples from peers that have successfully addressed this issue in the past. Principals, coaches, and district representatives may also benefit from informally addressing this issue with their peers at a meeting.
- Continue to train intervention providers, particularly at schools with high turnover of paraprofessional staff members.

### **Evaluation**

- Data collection in 2007–2008 will include classroom observations to further develop the picture of classroom instruction. The evaluation will also more deeply explore concerns regarding meeting the reading needs of Native American learners. Data collection will continue from all schools; instruments for round 1 schools will be modified to focus on sustainability in their fourth year of implementation.

## References

Taylor, J.E. (2005, April). *Sustainability: Examining the survival of schools' comprehensive school reform efforts*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada. Retrieved June 28, 2007, from [www.air.org/news/documents/AERA2005Sustainability%20of%20CSR%20Efforts.pdf](http://www.air.org/news/documents/AERA2005Sustainability%20of%20CSR%20Efforts.pdf).

**Appendices:  
Evaluation Instruments**

**Principal Interview  
Coach Interview  
Teacher Focus Group Protocol  
Principal Survey and Frequencies  
Coach Survey and Frequencies  
Teacher Survey and Frequencies  
District Survey and Frequencies**

## Wyoming Reading First Principal Interview 2007

### Professional Development & Technical Assistance

1. Here is a list of the primary trainings to date (*show list*) that you have received from the state this year.
  - (a) What stands out as especially useful? Why?
  - (b) What stands out as especially not useful? Why?
  - (c) Overall, as a professional development package, how well did these offerings meet your needs as principal? (Please explain.)
2. What other services or training could the state provide to **you as a Reading First principal**?
3. To what degree have state project staff (Lynda, Debi, and people in their office) been responsive to your needs?

### Leadership

4. What does the state expect from you as a Reading First principal?
5. Are there some expectations you are not able to fulfill?
6. How do you know (or how do you check) if teachers are using the practices that they learned in professional development?
7. Tell me about principal walk-thrus at your school.
  - (a) On average, how often do you observe a given teacher? (\_\_\_ per \_\_\_)
  - (b) What checklists or tools, if any, do you use during walk-thrus?
  - (c) How much priority do you think should be placed on principal walk-thrus?
  - (d) How does conducting walk-thrus help you as an instructional leader?
  - (e) What do teachers learn from your walk-thrus? How do you think it affects their instruction?

8. On the survey you will receive this spring, you'll be asked whether or not you agree with the following statement, "Our district provides sufficient support for Reading First."

(a) Would you strongly agree, agree, disagree, or strongly disagree? (*select one*)

- Strongly agree
- Agree
- Disagree
- Strongly disagree

(b) Why?

9. Has your district provided other training in reading – either concurrent with Reading First or in the recent past – that philosophically or pedagogically is a mismatch with the Reading First approach? If yes, please explain.

### **Buy-In**

10. How would you describe teachers' buy-in to Reading First?

- High
- Medium/Mixed
- Low

11. To what do you attribute the [high level/low level] of buy-in?

### **Communication & Collaboration**

12. Do you think that attending **Site** RLT meetings is a good use of your time? Why or why not?

13. What about grade-level meetings; is it a good use of your time to attend them? Why or why not?

### **Sustainability**


14. FOR CONTINUING SCHOOLS ONLY:

(a) What is the typical level of turnover of K-3 teachers in your building?  
(*percentage*)

(b) How do you bring new teachers up to speed on Reading First?

15. (a) What has the state done this year to help you address sustainability beyond the life of the RF grant?
- (b) Have they helped you develop a plan?
16. What is your school doing to address sustainability?
17. What else is or will be necessary for your school to maximize sustainability?

**Overall**

18. Is there anything else about Reading First in your school you think I should know?
- 

## Wyoming Reading First Coach Interview 2007

### Professional Development & Technical Assistance

19. Here is a list of the primary trainings to date (*show list*) that you have received from the state this year.
  - (d) What stands out as especially useful? Why?
  - (e) What stands out as especially not useful? Why?
  - (f) Overall, as a professional development package, how well did these offerings meet your needs as coach? (Please explain.)
20. What other services or training could the state provide to **you as a Reading First coach**?
21. State reading coach:
  - (a) To what degree have the services provided by the state reading coach been helpful? (Please explain.)
  - (b) What is the relationship (tone, feeling) between the state reading coach and your school? (Please explain.)
22. Contracted technical assistance providers:
  - (a) To what degree have the services provided by the contracted technical assistance provider(s) been helpful?
  - (b) What is the relationship (tone, feeling) between the technical assistance provider(s) and your school?

### Coaching Role

23. What does the state expect from you as a Reading First coach?
24.
  - (a) Do you end up taking on tasks beyond these expectations?
  - (b) Are there some expectations you are not able to fulfill?

- (c) Some coaches say that they are not able to get into classrooms as much as they would like to or feel they should. To what degree has this been an issue for you?
- (d) If it is an issue, what prevents you from spending more time in classrooms?
25. How do you select which teachers you work with?
26. How do you work with resistance?

### **Buy-In**

27. How would you describe teachers' buy-in to Reading First? (*select one*)
- High
  - Medium/Mixed
  - Low
28. To what do you attribute the [high level/low level] of buy-in?

### **Communication and Collaboration**

29. The ideal vision of the Site Reading Leadership Team is a body that meets at least monthly, plans specifically and collaboratively, relies on data, and is integrally involved in the implementation of the grant. To what extent is this true of the RLT in your school? Why?
30. a) Out of all K-3 grade-level meetings, do you attend: (*select one*)
- All
  - Most
  - Some
  - Few
  - None
- b) What is your role at those meetings?

### **Data and Assessment**

31. (a) Would you say you do all, most, some, little, or none of K-3 reading data collection (administration and/or coordinating administration) at your school? (*select one*)
- All
  - Most



- Some
- Little
- None

(b) Would you say you do all, most, some, little, or none of K-3 reading data management (data entry, making charts) at your school? (*select one*)

- All
- Most
- Some
- Little
- None

b) What support do you have for data collection and management?

32. Administration and scoring of the DIBELS:

(a) How have the staff who administer the DIBELS been trained?

(b) Do you think they administer and score the DIBELS correctly and consistently? Any concerns?

### **Instruction and Interventions**

33. (a) What does fidelity mean to you?

#### NEW SCHOOLS

(b) How would you characterize the degree to which staff use the core program with fidelity?

(c) What percentage (0-100%) of staff are using the core with "good fidelity" right now?

#### CONTINUING SCHOOLS

(d) Have the expectations regarding fidelity changed since you began Reading First?

(e) If so, how?

34. (a) What have been the biggest achievements in your school's intervention program this year?

(b) What have been the biggest challenges?


35. Understanding that there are often limited resources to provide interventions, which students do you focus your energy on? Why?
36. To what degree do you think that your school is successful at grouping students to meet their different needs? Do you have any concerns about grouping?

**Native American Students**

*(Ask only at schools that serve Native American students.)*

37. (a) What are the challenges to meeting the needs of Native American students in your school?
- (b) What has the state done to help with those challenges?
- (c) What additional support do you need?

**Overall**

38. Is there anything else about Reading First in your school you think I should know?
- 

## Wyoming Reading First Teacher Focus Group 2007

This protocol is for use with up to four teachers, ideally one from each grade level.

1. There is a lot of talk in Reading First about this word “fidelity.” At your school, to what degree are you expected to maintain fidelity to the core program? In your opinion, are these expectations reasonable?
2. How do your principal and/or reading coach know if you are really using the instructional strategies and materials you have been trained in through Reading First?
3. I assume that students in your classrooms have different needs; even those whose assessment results put them at about the same instructional level. To what extent does your teaching situation permit you to provide sufficient differentiated instruction to students during the reading block?
4. Establishing effective intervention systems has been a challenge for some Reading First schools.
  - (a) (FIRST YEAR SCHOOLS ONLY): Does your school have an intervention program for struggling readers?  
  
If not, why not? (If yes, go to (b)).
  - (b) (CONTINUING SCHOOLS & FIRST YEAR SCHOOLS WITH INTERVENTION PROGRAMS): In your school’s intervention program, what is working well and what is not working
5. There are many different ways that Reading First coaches work in schools. Has your coach helped you change your instruction? If so, how?
6. FOR SCHOOLS IN YEARS 2-4 OF IMPLEMENTATION (NOT NEW SCHOOLS)  
Imagine that next year your school no longer has a reading coach. What happens to...
  - a) The core program?
  - b) Assessment and data use?
  - c) Grade-level meetings?
  - d) Interventions?
  - e) Site RLT?

## WYOMING READING FIRST PRINCIPAL SURVEY 2007

This survey is part of the Northwest Regional Educational Laboratory's (NWREL) external evaluation of Wyoming Reading First. **Your input is critically important; this survey is the only opportunity we have to hear from every principal involved in Wyoming Reading First.** There are no right or wrong responses. Please be candid in your answers. **The information you provide will be kept confidential and reported only in combination with responses from the other Reading First schools.** When answering the questions, please answer according to how your school functioned **this year (2006-2007)**. If you do not know the answer to a question or it does not apply to you, please skip that question. The survey will take about 20 minutes to complete. Please return it to your reading coach, sealed in the envelope provided. Thank you for your assistance.

Responses were received from 12 principals. Unless otherwise noted, the N for each item is equal or approximate to this number.

### SECTION A: PROFESSIONAL DEVELOPMENT

|  |   |  |
|--|---|--|
| 1. Did you attend the 2006 Reading First Summer Institute? |   |  |
| <input type="checkbox"/> No 27%                            | <input type="checkbox"/> Yes – some of it 18% | <input type="checkbox"/> Yes – all of it 54% |

*Please indicate your level of agreement with the following statements.*

| The professional development that I received through Reading First this year...   | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|---|-------------------|----------|----------------------------|-------|----------------|
| 2. was very relevant to my work.  | (--)              | (--)     | 8%                         | 67%   | 25%            |
| 3. was mostly review for me.  | 8%                | 33%      | 25%                        | 25%   | 8%             |
| 4. consisted of high-quality presentations.   | (--)              | (--)     | 8%                         | 75%   | 17%            |
| 5. provided me with useful training in observing teachers and providing feedback.                                       | (--)              | 8%       | (--)                       | 58%   | 33%            |
| 6. provided me with useful tools for working with resistant staff.  | (--)              | 25%      | 17%                        | 58%   | (--)           |
| 7. met my specific needs as a Reading First principal.  | (--)              | (--)     | 17%                        | 83%   | (--)           |
| 8. included adequate opportunities to reflect and share with my colleagues.   | (--)              | 8%       | 8%                         | 67%   | 17%            |
| 9. was differentiated (tailored) to meet the needs of different groups, based on their level of pre-existing expertise. | 8%                | 8%       | 33%                        | 50%   | (--)           |
| 10. did a good job of addressing English Language Learner (ELL) issues.   | (--)              | 67%      | 25%                        | 8%    | (--)           |
| 11. did a good job of addressing sustainability.  | (--)              | 17%      | 17%                        | 67%   | (--)           |

| I am very pleased with...   | Strongly Disagree                      | Disagree | Neither Agree nor Disagree               | Agree | Strongly Agree |
|---|--|----------|--|-------|----------------|
| 12. the <u>quality</u> of training in instructional leadership that I received through the state and Reading First this year. | (--)                                   | (--)     | 8%                                       | 67%   | 25%            |
| 13. the <u>amount</u> of training in instructional leadership that I received through the state and Reading First this year.  | (--)                                   | (--)     | (--)                                     | 75%   | 25%            |
| 14. If you were not pleased with the amount, was there too much or too little?  | <input type="checkbox"/> Too much (--) |          | <input type="checkbox"/> Too little (--) |       |                |

### SECTION B: USE OF ASSESSMENTS

The section below asks how frequently you use reading assessment data when performing specific aspects of your job. If a question asks about an activity that you do not perform, please select the last option, "I don't do that."

| I use the results of reading assessments (such as the DIBELS) when...          | Never | Rarely | Sometimes | Usually | Always | I don't do that |
|--|-------|--------|-----------|---------|--------|-----------------|
| 15. communicating with teachers about their students.                          | (--)  | (--)   | (--)      | 25%     | 75%    | (--)            |
| 16. communicating with teachers about their instruction.                       | (--)  | (--)   | 17%       | 58%     | 25%    | (--)            |
| 17. making decisions about student grouping.                                   | (--)  | (--)   | (--)      | 8%      | 92%    | (--)            |
| 18. making decisions about matching students to the appropriate interventions. | (--)  | (--)   | (--)      | 8%      | 92%    | (--)            |
| 19. looking at schoolwide (K-3) trends.  | (--)  | (--)   | (--)      | 17%     | 83%    | (--)            |
| 20. meeting with parents.  | (--)  | 8%     | 8%        | 42%     | 42%    | (--)            |

### SECTION C: MEETINGS AND COLLABORATION

21. Are you a member of the Site Reading Leadership Team (RLT) at your school?

|         |         |                                 |
|---------|---------|---------------------------------|
| Yes 92% | No (--) | There is no RLT at my school 8% |
|---------|---------|---------------------------------|

22. This year, how often did you attend Site RLT meetings?

- Never (--)
- Seldom (--)
- Sometimes 18%
- Often 18%
- Always 64%

23. Are you a member of the District RLT?

|         |         |   |
|---------|---------|---|
| Yes 92% | No (--) | There is no such Team in my district 8% |
|---------|---------|---|

24. This year, how often did your district hold District/LEA RLT meetings on average? *(select one)*

- Never 8%
- Once or a few times a year 8%
- Every other month 8%
- Once a month 67% (8)
- Every other week (--)
- Once a week 8%
- More than once a week (--)

25. This year, how often did you attend District RLT meetings?

- Never 9%
- Seldom 9%
- Sometimes (--)
- Often 18%
- Always 64%

### SECTION D: YOUR VIEWS ON READING FIRST

*Please indicate your level of agreement with each statement below. If a question is not applicable, please leave it blank.*

| This year...  | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|---|-------------------|----------|----------------------------|-------|----------------|
| 26. I am very comfortable observing teachers and providing constructive feedback.   | (--)              | (--)     | (--)                       | 50%   | 50%            |
| 27. I feel that Reading First is putting excessive emphasis on the involvement of the principal in instructional matters. | 33%               | 33%      | (--)                       | 17%   | 17%            |
| 28. Reading First would not run smoothly without the Site RLT.  | (--)              | 25%      | 33%                        | 25%   | 17%            |
| 29. Major initiatives in our district contradict or are not aligned with Reading First.                                   | 33%               | 42%      | 17%                        | (--)  | 8%             |
| 30. I strongly support the instructional changes that are occurring under Reading First.                                  | (--)              | (--)     | (--)                       | 33%   | 67%            |
| 31. Our district provides sufficient support for Reading First.   | 8%                | 25%      | 8%                         | 25%   | 33%            |
| 32. Overcoming teacher resistance to Reading First has been a challenge for me.   | 17%               | 58%      | 17%                        | 8%    | (--)           |

| This year...  | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|---|-------------------|----------|----------------------------|-------|----------------|
| 33. I have significant philosophical or pedagogical objections to the approach of Reading First.  | 75%               | 25%      | (--)                       | (--)  | (--)           |
| 34. I am pleased that our school has a Reading First grant.   | (--)              | (--)     | 8%                         | 17%   | 75%            |
| 35. In my view, Reading First overemphasizes the importance of using DIBELS results.  | 25%               | 42%      | 8%                         | 25%   | (--)           |
| 36. I think that the DIBELS is a valid, accurate indicator of student reading ability.  | (--)              | (--)     | 8%                         | 58%   | 33%            |
| 37. Participating in Reading First has helped my school develop a more collaborative culture.   | (--)              | (--)     | 8%                         | 33%   | 58%            |
| 38. Attending grade-level reading meetings is a good use of my time.  | (--)              | (--)     | 17%                        | 58%   | 25%            |
| 39. Attending Site RLT meetings is a good use of my time.   | (--)              | (--)     | 17%                        | 58%   | 25%            |
| 40. Attending District RLT meetings is a good use of my time.   | (--)              | 8%       | 25%                        | 33%   | 33%            |
| 41. I am very satisfied with the core reading program we are using at our school.   | (--)              | (--)     | (--)                       | 42%   | 58%            |
| 42. Our Reading First program is doing an excellent job meeting the needs of our ELL students.  | (--)              | (--)     | 75%                        | 17%   | 8%             |
| 43. Our Reading First program is doing an excellent job meeting the needs of our Native American students.  | (--)              | (--)     | 42%                        | 42%   | 17%            |
| 44. I believe that reading instruction at my school has improved noticeably.  | (--)              | (--)     | (--)                       | 25%   | 75%            |
| 45. Our staffing resources are sufficient to provide interventions to all students who need them.   | (--)              | 33%      | 8%                         | 42%   | 17%            |
| 46. As a school, we're doing an excellent job of providing appropriate reading interventions to all students who need them.                               | (--)              | (--)     | 8%                         | 67%   | 25%            |
| 47. Instruction in other subjects has suffered because of all of the focus on Reading First.  | 9%                | 27%      | 9%                         | 54%   | (--)           |
| 48. State project staff are responsive to my school's needs.  | (--)              | (--)     | 9%                         | 64%   | 27%            |
| 49. The state reading coach's support and input has been extremely valuable.  | (--)              | 33%      | 17%                        | 33%   | 17%            |
| 50. The contracted technical assistance provider (Ashlock Consulting, Jill Jackson, ERI, J/P Associates)'s support and input has been extremely valuable. | (--)              | (--)     | (--)                       | 50%   | 50%            |
| 51. I trust our contracted technical assistance provider with any information – good or bad – about our reading program.                                  | (--)              | 8%       | (--)                       | 58%   | 33%            |

| This year...  | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|---|-------------------|----------|----------------------------|-------|----------------|
| 52. Our contracted technical assistance provider understands our school, our programs and culture, and takes that into account when making recommendations. | (--)              | 17%      | 8%                         | 42%   | 33%            |
| 53. We receive conflicting messages about reading from our district and our contracted technical assistance provider.                                       | 17%               | 67%      | 8%                         | 8%    | (--)           |
| 54. I believe that all of the instructional changes we made under Reading First will be sustained after the grant is over.                                  | 8%                | (--)     | 8%                         | 50%   | 33%            |
| 55. I am pleased with the amount of support we have received from the state to address sustainability.  | (--)              | 17%      | 8%                         | 67%   | 8%             |

### SECTION E: PRINCIPAL & SCHOOL DEMOGRAPHICS

56. How many K-3 classroom teachers do you have in your building? (Bubble #)  
Average 10; Range 3-16
57. This year, how many of those teachers were new to your building? (Bubble #)  
Average 1; Range 0-4
58. How many total years of principal experience do you have (including this year)? (Bubble #)  
Average 12; Range 5-20
59. How many years have you been the principal at this school (including this year)? (Bubble #)  
Average 7; Range 2-18
60. At which school do you work? *Your school name is used \*only\* to make sure we hear from each school. Your responses are confidential and no school names will be used in reporting.*
- 8% Ashgrove
  - 8% Burlington
  - 8% Fort Washakie
  - 8% Grant
  - 8% Jackson
  - 8% Lincoln
  - 8% Midwest
  - 8% Mountain View
  - 8% Rocky Mountain
  - 8% Southridge
  - 8% University Park
  - 8% Willard



## WYOMING READING FIRST COACH SURVEY 2007

This survey is part of the Northwest Regional Educational Laboratory's (NWREL) external evaluation of Wyoming Reading First. **Your input is critically important; this survey is the only opportunity we have to hear from every coach involved in Wyoming Reading First.** Please be candid in your answers. There are no right or wrong responses. **The information you provide will be kept confidential and reported only in combination with responses from other Reading First coaches.** When answering the questions, please answer according to how your school functioned **this year (2006-2007)**. If you do not know the answer to a question or it does not apply to you, please skip that question. The survey will take about 30 minutes to complete. Please return it, along with the other materials from your school, to: Tess Bridgman, NWREL Evaluation Program, 101 SW Main Street, Suite 500, Portland, OR 97204.

Responses were received from 12 coaches. Unless otherwise noted, the N for each item is equal or approximate to this number.

### SECTION A: PROFESSIONAL DEVELOPMENT

|  |  |  |
|--|--|--|
| 1. Did you attend the 2006 Reading First Summer Institute? |  |  |
| <input type="checkbox"/> No 8%                             | <input type="checkbox"/> Yes – some of it 8% | <input type="checkbox"/> Yes – all of it 83% |

| The professional development that I received through Reading First this year...   | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|---|-------------------|----------|----------------------------|-------|----------------|
| 2. was very relevant to my work.  | (--)              | (--)     | (--)                       | 50%   | 50%            |
| 3. was mostly review for me.  | (--)              | 42%      | 17%                        | 42%   | (--)           |
| 4. consisted of high-quality presentations.   | (--)              | 8%       | 8%                         | 67%   | 17%            |
| 5. provided me with useful training in coaching methods.  | (--)              | 17%      | 8%                         | 58%   | 17%            |
| 6. provided me with useful tools for working with resistant staff.  | 8%                | 42%      | 25%                        | 25%   | (--)           |
| 7. included adequate opportunities to reflect and share with my colleagues.   | (--)              | 8%       | 8%                         | 50%   | 33%            |
| 8. met my specific needs as a Reading First coach.  | (--)              | (--)     | 25%                        | 75%   | (--)           |
| 9. was differentiated (tailored) to meet the needs of different groups, based on their level of pre-existing expertise. | (--)              | 33%      | 17%                        | 42%   | 8%             |
| 10. did a good job of addressing English Language Learner (ELL) issues.   | (--)              | 42%      | 50%                        | 8%    | (--)           |

|  |  |                 |  |              |                       |
|--|--|-----------------|--|--------------|-----------------------|
| 11. did a good job of addressing sustainability.   | (--)                                     | 17%             | 33%  | 50%          | (--)                  |
| <b>I am very pleased with...</b>   | <b>Strongly Disagree</b>                 | <b>Disagree</b> | <b>Neither Agree nor Disagree</b>          | <b>Agree</b> | <b>Strongly Agree</b> |
| 12. the <u>quality</u> of coaching training that I received through the state and Reading First this year. | (--)                                     | 17%             | (--)                                       | 75%          | 8%                    |
| 13. the <u>amount</u> of coaching training that I received through the state and Reading First this year.  | (--)                                     | 25%             | (--)                                       | 67%          | 8%                    |
| 14. If you were not pleased, was there too much or too little?   | <input type="checkbox"/> Too much<br>33% |                 | <input type="checkbox"/> Too little<br>67% |              |                       |

15. Looking ahead to next year (2006-07), in which area(s) would **you, as coach**, most like additional training: *(select all that apply)*

|   |  |
|---|--|
| <input type="checkbox"/> Coaching methods 25%                               | <input type="checkbox"/> Using the core program effectively (--)             |
| <input type="checkbox"/> Developing rapport and buy-in with staff 17%       | <input type="checkbox"/> Selection and use of supplemental programs 17%      |
| <input type="checkbox"/> Working with resistance or conflict resolution 58% | <input type="checkbox"/> Selection and use of intervention programs (--)     |
| <input type="checkbox"/> Lesson modeling (--)                               | <input type="checkbox"/> Working with ELL students 17%                       |
| <input type="checkbox"/> Classroom observations 33%                         | <input type="checkbox"/> Student engagement 42%                              |
| <input type="checkbox"/> Providing constructive feedback 33%                | <input type="checkbox"/> Strategies to teach the 5 components 17%            |
| <input type="checkbox"/> Meeting facilitation 8%                            | <input type="checkbox"/> Differentiated instruction 67%                      |
| <input type="checkbox"/> Budgeting 25%                                      | <input type="checkbox"/> Administering and scoring assessments (--)          |
|   | <input type="checkbox"/> Interpreting and working with assessment results 8% |
|   | <input type="checkbox"/> Other: 8%   |

| How frequently this year have the following external trainers provided <u>building-level reading-related professional development or technical assistance at your school?</u> |                    |      |       |         |         |                 |
|---|--------------------|------|-------|---------|---------|-----------------|
|   | Did not take place | Once | Twice | 3 times | 4 times | 5 or more times |
| 16. Contracted providers (i.e. Ashlock Consulting, J/P Associates, Jill Jackson, ERI)   | 8%                 | 17%  | (--)  | (--)    | 25%     | 50%             |
| 17. Publisher representatives/trainers  | 54%                | 27%  | 18%   | (--)    | (--)    | (--)            |
| 18. District reading staff  | 54%                | 9%   | (--)  | 9%      | (--)    | 27%             |
| 19. State reading coach   | 17%                | 42%  | 25%   | 8%      | 8%      | (--)            |

| Over the 2005-06 school year, how helpful were visits from: | Never Helpful | Rarely Helpful | Sometimes Helpful | Usually Helpful | Always Helpful | Did Not Take Place |
|---|---------------|----------------|-------------------|-----------------|----------------|--------------------|
| 20. Contracted providers                                    | (--)          | (--)           | 8%                | 42%             | 42%            | 8%                 |
| 21. Publisher representatives/trainers                      | (--)          | 17%            | (--)              | 8%              | 8%             | 67%                |
| 22. District reading staff                                  | (--)          | (--)           | 9%                | 18%             | 18%            | 54%                |
| 23. State reading coach                                     | (--)          | (--)           | 17%               | 50%             | 25%            | 8%                 |

24. The frequency of visits from these sources this year was:

- Too much (--)                     
 Too little 22%                     
 Just right 78%

## SECTION B: STUDENT ASSESSMENTS

25. Which assessment(s) are used in your K-3 reading program for the following purposes: *(check as many as apply)*

|                            | DIBELS | ERDA | CORE Multiple Assessments | Core Reading Program Assessments | Teacher-developed Assessments | Other | None |
|----------------------------|--------|------|---------------------------|----------------------------------|-------------------------------|-------|------|
| <b>Screening</b>           | 100%   | 8%   | 50%                       | 67%                              | (--)                          | 17%   | (--) |
| <b>Diagnosis</b>           | 17%    | 75%  | 33%                       | 42%                              | (--)                          | 25%   | (--) |
| <b>Progress Monitoring</b> | 92%    | (--) | 25%                       | 67%                              | 17%                           | 17%   | (--) |

26. Who regularly administers the K-3 DIBELS benchmark assessments to students at your school? *(select all that apply)*

|   |   |  |
|---|---|--|
| <input type="checkbox"/> I do (coach) 83%                                 | <input type="checkbox"/> K teacher(s) (--)                                    | <input type="checkbox"/> Literacy facilitators 25% |
| <input type="checkbox"/> Principal (--)                                   | <input type="checkbox"/> 1 <sup>st</sup> grade teacher(s) (--)                | <input type="checkbox"/> District staff 8%         |
| <input type="checkbox"/> Paraprofessionals 33%                            | <input type="checkbox"/> 2 <sup>nd</sup> grade teacher(s) (--)                | <input type="checkbox"/> Other: 25%                |
| <input type="checkbox"/> Administrative/ support staff (--)               | <input type="checkbox"/> 3 <sup>rd</sup> grade teacher(s) (--)                |  |
| <input type="checkbox"/> Specialists (Title I, ELL, Special Ed, etc.) 67% | <input type="checkbox"/> 4 <sup>th</sup> -6 <sup>th</sup> grade teachers (--) |  |

27. Who regularly administers the K-3 DIBELS progress-monitoring assessments to students at your school? (*select all that apply*)

|   |   |  |
|---|---|--|
| <input type="checkbox"/> I do (coach) 83%                                 | <input type="checkbox"/> K teacher(s) 25%                                     | <input type="checkbox"/> Literacy facilitators 17% |
| <input type="checkbox"/> Principal (--)                                   | <input type="checkbox"/> 1 <sup>st</sup> grade teacher(s) 17%                 | <input type="checkbox"/> District staff (--)       |
| <input type="checkbox"/> Paraprofessionals 33%                            | <input type="checkbox"/> 2 <sup>nd</sup> grade teacher(s) 17%                 | <input type="checkbox"/> Other: 8%                 |
| <input type="checkbox"/> Administrative/ support staff (--)               | <input type="checkbox"/> 3 <sup>rd</sup> grade teacher(s) 17%                 |  |
| <input type="checkbox"/> Specialists (Title I, ELL, Special Ed, etc.) 42% | <input type="checkbox"/> 4 <sup>th</sup> -6 <sup>th</sup> grade teachers (--) |  |

| <b>On average, how often are students in each of the following groups progress-monitored at your school?</b> | <b>Weekly</b> | <b>Every 2 weeks</b> | <b>Every 3 weeks</b> | <b>Every 4 weeks</b> | <b>Every 6 weeks</b> | <b>Every 7 weeks or less often</b> | <b>Never</b> |
|--|---------------|----------------------|----------------------|----------------------|----------------------|------------------------------------|--------------|
| 28. Benchmark  | (--)          | (--)                 | (--)                 | 17%                  | 17%                  | 50%                                | 17%          |
| 29. Strategic  | (--)          | 33%                  | 8%                   | 58%                  | (--)                 | (--)                               | (--)         |
| 30. Intensive  | 17%           | 83%                  | (--)                 | (--)                 | (--)                 | (--)                               | (--)         |

*The section below asks about how frequently you use reading assessment data when performing specific aspects of your job. If a question asks about an activity that you do not perform, please select the last option, "I don't do that."*

| <b>I use the results of reading assessments (such as the DIBELS) when...</b>                           | <b>Never</b> | <b>Rarely</b> | <b>Sometimes</b> | <b>Usually</b> | <b>Always</b> | <b>I don't do that</b> |
|--|--------------|---------------|------------------|----------------|---------------|------------------------|
| 31. communicating with teachers about their students.  | (--)         | (--)          | (--)             | 8%             | 92%           | (--)                   |
| 32. communicating with teachers about their instruction.   | (--)         | (--)          | 17%              | 33%            | 50%           | (--)                   |
| 33. making decisions about student grouping.   | (--)         | (--)          | (--)             | 8%             | 92%           | (--)                   |
| 34. modifying lessons from the core program.   | (--)         | (--)          | 42%              | 17%            | 8%            | 33%                    |
| 35. identifying which students need interventions.   | (--)         | (--)          | (--)             | (--)           | 100%          | (--)                   |
| 36. matching struggling students to the correct intervention for their needs.                          | (--)         | (--)          | (--)             | (--)           | 100%          | (--)                   |
| 37. monitoring student progress in interventions.  | (--)         | (--)          | (--)             | (--)           | 100%          | (--)                   |
| 38. helping teachers tailor instruction to individual student needs (i.e. differentiated instruction). | (--)         | (--)          | 8%               | 25%            | 67%           | (--)                   |
| 39. looking at school-wide (K-3) trends.   | (--)         | (--)          | 8%               | 8%             | 83%           | (--)                   |
| 40. meeting with parents.  | (--)         | 8%            | 17%              | 42%            | 33%           | (--)                   |

**SECTION C: COMMUNICATION AND COLLABORATION**

41. Who is on the Site Reading Leadership Team (RLT)? *(select all that apply)*

|  |  |
|--|--|
| <input type="checkbox"/> I am (coach) 100%         | <input type="checkbox"/> K teacher(s) 67%                                    |
| <input type="checkbox"/> Principal 100%            | <input type="checkbox"/> 1 <sup>st</sup> grade teacher(s) 67%                |
| <input type="checkbox"/> ELL teacher(s) 8%         | <input type="checkbox"/> 2 <sup>nd</sup> grade teacher(s) 67%                |
| <input type="checkbox"/> Special ed teacher(s) 83% | <input type="checkbox"/> 3 <sup>rd</sup> grade teacher(s) 75%                |
| <input type="checkbox"/> Title I teacher(s) 83%    | <input type="checkbox"/> 4 <sup>th</sup> -6 <sup>th</sup> grade teachers 42% |
| <input type="checkbox"/> Parent(s) 17%             | <input type="checkbox"/> District representative(s) 8%                       |
| <input type="checkbox"/> Paraprofessional(s) 8%    | <input type="checkbox"/> Other: 42%  |
|  | We don't have a RLT (--)   |

42. This year, how often does your school have Site RLT meetings on average? *(select one)*

- Never (--)
- Once or a few times a year 33%
- Every other month 8%
- Once a month 50%
- Every other week 8%
- Once a week (--)
- More than once a week (--)

43. Are you a member of the District RLT?

|         |         |  |
|---------|---------|--|
| Yes 83% | No (--) | There is no such Team in my district 17% |
|---------|---------|--|

44. How many reading study groups has your school held this year? *(select one)*

|               |                   |
|---------------|-------------------|
| None (--)     | five-six 8%       |
| one-two 17%   | seven or more 67% |
| three-four 8% |                   |

## SECTION D: ROLES & RESPONSIBILITIES

45. As a reading coach, how many hours a week do you work at this job, on average? (bubble in a number) □□

Average 51, Range 40-78

46. On average, how many hours per week do you spend on the following tasks?

A. Coordinating or administering reading assessments

Average 6, Range 2-16

B. Managing data (entering data, creating charts, etc.)

Average 4, Range 1-10

C. Reviewing and using reading assessment data

Average 4, Range 1-10

D. Attending professional development or state-level meetings

Average 2, Range 0-8

E. Planning for and attending RLT and grade-level meetings

Average 6, Range 2-10

F. Training groups of teachers in grades K-3

Average 2, Range 0-5

G. Observing, demonstrating or providing feedback to individual teachers in grades K-3

Average 16, Range 7-30

H. Observing, demonstrating or providing feedback to individual teachers in grades 4-6

Average 2, Range 0-8

I. Training groups of teachers in grades 4-6

Average 0, Range 0-1

J. Planning interventions

Average 2, Range 0-3

K. Providing interventions directly to students

Average 2, Range 0-6

L. Covering or subbing for teachers

Average 1, Range 0-2

M. Paperwork (not including assessment/data management)

Average 5, Range 1-10

N. Bus/recess duty

Average .20, Range 0-1

O. Other

Average 1, Range 0-6

## SECTION E: THE READING FIRST CLASSROOM

*Please indicate the number of minutes (do not round).*

|   | Kindergarten                | First Grade               | Second Grade                 | Third Grade                  |
|---|-----------------------------|---------------------------|------------------------------|------------------------------|
| How many minutes long is the reading block? | Average 98,<br>Range 90-120 | Average 105, Range 90-210 | Average 102,<br>Range 90-180 | Average 102,<br>Range 90-180 |
| Are at least 90 minutes uninterrupted?      | Yes 92%<br>No 8%            | Yes 92%<br>No 8%          | Yes 100%<br>No               | Yes 100%<br>No               |

51. Does your school use walk-to-read (students walk to another teacher for reading instruction) during the 90-minute block?

- Yes, in all or nearly all classes 58%
- Yes, in some grades or classes but not all 33%
- No, not at all 8%

52. During the reading block, most instruction is at students':

- Grade level 46%
- Instructional level 54%

*As the reading coach, you have a privileged view of what is going on across K-3 reading classrooms in your school. In the following section, your expertise is called upon to report how often you see certain practices when you are in classrooms during the reading block. Your school will not be graded on how you respond; the objective is to document overall trends. Please skip any questions that do not apply.*

| When you observe K-3 classrooms during reading, with what proportion of teachers do you regularly see: | No or very few teachers | Some teachers | Most teachers | All teachers |
|--|-------------------------|---------------|---------------|--------------|
| 53. Use of the core program  | (--)                    | (--)          | (--)          | 100%         |
| 54. Use of the templates   | (--)                    | (--)          | 8%            | 92%          |
| 55. Differentiated instruction   | 8%                      | 25%           | 17%           | 50%          |
| 56. Nonsense word practice   | 75%                     | 25%           | (--)          | (--)         |
| 57. Quick transitions from activity to activity  | (--)                    | 8%            | 83%           | 8%           |
| 58. Modeling of the work or thinking process   | (--)                    | 8%            | 58%           | 33%          |
| 59. Guiding students with effective questioning  | (--)                    | 17%           | 67%           | 17%          |
| 60. Providing multiple practice opportunities for students   | (--)                    | 8%            | 50%           | 42%          |
| 61. Effective classroom management   | (--)                    | 17%           | 75%           | 8%           |
| 62. Disruptive student behavior  | 33%                     | 58%           | 8%            | (--)         |
| 63. Monitoring of student understanding  | (--)                    | (--)          | 75%           | 25%          |
| 64. Provision of clear, direct and frequent feedback   | (--)                    | 8%            | 75%           | 17%          |

65. How many students will have received **intensive interventions** this year (from August/September 2006 to June 2007)?  
*“Intensive interventions” occur outside the reading block, at least 2 hours per week for at least 6 weeks. Count any individual student only once, even if he/she has received interventions for more than one session or term. If you do not have exact numbers, please provide the best estimate that you can.*

Total=658; Range per school 15-200

66. How many other students (not counted in the previous question) will have received **less intensive interventions** (outside the reading block, less than two hours per week and/or less than six weeks)?

Total=352; Range per school 0-122

For what percentage of students in each DIBELS grouping is your school able to provide interventions?

|               | <20% | 20-39% | 40-59% | 60-79% | 80-99% | 100% |
|---------------|------|--------|--------|--------|--------|------|
| 67. Intensive | (--) | (--)   | (--)   | (--)   | 17%    | 83%  |
| 68. Strategic | (--) | (--)   | 17%    | 8%     | 8%     | 67%  |

69. If fewer than 100 percent of eligible students receive interventions, what are the primary obstacles your school faces? (**select all that apply**): (n=5)

- Insufficient staffing 80%
- Lack of trained staff (--)
- Student transportation/bussing (limits before/after school options) 20%
- Available space in the building 80%
- Teacher resistance (--)
- Lack of parental support 20%
- Other 40%
- 100% of eligible students receive interventions (n=7)

70. Who regularly provides interventions at your school? (**select all that apply**)

|  |  |  |
|--|--|--|
| <input type="checkbox"/> I do (coach) 25%                                  | <input type="checkbox"/> K teacher(s) 67%                                    | <input type="checkbox"/> Literacy facilitators 33% |
| <input type="checkbox"/> Principal 8%                                      | <input type="checkbox"/> 1 <sup>st</sup> grade teacher(s) 67%                | <input type="checkbox"/> District staff (--)       |
| <input type="checkbox"/> Paraprofessionals 92%                             | <input type="checkbox"/> 2 <sup>nd</sup> grade teacher(s) 75%                | <input type="checkbox"/> Volunteers 8%             |
| <input type="checkbox"/> Administrative/ support staff (--)                | <input type="checkbox"/> 3 <sup>rd</sup> grade teacher(s) 75%                | <input type="checkbox"/> Paid tutors 25%           |
| <input type="checkbox"/> Specialists (Title I, ELL, Special Ed, etc.) 100% | <input type="checkbox"/> 4 <sup>th</sup> -6 <sup>th</sup> grade teachers 17% | <input type="checkbox"/> Other: (--)               |

71. What is the largest number of **intensive** students that work at one time with an intervention provider? (**bubble in number**) Average 4, Range 2-6



## SECTION F: YOUR VIEW ON READING FIRST

Please indicate your level of agreement with each statement below. If a question is not applicable, please leave it blank.

| This year...  | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|---|-------------------|----------|----------------------------|-------|----------------|
| 72. My role as the reading coach is clearly defined.  | (--)              | (--)     | (--)                       | 83%   | 17%            |
| 73. Most teachers at my school understand the role of the reading coach.  | (--)              | 8%       | 8%                         | 67%   | 17%            |
| 74. Our principal is a visible advocate for reading.  | (--)              | 8%       | (--)                       | 50%   | 42%            |
| 75. I am very comfortable observing teachers and providing constructive feedback.   | (--)              | 8%       | (--)                       | 50%   | 42%            |
| 76. Reading First would not run smoothly without the RLT.   | (--)              | 25%      | 25%                        | 42%   | 8%             |
| 77. Major initiatives (programs or grants) in our district contradict or are not aligned with Reading First.  | 8%                | 42%      | 17%                        | 17%   | 17%            |
| 78. I strongly support the instructional changes that are occurring under Reading First.  | (--)              | (--)     | (--)                       | 25%   | 75%            |
| 79. Overcoming teacher resistance to Reading First has been a challenge for me.   | 17%               | 25%      | 8%                         | 33%   | 17%            |
| 80. I have significant philosophical or pedagogical objections to the approach of Reading First.  | 75%               | 25%      | (--)                       | (--)  | (--)           |
| 81. In my view, Reading First overemphasizes the importance of using DIBELS results.  | 42%               | 42%      | 8%                         | 8%    | (--)           |
| 82. I think that the DIBELS is a valid, accurate indicator of student reading ability.  | (--)              | (--)     | (--)                       | 75%   | 25%            |
| 83. I am fully confident that before each benchmark testing period, all members of our assessment team thoroughly understand the administration and scoring of the DIBELS.                    | (--)              | (--)     | (--)                       | 50%   | 50%            |
| 84. Our school has an organized system for <u>administering</u> the DIBELS and other Reading First assessments.   | (--)              | (--)     | (--)                       | 25%   | 75%            |
| 85. Our school has an organized system for <u>analyzing and sharing</u> the results of the DIBELS and other Reading First assessments with teachers.  | (--)              | (--)     | (--)                       | 50%   | 50%            |
| 86. Our school has an organized system for reviewing reading assessment data that have been <u>disaggregated</u> (split up) by key demographic variables (i.e. race/ethnicity or ELL status). | (--)              | 33%      | 33%                        | 25%   | 8%             |
| 87. I am pleased that our school has a Reading First grant.   | (--)              | (--)     | (--)                       | 8%    | 92%            |

| This year...  | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|---|-------------------|----------|----------------------------|-------|----------------|
| 88. Participating in Reading First has helped my school develop a more collaborative culture.   | (--)              | (--)     | (--)                       | 8%    | 92%            |
| 89. Attending grade-level reading meetings is a good use of my time.  | (--)              | (--)     | (--)                       | 25%   | 75%            |
| 90. Attending Site RLT meetings is a good use of my time.   | (--)              | 8%       | (--)                       | 58%   | 33%            |
| 91. I am very satisfied with the core reading program we are using at our school.   | (--)              | (--)     | (--)                       | 42%   | 58%            |
| 92. I believe that reading instruction at my school has improved noticeably.  | (--)              | (--)     | (--)                       | 17%   | 83%            |
| 93. Teachers at my school have the knowledge and skills necessary to modify and supplement the core program to meet the needs of all ELL students.                                | (--)              | 27%      | 27%                        | 18%   | 27%            |
| 94. Our Reading First program is doing an excellent job meeting the needs of our Native American students.  | (--)              | (--)     | 50%                        | 30%   | 20%            |
| 95. The intervention materials we use are well-matched to the needs of our struggling readers.  | (--)              | (--)     | (--)                       | 58%   | 42%            |
| 96. Our school's intervention providers are well-trained to meet the needs of struggling readers.   | (--)              | 8%       | (--)                       | 67%   | 25%            |
| 97. As a school, we're doing an excellent job of providing appropriate reading interventions to all students who need them.   | (--)              | 8%       | 8%                         | 33%   | 50%            |
| 98. Instruction in other subjects has suffered because of all of the focus on Reading First.  | 8%                | 17%      | 17%                        | 50%   | 8%             |
| 99. State project staff are responsive to my school's needs.  | (--)              | (--)     | (--)                       | 75%   | 25%            |
| 100. The state reading coach's support and input has been extremely valuable.   | (--)              | 25%      | 25%                        | 42%   | 8%             |
| 101. Our contracted technical assistance provider's support and input has been extremely valuable.  | (--)              | 8%       | (--)                       | 58%   | 33%            |
| 102. I trust our contracted technical assistance provider (Ashlock Consulting, ERI, Jill Jackson, J/P Associates) with any information – good or bad – about our reading program. | (--)              | (--)     | (--)                       | 67%   | 33%            |
| 103. Our contracted technical assistance provider understands our school, our programs and culture, and takes that into account when making recommendations.                      | (--)              | 17%      | 8%                         | 58%   | 17%            |
| 104. I believe that all of the instructional changes we made under Reading First will be sustained after the grant is over.   | (--)              | 17%      | 8%                         | 75%   | (--)           |
| 105. I am pleased with the amount of support we have received from the state to address sustainability.   | (--)              | 8%       | 8%                         | 75%   | 8%             |

## SECTION H: DEMOGRAPHICS

106. What is your current position?

- Part-time reading coach (--)
- Full-time reading coach 100%

107. Is there another reading coach at your school?

- Yes 8%
- No 92%

108. If yes, does this reading coach also work with K-3 reading teachers?

- Yes (--)
- No 100%

109. How many total years of coaching experience do you have (including this year)?

Average 4, Range 1-10

110. How many years have you been the reading coach at this school (including this year)?

Average 2, Range 1-4

111. How many years have you worked at this school (in any capacity, including this year)?

Average 6, Range 1-20

112. How many years of teaching experience do you have (prior to becoming a coach)?

Average 18, Range 9-36

113. What are your educational credentials?

- Bachelor's degree 75%
- Reading certification 42%
- Master's degree--In reading 25%
- Master's degree--In area of education other than reading 67%
- Master's degree-- In discipline other than education (--)
- Doctorate (Ph.D. or Ed.D.) (--)

114. At which school do you work?

- 8% Ashgrove
- 8% Burlington
- 8% Fort Washakie
- 8% Grant
- 8% Jackson
- 8% Lincoln
- 8% Midwest
- 8% Mountain View
- 8% Rocky Mountain
- 8% Southridge
- 8% University Park
- 8% Willard

## WYOMING READING FIRST TEACHER SURVEY 2007

This survey is part of the Northwest Regional Educational Laboratory's (NWREL) external evaluation of Wyoming Reading First. **Your input is critically important; this survey is the only opportunity we have to hear from every teacher involved in Wyoming Reading First.** Please be candid in your answers. There are no right or wrong responses. **The information you provide will be kept confidential and reported only in combination with responses from other Reading First teachers.** When answering the questions, please answer according to how your school functioned **this year (2006-2007)**. If you do not know the answer to a question or it does not apply to you, please skip that question. The survey will take about 20 minutes to complete. **Please return it to your reading coach sealed in the envelope provided.** Thank you for your assistance.

Responses were received from 141 teachers. Unless otherwise noted, the N for each item is equal or approximate to this number.

### SECTION A: PROFESSIONAL DEVELOPMENT

|  |   |  |
|--|---|--|
| 1. Did you attend the 2006 Reading First Summer Institute? |   |  |
| <input type="checkbox"/> No 33%                            | <input type="checkbox"/> Yes – some of it 13% | <input type="checkbox"/> Yes – all of it 54% |

*If you attended some or all of the 2006 Reading First Summer Institute, please indicate below your agreement or disagreement with each of the following statements. Otherwise, please skip to question 8 below.*

| The Reading First Summer Institute...                                       | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|---|-------------------|----------|----------------------------|-------|----------------|
| 2. was very relevant to my work.  | 5%                | 16%      | 4%                         | 47%   | 27%            |
| 3. was mostly review for me.  | 12%               | 29%      | 20%                        | 31%   | 8%             |
| 4. consisted of high-quality presentations.                                 | 4%                | 19%      | 17%                        | 48%   | 11%            |
| 5. provided me with instructional strategies I have used in my classroom.   | 3%                | 9%       | 12%                        | 48%   | 28%            |
| 6. included adequate opportunities to reflect and share with my colleagues. | 2%                | 15%      | 15%                        | 50%   | 17%            |
| 7. did a good job of addressing English Language Learner (ELL) issues.      | 8%                | 24%      | 50%                        | 18%   | (--)           |

Thinking back over this school year, please indicate how helpful you feel that the various forms of Reading First professional development were for you, personally.

| Over the 2006-2007 school year, how helpful was/were:  | Never Helpful | Rarely Helpful | Sometimes Helpful | Usually Helpful | Always Helpful | Did Not Take Place |
|--|---------------|----------------|-------------------|-----------------|----------------|--------------------|
| 8. training in the core program from the publisher?  | 2%            | 5%             | 13%               | 17%             | 8%             | 54%                |
| 9. demonstration lessons provided by your reading coach?   | 2%            | (--)           | 5%                | 14%             | 44%            | 35%                |
| 10. feedback on your instruction provided by the <u>coach</u> after observation of your classroom?     | (--)          | 6%             | 7%                | 24%             | 54%            | 8%                 |
| 11. feedback on your instruction provided by the <u>principal</u> after observation of your classroom? | 1%            | 4%             | 14%               | 31%             | 39%            | 11%                |
| 12. assistance from the coach in administering and scoring student assessments?                        | 1%            | 1%             | 5%                | 23%             | 56%            | 14%                |
| 13. assistance from the coach in interpreting assessment results?                                      | (--)          | 3%             | 8%                | 15%             | 72%            | 2%                 |
| 14. assistance from the coach in providing quality interventions?                                      | 1%            | 4%             | 14%               | 24%             | 56%            | 2%                 |
| 15. assistance from the coach in monitoring the effectiveness of interventions?                        | 1%            | 4%             | 14%               | 23%             | 55%            | 2%                 |

|  |  |
|--|--|
| 16. Looking ahead to next year (2007-2008), in which area(s) would you most like additional training: <b>(select all that apply)</b> |  |
| <input type="checkbox"/> Phonemic awareness 7%   | <input type="checkbox"/> Using the core program effectively 12%            |
| <input type="checkbox"/> Phonics 6%  | <input type="checkbox"/> Using supplemental programs effectively 32%       |
| <input type="checkbox"/> Fluency 22%   | <input type="checkbox"/> Using intervention programs effectively 36%       |
| <input type="checkbox"/> Vocabulary 18%  | <input type="checkbox"/> Administering and scoring assessments 5%          |
| <input type="checkbox"/> Comprehension 34%   | <input type="checkbox"/> Interpreting assessment results 9%                |
| <input type="checkbox"/> Student engagement 42%  | <input type="checkbox"/> Using assessment results to drive instruction 16% |
| <input type="checkbox"/> Working with ELL students 8%  | <input type="checkbox"/> Other: 2%   |
| <input type="checkbox"/> Differentiated instruction 35%  |  |

## SECTION B: STUDENT ASSESSMENTS

The section below asks how frequently you use reading assessment data when performing specific aspects of your job. If a question asks about an activity that you do not perform, please select the last option, "I don't do that."

| I use the results of reading assessments (such as the DIBELS) when...          | Never | Rarely | Sometimes | Usually | Always | I don't do that |
|--|-------|--------|-----------|---------|--------|-----------------|
| 17. grouping students into small instructional groups within my classroom.     | 1%    | 2%     | 7%        | 15%     | 70%    | 7%              |
| 18. communicating with colleagues about reading instruction and student needs. | (--)  | 1%     | 6%        | 26%     | 66%    | 1%              |
| 19. looking at school-wide (K-3) trends.                                       | (--)  | 3%     | 14%       | 26%     | 56%    | 2%              |
| 20. meeting with parents.  | 1%    | 4%     | 18%       | 35%     | 40%    | 3%              |
| 21. modifying lessons from the core program.                                   | 7%    | 7%     | 21%       | 23%     | 22%    | 19%             |
| 22. identifying which students need interventions.                             | (--)  | (--)   | 6%        | 13%     | 79%    | 2%              |
| 23. matching struggling students to the correct intervention for their needs.  | (--)  | (--)   | 9%        | 22%     | 64%    | 4%              |
| 24. monitoring student progress in interventions.                              | (--)  | 1%     | 6%        | 17%     | 74%    | 2%              |

## SECTION C: THE READING FIRST CLASSROOM

25. Which best describes the group of students you usually have in your classroom during the reading block:

|  |   |
|--|---|
| <input type="checkbox"/> Homogeneous – students are mostly at about the same level and have similar instructional needs. 79% | <input type="checkbox"/> Heterogeneous – students are at a wide variety of levels and have differing instructional needs. 21% |
|--|---|

26. On a typical day, how many students are in your classroom during the reading block?  
**(bubble in number)** Average 13, Range 1-27

*Please indicate the frequency with which the following activities took place during this school year (2006-2007).*

| This year, how often did...  | Never | Once or a few times a year | Once a month | 2-3 times a month | 1-3 times a week | Daily |
|--|-------|----------------------------|--------------|-------------------|------------------|-------|
| 27. the principal observe your classroom during the reading block?                         | 4%    | 34%                        | 34%          | 21%               | 7%               | (--)  |
| 28. the principal provide you with specific and constructive feedback on your instruction? | 7%    | 43%                        | 31%          | 17%               | 2%               | (--)  |

| This year, how often did...   | Never | Once or a few times a year | Once a month | 2-3 times a month | 1-3 times a week | Daily |
|---|-------|----------------------------|--------------|-------------------|------------------|-------|
| 29. the reading coach observe your classroom during the reading block?  | 7%    | 19%                        | 38%          | 24%               | 14%              | 1%    |
| 30. the reading coach provide you with specific and constructive feedback on your instruction?  | 7%    | 27%                        | 36%          | 22%               | 12%              | (--)  |
| 31. another teacher observe your classroom during the reading block?  | 41%   | 54%                        | 4%           | 1%                | (--)             | 1%    |
| 32. you observe another teacher's reading lesson?   | 46%   | 48%                        | 5%           | (--)              | (--)             | 1%    |
| 33. paraprofessionals work with you during the reading block?   | 61%   | 6%                         | 2%           | (--)              | 2%               | 31%   |
| 34. you look at reading assessment data?  | (--)  | 1%                         | 19%          | 54%               | 21%              | 4%    |
| 35. you attend a grade-level meeting?   | 4%    | 7%                         | 27%          | 42%               | 19%              | 1%    |
| 36. you need to use the 90-minute reading block to work on non-reading instruction or tasks? (i.e. writing, science, math, field trips, administrative tasks) | 72%   | 26%                        | (--)         | 2%                | (--)             | (--)  |

37. This year, how often did the principal attend your grade-level meetings?

- Never 29%
- Seldom 17%
- Sometimes 14%
- Usually 25%
- Always 15%

38. This year, how often did the coach attend your grade-level meetings?

- Never 1%
- Seldom 1%
- Sometimes 2%
- Usually 18%
- Always 80%

*In your reading classroom under Reading First, are the following items things that are not at all part of your teaching, occasionally part of your teaching, sometimes a part of your teaching, or regularly a part of your teaching? If you do not know what the item refers to, check the first column (“I don’t know what this is”).*

|   | I don't know what this is. | Not at all part of my teaching | Occasionally part of my teaching | Sometimes a part of my teaching | Regular part of my teaching |
|---|----------------------------|--------------------------------|----------------------------------|---------------------------------|-----------------------------|
| 39. Use of my school’s core reading program   | (--)                       | 6%                             | 3%                               | 2%                              | 89%                         |
| 40. Following the precise language in the teachers’ manual.                                 | (--)                       | 2%                             | 3%                               | 12%                             | 84%                         |
| 41. Use of the templates  | 7%                         | 9%                             | 1%                               | 3%                              | 79%                         |
| 42. Differentiated instruction during the 90-minute reading block                           | 1%                         | 16%                            | 12%                              | 24%                             | 48%                         |
| 43. Small group instruction during the reading block  | 1%                         | 21%                            | 11%                              | 13%                             | 54%                         |
| 44. Phonemic awareness activities   | 1%                         | 3%                             | 8%                               | 6%                              | 82%                         |
| 45. Nonsense word practice  | 1%                         | 33%                            | 23%                              | 20%                             | 23%                         |
| 46. Time during the reading block for students to practice oral reading fluency             | 1%                         | 4%                             | 8%                               | 17%                             | 70%                         |
| 47. Timed fluency assessments during the reading block.                                     | 4%                         | 40%                            | 16%                              | 18%                             | 21%                         |
| 48. A focus on “tier two” vocabulary words  | 3%                         | 8%                             | 16%                              | 24%                             | 50%                         |
| 49. Vocabulary practice that includes use of examples and non-examples                      | (--)                       | 6%                             | 13%                              | 26%                             | 56%                         |
| 50. Provision of background knowledge to prepare students before they read a new text       | (--)                       | 4%                             | 7%                               | 17%                             | 72%                         |
| 51. Comprehension questions that ask for literal recall                                     | 1%                         | 1%                             | 5%                               | 15%                             | 79%                         |
| 52. Comprehension questions that ask for higher-order thinking skills                       | 1%                         | 1%                             | 5%                               | 21%                             | 72%                         |
| 53. Explicit modeling of the work or thinking process before students try something new     | 1%                         | 1%                             | 3%                               | 12%                             | 84%                         |
| 54. Adjustment of activities or practice, based on how students answered previous questions | (--)                       | 2%                             | 2%                               | 28%                             | 68%                         |
| 55. Immediate correction of students when they make an error                                | (--)                       | 1%                             | 3%                               | 8%                              | 88%                         |



## SECTION D: MEETINGS AND COLLABORATION

Please indicate your level of agreement with each statement. If these meetings do not occur at your school or you did not attend, leave the items blank.

| At my school's <b>grade-level reading</b> meetings...  | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|--|-------------------|----------|----------------------------|-------|----------------|
| 56. we discuss the issues of teaching and learning that we, the participants, identify as important. | 2%                | 4%       | 1%                         | 39%   | 55%            |
| 57. all participant comments and viewpoints are welcomed.  | 2%                | 4%       | 6%                         | 27%   | 61%            |
| 58. we discuss the reasons for doing things, not just the requirements.                              | 1%                | 6%       | 5%                         | 37%   | 51%            |

59. Are you a member of the Site Reading Leadership Team (RLT) at your school?

|                               |                                    |  |
|-------------------------------|------------------------------------|--|
| Yes (please continue).<br>39% | No (please skip to Section E). 53% | There is no Site RLT at my school (please skip to Section E). 8% |
|-------------------------------|------------------------------------|--|

60. Which of the following topics do you typically discuss at Site RLT meetings? **(select as many as apply)** (N=53)

- Talk about schoolwide reading assessment data 89%
- Talk about student-level reading assessment data 83%
- Share about reading research (articles, ideas, etc.) 53%
- Exchange information about what is going on at the school in reading 89%
- Receive information from the coach and principal about what is going on with Reading First at the state level (i.e. from their "monthly meetings") 81%
- Make decisions about what reading materials to use/purchase 57%
- Make decisions about instruction for specific students 66%
- Make decisions about instruction within or across grades 72%
- Plan special reading events, family literacy activities 38%
- Plan for sustainability, or what will happen when the school no longer has Reading First funds 34%
- Other 4%

*Please indicate your level of agreement.*

| At my school's <b>Site RLT</b> meetings...(N=53)                        | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|---|-------------------|----------|----------------------------|-------|----------------|
| 61. all participant comments and viewpoints are welcomed.               | (--)              | 6%       | 2%                         | 38%   | 54%            |
| 62. we discuss the reasons for doing things, not just the requirements. | (--)              | 2%       | 10%                        | 40%   | 48%            |

## SECTION E: YOUR VIEWS ON READING FIRST

*The following statements present a range of opinions about different components of Reading First. Please indicate your level of agreement with each statement. If a question is not applicable, please leave it blank.*

| This year...   | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|--|-------------------|----------|----------------------------|-------|----------------|
| 63. Participating in Reading First has helped my school develop a more collaborative culture.  | 1%                | 3%       | 8%                         | 42%   | 47%            |
| 64. Our school has a visible and effective Reading Leadership Team.  | 2%                | 7%       | 17%                        | 40%   | 34%            |
| 65. Attending grade-level reading meetings is a good use of my time.   | 2%                | 6%       | 15%                        | 47%   | 31%            |
| 66. Attending Site Reading Leadership Team (RLT) meetings is a good use of my time. (n=52)   | (--)              | 6%       | 19%                        | 48%   | 27%            |
| 67. Attending reading study groups is a good use of my time.   | 5%                | 12%      | 26%                        | 39%   | 18%            |
| 68. Overall, the professional development I received through Reading First was sustained and intensive.  | (--)              | 2%       | 10%                        | 52%   | 36%            |
| 69. Overall, the professional development I received through Reading First this year focused on what happens in the classroom.                                   | 3%                | 4%       | 11%                        | 52%   | 30%            |
| 70. I am very satisfied with the core reading program we are using at our school.  | 1%                | 4%       | 8%                         | 41%   | 47%            |
| 71. I believe that reading instruction at my school has improved noticeably.   | (--)              | 2%       | 6%                         | 39%   | 54%            |
| 72. I think the DIBELS is a valid, accurate indicator of student reading ability.  | 2%                | 10%      | 12%                        | 46%   | 30%            |
| 73. Our school has an organized system for <u>administering</u> the DIBELS and other Reading First assessments.  | 1%                | 2%       | 1%                         | 29%   | 68%            |
| 74. Our school has an organized system for <u>analyzing and sharing</u> the results of the DIBELS and other Reading First assessments with teachers.             | 1%                | 3%       | 3%                         | 34%   | 59%            |
| 75. This year I have seen our school's reading assessment data <u>disaggregated</u> (split up) by key demographic variables (i.e. race/ethnicity or ELL status). | 5%                | 21%      | 27%                        | 30%   | 17%            |
| 76. Reading First has significantly changed the way I teach reading.   | 1%                | 2%       | 6%                         | 37%   | 55%            |
| 77. The intervention materials we use are well-matched to the needs of our struggling readers.   | 1%                | 5%       | 9%                         | 46%   | 39%            |
| 78. Our school's intervention providers are well-trained to meet the needs of struggling readers.  | 1%                | 6%       | 7%                         | 41%   | 45%            |

| This year...  | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|---|-------------------|----------|----------------------------|-------|----------------|
| 79. As a school, we're doing an excellent job of providing appropriate reading interventions to all students who need them.                 | (--)              | 7%       | 10%                        | 41%   | 42%            |
| 80. I have significant philosophical or pedagogical objections to the approach of Reading First.  | 31%               | 33%      | 22%                        | 8%    | 5%             |
| 81. Our principal is a visible advocate for reading.  | (--)              | 1%       | 6%                         | 41%   | 52%            |
| 82. In my view, Reading First overemphasizes the importance of using DIBELS results.  | 13%               | 26%      | 27%                        | 25%   | 9%             |
| 83. Our reading coach is a knowledgeable resource about reading research and practices.   | 1%                | 1%       | 9%                         | 41%   | 49%            |
| 84. Even when providing critical feedback, I feel our reading coach is an ally in helping me to improve my instruction.                     | 1%                | 6%       | 9%                         | 31%   | 54%            |
| 85. Our reading coach has helped me become more reflective about my teaching practice.  | 1%                | 9%       | 15%                        | 36%   | 38%            |
| 86. Our reading coach has increased my understanding of how children learn to read.   | 4%                | 6%       | 17%                        | 39%   | 35%            |
| 87. I would like our reading coach to come in my classroom and work with me more often than s/he does.                                      | 9%                | 24%      | 40%                        | 23%   | 4%             |
| 88. I am pleased that our school has a Reading First grant.   | 1%                | 1%       | 17%                        | 32%   | 49%            |
| 89. I feel that I have a voice in our school's decision-making about Reading First.   | 9%                | 14%      | 17%                        | 31%   | 29%            |
| 90. Instruction in other subjects has suffered because of all of the focus on Reading First.  | 4%                | 14%      | 24%                        | 44%   | 14%            |
| 91. I strongly support the instructional changes that are occurring under Reading First.  | 1%                | 5%       | 24%                        | 46%   | 24%            |
| 92. I feel that Reading First puts excessive emphasis on the involvement of the principal in instructional matters.                         | 9%                | 41%      | 32%                        | 16%   | 1%             |
| 93. Our Reading First program is doing an excellent job meeting the needs of our Native American students.                                  | 2%                | 6%       | 54%                        | 29%   | 8%             |
| 94. I have the knowledge and skills necessary to modify and supplement the core program to meet the needs of my ELL students.               | 5%                | 19%      | 38%                        | 30%   | 8%             |
| 95. When our school no longer has Reading First funding, I think that I will go back to more or less the way I was teaching reading before. | 32%               | 50%      | 12%                        | 4%    | 1%             |

## SECTION F: SUSTAINABILITY

If this is your school's first year in Reading First, please skip to section G.

|  | In your opinion, once your school no longer has the Reading First grant, should the following program components continue? |              |              |                |
|--|--|--------------|--------------|----------------|
|  | Definitely not   | Probably not | Probably yes | Definitely yes |
| 96. Core program                                 | 1%   | 2%           | 31%          | 66%            |
| 97. 90-minute reading block                      | 1%   | 6%           | 37%          | 56%            |
| 98. DIBELS                                       | 2%   | 6%           | 43%          | 48%            |
| 99. Reading coach                                | 5%   | 9%           | 33%          | 53%            |
| 100. Ongoing professional development in reading | 1%   | 3%           | 50%          | 46%            |
| 101. Grouping                                    | (--)   | 2%           | 33%          | 64%            |
| 102. Interventions                               | 1%   | 17%          | 17%          | 82%            |
| 103. Grade-level meetings                        | (--)   | 6%           | 44%          | 50%            |
| 104. RLT   | 2%   | 12%          | 52%          | 34%            |

## SECTION H: DEMOGRAPHICS

105. What is your primary teaching role this year? *(select one)*

- Regular classroom teacher 69%
- Specialist--Speech/language 1%
- Specialist-- Language arts/reading (e.g., Title I, reading specialist) 21%
- Specialist--Library (--)
- Specialist--Special education 8%
- Specialist--\_\_ ESL/bilingual (--)
- Paraprofessional (--)
- I do not work directly with students 1%

106. This year, which grade(s) do you teach during the reading block? For example, you might teach first and second grade students. **(select all that apply).**

|  |   |                   |                   |                   |                 |  |
|--|---|-------------------|-------------------|-------------------|-----------------|--|
|  | 1. Grade K<br>25%   | 2. Grade 1<br>24% | 3. Grade 2<br>32% | 4. Grade 3<br>32% | 5. Other<br>12% |  |
|  | 6. I do not provide direct classroom instruction during the reading block. 1% |                   |                   |                   |                 |  |

107. This year, what is the grade level of the material you teach from during the reading block? For example, you might teach using the second grade Open Court materials. **(select all that apply.)**

|  |  |                   |                   |                    |                  |  |
|--|--|-------------------|-------------------|--------------------|------------------|--|
|  | 7. Grade K<br>26%  | 8. Grade 1<br>35% | 9. Grade 2<br>36% | 10. Grade 3<br>28% | 11. Other<br>13% |  |
|  | 12. I do not provide direct classroom instruction during the reading block. 1% |                   |                   |                    |                  |  |

108. How many years teaching experience do you have?  
Average 12, Range 1-37

109. How many years have you worked at this school

Average 8, Range 1-36

110. At which school do you work? *Your school name is used \*only\* to make sure we hear from each school. Your responses are confidential and no school names will be used in reporting.*

|     |                 |
|-----|-----------------|
| 11% | Ashgrove        |
| 7%  | Burlington      |
| 12% | Fort Washakie   |
| 7%  | Grant           |
| 9%  | Jackson         |
| 12% | Lincoln         |
| 3%  | Midwest         |
| 9%  | Mountain View   |
| 6%  | Rocky Mountain  |
| 6%  | Southridge      |
| 9%  | University Park |
| 10% | Willard         |

## WYOMING READING FIRST DISTRICT SURVEY 2007

This survey is part of the Northwest Regional Educational Laboratory's (NWREL) external evaluation of Wyoming Reading First. This survey should be completed by the person in your district who is the designated Reading First coordinator; if there is more than one such person, please have the person who spends the most time on Reading First complete this survey.

**Your input is critically important; this survey is the only opportunity we have to hear from every district involved in Wyoming Reading First.** There are no right or wrong responses. Please be candid in your answers. **The information you provide will be kept confidential and reported only in combination with responses from other district coordinators.** When answering the questions, please answer according to how your district functioned **this year (2006-2007)**. If you do not know the answer to a question or it does not apply to you, please skip that question. The survey will take about 10 minutes to complete. Please return it to Tess Oliver, NWREL Evaluation Program, 101 SW Main Street, Suite 500, Portland, OR 97204.

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Responses were received from 4 district representatives. Unless otherwise noted, the N for each item is equal or approximate to this number.

1. How many elementary schools are in your district?  
1, 2, 3, 26
2. How many elementary schools have a Reading First grant?  
1, 2, 3, 6
3. Beyond Reading First, what is your role in the district?  
Superintendent  
Assistant Superintendent (25%)  
Curriculum director/specialist (25%)  
Instruction director/specialist  
Literacy director/specialist  
Budget/finance officer  
Other: principal, school psych/special ed director (50%)
4. What percentage of time are you *officially allocated* to spend on Reading First?  
Mean 17%; Range 0-50%
5. In past years, some district coordinators have reported spending more time than anticipated on Reading First activities. In order to report any continuing discrepancies, please report the *actual* percentage of your time spent on Reading First.  
Mean 21%; Range 10-50%

6. In which of the following ways has your district supported Reading First? (select all that apply)
- By assisting with proposal writing (100%)
  - By providing grant management (100%)
  - By monitoring grant implementation (100%)
  - By having a district staff member designated as the Reading First “go-to” person (district-level coordinator, representative) (100%)
  - By facilitating District Reading Leadership Team (RLT) meetings (100%)
  - By facilitating district-wide Reading First meetings for principals (100%)
  - By facilitating district-wide Reading First meetings for coaches (75%)
  - By modifying district requirements to align with Reading First (75%)
  - By analyzing student reading assessment data (100%)
  - By providing professional development that is aligned with Reading First (100%)
  - By providing technical assistance to support school change (100%)
  - By supporting the core reading program (100%)
  - By supporting intervention programs (100%)
  - By providing overall curriculum guidance (100%)
  - By educating and galvanizing the community (100%)
  - Other: \_\_ (50%, see below) \_\_\_\_\_

*Reading First has become the core delivery system for reading in K-3. Our 4th and 5th grade school is continuing with the program in sequence through the subsequent grades. This has had a major influence on the way we do business. The model is dynamic and effective.*

*The district spent money to purchase research based curriculum for other grade levels to match RF. The district gave extra money to ensure correct PD for all grade levels K-6.*

7. In 2006-2007, how frequently did you attend the following activities?

|   | Did not attend | Once | Twice | 3 times | 4 + times |
|---|----------------|------|-------|---------|-----------|
| 2006 Summer Institute   | 25%            | 75%  | -     | -       | -         |
| Statewide coach and principal trainings   | 50%            | --   | 25%   | --      | 25%       |
| State meetings for district representatives   | --             | 25%  | 25%   | 25%     | 25%       |
| Visits to schools from state reading coach or contracted technical assistance provider* | --             | 25%  | 25%   | --      | 50%       |

\* Ashlock Consulting, ERI, Jill Jackson, J/P Associates, for example

8. How useful, to you as Reading First coordinator, was your attendance at the following:

|  | Never Useful | Rarely Useful | Sometimes Useful | Usually Useful | Always Useful | Did not Attend |
|--|--------------|---------------|------------------|----------------|---------------|----------------|
| 2006 Summer Institute  |              |               | 50%              | 25%            | 25%           |                |
| Statewide coach and principal trainings  |              |               | 25%              | 25%            | 25%           | 25%            |
| State meetings for district representatives  |              |               | 50%              | 25%            | 25%           |                |
| Visits to schools from state reading coach or contracted technical assistance provider |              |               |                  | 50%            | 50%           |                |

9. When the contracted technical assistance provider visits schools in your district, are you informed ahead of time?

- Never
- Seldom
- Sometimes
- Often
- Always (100%)

10. When the contracted technical assistance provider visits schools in your district, how often do you participate?

- Never
- Seldom
- Sometimes
- Often
- Always (100%)

11. Who made hiring decisions about coaches at Reading First schools in your district?

- District [Go to 12] (25%)
- School [Go to 14]
- Both [Go to 12] (75%)

12. How easy/difficult was it to find qualified applicants for the coaching position(s)?

- Very easy [Go to 14] (75%)
- Somewhat easy [Go to 14]
- Somewhat difficult [Go to 13] (25%)
- Very difficult [Go to 13]



13. In what ways was it difficult to find qualified applicants for the coaching position(s)? Please be as specific as possible.

*The training and background are unique. We were fortunate to find such individuals. The process of finding qualified replacements when coaches retire is proving to be more difficult.*

Please indicate your level of agreement with each statement below.

| This year...  | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|---|-------------------|----------|----------------------------|-------|----------------|
| 14. The state's expectations for district involvement in Reading First are clear.                                   |                   |          |                            | 25%   | 75%            |
| 15. State Reading First project staff are responsive to our district's needs.                                       |                   |          |                            |       | 100%           |
| 16. The state has done a good job of communicating necessary information regarding Reading First to district staff. |                   |          |                            |       | 100%           |
| 17. Our district strongly supports the instructional changes occurring under Reading First.                         |                   |          |                            | 50%   | 50%            |
| 18. Major initiatives (programs or grants) in our district contradict or are not aligned with Reading First.        | 50%               |          | 25%                        | 25%   |                |
| 19. I am pleased with the amount of support we have received from the state to address sustainability.              |                   |          |                            |       | 100%           |
| 20. Reading First has greatly influenced the reading program in our district's non-Reading First schools.           |                   | 25%      |                            |       | 75%            |
| 21. There are tensions between Reading First and non-Reading First schools in our district.                         | 50%               | 50%      |                            |       |                |
| 22. The state's expectations of district involvement in Reading First are reasonable.                               |                   |          |                            | 25%   | 75%            |

23. In what ways could the state further support districts in the implementation of Reading First? Please be as specific as possible.

*Continue to work with Special Education issues. Look at how writing can be supported better in the RF model.*

*Mandatory meetings Not allow Reading Recovery and other marginal programs Demand involvement by Special Education*

*Our state has done an excellent job of helping districts. They are responsive and knowledgeable. We are extremely pleased with the help we have received.*

*We are delighted with the support that the state has provided us with.*

Please indicate if all, some, or none of the non-Reading First schools in your district have the following reading program components.

Note that responses only include the district that has non-RF schools (n=1).

|     |  | Non-Reading First schools |                     |                    |
|-----|--|---------------------------|---------------------|--------------------|
|     |  | No non-RF schools         | Some non-RF schools | All non-RF schools |
| 24. | Have a K-3 reading coach   |                           | X                   |                    |
| 25. | Use DIBELS for benchmark assessments three times a year                                      |                           | X                   |                    |
| 26. | Systematically progress monitor students   |                           | X                   |                    |
| 27. | Use the same core reading program as Reading First schools                                   | X                         |                     |                    |
| 28. | Have a 90-minute reading block in K-3  |                           | X                   |                    |
| 29. | Provide systematic interventions for struggling students outside the 90-minute reading block |                           | X                   |                    |
| 30. | Provide or attend ongoing, high-quality professional development in reading                  |                           | X                   |                    |

31. Any other comments about Reading First in your district?

*The state department people are wonderful. You have changed the lives of so many children and we are grateful.*

*This has been a tremendous program. We have realized impressive growth. Student achievement has increased and the capacity of our professional staff to teach has increased. We appreciate the improvement our district has realized as a result of this powerful and dynamic program.*

32. In which district do you work? Your district name is used *\*only\** to make sure we hear from each school. Your responses are confidential and no district names will be used in reporting.

- Bighorn 1 (25%)
- Fremont 21 (25%)
- Fremont 25 (25%)
- Natrona (25%)