

Local Evaluation of *RISE!*

Reading for Imagination, Success, and Education (RISE!)

Two Years of Implementation and Measured Success

October 1, 2014, to September 30, 2016

Refugio Independent School District
Board of Education
212 W Vance Street
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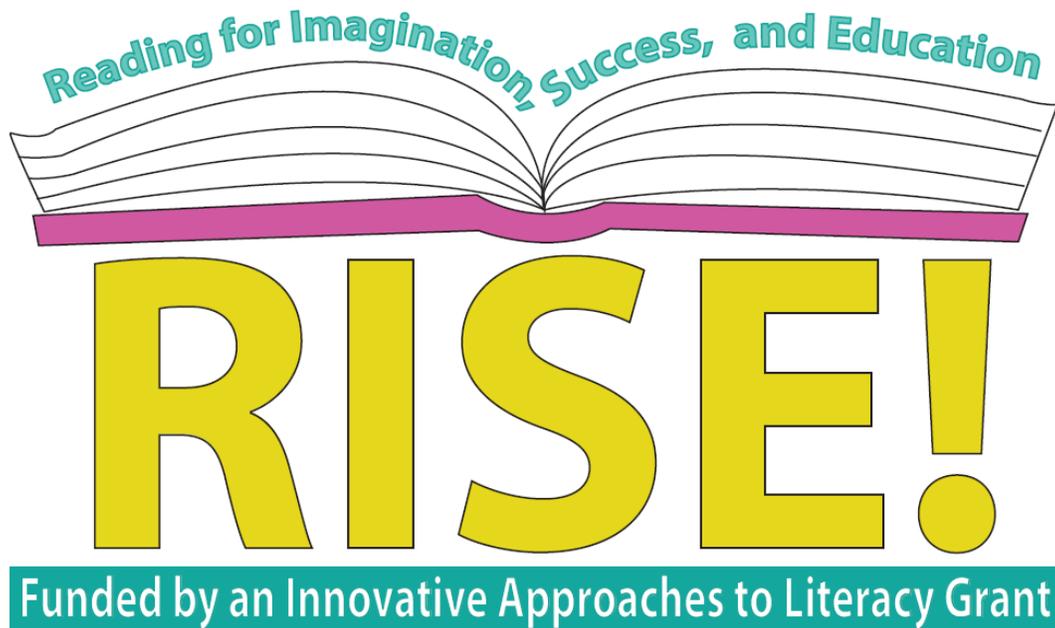
RISE! – Innovative Approaches to Literacy

Lisa Herring
Director of Education

ACKNOWLEDGMENTS

We would like to thank the many individuals whose efforts contributed to the preparation of this report. The full cooperation of the RISE! staff, specifically, Lisa Herring is greatly appreciated. Her coordination of the administrative oversight, financial oversight, and the data management was key to this project.

Shelley Maberry, PMP, MSED,
Lead Evaluation Consultant



Federal Disclaimer

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Executive Summary

Refugio Independent School District (RISD) RISE! (Reading for Imagination, Success, and Education) serves approximately 704 students Pre K through 12th grade. Funding has allowed for expansion of services and increased local capacity to our district's students.

All funding from the Innovative Approaches to Literacy program has been used to fulfill the objective of the program – to increase student achievement through increasing literacy.



Project RISE! goals and anticipated outcomes:

- A minimum increase of 5% of all students will score at proficiency or above on state reading tests annually.
- To enhance teacher effectiveness through the use of high-quality digital resources that improve instructional and student assessment practices as demonstrated by a minimum increase of 10% of STAR Test scores for K-3 students.
- To improve school readiness and learning success for high-need Pre-K children in the areas of language and literacy development.

GPRA performance measures reveal gains as follows:

- The percentage of 4-year-old children participating in the project who achieve significant gains in oral language skills.

Baseline	Year One	Year Two
----------	----------	----------

42%	43%	77%
-----	-----	-----

- 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.

Baseline	Year One	Year Two
----------	----------	----------

72%	74%	68%
-----	-----	-----

- The percentage of participating 8th grade students 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
----------	----------	----------

93%	82%	84%
-----	-----	-----

- The percentage of participating high school students 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
----------	----------	----------

(English I)	--	59%	64%
(English II)	--	69%	65%

- indicates that no baseline exists due to implementation of a new test, or that no test data exist because the test changed mid grant.

In summary, Refugio Independent School District RISE! (Reading for Imagination, Success, and Education) program was executed as planned. The children of Refugio are enjoying and benefitting from more literacy activities, programs, and technologies than ever before. RISE! has emphasized the importance of early literacy and has increased the availability of quality, research-based programming. It was a project desperately needed.

Evaluation Methods

The RISE! Project included 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 resources 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/or multiple regression approaches to determine impact on students and teachers. Performance reports, a formative summary, and a final evaluation report were made available to stakeholders.

In alignment with What Works Clearinghouse, a quasi-experimental design that compared outcomes for students who had access to the

intervention with those who did not but are similar on observable characteristics was conducted. Both the project and evaluation teams realized at the onset that this approach merits “Meets WWC Group Design Standards with Reservations,” but randomized controlled was simply not feasible for this project that seeks to serve all students in identified grades and buildings. The characteristics of intervention and nonintervention (comparison) groups differ in that they are separate historically but the subgroup comparisons will assure a high degree of likeness between the groups and therefore minimize bias. We will use prior school level data (as recent as spring 2014) to compare all subgroups with the proposed interventions. The baseline data for student impact comparison purposes is the spring 2014 state test scores.

The RISE! Initiative was implemented in alignment with the following goals:

Goal I: A minimum increase of 5% of all students will score at proficiency or above on state reading tests annually.			
Activity	Responsible Party		Timeline
Technology-Based Literacy Instruction	RISD	Classroom Educators	Continuous
Book Distribution	RISD		Winter, Spring

Young Author's Class	Boys & Girls Club, O'Conner Public Library	Weekly
Balanced Literacy Strategies	RISD Elementary Teachers	Continuous
Extended Hours	RISD School Libraries	Continuous

Goal II: To enhance teacher effectiveness through the use of high-quality digital resources that improve instructional and student assessment practices as demonstrated by a minimum increase of 10% of STAAR Test scores for K-3 students.

Activity	Responsible Party	Timeline
Reading Coaches	Renaissance Learning, RISD	2014-2015 and 2015-2016 Academic Year
Leadership Summit & Intervention Review	Renaissance Learning, RISD	2014-2015 and 2015-2016 Academic Year
Renaissance-U	Renaissance Learning, Refugio Elementary School	2014-2015 Academic Year

Goal III: To improve school readiness and learning success for high-need Pre-K children in the areas of language and literacy development.

Activity	Responsible Party	Timeline
Reading Eggs	Pre-K Classroom	Continuous

The data collection efforts 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 regular reports that were reviewed by project leadership and RISD during regularly scheduled meetings for the purpose of identifying key trends. This information was shared with program staff so that any modifications to program activities could be



implemented as needed. The evaluation team analyzed data and prepare updates as well as a final report that meets program requirements, including the use of funds. This final project evaluation report describes the quality,

impact, and effectiveness of the project.

Feedback from parents and other stakeholders was gathered through an annual Performance Survey, which is a validated instrument developed for the purpose of gathering valid, reliable performance feedback. The survey gathered 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 could be used to refine the project.

Collecting Government Performance and Results Act (GPRA) data. In addition, MCES also collected and reported based on GPRA annual performance requirements including: 1) The percentage of four-year-old children participating in the project who achieve significant gains in oral language skills; 2) the percentage of participating 3rd-grade



students who meet or exceed proficiency on State reading or language arts assessments; 3) The percentage of participating 8th grade students who meet or exceed proficiency on State reading or language arts assessments; and 4) The percentage of participating high school students who meet or exceed proficiency on State reading or language arts assessments.

Performance Feedback. 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 included regular project meetings among school-based project personnel and monthly meetings of the full RISD administrative team. The evaluator prepared programmatic reports, which were reviewed and discussed during these meetings. Parents were provided with progress updates during regularly-scheduled parent-teacher conferences held throughout the year.

RISE! LOGIC MODEL

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

Logic Model – Refugio ISD Project RISE!

<u>Project Objectives</u>	<u>Project Activities</u>	<u>Evaluation Strategies</u>	<u>GPRA Outcomes</u>
<p>Goal I: A minimum increase of 5% of all students will score at proficiency or above on state reading tests annually.</p> <p>Goal II: To enhance teacher effectiveness through the use of high-quality digital resources that improve instructional and student assessment practices as demonstrated by a minimum increase of 10% of STAAR Test scores for K-3 students.</p> <p>Goal III: To improve school readiness and learning success for high-need Pre-K children in the areas of language and literacy development.</p>	<ul style="list-style-type: none"> - Technology-Based Literacy Instruction - Book Distribution - Young Author’s Class - Balanced Literacy Strategies - Extended Library Hours - Reading Coaches - Leadership Summit & Intervention Review - Renaissance-U - Reading Eggs 	<p><i>Summative evaluation:</i> qualitative descriptions of the program’s impact on student literacy. Parent, student, and staff surveys will be used to refine and modify services as appropriate.</p> <p><i>Formative Evaluation:</i></p> <ul style="list-style-type: none"> (a) invoices and inventory logs to track the number and type of resources 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 (d) monthly circulation data to track number and types of books used. 	<ol style="list-style-type: none"> 1) The percentage of four-year-old children participating in the project who achieve significant gains in oral language skills; 2) the percentage of participating 3rd-grade students who meet or exceed proficiency on State reading or language arts assessments; 3) The percentage of participating 8th grade students who meet or exceed proficiency on State reading or language arts assessments; and 4) The percentage of participating high school students who meet or exceed proficiency on State reading or language arts assessments.

Evaluation Findings

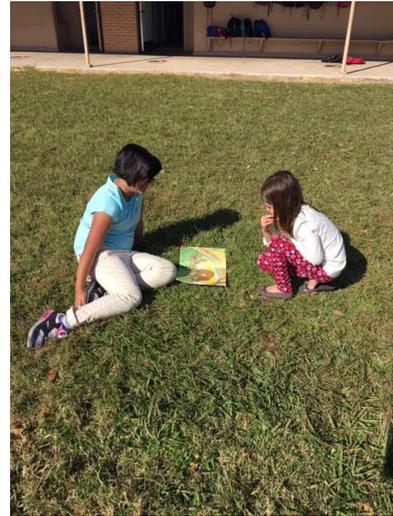
Data supporting the GRPA measures is as follows:

1. The percentage of 4-year-old children participating in the project who achieve significant gains in oral language skills.

Baseline	Year One	Year Two
42%	43%	77%

STAR Early Literacy Enterprise is a computer-adaptive diagnostic assessment that assists educators in identifying students' command of key early literacy and reading skills. STAR Early Literacy assessments provide an overall scale score that can be used for pre-/post school year assessment of progress. These overall scale scores range from 300 to 900 and are broken into the following scoring categories: Emergent Reader (300 - 674), Transitional Reader (675 - 774), and Probable Reader (775 - 900).

For the purposes of this measure, a significant gain is considered to be movement from one category to the next category immediately above in the scoring range. Thus, a student who has a score of 402 in the pre-test and scores a 680 in the second is considered to have made a significant gain. This diagnostic and pre-



/posttest tool was utilized by the Pre-Kindergarten instructors to assess progress of their 4-year-old student participants for this project.

Thirty-five students were assessed in August 2014 and then again in May 2015. Scores for the pre-test demonstrated that all 35 students were rated at the Emergent reading level with scores between 300 and 674. Scores for the posttest demonstrated that one of



the 35 students were rated at the Transitional reading level with scores between 675 and 774 while the remaining 34 students were still rated at the Emergent reading level, but had moved from early Emergent reading level (30-487) to Late Emergent (488-674). This was a percentage gain of 43%.

During year two, 27 students were assessed at the beginning of the 2015-16 school year and again at the end of the same school year. Scores for the pre-test demonstrated that 6 students were rated at the Early Emergent reading level with scores between 300 and 487. Scores for the posttest demonstrated that 18 of the 27 students were rated at the Late Emergent reading level with scores between 488-674 while the

remaining 3 students were rated at the transitional reading level with scores between 675 and 774. This was a percentage gain of 77.

2. 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.

Baseline	Year One	Year Two
72%	74%	68%

Beginning in the Spring of 2012, the State of Texas Assessments of Academic Readiness (STAAR) replaced the Texas Assessment of Knowledge and Skills (TAKS). The STAAR program at grades 3 -8 assesses the same subjects and grades that were assessed on the TAKS. Of the 43 third grade students assessed in the STAAR Reading in the spring 2014 (the year prior to this project's first year of implementation), 31 of these students scored at meets or exceeds proficiency. In school year 2014 - 2015, 42 students were assessed using the STAAR Reading. The state average for this grade level is 77%.

Of the 64 third grades assessed in the STAAR Reading in the spring 2015-2016, 43 were assessed at the meets or exceeds proficiency level. The state average was 74%.

Also noteworthy, the 4th-graders (tested in prior year as 3rd-graders) had 78% meets or exceeds proficiency which surpassed the

state average of 77%. These students truly represent a continuous gain as the result of our IAL grant funded program.

3. The percentage of participating 8th grade students 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
93%	82%	84%

Beginning in the spring of 2012, the State of Texas Assessments of Academic Readiness (STAAR) replaced the Texas Assessment of Knowledge and Skills (TAKS). The STAAR program at grades 3-8 assesses the same subjects and grades that were assessed on the TAKS.

In school year 2013-14, 59 students were assessed using the STAAR Reading. Of the 59 assessed, 50 of these students scored at the "meets proficiency" level and 5 scored at the "exceeds proficiency" level for a total of 55 at the proficient or above levels. A total percentage of 93%.

In school year 2014-15, 51 students were assessed using the STAAR Reading. Of the 51 assessed, 32 of these scored at the "satisfactory level" and 10 scored at the "advanced level" for a total of 42 at the satisfactory or above levels. A total percentage of 82%.

In school year 2015-16, 58 students were assessed using the STAAR Reading. Of the 58 assessed, 36 of those scored at the “satisfactory level” and 12 scored at the “advanced level” for a total of 48 at the satisfactory or above levels. A total percentage of 83%.

The new STAAR testing system is more rigorous and complex than the previous TAKS system, yet in a 5-year longitudinal comparison, the 86.6% pass rate is the highest this cohort group has achieved.

4. The percentage of participating high school students 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
(English I)	--	59%	64%
(English II)	--	69%	65%

- indicates that no baseline exists due to implementation of a new test, or that no test data exist because the test changed mid grant.

The reporting of this measure reflects a previously reported test change at the state level. STAAR now tests at the English I and English II levels which, while it does include only high school students, it is not grade level specific. English III has been an optional assessment and has not been selected for use.

At the English I level, 61 students were tested and 36 scored at the satisfactory level while no one scored advanced.

At the English II level, 42 students were tested and 29 scored at the satisfactory level while no one scored advanced. The state average for English I was 63% and for English II was 66%.

Also noteworthy, 31 students that tested in English II met the progress measure. This measures the amount of improvement or growth that a student has made in a subject area based on a comparison of a student's test score from the previous year with his or her current score.

All of the tasks established in the original proposal timeline have been accomplished during the project's grant funded period. Artifacts from various activities throughout the project have been collected regarding copies of sign-in sheets, meeting agendas with commensurate meeting minutes as well as participant handouts, announcement flyers and photographs of special events.

Conclusions

We are very pleased with the results of our project. Through our Innovative Approaches to Literacy grant, we have been able to put technology in the hands of more than 600 students and teachers. This technology has been instrumental in transforming student engagement and classroom instruction to accommodate the 21st century learner who expects and expands on digital learning. We have been able to provide our teachers with a variety of professional development sessions that focus on improving literacy through engaging students in purposeful, ability appropriate text and data-driven remediation and acceleration for struggling and emergent readers. The professional development and technology purchases would not have been available to our teachers and students without the funds provided through this grant. One of the notable successes we have enjoyed through our project has been the gains made in early literacy performance in students in pre-kindergarten. In pre-kindergarten, we have seen significant gains (77%) in the number of students moving from early emergent readers to late emergent and transitional readers. The elementary school has also more than doubled the number of students in the Millionaire Club (students that have read at least 1,000,000 words during the year). One of the greatest successes of our project has been the availability of the library during extended library hours.

Our grant project has provided hundreds of extended hours beyond the regular school day for students to engage in research, sustained silent reading, and a variety of purposeful literacy activities designed to engage students in all aspects of literacy and instill a love for reading and learning.

Our STAAR English I and II scores have not been as high as we would like, but they are difficult to measure as so many variables exist from year to year in the State of Texas Assessment of Academic Readiness (STAAR). In addition, the English I and English II EOC exams include essay writing and editing portions that are free-standing exams in grades 4 & 7---and they are not indicative. English EOCs also have the highest passing standard for any of the other EOCs.

Appendix

RISE!
Reading for Imagination, Success, and Education
Library
Student Sign-in Sheet

Session Date: _____

Extended Hours: _____

Directions: Please, print your name in the column on the left and sign your name next to it in the column on the right.

#	Print Name	Grade Level
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

RISE!
Reading for Imagination, Success, and Education
Parent Workshop/Literacy Event
Sign-in Sheet

Session/Event Date: _____ Session/Event Title or Topic: _____

Directions: Please, print your name in the column on the left and sign your name next to it in the column on the right.

#	Print Name	Sign Name
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

RISE!
Reading for Imagination, Success, and Education
Faculty and Staff Workshop
Sign-in Sheet

Workshop Date: _____ Workshop Title or Topic: _____

Directions: Please, print your name in the column on the left and sign your name next to it in the column on the right.

#	Print Name	Sign Name
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Parent Meeting/Family Literacy Event Evaluation Form
RISE! Reading for Imagination, Success and Education

Meeting/Event Title: _____

Date: _____

Thank you for your willingness to participate in the RISE! project.

We ask you today to please take the time to complete this evaluation form before you leave.

When you are finished, please give this form to a program staff member before you leave.

Directions: The questions below concern the workshop content. Please, circle the response that best matches your level of agreement to the statement given.

1. The activities were well organized.

Strongly disagree Disagree Agree Strongly agree

2. The activities were interesting.

Strongly disagree Disagree Agree Strongly agree

3. This session's goals were clearly identified.

Strongly disagree Disagree Agree Strongly agree

4. This session's goals were accomplished.

Strongly disagree Disagree Agree Strongly agree

5. This session provided me with useful ideas, strategies and techniques.

Strongly disagree Disagree Agree Strongly agree

6. This session increased my understanding of the topic.

Strongly disagree Disagree Agree Strongly agree

7. This session provided me with handouts and materials that enhanced my learning experience.

Strongly disagree Disagree Agree Strongly agree

8. This session provided me with relevant examples.

Strongly disagree Disagree Agree Strongly agree

9. The presenter(s) adequately answered questions throughout the presentation.

Strongly disagree Disagree Agree Strongly agree

10. The presenter(s) communicated clearly.

Strongly disagree Disagree Agree Strongly agree

11. Has your knowledge of this topic improved or increased because of this workshop?

- Greatly improved
- Improved
- Slightly improved
- Did not improved

12. If you would like more information about the topics presented, please write your questions or requests in the box below.

13. If you have any other comments you would like to share, please, write them in the box below.

Thank you for your feedback.

RISE! Reading for Imagination, Success, and Education
Annual Parent RISE! Project Evaluation Survey

¡Gracias por su participación en la RISE (**Reading for Imagination, Success and Education**)! La lectura para la Imaginación, el Exito y la Educación proyectan. Le preguntamos a, por favor, toma algún tiempo para completar esta forma de evaluación de proyecto. Su reacción nos ayudará a hacer mejoras de programa al proporcionar a todos los participantes con actividades investigación-basados de capacidad de leer y escribir. **Por favor, regrese esta forma completada a la oficina de la escuela o el maestro de la aula del curso de su niño.**

Las DIRECCIONES: Por favor, seleccione sólo una respuesta para cada pregunta debajo de esos mejores iguales su respuesta.

1) Este año escolar, yo recibí información sobre el proyecto de RISE...

- una vez a la semana
- acerca de una vez cada 2 semanas
- acerca de una vez todos los meses
- acerca de una vez un semester

2) ¿Cuántos Talleres de capacidad de leer y escribir de Padre o Acontecimientos Familiares asistió acerca de usted este año escolar? Escoja uno.

- Ninguno
- Uno
- Dos
- Tres o más

3) ¿Con qué frecuencia leyó usted a su niño este año escolar comparó para educar por último año? Escoja uno.

- Menos este año escolar que por último.
- Acerca del mismo este año escolar como por último.
- Más este año escolar que por último.

4) ¿Con qué frecuencia este año escolar le hizo o su niño utiliza la biblioteca de la escuela durante sus _____ horas prolongadas? Escoja uno.

Dos o más tiempos cada semana. acerca de una vez cada semana.

Acerca de dos veces todos los meses.

Acerca de una vez todos los meses.

Acerca de una vez cada cuarto de escuela nada en absoluto.

5) ¿Con qué frecuencia este año escolar le tiene utilizó las actividades de capacidad de leer y escribir que _____ usted aprendió de este proyecto con sus niño/niños en casa? Escoja uno.

Cada día.

Aproximadamente 2 o 3 veces una semana.

Aproximadamente 2 o 3 veces al mes.

Raramente.

No me aplique.

6) En términos generales, valora su nivel de satisfacción con RISE! Reading for Integration, Success, and Education:

Muy satisfecho.

Satisfecho.

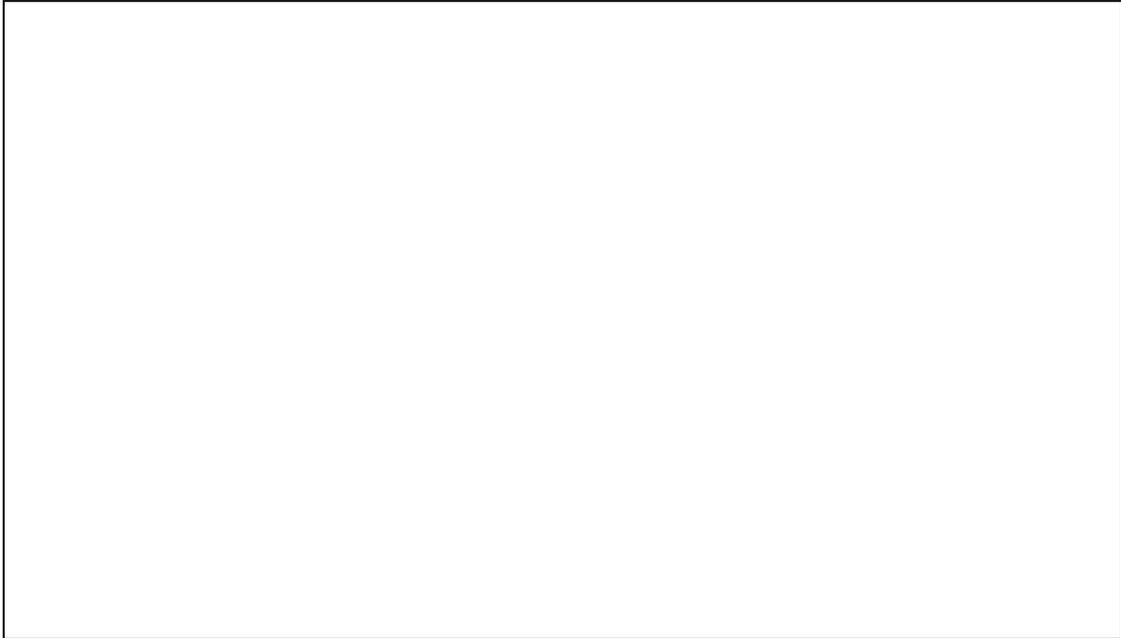
Sólo un poco satisfecho.

No satisfecho en todo.

Las DIRECCIONES: Para cada actividad abajo, la tasa cuán útil el programa fue para usted y/o sus niños en una escala de 1 a 4 (1 ser no útil y 4 ser muy útil). Si la actividad no le aplica ni a sus niños, seleccionan NA.

Program	1 ser no útil y	2 Only a Little Helpful	3 Helpful	4 ser muy útil	Not Applicable
7) Críe Talleres de capacidad de leer y escribir					
8) Acontecimientos familiares de capacidad de leer y escribir					
9) Los autores que firman					
10) Utilizar computadoras de biblioteca de escuela durante horas prolongadas.					
11) Utilizar la biblioteca de la escuela durante mañana u horas nocturnas					
12) Los libros recipientes para mi niño de la escuela					
13) Habiendo extendido el verano horas de biblioteca					
14) Habiendo extendido la biblioteca horas los sábados					
15) El programa acelerado del Lector en la biblioteca después de la escuela					
16) Dar clases privadas y ayuda de deberes					
17) Clases de escritura de carta					
18) Los Tesoros del estudiante Reservan Publicar					
19) Los Autores de jóvenes Catalogan y las Lecturas					
20) Noche de Cuento					
21) Construya una Noche del Libro					

22) GRACIAS POR TOMAR LA INSPECCION. ¡Si tiene cualquier otros comentarios que usted querría compartir con respecto a la RISE! La lectura para la Reading for Imagination, Success and Education, por favor los escriben en la espalda de esta página.

A large, empty rectangular box with a thin black border, intended for the reader to write any comments or feedback regarding the RISE program. The box is centered horizontally and occupies a significant portion of the page's width.

**Crée Forma Encontrando/Familiar de Evaluación de Acontecimiento
de capacidad de leer y escribir**
RISE! Reading for Imagination, Success and Education

Título de reunión/acontecimiento: _____

Fecha: _____

Gracias por su consentimiento para tomar parte en la RISE! proyecto. Le preguntamos hoy tomar por favor el tiempo de completar esta forma de evaluación antes que salga. Cuando es terminado, da por favor esta forma a un empleado del programa antes que salga.

Las direcciones: Las preguntas debajo de concierne el contenido de taller. Por favor, rodee la respuesta que mejores iguales su nivel del acuerdo a la declaración dada.

1. Las actividades fueron organizadas bien.

No convenga totalmente	No convenga	Concuere	Concuere totalmente
------------------------	-------------	----------	---------------------

2. Las actividades fueron interesantes.

No convenga totalmente	No convenga	Concuere	Concuere totalmente
------------------------	-------------	----------	---------------------

3. Los objetivos de esta sesión fueron identificados claramente.

No convenga totalmente	No convenga	Concuere	Concuere totalmente
------------------------	-------------	----------	---------------------

4. Los objetivos de esta sesión fueron logrados.

No convenga totalmente	No convenga	Concuere	Concuere totalmente
------------------------	-------------	----------	---------------------

5. Esta sesión me proporcionó con ideas útiles, con las estrategias, y con las técnicas.

No convenga totalmente No convenga Concuerde Concuerde totalmente

6. Esta sesión aumentó mi comprensión del tema.

No convenga totalmente No convenga Concuerde Concuerde totalmente

7. Esta sesión proporcionó distribuciones y materiales que aumentaron mi experiencia de aprendizaje.

No convenga totalmente No convenga Concuerde Concuerde totalmente

8. Esta sesión me proporcionó con ejemplos pertinentes.

No convenga totalmente No convenga Concuerde Concuerde totalmente

9. Estes presentadores contestaron adecuadamente preguntas a través de la presentación.

No convenga totalmente No convenga Concuerde Concuerde totalmente

10. Estes presentadores comunicaron claramente.

No convenga totalmente No convenga Concuerde Concuerde totalmente

11. ¿Ha mejorado su conocimiento de este tema o ha aumentado a causa de este taller?

___ This workshop did not improve my knowledge of this topic.

___ This workshop only slightly improved my knowledge of this topic.

___ This workshop improved my knowledge of this topic.

___ This workshop greatly improved my knowledge of this topic.

12. Si querría más información sobre los temas presentados, escribe por favor sus preguntas o las peticiones en la caja abajo.

13. Si tiene cualquier otros comentarios que usted querría compartir, por favor, los escribe en la caja abajo.

GRACIAS POR TOMAR LA INSPECCION.

5) How often this school year have you used the literacy activities you learned from this project with your child/children at home? Circle one response.

Every day About 2 or 3 times a week About 2 or 3 times a month

Rarely Does not apply to me

6) Overall, rate your level of satisfaction with the ***RISE! Reading for Imagination, Success, and Education.***

very satisfied satisfied only a little satisfied
 not satisfied at all

RISE! Reading for Imagination, Success, and Education
Parent Evaluation Form (continued)

Directions: For each activity listed below, rate on a scale of 1 to 4 (with 1 being not helpful and 4 being very helpful), how helpful each program was for you and/or your child or children. If the program does not apply to you or your children then select *Not Applicable*. Place an X in the box that matches your response.

Program	1 Not Helpful at All	2 Only a Little Helpful	3 Helpful	4 Very Helpful	Not Applicable
22) Parent Literacy Workshops					
23) Family Literacy Events					
24) Authors Signing					
25) Using the computers at the school library during the extended hours					
26) Using the school library during the morning or evening hours					
27) Receiving books for my child from the school					
28) Having extended library hours in the summer					
29) Having extended library hours on Saturdays					
30) Having the Accelerated Reader program available to use in the library after school					
31) Having tutoring and homework assistance available					
32) Letter writing Lessons					
33) Student Treasures Book Publishing					
34) Young Authors Class and Readings					
35) Bedtime Story Night					
36) Build-a-book night					

22) If you have any other comments you would like to share with us regarding the ***RISE! Reading for Imagination, Success, and Education***, please write them in the box below.

Faculty & Staff RISE! Project Evaluation Form
RISE! Reading for Imagination, Success, and Education

The Refugio Independent School District and the RISE! project team wish to receive your perspective of the RISE! project's performance during the project's first year. Please, complete this project evaluation form and return it to Lisa Herring by _____.

Statement	Level of Agreement				
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
1. I am familiar with the RISE! project's goals in regard to student literacy learning.					
2. The RISE! project team keeps me well informed regarding the different student programs offered through the RISE! project.					
3. The RISE! project team keeps me well informed regarding which of the students from my class are participating in the different programs.					
4. The RISE! program staff regularly communicates (verbally or in writing) with me regarding my students' (who participate in the program) learning needs.					
5. I believe the RISE! project is helping my participating students improve their reading skills.					
6. The students from my class who are participating in the RISE! project have indicated to me they enjoy participating the program.					
7. The RISE! project's various programs seem to be meeting the literacy needs of our students.					
8. The RISE! project's various programs seem to be having a positive impact on our students.					

RISE! Reading for Imagination, Success, and Education
Faculty and Staff Workshop Evaluation Form

1) Title of Workshop: _____

2) Teacher's Name: _____

3) Workshop Date: ____/____/____

4) The workshop objectives were clearly identified.

- strongly agree somewhat agree somewhat disagree strongly disagree

5) The workshop objectives were successfully accomplished.

- strongly agree somewhat agree somewhat disagree strongly disagree

6) The workshop was well organized.

- strongly agree somewhat agree somewhat disagree strongly disagree

7) The information provided in this workshop can be applied to my classroom.

- strongly agree somewhat agree somewhat disagree strongly disagree

8) The pace of the workshop was conducive to my learning.

- strongly agree somewhat agree somewhat disagree strongly disagree

9) The handouts and/or support materials provided in this workshop were useful.

- strongly agree somewhat agree somewhat disagree strongly disagree

10) I feel well prepared to use these skills and/or information presented in this workshop with my students.

- strongly agree somewhat agree somewhat disagree strongly disagree

11) I will be able to implement the new information/training from this workshop with minimal assistance in my classroom.

- strongly agree somewhat agree somewhat disagree strongly disagree

12) Rate your knowledge level in regard to this topic before this workshop. Select only one.

- ___ No knowledge of this topic prior to the workshop.
___ Very little knowledge of this topic prior to the workshop.
___ Basic knowledge level of this topic prior to the workshop.
___ Intermediate knowledge level of this topic prior to the workshop.
___ Advanced knowledge level of this topic prior to the workshop.

13) Has your knowledge in regard to this workshop topic improved? Select only one.

- ___ This workshop did not improve my knowledge of this topic.
___ This workshop only slightly improved my knowledge of this topic.
___ This workshop improved my knowledge of this topic.
___ This workshop greatly improved my knowledge of this topic.

14) How do you anticipate applying these technology-based learning activities or literacy learning activities to a typical lesson, project or instructional unit?

15) List below any additional information and/or training you would like to have in regard to this topic and/or technology tool.

5) **Directions:** Complete the chart below by indicating the strengths and weaknesses of each listed below.

Lesson's Strengths and Weakness Chart		
Category	Strengths	Weaknesses
Activities		
Resources		
Instruction		
Technology Integration		

6) If, or when you teach this lesson again, what, if anything, would you do differently and why?

7) Please, add any additional comments below that you would like to share.

9. If you could make one improvement in the student programs offered through the RISE! project, what would you recommend? Please, describe in the box below.

10. If you have any further comment you wish to make regarding the student programs offered by the RISE! project, please, write them in the box below.

Section B Directions: These statements concern the aspect of teacher and staff professional development regarding the RISE! project. Please, read each statement below and indicate your level of agreement in the columns on the right by placing a check or X inside the box that most clearly reflects your response. If you have no experience with the subject of the statement, mark the box for "No Opinion."

Statement	Level of Agreement				
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
1. I am familiar with the RISE! project's goals in regard to <u>literacy and technology professional development</u> .					
2. The RISE! project team keeps me well informed regarding the different professional development workshops offered through the RISE! project.					
3. My participation in the <u>literacy</u> workshops has increased my knowledge of literacy instruction.					
4. My participation in the <u>literacy</u> workshops has improved my instructional practices.					
5. My participation in the <u>technology-related</u> workshops has improved my ability to use the targeted technology tools.					
6. My participation in the <u>technology-related</u> workshops has improved my instructional practices.					
7. I have attended most of the professional development workshops offered through the RISE! project this school year.					
8. If you could make one improvement in the <u>professional development workshops</u> offered through the RISE! project, what would you recommend? Please, describe in the box below.					
9. If you have any further comment you wish to make regarding the RISE! project and the teacher and staff professional development, please, write them in the box below.					

Refugio ISD

IAL Project

RISE!

Project Director Monthly Report

1) Month: enter name of month being reported on here

2) Year: enter year [yyyy]

3) Library Data

Data by Library	Elementary Library	HS/MS Library
Circulation Rate		
Database Usage rate		
e-book circulation rate		
Special Literacy item circulation rate		
Other:		

4) Extended Hours Library Usage: Hours

Data by Library	Elementary Library	HS/MS Library
Total number of hours extended this month for student use before/after school during school days		
Total number of hours extended this month for student use on Saturdays		
Other:		

5) Extended Hours Library Usage: Number of Student Users and Number of Parent Users

Number of Student Users by Grade Level								
Library/Students by Grade Level	Pre-K	K	1	2	3	4	5	6
Elementary Library								

Number of Student Users by Grade Level							
Library/Students by Grade Level	6	7	8	9	10	11	12
HS/MS Library							

Number of Parent Users	
Elementary Library	

HS/MS Library	
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6) Parent Only Literacy Activities

Date	Location	Length of activity (in minutes)	Title of Activity	Number of Participants

7) Student and/or Parent and Child Literacy Activities (exclude regularly scheduled extended hours)

Date	Location	Length of activity (in minutes)	Title of Activity	Number of Participants

8) Teacher and Staff Professional Development Activities (List only those supported by funds from this IAL RISE! grant.)

Date	Location	Length of activity (in minutes)	Title of Activity	Number of Participants

9) Stakeholder presentations provided this month regarding the project (to such audiences as school board, service organizations, project partners)

Date	Organization	Location	Length of presentation (in minutes)	Title or Purpose of Presentation	Number of Participants

10) Other: List using bulleted descriptions any other notes or activities related to the RISE! project.

11) Items Purchased This Month (List using bulleted description or attach business office's printout of purchases made this month through this IAL RISE! project.)