

EVALUATION OF DELAWARE'S READING FIRST INITIATIVE YEAR II REPORT

REVISED SEPTEMBER 2005

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REVISION NOTE

At the time of the June 2005 evaluation report, second and third grade Delaware Student Testing Program (DSTP) scores were not yet released by the Delaware Department of Education. In September 2005, this student test data was analyzed for evaluation questions 1A and 1B. These results are included in this revised report.

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EXECUTIVE SUMMARY

STUDENT-LEVEL EFFECTS

- On the 2004-2005 DIBELS assessments, Delaware's Reading First kindergartners made the greatest gains in the areas of Phoneme Segmentation (PSF) and Nonsense Word Fluency (NWF).
- For Initial Sounds Fluency (ISF), while the total percent of kindergarten students scoring "at risk" decreases from fall to winter, the number initially scoring at "low risk" did not maintain a sufficient rate of increase to meet the winter "low risk" benchmark.
- In spring 2005, 58% of Delaware Reading First 1st graders scored at "low risk" on Oral Reading Fluency (ORF). Although there was a 7% decrease in first graders scoring at "some risk", there was a 1% increase in those scoring "at risk."
- At the end of 2005, 93% of first graders score at the "established" level for PSF and 76% are considered "established" for NWF.
- In spring 2005, second grade ORF scores show that the percentage of students in the "low risk" group increased to 54% from 47% in fall 2004. However, over one-fourth (26%) of the second graders remain "at risk" in the spring of 2005.
- In fall 2004, third graders in Delaware's Reading First schools scored 26% "at risk," 35% "at some risk," and 39% at "low risk" for poor reading outcomes on ORF. A small number (6%) of third graders who scored "at risk" in the fall were moved into a lower risk category by spring, with the largest decrease appearing between winter (27%) and spring (20%) benchmark testing periods.
- The rates of referral to special education do not show a consistent pattern of increase or decrease in Reading First schools from year 1 to year 2.
- Reading First students in grades 1-3 were surveyed in fall 2004 to determine their attitudes and interests toward reading. The results compared favorably to those of a national study that used the same survey instrument. This information will serve as a baseline for comparison in the fourth year of Reading First.
- Reading First schools appear to be moving more African-American students toward meeting or exceeding the 3rd grade DSTP reading standard. Only one school seems to be the exception.
- There appears to be mixed results in regards to Delaware's second grade students' DSTP 2 performance at both the "unsatisfactory" and "satisfactory" levels.

TEACHER AND CLASSROOM-LEVEL EFFECTS

- On pre-and post-testing of teacher reading content knowledge, all three Reading First state coordinator groups showed statistically significant improvement in mean test scores.
- On questions relating to their sense of preparedness, 91% of Reading First teachers reported feeling “adequately prepared” or “well prepared” to teach children how to read. Seventy-seven (77%) felt “adequately prepared” or “well prepared” to teach *struggling readers* how to read.
- Interviews with coaches, principals and coordinators indicate that classroom instruction is increasingly aligned with the core principles of SBRR and Reading First.
- Program leaders report that teachers are making more consistent use of DIBELS to track individual student learning and to form groups for differentiated instruction and that teachers have made progress in incorporating small group instruction and learning centers in their classrooms.
- Interviews from program leaders suggest that there is a need for further professional development to support the use of differentiated instructional practices which are aligned with SBRR.

SYSTEM-LEVEL EFFECTS

- Over four-fifths (82%) of teachers who participated in professional development rated the activities as “very” or “moderately” effective.
- The majority of Reading First teachers perceive their schools as collegial and as places where continuous learning is valued.
- Almost one-half (43%) of the Reading First teachers “strongly agree” that the overall impact of SBRR practices on their schools has been positive.
- More than one-half of Reading First teachers reported having a common grade-level planning time every day. Among the remaining respondents 14% indicated *a few times a week*, 20% said *a few times a month*, 5% reported *less than once a month*, and 7% said *never*.
- Based on interviews with coaches, principals and coordinators, principals can play a crucial role in supporting reading achievement by using their administrative authority to make Reading First a school-wide priority. There is variability among principals in their degree of commitment to Reading First, but the interview respondents suggest that the trend is toward increased commitment to and deeper knowledge of Reading First instructional practices.

- The interview data suggest that coordinators are effectively using their knowledge of SBRR and Reading First to support district-level implementation, as well as to actively work alongside coaches in schools.
- The picture of coaches that emerged from the interviews was of multitaskers whose technical knowledge and leadership abilities are vital to the success of Reading First. Coaches' knowledge is applied with best effect when their principals' use their authority to make it clear to teachers that Reading First is a high priority. Coaches play a crucial role in supporting teachers' efforts to use DIBELS data to guide instruction.
- The interview data suggest that in some cases at the district level, lines of responsibility for Reading First are uncertain. Some interview respondents perceived that the status of Reading First is unclear relative to other district programs and accountability pressures.

INTRODUCTION

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 II EVALUATION REPORT

Evaluation Questions and Data Sources

To determine how well Delaware's Reading First program is addressing these four major goals, the Year II (2004-2005) 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 2 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?	2004-2005 DIBELS
GOAL 3B	Have children in RF classrooms made significant improvement in their reading performance?	

Student-Level Effects (continued)		
FOCUS	QUESTIONS	MEASURES
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 Reading First program having on students' motivation to read and their interest in reading?	<i>Elementary Reading Attitude Survey</i> and Student survey of reading behavior

Teacher/Classroom Level Effects		
FOCUS	QUESTIONS	MEASURES
GOAL 2B	Does teachers' reading knowledge increase because of attendance at a Reading Institute?	<i>Teacher Perceptions & Assessment of Early Reading and Spelling</i>
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
GOAL 1D	Did RF classrooms implement high quality SBRR programs that include instructional content based on the 5 essential components of reading?	RF Teacher surveys Coaches' interviews Principals' interviews
GOAL 2D	What evidence is there that teachers' practice in teaching reading has changed as a result of teachers' participation in RF professional development?	<i>Teacher Perceptions & Assessment of Early Reading and Spelling</i> RF Teacher survey
GOAL 3C	What changes in teachers' reading pedagogy are evident? How is the classroom set up? How are students grouped?	Coaches' 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 Principals' interviews
GOAL 4C	Are the school coaches hired in a timely manner?	RF Teacher survey Principals' interviews Coordinators' interview
GOAL 4D	Are reading and assessment materials purchased and training provided in a timely manner?	RF Teacher survey Principals' interviews Coordinators' interview
GOAL 4E	How are principals supporting reading achievement in RF schools?	RF Teacher survey Coaches' interviews Principals' interviews Coordinators' interview

Data Sources

During the 2004-2005 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

Data Analysis Issues

It is important to note that the achievement analyses in this section that are based upon the Delaware Student Testing Program (DSTP) data are not longitudinal; that is, they do not track one group of students over time. Rather, they are cross-sectional in nature, which means that each year's data represents a different group of students. This change in student grouping is expected to have some effect of the group's overall achievement. However, the analyses based on the *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS) are longitudinal over the 2004–05 academic year and do show growth over time of individual student groups. Consequently, the impact of Delaware's Reading First program on student achievement was determined in the following ways:

- Impact related to third grade reading standard
- Impact on specific third grade student groups
- Progress of Reading First schools on DSTP2 (grade 2)
- Progress toward DIBELS benchmarks during Year 2

IMPACT ON STUDENT ACHIEVEMENT

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

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 the numbers of students in categories¹ such as special education, limited English proficient, and other ethnic groups, data for this analysis were limited to an examination of the achievement of African-American students. Figure 1 (below) shows the changes in the percentages of African-American students who met or exceeded the 3rd grade reading standard on the DSTP in 2003, 2004, and 2005. The 2003 data serve as a baseline for a comparison after two years of implementation of the Reading First program.

In general, Reading First schools appear to be moving more African-American students toward meeting or exceeding the 3rd grade reading standard. Only one school seems to be the exception.

¹ It was not possible to disaggregate data by other racial categories, special education, or Limited English Proficient status since the numbers of students fell below the state reporting minimum.

**2003 to 2005 3rd Grade African American Students in Reading First Schools
Meeting the Reading Standard**

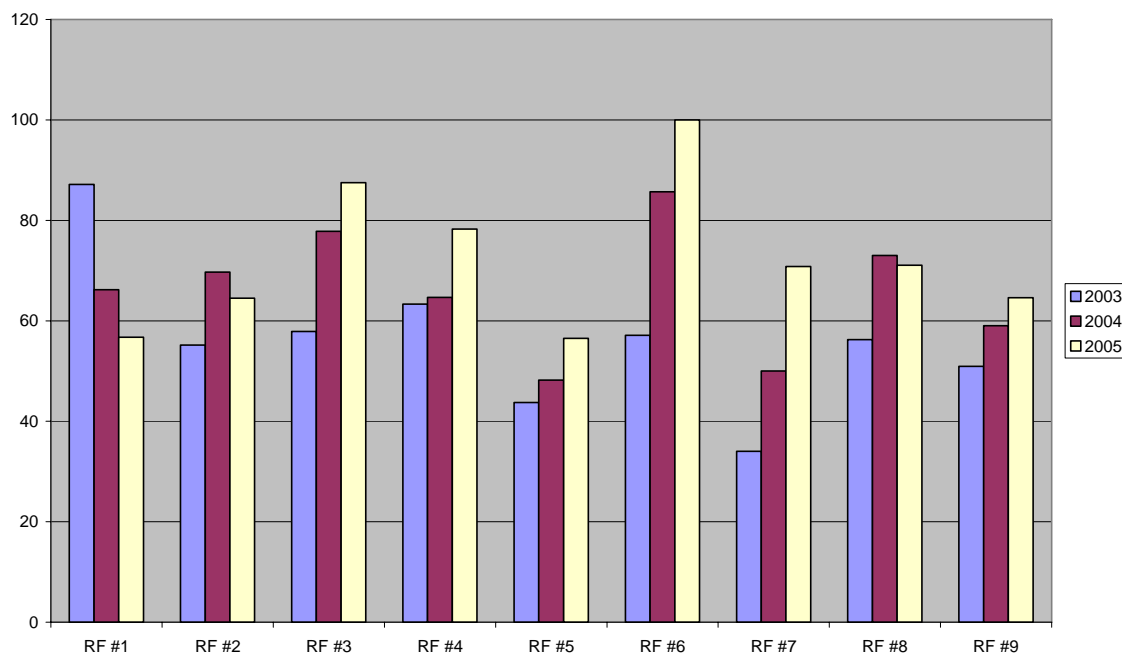


Figure 1. Comparison of 2003 to 2005 DSTP 3rd grade reading performance in all Reading First schools disaggregated by race; i.e., African-American students

NOTE: Throughout this report, the numbering of the Reading First schools in the data presentations remains consistent; that is, RF school #1 is always #1, etc.

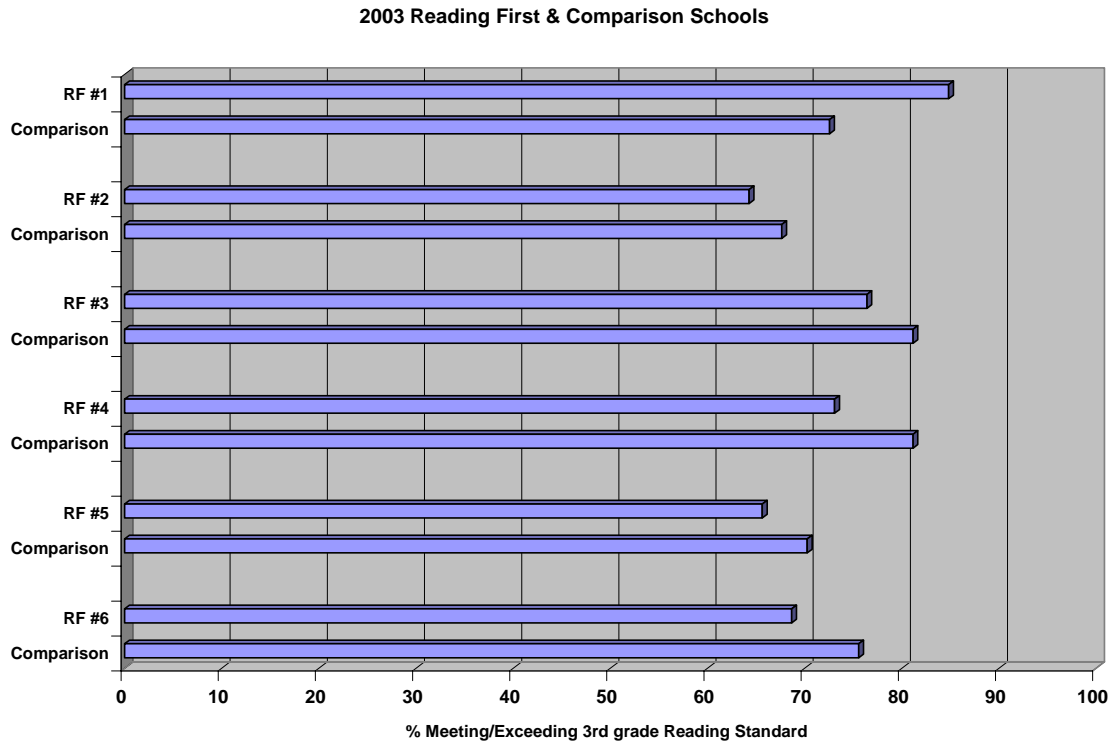


Figure 2a. Baseline comparison of six Reading First schools' 2003 DSTP third grade reading performance to comparable schools

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?

The third grade DSTP performance of students in six (6) of the Reading First schools was compared with the academic achievement of students in similar schools. The schools were matched on district, size, percentage of poor and minority students, as well as prior achievement. Figure 2a (above) shows how each Reading First school and its comparison school performed on the third grade reading portion of the DSTP in 2003. The percentages reflect the total number of students who met or exceeded the third grade reading standard.

Figure 2b below shows the same comparison but based on 2005 DSTP data, two years into the Reading First initiative. It should be noted again that this is a cross-sectional comparison of schools. This is important since cohorts of students vary in their ability and motivation; both of these factors affect achievement. Consequently, the reader is advised of this limitation and should recognize its potential impact on the interpretation of data.

Figure 2b shows the changes in performance at the end of two years of the Reading First program as compared to the performance of schools not participating in Reading First. It is apparent that the Reading First school in district #6 shows significant improvement in 2005. Schools in districts #2, #3, and #4 also showed improvement. In district #1, the Reading First school lost some ground in relationship to its comparison school. Both the Reading First and the comparison school in district #5 showed little change between 2003 and 2005.

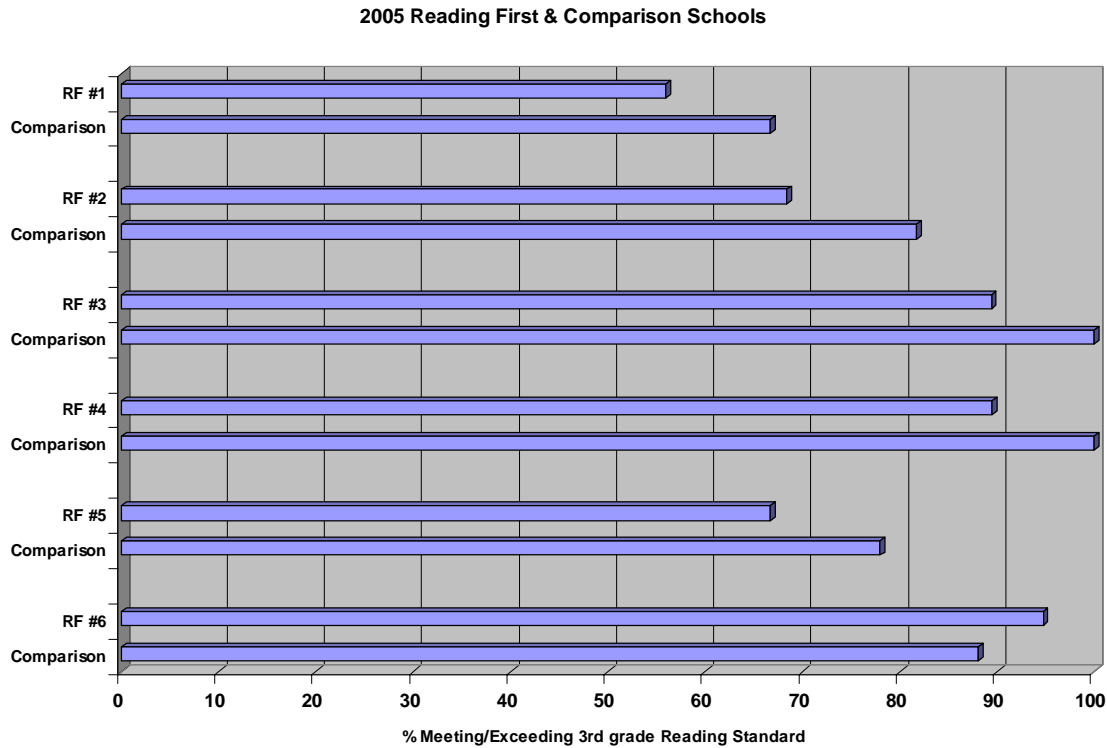


Figure 2b. Comparison of six Reading First schools' 2005 DSTP third grade reading performance to comparable schools

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 three years, 2003 (baseline), 2004 (first year implementation), and 2005 (second year implementation); and, 2) a comparison of how Reading First schools performed in 2005 as compared to the statewide average on the third grade DSTP reading assessment.

Figure 3 illustrates that in eight of the nine Reading First schools that tested their students at the third grade level², there was improvement in the numbers of students who reached the reading standard between 2003 and 2005. Figure 4 shows that, in 2005, three of the Reading First schools scored at levels exceeding the state average in numbers of students who met or exceeded the third grade reading standard.

² Some Reading First schools do not include grade 3.

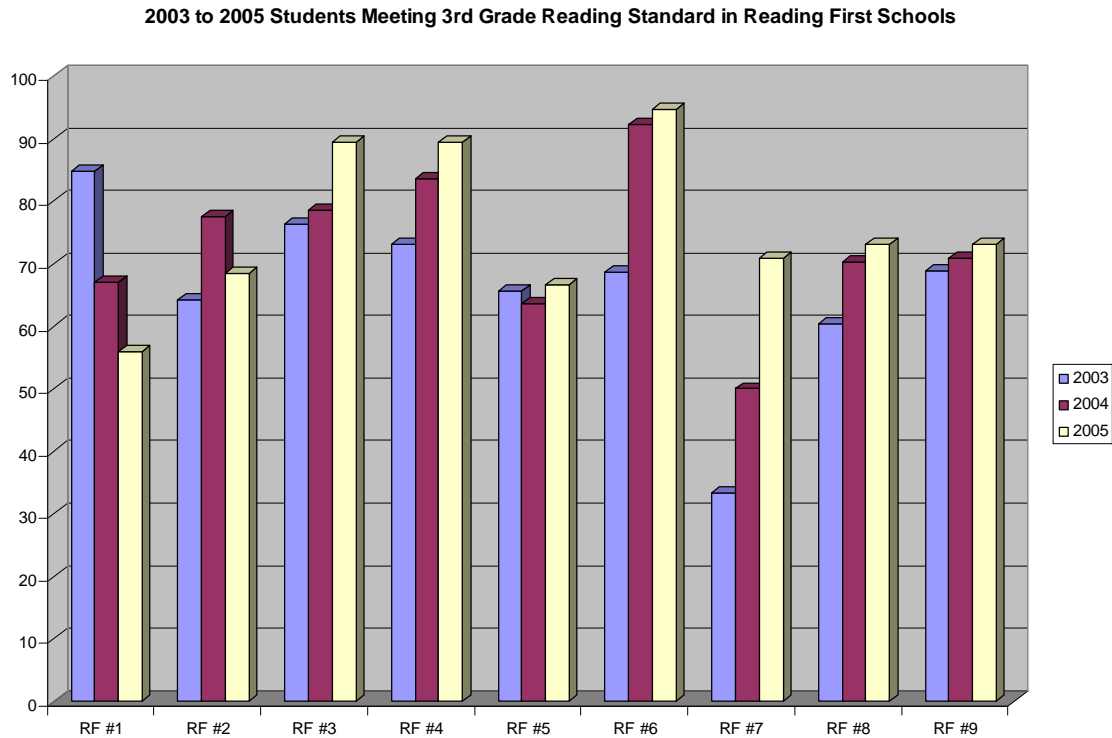


Figure 3. Comparison of 2003 to 2005 DSTP third grade reading performance in Reading First schools: Percentages of Students Meeting or Exceeding the DSTP Reading Standard

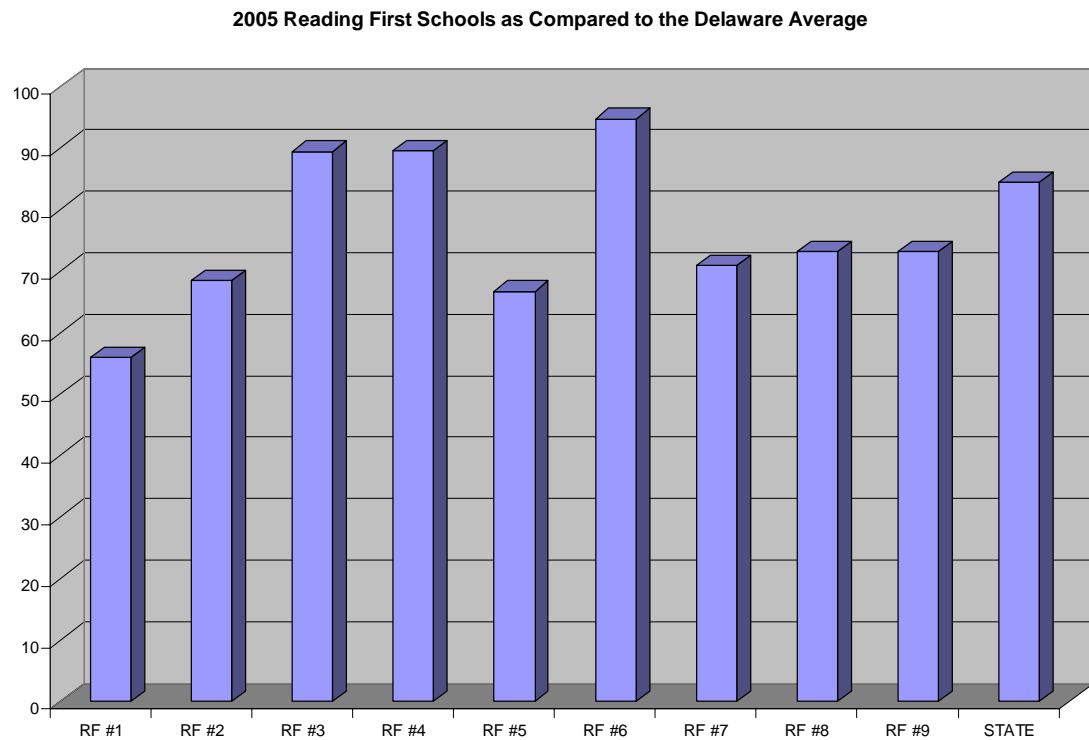


Figure 4. Comparison of 2005 DSTP third grade reading performance in all Reading First schools to Delaware statewide average

Second Grade Performance in Reading First schools

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 DSTP 2 were provided by the Delaware Department of Education and are presented according to whether the student is making “satisfactory” or “unsatisfactory” progress toward the reading standard. In addition, those students who are performing at very low levels are scored at the “warning” level. Figures 5a, 5b, and 5c show the percentages of students in each Reading First school performing within the three levels, satisfactory, unsatisfactory, and warning, at the end of the baseline year (2003) through the end of the second year of the Reading First program, 2005. Again, these are cross-sectional, not longitudinal comparisons.

Between 2003 and 2005, the percentages of students at the “warning” level are not decreasing in most schools. There appears to be mixed results in regards to the students’ performance at the “unsatisfactory” level. In some of the Reading First schools, the percentages at this level are increasing, in some there appears to be little change, and in one school, a significant decrease. A similar pattern of mixed results appears in the “satisfactory” level data. To examine specific trends of each school, one needs to look across Figures 5a, 5b, and 5c. For example, looking at RF school #1, between 2003 and 2004, there is an increase in the percentage of second grade students scoring at the “unsatisfactory” and at the “satisfactory” levels; also there is a decrease in the percentage of students scoring at the “warning” level.

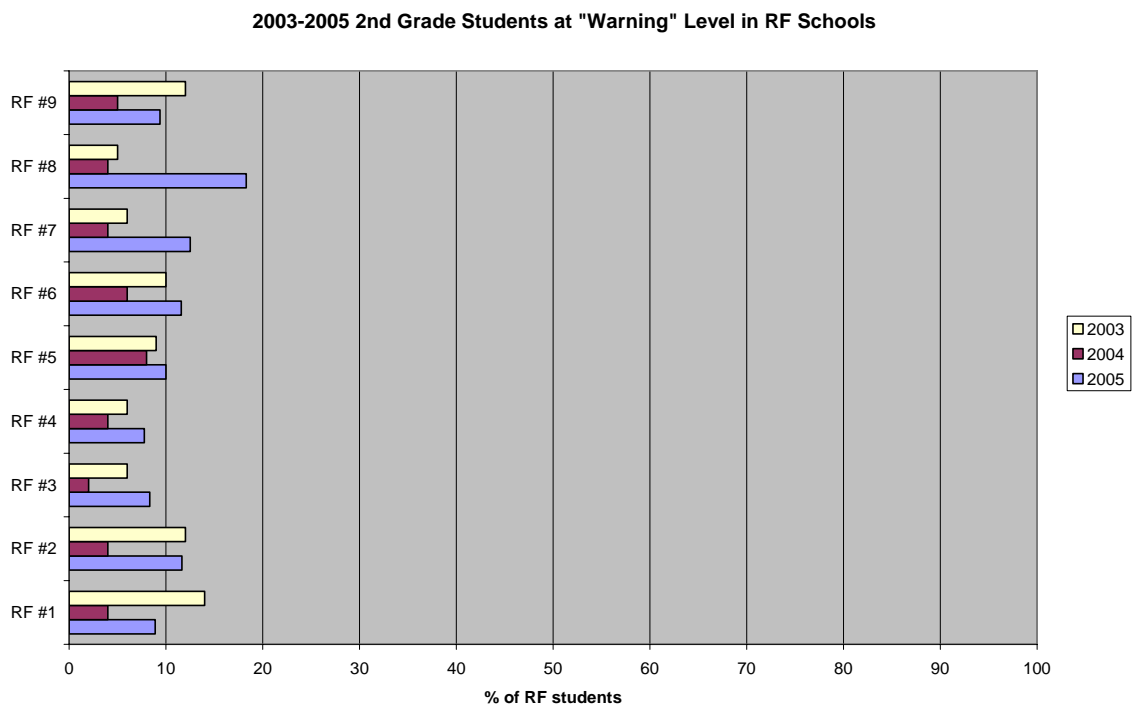


Figure 5a. Second grade Reading First students at “warning level” on 2003, 2004 and 2005 DSTP2

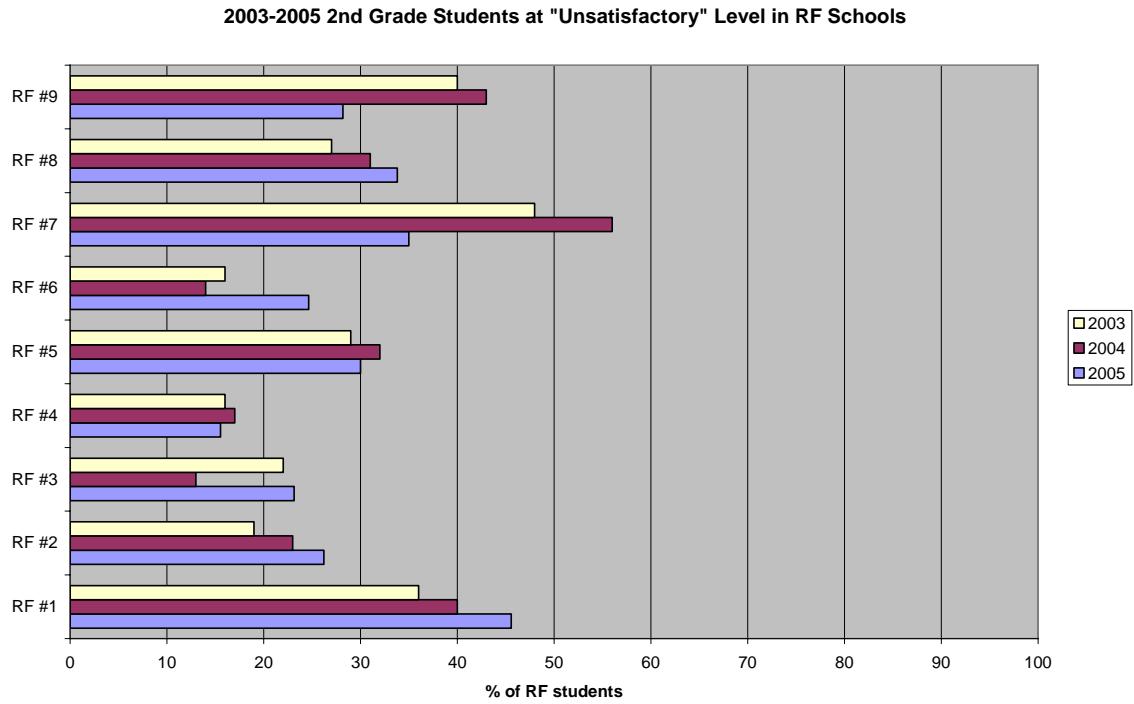


Figure 5b. Second grade Reading First students at “unsatisfactory” level on 2003, 2004, and 2005
DSTP2

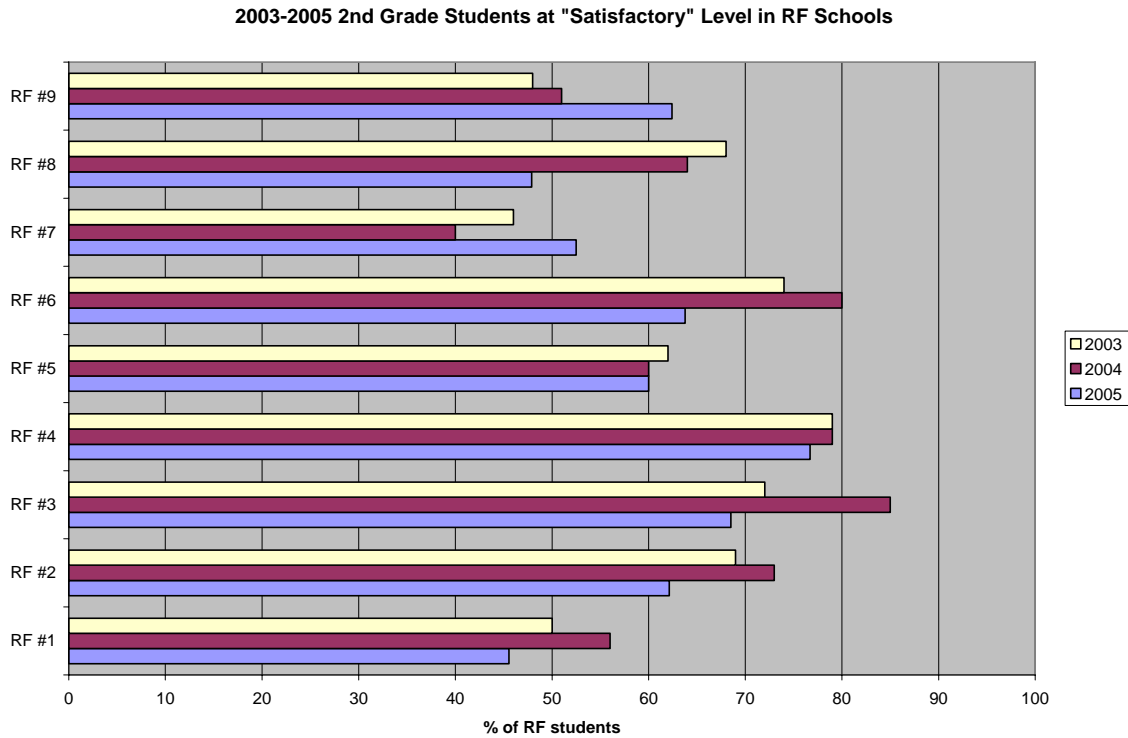


Figure 5c. Second grade Reading First students at “satisfactory” level on 2003, 2004, and 2005 DSTP2

Goal 3B: Have children in Reading First classrooms made significant improvement in their reading performance?

Caveat: Since the DSTP and DSTP2 data do not allow for analyses that reveal improvement over time, the data that inform this question are derived from the administration of the *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS). It should be noted that this assessment is designed to inform instruction and is not fully validated for summative program evaluation purposes. The data were also collected by numerous Reading First classroom teachers, coaches, and state coordinators. Consequently, one should recognize that these data were not collected under fully standardized conditions and this may influence the validity of these findings. Therefore, the authors of this report advise caution when interpreting these results, especially in regard to making judgments about overall program impact.

The following analyses illustrate the progress made statewide by Reading First students between fall 2004 and spring 2005³. The analyses show the percentages of students by grade level for each DIBELS subtest, kindergarten through grade three, and how these students’

³ Data from 2003-2004 are available online in *Evaluation of Delaware's Reading First Initiative-Year I Report* at <http://www.rdc.udel.edu/reports/t040092.pdf>.

scores have changed over time as they participated in the Reading First program. DIBELS assesses the development of students' reading skills in various domains and at different points in a child's development. For this reason, not all assessments were administered at all three points in time, i.e., fall 2004, winter 2005, and spring 2005. The following tables are organized by grade level and demonstrate Reading First students' progress during the 2004-2005 academic year.

The optional Word Use Fluency (WUF) subtest was added to Delaware's Reading First student measurement in winter 2004. It does not have national benchmarks. Instead, the DIBELS authors recommend using local norms, with the lowest 20% of the state scores representing the students "at risk" for poor reading and language outcomes, while the "low risk" students are those who score at or above 40% of the state's own students. This is recalculated at each testing point. Results for 2004-2005 WUF can be found in Appendix B.

Kindergarten Progress on DIBELS during 2004-2005

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 2004-2005 DIBELS assessments, Delaware's Reading First kindergartners have made the greatest gains in the areas of Phoneme Segmentation (PSF) and Nonsense Word Fluency (NWF). These gains include the effect of the steadily rising benchmarks. A decrease in the number of students "at risk" and increase proportion of students at "low risk" is evident in the Letter Naming Fluency (LNF) subtest. However, for Initial Sounds Fluency (ISF), while the total scoring "at risk" decreases from fall to winter, the number of students initially scoring at "low risk" did not maintain a sufficient rate of increase to meet the winter "low risk" benchmark. In September, the ISF "low risk" benchmark is 8 or more. It moves to 25 or more by January.

2004-2005 Kindergarten Initial Sound Fluency

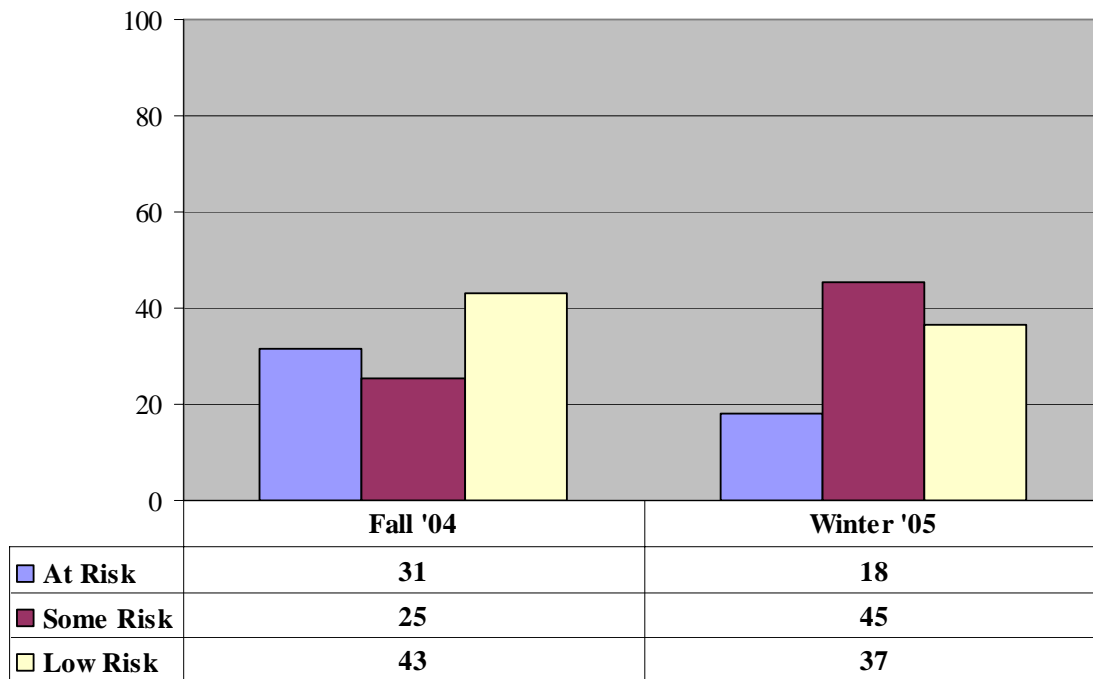


FIGURE 6a. 2004-2005 Kindergarten Initial Sound Fluency Benchmark Percentages

2004-2005 Kindergarten Letter Naming Fluency

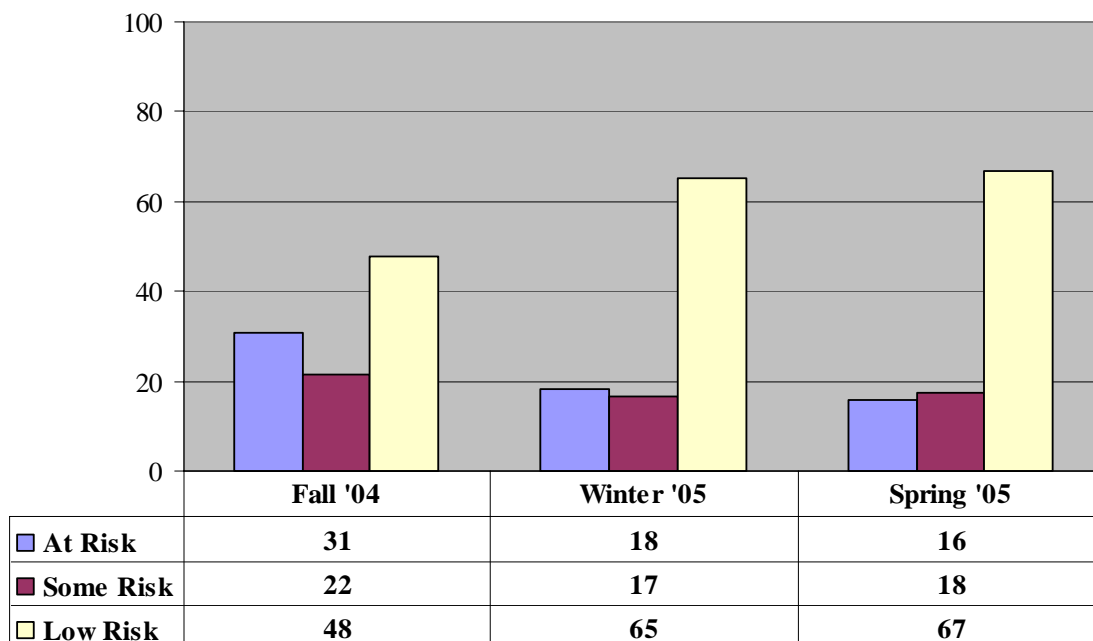


FIGURE 6b. 2004-2005 Kindergarten Letter Naming Fluency Benchmark Percentages

2004-2005 Kindergarten Phoneme Segmentation

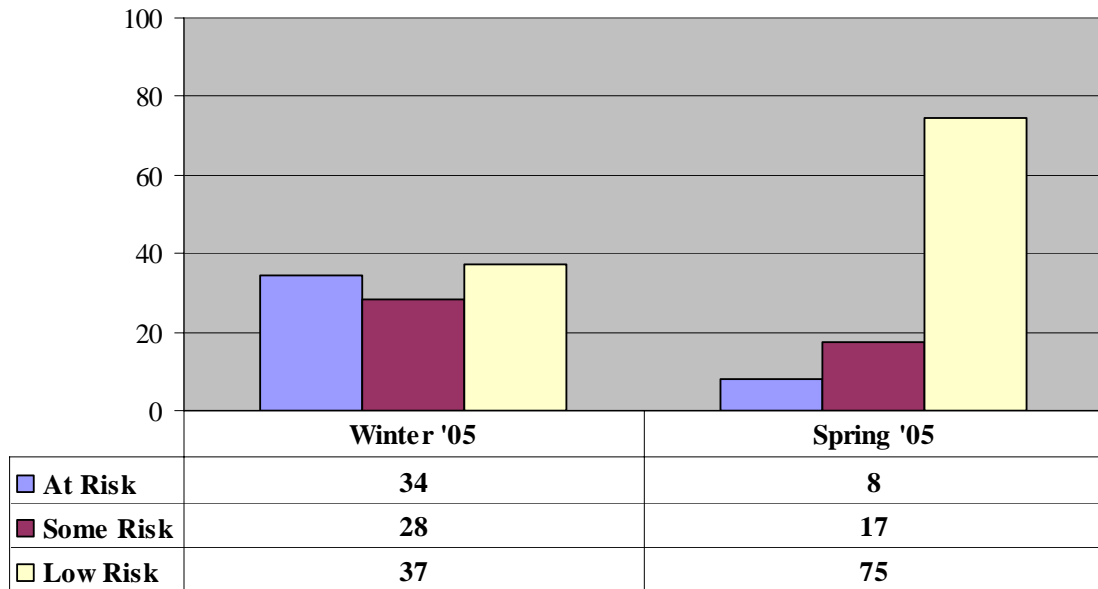


FIGURE 6c. 2004-2005 Kindergarten Phoneme Segmentation Fluency Benchmark Percentages

2004-2005 Kindergarten Nonsense Word Fluency

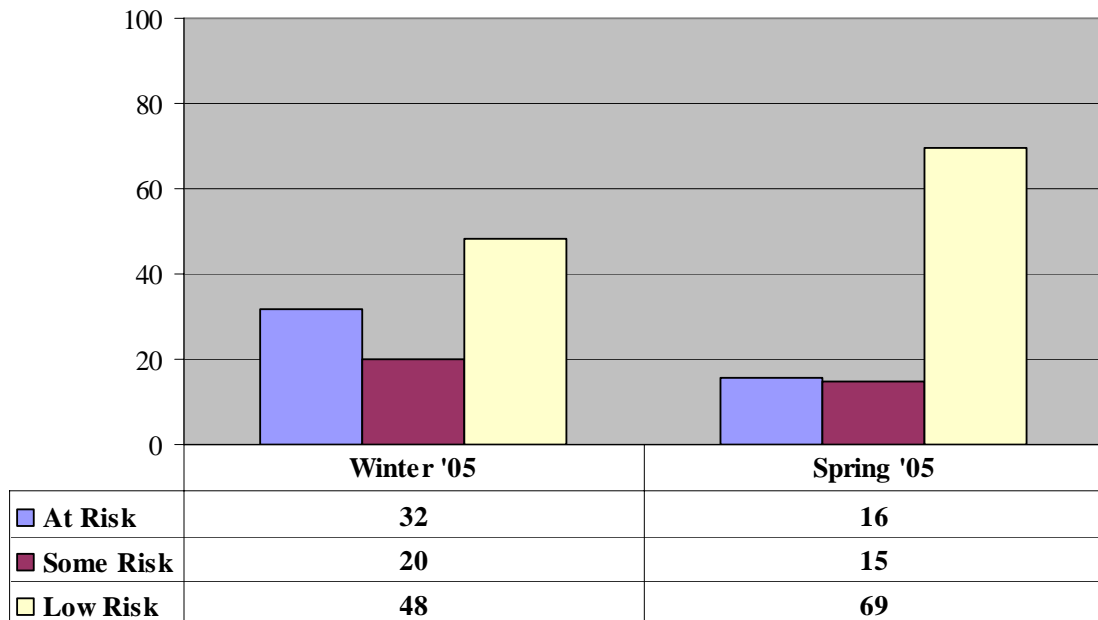


FIGURE 6d. 2004-2005 Kindergarten Nonsense Word Fluency Benchmark Percentages

First Grade Progress on DIBELS during 2004-2005

Although DIBELS developers have identified Oral Reading Fluency (ORF) as the most critical early literacy predictor at the end of first grade⁴, the other recommended subtests—PSF and NWF-- serve as predictors and teaching targets on the path to that result. ORF is first administered in the winter of first grade. In spring 2005, 58% of Delaware Reading First 1st graders scored at “low risk” on ORF. Although there was a 7% decrease in first graders scoring at “some risk”, there was also a 1% increase in those scoring “at risk.”

The intervening indicators of PSF and NWF show a steady rise in the percentages of students at the “established” benchmarks. At the end of 2005, 93% score at the “established” level for PSF and 76% are considered “established” for NWF. DIBELS’ authors indicate that students performing at that rate have *established* the behavior or task and are in the “low risk” category.

2004-2005 First Grade Phoneme Segmentation

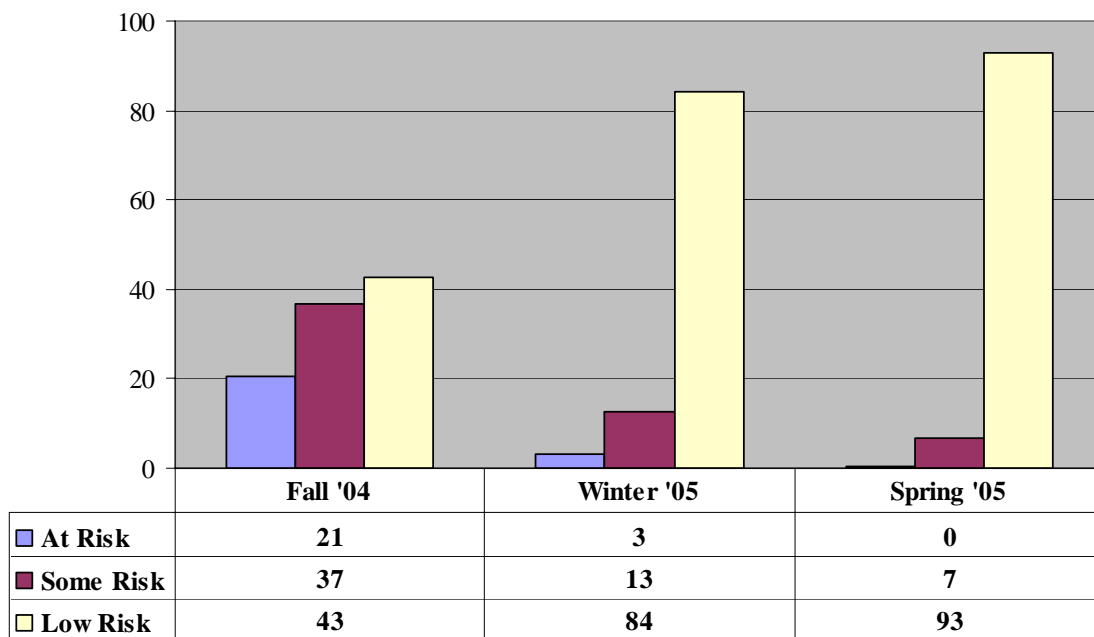


FIGURE 6e. 2004-2005 First Grade Phoneme Segmentation Fluency Benchmark Percentages

⁴ 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/>.

2004-2005 First Grade Nonsense Word Fluency

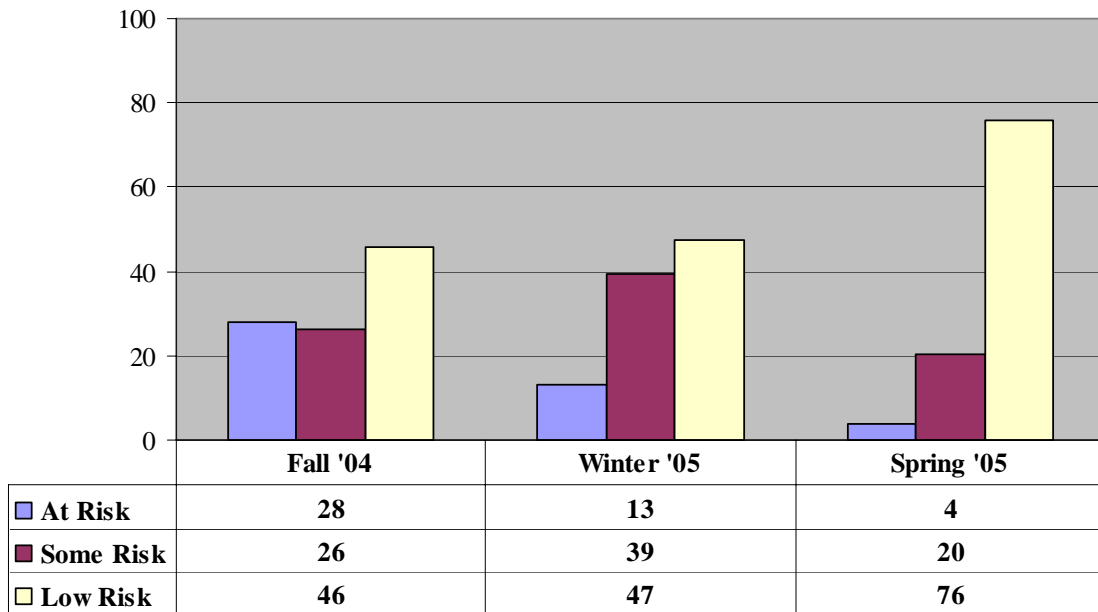


FIGURE 6f. 2004-2005 First Grade Nonsense Word Fluency Benchmark Percentages

2004-2005 First Grade Oral Reading Fluency

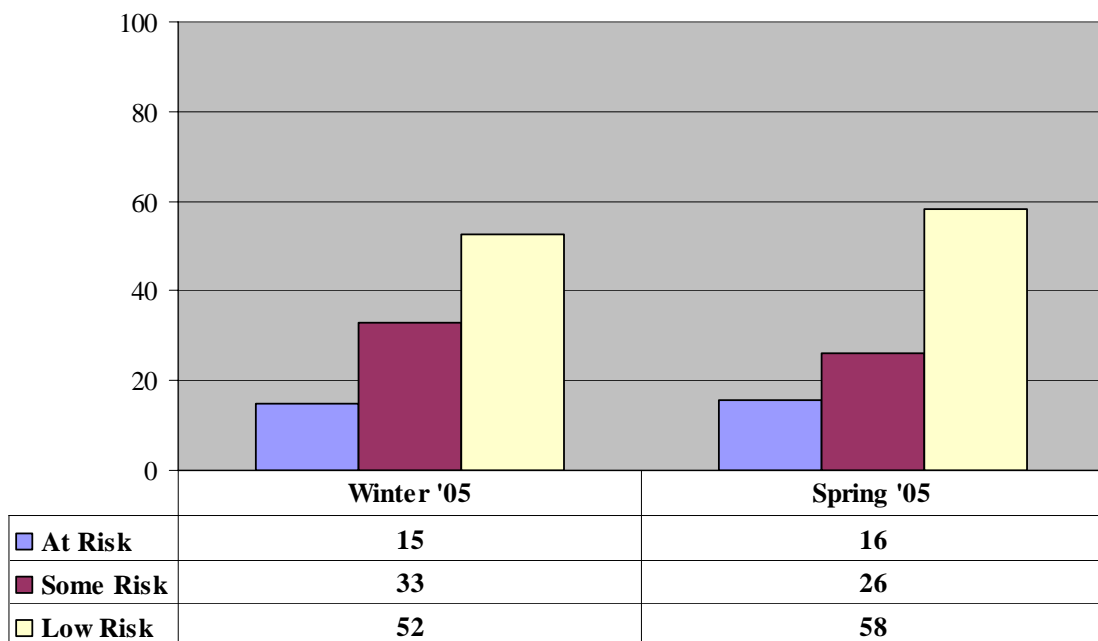


FIGURE 6g. 2004-2005 First Grade Oral Reading Fluency Benchmark Percentages

Second Grade Progress on DIBELS during 2004-2005

In spring 2005, second grade Oral Reading Fluency (ORF) scores show that the percentage of students in the “low risk” group has increased to 54% from 47% in fall 2004. However, over one-fourth of the second graders (26%) remain “at risk” in the spring of 2005. 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.

2004-2005 Second Grade Oral Reading Fluency

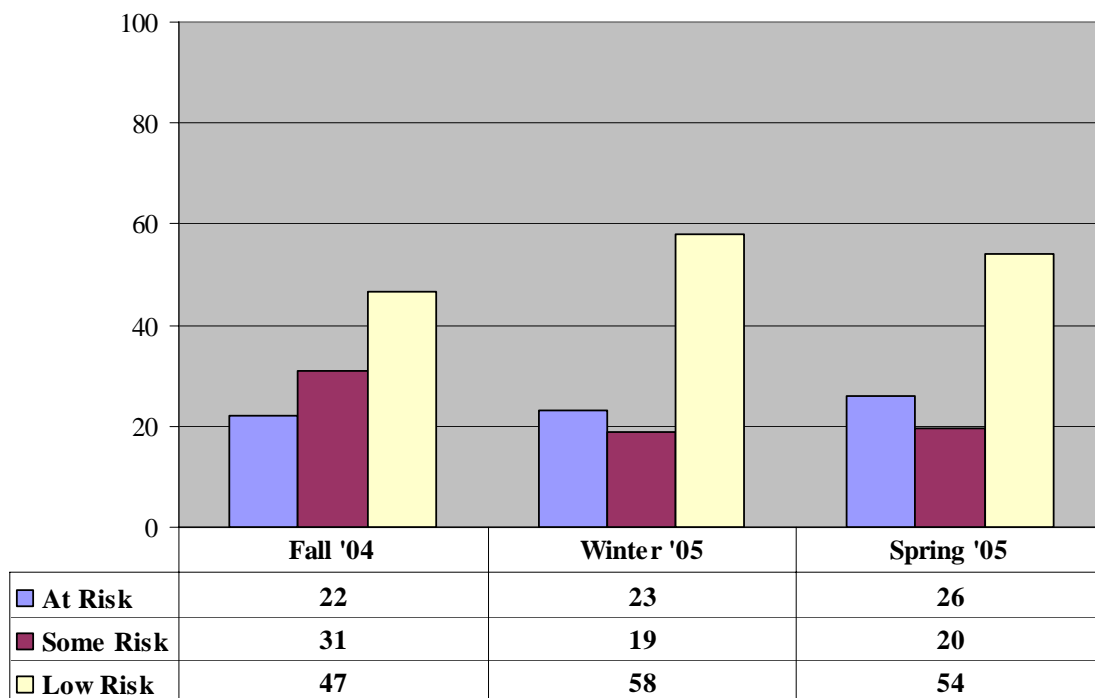


FIGURE 6h. 2004-2005 Second Grade Oral Reading Fluency Benchmark Percentages

Third Grade Progress on DIBELS during 2004-2005

Third graders in Delaware’s Reading First schools scored in similar proportions to second graders on the fall Oral Reading Fluency testing with 26% at risk, 35% at some risk, and 39% at low risk for poor reading outcomes. A small number (6%) of third graders who scored “at risk” in the fall were moved into a lower risk category by spring, with the largest decrease appearing between winter (27%) and spring (20%) benchmark testing periods.

2004-2005 Third Grade Oral Reading Fluency

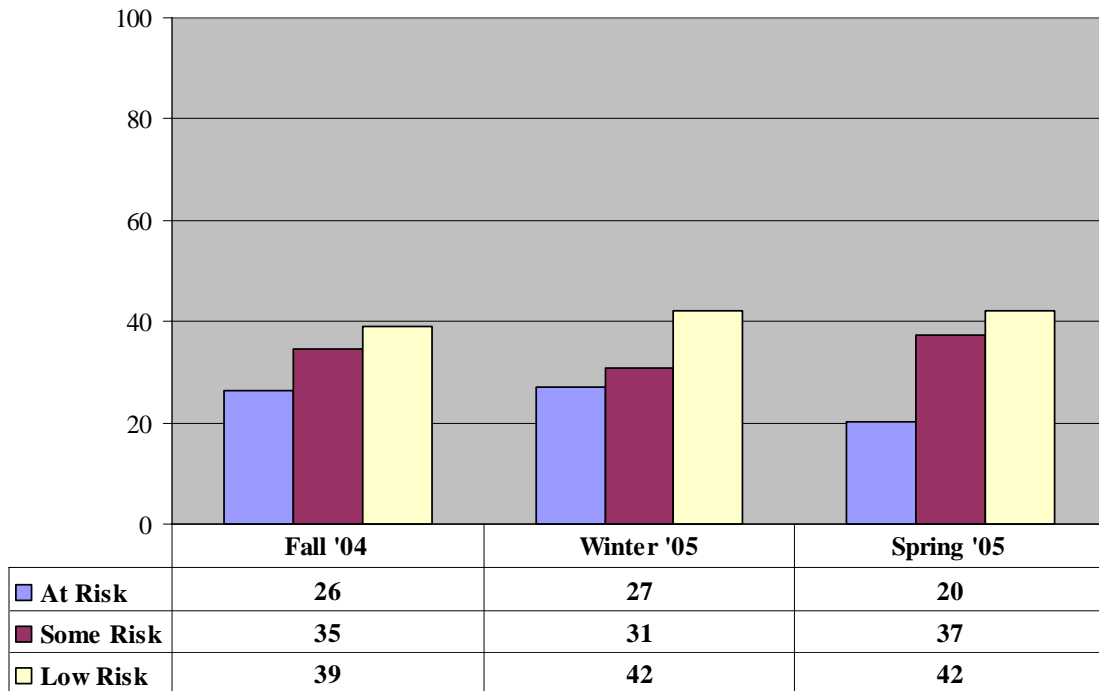


FIGURE 6i. 2004-2005 Third Grade Oral Reading Fluency Benchmark Percentages

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 should decrease and subsequently, a decrease in special education should follow. To determine the impact of the Reading First program on the rate of student enrollment in special education programs, we compared 2002-2003 and 2003-2004 special education referral rates with 2004-2005 rates. 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. (Table 2a.)

There is some change in referral rate noted from the baseline year 2002-2003. Seven of the schools have slightly fewer referrals; three have slightly more. Referrals at School #1 continue to hold at the higher end of the range. At school #2, they remain at the lower end. The schools' referral rates are disaggregated by grade level in Table A1 (Appendix C).

Table 2a. Total Referral Rate K-3 Special Education (%) in Reading First Schools

School	N*	2002-2003	N*	2003-2004	N*	2004-2005
RF#1	346	10%	346	9%	322	11%
RF#2	426	2%	450	2%	464	1%
RF#3	406	6%	406	5%	478	4%
RF#4	440	3%	442	2%	435	3%
RF#5	261	5%	265	5%	269	3%
RF#6	275	4%	275	5%	247	6%
RF#7	194	6%	194	10%	114	5%
RF#8	579	4%	579	4%	490	3%
RF#9	302	3%	302	4%	620	2%
RF#10	296	1%	290	3%	n/a	n/a
RF#11	250	4%	250	10%	232	3%
RF#12	274	5%	279	6%	327	7%
RF#13	n/a	n/a	n/a	n/a	53	9%

Table 2b reveals a discrepancy between the number of students referred for special education services and the number of students ultimately placed into the program. This demonstrates that referral rates may not translate directly to special education participation. In 2004-2005, there are 24 instances where fewer children were placed than referred and seven instances where none of the referred students were placed in special education programs. This data was not uniformly reported for 2003-2004, so project-level comparisons cannot be made at this time. However, school-level and grade-level differences, when reported, were not as large or as common in 2003-2004. (See Table A2, Appendix C).

Table 2b. 2003-2004 Students Referred and Placed into Special Education (%)

School	K referred	K placed	1 st referred	1 st placed	2 nd referred	2 nd placed	3 rd referred	3 rd placed
RF #1	5	0	12	3	9	4	16	10
RF #2	0	0	1	1	4	1	1	0
RF #3	3	n/a	4	2	4	1	5	3
RF #4	3	1	5	3	3	1	4	4
RF #5	3	1	3	2	5	2	3	3
RF #6	10	3	3	1	9	4	0	0
RF #7	3	3	11	0	3	0	n/a	n/a
RF #8	5	2	4	4	1	1	1	1
RF #9	2	1	2	1	2	0	3	2
RF #11	3	0	2	0	7	2	n/a	n/a
RF #12	6	1	10	3	0	0	n/a	n/a
RF #13	10	3	8	8	n/a	n/a	n/a	n/a

Goal 4f: What impact is Reading First program having on students' motivation to read and on their interest in reading?

In fall 2004, Reading First students in grades 1-3 were surveyed to determine their attitudes and interests toward reading. Additionally, they were asked to estimate the amount of time they spend in various reading related activities. Results from the Delaware Reading First survey were compared to those of a national sample. This information will serve as a baseline for comparison in the Reading First project's fourth year. A full report of survey results is available online at <http://www.rdc.udel.edu/reports/t050111.pdf>.

Analytic Summary

Student level effects, as measured by the DSTP 1 and DSTP 2, show varied results. In eight of the nine schools that tested third graders, there appears to be improvements in numbers of students meeting the state reading standard. The progress, however, does not appear to be consistently greater than progress made in non-Reading First comparison schools. In 2005, DSTP 2 scores showed mixed results for Delaware Reading First's second graders. Using cross-sectional analysis, in some schools there appears to be increases, in some there seems little change, and in others there are decreases in the numbers of students scoring at the "unsatisfactory" level.

The DIBELS ORF scores from spring 2005 and spring 2004 can be compared in cross section, and within longitudinal cohorts of students. When the same grade levels from 2004 and 2005 are examined in cross section, all grades appear to be improving. Less than half (45%) of the program's first graders met the spring benchmark in 2004, compared to almost three-fifths (58%) in 2005. Cross sectional gains also appear to occur at second grade: 40% met the benchmark in 2004 compared to 54% in 2005. Thirty-two percent (32%) of third graders were at "low risk" in spring 2004, which increased to 42% in 2005.

If we examine the data from longitudinal cohorts of students as they progress from one grade to the next, a similar pattern of improvement appears to emerge. In 2004, 45% of the first grade student group scored at "low risk" for future reading difficulties. That same student group has now completed second grade with 54% classified "at low risk." Forty percent (40%) of the 2004 second grade cohort concluded year one by meeting the ORF benchmark. As third graders in 2005, slightly more (42%) have met the ORF target.

These results, based on only two years of testing, are not yet a strong basis for interpreting trends in student performance. The apparent differences have not been tested for statistical significance. But the data are based on large sample sizes at each grade level, and the apparent improvement in DIBELS performance occurred despite a relatively high degree of transience in the student population. The numbers represent real children and tentatively suggest overall progress toward an absolute benchmark.

Special education referral rates hint at some change, but the data are difficult to characterize at this point. Variability in the nature of existing special education programs may contribute to distinct, local patterns and rates of change among Reading First schools.

TEACHER/CLASSROOM – LEVEL EFFECTS

IMPACT OF TEACHERS' READING CONTENT KNOWLEDGE

Goal 2b: Does teachers' reading content knowledge increase because of attendance at a Reading First Institute?

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?

Data were collected at the end of Reading First Institute II in the spring and summer 2004 that addressed whether teachers *perceived* an improvement in their reading content knowledge as a result of their attendance at Institute II (see October 2004 report). However, the scope of the professional development offered by the state far exceeds that which occurred in Institutes I (summer 2003) and II. The additional professional development through the academic year and the ongoing support of the Reading First literacy coaches and coordinators may also impact on teachers' content knowledge.

To measure to what degree this change occurred, an assessment of reading content knowledge, the *Teacher Perceptions & Assessment of Early Reading and Spelling*, was administered as a pre-test to all Reading First teachers at the beginning of the first day of Institute I. This instrument has two subsections. The first is an assessment of teacher knowledge regarding the structure of language at the word and sound level. The second examines teacher perceptions of early literacy acquisition, and seeks to describe teacher beliefs about the nature of effective reading instruction. During the spring semesters of 2004 and 2005, teams of R&D Center evaluators visited each of the Reading First schools and administered the same assessment as an intermediate and a post test.

TEACHER KNOWLEDGE ASSESSMENT

To analyze the teacher knowledge component of *Teacher Perceptions & Assessment of Early Reading and Spelling* data, the analysis was restricted to those individuals for whom there was testing data from summer 2003 and spring 2005. This resulted in data from 134 Reading First teachers. After individual tests were scored for the number of correct responses, *t*-tests were conducted for paired samples to determine whether there were any statistically significant differences between how teachers performed on the assessment in summer 2003 and in spring 2005, before and after two years of Reading First professional development. To protect the identity of the individual teachers, in lieu of school-by-school analyses, data were organized and subsequently analyzed by state coordinator grouping. Additionally, a reliability analysis was conducted using the pre- and post-data.

Based on the analysis of only those 32 items that examine teachers' reading content knowledge, reliability coefficients were found to be adequate, .74 for the summer administration and .77 for the spring administration. Since the reliability coefficients fell significantly when items were clustered, only those findings based on the total test score are

reported here, i.e., all content knowledge test items. When the Reading First teachers' total test scores between the pre- and post-assessments were compared, the following was found:

Table 3a. Mean Pre- and Post-test Scores of Reading Content Knowledge by Coordinator Groups

Group	N	Mean Score Pre-test	Mean Score Post-test	Sig.
Hines	48	13.0	15.9	.007*
Kapolka	51	15.0	19.1	.000*
Waite	35	14.6	17.2	.001*

* indicates statistically significant differences

The analysis revealed that all three groups of Reading First teachers showed statistically significant improvement from the pre-test to the post-test. Appendix D contains item-by-item comparisons of the scores of the pre-, mid-, and post-tests.

TEACHER PERCEPTIONS AND BELIEFS

Examining the broader question of teachers' perceptions and beliefs about the nature, role, and importance of various instructional practices, evidence of change emerges. Does the project's professional development and opportunities to practice implementing effective reading strategies under the guidance of peer and expert mentors also affect teachers' understanding of the SBRR principles that define the core Reading First curriculum?

A 15 item questionnaire embedded within the assessment of teacher knowledge was also administered on the first day of Institute I, prior to any training, to determine a baseline of perceptions and beliefs regarding the make up and structure of explicit reading instruction, and to determine the teachers' level of confidence in teaching reading. This survey was repeated in the spring of 2004 and 2005. Only teachers who had participated in both Institutes I and II were asked to complete surveys. The numbers of teacher surveys included in the analysis of perceptions and beliefs vary. A matched-pair design as was the case in the assessment of literacy knowledge was not used. In order to represent the perceptions and beliefs of the group at that point in time, the percentages of all those responding is reported here.

Items exploring teachers' beliefs focused on explicit, code-based instruction and implicit, meaning-based instruction. Other items were considered neutral in content. Teachers' responses from the summer 2003 to spring 2005 showed substantial shifts on six items. On three code-based and two neutral items, the shift was toward greater agreement. On one meaning-based item, the shift was generally toward greater disagreement. In all cases, fewer teachers selected the central "slightly agree" and "slightly disagree" responses. (Table 3b). On other code-based and meaning-based items, and on items which were considered neutral in content, responses shifted slightly or remained similar.⁵

⁵ Complete data for all 15 items of this survey are in Appendix E.

Table 3b. Teacher perceptions and beliefs about early reading⁶

BELIEFS ABOUT EXPLICIT, CODE-BASED INSTRUCTION		Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree
Controlling text through consistent spelling patterns (The fat cat sat on a hat.) is an example of an effective method for children who struggle to learn to identify words.	Summer 2003	37%	36%	23%	2%	2%	2%
	Spring 2005	52%	29%	16%	1%	0%	1%
Poor phonemic awareness (awareness of the individual sounds in words) contributes to early reading failure.	Summer 2003	54%	33%	9%	2%	1%	1%
	Spring 2005	66%	25%	4%	3%	1%	1%
It is important for teachers to demonstrate to struggling readers how to segment words into phonemes when reading and spelling	Summer 2003	66%	26%	6%	0%	1%	2%
	Spring 2005	76%	18%	4%	0%	0%	0%

⁶ Percentages have been rounded to whole numbers for ease of reading and may not total 100%.
N (2003) = 139; N (2005) = 168.

BELIEFS ABOUT IMPLICIT, MEANING –BASED INSTRUCTION		Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree
Learning to use context clues (syntax and semantics) is more important than learning to use grapho-phonetic cues (letters and sounds) when learning to read.	Summer 2003	4%	8%	23%	31%	18%	12%
	Spring 2005	6%	6%	18%	28%	22%	19%

NEUTRAL		Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree
If a beginning reader reads "house" for the written word "home," the response should not be corrected.	Summer 2003	7%	11%	18%	26%	15%	23%
	Spring 2005	10%	21%	20%	11%	19%	20%
Children should read different types of text for different instructional purposes.	Summer 2003	61%	27%	11%	1%	0%	1%
	Spring 2005	77%	14%	8%	1%	1%	0%

IMPACT ON INSTRUCTIONAL PRACTICE

Goal 1d: Did Reading First classrooms implement high quality SBRR programs that include instructional content based on the five essential components of reading?

Goal 2d: What evidence is there that teachers' practice in teaching reading has changed as a result of the teacher's participation in RF professional development?

Goal 3c: What changes in teachers' reading pedagogy are evident? How is the classroom set up? How are students grouped?

Three data sources primarily speak to these evaluation questions, two teacher surveys--*Reading First K-3 Teacher Literacy Self-Evaluation* and *Teacher Perceptions and Assessment of Early Reading and Spelling* – and interviews with each of the Reading First coaches, principals, and state-level coordinators.

The *K-3 Teacher Self-Evaluation Survey* was administered 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. These items ask teachers to estimate the frequency with which they use various literacy practices. It has been administered twice--once in the spring of 2004, and again, with minor changes, in spring 2005. The total number of completed and returned surveys increased from 93 in 2004 to 213 in 2005, possibly due to a change in the administration of the survey. In year 1, the teachers anonymously mailed the surveys in individual postage paid envelopes. In year 2, they gave their completed survey in a sealed envelope to their literacy coaches who then returned the entire packet to the evaluators by mail.

To identify any changes over time, K-3 teachers' survey results from 2005 were compared, when appropriate, to the 2004 survey results. While most of the findings from the 2005 survey are consistent with the results from 2004, there were a few responses indicating differences in perceptions and/or behaviors. These differences, along with highlights from this year's survey, will be discussed. For a complete listing of the teacher survey results, see Appendix F.

In spring 2005, Delaware Reading First teachers reported on their current instructional practices:

SURVEY ANALYSIS

- Phonics & Phonemic Awareness
 - Almost all (96%) of the Reading First teachers reported at least 3 times per week, they draw children's attention to the sounds they hear in words.
 - Almost all (92%) said at least 3 times per week they say the sounds that letters and letter combinations make.
 - Almost one-half (47%) reported *all* of their students regularly say the sounds that letters and letter combinations make; over one-third (37%) reported *most* of their students did this regularly.

- Vocabulary
 - More than three-quarters (80%) of the Reading First teachers reported that they explicitly teach new vocabulary and concepts before reading, at least 3 times per week.
- Comprehension
 - More than three-quarters (81%) stated that they identify the elements of a story at least 3 times per week.
 - Many (70%) of the Reading First teachers said all or most of their students relate their own experiences to those in books.
- Fluency
 - Most (86%) said all or most of their students independently read or look at books written in their native language.
 - Over one-half (57%) indicated all or most of their students reread favorite stories aloud to an adult or peer.

When analyzing teachers' self-reports, there was little reported evidence of change between 2004 and 2005 in frequency of the targeted instructional practices. However, there were shifts in teachers' reports of self-efficacy regarding reading instruction. Table 3c shows an increase in teachers reporting feeling adequately and well-prepared, as reported in the *Teacher Perception & Assessment of Early Reading and Spelling*.

Table 3c. Teachers' Sense of Preparedness Summer 2003-Spring 2005⁷

TEACHERS' SENSE OF PREPAREDNESS		NOT Prepared	SOMEWHAT Prepared	ADEQUATELY Prepared	WELL Prepared
How well do you think you are prepared to teach children how to read?	Summer 2003	2%	34%	43%	22%
	Spring 2004	0%	18%	47%	35%
	Spring 2005	1%	9%	53%	38%
How well do you think you are prepared to teach struggling readers how to read?	Summer 2003	7%	50%	31%	13%
	Spring 2004	3%	32%	42%	23%
	Spring 2005	1%	22%	49%	28%

⁷ N (Summer 2003) = 139; N (Spring 2004) = 139; N (Spring 2005) = 168.

TEACHERS' SENSE OF PREPAREDNESS (CONTINUED)		NOT Prepared	SOMEWHAT Prepared	ADEQUATE LY Prepared	WELL Prepared
How well do you think you are prepared to use phonological awareness and phonics in teaching early reading?	Summer 2003	11%	46%	29%	14%
	Spring 2004	2%	24%	44%	29%
	Spring 2005	2%	19%	43%	37%
How well do you think you are prepared to use guided reading/reading recovery in teaching early reading?	Summer 2003	21%	36%	35%	8%
	Spring 2004	11%	32%	41%	17%
	Spring 2005	3%	32%	42%	23%
How well do you think you are prepared to use whole language in teaching early reading?	Summer 2003	13%	48%	28%	11%
	Spring 2004	8%	30%	42%	20%
	Spring 2005	8%	32%	41%	19%

READING FIRST COACHES', PRINCIPALS', AND STATE COORDINATOR INTERVIEWS

In the spring of 2005, evaluators conducted individual interviews⁸ with 12 Reading First principals, 14 literacy coaches, and all 3 state coordinators in order to understand changing teacher practices and the impact of Reading First's professional development. Analysis of interview data yielded three major points of convergence.

- Classroom instruction is increasingly aligned with the core principles of SBRR and Reading First.
- Teachers are making more consistent use of DIBELS to track individual student learning and to form groups for differentiated instruction.
- Teachers have made progress in incorporating small group instruction and learning centers in their classrooms, and they need further professional development to support their use of these approaches.

⁸ For interview protocols, see Appendix G.

Classroom instruction is increasingly aligned with the core principles of SBRR and Reading First

“Fidelity to the core,” “working to the core,” and similar phrases were frequent refrains in the interviews with coordinators, principals and coaches. As used by the respondents, the “core” referred to the central design features of reading curriculum packages that are aligned with SBRR. The respondents’ talk of the need for fidelity to the core reflected the shared belief that this would give children access to reading instruction based on SBRR. Helping teachers bring their practices into alignment with the instructional paradigms advocated under Reading First was seen by most of the respondents as their central challenge, and they were pleased with the progress being made.

Many of the comments by interview respondents suggest that instructional practices in Reading First classrooms are increasingly consistent with the core principles of SBRR. This seems to be associated with improved understanding by teachers of the fundamental principles of SBRR, enhanced instructional skills that allow teachers to apply those principles to practice, and a deepened commitment to Reading First fostered by evidence from progress monitoring (i.e., DIBELS) that the approaches improve student learning.

One of the county coordinators gave this overview of teachers’ classroom practices under Reading First:

I think overall, most teachers are doing pretty well. You've got some of those that are really doing really well... And then you've got other people that are digging in their heels.

The other coordinators agreed that most teachers have made significant progress in implementing SBRR in their classrooms, some have achieved exceptional levels of instructional performance, and a few continue to resist the changes advocated under Reading First.

The availability of materials based on SBRR appears to have contributed to changes in teachers’ practices. Speaking about a core curriculum aligned with SBRR, a coach said, “The core supplies us with so much, that it’s great. ... Very well outlined. Teachers find it very user friendly”.

The respondents’ comments suggest that Reading First and SBRR are affecting how these education leaders think and talk about reading instruction, as well as how teachers teach reading:

- “I have seen that they read aloud. Actually, getting vocabulary from their read alouds...words that the kids really need to know to take them up a notch”.
- “...I see an awful lot of phonetic awareness going on in kindergarten. I see a bigger push on oral reading fluency in second and third grade”.
- “I think my teachers really need to stress and work a little bit more on fluency. And I don't see that as much with comprehension. I think the major thing is that they consistently follow what they have planned to do in the program, and not become lackadaisical in what it is they're teaching, with a certain component. Decoding seems to be going very well. Phonemic awareness...has been good”.

Occasionally, the respondents' concern for fidelity to the core was expressed as a need to suppress teachers' creative instincts, to break old habits of idiosyncratically modifying and supplementing the official curriculum, of constraining teachers' practices to what is prescribed by teachers' manuals. More often, however, coordinators, principals and coaches spoke of the success they were experiencing in supporting teachers' creativity within the bounds of SBRR. For example, a coordinator said:

I see groups of teachers coming together and making instructional decisions. ... I see teachers questioning now. Asking questions, instead of just, open to the page in the teachers' manual...regardless of...who gets what, or who does not. I see conversations, discussions and questions. And I think all of those are good things. I think all of those are important, as far as helping us meet the needs of the children.

Teachers are making more consistent use of DIBELS to track individual student learning and to form groups for differentiated instruction

The interview respondents described progress in incorporating progress monitoring using DIBELS as a routine feature of reading instruction, and in using assessment data to track individual students and form small groups for differentiated instruction. The role of assessment data, DIBELS in particular, in student learning was a recurring theme in the respondents' descriptions of the classroom level effects of Reading First. The respondents cited progress in teachers' (and coaches' and principals') use of DIBELS to track the learning of individual students. In a critical transition that appears to be underway (but is by no means complete), more teachers are coming to see individual progress monitoring as a source of data that should guide their instruction, rather than as a bureaucratic task with little connection to teaching and learning. As one coach noted, "We are spending time every week to actually look at the data, and look at specific kids. I think we're starting to use our data with more purpose than we have been." Another coach, pleased with her teachers' improved ability to use assessment data to inform instruction, said, "You can assess until the cows come home. If the teacher just sticks it in her file, what good is it?" But a coordinator cautioned that sometimes DIBELS is completed just "so you can check it off your list of things to do. ... I think it could even have more impact than it's presently having."

Teachers are beginning to use DIBELS data to better meet the needs of individual students through more effective use of small group instruction. A principal described how DIBELS data were used to "regroup kids" to "not re-teach, but teach something in a different way." One of the coordinators described the link between individual assessment and small group instruction:

And it's just interesting to see how now when they get their DIBELS, teachers are saying, "Oh, she moved up. Good. Now we can put [her] in that group." And before Reading First, they would never have been having conversations about how kids are doing in January. They would only have conversations in September and May. But with this program, now in January they realize, "Oh, we'd better do something, because May is coming up, and we have to change the instruction." So, I think a lot of them are doing that now, that they were not doing before Reading First came into their building.

Another coordinator agreed that progress has been made, but thought that assessment and instruction were not yet sufficiently aligned:

[In the first year of Reading First]...when it was time to do the DIBELS or the progress monitoring it was a check off the list. ... We assessed these kids, but we didn't do anything with it. And I feel in year two, they [teachers] actually can start to use the knowledge that they know. They are now finally realizing when I progress monitor, I'm supposed to use that to guide my instruction. ... And I think this has been a year to really use our assessment to drive our instruction. And that's why we're seeing a lot of the scores go up. And I see next year as the next step, is really refining...what the instruction should be. ... I think next year would be refining everything. You know, we've slowly given them the knowledge, then this year they've learned how to use the assessment. And then I see year three as everything finally coming together.

In many cases, data on student learning from DIBELS and other progress monitoring deepened teachers' commitment to Reading First and led to improved classroom implementation. As one principal put it, teacher resistance to Reading First lessened because benchmark assessments "let them [teachers] see the success" of the curriculum. Similarly, a coach cited dramatic student progress in a grade level in which the teachers had shown a strong commitment to Reading First. This caught the attention of other teachers in the building. "[W]hen you have a pocket of your population that has that kind of success, you have people saying, 'Maybe there is something to this.'"

Teachers have made progress in incorporating small group instruction and learning centers in their classrooms, and they need further professional development to support their use of these approaches

While teachers are gradually incorporating small group, differentiated instruction, most of them continue to need support to develop the commitment, knowledge and skills to effectively implement the instructional approaches in Reading First. As described above, a major accomplishment of the first two years of Reading First is that many teachers have come to see DIBELS and progress monitoring as valuable. As this coordinator explained, the next challenge is help teachers develop the pedagogical skills to transform their classroom practices in ways that fully capitalize on the promise of the assessment data.

[Teachers] know what progress monitoring means. I think they need more practice in being able to look at that data...and do something specific to raise scores. They're getting there. They see the big picture. Now we've got to focus in on those details.

The details that need more attention include how to match instructional interventions with individual student needs, how to deliver individualized interventions using small group instruction, and how to design and manage classroom instruction that includes learning centers. These are among the challenges teachers encounter as they reduce the amount of time they and their students spend in whole group instruction. Moving from whole group approaches toward targeted interventions for individual students presents difficult issues:

The thing I'm still struggling with...is the intervention programs for the kids that are not being successful. And then I have to ask myself, is it the program, or is it the

instruction? And I'm heading towards more the instruction. [I]t seems to me, given what we've given you [teachers], and your knowledge, things should be working better. I had a teacher the other day say, "Well, I've given this progress monitoring for third grade, and they're not showing any growth." Like it's the kids' fault, or the assessment's fault...

Adding learning centers to classrooms is another critical change that the respondents believe holds instructional promise, but presents challenges. As a principal pointed out, adding centers is "a slow process for some teachers because you have to take them to a new comfort level in what they're doing. So it's been a challenge, but it's been good". There are some signs that this challenge is being successfully addressed. One of the coaches said, "One of my largest accomplishments this year was getting them [teachers] to shift gears, [to] make that huge...shift from whole group instruction to managing small group center rotations in the classroom."

The transition from primarily whole group instruction to instruction that incorporates differentiated small group instruction and learning centers is now an issue at the leading edge of change in Reading First classrooms. As this coordinator points out, putting children in small groups is not enough:

Now we know that small group instruction is so important. Now we need to tweak the instruction that goes on in the small group, because we find teachers doing the same thing for all three groups.

While the instructional changes demanded by Reading First are difficult, the experience of this coach offers reason for optimism:

I've had teachers in the past who didn't even want to talk about small group instruction, because they just didn't see it as something that was possible in their classroom, with their kids. And all of a sudden..., I walk in, and they're making their schedules over, and they're putting in what time they're meeting with their different groups. So that was very exciting.

Analytic Summary

Varying perspectives and sources of data come together to provide a picture of Reading First's teacher and classroom level effects in year two. Interviews with principals, coaches, and coordinators describe teachers who previously struggled with the external factors of Reading First-- i.e. what materials, techniques, schedules, and assessments are required? Now they are delving into its rationale and struggling to translate SBRR principles into practice. The teachers' concerns are at another level: Why is *that* student, class or grade level making greater or lesser progress? How will this program affect children's reading? How can we improve instruction for struggling readers? These shifting concerns are not universal, but they are widespread throughout the project.

Although teachers do not report great changes in the frequency with which they utilize specific instructional practices associated with Reading First, they do report changes in perceptions and beliefs about the relative importance of those practices and their own

efficacy as teachers of struggling readers. Their growing sense of self-efficacy is repeated in the administrators' comments about a stronger appreciation for data driven instruction and for routine feedback to guide teaching. And, at the end of year two, coaches and principals report that levels of program compliance are high.

Future professional development should reflect changing teacher concerns in both content and form-- the concern for positive student outcomes, professional collaboration, and shared practices.

SYSTEM-LEVEL EFFECTS

SBRR AND DISTRICT/SCHOOL READING FIRST PROFESSIONAL DEVELOPMENT AND SCHOOL CLIMATE

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

Professional Development

The teacher survey included a series of questions regarding the Reading First teachers' participation in professional development during the 2004-2005. Table 4a below illustrates the types of professional development they experienced and their views of its effectiveness and its alignment with the SBRR framework.

The forms of professional development most frequently attended by Reading First teachers during the 2004-2005 year were school or district sponsored workshops or in-services, grade level meetings, and reading of professional literature. Of those teachers who responded as participating in various forms of professional development, over four-fifths (82%) rated the effectiveness of the professional development activities as "very" or "moderately" effective. More than two-thirds (68%) rated the grade level meetings and school/district in-service as "well aligned" with the SBRR framework. More than half (56%) saw the professional literature reading as "well aligned".

Overall, there was an increase in the percentage of respondents who reported the professional development as being "well" or "somewhat" aligned with SBRR framework in all but one category. Although attending university courses in reading had the fewest respondents participating (18%), less than one-half of those respondents (43%) reported the course was "well-aligned" with SBRR framework; additionally, almost one-third (32%) indicated they did not know if it was aligned.

Table 4a. Reading first teachers' evaluation of professional development and its SBRR alignment (N=213)

<i>As part of your professional development this year, have you</i>	Effectiveness of the professional development ⁹							Alignment of the professional development with the SBRR framework			
	YES	No	Very Effective	Moderately Effective	Slightly Effective	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)? ¹⁰	18%	82%	54%	23%	6%	4%	13%	43%	24%	2%	32%
Read professional literature related to the teaching of reading (for example, reading study groups)?	84%	16%	37%	44%	16%	1%	1%	56%	36%	1%	7%
Attended grade level meetings related to reading instructional issues.	97%	3%	50%	36%	13%	2%	1%	68%	25%	0%	7%
Observed demonstrations of teaching reading (either in my school or in another school)?	50%	50%	45%	36%	11%	6%	3%	66%	19%	3%	13%
Participated in mentoring in the area of reading instruction (serving as the mentor or as the mentee)?	31%	69%	46%	40%	6%	3%	5%	59%	23%	0%	18%
Attended school or district-sponsored Reading First workshops or in-services?	98%	2%	47%	42%	9%	2%	0%	80%	14%	1%	5%

⁹ Data regarding the effectiveness and alignment to SBRR of the professional development were only provided by those respondents who indicated “yes” to having participated.

¹⁰ Percentages are rounded; thus totals may not equal 100 percent in all cases. Exact percentages and, when appropriate, comparisons to 2003-2004 responses can be found in Appendix F.

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

Teacher Survey Data

On the survey distributed to all Reading First teachers at the end of the academic year we asked the following questions about the school climate within their schools. Each of these items reflects the goals of the Reading First program in the state.

Table 4b. Reading first teachers' views of the climate within their schools (N=213)

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.	63%	36%	1%	1%	1%
Teachers in this school are continually learning and seeking new ideas.	62%	36%	1%	0%	1%
I believe the overall impact of SBRR practices on this school has been positive.	43%	47%	4%	1%	5%

It is apparent from the responses above that the majority of Reading First teachers who responded to the survey see their schools as collegial and as places where continuous learning is valued. They also believe that SBRR practices have had a positive impact on the climate within their schools.

This year, almost one-half of the Reading First teachers (43%) reported that they strongly agree the overall impact of SBRR practices on this school has been positive; last year, this was indicated by one-third of the respondents (33%). Additionally, this year, very few teachers (5%) did not agree; last year, more (14%) disagreed.

The Reading First teachers were asked how often they were provided a common grade-level planning time. Although more than one-half of the respondents reported it was provided every day, there was variability in the remaining responses: few of the Reading First teachers (14%) indicated *a few times a week*, one-fifth (20%) said *a few times a month*, very few (5%) reported *less than once a month*, and very few (7%) said *never*.

Coordinator, Principal and Coach Interview Data

The interview respondents described the impact of Reading First on school climate in terms of its effects on feelings of *pride*, the *focus* of the school, and *collaboration*.

In most schools, the principals and coaches saw improvements in the school climate as a result of Reading First. They frequently used the word “pride” to express the satisfaction teachers felt whenever their students made progress. Gains on the DIBELS tests were welcomed as proof that Reading First was effective. The accomplishments were especially meaningful for teachers of “at risk” students. For the youngsters from impoverished families and neighborhoods, the teachers in the past sometimes doubted if those students could learn much. Reading First, in contrast, offered the promise of growth for all students.

Another change in school climate was the shared focus on reading instruction. Because Reading First tells teachers in detail what to do and how to do it, “folks are on the same page,” one principal observed. Teachers had heard, and begun to use, the same terminology. There was a sense of immersion in Reading First. It was clear that it was a priority within the schools, even to the point of posting word charts next to the bathroom walls in several classrooms. “There is no down time” in regard to reading, one coach noted with satisfaction.

In most of the schools, a tradition of collaboration within and across grade levels was in place before Reading First began. Most schools already had common planning times in their daily schedules (and a few augmented it by hiring substitutes or letting teachers arrive a half hour earlier than usual). The Reading First coaches negotiated with the grade level teams to determine how often they would meet together, and the frequency ranged from once a week to once a month. The coaches wished they had more time with the teams, but they recognized how much else had to be done in those sessions.

During the common planning time, there was more talk about specific instructional strategies, according to several principals. Reading First heightened the eagerness to find out the details of what each other did. Rather than simply ask if students liked a story, a teacher might ask about phonemic segmentation or phonetic awareness.

Moreover, there was less grouching about the extra work required by Reading First. That had been a recurring complaint in the previous year. Teachers felt put upon. Those objections were heard less often this year. There were still some occasional misgivings about Reading First—for instance, some teachers felt monitored by the coach or open to scrutiny whenever state coordinators or other outsiders toured the classrooms—but on balance the culture in the Reading First schools seemed to benefit rather than suffer from participation in this initiative.

USE OF SBRR CURRICULUM IN ALL READING CLASSROOMS

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

To examine how Reading First teachers’ views compared with the general population of Delaware K-3 teachers, data were collected from two sources: the survey responses from the *2003 Statewide Educator Poll on the Condition of Education in Delaware*¹¹ and survey responses

¹¹ The full report on the 2003 Educator Poll can be found at <http://www.rdc.udel.edu/reports/t040041.pdf>.

from the 2004-2005 teacher survey, administered to all teachers participating in the Reading First program.

Feedback from 2004-2005 Reading First Teachers compared with 2003-2004 statewide poll of Delaware K-3 teachers

Comparing the results of the 2003 statewide Educator Poll with results from the 2004-2005 Reading First teacher survey revealed the following about K-3 teachers' use of SBRR to guide their reading instruction:

- Struggling Readers
 - One quarter of the Reading First teachers (25%) stated that they felt “very proficient” at teaching struggling readers how to read, compared to more than one-half (57%) of the K-3 educators statewide. When asked about a specific components of Scientifically Based Reading Research (SBRR), almost one-quarter of the Reading First teachers (24%) felt “very proficient” at designing “before, during, and after reading strategies”.
 - Less than one-quarter of the Reading First teachers (20%) indicated they felt “very proficient” at teaching poor readers to read with fluency. When polled in 2003, this was reported by over one-third of Delaware’s K-3 educators (39%).
- SBRR Instructional Practice
 - When asked to estimate the frequency of use of practices associated with SBRR, three-quarters of the Reading First teachers (75%) responded that they use phonics “every day”; when polled, about the same number of the K-3 educators (72%) said they did.

Reading First teachers were also surveyed for opinions on professional development to meet the needs of all children within their classrooms, including those children who qualify for special services.

- Special Needs Students
 - One-half (50%) of Reading First teachers stated that to a great or moderate extent they had received adequate professional development to help them use SBRR practices to teach reading to children with disabilities. Last year, about one-quarter (26%) of Reading First teachers said they had.
 - Few (14%) felt that to a great or moderate extent the professional development in SBRR was adequate to teach children whose native language is not English. Last year, fewer (9%) responded that way.
 - This year, on average, Reading First teachers reported having 3 students with individual education plans (IEPs) in their class. The number of students with

IEPs in Reading First classrooms ranged from 0 to 22, with 0 as the most common response (37%) [Table 4c].

Table 4c. 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
2003-2004	3	0-14 students	0 / (37%)
2004-2005	3	0-22 students	0/ (37%)

Data from Interviews

In interviews, Reading First principals and coaches were asked to describe successes and barriers to providing special education students access to the same reading programs provided for other students. Their replies suggest that the weight of implementing Reading First for the general student population has, until recently, left little opportunity to focus on the particular challenges of adequately integrating special education and Reading First. Some of the respondents were confident that special education students already have equal access to SBRR practices, in part because inclusion of special education students in regular classrooms was an established practice in their schools prior to Reading First. Other respondents described difficulty in achieving the goal of equal access when special education students leave regular classrooms to visit resource classrooms. In these situations the resource/special education teachers may utilize different curriculum materials than the regular Reading First classrooms. More generally, a number of the respondents noted that IEPs for special education students sometimes involve materials and practices that are not a part of Reading First, and sometimes clearly inconsistent with it. The respondents described these barriers as significant but manageable challenges that have not yet received enough attention amidst the press to implement Reading First. They suggested that in addition to improved communication at the school level among principals, coaches, and regular and special education teachers, resolving these problems will require sustained attention from school district leaders with responsibility over special education and Title 1 programs.

Goal 4d: Are reading and assessment materials purchased and training provided in a timely manner?

Instructional and Assessment Materials

Describing how timely instructional and assessment materials were provided, teachers reported that, overall, the materials were provided to them in a timelier manner than last year (Table 4d).

- This year, over one-half (60%) reported they received progress monitoring materials in a very timely manner; last year this was reported by less than one-half (41%).

- Almost all (95%) indicated that benchmark assessments (i.e. DIBELS) were provided in a timely manner.

Table 4d. Reading first teachers' views about timeliness of materials

How timely were the following materials provided to you?	Very Timely	Somewhat Timely	Not very Timely	Not at all Timely	Don't Know
Core curriculum materials	69%	20%	5%	6%	1%
Supplemental reading materials	44%	38%	10%	7%	2%
Benchmark assessments (i.e., DIBELS)	67%	28%	1%	2%	1%
Diagnostic materials	50%	38%	5%	4%	3%
Progress monitoring materials	60%	29%	7%	3%	1%

ROLE OF THE READING FIRST PRINCIPAL

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

The answers to this question were informed by data collected from the Reading First teachers' survey and from interviews with the Reading First principals, coaches, and state coordinators. In addition, the interview data speak to the roles of state coordinators and coaches in Reading First.

Teacher Survey Data

At the end of the 2004-2005 school year, Reading First teacher participants were surveyed about their principals' involvement in Reading First (Table 4e).

Respondents indicated that always or frequently their principal:

- Accepts the noise that comes with an active lesson (90%).
- Ensures few to no interruptions during literacy blocks (77%).
- Explicitly states his/her expectations about formal classroom observations during reading instruction (74%).

However, one-quarter (25%) of the Reading First teachers reported that their principal seldom or never encourages them to observe exemplary reading teachers.

Coordinator, Principal and Coach Interview Data

Data from both surveys and interviews suggest that, in general, principals are supporting Reading First in the following ways, each of which is discussed in more detail below.

Table 4e. 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.	41%	34%	14%	6%	3%	1%
Accepts the noise that comes with an active lesson.	63%	27%	6%	1%	1%	2%
Encourages the implementation of SBRR instructional practices.	66%	21%	6%	1%	1%	6%
Encourages you to observe exemplary reading teachers.	25%	23%	24%	16%	9%	4%
Ensures few to no interruptions during literacy blocks.	43%	34%	14%	5%	1%	3%
Explicitly states his/her expectations about formal classroom observations during reading instruction.	48%	26%	14%	3%	4%	4%
Supports the IST problem-solving process.	39%	20%	6%	3%	1%	32%

- Principals support reading achievement by using their administrative authority to make Reading First a school-wide priority.
- Principals support reading achievement by being knowledgeable about relevant federal and district-level policy, scientifically-based best practices for reading instruction, and the roles of the literacy coach or coaches, classroom teachers, and reading specialists in their buildings. Principals use their knowledge to inform their decisions concerning shared planning time, instructional blocks, teacher observations and evaluations, reading curriculum, and student data.

- Principals support reading achievement by being committed to Reading First and its success. Principals illustrate their commitment through their depth of involvement in all aspects of the program, from attending professional development workshops to working with literacy coaches to analyze student data.
- Principals support reading achievement by encouraging and modeling the use of student data to inform instructional decisions in their school's reading program.

Principals use their Authority to Implement Reading First

Principals provide the authority that the literacy coach lacks to implement a scientifically based reading program. Describing her principal, one coach states, “she provides leadership here at the school so that the teachers really feel it’s a total school effort. I mean, her buy in has trickled down to everyone else’s buy in. Her expectations are that everyone does what they’re supposed to be doing.” Principals can use their authority to implement the program in many ways, such as creating a schedule with a 90 minute uninterrupted reading block and observing and monitoring teachers to ensure that they are using instructional techniques from staff development. Because of the tenuous position of the literacy coach between teacher and administrator, the principal, most importantly, must use his or her authority to support the coach. “If the principal is not behind the coach, just telling the teachers, ‘You have to do what the coach is saying,’ it’s not going to happen.”

Principals are Knowledgeable about Reading First

By attending district-level and building-level training workshops and professional development, by working closely with county coordinators and their own in-house literacy coach or coaches, and by committing to and placing value in Reading First, principals become knowledgeable about the Reading First initiative. A principal’s knowledge of Reading First specifically and scientifically-based reading instruction in general informs all of his or her decisions relating to the school-wide reading program. For example, when conducting classroom observations and evaluations, principals now “know the parts of the core curriculum . . . and know what to look for.” Similarly, principals’ knowledge of the importance of both shared planning time for teachers and an uninterrupted 90 minute block for reading instruction informs their decisions when creating master schedules.

Principals are Committed to and Actively Involved in Reading First

Principals’ commitment to Reading First is essential for successful implementation. One literacy coach describes her principal as “an active participant in the whole process.” Through their actions, actively involved principals set the model for the rest of their school staff. Active involvement includes a wide range of activities from helping to write the Reading First grant, to helping administer and evaluate DIBELS testing, to working with literacy coaches to plan and attend professional development opportunities. For example, one principal maintains that attending professional development brings “validity in terms of, they [the teachers] know that you’ve been through the program, that you know what you’re talking about.” Principals also show commitment by supporting the work of their literacy

coach or coaches and teachers. According to one county coordinator, “the most important aspect is that they’re [the principals] 100 percent behind the program and the coach . . . they have to be involved. They can’t just say it’s just something going on in their building.”

Principals Encourage and Model the use of Student Data to Inform their Decisions about Reading

To inform their decisions about the reading program in their buildings, principals are increasingly using student data to monitor the growth of individual students, to compare students in a single classroom, to compare students across grade level, and even to make cross-school comparisons. A number of principals described practices to monitor individual student growth and make informed instructional decisions instruction. For example, one principal describes, “We progress monitor every two weeks in oral reading fluency. And if a kid hasn’t increased his number of words per minute, then he’s flat-lining. Okay. Let’s design some interventions, re-meet in six weeks.” These practices support the use of student data to create groups for differentiated instruction within classrooms, to monitor those groups, and to regroup when necessary. Several principals also described how they use data to motivate teachers. One principal explained, “When they [teachers] look at the kids, and look at these class progress graphs, and they can see what the growth, the overall growth . . . it’s exciting for them.”

In addition to principals, state coordinators, coaches, and school districts play critical roles in the implementation of Reading First. To better understand those roles and how they interact, interview respondents were asked to describe their perceptions of the roles and effectiveness of each group of players. The interview data concerning the roles of coordinators and coaches are described below.

How do Coordinators Support Reading Achievement in Reading First Schools?

- Coordinators support reading achievement by being knowledgeable about scientifically based reading research, district-level policy on reading instruction, and the Reading First legislation.
- Coordinators support reading achievement by providing leadership to their districts and coaches.
- Coordinators support reading achievement by actively working alongside their coaches.

Coordinators are Knowledgeable about District-level Reading Policy

The coordinators offer valuable insight into implementation of the Reading First program because of their intimate knowledge of both district policy and the individual schools in their district. This two-part knowledge enables the coordinators to communicate with and serve as a liaison between the schools and the state’s Department of Education. One coach explains the importance of the coordinator’s familiarity with the school, “You develop a working relationship. And she [the coordinator] knows your style. And she knows our building and our kids. And what it’s like here. The climate here . . . She’s a constant for us.” Thus, the

coordinators' unique understandings of district-level and school-level events and needs aid implementation. Moreover, coordinators understand the big-picture of implementation; coordinators can explain the rationale behind a certain element of the program when coaches, principals, or teachers have doubts or questions. Providing a consistent, unified vision of the program helps schools understand the requirements and expectations asked of it in order to comply successfully.

Coordinators Lead their Schools in Reading First Implementation

As leaders, coordinators are responsible for ensuring that all elements of the Reading First grant are being met. To achieve full compliance, coordinators monitor the progress and fidelity of their schools to the program. Coordinators lead their schools by having constant, direct contact with their coaches. The coordinators meet weekly with the coaches to discuss all aspects of the grant. For example, one coordinator explains,

There are also some reports that I have to do that sort of guides the kinds of things that I'm responsible for. So during that time I'm also, when I'm meeting with the coach, I'm also checking to see, are the schedules up? Do we have Leadership Team meetings on a consistent basis? Is the principal meeting with the coach? . . . And if I find that consistently some of those things are not happening . . . that would be one of the things that I would talk with my director about, or talk with the coach or the principal, to see what we can do to get these things in place.

Coordinators must exercise leadership over teachers, coaches, and principals. For teachers, coordinators conduct walk-throughs to evaluate classroom instruction, use of research-based instructional techniques, and level of compliance to the Reading First grant. For coaches, the coordinators offer a timeline of implementation, providing them with guidance about the most logical sequence of implementing all the varied aspects of Reading First. For principals, coordinators develop and attend principals' meetings to instruct them on school-level and district-level progress. Moreover, one responsibility of the coordinators is to get principals on board with the Reading First grant, making them see the importance of the grant and of the role of the coach. Thus, because of her work with varied participants, the coordinator must have the ability to foster working relationships. As one coach describes, "I trust her [the coordinator]. You know, I'm very comfortable with her. And the teachers are too . . . they don't feel threatened by her."

Coordinators Support their Coaches

The interview data suggest that all of the coordinators support their coaches inside and outside of the school. Inside the school, coordinators meet weekly with coaches to conduct classroom observations, plan professional development, analyze and use data, offer suggestions for instruction, facilitate meetings with the principal, and write reports. As one coach describes, "She's [the coordinator] always willing, no matter what, when she comes . . . 'What are you working on? What do you need me to help you with?' So I always feel tremendous support from her." The coordinator also works with the coach on leadership issues, providing encouragement when the coach is confronted by challenges from teachers or the principal. As one coordinator explains,

I can go to the schools, and they can be honest with me about how they feel this is really working, or not working. Or their success and failures . . . If I don't need to share it, I don't have to run back and tell her [boss] unless it's creating a problem in the program. So, we're kind of the middle man.

Outside the school, the coordinators offer opportunities for additional training by organizing and implementing professional development by both themselves and outside providers. They provide additional resources, an outside perspective, and clarification of district and grant expectations.

How do Coaches Support Reading Achievement in Reading First Schools?

- Coaches support reading achievement by being knowledgeable about scientifically-based reading research, instructional materials and resources, best practices, and the Reading First legislation.
- Coaches support reading achievement by leading the reading program of their school. Coaches' leadership varies depending on the individual style of the coach; however, many coaches discuss the attribute of multi-tasking as essential.
- Coaches support reading achievement by working directly with their classroom teachers.
- Coaches support reading achievement by organizing, analyzing, interpreting, and using data to inform reading instruction.

Coaches are Knowledgeable about Reading First

Coaches are responsible for knowing about all aspects of their school's reading program, from instruction to resources to curriculum to data analysis. As a key resource person, coaches actively pursue new knowledge through training, professional development, and reading. Moreover, coaches provide their colleagues—principals and teachers—with the most up-to-date information about current practices and instructional strategies. As one county coordinator explained, “the coach's role is...becoming well-trained and knowledgeable about Reading First, and about reading, and about helping children become readers.” Coaches use their knowledge about the legislation specifically and reading instruction in general to guide the creation and implementation of the reading program at their school.

Coaches Lead the Reading Program

Based on the interview data, the leadership styles of coaches vary according to the individual personality and preferences of the coach. A widely shared characteristic of the coaches is the ability to juggle multiple tasks. The coach's job includes multiple tasks including but not limited to: creating and implementing staff development; meeting with, observing, modeling for, and supporting teachers; attending grade level meetings; ordering instructional and evaluation materials; meeting with principals and county coordinators; attending professional

development workshops; participating in study groups; analyzing and interpreting student testing data; creating differentiated student groups; monitoring fidelity to the core curriculum; and creating evaluative reports for the district. As one county coordinator described, “They [coaches] have been bombarded with a number of tasks. And I think at this point, are being conscientious. They’re trying to juggle all of the balls in the air, and get the job completed.”

A component of a coach’s leadership involves interacting with a variety of persons, including students, teachers, reading specialists, principals, administrators, county coordinators, professional development providers, and technical support staff. To be successful, coaches must negotiate their relationships with each of these types of people. For example, coaches must direct teachers in reading instruction despite being teachers themselves. One principal explained, “To go into the classroom and not feel like you’re offending fellow peers can be difficult for coaches in general.”

Coaches Work Directly with Classroom Teachers

The interviews contain many examples of how coaches support teachers by providing assistance and guidance inside and outside of the classroom. Inside the classroom, coaches help teachers evaluate and design instruction for the entire class and for individual students. One coach explains, “If a student is really struggling in a certain area of reading, and they’re [the teacher] not sure why, I may investigate that with that student.” Coaches also help teachers create student groups and plan appropriate interventions for differentiated instruction. To accomplish differentiated instruction, coaches model instructional strategies for teachers and observe teachers implementing those strategies to offer guidance and monitor teacher progress. In addition, coaches teach teachers how to use DIBELS data to guide their classroom instruction. Outside the classroom, coaches provide professional development on issues pertinent to the needs of their teachers. Coaches identify weaknesses and challenges and design staff development to address those needs. Coaches also run book study groups in order to introduce teachers to current research on reading.

Coaches Use Data to make Instructional Decisions

The interview results suggest that coaches play a critical role in helping teachers use student data to drive instruction. One of the coaches’ primary responsibilities is administering, analyzing, interpreting, and using student data to inform instruction and decisions concerning professional development. Coaches monitor individual student growth and entire classroom growth, as well as the performance of individual teachers as determined by their student outcomes. Moreover, coaches instruct teachers on using data to make their own classroom decisions. One coach describes, “I was meeting with teachers by . . . whole school, and we’d look at our data and where we were. And then I would meet by grade level . . . This year I started meeting with individual teachers . . . and really closely looking at the progress that their students are making.”

How do School Districts Support Reading Achievement in Reading First Schools?

- Lines of responsibility are sometimes uncertain at the district.

- The status of Reading First relative to other district programs and accountability pressures is sometimes unclear.

In smaller districts, there was no confusion as to who oversaw Reading First. One central office administrator was the point of contact. S/he handled the routine financial chores and often assisted in other ways. Showing up in schools was especially appreciated. Being in the school for any length of time sent the message that Reading First mattered, and participating in classroom walkthroughs, assessments, and professional development demonstrated understanding of, as well as support for, the initiative.

In larger districts, the clear lines of authority were sometimes not as easy to create and maintain. When the central office had different people responsible for Title One, special education, elementary education, and language arts, the task of coordination was harder than it was in the smaller districts. The challenge was greater whenever there was turnover in the positions. The "ball just got dropped" in one district when orders for materials and intervention programs were submitted late (and some orders were incorrect). "Too many changes at one time, and stuff fell through the cracks" according to one coach who had to download and copy DIBELS materials throughout September.

In several districts, the coaches were not sure if Reading First was just one of many "pilot projects" that might disappear once the federal funding ended. They had heard the central office (but not necessarily the superintendent) express support, but wondered why other schools in the same district were not encouraged to take note of and adopt some Reading First practices. A related worry was the thought that many schools might be recruited for Reading First without funding coaches for each site, a prospect that each coach considered foolhardy.

Principals and coaches recognized that the DSTP scores in third grade were a priority in their districts. Many suspect that what the DSTP measures is not the same as what the DIBELS gauges. In one school where the DIBELS and DSTP scores varied, the coach said, "I know part of that is because they're such different assessments. But when you're asking teachers to take a leap of faith that, yes, fluency is directly correlated with comprehension; you like to see that borne out in the numbers." She did not want her third grade teachers to slight Reading First in order to prep the students for the DSTP, and she hoped the district would recognize that, in time, DSTP scores would rise for students immersed in Reading First since kindergarten.

Goal 2b Objective: Reading First will broadly disseminate information regarding the philosophy, benefits, and strategies of Universal Design for Learning (UDL).

Goal 4b: Are IST teams meeting consistently to discuss students' instructional needs?

One of the primary goals of the Reading First program is to have a systemic impact on the Delaware schools and school districts. Data from the Reading First teacher survey address aspects of this issue.

Instructional Support Teams

The K-3 Reading First teachers were asked their views about the adoption of the Maryland model of an “IST” (Instructional Support Team). The Maryland model of “IST” provides a way to discuss and address academic problems (in any area, not just reading) and behavioral difficulties students face. Rather than initiate testing for possible special education referrals, IST tries to find other effective solutions. Many schools in Delaware had versions of this approach prior to Reading First. Most of the schools already had intervention teams or intervention plans in place and questioned why this specific model of IST was necessary. Contrary to last year, this year the schools were not required to adopt the Maryland model of the IST. The teacher survey results reflect this change; only a very small percentage of respondents report being in a school that adopted the Maryland model of IST (Table 4f).

- Few (4%) of the Reading First teachers report that their school had adopted the Maryland model of the IST. More than one-third (39%) did not know if their school had done so.
- Of those who indicated their school adopted the Maryland model of the IST,
 - Slightly more than one-third (34%) report being a member of the IST;
 - One-half (50%) had requested assistance from the IST at least once during the school year.
 - Most (83%) reported four (4) or more IST meeting being held in a typical month at their school.

No respondents (0%) reported being “very satisfied” with any of these areas of concern; additionally, one-third of the IST members (33%) indicated they *did not know* how satisfied they were with these areas of concern.

Table 4f. Reading first teachers’ perceptions of their level of satisfaction

How satisfied are you with:	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	Don’t Know
The IST’s problem solving process?	0%	33%	33%	0%	33%
How collaboratively your case manager worked with you?	0%	50%	17%	0%	33%
How quickly you began working with your case manager?	0%	50%	17%	0%	33%
The amount you learned during the process?	0%	50%	17%	0%	33%
The results you achieved?	0%	33%	33%	0%	33%

Analytic Summary

Looking across the data on system level effects, it is clear that, in general, Reading First has supported changes in schools that better support reading instruction based on SBRR. Large majorities of teachers report that they have benefited from this support and that they have experienced SBRR as a positive development in the climate of their schools. Interviews with coordinators, principals and teachers detail how their roles in Reading First are mutually dependant, and that these roles have become more clearly defined and better integrated during this school year. The teacher surveys and interviews also suggest that district support for Reading First has improved since the first year of the project. The data suggest that support for Reading First at the district level needs further improvement. In districts, clear lines of administrative responsibility and strong visions of the role of Reading First will strengthen system level impacts that reach across the state, district, school and classroom levels.

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APPENDIX A: DATA SOURCES

During the 2004-2005 academic year data were collected as follows:

1. Student achievement data
 - DIBELS benchmark assessment
 - 2005 DSTP 1 and DSTP 2 scores
2. Questionnaires
 - Reading First Teacher Survey to all Reading First teachers in May 2005
 - *The Elementary Reading Attitude Survey*¹² and a brief questionnaire about reading behaviors to Reading First 1st-3rd grade students in fall 2004
3. Interviews
 - All three Reading First State Coordinators were interviewed individually in spring 2005.
 - The principal (in one instance an assistant principal) of each Reading First school was interviewed in spring 2005 (n=12).
 - All Reading First Coaches in were interviewed spring 2005 (with the exception of one co-coach at one school) [n=14].
 - Interview protocols are in Appendix G. The interviews were 30-60 minutes in length. Each was audiotape recorded and transcribed. The transcripts were collaboratively analyzed for major themes by three members of the evaluation team using HyperRESEARCH v2.6.
4. Content Knowledge Assessment
 - In May 2005, the *Teacher Perceptions and Assessment of Early Reading and Spelling*¹³ was administered to all Reading First teachers who had participated in Institutes I and II. This post test was given at each of the Reading First schools by a member of the evaluation team.
5. Special education referral data
 - School-level referral and placement data reported by Reading First literacy coaches

¹² McKenna, M.C., & Kear, D.J. (1990). Measuring attitude toward reading: A new tool for teachers. *The Reading Teacher*, 43, 626-639.

¹³ Mather, N., Bos, C., & Babur, N. (2001). Perceptions and knowledge of preservice and inservice teachers about early literacy instruction. *Journal of Learning Disabilities*, 34, 472-482.

APPENDIX B: 2004-2005 DIBELS WORD USE FLUENCY

The optional Word Use Fluency (WUF) subtest was added to Delaware's Reading First student measurement in winter 2004. The DIBELS authors recommend using local norms, with the lowest 20% of the state scores representing the students "at risk" for poor reading and language outcomes, while the "low risk" students are those who score at or above 40% of the state's own students. This is recalculated at each testing point.

Word Use Fluency (WUF) scores seem to have remained fairly stable through the fall and spring DIBELS administrations. One effect of the author's recommended use of local norms is that 20% of the students will always be "at risk." In the aggregate, the scores appear flat. Changes are most noticeable at the individual student level.

2004-2005 Kindergarten Word Use Fluency

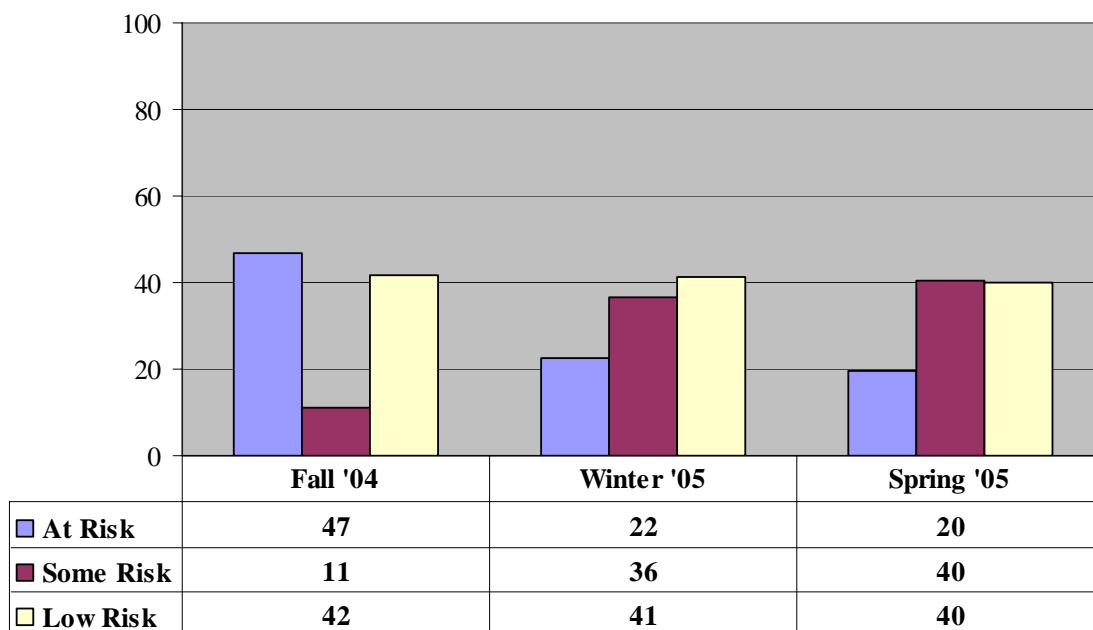


FIGURE B1. 2004-2005 Kindergarten Word Use Fluency Benchmark Percentages

2004-2005 First Grade Word Use Fluency

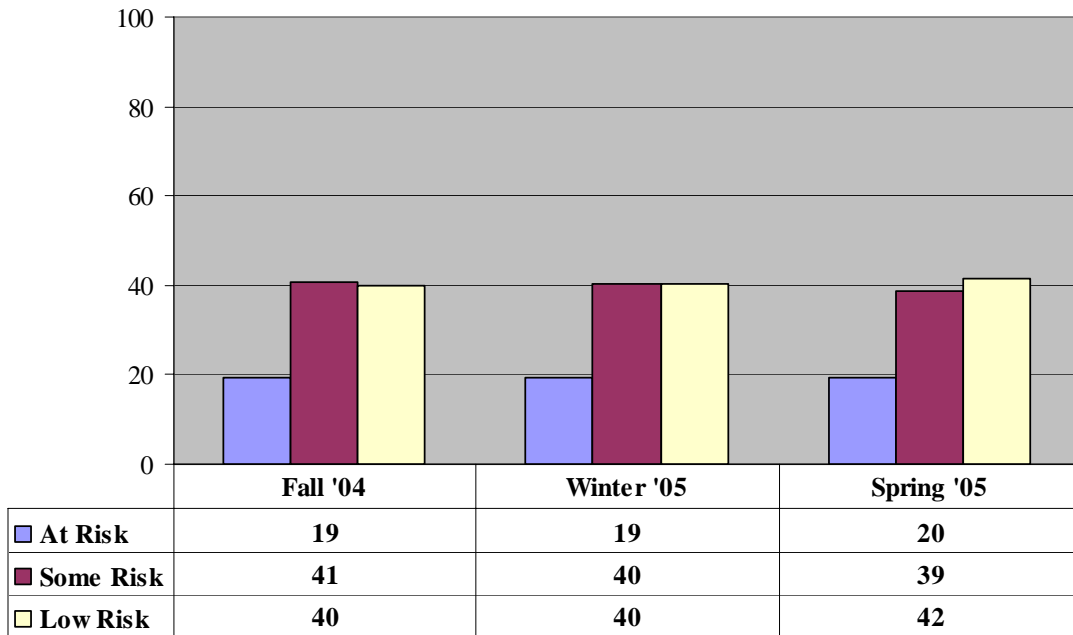


FIGURE B2. 2004-2005 First Grade Word Use Fluency Benchmark Percentages

2004-2005 Second Grade Word Use Fluency

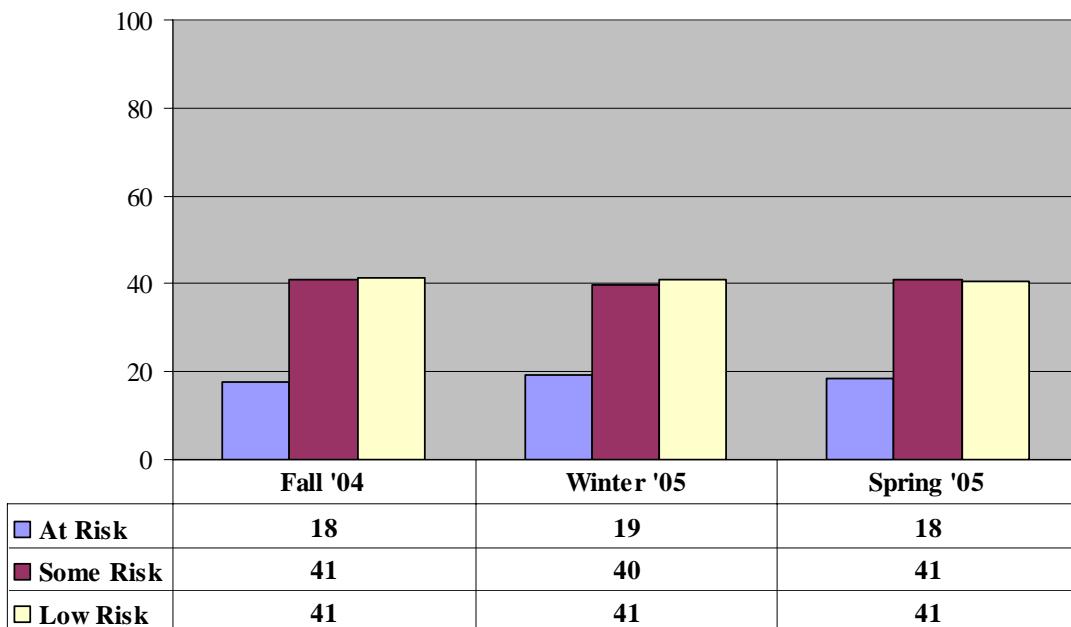


FIGURE B3. 2004-2005 Second Grade Word Use Fluency Benchmark Percentages

F

2004-2005 Third Grade Word Use Fluency

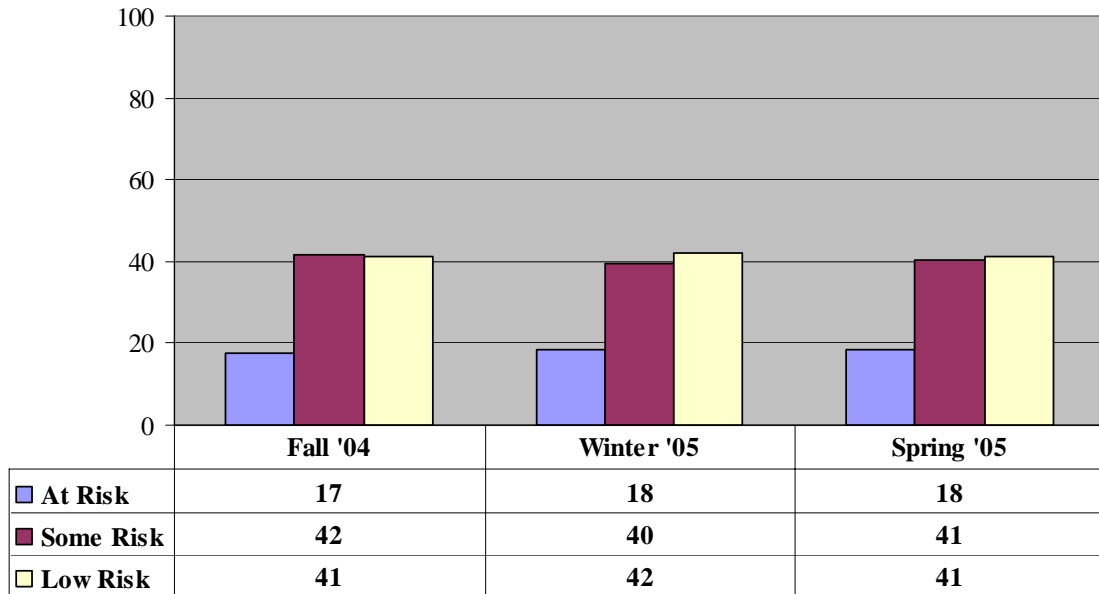


FIGURE B4. 2004-2005 Third Grade Word Use Fluency Benchmark Percentages

APPENDIX C: SPECIAL EDUCATION REFERRAL RATES

Table C1. 2002- 2005 Special Education Referral Rates (%) in Reading First Schools

Schools	2002-03					2003-04					2004-05			
	K	1 st	2 nd	3 rd		K	1 st	2 nd	3 rd		K	1 st	2 nd	3 rd
RF #1	16%	11%	6%	9%		6%	12%	4%	14%		5%	12%	9%	16%
RF #2	1%	3%	2%	2%		0%	1%	1%	7%		0%	1%	4%	1%
RF #3	5%	6%	8%	5%		7%	5%	2%	6%		3%	4%	4%	5%
RF #4	2%	5%	2%	4%		2%	2%	3%	1%		3%	5%	3%	4%
RF #5	1%	5%	6%	9%		1%	7%	3%	9%		3%	3%	5%	3%
RF #6	3%	7%	6%	n/a		0%	12%	10%	0%		10%	3%	9%	0%
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%
RF #9	n/a	n/a	2%	4%		n/a	n/a	2%	6%		2%	2%	2%	3%
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
RF #12	6%	4%	n/a	n/a		6%	5%	n/a	n/a		6%	10%	0%	n/a
RF #13	n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a		10%	8%	n/a	n/a

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

Table C2. 2003-04 Percent Students Referred and Placed into Special Education by Grade

School	K referred	K placed	1 st referred	1 st placed	2 nd n/a referred	2 nd placed	3 rd referred	3 rd placed
RF #1	6%	5%	12%	9%	4%	3%	14%	14%
RF #2	0%	0%	1%	1%	1%	0%	7%	6%
RF #3	7%	5%	5%	4%	2%	2%	6%	5%
RF #4	2%	2%	2%	1%	3%	1%	1%	0%
RF #5	1%	0%	7%	2%	3%	0%	9%	6%
RF #6	0%	0%	12%	9%	10%	2%	0%	0%
RF #7	3%	3%	8%	8%	7%	2%	4%	0%
RF #8*	*	**	*	**	*	**	*	**
RF #9	n/a	n/a	n/a	n/a	2%	**	6%	**
RF #10	5%	**	1%	**	n/a	n/a	n/a	n/a
RF #11*	*	**	*	**	n/a	n/a	n/a	n/a
RF #12	6%	4%	5%	4%	n/a	n/a	n/a	n/a

*Provided total number of K-3 students referred.

**Did not provide number of K-3 students placed.

APPENDIX D: TEACHER PERCEPTIONS AND ASSESSMENT OF EARLY READING AND SPELLING— RESULTS OF PRE- AND POST-TESTS OF CONTENT KNOWLEDGE

The following tables portray the pre- and post test results of the Reading First teachers' responses to the content knowledge section of the assessment. Data are provided as “% correct”, that is the overall percentage of Reading First teachers who answered the question correctly. Questions are organized using the framework of the instrument developers. Data are from teachers who completed both the pre and post tests.* N=134.

Table D1. 2003-2005 Teacher Knowledge Assessment

CONCEPTS OF ENGLISH LANGUAGE STRUCTURE			
Structured Language Terminology (meanings)			
	Summer 2003 % Correct	Spring 2004 % Correct	Spring 2005 % Correct
Digraph			
Item #1	19	30	27
Item #2	38	44	55
Morpheme	18	17	25
Phoneme	83	97	93
Syllable	57	59	62
Consonant Blend	51	51	63
Voiced/unvoiced Consonant Pair	15	17	22
Relationship of letters, phonemes, and graphemes	16	30	36
Onset	46	65	65
Diphthong	13	29	25
Phoneme segmentation	26	49	52
Phonics Terminology			
Definition of Phonological Awareness	27	40	34
Definition of Phonics	60	70	68

Cognitive-linguistic Processes			
	Summer 2003 % Correct	Spring 2004 % Correct	Spring 2005 % Correct
Merging of speech sounds	8	23	18
Problems predicted by difficulties with rapid automatic naming	37	37	33
CONCEPT APPLICATIONS			
Phonetic Applications to Reading/Spelling			
Silent <i>e</i> rule	92	94	95
Soft consonants	87	90	92
Syllable division	38	50	48
Open syllable	30	42	49
Phonological confusion underlying spelling errors	4	22	26
Silent letters	49	50	55
Application of digraphs	60	66	66
Short vowels	66	73	73
Phonemic Awareness Tasks			
Order of sounds	16	30	33
Variant spellings			
Item #1	28	39	37
Item #2	91	96	93
Sound reversals			
Item #1	73	73	77
Item #2	72	78	80
Phoneme Counting Tasks			
Counting speech sounds			
Item #1	35	52	59
Item #2	7	20	22
Item #3	36	60	70
Item #4	79	83	82

* Percentages have been rounded to whole numbers for ease of reading and may not total 100%.

APPENDIX E: TEACHER PERCEPTIONS AND ASSESSMENT OF EARLY READING AND SPELLING— RESULTS OF PRE- AND POST-TESTS OF PERCEPTIONS AND BELIEFS

The following tables portray the pre- and post test results of the Reading First teachers' responses to the beliefs and perceptions section of the assessment. Data are provided as % responding. Items are organized according to the framework provided by those who developed the instrument. The number of respondents varies slightly with each administration, although only teachers who had participated in both Institutes I and II were asked to complete the questionnaire in spring 2005. N (Summer 2003) = 139; N (Spring 2004) = 139; N (Spring 2005) = 168.

Table E1. 2003-2005 Teachers' Beliefs and Perceptions Assessment

BELIEFS ABOUT EXPLICIT, CODE-BASED INSTRUCTION*		% Strongly Agree	% Moderately Agree	% Slightly Agree	% Slightly Disagree	% Moderately Disagree	% Strongly Disagree
K-2 teachers should know how to assess and teach phonological awareness (i.e., knowing that spoken language can be broken down into smaller units, words, syllables, phonemes)	Summer 03	92	7	1	0	0	1
	Spring 04	86	7	4	0	0	3
	Spring 05	89	8	2	0	0	0
Controlling text through consistent spelling patterns (The fat cat sat on a hat.) is an example of an effective method for children who struggle to learn to identify words.	Summer 03	37	36	23	2	2	2
	Spring 04	47	32	14	3	1	3
	Spring 05	52	29	16	1	0	1

Poor phonemic awareness (awareness of the individual sounds in words) contributes to early reading failure.	Summer 03	54	33	9	2	1	1
	Spring 04	66	20	7	2	1	4
	Spring 05	66	25	4	3	1	1
K-2 teachers should know how to teach phonics (letter/sound correspondences).	Summer 03	91	7	1	0	0	1
	Spring 04	91	6	1	0	0	2
	Spring 05	91	7	1	1	0	0
It is important for teachers to demonstrate to struggling readers how to segment words into phonemes when reading and spelling	Summer 03	66	26	6	0	1	2
	Spring 04	71	20	7	0	0	2
	Spring 05	76	18	4	0	0	0
Phonic instruction is beneficial for children who are struggling to learn to read.	Summer 03	71	23	6	0	0	1
	Spring 04	78	18	2	0	0	2
	Spring 05	79	15	4	1	0	0

BELIEFS ABOUT IMPLICIT, MEANING –BASED INSTRUCTION		% Strongly Agree	% Moderately Agree	% Slightly Agree	% Slightly Disagree	% Moderately Disagree	% Strongly Disagree
Materials for struggling readers should be written in natural language	Summer 03	4	17	18	16	18	27
	Spring 04	6	12	17	14	17	33

with little regard for the difficulty of vocabulary.	Spring 05	7	12	17	22	17	25
Learning to use context clues (syntax and semantics) is more important than learning to use grapho-phonetic cues (letters and sounds) when learning to read.	Summer 03	4	8	23	31	18	12
	Spring 04	4	7	16	23	27	23
	Spring 05	6	6	18	28	22	19
All children can learn to read using literature-based, authentic texts.	Summer 03	16	17	26	18	12	12
	Spring 04	12	20	26	9	9	24
	Spring 05	17	20	23	13	13	15

NEUTRAL		% Strongly Agree	% Moderately Agree	% Slightly Agree	% Slightly Disagree	% Moderately Disagree	% Strongly Disagree
Literacy experiences in the home contribute to early reading success.	Summer 03	95	4	1	0	0	1
	Spring 04	98	2	1	0	0	0
	Spring 05	98	1	0	1	0	0
Time spent reading contributes directly to reading improvement.	Summer 03	80	10	7	1	2	0
	Spring 04	84	12	2	1	0	1
	Spring 05	84	12	2	1	0	1

If a beginning reader reads "house" for the written word "home," the response should not be corrected.	Summer 03	7	11	18	26	15	23
	Spring 04	10	21	23	8	19	19
	Spring 05	10	21	20	11	19	20
Children should read different types of text for different instructional purposes.	Summer 03	61	27	11	1	0	1
	Spring 04	78	15	6	1	0	0
	Spring 05	77	14	8	1	1	0
Picture cues can help children identify words in the early stages of reading.	Summer 03	82	14	3	0	1	1
	Spring 04	84	12	3	1	0	0
	Spring 05	85	12	3	0	1	0
Adult-child shared book reading enhances language and literacy growth.	Summer 03	87	11	2	0	0	1
	Spring 04	92	6	2	0	0	0
	Spring 05	90	9	1	0	0	0

TEACHERS' SENSE OF PREPAREDNESS		% NOT Prepared	% SOMEWHAT Prepared	% ADEQUATELY Prepared	% WELL Prepared
How well do you think you are prepared to teach children how to read?	Summer 2003	2	34	43	22
	Spring 2004	0	18	47	35
	Spring 2005	1	9	53	38

How well do you think you are prepared to teach struggling readers how to read?	Summer 2003	7	50	31	13
	Spring 2004	3	32	42	23
	Spring 2005	1	22	49	28
How well do you think you are prepared to use phonological awareness and phonics in teaching early reading?	Summer 2003	11	46	29	14
	Spring 2004	2	24	44	29
	Spring 2005	2	19	43	37
How well do you think you are prepared to use guided reading/reading recovery in teaching early reading?	Summer 2003	21	36	35	8
	Spring 2004	11	32	41	17
	Spring 2005	3	32	42	23
How well do you think you are prepared to use whole language in teaching early reading?	Summer 2003	13	48	28	11
	Spring 2004	8	30	42	20
	Spring 2005	8	32	41	19

*Percentages have been rounded to whole numbers for ease of reading and may not total 100%.

APPENDIX F: READING FIRST K-3 TEACHER LITERACY SELF-EVALUATION* (YEAR TWO N= 213, YEAR ONE N= 93)

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

Table F1. Teachers Literacy Self-Evaluation: Classroom Teacher Strategies

How often are you provided with a common grade level planning time?						
every day		53.4%				
a few times a week		14.1%				
a few times a month		20.4%				
less than once a month		4.9%				
never		7.3%				
How often have you used assessment data to form “fluid groupings” within your classroom?						
every day		14.7%				
a few times a week		14.7%				
a few times a month		46.0%				
less than once a month		20.9%				
unfamiliar with this concept		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?	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?	20.7%	42.3%	32.7%	3.8%	0.5%	n/a
How proficient are you at teaching struggling readers how to read?	25.4%	45.5%	26.3%	2.4%	0.5%	n/a
How proficient are you at designing “before, during, and after reading strategies”?	23.8%	47.6%	25.7%	2.4%	0.5%	n/a

Table F2. Teachers Literacy Self-Evaluation: Instructional and Assessment Materials

How timely were the following materials provided to you?	Very Timely	Somewhat Timely	Not very Timely	Not at all Timely	Don't Know
Core curriculum materials	68.5% 60%	19.7% 22.5%	4.7% 13.8%	6.1% 3.8%	.9% 0%
Supplemental reading materials	43.6% 38.5%	38.4% 41%	9.5% 15.4%	6.6% 3.8%	1.9% 1.3%
Benchmark assessments (i.e., DIBELS)	67.0%	28.2%	1.4%	2.4%	1.0%
Diagnostic materials	50.2% 36.7%	37.8% 41.8%	5.3% 11.4%	3.8% 3.8%	2.9% 6.3%
Progress monitoring materials	59.6% 40.5%	29.1% 39.2%	7.0% 11.4%	3.3% 6.3%	0.9% 2.5%

Table F3. Teachers Literacy Self-Evaluation: Instructional Practices

How often do <i>you</i> participate in the following activities in your 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)	37.7% 36.3%	42.9% 47.5%	18.4% 16.3%	0.9% 0%	0% 0%
Draw children's attention to the sounds they <i>bear</i> in words	77.3% 81.3%	18.5% 13.8%	3.8% 3.8%	0.5% 1.3%	0% 0%
Read to the children in class	83.0% 83.8%	10.8% 11.3%	4.2% 3.8%	1.4% 1.3%	0.5% 0%
Say the sounds that letters and letter combinations make	74.8% 80%	16.7% 15.0%	6.7% 3.8%	1.9% 1.3%	0% 0%
Before reading, explicitly teach new vocabulary and concepts	40.1% 40%	39.6% 37.5%	18.9% 21.3%	1.4% 1.3%	0% 0%

How <i>many</i> 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	24.1% 21.3%	46.2% 50.0%	25.0% 23.8%	4.2% 5.0%	0.5% 0%
Reread favorite stories aloud to an adult or peer	21.3% 16.3%	36.0% 36.3%	34.1% 32.5%	6.6% 12.5%	1.9% 2.5%
Say the sounds that letters and letter combinations make	46.7% 52.5%	37.1% 36.4%	12.4% 7.5%	3.3% 3.8%	0.5% 0%
Independently read or look at books written in their native language	60.3% 61.3%	25.8% 23.8%	7.2% 7.5%	5.3% 7.5%	1.4% 0%

Table F4. Teachers Literacy Self-Evaluation: School Climate

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.	62.6% 66.3%	35.5% 31.3%	0.9% 2.5%	0.5% 0%	0.5% 0%
Teachers in this school are continually learning and seeking new ideas.	61.8% 56.3%	36.3% 36.3%	1.4% 6.3%	0% 1.3%	0.5% 0%
I believe the overall impact of SBRR practices on this school has been positive.	43.4% 32.5%	47.2% 46.3%	3.8% 11.3%	0.9% 2.5%	4.7% 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.	41.4% 47.5%	33.8% --	14.3% 33.8%	6.2% --	2.9% 16.3%	1.4% 2.5%
Accepts the noise that comes with an active lesson.	63.3% 65.0%	26.7% --	5.7% 27.5%	1.4% --	0.5% 1.3%	2.4% 6.3%
Encourages the implementation of SBRR instructional practices	66.0% 80.0%	21.2% --	5.7% 11.3%	0.5% --	0.9% 3.8%	5.7% 5.0%
Encourages you to observe exemplary reading teachers.	25.1% 31.6%	22.7% --	23.7% 34.2%	15.6% --	9.0% 30.4%	3.8% 3.8%
Ensures few to no interruptions during literacy blocks.	43.3% 33.8%	33.8% --	13.8% 53.8%	5.2% --	1.0% 8.8%	2.9% 3.8%
Explicitly states his/her expectations about formal classroom observations during reading instruction.	48.1% 57.5%	26.2% --	14.3% 32.5%	3.3% --	3.8% 6.3%	4.3% 3.8%
Supports the IST problem-solving process.	39.0% 56.3%	20.0% --	5.5% 23.8%	2.5% --	1.0% 3.8%	32.0% 16.3%

Table F5. Teachers Literacy Self-Evaluation: Professional Development

<i>As part of your professional development this year, have you</i>	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).	17.8% 23.8%	82.2% 76.3%	54.2% 61.1%	22.9% 27.8%	6.3% 11.1%	4.2% 0%	12.5% 0%	42.9% 62.5%	23.8% 25%	2.4% 0%	31.0% 12.5%
Read professional literature related to the teaching of reading (for example, reading study groups).	84.1% 80.2%	15.9% 19.8%	37.3% 29.8%	44.1% 42.1%	16.1% 26.3%	1.2% 1.8%	1.2% 0%	55.8% 53.3%	36.3% 35.6%	0.9% 0%	7.1% 11.1%
Attended grade level meetings related to reading instructional issues.	97.1% 97.5%	2.9% 2.5%	49.5% 42.3%	35.6% 38.0%	12.8% 18.3%	1.6% 1.4%	0.5% 0%	68.3% 65.5%	24.6% 16.4%	0% 3.6%	7.1% 14.5%
Observed demonstrations of teaching reading (either in my school or in another school).	50.2% 67.5%	49.8% 32.5%	44.6% 50.0%	35.6% 38.0%	10.9% 12.0%	5.9% 0%	3.0% 0%	65.6% 61.5%	18.8% 23.1%	3.1% 2.6%	12.5% 12.8%
Participated in mentoring in the area of reading instruction (serving as the mentor or as the mentee).	31.4% 33.3%	68.6% 66.7%	46.0% 56.5%	39.7% 26.1%	6.3% 17.4%	3.2% 0%	4.8% 0%	59.1% 52.6%	22.7% 26.3%	0% 5.3%	18.2% 15.8%

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?	53.6% 41.3%	40.3% 43.8%	4.7% 11.3%	0.5% 0%	0.9% 3.8%
To teach reading to children with disabilities?	14.8% 14.8%	34.8% 11.1%	31.9% 35.8%	17.6% 32.1%	1.0% 6.2%
To teach reading to children whose native language is not English?	3.3% 5.0%	10.5% 3.8%	34.3% 20.0%	48.6% 63.8%	3.3% 7.5%

Table F6. Teachers Literacy Self-Evaluation: Instructional Support Team

		Yes		No		Don't know							
Has your school adopted the Maryland model of an instructional support team?		3.6%		58.0%		38.5%							
Are you an IST member?		33.3%		66.7%		n/a							
How many IST meetings are held in a typical month at your school?													
Zero 0.0%		One 33.3%		Two or three 16.7%		More than four 33.3%		Don't know 16.7%					
How often, on average, have you:		Weekly		Monthly		A few times a semester		Once a semester		Once a year		Never	
Requested assistance from the IST including the literacy coach?		0% 10.3%		33.3% 12.8%		16.7% 51.3%		0% 12.8%		0% 0%		50.0% 12.8%	
Been provided assistance from a member of the IST including the literacy coach?		50.0% 5.6%		0% 30.6%		16.7% 47.2%		16.7% 5.6%		0% 2.8%		16.7% 8.3%	

How satisfied are you with:	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	Don't Know
The IST's problem solving process?	0% 30.6%	33.3% 41.7%	33.3% 16.7%	0% 2.8%	33.3% 8.3%
How collaboratively your case manager worked with you?	0% 50.0%	50.0% 22.2%	16.7% 16.7%	0% 0%	33.3% 11.1%
How quickly you began working with your case manager?	0% 44.1%	50.0% 26.5%	16.7% 11.8%	0% 2.9%	33.3% 14.7%
The amount you learned during the process?	0% 34.3%	50.0% 42.9%	16.7% 8.6%	0% 2.9%	33.3% 11.4%
The results you achieved?	0% 31.4%	33.3% 40.0%	33.3% 14.3%	0% 2.9%	33.3% 11.4%

Table F7. Teachers Literacy Self-Evaluation: Background Information

What is your current primary teaching assignment?		
Title I	5.3%	8.9%
Spec. Ed.	18.9%	12.7%
Regular Ed.	71.4%	73.4%
Other	4.4%	5.1%
What grade(s) are you teaching this year?		
Half-day Kindergarten	13.2%	17.3%
Full-day Kindergarten	17.2%	13.6%
1 st Grade	33.3%	39.5%
2 nd Grade	29.4%	25.9%
3 rd Grade	22.5%	21.0%

Number of students	Mean	Standard Deviation	Range
Total number of students in the class	19.4	4.7	4-26
Students with an IEP	3.5	4.1	0-22
English Language Learners (ELL) students	2.3	5.1	0-25
Number of students in additional classes			
Total number of students in the class	15.6	6.7	3-25
Students with an IEP	2.5	3.3	0-10
English Language Learners (ELL) students	1.3	2.8	0-11