EVALUATION OF DELAWARE'S READING FIRST INITIATIVE YEAR IV REPORT

JUNE 2007

LINDA GRUSENMEYER, M.ED.
EDUCATIONAL RESEARCHER

WITH CONTRIBUTIONS FROM:

ANDREW AUGUSTINE, M.ED., EDUCATIONAL RESEARCHER
BARBARA SHEPPERSON, M.ED., EDUCATIONAL RESEARCHER
XIMENA URIBE-ZARAIN, GRADUATE RESEARCH ASSISTANT
XIAOFEN QIAO, GRADUATE RESEARCH ASSISTANT
HELENE DELPECHE, GRADUATE RESEARCH ASSISTANT

Delaware Education

R&D
Research & Development

CENTER

TABLE OF CONTENTS

EXECUTIVE SUMMARY

STUDENT–**L**EVEL **E**FFECTS

- In 2007, four Reading First schools appear to have lost ground when comparing percents of African-American students meeting or exceeding the 3rd grade reading standard in 2003, while four schools have shown some improvement over 2003 achievement rates.

- In five Reading First schools that tested students at the third grade level, there was improvement in the total numbers of students who reached the DSTP reading standard between 2003 and 2007.

- Three out of five Reading First schools outperformed their in-district comparison (non-RF) schools in percent of third grade students who met or exceeded the state reading standard on the 2007 DSTP.

- All but one Reading First school reported the majority of second graders scoring at or above the standard for reading as measured by the 2007 DSTP; however in nine schools, more than 20% of second graders scored below the standard.

- At the project level, when DIBELS Oral Reading Fluency (ORF) scores from spring 2004 and 2007 were compared in cross sections, 20% or more 1st, 2nd, and 3rd grade students reached the spring benchmark in 2007 than in 2004.

- Third graders in Delaware Reading First schools seemed to be more highly motivated toward reading than the other third grade students. They also reported that they enjoyed **_academic_** reading more than others their age.

- Although second graders in Delaware's **_comparison_** schools seemed to enjoy reading more than second graders in both the national norming sample and the Delaware Reading First schools, DERF second graders also reported more positive attitudes toward reading than second graders in the national sample.

- Comparison of 2006-2007 special education referral rates revealed some change in referrals from the baseline year 2002-2003. Six of the schools had noticeably fewer referrals; one had noticeably more.

TEACHER AND **C**LASSROOM–**L**EVEL **E**FFECTS

<u>Instructional practice</u>

- Almost all teachers participated in some form of school-level professional development in 2006-2007.

  o More than half (54%) of teacher respondents in 2006-2007, felt to a "great extent" that the professional development they received had adequately prepared them to use SBRR practices to teach reading.

  o Three forms of professional development were indicated as most frequently attended by Reading First teachers during the 2006-2007 school year: reading professional literature related to the teaching of reading (73.3%), attending grade level meeting related to reading instructional issues (97.2%), and attending school or district-sponsored Reading First workshops or in-services (82.3%).

- Fewer than one-third of teachers surveyed (28%) reported participation in mentoring- as either mentor or mentee. However, of those who did participate, 75% described their experience as a "very or moderately effective" form of professional development.

- About half (47.7%) of teacher respondents indicated that at least twice a month their Reading First Coach briefly visits or "walks-through" their classroom.

- One form of professional development that Delaware's Reading First teachers report as "very effective" is "observing demonstrations of teaching." Yet more than half (57.3%) have not participated in this activity and more than one third (37%) report that their coach has never modeled instructional practices in their classroom.

- In 2007 interviews, Reading First principals stated that more focused and purposeful instruction was taking place and described their faculties as both knowledgeable and child-centered.

- Teachers voiced fewer concerns about management issues in 2007 and more concerns for the program's consequences. They felt that some children are not served by the Reading First program and by its structure and restrictions.

SYSTEM-LEVEL EFFECTS

School climate

- 95.5% of the teachers felt accepted and respected as a colleague by most staff members.

- 92.4% of the teachers "agreed or strongly agreed" that teachers are continually learning and seeking new ideas.

- 87.0% of the teachers felt that the overall impact of SBRR practices has been positive compared to 78.8% in Year 1. However, 10.7% of teachers in 2007 "disagree or strongly disagree" with that same statement.

- Almost all coordinators and principals reported that their schools' use of resources and schedules were better coordinated and more focused on supporting data driven instruction.

- Some principals saw more organized, better managed classrooms. Some also reported that a few teachers who previously held reservations about the program have become more open to it.

- Principals described their faculties as more collegial, with a shared focus on individual children and with shared planning and professional development. They used terms like "cohesive," "collaborative," "professional," and "family."

- Principals pointed out that all of the changes at their schools were not positive. They noted that their faculties were under more stress and described their fear of being "caught." One principal compared the teachers' experience to being in a "fishbowl."

<u>Professional development</u>

- In five of the six types of professional development which were examined, the majority of the teachers who participated believed that the experience was "well-aligned" with the practices of SBRR.

    o Almost all (95%) of the teachers who attended school or district-sponsored Reading First workshops or in-services felt that they were "well aligned" or "somewhat aligned" with SBRR principles.
    o One out of ten respondents (10.4%) "Did not know" if their university courses were aligned with SBRR.
    o Nearly one in six (15.8%) of those who participated in mentoring "Did not know" if this was aligned with SBRR practices.

<u>Roles of Principals</u>

- 68.9% of the teachers indicated that their principal either "frequently" or "always" encourages them to select reading content and instructional strategies that address individual student's learning.

- 90% of the teachers indicated that their principal either "frequently" or "always" encourages the implementation of SBRR instructional practices.

- 78.2% of the teachers indicated that their principal either "frequently" or "always" ensures few to no interruptions during literacy blocks.

- Principals and Reading First coordinators believed that in 2006-2007, Reading First principals were actively involved in instruction, focused on student achievement, and worked closely with the school's literacy coach.

<u>Support for Students with Special Needs</u>

- All principals reported that their intervention providers participate in data analysis meetings and only 1 of 11 principals reported that the intervention providers do NOT participate in collaborative planning.

- A full 10% of teacher respondents did not know if their school has an instructional data review process in place.

- The largest number of teachers (94%) who reported participating in a data review process, met in grade level configurations at least once a month.

- Although half (51.6%) of the teachers indicated the SBRR training to teach reading to children with disabilities was either to a "moderate extent" or to a "great extent" adequate, nearly half (46.6%) of the teachers think it was to a "small extent" or "not at all" adequate.

- 81.9% of the teachers indicated that the SBRR training to teach reading to children whose native language was not English is to a "small extent" or "not at all" adequate.

<u>Student Access to Engaging Reading Materials</u>

When a sample of Reading First 1st – 3rd graders were surveyed about their opportunities to read

- Two-thirds (66%) reported that "almost every day" their teacher asked them to read silently.

- Almost one in six (17%) indicated that they "never or hardly ever" take books from the school or public library for their own enjoyment.

- Although a majority (59%) estimated that "almost everyday" they are given class time to read books on their own, 14% responded that they "never or hardly ever" are given that time.

The University of Delaware Education Research & Development Center is responsible for the evaluation of the State of Delaware's Reading First Initiative. The evaluation focuses on the four major goals of the Reading First Program taken directly from the Delaware Reading First federal proposal. Terms in parentheses ( ) reflect the evaluation focus of each goal.

GOAL 1

To establish a statewide cohesive framework for early reading programs in K-3 that is based on scientifically-based reading research, hereafter to be referred to as SBRR. This framework is the foundation for achieving the goal that all of Delaware's children will be reading at or above grade level by the end of grade three. (Impact on Student Achievement)

GOAL 2

To provide comprehensive professional development and technical assistance at the state and local level that uses SBRR and ongoing, sustained opportunities for K-3 general and special education teachers to improve their knowledge and expertise in teaching early reading. (Impact on Teachers' Content Knowledge & Instructional Practice)

Further, Delaware intends to work with its institutions of higher learning to ensure that undergraduate and graduate students in reading courses are exposed to findings of SBRR as well as engaged in opportunities to practice implementing proven practices based on substantive research findings in early reading instruction. (Impact on Teacher Preparation)

GOAL 3

To support SBRR classrooms by adopting the following criteria:

Increase the quality and consistency of instruction so that it reflects instructional SBRR principles (Impact on Instructional Practice)

Improve the use of information obtained from early reading assessments so that struggling readers are identified and provided with additional instruction in a timely manner.
(Impact on Teachers' Content Knowledge & Instructional Practice)

Establish procedures to provide struggling readers with intensive intervention to supplement the instruction they receive in the regular class.
(Impact on Student Achievement & on Instructional Practice)

Goal 4
Institutionalize a seamless early reading curriculum for all children in Delaware schools.
(Impact on System of Coordinated Literacy Services)

Reduce the number of students referred to special education and Title I.
(Impact on Student Placement)

Increase student access to engaging reading materials.
(Impact on Student Access to Curriculum)

DESIGN AND ORGANIZATION OF THE YEAR IV EVALUATION REPORT

Evaluation Questions and Data Sources

To determine how well Delaware's Reading First program is addressing these four major goals, the Year IV (2006-2007) evaluation activities conducted by the evaluation team of the University of Delaware Education Research and Development Center focused on determining the program's impact at three levels: effects on students, effects on teachers and classrooms, and effects on the school system as a whole. This report describes all of these effects and is based on multiple sources and types of data that have been collected and analyzed during the past year. Table 1 below illustrates the specific effects measured, organized by the four major program goals and specific evaluation questions as outlined in the federal proposal. It also illustrates the data sources used to evaluate each of these effects and to answer the evaluation questions. The findings section of this report is organized by levels of effect and according to each of the evaluation questions.

Table 1. Reading First Year 4 Goals, Evaluation Questions, and Measures

Student-Level Effects		
FOCUS	QUESTIONS	MEASURES
GOAL 1A	What is learned from data disaggregation? Progress of ethnic/racial groups? Children w/disabilities & special education? Limited English Proficient students?	DSTP disaggregation- grade 3 DSTP2 disaggregation- grade 2
GOAL 1B	Do children in RF schools and classrooms make greater progress than children at the same grade level in low-achieving schools that are not receiving assistance from RF funding and resources?	Compare end-of-year DSTP performance of students in RF classrooms /schools to similar groups of students in comparable non-RF schools
GOAL 3A	What percent of the children in RF schools are reading on grade level; moving toward reading on grade level; or reading above grade level?	2006-2007 DIBELS
GOAL 3B	Have children in RF classrooms made significant improvement in their reading performance?	2004-2007 end of year DIBELS data
GOAL 4	How does the rate of placement into special education programs change over time in RF schools?	Comparison of special education referral and participation rates
GOAL 4F	What impact is the Reading First program having upon children's motivation to read and their interest in reading?	Student survey *Elementary Reading Attitude Survey*

Teacher/Classroom Level Effects		
FOCUS	QUESTIONS	MEASURES
GOAL 2C	Does school-level professional development and opportunities to practice implementing effective reading strategies under the guidance of peer and expert mentors increase teachers' knowledge of reading?	RF Teacher survey Principals' and coordinators' interviews

System Level Effects		
FOCUS	QUESTIONS	MEASURES
GOAL 2A	What evidence is there that district and school level RF professional development is well-aligned with SBRR framework?	RF Teacher survey
GOAL 2E	What is the impact on school climate of teachers working and learning together? What changes are evident?	RF Teacher survey Principals' interview
GOAL 4A	Are Title I, general education and special education teachers using the same SBRR reading curriculum?	RF Teacher survey
GOAL 4B	Are IST teams meeting consistently to discuss students' instructional needs?	RF Teacher survey
GOAL 4E	How are principals supporting reading achievement in RF schools?	RF Teacher survey Principals' interviews Coordinators' interview
GOAL 4F	Has Reading First increased student access to engaging reading materials?	Student survey *Modified NAEP items*

Data Sources

During the 2006-2007 academic year, data were collected using numerous methods as indicated above. A complete description of the methods and the instruments used for data collection can be found in Appendix A of this report.

FINDINGS

STUDENT – LEVEL EFFECTS

IMPACT ON STUDENT ACHIEVEMENT

Goal 1A Evaluation Question: What is learned from data disaggregation?

> **Cautionary note:** In 2006, the third grade DSTP performance level cut scores were revisited and revised. That same year, second grade performance levels were identified for the first time. All tables, figures, and textual comparisons reported here are the percentages of students who met or exceeded performance levels as they existed at that point in time. **Caution must be used** when considering any comparisons of 2006 or 2007 DSTP data with previous years. Current and previous cut scores are reported by Delaware DOE at http://www.doe.state.de.us/AAB/Cut%20Points%202006%20Marked%20Changes.pdf

One of the goals of the Reading First program deals with closing the achievement gap that exists between various student groups. Due to the relatively small numbers of students in categories such as special education, English Language Learners (ELL), and other ethnic minorities, data for this analysis were limited to an examination of the achievement of African-American students. Figure 1 shows changes in percentages of African-American students who met or exceeded the 3rd grade reading standard on the DSTP in 2003, 2004, 2005, 2006, and 2007. 2003 data serves as a baseline for a comparison after four years of implementation of the Reading First program.

In 2007, three Reading First schools appear to have lost ground in comparison to 2003 percents of African-American students meeting or exceeding the 3rd grade reading standard, while four schools have shown general improvement. One school's rate (RF #9) dropped sharply from 77% to 53% during 2006 and 2007, after three years of steady growth. Reading First School #3 also experienced a similar trend with the level of African-American students meeting or exceeding the 3rd grade reading standard during 2007 dropping to 44% after peaking at 87% in 2005.

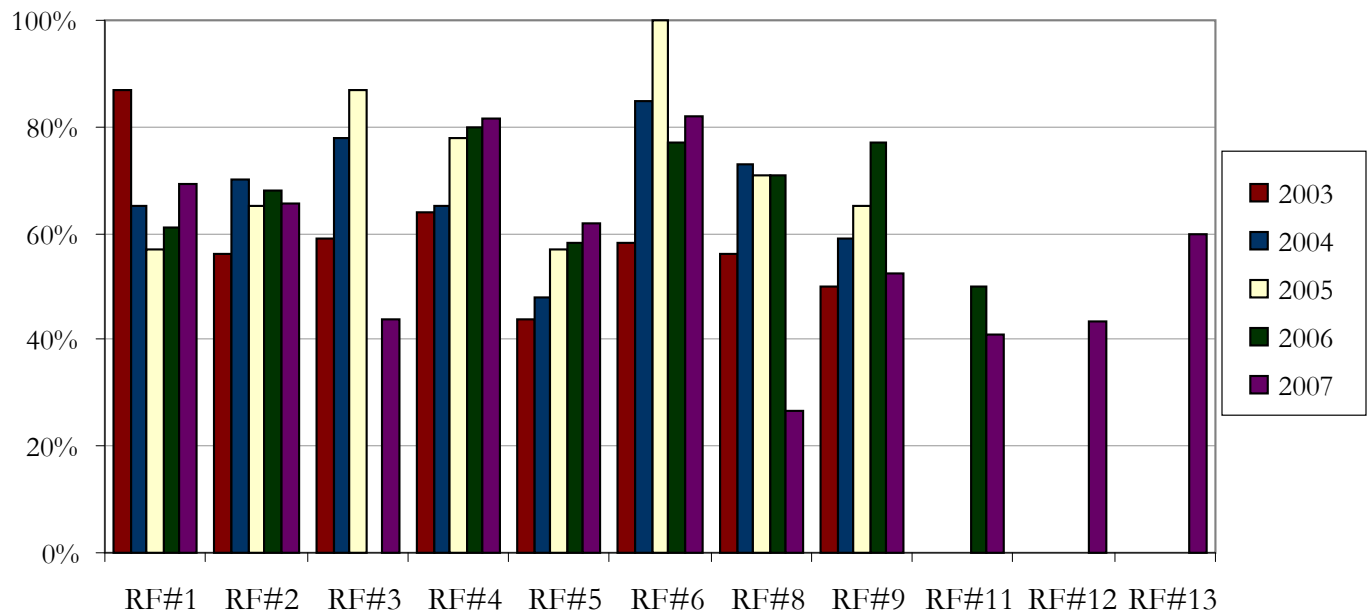## 2003 to 2007 Third Grade African American Students in Reading First Schools Meeting the Reading Standard

Figure 1. Comparison of 2003 to 2007 DSTP 3rd grade reading performance in all Reading First schools disaggregated by race; i.e., African-American students

NOTES:
1. Throughout this report, the numbering of Reading First schools in the data presentations remains consistent; that is, RF school #1 is always #1, etc.
2. Reading First schools #7 and 10 have closed. Schools #11-13 added third grades in 2006.
3. When fewer than 15 children are tested, scores are not reported for disaggregation, ex. RF schools #3, 12, and 13 in 2006.
4. Comparisons reported here are the percentages of students who met or exceeded performance levels as they existed at that point in time. **(See "Cautionary Note" p.11.)**

Goal 1B: Do children in RF schools and classrooms make greater progress than children at the same grade level in low-achieving schools that are not receiving assistance from RF funding and resources?

DSTP performance of third grade students in five (5) of the Reading First schools was compared with that of students in similar non-participating schools. Schools were matched on district, size, and percentage of poor and minority students, as well as prior achievement. Figure 2 shows how each Reading First school and its comparison school performed on the third grade reading portion of the DSTP in 2003 and in 2007, at the end of four years of Delaware's Reading First initiative. Percentages reflect the total number of students who met or exceeded the third grade reading standard at that point in time.

It appears that the Reading First schools #4 and #6 show greater improvement from 2003 to 2007 than their respective comparison schools. Both Reading First School #1 and its comparison school experienced a decline in the percentage of students who met or exceeded the third grade reading standard, although the Reading First School continues to have a higher performance rate. Reading First schools #2 shows nominal improvement

from 2003 to 2007, although it has been considerably outpaced by its comparison school. Conversely, Reading First School #3 lost ground while its comparison school remained relatively flat over the four-year time period. The comparison analysis no longer includes Reading First School#5 due to programmatic changes at comparison school #5.

As previously stated, this analysis is derived from cross-sectional data collected in the third grade during 2003 and 2007. Consequently, it is important recognize that there are many factors that influence the performance of cohorts of students, such as variations in ability, and academic motivation. Readers of this report are advised to consider this limitation and its potential impact when interpreting these data.

2003 and 2007 Third Grade Reading Performance of Students in
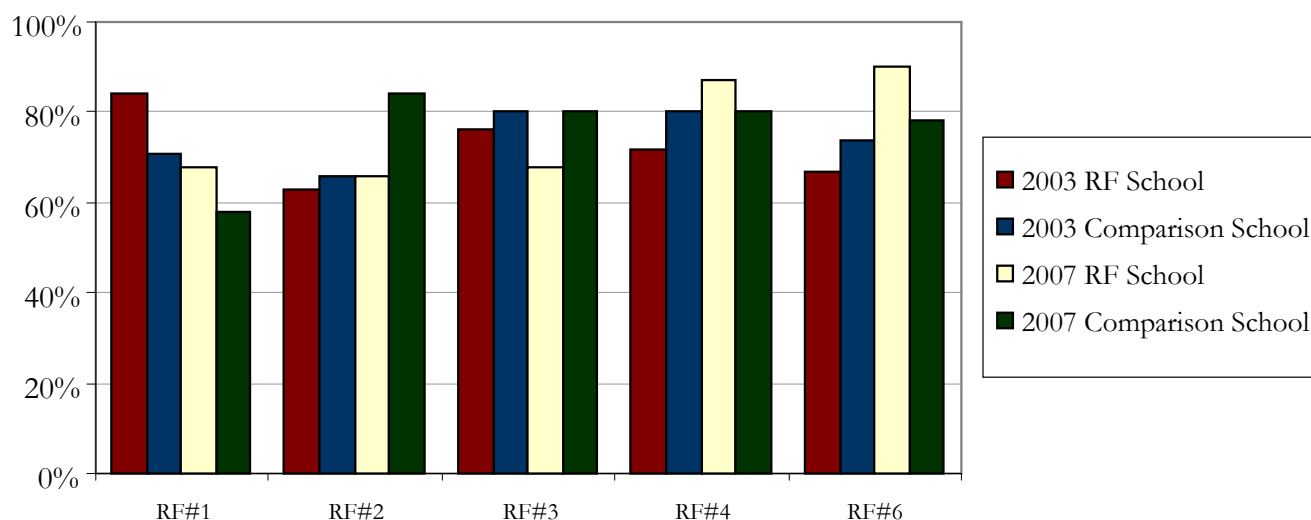**Reading First and Comparison Schools**

Figure 2. Comparison of five Reading First schools' 2003 and 2007 DSTP third grade reading performance: Percentage of students that met or exceeded the standard

Goal 3A Evaluation Question: What percent of the children in Reading First schools are reading on grade level, moving toward reading on grade level, or reading above grade level?

Third Grade Performance in Reading First schools

In this section, third grade performance is examined in two ways: 1) a cross-sectional comparison of how third grade students performed in the Reading First schools over five years, from 2003 (baseline) to 2007 (fourth year implementation); and, 2) a comparison of how Reading First schools performed in 2007 as compared to the statewide percent of students meeting or exceeding the third grade reading standard as measured by the DSTP reading assessment. **(See "Cautionary Note" above regarding comparisons to previous years' DSTP data.)**

Figure 3 illustrates that in five Reading First schools that tested students at the third grade level[1], there was improvement in the numbers of students who reached the reading standard between 2003 and 2007. Uncharacteristic of prior years' results, Reading First Schools #8 and #9 experienced notable drops in 2007

---

[1] Some Reading First schools did not include grade 3 until 2005- 2006 school year.

performance levels. In 2007, two of the Reading First schools scored above the state average in percentage of students who met or exceeded the third grade reading standard.
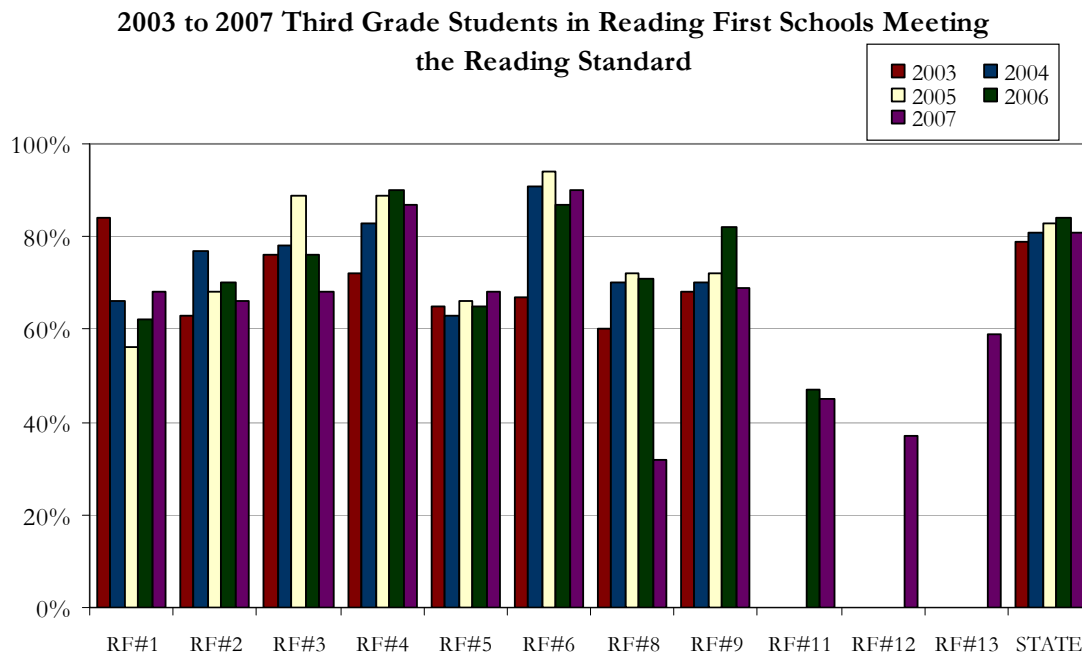
2003 to 2007 Third Grade Students in Reading First Schools Meeting the Reading Standard

Figure 3. Comparison of 2003 to 2007 DSTP third grade reading performance in Reading First schools and statewide: Percentages of Students Meeting or Exceeding the DSTP Reading Standard

<u>Second Grade Performance in Reading First schools</u>

To examine how well second grade students are performing in Reading First schools, data from the DSTP2 were analyzed from each of the schools that tested students at this grade level. Data from the DSTP2 were provided by the Delaware Department of Education and are presented according to the new scoring system. Table 2 shows the percentage of 2006 and 2007 second grade students performing at or above the standard. Figure 4 illustrates the percentage of 2006 and 2007 second grade students who met or exceeded, as well as scored below the standard. For 2007 second grade Reading First DSTP2 performance levels, see Appendix B.

As stated previously, caution must be used when considering any comparisons of 2006 and 2007 data with previous years. **For 2003- 2005 second grade DSTP data, please see EVALUATION OF DELAWARE'S READING FIRST INITIATIVE YEAR III REPORT (REVISED) online at http://www.rdc.udel.edu/reports/t061102.pdf.**

Table 2. Percent Second Graders At or Above Reading Standards on DSTP2

%	RF 1	RF 2	RF 3	RF 4	RF 5	RF 6	RF 8	RF 9	RF 11	RF 12	RF 13
2006 Meets or exceeds	64	83	85	90	78	91	59	73	67	53	58
2007 Meets or exceeds	67	70	78	92	75	80	42	75	60	52	60

- All but one Reading First school reported the majority of second graders scoring at or above the standard for reading in 2007.
- Nine schools had more than 2 out of 10 second graders below the standard in 2007.
- In seven of the eleven schools, the 2006 cohort had a higher performance rate than the 2007 cohort.

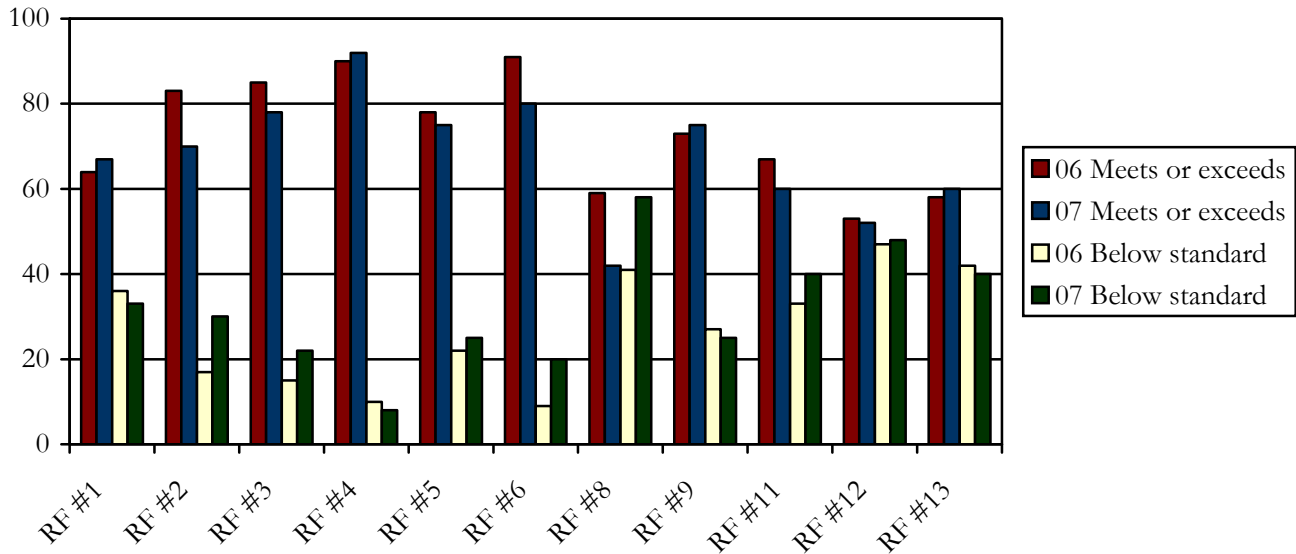**Second Grade DSTP Performance: Two Years (%)**

Figure 4. Percent second grade Reading First students at or above the standard on 2006 vs. 2007 DSTP2

Kindergarten Progress on DIBELS during 2006-2007

When examining DIBELS data, it is important to note that the benchmarks rise at each testing administration. This represents what the test developers believe is the ongoing growth that must be made in order to reach reading independence later in life. Thus, a kindergartener who scored at "low risk" on the fall test must still improve in order to continue scoring in the "low risk" category. Children who score in the "at risk" category must improve at a *greater rate* than their "low risk" peers in order to move into the "some risk" or the "low risk" areas.

Based on the 2006-2007 DIBELS assessments, Delaware's Reading First kindergartners have made the greatest gains in the area of Phoneme Segmentation (PSF). During fall 2006 and winter 2007, the level of kindergarteners scoring "at risk" and "some risk" decreased from 18% to 3% and 25% to 12%, respectively. The level of students scoring "low risk" increased from 58% to 86%. The Nonsense Word Fluency (NWF) subtest also shows moderate improvement, with students scoring "low risk" increasing from 68% to 81%.

Regarding the Letter Naming Fluency (LNF) subtest, a decrease in the number of students "at risk" is evident, from 22% in fall 2006 to 7% in spring 2007. (See Figures 5a-d.)

2006 - 2007 Kindergarten Initial Sounds Fluency

	Fall '06	Winter '07
At Risk	22%	6%
Some Risk	22%	33%
Low Risk	56%	61%
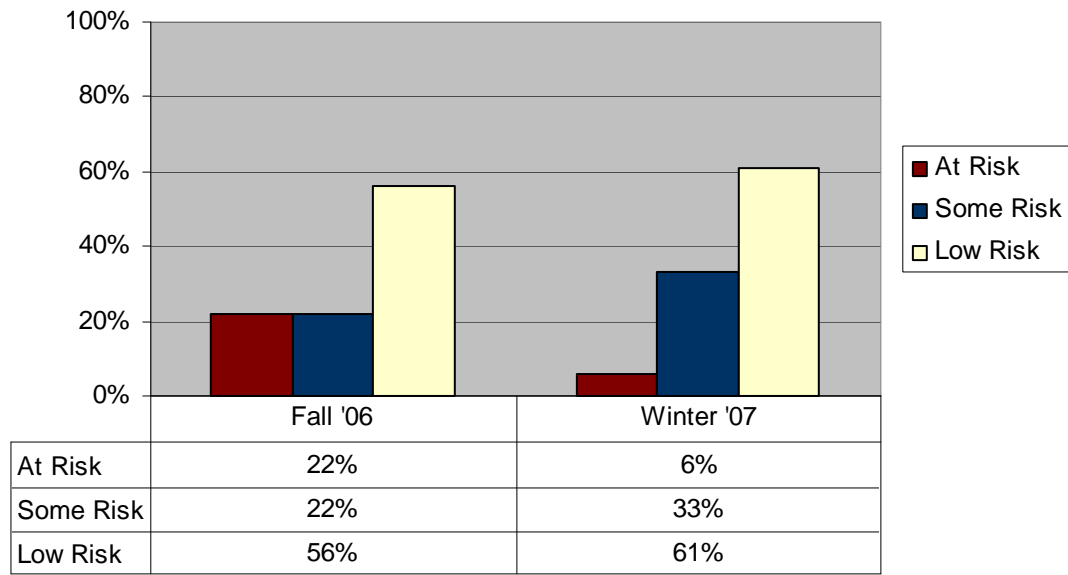
FIGURE 5a. 2006-2007 Kindergarten Initial Sound Fluency Percent at Benchmark (%)

2006 - 2007 Kindergarten Letter Naming Fluency

	Fall '06	Winter '07	Spring '07
At Risk	22%	9%	7%
Some Risk	18%	14%	17%
Low Risk	59%	78%	76%
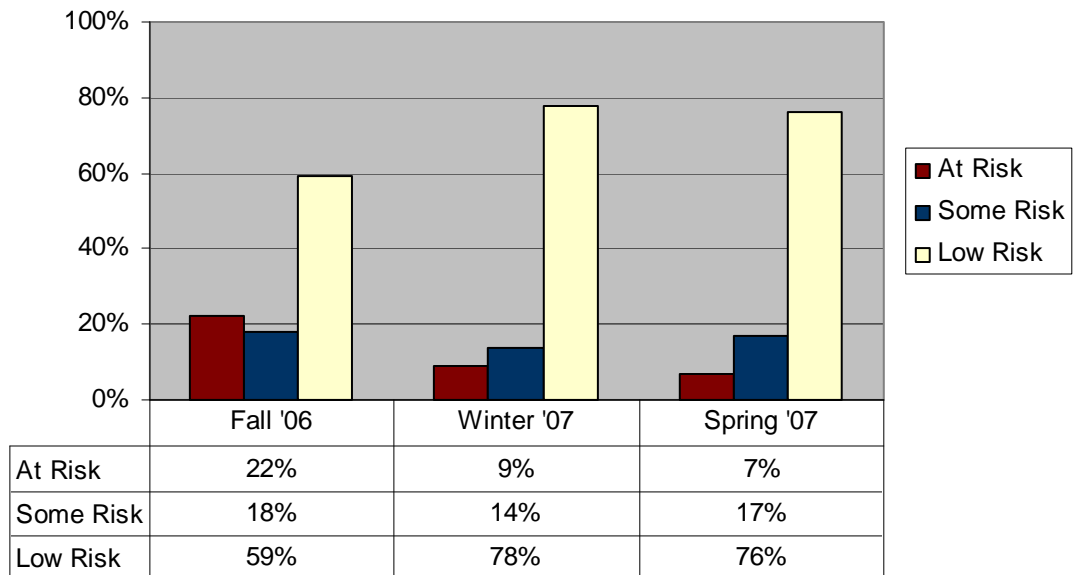
FIGURE 5b. 2006-2007 Kindergarten Letter Naming Fluency Percent at Benchmark (%)

2006 - 2007 Kindergarten Phoneme Segmentation Fluency

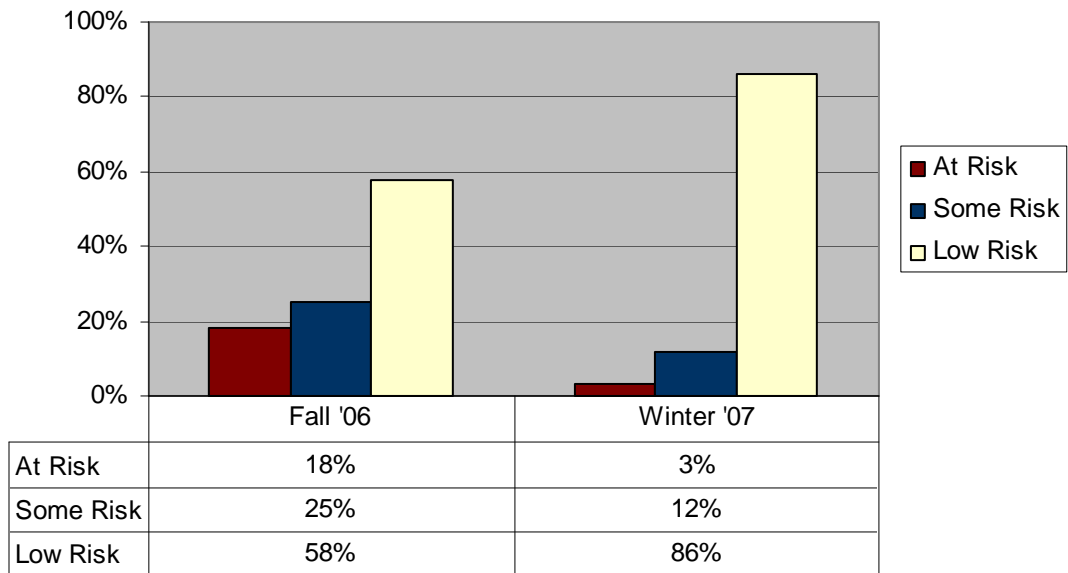|	Fall '06	Winter '07
At Risk	18%	3%
Some Risk	25%	12%
Low Risk	58%	86%

FIGURE 5c. 2006-2007 Kindergarten Phoneme Segmentation Fluency Percent at Benchmark (%)

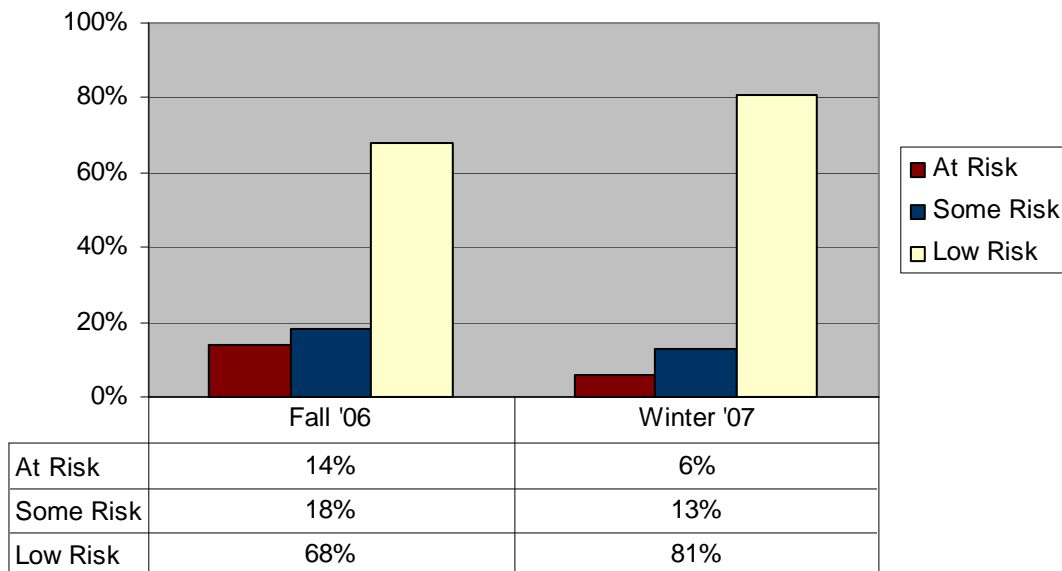**2006 - 2007 Kindergarten Nonsense Word Fluency**

	Fall '06	Winter '07
At Risk	14%	6%
Some Risk	18%	13%
Low Risk	68%	81%

FIGURE 5d. 2006-2007 Kindergarten Nonsense Word Fluency Percent at Benchmark (%)

Although DIBELS developers have identified Oral Reading Fluency (ORF) as the most critical early literacy predictor at the end of first grade[2], the other recommended subtests – Phoneme Segmentation Fluency (PSF) and Nonsense Word Fluency (NWF), serve as predictors and teaching targets on the path toward successful oral reading fluency, as measured by ORF.

ORF is first administered in the winter and then again in the spring of first grade. The level of Delaware Reading First 1st graders scoring "at risk" on ORF remained constant during winter and spring 2007 (11%). Most of the categorical shifts evidenced during 2006– 2007 occurred among students whose scores specify "some risk" on ORF in winter (24%) and spring (20%). The data indicate that four percent of these students advanced to the "low risk" category, which equaled 65% in winter and 69% in spring 2007. (Figure 5e)

2006 - 2007 First Grade Oral Reading Fluency

	Winter '07	Spring '07
At Risk	11%	11%
Some Risk	24%	20%
Low Risk	65%	69%
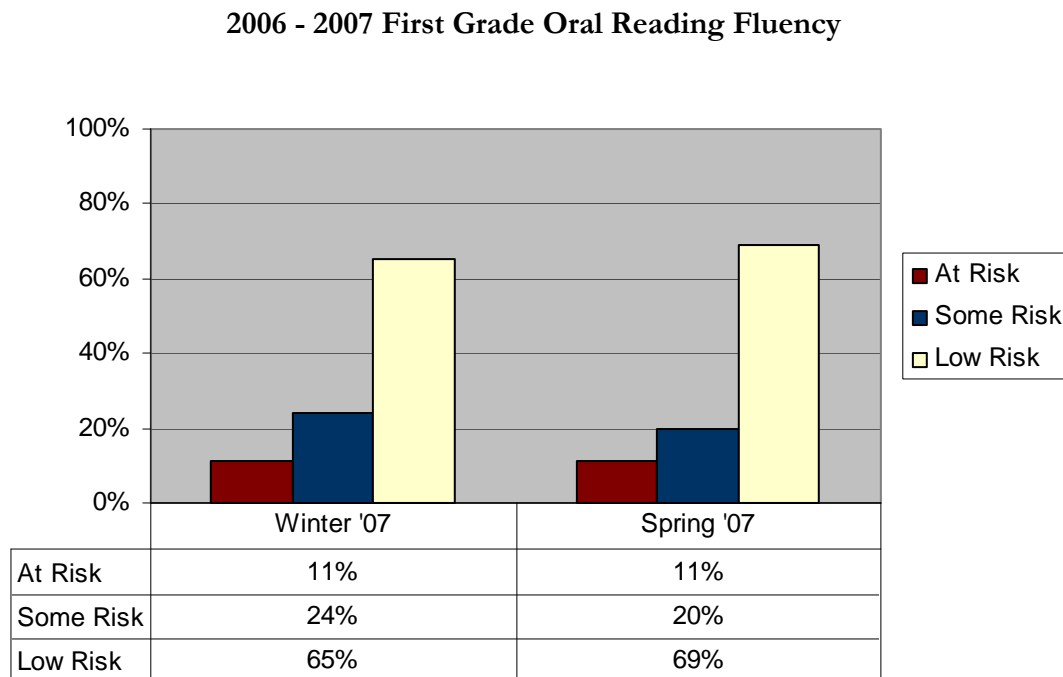
Figure 5e. 2006 - 2007 First Grade Oral Reading Fluency Percent at Benchmark (%)

The intervening indicators, Phoneme Segmentation Fluency (PSF) and Nonsense Word Fluency (NWF) show a steady rise in the percentages of students achieving the highest benchmark. At spring 2007, 91% and 78% of Delaware Reading First students scored at "established" on PSF and NWF, respectively. (Figures 5f-g)

---

[2] Good, R.H., & Kaminski, R.A. (Eds.). (2002). Dynamic Indicators of Basic Early Literacy Skills (6th ed.). Eugene, OR: Institute for the Development of Educational Achievement. Available: http://dibels.uregon.edu/.

2006 - 2007 First Grade Phoneme Segmentation Fluency

	Fall '06	Winter '07	Spring '07
Deficit	10%	1%	1%
Emerging	24%	8%	8%
Established	66%	91%	91%
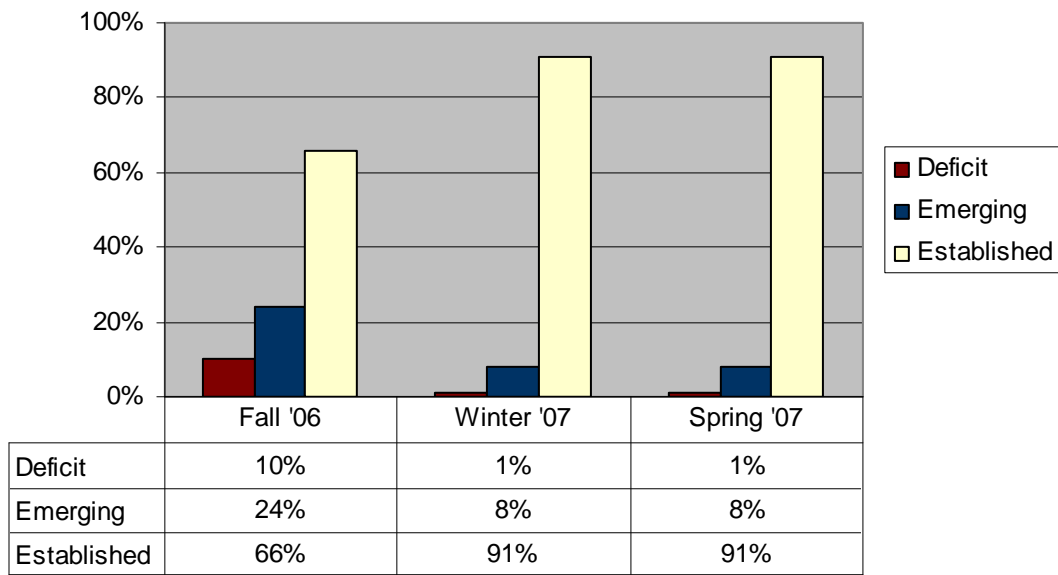
Figure 5f. 2006-2007 First Grade Phoneme Segmentation Fluency Percent at Benchmark (%)

2006 - 2007 First Grade Nonsense Word Fluency

	Fall '06	Winter '07	Sping '07
Deficit	14%	6%	3%
Emerging	19%	29%	19%
Established	67%	65%	78%
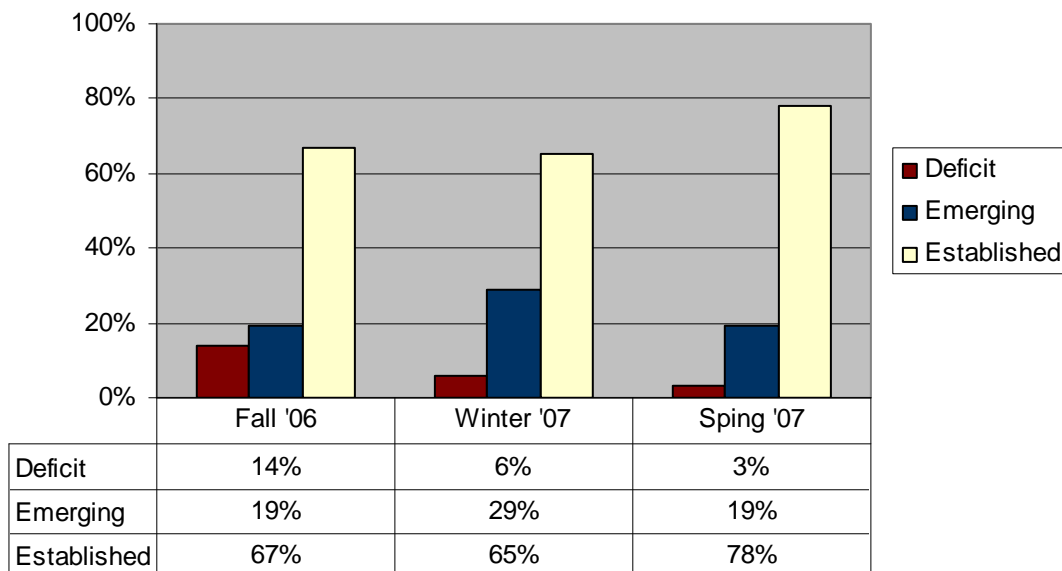
Figure 5g. First Grade Nonsense Word Fluency Percent at Benchmark (%)

Second Grade Progress on DIBELS during 2006-2007

In spring 2007, second grade Oral Reading Fluency (ORF) scores show that the percentage of students in the "low risk" group has increased to 60% from 54% in fall 2004. However, one-fifth of the second graders (20%) remain "at risk" in the spring of 2007. A score of 25 words or less per minute placed a second grade student in the "at risk" category in the fall; that cut point rose to 69 words or less per minute by the spring testing. In spring, the "low risk" benchmark for ORF was 90 or more correct words per minute. (Figure 5h.)

2006 - 2007 Second Grade Oral Reading Fluency

	Fall '06	Winter '07	Spring '07
At Risk	17%	18%	20%
Some Risk	29%	18%	21%
Low Risk	54%	64%	60%
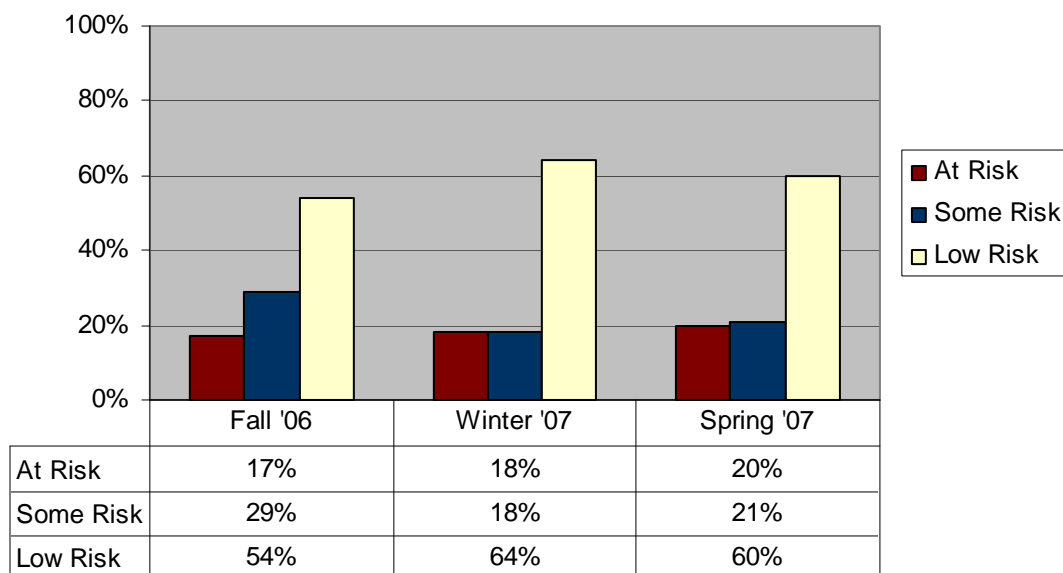
FIGURE 5h. 2006-2007 Second Grade Oral Reading Fluency Percent at Benchmark (%)

Third Grade Progress on DIBELS during 2006 – 2007

Overall, (Figure 5i) there was a 4% upward shift in student's oral reading fluency during 2006-2007, as indicated by the decrease in the percentage of students classified "at risk" in fall 2006 (21%) and spring 2007 (17%). Also, the level of students classified as having "some risk" remained fairly stable throughout the year, approximating 30% at all time periods. Finally the level of students having "low risk" increased 4% from fall 2006 (49%) to spring 2007 (53%).

2006 - 2007 Third Grade Oral Reading Fluency

	Fall '06	Winter '07	Spring '07
At Risk	21%	23%	17%
Some Risk	30%	29%	30%
Low Risk	49%	48%	53%
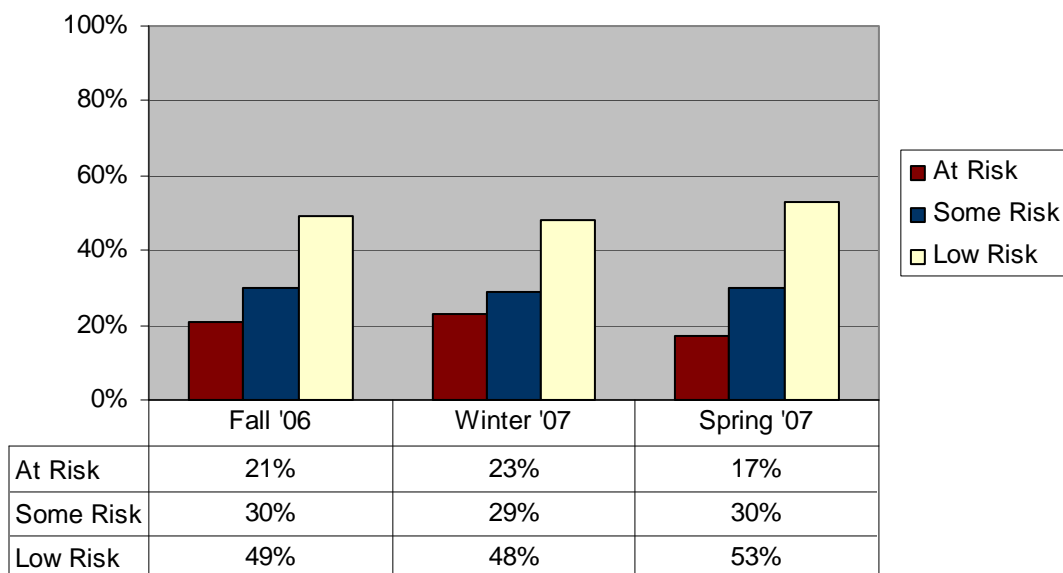
Figure 5i. 2006-2007 Third Grade Oral Reading Fluency Percent at Benchmark (%)

Goal 3b Evaluation Question: Have children in RF classrooms made significant improvement in their reading performance?

At the project level, DIBELS ORF scores from spring 2004, 2005, 2006, and 2007 can be compared in cross sections. When 1st, 2nd, and 3rd grade levels are examined, all grades appear to be improving. (See Figures 5j-l.) Less than half (45%) of the program's first graders met the spring benchmark in 2004, compared to more than two-thirds (69%) in 2007. Cross sectional gains also appear to occur at second grade; 40% met the DIBELS ORF benchmark in 2004 compared to 60% in 2007. Thirty-two percent (32%) of third graders were at "low risk" in spring 2004, which increased to 53% in 2007. Additionally, initial ORF levels of "at risk" students (winter for 1st grade and fall for 2nd and 3rd grades) tended to decrease across the years; that is, in 2006- 07, a smaller percent of students tested "at risk" at the first ORF screening date.

DIBELS Benchmark Performance: First Grade Cross-sections (ORF)

Figure 5j. DIBELS ORF benchmark performance for first graders: Cross sectional comparison (%)

DIBELS Benchmark Performance: Second Grade Cross-sections (ORF)
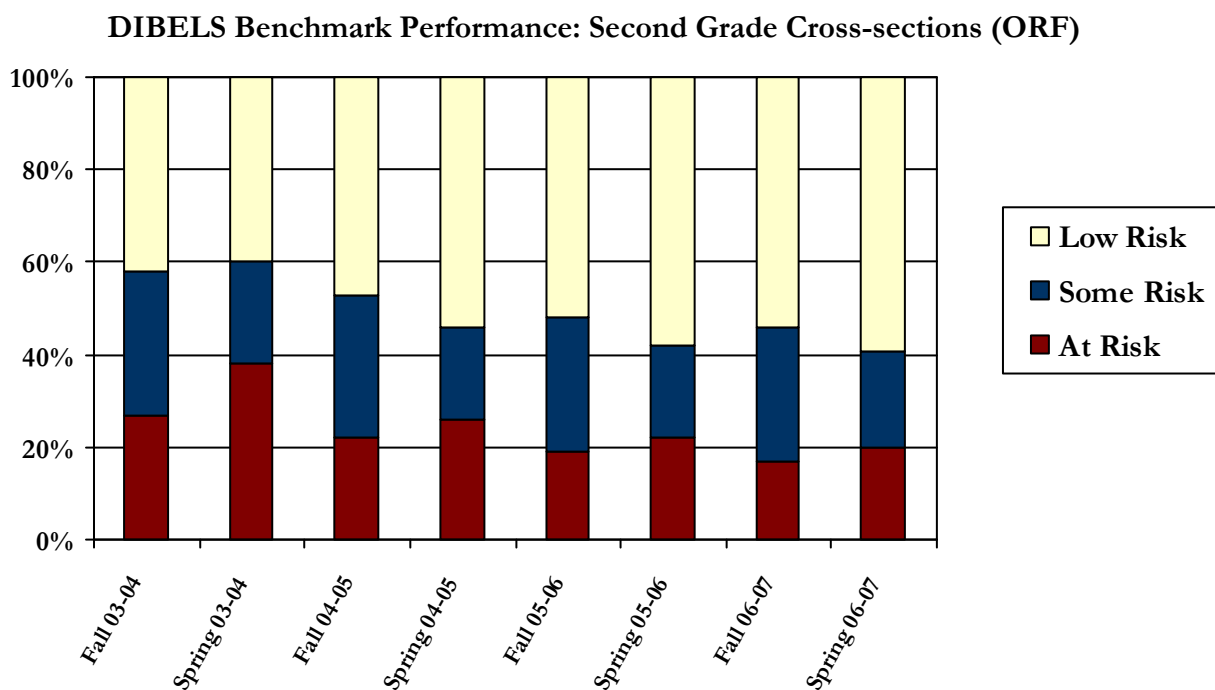
Figure 5k. DIBELS ORF benchmark performance for second graders: Cross sectional comparison (%)

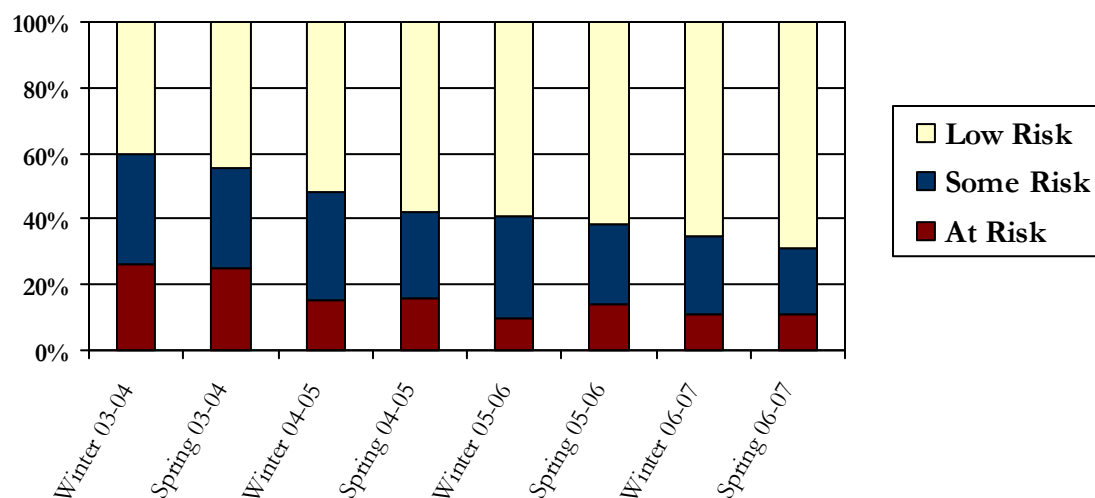**DIBELS Benchmark Performance: Third Grade Cross-sections (ORF)**
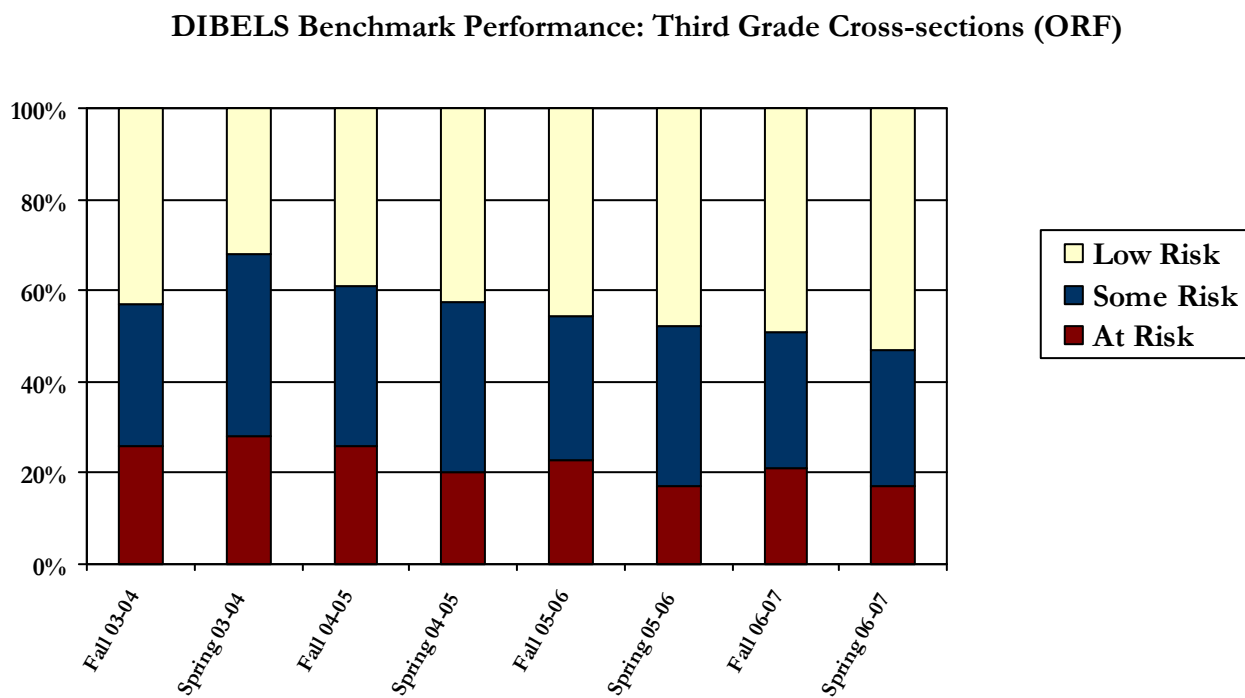
Figure 5l. DIBELS ORF benchmark performance for third graders: Cross sectional comparison (%)

IMPACT ON STUDENT PLACEMENT

Goal 4: How does the rate of participation in special education change over time in Reading First schools?

An assumption of the Reading First program is that many students are referred to special education because of reading difficulties they experience. With appropriate early reading intervention, the number of struggling readers referred for special education placement should decrease. To determine the impact of the Reading First program on the rate of student enrollment in special education programs, we compared 2002-2003 special education referral rates (prior to implementation of Reading First) with K- third grade referral rates from 2006-2007. Referral rates are calculated as the percentage of students in each grade level referred for special education testing. All referral rates were reported by school level personnel. (Figure 6a.)

There is some change in referral rates noted from the baseline year 2002-2003. Six of the schools have fewer referrals; one has more. Referrals at Schools 1 and 3 are noticeably fewer, while there was a distinct increase at School #2. The schools' 2006-2007 referral rates are disaggregated by grade level in Table C1 (Appendix C).
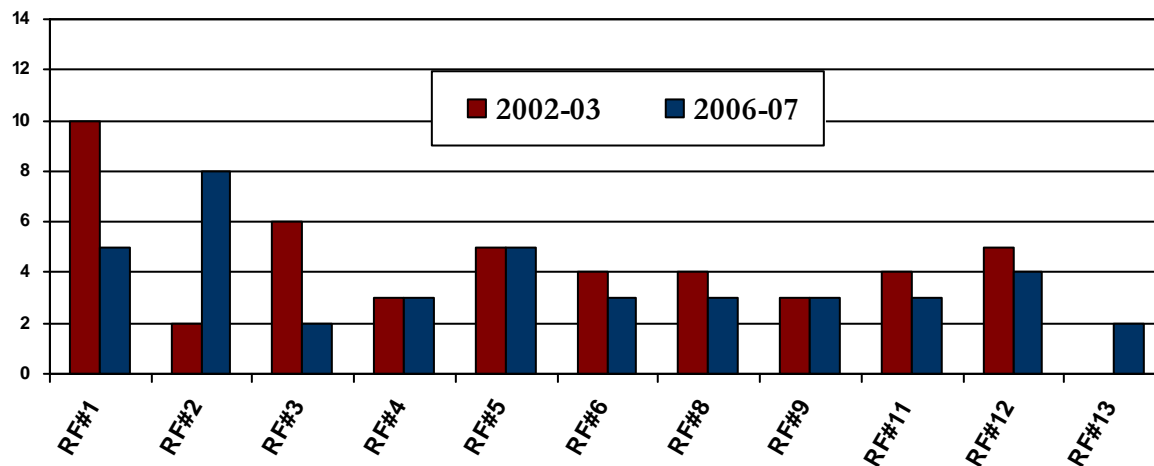
Figure 6a. Special Education Referral Rates Reading First Schools Grades K-3 (Total %)
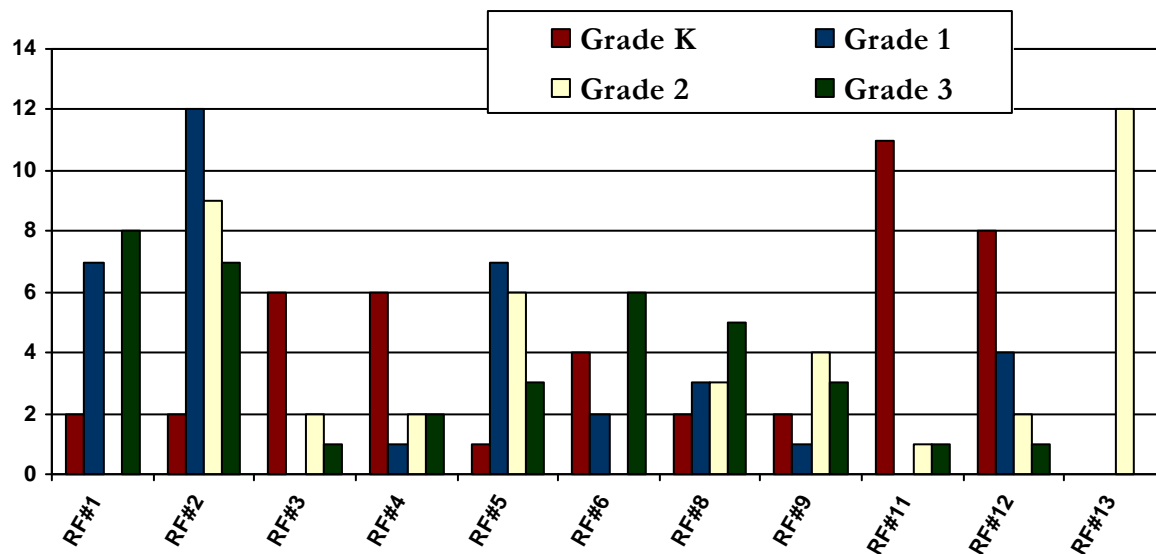
Figure 6b. Special education referrals by percent of grade level (2006-2007)

Figure 6b does not reveal a consistent grade level pattern with regards to referrals in 2006-2007. Figure 6c reveals a discrepancy between the <u>number</u> of students referred for special education services and the number of students ultimately placed into the program. In 2006-2007, five of the Reading First schools placed more than half of their referred students. Of particular interest is the large number of referrals by School #2, which is more than double all other Reading First schools. Conversely, the number of students actually placed at School #2 is similar to most of the other Reading First Schools and approximately 50% of the number placed at Schools #4 and #12. A three year comparison of rates of referral and placement (proportions of enrollment by grade level) is reported in Table C2 (Appendix C).
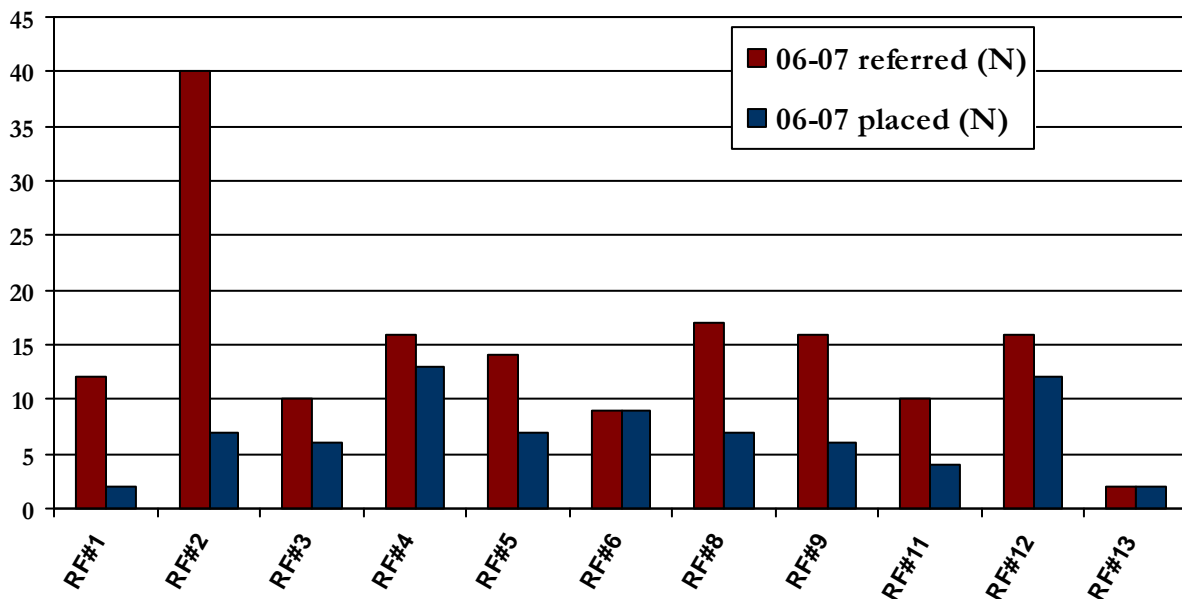
Figure 6c. Number of Special Education Referrals Compared to Number of Students with Special Education Placements (2006- 2007)

Goal 4f: What impact is the Reading First program having upon children's motivation to read and their interest in reading?

The Elementary Reading Attitude Survey (ERAS)[3] was administered in fall 2006 to determine student attitudes on two scales- academic and recreational reading. Together these produce an overall reading attitude score. Delaware Reading First (DERF) students' scores were compared to those of a national norming sample and to local comparison school scores. The full report is available online at http://www.rdc.udel.edu/reports/t070901.pdf

The sample included 496 1st- 3rd graders, 258 from DERF schools and 238 from Delaware comparison schools. Comparison schools were selected prior to the outset of Reading First based on similar size, baseline achievement, income and racial make-up. They were also selected from the same district as their matched DERF schools. Classrooms were randomly selected from each grade, K-3, in each of the schools. Because one comparison school chose not to participate, students from its matched Reading First school were not surveyed.

Data did not allow tests of statistical significance regarding the national sample; however, statistically significant differences between Reading First schools and comparison schools are indicated below (*). The complete survey is available in Appendix D.

Table 3. Motivation to Read: Recreational vs. Academic Scales

GR 1	Recreational	Academic	Total
National	31.0	30.1	61.0
DERF	31.5	31.0	62.5
Comparison	30.9	30.3	61.2
GR 2	**Recreational**	**Academic**	**Total**
National	30.3	28.8	59.1
DERF	**30.8***	30.9	**61.7***
Comparison	**32.8***	31.7	**64.5***
GR 3	**Recreational**	**Academic**	**Total**
National	30.0	27.8	57.8
DERF	32.1	**32.1***	**64.2***
Comparison	28.6	**27.8***	**56.5***

p<.05

- Third graders in Delaware Reading First schools seemed to be more highly motivated toward reading than the other third grade students. They also reported that they enjoyed **academic** reading more than others their age.
- Although second graders in Reading First schools seemed to enjoy reading more than second graders in the national sample, they did not score as high as second graders in Delaware's comparison schools.

---

[3] McKenna, M. C., Kear, D. J., & Ellsworth, R. A. (1995). Children's attitudes toward reading: A national survey. *Reading Research Quarterly*, 30, 934-956.

Analytic Summary: Student Level Effects

Many kindergarten to third grade students in Delaware's Reading First schools show steady gains in reading achievement as measured in cross sections on both the state DSTP1, DSTP2, and the DIBELS reading indicators. When scores are disaggregated by race, some schools seem to make more improvements than other schools in bringing African American students to the reading standard. Also at the school level, while many have larger percentages of total third graders at or above the standard, in 2007, there were two RF schools with large decreases in that number.

Special education referral rates are reduced from the baseline rates in Reading First schools. In 2005-2006, and again in 2006-2007, DERF schools tended to refer fewer K-3rd students for special education testing than in 2002-2003. Schools which reported lower baseline rates of referral continued to report lower referral rates, however, schools with higher baseline levels have tended toward reduced K-3rd grade referral rates as well.

Finally, a random sample of DERF 1st- 3rd graders, when surveyed, reported attitudes more favorable to reading than a national norming sample, and for third graders surveyed, attitudes were significantly more favorable than 3rd graders from Delaware comparison (non-RF) schools, also.

RELATIONSHIP BETWEEN PERFORMANCE ON DIBELS ORAL READING FLUENCY AND PERFORMANCE ON THE READING DSTP

As one part of the DERF evaluation project, University of Delaware's Research and Development Center released a study in February 2007 which examined whether the DIBELS measure of Oral Reading Fluency (ORF) was a reliable predictor of reading performance on the 2006 Delaware Student Testing Program (DSTP.) We found a significant correlation between winter ORF scores and third grade reading DSTP scores ($r=.52$, $p<.01$.) These findings and the descriptions of the student populations identified by the instruments can be found online at http://www.rdc.udel.edu/reports/t070602.pdf.

TEACHER/CLASSROOM-LEVEL EFFECTS

> Two data sources primarily speak to these evaluation questions, a teacher survey (*Reading First K-3 Teacher Literacy Self-Evaluation*, referred to as the 2007 Teacher Survey) and interviews with each of the Reading First principals and state-level coordinators.

IMPACT ON INSTRUCTIONAL PRACTICE

Goal 2c: Does school-level professional development and opportunities to practice implementing effective reading strategies under the guidance of peer and expert mentors increase teachers' knowledge of reading?

Teacher Survey

The 2007 Teacher Survey was administered in April to gather teachers' impressions of the scope and efficacy of the Delaware Reading First program and of their experiences with Delaware Reading First professional development. Teachers were also asked to estimate the frequency with which they use various literacy practices. This was the fourth administration of the survey, which has been modified slightly each year.

The number of completed and returned surveys increased from Year 1, possibly due to a change in survey administration procedures between Year 1 and 2. In Year 1, the teachers anonymously mailed the survey in individual postage paid envelopes. In subsequent years, they gave their completed survey in a sealed envelope to their literacy coaches who then returned the entire packet to the evaluators by mail. The number of surveys returned grew from 93 in 2004 to 224 in 2007. This year's response rate was 87.5%.

To examine changes over time, K-3 teachers' survey results from 2007 were compared, when appropriate, to the 2004 survey results. Although many of the findings from the 2007 survey were consistent with results from 2004, there were a few responses indicating differences in perceptions and/or behaviors. The complete survey and results can be found in Appendix E.

Principal and Coordinator Interviews

All Reading First principals and all three Reading First state/county coordinators were interviewed in March and April 2007 by staff members from the University of Delaware Education Research and Development Center. All interviews were recorded and transcribed for analysis. Interview themes remain consistent across the four years of the project; however, slight variations in questions occurred each year as the project developed. Both interview protocols for 2007 are found in Appendix F.

As part of your professional development, to what extent have you received adequate training focused on using SBRR practices to teach reading?
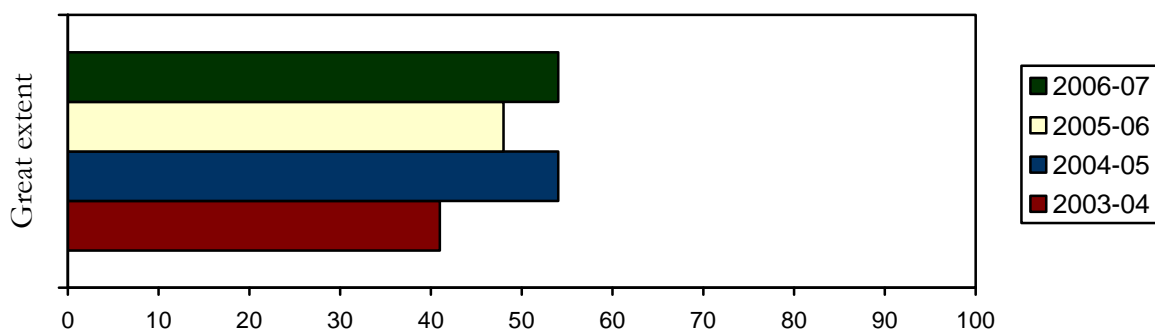
Figure 7. 2003- 2007 Reading First teachers' perceptions of professional development (%)

More than half (54%) of teacher respondents in 2006-2007, felt to a "great extent" that the professional development they received had adequately prepared them to use SBRR practices to teach reading. (Table 4a) Three forms of professional development were indicated as most frequently attended by Reading First teachers during the 2006-2007 school year: reading professional literature related to the teaching of reading (73.3%), attending grade level meeting related to reading instruction (97.2%), and attending school or district-sponsored Reading First workshops or in-services (82.3%).

- Nearly three-quarters (73.3%) of the teachers read professional literature on reading and 76.6% of these teachers thought it was "very" or "moderately" effective.
- Almost all teachers (97.2%) attended grade level meetings and 82.1% of those attending indicated that they were "very" or "moderately" effective.
- 82.3% of the teachers stated that they attended school or district-sponsored Reading First workshops or in-services; almost half (46.5%) of those attending indicated that they were "very effective" and a little less (41.8%) stated they were "moderately" effective.
- Only one-fifth (19.8%) of the teachers attended university courses in reading, however, among these teachers, one in ten (9.8%) stated they "don't know" if the courses were effective.
- Less than half (42.7%) of the teachers observed demonstrations of teaching reading, and 85% of these teachers stated that it was "very" or "moderately" effective.
- Only 28.7% of the teachers participated in mentoring in the area of reading instruction, and among these teachers 74.6% stated that it was "very" or "moderately" effective. However, another 10.4% of these teachers stated that they 'don't know" whether it was effective or not.

Table 4a. Reading First teachers' participation in and evaluation of professional development.

As part of your professional development this year, have you		Yes	No	Very Effective	Moderately Effective	Slightly Effective	Not at all Effective	Don't Know
				Perceptions of professional development[4]				
Attended university courses in reading (for example, distance-learning formats or on-campus classes).	06-07	19.8%	80.2%	60.8%	23.5%	3.9%	2.0%	9.8%
	03-04	23.8%	76.3%	61.1%	27.8%	11.1%	0%	0%
Read professional literature related to the teaching of reading (for example, reading student groups).	06-07	73.3%	26.7%	26.6%	50.0%	20.1%	1.3%	1.9%
	03-04	80.2%	19.8%	29.8%	42.1%	26.3%	1.8%	0%
Attended grade level meeting related to reading instructional issues.	06-07	97.2%	2.8%	42.3%	39.8%	13.9%	4.0%	0%
	03-04	97.5%	2.5%	42.3%	38.0%	18.3%	1.4%	0%
Observed demonstrations of teaching reading (either in my school or in another school).	06-07	42.7%	57.3%	47.9%	37.5%	9.4%	1.0%	4.2%
	03-04	67.5%	32.5%	50.0%	38.0%	12.0%	0%	0%
Participated in mentoring in the area of reading instruction (serving as the mentor or as the mentee)	06-07	28.7%	71.3%	38.8%	35.8%	11.9%	3.0%	10.4%
	03-04	33.3%	66.7%	56.5%	26.1%	17.4%	0%	0%
Attended school or district-sponsored Reading First workshops or in-services	06-07	82.3%	17.7%	46.5%	41.8%	8.8%	1.2%	1.8%
	03-04	100%	0%	39.2%	39.2%	18.9%	2.7%	0%

---

[4] Data regarding the effectiveness of the professional development were only provided by those respondents who indicated "yes" to having participated.

One form of professional development that Delaware's Reading first teachers report as "very effective" is "observing demonstrations of teaching." (Table 4a) Yet more than half (57.3%) have not participated in this activity and more than one third (37%) report that their coach has never modeled instructional practices in their classroom. In Table 4b, this years' teacher responses are compared to responses from 2005-06, the first year in which this section was in the survey.

- About half (47.7%) of respondents indicated that at least twice a month their Reading First Coach visits their classroom for a walk through. Of those who reported having their coach walk through, 38.9% indicated that at least twice a month their coach provides feedback afterwards.
- Compared with Year 3, fewer teachers (3.2% in comparison with 10.1% in 05-06) indicated their coaches observed a 90 minute block twice a month, and more teachers (30% in comparison with 21.6% in 05-06) indicated their coaches "never" observed a 90 minute block.
- Of those who reported their coaches observe a 90 minute block, one third (32.6%) stated that their coach provides feedback once a year and one third (31.7%) stated that their coach never provides feedback.

Table 4b. Frequency of teachers' participation in individualized professional development (N=224)

Please indicate how often your Reading First Coach		Weekly	Twice a Month	Once a Month	2-3 Times a Year	Once a Year	Never
Visits your classroom for a walk through	**06-07**	**18.0%**	**29.7%**	**29.3%**	**20.3%**	**1.4%**	**1.4%**
	05-06	*21.8%*	*30.5%*	*27.7%*	*18.2%*	*0.9%*	*0.9%*
Provides feedback after the walk through	**06-07**	**12.2%**	**26.7%**	**30.8%**	**17.6%**	**3.6%**	**9.0%**
	05-06	*16.4%*	*25.5%*	*25.5%*	*18.2%*	*5.5%*	*9.1%*
Observes your classroom for a 90 minute block	**06-07**	**2.3%**	**3.2%**	**12.4%**	**18.4%**	**33.6%**	**30.0%**
	05-06	*3.7%*	*10.1%*	*12.4%*	*26.1%*	*26.1%*	*21.6%*
Provides feedback after 90 minute observation	**06-07**	**2.8%**	**3.7%**	**11.5%**	**17.9%**	**32.6%**	**31.7%**
	05-06	*6.1%*	*8.9%*	*13.6%*	*24.8%*	*21.5%*	*25.2%*
Models instructional practices in your class	**06-07**	**3.7%**	**4.2%**	**10.6%**	**26.4%**	**18.1%**	**37.0%**
	05-06	*6.0%*	*6.9%*	*10.2%*	*20.8%*	*18.5%*	*37.5%*

Using Hall and Hord's Stages of Concern model, teacher responses were divided into these seven stages of adoption. This model was designed to help project leaders identify teachers' needs and better adapt staff support and development.

Awareness– lack of awareness or concern for the project

Informational– wants more information about the project

Personal– concerns center on personal consequences

Management– logistics, time, and management concerns

Consequence– concerns about impact of the project on students

Collaboration– concerns about working with others regarding the project

Refocusing– already knows enough about the project and has ideas for its improvement.

The data for this analysis were taken from the participants' written responses on the K-3 Teacher Survey given to all Reading First teachers in April, 2007 (N = 110). The responses were elicited with the prompt[5], "When I think about using SBRR practices in my classroom, my greatest concerns are..."

Unlike previous years, the majority of the responses, 35% (as compared to 0% in Year 1, 6% in Year 2, and 17% last year) fell under Stage 4, the Consequence Stage. In previous years, the majority of the responses (78% in Year 1, 75.2% in Year 2, and 58% last year) corresponded to Stage 3, the Management Stage. Presently 33% of the responses relate to the Management Stage.

Of interest, teachers appear to have bridged the focus of their concerns from Management to Consequence, as demonstrated by this response, which expresses a concern for the impact of the lack of appropriate resources on students: "students who are 2 grade levels behind- they're isn't enough materials that are SBRR that they can do because they are so low." While respondents in past surveys expressed concerns about managing the tasks associated with meeting the needs of a diverse student body, 64% of the current responses in the Consequence Stage category express concerns about the impact on diverse student populations if attention is not given to their needs. For instance, one teacher wrote, "If a need does not fit into an already predesignated intervention (EIR, Read Naturally, etc) I don't feel as if that child's specific need(s) are being addressed daily."

Other Consequence Stage concerns were related to the impact on students resulting from the strong focus on assessment and fluency.

Of the responses classified as Management Stage concerns, 58% articulate a sense of insufficient time to appropriately execute the program along with other curricular responsibilities. One respondent conveyed, "Making new centers every week is too time consuming with only a 45 minute planning and 6 other subjects to plan." Other Management Stage concerns were related to classroom management and the lack of human and material resources.

Overall the responses seem to indicate general movement from the beginning stages of the continuum to the middle of the continuum, although there seems to be a renewed focus on personal concerns among teachers (Table 4c).

- 24% of teachers' responses to the current survey are regarded as Personal Stage concerns, denoting a large shift from preceding trends. In prior years, responses reflecting Personal Stage concerns were decreasing (13% in Year 1, 7% in Year 2, and 5% last year). Most teacher comments in this category express concerns about teacher autonomy to make instructional decisions and efficacy in providing needs-based instruction for a diverse student body.
- As in previous years, there were no responses classified as belonging to the Awareness Stage. A modest increase was observed in the Informational Stage from 0% last year to 4% presently.

---

[5] Hord, S. M., Rutherford, W. L., Huling-Austin, L. & Hall, G. E. (1998). *Taking Charge of Change*. Austin, TX:Southwest Educational Development Laboratory.

- No responses reflected Collaboration Stage concerns. This represents a decrease from previous years (1% Year 2, and 4% last year).

- The percent of responses categorized in the Refocusing Stage decreased from 8% last year to 4% this year. Several comments centered on the need for increased emphasis on comprehension skills. One teacher wrote, "Reading First seems to provide too much instruction in phonics and not enough in comprehension. I feel that the required lesson pattern is too rigid and does not allow some effective strategies that I have used in the past."

Table 4c: Percent of Reading First Teacher's Comments Categorized By Stage

	2003-04*	2004-05*	2005-06*	2006-07
Stage 0: Awareness	N/A	0%	0%	0%
Stage 1: Informational	3%	5%	0%	4%
Stage 2: Personal	14%	7%	5%	24%
Stage 3: Management	78%	75%	58%	33%
Stage 4: Consequence	0%	6%	17%	35%
Stage 5: Collaboration	0%	1%	4%	0%
Stage 6: Refocusing	0%	2%	8%	4%

Totals do not equal 100% because miscellaneous responses were excluded

Principals' and Coordinators' Interviews

Principals frequently described changes in the staff in terms of more focused and purposeful instruction. They talked about changes in teacher knowledge which seemed characterized by two broad experiences. One principal felt her faculty members knew how to teach reading but, prior to Reading First, were not organized or explicit in their approach. "We have found that Reading First has helped us, because I always tell people that it's nothing new in terms of what you do as a reading teacher. But what it has done, it has sort of systematically put everything in place for us. So [for example] we know the importance of phonemic awareness in kindergarten and grade one. We know how much time is needed to be spent on vocabulary development, or comprehension. I think it's systematically organized everything for us in terms of how to teach reading."

Another principal described their teachers' new and growing expertise which transformed them into a knowledgeable, professional community. "They've always used the [reading series] assessments so that's not anything new. But I hear comments of staff members that have been teaching here in Reading First and using DIBELS for a few years now. They'll talk about nonsense words and prerequisite skills. And all this other stuff that you never, ever would have heard prior to [Reading First.] Their knowledge base is really great."

Analytic Summary: Teacher/Classroom Level Effects

In its fourth year, Delaware's Reading First Project appears to have impacted instructional practice through school-level professional development and through the work of the school-based literacy coaches. The majority of the teachers felt adequately prepared and fewer reported concerns with regard to materials or management issues.

Principals see their faculties providing more focused and purposeful instruction and describe their work as both knowledgeable and child-centered. Teachers, however, voiced more concerns for the programs' consequences. They felt that some children are not served by the program and by its structure and restrictions.

SYSTEM-LEVEL EFFECTS

> Three data sources primarily speak to these evaluation questions, four items from a DERF student survey (*modified from the National Assessment of Educational Progress or NAEP)*, a teacher survey (*Reading First K-3 Teacher Literacy Self-Evaluation*, referred to as the 2007 Teacher Survey) and interviews with each of the Reading First principals and state-level coordinators.

READING FIRST PROFESSIONAL DEVELOPMENT

Goal 2a: What evidence is there that district and school level RF professional development is well-aligned with SBRR framework?

Teacher Surveys

Teacher Survey Results Regarding Reading First Teachers' Impressions of Professional Development

The teacher survey for 2007 included a series of questions regarding the Reading First teachers' participation in professional development. Table 5a illustrates the types of professional development they experienced and their views of its alignment with SBRR framework. In five of the six types of professional development, the majority of the teachers who participated believed that the experience was "well-aligned" with the practices of SBRR. Interestingly, one out of ten respondents (10.4%) "Did not know" if their university courses were aligned and nearly one in six (15.8%) of those who participated in mentoring "Did not know."

To what extent was the professional development activity that you participated in aligned with SBRR practices?
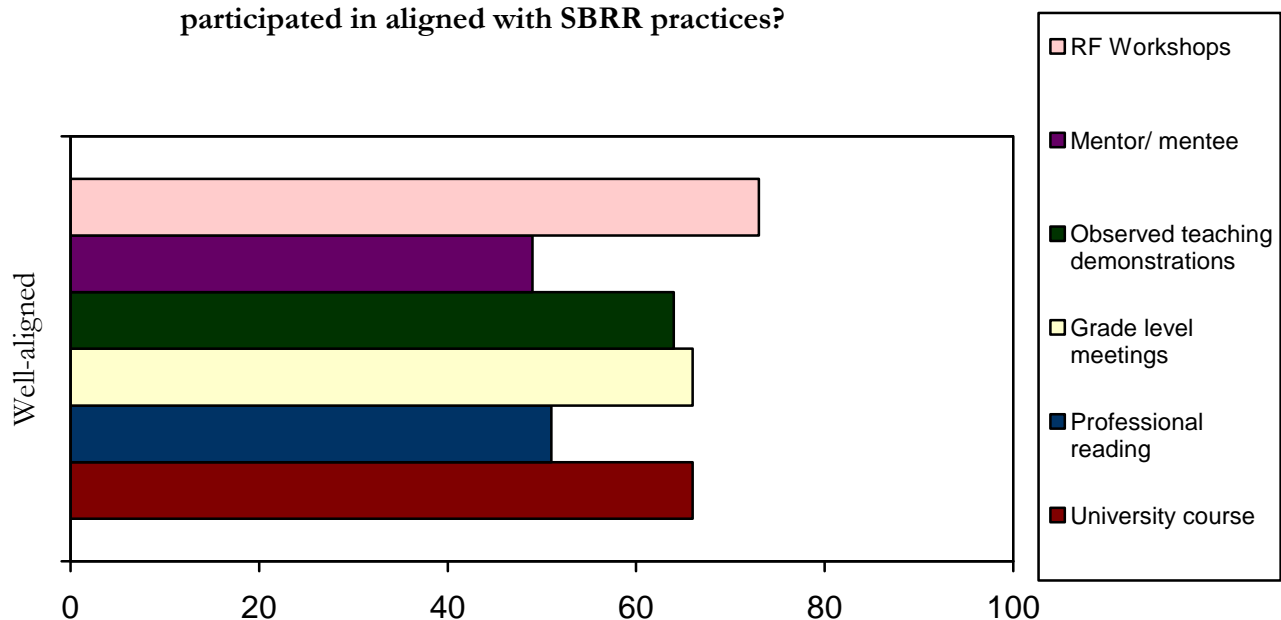
Figure 8. 2006- 2007 Reading First teachers' perceptions of professional development (%)

Table 5a: Reading First teachers' evaluation of professional development and its SBRR alignment (N=221)[6]

As part of your professional development this year, have you		Yes	No	Alignment of the professional development with the SBRR framework			
				Well Aligned	Somewhat Aligned	Not at all Aligned	Don't' Know
Attended university courses in reading (for example, distance-learning formats or on-campus classes).	**06-07**	**19.8%**	**80.2%**	**64.6%**	**18.8%**	**6.3%**	**10.4%**
	03-04	*23.8%*	*76.3%*	*62.5%*	*25%*	*0%*	*12.5%*
Read professional literature related to the teaching of reading (for example, reading student groups).	**06-07**	**73.3%**	**26.7%**	**50.4%**	**39.4%**	**3.9%**	**6.3%**
	03-04	*80.2%*	*19.8%*	*53.3%*	*35.6%*	*0%*	*11.1%*
Attended grade level meeting related to reading instructional issues.	**06-07**	**97.2%**	**2.8%**	**66.3%**	**28.3%**	**1.8%**	**3.6%**
	03-04	*97.5%*	*2.5%*	*65.5%*	*16.4%*	*3.6%*	*14.5%*
Observed demonstrations of teaching reading (either in my school or in another school).	**06-07**	**42.7%**	**57.3%**	**63.8%**	**26.3%**	**1.3%**	**8.8%**
	03-04	*67.5%*	*32.5%*	*61.5%*	*23.1%*	*2.6%*	*12.8%*
Participated in mentoring in the area of reading instruction (serving as the mentor or as the mentee).	**06-07**	**28.7%**	**71.3%**	**49.1%**	**33.3%**	**1.8%**	**15.8%**
	03-04	*33.3%*	*66.7%*	*52.6%*	*26.3%*	*5.3%*	*15.8%*
Attended school or district-sponsored Reading First workshops or in-services	**06-07**	**82.3%**	**17.7%**	**72.5%**	**22.5%**	**0.7%**	**4.3%**
	03-04	*100%*	*0%*	*67.2%*	*15.5%*	*1.7%*	*15.5%*

---

[6] Data regarding the alignment to SBRR of the professional development were only provided by those respondents who indicated "yes" to having participated.

- Half (50.4%) of the teachers who read professional literature related to the teaching of reading indicated that it was "well aligned" with SBRR principles and a little less (39.4%) indicated that it was "somewhat aligned" with SBRR principles.

- Compared with Year 1, fewer (3.6% in comparison with 14.5% in 03-04) teachers stated that they "don't know" about the alignment between grade level meeting and SBRR principles.

- About half (49.1%) of the teachers who participated in mentoring in the area of reading instruction stated that it was "well aligned" and about a third (33.3%) stated that it was "somewhat aligned" with SBRR principles.

- Almost all (95%) of the teachers who attended school or district-sponsored Reading First workshops or in-services felt that they were "well aligned" or "somewhat aligned" with SBRR principles.

IMPACT ON SCHOOL CLIMATE

Goals 2e: What is the impact on school climate of teachers working and learning together? What changes are evident?

Teacher Survey Results Regarding School Climate

One goal of Delaware Reading First is to have a positive impact on school climate— its professional culture and social atmosphere. "Teaching practices, diversity, and the relationships among administrators, teachers, parents, and students contribute to school climate[7]" Each year, Reading First teachers were surveyed about the climate within their schools.

Table 5b: Reading First teachers' views of the climate within their schools (N=221)

Please indicate the extent to which you agree with each statement:		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I feel accepted and respected as a colleague by most staff members.	**06-07**	**50.7%**	**44.8%**	**2.7%**	**1.3%**	**0.4%**
	03-04	*66.3%*	*31.3%*	*2.5%*	*0%*	*0%*
Teachers in this school are continually learning and seeking new ideas.	**06-07**	**39.7%**	**52.7%**	**5.8%**	**0.9%**	**0.9%**
	03-04	*56.3%*	*36.3%*	*6.3%*	*1.3%*	*0%*
I believe the overall impact of SBRR practices on this school has been positive.	**06-07**	**30.9**	**56.1**	**6.7%**	**4.0%**	**2.2%**
	03-04	*32.5%*	*46.3%*	*11.3%*	*2.5%*	*7.5%*

---

[7] McBrien, J. L. and R. S. Brandt, (1997). *The Language of Learning: A Guide to Education Terms*, p. 89. Alexandria, VA: Association for Supervision and Curriculum Development.

It appears that the majority of Reading First teachers who responded to the survey see their schools as collegial places where continuous learning is valued. There also appears to be the belief that SBRR practices have had a positive impact on their schools' climate.

Overall, more teachers felt their school climate is as good as or even better than the climate in Year 1:

- 95.5% of the teachers felt accepted and respected as a colleague by most staff members compared to 97.6% in Year 1.

- 92.4% of the teachers agreed or strongly agreed that teachers are continually learning and seeking new ideas compared to 92.6% in Year 1.

- 87.0% of the teachers felt that the overall impact of SBRR practices has been positive compared to 78.8% in Year 1.

Coordinators' and Principals' Interview Results Regarding School Climate

Almost all coordinators and principals described changes in school climate which centered on the nature and structure of the instructional system. They reported that their schools' use of resources and schedules were better coordinated and were more accurately focused on supporting data driven instruction for each child, regardless of his/her classification as regular or special education, Title 1, or English Language Learner (ELL). Some principals also saw more organized, better managed classrooms. Data collection and use was simplified through technology. Instruction became more responsive, adaptable, and flexible− in some cases addressing the needs of both higher and lower achieving children at the same time, in the same rooms by using flexible, purposeful small groups.

Some principals reported that their faculty was more successful at this differentiation. Others felt it was still an area in need of improvement, but almost all saw changes during Year 4 to the values or beliefs at their school, that is, a shared focus on professional development in service of child-centered instruction. Some teachers who held reservations about the program have become more open− some teachers because they have seen opportunities for their own creativity, and others because they have seen benefits for their students. "They try something and see if it works. Sometimes it does and sometimes it doesn't. This is a staff that's pretty open. We're doing all we can to bring up [student reading scores.]"

Principals described their faculties as more collegial, with a shared focus on individual children and with shared planning and professional development. They used terms like "cohesive," "collaborative," "professional," and "family." Some principals felt their faculty supported each other as learners. "[They are] constantly driven to do better, to have those kids succeed and do better. It's the competitive nature with themselves, and pride, and everything that we are constantly, constantly learning. Implementing more effective strategies and constantly learning."

In addition, some principals noticed student changes. Children were sometimes seen as better behaved, more motivated to attend school, more engaged, and feeling better about themselves. Several principals noted that reading achievement was up at their school and special education referrals were down. Some felt that intense, explicit instruction and higher expectations were part of this trend toward higher achievement, but one principal tied student achievement directly to school climate. "Our school climate is everything. A child cannot learn in an unacceptable learning environment. A child needs to feel safe. A child needs to be in an environment that's conducive to learning."

There were principals, however, who pointed out that all of the changes at their schools were not positive. These leaders noted that their faculties were under more stress. Some described a fear of being "caught." One principal compared the teachers' experience to being in a "fishbowl" because of the regular walk-throughs and observations, guided practice, and follow-up to professional development. Some teachers at these schools were afraid of being off-schedule. Others were frustrated by changing messages about what instructional activities would or would not be considered appropriate in their reading lessons.

<div align="center">SUPPORT OF STUDENTS WITH SPECIAL NEEDS</div>

Goal 4a: Are Title I, general education and special education teachers using the same SBRR reading curriculum?

Teacher Survey Results Regarding Support of Special Needs Students

Reading First teachers' 2006 and 2007 survey responses were compared with the general population of Kindergarten to third-grade teachers in Delaware by polling a randomly selected group of Delaware educators. When the responses of polled K- 3 teachers were compared, not only did Delaware Reading First teachers respond more frequently that general education and special education teachers "Always" use the same materials, they also responded more frequently that they "Didn't know" if the materials were the same. (Figure 9) More of the teachers polled statewide (19%), however, selected the "Sometimes" category. A full report of the findings of the 2005 Delaware Educator's Poll is available online at http://www.rdc.udel.edu/reports/t060401.pdf.

How often are general education and special education teachers using the same reading curriculum?
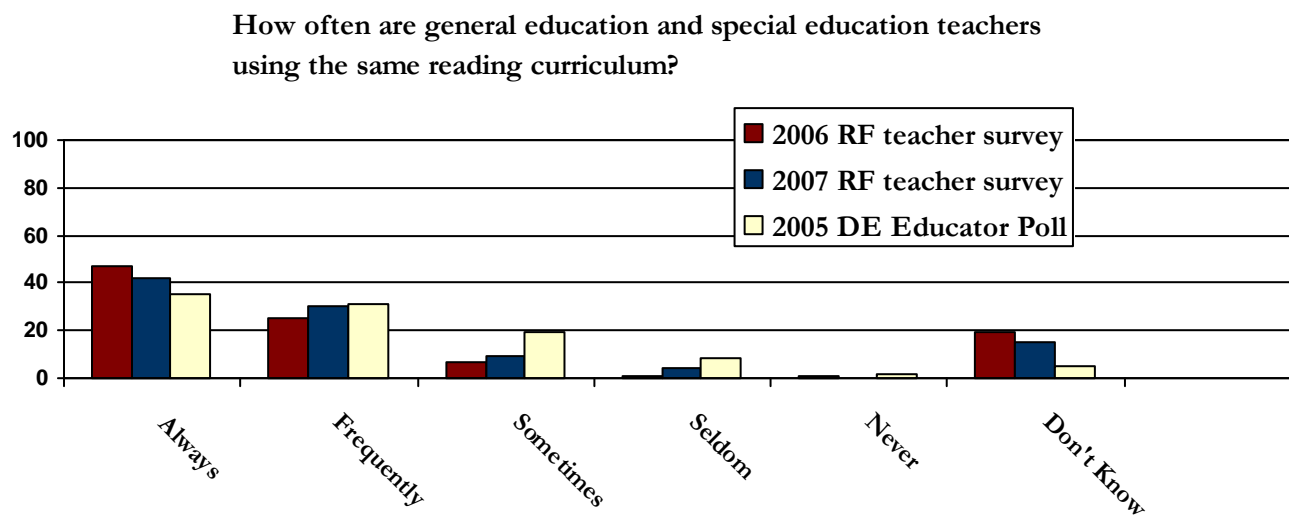
Figure 9. Delaware K-3 Educators and Reading First teachers' perceptions of curriculum use (%)

Impact on Instructional Support Teams

Goal 4b: Are Instructional Support Teams (ISTs) meeting consistently to discuss students' instructional needs?

The K-3 Reading First teachers were asked if their school had developed a process to review data for the purpose of designing and differentiating instruction for all K-3 children. This team approach to flexible and

responsive teaching was mentioned by most principals as central to their schools' changing climates. All principals reported that their intervention providers participate in data analysis and only 1 of 11 principals reported that the intervention providers do NOT participate in collaborative planning. However, a full 10% of teacher respondents do not know if their school has an instructional data review process in place. The largest number (94%) of teachers who did participate in such meetings, met in grade level configurations at least once a month. **Please note:** This process is not the Instructional Support Team formalized by the University of Maryland and advocated for program use in Year 1 of Delaware's Reading First Program.

Results from Principals' Interviews Regarding IST

No principals reported using the formal IST (University of Maryland) process this year, although the needs of individual students provided substantial opportunities for data-driven collaboration regarding instruction.

Teacher Survey Results Regarding Data Driven Instructional Planning

- Approximately 2 out of 3 teachers (67.7%) have participated in some form of data-driven instructional planning.

- Most (93.7%) of the teachers who did participate in the data reviews did this in grade level meetings at least once a month. More than 2 out of 3 (68.5%) did it in school wide meetings at least once a month.

- Nearly 60% of teachers "never" met in cross- grade groupings.

Table 5c: Reading First teachers' perceptions of data-driven instructional planning

		Yes	No	Don't Know
Has your school developed a data review process to guide instruction and intervention?	06-07	87.4%	2.2%	10.3%
Established a reading schedule that permits supplemental interventions for all the children who require them?	06-07	87.6%	10.0%	2.5%
Have you participated in the data review process? (If yes, see below…)	06-07	67.7%	32.3%	-

If "Yes", how often, on average, do you meet at	Weekly	Monthly	A few times a semester	Once a semester	Once a year	Never
Grade level meetings?	42.9%	50.8%	4.0%	0.8%	0%	1.6%
Cross grade meetings?	0%	14.5%	14.5%	4.8%	6.5%	59.7%
School wide meetings?	0.8%	67.7%	11.3%	5.6%	7.3%	7.3%

Table 5d: Reading First teachers report perceived adequacy of SBRR training

As part of your professional development, to what extent have you received adequate training focused on using SBRR practices		Great Extent	Moderate Extent	Small Extent	Not at all	Don't Know
To teach reading?	**06-07**	**53.8%**	**34.8%**	**7.2%**	**2.7%**	**1.4%**
	03-04	*41.3%*	*43.8%*	*11.3%*	*0%*	*3.8%*
To teach reading to children with disabilities?	**06-07**	**18.6%**	**33.0%**	**25.8%**	**20.8%**	**1.8%**
	03-04	*14.8%*	*11.1%*	*35.8%*	*32.1%*	*6.2%*
To teach reading to children whose native language is not English?	**06-07**	**3.6%**	**11.3%**	**32.1%**	**49.8%**	**3.2%**
	03-04	*5.0%*	*3.8%*	*20.0%*	*63.8%*	*7.5%*

The overall comments on the adequacy of SBRR training by Reading First teachers who responded to the survey have improved as compared to those in Year 1, however, problems still exist.

- 88.6% of the teachers indicated that SBRR training to teach reading is either to a "moderate extent" or to a "great extent" adequate.

- Although half (51.6%) of the teachers indicated the SBRR training to teach reading to children with disabilities is either to a "moderate extent" or to a "great extent" adequate, nearly half (46.6%) of the teachers think it is to a "small extent" or "not at all" adequate.

- 81.9% of the teachers indicated that the SBRR training to teach reading to children whose native language is not English is to a "small extent" or "not at all" adequate.

Table 5e: Average number of students with an IEP

Teacher Survey Year	Average # students with IEP	Number of students with IEP in class	Most common response/percentage
2006-2007	4	0-17 students	0/ (29%)
2005-2006	4	0-15 students	0/ (34%)
2004-2005	3	0-22 students	0/ (37%)
2003-2004	3	0-14 students	0/ (37%)

ROLE OF THE READING FIRST PRINCIPAL

Goal 4e: How are principals supporting reading achievement in Reading First Schools?

Two data sources inform the evaluation regarding principals' support of reading achievement in Reading First schools: interviews with Reading First principals and state coordinators, and responses from 2007 Reading First teacher surveys. Table 5f compares this year's teacher surveys with those of Year 1 (2003-04.)

Table 5f: Reading First teachers' views of their principal's role

Please indicate how often your principal:		Always	Frequently	Sometimes	Seldom	Never	Don't Know
Encourages you to select reading content and instructional strategies that address individual students' learning.	06-07	34.2%	34.7%	21.2%	4.5%	4.1%	1.4%
	03-04	47.5%	--	27.5%	--	1.3%	6.3%
Accepts the noise that comes with an active lesson.	06-07	55.8%	29.0%	9.8%	2.2%	0.9%	2.2%
	03-04	65.0%	--	27.5%	--	1.3%	6.3%
Encourages the implementation of SBRR instructional practices.	06-07	57.7%	32.3%	5.9%	1.8%	N/a	2.3%
	03-04	80.0%	--	11.3%	--	3.8%	5.0%
Encourages you to observe exemplary reading teachers.	06-07	17.9%	20.2%	28.3%	12.1%	18.4%	3.1%
	03-04	31.6%	--	34.2%	--	30.4%	3.8%
Ensures few to no interruptions during literacy blocks.	06-07	41.1%	37.1%	16.1%	4.5%	1.3%	N/a
	03-04	33.8%	--	53.8%	--	8.8%	3.8%
Explicitly states his/her expectations about formal classroom observations during reading instruction.	06-07	36.5%	35.1%	17.6%	5.9%	2.7%	2.3%
	03-04	57.5%	--	32.%	--	6.3%	3.8%

Overall, teachers indicated greater frequency regarding specific practices in their principal's work when compared with Year 1:

- 68.9% of the teachers indicated that their principal either "frequently" or "always" encourages them to select reading content and instructional strategies that address individual students' learning.

- 84.8% of the teachers indicated that their principal either "frequently" or "always" accepts the noise that comes with an active lesson.

- 90% of the teachers indicated that their principal either "frequently" or "always" encourages the implementation of SBRR instructional practices.

- 78.2% of the teachers indicated that their principal either "frequently" or "always" ensures few to no interruptions during literacy blocks.

- 71.6% of the teachers indicated that their principal either "frequently" or "always" explicitly states his/her expectations about formal classroom observations during reading instruction.

- About 38.1% of the teachers indicated that their principal either "frequently" or "always" encourages them to observe exemplary reading teachers.

- 18.4% of the teachers indicated that their principal "never" encourages them to observe exemplary reading teachers although it is much fewer as compared to 30.4% in Year 1.

Coordinators' and Principals' Interview Results Regarding Principal's Role

Principals described their work supporting Reading First classrooms, coaches, and teachers. Their interviews and those of the Reading First coordinators told a story of principals actively involved in instruction, focused on student achievement, and working closely with the school's literacy coach. The principals went on regular informal walk-throughs (weekly and sometimes daily) and occasionally formal classroom observations to make sure those teachers were following the Reading First guidelines. The principals performed the role of an "instruction leader" as one of the coordinators said. They looked for teachers' fidelity to the time schedule, to the differentiated instruction, and to the small group and center activities. They not only pointed out places for improvement but also encouraged teachers to pursue a goal higher than the benchmark. This supervising role is crucial for RF achievement and one coordinator said, "We need the principal saying 'That's what you must do'".

Some principals met with their coaches every day, while some once a week. All principals regularly participated in the grade level meetings with the coach and all RF teachers, many on a weekly or a bi-weekly basis. Also some principals organized monthly meetings with RF teachers. At one school, the monthly meeting is called "Monthly Data Meeting"; while at another school it is called "Monthly Reading First Literature Meeting". At the meetings, the principals lead teachers to look at their strengths and weakness and to adjust their teaching strategies to meet the needs of individual students on the basis of DIBELS data.

With only one exception, principals joined teachers in professional trainings. Some principals also took part in the activities among teachers like book studies. To become more knowledgeable and to expand their understanding of Reading First, some principals also did some outside readings. As one coordinator said, "Principals need to be updated on the research".

Goal 4f: Has Reading First increased students' access to engaging reading materials?

STUDENT ACCESS TO ENGAGING READING MATERIALS

One section of the 2006 Reading First student survey was adapted from questions on the *National Assessment of Educational Progress* (NAEP) and focused on opportunity to read. Responses from 1st- 3rd grade students from randomly selected DERF classrooms were compared to responses from similar age students in Delaware comparison schools.

Students were asked to estimate the relative incidence of four opportunities for reading as either "almost everyday", "some days", or "never or hardly ever." Two were explicitly classroom based opportunities, while two might occur either inside or outside of a classroom. In both treatment and comparison groups, the majority

of children reported that the two classroom-based practices occurred "almost everyday." (Figure 10) In both groups, the reported frequency of all practices was similar and no statistical differences were noted when sampling error was considered. Complete results are in Table 6. Student survey instrument is available in Appendix D.

- Although a majority (59%) estimated that "almost everyday" they are given class time to read books on their own, 14% responded that they "never or hardly ever" are given that time.

- Two-thirds (66%) reported that "almost every day" their teacher asked them to read silently.

- Almost one in six (17%) indicated that they "never or hardly ever" take books from the school or public library for their own enjoyment.

Percent students responding that "almost everyday" they……
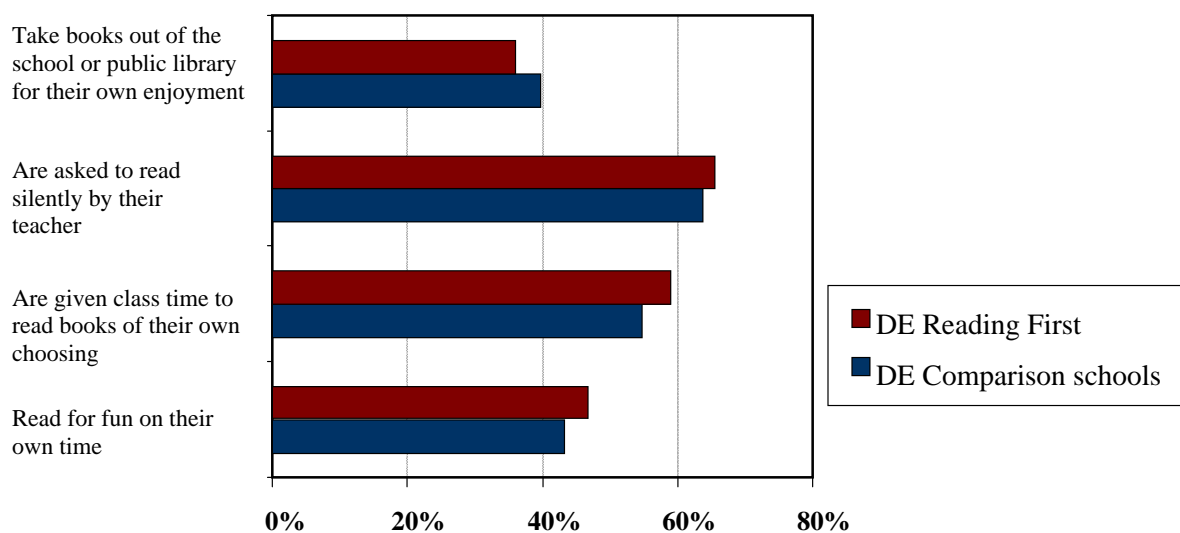
Figure 10. DE 1st- 3rd grade students' report opportunities to read as "almost everyday" (%)

Table 6. DE 1st – 3rd grade students estimated opportunities to read

	Almost everyday		Some days		Never or hardly ever	
	RF	Comparison	RF	Comparison	RF	Comparison
Take books from school or public library for their own enjoyment	36%	40%	47%	50%	17%	9%
Asked to read silently by teacher	66%	63%	25%	25%	9%	12%
Given class time to read books of own choosing	59%	54%	27%	38%	14%	7%
Read for fun on their own time	42%	44%	43%	37%	15%	19%

Nearly one in nine teachers "disagrees or strongly disagrees" that the impact of SBRR on their schools has been positive. Only in Year 1, were there higher negative responses rates. This year, the 4% who "strongly disagree" is the largest group to have reported this in four years. However, at the same time, 87% of 2006-2007 teachers felt the overall impact of SBRR has been positive, compared to 78% in Year 1 (2003-2004). Because DERF proposes to impact student achievement through improving classroom instruction, it might prove helpful to make sense of these extreme differences reported by teachers.

Principals and coordinators both report improved classroom practices and positive school climates. A few principals did recognize that some teachers were more stressed by regular classroom walk-throughs and observations, as well as changing messages about which practices were appropriate and allowed within Reading First program guidelines.

The majority of 1st- 3rd grade students surveyed report that "almost everyday" they have opportunities to read books of their own choosing and are asked to read silently by their teacher. This is a strong contrast, however, with 14% who report that they "never" are given class time to read a book of their own choice. Are there meaningful differences between these student reports?

APPENDICES TABLE OF CONTENTS

PAGE

APPENDIX A: DATA SOURCES

During the 2006 -2007 academic year data were collected as follows:

1. Student achievement data
   - DIBELS benchmark assessment
   - 2007 DSTP 1 and DSTP 2 scores

2. Questionnaires
   - Reading First Teacher Survey to all Reading First teachers in April 2007
   - Student surveys were administered in fall 2006 to randomly selected 1st-3rd grade classrooms in Reading First and comparison schools. Student surveys were two-part: *Elementary Reading Attitude Survey* (ERAS) and modified questions from the *National Assessment of Educational Progress* (NAEP.)

3. Interviews
   - All three Reading First State Coordinators were interviewed individually in spring 2007.
   - The principal of each Reading First school was interviewed in spring 2007 (N=11).
   - Interview protocols are in Appendix D. The interviews were 30-60 minutes in length. Each was audiotape recorded and transcribed. The transcripts were collaboratively analyzed for major themes by members of the evaluation team.

4. Special education referral data
   - School-level referral and placement data reported by Reading First literacy coaches

Figure B1. Second Grade Reading DSTP2 Performance Levels in 2007 (%)

APPENDIX C: SPECIAL EDUCATION REFERRAL RATES

Table C1. 2003- 2007 Special Education Referral Rates (%) in Reading First Schools

Schools	2002-2003				2003-2004				2004-2005				2005-2006				2006-2007			
	K	1st	2nd	3rd	K	1st	2nd	3rd	K	1st	2nd	3rd	K	1st	2nd	3rd	K	1st	2nd	3rd
RF #1	16%	11%	6%	9%	6%	12%	4%	14%	5%	12%	9%	16%	5%	6%	2%	7%	1%	5%	0%	6%
RF #2	1%	3%	2%	2%	0%	1%	1%	7%	0%	1%	4%	1%	1%	3%	3%	1%	2%	17%	12%	9%
RF #3	5%	6%	8%	5%	7%	5%	2%	6%	3%	4%	4%	5%	7%	4%	2%	1%	6%	0%	3%	1%
RF #4	2%	5%	2%	4%	2%	2%	3%	1%	3%	5%	3%	4%	5%	3%	3%	2%	9%	1%	3%	3%
RF #5	1%	5%	6%	9%	1%	7%	3%	9%	3%	3%	5%	3%	0%	3%	4%	9%	1%	6%	5%	2%
RF #6	3%	7%	6%	n/a	0%	12%	10%	0%	10%	3%	9%	0%	0%	3%	9%	3%	3%	2%	0%	4%
RF #7	0%	11%	5%	6%	3%	8%	7%	4%	3%	11%	3%	n/a	**	**	**	**	**	**	**	**
RF #8*	4%	3%	2%	5%	*	*	*	*	5%	4%	1%	1%	6%	4%	1%	3%	3%	5%	3%	6%
RF #9	n/a	n/a	2%	4%	n/a	n/a	2%	6%	2%	2%	2%	3%	0%	1%	3%	1%	3%	2%	6%	5%
RF #10	1%	1%	n/a	n/a	5%	1%	n/a	n/a	n/a	n/a	n/a	n/a	**	**	**	**	**	**	**	**
RF 11*	1%	7%	n/a	n/a	*	*	*	*	3%	2%	7%	n/a	2%	5%	6%	8%	8%	0%	1%	1%
RF #12	6%	4%	n/a	n/a	6%	5%	n/a	n/a	6%	10%	0%	n/a	7%	3%	9%	11%	8%	5%	2%	1%
RF #13	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10%	8%	n/a	n/a	4%	0%	5%	0%	0%	0%	2%	0%

*Did not provide referral data by grade level, 03-04

** Schools were not open in 05-06

Table C2. Percent Students Referred and Placed into Special Education by Grade

School		K referred	K placed	1st referred	1st placed	2nd referred	2nd placed	3rd referred	3rd placed
#1	06-07	2%	0	7%	0	0	0	8%	3%
	05-06	5%	3%	6%	2%	2%	2%	7%	0%
	04-05	5%	0%	12%	3%	9%	4%	16%	10%
#2	06-07	2%	1%	12%	1%	9%	2%	7%	1%
	05-06	1%	0%	3%	2%	3%	2%	1%	0%
	04-05	0%	0%	1%	1%	4%	1%	1%	0%
#3	06-07	6%	5%	0	0	2%	0	1%	1%
	05-06	7%	3%	4%	1%	2%	1%	1%	0%
	04-05	3%	[8]	4%	2%	4%	1%	5%	3%
#4	06-07	6%	6%	1%	1%	2%	2%	2%	1%
	05-06	5%	2%	3%	1%	3%	1%	2%	1%
	04-05	3%	1%	5%	3%	3%	1%	4%	4%
#5	06-07	1%	1%	7%	1%	6%	5%	3%	1%
	05-06	0%	0%	3%	3%	4%	2%	9%	4%
	04-05	3%	1%	3%	2%	5%	2%	3%	3%
#6	06-07	4%	4%	2%	2%	0	0	6%	6%
	05-06	0%	0%	3%	3%	9%	8%	3%	3%
	04-05	10%	3%	3%	1%	9%	4%	0%	0%
#8	06-07	2%	1%	3%	1%	3%	0	5%	2%
	05-06	6%	5%	4%	3%	1%	1%	3%	5%[9]
	04-05	5%	2%	4%	4%	1%	1%	1%	1%
#9	06-07	2%	1%	1%	1%	4%	1%	3%	1%
	05-06	0%	0%	1%	0%	3%	1%	1%	1%
	04-05	2%	1%	2%	1%	2%	0%	3%	2%
#11	06-07	11%	3%	0	0	1%	1%	1%	1%
	05-06	2%	1%	5%	4%	6%	2%	8%	8%
	04-05	3%	0%	2%	0%	7%	2%	*	*

*Not applicable

---

[8] Not reported.
[9] Two students were referred previous year (04-05); testing and placement occurred in next year (05-06)

Table C2. (Continued) Percent Students Referred and Placed into Special Education by Grade

School		K referred	K placed	1st referred	1st placed	2nd referred	2nd placed	3rd referred	3rd placed
#12	**06-07**	**8%**	**5%**	**4%**	**4%**	**2%**	**1%**	**1%**	**1%**
	05-06	7%	5%	3%	1%	9%	4%	11%	6%
	04-05	*6%*	*1%*	*10%*	*3%*	*0%*	*0%*	*	*
#13	**06-07**	**0**	**0**	**0**	**0**	**12%**	**12%**	**0**	**0**
	05-06	4%	4%	0%	0%	5%	5%	0%	0%
	04-05	10%	3%	8%	8%	*	*	*	*

* Not applicable.

ELEMENTARY READING ATTITUDE SURVEY

School_____ Grade____ Name_____

1. How do you feel when you read a book on a rainy Saturday?

2. How do you feel when you read a book in school during free time?

3. How do you feel about reading for fun at home?

4. How do you feel about getting a book for a present?

GARFIELD: © 1978 United Feature Syndicate, Inc.

5. How do you feel about spending free time reading?

6. How do you feel about starting a new book?

7. How do you feel about reading during summer vacation?

8. How do you feel about reading instead of playing?

9. How do you feel about going to a bookstore?

10. How do you feel about reading different kinds of books?

11. How do you feel when the teacher asks you questions about what you read?

12. How do you feel about doing reading workbook pages and worksheets?

13. How do you feel about reading in school?

14. How do you feel about reading your school books?

15. How do you feel about learning from a book?

16. How do you feel when it's time for reading class?

17. How do you feel about the stories you read in reading class?

18. How do you feel when you read out loud in class?

19. How do you feel about using a dictionary?
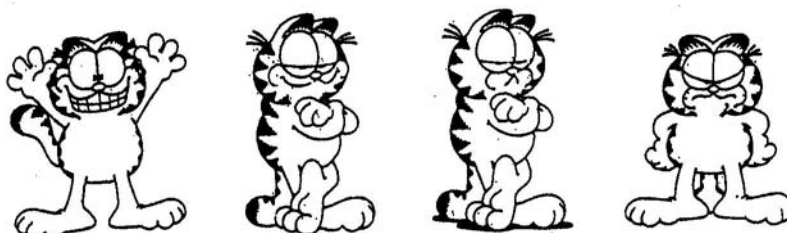
20. How do you feel about taking a reading test?

PRACTICE QUESTION: How often do you bring lunch to school?

    almost every day   some days   never or hardly ever

1. How often do you read for fun on your own time?

    almost every day   some days   never or hardly ever

2. How often does your teacher give you time to read books you have chosen yourself?

    almost every day   some days   never or hardly ever

3. How often does your teacher ask you to read silently?

    almost every day   some days   never or hardly ever

4. How often do you take books out of the school library or public library for your own enjoyment?

    almost every day   some days   never or hardly ever

APPENDIX E: READING FIRST K-3 TEACHER LITERACY SELF-EVALUATION* (2006-2007 N=224, *2005-2006 N=222,* 2004-2005 N=213, *2003-2004 N=93*)

*NOTE: For comparative purpose, the 2006-2007 teacher survey response percentages are reported in **bold** font; when appropriate, the 2005-2006 teacher survey response percentages are reported in ***bold italics***, the 2004-2005 teacher survey response percentages are reported in regular font and the 2003-2004 teacher survey response percentages are reported in *italics*.

How often are you provided with a common grade level planning time?		
	06-07	04-05
Every day	**50.2%**	53.4%
A few times a week	**12.1%**	14.1%
A few times a month	**19.7%**	20.4%
Less than once a month	**6.7%**	4.9%
Never	**11.2%**	7.3%

How often have you used assessment data to form "fluid grouping" within your team classroom?		
	06-07	04-05
Every day	**14.7%**	14.7%
A few times a week	**11.2%**	14.7%
A few times a month	**52.2%**	46.0%
Less than once a month	**21.0%**	20.9%
Unfamiliar with this concept	**0.9%**	3.8%

		very proficient	moderately proficient	somewhat proficient	not very proficient	not at all proficient	unfamiliar with this concept
How proficient are you at effectively managing "fluid groupings" of students?	**06-07**	**23.1%**	**49.8%**	**23.5%**	**2.3%**	**0.5%**	**0.9%**
	04-05	20.5%	35.2%	35.2%	4.8%	1.0%	3.3%
How proficient are you at teaching poor readers how to read with fluency?	**06-07**	**21.9%**	**48.2%**	**25.9%**	**4.0%**	**N/a**	**N/a**
	04-05	20.7%	42.3%	32.7%	3.8%	0.5%	n/a
How proficient are you at teaching struggling readers how to read?	**06-07**	**22.2%**	**52.5%**	**21.7%**	**3.2%**	**0.5%**	**N/a**
	04-05	25.4%	45.5%	26.3%	2.4%	0.5%	n/a
How proficient are you at designing "before, during, and after reading strategies"?	**06-07**	**26.9%**	**43.9%**	**26.5%**	**2.2%**	**0.4%**	**N/a**
	04-05	23.8%	47.6%	25.7%	2.4%	0.5%	n/a

How often are general education and special education teachers using the same reading curriculum?		
	06-07	*05-06*
Always	**42.3%**	*47.4%*
Frequently	**30.2%**	*24.7%*
Sometimes	**9.0%**	*7.0%*
Seldom	**3.6%**	*1.4%*
Never	**N/a**	*0.5%*
Don't know	**14.7%**	*19.1%*

Part II: School Climate

Please indicate how often your Reading First Coach		Weekly	Twice a Month	Once a Month	2-3 Times a Year	Once a Year	Never
Visits your classroom for a walk through	**06-07**	**18.0%**	**29.7%**	**29.3%**	**20.3%**	**1.4%**	**1.4%**
	05-06	*21.8%*	*30.5%*	*27.7%*	*18.2%*	*0.9%*	*0.9%*
Provides feedback after the walk through	**06-07**	**12.2%**	**26.7%**	**30.8%**	**17.6%**	**3.6%**	**9.0%**
	05-06	*16.4%*	*25.5%*	*25.5%*	*18.2%*	*5.5%*	*9.1%*
Observes your classroom for a 90 minute block	**06-07**	**2.3%**	**3.2%**	**12.4%**	**18.4%**	**33.6%**	**30.0%**
	05-06	*3.7%*	*10.1%*	*12.4%*	*26.1%*	*26.1%*	*21.6%*
Provides feedback after a 90 minute observation	**06-07**	**2.8%**	**3.7%**	**11.5%**	**17.9%**	**32.6%**	**31.7%**
	05-06	*6.1%*	*8.9%*	*13.6%*	*24.8%*	*21.5%*	*25.2%*
Models instructional practices in your class	**06-07**	**3.7%**	**4.2%**	**10.6%**	**26.4%**	**18.1%**	**37.0%**
	05-06	*6.0%*	*6.9%*	*10.2%*	*20.8%*	*18.5%*	*37.5%*

Please indicate the extent to which you agree with each statement:		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I feel accepted and respected as a colleague by most staff members.	**06-07**	**50.7%**	**44.8%**	**2.7%**	**1.3%**	**0.4%**
	03-04	*66.3%*	*31.3%*	*2.5%*	*0%*	*0%*
Teachers in this school are continually learning and seeking new ideas.	**06-07**	**39.7%**	**52.7%**	**5.8%**	**0.9%**	**0.9%**
	03-04	*56.3%*	*36.3%*	*6.3%*	*1.3%*	*0%*
I believe the overall impact of SBRR practices on this school has been positive.	**06-07**	**30.9**	**56.1**	**6.7%**	**4.0%**	**2.2%**
	03-04	*32.5%*	*46.3%*	*11.3%*	*2.5%*	*7.5%*

Please indicate how often your principal:		Always	Frequently	Sometimes	Seldom	Never	Don't Know
Encourages you to select reading content and instructional strategies that address individual students' learning.	**06-07**	**34.2%**	**34.7%**	**21.2%**	**4.5%**	**4.1%**	**1.4%**
	03-04	*47.5%*	*--*	*27.5%*	*--*	*1.3%*	*6.3%*
Accepts the noise that comes with an active lesson.	**06-07**	**55.8%**	**29.0%**	**9.8%**	**2.2%**	**0.9%**	**2.2%**
	03-04	*65.0%*	*--*	*27.5%*	*--*	*1.3%*	*6.3%*
Encourages the implementation of SBRR instructional practices.	**06-07**	**57.7%**	**32.3%**	**5.9%**	**1.8%**	**N/a**	**2.3%**
	03-04	*80.0%*	*--*	*11.3%*	*--*	*3.8%*	*5.0%*
Encourages you to observe exemplary reading teachers.	**06-07**	**17.9%**	**20.2%**	**28.3%**	**12.1%**	**18.4%**	**3.1%**
	03-04	*31.6%*	*--*	*34.2%*	*--*	*30.4%*	*3.8%*
Ensures few to no interruptions during literacy blocks.	**06-07**	**41.1%**	**37.1%**	**16.1%**	**4.5%**	**1.3%**	**N/a**
	03-04	*33.8%*	*--*	*53.8%*	*--*	*8.8%*	*3.8%*
Explicitly states his/her expectations about formal classroom observations during reading instruction.	**06-07**	**36.5%**	**35.1%**	**17.6%**	**5.9%**	**2.7%**	**2.3%**
	03-04	*57.5%*	*--*	*32.%*	*--*	*6.3%*	*3.8%*

Part III: Instructional Practices

How often do *you* participate in the following activities in you classroom?		Every Day	3-4 times a week	1-2 times a week	Less than once a week	Don't Know
Identify the elements of a story (for example, characters, settings)	**06-07**	**44.6%**	**37.9%**	**12.9%**	**4.5%**	**0%**
	03-04	*36.3%*	*47.5%*	*16.3%*	*0%*	*0%*
Draw children's attention to the sounds they <u>hear</u> in words	**06-07**	**78.1%**	**13.4%**	**7.1%**	**1.3%**	**0%**
	03-04	*81.3%*	*13.8%*	*3.8%*	*1.3%*	*0%*
Read to the children in class	**06-07**	**81.1%**	**13.1%**	**4.1%**	**1.4%**	**0.5%**
	03-04	*83.8%*	*11.3%*	*3.8%*	*1.3%*	*0%*
Say the sounds that letters and letter combinations make	***06-07***	***80.3%***	***12.6%***	***6.3%***	***0.9%***	***0%***
	03-04	*80%*	*15.0%*	*3.8%*	*1.3%*	*0%*
Before reading, explicitly teach new vocabulary and concepts	**06-07**	**47.3%**	**34.8%**	**15.6%**	**1.8%**	**0.4%**
	03-04	*40%*	*37.5%*	*21.3%*	*1.3%*	*0%*

How *many* of your students regularly participate in the following activities in your classroom		All	Most	Some	Few	None
Relate their own experiences to those in books	**06-07**	**15.6%**	**52.7%**	**29.%**	**1.8%**	**0.9%**
	03-04	*21.3%*	*50.0%*	*23.8%*	*5.0%*	*0%*
*Re*read favorite stories aloud to an adult or peer	**06-07**	**16.5%**	**37.1%**	**32.1%**	**11.2%**	**3.1%**
	03-04	*16.3%*	*36.3%*	*32.5%*	*12.5%*	*2.5%*
Say the sounds that letters make and letter combinations make	**06-07**	**50.2%**	**37.2%**	**12.1%**	**0.4%**	**0%**
	03-04	*52.5%*	*36.4%*	*7.5%*	*3.8%*	*0%*
Independently read or look at books written in their native language	**06-07**	**53.6%**	**26.3%**	**9.4%**	**6.7%**	**4.0%**
	03-04	*61.3%*	*23.8%*	*7.5%*	*7.5%*	*0%*

Part IV: Professional Development

As part of your professional development this year, have you		Yes	No	Effectiveness of the professional development					Alignment of the professional development with the SBRR framework			
				Very Effective	Moderately	Slightly	Not at all Effective	Don't Know	Well Aligned	Somewhat Aligned	Not at all Aligned	Don't' Know
Attended university courses in reading (for example, distance-learning formats or on-campus classes).	**06-07**	**19.8%**	**80.2%**	**60.8%**	**23.5%**	**3.9%**	**2.0%**	**9.8%**	**64.6%**	**18.8%**	**6.3%**	**10.4%**
	03-04	*23.8%*	*76.3%*	*61.1%*	*27.8%*	*11.1%*	*0%*	*0%*	*62.5%*	*25%*	*0%*	*12.5%*
Read professional literature related to the teaching of reading (for example, reading student groups).	**06-07**	**73.3%**	**26.7%**	**26.6%**	**50.0%**	**20.1%**	**1.3%**	**1.9%**	**50.4%**	**39.4%**	**3.9%**	**6.3%**
	03-04	*80.2%*	*19.8%*	*29.8%*	*42.1%*	*26.3%*	*1.8%*	*0%*	*53.3%*	*35.6%*	*0%*	*11.1%*
Attended grade level meeting related to reading instructional issues.	**06-07**	**97.2%**	**2.8%**	**42.3%**	**39.8%**	**13.9%**	**4.0%**	**0%**	**66.3%**	**28.3%**	**1.8%**	**3.6%**
	03-04	*97.5%*	*2.5%*	*42.3%*	*38.0%*	*18.3%*	*1.4%*	*0%*	*65.5%*	*16.4%*	*3.6%*	*14.5%*

As part of your professional development this year, have you	Year	Yes	No	Very Effective	Moderately	Slightly	Not at all Effective	Don't Know	Well Aligned	Somewhat Aligned	Not at all Aligned	Don't' Know
Observed demonstrations of teaching reading (either in my school or in another school).	06-07	42.7%	57.3%	47.9%	37.5%	9.4%	1.0%	4.2%	63.8%	26.3%	1.3%	8.8%
	03-04	67.5%	32.5%	50.0%	38.0%	12.0%	0%	0%	61.5%	23.1%	2.6%	12.8%
Participated in mentoring in the area of reading instruction (serving as the mentor or as the mentee).	06-07	28.7%	71.3%	38.8%	35.8%	11.9%	3.0%	10.4%	49.1%	33.3%	1.8%	15.8%
	03-04	33.3%	66.7%	56.5%	26.1%	17.4%	0%	0%	52.6%	26.3%	5.3%	15.8%
Attended school or district-sponsored Reading First workshops or in-services	06-07	82.3%	17.7%	46.5%	41.8%	8.8%	1.2%	1.8%	72.5%	22.5%	0.7%	4.3%
	03-04	100%	0%	39.2%	39.2%	18.9%	2.7%	0%	67.2%	15.5%	1.7%	15.5%

As part of your professional development, to what extent have you received adequate training focused on using SBRR practices	Year	Great Extent	Moderate Extent	Small Extent	Not at all	Don't Know
To teach reading?	**06-07**	**53.8%**	**34.8%**	**7.2%**	**2.7%**	**1.4%**
	03-04	*41.3%*	*43.8%*	*11.3%*	*0%*	*3.8%*
To teach reading to children with disabilities?	**06-07**	**18.6%**	**33.0%**	**25.8%**	**20.8%**	**1.8%**
	03-04	*14.8%*	*11.1%*	*35.8%*	*32.1%*	*6.2%*
To teach reading to children whose native language is not English?	**06-07**	**3.6%**	**11.3%**	**32.1%**	**49.8%**	**3.2%**
	03-04	*5.0%*	*3.8%*	*20.0%*	*63.8%*	*7.5%*

Part V: Data Driven Instruction Planning (2006-07 Only)

	Yes	No	Don't Know
Has your school developed a data review process to guide instruction and intervention?	**87.4%**	**2.2%**	**10.3%**
Has your school established a reading schedule that permits supplemental interventions for all children who require them?	**87.6%**	**10.0%**	**2.5%**

Have you participated in the data review process?		If "Yes", how often, on average, do you meet at	Weekly	Monthly	A few times a semester	Once a semester	Once a year	Never
Yes	**67.7%**	Grade level meetings?	**42.9%**	**50.8%**	**4.0%**	**0.8%**	**0%**	**1.6%**
No		Cross grade meetings?	**0%**	**14.5%**	**14.5%**	**4.8%**	**6.5%**	**59.7%**
	32.3%	School wide meetings?	**0.8%**	**67.7%**	**11.3%**	**5.6%**	**7.3%**	**7.3%**

Part VI: Background Information

	06-07	03-04
Title I	**5.0%**	8.9%
Spec. Ed.	**18.5%**	12.7%
Regular Ed.	**69.4%**	73.4%
Other	**7.4%**	5.1%

What grade(s) are you teaching this year?		
	06-07	03-04
Half-day Kindergarten	**6.7%**	17.3%
Full-day Kindergarten	**19.3%**	13.6%
1st Grade	**36.8%**	39.5%
2nd Grade	**31.8%**	25.9%
3rd Grade	**27.4%**	21.0%

Number of Students		Mean	Standard Deviation	Range
Total number of students in the class	**06-07**	**20.6**	**5.0**	**2-34**
	03-04	*19.4*	*4.7*	*4-26*
Students with an IEP	**06-07**	**4.1**	**4.6**	**0-17**
	03-04	*3.5*	*4.1*	*0-22*
English Language Learners (ELL) students	**06-07**	**1.6**	**4.0**	**0-29**
	03-04	*2.3*	*5.1*	*0-25*

Number of Students in additional classes		Mean	Standard Deviation	Range
Total number of students in the class	**06-07**	**17.9**	**8.3**	**6-34**
	03-04	*15.6*	*6.4*	*3-25*
Students with an IEP	**06-07**	**3.0**	**4.0**	**0-15**
	03-04	*2.5*	*3.3*	*0-10*
English Language Learners (ELL) students	**06-07**	**1.2**	**1.9**	**0-8**
	03-04	*1.3*	*2.8*	*0-11*

APPENDIX F: 2007 READING **F**IRST **I**NTERVIEW **P**ROTOCOLS: **C**OORDINATORS AND **P**RINCIPALS

READING **F**IRST **S**TATE **C**OORDINATOR **I**NTERVIEW **P**ROTOCOL

Thank you for your willingness to meet with me today to discuss the Reading First program in the state. The purpose of this interview is to help us better understand how you view your role as a Reading First state coordinator, how Reading First is being implemented, and what you see as your needs at this stage in the implementation of Reading First.

I want to assure you that your responses and your identity will be kept confidential. This is an evaluation of the Reading First program, not you, your schools, or school staff. The reporting will be in the aggregate, so we will not identify any individuals or schools. Thank you for your willingness to let me use a tape recorder so that I can accurately capture what you share with me today.

PERCEIVED Role

Activities
Describe your activities as a state coordinator during a typical week.

Probe: About how often are you in classrooms each week?

Year 4 vs. yr. 3
How do your experiences as a state coordinator this year compare to last year?

Probe: Are you in the same schools this year?

Accomplishments
What do you believe are your most important accomplishments thus far this year?

Planned changes
As you look forward to year 5, what, if anything, do you plan to do differently?

Probe: What do you hope this change accomplishes?

SCHOOL EFFECTS
Now I'd like to get your perspective on the activities of some important players in the implementation of RF, and on changes in school climate.

Principals
What do you see as the most important roles of principals in the implementation of RF?

Probe: Have their roles changed?

Which of these roles are most principals performing *best*?

What aspects of principals' involvement most need *improvement*?

Coaches	What do you see as the most important roles of the coaches in the implementation of RF?
	Which of these roles are most coaches performing *best*?
	What aspects of coaches' activities most need *improvement*?
Teachers	I'm interested in your description of how well RF teachers utilize reading and assessment materials.
	Can you describe a few of the *best* practices you see going in RF classrooms?
	What are a few of the practices in RF classrooms that most need *improvement*?
	Overall, how would you describe the practices of *most* teachers?
School climate	What *changes* have you noticed in the climate of the schools you work with that you think may be *related to RF*?
	Probe: For example, any changes in how people work together, communicate, or identify and solve problems.
SYSTEM EFFECTS	I'd like you to consider RF from a state-wide perspective in light of its goal to institutionalize a seamless early reading curriculum for all children in Delaware schools.
Progress	In what areas have you seen progress toward this goal this year?
Barriers	What do you see as barriers that may keep the state from reaching this goal?
Needs	What type of support would you like to receive as you continue to grow in your role as a RF state coordinator?
Closing	Finally, you have first-hand experience with the implementation of RF– experience I don't have. Are there any issues that we have not discussed that you think I need to know about to properly evaluate the RF program?

If you think of anything else that you would like to share with me after I leave, please feel free to call or email me [offer a business card]. Thank you for your time.

READING FIRST PRINCIPAL INTERVIEW PROTOCOL

Thank you for your willingness to meet with me today to discuss the Reading First program in your school. The purpose of this interview is to help us better understand how you view your role in Reading First, how RF is being implemented, and your needs at this stage in its implementation.

I want to assure you that your responses and your identity will be kept confidential. This is an evaluation of the Reading First program, not you, your school, or your teachers. The reporting will be in the aggregate, so we will not identify any individuals or schools. Thank you for your willingness to let me use a tape recorder so that I can accurately capture what you share with me today.

PERCEIVED ROLE	Would you mind walking me through a typical week as a Reading First principal?

Involvement in RF	Have you had the opportunity to:
	
	 a) use the RF framework when you observe teachers?
	
	 b) participate in RF professional development activities?
	
	 c) review DIBELS data with RF coaches or teachers?
	      o How is the data used to modify instruction?
	      o What did those data tell you about trends in student performance?
	
	 <u>If yes</u>: How would you describe the experience?
	
	 <u>If no</u>: Permit voluntary elaboration, but do not press for an explanation.

SCHOOL EFFECTS	Now I'd like to get your perspective on the activities of some important players in the implementation of RF, and on changes in school climate.
State Coordinator	What do you see as the most important roles of your state coordinator in the implementation of RF? Which of these roles is your state coordinator performing *best*? What aspects of the coordinator's involvement most need *improvement*?
Coaches	What do you see as the most important roles of your coach(es) in the implementation of RF? Which of these roles is/are your coach(es) performing *best*? What aspects of your coaches' activities most need *improvement*?

Teachers	Is it difficult to schedule collaborative planning time for teachers? What is your experience?
	Probe: How many times a month do teachers in each grade level meet for collaborative planning?
	I'm interested in your description of how well RF teachers utilize reading and assessment materials.
	Can you describe a few of the *best* practices you see going on in RF classrooms?
	What are a few of the practices you see in RF classrooms that most need *improvement*?
	Overall, how would you describe the practices of *most* teachers?
Students	In your RF program, what are the successes and barriers to providing special education students access to the same reading programs provided for other students?
School climate	What *changes* have you noticed in the climate of your school that you think may be *related to RF*?
	Probe: For example, changes in how people work together, communicate, or identify and solve problems.
Support	
District	How would you describe the support your school has received from your district for RF implementation?
DOE	How would you describe the support your school has received from the state DOE for RF implementations?
	Probe: For example – support from state coordinator, etc.
Needs	What types of support would you like to receive as you continue to grow in your role as a RF school principal?
Checklist	Would you mind if I ask a few yes-no questions? Some of these things, you may have already answered. (Read and check off Principal Survey below.)
Closing	Finally, you have first-hand experience with the implementation of RF– experience I don't have. Are there any issues that we have not discussed that you think I need to know about to properly evaluate the RF program?

If you think of anything else that you would like to share with me after I leave, please feel free to call or email me [offer a business card]. Thank you for your time.

2007 Principal survey items: Check Yes, No, Don't know.

	Yes	No	Don't know
Do you do weekly walkthroughs?			
Do you establish a reading schedule that permits supplemental interventions for children who require them?			
Do intervention providers participate in Reading First professional development?			
Do intervention providers participate in data analysis?			
Do they participate in collaborative planning groups?			
	Yes	No	About how often?
Do you attend grade level meeting on a regular basis?			
Do you follow-up on progress monitoring results?			