Chicago Public Schools
Striving Readers Initiative

Year Three Evaluation Report

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I. Executive Summary of Findings: Implementation and Impact

This report describes the evaluation of the third year of implementation of the five-year Chicago Striving Readers program. The evaluation involved 31 treatment schools (16 from Cohort 1 and 15 from Cohort 2) and 32 control schools (16 per cohort).[1]

Variations by Component and by School in Fidelity of Implementation: Whole-school, Targeted and Intensive Interventions, Years 1 through 3

For first and second year implementation results, it was in many cases difficult to assign evidence about implementation to specific intervention models because the phrasing of the data collection instruments often was not explicit about the context. Thus, most of the evidence reflects fidelity of implementation of the overall program, rather than any particular intervention model. This problem was corrected for Year 3, however, through modifications of data collection instruments.

Year 1 Implementation Study

Overall Program Implementation

In Year 1, instructional technology was provided through classroom listening centers and computer stations (media centers). Half of Striving Readers teachers surveyed reported that they used listening centers at least once a week; use of media centers increased during the course of the year, with 60% of teachers observed during the fall of 2006 using them, and 85% of those observed in spring 2007.

Roughly half of all teachers were observed using a whole-part-whole instructional framework, although these teachers only spent a moderate amount of time doing so. A majority of teachers in all classrooms and content areas also reported that they regularly covered at least some of the comprehension strategies. The majority of teachers reported adjusting instructional practices based on diagnostic and assessment results. Insufficient data were available to determine whether the gradual release model was being used, although important components of the model were observed fairly regularly.

The program had a slower start using Partner Reading in the Content Area, Too (PRC2); Literacy Intervention Teachers (LITs) were trained and felt prepared to introduce this method, but associated materials were not available. Text sets were not acquired until near the end of the year and were only used approximately one third of the time. Finally, although two fifths of teachers felt that the program was *very effective* in helping them develop the use of partner reading for vocabulary development and another two fifths felt that it was at least *moderately effective*, fewer than one third of all observed language arts classes included small-group activities focusing on vocabulary.

[1] Cohort 1 schools began the program in school year 2006-2007; Cohort 2 began in 2007-2008.

Targeted and Intensive Interventions

Collaboration of teachers and LITs was fostered through initial professional development activities. By winter 2007, all LITs reported actively collaborating with teachers. By spring, collaboration was supported in about two thirds of schools through school Literacy Leadership Teams and grade-level teams. Targeted intervention instruction of Tier 2 students by LITs took place in 46% to 59% of the observed literacy blocks. Intensive intervention through the AMP after-school program, including guided fluency practice, was provided to Tier 3 students at all schools, with attendance averaging 81%, and AMP classes took place in small-group settings with an average of one teacher for every 10 students. However, LITs noted that some topics in AMP were tedious or of limited relevance to some students.

Year 2 Implementation Study

Year 2 data sources that were used to provide evidence about key program features—including staff interviews, teacher surveys, observations and program schedules and attendance records—were used to create a series of rubrics to generate ratings of program fidelity within the classroom and professional development models.[2] On a 10-point scale, on average, all schools in both cohorts were implementing the Striving Readers program at a medium level of overall fidelity (with an average score of 6.6) during the 2007–2008 program year, with no overall difference between cohorts. Among the major program components, the highest mean ratings were obtained for the intensive intervention, for which ratings approached a high fidelity level.

Implementation of Classroom Model (Whole School, Targeted and Intensive Interventions)

Within the Whole School (blended) intervention component, the highest mean fidelity ratings were obtained for use of the whole-part-whole instructional model and the gradual release model, both of which received mean fidelity scores across all schools at the "high implementing" level (averaging 8.9 and 8.5, respectively). Implementation appeared to be the most problematic for anchoring instruction in comprehension, for which ratings averaged 5.2.

Within the Targeted and Intensive interventions, the most successful program component was the creation of small-group settings during the after-school program: all schools in both cohorts met, or at least came very close to, the required 15:1 student-to-teacher ratio. Nevertheless, there was still considerable variability by school, and several did not reach the "high implementing" level of fidelity on this sub-component. Providing increased instructional time for Tier 3 students remained limited by irregular student attendance, and by program schedules at some schools.

Implementation variation among schools was greatest for collaboration between the LIT and classroom teachers and for increased instructional time for the intensive intervention, both of which ranged from perfect or near perfect fidelity scores to the "low implementing" level of fidelity. Cohort 2 schools received the lowest fidelity rating in this area among all program sub-components. Substantial variations among schools were also observed for direct vocabulary instruction and whole-part-whole instruction.

[2] Because of the transition to a new evaluator during the second program year, these scores could not be calculated for Year 1.

Implementation of Professional Development Model

A substantial number of respondents to school leader interviews cited the importance of the professional development program, particularly for helping them integrate literacy into other content areas. Teacher survey respondents also expressed a desire for more training and support. However, the professional development component was rated at a "medium implementing" level of fidelity for most schools (5.5 overall), implying that principals, LITs, and/or teachers had low average attendance rates at least some of the professional development sessions, with lower attendance rates among Cohort 1 schools. The lower attendance rates for Cohort 1 schools may have been due to the fact that professional development activities for Year 2 were not differentiated by cohort and therefore Cohort 1 staff may have felt they had already received sufficient training in Year 1.

Year 3 Implementation Study

For the Year 3 study, data sources that provided evidence of program implementation were updated to provide more complete and targeted data about each program component, and the implementation fidelity rubrics were modified accordingly. Comments on district-level program leader interviews, district-wide principal interviews and case study interviews, and classroom observations at case study schools, were used to further illuminate some of the quantitative results of the fidelity rubrics.

Implementation of Classroom Model

Whole School (Blended) Intervention

All schools in both cohorts were implementing the classroom model at a medium level of overall fidelity during Year 3, with no notable difference between cohorts. The blended intervention model was also implemented at a medium level of fidelity, with higher ratings for reading comprehension strategies and small-group instruction. Questioning, predicting and inferring were taught most commonly, while text structure and metacognition were used least frequently. Small-group instruction continued to be used with increasing frequency throughout the program.

Differentiated instruction varied widely among schools, although buy-in appeared to be increasing. Facilitating conditions included collaboration with the LIT, strong classroom management skills, availability of leveled materials, actively involving the students and providing supportive feedback. Challenges included traditional teaching habits, time constraints, large class sizes, discipline problems, lack of timely access to assessment results (which were more often used for "grouping" than for "differentiating instruction") and limited opportunity to meet with the LIT.

The PRC2 framework was used by the large majority of literacy teachers, but it was not used as regularly as expected, and was sometimes less student-focused than the model intends. Most schools implemented systematic instruction in academic content vocabulary using Marzano's Vocabulary and Words Their Way, at a medium fidelity level, but less frequently than expected.

Targeted Intervention

The targeted intervention model was implemented at a high level of fidelity, on average, although more Cohort 1 schools had high ratings for direct instruction, while more Cohort 2 schools had higher ratings for teacher/LIT collaboration. Challenges to targeted intervention included different pacing needs for struggling readers, and time constraints aggravated by large class sizes and by LITs' involvement in coaching for the whole class.

Intensive Intervention

AMP implementation was rated at a high fidelity level across all schools in both cohorts. Instruction in comprehension strategies was provided several times a week, and virtually all programs maintained a low student:teacher ratio. The major challenge for the intensive intervention was providing increased instructional time to all eligible students. Only three fifths of eligible Tier 3 students enrolled in the after-school class (with enrollment rates even lower at Cohort 1 schools), and attendance varied widely among those who did enroll.

Purposeful Assessment and Data Driven Instruction

The use of authentic assessments was rated at a medium fidelity level, as the use of data was beginning to become part of the culture in Striving Readers schools, with spelling inventories and fluency snapshots specifically cited as useful assessments that are easy to implement. However, Cohort 1 schools were somewhat more successful than Cohort 2. Assessment data were often used more to monitor individual progress than for broader lesson planning, and its importance for differentiated instruction was not always recognized. Other challenges to using assessments included the timing of the release of the data or the time needed to administer them.

Materials

Non-technology materials. Use of materials received the least favorable fidelity score of the five major classroom model components. Among non-technology materials, classroom libraries received higher ratings, but ratings for school libraries were considerably lower. Classroom libraries were used regularly and almost universally to support literacy instruction, and instructional staff were enthusiastic about their value for supporting all aspects of the program. Text sets were used to support content area instruction in almost all schools, and were also used in almost all literacy classrooms, although in many cases they were not used on a regular basis. Ratings of text sets were inconclusive, however, both because of the low response rates from subject-area teachers, and because of the ambiguity of whether survey respondents distinguished Striving Readers text sets from traditional, school-wide text sets.

Computer-assisted Instruction. LITs' use of the Palm Pilots to support the targeted intervention was rated at a low level of fidelity, with one in four LITs reporting that they never used them for this purpose. They were often also used during AMP classes, and by literacy teachers for whole class instruction. Both groups used them to support vocabulary development, knowledge of key concepts and writing skills; LITs also used them to teach comprehension strategies, while classroom teachers also used them to develop self-directed learning. Many instructors believed that students found the Palm Pilots engaging; however, as many still did not feel comfortable using them, and a quarter of respondents felt that they were not "worth the trouble."

Both media and listening centers were used by most literacy teachers. However, media centers were used even more frequently and were better integrated into the curriculum, in part because of a shortage of materials for the listening centers, and in part because of greater familiarity with the more traditional technology.

Content Area Instruction

Striving Readers schools seemed generally very supportive of integrating literacy into the content areas. There was recognition that the disciplines are mutually supportive, although this may be less true in content area lessons based on inquiry-driven, experiential learning. Differentiated instruction presented an even greater challenge in content area classes than in literacy classes. Generally, school coordinators felt that content teachers who are more open to less traditional techniques tended to be more successful at integrating literacy.

Implementation of Professional Development Model

Teachers and school administrators expressed appreciation for the inclusiveness and timing of the Striving Readers professional development program. Principals were a great help in bringing LITs on board with program philosophies, and as a result of LITs' role providing feedback about teachers' needs, many teachers have also found the training to be highly responsive.

Overall fidelity scores for the professional development model were at a medium level of fidelity, but the fidelity of components of training that were specific to the targeted and/or intensive interventions was somewhat higher. Fidelity of the training was limited by two primary factors. Although most LITs were highly involved in weekly meetings with coordinators, attendance by teachers was problematic, and often not sufficient to prepare them to fully implement the model. At the same time, some staff feel that certain sessions have been repetitive. Leadership is still exploring ways to further strengthen its efforts to provide differentiated training.

Variation in Implementation Across Three Years

The Chicago Striving Readers program has continued to make substantive progress in each program year. For example, among components that had gotten off to a slow start in Year 1, the use of PRC2 showed the most dramatic improvement in Year 2, and continued to be used by the vast majority of teachers in Year 3. Small group instruction occurred with increasing frequency each year, and by Year 3 was used very regularly in literacy classes, although less so in content area classes. Instruction in comprehension strategies occurred consistently as part of each of the

three components of the classroom model during Year 3, although there was still room for improvement in specific aspects of instruction.

Implementation has continued to progress despite significant external obstacles encountered in each of the first three years. These have included delays in hiring LITs and in acquiring some materials in Year 1, and major changes in program leadership towards the end of Year 2. Even larger changes in district leadership that occurred in Year 3 were also accompanied by district-wide performance assessment policies that, because of difficulties demonstrating program impact, sent a counter-productive message about district support for the program. High poverty rates at participating schools, high turnover of school-based staff and low attendance at professional development have also challenged the program in every year.

In part as a result of these challenges, implementation fidelity of several other program components remained less than ideal during Year 3. Among these, one of the most significant problems was providing increased instructional time for Tier 3 students, which remained a major obstacle in all three program years. Use of handheld computers to support the targeted intervention, which was piloted in Year 2 and implemented program-wide in Year 3, was still in its beginning stages. Some teachers were enthusiastic about, and growing more comfortable with using the devices, but others remained skeptical and resistant.

Impacts on Students of Whole School Intervention

There were no detectable overall impacts on reading performance for the group of all students who were eligible for services (all tiers) during school year 2008-2009. Among these eligible students, seventh graders responded more positively to the program than those in other grades, and Tier 3 students responded more positively than those in other tiers. However, the program could not be considered "effective" for grade 7 or Tier 3 students, since impact was not measurably greater than for their control counterparts.

There were also no detectable overall program impacts among students who had been eligible for treatment for two years (students at all tiers who were in grade six and eligible for services during school year 2007-2008).

Impacts on Students of Targeted and Intensive Interventions

There were no detectable impacts on reading performance for students who were in grade six and eligible for Tier 2 services during school year 2008-2009, nor for those who were eligible for Tier 3 services. Among sixth grade students who were eligible for Tier 3 services during 2008-2009, there was also no differential program impact for any of the demographic subgroups. However, a large proportion (more than two thirds) of grade 6 students assigned to Tier 3 during school year 2008-2009 did not actually receive the full program of intensive intervention services, either because they left the school mid-year, stayed in the school but did not enroll in AMP, or participated in AMP for fewer than half of the expected number of hours. Exploratory analyses that accounted for these lower participation rates suggest the possibility that the program may have an impact for Tier 3 students when they receive full AMP services.

There were also no detectable program impacts among students who had been eligible for services for two years (students who were in grade six and eligible for Tier 2 or Tier 3 services

during school year 2007-2008). Among those originally assigned to Tier 2, 12% crossed over between treatment and control schools or from a treatment to a non-program school before the end of two full years. Even among those who remained, however, there were no significant treatment effects.

Conclusions

Although intent-to-treat analyses did not reveal evidence of program impacts when considering all eligible students together, exploratory analyses that accounted for the lower impacts that would be expected for those who received fewer (or no) program services at least hinted at the possibility that the combination of the blended, targeted and intensive intervention models may be effective for Tier 3 students if they receive at least a minimum number of hours (at least 50% of the target set by the model) of AMP instruction. In this context, it is notable that some Striving Readers teachers and LITs have reported seeing classroom-level achievement gains, as evidenced through the results of assessments such as CPS Reading Benchmarks, the BRI and fluency snapshots. Indeed, the senior literacy advisor has expressed concern that the ISAT is not as sensitive a measure of reading comprehension as ClassViews, but the study had to drop plans to use this test as an additional impact measure for the evaluation because it was never administered.

Maintaining the motivation and ownership of all stakeholders has been an ongoing challenge, and the time it takes for change to become established, combined with difficulty detecting impacts, can reduce ownership at all levels. Given therefore that teachers who do see evidence of literacy gains might tend to take greater ownership of the program and to implement it with higher fidelity, it is especially important to make every effort to look for evidence of the full potential of the intended program model.

At the same time, maximizing impact also requires maximizing program implementation. A number of specific factors are explored throughout this report that might point to areas for additional, more differentiated professional development. As collaboration and professionalism of the project team continues to strengthen, a clear message of district-level support for implementing purposeful assessments in the classroom, and for stronger attendance in Striving Readers professional development sessions, could help ensure that the program reaches its full potential.

Since detecting impact also depends on accounting for the extent to which interventions really differ between treatment and control schools, adjustments for analyses of treated students would also be further strengthened if implementation conditions were measured more reliably at control schools. For this reason, it remains essential that program surveys and interviews be completed by a majority of control school personnel as well as at treatment schools. To provide the best chance of demonstrating the Striving Reader program's potential to improve struggling readers' literacy skills, it behooves the project and evaluation staff to continue to collaborate on finding ways to dramatically improve response rates from control schools during the last two program years.

II. Introduction and Study Background

Context for the Study

In 2005, the U.S. Department of Education's Office of Elementary and Secondary Education issued a request for proposals (RFP) for programs to improve adolescent literacy. The Department's stated goal was to improve the performance of struggling adolescent readers and help build a strong scientific research base around specific strategies to help struggling readers. In response to the RFP, the Chicago Public Schools (CPS) proposed the Chicago Striving Readers program. This five-year program aims to transform teaching and learning through a seamless, aligned approach to literacy instruction for grades 6–8 across 31 schools.

The framework of the Chicago Striving Readers program was designed to transform the teaching and learning of middle-grade comprehension-focused literacy strategies and to drive long-term, systemic improvement in adolescent literacy in the district through a research-based model of prevention and intervention. The Chicago Striving Readers framework, which is based on an analysis of data and research reviews, encompasses optimal instructional strategies and infrastructural support services to improve the reading achievement of CPS middle-grade students. The framework provides a seamless and unifying, yet flexible, system that redesigns how reading is taught in grades 6–8.

The Chicago Striving Readers program uses a tiered approach to working with adolescent readers. At the start of the school year, students are classified into three groups: those meeting or exceeding state performance standards for their grade (Tier 1), struggling readers who could reach grade level with focused support in the classroom (Tier 2); and struggling readers who require long-term intensive support and customized instruction (Tier 3). All three tiers receive the benefits of a whole-school ("blended"[3]) intervention. Tiers 2 and 3 benefit from both whole-school and targeted interventions, and Tier 3 students benefit from the whole-school, targeted, and intensive interventions.

The Chicago Striving Readers program has seven original key components, including three intervention models:

1. A whole-school (blended) intervention model consisting of reading comprehension instruction for all students (Tiers 1, 2, and 3) in grades 6–8, including the use of literacy instruction methods in subject-area classrooms other than English language arts;
2. A targeted intervention model consisting of reading comprehension instruction for struggling readers (Tiers 2 and 3) in grades 6–8;[4]
3. An intensive intervention model consisting of reading comprehension instruction for struggling readers (Tier 3) primarily in grade 6;[5]

[3] The blended intervention model is designed to support the needs of students at all reading levels.

[4] The targeted intervention model is provided to Tier 2 and 3 students in Grades 7 and 8 to the extent that each school's Literacy Intervention Teacher (LIT) is able to provide instruction at these grades. In larger schools, however, the larger number of sixth-grade classes does not permit the LIT sufficient time to work at the upper grades.

[5] The intensive intervention model is also provided to Tier 3 students in grades 7 and 8 by classroom teachers to the extent possible; however, grant funds were only sufficient to directly support this intervention for 6th graders.

4. Frequent, purposeful assessment and adjustment of instruction with screening, diagnostic, and progress-monitoring tools, including Learning First, ISAT, Basic Reading Inventory (BRI), fluency snapshots, spelling inventories, teacher observation and checklists, student self-assessment, and student interest inventories;
5. Data-driven instruction structured through a team-based system of leadership and support;
6. High-quality, high-interest materials—including "text set" units featuring nonfiction texts at different reading levels and with varied structures and organizational features—that are integrated with engaging technology and audio resources; and
7. Integrated, progressive, and high-quality professional development.

As of the third program year, the project officially added an additional key component that was being developed on a pilot basis during Years 1 and 2:

8. Facilitation of small-group differentiated instruction and assessment through the use of computer-assisted reading instruction (handheld computers).

The literacy achievement gaps of middle-grade students in the Chicago Striving Readers program are an outgrowth of complex socioeconomic and educational factors endemic to large urban areas like Chicago. Research in adolescent literacy has established that the most common problem of adolescent struggling readers is that they are not able to comprehend what they read (Biancarosa & Snow, 2004). In the 16 schools where the Striving Readers Initiative was implemented during the first year (Cohort 1), more than half (53%) of the students do not meet reading standards at the end of fifth grade. Although this deficit is reduced to 41% by the end of eighth grade, it has already taken a large toll on student achievement in other subject areas. The vast majority of schools in the Chicago Striving Readers program are located in communities that are economically disadvantaged and racially segregated. An average of 90% of students in these schools receive free or reduced-price lunches, and the No Child Left Behind (NCLB) Title I Poverty Indices range from 49% to 68%. Geographic isolation by race and ethnicity compounds the pedagogical challenges of educating students with learning disabilities and English language learners (ELLs) who come from homes where English is not always spoken.

Theoretical Rationale for and Description of the Intervention Models

No single explanation accounts for why some students struggle with reading after the fifth grade while others do not. Although struggling adolescent readers are often characterized by terms such as *at-risk, unmotivated, disenchanted,* or *generally unsuccessful in school literacy tasks,* research suggests that these descriptors are secondary consequences of underlying problems, not the primary causes (Peterson et al., 2000; Moats, 2001). Socio-cultural, motivational, and linguistic factors may be involved to varying degrees, but most of the research focuses on a cognitive basis or "deprivation approach" as the major underlying problem. This approach assumes that students must master a stable set of tasks or milestones to qualify as developmentally competent readers. Below-average performance on these tasks indicates that students have not developed the requisite skills for reading competency at a particular grade or in a particular set of tasks. The assumption is that below-average performance indicates deficits in varying combinations of word recognition and decoding skills; language processing ability at the word, sentence, or conversation levels; vocabulary; background knowledge; awareness of one's own

comprehension processes (metacognition); and comprehension and/or study strategies (Moore, Alvermann, & Hinchman, 2000).

The intervention component of the Chicago Striving Readers program is based on the deprivation approach—CPS identifies students who are struggling with reading, tracks the nature and state of their deficits on an ongoing basis, and provides intensive and targeted support within school-wide language arts and subject-area classes and through an extended-day class.

Administrative Structure

The Chicago Striving Readers Program is managed by a team of leaders in the field of literacy instruction. The roles of the key players on this administrative team are summarized below.

Project Director. Ms. Elizabeth Cárdenas-Lopez, who had served as one of the Striving Readers Project Coordinators during the first program year, was appointed as project director in April 2008. The project director is responsible for overseeing day-to-day project operation; maintaining communications and meeting regularly with staff and partners at the school and district levels; ensuring fiscal integrity and adherence to grant requirements; monitoring and ensuring the quality of professional development; managing data collection and dissemination; coordinating general scheduling; planning, developing and executing presentations for local events and national conferences, and interfacing with the evaluator. Ms. Cárdenas-Lopez also serves a broader role building departmental capacity and financial sustainability by working with the Office of Reading and Language Arts (formerly the Office of Literacy) to develop middle school curriculum, select classroom materials, assess use of diagnostic instruments, and support district office initiatives.

Senior Literacy Advisor. Dr. Donna Ogle**,** Professor of Reading and Language at National-Louis University (NLU)**,** holds the position of Senior Literacy Advisor, serving on both the Striving Readers advisory board and on the district team. Dr. Ogle is a specialist and an innovator in instructional strategies that support increased literacy and instructional change in schools. Her responsibilities include providing both group and individual leadership training for Striving Readers Coordinators and for school principals, and Literacy Intervention Teachers (LITs), including coordinating graduate level coursework through NLU towards the Illinois Reading Endorsement required of each LIT. In addition, Dr. Ogle provides a critical, ongoing advisory role during individual meetings with the project director, and frequently participates in meeting with the Metis evaluation team. She has also taken on a degree of responsibility for supporting the LITs' efforts in coordinating literacy integration at the schools. .

School Coordinators. The four Striving Readers School Coordinators—each of whom has direct responsibility for seven to eight schools—provide the schools with classroom instructional guidance and support and facilitate instructional planning. This includes conducting school-based professional development and one-on-one technical assistance for both teachers and LITs, and assisting LITs with observing and modeling lessons for teachers, providing lesson planning support. School Coordinators mentor classroom teachers and literacy intervention teachers in the use of comprehension strategies and techniques and other program components during classroom instruction, as needed or requested by teachers and/or the school principal. While the Coordinators work primarily with language arts classrooms and teachers, they also work directly

with school principals, although the extent of this aspect of their role varies depending on the principal's needs. Work with principals might include one-on-one coaching and support, planning of school-wide professional development and conferences, and discussion of specific classroom needs. While the majority of their time is spent on-site at the schools, the Coordinators also participate in meetings with other program leaders at the district office, in addition to their interactions with the Senior Literacy Advisor while they are receiving training.

Technology Coordinator and Technology Consultant. The Striving Readers program has employed two technology specialists since the 2008-2009 school year: a technology coordinator, who is an employee of CPS (and had served as an LIT during Year 1); and an external technology consultant, who is an employee of SchoolTech Consulting. Both technology specialists are fully involved in program implementation, participating in district-level team meetings, supporting the project director's planning efforts, and visiting the schools. Through the 2008-2009 school year, these two specialists shared parallel roles, with their responsibilities divided geographically. Among their primary responsibilities were supporting the integration of technology into literacy instruction through curriculum planning and strategizing with teachers. They also played a critical role in supporting each school's technological capacity by installing and trouble-shooting hardware and software, and providing instruction to school staff on the use of the program's technological resources.

Literacy Intervention Teachers (LITs). Grant funds are used to support one teacher in each participating school (for a total of 31 LITs in each year) with full time responsibilities in support of the Striving Readers program. LITs were selected from among existing CPS teachers, coaches and literacy specialists, who were recommended, most often, by the school principal. All candidates were screened and interviewed by the Striving Readers Project Director and School Coordinators; but in all cases, the principal made the final hiring decision. These staff provide targeted and intensive instruction for struggling sixth (and, wherever possible, seventh and eighth) grade students during classroom instruction and after-school programming. The LIT is responsible for conducting diagnostic assessments of Tier 3 students; targeting instruction to individualized student needs; focusing intensively on priority weaknesses during the extended-day class; planning instruction with collaborating teachers; analyzing and using student data to inform instruction and collaborating with school-based literacy teams. The LIT is also required to attend weekly training meetings and to actively participate in professional development sessions.

Targeted and Intensive Interventions

To meet the needs of struggling readers, the Chicago Striving Readers program features a two-pronged approach: (1) small-group, focused instruction for Tier 2 and Tier 3 students that is blended within language arts and subject-area classes in the school-wide model (targeted intervention); and (2) intensive, strategic, targeted instruction for approximately 15–20 Tier 3 students in grades 6–8 that occurs after the regular school day (intensive intervention).

The targeted intervention within the school-wide model starts as soon as possible after the students have been tiered and continues for the duration of the school year. It involves differentiated instruction and scaffolding within regular classroom settings as well as increased individualized in-class support during the crucial sixth-grade year, when students are laying the

foundation for middle-grade and future academic success. These activities take place during the regular English language arts (ELA) class, while Tier I students continue to receive instruction from the classroom teacher according to the Whole-School Intervention model described below. While the sixth grade takes priority, in smaller schools where the number of sixth-grade classrooms does not require all of the LIT's time, the targeted intervention is also provided in seventh and eighth grade ELA classes.

The intensive intervention through the extended-day approach also begins as soon as possible after Tier 3 students are identified (ideally by October 1), and is intended to continue through the first week in May (although schedules vary from school to school, and usually end in March or April). LITs conduct the after-school classes for sixth-grade students, and (where school finances allow) classroom teachers conduct the classes for students in grades 7 and 8. Intervention at this level features one hour of customized instruction for small homogeneous groups on four days each week. This provides: (1) an additional 240 minutes each week of direct and supported instruction beyond the intervention that occurs during the regular school day; (2) instruction in small groups of three to four students per teacher (within a maximum class size of 15 students to one teacher); (3) more frequent assessment and adjustment of instruction; and (4) highly motivating reading materials integrated with technology and audio. The after-school classes for the intensive intervention are built around the *Achieving Maximum Potential* (AMP) literacy program, a complete intervention system for striving middle school students who are reading at the third to fifth grade reading level. The AMP reading system combines research-based strategies with high interest, student-selected topics and incorporates an instructional model developed by Dr. Timothy Shanahan (Shanahan, 2006).

The LITs are central to the targeted intervention component of the Striving Readers program. These teachers divide their time among sixth-grade classrooms to assist in providing differentiated literacy instruction. The classroom teacher is responsible for providing the overall literacy instruction in the classroom, assigning grades, and collaborating with the LITs to create weekly lesson and intervention plans. The LITs and the sixth-grade classroom teachers, who are responsible for collaborative planning, meet regularly to prioritize and coordinate instruction (e.g., skill review, assessment, explicit teaching, responsibilities, student groupings), and in small schools, LITs also meet with seventh- and eighth-grade classroom teachers. The focus of the LITs on targeted, differentiated instruction to meet the needs of all students within the regular classroom is of particular benefit to Tier 2 and Tier 3 students who are struggling, including ELL students and students with learning disabilities. The identification of specific literacy challenges of Tier 2 and Tier 3 students enables LITs and classroom teachers to focus literacy instruction on the reading comprehension and vocabulary needs of these students. The use of differentiated materials and monitoring of the students' progress is critical to the targeted intervention.

Whole-School (Blended) Intervention

The whole-school intervention occurs within both language arts and subject-area classrooms. In many language arts classes, direct explicit instruction in comprehension, fluency, vocabulary, and word identification occurs within a research-recommended 90-minute instructional model.[6] This model facilitates the gradual release of responsibility from teacher to students within a

[6] Because of scheduling difficulties, other schools have adopted a 60-minute literacy block.

whole group/small group/whole group (whole-part-whole) configuration. Research by Atwell (1998) informs the reader/writer workshop approach for small groups. Students start with 10–20 minutes of whole-group instruction; move to 60 minutes of practice and application in small groups; and conclude with 10–20 minutes of whole-group sharing.[7] During the small-group period, students rotate, as assigned, among three 20-minute workshop activities.

The instructional organization of subject-area classes mirrors the language arts structure. Adaptation of this structure takes into account the shorter time period of 45 minutes allotted for each subject as well as the unique purposes of each class (e.g., social studies projects, science experiments, practice of math computation). Current research on reading is clearly supportive of teaching adolescents to be strategic (and efferent) in interacting with informational text, primary sources, and relevant fiction in subject-area classes where comprehension strategies are taught in the service of interpreting text, not as ends in and of themselves (Snow, 2002).

Based on research suggesting that new technology-based models of teaching and learning have the power to dramatically improve educational outcomes (Dede, 1998), the Chicago Striving Readers program is funding various tools to enrich student learning during small-group rotations. Each classroom has:

1. A listening center where students can listen to audiobooks and access models of fluency;
2. A media center with three computers and access to one classroom printer to support special intervention software and group or individual research; and
3. Ten (10) Palm Pilots (handheld computers), which are student friendly alternatives to using paper and pencil for activities such as note taking, brainstorming, preparing graphic organizers, and taking spelling tests. Palm Pilots are particularly beneficial to students who have poor handwriting or motor skills or have difficulty in communicating their ideas in writing and organizing their work.[8]

During the 2004–2005 school year, CPS collaborated with university experts to develop three reading instructional approaches that, after proving successful, became integral parts of the Chicago Striving Readers school-wide component:

1. **Direct and explicit vocabulary instruction:** This method evolved from CPS' work with Robert Marzano and the Association for Supervision and Curriculum Development (ASCD). Vocabulary development focuses on a list of subject-specific specialized and technical words, on which direct instruction occurs within regular comprehension instruction and small-group activities. This approach borrows from Robert Marzano's *Building Academic Vocabulary* (Marzano: 2004, 2005), and is referred to throughout this report as "Marzano's Vocabulary".

2. **Partner reading for fluency, comprehension, and vocabulary development:** Developed by Dr. Donna Ogle, professor at National-Louis University and senior literacy

[7] While the original model recommends a 90-minute structure, due to class scheduling constraints, it is most often implemented within a 60-minute time frame in the Chicago Striving Readers schools.
[8] These computers were distributed to all Striving Readers classrooms by the end of school year 2007-2008, and were in use as of the 2008-2009 school year.

advisor for the Chicago Striving Readers program, this model provides an opportunity for two students to read aloud to each other and also apply multiple comprehension strategies within a before-during-after framework. This exercise, which can take place during the small-group period in both language arts and subject-area classes, is designed to help students increase reading fluency, improve higher order thinking skills, and build vocabulary.

3. **Text set units related to subject-area content and formats:** The Striving Readers text set units in social studies, science, and math are designed to increase student motivation and self-directed learning and stimulate the practice of comprehension strategies through guided reading, partner reading, self-selected individual reading, and book club discussions. These units, also developed in collaboration with Dr. Ogle, feature a variety of highly engaging informational nonfiction texts at different reading levels and with varied text structures and organizational features.

4. **Word Study:** As of Year 2, Striving Readers began implementation of word study guided by Bear and Templeton in their *Words Their Way* work.

Targeted Schools, Grades, and Students

During its third year of implementation, the Chicago Striving Readers program evaluation involved 62 target schools, including 31 treatment schools (16 from Cohort 1 and 15 from Cohort 2) and 31 control schools (15 from Cohort 1 and 16 from Cohort 2).[9] Most of these schools served grades pre-K–8 or K–8, with the exception of two Striving Readers schools in the control group that were middle schools serving grades 4–8.

Within the treatment schools, all students in grades 6–8 receive at least the whole-school intervention.[10] Students' eligibility for receiving the targeted interventions, intensive interventions, or both is based primarily on their reading proficiency in English, as determined by their achievement on the previous school year's standardized reading assessment. Along with other characteristics, reading test results are used to assign students to tiers that determine students' eligibility for services. Students at the highest level of proficiency (Tier 1) are not eligible for targeted or intensive interventions. Students at the next lower level (Tier 2) are assigned to receive the targeted intervention. Finally, those at the lowest level (Tier 3) are assigned to receive the targeted and the intensive interventions. Following is a summary of the procedures for assigning students to tiers that were used during the first three program years.[11]

[9] One of the Cohort 2 schools that was originally assigned as a treatment school declined to participate before the program began. In addition, one of the Cohort 1 control schools, a middle school, consolidated with its elementary feeder school as of 2008-2009 to form a K-8 school. While student achievement data for this school are included in impact analyses, the new principal declined to participate in other aspects of the study.

[10] The exception is special education students who are not served in regular classrooms.

[11] Information about Years 1 and 2 assignment procedures, which took place before Metis Associates' involvement in the evaluation, was obtained from reviews of syntax files from the original evaluator, Learning Point Associates (LPA),; databases from LPA and CPS; past memoranda from LPA, CPS, and the U.S. Department of Education; and conversations with CPS staff.

In Year 1, students were assigned to tiers based on their Stanford Achievement Test series 10 (SAT-10) scores.[12] For those students with missing SAT-10 test scores, the BRI was administered and the scores from this test were used to generate preliminary tier assignments, which were later modified (as necessary) as soon as SAT-10 data became available. In addition, in some cases, students in treatment schools with SAT-10 scores that were close to the tier cutoff values were also given the BRI as a check on the results of the SAT-10 assessments; those students whose BRI scores indicated a different reading level than the SAT-10 were re-tiered. This policy was not implemented in all schools, however.

The tier definitions that CPS program staff had originally established were as follows:[13]

- students with SAT-10 reading scores at or above grade level would be placed in Tier 1;
- students with scores below grade level but not more than one year below grade level would be placed in Tier 2; and
- students who were more than one year below grade level would be placed into Tier 3.

Because these assessments were based on the students' prior-year test results, "grade level" for incoming sixth-grade students should have been based on grade equivalents for fifth-grade students. However, for the 2006–2007 school year, tier assignments for these students inadvertently used grade equivalents for students in *sixth* grade.[14] As a result, students scoring below the grade equivalent of 5.7 (more than one year below grade level according to the SAT-10 grade equivalents for sixth-grade students) were placed into Tier 3. However, because 5.7 represents reading *at grade level* for fifth-grade students, this means that all students scoring below grade level were offered intensive invention services, those reading up to one year *above* grade level were placed into Tier 2, and those reading more than one year above grade level were placed into Tier 1.

CPS program staff identified additional assignment criteria that applied to special education and bilingual/ELL students to ensure that all students in the Striving Readers program could benefit from the services and be capable of meeting project goals. Staff had considered omitting special education students with any disabilities other than learning disability from the program; however, there was no evidence from Year 1 memoranda, nor from tier assignment syntax files,[15] that any special education students were systematically excluded from the tier assignment process (although special education students other than learning disabled *were* removed from the original Year 1 impact analyses). For English language learners, most of whom did not take the standard statewide literacy exam during the first two program years, the original intention was to place these students in tiers based on their results from the Illinois Measure of Annual Growth in English (IMAGE), an assessment of language development for English language learners. However, IMAGE data were not made available to the district at the time that the Year 1 tier assignments were completed. As a result, only mainstreamed ELL students who were tested on the Illinois Standards Achievement Test (ISAT) were systematically assigned to tiers, based on

[12] Additional criteria, discussed below, were applied to assign ELLs and special education students.
[13] Grade-level equivalents were determined from SAT-10 scores based on cutoffs extracted from Table C of the *Spring Multilevel Norms Book* (Harcourt Assessments, 2003).
[14] Memorandum from LPA dated August 22, 2007.
[15] Data and syntax files for Year 1 were obtained from LPA between January and March 2008.

their SAT-10 scores, using the same criteria that were used for English-proficient students. However, since some schools received the IMAGE data before it was available to the district, teachers from those schools were able to assign ELL students to tiers based on the intended IMAGE benchmarks. These students were assigned as follows: students who tested as *meeting* or *exceeding standards* on the IMAGE were placed in Tier 1, students testing as *below standards* were placed in Tier 2, and those with an IMAGE score categorized as *academic warning* were placed in Tier 3. Other non-mainstreamed ELL students were assigned to tiers once the remaining IMAGE data became available. The BRI was also administered to ELL students, and their tier assignments were adjusted based on these results.

For Year 2 of the program, the same tier definitions were used as in Year 1, but the application of grade equivalents was corrected. The originally intended tier definitions were thus achieved, with students at or above grade level in Tier 1, those up to one year below grade level in Tier 2, and those more than one year below grade level in Tier 3. The same procedures from Year 1 were also used to assign tiers for students with missing SAT-10 data,[16] special education students, and mainstreamed ELL students. In addition, in Year 2 IMAGE data were available to the district at the time tier assignments were being made, and ELL students who were tested on the IMAGE rather than the ISAT were assigned to tiers based on their IMAGE results.

In the summer before Year 3 began, district program developers realized that, according to the developers of the AMP program, the intensive intervention was not appropriate for students who were reading below the third grade level. The tiering criteria were therefore revised so that only students who were not more than three years below grade level were assigned to Tier 3; those with lower reading performance were considered ineligible for Striving Readers services. At the same time, project staff felt that under the previous tier definitions, the intensive intervention services provided to Tier 3 students were not focused on those most in need. For this reason, staff felt that the lower cutoff for Tier 2 should be moved down one year (to two years below grade level) in order to focus on students reading at lower levels. However, BRI results were inconsistent with the ISAT for a number of students, for whom BRI scores indicated that they should have been in Tier 3, while their ISAT result (under the new cutoff) would have placed them in Tier 2. Because the BRI, which is not administered at control schools, cannot be used for tier assignments, project staff agreed with Metis' recommendation to readjust the boundary between Tiers 2 and 3 upward using the ISAT scores. This ensured that at least some of the students who otherwise would have been assigned to Tier 2 according to their ISAT scores, but should have been in Tier 3 according to the BRI, would be placed in Tier 3, while still using an assignment criterion that could be replicated at control schools. As a compromise between providing Tier 3 services to more students with BRI results that were lower than their ISAT results, while trying to avoid providing AMP services to higher-performing students who did not really need them, the cutoff between Tier 2 and Tier 3 was changed to 1.5 instead of two years below grade level. The criteria for Tier 1 remained unchanged.

[16] In Year 2 of the program, SAT-10 scale scores were not available at the time the tier assignments were made. Instead, tier assignments were based on SAT-10 national percentile ranks (NPRs), which were converted into scale scores—and corresponding grade equivalents—using a conversion table from the SAT-10 *Technical Data Report* (Harcourt Assessments, 2004).

Prior to Year 3, for the purpose of tiering, grade equivalence was determined by the SAT-10 portion of the ISAT. For Year 3 however, SAT-10 scores were not available at the time that tier assignments were being made. Because grade-level equivalents were not provided for the ISAT scores, they were inferred for these scores by determining the ISAT scores equivalent to each SAT-10 grade-equivalent cutoff, as predicted using a conversion from SAT-10 to ISAT derived from a bridge study aligning the two measures[17] (MetriTech, 2006).

Because of changes in district policies for testing English language learners, the process for assigning these students to tiers also changed in Year 3. As of the 2008–2009 school year, the state replaced the IMAGE test of English proficiency with the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) exam, which became a state requirement for all students of limited English-speaking ability in kindergarten through grade 12. In addition, while the ISAT exam had previously only been administered to mainstreamed ELL students, as of the 2008–2009 school year the district required it for all students. For ELLs, both ISAT and ACCESS results were taken into consideration for tier placement during Year 3. ELL students who had an ACCESS score of 3.0 or higher were assigned to tiers based on their ISAT score, using the same criteria as for English-proficient students. Those with an ACCESS score below 3.0 were excluded from Striving Readers extended-day program because it was felt that their English proficiency would be too low to function and benefit from AMP).[18]

Students receiving special education services were supported by Striving Readers as suggested by their Individualized Education Plan (IEP). Such students would qualify for the extended- day program (Tier 3) as long as they performed within the range of the tiering criteria (one and one-half to three years below grade level) provided that the intervention treatment did not conflict with their IEPs. As in previous years, all students receiving special education services who were not pulled out of the regular classroom received the same whole-school intervention support as other students.

The specific tier assignment criteria used for students entering grade 6 are summarized in Table 1, while the changes in tier cutoffs from year to year are depicted in Figure 1. Assignment criteria for grades 7 and 8 were exactly parallel (based on grade-level equivalents) to those for sixth-grade students. Generally, students at all grades are assigned to tiers at the beginning of each year based on their test results from the prior spring. This assignment process is the same for all students regardless of whether or not they are new to the school or the program. Since tier assignment is always based on the most recent scores, a student could (in theory) receive targeted and/or intensive intervention services for up to three consecutive years (grades 6 through 8), if they remain eligible according to these criteria; and while students would not move into or out of intervention services in the middle of a school year (with the exception of late enrollments), they might move in either direction at the beginning of any given year. In practice however, participation in services beyond grade 6 would depend on whether the LIT or another teacher is

[17] *Predicted ISAT score = SAT-10 score* * 0.72192 - 248.02832; see the bridge study (MetriTech, 2006), Table 16.

[18] Although they were not officially considered Striving Readers participants, those ELL students who were in mainstreamed English classes continue to receive scaffolding and differentiated instruction from the classroom teacher and/or LIT as needed along with the rest of the class.

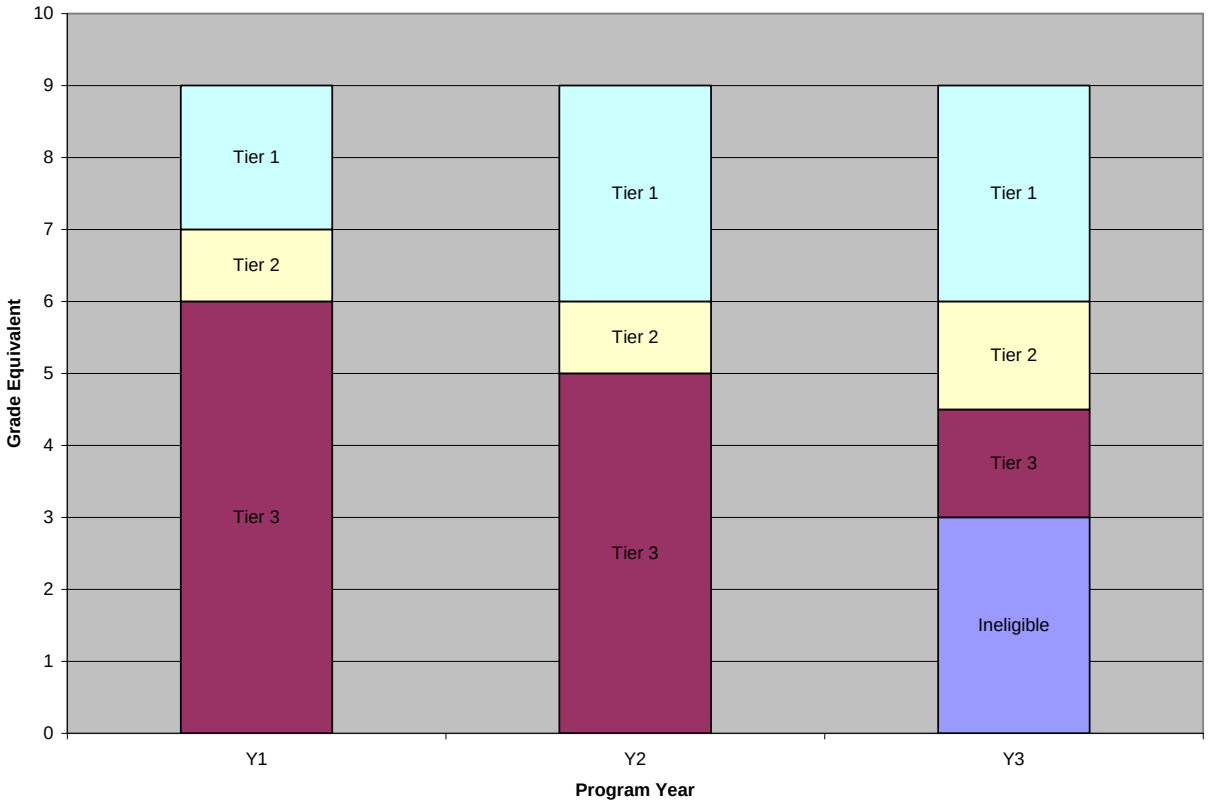
available to provide these services at the upper grades, which is more often the case in smaller schools.

Table 1
Tier Assignment Criteria for Entering 6th-Grade Students
Program Years 1-3

Tier	Assignment Criteria	Year 1[a]	Year 2	Year 3
Tier 1	**Grade equivalent**	**At or above 6.7**	**At or above 5.7**	**At or above 5.7**
	SAT-10 NPR[b] range	--	*50–99*	--
	SAT-10 scale score range	≥659	≥643	--
	ISAT scale score range	--	--	≥216[c]
	IMAGE range (ELLs)	--	≥207	--
	ACCESS range (ELLs)	--	--	>3.0
Tier 2	**Grade equivalent**	**5.7 up to 6.7**	**4.7 up to 5.7**	**4.2 up to 5.7**
	SAT-10 NPR* range	--	*37–49*	--
	SAT-10 scale score range	642-658	629–642	--
	ISAT scale score range	--	--	202-215[c]
	IMAGE range (ELLs)	--	173–206	--
	ACCESS range (ELLs)	--	--	>3.0
Tier 3	**Grade equivalent**	**Less than 5.7**	**Less than 4.7**	**2.7 up to 4.2**
	SAT-10 NPR* range	--	*1–36*	--
	SAT-10 scale score range	≤641	≤628	--
	ISAT scale score range	--	--	179-201[c]
	IMAGE range (ELLs)	--	≤172	--
	ACCESS range (ELLs)	--	--	>3.0
Students in special education		All special education students with SAT-10 scores: same criteria as general education students.	All special education students with SAT-10 scores: same criteria as general education students.	All special education students with ISAT scores: same criteria as general education students.
Bilingual/ELL students		Mainstreamed ELL students with SAT-10 scores: same criteria as English proficient students. All other ELL students assigned based on BRI results.	Mainstreamed ELL students with SAT-10 scores: same criteria as English proficient students. ELL students with IMAGE scores: assigned based on cutoff scores specified above.	ELL students with ACCESS scores greater than 3.0: same criteria as English proficient students.
Other tier assignment criteria		Students with missing SAT-10 data: preliminary assignment based on BRI results, adjusted once SAT-10 data available. Students who enrolled in the target schools between June and September 2006 were assigned after the second week of school, using the same criteria as above.	Students with missing SAT-10 data: preliminary assignment based on BRI results, adjusted once SAT-10 data available. Students who enrolled in the target schools after the initial tier assignments were assigned once their test data became available, using the same criteria as above.	Students who enrolled in the target schools after the initial tier assignments were assigned once their test data became available, using the same criteria as above.

[a] The data for Year 1 represent the *actual* criteria and results. However, it is important to note that these data were not consistent with the *intended* criteria, which would have used grade equivalents one year lower across all tiers.
[b] NPR = National Percentile Rank.
[c] Grade-level equivalent ranges for ISAT scale scores were inferred from predicted scores from the MetriTech bridge study (MetriTech, 2006).

Figure 1
6th-Grade Tier Assignments by Program Year



During the 2008–2009 school year, out of a total population of 5,970 students in grades 6–8 among the 31 Striving Readers schools and 6,008 in the 31 control schools, there were 5,317 and 5,303, respectively in the "intent-to-treat" (ITT) populations.[19] Among these, complete data (baseline and posttest reading scores, tier assignments, and demographic variables used as covariates) were available for 4,126 Striving Reader students (78% of the ITT sample) and 4,063 control students (77% of the ITT sample). Among program students, except for the small percentage who are served outside of the regular classroom, all of these students received the whole-school (blended) intervention. In addition, as a result of the tier assignment criteria described above, there were a total of 1,037 students assigned to Tier 2 who were to receive targeted intervention services (and 1,073 control students reading at the same grade levels), and an additional 705 students in Tier 3 who were assigned to receive both targeted and intensive intervention services (with 791 Tier 3 control students). The distributions by grade and other demographic characteristics of these students are described further in *Description of Third-Year Samples* in Section IV.

[19] Intent-to-treat refers to those students who were initially eligible for program services, even if they do not ultimately receive services (*e.g.* because they change schools or do not come to class). Specific definitions of the ITT populations for the Chicago Striving Readers program are provided in Section IV below.

Logic Model

The logic model for Year 3 of the Chicago Striving Readers program is presented on the following page. This model includes both professional development and classroom model components for both the whole-school and the targeted and intensive interventions. Year 2 modifications from the Year 1 model are highlighted in yellow; additional Year 3 modifications are highlighted in blue. Tables 2a and 2b on the following pages summarize the changes in the Classroom and Professional Development models, respectively, in each year.

INPUTS

Infrastructure

School-level
-Literacy intervention teacher
-All 6-8 grade ELA, resource and content teachers-Literacy Teams (up to 10 members) involving the principal, teachers, district coordinator, librarian and tech support

District-Level
Project Director
Senior Literacy Advisor
Departmental Support Team
District Coordinators (5)
-Support implementation of all SR components
-Coach LITs and teachers on literacy instruction, intervention, and assessments
-Provide instructional and monitoring supports
-Assist with data collection and conduct data analysis
-Monitor implementation of AMP program
-Field liaison to schools (7 to 8 schools each)
Tech consultant and Tech coordinator
-Support tech implementation
-Design and provide tech PD

Train the trainer model results in the gradual release of responsibility to Principals, LITs, and teachers

Professional Development

Recipients/Participants

Literacy Intervention Teachers (31) – Track E LIT Summer PD
-Summer Institute (3 days, yrs 2-4)
-Follow-up institute days (quarterly)
-Weekly (6hrs) literacy instruction and targeted intervention meetings
-Reading endorsement through National Louis University— Cohort 2
-Site-based PD and coaching support

Classroom and Resource Teachers-Librarians
Summer Institute (3 days, yrs 2-4)
Follow-up Institute (quarterly)
Site-based PD through literacy team meetings, coaching and classroom modeling/demonstrations
Librarian coursework

Principals
Leadership Seminars (half-day/month in yrs 1-3

SR District Coordinators
-Training with Senior Advisor—bimonthly
-Meetings with NLU Literacy Consultants

PD Providers
- Project Director and District Coordinators
- Dr. Donna Ogle
- Literacy Consultants-NLU,
- Dr. Donald Bear, Dr. Doug Fisher
- District Departmental Support

Materials
Classroom libraries, grades 6-8 School libraries
Multileveled high-quality, high-interest books.
Listening Centers, Audio books
Science and Soc. Studies Text sets and teacher guides
Technology Hardware/Software
Classroom computers
Handheld computers
GoKnow Learning Suite
Inspiration

Classroom/School Practices Intermediate Outcomes

LITs (Literacy Intervention Teachers)
- Conduct diagnostic (BRI) assessments of Tier 3 students 2x a year.
Administer spelling and fluency snapshots
Plan targeted instruction to meet needs of tier 2 and tier 3 students that blends with school wide model
- Work collaboratively with school-based literacy teams
-Collaborate with teachers in instructional planning and progress monitoring
Teach the AMP program
-Use tech to differentiate instruction

Teachers
-Plan and collaborate with LITs.
-Implement instruction model (whole-part-whole)
- Introduce and embed comprehension strategies and techniques (Before/During/After, use of text sets)
-Differentiate instruction
- Identify books for classroom library based on student interest and need
- Support tech integration

Principals
- Build instructional capacity within building by supporting and monitoring whole school implementation of SR strategies
-Provide opportunities for LIT and Teacher collaboration for instructional planning and progress monitoring.
-Support AMP program
-Attend and actively participate in PD activities
-Support tech integration

Increased teacher efficacy

Increased student efficacy

Intensive Intervention
-Direct, explicit instruction in comprehension, vocabulary and fluency utilizing AMP (after school) for Tier 3 students. (Students who perform up to three years below grade level in ISAT)

Targeted intervention
- Whole school differentiated instruction with teacher and LIT pushing into classroom. Support for Tier 2 and Tier 3 students
Tier 2- students up to 1.5 yrs. below grade level
-Provide on-going formative assessment
- Use technology to differentiate literacy learning

Whole school (Grades 6-8)
- Use of explicit instruction with in a gradual release of responsibility model
- Focus on comprehension as the anchor of instruction in all reading domains
- Core assessment process (screening, diagnostic, progress monitoring)
- Implement and support school wide literacy teams
-Develop and use classroom libraries -Use media centers

Library Support

Technology Integration

Challenging Factors: District leadership changes school staff mobility (principals, LITs, teachers, and librarians), competing district initiatives and priorities, school buy-in, teachers' capacity, and instructional leadership. Intensive instruction in after school program

OUTCOMES

Short Term Student and School Outcomes

Teachers build capacity and show improvement in instructional practices in teaching reading

Teachers improve levels of implementation of SR core components: modeling and use of reading strategies; differentiating instruction and improved scaffolding

Teachers use assessment data to plan, inform and individualize instruction,; demonstrate effective use of instructional strategies, demonstrate improvement in quality and frequency of interaction with students around texts

Increased student motivation and engagement

Students become strategic in using comprehension strategies; Students increase time spent in self-selected independent reading

School wide (6-8 grades) implementation of a systematic intervention program

Develop school infrastructure to provide support across grade levels; build literacy leadership teams to improve capacity in reading instruction, assessment and intervention

Long Term Student and School Outcomes

Tier 1-3 students demonstrate readiness for next grade level; Students in all Tiers will show mid-year and end-of-year reading progress

Improved student achievement so that more students fall into the "meet" or "exceed standards" categories on the Illinois Standards Achievement Test

Build a culture of collaboration and data driven decision making among all stake holders

Establish procedures and strategies that involve varying levels of explicit instruction across grade levels and content areas, through whole-group lessons and small group practice. Teachers will adopt use of supplementary text set units stressing content area themes and materials

Improve teacher capacity through comprehensive professional development and application of experimental research practices

Develop a comprehensive assessment system with screening, diagnostic, and progress monitoring

Assumptions:
-School staff understand and accept SR program goals
-School culture will allow implementation for these practices
-Mobility of teachers and students is stable
- School leadership fosters collaboration and change in literacy practices

Le

Table 2a
Changes to Components of Classroom Model from Year 1 to Year 3

Intervention Model	Year 1 8/2006 to 6/2007 (16 schools)	Year 2 7/2007 to 6/2008 (31 schools)	Year 3 6/2008 to 6/2009 (30 schools)
Whole School All 6-8 grade students All 6-8 grade teachers Literacy Interventionists (LITs) Principals Librarians	• Targeted all 6-8 grade students as recipients of improved teacher capacity • Collaborated with principals in ensuring program implementation • Built classroom and school libraries • Built media centers • Established in-school literacy teams	• Targeted all 6-8 grade students as recipients of improved teacher capacity • Collaborated with principals in ensuring program implementation • Continue to build classroom and school libraries and add Cohort 2 • Built media centers (cohort 2) • Established in-school literacy teams (cohort 2)	• Targeted all 6-8 grade students as recipients of improved teacher capacity across content areas. • Collaborated with principals in ensuring program implementation • Strengthened use of media centers, classroom and school libraries • Continue building 6-8 grade classroom and school libraries in all participating schools • Reinforced literacy teams as systems of change • Introduced the use of handhelds to differentiate instruction in ELA classrooms and to improve struggling readers engagement and motivation
Targeted 6th grade teachers (7th & 8th grade teachers in small schools) Literacy Interventionists Tier 2 and Tier 3 students	• Began core assessment process – focused on use of diagnostic assessment (BRI) • LITs and classroom teachers (6th grade) followed co-teaching model in working collaboratively • LITs provided targeted support to Tier 2 and Tier 3 students during classroom instruction	• LITs administered diagnostic assessment 2x/ yr to Tier 3 students • LITs administered fluency snapshots and spelling inventories 2x/yr to all students in 6th grade ELA classrooms • LITs and ELA teachers (6th grade) followed co-teaching model in working collaboratively in planning targeted instruction • LITs provided targeted support to Tier 2 and Tier 3 students during classroom instruction	• LITs Administered diagnostic assessment 2x/ yr to Tier 3 students • LITs and ELA teachers administered fluency snapshots and spelling inventories 3x/yr to all 6-8 students in ELA classrooms • LITs and classroom teachers (6th grade) planned targeted instruction to meet needs of Tier 2 and Tier 3 students • LITs provided targeted support to Tier 2 and Tier 3 students during classroom instruction • LITs used progress monitoring data to guide student support and targeted instruction

Intervention Model	Year 1 8/2006 to 6/2007 (16 schools)	Year 2 7/2007 to 6/2008 (31 schools)	Year 3 6/2008 to 6/2009 (30 schools)
Intensive Literacy Interventionists Afterschool teachers Tier 3 students	• LITs and afterschool teachers (based on number of Tier 3 students and principals' choice) taught afterschool program and planned instruction that aligned with whole school and targeted model	• LITs and afterschool teachers (based on number of Tier 3 students and principals' choice) taught afterschool program and planned instruction that aligned with whole school and targeted model	• LITs and afterschool teachers (based on number of Tier 3 students and principals' choice) taught afterschool program and planned instruction that aligned with whole school and targeted model

Table 2b
Changes to Components of Professional Development Model from Year 1 to Year 3

Program Implementation	Year 1 8/2006 to 6/2007 (16 schools)	Year 2 7/2007 to 6/2008 (31 schools)	Year 3 6/2008 to 6/2009 (30 schools)
Participants / Stakeholders	All 6-8 Classroom Teachers Principals Librarians Reading Specialists 16 Literacy Interventionists	All 6-8 Classroom Teachers Principals Librarians Reading Specialists 31 Literacy Interventionists School Technology Coordinators	All 6-8 Classroom Teachers Principals Librarians Reading Specialists 30 Literacy interventionists School Technology Coordinators Project Director District Coordinators
Professional Development Sessions	Summer Institute: 5 days, 6hrs/ day Follow-up Institutes: quarterly, 3hrs/day Saturday Seminars: monthly, 3hrs/day Principal Training: monthly, 3 hrs/day LIT Training Sessions: weekly, 6hrs/ day National-Louis university LIT/teacher coursework: 4 terms School based: Literacy Teams	Summer Institute: 5 days, 6 hrs/ day Follow-up Institutes: quarterly, 3hrs/day Saturday Seminars: monthly, 3hrs/day Principal Training: monthly, 3 hrs/day LIT Training Sessions: weekly, 6hrs/ day National-Louis university LIT/teacher coursework: 4 terms School based: Literacy Teams & Grade Level Teams	Summer Institute: 3 days, 6 hrs/ day Follow-up Institutes - quarterly, 3hrs/day Principal Training: bi-monthly, 3 hrs/day LIT Training Sessions: weekly, 6 hrs/ day National-Louis university LIT/ teacher coursework 4 terms NLU-Librarian workshop: monthly Project Director Training: as needed Coordinator Training: bi-monthly School based: Literacy Teams; Grade Level Teams; Individual & Group Coaching; Study Groups; Cross-site Visitation

Program Implementation	**Year 1** 8/2006 to 6/2007 (16 schools)	**Year 2** 7/2007 to 6/2008 (31 schools)	**Year 3** 6/2008 to 6/2009 (30 schools)
Professional Development Focus	• Trained all 6-8 grade teachers on program components with focus on comprehension in all reading domains • Focused support on ELA teachers – mainly in 6th grade • Supported LITs with content knowledge, use of assessment and application of program components • Enrolled qualified LITs and teachers in reading coursework • Built principals' capacity in literacy and program components • LITs and afterschool teachers received intensive training on use and implementation of AMP program	• Trained all 6-8 grade teachers with focus on comprehension, explicit and differentiated instruction and gradual release of responsibility framework • Focused support on ELA teachers – mainly in 6th grade (7 & 8 grade in small schools) • Supported LITs with content knowledge, use of assessment, application of program components, and knowledge of struggling adolescent learners • Enrolled qualified LITs and teachers in reading coursework • Built principals' capacity in literacy and program components • Cohort 1LITs and afterschool teachers received follow up training on use and implementation of AMP program • Cohort 2 LITs and afterschool teachers received intensive training on use and implementation of AMP program • Began technology training to LITs, 6-8 grade classroom teachers, and technology coordinators	• Trained all 6-8 grade teachers with focus on comprehension, explicit and differentiated instruction and gradual release of responsibility framework across content areas • Focused support on ALL teachers across content areas • Supported LITs with content knowledge, use of assessment, application of program components, and knowledge of struggling adolescent learners • Enrolled qualified LITs and teachers in reading coursework • Built principals; capacity in literacy and program components • New LITs and after school teachers were trained on use and implementation of AMP program as needed • Provided customized training toLITs and ELA classroom teachers in using handhelds for teaching and learning and to promote struggling readers engagement & motivation
Professional Development Providers	Dr. Donna Ogle National-Louis University Various Literacy and Leadership Consultants Pearson Consultant Group Tim Shanahan Project Director District Coordinators	Dr. Donna Ogle National-Louis University Various Literacy and Leadership Consultants Pearson Consultant Group Tim Shanahan Project Director District Coordinators *GoKnow* Technology Consultants Donald Bear Doug Fisher	Dr. Donna Ogle National-Louis University Various Literacy and Leadership Consultants Project Director District Coordinators *GoKnow* Technology Consultants Donald Bear Doug Fisher

Brief Overview of Key Evaluation Design Features

The evaluation of Chicago Striving Readers is a five-year study designed to assess the implementation and impact of the initiative in 31 Title I schools in the Chicago Public School District.[20] Metis Associates, a national research and consulting firm with offices in New York City, Atlanta, and Philadelphia, was selected by CPS to take over the evaluation in January 2008.[21]

The study examines the implementation and impact of both the *whole-school (blended) intervention* model and the *targeted* and *intensive intervention* models. The research questions and key design features of the evaluation are summarized below.[22]

Research Questions

Year 3 of the evaluation used data from a variety of sources to examine the following categories of research questions (the specific research questions are provided in Sections IV and V below):

1. Overall Program Impact on Student Achievement

- What is the overall impact of the Chicago Striving Readers program on all participating students' reading scores?
- Is there a differential overall impact of the Chicago Striving Readers program on the reading scores of students at different grades?
- Is there a differential impact of the Chicago Striving Readers program on the reading scores of students in grades 6–8 in different NCLB subgroups, including gender, race, socioeconomic status, and ELL status subgroups?
- What is the overall impact of the Chicago Striving Readers program on the reading scores of students who had the opportunity to participate for two years?

2. Program Impact on Student Achievement for Struggling Readers[23]

- What is the combined impact of the whole-school and targeted interventions of the Chicago Striving Readers program on Tier 2 students' reading scores?

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[20] The random assignment process for Cohort 1 schools originally placed 16 schools into the treatment group and 16 into the control group; however, one of the treatment schools did not send a representative to program start-up meetings and never became part of the study. The study therefore focuses on 31 treatment schools (15 in Cohort 1 and 16 in Cohort 2).

[21] The transition from the original evaluator took place in January and February 2008, and the evaluation restarted in March of that year.

[22] These research questions have been modified slightly from Metis' original Evaluation Design Plan of February 2008 to better reflect the current program status.

[23] Because Tier 3 students receive both targeted and intensive interventions, and all students receive the whole-school intervention, it is not possible to isolate the impact of the targeted or intensive interventions, as originally proposed. Instead, program impact is isolated for subgroups of struggling readers.

- What is the combined impact of the whole-school and targeted interventions of the Chicago Striving Readers program on the reading scores of Tier 2 students who had the opportunity to participate for two years?
- What is the combined impact of the whole-school, targeted, and intensive interventions of the Chicago Striving Readers program on Tier 3 students' reading scores?
- Is there a differential impact of the Chicago Striving Readers program on the reading scores of Tier 3 students in different NCLB subgroups?
- What is the combined impact of the whole-school, targeted, and intensive interventions of the Chicago Striving Readers program on the reading scores of Tier 3 students who had the opportunity to participate for two years?

3. Impact on Classroom Practices

- Were the Chicago Striving Readers schools different than control schools on the eight key program components, comprised of the classroom model (reading comprehension instruction for the whole-school (blended) intervention; reading comprehension instruction for the targeted intervention model for Tier 2 and 3 students; reading comprehension instruction for the intensive intervention model for Tier 3 students; purposeful assessment; data-driven instruction; highly motivating reading materials; and use of handheld computers) and the professional development model?[24]
- Was the Chicago Striving Readers program faithful in its implementation of the proposed program with regard to the eight key components?

An experimental design was established for the assessment of the research questions about program impact. As described further in Section IV, below, this design used random assignment at the school level for each of the two cohorts of schools. Cohort 1 included 32 schools that were randomly assigned to create equal numbers of treatment and control schools that entered the study during the 2006–2007 school year. Cohort 2, which entered the study during school year 2007–2008, originally enrolled an additional 32 schools that were also randomly divided between treatment and control schools. However, one of the Cohort 2 schools that was designated as a treatment school declined to participate in the program, leaving the study with a total of 63 schools. All 63 schools include grades 6–8 among the grades they serve.

The primary measures of student and teacher outcomes that were used during Year 3 of the study are listed below. A detailed matrix of data sources by research question is presented in Section III, Table 5b.

[24] The five original key components, which included professional development; comprehensive assessments; data-driven decision making; high-quality, high-interest materials; and comprehensive instruction, were redefined for the August 2008 Implementation Executive Summary report to create these seven components. While other types of technology-based reading instruction were being fully implemented, implementation of the handheld computers occurred on a pilot basis during the 2007–2008 school year. With approval of the U.S. Department of Education, an additional key component for the integration of technology was officially added in Year 3, as discussed above.

- **Student Achievement:**
  - ISAT – Reading[25]

- **Classroom Practices and Program Fidelity:** [26]
  - Principal interviews
  - Expanded Literacy Improvement Survey (LIS) of teachers of English language arts[27]
  - LIS surveys of LITs, librarians, and non-ELA teachers
  - AMP after-school program schedules
  - AMP attendance records
  - Principal meeting attendance records
  - Teacher professional development schedules and agendas
  - Teacher professional development attendance records
  - Program leader interviews (program director, senior literacy advisor, district coordinators, district technology coordinator, and technology advisor)
  - Case study observations of grades 6 and 7 English language arts classes
  - Case study observations of grades 6 AMP classes
  - Case study observations of grades 6 and 7 science and social studies classes
  - Case study pre- and post-observation interviews
  - Case study principal interviews
  - Case study LIT interviews
  - Case study focus group interviews with classroom teachers

Content and psychometric characteristics of the ISAT, which was used as the primary outcome measure for student achievement, are summarized in Table 3 (ISBE, 2007; DeStefano et al., 2006).

Table 3
Characteristics of the Illinois Student Achievement Test – Reading

Grades	Metric	Reading Content Emphasized	Norming Sample and Psychometric Information
3-8	Scale Scores Performance Levels are derived from the scale scores for each grade level.	ISAT emphases are based on 1985 State Learning Goals and include: ▪ Read with understanding and fluency. ▪ Read and understand literature representative of various societies, eras, and ideas.	Validity: For the purpose of determining Illinois students' relative standing within the national population, the ISAT is equated to the Stanford Achievement Test – Tenth Edition (SAT – 10). Correlations with the SAT – 10 exceed .94 across the six grades, demonstrating good convergent validity with the nationally accepted norm. Gender- and race-specific confounds were identified using Differential Item Functioning Analysis and systematically replaced until the ISAT functioned comparably for all individuals.

[25] The original study design also included the Stanford Learning First ClassViews as a second measure of student achievement; however, the assessment was never administered.
[26] In addition to the listed measures, the Surveys of Enacted Curriculum (SEC) were also administered to teachers in treatment and control schools during Year 2. However, this extremely lengthy survey generated very low response rates, particularly from the control schools, and therefore could not be used in fidelity or impact analyses. Use of the survey was therefore eliminated from the Year 3 study, but key topics from the SEC were incorporated into a revised version of the Literacy Improvement Surveys.
[27] Including self-contained teachers, lead literacy teachers, and other positions involving ELA instruction.

Grades	Metric	Reading Content Emphasized	Norming Sample and Psychometric Information
			Discriminant validity was established using Pearson Separation Values, which exceeded 2.5 in grades 3 through 6 and exceeded 2.1 in grades 7 and 8. Reliability: Alpha coefficients for internal consistency, calculated using a parallel testing design, ranged from .86 to .91 for grades 3 through 8. Inter-rater reliability scores for the open-ended response questions exceed 97% for all grade-level versions

III. Evaluation of the Implementation of the Whole-School, Targeted, and Intensive Interventions: Years 1 to 3

Study Design

Research Questions

The following research questions relating to assessment of the implementation of the three intervention models (whole-school intervention, targeted intervention, and intensive intervention) were explored during each of the first three years of the Chicago Striving Readers program evaluation.

- **Question 1:** Were the Chicago Striving Readers schools different from control schools on the seven key components: [28] a whole-school (blended) intervention model; a targeted intervention model; an intensive intervention model; comprehensive assessments; data-driven decision making; high-quality, high-interest materials; and professional development?

- **Question 2:** Was the Chicago Striving Readers program faithful in its implementation of the proposed program with regard to the seven key components? [28]

In addition to the above, to reflect the addition of an eighth key component for computer-assisted reading instruction, the following research questions were added to the implementation study in Year 3:

- **Question 1a:** Were the Chicago Striving Readers schools different from control schools on the use of computer-assisted reading instruction?

- **Question 2a:** Was the Chicago Striving Readers program faithful in its implementation of the proposed program with regard to the use of computer-assisted reading instruction?

Data Sources

Evaluation of the Chicago Striving Readers Initiative uses a mixed-method approach to obtain evidence of program implementation as well as program impact. This approach capitalizes on the different relative advantages of qualitative and quantitative methods so that the findings from parallel measures can be triangulated in order to maximize confidence in the validity of the study's conclusions.

The data collection methods used in the first three years of the study to address research questions relating to assessment of program implementation were summarized in Section II above. These data sources—many of which served as evidence of both fidelity of program

[28] The original program design and research questions defined the program as having five key components: comprehensive assessments; data-driven decision making; high-quality, high-interest materials; comprehensive instruction; and professional development. During Year 2, these were redefined as the seven key components shown here.

implementation and impact on classroom practices—are described further below. Copies of all locally-developed instruments are included in Appendix A.

Surveys

The Literacy Improvement Survey (LIS)—originally developed by Learning Point Associates (LPA)[29] for Year 1, and modified and adapted by Metis in each subsequent year to address changes in program status and evaluation goals—was administered each spring to all grade 6–8 English language arts teachers and included sets of items related to various aspects of program implementation. In Year 3, adapted versions of the LIS were also administered to treatment and control school librarians, as well as to the LITs (and other Achieving Maximum Potential, or AMP, teachers, where applicable) at treatment schools. For the first time, an additional version of the LIS survey was administered to content area teachers, since the Striving Readers techniques and strategies to improve students' literacy were expected to expand to social studies and science teachers in Year 3. The LIT, librarian, and content area teacher surveys covered topics that were parallel to those addressed by the English Language Arts (ELA) teacher surveys, including—for LITs and librarians—those that were covered in school leader interviews in prior years.

Topics addressed by the Year 3 Literacy Improvement Surveys included the following:

- differentiation of instruction;
- teacher's degree of comfort in using Striving Readers techniques and materials;
- literacy instructional purposes supported by teachers' use of materials;
- use and usefulness of text sets;
- frequency of use, and instructional objectives supported by the use, of handheld computers;
- organization of books in teachers' classroom library; and
- collaboration with the LIT.

The Surveys of Enacted Curriculum (SEC)—published by LPA, the Council of Chief State School Officers and the Wisconsin Center for Education Research—were administered in the spring of Years 1 and 2 to all English language arts teachers who taught students in grades 6, 7, or 8 in treatment and control schools. The English language arts SEC is designed to facilitate objective comparisons of what teachers teach with what they are expected to teach. The instrument allows classroom instruction to be compared to state standards, the content of the standards to be compared to the content of assessments, and the assessments to be compared to instruction. These comparisons are designed to measure the teachers' depth of understanding of what is taught, how lessons are articulated across target grades, and how well instruction aligns with state content standards and state assessments.[30] Because of the sheer length of the surveys that were being administered to teachers under the original evaluation design, which may have been adversely affecting response rates, and because much of the information that was collected through the SEC was not directly related to research questions established for the evaluation, the use of this survey was discontinued as of Year 3. However, some topics relating to descriptions

[29] LPA served as the original evaluator for the Chicago Striving Readers program during Year 1 and the first half of Year 2.

[30] As previously explained, low response rates prevented the use of this survey in fidelity and impact analyses.

of implementation of program activities that had been covered by the SEC were addressed instead by the expanded Literacy Improvement Survey, as discussed above.

Interviews

In Years 1 and 2, principals, lead literacy teachers (LLTs), LITs, technology coordinators, and librarians in both treatment and control schools were interviewed by the independent evaluators (LPA in Year 1, Metis in Year 2) twice a year (fall and spring) using a structured interview protocol. In Year 3, principals at treatment and control schools were again interviewed by Metis staff in the spring; but LITs and librarians were surveyed in lieu of interviews (as discussed above) to facilitate covering a larger number of issues. (LLTs were not surveyed or interviewed in Year 3, as it was found during the Year 2 interviews that many schools did not have anyone in this position.) These interviews covered topics that were parallel to those in the LIS discussed above.

Interviews regarding the status of program implementation and factors that facilitate or hinder that implementation were also conducted by the evaluators with district-level staff. Interviews were conducted with the program director, senior literacy advisor, and district coordinators in each year, while the district technology consultant and technology advisor were also interviewed in Year 3. Year 3 interviews took place in June 2009.

Observations

Classroom observations conducted in Years 1 and 2 of the program used a formal observation protocol designed to code all observed activities in 5- to 10-minute intervals. Three waves of observations (fall, winter, and spring) took place during Year 1; in Year 2, as a result of the transition to a new evaluator midyear, only fall and spring observations were conducted. Observations were conducted in up to three sixth-grade English language arts classrooms in each school. The observations were conducted by trained observers among the evaluation staff, using the structured Adolescent Literacy Observation Protocol, or ALOP (see Appendix A).

Case Study

In Year 3, the original observations of classrooms across the district were replaced by a descriptive case study of six "high implementation" schools, in an effort to obtain a more in-depth understanding of the factors that facilitate (and hinder) program implementation. The case study used multiple methods and respondent groups, including: observations of lessons at different grade levels and in different subjects; interviews with principals and Literacy Intervention Teachers (LITs), and focus groups with teachers from different grade levels and subject areas. All observations, interviews and focus groups were conducted by Metis staff.

The primary goals of the case study were to identify best practices and to identify factors facilitating or hindering implementation both at the school level and for each main program component. The six schools included in the case study were selected collaboratively by Metis and district staff from among those considered by program leadership to be the stronger schools in the program so as to provide a better opportunity to gain insights about best practices and conditions facilitating implementation; they were also chosen to represent the diversity of types of schools that are participating. Specifically, program quality was represented by an implementation rubric, created and completed in spring 2008 by the district coordinators, which

reflected the perceptions of the coordinators about each school's level of implementation of each of several program characteristics.[31] From among these higher implementing schools, additional selection criteria were employed to ensure that case study schools also represented both cohorts, reflected both large and small schools, and reflected both high and low overall performance in language arts (as measured by the percentage of students at or above grade level on the spring 2008 ISAT Reading assessment).[32] Since these schools were not selected to be representative of the program as a whole, it was not expected that the findings would be used to identify program-wide trends. Rather, the intention of the case study methodology was to describe examples of implementation that, even if unique, could provide useful insights into best practices and potential challenges.

In Year 3, case study visits were conducted by Metis staff in two waves, one in the fall and one in the spring. Table 4 below shows information on the respondent groups, data sources, and selection criteria for each school and wave. A description of each method used for the case study is presented after the table.

Table 4
Case Study Design Matrix, per Wave and School

Respondent Group	Grade Level	Subject Area	Data Source	Selection Criteria
Teachers	6	ELA	1 Focus Group	Variation in implementation; Availability and willingness of teachers
	7, 8	ELA	1 Focus Group	
	6, 7, and 8	SS, science	1 Focus Group	
Regular classes (teachers and students)	6	ELA	2 Observations	High implementing classrooms; Presence of LIT; Availability and willingness of teachers
	7	ELA	2 Observations	
	6 or 7	SS or science	2 Observations	
Afterschool classes	6	AMP	1 Observation	Availability and willingness of teachers
LIT	N/A	ELA	1 Interview	No selection; these leaders were interviewed in every case study school
Principal	N/A	N/A	1 Interview	

Case study interviews and focus groups. Individual case study interviews for principals and LITs were conducted by Metis staff in addition to the program-wide interviews described above. The case study interview protocols were designed to address the same topics and themes as the program-wide interviews, but to provide opportunities for respondents to elaborate further on each theme in order to provide greater insights into factors facilitating and hindering implementation. During the fall visits, interview questions emphasized aspects such as planning,

[31] These included collaboration through Literacy Teams, the principal's leadership qualities, the role of the LIT, teacher practices, integration of professional development, student engagement and use of Striving Readers techniques and strategies, and integration of technology to support implementation.

[32] It should be noted that, as a result of the effort to obtain variation on three variables among only six case study schools, the resulting group should not be assumed to include the six schools with the strongest program implementation, although all were considered to be implementing at a higher than average level at the time the schools were selected.

preparation and anticipated support, professional development needs, and changes with respect to the prior year.

Focus group interviews with teachers were also designed to complement the program-wide teacher surveys: where the surveys focused on describing what the program looks like at each school, the interviews (consistent with the goals of a descriptive case study) focused more on explanations of why things were as they were described in the surveys.

For both the teacher focus groups and the LIT and principal interviews, the spring interviews explored changes in program implementation, procedures, and policies that may have taken place at each school since the fall, and further explored the issues that respondents had raised in the fall to determine whether anticipated developments had taken place, whether identified challenges were overcome, and what best practices and strengths in implementation were realized.

To interpret findings from case study interview and focus group comments, Metis used NVivo (version 8) software to conduct content analyses. These analyses were based on a coding framework that categorized responses according to the primary components of the Striving Readers model, valuation (successes or challenges), and respondent characteristics, and trends in the data were inferred from summaries of these codes. To cross-check the conceptual validity of these findings, the NVivo software was used to link the underlying data to summary statements about each finding, so that the relevance of original comments to each finding could be confirmed.

Case study observations. To support the case study observations, Metis and CPS staff collaborated to create a formal observation protocol that was designed to focus the collection of observation data on the techniques, strategies, frameworks, grouping structures, materials, and technologies that were used during the lesson. The protocol required observers to record both the teacher's plans for the lesson, which were gathered through a pre-observation interview, and the actual observed lesson. The protocol also required observers to provide brief narrative summaries of the observation overall, including a description of each individual activity in the sequence in which they occurred, with concurrent small-group activities identified separately. Observers were instructed to address the time frame (approximate start and end times) and sequence of activities; student grouping structure(s); the roles of the teacher, LIT, and other adults; and the types of interactions among students and between students and adults. Finally, the protocol included space for the observers to provide a brief description of the extent to which they saw evidence that the expected characteristics of each instructional framework, technique, or learning strategy were present during the observed lesson. These expected characteristics were derived from the definitions of each technique or strategy as described in CPS's *Striving Readers Implementation Handbook*.

Two waves of observations (fall and spring) were conducted during Year 3, each including observations of ELA, science, and social studies classes in grades six and seven, as well as the AMP after-school intensive intervention for sixth graders.

Changes in the data collection process over these three years included the following:

- As of Year 2, documentation of program activities was maintained at the unit record level wherever possible, to accommodate correlational analyses of patterns of fidelity of program implementation, and to facilitate analyses of variations in implementation for different program components and under different circumstances.
- A more targeted data collection plan was established for Year 2 (and beyond) that uses a smaller variety of data sources expected to have the most direct relevance to the study. The sheer volume of qualitative and quantitative data sources collected during Year 1 had proven onerous for some school personnel, and was impractical to analyze thoroughly.
- A case study of higher-implementing schools, including classroom observations, interviews and focus groups, began in Year 3, at which time the district-wide ALOP classroom observations were discontinued.

Tables 5a and 5b summarize the specific data sources that were used program-wide and for the case study and compare those that were used in Years 1, 2, and 3. Table 5a summarizes how the data sources changed between years, while Table 5b focuses on how each data source was used to address the research questions related to program implementation and impacts on instruction. As these tables show, the Chicago Striving Readers program has relied on a broad spectrum of data sources since the beginning of the evaluation.

Table 5a
Changes in Data Collection Methods from Year 1 to Year 3

Data Collection Instruments and Methods		Yr 1	Yr 2	Yr 3	Changes over time
Data Collection Instruments	ALOP Classroom Observations/ Pre-Observation Checklists	√	√	--	ALOP observation protocols were used for the districtwide observations in Years 1 and 2. In Year 3, the districtwide observations were replaced by the case study observations and interviews.
	ALOP Extended-Day Observations	√	√	--	
	Case Study Observations	--	--	√	
	Case Study Individual and Focus group Interviews	--	--	√	
	Program Leader Interviews	√	√	√	Protocols were modified based on observed and expected changes in program oversight and expansion of program leadership such as inclusion of technology coordinators.
	Principal Interviews	√	√	√	The protocols were revised to better inform the fidelity scales: most open ended questions were translated into quantifiable items. Protocols were also expanded to include collection of data on topics such as integration of technology (including handheld computers), assessment data, and grade level teams.
	LIT & Librarian Interviews	√	√	--	In Year 3, LITs and Librarians were surveyed in lieu of interviews to facilitate covering more topics.
	SEC	√	√	--	The use of this survey was discontinued as of Year 3 because of low response rates in previous years. Critical information collected through the SEC was incorporated into the LIS survey in Year 3
	Literacy Improvement Survey (LIS)	√	√	√	The LIS was expanded in Year 3 to include topics that had been covered by the SEC as well as additional items about collaboration with the LIT, the use of materials, grouping practices, differentiation, and technology.
	LIT & Librarian Surveys	--	--	√	In Year 3, LITs and Librarians were surveyed in lieu of interviews to facilitate covering more topics.
School/District Documentation	Teacher Lesson Plans	√	--	--	While the district continues to maintain this documentation, it was no longer used for the evaluation as of Year 2
	LIT Team Meeting Reflections	√	--	--	
	Grade-Level Meeting Agendas	√	--	--	
	LIT Time and Effort Reporting Log	√	--	--	
	Literacy-Rich Classrooms	√	--	--	
	School Improvement Plans	√	--	--	
	Needs Assessment: Coordinator Class Observations	√	--	--	
	Literacy Team Agendas	√	--	--	
	Fidelity of Implementation Form	√	√	--	Year 2 forms were used to identify the case study schools. While the district still completes them each year, they were not used for the evaluation in Year 3.
	AMP Schedules	√	√	√	No changes
	AMP Attendance Records	√	√	√	Provided documentation template in Year 3 to ensure completeness of data (number of days attended, start and end dates, total enrollment, etc.).
	Principal Meeting Attendance	√	√	√	No changes
	Professional Development Schedule & Agendas	√	√	√	No changes
	Professional Development Attendance	√	√	√	No changes

Table 5b
Matrix of Research Questions and Data Collection Methods to Assess Program Implementation: Program Years 1-3

Research Questions: Implementation of Treatment and Impacts on Instruction		Data Sources *(# in Target Population for Year 3 Data Collection)*																							
		Data Collection Instruments[a]										School/District Documentation													
		ALOP Classroom Observations/ Pre-Observation Checklists	ALOP Extended-Day Observations	Case Study Observations (*N*=96)	Case Study Interviews (*N*=60)	Program Leader Interviews (*N*=8)	Principal Interviews (*N*=31 treatment, 31 control)	LIT & Librarian Interviews (*N*=31 treatment, 31 control)	SEC[b]	LIS Survey[c] (*N*= 223 SR and 205 control teachers)	LIT Surveys (*N*=31)	Teacher Lesson Plans	AMP Schedules (*N*=31)	AMP Attendance Records (*N*=31)	Principal Meeting Attendance (*N*=31)	Literacy Team Agendas	LIT Team Meeting Reflections	Grade-Level Meeting Agendas	Professional Development Schedule & Agendas	Professional Development Attendance (*N*=223)	LIT Time and Effort Reporting Log	School Improvement Plans	Literacy-Rich Classrooms	Needs Assessment: Coordinator Class Observations	Fidelity of Implementation Form
Was the Chicago Striving Readers program faithful in its implementation of the proposed program with regard to…/ Were the treatment schools different than control schools on…																									
1. …professional development?	Y1				--	X	X	X	X	X	--				X		X		X	X		X	X		X
	Y2				--	X	X	X	X	X	--				X		--		X	X		--	--		X
	Y3				X	X	X	--	--	X	X				X		--		X	X		--	--		--
2. …comprehensive assessments?	Y1	X	X	--	--	X	X	X	X	X	--	X				X	X	X			X	X			X
	Y2	X	X	--	--	X	X	X	X	X	--	--				X	--	--			--	--			X
	Y3	--	--	X	X	X	X	--	--	X	X	--				--	--	--			--	--			--
3. …data-driven decision making?	Y1				--	X	X	X	X	X	--	X				X	X	X			X	X			X
	Y2				--	X	X	X	X	X	--	--				X	--	--			--	--			X
	Y3				X	X	X	--	--	X	X					--	--	--			--	--			--
4. …high-quality, high-interest materials?	Y1	X	X	--	--	X	X	X	X	X	--	X				X	X	X			X	X		X	X
	Y2	X	X	--	--	X	X	X	X	X	--	--				X	--	--			--	--		--	X
	Y3	--	--	X	X	X	X	--	--	X	X	--				--	--	--			--	--		--	--
5. …comprehensive instruction?	Y1	X	X	--	--	X	X	X	X	X	--	X	X	X		X	X	X			X	X		X	X
	Y2	X	X	--	--	X	X	X	X	X	--	--	X	X		X	--	--			--	--		--	X
	Y3	--	--	X	X	X	X	--	--	X	X	--	X	X		--	--	--			--	--		--	--

[a] Copies of locally-developed instruments are included in Appendix A.
[b] The SEC was administered in the spring of Year 2 but the response rate was too low for the results to be useable.
[c] The LIS for teachers was administered in the spring of Years 2 and 3. Response rates from control schools were too low to assess differences in program impact on instruction between treatment and control schools, but the results were used to assess program implementation in the treatment schools.

Year 1 Implementation Study

Intervention as Implemented[33]

Although the program model is differentiated by design to meet the varying needs of different schools, classrooms, staff, and students, successful implementation of the Striving Readers model includes explicit expectations about the nature and frequency of implementation of certain critical components. The role that these key components play in moving toward programmatic goals and objectives was represented graphically in the logic model presented in Section II, which also provided a summary of the key program components.

Tables 6 though 8 below summarize the findings, where available, regarding variations in fidelity of implementation of each of the first three key program components of the classroom model during Year 1, as originally described in the Year 1 Implementation Report. It should be noted that, as was often also the case with evidence about implementation in Year 2 (as reported below), the nature of the data collection instruments made it difficult to assign evidence about implementation to specific intervention models, because the phrasing of these instruments often was not explicit about the context. For this reason, most of this evidence should be interpreted as reflecting fidelity of implementation of the overall Chicago Striving Readers program, rather than any particular intervention model. (Data that did provide explicit evidence relevant to particular intervention models are described in Table 7 [targeted intervention] and Table 8 [intensive intervention].) For Year 3, this problem was corrected by modifying the data collection instruments so that they address whether particular activities, strategies, and resources are taking place during small group instruction, during the AMP program, or during regular classroom activities.

[33] As part of the August 2008 Executive Summary of the Year 1 Implementation Report, fidelity scales were developed by Metis Associates in collaboration with CPS, in order to provide a quantifiable summary of the fidelity of program implementation. However, because of the transition of the study to a new evaluator as of January 2008, these fidelity scales were not applied to data collected prior to that transition. Summaries of variations in the fidelity of program implementation for Year 1 that are reported here were obtained from Learning Point Associates (2007).

Table 6
Variability in Implementation of Striving Readers Instructional Activities and Strategies: Overall Program Implementation

Program Features	Summary of Status of Intervention, Year 1
PRC2; text sets and technology integration are used fluidly and alternately to support differentiated instruction and increase student motivation, engagement, and understanding.	
Partner Reading in the Content Area, Too (PRC2): a reading instructional framework to support reading comprehension and fluency of nonfiction text	**LITs were trained on PRC2 and reported being prepared to immediately introduce partner reading when possible. However, text materials necessary for PRC2 were unavailable in Year 1.** Therefore, content-related literacy support through this avenue had not yet begun.
Text sets: high-interest books used to help students read strategically, promote engagement and motivation, and deepen their content knowledge	**Text sets were widely distributed by CPS but only used about one-third of the time.** Text sets were provided to the schools by the Striving Readers program, and utilized in instruction as part of the whole-school (blended) intervention. There was some disconnect, however, between availability and use of these materials: according to summaries of classroom observations in Year 1, they were used approximately one third of the time (i.e., such materials were used during 33% of the "potentially relevant opportunities").
Technology integration: integration of classroom computers, listening centers, and other technology materials designed to support small-group differentiated instruction	**Listening centers and media centers were used fairly regularly.** Technological resources were already implemented fairly regularly during Year 1. Listening centers were used at least once a week by half (51%) of the teachers, and less than once a week but more than once a month by an additional 28% of teachers. Media centers were used by 60% of the teachers in the fall of 2006 and 85% of the teachers in the spring of 2007.
Whole-part-whole instructional framework	**Roughly half of all teachers participating in the Striving Readers program (from 44% to 53%) were observed using a whole-part-whole instructional framework.** On average, however, these teachers only spent a "moderate" amount of time doing so. Furthermore, findings were ambiguous as to whether entire literacy blocks were structured around this framework and the extent to which whole-group and small-group instructional activities were integrated and connected.
Use of gradual release model to provide direct, explicit instruction and scaffold learning for students	**Year 1 data were inconclusive about use of the gradual release model.** Insufficient data were reported from Year 1 to explicitly determine whether a comprehensive gradual release model was being used. Nevertheless, important components of the model were reported to have been observed fairly regularly. For example, coaching and scaffolding in small-group activities took place in more than two thirds (69%) of small-group activities observed in spring 2007.

Table 6 (continued)
Variability in Implementation of Striving Readers Instructional Activities and Strategies: Overall Program Implementation

Program Features	Summary of Status of Intervention, Year 1
Instruction anchor for all classrooms and content areas is focused on comprehension	**Most teachers regularly covered at least some comprehension strategies.** Although a majority of teachers reported that they regularly covered at least some of the comprehension strategies, it is unclear whether coverage was consistently sustained for all seven core comprehension strategies. What follows is the percentage of teachers reporting that they regularly covered each strategy[a]: The majority of teachers reported sustained coverage of *prediction* and *metacognitive strategies* (74% and 63%, respectively). However, only about one third of respondents reported "sustained" or "considerable" coverage of *questioning strategies* and *inferring* (38% and 32%, respectively), and only 14% reported "considerable" coverage of *summarization* strategies. No information was available from the Year 1 reports regarding the degree to which teachers implemented comprehension strategies relating to *visualization* or *text structure*.
Highly motivating reading materials integrated with engaging technology and audio resources	**Integration of text sets and technology centers was reported by most teachers, albeit still in the beginning stages. However, this was limited by delays in distribution of materials and not observed as often as reported.** Although there were some delays in integrating some of the program-related technology, tremendous strides were made during Year 1. The vast majority (87%) of interviewed staff reported that technology was at least *somewhat integrated* by spring 2007. However, only two fifths (40%) of those interviewed felt that technology was *thoroughly integrated*. The majority of teachers (65%) also reported spending at least *some* instructional time using computers and technology to learn, practice, or explore language arts, although only two fifths (39%) reported spending at least *moderate* instructional time using computers and technology. However, delays in acquisition and distribution of some materials created limitations. According to the Year 1 report, "classroom observations suggest… that even once materials were in place, they were not being fully used. Looking across three of the major types of materials targeted for use by the program—text sets, listening centers, and computer media centers—classroom observations show a use of these resources in about one third of the classrooms."

Table 6 (cont.)
Variability in Implementation of Striving Readers Instructional Activities and Strategies: Overall Program Implementation

Program Features	Summary of Status of Intervention, Year 1
Frequent assessment and adjustment of instruction	**The majority of teachers reported using student assessments to inform instruction, as well as for benchmarking and screening—although the assessment process was initially prolonged by delays in hiring LITs.** The large majority (86%) of teachers in the Striving Readers schools reported that their instructional practices have been positively influenced by diagnostic and assessment results, and two thirds (66%) also indicated that they worked with their schools' LLTs to "use assessment data for instructional planning." A solid majority (74%) of Striving Readers teachers also reported that they "use assessments to directly inform and drive instruction," and 76% reported that district-level tests had at least a *somewhat positive* influence on what they teach (although only 29% reported that they had a *strong positive influence*). Assessment data—including from Learning First, ISAT, BRI, and informal assessment—were used for a variety of instructional purposes, from screening and benchmarking to assessing outcomes. The majority (66%) of teachers, however, did not use Running Records as part of their instruction. Some additional setbacks to the use of assessments also occurred as a result of an initial delay in the hiring of the LITs from March to June 2006, which prevented them from receiving training (including orientation to the use of the BRI) prior to the start of the program and prolonged the initial period of assessment.
Direct/explicit vocabulary instruction: Systematic approach to teaching academic content vocabulary in all subjects using Robert Marzano's *Building Academic Vocabulary*	**Most teachers felt the program was helping them use partner reading for vocabulary development, but only about one quarter of observed classes focused on vocabulary.** Approximately one fifth to one third of all observed English language arts classes (27%, 31%, and 19% of observed classes during fall, winter, and spring observations, respectively) included small-group activities focusing on vocabulary. Two fifths (40%) of surveyed teachers felt that the Striving Readers program was *very effective* in helping them develop the use of partner reading for vocabulary development, and almost another two fifths (38%) felt it was at least *moderately effective*. Evidence from Year 1 was not sufficient, however, to determine whether vocabulary instruction was systematic or content focused, or whether it specifically used Marzano's techniques.

Table 7
Variability in Implementation of Striving Readers Instructional Activities and Strategies: Targeted Intervention

Program Features	Summary of Status of Intervention, Year 1
Teachers and LITs collaborate in instructional planning and progress monitoring	**LITs from all schools reported collaboration with teachers, focusing especially on using assessment data for grouping and to inform instruction.** Collaborative working relationships between classroom teachers and LITs were fostered through initial professional development activities. These staff specifically collaborated on the incorporation of assessment-informed instructional planning; by winter 2007, all LITs reported actively collaborating with teachers—primarily "helping teachers use their assessment data to group their students and to inform and drive instruction." Through the collaboration process, the role of the LITs transformed from that of advisor to that of a peer. For example, in the fall of 2006, the primary role of the LIT was to administer the assessments while in the spring of 2007, the primary role of the LIT was to "collaborate with teachers on curriculum." Teachers and LITs also had the opportunity to collaborate through two types of instructional teams. Literacy Leadership Teams, which work at the school level to ensure the program is on track, were meeting weekly in 63% of the schools by spring 2007, and grade-level teams were meeting weekly in 67% of the schools by this time.
Increased direct and supported instruction: Approximately 20–30 minutes per day within a 60- to 90-minute language arts block	**Small group instruction by LITs occurred in about half of observed literacy blocks.** Direct teaching of targeted youth during 20-minute periods of small-group instruction by LITs took place in 46% to 59% of the literacy blocks that were observed during Year 1. However, it is likely that other classrooms were also using supported instruction at times other than when the observations took place.
Explicit instruction in seven core comprehension strategies	See Table 6, above, regarding overall focus on comprehension strategies. No evidence was available specific to the implementation of these strategies during the small-group activities.

Table 8
Variability in Implementation of Striving Readers Instructional Activities and Strategies: Intensive Intervention

Program Features	Summary of Status of Intervention, Year 1
Increased time: An additional 240 minutes of direct and supported instruction beyond the intervention that occurs during the regular school day	**AMP classes convened from October through April or May, with attendance averaging 81%.** Additional direct and supported literacy instruction was provided through the AMP after-school program for Tier 3 students. Increased time was therefore systematically provided when these programs were offered and when students attended. AMP classes generally met from October 2006 through April or early May 2007. Student attendance in the AMP classes throughout Year 1, averaging 81%, was reasonably high but might not have been high enough to ensure that all Tier 3 students received the full weekly average of 240 minutes of additional instruction.
Small-group setting: 15:1 ratio of students to teacher	**The student:teacher ratio averaged 10:1, but some schools exceeded the target of 15:1.** The intensive intervention took place in settings that exceeded the goal of an average 15:1 student-teacher ratio. Across all classes, there was an average of one teacher for every 10 students (although some individual schools ran programs with more than 15 students per teacher).
Explicit and systematic instruction in seven core comprehension strategies: Strategies introduced one at a time	See Table 6, above, regarding overall focus on comprehension strategies. No evidence was available specific to the implementation of these strategies in the AMP classes.
Teaching of high volume and depth of academic vocabulary	See Table 6, above, regarding overall focus on vocabulary instruction. No evidence was available specific to the implementation of this focus in the AMP classes.
Guided fluency practice	**Guided fluency practice was provided to Tier 3 students through vocabulary building, fluency, word identification skills, and background knowledge in the AMP program. However, LITs felt AMP was tedious or less relevant for some students.** These were provided through interactive and diagnostic-based computer software, and the AMP program was implemented in every after-school program. The value of the AMP reading materials may have been hindered by the extent to which students were engaged with them: LITs noted that some of the topics were of limited relevance and that others became tedious for students when spread over several days.

Implications for Impact Analyses

Recognizing that systemic change is a slow process, it was notable that Striving Readers got off to a strong start in the first year, although some program components were not fully in place. Especially strong starts were seen in the AMP schedules, instruction in comprehension strategies, use of assessments for instructional planning, and widespread (if not fully integrated) use of technology to support instruction. Teachers felt ready to implement PRC2, but the necessary materials were not yet acquired. Among the most notable obstacles was the delay in the hiring of LITs. To the extent that program components were not fully integrated, it would be expected that impacts on student achievement would be limited.

Many scholars have reminded us that change is a slow process, and it is to be expected that any large, complex instructional program involving systemic change at the school and district level would take some time to get up to speed. A relevant example is found in a report by Horizon Research, Inc., which has been studying local systemic change initiatives in math and science for many years. Findings in that report addressing the likelihood of institutionalization over time indicate that it takes at least two years (Banilower, Boyd, Pasley, & Weiss, 2006). The report also showed the over-time trajectory of three "systems" necessary for district-wide adoption: "systems for professional development," "systems for aligning district policies," and "systems for garnering and maintaining stakeholder support." According to this study, these systems also do not reach equilibrium before the completion of the second year. Others—most notably Sarason (1971, 1996)—have found that change often takes between three and five years before its effects are fully felt.

The Chicago Striving Readers Initiative is no exception. As indicated from the Year 1 findings summarized above, there were a number of program components that were not yet fully in place—and in some cases, not in place at all—during the first program year, while others had a slow start early in the year. This could result from delays in starting the training of LITs or in obtaining materials and resources, as well as from the time that teachers require to become comfortable using particular instructional strategies and methods.

Nevertheless, Chicago's Striving Readers program got off to a strong start on a number of important dimensions. As summarized above, the AMP schedule was fully implemented during Year 1 and, overall, teachers were already reporting wide use of assessments for instructional planning. Most teachers also reported using computers to support instruction, although in many cases technology was not yet thoroughly integrated. There was also widely reported use of instruction in at least some of the seven comprehension strategies, although this was considerably more limited for *questioning* and *summarization*. Although teachers reported feeling ready to implement the PRC2 instructional method, the necessary materials were not acquired during the first program year. Perhaps the most notable obstacle was the delay in the hiring of Literacy Intervention Teachers, who play such a central role in both the targeted and intensive instruction models, but who began their training even as they were beginning to fulfill their responsibilities. In addition (and possibly related to the challenge of LITs beginning their jobs while they were being oriented), there was limited observation of small-group instruction by LITs and only "moderate" time using the whole-part-whole method according to self-reports. Finally, although the program started on time, student attendance at AMP classes could have been better, and it was not clear whether enrollment was aligned with tier assignments.

Obviously, to the extent that any program components did not get started or were not fully integrated from early in the year, analyses would be expected to show limited (if any) impact on student achievement in the first year. Similarly, for the current analyses, although the Cohort 1 students should have had at least as much exposure to the intervention as those in Cohort 2 during Year 2, the additional dosage of exposure that would normally be expected from their having started a year earlier would be attenuated by these delays. As a result, it would be less likely that cohort would serve as a significant explanatory variable in the Year 2 analyses of overall program impact.[34]

[34] Because analyses of impacts specific to Tiers 2 and 3 included only sixth-grade students, this phenomenon would

Year 2 Implementation Study

Intervention as Implemented

Based on the data sources used to provide evidence about key program features, as discussed above, a series of rubrics were created that were used to generate scores representing level of program implementation.[35] In addition, interviews with district-level program leadership were used to further illuminate some of the quantitative results of the fidelity rubrics. Rubric scores represent the adequacy with which the program has been implemented for a particular school, classroom, or demographic group relative to the original program model. They are generated by comparing actual versus intended levels of implementation on factors such as the following:

- **Professional development model** – proportion of targeted staff attending trainings and amount of different types of training received.

- **Classroom model** – degree of emphasis on key instructional and assessment components, proportion of targeted students receiving targeted instruction, amount of time students receive intensive instruction (AMP after-school program attendance), availability of resources, extent of librarian support, and extent of integration of technology and other subject areas into literacy instruction.

It should be noted that, depending on the source of implementation data, it was possible to calculate some scales at the grade, tier, or classroom level, but others could only be measured at the school level. However, because total scores for each major program component were derived by aggregating across data sources, final scores were only calculated at the school level. All scores except the professional development scale were defined on a 10-point scale, where a 1 indicates that none of the key program characteristics are being implemented (according to observations and self-reports on surveys and interviews), and a 10 indicates that all key components were being implemented with the expected regularity. (The professional development scale starts at 0, which represents a low average rate of attendance at all of the key training activities.) It should be noted, however, that a 10 does not represent a "perfect" score. It is always theoretically possible for any school, classroom, or teacher to do more; however, scale values were capped at 10, which represents implementation as defined by the model. Further details about the fidelity scale definitions are presented in Appendix B.[36]

CPS interprets fidelity scores ranging from 8 to 10 as representing *high implementation (H)*, scores above 5 but less than 8 as representing *medium implementation (M)*, and scores of 5 or lower as representing *low implementation (L)*. Results of the fidelity scales for Year 2 program implementation are presented in Tables 9a and 9b and Figure 2 below.

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not have affected the degree to which cohort might serve as an explanatory variable in these analyses, since Year 1 variations in dosage for grade 6 students would only affect outcomes for grade 7 students in Year 2.

[35] Because of the transition to a new evaluator during the second program year, these scores could not be calculated for Year 1.

[36] As explained above, SEC data were not incorporated into these scales due to low response rates.

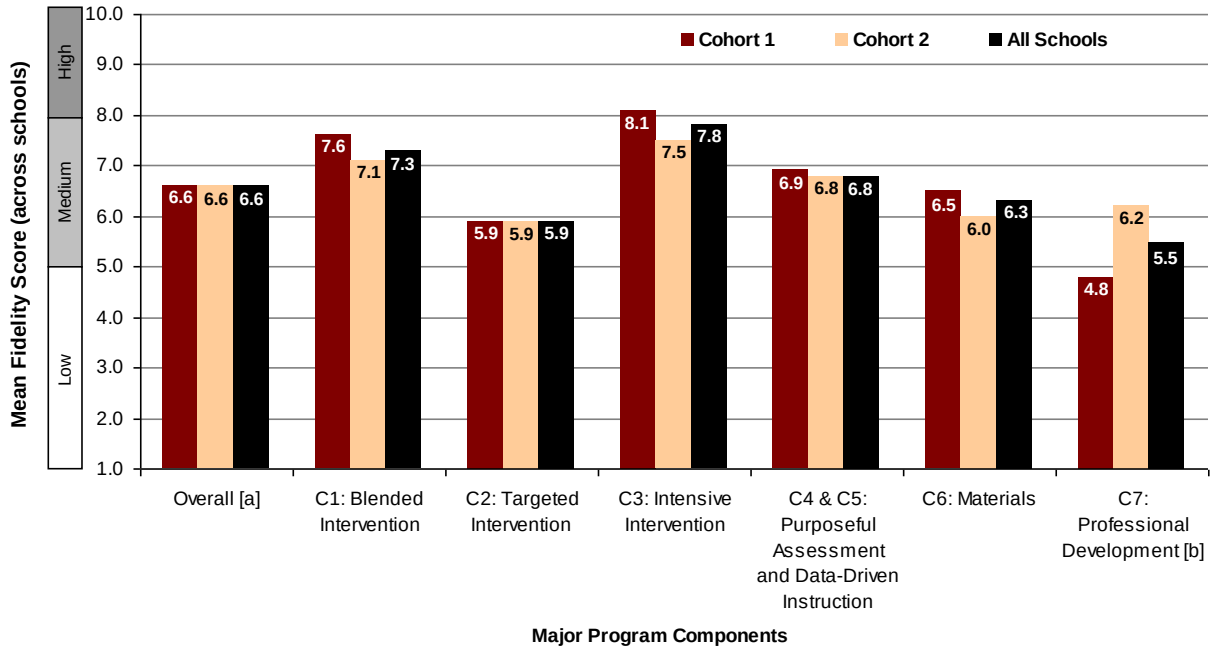
Table 9a
Results of Year 2 Implementation Fidelity Scales
Mean Scores by Program Component

Fidelity Component	Cohort	*N*	Mean Score	Standard Deviation	Median Score	Minimum Score	Maximum Score
Overall fidelity	Cohort 1	16	6.6 (M)	0.36	6.6 (M)	6.0 (M)	7.2 (M)
	Cohort 2	15	6.6 (M)	0.41	6.6 (M)	5.7 (M)	7.4 (M)
	Total	**31**	**6.6** (M)	**0.38**	**6.6** (M)	**5.7** (M)	**7.4** (M)
Component 1: Whole-school (blended) Intervention	Cohort 1	16	7.6 (M)	0.44	7.6 (M)	6.9 (M)	8.8 (H)
	Cohort 2	15	7.1 (M)	0.59	7.0 (M)	5.8 (M)	8.5 (H)
	Total	**31**	**7.3** (M)	**0.58**	**7.4** (M)	**5.8** (M)	**8.8** (H)
Sub-Component 1: Whole-part-whole	Cohort 1	16	9.1 (H)	0.75	9.2 (H)	7.5 (M)	10.0 (H)
	Cohort 2	15	8.6 (H)	1.05	8.8 (H)	6.3 (M)	10.0 (H)
	Total	**31**	**8.9** (H)	**0.93**	**9.1** (H)	**6.3** (M)	**10.0** (H)
Sub-Component 2: Gradual release model	Cohort 1	16	8.6 (H)	0.49	8.7 (M)	7.7 (M)	9.5 (H)
	Cohort 2	15	8.3 (H)	0.47	8.3 (M)	7.5 (M)	9.1 (H)
	Total	**31**	**8.5** (H)	**0.49**	**8.5** (M)	**7.5** (M)	**9.5** (H)
Sub-Component 3: Comprehension focus	Cohort 1	16	5.3 (M)	0.61	5.2 (M)	4.2 (L)	6.2 (M)
	Cohort 2	15	5.1 (M)	0.69	5.1 (M)	4.1 (L)	6.2 (M)
	Total	**31**	**5.2** (M)	**0.64**	**5.2** (M)	**4.1** (L)	**6.2** (M)
Sub-Component 4: PRC2	Cohort 1	16	7.3 (M)	0.85	7.4 (M)	5.9 (M)	8.6 (H)
	Cohort 2	15	6.8 (M)	0.91	6.4 (M)	5.6 (M)	8.2 (H)
	Total	**31**	**7.1** (M)	**0.91**	**7.1** (M)	**5.6** (M)	**8.6** (H)
Sub-Component 5: Marzano's Vocabulary	Cohort 1	16	7.6 (M)	1.16	7.6 (M)	4.9 (L)	9.4 (H)
	Cohort 2	15	6.5 (M)	1.65	6.7 (M)	3.8 (L)	9.7 (H)
	Total	**31**	**7.0** (M)	**1.50**	**7.3** (M)	**3.8** (L)	**9.7** (H)
Component 2: Targeted Intervention	Cohort 1	16	5.9 (M)	1.05	5.9 (M)	3.9 (L)	7.6 (M)
	Cohort 2	15	5.9 (M)	1.02	5.9 (M)	4.2 (L)	7.8 (M)
	Total	**31**	**5.9** (M)	**1.01**	**5.9** (M)	**3.9** (L)	**7.8** (M)
Sub-Component 6: Teacher/LIT collaboration	Cohort 1	16	6.5 (M)	2.09	6.0 (M)	2.0 (L)	10.0 (H)
	Cohort 2	15	6.7 (M)	1.79	6.0 (M)	4.0 (L)	10.0 (H)
	Total	**31**	**6.6** (M)	**1.92**	**6.0** (M)	**2.0** (L)	**10.0** (H)
Sub-Component 7: Direct instruction in comprehension	Cohort 1	16	5.3 (M)	0.61	5.2 (M)	4.2 (L)	6.2 (M)
	Cohort 2	15	5.1 (M)	0.69	5.1 (M)	4.1 (L)	6.2 (M)
	Total	**31**	**5.2** (M)	**0.64**	**5.2** (M)	**4.1** (L)	**6.2** (M)
Component 3: Intensive Intervention	Cohort 1	16	8.1 (H)	0.85	8.1 (H)	6.6 (M)	9.9 (H)
	Cohort 2	15	7.5 (M)	1.30	7.5 (M)	4.9 (L)	10.0 (H)
	Total	**31**	**7.8** (M)	**1.13**	**7.9** (M)	**4.9** (L)	**10.0** (H)
Sub-Component 8: Increased instructional time	Cohort 1	16	6.8 (M)	1.56	6.8 (M)	3.2 (L)	9.7 (H)
	Cohort 2	15	5.1 (M)	2.32	5.0 (M)	1.9 (L)	10.0 (H)
	Total	**31**	**6.0** (M)	**2.12**	**6.0** (M)	**1.9** (L)	**10.0** (H)
Sub-Component 9: Small-group setting	Cohort 1	16	9.5 (H)	0.88	10.0 (H)	7.3 (M)	10.0 (H)
	Cohort 2	15	9.8 (H)	0.56	10.0 (H)	7.9 (M)	10.0 (H)
	Total	**31**	**9.6** (H)	**0.75**	**10.0** (H)	**7.3** (M)	**10.0** (H)
Components 4 & 5: Purposeful Assessment & Data-Driven Instruction	Cohort 1	16	6.9 (M)	0.78	7.0 (M)	5.7 (M)	8.6 (H)
	Cohort 2	15	6.8 (M)	0.84	6.7 (M)	5.0 (L)	8.3 (H)
	Total	**31**	**6.8** (M)	**0.80**	**6.8** (M)	**5.0** (L)	**8.6** (H)
Component 6: Materials	Cohort 1	16	6.5 (M)	0.69	6.6 (M)	5.3 (M)	7.8 (M)
	Cohort 2	15	6.0 (M)	0.62	5.9 (M)	5.0 (L)	7.2 (M)
	Total	**31**	**6.3** (M)	**0.70**	**6.2** (M)	**5.0** (L)	**7.8** (M)
Component 7: Professional Development	Cohort 1	16	4.8 (L)	1.19	4.7 (L)	2.7 (L)	6.7 (M)
	Cohort 2	15	6.2 (M)	1.30	6.7 (M)	4.0 (L)	8.0 (H)
	Total	**31**	**5.5** (M)	**1.43**	**5.3** (M)	**2.7** (L)	**8.0** (H)

Table 9b
Results of Year 2 Implementation Fidelity Scales
Percent of Schools at Each Fidelity Level by Program Component

Cohort	School Fidelity	Overall	C1: Blended Intervention	C2: Targeted Intervention	C3: Intensive Intervention	C4 & C5: Purposeful Assessment and Data Driven Instruction	C6: Materials	C7: Professional Development
Cohort 1	High	0%	12.5%	0%	62.5%	6.3%	0%	0%
	Medium	100%	87.5%	81.3%	37.5%	93.8%	100%	43.8%
	Low	0%	0%	18.8%	0%	0%	0%	56.3%
Cohort 2	High	0%	6.7%	0%	20%	13.3%	0%	6.7%
	Medium	100%	93.3%	86.7%	73.3%	80.0%	93.3%	73.3%
	Low	0%	0%	13.3%	6.7%	6.7%	6.7%	20%
All Schools Combined	High	0%	9.7%	0%	41.9%	9.7%	0%	3.2%
	Medium	100%	90.3%	83.9%	54.8%	87.1%	96.8%	58.1%
	Low	0%	0%	16.1%	3.2%	3.2%	3.2%	38.7%

Figure 2
Results of Year 2 Implementation Fidelity Scales
Mean Scores by Program Component
by Cohort and Overall



[a] Includes professional development scores
[b] This score is based on a scale ranging from 0-10.

Results for the Classroom Model

All schools in both cohorts were implementing the Striving Readers program at a medium level of overall fidelity during school year 2007–2008, with no overall difference between cohorts. The most successful components were creation of small-group settings in the intensive intervention (although concerns resurfaced about this program's relevance and adaptability), whole-part-whole and the gradual release model. The most problematic program components included instruction in comprehension and increased instructional time for the AMP after-school program.

Interpretation of variations in fidelity among different program components was hindered because the data sources that some scales were based on did not distinguish between whole-school, targeted or intensive intervention activities, and some did not fully define the program components. Since many ratings were based on self-report, their accuracy also depends on the respondents' level of understanding of the methods that they were rating.

Variations among schools, which were more reliable than variations among components, were often considerable. This was particularly true for collaboration between LITs and teachers, increased instructional time in AMP, direct vocabulary instruction and use of the whole-part-whole instructional framework.

As the fidelity scale data show, all schools in both cohorts were implementing the Striving Readers program at a medium level of overall fidelity during the 2007–2008 program year, with no overall difference between cohorts. While variations in scores for different scales would seem to indicate that certain program components were implemented more successfully than others, such comparisons must be interpreted with caution, since the extent to which the scales fully reflect all aspects of the program model varies from component to component. For example, at the component level, the highest mean ratings were observed for the intensive intervention (Component 3). However, the fidelity scales as defined only reflect the extent to which additional instructional time was provided to Tier 3 students and the extent to which instruction was provided in small-group settings. In addition, data sources relating to other aspects of program implementation were not explicit about which model they applied to. For example, survey questions about the use of instructional methods (such as direct vocabulary instruction) that are part of the intensive intervention model did not ask respondents to distinguish between their implementation of such activities during the regular class period or during the AMP program. Thus, the scores for Component 3 do not reflect either the completeness or the quality of implementation of the *content* of the intensive intervention classes. Indeed, as was also discussed in reference to the Year 1 implementation, both LITs and district staff have expressed concerns about the content of the AMP program, which has been described as having limited relevance for some students and limited adaptability.

Similar limitations restrict the extent to which Component 2 reflects the content of the targeted intervention. For these reasons, these scales might best be interpreted as reflecting *overall* program fidelity.[37] Fidelity of specific program components should be interpreted within the limitations of the focus of the data sources on which they are based.

With these caveats about the limitations of the fidelity scales as they were defined for Year 2, the most successful measured program component was the creation of small-group settings during the after-school program—all schools in both cohorts met, or at least came very close to, the required 15:1 student-teacher ratio. Nevertheless, there was still considerable variability by school; several schools did not reach the "high implementing" level of fidelity on this sub-component.

Among the specific instructional methods that make up the Chicago Striving Readers program, the highest mean fidelity ratings were obtained for use of the whole-part-whole and the gradual release model, both of which had mean ratings across all schools at the "high implementing" level (scoring 8.9 and 8.5, respectively, out of 10). Again, it should be noted that a major component of the original fidelity scale for whole-part-whole was to be based on classroom observation codes; since there was no clear way to interpret whether patterns of activities coded in 5-minute intervals really represented a whole-part-whole structure, this component was instead scored based only on LIS responses. As a result, both of the highest ratings were for scales for which ratings were based only on self-report. Although there is no reason to expect that responding teachers would consciously distort their ratings, their accuracy also depends on the respondents' level of understanding of the methods that they are rating (a concern that has been echoed by several members of the project's district leadership team). It is also notable that, despite the high overall score for the whole-part-whole model, several schools were rated only in the "medium implementing" level of fidelity on this scale, with the lowest ratings, among Cohort 2 schools, at 6.9 or below (Appendix Table C-2).

The next-highest fidelity ratings were found for implementation of the gradual release model. In this case again, none of the original data sources used during Year 2 provided explicit evidence for implementation of this model; however, the LIS did ask questions about the use of instructional practices that are important components of the model, including scaffolding, differentiated instruction, guided reading, and monitoring comprehension through questioning. Almost all schools ranked in the "high implementing" level of fidelity on this sub-component, while only one Cohort 1 school and three Cohort 2 schools fell slightly short of that mark (Appendix Table C-2).

The program components in which implementation appeared to be the most problematic included anchoring instruction in comprehension (Table 9a, sub-component 3), explicit instruction in

[37] The relatively limited range of fidelity scores among schools on most components also does not reflect district staff's impressions of the actual range of program implementation. In order to determine the extent to which such discrepancies may have been due in part to the design of the fidelity scales and/or the implementation rubrics used by program staff, fidelity scores were compared to results of the implementation rubric and to staff's impressions of implementation by school and by component. As a result of these comparisons, and extended conversations with the program director and senior literacy advisor, substantial modifications of several instruments and of the fidelity scales that are based on them were implemented for Year 3. These modifications are described under Data Sources above and in the discussion of the Year 3 Implementation Study, below.

comprehension during small-group activities (sub-component 7), and increased instructional time for the after-school program (sub-component 8), with mean scores across schools of 5.2, 5.2 and 6.0, respectively. For both of the comprehension sub-components, five of 16 Cohort 1 schools and seven of 15 Cohort 2 schools fell into the "low implementing" range; while for increased instructional time, two of 16 Cohort 1 schools and eight of 15 Cohort 2 schools fell into the "low implementing" range (see Appendix Tables C-2 through C-4).

Implementation varied more dramatically from school to school on some program components than others. Most notable were ratings of collaboration between the LIT and classroom teachers (see Appendix Table C-3 for sub-component 6) and increased instructional time for the intensive intervention (sub-component 8), both of which ranged from perfect or near perfect scores to the low end of the "low implementing" level of fidelity. In addition, rather substantial variations among schools were observed for direct vocabulary instruction and implementation of whole-part-whole instructional structures (Appendix Table C-2, sub-components 5 and 1, respectively).

District-level program staff emphasized the strengths of the program in purposeful assessment and data-driven instruction. While some facets of these components were not yet fully implemented, Striving Readers made great progress in creating a "community of learners" that use student assessment data to assign students to interventions, individualize instruction, conduct small-group activities, monitor progress, and purchase and select appropriate reading materials. Data-driven program management, based on LIT reflections, also increased.

In addition to measures of implementation fidelity obtained through surveys of school-based staff, interviews of district-level program staff were conducted during winter 2009 in order to obtain a perspective from project leadership on the initiative's implementation status during its second year. Among those interviewed were the program director, the senior literacy advisor, and the four district coordinators. Results of these interviews are discussed throughout this report.

Additional insights into certain key program components—beyond the numerical results of the fidelity scales—emerged from these interviews. Although the program components of purposeful assessment and data-driven instruction received only medium fidelity ratings on average, a closer look provides a clearer image of how the Striving Readers community is learning to use such data. The fidelity scores for this component reflect numerous facets of the efforts to use assessment data, including whether the use of data for instructional planning occurs through collaboration with a school literacy coach, during grade-level team meetings, and/or during literacy team meetings. It also reflects to what purposes different assessment data are used and to what extent. It is possible therefore that schools can be fairly strong in a number of these areas, but still receive modest fidelity scores if they are missing some of these facets.

Project leadership affirm that the program was making substantial progress in major aspects of this objective during Year 2. They speak of creating a "community of learners" that, through the venue of literacy team meetings and with the critical support of the LITs, use student assessment data to assign students to targeted intervention models, individualize and differentiate instruction, group students for small-group activities (such as during whole-part-whole and

PRC2 activities), determine class level progress, and purchase and select appropriate reading materials. This habit of mind, according to the coordinators, has also led to an increase in data-driven program management, using data from LIT reflections, which provide them "a good understanding of where more support is needed."

Mixed success was encountered in integrating media centers and listening centers. Many teachers see the benefits of this approach, but they are challenged to learn applications and adapt their instruction. Acquisition of audiobooks for the listening centers was delayed, but teachers also did not make as much use of the centers as they could have to enable students to listen to themselves read.

Project leaders also spoke to the initiative's use of technology to support instruction. Although the handheld computers had not yet been widely distributed until the end of Year 2 and technology use was not included as a formal objective until Year 3, the use of classroom media centers and listening centers formed a significant part of the program design from its inception. District staff explained that the Striving Readers schools had a mixture of successes and challenges in their use of technology during Year 2. Many teachers see benefits in the use of technology to support instruction, although even among those who do, it often poses a significant challenge in requiring them to learn the applications and, perhaps more significantly, to adapt their instructional methods.

The classroom media centers, for example, are most often used for small-group work, such as for conducting research on a project during group work conducted as part of whole-part-whole activities. A question was raised, however, as to whether these resources were being used for independent work—which could limit, in part, the extent to which they can be used to differentiate instruction. Use of the listening centers was limited somewhat during Year 2 due to delays in acquiring some of the audiobooks and associated software. While these delays may have temporarily limited the usefulness of the listening centers in helping students access models of fluency, one district coordinator pointed out that they could still be used to allow students to record themselves and listen to themselves read. That teachers were not always accessing this feature of the centers was seen as an indication that teachers still needed more professional development in the use of these technologies.

Results for the Professional Development Model

Professional development fidelity scales rated the schools on staff attendance rates in the core elements of training. School leaders and teachers cited professional development as a strength of the program. However, fidelity of professional development was rated at a "medium implementing" level of fidelity, and "low implementing" for 12 schools, mostly from Cohort 1, due to low attendance. Attendance was especially problematic at Saturday Seminars, and attendance problems were exacerbated by teacher turnover. An increase in the availability of on-site technical assistance was cited as a possible strategy that could help provide additional support for new teachers.

The professional development component of the fidelity scales (Table 9a, Component 7) was also rated at a "medium implementing" level of fidelity for most schools; however, with a mean score of 5.5, it only just met this criterion, and for a number of schools—including nine of the 16 Cohort 1 schools and three of the 15 Cohort 2 schools—it fell into the "low implementing" range (Appendix Table C-1). This fidelity scale did not reflect all aspects of the initiative's professional development program, but it was designed to rate the schools on their level of participation in the core elements of training. Low scores on this scale mean that principals, LITs, and/or teachers had low average attendance rates at at least some of the following training sessions:

- LIT weekly meetings with coordinators;
- principals' monthly professional development;
- teachers' summer institute;
- teachers' monthly Saturday seminars; and
- teachers' quarterly follow-up institutes.

The project director noted that it is particularly difficult for many teachers to attend the Saturday seminars, and this may be a significant reason for the lower fidelity scores on this component. The director suggested that additional on-site assistance for classroom teachers could provide an important source of support to help make up for this gap. A substantial number of the respondents to the spring 2008 school leader interviews cited the importance of the professional development program to the Striving Readers Initiative, particularly for helping them to integrate literacy into other content areas, and staff from the Striving Readers schools concurred that professional development was one of the main strengths of the literacy curriculum. Respondents also expressed a desire for more training and more support, although a number of respondents cited a lack of buy-in among teachers as a challenge to implementation. Attendance problems at professional development activities are also further exacerbated by turnover among teachers, which—although formal data could not be obtained in time for this report—district staff have noted is high in many Striving Readers schools. Although the coordinators have observed that new teachers usually are excited about the initiative, they have expressed concerns about the disadvantage that new teachers have due to having missed a portion of the training. Although the district coordinators and the LITs already strive to target their support where it is needed most, their efforts can be stretched thin, especially in larger schools. An increase in the availability of on-site technical assistance, if possible, could help provide additional support for new teachers who have not received the entire complement of training. A few principals commented that some of the professional development activities that they were expected to attend went into more detail than necessary—but on the whole the comments about the Striving Readers professional development program were very positive, and Striving Readers schools reported more participation in training around literacy than did control schools.

Because the interview data were not disaggregated by cohort, it is difficult to find an explanation in these data for why Cohort 1 schools had lower attendance rates. Certainly it was the intent of the initiative that all of these activities should continue into the second program year. It is possible that the lower attendance among Cohort 1 personnel reflects a feeling that they had already received sufficient training in some areas—or that they found the training less useful than did Cohort 2 participants. On the other hand, it might simply be that Cohort 1 schools are

encountering greater scheduling problems. Given the importance of the training program to the initiative, it may be worthwhile to survey staff more directly about their perceptions of professional development and the factors influencing their attendance.

Results of the Year 2 fidelity scales are presented by school in Appendix C. Additional insights into the fidelity and variability of program implementation were derived from interviews with principals, LITs, LLTs, librarians, and technology coordinators. A detailed summary of these findings, including school leaders' perceptions of the professional development program, are presented in Appendix D.

Implications for Impact Analyses

To the extent that certain essential program components were slow in getting started—even where impediments occurred only at particular schools—this would again be expected to reduce the chances of detecting student impact. This situation was exacerbated by the lack of consistency in teacher training due to low attendance.

Because several of the data sources used to measure implementation provided incomplete measures of fidelity, it is difficult to infer the implications of these results for program impacts. This is especially true regarding expected impacts of the targeted and intensive interventions, since most fidelity measures did not explicitly focus on program characteristics specific to these models. Nevertheless, certain generalizations can be made. The finding that overall program implementation, on average, was rated at the "medium level" of program fidelity is perhaps consistent with where one would expect a comprehensive five-year reform initiative to be in its second year. For this very reason, however, it is unlikely that the full potential of the program to affect student achievement would be observable at this stage. To the extent that certain essential program components, such as the focus on comprehension strategies, may have been slow in getting started, this would be expected to reduce the chances of achieving impact even further. Even where impediments to quality or dosage of implementation occurred only at particular schools—such as with instructional time in AMP and the extent of small-group instruction—it would still reduce the likelihood of being able to measure program impact, since these impacts are measured across all schools.

Year 3 Implementation Study

Intervention as Implemented

For the Year 3 study, the rubrics that were used in Year 2 to generate scores representing fidelity of program implementation were modified to reflect the updated data sources that were used in Year 3 (see Table 5b on page 29). In addition, comments on district-level program leader interviews and district-wide principal interviews were used to further illuminate some of the quantitative results of the fidelity rubrics.

Findings from the case study (staff interviews and classroom observations) were also used to obtain more in-depth examples of what successful implementation looked like in these six schools, as well as the types of challenges that they encountered and how they addressed them. As previously discussed, however, it is important to remember that the case study schools were

not intended to be representative of the program as a whole. Thus, while case study findings provide important insights about Chicago Striving Readers, they should not be interpreted as necessarily reflecting the specific conditions encountered in the program as a whole. Generally, insights from the case study may be included in the following discussion of implementation even if they were derived from the unique experiences of a small number of respondents. Results are discussed in terms of multiple respondents if they were derived from multiple comments, or from a comment from a school leader describing a pattern believed to apply across teachers or classrooms within a school. The experiences of individual respondents may also be discussed in cases where they represent an example of, or counter example to a pattern. In a few cases, discussion of findings are preceded by a qualifier (e.g., "many," "consistent," "clearly"). Such phrasing is used in reference to case study results only if the pattern applied to at least half of the individuals who were described or who commented about a particular topic.[38] The strength of a finding is also related to the degree of variation among the descriptions or opinions that inform a finding: the less variation, the stronger the finding is. Nevertheless, even when a pattern is described as "consistent" within the case study, it still can not be assumed to be generalizable to all Striving Readers schools.

The fidelity rubric scores for Year 3 were again generated by comparing actual versus intended levels of implementation on various factors for the professional development model and the classroom model. However, these scales underwent substantial modifications in Year 3 to provide a more accurate and complete representation of fidelity of program implementation for each main program component. These changes reflected modifications to LIT and teacher surveys and district-wide principal interviews to reflect topics that had been omitted from the original (Years 1-2) instruments, or had been previously addressed through the SEC, district-wide observations, or both (both were eliminated in Year 3). Some of the major fidelity scale revisions included the following[39]:

- Creating or modifying scales to reflect new or modified items that clarified the use of strategies, materials, resources, and assessment data specific to the blended, targeted, and intensive interventions.
- Creating new sub-components within Component 5 (Materials) to separately assess fidelity in the use of each type of material or resource and reflect new survey items about the school library, teacher-librarian interactions, and handheld computers.
- Adding items under Component 6 (Professional Development) to assess the perceptions of teachers, LITs, and principals about the quality and usefulness of the Striving Readers professional development, and creating separate sub-components for the whole-school intervention vs. the targeted and intensive interventions.

As in Year 2, fidelity scores were only calculated at the school level. All scores except the professional development scale were again defined on a 10-point scale, where a 1 indicates that

[38] Because the open-ended nature of these interviews and observations does not explicitly prompt respondents to comment on particular opinions, patterns that are consistent across even a slight majority of respondents should be considered highly noteworthy.

[39] Plans for the Year 3 fidelity scales had also included the creation of a new component to assess fidelity of program implementation among content area teachers. However, the development of this component was not possible due to low survey response rates among this subgroup of teachers.

none of the key program characteristics were being implemented (according to self-reports on surveys and interviews), and a 10 indicates that all key components were being implemented with the expected regularity. (The professional development scale starts at 0, which represents a low average rate of attendance at all of the key training activities.) As discussed for the Year 2 study, it should again be noted that a 10 does not represent a "perfect" score. Implementation levels for fidelity scores were interpreted the same way as in Year 2 (8–10 = *high implementation (H)*, 5.1–7.9 = *medium implementation (M)*, and 0–5 = *low implementation (L)*).

Table 10 below summarizes the major changes in the fidelity scales from Year 2 to Year 3. For a complete list of the Year 3 survey and interview items used in the creation of scales for each component and sub-component, and the formulas indicating the weights given to each item and responses to each item, please see Appendix E. For a detailed comparison of the changes in the scales, these Year 3 scale definitions can be compared to those for Year 2, which are provided in Appendix B.

Table 10
Changes in Fidelity Scales from Year 2 to Year 3

Components and Sub-components	Yr 2	Yr 3	Changes from Year 2 to Year 3
Component 1: Whole-school (blended) intervention	√	√	Changed sub-component 1 from whole-part-whole to small-group instruction due to limitations in the ability to assess whole-part-whole. Refined/added/removed survey items assessing sub-components 2–5 (e.g., moved items about text sets to materials, excluded vocabulary items from observations).
Sub-component 1: Whole-part-whole (Year 2)/ Small-group instruction (Year 3)	√	√	
Sub-Component 2: Gradual release model	√	√	
Sub-Component 3: Comprehension focus	√	√	
Sub-Component 4: Use of PRC2 instructional frameworks, text sets, and technology to support differentiated instruction	√	√	
Sub-Component 5: Marzano's Vocabulary	√	√	
Component 2: Targeted Intervention	√	√	Added survey items about the nature of teachers/LIT collaboration. Added items in the LIT survey about the use of practices to help students improve comprehension, vocabulary, and fluency during the targeted intervention.
Sub-Component 6: Teacher/LIT collaboration	√	√	
Sub-Component 7: Small-group setting for Tier 2-3 students with direct instruction in comprehension, vocabulary, and fluency	√	√	
Component 3: Intensive Intervention	√	√	Incorporated Tier 3 sixth graders who were not enrolled in AMP into sub-component 8 as 0% attendance. Added items in the LIT/AMP survey to assess the use of strategies and techniques during the intensive intervention. Added sub-components 10 through 12 to reflect new survey items on issues not previously addressed.
Sub-Component 8: Increased instructional time	√	√	
Sub-Component 9: Small-group setting	√	√	
Sub-Component 10: Direct instruction in comprehension		√	
Sub-Component 11: Direct instruction in vocabulary		√	
Sub-Component 12: Direct instruction in guided fluency practice		√	
Component 4: Purposeful Assessment & Data-Driven Instruction	√	√	Added sub-components about fidelity of use of assessments by intervention type. Added principal interview items about the school's use of assessment data for a variety of purposes, as well as principal ratings about the quality of the literacy and grade-level teams in using assessment data, under sub-component 13. Added LIT/AMP sub-component 14 to reflect new survey items about the use of assessment data during the after-school program.
Sub-Component 13: Whole-School (Blended) Intervention		√	
Sub-Component 14: Intensive Intervention		√	
Component 5: Materials	√	√	Reorganized items to create sub-components for each type of material and resources used. Refined/added/removed survey items assessing sub-components 15 through 20 (e.g., removed items from the pre-observation checklists and the district-wide observations, added teacher and LIT survey items about the use of handheld computers and school libraries)
Sub-Component 15: Text sets[a]		√	
Sub-Component 16: School library		√	
Sub-Component 17: Classroom library		√	
Sub-Component 18: Other non-technology resources		√	
Sub-Component 19: Handheld computers		√	
Sub-Component 20: Other technology resources		√	

Components and Sub-components	Yr 2	Yr 3	Changes from Year 2 to Year 3
Component 6: Professional development	√	√	Disaggregated PD component into separate sub-components for the whole-school intervention vs. the targeted and intensive interventions Added teacher and LIT survey items and principal interview items about staff perceptions of the usefulness of PD they participated in.
Sub-Component 21: Whole-school PD		√	
Sub-Component 22: PD for targeted and intensive intervention		√	

[a] Because of missing data for seven of the 31 schools, this sub-component was not included in the calculations of Component 5 or the overall fidelity scale.

The following discussion of implementation of the Chicago Striving Readers program during the 2008-2009 school year is organized around the seven main components of the program model (including one component, integration of literacy into content area instruction, that is not included in the fidelity scales for reasons discussed above). Within each component, more specific findings related to the sub-components of the model, as well as to other topics that are important to the program but are not explicit model components, or that apply across more than one component, are also discussed. Results of the fidelity scales for Year 3 program implementation are presented in Tables 11 through 19 and Figures 3 through 9 (scale results by school are presented in Appendix F). These results are discussed below along with findings from additional survey items, interviews with program leadership, and case study interviews and observations that help illuminate the fidelity scale results. As previously discussed, case study results can not be assumed to be representative of the program as a whole, and should be interpreted only as illustrative examples.

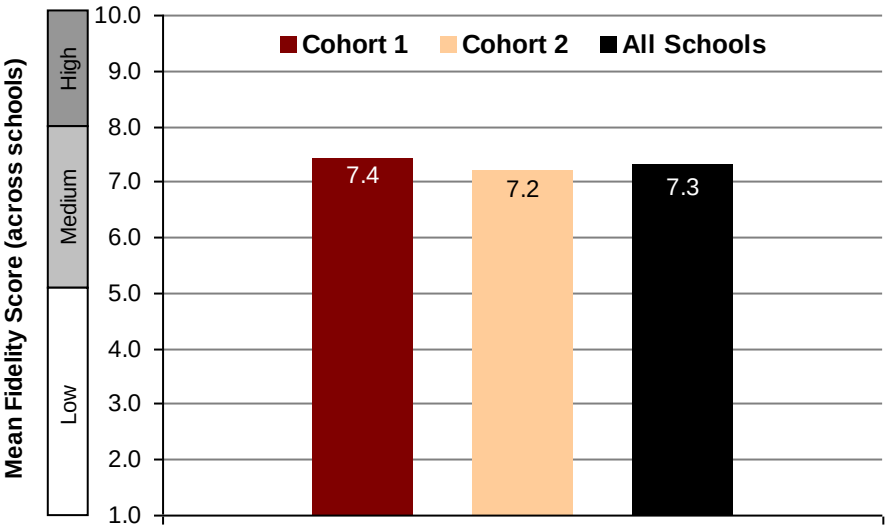
Overall Fidelity

Results for overall fidelity scores for the classroom model are presented in Table 11 and Figure 3.

Table 11
Results of Year 3 Classroom Model Implementation Fidelity Scales: Overall Fidelity

Fidelity Component	Cohort	*N*	Mean Score	Standard Deviation	Median Score	Minimum Score	Maximum Score
Overall fidelity for classroom model	Cohort 1	16	7.4 (M)	.5	7.3 (M)	6.8 (M)	8.5 (H)
	Cohort 2	15	7.2 (M)	.6	7.2 (M)	6.0 (M)	8.1 (H)
	Total	**31**	**7.3** (M)	**.5**	**7.2** (M)	**6.0** (M)	**8.5** (H)

Figure 3
Results of Year 3 Implementation Fidelity Scales
Classroom Model – Overall Fidelity



Percentage of Schools at each Fidelity Scale Level	Cohort 1	Cohort 2	All Schools
High	12.5%	6.7%	9.7%
Medium	87.5%	93.3%	90.3%
Low	0%	0%	0%

All schools in both cohorts were implementing the classroom model at a medium level of overall fidelity during school year 2008–2009, with similar scores (7.4 and 7.2) for each cohort.

As the overall fidelity scores in Table 11 above and by school in Appendix F show, all schools in both cohorts were implementing the classroom model of the Striving Readers program at a medium level of overall fidelity (with a score of 7.3 out of 10) during the 2008–2009 program year. Despite the fact that Cohort 2 schools had one year less experience with implementation, generally, overall fidelity scores (7.4 and 7.2, respectively) were similar for the two cohorts. Because the data collection instruments, and consequently the fidelity scales, were strengthened in Year 3 in the extent to which they reflect the various components of the program model, variations in scores for different scales should provide a more reliable representation of whether certain program components were implemented more successfully than others. Nevertheless, since the conversion of primarily qualitative and categorical information from surveys and interviews into a numeric scale is necessarily imprecise, comparisons of the relative success of different components are also correspondingly imprecise. Since each component and sub-component was measured on the same basis for all schools and classrooms, however, the results should provide a reliable indicator of the *range* of implementation among schools (or between cohorts) within the same component.

Additional insights about the implementation of the Striving Readers model that were obtained from case study observations and interviews, district-wide principal interviews, and individual

teacher and LIT survey items are discussed below in relation to each component of the model. When considering these summaries, it is important to bear in mind that, while case study findings are valuable in providing a deeper understanding of the factors that can facilitate or hinder program implementation, they are not necessarily representative of the conditions encountered in the program as a whole.

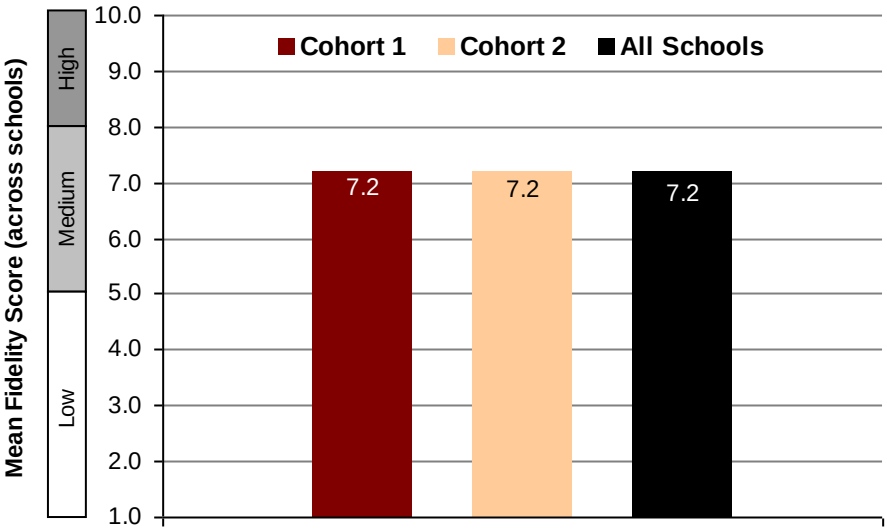
Component 1: Whole-school (blended) intervention

Fidelity scale results for the whole-school intervention are presented in Table 12 and Figure 4.

Table 12
Results of Year 3 Classroom Model Implementation Fidelity Scales: Whole-school (blended) intervention

Fidelity Component	Cohort	N	Mean Score	Standard Deviation	Median Score	Minimum Score	Maximum Score
Component 1: Whole-school (blended) intervention	Cohort 1	16	7.2 (M)	.6	7.3 (M)	6.3 (M)	8.3 (H)
	Cohort 2	15	7.2 (M)	.9	7.2 (M)	5.8 (M)	8.9 (H)
	Total	**31**	**7.2** (M)	**.7**	**7.2** (M)	**5.8** (M)	**8.9** (H)
Sub-Component 1: Small-group instruction	Cohort 1	16	7.4 (M)	.9	7.5 (M)	5.7 (M)	9.3 (H)
	Cohort 2	15	7.5 (M)	1.1	7.1 (M)	6.0 (M)	10.0 (H)
	Total	**31**	**7.5** (M)	**1.0**	**7.5** (M)	**5.7** (M)	**10.0** (H)
Sub-Component 2: Gradual release model	Cohort 1	16	6.7 (M)	1.2	6.9 (M)	3.8 (L)	8.3 (H)
	Cohort 2	15	6.8 (M)	1.3	6.8 (M)	4.4 (L)	8.8 (H)
	Total	**31**	**6.8** (M)	**1.2**	**6.8** (M)	**3.8** (L)	**8.8** (H)
Sub-Component 3: Comprehension focus	Cohort 1	16	7.8 (M)	.5	7.9 (M)	6.7 (M)	8.6 (H)
	Cohort 2	15	7.9 (M)	.8	8.1 (H)	6.3 (M)	9.0 (H)
	Total	**31**	**7.9** (M)	**.6**	**7.9** (M)	**6.3** (M)	**9.0** (H)
Sub-Component 4:Use of PRC2 instructional frameworks, text sets, and technology to support differentiated instruction	Cohort 1	16	7.1 (M)	1.1	7.5 (M)	4.9 (L)	8.7 (H)
	Cohort 2	15	6.6 (M)	1.3	6.0 (M)	4.6 (L)	10.0 (H)
	Total	**31**	**6.8** (M)	**1.2**	**7.1 (M)**	**4.6** (L)	**10.0** (H)
Sub-Component 5: Marzano's Vocabulary	Cohort 1	16	7.0 (M)	.8	6.9 (M)	6.0 (M)	8.1 (H)
	Cohort 2	15	7.1 (M)	.7	6.9 (M)	6.4 (M)	8.4 (H)
	Total	**31**	**7.1** (M)	**.7**	**6.9** (M)	**6.0** (M)	**8.4** (H)

Figure 4
Results of Year 3 Implementation Fidelity Scales
Component 1: Blended Intervention



Percentage of Schools at each Fidelity Scale Level	Cohort 1	Cohort 2	All Schools
High	6.3%	20%	12.9%
Medium	93.8%	80%	87.1%
Low	0%	0%	0%

The blended intervention model was implemented at a medium level of fidelity, with higher ratings for reading comprehension strategies and small-group instruction, and almost half of the schools from each cohort rated at high implementation for comprehension.

Implementation of the blended intervention model for all students occurred at a medium level of implementation (7.2 out of 10), on average. Implementation of the focus on teaching reading comprehension strategies and the use of small-group instruction fell just shy of "high implementation" across schools, while average ratings for teaching academic vocabulary, use of the gradual release of responsibility model, and supporting differentiated instruction fell into the medium level of fidelity, with scores of 7.1, 6.8 and 6.8, respectively, on a 10-point scale. While some schools implemented the blended intervention with fidelity scores below 7.0, a few demonstrated a high level of implementation of this component, and almost half of the schools from each cohort (14 out of 31 in total) were rated at high implementation for the focus on reading comprehension (see Table F-2, Appendix F).

Teaching comprehension strategies.[40]

Teachers in the case study schools generally placed a high priority on teaching comprehension strategies, recognizing that the process helps students develop critical thinking skills. Evidence has begun to emerge of the benefits of longer-term program participation supporting the gradual release model, as was seen in case study schools from students in higher grades who have begun to use these comprehension strategies spontaneously during their reading. As one teacher noted, "[Striving Readers students] definitely come in knowing the strategies and you definitely can tell what students have been here since sixth grade, and what students have just transferred in—just because of what we do here, you know, the idea of knowing these strategies, knowing how to apply them, even when the teacher's not telling you to apply them."

Observed lessons made use of the full portfolio of comprehension strategies, but surveys showed that questioning, predicting and inferring were taught most commonly, while text structure and metacognition were used least frequently. In observations, strategies were more often taught through explanation and direct instruction than through modeling, and most often were selected by the teacher rather than the students.

Activities designed to teach comprehension strategies were observed in the large majority of case study observations, including those of both sixth and seventh grade ELA lessons, as well as many social studies and science lessons. According to the district-wide teacher surveys, the strategies that literacy teachers taught most commonly included questioning, predicting, and inferring, each of which were taught on at least a weekly basis by at least 90% of respondents, and almost daily by at least 37% of respondents. (It should be noted however that in quite a few case study observations, the lessons involved comprehension strategies applied to vocabulary review but not to extended reading). In case study observations, the use of comprehension strategies was built into many of the Striving Readers instructional methods. For example, as part of the PRC2 process, teachers might model the use of **text structure** by showing how to preview the table of contents, glossary, index, headings, and internal structure of a text. During the partner reading, students practiced **questioning** by writing down a question they had about the selection their partner had just read. Discussions about these questions with their partners often involved **summarizing** and making **predictions** and **inferences** about the text. Teachers found that this "portfolio" of comprehension strategies can be very useful for differentiating instruction to varied learning styles, as different students "understand in different ways …because one student wants to make a prediction, [while]…it's better for another one to ask a question." During interviews, case study teachers also noted that the supportive literacy materials (both print and audio) provided through Striving Readers helped make instruction in comprehension strategies more effective.

During observed lessons, comprehension strategies were more often taught through explanation and direct instruction than through modeling, however, and in most cases it appeared that the

[40] Findings about teaching comprehension strategies that are discussed here apply to the targeted intervention model (Table 14, sub-component 7) as well as the blended intervention model (Table 12, sub-component 3), which ideally should be coordinated with each other. The teaching of comprehension strategies during AMP classes is addressed in the discussion of the intensive intervention below.

strategy or strategies being taught were selected by the teacher rather than the students. Also, program-wide, some specific strategies were used less frequently than others, as evidenced by teacher surveys. Most notably, while the large majority of literacy teachers (89% or more) reported providing explicit instruction in most other comprehension strategies at least once a week, only three fourths (76%) and just over two thirds (71%), respectively, provided as frequent instruction in the use of **text structure** and **metacognition** for comprehension.

It is not clear whether the smaller focus on these strategies was related to teachers believing that other strategies were more useful to students given their current reading skills, or whether it was related to the teachers' own comfort levels for conceptualizing and communicating the strategy. The latter explanation seems most plausible in regard to metacognition, which was the most frequently cited (by 59% of literacy teachers program-wide) of all Striving Readers techniques and strategies for which teachers would like to receive more training. At one case study school, the principal reported that instruction in comprehension strategies was taking place even before the program began; but several teachers at other case study schools commented that they needed more targeted training to help clarify the concepts and support their instruction in the comprehension strategies in general.

Small-group instruction.

Small-group instruction was being used with increasing frequency throughout the program—often within the context of a whole-part-whole framework—and was among the higher rated program components. Nevertheless, it was not always clear that the small group activity fully supported differentiated instruction.

Small-group instruction within the whole-school model also received one of the higher ratings among the sub-components of the blended intervention. This finding is consistent with the program leadership's observation that Striving Readers schools have been reconstructing how instruction is provided and that grouping is happening a lot more frequently—a condition that greatly helps to pave the way for differentiated instruction. One third (10 out of 31) of the treatment schools attained fidelity scores at the high level of implementation in this area, indicating that they used small-group, paired, and/or individual instruction on a regular basis, and specifically used Striving Readers materials such as the listening centers and classroom libraries to support these grouping strategies. This finding was very consistent with the case study observations, during which small-group, paired, and/or individual activities were used during almost every observed class.

These small-group activities were frequently conducted within the context of a whole-part-whole framework. During case study observations, this structure was seen in use during the substantial majority of observed classes. Typical examples included a lesson starting out with the class working together as a whole, reviewing vocabulary, previewing a story, and/or receiving instructions or modeling from the teacher on how to approach the small-group activities. The classes would then separate into groups or pairs for small-group activities (examples of which are provided in more detail in the next section), and ultimately reconvene to discuss the activities with the whole class. In one well-designed use of this structure, for example, the whole class discussed the main character of a story they had read in order to discuss external features of the

characters. The teacher then modeled the process of creating her own fictional character by deciding what characteristics the character would possess. Students then worked in pairs to develop their own characters for a short story. Finally, the whole class discussed how an author can use characters' internal qualities to influence their external look. Additional work on character development was planned for the following day.

Examples from case study observations of where this structure was implemented well included classes that received clear guidelines, modeling of the assignment, or both, and where students moved seamlessly between whole-class and small-group activities, clearly demonstrating familiarity and comfort with the process. Ideally, the small-group portion of the structure should have been used to facilitate differentiated instruction; however, the extent to which this took place was not always clear, as discussed below. In addition, there were several observed lessons in which the structure did not close with a regrouping of the whole class. This may have been due to time constraints, and it was apparent that in at least some of these cases, there were plans to complete the whole-class regrouping on the following day. Indeed, this approach was seen in some classes that were observed for two consecutive days.

Differentiated instruction.

Among schools, fidelity ratings in differentiated instruction ranged from low to high levels of implementation, although buy-in from school administrators and teachers, as well as acceptance by students, appeared to be increasing. Collaboration with the LIT was considered an important condition, as was strong classroom management skills, availability of leveled materials, actively involving the students and supportive feedback.

Less consistent than the use of small-group (and whole-part-whole) structures was the use of Striving Readers techniques, frameworks, materials, and technologies to support differentiated instruction. Several schools (four out of 31) did receive fidelity scores reflecting high implementation for this component, but program schools overall were rated at the middle level of implementation, and this was one of only two areas within the whole-school model (the other was gradual release) in which any school was rated at low implementation.

Case study results indicate that, at least within these schools, buy-in to the concept of differentiated instruction continues to improve among teachers and administrators, who are encouraged by student successes observed through Striving Readers assessments such as reading benchmarks and fluency snapshots. Particularly given some teachers' reluctance or discomfort around differentiation, support from the school administration was found to be an important factor in its success; in some cases the LITs noted that working with the school administration proved effective in encouraging some reluctant teachers. In this context, it is promising that principals acknowledged the need for additional support in differentiation. Equally important, students in case study schools have been found to be increasingly accepting of differentiated instruction, becoming less self-conscious about being separated into different groups. Some teachers have attributed this improvement in attitudes to a shift in their own emphasis, in which learning objectives and the concept of "success" are defined differently for different students. In other cases, however, staff have noted that this self-consciousness remains a problem,

exacerbated in part by the fact that the students are less familiar with the LIT than they are with the classroom teacher.

In their efforts to strengthen differentiation for all students, case study teachers have remarked on the importance of being able to work closely with the LIT, who is often more highly trained and experienced in using this technique. Strong classroom management skills also have been found to be important in facilitating successful differentiation. Case study teachers have noted that differentiation is challenged by the difficulty of getting some students to focus; and the management skills needed to accomplish this are further challenged by the large class sizes found in many Chicago schools. In case study interviews, teachers have lauded the value of leveled literacy materials provided through Striving Readers to support differentiation (and observers confirmed the rich variety of print materials available in the classroom library of virtually every observed classroom); and the process is further facilitated by the availability of program-developed materials such as word-study and text sets that are explicitly structured to accommodate differentiation. However, some teachers have expressed concern that there is not always a sufficient quantity of any given text to have all students at a given level working on the same book. Access to a variety of assessment methods and to a varied instructional tool kit are also critical to support differentiated instruction, as they enable teachers and LITs to identify and address students' needs within specific skill areas. Increasing sophistication with differentiation has been observed among case study teachers who recognize the importance of their familiarity with and consideration of students' personalities and interpersonal relationships as additional factors in forming groups.

While program leaders feel there is still much progress to be made, true differentiation appears to be happening more frequently at case study schools, and a number of examples of lessons that clearly and explicitly used differentiation techniques were seen during case study observations. At the most basic level, the teacher, the LIT, or, most often, both, circulated among the groups to assess students' understanding through observation and probing, and provided support targeted to particular groups or individuals as needed. This active involvement from the instructors seemed essential to the process, as students cannot always be counted on to seek out help on their own; indeed, spontaneous requests for help were seen only infrequently during observed lessons, and even collaboration with their peers often depended on teacher guidance to keep students focused. (Feedback from the instructor could prove counterproductive, however, if it was not delivered with encouragement. In one case in which the teacher's comments were sharp and critical, for example, the students became withdrawn and reticent about interacting either with the teacher or among themselves.) Other clear examples of differentiation during observed lessons included groups organized by level and using distinct methods to develop vocabulary—studying vocabulary sheets, looking up words in a dictionary, or discussing metaphors in haiku; a class in which each learning station targeted specific skills—fluency, word knowledge, or comprehension; and small groups working on the same activity but each allowed to progress at its own pace.

Expanding the use of differentiated instruction is challenged by factors such as traditional teaching habits, time constraints, large class sizes, discipline problems, lack of timely access to assessment results (which were more often used for "grouping" than for "differentiating instruction") and, in some cases, limited opportunity to meet with the LIT. Some

misunderstandings about the technique were evident from the infrequent use of modeling and rotation of learning stations among the whole class.

While the above successes are notable, there remain substantial challenges, as well as ambiguities about how differentiation is being understood and applied; and the project director and senior literacy advisor, as well as many principals, have acknowledged these challenges. Traditionally, middle school teachers are accustomed to teaching to the whole group, and some case study teachers continue to push back against the use of leveled groupings. Case study observations and teacher interviews revealed that time constraints and large classes interfere with instructors' ability to provide individualized feedback, and discipline problems make it difficult to get struggling students to focus. In many cases, even where the groups were working on distinct activities at different learning stations, the groups rotated during the course of the lesson, making it less clear whether the different activities were really achieving differentiation.

Intervention is also intended to be supported through the use of scaffolding techniques (such as expanding on students' ideas, asking probing questions to prompt students to deepen their thinking, and providing initial modeling of activities) to help struggling readers catch up. During case study observations, discussion and expansion of ideas and targeted probing were common occurrences; however, modeling was seen much less often than providing instructions about the activity followed by class discussion to ensure understanding. While this approach seemed to be effective for many students, the apparent infrequency of modeling may put students with certain learning styles at a disadvantage.

Teachers indicated that time constraints present an ongoing challenge, interfering with their opportunities to explore and interpret achievement data; develop leveled activities in learning centers; work directly with all student groups (especially in larger classes); and collaborate with the LIT. Indeed, while the vast majority of surveyed ELA and self-contained teachers district-wide reported that they met with their LIT informally or through team meetings (85% and 82%, respectively) at least once a month, only about half (55%) were able to meet individually on at least a weekly basis (see Table 13).

Table 13
Spring 2009 Literacy Improvement Survey: Literacy Teachers
How often do you meet or collaborate with the LIT in the following settings?

	Total *N*	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Impromptu one-on-one meetings (during lunch, prep periods, before/after school, etc.)	177	12.4%	7.9%	24.9%	35.6%	19.2%
Literacy (vertical and horizontal) team meetings	175	12.6%	5.7%	56.6%	22.3%	2.9%

Given some case study teachers' concerns that too much time during team meetings is devoted to "administrative" issues (which they distinguish from planning time), the additional time that they spend with LITs during such meetings may not be providing as much value added as it could. In addition, while some teachers continue to express a need for additional training in differentiation—particularly (though not exclusively) as it applies to English language learners—

others feel that redundancy in the professional development program is exacerbating time constraints and that the time could be better used for analysis of assessment results.

Case study teachers have also expressed concerns that lack of timely access to assessment data can interfere with their ability to identify student needs and plan differentiated instruction. Indeed, even among LITs, fewer than half of the respondents to the LIT survey (45%) reported that student assessment data were used for differentiating instruction "to a large extent."

Concerns have also been raised by project leadership that teachers often confound the concepts of differentiation with small-group instruction, and to the extent that some teachers' or administrators' understanding of differentiation may be incomplete, the fidelity ratings based on surveys of these staff may be inflated. Unfortunately it was often difficult for an interviewer to infer what a case study respondent meant by their use of the term, and even during "differentiated" activities in observed classrooms, it wasn't always possible to know whether each activity was specifically targeted to the needs and strengths of the students in each group. It is notable, however, that, even though many of the observed small-group activities were reported by the instructor to have been formed by ability level, there were many cases where all groups were working from the same materials and engaged in the same assignment. (This was true even more often during lessons in the content areas, where the class was all working from the same textbook.) The fact that, program-wide, a larger proportion of LITs reported using assessment data for creating in-class instructional groups than for differentiating instruction (65% vs. 45% of survey respondents, respectively, reported doing each "to a large extent") seems consistent with the possibility that LITs, at least in some cases, are recognizing the distinction but are perhaps not fully prepared to implement differentiation.

Instructional frameworks and techniques.

The PRC2 framework was used by the large majority of literacy teachers, but it was not used as regularly as expected. Teachers used it to help develop comprehension, fluency and vocabulary, and also as a vehicle for differentiated instruction. In some cases, however, application of the technique was less student-focused than the model intends.

The PRC2 framework was used by the large majority of literacy teachers in the Striving Readers schools to support small-group activity and differentiated instruction: over 90% of these teachers program-wide reported that they used it at least monthly to help develop comprehension; and 84% and 78%, respectively used it at least monthly to develop fluency and vocabulary. (However, many teachers did not use this framework as regularly as expected—only 50% to 59% did so at least weekly for each of these purposes, and nontrivial numbers—9% and 7%, respectively, program-wide—said they never used it to develop vocabulary or fluency.) As one of the most frequently employed Striving Readers techniques, PRC2 was widely considered to be successful by the majority of case study interviewees. During case study focus groups, teachers noted that PRC2 was valuable for enabling students to work with others who share their fluency level, building their ability to have independent, thoughtful conversations about literature, and increasing their interest in reading nonfiction texts.

Among case study schools, many classes were observed in which there were clearly established PRC2 routines that students followed readily, showing engagement in their readings and active collaboration with their partners. Within the PRC2 activities, differentiation was accomplished by assigning partners to activities addressing specific skills (fluency, word patterns, comprehension, etc.) and/or to work with informational materials targeted to each pair's independent reading level. Teachers or LITs provided scaffolding to partners having difficulty clarifying their questions, but in some cases, student pairs responded to questions on a teacher-prepared work sheet rather than discussing their own questions. While a few lessons were observed during which pairs exchanged ideas from different texts during the whole-class discussion, in many cases all pairs worked from the same text or even the same passage—although differentiation can still occur in these circumstances to the extent that the LIT and/or classroom teacher provide individualized feedback and scaffolding to partners as they are working.

Most schools implemented a systematic approach to teaching academic content vocabulary at a medium level of fidelity, using methods from Marzano's Vocabulary, but not as frequently as expected.

On fidelity ratings reflecting the implementation of a systematic approach to teaching academic content vocabulary for the whole class, five schools attained a high level of fidelity. High ratings in this area reflect frequent use of and comfort with instructional methods that are built in to Marzano's Vocabulary, such as explicit instruction; modeling word parts; vocabulary notebooks; and before, during, and after reading strategies (although the ratings do not necessarily indicate that teachers were using Marzano's Vocabulary per se). The remaining schools implemented at a medium fidelity level, indicating that they used these practices to build students' vocabulary, but used each one less than once a week, on average. Observed lessons at case study schools that did provide vocabulary instruction built it in to activities such as reading articles on content area topics, deriving definitions from a story, or reviewing vocabulary lists with each word used in a sentence provided by the teacher. Many of these lessons focused on vocabulary relevant to the content areas, such as a social studies lesson in which students used Marzano's Vocabulary as part of a study of inventions, and a science lesson in which students reviewed vocabulary related to botany.

Large class sizes and time constraints made it difficult to implement a wide variety of Striving Readers techniques; but teachers might address these challenges, while also improving differentiation, by applying techniques more selectively. Some teachers also perceived that PRC2, or the program in general, is less well-suited proficient readers than to struggling readers.

Implementation of these instructional techniques at the whole-school level encountered several challenges as well. Although not specific to Striving Readers, large class sizes make it more difficult to implement many of these techniques, and case study teachers expressed concern that there is often insufficient time during each class to implement a variety of techniques. Since there is no expectation in the program model that all students participate in all instructional techniques, this concern may indicate a continued need for teachers to further strengthen their skills in applying techniques selectively and, perhaps, concurrently, as a means of differentiating instruction. As discussed above in relation to differentiated instruction, some case study teachers

also expressed concern that they do not have a sufficient quantity of certain materials, which can be an impediment to implementation for a variety of instructional activities, depending on the materials. (However, this may be another indication that teachers are resorting to having the whole class work on the same activities or with the same materials, rather than assigning activities and materials according to need.)

Some case study teachers have also indicated that they feel that the PRC2 framework is targeted to struggling readers, but is not appropriate for the whole classroom because the books are leveled below grade level. Indeed, related comments were made that the program as a whole is conceptualized more for supporting struggling readers, and the techniques and materials do not adequately challenge other students. Program leadership contends, however, that Striving Readers materials are leveled appropriately for more proficient readers as well. This perception among some teachers may therefore indicate a need for further training.

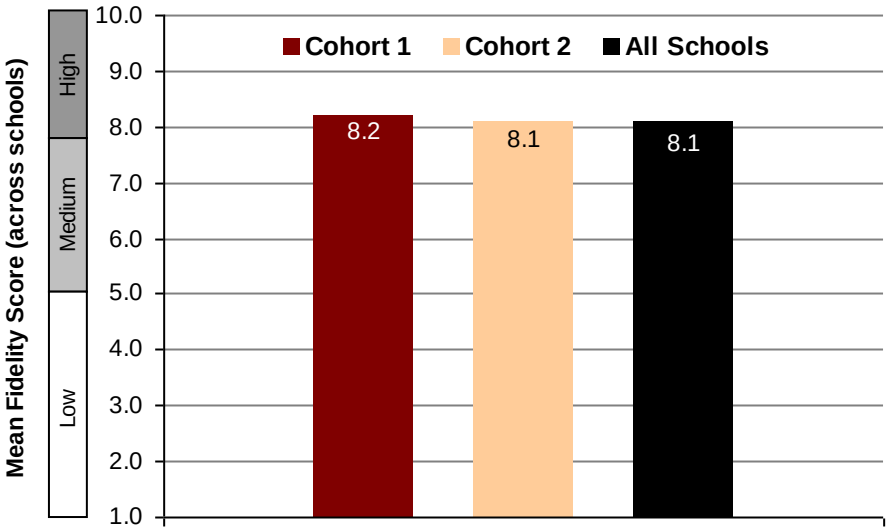
Component 2: Targeted Intervention

Fidelity scale results for the targeted intervention are presented in Table 14 and Figure 5.

Table 14
Results of Year 3 Classroom Model Implementation Fidelity Scales: Targeted intervention

Fidelity Component	Cohort	N	Mean Score	Standard Deviation	Median Score	Minimum Score	Maximum Score
Component 2: Targeted Intervention	Cohort 1	16	8.2 (H)	.8	8.3 (H)	6.6 (M)	9.5 (H)
	Cohort 2	15	8.1 (H)	1.0	8.1 (H)	5.5 (M)	9.4 (H)
	Total	**31**	**8.1** (H)	**.9**	**8.1** (H)	**5.5** (M)	**9.5** (H)
Sub-Component 6: Teacher/LIT collaboration	Cohort 1	16	8.0 (H)	1.1	7.9 (M)	5.9 (M)	9.5 (H)
	Cohort 2	15	8.1 (H)	1.3	8.3 (H)	4.4 (L)	9.6 (H)
	Total	**31**	**8.1** (H)	**1.2**	**8.3** (H)	**4.4** (L)	**9.6** (H)
Sub-Component 7: Small-group setting for Tier 2-3 students with direct instruction in comprehension, vocabulary, and fluency	Cohort 1	16	8.4 (H)	1.0	8.6 (H)	6.0 (M)	9.8 (H)
	Cohort 2	15	8.0 (H)	1.1	8.1 (H)	6.5 (M)	9.6 (H)
	Total	**31**	**8.2** (H)	**1.0**	**8.5** (H)	**6.0** (M)	**9.8** (H)

Figure 5
Results of Year 3 Implementation Fidelity Scales
Component 2: Targeted Intervention



Percentage of Schools at each Fidelity Scale Level	Cohort 1	Cohort 2	All Schools
High	75%	53.3%	64.5%
Medium	25%	46.7%	35.5%
Low	0%	0%	0%

The targeted intervention model was implemented at a high level of fidelity, on average, although a larger number of Cohort 1 schools had high sub-ratings of direct instruction for Tier 2 and 3 students, while a larger number of Cohort 2 schools had higher ratings for teacher/LIT collaboration. Teachers, principals and LITs agreed that the targeted interventions had helped to improve their struggling readers' literacy skills, as has been verified in some cases by authentic assessments.

Fidelity ratings for the targeted intervention model reflected the quality of targeted instruction for Tier 2 and 3 students from the LIT. Relevant aspects of implementation include the frequency, content, and effectiveness of the collaboration between literacy teachers and the LIT for the purpose of planning instruction for struggling readers (a part of their overall collaboration goals as discussed in the previous section), and the implementation of grouping strategies to provide direct and explicit instruction in comprehension strategies, vocabulary, and fluency to Tier 2 and 3 students. This model was implemented at a high level of fidelity, on average. Cohort 1 and Cohort 2 schools had average implementation ratings on this component of 8.2 and 8.1, respectively, although at the building level, a larger number of Cohort 1 than of Cohort 2 schools (12 out of 16, vs. 8 out of 15) had a high level of implementation (see Table F-3, Appendix F). This was also true of sub-ratings of direct instruction in comprehension, vocabulary, and fluency for Tier 2 and 3 students, in which 13 of 16 Cohort 1 schools and 8 of 15 Cohort 2 schools were rated as having high implementation. For the second sub-component—teacher/LIT collaboration for the purpose of planning targeted instruction—schools again achieved an average rating at a high level of fidelity; in this case, however, a larger number

of Cohort 2 schools than Cohort 1 schools were rated at high fidelity (11 out of 15, vs. 7 out of 16). One Cohort 2 school, however, appears to have experienced difficulty with this collaboration, as evidenced by an implementation score at the low end of fidelity.

According to the program-wide surveys, most literacy teachers believed that the efforts of the LIT had helped to improve their struggling readers' literacy skills, with over three fifths (62%) judging them as *effective*, including one third (34%) reporting that they had been *very effective*. Their principals generally shared this appreciation for the role of the LITs. These positive assessments were reflected by the comments of some LITs in the case study schools, who were confident that the targeted interventions have shown successes, demonstrating the potential for the process to increase student confidence and engagement. As one LIT noted, "There's more student engagement because you're able to put them in small groups, or you're able to give them the one-on-one attention that they need." The comments of these LITs also indicated that there have been increases in concrete literacy performance as measured by the authentic assessments being promoted by the program.

While the majority of teachers and principals clearly valued their LITs, a troubling number of teachers felt that their LITs had been ineffective. Challenges to targeted intervention included different pacing needs for struggling readers, time constraints aggravated by large class sizes and by LITs' involvement in coaching for the whole class, and a sense that some Tier 2 students need the intensive intervention.

While the above findings about the perceived value of the LITs are very encouraging, it is of concern that one in five classroom literacy teachers responding to the survey (21%) felt that their LIT had been minimally effective or ineffective in these efforts.

A number of challenges have been observed that hamper the targeted intervention process. Pacing can present significant difficulty, as the LIT strives to keep up with the rest of the class, even if the targeted students may still need continued work. As one LIT observed during the case study, "The challenge is to be able to work with them consistently, every day, because they move so fast. You're never quite sure if they have mastered or if the intervention has served its purpose, because oftentimes the class constantly moves on so you don't want to hold them back from not moving on with the class. There's always a constant infusion of new material without you having definite assurance that they've mastered what you just taught them. You have to move on, and then you offer the assistance on the new lesson." The LITs' additional role of providing the classroom teacher with coaching assistance for all students puts an additional strain on their time and adds to this challenge. Given the belief that has been expressed by program staff at all levels since the Tier 3 cutoff was lowered, that some Tier 2 students require the support of the after-school program, the difficulty of keeping struggling readers apace with the rest of the class is even greater. Furthermore, the large class sizes mean larger numbers of Tier 2 students receiving targeted intervention services from the LIT.

Teacher/LIT planning for struggling readers.

Staff clearly valued the opportunities for teacher/LIT collaboration during literacy team meetings. Grade level meetings, however, were often perceived as less productive due to their much broader focus.

Collaboration between LITs and classroom teachers can occur in a variety of settings, including formal meetings such as literacy team meetings and "horizontal" (grade-level) meetings, as well as informal, one-on-one meetings during staff planning periods or free time. During interviews and focus groups at the case study schools, staff clearly indicated that they valued the literacy team meetings, consistently describing them as opportunities for ideas and classroom practices to be shared and developed. They described using these meetings to identify best practices and plan new strategies for implementation in the classroom.

At smaller schools where there are few teachers at a given grade, grade-level team meetings often do not occur, and formal planning meetings for the Striving Readers program occur primarily through the literacy team. Where they do occur, however, many case study teachers have spoken less favorably about the value of grade-level meetings for program planning. In theory at least, the structure provides a unique opportunity for teachers and LITs to discuss the application of literacy instructional techniques and differentiation in other content areas, and this sharing does take place to some extent. However, quite a few teachers spoke about various obstacles to effective collaboration during these meetings. Time constraints are a challenge for both grade-level and literacy meetings. In grade-level meetings, however, teachers (and at least one principal) note that these constraints are exacerbated by the much broader focus of such meetings. Some case study schools have learned to use the meeting time more productively by asking team leaders to come prepared with specific agendas and a "vision" of what they want to accomplish in the hour. At another school, the principal makes a point of ensuring that there are 20 minutes of highly structured time dedicated to discussing literacy instruction during each meeting. These solutions were more the exception than the rule, however, even among other case study schools, where teachers were frustrated that the meetings were less productive because of the broad focus. These teachers felt that there just was not enough time to address all the topics they should, address everyone's professional development needs, and focus on lesson planning rather than just "administrative issues." As the seventh-grade teachers at one school said, "It's just too distracting, there are way too many people, too many conversations going on…and you feel as though you have to explain to everybody else what you're talking about."

Component 3: Intensive Intervention

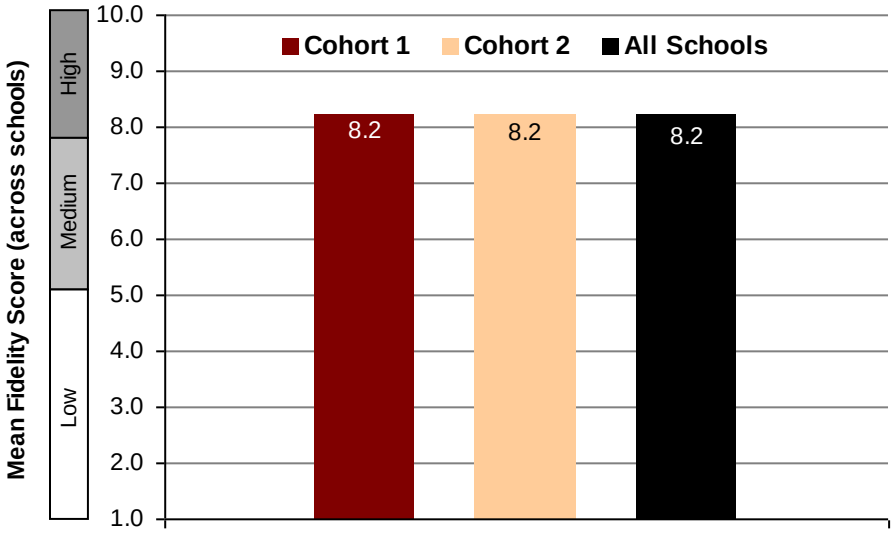
Fidelity scale results for the intensive intervention are presented in Table 15 and Figure 6.

Table 15
Results of Year 3 Classroom Model Implementation Fidelity Scales: Intensive intervention

Fidelity Component	Cohort	*N*	Mean Score	Standard Deviation	Median Score	Minimum Score	Maximum Score
Component 3: Intensive Intervention[a]	Cohort 1	16	8.2 (H)	.6	8.2 (H)	7.3 (M)	9.1 (H)
	Cohort 2	15	8.2 (H)	.5	8.3 (H)	6.8 (M)	9.0 (H)
	Total	**31**	**8.2** (H)	**.5**	**8.2** (H)	**6.8** (M)	**9.1** (H)
Sub-Component 8: Increased instructional time[a]	Cohort 1	16	6.1 (M)	1.1	5.8 (M)	4.3 (L)	8.3 (H)
	Cohort 2	15	5.4 (M)	1.2	5.1 (M)	2.8 (L)	7.6 (M)
	Total	**31**	**5.8** (M)	**1.2**	**5.6** (M)	**2.8** (L)	**8.3** (H)
Sub-Component 9: Small-group setting	Cohort 1	16	9.6 (H)	.9	10.0 (H)	6.8 (M)	10.0 (H)
	Cohort 2	15	10.0 (H)	.0	10.0 (H)	10.0 (H)	10.0 (H)
	Total	**31**	**9.8** (H)	**.7**	**10.0** (H)	**6.8** (M)	**10.0** (H)
Sub-Component 10:Direct instruction in comprehension	Cohort 1	16	10.0 (H)	.0	10.0 (H)	10.0 (H)	10.0 (H)
	Cohort 2	15	10.0 (H)	.0	10.0 (H)	10.0 (H)	10.0 (H)
	Total	**31**	**10.0** (H)	**.0**	**10.0** (H)	**10.0** (H)	**10.0** (H)
Sub-Component 11: Direct instruction in vocabulary	Cohort 1	16	7.7 (M)	1.2	7.5 (M)	5.3 (M)	10.0 (H)
	Cohort 2	15	7.5 (M)	.9	7.5 (M)	5.9 (M)	8.8 (H)
	Total	**31**	**7.6** (M)	**1.1**	**7.5** (M)	**5.3** (M)	**10.0** (H)
Sub-Component 12: Direct instruction in fluency	Cohort 1	16	7.7 (M)	1.6	8.1 (H)	4.0 (L)	9.6 (H)
	Cohort 2	15	7.8 (M)	1.6	8.0 (H)	3.5 (L)	10.0 (H)
	Total	**31**	**7.8** (M)	**1.6**	**8.0** (H)	**3.5** (L)	**10.0** (H)

[a] Students who were not enrolled in AMP were scored as having 0% attendance.

Figure 6
Results of Year 3 Implementation Fidelity Scales
Component 3: Intensive Intervention



Percentage of Schools at each Fidelity Scale Level	Cohort 1	Cohort 2	All Schools
High	62.5%	73.7%	67.7%
Medium	37.5%	26.7%	32.3%
Low	0%	0%	0%

AMP implementation was rated at a high level of fidelity across all components, and across all schools in both cohorts. Instruction in comprehension strategies was provided several times a week, and almost all programs maintained a low student:teacher ratio.

Implementation of the AMP program was rated at a high level of overall fidelity across all components and schools, with ratings for Cohort 1 and Cohort 2 schools both averaging 8.2 out of 10. Most notably, all 31 treatment schools had perfect scores for *explicit instruction in comprehension strategies*, indicating that they provided such instruction in at least one of the seven comprehension strategies several times a week. (It was not expected that they provide instruction in *each* strategy at any particular frequency, since the strategies that a class focuses on depend on the students' specific needs.) In addition, the schools were very successful, overall, in maintaining small-group settings with student:teacher ratios of 15:1 or less; only three schools (all Cohort 1) had classes above this ratio, and only two exceeded this class size by more than two students (with a total of 19 and 22 students enrolled, respectively). Explicit instruction in vocabulary and in fluency occurred at a medium level of fidelity, averaging 7.7 and 7.5, respectively, for Cohort 1 schools, and 7.7 and 7.8 for Cohort 2. Three schools (two from Cohort 1 and one from Cohort 2) had low fidelity in fluency. Overall, however, implementation of the AMP classes was judged as quite successful.

Increased instructional time.

The major challenge for the intensive intervention was providing increased instructional time to all eligible students. Classes started late due to delays in release of ISAT data and tier assignments, and ended a week early due to other scheduling needs. More significantly, only three-fifths of eligible Tier 3 students enrolled in the class (with enrollment rates even lower at Cohort 1 schools). Factors contributing to low enrollment included access to transportation; safety concerns; competition with other academic and extra-curricular after-school programs; and, in substantial numbers of cases, perceptions that program content was not motivating, appealing, and/or appropriate to the reading levels or learning styles of all participants. In addition, attendance varied widely among those who did enroll.

A much greater problem for the intensive intervention was the extent to which schools succeeded in providing increased instructional time for all eligible students. According to the model, intensive intervention should be provided for at least four hours per week on average, and program leadership indicate that AMP classes should meet from early October through the first week of May. While most, if not all, schools did hold AMP classes for four hours per week,[41] classes were not able to start until the third week in October due to delays in availability of ISAT data, which held up the tier assignment process. In addition, all AMP classes ran only through the end of April, in part because of the need for schools to align their AMP schedule with other after-school programs.

More serious than these scheduling limitations, however, were enrollment levels and variations in students' attendance rates. Among those who were enrolled, attendance varied widely. More importantly, 42% of all sixth-graders who were assigned to Tier 3 at the beginning of the 2008–2009 school year did not enroll in AMP. As a result, fidelity scores for *increased instructional time* were at the lower end of a medium level of fidelity, with a total of nine schools (of which seven were Cohort 2) receiving low fidelity ratings in this area. Even in spite of the shorter time frame, most schools were still able to offer an AMP schedule that provided almost as many hours as would have been in the full 26 weeks; however, actual attendance averaged only about one-third (35% among Cohort 1 schools and 32% among Cohort 2) of the total hours that students should have attended according to the model.[42] The degree to which this resulted from non-enrollments (which were counted as 0% attendance) was greater for Cohort 1 schools, in which only 55% of Tier 3 students enrolled in AMP, than for Cohort 2 schools, in which 67% enrolled.

The project director, senior literacy advisor, and many principals have expressed awareness that they are not serving all Tier 3 students, and have agreed that lowered participation rates have a lot to do with the fact that AMP is provided through an after-school program. Among the factors that have been cited as interfering with enrollment in after-school programs are access to

[41] Several schools reported attendance schedules only in days rather than hours; however, program leadership reported that all schools met for a total of four hours per week regardless of the number of days.

[42] The dramatic change from past years' attendance rates probably reflected the fact that previous attendance rates did not account for non-enrollment.

transportation options, safety issues in some neighborhoods related to staying late, and competition with other after-school programs—including the federal Supplemental Educational Services (SES) programs that provide academic support at many schools, as well as extracurricular programs in sports, music, and art. As collaboration between the district team and schools continues to improve, project leadership report that some principals have made efforts to improve AMP attendance, including offering child care to younger siblings, providing attendance incentives, and calling parents directly. In other cases, however, the project director feels that they need to get other principals to take more ownership in the program.

Enrollment is ultimately the parents' decision, however, and quite a few opt out. This decision may be related to the factors discussed above in many cases (parents are not required to provide a reason for opting out), but even AMP instructors have acknowledged that the program may not be ideal for all students. In response to spring surveys, the vast majority of AMP instructors[43] (95%) felt that the program was at least "somewhat" appropriate (including 44% who felt it was "very appropriate") to the reading levels of the students who were participating; and majorities (68% and 61%, respectively) also felt that the program was appropriate to the literacy needs and learning styles of "most" participating students. However, similar proportions (61% each) felt that the program is "motivating" and "relevant to [the] interests" of only half of participants or fewer (see Table 16).

Table 16
Spring 2009 Literacy Improvement Survey: LITs and Other AMP Instructors
Proportion of Students for Whom You Think
the Following Statements About AMP Are True

The AMP after-school program is…	Total *N*	All or almost all students	Most students	About half	A few students	Hardly any students
a. engaging.	41	19.5%	36.6%	26.8%	12.2%	4.9%
b. relevant to their interests.	41	14.6%	24.4%	41.5%	17.1%	2.4%
c. motivating.	41	12.2%	26.8%	39.0%	12.2%	9.8%
d. appropriate to their literacy needs.	41	24.4%	43.9%	17.1%	12.2%	2.4%
e. appropriate to their learning style.	41	19.5%	41.5%	17.1%	12.2%	9.8%

It is not clear whether parents share this impression nor whether this may be a factor in some parents' decision to opt out. Nevertheless, the question remains whether AMP is effective for those students who *do* attend, even among those for whom it may not be as engaging as it could. This question is addressed under Section V below.

[43] Includes all 31 LITs, plus 10 classroom teachers teaching AMP at grades 7 or 8.

Direct instruction in comprehension, vocabulary, and fluency in a small-group setting.

Observed AMP implementation at the case study schools was generally successful, with well-planned activities, established routines, use of grouping structures, focus on comprehension and vocabulary, and differentiation through use of concurrent instructional methods and individualized support from the instructor.

The perceived appropriateness of the AMP program as discussed above necessarily reflects the appropriateness of the program as it is being implemented, and as it is understood by responding staff, not necessarily the appropriateness of the intended model. Given that fidelity ratings, while very high in comprehension instruction, were somewhat less positive—and in a few cases, problematic—in vocabulary and fluency instruction, it is possible that this distinction is an important one.

The 10 AMP classes that were observed at the case study schools, however, provided generally positive examples of AMP implementation. Activities seemed well planned and orchestrated and students were clearly involved in and accustomed to the various instructional techniques. The framework for differentiated instruction was apparent through varied grouping structures that included whole-class, small-group, and individual activities as needed. Examples of further refinement of instruction were also observed through mid-course adjustments to activities. For example, when a group of students indicated that the vocabulary in an activity was too difficult, the LIT revised the lesson to do the activity with the whole class. At the same time, differentiation was still maintained through the instructor's individualized, targeted questioning and support for vocabulary and pronunciation. While differentiation may have been achieved even more effectively by providing different activities to groups at different levels, this example demonstrates that differentiation still can be achieved even when planning time is limited.

In other observed AMP classes, efforts to provide differentiation through varied activities were more apparent. These classes frequently involved a variety of activities happening at any given time, such as small-group instruction with teacher guidance, independent reading, partner reading, or completing AMP workbook activities. Observed classes frequently included substantial focus on comprehension strategies, particularly predicting, summarizing, questioning, and visualization, often within the context of partner or independent reading; as well as other instructional techniques, including Marzano's Vocabulary and KWL.

More generally, case study observations of AMP classes provided several examples of appropriate activities, including the following:

- Use of a variety of targeted, concurrent instructional methods, activities, and tools while the LIT circulated and provided guidance and feedback.
- Appropriate applications of technology that incorporated student-student and student-teacher interactions. Applications included using the handheld computers for KWL, to complete graphic organizers on PicoMap for vocabulary study, and to create drawings in Sketchy for visualization; conducting partner reading using materials from the Internet; and using Playaways for fluency practice.

- Lessons included a clear focus on vocabulary with embedded writing activities, using real-life analogies for scaffolding.
- Use of AMP workbooks individually and in pairs.

During these observations, most students were fully engaged, focused, and on task, while teachers worked to draw in quiet students and gently guide them to on-task activities.

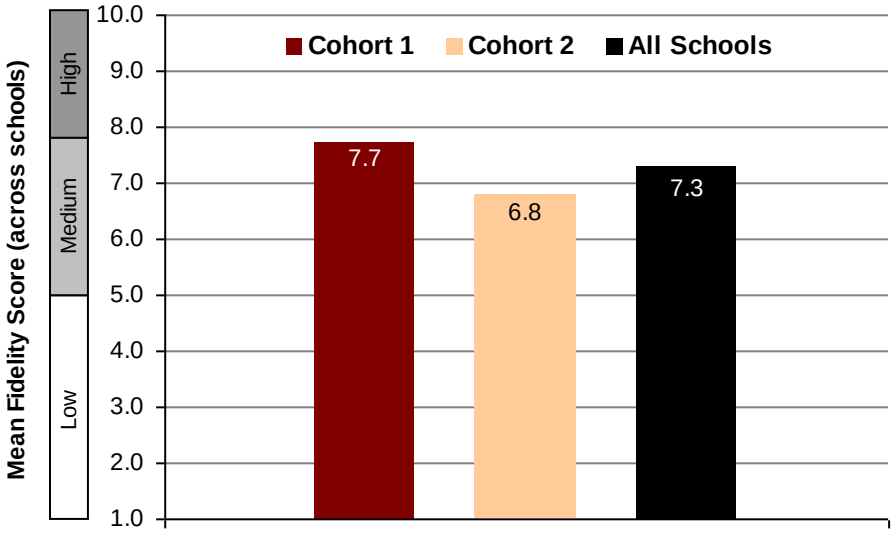
Component 4: Purposeful Assessment and Data-Driven Instruction

Fidelity scale results for purposeful assessment and data-driven instruction are presented in Table 17 and Figure 7.

Table 17
Results of Year 3 Classroom Model Implementation Fidelity Scales: Purposeful Assessment and Data-Driven Instruction

Fidelity Component	Cohort	*N*	Mean Score	Standard Deviation	Median Score	Minimum Score	Maximum Score
Component 4: Purposeful Assessment & Data-Driven Instruction	Cohort 1	16	7.7 (M)	1.1	8.1 (H)	5.3 (M)	8.9 (H)
	Cohort 2	15	6.8 (M)	1.2	6.9 (M)	4.4 (L)	8.4 (H)
	Total	**31**	**7.3** (M)	**1.2**	**7.6** (M)	**4.4** (L)	**8.9** (H)
Sub-Component 13: Whole-school (blended) intervention	Cohort 1	16	7.2 (M)	1.0	7.4 (M)	4.8 (L)	8.6 (H)
	Cohort 2	15	6.9 (M)	1.0	7.1 (M)	4.8 (L)	8.1 (H)
	Total	**31**	**7.0** (M)	**1.0**	**7.3** (M)	**4.8** (L)	**8.6** (H)
Sub-Component 14: Intensive intervention	Cohort 1	16	8.3 (H)	1.8	9.2 (H)	5.0 (L)	10.0 (H)
	Cohort 2	15	6.7 (M)	2.1	6.7 (M)	3.3 (L)	10.0 (H)
	Total	**31**	**7.5** (M)	**2.1**	**7.5** (M)	**3.3** (L)	**10.0** (H)

Figure 7
Results of Year 3 Implementation Fidelity Scales
Component 4: Purposeful Assessment and Data-Driven Instruction



Percentage of Schools at each Fidelity Scale Level	Cohort 1	Cohort 2	All Schools
High	50%	20%	35.5%
Medium	50%	73.3%	61.3%
Low	0%	6.7%	3.2%

The implementation and use of authentic assessments was rated at a medium level of fidelity overall, with mean scores of 7.7 for Cohort 1 schools and 6.8 for Cohort 2. There were indications that the use of data was beginning to become part of the culture in Striving Readers schools, including recognition that a variety of assessments were needed to provide a full picture. This culture is enabling some schools to see progress in students' literacy skills that may not be detected by the ISAT.

However, assessment data were often used more to monitor individual progress than for broader lesson planning, and its importance for differentiated instruction was not always recognized. Other challenges to using assessments included the timing of the release of the data or the time needed for teachers or LITs to administer them (especially in large classes). However, spelling inventories and fluency snapshots have been cited as useful yardsticks that are easy to implement.

The use of purposeful, authentic assessments and application of assessment results to data-driven instruction was rated at a medium level of fidelity overall, with an average score of 7.7 among Cohort 1 schools, and 6.8 among Cohort 2. At the individual school level, 8 of 16 Cohort 1 schools were rated at high implementation in this area, compared with 3 of 15 Cohort 2 schools (and one Cohort 2 school that rated at low fidelity). These scores reflect the extent and quality with which principals said that assessment data was used in their schools for purposes such as screening, diagnosing, and monitoring student progress and planning differentiation and

professional development. Scores also reflect the extent to which classroom literacy teachers reported that assessment data were used for these purposes, as well as whether teachers used various specific authentic assessments for the purposes for which the model intended them.[44]

While significant challenges remained during Year 3 in the effective use of assessment for data-driven instruction, there were also significant indications that the use of data was beginning to become part of the culture in Striving Readers schools, even before this occurred citywide with the new district administration. Case study interviews revealed that teachers were coming to understand that various types of assessment data need to be considered in order to get the "whole picture of the child." For example, these teachers pointed out to interviewers that fluency snapshots are not intended to provide a measure of comprehension, while the BRI is not intended to assess fluency, and that looking at either one in isolation would not provide as complete a picture of a student's abilities. Using a variety of assessments that focus on different skills has also enabled teachers to recognize gains that their students are making, even though they may not be detected by the ISAT. As a result, teachers began focusing more not only on performance levels, but also on "celebrating growth." These more nuanced understandings of student progress have also been used, in some cases, to foster self-reflection among students about their own progress, which has proven important to improving student motivation. In the best examples in the case study, assessment data were used, often through planning during literacy team meetings, throughout the school hierarchy—from teachers to LITs to assistant principals to principals—creating a common language so that the whole staff was on same page about student progress and areas of need.

During district-wide interviews, however, principals often indicated that they recognized that many teachers were still not that good at using "real time" assessment data to inform instruction. While principals often seemed to understand the distinction between grouping strategies and true differentiation—as evidenced by comments such as one describing a school's efforts to "determine [students'] needs in terms of reading standards, and trying to do small group intervention based on their academic deficits"—there were indications that classroom teachers were not always making this distinction. Often, data were being used more to determine individual students' progress than for broader strategizing and lesson planning around classroom-wide trends. Some case study teachers described the time spent reviewing assessment data during literacy team meetings as a trade-off with planning differentiated instruction, which would seem to indicate that these teachers—and perhaps other literacy team members as well—may have been missing a fundamental point about the role that such data play in differentiated instruction.

Time constraints and timing of assessments have also posed challenges to the optimal use of data. During the case study, both teachers and LITs expressed frustration about the time it took to receive certain assessment results. They also wished they had had access to more easily-implemented assessments that they could administer themselves as needed, so that results would be available on a timely basis to guide differentiated instruction.

[44] These scales included separate ratings that were specific to the use of assessments for planning the whole-school intervention and the intensive intervention; however, distinctions in the ratings between these two components were less reliable than the score as a whole, since the intensive intervention sub-score was based on only four items.

This concern applied to tier assignments as well, which typically are not completed until more than a month into the school year due to the timing of availability of ISAT data. During one teacher interview from the case study, frustration with this situation was palpable. As one teacher commented, "I would say that there is a huge glitch in the [tiering] system, because the kids didn't get identified until, like, mid-October. So, what happens is, I suggested certain children for after-school tutoring, assuming that some of my lowest readers would be in the LIT's after-school program, and they weren't. …[T]hey were changed. When they finally came in, remember, they were changed too. Some of the children were identified as Tier 3, and then they went to Tier 2." These comments stand in contrast, however, to project leadership's observation that, at least at the beginning of the year, it was difficult getting schools to make assessment a priority, and it took a long time for some LITs to complete the reading inventories that were critical for work with struggling readers.

The need to utilize assessments that can be administered quickly emerged as an important consideration, given that most assessments are time intensive, and their administration is often constrained by the large class sizes. (This may have been part of the problem in completing the reading inventories in the fall.) At least some of the assessments that are already used in the program, however—particularly spelling inventories and fluency snapshots—have been cited by teachers and LITs as providing useful yardsticks while still being easy to implement.

Component 5: Materials

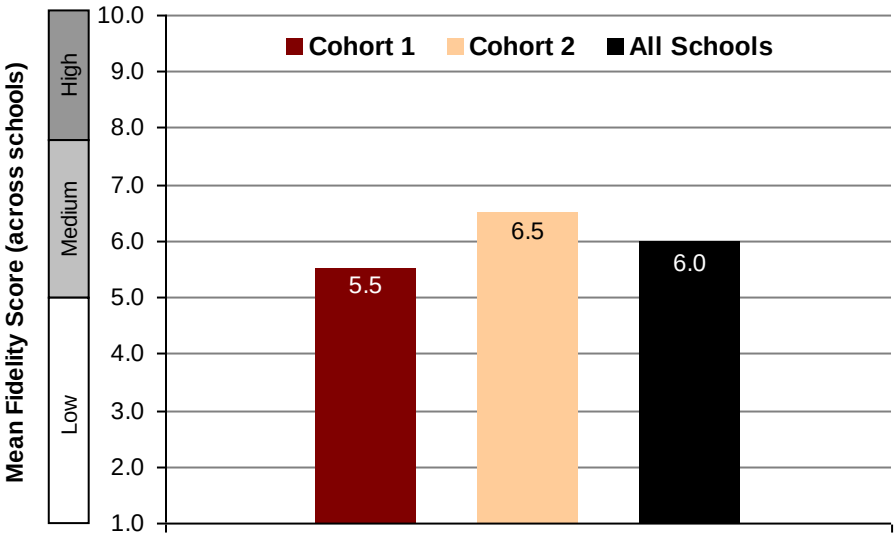
Fidelity scale results for integrating high-quality, high-interest materials are presented in Table 18 and Figure 8.

Table 18
Results of Year 3 Classroom Model Implementation Fidelity Scales: Materials

Fidelity Component	Cohort	*N*	Mean Score	Standard Deviation	Median Score	Minimum Score	Maximum Score
Component 5: Materials[b]	Cohort 1	16	5.9 (M)	.9	6.1 (M)	4.8 (L)	7.9 (M)
	Cohort 2	15	6.0 (M)	1.0	6.0 (M)	4.1 (L)	7.5 (M)
	Total	**31**	**5.9** (M)	**1.0**	**6.0** (M)	**4.1** (L)	**7.9** (M)
Sub-Component 15: Text sets[a]	Cohort 1	13	9.0 (H)	1.6	10.0 (H)	6.7 (M)	10.0 (H)
	Cohort 2	11	7.9 (M)	2.7	10.0 (H)	3.3 (L)	10.0 (H)
	Total	**24**	**8.5** (H)	**2.2**	**10.0** (H)	**3.3** (L)	**10.0** (H)
Sub-Component 16: School library	Cohort 1	16	5.9 (M)	2.3	6.2 (M)	1.4 (L)	8.7 (H)
	Cohort 2	15	5.5 (M)	2.2	6.1 (M)	1.0 (L)	8.4 (H)
	Total	**31**	**5.7** (M)	**2.2**	**6.1** (M)	**1.0** (L)	**8.7** (H)
Sub-Component 17: Classroom library	Cohort 1	16	7.8 (M)	1.0	8.1 (H)	5.5 (M)	9.1 (H)
	Cohort 2	15	7.8 (M)	.9	7.8 (M)	6.4 (M)	9.0 (H)
	Total	**31**	**7.8** (M)	**.9**	**7.9** (M)	**5.5** (M)	**9.1** (H)
Sub-Component 18: Other non-technology resources	Cohort 1	16	5.4 (M)	1.7	5.7 (M)	2.7 (L)	8.1 (H)
	Cohort 2	15	6.1 (M)	1.5	5.6 (M)	4.1 (L)	8.2 (H)
	Total	**31**	**5.7** (M)	**1.6**	**5.6** (M)	**2.7** (L)	**8.2** (H)
Sub-Component 19: Handheld computers	Cohort 1	16	3.9 (L)	3.1	5.3 (M)	.0 (L)	7.9 (M)
	Cohort 2	15	4.6 (L)	2.6	5.3 (M)	.0 (L)	7.6 (M)
	Total	**31**	**4.2 (L)**	**2.9**	**5.3** (M)	**.0** (L)	**7.9** (M)
Sub-Component 20: Other technology resources	Cohort 1	16	6.5 (M)	1.0	6.4 (M)	4.7 (L)	8.3 (H)
	Cohort 2	15	6.0 (M)	1.4	6.3 (M)	3.9 (L)	8.1 (H)
	Total	**31**	**6.3** (M)	**1.2**	**6.3** (M)	**3.9** (L)	**8.3** (H)

[a] Sub-component 15 (text sets) is not included in the calculation of Component 5 (Materials) or the overall fidelity scale due to missing data for 7 of the 31 schools.

Figure 8
Results of Year 3 Implementation Fidelity Scales
Component 5: Materials



Percentage of Schools at each Fidelity Scale Level	Cohort 1	Cohort 2	All Schools
High	0%	0%	0%
Medium	75%	100%	87.1%
Low	25%	0%	12.9%

Use of materials received the least favorable fidelity score of the five major classroom model components. Among the specific, non-technology materials, classroom libraries received higher ratings, but school libraries were rated lower. Ratings of text sets were inconclusive, both because of the low response rates from subject-area teachers, and because of the ambiguity of whether survey respondents distinguished Striving Readers text sets from traditional, school-wide text sets.

Ratings of the fidelity of the use of "high-quality, high-interest materials that are integrated with engaging technology and audio resources" reflected the schools' use of Striving Readers text sets in content area classrooms; teachers' and LITs' frequency and comfort of use of the school library to teach literacy, including extent of collaboration with the school librarian; frequency and purposes for which teachers and LITs use the classroom library to teach literacy, and the alignment of library materials with students' interests; the use of other non-technology materials such as vocabulary notebooks, reading response notebooks, and other informational texts (other than text sets); and teachers' and LITs' frequency, focus, and quality of use of technologies (other than the handheld computers), including listening centers and media centers. In addition, a full section of the materials fidelity scale was also dedicated to LITs' extent, comfort with, and focus on use of handheld computers for the targeted intervention.

Use of materials received the least favorable fidelity score of the five major classroom model components, with an overall score (5.9) at the middle level of fidelity. Among the specific types and sources of materials, the use of Striving Readers text sets received the highest rating, indicating a high level of implementation, with Cohort 1 schools (with an implementation score of 9.0 at a high level of fidelity) achieving higher fidelity than Cohort 2 (with an average implementation score of 7.9). However, these fidelity ratings reflected only one dimension of the use of the text sets (whether principals reported that they were being used in content area classrooms); items providing further nuances about how content area teachers used the text sets could not be reported on because of low response rates from content area teachers.[45] In addition, responses about text sets were missing for seven schools. As a result, these scores may be misleading at the program level, and for this reason were not included in the overall materials scores.

Classroom libraries also received high ratings, with scores overall and for both cohorts averaging 7.8 out of 10. At the building level, 8 of 16 Cohort 1 schools and 7 of 15 Cohort 2 schools received ratings at the high level of fidelity. School libraries, in contrast, received an overall score (5.7) reflecting medium fidelity level, with scores among Cohort 1 schools averaging 5.9, compared with 5.5 among Cohort 2. While the libraries at four schools (three in Cohort 1 and one in Cohort 2) functioned at a high level of fidelity in relation to the goals of Striving Readers, nine (four in Cohort 1 and five in Cohort 2) were rated at a low level of fidelity. One factor that lowered fidelity ratings in this area is that several program schools did not have a librarian. This is an important position that can support both classroom teachers and LITs by identifying and acquiring literacy materials, collaborating on lesson planning and providing resources, and providing direct instruction to students on library skills as well as literacy. Even where a librarian was available, however, it is possible that at least for some purposes, teachers and LITs felt less need to use their school libraries because their classroom libraries were so well supplied.

Handheld computers.

LITs' use of the Palm Pilots to support the targeted intervention was rated at a low level of fidelity. Among the 31 treatment schools, 8 LITs never used them for this purpose, mostly because they were used primarily for whole class instruction.

[45] This low response rate resulted in part from the fact that self-contained teachers were asked to respond to the ELA survey, but not the content area survey.

Fidelity score for use of the Palm Pilots reflected the frequency, comfort and focus with which LITs used these devices to provide instruction for the targeted intervention.[46] This sub-component received the lowest implementation rating within the materials component, with an overall score (4.2) reflecting a low level of fidelity. The majority of LITs reported using the Palm Pilots at least occasionally. However, the expectation is that they all should be using them to teach literacy to Tier 2 and 3 students during targeted intervention instruction; yet, in eight schools—five from Cohort 1 and three from Cohort 2—the LITs reported that they were not using them for this purpose at all during 2008-2009. Among those who did not, by far the most common reason cited for not using them (mentioned by 7 of the 8 LITs) was that they were being used primarily for whole class instruction. It is notable however that none of them reported not having received the units.

Among those LITs who reported using Palm Pilots for targeted instruction on the district-wide survey, the most commonly used applications were Freewrite, Sketchy, and iKWL, which were used at least occasionally by 85% or more of those using the units. All three of these applications were used by the large majority of these LITs to support reading comprehension, while iKWL and Sketchy were also used to support vocabulary development and Freewrite was used to develop writing skills.

Palm Pilots were often also used during AMP classes, and by literacy teachers during the school day. Both groups used them to support vocabulary development, knowledge of key concepts and writing skills; LITs also used them to teach comprehension strategies, while classroom teachers also used them to develop self-directed learning.

Almost three fifths (58%) of all LITs and other AMP teachers[47] responding to the survey also reported using the Palm Pilots during the AMP after-school program. Of these, almost all (92%) used them at least monthly, but only one fifth (21%) used them weekly or more. The instructional objectives that were most frequently supported with the Palm Pilots during AMP classes were development of vocabulary, comprehension strategies, knowledge of key concepts, and writing skills, each of which was supported with activities on the units by two thirds or more of the instructors who reported using them.

A very similar proportion of surveyed literacy teachers (57%) also reported using handheld computers to teach literacy during the 2008–2009 school year. Among those who were using them, the largest proportion (41%) felt moderately comfortable (rated as a 3 on a scale ranging from 1 = not at all comfortable to 5 = very comfortable) doing so, while almost one third felt comfortable using the units (31% rated their comfort as a 4 or 5). Even amongst those who were using them, however, over a quarter (27%) still felt uncomfortable with them (rated as a 1 or 2). The majority of these respondents (70%) reported that they used the Palm Pilots to support

[46] While these devices were often also used during the whole school and intensive interventions, it was the LIT's use for the targeted intervention that was incorporated into fidelity scales, reflecting the primary original purpose of the Palm Pilots.

[47] In some of the larger schools where the LIT is unable to teach all of the AMP classes, classroom literacy teachers teach the class for grades 7 and 8.

differentiated instruction, while the most commonly supported instructional objectives included vocabulary development and demonstrating knowledge of key concepts, each of which were cited by three fourths (76% and 74%, respectively) of those using the devices. In addition, three fifths of these teachers also reported using the units to support writing skills and to develop students' self-directed learning (61% and 59%, respectively). This latter objective is of particular interest given its alignment with teachers' efforts to provide differentiated instruction, and with the program's goal to promote a transfer of responsibility from the teacher to the student ("gradual release").

Many case study instructors believed that students found the Palm Pilots engaging. At least some had begun to take advantage of their added value for promoting instructional goals, but at other times they were used simply as word processors.

Within the case study schools, among teachers and LITs who were using the Palm Pilots, there was a general consensus that students find them engaging. But beyond the "wow" factor of new technology, at least some teachers have realized that using the devices can amplify the benefits of certain instructional activities. As one teacher commented during a case study focus group, for example, "I think the Palms …[have] helped us because they really narrow down, it's not pencil and paper anymore, it's them thinking and you really have to limit yourself on the Palm, so they have to get to the nitty gritty. They can't write like you would on a sheet of paper and I think that makes the difference." In another example, a teacher described using the Palms to complete graphic organizers for a KWL activity: "The students were used to doing it in the form of a written graphic organizer, but once they got their hands on the Palm Pilots, and saw that they can do it, and half of their short phrases were already programmed in for them, they really got a kick out of that. I actually see more input and more ideas from the students." In other cases, teachers have used the devices for perhaps more prosaic purposes—such as drafting and printing class papers—in which they are serving the same function as a desktop computer. Nevertheless, since part of the purpose of acquiring the Palm Pilots was to have a less expensive means of making computers accessible to more students, these kinds of applications are still appropriate.

Activities during observed lessons at the case study schools at which students used the handheld computers included a class working to make connections to a novel they were reading on iKWL; identifying character traits on PicoMap; and, following a whole-class activity where the LIT modeled the process, breaking up into small groups to use Sketchy to represent story development and practice visualization skills by drawing characters and scenes. Among numerous other observed applications of the Palms were students, working individually, learning to use Inspiration to create graphic organizers representing cause and effect; recording notes about problems and solutions; and creating Venn diagrams to compare and contrast vocabulary words.

Challenges to using the handheld computers included the same factors that hindered differentiation in general. Some teachers also struggled with ways to differentiate instruction on the devices when the whole class was working on them together.

Among the challenges that case study classes encountered in these activities were some that related to the instructors' continuing learning process on use of differentiated instruction, and others that were more specific to the devices themselves. For example, in one activity, the LIT oversaw one group as they worked on the Palms, but the LIT provided limited feedback to students. It may have been that the LIT saw that the students were comfortable with the process (including the technology), but did not focus enough on providing scaffolding around the content of the students' work. It is also possible, however, that the activity was not conceptually challenging enough for this group. In other cases, there was no apparent structure to the lesson to facilitate differentiation, for example because all groups were doing the same activity and working with the same materials.

Comments by some teachers during case study focus groups revealed that more fundamental misunderstandings about how to use the Palms existed. Because students enjoy working with them so much—and possibly, in part, because teachers' were still not fully comfortable with using them for differentiation—most classrooms have decided to involve all students when using the handheld computers, rather than providing them as instructional supports to particular students. Some teachers, however, perceived this situation as creating an obstacle to differentiation. In another observed lesson, an activity intended for small, leveled groups was restructured as a whole-class activity because students had difficulty understanding how to use the software. In this example, however, the problem was clearly circumstantial and likely to be resolved once students became more comfortable with the technology.

Although Palm Pilots were distributed to all schools, classroom teachers who were not yet using them reported that they either had not yet received them, or that they still did not feel comfortable using them. A quarter of respondents felt that they were not "worth the trouble."

Among those classroom literacy teachers responding to the district-wide survey, 30% of those who did not use the handheld computers reported that they had not yet received them. It should also be noted that many teachers were new to the program and never received the initial training. Given that the program had distributed the devices to all schools, it is possible that some of this had to do with internal distribution issues within particular schools. The most common reason for not using them, however (cited by 37% of those not using the units) was that they had "not yet received sufficient professional development to feel comfortable using them." (Although 80% of the respondents citing this reason reported that they did receive training, it is not clear how *much* of the offered training these respondents attended.) The Striving Readers technology specialists confirmed that teachers are often still uncertain about how the devices should be integrated with instruction, and adapting to this new instructional modality adds further to their time constraints. About a quarter (26%) of surveyed classroom literacy teachers felt that the units "do not offer sufficient added benefit compared to traditional media (e.g. print, paper, and pencil) to be worth the trouble." Indeed, the project director has acknowledged that the use of technology—and of the Palm Pilots in particular—to support differentiated instruction has been one of the greatest challenges facing Striving Readers staff. As exemplified above, this is true both because differentiation itself has required time to become established, and because use of the technologies presents challenges of its own. School coordinators also noted that throughout Year 3, teachers and students were still becoming acclimated to their use. As a result, according

to one coordinator, some lessons focused more on how to use the technology than on how to use it to strengthen literacy-based instructional goals.

Where Palm Pilots were being used, classes were often still focusing on learning how to use the technology itself. Because LITs were a critical link in informing technology coordinators of problems and in supporting the development of lesson plans, schools where the LIT did not advocate strongly for technology, or had more limited computer experience, had greater difficulty integrating the Palm Pilots. Some LITs, in turn, were dissatisfied with technology support services, which may have been hampered by ambiguity about delineation between district- and school-based technology coordinators' roles. Frustrations with these challenges might have reduced teachers' motivation to use the devices.

Clearly, the introduction of an unfamiliar instructional modality would be expected to require considerable training, support, and experience before optimal implementation is achieved. In recognition of this fact, the Chicago Striving Readers program has provided substantial hours of professional development in the use of handheld computers, beginning in program Year 2. However, with the exception of a few pilot schools at which they were introduced in the spring of 2008, the Palm Pilots had been introduced to most schools relatively recently at the time that the Year 3 surveys and interviews were conducted, and even at the case study schools, teachers consistently indicated that they were just learning how to use them. Many teachers reported that they were still at the stage of getting the entire class acquainted and comfortable with the Palms. Moving past this introductory stage would likely be necessary before instructors could use the devices for more complex applications that might better support differentiation.

Although it might reflect the fact that they were still relatively inexperienced with the Palm Pilots, during case study focus groups, many teachers said they felt that professional development had been insufficient, both in terms of how to operate the devices and how to use them to support literacy instruction. A number of teachers also reported that the training they received had used a different model of handheld computer than the ones that were distributed—a surprising finding, given the project director's assurance that this was not the case.

In order to ensure adequate support to teachers as they learned to use the Palm Pilots, the school coordinators and the district technology coordinator all described the LITs' role as liaisons between them and classroom teachers as being critical. In addition to making sure that the technology specialists were aware of any technical problems teachers may have encountered, the LITs also were directly responsible for supporting the development of lesson plans that used the devices. One LIT who agreed with this point put it succinctly: "If they have the support of the LIT then I think they are more apt to use the Palms."

Precisely because of the importance of the LITs' roles in this regard, the technology specialists felt that a few LITs who were not advocating for technology at their schools as much as they could, and/or who still needed basic computer instruction themselves, were the "weakest link" in adopting technology at their schools. And because time constraints prevent LITs from serving the upper grades in larger schools, some staff have noted that use of the devices occurs less frequently at grades 7 and 8.

While the technology specialists expressed concerns about the LITs' role, in the case study, several LITs expressed dissatisfaction with the adequacy of support services for resolving technological issues, while teachers reported that the Palm Pilots were frequently not working. Project leadership has continued to work to resolve such impediments, in part by strengthening and clarifying the roles of the technology specialists. (An area about which these specialists still express concern is ambiguity about the delineation of their responsibilities with those of the school-based technology coordinators—a situation that will likely become crucial when the grant expires.)

Unfortunately, the various challenges to using the handheld computers has generated considerable frustration, and may have contributed to reduced conviction about their value on the part of a number of teachers. For some teachers, the value added by the Palms above and beyond that of desktop computers—or even paper and pencil—was still unclear. The comments from classroom teachers during two of the case study focus groups state this rather pointedly:

> *I just think between a keyboard not working and the Palm not turning on, and the responsibility of keeping track of them and charging them and putting them away and how do you to put it on the computer so that they can see what you're doing, all of that takes three times as much as it does for them to actually do something on the Palm. And what I've seen so far is that they're making either some kind of a PowerPoint on ViewPoint or a KWL and I just think if there's money out there, the technology is great, but all I've really heard is, 'it's engaging.'*
>
> *[T]he Palm Pilot computing power is a lot less than the desktops that we already have. … [I]n our case, we already have ready access to computers and desktops. I could see these Palm Pilots with their keyboards being a lot more useful or appropriate in a setting that did not have access to desktop computers, Internet, or things like that. The fact is, we don't have access to the Internet on the Palm Pilots, anyway.*

Other technology resources.

In addition to the handheld computers, the Striving Readers model incorporates several other types of technology that are provided through the program. These include classroom media centers (three computers and a classroom printer); as well as classroom listening centers, where students can listen to audiobooks and models of fluency (many listening centers used Playaways for this purpose). The AMP program utilized the computer-based AMP software program, and the classes also often had access to many of the other technology resources mentioned above.

Both media and listening centers were used by most literacy teachers. However, media centers were used even more frequently and were better integrated into the curriculum, in part because of a shortage of materials for the listening centers, and in part because of greater familiarity with the more traditional technology.

Although both were used by the large majority of classroom literacy teachers, media centers, which utilize more traditional technologies with which teachers are more familiar, were used

somewhat more frequently than the listening centers. Part of this difference was apparently related to access: Among the 15% of surveyed teachers who were not using the listening centers, about half—8% of all respondents—said they did not have one. A somewhat smaller proportion of teachers (5%) said they did not have a media center, and a total of only 6% said they were not using one. In addition, the district technology coordinator attributed the less frequent use of literacy centers to a shortage of materials (such as audiobooks) with which to use them. Nevertheless, the program director has pointed out that, if teachers are resourceful, the centers can still be used productively without the need for materials provided by the program. For example, many classrooms and/or school libraries already have their own books on tape or CD, or they could borrow them from public libraries.

Program-wide, media centers were used quite regularly, with almost 4 out of 5 teachers (78%) reporting that they used them at least once a week. Among LITs, 90% reported using them for the specific purpose of targeted instruction for Tier 2 and 3 students, including 60% who did so at least weekly. In addition, more than three fifths of all Striving Readers principals (63%) believed that the media centers were "thoroughly integrated" into their school's literacy curriculum.

Despite some concerns about access, the listening centers were nevertheless generally well used: the large majority of teachers (85%) reported using them, including almost half (48%) on at least a weekly basis. (Among those LITs responding to the question, 80% were using them for targeted instruction, including one in four who were doing so at least weekly. However, the LITs who did not respond to this question may have skipped it because they were not using the centers. If so, this would imply that only 53% of LITs were using them.) Only two fifths (41%) of interviewed principals felt that the listening centers were "thoroughly integrated" into their school's literacy curriculum, but the remainder felt that they were at least "somewhat integrated."

During the case study, class observations presented numerous examples of teachers integrating technology into their literacy instruction. These included a class in which students developed their listening and comprehension skills by using their Playaways to read along with novels that were leveled to their ability but self-selected according to their interests; students then responded to discussion and reflection questions that each had chosen from the Readers' Notebook. In another literacy lesson, students worked in small groups studying grammar on the Internet. Technology use was also observed in content area lessons, including, for example, in one science class in which students worked in pairs to research cell structure on the Internet, and in a seventh-grade class in which students prepared for a debate by researching their topics on the Internet and using the computers to prepare their evidence cards.

Technology is also expected to be a significant component of the AMP program, and this too was supported by the case study observations, which often included efforts to achieve differentiation through concurrent small-group activities, many of which depended on technology. Examples included partner reading using online materials, followed by the partners asking each other questions about what they had read; students conducting Internet searches; and students conducting read-alongs while listening to their Playaways. During these observations (as with the class observations during the school day), while it was generally not apparent to the

observer whether the various activities were appropriately assigned according to each group's strengths, needs, and interests, differentiation through technology use appeared to be further supported by virtue of the LIT's individualized involvement and interaction with the students.

Classroom libraries.

Classroom libraries were used regularly and almost universally to support literacy instruction, and instructional staff were enthusiastic about their value for supporting all aspects of the program. Many teachers commented that they helped to foster a love for reading.

According to the spring surveys, virtually all teachers (98%) and almost all LITs (93%) had used the classroom libraries to support their literacy instruction. Among LITs, over one third (37%) had done so on a daily basis, and the large majority (80%) at least weekly. Classroom literacy teachers used them even more regularly: over half (56%) had used their classroom library on a daily basis, and an even larger majority than among LITs (86%) did so at least weekly. (It is notable that both teachers and LITs used the school library considerably less frequently than this, which may be related to the previously stated speculation that the quality of classroom libraries may have reduced the perceived need to use school libraries. Specifically, among literacy teachers and LITs, respectively, only 51% and 31% used their school libraries at least weekly.)

During case study interviews and focus groups, teachers and LITs commented on the rich quantity and variety of books available through the libraries—a perception that was strongly confirmed by district-wide surveys: 80 percent of teachers felt that it was "very true" that their libraries included a variety of materials appropriate for different reading abilities, and 77 percent said it was "very true" that the materials appealed to a range of student interests. Indeed, the classroom libraries made possible through the Striving Readers program were extolled by teachers and LITs alike for their value in supporting multiple aspects of the program model. The variety of subjects, genres, and levels of materials supported small-group and whole-class leveled reading activities. Case study teachers also noted the benefit of being given funds instead of particular books, as it allowed them to select according to their classroom needs and the interests of their students; indeed, 80% of surveyed literacy teachers reported that they used interest inventories to guide their purchases for their libraries. This attention to high-interest materials helped build student excitement and motivation to read and encouraged independent reading.

Teachers' enthusiasm for the value of the classroom libraries was captured by one teacher's comments during a case study interview: "Having been here for three years, I've seen change over the years, considering the first class I had and their interest in independent reading. … It was better last year, and the kids I have this year are even more into it; so I can kind of see them going through Striving Readers and having access to all of those books and they want to read more, and they do. Last year, that wouldn't have happened."

Some teachers found it difficult to identify materials for classroom libraries that adequately challenged their higher-achieving students, and delays at the school level in filling book orders also made it more difficult to use them to support student assessment. Despite the variety of these reading

materials and their appeal to most students, efforts to foster a love of reading were sometimes hindered by families and cultures that do not encourage it.

Even with this level of enthusiasm, the classroom libraries were not without their challenges. One problem, which in one sense may be the kind of problem that most teachers would like to have, was that a number of case study teachers indicated that they did not have enough shelf space for all the materials. More significantly, at least one case study teacher described having some difficulty providing appropriate reading materials for the higher achieving students—a concern that paralleled those voiced by quite a few case study respondents who felt that Striving Readers does not adequately challenge their high-achieving students. Given that Striving Readers teachers are responsible for acquiring their own classroom library materials (with support from program funds), and project leadership's contention that the difficulty using standardized program materials for more advanced students reflect a limited repertoire in how to use them rather than a limitation of the materials themselves, these concerns seem to indicate a need for further training.

Another difficulty that case study teachers said they encountered was the time it took to order books through the program. This situation exacerbated the problem (discussed above) with being able to implement student assessments in a timely fashion so that they could be used to inform instruction. Delays in book orders (which are the responsibility of each school) made it more difficult to tailor library purchases to such assessments. Some teachers noted that they had had to purchase books prior to the start of the year so that they would arrive early enough during the academic year.

Content area teachers also received funds from Striving Readers to support acquisition of reading materials. Apparently misinformed, some of the content teachers in the case study indicated that they believed that the program requires them to use a portion of their funds to purchase materials that are more literacy specific than content specific, such as fiction books, graphic organizers and books on tape (for the listening centers), as well as genres like fantasy and science fiction that appeal to students' interests but do not support the content as well. In fact, the leadership team reports that it encourages content area teachers to purchase non-fiction materials primarily. Encountering challenges that would be more generally applicable to both content area and ELA teachers, at a focus group at one case study school, self-contained teachers noted that they had had difficulty finding materials for their higher level readers. They also encountered trouble with long delays between ordering and receiving the texts. [48]

Finally, the use of classroom library materials to motivate students and foster a love for reading was hampered by a problem that was more broadly related to the larger goals of the Striving Readers program. The senior literacy advisor observed that some cultures and families do not encourage reading, and that there was a lack of initiative among teachers and LITs to explore

[48] The latter comments were made in reference to acquiring text sets. However, this term is commonly used to refer to sets of materials developed by teachers, that are not the same as the sets that were specifically developed and distributed by the Chicago Striving Readers program. While interview and survey questions related to the Striving Readers text sets provided clarifying definitions, it is apparent that some respondents nevertheless remained confused about this distinction, as was the case with these comments..

strategies to overcome this orientation. For a program designed to develop literacy skills, these are clearly issues of real concern.

Text sets.

Text sets were used to support content area instruction in almost all schools, and were also used in almost all literacy classrooms, although in many cases they were not used on a regular basis. Some teachers praised the quality of the materials but felt there was not enough, while others did not feel that they adequately supported the content areas.

In addition to the use of the text sets in content area classrooms, as reported by principals, these materials were used quite regularly in literacy instruction. (This aspect of their use was not included in the fidelity scales because program leadership indicated that it was not an explicit expectation of the model.) Almost all LITs (93%) responding to the survey reported using text sets to teach literacy. While the large majority (80%) reported doing so at least monthly, only about a quarter (27%) did so at least weekly. A similar proportion of classroom literacy teachers (90%) reported using text sets to teach literacy, with over half (54%) doing so at least weekly. In self-contained classrooms, integration between literacy and content area instruction often occurred fairly seamlessly, as the teacher (and LIT) were more prepared to use informational texts as the basis of literacy activities, such as read alouds and independent reading. In content area lessons, principals pointed out, text sets are often used to support project-based learning. Some teachers would divide the text set materials for a particular topic among small groups for a jigsaw activity. Presumably this distribution would be based on reading level, although this was not explicitly stated, and may have been more difficult for content area teachers (who may have less access to reading assessments or to the LIT) than for self-contained teachers to do.

Challenges hindering use of the text sets included those that were specific to content area teachers and classes, and others that were more generally relevant. In some case study interviews, content area teachers indicated that the text set materials were high quality but that there were not enough of them, or that that they were distributed at their school in only one subject, or that they did not receive the text sets at all. Some content area teachers felt that the text sets touch on content only superficially and focus more on literacy, while others felt that the materials in the sets do not align well with the curriculum in their subject.

Even the project director conceded that, as of the third program year, the text sets had not proven as useful as they could have, largely because they were not as far along in implementation as they should have been due to delays in distribution during Years 1 and 2. Professional development was provided around the use of text sets and classrooms began using them for PRC2. Further development of additional sets that took place during summer 2009, and additional training and support during the current school year, were expected to improve implementation of this component.

Content Area Instruction

Striving Readers schools seemed generally very supportive of integrating literacy into the content areas. There was recognition that the disciplines are mutually supportive, although this may be less true in content area lessons based on inquiry-driven, experiential learning. Differentiated instruction also appeared to present an even greater challenge in content area classes. School coordinators felt that content teachers who are more open to less traditional techniques tended to be more successful at integrating literacy.

On principle at least, there appeared to be fairly broad support for the concept of integrating literacy into content area instruction. During program-wide interviews, principals explicitly expressed support for the program's interdisciplinary approach and practices that make it possible for content area teachers to support literacy. One case study principal was gratified that "all teachers know that no matter what subject they teach or department they belong to, literacy instruction is everybody's job." Content area teachers at the case study schools also seemed broadly accepting of the goal of integrating literacy. More important, many of their comments demonstrated that they were specifically aware of the value of such efforts. While staff often alluded to the value of integration to support literacy, some teachers also talked explicitly about the corollary that developing good reading skills is necessary to acquire content. During a case study focus group, one content teacher described some specific examples of this benefit: "[As a result of the program,] I think that my kids are better at picking out the main idea and summarizing—especially in science and social studies … just from focusing on looking at the text structure, the headings, and that kind of thing." Case study teachers pointed out that because the reading students do for Striving Readers includes a lot of informational text, and because of the focus on vocabulary through Marzano's vocabulary and *Words Their Way* word study processes, they are developing their grasp of content area vocabulary and acquiring more content knowledge.

Some of the strongest examples of support for integrated instruction were seen at two K–8 case study schools, where principals described having expanded the Striving Readers program school-wide, across all subjects and grades, creating a high level of coherence in their curriculum. In at least one of these schools, the school-wide motivation to enlist in this initiative was reinforced by improving test scores. This motivation was likely a significant factor in its success.

The recognition of the value of integrating literacy and content, however, was not necessarily a predictor of success in its execution. In case study interviews, some content area teachers found it difficult to incorporate literacy into content lessons when these lessons utilize inquiry-driven, experiential learning—which is also often included as an instructional goal. One teacher summarized the situation by stating that "by design, both math and science are exploratory works—which leads less to a literacy approach than to a hands-on physical approach."

During case study observations of subject area lessons, some content area teachers seemed to struggle—even more so than ELA and self-contained teachers—with techniques for differentiating instruction. After providing instructions for a particular activity, although

students often seemed familiar with the tasks, the teachers' instructions in several instances were not followed through to make certain that students understood the assignment. And in some observed content area lessons, the entire period seemed devoted to whole-class instruction. While other groupings may have been used in those classes on other days, it would seem unusual for an appropriately designed Striving Readers lesson to include a whole period with no small-group activities. In some whole-class activities observed during subject area lessons, all students were seen to be working individually on the same task with the same instructional materials. Activities with similar, class-wide consistency were also observed during language arts lessons (and other content area lessons) when they were structured in small groups, but in these cases the small group structure afforded a better opportunity for instructors to provide intervention and guided instruction to specific students.

During fall 2009 interviews, the school coordinators acknowledged that Striving Readers had been expanded to the content areas only to a limited extent during the 2008–2009 school year. In contrast to expansion of the program to the upper grades, where success depended strongly on the availability of the LIT to those grades and, therefore, on school size, coordinators suggested that the success of integration into the content areas depends more on the individual teacher. They felt that teachers who are more comfortable with new techniques and less committed to traditional instructional strategies tended to be more successful at integrating literacy in the content areas. While it is yet to be seen, it is also possible that, with the district's shift to a departmentalized structure as of the current (2009-2010) school year, teachers with prior experience in self-contained classrooms who are now teaching content area subjects may be well positioned to provide instruction that integrates literacy.

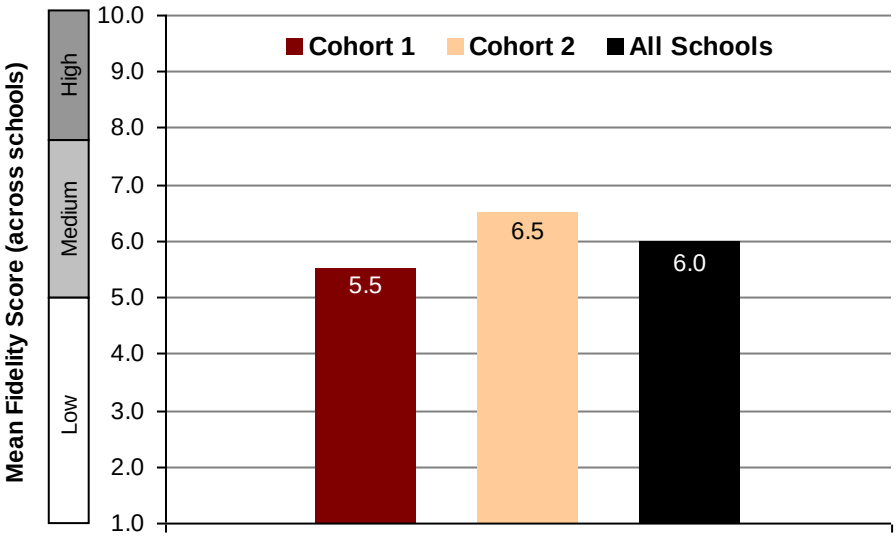
Component 6: Professional Development

Fidelity scale results for professional development are presented in Table 19 and Figure 9.

Table 19
Results of Year 3 Professional Development Model Implementation Fidelity Scales

Fidelity Component	Cohort	*N*	Mean Score	Standard Deviation	Median Score	Minimum Score	Maximum Score
Component 6: Professional Development	Cohort 1	16	5.5 (M)	.8	5.6 (M)	4.1 (L)	6.8 (M)
	Cohort 2	15	6.5 (M)	.9	6.7 (M)	5.1 (M)	7.8 (M)
	Total	**31**	**6.0** (M)	**1.0**	**5.8** (M)	**4.1** (L)	**7.8** (M)
Sub-Component 21: Whole-school PD	Cohort 1	16	4.8 (L)	.7	4.9 (L)	3.0 (L)	5.8 (M)
	Cohort 2	15	4.9 (L)	.6	5.0 (L)	3.7 (L)	5.7 (M)
	Total	**31**	**4.9** (L)	**.7**	**4.9** (L)	**3.0** (L)	**5.8** (M)
Sub-Component 22: PD for targeted and intensive intervention	Cohort 1	16	6.3 (M)	1.3	6.3 (M)	3.3 (L)	8.8 (H)
	Cohort 2	15	8.1 (H)	1.7	8.4 (H)	5.0 (M)	10.0 (H)
	Total	**31**	**7.2** (M)	**1.8**	**7.5** (M)	**3.3** (L)	**10.0** (H)

Figure 9
Results of Year 3 Implementation Fidelity Scales
Component 6: Professional Development



Percentage of Schools at each Fidelity Scale Level	Cohort 1	Cohort 2	All Schools
High	0%	0%	0%
Medium	75%	100%	87.1%
Low	25%	0%	12.9%

Program implementation for the professional development model was based on two fidelity scales: one reflecting training activities in support of the whole-school (blended) model, and one reflecting activities that were specific to the targeted and/or intensive interventions. It should be noted, however, that in the Chicago Striving Readers program the large majority of professional development that is designed to develop the targeted and intensive interventions is built into the training activities that support the blended model more broadly. For this reason, fidelity scores from activities specific to these interventions should not be considered in isolation; rather, fidelity ratings for all activities combined (including those *specific* to the targeted and intensive interventions) should be interpreted as representing fidelity for the targeted and intensive intervention training.

For these scales, scores reflected the average attendance rates across all of the primary-targeted staff for a particular category of sessions, across all staff who were expected to attend. While many of these sessions could be attended by other staff as well (for example, principals could attend trainings targeted primarily for teachers), this additional attendance was not incorporated into the fidelity ratings. In addition, there were several types of professional development that were not incorporated into the fidelity scales because they were not considered as core training by program leadership. Categories of professional development that were reflected in the scales included:

- Monthly professional development (principals)
- Weekly meetings with coordinators (LITs)

- Annual summer institute (teachers)
- Monthly Saturday seminars (teachers)
- Quarterly follow-up institutes (teachers)

Professional development fidelity scales also reflected the extent to which the primary participants considered each session useful, the amount of impact they felt it had on their comfort with each teaching practice, or both. Detailed definitions of the professional development fidelity scales are provided in Appendix E; while the complete professional development schedule for the 2008–2009 school year is shown in Appendix G.

Teachers and school administrators expressed appreciation for the inclusiveness and timing of the Striving Readers professional development program. Principals were a great help in bringing LITs on board with program philosophies, and as a result of LITs' role to provide feedback about teachers' needs, many teachers have also found the training to be highly responsive.

Fidelity of the training was limited by two primary factors. Although most LITs were highly involved in weekly meetings with coordinators, attendance by teachers has been problematic, and often not sufficient to prepare them to fully implement the model. At the same time, some staff feel that certain sessions have been repetitive. Leadership is still exploring ways to further strengthen its efforts to provide differentiated training.

Results of these scales show that implementation of the professional development for the whole-school intervention—including attendance and perceived impact—occurred at a low fidelity level, overall and for both cohorts. At the building level, there were fewer schools at low fidelity among Cohort 2 than Cohort 1 (9 out of 15 compared with 12 out of 16). Training for the targeted and intensive intervention models was rated at a medium level of fidelity overall and for all schools except four Cohort 1 schools, which were rated a low fidelity. However, these higher ratings for targeted and intensive intervention training (in which the whole-school ratings are embedded) primarily reflect stronger attendance by LITs at their weekly meetings with coordinators. Even in the latter area, however, while Cohort 2 schools received ratings at a high level of fidelity (overall and for 9 out of 15 schools), only one Cohort 1 school was rated at high fidelity, and three were rated at low fidelity.

Principals, most of whom have had extensive professional development from other sources, have been generally positive about the training offered through Striving Readers, and have expressed appreciation for being included in these sessions. During case study interviews, teachers also expressed appreciation for the program's responsiveness to specific requests for learning opportunities. Teachers commented that the summer sessions were helpful because they helped prepare them before the school year started. Case study teachers also said that they appreciated the summer sessions, because they enabled them to determine what kind of training they needed and choose which sessions to attend. These comments seem to indicate a misunderstanding about attendance requirements, however, as the project director had stated that all participants were expected and strongly encouraged to attend all sessions. This misunderstanding may have

been one reason for low attendance rates, at least during the summer session. In addition, the Summer Institute convened shortly after major changes in program leadership occurred, including appointment of a new project director and school coordinators, and the new director felt that this situation generated some initial skepticism among school staff until the new leadership was able to re-establish trust. Project leadership believe that attendance rates at Saturday seminars had also been adversely affected by teachers' personal obligations and need for free time. (During Year 4, the program has moved these sessions to coincide with district staff development days in an effort to improve attendance.)

As liaisons between teachers and the district team, LITs served an important role in the professional development program by providing feedback to inform the types of training that were needed, as well as identifying which teachers needed particular assistance. Many LITs, who often entered this position directly from the classroom, had had extensive experience as classroom teachers. While this experience ensured strong qualifications for the role, it often had the additional effect, according to the senior literacy advisor, of crystallizing their approach to instruction. As a result, program leadership indicated that many LITs initially were not eager to adopt the methods and philosophies of the Striving Readers program; however, the principals have been a major support in helping bring the LITs on board. One of the primary foci of the professional development program during the third program year was to set expectations and create a shared vision. These efforts helped to facilitate communications among teachers, LITs, and the project team, thereby strengthening the structured training that district coordinators provided to the schools.

In addition, the project team also made efforts to differentiate the professional development opportunities according to the needs of different staff members. Consistent with the program philosophy of data-driven instruction, project leadership uses its own implementation rubrics to monitor program implementation at the schools. These rubrics are used primarily to enable the district team to provide better targeted support and professional development. Differentiation of training included providing sessions designed specifically for new teachers—a critical consideration given high turnover rates in the district—as well as specific sessions addressing content area instruction. Because their numbers are smaller, training for LITs was easier to differentiate, and these sessions were conducted to address LITs' individual needs and comfort levels. In addition, during the third program year, the senior literacy advisor met individually with principals from approximately 8 to 10 of the Striving Readers schools in an effort to help link the program to other aspects of their curricula. These meetings originated by principal invitation, or as a result of conversations with the principals during project meetings.

In order to further individualize the training, LITs and classroom literacy teachers collaborated on conducting action study groups during the third program year. Each group would focus on one of the key program components, selected according to the needs of students and teachers. The group would fully implement the selected component in their classrooms, and follow up by examining the successes and challenges encountered and exploring its impacts on students. Findings from each study group were then presented during training sessions.

Unfortunately, however, most of the project team's focus on providing differentiated professional development, according to the project director, did not start in earnest until late in the third project year (and she acknowledges that the program still needs to better differentiate the principal trainings). Indeed, at the case study schools, both principals and teachers have commented frequently that they thought that certain professional development activities were repetitive of past sessions. One principal even went so far as to say that the teachers felt "insulted" as a result. It seems likely that this impression might be a significant factor in the low fidelity ratings for professional development, both in terms of attendance and of participants' impact ratings. The perception of redundancy in the training program might also explain why fidelity scores were lower among Cohort 1 schools, where staff have been attending trainings for an additional year. It should also be noted that several Cohort 1 schools are high performing Autonomously Managed Performance schools. Because of their students' high performance, teachers in these schools sometimes feel less compelled to attend additional training. In addition, attendance from some Cohort 1 schools is further impacted by practical considerations: since these schools are larger, on average, they often send only one teacher per grade level to professional development, and this teacher would then turnkey the training to her colleagues. While this model has helped to further disseminate program training, it results in lower official attendance rates.

One final consideration that appears to have been a source of frustration for at least some participants—although it is not clear whether it is a problem generally—has to do with the extent to which staff are coming away from the extensive program of professional development with the "big picture." The teachers from at least one case study school expressed frustration that they never received a summary of what the Striving Readers model is and what is expected of them. These teachers characterized their training as providing them with "all little bits and pieces that we put together," and they still do not feel sure they are meeting expectations. Even veteran teachers feel that the sheer number of techniques and the recency with which they were introduced has made it challenging, not only to implement them correctly but to feel confident in knowing when and if they should be incorporated at all. As one principal explained, "Often times teachers might feel a little overwhelmed knowing *when* to use the different strategies, or often feel trapped that they have to cover all of those different techniques." Instead, they may opt to stick with those techniques with which they feel most comfortable.

Broader Considerations of Program Implementation and Management

Maintaining the motivation and ownership of all stakeholders has been an ongoing challenge. Motivation is increased when test scores improve, but the ISAT may be less sensitive than some of the program-based assessments. The time it takes for change to become established, combined with difficulty detecting impacts, can reduce ownership at all levels.

During Year 3, the project director worked to strengthen collaboration within the project team by building trust and establishing clearer roles and responsibilities, while school coordinators' involvement in dissemination efforts helped them to find a voice. These efforts helped to make the district team more professional and focused.

While there are myriad practical challenges to implementing a program as broad in scope as Chicago's Striving Readers, a theme underlying all of these challenges, that has been cited consistently by all members of the program leadership team, has been the challenge of maintaining the motivation and ownership of all stakeholders. In some cases, this effort has been greatly facilitated by the encouragement that staff received from improving test scores. On the other hand, in cases where staff have not yet seen enough evidence of improving scores, they may be easily discouraged. No teacher is willing to think of the students in her current class as test cases to be used to improve instruction for future cohorts. There is an inherent dilemma in this, however: an educator's personal concern for each individual student would never be questioned, but the focus on the personal may be difficult to reconcile with a focus on the big picture. Some teachers have been encouraged by evidence of progress from more finely-grained assessment instruments even when it has not been evident in standardized test scores. Even where other assessments may show evidence of impact, however, the reliance on the ISAT for the evaluation—the only available outcome measure that is universally implemented in Chicago at these grades—may discourage staff at all levels from putting as much stock in other assessments.

The time it takes for systemic change to become established, combined with difficulty in detecting impacts, have likely contributed substantially to frustrations and resulting interpersonal tensions. These tensions have been manifest not only as skepticism or impatience among teachers, but also with some school administrations that were reluctant to take ownership of the program. In addition, major changes in program management during Year 3—including appointment of a new program director in April 2008 and turnover among school coordinators—have further challenged the cohesiveness of the project team. In response, the new program director has worked closely with the all members of the team to agree on a clearer set of roles and responsibilities in an effort to strengthen collaboration. In addition, school coordinators' involvement in recent program dissemination efforts through presentations at conferences of the International Reading Association has helped them to "find a voice," while a well-established relationship between the program director and senior literacy advisor has supported a strongly trustful collaboration. As a result of these developments, according to the literacy advisor, the district team became more professional and focused during the third program year.

Implications for Impact Analyses

As previously discussed, assuming that a program model is in fact effective (and that its essential components are accurately identified)—it would be expected that program impact should vary with the fidelity of implementation. Implementation of several program components was rated at high fidelity, but it was significantly limited for many other components. Obstacles to implementation included lack of ownership from key stakeholders, low attendance at training sessions, and high staff turnover rates at many schools.

Even for components with high fidelity, ratings may be inflated due to respondents' imperfect understanding of the model, and variations in implementation among schools and sub-components would still attenuate the strength of program impacts. Variability in program components that

are part of the blended model would tend to reduce impact for all participants, while low participation and attendance in the AMP program would tend to reduce impact specifically for Tier 3 students.

As has been discussed in relation to previous program years, assuming an effective program model, program impact would be expected to vary with the intensity and fidelity with which the model was implemented. Several aspects of Chicago's Striving Readers program were rated, according to teacher, LIT and principal reports, as having been implemented with high fidelity during the third program year. Notable among these were the overall targeted and intensive intervention models. However, even among the highest-rated program components, there was substantial variation among schools and among sub-components in many areas, and such variations would continue to attenuate the strength of any impacts that could be detected for the program overall. In addition, to the extent that the fidelity measures rely on participants' understanding of the model to be able to provide accurate self-assessments, they may be imprecise and, perhaps, over-stated in some cases, as previously discussed. For example, program staff consistently reported substantial effort towards collaboration between teachers and LITs, and frequent use of small group instructional settings. However, deeper understanding of the implementation of the targeted intervention, as obtained through interviews with district and school leaders and through the case study, reveal that there remained important aspects of the model—most notably, the authentic use of differentiated instruction—that were implemented inconsistently. Similarly, even though the intensive intervention model received generally high fidelity ratings in most sub-components, there were indications that the model may be more effective for some students than others; but more importantly, low overall enrollment rates (42% of eligible Tier 3 students did not even sign up for AMP) and frequently low attendance rates severely limited the amount of exposure that Tier 3 students received.

A major factor that is directly relevant to variations in fidelity of program implementation is staff turnover. It was noted above (Banilower *et al., op. cit.*; Sarason, *op. cit.*) that full institutionalization of systemic change can take several years. However, this process is set back even further every time a trained teacher is replaced by a new one, and teacher turnover is a significant problem in Chicago. Although CPS does not maintain regular data on turnover rates, a study conducted by the Consortium on Chicago School Research (Allensworth *et al.*, 2009) underscored the severity of the problem. According to the study, 100 Chicago schools suffered at that time from chronically high turnover rates, losing a quarter or more of their teaching staff every year. In the last year of the study (school year 2006-2007), 12 of the 31 Striving Readers schools had lost at least 24% of their teachers since the previous year, including eight that lost at least a third of their teachers in just one year. If similar turnover rates were to continue throughout the duration of the Striving Readers program, these 12 schools could see virtually complete turnover of their teaching staff with a year of the program still to go. Even the schools with the three highest stability rates that year—holding onto between 91% and 93% of their teachers—would have seen a turnover of more than a third of their teaching staff during the course of the five-year program. This turnover occurs not only among classroom teachers; there has also been a significant amount of turnover among LITs, and to a lesser extent, principals. Such lack of stability hinders the establishment of the Striving Readers program not only at the classroom level, but at the administrative, management and interpersonal levels as well.

While limited implementation fidelity can reduce actual program impacts, initiatives at control schools designed to improve performance can narrow the gap and make real impacts for treatment students harder to detect. Although Striving Readers principals did perceive their schools more positively than control school principals in a number of important respects, principals' perceptions of the success of their schools' literacy efforts were indistinguishable between Striving Readers and control schools in a number of key areas. These included purposeful assessment and data-driven instruction, integration of literacy into the content areas, and integration of technology into literacy instruction.

In addition to factors affecting the quality of program implementation, instructional efforts at the control schools can also make treatment effects difficult to detect. As pointed out during a presentation at the 2009 Research Conference of the U.S. Education Department's Institute of Education Sciences (Buckley *et al.*, 2009), detectable treatment effects may be reduced not only when imperfect program implementation results in a reduction in actual impact, but also because of conditions that result in greater than expected impacts at control schools.

Because of the low survey response rates from control schools, it was not possible to make explicit adjustments to the impact estimate to account for this phenomenon. However, there was a considerable amount of evidence that the phenomenon exists and would be expected to further reduce the impact estimates. As discussed in the Year 2 report, control schools have been (not unexpectedly) undertaking their own initiatives to improve literacy instruction, including some that may have been inspired by the Striving Readers program. Additional evidence from principal interviews, which *were* completed for a representative majority of both treatment and control schools, indicates that principals from the two groups of schools often do not perceive conditions differently, on average. (Detailed comparisons of selected principal interview results are presented in Appendix H.)

The perceptions of treatment and control school principals about their schools were indistinguishable in many respects. These included their perceptions of the success of their literacy teams with efforts such as addressing the needs of struggling readers, using student assessments to drive instruction, and supporting vertical and horizontal teacher collaboration; and their schools' overall success in using assessment data to screen students for intervention programs, assess the success of instructional programs, and support differentiated instruction. In addition, there were no detectable differences between groups of principals in their perceptions of the extent to which literacy instruction was integrated into the content areas, nor in the overall integration of technology into their literacy programs.

Nevertheless, there were a number of important areas in which Striving Readers and control school principals *did* perceive their schools differently, and that would be expected to contribute to measurable differences in impact. Among these were the success of their literacy teams at improving their school's literacy instruction, which Striving Readers principals rated higher than control school principals. In addition, Striving Readers principals rated their schools more positively in several aspects of implementing technology, including the proportion who said they

had handheld computers or laptops[49] available to support literacy instruction (100% of Striving Readers principals vs. 52% of control school principals); the extent to which handheld computers or laptops were integrated into the literacy curriculum (among those schools that had them, 37% vs. 9% of principals, respectively, felt they were very well integrated); and the extent to which media centers were well integrated (63% vs. 27% of principals, respectively, felt they were very well integrated).

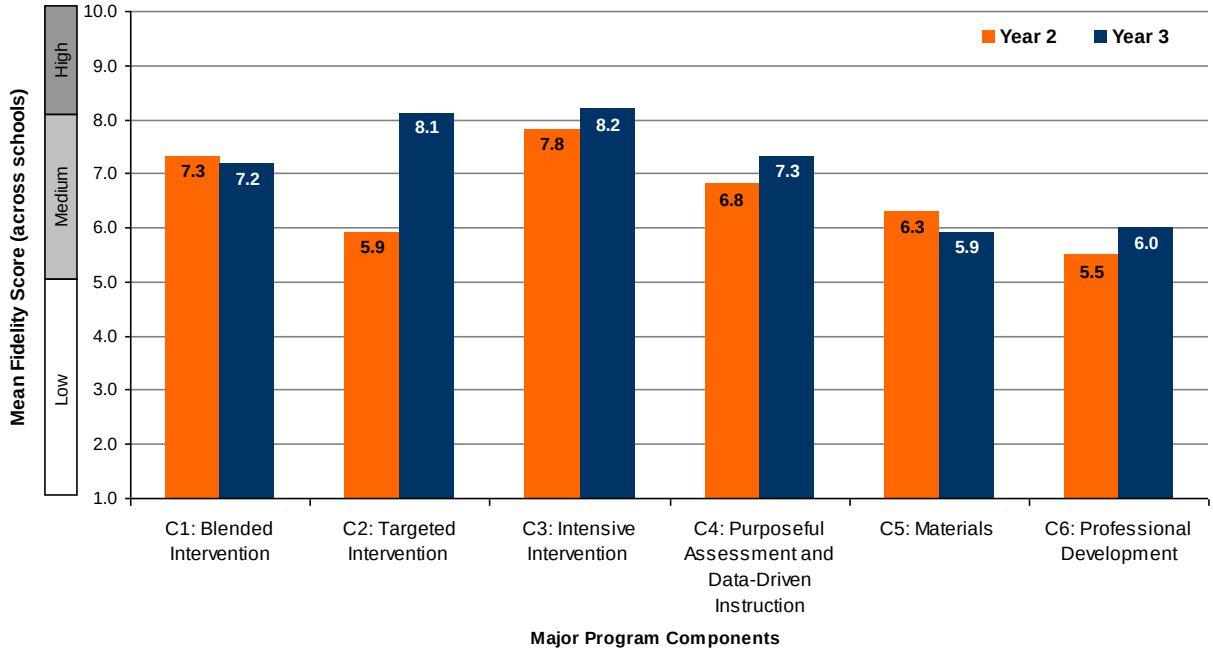
It is also important to note that evidence that focuses on the availability of resources, and the frequency of use of resources or instructional methods, does not necessarily reflect additional differences between Striving Readers and control schools resulting from differences in the specific content, nature and quality of these resources and methods. Thus, even to the extent that many of the control schools report using technology to support literacy instruction or using text sets to support the integration of literacy into the content areas, it is still expected that the quality and alignment of the training and specific resources provided through Striving Readers would result in greater impact. Nevertheless, while more objective implementation measures might reveal greater distinctions between Striving Readers and control schools, the similarities in principals' perceptions imply that the control schools may be making considerable progress in independently improving their own literacy programs.

[49] Since Palm Pilots serve a purpose very similar to what a laptop might, but are seen very infrequently at most schools, control school principals were asked on these questions about their use of laptops instead of handheld computers.

Comparison of Implementation in Years 1 to 3

Results of fidelity scales for Years 2 and 3 are presented in Figure 10 below. Since the Year 2 overall fidelity score included the professional development scores, while in Year 3 the professional development and classroom model scores were separated, these overall scores should not be compared from year to year and are therefore not included in the figure.

Figure 10
Comparison of Year 2 & Year 3 Overall Fidelity Scores [a]



[a] The comparison of the overall fidelity score between Year 2 and Year 3 is not shown because the scale is not comparable due to changes in its definition in Year 3. Comparisons of all other components across years should also be made with caution due to changes in definitions.

The Chicago Striving Readers program has continued to make substantive progress in each program year. For example, among components that had gotten off to a slow start in Year 1, the use of PRC2 showed the most dramatic improvement in Year 2, and continued to be used by the vast majority of teachers in Year 3. Small group instruction occurred with increasing frequency each year, and by Year 3 was used very regularly in literacy classes, although less so in content area classes. Instruction in comprehension strategies occurred consistently as part of each of the three components of the classroom model during Year 3, although there was still room for improvement in specific aspects of instruction.

Implementation has continued to progress despite significant external obstacles encountered in each of the first three years. These have included delays in hiring LITs and in acquiring some materials in Year 1, and major

changes in program leadership towards the end of Year 2. Even larger changes in district leadership that occurred in Year 3 were also accompanied by district-wide performance assessment policies that, because of its difficulties demonstrating impact, sent a counter-productive message about district support for the program. High turnover of school-based staff and low attendance at professional development have also challenged the program in every year.

In part as a result of these challenges, implementation fidelity of other program components remained at a modest level during Year 3. Among these, one of the most significant was providing increased instructional time for Tier 3 students, which remained a major obstacle in all three program years. Use of handheld computers to support the targeted intervention, which was piloted in Year 2 and implemented program-wide until Year 3, was still in its beginning stages. Some teachers were enthusiastic about, and growing more comfortable with using the devices, but others remained skeptical and resistant.

Because (as discussed in the Year 2 report) fidelity scales could not be generated for Year 1 data, and because of substantial modifications of the scales from Year 2 to Year 3 that were designed to improve their accuracy, direct comparisons of implementation across years were not possible. Nevertheless, certain generalizations could be inferred by comparing implementation summaries from the Year 1 report (summarized in Tables 6 through 8 above) to results of the Year 2 and Year 3 fidelity scales (summarized in Figure 10). Among program components that were reported to have gotten off to a slow start in Year 1, the use of PRC2 showed the most dramatic improvement in Year 2, and continued to be used by the vast majority of teachers in Year 3 (although not as regularly as expected). Although teachers reported feeling adequately prepared to implement this technique, the necessary materials had not been acquired and this component was not implemented in Year 1. By Year 2, however, materials had been distributed and this program component received one of the highest overall fidelity ratings. During Year 3, both staff self-reports and case study observations seemed to underscore the general success with which this component was being implemented.

The whole-part-whole instructional model was reported to have occurred in about half of observed sixth grade language arts classes during Year 1. By Year 2, whole-part-whole instruction was rated the highest among all program sub-components. However, it was recognized at that time that these ratings might have been more representative of the use of small group structures, but not necessarily of whole-part-whole per se. Small group instruction continued to be used quite regularly during the third program year, and at least during case study observations, this was often observed within the context of a whole-part-whole framework.

In the first program year, teachers' responses to the SEC revealed some limitations in the extent of use of at least some of the core comprehension strategies. Although low SEC response rates in Year 2 prevented direct comparisons, it is notable that self-reports (from the LIST survey) about the extent to which instructional methods designed to help struggling readers develop comprehension resulted in fidelity ratings toward the low end of "medium implementation." However, because these scales reflect instructional methods promoted by Striving Readers that

are designed to improve comprehension[50] as well as specific comprehension strategies,[51] it is not clear whether the lower ratings reflected a lack of a strong focus on comprehension or just lack of use of specific methods. During Year 3, clarifications from the project director that teachers were expected to place a major emphasis on comprehension strategies throughout the various program components, but not necessarily on any particular strategy (depending on students' needs), led to a restructuring of the fidelity scale. These restructured fidelity ratings revealed consistently strong implementation of comprehension strategies in all three components of the classroom model (whole school, targeted and intensive interventions). However, examples from the case study observations point to the possibility that the specifics of how these strategies are being taught remain imperfect in some cases.

One area that proved to be a challenge to program implementation in all three years was increased instructional time for Tier 3 students. The amount of additional time was limited in all three years by irregular attendance for some students, especially, during Year 2, among Cohort 2 schools, and among both cohorts in Year 3. An additional factor, discovered in Year 3, that seriously reduced the average amount of increased instructional time was the fact that many eligible students were not enrolled in AMP. As a result, this sub-component received the lowest rating of any of the fidelity scales during both of the last two program years.

The use of handheld computers to support the targeted intervention, which was piloted at several schools during the spring of Year 2, was meant to be implemented in full during the third program year. However, a considerable number of LITs reported that they never used the devices for targeted intervention—often because teachers frequently used them only for whole class activities due to the envy that arose when not all students had access to them. Nevertheless, only a slight majority of classroom literacy teachers was using them for the whole school intervention. Aside from the desire to avoid perceptions of favoritism, lingering unfamiliarity with the devices, and a corresponding lack of enthusiasm among many teachers, appeared to be among the primary reasons that they were not used more frequently.

The progress of program implementation over the past three years should be understood within the milieu of overall contextual factors in the district. Especially in more recent years, CPS has placed an increasingly stronger focus on performance management that relies significantly on monitoring standardized achievement scores. While data-driven management is obviously consistent with the philosophies of the Striving Readers program and of the program evaluation, this focus has not always accounted for some of the pitfalls of relying on particular, high-stakes assessments, nor for the time it takes for a program to become fully established, as discussed throughout this report. As a result, schools throughout the district have been advised to undertake other efforts, such as Read 180, to increase achievement. Project leadership feel that this has sent a counter-productive message to school principals regarding the extent to which the district supports the Striving Readers program.

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[50] Such as *Exclusion Brainstorming* and *Guided Reading and Summarizing Procedure (GRASP)*

[51] Such as understanding the arrangement of text (*text structure*), making connections to background knowledge and making connections between texts (*metacognition*), and synthesizing information within text or across texts (*summarizing*).

IV. Evaluation of the School-Wide Impact of the Chicago Striving Readers Initiative in Year 3

Study Design

Research Questions

The research questions relating to assessment of the overall impact of the Chicago Striving Readers initiative that were explored during the first three years of the evaluation are presented in Table 20, below. In Year 2, research questions were added to the study relating to exploring the initiative's differential impact on students in different demographic subgroups.

Table 20
Research Questions Relating to the School-Wide Impact of the Chicago Striving Readers Initiative

Year 1	Years 2 and 3
1) What is the impact of the Chicago Striving Readers program on sixth- through eighth-grade students' (i.e., whole-school impact) reading scores, as measured by ClassViews and the ISAT?	1) What is the impact of the Chicago Striving Readers program on sixth- through eighth-grade students' (i.e., whole-school impact) reading scores, as measured by the ISAT?[a]
2) What is the [differential] impact of the Chicago Striving Readers program on [sixth vs. seventh vs. eighth] grade students' reading scores (i.e., grade impact), as measured by ClassViews and ISAT?	2) What is the differential impact of the Chicago Striving Readers program on sixth- vs. seventh- vs. eighth-grade students' reading scores, as measured by the ISAT?[a]
--	3) Is there a differential impact of the Chicago Striving Readers program on the reading scores of sixth- through eighth-grade students in different NCLB subgroups, including gender, race, socioeconomic status (as determined by eligibility for free/reduced-price lunch), and ELL status, as measured by the ISAT[a]?
--	4) What is the impact of the Chicago Striving Readers program on the reading scores of sixth- through eighth-grade students who had the opportunity to participate for two years (entered in SY 2007-2008), as measured by the ISAT[a]?

[a] As discussed above, ClassViews has not been used as an outcome measure since Year 2 because it is not administered consistently outside of Striving Readers schools.

Summary of Analytic Approach to the Impact Analysis

Hierarchical linear modeling was used to assess the overall impact of the Striving Readers Initiative on students' reading performance, as well as whether there were differential impacts of the program on different grade-level and No Child Left Behind (NCLB) subgroups. These impact analyses focused on the intent-to-treat populations that are described later in this section. Because school was the unit of assignment but impacts are measured at the student level, two-level models were used for these cross-sectional analyses in order to account for the clustering of students in schools. For all HLM analyses, listwise deletion was used to remove students with missing data from the analytic samples.

Two simpler models (full and final models) were fit to address the first research question. Additional analyses exploring the interactions between treatment and subgroups were also conducted to address research questions pertaining to differential impact by grade and by demographic group. Results of these latter analyses are presented under *Additional Analysis* later in this section. In addition, analyses were conducted to assess the program's impact on students with two years of intervention (they were assigned to a study school as a sixth-grader in school year 2007–2008).

Appendix I describes in greater detail the approaches used to fit these models, the specification of the models, the selection of covariates, and the treatment of missing data. An overall description of the sample used for these analyses is provided below.

Sampling Plan

To facilitate an unbiased assessment of the impacts of Striving Readers, the study randomly assigned participating schools to either a treatment or control condition. As described in the *Year 1 Impact Report*:[52]

> *The process of random assignment began with CPS generating a list of schools having a high percentage of struggling readers, as measured by their performance on a standardized test. These schools were invited to participate in the program and informed that by agreeing to participate, they also were agreeing to be either a treatment or a control school. Control schools were promised a stipend of $5,000 per year for their assistance with the evaluation. From this pool of eligible and willing participants, treatment and control schools were randomly selected by LPA. Willingness to participate in the activities of the program and the evaluation was confirmed in writing during an informational session run by the CPS Office of Literacy.*

As further detailed in Appendix A of the Year 1 report, a power analysis established that a minimum sample of 32 schools (16 treatment and 16 control) would achieve adequate power (approximately 85%) to detect an effect size[53] of roughly one-third standard deviation change over time with alpha = 0.05. Random assignment of schools occurred over two years, creating two cohorts of schools. Thirty-two schools were randomly assigned to either the treatment or control condition in school year 2006–2007 (Cohort 1), and another 32 schools were randomly assigned in 2007–2008 (Cohort 2). As previously discussed however, one of the Cohort 2 schools assigned to the treatment group did not join the study, so the resulting sample includes a total of 31 treatment (Striving Readers) and 32 control schools.[54]

The intent-to-treat model used for these impact analyses includes all students in grades 6–8 in the 63 study schools who were eligible for services according to the Year 3 tier assignment criteria (described in greater detail in Section II, above). In order to further control for pre-program

[52] Learning Point Associates, December 2007.

[53] Effect sizes included in this report were derived based on Glass's Δ. They were calculated using point estimates of fixed effects divided by the standard deviation of the control group with complete data in each analytic sample.

[54] Although the 32nd school did not participate in the study, it dropped out after the random assignment process. Nevertheless, comparisons of the remaining 31 treatment and 32 control schools revealed that that the two groups remained comparable on all measured characteristics (see Table 23).

differences between students in treatment and control schools, outcome analyses were conducted by tier, comparing results for treatment students to control students who met the same criteria that were used to assign the treatment students to tiers, as described in Section II. In Striving Readers schools, students in Tier 2 receive the whole-school intervention with additional support through scaffolded instruction that is provided during the regular classroom reading block (the targeted intervention). The students in Tier 3, the lowest performing students, receive the intensive intervention (the AMP after-school program) in addition to the targeted and whole-school interventions.

Sample Size and Power

Table 21 below shows the number of intent-to-treat students[55] who were included in the various analysis models designed to answer research questions about the impact of the program on students across tiers. It should be noted that all analytic samples used in this report are based on cross-sectional groups of students (i.e., do not combine eligible students across years). Therefore, the analytic samples for Year 3 are distinct from the samples from previous year's analyses. Data are also disaggregated by treatment group and cohort.

Table 21
Numbers of Intent-To-Treat Students With Complete Data[a]
By Treatment Group and Cohort

Population Group	Treatment Schools			Control Schools		
	Total	Cohort 1	Cohort 2	Total	Cohort 1	Cohort 2
All students	4,126	2,472	1,654	4,063	2,387	1,676
Students in grade 6 in SY 0708	1,344	723	621	1,337	739	598

[a]Baseline scores, tier assignments, demographics and outcome data were available for all students in this analysis.

As shown in Table 21, there were a total of 4,126 Striving Readers students and 4,063 control students in the Year 3 study with complete data (representing 78% and 77% of the total ITT populations).[56] This final analysis sample included 2,472 treatment and 2,387 control students in Cohort 1, and 1,654 treatment and 1,676 control students in Cohort 2. The reasons for the difference between the original ITT populations and the final analysis sample are summarized in the flowchart in Appendix J-1.

As shown in Table 21, the impact analyses for students who had the opportunity to have received two years of intervention included 1,344 treatment students and 1,337 control students who were

[55] Conceptually, the ITT population is defined at the time of random assignment (at the beginning of the study) or in the fall of each subsequent year. However, the ITT populations targeted for our analyses varied depending on the availability of data. For example, SY 0809 assignments to treatment or control schools were based on spring 2009 data, and SY 0708 assignments to treatment or control schools were based on summer/fall 2007 data.

[56] The following groups of students were included in the ITT analytic sample: (1) students who were assigned to a study school (i.e., treatment or control school) in SY 0607 (for Cohort 1 schools) or SY 0708 (for Cohort 2 schools) and were in one of the target grades in SY 0809; (2) students who were new to one of the study in SY 0708 and were in one of the target grades in SY 0809; and (3) students who were new to one of the study schools in SY 0809 and were in one of the target grades in SY 0809. Only students with complete data were included in the final analytic sample.

in sixth grade in school year 2007–2008 and had complete data (regardless of whether or not they were in these schools in 2008-2009).[57]

In order to determine the probability of detecting treatment effects in the tested populations, power analyses were conducted for each analysis model that was conducted. Power analyses were conducted using *Optimal Design* software for cluster randomized trials.[58] All power analyses used the following assumptions:

- Two-level HLM model (student and school)
- Type I error rate (alpha) = 0.05
- Intra-class correlation (rho) = 0.05
- Number of clusters (schools) = 63

The power to detect an effect size of at least .33, as well as the smallest effect size that could be detected at an ideal power level of 80%, were determined. Results of the power analyses are presented below.

Analytic Group 1: All students in Grades -8 and in Tiers 1-3 at end of SY 2008-2009

- Additional assumption: Cluster size (n) = 129 (average number of students in grades 6-8 and in Tiers 1-3 per school at end of SY 2008-2009)

Results:
Effect size = .333 Power = 100%
Effect size = .171 Power = 80% (acceptable power level)

Analytic Group 2: All students in 6th grade in SY 2007-2008

- Additional assumption: Cluster size (n) = 42 (average number of students in sixth grade per school in SY 2007-2008)

Results:
Effect size = .333 Power = 100%
Effect size = .194 Power = 80% (acceptable power level)

Power analysis results show that there is sufficient statistical power to detect a program effect of less than one fifth standard deviation.

[57] Specifically, the following groups of students were included in the ITT analytic sample: (1) students who were assigned to a study school in SY 0607 (for Cohort 1 schools) or SY 0708 (for Cohort 2 schools) and were in one of the target grades in SY 0809; (2) students who were new to one of the study schools in SY 0708 and were in one of the target grades in SY 0809; and (3) students who were new to one of the study schools in SY 0809 and were in one of the target grades in SY 0809.
[58] Retrieved from http://sitemaker.umich.edu/group-based/optimal_design_software

Data Collection Plan

The main outcome measure for student impact is reading scores on the Illinois Standards Achievement Test (ISAT), a statewide exam administered to all students in Chicago in grades 6 through 8 in the spring of each year.[59] The 2009 ISAT in reading is comprised of items from the SAT-10, published by Pearson Education, and items written by Illinois teachers. Pearson Education has created a standard, norm-referenced, abbreviated version of the SAT-10 assessment (SAT 10/Abb), which comprises 30 items that are also consistent with Illinois Assessment Frameworks. The inclusion of these 30 SAT-10 items on the ISAT allows for the reporting of nationally norm-referenced results such as national percentile ranks (ISBE, 2008). The overall ISAT exam in reading is made up of multiple-choice items (51 items in each grade for grades 5 though 8) as well as one extended-response item for each grade. Scoring of the ISAT is based on the number of correct items, with weighting based on item difficulty. Because test items change each year, the Rasch model of item response theory is applied to the ISAT multiple-choice tests in order to equate the scores from year to year and thereby create a vertically scaled test that allows for longitudinal comparisons. Details of the test development can be found in the technical manual (ISBE, 2007).

Students' ISAT achievement in reading is measured using performance levels of *exceeds standards*, *meets standards*, *below standards*, and *academic warning*. All ISAT reading scores are also reported on a continuous vertical scale from grade 3 through grade 8. Although the minimum score has been set at 120 for all grades and subjects, the maximum score is determined based on each year's ISAT data. The following table (which is taken from Table 2 of ISBE's *Illinois Standards Achievement Exam: Guide to the 2000 Illinois State Assessment)* presents the scale score ranges for reading performance for grades 3 through 8.

Table 22
Scale Score Ranges Defining Student Performance Levels on the 2008 ISAT Scales

Grade	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
3	120–155	156–190	191–226	227+
4	120–157	158–202	203–236	237+
5	120–160	161–214	215–246	247+
6	120–166	167–219	220–256	257+
7	120–173	174–225	226–266	267+
8	120–179	180–230	231–277	278+

Description of the Third-Year Samples

Description of Study Schools

Overall, characteristics of treatment and control schools were very similar in most respects, with the exception of ethnic distribution: treatment schools had somewhat larger proportions of Hispanic students and somewhat smaller proportions of African American students than control students.

[59] Prior to school year 2007—2008, English language learners in Illinois took a different language test (the IMAGE) in place of the ISAT. As of spring 2008, however, all ELL students took the ISAT in addition to the ACCESS.

Because the proportion of students in a school who possess certain characteristics can influence the school environment in ways that affect all students over and above the effects that these characteristics might have on the individual students who possess them, we examined the proportion of students in each school (within the grades targeted by Striving Readers) who were female, English language learners (ELL), special education, or low income, as well as ethnic distributions and school-wide attendance rates. We also examined school size in the targeted grades because, among other reasons, total enrollment can be a significant factor for a Striving Readers program, as it determines the number of students for whom each school's LIT is responsible. School characteristics by cohort and treatment group are presented in the following table. These data are presented for individual schools in Appendix K, Tables K1-K4.

Table 23
School Characteristics:
Summary by Treatment Group by Cohort

Group	Cohort	Target Grades 6-8 for School Year 2008-2009											
		Total *N*	% Female	% LEP	% Special Education	% Low Income	% Attendance	% Race					
								Amer. Indian	Asian	African American	Hispanic	White	Other/ Multiracial
Control	1	3033	49%	11%	13%	91%	94.4%	0%	1%	44%	46%	6%	2%
	2	2056	50%	2%	16%	96%	92.3%	0%	0%	93%	6%	0%	1%
Treatment	1	3286	50%	13%	14%	94%	95.0%	0%	2%	23%	67%	5%	3%
	2	1839	49%	1%	16%	96%	92.6%	0%	0%	96%	2%	0%	1%
Control	Overall	5089	49%	7%	14%	93%	93.3%	0%	1%	64%	30%	4%	2%
Treatment	Overall	5125	50%	9%	15%	94%	93.8%	0%	2%	49%	44%	3%	2%
Treatment vs. Control (overall)	*t*-statistic		0.43	-0.44	-1.24	-0.12	-1.10	-0.76	-0.68	0.87	-0.84	0.30	-1.49
	df[a]		52.81	61	61	61	61	61	61	58.96	61	61	44.94
	p-value		0.672	0.660	0.220	0.907	0.276	0.450	0.496	0.389	0.403	0.768	0.144

[a] Df adjusted when Levine's test of homogeneity of variances indicated unequal variances.

Number and Basic Characteristics of Students in Third-Year Sample

The Striving Readers and control students who were included in ITT analyses were statistically comparable on all tested demographic variables, as well as on baseline reading and math performance.

The demographic characteristics of all Striving Readers and control students, across all three tiers and across both cohorts, are summarized in Tables 24a and 24b. As these data show, the overall Striving Readers and control groups were demographically very similar.[60] The only exception was that Cohort 1 control schools had a somewhat higher representation of African American students and a somewhat lower representation of Hispanic students than Striving Readers schools did.

When looking at differences by cohort, results show that Cohort 2 schools were selected from an applicant pool that represented African American students much more heavily and Hispanic students less heavily than the Cohort 1 schools. This was also associated with a larger proportion of ELL students in Cohort 1 schools.

[60] Differences between treatment and control schools (across cohorts) were not statistically significant ($p < .05$) on any of these demographic characteristics, based on independent samples *t*-tests conducted on school level data (see Table 23), demonstrating that the school level random assignment yielded two very similar groups of schools. Since HLM models also controlled for these characteristics by including them as covariates, any potential bias resulting from differences that did exist between the groups should have been minimized.

Table 24a
Characteristics of Intent-To-Treat Students With Complete Data:[a] Tiers 1–3

Characteristics[b]		All Students		Cohort 1 Students		Cohort 2 Students	
		Control (*N*=4,063)	Treatment (*N*=4,126)	Control (*N*=2,387)	Treatment (*N*=2,472)	Control (*N*=1,676)	Treatment (*N*=1,654)
Grade level	6	34%	35%	35%	37%	34%	31%
	7	33%	32%	32%	29%	34%	35%
	8	33%	33%	33%	34%	32%	33%
Gender[b]	Female	49%	48%	50%	48%	47%	50%
	Male	51%	52%	50%	52%	53%	50%
Race/Ethnicity	American Indian	0%	0%	0%	0%	0%	0%
	Asian	1%	1%	1%	2%	0%	0%
	African American	68%	54%	50%	25%	94%	97%
	Hispanic	26%	39%	41%	64%	5%	2%
	White	3%	3%	6%	5%	0%	0%
	Other/Multiracial	2%	3%	2%	4%	1%	1%
% Special education		8%	9%	8%	8%	8%	11%
% ELL		2%	2%	3%	4%	1%	0%
% Free/reduced-price lunch eligible		93%	94%	90%	93%	97%	96%
Mean baseline reading scores	Grade 6	216.53	215.43				
	Grade 7	212.28	212.40				
	Grade 8	220.49	223.02				
Mean baseline mathematics scores	Grade 6	223.65	223.39				
	Grade 7	221.94	221.46				
	Grade 8	229.52	232.69				
Baseline % of students proficient in reading (grades 6-8 combined)		57.2%	61.0%				
Baseline % of students proficient in math (grades 6-8 combined)		58.8%	61.3%				

[a] Baseline scores, tier assignments, and outcome data were available for all students, making it possible to include them in impact analyses.

Table 24b
Statistical Comparisons of Characteristics of Intent-To-Treat Students With Complete Data: Tiers 1–3

Variable		Group	N	Mean	SD	*t*	df	*p*
Achievement Test Results								
6th-grade Baseline Reading Mean Score		Treatment	31	215.43	6.55	-0.327	61	.745
		Control	32	216.53	8.82			
7th-grade Baseline Reading Mean Score		Treatment	31	212.40	6.17	0.070	61	.944
		Control	32	212.28	7.08			
8th-grade Baseline Reading Mean Score		Treatment	31	223.02	6.60	1.503	61	.138
		Control	32	220.49	6.80			
Percent proficient – Reading		Treatment	31	61.01%	10.21%	1.245	61	.218
		Control	32	57.19%	13.79%			
6th-grade Baseline Math Mean Score		Treatment	31	223.39	9.85	-0.095	61	.925
		Control	32	223.65	11.84			
7th-grade Baseline Math Mean Score		Treatment	31	221.46	9.56	-0.220	61	.827
		Control	32	221.94	8.41			
8th-grade Baseline Math Mean Score		Treatment	31	232.69	9.18	1.414	61	.163
		Control	32	229.52	8.59			
Percent proficient – Math		Treatment	31	61.28%	14.88%	0.652	61	.517
		Control	32	58.77%	15.61%			
School Level Demographics								
% Female		Treatment	31	48%	--	-0.100	49.095[b]	.921
		Control	32	49%	--			
% LEP		Treatment	31	2%	--	.365	61	.717
		Control	32	2%	--			
% Special Education		Treatment	31	9%	--	1.937	61	.057
		Control	32	8%	--			
% Low Income		Treatment	31	94%	--	-0.043	61	.966
		Control	32	93%	--			
Racial Compositions	% American Indian	Treatment	31	0%	--	0.965	33.511[b]	.341
		Control	32	0%	--			
	% Asian	Treatment	31	1%	--	0.674	61	.503
		Control	32	1%	--			
	% Black	Treatment	31	54%	--	-0.906	59.272[b]	.368
		Control	32	68%	--			
	% Hispanic	Treatment	31	39%	--	0.866	61	.390
		Control	32	26%	--			
	% White	Treatment	31	3%	--	-0.135	61	.893
		Control	32	3%	--			
	% Other	Treatment	31	3%	--	1.702	48.262[b]	.095
		Control	32	2%	--			

[a] These comparisons are based on data from the intent to treat group used in the overall impact analysis of whole school intervention.
[b] Df adjusted because Levine's test of homogeneity of variances indicated unequal variances.

Impacts on Students

There were no detectable overall impacts on reading performance for the group of all students who were *eligible* for services (all tiers) during school year 2008-2009; nor were there detectable impacts for the group of all sixth graders who were *eligible* for services (all tiers) during school year 2007-2008 (2-year participants).

Table 25 shows the estimates of the overall impacts of the Chicago Striving Readers program on all intent-to-treat students who should have been in grades 6–8 and in Tiers 1–3 during school year 2008-2009. Also shown are the impact estimates for a subset of this sample that includes only intent-to-treat students at all tiers who were in the program in sixth grade in school year 2007-2008 and therefore would have had at least two years of intervention by spring 2009.[61,62]

Table 25
Estimated Overall Impacts of Striving Readers (Main Effects Models)

Population Group	Unadjusted Means		Regression-Adjusted Means		Corresponding NCE Scores		Estimated Impact	Effect Size	*p* Value
	Control	Treatment	Control	Treatment	Control	Treatment			
All students at end of SY 0809	236.75	238.01	236.97	237.27	44.55	44.80	0.30	0.01	0.67
All students in 6th grade in SY 0708	231.94	233.79	231.83	233.45	41.60	42.84	1.62	0.07	0.14

As shown in Table 25, the analyses did not reveal any significant overall impact of the Striving Readers Initiative on students' reading performance, as measured by their spring 2009 ISAT reading scale scores, for either of the two analysis groups. Although students in each treatment group had slightly higher mean reading scale scores than students in the respective control groups, these differences were not statistically significant and the effect sizes were very small (.01 for all students and .07 for students who were in sixth grade in school year 2007-2008). However, further examination of the covariates in the model provides a better understanding of the differential program impacts for various demographic sub-groups. These results are discussed in the next section.

Additional Analyses

Among all students *eligible* for services during 2008-2009, seventh graders responded more positively to the program than those in other grades, and Tier 3 students responded more positively than those in other tiers. However, the program could not be considered "effective" for grade 7 or

[61] Both samples may have included a small percentage of students who were retained in grade. In the second sample, students who were held over in grade 6 in SY 0708 may have been eligible for more than two years of intervention.

[62] Impact estimates are based on the final simple models that did not include interaction terms. These full and final models are presented in Tables I-5, I-6, I-9, and I-10 in Appendix I.

Tier 3 students, since impact was not greater than for their control counterparts.

Additional analyses were conducted to assess whether there was a differential impact of the Striving Readers Initiative for students in different grades and in different NCLB subgroups. For these analyses, grade level and NCLB subgroup variables, among others, were entered into the models as covariates and their interactions with treatment were explored. Analyses were conducted for all students in the ITT sample at the end of the third program year. Results are presented in Tables I-7 and I-8 in Appendix I, which present results for the full model and for the final model, respectively.

Overall, it can be seen that there was no overall treatment effect for all students in the ITT sample at the end of the third program year, which is consistent with the findings from the main effects model shown in Table 25. As shown in the final model (Table I-8 in Appendix I), however, the interactions between seventh grade and treatment and between the intensive intervention and treatment were significantly positive, indicating that there were differential program impacts on different grades and different tiers. Specifically, a differential program impact was found for students who were in seventh grade in 2008-2009 compared with those in sixth grade, and for students who were in Tier 3 compared with those in Tiers 1 or 2. However, it should be noted that these "differential impacts" might only reflect differences in performance when comparing seventh graders vs. other grades, or Tier 3 students vs. other tiers (*i.e.*, the difference between treatment and control students was greater for seventh graders than for sixth graders, and the difference was greater for Tier 3 students than for Tier 1). It still would not demonstrate that the program was "effective" for seventh graders or for Tier 3 students, because the average performance of the treated seventh graders was not statistically different from that of seventh graders in the control schools, and the average performance of the treated Tier 3 students was not statistically different from that of Tier 3 students in the control schools.[63]

No other interactions between treatment and NCLB subgroups were statistically significant, implying that the program has not had a differential impact on any of these subgroups of students.[64]

[63] Main treatment effects were tested for each subgroup (*i.e.* for each grade and for each tier) using additional HLM analyses. None of these treatment effects were statistically significant.

[64] The interaction between female and treatment is negative and approaches statistical significance (p = .06). This result hints at the possibility that the intervention had a differential impact on boys and girls that was not detectable by the current evaluation design. Nevertheless, even a statistically significant "differential impact" might only reflect a difference in performance when comparing boys vs. girls (*i.e.*, the difference between treatment and control students was greater for boys than for girls); it still would not demonstrate that the program was "effective" for boys, because the average performance of boys in the treatment group was not statistically different from that of boys in the control group.

V. Evaluation of the Impact of the Targeted and Intensive Interventions: Year 3

Study Design

Research Questions

The research questions relating to assessment of the impacts of the targeted and intensive intervention models that were explored during the first two years of the evaluation of the Chicago Striving Readers Initiative are presented in Table 26, below. In Year 2, research questions relating to exploring the initiative's differential impact on students in different demographic subgroups were added to the study, while questions relating to program impacts for students who have participated for two years were added to the study in Year 3.[65]

[65] Research questions relating to the program's impact on classroom practices were discussed in Section III.

Table 26
Research Questions Relating to Impact of the Targeted and Intensive Interventions[a]

Year 1	Year 2	Year 3
	What is the impact of the Chicago Striving Readers program on 6th-grade Tier 2 students' reading scores, as measured by the ISAT?	What is the impact of the Chicago Striving Readers program on 6th-grade Tier 2 students' reading scores, as measured by the ISAT?
	Is there a differential impact of the Chicago Striving Readers program on the reading scores of 6th-grade Tier 2 students in different NCLB subgroups, including gender, race, socioeconomic status (as determined by eligibility for free/reduced-price lunch), and ELL status, as measured by ISAT?	Is there a differential impact of the Chicago Striving Readers program on the reading scores of 6th-grade Tier 2 students in different NCLB subgroups, including gender, race, socioeconomic status (as determined by eligibility for free/reduced-price lunch), and ELL status, as measured by ISAT?
What is the impact of the Chicago Striving Readers program on 6th-grade Tier 3 students' reading scores (i.e., intensive intervention impact), as measured by ClassViews and the ISAT?	What is the impact of the Chicago Striving Readers program[b] on 6th-grade Tier 3 students' reading scores, as measured by the ISAT [c]?	What is the impact of the Chicago Striving Readers program[b] on 6th-grade Tier 3 students' reading scores, as measured by the ISAT[c]?
	Is there a differential impact of the Chicago Striving Readers program on the reading scores of 6th-grade Tier 3 students in different NCLB subgroups, including gender, race, socioeconomic status (as determined by eligibility for free/reduced-price lunch), and ELL status, as measured by ISAT?	Is there a differential impact of the Chicago Striving Readers program on the reading scores of 6th-grade Tier 3 students in different NCLB subgroups, including gender, race, socioeconomic status (as determined by eligibility for free/reduced-price lunch), and ELL status, as measured by ISAT?
		What is the combined impact of the whole-school and targeted interventions of the Chicago Striving Readers program on the reading scores of students who entered the program in SY 2007-2008 at Tier 2 in 6th grade and had the opportunity to participate for two years? [d]
		What is the combined impact of the whole-school, targeted, and intensive interventions of the Chicago Striving Readers program on the reading scores of students who entered the program in SY 2007-2008 at Tier 3 in 6th grade and had the opportunity to participate for two years?

[a] Because grant resources enable schools to consistently provide targeted and intensive intervention services only at grade 6, an assessment of the impact of these models at other grades is not supported at present.
[b] The original wording of these research questions stated that they explored the "intensive intervention impact"; however, because Tier 3 students are also supported by the whole-school and targeted intervention models, the evaluation of the program impact on this particular group of students cannot isolate the impact of any particular intervention model.
[c] Includes only 6th graders for the same reason as the Tier 2 models.
[d] These include students who progressed to the seventh grade in their second year, as well as those who were retained in grade 6. For the same reason that the one-year analyses focused on grade 6, it did not include students who entered the program at Grade 7 or 8.

Sampling Plan

The process for selection of participating schools and random assignment to treatment and control groups was described in Section IV, as were the definition of the intent-to-treat population and the process for matching to students at control schools. For the purpose of assessing program impact for students eligible for the targeted and intensive interventions, only students at Tiers two and three are included in the analyses.

Summary of Analytic Approach to the Impact Analysis

This section of the report presents the results from HLM analyses that were designed to assess the impacts of the targeted and intensive interventions on students' reading performance. The impact analyses focused on the intent-to-treat populations (see description of samples later in this section). Because school was the unit of assignment but impacts are measured at the student level, two-level models were again used for these cross-sectional analyses in order to account for the clustering of students in schools. Listwise deletion was again used to remove students with missing data from the analytic samples.

This section presents the results of three different sets of analyses. Because there is no group of students in the Chicago Striving Readers schools who receive either the targeted or intensive intervention exclusively (all students also receive at least the whole-school intervention, and Tier 3 students receive all three intervention models), it is not possible to isolate the impacts of any one intervention model. Rather, the analytic approach was designed to isolate the impacts of the Chicago Striving Readers initiative as implemented on specific groups of students. The analyses of impacts on Tier 2 and Tier 3 students focused on the sixth grade only. LITs' availability was less consistent in the higher grade classrooms in some schools. Specifically, the program focus expanded into grade 7 in Year 2 and to grade 8 in Year 3, but while most Cohort 2 classrooms were supported by the LIT, seventh and eighth grade classrooms in most of the 16 Cohort 1 schools were not. As a result, the targeted intervention was not implemented as consistently in grades 7 and 8, and for this reason, only sixth-grade students were included in these analyses.

Thus, the first set of analyses was designed to assess the combined impact of the whole-school and targeted interventions on Tier 2 students who were in sixth grade in 2008–2009. The second set of analyses was designed to address research question 1, which relates to the program's impact on sixth-grade Tier 3 students, and research question 2, which relates to whether Striving Readers had a differential impact on specific subgroups of students within Tier 3. The third set of analyses was designed to assess the program's impact on students who had the opportunity to receive two years of intervention who were in sixth grade in Tiers 2 or 3 during the 2007–2008 school year.

As shown in Table I-3 in Appendix I, a number of covariates were included in the full models to assess the program impact on sixth-grade Tier 2 and Tier 3 students. At the student level, the models included the following covariates: Black, Hispanic, baseline reading score, baseline math score, gender, special education status,[66] and eligibility for free or reduced-price lunch. In contrast with prior years' analyses, English proficiency was also included as a covariate in Level

[66] Identified as students with an Individualized Education Plan (IEP).

1. (In prior years, this covariate had been excluded because the samples used in the analyses had very few English language learners with valid baseline ISAT scores.)[67] The analyses examining the differential impact of Striving Readers on these subgroups of students also included terms for the interactions between treatment and each subgroup.

At the school level, the full models included the following variables: proportion of minority (non-White) students, proportion of female students, proportion of students reading at or above grade level, proportion of special education students, proportion of ELLs, proportion of students eligible for free/reduced-price lunch, school size in targeted grades, cohort, and treatment.

Appendix I describes in greater detail the approaches used to fit these models, the specification of the models, the selection of covariates, and the treatment of missing data. An overall description of the sample used for these analyses is provided below.

Sample Size and Power

Table 27 below shows the number of intent-to-treat students who were included in the various analysis models designed to answer research questions about the impact of the program on Tier 2 and Tier 3 students. Data are also disaggregated by treatment group and cohort.

Table 27
Numbers of Intent-To-Treat Tier 2 and Tier 3 Students With Complete Data[a]
By Treatment Group and Cohort

Population Group	Treatment Schools			Control Schools		
	Total	Cohort 1	Cohort 2	Total	Cohort 1	Cohort 2
Students at Tier 2 in Grade 6 in SY 0809	365	230	135	353	205	148
Students at Tier 3 in Grade 6 in SY 0809	346	181	165	328	151	177
Students at Tier 2 in Grade 6 in SY 0708	213	96	117	227	123	104
Students at Tier 3 in Grade 6 in SY 0708	509	203	306	505	219	286

[a]Baseline scores, tier assignments, demographics and outcome data were available for all students in this analysis.

As shown in Table 27, the first model assesses program impact for sixth-grade students who were in Tier 2 in 2008–2009 and includes a total of 365 treatment students and 353 control students.[68] The second model assesses program impact on sixth-grade Tier 3 students and

[67] Prior to the 2006–2007 school year, ELLs in Illinois were expected to take the IMAGE test instead of the ISAT to assess their English proficiency (in 2006–2007, the IMAGE test was replaced by the ACCESS test). In 2007–2008, ELLs were required by the Illinois State Board of Education to take the ISAT test also.

[68] Specifically, the following groups of students were included in the ITT analytic sample: (1) students who were in grade 6 and new to one of the study schools (i.e., treatment or control schools) in SY 0809, and were in Tier 2 in SY 0809 based on spring 2008 ISAT scores; and (2) students who were in one of the study schools (i.e., treatment or control schools) in SY 0708, were retained in grade 6 from SY 0708 to SY 0809, and were in Tier 2 in SY0809 based on spring 2008 ISAT scores. Note that students who went from a study school to a non-study school or who

includes a total of 346 treatment students and 328 control students.[69] The following two models presented in Table 27 assess program impact on students with two years of intervention and who were in grade 6 in 2007–2008 as Tier 2 or Tier 3 students.[70] As shown in Table 27, a total of 213 treatment students and 227 control students were included in the analyses of students who were in Tier 2 in grade 6 in 2007–2008. The sample of Tier 3 grade 6 students included 509 treatment students and 505 control students.

The overall population of students with available data was described in Section IV. Power analyses for overall program impact were conducted using the same assumptions as those for the targeted and intensive intervention models. [71] Specifically:

- Two-level HLM model (student and school)
- Type I error rate (alpha) = 0.05
- Intra-class correlation (rho) = 0.05
- Number of clusters (schools) = 63

In each case, the power to detect an effect size of at least .33, and the minimum detectable effect size at an acceptable power level of 80%, were determined. Results of the power analyses are presented below.

Analytic Group 3: Students at Tier 2 in Grade 6 in SY 2008-2009

- Additional assumption: Cluster size (n) = 11 (average number of sixth grade Tier 2 students per school in SY 2008-2009)

Results:
Effect size = .333 Power = 94%
Effect size = .265 Power = 80% (acceptable power level)

Analytic Group 4: Students at Tier 3 in Grade 6 in SY 2008-2009

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crossed-over from a treatment to a control or a control to treatment school (from SY 0708 to SY0809) were categorized as control or treatment students based on the initial school assignment.

[69] Specifically, the following groups of students were included in the ITT analytic sample: (1) students who were in grade 6 and new to one of the study schools in SY 0809, and were in Tier 3 in SY 0809 based on spring 2008 ISAT; (2) students who were in one of the study schools in SY 0708, were retained in grade 6 from SY 0708 to SY 0809, and were in Tier 3 in SY0809 based on spring 2008 ISAT scores.

[70] Specifically, students who were assigned to a study school in SY 0708, were in Grade 6 in 0708 and were in Tier 2 or 3 in SY 0708 based on spring 2007 ISAT scores were included in these ITT analytic samples. Therefore, students who were retained in grade from SY 0708 to SY 0809, students who crossed over from treatment to control schools and vice versa, and students who went from a study to a non-study school from SY 0708 to SY 0809 were included as part of the ITT group. These students were categorized as control or treatment students based on the initial school assignment.

[71] The only exception was that the number of clusters/schools used in the power analysis of the third analytic group (Students at Tier 2 in Grade 6 in SY 0708) was 62.

- Additional assumption: Cluster size (n) = 10 (average number of sixth grade Tier 3 students per school in SY 2008-2009)

Results:
Effect size = .333 Power = 93%
Effect size = .274 Power = 80% (acceptable power level)

Analytic Group 5: Students at Tier 2 in Grade 6 in SY 2007-2008

- Additional assumption: Cluster size (n) = 7 (average number of sixth grade Tier 2 students per school in SY 2007-2008)

Results:
Effect size = .333 Power = 85%
Effect size = .313 Power = 80% (acceptable power level)

Analytic Group 6: Students at Tier 3 in Grade 6 in SY 2007-2008

- Additional assumption: Cluster size (n) = 16 (average number of sixth grade Tier 3 students per school in SY 2007-2008)

Results:
Effect size = .333 Power = 98%
Effect size = .239 Power = 80% (acceptable power level)

As these results show, the distribution of students and schools in this study provides sufficient statistical power to detect a program effect of approximately one third standard deviation and even smaller effective sizes could be detected for some analytic groups.

Data Collection Plan

The same instrument—the ISAT—and the same data collection schedule were used for analyses of program impact on achievement for Tiers 2 and 3 students as previously described for the whole-school (blended) intervention model analyses in Section IV.

Description of Third-Year Samples

Numbers and Basic Characteristics of Students

School characteristics were presented in Section IV. Table 28a below shows the demographic characteristics of Striving Readers and control students in Tiers 2 and 3 (struggling readers), by treatment group and cohort. As these data show, the treatment and control students were demographically very similar, although some notable differences were apparent. For example, a larger percentage of students in control schools than treatment schools were African American,

while a larger percentage of students in treatment schools were Hispanic. In addition, a larger proportion of treatment students than control students were in special education (18% compared to 14%, respectively).

The difference between cohorts in the proportion of African American students that was seen among students in all tiers described in the previous section is also apparent for Tiers 2 and 3 students.

Baseline equivalence tests were also conducted for each analytic sample for the targeted and intensive interventions (see Tables 28b-28e). It was observed that the treatment students and their control counterparts were balanced in baseline tests in both reading and math. Baseline equivalence was also well established for most of student characteristics. Although there were a few cases in which the two groups showed statistically significant difference in some demographic characteristics (e.g., race/ethnicity, special education), these variables were included as student-level covariates in the HLM analyses and should not bias the impact estimates.

Table 28a
Characteristics of Intent-to-Treat Tier 2 and Tier 3 Students With Complete Data[a]

Characteristics		All Students		Cohort 1 Students		Cohort 2 Students	
		Control (*N*=1,864)	Treatment (*N*=1,742)	Control (*N*=949)	Treatment (*N*=904)	Control (*N*=915)	Treatment (*N*=838)
Grade level	6	37%	41%	38%	45%	36%	36%
	7	33%	31%	31%	26%	35%	35%
	8	31%	29%	32%	29%	29%	29%
Gender	Female	52%	52%	52%	52%	53%	53%
	Male	48%	48%	48%	48%	47%	47%
Race/Ethnicity	American Indian	0%	0%	0%	0%	0%	0%
	Asian	0%	1%	0%	1%	0%	0%
	African American	75%	65%	56%	35%	95%	97%
	Hispanic	22%	31%	40%	57%	4%	2%
	White	1%	2%	3%	3%	0%	0%
	Other/Multiracial	1%	2%	1%	3%	1%	1%
% Special education[72]		14%	18%	17%	18%	12%	18%
% English language learners		4%	5%	8%	9%	1%	0%
% Free/reduced-price lunch eligible		96%	97%	94%	97%	97%	98%
Mean baseline reading score		201.53	201.85	199.40	200.64	203.74	203.16
Mean baseline mathematics score		212.71	213.32	210.86	212.58	214.63	214.11

[a] Baseline scores, tier assignments, demographics, and outcome data were available for all students in this analysis.

[72] Special education students were eligible for program services and would have been assigned to tiers using the BRI if they did not have an ISAT score; however, only those with ISAT scores could be included in impact analyses. Reasons for students being omitted from analyses, including missing test scores, are broken down in Appendix J.

Table 28b
Baseline Equivalence of ITT Students at Tier 2 in Grade 6 in SY 2008-2009

Characteristics		Control (*N*=353)	Treatment (*N*=365)	χ^2-statistic	df	*p*-value
Gender	Female	49%	50%	0.054	1	0.817
	Male	51%	50%			
Race/Ethnicity[a]	American Indian	0%	0%	9.236	2	0.010
	Asian	0%	2%			
	African American	64%	53%			
	Hispanic	32%	41%			
	White	3%	2%			
	Other/Multiracial	1%	2%			
% Special education		5%	10%	6.439	1	0.011
% English language learners		6%	7%	0.228	1	0.633
% Free/reduced-price lunch eligible		96%	98%	1.303	1	0.254
Baseline Tests		**Control mean score**	**Treatment mean score**	***t*-statistic**	**df**	***p*-value**
Mean baseline reading score		208.09	207.99	-0.218	716	0.827
Mean baseline mathematics score		216.77	217.53	0.613	716	0.540

[a] American Indian, Asian, White, and Other/Multiracial were combined into one category when conducting the chi-square test.
[b] Df adjusted when Levine's test of homogeneity of variances indicated unequal variances.

Table 28c
Baseline Equivalence of ITT Students at Tier 3 in Grade 6 in SY 2008-2009

Characteristics		Control (*N*=328)	Treatment (*N*=346)	χ^2-statistic	df	*p*-value
Gender	Female	49%	42%	3.222	1	0.073
	Male	51%	58%			
Race/Ethnicity[a]	American Indian	0%	0%	15.622	2	0.000
	Asian	1%	1%			
	African American	73%	63%			
	Hispanic	22%	34%			
	White	3%	1%			
	Other/Multiracial	1%	1%			
% Special education		22%	28%	3.996	1	0.046
% English language learners		10%	14%	2.728	1	0.099
% Free/reduced-price lunch eligible		95%	98%	3.468	1	0.063
Baseline Tests		**Control mean score**	**Treatment mean score**	***t*-statistic**	**df**	***p*-value**
Mean baseline reading score		190.35	190.96	0.996	672	0.320
Mean baseline mathematics score		204.13	205.71	1.488	672	0.137

[a] American Indian, Asian, White, and Other/Multiracial were combined into one category when conducting the chi-square test.

Table 28d
Baseline Equivalence of ITT Students at Tier 2 in Grade 6 in SY 2007-2008

Characteristics		Control (*N*=227)	Treatment (*N*=213)	χ^2-statistic	df	*p*-value
Gender	Female	54%	47%	2.302	1	0.129
	Male	46%	53%			
Race/Ethnicity[a]	American Indian	0%	0%	2.273	2	0.321
	Asian	0%	1%			
	African American	76%	70%			
	Hispanic	19%	25%			
	White	4%	2%			
	Other/Multiracial	1%	1%			
% Special education		10%	8%	0.398	1	0.528
% English language learners		1%	0%	2.834	1	0.092
% Free/reduced-price lunch eligible		94%	96%	1.345	1	0.246
Baseline Tests		**Control mean score**	**Treatment mean score**	***t*-statistic**	**df[b]**	***p*-value**
Mean baseline reading score		204.37	205.39	0.801	434.68	0.423
Mean baseline mathematics score		213.75	212.92	-0.456	438	0.648

[a] American Indian, Asian, White, and Other/Multiracial were combined into one category when conducting the chi-square test.
[b] Df adjusted when Levine's test of homogeneity of variances indicated unequal variances.

Table 28e
Baseline Equivalence of ITT Students at Tier 3 in Grade 6 in SY 2007-2008

Characteristics		Control (*N*=505)	Treatment (*N*=509)	χ^2-statistic	df	*p*-value
Gender	Female	42%	47%	2.533	1	0.112
	Male	58%	53%			
Race/Ethnicity[a]	American Indian	0%	0%	3.091	2	0.213
	Asian	0%	0%			
	African American	83%	80%			
	Hispanic	14%	16%			
	White	1%	2%			
	Other/Multiracial	1%	2%			
% Special education		28%	32%	2.432	1	0.119
% English language learners		2%	0%	10.180	1	0.001[b]
% Free/reduced-price lunch eligible		97%	98%	0.367	1	0.545
Baseline Tests		**Control mean score**	**Treatment mean score**	***t*-statistic**	**df**	***p*-value**
Mean baseline reading score		184.58	185.44	0.845	1012	0.398
Mean baseline mathematics score		199.72	200.16	0.433	1012	0.665

[a] American Indian, Asian, White, and Other/Multiracial were combined into one category when conducting the chi-square test.
[b] Chi-square test result may be invalid because the minimum expected cell count in this contingency table is less than one (i.e., one cell is 0).

Impacts on Students at the End of Three Years

There were no detectable overall impacts on reading performance for grade six, Tier 2 or Tier 3 students who were *eligible* for services during school year 2008-2009 (1-year participants); nor for grade six, Tier 2 or Tier 3 students who were *eligible* for services during school year 2007-2008 (2-year participants).

Table 29 shows the impact estimates of Striving Readers for students with one and two-years of intervention, including the following subgroups of students: those who were in the sixth grade in Tier 2 (eligible for the targeted intervention) in School Year 2008-2009, students in the sixth grade in Tier 3 (eligible for both the targeted and intensive interventions[73]) in School Year 2008-2009, students who were in the sixth grade in School Year 2007-2008 as Tier 2 students and students who were in the sixth grade in School Year 2007-2008 as Tier 3 studen[74]ts. [75]

Table 29
Estimated Impacts of Striving Readers on Tier 2 and Tier 3 Students
(Main Effects Models)

Population Group	Unadjusted Means		Regression-Adjusted Means		Corresponding NCE Scores		Estimated Impact	Effect Size	*p* Value
	Control	Treatment	Control	Treatment	Control	Treatment			
Students at Tier 2 in Grade 6 in SY 0809	223.19	223.52	222.35	223.33	36.40	37.22	0.98	0.08	0.49
Students at Tier 3 in Grade 6 in SY 0809	209.37	210.63	209.51	210.79	25.58	26.66	1.29	0.08	0.40
Students at Tier 2 in Grade 6 in SY 0708	230.28	230.75	230.51	231.07	40.59	41.02	0.56	0.04	0.70
Students at Tier 3 in Grade 6 in SY 0708	212.25	214.70	213.59	215.11	27.63	28.79	1.53	0.08	0.19

As shown in Table 29, results indicate that there was no detectable *overall* impact of the program on Tier 2 and 3 students among the intent-to-treat sample for students who had been participating in the program for one year or two years.[76] Although for all subgroups, students in the treatment

[73] A substantial portion of Tier 3 students did not actually receive the intensive intervention because they did not enroll in the after-school program.

[74] The reasons for the differences between the original ITT populations and the final analysis sample for students who had the opportunity to participate for two years are summarized in the flowchart in Appendix J-2.

[75] Impact estimates are based on simple main effect models that did not include interaction terms. The full and final models that were used to calculate these estimates are presented in Tables I-14 through I-17, and I-20 through I-23 in Appendix I.

[76] Because of the change in tier definitions from Year 2 to Year 3, a sensitivity analysis was conducted to determine the one-year impact of the program for those students who were in Grade 6 in SY 0708, and who would have been in Tier 3 that year according to the assignment criteria used in the *following* year (SY 0809), *i.e.*, those with grade equivalents between 3.0 and 4.5. Additional analyses were also conducted of program impacts on students who were "struggling readers" according to federal definitions (*i.e.*, more than 2 years below grade level). These included an analysis of students who were in Grade 6 during SY 0809 with grade equivalents between 3.0 and 4.0, and were in the program for one year. (A floor of 3.0 was used to define struggling readers in this analysis, because this cutoff was used in the actual program assignments, and students with lower reading scores did not receive the

group had slightly higher mean reading scale scores than students in the control group, the differences were not statistically significant and the effect sizes were small. However, further examination of the covariates in the model provides a better understanding of the differential program impacts for various demographic sub-groups. These results are discussed in the following section.

Additional Analyses

Differential Impacts for NCLB Subgroups

Among sixth grade students *eligible* for services during 2008-2009 and assigned to Tier 3, there was no differential program impact for any of the NCLB demographic subgroups.

As noted above, the evaluation was also designed to assess whether there was a differential impact of the Striving Readers program on the reading performance of different NCLB subgroups among sixth grade Tier 3 students. To assess whether there were differential impacts among students who were in the sixth grade in Tier 3 in school year 2008-2009, variables representing the different subgroups were entered into the models and their interactions with treatment were explored. Results are presented in Tables I-18 and I-19 in Appendix I, which present results for the full model and for the final model, respectively.

It can be seen that the overall treatment effect was not significant for students who were in the sixth grade in Tier 3 in school year 2008-2009, which is consistent with the findings from the simple main effect model shown in Table 29. In addition, none of the interactions between treatment and NCLB subgroups were statistically significant, indicating that there was no evidence that the program has had a differential impact on any of these subgroups of students.[77]

Exploratory Analyses Adjusting for Untreated Students

The intent-to-treat analyses that have been discussed up to this point provide the best approach to maintaining the original randomization of treatment and control groups. For this reason, such analyses provide the most rigorous approach for attributing any treatment effects to program impact. At the same time, however, they reflect impacts of the program *as implemented*; but when implementation is imperfect and/or students do not participate fully, ITT analyses will tend to underestimate the impact of the program model when implemented *as intended*, as has been previously discussed. Analyses that eliminate untreated (or minimally treated) students from the

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intensive intervention.) In addition, a second analysis was conducted of students who were in Grade 6 during SY 0708 with grade equivalents of 4.0 or less, and who would have participated in the program for two years by SY 0809. There were no statistically significant differences between treatment and control students in any of these analyses. Detailed analysis results for the sensitivity analysis are presented in Appendix L, while results for analyses using federal definitions are presented in Appendix M.

[77] In the final model, the interaction between female and treatment is negative and approaches statistical significance ($p = .07$). This result hints at the possibility that the intervention had a differential impact on boys and girls that was not detectable by the current evaluation design. Nevertheless, even a statistically significant "differential impact" might only reflect a difference in performance when comparing boys vs. girls (*i.e.*, the difference between treatment and control students was greater for boys than for girls); it still would not demonstrate that the program was "effective" for boys, because the average performance of boys in the treatment group was not statistically different from that of boys in the control group.

analysis provide a better focus on impacts for students who have actually experienced the intervention.

In this context, it is notable that some Striving Readers teachers and LITs have reported seeing classroom-level achievement gains, as evidenced through the results of assessments such as the BRI and fluency snapshots. Indeed, the senior literacy advisor has expressed concern that the ISAT is not as sensitive a measure of reading comprehension as ClassViews would have been, but the study had to drop plans to use this test as an additional impact measure for the evaluation because it is not implemented district-wide. Given that teachers who do see evidence of literacy gains have sometimes tended to be more inclined to take ownership of the program—and, as a result, might be more likely to implement it with higher fidelity—it is especially important to make every effort to look for evidence of the full potential of the intended program model.

To this end, several additional, exploratory analyses were conducted to provide evidence about treatment effects for those students who actually participated in the program. Such analyses must be interpreted with caution, however, as selection effects resulting from attrition can contaminate the randomization, thereby potentially introducing differences between treatment and control groups other than program participation, that might contribute to treatment effects. These analyses are discussed below.

Students in Grade 6, Tier 2 in SY 2007-2008 Who Have Participated for Two Years

Among the eligible students in grade 6, Tier 2 during school year 2007-2008, 12% did not remain in the same group (treatment or control) for two full years. Even among those who did, however, there were no significant treatment effects.

Within the fifth analytic group that was assessed above (all students who were assigned to Tier 2 in Grade 6 during the 2007-2008 school year), some students did not remain in a Striving Readers school through the end of the 2008-2009 school year, and therefore did not receive two full years of intervention.[78] Similarly, some of those who were originally in a control school did not remain in one for both years.[79] The first exploratory analysis focused on those students within the ITT group who actually remained in a Striving Readers school (or a control school) for both years (2007-2008 and 2008-2009). Among the 440 students in the original ITT sample (213 in the treatment group and 227 in the control group), a total of 54 students (29 in the treatment group and 25 in the control group) had not actually remained in the same group for both years.

Among these participating Tier 2 students, an analysis of covariance was conducted to test for differences in the spring 2009 ISAT reading scores between treatment and control students, after controlling for differences in their baseline reading scores. Analysis results are presented in Table 30.

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[78] Since there was no direct measure available of the number of hours of intervention that Tier 2 students received from the LIT, it was assumed that all 6th grade students who remained in a Striving Readers school received the full targeted intervention.

[79] These may include students who had left the system, moved to a non-program school, or crossed over between treatment and control schools.

Table 30
Analysis of Covariance for Grade 6, Tier 2 Students
With Two Full Years of Participation in SYs 2007-2008 to 2008-2009

Grouping	Total N	Spring 2009 Adjusted ISAT Score[a]	F (Sig.)[b]
Control	202	230.50	.618 (.432)
Treatment	184	231.65	

[a] Group means were rescaled based on pretest performance to control for differences at starting point. Covariates appearing in the model are evaluated at the following values: BaselineISAT09 =204.56.
[b] An asterisk in this column indicates that there were statistically significant differences at the .05 level based on an analysis of covariance.

As the above data show, the difference in reading achievement between participating treatment and control students, after taking into account baseline differences, was very small and not statistically significant.

Students in Grade 6, Tier 3 in SY 2008-2009 Who Participated for the Full Year

Among all grade 6 students in treatment schools assigned to Tier 3 during school year 2008-2009, 11% left the school mid-year, 37% stayed in the school but did not enroll in the AMP program, and 21% participated in AMP for fewer than half of the expected number of hours. Analyses adjusting for those who did not receive full services suggest the possibility that the program may have an impact for Tier 3 students who receive full AMP services.

For reasons analogous to those for the additional analyses of Tier 2 students, exploratory analyses were also conducted for subsets of those students who were assigned to Tier 3 in Grade 6 during the 2008-2009 school year (analytic group 6).[80] Specifically, like the Tier 2 analyses above, these analyses made adjustments to reflect the fact that a number of students in the ITT sample did not remain in a Striving Readers or control school throughout the 2008-2009 school year, and/or did not receive a full year of AMP services.

Among the 674 students in the original ITT sample (346 in the treatment group and 328 in the control group), a total of 44 students had not actually remained in a treatment or control school for the full year. The first set of analyses focused on the remaining 630 students (308 treatment and 322 control students); [81] and those participating in Striving Readers schools were further identified according to their level of AMP participation (treatment dosage). The latter were classified as either non-participants (those in treatment schools who did not enroll in AMP), low AMP participation (those who received fewer than half of the number of AMP hours specified

[80] In contrast to those for the Tier 2 students, these analyses did not focus on two-year participants, since in many cases the intensive intervention is only provided during the sixth grade.
[81] Specifically, ITT students were excluded from this analysis if they crossed over between treatment and control schools or from a treatment school to a non-program school during the year. However, a small number of control students who moved to a non-program school were kept in the analyses, since they still would not have received program services.

by the model[82]), or high AMP participation (those who received at least half of the specified total number of hours). Among the 308 students in the Striving Readers schools, 128 (42%) never enrolled in AMP during Year 3, 71 (23%) had low attendance, and 109 (35%) had high attendance.

For this group, an analysis of covariance (ANCOVA) was used to determine whether dosage level was related to achievement outcomes. Results are summarized in Tables 31a and 31b below.

Table 31a
Analyses of Covariance for Grade 6, Tier 3 Students
With One Full Year of Participation in SY 2008-2009

Grouping	Total N	Spring 2009 Adjusted ISAT Score[a]	F (*p* value)	Effect Size (Cohen's *d*)[b]
Control students	322	209.649	2.742 (.042)	.23
Treatment students with no AMP participation	128	208.869		
Treatment students with low AMP participation	71	207.894		
Treatment students with high AMP participation	109	213.398		

[a] Group means were rescaled based on pretest performance to control for differences at starting point. Covariates appearing in the model are evaluated at the following values: BaselineISAT09 = 190.8333.
[b] Cohen's *d* is an effect size index that measures the magnitude of the differences. An effect size of .2 is considered small, .5 is considered medium, and .8 is considered large.

Table 31b
Post-hoc Adjustments for Multiple Comparisons:
Least Significant Difference Pairwise Comparison Tests

Dosage	Results	Dosage: Targeted; no AMP	Dosage: Targeted; low AMP	Dosage: Targeted; high AMP
Control students	Mean Difference	.780	1.755	-3.749*
	Std. Error	1.535	1.926	1.628
	Sig.[a]	.612	.363	.022
Targeted; no AMP	Mean Difference		.974	-4.529*
	Std. Error	--	2.173	1.914
	Sig.[a]		.654	.018
Targeted; low AMP	Mean Difference			-5.504*
	Std. Error	--	--	2.240
	Sig.[a]			.014

* The mean difference is significant at $p < .05$.
[a] Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

[82] The model states that students should receive 240 minutes of intensive intervention per week, and the program director indicated that ideally, the program should run from the beginning of October through the first week of May, for a total of 26 weeks or 104 hours.

As the ANCOVA results in Table 31a show, there were small but statistically significant differences in reading achievement for students with different levels of participation in AMP. Additional comparisons among these various groups of students (as shown in Table 31b) show that treatment students with high AMP participation scored significantly higher than any of the other dosage groups after taking into account baseline differences.[83] However, because those with high AMP participation are self-selected, these analyses are inconclusive about the extent to which this difference is a result of the program, as opposed to other characteristics such as motivation that may be associated with high participation.

In addition to the above dosage analysis, an alternate analysis was conducted to account for the fact that a substantial proportion of Tier 3 students in the ITT sample received no AMP services. For this analysis, a Bloom adjustment (Bloom, 1984) was applied to the ITT sample of students who were assigned to Tier 3 in sixth grade during the 2008-2009 school year. The Bloom adjustment generates an estimate of program impact for students who actually received treatment, based on the assumption that there is no impact on students who are assigned to the treatment group but who do not receive the intervention ("no-shows").[84] During the 2008-2009 school year, among grade 6, Tier 3 students originally assigned to the treatment group, a substantial proportion (162 out of 346 students, or 47% of treatment students originally assigned to Tier 3) did not receive any AMP services, either because they left the Striving Readers school, or because they remained in the school but did not enroll in AMP. Both of these groups were considered "no-shows" for the purpose of this analysis.

It should be noted that, if there was in fact some treatment effect for the no-shows, this adjustment may overestimate the treatment effect for the participating students, since the effect for the no-shows would also be (erroneously) attributed to the participant group. Since most of the no-shows in this analysis had no AMP participation, but did receive services through the targeted intervention, it is possible that the Bloom adjustment in this case might overstate the treatment effect for AMP students. However, since the original HLM analyses of ITT populations revealed no statistically detectable treatment effects for either Tier 2 or Tier 3 students, it is arguable that the extent of any such overestimate would also likely be statistically negligible. A comparison of the original ITT analysis to the Bloom adjustment for this population is shown in Table 32.

[83] Pairwise comparisons using the more conservative Bonferroni correction were not statistically significant.

[84] The Bloom adjustment reallocates the treatment effect to only those students within the ITT population who received the intervention. Without removing "no-shows" from the sample, which could introduce self-selection bias, the adjustment thereby isolates the outcomes of the no-show group while maintaining the randomized design.

Table 32
Comparison of ITT and Bloom Adjustment Impact Estimates
For Grade 6 Students Assigned to Tier 3 in SY 2008-2009

Impact Estimate	Coefficient	SE	*p*	Effect Size
ITT Analysis[a]	**1.285**	**1.501**	**0.396**	**0.081**
Bloom Adjustment	**2.446**	**2.837**	**0.389**	**0.155**

[a]From Appendix Table I-17, results for Model 10

As these results show, estimates for the impact of the Striving Readers program on Tier 3 students still did not reach statistical significance after applying the Bloom adjustment. Nevertheless, it did result in an increase in the impact estimate and in the effect size. Detailed analysis results of the Bloom adjustment are presented in Appendix N.

Both the dosage analysis and the Bloom adjustment for Tier 3 students have potential confounding factors. However, results of both analyses pointed in the same direction. Taken together, they hint at the possibility that the program might have an impact for Tier 3 students, but that these impacts are not detectable in the ITT analyses because they are diluted by the presence of students who received limited services.

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Appendix A-1: Year 3 Measures

This Appendix includes copies of the following surveys, instruments, and protocols used in the evaluation of the Chicago Striving Readers program:

- Surveys
  - Spring 2009 Literacy Improvement Survey for Teachers – Treatment Schools
  - Spring 2009 Survey of Literacy Intervention and AMP Teachers
  - Spring 2009 Literacy Improvement Survey for Librarians – Treatment Schools
  - Spring 2009 Literacy Improvement Survey for Content Area Teachers – Treatment Schools
  - Spring 2009 Literacy Improvement Survey for Teachers – Control Schools
  - Spring 2009 Literacy Improvement Survey for Librarians – Control Schools
  - Spring 2009 Literacy Improvement Survey for Content Area Teachers – Control Schools
- Interview Protocols:
  - Principal Interview Protocol – Treatment Schools
  - Principal Interview Protocol – Control Schools
  - Project Director Interview Protocol
  - Literacy Advisor Interview Protocol
  - School Coordinator Interview Protocol
  - District Technology Coordinator Interview Protocol
- Case Study
  - Observation Protocol
  - Self Contained Teachers Focus Group Protocol (Fall ’08 & Spring ’09)
  - ELA Teachers Focus Group Protocol (Fall ’08 & Spring ’09)
  - Non-ELA Teachers Focus Group Protocol (Fall ’08 & Spring ’09)
  - LIT Interview Protocol (Fall ’08 & Spring ’09)
  - Principal Interview Protocol (Fall ’08 & Spring ’09)

Chicago Public Schools (CPS) Striving Readers
Spring 2009 Literacy Improvement Survey for Teachers

The following is a survey designed to gather your feedback on the essential components of the Striving Readers program. Survey results will be reported in the aggregate only. We will not use your name or identify individual respondents. Your feedback is extremely valuable to the success of this program. If you have questions about this survey, please contact Rebecca Swann at rswann@metisassoc.com or 212-425-8833.

1. What is your primary role or teaching assignment?

(Select the single best option.
- If you are a Literacy Intervention Teacher (LIT), please select that role even if you also have other duties.
- If you teach English language arts as well as other subject area(s), please respond to the survey with your role as an ELA teacher in mind.)

- Literacy Intervention Teacher (Link to LIT Survey)
- General education teacher (self-contained classroom teacher) (Continue with LIST Q3)
- English language arts teacher (Continue with LIST Q3)
- Teach English language arts *and* other academic subject areas **(Continue with LIST Q2)**
- Teach other academic subjects ***but not*** English language arts (Link to NonELA Survey)
- Bilingual/ELL teacher (Continue with LIST Q3)
- Special education teacher (Continue with LIST Q3)
- Librarian (Link to librarian Survey)
- Reading specialist (Continue with LIST Q3)
- Other (please specify): _____

  Does this role include teaching of English language arts?
  - Yes (Continue with LIST Q3)
  - No (Jump to "Thank you for completing this survey!")

2. What other subjects do you teach?
   - Math
   - Science
   - Social Studies/Humanities
   - Other (please specify)_____

Please answer the following questions with regard to your role in providing instruction in English language arts. This survey will take you about 45 minutes to complete (approximately 1 hour if you also teach the AMP after-school program). Results will be reported in the aggregate only; we will not use your name or identify individual respondents. Your feedback is extremely valuable to the success of this program. If you have questions about this survey, please contact Rebecca Swann at rswann@metisassoc.com or 212-425-8833.

This part of the survey relates to general classroom instruction for *all* students (not only struggling readers).

Comprehensive Instruction

3. How often do you use the following practices to help students increase reading comprehension?

Use of Instructional Practices	**Never**	**Less than once a month**	**1-3 times a month**	**1-3 times a week**	**4-5 times a week**
Explicit instruction in use of **summarizing** as a comprehension strategy	❒	❒	❒	❒	❒
Explicit instruction in use of **questioning** as a comprehension strategy	❒	❒	❒	❒	❒
Explicit instruction in use of **predicting** as a comprehension strategy	❒	❒	❒	❒	❒
Explicit instruction in using **text structure** (the organizational arrangements used to present information) as a comprehension strategy	❒	❒	❒	❒	❒
Explicit instruction in use of **visualization** as a comprehension strategy	❒	❒	❒	❒	❒
Explicit instruction in use of **inferring** as a comprehension strategy	❒	❒	❒	❒	❒
Explicit instruction in use of **metacognition** (students select appropriate comprehension strategies) as a comprehension strategy	❒	❒	❒	❒	❒
Establishing the purpose for reading.	❒	❒	❒	❒	❒
Monitoring students' comprehension through questioning.	❒	❒	❒	❒	❒
Making connections to background knowledge.	❒	❒	❒	❒	❒
Making connections between texts.	❒	❒	❒	❒	❒
Synthesizing information within text or across texts.	❒	❒	❒	❒	❒
Using differentiated instruction (using different instructional methods, modalities, materials, etc. for different groups or individuals to address unique learning needs)	❒	❒	❒	❒	❒
Use of *before, during, and after* (BDA) reading strategies for comprehension instruction (A student constructed mental framework for reading begun before reading even begins, strengthened as students interact with the text during the reading, and reflected upon after reading.)	❒	❒	❒	❒	❒
Use of the *gradual release of responsibility* model for reading comprehension instruction (Leading students from 'Modeled instruction' to 'Shared instruction' to 'Guided practice' and finally 'Students' independent practice')	❒	❒	❒	❒	❒
Using Pairing for Partner Reading & Content Too (PRC2) for comprehension instruction	❒	❒	❒	❒	❒

4. How often do you use the following practices to help students build their vocabulary knowledge?

Use of Instructional Practices	**Never**	**Less than once a month**	**1-3 times a month**	**1-3 times a week**	**4-5 times a week**
Explicit instruction in vocabulary	❒	❒	❒	❒	❒
Modeling the use of word parts	❒	❒	❒	❒	❒
Review of vocabulary words	❒	❒	❒	❒	❒
Use of vocabulary notebooks	❒	❒	❒	❒	❒
Use of the PRC2 for vocabulary development.	❒	❒	❒	❒	❒
Use of *before, during, and after* (BDA) reading strategies for vocabulary instruction	❒	❒	❒	❒	❒
Use of the *gradual release of responsibility* model for vocabulary instruction	❒	❒	❒	❒	❒

5. How often do you use the following practices to help students develop fluency?

Use of Instructional Practices	**Never**	**Less than once a month**	**1-3 times a month**	**1-3 times a week**	**4-5 times a week**
Teacher read aloud	❒	❒	❒	❒	❒
Teacher interactive read aloud	❒	❒	❒	❒	❒
Shared reading (students and teacher take turns in reading)	❒	❒	❒	❒	❒
Modeling reading for students	❒	❒	❒	❒	❒
Explicit instruction in guided oral reading	❒	❒	❒	❒	❒
Focusing instruction on proper and meaningful phrasing	❒	❒	❒	❒	❒
Use of the PRC2 for fluency instruction.	❒	❒	❒	❒	❒
Students listen to audio books, play aways	❒	❒	❒	❒	❒
Use of the *gradual release of responsibility* model for fluency instruction	❒	❒	❒	❒	❒

6. How often do you use the following techniques to help students develop better reading strategies and skills?

Techniques	**Never/ Not Familiar**	**Less than once a month**	**1-3 times a month**	**1-3 times a week**	**4-5 times a week**
Everybody Reads To (ERT)	❒	❒	❒	❒	❒
Exclusion Brainstorming	❒	❒	❒	❒	❒
List-Group-Label	❒	❒	❒	❒	❒
Predict-Locate-Add-Note (PLAN)	❒	❒	❒	❒	❒
ReQuest	❒	❒	❒	❒	❒
Interactive Notation System for Effective Reading and Thinking (INSERT)	❒	❒	❒	❒	❒
ABC Graffiti	❒	❒	❒	❒	❒
Guided Reading and Summarizing Procedure (GRASP)	❒	❒	❒	❒	❒

7. How often do you use the following **grouping structures** in your classes?

Grouping Structures	**Never**	**Less than once a month**	**1-3 times a month**	**1-3 times a week**	**4-5 times a week**	**Multiple times a day**
Whole class/Large group	❒	❒	❒	❒	❒	❒
Individual Work	❒	❒	❒	❒	❒	❒
Small groups or Pairs	❒	❒	❒	❒	❒	❒

8. Considering *your own instruction* (not that of the LIT or other instructors in your classroom), how often do you apply differentiated instruction (using different instructional methods, modalities, materials, etc. for different groups or for different individuals within groups, to address the unique learning needs of different students) in your classroom?

Never	**Rarely**	**Occasionally**	**About half the time**	**Most of the time**	**Almost every lesson or activity**
❒	❒	❒	❒	❒	❒

Purposeful Assessment

9. Indicate how you use the data from the following assessments. (Please check all that apply.)

Assessments	**Not Using**	**Screening**	**Diagnostic**	**Benchmarking**	**Progress Monitoring**	**Assess Outcomes**
Reading Benchmark Assessment	❒	❒	❒	❒	❒	❒
Illinois Standards Achievement Test	❒	❒	❒	❒	❒	❒
Basic Reading Inventory (BRI)	❒	❒	❒	❒	❒	❒
Informal assessments	❒	❒	❒	❒	❒	❒
Fluency Snapshots	❒	❒	❒	❒	❒	❒
Spelling Inventories	❒	❒	❒	❒	❒	❒
Other:	❒	❒	❒	❒	❒	❒
Other:	❒	❒	❒	❒	❒	❒
Other:	❒	❒	❒	❒	❒	❒

Data-Driven Instruction

10. Please indicate the *extent* to which you use student assessment data for each of the following purposes.

Use of Data	**Not at All**	**To Some extent**	**To a Moderate Extent**	**To a Large Extent**
Placing students in intervention programs.	❒	❒	❒	❒
Differentiating instruction.	❒	❒	❒	❒
Identifying skills that need to be taught or retaught.	❒	❒	❒	❒
Monitoring student reading progress.	❒	❒	❒	❒
Creating instructional groups (in-class).	❒	❒	❒	❒

Grade-Level Teams

11. Do you currently have grade-level (horizontal) teams at your school?
    - o Yes
    - o No (If no, skip to Question 15)

12. Overall, rate the grade-level team's ability to use classroom assessment data in the following ways.

Use of Data	**Poor**	**Fair**	**Good**	**Excellent**	**Not Sure**
Address the literacy needs of all students.	❒	❒	❒	❒	❒
Address the needs of struggling readers.	❒	❒	❒	❒	❒
Formalize lesson plans.	❒	❒	❒	❒	❒
Identify students who are eligible for targeted interventions.	❒	❒	❒	❒	❒
Identify strengths.	❒	❒	❒	❒	❒
Identify teaching and learning strategies.	❒	❒	❒	❒	❒
Improve classroom practice.	❒	❒	❒	❒	❒

Literacy Teams

13. Do you currently have a (vertical) literacy team in place at your school?
    - o Yes
    - o No (If no, skip to Question 17)

14. Overall, rate the quality of the literacy team's performance in the following areas.

Performance Areas	**Poor**	**Fair**	**Good**	**Excellent**	**Not Sure**
Using assessment data to pinpoint the staff's professional development needs.	❒	❒	❒	❒	❒
Addressing the needs of all students.	❒	❒	❒	❒	❒
Addressing the needs of struggling readers.	❒	❒	❒	❒	❒
Addressing the needs of grade-level teams.	❒	❒	❒	❒	❒
Improving literacy instruction at your school.	❒	❒	❒	❒	❒

School-wide Intervention Materials

15. For each of the materials listed below,
    - Indicate how frequently you currently use the materials to teach literacy.
    - For those that you are using, rate how comfortable you are with using these materials to support student learning in language arts.

Materials	a) ***Frequency***						b) IF USED: ***Rate your comfort level***				
	N/A (Do Not Have/Not Working)	**Not Currently Using**	**Less than once a month**	**1 to 3 times a month**	**1 to 3 times a week**	**4 to 5 times a week**	**1 Not at all Comfortable**	**2**	**3**	**4**	**5 Very Comfortable**
Listening center (Classroom CD or cassette player, read-along audio books, playaways and headphones)	❐	❐	❐	❐	❐	❐	❐	❐	❐	❐	❐
Media center (classroom-based station with three computers and a printer)	❐	❐	❐	❐	❐	❐	❐	❐	❐	❐	❐
Text sets (content related books of different reading levels, genres and subject themes)	❐	❐	❐	❐	❐	❐	❐	❐	❐	❐	❐
Classroom library	❐	❐	❐	❐	❐	❐	❐	❐	❐	❐	❐
Vocabulary notebooks	❐	❐	❐	❐	❐	❐	❐	❐	❐	❐	❐
Textbooks	❐	❐	❐	❐	❐	❐	❐	❐	❐	❐	❐
Reading response notebooks	❐	❐	❐	❐	❐	❐	❐	❐	❐	❐	❐
School library	❐	❐	❐	❐	❐	❐	❐	❐	❐	❐	❐
Other informational texts (other than text sets)	❐	❐	❐	❐	❐	❐	❐	❐	❐	❐	❐

16. For each of the materials listed across the top of the chart below, please indicate which literacy instructional goals are supported by your use of that material in your classroom. (check all that apply.)

Instructional goals that each material is used to support:	Materials					
	Listening centers ↓	Media centers ↓	Text sets ↓	Classroom library ↓	Vocabulary notebooks ↓	Textbooks ↓
Not Using	❒	❒	❒	❒	❒	❒
Vocabulary Development	❒	❒	❒	❒	❒	❒
Fluency	❒	❒	❒	❒		
Reading Comprehension	❒	❒	❒	❒		❒
Writing Skills		❒				
Word Parts		❒	❒		❒	
Word Recognition		❒	❒	❒		❒
Spelling		❒	❒		❒	
Grammar		❒			❒	
To teach content themes			❒			❒
To develop students' self-directed learning	❒	❒	❒	❒	❒	
To supplement students' textbook reading	❒	❒	❒	❒		
Teaching students to identify and use text structure			❒			❒
Teaching students to identify and use the organizational features of expository writing		❒	❒			❒
To activate students' prior knowledge	❒	❒	❒	❒	❒	❒

17. For each of the materials listed below, please indicate which literacy instructional practices are supported by your use of that material in your classroom. (Please check all that apply.)

Materials	**Not Using**	**Instructional Practices**					
		Guided reading	Partner reading	Individual reading	Book club discussions	Differentiating instruction for struggling readers (Tiers 2 & 3)	Differentiating instruction for English language learners/special education students
Listening centers	❒	❒	❒	❒	❒	❒	❒
Media centers	❒	❒	❒	❒	❒	❒	❒
Text sets	❒	❒	❒	❒	❒	❒	❒
Classroom library	❒	❒	❒	❒	❒	❒	❒
Vocabulary notebooks	❒	❒	❒	❒	❒	❒	❒
Textbooks	❒	❒	❒	❒	❒	❒	❒
Reading response notebooks	❒	❒	❒	❒	❒	❒	❒

18. For each of the materials listed below, please indicate which grouping strategies are supported by your use of that material in your classroom. (Check all that apply)

Materials	**Not Using**	**Grouping Strategies**		
		Whole Class/ Large Group	**Small Group/ Pairs**	**Individual Work**
Listening centers	❒	❒	❒	❒
Media centers	❒	❒	❒	❒
Text sets	❒	❒	❒	❒
Classroom library	❒	❒	❒	❒
Vocabulary notebooks	❒	❒	❒	❒
Textbooks	❒	❒	❒	❒
Reading response notebooks	❒	❒	❒	❒

Use of Handheld Computers

19. a) Do you use handheld computers (Palm Pilots) to teach literacy?
    - ☐ Yes (Skip to Question20.)
    - ☐ No

    b) If you are NOT yet using handheld computers, please indicate why you are not using them below (Check all that apply) and then SKIP to Question 28:
    - ☐ I have not received the handheld computers.
    - ☐ Some or all of the computers are not working properly.
    - ☐ Some or all of the necessary software applications have not been installed on the computers.
    - ☐ I have not received sufficient professional development to feel comfortable using them.
    - ☐ Because the Striving Readers program provides only 10 computers per classroom, and I do not like to have some students use them while others can not.
    - ☐ I do not feel that they offer sufficient added benefit compared to traditional media (e.g. print, paper and pencil) to be worth the trouble.
    - ☐ Other (please specify): _____

20. Which grouping strategies do you support through the use of handheld computers (Palm Pilots) during literacy lessons? (Check all that apply)
    - ☐ Whole class/ Large group
    - ☐ Small group/pairs
    - ☐ Individual work

21. How often do students use handheld computers (Palm Pilots) during literacy instruction in your classroom?
    - o Less than once a month
    - o 1-3 times a month
    - o 1-3 times a week
    - o 4-5 times a week

22. Rate how comfortable you are with using the Palm Pilots to support your literacy instruction

1 **Not at all Comfortable**	**2**	**3**	**4**	**5** **Very Comfortable**
❒	❒	❒	❒	❒

23. Which specific academic foci or instructional objectives do you support with the use of handheld computers (Palm Pilots)? (Check all that apply)
    - ☐ Fluency
    - ☐ Vocabulary development
    - ☐ Developing students' reading comprehension strategies
    - ☐ Writing skills
    - ☐ Word parts
    - ☐ Word recognition
    - ☐ Spelling
    - ☐ Grammar
    - ☐ Locating information
    - ☐ Evaluating information
    - ☐ Synthesizing information
    - ☐ Organizing information
    - ☐ To develop students' self-directed learning
    - ☐ Teaching students to identify and use the organizational features of expository writing
    - ☐ To activate students' prior knowledge

24. Which of the following instructional activities and practices do you support with the use of handheld computers (Palm Pilots)? (Check all that apply)
    - ☐ Monitoring distribution and completion of assignments
    - ☐ Assessing students' literacy skills
    - ☐ Monitoring students' progress
    - ☐ Differentiating instruction for struggling readers (Tiers 2 & 3)
    - ☐ Differentiating instruction for English language learners/special education students
    - ☐ Guided reading
    - ☐ Partner reading
    - ☐ Individual reading
    - ☐ Book club discussions

25. In the table below, please indicate your frequency and comfort of use of each software application when using the handheld computers for literacy instruction.
    a) Indicate how frequently students in your class currently use each software application on the Palm Pilots during literacy instruction.
    b) For those that you are using, rate how comfortable you are with using each software application on the Palm Pilots to support your literacy instruction.

Handheld Computer Software Applications	***a) Frequency***						***b) IF USING: Rate your comfort level***				
	N/A (Do Not Have)	**Not Currently Using**	**Less than once a month**	**1 to 3 times a month**	**1 to 3 times a week**	**4 to 5 times a week**	**1 Not at all Comfortable**	**2**	**3**	**4**	**5 Very Comfortable**
CPS ON-Demand (Safari Montage).	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
iKWL	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
Freewrite	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
PiCo Maps	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
Internet Reciprocal Teaching	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
Flingit	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
Viewpoint	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
Sketchy	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
MS Word	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
MS Excel	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
Slideshow to Go	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
Cells	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
PAAM management software application	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
Go Manage	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒

26. For each of the handheld computer software applications listed below, please indicate which literacy instructional objectives are supported by your use of that application in your classroom. (Please check all that apply.)

Handheld Computer Software	**Not Using**	**Instructional Objectives supported by this application**							
		Fluency	**Vocabulary Development**	**Reading Comprehension**	**Writing Skills**	**Word Parts**	**Word Recognition**	**Spelling**	**Grammar**
CPS ON-Demand (Safari Montage).	❐	❐	❐	❐	❐	❐	❐	❐	❐
iKWL	❐	❐	❐	❐	❐	❐	❐	❐	❐
Freewrite	❐	❐	❐	❐	❐	❐	❐	❐	❐
PiCo Maps	❐	❐	❐	❐	❐	❐	❐	❐	❐
Internet Reciprocal Teaching	❐	❐	❐	❐	❐	❐	❐	❐	❐
Flingit	❐	❐	❐	❐	❐	❐	❐	❐	❐
Viewpoint	❐	❐	❐	❐	❐	❐	❐	❐	❐
Sketchy	❐	❐	❐	❐	❐	❐	❐	❐	❐
MS Word	❐	❐	❐	❐	❐	❐	❐	❐	❐
MS Excel	❐	❐	❐	❐	❐	❐	❐	❐	❐
Slideshow to Go	❐	❐	❐	❐	❐	❐	❐	❐	❐
Cells	❐	❐	❐	❐	❐	❐	❐	❐	❐

Classroom Library

27. Please check the ways that you use your classroom libraries. (Check all that apply)
    - ☐ For content area instruction
    - ☐ For independent reading
    - ☐ For small group instruction
    - ☐ For read alouds

28. Do you use interest inventories to help students self select reading material?
    - o Yes
    - o No

29. Do you use interest inventories to guide your purchases for the classroom library?
    - o Yes
    - o No

30. Please indicate how true each of the following statements are about the organization of books in your classroom library.

My classroom library…	**Not At All True**	**Slightly True**	**Somewhat True**	**Very True**
…is easily accessible to students.	❒	❒	❒	❒
…is well organized and in good shape.	❒	❒	❒	❒
…has a checkout system in place.	❒	❒	❒	❒
…includes a variety of reading materials that are appropriate for readers of differing abilities.	❒	❒	❒	❒
…includes a variety of texts that appeal to readers with differing interests.	❒	❒	❒	❒
…has reading materials grouped by genre.	❒	❒	❒	❒
…has reading materials clearly labeled.	❒	❒	❒	❒
…has both nonfiction and fiction books.	❒	❒	❒	❒

School Library

31. How often do you take your class to the library?
    - o Never
    - o Rarely (less than once a month)
    - o Sometimes (at least once a month)
    - o Often (at least once a week)
    - o Almost daily or daily

32. To what extent do the library resources support the Striving Readers program?
    - o Not at all
    - o To a small extent
    - o To a moderate extent
    - o To a large extent
    - o Don't know

33. How does the librarian work with you? (Check all that apply.)
    - ☐ The librarian does not work with me.
    - ☐ The librarian provides resources for class projects.
    - ☐ The librarian and I collaborate on how to supplement lessons with library resources.

☐ Other (please specify): _____

34. To what extent does the librarian consult with classroom teachers in using Striving Readers library funds to order reading materials that are grade level and content appropriate?
    - o Not at all
    - o To a small extent
    - o To a moderate extent
    - o To a large extent
    - o Don't know

35. To what extent does the librarian consider students' ***needs and reading abilities*** when ordering books and other reading material with Striving Readers library funds?
    - o Not at all
    - o To a small extent
    - o To a moderate extent
    - o To a large extent
    - o Don't know

36. To what extent does the librarian consider students' ***interests and motivation*** when ordering books and other reading material with Striving Readers library funds?
    - o Not at all
    - o To a small extent
    - o To a moderate extent
    - o To a large extent
    - o Don't know

37. How does the librarian work with your students? (Check all that apply.)
    - o Does not work with my students.
    - o Works with students on research skills.
    - o Directs students to resources tied to curriculum.
    - o Conducts read-alouds.
    - o Provides students with information about extracurricular academic activities (e.g., spelling bee, writing competitions, events).
    - o Assists students with class projects.
    - o Teaches students how to navigate Internet resources.
    - o Guides struggling readers to summer programs.
    - o Other (please specify): _____

Collaboration with LIT

38. How often do you meet or collaborate with the LIT in the following settings?

Grouping Structures	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Scheduled one-on-one meetings	❒	❒	❒	❒	❒
Impromptu one-on-one meetings (during lunch, prep periods, before/after school, etc.)	❒	❒	❒	❒	❒
Grade-level (horizontal) team meetings	❒	❒	❒	❒	❒
Literacy (vertical and horizontal) team meetings	❒	❒	❒	❒	❒

39. To what extent has your collaboration with the LIT facilitated your efforts to use the following methods to support *struggling readers* in your class?

Instructional methods	Extent to which collaboration with LIT **facilitated** use of methods			
	Not at all	To a small extent	To a moderate extent	To a large extent
a. Differentiating instruction	❒	❒	❒	❒
b. Scaffolding of instruction	❒	❒	❒	❒
c. Student groupings	❒	❒	❒	❒
d. Use of the Whole-Part-Whole instructional model	❒	❒	❒	❒
e. Using the media center	❒	❒	❒	❒
f. Using listening centers	❒	❒	❒	❒
g. Using handheld computers	❒	❒	❒	❒
h. Using text sets	❒	❒	❒	❒
i. Using assessment data to monitor student progress	❒	❒	❒	❒
j. Using student assessment data for instructional planning	❒	❒	❒	❒

40. To what extent has your collaboration with the LIT facilitated your ability to provide effective instruction in the following areas for struggling readers?

Academic areas	Extent to which collaboration with LIT **facilitated** effective instruction			
	Not at all	To a small extent	To a moderate extent	To a large extent
a. Comprehension	❒	❒	❒	❒
b. Fluency	❒	❒	❒	❒
c. Vocabulary	❒	❒	❒	❒
d. Writing skills	❒	❒	❒	❒
e. Word parts	❒	❒	❒	❒
f. Word recognition	❒	❒	❒	❒
g. Spelling	❒	❒	❒	❒
h. Reading/literacy in content areas	❒	❒	❒	❒

41. Overall, how effective has the literacy intervention teacher (LIT) push-in been in improving the reading skills of struggling readers in your classroom?
   - o Not at all effective
   - o Minimally effective
   - o Somewhat effective
   - o Effective
   - o Very effective

Professional Development

42. For each of the following Striving Readers professional development sessions conducted during the 2008-2009 school year, please indicate:
    - Whether you participated, and
    - If so, how useful the session(s) was (were) in helping you support student learning in language arts

Professional Development Sessions	**Did you participate?**		**If YES, how useful was the session?**			
	No	**Yes**	**Not Useful**	**Somewhat Useful**	**Moderately Useful**	**Extremely Useful**
AMP Intensive Intervention Program Training	❒	❒	❒	❒	❒	❒
2008 Summer institute	❒	❒	❒	❒	❒	❒
School-year follow-up institutes	❒	❒	❒	❒	❒	❒
Technology training (use of handhelds)	❒	❒	❒	❒	❒	❒
Training in LIT/ teacher collaboration	❒	❒	❒	❒	❒	❒
School-based professional development	❒	❒	❒	❒	❒	❒

43. For each of the following topics, indicate:

- Whether you received professional development addressing this topic during the current year
- If so, rate the impact that professional development you received has had on your comfort with each teaching practice.

Teaching practices	**Received PD?**		**If YES, what impact did the professional development have on your comfort with each teaching practice?**			
	No	**Yes**	**No Impact**	**Slight Impact**	**Moderate Impact**	**Major Impact**
Building academic vocabulary	❒	❒	❒	❒	❒	❒
Classroom libraries	❒	❒	❒	❒	❒	❒
Creating literacy-rich classroom environments	❒	❒	❒	❒	❒	❒
Differentiating instruction	❒	❒	❒	❒	❒	❒
Direct vocabulary instruction	❒	❒	❒	❒	❒	❒
Incorporating text sets in your instruction	❒	❒	❒	❒	❒	❒
Increasing student motivation	❒	❒	❒	❒	❒	❒
Supporting students' self-directed learning	❒	❒	❒	❒	❒	❒
Using before, during, and after reading strategies	❒	❒	❒	❒	❒	❒
Using student assessments to guide instruction	❒	❒	❒	❒	❒	❒
Using handheld computers (Palm Pilots)	❒	❒	❒	❒	❒	❒
Using literacy-based software	❒	❒	❒	❒	❒	❒
Using the PRC2 model	❒	❒	❒	❒	❒	❒
Using the whole-part-whole classroom instruction model	❒	❒	❒	❒	❒	❒

44. Please check the techniques in the list below for which you would like to receive more training. (Check all that apply)

- ❑ Marzano's vocabulary
- ❑ KWL
- ❑ Word Study/word sorting
- ❑ Using PRC2 for fluency instruction.
- ❑ Using PRC2 for comprehension instruction.
- ❑ Using PRC2 for vocabulary development.
- ❑ Everybody Reads To (ERT)
- ❑ Exclusion Brainstorming
- ❑ List-Group-Label
- ❑ Predict-Locate-Add-Note (PLAN)
- ❑ ReQuest
- ❑ Interactive Notation System for Effective Reading and Thinking (INSERT)
- ❑ Read Aloud/Think Aloud
- ❑ ABC Graffiti
- ❑ Guided Reading and Summarizing Procedure (GRASP)
- ❑ Teaching **summarizing** as a comprehension strategy
- ❑ Teaching **questioning** as a comprehension strategy
- ❑ Teaching **predicting** as a comprehension strategy
- ❑ Teaching **text structure** as a comprehension strategy
- ❑ Teaching **visualization** as a comprehension strategy
- ❑ Teaching **inferring** as a comprehension strategy
- ❑ Teaching **metacognition** as a comprehension strategy

Struggling Readers: Extended Day (Afterschool) Intervention

45. Do you teach the Striving Readers (AMP) after-school program?
    - o Yes (Link to AMP questions)
    - o No

About You [All types of respondents]

46. What is the name of your school?
[drop down list]

ABBOTT	HENDRICKS
BEETHOVEN	HENSON
BETHUNE	LINNE
BURR	LOVETT
BURROUGHS	MANIERRE
CARSON	MARSH
COLEMON,	MCCORKLE
COLES	POPE
COOK	PRICE
DETT	REAVIS
EBERHART	SALAZAR
FISKE	SMYTH, J

FULLER	TALCOTT
GALE COM	TELPOCHCALLI
GOMPERS	VOLTA
GRAY	

47. At which grade level(s) are you teaching reading/English language arts this year (2008-09)? (Check all that apply):

❒ K ❒ 1 ❒ 2 ❒ 3 ❒ 4 ❒ 5 ❒ 6 ❒ 7 ❒ 8 ❒ 9 ❒ 10 ❒ 11 ❒ 12

48. In which of the following settings do you teach literacy? (Check all that apply)
    - o Self-contained
    - o Subject-Area specialist
    - o Departmentalized
    - o Double block
    - o Other (Please specify):_____

49. How many years have you been teaching? [INSERT TEXTBOX]

50. How many years have you been teaching at this school? [INSERT TEXTBOX]

51. How many years have you been teaching reading? [INSERT TEXTBOX]

Teachers will be reimbursed by CPS-Striving Readers for their time to complete this survey. In order to be reimbursed we need you to identify yourself so that we can verify that you completed the survey. If you would like to be reimbursed, please provide your name and email address below, and be sure that you identified your school in the previous item. Your survey responses will still remain strictly confidential and will never be reported in any form that would allow anyone to connect your responses with your name. Providing this information is optional.

Your Name: _____ Email: _____

Thank you for completing this survey!

Chicago Public Schools Striving Readers
Spring 2009 Survey of Literacy Intervention and AMP Teachers

The following is a survey designed to gather your feedback on the push-in intervention and AMP after-school components of the Striving Readers program for Tier 2 and 3 students. It will take you approximately 60 minutes to complete (approximately 30 minutes for AMP-only teachers). Results will be reported in the aggregate only; we will not use your name or identify individual respondents. Your feedback is extremely valuable to the success of this program. If you have questions about this survey, please contact Rebecca Swann at rswann@metisassoc.com or 212-425-8833.

Please answer the following questions with regard to your work with students in the Targeted intervention group (i.e., additional instruction in small group setting for Tier 2-3 students).

1. How often do you use the following **grouping structures** during the *push-in intervention with Tier 2and 3 students*?

Grouping Structures	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week	Multiple times a day
Individual Work	❒	❒	❒	❒	❒	❒
Small groups/Pairs	❒	❒	❒	❒	❒	❒

2. **During your work in the regular classroom with students in the Targeted intervention group** (Tier 2 and 3 students), how often do you use the following practices to help struggling readers increase reading comprehension?

Use of Instructional Practices	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Explicit instruction in use of **summarizing** as a comprehension strategy	❒	❒	❒	❒	❒
Explicit instruction in use of **questioning** as a comprehension strategy	❒	❒	❒	❒	❒
Explicit instruction in use of **predicting** as a comprehension strategy	❒	❒	❒	❒	❒
Explicit instruction in using **text structure** (the organizational arrangements used to present information) as a comprehension strategy	❒	❒	❒	❒	❒
Explicit instruction in use of **visualization** as a comprehension strategy	❒	❒	❒	❒	❒
Explicit instruction in use of **inferring** as a comprehension strategy	❒	❒	❒	❒	❒
Explicit instruction in use of **metacognition** (students select appropriate comprehension strategies) as a comprehension strategy	❒	❒	❒	❒	❒
Establishing the purpose for reading	❒	❒	❒	❒	❒
Monitoring students' comprehension through questioning	❒	❒	❒	❒	❒
Making connections to background knowledge	❒	❒	❒	❒	❒
Making connections between texts	❒	❒	❒	❒	❒
Synthesizing information within text or across texts	❒	❒	❒	❒	❒
Using differentiated instruction (using different instructional methods, modalities, materials, etc. for different groups or individuals to address unique learning needs)	❒	❒	❒	❒	❒
Use of *before, during, and after* (BDA) reading strategies for comprehension instruction (A student constructed a mental framework for reading begun before reading even begins, strengthened as students interact with the text during the reading, and reflected upon after reading.)	❒	❒	❒	❒	❒
Use of the *gradual release of responsibility* model for reading comprehension instruction (Leading students from 'Modeled instruction' to 'Shared instruction' to 'Guided practice' and finally 'Students' independent practice')	❒	❒	❒	❒	❒

Use of Instructional Practices	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Using Pairing for Partner Reading & Content Too (PRC2) for comprehension instruction	❒	❒	❒	❒	❒

3. **During your work in the regular classroom with students in the Targeted intervention group** (Tier 2 and 3 students), how often do you use the following practices to help struggling readers build their vocabulary knowledge?

Use of Instructional Practices	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Explicit instruction in vocabulary	❒	❒	❒	❒	❒
Modeling the use of word parts					
Review of vocabulary words	❒	❒	❒	❒	❒
Use of vocabulary notebooks	❒	❒	❒	❒	❒
Use of the PRC2 for vocabulary development	❒	❒	❒	❒	❒
Use of *before, during, and after* (BDA) reading strategies for vocabulary instruction	❒	❒	❒	❒	❒
Use of the *gradual release of responsibility* model for vocabulary instruction	❒	❒	❒	❒	❒

4. **During your work in the regular classroom with students in the Targeted intervention group** (Tier 2 and 3 students), how often do you use the following practices to help struggling readers develop fluency?

Use of Instructional Practices	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Teacher read aloud	❒	❒	❒	❒	❒
Teacher interactive read aloud	❒	❒	❒	❒	❒
Shared reading (students and teacher take turns in reading)	❒	❒	❒	❒	❒
Modeling reading for students	❒	❒	❒	❒	❒
Explicit instruction in guided oral reading	❒	❒	❒	❒	❒
Focusing instruction on proper and meaningful phrasing	❒	❒	❒	❒	❒
Use of the PRC2 for fluency instruction	❒	❒	❒	❒	❒
Students listen to audio books, play aways	❒	❒	❒	❒	❒
Use of the *gradual release of responsibility* model for fluency instruction	❒	❒	❒	❒	❒

5. **During your work in the regular classroom with students in the Targeted intervention group** (Tier 2 and 3 students), how often do you use the following techniques to help students develop better reading strategies and skills?

Techniques	**Never/ Not Familiar**	**Less than once a month**	**1-3 times a month**	**1-3 times a week**	**4-5 times a week**
Everybody Reads To (ERT)	❒	❒	❒	❒	❒
Exclusion Brainstorming	❒	❒	❒	❒	❒
List-Group-Label	❒	❒	❒	❒	❒
Predict-Locate-Add-Note (PLAN)	❒	❒	❒	❒	❒
ReQuest	❒	❒	❒	❒	❒
Interactive Notation System for Effective Reading and Thinking (INSERT)	❒	❒	❒	❒	❒
ABC Graffiti	❒	❒	❒	❒	❒
Guided Reading and Summarizing Procedure (GRASP)	❒	❒	❒	❒	❒

6. How often do you meet with ELA classroom teachers at the following grade levels to discuss instruction-related issues regarding your work ***with students in the Targeted intervention group***.

	Frequency of Meetings with Grade-Level Teachers				
	Never	**Less than once a month**	**1-3 times a month**	**1-3 times a week**	**4-5 times a week**
Grade 6 teachers	❒	❒	❒	❒	❒
Grade 7 teachers	❒	❒	❒	❒	❒
Grade 8 teachers	❒	❒	❒	❒	❒

7. In which setting(s) do you meet or collaborate with ELA classroom teachers? (Check all that apply for each grade)

Settings for Meetings with Classroom Teachers	**Grade 6**	**Grade 7**	**Grade 8**
a. Scheduled one-on-one meetings	❒	❒	❒
b. Impromptu one-on-one meetings (during lunch, prep periods, before/after school, etc.)	❒	❒	❒
c. Grade-level team meetings	❒	❒	❒
d. Literacy leadership team meetings	❒	❒	❒

8. How often do you meet with **SIXTH-GRADE** classroom teachers to discuss implementing each of the following instructional methods ***for students in the in-class Targeted Intervention group*** (Tiers 2-3)?

Instructional methods and activities for Targeted Intervention	**How often discussed with classroom teachers**				
	Never	**Less than once a month**	**1-3 times a month**	**1-3 times a week**	**4-5 times a week**
a. Differentiated instruction	❒	❒	❒	❒	❒
b. Student groupings	❒	❒	❒	❒	❒
c. Use of Striving Readers texts sets, text set teacher guides, technology, classroom library, school library	❒	❒	❒	❒	❒
d. Use of specific Striving Readers comprehension strategies for reading	❒	❒	❒	❒	❒
e. Using specific Striving Readers instructional techniques for comprehension instruction	❒	❒	❒	❒	❒
f. Using specific Striving Readers instructional techniques for vocabulary instruction	❒	❒	❒	❒	❒
g. Using specific Striving Readers instructional techniques for fluency instruction	❒	❒	❒	❒	❒
h. Discussing specific students' reading progress	❒	❒	❒	❒	❒
i. Coordinating instruction between lessons for the whole class and lessons for the Targeted Intervention group	❒	❒	❒	❒	❒
j. Using student assessment data for instructional planning	❒	❒	❒	❒	❒

6. Please indicate the extent to which you use student assessment data for each of the following purposes related to your work ***with students in the Targeted intervention group***?

Use of Data	**Not at All**	**To some extent**	**To a moderate extent**	**To a large extent**
Differentiating instruction	❒	❒	❒	❒
Identifying skills that need to be retaught or retaught	❒	❒	❒	❒
Monitoring student reading progress	❒	❒	❒	❒
Creating instructional groups (in-class)	❒	❒	❒	❒

Schoolwide Intervention Materials

7. Please use the table below to tell us about your use of various Striving Readers materials during your instruction of Tier 2 and 3 students *in the regular classroom.* Please rate the use of these materials only in reference to your *own* instructional activities; do not include those of the classroom teacher or other adults who may be assisting in the classrooms you serve.

   For each of the materials listed below,
   - Indicate how frequently you currently use the materials to teach literacy.
   - For those that you are using, rate how comfortable you are with using these materials to support student learning in language arts.

Materials	a) ***Frequency***						***b) IF USING:*** ***Please rate your comfort level***				
	N/A (Do Not Have)	**Not Currently Using**	**Less than once a month**	**1 to 3 times a month**	**1 to 3 times a week**	**4 to 5 times a week**	**1 Not at all Comfortable**	**2**	**3**	**4**	**5 Very Comfortable**
Listening centers (Classroom CD & Cassette Player, Read-Along audio books, playaways, headphones)	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
Media centers (three computers and a printer)	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
Text sets (content related books of different reading levels, genres and subject themes)	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
Classroom library	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
Vocabulary notebooks	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
Textbooks	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
Reading response notebooks	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
School library	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
Other informational texts (other than text sets)	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒

Use of Handheld Computers During Targeted Intervention Instruction

8. a) Do you use handheld computers (Palm Pilots) to teach literacy during *Targeted Intervention* instruction of Tier 2 and 3 students *in the regular classroom*?
   - ☐ Yes (Skip to Question 9.)
   - ☐ No

   b) If you are NOT yet using handheld computers, please indicate why you are not using them below (Check all that apply) and then SKIP to Question 15:
   - ☐ I have not received the handheld computers.
   - ☐ Some or all of the computers are not working properly.
   - ☐ Some or all of the necessary software applications have not been installed on the computers.
   - ☐ I have not received sufficient professional development to feel comfortable using them.
   - ☐ Because the Striving Readers program provides only 10 computers per classroom, and I do not like to have some students use them while others can not.
   - ☐ They are being used primarily for whole class instruction.
   - ☐ I do not feel that they offer sufficient added benefit compared to traditional media (e.g. print, paper and pencil) to be worth the trouble.
   - ☐ Other (please specify): _____

9. Which grouping strategies do you support through the use of handheld computers (Palm Pilots) during *Targeted Intervention* instruction of Tier 2 and 3 students *in the regular classroom*? (Check all that apply)
   - ☐ Whole class/ Large group
   - ☐ Small group/pairs
   - ☐ Individual work

10. How often do your students use handheld computers (Palm Pilots) during *Targeted Intervention* instruction of Tier 2 and 3 students *in the regular classroom*?
    - o Less than once a month
    - o 1-3 times a month
    - o 1-3 times a week
    - o 4-5 times a week

11. Rate how comfortable you are with using the Palm Pilots to support your literacy instruction *during targeted intervention instruction.*

1 **Not at all Comfortable**	**2**	**3**	**4**	**5** **Very Comfortable**
❒	❒	❒	❒	❒

12. Which specific academic foci or instructional objectives do you support with the use of handheld computers (Palm Pilots) during *Targeted Intervention* instruction? (Check all that apply)
    - ☐ Fluency
    - ☐ Vocabulary development
    - ☐ Developing students' reading comprehension strategies
    - ☐ Writing skills
    - ☐ Word parts
    - ☐ Word recognition
    - ☐ Spelling
    - ☐ Grammar
    - ☐ Organizing information
    - ☐ Locating information
    - ☐ Evaluating information
    - ☐ Synthesizing information
    - ☐ Demonstrate knowledge of key concepts
    - ☐ To develop students' self-directed learning
    - ☐ Teaching students to identify and use the organizational features of expository writing
    - ☐ To activate students' prior knowledge

13. Which instructional methods do you support with the use of handheld computers (Palm Pilots) during *Targeted Intervention* instruction? (Check all that apply)
    - ☐ Monitoring distribution and completion of assignments
    - ☐ Assessing students' literacy skills
    - ☐ Monitoring students' progress
    - ☐ Differentiating instruction
    - ☐ Teaching comprehension strategies
    - ☐ Using comprehension techniques
    - ☐ Guided reading
    - ☐ Partner reading
    - ☐ Individual reading
    - ☐ Book club discussions

14. In the table below, please indicate your frequency and comfort of use of each software application when using the handheld computers during your *Targeted Intervention* instruction of Tier 2 and 3 students in the regular classroom.
    c) Indicate how frequently your Tier 2-3 students currently use each software application on the Palm Pilots during literacy instruction.
    d) For those that you are using, rate how comfortable you are with using each software application on the Palm Pilots to support your literacy instruction.

Handheld Computer Software Applications	***a) Frequency***						***b) IF USING: Rate your comfort level***				
	N/A (Do Not Have)	**Not Currently Using**	**Less than once a month**	**1 to 3 times a month**	**1 to 3 times a week**	**4 to 5 times a week**	**1 Not at all Comfortable**	**2**	**3**	**4**	**5 Very Comfortable**
CPS ON-Demand (Safari Montage).	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
iKWL	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
Freewrite	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
PiCo Maps	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
Internet Reciprocal Teaching	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
Flingit	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
ViewPoint	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
Sketchy	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
Ms Word	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
Ms Excel	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
Slideshow to Go	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
Cells	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
PAAM management software application	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
Go Manage	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒

15. For each of the handheld computer software applications listed below, please indicate which literacy instructional objectives are supported by your use of that application during your *Targeted Intervention* instruction of Tier 2 and 3 students. (Please check all that apply.)

Handheld Computer Software	**Not Using**	**Instructional Objectives supported by this application**							
		Vocabulary Development	**Fluency**	**Reading Comprehension**	**Writing Skills**	**Word parts**	**Word recognition**	**Spelling**	**Grammar**
CPS ON-Demand (Safari Montage).	❐	❐	❐	❐	❐	❐	❐	❐	❐
iKWL	❐	❐	❐	❐	❐	❐	❐	❐	❐
Freewrite	❐	❐	❐	❐	❐	❐	❐	❐	❐
PiCo Maps	❐	❐	❐	❐	❐	❐	❐	❐	❐
Internet Reciprocal Teaching	❐	❐	❐	❐	❐	❐	❐	❐	❐
Flingit	❐	❐	❐	❐	❐	❐	❐	❐	❐
Viewpoint	❐	❐	❐	❐	❐	❐	❐	❐	❐
Sketchy	❐	❐	❐	❐	❐	❐	❐	❐	❐
Ms Word	❐	❐	❐	❐	❐	❐	❐	❐	❐
Ms Excel	❐	❐	❐	❐	❐	❐	❐	❐	❐
Slideshow to Go	❐	❐	❐	❐	❐	❐	❐	❐	❐
Cells	❐	❐	❐	❐	❐	❐	❐	❐	❐

After-School Program Section

The following section of the survey is designed to gather your feedback on the AMP after-school program for Tier 3 students. It will take you approximately 15 minutes to complete and results will be reported in the aggregate only. We will not use your name or identify individual respondents. Your feedback is extremely valuable to the success of this program. If you have questions about this survey, please contact Rebecca Swann at rswann@metisassoc.com or 212-425-8833.

Please answer the following questions with regard to your work with students in the AMP after-school program.

Grouping Structure

9. How often do you use the following **grouping structures** in the after-school class?

Grouping Structures	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week	Multiple times a day
Whole class/Large group	❐	❐	❐	❐	❐	❐
Individual Work	❐	❐	❐	❐	❐	❐
Small groups/Pairs	❐	❐	❐	❐	❐	❐

Program Participants

10. Do you feel that the AMP after-school program is appropriate to the reading levels of the students who are currently participating?
    - o Not at all appropriate
    - o Somewhat appropriate
    - o Very appropriate (Skip to Q17)

16b. Please indicate the proportion of your AMP students for whom the following statements are true.

	All or almost all students	Most students	About half	A few students	Hardly any students
These students should not be in the AMP class because their reading levels are **too high**.	❐	❐	❐	❐	❐
These students should not be in the AMP class because their reading levels are **too low**.	❐	❐	❐	❐	❐

11. Are there students who are *not* in the after-school program who should be?
    - o Yes – Please explain: _____
    - o No

12. Please rate the proportion of your students for whom you think the following statements about the AMP after-school program are true.

The AMP after-school program is…	All or almost all students	Most students	About half	A few students	Hardly any students
f. engaging.	❐	❐	❐	❐	❐
g. relevant to their interests.	❐	❐	❐	❐	❐

h. motivating.	❒	❒	❒	❒	❒
i. appropriate to their literacy needs.	❒	❒	❒	❒	❒
j. appropriate to their learning style.	❒	❒	❒	❒	❒

Use of AMP Software

13. How comfortable are you with the after-school Achieving Maximum Potential (AMP) software program for struggling readers?
    - o Not comfortable
    - o Somewhat comfortable
    - o Moderately comfortable
    - o Extremely comfortable

14. How frequently do you use the Achieving Maximum Potential (AMP) software for struggling readers in the after-school program?
    - o Never
    - o Less than once a month (Skip to Q21)
    - o 1-3 times a month (Skip to Q21)
    - o 1-3 times a week (Skip to Q21)
    - o 4-5 times a week (Skip to Q21)
    - o Multiple times a day (Skip to Q21)

14b. If you said that you "never" use the AMP software, please indicate why by checking the appropriate responses below. (Check all that apply)

- ☐ I do not have computers in the classroom where I teach AMP.
- ☐ The AMP software is not installed on my computers.
- ☐ The computers in the classroom where I teach AMP are not working.
- ☐ I do not believe that the AMP software is effective at building students' literacy skills.
- ☐ I do not know how to use the AMP software.
- ☐ The AMP software is not appropriate to the reading levels of the students who are currently participating
- ☐ Other (Please specify)_____

Instructional Practices

15. How often do you use the following practices or materials with Tier 3 students *in the AMP after-school program* to help them increase reading comprehension?

Use of Instructional Practices	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Explicit instruction in use of **summarizing** as a comprehension strategy	❒	❒	❒	❒	❒
Explicit instruction in use of **questioning** as a comprehension strategy	❒	❒	❒	❒	❒
Explicit instruction in use of **predicting** as a comprehension strategy	❒	❒	❒	❒	❒
Explicit instruction in using **text structure** (the organizational arrangements used to present information) as a comprehension strategy	❒	❒	❒	❒	❒
Explicit instruction in use of **visualization** as a comprehension strategy	❒	❒	❒	❒	❒
Explicit instruction in use of **inferring** as a comprehension strategy	❒	❒	❒	❒	❒

Use of Instructional Practices	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Explicit instruction in use of **metacognition** (students select appropriate comprehension strategies) as a comprehension strategy	❒	❒	❒	❒	❒
Establishing the purpose for reading.	❒	❒	❒	❒	❒
Monitoring students' comprehension through questioning.	❒	❒	❒	❒	❒
Making connections to background knowledge.	❒	❒	❒	❒	❒
Making connections between texts.	❒	❒	❒	❒	❒
Synthesizing information within text or across texts.	❒	❒	❒	❒	❒
Using differentiated instruction (using different instructional methods, modalities, materials, etc. for different groups or individuals to address unique learning needs)					
Use of *before, during, and after* (BDA) reading strategies for comprehension instruction (A student constructed a mental framework for reading begun before reading even begins, strengthened as students interact with the text during the reading, and reflected upon after reading.)	❒	❒	❒	❒	❒
Use of the *gradual release of responsibility* model for reading comprehension instruction (Leading students from 'Modeled instruction' to 'Shared instruction' to 'Guided practice' and finally 'Students' independent practice')	❒	❒	❒	❒	❒
Using Pairing for Partner Reading & Content Too (PRC2) for comprehension instruction	❒	❒	❒	❒	❒

16. How often do you use the following practices or materials with Tier 3 students *in the AMP after-school program* to help them build their vocabulary knowledge?

Use of Instructional Practices	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Explicit instruction in vocabulary	❒	❒	❒	❒	❒
Modeling the use of word parts					
Review of vocabulary words	❒	❒	❒	❒	❒
Use of vocabulary notebooks	❒	❒	❒	❒	❒
Use of the PRC2 for vocabulary development.	❒	❒	❒	❒	❒
Use of *before, during, and after* (BDA) reading strategies for vocabulary instruction	❒	❒	❒	❒	❒
Use of the *gradual release of responsibility* model for vocabulary	❒	❒	❒	❒	❒

17. How often do you use the following practices or materials with Tier 3 students *in the AMP after-school program* to help them develop fluency?

Use of Instructional Practices	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Teacher read aloud	❒	❒	❒	❒	❒
Teacher interactive read aloud	❒	❒	❒	❒	❒
Shared reading (students and teacher take turns in reading)	❒	❒	❒	❒	❒
Modeling reading for students	❒	❒	❒	❒	❒
Explicit instruction in guided oral reading	❒	❒	❒	❒	❒
Focusing instruction on proper and meaningful phrasing	❒	❒	❒	❒	❒
Use of the PRC2 for fluency instruction.	❒	❒	❒	❒	❒
Students listen to audio books, play aways	❒	❒	❒	❒	❒
Use of the *gradual release of responsibility* model for fluency instruction	❒	❒	❒	❒	❒

18. During your work with Tier 3 students *in the AMP after-school program*, how often do you use the following techniques to help students develop better reading strategies and skills?

Techniques	Never/ Not Familiar	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Everybody Reads To (ERT)	❒	❒	❒	❒	❒
Exclusion Brainstorming	❒	❒	❒	❒	❒
List-Group-Label	❒	❒	❒	❒	❒
Predict-Locate-Add-Note (PLAN)	❒	❒	❒	❒	❒
ReQuest	❒	❒	❒	❒	❒
Interactive Notation System for Effective Reading and Thinking (INSERT)	❒	❒	❒	❒	❒
ABC Graffiti	❒	❒	❒	❒	❒
Guided Reading and Summarizing Procedure (GRASP)	❒	❒	❒	❒	❒

Use of Assessment Data

19. Please indicate the extent to which you use student assessment data for each of the following purposes *within the AMP after-school program.*

Use of Assessment Data	Not at All	To Some extent	To a Moderate Extent	To a Large Extent
Differentiating instruction.	❒	❒	❒	❒
Identifying skills that need to be retaught or retaught.	❒	❒	❒	❒
Monitoring student reading progress.	❒	❒	❒	❒

Creating instructional groups (in-class).	❒	❒	❒	❒

20. How often do you meet with ELA classroom teachers at the following grade levels to discuss instruction-related issues regarding your work ***with students in the AMP after-school program***?.

	Frequency of Meetings with Grade-Level Teachers				
	Never	**Less than once a month**	**1-3 times a month**	**1-3 times a week**	**4-5 times a week**
Grade 6 teachers	❒	❒	❒	❒	❒
Grade 7 teachers	❒	❒	❒	❒	❒
Grade 8 teachers	❒	❒	❒	❒	❒
Overall (consider all the teachers that you work with regardless of the grade level they teach)	❒	❒	❒	❒	❒

21. How often do you meet with **SIXTH-GRADE** classroom teachers to discuss implementing each of the following instructional methods ***with students in the AMP after-school program***?

Instructional methods and activities for AMP program	**How often discussed with classroom teachers**				
	Never	**Less than once a month**	**1-3 times a month**	**1-3 times a week**	**4-5 times a week**
a. Differentiated instruction	❒	❒	❒	❒	❒
b. Student groupings	❒	❒	❒	❒	❒
c. Use of AMP materials	❒	❒	❒	❒	❒
d. Using specific AMP and Striving Readers instructional techniques for comprehension instruction	❒	❒	❒	❒	❒
e. Using specific AMP and Striving Readers instructional techniques for vocabulary instruction	❒	❒	❒	❒	❒
f. Using specific AMP and Striving Readers instructional techniques for fluency instruction	❒	❒	❒	❒	❒
g. Discussing specific students' reading progress.	❒	❒	❒	❒	❒
h. Coordinating instruction	❒	❒	❒	❒	❒
i. Using student assessment data for instructional planning	❒	❒	❒	❒	❒

Use of Handheld Computers in the AMP After-School Program

22. a) Do you use handheld computers (Palm Pilots) to teach literacy *during the AMP class*?
    - ☐ Yes (Skip to Question 26.)
    - ☐ No

    b) If you are NOT yet using handheld computers *during the AMP class*, please indicate why you are not using them below (Check all that apply) and then SKIP to Question 32:
    - ☐ The computers have not been made available for the AMP classes.
    - ☐ The computers and associated software do not integrate well with the AMP program.
    - ☐ Some or all of the computers are not working properly.
    - ☐ Some or all of the necessary software applications have not been installed on the computers.
    - ☐ I have not received sufficient professional development to feel comfortable using them.
    - ☐ Because the Striving Readers program provides only 10 computers per classroom, and I do not like to have some students use them while others can not.
    - ☐ I do not feel that they offer sufficient added benefit compared to traditional media (e.g. print, paper and pencil) to be worth the trouble.
    - ☐ Other (please specify): _____

23. Which grouping strategies do you support through the use of handheld computers (Palm Pilots) *during the AMP class*? (Check all that apply)
    - ☐ Whole class/ Large group
    - ☐ Small group/pairs
    - ☐ Individual work

24. How often do your Tier 3 students use handheld computers (Palm Pilots) *during the AMP class*?
    - o Less than once a month
    - o 1-3 times a month
    - o 1-3 times a week
    - o 4-5 times a week

25. Rate how comfortable you are with using the Palm Pilots to support your literacy instruction *during the AMP class.*

1 **Not at all Comfortable**	**2**	**3**	**4**	**5** **Very Comfortable**
❒	❒	❒	❒	❒

26. Which specific academic foci or instructional objectives do you support with the use of handheld computers (Palm Pilots) *during the AMP class*? (Check all that apply)
    - ☐ Fluency
    - ☐ Vocabulary development
    - ☐ Developing students' reading comprehension strategies
    - ☐ Writing skills
    - ☐ Word parts
    - ☐ Word recognition
    - ☐ Spelling

- ☐ Grammar
- ☐ Locating information
- ☐ Evaluating information
- ☐ Synthesizing information
- ☐ Organizing information
- ☐ To develop students' self-directed learning
- ☐ Teaching students to identify and use the organizational features of expository writing
- ☐ To activate students' prior knowledge

27. Which of the following instructional activities and practices do you support with the use of handheld computers (Palm Pilots) *during the AMP class*? (Check all that apply)
    - ☐ Monitoring distribution and completion of assignments
    - ☐ Assessing students' literacy skills
    - ☐ Monitoring students' progress
    - ☐ Differentiating instruction
    - ☐ Teaching comprehension strategies
    - ☐ Using comprehension techniques
    - ☐ Guided reading
    - ☐ Partner reading
    - ☐ Individual reading
    - ☐ Book club discussions

28. In the table below, please indicate your frequency and comfort of use of each software application when using the handheld computers *during the AMP class*.

e) Indicate how frequently your Tier 3 students currently use each software application on the Palm Pilots during AMP.

f) For those that you are using, rate how comfortable you are with using each software application on the Palm Pilots to support your literacy instruction.

Handheld Computer Software Applications	***a) Frequency***						***b) IF USING: Rate your comfort level***				
	N/A (Do Not Have)	**Not Currently Using**	**Less than once a month**	**1 to 3 times a month**	**1 to 3 times a week**	**4 to 5 times a week**	**1 Not at all Comfortable**	**2**	**3**	**4**	**5 Very Comfortable**
CPS ON-Demand (Safari Montage).	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
iKWL	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
Freewrite	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
PiCo Maps	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
Internet Reciprocal Teaching	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
Flingit	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
Viewpoint	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
Sketchy	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
MS Word	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
MS Excel	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
Slideshow to Go	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
Cells	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
PAAM management software application	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
GoManage	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒

29. For each of the handheld computer software applications listed below, please indicate which literacy instructional objectives are supported by your use of that application during your instruction of Tier 3 students *during AMP classes*. (Please check all that apply.)

Handheld Computer Software	**Not Using**	**Instructional Objectives supported by this application**							
		Vocabulary Development	**Fluency**	**Reading Comprehension**	**Writing Skills**	**Word parts**	**Word recognition**	**Spelling**	**Grammar**
CPS ON-Demand (Safari Montage).	❒	❒	❒	❒	❒	❒	❒	❒	❒
iKWL	❒	❒	❒	❒	❒	❒	❒	❒	❒
Freewrite	❒	❒	❒	❒	❒	❒	❒	❒	❒
PiCo Maps	❒	❒	❒	❒	❒	❒	❒	❒	❒
Internet Reciprocal Teaching	❒	❒	❒	❒	❒	❒	❒	❒	❒
Flingit	❒	❒	❒	❒	❒	❒	❒	❒	❒
Viewpoint	❒	❒	❒	❒	❒	❒	❒	❒	❒
Sketchy	❒	❒	❒	❒	❒	❒	❒	❒	❒
MS Word	❒	❒	❒	❒	❒	❒	❒	❒	❒
MS Excel	❒	❒	❒	❒	❒	❒	❒	❒	❒
Slideshow to Go	❒	❒	❒	❒	❒	❒	❒	❒	❒
Cells	❒	❒	❒	❒	❒	❒	❒	❒	❒

Respondent Information

30. What is your position? ❒ General Education Teacher ❒ Bilingual/ELL teacher ❒ Special education teacher
❒ LIT ❒ Reading Specialist ❒ Other (Please Specify:_____)

31. What subject(s) do you teach? (Check all that apply)
❒ All subjects
❒ Literacy/Reading/English language arts
❒ Mathematics
❒ Science
❒ Social studies
❒ Other: (Please Specify:_____)

32. At which grade level(s) are you teaching *reading?* this year (2008-09)? (Check all that apply):
❒ K ❒ 1 ❒ 2 ❒ 3 ❒ 4 ❒ 5 ❒ 6 ❒ 7 ❒ 8 ❒ 9 ❒ 10 ❒ 11 ❒ 12

33. What is the name of your school?
[drop down list]

ABBOTT	HENDRICKS
BEETHOVEN	HENSON
BETHUNE	LINNE
BURR	LOVETT
BURROUGHS	MANIERRE
CARSON	MARSH
COLEMON,	MCCORKLE
COLES	POPE
COOK	PRICE
DETT	REAVIS
EBERHART	SALAZAR
FISKE	SMYTH, J
FULLER	TALCOTT
GALE COM	TELPOCHCALLI
GOMPERS	VOLTA
GRAY	

34. How many years have you been teaching? [INSERT TEXTBOX]

35. How many years have you been teaching at this school? [INSERT TEXTBOX]

36. How many years have you been teaching reading? [INSERT TEXTBOX]

Chicago Public Schools Striving Readers
Spring 2009 Librarian Survey

The following is a survey designed to gather your feedback on the essential components of the Striving Readers program. It will take you approximately 15 minutes to complete. Results will be reported in the aggregate only; we will not use your name or identify individual respondents. Your feedback is extremely valuable to the success of this program. If you have questions about this survey, please contact Rebecca Swann at rswann@metisassoc.com or 212-425-8833.

1. Do you currently work as a full-time or part-time librarian?

- ☐ Full-time
- ☐ Part-time

2. Have you been endorsed as a librarian?

- ☐ Yes
- ☐ No

3. Are there any other librarians on staff?

- ☐ Yes If yes, how many? _____
- ☐ No

4. Are there any library aides on staff?

- ☐ Yes If yes, how many? _____
- ☐ No

5. How long have you been a librarian? ___

6. How long have you been a librarian at this school? ____

Please answer the following questions about the library schedule and access.

7. a) Please use the tables below to indicate the library hours during the school year .

Weekday Hours

Time of Day	***Number* of hours open each day *during the school year***				
	Mon.	**Tues.**	**Wed.**	**Thurs.**	**Fri.**
Before school:	____	____	____	____	____
During school:	____	____	____	____	____
After school:	____	____	____	____	____
Evenings (after 5:00):	____	____	____	____	____

Weekend Hours

Time of Day	***Number* of hours open each day *during the school year***	
	Sat.	**Sun.**
Daytime Hours:	____	____
Evenings (after 5:00):	____	____

b) Students can come to the library:

- ☐ Only with their class
- ☐ On their own, if they have a pass
- ☐ On their own, without a pass

c) Do students or teachers need to schedule a visit to come to the library…

….to come as a class?

- ☐ Yes
- ☐ No

….for students to come on their own?

- ☐ Yes
- ☐ No
- ☐ Not Applicable

….for teachers to come on their own?

- ☐ Yes
- ☐ No
- ☐ Not Applicable

8. To what extent do the library resources support the Striving Readers program?

- ☐ Not at all
- ☐ To a small extent
- ☐ To a moderate extent
- ☐ To a large extent

9. How has your school used the funds provided through the Striving Readers program to supplement school library resources? Briefly describe materials and resources acquired through these funds in the space provided.

_____

8. Please use the table below to describe the nature of your collaboration with the school literacy team, grade level teams, individual teachers and your work with students during assigned library time. For each activity listed,
   a) in the first column indicate whether this is part of your responsibilities.
   b) If it is, indicate in the remaining columns which groups you collaborate with directly in support of that activity.

Responsibilities:	a) Is this part of your responsibility?	b) IF YES: Check which groups you collaborate with in fulfilling this responsibility:			
		Grade Level Teams	Literacy Team	Individual teachers	Working directly with students
Participating in collaborative decision-making about student literacy	❒Yes ❒No	❒	❒	❒	❒
Identify and maintain high quality materials for recreational reading	❒Yes ❒No	❒	❒	❒	❒
Maintain a middle-grade area in the library	❒Yes ❒No	❒	❒	❒	❒
Refer struggling readers to summer programs that support literacy skills	❒Yes ❒No	❒	❒	❒	❒
Provide students with information about extracurricular academic activities (e.g., spelling bee, writing competitions, events)	❒Yes ❒No	❒	❒	❒	❒
Develop summer reading activities for struggling readers who do not attend summer school	❒Yes ❒No	❒	❒	❒	❒
Plan and conduct read-alouds	❒Yes ❒No	❒	❒	❒	❒
Plan and conduct literature circles	❒Yes ❒No	❒	❒	❒	❒
Plan and conduct book clubs	❒Yes ❒No	❒	❒	❒	❒
Direct students to resources tied to the curriculum	❒Yes ❒No	❒	❒	❒	❒
Identify resources for class projects	❒Yes ❒No	❒	❒	❒	❒
Identify resources to supplement classroom lessons	❒Yes ❒No	❒	❒	❒	❒
Teach students how to navigate Internet resources	❒Yes ❒No	❒	❒	❒	❒
Provide instruction on using print information resources	❒Yes ❒No	❒	❒	❒	❒
Provide instruction on using electronic information resources	❒Yes ❒No	❒	❒	❒	❒
Teach students research skills	❒Yes ❒No	❒	❒	❒	❒

10. For each of the following professional development sessions, please indicate:

a. **Whether you participated, and**

b. **If so, how useful the session was in helping you support student learning in language arts**

Professional Development Sessions	**Did you participate?**		**If YES, how useful was (were) these session(s) in helping you fulfill your responsibilities to the Striving Readers program?**			
	No	**Yes**	**Not Useful**	**Somewhat Useful**	**Moderately Useful**	**Extremely Useful**
2008 Summer institute	❒	❒	❒	❒	❒	❒
School-year follow-up institutes	❒	❒	❒	❒	❒	❒
Saturday seminars	❒	❒	❒	❒	❒	❒
School-based professional development	❒	❒	❒	❒	❒	❒
Sessions during literacy team meetings such as study groups, literacy week, etc.	❒	❒	❒	❒	❒	❒
Graduate courses at National-Louis University	❒	❒	❒	❒	❒	❒
Librarian workshops through National-Louis University/CPS department of libraries	❒	❒	❒	❒	❒	❒
Technology training: use of handhelds and software application	❒	❒	❒	❒	❒	❒

11. As a librarian, what do you need to better support the literacy needs of middle grade students?

_____

_____

12. What do you need to improve collaboration with classroom teachers?

_____

_____

About You

13. What is the name of your school? [drop down list]

ABBOTT	HENDRICKS
BEETHOVEN	HENSON
BETHUNE	LINNE
BURR	LOVETT
BURROUGHS	MANIERRE
CARSON	MARSH
COLEMON,	MCCORKLE
COLES	POPE
COOK	PRICE
DETT	REAVIS
EBERHART	SALAZAR
FISKE	SMYTH, J
FULLER	TALCOTT
GALE COM	TELPOCHCALLI
GOMPERS	VOLTA
GRAY	

Thank you for your time.

CPS Striving Readers
Non-ELA Content Area Teachers LIST Section

The following is a survey designed to gather your feedback on the essential components of the Striving Readers program. It will take you approximately 30 minutes to complete. Results will be reported in the aggregate only; we will not use your name or identify individual respondents. Your feedback is extremely valuable to the success of this program. If you have questions about this survey, please contact Rebecca Swann at rswann@metisassoc.com or 212-425-8833.

1. When, if at all, did you start integrating literacy into your content area instruction?
- o This year
- o Last school year
- o Before Striving Readers began
- o I do not integrate literacy instruction into my content area. (Skip to Question 6)

Comprehensive Instruction

2. How often do you use the following practices to help students increase reading comprehension?

Use of Instructional Practices	**Never**	**Less than once a month**	**1-3 times a month**	**1-3 times a week**	**4-5 times a week**
Explicit instruction in use of **summarizing** as a comprehension strategy	❐	❐	❐	❐	❐
Explicit instruction in use of **questioning** as a comprehension strategy	❐	❐	❐	❐	❐
Explicit instruction in use of **predicting** as a comprehension strategy	❐	❐	❐	❐	❐
Explicit instruction in using **text structure** (the organizational arrangements used to present information) as a comprehension strategy	❐	❐	❐	❐	❐
Explicit instruction in use of **visualization** as a comprehension strategy	❐	❐	❐	❐	❐
Explicit instruction in use of **inferring** as a comprehension strategy	❐	❐	❐	❐	❐
Explicit instruction in use of **metacognition** (students select appropriate comprehension strategies) as a comprehension strategy	❐	❐	❐	❐	❐
Establishing the purpose for reading.	❐	❐	❐	❐	❐
Monitoring students' comprehension through questioning.	❐	❐	❐	❐	❐
Making connections to background knowledge.	❐	❐	❐	❐	❐
Making connections between texts.	❐	❐	❐	❐	❐
Synthesizing information within text or across texts.	❐	❐	❐	❐	❐
Using differentiated instruction (using different instructional methods, modalities, materials, etc. for different groups or individuals to address unique learning needs)	❐	❐	❐	❐	❐
Use of *before, during, and after* (BDA) reading strategies for comprehension instruction (A student constructed mental framework for reading begun before reading even begins, strengthened as students interact with the text during the reading, and reflected upon after reading.)	❐	❐	❐	❐	❐
Use of the *gradual release of responsibility* model for reading comprehension instruction (Leading students from 'Modeled	❐	❐	❐	❐	❐

Use of Instructional Practices	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
instruction' to 'Shared instruction' to 'Guided practice' and finally 'Students' independent practice')					
Using Pairing for Partner Reading & Content Too (PRC2) for comprehension instruction	❐	❐	❐	❐	❐

3. How often do you use the following practices to help students build their vocabulary knowledge?

Use of Instructional Practices	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Explicit instruction in vocabulary	❐	❐	❐	❐	❐
Modeling the use of word parts					
Review of vocabulary words	❐	❐	❐	❐	❐
Use of vocabulary notebooks	❐	❐	❐	❐	❐
Use of the PRC2 for vocabulary development.	❐	❐	❐	❐	❐
Use of *before, during, and after* (BDA) reading strategies for vocabulary instruction	❐	❐	❐	❐	❐
Use of the *gradual release of responsibility* model for vocabulary instruction	❐	❐	❐	❐	❐

4. How often do you use the following practices to help students develop fluency?

Use of Instructional Practices	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Teacher read aloud	❐	❐	❐	❐	❐
Teacher interactive read aloud	❐	❐	❐	❐	❐
Shared reading (students and teacher take turns in reading)	❐	❐	❐	❐	❐
Modeling reading for students	❐	❐	❐	❐	❐
Explicit instruction in guided oral reading	❐	❐	❐	❐	❐
Focusing instruction on proper and meaningful phrasing	❐	❐	❐	❐	❐
Use of the PRC2 for fluency instruction.	❐	❐	❐	❐	❐
Students listen to audio books, play aways	❐	❐	❐	❐	❐
Use of the *gradual release of responsibility* model for fluency instruction	❐	❐	❐	❐	❐

5. How often do you use the following techniques to help students develop better reading strategies and skills?

Techniques	**Never/ Not Familiar**	**Less than once a month**	**1-3 times a month**	**1-3 times a week**	**4-5 times a week**
Everybody Reads To (ERT)	❒	❒	❒	❒	❒
Exclusion Brainstorming	❒	❒	❒	❒	❒
List-Group-Label	❒	❒	❒	❒	❒
Predict-Locate-Add-Note (PLAN)	❒	❒	❒	❒	❒
ReQuest	❒	❒	❒	❒	❒
Interactive Notation System for Effective Reading and Thinking (INSERT)	❒	❒	❒	❒	❒
	❒	❒	❒	❒	❒
ABC Graffiti	❒	❒	❒	❒	❒
Guided Reading and Summarizing Procedure (GRASP)	❒	❒	❒	❒	❒

6. Please indicate how often (if at all) you have met with each of the following literacy experts during the current school year.

Meetings with Literacy Experts	**NA (Do not have)**	**Never**	**Less than once a month**	**1-3 times a month**	**1-3 times a week**	**4-5 times a week**
Literacy Intervention Teacher		❒	❒	❒	❒	❒
Lead Literacy Teacher/Literacy Coach	❒	❒	❒	❒	❒	❒
Literacy Team Members		❒	❒	❒	❒	❒
Striving Readers Coordinator (district-based staff)		❒	❒	❒	❒	❒
Regular ELA teachers		❒	❒	❒	❒	❒
Other (specify): _____		❒	❒	❒	❒	❒

7. Please indicate how often (if at all) you discussed each of the following topics with any of the above literacy experts during the current school year.

Discussion Topics with a Literacy Expert	**Never**	**Less than once a month**	**1-3 times a month**	**1-3 times a week**	**4-5 times a week**
a. Differentiated instruction	❒	❒	❒	❒	❒
b. Student groupings	❒	❒	❒	❒	❒
c. Use of Striving Readers text sets and text sets teacher guides	❒	❒	❒	❒	❒
d. Use of technology resources: desktop computers, handhelds- palms, LCD projector, etc.	❒	❒	❒	❒	❒
e. Use of PRC2 instructional framework	❒	❒	❒	❒	❒
f. Using specific Striving Readers instructional techniques for comprehension instruction	❒	❒	❒	❒	❒

Discussion Topics with a Literacy Expert	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
g. Using specific Striving Readers instructional techniques for vocabulary instruction	❒	❒	❒	❒	❒
h. Using specific Striving Readers instructional techniques for fluency instruction	❒	❒	❒	❒	❒
i. Specific students' reading progress.	❒	❒	❒	❒	❒
j. Using student assessment data for instructional planning	❒	❒	❒	❒	❒

Grouping Structure

8. How often do you use the following **grouping structures** in your classes?

Grouping Structures	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Whole class/Large group	❒	❒	❒	❒	❒
Individual work	❒	❒	❒	❒	❒
Small groups	❒	❒	❒	❒	❒
Partner Reading	❒	❒	❒	❒	❒

School-wide Intervention Materials ***[Hide Qs 9-11 if response to Q1 = "I do not integrate literacy"]***

9. For the following school-wide intervention materials:

- Indicate how frequently you currently use the materials to teach literacy through your subject area.
- For those that you are using, rate how comfortable you are with using these materials to support student learning in language arts.

Materials	a) ***Frequency***						b) IF USED: ***Rate your comfort level***				
	N/A (Do Not Have)	**Not Currently Using**	**Less than once a month**	**1 to 3 times a month**	**1 to 3 times a week**	**4 to 5 times a week**	**1 Not at all Comfortable**	**2**	**3**	**4**	**5 Very Comfortable**
Text sets – Text sets teacher guides	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
Media centers (three computers and a printer)	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
Listening centers (Classroom CD or cassette player, read-along audio books, playaways and headphones)	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
Handheld computers (Palm Pilots)	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
Classroom library	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
School library resources	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
Vocabulary notebooks	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
Textbooks	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
Reading response notebooks	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒

10. For each of the materials listed below, please indicate which grouping strategies are supported by your use of that material in your classroom when teaching literacy through your content area. (Check all that apply)

Materials	**Not Using**	**Grouping Strategies**		
		Whole Class/ Large Group	**Small Group/ Pairs**	**Individual Work**
Listening centers	❒	❒	❒	❒
Media centers	❒	❒	❒	❒
Text sets and Text sets teacher guides	❒	❒	❒	❒
Handheld computers (Palm Pilots)	❒	❒	❒	❒
Classroom library	❒	❒	❒	❒
Vocabulary notebooks	❒	❒	❒	❒
Textbooks	❒	❒	❒	❒
Reading response notebooks	❒	❒	❒	❒

Use of Text Sets and Text Sets Teacher Guides

11. a) Do you use text sets (informational reading and listening materials at different levels and with varied text structures and organizational features that offer perspectives on a theme) to teach reading or literacy?

☐ Yes (SKIP to Question 12)

☐ No

b) If you are NOT yet using text sets, please indicate why you are not using them below (Check all that apply)

☐ They have not been made available to me

☐ The reading level is not appropriate for my students.

☐ The content is not relevant/interesting to my students

☐ I did not receive text sets for the topics that we are covering in my class

☐ I have texts sets, but not the text sets teacher guides

☐ Other (specify): **Professional Development in Literacy Instructional Practices**

12. For each of the following literacy teaching practices, indicate:

a. Did you receive professional development through the Striving Readers program during the current school year?
If so:

b. Please indicate whether you are using this practice as part of your content area instruction, and

c. Rate your comfort implementing each teaching practice within your content area instruction.

Literacy based teaching practices	a) Received PD?		IF YES:						
			b) Using as part of content instruction?		c) Rate your comfort level				
	No	Yes	No	Yes	1 Not at all Comfortable	2	3	4	5 Very Comfortable
Building academic vocabulary	❒	❒	❒	❒	❒	❒	❒	❒	❒
Using classroom libraries	❒	❒	❒	❒	❒	❒	❒	❒	❒
Creating literacy-rich classroom environments	❒	❒	❒	❒	❒	❒	❒	❒	❒
Differentiating instruction	❒	❒	❒	❒	❒	❒	❒	❒	❒
Direct vocabulary instruction	❒	❒	❒	❒	❒	❒	❒	❒	❒
Incorporating text sets in your instruction	❒	❒	❒	❒	❒	❒	❒	❒	❒
Increasing student motivation	❒	❒	❒	❒	❒	❒	❒	❒	❒
Supporting students' self-directed learning	❒	❒	❒	❒	❒	❒	❒	❒	❒
Using before, during, and after reading strategies	❒	❒	❒	❒	❒	❒	❒	❒	❒
Using formal assessments to guide instruction	❒	❒	❒	❒	❒	❒	❒	❒	❒
Using informal assessments to guide instruction	❒	❒	❒	❒	❒	❒	❒	❒	❒
Using handheld computers (Palm Pilots)	❒	❒	❒	❒	❒	❒	❒	❒	❒
Using literacy-based software	❒	❒	❒	❒	❒	❒	❒	❒	❒
Using the PRC2 model	❒	❒	❒	❒	❒	❒	❒	❒	❒
Using the whole-part-whole classroom instruction model	❒	❒	❒	❒	❒	❒	❒	❒	❒

13. Please check the techniques in the list below for which you would like to receive more training. (Check all that apply)

- ❑ Marzano's vocabulary
- ❑ KWL
- ❑ Word Study/word sorting
- ❑ Using PRC2 for fluency instruction.
- ❑ Using PRC2 for comprehension instruction.
- ❑ Using PRC2 for vocabulary development.
- ❑ Everybody Reads To (ERT)
- ❑ Exclusion Brainstorming
- ❑ List-Group-Label
- ❑ Predict-Locate-Add-Note (PLAN)
- ❑ ReQuest
- ❑ Interactive Notation System for Effective Reading and Thinking (INSERT)
- ❑ Read Aloud/Think Aloud
- ❑ ABC Graffiti
- ❑ Guided Reading and Summarizing Procedure (GRASP)
- ❑ Teaching **summarizing** as a comprehension strategy
- ❑ Teaching **questioning** as a comprehension strategy
- ❑ Teaching **predicting** as a comprehension strategy
- ❑ Teaching **text structure** as a comprehension strategy
- ❑ Teaching **visualization** as a comprehension strategy
- ❑ Teaching **inferring** as a comprehension strategy
- ❑ Teaching **metacognition** as a comprehension strategy

Respondent Information

14. At which grade level(s) are you teaching this year (2008-09)? (Check all that apply):

❒ K ❒ 1 ❒ 2 ❒ 3 ❒ 4 ❒ 5 ❒ 6 ❒ 7 ❒ 8 ❒ 9 ❒ 10 ❒ 11 ❒ 12

15. What is the name of your school? [drop down list]

ABBOTT	HENDRICKS
BEETHOVEN	HENSON
BETHUNE	LINNE
BURR	LOVETT
BURROUGHS	MANIERRE
CARSON	MARSH
COLEMON,	MCCORKLE
COLES	POPE
COOK	PRICE
DETT	REAVIS
EBERHART	SALAZAR

FISKE	SMYTH, J
FULLER	TALCOTT
GALE COM	TELPOCHCALLI
GOMPERS	VOLTA
GRAY	

16. How many years have you been teaching? [INSERT TEXTBOX]

17. How many years have you been teaching at this school? [INSERT TEXTBOX]

18. How many years have you been teaching in your subject area? [INSERT TEXTBOX]

Teachers will be reimbursed by CPS-Striving Readers for their time to complete this survey. In order to be reimbursed we need you to identify yourself so that we can verify that you completed the survey. If you would like to be reimbursed, please provide your name and email address below, and be sure that you identified your school in the previous item. Your survey responses will still remain strictly confidential and will never be reported in any form that would allow anyone to connect your responses with your name. Providing this information is optional.

Your Name: _____ Email: _____

Thank you for completing this survey!

Chicago Public Schools (CPS) Striving Readers
Spring 2009 Literacy Improvement Survey for Teachers – Control Schools

The following is a survey designed to gather your feedback on the essential components of your school's literacy program. Survey results will be reported in the aggregate only. We will not use your name or identify individual respondents. Your feedback is extremely valuable to the success of this program. If you have questions about this survey, please contact Rebecca Swann at rswann@metisassoc.com or 212-425-8833.

1. What is your primary role or teaching assignment?

(Select the single best option.

- If you teach English language arts as well as other subject area(s), please respond to the survey with your role as an ELA teacher in mind.)

- General education teacher (self-contained classroom teacher) (Continue with LIST Q3)
- English language arts teacher (Continue with LIST Q3)
- Teach English language arts *and* other academic subject areas **(Continue with LIST Q2)**
- Teach other academic subjects ***but not*** English language arts (Link to NonELA Survey)
- Bilingual/ELL teacher (Continue with LIST Q3)
- Special education teacher (Continue with LIST Q3)
- Librarian (Link to librarian Survey)
- Reading specialist (Continue with LIST Q3)
- Other (please specify): _____

  Does this role include teaching of English language arts?
  - Yes (Continue with LIST Q3)
  - No (Jump to "Thank you for completing this survey!")

2. What other subjects do you teach?
   - Math
   - Science
   - Social Studies/Humanities
   - Other (please specify)_____

Please answer the following questions with regard to your role in providing instruction in English language arts. This survey will take you about 45 minutes to complete. Results will be reported in the aggregate only; we will not use your name or identify individual respondents. Your feedback is extremely valuable to the success of this program. If you have questions about this survey, please contact Rebecca Swann at rswann@metisassoc.com or 212-425-8833.

This part of the survey relates to general classroom instruction for *all* students (not only struggling readers).

Comprehensive Instruction

3. How often do you use the following practices to help students increase reading comprehension?

Use of Instructional Practices	**Not Familiar**	**Never**	**Less than once a month**	**1-3 times a month**	**1-3 times a week**	**4-5 times a week**
Explicit instruction in use of **summarizing** as a comprehension strategy	❐	❐	❐	❐	❐	❐
Explicit instruction in use of **questioning** as a comprehension strategy	❐	❐	❐	❐	❐	❐
Explicit instruction in use of **predicting** as a comprehension strategy	❐	❐	❐	❐	❐	❐
Explicit instruction in using **text structure** (the organizational arrangements used to present information) as a comprehension strategy	❐	❐	❐	❐	❐	❐
Explicit instruction in use of **visualization** as a comprehension strategy	❐	❐	❐	❐	❐	❐
Explicit instruction in use of **inferring** as a comprehension strategy	❐	❐	❐	❐	❐	❐
Explicit instruction in use of **metacognition** (students select appropriate comprehension strategies) as a comprehension strategy	❐	❐	❐	❐	❐	❐
Establishing the purpose for reading.	❐	❐	❐	❐	❐	❐
Monitoring students' comprehension through questioning.	❐	❐	❐	❐	❐	❐
Making connections to background knowledge.	❐	❐	❐	❐	❐	❐
Making connections between texts.	❐	❐	❐	❐	❐	❐
Synthesizing information within text or across texts.	❐	❐	❐	❐	❐	❐
Using differentiated instruction (using different instructional methods, modalities, materials, etc. for different groups or individuals to address unique learning needs)	❐	❐	❐	❐	❐	❐
Use of *before, during, and after* (BDA) reading strategies for comprehension instruction (A student constructed mental framework for reading begun before reading even begins, strengthened as students interact with the text during the reading, and reflected upon after reading.)	❐	❐	❐	❐	❐	❐
Use of the *gradual release of responsibility* model for reading comprehension instruction (Leading students from 'Modeled instruction' to 'Shared instruction' to 'Guided practice' and finally 'Students' independent practice')	❐	❐	❐	❐	❐	❐
Using partner reading to enhance comprehension	❐	❐	❐	❐	❐	❐

Use of Instructional Practices	Not Familiar	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
instruction						

4. How often do you use the following practices to help students build their vocabulary knowledge?

Use of Instructional Practices	Not Familiar	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Explicit instruction in vocabulary	❒	❒	❒	❒	❒	❒
Modeling the use of word parts	❒	❒	❒	❒	❒	❒
Review of vocabulary words	❒	❒	❒	❒	❒	❒
Use of vocabulary notebooks	❒	❒	❒	❒	❒	❒
Use of partner reading to enhance vocabulary	❒	❒	❒	❒	❒	❒
Use of *before, during, and after* (BDA) reading strategies for vocabulary instruction	❒	❒	❒	❒	❒	❒
Use of the *gradual release of responsibility* model for vocabulary instruction	❒	❒	❒	❒	❒	❒

5. How often do you use the following practices to help students develop fluency?

Use of Instructional Practices	Not Familiar	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Teacher read aloud	❒	❒	❒	❒	❒	❒
Teacher interactive read aloud	❒	❒	❒	❒	❒	❒
Shared reading (students and teacher take turns in reading)	❒	❒	❒	❒	❒	❒
Modeling reading for students	❒	❒	❒	❒	❒	❒
Explicit instruction in guided oral reading	❒	❒	❒	❒	❒	❒
Focusing instruction on proper and meaningful phrasing	❒	❒	❒	❒	❒	❒
Use of partner reading to enhance fluency instruction.	❒	❒	❒	❒	❒	❒
Students listen to audio books, play aways	❒	❒	❒	❒	❒	❒
Use of the *gradual release of responsibility* model for fluency instruction	❒	❒	❒	❒	❒	❒

6. How often do you use the following techniques to help students develop better reading strategies and skills?

Techniques	**Not Familiar**	**Never**	**Less than once a month**	**1-3 times a month**	**1-3 times a week**	**4-5 times a week**
Everybody Reads To (ERT)	❒	❒	❒	❒	❒	❒
Exclusion Brainstorming	❒	❒	❒	❒	❒	❒
List-Group-Label	❒	❒	❒	❒	❒	❒
Predict-Locate-Add-Note (PLAN)	❒	❒	❒	❒	❒	❒
ReQuest	❒	❒	❒	❒	❒	❒
Interactive Notation System for Effective Reading and Thinking (INSERT)	❒	❒	❒	❒	❒	❒
ABC Graffiti	❒	❒	❒	❒	❒	❒
Guided Reading and Summarizing Procedure (GRASP)	❒	❒	❒	❒	❒	❒

7. How often do you use the following **grouping structures** in your classes?

Grouping Structures	**Never**	**Less than once a month**	**1-3 times a month**	**1-3 times a week**	**4-5 times a week**	**Multiple times a day**
Whole class/Large group	❒	❒	❒	❒	❒	❒
Individual Work	❒	❒	❒	❒	❒	❒
Small groups or Pairs	❒	❒	❒	❒	❒	❒

8. Considering *your own instruction* (not that of other instructors in your classroom), how often do you apply differentiated instruction (using different instructional methods, modalities, materials, etc. for different groups or for different individuals within groups, to address the unique learning needs of different students) in your classroom?

Never	**Rarely**	**Occasionally**	**About half the time**	**Most of the time**	**Almost every lesson or activity**
❒	❒	❒	❒	❒	❒

Purposeful Assessment

9. Indicate how you use the data from the following assessments. (Please check all that apply.)

Assessments	**Not Using**	**Screening**	**Diagnostic**	**Benchmarking**	**Progress Monitoring**	**Assess Outcomes**
Reading Benchmark Assessment	❒	❒	❒	❒	❒	❒
Illinois Standards Achievement Test	❒	❒	❒	❒	❒	❒
Basic Reading Inventory (BRI)	❒	❒	❒	❒	❒	❒
Informal assessments	❒	❒	❒	❒	❒	❒
Fluency Snapshots	❒	❒	❒	❒	❒	❒
Spelling Inventories	❒	❒	❒	❒	❒	❒
Other:	❒	❒	❒	❒	❒	❒
Other:	❒	❒	❒	❒	❒	❒
Other:	❒	❒	❒	❒	❒	❒

Data-Driven Instruction

10. Please indicate the *extent* to which you use student assessment data for each of the following purposes.

Use of Data	**Not at All**	**To Some extent**	**To a Moderate Extent**	**To a Large Extent**
Placing students in intervention programs.	❒	❒	❒	❒
Differentiating instruction.	❒	❒	❒	❒
Identifying skills that need to be taught or retaught.	❒	❒	❒	❒
Monitoring student reading progress.	❒	❒	❒	❒
Creating instructional groups (in-class).	❒	❒	❒	❒

Grade-Level Teams

11. Do you currently have grade-level (horizontal) teams at your school?
    - ○ Yes
    - ○ No (If no, skip to Question 15)

12. Overall, rate the grade-level team's ability to use classroom assessment data in the following ways.

Use of Data	**Poor**	**Fair**	**Good**	**Excellent**	**Not Sure**
Address the literacy needs of all students.	❒	❒	❒	❒	❒
Address the needs of struggling readers.	❒	❒	❒	❒	❒
Formalize lesson plans.	❒	❒	❒	❒	❒
Identify students who are eligible for targeted interventions.	❒	❒	❒	❒	❒
Identify strengths.	❒	❒	❒	❒	❒
Identify teaching and learning strategies.	❒	❒	❒	❒	❒
Improve classroom practice.	❒	❒	❒	❒	❒

Literacy Teams

13. Do you currently have a (vertical) literacy team in place at your school?
    - o Yes
    - o No (If no, skip to Question 17)

14. Overall, rate the quality of the literacy team's performance in the following areas.

Performance Areas	**Poor**	**Fair**	**Good**	**Excellent**	**Not Sure**
Using assessment data to pinpoint the staff's professional development needs.	❒	❒	❒	❒	❒
Addressing the needs of all students.	❒	❒	❒	❒	❒
Addressing the needs of struggling readers.	❒	❒	❒	❒	❒
Addressing the needs of grade-level teams.	❒	❒	❒	❒	❒
Improving literacy instruction at your school.	❒	❒	❒	❒	❒

School-wide Intervention Materials

15. For each of the materials listed below,
    - Indicate how frequently you currently use the materials to teach literacy.
    - For those that you are using, rate how comfortable you are with using these materials to support student learning in language arts.

Materials	a) ***Frequency***						b) IF USED: ***Rate your comfort level***				
	N/A (Do Not Have/Not Working)	**Not Currently Using**	**Less than once a month**	**1 to 3 times a month**	**1 to 3 times a week**	**4 to 5 times a week**	**1 Not at all Comfortable**	**2**	**3**	**4**	**5 Very Comfortable**
Listening center (Classroom CD or cassette player, read-along audio books, Playaways and headphones)	❐	❐	❐	❐	❐	❐	❐	❐	❐	❐	❐
Media center (classroom-based station with three computers and a printer)	❐	❐	❐	❐	❐	❐	❐	❐	❐	❐	❐
Text sets (content related books of different reading levels, genres and subject themes)	❐	❐	❐	❐	❐	❐	❐	❐	❐	❐	❐
Classroom library	❐	❐	❐	❐	❐	❐	❐	❐	❐	❐	❐
Vocabulary notebooks	❐	❐	❐	❐	❐	❐	❐	❐	❐	❐	❐
Textbooks	❐	❐	❐	❐	❐	❐	❐	❐	❐	❐	❐
Reading response notebooks	❐	❐	❐	❐	❐	❐	❐	❐	❐	❐	❐
School library	❐	❐	❐	❐	❐	❐	❐	❐	❐	❐	❐
Other informational texts (other than text sets)	❐	❐	❐	❐	❐	❐	❐	❐	❐	❐	❐

16. For each of the materials listed across the top of the chart below, please indicate which literacy instructional goals are supported by your use of that material in your classroom. (check all that apply.)

Instructional goals that each material is used to support:	Materials					
	Listening centers ↓	Media centers ↓	Text sets ↓	Classroom library ↓	Vocabulary notebooks ↓	Textbooks ↓
Not Using	❒	❒	❒	❒	❒	❒
Vocabulary Development	❒	❒	❒	❒	❒	❒
Fluency	❒	❒	❒	❒		
Reading Comprehension	❒	❒	❒	❒		❒
Writing Skills		❒				
Word Parts		❒	❒		❒	
Word Recognition		❒	❒	❒		❒
Spelling		❒	❒		❒	
Grammar		❒			❒	
To teach content themes			❒			❒
To develop students' self-directed learning	❒	❒	❒	❒	❒	
To supplement students' textbook reading	❒	❒	❒	❒		
Teaching students to identify and use text structure			❒			❒
Teaching students to identify and use the organizational features of expository writing		❒	❒			❒
To activate students' prior knowledge	❒	❒	❒	❒	❒	❒

17. For each of the materials listed below, please indicate which literacy instructional practices are supported by your use of that material in your classroom. (Please check all that apply.)

Materials	**Not Using**	**Instructional Practices**					
		Guided reading	Partner reading	Individual reading	Book club discussions	Differentiating instruction for struggling readers	Differentiating instruction for English language learners/special education students
Listening centers	❒	❒	❒	❒	❒	❒	❒
Media centers	❒	❒	❒	❒	❒	❒	❒
Text sets	❒	❒	❒	❒	❒	❒	❒
Classroom library	❒	❒	❒	❒	❒	❒	❒
Vocabulary notebooks	❒	❒	❒	❒	❒	❒	❒
Textbooks	❒	❒	❒	❒	❒	❒	❒
Reading response notebooks	❒	❒	❒	❒	❒	❒	❒

18. For each of the materials listed below, please indicate which grouping strategies are supported by your use of that material in your classroom. (Check all that apply)

Materials	**Not Using**	**Grouping Strategies**		
		Whole Class/ Large Group	**Small Group/ Pairs**	**Individual Work**
Listening centers	❒	❒	❒	❒
Media centers	❒	❒	❒	❒
Text sets	❒	❒	❒	❒
Classroom library	❒	❒	❒	❒
Vocabulary notebooks	❒	❒	❒	❒
Textbooks	❒	❒	❒	❒
Reading response notebooks	❒	❒	❒	❒

Use of Classroom Computers for Literacy Instruction

19. a) Do you use classroom computers (desktop, laptop, or handheld computers) to teach literacy?
    - ☐ Yes (Skip to Question20.)
    - ☐ No

    b) If you are NOT yet using computers to teach literacy, please indicate why you are not using them below (Check all that apply) and then SKIP to Question 28:
    - ☐ I do not have computers available for my students to use.
    - ☐ I have computers but some or all of them are not working properly.
    - ☐ Some or all of the necessary software applications have not been installed on the computers.
    - ☐ I have not received sufficient professional development to feel comfortable using them.
    - ☐ There are not enough computers for every student and I do not like to have some students use them while others can not.
    - ☐ I do not feel that they offer sufficient added benefit compared to traditional media (e.g. print, paper and pencil) to be worth the trouble.
    - ☐ Other (please specify): _____

20. Which grouping strategies do you support through the use of classroom computers during literacy lessons? (Check all that apply)
    - ☐ Whole class/ Large group
    - ☐ Small group/pairs
    - ☐ Individual work

21. How often do students use classroom computers during literacy instruction in your classroom?
    - o Less than once a month
    - o 1-3 times a month
    - o 1-3 times a week
    - o 4-5 times a week

22. Rate how comfortable you are with using classroom computers to support your literacy instruction

1 Not at all Comfortable	**2**	**3**	**4**	**5 Very Comfortable**
❒	❒	❒	❒	❒

23. Which specific academic foci or instructional objectives do you support with the use of classroom computers ? (Check all that apply)
    - ☐ Fluency
    - ☐ Vocabulary development
    - ☐ Developing students' reading comprehension strategies
    - ☐ Writing skills
    - ☐ Word parts
    - ☐ Word recognition
    - ☐ Spelling
    - ☐ Grammar
    - ☐ Locating information
    - ☐ Evaluating information
    - ☐ Synthesizing information
    - ☐ Organizing information
    - ☐ To teach content themes
    - ☐ To develop students' self-directed learning
    - ☐ Teaching students to identify and use the organizational features of expository writing
    - ☐ To activate students' prior knowledge

24. Which of the following instructional activities and practices do you support with the use of classroom computers ? (Check all that apply)
    - ☐ Monitoring distribution and completion of assignments
    - ☐ Assessing students' literacy skills
    - ☐ Monitoring students' progress
    - ☐ Differentiating instructionfor struggling readers
    - ☐ Differentiating instruction for English language learners/special education students
    - ☐ Guided reading
    - ☐ Partner reading
    - ☐ Individual reading
    - ☐ Book club discussions

Classroom Library

25. Please check the ways that you use your classroom libraries. (Check all that apply)
    - ☐ For content area instruction
    - ☐ For independent reading
    - ☐ For small group instruction
    - ☐ For read alouds
    - ☐ I do not have a classroom library

26. Do you use interest inventories to help students self select reading material?
    - o Yes
    - o No

27. Do you use interest inventories to guide your purchases for the classroom library?
    - o Yes
    - o No

28. Please indicate how true each of the following statements are about the organization of books in your classroom library.

My classroom library…	**Not At All True**	**Slightly True**	**Somewhat True**	**Very True**
…is easily accessible to students.	❒	❒	❒	❒
…is well organized and in good shape.	❒	❒	❒	❒
…has a checkout system in place.	❒	❒	❒	❒
…includes a variety of reading materials that are appropriate for readers of differing abilities.	❒	❒	❒	❒
…includes a variety of texts that appeal to readers with differing interests.	❒	❒	❒	❒
…has reading materials grouped by genre.	❒	❒	❒	❒
…has reading materials clearly labeled.	❒	❒	❒	❒
…has both nonfiction and fiction books.	❒	❒	❒	❒

School Library

29. How often do you take your class to the library?
    - o Never
    - o Rarely (less than once a month)
    - o Sometimes (at least once a month)
    - o Often (at least once a week)
    - o Almost daily or daily

30. To what extent do the library resources support your school's literacy program?
    - o Not at all
    - o To a small extent
    - o To a moderate extent
    - o To a large extent
    - o Don't know

31. How does the librarian work with you? (Check all that apply.)
    - ☐ The librarian does not work with me.
    - ☐ The librarian provides resources for class projects.
    - ☐ The librarian and I collaborate on how to supplement lessons with library resources.
    - ☐ Other (please specify): _____

32. To what extent does the librarian consult with classroom teachers to order reading materials that are grade level and content appropriate?
    - o Not at all
    - o To a small extent
    - o To a moderate extent
    - o To a large extent
    - o Don't know

33. To what extent does the librarian consider students' ***needs and reading abilities*** when ordering books and other reading material?
    - o Not at all
    - o To a small extent
    - o To a moderate extent
    - o To a large extent
    - o Don't know

34. To what extent does the librarian consider students' ***interests and motivation*** when ordering books and other reading material?
    - o Not at all
    - o To a small extent
    - o To a moderate extent
    - o To a large extent
    - o Don't know

35. How does the librarian work with your students? (Check all that apply.)
    - o Does not work with my students.
    - o Works with students on research skills.
    - o Directs students to resources tied to curriculum.
    - o Conducts read-alouds.
    - o Provides students with information about extracurricular academic activities (e.g., spelling bee, writing competitions, events).
    - o Assists students with class projects.
    - o Teaches students how to navigate Internet resources.
    - o Guides struggling readers to summer programs.
    - o Other (please specify): _____

Collaboration with Literacy Support Staff

36. Does your school have a literacy enrichment specialist such as a Reading Specialist or Literacy Coach?
    Yes
    Please indicate this person's title: _____
    No (Skip to Question 38)

37. How often do you meet or collaborate with the literacy enrichment specialist in the following settings?

Grouping Structures	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Scheduled one-on-one meetings	❒	❒	❒	❒	❒
Impromptu one-on-one meetings (during lunch, prep periods, before/after school, etc.)	❒	❒	❒	❒	❒
Grade-level (horizontal) team meetings	❒	❒	❒	❒	❒
Literacy (vertical and horizontal) team meetings	❒	❒	❒	❒	❒

38. To what extent has your collaboration with the literacy enrichment specialist facilitated your efforts to use the following methods to support *struggling readers* in your class?

Instructional methods	Extent to which collaboration with the literacy enrichment specialist **facilitated** use of these methods			
	Not at all	To a small extent	To a moderate extent	To a large extent
k. Differentiating instruction	❒	❒	❒	❒
l. Scaffolding of instruction	❒	❒	❒	❒
m. Student groupings	❒	❒	❒	❒
n. Using the media center	❒	❒	❒	❒
o. Using listening centers	❒	❒	❒	❒
p. Using classroom computers	❒	❒	❒	❒
q. Using text sets	❒	❒	❒	❒
r. Using assessment data to monitor student progress	❒	❒	❒	❒
s. Using student assessment data for instructional planning	❒	❒	❒	❒

39. To what extent has your collaboration with the literacy enrichment specialist facilitated your ability to provide effective instruction in the following areas for struggling readers?

Academic areas	Extent to which collaboration with the literacy enrichment specialist **facilitated** effective instruction			
	Not at all	To a small extent	To a moderate extent	To a large extent
a. Comprehension	❒	❒	❒	❒
b. Fluency	❒	❒	❒	❒
c. Vocabulary	❒	❒	❒	❒
d. Writing skills	❒	❒	❒	❒
e. Word parts	❒	❒	❒	❒
f. Word recognition	❒	❒	❒	❒
g. Spelling	❒	❒	❒	❒
h. Reading/literacy in content areas	❒	❒	❒	❒

40. Overall, how effective has the the literacy enrichment specialist been in improving the reading skills of struggling readers in your classroom?
    - Not at all effective
    - Minimally effective
    - Somewhat effective
    - Effective
    - Very effective

Professional Development

41. For each of the following topics, indicate:
    - Whether you received professional development addressing this topic during the current year
    - If so, rate the impact that professional development you received has had on your comfort with each teaching practice.

Teaching practices	**Received PD?**		**If YES, what impact did the professional development have on your comfort with each teaching practice?**			
	No	**Yes**	**No Impact**	**Slight Impact**	**Moderate Impact**	**Major Impact**
Building academic vocabulary	❒	❒	❒	❒	❒	❒
Classroom libraries	❒	❒	❒	❒	❒	❒
Creating literacy-rich classroom environments	❒	❒	❒	❒	❒	❒
Differentiating instruction	❒	❒	❒	❒	❒	❒
Direct vocabulary instruction	❒	❒	❒	❒	❒	❒
Incorporating text sets in your instruction	❒	❒	❒	❒	❒	❒
Increasing student motivation	❒	❒	❒	❒	❒	❒
Supporting students' self-directed learning	❒	❒	❒	❒	❒	❒
Using before, during, and after reading strategies	❒	❒	❒	❒	❒	❒
Using student assessments to guide instruction	❒	❒	❒	❒	❒	❒
Using classroom computers	❒	❒	❒	❒	❒	❒
Using literacy-based software	❒	❒	❒	❒	❒	❒
Using partner-reading	❒	❒	❒	❒	❒	❒

Struggling Readers: Extended Day (Afterschool) Intervention

42. Does your school currently offer afterschool programming specifically targeting struggling readers?
    - Yes
    - No (If no, skip to Question 42.)

43. How many of your current students are involved in the afterschool program?
    - None (If none, skip to Question 42.)
    - 1 to 3
    - 4 to 6
    - 7 to 9
    - 10 or more

44. Overall, how effective has the afterschool component been in improving the literacy abilities of struggling readers?
    - Not at all effective
    - Minimally effective
    - Somewhat effective
    - Effective
    - Very effective
    - Don't Know

About You [All types of respondents]

45. What is the name of your school?
[drop down list]

ALDRIDGE	MORGAN
CARNEGIE	O'KEEFFE
CARVER MIDDLE	OTIS
CASALS	PARKMAN
CLARK	PASTEUR
DUBOIS	PULLMAN
DVORAK S	SCHILLER
EMMET	SEXTON
ESMOND	SPRY
GREGORY	STEINBERG
HENDERSON	SWIFT
MADISON	TURNER-DREW
MANN	WACKER
MCKINLEY PARK	WALSH
MIRELES	WHISTLER

46. At which grade level(s) are you teaching reading/English language arts this year (2008-09)? (Check all that apply):

❒ K ❒ 1 ❒ 2 ❒ 3 ❒ 4 ❒ 5 ❒ 6 ❒ 7 ❒ 8 ❒ 9 ❒ 10 ❒ 11 ❒ 12

47. In which of the following settings do you teach literacy? (Check all that apply)
    - Self-contained

- Subject-Area specialist
- Departmentalized
- Double block
- Other (Please specify):_____

48. How many years have you been teaching? [INSERT TEXTBOX]

49. How many years have you been teaching at this school? [INSERT TEXTBOX]

50. How many years have you been teaching reading? [INSERT TEXTBOX]

Teachers will be reimbursed by CPS-Striving Readers for their time to complete this survey. In order to be reimbursed we need you to identify yourself so that we can verify that you completed the survey. If you would like to be reimbursed, please provide your name and email address below, and be sure that you identified your school in the previous item. Your survey responses will still remain strictly confidential and will never be reported in any form that would allow anyone to connect your responses with your name. Providing this information is optional.

Your Name: _____ Email: _____

Thank you for completing this survey!

Chicago Public Schools Striving Readers
Spring 2009 Librarian Survey – Control Schools

The following is a survey designed to gather your feedback on the essential components of your school's literacy program. It will take you approximately 15 minutes to complete. Results will be reported in the aggregate only; we will not use your name or identify individual respondents. Your feedback is extremely valuable to the success of this program. If you have questions about this survey, please contact Rebecca Swann at rswann@metisassoc.com or 212-425-8833.

1. Do you currently work as a full-time or part-time librarian?

- ☐ Full-time
- ☐ Part-time

2. Have you been endorsed as a librarian?

- ☐ Yes
- ☐ No

3. Are there any other librarians on staff?

- ☐ Yes If yes, how many? _____
- ☐ No

4. Are there any library aides on staff?

- ☐ Yes If yes, how many? _____
- ☐ No

5. How long have you been a librarian? ___

6. How long have you been a librarian at this school? ____

Please answer the following questions about the library schedule and access.

7. a) Please use the tables below to indicate the library hours during the school year .

Weekday Hours

Time of Day	***Number* of hours open each day *during the school year***				
	Mon.	**Tues.**	**Wed.**	**Thurs.**	**Fri.**
Before school:	____	____	____	____	____
During school:	____	____	____	____	____
After school:	____	____	____	____	____
Evenings (after 5:00):	____	____	____	____	____

Weekend Hours

Time of Day	***Number* of hours open each day *during the school year***	
	Sat.	**Sun.**
Daytime Hours:	____	____
Evenings (after 5:00):	____	____

b) Students can come to the library:

- ☐ Only with their class
- ☐ On their own, if they have a pass
- ☐ On their own, without a pass

c) Do students or teachers need to schedule a visit to come to the library…

….to come as a class?

- ☐ Yes
- ☐ No

….for students to come on their own?

- ☐ Yes
- ☐ No
- ☐ Not Applicable

….for teachers to come on their own?

- ☐ Yes
- ☐ No
- ☐ Not Applicable

8. To what extent do the library resources support your school's literacy curriculums ?

- ☐ Not at all
- ☐ To a small extent
- ☐ To a moderate extent
- ☐ To a large extent

9. Please use the table below to describe the nature of your collaboration with the school literacy team, grade level teams, individual teachers and your work with students during assigned library time. For each activity listed,
   a) in the first column indicate whether this is part of your responsibilities.
   b) If it is, indicate in the remaining columns which groups you collaborate with directly in support of that activity.

Responsibilities:	a) Is this part of your responsibility?	b) IF YES: Check which groups you collaborate with in fulfilling this responsibility:			
		Grade Level Teams	Literacy Team	Individual teachers	Working directly with students
Participate in collaborative decision-making about student literacy	❐Yes ❐No	❐	❐	❐	❐
Identify and maintain high quality materials for recreational reading	❐Yes ❐No	❐	❐	❐	❐
Maintain a middle-grade area in the library	❐Yes ❐No	❐	❐	❐	❐
Refer struggling readers to summer programs that support literacy skills	❐Yes ❐No	❐	❐	❐	❐
Provide students with information about extracurricular academic activities (e.g., spelling bee, writing competitions, events)	❐Yes ❐No	❐	❐	❐	❐
Develop summer reading activities for struggling readers who do not attend summer school	❐Yes ❐No	❐	❐	❐	❐
Plan and conduct read-alouds	❐Yes ❐No	❐	❐	❐	❐
Plan and conduct literature circles	❐Yes ❐No	❐	❐	❐	❐
Plan and conduct book clubs	❐Yes ❐No	❐	❐	❐	❐
Direct students to resources tied to the curriculum	❐Yes ❐No	❐	❐	❐	❐
Identify resources for class projects	❐Yes ❐No	❐	❐	❐	❐
Identify resources to supplement classroom lessons	❐Yes ❐No	❐	❐	❐	❐
Teach students how to navigate Internet resources	❐Yes ❐No	❐	❐	❐	❐
Provide instruction on using print information resources	❐Yes ❐No	❐	❐	❐	❐
Provide instruction on using electronic information resources	❐Yes ❐No	❐	❐	❐	❐
Teach students research skills	❐Yes ❐No	❐	❐	❐	❐

9. As a librarian, what do <u>you</u> need to better support the literacy needs of middle grade students?

_____

_____

10. What do you need to improve collaboration with classroom teachers?

_____

_____

<u>About You</u>

11. What is the name of your school? [drop down list]

ALDRIDGE	MORGAN
CARNEGIE	O'KEEFFE
CARVER MIDDLE	OTIS
CASALS	PARKMAN
CLARK	PASTEUR
DUBOIS	PULLMAN
DVORAK S	SCHILLER
EMMET	SEXTON
ESMOND	SPRY
GREGORY	STEINBERG
HENDERSON	SWIFT
MADISON	TURNER-DREW
MANN	WACKER
MCKINLEY PARK	WALSH
MIRELES	WHISTLER

Thank you for your time.

CPS Striving Readers
Non-ELA Content Area Teachers LIST Section – Control Schools

The following is a survey designed to gather your feedback on the essential components of your school's literacy program. It will take you approximately 30 minutes to complete. Results will be reported in the aggregate only; we will not use your name or identify individual respondents. Your feedback is extremely valuable to the success of this program. If you have questions about this survey, please contact Rebecca Swann at rswann@metisassoc.com or 212-425-8833.

1. When, if at all, did you start integrating literacy into your content area instruction?
- o This year
- o Last school year
- o Two or more years ago
- o I do not integrate literacy instruction into my content area. (Skip to Question 6)

Comprehensive Instruction

2. How often do you use the following practices to help students increase reading comprehension?

Use of Instructional Practices	**Not Familiar**	**Never**	**Less than once a month**	**1-3 times a month**	**1-3 times a week**	**4-5 times a week**
Explicit instruction in use of **summarizing** as a comprehension strategy	❐	❐	❐	❐	❐	❐
Explicit instruction in use of **questioning** as a comprehension strategy	❐	❐	❐	❐	❐	❐
Explicit instruction in use of **predicting** as a comprehension strategy	❐	❐	❐	❐	❐	❐
Explicit instruction in using **text structure** (the organizational arrangements used to present information) as a comprehension strategy	❐	❐	❐	❐	❐	❐
Explicit instruction in use of **visualization** as a comprehension strategy	❐	❐	❐	❐	❐	❐
Explicit instruction in use of **inferring** as a comprehension strategy	❐	❐	❐	❐	❐	❐
Explicit instruction in use of **metacognition** (students select appropriate comprehension strategies) as a comprehension strategy	❐	❐	❐	❐	❐	❐
Establishing the purpose for reading.	❐	❐	❐	❐	❐	❐
Monitoring students' comprehension through questioning.	❐	❐	❐	❐	❐	❐
Making connections to background knowledge.	❐	❐	❐	❐	❐	❐
Making connections between texts.	❐	❐	❐	❐	❐	❐
Synthesizing information within text or across texts.	❐	❐	❐	❐	❐	❐
Using differentiated instruction (using different instructional methods, modalities, materials, etc. for different groups or individuals to address unique learning needs)	❐	❐	❐	❐	❐	❐
Use of *before, during, and after* (BDA) reading strategies for comprehension instruction (A student constructed mental framework for reading begun before reading even begins, strengthened as students interact with the text during the reading, and reflected upon after reading.)	❐	❐	❐	❐	❐	❐

Use of Instructional Practices	**Not Familiar**	**Never**	**Less than once a month**	**1-3 times a month**	**1-3 times a week**	**4-5 times a week**
Use of the *gradual release of responsibility* model for reading comprehension instruction (Leading students from 'Modeled instruction' to 'Shared instruction' to 'Guided practice' and finally 'Students' independent practice')	❐	❐	❐	❐	❐	❐
Using partner reading to enhance comprehension instruction	❐	❐	❐	❐	❐	❐

3. How often do you use the following practices to help students build their vocabulary knowledge?

Use of Instructional Practices	**Not Familiar**	**Never**	**Less than once a month**	**1-3 times a month**	**1-3 times a week**	**4-5 times a week**
Explicit instruction in vocabulary	❐	❐	❐	❐	❐	❐
Modeling the use of word parts	❐					
Review of vocabulary words	❐	❐	❐	❐	❐	❐
Use of vocabulary notebooks	❐	❐	❐	❐	❐	❐
Use of partner reading to enhance vocabulary development.	❐	❐	❐	❐	❐	❐
Use of *before, during, and after* (BDA) reading strategies for vocabulary instruction	❐	❐	❐	❐	❐	❐
Use of the *gradual release of responsibility* model for vocabulary instruction	❐	❐	❐	❐	❐	❐

4. How often do you use the following practices to help students develop fluency?

Use of Instructional Practices	**Not Familiar**	**Never**	**Less than once a month**	**1-3 times a month**	**1-3 times a week**	**4-5 times a week**
Teacher read aloud	❐	❐	❐	❐	❐	❐
Teacher interactive read aloud	❐	❐	❐	❐	❐	❐
Shared reading (students and teacher take turns in reading)	❐	❐	❐	❐	❐	❐
Modeling reading for students	❐	❐	❐	❐	❐	❐
Explicit instruction in guided oral reading	❐	❐	❐	❐	❐	❐
Focusing instruction on proper and meaningful phrasing	❐	❐	❐	❐	❐	❐
Use of partner reading to enhance fluency instruction.	❐	❐	❐	❐	❐	❐
Students listen to audio books, play-aways	❐	❐	❐	❐	❐	❐
Use of the *gradual release of responsibility* model for fluency instruction	❐	❐	❐	❐	❐	❐

5. How often do you use the following techniques to help students develop better reading strategies and skills?

Techniques	Not Familiar	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Everybody Reads To (ERT)	❒	❒	❒	❒	❒	❒
Exclusion Brainstorming	❒	❒	❒	❒	❒	❒
List-Group-Label	❒	❒	❒	❒	❒	❒
Predict-Locate-Add-Note (PLAN)	❒	❒	❒	❒	❒	❒
ReQuest	❒	❒	❒	❒	❒	❒
Interactive Notation System for Effective Reading and Thinking (INSERT)	❒	❒	❒	❒	❒	❒
ABC Graffiti	❒	❒	❒	❒	❒	❒
Guided Reading and Summarizing Procedure (GRASP)	❒	❒	❒	❒	❒	❒

6. Please indicate how often (if at all) you have met with each of the following literacy experts during the current school year.

Meetings with Literacy Experts	NA (Do not have)	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Lead Literacy Teacher/Literacy Coach	❒	❒	❒	❒	❒	❒
Literacy Team Members	❒	❒	❒	❒	❒	❒
Regular ELA teachers		❒	❒	❒	❒	❒
Other (specify): _____	❒	❒	❒	❒	❒	❒

7. Please indicate how often (if at all) you discussed each of the following topics with any of the above literacy experts during the current school year.

Discussion Topics with a Literacy Expert	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
a. Differentiated instruction	❒	❒	❒	❒	❒
b. Student groupings	❒	❒	❒	❒	❒
c. Use of text sets (content related books of different reading levels, genres and subject themes)	❒	❒	❒	❒	❒
d. Use of technology resources: desktop computers, classroom computers/laptops, LCD projector, etc.	❒	❒	❒	❒	❒
e. Use of the partner-reading instructional technique	❒	❒	❒	❒	❒
f. How to use specific instructional techniques for comprehension instruction	❒	❒	❒	❒	❒
g. How to use specific instructional techniques for vocabulary instruction.	❒	❒	❒	❒	❒
h. How to use specific instructional techniques	❒	❒	❒	❒	❒

Discussion Topics with a Literacy Expert	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
for fluency instruction.					
i. Specific students' reading progress.	❒	❒	❒	❒	❒
j. Using student assessment data for instructional planning	❒	❒	❒	❒	❒

Grouping Structure

8. How often do you use the following **grouping structures** in your classes?

Grouping Structures	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Whole class/Large group	❒	❒	❒	❒	❒
Individual work	❒	❒	❒	❒	❒
Small groups	❒	❒	❒	❒	❒
Partner Reading	❒	❒	❒	❒	❒

School-wide Intervention Materials ***[Hide Qs 9-11 if response to Q1 = "I do not integrate literacy"]***

9. For the following school-wide intervention materials:

- Indicate how frequently you currently use the materials to teach literacy through your subject area.
- For those that you are using, rate how comfortable you are with using these materials to support student learning in language arts.

Materials	a) ***Frequency***						b) IF USED: ***Rate your comfort level***				
	N/A (Do Not Have)	**Not Currently Using**	**Less than once a month**	**1 to 3 times a month**	**1 to 3 times a week**	**4 to 5 times a week**	**1 Not at all Comfortable**	**2**	**3**	**4**	**5 Very Comfortable**
Text sets	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
Media centers (classroom-based station with three computers and a printer)	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
Listening centers (Classroom CD or cassette player, read-along audio books, playaways and headphones)	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
Classroom library	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
School library resources	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
Vocabulary notebooks	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
Textbooks	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒
Reading response notebooks	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒	❒

10. For each of the materials listed below, please indicate which grouping strategies are supported by your use of that material in your classroom when teaching literacy through your content area. (Check all that apply)

Materials	**Not Using**	**Grouping Strategies**		
		Whole Class/ Large Group	**Small Group/ Pairs**	**Individual Work**
Listening centers	❒	❒	❒	❒
Media centers	❒	❒	❒	❒
Text sets and Text sets teacher guides	❒	❒	❒	❒
Classroom library	❒	❒	❒	❒
Vocabulary notebooks	❒	❒	❒	❒
Textbooks	❒	❒	❒	❒
Reading response notebooks	❒	❒	❒	❒

Use of Text Sets and Text Sets Teacher Guides

11. a) Do you use text sets (informational reading and listening materials at different levels and with varied text structures and organizational features that offer perspectives on a theme) to teach reading or literacy?

☐ Yes (SKIP to Question 12)

☐ No

b) If you are NOT yet using text sets, please indicate why you are not using them below (Check all that apply)

☐ They have not been made available to me

☐ The reading level is not appropriate for my students.

☐ The content is not relevant/interesting to my students

☐ I did not receive text sets for the topics that we are covering in my class

☐ Other (specify):

_____

Professional Development in Literacy Instructional Practices

12. For each of the following literacy teaching practices, indicate:

a. Did you receive professional development on this topic during the current school year?
If so:

b. Please indicate whether you are using this practice as part of your content area instruction, and

c. Rate your comfort implementing each teaching practice within your content area instruction.

Literacy based teaching practices	**a) Received PD?**		**IF YES:**						
			b) Using as part of content instruction?		**c) Rate your comfort level**				
	No	**Yes**	**No**	**Yes**	**1 Not at all Comfortable**	**2**	**3**	**4**	**5 Very Comfortable**
Building academic vocabulary	❒	❒	❒	❒	❒	❒	❒	❒	❒
Using classroom libraries	❒	❒	❒	❒	❒	❒	❒	❒	❒
Creating literacy-rich classroom environments	❒	❒	❒	❒	❒	❒	❒	❒	❒
Differentiating instruction	❒	❒	❒	❒	❒	❒	❒	❒	❒
Direct vocabulary instruction	❒	❒	❒	❒	❒	❒	❒	❒	❒
Incorporating text sets in your instruction	❒	❒	❒	❒	❒	❒	❒	❒	❒
Increasing student motivation	❒	❒	❒	❒	❒	❒	❒	❒	❒
Supporting students' self-directed learning	❒	❒	❒	❒	❒	❒	❒	❒	❒
Using before, during, and after reading strategies	❒	❒	❒	❒	❒	❒	❒	❒	❒
Using formal assessments to guide instruction	❒	❒	❒	❒	❒	❒	❒	❒	❒
Using informal assessments to guide instruction	❒	❒	❒	❒	❒	❒	❒	❒	❒
Using classroom computers	❒	❒	❒	❒	❒	❒	❒	❒	❒
Using literacy-based software	❒	❒	❒	❒	❒	❒	❒	❒	❒
Using partner-reading	❒	❒	❒	❒	❒	❒	❒	❒	❒

Respondent Information

13. At which grade level(s) are you teaching this year (2008-09)? (Check all that apply):

❒ K ❒ 1 ❒ 2 ❒ 3 ❒ 4 ❒ 5 ❒ 6 ❒ 7 ❒ 8 ❒ 9 ❒ 10 ❒ 11 ❒ 12

14. What is the name of your school? [drop down list]

ALDRIDGE	MORGAN
CARNEGIE	O'KEEFFE
CARVER MIDDLE	OTIS
CASALS	PARKMAN
CLARK	PASTEUR
DUBOIS	PULLMAN
DVORAK S	SCHILLER
EMMET	SEXTON
ESMOND	SPRY
GREGORY	STEINBERG
HENDERSON	SWIFT
MADISON	TURNER-DREW
MANN	WACKER
MCKINLEY PARK	WALSH
MIRELES	WHISTLER

15. How many years have you been teaching? [INSERT TEXTBOX]

16. How many years have you been teaching at this school? [INSERT TEXTBOX]

17. How many years have you been teaching in your subject area? [INSERT TEXTBOX]

Teachers will be reimbursed by CPS-Striving Readers for their time to complete this survey. In order to be reimbursed we need you to identify yourself so that we can verify that you completed the survey. If you would like to be reimbursed, please provide your name and email address below, and be sure that you identified your school in the previous item. Your survey responses will still remain strictly confidential and will never be reported in any form that would allow anyone to connect your responses with your name. Providing this information is optional.

Your Name: _____ Email: _____

Thank you for completing this survey!

SPRING 2009 DISTRICT-WIDE PRINCIPAL INTERVIEW
TREATMENT SCHOOLS

Interviewee Name:		**Date:**			
Interviewee Title:					
School:		**Start Time:**		**End Time:**	
Interviewer:					

Introduction: I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. For this study, we are surveying and interviewing staff both from schools that are using the Striving Readers curriculum, and those from a comparison sample of schools that are not using Striving Readers. We are interested in learning about the literacy interventions for grades 6 through 8, so please respond to all of the questions as they relate to those grades only. Since we are requesting a lot of information and we have a limited period of time, most of the questions will be short-answer; however, please feel free to comment on any questions that you would like to. You will also have an opportunity to elaborate further at the end of the interview.

This interview will take about 60 minutes. Your responses will be kept confidential. We don't identify individual respondents or their schools. I would like to tape this interview to be sure I have recorded it accurately. Is this all right?

1. Has your role in the Striving Readers Initiative changed since last year?

❒ Yes
❒ No (SKIP TO Q2)

a. If so, how?

Literacy Leadership Teams

2. Does your school have a Literacy Team?

❒ Yes
❒ No (IF NO, SKIP TO Q3)

a. Which of your staff are members of the Literacy Team?

❒ Principal ❒ Grade level teacher(s) ❒ Literacy Intervention Teacher
❒ Librarian(s) ❒ Lead Literacy Teacher ❒ ELL/ESL Teacher(s)
❒ Special education teacher(s) ❒ Other:_____

b. How often does the Literacy Team meet?

❒ Has not met ❒ Less than once per month ❒ Once per month
❒ Biweekly ❒ Weekly ❒ Several times a week or more

c. Overall, rate the quality of the literacy team's performance in the following areas.

	Poor	Fair	Good	Excellent	Not Sure
Addressing the needs of all students	❒	❒	❒	❒	❒
Addressing the needs of struggling readers.	❒	❒	❒	❒	❒
Addressing the needs of grade-level teams.	❒	❒	❒	❒	❒
Addressing the needs of individual teachers	❒	❒	❒	❒	❒
Addressing school wide needs (grades 6-8) included in SIPAAA	❒	❒	❒	❒	❒
Using assessment data and or student work to drive instruction	❒	❒	❒	❒	❒
Supporting vertical and horizontal teacher collaboration	❒	❒	❒	❒	❒
Improving literacy instruction at your school.	❒	❒	❒	❒	❒

Comments:

3. Does your school have grade level teams?

❒ Yes
❒ No (IF NO, Skip to Q4)

a. Which of your staff are members of the grade level teams?

☐Principal

☐ELA teacher(s) ☐Content area teachers Literacy Intervention Teacher

☐Lead Literacy Teacher☐ ELL/ESL Teacher(s) Special education teacher(s)

☐Librarian(s) ☐ Other:_____

b. How often do the grade level teams meet?

❒ Has not met ❒ Less than once per month ❒ Once per month

❒ Biweekly ❒ Weekly ❒ Several times a week or more

c. Overall, rate the quality of the grade level team's performance in the following areas.

	Poor	**Fair**	**Good**	**Excellent**	**Not Sure**
Addressing the needs of all students	❒	❒	❒	❒	❒
Addressing the needs of struggling readers.	❒	❒	❒	❒	❒
Using assessment data to plan instruction	❒	❒	❒	❒	❒
Using assessment data to establish vertical and horizontal literacy goals by grade level	❒	❒	❒	❒	❒
Improving literacy instruction at your school.	❒	❒	❒	❒	❒

Comments:

Use of Assessment Data

We would like to learn more about the use of assessment data and how that impacts instruction.

4. In what ways, if any, is your school using student assessment data beyond mandated reporting to the district and state? For each of they uses of assessment data listed below, please indicate:

a. the extent to which student assessment data in your school are used for each purpose.; and,
b. for those uses to which assessment data are being applied, which individuals or groups are using the data in this way.

Is student assessment data used for this purpose?	**a) To what extent?**				**b) IF USED for this purpose: By whom?**				
	Not at all	**To a small extent**	**To a moderate extent**	**To a large extent**	Principal (beyond involvement in the Literacy Team)	Literacy Team	ELA Teachers (beyond involvement in the Literacy Team)	Literacy Intervention Teacher (beyond involvement in the Literacy Team)	Other:
Screening students' ability levels for placement in intervention programs	❐	❐	❐	❐	❐	❐	❐	❐	❐_____
Diagnosing students' strengths and support needs for placement in specific courses or instructional groups	❐	❐	❐	❐	❐	❐	❐	❐	❐_____
Identifying trends in fluency and comprehension abilities across groups of students	❐	❐	❐	❐	❐	❐	❐	❐	❐_____
Identifying trends in vocabulary knowledge across groups of students	❐	❐	❐	❐	❐	❐	❐	❐	❐_____
Monitoring overall student progress for the purpose of assessing success of instructional programs and methods	❐	❐	❐	❐	❐	❐	❐	❐	❐_____
Differentiating instruction	❐	❐	❐	❐	❐	❐	❐	❐	❐_____
Planning on-site professional development	❐	❐	❐	❐	❐	❐	❐	❐	❐_____
Other _____	❐	❐	❐	❐	❐	❐	❐	❐	❐_____
Other _____	❐	❐	❐	❐	❐	❐	❐	❐	❐_____

Comments:

AMP After-School Literacy Program

5. Overall, how appropriate would you say that the AMP after-school program is to the reading levels and needs of the students who are currently participating?

- Not at all appropriate
- Somewhat appropriate
- Appropriate
- Very appropriate (Skip to Q6)

6. Overall, how effective has the AMP after-school component been in improving the literacy abilities of struggling readers?

Not at all effective	Minimally effective	Somewhat effective	Effective	Very effective	Don't know
❒	❒	❒	❒	❒	❒

Comments:

Integration of Literacy Instruction in Content Areas

7. We would like to know more about your school's efforts to integrate literacy into the content areas.

To what extent do non-literacy teachers integrate literacy into the content areas?	**To what extent?**			
	Not at all	**To a small extent**	**To a moderate extent**	**To a large extent**
Math	❒	❒	❒	❒
Social Studies	❒	❒	❒	❒
Science	❒	❒	❒	❒

8. Through the Striving Readers program, all participating schools received a series of text sets (*i.e.*, sets of non-fiction reading materials of different structures and levels, centered around specific content area themes, designed to improve student literacy in other subject area classes) with accompanying teacher guides.

Are these text sets being used in the content area classrooms in each subject?
Social Studies

❒ Yes
❒ No
❒ Don't Know

If YES: How are they used? **If NO:** Why not? [*Probe*: distribution problems, teachers' access, alignment with curriculum]

Science

❒ Yes
❒ No
❒ Don't Know

If YES: How are they used? **If NO:** Why not? [*Probe*: distribution problems, teachers' access, alignment with curriculum]

Mathematics

❒ Yes
❒ No
❒ Don't Know

If YES: How are they used? **If NO:** Why not? [*Probe*: distribution problems, teachers' access, alignment with curriculum]

9. Have staff at your school other than ELA teachers been attending professional development for the Striving Readers project? (Includes: Bilingual, SPED, Math, Science, Social Studies teachers)

❒ Yes
❒ No

If YES:

Who has received professional development? Please specify staff positions**:**

In what topics did they receive training? (check all that apply)

❒ Building academic vocabulary	❒Supporting students' self-directed learning
❒ Using classroom libraries	❒Using before, during, and after reading strategies
❒Creating literacy-rich classroom environments	❒Using formal assessments to guide instruction
❒Differentiating instruction	❒Using informal assessments to guide instruction
❒Direct vocabulary instruction	❒Using classroom computers
❒Incorporating text sets in your instruction	❒Using literacy-based software
❒Increasing student motivation	❒Using partner-reading
❒Other: _____	
❒Other: _____	

If NO:

Why haven't they been participating?

Who provided this training? (Check all that apply)
❒ In-house staff. Please specify:
❒ District experts. Please specify:_____
❒ Outside consultants (e.g., literacy experts, universities, organizations). Please specify:_____

Has any of your staff taken any courses towards their Masters or English language arts endorsement in National Louis University as part of Striving Readers?
❒ Yes (Who, when)
❒ No

Technology

11. For each of the following technology resources, please indicate:
- **a. if your teachers are using this resource to teach literacy**
- **b. for those resources your teachers are *not* using, please indicate why (Check all that apply)**

Resources	**Using?**		**If NO, why not? (Check all that apply)**					
	Yes	**No**	not working properly	software applications have not been installed	Students do not have sufficient access to the resources	*teachers* do not feel comfortable using the technology	*I* do not feel that they offer sufficient added benefit compared to traditional media	Other (please specify):
Media Centers (classroom-based station with computers and a printer)	❒	❒	❒	❒	❒	❒	❒	_____
Listening Centers (Classroom CD or cassette player, read-along audio books and headphones)	❒	❒	❒	❒	❒	❒	❒	_____
Handheld Computers (Palm Pilots)	❒	❒	❒	❒	❒	❒	❒	_____

12. For each of the following technology resources that your teachers *are* using to teach literacy, please indicate to what *extent* that technology resource is integrated into the literacy curriculum.

Resources	NA	Extent integrated		
		Not at all integrated	Somewhat integrated	Thoroughly integrated
Media Centers (classroom-based station with desktop computers and a printer)	❒	❒	❒	❒
Listening Centers (Classroom CD or cassette player, read-along audio books and headphones)	❒	❒	❒	❒
Handheld Computers (Palm Pilots)	❒	❒	❒	❒

13. Overall, how well is technology integrated into the literacy curriculum? Would you say it is:

❒Not at all integrated ❒ Somewhat integrated ❒ Thoroughly integrated

Comments:

14. What impact would you say technology has had on the reading achievement of struggling readers in your school? Would you say it had:

❒ No impact ❒ Some impact ❒ Moderate impact ❒ Large impact

Please explain your rating:

Professional Development

15. Have you participated in Striving Readers professional development related to literacy this school year or last summer?

❒ Yes
❒ No (SKIP TO Q17)

16. **For each of the following Striving Readers professional development sessions conducted during the 2008-2009 school year, please indicate:**
    - Whether you participated, and
    - If so, how useful the session(s) was (were) in helping you support student learning in language arts

Professional Development Sessions	**Did you participate?**		**If YES, how useful was the session?**			
	No	**Yes**	**Not Useful**	**Somewhat Useful**	**Moderately Useful**	**Extremely Useful**
Monthly Principals Meetings (Leaders Seminars)	❒	❒	❒	❒	❒	❒
2008 Summer institute	❒	❒	❒	❒	❒	❒
School-year follow-up institutes	❒	❒	❒	❒	❒	❒
Saturday seminars	❒	❒	❒	❒	❒	❒
On site training during literacy team meetings	❒	❒	❒	❒	❒	❒
School-based Striving Readers professional development	❒	❒	❒	❒	❒	❒

Comments:

Perceptions of the Literacy Curriculum

17. **Overall, what are the strengths of your school's literacy curriculum?**

18. **Overall, what are the challenges to your school's literacy curriculum?**

19. **What does your school need to better support literacy instruction?**

20. **Is there anything else you would like to add regarding the literacy activities in your school?**

Thank you for your time today.

SPRING 2009 DISTRICT-WIDE PRINCIPAL INTERVIEW
CONTROL SCHOOLS

Interviewee Name:		**Date:**			
Interviewee Title:					
School:		**Start Time:**		**End Time:**	
Interviewer:					

Introduction: I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. For this study, we are surveying and interviewing staff both from schools that are using the Striving Readers curriculum, and those from a comparison sample of schools that are not using Striving Readers. We are interested in learning about the literacy interventions for grades 6 through 8, so please respond to all of the questions as they relate to those grades only. Since we are requesting a lot of information and we have a limited period of time, most of the questions will be short-answer; however, please feel free to comment on any questions that you would like to. You will also have an opportunity to elaborate further at the end of the interview.

This interview will take about 60 minutes. Your responses will be kept confidential. We don't identify individual respondents or their schools. I would like to tape this interview to be sure I have recorded it accurately. Is this all right?

10. Has your role in supporting the literacy instruction that takes place at your school changed since last year?

❒Yes
❒ No (SKIP TO Q2)
a. If so, how?

Literacy Leadership Teams

11. Does your school have a Literacy Team?

❒Yes
❒ No (IF NO, SKIP TO Q3)

a. Which of your staff are members of the Literacy Team?

☐ Are you a member? ☐ Grade level teacher(s) ☐ Reading Specialist
☐ Librarian(s) ☐ Lead Literacy Teacher ☐ ELL/ESL Teacher(s)
☐ Special education teacher(s) ☐ Other:_____

b. How often does the Literacy Team meet?

❒ Has not met ❒ Less than once per month ❒ Once per month
❒ Biweekly ❒ Weekly ❒ Several times a week or more

c. Overall, rate the quality of the literacy team's performance in the following areas.

	Poor	Fair	Good	Excellent	Not Sure
Addressing the needs of all students	❒	❒	❒	❒	❒
Addressing the needs of struggling readers	❒	❒	❒	❒	❒
Addressing the needs of grade-level teams	❒	❒	❒	❒	❒
Addressing the needs of individual teachers	❒	❒	❒	❒	❒
Addressing school wide needs (grades 6-8) included in SIPAAA	❒	❒	❒	❒	❒
Using assessment data and or student work to drive instruction	❒	❒	❒	❒	❒
Supporting vertical and horizontal teacher collaboration	❒	❒	❒	❒	❒
Improving literacy instruction at your school	❒	❒	❒	❒	❒

Comments:

12. Does your school have grade level teams?

❒ Yes
❒ No (IF NO, Skip to Q4)

a. Which of your staff are members of the grade level teams?

Are you a member?

ELA teacher(s) Content area teachers Reading Specialist

Lead Literacy Teacher ELL/ESL Teacher(s) Special education teacher(s)

Librarian(s) Other:

b. How often do the grade level teams meet?

❒ Has not met ❒ Less than once per month ❒ Once per month

❒ Biweekly ❒ Weekly ❒ Several times a week or more

c. Overall, rate the quality of the grade level team's performance in the following areas.

	Poor	**Fair**	**Good**	**Excellent**	**Not Sure**
Addressing the needs of all students	❒	❒	❒	❒	❒
Addressing the needs of struggling readers	❒	❒	❒	❒	❒
Using assessment data to plan instruction	❒	❒	❒	❒	❒
Using assessment data to establish vertical and horizontal literacy goals by grade level	❒	❒	❒	❒	❒
Improving literacy instruction at your school	❒	❒	❒	❒	❒

Comments:

No comments.

Use of Assessment Data

We would like to learn more about the use of assessment data and how that impacts instruction.

13. In what ways, if any, is your school using student assessment data beyond mandated reporting to the district and state? For each of the uses of assessment data listed below, please indicate:

a. the extent to which student assessment data in your school are used for each purpose; and,
b. for those uses to which assessment data are being applied, which individuals or groups are using the data in this way.

Is student assessment data used for this purpose?	**a) To what extent?**				**b) IF USED for this purpose: By whom?**				
	Not at all	**To a small extent**	**To a moderate extent**	**To a large extent**	Principal (beyond involvement in Literacy Team)	Literacy Team	ELA Teachers (beyond involvement in Literacy Team)	Reading Specialist (beyond involvement in Literacy Team)	Other:
Screening students' ability levels for placement in intervention programs	❒	❒	❒	❒	❒	❒	❒	❒	❒_____
Diagnosing students' strengths and support needs for placement in specific courses or instructional groups	❒	❒	❒	❒	❒	❒	❒	❒	❒_____
Identifying trends in fluency and comprehension abilities across groups of students	❒	❒	❒	❒	❒	❒	❒	❒	❒_____
Identifying trends in vocabulary knowledge across groups of students	❒	❒	❒	❒	❒	❒	❒	❒	❒_____
Monitoring overall student progress for the purpose of assessing success of instructional programs and methods	❒	❒	❒	❒	❒	❒	❒	❒	❒_____
Differentiating instruction	❒	❒	❒	❒	❒	❒	❒	❒	❒_____
Planning on-site professional development	❒	❒	❒	❒	❒	❒	❒	❒	❒_____
Other _____	❒	❒	❒	❒	❒	❒	❒	❒	❒_____
Other _____	❒	❒	❒	❒	❒	❒	❒	❒	❒_____
Comments:									

After-School Literacy Program

14. a) Does your school have an onsite, after-school intervention program?

❒Yes,
❒No (Skip to Q8)

b) Who is the afterschool program targeting?
❒Struggling Readers Only
❒ Students at or Above Grade Level (Skip to Q8)
❒ All Students, including struggling readers

c) What criteria are used to determine students' eligibility for the after-school literacy program?
[*Probe*: test scores (specific cut-offs?); other literacy assessments (specify type and cut-off criteria); teacher referrals; etc.]

Criteria:

15. a) Overall, how appropriate would you say that the after-school program is to the reading levels and needs of the students who are currently participating?
- o Not at all appropriate
- o Somewhat appropriate
- o Appropriate
- o Very appropriate

16. Overall, how effective has the after-school literacy program been in improving the literacy abilities of struggling readers?

Not at all effective	Minimally effective	Somewhat effective	Effective	Very effective	Don't know
❒	❒	❒	❒	❒	❒

Comments:

Integration of Literacy Instruction in Content Areas

17. We would like to know more about your school's efforts to integrate literacy into the content areas.

To what extent do non-literacy teachers integrate literacy into the content areas?	**To what extent?**			
	Not at all	**To a small extent**	**To a moderate extent**	**To a large extent**
Math	❒	❒	❒	❒
Social Studies	❒	❒	❒	❒
Science	❒	❒	❒	❒

18. Do you use text sets (*i.e.*, sets of non-fiction reading materials of different structures and levels, centered around specific content area themes, designed to improve student literacy in other subject area classes) and their accompanying teacher guides?

Are these text sets being used in the content area classrooms in each subject?

Social Studies

❒Yes
❒No
❒Don't Know

If YES: How are they used? **If NO:** Why not? [*Probe*: distribution problems, teachers' access, alignment with curriculum]

Science

❒Yes
❒No
❒Don't Know

If YES: How are they used? **If NO:** Why not? [*Probe*: distribution problems, teachers' access, alignment with curriculum]

Mathematics

❒Yes
❒No
❒Don't Know

If YES: How are they used? **If NO:** Why not? [*Probe*: distribution problems, teachers' access, alignment with curriculum]

Technology

19. For each of the following technology resources, please indicate:

a. if your teachers are using this resource to teach literacy

b. for those resources your teachers are *not* using, please indicate why (Check all that apply)

Resources	Using?		If NO, why not? (Check all that apply)						
	Yes	**No**	We do not have	Not working properly	software applications have not been installed	Students do not have sufficient access to the resources	*teachers* do not feel comfortable using the technology	*I* do not feel that they offer sufficient added benefit compared to traditional media	Other (please specify):
Media Centers (classroom-based station with computers and a printer)	❒	❒	❒	❒	❒	❒	❒	❒	_____
Listening Centers (Classroom CD or cassette player, read-along audio books and headphones)	❒	❒	❒	❒	❒	❒	❒	❒	_____
Laptop computers	❒	❒	❒	❒	❒	❒	❒	❒	_____

20. For each of the following technology resources that your teachers *are* using to teach literacy, please indicate to what *extent* that technology resource is integrated into the literacy curriculum.

Resources	NA	Extent integrated		
		Not at all integrated	Somewhat integrated	Thoroughly integrated
Media Centers (classroom-based station with desktop computers and a printer)	❐	❐	❐	❐
Listening Centers (Classroom CD or cassette player, read-along audio books and headphones)	❐	❐	❐	❐
Laptop computers	❐	❐	❐	❐
Other: Smart Boards		❐	❐	❐

21. Overall, how well is technology integrated into the literacy curriculum? Would you say it is:

❐ Not at all integrated ❐ Somewhat integrated ❐ Thoroughly integrated

Comments:

22. What impact would you say technology has had on the reading achievement of struggling readers in your school? Would you say it had:

❐ No impact ❐ Some impact ❐ Moderate impact ❐ Large impact

Please explain your rating:

Professional Development

23. Has any literacy-related professional development been made available for staff at your school during this school year or last summer?

❐ Yes
❐ No (Skip to Question 17)

If YES:
On what topics was training provided? (check all that apply)

❒ Building academic vocabulary	❒ Supporting students' self-directed learning
❒ Using classroom libraries	❒ Using before, during, and after reading strategies
❒ Creating literacy-rich classroom environments	❒ Using formal assessments to guide instruction
❒ Differentiating instruction	❒ Using informal assessments to guide instruction
❒ Direct vocabulary instruction	❒ Using classroom computers
❒ Incorporating text sets in your instruction	❒ Using literacy-based software
❒ Increasing student motivation	❒ Using partner-reading
❒ Other: _____	
❒ Other: _____	
❒ Other: _____	

Who provided this training? (Check all that apply)
❒ In-house staff. Please specify:
❒ District experts. Please specify:_____
❒ Outside consultants (e.g., literacy experts, universities, organizations). Please specify:_____

24. [IF NOT MENTIONED IN RESPONSE TO ABOVE]: Have <u>you</u> participated in professional development related to literacy this school year or last summer?

❒ Yes
❒ No (SKIP TO Q17)

If yes, please describe: *[prompt:* topics, who conducted training, who participated]

25. [IF NOT MENTIONED IN RESPONSE TO ABOVE]: Have any *<u>non-literacy</u>* <u>staff</u> at your school been attending professional development related to literacy this school year or last summer? (Includes: Bilingual, SPED, Math, Science, Social Studies teachers)

❒ Yes

Who has received professional development? Please specify staff positions**:**
What topics were covered? Same as above

❒ No

Why haven't they been participating?

Perceptions of the Literacy Curriculum

26. Overall, what are the strengths of your school's literacy curriculum?

27. Overall, what are the challenges to your school's literacy curriculum?

28. What does your school need to better support literacy instruction?

29. Is there anything else you would like to add regarding the literacy activities in your school?

Thank you for your time today.

Project Director Interview Protocol

Interviewee Name:		**Date:**			
Interviewee Title:					
School:		**Start Time:**		**End Time:**	
Interviewer:					

Introduction: I'm _____ and am one of the members of the Striving Readers evaluation team at Metis. We are interviewing members of the SR district leadership team to learn more about the program; this interview will take about 75 minutes. I would like to tape this interview to be sure I have recorded it accurately. Is this all right?

1. **What is your role as the Project Director of the Striving Readers program?**
    a. Have your responsibilities changed during the past three years? If so, how?
    b. **What is your role in monitoring program implementation?**
    c. What other responsibilities do you have (separate from Striving Readers)? Has the extent or type of these responsibilities changed over time? How do these responsibilities impact your ability to fulfill your role in SR?

2. **Please describe your work with the following key Striving Readers staff.** Has your work with these staff changed over time? If so, how?
    a. District coordinators.
        - How do you communicate with them?
        - How often do you meet with each coordinator individually? As a group?
        - How do you determine individual responsibilities on the project?
        - Describe how you ensure accountability for the coordinators accountable?
        - What types of support do you provide to district coordinators?
    b. Senior Literacy Consultant
        - How do you communicate with her?
        - How often do you meet with her?
        - What is the nature of the collaboration?
    c. District Reading and Language Manager
        - How do you communicate with him or her?
        - How often do you meet with her?
        - What is the nature of the collaboration?
    d. Individual schools.
        - How often do you visit the schools?
        - With whom do you meet (e.g., principals, LITs, teachers, students, librarian, tech coordinator, other)?
        - What is the nature of the collaboration?
        - Do you conduct observations of instruction?
        - Have you had sufficient opportunity to follow up on these visits to the extent you would like?

3. **How do you anticipate that the recent district-level changes, such as the restructuring of the district or new or newly expanded initiatives, will affect implementation of SR and the program as a whole?** *(Probes: district staffing changes; restructuring from Office of Literacy to Office of*

Reading and Language Arts; citywide expansion of SCRMA and associated changes in literacy materials)

4. **Describe the support you receive from the district for this program.**
    a. Has the support changed over time? If so, how?

5. **How have *school-based* changes and/or restructuring affected program implementation?** (Probe for: changes in school administrations, changes from self-contained to departmentalized structure.)
    a. How are district SR leadership adapting to these changes?

6. **To what extent has the district SR leadership been able to convey expectations of accountability for program implementation? How has this been accomplished?**
    - Have recent district-level changes affected this process?
    - What impediments, if any, have been encountered to establishing accountability?
    - To what extent do you believe that *school* administrators are communicating these expectations and holding their staff accountable?

7. **We would like to learn more about the District-Level Team's use of data to inform project management.** In what ways, if any, does the district-level team use the following types of data to inform project management? (Probe for: rubrics, surveys, implementation/evaluation data, professional development, assessment, and other, data.)
    a. Has the team used these data to make adjustments to address implementation challenges? Please provide examples.

8. **Now I would like to ask some questions about the professional development plan for Year 3 (SY 2008-09).**
    a. Did you personally facilitate professional development activities during year 3? If so, how did this fit into the overall PD plan for SR?
    b. Considering the overall PD plan for Year 3, in what ways, if any, was professional development differentiated for different schools and different staff?
    c. Have there been any changes over time? If so, why?
    d. How many new teachers were in Striving Readers schools in Year 3? Were they offered specific professional development opportunities (or will they be in Yr 4)?
    e. What were the successes of the professional development activities of Year 3?
    f. What challenges did you encounter with the implementation of professional development activities in Year 3? How were these challenges addressed?

9. **In what ways has the Chicago Striving Readers program used each of the following types of technology as a tool to help improve differentiated literacy instruction for readers at all levels?** What have been the successes and challenges of these efforts? To what extent have schools succeeded in using these technologies to support differentiated instruction?
    - Classroom media centers[85]
    - Listening centers[86]
    - Handheld computers (Palm Pilots)

[85] 3 computers and a printer
[86] students access models of fluency, record and listen to themselves reading, and listen to audio books

10. **To what extent has program implementation expanded into upper grades and into other subject areas in the past year?** Please describe factors facilitating or hindering this process. *(Probes: role of SR text sets, PD for grade 7 and 8 teachers and for non-literacy staff, variations among schools)*

11. **Describe the major successes of the Striving Readers program in Year 3 (SY 2008-2009). When possible, please differentiate between the blended model, the targeted intervention and the intensive intervention.**

12. **What are some of the challenges that have been encountered in Year 3 (SY 2008-2009)? When possible, please differentiate between the blended model, the targeted intervention, and the intensive intervention.**
    a. How have these challenges been addressed or how will they be addressed in Year 4?

13. **Is there anything else you would like to add regarding the program or literacy activities for struggling readers in the district?**

Literacy Consultant Interview Protocol

Interviewee Name:	Donna Ogle	**Interviewee Title:**			
Date:		**Start Time:**		**End Time:**	
Interviewer:					

Introduction: I'm _____; I am one of the members of the Striving Readers evaluation team at Metis. We are interviewing members of the SR district leadership team to learn more about the program; this interview will take about 60 minutes. I would like to tape this interview to be sure I have recorded it accurately. Is this all right?

14. What is you role as Senior Literacy Advisor of the Striving Readers program?

a. Have your responsibilities changed during the past three years? If so, how?

b. Describe your role in project-level components of Striving Readers (Probe for:
participation in summer institutes;
participation in Saturday seminars;
coordination of coursework with National-Louis University;
establishing goals and identifying and addressing challenges to meeting them).

Have these roles changed during the past three years? If so, how?

15. Please describe your work with the following key Striving Readers staff.

a. Project director.
- How do you communicate with her?
- How often do you meet with her?
- What is the nature of the collaboration?
- If at all, how does your work with the Project Director strengthen project leadership?

b. District coordinators.
- How do you communicate with them?
- How often do you meet with them?
- What is the nature of the collaboration?

c. Individual schools.
- How often, if at all, do you visit the schools?
- How often, if at all, do you work directly with the principals of the schools?
- With whom else do you meet (e.g., teachers, students, librarian, tech coordinator, other)?
- Do you conduct observations of instruction?
- What is the nature of the collaboration?

16. We would like to learn more about the District-Level Team's use of data to inform project management. In what ways, if any, does the district-level team use the following types of data to inform project management? (Probe for: rubrics, surveys, implementation/evaluation data, professional development, assessment, and other, data.)

a. Has the team used these data to make adjustments to address implementation challenges? Please provide examples.

17. **How do you anticipate that the recent district-level changes, such as the restructuring of the district or newly expanded initiatives, affected your relationship with the district staff and/or your work on the Striving Readers program? How have they affected program implementation?** *(Probes: district staffing changes; restructuring from Office of Literacy to Office of Reading and Language Arts; citywide expansion of SCRMA; shift from self-contained to departmental structure in the six through eighth grades.)*

18. **In its first two years, the SR program made substantial progress in increasing the amount of small group instruction that takes place in literacy classes. What progress do you feel the project has now made in moving beyond small group instruction into authentic use of differentiated instruction?** What successes and challenges have been encountered in these efforts during Year 3?

19. **Describe the major successes of the Striving Readers program in Year 3 (SY 2008-2009). When possible, please differentiate between the blended model, the targeted intervention and the intensive intervention.**
    a. Do you feel that the program is reaching maturity? How do you think "maturity" should be defined?

20. **What are some of the challenges that have been encountered in Year 3 (SY 2008-2009)?**
    a. How were these challenges addressed last year and how will they be addressed in year 4?

21. **What do the schools need to better support literacy instruction?**

22. **Is there anything else you would like to add regarding the program or literacy activities for struggling readers in the district?**

School Coordinator Interview Protocol

Interviewee Name:		**Date:**			
Interviewer:		**Start Time:**		**End Time:**	

Introduction: I'm _____ and am one of the interviewers with the Chicago Public Schools Striving Readers evaluation team at Metis. We are interviewing members of the SR district leadership team to learn more about the program; this interview will take about one hour. I would like to tape this interview to be sure I have recorded it accurately. Is this all right?

23. What is you role as a District Coordinator of the Striving Readers Program?
   a. Have your responsibilities changed over time? If so, how?
   b. What training have you received to help you execute these responsibilities?

24. Please describe how you work with the individual schools.
   a. How often do you visit each school?
   b. With whom do you primarily work? What is the nature of your collaboration? Has your work with the following stakeholders changed over time? If so, how?
      - School administration
      - Teachers
      - Literacy Intervention Teacher
      - Students
      - Librarian
      - School technology coordinator
      - Other?

25. To what extent (and in what ways) do you communicate SR expectations to school administrators and teachers and ensure accountability for the implementation of Striving Readers? *(Probes: focus is as much on how they define the expectations as on how they communicate them. How do they monitor program implementation at the school level? The classroom level?)*
   a.

26. Describe the support you receive from the district for this program.
   a. Has the support changed over time? If so, how?
   b. Do you have other non-SR competing priorities? If so, how do they affect your SR work?

27. What supports do you *provide* to the school? *(Probes: support of data* collection *and* analysis *processes; collaboration with LITs; role in school literacy team meetings; what types of on-site PD do you offer and to whom?)*

28. How do you anticipate that recent district-level changes, such as the restructuring of the district or new or newly expanded initiatives, might affect the SR program? *(Probes: district staffing changes; restructuring from Office of Literacy to Office of Reading and Language Arts; citywide expansion of SCRMAand associated changes in literacy materials)*

29. How have school-based changes and/or restructuring affected program implementation at the school level? On the program as a whole? *(Probe: changes in school administrations, changes from self-contained to departmentalized structure)*

30. **We would like to learn more about the leadership team responsible for implementation of Striving Readers at the district level.**
    a. Who comprises this district-level team?
    b. How often do you meet with other District Coordinators? With the Project Director? With the Literacy consultant [Donna Ogle]?
    c. What is the nature of this collaboration?
        - What topics do you discuss?
        - How does the district-level team respond to challenges to implementation of the Striving Readers program? Please provide some examples**.**

31. **What types of data, if any, do you and/or the district team use to inform your work? (Probe for: implementation, professional development, student assessment, evaluation data)**
    a. Please explain how and for what purposes you use each type of data.

Next, we would like to know more about this year's implementation of SR in grades 7 and 8, in non-ELA classrooms, and in schools of different sizes.

32. **To what extent is SR being implemented in the seventh and eighth grades?**
    a. Does this vary by school and/or teacher? Please describe factors facilitating and/or hindering this process.
    b. Has the expansion of the SCRMA initiative affected the extent of implementation?

33. **To what extent are non-literacy teachers integrating literacy instruction into their content areas as part of the Striving Readers program?**
    a. Does this vary by school and/or teacher? Please describe factors facilitating and/or hindering this process.
    b. Has the expansion of the SCRMA initiative affected the extent of integration?

34. **Have you observed any differences in program implementation between smaller and larger schools in each of the following areas:**
    a. Work of the LIT (e.g., grade-levels with which they work, intensity, collaboration with teachers)
    b. Availability of staffing such as literacy coaches, librarian or technology coordinator
    c. Structures such as grade-level teams and/or literacy team
    d. Intersection between SCRMA initiative and Striving Readers
    e. Other

35. **What have been the major successes and challenges in utilizing technology to improve differentiated literacy instruction?** *(Probe: availability of hardware, software, teacher comfort level; use to support differentiated instruction, not just small group instruction.)*
    a. Handheld Computers (Palm Pilots)
    b. Media Centers
    c. Listening Centers

36. **Describe the major successes of the Striving Readers program in Year 3. When possible, please differentiate between the blended model, the targeted intervention and the intensive intervention.**
    a. What district-level, school-level and classroom-level factors facilitate the implementation and success of the program at each of these levels?

37. **What are some of the challenges that have been encountered in Year 3? When possible, please differentiate between the blended model, the targeted intervention and the intensive intervention.**
    a. How have these challenges been addressed or how will they be addressed in year 4?

38. **What do the schools need to better support literacy instruction?**

39. **Is there anything else you would like to add regarding the program or literacy activities for struggling readers in the district?**

Technology Coordinator Interview Protocol

Interviewee Name:				**Title:**			
Interviewer:		**Date:**		**Start Time:**		**End Time:**	

Introduction: I'm _____; I am one of the members of the CPS Striving Readers evaluation team at Metis. We are interviewing members of the SR district leadership team to learn more about the program; this interview will take about one hour. I would like to tape this interview to be sure I have recorded it accurately. Is this all right?

1. **What is your role as [Technology Coordinator/Technology Consultant] of the Striving Readers program?**
    a. Have your responsibilities changed over time? If so, how?
    b. How does your role relate to that of the other Technology Co-Coordinator [Rob Residori/Lamarr Wilson]? Please describe how you work together.

2. **Please describe the technology support provided to individual schools.**
    c. How often do you visit each school?
    d. Who do you primarily work with? What is the nature of your collaboration?
        - Principals
        - Teachers
        - Students
        - Librarian
        - School technology coordinator
        - Other?
    e. Apart from your own services, do the schools receive any other technology-focused support?
    f. Are different levels of support provided for schools that previously had no technology?

3. **Do you differentiate your school support and or professional development services?**
    g. If yes, at what level (e.g., individual, staff type, grade, cluster, focus area)?
    h. How do you determine school or teacher needs?
    i. Has the shift from a self-contained to a departmentalized structure in the six through eighth grades impacted how you provide technology support?
    j. How many new teachers were in Striving Readers schools in Year 3? Were they offered specific professional development opportunities (or will they be in Yr 4)?

4. **Describe the support you receive from the district for this program.**
    k. Has the support changed since over time? If so, how?

5. **In what ways is the Chicago Striving Readers program using Handheld computers (Palm Pilots) as a tool to help improve differentiated literacy instruction for the following groups of students? Please respond to each of the questions below and indicate how the status differs for each of the following groups:**
    - Whole class/blended instruction model (all students)
    - In-class targeted intervention for Tier 2 and 3 students
    - After-school Intensive intervention for Tier 3 students

For each of the above groups (where applicable)…
[Probe for each: What have been the successes and challenges of these efforts? How have these successes and challenges changed over time? Provide examples.]

l. To what extent are Palms used specifically to implement SR frameworks, strategies and instructional methods?
[Probe: How are students using them (e.g. completing projects)? How are teachers using them (e.g. designing lessons, reviewing student work, assessment)?]
m. To what extent are Palms used to monitor student performance or teacher effectiveness in literacy instruction? Please describe these processes.
n. What evidence is there that use of the Palms increases student motivation and engagement in these activities?
o. What evidence is there that use of the Palms improves student learning?
p. What evidence is there of teachers' and/or LITs' preparedness and comfort level using the Palms for these activities? What specific factors facilitate or hinder staff's use of the Palms?
q. What evidence is there of school level administrative support for use of the Palms? What form does this support take, where it exists?

6. What is the status of the following features of the Palm Pilots?
r. Teachers and students uploading their usage data to the server. How is this feature being used to further augment literacy instruction?
s. Automatically syncing Palms with desktop computer
t. Using the palms for wireless internet access for teachers and students
u. Designing more usable literacy based lesson plans that integrate handhelds or desktops in small group instruction

7. In what ways is the Chicago Striving Readers program currently using each of the following additional types of technology as a tool to help improve differentiated literacy instruction for readers at all levels? *[Probe: If/how other technologies are used to monitor student performance or teacher effectiveness in literacy instruction.]* **What have been the successes and challenges of these efforts? How have these changed over time?**
- Classroom media centers[87]
- Listening centers[88]

8. What does the Striving Readers program need to better support the use of technology to improve literacy instruction?

9. Is there anything else you would like to add regarding the program or literacy activities for struggling readers in the district?

[87] 3 computers and a printer
[88] students access models of fluency, record and listen to themselves reading, and listen to audio books

Observation Protocol Form (from Excel)

Instructions:

The Observation data will be submitted to Metis Associates in this Excel database, which has been pre-formatted for each section of the Observation protocol (as noted by the worksheet tabs at the bottom of the spreadsheet). In order to facilitate the data analysis process, please ensure that the following steps are followed when you enter and submit your data:

>> Please re-name the Excel file with the name of the school and the date of the observation.

>> Be sure that the identifying information for each observation is completed on the top of each worksheet tab, including Observer, Date, Time of Lesson, School, Classroom Number, Teacher Name, and Observation Day (whether this was the first or second day of observation for this class). You may copy and paste these data from tab to tab.

>> For the items in the protocol that have check boxes, a drop-down list has been provided for you to select your response. There is a note indicating this within the spreadsheet in blue font. Please be sure that a selection is made for each item.

>> For the Striving Readers frameworks, strategies, and techniques that are covered in the lesson (as indicated during the pre-observation interview and Part IV Specific Striving Readers Frameworks, Strategies and Techniques of the Observation protocol), please make sure that you complete the corresponding worksheet tab. For example, if the teacher implemented Small Group Instruction, you will need to provide evidence of the instruction on the 'Small Group Instruction' tab.

>> With the exception of the drop-down list responses, all of the cells in the Excel database will allow for over 32,000 characters, which equates to more than six pages of text in Word. It is possible that you will write more than is visible in the Excel field. Please rest assured that your text has not been truncated.

It is very important that you do not modify this structure. Please do not add or remove rows, columns, or worksheets.

If you have any questions or problems using this database, please contact Rebecca Swann-Jackson at 212-430-9113 or rswann@metisassoc.com.

Pre-Observation Interview

PreObservation Interview/Survey Observation Information		**Notes** (Use this space for additional comments about Column B)
Observer		
Date		
Time of Lesson		
School		
Classroom Number		
Teacher Name		
Observation for this class (Choose from drop-down list)		
1. What are the primary goals of the lesson I will be observing? What specific skills or knowledge will this lesson help students develop? Will there be any formal or informal assessment of students?		
Primary Goals of the Lesson		
Specific Skills/Knowledge to be Developed		
Formal/Informal Assessment		
2. Will there be any other adults in the room other than the classroom teacher? Who?		
Other Adults		
3. Will the lesson include any of the designated SR instructional techniques and strategies? Which ones? (Check all that apply.)		
SR Frameworks	**Response** (Choose response from the drop down list)	
Whole Part Whole		
Independent Reading		
Small Group Instruction		
Intervention		
Reading Comprehension Strategies	**Response** (Choose response from the drop down list)	
Summarizing		
Questioning		
Predicting		
Visualization		
Text structure		
Inferring		
Metacognition		

Reading Comprehension Techniques	Response (Choose response from the drop down list)	
Marzano's Vocabulary		
PRC2		
Word Study/Word Sorting		
Interactive Read Aloud		
Reading Response		
INSERT Notes		
PLAN		
ReQuest		
KWL		
List-group-label		
Other 1 (Select "Checked" from the drop down list to the right, and specify the technique in the blue cell below it)		
Other 2 (Select "Checked" from the drop down list to the right, and specify the technique in the blue cell below it)		
Other 3 (Select "Checked" from the drop down list to the right, and specify the technique in the blue cell below it)		
AMP After-School Program	**Response** (Choose response from the drop down list)	
Achieving Maximum Potential (AMP) Program		
Any Additional Notes for Question 3	**Response**	
If there are any additional comments on the items in the lists above (Question 3), please enter them here.		
3.a. If today's lesson will include any activities in small groups or pairs, what criteria will be used to form the groups? (check all that apply)		
Grouping Criteria	**Response** (Choose response from the drop down list)	
Similar groups by tier/reading ability		
Mixed groups by tier/reading ability		
Similar groups by other special needs		
Mixed groups by other special needs		
Students' preference		
Randomly assigned		
Other 1 (Select "Checked" from the drop down list to the right, and specify the technique in the blue cell below it)		
3.b. If different grouping criteria will be used for different activities, please explain:		
Materials	**Response** (Choose response from the drop down list)	
Different grouping criteria		

4. Will the lesson utilize any of the designated SR classroom materials?		
Materials	**Response** (Choose response from the drop down list)	
Textbook or novel		
Text set small books		
Classroom libraries		
Vocabulary or reading response notebooks		
AMP materials		
Academic vocabulary notebooks (Marzano)		
PRC2 folders		
Graphic Organizers		
Word Sorting/Words their Way materials and notebooks		
Writing folder or notebook		
Trade novels		
Basals		
Materials for Handheld Computers (Palm Pilots)		
Other 1 (Select "Checked" from the drop down list to the right, and specify the technique in the blue cell below it)		
Other 2 (Select "Checked" from the drop down list to the right, and specify the technique in the blue cell below it)		
Any Additional Notes for Question 4	**Response**	
If there are any additional comments on the items in the lists above (Question 4), please enter them here.		
5. Will the lesson utilize any instructional technologies?		
Instructional Technology	**Response (Choose response from the drop down list)**	
Media centers		
Listening centers		
Word processing		
Spreadsheets		
Internet		
Digital Media (e.g., camera, video, etc.)		
Handheld Computers (Palm Pilots)		
AMP Software		
Other 1 (Select "Checked" from the drop down list to the right, and specify the technique in the blue cell below it)		
Other 2 (Select "Checked" from the drop down list to the right, and specify the technique in the blue cell below it)		
Any Additional Notes for Question 5	**Response**	
If there are any additional comments on the items in the lists above (Question 5), please enter them here.		

Brief Summary		
7. How does this session fit in the sequence of literacy instruction for these students? (What have these students been working on recently prior to this lesson? What will they do next?)		
Context of today's lesson		
8. Is there anything in particular I should know about these students?		
Approximate # in Tier 1		
Approximate # in Tier 2		
Approximate # in Tier 3		
Special Needs?		
ELLs?		
Anything else I should know?		

Post-Observation Interview

Post-Observation Interview Information		**Notes (Use this space for additional comments about Column B)**
Observer		
Date		
Time of Lesson		
School		
Classroom Number		
Teacher Name		
Observation for this class (Choose from drop-down list)		
1. Did the lesson go as you expected? Were there any "surprises" that caused you to make changes in your lesson plans for today? Please explain.		
Results/Surprises		

2. Based on what took place in this lesson, do you anticipate needing to change the plans you described in the pre-interview/survey for what these students will be doing next? [Refer to pre-interview and remind teacher what s/he had said if necessary.]		
Lesson Changes		
Continue with the next two questions if time permits: ***3. There were some things that took place during the lesson that I was unsure about. Can you explain…*** ***[Use this question to obtain any clarifications about the lesson that you might need to help you fill out the protocol. However, do not ask the teacher to interpret or assess anything such as the appropriateness of what took place or the effectiveness of the lesson.]***		
Clarifying Information		
4. Do you have any questions or concerns you would like to ask me about?		
Questions/Concerns		

Observation Protocol Part I

Observation Protocol		**Notes** **(Use this space for additional comments about Column B)**
Observer		
Date		
School		
Classroom Number		
Teacher Name		
Observation for this class (Choose from drop-down list)		
Observation Information		
Subject (Choose from drop-down list)		
Grade (Choose from drop-down list)		
Class Session Start Time		
Class Session End Time		
Observation Start Time		
Observation End Time		
Number of ***Male*** Students		
Number of ***Female*** Students		

Adults in the Room	Response (Choose from drop-down list)	
Classroom Teacher		
LIT		
Other 1 (Select "Checked" from the drop down list to the right, and specify the technique in the blue cell below it)		
Submit the Classroom Sketch separately.		
Please remember to take detailed field notes during the observation and to complete the remainder of this protocol only after leaving the classroom.		
I. Summary of the Lesson		
Please provide a brief narrative account summarizing the lesson as observed and describe each individual activity in the sequence in which they occurred (include concurrent small group activities as separate activities).	**Response**	
Narrative Account Be sure to address the following issues for each activity identified: • the timeframe (approximate start and end times) and sequence in which they occur; • grouping structure(s) (whole class, small group, partners, individual work) • the numbers of students involved (specify whether more than one small group is working on the same activity) • whether the teacher, LIT and/or other adults are involved and their roles (lecturing, modeling, explaining, etc.) • format (presentation, discussion, silent reading, etc.) • types of interactions (student-student, student-teacher, LIT-teacher, LIT-student, etc.)		
Submit the Lesson Plan and any Handouts separately.		

II. Classroom Data

Observation Protocol		**Notes** (Use this space for additional comments about Column B)
Observer		
Date		
Time of Lesson		
School		
Classroom Number		
Teacher Name		
Observation for this class (Choose from drop-down list)		
Complete the Classroom Physical Characteristics/Management and Affective Quality section below, and the General Notes section that follows, based on your entire observation. Provide details as appropriate when answering questions if the responses differ by activity.		
II. Classroom Physical Characteristics/ Management and Affective Quality of Lesson		
Check yes or no for each question and provide clarifying information as appropriate.	**Response (Choose response from the drop down list)**	
1. Is the daily schedule posted?		
2. Is student authentic work is posted?		
3. Are there are student/teacher created charts?		
4. Is there a classroom library?		
5. Is there a listening center?		
6. Is there a media center?		
7. Are there desktop or laptop computers?		
8. Are there handheld computers?		
Any Additional Notes for Part II	**Response**	
If there are any additional comments on the items in the lists above, please enter them here.		

What evidence is there that…	Response	
1. Resource material related to the activities is accessible to groups and/or individual students?		
2. The adult is positioned so all students can easily view modeling and/or materials being introduced and used during instruction?		
3. There are sufficient books and materials for independent, paired, or grouped student work?		
4. There are there high interest and varied (reading level) reading materials for students?		
5. There is a sense of order and routine?		
6. There is a respectful atmosphere?		
7. There is a purposeful interaction taking place between teacher and student or student and student?		
8. There are shared expectations for learning and achievement?		
9. Students understand the importance of content?		
10. Students collaborate and construct knowledge in respectful and responsive ways?		
11. Students and teachers use language that shows respect like “thank you”, “that was a good idea”, “I hadn’t thought of that”, “that is interesting”.		
12. The classroom creates a safe environment for expressing ideas?		
13. The teacher and students embrace cultural differences and honor each student’s identity?		
14. Students are interacting with peers, teachers and LITs?		
15. Students are discussing or talking about the content of learning activities (reading/writing)?		
16. The physical and emotional environment support learning?		

III. General Notes

Observation Protocol		Notes (Use this space for additional comments about Column B)
Observer		
Date		
Time of Lesson		
School		
Classroom Number		
Teacher Name		
Observation for this class (Choose from drop-down list)		
III. General Notes		
Complete the General Notes section based on your entire observation. Provide details as appropriate when answering questions if the responses differ by activity.		
What evidence is there that …	**Response**	
1. The teacher/LIT is helping students develop reading comprehension strategies, including:		
a. summarizing		
b. questioning		
c. predicting		
d. visualization		
e. text structure		
f. inferring		
g. metacognition		

Observation Protocol		**Notes** **(Use this space for additional comments about Column B)**
2. The teacher/LIT provides reading comprehension instruction for whole class with blended intervention (small group guided practice, differentiated work)?		
3. The teacher is engaged with instruction (not grading papers or otherwise occupied)?		
4. The teacher/LIT moves from whole class introduction with explicit instruction to small group work so students can try out the strategies or questioning routines in materials and with other students working at their own level?		
5. The teacher/LIT guides students toward reading materials that are individualized for different students (differentiated instruction)?		
6. The teacher/LIT activates prior knowledge and/or builds background knowledge with students?		
7. The teacher/LIT is assessing students during instruction formally or informally?		
8. The teacher and LIT work together to differentiate instruction?		
9. The teacher/LIT encourage students to make connections about the activity to other outside selections and/or to make personal connections?		
10. The teacher/LIT models the specific strategy/skill to be employed during the activity?		
11. The teacher/LIT introduce vocabulary and concepts in context and/or discussion?		
12. The teacher/LIT use writing models (or exemplars) to stimulate student thinking?		
13. The teacher/LIT provide explicit guided instruction at various times during the lesson?		
14. The teacher/LIT use different modes of activities (e.g. partnered activities, teacher guided instruction, independent activities) to meet individual student needs?		

Observation Protocol		Notes (Use this space for additional comments about Column B)
15. The teacher/LIT or other adults meet the needs of special needs students who require additional support by incorporating additional strategies (is there a Special Education teacher available…an aide)?		
16. The teacher/LIT assess students' understanding of the lesson and task directions?		
17. The teacher/LIT provide students with opportunities to demonstrate learning outcomes (assessments)?		
18. The teacher/LIT provide feedback to students on progress made?		
19. The teacher/LIT encourage students to work with technology?		
20. The teacher/LIT use scaffolding to help students understand content.		
21. Students show sustained reading when reading independently?		

IV. Specific SR Frameworks, etc.

Observation Protocol		Notes (Use this space for additional comments about Column B)
Observer		
Date		
Time of Lesson		
School		
Classroom Number		
Teacher Name		
Observation for this class (Choose from drop-down list)		
IV. Specific Striving Readers Frameworks, Strategies and Techniques		

Please complete the following sections by checking off all Striving Readers frameworks and techniques listed below that you observe during the lesson. For each area observed, go to the corresponding worksheet tab and answer the questions listed, briefly but specifically. **Provide details as appropriate when answering questions if the responses differ by activity.** **Refer to the Striving Readers Implementation Handbook for additional clarification of frameworks and techniques.**		
SR Frameworks	**Response (Choose response from the drop down list)**	
Whole Part Whole		
Independent Reading		
Small Group Instruction		
Intervention		
Reading Comprehension Strategies	**Response (Choose response from the drop down list)**	
Summarizing		
Questioning		
Predicting		
Visualization		
Text structure		
Inferring		
Metacognition		
Reading Comprehension Techniques	**Response (Choose response from the drop down list)**	
Marzano's Vocabulary		
PRC2		
Word Study/Word Sorting		
Interactive Read Aloud		
Reading Response		
INSERT Notes		
PLAN		
ReQuest		
KWL		
List-group-label		
Other 1 (Select "Checked" from the drop down list to the right, and specify the technique in the blue cell below it)		
Other 2 (Select "Checked" from the drop down list to the right, and specify the technique in the blue cell below it)		
Other 3 (Select "Checked" from the drop down list to the right, and specify the technique in the blue cell below it)		
AMP After-School Program	**Response (Choose response from the drop down list)**	
Achieving Maximum Potential (AMP) Program		

Whole-Part-Whole

Observation Protocol		**Notes** (Use this space for additional comments about Column B)
Observer		
Date		
Time of Lesson		
School		
Classroom Number		
Teacher Name		
Observation for this class (Choose from drop-down list)		
Whole-Part-Whole		
Describe the Whole - Part - Whole Activities	**Whole-Part-Whole Response**	
1. What are the teacher(s) and students doing during the whole class activity?		
2. What are the teacher(s) and students doing during the small group/pairs activity? Describe the grouping structures.		
3. What are the teacher(s) and students doing during the final whole class activity?		
What evidence is there that…	**Whole-Part-Whole Response**	
1. The teacher has organized the class such that there is whole group instruction at the beginning of an activity?		
2. The teacher has small group or individual activities for students (following) the whole group piece of the lesson?		
3. The teacher facilitates whole group instruction or follow-up after the small group/individual activities?		
4. The teacher has clear guidelines for students regarding the organization of individual/small group activities?		
5. Students move easily between whole group and individual/small group instruction and seem comfortable with this organization of class activities?		

Independent Reading

Observation Protocol		Notes (Use this space for additional comments about Column B)
Observer		
Date		
Time of Lesson		
School		
Classroom Number		
Teacher Name		
Observation for this class (Choose from drop-down list)		
Independent Reading		
What evidence is there that…	**Independent Reading Response**	
1. The teacher has selected a topic for mini-lesson based on student needs/interests and curriculum goals?		
2. The teacher monitors and analyzes students' reading records?		
3. The teacher confers with students during independent reading session to teach and reinforce skills and strategies?		
4. The teacher assesses students using running records?		
5. The teacher assists students with the routines of independent reading?		
6. The teacher gives book talks to heighten engagement and motivation for reading?		
7. The teacher concludes each session with whole group sharing that evaluates independent reading session and ties student reading back to mini-lesson focus?		
8. The teacher establishes procedures and routines for independent reading?		
9. The teacher schedules a consistent time for independent reading?		
10. The LIT assists in identifying students' independent reading level?		

11. The LIT administers formative assessments for Tier Three students during independent reading time?		
12. The LIT guide students in selecting appropriate texts for independent reading?		
13. Students read accessible texts.		
14. Students are actively engaged in reading and in responding to what they have read.		
15. The classroom library that contains a variety of genres and a topics and titles at various reading levels, including graphic novels, magazines, newspapers, and other media.		
16. Student self-selected reading materials and response notebooks conveniently housed.		
17. Teacher actively engages students in conversation about books in which reading strategies and student self-evaluation of independent reading process are included.		

Small Group Instruction

Observation Protocol		**Notes** **(Use this space for additional comments about Column B)**
Observer		
Date		
Time of Lesson		
School		
Classroom Number		
Teacher Name		
Observation for this class (Choose from drop-down list)		

Small Group Instruction		
What evidence is there that…	**Small Group Instruction Response**	
1. There is a sufficient quantity of leveled narrative and expository texts matched to the students' independent and instructional levels?		
2. The teacher/LIT introduces the text, consistent with the meaning, language, and visual information in the text, and the knowledge, experience, and skills of the reader.		
3. The teacher/LIT interacts with students individually observing strategy use, difficulties and successes with problem-solving attempts?		
4. The teacher/LIT returns to the text for one or two teaching opportunities to demonstrate how a reader constructs meaning from text, makes personal connections with text, and goes beyond text?		
5. Students engage in pre-reading conversation about text?		
6. Students read a text or part of a text silently or quietly?		
7. Students request problem-solving help when needed?		
8. Students revisit the text at points of problem-solving as guided by the teacher?		
9. Students engage in collaborative discussion about the text?		
10. Students engage in activities that involve extending understanding and responding to the text?		
11. There are a variety of instructional practices used to meet individual students' needs.		
12. Students are grouped flexibly, including homogeneous and heterogeneous groups for different reasons at different times?		
13. The teacher assesses literacy performance in a variety of ways over time, including checklist observations of student literacy behaviors?		

Intervention

Observation Protocol		Notes (Use this space for additional comments about Column B)
Observer		
Date		
Time of Lesson		
School		
Classroom Number		
Teacher Name		
Observation for this class (Choose from drop-down list)		
Intervention		
What evidence is there that…	**Intervention Response**	
1. The teacher models what expert readers do by modeling before, during, and after reading literacy strategies?		
2. The teacher/Interventionist (LIT) explicitly teach literacy strategies and include the supporting skills of vocabulary to support word study in context?		
3. The teacher/Interventionist (LIT) provide whole group instruction, incorporating read-alouds.		
4. The teacher/Interventionsit (LIT) provide small group instruction by bringing students with similar needs together and giving them attention tailored to those needs?		
5. The teacher provides opportunities for partners/pairs to have time to think through their reading?		
6. The Interventionist (LIT) assesses student needs?		
7. The Interventionist (LIT) assesses, teaches/reteaches, practices, applies, and reassesses.		
8. Students self-monitor their reading and select strategies needed for comprehension.		
9. Students participate with others in their differentiated groups.		
10. The interventionist (LIT) is working one-on-one with a student.		

Observation Protocol		Notes (Use this space for additional comments about Column B)
11. The interventionist (LIT) is weaving in and out of students' activities.		
12. There are flexible grouping of students relative to student needs and types of class activities.		
13. The classroom seems to be a collaborative setting where students monitor and discuss their own progress.		

Marzano's Vocab

Observation Protocol		Notes (Use this space for additional comments about Column B)
Observer		
Date		
Time of Lesson		
School		
Classroom Number		
Teacher Name		
Observation for this class (Choose from drop-down list)		
Marzano's Vocabulary		
What evidence is there that…	**Marzano's Vocabulary Response**	
1. The teacher has established routines, rituals, and expectations to students around the 6 step process and are using the academic vocabulary notebooks?		
2. The teacher follows the 6 step process to ensure systematic, direct vocabulary instruction? (See six step process below and reflect on its usage in this observation)		
Step 1: Provide a description, explanation, or example of the new term.		
Step 2: Ask students to restate the description, explanation, or example in their own terms.		
Step 3: Ask students to construct a picture, symbol, or graphic representing the term or phrase.		

Observation Protocol		**Notes** **(Use this space for additional comments about Column B)**
Step 4: Engage students periodically in activities that help add to their knowledge in their notebooks.		
Step 5: Periodically ask students to discuss terms with one another.		
Step 6: Involve students periodically in games that allow them to play with terms.		
3. Students utilize the 6 step process in order to build knowledge of academic content vocabulary?		
4. Students use their academic vocabulary notebooks to record and monitor understanding of content concepts?		
5. There is direct instruction on words that are critical to content concepts?		
6. Students are engaged in writing and drawing about words and concepts in their notebooks?		
7. Teachers and students are using a variety of methods to deepen and extend understanding of terms (e.g. comparing, classifying, creating metaphors, creating analogies)?		
8. Teachers and students are involved in review activities and games, such as Jeopardy!, vocabulary charades, $100,000 Pyramid, etc?		

PRC2

Observation Protocol		**Notes** **(Use this space for additional comments about Column B)**
Observer		
Date		
Time of Lesson		
School		
Classroom Number		
Teacher Name		
Observation for this class (Choose from drop-down list)		

Observation Protocol		**Notes** (Use this space for additional comments about Column B)
PRC2		
What evidence is there that…	**PRC2 Response**	
1. Classrooms have inviting materials at a range of reading levels and the PRC2 routine clearly established?		
2. Classrooms have students productively engaged with partners comfortably using the PRC2 framework?		
3. All students are reading informational materials on a common theme or topic at their independent or instructional level?		
4. Students discuss answers to questions they have asked each other and use the texts as resources?		
5. Teachers move around the room observing some partners in depth - listening to students as they read and discuss and make notes about their performance?		
6. Students keep a record of pages they read with questions and responses, and new vocabulary?		
7. Opportunities exist for students in differentiated practice using features of informational texts (structure and visual information), learning new vocabulary (morphology and concept clusters), developing fluency, and thinking critically by comparing and contrasting texts?		
8. Classroom is a learner-centered environment with opportunities for sharing across texts and learning experiences?		
9. There is an established routine in the classroom so students know exactly how to locate their materials, engage productively with their partner, and keep record of their PRC2 sessions?		
10. The teacher models how to preview texts and attend to the Table of Contents, text resources (glossary, index, and on-line references), external features (headings, sub-headings, highlighted vocabulary and visual information) and the internal structure.		
11. The teacher models for students the process of preparing for, reading and discussing the content with a partner?		

Observation Protocol		Notes (Use this space for additional comments about Column B)
12. The teacher or LIT monitors students during the time they are engaged in PRC2 and keep notes on the sessions?		
13. The teacher or LIT provides positive feedback to students about their partner process?		
14. The teacher presents "mini-lessons" to refresh the process if students get off track?		
15. The teacher leads discussions at the conclusion of PRC2 sessions in which students can share information they have learned, connections they have made, and questions they have?		
16. Students prepare for each page by reading silently, thinking about oral prosody, and identifying unfamiliar words so they can be pronounced accurately and then recorded in the vocabulary notebook so they can be learned over time?		
17. Students select or create questions to ask one's partner?		
18. Students listen attentively as the partner reads orally and respond to the partner's questions?		
19. Students read designated pages orally with fluency?		
20. Students participate in discussion courteously and with interest?		

Word Sorting Study

Observation Protocol		Notes (Use this space for additional comments about Column B)
Observer		
Date		
Time of Lesson		
School		
Classroom Number		
Teacher Name		
Observation for this class (Choose from drop-down list)		

Word Sorting/Word Study		
What evidence is there that…	**Word Sorting/Word Study Response**	
1. The teacher selects word sorts at the students' instructional level that will support and scaffold their word knowledge?		
2. The teacher introduces new sorts to students by modeling and then guiding their work.		
3. The teacher interacts with students individually and in small groups to guide them and assist in problem solving?		
4. The teacher monitors word study through observation, note-taking, and targeted instruction?		
5. The teacher creates a supportive environment for word learning?		
6. Students engage in word sorts independently and in small groups?		
7. Students engage in collaborative discourse with other students?		
8. Students engage in activities that will extend understanding of the word parts, word meanings, and general and specific word knowledge?		
9. Students request problem-solving help when needed?		
10. The teacher circulates the classroom assisting students and asking guided questions?		
11. The teacher is engaged in targeted, small group instruction with students?		
12. The students explain their thinking to the teacher and the students?		
13. Students use their Palms during this activity?		

Interactive Read Aloud

Observation Protocol		**Notes** (Use this space for additional comments about Column B)
Observer		
Date		
Time of Lesson		
School		
Classroom Number		
Teacher Name		
Observation for this class (Choose from drop-down list)		
Interactive Read Aloud		
What evidence is there that…	**Interactive Read Aloud Response**	
1. The teacher shows an enthusiasm for reading and communicates interest in reading?		
2. The teacher shares books and articles with students and to model reading behavior?		
3. The teacher models persistence and stamina for reading long and sometimes difficult text?		
4. The teacher occasionally stops to define a word, to wonder aloud, to ask questions, and to respond to the reading?		
5. The teacher gives students opportunities to respond to the reading by discussing and writing about the text?		
6. The teacher has chart paper, overhead transparencies, and markers to record student questions, comments, and ideas, especially if the same text will be used for several days?		
7. The teacher provides a format for students to keep a record of the read alouds in order to remember authors, genres, and topics for further reading and investigation?		
8. The teacher gives clear expectations of student behavior during the read aloud?		
9. Students seem to enjoy listening and to discuss the read aloud?		

Observation Protocol		Notes (Use this space for additional comments about Column B)
10. Students explain, question, and explore ideas in what they have heard?		
11. Students keep a record of the read aloud along with responses and reactions?		
12. The teacher is respectful of all students' cultures and backgrounds.		

Reading Response

Observation Protocol		Notes (Use this space for additional comments about Column B)
Observer		
Date		
Time of Lesson		
School		
Classroom Number		
Teacher Name		
Observation for this class (Choose from drop-down list)		
Reading Response		
What evidence is there that…	**'Reading Response' Response**	
1. Teacher creates a safe environment where students are encouraged and respected?		
2. Teacher has established routines for Reading Response Notebook/Learning Log usage and record-keeping?		
3. Teacher explicitly instructs, models, scaffolds, and coaches skill lessons for writing different types of responses and for talking about literary elements?		
4. Teacher uses read-alouds to generate and model discussion?		

Observation Protocol		Notes (Use this space for additional comments about Column B)
5. Teacher scaffolds students toward accountable talk and establishes routines for conversation (e.g., staying on topic, discussion etiquette, adherence to the text, active listening, and including everyone in conversation)?		
6. The students demonstrate understanding of a text through written response and classroom discussions?		
7. The students share thoughts and opinions during whole group and small group discussion?		
8. The students make a judgment and support it with specific references to the text and background knowledge?		
9. The students actively listen to classmates and contribute to the conversation collaboratively?		
10. The teacher provides opportunities to use writing to respond in all content areas?		
11. The teacher encourages participation and collaborative discussion based on the writing students have completed.		
12. There is conferencing between the teacher and individual or small group of students.		

INSERT Notes

Observation Protocol		Notes (Use this space for additional comments about Column B)
Observer		
Date		
Time of Lesson		
School		
Classroom Number		
Teacher Name		
Observation for this class (Choose from drop-down list)		

INSERT Notes		
What evidence is there that…	**INSERT Notes Response**	
1. The teacher is leading a whole group demonstration of the INSERT note strategy or students independently using the strategy with independently read text.		
2. The teacher describes the INSERT notes strategy and why it is helpful.		
3. The teacher selects a piece of text to demonstrate the strategy		
4. The teacher thinks aloud the reasons for choosing a particular symbol.		
5. The teacher elicits student responses on which symbol to use and why.		
6. The LIT demonstrates INSERT note strategy and work intensively with individual or small groups of Tier 2 and Tier 3 students.		
7. Students use the strategy with a common text in pairs or teams.		
8. With common texts, students compare and discuss their INSERT notes.		
9. With independently read text, students write notes reflecting their thoughts, questions and comments directly on photocopied text, on 4 column charts, or on post-it notes which are inserted onto text.		

Predict-Locate-Add-Note

Observation Protocol		**Notes** **(Use this space for additional comments about Column B)**
Observer		
Date		
Time of Lesson		
School		
Classroom Number		
Teacher Name		
Observation for this class (Choose from drop-down list)		

Predict-Locate-Add-Note (PLAN)		
What evidence is there that…	**Predict-Locate-Add-Note (PLAN) Response**	
1. Students create a graphic organizer showing the major sections of the text being used as their reading materials (textbook, magazine article, etc.). Then students use this organizer to make notes as they read.		
2. Students write a summary of their notes and the major points from the graphic organizer at the conclusion of the summary.		
3. The teacher/LIT explains the process and models if this is the first use.		
4. The teacher/LIT supports students as they create their own organizers.		

ReQuest

Observation Protocol		Notes (Use this space for additional comments about Column B)
Observer		
Date		
Time of Lesson		
School		
Classroom Number		
Teacher Name		
Observation for this class (Choose from drop-down list)		
ReQuest		
What evidence is there that…	**ReQuest Response**	
1. Teacher and LIT modeling and providing feedback in small group activity		
2. Teacher, LIT and students engaged in discussion about segments of text stemmed from questions developed by teacher, LIT or student		
3. Students applying strategy in whole class and small group instruction		

Observation Protocol		**Notes** **(Use this space for additional comments about Column B)**
4. The teacher and LIT choose a passage of text, then designate short segments within the passage		
5. The teacher and LIT provide an example through modeling and feedback		
6. The teacher and LIT conducts first round of ReQuest activity so that he/she is the one to answer questions generated by the students		
7. The teacher and LIT keeps book closed during the questioning		
8. The teacher and LIT tailor ReQuest to suit the specific needs of students		
9. The teacher and LIT provide task cards to struggling readers with specific questions from text segments		
10. The teacher and LIT scaffold questioning and answering process to struggling readers (Tier 2 & Tier 3 students)		
11. Students watch carefully for teacher's modeling and feedback		
12. Students read passage silently. Pay attention to the information it contains.		
13. Students think of questions they may be asked if they were the respondent.		
14. Students use own words and check passage for possible answers		
15. Students keep book open while asking question.		
16. Students keep book closed while they answering question.		
17. Students listen to answers and check in text for accuracy.		
18. Students change roles – take turns in being questioner or respondent		
19. Students apply strategy during whole class or small group discussion		

KWL

Observation Protocol		Notes (Use this space for additional comments about Column B)
Observer		
Date		
Time of Lesson		
School		
Classroom Number		
Teacher Name		
Observation for this class (Choose from drop-down list)		
KWL		
What evidence is there that…	**KWL Response**	
1. Teacher is leading a large group introductory discussion of the topic to be studied and writing down the student contributions.		
2. Teacher stimulates disagreement and helps focus questions for inquiry.		
3. Students are engaged in listening to each other and sharing what they know and their questions.		
4. The teacher models active comprehension by helping students activate their prior knowledge and formulate questions.		
5. Teacher is scribe and records contributions.		
6. Teacher elicits questions and disagreements.		
7. The LIT sits with and assists Tier 2 & 3 students during large group discussion.		
8. The LIT helps students write their own KWL notes or enter them on their Palm. .		
9. The LIT may discuss part of the text with students so they can access difficult sections.		
10. Students listen to each other		
11. Students contribute ideas and questions		
12. Students use their own KWL sheets to record their ideas and personal questions. As they read the text they make notes of what they learn.		
13. Students use their Palms during this activity.		

List-Group-Label

Observation Protocol		**Notes** (Use this space for additional comments about Column B)
Observer		
Date		
Time of Lesson		
School		
Classroom Number		
Teacher Name		
Observation for this class (Choose from drop-down list)		
List-Group-Label		
What evidence is there that…	**List-Group-Label Response**	
1. Small groups of students are working together to generate a list of words related to a content area topic and then grouping the words into logical categories. This activity will take 15 to 20 minutes with the teacher and LIT working with the small groups.		
2. The teacher selects a main topic or concept from a content area reading selection and models the process by brainstorming and charting with the class words that are related to the topic.		
3. The LIT is working intensely with the tier 2 & 3 students to support the grouping and labeling process.		
4. Students are working in teams of three to four, students join together related terms from the brainstormed list based on common features.		
5. Students generate a descriptive title, or label for the collections of related terms.		
6. Following the reading of the pre-selected content area text, students eliminate any of the terms or groups that do not match the concept's meaning in the context of the selection or add new terms or groups as needed.		

AMP

Observation Protocol		Notes (Use this space for additional comments about Column B)
Observer		
Date		
Time of Lesson		
School		
Classroom Number		
Teacher Name		
Observation for this class (Choose from drop-down list)		
AMP		
What evidence is there that…	**AMP Response**	
1. The teacher provides strategic tutoring?		
2. The teacher teaches one comprehension strategy at a time directly and explicitly?		
3. The teacher teaches strategies intensely and systematically?		
4. The teacher provides intensive writing opportunities?		
5. The teacher provides successful learning by delivering the direct instruction, practice, and evaluation students need to achieve maximum success?		
6. The teacher utilizes the technology component?		
7. Students seem to give full attention and effort?		
8. Students demonstrate a cooperative learning attitude toward fellow students and teacher?		
9. Students stay on task and follow directions?		
10. Students are engaged with reading strategies?		
11. The teacher uses small group and differentiated instruction.		

CPS Striving Readers
Case Study – Fall 2008 School Visits
Self Contained Teachers Focus Group Protocol

Interviewee Name:		**Date:**			
Interviewee Title:					
School:		**Start Time:**		**End Time:**	
Interviewer:					

Introduction: I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. Your school was among six schools that were selected for an in-depth case study in part because they were identified by the district as being successful in their implementation of the Striving Readers initiative. We are interested in learning about the implementation of this program in your school, overall and for each program component, identifying best practices, and gaining a better understanding of the facilitating conditions and challenges to implementation. Since we are requesting a lot of information and I know you have a busy schedule, please be as succinct as you can in your answers. You will have an opportunity to elaborate further at the end of the focus group.

This focus group will take about 60 minutes. I would like to tape this focus group to be sure I have recorded it accurately. The recordings will not be shared with anyone outside of Metis. If there are any specific comments that you would like to keep confidential, let us know and we will make sure they cannot be tied to yourself or your school. Is this all right?

1. **Please introduce yourselves and tell us how long have you been in this school, and which grade level(s) you teach this year.**

2. **We would like to know about your use of specific Striving Readers instructional frameworks, techniques and strategies.**

    a. How comfortable are you with the different frameworks, techniques and strategies identified in the Striving Readers grant? When did you start using them?

    b. Which ones have you found to be the most successful and why? Which ones have presented the greatest challenges and why?

        Probe and request examples:

        - **Striving Readers instructional frameworks** (for example: whole part whole instruction, differentiating instruction, independent reading, small group instruction)

        - **Core Comprehension *Strategies*** (Summarizing, Visualizing, Questioning, Metacognition, Inferring, Predicting, Text structure)

- **<u>Core Comprehension *Techniques*</u>** (for example: Marzano's vocabulary, PRC2, KWL, Word Study/word sorting, Read Aloud/Think Aloud, Reading Response, INSERT notes, PLAN, ReQuest, List-Group-Label, etc.)

3. We would like to know more about the process that you, teachers and students use to select appropriate student reading materials.

c. Do you use fluency snapshots and interest inventories to guide students' selection of reading materials for their wide reading? Please provide examples.

d. Are student reading levels used to help select appropriate materials? Please explain and provide examples.

e. To what extent do students know how to select materials for wide reading that are appropriate to their abilities? Please explain and provide examples.

Next, I would like to ask you a few questions about the specifics of when you meet with other teachers to plan and coordinate instruction and student groupings for the purpose of providing differentiated instruction that is appropriate to each student's needs.

4. Does your school have <u>Grade-Level Teams?</u> ☐Yes ☐No (IF NO, SKIP TO Q5)

a. Are you all involved in these teams?

b. What is *your* role in these teams? What topics are discussed in these meetings?

5. Does your school have a <u>Literacy Leadership Team?</u> ☐Yes ☐No (IF NO, SKIP TO Q6)

a. Are any of you involved in this team? ☐Yes ☐No (IF NO, SKIP TO Q6)

b. What is *your* role in this team? What topics are discussed in these meetings?

6. We would like to know more about your collaboration with the Literacy Intervention Teacher and how you plan together to provide blended, differentiated instruction.

f. In which setting(s) do you meet or collaborate with the LIT?
- One-on-one meetings:
- Grade-level team meetings:
- Literacy leadership team meetings:

g. Do you collaborate with the LIT in scaffolding instruction (comprehension, vocabulary and fluency)? Please provide examples.

h. Do you plan together with the LIT for blended instruction that differentiates small group work? Please provide examples.
- Do you collaborate with the LIT to use assessment or other data to fine-tune differentiated instruction? Please provide examples.

i. Please describe other topics you discuss when meeting with the LIT to ensure that Tier 2 and 3 students receive appropriately targeted, differentiated instruction during in-class targeted intervention sessions and AMP after-school lessons.

j. Have there been any changes in the strategies, activities and resources that you use during these push-in sessions, as compared to last year?
   - If yes, please describe.
   - Why did these changes come about?

k. What challenges, if any, have you encountered while working with the LIT and/or Tier 2 and 3 students this year?
   - How were or will these challenges be addressed?

7. We would like to learn more about your collaboration with the District Coordinator.

l. Do you meet with him/her? If so, how often do you meet with him/her?

___ Once a month or less	___ Several times a month	___ Once a week	___ Several times a week	___ Daily or almost daily

m. In what ways do you collaborate? What topics do you discuss? In what ways does he/she support your implementation of Striving Readers?

n. Is there any additional support they could provide you with?

8. In what other ways, on your own or in collaboration with the LIT, do you use student data? (This might include assessment data as well as other types of student data such as demographic and behavioral records.)

o. Which kinds of data are you using?

p. In which setting(s) (e.g., individually, as part of grade-level teams, as part of the Literacy Leadership Team, other)

q. For what purposes? Please describe and provide examples.

Probe & request examples:
- Plan for small group activities,
- Monitor students' success in learning techniques for developing comprehension and using reading strategies appropriately,
- Select appropriate materials at students' independent and instructional levels.

We would like to know more about your efforts, if any, to integrate literacy into other content area instruction.

9. When, if at all, did you start integrating literacy into your content area instruction? (Probe for: this year, last year, before Striving Readers began?)

10. Have you been able to use any of the specific frameworks, techniques and strategies identified in the Striving Readers grant?

r. If not, how have you approached integrating literacy in your classroom?

s. If you have used specific Striving Readers frameworks, techniques and strategies, please provide examples.

11. We would also like to know more about the <u>types of support</u> that you have received to help you integrate literacy instruction into other content areas.

t. Have you met with any literacy experts to specifically discuss the integration of literacy into other content area instruction? How often? What did you discuss with them? [Probe for: Literacy Intervention Teacher, Lead Literacy Teacher/Literacy Coach, Striving Readers Coordinator, other]

u. Have you ever participated in any professional development conducted by the Striving Readers program related to integrating literacy into other content area instruction? □Yes □No

- If yes, when/what year did you start participating in this type of trainings?
- Which trainings did you participate in? (Probe and request specific examples: site-based professional development, Summer Institute and follow-up Institutes, Saturday Seminars)
- Which trainings were most useful and why? Which trainings were least useful and why?
- What areas or topics would you like to receive additional support or training in?

v. Does your school have <u>school-wide text sets</u> (i.e., sets of reading materials of different structures and levels, centered around specific content area themes, designed to improve student literacy in other subject area classes)? □ Yes □ No

If yes, are the school-wide text sets being used in the content area classrooms?

- Social Studies □ Not Used—why? □ Used—how? □ Don't Know
- Mathematics □ Not Used—why? □ Used—how? □ Don't Know
- Science □ Not Used—why? □ Used—how? □ Don't Know

w. What other kinds of support are <u>available</u> to help you integrate literacy into your content area instruction?

x. What other kinds of support <u>would you need</u> to help you integrate literacy into your content area instruction?

We would like to know more about your use of <u>Striving Readers classroom-based intervention materials and technology</u>.

12. One of the components of Striving Readers is building your classroom libraries.

y. How do you use the classroom libraries?

Probe & request examples:

- ☐ For independent reading?
- ☐ For small group instruction?
- ☐ To support content area instruction?
- ☐ For read alouds?

z. Do you use interest inventories to help students self select reading material and to guide your purchases? Please describe the process.

aa. How do you organize books in your classroom library? (Probe: Is there more than one criterion used to organize the libraries?)

c. Have you or your students encountered any challenges in using your classroom libraries to support instruction? If so, please describe.
- How have or will these challenges be addressed?

13. Does your school have <u>Listening Centers</u> (where students can access models of fluency and record themselves to assess their own fluency)? ☐Yes ☐No (IF NO SKIP TO Q14)

a. Where are these Listening Centers located?
   - ☐ In the classrooms only
   - ☐ Outside of the classrooms only (e.g., computer lab)
     - How accessible are they?
   - ☐ Both

b. Do you use the Listening Centers? ☐Yes ☐No

c. (If not used) Why not?

d. (If used) How are you using them?
   - For which type of activities?
   - Are you using the Listening Centers with all students or subgroups of these students?
   - Please provide an example of how you use the Listening Centers to help differentiate instruction.

e. (If used) Have you or your students encountered any challenges when using this technology? If so, please describe.
   - How were or will these challenges be addressed?

14. Do you have <u>Media Centers</u> (3 computers and 1 printer) in your classrooms)? ☐Yes ☐No (IF NO SKIP TO Q15)

a. Do you use the Media Centers? ☐Yes ☐No

b. (If not used) Why not?

c. (If used) How are you using them?
   - For which type of activities?
   - Are you using the Media Centers with all students or subgroups of these students?
   - Please provide an example of how you use the Media Centers to help differentiate instruction.

d. (If used) Have you or your students encountered any challenges when using this technology? If so, please describe.
   - How were or will these challenges be addressed?

15. Do <u>you and/or students</u> in your school have access to <u>Palm Pilots/Handheld Computers</u>?

☐Yes ☐ No → If no, why not? (THEN SKIP TO Q16)

a. Do you and/or your students use them in your classroom? ☐Yes ☐No

b. (If not used either by Teachers *or* by Students) Why not?

c. (If used), how are they being used?
   - For which type of activities do you use the Handheld Computers?
   - Are the Handheld Computers being used with all students or subgroups of students?
   - Please provide an example of how you use the Handheld Computers to help differentiate instruction.

d. (If used) Have you or your students encountered any challenges when using this technology? If so, please describe.
   - How were or will these challenges be addressed?

16. Overall, what are the <u>strengths</u> of the Striving Readers?

a. In your opinion, what factors do you anticipate will help to facilitate the successful implementation (or also described as high fidelity to the model) of Striving Readers during the current school year? At the school level? At the classroom level?

17. Overall, what <u>challenges</u> have you encountered or do you anticipate in the current year to implementing the Striving Readers initiative?

a. How might these challenges be addressed?

18. Is there anything else you would like to add regarding the literacy activities in your school?

Thank you for your time today.

CPS Striving Readers
Case Study – Spring 2009 School Visits
Self Contained Teachers Focus Group Protocol

Interviewee Name:		**Date:**			
Interviewee Title:					
School:		**Start Time:**		**End Time:**	
Interviewer:					

Introduction: I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. As you know, your school was among six schools that were selected for an in-depth case study in part because they were identified by the district as being successful in their implementation of the Striving Readers initiative. We are interested in identifying best practices and gaining a better understanding of how your work can be better supported. [I/another member of the evaluation team] had interviewed some of you and/or other classroom teachers about this last fall, and today I'd like to follow-up on that conversation. In particular, I'd like to focus on any changes in the implementation of the program at your school—overall and for each program component—that have occurred since the fall interview. I'd also like to touch upon any new successes since last fall, as well as the challenges and anticipated developments that you had identified during the fall interview.

This focus group will take about 60 minutes. I would like to tape this focus group to be sure I have recorded it accurately. The recordings will not be shared with anyone outside of Metis. If there are any specific comments that you would like to keep confidential, let us know and we will make sure they cannot be tied to you or your school. Is this all right?

Note to interviewer – How to conduct this interview:

a) For ***all topics***, probe first for new successes respondents have achieved since the fall interview, and request concrete examples of each.

b) For topics where challenges or anticipated changes are listed that were mentioned last fall, inquire about update in the status, including changes in implementation

1. **Please introduce your[self/selves] and tell us how long have you been in this school, and which grade level(s) you teach this year.**

We would like to ask you about additional successes you have had in each area since the fall interview, as well as the status of any challenges or anticipated changes that you had mentioned last fall. Let's discuss these successes and challenges as they relate to each of the topics that we discussed in the fall.

2. **Specific Striving Readers instructional frameworks and materials**

- **<u>Instructional Frameworks</u>** (for example: whole part whole instruction, differentiating instruction, independent reading, small group instruction)

- **Core Comprehension *Strategies*** (Summarizing, Visualizing, Questioning, Metacognition, Inferring, Predicting, Text structure)
- **Core Comprehension *Techniques*** (for example: Marzano's vocabulary, PRC2, KWL, Word Study/word sorting, Read Aloud/Think Aloud, Reading Response, INSERT notes, ReQuest, List-Group-Label, etc.)
- **Striving Readers *Instructional Materials*** (reading response notebooks, vocabulary notebooks, text sets, teacher text set guides, etc.)

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

3. Selecting appropriate student reading materials

- use of fluency snapshots, interest inventories, identifying student reading levels; use of classroom libraries for self selected reading

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

4. Use of Grade-Level Team(s) to plan and coordinate instruction and student groupings for differentiated instruction

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

5. Use of a Literacy Leadership Team to share knowledge and to plan and coordinate instruction and student groupings for differentiated instruction

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

6. Collaboration with the Literacy Intervention Teacher to provide blended instruction (scaffolding, differentiation for all students; addressing the needs of Tier 2 & 3 students)

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

7. Collaboration with the District Coordinator to support implementation of Striving Readers

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

8. Using student data to plan small group activities, monitor success, and select appropriate reading materials

- assessment data, demographic data, behavioral records, etc.

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

9. Comfort and successes/challenges integrating literacy as part of content area instruction, including specific Striving Readers instructional frameworks

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

10. Support from key experts for integrating literacy into content area instruction

bb. **Literacy Intervention Teacher**
cc. **Lead Literacy Teacher/Literacy Coach**
dd. **Striving Readers Coordinator**
ee. **Regular ELA teachers**
ff. **Other staff member**

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation

Probe: have any *new* challenges arisen since the fall interview.

11. Professional Development provided by Striving Readers to support integration of literacy into other content areas

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

12. Other kinds of support to help non-literacy staff integrate literacy into your content area instruction?

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

13. Use of Striving Readers texts (i.e. sets of reading materials with differentiated structures and levels centered around specific content area themes, designed to improve student literacy in other subject area classes)

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

14. Building and using classroom libraries to support instruction

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

15. Using Listening Centers to support differentiated instruction

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples

Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

16. Using <u>Media Centers</u> to support differentiated instruction

<u>Challenges/anticipated changes from fall interview</u>

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

17. Using <u>Palm Pilots/Handheld Computers</u> to support differentiated instruction

<u>Challenges/anticipated changes from fall interview</u>

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

18. Additional Miscellaneous Challenges/Anticipated Changes from the Fall Interview

<u>Challenges/anticipated changes from fall interview</u>

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

19. What factors do you anticipate will help to facilitate the successful implementation of Striving Readers in the 2009-2010 school year?

20. What factors might hinder implementation next year?

Thank you for your time today.

CPS Striving Readers
Case Study – Fall 2008 School Visits
ELA Teachers Focus Group Protocol

Interviewee Name:		**Date:**			
Interviewee Title:					
School:		**Start Time:**		**End Time:**	
Interviewer:					

Introduction: I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. Your school was among six schools that were selected for an in-depth case study in part because they were identified by the district as being successful in their implementation of the Striving Readers initiative. We are interested in learning about the implementation of this program in your school, overall and for each program component, identifying best practices, and gaining a better understanding of the facilitating conditions and challenges to implementation. Since we are requesting a lot of information and I know you have a busy schedule, please be as succinct as you can in your answers. You will have an opportunity to elaborate further at the end of the focus group.

This focus group will take about 60 minutes. I would like to tape this focus group to be sure I have recorded it accurately. The recordings will not be shared with anyone outside of Metis. If there are any specific comments that you would like to keep confidential, let us know and we will make sure they cannot be tied to yourself or your school. Is this all right?

1. **Please introduce yourselves and tell us how long have you been in this school, and which grade level(s) you teach this year.**

2. **We would like to know about your use of specific Striving Readers instructional frameworks, techniques and strategies.**

   gg. How comfortable are you with the different frameworks, techniques and strategies identified in the Striving Readers grant? When did you start using them?

   hh. Which ones have you found to be the most successful and why? Which ones have presented the greatest challenges and why?

   Probe and request examples:

   - **Striving Readers instructional frameworks** (for example: whole part whole instruction, differentiating instruction, independent reading, small group instruction)

   - **Core Comprehension *Strategies*** (Summarizing, Visualizing, Questioning, Metacognition, Inferring, Predicting, Text structure)

- **<u>Core Comprehension *Techniques*</u>** (for example: Marzano's vocabulary, PRC2, KWL, Word Study/word sorting, Read Aloud/Think Aloud, Reading Response, INSERT notes, PLAN, ReQuest, List-Group-Label, etc.)

3. We would like to know more about the process that you, teachers and students use to select appropriate student reading materials.

ii. Do you use fluency snapshots and interest inventories to guide students' selection of reading materials for their wide reading? Please provide examples.

jj. Are student reading levels used to help select appropriate materials? Please explain and provide examples.

kk. To what extent do students know how to select materials for wide reading that are appropriate to their abilities? Please explain and provide examples.

Next, I would like to ask you a few questions about the specifics of when you meet with other teachers to plan and coordinate instruction and student groupings for the purpose of providing differentiated instruction that is appropriate to each student's needs.

4. Does your school have <u>Grade-Level Teams?</u> ☐Yes ☐No (IF NO, SKIP TOQ5)

d. Are you all involved in these teams?

e. What is *your* role in these teams? What topics are discussed in these meetings?

5. Does your school have a <u>Literacy Leadership Team?</u> ☐Yes ☐No (IF NO, SKIP TO Q6)

c. Are any of you involved in this team? ☐Yes ☐No (IF NO, SKIP TO Q6)

d. What is *your* role in this team? What topics are discussed in these meetings?

6. We would like to know more about your collaboration with the Literacy Intervention Teacher and how you plan together to provide blended, differentiated instruction.

ll. In which setting(s) do you meet or collaborate with the LIT?
- One-on-one meetings:
- Grade-level team meetings:
- Literacy leadership team meetings:

mm. Do you collaborate with the LIT in scaffolding instruction (comprehension, vocabulary and fluency)? Please provide examples.

nn. Do you plan together with the LIT for blended instruction that differentiates small group work? Please provide examples.
- Do you collaborate with the LIT to use assessment or other data to fine-tune differentiated instruction? Please provide examples.

oo. Please describe other topics you discuss when meeting with the LIT to ensure that Tier 2 and 3 students receive appropriately targeted, differentiated instruction during classroom push-in sessions and AMP after-school lessons.

pp. Have there been any changes in the strategies, activities and resources that you use during these push-in sessions, as compared to last year?
   - If yes, please describe.
   - Why did these changes come about?

qq. What challenges, if any, have you encountered while working with the LIT and/or Tier 2 and 3 students this year?
   - How were or will these challenges be addressed?

7. We would like to learn more about your collaboration with the District Coordinator.

rr. Do you meet with him/her? If so, how often do you meet with him/her?

___ Once a month or less	___ Several times a month	___ Once a week	___ Several times a week	___ Daily or almost daily

ss. In what ways do you collaborate? What topics do you discuss? In what ways does he/she support your implementation of Striving Readers?

tt. Is there any additional support they could provide you with?

8. In what other ways, on your own or in collaboration with the LIT, do you use student data? (This might include assessment data as well as other types of student data such as demographic and behavioral records.)

uu. Which kinds of data are you using?

vv. In which setting(s) (e.g., individually, as part of grade-level teams, as part of the Literacy Leadership Team, other)

ww. For what purposes? Please describe and provide examples.

Probe & request examples:
- Plan for small group activities,
- Monitor students' success in learning techniques for developing comprehension and using reading strategies appropriately,
- Select appropriate materials at students' independent and instructional levels.

We would like to know more about your use of <u>Striving Readers classroom-based intervention materials and technology</u>.

9. One of the components of Striving Readers is building your classroom libraries.

xx. How do you use the classroom libraries?

Probe & request examples:
- ☐ For independent reading?
- ☐ For small group instruction?
- ☐ To support content area instruction?
- ☐ For read alouds?

yy. Do you use interest inventories to help students self select reading material and to guide your purchases? Please describe the process.

zz. How do you organize books in your classroom library? (Probe: Is there more than one criterion used to organize the libraries?)

f. Have you or your students encountered any challenges in using your classroom libraries to support instruction? If so, please describe.
- How have or will these challenges be addressed?

10. Does your school have <u>Listening Centers</u> (where students can access models of fluency and record themselves to assess their own fluency)? ☐Yes ☐No (IF NO SKIP TO Q11)

f. Where are these Listening Centers located?
- ☐ In the classrooms only
- ☐ Outside of the classrooms only (e.g., computer lab)
  - How accessible are they?
- ☐ Both

g. Do you use the Listening Centers? ☐Yes ☐No

h. (If not used) Why not?

i. (If used) How are you using them?
- For which type of activities?
- Are you using the Listening Centers with all students or subgroups of these students?
- Please provide an example of how you use the Listening Centers to help differentiate instruction.

j. (If used) Have you or your students encountered any challenges when using this technology? If so, please describe.
- How were or will these challenges be addressed?

11. Do you have <u>Media Centers</u> (3 computers and 1 printer) in your classrooms)? ☐Yes ☐No (IF NO SKIP TO Q12)

e. Do you use the Media Centers? ☐Yes ☐No

f. (If not used) Why not?

g. (If used) How are you using them?
- For which type of activities?
- Are you using the Media Centers with all students or subgroups of these students?
- Please provide an example of how you use the Media Centers to help differentiate instruction.

h. (If used) Have you or your students encountered any challenges when using this technology? If so, please describe.

- How were or will these challenges be addressed?

12. Do <u>you and/or students</u> in your school have access to <u>Palm Pilots/Handheld Computers</u>?
☐Yes ☐ No → If no, why not? (THEN SKIP TO Q13)

e. Do you and/or your students use them in your classroom? ☐Yes ☐No

f. (If not used either by Teachers *or* by Students) Why not?

g. (If used), how are they being used?
   - For which type of activities do you use the Handheld Computers?
   - Are the Handheld Computers being used with all students or subgroups of students?
   - Please provide an example of how you use the Handheld Computers to help differentiate instruction.

h. (If used) Have you or your students encountered any challenges when using this technology? If so, please describe.
   - How were or will these challenges be addressed?

13. Overall, what are the <u>strengths</u> of the Striving Readers?

b. In your opinion, what factors do you anticipate will help to facilitate the successful implementation (or also described as high fidelity to the model) of Striving Readers during the current school year? At the school level? At the classroom level?

14. Overall, what <u>challenges</u> have you encountered or do you anticipate in the current year to implementing the Striving Readers initiative?

b. How might these challenges be addressed?

15. Is there anything else you would like to add regarding the literacy activities in your school?

Thank you for your time today.

CPS Striving Readers
Case Study – Spring 2009 School Visits
ELA Teachers Focus Group Protocol

Interviewee Name:		**Date:**			
Interviewee Title:					
School:		**Start Time:**		**End Time:**	
Interviewer:					

Introduction: I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. As you know, your school was among six schools that were selected for an in-depth case study in part because they were identified by the district as being successful in their implementation of the Striving Readers initiative. We are interested in identifying best practices and gaining a better understanding of how your work can be better supported. [I/another member of the evaluation team] had interviewed some of you and/or other ELA teachers about this last fall, and today I'd like to follow-up on that conversation. In particular, I'd like to focus on any changes in the implementation of the program at your school—overall and for each program component—that have occurred since the fall interview. I'd also like to touch upon any new successes since last fall, as well as the challenges and anticipated developments that you had identified during the fall interview.

This focus group will take about 60 minutes. I would like to tape this focus group to be sure I have recorded it accurately. The recordings will not be shared with anyone outside of Metis. If there are any specific comments that you would like to keep confidential, let us know and we will make sure they cannot be tied to you or your school. Is this all right?

Note to interviewer – How to conduct this interview:

c) For ***all topics***, probe first for new successes respondents have achieved since the fall interview, and request concrete examples of each.

d) For topics where challenges or anticipated changes are listed that were mentioned last fall, inquire about update in the status, including changes in implementation

1. **Please introduce your[self/selves] and tell us how long have you been in this school, and which grade level(s) you teach this year.**

We would like to ask you about additional successes you have had in each area since the fall interview, as well as the status of any challenges or anticipated changes that you had mentioned last fall. Let's discuss these successes and challenges as they relate to each of the topics that we discussed in the fall.

2. **Specific Striving Readers instructional frameworks and materials**

- **Instructional Frameworks** (for example: whole part whole instruction, differentiating instruction, independent reading, small group instruction)
- **Core Comprehension *Strategies*** (Summarizing, Visualizing, Questioning, Metacognition, Inferring, Predicting, Text structure)
- **Core Comprehension *Techniques*** (for example: Marzano's vocabulary, PRC2, KWL, Word Study/word sorting, Read Aloud/Think Aloud, Reading Response, INSERT notes, ReQuest, List-Group-Label, etc.)
- **Striving Readers *Instructional Materials*** (reading response notebooks, vocabulary notebooks, text sets, teacher text set guides, etc.)

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

3. Selecting appropriate student reading materials.

- use of fluency snapshots, interest inventories, identifying student reading levels; use of classroom libraries for self selected reading

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

4. Use of Grade-Level Team(s) to plan and coordinate instruction and student groupings for differentiated instruction

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

5. Use of Literacy Leadership Team to share knowledge and to plan and coordinate instruction and student groupings for differentiated instruction

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

6. **Collaboration with the Literacy Intervention Teacher to provide blended instruction (scaffolding, differentiation for all students; addressing the needs of Tier 2 3 students)**

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

7. **Collaboration with the District Coordinator to support implementation of Striving Readers**

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

8. **Using student data to plan small group activities, monitor success, and select appropriate reading materials**

- assessment data, demographic data, behavioral records, etc.

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

9. **Using your classroom libraries to support instruction**

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

10. **Using Listening Centers to support differentiated instruction**

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

11. Using <u>Media Centers</u> (3 computers and 1 printer) to support differentiated instruction

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

12. Using <u>Palm Pilots/Handheld Computers</u> to support differentiated instruction

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

13. Additional Miscellaneous Challenges/Anticipated Changes from the Fall Interview

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

14. What factors do you anticipate will help to facilitate the successful implementation of Striving Readers in the 2009-2010 school year?

15. What factors might hinder implementation next year?

Thank you for your time today.

CPS Striving Readers
Case Study – Fall 2008 School Visits
Non-ELA Content Area Teachers Focus Group Protocol

Interviewee Name:		**Date:**			
Interviewee Title:					
School:		**Start Time:**		**End Time:**	
Interviewer:					

Introduction: I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. Your school was among six schools that were selected for an in-depth case study in part because they were identified by the district as being successful in their implementation of the Striving Readers initiative. We are interested in learning about the implementation of this program in your school, overall and for each program component, identifying best practices, and gaining a better understanding of the facilitating conditions and challenges to implementation. Since we are requesting a lot of information and I know you have a busy schedule, please be as succinct as you can in your answers. You will have an opportunity to elaborate further at the end of the focus group.

This focus group will take about 60 minutes. I would like to tape this focus group to be sure I have recorded it accurately. The recordings will not be shared with anyone outside of Metis. If there are any specific comments that you would like to keep confidential, let us know and we will make sure they cannot be tied to yourself or your school. Is this all right?

1. **[Interviewer: please go around the room and ask participants to introduce themselves] Please introduce yourselves and tell us how long you have been a teacher in this school, and which subject area(s) and what grade level(s) you teach this year.**

We would like to know more about the types of support that you have received this year to help you integrate literacy into other content area instruction.

2. **Have you met with any of the following literacy experts? How often? What did you discuss with them?**

   aaa. Literacy Intervention Teacher?

   bbb. Lead Literacy Teacher/Literacy Coach?

   ccc. Striving Readers Coordinator?

   ddd. Regular ELA teachers?

   eee. Other staff member(s)? Please specify:_____

3. **Have you ever participated in any professional development conducted by the Striving Readers program related to integrating literacy into other content area instruction?** ☐Yes ☐No

a. If yes, when/what year did you start participating in this type of trainings?

b. Which trainings did you participate in? (Probe and request specific examples: site-based professional development, Summer Institute and follow-up Institutes, Saturday Seminars)

c. Which trainings were most useful and why? Which trainings were least useful and why?

d. What areas or topics would you like to receive additional support or training in?

4. What other kinds of support are <u>available</u> to help non-literacy staff integrate literacy into your content area instruction?

5. What other kinds of support <u>would you need</u> to help you integrate literacy into your content area instruction?

The next few questions are about <u>the extent and relative success of your efforts</u> to <u>integrate literacy</u> as part of your content area instruction.

6. When, if at all, did you start integrating literacy into your content area instruction? (Probe for: this year, last year, before Striving Readers began?)

7. Have you been able to use any of the specific frameworks, techniques and strategies identified in the Striving Readers grant?

a. If not, how have you approached integrating literacy in your classroom?

b. If you have used specific Striving Readers frameworks, techniques and strategies, please provide examples.

Probe and request examples:

- **<u>Striving Readers Instructional *Frameworks*</u>** <u>(for example: w</u>hole part whole instruction, differentiating instruction, independent reading, small group instruction)

- **<u>Core Comprehension *Strategies*</u>** (Summarizing, Visualizing, Questioning, Metacognition, Inferring, Predicting, Text structure)

- **<u>Core Comprehension *Techniques*</u>** (for example: Marzano's vocabulary, PRC2, KWL, Word Study/word sorting, Read Aloud/Think Aloud, Reading Response, INSERT notes, PLAN, ReQuest, List-Group-Label, etc.)

8. Does your school have <u>school-wide text sets</u> (i.e., sets of reading materials of different structures and levels, centered around specific content area themes, designed to improve student literacy in other subject area classes)? □Yes □No (IF NO SKIP TO Q9)

a. Are the school-wide text sets being used in the content area classrooms?

- Social Studies □ Not Used—why? □ Used—how? □ Don't Know
- Science □ Not Used—why? □ Used—how? □ Don't Know

9. One of the components of Striving Readers is building your classroom libraries.

a. How do you use the classroom libraries? To what extent do they support your efforts to integrate literacy into other content area instruction?

Probe & request examples:

- ☐ For content area?
- ☐ For independent reading?
- ☐ For small group instruction?
- ☐ For read alouds?

b. Do you use interest inventories to help students self select reading material and to guide your purchases?

c. How do you organize books in your classroom library? (Probe: Is there more than one criterion used to organize the libraries?)

16. To what extent have you used technology to support your efforts to integrate literacy into other content area instruction?

fff. Please describe and provide examples. *[Probe: media centers (classroom computers and printers), listening centers, hand held computers]*

ggg. Have there been any changes in the use of technology as compared to last year?

hhh. Have you and/or the students encountered any challenges when using technology? If so, please describe.

- How were or will these challenges be addressed?

We would also like to know more about the factors facilitating or hindering the implementation of Striving Readers as it relates to the integration of literacy instruction into the other content areas.

11. In your opinion, what factors do you anticipate will help to facilitate the successful integration of literacy instruction into the other content areas during the current school year? At the school level? At the classroom level?

12. Overall, what challenges have you encountered or do you anticipate in the current year related to integrating literacy into the content areas?

a. How might these challenges be addressed?

13. Is there anything else you would like to add?

Thank you for your time today.

CPS Striving Readers
Case Study – Spring 2009 School Visits
Non-ELA Content Area Teachers Focus Group Protocol

Interviewee Name:		**Date:**			
Interviewee Title:					
School:		**Start Time:**		**End Time:**	
Interviewer:					

Introduction: I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. As you know, your school was among six schools that were selected for an in-depth case study in part because they were identified by the district as being successful in their implementation of the Striving Readers initiative. We are interested in identifying best practices and gaining a better understanding of how your work can be better supported. [I/another member of the evaluation team] had interviewed some of you and/or other subject area teachers about this last fall, and today I'd like to follow-up on that conversation. In particular, I'd like to focus on any changes in the implementation of the program at your school—overall and for each program component—that have occurred since the fall interview. I'd also like to touch upon any new successes since last fall, as well as the challenges and anticipated developments that you had identified during the fall interview.

This focus group will take about 60 minutes. I would like to tape this interview to be sure I have recorded it accurately. The recordings will not be shared with anyone outside of Metis. If there are any specific comments that you would like to keep confidential, let us know and we will make sure they cannot be tied to you or your school. Is this all right?

Note to interviewer – How to conduct this interview:

e) For ***all topics***, probe first for new successes respondents have achieved since the fall interview, and request concrete examples of each.

f) For topics where challenges or anticipated changes are listed that were mentioned last fall, inquire about update in the status, including changes in implementation

1. **Please introduce your[self/selves] and tell us how long you have been a teacher in this school, and which subject area(s) and what grade level(s) you teach this year.**

We would like to ask you about additional successes you have had in each area since the fall interview, as well as the status of any challenges or anticipated changes that you had mentioned last fall. Let's discuss these successes and challenges as they relate to each of the topics that we discussed in the fall.

2. **Support from key experts for integrating literacy into content area instruction**
   - iii. **Literacy Intervention Teacher**
   - jjj. **Lead Literacy Teacher/Literacy Coach**
   - kkk. **Striving Readers Coordinator**

lll. **Regular ELA teachers**
mmm. **Other staff member**

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

3. **Professional Development provided by Striving Readers to support integration of literacy into other content areas**

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

4. Other kinds of support to help non-literacy staff integrate literacy into your content area instruction?

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

5. Integrating literacy as part of content area instruction, including specific Striving Readers instructional frameworks and materials

- **Instructional Frameworks** (for example: whole part whole instruction, differentiating instruction, independent reading, small group instruction)
- **Core Comprehension *Strategies*** (Summarizing, Visualizing, Questioning, Metacognition, Inferring, Predicting, Text structure)
- **Core Comprehension *Techniques*** (for example: Marzano's vocabulary, PRC2, KWL, Word Study/word sorting, Read Aloud/Think Aloud, Reading Response, INSERT notes, ReQuest, List-Group-Label, etc.)
- **Striving Readers *Instructional Materials*** (reading response notebooks, vocabulary notebooks, text sets, teacher text set guides, etc.)

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

6. **Use of school-wide texts (i.e. sets of reading materials with differentiated structures and levels centered around specific content area themes, designed to improve student literacy in other subject area classes)**

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

7. **Building and using classroom libraries to support literacy instruction in your content area**

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

8. **Use of technology to support integration of literacy into content area instruction**

   nnn. **Listening Centers**
   ooo. **Media Centers (3 computers and 1 printer)**
   ppp. **Palm Pilots/Handheld Computers**

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

9. **Additional Miscellaneous Challenges/Anticipated Changes from the Fall Interview**

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

10. **What factors do you anticipate will help to facilitate the successful integration of literacy into the content areas in the 2009-2010 school year?**

11. **What factors might hinder integration of literacy into the content areas next year?**

Thank you for your time today.

CPS Striving Readers
Case Study – Fall 2008 School Visits
Literacy Intervention Teacher (LIT) Interview Protocol

Interviewee Name:		**Date:**			
Interviewee Title:					
School:		**Start Time:**		**End Time:**	
Interviewer:					

Introduction: I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. Your school was among six schools that were selected for an in-depth case study in part because they were identified by the district as being successful in their implementation of the Striving Readers initiative. We are interested in learning about the implementation of this program in your school, overall and for each program component, identifying best practices, and gaining a better understanding of the facilitating conditions and challenges to implementation. Since we are requesting a lot of information and we have a limited period of time, please be as succinct as you can in your answers. You will have an opportunity to elaborate further at the end of the interview.

This interview will take about 60 minutes. I would like to tape this interview to be sure I have recorded it accurately. The recordings will not be shared with anyone outside of Metis; however, your comments may be used in reporting findings from this case study. If there are any specific comments that you would like to keep confidential, let us know and we will make sure they cannot be tied to yourself or your school. Is this all right?

1. **How long have you been an LIT? If you were in this role last year, has your role as the Literacy Intervention Teacher (LIT) in the Striving Readers Initiative changed from last year?**
   qqq. If so, how?

2. **We would like to learn more about your collaboration with the District Coordinator.**

   rrr. How often do you meet with him/her?

___ Once a month or less	___ Several times a month	___ Once a week	___ Several times a week	___ Daily or almost daily

   sss. What topics do you discuss? In what ways does he/she support your implementation of Striving Readers?

   ttt. Is there any additional support they could provide you with?

Next, I would like to ask you a few questions about the specifics of when you meet with classroom teachers to plan, prioritize and coordinate instruction, responsibilities, and student groupings.

3. **Do you have one-on-one meetings with the teachers outside of instruction time?**
   ☐Yes ☐No (IF NO SKIP TO Q4)

   uuu. When do you have these meetings?

___ Once a month or less	___ Several times a month	___ Once a week	___ Several times a week	___ Daily or almost daily

vvv. Please describe how these meetings are used to ensure that Tier 2 and 3 students receive appropriately differentiated instruction during the classroom targeted intervention and/or after school classes.

www. What topics are discussed in these meetings?

xxx. Do you discuss assessment data other types of student data (such as demographic data or behavioral records) in these meetings? If so, for what purposes

4. Does your school have <u>Grade-Level Teams?</u> ☐Yes ☐No (IF NO, SKIP TO Q5)

g. Are you involved in these teams? ☐Yes ☐No (IF NO, SKIP TO Q5)

h. Please describe how these meetings are used to ensure that Tier 2 and 3 students receive appropriately targeted, differentiated instruction during the classroom targeted intervention and/or after school classes. *[If applicable]:* How does this function differ from that of the one-on-one meetings?

i. Do these teams use assessment data, or other types of student data (such as demographic data or behavioral records)? If so, for what purposes? *[If applicable]:* How does this differ from the use of data during one-on-one meetings?

5. Does your school have a <u>Literacy Team?</u> ☐Yes ☐No (IF NO, SKIP TO Q6)

a. Are you involved in this team? ☐Yes ☐No (IF NO, SKIP TO Q6)

b. Please describe how these meetings are used to ensure that Tier 2 and 3 students receive appropriately targeted, differentiated instruction during the classroom targeted intervention and/or after school classes. *[If applicable]:* How does this function differ from those of the one-on-one and Grade-Level Team meetings?

c. Do these teams use assessment data, or other types of student data (such as demographic data or behavioral records)? If so, for what purposes? *[If applicable]:* How does this differ from the use of data during one-on-one and Grade-Level Team meetings?

6. Have you encountered any challenges in collaborating with classroom teachers one-on-one or as part of the team meetings?

a. If so, how were or will these challenges be addressed?

7. I would like to know more about the <u>targeted intervention</u> and the work that you do with Tier 2 and Tier 3 students during the regular school day.

a. Which grades do you work with? How many classes? For how long (e.g., length of targeted instruction, number of periods per week per class)?

b. On average, how many kids are there in the targeted group per class?

c. How do you determine the needs of your students that might impact on their literacy development?

d. How do you develop appropriate instruction for them?

e. What types of strategies, activities and resources do you use when you meet with your tier 2 & 3 students?
   - What types of student grouping do you use?
   - What strategies do you use to differentiate instruction for students of different ability levels within this group?

f. Have you encountered any challenges when working in the language arts classroom with Tier 2 and 3 students and/or their teachers this year? If so, please describe.
   - How were or will these challenges be addressed?

g. Have there been any changes in the strategies, activities and resources that you use during these targeted intervention sessions, as compared to last year?
   - If yes, please describe.
   - Why did these changes come about?

8. I would like to know more about the <u>intensive intervention</u> and the work that you do with Tier 3 students during the <u>after school program</u>.

a. What is your role in the after school component of Striving Readers?

b. Please describe the structure and content of the <u>after school</u> *Achieving Maximum Potential* <u>(AMP) programming for struggling readers.</u>

c. Are you using the AMP intervention software during the afterschool program? ☐Yes ☐No

   - (If not used) Why not?

   - (If used) How is it being used?
     1. For which type of activities?
     2. Are you using it with all students or subgroups of students?

   - (If used) Have you, students, and/or teachers encountered any challenges when using this technology? If so, please describe.
     - How were or will these challenges be addressed?

   - (If used) In what ways, if any, has this technology improved instruction and student learning in language arts?

d. What successes has the school had with the after school component of Striving Readers?

e. What challenges has the school encountered with the after school component of Striving Readers?
   - How were or will these challenges be addressed?

f. Have there been any changes in the strategies, activities and resources that you use during the afterschool program, as compared to last year?

- If yes, please describe.
- Why did these changes come about?

We would like to know more about your use of <u>Striving Readers classroom-based intervention materials and technology</u>.

9. Do your teachers utilize the professional library in the school? If so, how?

10. In what ways are the classroom libraries being used by the teachers? For what types of activities?

yyy. What is your role, if any, in helping teachers use their classroom libraries?

11. Does your school have <u>Listening Centers</u> (where students can access models of fluency and record themselves to assess their own fluency)? ☐Yes ☐No (IF NO SKIP TO Q12)

a. Do you use the Listening Centers to support your role in providing differentiated instruction to struggling readers? ☐Yes ☐No

b. (If not used) Why not?

c. (If used) How are you using them?
   - For which type of activities?
   - Are you using the Listening Centers with all struggling students or subgroups of these students?
   - Please provide an example of how you use the Listening Centers to help differentiate instruction.

d. (If used) Have you, students, and/or teachers encountered any challenges when using this technology? If so, please describe.
   - How were or will these challenges be addressed?

12. Does your school have <u>Media Centers</u> (3 computers and 1 printer in the classroom)? ☐Yes ☐No (IF NO SKIP TO Q13)

a. Do you use the Media Centers to support your role in providing differentiated instruction to struggling readers? ☐Yes ☐No

b. (If not used) Why not?

c. (If used) How are you using them?
   - For which type of activities?
   - Are you using the Media Centers with all struggling students or subgroups of these students?
   - Please provide an example of how you use the Media Centers to help differentiate instruction.

d. Have you, students, and/or teachers encountered any challenges when using this technology? If so, please describe.
   - How were or will these challenges be addressed?

13. **Do <u>you and/or students</u> in your school have access to <u>Palm Pilots/Handheld Computers</u>?**
    Yes No → If no, why not? (THEN SKIP TO Q14)

    a. Do you use the Handheld Computers to support your role in providing differentiated instruction to struggling readers? Yes No

    b. Do your students use the Palm Pilots/Handheld Computers? Yes No

    c. (If not used either by LIT *or* by Students) Why not?

    d. (If used) Are they being used during the afterschool program? Yes No
        - If yes, how are they being used?
            1. For which type of activities do you use the Handheld Computers?
            2. Are the Handheld Computers being used with all struggling readers or subgroups of students?
            3. Please provide an example of how you use the Handheld Computers to help differentiate instruction.

    e. (If used) Are they being used as part of the targeted intervention during the regular school day? Yes No

        - If yes, how are they being used?
            - For which type of activities do you use the Handheld Computers?
            - Are the Handheld Computers being used with all struggling readers or subgroups of students?
            - Please provide an example of how you use the Handheld Computers to help differentiate instruction.

    f. Have you, students, and/or teachers encountered any challenges when using this technology? If so, please describe.
        - How were or will these challenges be addressed?

14. **Overall, what are the <u>strengths</u> of your school's literacy curriculum?**

    a. In your opinion, what factors do you anticipate will help to facilitate the implementation of Striving Readers as defined by the model during the current school year? At the school level? At the classroom level?

15. **Overall, what <u>challenges</u> have you encountered or do you anticipate in the coming year to implementing the Striving Readers initiative?**

    a. How might these challenges be addressed?

16. **Is there anything else you would like to add regarding the literacy activities in your school?**

Thank you for your time today.

CPS Striving Readers
Case Study – Spring 2009 School Visits
Literacy Intervention Teacher (LIT) Interview Protocol

Interviewee Name:		**Date:**			
Interviewee Title:					
School:		**Start Time:**		**End Time:**	
Interviewer:					

Introduction: I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. As you know, your school was among six schools that were selected for an in-depth case study in part because they were identified by the district as being successful in their implementation of the Striving Readers initiative. We are interested in identifying best practices and gaining a better understanding of how your work can be better supported. [I/another member of the evaluation team] had interviewed you about this last fall, and today I'd like to follow-up on that conversation. In particular, I'd like to focus on any changes in the implementation of the program at your school—overall and for each program component—that have occurred since the fall interview. I'd also like to touch upon any new successes since last fall, as well as the challenges and anticipated developments that you had identified during the fall interview.

This interview will take about 60 minutes. I would like to tape this interview to be sure I have recorded it accurately. The recordings will not be shared with anyone outside of Metis. If there are any specific comments that you would like to keep confidential, let us know and we will make sure they cannot be tied to you or your school. Is this all right?

Note to interviewer – How to conduct this interview:

g) For ***all topics***, probe first for new successes respondent has achieved since the fall interview, and request concrete examples of each.

h) For topics where challenges or anticipated changes are listed that were mentioned last fall, inquire about update in the status, including changes in implementation

We would like to ask you about additional successes you have had in each area since the fall interview, as well as the status of any challenges or anticipated changes that you had mentioned last fall. Let's discuss these successes and challenges as they relate to each of the topics that we discussed in the fall.

1. Collaboration with the District Coordinator to support the implementation of Striving Readers

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

2. **One-on-one collaboration with teachers outside of instruction time to plan how to differentiate instruction during classroom targeted interventions or to discuss assessment/student data**

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

3. **Use of Grade-Level Team(s) to plan and coordinate instruction and student groupings for differentiated instruction or to discuss assessment/student data**

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

4. **Use of Literacy Leadership Team to share knowledge and to plan and coordinate instruction and student groupings for differentiated instruction or to discuss assessment/student data**

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

5. **Collaborating with classroom teachers one-on-one or as part of the team meetings**

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

6. **Targeted Intervention and work done with Tier 2 and Tier 3 students during regular school day – identifying and meeting the needs of struggling readers**

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

7. **The intensive intervention and your work with Tier 3 students during the <u>after school program</u> (AMP)**

<u>Challenges/anticipated changes from fall interview</u>

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

8. **Your teachers' use of the school's professional library**

<u>Challenges/anticipated changes from fall interview</u>

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

9. **Your teacher's use of classroom libraries to support instruction?**

<u>Challenges/anticipated changes from fall interview</u>

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

10. **Using <u>Listening Centers</u> to support differentiated instruction**

<u>Challenges/anticipated changes from fall interview</u>

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

11. **Using <u>Media Centers</u> (3 computers and 1 printer in the classroom) to support differentiated instruction**

<u>Challenges/anticipated changes from fall interview</u>

Probe: new successes since the fall interview, including concrete examples

Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

12. Using <u>Palm Pilots/Handheld Computers</u> to support differentiated instruction?

<u>Challenges/anticipated changes from fall interview</u>

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

13. Additional Miscellaneous Challenges/Anticipated Changes from the Fall Interview

<u>Challenges/anticipated changes from fall interview</u>

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

14. What factors do you anticipate will help to facilitate the successful implementation of Striving Readers in the 2009-2010 school year?

15. What factors might hinder implementation next year?

Thank you for your time today.

CPS Striving Readers
Case Study – Fall 2008 School Visits
Principal Interview Protocol

Interviewee Name:		**Date:**			
Interviewee Title:					
School:		**Start Time:**		**End Time:**	
Interviewer:					

Introduction: I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. Your school was among six schools that were selected for an in-depth case study in part because they were identified by the district as being successful in their implementation of the Striving Readers initiative. We are interested in learning about the implementation of this program in your school, overall and for each program component, identifying best practices, and gaining a better understanding of the facilitating conditions and challenges to implementation. Since we are requesting a lot of information and I know you have a busy schedule, please be as succinct as you can in your answers. You will have an opportunity to elaborate further at the end of the interview.

This interview will take about 60 minutes. I would like to tape this interview to be sure I have recorded it accurately. The recordings will not be shared with anyone outside of Metis; however, your comments may be used in reporting findings from this case study. If there are any specific comments that you would like to keep confidential, let us know and we will make sure they cannot be tied to you or your school. Is this all right?

1. **How long have you been the principal in this building? [If more than one year] Has your role in the Striving Readers Initiative changed from last year?**
   zzz. If so, how?

2. **Does your school have a Literacy Team?** ☐Yes ☐No (IF NO, SKIP TO Q3)

   aaaa. Which of your staff are members of the Literacy Team?

   ☐ Principal ☐ Grade level teacher(s) ☐ Literacy Intervention Teacher
   ☐ Librarian(s) ☐ Lead Literacy Teacher ☐ ELL/ESL Teacher(s)
   ☐ Special education teacher(s) ☐ Other:_____

   bbbb. How often does the Literacy Team meet?

   ☐ Has not met ☐ Less than once per month ☐ Once per month
   ☐ Biweekly ☐ Weekly ☐ Several times a week or more

   cccc. What role does the Literacy Team play at your school?

dddd. What role do you play in the Literacy Team?

eeee. How does the team address the needs of struggling readers?

3. Does your school have <u>Grade-Level Teams?</u> ☐Yes ☐No (IF NO, SKIP TO Q4)

ffff. Which of your staff are members of the Grade-Level Teams?

gggg. How <u>often</u> do these teams meet?

☐ Have not met ☐ Less than once per month ☐ Once per month

☐ Biweekly ☐ Weekly ☐ Several times a week or more

hhhh. What role do these teams play at your school?

iiii. How do these teams address the needs of struggling readers?

We would like to learn more about <u>the use of assessment data and how that impacts instruction</u>.

4. In what ways, if any, is your school using assessment data beyond mandated reporting to the district and state?

jjjj. Please describe and provide examples, including distinctions between how different teams or individuals use the data.

- Student placement in specific groups, programs, etc.
- Differentiate instruction
- Planning professional development
- Other

kkkk. By whom?

- Principal
- Literacy Leadership Team
- Grade-Level Teams
- Other

5. Are any other types of data (e.g., demographic, behavioral) being used?

llll. By whom?

mmmm. For what purposes? Please describe and provide examples.

6. **The AMP after school program is part of Striving Readers. We want to know more about your school's use of this program.**

   a. Do you feel that the AMP program is appropriate to the reading levels of the students who are currently participating? Are there any students in AMP who you feel should not be there? (Reading levels too high/too low?) Are there students who are *not* in AMP who should be?

   b. Is the LIT or other after-school teachers using the AMP activities and materials? Are they using any supplemental materials or strategies?

   c. Are students using the AMP software? ☐Yes ☐No

      - If not, why not?

   d. What successes has the school had with implementing the AMP program strategies, including the use of the AMP software?

   e. What challenges has the school encountered with the AMP program and software?

We would like to know more about your use of <u>Striving Readers classroom-based intervention materials and technology</u>.

7. **To what extent has the use of technology been integrated into literacy instruction?**

   nnnn. Please describe and provide examples. *[<u>Probe</u>: media centers (classroom computers and printers), listening centers, hand held computers]*

   oooo. Have there been any changes in the use of technology as compared to last year?

   pppp. Have the students and/or teachers encountered any challenges when using technology? If so, please describe.
      - How were or will these challenges be addressed?

   qqqq. In what ways, if any, has this technology improved instruction and student learning in language arts?

8. **Now I would like to ask about your school's efforts, if any, to integrate literacy into the content areas.**

rrrr. Please describe your school's efforts, if any, to integrate literacy into the content areas.

ssss. Does your school have school-wide text sets (i.e., sets of reading materials of different structures and levels, centered around specific content area themes, designed to improve student literacy in other subject area classes)? □Yes □No

- If yes, are the school-wide text sets being used in the content area classrooms?

  Social Studies □ Not Used—why? □ Used—how? □ Don't Know

  Science □ Not Used—why? □ Used—how? □ Don't Know

  Mathematics □ Not Used—why? □ Used—how? □ Don't Know

tttt. Do non-literacy staff participate in professional development for the Striving Readers project? (Includes: Bilingual, SPED, Math, Science, Social Studies teachers) □Yes □No

- If yes, who has received professional development? Please specify staff positions.
- What topics were covered?

uuuu. What other kinds of support are there to help non-literacy staff integrate literacy into their content areas?

vvvv. What are some of the challenges that these teachers are facing?
- How might these challenges be addressed?

Now we would like to know more about different types of support that your school has received for the implementation of Striving Readers.

9. **Please describe your school's partnership with National-Louis University and Donna Ogle.**

wwww. In what ways has her support been helpful to the implementation of Striving Readers?

xxxx. Is there any additional support she could provide you with?

10. **What type of support has the District Coordinator provided to you and your school? Please describe.**

yyyy. To what extent has his or her support been helpful for the implementation of Striving Readers? Please explain.

zzzz. Is there any additional support they could provide you with?

11. **Has your role as instructional leader changed as a result of your participation in Striving Readers? If so, how?**

12. Overall, what are the <u>strengths</u> of your school's literacy curriculum?

aaaaa. In your opinion, what factors do you anticipate will help to facilitate the implementation of Striving Readers as defined by the model during the current school year? At the school level? At the classroom level?

13. Overall, what <u>challenges</u> have you encountered or do you anticipate in the coming year to implementing the Striving Readers initiative?

bbbbb. How might these challenges be addressed?

14. Is there anything else you would like to add regarding the literacy activities in your school?

Thank you for your time today.

CPS Striving Readers
Case Study – Spring 2009 School Visits
Principal Interview Protocol

Interviewee Name:		**Date:**			
Interviewee Title:					
School:		**Start Time:**		**End Time:**	
Interviewer:					

Introduction: I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. As you know, your school was among six schools that were selected for an in-depth case study in part because they were identified by the district as being successful in their implementation of the Striving Readers initiative. We are interested in identifying best practices and gaining a better understanding of how your work can be better supported. [I/another member of the evaluation team] had interviewed you about this last fall, and today I'd like to follow-up on that conversation. In particular, I'd like to focus on any changes in the implementation of the program at your school—overall and for each program component—that have occurred since the fall interview. I'd also like to touch upon any new successes since last fall, as well as the challenges and anticipated developments that you had identified during the fall interview.

This interview will take about 60 minutes. I would like to tape this interview to be sure I have recorded it accurately. The recordings will not be shared with anyone outside of Metis. If there are any specific comments that you would like to keep confidential, let us know and we will make sure they cannot be tied to you or your school. Is this all right?

Note to interviewer – How to conduct this interview:

i) For ***all topics***, probe first for new successes respondent has achieved since the fall interview, and request concrete examples of each.

j) For topics where challenges or anticipated changes are listed that were mentioned last fall, inquire about update in the status, including changes in implementation

We would like to ask you about additional successes you have had in each area since the fall interview, as well as the status of any challenges or anticipated changes that you had mentioned last fall. Let's discuss these successes and challenges as they relate to each of the topics that we discussed in the fall.

1. Use of a <u>Literacy Team</u> to share knowledge and to plan and coordinate instruction and student groupings for differentiated instruction

<u>Challenges/anticipated changes from fall interview</u>

Probe: new successes since the fall interview, including concrete examples

Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

2. Use of <u>Grade-Level Team(s)</u> to plan and coordinate instruction and student groupings for differentiated instruction

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

3. Use of assessment data to inform literacy instruction or plan professional development

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

4. Use of other student data (e.g., demographic, behavioral) to inform literacy instruction

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

5. Use of the AMP after school program to support literacy instruction at your school

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

6. Use of technology to support literacy instruction

- **Listening Centers**
- **Media Centers (3 computers and 1 printer)**
- **Palm Pilots/Handheld Computers**

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples

Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

7. Integration of literacy instruction into content areas

- Use of school-wide text sets
- professional development for non-literacy staff

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

8. Support provided by National-Louis University and Donna Ogle.

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

9. Support provided by Striving Readers District Coordinator

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

10. Effect of Striving Readers on your role as instructional leader

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

11. Additional Miscellaneous Challenges/Anticipated Changes from the Fall Interview

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation

Probe: have any *new* challenges arisen since the fall interview.

12. **What factors do you anticipate will help to facilitate the successful integration of literacy into the content areas in the 2009-2010 school year?**

13. **What factors might hinder implementation next year?**

Thank you for your time today.

Appendix A-2: Year 2 Measures

This Appendix includes copies of the following surveys, instruments, and protocols used in the evaluation of the Chicago Striving Readers program:

- Spring 2008 Literacy Improvement Survey for Teachers – Control Schools
- Spring 2008 Literacy Improvement Survey for Teachers – Treatment Schools
- Observation Forms:
  - Pre-Observation Literacy Environment Checklist
  - Checklist of Observation Codes
  - Observation Code Definitions
  - Literacy Instruction Observation Field Notes Form
  - Observation Summary Form
  - Pre-Observation Form for Teachers
- Interview Protocols:
  - Literacy Intervention Teacher Interview Protocol – Treatment Schools
  - Principal Interview Protocol – Control Schools
  - Principal Interview Protocol – Treatment Schools
  - Lead Literacy Teacher Interview Protocol – Control Schools
  - Lead Literacy Teacher Interview Protocol – Treatment Schools
  - Librarian Interview Protocol – Control Schools
  - Librarian Interview Protocol – Treatment Schools
  - Technology Coordinator Interview Protocol – Control Schools
  - Technology Coordinator Interview Protocol – Treatment Schools
  - Librarian/Technology Coordinator Interview Protocol – Control Schools
  - Librarian/Technology Coordinator Interview Protocol – Treatment Schools

Chicago Public Schools (CPS) Striving Readers
Spring 2008 Literacy Improvement Survey for Teachers – Control Schools

The following is a survey designed to gather your feedback on the essential components of your school's literacy program. It will take you approximately 30 minutes to complete and results will be reported in the aggregate only. We will not use your name or identify individual respondents. Your feedback is extremely valuable to the success of this program. If you have questions about this survey, please contact Rebecca Swann at rswann@metisassoc.com or 212-425-8833.

COMPREHENSIVE INSTRUCTION

51. How often do you use the following practices to help struggling readers develop better reading strategies and skills?

Practices and Techniques	**Never**	**Less than once a month**	**1-3 times a month**	**1-3 times a week**	**4-5 times a week**	**Don't know**
Employing direct vocabulary instruction.	☐	☐	☐	☐	☐	☐
Differentiating instruction.	☐	☐	☐	☐	☐	☐
Using guided reading.	☐	☐	☐	☐	☐	☐
Using partner reading for fluency.	☐	☐	☐	☐	☐	☐
Using partner reading for comprehension.	☐	☐	☐	☐	☐	☐
Using partner reading for vocabulary development.	☐	☐	☐	☐	☐	☐
Scaffolding.	☐	☐	☐	☐	☐	☐
Using whole-part-whole classroom instruction model	☐	☐	☐	☐	☐	☐
Establishing the purpose for reading.	☐	☐	☐	☐	☐	☐
Making connections to background knowledge.	☐	☐	☐	☐	☐	☐
Understanding the arrangement of text.	☐	☐	☐	☐	☐	☐
Making connections between texts.	☐	☐	☐	☐	☐	☐
Monitoring comprehension through questioning.	☐	☐	☐	☐	☐	☐
Synthesizing information within text or across texts.	☐	☐	☐	☐	☐	☐

52. How often do you use the following techniques to help struggling readers develop better reading strategies and skills?

Techniques	**Never/ Not Familiar**	**Less than once a month**	**1-3 times a month**	**1-3 times a week**	**4-5 times a week**
Everybody Reads To (ERT)	☐	☐	☐	☐	☐
Exclusion Brainstorming	☐	☐	☐	☐	☐
List-Group-Label	☐	☐	☐	☐	☐
Predict-Locate-Add-Note (PLAN)	☐	☐	☐	☐	☐
ReQuest	☐	☐	☐	☐	☐
Interactive Notation System for Effective Reading and Thinking (INSERT)	☐	☐	☐	☐	☐
Reciprocal teaching	☐	☐	☐	☐	☐
ABC Graffiti	☐	☐	☐	☐	☐
Guided Reading and Summarizing Procedure (GRASP)	☐	☐	☐	☐	☐

STRUGGLING READERS: EXTENDED DAY (AFTERSCHOOL) INTERVENTION

53. Does your school currently offer afterschool programming specifically targeting struggling readers?
- Yes
- No (If no, skip to Question 6.)

54. How many of your current students are involved in the afterschool program?
- None (If none, skip to Question 6.)
- 1 to 3
- 4 to 6
- 7 to 9
- 10 or more

55. Overall, how effective has the afterschool component been in improving the literacy abilities of struggling readers?

- Not at all effective
- Minimally effective
- Somewhat effective
- Effective
- Very effective
- Don't know

PURPOSEFUL ASSESSMENT

56. Does your school have a lead literacy teacher or literacy coach?

- Yes
- No (If no, skip to Question 8.)

57. To what extent do you work with your lead literacy teacher/literacy coach to use assessment data for instructional planning?

- Not at all
- To a small extent
- To a moderate extent
- To a large extent

58. Indicate how you use the data from the following assessments. (Check all that apply.)

Assessments	**Not Using**	**Screening**	**Diagnostic**	**Benchmarking**	**Progress Monitoring**	**Assess Outcomes**
Learning First ClassViews	☐	☐	☐	☐	☐	☐
Learning First ClassLinks	☐	☐	☐	☐	☐	☐
mClass Running Records	☐	☐	☐	☐	☐	☐
Illinois Standards Achievement Test	☐	☐	☐	☐	☐	☐
Basic Reading Inventory (BRI)	☐	☐	☐	☐	☐	☐
Informal assessments	☐	☐	☐	☐	☐	☐
Other (please specify): _____	☐	☐	☐	☐	☐	☐
Other (please specify): _____	☐	☐	☐	☐	☐	☐
Other (please specify): _____	☐	☐	☐	☐	☐	☐

DATA-DRIVEN INSTRUCTION

59. Please indicate the extent to which you use student assessment data for each of the following purposes.

Use of Data	**Not at All**	**To Some extent**	**To a Moderate extent**	**To a Large extent**
Placing students in intervention programs.	☐	☐	☐	☐
Differentiating instruction.	☐	☐	☐	☐
Identifying skills that need to be retaught.	☐	☐	☐	☐
Monitoring student reading progress.	☐	☐	☐	☐
Creating instructional groups (in-class).	☐	☐	☐	☐

GRADE-LEVEL TEAMS

60. Do you currently have grade-level teams at your school?
    - Yes
    - No (If no, skip to Question 13.)

61. Overall, rate the grade-level team's ability to use classroom assessment data in the following ways.

Use of Data	Poor	Fair	Good	Excellent	Not Sure
Address the needs of struggling readers.	☐	☐	☐	☐	☐
Formalize lesson plans.	☐	☐	☐	☐	☐
Identify students who are eligible for targeted interventions.	☐	☐	☐	☐	☐
Identify strengths.	☐	☐	☐	☐	☐
Identify teaching and learning strategies.	☐	☐	☐	☐	☐
Improve classroom practice.	☐	☐	☐	☐	☐

62. How well does the grade-level team support your instructional goals?
    - Not at all
    - Somewhat well
    - Moderately well
    - Extremely well
    - Don't know

LITERACY TEAMS

63. Do you currently have a literacy team in place at your school?
    - Yes
    - No (If no, skip to Question 16.)

64. Overall, rate the quality of the literacy team's performance in the following areas.

Performance Areas	**Poor**	**Fair**	**Good**	**Excellent**	**Not Sure**
Using assessment data to pinpoint the staff's professional development needs.	☐	☐	☐	☐	☐
Addressing the needs of struggling readers.	☐	☐	☐	☐	☐
Addressing the needs of grade-level teams.	☐	☐	☐	☐	☐
Improving literacy instruction at your school.	☐	☐	☐	☐	☐

65. How well does the literacy team support your instructional goals?

- Not at all
- Somewhat well
- Moderately well
- Extremely well
- Don't know

QUALITY, HIGH-INTEREST MATERIALS

Schoolwide Intervention Materials

66. For each of the materials listed below,

- indicate how frequently you currently use the materials to teach literacy.
- For those that you are using, rate how effective they are in supporting student learning in language arts.

Materials	a) How ***frequently*** do you currently use the materials to teach literacy?						b) For those you are currently using, rate how ***effective*** the materials are in supporting student learning in language arts?					
	N/A (Do Not Have)	**Not Currently Using**	**Less than once a month**	**1 to 3 times a month**	**1 to 3 times a week**	**4 to 5 times a week**	**Not at all Effective**	**Minimal -ly Effective**	**Some-what Effective**	**Effective**	**Very Effective**	**Don't Know**
Listening centers (in the classroom)	☐	☐	☐	☐	☐	☐						
Media centers (three computers and a printer)	☐	☐	☐	☐	☐	☐						
Text sets	☐	☐	☐	☐	☐	☐						
Software	☐	☐	☐	☐	☐	☐						
Handheld computers (palm pilots)	☐	☐	☐	☐	☐	☐						
Classroom library	☐	☐	☐	☐	☐	☐						
Vocabulary notebooks	☐	☐	☐	☐	☐	☐						
Textbooks	☐	☐	☐	☐	☐	☐						
Reading response notebooks												

Library-Based Materials

67. How often do you take your class to the library?
    - Never
    - Rarely (less than once a month)
    - Sometimes (at least once a month)
    - Often (at least once a week)
    - Almost daily or daily

68. To what extent do the library resources support your school's literacy curriculum?
    - Not at all
    - To a small extent
    - To a moderate extent
    - To a large extent
    - Don't know

69. How does the librarian work with you? (Check all that apply.)
    - The librarian does not work with me.
    - The librarian provides resources for class projects.
    - The librarian and I collaborate on how to supplement lessons with library resources.
    - Other (please specify): _____

70. How does the librarian work with your students? (Check all that apply.)
- Does not work with my students.
- Works with students on research skills.
- Directs students to resources tied to curriculum.
- Conducts read-alouds.
- Provides students with information about extracurricular academic activities (e.g., spelling bee, writing competitions, events).
- Assists students with class projects.
- Teaches students how to navigate Internet resources.
- Guides struggling readers to summer programs.
- Other (please specify): _____

PROFESSIONAL DEVELOPMENT

71. For each of the following topics, indicate:
- Did you receive professional development during the current year?
- If so, rate the extent to which the professional development you received has improved your teaching practices

Professional Development Areas	**Received PD?**		**If YES, to what extent did the professional development improve your teaching practice?**			
	No	**Yes**	**No Improvement**	**Slight Improvement**	**Moderate Improvement**	**Major Improvement**
Building academic vocabulary	☐	☐	☐	☐	☐	☐
Classroom libraries	☐	☐	☐	☐	☐	☐
Creating literacy-rich classroom environments	☐	☐	☐	☐	☐	☐
Differentiating instruction	☐	☐	☐	☐	☐	☐
Direct vocabulary instruction	☐	☐	☐	☐	☐	☐
Guided reading	☐	☐	☐	☐	☐	☐
Incorporating text sets in your instruction	☐	☐	☐	☐	☐	☐
Increasing student motivation	☐	☐	☐	☐	☐	☐
Lesson planning	☐	☐	☐	☐	☐	☐

Professional Development Areas	Received PD?		If YES, to what extent did the professional development improve your teaching practice?			
	No	Yes	No Improvement	Slight Improvement	Moderate Improvement	Major Improvement
Organizing the classroom to support instruction and practice	☐	☐	☐	☐	☐	☐
Parent meeting	☐	☐	☐	☐	☐	☐
Supporting students' self-directed learning	☐	☐	☐	☐	☐	☐
Team teaching	☐	☐	☐	☐	☐	☐
Using before, during, and after reading strategies	☐	☐	☐	☐	☐	☐
Using formal assessments to guide instruction	☐	☐	☐	☐	☐	☐
Using informal assessments to guide instruction	☐	☐	☐	☐	☐	☐
Using technology to support literacy instruction	☐	☐	☐	☐	☐	☐
Using handheld computers (palm pilots)	☐	☐	☐	☐	☐	☐
Using literacy-based software	☐	☐	☐	☐	☐	☐
Using hardware such as media centers and listening centers	☐	☐	☐	☐	☐	☐
Using partner reading	☐	☐	☐	☐	☐	☐
Using the whole-part-whole classroom instruction model	☐	☐	☐	☐	☐	☐
Working with librarians	☐	☐	☐	☐	☐	☐

ABOUT YOU

72. What is the name of your school?

[Drop-down list]

ALDRIDGE	MORGAN
CARNEGIE	O'KEEFFE
CARVER MIDDLE	OTIS
CASALS	PARKMAN
CLARK	PASTEUR
COPERNICUS	PULLMAN
DUBOIS	SCHILLER
DVORAK S	SEXTON
EMMET	SOUTH CHICAGO
ESMOND	SPRY
GREGORY	STEINBERG
HENDERSON	SWIFT
MADISON	TURNER-DREW
MANN	WACKER
MCKINLEY PARK	WALSH
MIRELES	WHISTLER

73. Which grade level is considered your primary teaching role this year (2007–08)?

- ○ 6
- ○ 7
- ○ 8
- ○ Other (please specify): _____

74. What is your primary professional teaching position? (Select the single best option.)
    - General education teacher (classroom teacher)
    - Bilingual/ELL teacher
    - Mathematics teacher
    - Reading teacher
    - Reading specialist
    - Science teacher
    - Social studies teacher
    - Special education teacher
    - Other (please specify): _____

75. In which of the following settings do you teach literacy?
    - Self-contained
    - Subject-Area specialist
    - Departmentalized
    - Double block
    - Other (Please specify):_____

76. How many students are in the classroom(s) in which you teach literacy this year (2007–08)? (If you teach literacy in more than one classroom, provide an average.) [INSERT TEXTBOX]

77. How many years have you been teaching? [INSERT TEXTBOX]

78. How many years have you been teaching at this school? [INSERT TEXTBOX]

79. How many years have you been teaching reading? [INSERT TEXTBOX]

Teachers will be reimbursed by CPS for their time to complete this survey. In addition, CPS will be conducting a drawing to award a $50 gift certificate to Barnes and Noble to one teacher from each eligible school from among those who complete both this survey and the SEC (details of the drawing were provided to your principal). In order to participate, we need you to identify yourself so that we can verify that you completed the survey. If you would like to be reimbursed and participate in the drawing, please provide your name and email address below, and be sure that you identified your school in Q22 above. Your survey responses will still remain strictly confidential and will never be reported in any form that would allow anyone to connect your responses with your name. Providing this information is optional.

Please print clearly:

Your Name: _____ Email: _____

Thank you for completing this survey!

Chicago Public Schools (CPS) Striving Readers
Spring 2008 Literacy Improvement Survey for Teachers – Treatment Schools

The following is a survey designed to gather your feedback on the essential components of the Striving Readers program. It will take you approximately 30 minutes to complete and results will be reported in the aggregate only. We will not use your name or identify individual respondents. Your feedback is extremely valuable to the success of this program. If you have questions about this survey, please contact Rebecca Swann at rswann@metisassoc.com or 212-425-8833.

Comprehensive Instruction

1. How often do you use the following practices to help struggling readers develop better reading strategies and skills?

Practices and Techniques	**Never**	**Less than once a month**	**1-3 times a month**	**1-3 times a week**	**4-5 times a week**	**Don't know**
Employing direct vocabulary instruction.	☐	☐	☐	☐	☐	☐
Differentiating instruction.	☐	☐	☐	☐	☐	☐
Using guided reading.	☐	☐	☐	☐	☐	☐
Using PRC2 for fluency.	☐	☐	☐	☐	☐	☐
Using PRC2 for comprehension.	☐	☐	☐	☐	☐	☐
Using PRC2 for vocabulary development.	☐	☐	☐	☐	☐	☐
Scaffolding.	☐	☐	☐	☐	☐	☐
Using whole-part-whole classroom instruction model	☐	☐	☐	☐	☐	☐
Establishing the purpose for reading.	☐	☐	☐	☐	☐	☐
Making connections to background knowledge.	☐	☐	☐	☐	☐	☐
Understanding the arrangement of text.	☐	☐	☐	☐	☐	☐
Making connections between texts.	☐	☐	☐	☐	☐	☐
Monitoring comprehension through questioning.	☐	☐	☐	☐	☐	☐
Synthesizing information within text or across texts.	☐	☐	☐	☐	☐	☐

2. How often do you use the following techniques to help struggling readers develop better reading strategies and skills?

Techniques	**Never/ Not Familiar**	**Less than once a month**	**1-3 times a month**	**1-3 times a week**	**4-5 times a week**
Everybody Reads To (ERT)	☐	☐	☐	☐	☐
Exclusion Brainstorming	☐	☐	☐	☐	☐
List-Group-Label	☐	☐	☐	☐	☐
Predict-Locate-Add-Note (PLAN)	☐	☐	☐	☐	☐
ReQuest	☐	☐	☐	☐	☐
Interactive Notation System for Effective Reading and Thinking (INSERT)	☐	☐	☐	☐	☐
Reciprocal teaching	☐	☐	☐	☐	☐
ABC Graffiti	☐	☐	☐	☐	☐
Guided Reading and Summarizing Procedure (GRASP)	☐	☐	☐	☐	☐

3. Overall, how effective has the literacy intervention teacher (LIT) push-in been in improving the reading skills of struggling readers in your classroom?
   - Not at all effective
   - Minimally effective
   - Somewhat effective
   - Effective
   - Very effective

Struggling Readers: Extended Day (Afterschool) Intervention

4. How many of your current students are involved in the Striving Readers afterschool program?
    - None (If none, skip to Question 6.)
    - 1 to 3
    - 4 to 6
    - 7 to 9
    - 10 or more

5. Overall, how effective has the afterschool component been in improving the literacy abilities of struggling readers?
    - Not at all effective
    - Minimally effective
    - Somewhat effective
    - Effective
    - Very effective
    - Don't know

Purposeful Assessment

6. Does your school have a lead literacy teacher or literacy coach?
    - Yes
    - No (If no, skip to Question 9.)

7. To what extent do you work with your lead literacy teacher/literacy coach to use assessment data for instructional planning?
    - Not at all
    - To a small extent
    - To a moderate extent
    - To a large extent

8. Indicate how you use the data from the following assessments. (Please check all that apply.)

Assessments	Not Using	Screening	Diagnostic	Benchmarking	Progress Monitoring	Assess Outcomes
Learning First ClassViews	☐	☐	☐	☐	☐	☐
Learning First ClassLinks	☐	☐	☐	☐	☐	☐
mClass Running Records	☐	☐	☐	☐	☐	☐
Illinois Standards Achievement Test	☐	☐	☐	☐	☐	☐
Basic Reading Inventory (BRI)	☐	☐	☐	☐	☐	☐
Informal assessments	☐	☐	☐	☐	☐	☐
Other (please specify): _____	☐	☐	☐	☐	☐	☐
Other (please specify): _____	☐	☐	☐	☐	☐	☐
Other (please specify): _____	☐	☐	☐	☐	☐	☐

Data-Driven Instruction

9. Please indicate the extent to which you use student assessment data for each of the following purposes.

Use of Data	Not at All	To Some extent	To a Moderate Extent	To a Large Extent
Placing students in intervention programs.	☐	☐	☐	☐
Differentiating instruction.	☐	☐	☐	☐
Identifying skills that need to be retaught.	☐	☐	☐	☐
Monitoring student reading progress.	☐	☐	☐	☐
Creating instructional groups (in-class).	☐	☐	☐	☐

Grade-Level Teams

10. Do you currently have grade-level teams at your school?
    - Yes
    - No (If no, skip to Question 13.)

11. Overall, rate the grade-level team's ability to use classroom assessment data in the following ways.

Use of Data	**Poor**	**Fair**	**Good**	**Excellent**	**Not Sure**
Address the needs of struggling readers.	☐	☐	☐	☐	☐
Formalize lesson plans.	☐	☐	☐	☐	☐
Identify students who are eligible for targeted interventions.	☐	☐	☐	☐	☐
Identify strengths.	☐	☐	☐	☐	☐
Identify teaching and learning strategies.	☐	☐	☐	☐	☐
Improve classroom practice.	☐	☐	☐	☐	☐

12. How well does the grade-level team support your instructional goals?
    - Not at all
    - Somewhat well
    - Moderately well
    - Extremely well
    - Don't know

Literacy Teams

13. Do you currently have a literacy team in place at your school?
    - Yes
    - No (If no, skip to Question 16.)

14. Overall, rate the quality of the literacy team's performance in the following areas.

Performance Areas	**Poor**	**Fair**	**Good**	**Excellent**	**Not Sure**
Using assessment data to pinpoint the staff's professional development needs.	☐	☐	☐	☐	☐
Addressing the needs of struggling readers.	☐	☐	☐	☐	☐
Addressing the needs of grade-level teams.	☐	☐	☐	☐	☐
Improving literacy instruction at your school.	☐	☐	☐	☐	☐

15. How well does the literacy team support your instructional goals?
- Not at all
- Somewhat well
- Moderately well
- Extremely well
- Don't know

Quality, High-Interest Materials

Schoolwide Intervention Materials

16. For each of the materials listed below,

- indicate how frequently you currently use the materials to teach literacy.
- For those that you are using, rate how effective they are in supporting student learning in language arts.

Materials	a) How ***frequently*** do you currently use the materials to teach literacy?						b) For those you are currently using, rate how ***effective*** the materials are in supporting student learning in language arts?					
	N/A (Do Not Have)	**Not Currently Using**	**Less than once a month**	**1 to 3 times a month**	**1 to 3 times a week**	**4 to 5 times a week**	**Not at all Effective**	**Minimal -ly Effective**	**Some-what Effective**	**Effective**	**Very Effective**	**Don't Know**
Listening centers	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Media centers (three computers and a printer)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Text sets	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Software	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Handheld computers (palm pilots)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Classroom library	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Vocabulary notebooks	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Textbooks	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Reading response notebooks	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Struggling Readers Intervention Materials

17. How familiar are you with the afterschool Accelerating Maximum Potential (AMP) program for struggling readers?
    - Not familiar (Skip to Question 19.)
    - Somewhat familiar
    - Moderately familiar
    - Extremely familiar

18. To what extent are you using the Accelerating Maximum Potential (AMP) program for struggling readers in each of the following settings?

Settings	**Extent of use**			
	Not at all	To a small extent	To a moderate extent	To a large extent
Afterschool literacy program	☐	☐	☐	☐
Self-contained special education classroom	☐	☐	☐	☐
Other (please specify):_____	☐	☐	☐	☐

Library-Based Materials

19. How often do you take your class to the library?
    - Never
    - Rarely (less than once a month)
    - Sometimes (at least once a month)
    - Often (at least once a week)
    - Almost daily or daily

20. To what extent do the library resources support the Striving Readers program?
- Not at all
- To a small extent
- To a moderate extent
- To a large extent
- Don't know

21. How does the librarian work with you? (Check all that apply.)
- The librarian does not work with me.
- The librarian provides resources for class projects.
- The librarian and I collaborate on how to supplement lessons with library resources.
- Other (please specify): _____

22. How does the librarian work with your students? (Check all that apply.)
- Does not work with my students.
- Works with students on research skills.
- Directs students to resources tied to curriculum.
- Conducts read-alouds.
- Provides students with information about extracurricular academic activities (e.g., spelling bee, writing competitions, events).
- Assists students with class projects.
- Teaches students how to navigate Internet resources.
- Guides struggling readers to summer programs.
- Other (please specify): _____

Professional Development

23. For each of the following professional development sessions, please indicate:
- Whether you participated, and
- If so, how useful the session was in helping you support student learning in language arts

Professional Development Sessions	Did you participate?		If YES, how useful was the session?			
	No	Yes	Not Useful	Somewhat Useful	Moderately Useful	Extremely Useful
AMP Intensive Intervention Program	☐	☐	☐	☐	☐	☐
Summer institute	☐	☐	☐	☐	☐	☐
School-year follow-up institutes	☐	☐	☐	☐	☐	☐
Saturday seminars	☐	☐	☐	☐	☐	☐
School-based professional development	☐	☐	☐	☐	☐	☐
Graduate courses	☐	☐	☐	☐	☐	☐

24. For each of the following topics, indicate:
- Did you receive professional development during the current year?
- If so, rate the extent to which the professional development you received has improved your teaching practices.

Professional Development Areas	Received PD?		If YES, to what extent did the professional development improve your teaching practice?			
	No	Yes	No Improvement	Slight Improvement	Moderate Improvement	Major Improvement
Building academic vocabulary	☐	☐	☐	☐	☐	☐
Classroom libraries	☐	☐	☐	☐	☐	☐
Creating literacy-rich classroom environments	☐	☐	☐	☐	☐	☐
Differentiating instruction	☐	☐	☐	☐	☐	☐
Direct vocabulary instruction	☐	☐	☐	☐	☐	☐

Professional Development Areas	Received PD?		If YES, to what extent did the professional development improve your teaching practice?			
	No	Yes	No Improvement	Slight Improvement	Moderate Improvement	Major Improvement
Guided reading	☐	☐	☐	☐	☐	☐
Incorporating text sets in your instruction	☐	☐	☐	☐	☐	☐
Increasing student motivation	☐	☐	☐	☐	☐	☐
Lesson planning	☐	☐	☐	☐	☐	☐
Organizing the classroom to support instruction and practice	☐	☐	☐	☐	☐	☐
Parent meeting	☐	☐	☐	☐	☐	☐
Supporting students' self-directed learning	☐	☐	☐	☐	☐	☐
Team teaching	☐	☐	☐	☐	☐	☐
Using before, during, and after reading strategies	☐	☐	☐	☐	☐	☐
Using formal assessments to guide instruction	☐	☐	☐	☐	☐	☐
Using informal assessments to guide instruction	☐	☐	☐	☐	☐	☐
Using technology to support literacy instruction	☐	☐	☐	☐	☐	☐
Using handheld computers (palm pilots)	☐	☐	☐	☐	☐	☐
Using literacy-based software	☐	☐	☐	☐	☐	☐
Using media centers and listening centers	☐	☐	☐	☐	☐	☐
Using the PRC2 model	☐	☐	☐	☐	☐	☐
Using the whole-part-whole classroom instruction model	☐	☐	☐	☐	☐	☐
Working with librarians	☐	☐	☐	☐	☐	☐

About You

25. What is the name of your school?
[drop down list]

ABBOTT	HENDRICKS
BEETHOVEN	HENSON
BETHUNE	LINNE
BURR	LOVETT
BURROUGHS	MANIERRE
CARSON	MARSH
COLEMON,	MCCORKLE
COLES	POPE
COOK	PRICE
DETT	REAVIS
EBERHART	SALAZAR
FISKE	SMYTH, J
FULLER	TALCOTT
GALE COM	TELPOCHCALLI
GOMPERS	VOLTA
GRAY	

26. Which grade level is considered your primary teaching role this year (2007–08)?
- ○ 6
- ○ 7
- ○ 8
- ○ Other (please specify): _____

27. What is your primary professional teaching position? (Select the single best option.)
    - General education teacher (classroom teacher)
    - Bilingual/ELL teacher
    - Mathematics teacher
    - Reading teacher
    - Reading specialist
    - Science teacher
    - Social studies teacher
    - Special education teacher
    - Other (please specify): _____

28. In which of the following settings do you teach literacy?
    - Self-contained
    - Subject-Area specialist
    - Departmentalized
    - Double block
    - Other (Please specify):_____

29. How many students are in the classroom(s) in which you teach literacy this year (2007–08)? (If you teach literacy in more than one classroom, provide an average.) [INSERT TEXTBOX]

30. How many years have you been teaching? [INSERT TEXTBOX]

31. How many years have you been teaching at this school? [INSERT TEXTBOX]

32. How many years have you been teaching reading? [INSERT TEXTBOX]

Teachers will be reimbursed by CPS for their time to complete this survey. In order to be reimbursed we need you to identify yourself so that we can verify that you completed the survey. If you would like to be reimbursed, please provide your name and email address below, and be sure that you identified your school in Q25 above. Your survey responses will still remain strictly confidential and will never be reported in any form that would allow anyone to connect your responses with your name. Providing this information is optional.

Please print clearly:

Your Name: _____ Email: _____

Thank you for completing this survey!

Chicago Public Schools
Pre-Observation Literacy Environment Checklist

SCHOOL:	**DATE:**
TEACHER:	**LESSON START TIME:**
CLASS/GRADE: /	**LESSON END TIME:**
OBSERVER:	

1. Media Center: How many computers and printers:
   - Computers_____
   - Printers_____

   Are at least 3 computers and 1 printer in working order and easily accessible to students for individual and small group work? ☐ **Yes** ☐ **No**

2. Listening Center:
   - in working order☐ **Yes** ☐ **No**
   - several sets of headphones ☐ **Yes** ☐ **No**
   - audio materials for use by students ☐ **Yes** ☐ **No**

3. Classroom Library (books grouped by genre, leveling, a checkout system, labels)
   - Is it easily accessible to students? ☐ **Yes** ☐ **No**
   - Is it organized and in good shape? ☐ **Yes** ☐ **No**
   - Is there a checkout system in place? ☐ **Yes** ☐ **No**
   - Variety of texts that appeal to readers of differing abilities and interests? ☐ **Yes** ☐ **No**
   - Are books grouped by genre? ☐ **Yes** ☐ **No**
   - Are materials clearly labeled? ☐ **Yes** ☐ **No**
   - Are there both NF and Fiction books? ☐ **Yes** ☐ **No**

4. Text Sets ☐ **Yes** ☐ **No**

5. Handhelds ☐ **Yes** ☐ **No**

6. Other materials
   - Newspapers ☐ **Yes** ☐ **No**
   - Magazines ☐ **Yes** ☐ **No**
   - Other: _____

Chicago Public Schools
Checklist of Observation Codes

SCHOOL:	**CLASS/GRADE:** /	**DATE:**
TEACHER:	**OBSERVER:**	
TIME (5-MINUTE INTERVAL) START:	**END:**	

Level	Code	Activity 1	2	3	4	5	6	7	8
1-Who									
Classroom Teacher	c								
Reading Specialist	s								
Other special teacher	sp								
Literacy Intervention Teacher	lit								
Aide	a								
Librarian	lb								
No one	n								
Not applicable	9								
2-Grouping									
Whole class/Large group	w								
Small Group	s								
Pairs	p								
Other	o								
Not Applicable	9								
2a-Small Groups Code									
Individual Reading	ir								
Partner Reading	pr								
Teacher Guided Reading	tg								
Written Response	wr								
Book Clubs	bc								
Media Center	mc								
Other	o								
3-Major academic focus									
Reading	r								
Comprehension	c								
Composition/Writing	w								
Other Language	l								
Other/ Not Applicable	o/9								
4-Activity									
Reading connected text	r								
Listening to connected text	l								
Comprehension skill	c								
Comprehension Strategy::									
Summarizing	sm								
Questioning	qu								
Predicting	pr								
Text Structure	ts								
Visualizing	vz								
Inferencing	in								
Metacognition	mcg								
Writing	w								
Vocabulary	v								

Level	Code	Activity 1	2	3	4	5	6	7	8
5a-Type of Material									
Literary Text	lt								
Informational Text	i								
Poetry	p								
5b-Specific Material									
Board/Chart	bc								
Computer – Web based	wb								
Computer Software	cs								
Computer to write on	cw								
Listening Center	lc								
Newspapers, magazines	nm								
Other Books	ob								
Palm	pm								
Paper and pen/pencil	pp								
Student Writing	sw								
Text book	tb								
Text sets	ts								
Worksheet	w								
Other	o								
Not Applicable	9								
6-Interaction Style									
Telling	t								
Modeling	m								
Recitation	r								
Coaching/scaffolding	c								
Listening/watching	l								
Reading aloud	ra								
Assessment	a								
Discussion	d								
Other/ Not Applicable	o/9								
7-Expected Pupil Response									
Reading	r								
Reading, turn-taking	r-tt								
Orally responding	or								
Oral turn-taking	or-tt								
Listening	l								
Writing – long response	we								
Writing – short response	ws								
Manipulating	m								
Multi-modal representation	mr								
Other/ Not applicable	o/9								

Word parts (Letter ID, Phonemic Awareness, Phonics, Decoding)	wp									**(A) # of Students on Task:**	
Spelling	S									**(B) Total # of Students:**	
Grammar	g										
Word recognition strategy, Word ID, Sight words	wr										
Other/ Not applicable	o/9										

Observation Code Definitions

1. Media Center: How many computers and printers: Computers_____ Printers_____
   Are at least 3 computers and 1 printer in working order and easily accessible to students for individual and small group work? □ **Yes** □ **No**
2. Listening Center: in working order, several sets of headphones, audio materials for use by students □ **Yes** □ **No**
3. Classroom Library (books grouped by genre, leveling, a checkout system, labels)
   - Is it easily accessible to students? □ **Yes** □ **No**
   - Is it organized and in good shape? □ **Yes** □ **No**
   - Is there a checkout system in place? □ **Yes** □ **No**
   - Are there a variety of texts that appeal to readers of differing abilities and interests? □ **Yes** □ **No**
   - Are books grouped by genre? □ **Yes** □ **No**
   - Are materials clearly labeled? □ **Yes** □ **No**
   - Are there both NF and Fiction books? □ **Yes** □ **No**
4. Text Sets □ **Yes** □ **No**
5. Handhelds □ **Yes** □ **No**
6. Other materials
   - Newspapers □ **Yes** □ **No**
   - Magazines □ **Yes** □ **No**
   - Other? □ **Yes** □ **No**

Level 1 –Who in the classroom is providing instruction/working with students?
Observer will need to ask about the adults in the room

Who	**Codes**	**Definition**
Classroom teacher	c	Classroom teacher
Reading Specialist	s	Reading teacher, Title 1 teacher, reading resource teacher, literacy lead
Other special teacher	sp	Speech and language teacher, ESL teacher, bilingual teacher, Special Education teacher
LIT	li	Literacy intervention teacher
Aide	a	Paraprofessional or instructional aid
Librarian	lb	
No one	n	No one is in the room, or no one is directly working with the students (e.g., the students are working in their seats independently and no one is circulating.)
Not applicable	9	No instruction is occurring

Level 2 – What instructional groupings do you see?
If grouping patterns for an adult change during 5 minutes, code all that apply.

Grouping	Codes	Definition
Whole class/Large group	w	All of the students in the class (except for 1 or 2 individuals working with someone else), or a group of more than 10 students. If there are 10 or less in the room, code this as a small group.
Small Group	s	Students are working in 2 or more groups of 3-10 students each. If there are more than 10 students in a group, call this a large group.
Pairs	p	Students are working in pairs
Other	o	Some other grouping practice is in place
Not Applicable	9	None of the above seem to apply; no instruction is taking place

Level 2a—If small group was selected as an instructional grouping, what activities are taking place in the small groups?

Small Groups	Codes	Definition
Individual Reading	ir	Students are reading independently.
Partner Reading	pr	Students are reading and discussing collaboratively with a partner.
Teacher Guided Reading	tg	Students are grouped with others at a similar reading level and supported by the teacher to use effective reading strategies. There may be "before, during, and after" activities where students talk about, think about, and read through text.
Written Response	wr	Students are writing in response to text they have read.
Book Clubs	bc	A student led discussion about one book. Teachers use book clubs for grouping students along common interest or common reading level.
Media Center	mc	Students are using the media center.
Other	o	Other

Level 3 – What major academic area is being covered?

Who	Codes	Definition
Reading	r	Reading, word recognition, vocabulary, fluency practice.
Comprehension	c	Reading comprehension, answering oral comprehension questions, literature study(discussion groups), writing response to reading (where this is the major purpose for the writing is to demonstrate comprehension)
Composition/Writing	w	Writing for the purpose of expressing or communicating ideas (but not writing in which major purpose is to respond to reading); learning how to write; writers workshop, creative writing, report writing.
Other Language	l	Aspect of language arts other than the above; grammar, mechanics, oral expression, etc.
Other	o	Focus is academic but not in literacy
Not Applicable	9	None of the above seem to apply; no instruction is taking place

Level 4 – What is the specific literacy activity or activity of the classroom teacher? (can choose up to four, recording number of minutes as we go.)

Code levels 5, 6, 7 at the same time for each literacy event observed during the 5-minute observation.

Code each literacy activity or event that has one of the specific foci below. For example, students are reading silently (r) and then switch to taking about lower-level meaning of text (m1); students stop to talk about the meaning of a word (v); they go back to talking about lower-level meaning of text. Each event or activity should be coded as having one particular focus. Code each literacy activity only ONCE as opposed to multiple times during a 5-minute segment. Hence, for the above, “r”, “m1”, and “v” would be coded.

Activity	Codes	Definition
Reading connected text	r	Students are engaged in reading text. This includes silent reading, choral reading, and oral turn-taking reading.
Listening to connected text	l	Students are engaged in listening to text. (If teacher is reading to students, code even if students are following along.)
Comprehension skill	c	Comprehension activity other than a comprehension strategy which is at a lower level of thinking (e.g. traditional skill work such as identifying main idea, cause-effect, fact-opinion) This differs from comprehension strategies in that it is more likely to be a decontextualized lesson than tied to a particular text. *Example: A lesson about identifying main idea or distinguishing between facts and opinions.*
Comprehension Strategy: Summarizing	sm	Students are asked to identify the topic and main idea of the text, and then, either verbally or in writing, tell (in their own words) what they just read.
Comprehension Strategy: Questioning	qu	Students ask a goal setting question prior to reading, use question statements or words as they read (i.e., Who? What? Where? etc.), or ask questions that go beyond the text.
Comprehension Strategy: Predicting	pr	Students preview the text and then make predictions about what might happen next.
Comprehension Strategy: Text Structure	ts	Text structure is the framework that helps students organize their thinking about the text. Examples include description, sequential text, compare and contrast, problem and solution, or cause and effect.
Comprehension Strategy : Visualizing	vz	Visualizing consists of making mental pictures while reading in a way that helps students see "in their mind's eye" what is happening in the text. Teachers may ask, "What pictures do these words or phrases create in your mind?"
Comprehension Strategy: Inferencing	in	Inferencing consists of using previous knowledge to go beyond what students already know. Students may be asked to use their experience or clues in the text to make inferences, to identify cause and effect, or to distinguish between fact and fiction. The teacher may ask, "How does what you have just read add to what you already know about this topic?"
Comprehension Strategy: Metacognition	mcg	Students are asked to monitor their comprehension and use strategies that are most helpful to them.
Writing	w	Students are engaged in writing ideas, not words or a sentence or two. The focus of this task is comprehension
Vocabulary	v	Students are engaged in work around the meaning of words. Students may record words, define or explain

		them, use symbols to represent their meaning or be engaged in activities with vocabulary.
Word parts (Letter ID, Phonemic Awareness, Phonics, Decoding)	wp	Students are focused on letter name and letter sound. They maybe learning letters names or sounds in isolation or blending sounds to make words.
Spelling	s	Students are focused on how to spell word(s). May include learning about patterns or word families.
Grammar	g	Students are focused on learning to define or use the parts of language. They may be diagramming sentences, or working with a variety of sentence structures.
Word recognition strategy, Word ID, Sight words	wr	Students are asked to read words they already know or learned (this may include sight words). Any word wall work should be coded in this category.
Other	o	Literacy focus other than above
Not applicable	9	None of the above apply

Level 5 - What type of materials are the classroom teacher and students using for this event?

Type of Material	**Codes**	**Definition**
Literary Text	lt	Narrative text (e.g. novel, short stories, trade books, realistic fiction)
Informational Text	i	Informational text, trade book, reference book (e.g. encyclopedia, etc.), newspapers, magazines, weekly readers.
Poetry	p	All forms of poetry (rhyming, verse, etc.)

Level 5b - What are the materials the classroom teacher and students are using for this event?

Code for each specific literacy activity or event coded. If more than one type of material is used for a specific level 4 activity, code all that apply (e.g. students switch from the listening center to a worksheet).

Material	Codes	Definition
Board/Chart	bc	Board, chart, or card is being used (e.g. blackboard, pocket chart, hanging chart, flashcards)
Computer – Web based	wb	
Computer Software	cs	(for example, AMP)
Computer to write on	cw	Word processing
Listening Center	lc	Students are listening to books on audiotape or CD
Newspapers, magazines	nm	
Other Books	ob	
Palm	pm	
Paper and pen/pencil	pp	(for writing)
Student Writing	sw	Student writing (more than words or disconnected sentences) is being used (finished or in progress)
Text book	tb	Include science, social studies or other content areas
Text sets	ts	All materials will be about one topic. Students maybe reading different books at different levels on one topic. One group of students maybe reading about one title, while another reads a different book on the same topic.
Worksheet	w	Worksheet, workbook page, sheet of paper, individual white boards for one-word or one-sentence answers.
Other	o	Something other than the above is being used
Not Applicable	9	None of the above seem to apply

Level 6 – What is the interaction style being used by the classroom teacher during this level 4 event?

For each literacy activity or event, code each style that is observed during the 5 minute period, but code each style only once.

Interaction Style	Codes	Definition
Telling	t	Telling or giving students information, explaining how to do something
Modeling	m	The teacher is coded as explicitly showing/demonstrating the steps of how to do something or how to do a process as opposed to simply explaining it. *Example: The teacher is reading aloud to the students. Every time she places a sticky note in the book, she stops and makes a prediction. After reading the prediction, she explains to her students what information she used to make this prediction.*
Recitation	r	The teacher is coded as engaging the students in answering questions, or responding, usually low-level q-a-q-a. The purpose primarily appears to be getting the students to answers the questions rather than engaging them in a formal discussion or fostering independence in terms of answering questions with more complete thinking.
Coaching/scaffolding	c	The teacher is coded as prompting/providing support which will transfer to other situations as students are attempting to perform a strategy or activity or to answer a question. The teacher's apparent purpose is to foster independence to get a more complete action or to help students elaborate on an answer (rather than to simply get a student to answer a question).
Listening/watching	l	Teacher is listening or watching **and** giving feedback as students are engaged in activity. **Do not code as listening if the listening is only part of recitation**.
Reading aloud	ra	Teacher is reading aloud to students.
Assessment	a	Engaging in questioning/explaining/providing of directions for the purpose of assessing student performance. Typically this would involve record keeping.
Discussion	d	Students engaged in a discussion, which may or may not be led by the teacher, in which formal conventions of a discussion apply. Discussion is thought-provoking, getting students to express their ideas. Even if led by the teacher, students start to offer their own ideas rather than simply respond to the teacher. Exchange may be t-s-s-s rather than t-s-t-s.
Other	o	Interaction style other than what is listed above**. Listening or watching without giving feedback would be coded as "other".**
Not Applicable	9	None of the above seem to apply

Level 7 – Expected Students Activity
Code all that apply.

Type of expected pupil response	**Codes**	**Definition**
Reading	r	Students are to be reading (individually or in pairs)
Reading, turn-taking	r-tt	Students in group are to be reading by taking turns
Orally responding	or	Students are to be orally responding. Oral responding is coded when there is choral responding, partners sharing ideas, or a majority or students in the group responding at the same time (include choral readings)
Oral turn-taking	or-tt	Students in a group either wait to be called on or wait to take turns as the orally respond. Recitation most likely would have been coded at level 6.
Listening	l	Students in a group are listening (and no students is reading or orally responding). Typically this is coded when the teacher is telling students information (at level 6) or is reading aloud to the students (at level 4 and 6). Audio books, on computer.
Writing – long response	we	Students are writing a paragraph or longer.
Writing – short response	ws	Students are note taking, or writing a short answer.
Manipulating	m	Students are to be manipulating, using their hands (Examples include: any type of typing, word cards or letters)
Multi-modal representation	mr	Projects, drawing, bulletin boards, video clips, scrapbooks, computer based projects
Other	o	Some form of responding other than what is listed above is expected.
Not applicable	9	None of the above seem to apply

Chicago Public Schools
Literacy Instruction Observation Field Notes Form

SCHOOL:	**CLASS/GRADE:** /	**DATE:**
TEACHER:	**OBSERVER:**	

TIME INTERVAL START: _____ **END:** _____

NOTES:

TIME INTERVAL START: _____ **END:** _____

NOTES:

Observation Summary Form

School _____ Teacher _____ Date _____

Overall Impressions and Emphases in this Classroom/Lesson (e.g. focus on literature/skills/strategies, child/curriculum, centered, integrated/discrete subjects, instructional balance, etc.) –

Instruction: a) type(s) of lesson (s) and content (introduction, new content, review, application, b) discussion of purpose, c) clarity of explanations/directions, d) type of interaction with the students (e.g., telling them information, using recitation, engaging students in an authentic discussion, providing coaching/scaffolding, providing modeling, having students initiate the talk, e) encouragement of self-regulation, f) teacher expectations, g) instructional density –

Grouping Practices, Auxiliary Personnel, and instructional Activities of Other Students in the Room –

Materials Used During the Observation (including the teacher being observed and the other students in the room) -

Student Participation and Engagement: What were the students doing? Were they actively engaged in the activities? How successful were the students in achieving the goals of the activities? -

Classroom Management: How did the teacher maintain academic focus during her lesson, maintain pupil engagement, handle behavioral disruptions, establish classroom routines and use organizational techniques? –

Classroom Environment and Other: Comment on any other aspects of the environment or other factors you think might be helpful in analysis -

Pre-Observation Form for Teachers

School _____ Teacher _____ Date _____

1. What will you be doing during the observation?

2. What are the purposes of the lesson that will be observed?

3. How do today's activities fit in with your overall reading program?

4. Is there anything special that I need to understand about today's activities?

Literacy Intervention Teacher Interview Protocol – Treatment Schools

Interviewee Name:		**Date:**			
Interviewee Title:					
School:		**Start Time:**		**End Time:**	
Interviewer:					

Introduction: I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. For this study, we are visiting both schools that are using the Striving Readers curriculum and a comparison sample of schools that are not using Striving Readers. Please note that we are asking many of the same questions as in the fall because we are interested in understanding whether there have been any changes since then. We are interested in learning about the literacy interventions for grades 6 through 8, so please respond to all of the questions as they relate to those grades only. Since we are requesting a lot of information and we have a limited period of time, please be as succinct as you can in your answers. You will have an opportunity to elaborate further at the end of the interview.

This interview will take about 60 minutes. Your responses will be kept confidential. We don't identify individual respondents or their schools. I would like to tape this interview to be sure I have recorded it accurately. Is this all right?

14. Has your role as the Literacy Intervention Teacher (LIT) in the Striving Readers Initiative changed since the last fall?

ccccc. If so, how?

We would like to know more about your use of Striving Readers classroom-based intervention materials.

15. Does your school have Listening Centers (where students can access models of fluency and record themselves to assess their own fluency)? ☐Yes ☐No (IF NO SKIP TO Q3)

ddddd. To what extent are you using the Listening Centers?
___ Not used at all ___ Somewhat used ___ Extensively used

eeeee. (If not used) Why not?

fffff. (If used) How are you using them?
- For which type of activities?
- Are you using the Listening Centers with all students or subgroups of students?

ggggg. In what ways, if any, has this technology improved instruction and student learning in language arts?

16. Does your school have <u>Media Centers</u> (3 computers and 1 printer in the classroom)? ☐Yes ☐No (IF NO SKIP TO Q4)

hhhhh. To what extent are you using the Media Centers?
___ Not used at all ___ Somewhat used ___ Extensively used

iiiii. (If not used) Why not?

jjjjj. (If used) How are you using them?
- For which type of activities?
- Are you using the Media Centers with all students or subgroups of students?

kkkkk. In what ways, if any, has this technology improved instruction and student learning in language arts?

17. Do <u>you and/or students</u> in your school have <u>Handheld Computers</u>? ☐Yes No (IF NO SKIP TO Q5)

lllll. To what extent are you using the Handheld Computers?
___ Not used at all ___ Somewhat used ___ Extensively used

mmmmm. To what extent are students using the Handheld Computers?
___ Not used at all ___ Somewhat used ___ Extensively used

nnnnn. (If not used either by LIT *or* by Students) Why not?

ooooo. (If used) How are they being used?
- For which type of activities do teachers use the Handheld Computers?
- Are the Handheld Computers being used with all students or subgroups of students?

ppppp. In what ways, if any, has this technology improved instruction and student learning in language arts?

18. Has the *Achieving Maximum Potential* (AMP) intervention software been installed in your school's computers? ☐Yes No (IF NO SKIP TO Q6)

qqqqq. To what extent are you using the software?
___ Not used at all ___ Somewhat used ___ Extensively used

rrrrr. (If not used) Why not?

sssss. (If used) How is it being used?
- For which type of activities?
- Are you using it with all students or subgroups of students?

ttttt. In what ways, if any, has this technology improved instruction and student learning in language arts?

19. Have you used the Striving Readers website (chicagostrivingreaders.org)? ☐ Yes ☐ No

uuuuu. If so, please describe how you have used it.

vvvvv. If not, why not?

20. Does your school have <u>Grade-Level Teams?</u> ☐Yes ☐No (IF NO, SKIP TO Q8)

j. Are you involved in these teams? ☐Yes ☐No (IF NO, SKIP TO Q8)

k. Please describe your role in these teams, including your role in addressing the needs of struggling readers.

21. Does your school have a <u>Literacy Leadership Team?</u> ☐Yes ☐No (IF NO, SKIP TO Q9)

e. Are you involved in this team? ☐Yes ☐No (IF NO, SKIP TO Q9)

f. Please describe your role on this team in general, including your role in addressing the needs of struggling readers.

22. Please describe the structure of your <u>after school programming for struggling readers.</u>

wwwww. What is your role in the after school component of Striving Readers?

xxxxx. What successes have you had with the after school component of Striving Readers?

yyyyy. What challenges have you encountered with the after school component of Striving Readers?

23. I would like to learn more about the work that you do with students during the regular school day.

zzzzz. What kinds of needs do your students have that might impact on their literacy development?

aaaaaa. In what ways does your work address their needs?

bbbbbb. What types of activities and resources do you use when you meet with them?

24. Now I want to ask you a few questions about the specifics of when you meet with classroom teachers to plan, prioritize and coordinate instruction, responsibilities, and student groupings.

cccccc. How often do you meet with classroom teachers? When do you have these meetings?

___ Once a month or less	___ Several times a month	___ Once a week	___ Several times a week	___ Daily or almost daily

dddddd. Please describe the topics you discuss when meeting with classroom teachers.

eeeeee. Please describe the specifics of how you work with teachers to promote Striving Readers related practices (differentiated instruction/grouping, use of Striving Readers materials, etc.).

25. Describe your role and responsibilities in using student data.

ffffff. Which assessment data are you using? For what purposes?

gggggg. What other types of data are you using? For what purposes?

26. Overall, what are the <u>strengths</u> of your school's literacy curriculum?

27. Please rate the <u>impact</u> you think the Striving Readers program has had on the reading achievement of students in general and struggling readers in particular.

hhhhhh. <u>Reading achievement – all students</u>

☐ No impact ☐ Some impact ☐ Moderate impact ☐ Large impact

Please explain your rating.

iiiiii. <u>Reading achievement – struggling readers</u>

☐ No impact ☐ Some impact ☐ Moderate impact ☐ Large impact

Please explain your rating.

28. Overall, what are the <u>challenges</u> to your school's literacy curriculum?

29. What do you or your school need to better support literacy instruction?

30. Is there anything else you would like to add regarding the literacy activities in your school?

Thank you for your time today.

Principal Interview Protocol – Control Schools

Interviewee Name:		**Date:**			
Interviewee Title:					
School:		**Start Time:**		**End Time:**	
Interviewer:					

Introduction: I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. For this study, we are visiting both schools that are using the Striving Readers curriculum and a comparison sample of schools that are not using Striving Readers. Please note that we are asking many of the same questions as in the fall because we are interested in understanding whether there have been any changes since then. We are interested in learning about the literacy interventions for grades 6 through 8, so please respond to all of the questions as they relate to those grades only. This interview will take about 60 minutes. Since we are requesting a lot of information and we have a limited period of time, please be as succinct as you can in your answers. You will have an opportunity to elaborate further at the end of the interview.

Your responses will be kept confidential. We don't identify individual respondents or their schools. I would like to tape this interview to be sure I have recorded it accurately. Is this all right?

1. **As principal of your school, has your role in supporting the literacy curriculum in your school changed since the fall?**

   jjjjjj. If so, please explain.

2. **We would like to know more about your school's literacy curriculum.**

   a. Is your school currently participating in any formal initiative or intervention to improve literacy? ☐Yes ☐No

      - If so, please provide the name of the initiative and briefly describe it, including materials and resources.

   b. Does your school have specific literacy resources for struggling readers? ☐Yes ☐No

      - If yes, please describe.

   c. Please rate the impact you think the school's literacy curriculum and/or literacy initiatives have had on the reading achievement of students in general and struggling readers in particular.

      - Reading achievement – all students

        No impact ☐ Some impact ☐ Moderate impact ☐ Large impact

        Please explain your rating.

- Reading achievement – struggling readers

  No impact Some impact Moderate impact Large impact

  Please explain your rating.

3. We would like to know more about your school's efforts to integrate literacy into the content areas.

a. Please describe your school's efforts, if any, to integrate literacy into the content areas.

b. Do you have school-wide text sets (i.e., sets of reading materials of different structures and levels, centered around specific content area themes, designed to improve student literacy in other subject area classes)?

  Yes No (IF NO SKIP TO Q4)

  - Are the school-wide text sets being used in the content area classrooms?

    Social Studies □ Not Used—why? □ Used—how? □ Don't Know

    Science □ Not Used—why? □ Used—how? □ Don't Know

    Mathematics □ Not Used—why? □ Used—how? □ Don't Know

c. Are non-literacy staff involved in professional development related to literacy? (Includes: Bilingual, SPED, Math, Science, Social Studies teachers) Yes No

  - If yes, who has received professional development? Please specify staff positions.
  - What topics were covered?

4. Does your school have a Literacy Leadership Team? Yes No (IF NO, SKIP TO Q5)

a. Which of your staff are members of the Literacy Leadership Team?

Grade level teacher(s) Literacy Intervention Teacher Librarian

Lead Literacy Teacher Principal ELL/ESL Teacher(s)

Special education teacher(s) Other:_____

b. How often does the Literacy Leadership Team meet?

Has not met Less than once per month Once per month Biweekly

Weekly Several times a week or more

c. What role does the Literacy Leadership Team play at your school?

d. How does the team address the needs of struggling readers?

e. Does the Literacy Leadership Team use assessment data? Yes No

- What types of assessment data does the team use? For what purposes?
- Does the team use assessment data to inform PD? If yes, how?

f. What other data sources does the team consider in addressing student needs?

5. Please describe your role and responsibilities as a principal in using <u>student assessment data</u>…

[INTERVIEWER: If the school has a Literacy Leadership Team, add the following:]
…in addition to the Literacy Leadership Team's use of assessment data.

a. Do you use assessment data? □Yes □No (IF NO, SKIP TO Q6)

b. When do you use assessment data? For what decisions or information needs?

6. Does your school currently offer after school programming specifically targeting <u>struggling readers</u>? □Yes or □No (IF NO, SKIP TO Q7)

a. Was the after school program in place in the fall? □Yes □No

<u>If program was in place in the fall:</u>

- Have there been any changes in the structure, scheduling, and enrollment since the fall? □Yes or □No
- If so, please explain.

<u>If program was NOT in place in the fall:</u>

- When did the after school program start (date)?
- What staff members are involved and what role do they play?
- Are the students who attend the after school program of a specific grade or ability level?
- How many students are involved?
- What activities and materials do you use in the after school program?

b. What successes has the school had with the after school component?

c. What challenges has the school encountered with the after school component?

7. How well is technology integrated into the literacy curriculum? Would you say it is:

Not at all integrated □Somewhat integrated □Thoroughly integrated

Please explain your rating.

8. What impact would you say technology has had on the reading achievement of struggling readers in your school? Would you say it had:

No impact □ Some impact □ Moderate impact □ Large impact

Please explain your rating.

9. **Overall, what are the <u>strengths</u> of your school's literacy curriculum?**

10. **Have <u>you</u> participated in professional development related to literacy this school year or last summer?** ☐Yes ☐No (IF NO, SKIP TO Q11)

    a. Who sponsored each professional development activity?

    b. What topics were covered?

    c. How useful would you say the professional development has been in providing **you** with the skills and tools needed to support your school's literacy efforts?

       ☐Not at all useful ☐Somewhat useful ☐Very useful

       Please explain your rating.

11. **Overall, what are the <u>challenges</u> to your school's literacy curriculum?**

12. **What does your school need to better support literacy instruction?**

13. **Is there anything else you would like to add regarding the literacy activities in your school?**

Thank you for your time today.

Principal Interview Protocol – Treatment Schools

Interviewee Name:		**Date:**			
Interviewee Title:					
School:		**Start Time:**		**End Time:**	
Interviewer:					

Introduction: I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. For this study, we are visiting both schools that are using the Striving Readers curriculum and a comparison sample of schools that are not using Striving Readers. Please note that we are asking many of the same questions as in the fall because we are interested in understanding whether there have been any changes since then. We are interested in learning about the literacy interventions for grades 6 through 8, so please respond to all of the questions as they relate to those grades only. Since we are requesting a lot of information and we have a limited period of time, please be as succinct as you can in your answers. You will have an opportunity to elaborate further at the end of the interview.

This interview will take about 60 minutes. Your responses will be kept confidential. We don't identify individual respondents or their schools. I would like to tape this interview to be sure I have recorded it accurately. Is this all right?

1. **Has your role in the Striving Readers Initiative changed since the beginning of the school year?** ☐Yes ☐No (IF NO, SKIP TO Q2)

   a. If so, how?

2. **Does your school have a Literacy Leadership Team?** ☐Yes ☐No (IF NO, SKIP TO Q3)

   a. Which of your staff are members of the Literacy Leadership Team?

   Grade level teacher(s) Literacy Intervention Teacher ☐ Librarian
   Lead Literacy Teacher Principal ELL/ESL Teacher(s)
   Special education teacher(s) ☐ Other:_____

   b. How often does the Literacy Leadership Team meet?

   Has not met ☐ Less than once per month ☐ Once per month ☐
   Biweekly ☐ Weekly Several times a week or more

   c. What role does the Literacy Leadership Team play at your school?

   d. How does the team address the needs of struggling readers?

   e. Does the Literacy Leadership Team use assessment data? ☐Yes ☐No

- What types of assessment data does the team use? For what purposes?
- Does the team use assessment data to inform professional development? how?

f. What other data sources does the team consider in addressing student needs?

3. Please describe your role and responsibilities as a principal in using <u>student assessment data</u>…

[INTERVIEWER: If the school has a Literacy Leadership Team, add the following:]
…in addition to the Literacy Leadership Team's use of assessment data.

a. Do you use assessment data? □Yes □No (IF NO, SKIP TO Q4)

b. When do you use assessment data? For what decisions or information needs?

4. We would like to know more about the <u>after school programming for struggling readers.</u>

a. Was the after school program in place in the fall? □Yes □No

<u>If program was in place in the fall:</u>

- Have there been any changes in the structure, scheduling, and enrollment since the fall? □Yes □No
- If so, please explain.

<u>If program was NOT in place in the fall:</u>

- When did the after school program start (date)?
- What staff members are involved and what role do they play?
- Are the students who attend the after school program of a specific grade or ability level?
- How many students are involved?
- What activities and materials do you use in the after school program?

b. What successes has the school had with the after school component of Striving Readers?

c. What challenges has the school encountered with the after school component of Striving Readers?

5. We would like to know more about your school's efforts to integrate literacy into the content areas.

a. Please describe your school's efforts, if any, to integrate literacy into the content areas.

b. Do you have <u>school-wide text sets</u> (i.e., sets of reading materials of different structures and levels, centered around specific content area themes, designed to improve student literacy in other subject area classes)? □Yes □No (IF NO SKIP TO Q6)

- Are the school-wide text sets being used in the content area classrooms?

Social Studies □ Not Used—why? □ Used—how? □ Don't Know

Science □ Not Used—why? □ Used—how? □ Don't Know

Mathematics □ Not Used—why? □ Used—how? □ Don't Know

c. Are non-literacy staff involved in professional development for the Striving Readers project? (Includes: Bilingual, SPED, Math, Science, Social Studies teachers) □Yes □No

- If yes, who has received professional development? Please specify staff positions.
- What topics were covered?

6. How well is technology integrated into the literacy curriculum? Would you say it is:

□Not at all integrated □Somewhat integrated □Thoroughly integrated

Please explain your rating.

7. What impact would you say technology has had on the reading achievement of struggling readers in your school? Would you say it had:

□ No impact □ Some impact □ Moderate impact □ Large impact

Please explain your rating.

8. Have you participated in the Striving Readers professional development related to literacy this school year or last summer? (Some examples of Striving Readers professional development include the Summer Institute, the school-year institutes, the leaders seminars, and the NLU coursework)
□Yes □No (IF NO, SKIP TO Q9)

a. How useful would you say the Striving Readers professional development has been in providing **you** with the skills and tools needed to effectively implement the Striving Readers program?

□Not at all useful □Somewhat useful □Very useful

Please explain your rating.

9. Overall, what are the strengths of your school's literacy curriculum?

10. Please rate the impact you think the Striving Readers program has had on the reading achievement of students in general and struggling readers in particular.

a. Reading achievement – all students

□ No impact □ Some impact □ Moderate impact □ Large impact

Please explain your rating.

b. Reading achievement – struggling readers

□ No impact □ Some impact □ Moderate impact □ Large impact
Please explain your rating.

11. **Overall, what are the <u>challenges</u> to your school's literacy curriculum?**

12. **What does your school need to better support literacy instruction?**

13. **Is there anything else you would like to add regarding the literacy activities in your school?**

Thank you for your time today.

Lead Literacy Teacher Interview Protocol – Control Schools

Interviewee Name:		**Date:**			
Interviewee Title:					
School:		**Start Time:**		**End Time:**	
Interviewer:					

Introduction: I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. For this study, we are visiting both schools that are using the Striving Readers curriculum and a comparison sample of schools that are not using Striving Readers. Please note that we are asking many of the same questions as in the fall because we are interested in understanding whether there have been any changes since then. We are interested in learning about the literacy interventions for grades 6 through 8, so please respond to all of the questions as they relate to those grades only. Since we are requesting a lot of information and we have a limited period of time, please be as succinct as you can in your answers. You will have an opportunity to elaborate further at the end of the interview.

This interview will take about 60 minutes. Your responses will be kept confidential. We don't identify individual respondents or their schools. I would like to tape this interview to be sure I have recorded it accurately. Is this all right?

1. **Please describe your role as [state interviewee's title] at your school**.

   a. Has your role changed since the fall? ☐Yes ☐No
      - If so, how?

2. **We would like to know more about your school's grade 6-8 literacy curriculum.**

   a. Is your school currently participating in any formal initiative or intervention to improve literacy? ☐Yes ☐No
      - If so, please provide the name of the initiative and describe it briefly, including materials and resources used.

   b. Does your school have specific resources for struggling readers? ☐Yes ☐No
      - If yes, please describe.

   c. Please rate the impact you think the school's literacy curriculum and/or literacy initiatives have had on the reading achievement of students in general and struggling readers in particular.

      - Reading achievement – all students

        ☐ No impact ☐ Some impact ☐ Moderate impact ☐ Large impact

        Please explain your rating.

      - Reading achievement – struggling readers

☐ No impact ☐ Some impact ☐ Moderate impact ☐ Large impact

Please explain your rating.

We would like to know more about literacy-based intervention materials that are being used in the classrooms to support literacy instruction.

3. **Do grade 6-8 literacy teachers in your school have <u>Listening Centers</u> (where students can access models of fluency and record themselves to assess their own fluency)?** ☐Yes No (IF NO SKIP TO Q4)

   a. To what extent are teachers using the Listening Centers?
      ___ Not used at all ___ Somewhat used ___ Extensively used

   b. (If not used) Why not?

   c. (If used) How are they being used?
      - For which type of activities do teachers use the Listening Centers?
      - Are the Listening Centers being used with all students or subgroups of students?

   d. In what ways, if any, has this technology improved instruction and student learning in language arts?

4. **Do grade 6-8 literacy teachers in your school have <u>Media Centers</u> (computers and printer in the classroom)?** ☐Yes ☐No (IF NO SKIP TO Q5)

   a. To what extent are teachers using the Media Centers?
      ___ Not used at all ___ Somewhat used ___ Extensively used

   b. (If not used) Why not?

   c. (If used) How are they being used?
      - For which type of activities do teachers use the Media Centers?
      - Are the Media Centers being used with all students or subgroups of students?

   d. In what ways, if any, has this technology improved instruction and student learning in language arts?

5. **Do grade 6-8 literacy teachers and/or students in your school have <u>Handheld Computers</u>?** ☐Yes No (IF NO SKIP TO Q6)

   a. To what extent are teachers using the Handheld Computers?
      ___ Not used at all ___ Somewhat used ___ Extensively used

   b. To what extent are students using the Handheld Computers?
      ___ Not used at all ___ Somewhat used ___ Extensively used

   c. (If not used) Why not?

d. (If used) How are they being used?
   - For which type of activities do teachers use the Handheld Computers?
   - Are the Handheld Computers being used with all students or subgroups of students?

e. In what ways, if any, has this technology improved instruction and student learning in language arts?

6. Does your school use literacy-based computer software designed for grade 6-8 students? □Yes □No (IF NO SKIP TO Q7)

a. Please provide a name and describe briefly.

b. To what extent is the software being used?
   ___ Not used at all ___ Somewhat used ___ Extensively used

c. (If not used) Why not?

d. (If used) How is it being used?
   - For which type of activities?
   - Is it being used with all students or subgroups of students?

e. In what ways, if any, has this technology improved instruction and student learning in language arts?

7. Do grade 6-8 literacy teachers in your school use any other technology component to support literacy instruction? □Yes □No

a. If so, please describe.

8. Does your school currently offer <u>after school programming</u> specifically targeting <u>struggling readers in grades 6-8</u>? □Yes □No (If NO, SKIP TO Q9)

a. Are you involved in the afterschool programming? □Yes □No (If NO, SKIP TO Q10)

b. Please describe your role and responsibilities.

c. What successes has the school had with the after school component?

d. What challenges has the school encountered with the after school component?

9. Does your school have <u>Grade-Level Teams</u>? □Yes □No (IF NO, SKIP TO Q10)

a. Are you involved in those teams? □Yes □No (IF NO, SKIP TO Q10)

b. What are the <u>roles/positions</u> of the staff members who comprise each grade-level team?

Grade level teachers □ Literacy Intervention Teacher □Librarian

Lead Literacy Teacher □ Principal □ ESL/ELL Teacher

Special education teacher □ Other:_____

c. How often do the grade-level teams meet?

☐ Has not met ☐ Less than once per month ☐ Once per month ☐ Biweekly Weekly ☐Several times a week or more

d. What are the responsibilities of the teams?

e. How do the teams address the needs of struggling readers?

f. What types of student data do the teams review? For what purposes?

g. Do the grade-level teams review lesson plans? ☐Yes ☐No
   - If so, how frequently do they review lesson plans? What is their purpose in reviewing the plans?
   - If not, why not?

10. Does your school have a Literacy Leadership Team? ☐Yes ☐No (IF NO, SKIP TO Q11)

a. Are you involved in those teams? ☐Yes ☐No (IF NO, SKIP TO Q11)

b. Please describe your role in general, as well as your role as it relates to addressing the needs of struggling readers.

11. Please describe how grade 6-8 literacy teachers in your school are using data.

a. Which assessment data are they using? For what purposes?

b. What other types of data are they using? For what purposes?

12. Overall, what are the strengths of your school's literacy curriculum?

13. Overall, what are the challenges to your school's literacy curriculum?

14. What do you or your school need to better support literacy instruction?

15. Is there anything else you would like to add regarding your school's literacy curriculum?

Thank you for your time today.

Lead Literacy Teacher Interview Protocol – Treatment Schools

Interviewee Name:		**Date:**			
Interviewee Title:					
School:		**Start Time:**		**End Time:**	
Interviewer:					

Introduction: I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. For this study, we are visiting both schools that are using the Striving Readers curriculum and a comparison sample of schools that are not using Striving Readers. Please note that we are asking many of the same questions as in the fall because we are interested in understanding whether there have been any changes since then. We are interested in learning about the literacy interventions for grades 6 through 8, so please respond to all of the questions as they relate to those grades only. Since we are requesting a lot of information and we have a limited period of time, please be as succinct as you can in your answers. You will have an opportunity to elaborate further at the end of the interview.

This interview will take about 60 minutes. Your responses will be kept confidential. We don't identify individual respondents or their schools. I would like to tape this interview to be sure I have recorded it accurately. Is this all right?

1. **Please describe your role as the [*state interviewee's title*] at your school.**

    a. Has your role changed since the fall? ☐Yes ☐No
        - If so, how?

We would like to know more about the use of Striving Readers classroom-based intervention materials by the middle school grade literacy teachers in your school.

2. **Do grade 6-8 literacy teachers in your school have Listening Centers (where students can access models of fluency and record themselves to assess their own fluency**

    Yes No (IF NO SKIP TO Q3)

    a. To what extent are teachers using the Listening Centers?
        ___ Not used at all ___ Somewhat used ___ Extensively used

    b. (If not used) Why not?

    c. (If used) How are they being used?
        - For which type of activities do teachers use the Listening Centers?
        - Are the Listening Centers being used with all students or subgroups of students? Which subgroups?

    d. In what ways, if any, has this technology improved instruction and student learning in language arts?

3. **Do grade 6-8 literacy teachers in your school have <u>Media Centers</u> (*i.e.*, 3 computers and 1 printer)?** ☐Yes ☐No (IF NO SKIP TO Q4)

   a. To what extent are teachers using the Media Centers?
      ___ Not used at all ___ Somewhat used ___ Extensively used

   b. (If not used) Why not?

   c. (If used) How are they being used?
      - For which type of activities do teachers use the Media Centers?
      - Are the Media Centers being used with all students or subgroups of students? Which subgroups?

   d. In what ways, if any, has this technology improved instruction and student learning in language arts?

4. **Do grade 6-8 literacy teachers and/or students in your school have <u>Handheld Computers</u>?**
   ☐Yes No (IF NO SKIP TO Q5)

   a. To what extent are teachers using the Handheld Computers?
      ___ Not used at all ___ Somewhat used ___ Extensively used

   b. To what extent are students using the Handheld Computers?
      ___ Not used at all ___ Somewhat used ___ Extensively used

   c. (If not used by teachers *or* students) Why not?

   d. (If used) How are they being used?
      - For which type of activities are the Handheld Computers used?
      - Are the Handheld Computers being used with all students or subgroups of students? Which subgroups?

   e. In what ways, if any, has this technology improved instruction and student learning in language arts?

5. **Has the *Achieving Maximum Potential* (AMP) intervention software been installed in your school's computers?** ☐Yes No (IF NO SKIP TO Q6)

   a. To what extent is the software being used by grade 6-8 literacy teachers in your school?
      ___ Not used at all ___ Somewhat used ___ Extensively used

   b. (If not used) Why not?

   c. (If used) How is it being used?
      - For which type of activities?
      - Is it being used with all students or subgroups of students? Which subgroups?

   d. In what ways, if any, has this technology improved instruction and student learning in language arts?

6. **Are you involved in the after school component of the Striving Readers?** ☐Yes ☐No (IF NO, SKIP TO Q7)

   a. Please describe your role and responsibilities.

   b. What successes has the school had with the after school component?

   c. What challenges has the school encountered with the after school component?

7. **Does your school have <u>Grade-Level Teams?</u>** ☐Yes ☐No (IF NO, SKIP TO Q8)

   a. Are you involved in these teams? ☐Yes ☐No (IF NO, SKIP TO Q8)

   b. What are the <u>roles/positions</u> of the staff members who comprise each grade-level team?

      Grade level teachers ☐ Literacy Intervention Teacher (LIT)☐ Librarian
      Lead Literacy Teacher ☐ Principal ☐ ELL/ESL Teacher
      Special education teacher ☐ Other:_____

   c. How <u>often</u> do the grade-level teams meet?

      ☐ Have not met ☐ Less than once per month ☐Once per month ☐
      Biweekly ☐ Weekly ☐Several times a week or more

   d. What are the responsibilities of the teams?

   e. How do the teams address the needs of struggling readers?

   f. To what extent do the teams use Striving Readers materials? For what purposes?

   g. What types of student data do the teams review? For what purposes?

   h. Do the grade-level teams review lesson plans? ☐Yes ☐No
      - <u>If so</u>, how frequently do they review lesson plans? What is their purpose in reviewing the plans?
      - <u>If not</u>, why not?

8. **Does your school have a <u>Literacy Leadership Team?</u>** ☐Yes ☐No (IF NO, SKIP TO Q9)

   a. Are you involved in this team? ☐Yes ☐No (IF NO, SKIP TO Q9)

   b. Please describe your role in this team, including your role as it relates to addressing the needs of struggling readers.

9. **We would like to know how grade 6-8 literacy teachers in your school are using data.**

   a. Which assessment data are they using? For what purposes?

b. What other types of data are they using? For what purposes?

10. Overall, what are the <u>strengths</u> of your school's grade 6-8 literacy curriculum?

11. Please rate the <u>impact</u> you think the Striving Readers program has had on the reading achievement of students in general and struggling readers in particular.

a. <u>Reading achievement – all students</u>

☐ No impact ☐ Some impact ☐ Moderate impact ☐ Large impact

Please explain your rating.

b. <u>Reading achievement – struggling readers</u>

☐ No impact ☐ Some impact ☐ Moderate impact ☐ Large impact

Please explain your rating.

12. Overall, what are the <u>challenges</u> to your school's grade 6-8 literacy curriculum?

13. What does your school need to better support grade 6-8 literacy instruction?

14. Is there anything else you would like to add regarding the implementation of the Striving Readers initiative?

Thank you for your time today.

Librarian Interview Protocol – Control Schools

[INTERVIEWER: If the librarian is also responsible for the technology in the school, please use the combined protocol]

Interviewee Name:		**Date:**			
Interviewee Title:					
School:		**Start Time:**		**End Time:**	
Interviewer:					

Introduction. I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. For this study, we are visiting both schools that are using the Striving Readers curriculum and a comparison sample of schools that are not using Striving Readers. Please note that we are asking many of the same questions as in the fall because we are interested in understanding whether there have been any changes since then. We are interested in learning about the literacy interventions for grades 6 through 8, so please respond to all of the questions as they relate to those grades only. Since we are requesting a lot of information and we have a limited period of time, please be as succinct as you can in your answers. You will have an opportunity to elaborate further at the end of the interview.

This interview will take about 30 minutes. Your responses will be kept confidential. We don't identify individual respondents or their schools. I would like to tape this interview to be sure I have recorded it accurately. Is this all right?

12. **Do you currently work as a full-time or part-time librarian?** ☐Full-time ☐Part-time

13. **Have you been endorsed as a librarian?** ☐Yes ☐No

14. **Are there any other librarians on staff?** ☐Yes ☐No

    a. If yes, how many? _____

15. **Are there any library aides on staff?** ☐Yes ☐No

    b. If yes, how many? _____

16. **We would like to know more about you're the library's role in supporting class projects and literacy activities.**

    c. Please describe the nature of your collaboration with individual classroom teachers.

    d. What are the major resources that you and the other librarians provide for class projects and literacy activities? Please list these resources.

    e. Do you play a role in supporting the integration of technology into instruction? ☐Yes ☐No
        - If so, please describe.

17. **Does your school have <u>grade-level teams</u>?** ☐Yes ☐No

    f. Do you work with these teams? ☐Yes ☐No

    g. If so, please describe your role in these teams.

18. **Does your school have a <u>literacy leadership team</u>?** ☐Yes ☐No

    h. Do you work with this team? ☐Yes ☐No

    i. If so, please describe your role in this team.

19. **Please describe the schedule of student access to the library.**

    j. What are the scheduled times during the school day when students have access to the library?

    k. Are there open times during the regular school day and/or afterschool hours? If so, please describe.

20. **Do you or other librarians participate in any <u>after school component targeting struggling readers</u>?** ☐Yes ☐No

    l. If so, please describe your role and responsibilities.

21. **Have <u>you</u> received any professional development related to literacy this school year or last summer?** ☐Yes ☐No (IF NOT, SKIP TO Q11)

    m. Who sponsored each professional development?

    n. What topics were covered?

    o. How useful do you feel these <u>professional development</u> activities were in providing you with the skills and tools needed to support your school's literacy efforts? Would you say:

       ☐Not at all useful ☐Somewhat useful ☐Very useful

       Please explain your rating.

22. **Does the library role in supporting the school's literacy curriculum work well? Please explain.**

23. **Overall, what are the <u>challenges</u> to your role in supporting the school's literacy curriculum?**

24. **What do <u>you</u> need to better support literacy instruction?**

25. **Is there anything else you would like to add regarding literacy activities in your school?**

Thank you for your time.

Librarian Interview Protocol – Treatment Schools

[INTERVIEWER: If the librarian is also responsible for the technology in the school, please use the combined protocol]

Interviewee Name:		**Date:**			
Interviewee Title:					
School:		**Start Time:**		**End Time:**	
Interviewer:					

Introduction. I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. For this study, we are visiting both schools that are using the Striving Readers curriculum and a comparison sample of schools that are not using Striving Readers. Please note that we are asking many of the same questions as in the fall because we are interested in understanding whether there have been any changes since then. We are interested in learning about the literacy interventions for grades 6 through 8, so please respond to all of the questions as they relate to those grades only. Since we are requesting a lot of information and we have a limited period of time, please be as succinct as you can in your answers. You will have an opportunity to elaborate further at the end of the interview.

This interview will take about 30 minutes. Your responses will be kept confidential. We don't identify individual respondents or their schools. I would like to tape this interview to be sure I have recorded it accurately. Is this all right?

1. **Do you currently work as a full-time or part-time librarian?** ☐Full-time ☐Part-time

2. **Have you been endorsed as a librarian?** ☐Yes ☐No

3. **Are there any other librarians on staff?** ☐Yes ☐No

   p. If yes, how many? _____

4. **Are there any library aides on staff?** ☐Yes ☐No

   q. If yes, how many? _____

5. **We would like to know more about the library's role in supporting class projects and literacy activities.**

   a. Please describe the nature of your collaboration with individual classroom teachers.

   b. What are the major resources that you and the other librarians provide for class projects and literacy activities? Please list these resources.

   c. Has your relationship with them changed as a result of the Striving Readers program? If so, how?

   d. Do you play a role in supporting the integration of technology into instruction? ☐Yes ☐No

- If so, please describe.

6. **Have you ordered any new materials as a part of the Striving Readers program?** Yes ☐No

   a. If so, please list and describe them.

   b. In what ways are the 6th – 8th grade students using these additional materials? Describe.

7. **Do you work with <u>grade-level teams</u> at your school?** ☐Yes ☐No

   a. If so, please describe your role in these teams.

8. **Do you work with the <u>literacy leadership team</u> at your school?** ☐Yes ☐No

   a. If so, please describe your role in this team.

9. **Please describe the library schedule.**

   a. What are the scheduled times during the school day when students have access to the library?

   b. Are there open times during the regular school day and/or afterschool hours? If so, please describe.

10. **Are you involved in the <u>after school component of the Striving Readers</u>?** ☐Yes ☐No

    a. If so, please describe your role and responsibilities.

11. **Have you participated in Striving Readers <u>professional development</u>?** (Examples include the summer institute, school year institutes, and other PD opportunities related to literacy and/or struggling readers) ☐Yes ☐No (IF NO SKIP TO Q12)

    a. What topics were covered in these trainings?

    b. How useful do you feel the Striving Readers professional development is in providing <u>you</u> with the skills and tools needed to effectively implement the Striving Readers program? Would you say it is:

       ☐Not at all useful ☐Somewhat useful ☐Very useful

       Please explain your rating.

12. **Does the library role in supporting the Striving Readers initiative work well? Please explain.**

13. **Overall, what are the <u>challenges</u> to your role in supporting the school's literacy curriculum?**

14. **What do <u>you</u> need to better support literacy instruction?**

15. **Is there anything else you would like to add regarding literacy activities in your school?**

Thank you for your time.

Technology Coordinator Interview Protocol – Control Schools

[INTERVIEWER: If the librarian also acts as the technology coordinator in the school, please use the combined protocol *in place of* this one.]

Interviewee Name:		**Date:**			
Interviewee Title:					
School:		**Start Time:**		**End Time:**	
Interviewer:					

Introduction. I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. For this study, we are visiting both schools that are using the Striving Readers curriculum and a comparison sample of schools that are not using Striving Readers. Please note that we are asking many of the same questions as in the fall because we are interested in understanding whether there have been any changes since then. We are interested in learning about the literacy interventions for grades 6 through 8, so please respond to all of the questions as they relate to those grades only. Since we are requesting a lot of information and we have a limited period of time, please be as succinct as you can in your answers. You will have an opportunity to elaborate further at the end of the interview.

This interview will take about 20 minutes. Your responses will be kept confidential. We don't identify individual respondents or their schools. I would like to tape this interview to be sure I have recorded it accurately. Is this all right?

We would like to know more about the types of technology, if any, that are being used in the classrooms to support literacy instruction.

1. **Do grade 6-8 literacy teachers in your school have Listening Centers (where students can access models of fluency and record themselves to assess their own fluency)?** ☐Yes ☐No (IF NO SKIP TO Q2)

    a. Are they currently in use? ☐Yes ☐No

    b. If not, why not?

2. **Do grade 6-8 literacy teachers in your school have Media Centers (computers and printer) in their classrooms?** ☐Yes ☐No (IF NO SKIP TO Q3)

    a. Are they currently in use? ☐Yes ☐No

    b. If not, why not?

3. **Do grade 6-8 literacy teachers and/or students in your school have Handheld Computers?** ☐Yes ☐No (IF NO SKIP TO Q4)

    a. Are they currently in use? ☐Yes ☐No

    b. If not, why not?

4. **Do grade 6-8 literacy teachers in your school have Literacy-Based Software?** ☐Yes ☐No (IF NO SKIP TO Q5)

    a. Is it currently in use? ☐Yes ☐No

    b. If not, why not?

5. **Have you received any <u>professional development</u> related to literacy this school year or last summer?** ☐Yes ☐No (IF NO SKIP TO Q6)

    a. Who sponsored each professional development?

    b. What topics were covered?

    c. How useful do you feel these <u>professional development</u> activities were in providing you with the skills and tools needed to support the school's literacy efforts? Would you say the professional development has been:

        ☐Not at all useful ☐Somewhat useful ☐Very useful

        Please explain your rating.

6. **What would you need to better support the integration of technology into literacy instruction in your school?**

7. **Is there anything else you would like to add regarding the technology in your school?**

Thank you for your time.

Technology Coordinator Interview Protocol – Treatment Schools

[INTERVIEWER: If the librarian also acts as the technology coordinator in the school, please use the combined protocol *in place of* this one.]

Interviewee Name:		**Date:**			
Interviewee Title:					
School:		**Start Time:**		**End Time:**	
Interviewer:					

Introduction. I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. For this study, we are visiting both schools that are using the Striving Readers curriculum and a comparison sample of schools that are not using Striving Readers. Please note that we are asking many of the same questions as in the fall because we are interested in understanding whether there have been any changes since then. We are interested in learning about the literacy interventions for grades 6 through 8, so please respond to all of the questions as they relate to those grades only. Since we are requesting a lot of information and we have a limited period of time, please be as succinct as you can in your answers. You will have an opportunity to elaborate further at the end of the interview.

This interview will take about 20 minutes. Your responses will be kept confidential. We don't identify individual respondents or their schools. I would like to tape this interview to be sure I have recorded it accurately. Is this all right?

We would like to know more about the types of technology, if any, that are being used in the classrooms to support literacy instruction.

1. **Have grade 6-8 literacy teachers received the Listening Centers (where students can access models of fluency and record themselves to assess their own fluency)?** ☐Yes ☐No (IF NO SKIP TO Q2)

    a. Are they currently in use? ☐Yes ☐No

    b. If not, why not?

2. **Have grade 6-8 literacy teachers received Media Centers (3 computers and 1 printer) for their classrooms?** ☐Yes ☐No (IF NO SKIP TO Q3)

    a. Are they currently in use? ☐Yes ☐No

    b. If not, why not?

3. **Have grade 6-8 literacy teachers and/or students received Handheld Computers?** ☐Yes ☐No (IF NOT SKIP TO Q4)

    a. Are they currently in use? ☐Yes ☐No

b. If not, why not?

4. **Is the *Achieving Maximum Potential* (AMP) software installed in the school's computers?**
   ☐Yes ☐No (IF NO SKIP TO Q5)

   a. Is it currently in use? ☐Yes ☐No

   b. If not, why not?

5. **What issues or barriers have you encountered in using the Striving Readers intervention materials in your school?**

   a. Did you receive all of the materials when they were needed?

   b. Did you have enough information and training to use the materials effectively?

   c. Are there any other issues or barriers?

6. **Have you participated in Striving Readers professional development?** (Examples include the summer institute, school year institutes, and other PD opportunities related to literacy and/or struggling readers) ☐Yes ☐No (IF NO SKIP TO Q7)

   a. What topics were covered in these trainings?

   b. How useful do you feel the Striving Readers professional development is in providing you with the skills and tools needed to effectively implement the Striving Readers program? Would you say it is:

      ☐Not at all useful ☐Somewhat useful ☐Very useful

      Please explain your rating.

7. **What would you need to better support the integration of technology into literacy instruction in your school?**

8. **Is there anything else you would like to add regarding implementation of Striving Readers materials in your school?**

Thank you for your time.

Librarian/Technology Coordinator Interview Protocol – Control Schools

Interviewee Name:		**Date:**			
Interviewee Title:					
School:		**Start Time:**		**End Time:**	
Interviewer:					

Introduction. I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. For this study, we are visiting both schools that are using the Striving Readers curriculum and a comparison sample of schools that are not using Striving Readers. Please note that we are asking many of the same questions as in the fall because we are interested in understanding whether there have been any changes since then. We are interested in learning about the literacy interventions for grades 6 through 8, so please respond to all of the questions as they relate to those grades only. Since we are requesting a lot of information and we have a limited period of time, please be as succinct as you can in your answers. You will have an opportunity to elaborate further at the end of the interview.

This interview will take about 45 minutes. Your responses will be kept confidential. We don't identify individual respondents or their schools. I would like to tape this interview to be sure I have recorded it accurately. Is this all right?

The first questions in this interview relate to library's role in supporting the curriculum. At the end of the interview, I will also ask you a few questions about the technology component in your school.

1. **Do you currently work as a full-time or part-time librarian?** ☐Full-time ☐Part-time

2. **Have you been endorsed as a librarian?** ☐Yes ☐No

3. **Are there any other librarians on staff?** ☐Yes ☐No

    a. If yes, how many? _____

4. **Are there any library aides on staff?** ☐Yes ☐No

    a. If yes, how many? _____

5. **We would like to know more about you're the library's role in supporting class projects and literacy activities.**

    a. Please describe the nature of your collaboration with individual classroom teachers.

    b. What are the major resources that you and the other librarians provide for class projects and literacy activities? Please list these resources.

    c. Do you play a role in supporting the integration of technology into instruction? ☐Yes ☐No

- If so, please describe.

6. **Does your school have <u>grade-level teams</u>?** ☐Yes ☐No

   a. Do you work with these teams? ☐Yes ☐No

   b. If so, please describe your role in these teams.

7. **Does your school have a <u>literacy leadership team</u>?** ☐Yes ☐No

   a. Do you work with this team? ☐Yes ☐No

   b. If so, please describe your role in this team.

8. **Please describe the library schedule.**

   a. What are the scheduled times during the school day when students have access to the library?

   b. Are there open times during the regular school day and/or afterschool hours? If so, please describe.

9. **Do you or other librarians participate in any <u>after school component targeting struggling readers</u>?** ☐Yes ☐No

   a. If so, please describe your role and responsibilities.

10. **Have <u>you</u> received any professional development related to literacy this school year or last summer?** ☐Yes ☐No (IF NO, SKIP TO Q11)

    a. Who sponsored each professional development?

    b. What topics were covered?

    c. How useful do you feel these <u>professional development</u> activities were in providing you with the skills and tools needed to support your school's literacy efforts? Would you say:

       ☐Not at all useful ☐Somewhat useful ☐Very useful

       Please explain your rating.

11. **Does the library role in supporting the school's literacy curriculum work well? Please explain.**

12. **Overall, what are the <u>challenges</u> to your role in supporting the school's literacy curriculum?**

The next few questions relate to your school's use of technology to support literacy instruction.

13. **Do grades 6-8 literacy teachers in your school have <u>Listening Centers</u> (where students can access models of fluency and record themselves to assess their own fluency)?** ☐Yes ☐No (IF NO SKIP TO Q14)

    a. Are they currently in use? ☐Yes ☐No

b. If not, why not?

14. **Do grades 6-8 literacy teachers in your school have <u>Media Centers</u> (computers and printer) in their classrooms?** ☐Yes ☐No (IF NO SKIP TO Q15)

    a. Are they currently in use? ☐Yes ☐No

    b. If not, why not?

15. **Do grades 6-8 literacy teachers and/or students in your school have <u>Handheld Computers</u>?** ☐Yes ☐No (IF NO SKIP TO Q16)

    a. Are they currently in use? ☐Yes ☐No

    b. If not, why not?

16. **Do grades 6-8 literacy teachers in your school have Literacy-Based Software?** ☐Yes ☐No (IF NO SKIP TO Q17)

    a. Is it currently in use? ☐Yes ☐No

    b. If not, why not?

17. **What other types of technology, if any, are teachers in your school using to support literacy instruction? Please describe.**

18. **What would <u>you</u> need to better support the integration of technology into literacy instruction in your school?**

19. **Is there anything else you would like to add regarding literacy activities and/or technology in your school?**

Thank you for your time.

Librarian/Technology Coordinator Interview Protocol – Treatment Schools

Interviewee Name:		**Date:**			
Interviewee Title:					
School:		**Start Time:**		**End Time:**	
Interviewer:					

Introduction. I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. For this study, we are visiting both schools that are using the Striving Readers curriculum and a comparison sample of schools that are not using Striving Readers. Please note that we are asking many of the same questions as in the fall because we are interested in understanding whether there have been any changes since then. We are interested in learning about the literacy interventions for grades 6 through 8, so please respond to all of the questions as they relate to those grades only. Since we are requesting a lot of information and we have a limited period of time, please be as succinct as you can in your answers. You will have an opportunity to elaborate further at the end of the interview.

This interview will take about 45 minutes. Your responses will be kept confidential. We don't identify individual respondents or their schools. I would like to tape this interview to be sure I have recorded it accurately. Is this all right?

The first questions in this interview relate to your role as librarian in supporting the curriculum. At the end of the interview, I will also ask you a few questions about the technology component in your school.

1. **Do you currently work as a full-time or part-time librarian?** ☐Full-time ☐Part-time

2. **Have you been endorsed as a librarian?** ☐Yes ☐No

3. **Are there any other librarians on staff?** ☐Yes ☐No

    a. If yes, how many? _____

4. **Are there any library aides on staff?** ☐Yes ☐No

    a. If yes, how many? _____

5. **We would like to know more about the library's role in supporting class projects and literacy activities.**

    a. Please describe the nature of your collaboration with individual classroom teachers.

    b. What are the major resources that you and the other librarians provide for class projects and literacy activities? Please list these resources.

c. Has your relationship with them changed as a result of the Striving Readers program? If so, how?

d. Do you play a role in supporting the integration of technology into instruction? ☐Yes ☐No
   - If so, please describe.

6. Have you ordered any new materials as a part of the SR program? ☐Yes ☐No

a. If so, please list and describe them.

b. In what ways are the 6th – 8th grade students using these additional materials? Describe.

7. Do you work with <u>grade-level teams</u> at your school? ☐Yes ☐No

a. If so, please describe your role in these teams.

8. Do you work with the <u>literacy leadership team</u> at your school? ☐Yes ☐No

a. If so, please describe your role in this team.

9. Please describe the library schedule.

a. What are the scheduled times during the school day when students have access to the library?

b. Are there open times during the regular school day and/or afterschool hours? If so, please describe.

10. Are you involved in the <u>after school component of the Striving Readers</u>? ☐Yes ☐No

a. If so, please describe your role and responsibilities.

11. Have you participated in Striving Readers <u>professional development</u>? (Examples include the summer institute, school year institutes, and other PD opportunities related to literacy and/or struggling readers) ☐Yes ☐No (IF NO SKIP TO Q12)

a. What topics were covered in these trainings?

b. How useful do you feel the Striving Readers professional development is in providing <u>you</u> with the skills and tools needed to effectively implement the Striving Readers program? Would you say it is:

☐Not at all useful ☐Somewhat useful ☐Very useful

Please explain your rating.

12. Does the library role in supporting the Striving Readers initiative work well? Please explain.

13. Overall, what are the <u>challenges</u> to your role as a librarian in supporting the school's literacy curriculum?

The next few questions relate to your school's use of technology to support literacy instruction.

14. **Have grades 6-8 literacy teachers received the <u>Listening Centers</u> (where students can access models of fluency and record themselves to assess their own fluency)?**
    ☐Yes ☐No (IF NO SKIP TO Q15)

    a. Are they currently in use? ☐Yes ☐No

    b. If not, why not?

15. **Have grades 6-8 literacy teachers received <u>Media Centers</u> (3 computers and 1 printer) for their classrooms?** ☐Yes ☐No (IF NO SKIP TO Q16)

    a. Are they currently in use? ☐Yes ☐No

    b. If not, why not?

16. **Have grades 6-8 literacy teachers and/or students received <u>Handheld Computers</u>?**
    ☐Yes No (IF NO SKIP TO Q17)

    a. Are they currently in use? ☐Yes ☐No

    b. If not, why not?

17. **Is the *Achieving Maximum Potential* (AMP) software installed in the school's computers?**
    ☐Yes ☐No (IF NO SKIP TO Q18)

    a. Is it currently in use? ☐Yes ☐No

    b. If not, why not?

18. **What issues or barriers have you encountered in using the Striving Readers intervention materials in your school?**

    a. Did you receive all of the materials when they were needed?

    b. Did you have enough information and training to use the materials effectively?

    c. Are there any other issues or barriers?

19. **What would <u>you</u> need to better support the integration of technology into literacy instruction in your school?**

20. **Is there anything else you would like to add regarding literacy activities and/or technology in your school?**

Thank you for your time.

Appendix B: Definitions of Year 2 Fidelity Scales

Program fidelity scales are defined in the following tables. For each of the key program components,[89] a table is presented that outlines (where applicable) the particular characteristics or "sub-components" that define the main component. For each component or subcomponent, in the second column the tables present specific items (interview or survey questions, observation codes, etc.), organized by data collection instrument, that address that sub-component. In the third column, scales are defined to provide a rating from each item of each instrument for each component by assigning scores to the applicable response scales of each item. Scores are then aggregated across items and instruments to create total summary scores by sub-component and ultimately by component. All sub-component and component scores are converted to a 10-point scale so that they are equally weighted, and a total fidelity score is computed as the mean of the six component scores. Missing data was imputed by using the mean value for all other non-missing cases.

[89] Note that these scales combine program components 4 (purposeful assessment) and 5 (data driven instruction) into a single scale, since data sources that were used during Year 2 did not adequately distinguish these concepts.

FIDELITY OF CLASSROOM MODEL SCALES

Component 1: Reading comprehension instruction for whole school, blended intervention

Sub-Components	Individual/Summary Items	Scores
Sub-Component 1: Whole-part-whole instructional framework	**LIST Survey**	
	Q1. How often do you use the following practices to help struggling readers develop better reading strategies and skills? • Using whole-part-whole classroom instruction model	Never=0; Less than once a month=2.5; 1-3 times a month=5; 1-3 times a week=7.5; 4-5 times a week=10; Don't know=0
	Total Score WPW	**Sum of the Above Items/1= Range from 0 to 10**
Sub-Component 2: Use of *gradual release model* to provide direct, explicit instruction and scaffold learning for students.	**LIST Survey**	
	Q1. How often do you use the following practices to help struggling readers develop better reading strategies and skills? • Scaffolding • Differentiating Instruction • Using Guided Reading • Monitoring comprehension through questioning.	Never=0; Less than once a month=2.5; 1-3 times a month=5; 1-3 times a week=7.5; 4-5 times a week=10; Don't know=0
	Total Gradual Release Model Setting Score	**Sum of the Above/4 (Scale from 0 to 10)**
Sub-Component 3: Instruction anchor for all classrooms and content areas is focused on comprehension.	**LIST Survey**	
	Q1. How often do you use the following practices to help struggling readers develop better reading strategies and skills? • Using guided reading. • Using PRC2 for comprehension. • Making connections to background knowledge. • Understanding the arrangement of text. • Making connections between texts. • Monitoring comprehension through questioning. • Synthesizing information within text or across texts.	Never=0; Less than once a month=2.5; 1-3 times a month=5; 1-3 times a week=7.5; 4-5 times a week=10; Don't know=0
	Q2. How often do you use the following techniques to help struggling readers develop better reading strategies and skills? • Everybody Reads To (ERT) • Exclusion Brainstorming • List-Group-Label • Predict-Locate-Add-Note (PLAN) • ReQuest	Never/ Not Familiar=0; Less than once a month=2.5; 1-3 times a month=5; 1-3 times a week=7.5; 4-5 times a week=10

Sub-Components	Individual/Summary Items	Scores
	• Interactive Notation System for Effective Reading and Thinking (INSERT) • Reciprocal teaching • ABC Graffiti • Guided Reading and Summarizing Procedure (GRASP)	
	Total Systematic Comprehension Score	**Sum of the Above/16 (Scale from 0 to 10)**
Sub-Component 4: PRC2 instructional framework, text sets, and technology are used fluidly and alternately to support differentiated instruction and increase student motivation, engagement, and understanding.	**LIST Survey**	
	Q1. How often do you use the following practices to help struggling readers develop better reading strategies and skills? • Differentiating instruction • Using PRC2 for fluency. • Using PRC2 for comprehension. • Using PRC2 for vocabulary development.	Never=0; Less than once a month=2.5; 1-3 times a month=5; 1-3 times a week=7.5; 4-5 times a week=10; Don't know=0
	Q16a. For each of the materials listed below, indicate how frequently you currently use the materials to teach literacy. • Listening centers • Media centers (three computers and a printer) • Text sets • Software	N/A (Do Not Have)=0; Not Currently Using=0; Less than once a month=2.5; 1 to 3 times a month=5; 1 to 3 times a week=7.5; 4 to 5 times a week=10
	Q16b. For each of the materials listed below, for those that you are using, rate how effective they are in supporting student learning in language arts. • Listening centers • Media centers (three computers and a printer) • Text sets • Software	Not at all Effective=0; Minimally Effective=2.5; Somewhat Effective=5; Effective=7.5; Very Effective=10; Don't Know= missing
	Principal Interview	
	Q5. Do you have school-wide text sets (i.e., supplemental reading materials designed to improve student literacy in other subject area classes)	Yes=10; No=0
	Q5b. Are the school-wide text sets being used in the content area classrooms? o Social Studies o Science o Mathematics	Not Used=0; Used=10; Don't Know=missing
	Pre-Observation Literacy Environment Checklist	

Sub-Components	Individual/Summary Items	Scores
	Q1. Media Center: How many computers? and printers?	3 or more = 10, 2 = 6.66, 1 = 3.33, 0=0; 1 or more=10, 0=0.
	Q1b. Are at least 3 computers and 1 printer in working order and easily accessible to students for individual and small group work?	Yes=10; No=0
	Q2a. Listening Center: In working order?	Yes=10; No=0
	Q2b. Listening Center: Several sets of headphones?	
	Q2c. Listening Center: Audio materials for use by students?	
	Q4. Text Sets	Yes=10; No=0
	Total PRC2 Score	**(Sum of above items)/23 items = Range from 0 to 10**
Sub-Component 5: Systematic approach to teaching academic content vocabulary in all subjects using Robert Marzano's *Building Academic Content Vocabulary*	**Classroom Observation Codes**	
	Any of the following codes: **4-Activity** Vocabulary (v) Word parts (Letter ID, Phonemic Awareness, Phonics, Decoding) (wp) Word recognition strategy, Word ID, Sight words (wr) **Combined with one of the following:** **6-Interaction Style** Telling (t) Modeling (m) Coaching/scaffolding (c)	Proportion of class time that includes evidence of direct instruction in Vocabulary Average proportion across all ELA class observations within a school Score = (Average Proportion)/3, max = 10 (i.e., maximum score for 30% or more class time on vocabulary)
	LIST Survey	
	Q1 How often do you use the following practices to help struggling readers develop better reading strategies and skills? Employing direct vocabulary instruction.	Never=0; Less than once a month=2.5; 1-3 times a month=5; 1-3 times a week=7.5; 4-5 times a week=10; Don't know=0
	Q16 For each of the materials listed below, for those that you are using, rate how effective they are in supporting student learning in language arts. Vocabulary notebooks	Not at all Effective=0; Minimally Effective=2.5; Somewhat Effective=5; Effective=7.5; Very Effective=10; Don't Know= missing
	Total Vocabulary Score	**Sum of the Above/3 (Score from 0 to 10)**
Total Component 1 - Blended Intervention Score:		**(Sum of above Sub-component Scores)/5 = Range from 0 to 10**

Component 2: Reading comprehension instruction for targeted intervention model for Tier 2 and Tier 3 students[90]

Sub-Components	Individual/Summary Items	Scores
Sub-Component 6: Teachers and Literacy Intervention Teachers collaboration in instructional planning and progress monitoring.	**LIT Interview**	
	Q11 Now I want to ask you a few questions about the specifics of when you meet with classroom teachers to plan, prioritize and coordinate instruction, responsibilities, and student groupings. • How often do you meet with classroom teachers?	Once a month or less=2; Several times a month=4; Once a week=6; Several times a week=8; Daily or almost daily=10
	Total Collaboration Score	**Scale from 2 to 10**
Sub-Component 7: Explicit instruction in small group setting for Tier 2-3 students for approximately 20-30 minutes per day, in 7 core comprehension strategies: summarization, predicting, inferring, metacognition, visualization, questioning, and text structure.	**LIST Survey**	
	Q1 How often do you use the following practices to help struggling readers develop better reading strategies and skills? • Using guided reading. • Using PRC2 for comprehension.. • Making connections to background knowledge. • Understanding the arrangement of text. • Making connections between texts. • Monitoring comprehension through questioning. • Synthesizing information within text or across texts.	Never=0; Less than once a month=2.5; 1-3 times a month=5; 1-3 times a week=7.5; 4-5 times a week=10; Don't know=0
	Q2 How often do you use the following techniques to help struggling readers develop better reading strategies and skills? • Everybody Reads To (ERT) • Exclusion Brainstorming • List-Group-Label • Predict-Locate-Add-Note (PLAN) • ReQuest • Interactive Notation System for Effective Reading and Thinking (INSERT) • Reciprocal teaching • ABC Graffiti • Guided Reading and Summarizing Procedure (GRASP)	Never/ Not Familiar=0; Less than once a month=2.5; 1-3 times a month=5; 1-3 times a week=7.5; 4-5 times a week=10
	Total Comprehension Score	**Sum of the Above/16 items (Score 0 to 10)**
Total Component 2 - Targeted Intervention Score:		**(Sum of above Sub-component Scores)/2 = Range from 0 to 10**

[90] Note that the second sub-component of the Targeted Intervention model, "Increased direct and supported instruction—an additional 20-30 minutes per day," could not be directly measured through existing data sources and is not included in the fidelity scale.

Component 3: Reading comprehension instruction for intensive intervention model for Tier 3 students

Sub-Components	Individual/Summary Items	Scores
Sub-Component 8: Increased time—an additional 240 minutes of direct and supported instruction beyond the intervention that occurs during the regular school day.	**AMP Schedule and Attendance Records**	
	Total # minutes AMP Classes should meet per week (240) * Number of Weeks (26) = 6240 minutes Total number of minutes attended by each student .	Average attendance in AMP for the year across all *Tier 3* students, using full annual attendance (6240 minutes) as baseline. Score = (average attendance)/26, max=10
	Total Increased Time Score	**Range from 0 to 10**
Sub-Component 9: Small groups setting: 15 to 1 teacher student ratio.	**AMP Enrollment Records**	
	Number of Students Per Class	(# Teachers)/(# Students) X 150, max=10
	Total Small Group Setting Score	**Scale from 0 to 10**
	Classroom Observations of AMP After-School Program	
Sub-Component 10: Explicit and systematic instruction in seven core comprehension strategies: summarization, predicting, inferring, metacognition, visualization, questioning, and text structure (strategies introduced one at a time) *during the additional 240 minutes of supported instruction.*	**Total Systematic Comprehension Score**	*(Only 10 observations were conducted of AMP classes during Wave 3 because of scheduling difficulties. As a result, these data were considered a non-representative sample of AMP classes and were excluded from the Component 3 score.)*
Sub-Component 11: Teaching of high volume and depth of academic vocabulary.	**Total Vocabulary Score**	
Sub-Component 12: Guided fluency practice.	**Total guided fluency practice score**	
Total Component 3 - Intensive Intervention Score:		**(Sum of above Sub-component Scores)/2 = Range from 0 to 10**

Component 4: Frequent, purposeful assessment and adjustment of instruction with screening, diagnostic, and progress-monitoring tools and data-driven instruction structured through a team-based system of leadership and support

Components	Individual/Summary Items	Scores
Purposeful assessments with screening, diagnostic, and progress-monitoring tools and data-driven instruction structured through a team-based system of leadership and support	**Principal Interviews**	
	Q2e Does Literacy Leadership Team use assessment data?	Not Used=0; Used=10
	Q3a Do you use assessment data?	
	LIST Surveys	
	Q6/7 Does your school have a lead literacy teacher or literacy coach? If YES: To what extent do you work with your lead literacy teacher/literacy coach to use assessment data for instructional planning?	No coach or Not at all=0; To a small extent=3.3; To a moderate extent=6.7; To a large extent=10
	Q8 Indicate how you use the data from the following assessments:	[From Not used=0 to Used in all intended ways=10. No extra points for additional applications.]
	a) ClassViews	Not using=0; Benchmarking=+5; Assess outcomes=+5
	c) mClass Running Records	Not Using=0; Diagnostic=+5; Progress monitoring=+5
	d) ISAT	Not Using=0; Outcome=10
	e) BRI	Not Using=0; Diagnostic=10
	f) Informal assessments	Not Using=0; Progress monitoring=10
	Q9a-e Indicate extent you use student assessment data for each of the following purposes: a) Placing students in intervention programs; b) Differentiating instruction; c) Identifying skills that need to be re-taught; d) Monitoring student reading progress; e) Creating instructional groups	Not at all=0; To a small extent=3.3; To a moderate extent=6.7; To a large extent=10
	Q10/Q11a-f Do you currently have grade-level teams at your school? If YES: Overall, rate the grade-level team's ability to use classroom assessment data in the following ways: a) Address the needs of struggling readers; b) Formalize lesson plans; c) Identify students who are eligible for targeted interventions; d) Identify strengths; e) Identify teaching and learning strategies f) Improve classroom practice	No grade-level team= 0 on all items; or Poor=0; Fair=3.3; Good=6.7; Excellent=10; Not sure=missing
	Q13/14 Do you currently have a literacy team in place at your school? If YES: Overall, rate the quality of the literacy team's performance in: Using assessment data to pinpoint the staff's professional development needs.	No literacy team= 0; or Poor=0; Fair=3.3; Good=6.7; Excellent=10; Not sure=missing
	Total Score: Component 4 - Purposeful Assessments	**(Sum of above items)/20 items = Range from 0 to 10**

Component 5: High-quality, high-interest materials

Components	Individual/Summary Items	Scores
Highly motivating reading materials integrated with engaging technology and audio resources.	**Principal Interviews**	
	Q5. Do you have school-wide text sets (i.e., supplemental reading materials designed to improve student literacy in other subject area classes)	Yes=10; No=0
	Q5b. Are the school-wide text sets being used in the content area classrooms?	
	• Social Studies	No or Not Used=0; Used=10; Don't Know=Missing
	• Science	
	• Mathematics	
	Pre-Observation Literacy Environment Checklist	
	Q1. Media Center: How many computers? and printers?	3 or more = 10, 2 = 6.66, 1 = 3.33, 0=0; 1 or more=10, 0=0.
	Q1b. Are at least 3 computers and 1 printer in working order and easily accessible to students for individual and small group work?	Yes=10; No=0
	Q2a. Listening Center: In working order?	Yes=10; No=0
	Q2b. Listening Center: Several sets of headphones?	
	Q2c. Listening Center: Audio materials for use by students?	
	Q3a. Classroom library: Is it easily accessible to students?	Yes=10; No=0
	Q3b. Classroom library: Is it organized and in good shape?	
	Q3c. Classroom library: Is there a checkout system in place?	
	Q3d. Classroom library: Are there a variety of texts that appeal to readers of differing abilities and interests?	
	Q3e. Classroom library: Are books grouped by genre?	
	Q3f. Classroom library: Are materials clearly labeled?	
	Q3g. Classroom library: Are there both NF and Fiction books	
	Q4. Text Sets	Yes=10; No=0
	Q6a. Other materials: Newspapers	Yes=10; No=0
	Q6b. Other materials: Magazines	
	Observation Codes Checklist	
	Q5a1. Type of Material: Literary Text	Check=10/Not-checked=0
	Q5a2. Type of Material: Informational Text	
	Q5b1. Specific Material: Board/Chart	
	Q5b2. Specific Material: Computer-Web based	
	Q5b3. Specific Material: Computer Software	
	Q5b4. Specific Material: Computer to write on	
	Q5b5. Specific Material: Listening Center	

Components	Individual/Summary Items	Scores
	Q5b6. Specific Material: Text book	
	Q5b7. Specific Material: Text sets	
	Q5b7. Specific Material: Newspapers/Magazines	
	LIST Surveys	
	Q16a. For each of the materials listed below, indicate how frequently you currently use the materials to teach literacy.	
	• Listening centers	N/A (Do Not Have)=0; Not Currently Using=0; Less than once a month=2.5; 1 to 3 times a month=5; 1 to 3 times a week=7.5; 4 to 5 times a week=10
	• Media centers (three computers and a printer)	
	• Text sets	
	• Software	
	• Classroom library	
	• Vocabulary notebooks	
	• Textbooks	
	• Reading response notebooks	
	Q16b. For each of the materials listed below, for those that you are using, rate how effective they are in supporting student learning in language arts.	
	• Listening centers	Not at all Effective=-0; Minimally Effective=2.5; Somewhat Effective=5; Effective=7.5; Very Effective=10; Don't Know=0
	• Media centers (three computers and a printer)	
	• Text sets	
	• Software	
	• Classroom library	
	• Vocabulary notebooks	
	• Textbooks	
	• Reading response notebooks	
	Q20. To what extent do the library resources support the Striving Readers program?	Not at all=0; To a small extent=3.33**;** To a moderate extent=6.67**;** To a large extent=10**;** Don't know=0
	Total Score: Component 5 - HQ Materials	**(Sum of above items)/46 = Range from 0 to 10**

Component 6: Integrated, progressive, high-quality professional development

Components	Individual/Summary Items	Scores
Integrated, progressive, high quality professional development	**Professional Development Attendance Records**	
		The percents below refer to the percent of meetings attended by LIT or principals, respectively.
	LIT Weekly Meetings with Coordinators	[<60%]=0; [60-74%]=1; [75-89%]=2; [90-100%]=3
	Principals' Monthly Professional Development	[<30%]=0; [30-59%]=1; [60-79%]=2; [80-100%]=3
		The percents below refer to the session attendance rates averaged across teachers
	Teachers' Summer Institute (Yearly)	[<25%]=0; [25-50%]=1; [51-79%]=2; [80-100%]=3
	Teachers' Saturday Seminar (Monthly, Years 1-2)	[<25%]=0; [25-50%]=1; [51-79%]=2; [80-100%]=3
	Teachers' Quarterly Follow-Up Institutes	[<25%]=0; [25-50%]=1; [51-79%]=2; [80-100%]=3
	Total Score Component 6 - Professional Development	**Sum of the Above Items (Scale of 0 to 15)/ * 10**

Appendix C: Year 2 Fidelity Scale Results by School

Table C-1
Results of Year 2 Implementation Fidelity Scales by School
Major Program Components

Cohort	School Number	Mean Score						
		Overall	**Component 1** ***Blended Intervention***	**Component 2** ***Targeted Intervention***	**Component 3** ***Intensive Intervention***	**Component 4 & 5[91]** ***Data-Driven Instruction & Assessment***	**Component 6** ***Materials[7]***	**Component 7** ***Professional Development[7]***
Cohort 1	4	6.4	7.5	5.2	5.7	5.9	6.9	5.3
	5	6.4	6.9	5.5	9.9	7.0	5.3	4.0
	6	7.2	7.6	5.4	9.1	7.2	7.8	6.0
	8	6.4	7.4	6.6	6.9	6.7	6.2	4.7
	11	6.3	7.4	5.5	8.0	7.4	6.6	2.7
	13	7.1	7.4	7.6	7.7	8.6	6.2	5.3
	16	6.4	7.7	3.9	7.6	7.3	6.4	5.3
	17	7.2	8.8	6.4	8.5	7.5	7.3	4.7
	19	6.0	7.6	4.1	9.0	5.8	6.6	2.7
	20	6.6	7.6	6.3	8.1	6.6	6.7	4.0
	22	6.7	8.2	4.9	8.5	7.4	6.9	4.0
	24	6.4	7.1	6.6	8.8	5.7	5.5	4.7
	27	6.8	7.7	5.8	8.4	7.3	7.4	4.0
	29	6.7	7.2	6.2	7.2	6.8	5.9	6.7
	30	6.4	7.3	7.6	6.6	5.8	5.8	5.3
	31	7.0	7.9	5.9	8.0	6.7	6.8	6.7
	Cohort 1	**6.6**	**7.6**	**5.9**	**8.0**	**6.9**	**6.5**	**4.8**
Cohort 2	1	6.6	7.3	7.8	7.7	5.0	5.6	4.0
	2	6.5	6.6	5.1	7.2	6.8	5.8	7.3
	3	6.7	6.7	6.3	7.9	6.3	5.2	8.0
	7	6.0	6.9	6.1	4.9	7.6	5.4	5.3
	9	6.3	7.0	5.5	6.5	6.7	6.2	6.0
	10	6.5	7.1	5.7	6.4	6.4	6.7	6.7
	12	5.7	7.0	6.2	6.1	5.9	5.0	4.0
	14	6.9	7.5	5.6	7.7	6.6	6.9	7.3
	15	7.4	8.5	7.8	6.3	8.0	6.4	7.3
	18	7.0	7.6	5.9	7.5	7.1	7.2	6.7
	21	6.3	6.7	4.2	7.8	6.0	5.6	7.3
	23	6.8	6.8	6.4	7.5	8.3	6.1	5.3
	25	6.8	7.4	4.4	8.6	6.5	6.5	7.3
	26	6.3	5.8	6.0	8.4	6.8	5.8	4.7
	28	6.7	6.7	5.2	9.1	7.3	5.9	6.0
	Cohort 2	**6.6**	**7.1**	**5.9**	**7.3**	**6.8**	**6.0**	**6.2**
Overall		**6.6**	**7.3**	**5.9**	**7.8**	**6.8**	**6.3**	**5.5**

[91] Separate tables are not provided for these components because they did not include any sub-components.

Table C-2
Results of Year 2 implementation fidelity scales by school
Component 1: Blended intervention

Cohort	School Number	Mean Score					
		Component 1 *Blended Intervention*	**Sub-Component 1** *Whole-Part-Whole*	**Sub-Component 2** *Gradual Release Model*	**Sub-Component 3** *Comprehension Focus*	**Sub-Component 4** *PRC2*	**Sub-Component 5** *Marzano's Vocabulary*
Cohort 1	4	7.5	9.6	8.0	4.4	7.7	7.6
	5	6.9	7.5	8.4	5.0	5.9	7.8
	6	7.6	8.9	8.4	4.9	8.5	7.3
	8	7.4	9.1	8.9	5.3	6.9	7.1
	11	7.4	9.7	7.7	4.9	7.7	7.0
	13	7.4	10.0	9.1	5.2	7.1	5.4
	16	7.7	9.1	8.8	5.9	7.1	7.6
	17	8.8	10.0	9.5	6.2	8.6	9.4
	19	7.6	9.3	8.0	4.2	7.7	8.7
	20	7.6	8.5	8.6	6.0	7.1	7.9
	22	8.2	10.0	8.7	5.8	7.9	8.7
	24	7.1	10.0	9.4	5.2	6.3	4.9
	27	7.7	8.8	8.8	5.6	7.4	8.1
	29	7.2	8.8	8.8	4.4	6.3	7.6
	30	7.3	9.2	8.1	5.2	6.5	7.4
	31	7.9	7.9	8.7	5.7	8.5	8.6
	Cohort 1	**7.6**	**9.1**	**8.6**	**5.3**	**7.3**	**7.6**
Cohort 2	1	7.3	9.4	8.8	5.6	5.9	6.7
	2	6.6	10.0	8.8	4.2	6.2	3.8
	3	6.7	6.3	8.2	6.0	5.6	7.6
	7	6.9	8.5	8.1	6.2	5.7	5.9
	9	7.0	8.3	8.3	5.1	6.4	7.0
	10	7.1	9.3	8.8	5.4	7.6	4.5
	12	7.0	8.8	8.1	4.4	6.0	7.9
	14	7.5	9.3	8.4	5.1	7.6	7.2
	15	8.5	10.0	9.1	5.7	8.1	9.7
	18	7.6	8.0	8.8	5.7	8.2	7.1
	21	6.7	8.3	8.5	4.4	6.3	6.1
	23	6.8	9.2	7.5	4.8	7.5	5.2
	25	7.4	8.0	7.9	4.8	7.6	8.5
	26	5.8	6.9	7.5	4.1	6.0	4.8
	28	6.7	9.0	8.3	4.4	6.8	4.8
	Cohort 2	**7.1**	**8.6**	**8.3**	**5.1**	**6.8**	**6.5**
Overall		**7.32**	**7.3**	**8.9**	**8.5**	**5.2**	**7.1**

Table C-3
Results of Year 2 implementation fidelity scales by school
Component 2: Targeted intervention

Cohort	School Number	Mean Score		
		Component 2 *Targeted Intervention*	**Sub-Component 6** *Teacher/LIT Collaboration*	**Sub-Component 7** *Explicit Instruction in Comprehension*
Cohort 1	4	5.2	6.0	4.4
	5	5.5	6.0	5.0
	6	5.4	6.0	4.9
	8	6.6	8.0	5.3
	11	5.5	6.0	4.9
	13	7.6	10.0	5.2
	16	3.9	2.0	5.9
	17	6.4	6.6	6.2
	19	4.1	4.0	4.2
	20	6.3	6.6	6.0
	22	4.9	4.0	5.8
	24	6.6	8.0	5.2
	27	5.8	6.0	5.6
	29	6.2	8.0	4.4
	30	7.6	10.0	5.2
	31	5.9	6.0	5.7
	Cohort 1	**5.9**	**6.5**	**5.3**
Cohort 2	1	7.8	10.0	5.6
	2	5.1	6.0	4.2
	3	6.3	6.6	6.0
	7	6.1	6.0	6.2
	9	5.5	6.0	5.1
	10	5.7	6.0	5.4
	12	6.2	8.0	4.4
	14	5.6	6.0	5.1
	15	7.8	10.0	5.7
	18	5.9	6.0	5.7
	21	4.2	4.0	4.4
	23	6.4	8.0	4.8
	25	4.4	4.0	4.8
	26	6.0	8.0	4.1
	28	5.2	6.0	4.4
	Cohort 2	**5.9**	**6.7**	**5.1**
Overall		**5.87**	**5.9**	**6.6**

Table C-4
Results of Year 2 implementation fidelity scales by school
Component 3: Intensive intervention

Cohort	School Number	Mean Score		
		Component 3 *Intensive Intervention*	**Sub-Component 8** *Increased Instructional Time*	**Sub-Component 9** *Small Group Setting (15:1)*
Cohort 1	4	5.7	1.5	10.0
	5	9.9	9.7	10.0
	6	9.1	8.9	9.4
	8	6.9	5.4	8.3
	11	8.0	6.0	10.0
	13	7.7	5.4	10.0
	16	7.6	7.8	7.3
	17	8.5	8.1	8.8
	19	9.0	8.0	10.0
	20	8.1	6.2	10.0
	22	8.5	7.0	10.0
	24	8.8	7.5	10.0
	27	8.4	6.8	10.0
	29	7.2	6.4	7.9
	30	6.6	3.2	10.0
	31	8.0	6.0	10.0
	Cohort 1	**8.0**	**6.5**	**9.5**
Cohort 2	1	7.7	5.7	9.6
	2	7.2	4.4	10.0
	3	7.9	5.8	10.0
	7	4.9	1.9	7.9
	9	6.5	3.6	9.4
	10	6.4	2.8	10.0
	12	6.1	2.1	10.0
	14	7.7	5.3	10.0
	15	6.3	2.6	10.0
	18	7.5	5.0	10.0
	21	7.8	5.6	10.0
	23	7.5	4.9	10.0
	25	8.6	7.2	10.0
	26	8.4	6.8	10.0
	28	9.1	8.1	10.0
	Cohort 2	**7.3**	**4.8**	**9.8**
Overall		**7.8**	**7.8**	**6.0**

Appendix D: Year 2 Program Implementation Findings from Staff Interviews

The findings discussed herein are based on interviews with principals, LITs, LLTs, librarians and technology coordinators, which were conducted as part of school visits that took place in spring 2008.

Component 1: Reading Comprehension Instruction for Whole-School, Blended Intervention

As a result of their participation in the Striving Readers Initiative, all treatment schools are involved in a formal initiative to improve students' literacy. In comparison, fewer control schools (54% according to principals, 45% according to LITs) are participating in formal literacy initiatives. Despite this variation in involvement, there were few differences between Striving Readers and control school staff's responses when asked about their school's efforts to integrate literacy into content areas, and concerning the strengths and weaknesses of their school's literacy curricula.

Literacy Initiatives in Control Schools

Approximately half of the principals (54%) and LLTs (45%) at control schools reported that their school was participating in a formal initiative to improve students' literacy. Two principals specified that their schools have Supported Core Reading Material Adoption (SCRMA), which provides CPS elementary schools an opportunity to adopt a comprehensive district-supported and endorsed PreK–5 basal reading program. Other programs mentioned included the Chicago Reading Initiative, READ 180, Targeted Intervention Plan (TIP), Glencoe Reading Series, and DePaul Connected Curriculum. One LLT described a grant that their school had received to support teams of teachers holding book discussions with students. One principal described their school's partnership with National-Louis University through which classroom teachers are obtaining Master's degrees in reading, and worked collaboratively with their school to improve literacy instruction. Several LLTs and principals described materials or curricula that their school was using; however, it was unclear if the materials were part of a *formal literacy initiative*.

Integrating Literacy into Content Areas

Principals had much to say when asked to describe their school's efforts at integrating literacy into the content areas. Those from Striving Readers schools described professional development around integration as being important (including the summer workshop and other Striving Readers-related professional development), as well as common planning time for teachers. Others said that personnel, such as the Striving Readers Coach and/or LLTs, have been important in supporting teachers with integration and demonstrating that integration is possible. Others mentioned the PRC2 process, having more content area books and materials available, assigning projects that link literacy skills to content, AMP strategies, and school standards that cut across content areas.

Similar to Striving Readers schools, several principals at control schools noted that professional development on the topic of literacy integration had been important and that their schools had purchased additional subject-related materials and books. A few interviewees said that vocabulary study, reading aloud, and writing had been integrated into science, social studies, and math classes, as had projects that tie together literacy and content area knowledge. In one school, the principal modeled how to teach reading in content area classrooms. One control school had a faculty book club that studied the use of literacy strategies to improve mathematics, and the club reported out to the entire faculty the strategies they reviewed.

Strengths and Challenges of the Literacy Curriculum

The responses of Striving Readers and control school staff were similar when asked about the strengths of the literacy curriculum. The strength of personnel was one common theme. Classroom teachers, literacy teachers, and coaches were praised for creating an environment of collaboration, for their willingness to teach and learn new strategies, and for their creativity and engagement. In addition, many staff noted high-quality materials and technology resources, the use of data to drive instruction, and differentiated instruction as strengths. Principals, LLTs, and LITs at Striving Readers schools in particular mentioned professional development as a main strength of the literacy curriculum.

Challenges to the reading curriculum in both Striving Readers and control schools were related to the need—or perceived need—for more resources. Interviewees said that they would like to have more staff (e.g., more reading coaches) to enable the provision of individualized instruction to struggling readers. Several mentioned that they have too many students to facilitate a high degree of differentiation.

Although materials and professional development were mentioned as *strengths* of the reading curriculum, some respondents from both Striving Readers and control schools clearly felt challenged by a need for more materials and resources, as well as for teacher training and support. More than one respondent characterized a lack of motivation and buy-in among teachers as a challenge. A shortage of time was another theme, including too little time for collaboration and planning among teachers *and* too little time in the classroom with students. Several interviewees mentioned parental involvement as a challenge and felt that it was important for parents to reinforce literacy practices at home.

When staff from Striving Readers and control schools were asked what they or their schools would need to better support literacy instruction, responses reflected their opinions concerning the main challenges to the literacy program (described above). In both Striving Readers and control schools, the most common responses were: more staff, more training for the staff, literacy materials and technology resources, more time, and more parental involvement. Principals in particular tended to focus on staffing issues when discussing what they needed to better support literacy instruction. Control school principals said that they would like to have additional teachers, LLTs, literacy coaches, and tutors. Striving Readers principals said that they would like more librarians and

LITs. The responses of LLTs tended to focus on professional development as well as materials and resources, such as handheld computers, listening centers, books, and computers. They also mentioned that having additional staff would create more opportunities for individualized and differentiated instruction. In addition, LITs at Striving Readers schools mentioned that more common planning time, collaboration, and coordination was needed among staff.

Component 2: Reading Comprehension Instruction for Targeted Intervention Model for Tier 2 and Tier 3 Students

The LIT staff position is unique to Striving Readers schools. Because LITs are a resource that control schools do not have, they and the work that they perform can be considered a direct impact of the initiative. Interviews with LITs revealed that the majority of these staff members met with teachers on a weekly basis (or more often) and helped teachers plan lessons and literacy strategies. Other roles that they played included helping to facilitate assessment processes and use assessment results, working one-on-one or in small groups with students, and teaching or coordinating the targeted after-school intervention.

Meetings with Teachers

Almost all LITs reported meeting with classroom teachers on a regular basis. Specifically, 80% reported meeting with teachers at least once a week, and 14% reported meeting with teachers several times a month. Only 3% reported meeting with classroom teachers less than once a month, and another 3% of LITs said that they never met with teachers.

According to many LITs, their meetings with teachers focused on reviewing and planning lessons, strategies, and materials. A few LITs noted that they discussed with teachers the needs of specific students and planned strategies for providing individualized attention to these students. A few also mentioned that they discussed student progress and findings from assessments. One LIT said that they planned extension activities to help students connect reading to other aspects of their life, and another said that they discussed behavioral issues and student grouping with teachers.

Student Needs

When asked to describe the needs of students that might impact literacy development, several LITs explained that many students are behind grade level in terms of their literacy development. As a consequence, these students have many needs. Those that were mentioned several times include the need to build vocabulary, background knowledge, comprehension strategies, de-coding skills, greater fluency, and pronunciation. A few LITs mentioned that, for many of their students, English is a second language, and these students need more exposure to English at home or through extracurricular activities. A few LITs noted that their students need support and encouragement because they have low motivation.

How the LITs Address Students' Needs

When describing their work and how it addresses the student needs described above, several LITs explained that they help to facilitate assessment processes. In particular, the results of assessments are used by LITs to provide appropriate support to students. A few LITs said that they work one-on-one or in small groups with students. Some specified that they help students to develop and strengthen their strategies for comprehension, decoding, and vocabulary building, and others said that they model the use of comprehension strategies and fluency.

Specifically related to Striving Readers practices, several LITs said that they help teachers to remember Striving Readers strategies and model the strategies for them. Strategies mentioned included whole-part-whole instruction, differentiation, PRC2, and grouping students. LITs also said that they discuss and review with teachers the Striving Readers strategies that have been covered during professional development, and help teachers plan how they can use these strategies in the classroom. A few LITs said that they help teachers think about what types of assessment strategies are appropriate to use, and when to administer assessments. One LIT said that every time the school receives Striving Readers materials, they think about how to best use the materials with students. One LIT said that they co-teach using Striving Readers strategies, and one allows teachers to observe each other using these strategies (while the LIT is covering their class).

Most LITs reported that they are a teacher for the after-school component of Striving Readers, and many specified that they teach Grade 6 students using AMP. One LIT specified that they coordinate the program, including making sure that teachers have supplies, rotating to observe the various classes, and substituting for absent teachers as needed.

Component 3: Reading Comprehension Instruction for Intensive Intervention Model for Tier 3 Students

As part of the Striving Readers Initiative, all Striving Readers schools have an after-school component for Tier 3 students who struggle with literacy. This after-school component uses AMP literacy-based software. Most control schools reported that they, too, have after-school programming targeting struggling readers in Grades 6–8; however, fewer reported having literacy-based software. Staff from Striving Readers schools were more confident than those from control schools about the perceived successes of their after-school literacy program and believe the program has improved student achievement and literacy skills.

Description of the After-School Component

Compared to Striving Readers schools, which *all* have an after-school component, most principals (85%) and LLTs (85%) at control schools reported that their school offers after-school programming targeting struggling readers in Grades 6–8. All Striving Readers principals (100%) and almost all control school principals (96%) said that their after-school program has been in place since the fall. Similar percentages of principals

(38% at Striving Readers schools and 42% at control schools) reported that changes in the structure, scheduling, and enrollment of the after-school component have occurred since the fall.

Concerning staffing of the after-school program, school librarians and LLTs from Striving Readers schools were less likely to be involved in the after-school program than librarians and LLTs in control schools. In Striving Readers schools, 12% of librarians and 20% of LLTs reported that they (or another librarian) participated in the after-school program. In control schools, these percentages were 32% and 44%, respectively.

Successes and Challenges of the After-School Component

When asked to describe the successes of their after-school component, several principals and LITs from Striving Readers schools said that student achievement and reading abilities have improved, as evidenced by test scores, grades, and teacher feedback. Several LITs specified that the program has increased students' fluency, vocabulary, and comprehension. Striving Readers principals and LITs also noted that motivation and confidence have increased among students who participate in the program. A few Striving Readers school staff noted that the program created opportunities for the LIT to build stronger, closer relationships with students, and that some parents have also become engaged in the program.

Control school principals were less certain than Striving Readers principals about the success of their after-school program. Several said that their program has led to improved achievement and test scores; however, several others said that they were not certain because they do not yet have data. Those who cited improvement based their assessment on Learning First data, grades of participating students, and the school's attainment of adequate yearly progress. Similar to Striving Readers principals, a few control school principals said that some students and parents seem to be engaged in and satisfied with the program.

Very few LLTs at Striving Readers or control schools commented on the success of the after-school component, although a few LLTs at control schools noted that the after-school program has good materials, promotes student self-esteem, and provides a safe environment for students.

Concerning challenges to the after-school component, staff at both Striving Readers and control schools characterized attendance as the main challenge (indeed, as discussed in Section III of the report, increased instructional time was among the lowest rated items on the fidelity scales). Some specified that it is difficult to get the students who need the program to attend; others said that students attend the program but that attendance is erratic. Issues that contribute to attendance problems include a lack of parental support, competition with other after-school activities that students find more appealing (e.g., sports), transportation issues, safety concerns, and inclement weather. Discipline and finding enough qualified staff to teach the program were also mentioned as challenges by staff at both Striving Readers and control schools.

Several LITs at Striving Readers schools also commented that the AMP program presents unique challenges. They said that students find the program boring and that it doesn't include incentives to motivate students. A few LITs mentioned that AMP is difficult for struggling readers who do not have a lot of background knowledge and are already tired upon arriving at the program at the end of the day. One LIT said that implementing the technical component of AMP is a challenge because the technology works only intermittently.

AMP and Literacy-Based Software

Most staff members at Striving Readers schools (100% of LLTs, 93% of LITs, and 86% of technology coordinators) reported that AMP software is installed on the school's computers. In comparison, fewer staff in control schools (79% of technology coordinators and 47% of LLTs) reported that Grade 6–8 literacy teachers have literacy-based software on school computers. When asked if AMP software (or literacy-based software) was *currently* in use in their school, 80% of technology coordinators at Striving Readers schools and 100% of technology coordinators at control schools responded affirmatively.

Reports concerning the frequency with which the software is used varied widely by staff position in Striving Readers schools, making it difficult to get a clear idea of the frequency of use. Half (50%) of LLTs reported that they or other literacy teachers use the AMP software *extensively*; the other half said that the software is used *somewhat*. However, only 11% of LITs reported that the AMP software is used *extensively*. Approximately half (52%) said that it is used *somewhat*, and more than one third (37%) said that it is *not used at all*. In control schools, the responses of LLTs were similar to those of LLTs in Striving Readers schools. Slightly more than half (56%) reported that literacy software is used *extensively*, and 44% reported that it is used *somewhat*.

To gather more information about the challenges of using AMP software in Striving Readers schools, LLTs and LITs who reported that the software is *not* used extensively were asked why. One LLT reported a high rate of turnover among LITs in the school, which has resulted in difficulties with getting the new LIT trained on AMP. A few LITs reported having problems with computers, not having enough computers for the students in the program, or having difficulties with the AMP software itself. In particular, one LIT said that the software is not working, and one reported that the school could not figure out how to use the software. A few LITs reported that students do not like the software, including one who believed that it was too difficult for the students and one who said that students do not stay on task when using AMP. Two LITs mentioned that they use other media (including listening centers and MP3 players) instead of AMP.

Uses of AMP and Literacy-Based Software

LLTs and LITs were asked how AMP (or literacy-based software) was being used, including for which activities and by which groups or subgroups of students. In Striving Readers schools, LLTs and LITs reported that AMP is being used for individualized instruction, and to support standards, review books with students, read story selections, and reinforce reading skills. One LIT said that AMP software is also used for assessment

purposes. Most LLTs and LITs at Striving Readers schools said that AMP is being used with those students who attend the after-school program.

In control schools, LLTs said that literacy-based software is used for drills and practice; learning games; to improve student understanding of texts; to promote comprehension, fluency, word knowledge, and writing; and for guided independent reading. Some LLTs reported that *all* students use literacy-based software, and some said that only struggling readers use the software.

When LLTs and LITs were asked if and how AMP or literacy-based software had improved instruction, responses were similar across Striving Readers and control schools. A few staff interviewed at Striving Readers schools said that AMP allows students to have more individualized instruction, and that it allows teachers to work one-on-one with students while others are engaged in their own work. Two staff noted that students prefer to work on computers than with pencil and paper, and that using computers helps to engage and motivate the students. A few staff said that AMP reinforces skills learned in the classroom. Similarly, LLTs from control schools said that literacy-based software allows for individualized instruction and allows teachers to work with small groups and one-on-one with students. One LLT from a control school said that literacy-based software does *not* improve instruction.

LLTs in control schools only were asked to describe any *other* technology used to support literacy instruction in their school. Several mentioned overheads, LCD projectors, DVDs, computers, and Power Point presentations. A few mentioned classroom Jeopardy, smart boards, audio tapes of stories, and listening centers.

Component 4: Frequent, Purposeful Assessment and Adjustment of Instruction with Screening, Diagnostic, and Progress-Monitoring Tools

The vast majority of Striving Readers and control school principals reported that they *and* their school's Literacy Leadership Team use assessment data to plan and differentiate instruction, determine when additional instruction is needed, and plan professional development and teacher supports. The Lead Literacy Teachers reported that literacy teachers use assessment data for similar purposes.

Sources and Uses of Data

All principals (100%) at Striving Readers schools and control schools reported using assessment data. In addition, almost all Striving Readers principals (97%) and all control school principals (100%) said that the school's Literacy Leadership Team uses assessment data. When asked what types of assessment data the Literacy Leadership Team uses, principals at Striving Readers and control schools responded similarly—mentioning data from Learning First, the ISAT, the BRI, reading fluency snapshots, DIBELS, classroom assessments, and observations.

Striving Readers and control school principals specified that assessment data are used to plan and differentiate instruction and determine areas where additional instruction is

needed. Some principals in Striving Readers schools said that assessment data are used to identify students for the after-school program and to group students according to their literacy abilities. Most principals at Striving Readers schools responded affirmatively when asked if the Literacy Leadership Team uses assessment data to inform professional development, and they explained that assessment data helps the team pinpoint areas where training and support (or additional training and support) is needed. A few principals said that professional development has occurred around how teachers can use assessment data to inform their practice, and that interpreting data is often a topic addressed at Saturday sessions, literacy coaches' meetings, and principals' meetings.

Principals were also asked what *other* data sources the Literacy Leadership Team considers in addressing student needs. Here again, responses were similar between Striving Readers and control schools. In both cases, many principals mentioned data from teacher-made exams and observations, students' grades, assessments of student projects and performances, and data relating to attendance, behavior, and retention. A few principals mentioned that they look at students' needs and backgrounds, including social and physical issues, although they did not specify their data source. One principal reported looking at social and emotional development data from parent reports and from the school nurse. Two principals in Striving Readers schools mentioned survey data, including parent and student surveys as well as a University of Chicago survey of parents and teachers that is new to CPS.

Principals discussed *when* (how often) they use assessment data and for what decisions or informational needs, and here again, responses were similar among those from Striving Readers and control schools. Answers concerning frequency of data use varied considerably among both groups. Very few principals reported *infrequent* use of data, and many reported using it on an *ongoing* or even a *constant* basis. Some specified that they tend to use data a lot over the summer, at the beginning of the school year, or when data become available.

Many principals in both Striving Readers and control schools described using data to determine students' strengths and needs and to make decisions about instruction based on that information. Many said that they use data to help them make decisions about professional development and the types of supports that teachers need. Several mentioned that data are used to group students and strategize about what different groups need, and others said that data are used to determine *teachers'* strengths and needs, to plan what types of books and resources are needed in the school, and to identify students for tutoring or special programming (for example, the after-school program). Some principals said that they use data to help them make decisions about classroom and teacher assignments, and a few use data to help determine priorities and future programming needs for their school, as well as decisions about promotions.

Although answers among Striving Readers and control school principals were generally very similar, principals at Striving Readers schools mentioned a few uses that were not mentioned by those at control schools. Specifically, they said that data are used to help them identify Tier 3 students, for SIPAA school improvement planning, to set

improvement or growth goals, and to inform parents about how they can support their child's learning at home.

Data Use among Literacy Teachers

LLTs at Striving Readers and control schools were also asked what types of assessment data are being used by Grade 6–8 literacy teachers, and for what purposes. LLTs at Striving Readers schools mentioned the ISAT, Learning First, BRI, fluency snapshots, and formative classroom assessments as their main data sources. These data are used in Striving Readers schools to pinpoint areas where students need help and to target instruction to those needs. Data are also used to group students, provide feedback to students, and measure progress. Responses among LLTs in control schools were similar; however, they also mentioned data from sources including reading benchmarks, extended response prompts, Go for the Green, and the new ELL Enlgish assessment, the Assessing Comprehension and Communication in English State-to-State (ACCESS) test.

In addition to assessment data, LLTs at Striving Readers schools said that literacy teachers use data collected from handheld computers, data from other teachers, conversations with students, and their own knowledge of students. LLTs at control schools use data from student portfolios, the KTEA (for special education students), Buckle-down assessment books, teacher-made tests, and student journals, and LLTs at Striving Readers and control schools mentioned using data from student observations. LLTs at both Striving Readers and control schools use these additional data sources to inform and improve their instruction.

Component 5: Data-Driven Instruction Structured through a Team-Based System of Leadership and Support

All Striving Readers schools have a Literacy Leadership Team, which is a resource that only some control schools have. The role of these teams includes providing support to school staff around literacy strategies; observing classes; and planning and providing professional development. Staff reported that Literacy Leadership Teams at Striving Readers schools met more frequently than those at control schools. In addition to the Literacy Leadership Team, *grade-level teams* are another type of school resource. Most Striving Readers *and* control schools report having grade-level teams, and staff from Striving Readers schools reported that their teams meet less frequently than teams at control schools. Grade-level teams share and collaborate about strategies and materials, exchange information, create common lessons, map curricula, and review individual student work.

Literacy Leadership Teams

All principals, Lead Literacy Teachers, and LITs in Striving Readers schools reported having a Literacy Leadership Team in their school. In comparison, three quarters (76%) of control school principals and slightly more than two thirds of librarians (68%) and Lead Literacy Teachers (65%) at control schools reported having a Literacy Leadership Team. Almost all LITs (97%) and most Lead Literacy Teachers (90%) and librarians (84%) reported being involved in or working with the Literacy Leadership Team at

Striving Readers schools. At control schools, all Lead Literacy Teachers (100%) and the majority of librarians (79%) reported being involved or working with the Literacy Leadership Team.

When Striving Readers principals were asked which staff members participated in the Literacy Leadership Team at their school, the most common answers were: the LIT (93% of principals gave this response), grade-level teachers (86%), the principal (69% of principals said that they were involved in the team), librarians, (66%), and special education teachers (59%). In control schools, the most common answers were: the principal (66% said that they were involved in the team), other[92] (66%), grade-level teachers (59%), and special education teachers (52%). Slightly less than half of principals in both Striving Readers and control schools (48% and 45%, respectively) said that the Lead Literacy Teachers was involved in the Literacy Leadership Team.

According to principals, the Literacy Leadership Teams at Striving Readers schools met more frequently than those at control schools: 41% of Striving Readers principals said that their school's team met weekly, another 26% said that their team met biweekly, and another 26% said that the team met once a month. In comparison, more than half (55%) of control school principals reported that their team met once a month, another 20% reported that it met weekly, and another 15% reported that the team met biweekly.

Principals were queried about the role that the Literacy Leadership Team plays at their school. Responses among principals at Striving Readers schools were similar to but slightly more expansive than those at control schools. Striving Readers principals said that the Literacy Leadership Team in their school makes sure that the Striving Readers Initiative is fully implemented and well-coordinated, holds monthly book clubs (for teachers), discusses research-based practices related to literacy instruction, makes sure that teachers are well-informed about upcoming student assessments, takes part in school improvement planning, and evaluates the ongoing success of literacy instruction. Striving Readers *and* control school principals said that the Literacy Leadership Team recommends and provides support to school staff around literacy strategies. Team members observe classes, support teachers, and plan and provide professional development. Some control school principals said that the team makes decisions about materials needed by the school, plans literacy-focused activities, and communicates with parents. Some responded that the team looks at student assessment instruments and assessment data.

Principals at Striving Readers and control schools responded similarly when asked how the Literacy Leadership Team addresses the needs of struggling readers. Many said that the team uses data to assess the needs of struggling readers and to offer them appropriate support, for example through the after-school program, tutoring, before-school assistance, or small-group instruction. Many principals also said that the team works with teachers around using strategies that are appropriate for struggling readers. Principals in Striving Readers schools specifically mentioned whole-part-whole instruction and differentiated instruction.

[92] Among the "other" responses, assistant principal was most common.

Lead Literacy Teachers in control schools, and Lead Literacy Teachers and LITs at Striving Readers schools, were asked to describe their role on the Literacy Leadership Team. Many respondents from both Striving Readers and control schools said that they chaired or coordinated the team and that their role included holding team meetings, facilitating meetings, planning meeting agendas, and making sure that teachers attend and participate. Many described their role as that of an information conduit; for example, they share information from other meetings or from professional development sessions with team members and bring up for discussion issues that teachers are encountering in classrooms. Other roles mentioned by both Striving Readers and control school staff included looking at student data, making decisions about strategies and materials being used, reviewing instructional materials, and making sure that teachers are implementing research-based strategies.

Grade-Level Teams

All LLTs (100%) and almost all LITs (97%) at Striving Readers schools reported that their school has grade-level teams, and most LLTs (95%) and librarians (91%) at control schools reported the same. Concerning their involvement with these teams, all LLTs (100%), most LITs (97%), and two thirds of librarians (64%) at Striving Readers schools reported being involved with or working with grade-level teams. At control schools, 89% of LLTs and 60% of librarians reported involvement with grade-level teams.

LLTs were asked which staff members comprise grade-level teams. The most popular responses, which were given by at least half of LLTs at Striving Readers schools, were: grade-level teachers (90% of LLTs gave this response), LITs (80%), LLTs (70%), other (70%), the principal (60%), and special education teachers (60%). Responses among LLTs at control schools were slightly different. The responses given by at least half of LLTs at control schools were: grade-level teachers (88%), special education teachers (82%), the principal (65%), and other (65%). In both Striving Readers and control schools, literacy coaches and assistant or vice principals were common responses in the "other" category.

The frequency of grade-level team meetings at Striving Readers and control schools varied. Half of LLTs at Striving Readers schools said that grade-level teams met *weekly*, 20% reported that the teams met *biweekly*, 20% said they met *once per month*, and 10% said that teams met *several times a week or more*. In comparison, most (88%) LLTs at control schools said that grade-level teams met *weekly*, and 6% each said that teams met *biweekly* or *less than once per month.*

Although half (50%) of LLTs at Striving Readers schools said that the grade-level teams review lesson plans, 87% of LLTs at control schools reported that the teams perform this function. Overall, LLTs at Striving Readers and control schools described the responsibilities of grade-level teams similarly. LLTs from Striving Readers schools said that the teams' responsibilities include sharing and collaborating about strategies and materials used in the classroom; exchanging information from workshops, book talks, and other professional development events; creating common lessons to ensure

consistency across the grade level; mapping the curriculum for next year; and reviewing individual student work. In addition to these responsibilities, LLTs from control schools said that grade-level teams also plan grade-wide activities, provide updates to teachers, look at data, read articles, and have a study group. Only a few LLTs from Striving Readers schools said that grade-level teams in their school review lesson plans. They said this is a role that generally falls outside of the teams, usually to an assistant principal or other administrator. In control schools, many LLTs said that their school's grade-level teams review lesson plans; however, their comments suggest that the teams talk about lessons or plan lessons during meetings but do not necessarily look at written lesson plans.

When asked how grade-level teams address the needs of struggling readers, both groups of LLTs said that the teams review and assess the needs of particular students and determine how to address those needs, share successes and challenges in working with struggling readers, discuss the implementation of strategies for struggling readers, look at data, and share ideas about structuring student groups. Control school LLTs mentioned pairing struggling teachers with experienced teachers on the teams to ensure that modeling takes place, and said that coaching from the Literacy Coach is an important aspect of the teams' efforts to address struggling readers. LLTs from Striving Readers schools mentioned that teams discuss differentiated instruction and how it can be used with struggling readers.

Striving Readers and control school LLTs reported that grade-level teams review several types of data, including data from the ISAT, fluency snapshots, Learning First, teacher-made assessments, and extended response writing prompts. LLTs at Striving Readers schools also reported using data from the BRIs and observations of students. Data are used to identify student strengths and areas of weakness, target instruction to areas where students are struggling, group students, set the pace of instruction, assess progress, and identify students for the after-school program.

Component 6: High-Quality, High-Interest Materials

Striving Readers encourages the use of high-quality, high-interest materials such as text sets, listening centers, media centers, and handheld computers. Most Striving Readers and control schools reported having text sets. Interestingly, control school staff were slightly more likely than Striving Readers staff to report that text sets were being used in content area classrooms. Regarding listening centers and media centers, Striving Readers schools were slightly more likely than control schools to report having these resources. Striving Readers schools appear to be using listening centers for a greater variety of purposes, including differentiating instruction. Finally, although the majority of Striving Readers schools reported having handheld computers, very few reported that teachers and students are using these resources. Overall, principals in both Striving Readers and control schools felt that technology was *somewhat* integrated into their literacy curriculum.

Text Sets

Most principals at both Striving Readers (89%) and control schools (89%) reported having school-wide text sets. A higher percentages of control school principals reported that the text sets were being used in content area classrooms. For example, 88% of control school principals, compared to 79% of Striving Readers principals, said that text sets were being used in social studies classrooms, 88% of control school principals and 71% of Striving Readers principals said that text sets were being used in science classrooms, and 65% of control school principals and 57% of Striving Readers principals said that text sets were being used in mathematics classrooms.

Listening Centers

Control school staff were slightly less likely than Striving Readers school staff to report that their school had listening centers. Specifically, at Striving Readers schools, all technology coordinators and LLTs and almost all (97%) LITs said that Grade 6–8 literacy teachers in their school had listening centers. In comparison, 89% of technology coordinators and 85% of LLTs in control schools reported the same. Most (94%) of the technology coordinators in both Striving Readers and control schools said that the listening centers were currently in use. Concerning the frequency of use, 89% of LLTs at Striving Readers schools reported that teachers use the listening centers *somewhat*, and the other 11% reported that teachers use the centers *extensively*. At control schools, responses were more varied. Approximately two thirds of LLTs (65%) reported that teachers use the listening centers *somewhat*, 24% reported that teachers use the centers *extensively*, and 12% reported that teachers *do not use the centers at all*. Slightly more than two thirds (68%) of LITs at Striving Readers schools reported that they personally use the centers *somewhat*.

LLTs and LITs were asked how listening centers are being used, and with which students. In both Striving Readers and control schools, some staff reported that the centers are used with all students and some reported that they are used primarily for subgroups, including struggling readers, special education students, and ELL students. A few staff specified that the centers are used by small groups of students on a rotating basis. LLTs from control schools said that the centers are primarily used for listening to books and to enhance students' comprehension and fluency. One LLT said that students record themselves and listen to themselves read. Responses among LLTs and LITs in Striving Readers schools were more varied. In addition to read-alouds and as a means to improve fluency and comprehension, these staff said that the centers are used to implement Striving Readers strategies, for AMP, to help teachers differentiate instruction, as a way to review science lessons (one staff said that a science teacher records lessons for those students who need review), and to help students who were absent to catch up.

When asked how listening centers have improved instruction, LLTs and LITs from Striving Readers and control schools said that the centers and the technology improve student engagement and motivation, which they believe has an impact on the effectiveness of instruction. They also said that the listening centers allow students to

hear fluent readers. LLTs and LITs in Striving Readers schools also said that listening centers help them to differentiate instruction.

Media Centers

All staff (100%) at Striving Readers schools (technology coordinators, LLTs, and LITs) reported that Grade 6–8 literacy teachers in their school have media centers, and all technology coordinators reported that these centers are currently in use. In comparison, 92% of technology coordinators and 79% of LLTs in control schools reported having media centers, and 96% of technology coordinators said that they are currently in use. Striving Readers staff also reported that teachers use the media centers more frequently than control school staff. Specifically, 100% of LLTs at Striving Readers schools reported that teachers use the media centers *extensively*, and 61% of LITs reported that they themselves use the media centers extensively. Of those LITs who use the media centers less frequently, most said that this was due to the fact that they do not have good materials to use in the centers, or that there is not enough time. In control schools, less than half (41%) of LLTs reported that teachers use the media centers *extensively*. Approximately half (47%) said that they are used *somewhat*, and 12% said that they are *not used at all*. One LLT who said that they do not use the media centers at all said that the technology is challenging, teachers don't have enough time, and that there are too many students for the number of computers available.

When LLTs and LITs in Striving Readers schools were asked how and with whom media centers are used, many said that the centers are used to allow students to listen to books, novels, or passages before, during, or after reading them directly. Several Striving Readers staff mentioned that students listen to readings and then ask and answer questions about it; that the centers are set up as literacy stations that students rotate through; that they help with differentiated instruction; and that they are used to improve fluency, intonation, and comprehension. A few staff said that they are used for AMP, to allow students to catch up on work that they have missed, for literacy circles or groups, and for PRC2 (to allow students to listen to their conversations). Staff at Striving Readers schools had varying responses regarding which students the media centers are used with/for—some said all students, others said small groups of students, and others specified struggling readers (particularly in the after-school program), ELL students, and/or special education students. Some said that the centers are used with different groups of students at different times of the day (e.g., with all students during classes, but with struggling readers during the after-school program).

Answers given by LLTs in control schools were slightly different. Some said that students use the centers to do research and projects, and others said that the centers are used to reinforce skills and learning, prepare for tests, and measure comprehension. A few said that the centers are used as a means of providing support for struggling readers. In terms of who uses the centers, responses varied between all students and struggling readers. A few mentioned that teachers use the media centers to plan and prepare lessons, print papers, and keep records.

When staff were asked in what ways media centers have improved instruction, responses were similar among Striving Readers and control school staff. Both groups said that media centers help teachers to differentiate instruction for students and help to engage and motivate students. They also said that having media centers allows teachers to provide many models of fluency to students, who hear different voices reading text selections. A few said that media centers help to facilitate student reading of nonfiction for informational purposes.

Handheld Computers

Grade 6–8 literacy teachers in Striving Readers schools were supposed to receive handheld computers late in the second year of the initiative and are expected to begin using the handheld computers in Year 3. Because the interview data discussed in this section are from Year 2 of the initiative, the teachers were not yet expected to be actively using the handheld computers.

In Striving Readers schools, 76% of technology coordinators and 40% of LLTs reported that Grade 6–8 literacy teachers have handheld computers. In addition, 76% of LITs reported that they and/or students in their school have handheld computers. In control schools, only 8% of technology coordinators and 10% of LLTs reported that literacy teachers have handheld computers.

Although the majority of Striving Readers staff reported having handheld computers, 67% of LLTs reported that teachers were not using them, and 71% of LITs reported that they themselves were not using them. All LLTs (100%) and most (91%) LITs also said that *students* in Striving Readers schools were not using the handheld computers. When these staff were asked why the handheld computers were not being used, many said that the school had just received the computers and that staff and/or students needed training on how to use them. One said that there was a problem with the software. Very few staff answered questions about how the handheld computers were being used or how they may improve instruction. Two respondents said that, at this point, the handheld computers are for personal use (e.g., to keep their calendar or contact information). One staff said that they are being used in AMP, and one said that they are being used for developing stories with pictures and for getting novels online.

Integration of Technology

Principals at Striving Readers and control schools were asked how well they believe technology is integrated into the literacy curriculum of their school. In both Striving Readers and control schools, the majority of principals (75% in Striving Readers schools and 79% in control schools) reported that technology is *somewhat* integrated. Approximately one fifth (21% in Striving Readers schools and 17% in control schools) reported that it is *thoroughly* integrated, and the remainder (4% in Striving Readers schools and 3% in control schools) said that technology is *not integrated at all*.

When asked to explain their answers, Striving Readers and control school principals responded similarly. Many simply described the technology resources available at their school. As an example, one principal (each) said that every classroom in their school has

four to five computers, their school just got 18 laptops, or that all classrooms in their school have computers with Internet. In general, principals considered the level of technology resources at their school to be good but not great, and thought that it would be ideal to have even more technology available. Some principals—particularly in Striving Readers schools—were more specific and said that although the school has adequate technology, teachers need to make better use of it for instruction. They said that right now the students mainly use computers to do research, look at web sites, and produce (type and print) papers, and that only a few teachers are using technology for instructional purposes. Several principals said that additional professional development is needed to facilitate teachers using technology effectively.

When asked to rate the impact of technology on the reading achievement of struggling readers in their school, principals from Striving Readers schools rated the impact higher than those from control schools. In particular, 70% of Striving Readers principals rated the impact of technology as *moderate* or *large*, but only 34% of control school principals rated it the same way. The majority of principals in control schools (62%) said that the technology had had *some* impact on the achievement of struggling readers.

Other Resources in Control Schools

Because the Striving Readers Initiative provides participating schools with resources for struggling readers, principals and LLTs in control schools *only* were asked whether their schools have specific literacy resources for struggling readers. Approximately three quarters of principals (79%) and LLTs (74%) said yes. When asked to describe these resources, they listed a wide range of strategies, materials, and programs. Examples include classroom libraries or book rooms, teacher resource rooms, leveled books, an online program for struggling readers, tutoring/mentoring programs, before-school and after-school reading programs, one-on-one coaching by a literacy teacher or paraprofessional, and reduced class sizes for literacy instruction. No one resource was cited by more than a few respondents at control schools.

Component 7: Integrated, Progressive, and High-Quality Professional Development

Higher percentages of staff from Striving Readers schools, including librarians, technology coordinators, and principals, reported participating in professional development related to Striving Readers or literacy in general either this school year or last summer. Specifically, 92% of librarians, 95% of technology coordinators, and all principals (100%) at Striving Readers schools reported participating in such professional development, compared to 68% of librarians, 73% of technology coordinators, and 96% of principals at control schools. Most principals in Striving Readers schools (89%) and all principals in control schools (100%) said that non-literacy staff were involved in professional development related to literacy. When asked to list the staff members involved in professional development, many principals from both Striving Readers and control schools said that *all staff* who are involved with students in Grades 6–8 participate in professional development. They named staff positions including teachers of all subject areas, paraprofessionals, assistant teachers, principals, assistant principals,

computer/technology staff, librarians, gym teachers, art teachers, counselors, and math specialists. Many principals from both Striving Readers and control schools said that there are no staff members in their school who do *not* deal with literacy.

Principals were also asked what topics had been covered in professional development sessions. In most cases, responses of principals from Striving Readers and control schools were similar. They both mentioned topics such as building and using classroom libraries, differentiating instruction, using small group instruction, using data to inform instruction, using technology, developing strategies for use with low-performing students or ELL students, using extended response, building vocabulary, and writing activities. Principals from Striving Readers schools mentioned a few topics not covered by those from control schools, including creating literacy stations, using handheld computers, and PRC2.

The majority of staff members in both Striving Readers and control schools who participated in professional development said that it was *very useful* in providing the skills needed to effectively implement Striving Readers or the school's literacy efforts. Three fifths (61%) of librarians, half of technology coordinators, and more than three quarters (76%) of principals in Striving Readers schools said that the professional development was *very useful*. In control schools, 69% of librarians, 75% of technology coordinators, and 70% of principals said that the professional development was *very useful*.

When asked to explain their ratings of the usefulness of the professional development, Striving Readers principals had many positive things to say. In particular, they said that the professional development sessions provided knowledge about literacy strategies and techniques, allowed principals to observe in classrooms, provided the research basis behind the strategies used in Striving Readers, and allowed them to know what the expectations were of the initiative and what they should look for in their schools in terms of literacy instruction. A few mentioned that the networking opportunities were very valuable, and a few said that it was valuable to attend professional development with other staff from their school. A few principals commented on aspects of the professional development that they did *not* find useful. One said that they do not believe that principals need to know about Striving Readers in such great detail. Another felt similarly and did not think that principals need to observe classrooms in other schools.

Principals in control schools felt that professional development was useful in helping them understand what should be covered—and how—in each grade level. They felt that the professional development helped them to become better instructional leaders and know what to look for when observing classrooms. They also felt that the professional development helped them to stay current on best practices and procedures that are currently being used in classrooms.

Appendix E: Definitions of Year 3 Fidelity Scales

COMPONENT 1: Reading comprehension instruction for WHOLE SCHOOL, BLENDED INTERVENTION		
Sub-Components	**Individual/Summary Items**	**Scores**
Sub-Component 1: Individual and small group instruction	**LIST Survey - from ELA Teachers only**	
	Q7. How often do you use the following grouping structures in your classes?	Never=0; Less than once a month=2; 1-3 times a month=4; 1-3 times a week=6; 4-5 times a week=8; Multiple times a day=10
	• Individual Work	
	• Small groups or Pairs	
	Score	**Sum of the Above Items/2 (Range from 0 to 10)**
	Q18. For each of the materials listed below, please indicate which grouping strategies are supported by your use of that material in your classroom.	For each item: =0 if small group AND individual work are NOT checked =5 if either small group OR individual work are checked =10 if BOTH small group AND individual work are checked
	• Listening centers	
	• Media Centers	
	• Classroom Library	
	• Vocabulary Notebooks	
	• Reading response notebooks	
	Score	**Sum of the Above Items/5 (Range from 0 to 10)**
	Total Sub-Component 1 Score (Individual and Small Group Instruction)	**Sum of the Above Scores/2 (Range from 0 to 10)**
Sub-Component 2: Use of *gradual release model* to provide direct, explicit instruction and scaffold learning for students.	**LIST Survey - from ELA Teachers only**	
	Q3. How often do you use the following practices to help students increase reading comprehension?	Never=0; Less than once a month=2.5; 1-3 times a month=5; 1-3 times a week=7.5; 4-5 times a week=10;
	• Use of the *gradual release of responsibility* model	
	Q4. How often do you use the following practices to help students build their vocabulary knowledge?	
	• Use of the *gradual release of responsibility* model	
	Total Sub-Component 2 Score (Gradual Release Model Setting)	**Sum of the Above items/2 (Range from 0 to 10)**
Sub-Component 3: Instruction anchor for all classrooms and content areas is focused on comprehension.	**LIST Survey - from ELA Teachers only**	
	Q3. How often do you use the following practices to help students increase reading comprehension?	For each item, give the following values: Never=0; Less than once a month=1; 1-3 times a month=2; 1-3 times a week=3; 4-5 times a week=4
	Explicit instruction in use of…	
	- …**summarizing**	
	- **…Questioning**	
	- **…Predicting**	

COMPONENT 1: Reading comprehension instruction for WHOLE SCHOOL, BLENDED INTERVENTION		
Sub-Components	**Individual/Summary Items**	**Scores**
	- **…Text structure**	Then sum all items and recode as following: 0=0; 1=2.5; 2=5; 3=7.5; and 4 through highest=10
	- **…Visualization**	
	- **…Inferring**	
	- **…Metacognition**	
	Score	**Range from 0 to 10**
	Q3a. How often do you use the following practices to help students increase reading comprehension?	Never=0; Less than once a month=2.5; 1-3 times a month=5; 1-3 times a week=7.5; 4-5 times a week=10;
	- Establishing the purpose for reading.	
	- Monitoring students' comprehension through questioning.	
	- Use of *before, during, and after* (BDA) reading strategies for comprehension instruction	
	Q3b. How often do you use the following practices to help students increase reading comprehension?	Never=0; Less than once a month=3.3; 1-3 times a month=6.7; 1-3 times a week=10; 4-5 times a week=10;
	– Making connections to background knowledge.	
	– Making connections between texts.	
	– Synthesizing information within text or across texts.	
	Score	**Sum of the Above Items/6 (Range from 0 to 10)**
	Q6. How often do you use the following techniques to help struggling readers develop better reading strategies and skills?	Never=0; Less than once a month=3.3; 1-3 times a month=6.7; 1-3 times a week=10; 4-5 times a week=10;
	• Everybody Reads To (ERT)	
	• Exclusion Brainstorming	
	• List-Group-Label	
	• Interactive Notation System for Effective Reading and Thinking (INSERT)	
	• Guided Reading and Summarizing Procedure (GRASP)	
	Q6. How often do you use the following techniques to help struggling readers develop better reading strategies and skills?	Never/ Not Familiar=0; Less than once a month=5; 1-3 times a month=10; 1-3 times a week=10; 4-5 times a week=10
	• ReQuest	
	• Predict-Locate-Add-Note (PLAN)	
	• ABC Graffiti	
	Score	**Sum of the Above Items/8 (Range from 0 to 10)**
	Q16. For each of the materials listed across the top of the chart below, please indicate which literacy instructional goals are supported by your use of that material in your classroom: Reading Comprehension	Not checked = 0; Checked=10
	• Listening centers	

COMPONENT 1: Reading comprehension instruction for WHOLE SCHOOL, BLENDED INTERVENTION		
Sub-Components	**Individual/Summary Items**	**Scores**
	• Media centers	
	• Classroom library	
	Score	**Sum of the Above Items/3 (Range from 0 to 10)**
	Total Sub-Component 3 Score (Systematic Comprehension)	**Sum of the Above Scores/4 (Range from 0 to 10)**
Sub-Component 4: PRC2 instructional framework, text sets, and technology are used fluidly and alternately to support differentiated instruction and increase student motivation, engagement, and understanding.	**LIST Survey - from ELA Teachers only**	
	Q3. How often do you use the following practices to help students increase reading comprehension?	Never=0; Less than once a month=3.3; 1-3 times a month=6.7; 1-3 times a week=10; 4-5 times a week=10;
	• PRC2	
	Q4. How often do you use the following practices to help students build their vocabulary knowledge?	
	• PRC2	
	Q3. How often do you use the following practices to help students increase reading comprehension?	
	• Using differentiated instruction	
	Q8. Considering *your own instruction*, how often do you apply differentiated instruction in your classroom?	Never=0; Rarely=2.5; Occasionally=5; About half the time=7.5; Most of the time=10; Almost every lesson or activity=10
	Q17 Use of Listening Centers for differentiating instruction for struggling readers	Not checked = 0; Checked=10
	Q17 Use of Media Centers for differentiating instruction for struggling readers	
	Q24 Use of Palm Pilots for differentiating instruction for struggling readers	
	Total Sub-Component 4 Score (Use of PRC2, Text Sets and Technology for Differentiated Instruction)	**Sum of the Above Items/7 (Range from 0 to 10)**
Sub-Component 5: Systematic approach to teaching academic content vocabulary in all subjects using Robert Marzano's *Building Academic Content Vocabulary*	**LIST Survey - from ELA Teachers only**	
	Q4. How often do you use the following practices to help students build their vocabulary knowledge?	Never=0; Less than once a month=3.3; 1-3 times a month=6.7; 1-3 times a week=10; 4-5 times a week=10;
	• Explicit instruction in vocabulary	
	• Modeling the use of word parts	
	• Review of vocabulary words	
	• Use of vocabulary notebooks	
	• Use of *before, during, and after* (BDA) reading strategies for vocabulary instruction	
	Score	**Sum of the Above Items/5 (Range from 0 to 10)**

COMPONENT 1: Reading comprehension instruction for WHOLE SCHOOL, BLENDED INTERVENTION		
Sub-Components	**Individual/Summary Items**	**Scores**
	Q16. For each of the materials listed across the top of the chart below, please indicate which literacy instructional goals are supported by your use of that material in your classroom: Vocabulary Development	Checked =0; Not Checked =10.
	• Listening centers	
	• Media centers	
	• Classroom library	
	• Vocabulary notebooks	
	Score	**Sum of the Above Items/4 (Range from 0 to 10)**
	Total Sub-Component 5 Score (Vocabulary)	**Sum of the Above Scores/2 (Range from 0 to 10)**
Total Component 1 - Blended Intervention Score:		**Sum of the Above Sub-Components/5 (Range from 0 to 10)**

COMPONENT 2: Reading comprehension instruction for TARGETED intervention model for Tier 2 and TIER 3 students		
Sub-Components	**Individual/Summary Items**	**Scores**
Sub-Component 6: Teachers and Literacy Intervention Teachers collaboration in instructional planning and progress monitoring.	**LIST Survey – from LIT only (about targeted intervention)**	
	Q6. How often do you meet with ELA classroom teachers at the following grade levels to discuss instruction-related issues regarding your work ***with students in the Targeted intervention group***.	For Q6a, 6b, and 6c: Never=0; Less than once a month=3.3; 1-3 times a month=6.7; 1-3 times a week=10; 4-5 times a week=10
	• **Grade 6 teachers**	
	• **Grade 7 teachers**	
	• **Grade 8 teachers**	
	Score	**Sum of the Above Items/3 (Range from 0 to 10)**
	Q7. In which setting(s) do you meet or collaborate with ELA classroom teachers? (Check all that apply for each grade)	For Q7a, 7b, and 7c: Sum of the following (for a total score of 10): Scheduled one-on-one meetings = 3.3 or 0 (if not checked); Grade-level team meetings = 3.3 (if checked) or 0 (if not checked); Literacy leadership team meetings =3.3 (if checked) or 0 (if not checked)
	• **Grade 6 teachers**	
	• **Grade 7 teachers**	
	• **Grade 8 teachers**	
	Score	**Sum of the Above Items/3 (Range from 0 to 10)**
	Q8. How often do you meet with **SIXTH-GRADE** classroom teachers to discuss implementing each of the following instructional methods ***for students in the in-class Targeted Intervention group*** (Tiers 2-3)?	Never=0; Less than once a month=5; 1-3 times a month=10; 1-3 times a week=10; 4-5 times a week=10
	• Differentiated instruction	
	• Student groupings	
	• Use of Striving Readers texts sets, text set teacher guides, technology, classroom library, school library	
	• Use of specific Striving Readers comprehension strategies for reading	
	• Using specific Striving Readers instructional techniques for comprehension instruction	
	• Using specific Striving Readers instructional techniques for vocabulary instruction	
	• Using specific Striving Readers instructional techniques for fluency instruction	
	• Discussing specific students' reading progress	
	• Coordinating instruction between lessons for the whole class and lessons for the Targeted Intervention group	
	• Using student assessment data for instructional planning	
	Score	**Sum of the Above Items/10 (Range from 0 to 10)**

COMPONENT 2: Reading comprehension instruction for TARGETED intervention model for Tier 2 and TIER 3 students		
Sub-Components	**Individual/Summary Items**	**Scores**
	LIST Survey – from ELA Teachers	
	Q38. How often do you meet or collaborate with the LIT in the following settings?	For 6th grade teachers: Never=0; Less than once a month=3.3; 1-3 times a month=6.7; 1-3 times a week=10; 4-5 times a week=10 For 7th or 8th grade teachers: Never=0; Less than once a month=5; 1-3 times a month=10; 1-3 times a week=10; 4-5 times a week=10
	a) Scheduled one-on-one meetings	
	c) Grade-level team meetings	
	Score	**Sum of the Above Items/2 (Range from 0 to 10)**
	Q39. To what extent has your collaboration with the LIT facilitated your efforts to use the following methods to support *struggling readers* in your class?	Not at all=0; To a small extent=5; To a moderate extent=10; To a large extent=10. (Also 0 if Q38a and 38c=0)
	• Differentiating instruction	
	• Scaffolding of instruction	
	• Student groupings	
	• Use of the Whole-Part-Whole instructional model	
	• Using the media center	
	• Using listening centers	
	• Using assessment data to monitor student progress	
	• Using student assessment data for instructional planning	
	Score	**Sum of the Above Items/8 (Range from 0 to 10)**
	Q40. To what extent has your collaboration with the LIT facilitated your ability to provide effective instruction in the following areas for struggling readers?	Not at all=0; To a small extent=5; To a moderate extent=10; To a large extent=10. (Also 0 if Q38a and 38c=0)
	• Comprehension	
	• Fluency	
	• Vocabulary	
	• Writing skills	
	• Word parts	
	• Word recognition	
	• Spelling	
	• Reading/literacy in content areas	
	Score	**Sum of the Above Items/8 (Range from 0 to 10)**
	Total Sub-Component 6 Score (Collaboration)	**Sum of the Above Scores/6 (Range from 0 to 10)**
Sub-Component 7: Explicit instruction in small group setting for Tier 2-3 students for	**LIST Survey - from LIT only (section about targeted intervention)**	
	Q1 How often do you use the following **grouping structures** during the *push-in intervention with Tier 2and 3 students*?	Never=0; Less than once a month=2.5;1-3 times a month=5;1-3 times a week=7.5;4-5 times a week=10; Multiple times a day=10
	• Small groups/Pairs	
	Score	**Range from 0 to 10**

COMPONENT 2: Reading comprehension instruction for TARGETED intervention model for Tier 2 and TIER 3 students		
Sub-Components	**Individual/Summary Items**	**Scores**
approximately 20-30 minutes per day, in 7 core comprehension strategies: summarization, predicting, inferring, metacognition, visualization, questioning, and text structure. ***[Also addresses grouping, vocabulary instruction, fluency***	**Q2. During your work in the regular classroom with students in the Targeted intervention group** (Tier 2 and 3 students), how often do you use the following practices to help struggling readers increase reading comprehension?	For each item, give the following values: Never=0; Less than once a month=1; 1-3 times a month=2; 1-3 times a week=3; 4-5 times a week=4 Then sum all items and recode as following: 0=0; 1=2.5; 2=5; 3=7.5; and 4 through highest=10
	• Explicit instruction in use of **summarizing**	
	• Explicit instruction in use of **questioning**	
	• Explicit instruction in use of **predicting**	
	• Explicit instruction in using **text structure**	
	• Explicit instruction in use of **visualization**	
	• Explicit instruction in use of **inferring**	
	• Explicit instruction in use of **metacognition**	
	Score	**Range from 0 to 10**
	Q2. During your work in the regular classroom with students in the Targeted intervention group (Tier 2 and 3 students), how often do you use the following practices to help struggling readers increase reading comprehension?	Never=0; Less than once a month=2.5; 1-3 times a month=5; 1-3 times a week=7.5; 4-5 times a week=10;
	• Establishing the purpose for reading	
	• Monitoring students' comprehension through questioning	
	• Making connections to background knowledge	
	• Making connections between texts	
	• Synthesizing information within text or across texts	
	• Using differentiated instruction	
	• Use of BDA reading strategies for comprehension instruction	
	• Use of the *gradual release of responsibility* model for reading comprehension instruction	
	Q2. During your work in the regular classroom with students in the Targeted intervention group (Tier 2 and 3 students), how often do you use the following practices to help struggling readers increase reading comprehension?	Never=0; Less than once a month=3.3; 1-3 times a month=6.7; 1-3 times a week=10; 4-5 times a week=10;
	▪ Using PRC2 for comprehension instruction	
	Score	**Sum of the Above Items/9 (Range from 0 to 10)**
	Q3. During your work in the regular classroom with students in the Targeted intervention group (Tier 2 and 3 students), how often do you use the following practices to help struggling readers build their vocabulary knowledge?	Never=0; Less than once a month=3.3; 1-3 times a month=6.7; 1-3 times a week=10; 4-5 times a week=10;
	• Explicit instruction in vocabulary	
	• Modeling the use of word parts	
	• Use of the PRC2 for vocabulary development	
	• Use of the *gradual release of responsibility* model for vocabulary instruction	

COMPONENT 2: Reading comprehension instruction for TARGETED intervention model for Tier 2 and TIER 3 students		
Sub-Components	**Individual/Summary Items**	**Scores**
	Q3. During your work in the regular classroom with students in the Targeted intervention group (Tier 2 and 3 students), how often do you use the following practices to help struggling readers build their vocabulary knowledge?	Never =0; Less than once a month=2.5; 1-3 times a month=5; 1-3 times a week=7.5; 4-5 times a week=10
	• Review of vocabulary words	
	• Use of vocabulary notebooks	
	• Use of BDA reading strategies for vocabulary instruction	
	Score	**Sum of the Above Items/7 (Range from 0 to 10)**
	Q4. During your work in the regular classroom with students in the Targeted intervention group (Tier 2 and 3 students), how often do you use the following practices to help struggling readers develop fluency?	Never =0; Less than once a month=3.3; 1-3 times a month=6.7; 1-3 times a week=10; 4-5 times a week=10
	• Teacher interactive read aloud	
	• Shared reading	
	• Explicit instruction in guided oral reading	
	• Students listen to audio books, play aways	
	Q4. During your work in the regular classroom with students in the Targeted intervention group (Tier 2 and 3 students), how often do you use the following practices to help struggling readers develop fluency?	Never =0; Less than once a month=2.5; 1-3 times a month=5; 1-3 times a week=7.5; 4-5 times a week=10
	• Teacher read aloud	
	• Modeling reading for students	
	Score	**Sum of the Above Items/6 (Range from 0 to 10)**
	Q5 How often do you use the following techniques to help struggling readers develop better reading strategies and skills?	Never =0; Less than once a month=5; 1-3 times a month=10; 1-3 times a week=10; 4-5 times a week=10
	• ReQuest	
	• ABC Graffiti	
	• Predict-Locate-Add-Note (PLAN)	
	Q5 How often do you use the following techniques to help struggling readers develop better reading strategies and skills?	Never =0; Less than once a month=3.3; 1-3 times a month=6.7; 1-3 times a week=10; 4-5 times a week=10
	• Everybody Reads To (ERT)	
	• Exclusion Brainstorming	
	• List-Group-Label	
	• Interactive Notation System for Effective Reading and Thinking (INSERT)	
	• Guided Reading and Summarizing Procedure (GRASP)	
	Score	**Sum of the Above Items/8 (Range from 0 to 10)**
	Total Sub-Component 7 Score (Comprehension)	**Sum of the Above Scores/6 (Range from 0 to 10)**
Total Component 2 - Targeted Intervention Score:		**(Sum of above Sub-component Scores)/2 = Range from 0 to 10**

COMPONENT 3: Reading comprehension instruction for intensive intervention model for Tier 3 students		
Sub-Components	**Individual/Summary Items**	**Scores**
Sub-Component 8: Increased time—an additional 240 minutes of direct and supported instruction beyond the intervention that occurs during the regular school day.	**AMP Schedule and Attendance Records**	
	Total # minutes AMP Classes should meet per week (240) * Number of Weeks (26) = 6240 minutes	Score = (Total Number of Minutes the Program Operated at Each School)/624, max=10
	Average number of minutes attended by student by school.	Score = (Total Number of Minutes Attending Averaged Across Students)/624, max=10
	Total Sub-Component 8 Score (Increased Time)	**Sum of above Items/2 (Range from 0 to 10)**
Sub-Component 9: Small groups setting: 15 to 1 teacher student ratio.	**AMP Enrollment Records**	
	Number of Students and Teachers Per Class	(# Teachers)/(# Students) X 150, max=10
	Total Sub-Component 9 Score (Small Group Setting)	**Range from 0 to 10**
Sub-Component 10: Explicit and systematic instruction in seven core comprehension strategies: summarization, predicting, inferring, metacognition, visualization, questioning, and text structure (strategies introduced one at a time) *during the additional 240 minutes of supported instruction.*	**LIST Survey - from LIT and AMP teachers only (section about intensive intervention)**	
	Q15. How often do you use the following practices or materials with Tier 3 students in the AMP after-school program to help them increase reading comprehension?	For each item, give the following values: Never=0; Less than once a month=1; 1-3 times a month=2; 1-3 times a week=3; 4-5 times a week=4 Then sum all items and recode as following: 0=0; 1=2.5; 2=5; 3=7.5; and 4 through highest=10
	• Explicit instruction in use of **summarizing**	
	• Explicit instruction in use of **questioning**	
	• Explicit instruction in use of **predicting**	
	• Explicit instruction in using **text structure**	
	• Explicit instruction in use of **visualization**	
	• Explicit instruction in use of **inferring**	
	• Explicit instruction in use of **metacognition**	
	Total Sub-Component 10 Score (Systematic Comprehension)	**Range from 0 to 10**
Sub-Component 11: Teaching of high volume and depth of academic vocabulary.	**LIST Survey - from LIT and afterschool teachers only (section about intensive intervention)**	
	Q16. How often do you use the following practices or materials with Tier 3 students in the AMP afterschool program to help them build their vocabulary knowledge?	Never=0; Less than once a month=3.3; 1-3 times a month=6.7; 1-3 times a week=10; 4-5 times a week=10
	• Explicit instruction in vocabulary	
	• Modeling the use of word parts	
	• Use of the gradual release of responsibility model for vocabulary	
	Q16. How often do you use the following practices or materials with Tier 3 students in the AMP afterschool program to help them build their vocabulary knowledge?	Never=0; Less than once a month=2.5; 1-3 times a month=5; 1-3 times a week=7.5; 4-5 times a week=10;
	• Review of vocabulary words	
	• Use of vocabulary notebooks	
	• Use of *before, during, and after* (BDA) reading strategies for vocabulary instruction	

COMPONENT 3: Reading comprehension instruction for intensive intervention model for Tier 3 students		
Sub-Components	**Individual/Summary Items**	**Scores**
	Total Sub-Component 11 Score (Vocabulary)	**Sum of the Above Items/6 (Range from 0 to 10)**
Sub-Component 12: Guided fluency practice.	**LIST Survey - from LIT and afterschool teachers only (section about intensive intervention)**	
	Q17. How often do you use the following practices or materials with Tier 3 students in the AMP afterschool program to help them develop fluency?	Never =0; Less than once a month=3.3; 1-3 times a month=6.7; 1-3 times a week=10; 4-5 times a week=10
	• Teacher interactive read aloud	
	• Shared reading	
	• Students listen to audio books, play aways	
	• Use of the *gradual release of responsibility* model for fluency instruction	
	Q17. How often do you use the following practices or materials with Tier 3 students in the AMP afterschool program to help them develop fluency?	Never =0; Less than once a month=2.5; 1-3 times a month=5; 1-3 times a week=7.5; 4-5 times a week=10
	• Teacher read aloud	
	• Modeling reading for students	
	Total Sub-Component 12 Score (Guided fluency practice)	**Sum of the Above Items/6 (Range from 0 to 10)**
Total Component 3 - Intensive Intervention Score:		**(Sum of above Sub-component Scores)/5 = Range from 0 to 10**

COMPONENT 4: FREQUENT, PURPOSEFUL ASSESSMENT AND ADJUSTMENT OF INSTRUCTION WITH SCREENING, DIAGNOSTIC, AND PROGRESS-MONITORING TOOLS AND DATA-DRIVEN INSTRUCTION STRUCTURED THROUGH A TEAM-BASED SYSTEM OF LEADERSHIP AND SUPPORT		
Sub-Components	**Individual/Summary Items**	**Scores**
Sub-Component 13: Purposeful assessments with screening, diagnostic, and progress-monitoring tools and data-driven instruction structured through a team-based system of leadership and support FOR WHOLE SCHOOL BLENDED INTERVENTION	**Principal Interviews**	
	Q4. To what extent is student assessment data being used for this purpose?	Not at all=0; To s Small Extent=3.3; To a Moderate Extent=6,7; To a Large Extent=10
	• Screening students' ability levels for placement in intervention programs	
	• Diagnosing students' strengths and support needs for placement in specific courses or instructional groups	
	• Identifying trends in fluency and comprehension abilities across groups of students	
	• Identifying trends in vocabulary knowledge across groups of students	
	• Monitoring overall student progress for the purpose of assessing success of instructional programs and methods	
	• Differentiating instruction	
	• Planning on-site professional development	
	Score	**Sum of above Items/7 (Range from 0 to 10)**
	Q2c. Overall, rate the quality of the literacy team's performance in the following areas	[If school does not have a literacy team=0] Poor=0; Fair=3.3; Good=6.7; Excellent=10; Not Sure=0
	• Using assessment data and or student work to plan instruction	
	Score	**Range from 0 to 10**
	Q3c. Overall, rate the quality of the grade level team's performance in the following areas	[If school does not have a grade-level team=missing] Poor=0; Fair=3.3; Good=6.7; Excellent=10; Not Sure=0
	• Using assessment data to plan instruction	
	• Using assessment data to establish vertical and horizontal literacy goals by grade level	
	Score	**Sum of above Items/2 (Range from 0 to 10)**
	LIST Surveys – from ELA Teachers	
	Q9 Indicate how you use the data from the following assessments:	[From Not used=0 to Used in all intended ways=10. No extra points for additional applications.]
	Reading Benchmark Assessment	Not using=0; Screening = +2.5; Benchmarking=+2.5; Progress monitoring= +2.5 Assess outcomes=+2.5
	ISAT	Not Using=0; Screening=+5; Outcome=+5

COMPONENT 4: FREQUENT, PURPOSEFUL ASSESSMENT AND ADJUSTMENT OF INSTRUCTION WITH SCREENING, DIAGNOSTIC, AND PROGRESS-MONITORING TOOLS AND DATA-DRIVEN INSTRUCTION STRUCTURED THROUGH A TEAM-BASED SYSTEM OF LEADERSHIP AND SUPPORT		
Sub-Components	**Individual/Summary Items**	**Scores**
	Informal assessments	Not using=0; Diagnostic = +2.5; Benchmarking=+2.5; Progress monitoring= +2.5 Assess outcomes=+2.5
	Fluency Snapshots	Not Using=0; Screening=+10
	Spelling inventories	Not using=0; Screening=+2; Diagnostic = +2; Benchmarking=+2; Progress monitoring= +2 Assess outcomes=+2
	Score	**Sum of above Items/5 (Range from 0 to 10)**
	Q10. Indicate extent you use student assessment data for each of the following purposes:	Not at all=0; To a small extent=3.3; To a moderate extent=6.7; To a large extent=10
	a) Placing students in intervention programs;	
	b) Differentiating instruction;	
	c) Identifying skills that need to be re-taught;	
	d) Monitoring student reading progress;	
	e) Creating instructional groups	
	Score	**Sum of above Items/5 (Range from 0 to 10)**
	Q11-12 Do you currently have grade-level teams at your school? If YES: Overall, rate the grade-level team's ability to use classroom assessment data in the following ways:	No grade-level team= missing on all items; or Poor=0; Fair=3.3; Good=6.7; Excellent=10; Not sure=0
	Address the literacy needs of all students	
	Address the needs of struggling readers;	
	Formalize lesson plans;	
	Identify students who are eligible for targeted interventions;	
	Identify strengths;	
	Identify teaching and learning strategies	
	Improve classroom practice	
	Score	**Sum of above Items/7 (Range from 0 to 10)**
	Total Sub-Component 13 Score	**Sum of the Above Scores/6 (Range from 0 to 10)**
Sub-Component 14: Data-driven instruction FOR INTENSIVE INTERVENTION	**LIST Surveys – from LIT Teacher and AMP Teachers (about the intensive intervention)**	
	Q19. Please indicate the extent to which you use student assessment data for each of the following purposes within the afterschool program:	Not at all=0; To Some Extent=3.3; To a Moderate Extent=6.7; To a Large Extent=10
	• Differentiating instruction	
	• Identifying skills that need to be retaught	

COMPONENT 4: FREQUENT, PURPOSEFUL ASSESSMENT AND ADJUSTMENT OF INSTRUCTION WITH SCREENING, DIAGNOSTIC, AND PROGRESS-MONITORING TOOLS AND DATA-DRIVEN INSTRUCTION STRUCTURED THROUGH A TEAM-BASED SYSTEM OF LEADERSHIP AND SUPPORT		
Sub-Components	**Individual/Summary Items**	**Scores**
	• Monitoring student reading progress	
	• Creating instructional groups	
	Total Sub-component 14 Score	**Sum of the Above Items/4 (Range from 0 to 10)**
Total Component 4 - Assessment Score:		**(Sum of above Sub-component Scores)/2 = Range from 0 to 10**

COMPONENT 5: HIGH QUALITY, HIGH INTEREST MATERIALS - Highly motivating reading materials integrated with engaging technology and audio resources.		
Components	**Individual/Summary Items**	**Scores**
Sub-Component 15: Text Sets (NOTE: Not included in the calculation of Component 5 Score)	**Principal Interviews**	
	Q8. Are the school-wide text sets being used in the content area classrooms?	No or Not Used=0; Used=10; Don't Know=Missing
	• Social Studies	
	• Science	
	• Mathematics	
Total Sub-Component 15 Score (Text Sets)		**Sum of Above Scores/3 (Range from 0 to 10)**
Sub-Component 16: School Library	**LIST Surveys – From ELA Teachers**	
	Q15a. For each of the materials listed below, indicate how frequently you currently use the materials to teach literacy: **School Library**	N/A (Do Not Have)=0; Not Currently Using=0; Less than once a month=2.5; 1 to 3 times a month=5; 1 to 3 times a week=7.5; 4 to 5 times a week=10
	Score	**Range from 0 to 10**
	Q15b Rate you comfort level: **School Library**	N/A=0; Not at all comfortable=0; 2=2.5; 3=5; 4=7.5; 5 Very comfortable=10
	Score	**Range from 0 to 10**
	Q31. How often do you take your class to the library?	Never=0; Rarely=2.5; Sometimes=5; Often=7.5; Almost daily or daily=10
	Score	**Range from 0 to 10**
	Q33. How does the librarian work with you?	a) Does not work with me=0; If checked b) or c)=5; If checked b) and c)=10 (Also, if no librarian, then =0)
	Score	**Range from 0 to 10**
	Q34. To what extent does the librarian consult with classroom teachers in using Striving Readers library funds to order reading materials that are grade level and content appropriate?	Not at all=0; To a small extent=3.3; To a moderate extent=6.7; To a large extent=10; Don't know=0
	Score	**Range from 0 to 10**
	Q35. To what extent does the librarian consider students' ***needs and reading abilities*** when ordering books and other reading material with Striving Readers library funds?	Not at all=0; To a small extent=3.3; To a moderate extent=6.7; To a large extent=10; Don't know=missing
	Score	**Range from 0 to 10**
	Q36. To what extent does the librarian consider students' ***interests and motivation*** when ordering books and other reading material with Striving Readers library funds?	Not at all=0; To a small extent=3.3; To a moderate extent=6.7; To a large extent=10; Don't know=missing
	Score	**Range from 0 to 10**
	Q37. How does the librarian work with your students? (Check all that apply.)	"Does not work with my students" or "no librarian"= 0 Otherwise: give 2.5 points per check with a maximum of 10 points
	• Does not work with my students.	
	• Works with students on research skills.	
	• Directs students to resources tied to curriculum.	
	• Conducts read-alouds.	

COMPONENT 5: HIGH QUALITY, HIGH INTEREST MATERIALS - Highly motivating reading materials integrated with engaging technology and audio resources.		
Components	**Individual/Summary Items**	**Scores**
	• Provides students with information about extracurricular academic activities (e.g., spelling bee, writing competitions, events).	
	• Assists students with class projects.	
	• Teaches students how to navigate Internet resources.	
	• Guides struggling readers to summer programs.	
	Score	**Range from 0 to 10**
	LIST Surveys – From LITs	
	Q7a. For each of the materials listed below, indicate how frequently you currently use the materials to teach literacy:	N/A (Do Not Have)=0; Not Currently Using=0; Less than once a month=2.5; 1 to 3 times a month=5; 1 to 3 times a week=7.5; 4 to 5 times a week=10
	• School Library	
	Q7b Rate you comfort level:	N/A=0; Not at all comfortable=0; 2=2.5; 3=5; 4=7.5; 5 Very comfortable=10
	• School Library	
	Score	**Sum of Above Items/2 (Range from 0 to 10)**
Total Sub-Component 16 Score (School Library)		**Sum of Above Scores/9 (Range from 0 to 10)**
Sub-Component 17: Classroom Library	**LIST Surveys – From ELA Teachers**	
	Q15a. For each of the materials listed below, indicate how frequently you currently use the materials to teach literacy: **Classroom Library**	N/A (Do Not Have)=0; Not Currently Using=0; Less than once a month=2.5; 1 to 3 times a month=5; 1 to 3 times a week=7.5; 4 to 5 times a week=10
	Score	**Range from 0 to 10**
	Q15b Rate you comfort level: **Classroom Library**	N/A=0; Not at all comfortable=0; 2=2.5; 3=5; 4=7.5; 5 Very comfortable=10
	Score	**Range from 0 to 10**
	Q16. For each of the materials listed, please indicate which literacy instructional goals are supported by your use of that material in your classroom: **Classroom Library**	Not Using = 0; Checked=10
	• Vocabulary development	
	• Fluency	
	• Reading Comprehension	
	• Word Recognition	
	• To develop students' self-directed learning	
	• To supplement students' textbook reading	
	• To activate students' prior knowledge	
	Score	**Sum of Above Items/7 (Range from 0 to 10)**
	Q27. Please check the ways that you use your classroom libraries:	For each item: Not checked=0; Checked=10
	• For content area instruction	
	• For independent reading	
	• For small group instruction	
	• For read alouds	

COMPONENT 5: HIGH QUALITY, HIGH INTEREST MATERIALS - Highly motivating reading materials integrated with engaging technology and audio resources.		
Components	**Individual/Summary Items**	**Scores**
	Score	**Sum of Above Items/4 (Range from 0 to 10)**
	Q28. Do you use interest inventories to help students self select reading materials?	No=0; Yes=10
	Score	**Range from 0 to 10**
	Q29. Do you use interest inventories to guide your purchases for the classroom library?	No=0; Yes=10
	Score	**Range from 0 to 10**
	Q30 My classroom library…	Not at all true=0; Slightly true=3.3; Somewhat true=6.7; Very true=10
	• Is easily accessible to students	
	• Is well organized and in good shape	
	• Has a checkout system in place	
	• Includes a variety of reading materials	
	• Includes a variety of texts	
	• Has reading materials grouped by genre	
	• Has reading materials clearly labeled	
	• Has both non-fiction and fiction books	
	Score	**Sum of the Above Items/8 (Range from 0 to 10)**
	LIST Surveys – From LITs	
	Q7a. For each of the materials listed below, indicate how frequently you currently use the materials to teach literacy:	N/A (Do Not Have)=0; Not Currently Using=0; Less than once a month=2.5; 1 to 3 times a month=5; 1 to 3 times a week=7.5; 4 to 5 times a week=10
	• Classroom Library	
	Q7b Rate you comfort level:	N/A=0; Not at all comfortable=0; 2=2.5; 3=5; 4=7.5; 5 Very comfortable=10
	• Classroom Library	
	Score	**Sum of Above Items/2 (Range from 0 to 10)**
Total Sub-Component 17 Score (Classroom Libraries)		**Sum of the Above Scores/8 (Range from 0 to 10)**
Sub-Component 18: Other Non-Technology Resources/Materials	**LIST Surveys – From ELA Teachers**	
	Q15a. For each of the materials listed below, indicate how frequently you currently use the materials to teach literacy:	N/A (Do Not Have)=0; Not Currently Using=0; Less than once a month=2.5; 1 to 3 times a month=5; 1 to 3 times a week=7.5; 4 to 5 times a week=10
	• Vocabulary Notebooks	
	Score	**Range from 0 to 10**
	• Reading response notebooks	N/A (Do Not Have)=0; Not Currently Using=0; Less than once a month=2.5; 1 to 3 times a month=5; 1 to 3 times a week=7.5; 4 to 5 times a week=10
	Score	**Range from 0 to 10**
	• Other informational text sets	N/A (Do Not Have)=0; Not Currently Using=0; Less than once a month=2.5; 1 to 3 times a month=5; 1 to 3 times a week=7.5; 4 to 5 times a week=10
	Score	**Range from 0 to 10**
	Q15b Rate you comfort level:	N/A=0; Not at all comfortable=0; 2=2.5; 3=5; 4=7.5; 5 Very comfortable=10
	• Vocabulary Notebooks	
	Score	**Range from 0 to 10**

COMPONENT 5: HIGH QUALITY, HIGH INTEREST MATERIALS - Highly motivating reading materials integrated with engaging technology and audio resources.		
Components	**Individual/Summary Items**	**Scores**
	• Reading response notebooks	N/A=0; Not at all comfortable=0; 2=2.5; 3=5; 4=7.5; 5 Very comfortable=10
	Score	**Range from 0 to 10**
	• Other informational text sets	N/A=0; Not at all comfortable=0; 2=2.5; 3=5; 4=7.5; 5 Very comfortable=10
	Score	**Range from 0 to 10**
	Q16. For each of the materials listed, please indicate which literacy instructional goals are supported by your use of that material in your classroom: **Vocabulary Notebooks**	Not Using = 0; Checked=10
	• Vocabulary development	
	• Word parts	
	• Spelling	
	• Grammar	
	• To develop students' self-directed learning	
	• To activate students' prior knowledge	
	Score	**Sum of Above Items/7 (Range from 0 to 10)**
	LIST Surveys – From LITs	
	Q7a. For each of the materials listed below, indicate how frequently you currently use the materials to teach literacy:	N/A (Do Not Have)=0; Not Currently Using=0; Less than once a month=2.5; 1 to 3 times a month=5; 1 to 3 times a week=7.5; 4 to 5 times a week=10
	• Vocabulary Notebooks	
	Q7b Rate you comfort level:	N/A=0; Not at all comfortable=0; 2=2.5; 3=5; 4=7.5; 5 Very comfortable=10
	• Vocabulary Notebooks	
	Score	**Sum of Above Items/2 (Range from 0 to 10)**
Total Sub-component 18 Score (Other Non-Technology Materials)		**Sum of the Above Scores/8 (Range from 0 to 10)**
Sub-Component 19: Use of HHC for reading instruction as part of the targeted intervention model	**LIST Survey - from LIT only (section about targeted intervention)**	
	Q10. How often do students use handheld computers (Palm Pilots) during Targeted Intervention instruction?	Don't use=0 (from Q8); Less than once a month=3.3; 1-3 times a month=6.7; 1-3 times a week=10; 4-5 times a week=10
	Score	**Range from 0 to 10**
	Q11. Rate how comfortable you are with using the Palm Pilots to support your literacy instruction	Don't use or Not at all comfortable=0; 2=3.3; 3=6.7; 4=10; 5 Very comfortable=10
	Score	**Range from 0 to 10**
	Q12. Which specific academic foci or instructional objectives do you support with the use of handheld computers (Palm Pilots) during Targeted Intervention instruction? (Check all that apply)	Not checked=0; Checked=10
	• Fluency	
	• Vocabulary development	
	• Developing students' reading comprehension strategies	
	• Writing skills	
	• Word parts	
	• Word recognition	
	• Spelling	

COMPONENT 5: HIGH QUALITY, HIGH INTEREST MATERIALS - Highly motivating reading materials integrated with engaging technology and audio resources.		
Components	**Individual/Summary Items**	**Scores**
	• Grammar	
	• Locating information	
	• Evaluating information	
	• Synthesizing information	
	• Organizing information	
	• To develop students' self-directed learning	
	• Teaching students to identify and use the organizational features of expository writing	
	• To activate students' prior knowledge	
	Score	**Sum of Above Items/14 (Range from 0 to 10)**
	Q13. Which instructional methods do you support with the use of handheld computers (Palm Pilots) during the Targeted Intervention instruction? (Check all that apply)	Not checked=0; Checked=10
	• Monitoring distribution and completion of assignments	
	• Assessing students' literacy skills	
	• Monitoring students' progress	
	• Differentiating instruction	
	• Guided reading	
	• Partner reading	
	• Individual reading	
	• Book club disussions	
	Score	**Sum of Above Items/8 (Range from 0 to 10)**
Total Sub-component 19 Score (Handheld Computers for Targeted Intervention)		**Sum of the Above Items/4 (Range from 0 to 10)**
Sub-Component 20: Other technology resources	**LIST Surveys – From ELA Teachers**	
	Q15a. For each of the materials listed below, indicate how frequently you currently use the materials to teach literacy:	N/A (Do Not Have)=0; Not Currently Using=0; Less than once a month=2.5; 1 to 3 times a month=5; 1 to 3 times a week=7.5; 4 to 5 times a week=10
	• Listening Centers	
	Q15b Rate you comfort level:	N/A=0; Not at all comfortable=0; 2=2.5; 3=5; 4=7.5; 5 Very comfortable=10
	• Listening Centers	
	Score	**Sum of Above Items/2 (Range from 0 to 10)**
	Q16. For each of the materials listed, please indicate which literacy instructional goals are supported by your use of that material in your classroom: **Listening Centers**	Not Using = 0; Checked=10
	• Vocabulary development	
	• Fluency	
	• Reading Comprehension	
	• To develop students' self-directed learning	
	• To supplement students' textbook reading	
	• To activate students' prior knowledge	
	Score	**Sum of Above Items/6 (Range from 0 to 10)**
	Principal Interviews	

COMPONENT 5: HIGH QUALITY, HIGH INTEREST MATERIALS - Highly motivating reading materials integrated with engaging technology and audio resources.		
Components	**Individual/Summary Items**	**Scores**
	Q12. For each of the following technology resources that your teachers *are* using to teach literacy, please indicate to what *extent* that technology resource is integrated into the literacy curriculum.	N/A or Not at all integrated=0; Somewhat integrated=5; Thoroughly integrated=10
	• Listening Centers	
	Score	**Range from 0 to 10**
	Total Sub-sub-component 20a Score (Listening Centers)	**Sum of the Above Items/3 (Range from 0 to 10)**
	LIST Surveys – From ELA Teachers	
	Q15a. For each of the materials listed below, indicate how frequently you currently use the materials to teach literacy:	N/A (Do Not Have)=0; Not Currently Using=0; Less than once a month=2.5; 1 to 3 times a month=5; 1 to 3 times a week=7.5; 4 to 5 times a week=10
	• Media Centers	
	Q15b Rate you comfort level:	N/A=0; Not at all comfortable=0; 2=2.5; 3=5; 4=7.5; 5 Very comfortable=10
	• Media Centers	
	Score	**Sum of Above Items/2 (Range from 0 to 10)**
	Q16. For each of the materials listed, please indicate which literacy instructional goals are supported by your use of that material in your classroom: **Media Centers**	Not Using = 0; Checked=10
	• Vocabulary development	
	• Fluency	
	• Reading Comprehension	
	• Writing skills	
	• Word Parts	
	• Word Recognition	
	• Spelling	
	• Grammar	
	• To develop students' self-directed learning	
	• To supplement students' textbook reading	
	• Teaching students to identify and use the organizational features of expository writing	
	• To activate students' prior knowledge	
	Score	**Sum of Above Items/12 (Range from 0 to 10)**
	Principal Interviews	
	Q12. For each of the following technology resources that your teachers *are* using to teach literacy, please indicate to what *extent* that technology resource is integrated into the literacy curriculum.	N/A or Not at all integrated=0; Somewhat integrated=5; Thoroughly integrated=10
	• Media Centers	
	Score	**Range from 0 to 10**
	LIST Surveys – From LITs	
	Q7a. For each of the materials listed below, indicate how frequently you currently use the materials to teach literacy:	N/A (Do Not Have)=0; Not Currently Using=0; Less than once a month=2.5; 1 to 3 times a month=5; 1 to 3 times a week=7.5; 4 to 5 times a week=10
	• Media Centers	

COMPONENT 5: HIGH QUALITY, HIGH INTEREST MATERIALS - Highly motivating reading materials integrated with engaging technology and audio resources.		
Components	**Individual/Summary Items**	**Scores**
	Q7b Rate you comfort level: • Media Centers	N/A=0; Not at all comfortable=0; 2=2.5; 3=5; 4=7.5; 5 Very comfortable=10
	Score	**Sum of Above Items/2 (Range from 0 to 10)**
	Total Sub-sub-component 20b Score (Media Centers)	**Sum of the Above Items/4 (Range from 0 to 10)**
Total Sub-Component 20 Score (Listening Centers and Media Centers)		**Sum of the Above Sub-sub-Component Scores/2 (Range from 0 to 10)**
Total Component 5 Score (Materials)		**(Sum of above Sub-component Scores)/5 = Range from 0 to 10**

COMPONENT 6: Integrated, progressive, high quality professional development		
Components	**Individual/Summary Items**	**Scores**
Sub-component 21: Whole School Professional Development	**Professional Development Attendance Records**	
	The percents below refer to the percent of meetings attended by principals.	
	Principals' Monthly Professional Development	[<30%]=0; [30-59%]=1; [60-79%]=2; [80-100%]=3
	The percents below refer to the session attendance rates averaged across teachers	
	Teachers' Summer Institute (Yearly)	[<25%]=0; [25-50%]=1; [51-79%]=2; [80-100%]=3
	Teachers' Quarterly Follow-Up Institutes	[<25%]=0; [25-50%]=1; [51-79%]=2; [80-100%]=3
	Total Sub-Component 21a Score- Professional Development Attendance	**(Sum of the Above Items/9)*10**
	LIST Survey - from ELA Teachers only	
	Q42b. For each of the following Striving Readers professional development sessions conducted during the 2008-2009 school year, please indicate: how useful the session(s) was (were) in helping you support student learning in language arts.	Not Participated=missing; Not useful=0; Somewhat useful=3.3; Moderately Useful=6.7; Extremely Useful=10
	· 2008 Summer institute	
	· School-year follow-up institutes	
	· Technology training (use of handhelds)	
	· School-based professional development	
	Q43b. For each of the following topics, rate the impact that professional development you received has had on your comfort with each teaching practice.	Not Participated=missing; No Impact=0; Some Impact=3.3; Moderate Impact=6.7; Large Impact=10
	· Building academic vocabulary	
	· Classroom libraries	
	· Creating literacy-rich classroom environments	
	· Differentiating instruction	
	· Direct vocabulary instruction	
	· Incorporating text sets in your instruction	
	· Increasing student motivation	
	· Supporting students' self-directed learning	
	· Using before, during, and after reading strategies	
	· Using student assessments to guide instruction	
	· Using handheld computers (Palm Pilots)	
	· Using literacy-based software	
	· Using the PRC2 model	
	· Using the whole-part-whole classroom instruction model	
	Score	**Sum of the Above Items (Range from 0 to 10)/N of items with available data**
	Principal Interviews	

COMPONENT 6: Integrated, progressive, high quality professional development		
Components	**Individual/Summary Items**	**Scores**
	Q16b. For each of the following Striving Readers professional development sessions conducted during the 2008-2009 school year, please indicate: how useful the session(s) was (were) in helping you support student learning in language arts.	Not Participated=missing; Not useful=0; Somewhat useful=3.3; Moderately Useful=6.7; Extremely Useful=10
	· Monthly Principal Meetings (Leaders Seminars)	
	· 2008 Summer institute	
	· School-year follow-up institutes	
	· Saturday seminars	
	· On-site training during literacy team meetings	
	· School-based Striving Readers professional development	
	Total Score For Principals	**Sum of the Above Items (Range from 0 to 10)/6**
	Total Sub-Component 21b Score - Professional Development Survey Responses	**(Sum of the Above Items)/2 = Range from 0 to 10**
Total Sub-Component 21 Score		**Sum of Above Scores/2 (Range from 0 to 10)**
Sub-Component 22: Targeted and Intensive Intervention	**LIST Survey - from ELA Teachers only**	
	Professional Development Attendance Records	
	The percents below refer to the percent of meetings attended by LIT or principals, respectively.	
	LIT Weekly Meetings with Coordinators	[<60%]=0; [60-74%]=2.5; [75-89%]=5; [90-100%]=10
	Total Score	**Range from 0 to 10**
	LIST Survey - from ELA Teachers only	
	· Training in LIT/ teacher collaboration	Not Participated=missing; Not useful=0; Somewhat useful=3.3; Moderately Useful=6.7; Extremely Useful=10
	Total Score	**Range from 0 to 10**
Total Sub-Component 22 Score		**Sum of Above Scores/2 (Range from 0 to 10)**
Total Component 6 Score - Professional Development		**(Sum of above sub-components)/2 (Range from 0 to 10)**

Appendix F: Year 3 Fidelity Scale Results by School

Table F-1
Results of Year 3 Implementation Fidelity Scales by School
Major Program Components

Cohort	School Number	Mean Score						
		Overall Fidelity Score[1]	**Component 1** ***Blended Intervention***	**Component 2** ***Targeted Intervention***	**Component 3** ***Intensive Intervention***	**Component 4** ***Data-Driven Instruction & Assessment***	**Component 5** ***Materials***	**Component 6** ***Professional Development***
Cohort 1	4	7.0	6.7	8.7	8.2	5.8	5.8	6.8
	5	7.2	6.5	7.9	7.6	8.1	5.6	5.0
	6	7.2	7.2	6.6	7.4	8.9	6.1	5.3
	8	7.2	6.3	8.7	8.6	7.1	5.1	5.4
	11	7.1	7.4	7.3	8.0	7.8	4.8	4.4
	13	7.9	7.2	9.2	8.9	7.8	6.5	6.4
	16	8.0	7.7	8.0	8.1	8.8	7.7	5.3
	17	8.5	8.3	9.5	9.0	7.6	7.9	6.7
	19	6.8	6.8	6.8	7.9	6.1	6.1	5.6
	20	7.3	6.4	8.0	7.9	8.3	6.1	5.3
	22	7.7	7.3	8.4	7.9	8.6	6.1	4.1
	24	6.9	7.3	8.5	8.6	5.3	5.0	5.8
	27	7.1	7.5	8.3	7.3	7.2	5.4	5.6
	29	7.5	6.7	8.1	9.1	8.7	5.0	4.6
	30	7.8	7.9	9.1	8.7	8.5	4.8	5.8
	31	7.9	7.9	8.0	8.3	8.9	6.2	6.7
	Cohort 1	**7.4**	**7.2**	**8.2**	**8.2**	**7.7**	**5.9**	**5.5**
Cohort 2	1	7.2	7.1	8.1	8.1	6.9	6.0	7.7
	2	8.1	7.9	8.8	8.5	7.8	7.4	7.3
	3	7.8	8.9	7.4	7.6	8.2	6.9	5.3
	7	6.9	7.0	7.9	8.5	5.3	5.8	6.5
	9	7.6	6.9	9.0	8.1	8.4	5.6	7.2
	10	7.7	8.4	9.0	8.3	6.9	6.0	6.9
	12	7.8	8.1	7.6	8.4	7.3	7.5	5.3
	14	7.2	6.2	9.3	8.3	6.0	6.4	7.1
	15	7.8	7.3	8.7	8.7	8.4	6.1	5.3
	18	7.0	6.7	8.2	8.1	7.8	4.1	6.7
	21	6.9	7.2	7.5	7.9	6.6	5.4	6.5
	23	6.0	5.8	5.5	8.3	6.0	4.6	7.1
	25	6.5	7.2	7.1	6.8	4.4	7.1	7.8
	26	6.9	6.0	9.4	9.0	5.7	4.5	5.1
	28	7.0	7.2	7.4	7.6	6.3	6.5	6.2
	Cohort 2	**7.2**	**7.2**	**8.1**	**8.2**	**6.8**	**6.0**	**6.5**
Overall		**7.3**	**7.2**	**8.1**	**8.2**	**7.3**	**5.9**	**6.0**

[1] The overall fidelity score is based on components 1 through 5.

Table F-2
Results of Year 3 implementation fidelity scales by school
Component 1: Blended intervention

Cohort	School Number	Mean Score					
		Component 1 *Blended Intervention*	**Sub-Component 1** *Small Group Instruction*	**Sub-Component 2** *Gradual Release Model*	**Sub-Component 3** *Comprehension Focus*	**Sub-Component 4** *Use of PRC2, text sets and technology to support differentiated instruction*	**Sub-Component 5** *Marzano's Vocabulary*
Cohort 1	4	6.7	7.1	6.3	6.9	7.2	6.2
	5	6.5	7.5	5.0	8.0	5.6	6.6
	6	7.2	6.9	7.2	7.5	7.6	6.9
	8	6.3	6.0	6.6	7.8	4.9	6.4
	11	7.4	7.7	6.9	8.0	7.1	7.4
	13	7.2	7.5	3.8	8.1	8.7	8.1
	16	7.7	7.8	6.7	7.6	8.1	8.0
	17	8.3	9.3	7.7	8.6	7.9	8.0
	19	6.8	6.5	6.6	7.5	6.7	6.8
	20	6.4	5.7	6.3	7.9	5.5	6.5
	22	7.3	7.3	5.9	8.0	7.5	7.8
	24	7.3	7.5	7.1	7.8	8.0	6.0
	27	7.5	8.3	7.8	7.9	7.5	6.0
	29	6.7	6.8	7.9	6.7	6.2	6.2
	30	7.9	8.0	8.3	8.0	7.6	7.8
	31	7.9	8.6	7.9	8.4	7.7	7.0
	Cohort 1	**7.2**	**7.4**	**6.7**	**7.8**	**7.1**	**7.0**
Cohort 2	1	7.1	8.3	6.3	8.2	6.0	6.7
	2	7.9	7.1	8.4	8.9	7.7	7.3
	3	8.9	10.0	8.8	8.5	10.0	7.2
	7	7.0	6.8	6.6	7.8	7.3	6.8
	9	6.9	6.8	6.9	8.2	6.0	6.4
	10	8.4	8.3	8.8	9.0	7.9	7.9
	12	8.1	9.3	7.7	8.3	7.5	8.0
	14	6.2	6.6	5.2	6.9	5.3	6.8
	15	7.3	8.3	6.8	8.1	6.0	7.4
	18	6.7	8.0	5.7	7.5	6.0	6.4
	21	7.2	7.7	7.0	7.8	6.6	6.9
	23	5.8	6.0	5.8	6.3	4.6	6.4
	25	7.2	6.7	7.5	7.5	6.4	7.9
	26	6.0	6.5	4.4	7.1	5.6	6.5
	28	7.2	6.7	6.7	8.6	5.6	8.4
	Cohort 2	**7.2**	**7.5**	**6.8**	**7.9**	**6.6**	**7.1**
Overall		**7.2**	**7.5**	**6.8**	**7.9**	**6.8**	**7.1**

Table F-3
Results of Year 3 implementation fidelity scales by school
Component 2: Targeted intervention

Cohort	School Number	Mean Score		
		Component 2 *Targeted Intervention*	**Sub-Component 6** *Teacher/LIT Collaboration*	**Sub-Component 7** *Direct instruction in comprehension, vocabulary and fluency*
Cohort 1	4	8.7	9.5	8.0
	5	7.9	7.9	8.0
	6	6.6	7.2	6.0
	8	8.7	9.0	8.5
	11	7.3	5.9	8.7
	13	9.2	9.4	9.0
	16	8.0	7.4	8.6
	17	9.5	9.3	9.8
	19	6.8	7.2	6.5
	20	8.0	7.2	8.7
	22	8.4	7.5	9.3
	24	8.5	8.7	8.3
	27	8.3	8.9	7.7
	29	8.1	7.3	9.0
	30	9.1	9.0	9.3
	31	8.0	7.4	8.5
	Cohort 1	**8.2**	**8.0**	**8.4**
Cohort 2	1	8.1	8.3	7.9
	2	8.8	9.4	8.1
	3	7.4	8.1	6.7
	7	7.9	8.4	7.3
	9	9.0	9.1	8.8
	10	9.0	9.6	8.5
	12	7.6	6.6	8.7
	14	9.3	9.0	9.6
	15	8.7	8.3	9.1
	18	8.2	8.1	8.3
	21	7.5	7.8	7.2
	23	5.5	4.4	6.5
	25	7.1	7.0	7.2
	26	9.4	9.3	9.5
	28	7.4	8.3	6.5
	Cohort 2	**8.1**	**8.1**	**8.0**
Overall		**8.1**	**8.1**	**8.2**

Table F-4
Results of Year 3 implementation fidelity scales by school
Component 3: Intensive Intervention

Cohort	School Number	Mean Score					
		Component 3 *Intensive Intervention*	**Sub-Component 8** *Increased Instructional Time*	**Sub-Component 9** *Small Group Setting (15:1)*	**Sub-Component 10** *Explicit Instruction in Comprehension*	**Sub-Component 11** *Explicit Instruction in Vocabulary*	**Sub-Component 12** *Explicit Instruction in Fluency*
Cohort 1	4	8.2	5.8	10.0	10.0	8.2	7.0
	5	7.6	6.4	10.0	10.0	7.0	4.8
	6	7.4	7.3	6.8	10.0	5.3	7.5
	8	8.6	6.1	10.0	10.0	7.5	9.2
	11	8.0	5.7	10.0	10.0	7.0	7.4
	13	8.9	5.8	10.0	10.0	9.5	9.0
	16	8.1	7.2	7.9	10.0	7.4	8.1
	17	9.0	5.9	10.0	10.0	9.6	9.6
	19	7.9	5.4	10.0	10.0	7.0	7.1
	20	7.9	4.7	10.0	10.0	8.0	6.8
	22	7.9	7.6	8.8	10.0	6.8	6.5
	24	8.6	5.6	10.0	10.0	8.2	9.2
	27	7.3	5.5	10.0	10.0	7.0	4.0
	29	9.1	8.3	10.0	10.0	7.9	9.2
	30	8.7	4.3	10.0	10.0	10.0	9.2
	31	8.3	5.4	10.0	10.0	7.5	8.6
	Cohort 1	**8.2**	**6.1**	**9.6**	**10.0**	**7.7**	**7.7**
Cohort 2	1	8.1	5.6	10.0	10.0	7.8	7.1
	2	8.5	4.9	10.0	10.0	7.8	10.0
	3	7.6	4.8	10.0	10.0	7.0	6.4
	7	8.5	7.6	10.0	10.0	8.2	6.5
	9	8.1	4.5	10.0	10.0	6.7	9.2
	10	8.3	6.3	10.0	10.0	7.4	8.0
	12	8.4	4.8	10.0	10.0	8.3	8.6
	14	8.3	5.1	10.0	10.0	8.8	7.9
	15	8.7	6.6	10.0	10.0	8.3	8.6
	18	8.1	5.3	10.0	10.0	7.0	8.1
	21	7.9	4.5	10.0	10.0	7.5	7.7
	23	8.3	6.7	10.0	10.0	6.9	7.8
	25	6.8	4.9	10.0	10.0	5.9	3.5
	26	9.0	7.1	10.0	10.0	8.8	9.2
	28	7.6	2.8	10.0	10.0	6.3	9.2
	Cohort 2	**8.2**	**5.4**	**10.0**	**10.0**	**7.5**	**7.8**
Overall		**8.2**	**5.8**	**9.8**	**10.0**	**7.6**	**7.8**

Table F-5
Results of Year 3 implementation fidelity scales by school
Component 4: Purposeful Assessment & Data Driven Instruction

Cohort	School Number	Mean Score		
		Component 4 *Purposeful Assessment & Data Driven Instruction*	**Sub-Component 13** *Whole School/Blended Intervention*	**Sub-Component 14** *Intensive Intervention*
Cohort 1	4	5.8	6.7	5.0
	5	8.1	6.2	10.0
	6	8.9	7.9	10.0
	8	7.1	6.6	7.5
	11	7.8	7.3	8.4
	13	7.8	6.5	9.2
	16	8.8	7.5	10.0
	17	7.6	8.5	6.7
	19	6.1	6.4	5.9
	20	8.3	6.7	10.0
	22	8.6	8.0	9.2
	24	5.3	4.8	5.9
	27	7.2	7.8	6.7
	29	8.7	7.4	10.0
	30	8.5	8.6	8.4
	31	8.9	7.9	10.0
	Cohort 1	**7.7**	**7.2**	**8.3**
Cohort 2	1	6.9	7.1	6.7
	2	7.8	8.1	7.5
	3	8.2	6.5	10.0
	7	5.3	7.4	3.3
	9	8.4	7.5	9.2
	10	6.9	7.1	6.7
	12	7.3	6.2	8.4
	14	6.0	5.4	6.7
	15	8.4	7.7	9.2
	18	7.8	8.1	7.5
	21	6.6	6.5	6.7
	23	6.0	7.8	4.2
	25	4.4	5.5	3.3
	26	5.7	4.8	6.7
	28	6.3	7.6	5.0
	Cohort 2	**6.8**	**6.9**	**6.7**
Overall		**7.3**	**7.0**	**7.5**

Table F-6
Results of Year 3 implementation fidelity scales by school
Component 5: Materials

Cohort	School Number	Mean Score						
		Component 5 *Materials*	**Sub-Component 15** *Text sets*[1]	**Sub-Component 16** *School library*	**Sub-Component 17** *Classroom library*	**Sub-Component 18** *Other non-technology resources*	**Sub-Component 19** *Handheld computers*	**Sub-Component 20** *Other technology resources*
Cohort 1	4	5.8	10.0	8.1	6.6	5.5	2.6	5.9
	5	5.6	10.0	7.5	8.5	3.6	3.0	5.6
	6	6.1	10.0	7.1	7.9	3.6	6.1	5.7
	8	5.1	.	5.2	7.6	3.8	3.0	6.2
	11	4.8	10.0	5.7	7.1	4.8	.0	6.4
	13	6.5	.	3.6	8.5	7.6	7.5	5.5
	16	7.7	10.0	7.2	7.9	7.5	7.9	7.7
	17	7.9	10.0	8.7	9.1	8.1	5.3	8.3
	19	6.1	6.7	5.4	8.3	4.0	5.9	6.9
	20	6.1	6.7	6.2	7.6	3.9	7.1	5.9
	22	6.1	10.0	3.5	8.1	5.7	5.5	7.9
	24	5.0	.	2.0	5.5	2.7	7.7	7.1
	27	5.4	6.7	6.0	8.6	6.7	.0	5.6
	29	5.0	10.0	7.6	6.6	5.8	.0	4.7
	30	4.8	10.0	1.4	8.8	6.5	.0	7.4
	31	6.2	6.7	8.6	8.5	6.5	.0	7.4
	Cohort 1	**5.9**	**9.0**	**5.9**	**7.8**	**5.4**	**3.9**	**6.5**
Cohort 2	1	6.0	3.3	3.6	8.1	4.1	7.6	6.7
	2	7.4	10.0	6.1	8.4	8.2	6.6	7.5
	3	6.9	.	7.6	8.9	8.1	3.5	6.3
	7	5.8	6.7	6.9	6.6	5.0	4.8	6.0
	9	5.6	10.0	5.3	7.6	4.9	4.5	5.8
	10	6.0	10.0	6.9	7.8	8.0	.0	7.4
	12	7.5	10.0	8.4	8.8	7.9	5.3	7.3
	14	6.4	.	6.8	7.6	6.3	6.6	4.5
	15	6.1	3.3	3.0	9.0	5.6	6.1	6.7
	18	4.1	.	2.4	6.6	4.3	.0	7.2
	21	5.4	10.0	4.2	7.5	6.3	4.3	5.0
	23	4.6	6.7	5.7	8.4	4.9	.0	3.9
	25	7.1	.	7.7	8.6	7.8	7.4	4.2
	26	4.5	6.7	1.0	6.4	5.3	5.9	3.9
	28	6.5	10.0	6.4	7.2	4.5	6.3	8.1
	Cohort 2	**6.0**	**7.9**	**5.5**	**7.8**	**6.1**	**4.6**	**6.0**
Overall		**5.9**	**8.5**	**5.7**	**7.8**	**5.7**	**4.2**	**6.3**

[1] Sub-Component 15 (Text Sets) is not included in the calculation of component 5 (Materials) or the overall fidelity scale due to missing data for 7 of the 31 schools.

Table F-7
Results of Year 3 implementation fidelity scales by school
Component 6: Professional Development

Cohort	School Number	Mean Score		
		Component 5 *Professional Development*	**Sub-Component 21** *Whole School/Blended Intervention*	**Sub-Component 22** *Targeted/Intensive Intervention*
Cohort 1	4	6.8	4.8	8.8
	5	5.0	5.0	5.0
	6	5.3	4.2	6.3
	8	5.4	4.5	6.3
	11	4.4	4.0	4.7
	13	6.4	5.3	7.5
	16	5.3	4.8	5.8
	17	6.7	5.8	7.5
	19	5.6	5.0	6.2
	20	5.3	4.5	6.2
	22	4.1	4.9	3.3
	24	5.8	4.1	7.5
	27	5.6	4.9	6.4
	29	4.6	3.0	6.3
	30	5.8	5.7	5.9
	31	6.7	5.7	7.8
	Cohort 1	**5.5**	**4.8**	**6.3**
Cohort 2	1	7.7	5.5	10.0
	2	7.3	5.4	9.2
	3	5.3	5.7	5.0
	7	6.5	5.5	7.5
	9	7.2	5.0	9.5
	10	6.9	3.7	10.0
	12	5.3	4.0	6.7
	14	7.1	4.8	9.5
	15	5.3	5.0	5.6
	18	6.7	5.1	8.3
	21	6.5	4.7	8.4
	23	7.1	4.9	9.2
	25	7.8	5.5	10.0
	26	5.1	4.4	5.9
	28	6.2	4.9	7.5
	Cohort 2	**6.5**	**4.9**	**8.1**
Overall		**6.0**	**4.9**	**7.2**

Appendix G: Year 3 Professional Development Schedule

Summary of Professional Development Sessions

Target Population	Session	Duration
Principals	Monthly sessions	3hrs./session X 8 sessions + 1 7-hr. session + 1 4-day conference
Cohort I & II LITs	weekly meetings with coordinators	6 hrs./session X 20 sessions
Cohort II LITs	weekly meetings with coordinators	6 hrs./session X 4 sessions
Teachers	GoKnow	6 hrs./session X 2sessions per participant
Teachers	Teachers' summer institute	3 days
Teachers & Administrators	Saturday seminars	3 hrs./session X 2 sessions
Teachers, LITs & Administrators	Quarterly follow-up institutes	3 hrs./session X 4 sessions
District Coordinators & LITs	Technology Training	6 hrs./session X 1 sessions
Teachers	Technology Training	6 hrs./session X 2 sessions
Teachers	Library Course	3 hrs./session X 6 sessions

Professional Development Activities
Literacy Intervention Teachers (LITs)
2008-2009 School Year

Date	Duration	PD Design	Topic	Intended recipients	# of eligible participants	# attending
6/18/2008	6	**Comprehension**	Strategies across the Content Area	Cohorts I & II	31	22
6/18/2008	6	**Intervention**	Data Analysis/Progress Monitoring	Cohorts I & II	31	22
6/20/2008	6	**Vocabulary**	Morphology/word study/vocabulary	Cohorts I & II	31	
6/23/2008	3	**Intervention**	Progress Monitoring	Cohorts I & II	31	29
6/23/2008	3	**Intervention**	Intervention	Cohorts I & II	31	29
6/24/2008	6	**Intervention**	Data Analysis/Progress Monitoring	Cohorts I & II	31	28
9/5/2008	6	**Intervention**	Data Analysis/Differentiation	Cohorts I & II	31	27
9/19/2008	3	**Comprehension**	Comprehension Techniques	Cohorts I & II	31	28
10/3/2008	6	**Intervention**	Data/progress monitoring/trends	Cohorts I & II	31	25
10/17/2008	3	**Comprehension**	PRC2 in the Content Area	Cohorts I & II	31	26
10/17/2008	3	**Vocabulary**	PRC2 in Content Area Vocabulary	Cohorts I & II	31	26
10/31/2008	2	**Comprehension**	Successes & Concerns	Cohorts I & II	31	26
10/31/2008	2	**Intervention**	Successes & Concerns	Cohorts I & II	31	26
10/31/2008	2	**Vocabulary**	Successes & Concerns	Cohorts I & II	31	26
11/14/2008	6	**Intervention**	Conferring/Coaching/Progress Monitoring	Cohorts I & II	31	27
12/5/2008	6	**Intervention**	Self-Assessment with intervention	Cohorts I & II	31	27
12/19/2008	2	**Comprehension**	Strategies in wide reading	Cohorts I & II	31	26
12/19/2008	2	**Intervention**	Intervention techniques	Cohorts I & II	31	26
12/19/2008	2	**Vocabulary**	Environmental Word Study	Cohorts I & II	31	26
1/9/2009	2	**Comprehension**	Comprehension in content area	Cohorts I & II	31	26
1/9/2009	2	**Intervention**	Intervention within content area	Cohorts I & II	31	26
1/9/2009	2	**Vocabulary**	Vocabulary in the Content area	Cohorts I & II	31	26

Date	Duration	PD Design	Topic	Intended recipients	# of eligible participants	# attending
1/23/2009	6	**Intervention**	Intervention Plan Protocol	Cohorts I & II	31	28
2/6/2009	3	**Comprehension**	Comprehension Techniques	Cohorts I & II	31	24
2/6/2009	3	**Vocabulary**	Vocabulary Techniques	Cohorts I & II	31	24
2/18/2009	3	**Comprehension**	Comprehension Strategies	Cohorts I & II	31	29
2/18/2009	3	**Vocabulary**	Vocabulary with Marzano	Cohorts I & II	31	29
3/20/2009	3	**Comprehension**	Comprehension with Technology	Cohorts I & II	31	26
3/20/2009	3	**Vocabulary**	Vocabulary with Technology	Cohorts I & II	31	24
4/3/2009	2	**Comprehension**	Learning to Look at Comprehension	Cohorts I & II	31	24
4/3/2009	2	**Vocabulary**	Learning to Look at Vocabulary	Cohorts I & II	31	24
4/3/2009	6	**Self-Assessment and Planning**	Needs self- assessment	Cohorts I & II	31	24
5/1/2009	2	**Comprehension**	Evidence of Comprehension	Cohorts I & II	31	26
5/1/2009	2	**Intervention**	Evident of Intervention	Cohorts I & II	31	26
5/1/2009	2	**Vocabulary**	Evidence of Vocabulary	Cohorts I & II	31	26
5/8/2009	3.5	**Self-Assessment and Planning**	Technology Training	Cohorts I & II	50	39
5/15/2009	6	**Intervention**	Analysis Pre-Post BRI	Cohorts I & II	31	25
5/29/2009	6	**Comprehension**	Action Research Group	Cohorts I & II	31	27
5/29/2009	6	**Intervention**	Action Research Group	Cohorts I & II	31	27
5/29/2009	6	**Self-Assessment and Planning**	Action Planning	Cohorts I & II	31	27
6/25/2009	6	**Intervention**	Intervention	Cohorts I & II	31	27

Technology Professional Development Activities
All 6-8 Grade Classroom Teachers, Literacy Intervention Teachers and District Coordinators
2008-2009 School Year

Date	Duration	Topic	Intended recipients	# of eligible participants	# attending
9-10-2008	3 hours	GoKnow Software Applications	Teachers	31	22
9-23-2008	3 hours	GoKnow Software Applications	Teachers	35	29
9-24-2008	3 hours	GoKnow Software Applications	Teachers	75	52
9-25-2008	3 hours	GoKnow Software Applications	Teachers	75	58
9-26-2008	3 hours	GoKnow Software Applications	Teachers	75	53
10-1-2008	3 hours	GoKnow Software Applications	Teachers	31	20
10-24-2008	3 hours	GoKnow Software Applications	Teachers	75	47
1-14-2009	3 hours	GoKnow Software Applications	Teachers	28	28
1-15-2009	3 hours	GoKnow Software Applications	Teachers	32	34
1-16-2009	3 hours	GoKnow Software Applications	Teachers	34	38
1-17-2009	3 hours	GoKnow Software Applications	Teachers	30	33
1-18-2009	3 hours	GoKnow Software Applications	Teachers	29	35

5-08-2009	6 hours	GoKnow Software Applications	Coordinators	50	39

Professional Development Activities
All Striving Readers Treatment Schools Principals
2008-2009 School Year

Date	Time allotted to the session	PD Design	Topic	# of eligible participants	# attending
8-25-2008	3 hours	Comprehension	Wide Reading	31	15
10-15-2008	1.5 hours	Comprehension	Instructional Leader	31	22
10-15-2008	1.5 hours	Intervention	Coaching toward understanding	31	22
12-8-2008	1.5 hours	Comprehension	Learning to Look at Comprehension	31	22
12-8-2008	1.5 hours	Vocabulary	Learning to Look at Vocabulary	31	22
2-20-2009	3 hours	Comprehension	Content Area Comprehension	31	24
4-15-2009	3 hours	Intervention	Implementation Rubrics	31	29
4-16-2009	3 hours	Intervention	Data Analysis with technology	31	27
5-21-2009	3 hours	Intervention	Reflection with Data Analysis	31	13
5-27-	3 hours	Intervention	Chicago Striving	31	21

Library Professional Development Activities
Librarians
2008-2009 School Year

Date	Time allotted to the session	Topic	# of eligible participants	# attending
11-5-2008	3 hours	School Library Leadership	15	12
1-15-2008	3 hours	School Library Leadership	15	8
2-15-2009	3 hours	School Library Leadership	15	9
4-2-2009	3 hours	School Library Leadership	15	6
5-6-2009	3 hours	School Library Leadership	15	11
6-3-2009	3 hours	School Library Leadership	15	11

Saturday Seminars - Professional Development
All 6-8 Grade Classroom and Resource Teachers, Literacy Intervention Teachers, Principals and District Coordinators
2008-2009 School Year

Date	Time allotted to the Session	# of eligible participants	# attending
2-23-2008	3 hours	100	111
3-29-2008	3 hours	100	108

Summer Institute - Professional Development
All 6-8 Grade Classroom and Resource Teachers, Literacy Intervention Teachers, Principals and District Coordinators
2008-2009 School Year

Date	Time allotted to the Session	# of eligible participants	# attending
6-18-2008	6 hours	250	211
6-19-2008	6 hours	250	215
6-20-2008	6 hours	250	176

Follow up Institutes - Professional Development
All 6-8 Grade Classroom and Resource Teachers, Literacy Intervention Teachers, Principals and District Coordinators
2008-2009 School Year

Date	Place	Time allotted to the session	PD Design	Topic	Number of eligible participants	Actual number of participants
9-20-2008	Medill	1.5 Hours	Comprehension	?	100	82
11-22-2008	Smyth	1.5 Hours	Comprehension	Small Group	100	66
11-22-2008	Smyth	1.5 Hours	Intervention	Differentiation	100	66
1-31-2009	Smyth	3 Hours	Comprehension	Techniques	100	125
4-25-2009	Smyth	1.5 Hours	Comprehension	?	100	86
4-25-2009	Smyth	1.5 Hours	Intervention	Highlight	100	86

Appendix H: Year 3 Principal Interviews, Selected Comparisons of Treatment and Control Schools

Table H-1
Quality of the Literacy Team's Performance in the Following Areas

Performance Area*	N and % of Principals Responding									
	Treatment					Control				
	N	Poor[a]	Fair	Good	Excel-lent	N	Poor[a]	Fair	Good	Excel-lent
Addressing the needs of all students	27	0%	11%	48%	41%	22	0%	5%	36%	59%
Addressing the needs of struggling readers.	27	0%	4%	48%	48%	22	0%	9%	41%	50%
Addressing the needs of grade-level teams.	25	4%	8%	28%	60%	25	12%	4%	40%	44%
Addressing the needs of individual teachers.	27	4%	7%	52%	37%	25	12%	16%	28%	44%
Addressing school wide needs (grades 6-8) included in SIPAAA.	27	0%	0%	48%	52%	25	12%	4%	32%	52%
Using assessment data and or student work to drive instruction.	27	0%	11%	41%	48%	25	12%	4%	36%	48%
Supporting vertical and horizontal teacher collaboration.	26	4%	8%	50%	38%	25	12%	12%	40%	36%
Improving literacy instruction at your school.*	27	0%	7%	26%	67%	25	12%	4%	48%	36%

[a] Schools where principals reported that there was no literacy team, or where the literacy team has not yet met have been recoded as "poor."
*An asterisk in this column denotes a statistically significant difference (p <.05) between Treatment and Control responses based on a Mann-Whitney U test.

Table H-2
Extent School Uses Assessment Data for the Following Purposes

Purpose*	N and % of Principals Responding									
	Treatment					Control				
	N	Not at all	To a small extent	To a moder-ate extent	To a large extent	N	Not at all	To a small extent	To a moder-ate extent	To a large extent
Screening students' ability levels for placement in intervention programs	27	0%	4%	19%	78%	26	0%	0%	35%	65%
Diagnosing students' strengths and support needs for placement in specific courses or instructional groups	27	0%	4%	26%	70%	25	0%	4%	36%	60%
Identifying trends in fluency and comprehension abilities across groups of students	27	0%	11%	19%	70%	26	0%	4%	50%	46%
Identifying trends in vocabulary knowledge across groups of students	27	0%	11%	22%	67%	26	0%	8%	54%	38%
Monitoring overall student progress for the purpose of assessing success of instructional programs and methods	26	0%	0%	19%	81%	26	0%	0%	23%	77%

Purpose*	N and % of Principals Responding									
	Treatment					Control				
	N	Not at all	To a small extent	To a moder-ate extent	To a large extent	N	Not at all	To a small extent	To a moder-ate extent	To a large extent
Differentiating instruction	26	4%	8%	35%	54%	26	0%	8%	31%	62%
Planning on-site professional development	27	0%	4%	22%	74%	26	0%	0%	35%	65%

*An asterisk in this column denotes a statistically significant difference (*p* <.05) between Treatment and Control responses based on a Mann-Whitney U test.

Table H-3
Extent Non-Literacy Teachers Integrate Literacy into the Following Subjects

Subject Area*	N and % of Principals Responding									
	Treatment					Control				
	N	Not at all	To a small extent	To a moder-ate extent	To a large extent	N	Not at all	To a small extent	To a moder-ate extent	To a large extent
Mathematics	27	0%	19%	52%	30%	26	4%	12%	58%	27%
Social Studies	27	0%	4%	33%	63%	26	0%	4%	27%	69%
Science	27	0%	11%	37%	52%	26	0%	12%	42%	46%

*An asterisk in this column denotes a statistically significant difference (*p* <.05) between Treatment and Control responses based on a Mann-Whitney U test.

Table H-4
Use of the following Technology Resources for Lit. Instruction

Resource*	N and % of Principals Responding			
	Treatment		Control	
	N	Yes	N	Yes
Media Centers	27	96%	26	96%
Listening Centers	26	96%	26	92%
Handheld Computers / Laptops (Control)*	26	100%	25	52%

*An asterisk in this column denotes a statistically significant difference (*p* <.05) between Treatment and Control responses based on a Chi-Square test.

Table H-5
Extent the Following Tech Resources are Integrated into Literacy Curricula

Resource*	N and % of Principals Responding							
	Treatment				Control			
	N	Not at all integrated [a]	Somewhat integrated	Thoroughly integrated	N	Not at all integrated [a]	Somewhat integrated	Thoroughly integrated
Media Centers*	27	4%	33%	63%	26	4%	69%	27%
Listening Centers	27	4%	56%	41%	26	8%	54%	38%
Handheld Computers / Laptops (Control)*	27	4%	59%	37%	22	50%	41%	9%

[a] Schools where principals reported not having or not using the technology resource were recoded as "not at all integrated."
*An asterisk in this column denotes a statistically significant difference (p <.05) between Treatment and Control responses based on a Mann-Whitney U test.

Table H-6
Overall Integration of Technology into Literacy Curricula

	N and % of Principals Responding							
	Treatment				Control			
	N	Not at all integrated	Somewhat integrated	Thoroughly integrated	N	Not at all integrated	Somewhat integrated	Thoroughly integrated
Overall, how well is technology integrated into the literacy curriculum?	25	0%	44%	56%	25	0%	68%	32%

Note: No statistically significant difference (p <.05) between Treatment and Control responses based on a Mann-Whitney U test was found.

Appendix I: ITT Impact Analysis Methods

Hierarchical linear modeling (HLM) was used for impact analysis because the method takes into account the multi-level structure of the data (i.e., students are nested within schools) while allowing statistical control of multiple covariates. All HLM analyses were conducted using HLM 6.0 software. The estimation approach was Restricted Maximum Likelihood (REML).

Whole School Intervention

Cross-sectional HLM analyses were conducted to evaluate the impact of the whole school intervention on all ITT students in Grades 6-8 and in Tiers 1-3 during SY 0809 (i.e. the overall program impact at the end of SY 0809) and on the ITT students at all tiers who were in Grade 6 in SY 0708. The second analytic sample would have had at least two years of intervention by spring 2009.

For all ITT Tiers 1-3 students in Grades 6-8 in SY 0809:

- Model 1: Overall program impact main effect model (FULL MODEL); did not include interactions between treatment and subgroups of students (e.g., NCLB, grade)
- Model 2: Overall program impact main effect model (FINAL MODEL); did not include interactions between treatment and subgroups of students (e.g., NCLB, grade)
- Model 3: Overall program impact interaction model (FULL MODEL); included interactions between treatment and subgroups of students (e.g., NCLB, grade)
- Model 4: Overall program impact interaction model (FULL MODEL); included interactions between treatment and subgroups of students (e.g., NCLB, grade)

For the ITT Tiers 1-3 students who were in Grade 6 in SY 0708 (i.e., 2 years of intervention subsample):

- Model 5: Whole school intervention impact on students in Grade 6 in SY0708 (FULL MODEL); did not include interactions between treatment and subgroups of students (e.g., NCLB, grade)
- Model 6: Whole school intervention impact on students in Grade 6 in SY0708 (FINAL MODEL); did not include interactions between treatment and subgroups of students (e.g., NCLB, grade)

The specifications of the six models, the selection and centering of covariates and the treatment of missing data are discussed in greater detail in this section.

Model Specifications

Model 1: Overall program impact main effect model (FULL MODEL)

Level 1:

$$ISAT09_{ij} = \beta_{0j} + \beta_{1j}\,(BLACK_{ij} - \overline{BLACK}..) + \beta_{2j}\,(HISPANIC_{ij} - \overline{HISPANIC}..) + \beta_{3j}\,(GRD7_{ij} - \overline{GRD7}..) + \beta_{4j}\,(GRD8_{ij} - \overline{GRD8}..) + \beta_{5j}\,(BASEISAT_{ij} - \overline{BASEISAT}..) + \beta_{6j}\,(BASEMATH_{ij} - \overline{BASEMATH}..) + \beta_{7j}\,(TARGETED_{ij} - \overline{TARGETED}..) + \beta_{8j}\,(INTENSIVE_{ij} - \overline{INTENSIVE}..) + \beta_{9j}\,(GENDER_{ij} - \overline{GENDER}..) + \beta_{10j}\,(IEP_{ij} - \overline{IEP}..) + \beta_{11j}\,(LUNCH_{ij} - \overline{LUNCH}..) + \beta_{12j}\,(LEP_{ij} - \overline{LEP}..) + r_{ij}$$

where

$ISAT09_{ij}$ represents the 2009 ISAT reading scale score for student i in school j

β_{0j} represents the mean for school j adjusted for the student-level covariates

$\beta_{1j} - \beta_{12j}$ represent the regression coefficients for school j, associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student i in school j

Level 2:

$$\beta_{0j} = \gamma_{00} + \gamma_{01}\,(PMIN_j - \overline{PMIN}.) + \gamma_{02}\,(SIZE_j - \overline{SIZE}.) + \gamma_{03}\,(PREAD_j - \overline{PREAD}.) + \gamma_{04}\,(PFEM_j - \overline{PFEM}.) + \gamma_{05}\,(PSPED_j - \overline{PSPED}.) + \gamma_{06}\,(PLEP_j - \overline{PLEP}.) + \gamma_{07}\,(PLUNCH_j - \overline{PLUNCH}.) + \gamma_{08}\,(COHORT_j - \overline{COHORT}.) + \gamma_{09}\,(TRT_j) + u_{0j},$$

$\beta_{1j} = \gamma_{10}$
$\beta_{2j} = \gamma_{20}$
$\beta_{3j} = \gamma_{30}$
$\beta_{4j} = \gamma_{40}$
$\beta_{5j} = \gamma_{50}$
$\beta_{6j} = \gamma_{60}$
$\beta_{7j} = \gamma_{70}$
$\beta_{8j} = \gamma_{80}$
$\beta_{9j} = \gamma_{90}$
$\beta_{10j} = \gamma_{100}$
$\beta_{11j} = \gamma_{110}$
$\beta_{12j} = \gamma_{120}$

where

γ_{00} represents the average 2009 ISAT score for control schools

$\gamma_{01} - \gamma_{09}$ represent the regression coefficients associated with the different school-level covariates

$\gamma_{10} - \gamma_{120}$ represent the common regression coefficients associated with the different student-level covariates for each school

u_{0j} represents the random error associated with school j

Model 2: Overall program impact main effect model (FINAL MODEL)

Level 1:

$$ISAT09_{ij} = \beta_{0j} + \beta_{1j}\,(BLACK_{ij} - \overline{BLACK}..) + \beta_{2j}\,(HISPANIC_{ij} - \overline{HISPANIC}..) + \beta_{3j}\,(GRD7_{ij} - \overline{GRD7}..) + \beta_{4j}\,(GRD8_{ij} - \overline{GRD8}..) + \beta_{5j}\,(BASEISAT_{ij} - \overline{BASEISAT}..) + \beta_{6j}\,(BASEMATH_{ij} - \overline{BASEMATH}..) + \beta_{7j}\,(TARGETED_{ij} - \overline{TARGETED}..) + \beta_{8j}\,(INTENSIVE_{ij} - \overline{INTENSIVE}..) + \beta_{9j}\,(GENDER_{ij} - \overline{GENDER}..) + \beta_{10j}\,(IEP_{ij} - \overline{IEP}..) + \beta_{11j}\,(LUNCH_{ij} - \overline{LUNCH}..) + \beta_{12j}\,(LEP_{ij} - \overline{LEP}..) + r_{ij}$$

where

$ISAT09_{ij}$ represents the 2009 ISAT reading scale score for student *i* in school *j*

β_{0j} represents the mean for school *j* adjusted for the student-level covariates

$\beta_{1j} - \beta_{12j}$ represent the regression coefficients for school *j*, associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student *i* in school *j*

Level 2:

$$\beta_{0j} = \gamma_{00} + \gamma_{01}\,(PLEP_j - \overline{PLEP}.) + \gamma_{02}\,(PLUNCH_j - \overline{PLUNCH}.) + \gamma_{03}\,(COHORT_j - \overline{COHORT}.) + \gamma_{04}\,(TRT_j) + u_{0j},$$

$\beta_{1j} = \gamma_{10}$
$\beta_{2j} = \gamma_{20}$
$\beta_{3j} = \gamma_{30}$
$\beta_{4j} = \gamma_{40}$
$\beta_{5j} = \gamma_{50}$
$\beta_{6j} = \gamma_{60}$
$\beta_{7j} = \gamma_{70}$
$\beta_{8j} = \gamma_{80}$
$\beta_{9j} = \gamma_{90}$
$\beta_{10j} = \gamma_{100}$
$\beta_{11j} = \gamma_{110}$
$\beta_{12j} = \gamma_{120}$

where

γ_{00} represents the average 2009 ISAT score for control schools

$\gamma_{01} - \gamma_{04}$ represent the regression coefficients associated with the different school-level covariates

$\gamma_{10} - \gamma_{120}$ represent the common regression coefficients associated with the different student-level covariates for each school

u_{0j} represents the random error associated with school *j*

Model 3: Overall program impact interaction model (FULL MODEL)

Level 1:

$$ISAT09_{ij} = \beta_{0j} + \beta_{1j}\,(BLACK_{ij} - \overline{BLACK}..) + \beta_{2j}\,(HISPANIC_{ij} - \overline{HISPANIC}..) + \beta_{3j}\,(GRD7_{ij} - \overline{GRD7}..) + \beta_{4j}\,(GRD8_{ij} - \overline{GRD8}..) + \beta_{5j}\,(BASEISAT_{ij} - \overline{BASEISAT}..) + \beta_{6j}\,(BASEMATH_{ij} - \overline{BASEMATH}..) + \beta_{7j}\,(TARGETED_{ij} - \overline{TARGETED}..) + \beta_{8j}\,(INTENSIVE_{ij} - \overline{INTENSIVE}..) + \beta_{9j}\,(GENDER_{ij} - \overline{GENDER}..) + \beta_{10j}\,(IEP_{ij} - \overline{IEP}..) + \beta_{11j}\,(LUNCH_{ij} - \overline{LUNCH}..) + \beta_{12j}\,(LEP_{ij} - \overline{LEP}..) + r_{ij}$$

where

$ISAT09_{ij}$ represents the 2009 ISAT reading scale score for student *i* in school *j*

β_{0j} represents the mean for school *j* adjusted for the student-level covariates

$\beta_{1j} - \beta_{12j}$ represent the regression coefficients for school *j*, associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student *i* in school *j*

Level 2:

$$\beta_{0j} = \gamma_{00} + \gamma_{01}\,(PMIN_j - \overline{PMIN}.) + \gamma_{02}\,(SIZE_j - \overline{SIZE}.) + \gamma_{03}\,(PREAD_j - \overline{PREAD}.) + \gamma_{04}\,(PFEM_j - \overline{PFEM}.) + \gamma_{05}\,(PSPED_j - \overline{PSPED}.) + \gamma_{06}\,(PLEP_j - \overline{PLEP}.) + \gamma_{07}\,(PLUNCH_j - \overline{PLUNCH}.) + \gamma_{08}\,(COHORT_j - \overline{COHORT}.) + \gamma_{09}\,(TRT_j) + u_{0j},$$

$$\beta_{1j} = \gamma_{10} + \gamma_{11}\,(\mathrm{TRT}_j)$$
$$\beta_{2j} = \gamma_{20} + \gamma_{21}\,(\mathrm{TRT}_j)$$
$$\beta_{3j} = \gamma_{30} + \gamma_{31}\,(\mathrm{TRT}_j)$$
$$\beta_{4j} = \gamma_{40} + \gamma_{41}\,(\mathrm{TRT}_j)$$
$$\beta_{5j} = \gamma_{50} + \gamma_{51}\,(\mathrm{TRT}_j)$$
$$\beta_{6j} = \gamma_{60} + \gamma_{61}\,(\mathrm{TRT}_j)$$
$$\beta_{7j} = \gamma_{70} + \gamma_{71}\,(\mathrm{TRT}_j)$$
$$\beta_{8j} = \gamma_{80} + \gamma_{81}\,(\mathrm{TRT}_j)$$
$$\beta_{9j} = \gamma_{90} + \gamma_{91}\,(\mathrm{TRT}_j)$$
$$\beta_{10j} = \gamma_{100} + \gamma_{101}\,(\mathrm{TRT}_j)$$
$$\beta_{11j} = \gamma_{110} + \gamma_{111}\,(\mathrm{TRT}_j)$$
$$\beta_{12j} = \gamma_{120} + \gamma_{121}\,(\mathrm{TRT}_j)$$

where

γ_{00} represents the average 2009 ISAT score for control schools

$\gamma_{01} - \gamma_{09}$ represent the regression coefficients associated with the different school-level covariates

$\gamma_{10} - \gamma_{120}$ represent the intercepts for the regression coefficients associated with the different student-level covariates across schools

$\gamma_{11} - \gamma_{121}$ represent the coefficients for the interactions between the different student-level covariates and school treatment

u_{0j} represents the random error associated with school *j*

Model 4: Overall program impact interaction model (FINAL MODEL)

Level 1:

$$ISAT09_{ij} = \beta_{0j} + \beta_{1j}\,(BLACK_{ij} - \overline{BLACK}..) + \beta_{2j}\,(HISPANIC_{ij} - \overline{HISPANIC}..) + \beta_{3j}\,(GRD7_{ij} - \overline{GRD7}..) + \beta_{4j}\,(GRD8_{ij} - \overline{GRD8}..) + \beta_{5j}\,(BASEISAT_{ij} - \overline{BASEISAT}..) + \beta_{6j}\,(BASEMATH_{ij} - \overline{BASEMATH}..) + \beta_{7j}\,(TARGETED_{ij} - \overline{TARGETED}..) + \beta_{8j}\,(INTENSIVE_{ij} - \overline{INTENSIVE}..) + \beta_{9j}\,(GENDER_{ij} - \overline{GENDER}..) + \beta_{10j}\,(IEP_{ij} - \overline{IEP}..) + \beta_{11j}\,(LUNCH_{ij} - \overline{LUNCH}..) + \beta_{12j}\,(LEP_{ij} - \overline{LEP}..) + r_{ij}$$

where

$ISAT09_{ij}$ represents the 2009 ISAT reading scale score for student i in school j

β_{0j} represents the mean for school j adjusted for the student-level covariates

$\beta_{1j} - \beta_{12j}$ represent the regression coefficients for school j, associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student i in school j

Level 2:

$$\beta_{0j} = \gamma_{00} + \gamma_{01}\,(PLEP_j - \overline{PLEP}.) + \gamma_{02}\,(PLUNCH_j - \overline{PLUNCH}.) + \gamma_{03}\,(COHORT_j - \overline{COHORT}.) + \gamma_{04}\,(TRT_j) + u_{0j},$$

$\beta_{1j} = \gamma_{10}$
$\beta_{2j} = \gamma_{20}$
$\beta_{3j} = \gamma_{30} + \gamma_{31}\,(\mathrm{TRT}_j)$
$\beta_{4j} = \gamma_{40}$
$\beta_{5j} = \gamma_{50}$
$\beta_{6j} = \gamma_{60}$
$\beta_{7j} = \gamma_{70}$
$\beta_{8j} = \gamma_{80} + \gamma_{81}\,(\mathrm{TRT}_j)$
$\beta_{9j} = \gamma_{90} + \gamma_{91}\,(\mathrm{TRT}_j)$
$\beta_{10j} = \gamma_{100} + \gamma_{101}\,(\mathrm{TRT}_j)$
$\beta_{11j} = \gamma_{110}$
$\beta_{12j} = \gamma_{120} + \gamma_{121}\,(\mathrm{TRT}_j)$

where

γ_{00} represents the average 2009 ISAT score for control schools

$\gamma_{01} - \gamma_{04}$ represent the regression coefficients associated with the different school-level covariates

γ_{10}, γ_{20}, $\gamma_{40} - \gamma_{70}$, and γ_{110} represent the common regression coefficients associated with the corresponding student-level covariates for each school

γ_{30}, $\gamma_{80} - \gamma_{100}$, and γ_{120} represent the intercepts for the regression coefficients associated with the corresponding student-level covariates across schools

γ_{31}, $\gamma_{81} - \gamma_{101}$, and γ_{121} represent the coefficients for the interactions between the corresponding student-level covariates and school treatment

u_{0j} represents the random error associated with school j

Model 5: Whole school intervention impact on students in Grade 6 in SY 0708 (FULL MODEL)

Level 1:

$$ISAT09_{ij} = \beta_{0j} + \beta_{1j}\ (BLACK_{ij} - \overline{BLACK}..) + \beta_{2j}\ (HISPANIC_{ij} - \overline{HISPANIC}..) + \beta_{3j}\ (BASEISAT_{ij} - \overline{BASEISAT}..) + \beta_{4j}\ (BASEMATH_{ij} - \overline{BASEMATH}..) + \beta_{5j}\ (GENDER_{ij} - \overline{GENDER}..) + \beta_{6j}\ (IEP_{ij} - \overline{IEP}..) + \beta_{7j}\ (LUNCH_{ij} - \overline{LUNCH}..) + \beta_{8j}\ (LEP_{ij} - \overline{LEP}..) + \beta_{9j}\ (TARGETED_{ij} - \overline{TARGETED}..) + \beta_{10j}\ (INTENSIVE_{ij} - \overline{INTENSIVE}..) + r_{ij}$$

where

$ISAT09_{ij}$ represents the 2009 ISAT reading scale score for student i in school j

β_{0j} represents the mean for school j adjusted for the student-level covariates

$\beta_{1j} - \beta_{10j}$ represent the regression coefficients for school j, associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student i in school j

Level 2:

$$\beta_{0j} = \gamma_{00} + \gamma_{01}\ (PMIN_j - \overline{PMIN}.) + \gamma_{02}\ (SIZE_j - \overline{SIZE}.) + \gamma_{03}\ (PREAD_j - \overline{PREAD}.) + \gamma_{04}\ (PFEM_j - \overline{PFEM}.) + \gamma_{05}\ (PSPED_j - \overline{PSPED}.) + \gamma_{06}\ (PLEP_j - \overline{PLEP}.) + \gamma_{07}\ (PLUNCH_j - \overline{PLUNCH}.) + \gamma_{08}\ (COHORT_j - \overline{COHORT}.) + \gamma_{09}\ (TRT_j) + u_{0j},$$

$\beta_{1j} = \gamma_{10}$
$\beta_{2j} = \gamma_{20}$
$\beta_{3j} = \gamma_{30}$
$\beta_{4j} = \gamma_{40}$
$\beta_{5j} = \gamma_{50}$
$\beta_{6j} = \gamma_{60}$
$\beta_{7j} = \gamma_{70}$
$\beta_{8j} = \gamma_{80}$
$\beta_{9j} = \gamma_{90}$

$\beta_{10j} = \gamma_{100}$

where

γ_{00} represents the average 2009 ISAT score for control schools

$\gamma_{01} - \gamma_{09}$ represent the regression coefficients associated with the different school-level covariates

$\gamma_{10} - \gamma_{100}$ represent the common regression coefficients associated with the different student-level covariates for each school

u_{0j} represents the random error associated with school j

Model 6: Whole school intervention impact on students in Grade 6 in SY 0708 (FINAL MODEL)

Level 1:

$$ISAT09_{ij} = \beta_{0j} + \beta_{1j}\,(BASEISAT_{ij} - \overline{BASEISAT}..) + \beta_{2j}\,(BASEMATH_{ij} - \overline{BASEMATH}..) + \beta_{3j}\,(GENDER_{ij} - \overline{GENDER}..) + \beta_{4j}\,(IEP_{ij} - \overline{IEP}..) + \beta_{5j}\,(TARGETED_{ij} - \overline{TARGETED}..) + \beta_{6j}\,(INTENSIVE_{ij} - \overline{INTENSIVE}..) + r_{ij}$$

where

$ISAT09_{ij}$ represents the 2009 ISAT reading scale score for student i in school j

β_{0j} represents the mean for school j adjusted for the student-level covariates

$\beta_{1j} - \beta_{6j}$ represent the regression coefficients for school j, associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student i in school j

Level 2:

$$\beta_{0j} = \gamma_{00} + \gamma_{01}\,(PREAD_j - \overline{PREAD}.) + \gamma_{02}\,(PLUNCH_j - \overline{PLUNCH}.) + \gamma_{03}\,(COHORT_j - \overline{COHORT}.) + \gamma_{04}\,(TRT_j) + u_{0j},$$

$\beta_{1j} = \gamma_{10}$
$\beta_{2j} = \gamma_{20}$
$\beta_{3j} = \gamma_{30}$
$\beta_{4j} = \gamma_{40}$
$\beta_{5j} = \gamma_{50}$
$\beta_{6j} = \gamma_{60}$

where

γ_{00} represents the average 2009 ISAT score for control schools

$\gamma_{01} - \gamma_{04}$ represent the regression coefficients associated with the different school-level covariates

$\gamma_{10} - \gamma_{60}$ represent the common regression coefficients associated with the different student-level covariates for each school

u_{0j} represents the random error associated with school j

Selection of Covariates

Tables I-1, I-2, and I-3 list the covariates that were included in full models (Models 1, 3, and 5). All covariates, with the exception of treatment at level 2, were grand mean centered. For final models, covariates with *p* values of .200 and above were excluded from the analysis.

Table I-1
Variables included in Model 1 (full main effect model)

Variable Type	Abbreviation	Variables
Dependent variable	ISAT09	Spring 2009 ISAT scale score
Level 1 predictors	BLACK	Black (N/Y)
	HISPANIC	Hispanic (N/Y)
	GRD7	Grade 7 (N/Y)
	GRD8	Grade 8 (N/Y)
	BASEISAT	Baseline ISAT reading scale scores
	BASEMATH	Baseline ISAT math scale scores
	TARGETED	Tiers 2 or 3 (N/Y)
	INTENSIVE	Tier 3 (N/Y)
	GENDER	Gender (male/female)
	IEP	Individualized education plan/special education status (N/Y)
	LUNCH	Free/reduced-price lunch eligibility (N/Y)
	LEP	English language learner status (N/Y)
Level 2 predictors	PMIN	Proportion of minority students (non-White)
	PFEM	Proportion of female students
	PREAD	Proportion of students at or above grade level in reading
	PSPED	Proportion of special education students
	PLEP	Proportion of limited English proficiency students
	PLUNCH	Proportion of free/reduced-price lunch students
	SIZE	School size in targeted grades
	COHORT	Cohort (Cohort 1/Cohort 2)
	TRT	Treatment (control/treatment)

Table I-2
Variables included in Model 3 (full interaction model)

Variable Type	Abbreviation	Variables
Dependent variable	ISAT09	Spring 2009 ISAT scale score
Level 1 predictors	BLACK	Black (N/Y)
	HISPANIC	Hispanic (N/Y)
	GRD7	Grade 7 (N/Y)
	GRD8	Grade 8 (N/Y)
	BASEISAT	Baseline ISAT reading scale scores
	BASEMATH	Baseline ISAT math scale scores
	TARGETED	Tiers 2 or 3 (N/Y)
	INTENSIVE	Tier 3 (N/Y)
	GENDER	Gender (male/female)
	IEP	Individualized education plan/special education status (N/Y)
	LUNCH	Free/reduced-price lunch eligibility (N/Y)
	LEP	English language learner status (N/Y)
	BLACKxTRT, HISPANICxTRT,	Interaction between treatment and each covariate

Variable Type	Abbreviation	Variables
	GRD7xTRT, GRD8xTRT, BASEISATxTRT, BASEMATHxTRT, TARGETEDxTRT, INTENSIVExTRT, GENDERxTRT, IEPxTRT, LUNCHxTRT, LEPxTRT	
Level 2 predictors	PMIN	Proportion of minority students (non-White)
	PFEM	Proportion of female students
	PREAD	Proportion of students at or above grade level in reading
	PSPED	Proportion of special education students
	PLEP	Proportion of limited English proficiency students
	PLUNCH	Proportion of free/reduced-price lunch students
	SIZE	School size in targeted grades
	COHORT	Cohort (Cohort 1/Cohort 2)
	TRT	Treatment (control/treatment)

Table I-3
Variables included in Model 5 (full main effect model)

Variable Type	Abbreviation	Variables
Dependent variable	ISAT09	Spring 2009 ISAT scale score
Level 1 predictors	BLACK	Black (N/Y)
	HISPANIC	Hispanic (N/Y)
	BASEISAT	Baseline ISAT reading scale scores
	BASEMATH	Baseline ISAT math scale scores
	TARGETED	Tiers 2 or 3 (N/Y)
	INTENSIVE	Tier 3 (N/Y)
	GENDER	Gender (male/female)
	IEP	Individualized education plan/special education status (N/Y)
	LUNCH	Free/reduced-price lunch eligibility (N/Y)
	LEP	English language learner status (N/Y)
Level 2 predictors	PMIN	Proportion of minority students (non-White)
	PFEM	Proportion of female students
	PREAD	Proportion of students at or above grade level in reading
	PSPED	Proportion of special education students
	PLEP	Proportion of limited English proficiency students
	PLUNCH	Proportion of free/reduced-price lunch students
	SIZE	School size in targeted grades
	COHORT	Cohort (Cohort 1/Cohort 2)
	TRT	Treatment (control/treatment)

Treatment of Missing Data

When conducting the HLM analyses, listwise deletion was used to remove students with missing data from all analytic samples. A total of 8,189 students who were in Grades 6-8 in Tiers 1-3 in

SY 0809 were included in the analyses for models 1 through 4, and a total of 2,681 students who were in Grade 6 in Tiers 1-3 in SY 0708 were included in the analyses for models 5 and 6. The analyses did not include students who had no outcome data or were missing covariates.

Table of Analysis Samples

Table I-4
Summary Statistics of Outcome Variable for Whole School Intervention Analysis Samples

Analysis Sample	Group	Mean	SD	SE	School Sample Size	Student Sample Size
All students in Grades 6-8 in Tiers 1-3 in SY 0809 (Models 1, 2, 3, and 4)	Control	236.75	20.60	0.323	32	4063
	Treatment	238.01	21.05	0.328	31	4126
	Total	237.39	20.83	0.230	63	8189
All students in Grade 6 in Tiers 1-3 in SY 0708 (Models 5 and 6)	Control	231.94	24.96	0.683	32	1337
	Treatment	233.79	24.55	0.670	31	1344
	Total	232.87	24.77	0.478	63	2681

Table of Analysis Model Results

Table I-5
Model 1: Overall program impact main effect model (FULL MODEL)

Fixed Effects	Coefficient	SE	*p*	Glass's Δ
Model for mean school reading achievement (B_0)				
Intercept (G00)	236.972	0.508	0.000	--
PMIN (G01)	2.503	8.932	0.780	0.122
SIZE (G02)	-0.004	0.004	0.336	0.000
PREAD (G03)	1.839	4.036	0.650	0.089
PFEM (G04)	7.714	7.037	0.278	0.374
PSPED (G05)	-5.841	8.166	0.477	-0.284
PLEP (G06)	8.222	5.274	0.125	0.399
PLUNCH (G07)	-13.235	8.388	0.120	-0.642
COHORT (G08)	-3.622	0.911	0.000	-0.176
TRT (G09)	0.339	0.738	0.647	0.016
Model for BLACK slope (B1)				
Intercept (G10)	-3.312	0.796	0.000	-0.161
Model for HISPANIC slope (B2)				
Intercept (G20)	-1.359	0.650	0.036	-0.066
Model for GRD7 slope (B3)				
Intercept (G30)	8.141	0.355	0.000	0.395
Model for GRD8 slope (B4)				
Intercept (G40)	11.558	0.345	0.000	0.561
Model for BASEISAT slope (B5)				
Intercept (G50)	0.324	0.011	0.000	0.016
Model for BASEMATH slope (B6)				
Intercept (G60)	0.156	0.009	0.000	0.008
Model for TARGETED slope (B7)				
Intercept (G70)	-7.340	0.392	0.000	-0.356
Model for INTENSIVE slope (B8)				
Intercept (G80)	-3.777	0.456	0.000	-0.183
Model for GENDER slope (B9)				

Fixed Effects	Coefficient	SE	*p*	Glass's Δ
Intercept (G90)	0.834	0.284	0.004	0.041
Model for IEP slope (B10)				
Intercept (G100)	-5.213	0.544	0.000	-0.253
Model for LUNCH slope (B11)				
Intercept (G110)	-1.738	0.600	0.004	-0.084
Model for LEP slope (B12)				
Intercept (G120)	-6.660	0.993	0.000	-0.323
Random Effects (Var. Components)	**Variance**	**df**	**Chi-Square (*p*)**	**ICC**
Var. in school means (U_0)	6.159	53	280.786 (0.000)	0.037
Var. within schools (R)	159.402			

Table I-6
Model 2: Overall program impact main effect model (FINAL MODEL)

Fixed Effects	Coefficient	SE	*p*	Glass's Δ
Model for mean school reading achievement (B_0)				
Intercept (G00)	236.967	0.487	0.000	--
PLEP (G01)	6.645	4.910	0.181	0.323
PLUNCH (G02)	-16.337	6.842	0.020	-0.793
COHORT (G03)	-3.614	0.844	0.000	-0.175
TRT (G04)	0.298	0.690	0.667	0.014
Model for BLACK slope (B1)				
Intercept (G10)	-3.193	0.784	0.000	-0.155
Model for HISPANIC slope (B2)				
Intercept (G20)	-1.330	0.646	0.039	-0.065
Model for GRD7 slope (B3)				
Intercept (G30)	8.142	0.355	0.000	0.395
Model for GRD8 slope (B4)				
Intercept (G40)	11.554	0.345	0.000	0.561
Model for BASEISAT slope (B5)				
Intercept (G50)	0.324	0.011	0.000	0.016
Model for BASEMATH slope (B6)				
Intercept (G60)	0.156	0.009	0.000	0.008
Model for TARGETED slope (B7)				
Intercept (G70)	-7.343	0.391	0.000	-0.356
Model for INTENSIVE slope (B8)				
Intercept (G80)	-3.786	0.456	0.000	-0.184
Model for GENDER slope (B9)				
Intercept (G90)	0.845	0.284	0.003	0.041
Model for IEP slope (B10)				
Intercept (G100)	-5.217	0.543	0.000	-0.253
Model for LUNCH slope (B11)				
Intercept (G110)	-1.746	0.600	0.004	-0.085
Model for LEP slope (B12)				
Intercept (G120)	-6.630	0.993	0.000	-0.322
Random Effects (Var. Components)	**Variance**	**df**	**Chi-Square (*p*)**	**ICC**
Var. in school means (U_0)	5.897	58	297.906 (0.000)	0.036
Var. within schools (R)	159.405			

Table I-7
Model 3: Overall program impact interaction model (FULL MODEL)

Fixed Effects	Coefficient	SE	*p*	Glass's Δ
Model for mean school reading achievement (B_0)				
Intercept (G00)	236.997	0.517	0.000	--
PMIN (G01)	2.638	9.107	0.773	0.128
SIZE (G02)	-0.004	0.004	0.330	0.000
PREAD (G03)	1.709	4.098	0.678	0.083
PFEM (G04)	7.538	7.167	0.298	0.366
PSPED (G05)	-5.877	8.263	0.480	-0.285
PLEP (G06)	8.430	5.346	0.121	0.409
PLUNCH (G07)	-12.966	8.549	0.135	-0.629
COHORT (G08)	-3.633	0.923	0.000	-0.176
TRT (G09)	0.340	0.751	0.652	0.017
Model for BLACK slope (B1)				
Intercept (G10)	-3.584	1.104	0.002	-0.174
TRT (G11)	0.547	1.487	0.713	0.027
Model for HISPANIC slope (B2)				
Intercept (G20)	-1.832	0.965	0.057	-0.089
TRT (G21)	0.933	1.299	0.473	0.045
Model for GRD7 slope (B3)				
Intercept (G30)	7.493	0.499	0.000	0.364
TRT (G31)	1.326	0.710	0.061	0.064
Model for GRD8 slope (B4)				
Intercept (G40)	11.828	0.490	0.000	0.574
TRT (G41)	-0.516	0.692	0.456	-0.025
Model for BASEISAT slope (B5)				
Intercept (G50)	0.321	0.015	0.000	0.016
TRT (G51)	0.007	0.021	0.749	0.000
Model for BASEMATH slope (B6)				
Intercept (G60)	0.151	0.012	0.000	0.007
TRT (G61)	0.008	0.017	0.630	0.000
Model for TARGETED slope (B7)				
Intercept (G70)	-7.739	0.559	0.000	-0.376
TRT (G71)	0.798	0.783	0.309	0.039
Model for INTENSIVE slope (B8)				
Intercept (G80)	-4.405	0.629	0.000	-0.214
TRT (G81)	1.364	0.913	0.135	0.066
Model for GENDER slope (B9)				
Intercept (G90)	1.354	0.403	0.001	0.066
TRT (G91)	-1.031	0.568	0.069	-0.050
Model for IEP slope (B10)				
Intercept (G100)	-4.275	0.796	0.000	-0.208
TRT (G101)	-1.795	1.089	0.099	-0.087
Model for LUNCH slope (B11)				
Intercept (G110)	-1.567	0.812	0.053	-0.076
TRT (G111)	-0.406	1.202	0.735	-0.020
Model for LEP slope (B12)				
Intercept (G120)	-4.903	1.444	0.001	-0.238
TRT (G121)	-3.358	1.989	0.091	-0.163
Random Effects (Var. Components)	**Variance**	**df**	**Chi-Square (*p*)**	**ICC**
Var. in school means (U_0)	6.354	53	287.242 (0.000)	0.038
Var. within schools (R)	159.241			

Table I-8
Model 4: Overall program impact interaction model (FINAL MODEL)

Fixed Effects	Coefficient	SE	*p*	Glass's Δ
Model for mean school reading achievement (B_0)				
Intercept (G00)	237.004	0.492	0.000	--
PLEP (G01)	6.906	4.946	0.168	0.335
PLUNCH (G02)	-16.164	6.904	0.023	-0.785
COHORT (G03)	-3.615	0.851	0.000	-0.175
TRT (G04)	0.273	0.696	0.696	0.013
Model for BLACK slope (B1)				
Intercept (G10)	-3.149	0.784	0.000	-0.153
Model for HISPANIC slope (B2)				
Intercept (G20)	-1.299	0.646	0.044	-0.063
Model for GRD7 slope (B3)				
Intercept (G30)	7.411	0.463	0.000	0.360
TRT (G31)	1.474	0.604	0.015	0.072
Model for GRD8 slope (B4)				
Intercept (G40)	11.559	0.346	0.000	0.561
Model for BASEISAT slope (B5)				
Intercept (G50)	0.324	0.011	0.000	0.016
Model for BASEMATH slope (B6)				
Intercept (G60)	0.156	0.009	0.000	0.008
Model for TARGETED slope (B7)				
Intercept (G70)	-7.337	0.391	0.000	-0.356
Model for INTENSIVE slope (B8)				
Intercept (G80)	-4.484	0.583	0.000	-0.218
TRT (G81)	1.526	0.778	0.049	0.074
Model for GENDER slope (B9)				
Intercept (G90)	1.376	0.401	0.001	0.067
TRT (G91)	-1.061	0.563	0.059	-0.051
Model for IEP slope (B10)				
Intercept (G100)	-4.236	0.786	0.000	-0.206
TRT (G101)	-1.879	1.064	0.077	-0.091
Model for LUNCH slope (B11)				
Intercept (G110)	-1.745	0.600	0.004	-0.085
Model for LEP slope (B12)				
Intercept (G120)	-5.051	1.429	0.001	-0.245
TRT (G121)	-2.990	1.951	0.125	-0.145
Random Effects (Var. Components)	**Variance**	**df**	**Chi-Square (*p*)**	**ICC**
Var. in school means (U_0)	6.041	58	304.982 (0.000)	0.037
Var. within schools (R)	159.158			

Table I-9
Model 5: Whole school intervention impact on students in Grade 6 in SY0708 (FULL MODEL)

Fixed Effects	Coefficient	SE	*p*	Glass's Δ
Model for mean school reading achievement (B_0)				
Intercept (G00)	231.930	0.790	0.000	--
PMIN (G01)	-1.000	13.973	0.944	-0.040
SIZE (G02)	-0.005	0.007	0.458	0.000
PREAD (G03)	14.498	6.288	0.025	0.581
PFEM (G04)	4.778	10.994	0.665	0.191
PSPED (G05)	-1.227	12.874	0.925	-0.049
PLEP (G06)	9.745	9.218	0.296	0.390
PLUNCH (G07)	-18.159	13.388	0.181	-0.728
COHORT (G08)	-4.046	1.437	0.007	-0.162
TRT (G09)	1.616	1.156	0.168	0.065
Model for BLACK slope (B1)				
Intercept (G10)	0.277	1.591	0.862	0.011
Model for HISPANIC slope (B2)				
Intercept (G20)	0.875	1.327	0.510	0.035
Model for BASEISAT slope (B3)				
Intercept (G30)	0.430	0.021	0.000	0.017
Model for BASEMATH slope (B4)				
Intercept (G40)	0.187	0.018	0.000	0.008
Model for GENDER slope (B5)				
Intercept (G50)	1.960	0.578	0.001	0.079
Model for IEP slope (B6)				
Intercept (G60)	-9.086	0.950	0.000	-0.364
Model for LUNCH slope (B7)				
Intercept (G70)	0.466	1.219	0.702	0.019
Model for LEP slope (B8)				
Intercept (G80)	-1.733	4.028	0.667	-0.069
Model for TARGETED slope (B9)				
Intercept (G90)	-4.885	0.906	0.000	-0.196
Model for INTENSIVE slope (B10)				
Intercept (G100)	-3.154	0.916	0.001	-0.126
Random Effects (Var. Components)	**Variance**	**df**	**Chi-Square (*p*)**	**ICC**
Var. in school means (U_0)	12.738	53	178.417 (0.000)	0.057
Var. within schools (R)	210.274			

Table I-10
Model 6: Whole school intervention impact on students in Grade 6 in SY0708 (FINAL MODEL)

Fixed Effects	Coefficient	SE	*p*	Glass's Δ
Model for mean school reading achievement (B_0)				
Intercept (G00)	231.828	0.742	0.000	--
PREAD (G01)	14.646	5.825	0.015	0.587
PLUNCH (G02)	-17.583	12.328	0.159	-0.705
COHORT (G03)	-4.720	1.177	0.000	-0.189
TRT (G04)	1.619	1.084	0.141	0.065
Model for BASEISAT slope (B1)				
Intercept (G10)	0.429	0.021	0.000	0.017
Model for BASEMATH slope (B2)				
Intercept (G20)	0.189	0.018	0.000	0.008
Model for GENDER slope (B3)				
Intercept (G30)	1.968	0.577	0.001	0.079
Model for IEP slope (B4)				
Intercept (G40)	-9.118	0.945	0.000	-0.365
Model for TARGETED slope (B5)				
Intercept (G50)	-4.899	0.904	0.000	-0.196
Model for INTENSIVE slope (B6)				
Intercept (G60)	-3.149	0.915	0.001	-0.126
Random Effects (Var. Components)	**Variance**	**df**	**Chi-Square (*p*)**	**ICC**
Var. in school means (U_0)	11.320	58	179.058 (0.000)	0.051
Var. within schools (R)	210.157			

Targeted Intervention

Cross-sectional HLM analyses were also conducted to evaluate the impact of the program on 6th-grade Tier 2 students (who received the targeted intervention) and 6th-grade Tier 3 students (who received both the targeted and intensive interventions). Impacts on reading proficiency were investigated respectively for students who have experienced 1 and 2 years of intervention. Specifically, ten models were built to assess the impact of the program on these groups of students.

For students who have experienced **1 year of intervention**:

- Model 7: Program impact on students at Tier 2 in Grade 6 in SY 0809 (FULL MODEL); did not include interactions between treatment and subgroups of students (e.g., NCLB, grade)
- Model 8: Program impact on students at Tier 2 in Grade 6 in SY 0809 (FINAL MODEL); did not include interactions between treatment and subgroups of students (e.g., NCLB, grade)
- Model 9: Program impact on students at Tier 3 in Grade 6 in SY 0809 (FULL MODEL); did not include interactions between treatment and subgroups of students (e.g., NCLB, grade)
- Model 10: Program impact on students at Tier 3 in Grade 6 in SY 0809 (FINAL MODEL); did not include interactions between treatment and subgroups of students (e.g., NCLB, grade)
- Model 11: Program impact on students at Tier 3 in Grade 6 in SY 0809 (FULL MODEL); included interactions between treatment and NCLB subgroups of students
- Model 12: Program impact on students at Tier 3 in Grade 6 in SY 0809 (FINAL MODEL); included interactions between treatment and NCLB subgroups of students

For students who have experienced **2 years of intervention**:

- Model 13: Program impact on students at Tier 2 in Grade 6 in SY 0708 (FULL MODEL); did not include interactions between treatment and subgroups of students (e.g., NCLB, grade)
- Model 14: Program impact on students at Tier 2 in Grade 6 in SY 0708 (FINAL MODEL); did not include interactions between treatment and subgroups of students (e.g., NCLB, grade)
- Model 15: Program impact on students at Tier 3 in Grade 6 in SY 0708 (FULL MODEL); did not include interactions between treatment and subgroups of students (e.g., NCLB, grade)
- Model 16: Program impact on students at Tier 3 in Grade 6 in SY 0708 (FINAL MODEL); did not include interactions between treatment and subgroups of students (e.g., NCLB, grade)

The specifications for all ten models, the selection and centering of covariates, and the treatment of missing data are discussed in greater detail below.

Model Specifications

Model 7: Program impact on students at Tier 2 in Grade 6 in SY 0809 (FULL MODEL)

Level 1:

$$ISAT09_{ij} = \beta_{0j} + \beta_{1j}\ (BLACK_{ij} - \overline{BLACK}..) + \beta_{2j}\ (HISPANIC_{ij} - \overline{HISPANIC}..) + \beta_{3j}\ (BASEISAT_{ij} - \overline{BASEISAT}..) + \beta_{4j}\ (BASEMATH_{ij} - \overline{BASEMATH}..) + \beta_{5j}\ (GENDER_{ij} - \overline{GENDER}..) + \beta_{6j}\ (IEP_{ij} - \overline{IEP}..) + \beta_{7j}\ (LUNCH_{ij} - \overline{LUNCH}..) + \beta_{8j}\ (LEP_{ij} - \overline{LEP}..) + r_{ij}$$

where

$ISAT09_{ij}$ represents the 2009 ISAT reading scale score for student *i* in school *j*

β_{0j} represents the mean for school *j* adjusted for the student-level covariates

$\beta_{1j} - \beta_{8j}$ represent the regression coefficients for school *j*, associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student *i* in school *j*

Level 2:

$$\beta_{0j} = \gamma_{00} + \gamma_{01}\ (PMIN_j - \overline{PMIN}.) + \gamma_{02}\ (SIZE_j - \overline{SIZE}.) + \gamma_{03}\ (PREAD_j - \overline{PREAD}.) + \gamma_{04}\ (PFEM_j - \overline{PFEM}.) + \gamma_{05}\ (PSPED_j - \overline{PSPED}.) + \gamma_{06}\ (PLEP_j - \overline{PLEP}.) + \gamma_{07}\ (PLUNCH_j - \overline{PLUNCH}.) + \gamma_{08}\ (COHORT_j - \overline{COHORT}.) + \gamma_{09}\ (TRT_j) + u_{0j},$$

$\beta_{1j} = \gamma_{10}$
$\beta_{2j} = \gamma_{20}$
$\beta_{3j} = \gamma_{30}$
$\beta_{4j} = \gamma_{40}$
$\beta_{5j} = \gamma_{50}$
$\beta_{6j} = \gamma_{60}$
$\beta_{7j} = \gamma_{70}$
$\beta_{8j} = \gamma_{80}$

where

γ_{00} represents the average 2009 ISAT score for control schools

$\gamma_{01} - \gamma_{09}$ represent the regression coefficients associated with the different school-level covariates

$\gamma_{10} - \gamma_{80}$ represent the common regression coefficients associated with the different student-level covariates for each school

u_{0j} represents the random error associated with school *j*

Model 8: Program impact on students at Tier 2 in Grade 6 in SY 0809 (FINAL MODEL)

Level 1:

$$ISAT09_{ij} = \beta_{0j} + \beta_{1j}\ (HISPANIC_{ij} - \overline{HISPANIC}..) + \beta_{2j}\ (BASEISAT_{ij} - \overline{BASEISAT}..) + \beta_{3j}\ (BASEMATH_{ij} - \overline{BASEMATH}..) + \beta_{4j}\ (IEP_{ij} - \overline{IEP}..) + \beta_{5j}\ (LUNCH_{ij} - \overline{LUNCH}..) + \beta_{6j}\ (LEP_{ij} - \overline{LEP}..) + r_{ij}$$

where

$ISAT09_{ij}$ represents the 2009 ISAT reading scale score for student i in school j

β_{0j} represents the mean for school j adjusted for the student-level covariates

$\beta_{1j} - \beta_{6j}$ represent the regression coefficients for school j, associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student i in school j

Level 2:

$$\beta_{0j} = \gamma_{00} + \gamma_{01}\,(PFEM_j - \overline{PFEM}.) + \gamma_{02}\,(PLEP_j - \overline{PLEP}.) + \gamma_{03}\,(TRT_j) + u_{0j},$$
$$\beta_{1j} = \gamma_{10}$$
$$\beta_{2j} = \gamma_{20}$$
$$\beta_{3j} = \gamma_{30}$$
$$\beta_{4j} = \gamma_{40}$$
$$\beta_{5j} = \gamma_{50}$$
$$\beta_{6j} = \gamma_{60}$$

where

γ_{00} represents the average 2009 ISAT score for control schools

$\gamma_{01} - \gamma_{03}$ represent the regression coefficients associated with the different school-level covariates

$\gamma_{10} - \gamma_{60}$ represent the common regression coefficients associated with the different student-level covariates for each school

u_{0j} represents the random error associated with school j

Model 9: Program impact on students at Tier 3 in Grade 6 in SY 0809 (FULL MODEL)

Level 1:

$$ISAT09_{ij} = \beta_{0j} + \beta_{1j}\,(BLACK_{ij} - \overline{BLACK}..) + \beta_{2j}\,(HISPANIC_{ij} - \overline{HISPANIC}..) + \beta_{3j}\,(BASEISAT_{ij} - \overline{BASEISAT}..) + \beta_{4j}\,(BASEMATH_{ij} - \overline{BASEMATH}..) + \beta_{5j}\,(GENDER_{ij} - \overline{GENDER}..) + \beta_{6j}\,(IEP_{ij} - \overline{IEP}..) + \beta_{7j}\,(LUNCH_{ij} - \overline{LUNCH}..) + \beta_{8j}\,(LEP_{ij} - \overline{LEP}..) + r_{ij}$$

where

$ISAT09_{ij}$ represents the 2009 ISAT reading scale score for student i in school j

β_{0j} represents the mean for school j adjusted for the student-level covariates

$\beta_{1j} - \beta_{8j}$ represent the regression coefficients for school j, associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student i in school j

Level 2:

$$\beta_{0j} = \gamma_{00} + \gamma_{01}\,(PMIN_j - \overline{PMIN}.) + \gamma_{02}\,(SIZE_j - \overline{SIZE}.) + \gamma_{03}\,(PREAD_j - \overline{PREAD}.) + \gamma_{04}\,(PFEM_j - \overline{PFEM}.) + \gamma_{05}\,(PSPED_j - \overline{PSPED}.) + \gamma_{06}\,(PLEP_j - \overline{PLEP}.) + \gamma_{07}\,(PLUNCH_j - \overline{PLUNCH}.) + \gamma_{08}\,(COHORT_j - \overline{COHORT}.) + \gamma_{09}\,(TRT_j) + u_{0j},$$
$$\beta_{1j} = \gamma_{10}$$

$\beta_{2j} = \gamma_{20}$
$\beta_{3j} = \gamma_{30}$
$\beta_{4j} = \gamma_{40}$
$\beta_{5j} = \gamma_{50}$
$\beta_{6j} = \gamma_{60}$
$\beta_{7j} = \gamma_{70}$
$\beta_{8j} = \gamma_{80}$

where

γ_{00} represents the average 2009 ISAT score for control schools

$\gamma_{01} - \gamma_{09}$ represent the regression coefficients associated with the different school-level covariates

$\gamma_{10} - \gamma_{80}$ represent the common regression coefficients associated with the different student-level covariates for each school

u_{0j} represents the random error associated with school j

Model 10: Program impact on students at Tier 3 in Grade 6 in SY 0809 (FINAL MODEL)

Level 1:

$$ISAT09_{ij} = \beta_{0j} + \beta_{1j}\ (BLACK_{ij} - \overline{BLACK}..) + \beta_{2j}\ (BASEISAT_{ij} - \overline{BASEISAT}..) + \beta_{3j}\ (BASEMATH_{ij} - \overline{BASEMATH}..) + \beta_{4j}\ (IEP_{ij} - \overline{IEP}..) + \beta_{5j}\ (LEP_{ij} - \overline{LEP}..) + r_{ij}$$

where

$ISAT09_{ij}$ represents the 2009 ISAT reading scale score for student i in school j

β_{0j} represents the mean for school j adjusted for the student-level covariates

$\beta_{1j} - \beta_{5j}$ represent the regression coefficients for school j, associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student i in school j

Level 2:

$\beta_{0j} = \gamma_{00} + \gamma_{01}\ (PFEM_j - \overline{PFEM}.) + \gamma_{02}\ (TRT_j) + u_{0j},$
$\beta_{1j} = \gamma_{10}$
$\beta_{2j} = \gamma_{20}$
$\beta_{3j} = \gamma_{30}$
$\beta_{4j} = \gamma_{40}$
$\beta_{5j} = \gamma_{50}$

where

γ_{00} represents the average 2009 ISAT score for control schools

$\gamma_{01} - \gamma_{02}$ represent the regression coefficients associated with the different school-level covariates

$\gamma_{10} - \gamma_{50}$ represent the common regression coefficients associated with the different student-level covariates for each school

u_{0j} represents the random error associated with school j

Model 11: Program impact on students at Tier 3 in Grade 6 in SY 0809 with Interactions (FULL MODEL)

Level 1:

$$ISAT09_{ij} = \beta_{0j} + \beta_{1j}\ (BLACK_{ij} - \overline{BLACK}..) + \beta_{2j}\ (HISPANIC_{ij} - \overline{HISPANIC}..) + \beta_{3j}\ (BASEISAT_{ij} - \overline{BASEISAT}..) + \beta_{4j}\ (BASEMATH_{ij} - \overline{BASEMATH}..) + \beta_{5j}\ (GENDER_{ij} - \overline{GENDER}..) + \beta_{6j}\ (IEP_{ij} - \overline{IEP}..) + \beta_{7j}\ (LUNCH_{ij} - \overline{LUNCH}..) + \beta_{8j}\ (LEP_{ij} - \overline{LEP}..) + r_{ij}$$

where

$ISAT09_{ij}$ represents the 2009 ISAT reading scale score for student *i* in school *j*

β_{0j} represents the mean for school *j* adjusted for the student-level covariates

$\beta_{1j} - \beta_{8j}$ represent the regression coefficients for school *j*, associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student *i* in school *j*

Level 2:

$$\beta_{0j} = \gamma_{00} + \gamma_{01}\ (PMIN_j - \overline{PMIN}.) + \gamma_{02}\ (SIZE_j - \overline{SIZE}.) + \gamma_{03}\ (PREAD_j - \overline{PREAD}.) + \gamma_{04}\ (PFEM_j - \overline{PFEM}.) + \gamma_{05}\ (PSPED_j - \overline{PSPED}.) + \gamma_{06}\ (PLEP_j - \overline{PLEP}.) + \gamma_{07}\ (PLUNCH_j - \overline{PLUNCH}.) + \gamma_{08}\ (COHORT_j - \overline{COHORT}.) + \gamma_{09}\ (TRT_j) + u_{0j},$$

$$\beta_{1j} = \gamma_{10} + \gamma_{11}\ (\mathrm{TRT}_j)$$
$$\beta_{2j} = \gamma_{20} + \gamma_{21}\ (\mathrm{TRT}_j)$$
$$\beta_{3j} = \gamma_{30} + \gamma_{31}\ (\mathrm{TRT}_j)$$
$$\beta_{4j} = \gamma_{40} + \gamma_{41}\ (\mathrm{TRT}_j)$$
$$\beta_{5j} = \gamma_{50} + \gamma_{51}\ (\mathrm{TRT}_j)$$
$$\beta_{6j} = \gamma_{60} + \gamma_{61}\ (\mathrm{TRT}_j)$$
$$\beta_{7j} = \gamma_{70} + \gamma_{71}\ (\mathrm{TRT}_j)$$
$$\beta_{8j} = \gamma_{80} + \gamma_{81}\ (\mathrm{TRT}_j)$$

where

γ_{00} represents the average 2009 ISAT score for control schools

$\gamma_{01} - \gamma_{09}$ represent the regression coefficients associated with the different school-level covariates

$\gamma_{10} - \gamma_{80}$ represent the intercepts for the regression coefficients associated with the different student-level covariates across schools

$\gamma_{11} - \gamma_{81}$ represent the coefficients for the interactions between the different student-level covariates and school treatment

u_{0j} represents the random error associated with school *j*

Model 12: Program impact on students at Tier 3 in Grade 6 in SY 0809 with Interactions (FINAL MODEL)

Level 1:

$$ISAT09_{ij} = \beta_{0j} + \beta_{1j}\ (BLACK_{ij} - \overline{BLACK}..) + \beta_{2j}\ (BASEISAT_{ij} - \overline{BASEISAT}..) + \beta_{3j}\ (BASEMATH_{ij} - \overline{BASEMATH}..) + \beta_{4j}\ (GENDER_{ij} - \overline{GENDER}..) + \beta_{5j}\ (IEP_{ij} - \overline{IEP}..) + \beta_{6j}\ (LEP_{ij} - \overline{LEP}..) + r_{ij}$$

where

$ISAT09_{ij}$ represents the 2009 ISAT reading scale score for student i in school j

β_{0j} represents the mean for school j adjusted for the student-level covariates

$\beta_{1j} - \beta_{6j}$ represent the regression coefficients for school j, associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student i in school j

Level 2:

$$\beta_{0j} = \gamma_{00} + \gamma_{01}\ (PFEM_j - \overline{PFEM}.) + \gamma_{02}\ (TRT_j) + u_{0j},$$
$$\beta_{1j} = \gamma_{10}$$
$$\beta_{2j} = \gamma_{20}$$
$$\beta_{3j} = \gamma_{30}$$
$$\beta_{4j} = \gamma_{40} + \gamma_{41}\ (\mathrm{TRT}_j)$$
$$\beta_{5j} = \gamma_{50}$$
$$\beta_{6j} = \gamma_{60}$$

where

γ_{00} represents the average 2009 ISAT score for control schools

$\gamma_{01} - \gamma_{02}$ represent the regression coefficients associated with the different school-level covariates

$\gamma_{10} - \gamma_{30}$ and $\gamma_{50} - \gamma_{60}$ represent the common regression coefficients associated with the corresponding student-level covariates for each school

γ_{40} represents the intercept for the regression coefficient associated with the corresponding student-level covariate across schools

γ_{41} represents the coefficient for the interaction between the corresponding student-level covariate and school treatment

u_{0j} represents the random error associated with school j

Model 13: Program impact on students at Tier 2 in Grade 6 in SY 0708 (FULL MODEL)

Level 1:

$$ISAT09_{ij} = \beta_{0j} + \beta_{1j}\ (BLACK_{ij} - \overline{BLACK}..) + \beta_{2j}\ (HISPANIC_{ij} - \overline{HISPANIC}..) + \beta_{3j}\ (BASEISAT_{ij} - \overline{BASEISAT}..) + \beta_{4j}\ (BASEMATH_{ij} - \overline{BASEMATH}..) + \beta_{5j}\ (GENDER_{ij} - \overline{GENDER}..) + \beta_{6j}\ (IEP_{ij} - \overline{IEP}..) + \beta_{7j}\ (LUNCH_{ij} - \overline{LUNCH}..) + \beta_{8j}\ (LEP_{ij} - \overline{LEP}..) + r_{ij}$$

where

$ISAT09_{ij}$ represents the 2009 ISAT reading scale score for student i in school j

β_{0j} represents the mean for school j adjusted for the student-level covariates

$\beta_{1j} - \beta_{8j}$ represent the regression coefficients for school j, associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student i in school j

Level 2:

$$\beta_{0j} = \gamma_{00} + \gamma_{01}\,(PMIN_j - \overline{PMIN.}) + \gamma_{02}\,(SIZE_j - \overline{SIZE.}) + \gamma_{03}\,(PREAD_j - \overline{PREAD.}) + \gamma_{04}\,(PFEM_j - \overline{PFEM.}) + \gamma_{05}\,(PSPED_j - \overline{PSPED.}) + \gamma_{06}\,(PLEP_j - \overline{PLEP.}) + \gamma_{07}\,(PLUNCH_j - \overline{PLUNCH.}) + \gamma_{08}\,(COHORT_j - \overline{COHORT.}) + \gamma_{09}\,(TRT_j) + u_{0j},$$

$$\beta_{1j} = \gamma_{10}$$
$$\beta_{2j} = \gamma_{20}$$
$$\beta_{3j} = \gamma_{30}$$
$$\beta_{4j} = \gamma_{40}$$
$$\beta_{5j} = \gamma_{50}$$
$$\beta_{6j} = \gamma_{60}$$
$$\beta_{7j} = \gamma_{70}$$
$$\beta_{8j} = \gamma_{80}$$

where

γ_{00} represents the average 2009 ISAT score for control schools

$\gamma_{01} - \gamma_{09}$ represent the regression coefficients associated with the different school-level covariates

$\gamma_{10} - \gamma_{80}$ represent the common regression coefficients associated with the different student-level covariates for each school

u_{0j} represents the random error associated with school j

Model 14: Program impact on students at Tier 2 in Grade 6 in SY 0708 (FINAL MODEL)

Level 1:

$$ISAT09_{ij} = \beta_{0j} + \beta_{1j}\,(BLACK_{ij} - \overline{BLACK..}) + \beta_{2j}\,(HISPANIC_{ij} - \overline{HISPANIC..}) + \beta_{3j}\,(BASEISAT_{ij} - \overline{BASEISAT..}) + \beta_{4j}\,(BASEMATH_{ij} - \overline{BASEMATH..}) + \beta_{5j}\,(GENDER_{ij} - \overline{GENDER..}) + \beta_{6j}\,(IEP_{ij} - \overline{IEP..}) + r_{ij}$$

where

$ISAT09_{ij}$ represents the 2009 ISAT reading scale score for student i in school j

β_{0j} represents the mean for school j adjusted for the student-level covariates

$\beta_{1j} - \beta_{6j}$ represent the regression coefficients for school j, associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student i in school j

Level 2:

$\beta_{0j} = \gamma_{00} + \gamma_{01}\ (PREAD_j - \overline{PREAD}.) + \gamma_{02}\ (PLUNCH_j - \overline{PLUNCH}.) + \gamma_{03}\ (TRT_j) + u_{0j},$

$\beta_{1j} = \gamma_{10}$

$\beta_{2j} = \gamma_{20}$

$\beta_{3j} = \gamma_{30}$

$\beta_{4j} = \gamma_{40}$

$\beta_{5j} = \gamma_{50}$

$\beta_{6j} = \gamma_{60}$

where

γ_{00} represents the average 2009 ISAT score for control schools

$\gamma_{01} - \gamma_{03}$ represent the regression coefficients associated with the different school-level covariates

$\gamma_{10} - \gamma_{60}$ represent the common regression coefficients associated with the different student-level covariates for each school

u_{0j} represents the random error associated with school j

Model 15: Program impact on students at Tier 3 in Grade 6 in SY 0708 (FULL MODEL)

Level 1:

$ISAT09_{ij} = \beta_{0j} + \beta_{1j}\ (BLACK_{ij} - \overline{BLACK}..) + \beta_{2j}\ (HISPANIC_{ij} - \overline{HISPANIC}..) + \beta_{3j}\ (BASEISAT_{ij} - \overline{BASEISAT}..) + \beta_{4j}\ (BASEMATH_{ij} - \overline{BASEMATH}..) + \beta_{5j}\ (GENDER_{ij} - \overline{GENDER}..) + \beta_{6j}\ (IEP_{ij} - \overline{IEP}..) + \beta_{7j}\ (LUNCH_{ij} - \overline{LUNCH}..) + \beta_{8j}\ (LEP_{ij} - \overline{LEP}..) + r_{ij}$

where

$ISAT09_{ij}$ represents the 2009 ISAT reading scale score for student i in school j

β_{0j} represents the mean for school j adjusted for the student-level covariates

$\beta_{1j} - \beta_{8j}$ represent the regression coefficients for school j, associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student i in school j

Level 2:

$\beta_{0j} = \gamma_{00} + \gamma_{01}\ (PMIN_j - \overline{PMIN}.) + \gamma_{02}\ (SIZE_j - \overline{SIZE}.) + \gamma_{03}\ (PREAD_j - \overline{PREAD}.) + \gamma_{04}\ (PFEM_j - \overline{PFEM}.) + \gamma_{05}\ (PSPED_j - \overline{PSPED}.) + \gamma_{06}\ (PLEP_j - \overline{PLEP}.) + \gamma_{07}\ (PLUNCH_j - \overline{PLUNCH}.) + \gamma_{08}\ (COHORT_j - \overline{COHORT}.) + \gamma_{09}\ (TRT_j) + u_{0j},$

$\beta_{1j} = \gamma_{10}$

$\beta_{2j} = \gamma_{20}$

$\beta_{3j} = \gamma_{30}$

$\beta_{4j} = \gamma_{40}$

$\beta_{5j} = \gamma_{50}$

$\beta_{6j} = \gamma_{60}$

$\beta_{7j} = \gamma_{70}$

$\beta_{8j} = \gamma_{80}$

where

γ_{00} represents the average 2009 ISAT score for control schools

$\gamma_{01} - \gamma_{09}$ represent the regression coefficients associated with the different school-level covariates

$\gamma_{10} - \gamma_{80}$ represent the common regression coefficients associated with the different student-level covariates for each school

u_{0j} represents the random error associated with school j

Model 16: Program impact on students at Tier 3 in Grade 6 in SY 0708 (FINAL MODEL)

Level 1:

$$ISAT09_{ij} = \beta_{0j} + \beta_{1j}\,(BASEISAT_{ij} - \overline{BASEISAT}..) + \beta_{2j}\,(BASEMATH_{ij} - \overline{BASEMATH}..) + \beta_{3j}\,(GENDER_{ij} - \overline{GENDER}..) + \beta_{4j}\,(IEP_{ij} - \overline{IEP}..) + r_{ij}$$

where

$ISAT09_{ij}$ represents the 2009 ISAT reading scale score for student i in school j

β_{0j} represents the mean for school j adjusted for the student-level covariates

$\beta_{1j} - \beta_{4j}$ represent the regression coefficients for school j, associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student i in school j

Level 2:

$$\beta_{0j} = \gamma_{00} + \gamma_{01}\,(PREAD_j - \overline{PREAD}.) + \gamma_{02}\,(COHORT_j - \overline{COHORT}.) + \gamma_{03}\,(TRT_j) + u_{0j},$$
$$\beta_{1j} = \gamma_{10}$$
$$\beta_{2j} = \gamma_{20}$$
$$\beta_{3j} = \gamma_{30}$$
$$\beta_{4j} = \gamma_{40}$$

where

γ_{00} represents the average 2009 ISAT score for control schools

$\gamma_{01} - \gamma_{03}$ represent the regression coefficients associated with the different school-level covariates

$\gamma_{10} - \gamma_{40}$ represent the common regression coefficients associated with the different student-level covariates for each school

u_{0j} represents the random error associated with school j

Selection of Covariates

Table I-11 shows the covariates that were included in the full main effect models (Models 7, 9, 13, and 15). All covariates, with the exception of treatment at level 2, were grand mean centered. Final models were derived from full models based on interpretability, parsimony, and model fit. Generally covariates with p values of .200 and above were excluded from the analysis.

Table I-11
Variables included in Models 7, 9, 13, and 15 (full main effect models)

Variable Type	Abbreviation	Variables
Dependent variable	ISAT09	Spring 2009 ISAT scale score
Level 1 predictors	BLACK	Black (N/Y)
	HISPANIC	Hispanic (N/Y)
	BASEISAT	Baseline ISAT reading scale scores
	BASEMATH	Baseline ISAT math scale scores
	GENDER	Gender (male/female)
	IEP	Individualized education plan/special education status (N/Y)
	LUNCH	Free/reduced-price lunch eligibility (N/Y)
	LEP	English language learner status (N/Y)
Level 2 predictors	PMIN	Proportion of minority students (non-White)
	PFEM	Proportion of female students
	PREAD	Proportion of students at or above grade level in reading
	PSPED	Proportion of special education students
	PLEP	Proportion of limited English proficiency students
	PLUNCH	Proportion of free/reduced-price lunch students
	SIZE	School size in targeted grades
	COHORT	Cohort (Cohort 1/Cohort 2)
	TRT	Treatment (control/treatment)

Table I-12 shows the covariates that were included in the full interaction model (Model 11). All covariates, with the exception of treatment at level 2, were grand mean centered. The final model was derived from the full model based on interpretability, parsimony, and model fit.

Table I-12
Variables included in Model 11 (full interaction model)

Variable Type	Abbreviation	Variables
Dependent variable	ISAT09	Spring 2009 ISAT scale score
Level 1 predictors	BLACK	Black (N/Y)
	HISPANIC	Hispanic (N/Y)
	BASEISAT	Baseline ISAT reading scale scores
	BASEMATH	Baseline ISAT math scale scores
	GENDER	Gender (male/female)
	IEP	Individualized education plan/special education status (N/Y)
	LUNCH	Free/reduced-price lunch eligibility (N/Y)
	LEP	English language learner status (N/Y)
	BLACKxTRT, HISPANICxTRT, BASEISATxTRT, BASEMATHxTRT, GENDERxTRT, IEPxTRT, LUNCHxTRT, LEPxTRT	Interaction between treatment and covariates
Level 2 predictors	PMIN	Proportion of minority students (non-White)
	PFEM	Proportion of female students
	PREAD	Proportion of students at or above grade level in reading
	PSPED	Proportion of special education students
	PLEP	Proportion of limited English proficiency students
	PLUNCH	Proportion of free/reduced-price lunch students
	SIZE	School size in targeted grades
	COHORT	Cohort (Cohort 1/Cohort 2)
	TRT	Treatment (control/treatment)

Treatment of Missing Data

When carrying out the HLM analyses, listwise deletion was used to remove students with missing data from all analytic samples. A total of 718 Tier 2 students in Grade 6 in SY 0809 were included in the analyses for models 7 and 8, and a total of 674 Tier 3 students in Grade 6 in SY 0809 were included in the analyses for models 9 through 12. There were altogether 440 Tier 2 students who were in Grade 6 in SY 0708 included in the analyses for models 13 and 14, and 1,014 Tier 3 students who were in Grade 6 in SY 0708 included in the analyses for models 15 and 16. The analyses did not include students who had no outcome data or were missing covariates.

Table of Analysis Samples

Table I-13
Summary Statistics of Outcome Variable for Targeted Intervention Analysis Samples

Analysis Sample	Group	Mean	SD	SE	School Sample Size	Student Sample Size
Students at Tier 2 in Grade 6 in SY 0809 (Models 7 and 8)	Control	223.19	12.28	0.654	32	353
	Treatment	223.52	13.36	0.699	31	365
	Total	223.36	12.83	0.479	63	718
Students at Tier 3 in Grade 6 in SY 0809 (Models 9, 10, 11, and 12)	Control	209.37	15.82	0.874	32	328
	Treatment	210.63	15.22	0.818	31	346
	Total	210.02	15.52	0.598	63	674
Students at Tier 2 in Grade 6 in SY 0708 (Models 13 and 14)	Control	230.28	15.75	1.045	32	227
	Treatment	230.75	15.69	1.075	30	213
	Total	230.50	15.70	0.748	62	440
Students at Tier 3 in Grade 6 in SY 0708 (Models 15 and 16)	Control	212.25	19.76	0.879	32	505
	Treatment	214.70	19.85	0.880	31	509
	Total	213.48	19.83	0.623	63	1014

Table of Analysis Model Results

Table I-14
Model 7: Impact on students at Tier 2 in Grade 6 in SY 0809 (FULL MODEL)

Fixed Effects	Coefficient	SE	*p*	Glass's Δ
Model for mean school reading achievement (B_0)				
Intercept (G00)	222.436	1.050	0.000	--
PMIN (G01)	-14.438	16.743	0.393	-1.175
SIZE (G02)	-0.011	0.008	0.195	-0.001
PREAD (G03)	1.419	8.269	0.865	0.116
PFEM (G04)	21.905	14.317	0.132	1.783
PSPED (G05)	-12.577	16.924	0.461	-1.024
PLEP (G06)	21.303	11.513	0.069	1.734
PLUNCH (G07)	-20.161	17.623	0.258	-1.641
COHORT (G08)	-0.431	1.895	0.821	-0.035
TRT (G09)	1.288	1.477	0.387	0.105
Model for BLACK slope (B1)				
Intercept (G10)	-2.541	2.656	0.339	-0.207
Model for HISPANIC slope (B2)				
Intercept (G20)	-4.466	2.189	0.041	-0.364
Model for BASEISAT slope (B3)				
Intercept (G30)	0.152	0.080	0.057	0.012
Model for BASEMATH slope (B4)				
Intercept (G40)	0.160	0.030	0.000	0.013
Model for GENDER slope (B5)				
Intercept (G50)	-0.209	0.883	0.813	-0.017
Model for IEP slope (B6)				
Intercept (G60)	-6.328	1.707	0.000	-0.515
Model for LUNCH slope (B7)				
Intercept (G70)	-3.696	2.509	0.141	-0.301
Model for LEP slope (B8)				
Intercept (G80)	-7.273	1.887	0.000	-0.592
Random Effects (Var. Components)	**Variance**	**df**	**Chi-Square (*p*)**	**ICC**
Var. in school means (U_0)	15.895	53	118.762 (0.000)	0.109
Var. within schools (R)	130.503			

Table I-15
Model 8: Impact on students at Tier 2 in Grade 6 in SY 0809 (FINAL MODEL)

Fixed Effects	Coefficient	SE	*p*	Glass's Δ
Model for mean school reading achievement (B_0)				
Intercept (G00)	222.353	0.995	0.000	--
PFEM (G01)	23.332	13.454	0.088	1.900
PLEP (G02)	28.690	9.411	0.004	2.336
TRT (G03)	0.975	1.397	0.488	0.079
Model for HISPANIC slope (B1)				
Intercept (G10)	-2.923	1.426	0.040	-0.238
Model for BASEISAT slope (B2)				
Intercept (G20)	0.157	0.080	0.049	0.013
Model for BASEMATH slope (B3)				
Intercept (G30)	0.167	0.030	0.000	0.014
Model for IEP slope (B4)				
Intercept (G40)	-5.951	1.688	0.001	-0.484
Model for LUNCH slope (B5)				
Intercept (G50)	-4.246	2.488	0.088	-0.346
Model for LEP slope (B6)				
Intercept (G60)	-7.196	1.883	0.000	-0.586
Random Effects (Var. Components)	**Variance**	**df**	**Chi-Square (*p*)**	**ICC**
Var. in school means (U_0)	16.102	59	134.060 (0.000)	0.110
Var. within schools (R)	130.364			

Table I-16
Model 9: Impact on students at Tier 3 in Grade 6 in SY 0809 (FULL MODEL)

Fixed Effects	Coefficient	SE	*p*	Glass's Δ
Model for mean school reading achievement (B_0)				
Intercept (G00)	209.878	1.197	0.000	--
PMIN (G01)	6.572	20.467	0.749	0.415
SIZE (G02)	-0.004	0.009	0.709	0.000
PREAD (G03)	5.383	9.304	0.565	0.340
PFEM (G04)	29.954	16.160	0.069	1.893
PSPED (G05)	11.495	18.653	0.540	0.727
PLEP (G06)	2.626	12.761	0.838	0.166
PLUNCH (G07)	-16.812	20.845	0.424	-1.063
COHORT (G08)	-0.514	2.083	0.806	-0.032
TRT (G09)	1.108	1.688	0.514	0.070
Model for BLACK slope (B1)				
Intercept (G10)	-5.214	3.261	0.110	-0.330
Model for HISPANIC slope (B2)				
Intercept (G20)	-2.188	3.154	0.488	-0.138
Model for BASEISAT slope (B3)				
Intercept (G30)	0.416	0.074	0.000	0.026
Model for BASEMATH slope (B4)				
Intercept (G40)	0.118	0.045	0.009	0.007
Model for GENDER slope (B5)				
Intercept (G50)	1.427	1.120	0.204	0.090
Model for IEP slope (B6)				
Intercept (G60)	-6.715	1.406	0.000	-0.424
Model for LUNCH slope (B7)				
Intercept (G70)	0.386	3.183	0.904	0.024
Model for LEP slope (B8)				
Intercept (G80)	-5.159	2.044	0.012	-0.326
Random Effects (Var. Components)	**Variance**	**df**	**Chi-Square (*p*)**	**ICC**
Var. in school means (U_0)	17.861	53	100.389 (0.000)	0.086
Var. within schools (R)	190.746			

Table I-17
Model 10: Impact on students at Tier 3 in Grade 6 in SY 0809 (FINAL MODEL)

Fixed Effects	Coefficient	SE	*p*	Glass's Δ
Model for mean school reading achievement (B_0)				
Intercept (G00)	209.505	1.060	0.000	--
PFEM (G01)	31.074	14.582	0.037	1.964
TRT (G02)	1.285	1.501	0.396	0.081
Model for BLACK slope (B1)				
Intercept (G10)	-3.942	1.661	0.018	-0.249
Model for BASEISAT slope (B2)				
Intercept (G20)	0.428	0.074	0.000	0.027
Model for BASEMATH slope (B3)				
Intercept (G30)	0.118	0.043	0.007	0.007
Model for IEP slope (B4)				
Intercept (G40)	-6.356	1.335	0.000	-0.402
Model for LEP slope (B5)				
Intercept (G50)	-5.425	1.996	0.007	-0.343
Random Effects (Var. Components)	**Variance**	**df**	**Chi-Square (*p*)**	**ICC**
Var. in school means (U_0)	14.237	60	103.160 (0.001)	0.069
Var. within schools (R)	190.810			

Table I-18
Model 11: Impact on students at Tier 3 in Grade 6 in SY 0809 with Interactions (FULL MODEL)

Fixed Effects	Coefficient	SE	*p*	Glass's Δ
Model for mean school reading achievement (B_0)				
Intercept (G00)	209.851	1.225	0.000	--
PMIN (G01)	5.349	21.400	0.804	0.338
SIZE09 (G02)	-0.003	0.010	0.723	0.000
PREAD08 (G03)	4.684	9.526	0.625	0.296
PFEM (G04)	28.560	16.564	0.090	1.805
PSPED (G05)	12.581	18.989	0.510	0.795
PLEP (G06)	2.805	13.059	0.831	0.177
PLUNCH (G07)	-13.361	21.408	0.535	-0.844
COHORT (G08)	-0.848	2.128	0.691	-0.054
TRT (G09)	1.202	1.721	0.488	0.076
Model for BLACK slope (B1)				
Intercept (G10)	-3.277	4.024	0.416	-0.207
TRT (G11)	-3.028	6.407	0.636	-0.191
Model for HISPANIC slope (B2)				
Intercept (G20)	-2.302	3.960	0.561	-0.146
TRT (G21)	-0.076	6.553	0.991	-0.005
Model for BASEISAT slope (B3)				
Intercept (G30)	0.437	0.105	0.000	0.028
TRT (G31)	-0.024	0.149	0.872	-0.002
Model for BASEMATH slope (B4)				
Intercept (G40)	0.151	0.063	0.017	0.010
TRT (G41)	-0.068	0.089	0.444	-0.004
Model for GENDER slope (B5)				
Intercept (G50)	3.750	1.596	0.019	0.237
TRT (G51)	-4.425	2.256	0.050	-0.280
Model for IEP slope (B6)				
Intercept (G60)	-5.365	2.140	0.013	-0.339
TRT (G61)	-2.825	2.790	0.312	-0.179
Model for LUNCH slope (B7)				
Intercept (G70)	3.872	3.845	0.315	0.245
TRT (G71)	-11.403	6.846	0.096	-0.721
Model for LEP slope (B8)				
Intercept (G80)	-1.844	3.182	0.562	-0.117
TRT (G81)	-5.282	4.142	0.203	-0.334
Random Effects (Var. Components)	**Variance**	**df**	**Chi-Square (*p*)**	**ICC**
Var. in school means (U_0)	19.222	53	102.649 (0.000)	0.092
Var. within schools (R)	189.849			

Table I-19
Model 12: Impact on students at Tier 3 in Grade 6 in SY 0809 with Interactions (FINAL MODEL)

Fixed Effects	Coefficient	SE	*p*	Glass's Δ
Model for mean school reading achievement (B_0)				
Intercept (G00)	209.385	1.065	0.000	--
PFEM (G01)	28.981	14.677	0.053	1.832
TRT (G02)	1.383	1.507	0.363	0.087
Model for BLACK slope (B1)				
Intercept (G10)	-3.682	1.666	0.027	-0.233
Model for BASEISAT slope (B2)				
Intercept (G20)	0.433	0.074	0.000	0.027
Model for BASEMATH slope (B3)				
Intercept (G30)	0.121	0.043	0.006	0.008
Model for GENDER slope (B4)				
Intercept (G40)	3.416	1.576	0.030	0.216
TRT (G41)	-4.012	2.215	0.070	-0.254
Model for IEP slope (B5)				
Intercept (G50)	-6.392	1.344	0.000	-0.404
Model for LEP slope (B6)				
Intercept (G60)	-5.148	1.996	0.010	-0.325
Random Effects (Var. Components)	**Variance**	**df**	**Chi-Square (*p*)**	**ICC**
Var. in school means (U_0)	14.523	60	104.298 (0.001)	0.071
Var. within schools (R)	189.834			

Table I-20
Model 13: Impact on students at Tier 2 in Grade 6 in SY 0708 (FULL MODEL)

Fixed Effects	Coefficient	SE	*p*	Glass's Δ
Model for mean school reading achievement (B_0)				
Intercept (G00)	230.518	1.042	0.000	--
PMIN (G01)	-4.236	16.282	0.796	-0.269
SIZE (G02)	-0.011	0.008	0.185	-0.001
PREAD (G03)	13.930	8.553	0.109	0.885
PFEM (G04)	12.420	14.500	0.396	0.789
PSPED (G05)	-17.613	17.694	0.325	-1.119
PLEP (G06)	13.594	16.150	0.404	0.863
PLUNCH (G07)	-28.897	18.996	0.134	-1.835
COHORT (G08)	-1.555	1.883	0.413	-0.099
TRT (G09)	0.957	1.530	0.534	0.061
Model for BLACK slope (B1)				
Intercept (G10)	-8.927	3.928	0.024	-0.567
Model for HISPANIC slope (B2)				
Intercept (G20)	-8.823	3.503	0.012	-0.560
Model for BASEISAT slope (B3)				
Intercept (G30)	0.327	0.058	0.000	0.021
Model for BASEMATH slope (B4)				
Intercept (G40)	0.125	0.042	0.003	0.008
Model for GENDER slope (B5)				
Intercept (G50)	2.961	1.362	0.030	0.188
Model for IEP slope (B6)				
Intercept (G60)	-5.954	2.499	0.018	-0.378
Model for LUNCH slope (B7)				
Intercept (G70)	0.985	3.097	0.750	0.063
Model for LEP slope (B8)				
Intercept (G80)	-7.898	8.669	0.363	-0.502
Random Effects (Var. Components)	**Variance**	**df**	**Chi-Square (*p*)**	**ICC**
Var. in school means (U_0)	1.365	52	48.256 (>0.500)	0.007
Var. within schools (R)	188.158			

Table I-21
Model 14: Impact on students at Tier 2 in Grade 6 in SY 0708 (FINAL MODEL)

Fixed Effects	Coefficient	SE	*p*	Glass's Δ
Model for mean school reading achievement (B_0)				
Intercept (G00)	230.512	0.968	0.000	--
PREAD (G01)	15.137	8.262	0.072	0.961
PLUNCH (G02)	-36.075	17.486	0.043	-2.291
TRT (G03)	0.558	1.459	0.703	0.035
Model for BLACK slope (B1)				
Intercept (G10)	-9.982	3.264	0.003	-0.634
Model for HISPANIC slope (B2)				
Intercept (G20)	-9.070	3.359	0.008	-0.576
Model for BASEISAT slope (B3)				
Intercept (G30)	0.314	0.057	0.000	0.020
Model for BASEMATH slope (B4)				
Intercept (G40)	0.133	0.040	0.001	0.008
Model for GENDER slope (B5)				
Intercept (G50)	3.230	1.338	0.016	0.205
Model for IEP slope (B6)				
Intercept (G60)	-6.669	2.429	0.007	-0.424
Random Effects (Var. Components)	**Variance**	**df**	**Chi-Square (*p*)**	**ICC**
Var. in school means (U_0)	1.495	58	54.028 (>0.500)	0.008
Var. within schools (R)	186.960			

Table I-22
Model 15: Impact on students at Tier 3 in Grade 6 in SY 0708 (FULL MODEL)

Fixed Effects	Coefficient	SE	*p*	Glass's Δ
Model for mean school reading achievement (B_0)				
Intercept (G00)	213.576	0.903	0.000	--
PMIN (G01)	5.734	17.161	0.739	0.290
SIZE (G02)	0.004	0.008	0.583	0.000
PREAD (G03)	22.155	6.745	0.002	1.121
PFEM (G04)	6.649	12.076	0.584	0.337
PSPED (G05)	18.629	13.907	0.186	0.943
PLEP (G06)	-5.564	12.588	0.660	-0.282
PLUNCH (G07)	7.763	15.479	0.618	0.393
COHORT (G08)	-4.833	1.540	0.003	-0.245
TRT (G09)	1.119	1.266	0.381	0.057
Model for BLACK slope (B1)				
Intercept (G10)	1.722	3.208	0.591	0.087
Model for HISPANIC slope (B2)				
Intercept (G20)	2.548	3.196	0.426	0.129
Model for BASEISAT slope (B3)				
Intercept (G30)	0.432	0.039	0.000	0.022
Model for BASEMATH slope (B4)				
Intercept (G40)	0.150	0.039	0.000	0.008
Model for GENDER slope (B5)				
Intercept (G50)	1.898	1.027	0.064	0.096
Model for IEP slope (B6)				
Intercept (G60)	-11.173	1.284	0.000	-0.566
Model for LUNCH slope (B7)				
Intercept (G70)	2.657	3.159	0.401	0.134
Model for LEP slope (B8)				
Intercept (G80)	-0.406	5.443	0.941	-0.021
Random Effects (Var. Components)	**Variance**	**df**	**Chi-Square (*p*)**	**ICC**
Var. in school means (U_0)	4.694	53	69.414 (0.064)	0.019
Var. within schools (R)	247.645			

Table I-23
Model 16: Impact on students at Tier 3 in Grade 6 in SY 0708 (FINAL MODEL)

Fixed Effects	Coefficient	SE	*p*	Glass's Δ
Model for mean school reading achievement (B_0)				
Intercept (G00)	213.585	0.827	0.000	--
PREAD (G01)	20.881	5.626	0.001	1.057
COHORT (G02)	-4.323	1.253	0.001	-0.219
TRT (G03)	1.527	1.158	0.193	0.077
Model for BASEISAT slope (B1)				
Intercept (G10)	0.435	0.038	0.000	0.022
Model for BASEMATH slope (B2)				
Intercept (G20)	0.142	0.038	0.000	0.007
Model for GENDER slope (B3)				
Intercept (G30)	1.859	1.021	0.069	0.094
Model for IEP slope (B4)				
Intercept (G40)	-11.257	1.262	0.000	-0.570
Random Effects (Var. Components)	**Variance**	**df**	**Chi-Square (*p*)**	**ICC**
Var. in school means (U_0)	3.226	59	72.922 (0.105)	0.013
Var. within schools (R)	247.207			

Appendix J-1: Comparison of ITT Population to Final Analysis Sample

Eligible Schools (n=63)
Students (n=11,978)

Treatment Schools (n=31) Students (n=5,970)

Not Analyzed Due To Ineligibility[a] (n=653)

Eligible ITT Sample (n=5,317)

-- Analyzed (n=4,126 [78% of the ITT sample])[b]
Tier 1 (n=2,384)
Tier 2 (n=1,037)[b]
Tier 3 (n=705)[b]

-- Not Analyzed Due To Missing Data (n=1,191)

Not assigned to a tier because missing ISAT08 score (n=452)

- 51 students were ELL
- 35 students were Special Education students (SPED)
- 6 students were both ELL and SPED
- 208 students were neither ELL or SPED
- 152 students were missing ELL/SPED status.

Assigned to a tier but not analyzed for other reasons (n=720) [Starred groups are not mutually exclusive]

*Missing baseline ISAT reading score (n=548)
- 75 students were ELL
- 23 students were SPED students
- 34 students were both ELL and SPED
- 359 students were neither ELL or SPED
- 57 students were missing ELL and SPED status.

*Missing baseline ISAT math score (n=186)
- 15 students were ELL
- 18 students were SPED students
- 115 students were neither ELL or SPED
- 1 student was both ELL and SPED
- 37 students were missing ELL and SPED status

*Missing ISAT 09 score (n=224)[c]
- 205 students had no data for 2009
- 19 students had data for 2009 but no ISAT scores
  - 2 students were ELL
  - 4 students were SPED students
  - 13 students were neither ELL or SPED

Control Schools (n=32) Students (n=6,008)

-- Not Analyzed Due To Ineligibility[a] (n=705)

Eligible ITT Sample (n=5,303)

-- Analyzed (n=4,063 [77% of the ITT sample])[b]
Tier 1 (n=2,199)
Tier 2 (n=1,073)[b]
Tier 3 (n=791)[b]

-- Not Analyzed Due To Missing Data (n=1,240)

Not assigned to a tier because missing ISAT08 score (n=471)

- 58 students were ELL
- 68 students were Special Education students (SPED)
- 11 students were both ELL and SPED
- 244 students were neither ELL or SPED
- 90 students were missing ELL/SPED status.

Assigned to a tier but not analyzed for other reasons (n=738) [Starred groups are not mutually exclusive]

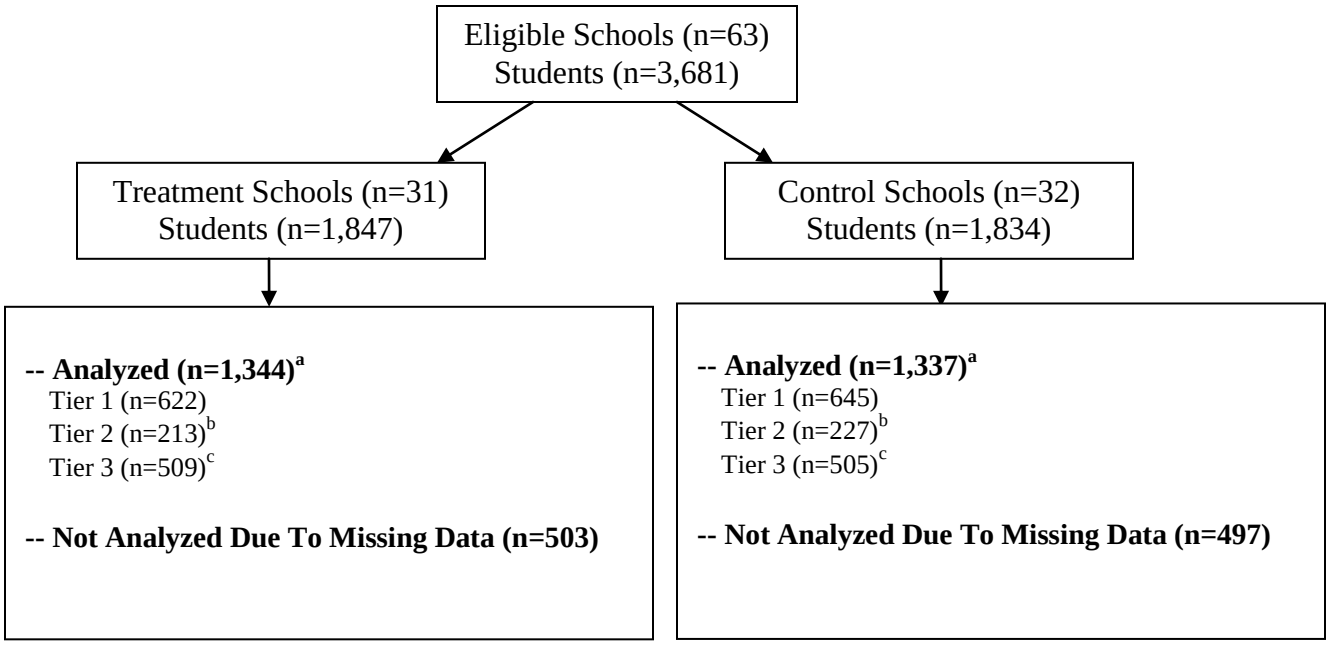
*Missing baseline ISAT reading score (n=531)
- 58 students were ELL
- 12 students were SPED students
- 26 students were both ELL and SPED
- 363 students were neither ELL or SPED
- 72 students were missing ELL and SPED status.

*Missing baseline ISAT math score (n=243)
- 15 students were ELL
- 12 students were SPED students
- 154 students were neither ELL or SPED
- 4 students were both ELL and SPED
- 58 students were missing ELL and SPED status

*Missing ISAT 09 score (n=276)[c]
- 258 students had no data for 2009
- 18 students had data for 2009 but no ISAT scores
  - 2 students were ELL
  - 4 students were SPED students
  - 12 students were neither ELL or SPED

[a] Ineligibility was due to low ISAT and/or ACCESS scores.
[b] See Tables 14 and 22.
[c] These students may also have been missing on other demographic variables. However, complete demographic data were available for all students with an ISAT 09 score.

Appendix J-2: Two-Year Grade 6 Comparison of ITT Population to Final Analysis Sample



[a] See second row in Table 14.
[b] See third row in Table 22.
[c] See fourth row in Table 22.

Appendix K: Characteristics of Treatment and Control Schools

Table K1
School Characteristics: Cohort 1 Control Schools

School Number	Target Grades 6-8 for School Year 2008-2009[a]											
	Total *N*	% Female	% LEP	% Special Education	% Low Income	% Attendance	% Race					
							Amer. Indian	Asian	African American	Hispanic	White	Other/ Multiracial
2	192	55%	0%	6%	80%	95.1%	0%	0%	98%	0%	0%	2%
3	145	38%	0%	14%	100%	92.5%	0%	0%	100%	0%	0%	0%
5	97	52%	3%	23%	88%	94.5%	0%	0%	73%	25%	0%	2%
12	146	45%	1%	16%	95%	91.3%	0%	0%	97%	1%	1%	1%
14	233	55%	1%	11%	89%	94.3%	0%	0%	99%	0%	0%	1%
15	94	45%	14%	12%	99%	96.7%	0%	0%	0%	100%	0%	0%
16	304	47%	14%	13%	96%	92.4%	0%	0%	56%	41%	0%	2%
19	152	40%	15%	14%	95%	94.8%	1%	1%	15%	75%	5%	4%
21	412	47%	15%	12%	91%	95.4%	0%	1%	1%	86%	10%	3%
23	391	48%	14%	15%	87%	95.2%	0%	2%	2%	69%	25%	3%
26	46	54%	4%	13%	98%	90.6%	0%	0%	89%	7%	2%	2%
27	237	54%	27%	11%	100%	96.4%	0%	0%	0%	100%	0%	0%
28	211	50%	22%	9%	88%	95.6%	1%	10%	36%	28%	22%	4%
29	155	61%	1%	16%	77%	95.6%	0%	0%	97%	0%	1%	1%
30	77	55%	0%	14%	92%	93.8%	0%	0%	99%	0%	0%	1%
31	141	40%	14%	14%	95%	93.8%	0%	1%	6%	89%	1%	4%

[a] All data except attendance rates in this table are based on unit record data from the students enrolled in grades 6-8 only. Attendance data are based on school-wide figures as reported in the School Report Card.

Table K2
School Characteristics: Cohort 1 Treatment Schools

School Number	Target Grades 6-8 for School Year 2008-2009[a]											
	Total *N*	% Female	% LEP	% Special Education	% Low Income	% Attendance	% Race					
							Amer. Indian	Asian	African American	Hispanic	White	Other/ Multiracial
4	85	46%	2%	18%	88%	95.7%	2%	0%	32%	59%	2%	5%
5	171	54%	13%	12%	96%	95.2%	0%	2%	3%	87%	6%	2%
6	337	51%	15%	11%	97%	97.4%	0%	0%	4%	95%	1%	0%
8	216	52%	0%	14%	99%	94.9%	0%	0%	96%	1%	0%	2%
11	596	53%	11%	12%	97%	95.5%	0%	0%	6%	91%	2%	1%
13	87	49%	0%	8%	99%	91.1%	0%	0%	100%	0%	0%	0%
16	439	53%	14%	14%	90%	95.3%	0%	3%	2%	67%	19%	8%
17	93	51%	0%	24%	100%	95.1%	0%	0%	100%	0%	0%	0%
19	185	51%	17%	15%	92%	95.8%	1%	1%	1%	91%	3%	5%
20	157	49%	2%	20%	90%	94.4%	0%	0%	89%	8%	1%	3%
22	253	47%	13%	12%	86%	95.1%	0%	0%	4%	90%	2%	4%
24	71	42%	1%	31%	96%	91.0%	0%	0%	94%	6%	0%	0%
27	97	51%	22%	14%	84%	95.3%	0%	0%	11%	85%	2%	2%
29	141	47%	9%	14%	89%	95.8%	1%	0%	7%	77%	5%	11%
30	86	53%	49%	24%	97%	95.6%	0%	0%	1%	95%	2%	1%
31	272	41%	27%	13%	94%	96.1%	0%	22%	9%	55%	11%	3%

[a] All data except attendance rates in this table are based on unit record data from the students enrolled in grades 6-8 only. Attendance data are based on school-wide figures as reported in the School Report Card.

Table K3
School Characteristics: Cohort 2 Control Schools

School Number	Target Grades 6-8 for School Year 2008-2009[a]											
	Total *N*	% Female	% LEP	% Special Education	% Low Income	% Attendance	% Race					
							Amer. Indian	Asian	African American	Hispanic	White	Other/ Multiracial
1	116	48%	0%	9%	98%	92.5%	0%	0%	100%	0%	0%	0%
4	163	49%	10%	23%	98%	92.5%	0%	0%	44%	52%	1%	4%
6	116	46%	0%	21%	97%	92.0%	0%	1%	98%	0%	0%	1%
7	66	44%	5%	15%	94%	94.5%	0%	0%	91%	8%	2%	0%
8	198	49%	0%	17%	97%	93.4%	0%	0%	98%	1%	0%	2%
9	150	54%	0%	10%	99%	92.1%	0%	0%	99%	0%	0%	1%
10	161	45%	0%	19%	96%	92.9%	0%	0%	99%	0%	0%	1%
11	142	51%	0%	12%	97%	92.6%	0%	0%	99%	0%	0%	1%
13	127	57%	0%	13%	98%	91.4%	0%	0%	99%	0%	0%	1%
17	89	56%	0%	22%	97%	90.5%	0%	0%	100%	0%	0%	0%
18	225	55%	0%	8%	93%	93.3%	0%	0%	99%	0%	0%	1%
20	63	44%	16%	21%	89%	91.6%	0%	0%	76%	24%	0%	0%
22	110	55%	5%	15%	95%	94.7%	0%	0%	85%	13%	2%	0%
24	62	56%	0%	11%	95%	89.2%	0%	0%	98%	0%	2%	0%
25	130	32%	0%	18%	97%	90.2%	0%	0%	99%	0%	0%	1%
32	138	49%	0%	22%	93%	92.7%	0%	0%	98%	1%	0%	1%

[a] All data except attendance rates in this table are based on unit record data from the students enrolled in grades 6-8 only. Attendance data are based on school-wide figures as reported in the School Report Card.

Table K4
School Characteristics: Cohort 2 Treatment Schools

School Number	Target Grades 6-8 for School Year 2008-2009[a]											
	Total *N*	% Female	% LEP	% Special Education	% Low Income	% Attendance	% Race					
							Amer. Indian	Asian	African American	Hispanic	White	Other/ Multiracial
1	46	43%	0%	15%	87%	91.3%	0%	0%	96%	2%	0%	2%
2	121	52%	0%	16%	99%	93.5%	0%	0%	99%	0%	0%	1%
3	98	45%	0%	12%	100%	91.6%	0%	0%	100%	0%	0%	0%
7	89	51%	1%	17%	81%	95.3%	0%	0%	97%	2%	0%	1%
9	215	51%	0%	13%	98%	92.6%	0%	0%	99%	0%	0%	0%
10	93	41%	0%	17%	95%	92.7%	0%	0%	95%	1%	0%	4%
12	80	51%	0%	13%	100%	93.0%	0%	0%	98%	1%	0%	1%
14	134	48%	10%	18%	96%	93.3%	0%	4%	63%	25%	3%	4%
15	191	56%	0%	14%	97%	93.6%	0%	0%	99%	1%	0%	1%
18	124	48%	0%	18%	89%	89.0%	0%	0%	98%	1%	0%	2%
21	121	47%	2%	24%	98%	92.3%	0%	0%	99%	0%	0%	1%
23	84	42%	0%	11%	90%	90.1%	0%	0%	99%	0%	0%	1%
25	131	51%	0%	25%	98%	92.6%	0%	0%	99%	0%	0%	1%
26	113	44%	0%	19%	96%	94.5%	0%	0%	99%	0%	1%	0%
28	199	49%	0%	13%	96%	92.9%	0%	0%	100%	0%	0%	0%

[a] All data except attendance rates in this table are based on unit record data from the students enrolled in grades 6-8 only. Attendance data are based on school-wide figures as reported in the School Report Card.

Appendix L: Detailed Analysis Results for Sensitivity Analyses (Changes in Tier Assignments)

The tier definitions used in the 2008-2009 school year were different from those adopted in the 2007-2008 school year. In order to determine if this programmatic change would have led to different impact analysis findings, a sensitivity analysis was conducted to investigate the one-year impact of the program for those students who were in Grade 6 in SY 0708, and who would have been in Tier 3 that year according to the assignment criteria used in the following year (SY 0809), i.e., those with grade equivalents between 3.0 and 4.5.

These analyses did not result in different conclusions for this alternate group of students, as the treatment effects were still not statistically significant, as was the case for the HLM analyses conducted in Year 2 (see Year 2 report Appendix F Tables F-5). Specifically, the following two models were built to evaluate the impact of the program on this particular group of students:

For students who would have been in Tier 3 in SY 0708 according to the assignment criteria used in SY 0809:

- Model 17: Sensitivity analysis of program impact (FULL MODEL); did not include interactions between treatment and subgroups of students (e.g., NCLB, grade)
- Model 18: Sensitivity analysis of program impact (FINAL MODEL); did not include interactions between treatment and subgroups of students (e.g., NCLB, grade)

Model Specifications

Model 17: Sensitivity analysis of program impact (FULL MODEL)

Level 1:

$$ISAT08_{ij} = \beta_{0j} + \beta_{1j}\,(BLACK_{ij} - \overline{BLACK}..) + \beta_{2j}\,(HISPANIC_{ij} - \overline{HISPANIC}..) + \beta_{3j}\,(BASEISAT_{ij} - \overline{BASEISAT}..) + \beta_{4j}\,(BASEMATH_{ij} - \overline{BASEMATH}..) + \beta_{5j}\,(GENDER_{ij} - \overline{GENDER}..) + \beta_{6j}\,(IEP_{ij} - \overline{IEP}..) + \beta_{7j}\,(LUNCH_{ij} - \overline{LUNCH}..) + r_{ij}$$

where

$ISAT08_{ij}$ represents the 2008 ISAT reading scale score for student i in school j

β_{0j} represents the mean for school j adjusted for the student-level covariates

$\beta_{1j} - \beta_{7j}$ represent the regression coefficients for school j, associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student i in school j

Level 2:

$\beta_{0j} = \gamma_{00} + \gamma_{01} (PMIN_j - \overline{PMIN.}) + \gamma_{02} (SIZE_j - \overline{SIZE.}) + \gamma_{03} (PREAD_j - \overline{PREAD.}) + \gamma_{04} (PSPED_j - \overline{PSPED.}) + \gamma_{05} (PLEP_j - \overline{PLEP.}) + \gamma_{06} (PLUNCH_j - \overline{PLUNCH.}) + \gamma_{07} (COHORT_j - \overline{COHORT.}) + \gamma_{08} (TRT_j) + u_{0j},$

$\beta_{1j} = \gamma_{10}$
$\beta_{2j} = \gamma_{20}$
$\beta_{3j} = \gamma_{30}$
$\beta_{4j} = \gamma_{40}$
$\beta_{5j} = \gamma_{50}$
$\beta_{6j} = \gamma_{60}$
$\beta_{7j} = \gamma_{70}$

where

γ_{00} represents the average 2008 ISAT score for control schools

$\gamma_{01} - \gamma_{08}$ represent the regression coefficients associated with the different school-level covariates

$\gamma_{10} - \gamma_{70}$ represent the common regression coefficients associated with the different student-level covariates for each school

u_{0j} represents the random error associated with school j

Model 18: Sensitivity analysis of program impact (FINAL MODEL)

Level 1:

$ISAT08_{ij} = \beta_{0j} + \beta_{1j} (BASEISAT_{ij} - \overline{BASEISAT..}) + \beta_{2j} (BASEMATH_{ij} - \overline{BASEMATH..}) + \beta_{3j} (IEP_{ij} - \overline{IEP..}) + \beta_{4j} (LUNCH_{ij} - \overline{LUNCH..}) + r_{ij}$

where

$ISAT08_{ij}$ represents the 2008 ISAT reading scale score for student i in school j

β_{0j} represents the mean for school j adjusted for the student-level covariates

$\beta_{1j} - \beta_{4j}$ represent the regression coefficients for school j, associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student i in school j

Level 2:

$\beta_{0j} = \gamma_{00} + \gamma_{01} (PMIN_j - \overline{PMIN.}) + \gamma_{02} (PREAD_j - \overline{PREAD.}) + \gamma_{03} (PLEP_j - \overline{PLEP.}) + \gamma_{04} (TRT_j) + u_{0j},$

$\beta_{1j} = \gamma_{10}$
$\beta_{2j} = \gamma_{20}$
$\beta_{3j} = \gamma_{30}$
$\beta_{4j} = \gamma_{40}$

where

γ_{00} represents the average 2008 ISAT score for control schools

$\gamma_{01} - \gamma_{04}$ represent the regression coefficients associated with the different school-level covariates

$\gamma_{10} - \gamma_{40}$ represent the common regression coefficients associated with the different student-level covariates for each school

u_{0j} represents the random error associated with school j

Selection of Covariates

Tables L-1 shows the covariates that were included in the full model (Model 17). All covariates, with the exception of treatment at level 2, were grand mean centered. For the final model, covariates with p values of .200 and above were excluded from the analysis.

Table L-1
Variables included in Model 17 (full model)

Variable Type	Abbreviation	Variables
Dependent variable	ISAT08	Spring 2008 ISAT scale score
Level 1 predictors	BLACK	Black (N/Y)
	HISPANIC	Hispanic (N/Y)
	BASEISAT	Baseline ISAT reading scale scores
	BASEMATH	Baseline ISAT math scale scores
	GENDER	Gender (male/female)
	IEP	Individualized education plan/special education status (N/Y)
	LUNCH	Free/reduced-price lunch eligibility (N/Y)
Level 2 predictors	PMIN	Proportion of minority students (non-White)
	PREAD	Proportion of students at or above grade level in reading
	PSPED	Proportion of special education students
	PLEP	Proportion of limited English proficiency students
	PLUNCH	Proportion of free/reduced-price lunch students
	SIZE	School size in targeted grades
	COHORT	Cohort (Cohort 1/Cohort 2)
	TRT	Treatment (control/treatment)

Treatment of Missing Data

Listwise deletion was used to remove students with missing data from the analytic sample. A total of 584 students who would have been in Tier 3 in SY 0708 according to SY 0809 tier definition were included in the analyses for models 17 and 18. The analyses did not include 28 students who had no outcome data or were missing covariates.

Table of Analysis Sample

Table L-2
Summary Statistics of Outcome Variable for Sensitivity Analysis Sample

Analysis Sample	Group	Mean	SD	SE	School Sample Size	Student Sample Size
Students who would have been in Tier 3 in SY 0708 based on SY 0809 tier definition (Models 17 and 18)	Control	210.60	14.22	0.825	32	297
	Treatment	214.33	14.90	0.880	30	287
	Total	212.43	14.67	0.607	62	584

Table of Analysis Model Results

Table L-3
Model 17: Sensitivity analysis of program impact (FULL MODEL)

Fixed Effects	Coefficient	SE	*p*	Effect Size
Model for mean school reading achievement (B_0)				
Intercept (G00)	212.521	1.084	0.000	--
PMIN (G01)	-28.822	21.618	0.188	-2.027
PREAD (G02)	24.489	8.783	0.008	1.723
PSPED (G03)	13.342	18.995	0.485	0.938
PLEP (G04)	-23.839	15.659	0.134	-1.677
PLUNCH (G05)	-17.173	16.043	0.290	-1.208
SIZE (G06)	-0.007	0.009	0.418	-0.001
COHORT (G07)	-1.768	2.051	0.393	-0.124
TRT (G08)	1.701	1.522	0.269	0.120
Model for BLACK slope (B1)				
Intercept (G10)	1.107	3.328	0.739	0.078
Model for HISPANIC slope (B2)				
Intercept (G20)	1.707	3.248	0.599	0.120
Model for BASEISAT slope (B3)				
Intercept (G30)	0.334	0.052	0.000	0.023
Model for BASEMATH slope (B4)				
Intercept (G40)	0.193	0.043	0.000	0.014
Model for GENDER slope (B5)				
Intercept (G50)	0.141	1.096	0.898	0.010
Model for IEP slope (B6)				
Intercept (G60)	-6.401	1.657	0.000	-0.450
Model for LUNCH slope (B7)				
Intercept (G70)	5.052	2.811	0.072	0.355
Random Effects (Var. Components)	**Variance**	**df**	**Chi-Square (*p*)**	**ICC**
Var. in school means (U_0)	11.879	53	90.947 (0.001)	0.068
Var. within schools (R)	162.070			

Table L-4
Model 18: Sensitivity analysis of program impact (FINAL MODEL)

Fixed Effects	Coefficient	SE	*p*	Effect Size
Model for mean school reading achievement (B_0)				
Intercept (G00)	212.328	1.017	0.000	--
PMIN (G01)	-31.160	18.210	0.092	-2.192
PREAD (G02)	27.771	7.154	0.000	1.953
PLEP (G03)	-24.889	13.074	0.062	-1.751
TRT (G04)	1.632	1.447	0.265	0.115
Model for BASEISAT slope (B1)				
Intercept (G10)	0.333	0.052	0.000	0.023
Model for BASEMATH slope (B2)				
Intercept (G20)	0.184	0.041	0.000	0.013
Model for IEP slope (B3)				
Intercept (G30)	-6.171	1.621	0.000	-0.434
Model for LUNCH slope (B4)				
Intercept (G40)	4.153	2.740	0.130	0.292
Random Effects (Var. Components)	**Variance**	**df**	**Chi-Square (*p*)**	**ICC**
Var. in school means (U_0)	10.596	57	95.121 (0.001)	0.061
Var. within schools (R)	161.962			

Appendix M: Detailed Analysis Results Using Federal Definition of Struggling Readers

In order to provide an impact estimate for students in the Chicago Striving Readers schools who were "struggling readers" according to the original federal definition, a set of cross-sectional hierarchical linear models were fitted to estimate the impact of CPS-SR on subsets of sixth grade Tier 3 students who were reading at least two years below grade level (hereinafter referred to as "sixth grade Tier 3 struggling readers"[93]). Specifically, the following four models were built to evaluate the impact of the program on this subset of students:

For struggling readers who have experienced **1 year of intervention**:

- Model 19: Program impact on sixth grade Tier 3 struggling readers in SY 0809 (FULL MODEL); did not include interactions between treatment and subgroups of students (e.g., NCLB, grade)
- Model 20: Program impact on sixth grade Tier 3 struggling readers in SY 0809 (FINAL MODEL); did not include interactions between treatment and subgroups of students (e.g., NCLB, grade)

For struggling readers who have experienced **2 years of intervention**:

- Model 21: Program impact on sixth grade Tier 3 struggling readers in SY 0708 (FULL MODEL); did not include interactions between treatment and subgroups of students (e.g., NCLB, grade)
- Model 22: Program impact on sixth grade Tier 3 struggling readers in SY 0708 (FINAL MODEL); did not include interactions between treatment and subgroups of students (e.g., NCLB, grade)

The specifications for the two models, and selection and centering of covariates are discussed in greater detail below.

Model Specifications

Model 19: Program impact on sixth grade Tier 3 struggling readers in SY 0809 (FULL MODEL)

Level 1:

$$ISAT09_{ij} = \beta_{0j} + \beta_{1j}\ (BLACK_{ij} - \overline{BLACK}..) + \beta_{2j}\ (HISPANIC_{ij} - \overline{HISPANIC}..) + \beta_{3j}\ (BASEISAT_{ij} - \overline{BASEISAT}..) + \beta_{4j}\ (BASEMATH_{ij} - \overline{BASEMATH}..) + \beta_{5j}\ (GENDER_{ij} - \overline{GENDER}..) + \beta_{6j}\ (IEP_{ij} - \overline{IEP}..) + \beta_{7j}\ (LUNCH_{ij} - \overline{LUNCH}..) + \beta_{8j}\ (LEP_{ij} - \overline{LEP}..) + r_{ij}$$

[93] For the analysis of students in sixth grade in SY 0809, students who were reading more than three years below grade level were not included in the analysis; even though these students were "struggling readers" according to the federal definition, since they fell below the lower cut-off for Tier 3 students, they did not receive the full program intervention.

where

$ISAT09_{ij}$ represents the 2009 ISAT reading scale score for student i in school j

β_{0j} represents the mean for school j adjusted for the student-level covariates

$\beta_{1j} - \beta_{8j}$ represent the regression coefficients for school j, associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student i in school j

Level 2:

$$\beta_{0j} = \gamma_{00} + \gamma_{01}\,(PMIN_j - \overline{PMIN}.) + \gamma_{02}\,(SIZE_j - \overline{SIZE}.) + \gamma_{03}\,(PREAD_j - \overline{PREAD}.) + \gamma_{04}\,(PFEM_j - \overline{PFEM}.) + \gamma_{05}\,(PSPED_j - \overline{PSPED}.) + \gamma_{06}\,(PLEP_j - \overline{PLEP}.) + \gamma_{07}\,(PLUNCH_j - \overline{PLUNCH}.) + \gamma_{08}\,(COHORT_j - \overline{COHORT}.) + \gamma_{09}\,(TRT_j) + u_{0j},$$

$$\beta_{1j} = \gamma_{10}$$
$$\beta_{2j} = \gamma_{20}$$
$$\beta_{3j} = \gamma_{30}$$
$$\beta_{4j} = \gamma_{40}$$
$$\beta_{5j} = \gamma_{50}$$
$$\beta_{6j} = \gamma_{60}$$
$$\beta_{7j} = \gamma_{70}$$
$$\beta_{8j} = \gamma_{80}$$

where

γ_{00} represents the average 2009 ISAT score for control schools

$\gamma_{01} - \gamma_{09}$ represent the regression coefficients associated with the different school-level covariates

$\gamma_{10} - \gamma_{80}$ represent the common regression coefficients associated with the different student-level covariates for each school

u_{0j} represents the random error associated with school j

Model 20: Program impact on sixth grade Tier 3 struggling readers in SY 0809 (FINAL MODEL)

Level 1:

$$ISAT09_{ij} = \beta_{0j} + \beta_{1j}\,(BLACK_{ij} - \overline{BLACK}..) + \beta_{2j}\,(BASEISAT_{ij} - \overline{BASEISAT}..) + \beta_{3j}\,(BASEMATH_{ij} - \overline{BASEMATH}..) + \beta_{4j}\,(IEP_{ij} - \overline{IEP}..) + \beta_{5j}\,(LEP_{ij} - \overline{LEP}..) + r_{ij}$$

where

$ISAT09_{ij}$ represents the 2009 ISAT reading scale score for student i in school j

β_{0j} represents the mean for school j adjusted for the student-level covariates

$\beta_{1j} - \beta_{5j}$ represent the regression coefficients for school j, associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student i in school j

Level 2:

$\beta_{0j} = \gamma_{00} + \gamma_{01}\ (PFEM_j - \overline{PFEM}.) + \gamma_{02}\ (TRT_j) + u_{0j},$

$\beta_{1j} = \gamma_{10}$

$\beta_{2j} = \gamma_{20}$

$\beta_{3j} = \gamma_{30}$

$\beta_{4j} = \gamma_{40}$

$\beta_{5j} = \gamma_{50}$

where

γ_{00} represents the average 2009 ISAT score for control schools

$\gamma_{01} - \gamma_{02}$ represent the regression coefficients associated with the different school-level covariates

$\gamma_{10} - \gamma_{50}$ represent the common regression coefficients associated with the different student-level covariates for each school

u_{0j} represents the random error associated with school j

Model 21: Program impact on sixth grade Tier 3 struggling readers in SY 0708 (FULL MODEL)

Level 1:

$ISAT09_{ij} = \beta_{0j} + \beta_{1j}\ (BLACK_{ij} - \overline{BLACK}..) + \beta_{2j}\ (HISPANIC_{ij} - \overline{HISPANIC}..) + \beta_{3j}\ (BASEISAT_{ij} - \overline{BASEISAT}..) + \beta_{4j}\ (BASEMATH_{ij} - \overline{BASEMATH}..) + \beta_{5j}\ (GENDER_{ij} - \overline{GENDER}..) + \beta_{6j}\ (IEP_{ij} - \overline{IEP}..) + \beta_{7j}\ (LUNCH_{ij} - \overline{LUNCH}..) + \beta_{8j}\ (LEP_{ij} - \overline{LEP}..) + r_{ij}$

where

$ISAT09_{ij}$ represents the 2009 ISAT reading scale score for student i in school j

β_{0j} represents the mean for school j adjusted for the student-level covariates

$\beta_{1j} - \beta_{8j}$ represent the regression coefficients for school j, associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student i in school j

Level 2:

$\beta_{0j} = \gamma_{00} + \gamma_{01}\ (PMIN_j - \overline{PMIN}.) + \gamma_{02}\ (SIZE_j - \overline{SIZE}.) + \gamma_{03}\ (PREAD_j - \overline{PREAD}.) + \gamma_{04}\ (PFEM_j - \overline{PFEM}.) + \gamma_{05}\ (PSPED_j - \overline{PSPED}.) + \gamma_{06}\ (PLEP_j - \overline{PLEP}.) + \gamma_{07}\ (PLUNCH_j - \overline{PLUNCH}.) + \gamma_{08}\ (COHORT_j - \overline{COHORT}.) + \gamma_{09}\ (TRT_j) + u_{0j},$

$\beta_{1j} = \gamma_{10}$

$\beta_{2j} = \gamma_{20}$

$\beta_{3j} = \gamma_{30}$

$\beta_{4j} = \gamma_{40}$

$\beta_{5j} = \gamma_{50}$

$\beta_{6j} = \gamma_{60}$

$\beta_{7j} = \gamma_{70}$

$\beta_{8j} = \gamma_{80}$

where

γ_{00} represents the average 2009 ISAT score for control schools

$\gamma_{01} - \gamma_{09}$ represent the regression coefficients associated with the different school-level covariates

$\gamma_{10} - \gamma_{80}$ represent the common regression coefficients associated with the different student-level covariates for each school

u_{0j} represents the random error associated with school j

Model 22: Program impact on sixth grade Tier 3 struggling readers in SY 0708 (FINAL MODEL)

Level 1:

$$ISAT09_{ij} = \beta_{0j} + \beta_{1j}\,(BASEISAT_{ij} - \overline{BASEISAT}..) + \beta_{2j}\,(BASEMATH_{ij} - \overline{BASEMATH}..) + \beta_{3j}\,(IEP_{ij} - \overline{IEP}..) + r_{ij}$$

where

$ISAT09_{ij}$ represents the 2009 ISAT reading scale score for student i in school j

β_{0j} represents the mean for school j adjusted for the student-level covariates

$\beta_{1j} - \beta_{3j}$ represent the regression coefficients for school j, associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student i in school j

Level 2:

$$\beta_{0j} = \gamma_{00} + \gamma_{01}\,(PREAD_j - \overline{PREAD}.) + \gamma_{02}\,(PSPED_j - \overline{PSPED}.) + \gamma_{03}\,(COHORT_j - \overline{COHORT}.) + \gamma_{04}\,(TRT_j) + u_{0j},$$

$$\beta_{1j} = \gamma_{10}$$
$$\beta_{2j} = \gamma_{20}$$
$$\beta_{3j} = \gamma_{30}$$

where

γ_{00} represents the average 2009 ISAT score for control schools

$\gamma_{01} - \gamma_{04}$ represent the regression coefficients associated with the different school-level covariates

$\gamma_{10} - \gamma_{30}$ represent the common regression coefficients associated with the different student-level covariates for each school

u_{0j} represents the random error associated with school j

Selection of Covariates

Tables M-1 shows the covariates that were included in full models (Models 19 and 21). All covariates, with the exception of treatment at level 2, were grand mean centered. For final models, covariates with p values of .200 and above were excluded from the analysis.

Table M-1
Variables included in Models 19 and 21 (full models)

Variable Type	Abbreviation	Variables
Dependent variable	ISAT09	Spring 2009 ISAT scale score
Level 1 predictors	BLACK	Black (N/Y)
	HISPANIC	Hispanic (N/Y)
	BASEISAT	Baseline ISAT reading scale scores
	BASEMATH	Baseline ISAT math scale scores
	GENDER	Gender (male/female)
	IEP	Individualized education plan/special education status (N/Y)
	LUNCH	Free/reduced-price lunch eligibility (N/Y)
	LEP	English language learner status (N/Y)
Level 2 predictors	PMIN	Proportion of minority students (non-White)
	PFEM	Proportion of female students
	PREAD	Proportion of students at or above grade level in reading
	PSPED	Proportion of special education students
	PLEP	Proportion of limited English proficiency students
	PLUNCH	Proportion of free/reduced-price lunch students
	SIZE	School size in targeted grades
	COHORT	Cohort (Cohort 1/Cohort 2)
	TRT	Treatment (control/treatment)

Treatment of Missing Data

Listwise deletion was used to remove students with missing data from both analytic samples. A total of 565 sixth grade Tier3 struggling readers in SY 0809 were included in the analyses for models 19 and 20, and a total of 803 sixth grade Tier 3 struggling readers in SY 0708 were included in the analyses for models 21 and 22. The analyses did not include students who had no outcome data or were missing covariates.

Table of Analysis Samples

Table M-2
Summary Statistics of Outcome Variable for Struggling Readers Analysis Samples

Analysis Sample	Group	Mean	SD	SE	School Sample Size	Student Sample Size
sixth grade Tier 3 struggling readers in SY 0809 (Models 19 and 20)	Control	208.65	16.04	0.965	31	276
	Treatment	209.33	15.53	0.914	31	289
	Total	209.00	15.77	0.664	62	565
sixth grade Tier 3 struggling readers in SY 0708 (Models 21 and 22)	Control	208.44	18.93	0.938	32	407
	Treatment	210.62	19.48	0.979	31	396
	Total	209.51	19.22	0.678	63	803

Table of Analysis Model Results

Table M-3
Model 19: Impact on sixth grade Tier 3 struggling readers in SY 0809 (FULL MODEL)

Fixed Effects	Coefficient	SE	*p*	Glass's Δ
Model for mean school reading achievement (B_0)				
Intercept (G00)	209.519	1.355	0.000	--
PMIN (G01)	7.028	23.080	0.762	0.438
SIZE (G02)	-0.007	0.011	0.527	0.000
PREAD (G03)	5.923	10.361	0.570	0.369
PFEM (G04)	29.363	18.241	0.113	1.831
PSPED (G05)	16.679	21.036	0.432	1.040
PLEP (G06)	-1.946	14.317	0.893	-0.121
PLUNCH (G07)	-11.985	23.827	0.617	-0.747
COHORT (G08)	-1.553	2.346	0.511	-0.097
TRT (G09)	0.344	1.909	0.858	0.021
Model for BLACK slope (B1)				
Intercept (G10)	-5.853	3.525	0.097	-0.365
Model for HISPANIC slope (B2)				
Intercept (G20)	-2.144	3.391	0.527	-0.134
Model for BASEISAT slope (B3)				
Intercept (G30)	0.492	0.088	0.000	0.031
Model for BASEMATH slope (B4)				
Intercept (G40)	0.149	0.050	0.003	0.009
Model for GENDER slope (B5)				
Intercept (G50)	0.460	1.232	0.708	0.029
Model for IEP slope (B6)				
Intercept (G60)	-7.581	1.503	0.000	-0.473
Model for LUNCH slope (B7)				
Intercept (G70)	2.497	3.439	0.468	0.156
Model for LEP slope (B8)				
Intercept (G80)	-6.021	2.223	0.007	-0.375
Random Effects (Var. Components)	**Variance**	**df**	**Chi-Square (*p*)**	**ICC**
Var. in school means (U_0)	23.070	52	102.550 (0.000)	0.107
Var. within schools (R)	192.411			

Table M-4
Model 20: Impact on sixth grade Tier 3 struggling readers in SY 0809 (FINAL MODEL)

Fixed Effects	Coefficient	SE	*p*	Glass's Δ
Model for mean school reading achievement (B_0)				
Intercept (G00)	208.911	1.207	0.000	--
PFEM (G01)	27.772	16.581	0.099	1.732
TRT (G02)	0.738	1.711	0.667	0.046
Model for BLACK slope (B1)				
Intercept (G10)	-3.888	1.859	0.037	-0.242
Model for BASEISAT slope (B2)				
Intercept (G20)	0.493	0.087	0.000	0.031
Model for BASEMATH slope (B3)				
Intercept (G30)	0.149	0.048	0.003	0.009
Model for IEP slope (B4)				
Intercept (G40)	-7.163	1.423	0.000	-0.447
Model for LEP slope (B5)				
Intercept (G50)	-6.267	2.173	0.005	-0.391
Random Effects (Var. Components)	**Variance**	**df**	**Chi-Square (*p*)**	**ICC**
Var. in school means (U_0)	19.518	59	108.329 (0.000)	0.092
Var. within schools (R)	191.736			

Table M-5
Model 21: Impact on sixth grade Tier 3 struggling readers in SY 0708 (FULL MODEL)

Fixed Effects	Coefficient	SE	*p*	Glass's Δ
Model for mean school reading achievement (B_0)				
Intercept (G00)	209.961	1.013	0.000	--
PMIN (G01)	10.505	20.160	0.604	0.555
SIZE (G02)	0.007	0.009	0.430	0.000
PREAD (G03)	26.504	7.409	0.001	1.400
PFEM (G04)	5.639	13.353	0.674	0.298
PSPED (G05)	23.939	15.304	0.123	1.264
PLEP (G06)	-8.260	14.339	0.567	-0.436
PLUNCH (G07)	10.307	17.192	0.551	0.544
COHORT (G08)	-4.592	1.734	0.011	-0.243
TRT (G09)	0.638	1.419	0.654	0.034
Model for BLACK slope (B1)				
Intercept (G10)	1.209	3.534	0.732	0.064
Model for HISPANIC slope (B2)				
Intercept (G20)	2.499	3.556	0.482	0.132
Model for BASEISAT slope (B3)				
Intercept (G30)	0.383	0.048	0.000	0.020
Model for BASEMATH slope (B4)				
Intercept (G40)	0.135	0.046	0.004	0.007
Model for GENDER slope (B5)				
Intercept (G50)	1.113	1.186	0.349	0.059
Model for IEP slope (B6)				
Intercept (G60)	-11.788	1.404	0.000	-0.623
Model for LUNCH slope (B7)				
Intercept (G70)	0.852	3.793	0.823	0.045
Model for LEP slope (B8)				
Intercept (G80)	-0.687	5.658	0.904	-0.036
Random Effects (Var. Components)	**Variance**	**df**	**Chi-Square (*p*)**	**ICC**
Var. in school means (U_0)	4.673	53	65.356 (0.119)	0.018
Var. within schools (R)	259.464			

Table M-6
Model 22: Impact on sixth grade Tier 3 struggling readers in SY 0708 (FINAL MODEL)

Fixed Effects	Coefficient	SE	*p*	Glass's Δ
Model for mean school reading achievement (B_0)				
Intercept (G00)	210.107	0.936	0.000	--
PREAD (G01)	25.885	6.272	0.000	1.367
PSPED (G02)	18.480	14.035	0.193	0.976
COHORT (G03)	-4.187	1.438	0.006	-0.221
TRT (G04)	1.099	1.317	0.407	0.058
Model for BASEISAT slope (B1)				
Intercept (G10)	0.390	0.048	0.000	0.021
Model for BASEMATH slope (B2)				
Intercept (G20)	0.120	0.045	0.008	0.006
Model for IEP slope (B3)				
Intercept (G30)	-12.217	1.371	0.000	-0.645
Random Effects (Var. Components)	**Variance**	**df**	**Chi-Square (*p*)**	**ICC**
Var. in school means (U_0)	3.352	58	68.304 (0.167)	0.013
Var. within schools (R)	258.262			

Appendix N: Detailed Analysis Results for Tier 3 Students with Bloom Adjustment for Untreated Students

In randomized controlled trial (RCT) studies, researchers usually conduct Intent-to-Treat (ITT) analyses, despite some deviations from randomization intent that may occur during studies. When subjects assigned to the treatment group do not actually receive the intervention but still have follow-up data available, they are referred to as "no-shows". Since there would be no expectation of a treatment effect for no-shows, it is likely that their presence in the ITT sample would tend to reduce the overall estimates relative to the treatment effects for those students who received treatment. However, if no-shows were removed from the analysis, the treatment group may no longer be comparable to the control group due to the potential self-selection bias of the treatment participants. The Bloom adjustment (Bloom, 1984) is a useful approach to convert an ITT impact estimate to an estimate of the impact on those treatment students who in fact received the treatment (known as a Treatment-on-the-Treated, or TOT estimate), without removing no-shows from the randomized sample. Based on an assumption that the treatment no-shows experience zero impact from the intervention, the Bloom adjustment reallocates the treatment effect to only those students within the ITT population who received the intervention.

In the ITT sample of 674 Tier 3 students in 6th-grade in SY 08-09, 162 out of 346 students in the treatment group did not have any AMP services (i.e., a substantial no-show rate of .468). Given this fact, the Bloom adjustment was carried out to generate a TOT estimate of program impact. Instead of simply weighting the ITT impact estimate by the no-show rate, which would not change the *p*-value, additional HLMs were fitted to the original ITT data with model modifications (i.e., identifying the no-show group). Based on new HLM results, the Bloom adjustment was applied to create the adjusted treatment effect with a new *p*-value.

Specifically, the following two models were built to re-evaluate the impact of the program:

For students at Tier 3 in Grade 6 in SY 0809:

- Model 23: Program impact on students at Tier 3 in Grade 6 in SY 0809 (FULL MODEL); did not include interactions between treatment and subgroups of students (e.g., NCLB, grade)
- Model 24: Program impact on students at Tier 3 in Grade 6 in SY 0809 (FINAL MODEL); did not include interactions between treatment and subgroups of students (e.g., NCLB, grade)

The specifications for the two models, and selection and centering of covariates are discussed in greater detail below.

Model Specifications

Model 23: Program impact on students at Tier 3 in Grade 6 in SY 0809 (FULL MODEL)

Level 1:

$$ISAT09_{ij} = \beta_{0j} + \beta_{1j}\,(BASEISAT_{ij} - \overline{BASEISAT}..) + \beta_{2j}\,(BASEMATH_{ij} - \overline{BASEMATH}..) + \beta_{3j}\,(BLACK_{ij} - \overline{BLACK}..) + \beta_{4j}\,(HISPANIC_{ij} - \overline{HISPANIC}..) + \beta_{5j}\,(GENDER_{ij} - \overline{GENDER}..) + \beta_{6j}\,(IEP_{ij} - \overline{IEP}..) + \beta_{7j}\,(LUNCH_{ij} - \overline{LUNCH}..) + \beta_{8j}\,(LEP_{ij} - \overline{LEP}..) + \beta_{9j}\,(NOSHOWS_{ij}) + \beta_{10j}\,(PARTICIPANT_{ij}) + r_{ij}$$

where

$ISAT09_{ij}$ represents the 2009 ISAT reading scale score for student i in school j

β_{0j} represents the mean for school j adjusted for the student-level covariates

$\beta_{1j} - \beta_{10j}$ represent the regression coefficients for school j, associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student i in school j

Level 2:

$$\beta_{0j} = \gamma_{00} + \gamma_{01}\,(PMIN_j - \overline{PMIN}.) + \gamma_{02}\,(SIZE_j - \overline{SIZE}.) + \gamma_{03}\,(PREAD_j - \overline{PREAD}.) + \gamma_{04}\,(PFEM_j - \overline{PFEM}.) + \gamma_{05}\,(PSPED_j - \overline{PSPED}.) + \gamma_{06}\,(PLEP_j - \overline{PLEP}.) + \gamma_{07}\,(PLUNCH_j - \overline{PLUNCH}.) + \gamma_{08}\,(COHORT_j - \overline{COHORT}.) + u_{0j},$$

$\beta_{1j} = \gamma_{10}$
$\beta_{2j} = \gamma_{20}$
$\beta_{3j} = \gamma_{30}$
$\beta_{4j} = \gamma_{40}$
$\beta_{5j} = \gamma_{50}$
$\beta_{6j} = \gamma_{60}$
$\beta_{7j} = \gamma_{70}$
$\beta_{8j} = \gamma_{80}$
$\beta_{9j} = \gamma_{90}$
$\beta_{10j} = \gamma_{100}$

where

γ_{00} represents the average 2009 ISAT score for control schools

$\gamma_{01} - \gamma_{08}$ represent the regression coefficients associated with the different school-level covariates

$\gamma_{10} - \gamma_{100}$ represent the common regression coefficients associated with the different student-level covariates for each school

u_{0j} represents the random error associated with school j

Model 24: Program impact on students at Tier 3 in Grade 6 in SY 0809 (FINAL MODEL)

Level 1:

$$ISAT09_{ij} = \beta_{0j} + \beta_{1j}\,(BASEISAT_{ij} - \overline{BASEISAT}..) + \beta_{2j}\,(BASEMATH_{ij} - \overline{BASEMATH}..) + \beta_{3j}\,(BLACK_{ij} - \overline{BLACK}..) + \beta_{4j}\,(IEP_{ij} - \overline{IEP}..) + \beta_{5j}\,(LEP_{ij} - \overline{LEP}..) + \beta_{6j}\,(NOSHOWS_{ij}) + \beta_{7j}\,(PARTICIPANT_{ij}) + r_{ij}$$

where

$ISAT09_{ij}$ represents the 2009 ISAT reading scale score for student i in school j

β_{0j} represents the mean for school j adjusted for the student-level covariates

$\beta_{1j} - \beta_{7j}$ represent the regression coefficients for school j, associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student i in school j

Level 2:

$$\beta_{0j} = \gamma_{00} + \gamma_{01}\,(PFEM_j - \overline{PFEM}.) + u_{0j},$$
$$\beta_{1j} = \gamma_{10}$$
$$\beta_{2j} = \gamma_{20}$$
$$\beta_{3j} = \gamma_{30}$$
$$\beta_{4j} = \gamma_{40}$$
$$\beta_{5j} = \gamma_{50}$$
$$\beta_{6j} = \gamma_{60}$$
$$\beta_{7j} = \gamma_{70}$$

where

γ_{00} represents the average 2009 ISAT score for control schools

γ_{01} represents the regression coefficient associated with the different school-level covariate

$\gamma_{10} - \gamma_{70}$ represent the common regression coefficients associated with the different student-level covariates for each school

u_{0j} represents the random error associated with school j

Selection of Covariates

Tables N-1 shows the covariates that were included in the full model (Model 23). All covariates other than no-shows and participants at level 1 were grand mean centered. For the final model, covariates with p values of .200 and above were excluded from the analysis.

Table N-1
Variables included in Model 23 (full model)

Variable Type	Abbreviation	Variables
Dependent variable	ISAT09	Spring 2009 ISAT scale score
Level 1 predictors	BASEISAT	Baseline ISAT reading scale scores
	BASEMATH	Baseline ISAT math scale scores
	BLACK	Black (N/Y)
	HISPANIC	Hispanic (N/Y)
	GENDER	Gender (male/female)
	IEP	Individualized education plan/special education status (N/Y)
	LUNCH	Free/reduced-price lunch eligibility (N/Y)
	LEP	English language learner status (N/Y)
	NOSHOWS	Treatment no-shows (N/Y)
	PARTICIPANT	Treatment participants (N/Y)
Level 2 predictors	PMIN	Proportion of minority students (non-White)
	PFEM	Proportion of female students
	PREAD	Proportion of students at or above grade level in reading
	PSPED	Proportion of special education students
	PLEP	Proportion of limited English proficiency students
	PLUNCH	Proportion of free/reduced-price lunch students
	SIZE	School size in targeted grades
	COHORT	Cohort (Cohort 1/Cohort 2)

Treatment of Missing Data

Listwise deletion was used to remove students with missing data from the analytic sample. A total of 674 ITT students at Tier 3 in 6th-grade in SY 0809 were included in the analyses for models 23 and 24. The analyses did not include students who had no outcome data or were missing covariates.

Table of Analysis Samples

Table N-2
Summary Statistics of Outcome Variable for Bloom Adjustment Analysis ITT Sample

Analysis Sample	Group	Mean	SD	SE	School Sample Size	Student Sample Size
Students at Tier 3 in Grade 6 in SY 0809 (Models 23 and 24)	Control	209.37	15.82	0.874	32	328
	Treatment	210.63	15.22	0.818	31	346
	Total	210.02	15.52	0.598	63	674

Table of Analysis Model Results

Table N-3
Model 23: Program impact on students at Tier 3 in Grade 6 in SY 0809 (FULL MODEL)

Fixed Effects	Coefficient	SE	*p*	Effect Size
Model for mean school reading achievement (B_0)				
Intercept (G00)	209.900	1.202	0.000	13.266
PMIN (G01)	6.707	20.566	0.745	0.424
SIZE (G02)	-0.004	0.010	0.686	0.000
PREAD (G03)	5.753	9.359	0.541	0.364
PFEM (G04)	29.502	16.242	0.074	1.865
PSPED (G05)	11.316	18.737	0.548	0.715
PLEP (G06)	1.980	12.847	0.879	0.125
PLUNCH (G07)	-17.289	20.936	0.413	-1.093
COHORT (G08)	-0.477	2.092	0.821	-0.030
Model for BASEISAT slope (B1)				
Intercept (G10)	0.414	0.074	0.000	0.026
Model for BASEMATH slope (B2)				
Intercept (G20)	0.119	0.045	0.008	0.008
Model for BLACK slope (B3)				
Intercept (G30)	-5.325	3.267	0.103	-0.337
Model for HISPANIC slope (B4)				
Intercept (G40)	-2.210	3.155	0.484	-0.140
Model for GENDER slope (B5)				
Intercept (G50)	1.411	1.121	0.209	0.089
Model for IEP slope (B6)				
Intercept (G60)	-6.843	1.420	0.000	-0.433
Model for LUNCH slope (B7)				
Intercept (G70)	0.446	3.186	0.889	0.028
Model for LEP slope (B8)				
Intercept (G80)	-5.072	2.049	0.014	-0.321
Model for NOSHOWS slope (B9)				
Intercept (G90)	1.668	1.901	0.381	0.105
Model for PARTICIPANT slope (B10)				
Intercept (G100)	0.626	1.851	0.735	0.040
Random Effects (Var. Components)	**Variance**	**df**	**Chi-Square (*p*)**	**ICC**
Var. in school means (U_0)	18.193	54	101.183 (0.000)	0.087
Var. within schools (R)	190.787			

Table N-4
Model 24: Program impact on students at Tier 3 in Grade 6 in SY 0809 (FINAL MODEL)

Fixed Effects	Coefficient	SE	*p*	Effect Size
Model for mean school reading achievement (B_0)				
Intercept (G00)	209.507	1.066	0.000	13.241
PFEM (G01)	30.777	14.664	0.040	1.945
Model for BASEISAT slope (B1)				
Intercept (G10)	0.427	0.074	0.000	0.027
Model for BASEMATH slope (B2)				
Intercept (G20)	0.119	0.043	0.007	0.008
Model for BLACK slope (B3)				
Intercept (G30)	-3.944	1.666	0.018	-0.249
Model for IEP slope (B4)				
Intercept (G40)	-6.453	1.349	0.000	-0.408
Model for LEP slope (B5)				
Intercept (G50)	-5.369	2.000	0.008	-0.339
Model for NOSHOWS slope (B6)				
Intercept (G60)	1.726	1.739	0.321	0.109
Model for PARTICIPANT slope (B7)				
Intercept (G70)	0.926	1.667	0.578	0.059
Random Effects (Var. Components)	**Variance**	**df**	**Chi-Square (*p*)**	**ICC**
Var. in school means (U_0)	14.571	61	104.129 (0.001)	0.071
Var. within schools (R)	190.865			

The Bloom Adjustment Procedures

Table N-5 displays the notations for the adjusted means of each group of subjects.

Table N-5
Notations for Adjusted Means of each Group

	Adjusted Mean in Absence of Treatment	Adjusted Mean with Treatment
Control	Y_0	--
No-Shows	Y_{NS}	--
Participants	Y_P^*	Y_P

Based on the HLM model:

$$Y_{NS} = Y_0 + c \qquad (1)$$

$$Y_P = Y_0 + b \qquad (2)$$

where c and b are the regression coefficients associated with the No-shows and Participants variables respectively.

Note that Y_P^* cannot be directly obtained from the model, but it can be calculated based on the assumption that in absence of treatment, the adjusted mean of all subjects assigned to the treatment group equals to that of the control group, i.e.

$$kY_{NS} + (1-k)Y_P^* = Y_0 \qquad (3)$$

where k = (# of no-shows) / (# of subjects assigned to the treatment group) (i.e., the no-show rate).

Substituting (1) into (3), we have

$$Y_P^* = \frac{Y_0 - kY_{NS}}{1-k} = Y_0 - \frac{k}{1-k}c \qquad (4)$$

Since

$$\text{Adjusted Treatment Effect} = Y_P - Y_P^* \qquad (5)$$

by substituting both (2) and (4) into (5), we have

$$\text{Adjusted Treatment Effect} = b + \frac{k}{1-k}c$$

$$\text{Variance of Adjusted Treatment Effect} = \text{var}\left(b + \frac{k}{1-k}c\right)$$

$$= \text{var}(b) + \frac{2k}{1-k}\text{cov}(b,c) + \left(\frac{k}{1-k}\right)^2 \text{var}(c)$$

Therefore,

$$\text{S.E. of Adjusted Treatment Effect} = \sqrt{\hat{\text{var}}(b) + \frac{2k}{1-k}\hat{\text{cov}}(b,c) + \left(\frac{k}{1-k}\right)^2 \hat{\text{var}}(c)}$$

Based on the above formulae, the adjusted treatment effect for participants (i.e., TOT impact) and its associated S.E. can be obtained straightforwardly. The TOT impact estimate based on the Bloom adjustment for the students at Tier 3 in 6th-grade in SY 0809 is shown in Table N-6.

Table N-6
The Bloom adjusted treatment effect for students at Tier 3 in Grade 6 in SY 0809

	Impact Estimate	**SE**	**T-Ratio**	**df**	***p*-value**
Participants (*b*)	0.926	1.667	0.556	665	0.579
No-Shows (*c*)	1.726	1.739	0.993	665	0.321
Adjusted Treatment Effect	2.446	2.837	0.862	665	0.389