EVALUATION OF DELAWARE'S READING FIRST INITIATIVE YEAR V REPORT

SEPTEMBER 2008

LINDA GRUSENMEYER, M.ED.
EDUCATIONAL RESEARCHER

WITH CONTRIBUTIONS FROM:

ANDREW AUGUSTINE, M.ED., EDUCATIONAL RESEARCHER
XIMENA URIBE-ZARAIN, PH.D., EDUCATIONAL RESEARCHER
XIAOYU QIAN, GRADUATE RESEARCH ASSISTANT
XIAOFEN QIAO, GRADUATE RESEARCH ASSISTANT
CHINNI RAMINENI, GRADUATE RESEARCH ASSISTANT

Delaware Education
R&D
Research & Development
CENTER

TABLE OF CONTENTS

<p style="text-align:center">EXECUTIVE SUMMARY</p>

Finding 1. After five years, third grade achievement gains (DSTP total reading) were seen at two sites.

- Differences were noted in one DERF school when percents of third grade students that met or exceeded the total reading standard are compared with third graders in matched non-Reading First schools from 2003 and 2008 on the Delaware Student Testing Program (DSTP).

- Only two schools seem to have improved in the total percents of third grade students who reached the reading standard between 2003 and 2008.

- Six of the ten schools reported lower rates of third graders meeting the reading standard in 2008 than in 2007.

- Examining DERF second graders' total reading achievement for the DSTP2, only one school seems to trend upwards for the past three years.

Finding 2. Data disaggregation reveals significantly more students meeting the Delaware reading standard within some sub-groups.

- At the project level, there are significant improvements comparing the 2003 and 2008 Reading First DSTP2 Reading outcomes among the 2nd grade disaggregated sub-groups. African American, White, Low Income, Not Low Income, English Language Learner, Not English Language Learner, and Not Special Education groups all significantly improved numbers of meets/exceeds, i.e. PL3-5.

- At the third grade, only the African American and Special Education groups were found to have significantly improved numbers of meets/exceeds the standard between the 2003 and the 2008 DSTP.

Finding 3. Students continuously enrolled in DERF schools for four years show mixed positive results.

- Analysis of DERF third graders' performance showed that students who had participated in DERF for only one year had rates of meeting/ exceeding the Delaware third grade reading standard which were comparable to those with four years in the program. Of the students at or above the standard, however, the four year DERF students were almost twice as likely to score PL4 or 5 as the one year students.

Finding 4. The majority of 1st- 3rd grade students meet DIBELS (Dynamic Indicators Basic Early Literacy Skills) benchmark for Oral Reading Fluency; however, many second and third graders remain "at risk" of reading failure.

- The level of Delaware Reading First 1st graders scoring "low risk" on Oral Reading Fluency (ORF) remained constant during winter and spring 2008 (71%).

- In spring 2008, second grade ORF scores show that the percentage of students in the "low risk" group has increased to 65% from 61% in fall 2007. However, one-sixth of the second graders (16%) remain "at risk" in the spring of 2008.

- Slight increases were noted in the percents of third grade students classified at "low risk" on ORF from fall 2007 (52%) to spring 2008 (54%).

Finding 5. Across the project, a culture of professionalism seems to have emerged among DERF teachers.

- In 2008, coaches and principals agreed that teachers' practice in teaching reading has changed in several important ways.

    o Teachers seem to be more reflective about their practices.
    o Their teaching is more explicitly focused on students' needs.
    o Teachers' knowledge of reading instruction has improved.

- Principals described three major changes in collaborative working and learning.

    o Teachers working as grade level teams to identify and solve problems, and to discuss reading strategies.
    o Teachers opening up their classrooms for peer observation and peer learning about new reading strategies.
    o Teachers influencing each other in their commitment to teaching and to academics.

- In 2008, approximately 9 out of 10 teachers reported participating in some form of data-driven instructional planning. The majority (62.3%) attended monthly grade level meetings.

Finding 6. Teachers voice concerns for their future use of Scientifically Based Reading Research (SBRR) practices that focus on time management and student impacts.

- More than half of the teachers stated their concerns for using SBRR in the future were about management and most of those teachers focused on their need for more time.

- Of interest, nearly one-third of the 2008 teacher expressed concerns that can be categorized as concerns for program impact, such as

    o Consequences for students were concerns identified by 21%.
    o Coaches and instructional specialists will be missed. Concerns focused on collaboration itself were mentioned by 4% of the teachers.
    o Other concerns- 7% suggested alternatives to SBRR or ideas to change the current practices to benefit all.

Finding 7. At the system-level, DERF provides professional development that is seen as well-aligned and effective. It also provided active school-level support for instructional change.

- Almost all teachers participated in some form of school-level professional development in 2007-2008.

    o Nearly one-fourth of the teachers (24.3%) attended university courses in reading; 92% of those who attended stated that it was "very" or "moderately" effective.
    o More than half (60%) of respondents indicated that at least twice a month their Reading First Coach visited their classroom for a walk through. One third (32.2%) stated that their coach "never" modeled instructional practices in their classroom.
    o In 2003-2004, between 11.1% and 15.8% of teachers who participated in a various forms of professional development *did not know* if it was aligned with SBRR. In 2007-2008, between 1.6% and 8% indicated they "did not know".

- In the 2008 interviews, principals described their active support for the RF program in several ways which seem consistent with the views reported by the classroom teachers.

    o 73.4% of the teachers indicated that their principal either "frequently" or "always" encourages them to select reading content and instructional strategies that address individual students' learning.
    o In Year 5, 14.0% of the teachers indicated that their principal "never" encouraged them to observe exemplary reading teachers, down from 30.4% who reported they were "never" encouraged to do this in Year 1.

- Nearly two-thirds (61.2%) of the teachers indicated that training in SBRR practices was either to a "moderate extent" or to a "great extent" adequate to teach reading to children with disabilities, up from 25.9% in 2003-04.

- The majority (72.6%) of the teachers continue to report that the SBRR training to teach reading to children whose native language is not English is to a "small extent" or "not at all" adequate.

- 78.9% of DERF teachers indicated that general education and special education teachers "always or frequently" use the same reading curriculum.

Finding 8. While teachers attribute positive changes to the program, opportunities for improvement remain.

- In Year 5, 89.8% of the teachers felt that the overall impact of SBRR practices has been positive compared to 78.8% in Year 1.

- A large majority (85.9%) responded that regardless of whether their school participates in Reading First next year, they intend to use SBRR practices in their classrooms.

- Coaches and principals provided advice for future participating schools and for possible program changes.

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)

Evaluation Questions and Data Sources

To determine how well Delaware's Reading First program is addressing these four major goals, the Year V (2007-2008) 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 5 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?	2007-2008 DIBELS
GOAL 3B	Have children in RF classrooms made significant improvement in their reading performance?	2004-2008 end of year DIBELS data
GOAL 4	How does the rate of placement into special education programs change over time in RF schools?	Comparison of special education referral and participation rates
GOAL 3C	Do both regular and special education students have access to high quality SBRR programs that include instructional content based on the five essential components of reading?	Coaches' interviews RF Teacher Survey

Teacher/Classroom Level Effects		
FOCUS	QUESTIONS	MEASURES
GOAL 2C	Does school-level professional development and opportunities to practice implementing effective reading strategies under the guidance of peer and expert mentors increase teachers' knowledge of reading?	RF Teacher survey Teacher Knowledge Assessment
GOAL 2D	What evidence is there that teachers' practice in teaching reading has changed as a result of teacher's participation in RF professional development?	RF Teacher survey Coaches' interviews Principals' 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 Coaches' interviews 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 Coordinator interview
GOAL 4E	How are principals supporting reading achievement in RF schools?	RF Teacher survey Principals' interviews Coordinators' interview

Data Sources

During the 2007-2008 academic year, data were collected using numerous methods as indicated above. A complete description of the methods and the instruments used for data collection can be found in Appendix A of this report.

FINDINGS

STUDENT – LEVEL EFFECTS

IMPACT ON STUDENT ACHIEVEMENT

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

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

One of the goals of Delaware's Reading First program is to close the achievement gap between student groups. When student achievement data is compiled and disaggregated at the project level, we can make comparisons between students grouped by income, race, and educational programs. When student subgroups were examined program wide, significant differences were found at both second and third grade levels. However, DSTP scores for Asian and American Indian students were unable to be analyzed due to very small numbers. For disaggregated DSTP data in all project years, see Appendices B-C.

There are significant improvements comparing the 2003 and 2008 Reading First DSTP Reading outcomes among the 2nd grade overall and among disaggregated sub-groups. African American, White, Low Income, Not Low Income, English Language Learner, Not English Language Learner, and Not Special Education groups all significantly improved numbers of meets/exceeds, i.e. PL3-5. The effect size shows how many times more likely a group of 2nd grade students meet and exceed the DSTP reading standards in 2008, e.g. African American students are 1.69 times more likely to meet the DSTP reading standards in 2008 than in 2003. (Table 2.)

At the third grade, overall changes were not statistically significant and there were fewer sub groups showing a significant difference between the 2003 and the 2008 DSTP Reading outcomes. Only the African American and Special Education groups were found to have significantly improved numbers of meets/exceeds, i.e. PL3-5. (Table 3.)

Table 2. Disaggregated achievement differences Reading First baseline (2003) and Year 5 (2008), Second Grade DSTP

Group	Year	Fail	Pass	Pearson Chi-square	*P*	Effect Size
Total	2008	178	533			
	2003	256	418	29.96	<.001**	1.83
African American	2008	100	207			
	2003	140	171	10.07	.002**	1.69
Hispanic	2008	22	40			
	2003	17	19	1.31	0.25	1.63
White	2008	53	280			
	2003	100	222	20.96	<.001**	2.38
Low Income	2008	128	294			
	2004	180	204	23.31	<.001**	2.03
Not Low Income	2008	49	240			
	2004	79	213	8.63	.003**	1.82
English Language Learner	2008	8	30			
	2004	13	16	4.32	.04*	3.05
Not English Language Learner	2008	169	504			
	2003	252	412	25.54	<.001**	1.82
Special Education	2008	6	6			
	2003	35	27	0.17	0.68	NA
Not Special Education	2008	171	528			
	2003	220	392	20.56	<.001**	1.73

Note. Year 2004 data are used when 2003 data are not available.   *p<.05; **p<.01

Table 3. Disaggregated achievement differences Reading First baseline (2003) and Year 5 (2008), Third Grade DSTP

Group	Year	Fail	Pass	Pearson Chi-square	P	Effect Size
Total	2008	284	603	0.001	0.98	NA
	2003	232	494			
African American	2008	205	261	16.85	<.001**	1.76
	2003	233	169			
Hispanic	2008	29	45	1.01	0.32	NA
	2003	7	18			
White	2008	55	286	1.50	0.22	NA
	2003	58	234			
Low Income	2008	232	348	0.40	0.53	NA
	2003	162	264			
Not Low Income	2008	55	252	1.60	0.21	NA
	2003	65	230			
English Language Learner	2008	10	30	1.59	0.21	NA
	2004	6	8			
Not English Language Learner	2008	280	567	0.18	0.67	NA
	2003	231	490			
Special Education	2008	20	21	4.35	0.04*	2.80
	2003	24	9			
Not Special Education	2008	262	582	0.19	0.66	NA
	2003	208	485			

Note. Year 2004 data are used when 2003 data are not available. *p<.05; **p<.01

At the school level, due to the relatively small numbers of students in categories such as special education, English Language Learners (ELL), and some racial or ethnic minorities, data were limited to an examination of the achievement of African-American students. Figure 1 shows change in percentages of African-American students who met or exceeded the 3rd grade reading standard on the DSTP from 2003 to 2008. 2003 data serves as a baseline for a comparison prior to implementation of the Reading First program.

While generally more African-American students meet or exceed the 3rd grade reading standard in 2008 than in 2003, at the school level in 2008, none of Delaware's Reading First schools show a clear trend. Percents of students at or above the standard vary across the years within any one school.

2003 to 2008 Third Grade African American Students in Reading First Schools Meeting the Reading Standard
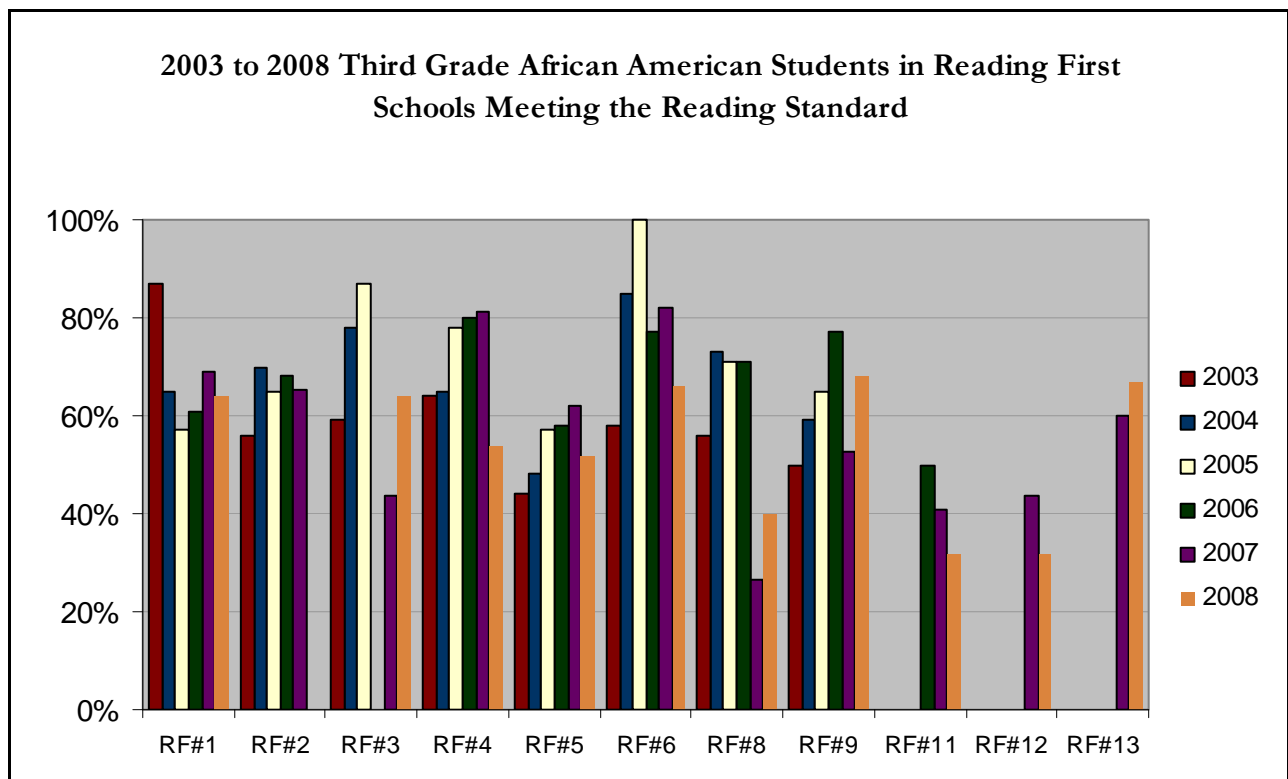
Figure 1. No clear trend: Comparison of 2003 to 2008 DSTP 3rd grade reading performance in all Reading First schools disaggregated by race; i.e., African-American students

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

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?

Third Grade Performance in Reading First schools

In this section, the percent of third graders who meet or exceed the third grade reading standard as measured by the DSTP is examined in two ways: 1) change in percent of students within both DERF and non-DERF comparison schools, from 2003 (baseline) to 2008 (fifth year implementation); and, 2) a comparison of DERF student performance in 2003 and 2008 as compared to the statewide percents of students meeting or exceeding the reading standard. **(See "Cautionary Note" above regarding comparisons to previous years' DSTP data.)**

Figure 2 shows DSTP performance of third grade students in four (4) of the Reading First schools compared with that of students in similar non-participating schools in 2003 and in 2008, at the end of four years of Delaware's Reading First initiative. Comparison Schools were matched with DERF schools by district, size, and

percentage of poor and minority students, as well as prior achievement. Percentages reflect the total number of students who met or exceeded the third grade reading standard at that point in time.

It appears that only Reading First School #4 shows greater improvement from 2003 to 2008 than its comparison school. Reading First School #1 experienced a large decline in the percentage of students who met or exceeded the third grade reading standard, although its comparison school has slightly increased its "pass" rate. Reading First schools #3 and #6 show change similar to that in their comparison schools.

Because this analysis is derived from cross-sectional data collected in the third grade during 2003 and 2008, it is important to recognize that there are many factors that influence the performance of cohorts of students, such as variations in ability, and academic motivation. Readers of this report are advised to consider this limitation and its potential impact when interpreting these data.

Change Within DERF Schools and Comparison Schools (RFC): Percent Third Grade Meets/exceeds Total Reading Standard

Differences from 2003

	RF 1	RF 3	RF 4	RF 6
DERF 2003 to 2008	-19%	1%	13%	2%
RFC 2003 to 2008	4%	0%	0%	6%
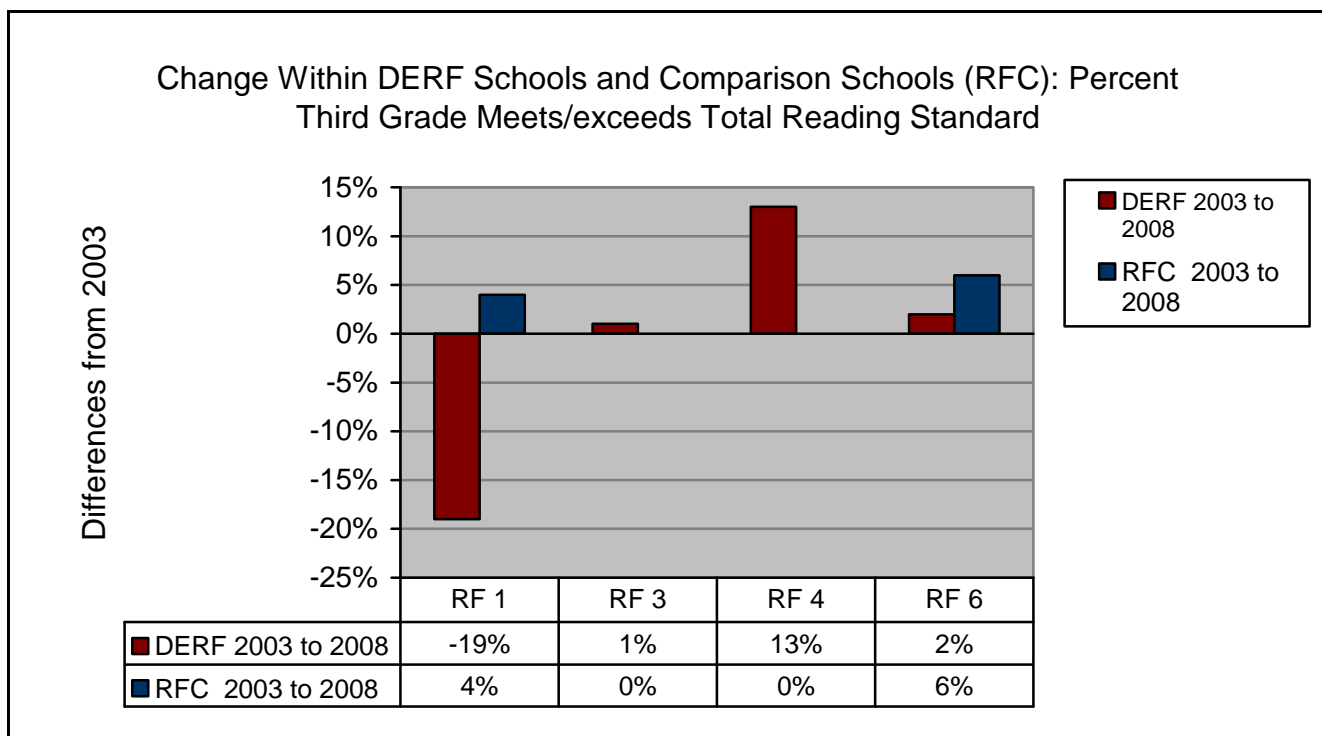
Figure 2. Few differences and little change: Percentage of third grade students that met or exceeded the total reading standard in comparison schools and Reading First schools' in 2003 and 2008 DSTP

Figure 3 illustrates that in two DERF schools, #5 and #9, there was improvement in the percents of third grade students who reached the reading standard between 2003 and 2008. Also in 2008, only one of the Reading First schools scored above the state total in percentage of students who met or exceeded the third grade reading standard. Across the five years, DERF schools have varied in their progress toward the goal of all students meeting state reading standard. Only four of the ten schools reported higher rates of third graders meeting the standard in 2008 than in 2007. (See Appendix D.)
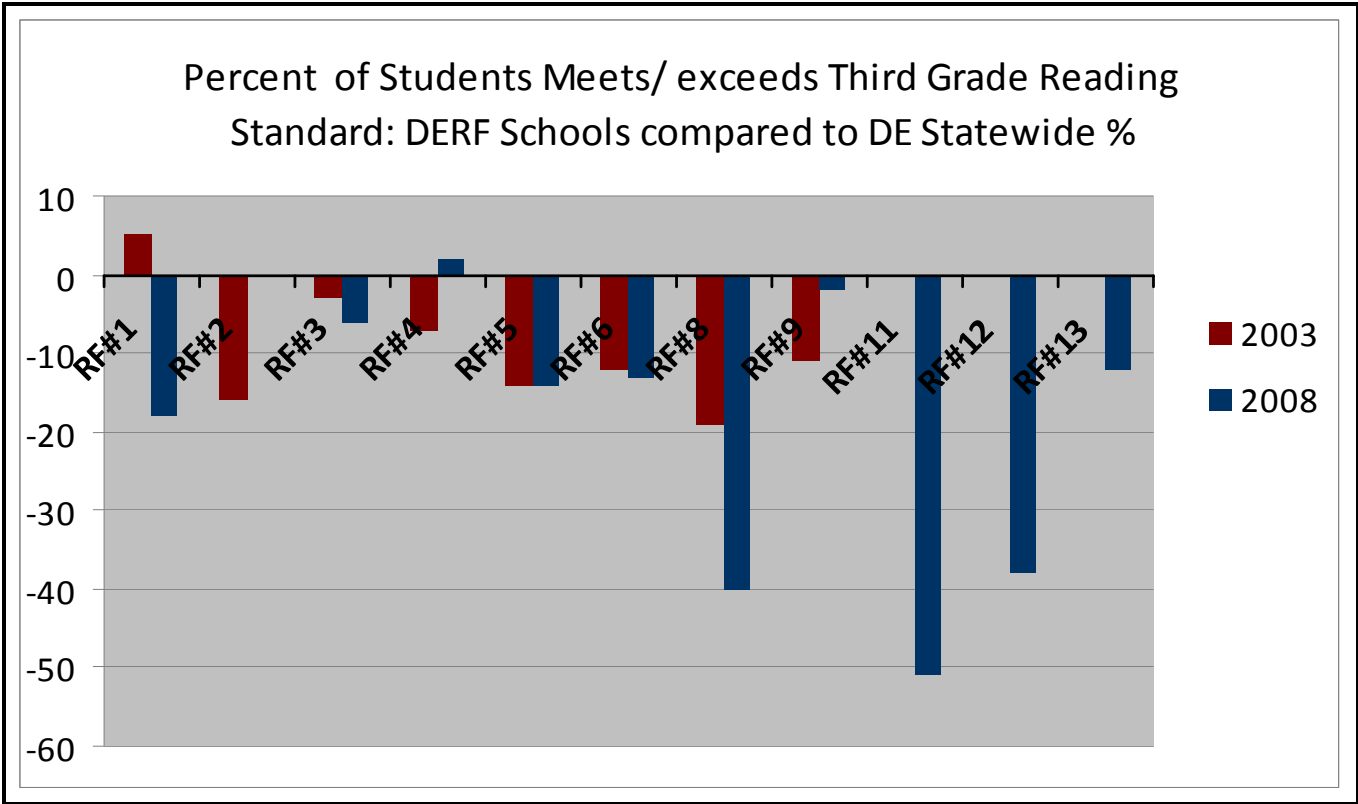
Figure 3. Little progress: Percentages of DERF students above or below state total percent meeting or exceeding the DSTP Reading Standard in 2003 and 2008

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

DSTP2 data was not collected for comparison schools at second grade level. Figure 4 illustrates DERF second graders' total reading achievement for the past three years. Only School #9 seems to trend upwards for all three years. Only School #4 consistently exceeds the statewide percent of second grade students who perform at or above standard.

	RF 1	RF 2	RF 3	RF 4	RF 5	RF 6	RF 8	RF 9	RF 11	RF 12	RF 13	DE State
2006	0.64	0.83	0.85	0.9	0.78	0.91	0.59	0.73	0.67	0.53	0.58	0.85
2007	0.67	0.7	0.78	0.92	0.75	0.8	0.42	0.75	0.6	0.52	0.6	0.82
2008	0.65	-	0.83	0.85	0.77	0.71	0.54	0.82	0.61	0.61	0.5	0.84
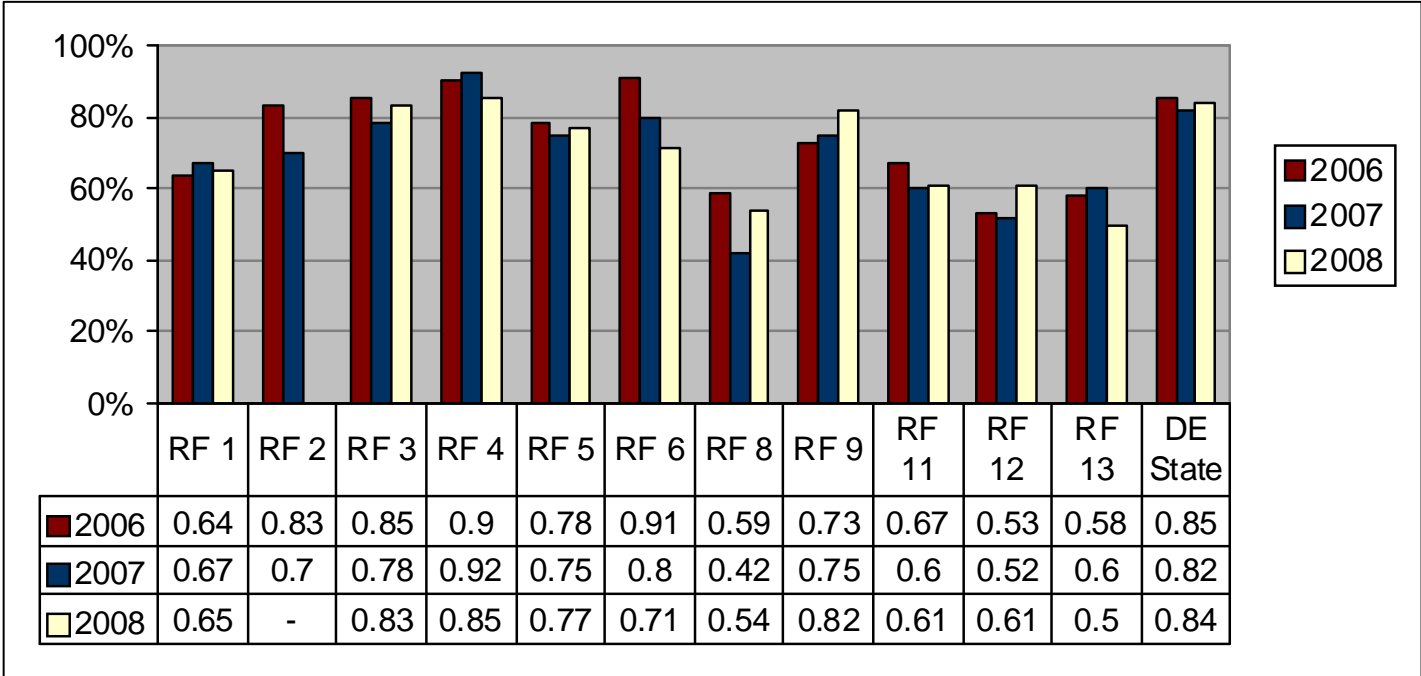
Figure 4. No clear trend in second grade, either: Percent Students At or Above Reading Standards on DSTP2

As stated previously, caution must be used when considering any comparisons of data from 2006 or later with previous years. **For 2003- 2005 second grade DSTP data, please see EVALUATION OF DELAWARE'S READING FIRST INITIATIVE YEAR III REPORT (REVISED) online at** http://dspace.udel.edu:8080/dspace/handle/19716/2501

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?

Two different measures were used to determine an individual student's reading achievement in DERF schools, the total reading scores from the state mandated Delaware Student Testing Program (DSTP) and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Unlike the DSTP, DIBELS primary use is for progress monitoring.

DIBELS subtests are administered to students at least three times each year in grades K to 3. Because student are indicators of progress, they are reported in terms relative to predictions of future reading success such as "At risk," "Some risk," or "Low risk."

When examining DIBELS data, it is important to note that the benchmarks rise at each testing administration which represents the ongoing growth that students make in order to reach reading independence later in life. Thus, a student who scored at "low risk" in the fall 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.

Kindergarten Progress on DIBELS during 2007-2008

Based on the 2007-2008 DIBELS assessments, Delaware's Reading First kindergartners have made the greatest gains in the area of Letter Naming Fluency (LNF). From fall 2007 to spring 2008, the level of kindergarteners scoring "at risk" decreased from 27% to 5%. The level of students scoring "low risk" increased from 55% to 81%. The Phoneme Segmentation Fluency (PSF) subtest also shows improvement, with students scoring "low risk" increasing from 69% to 89%. (See Figures 5a-d.)

2007 - 2008 Kindergarten Initial Sounds Fluency

	Fall '07	Winter '08
■ At Risk	22%	4%
■ Some Risk	21%	25%
□ Low Risk	57%	71%
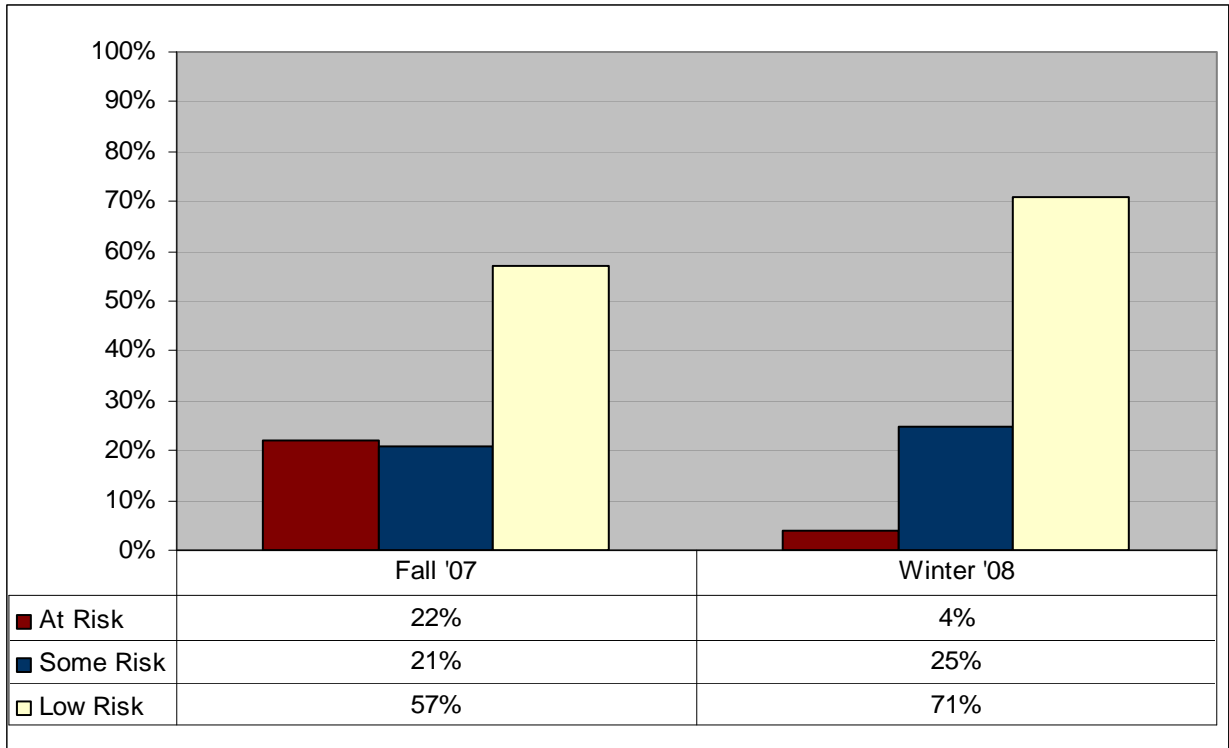
FIGURE 5a. 2007-2008 Kindergarten Initial Sound Fluency Percent at Benchmark (%)

2007 - 2008 Kindergarten Letter Naming Fluency

	Fall '07	Winter '08	Spring '08
■ At Risk	27%	8%	5%
■ Some Risk	18%	9%	14%
□ Low Risk	55%	83%	81%
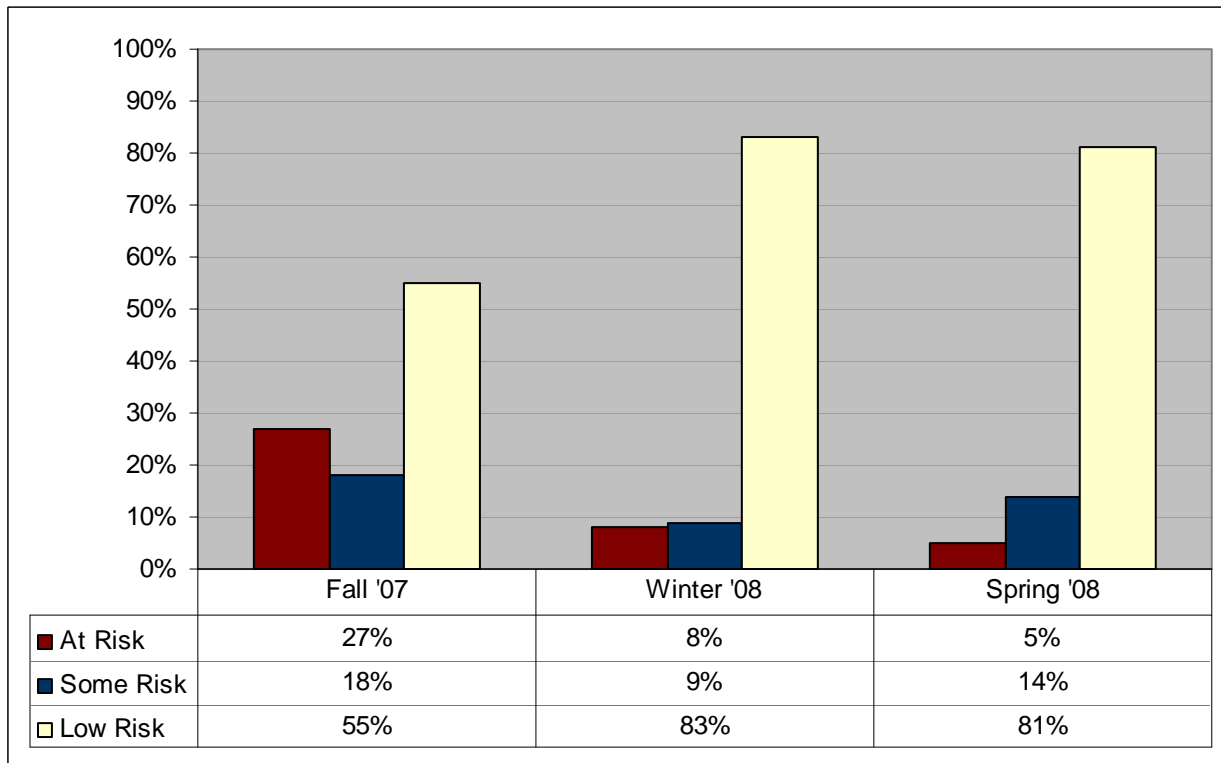
FIGURE 5b. 2007-2008 Kindergarten Letter Naming Fluency Percent at Benchmark (%)

2007 - 2008 Kindergarten Phoneme Segmentation Fluency

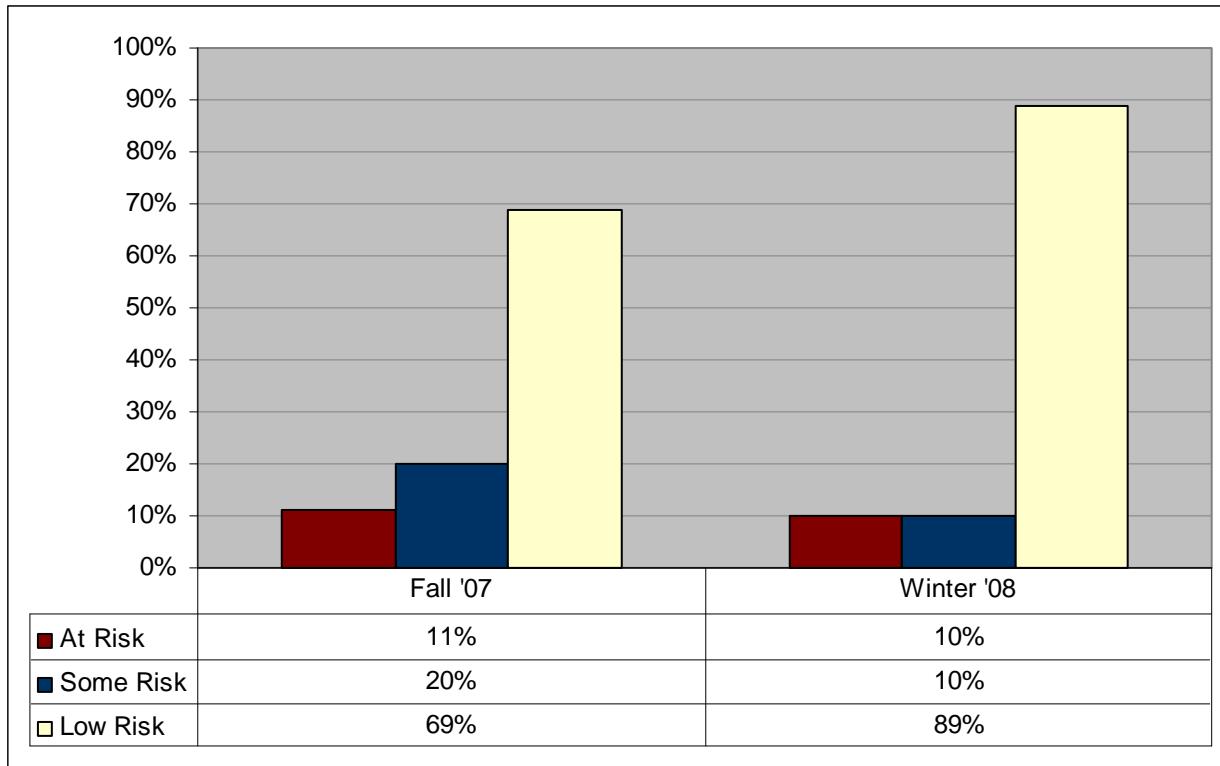|	Fall '07	Winter '08
■ At Risk	11%	10%
■ Some Risk	20%	10%
□ Low Risk	69%	89%

FIGURE 5c. 2007-2008 Kindergarten Phoneme Segmentation Fluency Percent at Benchmark (%)

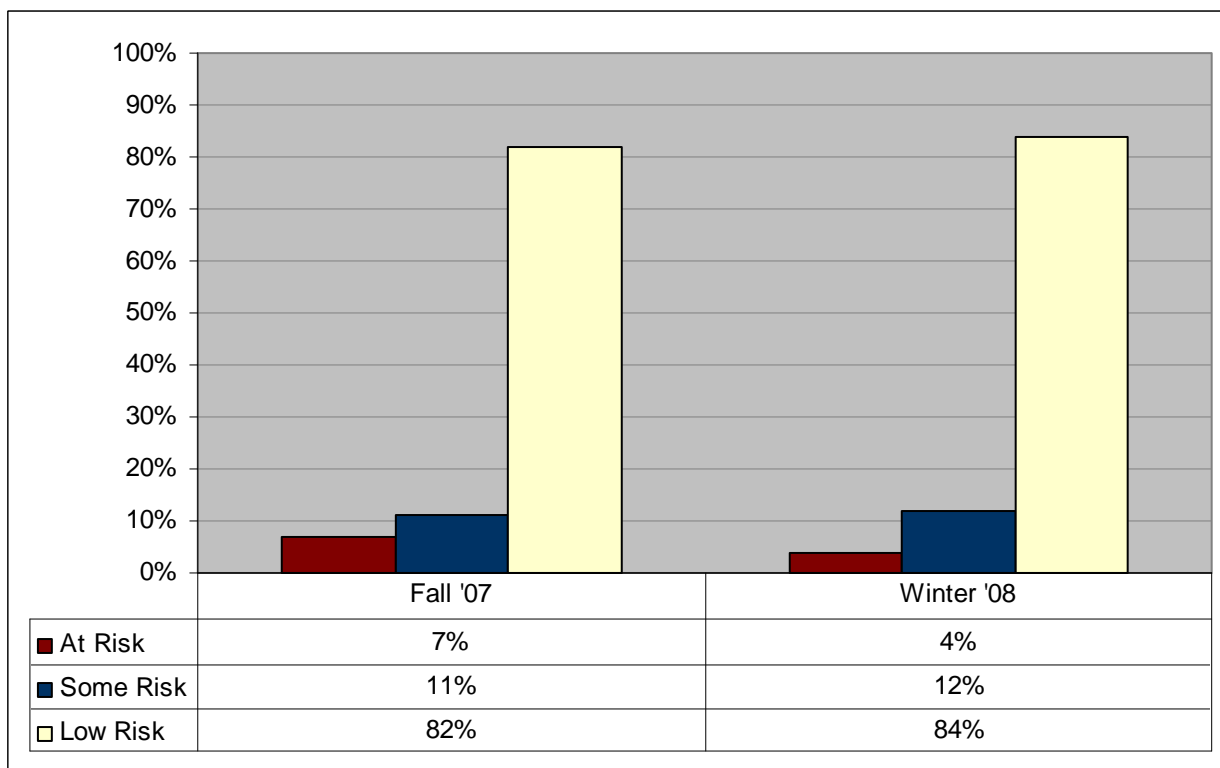**2007 - 2008 Kindergarten Nonsense Word Fluency**

	Fall '07	Winter '08
■ At Risk	7%	4%
■ Some Risk	11%	12%
□ Low Risk	82%	84%

FIGURE 5d. 2007-2008 Kindergarten Nonsense Word Fluency Percent at Benchmark (%)

Although DIBELS developers have identified Oral Reading Fluency (ORF) as the most critical early literacy predictor at the end of first grade[1], the other recommended subtests – Phoneme Segmentation Fluency (PSF) and Nonsense Word Fluency (NWF), serve as predictors and teaching targets on the path toward successful oral reading fluency, as measured by ORF.

ORF is first administered in the winter and then again in the spring of first grade. The level of Delaware Reading First 1st graders scoring "low risk" on ORF remained constant during winter and spring 2008 (71%). Most of the categorical shifts evidenced during 2007– 2008 occurred among students whose scores specify "some risk" on ORF in winter (23%) and spring (19%). The data indicate that four percent of these students shifted to the "at risk" category. (Figure 6a).

2007 - 2008 First Grade Oral Reading Fluency

	Winter '08	Spring '08
■ At Risk	6%	10%
■ Some Risk	23%	19%
□ Low Risk	71%	71%
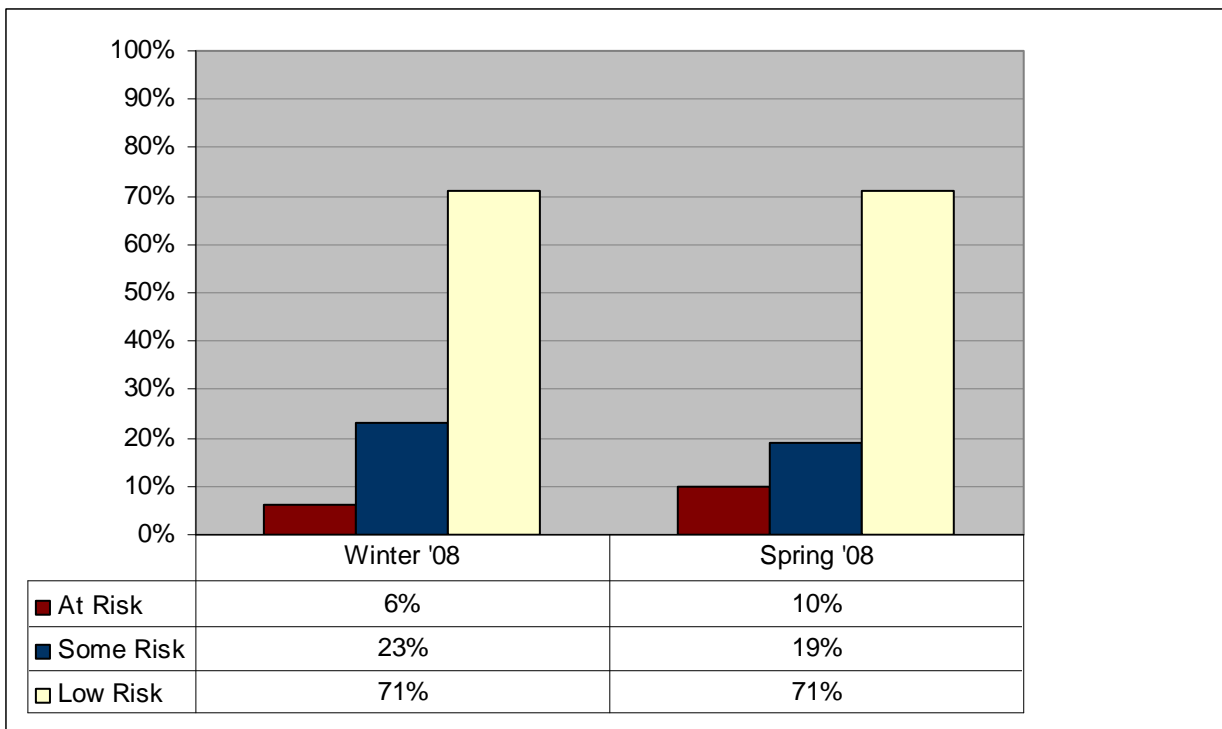
Figure 6a. 2007 - 2008 First Grade Oral Reading Fluency Percent at Benchmark (%)

The intervening indicators, Phoneme Segmentation Fluency (PSF) and Nonsense Word Fluency (NWF) show a steady rise in the percentages of students achieving the highest benchmark. At spring 2008, 95% and 76% of Delaware Reading First students scored at "established" on PSF and NWF, respectively. (Figures6b-c)

---

[1] 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/.

2007 - 2008 First Grade Phoneme Segmentation Fluency

	Fall '07	Winter '08	Spring '08
■ Deficit	6%	1%	0%
■ Emerging	22%	9%	5%
□ Established	72%	90%	95%
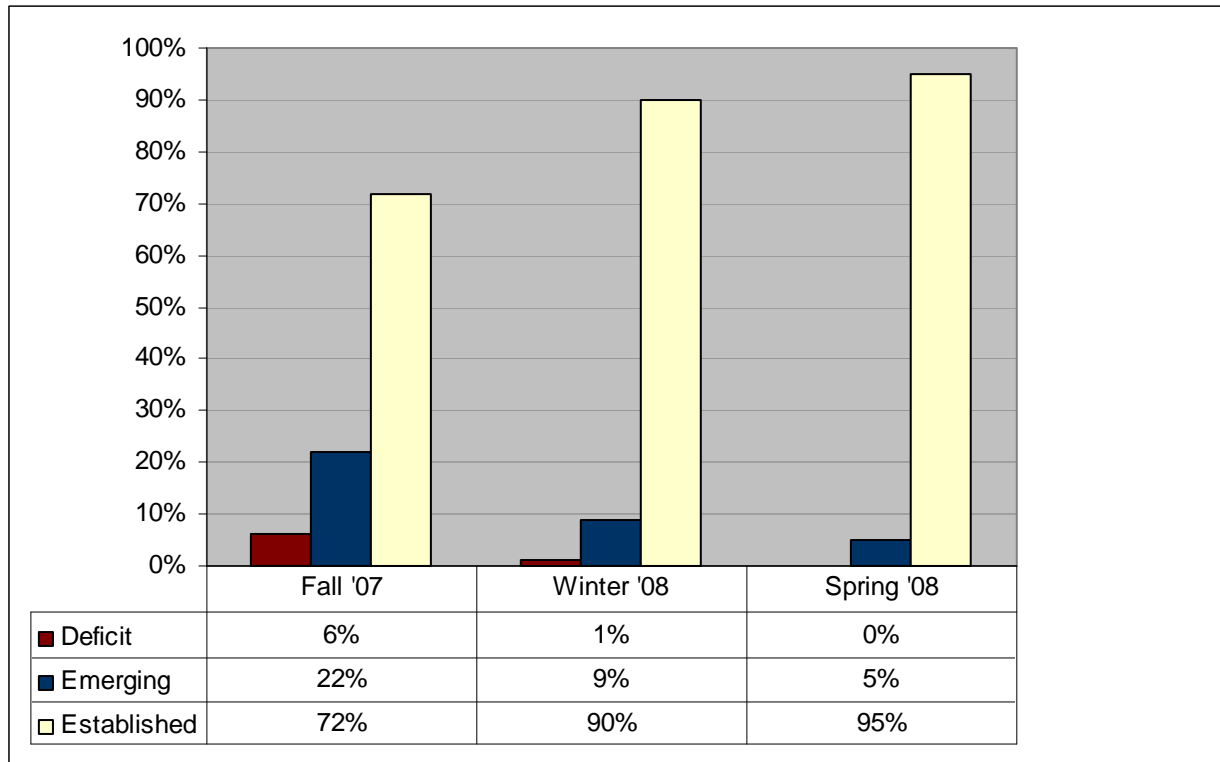
Figure 6b. 2007-2008 First Grade Phoneme Segmentation Fluency Percent at Benchmark (%)

2007 - 2008 First Grade Nonsense Word Fluency

	Fall '07	Winter '08	Spring '08
■ Deficit	8%	5%	2%
■ Emerging	21%	28%	22%
□ Established	71%	67%	76%
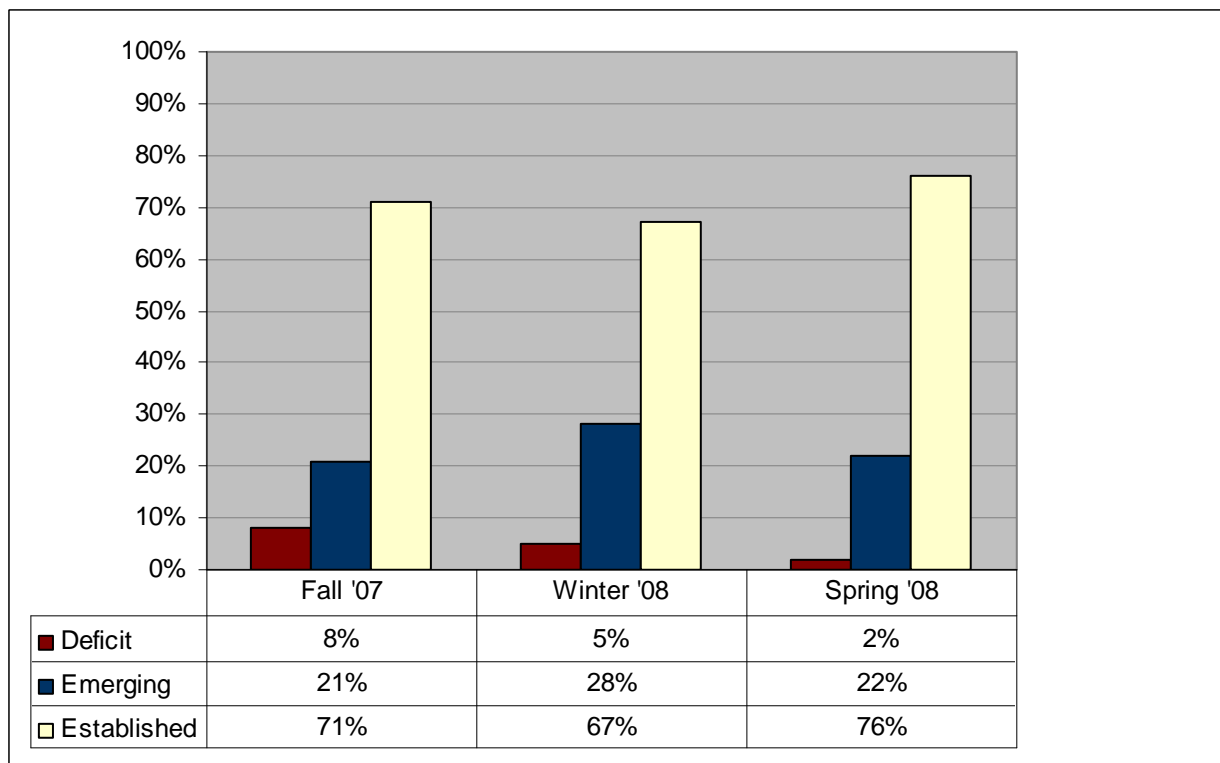
Figure 6c. 2007- 2008 First Grade Nonsense Word Fluency Percent at Benchmark (%)

In spring 2008, second grade Oral Reading Fluency (ORF) scores show that the percentage of students in the "low risk" group has increased to 65% from 61% in fall 2007. However, one-sixth of the second graders (16%) remain "at risk" in the spring of 2008. A score of 25 words or less per minute placed a second grade student in the "at risk" category in the fall; that cut point rose to 69 words or less per minute by the spring testing. In spring, the "low risk" benchmark for ORF was 90 or more correct words per minute. (Figure 7.)
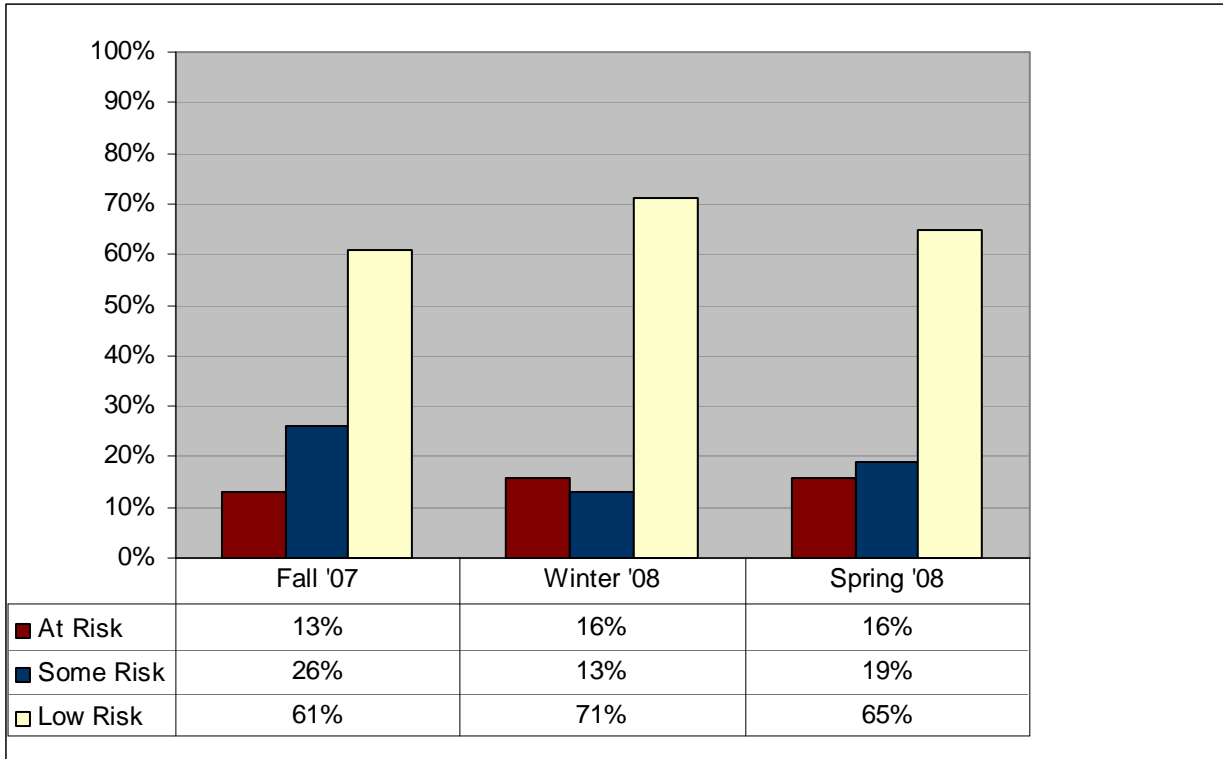
2007 - 2008 Second Grade Oral Reading Fluency

	Fall '07	Winter '08	Spring '08
■ At Risk	13%	16%	16%
■ Some Risk	26%	13%	19%
□ Low Risk	61%	71%	65%

Figure 7. 2007-2008 Second Grade Oral Reading Fluency Percent at Benchmark (%)

Third Grade Progress on DIBELS during 2006 – 2007

Overall, (Figure 8) there was a 4% upward shift in students meeting the benchmark for oral reading fluency during 2007-2008, as indicated by the decrease in the percentage of students classified "at risk" in fall 2007 (19%) and spring 2008 (15%). This resulted in slight increases in the percents of students classified at "some risk" at "low risk" in spring 2008.

	Fall '07	Winter '08	Spring '08
■ At Risk	19%	17%	15%
■ Some Risk	29%	30%	31%
□ Low Risk	52%	53%	54%
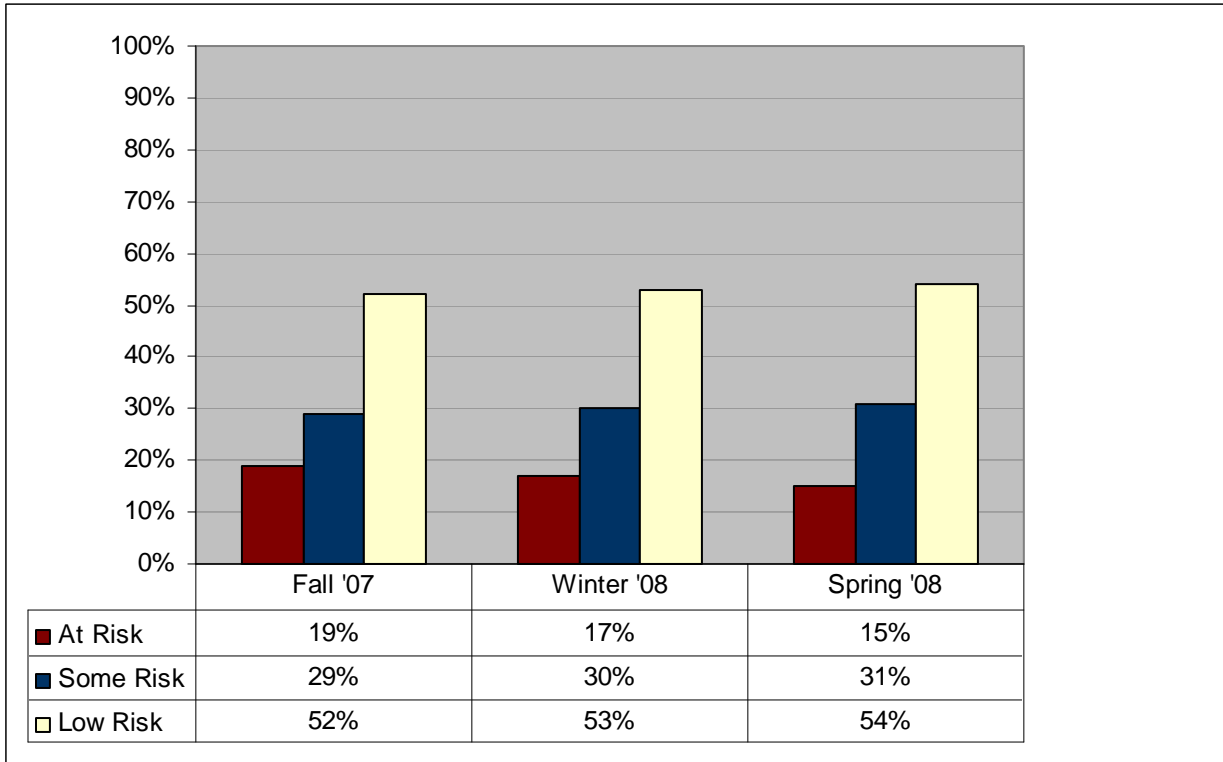
Figure 8. 2007-2008 Third Grade Oral Reading Fluency Percent at Benchmark (%)

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

A separate study of longitudinal performance followed 350 DERF children from kindergarten through third grade. Findings revealed that the numbers of children who entered kindergarten "at risk" of reading failure, as measured by the DIBELS assessments, was similar to those who remained "at risk" on the same assessment after four years. Also, in spite of their lower performance in Oral Reading Fluency measures, students who had participated in DERF for only one year had comparable rates of meeting/ exceeding the Delaware third grade reading standard as those with four years in the program. Of the students at or above the standard, the four year students were almost twice as likely to score PL4 or 5 as the one year students (Table 4). The full report is available online at www.rdc.udel.edu.

Table 4. DSTP performance differences between students with four years and with one year in DERF who meet/exceed the reading standard
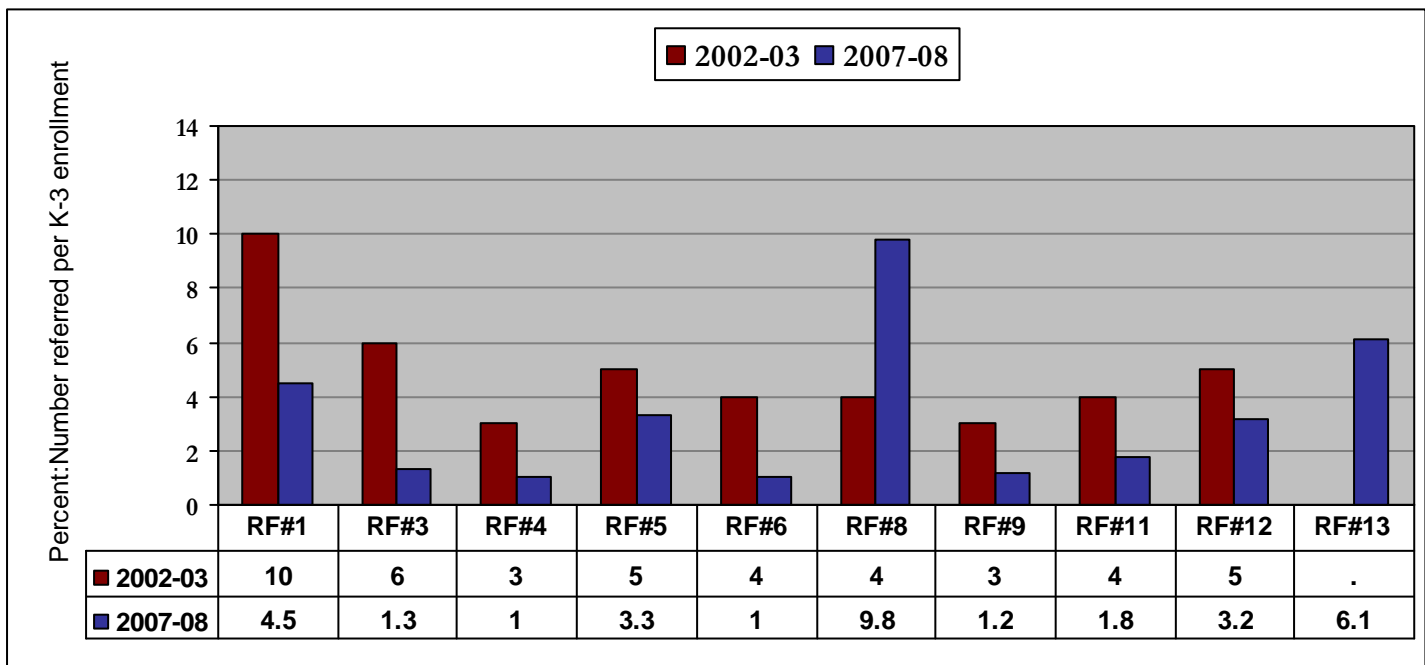
Reading First	Meet Standards	Exceed Standards	Pearson Chi-square	*P*	Effect Size
4 Years	164	66	5.70	0.02*	1.92
1 Year	105	22			

Note. * *p* <.05

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

One assumption of the Reading First program is that many students are referred to special education because of reading difficulties they experience. With appropriate early reading intervention, the number of struggling readers referred for special education placement should decrease. To determine the impact of the Reading First program on the rate of student enrollment in special education programs, we compared 2002-2003 special education referral rates (prior to implementation of Reading First) with K- third grade referral rates from 2007-2008. Referral rates are calculated as the percentage of students in each grade level referred for special education testing. All referral rates were reported by school level personnel. (Figure 9). In almost every school, fewer children were referred in 2007-08 for special education services than in 2002-03. See Appendix E for DERF schools' referral rates by grade level.

	RF#1	**RF#3**	**RF#4**	**RF#5**	**RF#6**	**RF#8**	**RF#9**	**RF#11**	**RF#12**	**RF#13**
■ **2002-03**	10	6	3	5	4	4	3	4	5	.
■ **2007-08**	4.5	1.3	1	3.3	1	9.8	1.2	1.8	3.2	6.1

Legend: ■ 2002-03 ■ 2007-08

Y-axis: Percent:Number referred per K-3 enrollment

Figure 9. Decrease in K- 3rd Grade Special Education Referral Rates: 2003 and 2008 DERF Schools (%)

Three data sources primarily speak to these evaluation questions, a teacher knowledge assessment, a teacher survey (*Reading First K-3 Teacher Literacy Self-Evaluation*, referred to as the 2008 Teacher Survey) and interviews with each of the Reading First coaches, principals, and state-level coordinators.

IMPACT ON TEACHER KNOWLEDGE

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?

In fall 2007, DERF teachers completed an assessment of teacher literacy knowledge. The comparison of teachers who had just started the program with those with one or more years of experience in the program indicates that program participation is associated with higher reading knowledge scores. However because a consistent pattern of improvement was not found as teachers' length of program involvement increased, the extent to which the length of participation is a factor in that change is unclear. The full report, *Teacher Knowledge of Literacy Content: Evaluation of Delaware Reading First,* is available online at http://dspace.udel.edu:8080/dspace/handle/19716/3181.

IMPACT ON INSTRUCTIONAL PRACTICE
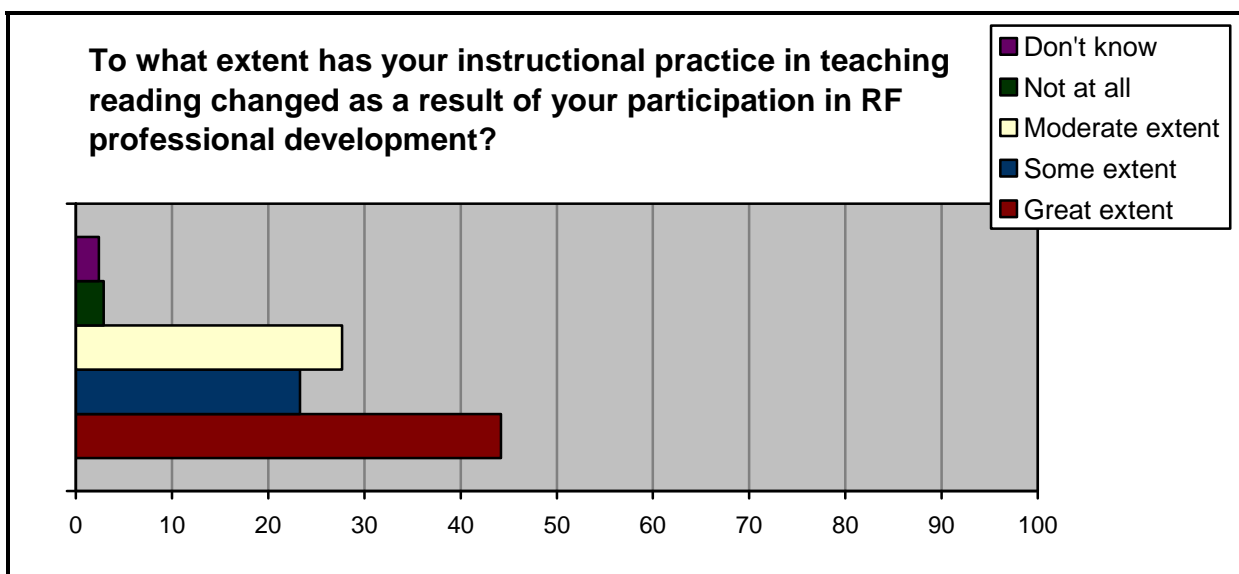
Figure 10. 2007- 2008 Reading First teachers' perceptions of professional development (%)

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

Results of Teacher Surveys

More than half (55.3%) of teacher respondents in 2008, felt to a "great extent" that the professional development they received had adequately prepared them to use SBRR practices to teach reading. (See Table 5a).

In addition, Reading First teachers reported attending three forms of professional development more frequently during the 2007-2008 school year: attending grade level meeting related to reading instruction (97.1%), reading professional literature related to the teaching of reading (82.4%), and attending school or district-sponsored Reading First workshops or in-services (66.5%). However, the two practices with highest effectiveness ratings also had the fewest participants.

- Nearly one-fourth of the teachers (24.3%) attended university courses in reading; 92% of those who attended stated that it was "very" or "moderately" effective.
- Only 28.2% of the teachers participated in mentoring in the area of reading instruction, but among these teachers, 90.1% stated that it was "very" or "moderately" effective.

In 2008, Delaware's Reading First teachers reported on the frequency of individualized coaching practices. In Table 5b, this years' teacher responses are compared to responses from 2005-06, the first year in which this was surveyed.

- More than half (60%) of respondents indicated that at least twice a month their Reading First Coach visited their classroom for a walk through. 56.4% also indicated that their coach provided feedback afterwards at least twice a month.
- Similar to 2006 (Year 3), nearly one in five teachers (21%) reported their coaches "never" observed a 90 minute reading block.
- One third (32.2%) stated that their coach "never" modeled instructional practices in their classroom.

Table 5a. Reading First teachers' participation in and evaluation of professional development. (N=206)

As part of your professional development this year, have you		Yes	No	Very Effective	Moderately Effective	Slightly Effective	Not at all Effective	Don't Know
				Perceptions of professional development[2]				
Attended university courses in reading (for example, distance-learning formats or on-campus classes).	07-08	22.4%	77.6%	56%	36%	4%	0	4%
	03-04	23.8%	76.3%	61.1%	27.8%	11.1%	0%	0%
Read professional literature related to the teaching of reading (for example, reading student groups).	07-08	82.4%	17.6%	35.8%	46.6%	14.5%	2.4%	0.6%
	03-04	80.2%	19.8%	29.8%	42.1%	26.3%	1.8%	0%
Attended grade level meeting related to reading instructional issues.	07-08	97.1%	2.9%	48.7%	34.9%	11.6%	4.2%	0.5%
	03-04	97.5%	2.5%	42.3%	38.0%	18.3%	1.4%	0%
Observed demonstrations of teaching reading (either in my school or in another school).	07-08	48.3%	51.7%	47.6%	26.2%	20.4%	2.9%	2.9%
	03-04	67.5%	32.5%	50.0%	38.0%	12.0%	0%	0%
Participated in mentoring in the area of reading instruction (serving as the mentor or as the mentee)	07-08	27.3%	72.7%	66%	24.1%	10.3%	6.9%	5.2%
	03-04	33.3%	66.7%	56.5%	26.1%	17.4%	0%	0%
Attended school or district-sponsored Reading First workshops or in-services	07-08	66.5%	33.5%	56.2%	33%	4.6%	4.6%	1.5
	03-04	100%	0%	39.2%	39.2%	18.9%	2.7%	0%

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

Table 5b. Frequency of teachers' participation in individualized professional development (N=206)

Please indicate how often your Reading First Coach		Weekly	Twice a Month	Once a Month	2-3 Times a Year	Once a Year	Never
Visits your classroom for a walk through	**07-08**	**27.3%**	**32.7%**	**18.0%**	**18.5%**	**2.0%**	**1.5%**
	05-06	*21.8%*	*30.5%*	*27.7%*	*18.2%*	*0.9%*	*0.9%*
Provides feedback after the walk through	**07-08**	**27.0%**	**29.4%**	**21.6%**	**18.1%**	**2.0%**	**2.0%**
	05-06	*16.4%*	*25.5%*	*25.5%*	*18.2%*	*5.5%*	*9.1%*
Observes your classroom for a 90 minute block	**07-08**	**2.0%**	**5.9%**	**16.1%**	**24.4%**	**30.7%**	**21.0%**
	05-06	*3.7%*	*10.1%*	*12.4%*	*26.1%*	*26.1%*	*21.6%*
Provides feedback after 90 minute observation	**07-08**	**4.4%**	**5.4%**	**15.8%**	**23.6%**	**30.0%**	**20.7%**
	05-06	*6.1%*	*8.9%*	*13.6%*	*24.8%*	*21.5%*	*25.2%*
Models instructional practices in your class	**07-08**	**3.4%**	**9.3%**	**11.7%**	**22.4%**	**21.0%**	**32.2%**
	05-06	*6.0%*	*6.9%*	*10.2%*	*20.8%*	*18.5%*	*37.5%*

Principals' and Coaches' Interviews

In 2008, coaches and principals agreed that teachers' practice in teaching reading had changed in several major respects. First, teachers seem to be more reflective about their practices; that is, the way they look at reading instruction has changed. As one coach commented, their teachers are more focused now; they began to pay attention to and examine the different aspects of their instruction.

Another major change is that teachers' teaching is more explicitly focused on students' needs. Examples of greater student focus include (1) Teachers utilize practices guided by the five components of SBRR and they seek to update their knowledge regarding reading research. (2) Their day to day instruction is informed by the students' DIBELS data. (3) Teachers flexibly group students and design lessons to meet students' different needs in small group instruction.

In addition, teachers' knowledge of reading instruction has improved. One coach said, "Now they are aware of the critical skills. Six years ago, no one thought fluency or phoneme segmentation was important or even knew anything about it".

Finally, teachers' professional capacities have increased. In one coach's words, teachers "are keyed into exactly what is wrong and what needs help".

Evidence of teachers' instructional change is found in students' reading performance. To quote one principal, "As the teachers become more proficient in the teaching of reading, the students also become more proficient in reading". Many of the interviewed principals reported that students' reading scores have risen significantly.

However, along with changes, resistance still exists. One principal said, "Some teachers honestly are not willing to change". Another principal said some teachers just want to "shut their doors and do their own things". But these unchanged teachers account for a small percentage of the teachers in DERF schools.

Teacher Survey Results: Concerns-Based Adoption Model

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

Awareness– lack of awareness or concern for the project

Informational– wants more information about the project

Personal– concerns center on personal consequences

Management– logistics, time, and management concerns

Consequence– concerns about impact of the project on students

Collaboration– concerns about working with others regarding the project

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

The data for this analysis were taken from the participants' written responses on the K-3 Teacher Survey given to all Reading First teachers in April, 2008. In the first four years, responses were elicited with the prompt[3], "When I think about using SBRR practices in my classroom, my greatest concerns are..." In Year 5, however, the prompt was slightly changed to acknowledge the program's reduced funding in 2008-09, "Looking forward to next year, when I think about using SBRR practices in my classroom, my greatest concerns are…"

Evaluators were unable to code 19 of the 136, mainly due to the form of data collection. In the written format, some open-ended responses were too brief or too vague to allow for accurate coding. Examples include "Testing" and "Special needs students." Also, seven teacher responses were eliminated because they wrote they had "No concerns". It may have been these teachers were not returning or other factors might account for their stated unconcern for the instructional techniques. These were also considered too brief to be coded accurately. A smaller sample size of 117 was used for this analysis.

In the first three years, more than half of the responses corresponded to Stage 3, the Management Stage. This year, when looking beyond Year 5, large numbers of teachers continue to voice concerns related to Management (Table 6).

Of the responses classified as Management Stage concerns, 69% focused on a lack of time to prepare for and properly implement the program. One respondent summed it up, "Finding the time to get everything in." Almost all remaining Management Stage concerns mentioned the lack of human and material resources.

Of interest, nearly one-third of the 2008 teacher concerns appear to focus on levels of impact. These include the following

- Consequences for students, identified by 21%; for example, scripted programs are not "cultivating a love of reading" and SBRR practices "fail to aid in comprehension." Some teachers worry that next year, either high-achieving or low-achieving students will not have their specific needs met.
- Collaboration concerns are focused on the collaboration itself and were mentioned by 4% of the teachers.Coaches and instructional specialists will be missed. One teacher described her concern, "Having …frequent feedback and having the current coach to continue her tremendous impact on my professional development."
- Refocusing concerns suggest alternatives to SBRR or ideas to change the current practices to benefit all. Teacher proposals included adding grammar and writing instruction to the program, exempting

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

some students from required participation, or redefining student reading success away from fluency and toward comprehension.

Finally, it is tempting to look across the years for comparisons, however, these are not repeated measures of an in-tact group of people. Instead, the number of classroom teachers expanded at some schools, while other schools closed completely. All schools experienced normal teacher turnover. This measure is a snapshot of the program participants at that point in time and is guided by the belief that we all have concerns when faced with the prospect of change.

Table 6. Percent of Reading First Teacher's Concerns Categorized by Stage (N=117)

	2003-04*	**2004-05***	**2005-06***	**2006-07**	**2007-08**
Stage 0: Awareness	N/A	0%	0%	0%	0%
Stage 1: Informational	3%	5%	0%	4%	3%
Stage 2: Personal	14%	7%	5%	24%	14%
Stage 3: Management	78%	75%	58%	33%	52%
Stage 4: Consequence	0%	6%	17%	35%	21%
Stage 5: Collaboration	0%	1%	4%	0%	4%
Stage 6: Refocusing	0%	2%	8%	4%	7%

* Totals do not equal 100% because miscellaneous responses were excluded.

Teacher Voices

Because this was the last year for the formal Reading First project evaluation, and because there was uncertainty about the program's future at the state and national level, we asked teachers to share their views by looking back and to share advice to others by looking forward. This provided us greater insight into their experiences and provided context to other survey items. We asked teachers their opinions- if it was their choice, would they choose to continue the DERF program? They elaborated by sharing their reasons.

When we looked closer at the naysayers, those 21% who would not choose to continue, we found many who valued certain parts of the program and its impacts on themselves, their schools and their students. Appendix H shows some of their views regarding Reading First's positive and negative impacts.

Two data sources primarily speak to these evaluation questions, a teacher survey (*Reading First K-3 Teacher Literacy Self-Evaluation*, referred to as the 2008 Teacher Survey) and interviews with each of the Reading First coaches, principals and state-level coordinators.

READING FIRST PROFESSIONAL DEVELOPMENT

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

To what extent was the professional development activity that you participated in aligned with SBRR practices?
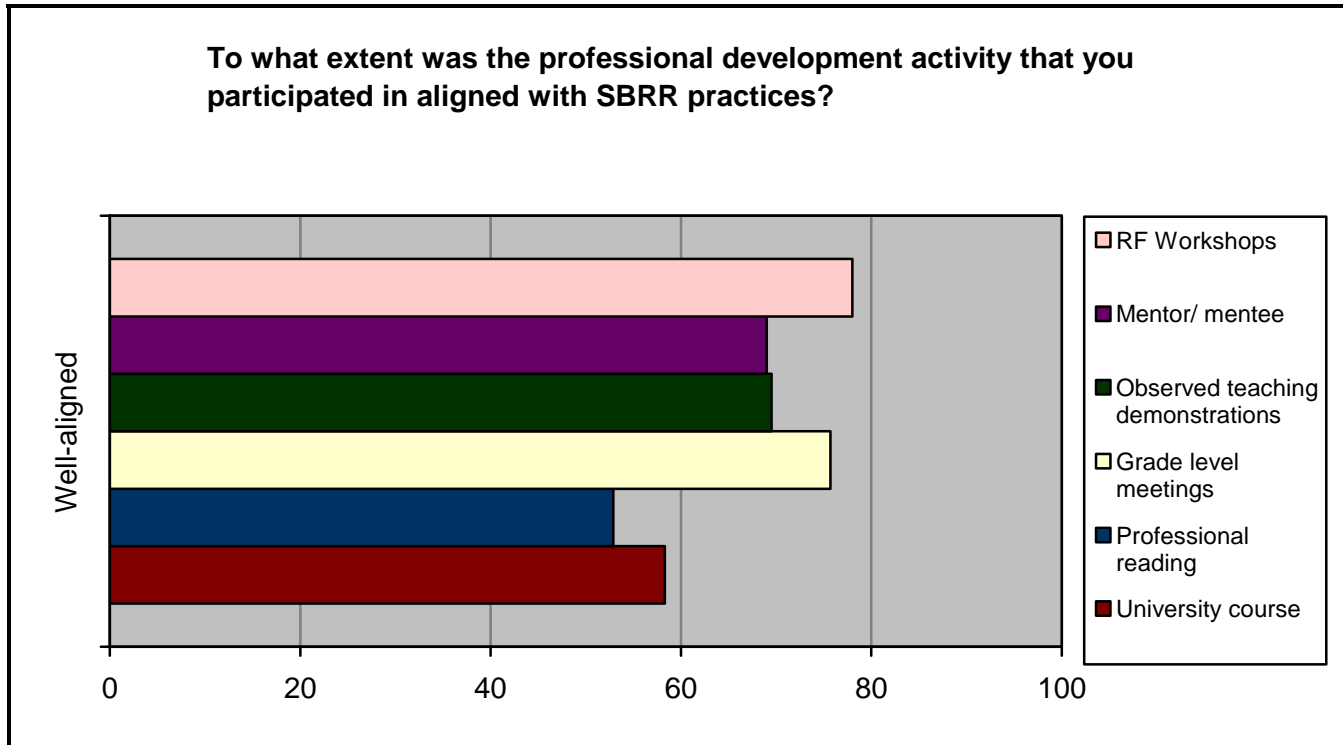
Figure 11. 2007- 2008 Reading First teachers' perceptions of professional development (%)

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

The teacher survey for 2008 included a series of questions regarding the Reading First teachers' participation in professional development. Table 7 illustrates the types of professional development they experienced and their views of its alignment with SBRR framework. In all six forms of professional development, the majority of the teachers who participated believed that the experience was "well-aligned" with the practices of SBRR (Figure 8). In addition,

- Compared with Year 1, 33.5% fewer teachers reported they attended school or district-sponsored Reading First workshops or in-services.

- In 2003-2004, between 11.1% and 15.8% of teachers who participated in these forms of professional development did not know if it was aligned with SBRR. In 2007-2008, between 1.6% and 8% indicated they "did not know".

Table 7. Reading First teachers' evaluation of professional development and its SBRR alignment (N=205)[4]

As part of your professional development this year, have you		Yes	No	Alignment of the professional development with the SBRR framework			
				Well Aligned	Somewhat Aligned	Not at all Aligned	Don't Know
Attended university courses in reading (for example, distance-learning formats or on-campus classes).	07-08	22.4%	77.6%	58.3%	29%	4%	8%
	03-04	23.8%	76.3%	62.5%	25%	0%	12.5%
Read professional literature related to the teaching of reading (for example, reading student groups).	07-08	82.4%	17.6%	52.9%	38.4%	2.6%	5.9%
	03-04	80.2%	19.8%	53.3%	35.6%	0%	11.1%
Attended grade level meeting related to reading instructional issues.	07-08	97.1%	2.9%	75.7%	20.3%	0.6%	3.4%
	03-04	97.5%	2.5%	65.5%	16.4%	3.6%	14.5%
Observed demonstrations of teaching reading (either in my school or in another school).	07-08	48.3%	51.7%	69.5%	22.8%	1.1%	6.5%
	03-04	67.5%	32.5%	61.5%	23.1%	2.6%	12.8%
Participated in mentoring in the area of reading instruction (serving as the mentor or as the mentee).	07-08	27.3%	72.7%	69%	21.8%	1.8	7.3%
	03-04	33.3%	66.7%	52.6%	26.3%	5.3%	15.8%
Attended school or district-sponsored Reading First workshops or in-services	07-08	66.5%	33.5%	78%	18.7%	1.6%	1.6%
	03-04	100%	0%	67.2%	15.5%	1.7%	15.5%

---

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

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

Teacher Survey Results Regarding School Climate

One goal of Delaware Reading First is to have a positive impact on school climate, that is, on its professional culture and social atmosphere. Each year, Reading First teachers were surveyed about the climate within their schools (Table 8). The majority of Reading First teachers responding to the survey see their schools as collegial places where continuous learning is valued. There also appears to be an increase in the belief that SBRR practices have had a positive impact on their schools' climate. In Year 5, 89.8% of the teachers agreed that the overall impact of SBRR practices has been positive compared to 78.8% in Year 1.

Table 8. Reading First teachers' views of the climate within their schools (N=205)

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.	**07-08**	**55.6%**	**41.5%**	**2.4%**	**0%**	**.5%**
	03-04	*66.3%*	*31.3%*	*2.5%*	*0%*	*0%*
Teachers in this school are continually learning and seeking new ideas.	**07-08**	**44.2%**	**48.1%**	**4.4%**	**2.4%**	**1.0%**
	03-04	*56.3%*	*36.3%*	*6.3%*	*1.3%*	*0%*
I believe the overall impact of SBRR practices on this school has been positive.	**07-08**	**35.9%**	**53.9%**	**5.3%**	**2.4%**	**2.4%**
	03-04	*32.5%*	*46.3%*	*11.3%*	*2.5%*	*7.5%*

Coaches' and Principals' Interview Results Regarding School Climate

According to the survey, more teachers felt their school climate was as good as or even better than it was in Year 1. This finding was corroborated by interviews with Reading First coaches and principals who felt that in 2007-2008 teachers were more inclined to share their ideas and to work together in meetings, book studies and even private conversations. Not only did teachers work together <u>more</u> than ever before, but together, their work was <u>better</u> than before. One coach said, "Staff-wise, we are so much more of a team… we have actually all grown really close as friends"; another coach said, "They have kind of piggy-backed on each other to help each other with planning". This was not happening in the very beginning of the program. Instead, as one coach commented, it "developed over the years very nicely". All the principals reported more collaboration among teachers. "Camaraderie", "friendliness", and "trust" among teachers led them to more "passion", "commitment", "creativity" and "communication". As one principal observed, at his school, teachers now use their prep time "not for gossip but for talking about lessons".

Specifically, principals described three major changes in collaborative working and learning. (1) Teachers worked as a team at grade level meetings to identify and solve problems, and to discuss reading strategies. As one principal said, "the team itself is not a change, but the dynamics of what occurs during meetings has changed". (2) Teachers opened up their classrooms for peer observation. They learned from each other about the new

reading strategies via peer observations. (3) Teachers influenced each other in their commitment to teaching and to academics. One principal observed that "the coalition grew stronger because other teachers were able to see the effects of the other teachers' passion, commitment, collaboration and creativity".

<center>SUPPORT OF STUDENTS WITH SPECIAL NEEDS</center>

In order to facilitate Delaware Reading First's goal of all third graders reading at or above grade level, the program developed system level goals to increase special education students' access to regular curriculum and to increase instructional support to their teachers. Figure 12 reports teachers' awareness of the presence or absence of a shared curriculum and their estimates regarding its use. In spring 2008

- 78.9% of DERF teachers indicated that "always or frequently" general education and special education teachers use the same reading curriculum.
- 13.2% indicated they "don't know" if they use the same reading curriculum— nearly 6% fewer than in spring 2006.

Goal 4a: Are Title I, general education, and special education teachers using the same SBRR reading curriculum?
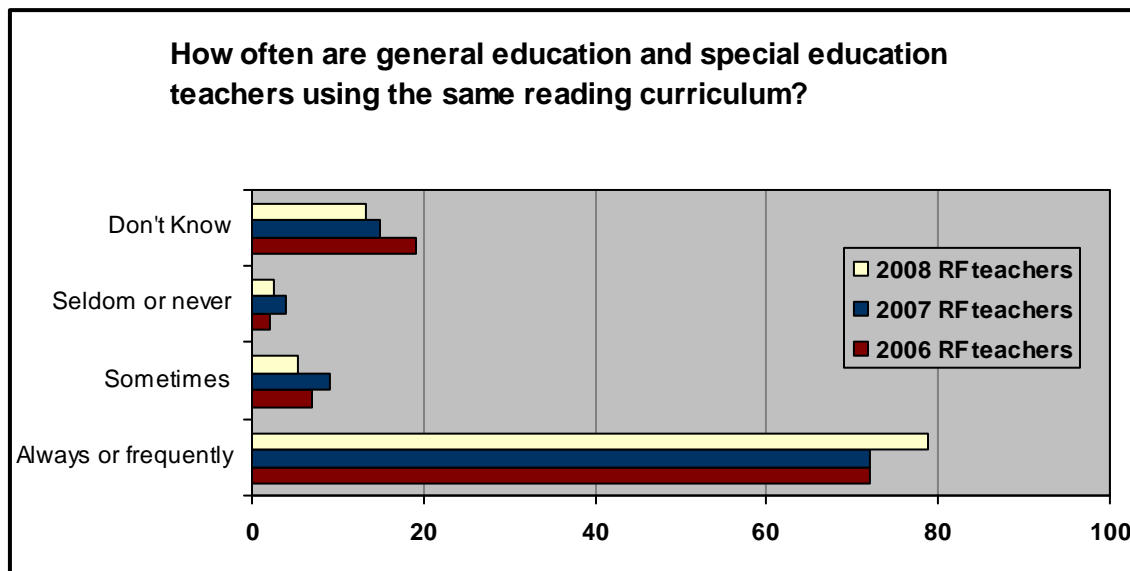
Figure 12. Delaware Reading First teachers' estimation of curriculum use (%)

Impact on Instructional Support Teams

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

In 2003-2004, the Instructional Support Team, a collaborative problem-solving process, was introduced into all DE Reading First schools. DERF proposed that coaches lead teachers in weekly team meetings to design, plan for, and support teachers with instructional intervention strategies as well as manage, document, and track student cases. During that first year, schools and districts, as well as DERF project leaders reported components of the IST process were not entirely compatible with the goals of Reading First. In addition, its requirements of time and training were burdensome for school level personnel.

In 2004-2005, Delaware no longer required this for schools with RF grants. That year, only one school reported continuing with the IST model and the following year there were no IST-DERF schools. Instead, state coordinators, principals, and coaches all reported that schools developed their own procedures to screen and support students' academic needs.

In subsequent years' surveys, the K-3 Reading First teachers were asked if their school had developed a process to review data for the purpose of designing and differentiating instruction for all K-3 children (Table 9a).

- In both 2007 and 2008 surveys, a full 10% of teachers responded they "do not know" if their school has an instructional data review process in place.
- In 2008, approximately 9 out of 10 teachers reported participating in some form of data-driven instructional planning. The majority (62.3%) attended monthly grade level meetings.

Table 9a. Reading First teachers' perceptions of data-driven instructional planning (%)

		Yes	No	Don't Know
Has your school developed a data review process to guide instruction and intervention?	**07-08**	**89.4%**	**0%**	**10.6%**
	06-07	*87.4%*	*2.2%*	*10.3%*
Established a reading schedule that permits supplemental interventions for all the children who require them?	**07-08**	**94.6%**	**4.9%**	**0%**
	06-07	*87.6%*	*10.0%*	*2.5%*
Have you participated in the data review process? (If yes, see below…)	**07-08**	**89.3%**	**11.2%**	
	06-07	*67.7%*	*32.3%*	*-*

If "Yes", how often, on average, do you meet at		Weekly	Monthly	A few times a semester	Once a semester	Once a year	Never
Grade level meetings?	**07-08**	**16.2%**	**62.3%**	**9.6%**	**10.8%**	**0%**	**1.2%**
	06-07	*42.9%*	*50.8%*	*4.0%*	*0.8%*	*0%*	*1.6%*
Cross grade meetings?	**07-08**	**2.4%**	**18.3%**	**14.0%**	**11.6%**	**16.5%**	**37.2%**
	06-07	*0%*	*14.5%*	*14.5%*	*4.8%*	*6.5%*	*59.7%*
School wide meetings?	**07-08**	**1.8%**	**21.3%**	**24.4%**	**21.3%**	**16.5%**	**14.6%**
	06-07	*0.8%*	*67.7%*	*11.3%*	*5.6%*	*7.3%*	*7.3%*

Table 9b. Reading First teachers report perceived adequacy of SBRR training

As part of your professional development, to what extent have you received adequate training focused on using SBRR practices		Great Extent	Moderate Extent	Small Extent	Not at all	Don't Know
To teach reading?	**07-08**	**55.3%**	**35.0%**	**7.3%**	**1.9%**	**.5%**
	03-04	*41.3%*	*43.8%*	*11.3%*	*0%*	*3.8%*
To teach reading to children with disabilities?	**07-08**	**18.0%**	**43.2%**	**27.7%**	**11.2%**	**0%**
	03-04	*14.8%*	*11.1%*	*35.8%*	*32.1%*	*6.2%*
To teach reading to children whose native language is not English?	**07-08**	**5.9%**	**18.5%**	**26.3%**	**46.3%**	**2.9%**
	03-04	*5.0%*	*3.8%*	*20.0%*	*63.8%*	*7.5%*

The overall comments on the adequacy of SBRR training by Reading First teachers who responded to the survey have improved as compared to those in Year 1, however, problems still exist. In spring 2008,

- 90.3% of the teachers indicated that training in SBRR practices was to a "moderate extent" or to a "great extent" adequate for their teaching of reading.

- Nearly two-thirds (61.2%) of the teachers indicated that training in SBRR practices was either to a "moderate extent" or to a "great extent" adequate to teach reading to children with disabilities, up from 25.9% in 2003-04.

- The majority (72.6%) of the teachers continue to report that the SBRR training to teach reading to children whose native language is not English is to a "small extent" or "not at all" adequate.

<p align="center">ROLE OF THE READING FIRST PRINCIPAL</p>

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

Two data sources inform the evaluation regarding principals' support of reading achievement in Reading First schools: interviews with Reading First principals and state coordinators**,** and responses from 2008 Reading First teacher surveys**.** Table 10 compares this year's teacher surveys with those of Year 1 (2003-04.)

Table 10. 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.	07-08	36.7	36.7	14.0	6.3	4.3	1.9
	03-04	47.5%	--	27.5%	--	1.3%	6.3%
Accepts the noise that comes with an active lesson.	07-08	56.0	30.4	9.7	1.9	0	1.9
	03-04	65.0%	--	27.5%	--	1.3%	6.3%
Encourages the implementation of SBRR instructional practices.	07-08	59.5	28.3	7.8	2.4	0	2.0
	03-04	80.0%	--	11.3%	--	3.8%	5.0%
Encourages you to observe exemplary reading teachers.	07-08	20.8	25.1	22.7	13.0	14.0	4.3
	03-04	31.6%	--	34.2%	--	30.4%	3.8%
Ensures few to no interruptions during literacy blocks.	07-08	40.1	36.2	15.0	6.8	1.9	0
	03-04	33.8%	--	53.8%	--	8.8%	3.8%
Explicitly states his/her expectations about formal classroom observations during reading instruction.	07-08	50.2	31.4	10.6	4.8	1.9	1.0
	03-04	57.5%	--	32.%	--	6.3%	3.8%

Overall, teachers in Year 5 (2008) indicated greater frequency regarding specific practices in their principal's work when compared with Year 1 (2003):

- 73.4% of the teachers indicated that their principal either "frequently" or "always" encourages them to select reading content and instructional strategies that address individual students' learning.

- In Year 5, 14.0% of the teachers indicated that their principal "never" encouraged them to observe exemplary reading teachers, down from 30.4% who reported they were "never" encouraged to do this in Year 1.

- 1.9% of the teachers reported that their principal "never" ensures few to no interruptions during literacy blocks, contrasted to 8.8% in spring 2004.

- 1.9% of the teachers indicated that their principal "never" explicitly states his/her expectations about formal classroom observations during reading instruction; in 2004, 6.3% reported this was "never" explicitly stated and 3.8% reported they "don't know".

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

Delaware's Reading First state coordinators emphasized the important leadership role of principals in the RF program. Principals need to join together with teachers and their coach, forming a "united front". They need to show teachers that they support the coach in her work.

In the 2008 interviews, principals described their support for the RF program in several ways which seem consistent with the views reported by the classroom teachers and state coordinators.

- They assisted their coach. They gave "authority" to the coach and walked-through classrooms together with her. They emphasized the coach's role when speaking to their teachers.
- Principals oversaw the implementation of the program. They communicated to teachers the mandatory implementation of the program and frequently observed classrooms on their own.
- Principals reviewed DIBELS data with their coach and teachers. Data analysis was given top priority in many principals' schedules. They typically discussed data with their coach once a month (some twice a month) and with teachers once a month at grade level meetings. Some principals also tried to meet their teachers individually to discuss student and classroom data.
- Principals developed schedules and ordered materials for the RF program.
- Some principals attempted to involve parents in the program. They reported successful "Literacy Nights" at some RF schools.

Recommendation from Coaches, Principals, and Coordinators

Because this was the last year for the formal Reading First project evaluation, and because there was uncertainty about the program's future at the state and national level, we asked coordinators, principals and coaches to share advice with program developers to benefit future participants and help improve Delaware's Reading First project. Their reflections fell into six broad areas of agreement.

1. **Comprehension and vocabulary should be connected**---One point commonly mentioned by the coordinators, principals, and coaches is that comprehension and vocabulary need to be connected with fluency in the next step. One coach also emphasized that they need something that allows them to do a quick check on comprehension, "to see where the students are". Another coach said, "Throughout the state, I think the teachers are not quite sure how to teach comprehension yet".

2. **More professional development and trainings should be provided.**

3. **Only committed schools and teachers should be selected** ---Coordinators, principals, and coaches all talked about teacher stability and commitment. Some of them suggested only selecting "faculty that are committed to teaching" and schools that "want to be in it and are committed and interested in change right down to their staff".

4. **Principals should actively participate in Reading First**---One coordinator recommended more participation of principals, mainly more presence at grade level meetings. Many principals regard it crucial that they become an integral part of RF in order to get teachers to buy in.

5. **Coaches should work on an equal footing with teachers**---Coaches recommended that they should become a mentor to teachers and to work shoulder to shoulder with teachers. One coach also said, "Involve the teachers from the get-go. Not order them what to do but involve them in decision makings".

6. **Support and funding are needed**---Consistent support from DOE and the district as well as continued funding to maintain coaches in the schools are strongly required.

APPENDIX A: DATA SOURCES

During the 2007 -2008 academic year data were collected as follows:

1. Student achievement data
   - DIBELS benchmark assessment
   - 2008 DSTP 1 and DSTP 2 scores

2. Questionnaires
   - Reading First Teacher Survey to all Reading First teachers in April 2008
   - **Teacher Knowledge Assessment (TKA) and the Teachers Perceptions of Early Reading and Spelling (TPERS)**

3. Telephone Interviews March 2008
   - All three Reading First State Coordinators
   - Ten current and one former principals of Reading First schools
   - All ten current Reading First literacy coaches
   - 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 members of the evaluation team.

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

APPENDIX B: DSTP RESULTS FOR DERF 3RD GRADERS: DISAGGREGATED BY RACE, LIN, ELL, SP ED 2003- 2008

Total DERF 3rd Grade students (%)			
	Fail	Pass	Total N
2008	32%	68%	887
2007	32%	68%	845
2006	23%	77%	941
2005	26%	74%	652
2004	27%	73%	690
2003	32%	68%	726
American Indians (%)			
	Fail	Pass	Total N
2008	NA	NA	NA
2007	33%	67%	3
2006	0%	100%	2
2005	0%	100%	3
2004	0%	100%	1
2003	0%	100%	1
African Americans (%)			
	Fail	Pass	Total N
2008	44%	56%	466
2007	45%	55%	475
2006	29%	71%	486
2005	35%	65%	308
2004	32%	68%	318
2003	58%	42%	402
Asian (%)			
	Fail	Pass	Total N
2008	0%	100%	6
2007	25%	75%	8
2006	5%	95%	21
2005	0%	100%	7
2004	33%	67%	6
2003	0%	100%	6
Hispanic (%)			
	Fail	Pass	Total N
2008	39%	61%	74
2007	20%	80%	56
2006	26%	74%	84
2005	28%	72%	43
2004	33%	67%	43
2003	28%	72%	25

		White (%)		
	Fail		Pass	Total N
2008	16%		84%	341
2007	15%		85%	303
2006	14%		86%	348
2005	16%		84%	289
2004	20%		80%	322
2003	20%		80%	292

LIN students (%)

	Fail	Pass	Total N
2008	40%	60%	580
2007	27%	63%	667
2006	29%	71%	598
2005	30%	70%	383
2004	27%	73%	563
*2003	38%	62%	426

Not LIN (%)

	Fail	Pass	Total N
2008	18%	82%	307
2007	17%	83%	178
2006	12%	88%	343
2005	19%	81%	269
2004	24%	76%	127
*2003	22%	78%	295

ELL (%)

	Fail	Pass	Total N
2008	25%	75%	40
2007	23%	77%	13
2006	31%	69%	32
2005	53%	47%	17
2004	43%	57%	14
2003	40%	60%	5

Not ELL (%)

	Fail	Pass	Total N
2008	33%	67%	847
2007	33%	67%	832
2006	23%	77%	909
2005	25%	75%	635
2004	26%	74%	676
2003	32%	68%	721

Sp Ed (%)

	Fail	Pass	Total N
2008	49%	51%	41
2007	63%	37%	38
2006	65%	35%	31
2005	37%	63%	99
2004	32%	68%	80

2003	73%	27%	33
Not Sp Ed (%)			
	Fail	Pass	Total N
2008	31%	69%	844
2007	31%	69%	807
2006	22%	78%	910
2005	24%	76%	553
2004	26%	74%	610
2003	30%	70%	693

* Data are collected from DSTP online report: http://www.doe.k12.de.us/programs/aab/Online_reports.shtml

Total 2nd Grade DERF students (%)			
	Fail	Pass	Total N
2008	25%	75%	711
2007	28%	72%	927
2006	28%	72%	811
2005	26%	74%	884
2004	38%	62%	676
2003	38%	62%	674
American Indians (%)			
	Fail	Pass	Total N
2008	50%	50%	2
2007	50%	50%	2
2006	0%	100%	1
2005	0%	100%	2
2004	100%	0%	1
2003	0%	100%	1
African Americans (%)			
	Fail	Pass	Total N
2008	33%	67%	307
2007	36%	64%	512
2006	37%	63%	378
2005	34%	66%	422
2004	50%	50%	330
2003	45%	55%	311
Asian (%)			
	Fail	Pass	Total N
2008	14%	86%	7
2007	11%	89%	9
2006	29%	71%	7
2005	20%	80%	10
2004	10%	90%	10
2003	0%	100%	4
Hispanic (%)			
	Fail	Pass	Total N
2008	35%	65%	62
2007	25%	75%	83
2006	31%	69%	58
2005	30%	70%	79
2004	45%	55%	38
2003	47%	53%	36

White (%)			
	Fail	Pass	Total N
2008	16%	84%	333
2007	17%	83%	321
2006	18%	82%	367
2005	20%	80%	371
2004	25%	75%	297
2003	31%	69%	322

LIN students (%)

	Fail	Pass	Total N
2008	30%	70%	422
2007	32%	68%	632
2006	34%	66%	514
2005	NA	NA	NA
2004	47%	53%	384
2003	NA	NA	NA

Not LIN (%)

	Fail	Pass	Total N
2008	17%	83%	289
2007	19%	81%	295
2006	18%	82%	297
2005	NA	NA	NA
2004	27%	73%	292
2003	NA	NA	NA

ELL (%)

	Fail	Pass	Total N
2008	21%	79%	38
2007	27%	73%	41
2006	30%	70%	27
2005	30%	70%	48
2004	45%	55%	29
2003	60%	40%	10

Not ELL (%)

	Fail	Pass	Total N
2008	25%	75%	673
2007	28%	72%	886
2006	28%	72%	784
2005	25%	75%	836
2004	38%	62%	647
2003	38%	62%	664

Sp Ed (%)

	Fail	Pass	Total N
2008	50%	50%	12
2007	46%	54%	28
2006	44%	56%	98
2005	35%	65%	154
2004	54%	46%	94

2003	56%	44%	62

Not Sp Ed (%)

	Fail	Pass	Total N
2008	24%	76%	699
2007	28%	72%	899
2006	26%	74%	713
2005	24%	76%	730
2004	36%	64%	582
2003	36%	64%	612

NA: Data are not available

APPENDIX D: SCHOOL LEVEL CHANGE: PERCENTS MEET/EXCEED THIRD GRADE DSTP STANDARDS

DERF Schools Compared to State: 2003-2008
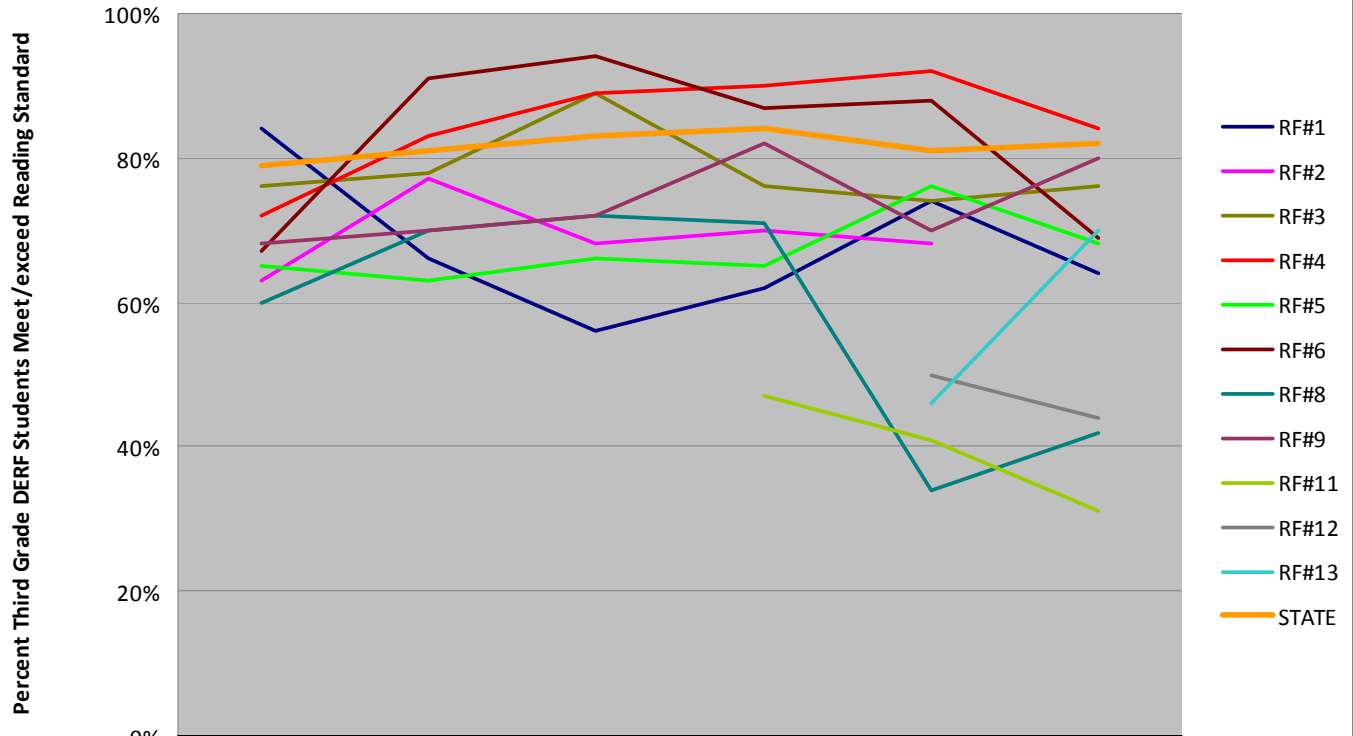
	2003	2004	2005	2006	2007	2008
RF#1	84%	66%	56%	62%	74%	64%
RF#2	63%	77%	68%	70%	68%	
RF#3	76%	78%	89%	76%	74%	76%
RF#4	72%	83%	89%	90%	92%	84%
RF#5	65%	63%	66%	65%	76%	68%
RF#6	67%	91%	94%	87%	88%	69%
RF#8	60%	70%	72%	71%	34%	42%
RF#9	68%	70%	72%	82%	70%	80%
RF#11				47%	41%	31%
RF#12					50%	44%
RF#13					46%	70%
STATE	79%	81%	83%	84%	81%	82%

APPENDIX E: SPECIAL EDUCATION REFERRAL AND PLACEMENT RATES BY GRADE

School		K referred	K placed	1st referred	1st placed	2nd referred	2nd placed	3rd referred	3rd placed
#1	**07-08**	**3%**	**0%**	**5%**	**3%**	**3%**	**1%**	**6%**	**0%**
	06-07	*2%*	*0%*	*7%*	*0%*	*0%*	*0%*	*8%*	*3%*
	05-06	5%	3%	6%	2%	2%	2%	7%	0%
	04-05	*5%*	*0%*	*12%*	*3%*	*9%*	*4%*	*16%*	*10%*
#2	**07-08**	*	*	*	*	*	*	*	*
	06-07	*2%*	*1%*	*12%*	*1%*	*9%*	*2%*	*7%*	*1%*
	05-06	1%	0%	3%	2%	3%	2%	1%	0%
	04-05	*0%*	*0%*	*1%*	*1%*	*4%*	*1%*	*1%*	*0%*
#3	**07-08**	**1%**	**1%**	**2%**	**0%**	**2%**	**2%**	**0%**	**0%**
	06-07	*6%*	*5%*	*0%*	*0%*	*2%*	*0%*	*1%*	*1%*
	05-06	7%	3%	4%	1%	2%	1%	1%	0%
	04-05	*3%*	*[5]*	*4%*	*2%*	*4%*	*1%*	*5%*	*3%*
#4	**07-08**	**0%**	**0%**	**0%**	**0%**	**1%**	**0%**	**0%**	**0%**
	06-07	*6%*	*6%*	*1%*	*1%*	*2%*	*2%*	*2%*	*1%*
	05-06	5%	2%	3%	1%	3%	1%	2%	1%
	04-05	*3%*	*1%*	*5%*	*3%*	*3%*	*1%*	*4%*	*4%*
#5	**07-08**	**2%**	**2%**	**1%**	**0%**	**4%**	**0%**	**5%**	**3%**
	06-07	*1%*	*1%*	*7%*	*1%*	*6%*	*5%*	*3%*	*1%*
	05-06	0%	0%	3%	3%	4%	2%	9%	4%
	04-05	*3%*	*1%*	*3%*	*2%*	*5%*	*2%*	*3%*	*3%*
#6	**07-08**	**1%**	**1%**	**0%**	**0%**	**1%**	**1%**	**1%**	**0%**
	06-07	*4%*	*4%*	*2%*	*2%*	*0%*	*0%*	*6%*	*6%*
	05-06	0%	0%	3%	3%	9%	8%	3%	3%
	04-05	*10%*	*3%*	*3%*	*1%*	*9%*	*4%*	*0%*	*0%*
#8	**07-08**	**9%**	**3%**	**8%**	**5%**	**15%**	**6%**	**6%**	**3%**
	06-07	*2%*	*1%*	*3%*	*1%*	*3%*	*0%*	*5%*	*2%*
	05-06	6%	5%	4%	3%	1%	1%	3%	5%[6]

[5] Not reported.

[6] Two students were referred previous year (04-05); testing and placement occurred in next year (05-06)

School		K referred	K placed	1st referred	1st placed	2nd referred	2nd placed	3rd referred	3rd placed
	04-05	*5%*	*2%*	*4%*	*4%*	*1%*	*1%*	*1%*	*1%*
#9	**07-08**	**0%**	**0%**	**1%**	**1%**	**2%**	**1%**	**2%**	**2%**
	06-07	***2%***	***1%***	***1%***	***1%***	***4%***	***1%***	***3%***	***1%***
	05-06	0%	0%	1%	0%	3%	1%	1%	1%
	04-05	*2%*	*1%*	*2%*	*1%*	*2%*	*0%*	*3%*	*2%*
#11	**07-08**	**4%**	**4%**	**1%**	**1%**	**1%**	**1%**	**1%**	**0%**
	06-07	***11%***	***3%***	***0%***	***0%***	***1%***	***1%***	***1%***	***1%***
	05-06	2%	1%	5%	4%	6%	2%	8%	8%
	04-05	*3%*	*0%*	*2%*	*0%*	*7%*	*2%*	***	***
#12	**07-08**	**6%**	**5%**	**2%**	**2%**	**2%**	**1%**	**1%**	**0%**
	06-07	***8%***	***5%***	***4%***	***4%***	***2%***	***1%***	***1%***	***1%***
	05-06	7%	5%	3%	1%	9%	4%	11%	6%
	04-05	*6%*	*1%*	*10%*	*3%*	*0%*	*0%*	***	***
#13	**07-08**	**3%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**
	06-07	***0%***	***0%***	***0%***	***0%***	***12%***	***12%***	***0%***	***0%***
	05-06	4%	4%	0%	0%	5%	5%	0%	0%
	04-05	10%	3%	8%	8%	*	*	*	*

* Not applicable.

*NOTE: For comparative purpose, the 2007-2008 teacher survey response percentages
are reported in **bold** font; when appropriate, the 2005-2006 teacher survey response
percentages are reported in ***bold italics***, the 2004-2005 teacher survey response
percentages are reported in regular font and the 2003-2004 teacher survey response
percentages are reported in *italics*.

How often are you provided with a common grade level planning time?		
	07-08	04-05
Every day	**58.8%**	53.4%
A few times a week	**14.7%**	14.1%
A few times a month	**11.3%**	20.4%
Less than once a month	**4.9%**	4.9%
Never	**10.30%**	7.3%

How often have you used assessment data to form "fluid grouping" within your team classroom?		
	07-08	04-05
Every day	**33.8%**	14.7%
A few times a week	**15.2%**	14.7%
A few times a month	**38.2%**	46.0%
Less than once a month	**11.3%**	20.9%
Unfamiliar with this concept	**1.5%**	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?	**07-08**	**36.6%**	**46.8%**	**14.1%**	**2.0%**	**0%**	**.5%**
	04-05	20.5%	35.2%	35.2%	4.8%	1.0%	3.3%
How proficient are you at teaching poor readers how to read with fluency?	**07-08**	**27.8%**	**55.1%**	**14.6%**	**2.4%**	**0%**	**0%**
	04-05	20.7%	42.3%	32.7%	3.8%	0.5%	n/a
How proficient are you at teaching struggling readers how to read?	**07-08**	**29.9%**	**52.0%**	**16.2%**	**2.0%**	**0%**	**0%**
	04-05	25.4%	45.5%	26.3%	2.4%	0.5%	n/a
How proficient are you at designing "before, during, and after reading strategies"?	**07-08**	**32.7%**	**47.8%**	**17.1%**	**2.4%**	**0%**	**0%**
	04-05	23.8%	47.6%	25.7%	2.4%	0.5%	n/a

How often are general education and special education teachers using the same reading curriculum?		
	07-08	*05-06*
Always	**55.9%**	*47.4%*
Frequently	**1%**	*24.7%*
Sometimes	**23%**	*7.0%*
Seldom	**1.5%**	*1.4%*
Never	**5.4%**	*0.5%*
Don't know	**13.2%**	*19.1%*

Part II: School Climate

Please indicate how often your Reading First Coach		Weekly	Twice a Month	Once a Month	2-3 Times a Year	Once a Year	Never
Visits your classroom for a walk through	**07-08**	**27.3%**	**32.7%**	**18.0%**	**18.5%**	**2.0%**	**1.5%**
	05-06	*21.8%*	*30.5%*	*27.7%*	*18.2%*	*0.9%*	*0.9%*
Provides feedback after the walk through	**07-08**	**27.0%**	**29.4%**	**21.6%**	**18.1%**	**2.0%**	**2.0%**
	05-06	*16.4%*	*25.5%*	*25.5%*	*18.2%*	*5.5%*	*9.1%*
Observes your classroom for a 90 minute block	**07-08**	**2.0%**	**5.9%**	**16.1%**	**24.4%**	**30.7%**	**21.0%**
	05-06	*3.7%*	*10.1%*	*12.4%*	*26.1%*	*26.1%*	*21.6%*
Provides feedback after a 90 minute observation	**07-08**	**4.4%**	**5.4%**	**15.8%**	**23.6%**	**30.0%**	**20.7%**
	05-06	*6.1%*	*8.9%*	*13.6%*	*24.8%*	*21.5%*	*25.2%*
Models instructional practices in your class	**07-08**	**3.4%**	**9.3%**	**11.7%**	**22.4%**	**21.0%**	**32.2%**
	05-06	*6.0%*	*6.9%*	*10.2%*	*20.8%*	*18.5%*	*37.5%*

Please indicate the extent to which you agree with each statement:		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I feel accepted and respected as a colleague by most staff members.	**07-08**	**55.6%**	**41.5%**	**2.4%**	**0%**	**0.5%**
	03-04	*66.3%*	*31.3%*	*2.5%*	*0%*	*0%*
Teachers in this school are continually learning and seeking new ideas.	**07-08**	**44.2%**	**48.1%**	**4.4%**	**2.4%**	**1%**
	03-04	*56.3%*	*36.3%*	*6.3%*	*1.3%*	*0%*
I believe the overall impact of SBRR practices on this school has been positive.	**07-08**	**35.9%**	**53.9%**	**5.3%**	**2.4%**	**2.4%**
	03-04	*32.5%*	*46.3%*	*11.3%*	*2.5%*	*7.5%*

Please indicate how often your principal:		Always	Frequently	Sometimes	Seldom	Never	Don't Know
Encourages you to select reading content and instructional strategies that address individual students' learning.	**07-08**	**36.7%**	**36.7%**	**14%**	**6.3%**	**4.3%**	**1.9%**
	03-04	*47.5%*	*--*	*27.5%*	*--*	*1.3%*	*6.3%*
Accepts the noise that comes with an active lesson.	**07-08**	**56%**	**30.4%**	**9.7%**	**1.9%**	**0%**	**1.9%**
	03-04	*65.0%*	*--*	*27.5%*	*--*	*1.3%*	*6.3%*
Encourages the implementation of SBRR instructional practices.	**07-08**	**59.5%**	**28.3%**	**7.8%**	**2.4%**	**0%**	**2%**
	03-04	*80.0%*	*--*	*11.3%*	*--*	*3.8%*	*5.0%*
Encourages you to observe exemplary reading teachers.	**07-08**	**20.8%**	**25.1%**	**22.7%**	**13%**	**14%**	**4.3%**
	03-04	*31.6%*	*--*	*34.2%*	*--*	*30.4%*	*3.8%*
Ensures few to no interruptions during literacy blocks.	**07-08**	**40.1%**	**36.2%**	**15.0%**	**6.8%**	**1.9%**	**0%**
	03-04	*33.8%*	*--*	*53.8%*	*--*	*8.8%*	*3.8%*
Explicitly states his/her expectations about formal classroom observations during reading instruction.	**07-08**	**50.2%**	**31.4%**	**10.6%**	**4.8%**	**1.9%**	**1.0%**
	03-04	*57.5%*	*--*	*32.%*	*--*	*6.3%*	*3.8%*

Part III: Instructional Practices

How often do *you* participate in the following activities in you classroom?		Every Day	3-4 times a week	1-2 times a week	Less than once a week	Don't Know
Identify the elements of a story (for example, characters, settings)	**07-08**	**49.3%**	**35.3%**	**13.5%**	**1.4%**	**.5%**
	03-04	*36.3%*	*47.5%*	*16.3%*	*0%*	*0%*
Draw children's attention to the sounds they *hear* in words	**07-08**	**79.6%**	**16.5%**	**2.4%**	**1.5%**	**0%**
	03-04	*81.3%*	*13.8%*	*3.8%*	*1.3%*	*0%*
Read to the children in class	**07-08**	**84.5%**	**11.7%**	**1.9%**	**1%**	**1%**
	03-04	*83.8%*	*11.3%*	*3.8%*	*1.3%*	*0%*
Say the sounds that letters and letter combinations make	**07-08**	**78.5%**	**15.6%**	**2.9%**	**2.9%**	**0%**
	03-04	*80%*	*15.0%*	*3.8%*	*1.3%*	*0%*
Before reading, explicitly teach new vocabulary and concepts	**07-08**	**58.5%**	**30.9%**	**10.1%**	**0%**	**.5%**
	03-04	*40%*	*37.5%*	*21.3%*	*1.3%*	*0%*

How *many* of your students regularly participate in the following activities in your classroom		All	Most	Some	Few	None
Relate their own experiences to those in books	**07-08**	**23.7%**	**46.4%**	**26.6%**	**3.4%**	**0%**
	03-04	*21.3%*	*50.0%*	*23.8%*	*5.0%*	*0%*
*Re*read favorite stories aloud to an adult or peer	**07-08**	**27.8%**	**26.8%**	**33.2%**	**9.8%**	**2.4%**
	03-04	*16.3%*	*36.3%*	*32.5%*	*12.5%*	*2.5%*
Say the sounds that letters make and letter combinations make	**07-08**	**53.9%**	**32.5%**	**12.1%**	**1.5%**	**0%**
	03-04	*52.5%*	*36.4%*	*7.5%*	*3.8%*	*0%*
Independently read or look at books written in their native language	**07-08**	**58.0%**	**24.6%**	**8.7%**	**2.4%**	**6.3%**
	03-04	*61.3%*	*23.8%*	*7.5%*	*7.5%*	*0%*

Part IV: Professional Development

As part of your professional development this year, have you		Yes	No	Effectiveness of the professional development					Alignment of the professional development with the SBRR framework			
				Very Effective	Moderately	Slightly	Not at all Effective	Don't Know	Well Aligned	Somewhat Aligned	Not at all Aligned	Don't' Know
Attended university courses in reading (for example, distance-learning formats or on-campus classes).	**07-08**	**22.4%**	**77.6%**	**56%**	**36%**	**4%**	**0%**	**4%**	**58.3%**	**29%**	**4%**	**8%**
	03-04	*23.8%*	*76.3%*	*61.1%*	*27.8%*	*11.1%*	*0%*	*0%*	*62.5%*	*25%*	*0%*	*12.5%*
Read professional literature related to the teaching of reading (for example, reading student groups).	**07-08**	**82.4%**	**17.6%**	**35.8%**	**46.6%**	**14.5%**	**2.4%**	**.6%**	**52.9%**	**38.4%**	**2.6%**	**5.9%**
	03-04	*80.2%*	*19.8%*	*29.8%*	*42.1%*	*26.3%*	*1.8%*	*0%*	*53.3%*	*35.6%*	*0%*	*11.1%*
Attended grade level meeting related to reading instructional issues.	**07-08**	**97.1%**	**2.9%**	**48.7%**	**34.9%**	**11.6%**	**4.2%**	**.5%**	**75.7%**	**20.3%**	**.6%**	**3.4%**
	03-04	*97.5%*	*2.5%*	*42.3%*	*38.0%*	*18.3%*	*1.4%*	*0%*	*65.5%*	*16.4%*	*3.6%*	*14.5%*

As part of your professional development this year, have you	Year	Yes	No	Very Effective	Moderately	Slightly	Not at all Effective	Don't Know	Well Aligned	Somewhat Aligned	Not at all Aligned	Don't' Know
Observed demonstrations of teaching reading (either in my school or in another school).	**07-08**	**48.3%**	**51.7%**	**47.6%**	**26.2%**	**20.4%**	**2.9%**	**2.9%**	**69.5%**	**22.8%**	**1.1%**	**6.5%**
	03-04	*67.5%*	*32.5%*	*50.0%*	*38.0%*	*12.0%*	*0%*	*0%*	*61.5%*	*23.1%*	*2.6%*	*12.8%*
Participated in mentoring in the area of reading instruction (serving as the mentor or as the mentee).	**07-08**	**27.3%**	**72.7%**	**66%**	**24.1%**	**10.3%**	**6.9%**	**5.2%**	**69%**	**21.8%**	**1.8%**	**7.3%**
	03-04	*33.3%*	*66.7%*	*56.5%*	*26.1%*	*17.4%*	*0%*	*0%*	*52.6%*	*26.3%*	*5.3%*	*15.8%*
Attended school or district-sponsored Reading First workshops or in-services	**07-08**	**66.5%**	**33.5%**	**56.2%**	**33%**	**4.6%**	**4.6%**	**1.5%**	**78%**	**18.7%**	**1.6%**	**1.6%**
	03-04	*100%*	*0%*	*39.2%*	*39.2%*	*18.9%*	*2.7%*	*0%*	*67.2%*	*15.5%*	*1.7%*	*15.5%*

To what extent has your instructional practice in teaching reading changed as a result of your participation in Reading First professional development?	**07-08**	Great extent	Great extent	Some extent	Moderate extent	Not at all
		44.2%	**44.2%**	**23.3%**	**27.7%**	**2.9%**

As part of your professional development, to what extent have you received adequate training focused on using SBRR practices	Year	Great Extent	Moderate Extent	Small Extent	Not at all	Don't Know
To teach reading?	**07-08**	**55.3%**	**35%**	**7.3%**	**1.9%**	**.5%**
	_03-04_	_41.3%_	_43.8%_	_11.3%_	_0%_	_3.8%_
To teach reading to children with disabilities?	**07-08**	**18%**	**43.2%**	**27.7%**	**11.2%**	**0%**
	_03-04_	_14.8%_	_11.1%_	_35.8%_	_32.1%_	_6.2%_
To teach reading to children whose native language is not English?	**07-08**	**5.9%**	**18.5%**	**26.3%**	**46.3%**	**2.9%**
	_03-04_	_5.0%_	_3.8%_	_20.0%_	_63.8%_	_7.5%_

Looking forward	Year	Yes	Maybe, not sure	No
Regardless of whether your school participates in Reading First next year, do you intend to use SBRR practices in your classroom?	**07-08**	**85.9%**	**12.7%**	**1.5%**
Looking forward to next year, when I think about using SBRR practices in my classroom, my greatest concerns are: (please specify)				
65.7% responded to this item. **34.4%** skipped this item.				

Looking forward (cont.)	Year	No, definitely not	No, probably not	Yes, probably	Yes, definitely	Not sure
If it were possible, would you LIKE to continue in the Reading First project next year (2008-2009)?	**07-08**	**11.7%**	**9.2%**	**34.0%**	**33.5%**	**11.7%**

Why or why not? **55.8%** responded with reasons why or why not.

Looking back (Please specify)	Answered question	Skipped question
What do you think was the single most important impact that participation in the Reading First program has had on you?	**83.1%**	**16.9%**
What do you think was the most important impact, if any, that participation in the Reading First program has had on your students?	**80.2%**	**19.8%**
What do you think was the most important impact, if any, that participation in the Reading First program has had on your school?	**75.4%**	**24.6%**

Part V: Data Driven Instruction Planning (2007-08 Only)

	Yes	No	Don't Know
Has your school developed a data review process to guide instruction and intervention?	**89.4%**	**0%**	**10.6%**
Has your school established a reading schedule that permits supplemental interventions for all children who require them?	**94.6%**	**4.9%**	**.5%**

Have you participated in the data review process?		If "Yes", how often, on average, do you meet at	Weekly	Monthly	A few times a semester	Once a semester	Once a year	Never
Yes	**89.3%**	Grade level meetings?	**16.2%**	**62.3%**	**9.6%**	**10.8%**	**0%**	**1.2%**
No		Cross grade meetings?	**2.4%**	**18.3%**	**14%**	**11.6%**	**16.5%**	**37.2%**
	11.2%	School wide meetings?	**1.8%**	**21.3%**	**24.4%**	**21.3%**	**16.5%**	**14.6%**

Part VI: Background Information

	07-08	*03-04*
Title I	**4.8%**	*8.9%*
Spec. Ed.	**18.8%**	*12.7%*
Regular Ed.	**70%**	*73.4%*
Other	**8.2%**	*5.1%*

What grade(s) are you teaching this year?		
	07-08	*03-04*
Half-day Kindergarten	**6.8%**	*17.3%*
Full-day Kindergarten	**20.8%**	*13.6%*
1st Grade	**31.4%**	*39.5%*
2nd Grade	**34.8%**	*25.9%*
3rd Grade	**31.4%**	*21.0%*

Number of Students		Mean	Standard Deviation	Range
Total number of students in the class	**07-08**	**20.4**	**6.3**	**4-56**
	03-04	*19.4*	*4.7*	*4-26*
Students with an IEP	**07-08**	**3.5**	**3.8**	**0-21**
	03-04	*3.5*	*4.1*	*0-22*
English Language Learners (ELL) students	**07-08**	**2.6**	**5.5**	**0-28**
	03-04	*2.3*	*5.1*	*0-25*

Number of Students in additional classes		Mean	Standard Deviation	Range
Total number of students in the class	**07-08**	**12.4**	**8.8**	**2-45**
	03-04	*15.6*	*6.4*	*3-25*
Students with an IEP	**07-08**	**3.5**	**4.7**	**0-22**
	03-04	*2.5*	*3.3*	*0-10*
English Language Learners (ELL) students	**07-08**	**0.8**	**2.6**	**0-18**
	03-04	*1.3*	*2.8*	*0-11*

APPENDIX G: 2008 READING FIRST INTERVIEW PROTOCOLS

READING FIRST STATE COORDINATOR INTERVIEW PROTOCOL

Thank you for your willingness to talk with me today to discuss the Reading First program in the state. The purpose of this interview is to help us better understand how you view **your role** as a Reading First state coordinator, how Reading First has been implemented both **this year** and in the **past five years**, and to ask about what you see in the **future** for Reading First.

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

PERCEIVED **Role**	I'd like to begin by asking a few questions specifically about **this past year.**
Year 5	Are you in the same schools this year?
Activities	About how often are you in classrooms each week?
Accomplishments	What do you believe are **your** most important accomplishments thus far **this year?**
	What do you believe are **your** most important accomplishments for the project **over the past years**?
	As you look back, what, if anything, would **you (personally)** do differently?
SCHOOL **EFFECTS**	Now I'd like to get your perspective on the activities of some important players in the implementation of RF, and on changes in the climate of schools **you supported** over the **past 5 years**.
Principals	What were the most important roles of **principals** in the implementation of RF?
	How will possible changes or elimination of the RF program affect the Principal's role?
Coaches	What were the most important roles of the **coaches** in the implementation of RF?
	How will possible changes or elimination of the RF program affect the Coaches' role?

Teachers   I'm interested in your description of how well RF teachers utilize SBRR practices and assessment materials **in the classrooms you supported.**

Over the years, how would you describe the practices of *most* teachers in schools you supported?

What are a few of the practices in those same RF classrooms that most need *improvement*?

Do you think teachers will continue to use these practices in the next year or two?

What would they need to accomplish this?

PROBE: What types of support might be helpful?

School change   Can you give me your best example of a *positive change* over the years?

Will the *positive change* you've noticed in the schools **you work with** continue?

Can you give me your best example of an *unforeseen negative consequence* over the years?

Could that be avoided if a project were going to begin tomorrow? How?

Barriers   What barriers remain that may keep **your schools** from reaching the goal of all students successfully reading on level?

In your view, were IST teams effectively implemented?

If no, what **were** the barriers which hindered the implementation of Instructional Support Teams (ISTs) in your schools?

Were the coaches you worked with involved in the IST teams? (Specifically, # were and # were not) If not, why not?

How did these teams operate in relation to students who were not making progress?

Closing   Finally, you have first-hand experience with the implementation of RF–experience I don't have. Are there any issues that we have never discussed that you think I need to know about to properly evaluate the RF program?

If you think of anything else that you would like to share with me after this interview, please feel free to call or email me [offer your email and phone number]. Thank you for your time.

READING FIRST PRINCIPAL INTERVIEW PROTOCOL

Thank you for your willingness to talk with me today to discuss the Reading First program in the state. The purpose of this interview is to help us better understand how you view **your role** in Reading First, how Reading First has been implemented both **this year** and in the **past five years**, and to ask about what you see as **future** needs for Reading First in your school.

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

PERCEIVED Role	I'd like to begin by focusing on **this past year**.
	What has been **your** most important role as Reading First principal?
Involvement in RF	How often do you:
	a) Have classroom walk-throughs **with your coach**?
	b) Review DIBELS data **with your RF coach or your teachers**?
	c) What <u>school year</u> did you <u>begin</u> as principal in a RF school?
	[Need fall and spring dates, ex. 2003-2004]
SCHOOL EFFECTS	Now I'd like to get your perspective on the activities of some important players in the implementation of RF, and on changes in school climate **over the past five years**.
State Coordinator	**In one or two words,** what has been the **one** most important **role** of your state coordinator in the implementation of RF at your school? [Pat, Stephanie, Kathy]
	In what ways was the state coordinator most helpful to you and your school?
	In what ways could she have been more helpful?
Coaches	What have been the most important roles of your coach in the implementation of RF?
	How will possible changes or elimination of the RF program affect the Coach's role here at your school?
FOCUS	The overall goal of Reading First was to improve reading achievement for all students through improving the quality of classroom instruction.

Teachers	Has the quality of reading instruction improved here during the implementation of RF?
	What still needs to be accomplished to further improve reading instruction?
	In your view, what barriers prevent this?
Students	
	Has kindergarten to third grade reading achievement improved here during the implementation of RF?
	What still needs to be accomplished to further improve reading achievement?
	In your view, what barriers prevent this?
Students	In your RF program, what are the successes and barriers to providing special education students access to the same reading programs provided for other students?
School climate	What have been the *major changes* in the climate of your school that you think may be *related to RF*?
	Probe: For example, changes in how people work together, communicate, or identify and solve problems.
Support **District-DOE**	As you look forward, what kind of support would you need from your district and from DOE to continue this program?
Advice	If you were speaking to a principal who was going to implement RF **for the first time** next year, what would be the **most important advice** you could give?
Closing	Finally, you have first-hand experience with the implementation of RF– experience I don't have. Are there any issues that we have never discussed that you think I need to know about to properly evaluate the RF program?

If you think of anything else that you would like to share with me after this interview, please feel free to call or email me [offer your email and phone number]. Thank you for your time.

READING FIRST COACH INTERVIEW PROTOCOL

Thank you for your willingness to talk with me today to discuss the Reading First program in the state. The purpose of this interview is to help us better understand how you view **your role** in Reading First, how Reading First has been implemented both **this year** and in the **past five years**, and to ask about what you see as **future** needs for Reading First in your school.

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

PERCEIVED Role	I'd like to begin by focusing on **this past year**.
	What has been your most important role as Reading First coach?
Involvement in RF	How often do you:
	• Have classroom walk-throughs **with your principal**?
	• Work in the classrooms **with teachers**?
	• Review DIBELS data **with teachers**? **with your principal?**
	• What **school year** did you begin as a coach in a RF school?
SCHOOL EFFECTS	Now I'd like to get your perspective on the activities of some important players in the implementation of RF, and on changes in school climate **over your years in RF.**
State Coordinator	**In one or two words,** what has been the **one** most important **role** of your state coordinator in the implementation of RF at your school? [Pat, Stephanie, Kathy]
	In what ways was the state coordinator most helpful to you and your school?
	In what ways could she have been more helpful?
Principal	What have been the most important roles of your principal in the implementation of RF?
	How will possible changes or elimination of the RF program affect the Principal's role in your school?
FOCUS	The overall goal of Reading First was to improve reading achievement for all students through improving the quality of classroom instruction.

Teachers

Has the quality of reading instruction improved here during the implementation of RF?

What still needs to be accomplished to further improve reading instruction?

In your view, what barriers prevent this?

Students

Has kindergarten to third grade reading achievement improved here during the implementation of RF?

What still needs to be accomplished to further improve reading achievement?

In your view, what barriers prevent this?

Students

In your RF program, what are the successes and barriers to providing special education students access to the same reading programs provided for other students?

How do you see RTI (Response to Intervention) fitting in with this goal?

School climate

What have been the *major changes* in the climate of your school that you think may be *related to RF*?

Probe: For example, changes in how people work together, communicate, or identify and solve problems.

Support

As you look forward, what kind of support would you need from your district and from DOE to continue this program?

District-DOE

Advice

If you were speaking to a literacy coach who was going to implement RF **for the first time** next year, what would be the **most important advice** you could give?

Closing

Finally, you have first-hand experience with the implementation of RF–experience I don't have. Are there any issues that we have never discussed that you think I need to know about to properly evaluate the RF program?

If you think of anything else that you would like to share with me after this interview, please feel free to call or email me [offer your email and phone number]. Thank you for your time.

Appendix H. Teacher Voices

Because this was the last year for the formal Reading First project evaluation, and because there was uncertainty about the program's future at the state and national level, we asked teachers to share their views by looking back and to share advice to others by looking forward. This provided us greater insight into their experiences and provided context to other survey items. Here are some of their voices.

If it were possible, would you LIKE to continue in the Reading First project next year (2008-2009)?

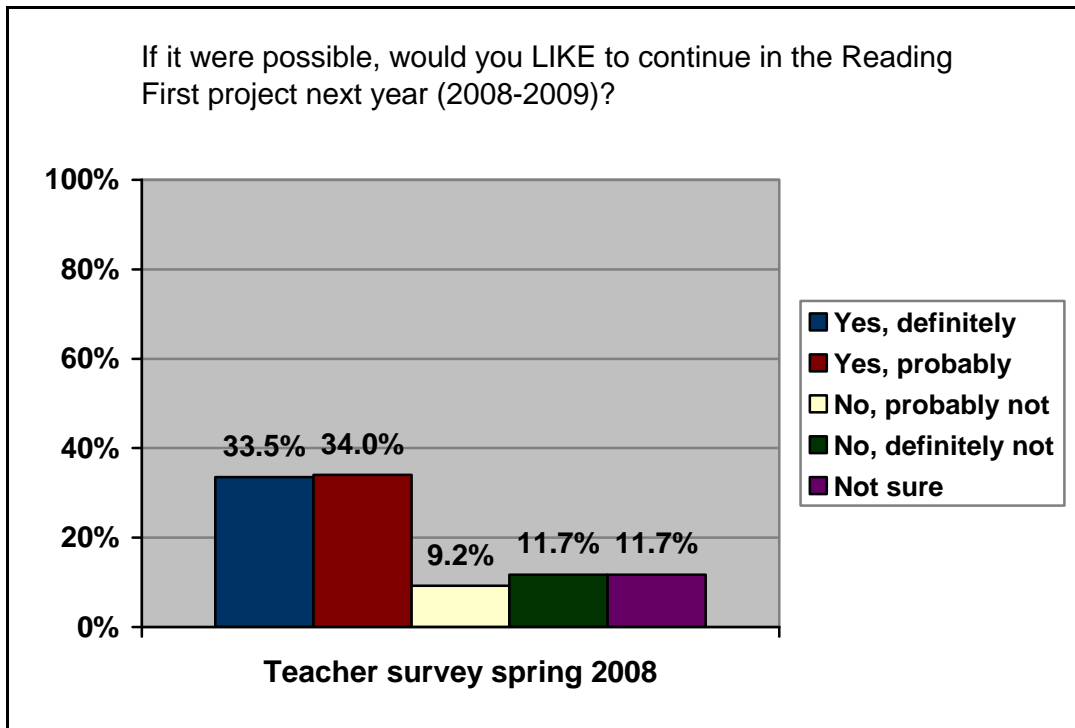|	
Yes, definitely	33.5%
Yes, probably	34.0%
No, probably not	9.2%
No, definitely not	11.7%
Not sure	11.7%

Teacher survey spring 2008

Figure H1. If teachers decided: Would YOU like the program to continue?

Teachers were asked to elaborate on their responses whether they would like to see the program continue— why or why not? Some of their reasons why it should continue were general, but others were specific and centered on positive student outcomes, positive impacts on teachers and teaching. They often cited professional development as a rationale to continue. Some commented on the programs structure and use of data to guide instruction Table Ha provides a sampling of their statements.

Most of their reasons why it should not continue were quite specific and centered on poor leadership, changing messages, the programs' stifling requirements, and detrimental student impacts. There is a sampling of "Why not's" in Table Hb. Still other teachers saw costs and benefits that complicated the decision for them. Table Hc shows some examples of their mixed reviews.

Table Ha. Why continue?

I enjoy the curriculum and the series we have for the children. It exposes the students to higher order thinking, better vocabulary and it has an overall wealth of information that can be presented to the children.

Reading First has taught many teachers great strategies for teaching reading. It has given very useful information about how to reach all levels of learners and how to teach reading effectively.

I have seen a lot of growth!

I like having the reading coach come in my room to model and observe. The feedback is appreciated and helps with my instruction.

I have seen significant gains in the students.

Reading First has had a very positive effect on our students. I feel that our students are so much farther ahead now than what they were before starting Reading First.

It seems to streamline my focus on reading practices.

Because I feel it has been very effective. I think our school has not made the right decision in not wanting the Reading First project next year.

There are a lot of good things that come out of it.

I like the structure of assessing the students every two weeks to evaluate if they are making progress.

I think it really works!

Table Hb. Why not continue?

The way our grant has been written, Reading First seems to have a lot of chiefs walking around the building giving suggestions, however, they are not even allowed to work with students on a regular basis.

Too rigid, not flexible enough to allow the teacher to use other useful strategies and resources to help struggling readers.

I am tired of being on so many time restraints

Reading First is a "handcuff" program. Too much of what you can't do and not enough of what we can. Our students need more than what Reading First allows. Our children do not come with a lot of background knowledge and Reading First assumes they do.

Too rigid. The training has served its purpose. School can sustain good practices of teaching reading with the current staff and mentoring.

Too restrictive and the program is not what we expected. Teachers are limited to what they can and can not do and it becomes hard to differentiate instruction. We are not given the support that we feel we need in order to run the program successfully.

Research has shown that Reading First does not increase comprehension scores of students on state

tests any better than any other reading program.

Guidelines do not allow for flexibility and specific cultural considerations of the population of students.

The rules change constantly. As soon as we modify and get ourselves together, we are told that we aren't "allowed" to do that method anymore.

Request for change in classroom setup. Negative feedback lower teachers' morale. Constant implementation of reading strategies and materials without evaluation on whether or not the material works.

Table Hc. "Yes, but if…" and "No, unless..." and "I'm undecided…"

If we don't have the man power to do the things we need to do I don't want to do it.

It is a good program but it does not provide any flexibility or "teachable" moments!

This was my first year included in the Reading First team and it was helpful, but it has a lot of testing built into the schedule, especially for the readers under risk. This leaves less teaching time.

I think it is good practices run by people who don't think like teachers, but think like we are making soup in a cup and need to hit our yearly quota.

I see the advantage of small group instruction and agree with many of the elements of Reading First. However, Reading First advocates strict adherence to the core curriculum. The use of trade books for instruction is limited to the few recommended in the manual.

The trainings have been repetitive for several years. The info is the same and we all receive the trainings regardless of how long we've been involved in Reading First. Change things to make it more effective for those that have been involved in the program longer.

I think it needs some improvement in certain areas.

Most teachers were able to see SBRR practices as separate from Reading First and saw benefits that they could carry into their future classrooms (Figure H2). In addition, we found that almost all teachers—even those who would never want to continue the program—seemed to name some positive program impacts, either for their students, for their schools, and/or for themselves. Tables Hd-f shows only the important impacts named by those who would NOT like to continue.
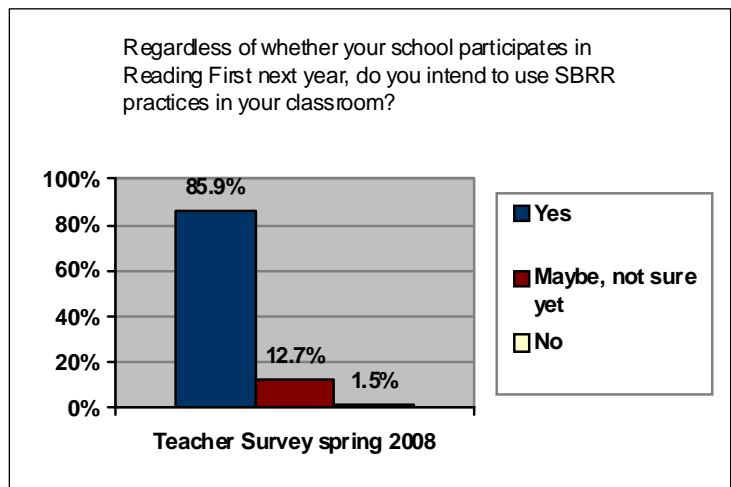

Regardless of whether your school participates in Reading First next year, do you intend to use SBRR practices in your classroom?

Yes 85.9%
Maybe, not sure yet 12.7%
No 1.5%

Teacher Survey spring 2008

Figure H2. Intentions to use SBRR practices

Table Hd. Naysayers: Most important impacts on their schools.

If it were possible, I would NOT LIKE to continue in the Reading First project next year (2008-2009)
These teachers identified Reading First's positive impacts on their schools:

Data to group our students
Data driven instruction
Reading
Taught incompetent teachers how to teach and what to teach in sequential and systematic order.
I believe RF provides funds for teachers to attend the IRA convention.
Everyone focused on the same thing
Decoding
Longer and more in-depth reading instruction
Students are making growth in reading skills
All staff on same page/cohesiveness
Helped teachers to understand SBRR.
The 90 minute reading block.

These teachers identified Reading First's negative impacts on their schools:

The staff and students are more stressed!
The biggest impact was that all teachers seem much more stressed about following the ever-changing rules.
This program lowered teachers' morale. This program did not allow the teacher to use creative strategies in assisting his or hers struggling students.
Students at this school are not really learning, only being exposed to reading skills. Due to this students are always failing, and they know it.
It has forced all teachers to be teaching the same thing, the same way, at the same time.
Many teachers do not like to instruction reading because of RF drawbacks.
Stress
Stress of trying to fit things in the 90 minute reading block and teachers not being able to teach different things.
That you must stay on schedule and have your schedule posted

Table He. Naysayers: Most important impacts on their students.

If it were possible, I would NOT LIKE to continue in the Reading First project next year (2008-2009)
These teachers identified Reading First's positive impacts on their students:

Reading for fluency
Increased fluency
I think students are now able to read at a higher level than ever before, however they do not comprehend well.
Kept them progressing at a nice rate.
More partner work has helped them with communication as well as reading
Reading a lot of books and a variety of books in one year.
Better phonics instruction

Students receive small group instruction.

A structured reading block.

Helps them learn their sounds in the lower grades K-2, but I feel it doesn't benefit the older grades.

Decoding

Decoding unknown words

Learned letters faster

Providing them with lots of books

Being able to work in small groups with a teacher to feel successful and make improvements in reading

Encouraged them to explore reading.

I think it's the fluency and working in small groups more often.

These teachers identified Reading First's negative impacts on their students:

They must respond quickly to testing to get high score

There's a lot more stress on students and too much testing.

This program impacted the student in labeling them into three groups: intensive, strategic and benchmark in the areas of reading. They were grouped according to their same abilities. The program did not allow students to be grouped in other ways.

This program sets them up for failure on the DSTP.

Our students are much more fluent, however, they cannot comprehend.

No fun

Students race-read to try and score higher on the DIBELS testing.

Table Hf. Naysayers: Most important impacts on themselves.

If it were possible, I would NOT LIKE to continue in the Reading First project next year (2008-2009)

These teachers identified Reading First's positive impacts on themselves:

Making sure all students read for fluency.

It requires you to differentiate.

Being able to group the students accordingly and use correct interventions.

Data driven instruction/ grouping

Learning more about teaching reading to kindergarteners.

I focus more on the 5 components more exclusively and have more of a guide to direct my instruction than previously.

Direct teaching

Becoming more aware of the needs of all students

Providing the money to buy lots of books

To group students based on scores

It has focused my instruction on what the children need via data results.

It's taught me to be more mindful of time/pacing.

It has forced me to try to group students more fluidly, based on data.

Better way to teach reading to struggling students

Teaching the components explicitly has had the most impact.

I learned more about solid phonics instruction.

Knowledge of reading strategies.

The importance of students learning their sounds.

I have never stopped learning about my craft. The program has taught me a few new ideas.

Focusing on data

It helped to plan activities for individual children.
These teachers identified Reading First's negative impacts on themselves:

How misguided this program is. Also the fact that the state actually thinks this program works.
I feel like I can't give my students the "more" they need. It's a dictatorship program.
Time constraints
It took away my academic freedom. This program does not allow you to be creative.
That fluency is more important than comprehension