

STRIVING READERS

IMPLEMENTATION AND IMPACT OF THE TARGETED AND THE WHOLE-SCHOOL INTERVENTIONS

SUMMARY OF YEAR 2 (2007-08)

SAN DIEGO UNIFIED SCHOOL DISTRICT, CALIFORNIA

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San Diego Striving Readers Project

Year 2 Project Evaluation Report

I. EXECUTIVE SUMMARY OF FINDINGS: IMPLEMENTATION AND IMPACT

Since the inception of the Striving Readers grant program in 2006-07, the San Diego Unified School District (SDUSD) has implemented an innovative adolescent literacy program, called Strategies for Literacy Independence across the Curriculum (SLIC), in eight middle and high schools throughout the District. An additional eight middle and high schools are participating as comparison schools. In total, 16 middle and high schools are participating in the San Diego Striving Readers evaluation study. This report summarizes the targeted and whole-school SLIC literacy programs and presents implementation and impact findings from the first (2006-07) and second years (2007-08) of the study. Impact findings from the evaluation of the whole-school SLIC intervention, however, are not included in this report.

Overview of SLIC

The targeted intervention is a supplemental class that replaces an elective for eligible 7th through 10th grade students. The supplemental class is taught by teachers trained in the Strategies for Literacy Independence across the Curriculum (SLIC) model, developed by researchers from New Zealand (Trevor McDonald and Christina Thornley).¹ The professional development-based model is not a prescribed curriculum, but is rather a set of literacy strategies developed to enhance students' skills in reading and writing. Students are taught how 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. Use of the model and strategies by teachers is informed by periodic administrations (every 2-3 months) of the SLIC assessment (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), which is closely aligned to the SLIC model. The targeted intervention class uses a variety of persuasive, expository, and narrative texts, including grade-level 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.²

¹ The amount of class time devoted to SLIC varies by school site, and according to the schedule established by each school. Presentation of the average amounts of SLIC class time is found in Appendix F.

² SLIC was not, in Year 2, a multi-year curriculum, in the sense that the same skills and strategies were taught across grade levels in Year 1 and Year 2, and particular magazine articles were sometimes used in both middle and high schools. However, instruction did include the use of grade level textbooks and age-appropriate narratives and in this sense the curriculum materials progressed by grade level. New curriculum materials were created for Year 3.

Students in 7th through 10th grade are eligible for random assignment into the targeted SLIC intervention class if they are 1) reading at least two years below grade level, as measured by the Degrees of Reading Power (DRP) assessment at the end of the prior school year, 2) are reading at a 'basic' level or below, as measured by the California Standards Test—English Language Arts (CST-ELA) test, or 3) are labeled 'intermediate' or below on the California English Language Development Test (CELDT).

The whole-school intervention is based on the same SLIC literacy strategies used in the targeted SLIC intervention. SLIC developers and leadership, along with SLIC coaches located at each of the schools, provide professional development to content-area teachers in teaching the literacy strategies. The whole-school professional development is introduced gradually to content-area teachers, in order to build momentum and increase teacher buy in. All sixth-grade through twelfth-grade students in the intervention schools taught by teachers trained in the whole-school intervention can receive instruction.

In Year 2 (2007-08), for the targeted SLIC intervention evaluation, there were 758 students assigned to the targeted intervention and 777 to the control group. Of the students assigned to SLIC, a total of 110 students could not be placed in SLIC primarily due to scheduling conflicts. Conversely, of the 777 students assigned to the control group, 20 students crossed over into the SLIC group. For the whole-school SLIC intervention evaluation, there were 16,256 students (6,323 students in intervention schools, 9,933 students in control schools) enrolled in the 16 study schools.

Targeted SLIC Intervention

- There was a substantial increase in the number of intervention sites (from 5 schools in Year 1 to 8 schools in Year 2), intervention teachers (from 7 teachers in Year 1 to 20 teachers in Year 2), and grade levels. The addition of grade levels was part of the program design, while expansion into new schools was undertaken to increase statistical power for evaluation purposes. In Year 2, coaches and leadership intensified their efforts to expand the whole-school program and develop and calibrate the program's literacy assessment.

Implementation of the Professional Development Model

- In comparison to Year 1, more support was provided to SLIC teachers through site visits, and less through large-group professional development.
- Most intervention teachers received substantial amounts of formal and informal training over the year. There were high program expectations, and the Year 1 and Year 2 reports have taken a liberal interpretation of these expectations, a factor which contributes to low adequacy ratings in Year 2. The minimum hours of professional development received by any SLIC teacher was 12 and the minimum

hours of direct coach support was 35, while the average number of hours in these areas was 38 and 161, respectively.

- In Year 2, SLIC teachers' participation in professional development activities and their direct support from coaches declined from Year 1, with 88% and 63% of sites, respectively, being rated "low" according to rating criteria established in Year 1.
- SLIC teachers continuing with the program from Year 1 may have needed less support in Year 2. However, 17 of 20 Year 2 intervention teachers were new to the program, and interviews with teachers toward the end of Year 2 revealed that many felt they began the year with an inadequate understanding of the program or that they continued to feel uncertain about specific aspects of the program. By the end of the year, all those answering the Spring 2008 teacher survey "strongly agreed" that they had received training that would enable them to bring SLIC instruction to their classrooms.
- There was a higher level of fidelity to the professional development model in high schools than in middle schools. This may be partly explained by the greater stability in program staffing between years 1 and 2.

Fidelity of Implementation to the SLIC Instructional Model

- Ratings of classroom implementation were based on the use of grade-level texts, coverage of the program curriculum, assessment of student needs and differentiation of instruction, attention to metacognitive skills, and scaffolding to student independence.
- All schools were rated as having a "medium" level of fidelity of implementation. However, underlying this rating was variation in fidelity across classrooms within a school, and variation among components of the rating criteria as some components (such as independent work and whole-class metacognitive questioning) were negatively correlated or reflected different instructional strengths.
- There was greater fidelity to the instructional model in high schools than in middle schools.

Impacts on Classroom Instruction

- Based on survey response, there was an increase in SLIC reading and writing instruction among teachers new to SLIC, more use of process questioning, and decrease in pre-teaching vocabulary. This represented a change in practice for teachers new to the program, and a contrast with the types of instruction going on in other classrooms at intervention schools.

- In Year 2 there was somewhat more focus on the abstract elements of the curriculum associated with critical thinking.
- There was variability across sites in the way instruction was differentiated for English learners, and at some schools there were combined SLIC/EL classes taught by teachers trained in EL and SLIC.
- There was greater focus on understanding student needs through assessments and student work than on differentiating based on those needs. In some classes teachers provided individual feedback or gave advanced students more challenging tasks, but most teachers did not attempt to differentiate instruction. Teachers stated a need for professional development on how to differentiate instruction.
- Classroom observation ratings of students' on-task behavior during independent work time were generally medium ("between one and two thirds of the students appear to be on task for most of the independent work period") to high ("between two thirds and all of the students appear to be on task for most of the independent work period"); only 9 of 44 classes had an average rating below medium.
- Roughly the same proportion of teachers made positive and negative comments about student engagement in the SLIC classes they taught (11 and 12 of 20, respectively), but the negative views were stated more strongly. However, student surveys do not suggest any differences in engagement between treatment and control group students nor, indeed, any substantial change in engagement, positive or negative, over the course of the year.

Impacts on Students

- Following one year in the targeted SLIC program, high school students in the targeted intervention scored higher on the Degrees of Reading Power (DRP) than control students. This held true after controlling for various covariates, including the students' pre-test score (as applicable), students' gender, an indicator of parent education as a proxy for socio-economic status, students' grade level, and the students' English learner status.
- No significant differences between students in the targeted SLIC intervention and control groups were found on selected outcome measures, such as the California Standards Test – English Language Arts (CST-ELA) scores, California High School Exit Exam (CAHSEE) passage, or student motivation. This held true after controlling for various covariates, including the students' pre-test score (as applicable), students' gender, an indicator of parent education as a proxy for socio-economic status, students' grade level, and the students' English learner status.

Whole-School SLIC Implementation

- In Year 2, the SLIC whole-school program continued at five schools and was initiated at a middle school, a comprehensive high school, and a “small school” in a high school complex.

Implementation of the Professional Development Model

- The amount of individual support to teachers and content-specific professional development increased from Year 1 to Year 2, and more content teachers were involved in sustained work with program personnel in Year 2. At the same time, the amount of cross-site and “whole-school” professional development declined from Year 1 to Year 2.
- Surveys suggest that there was more interest in the program than developers and coaches were able to meet in Year 2, and a few SLIC teachers began to provide additional support to their colleagues in a variety of content areas.
- As in Year 1, primary interest was expressed by Science and history teachers, and in Year 2 English teachers joined them, as instruction about narrative text became a more common feature in SLIC demonstration lessons.
- Resistance to the program occurred at some schools, although at schools continuing with the program from Year 1, especially those with continuing coaches, resistance was much less pronounced than in Year 1
- Challenges to implementation included levels of site leadership support at some schools, and different sources of staff resistance at a few schools. Other challenges included demands on the time of district leadership, developers, and coaches from development of the SLIC assessment.
- The developers were present much more in Year 2 than Year 1, the professional development materials were more extensive and better developed, and for the most part the coaches remaining with the program deepened their connections with the school sites, which facilitated their work.
- There was greater interest and participation in the program in high schools than in middle schools. This difference was reflected in interviews, surveys, and records of professional development participation. This difference may have been due to the greater stability of program staffing at high schools between years 1 and 2.

Implementation of the Classroom Model

- Classroom implementation was not quantitatively measured in Year 1, although implementation was assessed through qualitative measures to be low both in fidelity and level of implementation.

- Although there were no comparable measures in Years 1 and 2, it is likely that classroom implementation expanded in Year 2 but was not as robust as leadership anticipated it might be. Using data from survey response, in Year 2, 13% of intervention schools met the “expected” level of implementation, and 50% of schools approached that level. However, this rating reflects the percent of teachers who “made specific plans” to implement SLIC (the percent who “tried it,” according to coaches, was similar). The percent of teachers and schools where the curriculum was incorporated in content-area instruction in an ongoing manner was far lower, and student surveys reflected no change in instruction in the content areas.
- Based on surveys and interviews, there was higher implementation of the classroom model in high schools than in middle schools. At the same time, there was greater confidence among middle school content teachers in their literacy instruction, and a somewhat different interpretation of the program at the middle and high school levels.

Impacts on Classroom Instruction

- While whole-school implementation increased in Year 2, it is unlikely that it reached a level that would allow impacts on students to be measurable.

Conclusion

While the challenge for the leadership and developers in Year 1 was too little time in an instructional period shortened by delays in program start-up, the challenge in Year 2 was the rapidly expanded scale of the program and, within that context, meeting the varied and competing needs of the targeted SLIC program, the whole-school SLIC program, and the assessment work. This situation was exacerbated by staff turnover from Year 1 to Year 2, and the need to train new teachers, some as new to teaching as they were to SLIC. In Year 2 there was not, at some schools, a core of experienced SLIC teachers who could help guide new SLIC teachers during this period of rapid scale-up and competing program demands.

By the end of Year 2, the whole-school SLIC program had gained momentum through the work of developers, leadership, and coaches, and there was substantial interest in the program among content-area teachers. Additionally, there was a solid base for further implementation of the targeted intervention in the great majority of intervention schools in Year 3.

In terms of student impacts, the results were promising. High school students in the targeted SLIC intervention scored higher on the Degrees of Reading Power (DRP) than control students after one year in the program. No differences were found in subgroup analyses of treatment and control students in the middle school grades or for English learners. Finally, no significant differences between students in the targeted SLIC intervention groups and students in the control groups, however, were found for other outcome indicators, such as California Standards Test – English Language Arts (CST-

ELA) scores, California High School Exit Exam (CAHSEE) passage, or student motivation.

II. INTRODUCTION AND STUDY BACKGROUND

The San Diego Unified School District Striving Readers Project aims to work within the research base on adolescent literacy to conceptualize, describe and apply the elements of effective teaching and professional development with the goal of increasing the literacy achievement of struggling adolescent readers.

Context for the Study

The San Diego Unified School District currently enrolls approximately 138,000 students in 187 schools, and has marked more than 150 years of service to San Diego's children. It is the second largest district in California, and the eighth largest urban district in the United States. The student population is extremely diverse representing more than 15 ethnic groups and over 60 languages and dialects. Approximately 30 percent of the district's students are non-native English learners. Over half of the district's students are eligible for federal free and reduced price lunch program and 12 percent of the district's students are identified as students with special needs. SDUSD operates 29 high schools and 24 middle /junior high schools.

The schools participating in the SDUSD Striving Readers program reflect the diversity of the district. In the 16 study schools, about 64 percent of students were eligible for the federal free and reduced price lunch program (range 25% to 78%) and nearly one-quarter were identified as English learners (range 9% - 40%) (San Diego Unified School District, School Accountability Report Cards, 2006-07).

Intervention middle schools and high schools were selected as feeder groups so students could be followed longitudinally over the course of the 5-year study. Intervention and comparison schools were selected based on 1) geographic location and demographic and educational achievement indicators; 2) school leadership and staff opinion that the intervention was compatible with articulated site goals and plans; and 3) number of students in the school in order to address sample size (power) issues.

Theoretical Rationale for and Description of the Intervention Models

The Striving Readers literacy model in the San Diego Unified School District (SDUSD) is called Strategies for Literacy Independence across the Curriculum (SLIC). The instructional and curricular approach is substantially the same for targeted SLIC intervention and whole-school (school-wide) content-area classes with the primary difference being intensity of instruction, or dosage. The targeted SLIC class replaces an elective class for most eligible 7th through 10th grade students.

Following is a brief description of each model, including its theoretical underpinnings, along with a description of the students participating in each intervention, the participating schools and grades, and number of students served.

Targeted SLIC Intervention

The Strategies for Literacy Independence across the Curriculum (SLIC) professional development model relies on the transmission of SLIC literacy knowledge from program developers/leaders to coaches and intervention teachers and from teachers to students, and ongoing coach support for teachers. It is not a prescribed curriculum, but is rather a set of literacy strategies developed to enhance students' skills in reading and writing. Based on research conducted by McDonald & Thornley (Thornley & McDonald, 2002; McDonald & Thornley, 2004; McDonald & Thornley, 2005) and supported by ongoing reviews of the adolescent literacy research base, SLIC is premised on the idea 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 premised on a strong belief 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.

The starting point is instruction in how to use text features and the structure of texts to support meaning-making and progresses to strategic reading behaviors to achieve deeper understanding across a range of challenging texts and tasks. In the targeted SLIC class, students are given explicit instruction in recognizing and using text features such as titles, subtitles, captions, font style, and graphics to gain a rapid understanding of a text's content, purpose, structure, and organization as expository, persuasive, or narrative text. In addition to previewing text prior to reading, students receive explicit instruction in other strategic reading behaviors such as cross-checking among text features and between text features and running text to verify their understanding, using contextual clues to apprehend unfamiliar vocabulary, note-making and other forms of writing to organize textual information derived from readings, and breaking writing prompts into component questions. The model assumes that, over time, students actively learn about text features, forms, and structures and gradually build independence in using these through scaffolded instruction and independent reading and writing practice.³

Use of the targeted SLIC model and strategies by teachers is informed by periodic administrations, every 2-3 months, of the SLIC assessment (being developed jointly by the SLIC developers, the SDUSD project leadership, and researchers at UC Berkeley), which is closely aligned to the SLIC model, along with the California English-Language Arts Content Standards. 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.

Striving readers in the 7th through 10th grades are eligible for random assignment into the targeted SLIC intervention class if they meet at least one of the following eligibility criteria: 1) reading at least two years below grade level, as measured by the Degrees of

³ SLIC does not incorporate the use of technology.

Reading Power (DRP) assessment at the end of the prior school year; 2) reading at a ‘basic’ level or below, as measured by the California Standards Test—English Language Arts (CST-ELA) test; or 3) are labeled ‘intermediate’ or below on the California English Language Development Test (CELDT). Targeted SLIC is a multi-year intervention, which students can enter in the 7th grade or beyond and remain through grade 10 unless their test scores show they no longer qualify for the intervention. After the 10th grade, informal literacy supports (e.g., literacy coaches monitoring students’ academic progress, providing tutorials as needed) will likely be available.

In the second year of the study (2007-08), there were a total of 8 intervention schools (4 middle schools that fed into 4 high schools).⁴ Two high schools were small schools within a small school complex. There were 705 students given new assignments to the targeted SLIC intervention, and 776 in the control group. Of the students assigned to SLIC, a total of 104 students could not be placed in SLIC primarily due to scheduling conflicts. Conversely, of the 776 students assigned to the control group, 20 students crossed over into the SLIC group. In Fall 2008 and 2009, the sample will be refreshed with new cohorts of randomly assigned students, in numbers similar to 2007.

Whole-School SLIC Intervention

The whole-school intervention is based on the same SLIC literacy strategies used in the targeted SLIC intervention. The SLIC developers and SLIC coaches provide professional development to content-area teachers in teaching the literacy strategies. The whole-school professional development is introduced gradually to content-area teachers, in order to build momentum and increase teacher buy in. Priority is given to teachers serving students who are also attending the targeted SLIC classes and to those teachers who express the most interest in being trained. In Year 1, these were often Science teachers, reflecting the model’s focus on expository text. The content areas of additional teachers that were trained and the extent of training varied across schools in both years, with more content-area teachers receiving training in Year 2.

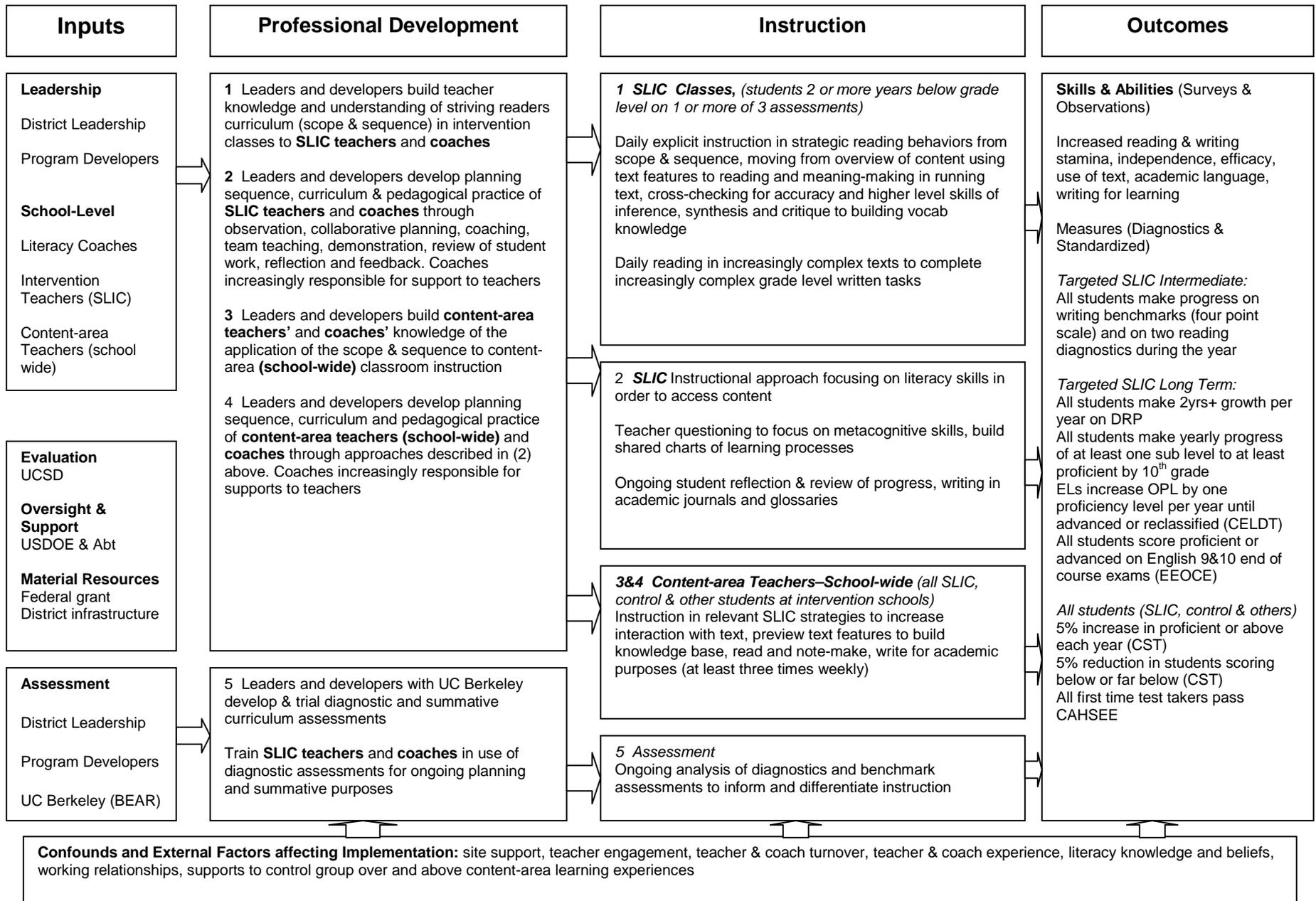
All sixth-grade through twelfth-grade students in the intervention schools taught by teachers trained in the whole-school intervention can receive instruction. In the second year of the study (2007-08), there were 16627 students (6498 students in intervention schools, 10129 students in control schools) enrolled in the 16 study schools.

Logic Model

See combined Targeted SLIC and Whole-School SLIC Logic Map (Figure 1.)

⁴ In the first year of the project (2006-07), there were 5 intervention schools (3 middle schools and 2 high schools). Three additional intervention schools (1 middle and 2 high schools) were added in the second year (2007-08) to increase the overall sample size. In total, there are 8 intervention schools (4 middle schools and 4 high schools).

Figure 1. SDUSD: Striving Readers' Logic Model for Implementation Process and Fidelity of Implementation



Brief Overview of Key Evaluation Design Features

Targeted SLIC Intervention

The key research questions for evaluating the targeted SLIC intervention are:

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 10th 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?
4. What is the fidelity and level of implementation of the targeted SLIC intervention in the participating intervention schools? What accounts for the variation?

The impact of the targeted SLIC intervention is evaluated through a student-level, within-school randomized design comparing the achievement of students enrolled in the participating intervention schools. Students in grades 7 through 10 who are designated as eligible striving readers, based on designated criteria, are randomly assigned into SLIC targeted intervention classes or to the control group condition (whatever elective class the student would normally enroll in). For the duration of the study, targeted SLIC intervention students participate in the intervention classes for successive years, up through 10th grade, until they no longer meet eligibility criteria.

In the San Diego Striving Readers project, students are the primary unit of analysis for the targeted and whole-school interventions. In Year 2 (2007-08), a continuing partial cohort of 7th grade students (from two schools) randomly assigned in the first year of the study matriculated into the 8th grade maintaining their current assignments and 4 new cohorts of students were randomly assigned at the 7th, 8th, 9th, and 10th grades. In Year 3 (2008-09), four new refresher cohorts of 7th, 8th, 9th and 10th graders were randomized to treatment and control groups. The eight cohorts will be combined, by grade, for analysis. Over time, the evaluation of impacts on students will utilize cross-sectional and longitudinal designs that estimate effects of up to three years of targeted intervention on students.

Impacts of the targeted SLIC intervention on instruction are examined using multiple sources of data, including pre/post classroom observations, semi-structured interviews with literacy coaches and intervention teachers, and teacher and student surveys. Fidelity of instruction to

the treatment model was assessed using data from classroom observation instruments, interviews with literacy coaches, teachers, curriculum developers and program leadership, and teacher and student surveys. Fidelity of implementation of the professional development model was also assessed on the basis of records of teachers' and coaches' participation in professional development and other forms of training, interviews, and surveys.

The measures used to examine student and teacher outcomes are:

- Degrees of Reading Power (DRP)
- California Standards Test (CST)
- California English Language Development Test (CELDT)
- California High School Exit Exam (CAHSEE)
- Striving Readers assessment (produced by SDUSD, Education Associates, BEAR)
- Classroom observation protocol
- Interview protocol
- Teacher surveys
- Student surveys

Whole-School SLIC Intervention

The evaluation of the whole-school SLIC intervention will utilize an interrupted time series approach to examine reading and other academic outcomes for all students in treatment and comparison schools before and after the implementation of SLIC. A total of eight schools are participating in the whole-school intervention, while eight schools serve as comparison schools. The comparison schools represent a wider range of demographics than do the intervention schools. They do not implement the SLIC model, but implement the District's regular language arts program. All students in the schools are included in the evaluation of the whole-school intervention.

Impacts on instruction can be estimated using data from semi-structured interviews with literacy coaches, teachers and program leadership, classroom observations, and teacher surveys at intervention and comparison schools.

Fidelity of instruction to the treatment model will be assessed using data from several sources: semi-structured interviews with literacy coaches, teachers and program leadership, observations of professional development sessions, coaches meetings and classrooms, and teacher surveys at intervention and comparison schools. Fidelity of implementation of the program model for professional development and support will be evaluated on the basis of records of participation.

The key research questions for evaluating the whole-school SLIC intervention are:

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?
3. What is the fidelity and level of implementation of the whole-school SLIC intervention in the participating intervention schools? What accounts for variation in fidelity and implementation level?

The measures used to examine student and teacher outcomes are:

- Degrees of Reading Power (DRP)
- California Standards Test (CST)
- California English Language Development Test (CELDT)
- California High School Exit Exam (CAHSEE)
- Striving Readers assessment (produced by SDUSD, Education Associates, BEAR)
- Classroom observation protocol
- Interview protocol
- Teacher surveys
- Student surveys

III. EVALUATION OF IMPLEMENTATION OF THE TARGETED INTERVENTION: YEARS 1 & 2

Summary of the Design

The evaluation of the implementation of the targeted SLIC intervention drew on multiple sources of evidence, largely qualitative, including observations (of professional development sessions, weekly coach meetings, and classroom instruction), annual interviews with key staff involved with the targeted SLIC intervention (SLIC program developers, program leadership, coaches, and intervention teachers), annually administered teacher surveys that examined literacy practices within classrooms, pre-post student surveys that tapped into students' general experience in their literacy and other content-area classrooms, and document analysis. The research questions that guided the research in Years 1 and 2 were

largely the same, although content-area research questions were added in Year 2. There were a few changes to the research process in the program's second year.

Surveys: Surveys questions were developed to align with the program model and further questions were adopted from existing validated instruments. The surveys were written and tested in Year 1. A teacher survey and a student survey were given in Fall 2007 and Spring 2008 to all teachers and all students at intervention and comparison schools.

Interviews: While the research design called for interviewing only new SLIC teachers in Year 2 and thereafter, instead all SLIC teachers were interviewed, as were coaches and leadership. In fact, the great majority of 2nd year SLIC teachers were new to the program, so only a few teachers were re-interviewed. Some additional questions were included in the interview protocol, focusing mainly on the portions of the curriculum covered, and how these were taught. NVivo qualitative data analysis software was used to code the interviews and tally content of interest.

Classroom Observations: An observation instrument was developed and first used in Fall 2007. It was designed to allow collection of quantitative data about classroom implementation; this method is in contrast to the qualitative data collection in Year 1. Each class selected for observation was observed three times, in fall, winter, and spring, and the classes to be observed were selected at random, with one class chosen for each teacher/grade level. There were between one and three researchers present at each observation. The observation instrument was subsequently revised, and the revised instrument used in Winter 2007 and in Spring 2008. Calibration was problematic and therefore observation data are not used as the sole source of information for any analysis, but are used in conjunction with interview and survey data. The Year 2 fall data are excluded from analysis because of changes in instruments.

Professional Development and Coach Meeting Observations. Observations were conducted at professional development sessions, assessment scoring sessions, site visits by leadership, and weekly meetings of the coaches and leadership, and the observations were recorded in written notes. The research process associated with these observations did not change from Year 1 to Year 2.

Document Collection. As in Year 1, observation at coach and professional development sessions included collection of program materials and, when possible, classroom observation included collection of copies of reading materials such as magazine articles.

Research Questions on the Implementation of the Targeted Intervention in Year 2

What was the nature and amount of professional development/support for teachers/coaches in Year 2?

Professional development/support for coaches

What was the professional development model for coaches in Year 2?

What was the variability (amounts) of professional development /support for coaches in Year 2?

Do coaches' understandings of the SLIC model conform to the views of the program leadership?

What forms of direct support (e.g., district staff presence in teacher-coach meetings) and indirect support do coaches have in their work with SLIC teachers?

What kind/amount of support is provided to coaches by site leadership?

Professional development/support for SLIC teachers

What types of support were provided to teachers?

What types of PD were provided to teachers?

What amount of PD was provided to teachers?

What support/amount of support are teachers given in lesson planning and instruction?

What support are teachers given in assessing student work to determine student needs?

What kind/amount of support is provided by site leadership?

What is the proportion of teachers receiving different levels of support?

What was the fidelity and level of implementation, and the variability of classroom instruction in Year 2?

What is the Year 2 classroom model (materials, resources, strategies, grouping, assessment practices, etc.)?

What proportion of teachers has access to program materials and resources?

Fidelity of Implementation

With respect to teaching points, how closely does SLIC teachers' instruction follow the SLIC model?

With respect to pedagogy, how closely does SLIC teachers' instruction follow the SLIC model?

How do SLIC teachers differentiate instruction to target students' assessed needs?

How do SLIC teachers make use of results from the program's diagnostic assessments and student coursework?

What types of reading materials do SLIC teachers use with students? (What content/academic content areas? Which text forms? Use of grade level texts?)

What kinds of reading and writing tasks are students given in SLIC classes?

Level of Implementation

What proportion of teachers used instructional strategies, student groupings, instructional practices, assessment practices, etc. at different levels of implementation?

What did the counterfactual (for targeted intervention) look like in Year 2?

What were the experiences of the control students parallel to the interventions received by the treatment students?

| Figure 2. Year 2 Data Sources on Implementation Linked with Research Questions: Targeted Intervention | | | | | | | | | | | | | |
|---|-----------------------|-------|----------------|-----------|----------|----------|-----------------|-------------------------|---------------------------------|----------------|------------------------|---------------|--------------------|
| Research Questions | Measures/Data Sources | | | | | | | | | | | | |
| | Interviews | | | | Surveys | | PD Observations | Site Visit Observations | Assessment Scoring Observations | Coach Meetings | Classroom Observations | Record Review | |
| | Teacher | Coach | District Staff | Developer | Teachers | Students | Evaluators | Evaluators | Evaluators | Evaluators | Evaluators | PD Attendance | Site Visit Records |
| What was the nature and amount of professional development/support for teachers/coaches in Year 2? | | | | | | | | | | | | | |
| <i>Professional development/support for coaches</i> | | | | | | | | | | | | | |
| What was the professional development model for coaches in Year 2? | | x | x | x | | | x | x | x | x | | x | |
| What was the variability (amounts) of professional development /support for coaches in Year 2? | | x | x | x | | | x | x | x | x | | x | x |
| Do coaches' understandings of the SLIC model conform to the views of the program leadership? | x | x | x | x | | | | | x | x | | | |
| What forms of direct support (e.g., district staff presence in teacher-coach meetings) and indirect support do coaches have in their work with SLIC teachers? | | x | x | | | | | x | | x | | | |
| What kind/amount of support is provided to coaches by school site leadership? | | x | x | | | | | | | x | | | |

| Figure 2. Year 2 Data Sources on Implementation Linked with Research Questions: Targeted Intervention (continued) | | | | | | | | | | | | | |
|---|-----------------------|-------|----------------|-----------|----------|----------|-----------------|-------------------------|---------------------------------|----------------|------------------------|---------------|--------------------|
| Research Questions | Measures/Data Sources | | | | | | | | | | | | |
| | Interviews | | | | Survey | | PD Observations | Site Visit Observations | Assessment Scoring Observations | Coach Meetings | Classroom Observations | Record Review | |
| | Teacher | Coach | District Staff | Developer | Teachers | Students | Evaluators | Evaluators | Evaluators | Evaluators | Evaluators | PD Attendance | Site Visit Records |
| <i>Professional development/support for SLIC teachers</i> | | | | | | | | | | | | | |
| What types of support were provided to SLIC teachers? | x | x | x | x | x | | x | x | x | x | x | | x |
| What types of PD were provided to SLIC teachers? | x | | | | x | | x | x | x | | | | |
| What amount of PD was provided to SLIC teachers? | x | | | | x | | | | | | | x | x |
| What support/amount of support are teachers given in lesson planning and instruction? | x | x | | | x | | | x | | x | | | |
| What support are teachers given in assessing student work to determine student needs? | x | x | x | x | | | | x | x | x | | | |
| What kind/amount of support is provided by site leadership? | x | x | | | | | | | | x | | x | |
| What is the proportion of teachers receiving different levels of support? | x | | | | x | | | x | | | x | x | x |

| Figure 2. Year 2 Data Sources on Implementation Linked with Research Questions: Targeted Intervention (continued) | | | | | | | | | | | | | |
|---|-----------------------|-------|----------------|-----------|--------------------------|----------|-----------------|-------------------------|---------------------------------|----------------|------------------------|---------------|--------------------|
| Research Questions | Measures/Data Sources | | | | | | | | | | | | |
| | Interviews | | | | Surveys in Fall & Spring | | PD Observations | Site Visit Observations | Assessment Scoring Observations | Coach Meetings | Classroom Observations | Record Review | |
| | Teacher | Coach | District Staff | Developer | Teachers | Students | Evaluators | Evaluators | Evaluators | Evaluators | Evaluators | PD Attendance | Site Visit Records |
| What was the fidelity and level of implementation, and the variability of classroom instruction in Year 2? | | | | | | | | | | | | | |
| What is the Year 2 classroom model (materials, resources, strategies, grouping, assessment practices, etc.)? | | | x | x | x | | | | | | | | |
| What proportion of teachers had access to program materials & resources? | x | | | | | | | | | x | x | | |
| <i>Fidelity of Implementation</i> | | | | | | | | | | | | | |
| With respect to teaching points, how closely does SLIC teachers' instruction follow the SLIC model? | x | x | x | x | x | | | x | | x | x | | |
| With respect to pedagogy, how closely does SLIC teachers' instruction follow the SLIC model? | x | x | x | x | x | | | x | | x | x | | |
| How do SLIC teachers differentiate instruction to target students' assessed needs? | x | x | | | | | | x | | x | x | | |
| How do SLIC teachers make use of results from the program's diagnostic assessments and student coursework? | x | x | | | x | | | x | | x | x | | |

| Figure 2. Year 2 Data Sources on Implementation Linked with Research Questions: Targeted Intervention (continued) | | | | | | | | | | | | | |
|--|-----------------------|-------|----------------|-----------|----------|----------|-----------------|-------------------------|---------------------------------|----------------|------------------------|---------------|--------------------|
| Research Questions | Measures/Data Sources | | | | | | | | | | | | |
| | Interviews | | | | Surveys | | PD Observations | Site Visit Observations | Assessment Scoring Observations | Coach Meetings | Classroom Observations | Record Review | |
| | Teacher | Coach | District Staff | Developer | Teachers | Students | Evaluators | Evaluators | Evaluators | Evaluators | Evaluators | PD Attendance | Site Visit Records |
| What types of reading materials do SLIC teachers use with students? (What content/ academic content areas? Which text forms? Use of grade level texts?) | x | x | | | x | | | x | | x | x | | x |
| What kinds of reading and writing tasks are students given in SLIC classes? | x | x | | | x | x | | | | x | x | | |
| <i>Level of Implementation</i> | | | | | | | | | | | | | |
| What proportion of teachers used instructional strategies, student groupings, instructional practices, assessment practices, etc. at different levels of implementation? | x | x | x | x | x | | | | | x | x | | |
| What did the counterfactual (for targeted intervention) look like in Year 2? | | | | | | | | | | | | | |
| What were the experiences of the control students parallel to the interventions received by the treatment students? | School leadership | | | | x | | | | | | x | | |

Year 1 Implementation Study

Targeted Intervention

In the first year, two high schools and three middle schools participated in the program, with classes led by seven teachers across the five sites. External factors led to delays in the program developers' arrival in Year 1 and slowed implementation of the targeted SLIC program and training of coaches and teachers, a situation exacerbated at sites where coaches' arrival was also delayed. Coaches provided support to teachers as they were acquiring basic program knowledge. To some degree, this meant that staff and student exposure to the full program was of shorter duration and depth than anticipated.

However, once the coaches were in place there was strong professional development support for the targeted intervention teachers (at most sites) in formal professional development sessions, site work provided by developers and district leadership, and in daily support from the coach. There was also variability across school sites in their exposure to professional development. By the end of the year classroom implementation of the curriculum was fairly high,⁵ especially at sites with strong teacher/coach or teacher/leadership collaboration, and the program was successful at implementing instruction around literacy strategies and routines such as text features and form. The last third, the more abstract elements of the SLIC curriculum such as synthesis and inference, received less attention in professional development sessions or classroom teaching, partly due to the delays, and this became a greater priority for Year 2.

Randomization of students into treatment and control groups was problematic in the first year and, as a result, only two of the schools followed the evaluator's random assignments to a degree that allowed analysis. These two schools had different control conditions, which constituted confounds to the analysis of student outcomes.

Since there was no quantitative observation measure available in Year 1, implementation of the Year 1 classroom model was not calculated. Explanation of Tables 1 and 2 is provided in Appendix E.

⁵ This statement is based on qualitative observation in SLIC classrooms: SLIC was the exclusive focus of instruction in SLIC classes at 4 of the 5 schools, and took 50% of the class time at the 5th school.

Table 1. Level of Implementation of Targeted SLIC (Intervention Teachers), by School, Year 1 (2006-07)

| | <u>Inputs</u> | | | | | |
|------------------|---|---------------------------------|-----------------------------------|----------------------------------|--|------------------------|
| | Teacher PD Participation (% (#) of schools) | Direct Coach-to-Teacher Support | Indirect Coach-to-Teacher Support | Average Coach-to-Teacher Support | Classroom Model (not available Year 1) | Average Adequacy Score |
| Low (<1.5) | 0 | 20% (1) | 0 | 0 | -- | 0 |
| Medium (1.5-2.5) | 40% (2) | 20% (1) | 40% (2) | 40% (2) | -- | 60% (3) |
| High (>2.5) | 60% (3) | 60% (3) | 60% (3) | 60% (3) | -- | 40% (2) |

Table 2. Level of Implementation of Targeted SLIC (Coach PD Participation), by School (n=5), Year 1 (2006-07)

| | <u>% (#) of schools</u> |
|------------------|-------------------------|
| Low (<1.5) | 0 |
| Medium (1.5-2.5) | 40% (2) |
| High (>2.5) | 60% (3) |

Note: PD=Professional Development

Year 2 Implementation Study (Targeted SLIC intervention as implemented)

As in Year 1, professional development for coaches and targeted SLIC intervention teachers was a key aspect of the targeted intervention model and consisted of formal sessions led by program leaders, site visits by program leaders, and weekly meetings of

intervention coaches with program leaders. Coaches' support also continued to be an important part of the intervention. Fidelity of implementation of these inputs was estimated in the same manner as in Year 1.

In Year 2, drawing from key elements of the SLIC theoretical model, fidelity to the classroom model was estimated. Based on observation of classes and interviews with teachers, coaches, and program leaders, scores were calculated for five different components of the classroom model, which were then summed together:

- 1) use of grade-level texts
- 2) scaffolding to independence
- 3) coverage of program curriculum (SLIC Scope and Sequence)
- 4) assessment of student needs/differentiation of instruction
- 5) metacognition

Site-level fidelity scores were determined on the basis of teacher-level fidelity scores, which were weighted by the number of intervention classes the given teacher taught in Year 2. Fidelity of implementation of inputs and classroom instruction is summarized in Tables 3 and 4 below. Descriptions of the underlying measures can be found in Appendix E.

Table 3. Level of Implementation of Targeted SLIC (Intervention Teachers), by School (n=8), Year 2 (2007-08)

| | <u>Inputs</u> | | | | | |
|------------------|---|---------------------------------|-----------------------------------|----------------------------------|--|-------------------------|
| | Teacher PD Participation (% (#) of schools) | Direct Coach-to-Teacher Support | Indirect Coach-to-Teacher Support | Average Coach-to-Teacher Support | Classroom Model (not available Year 1) | Average Adequacy Score* |
| Low (<1.5) | 88% (7) | 63% (5) | 0 | 0 | 0 | 25% (2) |
| Medium (1.5-2.5) | 13% (1) | 25% (2) | 25% (2) | 88% (7) | 100% (8) | 75% (6) |
| High (>2.5) | 0 | 13% (1) | 75% (6) | 13% (1) | 0 | 0 |

Note: PD=Professional Development. *The overall level of professional development fidelity is low=2/8 (25%), medium=6/8 (75%), high =0/8 (0%).

Table 4. Level of Implementation of Targeted SLIC (Coach PD Participation), by School (n=8), Year 1 (2007-08)

| | <u>% (#) of schools</u> |
|------------------|-------------------------|
| Low (<1.5) | 0 |
| Medium (1.5-2.5) | 25% (2) |
| High (>2.5) | 75% (6) |

Note: PD=Professional Development

Variability in Fidelity Level Achieved

In Year 2, fidelity of implementation inputs was somewhat low. Teachers' professional development participation and their direct support from coaches both declined from Year 1 to Year 2, with 88% and 63% of sites, respectively, being rated "low." These declines

can be attributed to three factors during the second year of implementation. First, there was a substantial increase in the number of intervention sites (from 5 schools in Year 1 to 8 schools in Year 2) and intervention teachers (from 7 teachers in Year 1 to 20 teachers in Year 2), due in part to a doubling in the number of grades included. While the hiring of new coaches helped to offset this increase, there were more teachers at each site for coaches to reach and more sites for the same number of program leaders to reach through site visits. Second, whereas most Year 1 professional development for content-area teachers was provided in a relatively small number of large, cross-site sessions, in Year 2, more professional development was provided to content teachers, and much of it was site-specific and department-specific, leaving less time for coaches and program leaders to work with targeted SLIC intervention teachers. Similarly, in comparison to Year 1, more support was provided to intervention teachers through site visits and less through large-group professional development, making it harder to reach all teachers. Third, an unexpectedly large amount of time was required in Year 2 for work with the program's literacy assessment—development of the assessments and scoring guides, scoring of assessments, and training and calibration of scorers. Some of this work involved intervention teachers and, particularly, coaches and was counted toward their professional development hours, but, in general, the assessment tended to decrease the time available for professional development and coach support at the school site. Nonetheless, the rating for coaches' professional development increased somewhat in Year 2.

For teachers with prior experience in the program, these declines might have corresponded to a decreased need for training and support. However, 17 of 20 Year 2 intervention teachers were new to the program, and interviews with teachers toward the end of Year 2 revealed that many felt they began the year with an inadequate understanding of the program or that they continued to feel uncertain about specific aspects of the program, such as how to teach particular skills, the range of classroom activities that would comply with the program model, or the rationale for specific parts of the model. This is not to say, of course, that training and support were uniformly low. One site had a high level of coach support, and it is possible, given the often informal nature of coaches' work with teachers, that hours of support were underreported at other sites. Furthermore, it may be that what is defined here as a low level of support is adequate for some teachers. A couple of teachers at different sites—notably, teachers whose classroom instruction was given some of the highest ratings of any teachers in the program—felt that the “low” level of support from the site coach was just the right amount. It also should be understood that low ratings of professional development participation and coach support are relative to what may be high expectations and do not indicate anything like a total lack of either professional development or coach support. The minimum hours of professional development received by any teacher was 12 and the minimum hours of direct coach support was 35, while the average number of hours in these areas was 38 and 161, respectively.

Site-level ratings of classroom instruction were all at the middle of the range of possible fidelity scores. To some extent, individual classroom ratings themselves tended toward the middle of the range, presumably because teachers often had learned the same things, had been given the same tasks, and had similar experiences when implementing the program. However, classroom ratings varied across individual components of instruction (i.e., the five scoring categories listed earlier) and across teachers at a site more than these aggregated scores suggest. On the one hand, even teachers receiving a similar rating for fidelity of instruction may differ in their relative strengths and weaknesses. On the other hand, "medium" ratings sometimes were the result of combining teachers at a given site who had both high and low overall instruction ratings. Put differently, despite a consistently "medium" level of fidelity in classroom instruction at the site level, there was considerable variation in teachers' overall strength and weakness and in the specific strengths and weaknesses they displayed. It is arguable that it would be very difficult simply as a matter of time management to achieve high ratings on all assessed components of instruction—for instance, metacognition, which depends on questioning during whole-class instruction, and scaffolding to independence, which depends, in part, on independent work time, are negatively correlated.

Change in Level of Implementation, Year 1 to Year 2

As explained above, the average amount of training and support invested in each intervention teacher appears to have declined in Year 2, for reasons that are not difficult to understand. Although variation across sites in training and support does not seem to be connected to variation in fidelity of classroom instruction when information is averaged across all school sites, this might be due to their connection to varying levels of teacher need. Yet it might be expected that, due to an overall decline in the amount of training and support, there was also a decline in fidelity of classroom instruction for the large majority of intervention teachers who were new to the program and who would presumably have needed support as much as Year 1 teachers. However, as fidelity of classroom instruction was qualitatively but not quantitatively measured in Year 1, such an impact is uncertain.

Middle School/High School Differences in Implementation Fidelity

In Year 2, the fidelity of implementation is slightly higher, on average, in intervention high schools than in intervention middle schools. In middle schools, intervention teachers' exposure to professional development ranged from low to medium, while high school ratings are distributed between high, medium, and low. Middle and high schools both fall in the range of "medium" level of ratings for fidelity to the SLIC instructional model, however, the average high school rating (2.13 on a 3-point scale) is higher than

the middle school rating (1.66). This pattern remains small but consistent for each subcategory of the ratings, metacognition, assessment/differentiation, coverage of the curriculum, scaffolding to independence, and use of grade level texts, where the high school ratings are higher by .08, .3, .44, .42, and 1.13 respectively. (See Table 5.)

Table 5. Level of Implementation of Targeted SLIC (Intervention Teachers), by Middle and High School (n=8), Year 2 (2007-08)

| | <u>Inputs</u> | | | | | |
|-----------------------|---|---------------------------------|-----------------------------------|----------------------------------|-----------------|-------------------------|
| | Teacher PD Participation (% (#) of schools) | Direct Coach-to-Teacher Support | Indirect Coach-to-Teacher Support | Average Coach-to-Teacher Support | Classroom Model | Average Adequacy Score* |
| <u>Middle Schools</u> | | | | | | |
| Low (<1.5) | 100% (4) | 75% (3) | - | - | - | 50% (2) |
| Medium (1.5-2.5) | - | 25% (1) | 50% (2) | 100% (4) | 100% (4) | 50% (2) |
| High (>2.5) | - | - | 50% (2) | - | - | - |
| <u>High Schools</u> | | | | | | |
| Low (<1.5) | 75% (3) | 50% (2) | - | - | - | - |
| Medium (1.5-2.5) | 25% (1) | 25% (1) | - | 75% (3) | 100% (4) | 100% (4) |
| High (>2.5) | - | 25% (1) | 100% (4) | 25% (1) | - | - |

* The overall level of professional development fidelity is middle school low=2/4 (50%), medium=2/4 (50%), high=0/4 (0%). For high schools, the overall level of professional development fidelity is low=0/4 (0%), medium=4/4 (100%), high=0/4 (0%).

Implications for Impact Analyses

The overall decline in training and support may have led to an overall decline in the fidelity of instruction provided in Year 2 and to a corresponding decrease in the impact on student outcomes, all else being equal. Given the limitations in the Year 1 analysis (due to problems with random assignment), the effects of this change may be largely theoretical. Furthermore, our measures of fidelity to the professional development model do not currently account for the timing of support, much of which came late for teachers in Year 1, or for the fact that the program has been altered somewhat and has, perhaps, greater clarity in Year 2, both of which might mitigate an apparent decline in fidelity of Year 2 professional development.

Given the greater fidelity of implementation in high schools than in middle schools, it is important to compare student impacts in middle and high schools.

The Counterfactual

Students in the control group were subject to different kinds of treatment, depending on the schools they attended. At five schools control students took elective classes in place of SLIC, while at three schools, treatment and control students received some form of literacy intervention—either SLIC or a non-SLIC intervention – in addition to ELA classes.

In Year 1, for example, two of the five intervention schools had intact control classes. At one of these schools, the control class functioned much like a beginning English language development class because of the preponderance of English learners. The other school placed control students in English Language Arts (ELA) classes that used the Newbridge curriculum and, for the lowest-level striving readers, READ 180. In the READ 180 class, students were given both whole-group and small-group instruction along with independent reading time and computer-based individualized literacy skills practice.

In Year 2, three of the eight intervention schools (three additional schools were added in Year 2) had intact control classes. One of these schools continued to offer READ 180 for its lowest level students, as in Year 1. In another school, students in the control condition took a supplemental drama class focused on English listening/speaking standards, which was effectively an extension of their English class. This allowed students to have twice the time with their English teacher. The third school provided supplemental ELA support for their control students. Teachers created their own curriculum for the class, often extending time on ELA lessons. This class used the Jamestown Reading Navigator as part of the curriculum.

The remaining schools (three schools in Year 1; five schools in Year 2) did not have intact control classes; rather, students randomized into the control group enrolled in elective classes they would normally have, following a 'business as usual' model. Students enrolled in the SLIC intervention class were not able to enroll in electives. Thus, at these schools, elective classes were, in effect, the control condition. As a consequence, the SLIC students at these schools spent more time on literacy than did the control students, in contrast to the situation at the schools which offered literacy interventions, of different sorts, to both SLIC and control students.

Confounds

As noted elsewhere in this report, there were a few confounds to interpretation of the findings in Year 2. Confounds to classroom impact findings in Year 2 included a rapid scale-up of the program through the addition of schools, grade levels, and new teachers, and the need to provide professional development to the new teachers and coaches and to replacements for teachers and coaches who left the program after the first year. The number of developers and district leadership staff did not increase, and thus the efforts of staff were spread somewhat thin. A second confound was the expenditure of time and effort in the continued development and calibration of the SLIC assessment, time which might otherwise have been devoted to the program scale-up. The third confound relates specifically to the interpretation of DRP findings. The observers noted that DRP-prep work was often used as a warm-up activity in SLIC classes, while DRP-prep work was not an observed feature of SLIC instruction in Year 1⁶. There was at least one instance in which leadership told a coach to inform content teachers about students' difficulties on the DRP as part of the whole-school effort, and it is unclear to the evaluators to what degree this was carried out. But perhaps more important, students in a few SLIC classes were told that they had to do well on the DRP if they wished to get out of taking SLIC classes the following year. For students who did not enjoy their SLIC classes, this may have provided additional motivation to perform well on the DRP, which confounds interpretation of the impact of the program itself.

⁶ The DRP is part of the school district's testing schedule for 4th through 8th graders, but there is no district-level testing, and there are no testing "stakes" associated with DRP results for high school students aside from the eight high schools participating in the Striving Readers evaluation.

IV. EVALUATION OF THE IMPACTS OF THE TARGETED INTERVENTION: YEARS 1 & 2

Study Design

Eight cohorts of students randomly assigned into treatment and control groups will be tracked longitudinally over the course of the project. Treatment students will participate in the SLIC targeted intervention classes for successive years (up through Grade 10) until they no longer meet eligibility criteria for SLIC. After the 10th grade, informal supports (e.g., literacy coaches monitor students’ academic progress, tutorials as needed) will likely be available. Control students will participate in the district’s ongoing literacy program and enroll in their normal elective class. These cohorts are outlined in the following Table 6.

Table 6. Student Cohorts in the SLIC Program Implementation Schedule

| | <u>Year 1</u> | | <u>Year 2</u> | | <u>Year 3</u> | | <u>Year 4</u> | | <u>Year 5</u> | |
|-----------|---------------|------|---------------|------|---------------|------|---------------|------|---------------|------|
| | S 06 | F 06 | S 07 | F 07 | S 08 | F 08 | S 09 | F 09 | S 10 | F 10 |
| Planning | X | X | X | | | | | | | |
| Grade 7* | | | | 1 | 1 | 5 | 5 | | | |
| Grade 8* | | | | 2 | 2 | 1,6 | 1,6 | 5 | 5 | |
| Grade 9* | | | | 3 | 3 | 2,7 | 2,7 | 1,6 | 1,6 | |
| Grade 10* | | | | 4 | 4 | 3,8 | 3,8 | 2,7 | 2,7 | |
| Grade 11 | | | | | | 4 | 4 | 3,8 | 3,8 | |
| Grade 12 | | | | | | | | 4 | 4 | |
| Follow-Up | | | | | | | | | | |

* Targeted SLIC program implementation

The targeted SLIC program is designed as a multi-year intervention with students receiving up to three years of additional intensive literacy instruction. Students no longer defined as struggling will no longer receive the targeted intervention. Those students will continue to be followed as part of the treatment group, as part of the Intent-To-Treat

(ITT) model. The targeted intervention study examines differences in treatment and control group outcomes from year to year cross-sectionally and longitudinally.

It is not the intention of the research design for control group students to receive the targeted intervention in later years of the study as long as data are continuing to be collected on the two groups of students. In other words, eligible students randomly assigned into the treatment or control groups will remain in their respective groups for the duration that they are eligible to participate in the study. Students in treatment groups will not move into the control group in later years, nor will control group students receive the treatment in later years.

Sampling Plan

In Year 2, the eligibility criteria for students to qualify for the targeted SLIC intervention were broadened to include more English learners in the sample. Thus students were deemed ELIGIBLE striving readers if they met at least one of the following three criteria:

- a. California English Language Development Test (CELDT): Overall proficiency level is Intermediate or below (Beginning, Early Intermediate, or Intermediate).
- b. Degrees of Reading Power (DRP): Spring 2007 independent level score falls below the Spring grade-level performance cut point for grades 4, 5, 6 and 7, depending on the pre-enrollment grade of the student (7, 8, 9, and 10, respectively).
- c. California Standards Test – English-Language Arts (CST-ELA): Spring 2007 CST-ELA scale score is less than or equal to 333 (lower two-thirds of basic and below).

Students were deemed INELIGIBLE for Striving Readers if they met any of the following criteria:

- a. Pre-enrolled in a high school and non-diploma bound
- b. Pre-enrolled in a middle school and currently enrolled in a special education English class
- c. Pre-enrolled in the 7th grade and currently enrolled in an elementary special day class
- d. English learner with an OPL (CELDT score) of “beginning” and projected to be enrolled less than a year in the district by the end of the current school year (i.e., less than 180 school days)

e. Designated "D/HH" (Deaf/hard-of-hearing) in special education.

Sample size and power

In Year 2, 4,422 students in grades 7-10 were assessed for eligibility as striving readers, of which 1,666 were eligible for new random assignments. Of these eligible striving readers, nearly half were randomly assigned into the targeted SLIC treatment (n=794). The remaining eligible 872 students were randomized into the control group. After excluding students not enrolled at their school of assignment in the fall, there were 705 treatment-assigned students and 776 control-assigned students eligible for inclusion in impact analyses. These were pooled with 80 treatment-assigned and 78 control-assigned students from the first year of the study. In total, about 1,639 students comprised the first year sample (785 treatment + 854 control). In Fall 2007, course enrollments were examined to determine whether the students were correctly placed according to their assignment and found that overall compliance between actual assignment and placement was about 92% across the 8 intervention schools. A detailed account of the randomization of students is presented in Figures 3 and 4.

Minimum detectable effect (MDE) estimates were calculated based on the actual (not estimated) total number of enrolled Striving Readers and by subgroups (middle school students, high school, English learners). These are samples of available scores after missing post-test data have been omitted. Assuming a fixed effects model, we have sufficient power (80%+) to detect a small to medium effect sizes of .12-.35, depending on the outcome measure (e.g., CST-ELA, DRP, CAHSEE).⁷ The minimum detectable effects (MDE) include adjustments for baseline covariates. (See Table 7.)

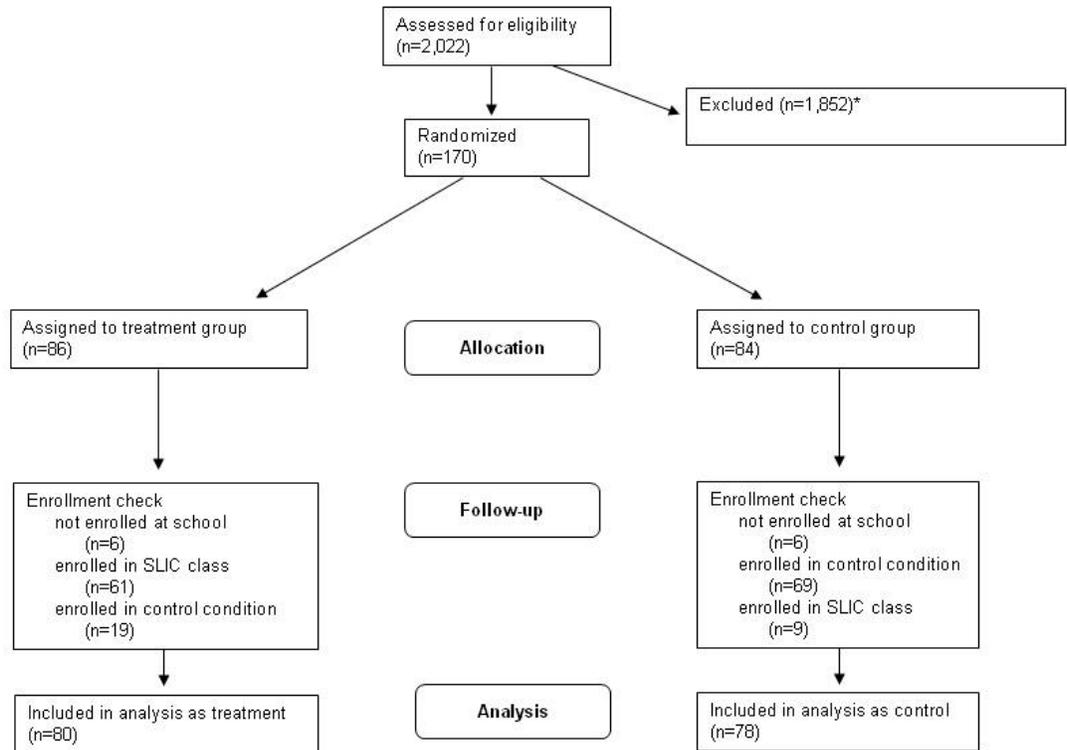
Table 7. Minimum Detectable Effects with 80% Power

| | Full Sample | English Learners | Middle School | High School |
|------------|-------------|------------------|---------------|-------------|
| CST | 0.12 | 0.23 | 0.17 | 0.12 |
| DRP | 0.12 | 0.26 | 0.18 | 0.21 |
| CAHSEE | 0.35 | 1.01 | --- | --- |
| Motivation | 0.19 | 0.45 | 0.28 | 0.31 |

Notes: Minimum detectable effects are calculated in two stages. First, we multiply the standard error of the impact estimate by the appropriate Z score (2.8). Second, we convert the result into a standardized effect size by dividing by the standard deviation of the control group.

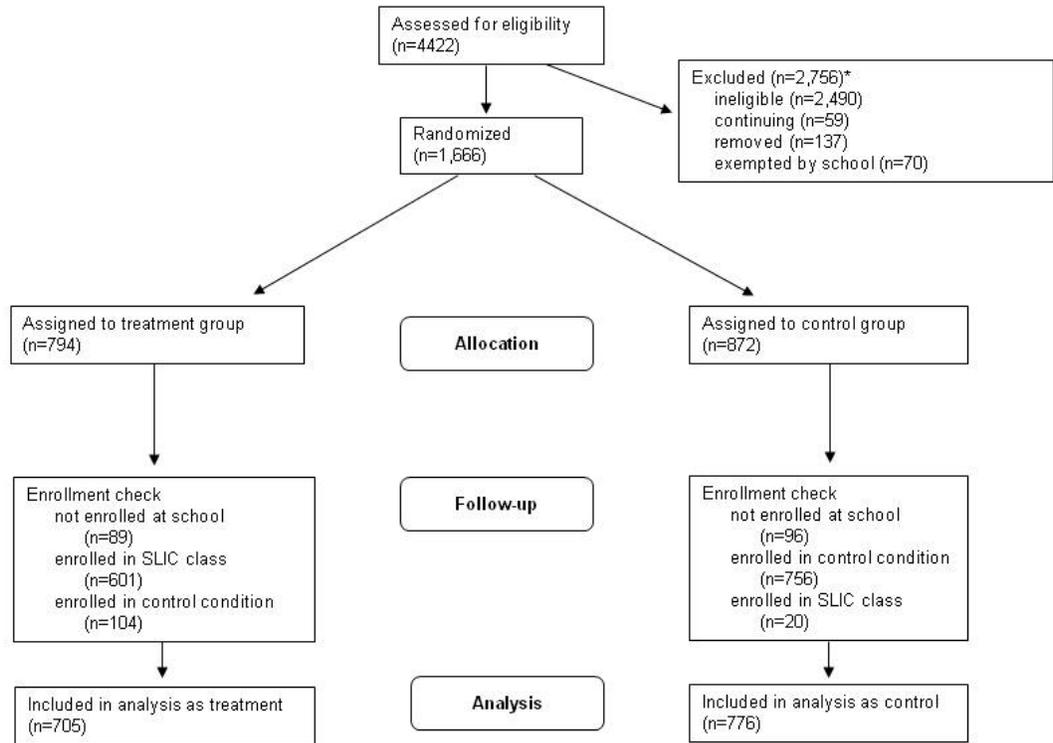
⁷ One study (Greenfield, Schoenbach, Cziko, & Mueller, 2001) suggested effect sizes are in the neighborhood of .25, based on pre-post DRP scores.

Figure 3. Year 1 Random Assignment



* Random assignment was not effectively implemented at 3 of 5 Year 1 schools. Students from these schools were dropped from the targeted intervention impact analysis.

Figure 4. Year 2 Random Assignment



* Continuing = continuing treatment assignment from Year 1; removed = continuing SLIC or control student at a site with unsuccessful Year 1 random assignment.

Data collection plan

Several instruments were used in the targeted SLIC intervention evaluation:

Degrees of Reading Power (DRP). The Degrees of Reading Power is a direct measure of reading comprehension. Standard DRP tests measure how well students understand the surface meaning of what they read. Tests consist of nonfiction paragraphs and/or passages on a variety of topics. Words have been deleted and students are asked to select from a set of multiple-choice options the correct word for each deletion in text. The DRP are measured on a text difficulty scale. Scores are criterion-referenced and can be reported in national percentiles, stanines, and Normal Curve Equivalents (NCEs). They run on a scale from 15- to 99+ and reflect the most difficult text a student can read with comprehension and map on directly to the DRP readability scale where test scores can be interpreted directly in terms of the difficulty of materials students are able to read.

The DRP Handbook (2000) notes that KR-20 reliability coefficients (internal consistency) for grades 6-12 are high, ranging from .94-.97, with small standard errors of measurement (SEM range 3.0-3.4, raw scores, 70 item tests). Test-retest data are not available, however, alternate form reliability is high ($r=.87-.91$). Rasch analyses suggest no evidence of test bias, with models fitting equally well for students by ability level, racial/ethnic subgroup, gender, and by socioeconomic status. The DRP is administered to students in Grades 7-10 in the 16 Striving Readers schools in early fall and late spring to provide pre-and post- DRP assessment data.

California Standards Test (CST). The CST measures student performance against California's content standards in English Language Arts, Mathematics, Science and History/Social Science. The content standards are grade- and course-specific and specify what each student should know and be able to do. The CST is administered annually every spring to students as part of the Standardized Testing and Reporting (STAR) program, California's statewide testing and accountability program. The CST-English Language Arts Test is administered to all students, in grades 2-11, including English learners regardless of the length of time they have been in U.S. schools or their fluency in English, and students with disabilities who receive special education services.

Results of the CSTs are reported using scale scores, which in 2007 ranged from 150 to 600 for each test. In addition, the CST test performance for each student is categorized into one of the following proficiency levels: far below basic, below basic, basic, proficient, and advanced. The state's target is for all students to score proficient or advanced. For all CSTs, the minimum scale scores defining basic and proficient are 300 and 350, respectively. The minimum scale scores defining below basic and advanced vary by CST.

Considerable evidence of reliability and validity for the California Standardized Tests is documented in the CST Technical Report (Educational Testing Service, 2008, February).

All grade-level CSTs for ELA, Math, and History/Social Science were highly reliable with Cronbach's alpha reliabilities ranging from 0.91 to 0.95. Reliabilities for higher-level CSTs for Mathematics and Science were also high, ranging from 0.89 to 0.93. The reliabilities were highly consistent across all CSTs within the subject areas of ELA and History/Social Science and across grade-level CSTs for Mathematics.

The CST-ELA for grades 6-11 consists of 75-items and includes 5 strands/reporting clusters linked to the California Language Arts standards: Word Analysis, Reading Comprehension, Literary Response and Analysis, Writing Strategies, and Written Conventions. Internal consistency is high with Cronbach's alpha ranging from .93-.95, with SEMs (raw scores) ranging from 3.63 to 3.90.

Content validity evidence is based on the Spring 2007 test assembly process, and numerous reviews are conducted by experts in their designated areas from both the California Department of Education (CDE) and Educational Testing Service (ETS). For these reviews, ETS senior content staff worked directly with CDE content consultants. The CDE content consultants each have extensive experience in K-12 assessments, particularly in their subject of expertise, and many are former teachers. CST items were developed to align with the content standards that are representative of the broader content domains: English Language Arts, Mathematics, History/Social Science, and Science. Thus, the content-related evidence of validity concerns the extent to which the test items represent these specified content domains and cognitive dimensions. Content validity also provides information about how well an item measures its intended construct.

Convergent validity is based on a study relating the CAT/6 Survey tests and the CSTs using the 2004 data when a full complement of CAT/6 Survey tests were administered to students in grades 2-11 throughout California. Other validity studies have been conducted by the CDE and local districts throughout California.

In addition to content, all items are reviewed and approved to ensure their adherence to the principles of fairness and to ensure no bias exists with respect to characteristics such as gender, ethnicity, and language. Differential item functioning (DIF) analyses suggest no evidence of test bias. Additional information about the California Standards Test (CST) is available from the *California Standards Tests (CSTs) Technical Report Spring 2007 Administration* (Educational Testing Service, 2008).

California English Language Development Test (CELDT). The CELDT assesses the construct of English language proficiency, as defined by the California ELD standards. The overall proficiency construct is composed of the four domains of Listening, Speaking, Reading, and Writing. The CELDT is criterion-referenced assessment and is administered to all students in grades 2-12 who have been identified as English learners and to students who are new to the district whose family uses a home language other than English.

Cronbach's alpha reliability coefficients for the CELDT 2006–07 Edition (Form F) range from 0.81 to 0.91 across grades 6-12 and across the four domains (Listening, Speaking, Reading, Writing). The range of standard errors is between 1.3 and 2.52 points across grades 6-12 and subject areas in raw score units. The lowest obtainable scale score (LOSS) for all 4 domains combined (CELDT Overall) was 248, and the highest overall scale score (HOSS) was 761, varying by grade and individual domains. Scale scores are divided into five performance levels -- Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced -- which are the same levels used in the California ELD Standards. Each student's performance on the CELDT is then defined by *performance levels* on the test scale delineated by cut scores.

Validity evidence includes an evaluation of the alignment of the Form E California English Language Development Test (CELDT, CTB/McGraw-Hill, 2005) to the California English Language Development (ELD) standards. All ELD standards at four grade spans (K–2, 3 – 5, 6 – 8, and 9 – 12) and the 396 CELDT 2005-06 Edition (Form E) items were used to evaluate alignment. Most ELD and ELA standards were ratable (greater than 90%). There were variable degrees of alignment between ELD standards and the CELDT depending on language demands and proficiency levels (i.e., as defined by the ELD standards). Strongest alignment appeared in items in the Reading and Writing sections on the language-demand dimensions. Reading and Speaking items generally showed moderate to strong alignment across sections of the test on all dimensions (i.e., ratability, modality, complexity, and language demands), especially in the lower two grade spans. Items in the Writing sections were weakly aligned on the modality and complexity dimensions, and Listening items showed the weakest alignment on all dimensions. The 6 – 8 grade span showed the weakest alignment of the four spans, especially on complexity and language-demands dimensions. Additional information about the CELDT is available from the *Technical Report for the California English Language Development Test (CELDT), 2006–07 Edition (Form F)*. (CTB/McGraw-Hill, 2007).

California High School Exit Examination (CAHSEE). The purpose of the CAHSEE is to significantly improve pupil achievement in public high schools and to ensure that pupils who graduate from public high schools can demonstrate grade level competency in reading, writing, and Mathematics. All students must pass the CAHSEE, as well as meet district's requirements for graduation, in order to receive a high school diploma.

The CAHSEE offers an examination in English Language Arts (ELA) and an examination in Mathematics. The ELA examination measures reading and writing skills as defined by the State Board of Education (SBE) standards through grade 10. The reading portion of the examination covers topics such as vocabulary and informational and literary reading. The writing portion of the examination covers topics such as writing strategies, applications, and conventions. The ELA examination consists of 72 multiple-choice (MC) questions and one constructed response (CR) item. The CR item is related to a literature or informational passage or is a written response to a writing prompt. The CAHSEE Mathematics examination measures standards adopted by the SBE through Algebra I. It covers topics such as statistics, data analysis and probability, number sense,

measurement and geometry, algebra, and mathematical reasoning. There are 80 operational questions in each Mathematics form.

Students may take either one or both examinations in a single administration. It is administered to students in grades 10-12. The CAHSEE is typically administered seven times per year between July and the following May to allow several testing opportunities for those students who have not yet passed the examination (for example, July 2006, October 2006, November 2006, and December 2006 and February 2007, March 2007, and May 2007). There were 80 operational multiple-choice (MC) items in each Mathematics form and 72 MC and one constructed-response (CR) item in each ELA form. The scale range is 275-450.

Reliability indices are based on the multiple 2006-07 administrations of the CAHSEE to California students, predominately first time 10th grade examinees along with those who did not pass one or both CAHSEE content areas at the first attempt. These statistics indicate satisfactory performance of the test form constructed for these examinations. Reliability indices range from .85-.95, and the raw score Standard Error of Measurement ranged from 3.68 to 4.43 across the 2006-07 CAHSEE administrations. Reliabilities (REL) and standard error of measurement estimates (SEMs) are reported for subgroups (i.e., gender, ethnic, accommodation, non-accommodation, English learner and English proficient groups) from the February and March 2007 census administrations, where larger case counts were available. While there is some variation within some subgroups (for example, SEMs are higher for the English Learner group than the English Proficient group), all reliabilities for both the ELA and Mathematics sections are greater than or equal to 0.88. All items included on operational test forms had been evaluated for bias and sensitivity and for alignment of the content standards.

During the seven administrations, the decision accuracy for ELA at the Pass/Not Pass level ranged from 0.91 to 0.94, while the decision accuracy for Mathematics at the Pass/Not Pass level ranged from 0.91 to 0.94. The decision consistency for ELA at the Pass/Not Pass level ranged from 0.87 to 0.91, while the decision consistency for Mathematics ranged from 0.88 to 0.92. The magnitudes of the numbers (0.87 or above) reflect a high level of accuracy and consistency in the student classifications. Additional information about the CAHSEE is available from the *CAHSEE Technical Report, July 2006-May 2007 Administrations* (Educational Testing Service, 2008).

San Diego Striving Readers/SLIC Assessments (SDUSD/Education Associates/BEAR). The diagnostic (pre), benchmark, and post-assessments are intended to be closely aligned to the SLIC curriculum yet still broad enough that they reflect literacy strategies and skills that students should learn as part of the California English Language Arts standards. The diagnostic assessments are administered at the beginning of the school year to all students in the intervention schools for baseline assessment (pre-test in September), and a comparable outcome assessment is administered to all students at the intervention schools at the end of the school year (post-test in June). SLIC students take additional benchmark assessments periodically during the school year, about every 2-3 months, focusing on specific text types (expository, persuasive, and narrative).

Results from the SLIC assessments provide both qualitative information on meaningful levels of student proficiency, for use by teachers in guiding classroom instruction, and scaled interval measures of student proficiency, for comparative use in the evaluation. (For more information, see Appendix G.) *[Note: These assessments are still being refined for use as an outcome measure.]*

San Diego Striving Readers Teacher Survey. This survey measures how teachers are implementing various literacy strategies (e.g., how often they ask students to find a main idea in their reading, how often they ask students to preview text) in their classrooms. At SLIC intervention schools, teachers respond to additional closed and open-ended questions related to the SLIC program (e.g., strengths/weaknesses of SLIC, challenges to implementation). The survey is administered annually to all teachers in the study schools; however, the response rate varies by school. (See Appendix H.)

San Diego Striving Readers Student Survey. This survey measures how often students engage in various literacy strategies (e.g., reading/writing in class, previewing text features, taking notes in class) in core content classes. The survey also includes questions, drawn from validated surveys, related to their literacy activities outside of school and affective characteristics, such as the students' motivation, self-efficacy as readers and writers, and school engagement. The survey is administered annually to all students in the study schools. (See Appendix H.)

SLIC Classroom Observation Protocol. This instrument features a checklist of SLIC literacy strategies and activities that might be covered in a class lesson. It includes core elements of the SLIC curriculum, along with ratings of teacher quality and student engagement and timed observations of instructional practices. The observation instrument is completed during regularly scheduled classroom observations (3 times annually in at least one randomly selected class for each intervention teacher). (See Appendix H.)

Schedule of Data Collection

See Table 8 for overview of administration periods for key measures used in the San Diego Striving Readers Project.

Table 8. Overview of Study Instruments

| Instrument | Target population | Administration window |
|--|--|--|
| <u>Assessments</u> | | |
| Degrees of Reading Power (DRP) | Students in all study schools, grades 7-10 | Early fall (October) and late spring (March) |
| California Standards Test (CST) | Students in all study schools, grades 6-12. Actual test varies by grade level. | Late spring (April/May) |
| California English Language Development Test (CELDT) | English learners only, grades 6-12 | Early fall (October/November), as needed |
| California High School Exit Examination (CAHSEE) | Students in grades 10-12 | Administered throughout year (Oct, Nov, Feb, March, May, July) |
| San Diego Striving Readers/BEAR assessments | Students in intervention schools, 7-10 | Pre-test in September, post-test in June for all students in intervention schools. Additional benchmark assessments varying by text form administered periodically (about every 2-3 months) to SLIC students only. |
| <u>Additional instruments</u> | | |
| San Diego Striving Readers Teacher Survey | Teachers in all study schools, grades 6-12 | Beginning and end of school-year (August/September and June/July) |
| San Diego Striving Readers Student Survey | Students in all study schools, grades 6-12 | Beginning and end of school-year (August/September and June/July) |
| SLIC Classroom Observation Protocol | All SLIC classrooms | Completed by evaluation team during regularly scheduled classroom observations (3x/year) |

Description of the First and Second Year Samples

Schools

In Year 2, targeted SLIC classes expanded from 5 schools (3 middle schools and 2 high schools) to 8 schools, adding 1 middle school and 2 high schools. While 2 of 5 schools successfully completed random assignment in Year 1, all 8 schools did so in Year 2. School-level compliance in Year 2 averaged 92%, with every school having a compliance rate above 80%. The bulk of deviations came from assignments to the treatment group, in which school-level compliance averaged 86% and was as low as 73% at one site. As in Year 1, treatment and control groups were roughly the same size.

Classrooms and Personnel

In Year 1, the two schools that successfully carried out random assignment had three targeted intervention classes. One school had two intervention classes with 22 students each, taught by the same teacher, and control students were enrolled in an alternative literacy intervention. The other school had one intervention class with 26 students and no control class for control students. In Year 2, there were a total of 814 students enrolled in 42 intervention classes in 7th through 10th grade at the eight treatment schools. At the end of Year 1, there were a total of seven intervention teachers, three of which joined the 20 Year 2 intervention teachers. In Year 2, only three schools had alternative literacy interventions for students in the control group. Control students not enrolled in a literacy intervention were enrolled in a range of electives, which were generally unavailable to students in the SLIC classes.

In both years, one SLIC coach (officially, “SLIC resource teacher”) was assigned to one school each to work with the intervention teachers on matters ranging from SLIC pedagogy and curriculum to assessment of individual students’ needs. Of the five Year 1 coaches, three joined the eight Year 2 coaches, although one was on leave for a portion of the year. One of the program leaders and a developer took on some of this work during the coach’s absence. All of the coaches have prior teaching experience.

Students

At the two Year 1 sites with successful random assignment, 73 students were assigned to the treatment group, and 72 were assigned to control. Due to outstanding issues with random assignment, Year 1 control students at four of five sites (including the two “successful” schools) were given new random assignments (treatment or control) in Year 2 if they remained eligible for the intervention. SLIC students, if eligible, continued in their SLIC assignments if at the two successful schools and, if at another school, stayed in SLIC *classes* for Year 2, but were excluded from the study group. At the two successful schools, Year 1 SLIC and control students who were not eligible in Year 2

maintained their original assignments in Year 2 for purposes of analysis. The number of Year 2 SLIC assignments was 705 (after excluding for non-eligibility and non-enrollment), while the number of control assignments was 776.

In both Year 1 and Year 2, Hispanic/Latino students constituted the largest racial-ethnic group in the targeted intervention at both sites with successful random assignment, representing 60% of students overall, while African-American students represented 18% of all targeted intervention students. Racial-ethnic variation between treatment and control groups was non-significant in the two Year 1 schools with successful random assignment. In Year 2, there was a somewhat higher percentage of Hispanic/Latino students in the treatment group than in the control group (66% and 60%), while relatively fewer African-American and White students were in the treatment group, but the overall cross-group variation in ethnicity was only marginally significant.

Sizable shares of students in both years and all groups were English learners, with a significantly higher percentage of English learners in the treatment group in Year 1 (46% and 24%). Treatment-control differences in the percentage of English learners were non-significant. Targeted intervention students went from being roughly balanced by gender in Year 1 to including slightly more male students in Year 2, with 55% male students overall in Year 2. Treatment-control differences in gender were also non-significant in both years.

By design, students in both the treatment and control groups scored low on tests related to reading ability, particularly on the Degrees of Reading Power test. In Year 1, the percentage of students in the treatment and control groups at both sites scoring at the equivalent of two grade levels below their current grade level or lower ranged from a low of 80% to a high of 90%. While these figures are similar, it is perhaps notable with respect to the impact of Year 1 that, at School B, more of the lowest-performing students were in the intervention group, while the lowest performing students at School A were in the control group. Pooling the data across the two schools yielded no significant differences. In Year 2, about one third of students in both the treatment and control groups scored “far below” grade level or lower on the DRP. There was no significant difference between treatment and control group pre-test scores.

A majority of students also tested below “Basic” on the California Standards Test-English Language Arts in Year 1. In Year 2, with a larger frame of schools and grades, the proportion of students below "Basic" was just under half in both treatment and control groups. Again, there were no significant differences between treatment and control groups in pre-test scores.

In Year 1, special education students (excluding Limited English Proficient) constituted 29% of the middle school and 22% of the high school sample. In Year 2, they constituted

19% of the sample, including 15% of the middle school and 23% of the high school sample. While information on disability types was not available in Year 1, students with speech or learning disabilities constituted 15% of the Year 2 sample, with 11% of the middle school and 18% of the high school sample.

Impacts on Teachers and Classroom Practices at the End of Two Years

Measures of Teachers and Classrooms

Several forms of data were used: teacher and student surveys, observation protocols, interviews with program leadership, program developers, SLIC coaches, and SLIC intervention teachers.

Impacts on Teacher Characteristics

With its focus on professional development and one-on-one support from coaches, the program is clearly intended to have a primary impact on instruction through increasing teachers' knowledge of the program's approach to literacy instruction.

Based on interviews conducted with teachers, coaches, and program leaders in Spring and Summer 2008, it appears that a majority of teachers ended the year with what they or their coaches felt was a fairly solid understanding of the intervention. However, some of the same individuals described significant confusion about the intervention at the beginning of the year—one teacher described herself as being “kind of in the dark” at the beginning of the year—and others seemed still to be unclear about parts of the intervention or its overriding logic at year's end. One common pattern was understanding the program's general approach without having a sufficiently clear idea of how the approach could be, or was intended to be, applied in practice, suggesting a need that some teachers felt could be addressed through viewing videotapes of a variety of lessons or through more opportunities for intervention teachers to meet across sites and to discuss their experiences. In general, expressions of confidence in understanding of the intervention were mixed with expressions of uncertainty and vice versa.

A similar picture, though perhaps somewhat more optimistic, is presented by teacher surveys. Although findings here come with the caveat of low response rates—slightly over 50% of intervention teachers for the pre- and post-surveys combined, with about one-third responding to both surveys—it appears that intervention teachers were substantially more confident of their understanding of the intervention in the spring than in the fall. On both surveys, teachers were asked to rate their agreement with the statement “I understand what the SLIC model is.” In the fall, intervention teachers averaged 4.14 on a 5-point scale running from “Strongly disagree” (1) to “Strongly agree” (5), while the average in the spring was 4.89. These responses were highly correlated with and similar to teachers' agreement that they had received adequate

training to bring the SLIC model into their classrooms, with higher agreement on the spring post-survey than on the fall pre-survey.

Impacts on Teacher Practices in the Classroom

As noted in the “Implementation” section of this report, the majority of Year 2 teachers were new to the SLIC program and received training before the school year began. The preponderance of new teachers was due to high teacher turnover at the end of the first year, and the addition of new schools and grade levels in Year 2. Three of the twenty Year 2 SLIC teachers had taught SLIC the prior year, and three others had received some training in Year 1 as part of the whole-school content-area intervention, while fourteen teachers had little experience in using SLIC. Not surprisingly, survey results suggest considerably higher levels of change in instruction among teachers new to SLIC than among veteran SLIC teachers.

Analysis is based on interviews with teachers, coaches, and leadership, teacher surveys, and observation data. Survey material includes some comparative results regarding instructional practice among non-SLIC teachers and English Language Arts (ELA) teachers at intervention schools. This approach offers perspective on the degree to which SLIC instruction is similar to instruction in non-SLIC classes, and suggests possible differences in students’ exposure to literacy instruction associated with their enrollment in SLIC. The ELA teachers are singled out for comparison because their training is similar to that of most SLIC teachers, and because student exposure to literacy instruction might be expected to take place in ELA classrooms. However, the survey discussion presents only descriptive summaries, since the number of SLIC teachers responding is too low to permit tabular presentation.⁸ Moreover, survey completion was optional, and it is likely that there was self-selection among both SLIC and non-SLIC teachers responding to the survey, which makes the results less useful and credible.

The analysis focuses on instructional practice in relation to reading, writing, note-making, and vocabulary, use of assessments and student work to inform instruction, instruction in academic language and higher level reading and writing skills and the use of questioning. Of these topics, reading, writing, note-making, and questioning received the greatest attention in professional development in both Year 1 and Year 2, and vocabulary instruction was covered least.

Interviews and surveys both point to a change in reading instruction among SLIC teachers, and observations noted considerable reading instruction taking place. At five schools, reading instruction occurred during virtually all classroom observations, and in

⁸ According to SDUSD Research and Evaluation Division policy, cells in tables must contain 10 or more cases in order to be reported; this is more than the seven SLIC teachers who answered both surveys.

three schools between one and two thirds of the observations noted reading instruction. Surveys indicate an increase in the literacy instruction advocated by SLIC, such as teaching students how to locate information, how texts are structured, cross-checking, how authors state and support main idea, use of text features to preview text, and teachers' explicit provision of reading and writing strategies. Similarly, instruction about text features was mentioned in response to an open-ended interview question about change in instruction, suggesting the salience of this instructional strategy as part of the SLIC curriculum. The change in reading practice noted in the surveys affected SLIC teachers but not ELA or other intervention school teachers.

Writing was a consistently observed feature of SLIC classroom practice, appearing in virtually all of the classroom observations conducted at the eight schools. About a third of the SLIC teachers responding to the beginning and end-of-year surveys indicated that they had increased the amount of time given to student writing tasks and the assignment of writing tasks based on multiple texts. In terms of specific tasks, there was increased focus on persuasive writing and instructing students how to use their own notes to complete writing assignments. In contrast, there was no change, on average, found among content and other teachers on survey items related to writing instruction, while ELA teachers increased their ratings of two items (modeling how to write essays and summaries, and assigning a persuasive essay). Despite the increases in writing instruction among SLIC teachers, a portion of the teachers interviewed said they would like more opportunity to teach writing.

As in the first year, there was substantial focus on the importance of note-making for understanding reading and as a prelude to academic writing, and note-making or use of notes was one of the primary writing tasks assigned. Schools varied, with a third of the observations at one school, between half and three quarters of the observations at three schools, and over three quarters of observations at three other schools including note-making instruction or tasks. According to surveys of SLIC teachers, there was an increase in their instruction related to note-making, particularly in the modeling of how to preview text and set up notes and having students take notes independently. There was no increase in the mean response to the note-making question among non-SLIC teachers at intervention schools, or among the English Language Arts teachers, and the post-survey mean response of SLIC teachers was higher than means for the ELA or other teachers.

Vocabulary instruction as a stand-alone activity is discouraged in the SLIC model, and teaching students to use contextual clues to understand unfamiliar vocabulary is seen as far preferable to pre-teaching vocabulary before students read. Teachers seem to have understood the message about pre-teaching vocabulary, and there was a uniform decrease (based on survey response) among SLIC teachers in the pre-teaching of vocabulary, and no change in the degree to which they taught students to understand vocabulary through

morphology and context clues. Non-SLIC and ELA teachers' response showed a small decrease in pre-teaching vocabulary.

Several interviewees stated that vocabulary is a particular issue for English learners and, while combined EL/SLIC classes at two schools included vocabulary instruction, at other schools there was the sense that teaching vocabulary was discouraged in SLIC, and teachers were hesitant to introduce it although many believed it was important for English learners. The coverage of vocabulary instruction increased slightly from Year 1 to Year 2.

Continuing development of the SLIC assessment took a considerable amount of time in Year 2, primarily from leadership but also from coaches and some teachers. The discussion of student assessment results absorbed substantially less time than did instrument development and calibration. According to surveys, SLIC teachers used the SLIC-BEAR assessment and, to a lesser degree, mandated assessments to inform their instruction, but there was little change in their use of other means of assessing student progress.

Teachers expressed varying views about the usefulness of the assessment implementation to their own classroom practice. Some indicated that they had short notice about the timing or content of the diagnostic assessments, and that occasionally the text types and/or difficulty level of the diagnostics and their instruction did not match. Others found the discussion of assessment results very productive. There was some confusion about whether the purpose of the diagnostics was to inform teachers about the success of their recent instruction or to alert them to students' struggles with new material.

The focus on critical thinking skills increased somewhat from Year 1 to Year 2, mainly through the curriculum unit on persuasive text and writing. Survey respondents noted an increase in the number of times teachers taught or modeled how to critically assess an author's arguments or use of evidence, and there was an increase in the claim that their students learn how to think critically and construct arguments. However, this pattern of response was fairly consistent with answers given by other teachers at the schools. Some interviewees indicated that they had received relatively little professional development in Year 2 around how to provide instruction in higher level skills in reading and writing, in part because the modeling of instruction was often focused on early parts of curriculum units rather than the more complex and abstract elements which appeared later in each unit. The developers identified the need and decided that these skills would be introduced much earlier in the curriculum in Year 3. They decided to place greater emphasis on "use of...higher level skills in service of more basic understandings..." such as instruction around synthesis of content in service of building an understanding main idea.

SLIC emphasizes the instructional use of process questions as a way to increase students' meta-cognition about their learning. Questioning and the use of process questioning was the most frequently given response to the open-ended interview query that asked if and how teachers' instruction had changed. Instructional use of questions was identified by nearly a third of the 20 teachers and over a third of the coaches interviewed, while other aspects of SLIC practice were mentioned by, at maximum, four teachers. The independent mention of questioning suggests its salience for the teachers and reflects their success at incorporating it in their practice in both the first and second year of the program.

Summary

As noted last year, SLIC is the exclusive curriculum in the SLIC classes, and it was incorporated to varying degrees of fidelity and intensity in all SLIC classrooms. The program had an impact on instruction in targeted SLIC classrooms, involving an increase in SLIC reading and writing instruction among teachers new to SLIC, more use of process questioning, and decrease in some vocabulary instruction. This represented a change in practice for teachers new to the program, and a contrast with the types of instruction going on in other classrooms at intervention schools. However, it did not appear to represent any increase from targeted SLIC instruction in Year 1. Observation data point to wide variation within school sites in the level of change and program implementation; the focus on variation among schools obscures the variation within schools, which was more pronounced in Year 2. There was somewhat more focus on the abstract elements of the curriculum associated with higher level reading skills in Year 2. SLIC reading and writing instruction was fairly strong, although the variation within school sites and among populations of students with varying needs may make this difficult to detect.

Impacts on Classroom Instructional Environment

As in the program's first year, the leadership advocated creating an instructionally rich physical environment in SLIC classrooms. In both years literacy charts were co-created by teachers and student and the charts were posted around SLIC classrooms, and instructional materials were available throughout the school year. Magazines produced for adolescents by publications such as *Newsweek* and the *New York Times* were considered by teachers to be more engaging than textbooks. During classroom observations in SLIC classrooms, magazines were the most common reading material, followed by textbooks.

Student Groupings

In most SLIC classes, substantial time was spent in independent student work, and this was balanced by direct instruction, including modeling and charting, and, more rarely, small group work. Survey response by SLIC teachers showed a slight increase in their assignment of independent work, and a decrease in their assignment of small group work. Increase in the amount of independent work given students was mentioned by a coach as an area of instructional change at one school.

Differentiation of instruction has a central place in the SLIC model; however, according to leadership, teachers, and coaches it has proven difficult to achieve and this may become a greater focus in Year 3. In the second year, two schools held SLIC/English learner classes led by new SLIC teachers trained in EL instruction, and this constituted an expansion of an approach begun in Year 1. One of the classes was longer than other classes, with half devoted to EL instruction and half to SLIC, and the approaches were not blended.

Outside of these few EL/SLIC classes, differentiation for EL students was, according to interviews, rarely implemented. Some interviewees stated that SLIC instruction is valuable for English learners, but that EL students need additional instruction in vocabulary, grammar, and oral language practice such as listening and discussion.

According to interviews, a couple of teachers made some progress in differentiating instruction by giving more challenging tasks and materials to students performing better than their class peers. In describing this practice, one teacher said “I do differentiate for kids who move faster, but I guess I don't differentiate for kids who are moving slower for different reasons, if that makes sense.” Another teacher said “I don't really know how to differentiate. I don't, I wouldn't know what to do.”

According to program leadership, feedback can provide differentiation. There was no increase in SLIC teachers' average survey response regarding their provision of feedback to students, in part because initial response levels were fairly high. Their responses were comparable to the answers given by ELA and other teachers at intervention schools.

Differentiation of instruction can also involve grouping together students who have similar literacy challenges in order to focus instruction on the needs of these homogeneous groups. Based on survey responses, SLIC teachers were less likely to assign students to groups with either homogeneous or mixed ability levels by the end of the year. This type of differentiation seemed particularly difficult for teachers to undertake. The mean post-survey response of SLIC teachers was slightly lower than ELA teachers' response regarding both heterogeneous and homogeneous groupings.

As in the first year, the presence of additional SLIC-trained adults in the classrooms facilitated differentiation both because it provided more knowledgeable instructors and because it minimized the classroom management problems teachers anticipated would occur. A couple of teachers wanted more professional development and modeling of differentiation and one said “I’d add that to my requests – is more work around differentiation and how to – even just logistically – do that.”

Summary

As in the first year, there was an emphasis on direct instruction and independent work, and it is possible that students grew more able to work on their own over the course of the year. There was variability across sites in the way in which and degree to which instruction was differentiated for English learners and students with other literacy difficulties, and at some schools there were combined SLIC/EL classes. In other classrooms teachers provided individual feedback (a more labor-intensive practice) or gave more advanced students more challenging tasks. At the program level, the focus was on understanding student needs through assessments and student work, and some expressed the view that they received little guidance on how to differentiate based on those needs and, in practical terms, what that would look like. While there may be differentiation-based impacts on students at the schools with mixed EL/SLIC classes, it is unlikely that differentiation at other sites would be sufficient to have an impact.

Impacts on Student Behavior in the Classroom

Evidence about engagement of students in the classroom is available from student surveys, classroom observations, and interviews with teachers and coaches. While the surveys allow comparisons of students’ engagement in all classes at the beginning of Year 2 and at the end of Year 2, interviews and classroom observations provide a view that is focused on the intervention classroom while being more general with respect to time (i.e., pertaining to the whole year).

Teachers generally managed to obtain at least outward compliance from most of their students. Classroom observation ratings of students’ on-task behavior during independent work time were generally medium (“between one and two thirds of the students appear to be on task for most of the independent work period”) to high (“between two thirds and all of the students appear to be on task for most of the independent work period”); only 9 of 44 classes had an average rating below medium.

While roughly the same proportion of teachers made positive and negative comments about engagement in the SLIC classes they taught (11 and 12 of 20, respectively), there was somewhat more emphasis on the negative. Many teachers and coaches commented in interviews that students, even when willing to cooperate in class, often found the

curriculum dull. Two themes related to engagement problems that arose in interviews were a perceived lack of flexibility in the SLIC program, which teachers felt prevented them from using some strategies for motivating students through creative and social activities, and the repetition of the same activities and skills across the year. Some teachers did manage to incorporate activities they felt engaged their students, such as a field trip connected to a research project and “book talks” in which one student describes a book he/she is reading to the class. Others saw particular features of the program as helping to sustain engagement — for example, some felt that the subject matter of articles was especially engaging, particularly when students felt the subject was relevant to their lives, and the feeling of success that students could experience after learning and applying new literacy skills and strategies. Although the developers felt they had always supported teachers' use of varied classroom activities to engage students, they became aware of teachers' concerns toward the end of Year 2 and began to express this support more clearly. They intend to expand on this work in Year 3 and connect it to the idea of creating “academic community.”

Student surveys, which provide a broader view of students' school experience, do not suggest differences in engagement between treatment and control group students nor, indeed, any substantial change in engagement, positive or negative, over the course of the year. Overall, surveys present a fairly neutral view of student engagement. Two survey items asked for students to report the frequency with which they asked and answered questions in class (all classes). On a 5-point Likert scale from “Never” (1) to “Always” (5), SLIC student responses on the Spring 2008 surveys averaged 3.2 in rating the frequency of asking questions and 3.1 in rating the frequency of answering questions. Control students' corresponding averages were the 3.2 and 3.0. (“Sometimes” was the modal response in all cases.) Two other items asked students to rate their agreement with the statements “I like reading” and “I like writing” on a 5-point Likert scale running from “Not true for me” (1) to “Very true for me” (5). Treatment students' average responses to the Spring survey were 2.8 and 3.3, respectively, while control students' averages were 2.7 and 3.3. Correlations among these items were significantly positive in all cases. Table 9 presents results from averaging all 4 responses. Analyses of Covariance (ANCOVA) analyses showed no significant differences between the treatment and control groups in Fall-Spring changes in responses to the individual survey items or in the overall average.

Table 9. Mean Student Engagement by Intervention Group and Survey Date

| | <u>Fall 2007</u> | <u>Spring 2008</u> |
|----------------|------------------|--------------------|
| SLIC Treatment | 2.98 (n=539) | 3.12 (n=449) |
| Control | 2.95 (n=510) | 3.05 (n=445) |

Note. Mean student engagement based on 4 student survey questions, 5-point Likert scale, 1=Not True for me, 5=Very true for me.

Discussion

In general, the program has been successful in increasing SLIC teachers' understanding of the program. Although many teachers, most of whom were new to the program, felt they lacked an understanding of the program at the beginning of the year, survey and interview responses indicated substantially better understanding by year's end.

Program participation also produced desired changes in teachers' instruction. These included teaching students how to locate information, how texts are structured, cross-checking, how authors state and support main idea, use of text features to preview text, and instructing students how to use their own notes to complete writing assignments. Also in keeping with the program, SLIC teachers decreased their use of pre-reading instruction on vocabulary and increased their use of questioning and, in particular, questioning related to reading processes. The change in vocabulary instruction was not observed among non-SLIC teachers.

Data gathered on the classroom environment in SLIC classes suggest that it is substantially the same as in Year 1. Teachers make much use of program-provided magazines as reading material, which they feel is the some of the most engaging reading material for students. Also as in Year 1, SLIC teachers post around the classroom charts on various literacy topics that they have co-created with their students. With respect to student grouping, teachers participating in the program appear to have increased the amount of independent work time they give their students and to have decreased small group work.

Particular areas where the impact on instruction and classroom environment may have been less successful are student engagement, critical reading, and differentiation of instruction for students' differing needs. Teachers and coaches commonly expressed concern about the difficulty of engaging students through the curriculum and pedagogy

advocated by the program leaders. Despite this concern, students' observed on-task behavior in intervention classes was generally high, and there was no evidence in surveys that their overall motivation to read and write had declined or differed from control students. Teachers' instruction in critical reading also does not seem to have been positively impacted by program participation. Although SLIC teachers reported increased instruction in critical reading, and a comparable change was reported by non-SLIC teachers, some teachers felt that they had not had much professional development related to instruction in critical reading. Finally, although differentiation of instruction to meet students' individual needs is advocated by the program, there is little evidence that intervention teachers have adopted strategies to differentiate their instruction, and many teachers felt unsure of how to differentiate their instruction within the program model. A notable exception was the creation of special SLIC classes for English learners at two program schools.

Impacts on Students at the End of Year 2

[Note: Additional analyses were conducted to examine SLIC student performance based on specific SDUSD Performance Goals, separate from the Intent-to-Treat model. These are presented in Appendix C.]

Student reading skills were measured using assessments already in place by the San Diego Unified School District (SDUSD). Analyses were run to determine what difference, if any, the SLIC program had on students' performance on two reading assessments: Degrees of Reading Power (DRP) and California Standards Test – English Language Arts (CST-ELA). Analyses were not run with Advanced Placement passage as an outcome measure due to a small sample size. Table 10 presents the mean pre- and post- assessment DRP and CST scores for targeted SLIC and control group students.

Other student academic outcomes were measured to assess the broader impact the SLIC program may have had on student performance. First, performance on the California High School Exit Examination (CAHSEE) was measured using a binary indicator variable that takes the value “1” if the student passed on the first try and “0” if not. Finally, student motivation was measured using a scale constructed from student responses to twelve survey questions (See Appendix B). All items ranged from “0” (not true) to “4” (very true), so that the resulting scale ranged from 0 (not at all motivated) to 48 (very motivated). The scale was highly reliable (Cronbach's Alpha=.821), suggesting that the questions measured a single, unidimensional latent variable.

Impacts on Student Outcomes

Table 10. Mean Assessment Scores for Targeted SLIC and Control Students

| | <u>Treatment</u> | | <u>Control</u> | | <u>Total</u> | |
|---------|----------------------------|----------------------------|----------------------------|----------------------------|-----------------------------|-----------------------------|
| | Pre | Post | Pre | Post | Pre | Post |
| CST-ELA | 297.89 (27.57) n=601 | 308.02 (37.66) n=601 | 297.53 (28.63) n=662 | 305.06 (36.58) n=662 | 297.72 (28.05) n=1263 | 306.45 (37.11) n=1263 |
| DRP | 40.57 (9.65) n=590 | 45.54 (10.25) n=590 | 40.79 (10.42) n=647 | 44.89 (10.07) n=647 | 40.66 (10.11) n=1237 | 45.20 (10.12) n=1237 |

Note: Each cell includes the mean, standard deviation and sample size. CST-ELA=California Standards Test-English Language Arts; DRP=Degrees of Reading Power.

Table 11 displays raw and regression-adjusted means for treatment and control groups, the differences in the regression adjusted means (treatment minus control), the standardized effect size (SES) of the treatment, and probabilities for the null hypothesis that the treatment and control groups were equal. The SES was calculated for each regression model by dividing the difference in regression-adjusted means by the standard deviation of the control group.

No significant differences between treatment and control groups were found for CST-ELA scores, CAHSEE passage, or student motivation. However, treated students scored slightly greater than one point higher on the DRP than control students. More detailed results for each regression analysis are given in Appendix D.

Table 11. Estimated Effect of SLIC on Student Outcomes for the Full Sample of Eligible Striving Readers

| | Raw Means | | Regression-Adjusted Means | | Difference | Control Group SD | SES | P-value |
|------------|----------------|------------------|---------------------------|------------------|------------|------------------|-------|---------|
| | <u>Control</u> | <u>Treatment</u> | <u>Control</u> | <u>Treatment</u> | | | | |
| CST | 305.06 | 308.02 | 307.58 | 309.94 | 2.36 | 36.58 | 0.06 | 0.13 |
| DRP | 44.89 | 45.54 | 44.77 | 45.63 | 0.86 | 10.07 | 0.08 | 0.06 |
| CAHSEE | 0.59 | 0.61 | 0.60 | 0.62 | 0.02 | 0.49 | 0.04 | 0.72 |
| Motivation | 32.44 | 32.69 | 32.65 | 32.48 | -0.17 | 9.54 | -0.02 | 0.56 |

Note: Standardized effect sizes (SES) are calculated by dividing the difference in regression-adjusted means by the standard deviation of the control group.

Additional Analyses

Additional HLM analyses were conducted to determine whether SLIC classes had an impact on outcomes for English learner students who were not present in the sample as a whole. These models included the same dependent variables and covariates as the analyses conducted on the whole sample, but the sample was only the subset of students who were classified as English learners in Year 2.

The results of these analyses, displayed in Table 12, reveal few significant differences in the way SLIC classes affected English learner students in comparison to the rest of the sample. Assignment to SLIC had no significant effect on any measured student outcomes for the English Learners subset. English Learner subset analyses should be interpreted with caution, since statistical power is significantly reduced given the smaller sample of cases. In the case of Advanced Placement (AP) passage, there was not enough variation in the small sample of English Learners to conduct proper statistical analyses.

Table 12. Estimated Effect of SLIC on Student Outcomes for English Learners

| | Raw Means | | Regression-Adjusted Means | | Difference | Control Group SD | SES | P-value |
|------------|-----------|-----------|---------------------------|-----------|------------|------------------|-------|---------|
| | Control | Treatment | Control | Treatment | | | | |
| CST | 291.43 | 293.82 | 292.87 | 294.68 | 1.81 | 32.48 | 0.05 | 0.48 |
| DRP | 39.54 | 40.43 | 39.78 | 40.21 | 0.43 | 8.52 | 0.05 | 0.60 |
| CAHSEE | 0.25 | 0.25 | 0.25 | 0.25 | 0 | 0.46 | 0 | 0.99 |
| Motivation | 31.92 | 31.59 | 31.90 | 31.61 | -0.29 | 8.69 | -0.03 | 0.79 |

Notes: Standardized effect sizes (SES) are calculated by dividing the difference in regression-adjusted means by the standard deviation of the control group.

Finally, analyses were conducted to detect differences in the causal effect of SLIC between middle school and high school samples. Differences between treatment and control groups remain statistically indistinguishable from zero for both middle school and high school samples with regards to achievement on the CST and CAHSEE and measures of student motivation. However, student gains on the DRP were over five times higher in the high school sample than in the middle school sample, and the causal effect of SLIC on the DRP was statistically significant in the high school sample. Tables 13 and 14 show the estimated effect of SLIC on student outcomes for middle school and high school students respectively.

Table 13. Estimated Effect of SLIC on Student Outcomes for Middle School Students

| | Raw Means | | Regression-Adjusted Means | | Difference | Control Group SD | SES | P-value |
|------------|-----------|-----------|---------------------------|-----------|------------|------------------|-------|---------|
| | Control | Treatment | Control | Treatment | | | | |
| CST | 305.22 | 305.84 | 304.83 | 306.68 | 1.85 | 35.29 | 0.05 | 0.35 |
| DRP | 41.57 | 42.09 | 41.48 | 41.74 | 0.26 | 8.72 | 0.03 | 0.67 |
| Motivation | 33.19 | 32.94 | 33.26 | 32.91 | -0.35 | 9.67 | -0.04 | 0.73 |

Notes: Standardized effect sizes (SES) are calculated by dividing the difference in regression-adjusted means by the standard deviation of the control group.

Table 14. Estimated Effect of SLIC on Student Outcomes for High School Students

| | Raw Means | | Regression-Adjusted Means | | Difference | Control Group SD | SES | P-value |
|------------|-----------|-----------|---------------------------|-----------|------------|------------------|-------|---------|
| | Control | Treatment | Control | Treatment | | | | |
| CST | 305.06 | 308.02 | 308.35 | 310.68 | 2.33 | 36.58 | 0.06 | 0.15 |
| DRP | 48.98 | 50.02 | 48.75 | 50.29 | 1.54 | 9.99 | 0.15 | 0.02 |
| Motivation | 31.80 | 32.46 | 32.11 | 32.09 | -0.02 | 9.41 | -0.00 | 0.84 |

Notes: Standardized effect sizes (SES) are calculated by dividing the difference in regression-adjusted means by the standard deviation of the control group.

Robustness Checks

Additional models were estimated in all samples to ensure that these findings were robust to several alternative model specifications. First, inclusion of the student motivation scale as a covariate in the other five regression equations did not significantly affect findings. Second, in all cases, the choice between an HLM model and a simple ANCOVA model resulted in nearly identical conclusions, and did not change significance estimates. Third, treatment and pre-test interactions were included to ensure that treatment effects were uniform for different levels of pre-test achievement. The treatment and pre-test interactions were not significant and did not substantially affect the significance estimates for the treatment. Finally, multiple imputation techniques did not produce significantly different findings compared to list-wise or pair-wise deletion.

However, one significant difference occurred when pooling students by school year rather than years of exposure. When students were pooled by school year, SLIC treatment had a small but significant positive effect on DRP scores in the whole sample. One reasonable explanation for this discrepancy is that students from the first cohort of the study -- for which Year 1 test scores were used in the analyses shown here, but Year 2 test scores were used when students were pooled by school year -- made larger gains on the DRP after two years of treatment than after only one. If this is the case, this

discrepancy should disappear when longitudinal analyses are conducted as more data become available.

Discussion

Drawing on SDUSD achievement test data, no significant differences between students in the targeted SLIC intervention groups and students in the control groups were found for CST-ELA scores, CAHSEE passage, or student motivation. However, student gains on the DRP were over five times higher in the high school sample than in the middle school sample, and the causal effect of SLIC on the DRP was statistically significant in the high school sample.

V. EVALUATION OF THE IMPLEMENTATION OF THE WHOLE-SCHOOL INTERVENTION: YEARS 1 & 2

Summary of the Design

The evaluation of the implementation drew on data from multiple sources, including observation (of weekly coach meetings and cross-site and site-specific professional development sessions for content teachers), professional development materials, program documents and records of participation in professional development, annual interviews (with coaches, district leadership and developers), and surveys of teachers and students (these were pre-post surveys, and data from the post-surveys was used in the implementation analysis).

Teacher and student survey data available in Year 2 allowed the evaluators to address new questions about the fidelity of implementation of the classroom model. The surveys were being developed in Year 1.

Research Questions on the Implementation of the Whole-School Intervention in Year 2

What was the nature and amount of professional development/support for teachers/coaches in Year 2?

Professional development/support for coaches

What was the professional development model for coaches in Year 2?

What was the variability (amounts) of professional development /support for coaches in Year 2?

What support are coaches given in understanding content-specific needs, content, and pedagogy?

Do coaches' understandings of the SLIC model conform to the views of the program leadership?

What forms of direct support (e.g., district staff presence in teacher-coach meetings) and indirect support do coaches have in their work with content teachers?

What kinds/amounts of school site support do coaches have in their work with content teachers?

Professional development/support for content teachers

What types of support were provided to content teachers?

What types of professional development were provided to content teachers?

What amount of professional development was provided to content teachers?

What support are teachers given in lesson planning and instruction?

What support are content teachers given in assessing student work to determine student needs?

How are teachers supported in content-specific use of SLIC?

How are content teachers supported in classroom work with SLIC students?

What kind and amount of support is provided by school site leadership?

What is the proportion of teachers receiving different levels of support?

What was the fidelity and level of implementation, and the variability of classroom instruction in Year 2?

What is the Year 2 classroom model (materials, resources, strategies, assessment practices, etc.)?

What proportion of teachers has access to all of the program resources that the model specifies?

Fidelity of Implementation

With respect to teaching points, does content teachers' instruction follow the SLIC model?

With respect to pedagogy, does content teachers' instruction follow the SLIC model?

What types of reading materials do content teachers use with students? (e.g. grade level texts or teacher-provided notes).

What kinds of reading writing tasks are students given in content classes?

Level of Implementation

What proportion of teachers tried SLIC instructional strategies in their classrooms?

What did the counterfactual (for whole-school intervention) look like in Year 2?

What were the literacy programs offered to students attending comparison schools?

| Figure 5: Year 2 Data Sources on Implementation Linked with Research Questions: Whole-School Intervention | | | | | | | | | | | | | |
|--|-----------------------|----------------|-----------|-----------------|----------|----------|-----------------|-------------------------|---------------------------------|----------------|------------------------|---------------|--------------------|
| Research Questions | Measures/Data Sources | | | | | | | | | | | | |
| | Interviews | | | | Surveys | | PD Observations | Site Visit Observations | Assessment Scoring Observations | Coach Meetings | Classroom Observations | Record Review | |
| | Coach | District Staff | Developer | Site Leadership | Teachers | Students | Evaluators | Evaluators | Evaluators | Evaluators | Evaluators | PD Attendance | Site Visit Records |
| What was the nature and amount of professional development/support for teachers/coaches in Year 2? | | | | | | | | | | | | | |
| <i>Professional development/support for coaches</i> | | | | | | | | | | | | | |
| What was the professional development model for coaches in Year 2? | x | x | x | | | | x | x | x | x | | | x |
| What was the variability (amounts) of professional development /support for coaches in Year 2? | x | x | x | | | | x | x | x | x | | x | x |
| What support are coaches given in understanding content-specific needs, content, and pedagogy? | x | | | | | | x | | | x | | | |
| Do coaches' understandings of the SLIC model conform to the views of the program leadership? | x | x | x | | | | | | x | x | | | |
| What forms of direct support (e.g., district staff presence in teacher-coach meetings) and indirect support do coaches have in their work with content teachers? | x | x | x | | | | | x | | | | | x |

| Figure 5 (continued): Year 2 Data Sources on Implementation Linked with Research Questions: Whole-School Intervention | | | | | | | | | | | | | |
|--|-----------------------|----------------|-----------|-----------------|----------|----------|-----------------|-------------------------|---------------------------------|----------------|------------------------|---------------|--------------------|
| Research Questions | Measures/Data Sources | | | | | | | | | | | | |
| | Interviews | | | | Surveys | | PD Observations | Site Visit Observations | Assessment Scoring Observations | Coach Meetings | Classroom Observations | Record Review | |
| | Coach | District Staff | Developer | Site Leadership | Teachers | Students | Evaluators | Evaluators | Evaluators | Evaluators | Evaluators | PD Attendance | Site Visit Records |
| What kind/amount of school site support do coaches have in their work with content teachers? | x | x | | | | | | | | x | | | |
| <i>Professional development/support for content teachers</i> | | | | | | | | | | | | | |
| What types of support were provided to content teachers? | x | x | x | | x | | x | x | x | x | | x | x |
| What types of PD were provided to content teachers? | x | x | x | | x | | x | x | x | x | | x | x |
| What amount of PD was provided to content teachers? | x | x | x | | x | | x | x | x | x | | x | x |
| What support are content teachers given in lesson planning and instruction? | x | | | | x | | x | x | | x | | | |
| What support are content teachers given in assessing student work to determine student needs? | x | x | | | | | x | | x | x | | | |
| How are teachers supported in content-specific use of SLIC? | x | | | | x | | x | | x | x | | | |
| How are content teachers supported in classroom work with SLIC students? | x | x | x | | | | | | | x | | x | |

| Figure 5 (continued): Year 2 Data Sources on Implementation Linked with Research Questions: Whole-School Intervention | | | | | | | | | | | | | |
|--|-----------------------|----------------|-----------|-----------------|------------------------|----------|-----------------|-------------------------|---------------------------------|----------------|------------------------|---------------|--------------------|
| Research Questions | Measures/Data Sources | | | | | | | | | | | | |
| | Interviews | | | | Surveys, Fall & Spring | | PD Observations | Site Visit Observations | Assessment Scoring Observations | Coach Meetings | Classroom Observations | Record Review | |
| | Coach | District Staff | Developer | Site Leadership | Teachers | Students | Evaluators | Evaluators | Evaluators | Evaluators | Evaluators | PD Attendance | Site Visit Records |
| What kind and amount of support is provided by school site leadership? | x | x | | | | | | | | x | | | |
| What is the proportion of teachers receiving different levels of support? | x | x | | | x | | | | | x | | x | |
| What was the fidelity and level of implementation, and the variability of classroom instruction in Year 2? | | | | | | | | | | | | | |
| What is the Year 2 classroom model (materials, resources, strategies, grouping, assessment practices, etc.)? | | x | x | | | x | x | | | | | | |
| What proportion of teachers has access to all the program resources the model specifies? | | | | | x | | | | | | | x | x |
| <i>Fidelity of Implementation</i> | | | | | | | | | | | | | |
| With respect to teaching points, does content teachers' instruction follow the SLIC model? | x | x | x | | x | | | | | x | x | | |
| With respect to pedagogy, does content teachers' instruction follow the SLIC model? | x | x | x | | x | | | | | | x | | |

| Figure 5 (continued): Year 2 Data Sources on Implementation Linked with Research Questions: Whole-School Intervention | | | | | | | | | | | | | |
|--|-----------------------|----------------|-----------|------------|----------|----------|-----------------|-------------------------|---------------------------------|----------------|------------------------|---------------|---------|
| Research Questions | Measures/Data Sources | | | | | | | | | | | | |
| | Interviews | | | | Surveys | | PD Observations | Site Visit Observations | Assessment Scoring Observations | Coach Meetings | Classroom Observations | Record Review | |
| | Coach | District Staff | Developer | Leadership | Teachers | Students | Evaluators | Evaluators | Evaluators | Evaluators | Evaluators | Attendance | Records |
| What types of reading materials do content teachers use with students? (e.g. use of grade level texts or teacher-provided notes) | x | x | x | | | | | | | | x | | |
| What kinds of reading and writing tasks are students given in content classes? | | | | | x | x | | | | | | | |
| <i>Level of Implementation</i> | | | | | | | | | | | | | |
| What proportion of teachers tried SLIC instructional strategies in their classrooms? | x | x | | | x | | | | | x | | | |
| What did the counterfactual (for whole-school intervention) look like in Year 2? | | | | | | | | | | | | | |
| What were the literacy programs offered to students attending comparison schools? | | | | x | x | | | | | | | | |

Year 1 Implementation Study

Whole-School Intervention

In Year 1, progress was made in implementing the whole-school intervention in all schools, although the degree of classroom implementation achieved was likely low. Content-area teachers were exposed to the program in professional development sessions however there was not the sustained work with teachers that would allow them to implement the program with fidelity in their content-area classrooms. The main focus of Year 1 work was building “buy in” among content teachers and demonstrating the relevance of literacy instruction to content-area teaching. It was anticipated that interest in the program would grow and use of program methods would increase in the second year, as content-area teachers’ contact with the program expanded. The level of implementation may have been highest at one of the schools, although leadership and developers questioned the fidelity of implementation at that site. The first year was a planning year for the evaluation. As a result, data collection was used primarily for instrument development.

Professional Development and Support: Whole-School Intervention

Inputs

The Year 1 Implementation Report suggests specific expectations for content-area teachers’ participation and other forms of training. On average these expectations were met much less than expectations for implementation of the targeted intervention. Details about how these expectations were operationalized and assessed at participating schools can be found in Appendix E.

In Table 15, percentage ranges are given for the site-level participation of teachers in the “core” content areas of English Language Arts, Math, Science, and History/Social Science at *any* amount. In Table 16, percentages of teachers who participated in the given categories for the *expected* amounts of time are shown. The adequacy of intervention coaches’ training, also a key to effective support of content teachers, is reported in Table 17. Measures for coaches’ training are also explained in Appendix D.

Table 15. Level of Implementation of Whole-School SLIC by Content-Area Teacher Participation at Any Amount (5 schools), Year 1 (2006-07)*

| | <u>Inputs</u> | | | | |
|---------|------------------------------|-------------------|----------------------|-------------|---|
| | “Whole-School PD” (% (#)) | “Content-Area PD” | “Individual Support” | Total Hours | Classroom Model (not available Year 1) |
| < 20% | 0 | 60% (3) | 20% (1) | 0 | -- |
| 20%-60% | 20% (1) | 20% (1) | 80% (4) | 0 | -- |
| 60%-80% | 0 | 20% (1) | 0 | 20% (1) | -- |
| > 80% | 80% (4) | 0 | 0 | 80% (4) | -- |

*Cell values reflect the percentage (and number) of schools where the percentage of teachers participating at any amount (>0 hours) fell within a given percentage range. For instance, the percentage of teachers participating in “Whole-School PD” was more than 80 for four schools and between 20 and 60 for one school. Note: PD=Professional Development

Table 16. Level of Implementation of Whole-School SLIC by Content-Area Teacher Participation at Expected Amounts (schools=5), Year 1 (2006-07)*

| | <u>Inputs</u> | | | | |
|---------|------------------------------|-------------------|----------------------|-------------|---|
| | “Whole-School PD” (% (#)) | “Content-Area PD” | “Individual Support” | Total Hours | Classroom Model (not available Year 1) |
| > 20% | 80% (4) | 80% (4) | 100% (5) | 80% (4) | -- |
| 20%-60% | 0 | 20% (1) | 0 | 20% (1) | -- |
| > 60% | 20% (1) | 0 | 0 | 0 | -- |

*Cell values reflect the percentage (and number) of schools where the percentage of teachers participating at the expected amount fell within a given percentage range. For instance, the percentage of teachers participating in “Whole-School PD” at the expected amount was less than 20 for 4 schools and greater than 60 for one school. Note: PD=Professional Development

Table 17. Level of Implementation of Whole-School SLIC (Coach PD Participation), by School (n=5), Year 1 (2007-08)

| | <u>% (#) of schools</u> |
|------------------|-------------------------|
| Low (<1.5) | 0 |
| Medium (1.5-2.5) | 40% (2) |
| High (>2.5) | 60% (3) |

Note: PD=Professional Development

Year 2 Implementation Study

In Year 2, the SLIC whole-school program continued at five schools and was initiated at a middle school, comprehensive high school, and a “small school” in a high school complex. The findings in this section are based on analysis of interviews, on surveys of teachers and students, and observation at professional development sessions. Incentives were offered for answering the survey but response was optional, and it is possible that those answering were teachers more interested in the program.

The district leadership and developers placed much more emphasis on the Whole-school program in Year 2, and progress was made at all school sites. The amount of content-area professional development increased, and it is likely that classroom implementation increased as well, although it is difficult to compare because quantitative measures were being developed in Year 1 and were not used until Year 2. While much progress was made, there were competing demands on program staff which diminished the progress developers intended to make in the Year 2.

The manner in which professional development was provided changed in the second year, and the developers offered fewer large cross-site events and instead pursued more work with individual teachers and academic departments at schools. Generally, the two developers worked at a school for several days before moving on to another school, and the coaches expanded on their work and initiated more contacts.⁹ As in the first year, the developers divided the schools between them, and one developer continued Year 1 work at two high schools and added a new high school and middle school, while the other developer continued working at three middle schools and added a new high school.

⁹ At one school the principal gave the coach broad responsibility for organizing professional development.

The developers were unable to return to schools as frequently as they, or coaches, might have wished. As noted, the number of participating schools increased from five to eight in Year 2 and a substantial amount of the developers', district leaderships', and coaches' time was absorbed by their work with the SLIC assessment. In addition, one coach was on leave for part of the school year, and the school had new teachers leading the targeted SLIC intervention classes. The coach at a second school was ill for part of the year and this school had teachers new to SLIC and to teaching. The district leadership attempted to fill in for the first coach, which afforded them less time to provide support for the whole-school program or the targeted intervention at other sites.

Three of the five Year 1 coaches remained with SLIC in Year 2, and the leadership brought in two replacement coaches and added three new coaches to work with the new schools. Two of the new coaches were introduced to the program during the summer, two more were brought in just before the school year began, and the fifth new coach began at the end of September, after the start of the school year. Those beginning during the summer had considerably more training and exposure to the program than those arriving late. As in Year 1, the coaches were based at the school sites, and gathered for weekly meetings with the District leadership and SLIC developers.

Six coaches were present for all or most of the school year, and they expanded the program's contact with content-area teachers and had continuing responsibility for providing support to SLIC teachers. Consequently, at some sites with new SLIC teachers, there were competing demands for coaches' time and attention.

Despite these challenges, in Year 2 the whole-school program made progress in raising awareness of the program among content-area teachers. The teacher survey included a series of questions about teachers' knowledge of SLIC and their interest in bringing it to their classrooms, and provided a 5-point Likert scale for response. Among non-SLIC teachers responding to the survey, 37% agreed or strongly agreed that they "understand what the SLIC model is," and another 26% gave the middle response. On the question "I have received training that will enable me to bring aspects of the SLIC model to my classroom," 33% agreed or strongly agreed, and another 25% gave the middle answer.

Interest in SLIC among content teachers was higher than their confidence in their ability to implement the program, and 51% agreed or strongly agreed that they "...would like to bring aspects of the SLIC model to my classroom," and another 28% gave the middle response. Teachers were then asked to respond to the statement that they "...have made specific plans for bringing the SLIC model to my classroom" and 25% of non-SLIC teachers agreed or strongly agreed, with another 21% giving a medium response.

This summary of teacher survey results both over-represents and under-represents the level and fidelity of implementation; on one hand there is probably selection bias in the survey sample, and on the other hand some SLIC teachers, who are excluded from these statistics, teach English and Science classes in addition to SLIC, and have, according to interviews, brought SLIC methods to

those classes. When the SLIC teachers are included, those agreeing or strongly agreeing with the four statements increases: from 37% to 40% for those who “understand the SLIC model”; from 33% to 36% for those who “received training”; from 51% to 54% for those who “would like to bring aspects of the SLIC model” to the classrooms”; and from 25% to 29% for those who “have made specific plans.” In Year 3, questions will be added to directly address classroom implementation.

Interviews and survey response suggest that there is highest interest in the program among teachers in Science, History, and English Language Arts (ELA) and somewhat lower interest among Mathematics teachers¹⁰, although a few coaches have worked with Mathematics teachers, and the developers have worked with math departments at a few school sites. The program’s emphasis on expository text and on Science and History textbooks makes its use in these areas most obvious, while fewer models are offered of SLIC implementation in Mathematics. In Year 2 there was greater emphasis on narrative text than in Year 1, which supported the program’s expansion in ELA. The developers suggested that the SLIC approach offered limited help in Mathematics because even though it was possible to teach students to read Mathematics materials, SLIC instruction was “often compromised because students lacked the math literacy they needed” such as knowledge of the operations and symbols particular to Mathematics, knowledge which was equally important in learning from the texts.

Despite the progress in recruiting teachers to the program, classroom implementation was somewhat limited. Perhaps the strongest implementation was among SLIC teachers who teach content classes in addition to the targeted intervention class, because they were most sure of their grasp of SLIC methods.

Interviews indicate that, as in the program’s first year, the support of site leadership was very important in whole-school implementation. The degree of site leadership support varied widely, as did the openness of teachers to try the program. Attitudes ranged from active resistance to active interest. Progress was made at the sites that were part of the program in Year 1, but coaches at some new sites faced challenges similar to those confronting coaches in Year 1. As in the first year, the principal’s willingness to give the coach a leadership role made a difference, as did the coach’s relationships with teachers at the site.

The importance of the coaches in promoting and implementing the program became apparent at two sites lacking a coach for much of the school year, and at these sites the whole-school program that was initiated in Year 1 lost momentum. At a few sites, SLIC teachers took on roles

¹⁰ Responding to a statement that they “...would like to bring aspects of the SLIC model to their classrooms” there was agreement or strong agreement among 8 of 24 (33%) of Mathematics teachers, 23 of 39 (59%) of ELA teachers, 15 of 19 (79%) of science teachers, and 19 of 24 (79%) of social studies teachers. And those teachers who have made specific plans (i.e. state that they agree or strongly agree) to bring SLIC to their classrooms include 12% of Mathematics teachers, 26% of ELA teachers, 53% of the 19 science teachers responding, and 43% of social studies teachers.

in promoting the program and providing professional development, which appeared to be an effective approach to implementation.

The evaluators observed that coaches at comprehensive high schools had more work providing ongoing support to teachers than did teachers at “small schools,” simply because of the greater numbers of classes and teachers at the comprehensive schools. While it was possible for the coaches to reach a number of teachers, raise their interest in the program, and in some cases provide guidance about how to start off with implementation, it was more challenging to give content teachers the support that would allow them to operate confidently and implement the program with fidelity. Coaches began developing strategies for meeting the increasing professional development needs of content teachers, and these may be used in Year 3.

Contrary to expectations, the developers and district leadership found somewhat greater interest in the program in the high schools than in middle schools. This was partly due to the fact that there was greater stability in high school staffing (with continuing principals, coaches, and SLIC teachers) than in middle school staffing between Year 1 and Year 2. It is also possible that there is greater need for the program in high schools. The California High School Exit Exam (CAHSEE) has raised the stakes for the students and their teachers to advance students’ literacy proficiency and, in addition, it is possible that middle schools are already using some of the methods promoted in SLIC. The teacher surveys included questions about practices such as teaching students to preview text features, take notes, write coherent paragraphs, and so forth, and the responses given by middle school teachers were consistently higher, even at schools where the program’s reach was, according to interviews, quite limited. It is possible that teaching of these skills is more common at the middle school level than the high school level. Whether middle school teachers are in fact doing this kind of instruction, and doing it in the way that SLIC leadership advocates and to the effect that leadership anticipates, is unclear. This question is elaborated below.

Professional Development and Support: Whole-School Intervention

Fidelity to the program model of professional development and support in the whole-school SLIC intervention was assessed in the same way in Year 2 as in Year 1. Results are shown in Tables 18 and 19.

Table 18. Level of Implementation of Whole-School SLIC by Content-Area Teacher Participation at Any Amount (schools=8), Year 2 (2007-08)*

| | <u>Inputs</u> | | | | |
|---------|------------------------------|-------------------|----------------------|-------------|-------------------|
| | “Whole-School PD” (% (#)) | “Content-Area PD” | “Individual Support” | Total Hours | Classroom Model** |
| <20% | 38% (3) | 38% (3) | 38% (3) | 13% (1) | 38% (3) |
| 20%-60% | 25% (2) | 25% (2) | 38% (3) | 25% (2) | 50% (4) |
| 60%-80% | 25% (2) | 25% (2) | 25% (2) | 25% (2) | 13% (1) |
| > 80% | 13% (1) | 13% (1) | 0 | 38% (3) | 0 |

*Cell values reflect the percentage (and number) of schools where the percentage of teachers participating at any amount (>0 hours) fell within a given percentage range.

** Cell values represent the percentage (and number) of schools where the percent of teachers responding to the post-survey by agreeing or strongly agreeing that they “have made specific plans” to implement the program in their classrooms fell within the given percentage range.

Note: PD=Professional Development

Table 19. Level of Implementation of Whole-School SLIC by Content-Area Teacher Participation at Expected Amount (schools=8), Year 2 (2007-08)*

| | <u>Inputs</u> | | | | |
|---------|------------------------------|-------------------|----------------------|-------------|-------------------|
| | “Whole-School PD” (% (#)) | “Content-Area PD” | “Individual Support” | Total Hours | Classroom Model** |
| < 20% | 88% (7) | 38% (3) | 50% (4) | 63% (5) | 38% (3) |
| 20%-60% | 13% (1) | 63% (5) | 50% (4) | 38% (3) | 50% (4) |
| > 60% | 0 | 0 | 0 | 0 | 13% (1) |

*Cell values reflect the percentage (and number) of schools where the percentage of teachers participating at the expected amount fell within a given percentage range.

** Cell values represent the percentage (and number) of schools where the percent of teachers responding to the post-survey by agreeing or strongly agreeing that they “have made specific plans” to implement the program in their classrooms fell within the given percentage range.

Note: PD=Professional Development

Implementation of the Classroom Model

The developers recommended that students should receive SLIC instruction through their content-area classes “whenever students would normally be required to undertake reading and writing activities in the content areas... This should occur in approximately 60% of a student’s content-area classes over the course of a day” (Striving Readers Year 1 Evaluation Report, p. 34).

The classroom model was measured through responses to a question on the teacher surveys administered in Spring 2008. This question (20i) asked about the teachers’ plans to bring SLIC instruction to their classroom, and the question provided the best proxy for a direct question about their experience in implementing SLIC; such a question will be added in Year 3. The schools were ranked on the percent of teachers who gave the highest two responses to this question. The percentages of response determined the placement of schools within Table 20 below.

There are other available measures of classroom implementation. Coaches were asked how many content-area teachers “tried using the SLIC methods in their classrooms,” and how many “incorporated it in their regular practice.” The number of content teachers in each category was divided by the number of teachers at the school. Using the “tried using SLIC” criteria, at one

school (13%) less than 20% of teachers had tried SLIC methods, at five schools (63%) 20-60% of teachers had tried SLIC, and at one school (13%) more than 60% of teachers had tried SLIC methods. However, far fewer content-area teachers implemented SLIC as part of their regular practice, and this may be the most accurate measure of the level of fidelity of implementation the coaches, leadership, and developers hope to see.

Table 20. Level of Implementation of Whole-School SLIC (Coach PD Participation), by School (n=8), Year 2 (2007-08)

| | <u>% (#) of schools</u> |
|------------------|-------------------------|
| Low (<1.5) | 0 |
| Medium (1.5-2.5) | 25% (2) |
| High (>2.5) | 75% (6) |

Note: PD=Professional Development

Year 1-Year 2 Implementation

The amount of professional development provided to content-area teachers increased from Year 1 to Year 2, and more content teachers were reached by the program and involved in sustained work with program personnel. However surveys suggest that there was more interest in the program than developers and coaches were able to support in Year 2, and a couple of targeted SLIC teachers began to provide additional support to their colleagues in a variety of content areas. As in Year 1, primary interest was expressed by Science and History teachers, and in Year 2 English teachers joined them, as instruction about narrative text became a more common feature in SLIC demonstration lessons. Resistance to the program occurred at some schools, although at schools continuing with the program from Year 1, especially those with continuing coaches, resistance was much less pronounced than in Year 1.

Classroom implementation was not quantitatively measured in Year 1, although implementation was assessed through qualitative measures to be low both in fidelity and level of implementation. Although there were no comparable measures in Years 1 and 2, it is likely that classroom implementation expanded considerably in Year 2, but was not as robust as leadership anticipated it might be.

Challenges to implementation continued, and included levels of site leadership support at some schools, site staff resistance in a couple of schools, SLIC staff turnover between Years 1 and 2, and substantial demands on the time of district leadership, developers, and coaches from

development of the SLIC assessment. However, the developers were present much more in Year 2 than Year 1, the professional development materials were more extensive and better developed, and for the most part the coaches remaining with the program deepened their connections with the school sites, which facilitated their work. It is anticipated that work in Year 3 will build on the work in Years 1 and 2.

Middle School/High School Differences in Implementation Fidelity

As noted above, there was somewhat higher implementation of the whole-school SLIC program in high schools than in middle schools. Tables 21 and 22 show the participation levels at middle and high schools at any amount, and at expected amounts. There was greater interest in SLIC and greater program participation by content teachers at the high school level than among middle school content teachers. Among non-SLIC teachers responding to the Spring 2008 survey, 47% of high school teachers and 28% of middle school teachers agreed or strongly agreed that they “understand what the SLIC model is” and 39% of high school and 28% of middle school teachers agreed or strongly agreed that they received training that would enable them to bring SLIC to their classrooms. This pattern is consistent across a series of questions, and 35% of high school teachers and 17% of middle school teachers agreed or strongly agreed that they had “made specific plans for bringing the SLIC model to my classroom.”

Table 21. Level of Implementation of Whole-School SLIC by Content-Area Teacher Participation at Any Amount (schools=8), Year 2 (2007-08)*

| | <u>Inputs</u> | | | | |
|-----------------------|------------------------------|-------------------|----------------------|-------------|-------------------|
| | “Whole-School PD” (% (#)) | “Content-Area PD” | “Individual Support” | Total Hours | Classroom Model** |
| <u>Middle Schools</u> | | | | | |
| < 20% | 50% (2) | 75% (3) | 75% (3) | 25% (1) | 50% (2) |
| 20%-60% | - | 25% (1) | - | 25% (1) | 50% (2) |
| >60% | 50% (2) | - | - | 50% (2) | - |
| <u>High Schools</u> | | | | | |
| < 20% | 25% (1) | - | - | - | 25% (1) |
| 20%-60% | 50% (2) | 25% (1) | 75% (3) | 25% (1) | 50% (2) |
| >60% | 25% (1) | 75% (3) | 25% (1) | 75% (3) | 25% (1) |

*Cell values reflect the percentage (and number) of schools where the percentage of teachers participating at the expected amount fell within a given percentage range.

** Cell values represent the percentage (and number) of schools where the percent of teachers responding to the post-survey by agreeing or strongly agreeing that they “have made specific plans” to implement the program in their classrooms fell within the given percentage range.

Table 22. Level of Implementation of Whole-School SLIC by Content-Area Teacher Participation at Expected Amount (schools=8), Year 2 (2007-08)*

| | <u>Inputs</u> | | | | |
|-----------------------|------------------------------|-------------------|----------------------|-------------|-------------------|
| | “Whole-School PD” (% (#)) | “Content-Area PD” | “Individual Support” | Total Hours | Classroom Model** |
| <u>Middle Schools</u> | | | | | |
| < 20% | 100% (4) | 75% (3) | 75% (3) | 75% (3) | 50% (2) |
| 20%-60% | - | 25% (1) | 25% (1) | 25% (1) | 50% (2) |
| >60% | - | - | - | - | - |
| <u>High Schools</u> | | | | | |
| < 20% | 75% (3) | - | 25% (1) | 50% (2) | 25% (1) |
| 20%-60% | 25% (1) | 100% (4) | 75% (3) | 50% (2) | 50% (2) |
| >60% | - | - | - | - | - |

*Cell values reflect the percentage (and number) of schools where the percentage of teachers participating at the expected amount fell within a given percentage range.

** Cell values represent the percentage (and number) of schools where the percent of teachers responding to the post-survey by agreeing or strongly agreeing that they “have made specific plans” to implement the program in their classrooms fell within the given percentage range.

In responding to the question on the teacher post-survey administered in Spring 2008, “Has your instructional practice changed as a result of your school’s participation in the Striving Readers/SLIC program? If so, how? If not, why?”, the ratio of positive to negative (e.g. “no”) answers given by high school teachers was 2 to 1 (33/16), in contrast to a 1 to 3 (7/25) ratio of positive/negative responses given by middle school teachers. Several high school teachers offered examples of changes in their practice, including, “more small group instruction,” “tool to help EL kids,” “more on academic language,” “now use a variety of ways to teach content,” “making the math textbook more accessible,” “better at giving feedback, more conscious of giving explicit language instruction,” “ask more high level questions,” “I promote critical thinking more,” and “efforts are now geared toward making students less dependent on me.” In

contrast, middle school teachers more often gave reasons why their practice had not changed, such as “no. I teach what the program is, have been doing so for many years,” “no, I use ‘SLIC’ strategies in my daily teaching,” “no, not enough training,” “no, math teacher – limited reading and writing time.” Middle and high school teachers gave some of the same negative and positive answers, but there were simply more of the positive responses from high school teachers, and they reflected a somewhat broader interpretation of what the program is about.

At the same time, confidence about teaching reading and writing was higher among middle school teachers than among high school teachers, and this was consistent on both the fall and spring surveys. In response to the statement “I feel confident in teaching my students how to read in my content area,” 54% of high school teachers and 73% of middle school teachers agreed or strongly agreed, and a parallel question about confidence in teaching writing yielded 74% of middle school teachers and 55% of high school teachers expressing agreement or strong agreement. It is possible that confidence in their current content literacy practice is one reason for the lower interest in SLIC among middle school teachers. The teacher surveys also included questions about the frequency of instruction in program-related practices such as previewing text features, taking notes, writing coherent paragraphs, and so forth, and the responses given by middle school teachers generally reflected a higher frequency of instruction in these strategies.¹¹ This was the case even at schools where the program’s reach was, according to interviews, quite limited, and some teachers responding to an open ended question wrote that SLIC practices are not new.

Thus in the second year of the program, high school content teachers claim greater interest in and understanding of SLIC and offer more examples of changes in their practice associated with SLIC, identifying some broad literacy goals and approaches in addition to specific literacy strategies. Middle school content teachers indicate less interest in SLIC and express greater confidence in their reading and writing instruction, and appear to implement concrete elements of the curriculum at higher levels. It is possible that these differences in the attitudes of middle and high school teachers underlie the different degrees of implementation, however, it is equally possible that differences in attitudes are the result of different levels of PD participation, so that middle school teachers, who have lower exposure to PD, may view SLIC as consisting *only* of the concrete strategies that they already employ, strategies such as previewing text features and note-making. More years of data will be needed to see if the survey responses are stable over time and are supported by other data sources, and if the attitudes continue to co-vary with implementation. The degree to which the practices of middle and high school teachers center on expanding comprehension will be explored further next year through case studies and observations in content classes.

¹¹ A comparison of middle and high school student surveys also indicate more instruction in text features and note taking in middle schools than in high schools.

While whole-school implementation increased in Year 2, it is unlikely that it reached a level that would allow impacts on students to be measurable. However, it is conceivable that the increased salience of literacy for some content teachers and in scattered content classes might have marginally affected students participating in the targeted intervention.

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APPENDIX A: IMPACT ANALYSIS METHODS

Decision Rules for Inclusion/Exclusion of Covariates

Inclusion of covariates in the study design may help to reduce possible selection bias in teacher and/or school selection. We identified pool of candidate variables (e.g., baseline pre-test scores – DRP, CST-ELA, CELDT, parent education as proxy for students socioeconomic status) based on educational research theories, research literature, and experience in working with the SDUSD. These variables were a priori selected to always be in the model (e.g., baseline test score).

Following suggestions from Abt (Cris Price, From Data to Analysis: Common Issues across Sites, Striving Readers Local Evaluator conference, March 21-22, 2007), we used the following process:

1. Identified pool of candidate variables (e.g., baseline pre-test scores – DRP, CST-ELA, CELDT, parent education as proxy for students socioeconomic status) based on educational research theories, research literature, and experience in working with the SDUSD.
2. Specified how each covariate would be coded.
3. Identified a priori a set of selected variables that would always be in the model (e.g., baseline test score).
4. Performed sensitivity analysis to ensure that the magnitude and significance of the estimated treatment effect was not highly dependent upon the decisions to exclude or include certain covariates.

Model Specification

To assess the effect of the SLIC program on each of the student outcomes described above, six similar statistical models were estimated for the sample of students randomly assigned to treatment (in SLIC) or control (not in SLIC). If random assignment worked perfectly and all observations were independent from one another, the difference in the mean values for treatment and control would be the unbiased estimator of the effect of SLIC. Since the first assumption is not particularly strong, covariates are included to control for confounding variables that may be unbalanced due to imperfect random assignment. Since the assumption of independence is also not particularly strong in this case, a hierarchical linear model (HLM) is fit in order to allow for correlation of errors due to students being clustered by schools.

For each outcome variable, the statistical model is

$$y_{ij} = B_1 + B_2 x_{ij} + \zeta_{1j} + \alpha K + \varepsilon_{ij} \quad (1)$$

where y_{ij} is the outcome of interest for student i in school j , B_1 is the intercept, x_{ij} is the treatment (1) or control (0) assignment of student i in school j , ζ_{1j} is a random intercept component, α is a vector of coefficients for a matrix of covariates K , and ε_{ij} is the transitory error term as in a standard regression.

For the CST-ELA, DRP, and student motivation models, the covariates included a measure of the dependent variable for the previous year (pre-test), a binary indicator variable for the student's gender, an indicator of parent education as a proxy for socio-economic status, and a binary indicator variable for English learner status. In the analyses of standardized test scores, students were pooled by years of exposure to treatment or control rather than by school year. Since some students in the CST-ELA and DRP analyses experienced their first year of exposure to treatment or control in the first year of the study and others experienced their first year of exposure in the second year of the study, a binary indicator for students in the first year of the study is included in these analyses. Also, to account for differences between grade levels, grade level indicators for 8th, 9th, and 10th grade students (with 7th grade students as the comparison group) are included.

For the CAHSEE, covariates were the same, except no pre-test was used. Since all students with available CAHSEE data received their first year of exposure in the second year of the study, and grade level was more constant among these samples, the indicator variables for grade level and cohort were not needed. Specific estimates for the covariates and random components are given in Appendix D.

Missing Data

Missing data were a problem for many of the covariates included in these models. To avoid bias due to list-wise deletion, missing values were imputed using multiple imputation procedures. Multiple imputation involves creating multiple complete datasets using regression-based estimates of the missing values. In each of these complete datasets the observed values are the same but the missing values vary to reflect the uncertainty of the estimates.

Reported regression estimates are combined from regressions run on each of the imputed datasets. Let $\bar{\beta}$ be the multiple imputation point estimate of the regression coefficients from m imputed datasets, β_j ($j= 1, \dots, m$). As proposed by Rubin (1987), the point estimates of the regression coefficients are simply the mean of the point estimates from the independent regressions

$$\bar{\beta} = \frac{1}{m} \sum_{j=1}^m \beta_j. \quad (2)$$

Let $SE(q_i)^2$ be the squared standard error of q from the imputed dataset j . The imputed standard errors are the mean of the standard errors from the independent regressions plus the product variance of the regression coefficients and a correction factor for the number of imputations

$$SE(q)^2 = \frac{1}{m} \sum_{j=1}^m SE(q_i)^2 + S_q^2 \left(1 + \frac{1}{m}\right). \quad (3)$$

Five multiply imputed datasets were created for each model, and parameter estimates were combined using the above formulas. Table A1 displays the percent missing for all covariates that were imputed before analyses and the means and standard deviations for each variable before and after imputation.

Table A1 shows the response rates for selected test measures for students in the targeted SLIC and control groups. Table A2 represents the amount of missing data for the selected covariates and means and standard deviations before and after using multiple imputation procedures to account for missing data. Percent missing on pre-tests differ from the response rates because observations with missing post-tests were deleted and only the remaining missing pre-tests were imputed.

Table A1. Response Rates for Selected Tests

| Variable | Treatment (Targeted SLIC) | | Control | | Total | |
|-------------|---------------------------------|-------------|------------|-------------|------------|-------------|
| | <u>Pre</u> | <u>Post</u> | <u>Pre</u> | <u>Post</u> | <u>Pre</u> | <u>Post</u> |
| CST- ELA | 96.36 | 78.15 | 96.4 | 79.38 | 96.38 | 78.78 |
| DRP | 76.2 | 76.72 | 74.22 | 77.58 | 75.17 | 77.16 |
| CELDT | -- | 84.58 | -- | 86.49 | -- | 85.49 |

Note: CST-ELA=California Standards Test-English Language Arts (CST-ELA), DRP=Degrees of Reading Power, CELDT=California English Language Development Test

Table A2. Report on Missing Data for Imputed Variables

| Variable | % Missing | Mean (SD) Before Imputation | Mean (SD) After Imputation |
|--|-----------|-----------------------------|----------------------------|
| CST Pre-Test | 0.79 | 297.91 (27.90) | 297.73 (28.06) |
| DRP Pre-Test | 18.84 | 39.86 (10.06) | 40.66 (10.11) |
| Motivation Lag | 32.1 | 33.80 (9.23) | 33.65 (9.31) |
| Parent Ed. | 8.9 | 13.88 (1.36) | 13.88 (1.36) |
| EL Status (Proportion of English Learners) | 20.8 | 0.28 | 0.28 |

Note: Values in columns 2 and 3 are sample means, with standard deviations in parentheses. Means and standard deviations after imputation are average sample means from each of five imputed datasets. CST-ELA=California Standards Test-English Language Arts (CST-ELA), DRP=Degrees of Reading Power,

APPENDIX B: SURVEY ITEMS IN STUDENT MOTIVATION SCALE

1. "I have the ability to complete my work and do well in school."
2. "I care about rewards (grades, awards, etc.) that I get at school for my work."
3. "I feel supported and respected by other students at my school."
4. "I have many opportunities to ask teachers questions about my work"
5. "I place a high value on learning"
6. "I put forth a great deal of effort when doing my school work."
7. "I think the things I learn at school are useful."
8. "I feel safe at school."
9. "My teachers believe I can do well in their classes."
10. "Overall, people at school accept me for who I am."
11. "If I were choosing a school again, I would still choose this one."
12. "I am satisfied with my classes."

APPENDIX C: SDUSD PERFORMANCE GOALS – TARGETED SLIC INTERVENTION

The SDUSD identified several performance outcomes for the students participating in the targeted SLIC intervention. The evaluation team analyzed these performance outcomes cross-sectionally by calculating the percentage of SLIC intervention students who met these outcomes, by grade (as applicable) and for Year 1 (2006-07) and Year 2 (2007-08). For purposes of determining enrollment, all students who received random assignments for a given year and who ended up in a targeted SLIC class are treated as part of intervention enrollment, regardless of their actual assignment. All students given random assignments and enrolled at the same school are treated as part of control enrollment.

Goal 1. 100% middle school students make 2+ years growth in independent reading level per year enrolled (DRP).

| <u>Actual performance</u> | | <u>Goal met?</u> | |
|---------------------------|---------------|------------------|---------------|
| <u>Year 1</u> | <u>Year 2</u> | <u>Year 1</u> | <u>Year 2</u> |
| 27.4% | 22.5% | No | No |

Note: DRP=Degrees of Reading Power

Goal 2. 100% high school students make at least 2+ years growth in reading level per year enrolled (DRP).

| <u>Actual performance</u> | | <u>Goal met?</u> | |
|---------------------------|---------------|------------------|---------------|
| <u>Year 1</u> | <u>Year 2</u> | <u>Year 1</u> | <u>Year 2</u> |
| 19.2% | 27.7.0% | No | No |

Note: DRP=Degrees of Reading Power

Goal 3. 100% of students will make yearly progress of at least one sublevel within a performance level until they reach “proficient.”

| | <u>Actual performance</u> | | <u>Goal met?</u> | |
|-------|---------------------------|---------------|------------------|---------------|
| | <u>Year 1</u> | <u>Year 2</u> | <u>Year 1</u> | <u>Year 2</u> |
| Grade | | | | |
| 7 | 54% | 52% | No | No |
| 8 | -- | 43% | No | No |
| 9 | 61% | 62% | No | No |
| 10 | -- | 31% | No | No |

Note: California Standards Test-English Language Arts (CST-ELA). The district has defined sublevels by dividing each performance level into equal thirds. Students already at “proficient” or higher on the pre-test are not included in this analysis.

Goal 4. 100% English learners will increase their oral proficiency level (OPL) by one proficiency level each year until reach advanced or are reclassified as Fluent English Proficient (FEP) (CELDT).

| | <u>Actual performance</u> | | <u>Goal met?</u> | |
|--|---------------------------|---------------|------------------|---------------|
| | <u>Year 1</u> | <u>Year 2</u> | <u>Year 1</u> | <u>Year 2</u> |
| | 27.9% | n.a. | no | n.a. |

Note: CELDT=California English Language Development Test. Post-test data are for the fall administration following the given study year.

Goal 5. 100% will show positive attitudes toward reading, writing and perceptions of self as students.

| <u>Survey Item</u> | <u>Actual</u> | <u>Goal met?</u> | <u>Actual</u> | <u>Actual</u> |
|---|--------------------|------------------|--------------------|--------------------|
| | <u>performance</u> | | <u>performance</u> | <u>performance</u> |
| | <u>Year 1</u> | <u>Year 2</u> | <u>Year 1</u> | <u>Year 2</u> |
| I like reading. | n.a. | 32.7% | n.a. | No |
| I like writing. | n.a. | 48.0% | n.a. | No |
| I have the ability to complete my work and do well in school. | n.a. | 62.0% | n.a. | No |

Note: Data come from survey administered to students in all grades at study schools. Percentages represent responses in the top 2 categories of 5-point scales rating level of agreement with the statements in the table.

**APPENDIX D: IMPACT OF TARGETED SLIC INTERVENTION ON STUDENTS
(INDIVIDUAL REGRESSION ANALYSES)**

Table D1. California Standards Test -- Summary of Model Results

| <u>Parameter</u> | <u>Full Sample</u> | <u>English Learners</u> | <u>Middle Schools</u> | <u>High Schools</u> |
|------------------|---------------------|-------------------------|-----------------------|---------------------|
| Intercept | 107.60** (13.37) | 100.38** (22.20) | 71.33* (16.14) | 116.20** (13.41) |
| Treatment | 2.23 (1.59) | 1.51 (2.65) | 1.87 (2.10) | 2.23 (1.62) |
| Pre-Test | 0.69** (0.03) | 0.63** (0.05) | 0.76** (0.04) | 0.70** (0.03) |
| Female | 1.56 (1.63) | -0.59 (2.70) | 2.17 (2.15) | 1.36 (1.65) |
| English Learner | -10.95** (1.99) | --- | -9.19** (2.41) | -10.59** (1.97) |
| Parent Education | -0.39 (0.62) | 0.57 (1.08) | 0.75 (0.80) | -0.57 (0.63) |
| Cohort Dummy | -3.67 (3.22) | 0.92 (5.46) | -3.01 (2.93) | --- |
| 8th Grade | -9.16** (2.89) | -6.28 (4.32) | -9.50** (2.68) | --- |
| 9th Grade | 18.56** (6.26) | 19.02** (6.79) | --- | --- |
| 10th Grade | -8.66 (6.15) | -4.27 (10.24) | --- | -25.18** (2.50) |

Notes: Values are parameter estimates from hierarchical linear models, with standard errors in parentheses. ‘*’ denotes $p < .05$ and ‘**’ denotes $p < .01$.

Table D2. Degrees of Reading Power -- Summary of Model Results

| <u>Parameter</u> | <u>Full Sample</u> | <u>English Learners</u> | <u>Middle Schools</u> | <u>High Schools</u> |
|------------------|--------------------|-------------------------|-----------------------|---------------------|
| Intercept | 24.08** (2.76) | 20.16** (4.81) | 21.65** (3.46) | 29.60** (5.35) |
| Treatment | 0.80 (0.43) | 0.50 (0.78) | 0.24 (0.57)** | 1.62** (0.75) |
| Pre-test | 0.59** (0.03) | 0.42** (0.05) | 0.54 (0.04) | 0.63** (0.05) |
| Female | -0.95* (0.48) | -1.23 (0.79) | -0.96 (0.58) | -0.77 (0.74) |
| English Learner | -2.55** (0.56) | --- | -2.64** (0.65) | -2.04 (0.97) |
| Parent Education | -0.24 (0.17) | 0.24 (0.31) | 0.07 (0.22) | -0.70 (0.27) |
| Cohort Dummy | 1.03 (0.86) | 3.80** (1.48) | 1.15 (0.84) | --- |
| 8th Grade | 0.37 (0.75) | 2.86* (1.24) | 0.51 (0.76) | --- |
| 9th Grade | 1.95 (1.01) | 3.91** (1.06) | --- | --- |
| 10th Grade | 2.57** (1.31) | 1.33** (9.40) | --- | 0.85** (1.35) |

Notes: Values are parameter estimates from hierarchical linear models, with standard errors in parentheses. ‘*’ denotes $p < .05$ and ‘**’ denotes $p < .01$.

Table D3. CAHSEE -- Summary of Model Results

| Parameter | Full Sample | English Learners |
|------------------|------------------|------------------|
| Intercept | 1.70** (0.33) | 7.92** (1.57) |
| Treatment | 0.02 (0.06) | 0.00 (0.17) |
| Female | -0.06 (0.06) | -0.26 (0.18) |
| English Learner | -0.33* (0.14) | --- --- |
| Parent Education | -0.08* (0.02) | -0.52* (0.11) |

Notes: Values are parameter estimates from hierarchical linear models, with standard errors in parentheses. '*' denotes $p < .05$ and '**' denotes $p < .01$. CAHSEE=California High School Exit Exam.

Table D4. Student Motivation -- Summary of Model Results

| <u>Parameter</u> | <u>Full Sample</u> | <u>English Learners</u> | <u>Middle Schools</u> | <u>High Schools</u> |
|------------------|--------------------|-------------------------|-----------------------|---------------------|
| Intercept | 12.67** (3.89) | 32.63** (8.03) | 12.67* (5.51) | 12.648** (4.476) |
| Treatment | 0.11 (0.63) | -0.58 (1.40) | -0.55 (0.98) | -0.091 (1.04) |
| Motivation Lag | 0.49** (0.04) | 0.37** (0.08) | 0.45** (0.06) | 0.55** (0.07) |
| Gender | -0.77 (0.69) | -1.70 (1.47) | -1.76 (0.96) | 0.40 (0.81) |
| English Learner | 0.34 (0.79) | --- --- | 0.26 (1.13) | 1.27 (1.08) |
| Parent Education | 0.31 (0.25) | -0.75 (0.54) | 0.45 (0.35) | -0.05 (0.30) |
| 8th Grade | -0.44 (0.94) | -1.11 (2.01) | -0.64 (1.06) | --- --- |
| 9th Grade | -1.73 (0.83) | -1.77 (1.66) | --- --- | --- --- |
| 10th Grade | 1.65 (0.95) | --- --- | --- --- | 3.72 (0.96) |

Notes: Values are parameter estimates from hierarchical linear models, with standard errors in parentheses. ‘*’ denotes $p < .05$ and ‘**’ denotes $p < .01$.

APPENDIX E: TARGETED IMPLEMENTATION FIDELITY

Inputs

Using reported and observed data on all of these forms of professional development, adequacy levels for professional development were determined for each intervention teacher and intervention coach. These levels are based on the following scales:

Teacher PD Participation^{*}

1 = less than 120 hours/year [adequacy = low]

2 = 120-160 hours/year [adequacy = medium]

3 = more than 160 hours/year [adequacy = high]

Coach PD Participation^{**}

1 = less than 80 hours/year [adequacy = low]

2 = 80-150 hours/year [adequacy = medium]

3 = more than 150 hours/year [adequacy = high]

For the targeted intervention, a measure of support that site coaches provide to intervention teachers is based on estimates of the number of hours the coach spent with a teacher over the

* Based on expectations stated in the Year 1 Implementation Report, full implementation would require approximately 200 hours of professional development for targeted intervention teachers. Cutpoints of 60 and 80% of this total are used here. For two teachers who split the academic year roughly in half, compliance levels are estimated based on reaching 50% of these cutpoints.

** Based on expectations stated in the Year 1 Implementation Report, full implementation would require approximately 190 hours of PD for coaches. Cutpoints of 40 and 80% of this total are used here. For one coach who was hired in November of Year 1, implementation is based on 100% of the yearlong expectations, as no other coach was at the site.

** Based on expectations stated in the Year 1 Implementation Report, full implementation would require approximately 190 hours of PD for coaches. Cutpoints of 40 and 80% of this total are used here. For one coach who was hired in November of Year 1, implementation is based on 100% of the yearlong expectations, as no other coach was at the site.

course of the year, typically in meetings between the coach and one or more intervention teachers to debrief lessons, examine student work, and plan upcoming lessons. Adequacy levels for coach-teacher support were determined for each targeted intervention teacher based on the scales below:***

Coach-to-Teacher Support

1 = less than 216 hours/year [adequacy = low]

2 = 216-288 hours/year [adequacy = medium]

3 = more than 288 hours/year [adequacy = high]

Classroom Model

Fidelity to the program model of classroom instruction is based on the sum of five equally weighted components of instruction, each of which represents an important pedagogical expectation of the program. A rough description of how each component was measured follows.

Coverage of curriculum: With respect to coverage of the SLIC curriculum, one point was awarded to each school because SLIC was the exclusive class curriculum. Teachers were given up to 1.5 points on the basis of material from interviews, surveys, and observations (up to .5 points given for each source). An additional .5 points were given if coverage of the more “global” or abstract elements of the curriculum were taught thoroughly.

Use of grade-level texts: A sample of texts used in instruction and gathered during the evaluation team’s observations was analyzed using Flesch-Kincaid Readability Test. These scores were subtracted from the actual grade level of each class and the absolute differences were averaged across sites. Schools with average grade-text discrepancies of 2 grade levels or more were given a 1, those less than 2 but at least 1 were given a 2, and those with discrepancies less than 1 were given a 3. In general, use of texts above grade level was as much of a problem as use of texts below grade level.

Scaffolding to independence: Teachers’ scaffolding students to independent literacy practice was assessed through classroom observation data on 3 aspects of instruction: the proportion of

*** Based on expectations stated in the Year 1 Implementation Report, full implementation would require approximately 360 hours of direct teacher-coach support over the course of the year. Cutpoints of 60 and 80% of this total are used here. For two teachers who split the academic year roughly in half compliance levels are estimated based on reaching 50% of these cutpoints.

class time the teacher spent on modeling literacy practices; the proportion of class time students had for independent practice; and the proportion of independent work time in which teachers circulated among and consulted with students individually.

Assessment of Needs/Differentiated Instruction: Assessment constitutes half of the calculation of assessment-differentiation, with another 1.5 points available for differentiation of instruction to respond to students' needs. Based on the large amount of work spent on assessing student work in Year 2, each school was given full points for analysis of assessments and student work. The remaining 1.5 points were awarded for differentiation, and information on differentiation came from surveys, interviews, and observations. The 1.5 points were equally divided between SLIC classes at each school, and classes where differentiation was observed or reported were awarded that portion of the points. Schools with a SLIC/ EL class received an additional .2 to .22 points, and up to .3 points were given for coaching support for differentiation. New schools and schools with new teachers and teachers new to SLIC had up to .2 points subtracted when the new teachers struggled with how to implement differentiation.

Metacognition: Metacognition is a diffuse characteristic of the type of instruction sought by the program. It is assessed here on a 10-point scale, based on data from classroom observations, scaled down to 3 points when pooled with the other components of instruction. 4 points are the product of, on the one hand, the distribution of teacher's questioning across time and students and, on the other hand, the type of questioning, with the greatest emphasis on process questioning being given the highest rating. Two more points are based on individual ratings of "higher order" questioning and the teacher's probing of student responses. One point is based on the use of literacy journals in class. The remaining 3 points are based on a rating of how much the teacher encourages students to monitor their own progress.

Site-level fidelity scores are based on the average of intervention-teacher scores, which are comprised of The table below shows how fidelity scores would be calculated at a hypothetical site with 2 teachers, one of which taught 2 classes (Teacher 1), the other of which taught 3 (Teacher 2).

Teacher-Level and Site-Level Fidelity Ratings by Inputs and Classroom Instruction (Targeted Intervention)

| | | Coach-to-Teacher Support | | | | |
|------------------------|--|---|---|-------------------------------------|--------------------------|----------------------|
| | A. Teacher PD Participation* | <i>Direct</i> (“Coach-to-Teacher Support”) | <i>Indirect</i> (“Coach PD Participation”) | B. Average Coach-to-Teacher Support | C. Classroom Instruction | Total Fidelity Score |
| | Rating | Rating | Rating | Average Rating | Rating | |
| School 1 | | | | | | |
| <i>teacher 1</i> | Teacher 1 Score | Teacher 1 Score | Coach Score | Teacher 1 Score | Teacher 1 Score | $A + B + C / 3$ |
| <i>teacher 2</i> | Teacher 2 Score | Teacher 2 Score | Coach Score | Teacher 2 Score | Teacher 2 Score | $A + B + C / 3$ |
| <i>Site score</i> | $(\text{Teacher 1 Score} \times 2) + (\text{Teacher 2} \times 3)$ 5 | See Column 1. | Coach Score | See Column 1. | See Column 1. | $A + B + C / 3$ |
| School 2, etc. | | | | | | |
| <i>teacher 1, etc.</i> | | | | | | |

Whole-School Implementation Fidelity Measures: Professional Development/Support

The Year 1 Implementation Report suggests that content-area teachers at participating intervention schools should participate in a minimum of 1) 15-20 hours of “Whole-School/Cross-site conferences”; 2) 8 hours of “Small group, content-area seminars”; and 3) 8 hours of “Individual/in class support.” On average these expectations were met much less than expectations for implementation of the targeted intervention.

In practice, it was not always possible to distinguish, for a given segment of professional development/support, which of the three categories of expectations for whole-school implementation was being met. Therefore, tables in the report present both category-specific estimates of total PD/support hours received by teachers at a given site and estimates of total hours of PD/support received. When sessions seemed to cross categories of expected PD/support, time was evenly divided among the categories. (For instance, a 4-hour session that provided both an overview of the intervention and discussion of content-specific literacy needs would count as 2 hours of “whole-school conference” and 2 hours of “content-area seminar.”)

Based on these guidelines, expected amounts of PD/support for content-area teachers were estimated as:

more than 14 hours of “whole-school” PD, which included any PD with the primary purpose of presenting general goals or practices of the intervention;

more than 7 hours of “content-area” PD, which included PD provided to teachers in one content area, focused on the individual literacy needs of that area;

more than 7 hours of “individual/in-class support,” which included classroom observations, lesson-planning, and other individual-level support; and

more than 27 hours of total PD/support.

APPENDIX F: PROGRAM EXPOSURE, YEARS 1 AND 2

Time Allotted for Intervention Classes

SLIC is a supplemental class that students take in place of an elective class. There are exceptions to that, and two schools had control classes in Year 1, and three schools had control classes in Year 2. (Only one of the Year 1 schools kept its control class in Year 2). The time allotted to the intervention class varied by school, and the tables below display the average minutes per day that students could spend in SLIC classes in Years 1 and 2.

| Year 1 Intervention Classes: Average Minutes per Day | | | | | |
|--|---|---------|-------|---------|---------|
| School level | N | average | SD | minimum | maximum |
| middle school | 3 | 58.27 | 18.19 | 44.49 | 78.89 |
| high school | 2 | 47.72 | 8.39 | 41.79 | 53.66 |
| total | 5 | 54.05 | 14.71 | 41.79 | 78.89 |

| Year 2 Intervention Classes: Average Minutes per Day | | | | | |
|--|---|---------|-------|---------|---------|
| School level | N | average | SD | minimum | maximum |
| middle schools | 4 | 56.34 | 18.19 | 42.60 | 78.50 |
| high schools | 4 | 47.69 | 7.23 | 41.39 | 54.26 |
| total | 8 | 52.0 | 12.09 | 41.43 | 78.5 |

Student Attendance

Year 1 Attendance: Three middle schools participated in SLIC in Year 1. Averages for school attendance were taken from the School Accountability Report Cards (SARC) for 2006-07 retrieved April 9, 2009 from <http://studata.sandi.net/research/sarcs/index.asp>. There was no SARC report for one of the middle schools in Year 1. Therefore, the average middle school attendance for Year 1 is based on the two schools for which we have data. Middle school attendance was calculated as (school 1 average annual

attendance + school 2 average annual attendance)/2 and was 95.3%. The Year 1 high school average was calculated in the same way, and was 94.8%.

Year 2 Attendance: The SDUSD was able to provide the average annual attendance for each student enrolled in intervention and comparison schools for Year 2. The average attendance for each student is defined as the percent of days the student was present of the days they were enrolled at that school. In the tables below, the average middle school attendance is the average “percent present” for all middle school students at intervention schools rather than the average of school attendance averages. The Year 2 calculation is weighted by student rather than by school. To provide figures comparable to Year 1, we also used the data provided by SDUSD to calculate the mean attendance for middle schools (the average of school averages), which was 95.4. The average attendance (average of school averages) for intervention high schools was 93.3.

At both the middle and high school levels, the average attendance for SLIC students appears to be slightly lower than the average attendance for control students. Attendance for those students who are ineligible for SLIC is higher still. When presented by grade level, control students have average attendance that is equal to or slightly higher than SLIC student attendance, and the attendance for ineligible students is slightly higher than for either SLIC or control students in grades 7 and 9, but not grades 8 and 10.

| Year 2: Average of Percent Present* - Targeted Intervention | | | | |
|---|-------|---------|---------------------|-------|
| School level | SLIC | Control | Ineligible Students | Total |
| middle school students | 94.58 | 95.07 | 95.54 | 95.36 |
| high school students | 91.6 | 93.15 | 93.49 | 93.27 |
| middle & high | 93.18 | 94.11 | 94.39 | 94.22 |

*Percent of days enrolled that student was present

| Year 2: Average of Percent Present* | | | | |
|-------------------------------------|---------------|---------|---------------------|--------|
| | Y2 assignment | | | |
| Grade | SLIC | Control | Ineligible Students | Total |
| 6 | -- | -- | NA | NA |
| 7 | 95.01% | 95.01% | 95.70% | 95.43% |
| 8 | 94.07% | 95.17% | 95.05% | 94.91% |
| 9 | 90.61% | 92.07% | 92.31% | 91.93% |
| 10 | 93.76% | 95.14% | 93.00% | 93.40% |
| 11 | -- | -- | NA | NA |
| 12 | -- | -- | NA | NA |
| Grand Total | 93.18% | 94.11% | 94.31% | 94.21% |

*Percent of days enrolled that student was present

| Year 2: Average Days Enrolled | | | | |
|-------------------------------|--------|---------|---------------------|--------|
| School level | SLIC | Control | Ineligible Students | Total |
| middle school students | 166.42 | 168.37 | 166.12 | 166.44 |
| high school students | 160.68 | 165.59 | 160.68 | 161.59 |
| middle & high | 165.61 | 166.98 | 163.06 | 163.8 |

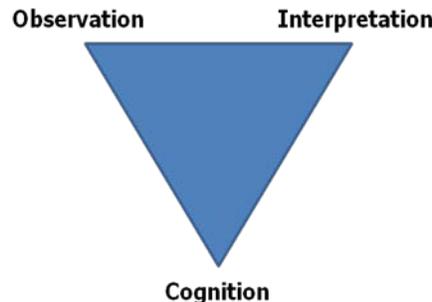
APPENDIX G: SLIC/BEAR ASSESSMENT REPORT

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The goal of this report is to respond to the questions raised by IES about the SLIC/BEAR assessment, specifically 1) how it was developed, 2) the skills it measures, 3) its psychometric properties, and 4) the manner in which data from non-SLIC schools would be analyzed. We begin by describing the BEAR system generally and how it fits within the assessment guidelines of the National Research Council (2001). Following, we describe how we adapted the assessment system to the SLIC project and the ways in which we are validating the measure. Finally, we address why we suggested data be collected in non-SLIC schools.

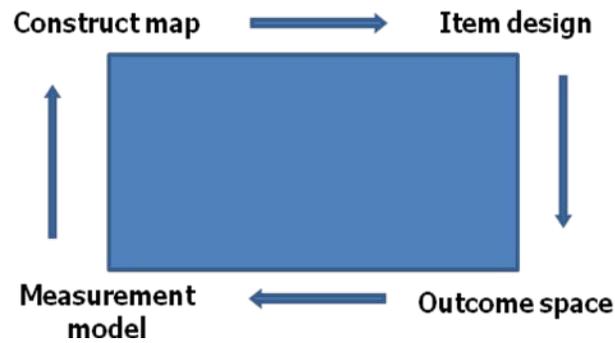
1. BEAR Assessment system

The National Research Council (NRC, 2001) posits that every assessment rests on three pillars: (1) a model of how students represent knowledge and develop competence in the subject domain, (2) tasks or situations that allow one to observe students' performance, and (3) an interpretation method for drawing inferences from the performance evidence. NRC suggested that these three elements can be expressed using the assessment triangle as below.



[FIG. 1] The National Research Council's assessment triangle

The BEAR Assessment System rests on NRC guidelines and is a comprehensive system for assessing, interpreting, and monitoring student performance. It provides a set of tools for teachers to: (1) assess performance on central concepts in a curriculum; (2) set standards of student performance; (3) track progress over time; and (4) provide feedback on student progress and the effectiveness of instructional materials and classroom instruction (Wilson & Sloane, 2000). To achieve these goals, the system rests on four principles similar to those outlined in the NRC report: (1) a developmental perspective of learning, (2) a match between instruction and assessment, (3) management by instructors to allow appropriate feedback, feed forward, and following up, and (4) the generation of quality evidence to make inferences (Wilson & Sloane, 2000). In the Bear Assessment System, these four principles are expressed as four building blocks we follow to create any assessment: a construct map, an items design, the creation of an outcome space, and a model for making inferences about student performance (a measurement model). The process is iterative; in fact we often move through all four steps several times in the process of designing and refining an assessment.



[FIG. 2] BEAR Assessment System

A **construct map** outlines the construct(s) that are to be assessed (i.e. reading comprehension). It is based on a developmental perspective of student learning that moves assessment away from “one-shot” testing situations and focuses on the process of learning and on an individual’s progress through that process. A necessary element of content validity is identifying what student progression looks like within a curriculum or a subject domain and how that learning is expected to unfold. It is also necessary to ensure the assessment is useful for instruction (instructional validity) (Wilson & Sloane, 2000). Our strategy for linking the assessment to student performance is to create a series of “progress variables” that define how learning within the subject develops. It is assumed that learning can be described and mapped as progress in the direction of qualitatively richer knowledge, higher order skills, and deeper understandings. In light of the SLIC curriculum, for example, we asked, what is the construct of “reading comprehension?” Furthermore, what constitutes “progress” in reading comprehension? How do you know the subject has been mastered? What are the steps that indicate mastery of the curriculum?

The **items design** is a framework for designing the tasks and items that will elicit specific kinds of evidence about student learning. The design of the items is based on the construct map and the ways in which progress has been identified. We aim to create items that tap into all levels of student knowledge. The items design, along with the creation of the progress variables, ensures that there is a match between instruction and assessment. This is a basic tenant of content validity (American Educational Research Association, American Psychological Association, & National Council on Measurement in Education, 1999): that the items on the test are sampled appropriately from a wide range of student abilities. Traditional testing practices (in high stakes as well as standardized tests) have long been criticized for oversampling items that assess only basic knowledge and ignoring more complex levels of understanding. Matching items with the construct and the progress variables ensures we will not fall into that trap and also ensures what is assessed is what is being taught in the curriculum.

The **outcome space** represents in detail the qualitatively different kinds of student responses that are elicited by the items. The outcome space maps the student responses to the items (i.e. multiple choice, short answer, or essay) onto the coded values that relate to the construct map. But it also encapsulates the role of the teacher in mediating and interpreting the responses and thus assessing student learning. Ideally the teachers will use the assessment information to inform and guide their teaching. Central to the BEAR

system is the creation of scoring guides, which are item-specific versions of the outcome space, and which include examples of scored student work. This helps teachers “see” progress in action and more deeply understand how to tailor their instruction accordingly. It is important to note, however, that our original construct map and progress variables may change once empirical evidence (both qualitative and quantitative) is collected. Our theory of student learning must be tested and fleshed out via the gathering of actual data.

Finally, **the measurement model** defines how inferences about student understandings are to be drawn from the scores. To do so, we use generalized forms of item response models. The output from these models provides estimates of student and school locations on the progress variables. Because the progress variables are directly related to the construct map, these estimated locations can be interpreted substantively. Here also, issues of technical quality are addressed. It is essential that assessments maintain standards of fairness (such as consistency and lack of bias). For example, using open-ended scoring guides requires procedures for gathering, managing, and scoring student work. Raters must score the work and to do so raises issues of consistency and reliability as well as time and cost. Furthermore, the traditional elements of test design such as validity and reliability studies must be carried out within the context of item response theory.

2. SLIC/BEAR assessment development and validation

Since the beginning of the partnership between San Diego Unified School District, Education Associates, and the BEAR team, we have developed each of the four building blocks of assessment design at least once and have moved back and forth between some building blocks several times as a method of refining and bringing into coherence the parts of the assessment system. We developed a construct map, developed initial items, created scoring guides, and ran some preliminary item response models. Based on these initial results, we re-visited the items, re-designed the scoring guides, re-scored student data, and are collecting the data to be able to do further analyses. The specifics of this process are outlined below.

1. **Development of construct map/progress variables.** McDonald and Thornley (2005) partnered with SDUSD to improve the literacy skills of struggling adolescent readers and writers. Based on conversations with Education Associates and SDUSD, the BEAR team identified several progress variables along the construct map of reading comprehension. For instance, at the upper level of the construct map (see end of this Appendix), students are expected to be able to read for deep understanding, synthesize information from multiple sources of text, infer vocabulary meaning from context, and have a critical appreciation of authorial intent and the choices authors make in crafting text (Brown, Wilson, Dray, & Lee, 2008; McDonald, Thornley, Staley, & Verdun-Davis, 2008). At the lower level, students are unable to identify surface features of the text, do not use context to understand unfamiliar vocabulary, and cannot pull together multiple sources of text to gain a cohesive sense of the meaning of a text. (See end of this Appendix.) As ongoing work, SDUSD, Education Associates, and the BEAR team have identified (and continue to do so) progress variables that outline

progression from these low anchor levels to the high ones. Using qualitative and quantitative analyses from data collected in 2007 and 2008, we have sought to identify the levels in between these two extremes. In this process, we have sought to figure out how we know, for example, that a student has mastered an understanding of the main idea, or what the levels of vocabulary knowledge would look like.

To answer these questions, we have moved iteratively between the development of the concept map, to developing items, to collecting data, to scoring data, then re-conceptualizing the concept map, re-scoring data, and re-designing items. One of the challenges of this work was that the data initially collected in SDUSD was obtained from SLIC students and these students were struggling readers who tended to score on the lower levels of the construct. For example, we had plenty of student scores that were incorrect in using surface features of the text, but very few who did so successfully. Therefore, we had no data about how the upper levels would look like or how the levels in between the upper and lower levels would be identified. Thus, we sought additional data from both New Zealand (from students who were familiar with the curriculum) and data from non-SLIC schools. Our assumption was that these new data, combined with the data from the SLIC schools, would give us a range of student responses that would help us to flesh out the missing construct levels. Not only does this serve to validate the measure, but it would also help us create an assessment that could be “scaled up” outside of SLIC because it would tap into a range of student ability levels. It would not be, in other words, an assessment designed only for struggling readers.

- 2. Items design and outcome space.** Once a preliminary construct map and progress variables were created, we began to create items. In this stage, we defined and articulated the skills and strategies of the progress variables and worked with SDUSD and Education Associates to develop appropriate items. Based on these conversations, we developed assessments in two genres: expository and persuasive text for four grades: 7th, 8th, 9th, and 10th. Generally, for each assessment the student reads a text chosen by Education Associates/SDUSD and answers 12 open-ended items designed to tap into their use of textual strategies, and their ability to synthesize information from multiple places within the text, vocabulary knowledge, etc. (i.e., the skills outlined in the construct map and the curriculum).

The open-ended outcome space was designed to enable us to identify students’ literacy strategies; the application of literacy strategies is a complex and creative task not possible to assess using multiple-choice items at this point in the maturation of the construct. The outcome space was also designed to make the assessment as useful and as formative as possible for teachers and students, as well as providing summative information. By utilizing scoring guides based upon one or two common, underlying outcome spaces, and by incorporating student responses into classroom materials, teachers can judge the progress of their students along the progress variables and make informed decisions about future instruction.

- 3. Interrater reliability and validation.** By moving iteratively through several cycles of items design, outcome space design, data collection, scoring, and analysis, we kept refining the SLIC assessments and, in particular, increased their reliability and validity. Eventually, multiple teachers will need to be able to use the assessment effectively. Since this involves scoring student work, it is important that the assessment is able to be scored reliably across time and context. For each wave of data collected (pretest, December benchmark, posttest) we conducted scoring training sessions with teachers and coaches. During the training, Education Associates and SDUSD explained the assessments and the concepts the items were designed to tap into, and scorers had the opportunity to score student work first together and then independently. These training sessions also served the purpose of gaining teacher and coach feedback about the items, the outcome spaces, and the scoring guides.

Once the data was scored, we analyzed the data using IRT techniques to assess interrater reliability. Using both qualitative and quantitative analyses, we revised items and scoring guides as needed. For example, based on IRT analyses of the Fall 2007 pretest, we had significant rater effects suggesting that the raters were not consistent in their scoring. In the winter and spring of 2007, the BEAR team met repeatedly with SDUSD and Education Associates to substantially revise the original scoring guides. We believed the original scoring guides were not clear to the teachers and literacy coaches nor were they detailed enough to capture the variation in student responses. We also identified scorers whose responses were consistently different from the other raters. In order to resolve these problems, and get reliable student scores, we decided to rescore the 2007 pretests once the new scoring guides were revised and a well-trained team of scorers were in place.

The new scoring guides were used to score the December benchmark SLIC assessments, and training sessions with the coaches were again conducted. IRT analyses suggested the rater effects were significantly diminished. In part, this was because the additional data collected in December provided more variety in student responses that helped to make the scoring guides more robust. However, one or two scorers seemed to still be struggling. Based on these results, SDUSD and Education Associates redoubled their efforts to work with those coaches, assuming that if a coach had difficulty interpreting student responses perhaps it was because they had difficulty interpreting the curriculum itself. In this way the assessment became part of the professional development efforts of SDUSD and Education Associates. This is a positive result, since it follows our belief that a match between assessment and instruction is essential in creating a good assessment that is fair and which actually captures what is being taught. It also serves to make a more valid and reliable assessment.

During the 2007-2008 year, we also revisited our items design and changed certain items that were considered to be confusing and/or problematic. These revised items were incorporated into the 2008 posttest and subsequent assessments. We were careful in being sure not to change too many items, allowing us to link psychometrically the new assessments to the original assessments and to directly compare future data to data that was already collected.

The data collected in New Zealand over Summer 2008 will allow us to perform this psychometric linking between all 16 of the SLIC assessments (i.e., an expository pretest, persuasive and narrative benchmarks, and an expository post test at each of the four grade levels 7th through 10th). The data were scored during Fall 2008 and we are just beginning to run preliminary interrater reliability analyses prior to performing the overall linking. Consequently, we have not yet collected validity or reliability evidence for the latest versions of the assessments.

For previous incarnations of the assessments, only partial validity evidence is available from the 2007 expository pretests. In terms of construct validity, only 12% of the items demonstrated poor fit to the measurement model. These items were among those that were revised on the current assessments. In terms of content validity, the SLIC assessments were developed from the start with the direct participation of academic researchers studying strategies for reading comprehension, district literacy experts, and upwards of 30 English Language Arts teachers. In addition, the content of the assessments has been accepted by and presented at several conferences and meetings of academic researchers working in literacy. In terms of external validity, comparisons to other measures have not yet been conducted. In terms of consequential validity, the open-ended items are precisely those tasks employed by teachers, rather than being indicators of some other competency. Consequently, we encourage teaching to the test and using the progress variables and outcome spaces as a conceptual tool within the classroom. In terms of reliability, separation reliability coefficients for the 2007 expository pretests, were moderate (even though the inter-rater reliability was poor), ranging from 0.75 to 0.82. With the modified training procedures described above, these values will increase.

4. **The collection of non-SLIC schools data.** As mentioned previously, we designed items and outcome spaces that should tap into a wide range of student abilities. Thus we need a wide range of students to take the assessments. Students in comparison schools may (or may not) be better readers. It is important that students from all ability levels take the assessments to ensure that the assessments are valid. This should also facilitate “scaling up” of the assessments to other schools in the district (a goal that has been expressed to SDUSD) since the assessments will have been tested in other district schools. Generally for measurement purposes we have requested 100-150 non-SLIC students from each grade take the pre and posttest assessments. This is a data collection being carried out for assessment development reasons rather than for evaluation reasons.

It may also be that the evaluation team would like to measure progress over a year for students in non-SLIC schools in order to gauge the approximate magnitude of average yearly growth in literacy ability in a non-treatment group. This would facilitate the interpretation of the magnitude of SLIC student gains.

SLIC Construct Map

| Performance level | Progress variables | Student response |
|--|--|--|
| <p>Proficient (Level 4). Determine text form and anticipate content and location of content using text features. Determine main idea using knowledge of paragraph structure. Use knowledge of text form to identify authorial intent; Locate main points in a paragraph; Gather literal and inferred information from multiple sources; Develop coherent paragraphs with controlling ideas. Understand authorial intent. Make meaning of vocabulary using context, grammar, and morphology.</p> | <ol style="list-style-type: none"> 1. Uses surface features of text 2. Reads for deeper understanding 3. Demonstrates vocabulary knowledge | <p>Correctly identifies text form as persuasive, expository, or narrative. Demonstrates understanding of and correctly uses textual features. Cross checks information from multiple sources within the text. Makes accurate inferences based on multiple sources of text. Uses range of text forms in writing depending on purpose, audience, and content. Makes meaning of vocabulary and discusses how context, morphology, grammar, and prior knowledge contribute to understanding and explains why the correct meaning is the best interpretation.</p> |
| <p>Adequate (Level 3). Determine text form and anticipate content and location of content using more than one text feature. Gather literal and inferred information from multiple sources; Demonstrate vocabulary understanding.</p> | <ol style="list-style-type: none"> 1. Uses more than one text feature but not comprehensive 2. Adequately demonstrates comprehension but student understanding is not fully developed due to a lack of cross-checking information from multiple sources and text features. 3. Demonstrates vocabulary knowledge | <p>Correctly identifies text. Demonstrates understanding of text features and uses more than one feature to cross check information. Does not demonstrate full cross-checking from multiple sources, but adequately synthesizes information coherently. Understands vocabulary and states correct meaning, usually relying on only one source of understanding (i.e. prior knowledge or context) but not both.</p> |
| <p>Emerging (Level 2): Understands text features and begins to use them to find information in text. Relies on single source of information to comprehend; therefore comprehension is not fully developed. Vocabulary knowledge and strategies for developing knowledge are limited.</p> | <ol style="list-style-type: none"> 1. Uses one text feature accurately 2. Finds information in text but simply states information; does not synthesize 3. Vocabulary strategies/knowledge are emerging | <p>Attempts to identify text. Finds one textual feature as evidence. Generally uses only one source of information to make inferences about text meaning. Either knows vocabulary or does not; no evidence of using context clues to ascertain meaning.</p> |
| <p>Little evidence (Level 1): Little use/understanding of text features. No relationship between text features and comprehension. Poor information-gathering from text leads to lack of comprehension. Limited vocabulary knowledge.</p> | <ol style="list-style-type: none"> 1. Little evidence of understanding text features or their role in making meaning of text 2. Does not accurately find information in text or attempt to synthesize it 3. Limited vocabulary knowledge | <p>Does not clearly use text features or demonstrate sources of information. No evidence of comprehension. Demonstrates limited/no vocabulary knowledge and no understanding of strategies.</p> |

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APPENDIX H: STUDY INSTRUMENTS

San Diego Striving Readers Interview Protocols (teacher, coach)

San Diego Striving Readers Classroom Observation Instrument

San Diego Striving Readers Teacher Survey (Intervention Schools)

San Diego Striving Readers Teacher Survey (Comparison Schools)

San Diego Striving Readers Student Survey

Interview Protocol for SLIC Teachers

April 4, 2008

Introduction:

The information you provide will become part of the study, but the report will not use the names of coaches or teachers. If there are any questions you don't want to answer, just let me know and we'll move on.

1. Tell me a little bit about yourself. What was your major in college? How long have you been a teacher? What topics do you teach? Grade levels?
2. How did you hear about SLIC? How were you selected to be a SLIC teacher? Did you volunteer, or were you selected by your principal?
3. How many Striving Readers/SLIC professional development hours have you participated in so far?
4. How well do you feel you understand the SLIC intervention and *your role* in the intervention?
5. Do you feel that you have received enough professional development to participate in the intervention?
6. What additional type of professional development and/or information would be helpful? Are there other resources that would help you carry out the program?
7. About how many hours per week do you typically spend with your school's literacy coach? How do you use the time?

8. What do you see as the central ideas of SLIC?

[[9. What literacy strategies do you think are unique to SLIC?]]

10. What do you think are the strengths and weaknesses of the SLIC intervention?

11. How well does SLIC work for EL students? Do you use SLIC the same way with EL students or do you use a different approach?

[[12. Has your instructional practice changed as a result of SLIC? How different is your teaching/instruction now as compared to before SLIC?]]

13. What have you covered so far this year in your SLIC class? For example, what topics, strategies, or instructional points, types of text, reading and writing strategies?

14. How have you gone about teaching students to find main idea in a paragraph or text? Is that the SLIC approach, and how has it worked with your students? (What support or guidance did you receive from your coach or other SLIC leaders? Is it different than the way you have taught 'main idea' in the past?)

15. Have you taught your SLC students how to support claims in writing with evidence and arguments? If so, how have you gone about that? (What support have you received; how have your students done?)

16. Have you taught your SLIC students how to use text features to preview text prior to reading? How has that gone? How did you go about teaching it? (Do you think students understand how previewing might help them?)

17. Are there important things you haven't covered? Or would like to cover?

18. Have you noticed any change in your students' learning and/or behavior (including motivation, efficacy, engagement) as a result of your teaching the SLIC strategies?

19. What do you think are the biggest challenges to implementing the key features of SLIC?

20. How do you think these challenges can be overcome?

21. Do you have any other comments you would like to share about the Striving Readers Initiative/SLIC at San Diego Unified School District?

Interview Protocol

SLIC Coaches April 4, 2008

Introduction:

The information you provide will become part of the study, but the report will not use the names of coaches or teachers. If there are any questions you don't want to answer, just let me know and we'll move on.

Background

With SLIC

1. How did you hear about Striving Readers and SLIC?
2. How did you become involved in SLIC? How did you decide to become a SLIC coach?
3. How were you assigned to this school?
4. How was the school selected for SLIC, and how were the SLIC and control teachers chosen?

Personal Background

1. Tell me a bit about your background – your education, your work as an educator and prior experience as a coach.
2. Have you worked on similar programs? If so, how is SLIC similar to and different from those programs?

SLIC

1. If you were going to tell another professional about the SLIC program, how would you describe it? What are the essential ideas, processes, practices, and roles?
2. What is the role of a coach -- in education generally, and specific to SLIC?
3. What are the different kinds of PD you've received through SLIC, and what are some of the main ideas you've gotten from each?
4. What are some of the ideas you brought to the project?
5. What are the strengths and weaknesses of SLIC? What is unique about SLIC?
6. How has the coaching process/structure (coach meetings, PD, interpretation of diagnostics) worked for *you*? What have been the most useful parts of the coach PD? What challenges have you faced?
7. About how much PD have you had thus far (hours-wise), what PD have you offered at your school, and what plans do you have for PD at your school in the future?

Your School

1. What aspects of your school make it an easy or a challenging place to implement SLIC? How have people at your site responded to the program?
2. How is the targeted intervention progressing at your school? How is the school-wide intervention going? (If there are challenges, how have you dealt with them?)

Teachers

1. How are your SLIC teachers doing? What do you see as their main strengths and needs?

2. Have you noticed a change in teachers' instructional practices – in SLIC or other classes?
3. How do you work with your teacher(s) How much time do you spend with them, what issues do you deal with, and do you co-teach in SLIC classes?
4. What have you covered so far this year in your SLIC classes? For example, what topics, strategies, or instructional points, types of text, reading and writing strategies?
5. How have your SLIC teachers gone about teaching students to find main idea in a paragraph or text? Is that the SLIC approach? What is your view about the SLIC approach? How has it worked with your students? (What support or guidance did you give teachers/ receive from SLIC leadership? How do you think 'main idea' is best taught?)
6. Have your SLIC teachers taught students how to support claims in writing with evidence and arguments? If so, how have they gone about that? (What guidance/support have you received/provided; how have your students done?)
7. Have your teachers taught SLIC students how to use text features to preview text prior to reading? How has that gone? How did they go about teaching it? Did they have any difficulties teaching that, or did they want to teach it in a different way? (Do you think students understand how previewing might help them?).
8. Are there important things you haven't covered or would like to cover with your SLIC students?

Students

1. Have you noticed any change in your students' learning and/or behavior (including motivation, efficacy, engagement) associated with SLIC? How have you observed that?

- 2..What do you think are the main problems faced by the students who are striving readers in your classes?
3. How well does SLIC work for EL students? Do you use SLIC the same way with EL students or do you use a slightly different approach with them?
4. How do students perceive the SLIC class -- do they see the class as different in some way? How have you observed that? (Do you know how/when they found out they would be in SLIC, and if they expected to be in an elective they had chosen?)

General Issues

- [[1. At your school, what factors would complicate our ability to see the program as successful?]]
2. Do you have any other comments you'd like to share about Striving Readers and SLIC?
3. Do you have any questions or concerns about the study?

**SLIC CLASSROOM OBSERVATION
INSTRUMENT**

| | |
|--|---|
| Date: | Grade Level: 7th 8th 9th 10th 11th |
| School: | Time/Period: Number of students: |
| Adults present, their roles: | |
| Course//Subject Type <input type="checkbox"/> SLIC <input type="checkbox"/> Control (Literacy Advancement Academy) <input type="checkbox"/> Science <input type="checkbox"/> Math <input type="checkbox"/> History/Social Studies <input type="checkbox"/> English Language Arts Other _____ | |
| Text sources used during class: 1. <input type="checkbox"/> Textbooks: <input type="checkbox"/> Literacy <input type="checkbox"/> Science <input type="checkbox"/> Math <input type="checkbox"/> History/Social Science <input type="checkbox"/> English Or: <input type="checkbox"/> Newspapers <input type="checkbox"/> Magazines <input type="checkbox"/> Novels <input type="checkbox"/> Short Stories <input type="checkbox"/> Documents <input type="checkbox"/> Online Other (e.g. essays, reviews, editorials, cartoons) _____ 2. Text Description re grade level _____ <input type="checkbox"/> NONE | |
| Class Activity | |

| | | |
|---|---|---|
| <p><input type="checkbox"/> Read</p> <p>Text form:</p> <p><input type="checkbox"/> Expository</p> <p><input type="checkbox"/> Persuasive</p> <p><input type="checkbox"/> Narrative</p> <p><input type="checkbox"/> Procedural</p> <p><input type="checkbox"/> Write</p> <p>Activity/task:</p> <p><input type="checkbox"/> Notes</p> <p><input type="checkbox"/> Summarize</p> <p><input type="checkbox"/> Categorize</p> <p><input type="checkbox"/> Analyze, synthesize, evaluate, etc.</p> <p><input type="checkbox"/> Review/Edit</p> <p><input type="checkbox"/> Creating Charts</p> <p><input type="checkbox"/> Reports</p> <p><input type="checkbox"/> Respond to prompts</p> <p><input type="checkbox"/> Essays, reviews, etc.</p> <p><input type="checkbox"/> Literacy journals</p> <p><input type="checkbox"/> Letter/application, etc.</p> <p><input type="checkbox"/> Lab reports</p> <p><input type="checkbox"/> Formulas/problems</p> <p>Based on:</p> <p><input type="checkbox"/> One text</p> <p><input type="checkbox"/> Two texts</p> <p><input type="checkbox"/> Three or more</p> | <p>Other Class Activities (e.g in content classes)</p> <p><input type="checkbox"/> Lecture</p> <p><input type="checkbox"/> Presentation (T, S, G)</p> <p><input type="checkbox"/> Online work</p> <p><input type="checkbox"/> Experiment</p> <p><input type="checkbox"/> Inquiry</p> <p><input type="checkbox"/> Demo</p> <p><input type="checkbox"/> Discussion</p> <p>Other: _____</p> <p>_____</p> <p>Write the Main Topic or Focus of the Lesson:</p> | <p>___ % of Class Time spent on <i>literacy</i></p> <p>SLIC topic (check all that apply, rate 1-3 for each)</p> <p>___ Text features (headings, subheadings, captions, title)</p> <p>___ Text form (expository, narrative, persuasive, procedural)</p> <p>___ Text structure (pro-con, problem-solution)</p> <p>___ Paragraph structure (&/or topic sentence, supporting details)</p> <p>___ Main idea</p> <p>___ Cross-checking</p> <p>___ SLIC word functions (signal words/phrases; transitional phrases; language markers (for example, in summary, said, thought))</p> <p>___ Inference</p> <p>___ Analysis</p> <p>___ Synthesis</p> <p>___ Evaluation/ critique</p> <p>___ Vocabulary</p> <p><input type="checkbox"/> in context</p> <p><input type="checkbox"/> morphology</p> <p><input type="checkbox"/> prior knowledge</p> <p><input type="checkbox"/> resources/texts</p> <p><input type="checkbox"/> give definitions</p> <p><i>Other Literacy Topic</i></p> <p>___ Literary devices</p> <p>___ Figures of speech</p> <p>___ Authorial intent</p> <p>___ Rhetorical strategies</p> <p>___ Plot/character/setting</p> <p>___ Theme</p> |
|---|---|---|

SLIC writing topics (check all that apply, rate 1-3 for each)

- ___ Gather and organize information
- ___ Support claims with arguments/evidence
- ___ Develop controlling thesis
- ___ Address readers' perspectives
- ___ Develop research questions

_____ **Overall Classroom Instruction [rate 1 – 5; where ‘5’ is highest/best]**

Classroom Instruction

Building Literacy Knowledge. Are students taught literacy skills and strategies that support reading and writing in different text forms and in different academic disciplines? Are they taught in a way that emphasizes or furthers one of SLIC’s instructional purposes or goals (access to text, extraction of information/main idea, synthesis/analysis of text(s), critical thought – including evaluation, inference, and understanding of authorial intent)? If applicable, *underline* or circle one or more of the ‘literacy-related instructional purposes’ above.

SLIC/other literacy classes

- Literacy skills and strategies are taught in a way that emphasizes one or more of the purposes listed above.
- Literacy skills and strategies are taught in a somewhat routine manner, with little support for purpose or objective.
- Literacy is not taught through a skills-strategies approach.

Content-area classes

- Literacy skills and strategies specific to content-area texts and tasks are taught, *and* there is reading or writing practice.
- There is reading or writing practice, but no instruction in skills or strategies, *or* there is instruction in skills or strategies without reading or writing practice.
- There is no skills or strategies instruction, *and* there is no reading or writing practice.

Building Independence. Are students supported as they practice reading and writing independently or in small groups?

- support is offered to students for a majority of time during small group work and/or independent practice.
- support is offered to students for a portion of time during small group and independent work
- little or no support is offered, or the teacher circulates but does not work with students.

Achieving Independent Work. What percent of students appear to be on-task during independent work?

- between two thirds and all of the students appear to be on task for most of the independent work period
- between one and two thirds of the students appear to be on task for most of the independent work period
- 33% or less of the students appear to be on-task during most of the independent work period.

Making Connections, & Making Instructional Points Explicit. Does the teacher make instructional points clear by stating them before or after lessons, putting them on wall charts, revisiting points from previous lessons, connecting instructional points to each other within and across classes, and/or drawing attention to the relevance of points to practice in other classes?

- major instructional points and connections are taught in a clear and thorough way
- instructional points and/or connections are taught, but lacking in clarity or thoroughness
- no attention to instructional points

Encouraging Self-Monitoring of Progress. Does the teacher encourage students’ monitoring of their own progress by talking about this progress or by giving them *opportunities to assess their own progress*?

- self-monitoring of progress is a noticeable feature of this lesson.
- a cursory or limited effort is made to encourage self-monitoring of progress.

there is no evidence that students are encouraged to monitor their own progress.

Academic Rigor. Is the teacher rigorous in the sense that he/she calls on students to think about their own thinking and to articulate that thinking using academic/technical terms; introduces challenging topics/tasks; asks challenging questions; and probes student comments and responses (e.g., through follow-up questions).

high academic rigor

medium/typical academic rigor

low academic rigor

Distribution of Questioning— if it occurs.

Questioning involves (or is actively directed) at most students. [directed at = teacher asks named students]

Questioning involves (or is actively directed) at least a third of the students.

Questioning is confined to just a few students.

Kind of Questioning (literacy-specific)

Process questioning is a major focus of instruction (at least half of questions are process questions*).

Process questioning is a minor focus of instruction (>1/5, < 1/2 of questions are process questions).

There is very limited use of process questioning.

There is no process questioning.

* Calling for a response about literacy process or framed in terms of specific processes (e.g., [following a preview of text features] “What do you think this article will be about?”). Content questions, by contrast, only call for understanding of the text content and could, at least in some cases, be answered on the basis of prior knowledge, recall, or one’s own opinions. This may be a difficult distinction to make on a question-by-question basis. When it is, the issue should be whether the teacher is trying to get students to use and think about particular literacy practices or is just asking students to give answers without respect to the (literacy-related) method of arriving at the answer. In the latter case, of course, questions should not be seen as process questions.

General Teaching Skills (check mark or “X”)

| | high | medium | low |
|-------------------------------------|------|--------|-----|
| teacher clarity | | | |
| teacher enthusiasm | | | |
| task-oriented behavior | | | |
| teacher varies lesson approaches | | | |
| teacher includes criterion material | | | |
| teacher asks higher order questions | | | |
| *teacher uses student ideas | | | |

| | | | |
|---------------------------------|--|--|--|
| teacher probes student comments | | | |
| *lesson organization/structure | | | |

* Part of the SLIC pedagogy, in addition to being identified as a teaching skill associated with student progress (citation).

Classroom Atmosphere/Behavior (check mark or “X”)

| | high | medium | low |
|-----------------------|------|--------|-----|
| *established routines | | | |
| **respectful behavior | | | |

*part of SLIC pedagogy

** not mentioned by SLIC or other sources

Planning Sessions (Include in notes: *student work/diagnostics/ classroom performance is discussed; discussion of individual and common learning needs and areas of progress; planning to address learning needs.*)

Is a planning session held? Yes No

Was the observer able to attend the planning session? Yes No

For “topic”: **L = literacy**, **✓ = other instructional topics**, **Blank=not instructional**
 For “whole class”: **T = instructor predominately** **S = student(s) predominately**
 For “circulating/supporting” : **T = teacher** **C = coach** **O=other**

| Minutes: | 0 – 5 | 5 - 10 | 10 - 15 | 15 - 20 | 20 - 25 | 25 - 30 |
|--|--------------|---------------|----------------|----------------|----------------|----------------|
| Topic: L, ✓, blank (not instructional) | | | | | | |
| Whole Class, T / S dominance (includes discuss) | | | | | | |
| Lecture | | | | | | |
| Model/Chart | | | | | | |
| Small groups | | | | | | |
| Independent work | | | | | | |
| Circulating T / C / O | | | | | | |
| Questioning | | | | | | |
| Notes | | | | | | |



Four empty boxes for identification number

(Please leave blank.)

Striving Readers Teacher Survey
San Diego Unified School District [INTERVENTION SCHOOLS]

1. Your last name (optional) [Ten empty boxes]

2. Your email address (optional) [Twenty empty boxes]

3. Your school (choose one)

- Kroc
- Marston
- Montgomery
- Taft
- Clairemont
- Kearny DMD
- Kearny SIB
- Madison

4. Your current position

- Teacher
- Counselor
- Administrator
- Other

Five empty boxes for 'Other' position

5. Grade of students you currently work with most

- 6th
- 7th
- 8th
- 9th
- 10th
- 11th
- 12th

6. Content area/subject currently teaching (if more than one applies, choose a primary area):

- SLIC
- Mathematics
- English Language Arts
- Science
- Social Studies
- Special Education
- Other (please fill in)

Ten empty boxes for 'Other' content area

7. Number of years teaching experience: [Two empty boxes] years

8. Number of years teaching in subject area (indicated in #6): [Two empty boxes] years

9. Number of years teaching at current school: [Two empty boxes] years

10. Number of years teaching at SDUSD: [Two empty boxes] years

11. Highest degree received: Bachelors Masters Other (please fill in)

Four empty boxes for 'Other' degree



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12. Teacher certification(s):

- English Language Arts
- Social Studies
- Math
- Science
- Special Education
- Multiple Subject
- Other (please specify)

| | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
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13. For each of the following statements, fill in the circle that comes closest to how you feel. "1" means "Not true for me," and "5" means "very true for me." (If you teach more than one subject, refer to your answer to question #6.)

| | Not true for me | | | | Very true for me |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. My students' <u>reading</u> ability makes a difference in their ability to succeed in my classes. | <input type="radio"/> |
| b. My students' <u>writing</u> ability makes a difference in their ability to succeed in my classes. | <input type="radio"/> |
| c. Most of my students have the ability to use grade-level texts in my content area to support their learning. | <input type="radio"/> |
| d. In general, the textbooks that have been adopted for my content area are well-written. | <input type="radio"/> |

Please write comments you may have about any of your responses to 13 a-d here:

14. Think about the last semester you taught. How many hours per week would an average student have needed to complete any reading assignments for your class? (If you teach more than one subject, refer to your answer to question #6.)

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| No time | 1 hour | 2 hours | 3 hours | 4+ hours |
| <input type="radio"/> |

15. Think about the last semester you taught. About how many times did you do each of the following to help students with reading? (If you teach more than subject, refer to your answer to question #6.)

| | 0 times | 1-2 times | 3-5 times | 6-10 times | 11+ times |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Have students read independently in class. | <input type="radio"/> |
| b. Have students preview text features and text organization in a reading assignment. | <input type="radio"/> |
| c. Teach key vocabulary prior to reading. | <input type="radio"/> |



| | 0 times | 1-2 times | 3-5 times | 6-10 times | 11+ times |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| d. Teach students how to understand unfamiliar vocabulary using context or morphology. | <input type="radio"/> |
| e. Teach or model how to find the main idea in a text. | <input type="radio"/> |
| f. Have students find the main idea(s) in their reading. | <input type="radio"/> |
| g. Teach students how texts in your discipline are structured, including textbooks and supplemental sources. | <input type="radio"/> |
| h. Model note-taking based on reading. | <input type="radio"/> |
| i. Teach or model how to preview the text and use the structure to set up notes. | <input type="radio"/> |
| j. Have students take notes independently, based on in-class reading. | <input type="radio"/> |
| k. Teach or model how to locate information in texts. | <input type="radio"/> |
| l. Explicitly teach how writers in your discipline state and support main ideas. | <input type="radio"/> |
| m. Teach students to cross-check their understanding as they read. | <input type="radio"/> |
| n. Teach or model how to critically assess an author's arguments or use of evidence. | <input type="radio"/> |

16. Think about the last semester you taught. How many hours per week would an average student have needed to complete any writing assignments for your class? (If you teach more than one subject, refer to your answer to question #6.)

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| No time | 1 hour | 2 hours | 3 hours | 4+ hours |
| <input type="radio"/> |

17. Think about the last semester you taught. About how many times did you do each of the following to help students with writing? (If you teach more than one subject, refer to your answer to question #6.)

| | 0 times | 1-2 times | 3-5 times | 6-10 times | 11+ times |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Have students write independently in class. | <input type="radio"/> |
| b. Give students an in-class writing assignment based on reading. | <input type="radio"/> |
| c. Teach or model how to write essays, summaries, reports, or any other text form. | <input type="radio"/> |



| | 0 times | 1-2 times | 3-5 times | 6-10 times | 11+ times |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| d. Teach or model how to write a coherent paragraph. | <input type="radio"/> |
| e. Teach or model how to use evidence to support claims in writing. | <input type="radio"/> |
| f. Teach students to use their own notes in completing writing assignments. | <input type="radio"/> |
| g. Give students a writing assignment based on multiple readings. | <input type="radio"/> |
| h. Review students' written work to assess students' conceptual understanding and to plan next teaching points. | <input type="radio"/> |
| i. Assign writing that requires students to construct and support an original claim or idea. | <input type="radio"/> |

18. Think about the last semester you taught. About how many times did you do each of the following? (If you teach more than one subject, refer to your answer to question #6.)

| | 0 times | 1-2 times | 3-5 times | 6-10 times | 11+ times |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Ask students to do independent work in class. | <input type="radio"/> |
| b. Ask students to work in small groups in class. | <input type="radio"/> |
| c. Give students take-home reading assignments. | <input type="radio"/> |
| d. Use the SLIC assessments to inform your instruction. | <input type="radio"/> |
| e. Use mandated assessments (e.g., CST, CELDT) to inform your instruction. | <input type="radio"/> |
| f. Create and use your own classroom assessments to inform instruction. | <input type="radio"/> |
| g. Give students criteria for assessing their own work. | <input type="radio"/> |
| h. Give students written feedback on their work. | <input type="radio"/> |
| i. Review student work as formative assessment of progress toward content and language objectives. | <input type="radio"/> |



19. For each statement, fill in the circle that comes closest to how you feel. (If you teach more than one subject, refer to your answer to question #6.)

| | Strongly Disagree | | | | Strongly Agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. I possess deep knowledge of pedagogical literacy strategies. | <input type="radio"/> |
| b. I provide consistent, explicit reading and writing strategies to students. | <input type="radio"/> |
| c. I engage in routine, classwide monitoring of students' growth toward reading and writing proficiency. | <input type="radio"/> |
| d. In order to respond to students' needs, I assign them to small groups with mixed ability levels. | <input type="radio"/> |
| e. In order to respond to students' needs, I assign them to small groups with homogeneous ability levels. | <input type="radio"/> |
| f. In my classes, students learn how to think critically and construct arguments. | <input type="radio"/> |
| g. In my classes, I teach students to use academic language in speaking and writing. | <input type="radio"/> |
| h. I speak with other teachers about how to develop students' reading and writing abilities in my content area. | <input type="radio"/> |
| i. On a regular basis, I reflect on and monitor my own instructional skills. | <input type="radio"/> |

20. For each statement, fill in the circle that comes closest to how you feel. (If you teach more than one subject, refer to your answer to question #6.)

| | Strongly Disagree | | | | Strongly Agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. I feel confident in teaching my students how to <u>read</u> in my content area. | <input type="radio"/> |
| b. I feel confident in teaching my students how to <u>write</u> in my content area. | <input type="radio"/> |
| c. I feel that professional development helps me to be a better teacher. | <input type="radio"/> |
| d. I feel that I received the necessary training in my credential program to teach content reading and writing. | <input type="radio"/> |



Strongly Disagree

Strongly Agree

e. I feel that my curriculum and/or instructional strategies are specifically adapted to the needs of English learners.

f. I understand what the SLIC model is.

g. I have received training that will enable me to bring aspects of the SLIC model to my classroom.

h. I would like to bring aspects of the SLIC model to my classroom.

i. I have made specific plans for bringing the SLIC model to my classroom.

21. About how many hours have you spent participating in the following Striving Readers/SLIC professional development so far (beginning Summer 2006)?

a. SLIC professional development sessions for all teachers

hours

b. SLIC professional development sessions for SLIC teachers

hours

c. Observing others modeling SLIC teaching strategies in classrooms

hours

d. Debriefing with SLIC personnel (SLIC teachers, coaches, consultants, leadership, etc.) based on their observations of my teaching.

hours

e. Lesson planning with SLIC personnel (SLIC teachers, coaches, consultants, leadership, etc.)

hours

f. Curriculum planning with SLIC personnel (SLIC teachers, coaches, consultants, leadership, etc.)

hours

g. Other SLIC-related professional-development activities

hours

22. What do you see as the role of literacy in your content area?

23. What do you think are the strengths of the SLIC program?



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24. What do you think are the weaknesses of the SLIC program?

25. What do you think are the biggest challenges to implementing SLIC at your school?

26. Has your instructional practice changed as a result of your school's participation in the Striving Readers/SLIC program? If so, how? If not, why?

27. Thank you for completing this survey! Please check the gift card that you would like and fill in the information below (optional).

- \$10 Staples™ Card
- \$10 Starbucks™ Card

If you wish to receive an incentive, we need your full name. Please write your first and last name and provide a signature below.

First name

| | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
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Last name

| | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
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|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

X _____
Signature

Date

____ (Please leave blank.)

Striving Readers Teacher Survey
San Diego Unified School District [COMPARISON SCHOOLS]

1. Your last name (optional) _____

2. Your email address (optional) _____

3. Your school (choose one)

- Roosevelt
- Morse
- Bell
- San Diego High Science & Technology
- Farb
- Crawford (CHAMPS)
- Challenger
- Mira Mesa

4. Your current position

- Teacher
- Counselor
- Administrator
- Other _____

5. Grade of students you currently work with most

- 6th
- 7th
- 8th
- 9th
- 10th
- 11th
- 12th

6. Content area/subject currently teaching (if more than one applies, choose a primary area):

- Literacy Advancement Academy
- Mathematics
- English Language Arts
- Science
- Social Studies
- Special Education
- Other (please fill in) _____

7. Number of years teaching experience: _____ years

8. Number of years teaching in subject area (indicated in #6): _____ years

9. Number of years teaching at current school: _____ years

10. Number of years teaching at SDUSD: _____ years

11. Highest degree received: Bachelors Masters Other (please fill in) _____



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12. Teacher certification(s):

- English Language Arts
- Social Studies
- Math
- Science
- Special Education
- Multiple Subject
- Other (please specify)

| | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

13. For each of the following statements, fill in the circle that comes closest to how you feel. "1" means "Not true for me," and "5" means "very true for me." (If you teach more than one subject, refer to your answer to question #6.)

| | Not true for me | | | | Very true for me |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. My students' <u>reading</u> ability makes a difference in their ability to succeed in my classes. | <input type="radio"/> |
| b. My students' <u>writing</u> ability makes a difference in their ability to succeed in my classes. | <input type="radio"/> |
| c. Most of my students have the ability to use grade-level texts in my content area to support their learning. | <input type="radio"/> |
| d. In general, the textbooks that have been adopted for my content area are well-written. | <input type="radio"/> |

Please write comments you may have about any of your responses to 13 a-d here:

14. Think about the last semester you taught. How many hours per week would an average student have needed to complete any reading assignments for your class? (If you teach more than one subject, refer to your answer to question #6.)

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| No time | 1 hour | 2 hours | 3 hours | 4+ hours |
| <input type="radio"/> |

15. Think about the last semester you taught. About how many times did you do each of the following to help students with reading? (If you teach more than subject, refer to your answer to question #6.)

| | 0 times | 1-2 times | 3-5 times | 6-10 times | 11+ times |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Have students read independently in class. | <input type="radio"/> |
| b. Have students preview text features and text organization in a reading assignment. | <input type="radio"/> |
| c. Teach key vocabulary prior to reading. | <input type="radio"/> |

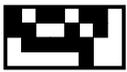
| | 0 times | 1-2 times | 3-5 times | 6-10 times | 11+ times |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| d. Teach students how to understand unfamiliar vocabulary using context or morphology. | <input type="radio"/> |
| e. Teach or model how to find the main idea in a text. | <input type="radio"/> |
| f. Have students find the main idea(s) in their reading. | <input type="radio"/> |
| g. Teach students how texts in your discipline are structured, including textbooks and supplemental sources. | <input type="radio"/> |
| h. Model note-taking based on reading. | <input type="radio"/> |
| i. Teach or model how to preview the text and use the structure to set up notes. | <input type="radio"/> |
| j. Have students take notes independently, based on in-class reading. | <input type="radio"/> |
| k. Teach or model how to locate information in texts. | <input type="radio"/> |
| l. Explicitly teach how writers in your discipline state and support main ideas. | <input type="radio"/> |
| m. Teach students to cross-check their understanding as they read. | <input type="radio"/> |
| n. Teach or model how to critically assess an author's arguments or use of evidence. | <input type="radio"/> |

16. Think about the last semester you taught. How many hours per week would an average student have needed to complete any writing assignments for your class? (If you teach more than one subject, refer to your answer to question #6.)

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| No time | 1 hour | 2 hours | 3 hours | 4+ hours |
| <input type="radio"/> |

17. Think about the last semester you taught. About how many times did you do each of the following to help students with writing? (If you teach more than one subject, refer to your answer to question #6.)

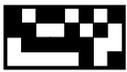
| | 0 times | 1-2 times | 3-5 times | 6-10 times | 11+ times |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Have students write independently in class. | <input type="radio"/> |
| b. Give students an in-class writing assignment based on reading. | <input type="radio"/> |
| c. Teach or model how to write essays, summaries, reports, or any other text form. | <input type="radio"/> |



| | 0 times | 1-2 times | 3-5 times | 6-10 times | 11+ times |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| d. Teach or model how to write a coherent paragraph. | <input type="radio"/> |
| e. Teach or model how to use evidence to support claims in writing. | <input type="radio"/> |
| f. Teach students to use their own notes in completing writing assignments. | <input type="radio"/> |
| g. Give students a writing assignment based on multiple readings. | <input type="radio"/> |
| h. Review students' written work to assess students' conceptual understanding and to plan next teaching points. | <input type="radio"/> |
| i. Assign writing that requires students to construct and support an original claim or idea. | <input type="radio"/> |

18. Think about the last semester you taught. About how many times did you do each of the following? (If you teach more than one subject, refer to your answer to question #6.)

| | 0 times | 1-2 times | 3-5 times | 6-10 times | 11+ times |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Ask students to do independent work in class. | <input type="radio"/> |
| b. Ask students to work in small groups in class. | <input type="radio"/> |
| c. Give students take-home reading assignments. | <input type="radio"/> |
| d. Use existing literacy assessments to inform your instruction. | <input type="radio"/> |
| e. Use mandated assessments (e.g., CST, CELDT) to inform your instruction. | <input type="radio"/> |
| f. Create and use your own classroom assessments to inform instruction. | <input type="radio"/> |
| g. Give students criteria for assessing their own work. | <input type="radio"/> |
| h. Give students written feedback on their work. | <input type="radio"/> |
| i. Review student work as formative assessment of progress toward content and language objectives. | <input type="radio"/> |

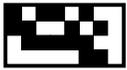


19. For each statement, fill in the circle that comes closest to how you feel. (If you teach more than one subject, refer to your answer to question #6.)

| | Strongly Disagree | | | | Strongly Agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. I possess deep knowledge of pedagogical literacy strategies. | <input type="radio"/> |
| b. I provide consistent, explicit reading and writing strategies to students. | <input type="radio"/> |
| c. I engage in routine, classwide monitoring of students' growth toward reading and writing proficiency. | <input type="radio"/> |
| d. In order to respond to students' needs, I assign them to small groups with mixed ability levels. | <input type="radio"/> |
| e. In order to respond to students' needs, I assign them to small groups with homogeneous ability levels. | <input type="radio"/> |
| f. In my classes, students learn how to think critically and construct arguments. | <input type="radio"/> |
| g. In my classes, I teach students to use academic language in speaking and writing. | <input type="radio"/> |
| h. I speak with other teachers about how to develop students' reading and writing abilities in my content area. | <input type="radio"/> |
| i. On a regular basis, I reflect on and monitor my own instructional skills. | <input type="radio"/> |

20. For each statement, fill in the circle that comes closest to how you feel. (If you teach more than one subject, refer to your answer to question #6.)

| | Strongly Disagree | | | | Strongly Agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. I feel confident in teaching my students how to <u>read</u> in my content area. | <input type="radio"/> |
| b. I feel confident in teaching my students how to <u>write</u> in my content area. | <input type="radio"/> |
| c. I feel that professional development helps me to be a better teacher. | <input type="radio"/> |
| d. I feel that I received the necessary training in my credential program to teach content reading and writing. | <input type="radio"/> |
| e. I feel that my curriculum and/or instructional strategies are specifically adapted to the needs of English learners. | <input type="radio"/> |



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21. What do you see as the role of literacy in your content area?

22. Thank you for completing this survey! Please check the gift card that you would like and fill in the information below (optional).

- \$10 Staples Card
- \$10 Starbucks Card

If you wish to receive an incentive, we need your full name. Please write your first and last name below.

First name

| | | | | | | | | | | | | | | | | | | | |
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Last name

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X _____
Signature

Date



12802

Place student label here.

Striving Readers Student Survey (Spring 2008)
San Diego Unified School District

This survey asks about your experiences in school -- how you spend your time, what you think of your classes, and your interactions with teachers and friends. The survey will help school staff improve conditions related to your learning and development in school. The survey is voluntary and there are no negative consequences if you decide not to participate. You may decline to answer any question and may withdraw from the survey at any time. Your decision will have no negative consequences. All responses will be anonymous and confidential. You can ask your teacher/proctor to explain a question. Thank you for your thoughtful and honest responses. Instructions: Please mark your answers in dark ink or pencil. For each item, fill in only one circle.

1. In which grade did you start going to your current school?

- 6th 7th 8th 9th 10th 11th 12th

2. In an ordinary week, about how much reading homework does your teacher usually give you in the following classes?

| | Not in class | None | 1 hour | 2 hours | 3 hours | 4+ hours |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. English Language Arts | <input type="radio"/> |
| b. Science | <input type="radio"/> |
| c. History | <input type="radio"/> |
| d. Mathematics | <input type="radio"/> |
| e. Extra class for reading and writing support (including SLIC, <u>not</u> regular English class) | <input type="radio"/> |

3. In an ordinary week, about how much time do you spend doing written homework assignments--for example, reports or essays?

- No time 1 hour 2 hours 3 hours 4+ hours
-

4. How often do your teachers usually give you written feedback or comments on your work?

| | Not in class | Never | Occasionally | Most days | Every day |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. English Language Arts | <input type="radio"/> |
| b. Science | <input type="radio"/> |
| c. History | <input type="radio"/> |
| d. Mathematics | <input type="radio"/> |
| e. Extra class for reading and writing support (including SLIC, <u>not</u> regular English class) | <input type="radio"/> |



11. For each statement, fill in the circle that comes closest to how you feel. "1" means 'Not true for me' while "5" means 'Very true for me.'

| | Not true for me | | | | | Very true for me | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. When I become confused about something I am reading, I go back and try to figure it out. | <input type="radio"/> |
| b. Before I study new material thoroughly, I often skim it to see how it is organized. | <input type="radio"/> |
| c. When studying, I try to figure out which concepts I do not understand well. | <input type="radio"/> |
| d. If I read a textbook, it will make sense to me. | <input type="radio"/> |
| e. I think the best way to read a textbook chapter is to read from beginning to end without stopping along the way. | <input type="radio"/> |
| f. I think the best way to read a textbook chapter is to go back and forth in the chapter to check my understanding. | <input type="radio"/> |
| g. I have different ways of reading fiction and non-fiction. | <input type="radio"/> |

12. For each statement, fill in the circle that comes closest to how you feel. "1" means 'Not true for me' while "5" means 'Very true for me.'

| | Not true for me | | | | | Very true for me | | | | |
|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. I like <u>reading</u> . | <input type="radio"/> |
| b. I am good at <u>reading</u> . | <input type="radio"/> |
| c. I like <u>writing</u> . | <input type="radio"/> |
| d. I am good at <u>writing</u> . | <input type="radio"/> |
| e. I like <u>mathematics</u> . | <input type="radio"/> |
| f. I am good at mathematics. | <input type="radio"/> |



17. If you speak a language besides English, how well do you:

| | Not very well | Fairly well | Very well |
|-------------------------------------|-----------------------|-----------------------|-----------------------|
| a. <u>speak</u> that language? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. <u>understand</u> that language? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. <u>read</u> that language? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. <u>write</u> that language? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

18. How well do you:

| | Not very well | Fairly well | Very well |
|-------------------------------|-----------------------|-----------------------|-----------------------|
| a. <u>speak</u> English? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. <u>understand</u> English? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. <u>read</u> English? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. <u>write</u> in English? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

19. In an ordinary school day (Monday-Friday), how much time do you usually spend on the following activities?

| | No time | 1 hour or less | 2 hours | 3 hours | 4 hours or more |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. watching television | <input type="radio"/> |
| b. playing computer games or video games | <input type="radio"/> |
| c. communicating online with others (for example, using instant messaging (IM) or e-mail) | <input type="radio"/> |

20. In the last two years, how many times have you changed schools because you moved?

| | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| None | 1 | 2 | 3 or more |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

21. Do you have a computer with Internet access at home?

Yes No

22. How far do you think you will go in school?

- I will not finish high school
- I will graduate from high school
- I will graduate from 2-year college
- I will graduate from 4-year college
- I will go to graduate school
- I will have some other education after college
- I don't know

Thanks for sharing your views!