

Local Evaluation of *RALLI*
Reading and Lifelong Learning (RALLI)

Two Years of Implementation and Measured Success

October 1, 2014, to September 30, 2016

East St. Louis School District 189
Board of Education
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East St. Louis, IL 62201

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Ralli – Innovative Approaches to Literacy

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Executive Summary

East St Louis School District's 189 Innovative Approaches to Literacy project entitled **Reading and Lifelong Learning (RALLI)** was very successful under the leadership of Dr. Michelle Chism, Project Director. The project addressed (a) K-5 students' academic performance in literacy and writing, (b) on-going professional development for librarians, teachers, and paraprofessionals, and (c) parents' and guardians participation in their children's literacy development. Students participated in whole and small-group instruction in The Wonders Curriculum® using The Daily Five Instructional Framework®, which differentiates instruction and exposes students to texts that align with science and social science standards.

Program Objectives

The program included every student in grades K-5, which totaled 2,978 students and their families, in six sites (five elementary schools and one kindergarten center)

RALLI had the following three objectives:

1. Promote daily family literacy activities by parents sharing conversations with their child, reading together every day, and writing.

2. Provide K-5 students with a rigorous Common Core State Standards-aligned curriculum in order to increase academic achievement in reading by emphasizing The Big Five (phonics, phonemic awareness, fluency, vocabulary, and writing)
3. Design a modern technologically advanced media center with trained librarians, student friendly digital tools, and modern storytelling to encourage students to become lifelong readers and express themselves in new and innovative ways.

Partnerships with the local library system, GEAR UP, The PEP Grant, 21st Century Learning Community, and the Greater East St. Louis Early Learning Partnership support school innovations with extracurricular and community literacy activities.

The statuses of outcomes are as follows:

1. At least 35% of parents of participating children will have attended at least two Parent Engagement workshops to equip parents with family literacy skills and knowledge

STATUS: 18% - To date, the following parent engagement workshops have been held. February 10th, March 16th, May 14th, and December 10, 2015 and February 15th, and May 5th, 2016. A total of 549 parents have participated to date.

2. 90% of kindergarten through 5th grade students will demonstrate reading proficiency

STATUS: 17% - ISAT was given at both the 3rd grade and 5th grade levels in the spring 2014. At that time, a combined 17% (200/1175) of students meet or exceed in reading. In the spring 2015, the state test changed to the PARCC assessment. To date 36% of students in grades K-5 met or exceeded standards in reading on the PARCC assessment.

GPRA: The percentage of participating 3rd grade students (502) who meet or exceed proficiency on State reading or language arts assessments under section 1111(b) (3) of the ESEA.

| Baseline | Year One | Year Two |
|----------|----------|----------|
| 16% | 7.0% | 36% |

3. The percentage of students who demonstrate proficiency in writing will increase by 20%

STATUS: For the baseline we used fall 2014 scores. 2,499 students were tested, 2,003 passed, 496 failed. The comparison was the fall 2015 testing. 2,470 students were tested, 2,148 passed, 322 failed. The comparison was the spring 2016 testing. 2,457 students were tested, 2,146 passed, 311 failed. Our goal is 95% based on a 20%

gain from the fall 2104. We are currently at 87% on this year two final measure.

4. 100% of teachers at targeted schools will integrate technology into their instructional practices to improve teaching and learning for grades K-5

STATUS: 100% of teachers at the six buildings are integrating technology into their instructional practices, as evidenced by classroom observations and teacher technology surveys.

5. 100% of teachers for grades K-5 will integrate standards-based instruction into classrooms

STATUS: 100% of teachers have integrated standards based instruction in their classroom and the total number of K-5 teachers is 140.

6. 100% of teachers will demonstrate the acquisition of new knowledge and skills relating to improving students' literacy through participation in professional development.

STATUS: 100% reporting the acquisition of new knowledge and skills relating to improving students' literacy gained through participation in professional development.

7. 100% of librarians at targeted schools will utilize technological enhancements to improve teaching and learning for grades K-5

STATUS: 100% - To date, two librarians have been hired, are currently working in the libraries.

East St. Louis District 189 Fast Facts 2013 - 2016

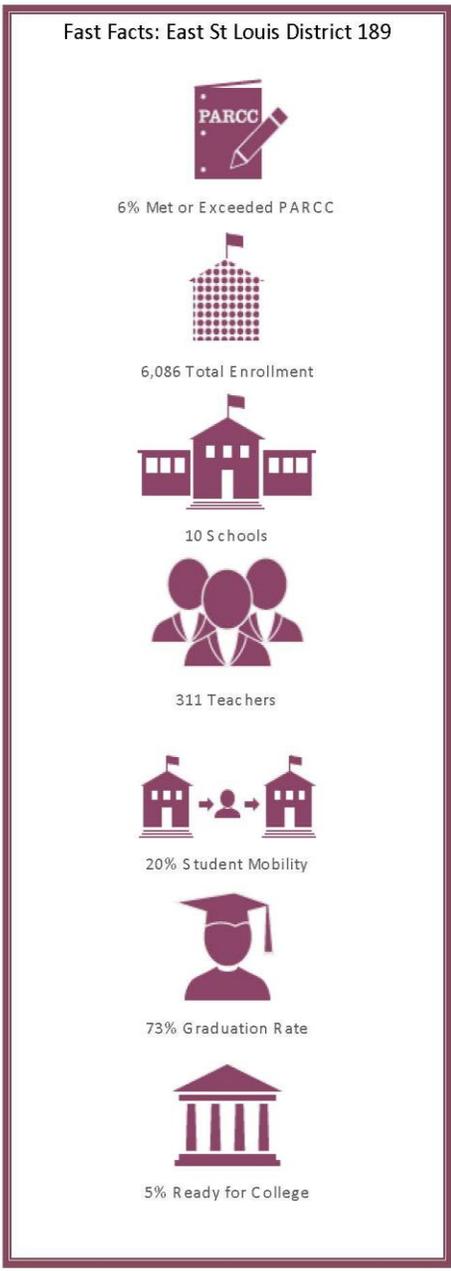
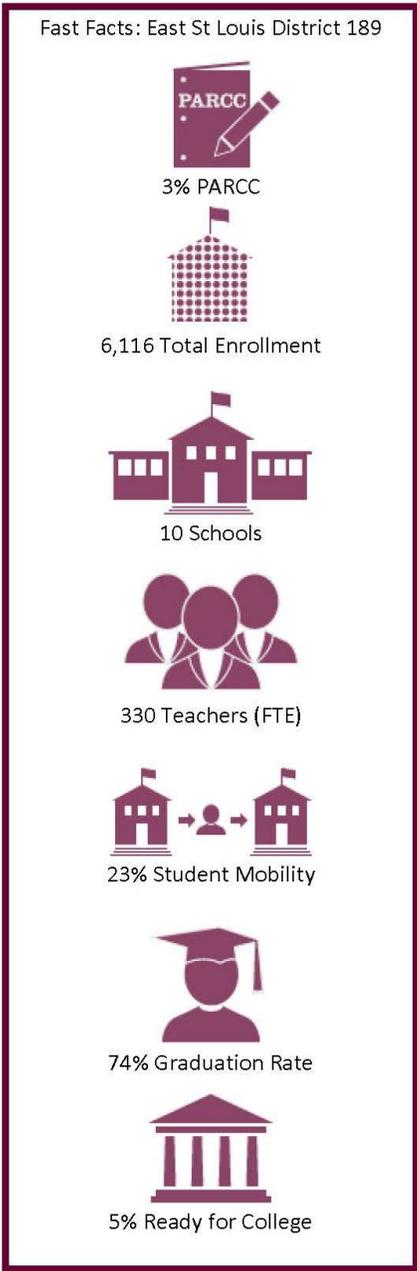
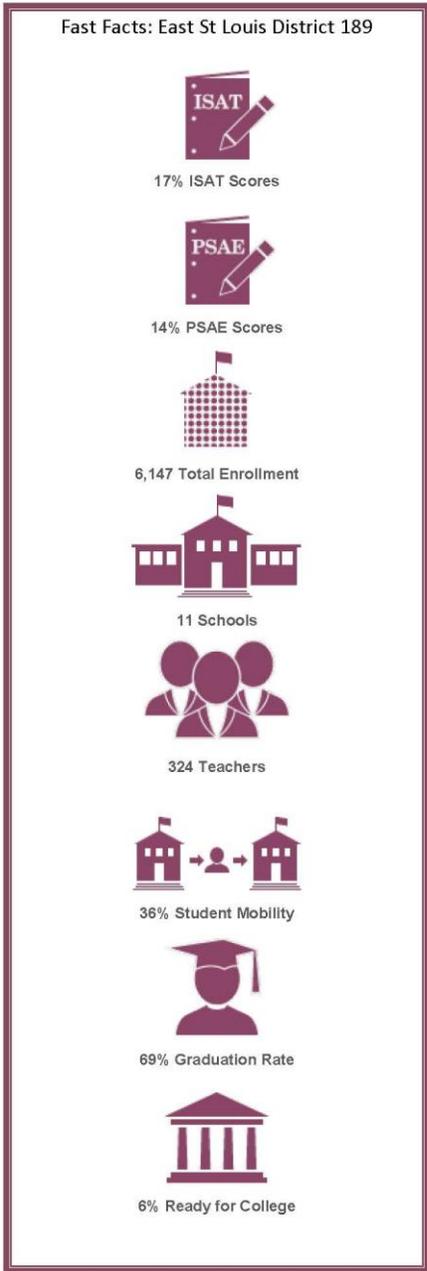


Figure 1A: 2013-14 School Year (ISBE Report Card)

Figure 1B: 2014-15 School Year (ISBE Report Card)

Figure 1C: 2015-16 School Year (ISBE Report Card)

Evaluation Methods

The RALLI Project included qualitative and quantitative data for K-5 teachers and students and included the following:

- Surveys
- Teacher observations through the Professional Practice Observation Tool
- Student NWEA reading achievement data
- Student PARCC reading achievement data
- K-5 student writing grades from 1st and 3rd quarter

Based on the goals, objectives, outcomes listed in Quality of the Project Design, the evaluation ultimately tested whether students provided with a rigorous Common Core State Standards-aligned curriculum for grades K-5 would increase academic achievement by one grade level by emphasizing the Big Five® (phonics, fluency, phonemic awareness, vocabulary, and comprehension) and the Daily Five Framework® (reading to self, reading to others, listening to reading, vocabulary, and writing) is successful in obtaining one grade level gains.

The evaluation team was led by Shelley Maberry, PMP, MEd, a highly qualified external evaluator and included the Project Director and members of the Literacy Advisory Council (LAC). With this experience, the team reviewed and finalize evaluation plans that included both qualitative and quantitative data gathering processes for monitoring,

assessing, evaluating, planning and modifying the project as appropriate. Summative evaluation included qualitative descriptions of the program's impact on student literacy. Parent, student, and staff surveys were used to refine and modify services as appropriate. As part of the formative evaluation, the timely and appropriate implementation of the project strategies and activities were documented using: (a) invoices and inventory logs to track the number and type of new books ordered, (b) database usage reports to document database access, surveys administered at the end of each training session to assess the immediate impact of the training, (c) librarians' logs to document types of classroom use of the library (e.g. teacher/librarian collaborative activities, research projects, database use), and (d) monthly circulation data to track number and types of books used. All data was analyzed using statistics, including analyses of variance (ANOVAs) and multiple regression approaches to determine the impact on students and teachers. Performance reports, a formative summary, and a final evaluation report were made available to stakeholders and included in the final report for this project.

To determine the impact of this initiative, summative quantitative data was collected as outlined below.

Goal 1: Promote daily family literacy activities by parents sharing conversations with their child, reading together every day, and writing

(lists, memos, notes) to help all children become successful readers and writers.

Objective 1: By the end of 24 months, at least 35% of parents of participating children will have attended at least two Parent Engagement workshops to equip parents with skills and knowledge to support their children's literacy.

- **Benchmarks:** 25% in year one; additional 10% in year two
- **Measurement Tools:** Parent engagement activity sign-in sheets, surveys
- **Frequency:** Two parent engagement activities will be conducted per year

Goal 2: Provide students with a rigorous Common Core State Standards-aligned curriculum for grades K-5 to increase academic achievement by one grade level by emphasizing the Big Five (phonics, fluency, phonemic awareness, vocabulary, and comprehension) and the Daily Five Framework (reading to self, reading to others, listening to reading, vocabulary and writing).

- **Objective 2: Benchmarks:** 50% in year one; additional 40% in year two
- **Measurement Tools:** End-of-unit and benchmark assessments

- **Frequency:** *Year 1:* September 2014 for baseline data and April 2015 for proficiency data. *Year 2:* September 2015 for baseline data and April 2016 for growth data
- **Objective 3: Benchmarks:** 15% in year one; additional 5% in year two
- **Measurement Tools:** Grade reports for first and third quarters and student writing portfolios
- **Frequency:** Twice per year; First Quarter Grade Reports and student writing portfolios to establish baseline data and Third Quarter Grade Reports and student writing portfolios to determine growth
- **Objective 4: Benchmarks:** 80% in year one; additional 20% in year two
- **Measurement Tools:** Surveys, classroom observations, lesson plans, and coaches' notes
- **Frequency:** Twice per year, with one pre-participation survey to establish baseline data and one post-participation survey to determine growth

Objective 5: By the end of 24 months, 100% of teachers for grades K-5 will integrate standards-based instruction into their classrooms.

- **Benchmarks:** 90% in year one; additional 10% in year two
- **Measurement Tools:** Pre- and Post-participation surveys, coaches' notes, and classroom observations

- **Frequency:** Twice per year, with one pre-participation survey to establish baseline data and one post-participation survey to determine growth

Objective 6: By the end of 24 months, 100% of teachers will demonstrate the acquisition of new knowledge and skills relating to improving students' literacy through attendance at professional development, and job-embedded training activities.

- **Benchmarks:** 70% in year one; additional 30% in year two
- **Measurement Tools:** Surveys, classroom observations, training module completion and coaches' notes
- **Frequency:** Twice per year, with one pre-participation survey to establish baseline data and one post-participation survey to determine growth

Goal 3: Design a modern technologically advanced media center with trained librarians, student-friendly digital tools, and storytelling activities to encourage students to become lifelong readers and express themselves in new and innovative ways.

Objective 7: By the end of 24 months, 100% of librarians at targeted schools will utilize technological enhancements to improve teaching and learning for grades K-5

- **Benchmarks:** 100% in years one and two

- **Measurement Tools:** Surveys, classroom observations, and coaches' notes
- **Frequency:** Twice per year, with one pre-participation survey to establish baseline data and one post-participation survey to determine growth.

The data collection effort included different respondent groups including library staff, teachers, students, and parents. Each source offered a unique perspective regarding the activities of the grant. The evaluator prepared interim reports that were reviewed by project leadership and the LAC during regular monthly meetings for the purpose of identifying key trends. This information will be shared with program staff so that any modifications to program activities can be implemented as needed. The evaluation team will analyze data and prepare updates as well as a final report that meets program requirements, including the use of funds. This final project evaluation report will describe the quality, impact, and effectiveness of the project.

Feedback from parents and other stakeholders will be gathered through an annual Performance Survey, which is a validated instrument developed for the purpose of gathering valid, reliable performance feedback. The survey gathers qualitative feedback and asks respondents to provide information regarding his/her opinion of the initiative or

program, perceived strengths and weaknesses, areas of concern, and other thoughts so that this input can be used to refine the project. Collecting Government Performance and Results Act (GPRA) data: Also, we will also collect and report: GPRA 2) the percentage of participating 3rd-grade students who meet or exceed proficiency on state reading or language arts assessments.

The evaluation plan described above included multiple feedback loops to continuously gather student, teacher and administrator feedback for the purpose of reviewing assessment data (monthly) to refine, strengthen and improve the program approach. This process includes regular project meetings among school-based project personnel and monthly meetings of the full LAC. The evaluator will prepare programmatic reports, which will be reviewed and discussed during these meetings. Parents will be provided with progress updates during regularly scheduled parent-teacher conferences held throughout the year.

If RALLI fails to meet expected goals, objectives, and intended outcomes, as determined by the quarterly assessments of progress, Director of Curriculum and Grants, will work with the project director to develop an action plan for program improvement and will submit this to the LAC for approval and comment. In this way, the advisory committee

will monitor the progress of the project; utilize evaluation efforts to enable more data-driven decision-making; and have the ability to make timely adjustments to the program to maintain quality and to improve service delivery to children, youth, and families.

RALLI LOGIC MODEL

The project design and evaluation were guided by the Logic Model, which can be viewed on the following pages.

| | |
|---------------|---|
| INPUTS | <ul style="list-style-type: none">• <u>Stakeholders</u> – Students, Parents, District 189 Administration, Literacy Advisory Council, Program Director, Teachers• <u>Partners</u> - McGraw-Hill, Greater East St Louis Early Learning Partnership, East St. Louis Public Library• <u>Continuous Improvement</u> - External Evaluation Team |
|---------------|---|



| | |
|-------------------|---|
| ACTIVITIES | <ul style="list-style-type: none"> • <u>Daily family literacy activities</u> - Parent-child conversations, reading together, and writing (lists, memos, notes). • <u>Book distribution</u> – Building level distributions and community for under age 5. • <u>Rigorous K-5 Common Core curriculum</u> increases achievement by one grade level by emphasizing Big Five/Daily Five Framework. • <u>Improve media centers</u> in innovative ways with trained librarians, student-friendly digital tools, and modern storytelling to encourage lifelong reading and expression. |
|-------------------|---|



| | |
|----------------|---|
| OUTPUTS | <ul style="list-style-type: none"> • <u>Formative measures</u> - Site visits, training event evaluations/attendance, participation levels, ongoing surveys, library utilization records • <u>Summative measures</u> - 35% of participant parents attend two child literacy workshops; 90% of K-5 students demonstrate reading proficiency; Percentage of students proficient in writing increases 20%; 100% of K-5 teachers at targeted schools integrate technology into instruction; 100% of K-5 teachers integrate standards-based instruction; 100% of teachers demonstrate new student-literacy knowledge and skills through professional development and job-embedded training; 100% of target-school librarians use technology to improve K-5 teaching and learning. |
|----------------|---|

Evaluation Findings

2. a. The percentage of participating 3rd-grade students who meet or exceed proficiency on state reading or language arts assessments under section 1111 (b) (3) of the ESEA.

2. b. By the end of 24 months, the percentage of students who demonstrate proficiency in writing will increase by 20%.

The baseline data for this goal was collected in the spring of 2014 with student scores on the ISAT and the year 1 and 2 data was collected in the spring of 2015 and 2016 using student reading PARCC scores. The findings indicated that 36% of students met or exceed proficiency on state reading or language arts assessments and student writing proficiency increased by 36%

5.a. By the end of 24 months, at least 35% of parents participating children will have attended at least two Parent Engagements workshops to equip parents with skills and knowledge to support their children's literacy.

Data collections tools for this goal consisted of parent surveys and sign-in sheets distributed at each of the parent engagement activities. This data was collected on the following dates: February 10th, March 16th, May 14th, and December 10, 2015, and February 15th and May 5, 2016. Findings indicated 18% of parents participated in at least two Parent Engagement Workshops.

6.a. By the end of 24 months, 90% of kindergarten through 5th-grade students will demonstrate proficiency on reading assessments.

The baseline data for this goal was collected in the spring of 2014 with student scores on the ISAT and the year 1 and 2 data was collected in the spring of 2015 and 2016 using student reading PARCC scores. The findings indicated that 36% of students met or exceed proficiency on state reading or language arts assessments and we did not reach our goal of 90%.

6. b. By the end of 24 months, 100% of teachers at targeted schools will integrate technology into their instructional practices to improve teaching and learning for grades K-5.

6. c. By the end of 24 months, 100% of teachers for grades K-5 will integrate standards-based instruction in their classrooms.

6. d. By the end of 24 months, 100% of teachers will demonstrate the acquisition of new knowledge and skills relating to improving students' literacy through attendance at professional development, and job-embedded training activities.

Data collection for this goal consisted of a teacher technology survey and classroom observations. The surveys were conducted in March 2015, and the classroom observations were conducted during the 2014-15 and 2015-16 school years. The classroom observations took place during the morning literacy block at the kindergarten

center, and elementary schools and a total of 7 observations were conducted for 30 teachers for 30-45 minutes (Figure 1, Table 1). Results indicate that 100 percent of teachers are integrating technology and standard-based instruction into their classroom and demonstrate the acquisition of new knowledge and skills to improve student literacy.

Figure 2: Teacher Professional Practice Observation Mean Scores

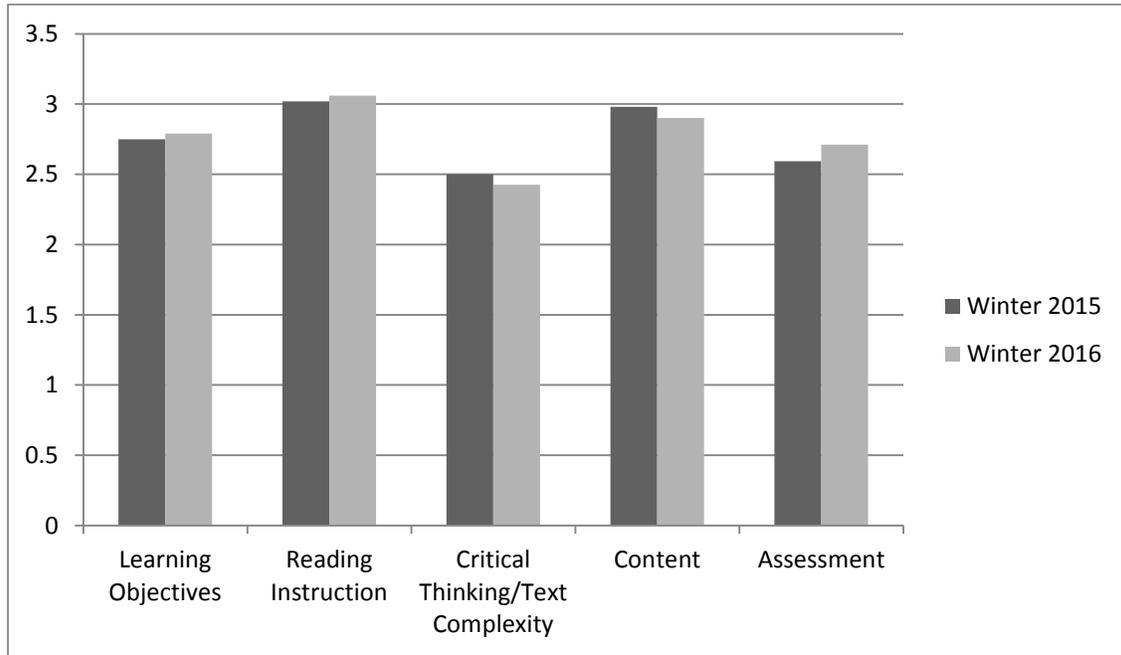


Table 1: Professional Practice Observations

| Teacher | Observations 1-4 | Observations 5-7 | Mean Score |
|------------|------------------|------------------|------------|
| Teacher 1 | 3.1 | 3.55 | 3.32 |
| Teacher 2 | 3.6 | 3.8 | 3.7 |
| Teacher 3 | 3.1 | 3.4 | 3.25 |
| Teacher 4 | 2.1 | 2.15 | 2.12 |
| Teacher 5 | 2.8 | 3.4 | 3.1 |
| Teacher 6 | 2.5 | 3.65 | 3.07 |
| Teacher 7 | 3.25 | 2.95 | 3.1 |
| Teacher 8 | 3.45 | 3.1 | 3.27 |
| Teacher 9 | 2.4 | 2.05 | 2.22 |
| Teacher 10 | 2.6 | 2.45 | 2.52 |
| Teacher 11 | 2.85 | 3.25 | 3.05 |

| | | | |
|------------|------|------|------|
| Teacher 12 | 3.25 | 2.7 | 2.97 |
| Teacher 13 | 3.35 | 3.05 | 3.2 |
| Teacher 14 | 2.3 | 2.45 | 2.37 |
| Teacher 15 | 2.35 | 2.05 | 2.2 |
| Teacher 16 | 2.25 | 2.5 | 2.37 |
| Teacher 17 | 3.45 | 3.3 | 3.37 |
| Teacher 18 | 2.7 | 2.45 | 2.57 |
| Teacher 19 | 2 | 1.9 | 1.95 |
| Teacher 20 | 2.8 | 2.15 | 2.47 |
| Teacher 21 | 2.2 | 2.45 | 2.32 |
| Teacher 22 | 2.2 | 1.8 | 2.0 |
| Teacher 23 | 2.0 | 2.1 | 2.05 |
| Teacher 24 | 2.75 | 2.75 | 2.75 |
| Teacher 25 | 3.85 | 3.85 | 3.85 |
| Teacher 27 | 2.35 | 2.4 | 2.37 |
| Teacher 28 | 3.5 | 2.8 | 3.15 |
| Teacher 29 | 2.95 | 3.15 | 3.05 |
| Teacher 30 | 2.5 | 2.4 | 2.45 |

Table 2: NWEA Comparisons

**East St. Louis SD 189 - NWEA Spring 2015-2016
2015 NWEA RIT and Growth Scales
Fall - Winter - Spring Comparisons**

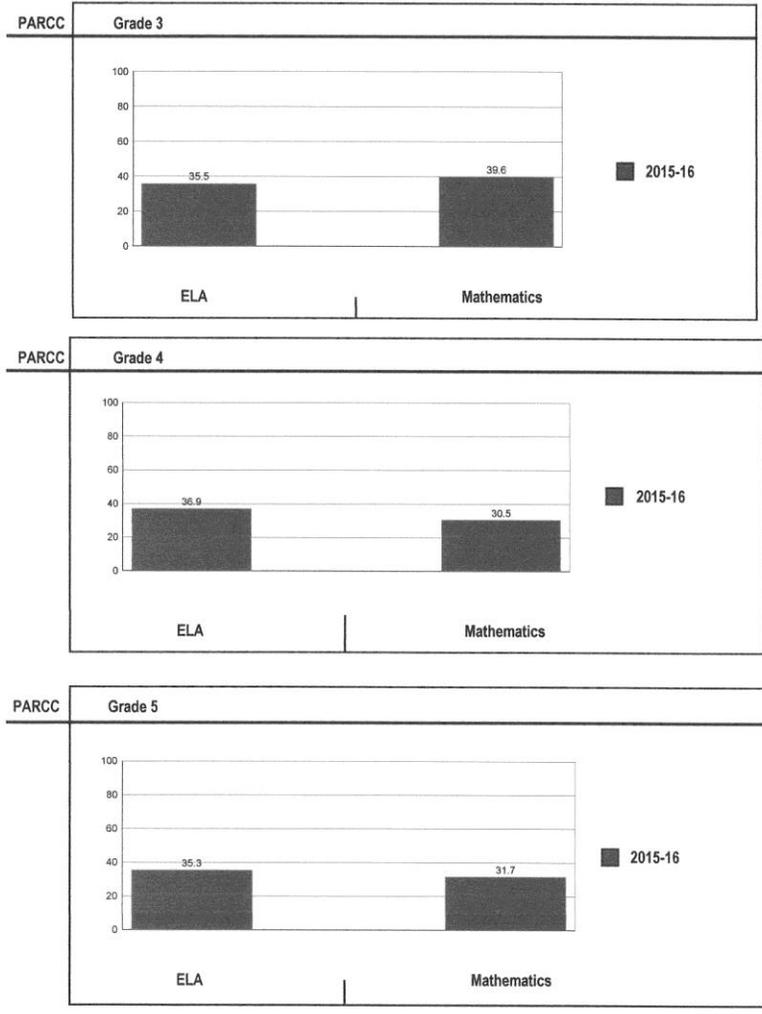
| Math | | | | | | | |
|---------|-----------|--------|--------|---------------------------------|---------------------------------|--|---------------------------------|
| Grade | 2015-2016 | | | Growth in RIT: Fall & Winter | Growth in RIT: Fall & Spring | NEW NWEA Exp. Growth (Fall - Spring) | Distance From Exp. Growth |
| | Fall | Winter | Spring | Terms | Terms | | |
| K | 130.8 | 141.1 | 149.7 | 10.3 | 18.9 | 22.5 | -3.6 |
| 1 | 146.8 | 158.7 | 168.8 | 11.9 | 22 | 18.4 | 3.6 |
| 2 | 164.4 | 173 | 178.4 | 8.6 | 14 | 15.2 | -1.2 |
| 3 | 176.3 | 182.8 | 188.2 | 6.5 | 11.9 | 13 | -1.1 |
| 4 | 185.6 | 191.5 | 197.1 | 5.9 | 11.5 | 11.5 | 0 |
| 5 | 193.1 | 197.3 | 201.9 | 4.2 | 8.8 | 9.9 | -1.1 |
| 6 | 197.9 | 202 | 204.5 | 4.1 | 6.6 | 7.7 | -1.1 |
| 7 | 203.3 | 207.4 | 210 | 4.1 | 6.7 | 5.9 | 0.8 |
| 8 | 209.8 | 212.9 | 215.6 | 3.1 | 5.8 | 4.6 | 1.2 |
| 9 | 210.2 | 215.9 | 217.8 | 5.7 | 7.6 | 3.1 | 4.5 |
| 10 | 214.8 | 217.6 | 220 | 2.8 | 5.2 | 2.3 | 2.9 |
| Reading | | | | | | | |
| Grade | 2015-2016 | | | Growth in RIT: Fall & Winter | Growth in RIT: Fall & Spring | NEW NWEA Exp. Growth (Fall - Spring) | Distance From Exp. Growth |
| | Fall | Winter | Spring | Terms | Terms | | |
| K | 135.6 | 144.7 | 152.4 | 9.1 | 16.8 | 19.8 | -3 |
| 1 | 149.1 | 157.5 | 164.3 | 8.4 | 15.2 | 16.8 | -1.6 |
| 2 | 159.7 | 168.3 | 173.2 | 8.6 | 13.5 | 13.9 | -0.4 |
| 3 | 173.2 | 180 | 184.1 | 6.8 | 10.9 | 10.4 | 0.5 |
| 4 | 182.7 | 189.6 | 192.9 | 6.9 | 10.2 | 7.8 | 2.4 |
| 5 | 190.4 | 195 | 198 | 4.6 | 7.6 | 6.1 | 1.5 |
| 6 | 194.2 | 197.3 | 199.3 | 3.1 | 5.1 | 4.8 | 0.3 |
| 7 | 198.3 | 203.4 | 206.2 | 5.1 | 7.9 | 3.8 | 4.1 |
| 8 | 206.1 | 210.7 | 213.2 | 4.6 | 7.1 | 2.9 | 4.2 |
| 9 | 204.2 | 209.3 | 213.1 | 5.1 | 8.9 | 1.7 | 7.2 |
| 10 | 207.4 | 207.6 | 211.1 | 0.2 | 3.7 | 0.8 | 2.9 |
| Science | | | | | | | |
| Grade | 2015-2016 | | | Growth in RIT: Fall & Winter | Growth in RIT: Fall & Spring | NEW NWEA Exp. Growth (Fall - Spring) | Distance From Exp. Growth |
| | Fall | Winter | Spring | Terms | Terms | | |
| 6 | 190.9 | 192.6 | 193.6 | 1.7 | 1 | 4.4 | -3.4 |
| 7 | 194.5 | 197.4 | 197.9 | 2.9 | 0.5 | 3.7 | -3.2 |
| 8 | 199 | 201.1 | 202.5 | 2.1 | 1.4 | 3.3 | -1.9 |
| 9 | 196.6 | 200.7 | 203 | 4.1 | 2.3 | 1.1 | 1.2 |
| 10 | 199.5 | 200.5 | 202.8 | 1 | 2.3 | 1.3 | 1 |

| |
|---------------------------------|
| Meeting Expected RIT Growth |
| Not Meeting Expected RIT Growth |

Figure 3: PARCC Scores

PARCC PERFORMANCE

These charts show the percentage of student scores meeting or exceeding expectations for the grades and subjects tested on PARCC that have demonstrated readiness for the next grade level/course and, ultimately, are on track for college and careers.



Conclusions

The IAL Program Director learned that job-embedded professional development, a focus on training in foundational skills and The Daily Five Instructional Framework were essential elements in the success of the *RALLI* project. Also, the librarians provided the additional technological assistance needed to support K-5 teachers in literacy.

Students who possessed basic literacy skills literacy skills were successful and competitive in a global society. The CCSS in English widened the gap between students in an urban environment and their counterparts. An added challenge for teachers in an urban environment was an ability to balance instruction in foundational skills with state standards for English Language Arts. As a measure to ensure equity among students, the ESSA provided all students (grades PreK-12) an opportunity to be successful in school. Through job-embedded training and ongoing professional development in foundational reading skills, teachers can enable students to reach their maximum potential. Furthermore, high-quality teacher training in urban schools was crucial in improving student academic achievement and closing the achievement gap. The *RALLI* project was a start in the right direction and librarians have been trained to sustain the

integration of technology and improved literacy for K-5 students in the East St. Louis School District.

Appendix

Professional Practice Observation Tool

Observer: _____ Date: _____ Time: _____

School: _____ Grade Level: _____

Learning Objectives

1. The teacher verbally or visually communicated the learning objectives to students.
Distinguished (D-4) Proficient (P-3) Basic (B-2) Below
Basic (BB-1)
2. The students understood the learning objectives.
Distinguished (D-4) Proficient (P-3) Basic (B-2) Below
Basic (BB-1)
3. The instructional activities were aligned to the learning objectives.
Distinguished (D-4) Proficient (P-3) Basic (B-2) Below
Basic (BB-1)
4. The teacher referred to the learning objectives throughout the lesson.
Distinguished (D-4) Proficient (P-3) Basic (B-2) Below
Basic (BB-1)

Learning objective comments:

Reading instruction

1. The teacher chose and implemented instructional strategies to meet the needs of all students.
Distinguished (D-4) Proficient (P-3) Basic (B-2) Below
Basic (BB-1)

2. The teacher used multiple strategies in reading instruction.
Distinguished (D-4) Proficient (P-3) Basic (B-2) Below
Basic (BB-1)

3. The instruction was aligned with learning objectives for the students.
Distinguished (D-4) Proficient (P-3) Basic (B-2) Below
Basic (BB-1)

4. The teacher effectively used instructional resources.
Distinguished (D-4) Proficient (P-3) Basic (B-2) Below
Basic (BB-1)

Reading instruction comments:

Critical Thinking/Text Complexity

1. The teacher encourages critical thinking and requires students to think at high levels.
Distinguished (D-4) Proficient (P-3) Basic (B-2) Below
Basic (BB-1)

2. The teacher requires students to answer higher order questions.
Distinguished (D-4) Proficient (P-3) Basic (B-2) Below
Basic (BB-1)

3. The teacher requires students to read grade level text with support as needed.
Distinguished (D-4) Proficient (P-3) Basic (B-2) Below
Basic (BB-1)

4. The teacher requires students to close read text for meaning.
Distinguished (D-4) Proficient (P-3) Basic (B-2) Below
Basic (BB-1)

Critical Thinking/Text Complexity comments:

Content

1. The teacher based delivery of instructional content on one or more of the Illinois State Learning Standards for reading.
Distinguished (D-4) Proficient (P-3) Basic (B-2) Below
Basic (BB-1)
2. The teacher adjusted content delivery to meet the needs of all students.
Distinguished (D-4) Proficient (P-3) Basic (B-2) Below
Basic (BB-1)
3. The teacher appeared knowledgeable about the subject matter/reading.
Distinguished (D-4) Proficient (P-3) Basic (B-2) Below
Basic (BB-1)
4. The teacher made connections whenever possible, to student real-life experiences.
Distinguished (D-4) Proficient (P-3) Basic (B-2) Below
Basic (BB-1)

Content comments:

Assessment

1. The teacher created assessments based on student needs.
Distinguished (D-4) Proficient (P-3) Basic (B-2) Below
Basic (BB-1)
2. The teacher used questioning techniques to gauge student understanding of concepts taught.
Distinguished (D-4) Proficient (P-3) Basic (B-2) Below
Basic (BB-1)
3. The teacher provided feedback to students verbally or in writing.
Distinguished (D-4) Proficient (P-3) Basic (B-2) Below
Basic (BB-1)

4. The teacher used informal strategies throughout the lesson to check student understanding of concepts.

Distinguished (D-4)

Proficient (P-3)

Basic (B-2) Below

Basic (BB-1)

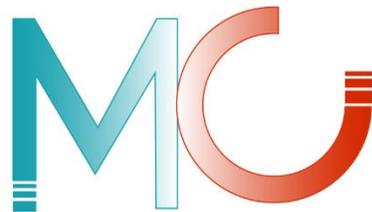
Assessment comments:

Survey Results
& Analysis

for

E. St. Louis District 189 Teacher Technology Survey

Prepared by:



Maberry Consulting
— & Evaluation Services LLC —

Friday, March 20, 2015

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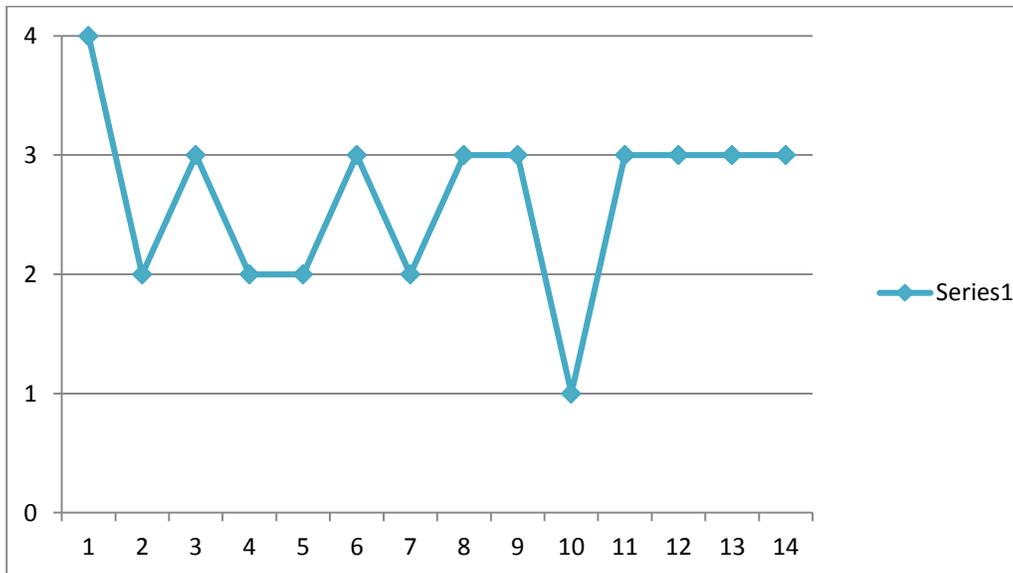
Executive Summary

This report contains a detailed statistical analysis of the results of the survey titled *E St. Louis District 189 Teacher Technology Survey*. The results analysis includes answers from all respondents who took the survey in the 12-day period from Thursday, March 05, 2015 to Monday, March 16, 2015. 46 completed responses were received to the survey during this time. The survey was distributed to 140 teachers, yielding a response rate of 32.8%.

Results at a glance show varying level of comfort with key technology features and activities. Series 1 below demonstrates this. Level 4 indicates a high level of comfort – while Level 1 indicates no familiarity or use. Of the 14 key features surveyed, the average score was 2.6.

The highest scoring activity was basic computer use – 41.3% of teachers surveyed scored it a Level 4.

The lowest scoring activity was video production – 46.7% of teachers surveyed scored it a Level 1, meaning no familiarity.



Survey Results & Analysis

Survey: E St. Louis District 189 Teacher Technology Survey

Author: Shelley Maberry

Responses Received: 46

1. Basic Computer Use

| Response | Count | Percent |
|--|-------|---------|
| Level 1 – I do not use a computer. | 0 | 0.0% |
| Level 2 – I use the computer to run a few specific, pre-loaded programs. | 13 | 28.3% |
| Level 3 – I run two programs simultaneously, and have several windows open at the same time. | 14 | 30.4% |
| Level 4 – I trouble-shoot successfully when basic problems with my computer or printer occur. I learn new programs on my own. I teach basic operations to my students. | 19 | 41.3% |

2. File Management

| Response | Count | Percent |
|--|-------|---------|
| Level 1 – I do not save any documents I create using the computer. | 0 | 0.0% |
| Level 2 – I select, open and, save documents on different drives. | 19 | 42.2% |

| | | |
|--|----|-------|
| Level 3 – I run two programs simultaneously, and have several windows open at the same time. | 13 | 28.9% |
| Level 4 – I move files between folders and drives, and I maintain my network storage size within acceptable limits. I teach students how to save and organize their files. | 13 | 28.9% |

3. Word Processing

| Response | Count | Percent |
|--|-------|---------|
| Level 1 – I do not use a word processing program. | 0 | 0.0% |
| Level 2 – I occasionally use a word processing program for simple documents. I generally find it easier to hand write most written work I do. | 2 | 4.4% |
| Level 3 – I use a word processing program for nearly all my written professional work: memos, tests, worksheets, and home communication. I edit, spell-check, and change the format of a document. | 33 | 73.3% |
| Level 4 – I teach students to use word processing programs for their written communication. | 10 | 22.2% |

4. Spreadsheet

| Response | Count | Percent |
|---|-------|---------|
| Level 1 – I do not use a spreadsheet. | 8 | 17.8% |
| Level 2 – I understand the use of a spreadsheet and can navigate within one. I create simple spreadsheets and charts. | 20 | 44.4% |

| | | |
|---|----|-------|
| Level 3 – I use spreadsheets for a variety of record-keeping tasks. I use labels, formulas, cell references, and formatting tools in my spreadsheets. I choose charts which best represent my data. | 16 | 35.6% |
| Level 4 – I teach students to use spreadsheets to improve their own data keeping and analysis skills. | 1 | 2.2% |

5. Database

| Response | Count | Percent |
|---|--------------|----------------|
| Level 1 – I do not use a database. | 11 | 24.4% |
| Level 2 – I understand the use of a database and locate information from a pre-made database such as Library Search. | 26 | 57.8% |
| Level 3 – I create my own databases. I define the fields and choose a layout to organize information I have gathered; I use my database to answer questions about my information. | 7 | 15.6% |
| Level 4 – I teach students to create and use databases to organize and analyze data. | 1 | 2.2% |

6. Graphics

| Response | Count | Percent |
|---|--------------|----------------|
| Level 1 – I do not use graphics with my word processing or presentations. | 5 | 11.6% |
| Level 2 – I open, create, and place simple pictures into documents using drawing programs or clipart. | 13 | 30.2% |

| | | |
|---|----|-------|
| Level 3 – I edit and create graphics, placing them in documents in order to help clarify or amplify my message. | 19 | 44.2% |
| Level 4 – I promote student interpretation and display of visual data using a variety of tools and programs. | 6 | 14.0% |

7. E-mail

| Response | Count | Percent |
|--|-------|---------|
| Level 1 – I have an e-mail account but rarely use it. | 0 | 0.0% |
| Level 2 – I send messages using e-mail – mostly to district colleagues, friends, and family. I check my e-mail account on a regular basis and maintain my mail folders in an organized manner. | 26 | 57.8% |
| Level 3 – I incorporate e-mail use into classroom activities. I use e-mail to access information from outside sources. | 8 | 17.8% |
| Level 4 – I use e-mail to request and send information for research. | 11 | 24.4% |

8. Research/Information-Searching

| Response | Count | Percent |
|---|-------|---------|
| Level 1 – I am unlikely to seek information when it is in electronic formats. | 3 | 7.0% |
| Level 2 – I conduct simple searches with the electronic encyclopedia and library software for major topics. | 14 | 32.6% |

| | | |
|---|----|-------|
| Level 3 – I have learned how to use a variety of search strategies on several information programs, including the use of Boolean (and, or, not) searches to help target the search. | 16 | 37.2% |
| Level 4 – I have incorporated logical search strategies into my work with students, showing them the power of such searches with various electronic sources to locate information which relates to their questions. | 10 | 23.3% |

9. Desktop Publishing

| Response | Count | Percent |
|---|-------|---------|
| Level 1 – I do not use a publishing program. | 8 | 17.8% |
| Level 2 – I use templates or wizards to create a published document. | 6 | 13.3% |
| Level 3 – I create original publications from a blank page combining design elements such as columns, clip art, tables, word art, and captions. | 28 | 62.2% |
| Level 4 – I design original publications that communicate to others what I’ve learned. | 3 | 6.7% |

10. Video Production

| Response | Count | Percent |
|---|-------|---------|
| Level 1 – I do not use a video camera. | 21 | 46.7% |
| Level 2 – I create original videos for home or school projects. | 19 | 42.2% |

| | | |
|--|---|------|
| Level 3 – I create original videos using editing equipment. | 3 | 6.7% |
| Level 4 – I use computer programs to edit video presentations and I teach my students to create and edit videos. | 2 | 4.4% |

11. Technology Presentation

| Response | Count | Percent |
|--|-------|---------|
| Level 1 – I do not use computer presentation programs. | 8 | 17.4% |
| Level 2 – I present my information to classes or groups in a single application program such as a word processor, spreadsheet, or publishing program. | 13 | 28.3% |
| Level 3 – I present my information and teach my class using presentation programs such as PowerPoint or SuperLink, incorporating various multimedia elements such as sound, video clips, and graphic. | 22 | 47.8% |
| Level 4 – I teach my students how to use presentation software, I facilitate my students' use of a variety of applications to persuasively present their research concerning a problem or area of focus in their learning. | 3 | 6.5% |

12. Internet

| Response | Count | Percent |
|--------------------------------------|-------|---------|
| Level 1 – I do not use the Internet. | 0 | 0.0% |

| | | |
|--|----|-------|
| Level 2 – I access school and district websites to find information. I follow links from these sites to various Internet resources. | 7 | 15.2% |
| Level 3 – I use lists of Internet resources and make profitable use of Web search engines to explore educational resources. | 31 | 67.4% |
| Level 4 – I contribute to my school or district websites. I teach students how to effectively use the resources available on the Internet. | 8 | 17.4% |

13. Responsible Use/Ethics

| Response | Count | Percent |
|--|--------------|----------------|
| Level 1 – I am not aware of any ethical issues surrounding computer use. | 3 | 6.5% |
| Level 2 – I know that some copyright restrictions apply to computer software. | 12 | 26.1% |
| Level 3 – I understand district rules concerning student and adult use of e-mail and Internet. I know the programs for which the district or my building holds a site license. I understand the school board policy on the use of copyrighted materials. | 22 | 47.8% |
| Level 4 – I model ethical use of all software and let my students know my personal stand on this issue. | 9 | 19.6% |

14. Technology Integration

| Response | Count | Percent |
|---|--------------|----------------|
| Level 1 – I do not blend the use of computer-based technologies into my classroom learning activities. | 2 | 4.4% |
| Level 2 – I understand the district technology plan supports integration of technology into classroom activities, but I am still learning about what strategies will work and how to do it. I accept student work produced electronically, but do not require it. | 14 | 31.1% |
| Level 3 – From time to time, I encourage my students to employ computer-based technologies to support the communicating, data analysis, and problem solving outlined in the district technology plan. | 17 | 37.8% |
| Level 4 – I frequently model and teach my students to employ computer-based technologies for communication, data analysis, and problem-solving as outlined in the district technology plan. | 12 | 26.7% |

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Survey Results
& Analysis

for

ESL: The Daily 5/Wonders Implementation Monitoring and Reflection Tool



Maberry Consulting

— & Evaluation Services LLC —

Monday, March 23, 2015

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Executive Summary

This report contains a detailed statistical analysis of the results to the survey titled *ESL: The Daily 5/Wonders Implementation Monitoring and Reflection Tool*. The results analysis includes answers from for all classroom observations. g this time.

Survey Results & Analysis

Survey: ESL: The Daily 5/Wonders Implementation Monitoring and Reflection Tool

Author: Michelle Chism

Filter:

Responses Received: 10

Grade

| Response | Count | Percent |
|----------|-------|---------|
| k | 0 | 0.0% |
| 1 | 0 | 0.0% |
| 2 | 0 | 0.0% |
| 3 | 5 | 50.0% |
| 4 | 5 | 50.0% |
| 5 | 0 | 0.0% |

Date

| Year | Count |
|------|-------|
| 2014 | 10 |

Please select an implementation level for each item below using the following scale:

I/R – Integration/Renewal (strongest aspect and strategies/techniques used across other content areas)

R-Routine/Refined (strong/solid aspect used with data)

M – Mechanical (aspect is present but needs strengthening)

P/N – Preparation/Non-Use (Getting ready to use the program but has not yet started)

N/A – Not Applicable (does not apply to lesson observed/observer was not present for this part of the lesson)

CLASSROOM ENVIRONMENT

| | IR | R | M | P/N | N/A |
|--|-------------|---------------|--------------|-------------|--------------|
| 1. Teacher Edition evident and clearly driving the daily instruction. (1e) | 0.0% (0) | 75.0% (6) | 0.0% (0) | 0.0% (0) | 25.0% (2) |
| 2. Environment reflects an advanced knowledge of The Daily 5 concepts and curriculum instruction (I-Charts, bulletin boards, Writer’s Notebooks, materials, etc.) (2b, 4d) | 0.0% (0) | 66.7% (6) | 33.3% (3) | 0.0% (0) | 0.0% (0) |
| 3. Student materials are in use (Leveled Readers, book boxes, etc.) (2b, 2c) | 0.0% (0) | 90.0% (9) | 0.0% (0) | 0.0% (0) | 10.0% (1) |
| 4. Displayed student work clearly represents exemplary student outcomes and high expectations (2b, 3c) | 0.0% (0) | 22.2% (2) | 11.1% (1) | 0.0% (0) | 66.7% (6) |
| 5. Physical arrangement encourages students to see and hear all parts of the lesson, speak to each other, work together (where appropriate) and | 0.0% (0) | 100.0% (9) | 0.0% (0) | 0.0% (0) | 0.0% (0) |

| | | | | | |
|--|-------------|--------------|-------------|-------------|--------------|
| permits teacher to monitor all students (Gathering Spot is visible) (2e) | | | | | |
| 6. Transitions between rotations are smooth, efficient, and rapid so that daily instructional time is maximized (2a, 2c) | 0.0% (0) | 55.6% (5) | 0.0% (0) | 0.0% (0) | 44.4% (4) |
| 7. Stations are clearly identified throughout the classroom (with labels for materials) yet students have choices for where to work on activities (2e) | 0.0% (0) | 62.5% (5) | 0.0% (0) | 0.0% (0) | 37.5% (3) |

TEACHING ATTRIBUTES

| | IR | R | M | P/N | N/A |
|---|--------------|----------------|--------------|-------------|--------------|
| 8. Teacher received training in curriculum (1a, 4d) | 0.0% (0) | 33.3% (3) | 0.0% (0) | 0.0% (0) | 66.7% (6) |
| 9. Evidence of lesson preparation prior to instruction is apparent. (1a, 1b, 1c, 1d, 4d, 4e) | 0.0% (0) | 100.0% (10) | 0.0% (0) | 0.0% (0) | 0.0% (0) |
| 10. Behavioral expectations have been established and the teacher effectively manages the classroom (2a, 2d) | 11.1% (1) | 88.9% (8) | 0.0% (0) | 0.0% (0) | 0.0% (0) |
| 11. Instruction is paced according to recommended time allocations (Three rotations of 20-minute Whole class/Daily 5) (1e, 2c, 3e) | 11.1% (1) | 44.4% (4) | 11.1% (1) | 0.0% (0) | 33.3% (3) |
| 12. Instruction contains accurate and clear explanation of concepts and content (1a, 1c, 1e, 3a, 4f) | 10.0% (1) | 90.0% (9) | 0.0% (0) | 0.0% (0) | 0.0% (0) |
| 13. Instruction follows activities in Teacher Edition from sound to text and language, procedures, and lesson components are closely referenced. (3b, 3c) | 10.0% (1) | 60.0% (6) | 10.0% (1) | 0.0% (0) | 20.0% (2) |
| 14. There are ample opportunities for guided practice with a high level of teacher direction and interaction (3b, 3c, 3d) | 0.0% (0) | 80.0% (8) | 0.0% (0) | 0.0% (0) | 20.0% (2) |

| | | | | | |
|--|-------------|--------------|--------------|-------------|---------------|
| 15. Instruction is direct, explicit and differentiated as needed (including providing students "think time" before answering questions) (1d, 3a, 3b, 3c) | 0.0% (0) | 60.0% (6) | 20.0% (2) | 0.0% (0) | 20.0% (2) |
| 16. Immediate re-teaching, reinforcement and feedback (3d, 3e) | 0.0% (0) | 85.7% (6) | 0.0% (0) | 0.0% (0) | 14.3% (1) |
| 17. Teacher uses language that promotes mutual trust, respect and a risk taking environment throughout the classroom (2a, 2b, 4d, 4f) | 0.0% (0) | 0.0% (0) | 0.0% (0) | 0.0% (0) | 0.0% (0) |
| 18. Connections between activities are clearly articulated. (1c, 2b, 3a) | 0.0% (0) | 44.4% (4) | 22.2% (2) | 0.0% (0) | 33.3% (3) |
| 19. Assessment data/grading system is updated regularly (NWEA, formative, Weekly and End-of-Unit assessments) clearly used to guide differentiation, plan lessons and monitor progress; teacher using online component. (1f, 3d, 4a, 4e, 4f) | 0.0% (0) | 0.0% (0) | 0.0% (0) | 0.0% (0) | 100.0% (8) |
| 20. Teacher implementing plan/procedures for catching up students who are absent (1b, 4b, 4c, 4f) | 0.0% (0) | 14.3% (1) | 0.0% (0) | 0.0% (0) | 85.7% (6) |
| 21. Ongoing Assessment data is used to make small group changes. (3d, 4b) | 0.0% (0) | 11.1% (1) | 0.0% (0) | 0.0% (0) | 88.9% (8) |
| 22. Curriculum features are used as designed (Tier 2 activities are incorporated) (1a, 1e, 3b, 4b) | 0.0% (0) | 50.0% (4) | 0.0% (0) | 0.0% (0) | 50.0% (4) |
| 23. Instructional time is maximized (2c) | 0.0% (0) | 87.5% (7) | 12.5% (1) | 0.0% (0) | 0.0% (0) |
| 24. Reading instruction takes place daily for the appropriate amount of time (1c, 1e) | 0.0% (0) | 33.3% (3) | 0.0% (0) | 0.0% (0) | 66.7% (6) |
| 25. An effective system is in place to allow students to choose stations | 0.0% (0) | 0.0% (0) | 0.0% (0) | 0.0% (0) | 0.0% (0) |

| | | | | | |
|---|--|--|--|--|--|
| in which to work to further build independence (2c, 2e) | | | | | |
|---|--|--|--|--|--|

STUDENT BEHAVIORS

| | IR | R | M | P/N | N/A |
|--|--------------|----------------|--------------|-------------|---------------|
| 26. Monitor their own reading stamina (1f, 3d, 4b) | 0.0% (0) | 12.5% (1) | 0.0% (0) | 0.0% (0) | 87.5% (7) |
| 27. On-task using curriculum materials and time in stations (1d, 2b, 2d, 3c) | 10.0% (1) | 90.0% (9) | 0.0% (0) | 0.0% (0) | 0.0% (0) |
| 28. Actively engaged in all activities (1d, 2b, 3c) | 10.0% (1) | 70.0% (7) | 20.0% (2) | 0.0% (0) | 0.0% (0) |
| 29. Display clear knowledge of procedures and routines (2a, 2c) | 0.0% (0) | 100.0% (10) | 0.0% (0) | 0.0% (0) | 0.0% (0) |
| 30. Respond in complete sentences to teacher and peers in discussions (3c) | 0.0% (0) | 0.0% (0) | 0.0% (0) | 0.0% (0) | 0.0% (0) |
| 31. Use academic vocabulary in discussions with teacher and peers. (3b,3c) | 0.0% (0) | 0.0% (0) | 0.0% (0) | 0.0% (0) | 0.0% (0) |
| 32. Explain concepts that have been taught and purpose behind visuals posted in the room (3c,4a) | 0.0% (0) | 20.0% (2) | 0.0% (0) | 0.0% (0) | 80.0% (8) |
| 33. Display high level of interaction with the teacher where appropriate (2b, 3a, 3b, 3c, 4c, 4f) | 0.0% (0) | 80.0% (8) | 20.0% (2) | 0.0% (0) | 0.0% (0) |
| 34. Engage in a variety of appropriate peer interactions (i.e., Reading to Someone, Listening to Reading, etc.) (2b, 3c) | 0.0% (0) | 20.0% (2) | 20.0% (2) | 0.0% (0) | 60.0% (6) |
| 35. Exhibit mastery on Weekly and Unit Assessments (1f, 3d, 4a, 4b) | 0.0% (0) | 0.0% (0) | 0.0% (0) | 0.0% (0) | 100.0% (8) |

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