

Summary of 2006 Striving Readers Projects

Implementation and Evaluation of Targeted Interventions for Struggling Readers and Whole School Interventions for All Readers: Years 1—3

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Summary of 2006 Striving Readers Projects: Targeted Interventions for Struggling Readers

Table 1: Targeted Interventions: Implementation Context

Model/Developer	Grades Served by Intervention	Number of Years a Student is Eligible to Receive Intervention	Amount of Student Exposure to Intervention	How Intervention Teachers Selected
Chicago Public Schools, IL				
<i>Chicago Striving Readers English Language Arts Curriculum and Achieving Maximum Potential (AMP) After-School Program</i>				
<p><i>Chicago Striving Readers English Language Arts Curriculum</i> Developed by Chicago Public Schools with input from D. Ogle of National Louis University and Chicago Public Schools</p> <p>Tiered intervention: Tier 1: Students reading at or above grade level Tier 2: Students reading up to 1.5 years below grade level Tier 3: Students reading > 1.5 years and ≤ 3 years below grade level</p> <p>All students receive Whole Schools Intervention <i>Tiers 2 & 3</i> receive Targeted Intervention: Small group, differentiated instruction in ELA classes <i>Tier 3</i> also receives Intensive Intervention: Achieving Maximum Potential (AMP) based on instructional model developed by T. Shanahan of University of Illinois at Chicago; distributed by Pearson Education, Inc.</p>	Grades 6 - 8	Struggling readers can continue to receive intervention for up to 3 years ¹	<p>Targeted: small group instruction blended in subject area classes for at least 20 minutes/day</p> <p>Intensive: AMP supplements Targeted Intervention after school for an additional 1 hr/day, 4 days/week for a total additional time of 240 minutes/week</p>	<p>Literacy Intervention teachers (LITs), who were selected from existing teachers, coaches and literacy specialists recommended by principals, responsible for targeted instruction in ELA classrooms and AMP with grade 6 students</p> <p>AMP for students in grades 7, 8 provided by classroom teachers to the extent possible</p>

¹ Targeted and Intensive interventions for students in grades 7, 8 varied by school; it was provided to the extent that the LIT had sufficient time to work in the higher grades.

Model/Developer	Grades Served by Intervention	Number of Years a Student is Eligible to Receive Intervention	Amount of Student Exposure to Intervention	How Intervention Teachers Selected
Danville School District, KY ²				
<i>Learning Strategies Curriculum</i>				
<i>Learning Strategies Curriculum-- Strategic Intervention Model</i> Published by the University of Kansas Center for Research on Learning (Tralli, Colombo, Deshler, & Schumaker, 1996)	Grades 6 & 9	Struggling readers can receive intervention for 1 year (grade 6 or 9)	Supplement to regular ELA, replacing an elective: 50 - 60 additional minutes/day	Intervention delivered by literacy coaches hired for the position to teach only intervention classes and to coach content teachers in implementing the whole-school intervention
Memphis City Schools, TN				
<i>READ 180 Enterprise Edition</i>				
<i>READ 180 Enterprise Edition</i> Published by Scholastic, Inc. http://teacher.scholastic.com/products/read180	Grades 6 - 8	Struggling readers can continue to receive intervention for up to 2 years (grades 6 - 7 or grades 7 - 8)	Supplement to regular ELA, replacing an elective: 90 additional minutes/day	Intervention delivered by teachers selected by principals from among existing staff (including newly hired teachers)
Newark Public Schools, NJ				
<i>READ 180 Enterprise Edition</i>				
<i>READ 180 Enterprise Edition</i> Published by Scholastic, Inc. http://teacher.scholastic.com/products/read180	Grades 6 - 8	Struggling readers can continue to receive intervention for up to 3 years	Replacement for regular ELA: 90 minutes/day	Intervention delivered by teachers selected from existing staff by school principals, who followed typical placement procedures when assigning teachers to intervention classrooms
Ohio Department of Youth Services (operating as public school education district for youth in juvenile correction facilities)				
<i>READ 180 Enterprise Edition</i>				
<i>READ 180 Enterprise Edition</i> Published by Scholastic, Inc. http://teacher.scholastic.com/products/read180	Grades 7 - 12 (Majority of students between 15 - 21 years of age)	Struggling readers can continue to receive intervention for the duration of their stay in correctional facility (average = 10.5 months)	Replacement for regular ELA: 90 minutes/day	Intervention delivered by existing staff at Ohio Dept. of Youth Services or were hired for the study

² The six other participating districts are: Bullitt County School District, Eminence Independent, Jessamine County, Pike County, Rowan County, and Washington County.

Model/Developer	Grades Served by Intervention	Number of Years a Student is Eligible to Receive Intervention	Amount of Student Exposure to Intervention	How Intervention Teachers Selected
Portland School District, OR				
<i>Xtreme Reading Strategic Instruction Model</i>				
<p><i>Xtreme Reading Strategic Instruction Model</i></p> <p>Published by the University of Kansas, Center for Research on Learning http://www.xtremereading.com</p>	Grades 7 - 10	Struggling readers can receive intervention for 1 year	<p>Supplement to regular ELA, replacing an elective in high schools: 45 additional minutes/day (grades 9, 10)</p> <p>Replacement for regular ELA in middle schools: 45 minutes/ day (grades 7, 8)</p>	<p>Intervention delivered by reading specialists, who were hired by school administrators following guidelines in the teachers' contract</p> <p>In years 1 and 2, reading specialist was paired with a teacher; the reading specialist taught the targeted intervention and the 2nd teacher worked with the same intervention students in either language arts or social studies</p> <p>In year 3, the pairing of the reading specialists with language arts and social studies teachers was eliminated</p>
San Diego Unified School District, CA				
<i>Strategies for Literacy Independence across the Curriculum</i>				
<p><i>Strategies for Literacy Independence across the Curriculum model (SLIC)</i></p> <p>Developed by T. McDonald & C. Thornley, Education Associates, New Zealand</p>	Grades 7 - 10	Struggling readers can continue to receive intervention for up to 4 years	Supplement to regular ELA, replacing an elective: 47 - 58 additional minutes/day	Intervention delivered by teachers selected primarily by school principals from the existing English/language arts staff

Model/Developer	Grades Served by Intervention	Number of Years a Student is Eligible to Receive Intervention	Amount of Student Exposure to Intervention	How Intervention Teachers Selected
Springfield Public Schools and Chicopee Public Schools, MA				
<i>READ 180 Enterprise Edition</i>				
<p><i>READ 180 Enterprise Edition</i></p> <p>Published by Scholastic, Inc. http://teacher.scholastic.com/products/read180</p>	Grade 9	Struggling readers can receive intervention for 1 year ³	Supplement to regular ELA, replacing an elective: 90 additional minutes/day	<p>Intervention delivered by teachers hired by school districts to be new and separate from regular ELA teachers in schools. Hiring based on reading/teaching experience.</p> <p>Teachers were randomly assigned to READ 180, control or other targeted intervention (Xtreme Reading)</p>
Springfield Public Schools and Chicopee Public Schools, MA				
<i>Xtreme Reading Strategic Instruction Model</i>				
<p><i>Xtreme Reading Strategic Instruction Model</i></p> <p>Published by the University of Kansas, Center for Research on Learning. http://www.xtremereading.com</p>	Grade 9	Struggling readers can receive intervention for 1 year ⁴	Supplement to regular ELA, replacing an elective: 45 additional minutes/day	<p>Intervention delivered by teachers hired by school districts to be new and separate from regular ELA teachers in schools. Hiring based on reading/teaching experience.</p> <p>Teachers randomly assigned to Xtreme Reading, control or other targeted intervention (READ 180)</p>
<p>Source: Striving Readers Year 3 Evaluation Reports (available at: http://www.ed.gov/programs/strivingreaders/performance.html)</p>				

³ Struggling readers can continue to receive READ 180 for up to two years (in any grade 9th - 12th), as determined by the districts. Only grade 9 students in their first year of the intervention are included in the evaluation.

⁴ Struggling readers can continue to receive Xtreme Reading for up to two years (in any grade 9th - 12th), as determined by the districts. Only grade 9 students in their first year of the intervention are included in the evaluation.

Summary of 2006 Striving Readers Projects: Targeted Interventions for Struggling Readers

Table 2: Targeted Interventions: Overall Sample

Year ¹	Number of Schools/Grades in Intervention	Number of Intervention Teachers	Total Number of Students Randomized to Intervention	Student Reading Level for Eligibility for Intervention	Student Eligibility Exclusions
Chicago Public Schools, IL					
<i>Chicago Striving Readers English Language Arts Curriculum and Achieving Maximum Potential (AMP) After-School Program</i>					
Year 1	Cohort 1 16 K-8 schools Grades 6, 7, 8 in the study in each school	16 Literacy Intervention Teachers	1,007 Tier 2 students in grades 6, 7, 8 705 Tier 3 students in grades 6, 7, 8	Students who score up to one year below grade level (Tier 2) or one or more years below grade level (Tier 3) ² on the SAT-10. ³ For students missing SAT-10 scores, preliminary assignment based on BRI ⁴ and adjusted when SAT-10 data available. ELL students lacking SAT-10 scores assigned based on BRI results	Special education students whose IEPs preclude them from participation in the intervention

¹ Year refers to implementation year. Year 1- 2006-07 school year; Year 2- 2007-08 school year; Year 3- 2008-09 school year.

² In Year 1, intervention assignments were based on incorrectly calculated tiers.

³ SAT 10- Stanford Achievement Test series 10

⁴ BRI- Basic Reading Inventory

Year ¹	Number of Schools/Grades in Intervention	Number of Intervention Teachers	Total Number of Students Randomized to Intervention	Student Reading Level for Eligibility for Intervention	Student Eligibility Exclusions
Chicago Public Schools, IL					
<i>Chicago Striving Readers English Language Arts Curriculum and Achieving Maximum Potential (AMP) After-School Program</i>					
Year 2	Cohort 1 same as Year 1 Cohort 2 15 new K-8 schools Grades 6, 7, 8 in the study in each school	31 Literacy Intervention Teachers	New cohort of grade 6 students Tier 2 = 285 students Tier 3 = 570 students Grade 7 students ⁵ Tier 2 = 417 students Tier 3 = 442 students Grade 8 students ⁵ Tier 2 = 152 students Tier 3 = 607 students	Same as year 1 except for ELL students who did not have SAT-10 scores were assigned based on IMAGE ⁶ results	Same as year 1

⁵ Most students were in their 2nd year of the intervention, but some were new to the school and the program. Because of the change in evaluators during year 2, comparisons to the year 1 records were not readily available to determine this number.

⁶ IMAGE - English language proficiency test

Year ¹	Number of Schools/Grades in Intervention	Number of Intervention Teachers	Total Number of Students Randomized to Intervention	Student Reading Level for Eligibility for Intervention	Student Eligibility Exclusions
Year 3	Same as year 2	31 Literacy Intervention Teachers	<p>New cohort of grade 6 students Tier 2 = 369 students Tier 3 = 370 students</p> <p>Grade 7 students in their 2nd year of the program⁷ Tier 2 = 258 students Tier 3 = 491 students</p> <p>Grade 7 students new to the program Tier 2 = 46 students Tier 3 = 25 students</p> <p>Grade 8 students in their 2nd or 3rd year of the program⁸ Tier 2 = 362 students Tier 3 = 389 students</p> <p>Grade 8 students new to the program Tier 2 = 29 students Tier 3 = 20 students</p>	<p>Students who score up to 1.5 years below grade level (Tier 2) or 1.5 – 3.0 years below grade level (Tier 3), based on ISAT⁹ scores converted to grade-level equivalents.¹⁰ For students missing ISAT scores, preliminary assignment based on BRI¹¹ and adjusted when ISAT data available.</p> <p>All special education students assigned based on ISAT scores converted to grade-level equivalents</p> <p>ELL students assigned based on ACCESS for ELLs¹² and ISAT scores.</p>	Students who score more than 3 years below grade level

⁷ Tiers for these students are based on their year 2 assignments.

⁸ Most were in their 3rd year of the intervention, but some had entered the school and program in year 2. Because of the change in evaluators during year 2, comparisons to the year 1 records were not readily available to determine this number. Tiers for both groups of students are based on their year 2 assignments.

⁹ ISAT – Illinois Standards Achievement Test- state proficiency test

¹⁰ SAT-10 scores were not available at the time tier assignments were being made. Because grade-level equivalents were not provided for the ISAT scores, they were inferred 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.

¹¹ BRI- Basic Reading Inventory

¹² ACCESS for ELLs- Assessing Comprehension and Communication in English State-to-State for English Language Learners

Year ¹	Number of Schools/Grades in Intervention	Number of Intervention Teachers	Total Number of Students Randomized to Intervention	Student Reading Level for Eligibility for Intervention	Student Eligibility Exclusions
Danville School District, KY¹³					
<i>Learning Strategies Curriculum</i>					
Year 1	10 middle schools (grades 6-8) Grade 6 in the study in each school 9 high schools (grades 9-12) Grade 9 in the study in each school 2 schools grades 6-12 Grades 6, 9 in the study in each school	24 Literacy Coaches 10 in middle schools 12 in high schools 2 in Grade 6-12 schools	Total = 442 students Grade 6 = 192 Grade 9 = 250	Students who score at least 2 grades below grade level (NCE ¹⁴ of 33 or lower) on the GRADE ¹⁵	Special education students: <ul style="list-style-type: none"> • Categorized as functionally mentally disabled • Enrolled in special education for all core classes
Year 2	Same as year 1	Same as year 1	Total = 391 students New cohort of grade 6 students = 179 New cohort of grade 9 students = 212	Same as year 1	Same as year 1
Year 3	Same as year 1	Same as year 1 14 of the original 24 teachers remained for all 3 years	Total = 336 students New cohort of grade 6 students = 152 New cohort of grade 9 students = 184	Same as year 1	Same as year 1

¹³ The six other participating districts are: Bullitt County School District, Eminence Independent, Jessamine County, Pike County, Rowan County, and Washington County.

¹⁴ NCE- Normal Curve Equivalent

¹⁵ GRADE- Group Reading Assessment and Diagnostic Examination

Year ¹	Number of Schools/Grades in Intervention	Number of Intervention Teachers	Total Number of Students Randomized to Intervention	Student Reading Level for Eligibility for Intervention	Student Eligibility Exclusions
Memphis City Schools, TN					
<i>READ 180 Enterprise Edition</i>					
Year 1	8 middle schools (grades 6-8) Grades 6, 7, 8 in the study in each school	19 teachers	Total = 698 students Grade 6 = 239 students Grade 7 = 233 students Grade 8 = 226 students	Students who score in the bottom quartile on the TCAP ¹⁶	<ul style="list-style-type: none"> • Assignment to self-contained classrooms for special education services • Case-by-case opt-outs based on teacher judgments that TCAP scores are not representative of students' higher achievement levels
Year 2	Same as year 1	Same as year 1	Total = 761 students New cohort of grade 6 students = 289 Students in their 2 nd year: Grade 7 = 239 students Grade 8 = 233 students	Same as year 1	Same as year 1
Year 3	Same as year 1	Same as year 1 13 of the original 19 teachers remained for all 3 years	Total = 688 students ¹ New cohort of grade 6 students = 274 Students in their 2 nd year: Grade 7 = 251 students Students in their 3 rd year: Grade 8 = 163 students	Same as year 1	Same as year 1

¹⁶ TCAP- Tennessee Comprehensive Assessment Program (reading/language arts subtest)

Year	Number of Schools/Grades in Intervention	Number of Intervention Teachers	Total Number of Students Randomized to Intervention	Student Reading Level for Eligibility for Intervention	Student Eligibility Exclusions
Newark Public Schools, NJ					
<i>READ 180 Enterprise Edition</i>					
Year 1	10 middle schools (grades 6-8) Grades 6, 7, 8 in the study in each school	23 teachers 11 teachers left after year 1	Total = 708 students Grade 6 = 262 students Grade 7 = 213 students Grade 8 = 233 students	Students who score at least 1 standard deviation below the grade-standardized mean on the NJASK ¹⁷	Students who transfer into a study school and do not have NJASK scores
Year 2	Same as year 1	25 teachers (2 classrooms taught by team of 2 teachers) 13 new teachers	Total = 648 students New cohort of Grade 6 students = 226 Grade 7 students in 2 nd year of intervention = 233 Grade 8 students in 2 nd year of intervention = 189	Same as year 1	Same as year 1
Year 3	Same as year 1	30 teachers (8 classrooms taught by team of 2 teachers) 9 new teachers 10 of the original 23 teachers remained for all 3 years	Total sample = 638 students New cohort of Grade 6 students = 226 Grade 7 students in 2 nd year of intervention = 206 Grade 8 students in 3 rd year of intervention = 206	Same as year 1	Same as year 1

¹⁷ NJASK- New Jersey Assessment of Skills and Knowledge

Year	Number of Schools/Grades in Intervention	Number of Intervention Teachers	Total Number of Students Randomized to Intervention	Student Reading Level for Eligibility for Intervention	Student Eligibility Exclusions
Ohio Department of Youth Services (operating as public school education district for youth in juvenile correction facilities)					
<i>READ 180 Enterprise Edition</i>					
Year 1	7 youth detention facilities Grades 7 - 12 in each facility (Majority of students between 15 - 21 years of age)	7 teachers	Total = 196 students	Students who score below grade level (a score of approximately 1000 Lexile points) but above "below basic" level (a Lexile score of 200 or less) on the SRI ¹⁸	<ul style="list-style-type: none"> • Students who have graduated/are beyond high school age • Students with a planned release date of < 6 months
Year 2	Same as year 1	Same as year 1 2 new teachers	Total = 413 students	Same as year 1	Same as year 1
Year 3	6 youth detention facilities ¹⁹ Grades 7 - 12 in each facility (Majority of students between 15 - 21 years of age)	6 teachers 2 new teachers 3 teachers remained for all 3 years	Total = 205 students	Same as year 1	Same as year 1

¹⁸ SRI – Scholastic Reading Inventory

¹⁹ One all-male facility closed and individuals (staff and youth) were reassigned.

Year	Number of Schools/Grades in Intervention	Number of Intervention Teachers	Total Number of Students Randomized to Intervention	Student Reading Level for Eligibility for Intervention	Student Eligibility Exclusions
Portland School District, OR					
<i>Xtreme Reading Strategic Instruction Model</i>					
Year 1	5 middle schools (grades 6-8) Grades 7, 8 in the study in each school 4 9-12 high schools Grades 9, 10 in the study in each school	18 teachers--9 pairs	Total = 659 students Grade 7 = 146 students Grade 8 = 142 students Grade 9 = 188 students Grade 10 = 183 students	Students who score at least 2 grades below grade level but not lower than a 4 th grade on the total reading score of the OSAT ²⁰ (or, for grade 10 only, the DRP ²¹)	Students whose IEP or ELL requirements prohibit them from being able to be scheduled for Xtreme classes
Year 2	1 middle school (grades 6-8) ²² Grades 7, 8 in the study in each school 1 all-girls middle school (grades 6-9) Grades 7, 8, 9 in the study 2 K-8 schools Grades 7, 8 in the study in each school 1 8 th grade academy Grade 8 in the study 4 high schools (grades 9-12) Grades 9, 10 in the study in each school	18 teachers --8 pairs, 2 individual 2 new teachers	Total = 219 new students Grade 7 = 36 students Grade 8 = 39 students Grade 9 = 86 students Grade 10 = 58 students	Same as year 1	Same as year 1

²⁰ OSAT- Oregon State Assessment Test

²¹ DRP- Degrees of Reading Power

²² In Year 2, two middle schools merged with K-5 schools; another middle school closed and the final grade 8 class joined an 8th grade academy at a participating high school; A fourth middle school became an all-girls school serving grades 6-9 with new Striving Readers teachers.

Year	Number of Schools/Grades in Intervention	Number of Intervention Teachers	Total Number of Students Randomized to Intervention	Student Reading Level for Eligibility for Intervention	Student Eligibility Exclusions
Portland School District, OR					
<i>Xtreme Reading Strategic Instruction Model</i>					
Year 3	2 middle schools (grades 6-8) ²³ Grades 7,8 in the study in each school 1 all-girls middle school (grades 6-9) Grades 7, 8 in the study 3 K-8 schools Grades 7,8 in the study in each school 4 high schools (grades 9-12) Grades 9,10 in the study in 3 schools Grades 8,9,10 in 1 school	13 teachers – all individual (1 high school has 3 teachers; 1 high school has 2 teachers) 5 new teachers	Total = 345 students Grade 7 = 92 students Grade 8 = 71 students Grade 9 = 111 students Grade 10 = 71 students	Same as year 1	Same as year 1

²³ In Year 3, an original middle school merged with a K-5 school to become a K-8 school and 2 new middle schools were added to Striving Readers. The year 2 8th grade academy closed and a new 8th grade academy joined another high school.

Year	Number of Schools/Grades in Intervention	Number of Intervention Teachers	Total Number of Students Randomized to Intervention	Student Reading Level for Eligibility for Intervention	Student Eligibility Exclusions
San Diego Unified School District, CA					
<i>Strategies for Literacy Independence across the Curriculum</i>					
Year 1	<p>3 middle schools (grades 6-8) Grade 7 in the study in each school</p> <p>2 high schools (grades 9-12) Grade 9 in the study in each school; Grade 10 in the study in one school</p>	<p>7 teachers</p> <p>5 teachers left after year 1</p>	<p>Total = 233 students</p> <p>Grade 7 = 122 students</p> <p>Grade 9 = 94 students</p> <p>Grade 10 = 17 students</p>	<p>Students who are:</p> <ul style="list-style-type: none"> • At least 2 grades below grade level on the DRP²⁴ • “Basic” or below on CST-ELAs²⁵ • “Intermediate” or “Early Intermediate” on the CELDT²⁶ 	<ul style="list-style-type: none"> • Middle school students in special education English classes • 7th grade students in elementary special day classes • Special education students designated as deaf/hard of hearing • ELL students with CELDT scores of “beginning” English speaker and projected to be enrolled <1 yr • ELLs pre-enrolled in high school and non-diploma bound

²⁴ DRP- Degrees of Reading Power

²⁵ CST-ELA- California Standards Test- English Language Arts

²⁶ CELDT- California English Language Development Test (English language proficiency test for students whose primary language is not English)

Year	Number of Schools/Grades in Intervention	Number of Intervention Teachers	Total Number of Students Randomized to Intervention	Student Reading Level for Eligibility for Intervention	Student Eligibility Exclusions
San Diego Unified School District, CA					
<i>Strategies for Literacy Independence across the Curriculum</i>					
Year 2	<p>4 middle schools (grades 6-8)</p> <p>Grades 7, 8 in the study in each school</p> <p>4 high schools (grades 9-12)²⁷</p> <p>Grades 9, 10 in the study in each school</p>	<p>19 teachers (89% of teachers new to the program based on new schools and turnover)</p> <p>6 teachers left after year 2</p>	<p>Total = 754 new students in grades 7 – 10</p> <p>Grade 7 = 199 students</p> <p>Grade 8 = 103 students</p> <p>Grade 9 = 293 students</p> <p>Grade 10 = 159 students</p> <p>Students in 2nd year of intervention = 122</p> <p>Grade 8 = 68 students</p> <p>Grade 9 = 10 students</p> <p>Grade 10 = 44 students</p>	<p>Same as year 1 but students scoring “Beginning” on CELDT also included if they had been in the district for > 1 year</p>	<p>Same as year 1 but schools could also exempt eligible students prior to random assignments for a variety of reasons, including the desire to enroll students in alternate interventions and the belief that low test scores did not accurately reflect a given student’s ability</p>
Year 3	<p>4 middle schools (grades 6-8)²⁸</p> <p>Grades 7, 8 in the study in each school</p> <p>4 high schools (grades 9-12)</p> <p>Grades 9, 10 in the study in each school</p>	<p>16 teachers</p> <p>3 new teachers (1 had been a coach and was familiar with SLIC)</p>	<p>Total = 424 new students in grades 7 - 11</p> <p>Grade 7 = 177 students</p> <p>Grade 8 = 83 students</p> <p>Grade 9 = 96 students</p> <p>Grade 10 = 51 students</p> <p>Grade 11 = 17 students</p> <p>Students in 3rd year of intervention = 37</p> <p>Students in 2nd year of intervention = 319</p>	<p>Same as year 2</p>	<p>Same as year 2, but students newly qualifying on the basis of late-summer test scores were not identified</p>

²⁷ One additional middle school and two additional high schools were added to the study in year 2.

²⁸ One new middle school replaced a year 2 school that closed for failure to meet AYP: The new school used the same building but most of the staff was replaced.

Year	Number of Schools/Grades in Intervention	Number of Intervention Teachers	Total Number of Students Randomized to Intervention	Student Reading Level for Eligibility for Intervention	Student Eligibility Exclusions
Springfield Public Schools and Chicopee Public Schools, MA					
<i>READ 180 Enterprise Edition</i>					
Year 1	5 high schools (grades 9-12) 3 in Springfield, 2 in Chicopee Grade 9 in the study in each school	6 teachers (one was a co-teacher)	Total = 70 students in grade 9	Students who score at least two grades below grade level but not lower than a 4 th grade level on the SRI ²⁹	<ul style="list-style-type: none"> • Special education students whose IEPs explicitly specify a different form of required support • Students who lack the necessary English language or comprehension skills as per interventions • Students enrolled in an off-campus “twilight school” or early college high school • Students with histories of scoring at least proficient on the MCAS
Year 2	Same as year 1	5 teachers 2 new teachers 1 of the original intervention teachers remained for 2 years 2 upper grade teachers in year 1 taught intervention classes in year 2	New cohort of grade 9 students = 66	Same as year 1	Same as year 1

²⁹ SRI- Scholastic Reading Inventory. Floor set as dictated by Xtreme Reading.

Year	Number of Schools/Grades in Intervention	Number of Intervention Teachers	Total Number of Students Randomized to Intervention	Student Reading Level for Eligibility for Intervention	Student Eligibility Exclusions
Springfield Public Schools and Chicopee Public Schools, MA					
<i>READ 180 Enterprise Edition</i>					
Year 3	Same as year 1	5 teachers 1 of the grade 9 teachers who taught in year 1 also taught grade 9 in year 3 1 teacher taught grade 9 in years 2 and 3 3 teachers taught upper grade before teaching grade 9 in year 3	New cohort of grade 9 students = 49	Same as year 1	Same as year 1
Springfield Public Schools and Chicopee Public Schools, MA					
<i>Xtreme Reading Strategic Instruction Model</i>					
Year 1	5 high schools (grades 9-12)--3 in Springfield, 2 in Chicopee Grade 9 in the study in each school	5 teachers	Total = 72 students in grade 9	Students who score at least two grades below grade level but not lower than a 4 th grade level on the SRI ³⁰	<ul style="list-style-type: none"> • Special education students whose IEPs explicitly specify a different form of required support • Students who lack the necessary English language or comprehension skills as per interventions • Students enrolled in an off-campus “twilight school” or early college high school • Students with histories of scoring at least proficient on the MCAS

³⁰ SRI- Scholastic Reading Inventory. Floor set as dictated by Xtreme Reading.

Year	Number of Schools/Grades in Intervention	Number of Intervention Teachers	Total Number of Students Randomized to Intervention	Student Reading Level for Eligibility for Intervention	Student Eligibility Exclusions
Springfield Public Schools and Chicopee Public Schools, MA					
<i>Xtreme Reading Strategic Instruction Model</i>					
Year 2	Same as year 1	Same as year 1 2 new teachers 2 of the 5 original intervention teachers remained for 2 years 1 upper grade teacher in year 1 taught intervention classes in grade 9 in year 2	New cohort of grade 9 students = 57	Same as year 1	Same as year 1
Year 3	Same as year 1	Same as year 1 1 new teacher 2 of the original 5 grade 9 teachers remained for all 3 years; 2 teachers remained for 2 years	New cohort of grade 9 students = 49	Same as year 1	Same as year 1
Source: Striving Readers Year 3 Evaluation Reports (available at: http://www.ed.gov/programs/strivingreaders/performance.html)					

Summary of 2006 Striving Readers Projects: Targeted Interventions for Struggling Readers

Table 3: Targeted Interventions: Elements of Planned Professional Development and Coaching Models and Definitions of Adequate Implementation

Year ¹	Planned Professional Development	Levels of Participation Required for Adequate Implementation	Planned In-Class Support/Coaching	Levels of Participation Required for Adequate Implementation
Chicago Public Schools, IL				
<i>Chicago Striving Readers English Language Arts Curriculum and Achieving Maximum Potential (AMP) After-School Program</i>				
Year 1	<p>Total = 54 - 57 hours/teacher</p> <ul style="list-style-type: none"> • 5 day Summer Institute (6 hrs/day) • Quarterly follow-up trainings (3 hrs/day) • Saturday Seminars (monthly, 3 hrs/day for 4-5 sessions) <p><i>Other district/school staff</i></p> <ul style="list-style-type: none"> • Principal Leadership Seminars (3 hrs/day each month) • Weekly LIT meetings (6 hrs/meeting for 20 sessions) • National-Louis University LIT/teacher graduate coursework: 4 terms over 2 years <p>Training by SR team, developer and literacy consultants</p>	Not calculated	In-class mentoring/teacher and additional technical assistance as needed by SR district team, school-based literacy teams.	Not calculated

¹ Year refers to implementation year. Year 1- 2006-07 school year; Year 2- 2007-08 school year; Year 3- 2008-09 school year.

Year	Planned Professional Development	Levels of Participation Required for Adequate Implementation	Planned In-Class Support/Coaching	Levels of Participation Required for Adequate Implementation
Chicago Public Schools, IL				
<i>Chicago Striving Readers English Language Arts Curriculum and Achieving Maximum Potential (AMP) After-School Program</i>				
Year 2	<p><i>New teachers</i> Same as year 1 but added technology training (6 hrs)</p> <p><i>Returning teachers</i> Total = 48 hours/teacher</p> <ul style="list-style-type: none"> • 3 day Summer Institute (6 hrs/day) • Quarterly follow-up trainings (3 hrs/day for 3 sessions) • Saturday Seminars (3 hrs/session for 5 sessions) • Technology training, including use of <i>GoKnow</i> (6 hrs) <p><i>Other district/school staff</i></p> <ul style="list-style-type: none"> • Principal Leadership Seminars (3 hrs/day each month) • Weekly LIT meetings (6 hrs/meeting: 20 sessions for returning LITs, 24 for new LITs) • National-Louis University LIT/teacher graduate coursework: 4 terms over 2 years • Technology training for LITs, including use of <i>GoKnow</i> (6 hrs) <p>Training by SR team, developer and <i>GoKnow</i> Technology consultants</p>	<p><i>Adequate implementation</i></p> <p>High = high attendance (>80% for teachers and principals, >90% for LITs) at 5 of 5 core types of professional development activities (initial and 2 types of ongoing training, weekly LIT meetings, Principal Seminars)</p> <p>Medium = high attendance at some types/moderate attendance (51-79% for teachers, 60-79% for principals, 75-89% for LITs) at 5 types of professional development</p> <p>Overall PD calculated at school-level on scale of 0 – 10 (including whole school plus targeted/intensive intervention training)</p> <p>High = score of 8 – 10 out of 10</p> <p>Medium = score 5.0 - 7.9 out of 10</p>	Same as year 1 with additional support from school-based grade level teams	Not calculated

Year	Planned Professional Development	Levels of Participation Required for Adequate Implementation	Planned In-Class Support/Coaching	Levels of Participation Required for Adequate Implementation
Chicago Public Schools, IL				
<i>Chicago Striving Readers English Language Arts Curriculum and Achieving Maximum Potential (AMP) After-School Program</i>				
Year 3	<p>Total = 48 hours/teacher</p> <ul style="list-style-type: none"> • 3 day Summer Institute (6 hrs/day) • Quarterly follow-up trainings (3 hrs/day) • General technology training (12 hrs) <p><i>Other district/school staff</i></p> <ul style="list-style-type: none"> • Principal Leadership Seminars reduced to half day bi-monthly • Weekly LIT meetings (6 hrs/meeting: 20 sessions for returning LITs, 24 for new LITs) • Monthly NLU-Librarian workshop • Bi-monthly coordinator training (5 half day plus 2 full day sessions) • Project director training as needed • LITs technology training including <i>GoKnow</i> (6 hrs) <p>Training by SR team, developer and literacy and <i>GoKnow</i> Technology consultants</p>	<p><i>Adequate implementation:</i></p> <p>High = high attendance (>80% for teachers and principals, >90% for LITs) at 4 of 4 core types of professional development activities (initial and follow-up training, weekly LIT meetings, Principal Seminars)</p> <p>Medium = high attendance at some types/moderate attendance at 4 types of professional development (51-79% for teachers, 60-79% for principals, 75-89% for LITs)</p> <p>Overall PD calculated at school-level on scale of 0 – 10 (including whole school plus targeted/intensive intervention training)</p> <p>High = score of 8 – 10 out of 10</p> <p>Medium = score 5.0 - 7.9 out of 10</p>	Same as year 1 with additional support from school-based grade level teams, study groups and cross-site visitations	Not calculated

Year	Planned Professional Development	Levels of Participation Required for Adequate Implementation	Planned In-Class Support/Coaching	Levels of Participation Required for Adequate Implementation
Danville School District, KY ²				
Learning Strategies Curriculum				
Year 1	<p>Total = 42 hours/teacher</p> <ul style="list-style-type: none"> • 5 half-day summer workshops (3 hrs/workshop) • 9 half-day follow-up training workshops (3 hrs/workshop) <p><i>Other district/school staff</i></p> <ul style="list-style-type: none"> • 2 days Leadership Training throughout the school year (6 hrs/day) <p>Training by SIM-certified trainer</p>	<p><i>Adequate implementation:</i> Full participation = 7 days</p>	<p>Total = up to 60 hours/teacher</p> <ul style="list-style-type: none"> • Monthly visits to each teacher by mentor coach (6 hrs/visit) • Mentor coaches provide ongoing support via email, telephone calls, formal distance support 	<p><i>Adequate implementation:</i> Adequate = 2 visits</p>
Year 2	<p><i>New and returning teachers</i> Total = 45 hours/teacher</p> <ul style="list-style-type: none"> • 2 day summer workshops (6 hrs/workshop) • 11 half-day follow-up training workshops (3 hrs/workshop) <p><i>Other district/school staff</i></p> <ul style="list-style-type: none"> • 1.5 days Leadership Training throughout the school year (6 hrs/day) <p>Training by SIM-certified trainer</p>	<p><i>Adequate implementation:</i> Full participation = 7.5 days</p>	<p>Total = up to 48 hours/teacher</p> <ul style="list-style-type: none"> • 3 - 4 days onsite coach mentoring by certified trainer and CTL mentor coach • Bimonthly distance learning sessions (est. 1 hr/session) 	<p>Same as year 1</p>

² The six other participating districts are: Bullitt County School District, Eminence Independent, Jessamine County, Pike County, Rowan County, and Washington County.

Year	Planned Professional Development	Levels of Participation Required for Adequate Implementation	Planned In-Class Support/Coaching	Levels of Participation Required for Adequate Implementation
Danville School District, KY³				
<i>Learning Strategies Curriculum</i>				
Year 3	<p><i>New and returning teachers</i> Total = 42 hours/teacher</p> <ul style="list-style-type: none"> • 2 day summer workshops (6 hrs/workshop) • 10 half-day follow-up training workshops (3 hrs/workshop) <p><i>Other district/school staff</i> Same as year 2</p> <p>Training by SIM-certified trainer</p>	<p><i>Adequate implementation:</i> Full participation = 7 days</p>	<p>Total = up to 72 hours/teacher</p> <ul style="list-style-type: none"> • 1 - 2 days onsite coach mentoring by certified trainer and CTL mentor coach • Bimonthly distance learning sessions 	<p>Same as year 1</p>

³ The six other participating districts are: Bullitt County School District, Eminence Independent, Jessamine County, Pike County, Rowan County, and Washington County.

Year	Planned Professional Development	Levels of Participation Required for Adequate Implementation	Planned In-Class Support/Coaching	Levels of Participation Required for Adequate Implementation
Memphis City Schools, TN				
<i>READ 180 Enterprise Edition</i>				
Year 1	Total = 32 hours/teacher <ul style="list-style-type: none"> • 2 days initial training (7 hrs/ day) • 1 day follow-up training (6 hrs) • 6 networking meetings (2 hrs/ meeting) Training by developer	<i>Adequate implementation:</i> Excellent participation (score of 4) = 10 or more points Good participation (score of 3) = 7 - 9 points Participation score = 18 pts total <ul style="list-style-type: none"> • 2 pts for each of 3 group training days • 1 pt for each of 6 networking meetings 2 pts for each year of READ180 experience (up to 6 pts)	None	Not calculated
Year 2	<i>New teachers</i> Total = 28 hours/teacher <ul style="list-style-type: none"> • 2 day initial training (7 hrs/day) • Added incentives for Scholastic online training “Best Practices for Reading Intervention” (6 hrs) • 4 networking meetings (2 hrs/ meeting) <i>Returning teachers</i> Total = 21 hours/teacher <ul style="list-style-type: none"> • 1 day of group training (7 hrs) • Added incentives for Scholastic online training “Best Practices for Reading Intervention” (6 hrs) • 4 networking meetings (2 hrs/ meeting) Training by developer	<i>Adequate implementation:</i> Excellent participation (score of 4) = 10 or more points Good participation (score of 3) = 7 - 9 points Participation score = 12 pts total <ul style="list-style-type: none"> • 1 pt for each of 2 training days • 1 pt for each of 4 networking meetings • 2 pts for one year of READ180 experience (2 or more yrs = 3 pts) • 3 pts for completion of online course before Oct 31, 2007 (1.5 pts if completed before Jan 31, 2008) 	<i>New and returning teachers</i> Total = 4.5 hours/teacher <ul style="list-style-type: none"> • 1 class period observation with follow-up meeting by developer (1.5 hrs/session) 	Not calculated

Year	Planned Professional Development	Levels of Participation Required for Adequate Implementation	Planned In-Class Support/Coaching	Levels of Participation Required for Adequate Implementation
Memphis City Schools, TN				
<i>READ 180 Enterprise Edition</i>				
Year 3	<p><i>New teachers</i> Total = 22 hours/teacher</p> <ul style="list-style-type: none"> • 2 days initial training (7 hrs/ day) • 4 networking meetings (2 hrs/ meeting) <p><i>Returning teachers</i> Total = 15 hours/teacher</p> <ul style="list-style-type: none"> • 1 day initial training (7 hrs) • 4 networking meetings (2 hrs/ meeting) <p><i>Other district/school staff</i> Half-day training for administrators (4 hrs)</p> <p>Training by developer</p>	<p><i>Adequate implementation:</i> Excellent participation (score of 4) = 10 or more points</p> <p>Good participation (score of 3) = 7 - 9 points</p> <p>Participation score</p> <p><i>New teachers</i></p> <ul style="list-style-type: none"> • 2 pts for each of 2 training days • 1 pt for each of 4 networking meetings • 2 pts for each year of READ180 experience (2 or more yrs = 3 pts) • 3 pts for previously completing online course • 1 pt if administrator of school attended training <p><i>Returning teachers</i></p> <ul style="list-style-type: none"> • 2 pts for each of 2 training days (also credited with 1 pt for each all-day session in prior yr) • 1 pt for each of 4 networking meetings (also credited with .5 pt for each meeting attended in prior yr) • 2 pts for each year of READ180 experience (2 or more yrs = 3 pts) • 3 pts for previously completing online course • 1 pt if administrator of school attended training 	Same as year 2	Not calculated

Year	Planned Professional Development	Levels of Participation Required for Adequate Implementation	Planned In-Class Support/Coaching	Levels of Participation Required for Adequate Implementation
Newark Public Schools, NJ				
<i>READ 180 Enterprise Edition</i>				
Year 1	<p>Total = 16.5 hours/teacher</p> <ul style="list-style-type: none"> • 2 days initial training (4 hrs/ day) • 1 follow-up session on use of data (5.5 hrs) • 1 conference (2 hrs) <p><i>Other district/school staff</i></p> <ul style="list-style-type: none"> • Principal training (2 hrs) • Training for school technology coordinators (½ day) <p>Training by developer</p>	<p><i>Adequate implementation:</i></p> <p>Full participation = attend all 4 group training days offered</p> <p>Adequate participation = attend 3 of 4 group training days offered</p>	<ul style="list-style-type: none"> • In-class technical assistance sessions by developer as needed • Ongoing technical assistance by district Resource Teacher Coordinators as needed 	Not calculated
Year 2	<p><i>New and returning teachers</i></p> <p>Total = 13.5 hours/teacher</p> <ul style="list-style-type: none"> • 1 day summer institute (8 hrs) • 1 follow-up session on use of data (5.5 hrs) <p><i>Other district/school staff</i></p> <p>Same as year 1</p> <p>Training by developer</p>	Same as year 1	Ongoing technical assistance from district Resource Teacher Coordinators and developer as needed	Not calculated
Year 3	<p><i>New teachers</i></p> <p>Total = 5.5 hours</p> <ul style="list-style-type: none"> • 1 day group training (5.5 hrs) <p><i>Returning teachers</i></p> <p>None</p> <p>Training by developer</p>	Not calculated	Ongoing technical assistance from district Resource Teacher Coordinators as needed	Not calculated

Year	Planned Professional Development	Levels of Participation Required for Adequate Implementation	Planned In-Class Support/Coaching	Levels of Participation Required for Adequate Implementation
Ohio Department of Youth Services (operating as public school education district for youth in juvenile correction facilities)				
READ 180 Enterprise Edition				
Year 1	Total = 15 hours/teacher <ul style="list-style-type: none"> • 2 days initial training (5 hrs/day) • Semi-annual follow up training sessions (5 hrs) Training by developer <i>Other district/school staff</i> <ul style="list-style-type: none"> • Principals attend leadership training (5 hrs) Training by Ohio Department of Education	<i>Adequate implementation:</i> High = 75 - 100% of PD activities attended Moderate = 50 - 74% of PD activities attended	Total = 2 visits/teacher <ul style="list-style-type: none"> • Semi-annual visits to each class by developer 	Not calculated
Year 2	<i>New and returning teachers</i> Total = 10 hours/teacher <ul style="list-style-type: none"> • 2 days initial training (5 hrs/day) Training by developer	Same as year 1	Same as year 1	Not calculated
Year 3	<i>New and returning teachers</i> Total = 11.5 hours/teacher <ul style="list-style-type: none"> • 2 days initial training (5.5 hrs one day; 6 hrs other day) Training by developer	Same as year 1	Same as year 1	Not calculated

Year	Planned Professional Development	Levels of Participation Required for Adequate Implementation	Planned In-Class Support/Coaching	Levels of Participation Required for Adequate Implementation
Portland School District, OR				
<i>Xtreme Reading Strategic Instruction Model</i>				
Year 1	<p>Total = 67 hours/teacher</p> <ul style="list-style-type: none"> • 5 days initial summer training with fall makeup (37 hrs) • 6 follow-up workshops (30 hrs total) <p><i>Other district/school staff</i></p> <ul style="list-style-type: none"> • 3 sessions for administrators (7.5 hrs total) <p>Training by Strategic Learning Center (SLC) of Seattle, WA, professional trainers hired as consultants to developer</p>	<p><i>Adequate implementation:</i></p> <p>High = score of 4 - 5 for participation in PD</p> <p>Medium = score of 3 for participation in PD</p> <p>Participation in PD:</p> <p>4 = participation in 76 - 100% of PD sessions</p> <p>3 = participation in 51 - 75% of PD sessions</p> <p>1 pt added to PD attendance score for the absence/presence of a reading endorsement</p>	<p>Total = 28 hours/teacher</p> <ul style="list-style-type: none"> • 14 hrs in-class visits by SLC trainer • 14 hrs in-class visits by professional developers 	Not calculated
Year 2	<p><i>New and returning teachers</i></p> <p>Total = 37 hours/teacher</p> <ul style="list-style-type: none"> • Summer training with fall make-up (37 hrs) <p><i>Other district/school staff</i></p> <ul style="list-style-type: none"> • Administrator training (6+ hrs) <p>Training by SLC</p>	Same as year 1	Same as year 1	Not calculated
Year 3	<p><i>New and returning teachers</i></p> <p>Total = 76 hours/teacher</p> <ul style="list-style-type: none"> • Summer training (37 hrs) • 10 monthly meetings led by district team (3.9 hrs/meeting) <p><i>Other district/school staff</i></p> <p>Same as year 2</p> <p>Training by SLC</p>	Same as year 1	Same as year 1	Not calculated

Year	Planned Professional Development	Levels of Participation Required for Adequate Implementation	Planned In-Class Support/Coaching	Levels of Participation Required for Adequate Implementation
San Diego Unified School District, CA				
<i>Strategies for Literacy Independence across the Curriculum</i>				
Year 1	Total = 200 hours/teacher <ul style="list-style-type: none"> • Introductory workshops (16 hrs) • 3 follow-up training workshops (8 hrs/workshop) • Monthly meetings with district staff to discuss implementation (3 hrs/month) • 4 rounds of teacher discussions with program consultants (3 – 4 days/round) Training by developers and district leadership	<i>Adequate implementation:</i> High (score of 3) = attended > 160 of 200 hours of professional development offered Medium (score of 2) = attended 120 – 160 of 200 hours of professional development offered	Total = 360 hours/teacher <ul style="list-style-type: none"> • In-class support by school literacy coaches (2 hrs/day; 1 hr observation, 1 hour planning) 	<i>Adequate implementation:</i> High (score of 3) = received > 288 of 360 hours of planned coaching Medium (score of 2) = received 216 – 288 of 360 hours of planned coaching
Year 2	Same as year 1	Same as year 1	Same as year 1	Same as year 1
Year 3	Same as year 1	Same as year 1	Same as year 1	Same as year 1

Year	Planned Professional Development	Levels of Participation Required for Adequate Implementation	Planned In-Class Support/Coaching	Levels of Participation Required for Adequate Implementation
Springfield Public Schools and Chicopee Public Schools, MA				
<i>READ 180 Enterprise Edition</i>				
Year 1	<p>Total = 42 hours/teacher</p> <ul style="list-style-type: none"> • 2 days initial training (6 hrs/day) • 8 follow-up seminars (3 hrs/seminar) • Scholastic online course (7 sessions, 6 hrs total) <p><i>Other district/school staff</i></p> <ul style="list-style-type: none"> • Administrator training (1 day) • Facilitator training for online RED courses (½ day) <p>Training by developer</p>	<p><i>Adequate implementation:</i> Adequate = participated in all professional development activities offered</p>	<p>Total = 18 hours/teacher</p> <ul style="list-style-type: none"> • 9 in-class technical assistance visits by developer (1/month, 2 hrs/visit) 	<p><i>Adequate implementation:</i> Adequate = participated in all professional development activities offered</p>
Year 2	<p><i>New teachers</i> Same as year 1</p> <p><i>Returning teachers</i> Scholastic online course (7 sessions, 6 hrs total)</p> <p>Training by developer</p>	<p>Same as year 1</p>	<p><i>New and returning teachers</i> Same as year 1</p>	<p>Same as year 1</p>

Year	Planned Professional Development	Levels of Participation Required for Adequate Implementation	Planned In-Class Support/Coaching	Levels of Participation Required for Adequate Implementation
Springfield Public Schools and Chicopee Public Schools, MA				
<i>READ 180 Enterprise Edition</i>				
Year 3	<p><i>New teachers</i> Total = 36 hours/teacher Same as year 1 but 6 seminars instead of 8 (3 hrs/seminar)</p> <p><i>Returning teachers with 1 year of experience</i> Total = 6 hours/teacher</p> <ul style="list-style-type: none"> • Scholastic online course (6 hrs) <p><i>Returning teachers with 2 years of experience</i> Total = 12 hours/teacher</p> <ul style="list-style-type: none"> • 2 follow-up seminars (3 hrs each) • Scholastic online course (6 hrs) <p>Training by developer</p>	Same as year 1	<p><i>New teachers</i> Total = 16 hours/teacher</p> <ul style="list-style-type: none"> • 8 in-class technical assistance visits by developer (1/month, 2 hrs/visit) <p><i>Returning teachers with 1 year of experience</i> Same as new teachers</p> <p><i>Returning teachers with 2 years of experience</i></p> <ul style="list-style-type: none"> • 4 in-class technical assistance visits by developer (2 hrs/visit) 	Same as year 1

Year	Planned Professional Development	Levels of Participation Required for Adequate Implementation	Planned In-Class Support/Coaching	Levels of Participation Required for Adequate Implementation
Springfield Public Schools and Chicopee Public Schools, MA				
<i>Xtreme Reading Strategic Instruction Model</i>				
Year 1	<p>Total = 42 hours/teacher</p> <ul style="list-style-type: none"> • 3 days initial training (6 hrs/day) • 4 full-day quarterly workshops (6 hrs/day) <p><i>Other district/school staff</i></p> <ul style="list-style-type: none"> • Administrator training (1.5 days) <p>Training by Strategic Learning Center (SLC) of Seattle, WA, professional trainers hired as consultants to developer</p>	<p><i>Adequate implementation:</i> Adequate = participated in all professional development activities offered</p>	<p>Total = 16 hours/teacher</p> <ul style="list-style-type: none"> • 8 in-class visits (1/month, 2 hrs/visit) by SLC trainer 	<p><i>Adequate implementation:</i> Adequate = participated in all professional development activities offered</p>
Year 2	<p><i>New teachers</i> Total = 42 hours/teacher</p> <ul style="list-style-type: none"> • 2 days initial training covering same material (6 hrs/day) • 5 full-day quarterly workshops (6 hrs/day) <p><i>Returning teachers</i> Total = 6 hours/teacher</p> <ul style="list-style-type: none"> • 1 full-day workshop (6 hrs) <p>Training by SLC</p>	Same as year 1	<p>Total = 18 hours/teacher</p> <ul style="list-style-type: none"> • 9 in-class visits (1/month, 2 hrs/visit) by SLC trainer 	Same as year 1
Year 3	<p><i>New teachers</i> Total = 36 hours/teacher Same as year 2 but 4 full-day workshops instead of 5 (6 hrs/day)</p> <p><i>Returning teachers</i> None</p>	Same as year 1	Same as year 2	Same as year 1
Source: Striving Readers Year 3 Evaluation Reports (available at: http://www.ed.gov/programs/strivingreaders/performance.html)				

Summary of 2006 Striving Readers Projects: Targeted Interventions for Struggling Readers

Table 4: Targeted Interventions: Elements of Planned Classroom Instruction Model and Definitions of <i>Adequate Implementation</i>	
Elements of Planned Classroom Model	Level Required for Adequate Implementation
Chicago Public Schools, IL	
<i>Chicago Striving Readers English Language Arts Curriculum and Achieving Maximum Potential (AMP) After-School Program</i>	
<p>Elements in rating:</p> <ul style="list-style-type: none"> Teacher/LIT collaboration Direct instruction in comprehension Purposeful assessment & data driven instruction Increased instructional time Small-group setting Materials 	<p><i>Adequate implementation:</i></p> <p>High implementation= average score of 8 – 10 out of 10</p> <p>Medium implementation = average score of 5.0 – 7.9 out of 10</p> <p>Fidelity = presence of 6 components each rated on a 10-point scale, where low scores indicate that none of key program characteristics are being implemented and 10 indicates all key components are being implemented with expected regularity. Scores averaged to create total fidelity across components</p>
Danville School District, KY ¹	
<i>Learning Strategies Curriculum</i>	
<p>Elements in rating:</p> <ul style="list-style-type: none"> Minutes engaged in intervention activities Time students received instruction by trained LSC teacher (measured by teacher attendance) 	<p>No criterion established for adequacy; average % of time in LSC activities is reported</p>

¹ The six other participating districts are: Bullitt County School District, Eminence Independent, Jessamine County, Pike County, Rowan County, and Washington County.

Elements of Planned Classroom Model	Level Required for Adequate Implementation
Memphis City Schools, TN	
<i>READ 180 Enterprise Edition</i>	
<p>Elements in rating:</p> <ul style="list-style-type: none"> • Data from Scholastic Achievement Manager (SAM) <ul style="list-style-type: none"> – Student time on READ 180 software (daily and weekly) • Data from classroom observations <ul style="list-style-type: none"> – Timing of the class (4, twenty minute segments and 1, ten minute segment) – Size of small groups – Classroom space and layout – Content and student engagement in whole group instruction, small group instruction, computer and independent reading rotations – Use of Scholastic <i>flexBook/rBook</i>² and/or other <i>READ180</i> materials for instruction – Class atmosphere • Data from teacher surveys (Year 1 only) <ul style="list-style-type: none"> – use of Red Routines, SAM reports, purposeful strategies for forming small groups – when CD player, READ 180 teacher supplies, computers, software, rBooks were received – availability of working computers, software, other technology • Data from student surveys (Years 2 and 3) <ul style="list-style-type: none"> – # of books read during independent reading – # of workshops 	<p><i>Adequate implementation:</i></p> <p>High implementation = average score of 3.1 - 4</p> <p>Medium implementation = average score of 2.1 - 3</p> <p>Implementation scored on 4-point scale which averages the ratings for each element</p>

² Classes alternated rBooks and flexBooks so students did not get some textbook twice.

Elements of Planned Classroom Model	Level Required for Adequate Implementation
Newark Public Schools, NJ	
<i>READ 180 Enterprise Edition</i>	
<p>Elements in rating:</p> <ul style="list-style-type: none"> • Class size (% of sections meeting class size requirement of no more than 21 students) • Ongoing student assessments (% of students with ≥ 3 administrations of SRI) • Use of instructional software by students (% of students with required exposure of at least 3 times/week for 15 minutes each session) 	<p><i>Adequate implementation:</i></p> <p><i>Class size:</i> High implementation (score of 4) = 75 - 100% of sections meeting size requirements</p> <p>Moderate-to-High implementation (score of 3) = 50 - 74% of sections meeting size requirements</p> <p><i>Student assessments:</i> High implementation (score of 4) = 75 - 100% of students with adequate number of assessments</p> <p>Moderate-to-High implementation (score of 3) = 50 - 74% of students with adequate number of assessments</p> <p><i>Instructional software:</i> High implementation (score of 4) = 75 - 100% of students with adequate exposure to software</p> <p>Moderate-to-High implementation (score of 3) = 50 - 74% of students with adequate exposure to software</p>
Ohio Department of Youth Services (operating as public school education district for youth in juvenile correction facilities)	
<i>READ 180 Enterprise Edition</i>	
<p>Elements in rating:</p> <ul style="list-style-type: none"> • Overall instructional time spent on READ 180 each day 	<p><i>Adequate implementation:</i></p> <p>High implementation = 80 or more minutes of instruction</p> <p>Moderate implementation = 74 – 79 minutes of instruction</p>

Elements of Planned Classroom Model	Level Required for Adequate Implementation
Portland School District, OR	
<i>Xtreme Reading Strategic Instruction Model</i>	
<p>Elements in rating:</p> <ul style="list-style-type: none"> • Percent of expected activities completed during an Xtreme reading lesson 	<p><i>Adequate implementation:</i> High implementation (score of 4) = 90% or more of expected activities completed</p> <p>Medium implementation (score of 3) = 80 – 89% of expected activities completed</p> <p>Percentages for each observation averaged to determine an implementation fidelity rating for each school</p>
San Diego Unified School District, CA	
<i>Strategies for Literacy Independence across the Curriculum</i>	
<p>Elements in rating:</p> <ul style="list-style-type: none"> • Use of grade-level texts • Scaffolding to independence • Coverage of curriculum (SLIC Scope and Sequence) • Assessment of student needs/differentiation of instruction • Metacognition 	<p><i>Adequate implementation:</i> High implementation = average score of 2.5 out of 3</p> <p>Medium implementation = average score of 1.5 – 2.5 out of 3</p> <p>Score based on ratings of each of 5 components on a 3-point scale</p>
Springfield Public Schools and Chicopee Public Schools, MA	
<i>READ 180 Enterprise Edition</i>	
<p>Elements in rating:</p> <ul style="list-style-type: none"> • Instructional practices (use of structured content, research-based instructional methods, responsive teaching) • Dosage (use of rotations, pacing over year, amount of instructional time) • Use of materials and/or technology • Use of assessments to inform instruction 	<p><i>Adequate implementation:</i> Adequate implementation (score of 4) = average score on adequacy \geq 75%</p> <p>Moderate implementation (score of 3) = average score on adequacy 50 – 74%</p> <p>Overall implementation score is the sum of binary ratings for each of 4 components (1 = adequate, 0 = not adequate)</p>

Elements of Planned Classroom Model	Level Required for Adequate Implementation
Springfield Public Schools and Chicopee Public Schools, MA	
<i>Xtreme Reading Strategic Instruction Model</i>	
<p>Elements in rating:</p> <ul style="list-style-type: none"> • Instructional practices (use of structured content, research-based instructional methods, responsive teaching) • Dosage (pacing over year, amount of instructional time) • Use of materials and/or technology • Use of assessments to inform instruction 	<p><i>Adequate implementation:</i> Adequate implementation (score of 4) = average score on adequacy \geq 75%</p> <p>Moderate implementation (score of 3) = average score on adequacy 50 – 74%</p> <p>Overall implementation score is the sum of binary ratings for each of 4 components (1 = adequate, 0 = not adequate)</p>
<p>Source: Striving Readers Year 3 Evaluation Reports (available at: http://www.ed.gov/programs/strivingreaders/performance.html)</p>	

Summary of 2006 Striving Readers Projects: Targeted Interventions for Struggling Readers

Table 5: Targeted Interventions: Actual Levels of Implementation of Professional Development, Coaching, and Classroom Instruction Models and Combined Model

Year ¹	Implementation of Professional Development	Implementation of In-Class Support/Coaching	Implementation of Classroom Instruction Model	Implementation of Combined Model (Professional Development, Coaching and/or Classroom Instruction Models)
Chicago Public Schools, IL				
<i>Chicago Striving Readers English Language Arts Curriculum and Achieving Maximum Potential (AMP) After-School Program</i>				
Year 1	Attendance rates by component: Summer Institute ~ 87% Follow-up trainings (school year institutes) = 79% Saturday Seminars = 67%	Not calculated	Not calculated	Not calculated

¹ Year refers to implementation year. Year 1- 2006-07 school year; Year 2- 2007-08 school year; Year 3- 2008-09 school year.

Year	Implementation of Professional Development	Implementation of In-Class Support/Coaching	Implementation of Classroom Instruction Model	Implementation of Combined Model (Professional Development, Coaching and/or Classroom Instruction Models)
Chicago Public Schools, IL				
<i>Chicago Striving Readers English Language Arts Curriculum and Achieving Maximum Potential (AMP) After-School Program</i>				
Year 2	<p><i>Overall</i>² 3% of schools with high participation 71% of schools with medium participation</p> <p><i>Cohort 1</i> 6% with high participation 75% with medium participation</p> <ul style="list-style-type: none"> • Summer Institute, 87% • Follow-up trainings, 33% • Saturday Seminars, 22% • Principal Seminars, 61% • LIT weekly meetings, 69% <p><i>Cohort 2</i> 0% with high participation 67% with medium participation</p> <ul style="list-style-type: none"> • Summer Institute, 79% • Follow-up trainings, 53% • Saturday Seminars, 32% • Principal Seminars, 55% • LIT weekly meetings, 66% 	Not calculated	<p><i>Targeted Intervention Overall</i> 0% of schools with high implementation 84% of schools with medium implementation</p> <p><i>Cohort 1</i> 0% with high implementation 81% with medium implementation</p> <p><i>Cohort 2</i> 0% with high implementation 87% with medium implementation</p> <p><i>Intensive Intervention Overall</i> 42% of schools with high implementation 55% of schools with medium implementation</p> <p><i>Cohort 1</i> 63% with high implementation 37% with medium implementation</p> <p><i>Cohort 2</i> 20% with high implementation 73% with medium implementation</p>	Not calculated ³

² Since all PD includes some focus on whole school, targeted and intensive intervention models, these scores reflect all of the core PD activities.

³ The overall score was not calculated for targeted and intensive interventions separate from whole school (blended) intervention

Year	Implementation of Professional Development	Implementation of In-Class Support/Coaching	Implementation of Classroom Instruction Model	Implementation of Combined Model (Professional Development, Coaching and/or Classroom Instruction Models)
Chicago Public Schools, IL				
<i>Chicago Striving Readers English Language Arts Curriculum and Achieving Maximum Potential (AMP) After-School Program</i>				
Year 3	<p><i>Overall</i>⁴ 0% of schools with high participation 90% of schools with medium participation</p> <p><i>Cohort 1</i> 0% with high participation 81% with medium participation</p> <ul style="list-style-type: none"> • Summer Institute, 80% • Follow-up trainings, 44% • Principal Seminars, 79% • LIT weekly meetings, 83% <p><i>Cohort 2</i> 0% with high participation 100% with medium participation</p> <ul style="list-style-type: none"> • Summer Institute, 73% • Follow-up trainings, 45% • Principal Seminars, 66% • LIT weekly meetings, 90% 	Not calculated	<p><i>Targeted Intervention Overall</i> 64% of schools with high implementation 36% of schools with medium implementation</p> <p><i>Cohort 1</i> 75% with high implementation 25% with medium implementation</p> <p><i>Cohort 2</i> 53% with high implementation 47% with medium implementation</p> <p><i>Intensive Intervention Overall</i> 68% of schools with high implementation 32% of schools with medium implementation</p> <p><i>Cohort 1</i> 63% with high implementation 37% with medium implementation</p> <p><i>Cohort 2</i> 73% with high implementation 27% with medium implementation</p>	Not calculated ⁵

⁴ Since all PD includes some focus on targeted and intensive intervention models, these scores reflect all of the core PD activities.

⁵ The overall score was not calculated for targeted and intensive interventions separate from whole school (blended) intervention

Year	Implementation of Professional Development	Implementation of In-Class Support/Coaching	Implementation of Classroom Instruction Model	Implementation of Combined Model (Professional Development, Coaching and/or Classroom Instruction Models)
Danville School District, KY ⁶				
<i>Learning Strategies Curriculum</i>				
Year 1	<p><i>All schools</i> 100% of teachers with full participation</p> <p><i>Middle schools</i> 100% of teachers with full participation</p> <p><i>High schools</i> 100% of teachers with full participation</p> <p><i>Schools with grades 6–12</i> 100% of teachers with full participation</p>	<p><i>All schools</i> 100% of teachers with full participation</p> <p><i>Middle schools</i> 100% of teachers with full participation</p> <p><i>High schools</i> 100% of teachers with full participation</p> <p><i>Schools with grades 6–12</i> 100% of teachers with full participation</p>	<p><i>Grade 6</i> Average % time in LSC activities = 59%</p> <p>Average % teacher attendance = 91%</p> <p><i>Grade 9</i> Average % time in LSC activities = 70%</p> <p>Average % teacher attendance = 91%</p>	Not calculated
Year 2	<p><i>All schools</i> 100% of teachers with full participation</p> <p><i>Middle schools</i> 100% of teachers with full participation</p> <p><i>High schools</i> 100% of teachers with full participation</p> <p><i>Schools with grades 6–12</i> 100% of teachers with full participation</p>	<p><i>All schools</i> 100% of teachers with full participation</p> <p><i>Middle schools</i> 100% of teachers with full participation</p> <p><i>High schools</i> 100% of teachers with full participation</p> <p><i>Schools with grades 6–12</i> 100% of teachers with full participation</p>	<p><i>Grade 6</i> Average % time in LSC activities = 80%</p> <p>Average % teacher attendance = 78%</p> <p><i>Grade 9</i> Average % time in LSC activities = 79%</p> <p>Average % teacher attendance = 88%</p>	Not calculated

⁶ The six other participating districts are: Bullitt County School District, Eminence Independent, Jessamine County, Pike County, Rowan County, and Washington County.

Year	Implementation of Professional Development	Implementation of In-Class Support/Coaching	Implementation of Classroom Instruction Model	Implementation of Combined Model (Professional Development, Coaching and/or Classroom Instruction Models)
Danville School District, KY ⁷				
<i>Learning Strategies Curriculum</i>				
Year 3	<p><i>All schools</i> 100% of teachers with full participation</p> <p><i>Middle schools</i> 100% of teachers with full participation</p> <p><i>High schools</i> 100% of teachers with full participation</p> <p><i>Schools with grades 6–12</i> 100% of teachers with full participation</p>	<p><i>All schools</i> 100% of teachers with full participation</p> <p><i>Middle schools</i> 100% of teachers with full participation</p> <p><i>High schools</i> 100% of teachers with full participation</p> <p><i>Schools with grades 6–12</i> 100% of teachers with full participation</p>	<p><i>Grade 6</i> Average % time in LSC activities = 87%</p> <p>Average % teacher attendance = 82%</p> <p><i>Grade 9</i> Average % time in LSC activities = 87%</p> <p>Average % teacher attendance = 87%</p>	Not calculated

⁷ The six other participating districts are: Bullitt County School District, Eminence Independent, Jessamine County, Pike County, Rowan County, and Washington County.

Year	Implementation of Professional Development	Implementation of In-Class Support/Coaching	Implementation of Classroom Instruction Model	Implementation of Combined Model (Professional Development, Coaching and/or Classroom Instruction Models)
Memphis City Schools, TN				
<i>READ 180 Enterprise Edition</i>				
Year 1	68% of teachers with adequate participation	Not calculated	63% of teachers adequate according to observation data 79% of teachers adequate according to teacher survey data 42% of teachers adequate according to SAM data	<i>Overall implementation rating:</i> (includes PD, observation, teacher survey, SAM ratings) 42% of teachers with adequate fidelity
Year 2	74% of teachers with adequate participation	Not calculated	78% of teachers adequate according to observation data 84% of teachers adequate according to student survey data 53% of teachers adequate according to SAM data	<i>Overall implementation rating:</i> (includes PD, observation, student survey, SAM ratings) 63% of teachers with adequate fidelity
Year 3	79% of teachers with adequate participation	Not calculated	79% of teachers adequate according to observation data 84% of teachers adequate according to student survey data 58% of teachers adequate according to SAM data	<i>Overall implementation rating:</i> (includes PD, observation, student survey, SAM ratings) 74% of teachers with adequate fidelity

Year	Implementation of Professional Development	Implementation of In-Class Support/Coaching	Implementation of Classroom Instruction Model	Implementation of Combined Model (Professional Development, Coaching and/or Classroom Instruction Models)
Newark Public Schools, NJ				
<i>READ 180 Enterprise Edition</i>				
Year 1	56% of teachers with high participation 22% of teachers with moderate-to-high participation	Not calculated	<i>Class size</i> 74% of classrooms with high implementation 13% of classrooms with moderate-to-high implementation <i>Student assessments</i> 91% of classrooms with high implementation 5% of classrooms with moderate-to-high implementation <i>Instructional software</i> 65% of classrooms with high implementation 26% of classrooms with moderate-to-high implementation	Not calculated
Year 2	8% of teachers with high participation 24% of teachers with moderate-to-high participation	Not calculated	<i>Class size</i> 100% of classrooms with high implementation <i>Student assessments</i> 100% of classrooms with high implementation <i>Instructional software</i> 9% of classrooms with high implementation 0% of classrooms with moderate-to-high implementation	Not calculated

Year	Implementation of Professional Development	Implementation of In-Class Support/Coaching	Implementation of Classroom Instruction Model	Implementation of Combined Model (Professional Development, Coaching and/or Classroom Instruction Models)
Newark Public Schools, NJ				
<i>READ 180 Enterprise Edition</i>				
Year 3	No additional training ⁸	Not calculated	<p><i>Overall</i> 90% of schools with high implementation</p> <p>10% of schools with moderate-to-high implementation</p> <p><i>Class size</i> 95% of classrooms with high implementation</p> <p>0% of classrooms with moderate-to-high implementation</p> <p><i>Student assessments</i> 100% of classrooms with high implementation</p> <p><i>Instructional software</i> 18% of classrooms with high implementation</p> <p>32% of classrooms with moderate-to-high implementation</p>	Not calculated

⁸ No training was planned for returning teachers in year 3. Only one new teacher was hired early enough to attend training and the others were hired later and did not attend training. For this reason, year 3 PD scores cannot be compared to years 1 and 2.

Year	Implementation of Professional Development	Implementation of In-Class Support/Coaching	Implementation of Classroom Instruction Model	Implementation of Combined Model (Professional Development, Coaching and/or Classroom Instruction Models)
Ohio Department of Youth Services (operating as public school education district for youth in juvenile correction facilities)				
<i>READ 180 Enterprise Edition</i>				
Year 1	100% of teachers with high participation	Not calculated	14% of teachers with high implementation 71% of teachers with moderate implementation	Not calculated
Year 2	71% of teachers with high participation 29% of teachers with moderate participation	Not calculated	43% of teachers with high implementation 43% of teachers with moderate implementation	Not calculated
Year 3	14% of teachers with high participation 71% of teachers with moderate participation	Not calculated	43% of teachers with high implementation 29% of teachers with moderate implementation	Not calculated

Year	Implementation of Professional Development	Implementation of In-Class Support/Coaching	Implementation of Classroom Instruction Model	Implementation of Combined Model (Professional Development, Coaching and/or Classroom Instruction Models)
Portland School District, OR				
<i>Xtreme Reading Strategic Instruction Model</i>				
Year 1	<p><i>All schools</i> 44% of teachers with high participation</p> <p>33% of teachers with moderate participation</p> <p><i>Middle schools</i> 60% of teachers with high participation</p> <p>40% of teachers with moderate participation</p> <p><i>High schools</i> 25% of teachers with high participation</p> <p>25% of teachers with moderate participation</p>	Not calculated	<p><i>All schools</i> 44% of teachers with high implementation</p> <p>33% of teachers with moderate implementation</p> <p><i>Middle schools</i> 80% of teachers with high implementation</p> <p>0% of teachers with moderate implementation</p> <p><i>High schools</i> 0% of teachers with high implementation</p> <p>75% of teachers with moderate implementation</p>	<p><i>Overall implementation (includes PD, classroom implementation and teacher buy-in⁹)</i></p> <p><i>All schools</i> 22% of schools with high implementation scores in 3 areas</p> <p>33% of schools with moderate-high implementation in 3 areas</p> <p>11% of schools with moderate implementation scores in 3 areas</p> <p><i>Middle schools</i> 40% of schools with high implementation in 3 areas</p> <p>40% of schools with moderate - high implementation in 3 areas</p> <p>0% with moderate implementation in 3 areas</p> <p><i>High schools</i> 25% of schools with moderate - high implementation in 3 areas</p> <p>25% of schools with moderate implementation in 3 areas</p>

⁹ Teacher perceptions of the usefulness of the group professional development and in-school coaching provided by the professional developers, and (b) of the effectiveness of the Xtreme Reading strategie, both on a 5-point scale.

Year	Implementation of Professional Development	Implementation of In-Class Support/Coaching	Implementation of Classroom Instruction Model	Implementation of Combined Model (Professional Development, Coaching and/or Classroom Instruction Models)
Portland School District, OR				
<i>Xtreme Reading Strategic Instruction Model</i>				
Year 2	<p><i>All schools</i> 89% of teachers with high participation</p> <p>11% of teachers with moderate participation</p> <p><i>Middle schools</i> 100% of teachers with high participation</p> <p><i>High schools</i> 75% of teachers with high participation</p> <p>25% of teachers with moderate participation</p>	Not calculated	<p><i>All schools</i> 25% of teachers with high implementation</p> <p>38% of teachers with moderate implementation</p> <p><i>Middle schools</i> 40% of teachers with high implementation</p> <p>60% of teachers with moderate implementation</p> <p><i>High schools</i> 0% of teachers with high implementation</p> <p>0% of teachers with moderate implementation</p>	<p><i>Overall implementation (includes PD, classroom implementation and teacher buy-in¹⁰)</i></p> <p><i>All schools</i> 50% of schools with high implementation in 3 areas</p> <p>30% of schools with moderate-high implementation in 3 areas</p> <p>0% of schools with moderate implementation in 3 areas</p> <p><i>Middle schools</i> 67% of schools with high implementation in 3 areas</p> <p>17% of schools with moderate - high implementation in 3 areas</p> <p>0% with moderate implementation in 3 areas</p> <p><i>High schools</i> 0% of schools with high implementation in 3 areas</p> <p>0% of schools with moderate - high implementation in 3 areas</p> <p>0% of schools with moderate implementation in 3 areas</p>

¹⁰ Teacher perceptions of the usefulness of the group professional development and in-school coaching provided by the professional developers, and (b) of the effectiveness of the Xtreme Reading strategie, both on a 5-point scale.

Year	Implementation of Professional Development	Implementation of In-Class Support/Coaching	Implementation of Classroom Instruction Model	Implementation of Combined Model (Professional Development, Coaching and/or Classroom Instruction Models)
Portland School District, OR				
<i>Xtreme Reading Strategic Instruction Model</i>				
Year 3	<p><i>All schools</i> 85% of teachers with high participation</p> <p>8% of teachers with moderate participation</p> <p><i>Middle schools</i> 100% of teachers with high participation</p> <p><i>High schools</i> 75% of teachers with high participation</p> <p>25% of teachers with moderate participation</p>	Not calculated	<p><i>All schools</i> 50% of teachers with high implementation</p> <p>30% of teachers with moderate implementation</p> <p><i>Middle schools</i> 67% of teachers with high implementation</p> <p>17% of teachers with moderate implementation</p> <p><i>High schools</i> 25% of teachers with high implementation</p> <p>50% of teachers with moderate implementation</p>	<p><i>Overall implementation (includes PD, classroom implementation and teacher buy-in¹¹)</i></p> <p><i>All schools</i> 50% of schools with high implementation in 3 areas</p> <p>30% of schools with moderate-high implementation in 3 areas</p> <p>0% of schools with moderate implementation in 3 areas</p> <p><i>Middle schools</i> 67% of schools with high implementation in 3 areas</p> <p>17% of schools with moderate - high implementation in 3 areas</p> <p>0% with moderate implementation in 3 areas</p> <p><i>High schools</i> 0% of schools with high implementation in 3 areas</p> <p>0% of schools with moderate - high implementation in 3 areas</p> <p>0% of schools with moderate implementation in 3 areas</p>

¹¹ Teacher perceptions of the usefulness of the group professional development and in-school coaching provided by the professional developers, and (b) of the effectiveness of the Xtreme Reading strategie, both on a 5-point scale.

Year	Implementation of Professional Development	Implementation of In-Class Support/Coaching	Implementation of Classroom Instruction Model	Implementation of Combined Model (Professional Development, Coaching and/or Classroom Instruction Models)
San Diego Unified School District, CA				
<i>Strategies for Literacy Independence across the Curriculum</i>				
Year 1	<p><i>All schools</i> 60% of schools with high participation</p> <p>40% of schools with medium participation</p> <p><i>Middle schools</i> 67% of schools with high participation</p> <p>33% of schools with medium participation</p> <p><i>High schools</i> 50% of schools with high participation</p> <p>50% of schools with medium participation</p>	<p><i>All schools</i> 60% of schools with high participation</p> <p>40% of schools with medium participation</p> <p><i>Middle schools</i> 67% of schools with high participation</p> <p>33% of schools with medium participation</p> <p><i>High schools</i> 50% of schools with high participation</p> <p>50% of schools with medium participation</p>	Not calculated	Not calculated

Year	Implementation of Professional Development	Implementation of In-Class Support/Coaching	Implementation of Classroom Instruction Model	Implementation of Combined Model (Professional Development, Coaching and/or Classroom Instruction Models)
San Diego Unified School District, CA				
<i>Strategies for Literacy Independence across the Curriculum</i>				
Year 2	<p><i>All schools</i> 0% of schools with high participation</p> <p>13% of schools with medium participation</p> <p><i>Middle schools</i> 0% of schools with high participation</p> <p>0% of schools with medium participation</p> <p><i>High schools</i> 0% of schools with high participation</p> <p>25% of schools with medium participation</p>	<p><i>All schools</i> 13% of schools with high participation</p> <p>88% of schools with medium participation</p> <p><i>Middle schools</i> 0% of schools with high participation</p> <p>100% of schools with medium participation</p> <p><i>High schools</i> 25% of schools with high participation</p> <p>75% of schools with medium participation</p>	<p><i>All schools</i> 0% of schools with high implementation</p> <p>88% of schools with medium implementation</p> <p><i>Middle schools</i> 0% of schools with high implementation</p> <p>75% of schools with medium implementation</p> <p><i>High schools</i> 0% of schools with high implementation</p> <p>100% of schools with medium implementation</p>	<p><i>Overall implementation rating:</i> (average of PD adequacy and classroom adequacy scores)</p> <p>0% of schools with high fidelity</p> <p>75% of schools with medium fidelity</p>

Year	Implementation of Professional Development	Implementation of In-Class Support/Coaching	Implementation of Classroom Instruction Model	Implementation of Combined Model (Professional Development, Coaching and/or Classroom Instruction Models)
San Diego Unified School District, CA				
<i>Strategies for Literacy Independence across the Curriculum</i>				
Year 3	<p><i>All schools</i> 0% of schools with high participation</p> <p>25% of schools with medium participation</p> <p><i>Middle schools</i> 0% of schools with high participation</p> <p>25% of schools with medium participation</p> <p><i>High schools</i> 0% of schools with high participation</p> <p>25% of schools with medium participation</p>	<p><i>All schools</i> 25% of schools with high participation</p> <p>75% of schools with medium participation</p> <p><i>Middle schools</i> 25% of schools with high participation</p> <p>75% of schools with medium participation</p> <p><i>High schools</i> 25% of schools with high participation</p> <p>75% of schools with medium participation</p>	<p><i>All schools</i> 0% of schools with high implementation</p> <p>88% of schools with medium implementation</p> <p><i>Middle schools</i> 0% of schools with high implementation</p> <p>75% of schools with medium implementation</p> <p><i>High schools</i> 0% of schools with high implementation</p> <p>100% of schools with medium implementation</p>	<p><i>Overall implementation rating:</i> (average of PD adequacy and classroom adequacy scores)</p> <p>0% of schools with high fidelity</p> <p>100% of schools with medium fidelity</p>

Year	Implementation of Professional Development	Implementation of In-Class Support/Coaching	Implementation of Classroom Instruction Model	Implementation of Combined Model (Professional Development, Coaching and/or Classroom Instruction Models)
Springfield Public Schools and Chicopee Public Schools, MA				
READ 180 Enterprise Edition				
Year 1	<p><i>Overall professional development:</i> 33% of teachers with adequate participation</p> <p>33% of teachers with moderate participation</p> <p><i>Initial training:</i> 100% of teachers with adequate participation</p> <p><i>Ongoing workshops:</i> 50% of teachers with adequate participation</p>	<p>0% of teachers with adequate participation</p>	<p>60% of teachers with adequate implementation</p> <p>0% of teachers with moderate implementation</p>	<p><i>Overall score for inputs (3 factors each scored on 1-4 scale: participation in PD; materials, technology, assessments; class organization, structure, content)</i></p> <p>67% of teachers at adequate level</p> <p>33% of teachers at moderate level</p>
Year 2	<p><i>Overall professional development:</i> 40% of teachers with adequate participation</p> <p>60% of teachers with moderate participation</p> <p><i>Initial training:</i> 100% of teachers with adequate participation</p> <p><i>Ongoing workshops:</i> 100% of teachers with adequate participation</p>	<p>40% of teachers with adequate participation</p>	<p>40% of teachers with adequate implementation</p> <p>40% of teachers with moderate implementation</p>	<p><i>Overall score for inputs (3 factors each scored on 1-4 scale: participation in PD; materials, technology, assessments; class organization, structure, content)</i></p> <p>80% of teachers at adequate level</p> <p>20% of teachers at moderate level</p>

Year	Implementation of Professional Development	Implementation of In-Class Support/Coaching	Implementation of Classroom Instruction Model	Implementation of Combined Model (Professional Development, Coaching and/or Classroom Instruction Models)
Springfield Public Schools and Chicopee Public Schools, MA				
<i>READ 180 Enterprise Edition</i>				
Year 3	<p><i>Overall professional development:</i> 80% of teachers with adequate participation</p> <p>20% of teachers with moderate participation</p> <p><i>Ongoing workshops:</i> 80% of teachers with adequate participation</p>	100% of teachers with adequate participation	<p>20% of teachers with adequate implementation</p> <p>60% of teachers with moderate implementation</p>	<p><i>Overall score for inputs (3 factors each scored on 1-4 scale: participation in PD; materials, technology, assessments; class organization, structure, content)</i></p> <p>40% of teachers at adequate level</p> <p>60% of teachers at moderate level</p>
Springfield Public Schools and Chicopee Public Schools, MA				
<i>Xtreme Reading Strategic Instruction Model</i>				
Year 1	<p><i>Overall professional development:</i> 40% of teachers with adequate participation</p> <p>40% of teachers with moderate participation</p> <p><i>Initial training:</i> 80% of teachers with adequate participation</p> <p><i>Ongoing workshops:</i> 80% of teachers with adequate participation</p>	67% of teachers with adequate participation	<p>60% of teachers with adequate implementation</p> <p>20% of teachers with moderate implementation</p>	Not calculated

Year	Implementation of Professional Development	Implementation of In-Class Support/Coaching	Implementation of Classroom Instruction Model	Implementation of Combined Model (Professional Development, Coaching and/or Classroom Instruction Models)
Springfield Public Schools and Chicopee Public Schools, MA				
<i>Xtreme Reading Strategic Instruction Model</i>				
Year 2	<p><i>Overall professional development:</i> 80% of teachers with adequate participation</p> <p>0% of teachers with moderate participation</p> <p><i>Initial training:</i> 50% of teachers with adequate participation</p> <p><i>Ongoing workshops:</i> 80% of teachers with adequate participation</p>	80% of teachers with adequate participation	<p>0% of teachers with adequate implementation</p> <p>40% of teachers with moderate implementation</p>	Not calculated
Year 3	<p><i>Overall professional development:</i> 100% of teachers with adequate participation</p> <p><i>Initial training:</i> 100% of teachers with adequate participation</p> <p><i>Ongoing workshops:</i> 100% of teachers with adequate participation</p>	100% of teachers with adequate participation.	<p>40% of teachers with adequate implementation</p> <p>40% of teachers with moderate implementation</p>	Not calculated
Source: Striving Readers Year 3 Evaluation Reports (available at: http://www.ed.gov/programs/strivingreaders/performance.html)				

Summary of 2006 Striving Readers Projects: Targeted Interventions for Struggling Readers

Table 6: Targeted Interventions: Evaluation Designs for the Analysis of the Impacts for Struggling Readers		
Evaluation Design	Number of School Years Included in the Evaluation	Description of the Counterfactual
Chicago Public Schools, IL		
<i>Chicago Striving Readers English Language Arts Curriculum and Achieving Maximum Potential (AMP) After-School Program</i>		
School-level random assignment of 63 middle schools (31 treatment, 32 control over two cohorts)	5	Students in control schools who are equivalent to Tier 2/3 students in treatment schools continue to receive the regular English language arts curriculum.
Danville School District, KY		
<i>Learning Strategies Curriculum</i>		
Within-school student-level random assignment in 21 schools	4	Control students continue to receive regular elective courses in place of the treatment class.
Memphis City Schools, TN		
<i>Read 180 Enterprise Edition</i>		
Within-school student-level random assignment in 8 schools	4	Control students continue to receive regular elective courses in place of the treatment class.
Newark Public Schools, NJ		
<i>Read 180 Enterprise Edition</i>		
School-level random assignment of 19 schools (10 treatment, 9 control). Schools were blocked on four school-level variables prior to randomization: 1) number of eligible students in each school, 2) proportion of ELL students, 3) proportion of students with special needs, and 4) AYP status.	4	Control students continue to receive the regular English language arts curriculum.

Evaluation Design	Number of School Years Included in the Evaluation	Description of the Counterfactual
Ohio Department of Youth Services (students in juvenile correction facilities)		
<i>Read 180 Enterprise Edition</i>		
Within-school student-level random assignment in 7 youth detention facilities	5	Control students continue to receive the regular English language arts curriculum for 45 minutes and then transfer to another class (e.g., technology education, mathematics) for 45 minutes.
Portland School District, OR		
<i>Xtreme Reading Strategic Instruction Model</i>		
Within-school student-level random assignment in 10 schools	4	Control students continue to receive the regular English language arts curriculum (Grades 7–8) or a regular elective course in place of the treatment class (Grades 9–10).
San Diego Unified School District, CA		
<i>Strategies for Literacy Independence across the Curriculum</i>		
Within-school student-level random assignment in 5 schools in Year 1, 8 schools in Year 2.	3 ⁱ	Control students continue to receive regular elective courses in place of the treatment class.
Springfield and Chicopee Public Schools, MA		
<i>Read 180 Enterprise Edition</i>		
Within-school student-level random assignment in 5 schools to 3 conditions: Read 180, Xtreme Reading, or control	4	Control students continue to receive regular elective courses in place of the treatment class.
<i>Xtreme Reading Strategic Instruction Model</i>		
Within-school student-level random assignment in 5 schools to 3 conditions: Read 180, Xtreme Reading, or control	4	Control students continue to receive regular elective courses in place of the treatment class.
<i>Source: Striving Readers Year 3 Evaluation Reports (available at: http://www.ed.gov/programs/strivingreaders/performance.html)</i>		

ⁱ San Diego Unified School District will implement the targeted intervention for four years, but only three years will be included in the evaluation.

Summary of 2006 Striving Readers Projects: Targeted Interventions for Struggling Readers

Table 7: Targeted Interventions: Impacts of One-Year Interventions on All Struggling Readers by Site ¹							
Reading Test (Source)	Areas Covered by Test	Impact on Reading Test Scores in Standard Deviation Units ²	Impact on Reading Test Scores in Percentile Units ³	Is Impact on Reading Test Scores Different than Zero (statistically significant)? ⁴	Minimum Impact in Standard Deviation Units that Study can Measure with Confidence ⁵	Grade Level in Impact Analysis	Sample Size in Impact Analysis
Chicago Public Schools, IL							
<i>Chicago Striving Readers English Language Arts Curriculum</i> ⁶							
Illinois Standard Achievement Test (State)	Vocabulary, Reading Strategies, Comprehension, and Literature	.08	Treatment students are in 27 th percentile, control students are in 26 th percentile of nationally normed sample	No	.32	6 th	365 treatment students in Tier 2 and 353 control students in Tier 2 in 63 schools ⁷
<i>Chicago Striving Readers English Language Arts Curriculum and Achieving Maximum Potential (AMP) After School Program</i> ⁸							
Illinois Standard Achievement Test (State)	Vocabulary, Reading Strategies, Comprehension, and Literature	.08	Treatment students are in 13 th percentile, control students are in 12 th percentile of nationally normed sample	No	.27	6 th	346 treatment students in Tier 3 and 328 control students in Tier 3 in 63 schools

Reading Test (Source)	Areas Covered by Test	Impact on Reading Test Scores in Standard Deviation Units	Impact on Reading Test Scores in Percentile Units	Is Impact on Reading Test Scores Different than Zero (statistically significant)?	Minimum Impact in Standard Deviation Units that Study can Measure with Confidence	Grade Level in Impact Analysis	Sample Size in Impact Analysis
Danville School District, KY							
<i>Learning Strategies Curriculum</i>							
Group Reading Assessment Diagnostic Evaluation (External test publisher)	Vocabulary, Comprehension, Oral Language	.08	Treatment students are in 18 th percentile, control students are in 17 th percentile of nationally normed sample	No	.16	6 th	462 treatment and 389 control students in 12 middle schools
Group Reading Assessment Diagnostic Evaluation (External test publisher)	Vocabulary, Comprehension, Oral Language	.15	Treatment students are in 20 th percentile, control students are in 17 th percentile of nationally normed sample	Yes	.17	9 th	516 treatment and 459 control students in 11 high schools
Memphis City Schools, TN							
<i>READ 180 Enterprise Edition</i>							
Iowa Test of Basic Skills (External test publisher)	Total Reading	.05	Treatment and control students are in 9 th percentile of nationally normed sample	No	.21	6 th –8 th	919 treatment and 1183 control students in 8 schools
Tennessee Comprehensive Assessment Program (State)	Reading and Language Arts	.04	Not available	No	.39	6 th –8 th	1066 treatment and 1578 control students in 8 schools

Reading Test (Source)	Areas Covered by Test	Impact on Reading Test Scores in Standard Deviation Units	Impact on Reading Test Scores in Percentile Units	Is Impact on Reading Test Scores Different than Zero (statistically significant)?	Minimum Impact in Standard Deviation Units that Study can Measure with Confidence	Grade Level in Impact Analysis	Sample Size in Impact Analysis
Newark Public Schools, NJ							
<i>READ 180 Enterprise Edition</i>							
Stanford Achievement Test (External test publisher)	Vocabulary	.09	Treatment students are in the 8 th percentile, control students are in the 7 th percentile of nationally normed sample	No	.12	6 th –8 th	1149 treatment students in 10 schools and 1022 control students in 9 schools
Stanford Achievement Test (External test publisher)	Comprehension	.10	Treatment students are in the 11 th percentile, control students are in the 9 th percentile of nationally normed sample	No	.14	6 th –8 th	1149 treatment students in 10 schools and 1022 control students in 9 schools
Stanford Achievement Test (External test publisher)	Language Arts	.07	Treatment students are in the 8 th percentile, control students are in the 7 th percentile of nationally normed sample	No	.12	6 th –8 th	1149 treatment students in 10 schools and 1022 control students in 9 schools

Reading Test (Source)	Areas Covered by Test	Impact on Reading Test Scores in Standard Deviation Units	Impact on Reading Test Scores in Percentile Units	Is Impact on Reading Test Scores Different than Zero (statistically significant)?	Minimum Impact in Standard Deviation Units that Study can Measure with Confidence	Grade Level in Impact Analysis	Sample Size in Impact Analysis
Ohio Department of Youth Services (students in juvenile correction facilities)							
<i>READ 180 Enterprise Edition</i>							
Scholastic Reading Inventory Assessment (Scholastic, developer of Read-180)	Reading Comprehension	.17	Treatment students are in 16 th percentile, control students in 10 th percentile of nationally normed sample	Yes	.14	9 th –12 th	534 treatment and 445 control students in 7 facilities
California Achievement Test (External test publisher)	Reading Language Arts	.08	Treatment students are in 18 th percentile, control students in 17 th percentile of nationally normed sample	No	.18	9 th –12 th	534 treatment and 445 control students in 7 facilities

Reading Test (Source)	Areas Covered by Test	Impact on Reading Test Scores in Standard Deviation Units	Impact on Reading Test Scores in Percentile Units	Is Impact on Reading Test Scores Different than Zero (statistically significant)?	Minimum Impact in Standard Deviation Units that Study can Measure with Confidence	Grade Level in Impact Analysis	Sample Size in Impact Analysis
Portland School District, OR							
<i>Xtreme Reading Strategic Instruction Model</i>							
Group Reading Assessment Diagnostic Evaluation (External test publisher)	Vocabulary, Comprehension	.27	Treatment students are in 21 st percentile, control students are in 14 th percentile of nationally normed sample	Yes	.14	7 th -8 th	319 treatment and 341 control students in 5 schools (Years 1 and 2) or 6 schools (Year 3)
Group Reading Assessment Diagnostic Evaluation (External test publisher)	Vocabulary, Comprehension	.09	Treatment students are in 20 th percentile, control students are in 16 th percentile of nationally normed sample	No	.17	9 th -10 th	280 treatment and 333 control students in 4 schools
Oregon State Assessment Test (State)	Reading and Literature	.11	Treatment students in 19 th percentile, control students in 17 th percentile of state normed sample	Yes	.13	7 th -8 th	381 treatment and 393 control students in 5 schools (Years 1 and 2) or 6 schools (Year 3)
Oregon State Assessment Test (State)	Reading and Literature	-.01	Treatment students in 25 th percentile, control students in 24 th percentile of state normed sample	No	.21	10 th	230 treatment and 221 control students in 4 schools

Reading Test (Source)	Areas Covered by Test	Impact on Reading Test Scores in Standard Deviation Units	Impact on Reading Test Scores in Percentile Units	Is Impact on Reading Test Scores Different than Zero (statistically significant)?	Minimum Impact in Standard Deviation Units that Study can Measure with Confidence	Grade Level in Impact Analysis	Sample Size in Impact Analysis
San Diego Unified School District, CA							
<i>Strategies for Literacy Independence across the Curriculum</i>							
California Standards Test (State)	English Language Arts	.04	Treatment and control students in 17 th percentile of state normed sample	No	.14	7 th -8 th	503 treatment and 533 control students in 4 middle schools
California Standards Test (State)	English Language Arts	.05	Treatment students in 26 th percentile, control students in 24 th percentile of state normed sample	No	.29	9 th -10 th	371 treatment and 405 control students in 4 high schools
Degrees of Reading Power (External test publisher)	Reading Comprehension	.12	Treatment students in 35 th percentile, control students in 33 rd percentile of nationally normed sample	No	.14	7 th -8 th	495 treatment and 532 control students in 4 middle schools
Degrees of Reading Power (External test publisher)	Reading Comprehension	.05	Treatment students in 48 th percentile, control students in 46 th percentile of nationally normed sample	No	.37	9 th -10 th	248 treatment and 234 control students in 4 high schools

Reading Test (Source)	Areas Covered by Test	Impact on Reading Test Scores in Standard Deviation Units	Impact on Reading Test Scores in Percentile Units	Is Impact on Reading Test Scores Different than Zero (statistically significant)?	Minimum Impact in Standard Deviation Units that Study can Measure with Confidence	Grade Level in Impact Analysis	Sample Size in Impact Analysis
Springfield and Chicopee Public Schools, MA							
<i>READ 180 Enterprise Edition</i>							
Stanford Diagnostic Reading Test, 4 th Edition (External test publisher)	Reading Comprehension	.20	Treatment students in 19 th percentile, control students in 16 th percentile of nationally normed sample	Yes	.22	9 th	175 treatment and 159 control students in 5 schools
Springfield and Chicopee Public Schools, MA							
<i>Xtreme Reading Strategic Instruction Model</i>							
Stanford Diagnostic Reading Test, 4 th Edition (External test publisher)	Reading Comprehension	.04	Treatment students in 17 th percentile, control students in 16 th percentile of nationally normed sample	No	.22	9 th	155 treatment and 159 cControl students in 5 schools
Source: Striving Readers Year 3 Evaluation Reports (available at: http://www.ed.gov/programs/strivingreaders/performance.html)							

¹ Impact estimates for one year of intervention services include students provided the opportunity to receive the interventions in the 2006-07, 2007-08, or 2008-09 school years, except in San Diego, where impact estimates are for one year of intervention services in the 2007-08 or 2008-09 school year.

² Impact is measured in standardized effect size units using Glass' Δ . A standardized effect size measures the difference in outcomes between treatment and control group students in standard deviation units. It is often used in social science research because it facilitates comparing findings across studies that have outcomes in different scales.

³ Percentiles were derived from conversion tables provided by external test publishers or by calculating normal curve equivalent (NCE) scores, which range from 1-99, with a mean of 50, and using a conversion table to obtain percentile units.

⁴ Statistical significance is measured at the 95% confidence level, which is a conventional standard set for social science research.

⁵ Abt Associates staff calculated the MDE by multiplying the standard error of the impact estimate by 2.8. This calculation produces the MDE for a two-tailed test with 80% power, and with an alpha level of .05, and accounts for clustering and for the inclusion of the covariates in the model.

⁶ Impact estimate for Chicago's Striving Readers English Language Arts Curriculum is for students reading below grade level (Tiers 2 and 3).

⁷ One of the treatment schools in CPS was not included in these analyses because there were no students in that school with complete data for the impact analysis.

⁸ Impact estimate for Chicago Striving Readers Language Arts Curriculum and After School Program (Achieving Maximum Potential) is for 6th grade students reading more than one year below grade level (Tier 3).

Summary of 2006 Striving Readers Projects: Targeted Interventions for Struggling Readers

Table 8: Targeted Interventions: Impacts of Multi-Year Interventions on All Struggling Readers by Site ¹							
Reading Test (Source)	Areas Covered by Test	Impact on Reading Test Scores in Standard Deviation Units ²	Impact on Reading Test Scores in Percentile Units ³	Is Impact on Reading Test Scores Different than Zero (statistically significant)? ⁴	Minimum Impact in Standard Deviation Units that Study can Measure with Confidence ⁵	Grade Level in Impact Analysis	Sample Size in Impact Analysis
Chicago Public Schools, IL							
<i>Chicago Striving Readers English Language Arts Curriculum</i> ⁶ Two-Year Intervention							
Illinois Standard Achievement Test (State)	Vocabulary, Reading Strategies, Comprehension, and Literature	.04	Treatment and control students are in 33 rd percentile of nationally normed sample	No	.26	6 th	213 treatment students in Tier 2 and 227 control students in Tier 2 in 62 schools ⁷
<i>Chicago Striving Readers English Language Arts Curriculum and Achieving Maximum Potential (AMP) After School Program</i> ⁸ Two-Year Intervention							
Illinois Standard Achievement Test (State)	Vocabulary, Reading Strategies, Comprehension, and Literature	.08	Treatment students are in 15 th percentile, control students are in 14 th percentile of nationally normed sample	No	.16	6 th	509 treatment students in Tier 3 and 505 control students in Tier 3 in 63 schools

Reading Test (Source)	Areas Covered by Test	Impact on Reading Test Scores in Standard Deviation Units	Impact on Reading Test Scores in Percentile Units	Is Impact on Reading Test Scores Different than Zero (statistically significant)?	Minimum Impact in Standard Deviation Units that Study can Measure with Confidence	Grade Level in Impact Analysis	Sample Size in Impact Analysis
Memphis City Schools, TN							
<i>READ 180 Enterprise Edition</i> Two-Year Intervention							
Iowa Test of Basic Skills (External test publisher)	Total Reading	.01	Treatment students are in 9 th percentile, control students are in 10 th percentile of nationally normed sample	No	.38	7 th –8 th	407 treatment and 605 control students in 8 schools
Tennessee Comprehensive Assessment Program (State)	Reading and Language Arts	.05	Treatment students are in 30 th percentile, control students are in 31 st percentile of nationally normed sample	No	.20	7 th –8 th	549 treatment and 840 control students in 8 schools

Reading Test (Source)	Areas Covered by Test	Impact on Reading Test Scores in Standard Deviation Units	Impact on Reading Test Scores in Percentile Units	Is Impact on Reading Test Scores Different than Zero (statistically significant)?	Minimum Impact in Standard Deviation Units that Study can Measure with Confidence	Grade Level in Impact Analysis	Sample Size in Impact Analysis
Newark Public Schools, NJ							
<i>READ 180 Enterprise Edition</i> Two-Year Intervention							
Stanford Achievement Test (External test publisher)	Vocabulary	.09	Treatment students are in the 15 th percentile, control students are in the 13 th percentile of nationally normed sample	Yes	.16	6 th –8 th	624 treatment students in 10 schools and 545 control students in 9 schools
Stanford Achievement Test (External test publisher)	Comprehension	.17	Treatment students are in the 18 th percentile, control students are in the 16 th percentile of nationally normed sample	Yes	.20	6 th –8 th	624 treatment students in 10 schools and 545 control students in 9 schools
Stanford Achievement Test (External test publisher)	Language Arts	.10	Treatment students are in the 14 th percentile, control students are in the 13 th percentile of nationally normed sample	No	.15	6 th –8 th	624 treatment students in 10 schools and 545 control students in 9 schools

Reading Test (Source)	Areas Covered by Test	Impact on Reading Test Scores in Standard Deviation Units	Impact on Reading Test Scores in Percentile Units	Is Impact on Reading Test Scores Different than Zero (statistically significant)?	Minimum Impact in Standard Deviation Units that Study can Measure with Confidence	Grade Level in Impact Analysis	Sample Size in Impact Analysis
Newark Public Schools, NJ, continued.							
<i>READ 180 Enterprise Edition</i> Three-Year Intervention							
Stanford Achievement Test (External test publisher)	Vocabulary	.07	Treatment students are in the 20 th percentile, control students are in the 19 th percentile of nationally normed sample	No	.20	6 th -8 th	207 treatment students in 10 schools and 182 control students in 9 schools
Stanford Achievement Test (External test publisher)	Comprehension	.14	Treatment students are in the 30 th percentile, control students are in the 28 th percentile of nationally normed sample	No	.18	6 th -8 th	207 treatment students in 10 schools and 182 control students in 9 schools
Stanford Achievement Test (External test publisher)	Language Arts	.17	Treatment students are in the 23 rd percentile, control students are in the 18 th percentile of nationally normed sample	Yes	.17	6 th -8 th	207 treatment students in 10 schools and 182 control students in 9 schools

Reading Test (Source)	Areas Covered by Test	Impact on Reading Test Scores in Standard Deviation Units	Impact on Reading Test Scores in Percentile Units	Is Impact on Reading Test Scores Different than Zero (statistically significant)?	Minimum Impact in Standard Deviation Units that Study can Measure with Confidence	Grade Level in Impact Analysis	Sample Size in Impact Analysis
San Diego Unified School District, CA							
<i>Strategies for Literacy Independence across the Curriculum</i> Two-Year Intervention							
California Standards Test (State)	English Language Arts	.08	Treatment students in 22 nd percentile, control students in 21 st percentile of state normed sample	No	.20	7 th -8 th	243 treatment and 271 control students in 4 middle schools
California Standards Test (State)	English Language Arts	-.01	Treatment and control students in 25 th percentile of state normed sample	No	.22	9 th -10 th	256 treatment and 295 control students in 4 high schools
Degrees of Reading Power (External test publisher)	Reading Comprehension	.09	Treatment students in 44 th percentile, control students in 43 rd percentile of nationally normed sample	No	.34	7 th -8 th	239 treatment and 270 control students in 4 middle schools
Degrees of Reading Power (External test publisher)	Reading Comprehension	.00	Treatment and control students in 55 th percentile of nationally normed sample	No	.39	9 th -10 th	152 treatment and 153 control students in 4 high schools
Source: Striving Readers Year 3 Evaluation Reports (available at: http://www.ed.gov/programs/strivingreaders/performance.html)							

¹ Impact estimates for two years of intervention services includes students provided the opportunity to receive the intervention from 2006-07 through 2007-08 or 2007-08 through 2008-09. Impact estimates for three years of intervention services includes students provided the opportunity to receive the intervention from 2006-07 through 2008-09.

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- ² Impact is measured in standardized effect size units using Glass' Δ . A standardized effect size measures the difference in outcomes between treatment and control group students in standard deviation units. It is often used in social science research because it facilitates comparing findings across studies that have outcomes in different scales.
- ³ Percentiles were derived from conversion tables provided by external test publishers or by calculating normal curve equivalent (NCE) scores, which range from 1-99, with a mean of 50, and using a conversion table to obtain percentile units.
- ⁴ Statistical significance is measured at the 95% confidence level, which is a conventional standard set for social science research.
- ⁵ Abt Associates staff calculated the MDE by multiplying the standard error of the impact estimate by 2.8. This calculation produces the MDE for a two-tailed test with 80% power, and with an alpha level of .05, and accounts for clustering and for the inclusion of the covariates in the model.
- ⁶ Impact estimate for Chicago's Striving Readers English Language Arts Curriculum is for students reading below grade level (Tiers 2 and 3).
- ⁷ One of the treatment schools in CPS was not included in these analyses because there were no students in that school with complete data for the impact analysis.
- ⁸ Impact estimate for Chicago Striving Readers Language Arts Curriculum and After School Program (Achieving Maximum Potential) is offered is for 6th grade students reading more than one year below grade level (Tier 3).

Summary of 2006 Striving Readers Projects: Targeted Interventions for Struggling Readers

Table 9: Targeted Interventions: Impacts of Interventions on All Struggling Readers by Intervention ¹							
Reading Test (Source)	Areas Covered by Test	Impact on Reading Test Scores in Standard Deviation Units ²	Impact on Reading Test Scores in Percentile Units ³	Is Impact on Reading Test Scores Different than Zero (statistically significant)? ⁴	Minimum Impact in Standard Deviation Units that Study can Measure with Confidence ⁵	Grade Level in Impact Analysis	Sample Size in Impact Analysis
READ 180 Enterprise Edition—One Year Intervention							
<i>Memphis City Schools, TN</i>							
Iowa Test of Basic Skills (External test publisher)	Total Reading	.05	Treatment and control students are in 9 th percentile of nationally normed sample	No	.21	6 th –8 th	919 treatment and 1183 control students in 8 schools
Tennessee Comprehensive Assessment Program (State)	Reading and Language Arts	.04	Not available	No	.39	6 th –8 th	1066 treatment and 1578 control students in 8 schools

Reading Test (Source)	Areas Covered by Test	Impact on Reading Test Scores in Standard Deviation Units	Impact on Reading Test Scores in Percentile Units	Is Impact on Reading Test Scores Different than Zero (statistically significant)?	Minimum Impact in Standard Deviation Units that Study can Measure with Confidence	Grade Level in Impact Analysis	Sample Size in Impact Analysis
READ 180 Enterprise Edition—One Year Intervention, continued.							
<i>Newark Public Schools, NJ</i>							
Stanford Achievement Test (External test publisher)	Vocabulary	.09	Treatment students are in the 8 th percentile, control students are in the 7 th percentile of nationally normed sample	No	.12	6 th –8 th	1149 treatment students in 10 schools and 1022 control students in 9 schools
Stanford Achievement Test (External test publisher)	Comprehension	.10	Treatment students are in the 11 th percentile, control students are in the 9 th percentile of nationally normed sample	No	.14	6 th –8 th	1149 treatment students in 10 schools and 1022 control students in 9 schools
Stanford Achievement Test (External test publisher)	Language Arts	.07	Treatment students are in the 8 th percentile, control students are in the 7 th percentile of nationally normed sample	No	.12	6 th –8 th	1149 treatment students in 10 schools and 1022 control students in 9 schools

Reading Test (Source)	Areas Covered by Test	Impact on Reading Test Scores in Standard Deviation Units	Impact on Reading Test Scores in Percentile Units	Is Impact on Reading Test Scores Different than Zero (statistically significant)?	Minimum Impact in Standard Deviation Units that Study can Measure with Confidence	Grade Level in Impact Analysis	Sample Size in Impact Analysis
READ 180 Enterprise Edition—One Year Intervention, continued.							
<i>Ohio Department of Youth Services (students in juvenile correction facilities)</i>							
Scholastic Reading Inventory Assessment (Scholastic, developer of Read-180)	Reading Comprehension	.17	Treatment students are in 16 th percentile, control students in 10 th percentile of nationally normed sample	Yes	.14	9 th –12 th	534 treatment and 445 control students in 7 facilities
California Achievement Test (External test publisher)	Reading Language Arts	.08	Treatment students are in 18 th percentile, control students in 17 th percentile of nationally normed sample	No	.18	9 th –12 th	534 treatment and 445 control students in 7 facilities
<i>Springfield and Chicopee Public Schools, MA</i>							
Stanford Diagnostic Reading Test, 4 th Edition (External test publisher)	Reading Comprehension	.20	Treatment students in 19 th percentile, control students in 16 th percentile of nationally normed sample	Yes	.22	9 th	175 treatment and 159 control students in 5 schools

Reading Test (Source)	Areas Covered by Test	Impact on Reading Test Scores in Standard Deviation Units	Impact on Reading Test Scores in Percentile Units	Is Impact on Reading Test Scores Different than Zero (statistically significant)?	Minimum Impact in Standard Deviation Units that Study can Measure with Confidence	Grade Level in Impact Analysis	Sample Size in Impact Analysis
READ 180 Enterprise Edition—Two Year Intervention							
<i>Memphis City Schools, TN</i>							
Iowa Test of Basic Skills (External test publisher)	Total Reading	.01	Treatment students are in 9 th percentile, control students are in 10 th percentile of nationally normed sample	No	.38	7 th –8 th	407 treatment and 605 control students in 8 schools
Tennessee Comprehensive Assessment Program (State)	Reading and Language Arts	.05	Treatment students are in 30 th percentile, control students are in 31 st percentile of nationally normed sample	No	.20	7 th –8 th	549 treatment and 840 control students in 8 schools

Reading Test (Source)	Areas Covered by Test	Impact on Reading Test Scores in Standard Deviation Units	Impact on Reading Test Scores in Percentile Units	Is Impact on Reading Test Scores Different than Zero (statistically significant)?	Minimum Impact in Standard Deviation Units that Study can Measure with Confidence	Grade Level in Impact Analysis	Sample Size in Impact Analysis
READ 180 Enterprise Edition—Two Year Intervention, continued.							
<i>Newark Public Schools, NJ</i>							
Stanford Achievement Test (External test publisher)	Vocabulary	.09	Treatment students are in the 15 th percentile, control students are in the 13 th percentile of nationally normed sample	Yes	.16	6 th –8 th	624 treatment students in 10 schools and 545 control students in 9 schools
Stanford Achievement Test (External test publisher)	Comprehension	.17	Treatment students are in the 18 th percentile, control students are in the 16 th percentile of nationally normed sample	Yes	.20	6 th –8 th	624 treatment students in 10 schools and 545 control students in 9 schools
Stanford Achievement Test (External test publisher)	Language Arts	.10	Treatment students are in the 14 th percentile, control students are in the 13 th percentile of nationally normed sample	No	.15	6 th –8 th	624 treatment students in 10 schools and 545 control students in 9 schools

Reading Test (Source)	Areas Covered by Test	Impact on Reading Test Scores in Standard Deviation Units	Impact on Reading Test Scores in Percentile Units	Is Impact on Reading Test Scores Different than Zero (statistically significant)?	Minimum Impact in Standard Deviation Units that Study can Measure with Confidence	Grade Level in Impact Analysis	Sample Size in Impact Analysis
READ 180 Enterprise Edition—Three Year Intervention							
Newark Public Schools, NJ							
Stanford Achievement Test (External test publisher)	Vocabulary	.07	Treatment students are in the 20 th percentile, control students are in the 19 th percentile of nationally normed sample	No	.20	6 th –8 th	207 treatment students in 10 schools and 182 control students in 9 schools
Stanford Achievement Test (External test publisher)	Comprehension	.14	Treatment students are in the 30 th percentile, control students are in the 28 th percentile of nationally normed sample	No	.18	6 th –8 th	207 treatment students in 10 schools and 182 control students in 9 schools
Stanford Achievement Test (External test publisher)	Language Arts	.17	Treatment students are in the 23 rd percentile, control students are in the 18 th percentile of nationally normed sample	Yes	.17	6 th –8 th	207 treatment students in 10 schools and 182 control students in 9 schools

Reading Test (Source)	Areas Covered by Test	Impact on Reading Test Scores in Standard Deviation Units	Impact on Reading Test Scores in Percentile Units	Is Impact on Reading Test Scores Different than Zero (statistically significant)?	Minimum Impact in Standard Deviation Units that Study can Measure with Confidence	Grade Level in Impact Analysis	Sample Size in Impact Analysis
Xtreme Reading Strategic Instruction Model, One Year Intervention							
<i>Portland School District, OR</i>							
Group Reading Assessment Diagnostic Evaluation (External test publisher)	Vocabulary, Comprehension	.27	Treatment students are in 21 st percentile, control students are in 14 th percentile of nationally normed sample	Yes	.14	7 th -8 th	319 treatment and 341 control students in 5 schools (Years 1 and 2) or 6 schools (Year 3)
Group Reading Assessment Diagnostic Evaluation (External test publisher)	Vocabulary, Comprehension	.09	Treatment students are in 20 th percentile, control students are in 16 th percentile of nationally normed sample	No	.17	9 th -10 th	280 treatment and 333 control students in 4 schools
Oregon State Assessment Test (State)	Reading and Literature	.11	Treatment students in 19 th percentile, control students in 17 th percentile of state normed sample	Yes	.13	7 th -8 th	381 treatment and 393 control students in 5 schools (Years 1 and 2) or 6 schools (Year 3)
Oregon State Assessment Test (State)	Reading and Literature	-.01	Treatment students in 25 th percentile, control students in 24 th percentile of state normed sample	No	.21	10 th	230 treatment and 221 control students in 4 schools

Reading Test (Source)	Areas Covered by Test	Impact on Reading Test Scores in Standard Deviation Units	Impact on Reading Test Scores in Percentile Units	Is Impact on Reading Test Scores Different than Zero (statistically significant)?	Minimum Impact in Standard Deviation Units that Study can Measure with Confidence	Grade Level in Impact Analysis	Sample Size in Impact Analysis
Xtreme Reading Strategic Instruction Model, One Year Intervention, continued.							
<i>Springfield and Chicopee Public Schools, MA</i>							
Stanford Diagnostic Reading Test, 4 th Edition (External test publisher)	Reading Comprehension	.04	Treatment students in 17 th percentile, control students in 16 th percentile of nationally normed sample	No	.22	9 th	155 treatment and 159 control students in 5 schools
Learning Strategies Curriculum, One Year Intervention							
<i>Danville School District, KY</i>							
Group Reading Assessment Diagnostic Evaluation (External test publisher)	Vocabulary, Comprehension, Oral Language	.08	Treatment students are in 18 th percentile, control students are in 17 th percentile of nationally normed sample	No	.16	6 th	462 treatment and 389 control students in 12 middle schools
Group Reading Assessment Diagnostic Evaluation (External test publisher)	Vocabulary, Comprehension, Oral Language	.15	Treatment students are in 20 th percentile, control students are in 17 th percentile of nationally normed sample	Yes	.17	9 th	516 treatment and 459 control students in 11 high schools

Reading Test (Source)	Areas Covered by Test	Impact on Reading Test Scores in Standard Deviation Units	Impact on Reading Test Scores in Percentile Units	Is Impact on Reading Test Scores Different than Zero (statistically significant)?	Minimum Impact in Standard Deviation Units that Study can Measure with Confidence	Grade Level in Impact Analysis	Sample Size in Impact Analysis
Chicago Striving Readers English Language Arts Curriculum—One Year Intervention ⁶							
<i>Chicago Public Schools, IL</i>							
Illinois Standard Achievement Test (State)	Vocabulary, Reading Strategies, Comprehension, and Literature	.08	Treatment students are in 27 th percentile, control students are in 26 th percentile of nationally normed sample	No	.32	6 th	365 treatment students in Tier 2 and 353 control students in Tier 2 in 63 schools
Chicago Striving Readers English Language Arts Curriculum—Two Year Intervention							
<i>Chicago Public Schools, IL</i>							
Illinois Standard Achievement Test (State)	Vocabulary, Reading Strategies, Comprehension, and Literature	.04	Treatment and control students are in 33 rd percentile of nationally normed sample	No	.26	6 th	213 treatment students in Tier 2 and 227 control students in Tier 2 in 62 schools ⁷
Chicago Striving Readers English Language Arts Curriculum and Achieving Maximum Potential (AMP) After School Program— One Year Intervention ⁸							
<i>Chicago Public Schools, IL</i>							
Illinois Standard Achievement Test (State)	Vocabulary, Reading Strategies, Comprehension, and Literature	.08	Treatment students are in 13 th percentile, control students are in 12 th percentile of nationally normed sample	No	.27	6 th	346 treatment students in Tier 3 and 328 control students in Tier 3 in 63 schools

Reading Test (Source)	Areas Covered by Test	Impact on Reading Test Scores in Standard Deviation Units	Impact on Reading Test Scores in Percentile Units	Is Impact on Reading Test Scores Different than Zero (statistically significant)?	Minimum Impact in Standard Deviation Units that Study can Measure with Confidence	Grade Level in Impact Analysis	Sample Size in Impact Analysis
Chicago Striving Readers English Language Arts Curriculum and Achieving Maximum Potential (AMP) After School Program— Two Year Intervention							
<i>Chicago Public Schools, IL</i>							
Illinois Standard Achievement Test (State)	Vocabulary, Reading Strategies, Comprehension, and Literature	.08	Treatment students are in 15 th percentile, control students are in 14 th percentile of nationally normed sample	No	.16	6 th	509 treatment students in Tier 3 and 505 control students in Tier 3 in 63 schools

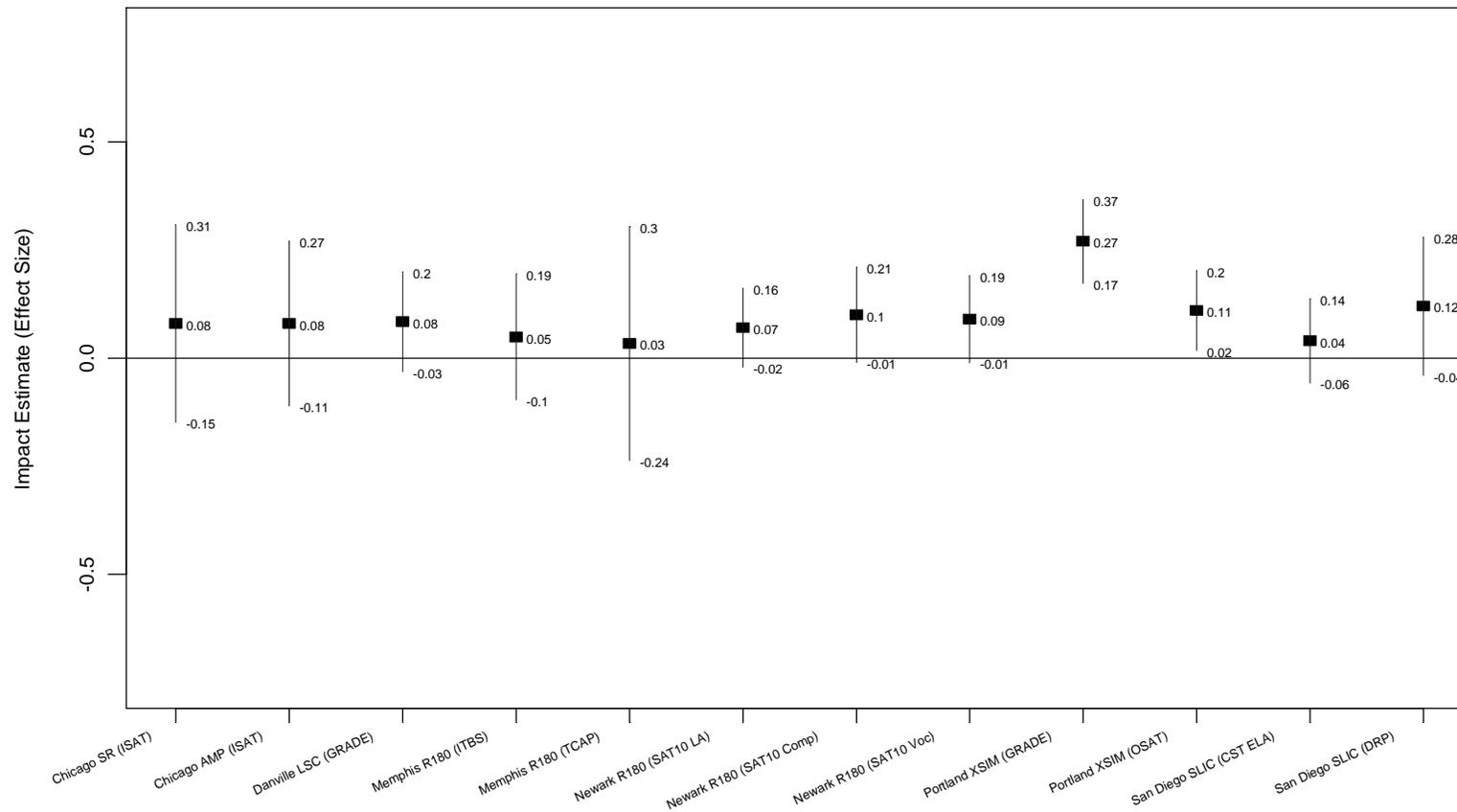
Reading Test (Source)	Areas Covered by Test	Impact on Reading Test Scores in Standard Deviation Units	Impact on Reading Test Scores in Percentile Units	Is Impact on Reading Test Scores Different than Zero (statistically significant)?	Minimum Impact in Standard Deviation Units that Study can Measure with Confidence	Grade Level in Impact Analysis	Sample Size in Impact Analysis
Strategies for Literacy Independence across the Curriculum—One Year Intervention							
<i>San Diego Unified School District, CA</i>							
California Standards Test (State)	English Language Arts	.04	Treatment and control students in 17 th percentile of state normed sample	No	.14	7 th –8 th	503 treatment and 533 control students in 4 middle schools
California Standards Test (State)	English Language Arts	.05	Treatment students in 26 th percentile, control students in 24 th percentile of state normed sample	No	.29	9 th –10 th	371 treatment and 405 control students in 4 high schools
Degrees of Reading Power (External test publisher)	Reading Comprehension	.12	Treatment students in 35 th percentile, control students in 33 rd percentile of nationally normed sample	No	.14	7 th –8 th	495 treatment and 532 control students in 4 middle schools
Degrees of Reading Power (External test publisher)	Reading Comprehension	.05	Treatment students in 48 th percentile, control students in 46 th percentile of nationally normed sample	No	.37	9 th –10 th	248 treatment and 234 control students in 4 high schools

Reading Test (Source)	Areas Covered by Test	Impact on Reading Test Scores in Standard Deviation Units	Impact on Reading Test Scores in Percentile Units	Is Impact on Reading Test Scores Different than Zero (statistically significant)?	Minimum Impact in Standard Deviation Units that Study can Measure with Confidence	Grade Level in Impact Analysis	Sample Size in Impact Analysis
Strategies for Literacy Independence across the Curriculum—Two Year Intervention							
<i>San Diego Unified School District, CA</i>							
California Standards Test (State)	English Language Arts	.08	Treatment students in 22 nd percentile, control students in 21 st percentile of state normed sample	No	.20	7 th –8 th	243 treatment and 271 control students in 4 middle schools
California Standards Test (State)	English Language Arts	-.01	Treatment and control students in 25 th percentile of state normed sample	No	.22	9 th –10 th	256 treatment and 295 control students in 4 high schools
Degrees of Reading Power (External test publisher)	Reading Comprehension	.09	Treatment students in 44 th percentile, control students in 43 rd percentile of nationally normed sample	No	.34	7 th –8 th	239 treatment and 270 control students in 4 middle schools
Degrees of Reading Power (External test publisher)	Reading Comprehension	.00	Treatment and control students in 55 th percentile of nationally normed sample	No	.39	9 th –10 th	152 treatment and 153 control students in 4 high schools
<i>Source: Striving Readers Year 3 Evaluation Reports (available at: http://www.ed.gov/programs/strivingreaders/performance.html)</i>							

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- ¹ Impact estimates for one year of intervention services include students provided the opportunity to receive the interventions in the 2006-07, 2007-08, or 2008-09 school years, except in San Diego, where impact estimates are for one year of intervention services in the 2007-08 or 2008-09 school year.
 - ² Impact is measured in standardized effect size units using Glass' Δ . A standardized effect size measures the difference in outcomes between treatment and control group students in standard deviation units. It is often used in social science research because it facilitates comparing findings across studies that have outcomes in different scales.
 - ³ Percentiles were derived from conversion tables provided by external test publishers or by calculating normal curve equivalent (NCE) scores, which range from 1-99, with a mean of 50, and using a conversion table to obtain percentile units.
 - ⁴ Statistical significance is measured at the 95% confidence level, which is a conventional standard set for social science research.
 - ⁵ Abt Associates staff calculated the MDE by multiplying the standard error of the impact estimate by 2.8. This calculation produces the MDE for a two-tailed test with 80% power, and with an alpha level of .05, and accounts for clustering and for the inclusion of the covariates in the model.
 - ⁶ Impact estimate for Chicago's Striving Readers English Language Arts Curriculum is for students reading below grade level (Tiers 2 and 3).
 - ⁷ One of the treatment schools in CPS was not included in these analyses because there were no students in that school with complete data for the impact analysis.
 - ⁸ Impact estimate for Chicago Striving Readers Language Arts Curriculum and After School Program (Achieving Maximum Potential) is for 6th grade students reading more than one year below grade level (Tier 3).

Summary of 2006 Striving Readers Projects: Targeted Interventions for Struggling Readers

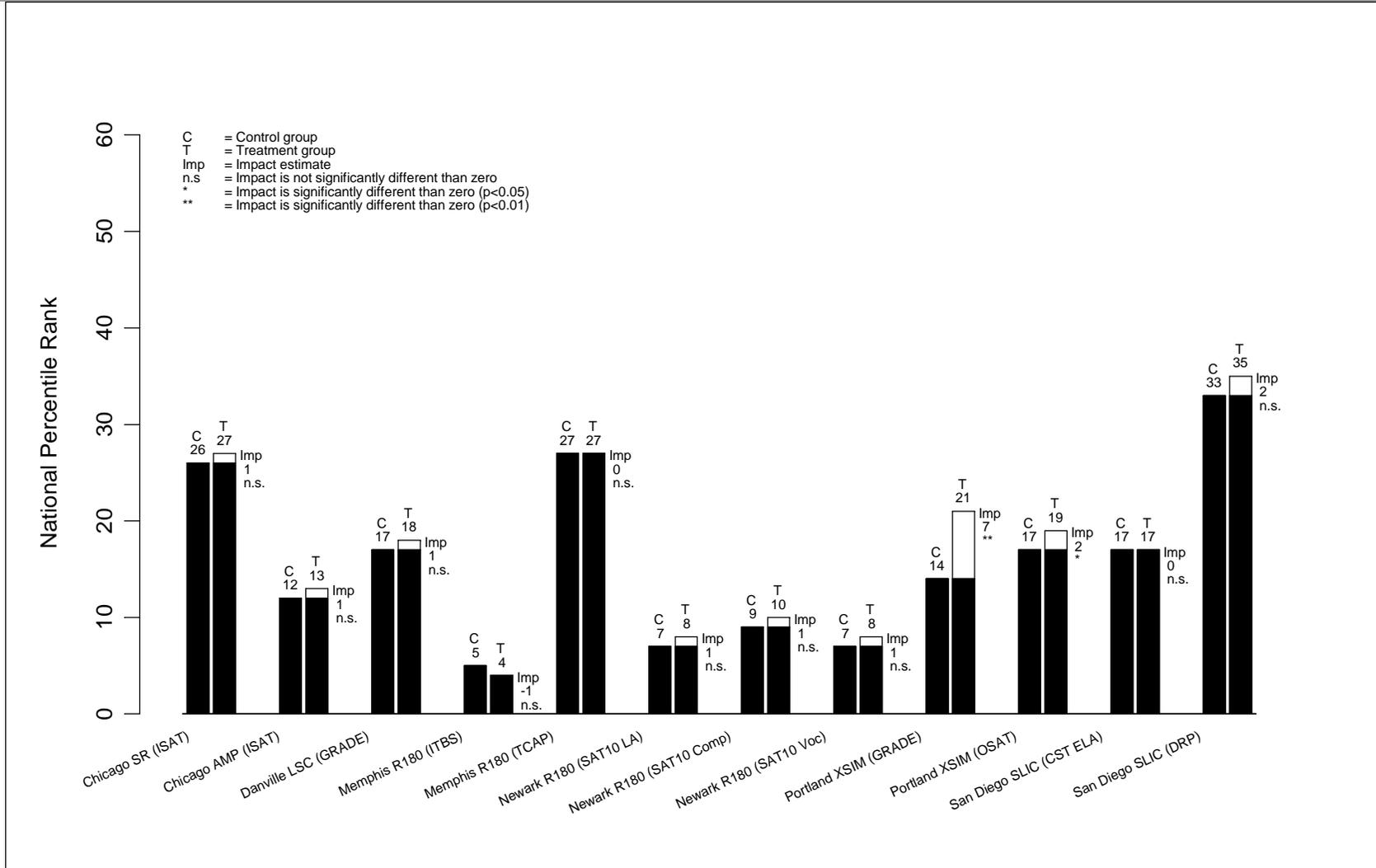
Exhibit 1: Targeted Interventions: Impact of One Year of the Interventions on Reading Test Scores in Standard Deviation Units for Middle School Students



Source: Striving Readers Year 3 Evaluation Reports (available at: <http://www.ed.gov/programs/strivingreaders/performance.html>)

Note: Bold square is the estimated impact on reading test scores in standard deviation units. The vertical line represents the confidence interval of the impact; that is, we can be 95% sure that the true impact is between the top and bottom numbers on the line. If the confidence interval overlaps with zero (the horizontal pink line), the estimated impact is not statistically significant.

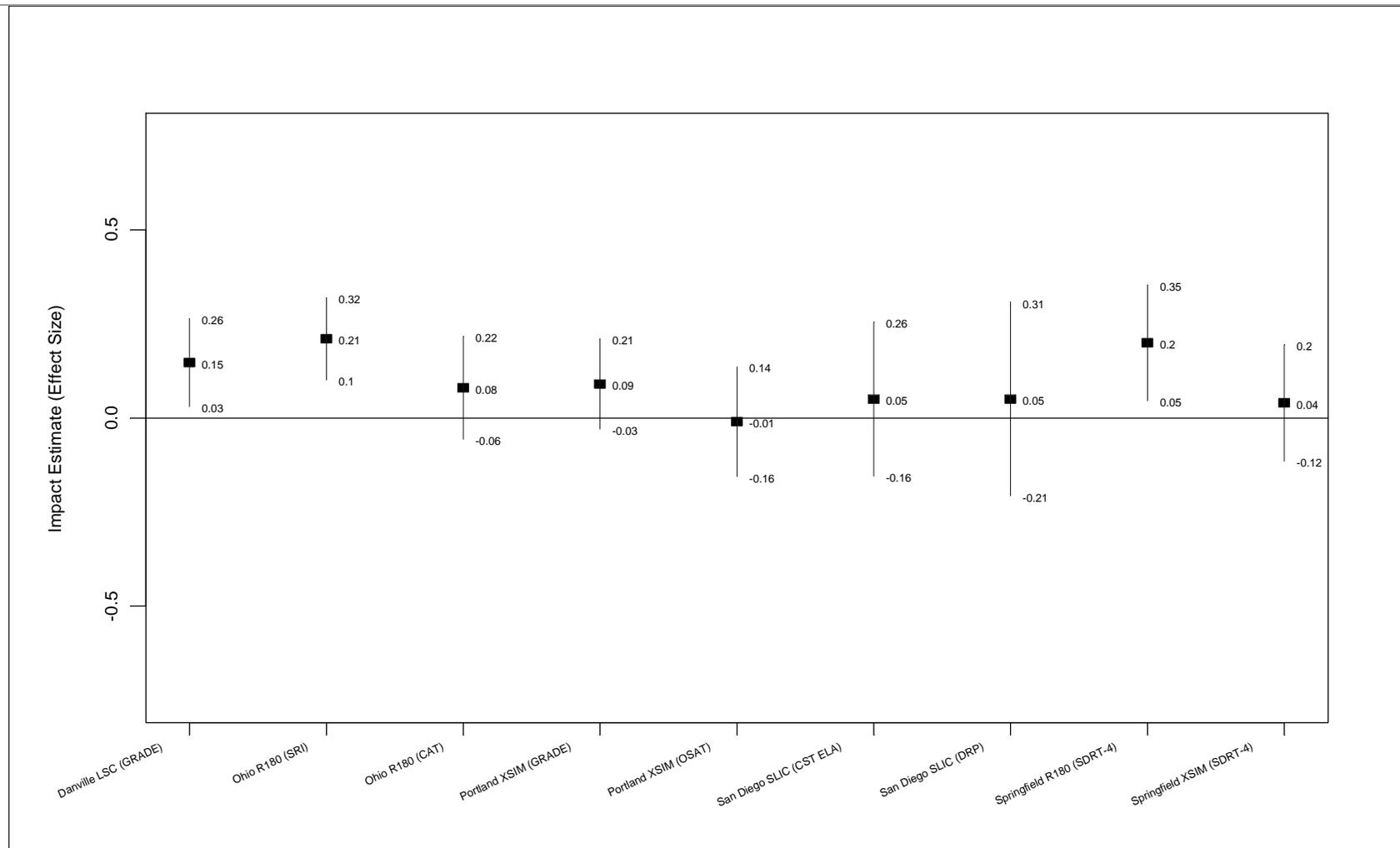
Exhibit 2: Targeted Interventions: Impact of One Year of the Interventions on Reading Test Scores in Percentile Units for Middle School Students



Source: Striving Readers Year 3 Evaluation Reports (available at: <http://www.ed.gov/programs/strivingreaders/performance.html>)
 Note: The 'C' bar is the reading achievement (in percentile units) of the control group. The 'T' bar is the reading achievement of the treatment group. The difference between the bars is indicated by the white area at the top of the 'T' bar; this is the estimate of the impact of the intervention on reading achievement.

Summary of 2006 Striving Readers Projects: Targeted Interventions for Struggling Readers

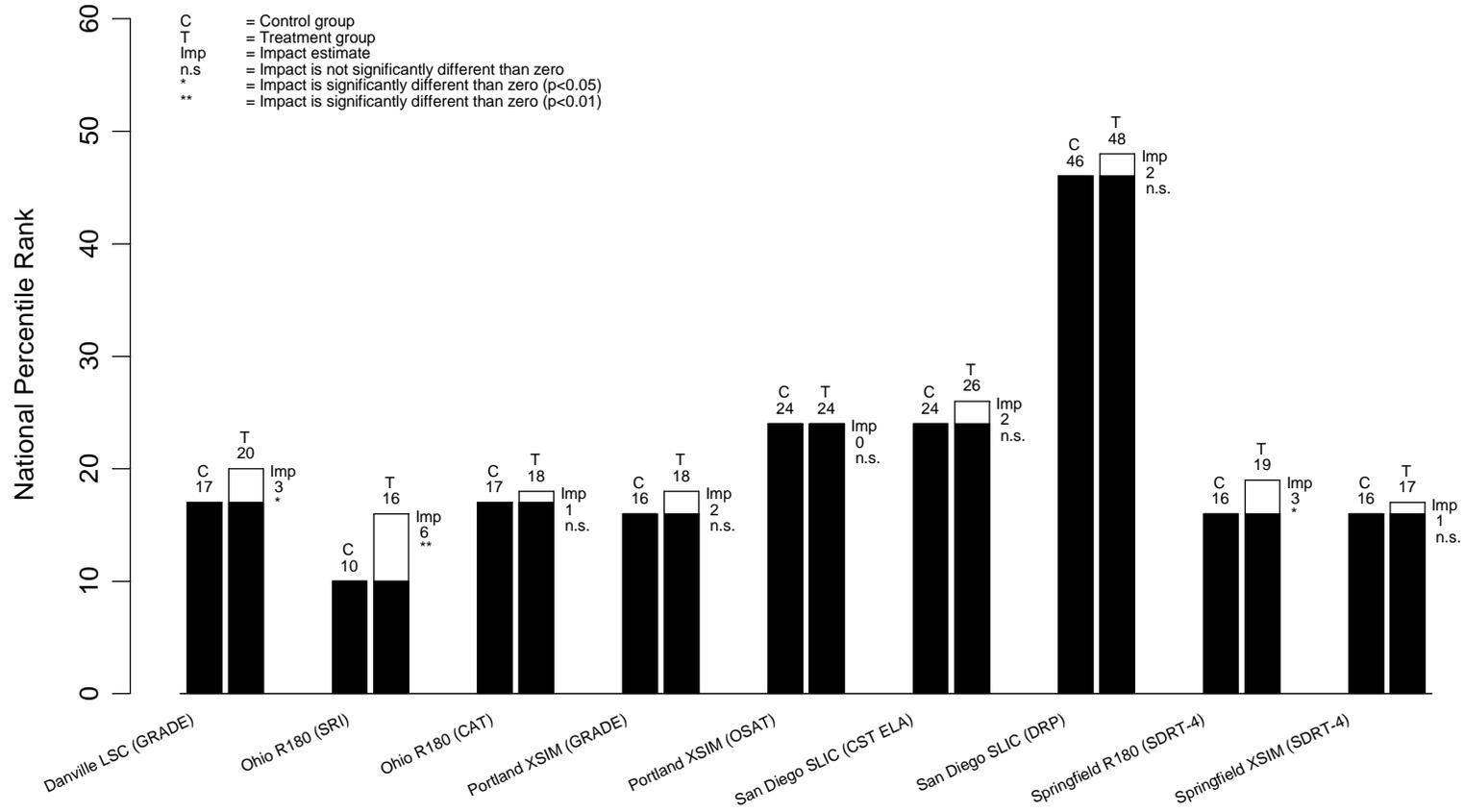
Exhibit 3: Targeted Interventions: Impact of One Year of the Interventions on Reading Test Scores in Standard Deviation Units for High School Students



Source: Striving Readers Year 3 Evaluation Reports (available at: <http://www.ed.gov/programs/strivingreaders/performance.html>)

Note: Bold square is the estimated impact on reading test scores in standard deviation units. The vertical line represents the confidence interval of the impact; that is, we can be 95% sure that the true impact is between the top and bottom numbers on the line. If the confidence interval overlaps with zero (the horizontal pink line), the estimated impact is not statistically significant.

Exhibit 4: Targeted Interventions: Impact of One Year of the Interventions on Reading Test Scores in Percentile Units for High School Students



Source: Striving Readers Year 3 Evaluation Reports (available at: <http://www.ed.gov/programs/strivingreaders/performance.html>)

Note: The 'C' bar is the reading achievement (in percentile units) of the control group. The 'T' bar is the reading achievement of the treatment group. The difference between the bars is indicated by the white area at the top of the 'T' bar; this is the estimate of the impact of the intervention on reading achievement.

Summary of 2006 Striving Readers Projects: Targeted Interventions for Struggling Readers

Table 10: Targeted Interventions: Impacts of Interventions on Subgroups of Struggling Readers ¹							
Description of the Outcome Measure (Source)	Areas Covered by Test	Impact in Standard Deviation Units ²	Impact in Percentile Units or Original Metric ³	Is Impact Different than Zero (statistically significant)? ⁴	Minimum Impact in Standard Deviation Units that Study can Measure with Confidence ⁵	Grade Level in Impact Analysis	Sample Size in Impact Analysis
Special Education Students - One Year Intervention⁶							
<i>Chicago Public Schools: Chicago Striving Readers English Language Arts Curriculum and Achieving Maximum Potential (AMP) After School Program ⁷</i>							
Illinois Standard Achievement Test (State)	Vocabulary, Reading Strategies, Comprehension, and Literature	-.18	Not Available ⁸	No	.49	6 th	346 treatment students in Tier 3 and 328 control students in Tier 3 in 63 schools
<i>Newark, NJ: READ 180 Enterprise Edition</i>							
Stanford Achievement Test (External test publisher)	Vocabulary	.15	Treatment and control students are in 5 th percentile of nationally normed sample	No	.23	6 th -8 th	477 treatment students in 10 schools and 405 control students in 9 schools
Stanford Achievement Test (External test publisher)	Comprehension	.08	Treatment students are in the 7 th percentile, control students are in the 6 th percentile of nationally normed sample	No	.25	6 th -8 th	477 treatment students in 10 schools and 405 control students in 9 schools

Description of the Outcome Measure (Source)	Areas Covered by Test	Impact in Standard Deviation Units ²	Impact in Percentile Units or Original Metric ³	Is Impact Different than Zero (statistically significant)? ⁴	Minimum Impact in Standard Deviation Units that Study can Measure with Confidence ⁵	Grade Level in Impact Analysis	Sample Size in Impact Analysis
Special Education Students - One Year Intervention, continued.							
<i>Newark, NJ: READ 180 Enterprise Edition, continued.</i>							
Stanford Achievement Test (External test publisher)	Language Arts	.08	Treatment students are in the 5 th percentile, control students are in the 4 th percentile of nationally normed sample	No	.22	6 th -8 th	477 treatment students in 10 schools and 405 control students in 9 schools
Attendance (Student records provided by district)	Count of unexcused absences	.00	Treatment students have a mean of 22.98 unexcused absences and control students have a mean of 22.94 unexcused absences	No	.01	6 th -8 th	477 treatment students in 10 schools and 405 control students in 9 schools
Special Education Students - Two Year Intervention⁹							
<i>Newark, NJ: READ 180 Enterprise Edition</i>							
Stanford Achievement Test (External test publisher)	Vocabulary	.18	Treatment students are in the 11 th percentile, control students are in the 8 th percentile of nationally normed sample	Yes	.21	6 th -8 th	280 treatment students in 10 schools and 219 control students in 9 schools

Description of the Outcome Measure (Source)	Areas Covered by Test	Impact in Standard Deviation Units ²	Impact in Percentile Units or Original Metric ³	Is Impact Different than Zero (statistically significant)? ⁴	Minimum Impact in Standard Deviation Units that Study can Measure with Confidence ⁵	Grade Level in Impact Analysis	Sample Size in Impact Analysis
Special Education Students - Two Year Intervention, continued.							
<i>Newark, NJ: READ 180 Enterprise Edition, continued.</i>							
Stanford Achievement Test (External test publisher)	Comprehension	.28	Treatment students are in the 14 th percentile, control students are in the 10 th percentile of nationally normed sample	Yes	.21	6 th -8 th	280 treatment students in 10 schools and 219 control students in 9 schools
Stanford Achievement Test (External test publisher)	Language Arts	.11	Treatment students are in the 9 th percentile, control students are in the 8 th percentile of nationally normed sample	No	.28	6 th -8 th	280 treatment students in 10 schools and 219 control students in 9 schools
Attendance (Student records provided by district)	Count of unexcused absences	.00	Treatment students have a mean of 23.32 unexcused absences and control students have a mean of 23.27 unexcused absences	No	.01	6 th -8 th	280 treatment students in 10 schools and 219 control students in 9 schools

Description of the Outcome Measure (Source)	Areas Covered by Test	Impact in Standard Deviation Units ²	Impact in Percentile Units or Original Metric ³	Is Impact Different than Zero (statistically significant)? ⁴	Minimum Impact in Standard Deviation Units that Study can Measure with Confidence ⁵	Grade Level in Impact Analysis	Sample Size in Impact Analysis
Special Education Students - Three Year Intervention							
<i>Newark, NJ: Read 180 Enterprise Edition</i>							
Stanford Achievement Test (External test publisher)	Vocabulary	.31	Treatment students are in the 17 th percentile, control students are in the 12 th percentile of nationally normed sample	Yes	.38	6 th -8 th	89 treatment students in 10 schools and 79 control students in 9 schools
Stanford Achievement Test (External test publisher)	Comprehension	.39	Treatment students are in the 28 th percentile, control students are in the 21 st percentile of nationally normed sample	Yes	.28	6 th -8 th	89 treatment students in 10 schools and 79 control students in 9 schools
Stanford Achievement Test (External test publisher)	Language Arts	.33	Treatment students are in the 19 th percentile, control students are in the 15 th percentile of nationally normed sample	Yes	.31	6 th -8 th	89 treatment students in 10 schools and 79 control students in 9 schools
Attendance (Student records provided by district)	Count of unexcused absences	.01	Treatment students have a mean of 21.4 unexcused absences and control students have a mean of 21.33 unexcused absences	No	.03	6 th -8 th	89 treatment students in 10 schools and 79 control students in 9 schools

Description of the Outcome Measure (Source)	Areas Covered by Test	Impact in Standard Deviation Units ²	Impact in Percentile Units or Original Metric ³	Is Impact Different than Zero (statistically significant)? ⁴	Minimum Impact in Standard Deviation Units that Study can Measure with Confidence ⁵	Grade Level in Impact Analysis	Sample Size in Impact Analysis
English Language Learners - One Year Intervention							
<i>Chicago Public Schools: Chicago Striving Readers English Language Arts Curriculum and Achieving Maximum Potential (AMP) After School Program</i>							
Illinois Standard Achievement Test (State)	Vocabulary, Reading Strategies, Comprehension, and Literature	-.33	Not Available ^{viii}	No	.73	6 th	346 treatment students in Tier 3 and 328 control students in Tier 3 in 63 schools
<i>San Diego Unified School District, CA: Strategies for Literacy Independence across the Curriculum</i>							
California Standards Test (State)	English Language Arts	.03	Treatment and control students are in 18 th percentile of nationally normed sample	No	.16	7 th -10 th	366 treatment and 375 control students in 4 middle schools and 4 high schools
Degrees of Reading Power (External test publisher)	Reading Comprehension	.03	Treatment and control students are in the 30 th percentile of nationally normed sample	No	.18	7 th -10 th	298 treatment and 303 control students in 4 high schools and 4 high schools
Reading Motivation (12 item Likert scale; 1 = 'not true for me' and 5 = 'very true for me')	Reading motivation for Year 2	-.16	Treatment students are in the 20 th percentile, control students are in the 23 rd percentile of nationally normed sample	No	.30	7 th -10 th	208 treatment and 212 control students in 4 middle schools and 4 high schools

Description of the Outcome Measure (Source)	Areas Covered by Test	Impact in Standard Deviation Units ²	Impact in Percentile Units or Original Metric ³	Is Impact Different than Zero (statistically significant)? ⁴	Minimum Impact in Standard Deviation Units that Study can Measure with Confidence ⁵	Grade Level in Impact Analysis	Sample Size in Impact Analysis
English Language Learners - One Year Intervention, continued.							
<i>San Diego Unified School District, CA: Strategies for Literacy Independence across the Curriculum, continued.</i>							
Reading Motivation (12 item Likert scale; 1 = 'not true for me' and 5 = 'very true for me')	Reading motivation for Year 3	.04	Treatment and control students are in the 19 th percentile of nationally normed sample	No	.35	7 th -10 th	178 treatment and 183 control students in 4 high schools and 4 high schools
English Language Learner- Two Year Intervention							
<i>San Diego Unified School District, CA: Strategies for Literacy Independence across the Curriculum</i>							
California Standards Test (State)	English Language Arts	.11	Treatment students are in the 19 th percentile, control students are in the 17 th percentile of nationally normed sample	No	.25	7 th -10 th	192 treatment and 199 control students in 4 middle schools and 4 high schools
Degrees of Reading Power (External test publisher)	Reading Comprehension	.13	Treatment students are in the 42 nd percentile, control students are in the 38 th percentile of nationally normed sample	No	.27	7 th -10 th	146 treatment and 144 control students in 4 middle schools and 4 high schools

Description of the Outcome Measure (Source)	Areas Covered by Test	Impact in Standard Deviation Units ²	Impact in Percentile Units or Original Metric ³	Is Impact Different than Zero (statistically significant)? ⁴	Minimum Impact in Standard Deviation Units that Study can Measure with Confidence ⁵	Grade Level in Impact Analysis	Sample Size in Impact Analysis
English Language Learner- Two Year Intervention, continued.							
<i>San Diego Unified School District, CA: Strategies for Literacy Independence across the Curriculum, continued.</i>							
Reading Motivation (12 item Likert scale; 1 = 'not true for me' and 5 = 'very true for me')	Reading motivation for Year 2	-.09	Treatment and control students are in the 20 th percentile of nationally normed sample	No	.48	7 th -10 th	141 treatment and 131 control students in 4 middle schools and 4 high schools
Reading Motivation (12 item Likert scale; 1 = 'not true for me' and 5 = 'very true for me')	Reading motivation for Year 3	.24	Treatment students are in the 21 st percentile, control students are in the 18 th percentile of nationally normed sample	No	.42	7 th -10 th	98 treatment and 101 control students in 4 middle schools and 4 high schools
Source: Striving Readers Year 3 Evaluation Reports (available at: http://www.ed.gov/programs/strivingreaders/performance.html)							

¹ Key subgroups represented in this table include special education students and English language learners (ELL).

² Impact is measured in standardized effect size units using Glass' Δ . A standardized effect size measures the difference in outcomes between treatment and control group students in standard deviation units. It is often used in social science research because it facilitates comparing findings across studies that have outcomes in different scales.

³ Percentiles were derived from conversion tables provided by external test publishers or by calculating normal curve equivalent (NCE) scores, which range from 1-99, with a mean of 50, and using a conversion table to obtain percentile units. Attendance figures are simple means of the two populations.

⁴ Statistical significance is measured at 95% confidence level, which is a conventional standard set for social science research.

⁵ Abt Associates staff calculated the MDE by multiplying the standard error of the impact estimate by 2.8. This calculation produces the MDE for a two-tailed test with 80% power, and with an alpha level of .05, and accounts for clustering and for the inclusion of the covariates in the model.

⁶ Impact estimates for one year of intervention services for students new to the intervention in the 2006-07, 2007-08, and 2008-09 school year, except in San Diego, where impact estimates are for one year of intervention services for students new to the intervention in the 2007-08 and 2008-09 school year.

⁷ Impact estimate for Chicago Striving Readers Language Arts Curriculum and After School Program (Achieving Maximum Potential) is offered is for 6th grade students reading more than one year below grade level (Tier 3).

⁸ We do not have the raw treatment and control scores need to calculate the z-score.

⁹ Impact estimates for two years of intervention services includes students offered the intervention from 2006-07 through 2007-08 and 2007-08 through 2008-09. Impact estimates for three years of intervention services includes students offered the intervention from 2006-07 through 2008-09.

Summary of 2006 Striving Readers Projects: Targeted Interventions for Struggling Readers

Table 11: Targeted Interventions: Impact of the Interventions on Other Outcomes for All Struggling Readers ¹							
Description of Outcome (Source)	Data Source	Impact on Other Outcomes in Standard Deviation Units ²	Impact on Other Outcomes in Original Scale Units ³	Is Impact Different than Zero (statistically significant)? ⁴	Minimum Impact in Standard Deviation Units that Study can Measure with Confidence ⁵	Grade Level in Impact Analysis	Sample Size in Impact Analysis
Reading Strategies- One Year Intervention							
<i>Danville School District, KY: Learning Strategies Curriculum</i>							
Metacognitive Awareness of Reading Strategies Inventory (Mokhtari and Reichard, 2002) 30-item scale; Cronbach's alpha = .93.	Student surveys	.22	Treatment students are .15 units closer on a 5 point Likert scale to 'I usually do this', 4, than control students	Yes	.21	6 th	330 treatment and 281 control students in 12 middle schools
Metacognitive Awareness of Reading Strategies Inventory (Mokhtari and Reichard, 2002) 30-item scale; Cronbach's alpha = .93.	Student surveys	.09	Treatment students are .07 units closer on a 5 point Likert scale to 'I usually do this', 4, than control students	No	.21	9 th	306 treatment and 289 control students in 12 middle schools

Description of Outcome (Source)	Data Source	Impact on Other Outcomes in Standard Deviation Units	Impact on Other Outcomes in Original Scale Units	Is Impact Different than Zero (statistically significant)?	Minimum Impact in Standard Deviation Units that Study can Measure with Confidence	Grade Level in Impact Analysis	Sample Size in Impact Analysis
Reading Motivation- One Year Intervention							
<i>Danville School District, KY: Learning Strategies Curriculum</i>							
Motivation to Read (Wigfield & Guthrie, 1997; 55-item scale; Cronbach's alpha = .93)	Student surveys	.23	Treatment students are .11 units closer on a 4 point Likert scale to 'agreeing', 3, than control students	Yes	.21	6 th	330 treatment and 281 control students in 12 middle schools
Motivation to Read (Wigfield & Guthrie, 1997; 55-item scale; Cronbach's alpha = .93)	Student surveys	.22	Treatment students are .11 units closer on a 4 point Likert scale to 'agreeing', 3, than control students	Yes	.20	9 th	306 treatment and 289 control students in 12 middle schools
<i>Portland School District, OR: Xtreme Reading Strategic Instruction Model</i>							
Year 2 and 3 motivation (28-item scale; Cronbach's alpha=.94)	Student surveys	.25	Treatment students are .25 units closer on a 6 point Likert scale, 1 strongly disagree 6 strongly agree, to 4, than the control students	Yes	.23	7 th -10 th	611 treatment and 614 control students in 9 schools (Years 1 and 2) or 10 schools (Year 3)

Description of Outcome (Source)	Data Source	Impact on Other Outcomes in Standard Deviation Units	Impact on Other Outcomes in Original Scale Units	Is Impact Different than Zero (statistically significant)?	Minimum Impact in Standard Deviation Units that Study can Measure with Confidence	Grade Level in Impact Analysis	Sample Size in Impact Analysis
Reading Motivation- One Year Intervention, continued.							
<i>San Diego Unified School District, CA: Strategies for Literacy Independence across the Curriculum</i>							
Year 2 motivation (12-item scale; Cronbach's alpha=.87)	Student surveys	-.03	Treatment and control students are in the 22 nd percentile of nationally normed sample	No	.24	7 th -8 th	275 treatment and 313 control students in 4 middle schools
Year 3 motivation (12-item scale; Cronbach's alpha=.87)	Student surveys	.02	Treatment students are in the 19 th percentile, control students are in the 20 th percentile of nationally normed sample	No	.37	7 th -8 th	273 treatment and 287 control students in 4 middle schools
Year 2 motivation (12-item scale; Cronbach's alpha=.87)	Student surveys	.02	Treatment and control students are in the 19 th percentile of nationally normed sample	No	.26	9 th -10 th	266 treatment and 335 control students in 4 high schools
Year 3 motivation (12-item scale; Cronbach's alpha=.87)	Student surveys	.04	Treatment students are in the 20 th percentile, control students are in the 21 st percentile of nationally normed sample	No	.35	9 th -10 th	152 treatment and 159 control students in 4 high schools

Description of Outcome (Source)	Data Source	Impact on Other Outcomes in Standard Deviation Units	Impact on Other Outcomes in Original Scale Units	Is Impact Different than Zero (statistically significant)?	Minimum Impact in Standard Deviation Units that Study can Measure with Confidence	Grade Level in Impact Analysis	Sample Size in Impact Analysis
Reading Motivation- Two Year Intervention							
<i>San Diego Unified School District, CA: Strategies for Literacy Independence across the Curriculum</i>							
Year 2 motivation (12-item scale; Cronbach's alpha=.87)	Student surveys	.03	Treatment students are in the 23 rd percentile, control students are in the 22 nd percentile of nationally normed sample	No	.36	7 th -8 th	179 treatment and 199 control students in 4 high schools
Year 3 motivation (12-item scale; Cronbach's alpha=.87)	Student surveys	-.10	Treatment and control students are in the 19 th percentile of nationally normed sample	No	.36	7 th -8 th	132 treatment and 167 control students in 4 high schools
Year 2 motivation (12-item scale; Cronbach's alpha=.87)	Student surveys	.04	Treatment and control students are in the 19 th percentile of nationally normed sample	No	.48	9 th -10 th	168 treatment and 198 control students in 4 high schools
Year 3 motivation (12-item scale; Cronbach's alpha=.87)	Student surveys	-.02	Treatment and control students are in the 21 st percentile of nationally normed sample	No	.42	9 th -10 th	121 treatment and 115 control students in 4 high schools

Description of Outcome (Source)	Data Source	Impact on Other Outcomes in Standard Deviation Units	Impact on Other Outcomes in Original Scale Units	Is Impact Different than Zero (statistically significant)?	Minimum Impact in Standard Deviation Units that Study can Measure with Confidence	Grade Level in Impact Analysis	Sample Size in Impact Analysis
Attendance- One Year Intervention							
<i>Newark Public Schools, NJ: Read 180 Enterprise Edition</i>							
Attendance (Count of unexcused absences)	School Records	.00	Treatment students have a mean of 22.18 unexcused absences and control students have a mean of 22.13 unexcused absences	No	.01	6 th -8 th	1149 treatment students in 10 schools and 1022 control students in 9 schools
Attendance- Two Year Intervention							
<i>Newark Public Schools, NJ: Read 180 Enterprise Edition</i>							
Attendance (Count of unexcused absences)	School Records	.00	Treatment students have a mean of 21.4 unexcused absences and control students have a mean of 21.33 unexcused absences	No	.01	6 th -8 th	624 treatment students in 10 schools and 545 control students in 9 schools
Attendance- Three Year Intervention							
<i>Newark Public Schools, NJ: Read 180 Enterprise Edition</i>							
Attendance (Count of unexcused absences)	School Records	.00	Treatment and control students have a mean of 15.58 unexcused absences	No	.01	6 th -8 th	207 treatment students in 10 schools and 182 control students in 9 schools
<i>Source: Striving Readers Year 3 Evaluation Reports (available at: http://www.ed.gov/programs/strivingreaders/performance.html)</i>							

¹ Other reading outcomes include reading strategy use, motivation, and attendance.

² Impact is measured in standardized effect size units using Glass' Δ . A standardized effect size measures the difference in outcomes between treatment and control group students in standard deviation units. It is often used in social science research because it facilitates comparing findings across studies that have outcomes in different scales.

³ Percentiles were derived from normal curve equivalent (NCE) scores, which range from 1-99, with a mean of 50, and using a conversion table to obtain percentile units. Attendance figures are simple means of the two populations.

⁴ Statistical significance is measured at 95% confidence level, which is a conventional standard set for social science research.

⁵ Abt Associates staff calculated the MDE by multiplying the standard error of the impact estimate by 2.8. This calculation produces the MDE for a two-tailed test with 80% power, and with an alpha level of .05, and accounts for clustering and for the inclusion of the covariates in the model.

Summary of 2006 Striving Readers Projects: Whole School Interventions for All Readers

Table 12: Whole School Interventions: Implementation Context

Model/Developer	Grades Served by Intervention	Number of Years a Student is Eligible to Receive Intervention	Relationship of Whole School and Targeted Interventions	How Intervention Teachers Selected
Chicago Public Schools, IL				
<i>Chicago Striving Readers Program</i>				
Blended intervention model of reading comprehension instruction for all students. Teachers provide direct explicit instruction in comprehension, fluency, vocabulary, and word identification, and help to facilitate gradual release of responsibility from teacher to students within a whole group/small group/whole group configuration.	Grades 6 – 8	Students can continue to receive intervention for up to 3 years	Integrated model, with all students receiving whole school intervention and struggling readers additionally receiving linked targeted intervention	Intervention delivered by English language arts, math, science, and social science teachers. Self-contained special education and bilingual education teachers and school librarians also participate.
<i>(continued on following page)</i>				

Model/Developer	Grades Served by Intervention	Number of Years a Student is Eligible to Receive Intervention	Relationship of Whole School and Targeted Interventions	How Intervention Teachers Selected
Chicago Public Schools, IL				
<i>Chicago Striving Readers Program</i>				
<p><i>(continued from previous page)</i></p> <p>Five reading instruction components:</p> <ul style="list-style-type: none"> • Building background knowledge through direct vocabulary instruction (developed by Marzano & Assoc for Supervision and Curriculum Development (ASCD)) • Partner Reading in the Content Area Too for fluency, comprehension, vocabulary development (developed by D. Ogle) • Text set units related to subject area content/formats (developed by D. Ogle) • Word study for phonics, vocabulary, and spelling instruction (based on <i>Words Their Way</i>, developed by Bear & Templeton) • Explicit instruction in comprehension techniques <p>Developed by Chicago Public Schools Striving Readers program developers and implementers in collaboration with Donna Ogle at National-Louis University</p>				

Model/Developer	Grades Served by Intervention	Number of Years a Student is Eligible to Receive Intervention	Relationship of Whole School and Targeted Interventions	How Intervention Teachers Selected
Danville School District, KY ¹				
<i>Adolescent Literacy Model (ALM)</i>				
<p>During instruction, teachers apply literacy strategies such as vocabulary development, reading comprehension, verbal fluency, writing to learn, writing to demonstrate learning, and academic dialogue.</p> <p>Developed by Collaborative for Teaching and Learning, University of Kentucky (Awbrey, 2008)² http://www.ctlonline.org/site/news_articles/ctl-and-the-national-stimulus-effort.html</p>	Grades 6 – 12	Students can continue to receive intervention for up to 4 years	Separate models for whole school intervention and targeted intervention	Intervention delivered by all core subject and auxiliary staff (special education and other certified staff included)
Memphis City Schools, TN				
<i>Memphis Content Literacy Academy (MCLA)</i>				
<p>Four teacher instructional strategies:</p> <ul style="list-style-type: none"> • Provide students explicit and direct instruction and practice incorporating appropriate literacy strategies matched to content learning objectives • Provide on-site literacy coaching support to assist teachers with literacy integration • Use cooperative learning activities intended to provide students extensive practice opportunities • Use curriculum resource center in each school that is designed to include content-rich, multi-leveled materials <p>Developed by the University of Memphis with input from key staff at Memphis City Schools</p>	Grades 6 – 8	Students can continue to receive intervention for up to 2 years	Separate models for whole school intervention and targeted intervention	<p>Intervention delivered by English language arts, math, science, and social studies teachers. Non-self contained special education teachers also included.</p> <p>In yr 3, expanded to include any full-time staff who provide instruction to students – exploratory teachers (music, art, PE), counselors who provide instruction, writing and foreign language teachers, and instructional facilitators.</p>

¹ The six other participating districts are: Bullitt County School District, Eminence Independent, Jessamine County, Pike County, Rowan County, and Washington County.

² Awbrey, A. (2008). *Where everyone gets it: CTL's adolescent literacy model*. Unpublished manuscript.

Model/Developer	Grades Served by Intervention	Number of Years a Student is Eligible to Receive Intervention	Relationship of Whole School and Targeted Interventions	How Intervention Teachers Selected
Newark Public Schools, NJ				
<i>National Urban Alliance (NUA) / New Jersey City University (NJCU)</i>				
<p><i>NJCU</i> Language arts teachers and literacy coaches provide instruction on a variety of strategies including use of graphic organizers, text annotation, note taking, post-reading reflection, anticipation guides to model brain-storming.</p> <p>Developed by New Jersey City University (NJCU)</p> <p><i>NUA</i> Other content teachers provide instruction in content lessons literacy strategies such as graphic organizers (“Thinking Maps”), anticipation guides, word taxonomies.</p> <p>Developed by National Urban Alliance (NUA)</p>	Grades 6 – 8	Students can continue to receive intervention for up to 3 years	Separate models for whole school intervention and targeted intervention	<p><i>NJCU</i> Intervention delivered by English language arts teachers</p> <p><i>NUA</i> Intervention delivered by math, science, and social studies teachers</p>

Model/Developer	Grades Served by Intervention	Number of Years a Student is Eligible to Receive Intervention	Relationship of Whole School and Targeted Interventions	How Intervention Teachers Selected
Ohio Department of Youth Services (operating as public school education district for youth in juvenile correction facilities)				
<i>Year 1: State Institute for Reading Instruction- Adolescent Literacy(SIRI-AL) and English Language Arts Writing Academy</i> <i>Years 2 & 3: High Yield Strategies (HYS)</i>				
<p><i>Year 1</i> <i>State Institute for Reading Instruction— Adolescent Literacy (SIRI-AL)</i> Provide teachers with research based national knowledge and skills on a classroom reading and writing instruction</p> <p>Developed by the Ohio State Department of Education</p> <p><i>English Language Arts Writing Academy</i> Build teachers' capacity to use Ohio's Writing Academic Content Standards to inform instruction</p> <p>Developed by the Ohio State Department of Education</p> <p><i>Years 2 & 3</i> <i>The High Yield Strategies (HYS)</i> Teachers provide instruction on nine strategies to improve reading comprehension, such as advance organizers, note-taking, summarizing, etc.</p> <p>Developed by R. Marzano</p>	Grades 7 – 12	Students can continue to receive intervention for up to the duration of the study (up to 5 years), for as long as student is in the facility (average of 10.5 months)	Separate models for whole school intervention and targeted intervention	Intervention delivered by English language arts, math, science, history, and technical trade teachers

Model/Developer	Grades Served by Intervention	Number of Years a Student is Eligible to Receive Intervention	Relationship of Whole School and Targeted Interventions	How Intervention Teachers Selected
Portland School District, OR				
<i>Strategic Instruction Model Content Enhancement Routines for Teachers (SIM-CERT)</i>				
<p>Curriculum to facilitate content literacy--the engagement skills and strategies (including listening, speaking, reading, and writing) necessary to process, understand, and master material across a range of academic disciplines. Embedded strategy instruction (teachers embed selected learning strategies in core curriculum courses). Organized around a set of twelve Content Enhancement Routines.</p> <p>Developed by the University of Kansas, as part of its Content Literacy Continuum http://www.xtremereading.com/pages/sim.html</p>	Grades 6 – 12	Students can continue to receive intervention for up to 5 years (for the duration of the study)	Targeted and whole school interventions are linked--they represent different levels of the same curriculum developed by the University of Kansas	<p>Intervention delivered by English language arts and social studies teachers in year 1. In year 2, math and science teachers also included. In year 3, art, physical education and health teachers included.</p> <p>ELL, special education and foreign language teachers participated at each school's discretion</p>
San Diego Unified School District, CA				
<i>Strategies for Literacy Integration across the Curriculum (SLIC)</i>				
<p>Teachers present students with a set of literacy strategies developed to enhance skills in reading and writing, focused on helping students understand the ways authors use text forms to present particular types of information and how surface features of text convey information about meaning. Use of model and strategies by teachers is informed by periodic administrations (every 2-3 months) of SLIC assessment.</p> <p>Developed by T. McDonald & C. Thornley, Education Associates, New Zealand</p>	Grades 6 - 12	Students can continue to receive intervention for up to 4 years	Integrated model, with all students receiving whole school intervention and struggling readers additionally receiving linked targeted intervention	Intervention delivered by English language arts, math, science, social science, history, and special education teachers

Model/Developer	Grades Served by Intervention	Number of Years a Student is Eligible to Receive Intervention	Relationship of Whole School and Targeted Interventions	How Intervention Teachers Selected
Springfield Public Schools and Chicopee Public Schools, MA				
<i>Strategic Instruction Model Content Enhancement Routines for Teachers (SIM-CERT)</i>				
<p>Curriculum to facilitate content literacy--the engagement skills and strategies (including listening, speaking, reading, and writing) necessary to process, understand, and master material across a range of academic disciplines. Embedded strategy instruction (teachers embed selected learning strategies in core curriculum courses). Organized around a set of Content Enhancement Routines: unit organizers, course organizer framing, vocabulary LINCing, concept mastery, and concept comparison.</p> <p>Published by the University of Kansas Center for Research on Learning http://www.xtremereading.com/pages/sim.html</p>	Grades 9 – 12	Students can continue to receive intervention for up to 4 years	<p>For Xtreme Reading, targeted and whole school interventions are linked--they represent different levels of the same curriculum developed by the University of Kansas</p> <p>For READ 180, separate models for whole school intervention and targeted intervention</p>	Intervention delivered by all content-area teachers (at end of grant), including English language arts, science, social studies/history, math, art, foreign language, physical education/health, and vocational track teachers
Source: Striving Readers Year 3 Evaluation Reports (available at: http://www.ed.gov/programs/strivingreaders/performance.html)				

Summary of 2006 Striving Readers Projects: Whole School Interventions for All Readers

Table 13: Whole School Interventions: Overall Sample			
Year ¹	Number of Schools/ Grades in Intervention	Number Teachers Eligible for the Intervention	Total Number of Students in Intervention
Chicago Public Schools, IL			
<i>Chicago Striving Readers Program</i>			
Year 1	Cohort 1 16 new K-8 schools Grades 6, 7, 8 in the study in each school	214 eligible teachers	Total = 3,068 students
Year 2	Cohort 1 same as year 1 Cohort 2 15 new K-8 schools Grades 6, 7, 8 in the study in each school	249 eligible teachers	Total = 5,915 students
Year 3	Same as year 2	256 eligible teachers	Total = 5,317 students

¹ Year refers to implementation year. Year 1- 2006-07 school year; Year 2- 2007-08 school year; Year 3- 2008-09 school year.

Year	Number of Schools/ Grades in Intervention	Number Teachers Eligible for the Intervention	Total Number of Students in Intervention
Danville School District, KY ²			
<i>Adolescent Literacy Model (ALM)</i>			
Year 1	10 middle schools (grades 6-8) Grades 6, 7, 8 in the study in each school 9 high schools (grades 9-12) Grades 9, 10, 11, 12 in the study in each school 2 schools grades 6-12 Grades 6 - 12 in the study in each school	Total = 912 teachers Middle schools = 382 teachers High schools = 488 teachers 6-12 schools = 42 teachers	Total = 13,614 students Grade 6 = 1,838 students Grade 7 = 1,819 students Grade 8 = 1,888 students Grade 9 = 2,490 students Grade 10 = 2,125 students Grade 11 = 1,849 students Grade 12 = 1,605 students
Year 2	Same as year 1	Total = 994 teachers Middle schools = 390 teachers High schools = 554 teachers 6-12 schools = 50 teachers	Total = 13,431 students Grade 6 = 1,841 students Grade 7 = 1,796 students Grade 8 = 1,827 students Grade 9 = 2,361 students Grade 10 = 2,024 students Grade 11 = 1,867 students Grade 12 = 1,715 students
Year 3	Same as year 1	Total = 851 teachers Middle schools = 318 teachers High schools = 493 teachers 6-12 schools = 40 teachers	Total = 13,460 students Grade 6 = 1,813 students Grade 7 = 1,848 students Grade 8 = 1,842 students Grade 9 = 2,214 students Grade 10 = 2,074 students Grade 11 = 1,907 students Grade 12 = 1,762 students

² The six other participating districts are: Bullitt County School District, Eminence Independent, Jessamine County, Pike County, Rowan County, and Washington County.

Year	Number of Schools/ Grades in Intervention	Number Teachers Eligible for the Intervention	Total Number of Students in Intervention
Memphis City Schools, TN			
<i>Memphis Content Literacy Academy (MCLA)</i>			
Year 1	4 middle schools (grades 6-8) Grades 6, 7, 8 in the study in each school	132 eligible teachers	Total = 2,776 students Grade 6 = 752 students Grade 7 = 984 students Grade 8 = 1,040 students
Year 2	Same as year 1	115 eligible teachers	Total = 2,418 students
Year 3	4 new middle schools (grades 6-8) ³ Grades 6, 7, 8 in the study in each school	144 eligible teachers	Total = 5,711 students

³ These four middle schools were control schools in years 1 and 2.

Year	Number of Schools/ Grades in Intervention	Number Teachers Eligible for the Intervention	Total Number of Students in Intervention
Newark Public Schools, NJ			
<i>National Urban Alliance (NUA) / New Jersey City University (NJCU)</i>			
Year 1	19 middle schools (grades 6-8) Grades 6, 7, 8 in the study in each school	Total = 337 eligible teachers Eligible for only NUA = 128 teachers Eligible for only NJCU = 76 teachers Eligible for both NUA & NJCU = 133 teachers	Total = 2,430 students
Year 2	Same as year 1	Total = 363 eligible teachers Eligible for only NUA = 147 teachers Eligible for only NJCU = 100 teachers Eligible for both NUA & NJCU = 116 teachers	Total = 3,608 students
Year 3	Same as year 1	Total = 337 eligible teachers Eligible for only NUA = 138 teachers Eligible for only NJCU = 60 teachers Eligible for both NUA & NJCU = 139 teachers 182 teachers taught all three years of the intervention; 257 taught years 2 and 3	To come from year 3 APR numbers

Year	Number of Schools/ Grades in Intervention	Number Teachers Eligible for the Intervention	Total Number of Students in Intervention
Ohio Department of Youth Services (operating as public school education district for youth in juvenile correction facilities)			
<i>Year 1: State Institute for Reading Instruction- Adolescent Literacy(SIRI-AL) and English Language Arts Writing Academy Years 2 & 3: High Yield Strategies (HYS)</i>			
Year 1	7 youth detention facilities Grades 7 - 12 (Majority of students between 15 - 21 years of age)	164 eligible teachers	See year 3
Year 2	Same as year 1	167 eligible teachers	See year 3
Year 3	6 youth detention facilities ⁴ Grades 7 - 12 (Majority of students between 15 - 21 years of age)	176 eligible teachers	Total = 4,650 students ⁵ across 3 years of implementation

⁴ One all-male facility closed and individuals (staff and youth) were reassigned.

⁵ Number of students is not broken out by implementation year because project year does not coincide with student tenure in project, which is largely defined by length of time student has been sentenced to the youth facility.

Year	Number of Schools/ Grades in Intervention	Number Teachers Eligible for the Intervention	Total Number of Students in Intervention
Portland School District, OR			
<i>Strategic Instruction Model Content Enhancement Routines for Teachers (SIM-CERT)</i>			
Year 1	5 middle schools (grades 6-8) Grades 6, 7, 8 in the study in 4 schools Grades 7, 8 in the study in 1 school 4 high schools (grades 9-12) Grades 9, 10, 11, 12 in the study in each school	Total = 91 teachers (social studies and language arts) Middle schools = 32 teachers High schools = 59 teachers	Total = 5,968 students Middle schools (grades 6 – 8) = 2,551 students High schools (grades 9 – 12) = 3,417 students
Year 2	1 middle school (grades 6-8) ⁶ Grades 6, 7, 8 in the study 1 all-girls middle school (grades 6-9) Grades 6, 7, 8, 9 in the study 2 K-8 schools Grades 6, 7, 8 in the study in each school 1 8 th grade academy; Grade 8 in the study 4 high schools (grades 9-12) Grades 9, 10, 11, 12 in the study in each school	Total = 180 teachers (language arts, social studies, math and science) Middle schools = 60 teachers High schools = 120 teachers	Total = 5,248 students Middle schools (grades 6 – 8) = 1,881 students High schools (grades 9 – 12) = 3,367 students
Year 3	2 middle schools (grades 6-8) ⁷ Grades 6, 7, 8 in the study in each school 1 all-girls middle school (grades 6-9) Grades 6, 7, 8, 9 in the study 3 K-8 schools Grades 6, 7, 8 in the study in each school 4 high schools (grades 9-12) Grades 9, 10, 11, 12 in the study in 3 schools Grades 8, 9, 10, 11, 12 in the study in 1 school	Total = 235 teachers (all areas) Middle schools = 101 teachers High schools = 134 teachers	Total = 4,673 students Middle schools (grades 6 – 8) = 1,554 students High schools (grades 9 – 12) = 3,119 students

⁶ In Year 2, two middle schools merged with K–5 schools; another middle school closed and the final grade 8 class went to a participating high school; A fourth middle school became an all-girls school serving grades 6-9 with new Striving Readers teachers.

⁷ In Year 3, an original middle school merged with a K–5 school to become a K-8 school and 2 new middle schools were added to Striving Readers.

Year	Number of Schools/ Grades in Intervention	Number Teachers Eligible for the Intervention	Total Number of Students in Intervention
San Diego Unified School District, CA			
<i>Strategies for Literacy Integration across the Curriculum (SLIC)</i>			
Year 1	3 middle schools (grades 6-8) Grades 6, 7, 8 in the study in each school 2 high schools (grades 9-12) Grades 9, 10, 11, 12 in the study in each school	Total = 128 teachers Middle schools = 79 teachers High schools = 49 teachers	Total = 4,068 students
Year 2	4 middle schools (grades 6-8) Grades 6, 7, 8 in the study in each school 4 high schools (grades 9-12) ⁸ Grades 9, 10, 11, 12 in the study in each school	Total = 236 teachers Middle schools = 117 teachers High schools = 119 teachers	Total = 6,498 students
Year 3	Same as year 2 ⁹	Total = 223 teachers Middle schools = 115 teachers High schools = 118 teachers	Total = 6,809 students

⁸ One additional middle school and two additional high schools were added to the study in year 2.

⁹ One new middle school replaced a year 2 school that closed for failure to meet AYP: The new school used the same building but most of the staff was replaced.

Year	Number of Schools/ Grades in Intervention	Number Teachers Eligible for the Intervention	Total Number of Students in Intervention
Springfield Public Schools and Chicopee Public Schools, MA			
<i>Strategic Instruction Model Content Enhancement Routines for Teachers (SIM-CERT)</i>			
Year 1	5 high schools (grades 9-12) Grades 9, 10, 11, 12 in the study in each school	Teachers phased-in over 3 years, with 9 th grade targeted intervention teachers trained last (to keep targeted and whole school interventions separate) 93 teachers trained	Total = 1,440 students
Year 2	Same as year 1	123 additional teachers trained	Total = 2,009 students
Year 3	Same as year 1	160 additional teachers trained	Total = 4,516 students
Source: Striving Readers Year 3 Evaluation Reports (available at: http://www.ed.gov/programs/strivingreaders/performance.html)			

Summary of 2006 Striving Readers Projects: Whole School Interventions for All Readers

Table 14: Whole School Interventions: Elements of Planned Professional Development and Coaching Models and Definitions of Adequate Implementation

Year ¹	Planned Professional Development	Levels of Participation Required for Adequate Implementation	Planned In-Class Support/Coaching	Levels of Participation Required for Adequate Implementation
Chicago Public Schools, IL				
<i>Chicago Striving Readers Program</i>				
Year 1	Total = 54-57 hours/teacher <ul style="list-style-type: none"> • 5 day Summer Institute (6 hrs/day) • Quarterly follow-up trainings (3 hrs/day) • Monthly Saturday Seminars (3 hrs/day for 5 sessions) <i>Other district/school staff</i> <ul style="list-style-type: none"> • Principal Leadership Seminars (3 hrs/day each month) Training by SR team and developer	Not calculated	Total = 32 – 36 hours/teacher and as needed <ul style="list-style-type: none"> • School Literacy Team meetings (monthly, 4 hrs/meeting) • Site-based support as needed by district literacy coaches 	Not calculated

¹ Year refers to implementation year. Year 1- 2006-07 school year; Year 2- 2007-08 school year; Year 3- 2008-09 school year.

Year	Planned Professional Development	Levels of Participation Required for Adequate Implementation	Planned In-Class Support/Coaching	Levels of Participation Required for Adequate Implementation
Chicago Public Schools, IL				
<i>Chicago Striving Readers Program</i>				
Year 2	<p><i>New teachers</i> Same as year 1 with the addition of 6 hrs of technology training</p> <p><i>Returning teachers</i> Total = 48 hours/teacher</p> <ul style="list-style-type: none"> • 3 day Summer Institute (6 hrs/day) • Quarterly follow-up trainings (3 hrs/day for 3 sessions) • Saturday Seminars (3 hrs/session for 5 sessions) • Technology training (6 hrs) <p><i>Other district/school staff</i></p> <ul style="list-style-type: none"> • Principal Leadership Seminars (3 hrs/day each month) <p>Training by SR team, developer and GoKnow Technology Consultants</p>	<p>High = high attendance (>80% for teachers and principals, at 4 of 4 core types of professional development activities (initial and 2 types of ongoing training, Principal Seminars)</p> <p>Medium = high attendance at some types/moderate attendance (51-79% for teachers, 60-79% for principals) at 4 types of professional development</p> <p><i>Adequate implementation:</i> Overall PD calculated at school-level on scale of 0 – 10 (including whole school plus targeted/ intensive intervention training)</p> <p>High = score of 8 – 10 out of 10</p> <p>Medium = score 5.0 - 7.9 out of 10</p>	<p>Site-based support as needed by district literacy coaches, school-based literacy teams and school-based grade level teams</p>	<p>Not calculated</p>

Year	Planned Professional Development	Levels of Participation Required for Adequate Implementation	Planned In-Class Support/Coaching	Levels of Participation Required for Adequate Implementation
Chicago Public Schools, IL				
<i>Chicago Striving Readers Program</i>				
Year 3	Total = 48 hours/teacher <ul style="list-style-type: none"> • 3 day Summer Institute (6 hrs/day) • Quarterly follow-up trainings (3 hrs/day) • Technology training (18 hours) <i>Other district/school staff</i> <ul style="list-style-type: none"> • Principal Leadership Seminars reduced to half day bi-monthly • NLU-Librarian workshop: monthly • Coordinator Training: bi-monthly (5 ½-day plus 2 full-day sessions) • Project Director Training as needed <ul style="list-style-type: none"> • Training by SR team, developer and GoKnow Technology Consultants 	Same as year 2	Same as year 2, with additional support from study groups and cross-site visitations	Not calculated

Year	Planned Professional Development	Levels of Participation Required for Adequate Implementation	Planned In-Class Support/Coaching	Levels of Participation Required for Adequate Implementation
Danville School District, KY ²				
Adolescent Literacy Model (ALM)				
Year 1	<p>Total = 30 hours/teacher</p> <ul style="list-style-type: none"> • 5 days at Teacher Institute (6 hrs/day) <p><i>Other district/school staff</i></p> <ul style="list-style-type: none"> • 2 day administrator training • Administrators attend teacher training <p>Training by developer</p>	<p><i>Adequate implementation:</i></p> <p>Full participation = $\geq 80\%$ of teachers attending at least one day of summer training</p>	<p>Total = est. 12 hours/teacher</p> <ul style="list-style-type: none"> • 9 site visits/teacher by mentor coaches from Collaborative for Teaching and Learning (est. 3 hrs/visit) 	Not calculated ³
Year 2	<p><i>New Teachers</i></p> <p>Same as year 1</p> <p><i>Returning teachers</i></p> <p>Total = 24 hours/teacher and as needed</p> <ul style="list-style-type: none"> • 1 day common trainings (6 hrs) • 1 day school-specific sub-domain trainings (6 hrs) • 2 day school institutes (6 hrs/day) • 2 half day department-specific trainings per discipline/school as needed (3 hrs/session) <p><i>Other district/school staff</i></p> <ul style="list-style-type: none"> • Administrator training (1.5 days) • Administrators attend teacher training <p>Training by developer</p>	Same as year 1	Same as year 1	Not calculated

² The six other participating districts are: Bullitt County School District, Eminence Independent, Jessamine County, Pike County, Rowan County, and Washington County.

³ Coaching is for both the targeted and whole school interventions. In year 1, the extent to which support was specific to the whole school or targeted intervention was not designated.

Year	Planned Professional Development	Levels of Participation Required for Adequate Implementation	Planned In-Class Support/Coaching	Levels of Participation Required for Adequate Implementation
Danville School District, KY ⁴				
<i>Adolescent Literacy Model (ALM)</i>				
Year 3	Total = 12 hours/teacher <ul style="list-style-type: none"> 1 day school institutes by CTL (6 hrs) 1 day project-wide conference by CTL mentors and school literacy coaches (6 hrs) <i>Other district/school staff</i> Same as year 2	Same as year 1	<ul style="list-style-type: none"> 7 - 9 days onsite coach mentoring Weekly distance learning sessions Additional coaching as needed 	Not calculated
Memphis City Schools, TN				
<i>Memphis Content Literacy Academy (MCLA)</i>				
Year 1	Total = 90 hours/teacher <ul style="list-style-type: none"> Year 1 of 2-year MCLA course, 30 weekly classes (3 hrs/class) <i>Other district/school staff</i> <ul style="list-style-type: none"> Year 1 of 2-year course for principals (45 hrs over 2 yrs) Training by developers, facilitated by MCS staff	<i>Adequate implementation:</i> 4 (High) = attended 76 - 100% of PD offered 3 (Medium) = attended 51 - 75% of PD offered	Coaching support as needed by on-site literacy coach	Not calculated

⁴ The six other participating districts are: Bullitt County School District, Eminence Independent, Jessamine County, Pike County, Rowan County, and Washington County.

Year	Planned Professional Development	Levels of Participation Required for Adequate Implementation	Planned In-Class Support/Coaching	Levels of Participation Required for Adequate Implementation
Memphis City Schools, TN				
<i>Memphis Content Literacy Academy (MCLA)</i>				
Year 2	<p>Total = 90 hours/teacher</p> <ul style="list-style-type: none"> Year 2 of 2-year MCLA course, 30 weekly classes (3 hrs/class) <p><i>Other district/school staff</i></p> <ul style="list-style-type: none"> Year 2 of 2-year course for principals (45 hrs over 2 yrs) <p>Training by developers, facilitated by MCS staff</p>	Same as year 1	Same as year 1	<p>Teachers receive coaching dosage score based on coaching logs</p> <p>High coaching dosage = collaborated 10 or more times with a coach on an activity of substance</p> <p>Mean coaching score for school is % teachers who received high level of coaching support.</p> <p>1 = < 25% teachers had high level of support 2 = 25-50% teachers had high level of support 3 = 51-75% teachers had high level of support 4 = > 75% teachers had high level of support</p>
Year 3	<p><i>New teachers (cohort 2)</i></p> <p>Total = 90 hours/teacher</p> <ul style="list-style-type: none"> Year 1 of 2-year MCLA course, 30 weekly classes (3 hrs/class) <p><i>Other district/school staff</i></p> <ul style="list-style-type: none"> Principals, assistant principals and instructional facilitators invited as a team to participate in 7 sessions (3 hrs/session) <p>Training by developers, facilitated by MCS staff</p>	Same as year 1	Same as year 1	Same as year 2

Year	Planned Professional Development	Levels of Participation Required for Adequate Implementation	Planned In-Class Support/Coaching	Levels of Participation Required for Adequate Implementation
Newark Public Schools, NJ				
<i>National Urban Alliance (NUA) / New Jersey City University (NJCU)</i>				
Year 1	<p><i>NJCU</i> (language arts teachers) Total = 16 hours/teacher</p> <ul style="list-style-type: none"> 4 half days at summer institute (4 hrs/day) <p><i>NUA</i> (other content area teachers) Total = 23 hrs/teacher</p> <ul style="list-style-type: none"> 3 half days at summer institute (4 hrs/day) 2 follow-up training sessions (5.5 hrs/session) <p>Training by developers</p>	<p><i>Adequate implementation:</i> <i>Teacher level (NUA & NJCU):</i> Full = teacher attended 75 - 100% of professional development offered</p> <p>Moderate = teacher attended 50 - 74% professional development offered</p> <p><i>School level:</i> High (score of 4) = 75 - 100% teachers with full or adequate participation</p> <p>Moderate-to-High (score of 3) = 50 - 74% teachers with full or adequate participation</p>	<p><i>NJCU</i> Total = 5 visits/school by NJCU coaches</p> <p><i>NUA</i> Total = 15 visits/school by NUA coaches</p> <ul style="list-style-type: none"> Visits to teachers by district resource teacher coordinators (RTC) on as-needed basis 	<p><i>Adequate implementation:</i> High (score of 4) = 75 - 100% of intended visits occurred</p> <p>Moderate-to-High (score of 3) = 50 - 74% of intended visits occurred</p>
Year 2	<p><i>NJCU</i> Total = 33.5 hours/teacher</p> <ul style="list-style-type: none"> 4 half days at summer institute (4 hrs/day) 3 follow-up training sessions (17.5 hrs total) <p><i>NUA</i> Total = 24 hours/teacher</p> <ul style="list-style-type: none"> 3 half days at summer institute (4 hrs/day) 2 follow-up training sessions (6 hrs/session) <p>Training by developers</p>	Same as year 1	<p><i>NJCU</i> Total = 10 visits/school by NJCU coaches</p> <p><i>NUA</i> Same as year 1</p>	Same as year 1

Year	Planned Professional Development	Levels of Participation Required for Adequate Implementation	Planned In-Class Support/Coaching	Levels of Participation Required for Adequate Implementation
Newark Public Schools, NJ				
<i>National Urban Alliance (NUA) / New Jersey City University (NJCU)</i>				
Year 3	<p><i>NJCU</i> Total = 28 hours/teacher</p> <ul style="list-style-type: none"> • 4 half days at summer institute (4 hrs/day) • 2 follow-up training sessions (6 hrs/session) <p><i>NUA</i> Same as year 2</p> <p>Training by developers</p>	<p><i>Adequate implementation:</i> <i>Teacher level:</i> <i>NJCU</i> Full = attended 4 days summer institute plus 2 days follow-up</p> <p>Moderate = attended 3 - 5 days</p> <p><i>NUA</i> Full = attended 3 days summer institute plus 2 days follow-up</p> <p>Moderate = attended 2 - 4 days</p> <p><i>School level:</i> High (score of 4) = 75 - 100% teachers with full or adequate participation</p> <p>Moderate-to-High (score of 3) = 50 - 74% teachers with full or adequate participation</p>	<p><i>NJCU</i></p> <ul style="list-style-type: none"> • In-school coaching visits (12 times/school) by NJCU coaches • Coaching from district RTCs as necessary <p><i>NUA</i> In-school coaching visits by NUA mentor (15 days/school)</p>	Same as year 1

Year	Planned Professional Development	Levels of Participation Required for Adequate Implementation	Planned In-Class Support/Coaching	Levels of Participation Required for Adequate Implementation
Ohio Department of Youth Services (operating as public school education district for youth in juvenile correction facilities)				
<i>Year 1: State Institute for Reading Instruction- Adolescent Literacy(SIRI-AL) and English Language Arts Writing Academy</i> <i>Years 2 & 3: High Yield Strategies (HYS)</i>				
Year 1	Total = 46 hours/teacher <ul style="list-style-type: none"> SIRI-AL (28 hrs) Writing Academy (18 hrs) Training by local literacy experts contracted to provide instruction to teachers	<i>Adequate implementation:</i> High = attended 75% – 100% of professional development offered Moderate = attended 50% – 74% of professional development offered	As needed	Not calculated
Year 2	Total = 17.5 – 33.5 hours/teacher <ul style="list-style-type: none"> High Yield Strategies (17.5 – 33.5 hrs, depending on how many modules each facility offered) Training by literacy coaches	Same as year 1	As needed	Not calculated
Year 3	Total = 30 - 41 hours/teacher <ul style="list-style-type: none"> High Yield Strategies (30 - 41 hrs, depending on how many modules each facility offered) Training by literacy coaches	Same as year 1	As needed	Not calculated

Year	Planned Professional Development	Levels of Participation Required for Adequate Implementation	Planned In-Class Support/Coaching	Levels of Participation Required for Adequate Implementation
Portland School District, OR				
<i>Strategic Instruction Model Content Enhancement Routines for Teachers (SIM-CERT)</i>				
Year 1	<p>Total = 55 hours/teacher</p> <ul style="list-style-type: none"> 5-day initial Professional Development with fall make-up (37 hrs total) Ongoing PD--teachers select from a menu of training sessions on new content enhancement routines (18 hrs total) <p><i>Other district/school staff</i></p> <ul style="list-style-type: none"> Administrator training (6+ hrs/year) <p>Training by professional developers, Strategic Learning Center (SLC) of Seattle, WA, hired as consultants to developer</p>	<p><i>Adequate implementation:</i></p> <p>High (score of 4) = 7 or more points</p> <p>Medium (score of 3) = 6 – 6.9 points</p> <p>Score is sum of: 4 pts summer training 3 pts fall training (make-up) 2 pts Oct/Nov trainings 1 pt each additional session Subtract 2 pts if not trained in all required routines</p>	<p>Total = 44 hours/teacher (encouraged but not required)</p> <ul style="list-style-type: none"> In-school coaching by literacy coaches (2 hrs/month for 7 months) In-school coaching by professional developers (2 hrs/month for 7 months) Observations with feedback (twice each semester, 4 hrs/session) 	<p><i>Adequate implementation:</i></p> <p>High (score of 4) = amount of time ≥ 75th percentile</p> <p>Medium (score of 3) = amount of time between 50th - 74th percentile</p> <p>Based on average number of minutes across all schools (same for meetings with literacy coach and professional developers)</p>
Year 2	<p>Total = 33 - 37 hours/teacher</p> <ul style="list-style-type: none"> 3 days of summer training with fall make-up Follow-up training on Content Enhancement Routines selected by school administrators and professional developers- attendance voluntary (hours vary) <p><i>Other district/school staff</i></p> <ul style="list-style-type: none"> Administrator training (6+ hrs/year) <p>Training by professional developers (SLC)</p>	<p><i>Adequate implementation:</i></p> <p>High (score of 4) = 5 or more points</p> <p>Medium (score of 3) = 4 – 4.9 points</p> <p>Score is sum of: 4 pts summer training 3 pts fall training (make-up) 2 pts if trained in additional routines Subtract 2 pts if not trained in all 4 required routines</p>	Same as year 1	Same as year 1

Year	Planned Professional Development	Levels of Participation Required for Adequate Implementation	Planned In-Class Support/Coaching	Levels of Participation Required for Adequate Implementation
Portland School District, OR				
<i>Strategic Instruction Model Content Enhancement Routines for Teachers (SIM-CERT)</i>				
Year 3	Total = 33 - 37 hours/teacher <ul style="list-style-type: none"> • 3-day summer training session at each of 2 new middle schools with fall make-up • Ongoing school-based PD (was centralized before) <i>Other district/school staff</i> Same as year 1 Training by professional developers (SLC)	Same as year 2	Same as year 1	Same as year 1

Year	Planned Professional Development	Levels of Participation Required for Adequate Implementation	Planned In-Class Support/Coaching	Levels of Participation Required for Adequate Implementation
San Diego Unified School District, CA				
<i>Strategies for Literacy Integration across the Curriculum (SLIC)</i>				
Year 1	Total = 23 - 28 hours/teacher <ul style="list-style-type: none"> • Whole school/cross site conferences (15 - 20 hrs) • Small group, content-area seminars (8 hrs) Training by developer, district staff, and/or coaches	<i>Adequate implementation:</i> High participation at school-level = > 60% of teachers received at least 27 hours of PD (<i>including coaching</i>) 27 hours include: 14+ hrs of whole-school PD 7+ hrs of content-area PD 7+ hrs of individual/in-class support	Total = 8 hours/teacher <ul style="list-style-type: none"> • School literacy coaches provide individual/in-class support (8 hrs) 	<i>Adequate implementation:</i> High participation at school-level = > 60% of teachers received at least 27 hours of PD (<i>including coaching</i>) 27 hours include: 14+ hrs of whole-school PD 7+ hrs of content-area PD 7+ hrs of individual/in-class support
Year 2	Same as year 1	Same as year 1	Same as year 1	Same as year 1
Year 3	Same as year 1	Same as year 1	Same as year 1	Same as year 1

Year	Planned Professional Development	Levels of Participation Required for Adequate Implementation	Planned In-Class Support/Coaching	Levels of Participation Required for Adequate Implementation
Springfield Public Schools and Chicopee Public Schools, MA				
<i>Strategic Instruction Model Content Enhancement Routines for Teachers (SIM-CERT)</i>				
Year 1	<p>Total = 24 hours/teacher</p> <ul style="list-style-type: none"> 2 day initial summer training (6 hrs/day) 2 days ongoing training on additional routines (6 hrs/day) <p><i>Other district/school staff</i></p> <ul style="list-style-type: none"> Administrator training (½ day) Administrator information session (1 day) <p>Training by nationwide SIM trainer network, overseen by the University of Kansas' Center for Research on Learning</p>	<p><i>Adequate implementation:</i> Adequate = full attendance at all required professional development sessions</p>	<p>Total = 16 - 18 hours/teacher</p> <ul style="list-style-type: none"> 8 -9 monthly classroom visits and feedback by developers (2 hrs/visit) 	Not calculated
Year 2	<p><i>New teachers</i> Same as year 1</p> <p><i>Returning teachers</i> Total = 12 hours/teacher</p> <ul style="list-style-type: none"> 2 days ongoing training on additional routines (6 hrs/day) <p>Training by nationwide SIM trainer network</p>	Same as year 1	Same as year 1	Not calculated
Year 3	<p><i>New teachers</i> Total = 24 hours/teacher</p> <ul style="list-style-type: none"> 4 days of training- <i>combined initial and ongoing</i> (6 hrs/day) <p><i>Returning teachers</i> Same as year 2</p>	Same as year 1	Same as year 1	Not calculated
Source: Striving Readers Year 3 Evaluation Reports (available at: http://www.ed.gov/programs/strivingreaders/performance.html)				

Summary of 2006 Striving Readers Projects: Whole School Interventions for All Readers

Table 15: Whole School Interventions: Elements of Planned Classroom Instruction Model and Definitions of *Adequate Implementation*

Elements of Planned Classroom Model	Level Required for Adequate Implementation
Chicago Public Schools, IL	
<i>Chicago Striving Readers Program</i>	
<p>Elements in rating:</p> <ul style="list-style-type: none"> • Whole-part-whole • Gradual release model • Comprehension focus • Partner Reading and Content, Too (PRC2) • Direct vocabulary instruction 	<p><i>Adequate implementation:</i> High implementation = 8 - 10</p> <p>Medium implementation = 5.0 - 7.9</p> <p>Implementation scored on 10-point scale, where 1 indicates none of the key program characteristics are being implemented and 10 indicates all key components were being implemented with the expected regularity</p>
Danville School District, KY ¹	
<i>Adolescent Literacy Model (ALM)</i>	
<p>Elements in rating:</p> <ul style="list-style-type: none"> • Fluency • Comprehension • Writing to use what you know • Writing to learn • Academic dialogue • Vocabulary development 	<p>No criterion established for adequacy; report shows “average % of time in LSC activities”</p>

¹ The six other participating districts are: Bullitt County School District, Eminence Independent, Jessamine County, Pike County, Rowan County, and Washington County.

Elements of Planned Classroom Model	Level Required for Adequate Implementation
Memphis City Schools, TN	
<i>Memphis Content Literacy Academy (MCLA)</i>	
<p>Elements in rating:</p> <ul style="list-style-type: none"> • Years 2 and 3: Use of materials (% eligible teachers who use the Curriculum Resource Center) • Years 2 and 3: Principal involvement (attendance at fellowship classes and MCLA events) • Year 3: Classroom Implementation (based on teacher survey, focus group interviews, analysis of daily logs maintained by the literacy coaches, direct observation, ratings of implementation by literacy coaches) 	<p><i>Adequate implementation:</i></p> <p><i>Materials Use</i> 2 = more than 50% of teachers checked out materials at least once</p> <p>1 = less than 50% of teachers checked out materials at least once</p> <p><i>Principal involvement</i> 4 = High = principal attended all MCLA fellowship classes and 2 key MCLA events</p> <p><i>Classroom Implementation</i> High = 3.1 – 4</p> <p>Medium = 2.1 – 3</p>
Newark Public Schools, NJ	
<i>National Urban Alliance (NUA) / New Jersey City University (NJCU)</i>	
N/A	Not calculated
Ohio Department of Youth Services (operating as public school education district for youth in juvenile correction facilities)	
<i>Year 1: State Institute for Reading Instruction- Adolescent Literacy(SIRI-AL) and English Language Arts Writing Academy Years 2 & 3: High Yield Strategies (HYS)</i>	
N/A	Not calculated

Elements of Planned Classroom Model	Level Required for Adequate Implementation
Portland School District, OR	
<i>Strategic Instruction Model Content Enhancement Routines for Teachers (SIM-CERT)</i>	
<p>Elements in rating:</p> <ul style="list-style-type: none"> Percent of required Content Enhancement Routines (CERs) completed 	<p><i>Adequate implementation:</i> <i>Total score (average rating across observations, % CERs completed, % teachers using CERs in previous month)</i> High = 3.5 - 4.0</p> <p>Medium = 2.5 - 3.4</p> <p><i>Observation</i> 4 = teachers' average fidelity of implementation was 90% or higher for routines observed</p> <p>3 = teachers' average fidelity of implementation was 80 - 89% for routines observed of expected routines observed</p> <p><i>Percent of CERs completed</i> 4 = 75% or higher</p> <p>3 = 50 - 74%</p> <p><i>Percent of teachers using CERs in previous month</i> 4 = 75% or higher</p> <p>3 = 50 - 74%</p>
San Diego Unified School District, CA	
<i>Strategies for Literacy Integration across the Curriculum (SLIC)</i>	
<p>Elements in rating:</p> <ul style="list-style-type: none"> Program-related instruction in approximately 60% of a student's classes 	<p><i>Adequate implementation:</i> High (3) = scores > 0.5</p> <p>Medium (2) = scores of -0.1 – 0.5</p> <p>Implementation rated on a 3 point scale (mean response determined and set-averages z-scored based on survey population; 3 scores averaged for each site and cut-points of -0.1 and 0.5)</p>

Elements of Planned Classroom Model	Level Required for Adequate Implementation
Springfield Public Schools and Chicopee Public Schools, MA	
<i>Strategic Instruction Model Content Enhancement Routines for Teachers (SIM-CERT)</i>	
Elements in rating: <ul style="list-style-type: none"> • Use of at least one Unit Organizer in 1 course during academic year (mandatory) • Implementation of at least 1 additional routine during academic year (mandatory) • Implement other routines as appropriate (optional) 	<i>Adequate implementation:</i> Above adequate (exceeded minimum usage requirements) = 1 Unit Organizer and 2 additional routines Adequate (met minimum usage requirements) = 1 Unit Organizer and 1 additional routine
<i>Source: Striving Readers Year 3 Evaluation Reports (available at: http://www.ed.gov/programs/strivingreaders/performance.html)</i>	

Summary of 2006 Striving Readers Projects: Whole School Interventions for All Readers

Table 16: Whole School Interventions: Actual Levels of Implementation of Professional Development, Coaching and Classroom Instruction Models and Combined Model				
Year ¹	Implementation of Professional Development	Implementation of In-Class Support/Coaching	Implementation of Classroom Instruction Model	Implementation of Combined Model (Professional Development, Coaching and/or Classroom Instruction Models)
Chicago Public Schools, IL				
<i>Chicago Striving Readers Program</i>				
Year 1	Attendance rates by component: Summer Institute ~ 87% Follow-up trainings (school year institutes) = 79% Saturday Seminars = 67%	Not calculated	Not calculated	Not calculated

¹ Year refers to implementation year. Year 1- 2006-07 school year; Year 2- 2007-08 school year; Year 3- 2008-09 school year.

Year	Implementation of Professional Development	Implementation of In-Class Support/Coaching	Implementation of Classroom Instruction Model	Implementation of Combined Model (Professional Development, Coaching and/or Classroom Instruction Models)
Chicago Public Schools, IL				
<i>Chicago Striving Readers Program</i>				
Year 2	<p><i>Overall</i>² 3% of schools with high participation</p> <p>71% of schools with medium participation</p> <p><i>Cohort 1</i> 6% with high participation 75% with medium participation</p> <ul style="list-style-type: none"> • Principal seminars, 61% • Summer Institute, 87% • Follow-up Institutes, 33% • Saturday Seminars, 22% <p><i>Cohort 2</i> 0% with high participation 67% with medium participation</p> <ul style="list-style-type: none"> • Principal seminars, 55% • Summer Institute, 79% • Follow-up Institutes, 53% • Saturday Seminars, 32% 	Not calculated	<p><i>Overall</i> 10% of schools with high implementation</p> <p>90% of schools with medium implementation</p> <p><i>Cohort 1</i> 13% with high implementation</p> <p>8% with medium implementation</p> <p><i>Cohort 2</i> 7% with high implementation</p> <p>93% with medium implementation</p>	Not calculated ³

² For year 2, PD scores include PD for whole school, targeted and intensive interventions

³ The overall score was not calculated for whole school (blended) intervention separate from targeted and intensive interventions

Year	Implementation of Professional Development	Implementation of In-Class Support/Coaching	Implementation of Classroom Instruction Model	Implementation of Combined Model (Professional Development, Coaching and/or Classroom Instruction Models)
Chicago Public Schools, IL				
<i>Chicago Striving Readers Program</i>				
Year 3	<p><i>Overall</i>⁴ 0% of schools with high participation 45% of schools with medium participation</p> <p><i>Cohort 1</i> 0% with high participation 38% with medium participation</p> <ul style="list-style-type: none"> • Principal seminars, 79% • Summer Institute, 80% • Follow-up Institutes, 44%) <p><i>Cohort 2</i> 0% with high participation 53% with medium participation</p> <ul style="list-style-type: none"> • Principal seminars, 66% • Summer Institute, 73% • Follow-up Institutes, 45%) 	Not calculated	<p><i>Overall</i> 13% of schools with high implementation 87% of schools with medium implementation</p> <p>Cohort 1 6% with high implementation 94% with medium implementation</p> <p>Cohort 2 20% with high implementation 80% with medium implementation</p>	Not calculated ⁵

⁴ In year 3, PD scores were disaggregated; these scores exclude LIT meetings, which focus on the targeted and intensive interventions

⁵ The overall score was not calculated for whole school (blended) intervention separate from targeted and intensive interventions

Year	Implementation of Professional Development	Implementation of In-Class Support/Coaching	Implementation of Classroom Instruction Model	Implementation of Combined Model (Professional Development, Coaching and/or Classroom Instruction Models)
Danville School District, KY ⁶				
<i>Adolescent Literacy Model (ALM)</i>				
Year 1	<i>All schools</i> 71% schools with full participation <i>Middle schools</i> 70% schools with full participation <i>High schools</i> 67% schools with full participation <i>Schools with grades 6–12</i> 100% schools with full participation	Not calculated	<i>% time ALM observed:</i> Grade 6 = 26% Grade 9 = 24	Not calculated
Year 2	<i>All schools</i> 67% schools with full participation <i>Middle schools</i> 80% schools with full participation <i>High schools</i> 56% schools with full participation <i>Schools with grades 6–12</i> 50% schools with full participation	Not calculated	<i>% time ALM observed:</i> Grade 6 = 30% Grade 9 = 13%	Not calculated

⁶ The six other participating districts are: Bullitt County School District, Eminence Independent, Jessamine County, Pike County, Rowan County, and Washington County.

Year	Implementation of Professional Development	Implementation of In-Class Support/Coaching	Implementation of Classroom Instruction Model	Implementation of Combined Model (Professional Development, Coaching and/or Classroom Instruction Models)
Danville School District, KY ⁷				
<i>Adolescent Literacy Model (ALM)</i>				
Year 3	<p><i>All schools</i> 71% schools with full participation</p> <p><i>Middle schools</i> 70% schools with full participation</p> <p><i>High schools</i> 67% schools with full participation</p> <p><i>Schools with grades 6–12</i> 100% schools with full participation</p>	Not calculated	<p><i>% time ALM observed:</i> Grade 6 = 26%</p> <p>Grade 9 = 24</p>	Not calculated
Memphis City Schools, TN				
<i>Memphis Content Literacy Academy (MCLA)</i>				
Year 1	<p><i>Course participation score</i> 62% of teacher participants attended 80 percent or more of PD offered</p> <p>28% of teacher participants attended 70 - 80 % of PD offered</p> <p>10% of teacher participants attended < 70% of PD offered</p>	Not calculated	Not calculated	<p><i>Overall implementation rating:</i> (average rating for school on teacher participation in PD)</p> <p>25% of schools with high fidelity</p> <p>25% of schools with medium fidelity</p>

⁷ The six other participating districts are: Bullitt County School District, Eminence Independent, Jessamine County, Pike County, Rowan County, and Washington County.

Year	Implementation of Professional Development	Implementation of In-Class Support/Coaching	Implementation of Classroom Instruction Model	Implementation of Combined Model (Professional Development, Coaching and/or Classroom Instruction Models)
Memphis City Schools, TN				
<i>Memphis Content Literacy Academy (MCLA)</i>				
Year 2	<p><i>Course participation score;</i> 0% of teachers at high level</p> <p>75% of teachers at medium level</p>	<p>75% of schools at high level of coaching support (mean level for teachers > 75%)</p> <p>0% of schools at medium level of coaching support (mean level for teachers between 50-75%)</p>	<p><i>Principal Involvement Score:</i> 100% of schools at high implementation</p> <p><i>Materials Use Rating:</i> 0% of schools at high or medium level of implementation</p>	<p><i>Overall implementation rating:</i> (average rating for school on teacher participation in PD, coaching dosage, principal involvement, materials use):</p> <p>25% schools at high level of implementation</p> <p>75% of schools at medium level of implementation</p>
Year 3	<p><i>Course participation score;</i> 25% of teachers at high level</p> <p>75% of teachers at medium level</p>	<p>0% of schools at high level of coaching support (mean level for teachers > 75%)</p> <p>75% of schools at medium level of coaching support (mean level for teachers between 50- 75%)</p>	<p><i>Coach-assigned rating:</i> 25% of schools at high implementation 75% of schools at medium implementation</p> <p><i>Principal Involvement Score:</i> 100% of schools at high implementation</p> <p><i>Materials Use Rating:</i> 0% of schools at high or medium level of implementation</p>	<p><i>Overall implementation rating:</i> (average rating for school on teacher participation in PD, coaching dosage, classroom implementation, principal involvement, materials use):</p> <p>0% schools at high level of implementation</p> <p>100% of schools at medium level of implementation</p>

Year	Implementation of Professional Development	Implementation of In-Class Support/Coaching	Implementation of Classroom Instruction Model	Implementation of Combined Model (Professional Development, Coaching and/or Classroom Instruction Models)
Newark Public Schools, NJ				
<i>National Urban Alliance (NUA) / New Jersey City University (NJCU)</i>				
Year 1	<p><i>Overall</i> 0% of schools with high participation 42% of schools with moderate-to-high participation</p> <p><i>NJCU</i> 0% of schools with high participation 42% of schools with moderate-to-high participation</p> <p><i>NUA</i> 0% of schools with high participation 32% of schools with moderate-to-high participation</p>	<p><i>Overall</i> 68% of schools with high participation 32% of schools with moderate-to-high participation</p> <p><i>NJCU</i> 58% of schools with high participation 11% of schools with moderate-to-high participation</p> <p><i>NUA</i> 100% of schools with high participation</p>	Not calculated	Not calculated
Year 2	<p><i>Overall</i> 0% of schools with high participation 16% of schools with moderate-to-high participation</p> <p><i>NJCU</i> 0% of schools with high participation 0% of schools with moderate-to-high participation</p> <p><i>NUA</i> 11% of schools with high participation 32% of schools with moderate-to-high participation</p>	<p><i>Overall</i> 89% of schools with high participation 11% of schools with moderate-to-high participation</p> <p><i>NJCU</i> 90% of schools with high participation 0% of schools with moderate-to-high participation</p> <p><i>NUA</i> 100% of schools with high participation</p>	Not calculated	Not calculated

Year	Implementation of Professional Development	Implementation of In-Class Support/Coaching	Implementation of Classroom Instruction Model	Implementation of Combined Model (Professional Development, Coaching and/or Classroom Instruction Models)
Newark Public Schools, NJ				
<i>National Urban Alliance (NUA) / New Jersey City University (NJCU)</i>				
Year 3	<p><i>Overall</i> 5% of schools with high participation</p> <p>47% of schools with moderate-to-high participation</p> <p><i>NJCU</i> 5% of schools with high participation</p> <p>32% of schools with moderate-to-high participation</p> <p><i>NUA</i> 5% of schools with high participation</p> <p>37% of schools with moderate-to-high participation</p>	<p><i>Overall</i> 100% of schools with high participation</p> <p><i>NJCU</i> 89% of schools with high participation</p> <p>10% of schools with moderate-to-high participation</p> <p><i>NUA</i> 100% of schools with high participation</p>	Not calculated	<p><i>Summary implementation score: (including professional development and coaching)</i></p> <p>5% of schools with high fidelity</p> <p>74% of schools with moderate-to-high fidelity</p>

Year	Implementation of Professional Development	Implementation of In-Class Support/Coaching	Implementation of Classroom Instruction Model	Implementation of Combined Model (Professional Development, Coaching and/or Classroom Instruction Models)
Ohio Department of Youth Services (operating as public school education district for youth in juvenile correction facilities)				
<i>Year 1: State Institute for Reading Instruction- Adolescent Literacy(SIRI-AL) and English Language Arts Writing Academy</i> <i>Years 2 & 3: High Yield Strategies (HYS)</i>				
Year 1	<i>SIRI-AL</i> 0% of facilities with high participation 71% of facilities with moderate participation <i>Writing Academy</i> 100% of facilities with high participation	Not calculated	Not calculated	Not calculated
Year 2	<i>High Yield Strategies</i> 57% of facilities with high participation 43% of facilities with moderate participation	Not calculated	Not calculated	Not calculated
Year 3	<i>High Yield Strategies</i> 50% of facilities with high participation 50% of facilities with moderate participation	Not calculated	Not calculated	Not calculated

Year	Implementation of Professional Development	Implementation of In-Class Support/Coaching	Implementation of Classroom Instruction Model	Implementation of Combined Model (Professional Development, Coaching and/or Classroom Instruction Models)
Portland School District, OR				
<i>Strategic Instruction Model Content Enhancement Routines for Teachers (SIM-CERT)</i>				
Year 1	<p><i>All schools</i> 0% of schools with high participation</p> <p>78% of schools with medium participation</p> <p><i>Middle schools</i> 0% of schools with high participation</p> <p>80% of schools with medium participation</p> <p><i>High schools</i> 0% of schools with high participation</p> <p>75% of schools with medium participation</p>	Included in PD implementation scores	<p><i>All schools</i> 0% of schools with high implementation</p> <p>33% of schools with medium implementation</p> <p><i>Middle schools</i> 0% of schools with high implementation</p> <p>60% of schools with medium implementation</p> <p><i>High schools</i> 0% of schools with high implementation</p> <p>0% of schools with medium implementation</p>	<p><i>Overall implementation (includes PD, classroom fidelity, teacher buy-in⁸)</i> <i>All schools</i> 0% of schools with high implementation scores in 3 areas</p> <p>0% of schools with moderate-high implementation in 3 areas</p> <p>22% of schools with moderate implementation in 3 areas</p> <p><i>Middle schools</i> 0% of schools with high implementation in 3 areas</p> <p>0% of schools with moderate - high implementation in 3 areas</p> <p>40% with moderate implementation in 3 areas</p> <p><i>High schools</i> 0% of schools with high implementation in 3 areas</p> <p>0% of schools with moderate - high implementation in 3 areas</p> <p>0% of schools with moderate implementation in 3 areas</p>

⁸ Teacher perceptions of the usefulness of the group professional development and in-school coaching provided by the professional developers, and (b) of the effectiveness of the Xtreme Reading strategie, both on a 5-point scale.

Year	Implementation of Professional Development	Implementation of In-Class Support/Coaching	Implementation of Classroom Instruction Model	Implementation of Combined Model (Professional Development, Coaching and/or Classroom Instruction Models)
Portland School District, OR				
<i>Strategic Instruction Model Content Enhancement Routines for Teachers (SIM-CERT)</i>				
Year 2	<p><i>All schools</i> 0% of schools with high participation</p> <p>67% of schools with medium participation</p> <p><i>Middle schools</i> 0% of schools with high participation</p> <p>80% of schools with medium participation</p> <p><i>High schools</i> 0% of schools with high participation</p> <p>50% of schools with medium participation</p>	Included in PD implementation scores	<p><i>All schools</i> 0% of schools with high implementation</p> <p>44% of schools with medium implementation</p> <p><i>Middle schools</i> 0% of schools with high implementation</p> <p>80% of schools with medium implementation</p> <p><i>High schools</i> 0% of schools with high implementation</p> <p>0% of schools with medium implementation</p>	<p><i>Overall implementation (includes PD, classroom fidelity, teacher buy-in⁹)</i> <i>All schools</i> 0% of schools with high implementation scores in 3 areas</p> <p>20% of schools with moderate-high implementation in 3 areas</p> <p>20% of schools with moderate implementation in 3 areas</p> <p><i>Middle schools</i> 0% of schools with high implementation in 3 areas</p> <p>33% of schools with moderate - high implementation in 3 areas</p> <p>33% with moderate implementation in 3 areas</p> <p><i>High schools</i> 0% of schools with high implementation in 3 areas</p> <p>0% of schools with moderate - high implementation in 3 areas</p> <p>0% of schools with moderate implementation in 3 areas</p>

⁹ Teacher perceptions of the usefulness of the group professional development and in-school coaching provided by the professional developers, and (b) of the effectiveness of the Xtreme Reading strategie, both on a 5-point scale.

Year	Implementation of Professional Development	Implementation of In-Class Support/Coaching	Implementation of Classroom Instruction Model	Implementation of Combined Model (Professional Development, Coaching and/or Classroom Instruction Models)
Portland School District, OR				
<i>Strategic Instruction Model Content Enhancement Routines for Teachers (SIM-CERT)</i>				
Year 3	<p><i>All schools</i> 10% of schools with high participation</p> <p>40% of schools with medium participation</p> <p><i>Middle schools</i> 17% of schools with high participation</p> <p>50% of schools with medium participation</p> <p><i>High schools</i> 0% of schools with high participation</p> <p>25% of schools with medium participation</p>	Included in PD implementation scores	<p><i>All schools</i> 0% of schools with high implementation</p> <p>60% of schools with medium implementation</p> <p><i>Middle schools</i> 0% of schools with high implementation</p> <p>100% of schools with medium implementation</p> <p><i>High schools</i> 0% of schools with high implementation</p> <p>0% of schools with medium implementation</p>	Not calculated

Year	Implementation of Professional Development	Implementation of In-Class Support/Coaching	Implementation of Classroom Instruction Model	Implementation of Combined Model (Professional Development, Coaching and/or Classroom Instruction Models)
San Diego Unified School District, CA				
<i>Strategies for Literacy Integration across the Curriculum (SLIC)</i>				
Year 1	<p><i>Whole school professional development</i> 20% of schools with high participation</p> <p><i>Content area professional development</i> 0% of schools with high participation</p>	0% of schools with high participation	Not calculated	Not calculated
Year 2	<p><i>Whole school professional development</i> 0% of schools with high participation</p> <p><i>Content area professional development</i> 0% of schools with high participation</p>	0% of schools with high participation	0% of schools with high implementation	<p><i>Overall implementation rating:</i> (includes content-teacher PD/PD support, coach PD participation, classroom model)</p> <p>0% of schools with high fidelity</p>
Year 3	<p><i>Whole school professional development</i> 0% of schools with high participation</p> <p><i>Content area professional development</i> 63% of schools with high participation</p>	13% of schools with high participation	13% of schools with high implementation	<p><i>Overall implementation rating:</i> (includes content-teacher PD/PD support, coach PD participation, classroom model)</p> <p>25% of schools with high fidelity</p>

Year	Implementation of Professional Development	Implementation of In-Class Support/Coaching	Implementation of Classroom Instruction Model	Implementation of Combined Model (Professional Development, Coaching and/or Classroom Instruction Models)
Springfield Public Schools and Chicopee Public Schools, MA				
Strategic Instruction Model Content Enhancement Routines for Teachers (SIM-CERT)				
Year 1	<i>Initial training</i> 92% of teachers adequate <i>Ongoing training</i> 35% of teachers adequate	Not calculated	Not calculated ¹⁰	Not calculated
Year 2	New teachers: <i>Initial training</i> 98% of teachers adequate <i>Ongoing training</i> 24% of teachers adequate Returning teachers: <i>Ongoing training</i> 65% of teachers adequate	Not calculated	94% of teachers met or exceeded requirements <ul style="list-style-type: none"> • 76% of teachers exceeded requirements • 19% of teachers met requirements 	Not calculated
Year 3	29% of teachers adequate	Not calculated	81% of teachers met or exceeded requirements <ul style="list-style-type: none"> • 60% of teachers exceeded requirements • 21% of teachers met requirements 	Not calculated
Source: Striving Readers Year 3 Evaluation Reports (available at: http://www.ed.gov/programs/strivingreaders/performance.html)				

¹⁰ Data regarding attendance and training requirements were not provided until after the initial year report.

Summary of 2006 Striving Readers Projects: Whole School Interventions for All Readers

Table 17: Whole School Interventions: Impacts of Interventions on All Readers					
Relationship of Whole School and Targeted Interventions	Evaluation Design and Minimum Impact in Standard Deviation Units that the Study Can Measure with Confidence	Impact on Reading Test Scores in Standard Deviation Units ¹	Impact on Reading Test Scores in Percentile Units ²	Is Impact on Reading Test Scores Different than Zero (statistically significant)? ³	Sample in Impact Analysis
Chicago Public Schools, IL					
<i>Chicago Striving Readers One Year of Intervention- ISAT (External Test Publisher)</i>					
Integrated model, with all students receiving whole school intervention and struggling readers additionally receiving linked targeted interventions	Cluster randomized control trial, in which 63 schools were randomly assigned to either Chicago Striving Readers or control. Analysis yields regression adjusted comparison on mean outcomes, and has the statistical power to detect a minimum effect size of .09 standard deviations.	.01	Treatment and control students are in 40 th percentile of nationally normed sample ⁴	No	4,126 grade 6-8 Treatment students in Tier 1-3 and 4,063 grade 6-8 Control students in Tier 1-3 in 61 schools ⁵
<i>Chicago Striving Readers Two Years of Intervention- ISAT (External Test Publisher)</i>					
Integrated model, with all students receiving whole school intervention and struggling readers additionally receiving linked targeted interventions	Cluster randomized control trial, in which 63 schools were randomly assigned to either Chicago Striving Readers or control. Analysis yields regression adjusted comparison of mean outcomes, and has the statistical power to detect a minimum effect size of .13 standard deviations.	.07	Treatment students are in 35 th percentile, control students are in 37 th percentile of nationally normed sample	No	1,344 Treatment students and 1,337 Control students in 62 schools

Relationship of Whole School and Targeted Interventions	Evaluation Design and Minimum Impact in Standard Deviation Units that the Study Can Measure with Confidence	Impact on Reading Test Scores in Standard Deviation Units	Impact on Reading Test Scores in Percentile Units	Is Impact on Reading Test Scores Different than Zero (statistically significant)?	Sample in Impact Analysis
Memphis City Schools, TN					
<i>Memphis Striving Readers One Year of Intervention- Iowa Test of Basic Skills (External test publisher): Total Reading</i>					
Whole school intervention and targeted intervention are not related. Targeted intervention is Read 180 and whole school intervention is teacher attending the Memphis Content Literary Academy (MCLA) Program.	Randomized control trial, in which 8 schools were randomly, assigned to either MCLA or control in year 1 and 2. In year three all schools allowed to participate in the whole school intervention. Analysis yields regression adjusted comparison on mean outcomes, and has the statistical power to detect a minimum effect size of .40 standard deviations.	.01	Treatment and control students are in 23 th percentile of nationally normed sample	No	698 Treatment and 1042 Control grade 6-8 students in 8 schools
<i>Memphis Striving Readers One Year of Intervention- Tennessee Comprehensive Assessment Program (State): Reading and Language Arts</i>					
Whole school intervention and targeted intervention are not related. Targeted intervention is Read 180 and whole school intervention is teacher attending the Memphis Content Literary Academy (MCLA) Program.	Randomized control trial, in which 8 schools were randomly, assigned to either MCLA or control in year 1 and 2. In year three all schools allowed to participate in the whole school intervention. Analysis yields regression adjusted comparison on mean outcomes, and has the statistical power to detect a minimum effect size of .40 standard deviations.	.18	Treatment students are in 45 th percentile, control students are in 44 th percentile of nationally normed sample	No	698 Treatment and 1042 Control grade 6-8 students in 8 schools

Relationship of Whole School and Targeted Interventions	Evaluation Design and Minimum Impact in Standard Deviation Units that the Study Can Measure with Confidence	Impact on Reading Test Scores in Standard Deviation Units	Impact on Reading Test Scores in Percentile Units	Is Impact on Reading Test Scores Different than Zero (statistically significant)?	Sample in Impact Analysis
Memphis City Schools, TN, continued					
<i>Memphis Striving Readers Two Year of Intervention- Iowa Test of Basic Skills (External test publisher): Total Reading</i>					
<p>Whole school intervention and targeted intervention are not related. Targeted intervention is Read 180 and whole school intervention is teacher attending the Memphis Content Literary Academy (MCLA) Program.</p>	<p>Randomized control trial, in which 8 schools were randomly, assigned to either MCLA or control in year 1 and 2. In year three all schools allowed to participate in the whole school intervention. Analysis yields regression adjusted comparison on mean outcomes, and has the statistical power to detect a minimum effect size of .43 standard deviations.</p>	.08	<p>Treatment students are in 28th percentile, control students are in 26th percentile of nationally normed sample</p>	No	414 Treatment and 620 Control grade 6-8 students in 8 schools
<i>Memphis Striving Readers Two Year of Intervention- Tennessee Comprehensive Assessment Program (State): Reading and Language Arts</i>					
<p>Whole school intervention and targeted intervention are not related. Targeted intervention is Read 180 and whole school intervention is teacher attending the Memphis Content Literary Academy (MCLA) Program.</p>	<p>Randomized control trial, in which 8 schools were randomly, assigned to either MCLA or control in year 1 and 2. In year three all schools allowed to participate in the whole school intervention. Analysis yields regression adjusted comparison on mean outcomes, and has the statistical power to detect a minimum effect size of .43 standard deviations.</p>	-.34	<p>Treatment students are in 48th percentile, control students are in 50th percentile of nationally normed sample</p>	No	414 Treatment and 620 Control grade 6-8 students in 8 schools

Relationship of Whole School and Targeted Interventions	Evaluation Design and Minimum Impact in Standard Deviation Units that the Study Can Measure with Confidence	Impact on Reading Test Scores in Standard Deviation Units	Impact on Reading Test Scores in Percentile Units	Is Impact on Reading Test Scores Different than Zero (statistically significant)?	Sample in Impact Analysis
Newark Public Schools, NJ					
<i>Newark Striving Readers One Year of Intervention- NJASK (state assessment)</i>					
Whole school intervention and targeted intervention are not related. For whole school intervention all teachers could receive professional development and training.	Mixed model regression, interrupted time series (ITS). Analysis yields regression adjusted comparison on mean outcomes, and has the statistical power to detect a minimum effect size of .65 standard deviations.	.23	N/A	No	Grade 6 students in 43 Schools
<i>Newark Striving Readers One Year of Intervention- NJASK (state assessment)</i>					
Whole school intervention and targeted intervention are not related. For whole school intervention all teachers could receive professional development and training.	Mixed model regression, interrupted time series (ITS). Analysis yields regression adjusted comparison on mean outcomes, and has the statistical power to detect a minimum effect size of .56 standard deviations.	.20	N/A	No	Grade 7 students in 40 Schools
<i>Newark Striving Readers One Year of Intervention- NJASK (state assessment)</i>					
Whole school intervention and targeted intervention are not related. For whole school intervention all teachers could receive professional development and training.	Mixed model regression, interrupted time series (ITS). Analysis yields regression adjusted comparison on mean outcomes, and has the statistical power to detect a minimum effect size of .44 standard deviations.	.16	N/A	No	Grade 8 students in 39 Schools

Relationship of Whole School and Targeted Interventions	Evaluation Design and Minimum Impact in Standard Deviation Units that the Study Can Measure with Confidence	Impact on Reading Test Scores in Standard Deviation Units	Impact on Reading Test Scores in Percentile Units	Is Impact on Reading Test Scores Different than Zero (statistically significant)?	Sample in Impact Analysis
Newark Public Schools, NJ, continued.					
<i>Newark Striving Readers Two Year of Intervention- NJASK (state assessment)</i>					
Whole school intervention and targeted intervention are not related. For whole school intervention all teachers could receive professional development and training.	Mixed model regression, interrupted time series (ITS). Analysis yields regression adjusted comparison on mean outcomes, and has the statistical power to detect a minimum effect size of .67 standard deviations.	.24	N/A	No	Grade 6 students in 43 Schools
<i>Newark Striving Readers Two Year of Intervention- NJASK (state assessment)</i>					
Whole school intervention and targeted intervention are not related. For whole school intervention all teachers could receive professional development and training.	Mixed model regression, interrupted time series (ITS). Analysis yields regression adjusted comparison on mean outcomes, and has the statistical power to detect a minimum effect size of .56 standard deviations.	.20	N/A	No	Grade 7 students in 40 Schools
<i>Newark Striving Readers Two Year of Intervention- NJASK (state assessment)</i>					
Whole school intervention and targeted intervention are not related. For whole school intervention all teachers could receive professional development and training.	Mixed model regression, interrupted time series (ITS). Analysis yields regression adjusted comparison on mean outcomes, and has the statistical power to detect a minimum effect size of .44 standard deviations.	.16	N/A	No	Grade 8 students in 40 Schools

Relationship of Whole School and Targeted Interventions	Evaluation Design and Minimum Impact in Standard Deviation Units that the Study Can Measure with Confidence	Impact on Reading Test Scores in Standard Deviation Units	Impact on Reading Test Scores in Percentile Units	Is Impact on Reading Test Scores Different than Zero (statistically significant)?	Sample in Impact Analysis
Portland School District, OR					
<i>Portland Striving Readers One Year of Intervention- OSAT (state assessment)</i>					
Whole school intervention and targeted intervention are not related. For whole school intervention all teachers could receive professional development and training.	Mixed model regression, interrupted time series (ITS). Analysis yields regression adjusted comparison on mean outcomes, and has the statistical power to detect a minimum effect size of .55 standard deviations.	.01	Treatment students are in 38 th percentile, control students are in 37 th percentile of nationally normed sample	No	Grade 6-10 students in 9 Schools

Relationship of Whole School and Targeted Interventions	Evaluation Design and Minimum Impact in Standard Deviation Units that the Study Can Measure with Confidence	Impact on Reading Test Scores in Standard Deviation Units	Impact on Reading Test Scores in Percentile Units	Is Impact on Reading Test Scores Different than Zero (statistically significant)?	Sample in Impact Analysis
San Diego Unified School District, CA					
<i>San Diego Striving Readers One Year of Intervention- California Standards Test (State): English Language Arts</i>					
Integrated model, with all students receiving whole school intervention and struggling readers additionally receiving linked targeted interventions	<p>Quasi-experimental design comparing 8 intervention schools to 8 comparison schools.</p> <p>Analysis yields regression adjusted comparison on mean outcomes, and has the statistical power to detect a minimum effect size of .19 standard deviations.</p>	.07	Treatment and control students are in 50 th percentile, of nationally normed sample	No	2,692 grade 7-8 Treatment students and 3,225 Control grade 7-8 th students in 16 schools
Integrated model, with all students receiving whole school intervention and struggling readers additionally receiving targeted interventions	<p>Quasi-experimental design comparing 8 intervention schools to 8 comparison schools.</p> <p>Analysis yields regression adjusted comparison on mean outcomes, and has the statistical power to detect a minimum effect size of .27 standard deviations.</p>	.10	Treatment and control students are in 50 th percentile, of nationally normed sample	No	2,485 grade 9-10 Treatment students and 4,085 Control grade 9-10 th students in 16 schools

Relationship of Whole School and Targeted Interventions	Evaluation Design and Minimum Impact in Standard Deviation Units that the Study Can Measure with Confidence	Impact on Reading Test Scores in Standard Deviation Units	Impact on Reading Test Scores in Percentile Units	Is Impact on Reading Test Scores Different than Zero (statistically significant)?	Sample in Impact Analysis
San Diego Unified School District, CA					
<i>San Diego Striving Readers One Year of Intervention- Degrees of Reading Power (External test publisher): Reading Comprehension</i>					
Integrated model, with all students receiving whole school intervention and struggling readers additionally receiving targeted interventions	<p>Quasi-experimental design comparing 8 intervention schools to 8 comparison schools.</p> <p>Analysis yields regression adjusted comparison on mean outcomes, and has the statistical power to detect a minimum effect size of .31 standard deviations.</p>	.11	Treatment students are in 54 th percentile, control students are in 55 th percentile of nationally normed sample	No	1,944 grade 7-8 Treatment students and 2,077 Control grade 7-8 th students in 16 schools
Integrated model, with all students receiving whole school intervention and struggling readers additionally receiving targeted interventions	<p>Quasi-experimental design comparing 8 intervention schools to 8 comparison schools.</p> <p>Analysis yields regression adjusted comparison on mean outcomes, and has the statistical power to detect a minimum effect size of .16 standard deviations.</p>	.06	Treatment students are in 72 nd percentile, control students are in 68 th percentile of nationally normed sample	No	1,609 grade 9-10 Treatment students and 2,302 Control grade 9-10 th students in 16 schools

Relationship of Whole School and Targeted Interventions	Evaluation Design and Minimum Impact in Standard Deviation Units that the Study Can Measure with Confidence	Impact on Reading Test Scores in Standard Deviation Units	Impact on Reading Test Scores in Percentile Units	Is Impact on Reading Test Scores Different than Zero (statistically significant)?	Sample in Impact Analysis
San Diego Unified School District, CA					
<i>San Diego Striving Readers One Year of Intervention- Motivation</i>					
Integrated model, with all students receiving whole school intervention and struggling readers additionally receiving targeted interventions	Quasi-experimental design comparing 8 intervention schools to 8 comparison schools. Analysis yields regression adjusted comparison on mean outcomes, and has the statistical power to detect a minimum effect size of .37 standard deviations.	.13	Treatment students are in 24 th percentile, control students are in 23 rd percentile of nationally normed sample	No	499 grade 7-8 Treatment students and 913 Control grade 7-8 th students in 16 schools
Integrated model, with all students receiving whole school intervention and struggling readers additionally receiving targeted interventions	Quasi-experimental design comparing 8 intervention schools to 8 comparison schools. Analysis yields regression adjusted comparison on mean outcomes, and has the statistical power to detect a minimum effect size of .13 standard deviations.	.05	Treatment students are in 24 th percentile, control students are in 26 th percentile of nationally normed sample	No	887 grade 9-10 Treatment students and 1,946 Control grade 9-10 th students in 16 schools
<i>Source: Striving Readers Year 3 Evaluation Reports (available at: http://www.ed.gov/programs/strivingreaders/performance.html)</i>					

¹ Impact is measured in standardized effect size units using Glass' Δ . A standardized effect size measures the difference in outcomes between treatment and control group students in standard deviation units. It is often used in social science research because it facilitates comparing findings across studies that have outcomes in different scales.

² Percentiles were derived from conversion tables provided by external test publishers or by calculating normal curve equivalent (NCE) scores, which range from 1-99, with a mean of 50, and using a conversion table to obtain percentile units.

³ Statistical significance is measured at 95% confidence level, which is a conventional standard set for social science research.

⁴ ISAT scores were converted to SAT-10 scores to produce percentiles.

⁵ One of the treatment schools in CPS was not included in these analyses because there were no students in that school with complete data for the impact analysis.

Summary of 2006 Striving Readers Projects: Profile of Chicago Public Schools' Striving Readers Project and Evaluation

Grantee: Chicago Public Schools
Project Director: Elizabeth Cardenas-Lopez
Local Evaluator: Metis Associates
Principal Investigator: Alan J. Simon, Ph.D.
Project Website: www.chicagostrivingreaders.org

Setting

Sixty-three Title I schools serving sixth- through eighth-grade students in the Chicago Public School system were selected to participate in the Chicago Public Schools Striving Readers (CPS-SR) Project. The vast majority of the schools in the CPS-SR project are located in communities that are economically disadvantaged and racially segregated. On average, 93 percent of students in the CPS-SR schools receive free or reduced priced lunch. Across the schools, 57 percent of the students are African-American, 37 percent are Hispanic, 3 percent are white, and 3 percent are from other ethnic groups; however, nearly all CPS-SR schools are comprised of one predominate racial or ethnic group. Eight percent of the students are classified as having Limited English Proficiency.

Intervention Models

Targeted Intervention

Classroom Model as Planned: The Chicago Striving Readers Program was developed specifically for this district, in consultation with Dr. Donna Ogle (National-Louis University). The program is a blended intervention model of instruction in comprehension, fluency, vocabulary, and word identification. The model is designed to help facilitate gradual release of responsibility from teacher to students within a whole group/small group/whole group configuration. The program has three reading instruction components: (a) direct vocabulary instruction (developed by Marzano & Assoc for Supervision and Curriculum Development (ASCD)); (b) Partner Reading in the Content Area Too for fluency, comprehension, vocabulary development (developed by D. Ogle, National-Louis University); and text set units related to subject area content/ formats (developed by D. Ogle, National-Louis University).¹

Students in the treatment schools are assigned to tiers based on their reading skills, as assessed on the Stanford Achievement Test (SAT) or, for students missing a SAT score, the Basic Reading Inventory. Tier 1 includes proficient readers; Tier 2 consists of struggling readers who could reach grade level with focused classroom support; and Tier 3 are the struggling readers

¹ For more information on the Chicago Striving Readers Program, please see the Chicago Striving Readers English Language Arts Curriculum and Achieving Maximum Potential Intervention Profile by Abt Associates, available at <http://www2.ed.gov/programs/strivingreaders/performance.html>.

who require long-term intensive support/ customized instruction. All tiers receive the whole-school intervention model of reading comprehension-focused literacy strategies. Tier 1 students receive the regular English Language Arts instruction. Tier 2 and Tier 3 students receive 20 minutes of targeted intervention daily during the regular English Language Arts class, during which differentiated instruction/ scaffolding/support is provided by the Literacy Intervention Teacher.

Tier 3 students also receive intensive instruction in an after-school supplemental literacy program, Achieving Maximum Potential program, (AMP), which uses an approach based on work by T. Shanahan of the University of Illinois at Chicago. Tier 3 students attend AMP four hours a week for extra help in building vocabulary, fluency, word identification skills, and background knowledge through interactive/diagnostic computer software. The AMP program includes books on tape, which students listen to while following the reading in their story books. Seven core comprehension strategies are taught in the AMP reading program: summarizing, previewing and predicting, questioning, visualizing, inferring, metacognition and text structure.

Technology is integrated into the English Language arts classroom instruction through a listening center where students can access models of fluency, record themselves reading, monitor own fluency levels, and listen to audio books; a media center with 3 computers and printer to support special intervention software and group or individual research; and 10 Alpha Smarts (hand-held computers) for note-taking, brainstorming, preparing graphic organizers, and taking spelling tests. The classroom model uses multi-leveled materials that are designed to be high-interest and integrated with technology and audio resources. "Text set" units, developed with collaboration of Donna Ogle and New Louis University staff, feature a variety of informational non-fiction texts at different reading levels and with varied text structures and organizational features.

The program makes use of screening, diagnostic, and progress-monitoring tools that are intended to help teachers adjust instruction to match student needs. Stanford Learning First ClassLinks and ClassViews, informal classroom assessments, comprehension rubrics, fluency snapshots, spelling inventories, teacher observation and checklists, student self-assessment, student interviews and students interest inventories

Professional Development Model as Planned: In the Chicago model, the professional development is the same for the teachers implementing the whole school intervention and the teachers responsible for implementing any components of the targeted and intensive interventions. In Year 1 of implementation (2006-07), teachers new to the intervention are offered 54-57 hours a year of professional development. This includes a 5-day Summer Institute, quarterly follow-up training sessions, and monthly Saturday Seminars. Teachers also have available in-class mentoring and technical assistance from district literacy coaches on an as-needed basis. In Year 2 of implementation (2007-08), teachers new to the intervention are offered the same level of professional development. Returning teachers are offered a 3-day Summer Institute and the same quarterly follow-up training sessions and Saturday Seminars. In addition, since a technology component was added to the classroom instruction model in the second year of the project, new and returning teachers are offered 6 hours of training on using the technology. In the third year of implementation, new and returning teachers are again offered a 3-day Summer Institute, the quarterly follow-up training sessions, and the technology

training, but the Saturday Seminars are not continued. In all three years, teachers are offered in-class mentoring and additional technical assistance as needed, from the district literacy coaches.

Context for Implementation: The Chicago Striving Readers program is being implemented in 31 middle schools. For students in Tiers 2 and 3, the Striving Readers program replaces 20 – 30 minutes of the regular English Language Arts class each day with small group work. For students in Tier 3, Grade 6 only, the small group work as part of the English Language Arts class also is supplemented with the AMP after-school program 240 minutes each week. Students in grades 6-8 are tiered based on their previous year’s score on the Stanford Achievement Test or the Basic Reading Inventory. Students who score up to one year below grade level are assigned to Tier 2, and students who score more than one year below grade level are assigned to Tier 3. All special education students participate in the program and are tiered similarly to the regular education students. Students may move between tiers throughout the three years of middle school, as they acquire stronger reading skills. In the first year of implementation (2006-07), the program was implemented in 16 treatment schools in Cohort 1. In the second year of implementation (2007-08), the program was implemented in 16 treatment schools in Cohort 2 and continued in the 16 Cohort 1 schools. Approximately 2,600 students in grades 6-8 were assigned to tiers 2 and 3 in Cohort 1 schools in each of the first two years of implementation, with 2,000 students assigned to tiers 2 and 3 in Cohort 2 schools the second year of implementation. In Years 3-5 of the project, the intervention will be implemented in Cohort 1 and Cohort 2 schools. The targeted intervention will be implemented for a total of five years.

Whole School Intervention

Classroom Model as Planned: The goal of Chicago Striving Readers Program is to provide a seamless, aligned approach to reading instruction across language arts, social studies, science, and math for all readers across all grades. Therefore, in treatment schools, all students receive reading instruction guided by the Chicago Striving Readers Program, focused on five key comprehension strategies:

1. Direct / explicit vocabulary instruction: Systematic approach to teaching academic content vocabulary in all subjects using Robert Marzano’s *Building Background Knowledge*.
2. Partner reading (PRC2): a reading instructional framework developed by Dr. Donna Ogle to support reading comprehension and fluency of nonfiction text.
3. Text Sets: books intended to be of high interest used to help students read strategically, promote engagement and motivation, and deepen their content knowledge.
4. Aligned library support: aligning library materials and resources to support students in wide reading.
5. Technology integration: use of classroom computers and listening centers designed to support small group differentiated instruction.

Professional Development Model as Planned: The professional development for the targeted and the whole school interventions is combined. See description above for “Professional Development Model as Planned” for the Targeted Intervention.

Context for Implementation: All sixth through eighth-grade students in the 31 treatment schools (Tiers 1, 2, and 3) receive instruction guided by the Striving Readers project. Across the treatment schools, nearly 500 teachers are implementing the whole school model. Each year, the participating schools enroll approximately 5,900 students in grades 6-8. The whole school intervention will be implemented for a total of five years.

Evaluation Design

Evaluation of the Targeted Intervention

Research Questions:

1. What is the impact of the Chicago Striving Readers Program on Tier 2 and Tier 3 students in grade six, defined as students reading below grade level?
2. What is the impact of the Chicago Striving Readers Program on Tier 3 sixth grade students, defined as those students reading two to three years below grade level?

Research Design and Methods: Two cohorts of middle schools have been randomly assigned to implement the Chicago Striving Readers Program or to continue implementing their current language arts curriculum. In the first cohort of 32 schools, 16 were assigned to Treatment and 16 to Control. In the second cohort of 31 schools, 15 were assigned to Treatment and 16 to Control. The school-level random assignment is maintained for the duration of the five-year study.

The impact of the Chicago Striving Readers Program will be analyzed using multilevel models, to account for the nesting of students within schools. Because random assignment was at the school-level, the intervention (or treatment indicator) is modeled at the school level (level two). Models will also be run to disaggregate effects by Tier, in order to examine the separate effect of the most intense services on the most struggling readers. Impacts will also be examined separately by grade level.

Control Condition: The students in control schools are not tiered, as in the treatment schools. Students in the control schools are in their regular language arts classes, instructed by teachers who attend the regular professional development offered by the school district and deliver instruction to students according to the regular language arts curriculum. For analysis purposes, students in the control school will be tiered post-hoc using the Illinois Student Achievement Test (ISAT). For example, Tier 3 students in the treatment schools will be compared to students in the control schools who also perform two to three years below grade level.

Sample Size:

Years 1 and 2: Sixty-three schools are participating in the evaluation. Across Years 1 and 2 of implementation, the evaluation included 225 grade 6 treatment students and 246 control students in Tier 2. For Tier 3, the evaluation included 549 grade 6 treatment students and 561 control students.

Year 3: In Year 3 of implementation, sixty-two schools are participating in the evaluation. The evaluation of one year of CPS-SR included 365 grade 6 treatment students and 353 control

students in Tier 2. For Tier 3, the evaluation included 346 grade 6 treatment students and 328 control students.

The Year 3 evaluation report includes findings for students after one and two years of the intervention.

- The analysis of the impact on students after one year of the intervention includes a sample of students large enough to detect an impact (in standard deviation units) on reading achievement equivalent to .32 on the standardized test (Illinois Standard Achievement Test) for Tier 2 students and .27 for Tier 3 students in grade 6.²
- The analysis of the impact on students after two years of the intervention includes a sample of students large enough to detect an impact (in standard deviation units) on reading achievement equivalent to .26 on the standardized test for Tier 2 students and .16 for Tier 3 students who were in grade 6 when they entered the intervention.

Future reports will be able to examine the impact of a student remaining in the targeted intervention for three years, which one might hypothesize would be larger than the impact of one or two years of the intervention.

Key Measures of Student Reading Outcomes (Source):

Illinois Standards Achievement Test (ISAT) (State Test)

Evaluation of the Whole School Intervention

Research Questions:

1. What is the impact of the Chicago Striving Readers Program on all students in grades six through eight?

Research Design and Methods: Participating schools are randomly assigned to either implement CPS-SR or to continue with the existing literacy program. The same design will be used to assess the impacts of the whole school intervention as is being used to evaluate the impacts of the targeted intervention. The same analytic strategy is used to evaluate both the targeted and whole-school models.

Future evaluation reports will include findings on the impact of the whole school intervention on student achievement.

Control Condition: Control school teachers receive the regular professional development offered by the districts and deliver instruction according to the regular language arts curriculum. The control school teachers do not attend the Striving Readers professional development workshops.

Sample Size: The 63 schools in the study enroll approximately 5,500 students in grades 6 – 8. All students will be included in the evaluation of the impact of the Striving Readers program on the entire population of students (Tiers 1, 2 and 3).

² Abt Associates staff calculated the MDE by multiplying the standard error of the impact estimate by 2.8. This calculation produces the MDE for a two-tailed test with 80% power, and with an alpha level of .05, and accounts for clustering and for the inclusion of the covariates in the model.

The analysis of the effect of one year of implementation of the whole school intervention includes a sample of schools and students large enough to detect an impact of .09 (in standard deviation units) of the intervention on the ISAT. For the analysis of the effect of two years of the intervention, the sample is large enough to detect an impact of .13 on the ISAT. Future reports will also be able to examine the impact of a student remaining in the whole school intervention for three years, which one might hypothesize would be larger than the impact of one or two years of the intervention.

Key Measures of Student Reading Outcomes (Source):

Illinois Standards Achievement Test (ISAT) (State Test)

Year 3 Evaluation Findings

Targeted Intervention

Fidelity of Implementation of the Targeted Intervention Model: Fidelity of implementation of the *professional development model* was not calculated for the first year of the program. Only attendance was reported. On average, across the treatment schools, 87% of teachers attended the Summer Institute, 79% of teachers participated in the follow-up trainings, and 67% attended the Saturday seminars. In Year 2 (2007-08), across all of the components of professional development, teachers participated at a high level in 3% of the schools and at a medium level in 71% of schools. In Year 3 (2008-2009), although there were no schools where teachers participated at a high level, in 90% of the schools, teachers participated at a medium level in the professional development activities.

The fidelity of implementation of the *classroom model* was not calculated for the first year of the program. In Year 2 (2007-08), the classroom instruction model for the Tier 2 and Tier 3 students was implemented at a medium level of fidelity in 84% of schools. None of the schools implemented the classroom model at a high level of fidelity. The intensive classroom instruction model for the Tier 3 students was implemented at a high level of fidelity in 42% of schools, and at a medium level of fidelity in 55% of schools. In Year 3, (2008-2009), the classroom instruction model for the Tier 2 and Tier 3 students was implemented at a high level of fidelity at 64% of schools, and at a medium level of fidelity in 36% of schools. The intensive classroom instruction model for the Tier 3 students was implemented at a high level of fidelity in 68% of schools, and at a medium level of fidelity in 37% of schools.

Impact of the Targeted Interventions on Student Reading Outcomes: After one year of intervention, there were no significant impacts on the reading achievement of grade 6 struggling readers (those assigned to Tiers 2 and 3). The non-significant effect sizes for Tier 2 and Tier 3 were .08, for both.

After two years of intervention, there were no significant impacts on the reading achievement of grade 6 struggling readers (those assigned to Tiers 2 and 3). The non-significant effect sizes for Tier 2 and Tier 3 was .04 and .08, respectively.

Summary of the Strengths and Weaknesses of the Impact Evaluation of the Targeted Intervention:

Strengths

- Eligibility for inclusion in the Chicago Striving Readers Program was determined systematically, using a predetermined cutoff score on a test of reading achievement (SAT 10 or the Basic Reading Inventory (BRI)).
- School level random assignment was faithfully executed. The evaluators note that in Year 2, there were 41 students who moved from a treatment school to a control school, and 36 students who moved from a control school to a treatment school. This corresponds to 0.6% of the student sample, and is a minimal crossover rate. The evaluators do not report any crossovers occurring in Year 3.
- There is no evidence that there are other factors (e.g., other reading programs or district policies) that were implemented in ways that would undermine the evaluators' ability to attribute impacts to the Chicago Striving Readers Program.
- The reading test used as an outcome measure, the Illinois Standard Achievement Test (ISAT), assesses vocabulary, reading strategies, comprehension, and literature, and was developed by the state. There is no reason to believe that students assigned to the treatment group have more experience taking the test than do the control group students, or that the test measures skills specific to the intervention, both of which could undermine confidence in the impact estimates.
- Two schools (one Striving Readers school and one control school, 3.1%) were unable to participate in follow-up data collection in Year 3 (after both cohorts of schools had received two years of the intervention). Within schools, few students were unable to participate in follow-up data collection, suggesting that the integrity of the original randomized design was preserved, and that treatment and control groups continue to be equivalent on all measured and unmeasured characteristics at both one-year and two-year follow-up. This amount of attrition is within the acceptable range established by WWC standards.³
- With respect to measured characteristics, no differences in pre-study reading achievement or other demographics were noted between the students in the remaining 31 treatment and 31 control schools included in the analysis at follow-up.⁴
- When estimating impacts, appropriate analytic steps were taken to account for the clustering of students within schools. A pre-study measure of reading achievement is included in the models to increase the precision of the impact estimates.

³ For more information, please see Appendix A-Assessing Attrition Bias, of the WWC Procedures and Standards Handbook, available at: <http://ies.ed.gov/ncee/wwc/help/idocviewer/Doc.aspx?docId=19&tocId=7>.

⁴ To date, the evaluation team has been unable to collect data from the two schools that refused participation. Future reports will be strengthened by the inclusion of data from these schools. The evaluation team will continue to assess the feasibility of collecting reading achievement data from these schools for inclusion in future analyses.

Weaknesses

- The impacts of the targeted intervention for struggling readers cannot be estimated independently from the whole school intervention for all readers; all students in the treatment schools, including those in the targeted intervention, receive the whole school intervention.

Whole School Intervention

Fidelity of Implementation of the Whole School Intervention Model: Fidelity of implementation of the *professional development model* was not calculated for Year 1. In Year 2, 3% of schools had teachers with high levels of participation in the professional development model, and 71% of schools had teachers with a medium level of participation. In Year 3, there were no schools in which teachers participated in the professional development model at a high level; teachers in 45% of schools participated at a medium level.

Fidelity of the implementation of the *classroom model* was not calculated for Year 1. In Year 2, the classroom instruction model for the Tier 2 and Tier 3 students was implemented at a high level of fidelity in 10% of schools. Ninety percent of the schools implemented the classroom model at a medium level of fidelity. In Year 3, the classroom model was implemented at a high level of fidelity in 13% of schools, and at a medium level of fidelity at 87% of schools.

Impact of the Whole School Intervention on Student Reading Outcomes: There were no statistically significant impacts of the whole school intervention on student reading outcomes after one or two years of the intervention. The non-significant impacts were .01 and .07 respectively.

Summary of the Strengths and Weaknesses of the Impact Evaluation of the Whole School Intervention:

Strengths

- *Comparison Group.* Randomization was used to construct a control group of schools. Randomization ensures that the control schools are similar to the Striving Readers schools on both observed and unobserved characteristics prior to the implementation of the intervention.
- *Presence of Confounding Factors.* There is no evidence that there are other factors (e.g., other reading programs or district policies) that were implemented in ways that would undermine the evaluators' ability to attribute impacts to Chicago's Striving Readers Whole School Intervention.
- *Outcome measure.* The reading test used as an outcome measure, the Illinois Standard Achievement Test (ISAT), assesses vocabulary, reading strategies, comprehension, and literature, and was developed by the state. There is no reason to believe that students in schools assigned to the treatment group have more experience taking the test than do the

students in schools assigned to the control group, or that the test measures skills specific to the intervention, both of which could undermine confidence in the impact estimates.

- *Attrition.* Two schools (one Striving Readers school and one control school) were unable to participate in follow-up data collection in Year 3. Within schools, few students were unable to participate in follow-up data collection, suggesting that the integrity of the original randomized design was preserved, and that treatment and control groups continue to be equivalent on all measured and unmeasured characteristics at follow-up. With respect to measured characteristics, no differences in pre-study reading achievement or other demographics were noted between the students in the remaining 31 treatment and 31 control schools included in the analysis at follow-up.⁵
- *Analysis.* When estimating impacts, appropriate analytic steps were taken to account for the clustering of students within schools. A pre-study measure of reading achievement is included in the models to increase the precision of the impact estimates.

Weaknesses

- *Limitation.* The impact of the whole school intervention for struggling readers cannot be estimated independently from the targeted intervention because some students in the treatment schools also receive the targeted intervention.

⁵ To date, the evaluation team has been unable to collect data from the two schools that refused participation. Future reports will be strengthened by the inclusion of data from these schools. The evaluation team will continue to assess the feasibility of collecting reading achievement data from these schools for inclusion in future analyses.

Summary of 2006 Striving Readers Projects: Profile of Danville School District's Striving Readers Project and Evaluation

Grantee: Danville School District

Project Director: Kathy Belcher

Local Evaluator: CCLD

Principal Investigator: Susan Cantrell

Project Website: <http://www.danville.k12.ky.us/district/programs/KCLCWebPage/index.htm>

Setting

Ten middle schools, nine high schools and two 6-12 schools in seven rural school districts in central, northwest, and eastern Kentucky are participating in the Striving Readers project. All schools are eligible for Title I services, and about half of the students (49 percent) served by these schools are identified as eligible for free or reduced priced lunch. Across the 21 schools, 21 percent to 91 percent of students scored below proficient on state reading tests in 2005. These schools serve predominantly white students (91 percent), while 5 percent of the students are identified as African American.

Intervention Models

Targeted Intervention

Classroom Model as Planned:

The Learning Strategies Curriculum (LSC), developed by the University of Kansas Center for Research on Learning as one component of the Strategic Interventions Model (SIM), is a curriculum aimed at strategies for word identification, comprehension, vocabulary, and fluency among struggling adolescent readers. The model includes reading materials with content written specifically for and designed to be of high interest to adolescents by including connections to their everyday experiences. Springboard novels, picture books, and articles are also used to support standards integration and build background for comprehension strategies. Frequent grade level and instructional level curriculum based measures are used for reading and writing. Informal reading diagnostics from the Ekwall/Shanker Reading Inventory fourth edition are also used.¹

Each classroom has a tablet PC to serve as a method of delivery system to whole or small group. Some classrooms use tablet for Visual Imagery Strategy. Some classrooms use a listening center where students can access models of fluency, record themselves while reading, monitor their own fluency levels, and listen to audio books based on individual needs. Some classrooms use blogging or software supports for pre-requisite skills needed prior to strategy instruction.

¹ For more information on LSC, please see the Learning Strategies Curriculum Intervention Profile by Abt Associates, available at <http://www2.ed.gov/programs/strivingreaders/performance.html>.

Professional Development Model as Planned: Teachers who are new to LSC are initially offered 5 half-day workshops with 9 half-day follow-up sessions, totaling 42 hours of training per teacher, all provided by the model developer. Each new teacher is also offered a monthly classroom visit by a CTL mentor coach, as well as ongoing support via email and telephone from the mental coach. In subsequent years, new and returning teachers are offered a 2-day initial workshop and 10-11 half-day follow-up sessions. Additionally, teachers are offered coaching support, including 3 - 4 days of on-site coaching by a mental coach and the developer, and bimonthly distance learning sessions.

Context for Implementation: The Learning Strategies Curriculum is being implemented as a supplement to the district's regular English language arts curriculum in the schools, replacing an elective course. The targeted intervention serves sixth- and ninth-grade students who scored at least two grade levels below their current grade level on the GRADE reading assessment at the beginning of the school year. Special education students are excluded if they are categorized as functionally mentally disabled or are enrolled in special education for all core classes. Struggling readers can receive the intervention for one year. In Year 1, 442 students in grades 6 and 9 were served by the intervention. In the second year, new cohorts of 6th and 9th graders were served, totaling 387 students. The targeted intervention will be implemented for a total of four years.

Whole School Intervention

Classroom Model as Planned: The Adolescent Literacy Model (ALM) was developed by the Collaborative for Teaching and Learning at the University of Kentucky to help all core subject and auxiliary teachers improve student content learning by applying literacy strategies during instruction. These strategies include vocabulary development, reading comprehension, verbal fluency, writing to learn, writing to demonstrate learning, and academic dialogue.

Professional Development Model as Planned: Teachers new to the Adolescent Literacy Model are offered 5 days of training at the Teacher Institute provided by the model developer. This training totals 30 hours per teacher. New teachers are also offered mentoring opportunities from the school literacy coaches. In the second year, new teachers receive the same level of professional development. Training for returning teachers includes 1 day of common trainings, 1 day of school-specific sub-domain trainings, 2 days of school institutes and 2 half-day department-specific trainings per discipline per school and as needed. These trainings are offered by the model developers and total 24 hours per teacher. Teachers also are offered coaching support through monthly visits from mentor coaches and additional support as-needed.

Context for Implementation: All students in participating schools are receiving instruction in the whole school intervention. In Years 1 and 2, over 13,000 students in grades 6-12 were served by the 21 intervention schools. The whole school intervention will be implemented for a total of four years.

Evaluation Design

Targeted Intervention

Research Question:

1. What is the impact of the Learning Strategies Curriculum on the reading achievement, reading motivation, and reading strategy use of struggling readers?

Research Design and Methods: Within-schools, struggling readers are randomly assigned to either receive the supplemental LSC class or to the control group. The impacts of LSC on student outcomes will be estimated using multilevel models to account for nesting of students within schools.

Control Condition: Students randomized to the control group continue to receive their regular elective courses in place of the LSC class.

Sample Size: Across the three years of implementation, 462 grade 6 students were randomized to the treatment group and 389 to the control group across 12 middle schools. In the 11 high schools, 516 grade 9 students were randomized to the treatment group and 459 to the control group.

The Year 3 evaluation report, which includes findings from the first three years of implementation, includes a sample of students large enough to detect an impact (in standard deviation units) of the intervention on student outcomes after one year of LSC equivalent to:

- .16 and .17 on the standardized test (GRADE) of reading achievement for grade 6 and 9, respectively,²
- .21 on the measure of reading strategies (MARSİ) for both grades 6 and 9, and
- .21 and .20 on the measure of reading motivation (MRQ) for grade 6 and 9, respectively.

Because Danville will continue to offer the intervention to new groups of students for four school years, the Year 4 report will have larger sample sizes and be able to detect smaller impacts.

Key Measures of Student Reading Outcomes (Source):

Group Reading Assessment Diagnostic Evaluation (GRADE) (External Test Publisher)

Metacognitive Awareness of Reading Strategies Inventory (MARSİ)

Motivation to Read Questionnaire (MRQ)

² Abt Associates staff calculated the MDE by multiplying the standard error of the impact estimate by 2.8. This calculation produces the MDE for a two-tailed test with 80% power, and with an alpha level of .05, and accounts for clustering and for the inclusion of the covariates in the model.

Whole School Intervention

Research Questions:

1. To what extent does the Collaborative Model for Content Literacy impact students' reading achievement, reading strategy use, reading motivation, and content area achievement?
2. To what extent does the profession development model used by the Collaborative Model for Content Literacy improve teacher sense of literacy teaching self efficacy?

Research Design and Methods: An interrupted time series analysis with a comparison group will be used to compare pre-program student achievement scores with post-program student achievement scores. Future evaluation reports will include findings on the impact of the whole school intervention on student achievement. The interrupted time series evaluation design is made more rigorous with the inclusion of more than two years of post-implementation data and comparison schools.

Comparison Group: The sample will also include collection of school-level aggregate test scores from 21 comparison schools that did not implement the intervention. Comparison schools are matched to intervention schools on ethnicity, region, and proportion of at-risk students.

Sample Size: The whole school intervention is being delivered to all students in the 21 treatment schools (10 middle schools, 9 high schools and 2 schools with grades 6-12). All students in the schools will be included in the sample for the evaluation, totaling approximately 13,000 students in a single year. There are also 21 comparison schools that will be included in the evaluation of the whole school model.

Key Measures of Student Reading Outcomes (Source):

Group Reading Assessment Diagnostic Evaluation (GRADE) (External Test Publisher)

Year 3 Evaluation Findings

Targeted Intervention

Fidelity of Implementation of the Targeted Intervention Model: In terms of fidelity of implementation of the *professional development model* in all three years (2006-07, 2007-08, and 2008-09), 100% of teachers implemented the intervention at a high level.

In terms of fidelity of implementation of the *classroom model* ratings of the fidelity of implementation of the program model were based on classroom observations and teacher interviews. In Year 1 of implementation, grade 6 teachers spent 59% of their time, on average, in LSC activities and achieved 91% teacher attendance. Grade 9 teachers spent 70% of their time, on average, in LSC activities, and also achieved 91% teacher attendance. In the second year of implementation, both grade 6 and grade 9 teachers spent about 80% of their time, on average, in LSC activities. Grade 6 teachers achieved 78% teacher attendance while grade 9 teachers achieved 88% teacher attendance. In Year 3, teachers in both grades 6 and 9 spent an average of 87% of their time in LSC activities. The grade 6 teachers achieved 82% teacher attendance and the grade 9 teachers achieved 87% teacher attendance.

Impact of the Targeted Intervention on Student Reading Outcomes: There was a significant impact of the targeted intervention on reading achievement of students in grade 9 who received one year of treatment, with effect size of .15. There were no significant impacts of the targeted intervention on the reading achievement of students in grade 6 who received one year of the treatment, with effect sizes of .08.

There were significant impacts of the targeted intervention on reading strategies of students in grade 6 who received one year of treatment, with effect size of .22. There were no significant impacts of the targeted intervention on reading strategies of students in grade 9 who received one year of treatment, with effect sizes of .09.

There were significant impacts of the targeted intervention on the reading motivation of students in grades 6 and 9 who received one year of treatment, with effect sizes of .23 and .22, respectively.

Summary of the Strengths and Weaknesses of the Impact Evaluation of the Targeted Intervention:

Strengths

- Eligibility for random assignment was determined systematically, using a predetermined cutoff score on a test of reading achievement (GRADE).
- Random assignment was faithfully executed, with no evidence of students receiving the intervention after being randomized to the control condition.
- There is no evidence that there are other factors (e.g., other reading programs or district policies) that were implemented in ways that would undermine the evaluators' ability to attribute impacts to The Learning Strategies Curriculum.
- Assessment of outcome measures:
 - The reading test used as an outcome measure (GRADE) assesses vocabulary, comprehension, and oral language, and was developed by an external test publisher. There is no reason to believe that students assigned to the treatment group have more experience taking the test than do the control group students, or that the test measures skills specific to the intervention, both of which could undermine confidence in the impact estimates.
 - The surveys used to collect the outcome measures the Metacognitive Awareness of Reading Strategies Inventory (MARSI) and the Motivation to read Questionnaire (MRQ) are published measures developed by researchers outside the evaluation team. There is no reason to believe that students assigned to the treatment group have more experience taking the test than do the control group students, or that the test measures skills specific to the intervention, both of which could undermine confidence in the impact estimates.

- While some students were unable to participate in follow-up data collection, the level of attrition did not differ substantially across the treatment and control groups. This suggests that the integrity of the original randomized design was preserved, and that the treatment and control groups continue to be equivalent on all measured and unmeasured characteristics at follow-up.
 - Some students (15.2% of grade 6 students and 23.5% of grade 9 students) were unable to participate in follow-up data collection on the GRADE; the levels of attrition did not differ substantially across the treatment and control groups (differential attrition rate was 7.5% in grade 6 and 6.8% in grade 9). This amount of attrition is within the acceptable range established by WWC standards.³
 - Some students (39.1% of grade 6 students and 53.3% of grade 9 students) were unable to participate in follow-up data collection on the MARSI and MRQ; the levels of attrition did not differ substantially across the treatment and control groups (differential attrition rate was 4.7% in grade 6 and 1.3% in grade 9). This amount of attrition is within the acceptable range established by WWC standards.
- No differences in pre-study reading achievement or other demographics were noted between the treatment and control students included the analysis at follow-up.
- When estimating impacts, appropriate analytic steps were taken to account for the clustering of students within schools. A pre-study measure of reading achievement is included in the models to increase the precision of the impact estimates.

Weaknesses

- None.

Whole School Intervention

Fidelity of Implementation of the Whole School Intervention Model: In terms of fidelity of implementation of the *professional development model* in Year 1 (2006-07), 70% of teachers in the middle schools, 67% of teachers in the high schools and 100% of teachers in the 6-12 schools achieved adequate levels of participation. In the second year of implementation, these levels were 80% in middle schools, 56% in high schools and 50% in the 6-12 schools. In Year 3, these levels were 70% in middle schools, 67% in high schools and 100% in the 6-12 schools

The *classroom model* was observed as being implemented 26% of the time in grade 6 classrooms and 24% of the time in grade 9 classrooms in Year 1. In Year 2, the classroom model was implemented 30% of the time in grade 6 classrooms and 13% of the time in grade 9 classrooms. In Year 3, the classroom model was implemented 26% of the time in grade 6 classrooms, and 24% of the time in grade 9 classrooms.

³ For more information, please see Appendix A-Assessing Attrition Bias, of the WWC Procedures and Standards Handbook, available at: <http://ies.ed.gov/ncee/wwc/help/docviewer/Doc.aspx?docId=19&tocId=7>.

Impact of the Whole School Intervention on Student Reading Outcomes: The impact of the whole school intervention on student reading outcomes will be reported in the Year 4 evaluation report. The evaluator chose to wait until the Year 4 report to estimate the impact of the whole school model because the evaluation design will be strengthened by another year of data.

Summary of 2006 Striving Readers Projects: Profile of Memphis City Schools' Striving Readers Project and Evaluation

Grantee: Memphis City Schools
Project Director: Dr. Elizabeth Heeren
Local Evaluator: RBS
Principal Investigator: Dr. Jill Feldman
Project Website: <http://memphisstrivingreaders.org>

Setting

Eight middle schools serving over 6,000 students in grades six through eight in Memphis, Tennessee are participating in the Striving Readers project. Four middle schools are implementing both the targeted and the whole school interventions; four are control schools. Ninety-five percent of the students served by these schools are African American and five percent are Hispanic. Eighty-eight percent of these students are eligible for free or reduced priced lunch, and 3 percent are identified as English Language Learners.

Intervention Models

Targeted Intervention

Classroom Model as Planned: READ 180 Enterprise Edition, developed by Scholastic Inc, aims to address the individual needs of struggling adolescent readers who are reading below grade level through adaptive and instructional software, teacher-directed instructional rotations, and the use of tailored textbooks and independent or modeled reading of literature intended to be of high interest to adolescents. The program focuses on elements of phonics, fluency, vocabulary, comprehension, spelling, writing and grammar, and aims to promote self-directed learning. Weekly and monthly assessments are provided by the READ 180 Topic Software and the Scholastic Achievement Manager (SAM) software provides feedback to teachers on student assessments. In addition, diagnostic testing using the Scholastic Reading Inventory (SRI) is conducted three times a year.¹

Professional Development Model as Planned: In the first year of the implementation, teachers are offered an initial two-day training and an additional one day of follow-up training on the model, provided by the developer, and six networking meetings throughout the year led by district staff. Together, these training sessions total 32 hours per teacher. In the second and third years of implementation, teachers who are new to READ 180 receive the two-day initial training from the developer and four networking meetings throughout the year led by district staff; these total 28 hours of professional development. Returning teachers are provided with a one-day initial training and the same four networking meetings. In addition, both new and returning

¹ For more information on READ 180, please see the READ 180 Enterprise Edition Intervention Profile by Abt Associates, available at <http://www2.ed.gov/programs/strivingreaders/performance.html>.

teachers are encouraged to complete a six-hour online training module from Scholastic on “Best Practices for Reading Intervention.” In addition, in the second and third years of the implementation, all teachers receive one observation and follow-up meeting from the developer.

Context for Implementation: The READ 180 program is being implemented as a supplement to the district’s regular English language arts curriculum in the schools, replacing an elective course. Students in grades 6-8 are eligible for READ 180 if they score in the bottom quartile of the Tennessee Comprehensive Assessment Program (TCAP). All special education students who are struggling readers are eligible for the interventions. Eligible students can receive the intervention for up to two years. In Year 1 of implementation, 698 students in grades 6-8 were served by the intervention. In the second year (2007-08), the students in grade 8 in Year 1 (2006-07) graduated out of the program and a new cohort of 6th graders were added to READ 180, for a total of 608 students being served in Year 2 of implementation. The targeted intervention will be implemented for a total of four years.

Whole School Intervention

Classroom Model as Planned: The Memphis Content Literacy Academy (MCLA) professional development model is being implemented as the whole school intervention. The model, which was developed by team members from the University of Memphis and Memphis City Schools, trains core content area teachers to teach students research-based strategies to help them strengthen their fluency, vocabulary, and comprehension skills before, during, and after reading.

Professional Development Model as Planned: English language arts, mathematics, science, and social studies teachers in four of the middle schools are offered professional development in the MCLA model. New teachers of the Memphis Content Literacy Academy are offered a two year course with 30 weekly classes per year provided by model developers, totaling 90 hours per teacher per year. Literacy coaches are also available on-site to provide technical assistance on the whole school model on an as-needed basis. The teachers’ professional development in their second year consists of the second half of the MCLA course, totaling 90 hours per teacher per year.

Context for Implementation: The whole school intervention is being implemented only in the 4 treatment middle schools in the first two years of the program but the four control schools are being added in Year 3. In Years 1 and 2 of implementation, the whole school intervention serves approximately 2,400 students in grades 6-8 in each school year in the four treatment schools and Year 3 of implementation will include approximately another 2,400 students. The whole school intervention will be implemented for a total of four years.

Evaluation Design

Targeted Intervention

Research Question:

1. What is the immediate impact of Read 180 on the reading and subject area achievement of struggling readers at the end of the first year of student participation?

Research Design and Methods: Students scoring in the lowest quartile on the English/Language Arts component of the TCAP are randomly assigned to receive the supplemental Read 180 class or to a control group. Students continue to receive instruction in the regular language arts curriculum. The impact of Read 180 on student outcomes will be modeled using multilevel models to account for the nesting of students within schools.

Control Condition: Students randomized to the control group receive their regular elective courses in place of the treatment class.

Sample Size: The samples for the impact evaluation include a treatment group of 1,066 struggling readers in grades 6–8 who have received READ 180 for one year, and 1,578 struggling readers in the control group, across 8 schools. The analysis of the impact of two years of READ 180 includes 549 students in the treatment group and 840 students in the control group.

The Year 3 evaluation report, which includes findings from the first three years of implementation, includes a sample of students large enough to detect an impact (in standard deviation units) of the intervention on reading achievement equivalent to:

- .13 on the ITBS and .18 on the TCAP after one year of the intervention for grades 6-8,² and
- .36 on the ITBS and .15 on the TCAP after two years of the intervention for grades 7-8.

Because Memphis will continue to offer the intervention to new groups of students for four school years, the Year 4 report will have larger sample sizes and be able to detect smaller impacts.

Key Measures of Student Reading Outcomes (Source):

Iowa Test of Basic Skills (ITBS) (External Test Publisher)

Tennessee Comprehensive Assessment Program (TCAP) (State Test)

Whole School Intervention

Research Question:

1. What are the separate and combined effects of MCLA and Read 180 on reading achievement levels?

Research Design and Methods: The eight study schools were matched based on school enrollment levels and 2005 TCAP Mean NCE scores in English/Language Arts and Mathematics (disaggregated by grade) and then randomly assigned to implement the MCLA model or to a control condition. Students in the treatment schools are taught by teachers trained in the MCLA model. Within any given MCLA school, some of the students are randomized to the Read 180 group and therefore receive both treatments while the other students only receive the whole-school intervention. Conversely, in non-MCLA schools, some of the students only receive the Read 180 treatment while the other students receive neither treatment. A cluster randomized

² Abt Associates staff calculated the MDE by multiplying the standard error of the impact estimate by 2.8. This calculation produces the MDE for a two-tailed test with 80% power, and with an alpha level of .05, and accounts for clustering and for the inclusion of the covariates in the model.

control trial analysis will be used to compare pre-program student achievement scores with post-program student achievement scores. Two-level hierarchical linear models (students nested within schools) will be fit to assess the impact of MCLA on student outcomes. A cross-level interaction term will be included to estimate the differential effect of MCLA on student outcomes with and without Read 180. A regression adjusted comparison of mean outcomes will also be used.

Future evaluation reports will include findings on the impact of the whole school intervention on student achievement.

Sample Size: Eight schools in the district were randomly assigned to implement the whole school intervention or to continue with business-as-usual for the first two years of the program. Starting in the third year of implementation, all 8 middle schools will implement the whole school evaluation. In the first two years of the program (2006-07 and 2007-08), the whole school intervention is being delivered to all students in the 4 treatment middle schools, which involves a sample of approximately 2400 students in grades 6-8. The sample in the four control schools is comparable, with a total estimated enrollment of total of 2,500 students in grades 6–8.

The Year 3 evaluation report, which includes findings from the first three years of implementation, includes a sample of students large enough to detect an impact (in standard deviation units) of the intervention on reading achievement equivalent to:

- .40 on the ITBS and TCAP after one year of the intervention for grades 6-8, and
- .43 on the ITBS and TCAP after two years of the intervention for grades 6-8.

Key Measures of Student Reading Outcomes (Source):

Iowa Test of Basic Skills (ITBS) (External Test Publisher)

Tennessee Comprehensive Assessment Program (TCAP) (State Test)

Year 3 Evaluation Findings

Targeted Intervention

Fidelity of Implementation of the Targeted Intervention Model: In terms of fidelity of implementation of the *professional development model*, in Year 1 (2006-07), the majority of teachers participated in the READ 180 professional development activities at an adequate level (68%). The level of participation in professional development increased in the second and third years of implementation, with 74% and 79% of teachers participating at an adequate level, respectively.

In terms of fidelity of implementation of the *classroom model*, ratings of the fidelity of implementation of the program model were based on classroom observations, teacher surveys and ratings from the SAM data management system. According to classroom observations, 63% of teachers implemented the model at an adequate level in Year 1, 78% in Year 2, and 79% in Year 3. According to teacher surveys, 79% of teachers implemented the model at an adequate level in Year 1, and 84% in Years 2 and 3. According to SAM data, 42% of teachers implemented the model at an adequate level in Year 1, 53% in Year 2, and 58% in Year 3.

Impact of the Targeted Intervention on Student Reading Outcomes: There were no statistically significant impacts on the reading achievement of struggling readers in grades 6-8 after one year of exposure to READ 180, with effect sizes of .05 on ITBS, and .04 on TCAP.

There were no statistically significant impacts on the reading achievement of struggling readers in grade 6-8 after two years of exposure to READ 180, with effect sizes of .01 on ITBS, and .05 on TCAP.

Summary of the Strengths and Weaknesses of the Impact Evaluation of the Targeted Intervention:

Strengths

- Eligibility for random assignment was determined systematically, using a predetermined cutoff score on a test of reading achievement (Reading Language Arts subtest of the Tennessee Comprehensive Assessment Program (TCAP)).
- Random assignment was faithfully executed, with no evidence of students receiving the intervention after being randomized to the control condition.
- There is no evidence that there are other factors (e.g., other reading programs or district policies) that were implemented in ways that would undermine the evaluators' ability to attribute impacts to READ 180.
- The evaluation employs two reading tests as outcome measures. The first (ITBS) assesses vocabulary, word analysis, listening and comprehension, and was developed by an external test publisher. The second (TCAP) assesses reading and language arts, and was developed by the state. There is no reason to believe that students assigned to the treatment group have more experience taking the tests than do the control group students, or that the tests measure skills specific to the intervention, both of which could undermine confidence in the impact estimates.
- When estimating impacts, appropriate analytic steps were taken to account for the clustering of students within schools.
- While some students were unable to participate in follow-up data collection, the level of attrition did not differ substantially across the treatment and control groups. This suggests that the integrity of the original randomized design was preserved, and that treatment and control groups continue to be statistically equivalent on all measured and unmeasured characteristics at follow-up.
 - Some grade 6-8 students who received one year of READ 180 were unable to participate in follow-up data collection on the ITBS and TCAP (29.7% for the ITBS and 6% for the TCAP); the levels of attrition did not differ substantially across the treatment and control groups (differential attrition rate was 4.9% for

the ITBS and 1.8% on the TCAP). This amount of attrition is within the acceptable range established by WWC standards.³

- Some grade 7-8 students who received two years of READ 180 were unable to participate in follow-up data collection on the ITBS and the TCAP (46.5% of students for the ITBS and 34% for the TCAP); the levels of attrition did not differ substantially across the treatment and control groups (differential attrition rate was 3.3% for the ITBS and 1.6% on the TCAP). This amount of attrition is within the acceptable range established by WWC standards.
- Small, statistically significant differences in pre-study reading achievement favoring the control group were noted on the students included in the analysis at follow-up. The effects of this difference are mitigated by the inclusion of the pre-test measure in the statistical models estimating the impact of the program.

Weaknesses

- None.

Whole School Intervention

Fidelity of Implementation of the Whole School Intervention Model: In terms of fidelity of implementation of the *professional development model* in Year 1 (2006-07), 62% of teachers attended 80% or more of the PD offered. In Year 2, no teachers were given a course participation score indicating participation at a high level; 75% of teachers received scores indicating a medium level of participation. In Year 3, 25% of teachers were participating at a high level and 75% of teachers were participating at a medium level.

Fidelity of implementation for the *classroom model* was not calculated in Year 1. All schools were given a principal involvement score indicating implementation at a high level of fidelity in both Years 2 and 3. No schools were given a materials use rating indicating implementation at either a high or medium level of implementation in either Years 2 or 3. In Year 3, 25% of schools were given a coach-assigned rating indicating high implementation and 75% were given a rating indicating medium implementation.

Impact of the Whole School Intervention on Student Reading Outcomes:⁴ There were no statistically significant impacts of the whole school intervention on student reading outcomes after one or two years of the intervention. The non-significant impacts were .01 and .08 respectively on the ITBS, and .18 and .34 respectively on the TCAP.

³ For more information, please see Appendix A-Assessing Attrition Bias, of the WWC Procedures and Standards Handbook, available at: <http://ies.ed.gov/ncee/wwc/help/docviewer/Doc.aspx?docId=19&tocId=7>.

⁴ The findings presented on the evaluation of Memphis' MCLA whole school intervention are based on Years 1 and 2 of their Striving Readers Program. Prior to implementation, the 8 Striving Readers schools were paired, then, within each pair one school was assigned to the intervention and one school was assigned to the control condition. However, in Years 3 and 4, the schools assigned to the control condition participate in the whole school intervention.

Summary of the Strengths and Weaknesses of the Impact Evaluation of the Whole School Intervention:

Strengths

- *Comparison Group.* Randomization was used to construct a control group of schools. Randomization ensures that the control schools are similar to the Striving Readers schools on both observed and unobserved characteristics prior to the implementation of the intervention.
- *Presence of Confounding Factors.* There is no evidence that there are other factors (e.g., other reading programs or district policies) that were implemented in ways that would undermine the evaluators' ability to attribute impacts MCLA professional development activities.
- *Outcomes.* The evaluation employs two reading tests as outcome measures. The first (ITBS) assesses vocabulary, word analysis, listening and comprehension, and was developed by an external test publisher. The second (TCAP) assesses reading and language arts, and was developed by the state. There is no reason to believe that students assigned to the treatment group have more experience taking the tests than do the control group students, or that the tests measures skills specific to the intervention, both of which could undermine confidence in the impact estimates.
- *Attrition.* The full sample of eight schools is included in the analyses of impacts. Within schools, few students were unable to participate in either the one- or two-year follow-up data collections, suggesting that the integrity of the original randomized design was preserved, and that treatment and control groups continue to be equivalent on all measured and unmeasured characteristics at the one- and two-year follow-up time points.
- *Analysis.* When estimating impacts, appropriate analytic steps were taken to account for the clustering of students within schools.

Weaknesses

- None.

Summary of 2006 Striving Readers Projects: Profile of Newark Public Schools' Striving Readers Project and Evaluation

Grantee: Newark Public Schools
Project Director: Gayle Griffin, Ph.D.
Local Evaluator: Westat
Principal Investigator: Jennifer Hamilton

Setting

Nineteen middle schools participate in the Newark Striving Readers Project. These schools were selected because they 1) were eligible for Title I funding, 2) served a minimum of two grades across grades six through eight, 3) were not already using READ 180, 4) were categorized as “in need of improvement” under No Child Left Behind, and 5) served a minimum of 25 eligible students reading at least two grades below grade level, based on the 2006 New Jersey state assessment. In these schools, 58 percent of students are African American, 41 percent are Hispanic, 88 percent are identified as low-income, and 7 percent are identified as being English Language Learners (ELL).

Intervention Models

Targeted Intervention

Classroom Model as Planned: The READ 180 program, developed by Scholastic Inc, aims to address the individual needs of struggling adolescent readers who are reading below grade level through adaptive and instructional software, teacher-directed instructional rotations, and the use of tailored textbooks and independent or modeled reading of literature intended to be of high interest to adolescents. The Newark Striving Readers project modified READ 180 to include some supplemental instruction aligned with the state assessment. The program focuses on elements of phonics, fluency, vocabulary, comprehension, spelling, writing and grammar, and aims to promote self-directed learning. Daily assessments are provided by the READ 180 Topic Software and the Scholastic Achievement Manager (SAM) software provides feedback to teachers on student assessments. In addition, diagnostic testing using the Scholastic Reading Inventory (SRI) is conducted three times a year.¹

Professional Development Model as Planned: In the first year of the study, teachers are offered an initial two-day training on the model with a follow-up session on use of data and an individual conference, all provided by the model developer. These training modalities comprise about 18 hours of professional development. In the second year of the study, teachers (those who were new to READ 180 and returning teachers) are offered a one-day initial training and a follow-up session. In the third year, professional development was offered only to new teachers, who are offered the one day initial training only. In all three years, teachers are offered in-class

¹ For more information on READ 180, please see the READ 180 Enterprise Edition Intervention Profile by Abt Associates, available at <http://www2.ed.gov/programs/strivingreaders/performance.html>.

technical assistance from the district Resource Teacher Coordinator as needed. In the first year of the study, teachers also receive classroom visits from a READ 180 coach on an as-needed basis.

Context for Implementation: The READ 180 program is being implemented in 10 middle schools, as a replacement of the district's regular core language arts curriculum. Both models are being implemented as supplements to the regular English language arts (ELA) curriculum in the schools. Students in grades 6-8 are eligible for READ 180 if they score at least 1 standard deviation below the grade-standardized mean on the reading subtest of the New Jersey state assessment (ASK: Assessment of Skills and Knowledge). Eligible students can receive the interventions for up to three years (grades 6-8). All special education students who are struggling readers are eligible for the interventions. In the first year of the implementation, approximately 700 students were assigned to READ 180 classes in the 10 treatment schools. In the second year of implementation, a new cohort of 6th graders was added. The number of students served in Year 2 of implementation was approximately 600, including new 6th graders and students in grades 7 and 8 who were eligible to continue in READ 180 for a second year. The targeted intervention will be implemented for a total of four years.

Whole School Intervention

Classroom Model as Planned: The whole school intervention combines two professional development programs on literacy instruction from two providers, New Jersey City University (NJCU) and the National Urban Alliance (NUA). NJCU provides the professional development for language arts teachers and literacy coaches, helping teachers guide students in using a variety of strategies for helping students comprehend text, such as graphic organizers, text annotation, note-taking, post-reading reflection, and anticipation guides to model brain-storming. NUA provides the professional development for other content teachers, to help them provide instruction in similar strategies for content lessons, such as graphic organizers, anticipation guides, and word taxonomies.

Professional Development Model as Planned: Prior to their first year of implementing either of the whole school models, teachers are offered initial Summer Institutes lasting either three or four half-days, for training by NUA or NCJU, respectively. Language arts teachers also have three follow-up training sessions with NCJU trainers during the year and NCJU coaches visit each of the 19 schools five times a year, for observation and discussion with teachers. Other content area teachers have two follow-up training sessions with NUA during the year, and NUA coaches visit each school 15 times to observe and work with teachers. District resource teacher coordinators are also available to visit schools to provide technical assistance on the whole school model on an as-needed basis. In subsequent years, the professional development model delivered by NCJU to the language arts teachers increases in intensity with the addition of three follow-up training sessions. The professional development for the other content area teachers remains the same for all three years..

Context for Implementation: All teachers of language arts, mathematics, science, social studies, and special education in the 19 participating middle schools are trained on the whole school interventions. All students in the participating schools are taught by teachers who are part of the model. In a single school year, this involves approximately 3,600 students in grades 6-8

across the 19 schools. The whole school intervention will be implemented for a total of four years.

Evaluation Design

Evaluation of the Targeted Interventions

Research Questions:

1. Does READ 180 significantly improve the reading skills of targeted students?
2. Do different types of students benefit from the intervention in different ways?
3. Does READ 180 significantly improve the school attendance of targeted students?

Research Design and Methods: School-wide random assignment was used to assign the 19 participating middle schools to either implement READ 180 or to continue to provide only the regular language arts curriculum. Schools were blocked on four school-level variables prior to randomization: 1) school size, 2) proportion of ELL students, 3) proportion of students with special needs, and 4) AYP status.

The impact of READ 180 on student outcomes will be assessed using multilevel models to account for the nesting of students within schools. Analyses will also be run to disaggregate effects by grade level, gender, ELL, and special education.

Control Condition: Students in schools randomized to the control condition continue to receive instruction in the regular language arts curriculum.

Sample Size: Nineteen schools were randomly assigned—ten to implement READ 180 and nine to the control condition. In the first year of the study, 1,371 students participated in the evaluation, across both treatment conditions. A new cohort of approximately 400 6th grade students was added in the second year of the study, 200 in treatment schools and 200 in control schools. The impact analysis was conducted on a sample of 934 students in grades 6-8 who had been in READ 180 for one year in either the first or the second years of implementation. The sample size for the control group was 838 students in nine middle schools. A third cohort of students was added in the third year of the study, such that the analysis of the impact of one year of READ 180 was conducted on a sample of 1,149 treatment students and 1,022 control students. The analysis of the impact of two years of READ 180 was conducted on a sample of 624 treatment students and 545 control students and the analysis of the impact of three years of READ 180 was conducted on a sample of 207 treatment students and 182 control students.

The Year 3 evaluation report, which includes findings from the first three years of implementation, includes a sample of students large enough to detect an impact (in standard deviation units) of the intervention on student outcomes equivalent to:

- .12, .14, and .12 on the standardized test (SAT 10) of vocabulary, comprehension, and language arts respectively, for students in grades 6-8 who received one year of READ 180,²
- .16, .20, and .15 on the standardized test (SAT 10) of vocabulary, comprehension, and language arts respectively, for students in grades 6-8 who received two years of READ 180,
- .20, .18, and .17 on the standardized test (SAT 10) of vocabulary, comprehension, and language arts respectively, for students in grades 6-8 who received three years of READ 180, and
- .01 on the attendance measure, for students in grades 6-8 who received one to three years of READ 180.

Because Newark will continue to offer the intervention to new groups of students for four school years, the Year 4 report will have larger sample sizes and be able to detect smaller impacts, particularly in the analyses of the effects of multiple years of READ 180. However, because the Newark evaluation conducted random assignment at the school level, the additional gains in precision will be minimal.

Key Measures of Student Reading Outcomes (Source):

Stanford Achievement Test-10 (vocabulary, reading comprehension, and language arts subtests)
(External Test Publisher)

Evaluation of the Whole School Intervention

Research Questions:

1. Does participation in an ongoing literacy professional development program change the instructional practices of middle school teachers?
2. Does participation in an ongoing literacy professional development program affect the instructional practices of some groups of teachers more than others?
3. Do these changes in teacher instructional practices result in improved reading skills of middle school students?

Research Design and Methods: An interrupted time series analysis will be used to compare pre-program student reading proficiency scores with post-program student reading proficiency scores on the New Jersey state proficiency test.

Future evaluation reports will include findings on the impact of the whole school intervention on student achievement. The interrupted time series evaluation design is made more rigorous with the inclusion of more than two years of post-implementation data.

Comparison Group: All schools in the study participate in the whole school intervention. Therefore, there is no comparison group.

² Abt Associates staff calculated the MDE by multiplying the standard error of the impact estimate by 2.8. This calculation produces the MDE for a two-tailed test with 80% power, and with an alpha level of .05, and accounts for clustering and for the inclusion of the covariates in the model.

Sample Size: Approximately 480 teachers from the 19 participating schools were eligible to participate in the whole school intervention. All students in the 19 schools in each year in the time series will be included in the final evaluation of the whole school intervention. This consists of approximately 3,600 students. Students in these schools are compared to students in all other middle schools in the districts that serve students in grades 6-8 (24 schools for grade 6, 21 schools for grade 7, and 20 schools for grade 8).

The Year 3 evaluation report, which includes findings from the first three years of implementation, includes a sample of students large enough to detect an impact (in standard deviation units) of the intervention on reading achievement equivalent to:

- Grade 6, one year exposure--.65, two years exposure--.67
- Grade 7, one year exposure--.56, two years exposure--.56
- Grade 8, one year exposure--.44, two years exposure--.44.

Key Measures of Student Reading Outcomes (Source):

New Jersey State Language Arts assessment (State Test)

Year 3 Evaluation Findings

Evaluation of the Targeted Intervention

Fidelity of Implementation of the Targeted Intervention Model: In terms of fidelity of implementation of the *professional development model*, in Year 1 of implementation, the majority of teachers participated in the READ 180 professional development activities at either an adequate level (22%) or fully (56%). The level of participation in professional development declined in Year 2 of implementation, with 24% of teachers participating at an adequate level and 8% participating fully. No additional training was offered to teachers in Year 3.

In terms of fidelity of implementation of the *classroom model*, ratings of the classrooms were based on a combination of administrative data and data from the READ 180 computerized systems. The student assessments were implemented in line with the READ 180 guidelines in nearly all of the classrooms in Years 1, 2, and 3 of the program. In Year 1 (2006-07), students spent an adequate amount of time using the READ 180 instructional software (compared to the program guidelines) in nearly all of the classrooms (91%). In Year 2 (2007-08), this proportion dropped to fewer than 10% of the classrooms, and in Year 3 (2008-09), this proportion was 50% of the classrooms.

Impact of the Targeted Interventions on Student Reading Outcomes: For treatment students who had one year of READ 180, there were no significant effects on any of the three subtests of the Stanford Achievement Test. The effect sizes for the three subtests, vocabulary, comprehension, and language arts, were .09, .10, and .07, respectively.

For treatment students who had two years of READ 180 there were significant effects on two of the three subtests of the Stanford Achievement Test. The effect sizes for vocabulary and comprehension were .09 and .17, respectively. No significant effects were found on the language arts subtest; the effect size was .10.

For treatment students who had three years of READ 180 there were significant effects on one of the three subtests of the Stanford Achievement Test. The effect size for this subtest, language arts, was .17. No significant effects were found on the vocabulary or comprehension subtests. The effect sizes were .07 and .14, respectively.

For treatment students who had one, two, or three years of READ 180 there were no significant effects on attendance with an effect size of .00 in all three years.

Summary of the Strengths and Weaknesses of the Impact Evaluation of the Targeted Intervention:

Strengths

- Eligibility for random assignment was determined systematically, using a predetermined cutoff score on a test of reading achievement (reading subtest of the New Jersey Assessment of Skills and Knowledge (NJ-ASK)).
- School-level random assignment was faithfully executed, with no evidence of students receiving the intervention after being randomized to the control condition.
- There is no evidence that there are other factors (e.g., other reading programs or district policies) that were implemented in ways that would undermine the evaluators' ability to attribute impacts to READ 180.
- When estimating impacts, appropriate analytic steps were taken to account for the clustering of students within schools. A pre-study measure of reading achievement is included in the models to increase the precision of the impact estimates.
- Assessment of Student Outcomes:
 - The reading test used as an outcome measure (SAT-10) assesses language arts, comprehension, and vocabulary, and was developed by an external test publisher. There is no reason to believe that students in schools assigned to the treatment group have more experience taking these tests than do the students in schools assigned to the control group, or that the test measures skills specific to the intervention, both of which could undermine confidence in the impact estimates.
 - The measure of student attendance is extracted from district student records. Since it is measured the same way for all students, there is no reason to believe that the measurement undermines confidence in the impact estimates.
- All schools were able to participate in follow-up data collection in Year 3. While some students within schools were unable to participate in follow-up data collection, the level of attrition did not differ substantially across the treatment and control groups. This suggests that the integrity of the original randomized design was preserved, and that the treatment and control groups continue to be equivalent on all measured and unmeasured characteristics at follow-up.
 - Some students (7.6% of grade 6-8 students) were unable to participate in follow-up data collection on the SAT10 after one year of treatment; the levels of attrition did not

- differ substantially across the treatment and control groups (differential attrition rate was 1.8%). This amount of attrition is within the acceptable range established by WWC standards.³
- Some students (14.5% of grade 7-8 students) were unable to participate in follow-up data collection on the SAT10 after two years of treatment; the levels of attrition did not differ substantially across the treatment and control groups (differential attrition rate was 4.8%). This amount of attrition is within the acceptable range established by WWC standards.
 - Some students (25.3% of grade 8 students) were unable to participate in follow-up data collection on the SAT10 after three years of treatment; the levels of attrition did not differ substantially across the treatment and control groups (differential attrition rate was 4.1%). This amount of attrition is within the acceptable range established by WWC standards.
- Despite random assignment and low attrition, differences in treatment and control schools in eligibility for free and reduced priced lunch were noted. The effects of these differences are mitigated by the inclusion of this measure in the statistical models estimating the impact of the program.

Weaknesses

- None.

Evaluation of the Whole School Interventions

Fidelity of Implementation of the Whole School Intervention Model: In terms of fidelity of implementation of the *professional development model*, in Year 1 of implementation, across the two models (NUA and NJCU), in 42% of the schools, teachers participated at a moderate-to-high level in the whole school professional development, but there were no schools where the teachers participated at a high level. In Year 2, there were again no schools in which teachers participated at a high level and the percentage of schools in which teachers achieved moderate-to-high participation dropped to 16%. In Year 3, 5% of schools achieved high levels of teacher participation in professional development and 47% of schools achieved moderate-to-high levels of participation.

With respect to the implementation of *in-class support or coaching*, in the first year, in 68% of schools teachers received a high level of coaching support and in another 32% of schools teachers received a moderate-to-high level of coaching support. These percentages increase over the next two years of the study. In the second year, in 89% of schools teachers received a high level of coaching support and in all of the remaining schools teachers received a moderate-to-high level of coaching support. In the third year, teachers received a high level of coaching support in 100% of the schools.

³ For more information, please see Appendix A-Assessing Attrition Bias, of the WWC Procedures and Standards Handbook, available at: <http://ies.ed.gov/ncee/wwc/help/idocviewer/Doc.aspx?docId=19&tocId=7>.

Impact of the Whole School Intervention on Student Reading Outcomes: There were no statistically significant impacts of the whole school intervention on student reading outcomes after one or two years of the intervention. The non-significant impacts after one year were .23, .20, and .16 for grades 6, 7, and 8 respectively. The non-significant impacts after two years were .24, .20, and .16 for grades 6, 7, and 8 respectively.

Summary of the Strengths and Weaknesses of the Impact Evaluation of the Whole School Intervention:

Strengths

- *Comparison Group.* A comparison group of schools was constructed by selecting all other schools in the same districts as the Striving Readers schools that serve students in at least one of the middle grades (6, 7, or 8). This method of selecting a comparison group attempts to establish a group of schools that is similar to the Striving Reader schools in terms of student achievement and demographic characteristics. Nevertheless, we cannot assume that students in treatment and comparison schools are alike in all characteristics, observed and unobserved, that could affect their reading achievement.
- *Baseline Equivalence:* The achievement levels, as measured by the Language Arts Literacy (LAL) section of the NJASK, of students in Striving Readers schools and the comparison schools were statistically equivalent (at each grade level, 6, 7 and 8) prior to the implementation of the Striving Readers Program. This is consistent with WWC evidence standards, with reservations.
- *Outcome Measure:* The reading test used as an outcome measure (NJASK-LAL) assesses language arts literacy, including reading and writing skills and was developed by the state. There is no reason to believe that students in schools assigned to the treatment group have more experience taking these tests than do the students in schools assigned to the control group, or that the test measures skills specific to the intervention, both of which could undermine confidence in the impact estimates.
- *Attrition:* All 19 Striving Readers schools along with the complete sample comparison schools in the same school districts were included in the analysis.
- *Analysis:* When estimating impacts, appropriate steps were taken to account for the clustering of students within schools, and pre-existing differences in reading achievement.

Weaknesses

- *Presence of Confounding Factors:* There is no evidence that there are other factors (e.g., other reading programs or district policies) that were implemented in ways that would undermine the evaluators' ability to attribute impacts to the whole school intervention. However, they may be pre-existing differences between the two groups that might be responsible for any observed impacts. Therefore, we are unable to attribute observed impacts to the whole school intervention.

- *Limitation.* The impacts of the whole school intervention for struggling readers cannot be estimated independently from the targeted intervention because some students in the ten treatment schools also receive READ 180 instruction.

Summary of 2006 Striving Readers Projects: Profile of Ohio Department of Youth Services' Striving Readers Project and Evaluation

Grantee: Ohio Department of Youth Services (ODYS)

Project Director: Kirk Cameron

Local Evaluator: Ohio State University

Principal Investigator: William Loadman, Ph.D.

Setting

The ODYS system is made up of seven juvenile correction facilities, six of which are designated male facilities and one is designated as a female facility, and all seven facilities are participating in the Striving Readers program. Youths aged 14-21 who have not yet attained high school diploma or a GED are required to be enrolled in the high school located within their youth detention facility. A snap shot of the students taken in the middle of May 2006 had 1,628 students enrolled. Seven percent of those students were female, 48 percent were African American, and 46 percent were white. The average length of stay for a student is about 10.5 months, although this varies substantially across students. Students are assigned to a facility based on gender, type of offense and availability of space. Upon entry into ODYS, all students get processed through a common reception center located at one high school, and are then assigned to another facility.

Intervention Models

Targeted Intervention

Classroom Model as Planned: READ 180 Enterprise Edition, developed by Scholastic Inc, aims to address the individual needs of struggling adolescent readers who are reading below grade level through adaptive and instructional software, teacher-directed instructional rotations, and the use of tailored textbooks and independent or modeled reading of literature intended to be of high interest to adolescents. The program focuses on elements of phonics, fluency, vocabulary, comprehension, spelling, writing and grammar, and aims to promote self-directed learning. Periodic assessments are provided by the READ 180 Topic Software and the Scholastic Reading Inventory (SRI) is used for ongoing progress monitoring.¹

Professional Development Model as Planned: In the first year of implementation, teachers are offered an initial two-day training on the model and semi-annual follow up training sessions, all provided by the model developer, for a total of 15 hours. In subsequent years, teachers continue to be offered a 2-day training but no follow-up sessions. In all three years, teachers also are offered semi-annual classroom visits by the model developer. Ongoing classroom support is to be provided as needed by the on-site literacy coach.

¹ For more information on READ 180, please see the READ 180 Enterprise Edition Intervention Profile by Abt Associates, available at <http://www2.ed.gov/programs/strivingreaders/performance.html>.

Context for Implementation: The READ 180 program is being implemented both as a replacement of the regular English language arts curriculum in the facilities and as a supplement replacing an elective course. All students incarcerated in the seven ODYS facilities who score at a below-grade reading level but above a “below basic” level, as measured by the Scholastic Reading Inventory (SRI), are eligible for the targeted intervention. All special education students who are struggling readers are eligible for the intervention. Over two years, 609 high school-aged students were served by the intervention. Eligible students can receive the intervention for the duration of their stay in the correctional facility (an average of ten months). The targeted intervention will be implemented for a total of five years.

Whole School Intervention

Classroom Model as Planned: Ohio Department of Education’s State Institute for Reading Instruction- Adolescent Literacy (SIRI-AL) professional development program and a modified version of the English Language Arts Writing Academy are being evaluated as the whole school interventions in Year 1 (2006-07). Both are professional development models for teachers intended to improve reading and writing instruction by providing teachers with research based national knowledge and skills. The SIRI-AL model is comprised of four factors that affect adolescent literacy: orthographic knowledge, vocabulary knowledge, fluency, and comprehension. The Writing Academy is focused specifically on Ohio’s Writing Academic Content Standards, and is designed so that teachers understand the relationship between writing and learning, learn strategies for before, during, and after lessons, and analyze rubrics and other methods of assessing writing. The two professional development models overlap such that both intend to provide: 1) direct instruction and scaffolded learning, 2) students time to practice reading and writing, and 3) students time to practice comprehension strategies in a meaningful context. In Year 2, High Yield Strategies (HYS), developed by R. Marzano, was used to help teachers provide instruction on nine strategies to improve reading comprehension, such as advance organizers, note-taking, summarizing, etc.

Professional Development Model as Planned: In the first year of implementation, teachers were offered 28 hours of training on SIRI-AL and 18 hours at the Writing Academy, both provided by local literacy experts. In Years 2 and 3 of implementation, training modules on HYS are offered by the literacy coaches, with the number of hours of professional development depending on how many modules teachers are trained on. In all three years, literacy coaches are also available on-site to provide technical assistance on the whole school model on an as-needed basis.

Context for Implementation: All students taught by teachers trained in the whole school model are receiving instruction informed by the whole school intervention. All students in the facilities will be included in the evaluation of the whole school intervention, totaling approximately 3,650 students in a single school year. The whole school intervention will be implemented for a total of five years.

Evaluation Design

Targeted Intervention

Research Questions:

1. How does the experimental/targeted student group compare with the group being instructed with the traditional educational reading program on reading achievement and reading growth?
2. How much growth in reading can be demonstrated by the experimental/ targeted students in one school year (four 10-week educational blocks)?
3. How does the experimental/targeted student group compare with the group being instructed with the traditional educational reading program on self efficacy in reading, engagement, and recidivism?

Research Design and Methods:

Incoming students scoring below grade level but above “below basic”, as measured by the Scholastic Reading Inventory (SRI), are randomly assigned to either the Read 180 class or to a control group. Students maintain their assignment until released from the facility. The impact of Read 180 on student outcomes will be modeled using multilevel models. Models will also be run to disaggregate effects by gender, as well as other demographic subgroups. Growth models will also be estimated for outcomes that are measured at multiple time points to look at reading growth in the treatment group.

Control Condition: Students randomized to the control group receive their regular English language arts curriculum and then transfer to another course (i.e. technology education, mathematics, etc.) while treatment students receive the READ 180 instruction.

Sample Size: Across the first three years of implementation, the impact analysis was conducted on 534 students who were randomized to the treatment group and 445 students randomized to the control group across 7 juvenile correction facilities.

The Year 3 evaluation report, which includes findings from the first three years of implementation, includes a sample of students large enough to detect an impact (in standard deviation units) of one year of the intervention on reading achievement equivalent to .14 on the SRI and .18 on the CAT for grades 9-12.² Because Ohio plans to offer the intervention to new groups of students for five school years, the Year 4 report will have larger sample sizes and be able to detect smaller impacts.

Key Measures of Student Reading Outcomes (Source):

Scholastic Reading Inventory (SRI) Assessment (Scholastic, developer of READ 180)

² Abt Associates staff calculated the MDE by multiplying the standard error of the impact estimate by 2.8. This calculation produces the MDE for a two-tailed test with 80% power, and with an alpha level of .05, and accounts for clustering and for the inclusion of the covariates in the model.

Whole School Intervention

Research Question:

1. Does the whole school intervention improve student achievement over time in these facilities?

Research Design and Methods: An interrupted time series analysis will be used to compare pre-program student achievement scores with post-program student achievement scores on the SRI. In addition, individual growth modeling will be used to track individual student outcomes over time.

Future evaluation reports will include findings on the impact of the whole school intervention on student achievement. The interrupted time series evaluation design is made more rigorous with the inclusion of more than two years of post-implementation data.

Comparison Group:

All schools in the study participate in the whole school intervention. Therefore, there is no comparison group.

Sample Size: The whole school intervention is being delivered to all students in the 7 detention facilities in the first two years of the program. This sample includes approximately 3,650 high school-aged students.

Key Measures of Student Reading Outcomes (Source):

California Assessment Test (CAT) (State Test)

Scholastic Reading Inventory (SRI) Assessment (Scholastic, developer of READ 180)

Year 3 Evaluation Findings

Targeted Intervention

Fidelity of Implementation of the Targeted Intervention Model: In terms of fidelity of implementation of the *professional development model*, in Year 1 (2006-07), all teachers participated in the READ 180 professional development activities at a high level. The level of participation in professional development remained high in year two of implementation with 71% of teachers participating at a high level and the remaining teachers participating at a moderate level. In Year 3, only 14% of teachers participated at a high level and 71% of teachers participated at a moderate level.

Ratings of fidelity of implementation of the *classroom model* were based on the number of minutes of READ 180 instruction provided to students. In Year 1 of implementation, 14% of teachers implemented the model at a high level and 71% at a moderate level. In Year 2 of implementation, this proportion changed to 43% of teachers implementing at a high level and 43% at a moderate level. In Year 3, 43% of teachers were implementing at a high level and 29% at a moderate level.

Impact of the Targeted Intervention on Student Reading Outcomes: There was a significant impact of one year of READ 180 on grade 9-12 student reading scores on the SRI

assessment. The effect size was .17. There was no significant impact of one year of READ 180 on grade 9-12 student reading scores on the California Achievement Test. The effect size was .08.

Summary of the Strengths and Weaknesses of the Impact Evaluation of the Targeted Intervention:

Strengths

- Eligibility for random assignment was determined systematically, using a predetermined cutoff score on a test of reading achievement, the Scholastic Reading Inventory (SRI).
- Random assignment was faithfully executed, with no evidence of students receiving the intervention after being randomized to the control condition.
- There is no evidence that there are other factors (e.g., other reading programs or district policies) that were implemented in ways that would undermine the evaluators' ability to attribute impacts to Read 180.
- When estimating impacts, appropriate analytic steps were taken to account for the clustering of students within schools. A pre-study measure of reading achievement is included in the models to increase the precision of the impact estimates.
- The California Achievement Test (CAT) measures general reading achievement, and is developed by an external test publisher. There is no reason to believe that student assigned to the treatment group have more experience taking the test than do the control group students, or that the test measures skills specific to the intervention, both of which could undermine confidence in the impact estimates.
- While some students were unable to participate in follow-up data collection, the level of attrition did not differ substantially across the treatment and control groups. This suggests that the integrity of the original randomized design was preserved, and that treatment and control groups continue to be statistically equivalent on all measured and unmeasured characteristics at follow-up.
 - Some students were unable to participate in follow-up data collection for the SRI and CAT (35.9% for the SRI and 54% for the CAT); the levels of attrition did not differ substantially across the treatment and control groups (differential attrition rate was 3.1% for the SRI and .4% for the CAT). This amount of attrition is within the acceptable range established by WWC standards.³
 - Small, statistically significant differences in pre-study reading achievement between the treatment and control group were noted on the students included in the analysis at follow-up. The effects of this difference are mitigated by the inclusion of the pre-test measure in the statistical models estimating the impact of the program.

³ For more information, please see Appendix A-Assessing Attrition Bias, of the WWC Procedures and Standards Handbook, available at: <http://ies.ed.gov/ncee/wwc/help/idocviewer/Doc.aspx?docId=19&tocId=7>.

Weaknesses

- The Scholastic Reading Inventory (SRI), was developed by Scholastic, the developer of Read 180, and periodic assessment with the SRI is an integral part of the curriculum. Although the SRI is intended to be a general measure of reading comprehension, it is possible that students in the treatment (Read 180) group receive instruction that is more closely aligned to the test than the control group's instruction. This reduces the confidence with which the estimated impacts on SRI scores can be considered a true impact of Read 180 on reading comprehension.

Whole School Intervention

Fidelity of Implementation of the Whole School Intervention Model: In terms of fidelity of implementation of the *professional development model*, in Year 1 (2006-07) none of the facilities implemented SRI-AL at a high level but 71% implemented the intervention at a moderate level. The Writing Academy was implemented at a high level in 100% of the facilities. In Year 2 of implementation, 57% of facilities implemented HYS at a high level and 43% implemented at a moderate level. In Year 3, 50% of facilities implemented HYS at a high level and 50% implemented at a moderate level.

Impact of the Whole School Intervention on Student Reading Outcomes: This evaluation will not estimate the impact of the whole school intervention on student reading outcomes because of major shifts in the characteristics of the student population over the course of the study that occurred largely because of budget constraints in the state. These changes in the composition of the population of students undermine the comparability of the schools over time, making it difficult to attribute any observed changes to the whole school intervention.

Summary of 2006 Striving Readers Projects: Profile of Portland School District's Striving Readers Project and Evaluation

Grantee: Portland Public Schools
Project Director: Ken Brock
Local Evaluator: RMC Research
Principal Investigator: Bonnie Faddis, Ph.D.
Project Website: <http://www.strivingreaders.pps.k12.or.us>

Setting

In the first year of implementation, four high schools and five middle schools participated in the Portland Striving Readers grant. Before the start of the second year of implementation, the district reconfigured two of the middle schools in the study, with the students in those schools allocated to two K – 8 schools. As a result, in Year 2 (2007-08), four high schools, two middle schools, and two K-* schools participated in the grant program. All of these schools receive Title I funding and an average of 65 percent of the students in these schools are identified as low income. All 10 schools have a substantial number of students struggling to read; on average, 28 percent of the students served by these schools are reading at least two years below grade level. None of the schools had achieved Adequate Yearly Progress under No Child Left Behind at the time of the Striving Readers application in 2005. Fifteen percent of the students in the 10 schools are identified as English Language Learners, and 59 percent are non-white. Overall, Striving Readers is expected to affect more than 6,400 students and 450 teachers in the 10 participating schools.

Intervention Models

Targeted Intervention

Classroom Model as Planned: Xtreme Reading, developed by the University of Kansas' Center for Research on Learning as one level of instruction in the Content Literacy Curriculum, a framework within the Strategic Interventions Model (SIM). The Xtreme Reading program focuses on 7 reading strategies: Vocabulary, LINCing, Word Mapping, Word Identification, Self-Questioning, Visual Imagery, Paraphrasing, and Inference. Xtreme Reading's core instructional approaches include direct instruction, teacher modeling, paired student practice, and independent practice. The program provides end-of-unit assessments to track student progress.

In the first two years of the project, each Xtreme Reading class was co-taught by two teachers—one reading specialist trained on Xtreme Reading and one content specialist. In a typical high school, the two-teacher team taught Xtreme Reading and Language Arts (2 class periods) to 9th graders in the morning, and Xtreme Reading and Language Arts (2 class periods) to 10th graders

in the afternoon. In Year 3 of implementation, classroom staffing was modified so that the Xtreme Reading classes were taught by a single teacher trained on the intervention.¹

Professional Development Model as Planned: In the first year of implementation, teachers are offered approximately 67 hours of professional development, provided by Strategic Learning Center (SLC), professional developers under contract to the model developer. The training includes 5 days of initial workshops and 6 follow-up training workshops. In the second year of implementation, new and returning teachers are offered the same 5 days of summer training, but no follow-up workshops, for a total of about 37 hours of professional development. In the third year of implementation, teachers are offered the 5 days of summer training plus 10 monthly meetings, led by the district team. Together, these forms of professional development add up to 76 hours of professional development. In all three years of implementation, teachers are offered approximately 14 hours of in-class visits from the district and 14 hours of in-class visits from the professional developers.

Context for Implementation: Xtreme Reading is offered to struggling readers in middle school and high school (grades 7–10). In Year 1 of implementation, this included 5 middle schools and 4 high schools. In Year 2 (2007-08), the district reconfigured two of the middle schools, resulting in a sample of 3 middle schools, 4 high schools, and 2 K–8 schools. Xtreme Reading is being implemented as a replacement for the district’s regular English Language arts curriculum for students in middle school (grades 7 and 8) and as a supplement that replaces an elective course for students in high school (grades 9 and 10). Eligible students are students reading at least two years below grade level as measured either by the student’s Oregon State Assessment Test (OSAT) total reading score or by his or her Group Reading Assessment and Diagnostic Evaluation (GRADE) total reading score. The previous year’s spring OSAT score is used as the primary criterion for eligibility unless the student was new to the district or a spring OSAT score is not available. Potential targeted intervention participants with no OSAT scores are administered the GRADE to determine eligibility for random assignment. Special education students are included in the sample unless their Individual Education Plans (IEPs) prohibit them from being able to be scheduled for the Xtreme Reading classes. Students are eligible to receive Xtreme Reading for a single school year. In the first year of implementation, approximately 275 students were assigned to Xtreme Reading classes in grades 7-10. In the second year of implementation, approximately 350 students were assigned to Xtreme Reading in these same grades. The targeted intervention will be implemented for a total of four years.

Whole School Intervention

Classroom Model as Planned: The Strategic Instruction Model (SIM) Content Enhancement Routines for Teachers (SIM-CERT) is a school-wide literacy-across-the-curriculum intervention developed by the Center for Research on Learning at the University of Kansas as part of the Content Literacy Continuum (CLC). The intervention, SIM-CERT, is organized around a set of Content Enhancement Routines that teachers are trained to use in their instruction to help ensure insure mastery of critical content for all students (Level 1 of CLC) and to provide embedded learning strategy instruction in core curriculum courses (Level 2 of CLC).

¹ For more information on Xtreme Reading, please see the Xtreme Reading Intervention Profile by Abt Associates, available at <http://www2.ed.gov/programs/strivingreaders/performance.html>.

In Year 1 of implementation, language arts and social studies teachers received training on the use of the content enhancement routines: Unit Organizer, Framing, Vocabulary LINCing, and Concept Mastery. In Year 2 of implementation, math teachers were introduced to the Unit Organizer and Framing content enhancement routines, and science teachers were introduced to the Framing, Concept Mastery, and the new Chapter Survey routines. The professional developers also offered optional training on the Concept Anchoring, Concept Comparison, Lesson Organizer, and Course Organizer content enhancement routines.

In Portland, the whole school model is phased in over three years. In Year 1 (2006-07), language arts and social studies teachers are trained to deliver instruction in the whole school model; science and math teachers are trained in Year 2 of implementation; health, PE, and arts teachers are trained in the third year. Special education, ESL, and other subject area teachers could participate in training at their discretion.

Professional Development Model as Planned: In the first year of implementation, teachers are offered approximately 55 hours of professional development, provided by Strategic Learning Center (SLC), professional developers under contract to the model developer. In addition, teachers are offered ongoing training (approximately 18 hours), with the amount depending on which new Content Enhancement Routines school administrators elect to have their teachers trained on. After the first year of implementation, teachers are offered three days of summer training, and a varying amount of ongoing training, again depending on the Content Enhancement Routines that teachers trained on. In each of the three years of implementation, teachers receive up to 44 hours of monthly coaching visits from district literacy coaches and the professional developers.

Context for Implementation: The whole school intervention is offered to all students in participating schools, including students in grades 6-12. In Year 1, this included students in 5 middle schools and 4 high schools. In Year 2 of implementation, the district reconfigured some of the schools, resulting in a sample of 3 middle schools, 4 high schools, and 2 K – 8 schools. The total number of students receiving SIM-CERT is approximately 4,200 students in each school year. The whole school intervention will be implemented for a total of five years.

Evaluation Design

Targeted Intervention

Research Questions:

1. What is the impact of Xtreme Reading on student reading achievement for students reading at least two grades below grade level?
2. What is the impact of Xtreme Reading on student motivation and confidence in reading?

Research Design and Methods: Prior to the start of each school year, eligible students in Grades 7–10 are randomly assigned to either the Xtreme Reading group or the control group. The Xtreme Reading curriculum covers one school year; after the treatment year, students originally placed in the control group are eligible to participate in the Xtreme Reading class. The

impact of Xtreme Reading on student outcomes will be modeled using ANCOVA. Models will test the effect of Xtreme Reading on achievement score gains, controlling for pre-intervention reading levels and other covariates, as well as school and cohort effects.

Control Condition: Students reading at least two years below grade level who are not randomly assigned to the treatment group receive the district’s regular English language arts curriculum (Grades 7–8) or an elective course (Grades 9–10). After one year in the control condition, if still eligible, students can enroll in the Xtreme Reading class.

Sample Size: Across Years 1—3 of implementation, the analysis of the impact on the GRADE included 319 grade 7 and 8 treatment students and 341 control students in the 5 or 6 middle/K-8 schools. In the 4 high schools, the analysis included 280 grade 9 and 10 treatment students and 333 control students.

The Year 3 evaluation report, which includes findings from the first three years of implementation, includes a sample of grade 7-8 students large enough to detect an impact equivalent to .14 on the GRADE and .13 on the OSAT, and a sample of grade 9-10 students large enough to detect an impact (in standard deviation units) equivalent to .17 on the GRADE and .21 on the OSAT.² Because Portland will continue to offer the intervention to new groups of students for four school years, the Year 4 report will have larger sample sizes and be able to detect smaller impacts.

Key Measures of Student Reading Outcomes (Source):

Oregon State Assessment Test (OSAT) (State Test)

Group Reading Assessment and Diagnostic Evaluation (GRADE) (External Test Publisher)

Whole School Intervention

Research Questions:

1. What is the effect of the Content Enhancement Routines on student reading achievement for all students in the school?

Research Design and Methods: An interrupted time series approach will be used to estimate the change in reading achievement observed prior to and after the implementation of the Content Enhancement Routines. These models will account for within-student repeated measures over time.. The interrupted time series evaluation design is made more rigorous with the inclusion of more than two years of post-implementation data.

Comparison Group: All schools in the study participate in the whole school intervention. Therefore, there is no comparison group.

² Abt Associates staff calculated the MDE by multiplying the standard error of the impact estimate by 2.8. This calculation produces the MDE for a two-tailed test with 80% power, and with an alpha level of .05, and accounts for clustering and for the inclusion of the covariates in the model.

Sample Size: All Grade 6–12 students in the 9 participating schools will be included in the evaluation of the whole school intervention, for an overall sample size of between 700 and 800 students per year.

The Year 3 evaluation report, which includes findings from the first three years of implementation, includes a sample of schools large enough to detect an impact (in standard deviation units) of the intervention on reading achievement equivalent to .55 (in standard deviation units) on the OSAT.

Key Measures of Student Reading Outcomes (Source):

Oregon State Assessment Test (OSAT) (State Test)

Year 3 Evaluation Findings

Targeted Intervention

Fidelity of Implementation of the Targeted Intervention Model: In terms of fidelity of implementation of the *professional development model*, in Year 1 of implementation, 44% of teachers had a high level of participation in the professional development activities, and 33% of teachers had a moderate level of participation. In Year 2, 89% of teachers had a high level of participation and the remaining 11% had a moderate level of participation. In the third year of implementation, 85% of teachers had a high level of participation, and 8% had a moderate level of participation.

Ratings of fidelity of implementation of the *classroom model* were based on a combination of classroom observations and staff surveys. In Year 1, 44% of the teachers implemented the Xtreme Reading classroom model with high fidelity and an additional 33% of teachers implemented the model at a medium level of fidelity. Fidelity of implementation declined somewhat in the second year of implementation, with only 25% of teachers implementing at a high level of fidelity and 38% of teachers at a medium level of fidelity. In Year 3, 50% of teachers implemented the model at a high level of fidelity and 30% of teachers implemented at a medium level.

Impact of the Targeted Interventions on Student Reading Outcomes: There was a significant impact of one year of Xtreme Reading on the reading achievement of grade 7 and 8 students on the GRADE and on the Oregon State Assessment Test. The effect sizes of the impacts were .27 and .11, respectively. There were no significant impacts of one year of treatment on the reading scores of grade 9 and 10 students; on the GRADE, the effect size was .09, and on the Oregon State Assessment Test, the effect size was -.01.

There was a significant impact of one year of treatment on reading motivation in grade 7–10 students, with an effect size of .25.

Summary of the Strengths and Weaknesses of the Impact Evaluation of the Targeted Intervention:

Strengths

- Eligibility for random assignment was determined systematically, using a predetermined cutoff score on a test of reading achievement (Oregon State Assessment Test (OSAT) or Degrees of Reading Power (DRP)).
- Random assignment was faithfully executed. The evaluators note that there were 9 students in the control group who received the intervention. This corresponds to 0.4% of the student sample, and is a minimal crossover rate.
- There is no evidence that there are other factors (e.g., other reading programs or district policies) that were implemented in ways that would undermine the evaluators' ability to attribute impacts to Xtreme Reading.
- When estimating impacts, appropriate analytic steps were taken to account for the clustering of students within schools. A pre-study measure of reading achievement is included in the models to increase the precision of the impact estimates
- The evaluation employs two reading tests as outcome measures. The Group Reading Assessment and Diagnostic Evaluation (GRADE) assesses vocabulary, comprehension, and oral language and was developed by an external test publisher. The OSAT assesses reading and literature, and was developed by the state. There is no reason to believe that students assigned to the treatment group have more experience taking the test than do the control group students, or that the test measures skills specific to the intervention, both of which could undermine confidence in the impact estimates.
- While some students were unable to participate in follow-up data collection, the level of attrition for some outcomes did not differ substantially across the treatment and control groups. This suggests that the integrity of the original randomized design was preserved, and that the treatment and control groups continue to be equivalent on all measured and unmeasured characteristics at follow-up.
 - Some grade 7-8 students (22.1% for the GRADE and 8.6% for the OSAT) and some grade 9-10 students (10.5% for the OSAT) were unable to participate in follow-up data collection; the levels of attrition did not differ substantially across the treatment and control groups (differential attrition rate for grade 7-8 students was 3.5% for the GRADE and .9% for the OSAT, and was 2.9% for grade 9-10 students for the OSAT). This amount of attrition is within the acceptable range established by WWC standards.³
- In the sample of grade 7-8 students, small, statistically significant differences in pre-study reading achievement (GRADE) favoring the treatment group were noted on the students included in the analysis at follow-up. The effect of this difference is mitigated

³ For more information, please see Appendix A-Assessing Attrition Bias, of the WWC Procedures and Standards Handbook, available at: <http://ies.ed.gov/ncee/wwc/help/docviewer/Doc.aspx?docId=19&tocId=7>.

by the inclusion of the pre-test measure in the statistical models estimating the impact of the program.

Weaknesses

- Some students were unable to participate in follow-up data collection on the OSAT and Motivation to Read measure, and the level of attrition for these outcomes differed across the treatment and control groups. This suggests that the integrity of the original randomized design may not have been preserved, and that treatment and control groups may no longer be equivalent on all measured and unmeasured characteristics at follow-up.
 - Some grade 9-10 students (40.4%) were unable to participate in follow-up data collection for the GRADE, and the levels of attrition differed across the treatment and control groups (differential attrition rate was 8.9%). This amount of attrition is considered high according to standards established by the WWC.
 - Some grade 7-10 students (44.2%) were unable to participate in follow-up data collection for the Motivation to Read measure. The rate of attrition was different in the treatment and control groups (differential attrition rate = 13.3%). This amount of attrition is considered high according to standards established by the WWC.
- With respect to measured characteristics, there were differences favoring the treatment group on pre-study measures of reading achievement between treatment and control group students in the analytic sample of high school students. The effects of this difference are mitigated by the inclusion of the pre-test measure in the statistical models estimating the impact of the program.

Whole School Intervention

Fidelity of Implementation of the Whole School Intervention Model: In terms of fidelity of implementation of the *professional development model*, in Year 1 none of the schools reached a high level of participation while 78% achieved a medium level of participation. The levels of participation remained similar in the second year of implementation--no schools achieved a high level of participation and 67% of schools achieved a medium level of participation. In Year 3, 10% of schools had high participation while 40% of schools had medium participation.

Ratings of fidelity of implementation of the *classroom model* were based on the observations of the implementation of the Content Enhancement Routines. In Year 1, none of the schools were rated as having a high level of implementation of the model, and 33% of schools were rated as having a medium level of implementation. In Year 2, the comparable percentages were 0% of schools at a high level of implementation and 44% of schools at a medium level. In Year 3, although there were still no schools rated at a high level of implementation, 60% of schools were rated as implementing the model at a medium level.

Impact of the Whole School Intervention on Student Reading Outcomes: There were no statistically significant impacts of the whole school intervention on student reading outcomes after one year of the intervention. The non-significant impact was .01.

Summary of the Strengths and Weaknesses of the Impact Evaluation of the Whole School Intervention:

Strengths

- *Outcome measures:* The evaluation employs the Oregon State Assessment Test (OSAT) which assesses reading and literature, and was developed by the state. There is no reason to believe that students exposed to the whole school intervention group have more experience taking the test than do the students attending the same schools in the years prior to implementation, or that the test measures skills specific to the intervention, both of which could undermine confidence in the impact estimates.
- *Attrition:* Achievement data and demographic data are included for all treatment schools in all years.
- *Analysis.* When estimating impacts, appropriate steps were taken to account for the clustering of students within schools, and for having scores from the same schools for multiple school years.

Weaknesses

- *Comparison Group.* No comparison group was used in the analysis; therefore, the study design would not meet WWC standards, with or without reservations. An interrupted time series compared the achievement of several cohorts of students in Striving Reader schools for three years prior to intervention of the Program with cohorts of students in the same schools during three years of implementation.

Summary of 2006 Striving Readers Projects: Profile of San Diego Unified School District's Striving Readers Project and Evaluation

Grantee: San Diego Unified School District, Office of Instructional Support

Project Director: Rosemary Staley, Ph.D.

Local Evaluator: University of California San Diego

Principal Investigator: Carolyn Huie Hofstetter, Ph.D.

Setting

The San Diego Unified School District Striving Readers project is being implemented in four high schools, two of which are small schools in a larger high school complex, and the four middle schools that feed into them.¹ The district serves approximately 138,000 students in 187 schools, making it the eighth largest school district in the nation. In the study schools, 64 percent of students are eligible for free and reduced priced lunch, 39 percent are Hispanic and 16 percent are African American, and 22 percent are identified as English Language Learners.

Intervention Models

Targeted Intervention

Classroom Model as Planned: *Strategies for Literacy Independence across the Curriculum model (SLIC)* is a professional development-based model developed by T. McDonald & C.

Thornley, Education Associates in New Zealand, which presents students with a set of literacy strategies to enhance skills in reading and writing. SLIC is based on the theory that comprehension of text requires understanding the ways text forms present particular types of information and how surface features of text (e.g., titles, subtitles, captions, font style, graphics) convey information about meaning. It therefore is designed to teach students strategic reading behaviors such as cross-checking text features and running text to verify understanding, using contextual clues to understand new vocabulary, note-making/other forms of writing to organize text information from readings, and breaking writing prompts into component questions.

Students are assumed to gradually build independence in using these through scaffolded instruction and independent reading and writing practice. SLIC uses expository, narrative, and persuasive text, including textbooks, novels, short stories, and magazines that are either provided by the developer or selected by teacher. The program includes periodic administrations (every 2-3 months) of students using an assessment tool aligned with SLIC, the BEAR Literacy Assessment System, which was developed jointly by SLIC developers, San Diego Unified School District, and UC Berkeley/BEAR.²

¹ In Year 1 of the project (2006-07), there were 3 high schools and 2 middle schools.

² For more information SLIC, please see the SLIC Intervention Profile by Abt Associates, available at <http://www2.ed.gov/programs/strivingreaders/performance.html>.

Professional Development Model as Planned: SLIC involves extensive professional development for teachers. The program includes a two-day introductory workshop, three all-day follow-up training sessions, monthly meetings with district staff and teachers to discuss implementation, and four rounds of discussions between teachers and developers that last between 3 and 4 days per school. Together, these activities total approximately 200 hours of professional development time per teacher in each of the three years of implementation. In addition, on-site school literacy coaches are available for daily in-class support and district staff and program consultants provide regular monitoring and support approximately two days a month per school. The same level of in-class coaching support continues throughout the three years of implementation.

Context for Implementation: SLIC is being implemented in middle schools and high schools for students in grades 7-10, as a supplement to the regular English Language Arts classes. SLIC replaces an hour-long elective course for students in treatment schools. Students are eligible for SLIC if they are two years below grade level as measured by the Degrees of Reading Power (DRP) assessment at the end of the prior school year, are reading at a 'basic' level or below as measured by the California Standards Test—English Language Arts score, or are labeled 'intermediate' or below on the California English Language Development Test (CELDT). Struggling readers can continue to receive SLIC for up to four years. In the first year of the program, SLIC was implemented in two high schools and 3 middle schools, in grades 7 and 9. In the second year (2007-08), SLIC was implemented in 4 middle schools and 4 high schools. In Year 2 of implementation, students were served in grades 7 and 8 in the middle schools and grades 9 and 10 in the high schools. Altogether, in grades 7-10, approximately 600 students were assigned to SLIC classes. The targeted intervention will be implemented for a total of four years.³

Whole School Intervention

Classroom Model as Planned: The whole-school intervention is based on the same SLIC literacy strategies used in the targeted intervention. The SLIC developer provides professional development to content-area teachers in teaching the literacy strategies. The whole school professional development is introduced gradually to content-area teachers, to build momentum and increase teacher buy-in. Priority is given to teachers serving students who are also attending the SLIC supplemental classes and to those teachers who express the most interest in being trained. The program is intended for teachers in all content areas.

Professional Development Model as Planned: The content area teachers who implementing SLIC as a whole school model are offered approximately 25 hours of professional development. This includes 15 to 20 hours of conferences on the whole school program for teachers from all content areas and another 8 hours of smaller group seminars for teachers in the same content areas. In addition, the on-site literacy coaches provide individual in-class support to teachers on an as-needed basis. The same level of professional development activities continues throughout the implementation of SLIC.

³ San Diego Unified School District will implement the targeted intervention for a total of four years, but only three years will be included in the evaluation.

Context for Implementation: For the whole school intervention, SLIC is being implemented by all content teachers in the treatment schools (4 middle schools and 4 high schools starting in Year 2 of implementation). Altogether, in grades 6-12, approximately 6,300 students are being taught by content teachers trained in SLICs. The whole school intervention will be implemented for a total of four years.

Evaluation Design

Evaluation of the Targeted Intervention

Research Questions:

1. Will struggling readers assigned to the SLIC targeted intervention class improve their literacy outcomes, as measured by standardized tests and the project monitoring (SLIC) assessment, significantly more than struggling readers who do not receive the SLIC targeted intervention but who do receive the SLIC whole school intervention?
2. Will students in the SLIC intervention group be more likely to read at grade level, pass the California High School Exit Exam in tenth-grade, enroll and successfully complete AP classes in eleventh/twelfth-grades, graduate from high school, and enroll in college than SLIC-eligible students who do not receive the SLIC targeted intervention but who do receive the SLIC whole school intervention?
3. Will struggling readers classified as English Learners in the SLIC intervention class improve their literacy outcomes compared to those classified as English Learners who do not receive the SLIC targeted intervention but receive the SLIC whole school intervention?

Research Design and Methods: In the second year of the program, eligible incoming seventh and ninth grade students were randomly assigned to participate in the SLIC intervention class or a regular elective class.⁴ Both treatment and control students also participate in the regular language arts class as well as receive instruction from teachers trained as part of the whole school intervention. New cohorts of students in grades 7-10 will be randomized in each of the first three years of the study. Treatment group students who continue to read at least two years behind grade level can receive the targeted intervention for up to four years (through tenth grade).

Control Condition: Students in the control condition participate in their regular elective classes, regular language arts classes, and receive instruction from teachers trained as part of the whole school intervention.

Sample Size: Across Years 1—3 of implementation, in the 4 middle schools, , the evaluation of the impact on the CST included 503 grade 7 and 8 treatment students and 533 control students. In the 4 high schools, the evaluation included 371 grade 9 and 10 treatment students and 405 control students.

⁴ Due to difficulties implementing random assignment in the 2006-07 school year, this year was considered a pilot year and was subsequently excluded from the evaluation. Therefore, the first school year of implementation is 2006-07 while the first school year of the evaluation is 2007-08.

The Year 3 evaluation report, which includes findings from the second and third years of implementation, includes a sample of students large enough to detect an impact (in standard deviation units) of the intervention on student outcomes equivalent to:

- .14 and .29 on the standardized test (CST-ELA) of reading achievement after one year of SLIC for middle and high school students, respectively,⁵
- .14 and .37 on the standardized test (DRP) of reading achievement after one year of SLIC for middle and high school students, respectively,
- .20 and .22 on the standardized test (CST-ELA) of reading achievement after two years of SLIC for middle and high school students, respectively,
- .37 and .39 on the standardized test (DRP) of reading achievement after two years of SLIC for middle and high school students, respectively,
- .37 and .35 on the measure of student reading motivation after one year of SLIC for middle and high school students, respectively, and
- .36 and .48 on the measure of student reading motivation after two years of SLIC for middle and high school students, respectively.

San Diego will not randomly assign a new group of students next year; therefore, the Year 4 report will not have additional students to add to the estimates of the impact of one year of SLIC. However, San Diego will continue to offer the intervention to previously randomized students, so the Year 4 report will have larger sample sizes and be able to detect smaller impacts for the estimates of the impact of SLIC after multiple years.

Key Measures of Student Reading Outcomes (Source):

Degrees of Reading Power (DRP) – reading comprehension (External Test Publisher)
California Standards Test (CST) (State Test)

Evaluation of the Whole School Intervention

Research Questions:

1. Will students attending schools that implemented both the whole school and targeted components of the SLIC intervention program demonstrate more improvement in literacy skills, as measured by student scores on standardized assessments, than will students attending comparison schools that did not implement either component?
2. Will the outcomes of students in schools that implemented both the whole school and targeted components of the SLIC intervention program improve more each year over the course of the study, than will the outcomes of students attending comparison schools that did not implement either component?

⁵ Abt Associates staff calculated the MDE by multiplying the standard error of the impact estimate by 2.8. This calculation produces the MDE for a two-tailed test with 80% power, and with an alpha level of .05, and accounts for clustering and for the inclusion of the covariates in the model.

Research Design and Methods: An interrupted time series approach with a comparison group will be used to examine reading and other academic outcomes for all students in treatment and comparison schools before and after the implementation of SLIC.

Future evaluation reports will include findings on the impact of the whole school intervention on student achievement. The interrupted time series evaluation design is made more rigorous with the inclusion of more than two years of post-implementation data and comparison schools.

Comparison Group: The evaluation includes a set of 8 similar comparison schools that are not implementing the SLIC model and instead are using the district's regular language arts program. All students in both the treatment and comparison groups of schools are included in the evaluation of the whole school intervention.

Sample Size: All Grade 6–12 students in the participating schools will be included in the evaluation of the whole school intervention.

The Year 3 evaluation report, which includes findings from the second and third years of implementation, includes a sample of students large enough to detect an impact (in standard deviation units) of the intervention on student outcomes equivalent to:

- .19 and .27 on the standardized test (CST-ELA) of reading achievement after one year of the whole school intervention for middle and high school students, respectively,
- .31 and .16 on the standardized test (DRP) of reading achievement after one year of the whole school intervention for middle and high school students, respectively, and
- .37 and .13 on motivation after one year of the whole school intervention for middle and high school students, respectively.

Key Measures of Student Reading Outcomes (Source):

Degrees of Reading Power (DRP) (External Test Publisher)

California Standards Test (CST) (State Test)

California English Language Development Test (CELDT) (State Test)

CAHSEE standardized tests (State Test)

Year 3 Evaluation Findings

Targeted Intervention

Fidelity of Implementation of the Targeted Intervention Model: In terms of fidelity of implementation of the *professional development model*, in the first year of implementation, all schools reached either a high level of participation in the professional development activities (60%) or a medium level (40%). The level of participation declined substantially in Years 2 and 3, with no schools reaching a high level of participation in either year and 13% and 26% of schools at a medium level of participation in Years 2 and 3, respectively. For implementation of *coaching support*, in each of the three years of implementation, 100% of the schools were at a high or medium level of participation. In Year 1, 60% of schools had a high level of participation and 40% had a medium level. In Year 2, 13% of schools had a high level of participation and 88% of schools had a medium level of participation. In Year 3, 25% of schools had a high level of participation, and 75% of schools had a medium level.

The fidelity of implementation of the *classroom model* was not calculated for the first year of the program. In both Year 2 and Year 3 of implementation, none of the schools reached a high level of fidelity of implementation and 88% were at a medium level of fidelity.

Impact of the Targeted Interventions on Student Reading Outcomes: After one year of intervention, there were no significant impacts on the reading achievement of grade 7 and 8 or grade 9 and 10 struggling readers. The effect sizes were .04 and .05, respectively, on the California Standards Test. The effect sizes were .12 and .05, respectively, on the DRP.

After two years of intervention, there were no significant impacts on the reading achievement of grade 7 and 8 or grade 9 and 10 struggling readers. The effect sizes were .08 and -.01, respectively, on the CST. The effect sizes were .09 and .00, on the DRP respectively.

After one year of intervention, there were no significant impacts on the 2 year reading motivation of grade 7 and 8 or grade 9 and 10 struggling readers. The effect sizes were -.03 and .02, respectively. After one year of intervention, there were no significant impacts on the 3 year reading motivation of grade 7 and 8 or grade 9 and 10 struggling readers. The effect sizes were .02 and .04, respectively.

After two years of intervention, there were no significant impacts on the 2 year reading motivation of grade 7 and 8 or grade 9 and 10 struggling readers. The effect sizes were .03 and .04, respectively. After two years of intervention, there were no significant impacts on the 3 year reading motivation of grade 7 and 8 or grade 9 and 10 struggling readers. The effect sizes were -.10 and -.02, respectively.

Summary of the Strengths and Weaknesses of the Impact Evaluation of the Targeted Intervention:

Strengths

- Eligibility for random assignment was determined systematically, using a predetermined cutoff score on one of three tests of reading achievement (CA Standards Test- English Language Arts (CST-ELA), CA English Language Development Test (CELDT) or Degrees of Reading Power (DRP)).
- There is no evidence that there are other factors (e.g., other reading programs or district policies) that were implemented in ways that would undermine the evaluators' ability to attribute impacts to SLIC. The evaluators note that there is a possibility that students in both the treatment and control groups may have taken classes with teachers who have been taught SLIC instructional strategies as part of the Whole-School Striving Readers program. This might make it more difficult for researchers to detect an effect of SLIC.
- Assessment of outcome measures
 - The evaluation employs two reading tests as outcome measures. The first (CST-ELA) assesses English and language arts, and was developed by the state. The second (DRP) assesses comprehension, and was developed by an external test publisher. There is no reason to believe that students assigned to the treatment group

- have more experience taking the tests than do the control group students, or that the tests measure skills specific to the intervention, both of which could undermine confidence in the impact estimates.
- The evaluation also measures students’ motivation to read, using a 12-item survey on which students respond using a 5-point Likert style scale. There is no reason to believe that students assigned to the treatment group have more experience taking the measure than do the control group students, or that the survey measures skills specific to the intervention, both of which could undermine confidence in the impact estimates.
 - While some students were unable to participate in follow-up data collection, the level of attrition for some outcomes did not differ substantially across the treatment and control groups. This suggests that the integrity of the original randomized design was preserved, and that the treatment and control groups continue to be equivalent on all measured and unmeasured characteristics at follow-up.
 - Some students who received one year of SLIC (21.7% for the CST-ELA and 34.8% for the DRP) and some students who received two years of SLIC (33.9% for the CST-ELA and 49.5% for the DRP) were unable to participate in follow-up data collection; the levels of attrition did not differ substantially across the treatment and control groups (differential attrition rate for one year was 1.6 for the CST-ELA and 3.9% for the DRP, and for two years was 2.9% for the CST-ELA and .2% for the DRP). This amount of attrition is within the acceptable range established by WWC standards.⁶
 - When estimating impacts, appropriate analytic steps were taken to account for the clustering of students within schools.

Weaknesses

- Random assignment was faithfully executed in Years 2 and 3 of the study, and estimated impacts are based only on data collected in Years 2 and 3. However, the authors report that across the two years, there were 34 students (3.6%) in the control condition who received the intervention, and 188 students (21.6%) randomized to the treatment who did not receive it. While this represents a minimal amount of crossover, it reveals that approximately a fifth of the students that were randomized to the treatment were not treated. These students are, however, included in the estimates of the impact of SLIC.

Whole School Intervention

Fidelity of Implementation of the Whole School Intervention Model: For fidelity of implementation of the *professional development model*, in the first year of implementation, 20% of schools had a high level of participation. In Years 2 and 3, no school reached a high level of participation. For *coaching support*, no schools had a high level of participation in the first two years of implementation. In Year 3, 13% of schools had a high level of participation in coaching support.

⁶ For more information, please see Appendix A-Assessing Attrition Bias, of the WWC Procedures and Standards Handbook, available at: <http://ies.ed.gov/ncee/wwc/help/iddocviewer/Doc.aspx?docId=19&tocId=7>.

Level of fidelity to the *classroom model* was not calculated in Year 1. In subsequent years, fidelity ratings were based on classroom observations and interviews with teachers and coaches. In Year 2, no schools implemented the classroom model at a high level of fidelity. In Year 3, 13% of schools were rated as implementing the model at a high level.

Impact of the Whole School Intervention on Student Reading Outcomes: There were no statistically significant impacts of the whole school intervention on student reading outcomes or motivation after one year of the intervention. The non-significant impacts were .07 for grade 7 and 8 students and .10 for grade 9 and 10 students on the CST, and .11 and .06 on the DRP. The non-significant impacts on motivation were .13 for grade 7 and 8 students and .05 for grade 9 and 10 students.

Summary of the Strengths and Weaknesses of the Impact Evaluation of the Whole School Intervention:

Strengths

- *Comparison Group.* The study compared the reading achievement of students in grades 6-12 in treatment schools with students in a comparison group of schools chosen because they are somewhat similar on demographic characteristics and reading achievement prior to implementation of the intervention. However, we cannot assume that students in treatment and comparison schools are alike in all characteristics, observed and unobserved, that could affect their reading achievement.
- *Baseline Equivalence.* Students in the intervention and comparison groups were statistically equivalent in terms of their reading/language arts achievement at baseline, based on their scores on the California Standards Test-English Language Arts (CST-ELA) and the Degrees of Reading Power (DRP).
- *Outcome measures:*
 - The evaluation employs two reading tests as outcome measures. The first (CST-ELA) assesses English and language arts, and was developed by the state. The second (DRP) assesses comprehension, and was developed by an external test publisher. There is no reason to believe that students assigned to the treatment group have more experience taking the tests than do the control group students, or that the tests measure skills specific to the intervention, both of which could undermine confidence in the impact estimates.
 - The evaluation also measures students' motivation to read using a 12-item survey to which students respond, using a 5-point Likert style scale. There is no reason to believe that students assigned to the treatment group have more experience taking the measure than do the control group students, or that the survey measures skills specific to the intervention, both of which could undermine confidence in the impact estimates.
- *Attrition:* Achievement data and demographic data are available for the full study sample of schools over multiple time points (i.e., years).

- *Analysis.* When estimating impacts, appropriate analytic steps were taken to account for the clustering of students within schools.

Weaknesses

- *Presence of Confounding Factors:* There is no evidence that there are other factors (e.g., other reading programs or district policies) that were implemented in ways that would undermine the evaluators' ability to attribute impacts to the whole school intervention. However, they may be pre-existing differences between the two groups that might be responsible for any observed impacts. Therefore, we are unable to attribute observed impacts to the whole school intervention.
- *Limitations.* The impacts of the whole school intervention for struggling readers cannot be estimated independently from the targeted intervention because some students in the eight treatment schools also receive the targeted intervention. Also, in Year 3, three of the eight treatment schools are also implementing Literacy Advancement Academies, the same literacy program being implemented in all of the comparison schools.

Summary of 2006 Striving Readers Projects: Profile of Springfield and Chicopee Public Schools' Striving Readers Project and Evaluation

Grantee: Springfield Public Schools

Project Directors: Matt Rigney and Ann Ferriter

Local Evaluator: The Education Alliance at Brown University

Principal Investigators: Kimberley Sprague, M.Ed., Deborah Collins, Ph.D.

Setting

The Springfield-Chicopee Striving Readers project is being implemented in two high schools in Chicopee, Massachusetts and three high schools in Springfield, Massachusetts. In Springfield, the high schools serve a majority of non-white students. In the 2006-07 school year, twenty-nine percent of the students were African American, 52 percent were Hispanic, and 14 percent were white. Approximately 71 percent of the students were identified as low-income, and 13 percent were identified as Limited English Proficiency (LEP) students. In Chicopee, the students were largely white (78 percent); three percent of the students were African American and 18 percent were Hispanic. Approximately 35 percent of the students were identified as low-income, and less than 2 percent were identified as LEP students. All five schools were eligible for Title I.

Intervention Models

Targeted Interventions

Classroom Model as Planned: Two targeted interventions for struggling readers are being implemented: READ 180 Enterprise Edition and Xtreme Reading, Level 3 of the Content Literacy Continuum (SIM-CLC). Treatment group students receive either READ 180 or Xtreme Reading, but not both.¹

The READ 180 program, developed by Scholastic Inc, aims to address the individual needs of struggling adolescent readers who are reading below grade level through adaptive and instructional software, teacher-directed instructional rotations, and the use of tailored textbooks and independent or modeled reading of literature intended to be of high interest to adolescents. The program focuses on elements of phonics, fluency, vocabulary, comprehension, spelling, writing and grammar, and aims to promote self-directed learning. Daily assessments are provided by the READ 180 Topic Software and the Scholastic Achievement Manager (SAM) software provides feedback to teachers on student assessments. In addition, diagnostic testing using the Scholastic Reading Inventory (SRI) is conducted three times a year.

¹ For more information on READ 180 and Xtreme Reading, please see the READ 180 Enterprise Edition Intervention Profile and the Xtreme Reading Intervention Profile by Abt Associates, available at <http://www2.ed.gov/programs/strivingreaders/performance.html>.

Xtreme Reading is one of the levels of instruction in the Content Literacy Continuum (CLC), a framework within the Strategic Instruction Model (SIM) developed by the University of Kansas Center for Research on Learning. The Xtreme Reading program focuses on 7 reading strategies: Vocabulary/LINCing, Word Mapping, Word Identification, Self-Questioning, Visual Imagery, Paraphrasing, and Inference. Xtreme Reading's core instructional approaches include direct instruction, teacher modeling, paired student practice, and independent practice. The program provides end-of-unit assessments to track student progress.

Professional Development Model as Planned: In the first year of implementation, READ 180 teachers are offered 42 hours of professional development, involving a 2-day initial training, 8 follow-up seminars, and the Scholastic online course. In the second year of implementation, new READ 180 teachers are offered the same professional development as are the teachers in Year 1, while returning teachers are offered only the online course, if they did not complete it in Year 1. In the third year of implementation, new teachers have the 2-day initial training and 6 rather than 8 follow-up seminars, for a total of 36 hours. Returning teachers with one year of experience are again encouraged to complete the Scholastic online course. Returning teachers with two or more years of experience using READ 180 are offered the online course and two follow-up seminars. In the first two years of implementation, teachers are also offered monthly in-class technical assistance visits by the developer. In the third year of implementation, new teachers and returning teachers with one year of experience with READ 180 are offered this same level of in-class support, while teachers with two years of experience with READ 180 are offered 4 in-class visits rather than 8.

In the first and second years of implementation, Xtreme Reading teachers are offered a similar amount (42 hours) of professional development, across initial training and follow-up workshops. In the third year of implementation, new teachers receive slightly reduced professional development (36 hours). Returning teachers are offered 1 full-day workshop in the second year of implementation and no additional training in the third year of implementation. In each of the implementation years, teachers receive approximately monthly in-class coaching visits from the professional developers.

Context for Implementation: Both models are being implemented as supplements to the district regular English language arts curriculum in the schools, replacing an elective course. Ninth-grade students reading at least two levels below grade level (but not lower than a fourth grade reading level) are eligible to be randomly assigned to participate in the one of the two targeted interventions, or to the control condition. Incoming ninth grade students are screened using the Scholastic Reading Inventory (SRI) to determine their reading level and eligibility for the targeted intervention, and eligible students can receive the interventions for up to three years. It is important to note, however, that the evaluation is focused only on ninth graders in their first year of participation in the interventions. Special education students are eligible for the interventions, unless their Individual Educational Plans (IEPs) prohibit them from being assigned to one of the intervention classes or their overall level of functionality precludes them from participating. In Year 1, 72 9th grade students were served by the READ 180 intervention and 70 9th grade students were served by Xtreme Reading. In Year 2, 66 9th grade students were served by the READ 180 intervention and 57 9th grade students were served by Xtreme Reading. The targeted interventions will each be implemented for a total of four years.

Whole School Intervention

Classroom Model as Planned: The Strategic Instruction Model (SIM) Content Enhancement Routines for Teachers (SIM-CERT) is a school-wide literacy-across-the-curriculum intervention developed by the Center for Research on Learning at the University of Kansas as part of the Content Literacy Continuum (CLC). The intervention is organized around a set of Content Enhancement Routines that teachers are trained to use in their instruction to help ensure mastery of critical content for all students (Level 1 of CLC) and to provide embedded learning strategy instruction in core curriculum courses (Level 2 of CLC). The goal of the program is to help teachers implement strategic teaching to ensure mastery of critical content for all students (Level 1 of CLC) and to provide embedded learning strategy instruction in core curriculum courses (Level 2 of CLC). Content Enhancement routines include unit organizers, framing, vocabulary LINCing, and concept mastery. The professional developers also offered optional training on concept anchoring, concept comparison, lesson organizer, and course organizer.

Professional Development Model as Planned: In the first year of implementation, SIM-CERT teachers are offered about 24 hours of professional development, provided by Strategic Learning Center (SLC), a professional developer under contract to the model developer. This includes a 2-day initial summer training on the Content Enhancement Routines (CERs) and two days of ongoing professional development where teachers select from a menu of training sessions on new content enhancement routines. After the first year of implementation, returning teachers are offered approximately 12 hours of ongoing training on additional CERs. In Years 2 and 3, new teachers are offered the same level of training as the Year 1 teachers. In all three years of implementation, teachers are offered monthly classroom visit and feedback (approximately 16-18 hours), provided by the professional developers.

Context for Implementation: The districts are phasing in SIM-CERT over the five years of the project with the goal of training approximately 90 percent of all teachers by the end of the grant. The districts will train approximately 25 teachers per school, 125 across districts per year beginning first with ELA, social studies, math and science teachers in tenth through twelfth grade. As teachers receive whole school intervention training, all of their students, regardless of their reading ability, receive instruction informed by the whole school intervention. For students assigned to Xtreme Reading, SIM-CERT represents Levels 1 and 2 of an integrated model in which the targeted intervention is Level 3. For students assigned to READ 180, SIM-CERT represents a separate model. The whole school intervention is being delivered to all of the students in the 5 participating high schools. This includes approximately 7,100 students in grades 9-12 in each school year. The whole school intervention will be implemented for a total of four years.

Evaluation Design

Targeted Interventions

Research Questions:

1. Does participation in READ 180 improve ninth-graders' reading achievement as compared to the control group?
2. Does participation in SIM Xtreme Reading improve ninth-graders' reading achievement as compared to the control group?

Research Design and Methods: The effectiveness of each targeted intervention is being tested in ninth grade.² Eligible ninth grade students are randomly assigned to participate in one of the two supplemental programs (READ 180 or Xtreme Reading) or to “business-as-usual,” which consists of the standard ELA curriculum. Eligible teachers are also randomly assigned to teach students randomly assigned to READ 180, Xtreme Reading, or the control group. Students in Xtreme Reading also receive instruction from ELA teachers trained as part of the whole school intervention, which is part of the same model as the targeted intervention. The evaluation is designed so that students in READ 180 and in the control group do not receive instruction from ELA or other content teachers who have received training in the whole school model; the whole school model is phased in over the five years of the grant, with the teachers serving READ 180 and control students being trained in the last cycle of training. Hierarchical linear models (students nested within schools) will be fit to assess the impact of each targeted intervention on student outcomes.

Control Condition: Students randomized to the control condition receive the regular ninth-grade English language arts curriculum as do students randomized to the targeted conditions. The business-as-usual condition for control students consists of any supplemental support as is normally provided in the district to students struggling in reading, such as tutoring. In the absence of supplemental support, students participate in other electives.

Sample Size: Across Years 1—3 of implementation, the evaluation of READ 180 included 175 9th grade treatment students and 159 control students across 5 high schools. For Xtreme Reading, the evaluation included 155 treatment students and 159 control students across 5 high schools.

The Year 3 evaluation report, which includes findings from the first three years of implementation, includes a sample of students large enough to detect an impact (in standard deviation units) of the intervention on reading achievement equivalent to .22 on the standardized test (Stanford Diagnostic Reading Tests – 4th Ed. (SDRT-4)) for grade 9.³ Because Springfield-Chicopee will continue to offer the interventions to new groups of students for four school years, the Year 4 report will have larger sample sizes and be able to detect smaller impacts.

Key Measures of Student Reading Outcomes (Source):

Stanford Diagnostic Reading Test, 4th Edition (External Test Publisher)

² Students who continue to read below grade level (including students in the control group in ninth grade) following one year of participation are assigned to continue with READ180 or Xtreme Reading for up to three years, although they are not included in the evaluation of the impacts of the two intervention models.

³ Abt Associates staff calculated the MDE by multiplying the standard error of the impact estimate by 2.8. This calculation produces the MDE for a two-tailed test with 80% power, and with an alpha level of .05, and accounts for clustering and for the inclusion of the covariates in the model.

Whole School Intervention

Research Questions:

1. To what extent is the whole-school model (SIM-CERT) associated with improvements in students' reading proficiency each year and over time?
2. To what extent is the whole-school model (SIM-CERT) associated with additional indicators of student success (e.g., improved attendance rates) each year and over time?

Research Design and Methods: An interrupted time series analysis will be used to compare pre-program student achievement scores with post-program student achievement scores. As the whole-school model is phased in, students in the classrooms of trained teachers will receive instruction using this model. Therefore, variation in the timing of the whole school model (SIM-CERT) implementation will be used to identify pre- versus post- differences in student outcomes across the different schools. The outcome analysis will be conducted with cohorts of tenth graders' given the availability of state achievement test data over time. Future evaluation reports will include findings on the impact of the whole school intervention on student achievement. The interrupted time series evaluation design is made more rigorous with the inclusion of more than two years of post-implementation data.

Comparison Group: All schools in the study participate in the whole school intervention. Therefore, there is no comparison group.

Sample Size: In the first year of implementation, districts reported training 110 teachers. Based on anonymous survey responses, 90 teachers indicated that they had received the whole school intervention training (SIM-CERT). Of the 90 teachers, 21 taught Xtreme reading and ELA, 21 taught History and Social Studies, 19 taught Science, 18 taught Math, and 18 taught other content such as Art (7 reported teaching in more than one content area). Each year, the district serves approximately 2,400 students in grade 9. The interrupted time series will include all 9th grade students in the five participating schools in each of the school years included in the analysis.

Key Measures of Student Reading Outcomes (Source):

Massachusetts Comprehensive Assessment System: English Language Arts (State Test)

Year 3 Evaluation Findings

Targeted Interventions

Fidelity of Implementation of the Targeted Intervention Model: For READ 180, on fidelity of implementation of the *professional development model*, in Year 1 of implementation, 33% of teachers had an adequate level of participation and another 33% had a moderate level of implementation. In Years 2 and 3, all teachers had either a high level or a moderate level of participation. In Year 2, 40% of teachers had an adequate level of participation and 60% had a moderate level. In Year 3, 80% of teachers had an adequate level of participation and 20% had a moderate level. No READ 180 teachers reached even a moderate level of participation for *coaching support*. However, in Year 2, 40% of teachers had adequate participation; and, and in Year 3, 100% of teachers had adequate participation.

For READ 180, fidelity of implementation of the *classroom model* was rated based on a combination of classroom observations and staff surveys. In all three years of implementation, 100% of teachers had adequate or moderate levels of fidelity of implementation. In Year 1, 67% of the teachers were rated as having an adequate level of fidelity and 33% of teachers as moderate. In Year 2, 80% of teachers were rated as adequate and 20% as moderate; and in Year 3, the comparable percentages were 40% adequate and 60% moderate.

For Xtreme Reading, on fidelity of implementation of the *professional development model*, in Year 1 of implementation, 40% of teachers had an adequate level of participation and another 40% had a moderate level of implementation. For *coaching support*, 67% of teachers had adequate levels of participation in Year 1. This rose to 80% in Year 2 and 100% in Year 3. On fidelity of implementation of the *classroom model*, in Year 1, 60% of the teachers were rated as having reached an adequate level of fidelity and 20% of teachers as having reached a moderate level of implementation. In Year 2, 0% of teachers were rated as adequate and 40% as moderate. In Year 3, the numbers increased, with 40% of teachers at an adequate level of implementation and 40% at a moderate level.

Impact of the Targeted Interventions on Student Reading Outcomes: After one year of implementation, READ 180 had statistically significant impacts on students reading scores at the end of grade 9. The effect size was .20. Xtreme Reading had no statistically significant impacts on student reading scores at the end of grade 9 after one year of implementation. The effect size was .04.

Summary of the Strengths and Weaknesses of the Impact Evaluation of the Targeted Intervention:

Strengths

- Eligibility for random assignment was determined systematically, using a predetermined cutoff score on a test of reading achievement (Scholastic Reading Inventory (SRI)).
- Random assignment was faithfully executed, with no evidence of students receiving the intervention after being randomized to the control condition.
- There is no evidence that there are other factors (e.g., other reading programs or district policies) that were implemented in ways that would undermine the evaluators' ability to attribute impacts to Read180 or Xtreme Reading.
- The reading tests used as outcome measure, the SDRT-4, assess decoding, vocabulary, and reading comprehension, and was developed by an external test publisher. There is no reason to believe that students assigned to the treatment group have more experience taking the test than do the control group students, or that the test measures skills specific to the intervention, both of which could undermine confidence in the impact estimates.
- When estimating impacts, appropriate analytic steps were taken to account for the clustering of students within schools. A pre-study measure of reading achievement was included in the statistical models to increase the precision of the impact estimate.

Weaknesses

- Some students were unable to participate in follow-up data collection, and the level of attrition differed across the treatment and control groups. This suggests that the integrity of the original randomized design was not preserved, and that the treatment and control groups may not continue to be equivalent on all measured and unmeasured characteristics at follow-up.
 - Some students (11.6% of students in the study of READ 180 and 14.2% of students in the study of Xtreme Reading) were unable to participate in follow-up data collection; the levels of attrition differed across the treatment and control groups (differential attrition rate was 11.3% in the study of READ 180 and 16.4% in the study of Xtreme Reading). This amount of attrition is considered high according to standards established by the WWC.⁴
- With respect to measured characteristics, no differences in pre-study reading achievement or other demographics were noted between the treatment and control students included in the analysis at follow-up.

Whole School Intervention

Fidelity of Implementation of the Whole School Intervention Model:

In terms of fidelity of implementation of the *professional development model*, in Year 1 of implementation, nearly all of the teachers who were designated to be trained (92%) attended the initial training, and 35% participated fully in the follow-up training seminars during the year. In Year 2 of the program, comparable numbers of new teachers participated in the initial training (98%) and ongoing training (24%). Among teachers in their second year of implementation, 65% participated in the follow-up training. In Year 3, 29% of the teachers participated in the professional development activities at an adequate level.

The fidelity of implementation of the *classroom model* was not calculated in Year 1. In Year 2, 94% of teachers met or exceeded requirements. In Year 3, 81% of teachers met or exceeded requirements.

Impact of the Whole School Intervention on Student Reading Outcomes: The impact of the whole school intervention on student reading outcomes will be reported in the Year 4 evaluation report. The evaluator chose to wait until the Year 4 report to estimate the impact of the whole school model because the evaluation design will be strengthened by the additional year of data.

⁴ For more information, please see Appendix A-Assessing Attrition Bias, of the WWC Procedures and Standards Handbook, available at: <http://ies.ed.gov/ncee/wwc/help/idocviewer/Doc.aspx?docId=19&tocId=7>.

Profile of Chicago Public Schools' Striving Readers English Language Arts Curriculum and Achieving Maximum Potential (AMP) Reading System

Publisher: The *Chicago Striving Readers English Language Arts Curriculum* is developed by Donna Ogle of National Louis University and the Chicago Public Schools. The AMP Reading System is distributed by Pearson Education, Inc.

Program Website: AMP: <http://www.pearsonschool.com>

Striving Readers Projects Using this Program: Chicago Public Schools, IL

Overview

Key features: *Chicago Striving Readers English Language Arts Curriculum (CSR-ELA)* is designed to improve the reading skills of all middle school students through instruction on comprehension-focused literacy strategies. The program uses a tiered approach in which students with lower reading ability receive more intensive intervention: Tier 1 includes students who meet or exceed state performance standards for their grade; Tier 2 is struggling readers who are reading no more than 1 year below grade level and who are assumed to be able to reach grade level with focused support in the classroom; Tier 3 includes struggling readers reading more than 1 year below grade level, who require long-term intensive support and customized instruction. All three tiers receive the whole-school (“blended”) intervention, which is delivered in language arts and subject-area classes and is designed to provide direct explicit instruction in comprehension, fluency, vocabulary, and word identification. Tiers 2 and 3 students receive the targeted intervention, which consists of small-group, focused instruction for the Tier 2 students within the language arts and subject-area classes. Tier 3 additionally receives the AMP reading program after the regular school day as an afterschool class that is designed to provide explicit instruction on comprehension strategies, vocabulary, and building fluency.

Grades: Middle school students (grades 6 – 8)¹

Target students: The targeted intervention is designed for students who are reading below grade level but not more than one grade below. AMP targets middle school students reading 3 or 4 years below grade level (at a 3rd - 6th grade level).

Duration: The blended and targeted interventions are expected to be provided each day within ELA classes and subject area classrooms. AMP is delivered outside of school in an afterschool program, for 1 hour per day, 4 days a week.

Class size: 15 students

Content

Fluency: One part of the instruction in the blended model is Partner Reading in the Content Area Too, which is intended to build students’ fluency. Also, the AMP model incorporates vocabulary, fluency, and comprehension into each exercise.

Comprehension: The blended model includes three reading instruction components: Building background knowledge through direct vocabulary instruction, Partner Reading in the Content

¹ The AMP Reading Program is designed for students in grades 6 - 12.

Area Too for fluency and comprehension, and text set units related to subject area content and formats. AMP is designed to provide direct instruction on 7 comprehension strategies: Summarizing, Questioning, Previewing, Text Structure, Visualizing, Inferencing, and Megacognition.

Vocabulary: The blended model includes direct vocabulary instruction intended to build background knowledge. Also, AMP is designed to incorporate vocabulary, fluency, and comprehension into each exercise.

Decoding/Phonics: Not described in publicly available documents.

Writing: Not described in publicly available documents.

Organization

The blended intervention is intended to last 90-minutes. As designed, 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.² During the small-group period, students rotate, as assigned, among three 20-minute workshop activities. In AMP, students are categorized into 3 levels based on their reading level. Each level has 7 units and 18 lessons per unit.

Use of Technology

Each classroom is intended to have: a listening center where students can listen to audiobooks and access models of fluency; a media center with three computers and access to one classroom printer to support special intervention software and group or individual research; and 10 Palm Pilots (handheld computers) for activities such as note taking, brainstorming, preparing graphic organizers, and taking spelling tests. AMP is designed to provide students with opportunities to listen to the novels with audio cd's and a Playaway device.

Student Motivation

Both the targeted intervention and the AMP reading system use reading materials selected to be of high-interest for adolescents, which are integrated with technology and audio resources to encourage interactive and independent learning and increase student motivation to read. Student independence is intended to be supported through the gradual release of responsibility from teacher to students within the whole group/small group/whole group configuration.

Formative Assessment

The model involves frequent, purposeful assessment and adjustment of instruction with screening, diagnostic, and progress-monitoring tools, including Learning First, fluency snapshots, spelling inventories, teacher observation and checklists, student self-assessment, and student interest inventories.

² 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.

Text Materials

Program uses multileveled reading materials designed to be authentic and of high-interest to adolescents. “Text set” units, developed with collaboration of Donna Ogle and National Louis University staff, include a variety of informational non-fiction texts at different reading levels and with varied text structures and organizational features. Texts are selected with the goal of being “culturally-responsive.” Reading materials are integrated with technology and audio resources, which is intended to increase student engagement.

Profile of Learning Strategies Curriculum

Publisher: Center for Research on Learning at Kansas University

Program Website: <http://www.kucrl.org/sim/strategies.shtml>

Striving Readers Projects Using this Program: Danville School District, KY

Overview

Key features: The *Learning Strategies Curriculum (LSC)* is part of the Strategic Instruction Model (SIM) developed at the University of Kansas. *LSC* is designed to help students derive information from texts, identify and remember important information, or develop writing or academic competence. *LSC* is divided into three strands: (a) Acquisition, (b) Storage, and (c) Expression of Competence. Each strand includes a number of strategies, and each strategy is taught through eight instructional stages: pretest and commitments, description, model, verbal practice, controlled practice and feedback, posttest and commitments, and generalization. *LSC* is grounded in concepts related to self-regulated learning, generalization, and motivation. The primary goal is teaching students “how to learn” by teaching students a variety of task-specific learning strategies that enable them to deal with the immediate demands of the school curriculum and the self-regulatory processes needed to transfer these skills to other contexts. Students are taught metacognitive skills that are intended to enable them to monitor progress made toward achieving goals and to control their own learning and thinking.

Grades: Students in grades 6 - 9

Target students: Adolescents with learning disabilities in the general education classroom

Duration: 45 minutes per day; daily instruction on each learning strategy for 6-8 weeks

Class size: Not indicated.

Content

Fluency: *LSC* does not include an explicit focus on fluency.

Comprehension: The *Acquisition* strand is geared toward helping students gain information from text. It includes strategies for learning how to paraphrase critical information, picture information to promote understanding and remembering, ask questions and make predictions about text information, and identify unknown words in text. This strand includes 5 strategies: Inference, Paraphrasing, Self-Questioning, Visual Imagery, and Word Identification. The *Paraphrasing Strategy* is designed to help students focus on the most important information in a passage. Students read short passages of materials, identify the main idea and details, and rephrase the content in their own words. The *Self-Questioning Strategy* is designed to help students create their own motivation for reading by developing questions in their minds, predicting the answers to those questions, searching for the answers to those questions as they read, and paraphrasing the answers to themselves. The *Visual Imagery Strategy* is a reading comprehension strategy for creating mental movies of narrative passages. Students are intended to visualize the scenery, characters, and action and describe the scenes to themselves. The *Word Identification Strategy* is designed to provide a functional and efficient strategy to help challenged readers successfully decode and identify unknown words in their reading materials.

The strategy is based on the premise that most words in the English language can be pronounced by identifying prefixes, suffixes, and stems and by following three short syllabication rules.

The *Storage* strand includes strategies for learning how to paraphrase critical information, picture information to promote understanding and remembering, ask questions and make predictions about text information, and identify unknown words in text. Storage strategies include First-Letter Mnemonic, Paired Associates, Listening/Notetaking, and LINC'S Vocabulary. The *FIRST-Letter Mnemonic Strategy* is a strategy to help students independently study large bodies of information that need to be mastered. Specifically, students are taught to identify lists of information to be learned, to generate an appropriate title or label for each set of information, to select a mnemonic device for each set of information, to create study cards, and to use the study cards to learn the information. The *Paired Associates Strategy* is designed to help students learn pairs of informational items, such as names and events, places and events, or names and accomplishments. Students are taught how to identify pairs of items, create mnemonic devices, create study cards, and use the study cards to learn the information. The *Word Mapping Strategy* involves breaking words into their morphemic parts (prefix, suffix, root); attaching meaning to each word part; making a prediction about the meaning of the unknown word based upon the meaning of each part; and checking the dictionary for the definition. The mnemonic MAPS is a strategy designed to help students learn and remember the names of the steps. The *LINC'S Vocabulary Strategy* is intended to help students learn the meaning of new vocabulary words using powerful memory-enhancement techniques. Strategy steps are designed to cue students to focus on critical elements of the concept; to use visual imagery, associations with prior knowledge, and key-word mnemonic devices to create a study card; and to study the card to enhance comprehension and recall of the concept.

The *Expression of Competence* strand includes strategies intended to help students express themselves. It includes strategies to help students write sentences and paragraphs, monitor their work for errors, complete school assignments, and take tests with confidence. The *Error Monitoring Strategy* is designed to help students independently detect and correct errors in their written work to increase the overall quality of their final product. This includes proofreading written work for content and mechanical errors and eliminating errors before work is submitted as well as helping students develop personal strategies to avoid future errors. The *InSPECT Strategy* is intended to be used by students to detect and correct spelling errors in their documents, by using a computerized spellchecker or a hand-held spelling device. The *Sentence Writing Strategy* is designed to help students recognize and write different sentence patterns. The *Paragraph Writing Strategy* is a system to help students organize ideas related to a topic, plan their point of view and the verb tense to be used in the paragraph, plan the sequence in which ideas will be expressed, and write using a variety of topic, detail, and clincher sentences. The *Theme Writing Strategy* focuses on the fundamental skills associated with writing themes and provides learning sheets to accompany instruction.

Vocabulary: A number of the learning strategies, such as Word Identification and LINC'S vocabulary, are designed to focus on building vocabulary.

Decoding/Phonics: The *Word Identification Strategy* (see above) is designed to help students in decoding the multi-syllable words that students are likely to encounter in secondary course textbooks and other materials.

Writing: The *Sentence Writing Strategy* is comprised of two parts: *Fundamentals in the Sentence Writing Strategy* and *Proficiency in the Sentence Writing Strategy*. Together, these components are intended to constitute a strategy for recognizing and writing 14 sentence patterns with four types of sentences: simple, compound, complex, and compound-complex. The *Paragraph Writing Strategy* is a system to help students organize ideas related to a topic, plan their point of view and the verb tense to be used in the paragraph, plan the sequence in which ideas will be expressed, and write using a variety of topic, detail, and clincher sentences. The *Theme Writing Strategy* focuses on the fundamental skills associated with writing themes and provides learning sheets to accompany instruction.

Organization _____

Not described in publicly available documents.

Use of Technology _____

None indicated in publicly available documents.

Student Motivation _____

The metacognitive skills in the program are intended to enable students to monitor progress made toward achieving goals and to control their own learning and thinking. *LSC* is designed to help students develop the intrinsic motivation so that they transfer their knowledge of strategies and how to use them to new situations and settings.

Formative Assessment _____

Progress monitoring is built into the program. Progress measures are expected to be collected as part of instruction for each strategy to allow the teacher to make decisions with regard to when a student has mastered a strategy. Scores for each practice session can be plotted on a progress chart graph, and the student and teacher are expected to discuss the student's progress and goals for future practice attempts.

Text Materials _____

All parts of instruction use reading materials that are selected with the intention of being of high interest to adolescents.

Profile of READ 180 Enterprise Edition

Publisher: Scholastic, Inc.

Project Website: <http://teacher.scholastic.com/products/READ180>

Striving Readers Projects Using this Program: Memphis City Schools, TN; Wisconsin Department of Public Instruction, Milwaukee Public Schools; Newark Public Schools, NJ; Ohio Department of Youth Services; and Springfield and Chicopee Public Schools, MA

Overview

Key features: Focus on decoding, fluency, vocabulary, comprehension, and writing skills. Differentiated levels of support through small group, teacher-led instruction and customized, technology-based instruction.

Grades: Three versions: Upper Elementary School Reading Intervention, Middle School Reading Intervention, and High School Reading Intervention Programs

Target students: Recommended for struggling students who score at least two grades below grade level

Duration: 90 minutes per day; up to two years

Class size: 15-20 students

Content

Fluency: A variety of techniques are used to improve fluency. During teacher read alouds, which ideally model expressive, fluent reading, students can participate in oral cloze and choral reading. Listening to audiobooks on the computer, students can hear passages read at different rates, and they may read along with the computer audio, either one word at a time or phrase-by-phrase. They may also practice at various speeds without audio support. The passages students read on the software are adapted to their individual reading ability. Text difficulty gradually increases as a student progresses through the program. Students may listen to their own recording of a passage, and teachers can also listen to the student recording at a later time.

Comprehension: Explicit instruction on comprehension strategies is included, such as comprehension monitoring, graphic organizers, answering and generating questions, recognizing story structure, and summarization. Curriculum also covers main idea, sequencing, compare/contrast, and cause/effect. Questions before reading are intended to cue students to be prepared to discuss their reasons and direct student focus during reading. A point of class discussion includes cross-text analysis of the different genres being read. Anchor videos are intended to help students to develop conceptual understanding. Additionally, the readings share similar themes that are intended to build upon each other.

Vocabulary: The *READ 180* program is designed to present high-utility and content area vocabulary taught through a research-based teaching routine that promotes understanding and use of words that students will encounter. Students are intended to be repeatedly exposed to vocabulary words before, during, and after passage reading and as part of word identification and spelling activities. The program is designed such that the teacher is to reinforce vocabulary during large and small group instruction using student-friendly definitions and engage the students in discussions that require thinking critically of the word's meaning. The program

recommends teaching the workshops in sequence since vocabulary is recursive throughout the selections of each workshop. During passage reading, students may click on highlighted words to hear definitions, context sentences, and pronunciation support. Students are provided with sentence starters that assist in correct use of language. In the topic software, English Language Learners have the opportunity to hear key vocabulary words defined and translated into five languages: Spanish, Cantonese, Hmong, Creole, and Vietnamese. They also have the opportunity to listen to a summary of the video in one of these languages.

Decoding/Phonics: The program includes a range of direct instructional materials to teach phonemic awareness, phonics, and fluency. The Software provides individualized phonemic awareness training based on the assessed needs of each student. The program is intended to develop skills in phonemic awareness in the context of decoding (word identification) and encoding (spelling). Students can learn auditory discrimination, oral blending, oral segmentation, phonemic addition and deletion, and phonemic substitution. The curriculum is also designed to provide experience in segmentation and blending, with instruction in letter-sound relationships. Optional mini-lessons for English-language development appear at the end of each rBook Workshop and can be used flexibly throughout the Workshop during Small-Group Instruction. The Resources for Differentiated Instruction (RDI) Book 1 provides extra routines for rhyme and alliteration, sound identification, oral blending, oral segmentation, and phonemic manipulation.

A phonics scope and sequence is embedded in the Software. As students work, the Software continually collects data on their word-recognition proficiency and adjusts instruction. For each online passage, the Software Instruction provides decoding tips with modeled practice in segmentation, blending, structural analysis, and correct pronunciation. Phonics instruction is provided through modeled practice in structural analysis and correct pronunciation. As students engage in intensive practice of study words, previously mastered study words and patterns are systematically reviewed. Students can build fluency through independent reading of age-appropriate and carefully leveled paperbacks, using the Lexile Framework® for Reading, and through the modeled reading and coaching in the Audiobooks. Software is intended to build automaticity and fluency at the word and passage levels through individualized reading practice and instruction. The Topic Software is designed to provide continuous, practice and a wealth of opportunities for repeated reading of leveled text.

Writing: The rBook instruction through the use of graphic organizers, sentence starters, and writing frames. Through consistent use of these, students are intended to internalize common organizational structures and conventions of writing. As students progress through the writing process, they are provided with writing assistance from writing frameworks that guide the structure of a piece to structured discussion frameworks. Student instruction includes narrative, descriptive, expository, and persuasive writing, as well as instruction in technical and literary response. Students are intended to complete daily quick writes and more extensive writing projects during their small group session. Writing practice is designed to include frequent opportunities for writing that build readiness for on-demand writing on state standardized tests. Students are intended to write for specific purposes and audiences. Writing is shared through peer feedback and a variety of publishing opportunities. Each Topic CD, Audiobook, and Paperback contains QuickWrite assignments, which provide writing ideas for daily student use plus specialized instructional strategies for writing. The Independent Reading station is designed

for students to read silently and perform Quick Writes (written comprehension exercises) about the books.

Organization

Each 50-minute class follows the same organization:

- 20-minute whole group session
- Three 20-minute rotating, small group sessions (1 teacher-led group, 1 technology-based group and 1 independent reading group)
- 10-minute whole group wrap up

The program follows nine theme-based workshops, with each workshop lasting approximately 4-6 weeks. While the structure of the instructional model remains the same for each stage, the lesson content changes to include age-appropriate material.

The program follows a model that allows gradual release of responsibility. Teacher support is stronger in the early lessons and gradually allows students to become more independent.

Use of Technology

The *READ 180* program includes technology-based instruction in four different areas. In the *Reading Zone*, students can watch a brief video, read leveled passages with audio support, and learn targeted vocabulary. Students can then practice without audio support, and an opportunity for students to make their own recording of the passage. In the *Word Zone* students can participate in several word-recognition activities that target automaticity. Students can receive decoding tips with previously identified words, make an audio recording of their study words, and compare their own recordings with a recorded model of these words. In the *Spelling Zone*, students can hear and spell words from the passage. They are intended to complete the Spelling Zone with a proofreading activity where they read sentences, identify misspelled words, and choose correct spellings. Students can participate in the *Success Zone* once they have demonstrated mastery in the other three zones. The *Success Zone* is intended to provide comprehension practice with discrepancy passages, a cloze activity, and a final oral reading practice.

Student Motivation

The program is designed to encourage students to read for pleasure, via an Audiobook and Paperback library of popular fiction and nonfiction that are intended to be engaging and relevant to adolescents.

The self-paced computer program features an on-screen host who provides private, non-judgmental feedback and continuous encouragement.

Formative Assessment

The Scholastic Achievement Manager (SAM) is a management system for all of the *READ 180 Enterprise Edition* software. It can provide a variety of assessment tools to track and monitor student growth and also can generate reports which teachers could use as a resource for differentiating instruction.

The Scholastic Reading Inventory (SRI) is offered as an initial assessment for students, which provides information to teachers about student reading levels, to assist teachers when planning small group instruction.

A curriculum-based measurement called rSkills can be used to assess students on comprehension, word study, and grammar skills after every two workshops and consists primarily of comprehension questions, spelling tests, and cloze procedure exercises.

Text Materials

READ 180 provides paperback books for independent reading; the books are on topics (fiction and non-fiction) which are intended to be of interest to adolescents and connected to their everyday experiences. The paperbacks are leveled by Lexile to assist teachers and students in selecting books appropriate to their reading level.

Profile of Strategies for Literacy Independence across the Curriculum (SLIC)

Publisher: The *Strategies for Literacy Independence across the Curriculum* is developed by Trevor McDonald and Christina Thornley, of Education Associates, in New Zealand.

Program Website: None

Striving Readers Projects Using this Program: San Diego Unified School District, CA

Overview

Key features: The *SLIC* program includes (a) a school-level intervention in grades 7-10, in which teachers in content area classes are intended to teach students to use specific strategies for reading and writing in their disciplines, and (b) a targeted intervention for struggling readers who are reading two or more years below grade level, in which students receive more intensive direct instruction in using *SLIC* literacy strategies with a focus on how different disciplines require different approaches to reading and writing. It is not a prescribed curriculum, but is rather a set of literacy strategies that are intended to enhance students' skills in reading and writing. It is based on the assumption that in order to make meaning, students must understand the ways authors use different text forms to present particular types of information and how the surface features of a text convey information about the content of the text. The *SLIC* program is also based on the assumption that the best path to increased adolescent literacy achievement is through building the knowledge base of teachers in the ways texts work and their pedagogical knowledge of teaching about texts and analyzing student work to plan instruction.

Grades: Middle and high school students

Target students: Targeted *SLIC* intervention is for students who are reading two or more years below grade level.

Duration: Multiple years

Class size: Student to teacher ratio no greater than 25:1

Content

Fluency: Not described in publicly available documents.

Comprehension: The *SLIC* program begins with instruction in how to use text features and the structure of texts to support meaning-making and moves to instruction on strategic reading behaviors to help students achieve deeper understanding across a range of challenging texts and tasks. In the targeted *SLIC* classes, teachers provide explicit instruction on recognizing and using text features such as titles, subtitles, captions, font style, and graphics intended to help students gain a rapid understanding of whether the content, purpose, structure, and organization identifies text as expository, persuasive, or narrative. In addition to training on previewing text prior to reading, *SLIC* is designed to provide explicit instruction on other strategic reading behaviors such as cross-checking among text features and between text features and running text to verify understanding; using contextual clues to comprehend unfamiliar vocabulary; note-making and other forms of writing to organize textual information derived from readings; and breaking writing prompts into component questions. The *SLIC* model assumes that over time, students will actively learn about text features, forms, and structures and will gradually build

independence in using these through scaffolded instruction and independent reading and writing practice.

Vocabulary: *SLIC* provides students with vocabulary-solving approaches including using context (e.g., focusing on the content of the text and asking, “What would make sense?”), reading around target words, using glossaries, and using morphological clues in text (e.g., looking at prefix, suffix, root words and asking, “Are there any parts of the word you know from other words?”). Teachers are expected to model the approach initially and then ask students to reflect on the approach.

Decoding/Phonics: Not described in publicly available documents.

Writing: *SLIC* focuses on writing by helping students develop note-making templates and develop skills in writing summaries from notes. *SLIC* is designed to help students complete increasingly complex grade level written tasks over time.

Organization

The *SLIC* program includes daily explicit instruction in strategic reading behaviors, moving from overview of content using text features to reading and meaning-making in running text, cross-checking for accuracy and higher level skills of inference, synthesis and critique to building vocabulary knowledge. *SLIC* is expected to provide students with opportunities for daily reading with increasingly complex texts and opportunities to complete increasingly complex grade level written tasks.

Use of Technology

None indicated in publicly available documents.

Student Motivation

SLIC is designed to build student literacy independence and capacity for self-monitoring and reflection. Three approaches intended to support student independence include: wall charts of literacy information; availability of classroom reading and writing textbooks; and creation of student journals and notebooks of literacy learning.

Formative Assessment

Teacher feedback (oral and written) on student literacy learning is to be regularly provided. The curriculum calls for periodic administrations (every 2-3 months) of the *SLIC* assessment.¹

Text Materials

The targeted intervention class uses a variety of persuasive, expository, and narrative texts, including textbooks used in core content areas (social science, science, mathematics, and language arts) in the secondary school, magazine and newspaper articles, short stories, and novels.

¹ Assessment system developed jointly by the *SLIC* developers, the SDUSD project leadership, and researchers at the University of California- Berkeley (UCB)/Berkeley Evaluation and Assessment Research Center (BEAR).

Profile of Xtreme Reading

Publisher: Center for Research on Learning at Kansas University

Program Website: <http://www.xtremereading.com>

Striving Readers Projects Using this Program: Portland School District, OR and Springfield and Chicopee Public Schools, MA

Overview

Key features: *Xtreme Reading* has a reading instruction core that is aimed at helping students develop accurate word recognition and increased fluency. It is also designed to include a linguistic comprehension instruction core that teaches the skills and strategies expected to bring meaning to reading. The program includes supports to help students focus and attend to academic work, and explicit instruction in social skills for cooperative groups and partnership activities. *Xpect to Achieve*, *Talking Together*, and *Score* are classroom management modules that are intended to help students understand and follow clear guidelines for appropriate behaviors for classroom situations including lectures, discussions, independent study, and small-group work. Students are intended to participate in the *Possible Selves* program, in which they analyze their current lives and then set and work toward goals intended to enhance their future lives.

Grades: Students in grades 6 - 9

Target students: Students who are reading above the 3.5 grade level and who have deficits in reading

Duration: 45 minutes per day; a year-long course

Class size: 12 – 15 students

Content

Fluency: Although *Xtreme Reading* does not include an explicit focus on fluency, one stage in reading strategy instruction, paired practice, sometimes involves students reading to each other and checking accuracy and fluency on timed oral reading passages, while the teacher monitors the pairs and provides feedback.

Comprehension: *Xtreme Reading* uses a meta-cognitive approach that is built on 7 reading strategies. Four strategies focus on comprehension: Self-Questioning, Visual Imagery, Paraphrasing, and Inference Strategies. The Self-Question Strategy is intended to teach students to ask themselves questions, make predictions, and talk about answers while reading. The Visual Imagery Strategy is intended to teach students to make pictures in their minds while reading. The Paraphrasing Strategy is intended to help students put main ideas and details in their own words. The Inference Strategy is designed to help students ask and answer thoughtful questions as they read, infer, and predict information.

Strategy instruction is expected to follow 8 stages: (1) Describing--the teacher provides rationale and describes steps for the strategy; (2) teacher modeling—the teacher demonstrates the strategy by thinking aloud and gradually involving students; (3) verbal practice—students verbally rehearse the steps of the strategy until they can understand and name the strategy steps; (4) guided practice—the teacher models expert reading behaviors using current and previously

learned strategies and prompts students to use strategy steps; (5) paired practice—students practice the strategy with a peer using materials at their instructional level and provide feedback to each other, sometimes reading to each other, checking accuracy and fluency on timed oral reading passages, and the teacher monitors the pairs and provides feedback; (6) independent practice—students apply the reading strategy to a passage using a worksheet to record their use of the strategy, and students then take a reading comprehension test; (7) differentiated practice—students apply the reading strategy to individual oral reading with the teacher, and the teacher provides more specific individual feedback (during independent practice time); and (8) integration and generalization—students apply strategies to text from other classes and participate in class discussion of strategy use.

Vocabulary: Three of the learning strategies, LINC'S Vocabulary, Word Mapping, and Word Identification, are designed to focus on vocabulary development (although the LINC'S model focuses on learning the meaning of new words through memorization, as well as on advanced phonics and decoding for multi-syllabic words). The LINC'S Vocabulary Strategy is intended to teach students new ways to remember the meaning of vocabulary. The Word Mapping Strategy is intended to help students remember the meaning of vocabulary words. The Word Identification Strategy is intended to help students learn how to pronounce multisyllabic words.

Decoding/Phonics: The Word Identification Strategy is designed to help students in decoding the multi-syllable words that students are likely to encounter in secondary course textbooks and other materials.

Writing: *Xtreme Reading* integrates writing strategies such as Paragraph Writing and Theme Writing into reading instruction. The writing strategies are designed to focus on the writing process and emphasize planning, writing, providing or accepting feedback, and editing.

Organization

The first four weeks of the program begin with units that address behavior (*Xpect to Achieve, Talking Together, Score*) and motivation (*Possible Selves*) to teach students about how to create a productive learning environment. The program then shifts to the seven reading strategies.

The form of instruction is expected to vary depending on the needs of students and may include teacher-led whole-group discussions and guided-practice activities as well as lessons in which students work independently at stations set up throughout the classroom. Station activities might include the following: the teacher meets with one student to measure his or her progress, a pair of students practice a targeted reading strategy aloud, students work individually at computers using the interactive programs that support reading instruction, pairs of students engage in fluency activities, students design memory aids and study cards for vocabulary words and test each other over the words.

Use of Technology

None indicated in available documents.

Student Motivation

Collaborative learning is intended to encourage reading motivation and self-directed learning. The texts are intended to be of high interest for adolescents, and the self-selection of texts by the students is intended to build motivation. *Possible Selves* is a component of *Xtreme Reading* that is designed to increase student motivation by engaging students in thinking about important goals for the future.

Formative Assessment

Progress monitoring is built into the program. Progress measures are to be gathered as part of instruction for each strategy. These data ideally allow the teacher to make decisions with regard to when a student has mastered a strategy. Scores for each practice session are plotted on a progress chart graph, and the student and teacher discuss the student's progress and goals for future practice attempts.

Text Materials

All parts of instruction provide students with reading materials that are selected because they are intended to be of high interest to adolescents.