



Springfield-Chicopee School Districts Striving Readers (SR) Program

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Year 4 Report: Evaluation of Implementation and Impact

April 1, 2011

Prepared by:
Research & Evaluation Division
The Education Alliance at Brown University

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Prepared for:

Office of Elementary and Secondary Education, U.S. Department of Education
Institute of Education Sciences, U.S. Department of Education

Prepared by:

Research & Evaluation Division
The Education Alliance at Brown University



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Executive Summary

This evaluation report presents implementation and impact findings to date regarding the Striving Readers grant as implemented by the Springfield and Chicopee Public School Districts. There were 25,141 students enrolled in Springfield and 7,845 in Chicopee in the 2009-2010 school year. The districts differed in terms of student demographics as well as in size. In Springfield, 88% to 93% of the students were designated as minority in the participating schools as compared to 25% to 33% in Chicopee. Over a third of the students in Springfield were also eligible for free or reduced lunch (72% to 84%) as compared to approximately a half in Chicopee (48% to 53%). District accountability data trends demonstrate the need for student literacy support. The Striving Readers grant requires the implementation of both targeted and whole-school literacy interventions. In collaboration with developers, five high schools within Springfield and Chicopee—three in Springfield and two in Chicopee—are implementing two targeted interventions to promote the reading skills of struggling readers as well as a whole-school intervention designed to promote content literacy throughout the student population.

The targeted interventions are: (1) READ 180 Enterprise Edition (Scholastic, Inc.) and (2) Strategic Instruction Model (SIM) Xtreme Reading (University of Kansas, Center for Research on Learning). Both targeted interventions were to be provided as a supplement to the regular English Language Arts curriculum in the participating schools. The whole-school intervention is the Strategic Instruction Model Content Enhancement Routines for Teachers (SIM-CERT), which is a part of the University of Kansas’s Content Literacy Continuum (University of Kansas, Center for Research on Learning).

Implementation

The evaluation of the Springfield-Chicopee’s Striving Readers Program implementation focused *on the extent to which the intensive targeted and school-wide interventions were implemented on-model* and also sought to describe the general context of implementation for the interpretation of outcomes. For this study, the extent to which an intervention was “on-model” was the extent to which the intervention was implemented according to the developers’ and districts’

specifications and plans. Each intervention encompassed both specifications related to classroom model implementation (e.g., use of instructional practices) and specifications related to the necessary inputs for achieving an appropriate level of classroom implementation (e.g., professional development training for teachers). Implementation levels characterize the complexity of the context in a meaningful and understandable way. In addition, defining levels of implementation provides a way to gauge the magnitude of an identified influence on study outcomes. Implementation of all interventions was evaluated within and across years. The implementation study entailed assigning ratings for adequacy based on the presence of observed and reported model components. Additional data sources (e.g., documents, interviews, surveys) provided a broad picture of the context of study implementation. Additional data sources (e.g., documents, interviews, surveys) provided a broad picture of the context of study implementation.

Targeted Interventions: Inputs, Classroom Model, and Context

In Year 4, a total of 15 teachers implemented the program: five READ 180 teachers, five Xtreme Reading teachers, and five Control classroom teachers. The same numbers of teachers implemented the program in Years 1-3, with the exception of an additional co-teacher in one READ 180 classroom in Year 1. Random assignment was employed to help ensure that teacher quality would be as equally distributed among the conditions as possible. In the final years, the district replaced ninth grade intervention teachers with those teaching the intervention in the upper-grades (non-RCT grades). Across the four years of implementation, a total of 13 teachers have taught READ 180, 9 have taught Xtreme Reading, and 6 have been designated as control classroom teachers. The majority of teachers, 12 of the 22, have taught intervention classes for two or more years with 10 teaching for one year (in Years 1 and 2 only). Overall, teacher turnover among READ 180 teachers was higher than those for Xtreme Reading (8 and 4 teachers, respectively). Rates of teacher attrition were higher in the three Springfield schools for both interventions. It is important to note that the interventions were not equivalent, and therefore their ratings should not be compared.

READ 180

The summary of READ 180 model implementation is presented by teacher, over time, in Exhibit 1.

Exhibit 1. Summary READ 180 ratings Years 1-4 (n=13)

Inputs					Classroom Model			
Teacher	Year 1	Year 2	Year 3	Year 4	Year 1	Year 2	Year 3	Year 4
	Average inputs				Classroom model			
1	Adequate	--	--	--	Adequate	--	--	--
2	Moderate	--	--	--	Adequate	--	--	--
3	Moderate	--	--	--	No evidence	--	--	--
4	Adequate	Adequate	--	--	Adequate	Low	--	--
5	Adequate	--	--	--	No evidence	--	--	--
6	Adequate	--	Adequate	Adequate	Low	--	Low	Adequate
7	--	Adequate	Adequate	Adequate	--	Moderate	Adequate	Adequate
8	--	Adequate	--	--	--	Adequate	--	--
9	--	Moderate	--	--	--	Moderate	--	--
10	--	Adequate	--	--	--	Adequate	--	--
11	--	--	Moderate	Adequate	--	--	Moderate	Moderate
12	--	--	Moderate	Moderate	--	--	Moderate	Moderate
13	--	--	Moderate	Adequate	--	--	Moderate	Moderate

Note. Implementation levels were defined as: 1 = No evidence (0-24%); 2 = Low (25-49%); 3 = Moderate (50-74%); and 4 = Adequate or high (75-100%).

Inputs and context. Four of the five READ 180 teachers (80%) received ratings of adequate or high in Year 4, indicating that the professional development, materials, and other components necessary for classroom implementation had been provided. Input scores increased from Year 3 when three of the five teachers received moderate scores. One teacher in Year 4 received a rating of moderate, consistent with ratings in the prior year, indicating that most but not all inputs were provided. All teachers indicated they had enough teacher materials and were provided with the required 90 minute daily class period in the fourth year of implementation; the teacher with the moderate score, according to district records, did not receive the prescribed amount of professional development.

Classroom model and context. All READ 180 teachers (100%) were implementing with adequate or moderate fidelity in Year 4, with two READ 180 teachers receiving a rating of adequate or high. In both Years 3 and 4, teachers received moderate scores rather than adequate

because they were observed to be behind schedule as per the pacing calendar and did not devote the full 90 minute class period to READ 180 instruction. All teachers were observed to be implementing content from the READ 180 curriculum and to be using READ 180 instructional strategies. All five READ 180 teachers had implemented the intervention in the prior year; the two teachers with the highest ratings had taught READ 180 the longest. Patterns over time are difficult to discern because, with the exception of one teacher, different teachers implemented in Years 1 and 2 as compared to Years 3 and 4. In general, ratings remained consistent over time despite teacher turnover in Years 1 and 2, likely due to the district decision to replace teachers in Years 3 and 4 with those experienced teaching the intervention in the upper grades. The primary barriers to implementation over time as reported by teachers were software issues; small classes size due to poor attendance (and because smaller sections had not been combined in the early fall); the difficulty of trying to motivate students; and student boredom.

Xtreme Reading

The summary of Xtreme Reading model implementation is presented by teacher, over time, in Exhibit 2.

Exhibit 2. Summary Xtreme Reading ratings Years 1-4 (n=9)

Teacher	Inputs				Classroom Model			
	Year 1	Year 2	Year 3	Year 4	Year 1	Year 2	Year 3	Year 4
	Average inputs				Classroom model			
1	Adequate	--	--	--	Adequate	--	--	--
2	Adequate	--	--	Adequate	Adequate	--	--	Adequate
3	Adequate	Moderate	Adequate	Adequate	Adequate	Moderate	Low	No evidence
4	Moderate	Moderate	Adequate	Adequate	Moderate	Moderate	Moderate	Moderate
5	Adequate	--	--	--	No evidence	--	--	--
6	--	Low	Adequate	Adequate	--	Low	Adequate	Adequate
7	--	Adequate	Adequate	--	--	Low	Adequate	--
8	--	Adequate	--	--	--	Low	--	--
9	--	--	Adequate	Adequate	--	--	Moderate	Moderate

Note. Implementation levels were defined as: 1 = No evidence (0-24%); 2 = Low (25-49%); 3 = Moderate (50-74%); and 4 = Adequate (75-100%).

Inputs and context. All Xtreme Reading teachers (100%) received ratings of adequate or high in Years 3 and 4 for receipt of inputs, including professional development, classroom materials, and classroom structure/organization. Overall, ratings for the receipt of professional development increased from Year 1 to Year 3. The receipt of professional development was not scored in Year 4 as in the past based on developer specification that teachers would receive support as needed. However, all of the teachers were visited by SIM professional development coaches during the 2009-2010 school year. Teachers with higher levels of implementation, according to developers, received more professional development than those with lower levels of implementation. Despite the variability in the purpose and length of visitations, teachers reported that the mentoring sessions were the greatest support in their efforts to implement the Xtreme Reading model with fidelity. All teachers reported that they had enough materials to implement the Xtreme Reading program in Year 4, though this was not always the case over time and reports of the usefulness and quality of the intervention materials were mixed (e.g., assessments, daily lesson plans, teacher manual, reading material, feasibility of and ease in using materials).

Classroom model and context. A majority (80%) of the Xtreme Reading teachers (four of the five) were implementing with adequate or moderate fidelity in Year 4, while the remaining teacher was rated as having no evidence, indicating no evidence of implementation was observed. This teacher was observed to have made major modifications to the actual content of Xtreme Reading lessons. Two Xtreme Reading teachers received a rating of adequate or high in Year 4, indicating fidelity of implementation was achieved for two of the five teachers. The same pattern of ratings was observed in Year 4 as was observed in Year 3, with the exception of the no evidence rating, which was for one of the two teachers who had implemented since the initial grant year.

However, with one exception, teachers reported mixed fidelity and ongoing and substantial changes in Years 3 and 4. In addition, developer reports noted the omission of sections of lesson plans and changes to instructional sequence. None of the Springfield teachers were aligned with the pacing calendar. Over time, teachers reported additional structural barriers leading to abbreviated curriculum coverage and/or pace including student absenteeism, small class sizes,

and the block scheduling on alternate academic weeks at the vocational-technical high school. In general, classroom model scores increased over time from Year 2 to Year 4.

Whole School Intervention: Inputs, Classroom Model, and Context

SIM-CERT

In Year 4, the districts exceeded training goals set at 130 per year (26 teachers per school) for the whole school intervention SIM-CERT. According to district records of professional development attendance, across the four grant years a total of 545 teachers were selected for inclusion in SIM-CERT cohorts and received some portion of SIM-CERT training.

Inputs and context. According to district records across Years 1 through 4 of SIM-CERT implementation, the majority of Chicopee teachers (71%) received the four required days of training during the first year of implementation compared with 5% of Springfield teachers. District variation was also observed for training rates of teachers in their second year of implementing SIM-CERT, with 80% of Chicopee teachers receiving the recommended two days of training compared with 39% of Springfield teachers. The timing and structure of the professional development schedule in Springfield accounts for the low percentage of *adequate* ratings for implementation of the professional development model. Refer to the exhibit below.

Exhibit 3. Professional development days required: Percent of teachers receiving adequate ratings by district and cohort

District/ Cohort	Training for first year of implementation	Training for second year of implementation
	Four Days Required	Two Days Recommended
All SPS	5% (n = 14/301)	39% (n = 40/102)
All CPS	71% (n = 108/152)	80% (n = 75/94)
Total	27% (n = 122/453)	60% (n = 115/196)

When adequacy of professional development is assessed by the numbers of teachers *receiving the content* of training rather than by *the number of days* of training, professional development scores are high in both districts. This additional rating has been included since

Year 3 when districts and developers provided information regarding required content and indicated teachers may have received training in all required topics, regardless of how many days it took to cover the material. Across districts, the majority of teachers (84%) received the training in required content, as illustrated by the exhibit below.

Exhibit 4. Percentage of teachers who received adequate levels of training in the required routines for the first year of implementation

Receipt of all four core required routines (Unit Organizer, Framing, LINCing, Concept Mastery)	
All SPS (n = 221)	82% (n = 181)
All CPS (n = 106)	89% (n = 94)
Total (n = 327)	84% (n = 275)

Over time, the minimum required number of training days set by developers decreased in Springfield. Originally, training would present one CERT routine and give teachers time to apply that routine to their course content in collaboration with colleagues from their departments. In the later years of the grant in Springfield, this collaborative work time was minimized. In Chicopee, the professional development plan, including the number of days, the content taught, and content delivery, remained consistent from Years 1-4.

Overall, more than half of the SIM-CERT-trained teachers who responded to the survey over time indicated SIM-CERT training helped them to effectively use routines in their classroom (ranging from 67% to 76%), satisfaction with quality of the training sessions (ranging from 68% to 90%), and satisfaction with the support of their coaches (ranging from 72% to 93%). In Years 2 and 3, the consensus among teachers and administrators was that the support provided by the literacy coaches had been instrumental in the classroom-level implementation of SIM-CERT. In Year 4, levels of teacher satisfaction with the training offered and received decreased from Years 2 and 3, and reports of satisfaction with coaching support was more mixed. District variation in teacher response was evident. The overall reduction in reported teacher satisfaction with professional development, in terms of the general amount and quality as well as coaching support, appears the result of several interrelated factors: consolidation of trainings; transfer of responsibility for trainings from developer to school staff; communication and lack of clarity

about training requirements; and elimination of after-school training workshops in Springfield. Reported rates of teacher satisfaction for coaching in particular varied within Springfield across schools, with lower levels of agreement for one school in particular as compared to the others.

Classroom model and context. Overall, approximately three-fourths teachers reported meeting minimum classroom model expectations, consisting of the use of the Unit Organizer and one other SIM-CERT routine during the course of the academic year (as indicated initially by developers). Across districts, approximately three-fourths of the group of teachers who received adequate scores for classroom model fidelity exceeded minimum requirements. These teachers implemented the minimum in addition to another routine of their choice during the school year. There was a minimal but steady decline over time in the percentage of teachers who reportedly met and/or exceeded classroom model requirements. Refer to the following exhibit.

Exhibit 5. Percentage of teachers who met and exceeded minimum requirements for classroom model implementation

Cohort	District	Met Minimum Usage Requirements	Exceeded Minimum Usage Requirements
		Unit Organizer + 1 additional routine	Unit Organizer + 2 or more additional routines
All	CPS (n = 140)	120 (86%)	96 (80%)
All	SPS (n = 218)	141 (65%)	90 (64%)
Total	(n = 358)	261 (73%)	186 (71%)

Across all years and cohorts, evidence of district variation was observed. A greater percentage of Chicopee teachers met and exceeded classroom model specifications than Springfield teachers in Years 2, 3, and 4. In Year 4, there was evidence of school-level variation within Springfield (ranging from 57% at one school to 76% at another).

Impact

The evaluation of the Springfield-Chicopee’s Striving Readers Program had the primary goal of rigorously assessing the effectiveness of the interventions as implemented on reading

achievement. The most rigorous design, a randomized controlled trial (RCT), was implemented for the targeted interventions to address the counterfactual (i.e., what would happen in the absence of treatment). Because such a design was not feasible to assess the impact of the whole-school intervention, an interrupted time series (ITS) analysis of secondary data was proposed. In addition, comparison schools were included in the ITS analysis to more fully address the counterfactual. The primary outcome for the analysis of targeted student impacts is the Stanford Diagnostic Reading Test, version 4 (SDRT-4), and the Massachusetts Comprehensive Assessment System (MCAS) English Language Arts was used for assessing whole-school impact.

Targeted Interventions Impacts

Eligible incoming ninth grade students were randomly assigned to one of three conditions: Control, READ 180, or Xtreme Reading. Each of the treatment group impact estimates—for READ 180 and Xtreme Reading—was assessed in comparison to the Control group. Because students were randomly assigned to intervention groups, students were the primary unit of analysis. To answer the primary research question regarding the effectiveness of the interventions and to provide estimates of their “true” effects on reading achievement, average reading achievement scores of students in each of the two interventions were compared to the scores of students in control group classrooms, pooled across sites and study years.

Using criteria outlined by What Works Clearinghouse (WWC) for assessing the rigor of designs and analysis, baseline or pretest scores were assessed to identify pre-treatment differences among the groups. No significant baseline or pretest differences were observed. In addition, the numbers of “actual” exclusions were examined to identify differential attrition between groups (i.e., these exclusions would have been noted at the time of screening and assignment review but were not available to evaluators until late fall). No differences in attrition estimates among treatment groups were greater than 20%.

Patterns generally remained the same with the addition of Cohort 4 (Year 4) as in the past for baseline and outcome scores. No significant effects were observed for Xtreme Reading as compared to the control group. Significant effects were observed for READ180 as compared

to the control group. READ 180 students scored significantly higher as compared to Control students (2.70 points on average unadjusted and 5.29 adjusted), representing an effect size of .11. Although the unadjusted mean represents the true difference between groups in this random assignment study, adjusted means were calculated in the event random assignment did not yield equivalent groups due to the smaller sample sizes. The mean scores at post-test, though higher than at pretest, represent less than grade level performance (approximately between a 5th and 6th grade reading level).

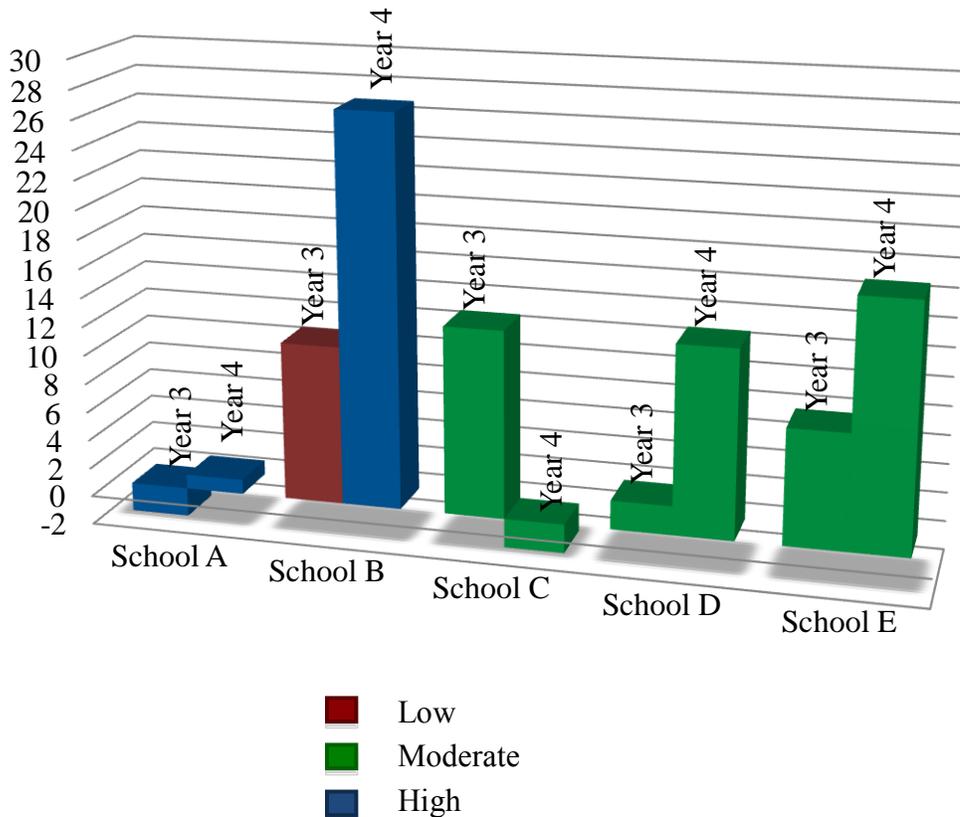
Targeted Interventions Impact and Classroom Implementation

Implementation levels were established to characterize the context and its complexity and, as a result, to provide a gauge by which to judge any observed effects relative to the context. Therefore, the following analysis demonstrating the relationship between classroom implementation levels and impact results was purely exploratory.

READ 180

The comparison of classroom implementation level and impact results for READ 180 is included in the exhibit below. This exhibit illustrates that in schools where classroom implementation levels were observed to be moderate and high (as coded by color) average reading scores of READ 180 students were higher relative to students in the control group (the difference represented on the Y axis).

Exhibit 6. Impact of READ 180 by level of classroom implementation (Years 3-4)



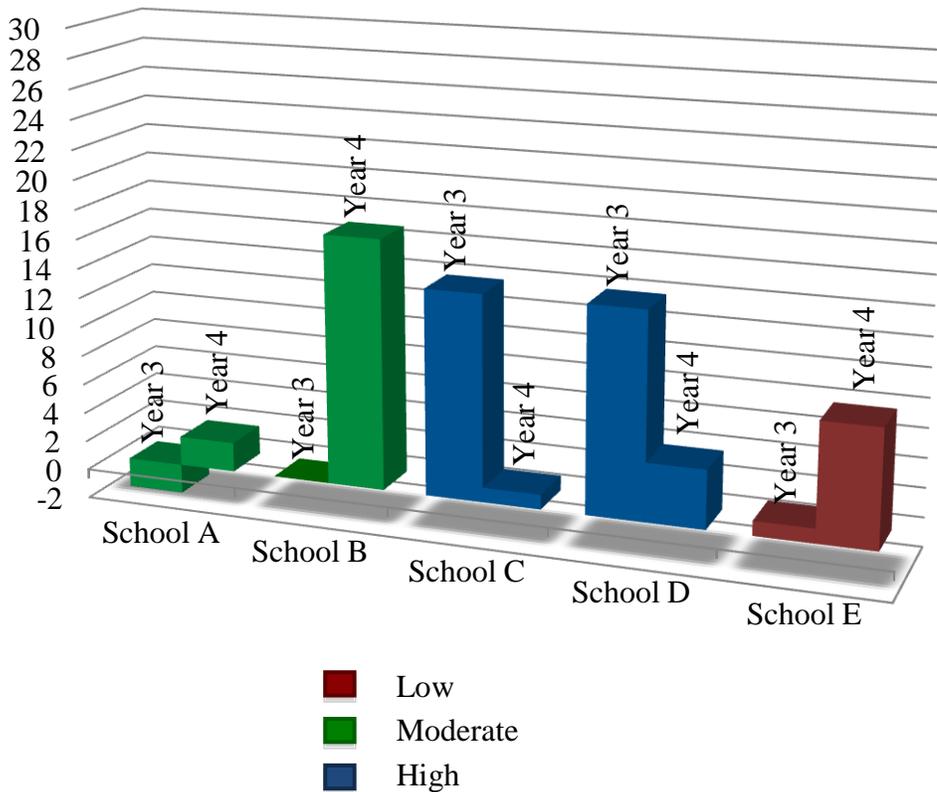
Note. Averages were calculated weighted by the total number of items across years. Implementation levels: No evidence (0 - 24%), Low (25 - 49%), Moderate (50 - 74%), and High or Adequate (75 - 100%).

Fidelity scores either increased or were maintained in Year 4 as compared to Year 3 (the same teachers taught in Years 3 and 4). The results were mixed for those rated as the highest implementers in both years with the least and most student change relative to the control group. Two of the five teachers with the highest classroom ratings had taught this intervention the longest as noted in the scoring section. Results were more consistent over time for the majority of teachers especially those implementing at moderate levels. READ 180 student scores were higher at post-test, controlling for pre-test scores and other student characteristics than control group student scores, and this difference was statistically significant.

Xtreme Reading

The comparison of classroom implementation and impact results for the Xtreme intervention is included in the exhibit below. This exhibit illustrates that in schools where classroom implementation levels were observed to be moderate and high (as coded by color), average reading scores of Xtreme Reading students were generally higher relative to students in the control group (the difference represented on the Y axis). The same teachers taught in Years 3 and 4 with one exception. Although this new teacher was rated as implementing with high fidelity, his/her student scores were not higher as compared to the control group. As noted in the prior scoring section, one of the two teachers with the lowest overall ratings had been implementing since the initial grant year.

Exhibit 7. Impact of Xtreme by level of classroom implementation (Years 3 & 4)



Note. Averages were calculated weighted by the total number of items across years. Implementation levels: No evidence (0 - 24%), Low (25 - 49%), Moderate (50 - 74%), and High or Adequate (75 - 100%).

Although four of the five teachers had moderate or adequate implementation ratings in Year 4 (three of the four representing increased levels of fidelity), the difference between the Xtreme Reading scores and control group scores was lower in general in Year 4 as compared to Year 3. That is, for those rated as higher implementers in Year 3 student scores were higher but this was not the case for student scores in Year 4 for the same high implementers. Xtreme Reading student scores were higher at post-test, controlling for pre-test scores and other student characteristics than control group student scores, but this difference was not statistically significant.

Implementation Patterns as a Predictor

Despite the many complications related to implementation, particularly in Year 1 of the study, a pattern of medium (i.e., moderate) and high (i.e., adequate) targeted implementation levels and higher overall student reading scores was observed. This pattern was more pronounced for READ 180. A final cohort will participate in this effectiveness trial in the next year. The descriptive results discussed here may *foreshadow the potential* for detecting meaningful intervention effects under conditions such as an increased sample size and increased classroom implementation levels.

Over time, the targeted teachers had more experience and the control classroom teachers had higher levels of education. As a result of teacher turnover, the backgrounds as compared to control classroom teachers changed. Background and experience, in addition to overall teaching quality (not directly measured), could influence and moderate any observed results.

Although impact estimates were established across years, implementation levels and impact results varied by year, which itself has implications and at a minimum requires caution when interpreting the findings. It is important to note that these cautions should be exercised for both interventions, as there were differences in implementation between years for both Xtreme Reading and READ 180, including teacher turnover in earlier years.

Whole-School Intervention Impact

The primarily proposed analysis of the outcomes for the whole-school intervention included an interrupted time series (ITS) analysis of secondarily available retrospective and prospective state assessment student data (as measured by the state MCAS) from the study schools and all schools from four school districts within the state as a comparison. The results presented in summary are preliminary and therefore conclusions cannot be drawn until all five years of implementation data are included in this analysis.

On average, students' ELA achievement scores (MCAS ELA scores) have increased by 1 point per grant year, lower than the 2.3 point increase observed for prior cohorts combined. However, results from the ITS analysis indicated the five Striving Readers schools are performing similarly to comparable schools in the state—in districts not participating in the Striving Readers grant—on the ELA portion of the MCAS.

Whole-school Impact and Implementation

Implementation study results indicated a number of other interventions began school-wide over the course of the Striving Readers grant. When the introduction of each of these other intervention was assessed in the treatment only models, none had a statistically significant impact on MCAS scores.

A positive association was observed between SIM-CERT implementation levels and MCAS outcome scores. This association was observed with the four years of data available to date although was not evident with the prior three years of data. The levels of implementation related significantly to reading outcomes (e.g., MCAS and SDRT-4) for the rates or percentages of teachers obtaining adequate levels of professional development as well as the rates of self-reported use. Any number of similar initiatives may have been implemented in the comparison group schools which could explain a lack of observed impact results (i.e., no significant differences between the Striving Readers and non-Striving Readers schools on

overall achievement scores).¹ Comparison schools may have been implementing an intervention or made changes in general with equal intensity to affect outcomes. In addition, a lack of observed impact results may have resulted from the variability present in both treatment and comparison school data.

Finally, a descriptive analysis of the reading outcome scores (as measured by the SDRT-4) was conducted to assess change over time for the period of the grant and provide further evidence of a potential effect of the intervention. Across the three years of the Striving Readers grant, on average, students' reading proficiency scores (SDRT-4 scores) have increased by approximately one point per year. These scores were also predicted by implementation levels, consistent with the results from the analysis of impact on MCAS scores.

Overall Summary

The evaluation of the Springfield-Chicopee's Striving Readers Program had the primary goal of rigorously assessing the effectiveness of the interventions as implemented on reading achievement. In addition, implementation studies were included to present a broad picture of the overall level of implementation in context and a sense of the variability that may have occurred. Differing institutional contexts or constraints influenced the ways in which intervention components were implemented. Districts and schools possessed their own unique complexities, which may have supported or hindered implementation and, in turn, affected outcomes. Finally, implementation analysis indicated barriers faced and addressed throughout the grant period.

Preliminary results from the implementation of Striving Readers interventions to date in Springfield and Chicopee school districts indicated a positive and significant impact on student reading achievement of one of the two targeted interventions. Descriptive analysis indicated a relationship between whole-school implementation and outcomes to be explored in the final study year. Implementation studies also indicated alignment of contextual results with outcomes observed.

¹ Refer to Appendix E for a detailed discussion of whole-school intervention outcomes and limitations of the ITS analysis conducted.

The Springfield and Chicopee school districts have overcome many obstacles in the development, planning, and implementation of their Striving Readers grant. In particular, two dissimilar districts have implemented two targeted interventions (all other SR grantees implemented only one) as well as one whole-school intervention. Implementation studies reported barriers in the implementation of the grant in Year 1 resulting from both contextual and contractual factors, which did not necessarily emerge from the intervention models but may have resulted from attempts to fit the models as required into this context. Some of the contextual factors included: the urban setting, population, and student needs; the various policies of the schools and districts addressing scheduling, administrative issues, and so forth; and general staffing and personnel matters. Contractual complexities specifically refer to the requirements for the grant implementation; the monitoring and oversight of the fidelity of implementation; and the observance of the rigorous research specifications.

Given the challenges inherent in both creating a successful collaboration between two districts and implementing two interventions, it is not surprising that complexities arose which would not normally be encountered in a standard literacy program implementation. An initial barrier related to the rigorous research requirements, for example, involved the cooperation, ability, and willingness of both districts to incorporate a “true” control group to address the counterfactual (i.e., what would happen in the absence of treatment). Additional challenges involved the need to standardize implementation across two very different district and school systems.

Intervention plans necessitated consistent tailoring to accommodate rigorous research study requirements, and district staff and evaluators spent unanticipated time to ensure successful implementation. At the same time, districts faced turnover in lead program staff and administrators, challenges related to communication with stakeholders and participants, and complications in screening and placing the population of students who were randomly assigned to participate in the targeted interventions as well as the tracking of these students over time.

These difficulties have had some lasting influence but over time the districts have sought to address each one as presented in the evaluation reports. Progress was made in overcoming these barriers, particularly in Year 2, but also throughout Year 3. Districts implemented each of the targeted interventions while maintaining the integrity of the randomized controlled trial design

and assignment to the best of their ability and repeatedly demonstrated their commitment to ensuring the success of the grant. District staff collaborated fully with evaluators in all phases of the evaluation. Their serious consideration of any potential positive or negative influences on study outcomes as well as “full disclosure” has been commendable. Such diligence ensures that the final results of this study will produce information that can be used by policymakers, district administrators, and school staff to make confident choices regarding effective literacy interventions for their students.

I. Introduction and Study Background

This report presents implementation and impact findings to date based on district documentation and data gathered by The Education Alliance regarding the Striving Readers grant as implemented by the Springfield and Chicopee Public School Districts. The Striving Readers grant requires the implementation of both targeted and whole-school literacy interventions. In the Springfield and Chicopee Public School Districts, five high schools (three in Springfield and two in Chicopee) in collaboration with developers are implementing two targeted interventions—both developed using scientifically based research to promote the reading skills of struggling readers—as well as a whole-school intervention developed to promote reading skills throughout the student population.

The targeted interventions are: (1) READ 180 Enterprise Edition (Scholastic, Inc.) and (2) Strategic Instruction Model (SIM) Xtreme Reading (University of Kansas, Center for Research on Learning). Both targeted interventions have been provided as a supplement to the regular English Language Arts curriculum in the participating schools. The whole-school intervention is the Strategic Instruction Model Content Enhancement Routines for Teachers (SIM-CERT), which along with Xtreme Reading is a part of the University of Kansas’s Content Literacy Continuum (University of Kansas, Center for Research on Learning).

The U.S. Department of Education (ED) and its contracted Striving Readers technical assistance provider, Abt Associates, have made significant contributions to this report as has the Striving Readers district implementation team (SR district team) in its dedication to providing accurate information and documentation about implementation.

II. District Context

Located in western Massachusetts, the mid-sized city of Springfield was a community of 152,082 people at the onset of this grant (U.S. Census, 2006). Twenty-nine percent of Springfield’s population comprised children under the age of 18. Approximately 23% of the overall population and more than 75% of all public school students in Springfield lived in households at or below the poverty line.² Chicopee is a neighboring community of Springfield. At the onset of the grant, Chicopee had 23,117 households, and 23% percent of the population comprised children under the age of 18. The median household income was \$35,672, and approximately 12% of the overall population lived below the poverty line (U.S. Census, 2006).

Characteristics of Districts and Student Population

Springfield Public Schools enrolled approximately 25,141 students in the 2009–10 school year (MADOE, 2011).³ Springfield is the second largest school system and one of the lowest performing school districts in the state. A Title I District, Springfield has four high schools, three of which are participating in the Striving Readers Program.⁴ Although the three high schools—High School of Commerce, Putnam Vocational-Technical High School, and the Springfield High School of Science and Technology (SciTech)—are non-Title I schools by designation, they qualify as eligible to receive Title I funds (MADOE, 2010).⁵ Additionally, all three high schools participate in the Metropolitan Council for Educational Opportunity (METCO), a state-funded program designed to address racial imbalances by busing children from urban to suburban areas (METCO, n.d.).

² Local poverty statistics obtained from a district document downloaded from www.sps.springfield.ma.us, November 7, 2007 to reflect status prior to grant implementation.

³ Data were obtained from the Massachusetts Department of Education’s District Profiles database, <http://profiles.doe.mass.edu/>, March 2011.

⁴ This does not include the numerous alternative secondary schools and private secondary schools located in Springfield.

⁵ This is true of Chicopee High Schools as well. Eligibility relies upon what one Striving Readers program manager referred to as a “calculation of preponderance”; although the number of students registered for free/reduced lunch does not necessarily reflect a percentage that warrants Title I status, the preponderance of other factors (most notably, the Title I status of all middle schools) indicates that the number of known free/reduced lunches is lower than the number of students qualifying.

A state-appointed financial control board currently governs Springfield’s public schools as well as the City of Springfield. The financial difficulties the city and district have faced, in addition to past teacher contract difficulties, have contributed to significant losses of teachers, other personnel, and services to the public schools.

Chicopee has two high schools, both of which are participating in the Striving Readers Program. Like Springfield, Chicopee is a Title I District with its two high schools eligible to receive Title I funds. Chicopee also participates in the METCO program. Chicopee Public Schools enrolled 7,845 students in the 2009–10 school year (MADDOE, 2011).

Descriptive information for every high school participating in the Striving Readers Program for Year 4 is presented in Exhibit 1. As compared to prior years, the population includes more low income students in the current year as well as a reduction overall in total numbers of students.

Exhibit 1. Characteristics of participating schools (2009–10)⁶

Characteristics	Chicopee Schools		Springfield Schools			State
	CHS	CCHS	Putnam	SciTech	Commerce	
	%	%	%	%	%	%
Non-White	33	25	88	89	93	31
First Language Not English	15	10	27	31	31	16
Limited English Proficient (LEP)	2	2	9	14	16	6
Low Income	53	48	72	84	77	33
Special Education	14	16	23	30	29	17
Total Number of Students	1200	1437	1632	1320	1380	–

Source: Massachusetts Department of Education. *School/District Profiles*. Retrieved March 2011 from <http://profiles.doe.mass.edu/>

Adequate Yearly Progress (AYP) Status

The five Springfield and Chicopee high schools operate in a high-stakes climate with strict, state-mandated graduation requirements. As required by the federal No Child Left Behind Act

⁶ The characteristics of the participating schools were similar to those reported for the prior implementation years (2006–07, 2007–08, and 2008–09). Refer to prior reports posted on ed.gov.

(NCLB), all schools and districts are expected to meet or exceed specific student performance standards in English Language Arts/Reading (ELA) by the year 2014. In order to monitor progress toward set performance goals, state departments of education issue adequate yearly progress (AYP) determinations. District accountability data trends demonstrate the need for literacy support for both middle school and high school students. Exhibit 2 depicts the performance history of the Springfield and Chicopee districts in ELA by providing a snapshot of AYP status for the year of the grant application and for the subsequent years of implementation of the Striving Readers Program to date (2006–10).

Exhibit 2. AYP determination for ELA by district (2006–2010)

	Chicopee					Springfield				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Grades 6–8										
Aggregate	Not met	Met AYP	Not met	Met AYP	Not met	Not met	Not met	Not met	Not met	Not met
Subgroup	Not met	Not met	Not met	Not met	Not met	Not met	Not met	Not met	Not met	Not met
Grades 9–12										
Aggregate	Not met	Met AYP	Met AYP	Met AYP	Not met	Not met	Not met	Not met	Not met	Not met
Subgroup	Not met	Not met	Not met	Not met	Not met	Not met	Not met	Not met	Not met	Not met

Source: Massachusetts Department of Education. *School/District Profiles*. Retrieved March 2011 from <http://profiles.doe.mass.edu/>

In Chicopee, at the high school level, aggregate scores met AYP criteria for three years, but subgroups continued to lag behind. Chicopee schools were designated as “Improvement Year 2” after three consecutive years of not making AYP requirements for subgroups. In such cases, the Massachusetts accountability system requires that the schools offer parents the option of sending their child to another school within the district that has made AYP, if space is available.

In Springfield, AYP benchmarks have not been met at the aggregate or subgroup level. As stated in the Year 2 report, the fact that these subgroups were not making AYP is particularly relevant given that a majority of district students were African American or living in poverty. In 2008, the Springfield schools were designated as “Restructuring.” The district’s only Chapter 74

approved, vocational-technical school was also designated by the state as “chronically under-performing” and was subsequently converted to a Commonwealth Pilot School in Year 2 of the Striving Readers grant.

III. Theoretical Rationale and Description of Interventions

Two targeted interventions, READ 180 and Xtreme Reading, were selected by the Springfield-Chicopee⁷ school districts to improve the reading skills of struggling readers. Both READ 180 and Xtreme Reading were implemented as “add-on” or supplemental interventions. That is, the interventions were conducted in addition to the regular English Language Arts (ELA) class required in the participating schools.⁸ The whole-school intervention model, SIM-CERT, was selected to improve literacy across content areas, and its implementation was phased in over the grant period. The following descriptions summarize key elements of the interventions, as planned and implemented, with any changes occurring in each year and over time.

READ 180 Targeted Intervention

The READ 180 program is an intensive literacy curriculum developed for struggling readers in grades 4 through 12 to bring their reading skills to grade-level standards and to promote reading comprehension. Initially developed in 1985 by Ted Hasselbring at Vanderbilt University, the program, then named the Peabody Literacy Lab, uses anchored instruction (Hasselbring & Goin, 2004). Anchored instruction is based on a philosophy of using authentic situations as anchors to “enable students to practice noticing and resolving problem situations” (p. 138). The READ 180 program also uses computer-assisted instructional (CAI) software to track individual student progress and to adjust reading instruction accordingly. Using the concept of anchored instruction, the CAI software has “an animated tutor who guides the student and provides

⁷ Springfield-Chicopee is used as an abbreviation for the Springfield Public Schools and Chicopee Public Schools implementing their jointly proposed Striving Readers program.

⁸ As a result, students had to wait to take an elective, such as art, until the upper grades. Physical education, which is not an elective but required for one semester per year, was doubled-up in upper grades to fulfill this requirement.

feedback via a digitized human voice” (p. 133).⁹

The goal of READ 180 is to help struggling readers achieve proficiency in reading at grade level. Objectives of the program include targeting specific elements of phonics, fluency, vocabulary, comprehension, spelling, writing, and grammar, as well as promoting self-directed learning (Scholastic, Inc., 2005a). The reading materials contain content that is of interest to this particular age group and is connected to students’ everyday experiences.

READ 180: Instructional Approach and Curriculum

The READ 180 instructional model provides structure to classroom activity. The model is based on a 90-minute block that blends whole-class instruction and small-group student work. The teacher begins with 20 minutes of whole-class instruction in which skills are explicitly taught in the areas of word analysis, vocabulary, and reading comprehension, and concludes with a 10-minute whole-class wrap-up (Scholastic, Inc., 2005a). For the intervening 60 minutes, students break out into smaller groups and rotate among the following three stations:

1. Small-group direct instruction through which the teacher focuses on needs specific to the selected group of students;
2. Independent student work using READ 180’s CAI software; and
3. Modeled or independent reading from paperbacks and/or audio books.

READ 180 provides content through specific teacher resources (e.g., rBook Teacher’s Edition, Anchor videos) and student materials for the whole-class and small-group sessions. The rBook Teacher’s Edition contains content and instructional routines to encourage active participation and further develop students’ reading comprehension, vocabulary, writing, and grammar skills.¹⁰ Anchor videos jump-start the activity during the whole-class direct instruction segment of the class, provide background information, and are designed to capture student interest by raising provocative questions. The rBook’s nine workshops are estimated to require one school-year of

⁹ After purchasing the rights to the Peabody Literacy Lab Program and changing its name to READ 180, Scholastic contributed significantly to the program’s further development (Scholastic, Inc., 2005a).

¹⁰ Instructional routines covered include: teaching vocabulary, oral cloze, think (write)-pair-share, idea wave, numbered heads, the writing process, and peer feedback.

instruction (approximately eight months or between 125 and 145 days in addition to the two weeks at the beginning of the school year for start-up). In addition, students are provided with their own rBooks, which are interactive work texts.

Teachers use specific READ 180 instructional strategies during READ 180 teacher-directed activities in whole and small groups. In small-group segments, teachers can use many of the whole-class strategies and also offer differentiated instruction in phonics, fluency, vocabulary, word study, spelling, and comprehension. They can provide fluency assessment and practice or conduct teacher conferences to set goals, check reports, reflect on books, and review rBooks (Scholastic, 2005e).

READ 180's professional development is designed "to help teachers be successful and to foster and sustain best teaching practices in the classroom" (Scholastic communication, 2007). Accordingly, READ 180 offers a variety of professional development opportunities and support, ranging from trainings, seminars, in-classroom support, web-based instructional support, and online RED courses focused on aspects of reading instruction. A logic model depicting the key components of the READ 180 intervention (as planned and expected outcomes) is depicted in Exhibit 3.

READ 180: Year 4 and Over Time

Scholastic provided updated documentation in Year 3 specifying the number of required in-classroom coaching visits, seminars, and RED online courses based on teachers' years of experience in the READ 180 program.¹¹ Teachers with either a year or two of experience teaching READ 180 were required to complete an additional Scholastic online course (6 hours total), equal to the hours required of a teacher with no prior experience. Teachers with a year of READ 180 teaching experience were not required to attend seminars and those with two years of experience were required to attend two seminars as compared to the six required for teachers in

¹¹ This document was dated April 6, 2009 and provided to evaluators following the developer interview. The Scholastic online RED 180 course differed based on the number of years a teacher had participated: teachers new to READ 180 received "Read 180: Best Practices in Reading Intervention"; teachers in their second year of teaching READ 180 received Teaching Striving Readers"; and teachers in their third year of teaching READ 180 received "High School Literacy Comprehension Through Active Strategic Reading."

their first year of teaching READ 180. Finally, teachers with a year of prior READ 180 teaching experience were to be provided with the eight monthly coaching sessions over the school year as was true for teachers with no prior READ 180 teaching experience (approximately 2 hours each). In comparison, teachers with two to three years of prior READ 180 teaching experience were provided with half the monthly coaching sessions, or four total over the school year. Finally, teachers with four years of prior experience were not required to participate in professional development.

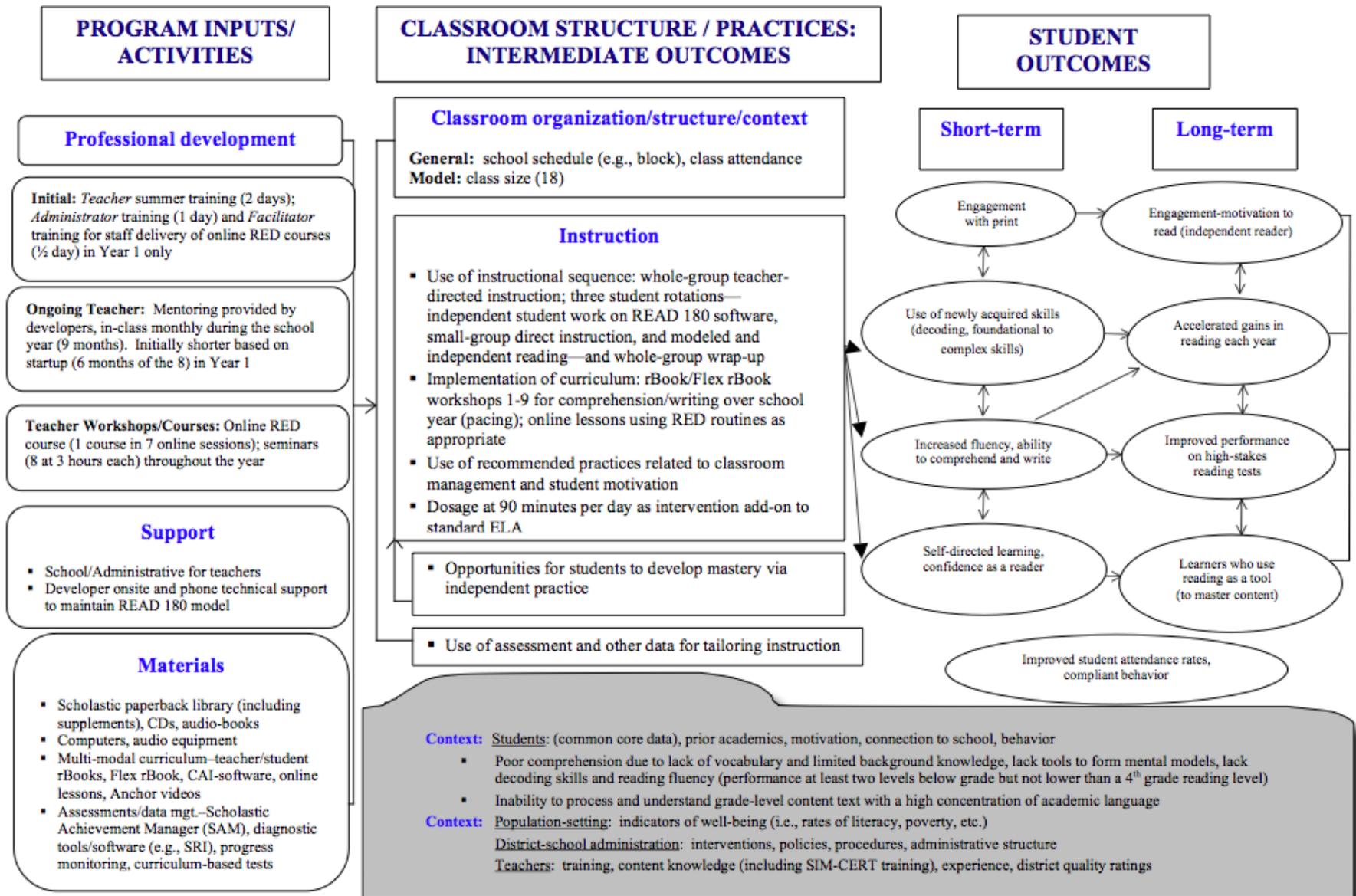
First-year teachers were required to complete a total of 36 hours of group training, which included two initial training sessions (6 hours per session), six follow-up seminars (3 hours per seminar), and Scholastic online training (6 hours in a seven-session course). In addition, first-year teachers were to receive a total of 16 hours of ongoing and individual training and support provided by developers, consisting of eight monthly mentoring sessions over the school-year (approximately 2 hours per session) for a total of 52 hours of professional development training.

As planned and as occurred for prior cohorts, students who received one year of READ 180 in 2008–09 but did not have outcome test scores (SDRT-4) that met grade-level expectations were to be provided with a second year of READ 180.¹² These students worked from the already developed Flex rBook that parallels the content of the rBook (the student resource for whole-class and small-group instruction) without duplicating the same texts.¹³ Additionally, per the SR district team, more complex texts were introduced to the students receiving a second year of READ 180 in Years 2 and 3. Developers provided books with more challenging reading for those at higher levels as well as additional titles at the lower Lexile levels for greater variety.

¹² Although there was a review of the same skills in the second year of READ 180 participation, including summarizing for comprehension, teachers were to use differentiation to address student needs and to increase the level of sophistication of the skills learned so that these literacy skills could be applied to different content areas/subjects. Information provided by Karen Burke, Scholastic, November 2008.

¹³ These texts are not sequential, so a whole class may start in either the rBook or the Flex rBook and then alternate to the other text the following year, when needed.

Exhibit 3. READ 180 logic model



Xtreme Reading Targeted Intervention

The Xtreme Reading Program of the Strategic Instruction Model (SIM) was developed for adolescents who struggle with reading and writing by the University of Kansas Center for Research on Learning (KU-CRL). Whereas READ 180 focuses on the fundamentals of reading, Xtreme Reading has a meta-cognitive approach focusing heavily on explicit strategy instruction. The Strategic Instruction Model is based on research indicating that content literacy occurs not only when students have mastered the critical content as determined by teachers, but also when students can manipulate and generalize this content to other learning situations (Content Learning Center, 2007).

The SIM Content Literacy Continuum comprises three levels: the SIM-CERT or Content Enhancement Routines for Teachers (Levels 1 and 2) and Xtreme Reading (Level 3) (refer to Exhibit 4).

Exhibit 4. SIM Content Literacy Continuum (CLC)

Level	Purpose	Instruction
1	Master critical content	Enhanced content instruction (strategic teaching to ensure mastery of critical content for all students)
2	Use learning strategies across classes	Embedded strategy instruction (teachers embed selected learning strategies in core curriculum courses)
3	Master specific reading strategies (e.g., self-questioning, visual imagery, paraphrasing)	Explicit strategy instruction (Xtreme Reading)

Source: Dr. Faddis (personal communication, November 2007), RMC Research Corporation, Portland, Oregon, based on information provided by Susan Robinson, University of Kansas, Center for Research on Learning.

More specifically, Xtreme Reading targets students reading at least two years below grade level but who read at or above the 4th-grade level. Intensive strategy instruction addresses the skills needed to bring meaning to reading, particularly reading instruction that helps students to

develop accurate word recognition and increased fluency and comprehension. The approach to instruction involves intensive, carefully tailored lessons in which students have numerous opportunities to practice targeted learning strategies that will help them succeed in their classes.

Developers train teachers in all aspects of what are called “Learning Strategies” for students. The professional development model includes initial training, ongoing in-class mentoring by providers, and workshops on specific routines. These strategies prompt teachers to organize, clarify, and standardize student approaches to engaging with and mastering content.

Xtreme Reading: Instructional Approach and Curriculum

The year begins with units addressing behavior (ACHIEVE, Talking Together, SCORE) and motivation (Possible Selves) in which students learn about what is expected of them in the classroom and how to create a productive learning environment. Students are explicitly taught the appropriate behaviors for classroom situations including lectures, discussions, independent study, and small-group work. The Possible Selves unit focuses specifically on student motivation and involves having students analyze their current lives and then set goals to enhance their futures.¹⁴ The behavioral and motivational portion of Xtreme Reading takes approximately four weeks to implement. These units changed in Year 2, as noted on the following pages.

The Xtreme Reading program then shifts to the seven reading strategies: LINC'S Vocabulary, Word Mapping, Word Identification, Self-Questioning, Visual Imagery, Paraphrasing, and Inference. The first three strategies focus on vocabulary development (although the LINC'S model focuses on learning the meaning of new words through memorization, as well as on advanced phonics and decoding for multi-syllabic words). The remaining four strategies target reading comprehension using strategies such as imagery (i.e., teaching students to create mental pictures as they read), paraphrasing (i.e., teaching students to identify and restate the main points of a paragraph in their own words), prediction, and questioning. The program also encourages teachers to support reading fluency through explicit teaching and modeling for students. In addition to the reading strategies, Xtreme Reading integrates writing strategies (such as

¹⁴ Data were obtained from the KU-CRL website <http://www.Xtremereading.com>, February 2010.

Paragraph Writing and Theme Writing) with reading instruction. These writing strategies focus on the writing process and thus emphasize planning, writing, providing or accepting feedback, and editing.¹⁵

The Xtreme Reading model uses an instructional approach that involves both teacher-directed whole-group discussions, teacher modeling of strategies, guided practice activities, paired-student practice, and independent practice. Xtreme Reading teachers receive direct training in the Learning Strategies and SIM-CERT strategies as well as ongoing consultation services from the SIM developers (KU-CRL staff). Xtreme Reading instructional strategies fall into six categories: (1) reading, (2) storing and remembering information, (3) expressing information (writing), (4) demonstrating competence, (5) effectively interacting with others, and (6) motivation. These strategies include components of reading as well as class participation. A logic model depicting the key components of the Xtreme Reading intervention as planned and expected outcomes are depicted in Exhibit 5.

Xtreme Reading: Year 4 and Over Time

In Year 4, developers continued to make changes to the professional development model, Xtreme Reading materials, and required assessments (refer to Appendix A, sections A9 and A10, for more information about the professional development received and intervention changes over time). According to the developer, the framework for assessing fidelity of professional development in Year 4 was not based on a defined amount of time, as in Years 1–3, and as required for federal reporting (i.e., numbers of professional development hours as planned and as delivered are required on Annual Performance Reporting or the APR for this grant). Professional development was administered as needed, based on outcomes as defined by SIM, and not on a specified amount of training time.

Previously, in Years 1 and 2, teachers in their second year of implementation were expected to attend a one-day workshop on Strategy Integration, but second-year teachers had already received training in this content in their first year of implementation. Teachers were expected to

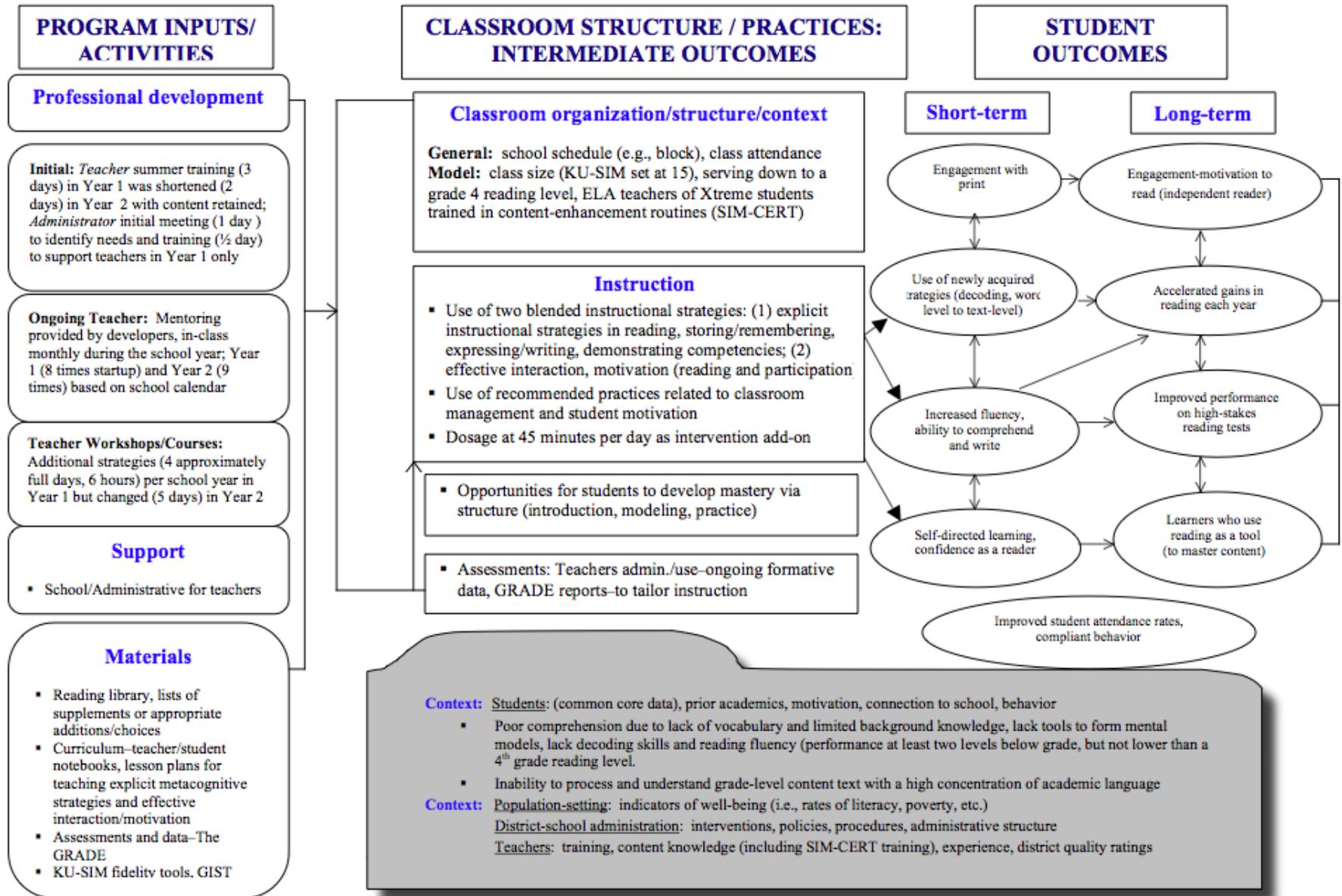
¹⁵ Data were obtained from the KU-CRL website <http://www.Xtremereading.com>, February 2010.

receive professional development inputs during their first year only, with the assumption that this was sufficient to implement the classroom model with fidelity. In Year 3, developers determined that second- and third-year teachers should have ongoing mentoring visits (for a minimum of nine visits per academic school year, or in the case of Chicopee teachers, seven times).¹⁶ In Year 4, as in Year 3, Xtreme Reading teachers did not participate in any subsequent SIM-CERT activities. Any necessary SIM-CERT training was embedded in Xtreme Reading sessions or monthly coaching.

Toward the end of Year 2, developers modified Xtreme Reading materials and changed the yearly pacing calendar in response to teacher requests.¹⁷ The initial units on student behavior and motivation were abbreviated or covered as needed. In addition to changes in the pacing calendar, more titles were offered in the Xtreme Reading library to address higher reading levels and to provide more variety for students, per the SR district team. SIM-CERT does provide Lexile levels on selections included in the libraries. According to teacher interview data, developers continued to revise teacher and student materials in Year 3. In Year 3, alterations to assessment requirements also changed. Developers required, and then subsequently discontinued the use of MAZE in Year 3. In Year 4, teachers were asked to submit an additional monthly calendar, which was not aligned to the pacing calendar used since Year 2.

¹⁷ SIM-CERT developers reiterated that Xtreme Reading is an experimental version, and revisions have been ongoing during the Striving Readers studies.

Exhibit 5. Xtreme Reading logic model



Whole-School Intervention

As a whole-school intervention, SIM-CERT provides reading strategies to improve literacy instruction across all disciplines. KU-CRL developed these strategies based on over 20 years of reading research. The intervention comprises Levels 1 and 2 of the Content Literacy Continuum (CLC) and is designed to help students understand critical course content (refer to Exhibit 4). The overarching goal of SIM-CERT implementation is to empower teachers to facilitate and students to develop content literacy. Content literacy is defined as the engagement skills and strategies (including listening, speaking, reading, and writing) necessary to process, understand, and master material across a range of academic disciplines.

SIM-CERT: Instructional Approach and Learning Strategies

The approach centers on the provision of meta-cognitive strategies for teachers to evaluate and therefore improve their practice. The developers of SIM-CERT identified three key activities for teachers to enhance their students' understanding of content: evaluate the content, determine the necessary approaches to learning for student success, and teach with routines and instructional supports that assist students as they apply appropriate techniques. By following these steps, teachers identify and demonstrate for students the goal or product of learning while modeling the method by which learning occurs. Teachers assess student characteristics such as intellectual curiosity, interest in the subject matter, and general motivation to learn. Teachers also choose appropriate and customized instructional strategies or routines. By matching instructional approaches with the learning characteristics of students, teachers can differentiate their instruction to meet individual student needs.

KU-CRL noted that the explicit instruction of the strategies is critical for two reasons. First, specificity helps teachers to impart the details of given approaches to students and to be sure students understand. Second, students understand *how* they are learning, in addition to *what* they are learning. There are four categories of strategies, termed Enhancement Routines, which teachers can use in the following areas: planning and leading learning; exploring text, topics, and details; teaching concepts; and, increasing student performance (refer to Exhibit 6).

Exhibit 6. SIM Content Enhancement Routines for Teaching (SIM-CERT)

Planning and Leading Learning	Teaching Concepts
▪ Course Organizer	▪ Concept Mastery Routine
▪ Unit Organizer	▪ Concept Anchoring Routine
▪ Lesson Organizer	▪ Concept Comparison Routine

Exploring Text, Topics, and Details	Increasing Performance
▪ Framing Routine	▪ Quality Assignment Routine
▪ Survey Routine	▪ Question Exploration Routine
▪ Clarifying Routine	▪ Recall Enhancement Routine
▪ Order Routine	▪ LINCing Routine

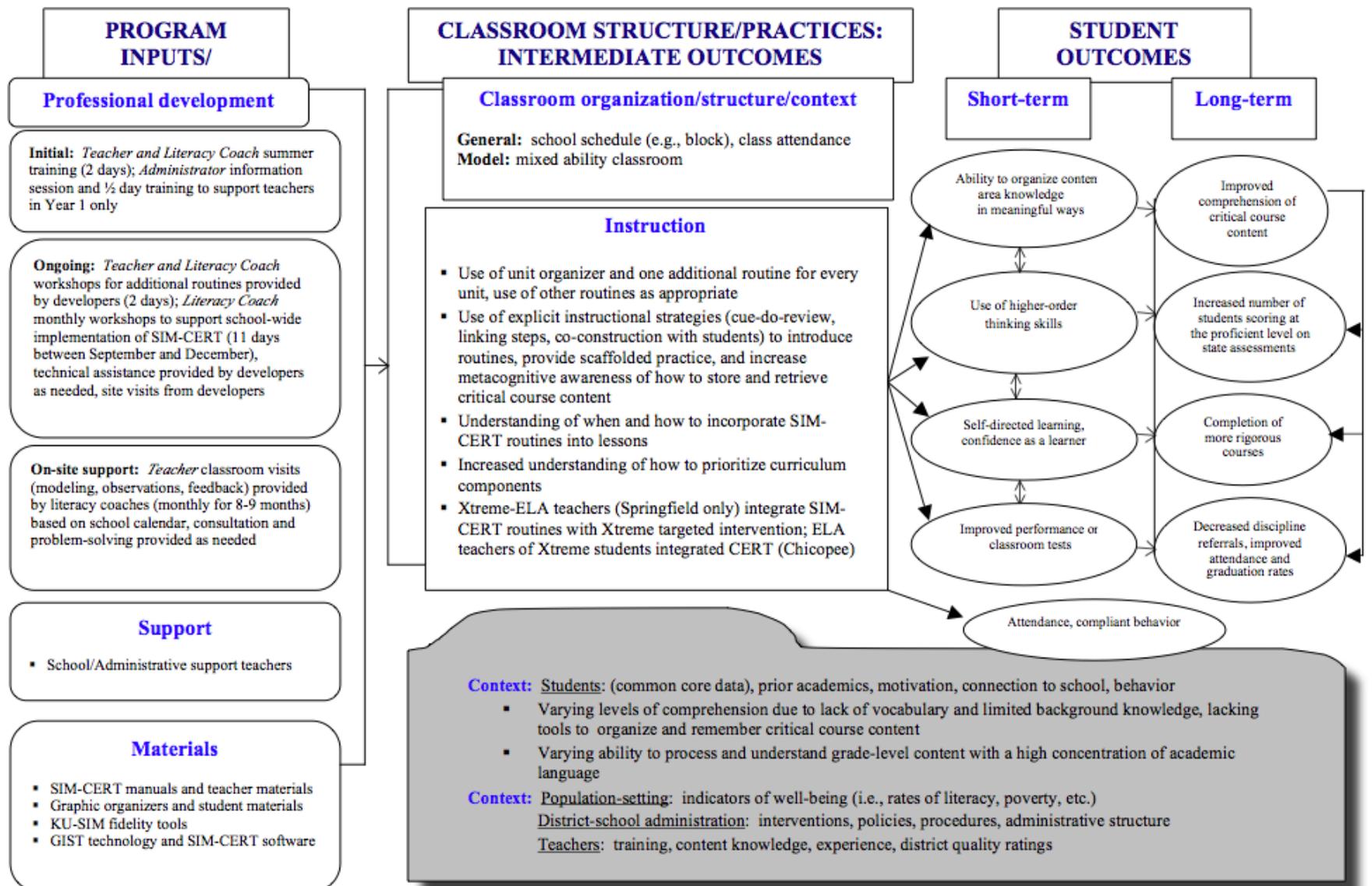
Note. Information provided by Dr. Robinson, University of Kansas, Center for Research on Learning, November, 2007 (Source: Dr. Faddis, RMC Research, Portland, Oregon).

These categories represent the four general task areas that teachers engage in as they evaluate, organize, prepare, deliver, and enhance content delivery for students. Each Enhancement Routine has several subcategories. For example, the first category, “Teaching Routines for Planning and Leading Learning,” has three “Organizer” subcategories—for the whole Course, Units, and Lessons. Teachers choose routines depending on the relevance to the content taught, their needs, and the needs of their department. A school-embedded literacy coach, trained intensively by the SIM-CERT network of trainers, provides ongoing on-site support to teachers as they implement the intervention.

A nationwide SIM-CERT trainer network, overseen by KU-CRL, works directly with teachers and districts to teach, promote, and support the use of these strategies in the classroom in a manner that is customized to school needs. Prior to implementation, individual interviews with teachers allow SIM-CERT trainers to gather information about teacher challenges, student needs, and cultural norms specific to the school. During interviews, trainers explain the content and process of upcoming trainings. Moreover, information from the interviews becomes the basis for vignettes and themes for whole-class training.

Exhibit 7 presents a logic model that depicts the key components of the SIM-CERT intervention (as planned and expected outcomes). Changes from Year 2 to Year 3 are described below.

Exhibit 7. SIM-CERT logic model



SIM-CERT Inclusion Criteria

The Springfield-Chicopee whole-school implementation plans required all teachers be trained eventually over time. Initial specifications were set for Cohorts 1 and 2 by districts in collaboration with evaluators, to observe training requirements while avoiding confounding targeted study results with the whole-school study results.¹⁸ Therefore, teachers in the upper grades (beyond ninth grade where the targeted study–randomized controlled trial or RCT–was implemented) would be given priority in the selection process.¹⁹ Participants would be randomly selected from the pool of priority groups (within a discipline so all were trained at the same time).

Inclusion in both SIM-CERT cohorts, based on these criteria, was not planned to occur on a volunteer basis.²⁰ The plan was to randomly select participants from the priority groups. This would be a more equitable process that avoided complications in the interpretation of outcomes given that *all* teachers were eventually obligated to participate in SIM-CERT training over the grant period. In addition, this process would avoid the complications that voluntary enrollment would present for the interpretation of outcomes.²¹ That is, if only teachers motivated to participate were included, observed outcomes could be the result of this motivation rather than the result (or solely the result) of participation in the program itself. In addition, mandatory district professional development has been the normal context for the SIM-CERT or any whole-school initiative.

The development of criteria was complicated because developer requirements and research design considerations had to be balanced.²² Other complications in the establishment of criteria for SIM-CERT inclusion over time were: (1) the same teachers delivered both Xtreme Reading

¹⁹ Refer to Appendix B for the Year 1 and Year 2 criteria (or the Year 2 report).

²⁰ If only those teachers who were motivated to participate were included, observed outcomes could be the result of such motivation. This selection bias would be a threat to the validity of the whole-school study, implemented over time.

²¹ Selecting from the pool of all required participants, or those identified in groups first, is a method for avoiding selection bias and is often understood to be a more equitable way of including all teachers since all teachers were required to be trained by the conclusion of the grant.

²² For example, developers initially required ELA teachers of Xtreme Reading students to be included in the SIM-CERT training, adding content to Xtreme Reading teachers' professional development. Subsequently, developers and districts determined that Xtreme Reading teachers should not receive separate training in SIM-CERT to better meet district and teacher professional development needs. In addition, some content units were not yet created for delivery.

and ELA in Springfield, necessitating more individual training in a very tight professional development schedule; (2) professional development was offered and conducted differently in each district; and (3) buy-in for the whole-school intervention and plans continued to present a challenge.

SIM-CERT: Year 4 and Over Time

The Springfield-Chicopee whole-school implementation plans required all teachers be trained eventually over time. Approximately 25 content-area teachers per school would attend SIM-CERT professional development during the first and second year of implementation, a total of 125 teachers per year.

Changes Over Time

Multiple data sources (district and developer documents, literacy coach, district and developer staff interviews, teacher focus groups) suggest that SIM-CERT specifications have evolved over time, reportedly in an effort to be responsive to district context and needs. Throughout the duration of the grant, the developer made adjustments to the program model via their continuous improvement philosophy, altering implementation specifications for both the professional development and classroom models, modifying tools for assessing fidelity to model, and adding a cadre of in-house professional development coaching apprentices (refer to Appendix B for more information about the professional development received).

Changes to the Professional Development Model

According to grant requirements, adherence to the planned professional development model was measured solely by number of days in attendance at training sessions based on original model

specifications.²³ Previously, two subcomponents were included in the overall rating of the level and adequacy of planned SIM-CERT professional development: (1) receipt of the *initial training workshops before the first year* of each cohort’s implementation of the intervention and (2) receipt of *ongoing training workshops within the academic school year* that built upon the initial training provided.

Exhibit 8. SIM-CERT delivery of professional development (As planned, Years 1–4)

	2006–07 school year (Year 1)	2007–08 school year (Year 2)	2008–09 school year (Year 3)	2009–10 school year (Year 4)	Total
Cohort 1	Total = 4 days Routines covered: Unit organizer, Framing, LINCing, Concept Mastery	Total = 2 days Routines covered: Course Organizer, Concept Comparison, Integrated Units			6 days
Cohort 2		Total = 4 days Routines covered: Unit organizer, Framing, LINCing, Concept Mastery	Total = 2 days Routines covered: Course Organizer, Concept Comparison, Integrated Units		6 days
Cohort 3			Total = 4 days Routines covered: Unit organizer, Framing, LINCing, Concept Mastery	Total = 2 days Routines covered: Course Organizer, Concept Comparison, Integrated Units	6 days

Note. The plans for Year 3 delivery were last updated November 19, 2009 based on district and developer information including documentation and additional clarifications. Data vary by time period and source.

Two initial and two ongoing full-day training sessions were required for teachers during their first year of teaching SIM-CERT. During a second year of teaching SIM-CERT, teachers were

²³ A second component of the professional development model, in addition to workshops for teachers, includes mentoring from school-based literacy coaches. As in prior years, developers have indicated there are no minimum requirements for mentoring sessions given these are individualized based on a teacher’s needs (i.e., how often coaches should meet with individual teachers, what activities should be included in each mentoring session). Furthermore, coaching visits were reported by the SR district team to occur often and reported by coaches to occur monthly. Complete documentation indicating the number of visits conducted by literacy coaches and to whom or what individualized instruction was provided during these visits was not received. Therefore, evaluators could not measure fidelity to the coaching component of the model for the whole-school literacy intervention.

required to participate in two additional ongoing training sessions. In the third year of implementation, the distinction between initial and ongoing training was no longer made given the evolution of training schedules and the second year of training was recommended but not required (reported by the districts as SIM-CERT-initiated and reported by developers as district-initiated). Refer to Appendix B for the most recent professional development plans provided via the SR district team.

In Year 3, districts requested that the content be rated in addition to the training hours to provide a more accurate picture of the provision and receipt of training, especially since training plans had varied over time (e.g., number of days, amount of training per day). Developers supported the district's assertion that the content (e.g., SIM-CERT routines such as Unit Organizer, Framing, and Concept Comparison) should receive greater emphasis than the number of days in which training was delivered, but these data were not available in prior years. Districts compiled these data and provided them to evaluators for the Year 3 and 4 reports.

Changes to the SIM-CERT Classroom Model

Teachers were to provide explicit instruction on the routines; to integrate other Enhancement Routines as appropriate into their daily lesson plans; and to co-construct routines with students to encourage and develop active learning, engagement with the subject matter, and independent mastery of the routines.

Similar to the professional development model, specifications for implementation of the classroom model have evolved over time. This evolution complicated district attempts to accurately monitor classroom implementation and provide support. The districts requested more explicit guidelines and measurable expectations for classroom implementation and the use of routines; the developer has reported providing such guidelines in Year 2. However, there was disagreement regarding the appropriateness of the guidelines and materials provided.

IV. Evaluation of the Implementation of the Targeted Interventions

The goals of the targeted implementation study were to present a broad picture of the overall level of implementation in context and a sense of the variability that may have occurred. Differing institutional contexts or constraints influenced the ways in which intervention components were implemented. Districts and schools possessed their own unique complexities, which may have supported or hindered implementation and, in turn, affected outcomes.

The evaluation of the Springfield-Chicopee’s Striving Readers Program implementation focused on *the extent to which the intensive targeted and school-wide interventions were implemented on-model* and also sought to describe the general context of implementation for the interpretation of outcomes. For this study, the extent to which an intervention was “on-model” was the extent to which the targeted intervention was implemented according to the developers’ and districts’ specifications and plans.²⁴ Implementation was evaluated within and across years.

Targeted Implementation Research Questions and Methods

The implementation research questions were developed based on the program models and their intended activities, methods, objectives, and outcome goals. The primary research questions are:

1. What was the level of implementation and variability of professional development/support for teachers/administrators?
2. What was the level of implementation and variability of classroom instruction?
3. What was the context of implementation (e.g., potential influences on implementation)?²⁵
4. Non-implementation question: What characterized the counterfactual? How did the counterfactual compare to the treatment?

²⁴ Project Officer Communication, November 15, 2006.

²⁵ This question has been implicit in the evaluation of implementation across years, and data have been collected, analyzed, and reported regarding the general context of implementation but is now explicitly included in this section.

Refer to Appendix A for exhibits including specific implementation research questions within each primary question listed above. Across the areas of implementation, data collection served multiple purposes: (1) to document and assess fidelity of implementation, (2) to determine the level of program implementation, (3) to document variation in program implementation, and (4) to examine variation in program implementation as a potential influence on observed outcomes. Data were collected to assess the presence of relevant contextual factors for both groups of targeted intervention teachers. Finally, data were collected to characterize the counterfactual (i.e., what happens in the absence of a targeted intervention treatment). Although not related to the implementation of the targeted interventions, the assessment of the counterfactual—or rather what occurs as business as usual (e.g., ELA and supplemental reading supports)—provides contextual information for consideration in the characterization of impacts.

Evaluators collected primary data twice per year based on the schedule established in the initial year. District agreements were made with teaching staff (supported by Striving Readers funds) to provide the necessary evaluation data. In addition, districts required other staff with knowledge of Striving Readers implementation or knowledge of the “counterfactual” to participate in data collection activities. The SR district team supported evaluator efforts to obtain complete data and provided secondary data collected while documenting implementation activities. Appendix C includes the multiple measures and data collection methods used for the evaluation of the targeted interventions.

Targeted Implementation Teachers

Random assignment was employed to help ensure that teacher quality would be as equally distributed among the conditions as possible (refer to prior reports for more information as well as Appendix A). In Year 4 there were 5 READ 180 teachers, 5 Xtreme Reading teachers, and 5 control classroom teachers, for a total of 15 teachers. The same numbers of teachers implemented the program in Years 1–3, with the exception of an additional co-teacher in one READ 180 classroom in Year 1. Teachers also delivered the intervention in upper-grades (10th and above), but control groups were not included in these grades as per district plans. The numbers of teachers implementing upper-grades were not reported here because they were not a

part of the study, i.e., the randomized controlled trial in 9th grade. Because final teacher numbers were small, differences may be present in teacher quality among these three groups.

Characteristics of Teachers: Prior Study Participation

As reported via surveys, none of the teachers Years 1–4 had teaching experience with the reading invention programs prior to participating in the Striving Readers Program. In the case of teacher attrition, the district replaced teachers with experience teaching the intervention, those who had implemented in the upper grades. Exhibit 9 below displays the number of teachers in each intervention program who taught in the study for different periods of time.

Exhibit 9. SIM-CERT delivery of professional development (As planned, Years 1–4)

Intervention	Number of years teaching 9th grade				Total Across Years
	1 Year	2 Years	3 Years	4 Years	
READ 180	3	3	1	2	9
Xtreme Reading	7	4	2	0	13
Total	10	7	3	2	22

Across Years 1-4, a total of 22 teachers (13 READ 180 teachers and 9 Xtreme Reading teachers) were assigned to the randomized controlled trial and implemented the targeted interventions. Of the 22 teachers, 10 taught in the RCT for only one year (and these teachers only taught in Years 1 and 2). Overall, teacher turnover among READ 180 teachers was higher than those for Xtreme Reading (8 and 4 teachers, respectively). Rates of teacher attrition were higher in the three Springfield schools for both interventions.

The same five teachers delivered the READ 180 intervention in both Years 3 and 4; four of these teachers also delivered the intervention in Year 2 but teaching in upper-grade classes, not in the study. The remaining teacher taught in the study initially in Year 1, upper-grade only in Year 2, and again in the study in Years 3 and 4. Including those experienced having taught in upper grades, in Year 4, four READ 180 teachers had been teaching the intervention for three years and one had been teaching all four years of the grant.

Four of the same five teachers delivered the Xtreme Reading intervention in both Years 3 and 4. Three of these teachers also delivered the intervention in Year 2 and two of these teachers had been teaching Xtreme Reading since Year 1. Including those experienced having taught in upper grades, in Year 4, three Xtreme Reading teachers had been teaching the intervention for all four years of the grant, one had taught for three years, and the remaining teacher, two years.

Finally, four of the five control classroom teachers had implemented the intervention across all grant years; the final teacher was new in Year 4.

Characteristics of Teachers: Over Time and Across Groups

Over time, the targeted teachers had more teaching experience and the control classroom teachers had higher levels of education. As a result of teacher turnover, the picture of teacher experience and backgrounds over time is difficult to interpret as a whole, given the changes in teaching staff over time.

In Years 3 and 4, Xtreme Reading teachers had similar overall rates of teaching experience as compared to control classroom teachers (5 and 6 years on average, respectively). READ 180 teachers had more experience as compared to control classroom teachers (5 and 10 years on average, respectively). READ 180 teachers and control classroom teachers had worked at their current school for three years on average while Xtreme teachers had worked at their current school for five years.²⁶ Teachers' levels of education were the same in Years 3 and 4 as the teachers were the same: one had a law degree (as well as a Bachelor of Arts in English Language Arts), two had Masters degrees (in English Language Arts, and secondary education respectively), one had a Bachelor of Arts degree (in African American Studies) and an Associate's degree, and the remaining teacher had a Bachelor of Arts degree in English Language Arts. Across years, 7 of the 13 READ 180 teachers, 5 of the 9 Xtreme Reading

²⁶ These data were not provided by the districts for Year 1 and 2 control classroom teachers. As originally planned, information regarding teachers would be provided by districts via personnel databases. However, it was discovered during meetings in the first grant year that this would not be possible.

teachers, and 4 of the 5 control classroom teachers had Master’s of Arts degrees.²⁷ For a further description of teachers’ qualifications and survey response rates, refer to Appendix A.

Business as Usual

The counterfactual is addressed by the inclusion of a control group to answer the question, “What would happen in the absence of treatment?” The two components of business as usual for the Striving Readers study included (1) the supplemental services ordinarily available to students in need of additional reading support and (2) the standard ELA courses for all students inclusive of any normally provided reading instruction.²⁸ The first component is the true counterfactual because the supplemental services were to be provided in addition to required ELA courses, as per cross-district plans to ensure consistency of implementation. Therefore, all students in the study, treatment included, were to receive the standard ELA course.²⁹

Standard ELA courses were also examined because control students may receive supplemental supports in this context. An analysis of data collected from district documents, interviews of control classroom teachers and administrative staff, and observations of control classrooms allowed evaluators to note how course content was planned and delivered; what instructional strategies were employed by control teachers; and which instructional supports were provided to struggling readers during, and in addition to, the standard ELA class period. Finally, these data were used to determine any potential study contamination (i.e., the incorporation of targeted intervention materials in class or reported training experiences similar to those of targeted intervention teachers).

In Chicopee, there was little change in the ELA curriculum from Years 1 to 4. In Springfield, the curriculum underwent significant changes in Year 2 in an effort to increase curricular consistency across schools. An analysis of data in Year 3 suggests that these changes included

²⁷ These data were not available for Year 1 control classroom teachers.

²⁸ Note that business as usual globally consists of all course requirements for graduation as well as exposure to school- and district-wide initiatives. Only those courses and initiatives implemented specifically to enhance literacy are described in this report given the purpose of this initiative.

²⁹ Students identified as struggling readers included Students with Disabilities (SWDs) and English Language Learners (ELLs).

standardized reading selections and assessments, although many teachers continued to implement their own lessons and strategies.

Although various supports were provided to struggling readers across the districts, there was no systematic district-wide approach to identifying and delivering supports to Striving Readers.

In general, students classified as “special education” students had the most access to additional literacy supports outside of standard ELA classes. In the absence of such designation, however, the availability of supplemental supports for students was minimal. Additional reading support was not provided aside from occasional test preparation, teacher tutoring, and a special education English class that was reportedly open to a few non-special education students in two schools. As such, the majority of students in the control group took regular ELA and enrolled in elective courses in lieu of receiving additional reading supports. Teachers reported adapting the general pace and content of lessons to the lower-level reading skills of many of their students. However, they had not received formal training in reading instruction and were not observed to be teaching explicit decoding or comprehension strategies, with the exception of one teacher during one observation conducted to date.

Contamination of Control Condition

As in the past, teacher interviews, surveys, and classroom observations all confirmed a lack of contamination between the reading interventions and the control classrooms for Year 4. None of the control teachers reported experience teaching the interventions in prior years nor had they engaged in SIM-CERT or targeted trainings. In Springfield, however, one teacher mentioned “links” in the context of teaching vocabulary but may have been referring to general strategy rather than the SIM-CERT routine, LINCing. Control teachers were not observed using the current READ 180 or Xtreme Reading materials, technology, or model-specific instructional strategies nor did they report using these materials, technology, or strategies. Likewise, the unique characteristics of the interventions were not found to be incorporated in the supplemental services that the few control students received. In one district, some of the control students with special needs received instruction with an earlier version of READ 180, version 1.6, per their individualized education plans (this was business-as-usual prior to grant implementation). In

addition, prior to entering high school, a small percentage of students received READ 180 version 1.6 services (approximately 15% as reported by the district).

Control Teacher Professional Development

All five control teachers taught ELA courses in grade 9 and above as well as courses. According to survey and interview data they attended professional development sessions related to the content areas in which they taught. More specifically, session topics were either specific to instruction (e.g., state assessment prompts, English-Language Learners or ELLs, advanced placement) or more general (e.g., school goals, motivating students). However, the control teachers received no formal professional development in literacy instruction unrelated to the state assessment prompts. Two of the five teachers received support in teaching reading or writing. One teacher had the Department Chair observe her class, present information and co-plan lessons. The other teacher had the Department Chair model lessons for her.

Control Teacher Supports

Instructional materials for lesson planning varied from site to site, although no teacher specifically mentioned reading support materials in reference to their lesson planning. Teachers reportedly sought resources based on personal preference, including prepackaged lesson materials, grammar manuals, the MCAS, and state academic standards. According to teacher surveys and classroom observations, technology use in the classroom was limited to videos, instruction on the overheads, or teacher-led PowerPoint presentations and did not resemble technology used in READ 180 classrooms.

V. Targeted Interventions: Results and Implications

The goal of an implementation study is to gain an understanding of ways in which context may influence study outcomes. It is important for model specifications and implementation plans to be clearly defined to allow for a systematic assessment of implementation levels.

Implementation levels characterize the complexity of the context in a meaningful and understandable way. In addition, defining levels of implementation provides a way to gauge the magnitude of an identified influence on study outcomes. Therefore, this study used a systematic approach to define measurable facets of the interventions and to rate these in comparison to proposed specifications for implementing the Striving Readers Program.

Ratings serve the purpose of providing a snapshot of the implementation level rather than an accounting of every nuance of implementation.³⁰ Implementation scoring is a descriptive process and is not intended to predict (or directly connect to) the impact of the interventions, which are being studied because those impacts under the described conditions are unknown. In addition, data were collected in snapshots and by definition represent only a picture at that point in time. This applies to those teaching in multiple years (i.e., these teachers have a series of snapshots over time). Finally, it is important to note that the interventions were not equivalent, and therefore their ratings should not be compared.

Targeted Implementation Components

Intervention logic models provide the necessary framework for identifying the key components of the targeted interventions to be assessed for implementation fidelity. The logic models reflect what was “planned” by the districts in conjunction with the model developers and thus what was “required” for adequate implementation.³¹

As per the logic models, each intervention encompassed both specifications related to classroom model implementation and specifications related to the necessary inputs that support delivery of the intervention in the classroom.

³⁰ These nuances, though difficult to measure or document, represent potentially important aspects of the interventions.

³¹ Note that the terms planned and required are used interchangeably in this report.

Five components were identified to assess the fidelity of implementation of the targeted interventions. The components are as follows:

1. Professional development
2. Materials, technology, assessments
3. Classroom organization, structure, context
4. Classroom model including instructional practice, pacing/dosage, use of materials/assessments
5. Behavior – student ³²

Targeted Implementation Component Ratings

The overall rating of adequacy of implementation for the five components was based on subcomponent and indicator scores. Adequacy was defined as the required implementation of intervention components as specified by the developers and planned by the districts. As described previously, the assumption has been that all model components were specified by the developers at the level necessary to promote student improvement in reading skills based on their own research. Therefore, overall quality of implementation was assessed by the overall rating of adequacy of implementation. Each specified subcomponent and indicator were scored based on criteria provided by developers. Fidelity ratings for each subcomponent were then assigned using a binary scoring method. Individual ratings were calculated based on the presence or absence of the subcomponent/indicator (1 = yes, present; 0 = no, not present) or based on whether specific criteria were met (1 = yes, adequate; 0 = no, not adequate).³³ A score range and percentage were calculated for each primary component based on these subcomponent ratings for each teacher. Refer to Appendix A for a presentation of identified model

³² Although student behavior is referenced in developer materials and the logic models, this component was not specified in measurable ways especially given it is both a potential mediator and outcome of the targeted interventions. Therefore, student on-task behavior was included as a separate and *indirect* model component, and not included in the overall implementation scores.

³³ Two observations were used to increase reliability (an over 85% rate of item-level agreement). The scores were based on the observed occurrence of specific subcomponents in *both* instances. That is, when two observations were conducted for a single teacher, a score of 1 was only assigned if the teacher received a score of 1 for both observations.

components, subcomponent indicators, binary codes used for scoring, possible score ranges for each component, and criteria use for scoring.³⁴

This level-of-implementation rating system is rudimentary and as such captures the adequacy of implementation only and not the quality of implementation. For example, the amount of mentoring provided may have exceeded the amount specified by the model, yet the rating would still be designated as “adequate.” Conversely, if some amount of professional development (e.g., ongoing mentoring) was received but not the model-specified amount, the ongoing mentoring training subcomponent of professional development would not be given a rating of adequate or the highest rating to be obtained.

Targeted Implementation Overall Ratings

The final phase in establishing an overall implementation rating for each of the targeted interventions involved compiling the primary component ratings by teacher and indicating the numbers of teachers achieving the highest level (adequacy). To reiterate, a rating of adequate has been defined as implementation of the intervention *at the expected level given reported model specifications, representing the highest level of implementation*. Composite ratings were created (ranging from 1 to 4) for each primary component.

The overall ratings for inputs consisted of three primary components: (1) professional development participation, (2) provision of materials/technology/assessments, and (3) classroom organization/structure. The overall classroom model rating, as a primary component itself, consisted of the four subcomponents: (1) instructional practices including use of structured content, research-based instructional methods, and responsive teaching; (2) dosage, including use of rotations, pacing for the year, and amount of instructional time;³⁵ (3) use of materials and/or technology; and (4) use of assessments to inform instruction. Refer to Appendix A for more information regarding components and subcomponents. Summary input and classroom

³⁴ Each subcomponent and indicator listed may include more than one item from the data sources used (e.g., observation and survey data) to calculate the rating as previously described.

³⁵ In Year 1, for Xtreme Reading, dosage was measured in terms of weekly lesson plans but not in terms of units completed over the course of the academic year. In Year 1, several Xtreme Reading teachers did not cover all the units as planned for the year; however, this was not captured in the Year 1 scores. Evaluators added pacing in Year 2.

model ratings were created by averaging to calculate overall implementation percentages and associated implementation levels: 1 = no evidence (0–24%); 2 = low (25–49%); 3 = moderate (50–74%); and 4 = adequate or high (75–100%). These summary implementation ratings are presented for both interventions below.

READ 180: Implementation Ratings

For the inputs, four of the five READ 180 teachers received ratings of adequate or high in Year 4, indicating that the professional development, materials, and classroom structure required for implementation had been provided for the majority of teachers. The remaining Year 4 teacher received a rating of moderate, consistent with the prior year, indicating that most but not all inputs were provided. All teachers indicated they had enough teacher materials and were provided with the required 90 minute daily class period; the teacher with the moderate score, according to district records, did not receive the prescribed amount of professional development. Input scores increased from Year 3 when three of the five teachers received moderate scores. The summary of input and classroom READ 180 model implementation is presented by teacher, over time, in the following exhibit.

Exhibit 10. Summary READ 180 ratings Years 1–4 (n = 13)

Inputs					Classroom Model			
Teacher	Year 1	Year 2	Year 3	Year 4	Year 1	Year 2	Year 3	Year 4
Average inputs					Classroom model			
1	Adequate	--	--	--	Adequate	--	--	--
2	Moderate	--	--	--	Adequate	--	--	--
3	Moderate	--	--	--	No evidence	--	--	--
4	Adequate	Adequate	--	--	Adequate	Low	--	--
5	Adequate	--	--	--	No evidence	--	--	--
6	Adequate	--	Adequate	Adequate	Low	--	Low	Adequate
7	--	Adequate	Adequate	Adequate	--	Moderate	Adequate	Adequate
8	--	Adequate	--	--	--	Adequate	--	--
9	--	Moderate	--	--	--	Moderate	--	--
10	--	Adequate	--	--	--	Adequate	--	--
11	--	--	Moderate	Adequate	--	--	Moderate	Moderate
12	--	--	Moderate	Moderate	--	--	Moderate	Moderate
13	--	--	Moderate	Adequate	--	--	Moderate	Moderate

Note. Implementation levels were defined as: 1 = No evidence (0–24%); 2 = Low (25–49%); 3 = Moderate (50–74%); and 4 = Adequate or high (75–100%).

For the classroom model, two of the five READ 180 teachers received a rating of adequate or high in Year 4, indicating fidelity of implementation as defined was achieved. The remaining READ 180 teachers (three of the five) were implementing with moderate fidelity. Overall, ratings for classroom fidelity remained the same in Year 4 as compared to Year 3 with the exception of one teacher (a rating of low changed to a rating of high). In both Years 3 and 4, teachers received moderate scores rather than adequate because they were observed to be behind schedule as per the pacing calendar and did not devote the full 90 minute class period to READ 180 instruction. Patterns over time are difficult to discern because, with the exception of one teacher, different teachers implemented in Years 1 and 2 as compared to Years 3 and 4. However, ratings remained consistent over time despite teacher turnover in Years 1 and 2, likely due to the district decision to replace these teachers with those experienced in teaching the intervention in the upper grades when new hires and random assignment were not possible. All five READ 180 teachers had implemented the intervention in the prior year; the two teachers with the highest ratings had taught READ 180 longest (three years as compared to two years for the remaining three teachers).

Xtreme Reading: Implementation Ratings

For the inputs, all Xtreme Reading teachers received ratings of adequate or high in Year 4, as in Year 3. Ratings were lower in Year 2 (two teachers with moderate ratings and one teacher with a low rating), primarily due to the teacher-reported lack of receipt of all instructional materials and, for one teacher, insufficient provision of professional development. The summary of input and classroom Xtreme Reading model implementation is presented by teacher, over time, in the following exhibit.

Exhibit 11. Summary Xtreme Reading ratings Years 1–4 (n = 9)

Inputs					Classroom Model			
Teacher	Year 1	Year 2	Year 3	Year 4	Year 1	Year 2	Year 3	Year 4
Average inputs					Classroom model			
1	Adequate	--	--	--	Adequate	--	--	--
2	Adequate	--	--	Adequate	Adequate	--	--	Adequate
3	Adequate	Moderate	Adequate	Adequate	Adequate	Moderate	Low	No evidence
4	Moderate	Moderate	Adequate	Adequate	Moderate	Moderate	Moderate	Moderate
5	Adequate	--	--	--	No evidence	--	--	--
6	--	Low	Adequate	Adequate	--	Low	Adequate	Adequate
7	--	Adequate	Adequate	--	--	Low	Adequate	--
8	--	Adequate	--	--	--	Low	--	--
9	--	--	Adequate	Adequate	--	--	Moderate	Moderate

Note. Implementation levels were defined as: 1 = No evidence (0–24%); 2 = Low (25–49%); 3 = Moderate (50–74%); and 4 = Adequate (75–100%).

For the classroom model, two of the five Xtreme Reading teachers received a rating of adequate or high in Year 4, indicating fidelity of implementation as defined was achieved. Two of the five Xtreme Reading teachers were implementing with moderate fidelity, while the remaining teacher was rated as having no evidence, indicating evidence of implementation was not observed. The moderate ratings for the two teachers in Year 4 were the result of these teachers being behind schedule as per the pacing calendar and not implementing core instructional strategies as defined. The teacher rated as having no evidence was not observed to be implementing Xtreme Reading content or instructional strategies.

With the exception of one of the four returning Year 4 teachers, all had the same ratings for Years 3 and 4. The lowest rating was for a teacher implementing the grant since the initial year. Implementation results over time are difficult to interpret due to teacher turnover in Years 1 and 2.

Targeted Intervention Implications: What Ratings May Not Illuminate

The goal of the implementation study was to present a broad picture of the overall level of implementation for each of the targeted interventions, READ 180 and Xtreme Reading.

Implementation was assessed for each study year, and findings provide contextual information to inform the interpretation of the results from the impact analyses. The implementation study entailed assigning ratings for adequacy based on the presence of observed and reported model components as defined by the developers and the districts prior to implementation. Additional data sources (e.g., documents, interviews, surveys) provided a broad picture of the context of study implementation. A summary of the findings is presented in the following pages.

READ 180 Inputs

Professional Development

In Year 4, all teachers except one (the teacher with the lowest classroom implementation score) received all professional development as defined by the developer. In addition to ratings of participation in professional development activities, evaluators collected teacher perception data regarding satisfaction with the training and support provided by READ 180 developers.

All four survey respondents agreed that the READ 180 trainers had sufficient experience with the program to answer their questions and these trainers motivated them to use the program in prescribed ways.³⁶ In addition, all teachers agreed that the training sessions prepared them to implement READ 180 in their classrooms. All four teachers also agreed or strongly agreed that the professional developers were responsive to their questions and needs and that they had enough planning time to prepare and implement the READ 180 routines. All of the teachers who responded to the question agreed or strongly agreed that the meetings with other READ 180 teachers were helpful as they implemented the program. This general rate of agreement about the usefulness of professional development was observed across all four study years.

When asked whether the amount of professional development delivered (including initial training, seminars, and online RED courses) was sufficient, all four respondents agreed. With the exception of three teachers (who either disagreed or strongly disagreed) of the thirteen across Years 1–4, teachers agreed or strongly agreed that the amount of READ 180 professional

³⁶ In Year 4, only four of the five Read 180 teachers responded to this section of the survey.

development they received was sufficient. When asked about quality of professional development, respondents were undecided. Of the four teachers, two agreed and two were undecided on whether the professional developer modeled lessons that helped them better implement the program. Across all four years, on average, teachers were undecided if the professional development they received was of high quality.

Receipt of Materials

All teachers indicated they had enough teacher materials in Year 4, while discrepancies had been reported in prior years. Four of the five teachers said their classrooms had enough student books, materials in the READ 180 library, READ 180 topic CDS, and working computers and CD players. When asked about other materials and/or technology they needed, one teacher responded that she would like “enough headphones and microphones for the year [because] they tend to break easily.” Another teacher stated, “[The] software this year is quirky compare[d] to previous years; [it is] not showing all student learning appropriately.” This same teacher noted the “quirkiness in the software” when asked about the greatest obstacles she faced throughout her implementation of READ 180. When asked about the greatest supports they had received through their implementation of READ 180, one teacher noted that she “never wanted for materials.”

Classroom Structure/ Organization

In prior years at the vocational-technical school, READ 180 was inclusive of standard ELA coursework and not implemented as a pure supplement to ELA.³⁷ Classes in this school were scheduled for a double block of 90 minutes every other week, with a single block of 45 minutes during the other week. As reported in the past, the occurrence of student advisory periods once per week in two schools limited the scheduled class time as well.³⁸ Although these barriers were noted in prior reports, the SR district team repeatedly confirmed that

³⁷ READ 180 can be implemented in conjunction with ELA as per Scholastic. Springfield had determined this would occur initially, until a decision was made to implement the reading programs as supplements within both districts (Springfield and Chicopee). Chicopee staff had indicated that implementing READ 180 in conjunction with ELA would not enable them to fully meet their ELA requirements.

³⁸ The student advisory period was a component of the district’s prior Small Learning Communities (SLC) grant, and adjustments were reportedly made in Year 3 to meet SR instructional time requirements.

schedules at the vocational-technical school and the advisory schools met daily dosage requirements (e.g., 90 minutes of READ 180, daily).

READ 180 Classroom Model

Instruction practices: Adaptations to the curriculum, lesson plans, and teaching practice

Although, in Year 4, all teachers were observed to be implementing READ 180 instructional material (i.e., structured content from the rBook and Grolier or Stretch libraries), teachers reported making small and substantial changes to the curriculum and lesson plans via survey and interview responses. On average, teachers made small changes to the activities suggested in the READ 180 teacher's manual three to five times a week, with a range of 1 to 10 or more times. On average, they made substantial changes to the READ 180 activities one to two times a week. Teachers explained via interviews that they typically did not eliminate content or units of study. Rather, they added supplementary materials and activities that corresponded to the topic addressed in the current unit (expanded writing assignments such as a five paragraph essay, for instance). Or, in the case of four teachers, school requirements and directives such as MCAS prep, a focus on finance, or ELA department reading requirements were incorporated. Four of the five teachers reported being "urged" or "required" to include MCAS material such as open response writing assignments during READ 180 instruction. As one teacher stated, "Each quarter I've added one to two open response assignments, which my principal has urged us to do to improve MCAS scores."

Dosage: Rotations, pacing, amount of instructional time

In Year 4, the majority of READ 180 teachers (four of the five teachers) were observed to be achieving fidelity in use of rotations. None of the teachers were aligned with the pacing calendar in Year 4 and only one teacher was observed to use the full 90 minute class period for READ 180 instruction. Over time, ratings for use of rotations increased, likely due to Year 4 developer modifications to the model in that the whole group could also function as the small group instructional rotation. In Year 4, READ 180 teachers were observed to be implementing

three of the required rotations: whole class/small group, independent reading, and computer instruction. Although specific alignment with the pacing calendar was not observed, teachers reported implementing the content and the pacing calendar does not extend the entire length of the school year to provide for some flexibility in delivering yearly content.

In prior years, evaluator observations, teacher interviews, and developer reports noted the omission of instructional sequences or rotations. According to evaluator observations, in Year 1, three of the six teachers were observed to be implementing all of the READ 180 instructional segments.³⁹ In Years 2 and 3, only one of the five teachers was observed implementing all four of the instructional segments as defined in Years 1-3 of the grant (whole class, small group, independent reading, and the computer rotations) during both classroom observation periods. Across years, teachers reported in interviews that student absenteeism was a barrier to implementing instructional rotations as planned; they encountered difficulties in dividing students into three separate groups for rotations when less than seven students would attend class on a given day.

Ratings for use of instructional time remained consistently low over time, as did ratings for pacing for the year. In interviews and surveys, Year 4 teachers reported that additions to the READ 180 course influenced the pace with which they covered the rBook instructional material. As mentioned previously, these additions primarily consisted of district or school ELA requirements, MCAS preparation such as open response prompts, and supplemental writing assignments that corresponded with units of study in the rBook.

Use of Assessments

In Year 4, all READ 180 teachers were reportedly administering assessments as per model specifications, representing an increase over time. In surveys, all Year 4 teachers reported that they had used the reports generated by Scholastic Achievement Manager (SAM), and agreed or strongly agreed that these SAM reports helped them assess student progress. All five teachers reported that they shared SAM results of reading progress with their students, and four of the

³⁹ In Year 1, only one of six teachers was observed twice; the remaining five teachers were observed once.

five teachers agreed or strongly agreed that SAM reports helped them implement the program and differentiate instruction based on individual student need.

Responses varied when teachers were asked in surveys how often they checked fluency in the course of a month. Teachers used a variety of assessment methods to monitor student progress in reading fluency; some using more informal methods such as listening to students read aloud in groups or at the computer while others utilized final fluency recordings from students' work in computer rotations. In interviews, Year 4 teachers explained that they had used SRI results to determine the Lexile levels of students (to determine appropriate independent reading material) and other assessments such as rSkills and teacher-created vocabulary quizzes to monitor student learning and assign grades. According to interview data, Reading Counts quizzes (assessments on books read during independent reading rotation) were implemented with less frequency than other forms of assessment.

Xtreme Reading Inputs

Professional Development

In Year 4, fidelity to the professional development model was not defined by the number of days of training and/or mentoring visits, as per developers. Rather, according to SIM, the provision of professional development was dependent upon the needs of individual teachers (regardless of number of years teaching the intervention) and based on three objectives: (1) new teachers learn the program, (2) teachers get the coaching support they needed to improve implementation, and (3) district capacity is built so that professional development could be provided internally. Because the revised professional development model is not defined in a measurable way as in the past, none of the Xtreme Reading teachers were scored for adequacy of professional development in Year 4. Although receipt of professional development was not scored in Year 4, the structure and provision of professional development are summarized below based on contextual data from teacher interviews and surveys, as well as documentation from the district and developer.

All teachers were visited by SIM professional development coaches during the 2009–10 school year; however the purpose of visitations and amount of time varied a great deal from teacher to teacher. For the Chicopee teachers, these visits did not focus on fidelity to the classroom model. Instead, interviews and district and developer documents indicated that the developer helped the two Xtreme Reading teachers prepare for their Learning Strategies certification, to become Xtreme Reading trainers for the district. According to district documentation, the Chicopee teachers were visited 6 times and received between 7 and 8 hours of support throughout the academic year. In Springfield, the three Xtreme Reading teachers received between 3 and 10 visits by SIM coaches, ranging from 7 to 16 hours of classroom observations and debriefing sessions throughout the academic year. According to district and developer documentation, one of the teachers rated as implementing at a minimal to moderate level by the developer received the least amount of mentoring, while another teacher given a rating of moderate to high was coached more often than all other Xtreme Reading teachers. That is, the teachers with higher levels of implementation, according to developers, received more professional development than those with lower levels of implementation.

As in prior years, evaluators collected teacher perception data (via an online survey) regarding satisfaction with the training and support provided by developers. Despite variability in the amount of coaching based on the lack of specific requirements, all five teachers reported in surveys that the coaching sessions were the greatest support in their efforts to implement Xtreme Reading with fidelity.⁴⁰ As in Year 3, three returning teachers expressed their dissatisfaction in Year 4 that no workshops or trainings were provided after their initial year of training and implementation. When interviewed, teachers expressed interest in attending a “refresher” course instructing them in ways in which to implement specific Xtreme Reading strategies within the curriculum with fidelity. The other teachers, both of whom had been teaching Xtreme Reading throughout the four years of the grant, stated that they did not need any more training.

⁴⁰ Unfortunately, a limitation of the survey analyses is the small sample size of respondents over time (refer to Appendix A3).

Receipt of Materials

Four of the five Xtreme Reading teachers received adequate ratings for provision of materials in Year 4 (e.g., teacher materials, student binders and materials, books for the classroom library, and Xtreme Reading posters). The remaining teacher reported via survey that not enough student materials were provided which contradicted responses to another survey item for which all teachers indicated that in general, they had enough materials to implement the Xtreme Reading program effectively. Discrepancies between the district reports of provision of materials and teachers reports of receipt of such materials were observed in prior years, resulting from confusion regarding what materials were actually required. Across years, teachers had mixed opinions on the usefulness and quality of the intervention materials (e.g., assessments, daily lesson plans, teacher manual, reading material, feasibility of using materials).

Xtreme Reading Classroom Model

Instructional practices: Adaptations to the curriculum, lesson plans, and teaching practice

In Year 4, teacher reports (via surveys and interviews) of adaptations to the Xtreme Reading curriculum and lesson plans were inconsistent with evaluator and district observation records, including scores.⁴¹ Four of the five Xtreme Reading teachers received adequate ratings for implementing Xtreme Reading curriculum strategies in the classroom based on observations.⁴² However, these teachers provided mixed reports of fidelity to the curriculum via interviews and surveys, with three of the four reporting making what they considered to be substantial changes to the model.

The one teacher with an inadequate rating for adherence to Xtreme Reading content in the curriculum and instructional strategies reported making no substantial changes in the classroom. However, in an interview, this teacher explained that “I’ve really stuck with the basic bones of

⁴¹ Teacher reports of adaptations to the curriculum and lesson plans were also inconsistent across interviews and surveys (i.e., teachers reported one thing in the survey and another in interviews).

⁴² The teachers with adequate ratings for use of the Xtreme Reading curriculum reported in the survey teaching Xtreme Reading strategies between three and five times per week and implementing Xtreme Reading lesson plans four to five times per week.

the program, but I would say that's 40% of what I do." Furthermore, this teacher reported following Xtreme Reading lesson plans one out of five days per week (this teacher was one of the more experienced in teaching Xtreme Reading). Although some minor inconsistencies were apparent between observations conducted by the evaluator, the district, and the developer, the overall trend reflects adherence to the classroom model for the majority of teachers (four of the five). The remaining teacher was observed to have made major modifications to the actual content of Xtreme Reading lessons.

Across years, the primary additions to the Xtreme Reading curriculum and lesson plans were based on standard ELA course material. According to interviews, all but one of the Xtreme Reading teachers adapted the Xtreme Reading curriculum to include ELA curricular components, most often by integrating ELA and other reading materials with Xtreme Reading content. Other additions to the Xtreme Reading classroom model included the John Collins writing framework, MCAS preparation, vocabulary instruction, and supplementary writing assignments.⁴³ In the case of three teachers in Year 4 and two teachers in Year 3, this addition of material may have resulted in an overall reduction in the amount of Xtreme Reading content delivered. These exclusions mark a decrease in fidelity from Year 2, when all teachers were observed to be teaching Xtreme Reading strategies for at least a part of the class period.

Dosage: Rotations, pacing, amount of instructional time

In Year 3, evaluators were provided with developers' monthly observation reports, which detailed pacing/coverage of daily lessons and implementation of the instructional methods as per their model. In five of the seven reports, teachers omitted sections of the lesson plans and instructional sequence. According to these reports, the most commonly excluded instructional segments were differentiation and paired practice fluency exercises.⁴⁴ Classroom observation data also documented the omission of other key instructional methods. For example, three of the

⁴³ In Years 1 and 2, the Xtreme Reading curriculum included a vocabulary unit. In Year 3, this unit was eliminated from the curriculum, leaving no explicit attention to vocabulary in the intervention.

⁴⁴ Most of the developers' reports, however, did not specify which lesson components were omitted and how many teachers exhibited this pattern of omission. For example, one developer's report indicates that "Teachers still need to focus on conducting all sections of the lesson plans and not excluding certain sections." The report does not specify what is meant by certain sections.

five teachers did not consistently implement an activator, and two did not implement any of the practice stages.⁴⁵

In Year 4, developer observation reports were not provided but End-of-Year Reports were received for three of the five teachers. The ratings for pacing for the year decreased from Year 3 scores with only one of the four teachers covering Xtreme Reading as per the Option B pacing guide.⁴⁶ The three teachers with inadequate ratings for pacing were all in Springfield. In Year 3, all teachers but one (in Springfield) received an adequate rating for covering all Xtreme Reading units as per the pacing guide—a significant improvement in fidelity to the model from Year 2.⁴⁷ None of the five Xtreme Reading teachers in Year 2 received adequate scores for adherence to the pacing guide options provided by the developers in Year 2. Developer debrief reports also indicated that, overall, teachers followed the pacing calendar more frequently in Year 3 than in Year 2, with “nearly all teachers covering all nine Xtreme Reading strategies” within the specified time period. Across Years 1 through 3, developers planned and implemented several adaptations to the pacing calendar and lesson plans.⁴⁸ Changes to the Xtreme Reading pacing calendar in Year 3 likely contributed to the improved scores observed for pacing.

Across all four years of grant implementation, Springfield teachers reported barriers to implementing the curriculum as outlined by the pacing guide. As in the first three years of the grant, one of the primary structural barriers for pacing cited by Springfield teachers was the dual scheduling of Xtreme Reading and ELA within a 90-minute literacy block period. The demands of the ELA curriculum and ELA-related testing reportedly required more than the 45-minute period allotted in the schedule. To accommodate rigorous (and reportedly impractical) ELA

⁴⁵ Xtreme Reading practice stages include describe, model, verbal practice, guided practice, paired practice, independent practice, differentiated practice, integration, and generalization.

⁴⁶ In Year 4, one teacher was not scored for “pacing for the year” as this teacher was not observed to be implementing content from the Xtreme Reading curriculum.

⁴⁷ In Years 2 and 3, pacing across the year and coverage of the curriculum was assessed and scored. Pacing for the year was not assessed in Year 1 because developers had not finalized a pacing schedule.

⁴⁸ In Year 2, SIM-CERT modified the pacing calendar (minimizing the time spent on specific socio-behavioral units such as Xpect to Achieve, Score Skills, Talking Together, and Possible Selves), and in Year 3, SIM-CERT modified the sequencing of units. Refer to the changes outlined in Appendix B.

curricular demands, teachers reported occasionally shortening their planned 45-minute Xtreme Reading periods to allow more time for ELA material coverage as they deemed necessary.⁴⁹

As a group, teachers reported additional structural barriers leading to abbreviated curriculum coverage and/or pace including student absenteeism, small class sizes, and the block scheduling on alternate academic weeks at the vocational-technical high school.⁵⁰ The following barriers cited in Years 1 and 2 were not reported as they had been in Years 3 or 4 (i.e., inaccurate student placement, lack of administrator and guidance counselor knowledge and support of the intervention, and classroom management difficulties).

Use of Assessments

In Year 4, teacher self-report data show that, overall, four of the five teachers were administering assessments as per model specifications and were using assessment data to drive instruction and facilitate responsive teaching techniques. In Year 4, four of the five teachers reported in interviews using Xtreme Reading assessments as a diagnostic tool to assess student learning and determine pace of instruction. The remaining teacher administered self-generated quizzes on vocabulary and literary content instead of using Xtreme Reading assessments. This teacher reported via interview, “To me, [the Xtreme Reading assessments] are not good. I actually forgot about them...they seem like a waste of time.”

Despite the increase in assessment use to drive instruction among the majority of teachers, as in Year 3 teachers were not utilizing fluency checks and progress monitoring with the frequency recommended by the developer. Only one teacher reported, via interviews and/or surveys, implementing progress monitoring related to fluency. Only two teachers, both in Chicopee, implemented fluency checks more than twice per month. Documentation was provided via developer End-of-Year Reports for two of the five teachers regarding individual teacher assessment use; one of whom reportedly monitored progress consistently while the other showed

⁴⁹ Observation data from two classroom visits per teacher in Year 3 show that the two SPS teachers responsible for both ELA and Xtreme Reading did not consistently devote 45 minutes per day to each course.

⁵⁰ In Year 3, one of the evaluator’s observations was scheduled during a teacher’s medical leave when a substitute, not trained in Xtreme Reading, was implementing the intervention. In Year 4, block scheduling at the vocational-technical high school was reported to be a concern only with upper-grade classes.

no evidence of fluency drills or progress monitoring. The developer did not submit individualized data reports regarding assessment use for the other three teachers; however, the developer documented in five of seven debrief reports that Springfield teachers were not consistently implementing the progress monitoring component of the model, or not implementing it at all.⁵¹ Developers noted their concern regarding this lack of implementation: “Overlooking this area of instruction results in lack of feedback to students regarding their performance and guidance in how to effectively put the strategies into practice.”

⁵¹ SIM debriefs collapsed evidence regarding implementation of the classroom model across teachers and grade levels. In Springfield, district debriefs referred to ninth grade, upper-grade non-RCT, and middle school non-Striving Readers teachers.

VI. Evaluation of the Impacts of the Targeted Interventions

The Springfield and Chicopee School Districts implemented two targeted interventions for Striving Readers, READ 180 and Xtreme Reading, in five high schools across the two districts.⁵² The primary research question addressed by this study as required by the grant is: *Does participation in a reading intervention increase reading achievement?*

To assess the effectiveness of the interventions, a randomized controlled trial (RCT) was employed. Eligible incoming ninth-grade students were assigned to one of three conditions: Control, READ 180, or Xtreme Reading.⁵³ Each of the treatment group impact estimates—for READ 180 and Xtreme Reading—was assessed in comparison to the control group. Because students were randomly assigned to intervention groups, students are the primary unit of analysis.⁵⁴ To answer the primary research question regarding the effectiveness of the interventions and to provide estimates of their “true” effects on reading achievement, average reading achievement scores of students in each of the two interventions were compared to the scores of students in control group classrooms, pooled across sites and study years.⁵⁵ Included in this report are the associated power estimates based on the numbers of students in the ninth-grade cohorts.

Measures, Screening, and Random Assignment

The primary outcome for the analysis of student impacts is the Stanford Diagnostic Reading Test, Edition 4 (SDRT-4).⁵⁶ The SDRT-4 score comprises four key indicators of reading

⁵² One additional high school in Springfield is not included in the grant and is not part of the study sample.

⁵³ Although these interventions were also implemented in the upper grades (10th, 11th, and 12th) as per the districts’ request a control group was included only in 9th grade. Therefore, only 9th-grade students were included in the impact analysis.

⁵⁴ Randomization of teachers was also conducted, which was possible because new teachers were hired with the agreement they would be placed at random in one of three positions: READ 180, Xtreme Reading, or Control (business as usual). Refer to Appendix A for more information regarding teacher assignment.

⁵⁵ Note that cohort in this instance is equivalent to year (e.g., Cohort 1 was treated in Year 1). Because students were randomly assigned to intervention groups, they are the primary unit of analysis.

⁵⁶ The SDRT-4 was also administered to participating struggling readers in the fall of the first two school years (2006–07, 2007–08) to further assess placement via the district screening process but later eliminated due to the burden on students and teachers. Data collected by the districts in the 2007–08 school year were not available for analysis in Year 2, but were provided following the Year 2 reporting period.

achievement: decoding (phonetic analysis), vocabulary, comprehension, and scanning.⁵⁷ This assessment was administered to all students school-wide, including struggling readers, by the districts in the spring of each year.

The Scholastic Reading Inventory (SRI) was used as the districts’ screening tool as this assessment was already in use in some of their schools. The Massachusetts Comprehensive Assessment System (MCAS) English Language Arts test was used as the covariate in the analytic models to control for prior reading achievement level. The rationale for the inclusion of the MCAS as a covariate rather than the Scholastic Reading Inventory (SRI) is described in more detail in Appendix D.⁵⁸ This appendix also includes a summary of the data collection process and psychometric properties of the measures used for the estimation of student impacts.

Screening as Planned

All incoming ninth-grade students identified as struggling readers based on the screening process were included in the pool for random assignment to interventions. The SRI has overlapping Lexile levels and, as a result, the range for identifying eligible incoming ninth-grade struggling students had to be established (therefore, the 50th Normal Curve Equivalency or NCE was used as the benchmark).

Exhibit 12. SRI ranges from norms file: Unpublished data provided by Scholastic⁵⁹

Student enrolled grade level (spring)	Reading level	Minimum SRI-Lexile score (50 th NCE for 4 th grade)	Maximum SRI-Lexile score (50 th NCE for two grades below)
8 th	6 th – 4 th grade	680	855

Districts established testing schedules and assessment protocols for the administration of screening. The SR district team worked with the middle schools to screen the incoming ninth-

⁵⁷ The SDRT-4 serves as both the outcome measure for the impact analysis as well as the screening measure for identifying struggling readers in grades 10–12 (students not included in the RCT).

⁵⁸ The preliminary impact analyses conducted in the first year included the MCAS for seventh and eighth grade ELA separately to assess any potential impact use of the 7th grade MCAS would have. The correlation in the combined sample between the seventh and eighth grade MCAS scores remained $r = .56$. (Refer to the Year 2 report.)

⁵⁹ Scholastic provided secondary data used to establishment this range or threshold.

grade students in their final months of eighth grade to ensure they could be assessed for eligibility and scheduled as appropriate prior to the fall. The SR district team worked with Scholastic to implement the SRI online so that it could be used for both assessing students at baseline and, subsequently, for monitoring progress in READ 180 over time. The districts provided the student test data, which evaluators then used to randomly assign students.

Several steps were taken to review the accuracy of the SRI assessment scores. Once randomized, district and school staff members reviewed the assignments and discussed any concerns with evaluators as well as potential exclusions.⁶⁰ Refer to Appendix D for information provided to district staff regarding this process. A careful review of the eligibility of each student was conducted school-by-school and the SR district team, based on criteria established for exclusion (including prior grade history and MCAS performance) to avoid solely basing the decision on the SRI score in the event individual performance differed from actual eligibility. Students were excluded from the study if they met any of the following criteria: (1) their Individual Education Plans (IEPs) explicitly specified a different form of reading support; (2) they lacked the necessary English language or comprehension skills; (3) their parents formally refused participation in the interventions;⁶¹ (4) they were enrolled off-campus in a “twilight school,” an evening program without a Striving Readers Program, or in an “early college high school,” a college preparation program;⁶² (5) they had high grade histories and MCAS scores that were at least proficient; or (6) they were deemed “inactive” by the districts, meaning that the district was not able to determine whether they were enrolled in any of the schools.

⁶⁰ School and district responsibilities are the same but referred to here as “school” responsibilities. FTP is the file-transfer protocol site established by the evaluator to maintain data confidentiality as per data sharing agreements. Research protocols and requirements were established whenever possible in collaboration with the SR district team. The district maintained responsibility for communicating with their staff regarding all Striving Readers activities. However, the SR district team worked with evaluators to distribute information about the research study, schedule information sessions at staff meetings, and hold question-and-answer sessions about the study at each of the schools.

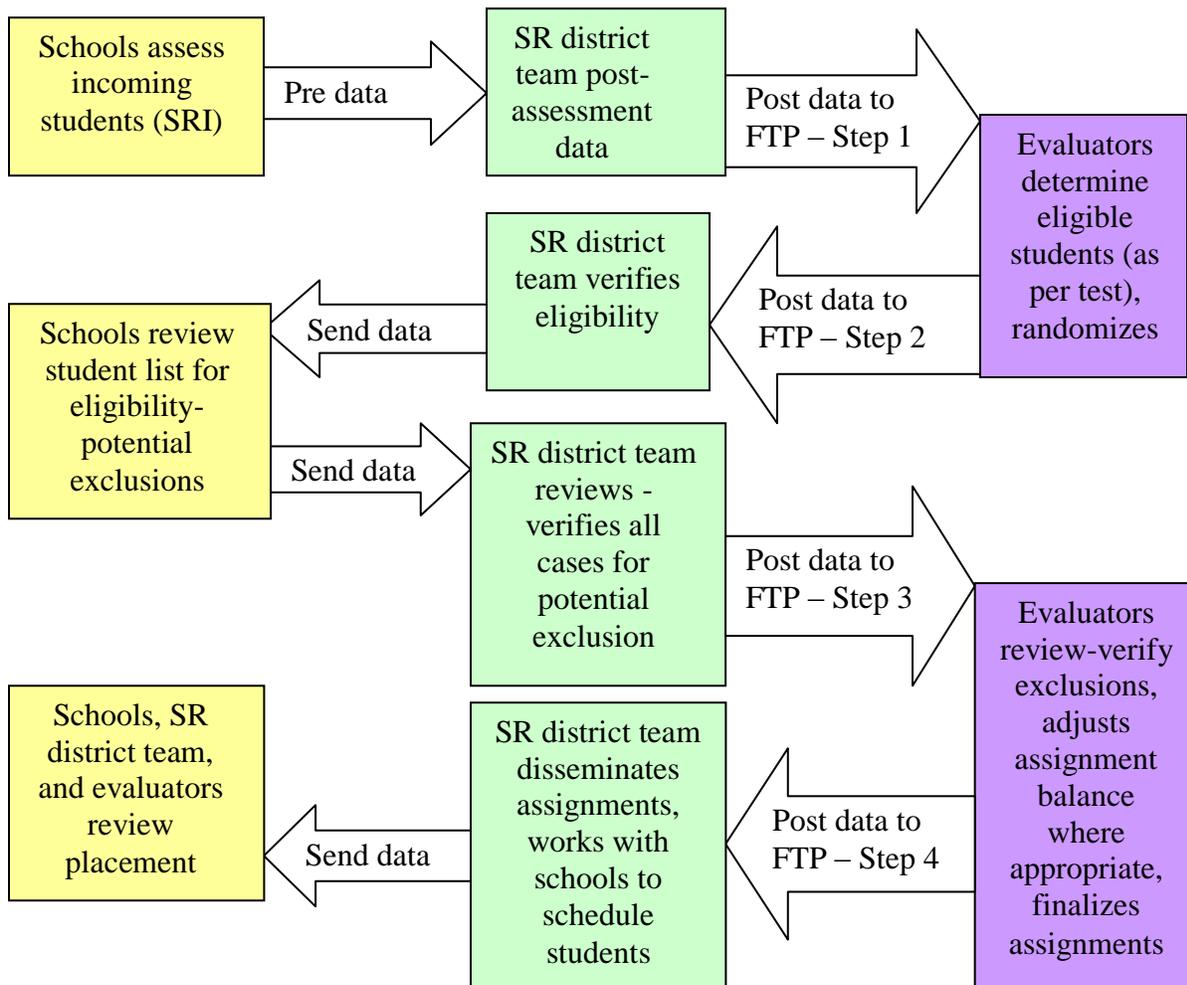
⁶¹ Parents with questions about student placement spoke to the coordinators in either district, and then discussed concerns with the vice principals or principals. If, after an explanation of the study and placement parents still requested the student be removed, they were asked to provide a letter stating their request to not have their child participate and the student was removed from the intervention class. No parent refused to have their son or daughter participate in ninth grade.

⁶² Off-campus enrollment was the case only in SPS.

Randomization Process as Planned

Approximately equal numbers of students were assigned to one of the three conditions. Randomization was conducted by the evaluator. The exhibit below represents the random assignment process as planned.

Exhibit 13. Processes for the final randomization (Ninth-grade screening test)



Pre-randomization blocking of students (by special education and ELL status) was employed where numbers permitted, to ensure the similarity of students across groups on observable characteristics relevant to the outcome and to increase the precision of impact estimates.⁶³ Sample size estimates did not exceed the districts' ability to serve; therefore, all those students screened and eligible were to be included in the pool to be randomly assigned.⁶⁴ Following the receipt of SRI scores, evaluators randomly assigned students to one of the targeted interventions or the control group. This process occurred over approximately a one-week period, given that complete data were provided including grade, school, state identification number, and other data used for assignment within strata.

Final Sample

Student Screening and Random Assignment

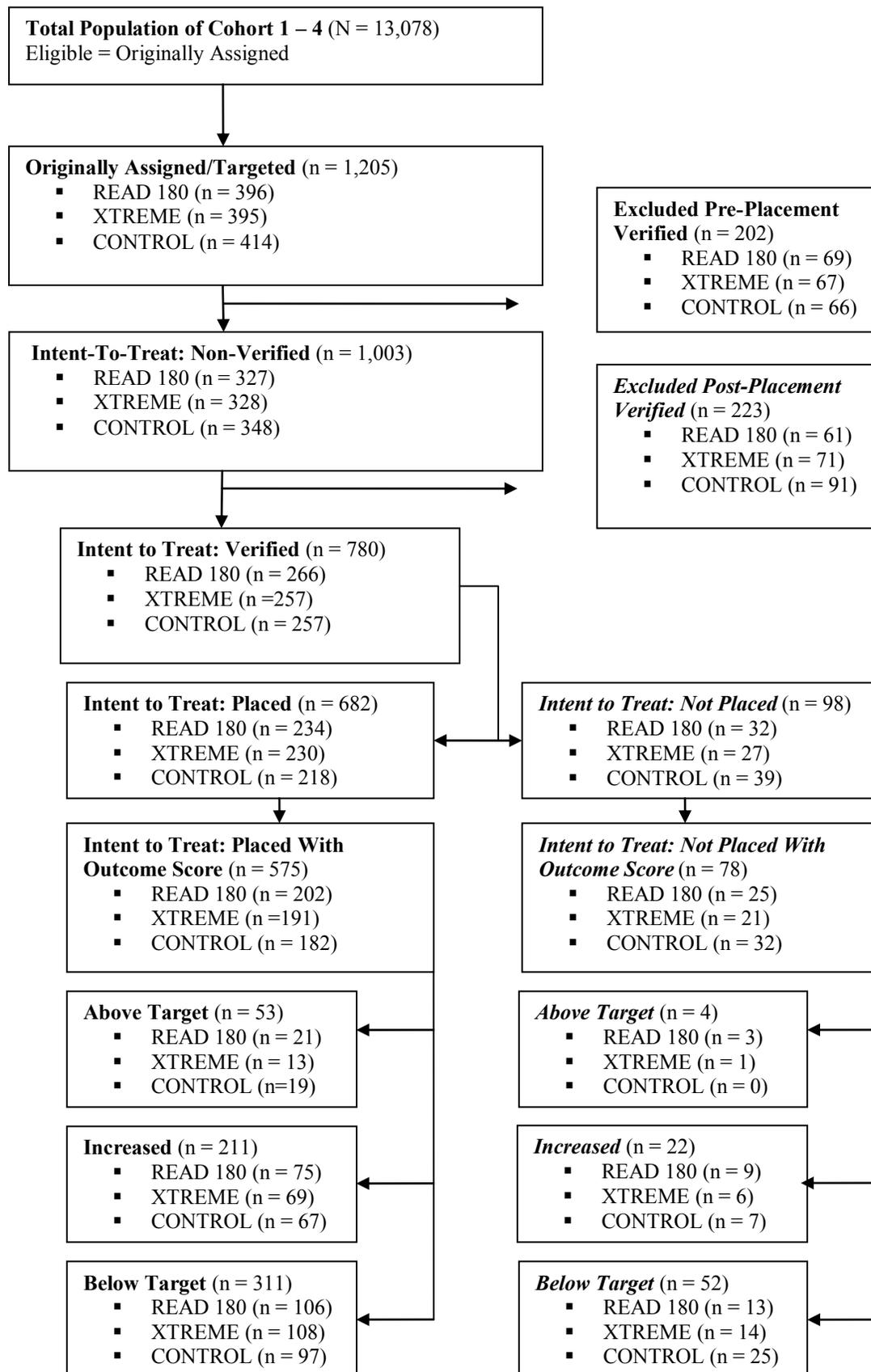
Currently four cohorts of ninth-grade students from the 2006–07 through the 2009–10 school years have participated in the RCT, and the final cohort will participate in the 2010–11 school year.⁶⁵ All cohorts will be combined for the final analysis of targeted intervention impacts. The following figure illustrates the size of the sample at each stage of the study. Refer to Appendix D for more information regarding exclusions.

⁶³ The constraint placed on the range of struggling readers to be identified left little opportunity to block on levels of screening status (Xtreme Reading serves only those students reading at a fourth-grade level or higher).

⁶⁴ Students who were reading below a fourth-grade reading level would not participate in the study but would receive the supports and interventions normally provided by the district (i.e., business as usual). Special education students whose Individual Education Plans (IEPs) stipulate that they receive services different from the interventions were excluded from the study. Students enrolling in schools after the fall verification period (mid-October) would not participate in the study that school year.

⁶⁵ Refer to the following section describing sample power for more information regarding the number of cohorts.

Exhibit 14. Screening and assignment samples



Intent-to-Treat

The following exhibit presents the final number of students in the Intent-to-Treat (or ITT) condition for Years 1-4.

Exhibit 15. Final numbers of the Intent-to-Treat randomly assigned students by school

Assignment	Cohorts 1–4 Total					TOTAL
	CCHS	CHS	Commerce	Putnam	SciTech	
Control	47	35	46	51	42	221
READ 180	38	35	44	54	61	232
Xtreme Reading	46	35	40	59	49	229
Not Placed	3	5	28	32	30	98
Total	134	110	158	196	182	780

Approximately 12.6% of the ITT group (98 students) had initially been reported inactive by the SR district team but were actually in attendance at least 75% of the time, based on both rosters and district attendance records (this percentage was approximately the same as reported in prior years). Of these students, 20 did not have outcome scores. A total of 653 students had outcome scores of those in the ITT group.

Power to Detect Effects

Minimum detectable effect size (MDES) estimates have been computed to determine whether the study design provides sufficient power to detect an impact if one exists for either intervention.

The MDES indicates how small an effect the intervention can have on students' reading achievement and still be detected (Orr, 1999).⁶⁶ Current MDES calculations were calculated for a single-level trial as developed under Optimal Design (Raudenbush & Liu, 2001; Raudenbush,

⁶⁶ Effect sizes are reported on a scale of 0 to 1, and the higher the score, the greater the magnitude of the treatment effect (Cohen, 1998; Lipsey, 1990). The framework used to assess the magnitude of effect sizes was Cohen's (1988): .20 as small, .50 as moderate, and .80 or above as large (as cited in Bloom et al., 2005). "This interpretation is supported by Lipsey and Wilson's (1993) review of meta-analyses across psychological, educational, and behavioral outcomes, which concluded that effect sizes of 0.10 to 0.20 should not be seen as trivial" (Vernez, & Zimmer, 2007). More recent research provides other empirical benchmarks for evaluating effect sizes related to education-focused interventions (Hill, Bloom, Rebeck Black, & Lipsey, 2007; Vernez & Zimmer, 2007). Vernez and Zimmer (2007) recommend interpreting effect sizes from data related to educational interventions aimed at positively impacting student achievement levels as follows: 0.05-0.10 as small, 0.15 as medium or moderate, and 0.25 as large.

Spybrook, Liu, & Congdon, 2004).⁶⁷ Specifications for the power estimates in Year 4 remained the desired 80% power to detect an effect with two-tailed tests of significance (at the .05 significance level).⁶⁸ The following exhibit presents the power estimates for the pooled cohort samples, including the MDES with the pretest covariate. Each of the two intervention groups of students (Xtreme Reading and READ 180) were compared to the control group of students in the same model.

Exhibit 16. MDES for pair-wise comparisons: By N of students and covariate r (.80 power, 5% significance level, two-tailed test)

Number of Students		Minimum Detectable Effect Size (σ) By Covariate Correlation	
		<i>No covariate</i>	<i>r = .47*</i>
3 Cohorts	<i>N = 406 per contrast</i>	.28	.25
4 Cohorts (estimate)	<i>N = 500 per contrast</i>	.25	.22
4 Cohorts (estimate)	<i>N = 600 per contrast</i>	.23	.20

Note. In Year 2, combined three-cohort estimates were $n = 376$ with .29 for the MDES estimate, .25 for the MDES estimate with the inclusion of a covariate ($r^2 = .27$ this year). Current estimates were almost identical.

The MDES estimate was .28 for the three-cohort study. Including the MCAS ELA prior achievement score as a covariate $r^2 = .22$ lowers the MDES estimate to .25 for the three-cohort study.⁶⁹ Blocking was conducted for student assignment by school and grade but also by

⁶⁷ Initial power estimates were based on a two-level framework and the planned assignment of teachers/classes. However, the number of teachers was fewer than anticipated and resulted in only one teacher per condition, per school—effectively rendering teacher equal to school in these analyses (which is insufficient for multilevel modeling using classroom as the cluster).

⁶⁸ In Year 1, estimates of the correlation coefficients between pretest scores, or prior achievement scores, and post-test scores at various levels were made in the absence of the availability of actual data (Raudenbush, et al., 2004; Bloom, 2004). In Year 3, there was a relatively weak, statistically significant relationship between the SRI and MCAS ($r = 0.21$, $p < .01$) and the SDRT-4 ($r = 0.22$, $p < .01$). There was a moderate, statistically significant relationship between the MCAS and SDRT-4 ($r = 0.47$, $p < .01$). The correlation for the latter was used in the current power estimates presented.

⁶⁹ Results approximate those presented in research scenarios estimating sample size for randomized trials, though many of the estimates presented in past research included higher pretest covariate correlations (refer to Bloom, 2005).

disability and ELL status, which should increase the precision of estimates (Raudenbush, Martinez, & Spybrook, 2005).⁷⁰

Statistical Analysis

The analysis is designed to estimate the impact of the two interventions separately by comparing the achievement scores of each treatment group on average to that of the control group. Using reading scores from standardized assessments taken in the spring of the ninth-grade year, student performance in reading for each of the two treatment groups will be compared with the control group.⁷¹ As described previously, given projected and actual power estimates, a third (2008–09 school year) and fourth (2009–10 school year) cohort were added with control groups, and an additional fifth (2010–11) cohort will be added next year, which will yield a larger than originally planned sample to include in the final impact analyses.⁷²

Multilevel models were fit in Year 2 but it was deemed more appropriate given the primary unit of assignment and the stability of these models to utilize a fixed-effects approach using OLS regression. Four indicator variables were entered for the five high schools in the final model.⁷³ Because the school-level sample size will remain small ($n = 5$) throughout the grant period, the

⁷⁰ Although blocking by screening level was initially proposed, it was not ultimately pursued due to the restricted reading-level threshold (two levels below grade down to a fourth-grade level) imposed by the Xtreme Reading developers. This threshold yielded a smaller pool of striving readers than originally anticipated.

⁷¹ As per district request, after one year, students in the ninth-grade control groups are randomly assigned to one of the two interventions for 10th grade if they are not yet reading at or above grade level.

⁷² Recall that students are the primary unit of analysis. Although there was random assignment of students (and teachers), students remain clustered within schools and, if clustering is not accounted for, the standard errors could be miss-specified and overestimate treatment effects. However, given the limited teacher sample (i.e., for ninth grade only, there are not multiple teachers per condition), the multilevel models fit using HLM were not ideal or stable given the very small numbers of clusters or schools (Raudenbush & Bryk, 2002).

⁷³ The HLM analysis conducted yielded an intraclass correlation of .19; that is, the amount of variance in the reading scores to be predicted between groups i.e., schools is 19%, while the variance to be predicted at the individual level is 81%. This intraclass correlation is consistent with similar research on school effects and the predominance in cross-sectional data of the individual characteristics (Bloom et al., 2005; Raudenbush & Bryk, 2002).

fixed-effect model will continue to be appropriate to use.⁷⁴ These analyses were also conducted using ANCOVA and presented here for ease of interpretation.

Analytic Model and Specifications

Analyses were designed to answer the research question, “Does participation in READ 180 improve ninth graders’ reading achievement relative to that of a control group?” using students as the primary unit of analysis. ANCOVA models were fit for these analyses allowing the effects of participation in the interventions to be separately assessed in the same model. Treatment effect size estimates were calculated and average achievement across schools. The model for this cross-sectional analysis of the impact of the targeted intervention is specified with fixed effects for schools. In other words, the overall impact of each targeted intervention is estimated as a treatment effect averaged across schools.

The dependent variable (outcome) used to estimate the impact of the targeted intervention on students’ reading achievement is the Stanford Diagnostic Reading Test version 4 (SDRT-4). The outcome, reading achievement, was measured on a continuous scale (using SDRT-4 scaled scores).⁷⁵ The model includes the baseline/pretest score as a covariate (MCAS ELA scores from grade 8). Model covariates assessed for inclusion in the final model were student-level characteristics coded as dummy variables: race/ethnicity, free and reduced lunch status, special education status, ELL status, minority status, gender, as well as a variable indicating whether the student was over age for their grade at pre-assignment. Cohort and school differences were also assessed. Refer to Appendix D for a detailed description of the variables included in the analytic model and their coding specifications; decisions regarding the handling of missing data, and information regarding the decision rule for the inclusion of covariates.

⁷⁴ These decisions were made in collaboration with the evaluator’s TA provider, Abt Associates. For one of the smaller schools, there were fewer than 10 students per treatment condition, severely limiting the power in an HLM structure; thus the planned analysis will combine data across cohorts. Intervention effects were tested using the full sample in both regression models (using effect-dummy coding) and in the ANCOVA models. As the student sample size increases each year, power will be reevaluated and the appropriateness of fitting multi-level models will be assessed (TA communication).

⁷⁵ For binary outcome measures (reading at grade level/reading below grade level or GLE) an analogous logistic regression model will be used. These models will be specified in future analyses.

Analytic Sample

The following exhibits present descriptive information about the sample by district and treatment group. Characteristics are presented for the combined cohorts and for the ITT analytic sample, which includes all cases with post-test scores (653 of the 780) and all cases of post-test scores with pretest scores (534 of 653). Patterns observed in the percentages between districts and among the treatment groups in the analytic sample remained similar to those observed for the ITT sample (refer to Appendix D for additional presentations of data by district and cohort).

As illustrated in the exhibit below, aggregate student characteristics differ between districts for select variables.

Exhibit 17. Student sample characteristics by district: Pre-and post-test sample (n = 534)

Characteristics	District		Total (freq/mean)
	Chicopee	Springfield	
Minority (%)	50	8	58 / 29
Female Gender (%)	42	58	280 / 52.7
Special Education Status (%)	18	16	34 / 17
English Language Learner Status (%)	1	5	6 / 3
Free and Reduced Lunch Status (%)	61	86	147 / 73.5
Attendance (% of total possible days)	93	90	91.5
MCAS Score (mean)	231.5	229.5	461 / 230.5
Sample size (n)	215	319	534

Note. *Other includes combinations of White, Black, Asian, American Indian, Native Hawaiian, and Hispanic

Students in both districts were similar on the SRI reading achievement assessment screen and the MCAS, as would be expected if the same group of targeted students were being identified. Chicopee students in this sample scored higher on average as compared to Springfield. Note that the sample sizes between the districts differed (the balance is 40% Chicopee versus 60%

Springfield), which may influence the significance of the differences observed; however, the relative differences were large.

Across all students included in the preliminary analysis sample and assessed at baseline, more than half were non-minority students with the majority in Springfield as compared to Chicopee (92% and 50%, respectively). In addition, Springfield had significantly higher ($p < .05$) numbers of females than Chicopee (58% versus 42%, respectively). There were significant differences among Common Core Data (CCD) collected and provided by the district including those classified as ELLs, those classified as special education eligible, and those with free and reduced lunch status. In this student sample, 86% in Springfield as compared to 61% in Chicopee qualify for free or reduced-price lunch, a proxy used to represent student socio-economic status. The following exhibit presents the data for the pre-post ITT analytic sample by treatment group.

Exhibit 18. Student sample characteristics by treatment: pre- and post-test sample (n = 534)

Characteristics	Intervention			Total (Freq/Mean)
	Control	READ 180	Xtreme Reading	
Minority (%)	29	24	20	74 / 24
Female Gender (%)	52	62	58	172 / 57
Special Education Status (%)	15	14	22	51 / 17
English Language Learner Status (%)	4	2	4	10 / 3.3
Free and Reduced Lunch Status (%)	76	71	81	228 / 76
Attendance (% of total possible days)	91	90	91	272 / 90
MCAS Score (mean)	230.8	230.1	229.9	230.3
Sample size (n)	178	186	170	534

Note. *Other includes combinations of White, Black, Asian, American Indian, Native Hawaiian, and Hispanic.

Patterns in Year 4 generally remain the same as in the past years. A difference at the $p < .15$ level among groups was observed for percentages of Free and Reduced Lunch Status (FRED), Special Education Status (SPED), Minority, and females. These differences may be the result of the

small sample sizes within each group. In prior years, analysis results indicated that, on average, the random assignment process was generally effective in creating equivalent groups based on the variables measured and those used in stratification (SPED and ELL percentages did not differ across groups). SPED now differs among the groups for the combined cohorts inclusive of Year 4, though not at the $p < .05$ level. The final analytic model presented included only covariates significant below the $p < .20$ level

Using criteria outlined by What Works Clearinghouse (WWC) for assessing the rigor of designs and analysis, baseline or pretest scores were assessed to identify pre-treatment differences among the groups. No significant differences were observed among the groups. Pretest scores were not observed for the three groups (two treatments and one control) to be over a .50 standard deviation difference. Students' pre-test and baseline covariate scores (SRI and MCAS) were similar across groups, although the student SRI scores were three and four points higher in the combined cohorts (Years 1–3) for the control and Xtreme Reading groups, respectively, in comparison to the READ 180 group, and as compared to higher scores only for Xtreme Reading for the combined cohorts in the prior years (Years 1–2).

In addition, the numbers of “actual” exclusions were examined to identify differential attrition between groups (i.e., these exclusions would have been noted at the time of screening and assignment review but were not available to evaluators until late fall). No differences in attrition estimates among treatment groups were greater than 20%.

Preliminary Impacts on Students

The impacts presented briefly in this section are preliminary. In future reports, the remaining cohorts will be combined to establish the power needed for the analysis to detect the effects proposed. In the interim, fully specified models have been fit and are presented.

Exhibit 19. Impact of intervention on student reading achievement (SDRT-4)

	Unadjusted Means			ANCOVA-adjusted Means		
	Control	Treatment		Control	Treatment	
		READ 180	Xtreme Reading		READ 180	Xtreme Reading
<i>Number of Schools = 5</i>						
Normal Curve Equivalency (NCE)	32.48	34.47	32.71	29.13	31.80	29.62
NCE SD	12.57	13.43	12.76	22.87	24.24	22.90
Reading Achievement Mean	667.44	671.41	667.52	660.12	665.41	661.10
Reading Achievement SD	25.96	27.49	27.39	48.16	48.85	47.18
Reading Achievement SE	1.84	1.79	1.86	4.17	4.12	4.15
Estimated Impact	--	3.97	.08	--	5.29	.98
Effect Size ^a	--	.15	.00	--	.11	.02
P-value	--	.12	.98	--	.03	.60
Number of Students ^b	215	227	211	178	186	170

^a Effect sizes were calculated (Glasses) for unadjusted means using the control group standard deviation.

^b Sample for the regression-adjusted model was dictated by the numbers with both pre- and post-tests (n =534 with pretest and posttest of those with posttest n = 653 of the ITT sample n = 780).

As the table illustrates, there were observed and significant effects of one of the interventions as compared to the control group. READ 180 students scored significantly higher as compared to control students (3.97 points on average unadjusted and 5.29 adjusted). Unadjusted means represent the true difference between groups in a random assignment study, but the adjusted means were calculated in the event random assignment did not yield equivalent groups due to the smaller sample sizes.⁷⁶ In Year 3, combined analysis had also yielded significant READ 180 intervention effects. Effect size estimates included were Glasses' Δ (Abt communication; Rosenthal, 1994). Refer to Appendix D for more information regarding effect sizes.

The mean scores at post-test, though higher than at pretest, represent less than grade level performance. As current research indicates, when achievement gains are assessed across grade level, effect sizes decrease in the upper grades (Bloom, Hill, Rebeck Black, & Lipsey, 2006).

⁷⁶ As stated in a technical assistance provider memo: In the ideal (i.e., when random assignment works perfectly), the difference between these two means would be the unbiased estimate of program impact. However, all sites are planning to use covariates to adjust the model to help guard against bias that may have been introduced because random assignment did not work perfectly. The regression adjusted means and impact estimate will reflect these adjustments.

Therefore, Striving Readers in the high schools would generally be expected to gain less than those in the lower grades simply as a result of the trajectory of student growth or development of reading skills.

Targeted Intervention Impacts and Implementation

The goal of the targeted implementation study was to inform the interpretation of impact findings by *describing* the context in which the interventions were implemented. More specifically, implementation levels were established to characterize the context and its complexity and, as a result, to provide a gauge by which to judge any observed effects relative to the context. Therefore, the following analysis describing the relationship between classroom level implementation and impact scores was purely exploratory and not intended to predict the impact of the interventions.⁷⁷

Describing the implementation context in relationship to observed impact involved several steps. The first step was to combine classroom implementation ratings across two years in order for this information to more accurately represent the context of the combined cohort data assessed in the impact study.⁷⁸ Overall ratings were calculated by adding ratings across years and dividing by the total number of possible items to be rated, thereby weighting the scores (refer to Appendix A for more information).⁷⁹ The second step involved summarizing the implementation levels to represent both study years combined as had been done for each individual year with the following four levels: No evidence (0–24%), Low (25–49%), Moderate (50–74%), and High or Adequate (75–100%). The third step involved examining the implementation and impact results together for each intervention to identify emergent patterns.

⁷⁷ The hypothesis that higher levels of implementation would be related to higher levels of observed impact was not empirically tested; analyses were purely illustrative. As described in the Enhanced Reading Opportunities Study, such analyses: "...are not able to establish causal links between these aspects of implementation and variation in program impacts across sites, because school characteristics and other implementation factors may confound the association between...impacts and the implementation factors included in the exploratory analysis" (Corrin, et al., 2008).

⁷⁸ Classroom implementation was used to describe context for this purpose. Input levels were previously discussed as influences on classroom implementation context in concert with other non-intervention factors (e.g., school).

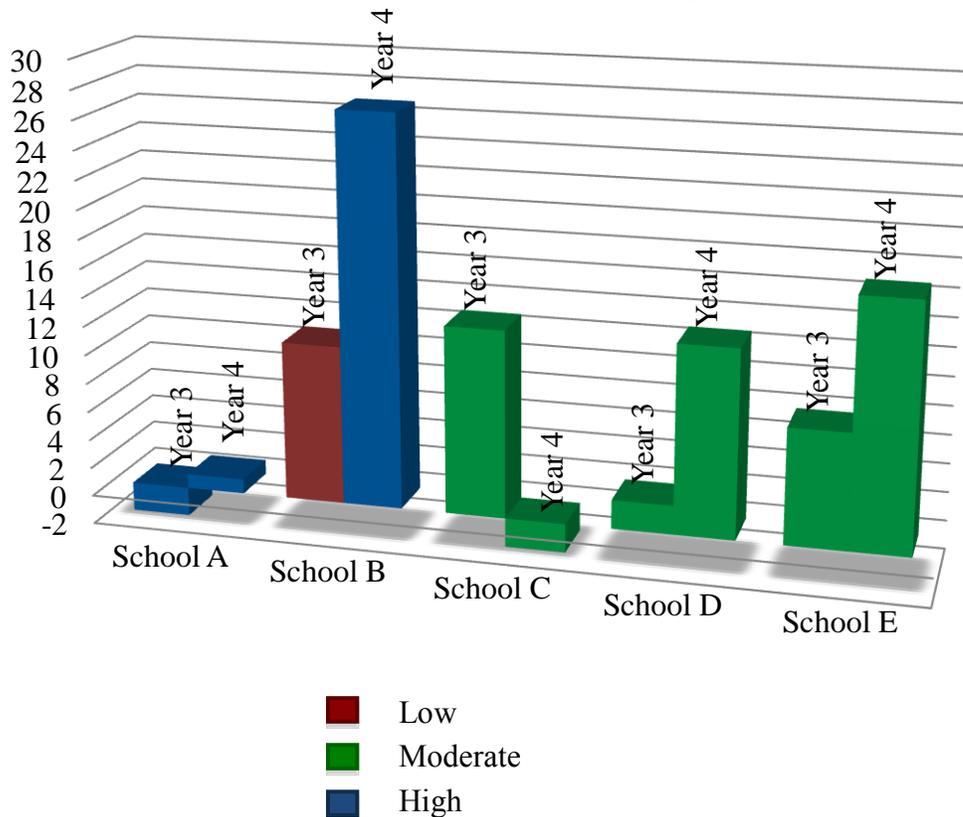
⁷⁹ It is important to remember these data were collected in snapshots and by definition represent only a picture of implementation at that precise point-in-time.

This examination was also conducted across interventions to illuminate any overall patterns that may have emerged across both interventions. A discussion of this analysis is provided at the conclusion of this section.

READ 180 Classroom Implementation and Impact

The comparison of classroom implementation and impact results for READ 180 is included in the exhibit below. This exhibit illustrates that in schools where classroom implementation levels were observed to be moderate and high (as coded by color) the average reading scores of READ 180 students were higher relative to students in the control group (the difference represented on the Y axis). Fidelity scores either increased or were maintained in Year 4 as compared to Year 3 (the same teachers taught in Years 3 and 4).

Exhibit 20. Impact of READ 180 by level of classroom implementation (Years 3-4)



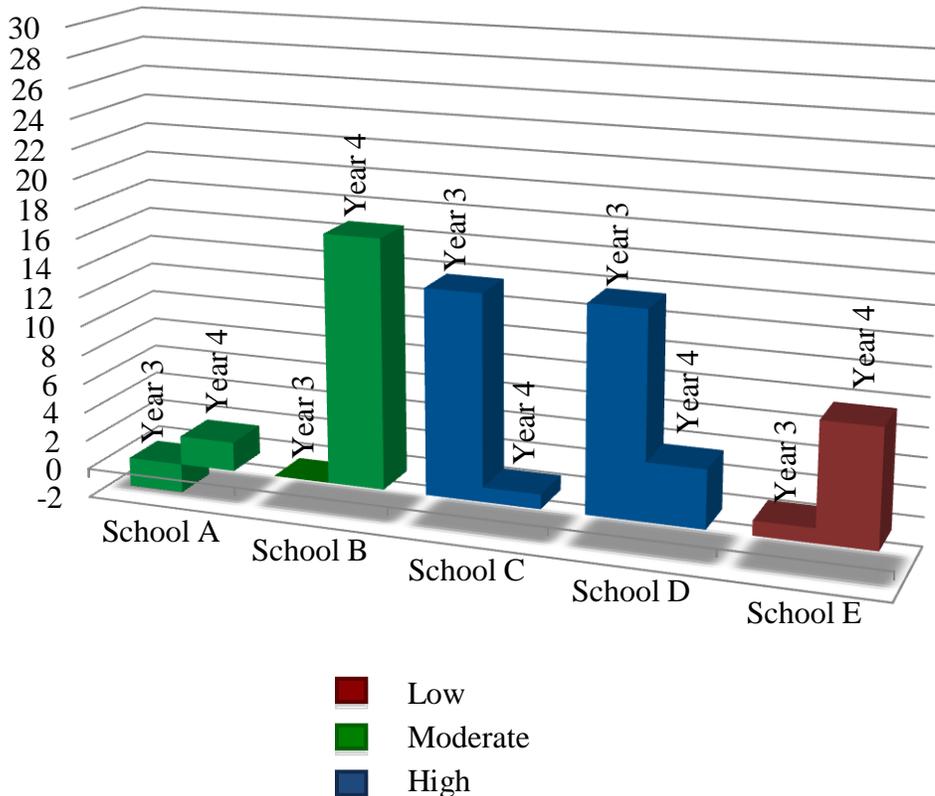
Note. Averages were calculated weighted by the total number of items across years. Implementation levels: No evidence (0–24%), Low (25–49%), Moderate (50–74%), and High or Adequate (75–100%).

The results were mixed for those rated as the highest implementers in both years with the least and most student change relative to the control group. Two of the five teachers with the highest classroom ratings had taught this intervention the longest as noted in the scoring section. Results were more consistent over time for the majority of teachers especially those implementing at moderate levels. READ 180 student scores were higher at post-test, controlling for pre-test scores and other student characteristics than control group student scores, and this difference was statistically significant.

Xtreme Reading Classroom Implementation and Impact

The comparison of classroom implementation and impact results for the Xtreme Reading intervention is included in the exhibit below.

Exhibit 21. Impact of Xtreme Reading by level of classroom implementation (Years 3-4)



Note. Averages were calculated weighted by the total number of items across years. Implementation levels: No evidence (0–24%), Low (25–49%), Moderate (50–74%), and High or Adequate (75–100%).

This exhibit illustrates that in schools where classroom implementation levels were observed to be moderate and high (as coded by color), average reading scores of Xtreme Reading students were generally higher relative to students in the control group (the difference represented on the Y axis). The same teachers taught in Years 3 and 4 with one exception. Although this new teacher was rated as implementing with high fidelity, his/her student scores were not higher as compared to the control group. As noted in the prior scoring section, one of the two teachers with the lowest overall ratings had been implementing since the initial grant year.

Although four of the five teachers had moderate or adequate implementation ratings in Year 4 (three of the four representing increased levels of fidelity), the difference between the Xtreme Reading scores and control group scores was lower in general in Year 4 as compared to Year 3. That is, for those rated as higher implementers in Year 3 student scores were higher but this was not the case for student scores in Year 4 for the same high implementers. On average, the Xtreme Reading student scores were higher at post-test, controlling for pre-test scores and other student characteristics than control group student scores, but this difference was not statistically significant.

Implementation Patterns as Predictor

Despite the many complications related to implementation, particularly in Year 1 of the study, a pattern of medium (i.e., moderate) and high (i.e., adequate) targeted implementation levels and higher overall student reading scores was observed. This pattern was more pronounced for READ 180. A final cohort will participate in this effectiveness trial in the next year. The descriptive results discussed here may *foreshadow the potential* for detecting meaningful intervention effects under conditions such as an increased sample size and increased classroom implementation levels.

Over time, the targeted teachers had more experience and the control classroom teachers had higher levels of education. As a result of teacher turnover, the backgrounds as compared to control classroom teachers changed. Background and experience, in addition to overall teaching quality (not directly measured), could influence and moderate any observed results.

Although impact estimates were established across years, implementation levels and impact results varied by year, which itself has implications and at a minimum requires caution when interpreting the findings. It is important to note that these cautions should be exercised for both interventions, as there were differences in implementation between years for both Xtreme Reading and READ 180, including teacher turnover in earlier years.

VII. Evaluation of the Implementation of the Whole-School Intervention

The goals for the whole-school implementation study were the same as those for the targeted implementation study: to present a broad picture of the overall level of implementation in context and a sense of the variability that may have occurred.

Whole-School Research Questions and Methods

Similar to the approach for examining implementation of the targeted interventions, implementation research questions were developed for the SIM-CERT whole-school intervention.

1. What was the level of implementation and variability of professional development and support for teachers/administrators/literacy coaches?
2. What was the level of implementation and variability of classroom instruction?
3. What was the context of implementation (e.g., potential influences on implementation)?⁸⁰

Refer to Appendix B for exhibits including specific implementation research questions within each primary question listed above based on the program model and their intended activities, methods, objectives, and ultimate outcome goals. The implementation data collected via each method is also described in Appendix B with measures included in Appendix C. Scoring and implementation levels are described in more detail in the following section.

Whole-School Implementation Teachers

According to district documents, across the four grant years a total of 545 teachers have received some form of SIM-CERT training.⁸¹ A total of 349 of those trained were from Springfield, and the remaining 196 were from Chicopee. Surveys were conducted to gather information

⁸⁰ This question has been implicit in the evaluation of implementation across years and data have been collected, analyzed and reported regarding the general context of implementation but is now explicitly included in this section.

⁸¹ This number does not account for attrition and does not include literacy coaches.

regarding participation and prevalence of SIM-CERT knowledge and use over time. The survey was the primary source of information regarding teacher characteristics.⁸² In Year 4, survey completion rates were the highest to date at 79% of those reportedly trained by the district. In Year 2, 67% of SIM-CERT-trained teachers responded to the survey. In Years 2 and 3, 67% and 73% of teachers reportedly trained in SIM-CERT responded, respectively.

Characteristics of SIM-CERT teachers

In each cohort and in both districts, the Year 4 SIM-CERT-trained survey respondents indicated that they were certified at the professional level at the following rates: SPS – Cohort 1 = 63%, Cohort 2 = 71%, Cohort 3 = 36%, Cohort 3.5 = 40%, Cohort 4 = 53%, Cohort 4.5 = 39%; CPS – Cohort 1 = 63%, Cohort 2 = 73%, Cohort 3 = 58%, Cohort 4 = 50%. In Year 4, across cohorts, the average number of years of teaching experience reported by SIM-CERT teacher respondents was 13 in Springfield overall (7 years at their current school) and 13 in Chicopee overall (8 years at their current school). In Year 3, the average number of years of teaching experience was 11 in Springfield overall (6 years at their current school) and 13 in Chicopee overall (8 years at their current school). In Year 2, the average number of years of teaching experience was 15 in Springfield overall (7 years at their current school) and 14 in Chicopee (8 years at their current school).

⁸² Initially, districts were to provide documentation regarding teacher characteristics but after Year 1 this information was also collected via surveys. The individual teachers who responded in any given year may differ; responses have been presented by cohort.

VIII. Whole-School Intervention Implementation: Results and Implications

Whole-School Implementation Components

As with the two targeted interventions, ratings were created to establish the level of adequacy of implementation of the whole-school literacy intervention. Ratings were assigned for two components: (1) inputs consisting of the professional development and materials and (2) classroom model. Adequacy has been defined as the implementation of intervention components as specified by the developers and the districts, as depicted in the whole-school literacy intervention logic model (Exhibit 7 included in Section III of this report). Model components including the extent of training and use of SIM-CERT routines were assumed to be specified by the developers at the level necessary to promote change in content literacy. Additional contextual information related to the implementation of the professional development and classroom instruction models are also presented in this section of the report.

Professional Development

The district goal for the number of teachers to be trained in SIM-CERT was original set at 125 per year and 25 teachers per school, but recent district documentation indicates a current goal of 130 with a total of 520 teachers to be trained across Years 1–4. In terms of the number of teachers selected and receiving training, the districts exceeded this goal across the four years of the grant. According to district records of professional development attendance, across Years 1–4 a total of 545 teachers have been selected for inclusion in SIM-CERT cohorts and received some portion of SIM-CERT training.⁸³ In Year 1, recruitment numbers for both districts were below the expected amount, particularly in Springfield (48 of the targeted 80 in Springfield and

⁸³ This number does not account for attrition and does not include literacy coaches or those who are administrators and not in the classroom. The total trained accounting for attrition (attrition numbers include those still in the district but no longer teaching) is 470 with 289 from Springfield and 181 from Chicopee.

44 of the targeted 50 in Chicopee). In Year 2, recruitment numbers were closer to the target amount, but, across years, still below expected requirements. In Years 3 and 4, however, both districts exceeded the target amount of selected or recruited teachers who received any portion of SIM-CERT training. Exhibit 21 below displays these results.

Exhibit 22. SIM-CERT training – Numbers of teachers attending any training that occurred

Cohort	Springfield	Chicopee	Total As Planned	Total Teachers Attending Any Training
Cohort 1	48	44	130	92
Cohort 2	80	46	130	126
Cohort 3	60	52	130	158
Cohort 3.5	46	-	Not originally planned	-
Cohort 4	79	54	130	169
Cohort 4.5	36	-	Not originally planned	-
Total Years 1–4	349	196	520	545

This increase was primarily attributable to the addition of Cohorts 3.5 and 4.5 in Springfield and was the goal of including the additional cohorts. As a result of difficulties faced in implementing the professional development as planned, Springfield was unable to meet the original expectations regarding the numbers of teachers trained in the initial years. In response, Springfield added optional and paid training sessions and increased recruiting efforts to include teachers voluntarily, thereby increasing the numbers of trained teachers to meet the expectations in Years 3 and 4. Chicopee was primarily on model as per inclusion and recruitment plans for every year of the grant. See Appendix B1 for additional information regarding fidelity to the original selection, inclusion, and recruitment plan across the four years of the grant.

Professional Development Ratings

Starting in Year 3, fidelity to the professional development plan was assessed in two ways: (1) number of days in attendance at required professional development sessions as required and (2)

amount of training content received as required. See Section III for an explanation of changes made to the professional development model by the developer and/or district over time. As in Years 2 and 3, professional development ratings were based on district records of professional development attendance by individual teachers. Year 1 professional development scores were based on teacher self-report.

Number of Days in Attendance

According to the model, districts were to provide four 6-hour or day-long training sessions within the first year of implementation and two full-day training sessions in the second year of implementation.⁸⁴ To receive an adequate rating, teachers must have attended training either prior to or during the academic year (August–May), in which they were expected to apply what they have learned in the trainings in the classroom with their students. Any training received after the end of the school year (i.e., in June and August) is for classroom use in the following year. Separate scores were assigned for the first and second year of training, as planned, for each SIM-CERT teacher identified by the SR district team. An adequate rating reflects full attendance at *all* required professional development sessions for each individual teacher.⁸⁵ The percentage of adequate teacher ratings for Years 2–4 is presented by district and cohort in the exhibit below. Criteria for assessing implementation in Year 1 were not provided by the developers as plans were being developed.

⁸⁴ In Year 3, the developer determined that the second year of training is recommended, but not required.

⁸⁵ Those who did not achieve an adequate rating either did not attend or only attended part of the training sessions.

Exhibit 23. Professional development days required: Percent of teachers receiving adequate ratings by district and cohort ⁸⁶

District/ Cohort	Training for first year of implementation	Training for second year of implementation
	Four Days Required	Two Days Recommended
SPS Cohort 2	18% (n = 14/80)	74% (n = 55/74)
SPS Cohort 3	0% (n = 0/60)	39% (n = 22/57)
SPS Cohort 3.5	0% (n = 0/46)	40% (n = 18/45)
SPS Cohort 4	0% (n = 0/79)	Final training 2010–11 school year
SPS Cohort 4.5	0% (n = 0/36)	Final training 2010–11 school year
All SPS	5% (n = 14/301)	39% (n = 40/102)
CPS Cohort 2	61% (n = 28/46)	76% (n = 34/45)
CPS Cohort 3	77% (n = 40/52)	84% (n = 41/49)
CPS Cohort 4	74% (n = 40/54)	Final training 2010–11 school year
All CPS	71% (n = 108/152)	80% (n = 75/94)
Total	27% (n = 122/453)	60% (n = 115/196)

The ratings presented above illustrate wide district variation in the implementation of the SIM-CERT professional development model. Across Years 2–4 of the grant, an average of 71% of Chicopee teachers received adequate ratings for attending all required training sessions during their first year in the SIM-CERT program. In Springfield, however, an average of 5% of teachers received adequate ratings across Years 2–4. In Years 3 and 4, no teachers received adequate ratings, indicating that Springfield teachers did not participate in the required four days of training within the first year of inclusion in the program. In Year 2 in Springfield, 18% of the teachers attended the required number of training days. In Year 1, a separate framework was used to evaluate fidelity to the professional development model, which was aligned to original developer specifications that changed over time. Despite the difference in fidelity frameworks, district variation was still apparent in the first year of the grant: 87% and 1% of Springfield teachers received adequate ratings for initial and ongoing professional development during the

⁸⁶ Attendance is reported according to updated model specifications outlined prior. For information regarding teacher attrition, see Appendix B.

first year compared with 98% and 71% of Chicopee teachers, respectively.⁸⁷ While the majority of teachers in Springfield received the first two days of training prior to the school year, only one teacher (1%) received the requisite two remaining days of training in the first year.⁸⁸

District variation in the implementation of the professional development model was also apparent for second-year training rates. In Chicopee, the majority of teachers (80%) received adequate ratings for attending the required two days of training during their second year of inclusion in the program. In Springfield, less than half (39%) received the required two-day follow-up training during the second year.

The timing and structure of the professional development schedule in Springfield accounts for the low percentage of adequate ratings for implementation of the professional development model. According to district documents and interviews with the Striving Readers work group, at the start-up of the grant the professional development model as originally planned had to be modified to accommodate issues involving buy-in, communication, in-service scheduling, contract concerns, etc. In Years 1 and 2, in-service training requirements for all district teachers were eliminated, preventing the professional development model as originally planned (two days of training prior to the beginning of the school year and two days within the school year) from being implemented with fidelity. Because in-service professional development days were not available, teachers received only two days of training during the first year of classroom implementation. After the conclusion of the first school year, teachers received two days of training, which were considered to be part of the second year of implementation. In other words, the professional development delivery schedule in Springfield did not offer the required training days and thus did not allow any teachers to receive adequate ratings for attendance at training. In Year 2, 18% of Springfield teachers were able to receive adequate ratings due to the addition of a one-day mid-year training session. This training session was not offered in Years 1, 3, and 4.

⁸⁷ In Year 1, initial training was defined as two full days (or the equivalent) of training prior to the first year of classroom implementation. Ongoing training was defined as two full days (or the equivalent) of training before the end of the first year of implementation.

⁸⁸ This one teacher was originally part of Cohort 1 in Chicopee and received the first year of training in that district prior to transferring to Springfield in Year 2.

As described earlier, after low numbers in Year 1, the district strategy for attaining target number of teachers included in SIM-CERT cohorts in Springfield was the creation of Cohorts 3.5 and 4.5. These cohorts began training in the second semester of the first year of implementation (e.g., Cohort 3.5 began training in January of Year 3). Despite district success in meeting, and exceeding, target numbers for inclusion in initial SIM-CERT training, however, the professional development schedule and structure for these cohorts consisted of less than the four or equivalent required days of training. As with all of the other cohorts in Springfield, the professional development schedule for Cohorts 3.5 and 4.5 did not meet criteria for fidelity to the professional development model, resulting in none of the teachers receiving adequate ratings across the district.

In contrast, training occurred as planned in Chicopee, including the scope and sequence for teachers to meet training goals. Unlike in Springfield, Chicopee was able to use already scheduled in-service days as planned to provide SIM-CERT training during the school year. Exhibits 23–24 below displays the professional development model, as planned, and the professional development delivery schedule, as actually implemented in Springfield and Chicopee.

Exhibit 24. Springfield SIM-CERT training – Delivery of professional development

	2006–07 (Year 1)	2007–08 (Year 2)	2008–09 (Year 3)	2009–10 (Year 4)	Total
Cohort 1	2/4	2/2			4 of 6
Cohort 2		4/4	2/2		6 of 6
Cohort 3			3/4	2/2	5 of 6
Cohort 3.5			3/4	2/2	5 of 6
Cohort 4				3/4	3 of 4
Cohort 4.5				1+/4	1+ of 4

Note. In Springfield, Cohort 1 received only 4 of the 6 planned days of training over two years but received an additional day after the two-year period (5 of 6 total). In subsequent years, the 6 days were completed. Cohort 4.5 received a total of 8 hours of training instead of the requisite 24 hours of training in their first year of implementation (provided either via 2 hours after-school on four weekdays or 4 hours on two Saturdays, January or February).

Exhibit 25. Chicopee SIM-CERT training – Delivery of professional development

	2006–07 (Year 1)	2007–08 (Year 2)	2008–09 (Year 3)	2009–10 (Year 4)	Total
Cohort 1	4/4	2/2			6 of 6
Cohort 2		4/4	2/2		6 of 6
Cohort 3			4/4	2/2	6 of 6
Cohort 4				4/4	4 of 4

Receipt of Training in Specific SIM-CERT Routines

In Year 3, in response to the low occurrence of adequate ratings for teachers attending the required number of professional development days in Springfield, the district worked in collaboration with the developer and evaluator to create an alternative framework for assessing fidelity to the professional development model. This alternative framework evaluates the extent to which individual teachers across districts received training in required SIM-CERT topics or content in order to apply them in the classroom. Scoring related to the receipt of SIM-CERT content presents a different view of teacher professional development than that obtained by examining number of training days completed, which is required reporting for evaluators. Although a teacher may not have attended all training days, as defined by the original model, they may have been trained in all required content or SIM-CERT routines. The developer confirmed in Year 3 that teachers would have the knowledge or inputs necessary to achieve fidelity to the classroom model by receiving training in required topics, regardless of how many days it took to cover the material.

Specifications regarding what content was required to be covered in training sessions were not available prior to Year 3. Particularly during the initial years of the grant, developer specifications regarding the required content to be delivered in training sessions remained

intentionally vague in order to allow district tailoring.⁸⁹ The exhibit below depicts required and recommended training content.⁹⁰

Exhibit 26. Required and recommended content for SIM-CERT trainings

Year 1 (Required)	Year 2 (Recommended)
Unit Organizer	Course Organizer
Framing	Concept Comparison
LINCing	Integrated Units ⁹¹
Concept Mastery	

Only required, not recommended, fidelity components were assessed as part of the implementation study. Furthermore, only Cohorts 3 and 4, inclusive of Cohorts 3.5 and 4.5, were given ratings for receipt of required content since this alternative framework for assessing fidelity to the professional development model was confirmed by the developer in Year 3. Exhibit 26 displays the percentage of teachers who received adequate ratings for training in required SIM-CERT routines for the first year (i.e., content).

⁸⁹ The SR district team reported that developers stressed the importance of meeting the needs of the individual schools and districts, which has led to fluctuations in the model as planned. Developers report that they modify the program based on their continuous-development philosophy but also to tailor the program to district needs.

⁹⁰ This information was provided during a developer, district, and evaluator call in July of 2009. The specifications for training provided following the first year were specified previously but were also reportedly individually determined based on teacher needs and requests.

⁹¹ The training in Integrated Units covers ways to integrate and connect two or more SIM-CERT routines for classroom instruction.

Exhibit 27. Percentage of teachers who received adequate levels of training in the required routines for the first year of implementation

	Receipt of all four core required routines (Unit Organizer, Framing, LINCing, Concept Mastery)
SPS Cohort 3 (n = 60)	93% (n = 56)
SPS Cohort 3.5 (n = 46)	54% (n = 25)
SPS Cohort 4 (n = 79)	86% (n = 68)
SPS Cohort 4.5 (n = 36)	89% (n = 32)
All SPS (n = 221)	82% (n = 181)
CPS Cohort 3 (n = 52) ⁹²	87% (n = 45)
CPS Cohort 4 (n = 54)	91% (n = 49)
All CPS (n = 106)	89% (n = 94)
Total (n = 327)	84% (n = 275)

Rates of training in required SIM-CERT routines for first-year SIM-CERT teachers were high overall. The majority of all SIM-CERT teachers trained in Years 3 and 4 received training in the Unit Organizer, Frame, LINCing, and Concept Mastery during their first year of implementation. Minimal district variation was observed in the percentage of teachers who received adequate ratings for training in core content. The one exception to this pattern is Cohort 3.5 in Springfield, where approximately half of the teachers received training in all four core routines, and half did not. Cohort 3.5 teachers attended 47% (n = 22) of the training provided by Springfield. Teachers with partial attendance were not present during trainings in which particular SIM-CERT routines were covered, and were not documented as being trained in these routines by their literacy coach subsequent to full-group training. The teachers in Cohort 3.5 with partial attendance did not receive training in the Framing routine, but did receive training in the Unit Organizer, LINCing, and Concept Mastery. Lower scores for both number of days and receipt of content for this group of teachers may be attributed to the difficulties in the initial implementation of this mid-year cohort strategy to increase target numbers.

⁹² Two teachers did not attend professional development sessions, but received training in required content (four core routines) from literacy coaches. These two teachers were recorded as receiving full SIM-CERT content.

Taken together, the scores for number of training days attended and number of routines learned indicated that the majority of teachers across districts in Years 3 and 4 received the minimum training necessary for implementation of the classroom model, according to the developer. In other words, despite the fact that no Springfield teacher received an adequate rating for attendance at all required professional development days as per the original plan, most of these teachers received training in the actual content they were expected to apply in their instruction. In Chicopee, ratings within both frameworks were relatively high.

Individual teachers primarily received inadequate ratings for number of days, but adequate ratings for receiving training in all required SIM-CERT routines because training days were consolidated in the later years of the grant.⁹³ Over time, the minimum required number of training days set by developers was decreased in Springfield. More information was covered in a condensed amount of time, partially in response to Springfield's challenges in providing training given barriers related to initial start-up issues and a professional development delivery schedule that did not fit the original model. For example, developers confirmed that the following training sessions were equivalent in terms of content covered:

June 2008 (3 days) = August 2008 (2 days) = January/March 2009 (1.5 days)

Evaluator observations in Springfield indicated that the developer, and later the school-based trainers, reduced or eliminated collaborative work time for teachers to apply SIM-CERT routines to their lesson plans, and instead provided training in all required content in a shortened amount of time. Originally, training would present one SIM-CERT routine and give teachers time to apply that routine to their course content with colleagues from their departments. In the later years of the grant in Springfield, this collaborative work time was minimized. In Chicopee, the professional development plan, including the number of days, the content taught, and content delivery, remained consistent from Years 1–4.

⁹³ In a few instances, teachers attended the majority of the training day but were released early by SIM-CERT trainers or received instruction in the missed content from a literacy coach at a later date.

Satisfaction with Professional Development

In addition to district-supplied documentation regarding teachers' receipt of SIM-CERT training, teachers also provided information via surveys and focus groups about their professional development experience.⁹⁴ Across Years 2–4, teachers were asked in the survey whether SIM-CERT training prepared them to implement the classroom model and whether they were pleased with the amount and quality of training received. Refer to the exhibit below.

Exhibit 28. Teacher satisfaction levels with SIM-CERT training workshops

Year	District	Survey Item		
		Training sessions prepared me to effectively use these routines in the classroom	I am pleased with the amount of SIM-CERT training	I am pleased with the quality of SIM-CERT training
Year 2 survey	SPS (n = 78)	64%	67%	74%
	CPS (n = 67)	70%	67%	60%
	Total (n = 145)	67%	67%	68%
Year 3 survey	SPS (n = 135)	72%	77%	85%
	CPS (n = 73)	84%	96%	99%
	Total (n = 208)	76%	84%	90%
Year 4 survey	SPS (n = 156)	59%	54%	56%
	CPS (n = 79)	76%	78%	89%
	Total (n = 235)	67%	63%	67%

When looking at a cross-section of the SIM-CERT teachers who received training in Years 2, 3, and 4, levels of satisfaction generally rose from Year 2 to Year 3 and then fell in Year 4 (Refer to Appendix B for more detail regarding response rate and survey respondent characteristics). For example, 67% of respondents across districts in Year 2 and 72% in Year 3 agreed that the

⁹⁴ In Year 2, 67% of SIM-CERT-trained teachers responded to the survey. In Years 3 and 4, 73% and 71% responded, respectively. Percentages refer to the proportion of SIM-CERT-trained teachers (of the total possible as reported by the district) who completed the survey in Year 2, Year 3, and Year 4. The individual teachers who responded in any given year may differ; responses have been presented by cohort.

training sessions in SIM-CERT prepared them to implement the strategies in the classroom.⁹⁵ In Year 4, however, the percentage of teachers who agreed that training prepared them for implementation in the classroom dropped back to 67%. Similar patterns of teacher responses can be seen with levels of satisfaction with the amount and quality of training received.⁹⁶ Overall, more than half of the SIM-CERT-trained teachers who responded to the survey across Years 2 through 4 indicated satisfaction with training sessions.

The survey results above also illustrate district variation in satisfaction levels with professional development provided particularly in Year 4 of implementation (see Appendix B for figures depicting district variation in teacher perceptions of SIM-CERT training sessions across Years 2, 3, and 4 of the grant). An identical percentage of Springfield and Chicopee teachers (67%) agreed or strongly agreed that they were pleased with the amount of training they received in Year 2. However, variation between districts became apparent in Year 3 (77% in Springfield versus 96% in Chicopee) and more pronounced in Year 4 (54% in Springfield compared with 78% in Chicopee). Levels of satisfaction with the quality of training sessions increased dramatically from Year 2 to Year 3 in Chicopee, with levels of satisfaction in Year 4 remaining higher than in Year 2. In Springfield, the percentage of respondents satisfied with the quality of training increased from Year 2 to Year 3, but was lower in Year 4—below the prior levels of satisfaction.

Consolidation of trainings. As stated previously, throughout the years of the grant and especially in Year 4, the developer approved the restructuring of SIM-CERT training workshops to cover more material in less time. According to documents from the developer and the district, this continuous restructuring was initiated in Springfield to accommodate the limited number of training days available for teachers prior to the start of school and the unavailability of in-service days during the academic year. As a result, less training time was offered on individual SIM-CERT routines, and collaborative work time for teachers to create devices with their peers was reduced or eliminated. Cohort 4.5 received the most information in the least time; 8 hours of

⁹⁵ Categories of “agree” and “strongly agree” were collapsed across three items related to teacher satisfaction levels as reported above.

⁹⁶ Year 3 survey responses regarding the amount and quality of SIM-CERT training, as presented in this Year 4 summative report, were updated from Year 3.

training compared with the original 24 hours (four 6-hour days). This compression of training material into shorter training sessions and the reduction of collaborative work time may account for lower levels of satisfaction with professional development in Springfield, as well as the drop in satisfaction levels in Springfield from Year 3 to Year 4.

Transfer of responsibility for trainings from developer to school staff. As planned, during the initial years of the grant, the developer was responsible for delivering required SIM-CERT training. During the later years of the grant, the districts implemented a shift to more school-based responsibility in training as coaches and other school staff gained expertise in the intervention. Starting in Year 3 and continuing in Year 4, literacy coaches who had completed or were in the midst of the certification process (four of the five literacy coaches in each year) delivered required trainings to cohorts of teachers. A key component of this professional development plan to ensure "staying power" after the end of the grant was the training and certification of other school staff, in addition to the literacy coaches, to provide support to teachers as coaches' caseload increased over the years. Part of this support included delivery of professional development originally delivered by the developer and, later, by the school-based literacy coach. Delivering SIM-CERT training workshops was also part of the criteria for receiving certification from the developer. Focus group findings from Springfield schools suggest that the drop in satisfaction with quality of training may relate to this shift in who delivered the training sessions. Teachers at one school mentioned a lack of rapport with their coach.

Communication issues and lack of clarity about training requirements. Based on a review of district documents, literacy coach interviews, and teacher focus groups, the district variation in satisfaction levels with trainings and the decline in satisfaction from Year 3 to Year 4 may have been influenced by a lack of communication and of understanding about original training requirements, as per the model and grant stipulations. In particular, the decision to recruit teachers to volunteer for SIM-CERT training in Years 2 and 3 in Springfield may account for the drop in satisfaction in Year 4 as a result (a delayed effect). By Year 4, the number of teachers willing to volunteer for SIM-CERT training may have been limited, necessitating mandatory training of teachers to meet target training numbers and adhere to grant obligations.

Elimination of after-school training workshops in Springfield. According to literacy coach reports, the additional training workshops provided after school to teachers by literacy coaches were not offered in Springfield during the 2009–10 school year.⁹⁷ Chicopee coaches continued to offer after-school training to teachers in Year 4. In prior years, coaches from both districts reported being responsible for and delivering these workshops to teachers on a monthly basis. The elimination of these supplementary and voluntary trainings in Springfield may be a factor in the drop of satisfaction levels with amount of professional development received (from 79% in Year 3 to 51% in Year 4).

Coaching Support

A second component of the professional development specified by the model is school-embedded mentoring and support provided by a SIM-CERT school-based literacy coach.⁹⁸ According to the five literacy coaches interviewed, coaches provided a host of services to SIM-CERT-trained teachers in the school to supplement what teachers received in the training sessions. The following coaching responsibilities remained consistent across the years of the grant: working with SIM-CERT-trained teachers to co-plan, model, and co-teach lessons; co-creating SIM-CERT devices; conducting classroom observations of SIM-CERT implementation; and providing feedback in debriefing sessions. All coaches also mentioned their efforts in convincing teachers that SIM-CERT consists of a valuable set of strategies to engage students in learning and to increase student understanding and retention of subject-area content. Across years, coaches explained that a large part of their work included building teacher buy-in for the intervention so as to increase levels of implementation in the classroom.

At the beginning of the grant, coaches were to provide additional, voluntary after-school trainings in SIM-CERT based on teacher interest and need. In Year 3, the frequency of after-school training workshops and observations varied considerably by district and school based on a

⁹⁷ Information on after-school training workshops was only available for two of the three Springfield schools; one of the three Springfield literacy coaches was not available for the annual data collection due to extended medical leave.

⁹⁸ To ensure coaches and administrators were prepared to provide comprehensive support to SIM-CERT-trained teachers, the SIM-CERT model specified a third component: the provision of initial training for administrators and coaches during Year 1 of the program. According to the SR district team, the training of administrators occurred in the summer following implementation in Year 2 and again in the winter of Year 3. No data were provided regarding administrator attendance at these training sessions.

review of district and developer records. Chicopee coaches reported conducting monthly training sessions, whereas the reported frequency of training sessions was not as high in Springfield. In Year 4, after-school training workshops altogether stopped in Springfield, whereas Chicopee coaches continued providing this form of support.

According to literacy coach interviews, district variation was also evidenced in the number of teachers who received coaching support, particularly in Year 4. Chicopee literacy coaches worked intensively with approximately 50 teachers, whereas Springfield literacy coaches reported working with approximately half that amount, between 25 and 30.⁹⁹ Although the number of SIM-CERT-trained teachers in all schools increased each year of the grant, the actual number of teachers that Springfield coaches worked with remained low as compared with Chicopee coaches. Springfield coaches explained that their case loads were lower than desired primarily because of a general lack of openness and trust in school culture and the perception that coaches were serving an evaluative function in conjunction with school administrators.

In addition to direct work with teachers, literacy coaches took on new responsibilities in Years 3 and 4 for promoting sustainability of SIM-CERT after the conclusion of the grant. According to district documents and literacy coach interviews, some of these sustainability efforts included: (1) the identification of teacher recruits who could assist in SIM-CERT trainings and the assessment of implementation (see Appendix B for a summary of the SIM-CERT sustainability plan); (2) communication and training of school administrators new to the school or district; (3) working closely with the school administrators, department chairs, or other instructional leaders such as the Instructional Leadership Specialist (ILS) team members in Springfield to integrate SIM-CERT with other school- and district-based initiatives; (4) measurement of implementation levels for the Striving Readers work group; and (5) organization and logistical planning for learning walks and portfolio collection or device submission as an effort to increase accountability of SIM-CERT implementation.

⁹⁹ Teachers in Cohorts 4.5 may have been coached by newly trained and certified teachers (PDers) and not the literacy coach.

In Years 2 and 3, the consensus among teachers and administrators was that the support provided by the literacy coaches had been instrumental in the classroom-level implementation of SIM-CERT. In fact, focus group participants in Years 2 and 3 cited school-based literacy coaches as the most critical factor in determining their implementation of SIM-CERT. In Year 4, focus group participants, survey respondents, and administrators had more mixed comments regarding the support of the literacy coach (and/or PDer). In general, survey and qualitative results indicate that coach support varied by district and by school, depending on the rapport between teachers and the coach, the manner in which coaches communicated feedback to teachers on SIM-CERT implementation, and whether teachers perceived coaches as serving an evaluative function in their classrooms.

In Years 2, 3, and 4, teachers were asked in the survey to indicate their satisfaction with the support and mentoring received from their school-based SIM-CERT coach. The exhibit below displays survey results across years.

Exhibit 29. Teacher perceptions of SIM-CERT coach supportiveness

Year	District	Survey Item	
		SIM-CERT coach helped me implement routines	SIM-CERT coach responsive to questions
Year 2 survey	SPS (n = 67)	85%	90%
	CPS (n = 78)	94%	97%
	Total (n = 145)	89%	93%
Year 3 survey	SPS (n = 150)	81%	89%
	CPS (n = 105)	95%	99%
	Total (n = 255)	87%	93%
Year 4 survey	SPS (n = 221)	58%	65%
	CPS (n = 141)	95%	96%
	Total (n = 362)	72%	78%

Across the years, the majority of teachers agreed or strongly agreed that coaches were “responsive to their needs,” and supported their implementation of SIM-CERT. The percentage of respondents reporting support and responsiveness from their school-based coach was

generally higher in Years 2 and 3, falling slightly in Year 4. As with levels of satisfaction with professional development sessions, district variation was reported, primarily in Year 4 based on survey responses. In Years 2 and 3, district variation was present but slight. In Year 4, while nearly all teachers in the Chicopee schools agreed or strongly agreed that their coach supported implementation and were responsive to their questions (95% and 96% respectively), a lower percentage of teachers agreed in Springfield (58% and 65%). Refer to Appendix B for a display of Year 4 survey responses by district. A cross-sectional analysis of responses from groups of teachers who responded to the survey in Year 2, 3, or 4 show that levels of satisfaction with coaching support received were generally high in Springfield in Years 2 and 3 (85% and 81% respectively), but the percentage of teachers satisfied with their coaching experience in Year 4 was much lower at 58%. The overall decrease in satisfaction levels across Years 2, 3, and 4 can be attributed to this drop in satisfaction with coaching in Springfield in Year 4.

A further analysis of Springfield Year 4 survey results on teacher satisfaction with coaching support illustrates variation by school. Less than half of respondents (47%) from one Springfield school agreed that their coach helped them implement SIM-CERT routines compared with 65% of respondents from the other two schools. Similarly, there were lower levels of agreement in one Springfield school (54%) regarding coach responsiveness compared with the other two schools (72% and 73%). Responses among Chicopee teachers in Year 4 were more or less consistent across schools. Lower rates of satisfaction with the Springfield coaches may reflect the following: (1) a coach at one school was new to the literacy coach position and was receiving training from the developer while maintaining the responsibilities of coaching newly trained SIM-CERT teachers as well as teachers trained in earlier cohorts, (2) a coach at another school was on medical leave for a number of months and was not available to provide support for classroom implementation, and (3) teachers at the third Springfield school were unwilling to allow the literacy coach into their classrooms for observations and resistant to receiving coaching support.

Classroom Implementation Ratings

Classroom-level implementation was the second component of overall implementation ratings of SIM-CERT. The following minimum classroom model specifications¹⁰⁰ were used for scoring in Years 2 through 4. Teachers trained in SIM-CERT were required to: (1) utilize at least one Unit Organizer in one course during the academic year; (2) implement at least one additional routine during the academic year (e.g., LINCing, Framing, Concept Mastery, Concept Comparison, Course Organizer); and (3) implement other routines as appropriate (refer to the SIM-CERT logic model presented in Exhibit 7).¹⁰¹

Ratings were assigned based on survey responses (i.e., self-report data) regarding the use of SIM-CERT routines during Years 2, 3, and 4.¹⁰² Respondents who met the minimum developer-defined requirements as described above received a rating of adequate, and those who did not received a rating of inadequate. Respondents who received a rating of adequate reported meeting minimum requirements; that is, use of the Unit Organizer routine plus one additional routine.¹⁰³ Respondents who did not receive a rating of adequate for usage either used only the Unit Organizer routine or indicated that they had not used the Unit Organizer routine during the current school year. A similar rating framework to that used for minimum usage requirements was also applied to determine which respondents exceeded developer-defined classroom model requirements. Thus, teachers who indicated they had used the Unit Organizer routine plus two or more additional routines received a rating of adequate.¹⁰⁴ Separate ratings were assigned to individual teachers for classroom-level implementation for Years 2, 3, and 4 based on survey responses for each respective year of implementation. Ratings for the implementation of the

¹⁰⁰ The first two specifications were mandatory, and the third specification was optional. Classroom model specifications were not provided to assign ratings in Year 1; therefore, only ratings across Years 2–4 are reported.

¹⁰¹ According to district communications, the expectations or criteria provided by the developer for the classroom model has not been comprehensive (i.e., much of classroom implementation was left to individual teacher discretion). Thus, the criteria used for scoring the implementation of the classroom model include only the minimum developer-defined requirements.

¹⁰² Scores for classroom usage of SIM-CERT routines were assigned according to teacher self-reports regarding the implementation of each routine at some point during the 2009–10 school year. Scores did not take into consideration the frequency or the quality with which teachers implemented each routine in the classroom (i.e., whether teachers used a Unit Organizer for every unit taught or do so appropriately) due to minimal information received from the developers on classroom model specifications during all four years of the intervention.

¹⁰³ Ratings were not assigned to respondents with missing information regarding the Unit Organizer.

¹⁰⁴ Percentages for exceeding minimum usage requirements are derived from the total number of teachers indicating they have used the Unit Organizer plus two or more additional routines from the total number of teachers who reported meeting minimum classroom usage requirements. Percentages are NOT based on the total number of SIM-CERT trained teachers, these data are self-reported.

classroom model across Years 2–4 are presented in Exhibit 29. Exhibit 30 presents classroom usage scores for Year 4, disaggregated by district and cohort.

Exhibit 30. Classroom model ratings by district across Years 2, 3, and 4

Year	District	Met Minimum Usage Requirements	Exceeded Minimum Usage Requirements
		Unit Organizer + 1 additional routine	Unit Organizer + 2 or more additional routines
Year 2 2007–08	CPS (n = 64)	89%	86%
	SPS (n = 77)	71%	65%
	Total (n = 141)	79%	76%
Year 3 2008–09	CPS (n = 94)	96%	80%
	SPS (n = 132)	71%	68%
	Total (n = 226)	81%	74%
Year 4 2009–10	CPS (n = 140)	86%	80%
	SPS (n = 218)	65%	64%
	Total (n = 358)	73%	71%

Exhibit 31. Year 4 classroom model ratings by district and cohort

Cohort	District	Met Minimum Usage Requirements	Exceeded Minimum Usage Requirements
		Unit Organizer + 1 additional routine	Unit Organizer + 2 or more additional routines
1	CPS (n = 29)	86%	76%
	SPS (n = 15)	73%	18%
2	CPS (n = 33)	85%	82%
	SPS (n = 50)	72%	67%
3	CPS (n = 37)	92%	94%
	SPS (n = 41)	71%	79%
3.5	SPS (n = 35)	63%	59%
4	CPS (n = 41)	81%	67%
	SPS (n = 53)	32 (60%)	19 (59%)
4.5	SPS (n = 24)	11 (46%)	9 (82%)
All	CPS (n = 140)	120 (86%)	96 (80%)
All	SPS (n = 218)	141 (65%)	90 (64%)
Total	(n = 358)	261 (73%)	186 (71%)

Across Years 2, 3, and 4 of the grant, roughly three-fourths or more of SIM-CERT-trained teachers met minimum requirements for implementation of SIM-CERT in the classroom. In other words, the majority of teachers across years who responded to the survey reported using the Unit Organizer once or more during each school year along with another SIM-CERT routine of their choice. Classroom model fidelity increased slightly from Year 2 (79%) to Year 3 (81%), and fell below Year 2 values in Year 4 (73%). This decrease in the percentage of teachers assigned adequate ratings in Year 4 may be attributed to the lower usage rates among teachers trained in 2009 and 2010, including Cohorts 3.5 and 4.5, compared with teachers trained in earlier cohorts. Across districts, approximately three-fourths of the group of teachers who received adequate scores for classroom model fidelity exceeded minimum requirements. These teachers implemented the Unit Organizer at least once during the academic school year and also implemented two or more other routines of their choice. Across Years 2 through 4, there was a minimal but steady decline in the percentage of teachers who reported exceeding classroom model requirements.

Across all years and cohorts, evidence of district variation was observed. As shown in Exhibits 31 and 32 below, a greater percentage of Chicopee teachers met and exceeded classroom model specifications than Springfield teachers in Years 2, 3, and 4. District variation is most apparent in the percentage of teachers meeting minimum requirements, with a difference between 18 to 25% between the two districts. In Year 4, evidence of school-level variations in Springfield was observed, ranging from 76% at one school to 57% at another. Usage rates among the two Chicopee schools were roughly equivalent. Despite these district variations, both show the general pattern of a decrease from Year 3 to Year 4.

Frequency of Classroom Use-Implementation

Literacy coach and administrator interviews, district- and developer-provided documentation, and teacher self-report data (survey and focus group) provide more nuanced and detailed information regarding how often and in which situations particular SIM-CERT routines were

implemented in the classroom. Exhibits 31 and 32 below show the percentage of survey respondents reporting classroom use of individual SIM-CERT routines across Years 3 and 4.¹⁰⁵

Exhibit 32. Classroom usage of SIM-CERT routines: Year 3

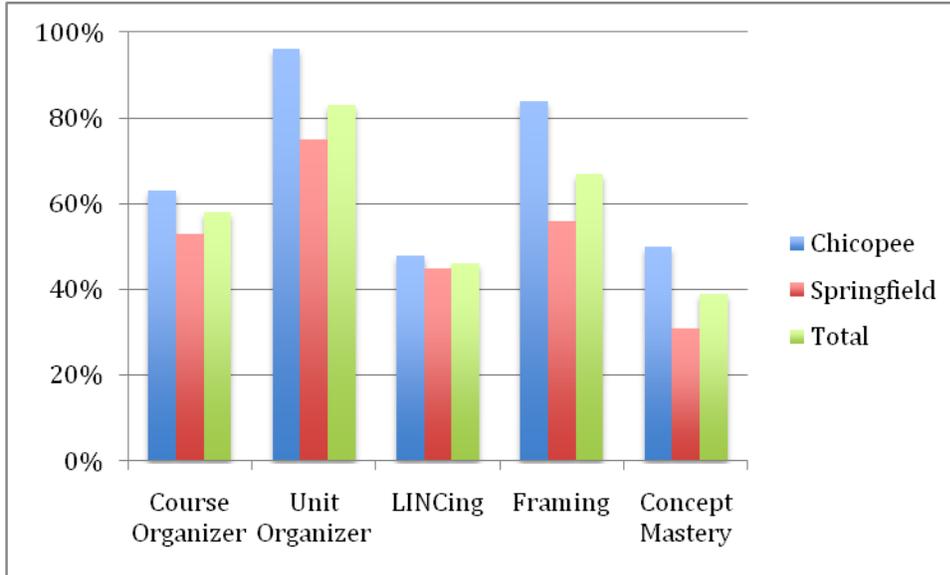
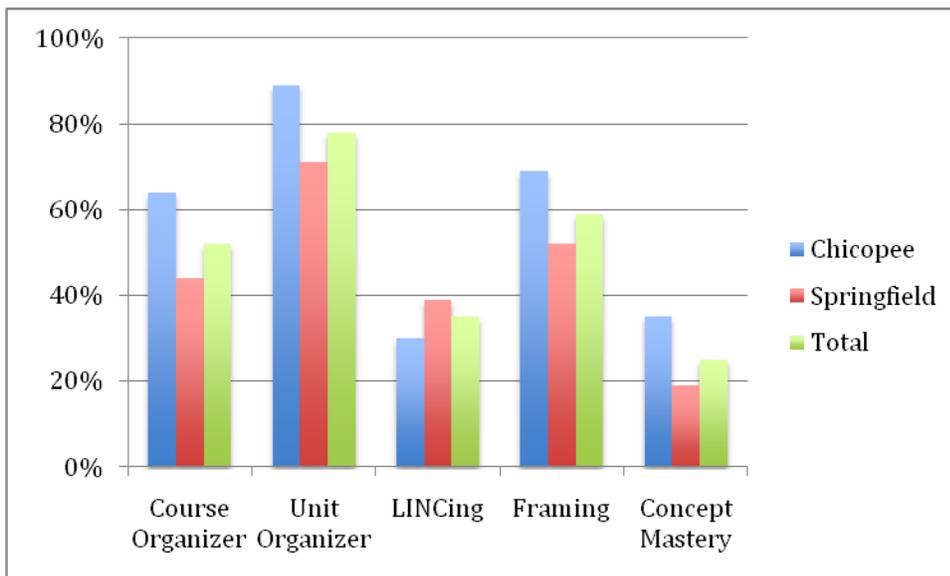


Exhibit 33. Classroom usage of SIM-CERT routines: Year 4



¹⁰⁵ In the Year 2 survey, teachers could select “yes”, “no”, or “don’t know” in response to whether they have used each of the six SIM-CERT routines in the classroom. Year 2 results could not be combined with Year 3 and 4 survey results due to the existence of the “don’t know” response option.

Of the six routines, the Unit Organizer was reported to be used most often by teachers in the classroom, according to Year 3 and 4 survey responses. Eighty-three percent of teachers in Year 3 and 78% of teachers in Year 4 reported using the Unit Organizer once or more. Framing and, to a lesser extent, Course Organizer, were reported to be used by over half of teacher respondents in Years 3 and 4. The other three routines, one of which is covered in the second year of training, were reported to be used by less than half of the teachers during the 2008–09 and 2009–10 school years. In both districts, reported classroom usage of nearly all routines declined from Year 3 to Year 4. Some district variation in teacher-reported use of specific SIM-CERT routines in the classroom emerged from survey findings. The greatest variation in district responses can be seen in reports of classroom usage of the Concept Mastery and the Concept Comparison routines.

Focus Group data across Years 2 through 4 mirror the survey results in terms of which routines teachers tended to implement more than others. Of the SIM-CERT routines presented in professional development workshops, teachers reported implementing the Unit Organizer and Framing routines most often. Teachers gave mixed opinions regarding the applicability of LINCing, varying by subject area, and offered only minimal comments about Concept Mastery. In Year 3, several teachers across districts had positive feedback about the Concept Comparison routine, a change from Year 2 where Concept Comparison had not been mentioned. In Year 4, teachers across district schools reported that they did not know enough about the Concept Mastery or Concept Comparison routines to be able to implement them in the classroom (see Appendix B for additional focus group findings regarding how and why teachers used particular SIM-CERT routines in the classroom).

In the survey, teachers also reported the frequency with which they implemented specific SIM-CERT routines in the classroom. In Year 4, teachers across both districts reported implementing the Unit Organizer most frequently of the six routines. The Framing routine was reported to be the second most frequently implemented, followed by LINCing. Over half of the teachers who reported using the Course Organizer, Concept Mastery, and Concept Comparison responded in the Year 4 survey that they had implemented these routines rarely—one to two times during the

academic school year. The following exhibit displays the reported number of units teachers planned using the Unit Organizer during the 2009–10 school year, according to survey results.

Exhibit 34. Frequency of classroom implementation: Unit organizer

	CPS	SPS	Total
	(n = 125)	(n = 154)	(n = 279)
1–2 units	25 (20%)	60 (39%)	85 (30%)
3–4 units	38 (30%)	56 (36%)	94 (34%)
5 or more units	62 (50%)	38 (25%)	100 (36%)

Note. Percentages were based on the total number of teachers who reported that they have used the Unit Organizer routine (i.e., valid percentage).

In Year 4, district variation can be observed in reported frequency with which teachers choose to implement the Unit Organizer. The largest group of Springfield respondents (39%) indicated they had unit this routine for “one to two units,” whereas the largest group of Chicopee respondents (50%) indicated use of the routine for “five or more units.” This variation between districts is congruent with Year 2 and 3 survey results and Year 3 focus group findings.

District variation can also be observed in reported frequency of implementation of other routines. In Year 3, a higher percentage of teachers from Springfield reported more frequent use of LINCing and Framing than their Chicopee counterparts.¹⁰⁶ As in Year 3, of those teachers who reported using the Framing routine, Springfield teachers implemented this routine in the classroom more frequently than Chicopee teachers. In Year 4, Springfield and Chicopee teachers reported using LINCing with similar frequency. In Year 4, Springfield teachers reported more frequent use of the Concept routine than teachers in Chicopee. One possible explanation for higher frequency of Framing, LINCing, and the Concept routine implementation in Springfield compared with Chicopee could be related to the opposite pattern of district variation observed in the percentage of teachers using each routine. In other words, although

¹⁰⁶ In Chicopee, the largest percentage (61%) of teachers reported using LINCing one to two times during the 2008–09 year (27 of 44), whereas the largest percentage (44%) of Springfield teachers reported using this routine three to four times during this same school year (28 of 64). For the Framing routine, 41% (31 of 76) Chicopee teachers reported using this routine one to two times during the year, whereas 41% (32 of 78) Springfield teachers reported using this routine five or more times during the year.

Chicopee teachers used the routines less frequently than Springfield teachers across years (except for the Unit Organizer), more Chicopee teachers tried using the routines than Springfield teachers. In Springfield, on the other hand, the teachers who elected to use the routines may have implemented them more frequently. However, the percentage of Springfield teachers who used any one of the SIM-CERT routines was lower than the percentage of Chicopee teachers.

Reported Impacts on Teaching and Learning

Teacher perceptions of the impact of SIM-CERT on student achievement as reported via survey results may foreshadow the impact findings related to the use of SIM-CERT over time. Positive perceptions of impact may be a proxy for buy-in of current and future teachers. Exhibit 34 reflects teachers’ perceptions regarding the contribution of SIM-CERT routines to improved student performance levels.

Exhibit 35. Percentage of teachers who agree that SIM-CERT strategies help students better understand the course content

District	Year 2 survey (n = 145)	Year 3 survey (n = 266)	Year 4 survey (n = 362)
Springfield	60%	66%	55%
Chicopee	37%	50%	46%
Total	50%	59%	52%

Note. Percentages were based on the total number of teachers who responded to prompt (i.e., valid percentage).

Across Years 2 through 4, between 50% and 60% of trained teachers reported in the survey that SIM-CERT strategies help students better understand course content. A further analysis of survey responses in Year 4, disaggregated by cohort, illustrated that more teachers trained in the second and third year of the grant generally perceived that SIM-CERT improved student understanding of their subject area as compared to teachers trained in Year 1 and Year 4.¹⁰⁷

¹⁰⁷ In the Year 4 survey, 39%, 48%, and 36% of teachers in Cohorts 1, 4, and 4.5 respectively agreed or strongly agreed that SIM-CERT strategies help students better understand course content.

Across all years, a greater percentage of Springfield versus Chicopee teachers reported perceptions that SIM-CERT improved student understanding of course content. This district variation was especially apparent in Year 2 survey responses where 37% of Chicopee teachers agreed student understanding improved compared with 60% of Springfield teachers.¹⁰⁸ District variation in survey responses remained consistent in Years 3 and 4 (with the addition of Cohorts 3 and 4), but narrowed over time (66% versus 50% in Year 3 and 55% versus 46% in Year 4).

Survey results, particularly the observed district variation, were incongruent with reports of classroom model fidelity. That is, Chicopee teachers had lower rates of agreement than Springfield teachers that SIM-CERT had a positive impact on student understanding of course content, but had higher rates of classroom implementation. The following explanations for this incongruence emerged from the triangulation of all available evaluation data.

1. Accountability and clarity of SIM-CERT implementation requirements. In Chicopee, accountability efforts from administrators were more consistent over the years, partly due to less administrator attrition in Chicopee than in Springfield (see Appendix B for details on administrator attrition in Years 1–4). Although Chicopee teachers may not have been convinced that SIM-CERT improves student understanding of course ideas and material, they may have implemented more consistently in the classroom because administrators were holding them accountable. Furthermore, expectations for classroom implementation were more clearly defined in Chicopee (largely because of the combined work of the Chicopee literacy coaches in articulating these expectations and in communicating with administrators to convey them).

2. Change in teaching practice rather than student literacy outcomes. Chicopee teachers reported more familiarity with the routines and generally more use of the routines and may have done so because they determined SIM-CERT was beneficial to their instructional practice, despite a lack of reported impact on student understanding of course content. In the survey, teachers were also asked to reflect on the extent to which they agree that SIM-CERT training has positively influenced their teaching practice. The following exhibit presents survey data from

¹⁰⁸ Cohorts 1 and 2 only

Year 3 and Year 4 regarding changes in teaching practice. Results support the explanations presented.

Exhibit 36. Perceptions regarding SIM-CERT-related changes in teacher practice ¹⁰⁹

Over time the SIM-CERT program has improved my ability to:	Survey Year	
	Year 3 (n = 212)	Year 4 (n = 356)
Think deeply about what students need to know	69%	62%
Select and prioritize key content I expect students to learn	71%	70%
Create lesson plans that organize key content in ways that students understand	67%	63%
Help students make connections between the big picture and specific facts	69%	67%
Help students better organize, retain, and recall information	67%	64%
Present content in a way that promotes student engagement and active involvement in learning	64%	59%
Effect a positive change in student literacy outcomes	50%	45%

Note. Percentages were based on the total number of teachers who responded to prompts (i.e., valid percentage). District-specific information is not included because minimal variation was observed across survey years and individual questions.

Across Years 3 and 4, roughly two-thirds of survey respondents agreed or strongly agreed that SIM-CERT has improved their ability to organize, prioritize, plan, and implement lessons and instruction that facilitates greater student understanding and memory of key content in their classes. Fewer teachers agreed that SIM-CERT impacted student literacy outcomes; half of the surveyed teachers in Year 3 and less than half (45%) in Year 4. Less than two-thirds but more than half of surveyed teachers in both Year 3 and Year 4 agreed that SIM-CERT improved their ability to promote student engagement and active involvement in learning. There was a slight decrease in levels of agreement from Year 3 to Year 4.

¹⁰⁹ The percentage that agreed or strongly agreed

As with the survey results, data from literacy coach interviews, open-ended survey questions, and focus group findings in Years 2, 3, and 4 all suggested that the SIM-CERT routines encouraged better organization of lessons and units by teachers. Additionally, focus group participants described increased continuity in their instruction. One teacher stated in Year 3, “I was able to get lessons connected to the previous lesson or future ones,” and another indicated, “there is no question that the school is in a better place with better planning done by individual teachers overall in the past three years.”

Whole-School Intervention Implications: Additional Context

The whole-school implementation study presents a broad picture of the level of SIM-CERT implementation but also provides contextual information to facilitate the interpretation of these implementation findings relative to overall study results. For SIM-CERT implementation, the district (inclusive of schools, personnel, resources, and students), the developer, and their interactions comprise the context.

Contextual factors have consistently affected implementation plans and fidelity, both in the classroom and in the provision of professional development, across all four years of SIM-CERT implementation. These factors have operated interdependently to influence the way in which the whole-school intervention has been implemented in each district, within schools, and over time. Three key factors have shaped the context in which the intervention took place over the past four years: (1) intervention and implementation specifications, from both the developer and from district staff; (2) professional development scheduling and participant recruitment efforts; and (3) support and accountability for program implementation related to literacy coaches and school administrators.

Intervention and Implementation Specifications

Developer requirements for implementation. In the first three years, district staff including teachers reported a lack of clarity as well as ongoing revisions regarding expectations for the delivery of professional development and the implementation of the classroom model. Beginning in the initial year of the study and continuing throughout the grant period, the

developer indicated that all plans for implementation were to be determined in collaboration with the district. The model, as per the developer, was flexible to allow administrators and teachers to tailor plans to align with the unique context of the districts and schools.

Expectations regarding the content to be covered in professional development sessions were not clearly defined until the third year of implementation. Minimum requirements for teacher attendance (in terms of number of days) were adjusted and refined repeatedly over time. Expectations for implementation in the classroom also shifted over time and were subject to teacher discretion. At the classroom-teacher level, providing a wide range of implementation options was intended to allow the teacher the option to select which components of the intervention would best fit his or her subject area, the material or content being covered in each lesson, and the characteristics of the students in the class. Self-reported data collected throughout Years 1–4 from multiple stakeholder groups, including SIM-CERT-trained teachers, indicated wide-spread confusion about requirements for classroom implementation as well as uncertainty about how individual teacher’s implementation should be measured or monitored. In most cases, coaches reportedly developed the implementation specifications over time for the classroom model. This lack of definition for what constitutes classroom fidelity led to district variation in implementation requirements, as well as variation across years.

District requirements for implementation. Across Years 1–3, multiple tools for monitoring classroom fidelity were developed and provided to the districts and schools but a common core of expectations was not implemented. In Springfield, the effects of the ambiguity in the intervention plans and expectations were even more pronounced as this district was less successful at developing a common framework for implementation than Chicopee.

In Springfield, coaches either used the evolving SIM-CERT checklists of expectations or worked on their own to develop expectations, leading to less consistency in this district. In Year 3, SIM developed a monitoring tool for measuring implementation levels but, according to staff interviews, this tool was not seen as practical and was not used at the school level. In Chicopee, school and district staff worked collaboratively to develop a common framework for implementation (both in the areas of professional development and the classroom model), which

helped to provide intervention consistency across schools and over time in this district. This set of expectations was separate from those developed by SIM (but was later approved). Literacy coaches distributed documentation of their expectations to teachers and administrators in Year 2. However, these adjustments did not completely compensate for ongoing developer revisions and modifications to minimum requirements for training and classroom implementation.

Professional development scheduling and participant recruitment efforts

Professional development scheduling. A review of district documents and professional development records, along with self-reported data from teachers, literacy coaches, and administrators consistently shows that Springfield did not provide the professional development structure necessary to implement the original model specifications as per the initial logic model. Teachers in Springfield did not have the option of attending ongoing workshops, as planned, to provide support and reinforcement in using the routines in the classroom during the academic year. Rather than participating in the four full days of training in the first year of implementation, Springfield teachers were only able to attend three or fewer days of training to prepare them for SIM-CERT classroom implementation. Throughout all four years of the grant, Chicopee provided the four days of training during the first year of implementation. This difference in the availability of training and professional development delivery schedules may have contributed to lower rates of classroom usage in Springfield as compared to Chicopee. Teachers may not have had enough preparation or practice to incorporate what they had learned in their classroom.

District variation in the amount of time allotted for professional development sessions may also be a factor in the variation in classroom usage rates between districts and the decline in classroom usage and satisfaction with professional development from Year 3 to Year 4. In Chicopee, where classroom usage rates remained consistently high (between 86–96% of surveyed teachers reporting meeting minimum requirements), the time designated for professional development workshops remained the same across years (a total of four days or 24 hours of training in the first year of implementation, and a total of two days or 12 hours of training in the second year of implementation). In Springfield, teachers in later cohorts,

especially those in Cohort 4.5, were given less time to learn about SIM-CERT routines and to apply them to the content taught in collaborative work sessions with their peers. The majority of Springfield teachers in Years 3 and 4 received training in the required routines but this information was covered in a condensed period of time. Although the developer confirmed in Year 3 that a specified and defined amount of time devoted to training teachers in SIM-CERT is not critical to the overall implementation of the intervention (i.e., shorter sessions are equivalent to longer sessions), Springfield data on classroom usage and self-reports of satisfaction with professional development contradict this assertion.

Participant recruitment. The manner in which teachers were informed about their participation in SIM-CERT was not conducive to the creation of wide-spread buy-in among school staff based on a triangulation of data gathered from teacher focus groups and surveys, interviews with literacy coaches, administrators, the developer, and collected from the SR work group including district documents. For example, at the start-up of the grant, teachers were given minimal notice that they could not attend other professional development session in August 2006; instead, they were required to attend training in SIM-CERT (the result of difficulties in the initial year with start-up described in prior reports). Although problems with communication of the SIM-CERT implementation plan were reported in both districts among multiple stakeholders, this concern was voiced more frequently in Springfield. Across years, teachers and administrators in Springfield reportedly had misconceptions about the roll-out of the intervention, including a misunderstanding that some, rather than all, teachers were to be trained. High levels of administrative turnover in Springfield (discussed below) resulted in the numbers of administrators trained in SIM-CERT diminishing over time, leaving newly hired administrators with limited to no knowledge of the intervention or the grant stipulations for implementation.

Support and Accountability

Coach support. Results from focus groups and interviews with teachers indicated that the relationship between the coach and the teacher as well as the coach's association with accountability efforts collectively influence the coach's efficacy. Findings across Years 2, 3, and

4, emerging from multiple data sources, suggested that a school-based coach is an essential component to supporting and increasing levels of classroom implementation.

Across the years of the grant, teachers, administrators, and literacy coaches stated that the relationship established between individual teachers and the coach determines, in large part, how much impact the coach can have on teachers' instructional practice. In Years 2 and 3, literacy coaches stated that teachers were more likely to seek help with implementation if they perceived the coach to be accessible, approachable, non-judgmental, and generally supportive. Coaches and teachers reported that willingness among coaches to answer questions, trouble shoot, and individualize feedback contributed to a successful coach/teacher relationship. Furthermore, coaches' willingness to assist teachers with issues not directly related to SIM-CERT such as classroom management and procuring teaching materials helped build the necessary trust for engaging in other discussions pertinent to SIM-CERT implementation.

In Year 4, teachers, administrators, the SR work group, and coaches reported a consistent positive rapport between teachers and coaches in Chicopee but a more mixed rapport in Springfield. Levels of satisfaction with the coaching received declined in Springfield during Year 4, as did the number of teachers working directly with the coaches, which may correspond with lower rates of classroom usage in this district. An analysis of interviews and focus group data revealed multiple perspectives on this shift in attitudes regarding the coaching relationship in Springfield but the decline in positive rapport between teacher and coach was specifically related to individual coach situations.

From the coaches' perspective, the following components enabled them to initiate and follow-through on their responsibilities to support classroom implementation: teacher willingness to engage in conversations about changes in teaching practice, school culture and expectations regarding open classrooms, and union stipulations to allow teacher observations and feedback. Data collected from multiple sources across Years 2–4 highlight the importance of coaches assuming a supportive, rather than an evaluative role in the implementation of the whole school intervention. Teachers explained that when they perceived the coach as evaluative and critical,

they were less likely to open their classrooms for observations and invited the coach to help them incorporate SIM-CERT into their instruction.

An analysis of interview, focus group, and document data suggested that the ability of coaches to maintain this supportive role depended in part on the support the coaches themselves received from administrators. More specifically, coaches thought it of paramount importance to their efficacy that administrators: (1) preserve direct work with teachers as coaches' primary responsibility (i.e., support for classroom implementation via classroom visits and planning/reflective meetings with individual teachers on instructional practice); (2) limit coaching responsibilities not directly related to supporting teaching practice and building rapport with teachers; (3) assume direct responsibility for accountability in communications with teachers. In Year 4, Springfield coaches were involved in administrator "learning walks" and collaborated with administrators to collect SIM-CERT portfolios. Focus group data from Springfield indicated perceptions of the literacy coach's helpfulness diminished when the coach was seen as partially responsible for these SIM-CERT accountability efforts, particularly related to directives with a bearing on teacher performance evaluations.

Administrator support and promotion of accountability. Across the years, one of the most frequently cited barriers to implementation among teachers, literacy coaches, and the developer and district work group was the lack of accountability for implementation from school-level administrators. Although the developer noted this challenge across districts, other reports indicated it was a more significant issue in Springfield where lower rates of classroom usage were observed as compared to Chicopee. Particularly in Years 2 and 3, Springfield teachers and literacy coaches explained that administrators did not require teachers to either attend trainings or to use SIM-CERT routines with their students. Rather, inclusion in trainings and use of SIM-CERT was recommended and predominantly left to individual teacher discretion. In some cases, administrators and literacy coaches in Springfield reported that the teacher-contracts or bargaining agreement prevented administrators from establishing requirements for SIM-CERT implementation. Furthermore, it was reported that the union prohibited mandatory classroom visits, allowing administrators (and literacy coaches) entry into only those classrooms where they

were invited, thus restricting the ability of administrators and coaches to monitor implementation levels across classrooms.

High administrator turnover in Springfield may be another factor related to lower rates of classroom use in this district as compared to Chicopee (see Appendix B for details on administrator attrition in Years 1–4). For example, in Chicopee, one school retained the same principal and assistant principal (responsible for SIM-CERT) all four grant years, whereas the other school had two principals during this period. In Springfield, one school had five principals, one school had three principals, and one school retained one principal consistently across the four grant years. According to the original implementation plan, which had assumed low attrition rates of administrators across the five years of the grant, administrators were to be trained in SIM-CERT in Year 1 to promote implementation over time. However, with high administrator turnover in Springfield, new administrators did not receive training and generally lacked knowledge of the intervention and implementation requirements. Springfield coaches reportedly provided information to administrators in Years 3 and 4 as an additional component of their job, adding another task to their workloads. However, several Springfield administrators explained that they had little understanding or involvement in the implementation of the whole-school intervention.

In Year 4, the SR district team collaborated with the school-based literacy coaches to: (1) transfer more accountability for implementation to the schools and (2) to provide school administrators with the tools to follow-up on implementation levels with their teachers. A review of district and developer documents and interviews with literacy coaches showed that learning walks were conducted during the fall semester of Year 4, and that attempts to collect SIM-CERT portfolios (examples of SIM-CERT devices or graphic organizers as a lesson planning tool) were also made by administrators. These efforts were not sustained in the spring semester. In all Springfield schools, this discontinuation of accountability efforts may have been interpreted to mean that SIM-CERT implementation could be implemented on an optional basis. Analysis of available data indicated that accountability efforts in Chicopee, though structured differently with department chairs responsible for implementation, remained consistent over time. Furthermore, teachers at one Springfield school voiced their concern about the manner in

which administrators introduced and enforced accountability for SIM-CERT. Teachers appeared more willing to implement SIM-CERT when they had favorable rapport with an administrator; similar to results indicating coaches appeared more effective if they had a positive relationship with teachers.

IX. Whole-School Intervention Outcomes

As originally proposed, the final analysis of the whole-school intervention (SIM-CERT) outcomes on student achievement will be conducted and presented in the Year 5 report at the conclusion of the Striving Readers grant, when complete data are available for all five years of implementation. However, preliminary analyses were conducted as proposed to assess the outcome of the whole-school intervention on student achievement for the currently available four years of data.¹¹⁰

The proposed analysis of the outcomes for the whole-school intervention included an interrupted time series (ITS) analysis of secondarily available retrospective and prospective state assessment student data (as measured by the state MCAS). In addition, comparison schools were included in the ITS analysis to more fully address the counterfactual.¹¹¹ The results presented in summary below, and in more detail in Appendix E, are preliminary. Conclusions cannot be drawn until all five years of implementation data are included in this analysis.

On average, students' ELA achievement scores (MCAS ELA scores) have increased by 1 point per grant year, lower than the 2.3 point increase observed prior for three years of implementation. However, results from the ITS analysis indicated the five Striving Readers schools were performing similarly to comparable schools in the state—in districts not participating in the Striving Readers grant—on the ELA portion of the MCAS.

Whole-school Intervention Impacts and Implementation

Implementation study results indicated a number of other interventions began school-wide in the treatment schools in Springfield over the course of the Striving Readers grant. When

¹¹⁰ Outcomes for teachers were not proposed as there were no secondary data available to assess teacher-level outcomes.

¹¹¹ A data-sharing agreement with the Massachusetts Department of Education is currently being processed to provide more complete and individual level data and associated common core data for other schools in the state. For these analyses, evaluators were given access to limited data to compile the comparison group, including the mean MCAS ELA scores by school within districts identified as “matches” based on publicly available test score and common core data related to the student population.

each of these other initiatives was assessed in the treatment-only analytic models, none had a statistically significant impact on MCAS scores.

A positive association was observed between SIM-CERT implementation levels and MCAS outcome scores. This association was observed with the four years of data available to date although was not evident with the prior three years of data. The levels of implementation related significantly to reading outcomes (e.g., MCAS and SDRT-4) for the rates or percentages of teachers obtaining adequate levels of professional development as well as the rates of self-reported use. Any number of similar initiatives may have been implemented in the comparison group schools which could explain a lack of observed impact results (i.e., no significant differences between the Striving Readers and non-Striving Readers schools on overall achievement scores).¹¹² Comparison schools may have been implementing an intervention or made changes in general with equal intensity to affect outcomes. In addition, a lack of observed impact results may have resulted from the variability present in both treatment and comparison school data.

Finally, a descriptive analysis of the reading outcome scores (as measured by the SDRT-4) was conducted to assess change over time for the period of the grant and provide further evidence of a potential effect of the intervention. Across the three years of the Striving Readers grant, on average, students' reading proficiency scores (SDRT-4 scores) have increased by approximately one point per year. These scores were also predicted by implementation levels, consistent with the results from the analysis of impacts on MCAS outcome scores.

¹¹² Refer to Appendix E for a detailed discussion of whole-school intervention outcomes and limitations of the ITS analysis conducted.

X. Evaluation Summary

The evaluation of the Springfield-Chicopee’s Striving Readers Program had the primary goal of rigorously assessing the effectiveness of the interventions as implemented on reading achievement. In addition, implementation studies were included to present a broad picture of the overall level of implementation in context and a sense of the variability that may have occurred. Differing institutional contexts or constraints influenced the ways in which intervention components were implemented. Districts and schools possessed their own unique complexities, which may have supported or hindered implementation and, in turn, affected outcomes. Finally, implementation analysis indicated barriers faced and addressed throughout the grant period.

Preliminary results from the implementation of Striving Readers interventions to date in Springfield and Chicopee school districts indicated a positive and significant impact on student reading achievement of one of the two targeted interventions. Descriptive analysis indicated a relationship between whole-school implementation and outcomes to be explored in the final study year. Implementation studies also indicated alignment of contextual results with outcomes observed.

The Springfield and Chicopee school districts have overcome many obstacles in the development, planning, and implementation of their Striving Readers grant. In particular, two dissimilar districts have implemented two targeted interventions (all other SR grantees implemented only one) as well as one whole-school intervention. Implementation studies reported barriers in the implementation of the grant in Year 1 resulted from both contextual and contractual factors, which did not necessarily emerge from the intervention models but may have resulted from attempts to fit the models as required into this context. Some of the contextual factors included: the urban setting, population, and student needs; the various policies of the schools and districts addressing scheduling, administrative issues, and so forth; and general staffing and personnel matters. Contractual complexities specifically refer to the requirements for the grant implementation; the monitoring and oversight of the fidelity of implementation; and the observance of the rigorous research specifications.

Given the challenges inherent in both creating a successful collaboration between two districts and implementing two interventions, it is not surprising that complexities arose which would not normally be encountered in a standard literacy program implementation. An initial barrier related to the rigorous research requirements, for example, involved the cooperation, ability, and willingness of both districts to incorporate a “true” control group to address the counterfactual (i.e., what would happen in the absence of treatment). Additional challenges involved the need to standardize implementation across two very different district and school systems.

Intervention plans necessitated consistent tailoring to accommodate rigorous research study requirements, and district staff and evaluators spent unanticipated time to ensure successful implementation. At the same time, districts faced turnover in lead program staff and administrators, challenges related to communication with stakeholders and participants, and complications in screening and placing the population of students who were randomly assigned to participate in the targeted interventions as well as the tracking of these students over time.

These difficulties have had some lasting influence but over time the districts have sought to address each one as presented in the evaluation reports. Progress was made in overcoming these barriers, particularly in Year 2, but also throughout Year 3. Districts implemented each of the targeted interventions while maintaining the integrity of the randomized controlled trial design and assignment to the best of their ability and repeatedly demonstrated their commitment to ensuring the success of the grant. District staff collaborated fully with evaluators in all phases of the evaluation. Their serious consideration of any potential positive or negative influences on study outcomes as well as “full disclosure” has been commendable. Such diligence ensures that the final results of this study will produce information that can be used by policymakers, district administrators, and school staff to make confident choices regarding effective literacy interventions for their students.

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APPENDIX A: TARGETED INTERVENTIONS

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A1: TEACHER RECRUITMENT, ASSIGNMENT, AND CHARACTERISTICS

Teacher Recruitment

Although districts decided that they must hire teachers as individual district employees, they agreed to use the same job description to ensure that any teacher qualified for hire would be considered qualified across districts. The job description per the Implementation Plan listed the qualifications for new teacher hires, including: (1) certification in English or reading or in the process of attaining either, (2) five years of experience in teaching English or reading, (3) some experience in use of technology and (4) availability to attend summer professional development training. In addition, teachers applying for the positions and those hired were randomly assigned to one of three conditions: Control, READ 180, or Xtreme Reading. Teachers could not request or select what they were to teach as per hiring requirements. However, these agreements were not explicitly included in the teachers' contracts; standard district teaching contracts were used.

Teacher Random Assignment

Random assignment was employed, primarily in the first year, to help ensure that teacher quality would be as equally distributed among the conditions as possible (refer to the prior reports for more information). However, because final teacher numbers were small, differences may be present in teacher quality among these three groups. Data regarding teacher characteristics were collected to assess any differences. Teacher characteristics are not necessarily presumed to be indicators of teacher quality. Districts reported that the patterns of attrition did not differ from those normally observed within districts. Districts also reported all teachers were placed based on their random assignment as planned in both years. If more than one position was open in years subsequent to the first, newly hired teachers were also randomly assigned.

Teacher Characteristics

Rates of teacher attrition were higher in three of the five schools for both interventions.

Intervention teachers were replaced by drawing from teachers delivering the interventions over the grant period in upper grades.

READ 180 Teachers: Over Time

The same five teachers delivered the READ 180 intervention in both Years 3 and 4; four of these teachers also delivered the intervention in Year 2 but teaching in upper-grade classes, not in the ninth grade study. The remaining teacher taught in the study initially in Year 1, upper-grade only in Year 2, and again in the study in Years 3. In Year 4, the five teachers had from 3 to 15 years of experience, with an average of 10 years. This average was higher than the average for the Year 2 cohort of teachers (6 years) and slightly lower than the Year 1 cohort of teachers (11 years).¹ Four of the five Year 4 teachers had worked at their current school for 3 years (the fifth teacher reportedly for 4 years); this average was higher than the Year 2 cohort of teachers (2 years) and lower than the Year 1 cohort of teachers (3.5 years). None of the teachers had experience teaching READ 180 prior to participating in the implementation of the Striving Readers grant in Springfield-Chicopee.

In Years 3 and 4, three teachers taught two sections of READ 180 and two teachers taught three sections. The numbers of sections taught varied over time but the numbers of sections taught were highest in Years 3 and 4. In Year 4, on average, teachers were absent from school 16 days, one more day on average as compared to Year 3, with a range of 7 to 32 days.

Because the same teachers participated in Years 3 and 4, the levels of education reported these two years were the same: four teachers had Bachelor of Arts degrees and one had a Master of Fine Arts degree (along with a Bachelor of Fine Arts).² When the teachers were asked via survey in Years 3 and 4 about their level of certification, one teacher reported having a preliminary

¹Refer to Exhibit 3 for survey overall response rates (teacher characteristics were self-reported). Even though two teachers reported having 13 years of teaching experience in Year 3, they reported 15 years of teaching experience in Year 4.

² In Years 1 and 2, teachers were not asked via survey about the degree(s) they had earned. It was anticipated this information would be provided with other background-hiring information by the district.

license; two reported having initial licenses; and the remaining two reported having professional licenses. In Year 1, three teachers reported having professional licenses, while all teachers in Year 2 reported that they held initial licenses.

Xtreme Reading Teachers: Over Time

Four of the same five teachers delivered the Xtreme Reading intervention in both Years 3 and 4. Three of these teachers also delivered the intervention in Year 2 and two of these teachers had been teaching Xtreme Reading since Year 1. Including those experienced having taught in upper grades, in Year 4, three Xtreme Reading teachers had been teaching the intervention for all four years of the grant, one had taught for three years, and the remaining teacher, two years.

In Year 4, teaching experience for the five teachers ranged from 2 to 15 years, with an average of 6 years; this average was the same as Years 2 and 3 but lower than the Year 1 cohort of teachers (7 years). On average, Year 4 teachers had worked at their current school for 5 years, with a range of 2 to 11 years. This average was higher than the Year 2 and 3 cohorts of teachers (3 years for both cohorts). None of the teachers had experience teaching Xtreme Reading prior to participating in the implementation of the Striving Readers grant in Springfield-Chicopee.

In Year 4, three of the five teachers³ reported teaching Strategic Language Arts (SLA)⁴ in addition to Xtreme Reading.⁵ In Year 3, all Springfield teachers were responsible for teaching both English Language Arts (ELA) and Xtreme Reading. In Year 4, two of the three Springfield teachers taught ELA in addition to Xtreme Reading. In Year 4, on average, teachers were absent from school 20 days, 9 days less on average as compared to Year 3, with a range of 19 to 22 days.

The teachers' levels of education were the same in Years 3 and 4: one had a law degree (as well as a Bachelor of Arts in English Language Arts), two had Masters degrees (in English Language Arts, and secondary education respectively), one had a Bachelor of Arts degree (in African

³ Both Chicopee teachers taught SLA, and one teacher in Springfield.

⁴ SLA is the second year of the targeted reading intervention for students still below grade level after one year of Xtreme Reading instruction.

⁵ In Years 1, 2, and 3, teachers were not asked via survey if they taught Strategic.

American Studies) and an Associate's degree, and the remaining teacher had a Bachelor of Arts degree in English Language Arts.

When the Year 4 teachers were surveyed about their certification, they reported varying levels of licensure: two teachers had preliminary licenses, and two teachers had a professional and initial license. The fifth teacher received a licensure waiver. (When these five teachers responded to this survey question in Year 3, they reported the same certification as Year 4 with the exception of one teacher who held a provisional license in Year 3 and a professional license in Year 4). None of the four teachers included in both Year 2 and 3 reported the same certification these two years. Reported licensure status should be interpreted with caution.

Characteristics of Control Classrooms: Over Time

All control teachers taught in every prior study year, with the exception of one new teacher in Year 4. The years of teaching experience for these control teachers ranged from 2 to 8 years, with an average of 5 years. In Year 3, this average was 6 years, and in Years 1 and 2 it was 3 years. Three of the five teachers had worked at their current school for 3 years, one had been there for 2 years, and the remaining teacher for 4 years. None of the control classroom teachers had experience teaching READ 180 or Xtreme Reading (or received any training).

With respect to their own education, teachers reported the following as their highest degree: one had a Bachelor of Arts degree, and the other four had Master of Arts degrees. When surveyed about their level of certification, teachers reported the following: one had a waiver, three had an initial license, and one had a professional license. Three of the five Year 3 control teachers were teaching courses in addition to ELA 9. In Year 2, the number of ELA classes taught by each teacher ranged between three and five.

A2: TARGETED IMPLEMENTATION RESEARCH QUESTIONS AND METHODS

The following exhibits present specific research questions and the alignment between the questions and data sources used in the evaluation to answer these questions. In both exhibits, one asterisk (*) is used to specify cases in which components of the targeted interventions are examined by level of implementation. Two asterisks (**) are used to specify cases in which both the appropriate level of implementation and the proportion of teachers showing this level of implementation were used to examine intervention implementation.⁶

⁶ Exhibits were developed by Abt Associates, the technical assistance provider to Striving Readers evaluators.

Exhibit 1. Specific implementation research questions: Targeted interventions

What was the level of implementation and variability of professional development/support for teachers/administrators?

Professional development – initial training from developers:⁷

Teachers

- What proportion of teachers received/participated at *different levels* in the initial professional development?*
- What proportion of teachers received/participated in the initial professional development at *an adequate level*?**

*Administrators*⁸

- What proportion of administrators received/participated at *different levels* in the professional development?*
- What proportion of administrators received/participated in the initial professional development at *an adequate level*?**

Professional development – ongoing mentoring from developers:

- What proportion of teachers received *different levels* of ongoing mentoring?*
- What proportion of teachers received *an adequate level* of ongoing mentoring?***

Professional development – workshops or online courses provided by developers:

- What proportion of teachers received *different levels* of the additional workshops or courses?*
- What proportion of teachers received *an adequate level* of the additional workshops or courses?***

What was the level of implementation and variability of classroom instruction?

- What proportion of teachers had access *to all* of the materials (e.g., technology, assessments) in time to be utilized as per the model?
- What proportion of teachers implemented the classroom model (instructional strategies/practices, schedule/pace of activities, student groupings, assessments for instruction) at *different levels* of implementation?*
- What proportion of teachers implemented the classroom model as specified by the developers at *an adequate level* of implementation?***

What characterized the counterfactual? How did the counterfactual compare to the treatment?

- What was the counterfactual (i.e., what did Control students receive in the absence of treatment)?
- How did the counterfactual compare to the treatment (i.e., what students received)?

⁷ Initial training for teachers is defined as training that took place in the planned summer professional development (PD) period prior to the second year of implementation. This PD is considered to be the foundation for program implementation. Administrators received initial PD at the beginning of the school year in Year 1. There was no formal training for administrators in Year 2 for either targeted intervention.

⁸ Facilitators (district staff members) were trained as per the READ 180 model in the initial PD sessions to support the Scholastic RED online courses in Year 1. In Year 2, there was no such training because the remaining facilitator had been trained in Year 1.

Measures used are provided in Appendix C. Evaluators collected primary data twice per year based on the schedule established in the initial year. District agreements were made with teaching staff (supported by Striving Readers funds) to provide the necessary evaluation data. In addition, districts required other staff with knowledge of Striving Readers implementation or knowledge of the “counterfactual” to participate in data collection activities. The Striving Readers program team supported evaluator efforts to obtain complete data and provided secondary data collected while documenting implementation activities.

Exhibit 2. Research questions and data sources: Targeted implementation study

Research Questions*	Measures/Data Sources**					
	Surveys/ Interviews		Observations	District Records/ Records Review		
	Teacher	District-school administrative staff	Teacher (classroom)	Professional development attendance	Curricula, district- provided developer materials	Class rosters (scheduling, dosage)
What was the level of implementation and variability of professional development/support for teachers/administrators?						
<i>Professional development/support (PD) for teachers (initial, ongoing mentoring, and workshops and courses)</i>						
Initial Professional Development						
Proportion of teachers receiving different levels of <i>initial</i> professional development*	√			√	√	
Proportion of teachers receiving an adequate level of <i>initial</i> professional development**	√			√	√	
Ongoing Professional Development – Mentoring						
Proportion of teachers receiving different levels of <i>ongoing</i> professional development via mentoring*	√			√	√	

Research Questions*	Measures/Data Sources**					
	Surveys/ Interviews		Observations	District Records/ Records Review		
	Teacher	District-school administrative staff	Teacher (classroom)	Professional development attendance	Curricula, district- provided developer materials	Class rosters (scheduling, dosage)
Proportion of teachers receiving an adequate level of <i>ongoing</i> professional development via mentoring**	√			√	√	
Ongoing Professional Development - Workshops, Seminars and Courses						
Proportion of teachers receiving different levels of professional development <i>workshops/courses*</i>	√			√	√	
Proportion of teachers receiving an adequate level of <i>workshops/courses**</i>	√			√	√	
What was the level of implementation and variability of classroom instruction?						
Proportion of teachers with access to all materials (e.g., technology, assessments)*	√		√			
Proportion of teachers who implemented the classroom model at different levels*	√		√			

Research Questions*	Measures/Data Sources**					
	Surveys/ Interviews		Observations	District Records/ Records Review		
	Teacher	District-school administrative staff	Teacher (classroom)	Professional development attendance	Curricula, district- provided developer materials	Class rosters (scheduling, dosage)
Proportion of teachers who implemented the classroom model at an adequate level**	√		√			

A3: TARGETED IMPLEMENTATION DATA COLLECTED

Teacher Surveys

The purpose of the READ 180 and Xtreme Reading teacher surveys was to assess teacher-reported: (1) adequacy of materials (teacher and student) provided to implement the intervention; (2) level of compliance in the implementation of intervention components within their classes (e.g., sequencing of curriculum, instructional strategies, frequency of assessments, frequency of adaptations/changes to the intervention); (3) professional development participation and satisfaction with training offered; and (4) barriers or challenges affecting their classroom-level implementation of the interventions (surveys are included in Appendix C).

All targeted intervention teachers were asked to complete the Striving Readers survey via an Internet-based survey provider in May of each school year to date (2007–10). Each year, an initial email was sent (to addresses provided by the SR district team) notifying targeted teachers of the upcoming survey. A subsequent email, including the embedded link to the survey, was sent shortly thereafter. To increase response rates, two additional follow-up emails were sent.

Teacher Survey Rates

Exhibit 3 presents the numbers of teachers responding to the survey each year as well as the numbers completing the survey, the latter being a lower rate across interventions and in earlier years overall. The SR district team was responsible for ensuring that teachers responded to the survey and for achieving the 100% response rate in Year 2, 3, and 4. However, the team could not ensure all items within the survey were answered.

Exhibit 3. Number of teachers responding to and completing surveys over time

	READ 180	Xtreme Reading	Control
Year 1			
Responded	5	3	NA
Completed Survey	3	0	NA
Year 2			
Responded	5	5	NA
Completed Survey	4	0	NA
Year 3			
Responded	5	5	5
Completed Survey	3	1	0
Year 4			
Responded	5	5	5
Completed Survey	3	0	3

Note. All teachers from both intervention groups were asked to complete the survey. In Year 3 and 4, teachers in the Control group were asked to complete the survey as well.

Teacher and Administrator Interviews

Interviews (see Appendix C) were conducted in-person with READ 180 teachers and Xtreme Reading teachers to supplement information obtained via surveys, classroom observations, and district documents, and to provide more detailed context with which to understand implementation scores. The READ 180 and Xtreme Reading targeted intervention teacher interviews were used to learn more detail which could not be obtained via observation or survey about: (1) teacher-reported implementation successes and challenges; (2) the *nature* of developer or teacher-made adaptations to the interventions; (3) factors affecting pacing (i.e., how quickly teachers were able to move through the program); (4) how school and district policies or programs affected implementation; and (5) teacher perceptions of student impact.

Individual interviews were also conducted with control classroom teachers in order to learn about the ELA ninth-grade courses offered at each of the five high schools to all targeted study

students. More specifically, the purpose of the interviews was to characterize general curriculum and instruction⁹ as well as supplemental reading supports (i.e., establish a treatment contrast or counterfactual). Additionally, the interviews included questions about in-class and out-of-class supports for students having difficulty in reading prior to the grant and during each year of implementation. The interviews concluded with questions about contamination (e.g., whether the teacher received prior training in either intervention or used intervention practices, materials, or assessments).

Finally, interviews were conducted with key school and district administrators, ELA chairs and supervisors, guidance counselors, special education directors/supervisors, and Instructional Leadership Specialists to gather information about their roles and responsibilities as they related to the Striving Readers program. The interview protocols included questions about implementation successes and challenges, district and developer roles and support, district and state policies influencing implementation, school and district context (e.g., previous literacy programs or reform efforts), and perceptions of teacher implementation and student and teacher outcomes.

Interviews also included items for ELA chairs (school staff), ELA supervisors (district staff), guidance counselors, and special education directors to characterize business as usual (i.e., the control classroom ELA experience and any additional supports). In combination with district documentation, interviews were conducted to establish what, if any, supplemental services were offered or experienced by struggling readers in the absence of the treatment (i.e., the counterfactual). Guidance counselors were asked about the process of scheduling students assigned to treatment or control interventions, their role in the scheduling, and school placement and verification procedures. Special education directors, supervisors, and staff were asked to describe: (1) what programs or classes were generally offered to students in need of extra reading

⁹ Items related to curriculum and instruction were constructed to obtain information about core components of the English course (i.e., reading and writing), lesson plan development, grading and student assessment, grouping of students for instruction, and approaches to teaching writing and reading.

instruction, (2) the students who were receiving supplemental services, and (3) the students ineligible for or excluded from the Striving Readers program.

Interview Data Collected

The administrators and faculty involved in the Striving Readers project were interviewed to provide a comprehensive picture of program implementation within and across the grant years, for both the targeted and whole-school interventions. Numbers of interviews conducted are reported for both targeted and whole-school interventions because administrators were interviewed regarding implementation activities for both.

In Year 1, interviews were planned for 48 staff members, and 100% of these interviews were completed (56 total staff members were involved in Striving Readers; 85% were interviewed).¹⁰

In Year 2, interviews were also conducted with 48 staff members but the number involved since the first year had increased (68 total staff members were involved in Striving Readers; 71% were interviewed).¹¹ In Year 3, interviews were planned for and conducted with 64 staff members, and 100% of these interviews were conducted. In Year 4, interviews were planned for 63 staff members, and 61 were conducted (96%) because two staff members were out for long-term sick leave at the time of data collection.¹²

¹⁰ In Year 1, one READ 180 teacher was promoted to an in-district position mid-year and was substituted with another READ 180 trained teacher.

¹¹ Additional interviews were added with different groups of stakeholders in Year 2 in order to further characterize implementation.

¹² For all years to date, literacy coaches in each school were interviewed. These interviews have not been included in this section because these coaches work only for the whole-school implementation with SIM-CERT teachers. However, they were part of the overall count of interviews conducted.

Classroom Observations

In Year 1–4, classroom observations (refer to Appendix C) were conducted by evaluators twice during the school year—in February and May—in order to collect data on classroom-level implementation and to characterize control classrooms.¹³ In Years 1–3, a total of 15 individual teachers were observed (READ 180, Xtreme Reading, and Control) twice for a total of 30 observations conducted over the course of each year. In Year 4, a total of 14 teachers were observed twice for a total of 27 observations.¹⁴ A total of 117 observations were conducted over the course of grant implementation to date.

District Records (Professional Development Attendance and Other Materials)

Secondary data and extant documents provided by districts to document their implementation efforts were collected for analysis by evaluators. Miscellaneous documents reviewed include developer materials, professional development agendas, meeting minutes, memoranda, written curricula, and course syllabi. In addition, many meetings were held with the districts as well as clarifications made after meetings and receipt of data. Documents were used to corroborate findings and for triangulation purposes (refer to Appendix C).

¹³ The original schedule for data collection as planned was in the fall and spring of each grant year. However, the initial data collection period was abbreviated based on the startup of implementation (refer to previously submitted reports for additional explanation).

¹⁴ One control classroom was not observed because this class met only during the first semester of the school year (September through January) prior to the scheduled data collection period. In addition, a READ 180 observation was not conducted because the teacher reportedly had not received sufficient notification of the evaluator's scheduled observation and did not reschedule.

A4: RATINGS METHODS

The development of a framework for describing and rating implementation began early in the first year of implementation with the development of intervention logic models. The models were based on developers' specifications for the interventions and other information obtained from developers and districts.¹⁵ Ratings were derived from data obtained via fidelity of implementation measures, which included measures provided by intervention developers and modified by evaluators for research purposes. Teacher observation data were used whenever possible to assign ratings, and survey data were used when observation data were not available or sufficient.¹⁶ In addition, the districts provided data necessary to calculate the ratings for the delivery and receipt of professional development.

The process of identifying a framework for the levels of implementation was challenging given the overall complexity of the interventions. The development and evaluation of the level of implementation involved three major phases. The first phase required the identification of the key measurable components of the targeted interventions. The second phase involved the specification of measurable subcomponents, indicators for each component, and the rating of each subcomponent based on developer-model and district plans. The third and final phase involved the calculation of an aggregate score for the components in order to determine the overall adequacy of implementation of the intervention model.

¹⁵ Although ratings were to be developed as part of the implementation study and reported starting in Year 2, it was later required as a result of expanding the depth and scope of the implementation study that ratings be reported in Year 1.

¹⁶ All ratings were based on observations; the only exceptions were the use of survey data to rate the use of assessments (as this is not an observable component of daily implementation) and the use of school calendars and pacing guides to rate intervention pacing across the entire year.

Ratings Defined Over Time

In Year 1, the primary component of classroom model fidelity was comprised of four subcomponents (refer to items 4a through 4d in the exhibit below).

Exhibit 4. Definition of implementation components and subcomponents

Major Components and Subcomponents	No	Yes	Score Range ¹⁷
1. Professional Development Participation (attendance)			0-3
a. Initial training	0	1	
b. Ongoing workshops, seminars, and/or online courses	0	1	
c. Ongoing mentoring	0	1	
2. Materials/Technology/Assessments			0-7 (READ 180) 0-4 (Xtreme Reading)
a. (i) Provision/availability: books-library	0	1	
a. (ii) Provision/availability: teacher materials (2 indicators)	0	1	
a. (iii) Provision/availability: student materials	0	1	
a. (iv) Provision/availability: technology (3 indicators)	0	1	(READ 180)
3. Classroom Organization/Structure/Context			0-2
a. On-schedule for intervention class time	0	1	
b. Teacher-student ratio not exceeded	0	1	
4. Classroom Model Fidelity			0-8 (READ 180) 0-7 (Xtreme Reading)
a.(i) Instructional practices: structured content	0	1	
a.(ii) Instructional practices: research-based instructional methods	0	1	
a.(iii) Instructional practices: responsive teaching	0	1	
b.(i) Dosage of the class: use of rotations	0	1	(READ 180)
b.(ii) Dosage of the class: pacing for the year	0	1	
b.(iii) Dosage of the class: amount of instructional time	0	1	
c. Use of materials and/or technology	0	1	
d. Use of assessments to inform instruction	0	1	
5. Student Behavior			0-1
a. Students on-task	0	1	

¹⁷ Score range applies to both interventions unless otherwise noted.

In Year 2, two of these subcomponents, instructional practices and dosage, were further refined and now have three indicators each (refer to the three listed within 4a and 4b in the previous exhibit). Finally, indicators were added to the primary component of materials, including technology and assessments, to better capture information provided in Year 2 related to the availability of materials required for implementation (refer to indicators listed within item 2a in the previous exhibit). No changes were made in Years 3 or 4 to the scoring structure.

A5: OVERALL RATINGS YEARS 1- 4

1. Professional Development Ratings

Three subcomponents were included in the overall implementation rating of professional development as planned: (1) initial training participation prior to implementation; (2) ongoing participation in the workshops, seminars, or online courses (e.g., RED courses); and (3) receipt of ongoing mentoring provided by the intervention developers. District-provided attendance documentation and online session completion information were the measures available to assess training participation.

Note that the ratings of participation in professional development do not in any way reflect the nature of engagement of teachers in these sessions, as engagement was not directly measured.

The exhibit below illustrates the required components of professional development for each intervention, based on the number of years a teacher had implemented the program. In Years 1–4 initial training participation ratings were based on teacher attendance at the total number of days specified.

Exhibit 5. Implementation training required

	Initial workshops	Ongoing workshops, seminars, online courses	Mentoring/ coaching visits ¹⁸
<i>READ 180 Teacher</i>			
1 st year	2 full-day workshops, 12 hours	6 half-day seminars, 3 hours each; 1 online course, 7 sessions	8 visits, approx. 2 hours each
2 nd year	Not required	1 online course, 7 sessions	8 visits, approx. 2 hours each
3 rd year	Not required	2 half-day seminars, 3 hours each; 1 online course, 7 sessions	4 visits, approx. 2 hours each
4 th year	Not required	Not required	Not required – coaching as needed
<i>Xtreme Reading Teacher</i>			
1 st year	2 full-day workshops, 12 hours	4 full-day workshops, 24 hours	9 visits, approx. 2 hours each
2 nd year	Not required	Not required	9 visits, approx. 2 hours each
3 rd year	Not required	Not required	9 visits, approx. 2 hours each ¹⁹
4 th year	Not required	Not required	Not required – coaching as needed

The participation ratings for workshops and seminars (including the online RED course)²⁰ were based on teacher attendance throughout the school year. Finally, mentoring ratings were based on the receipt of the total number of monthly mentoring visits.

¹⁸ Note that both of the interventions indicated they conducted additional mentoring visits “as needed” but the ongoing mentoring rating is based solely on the occurrence of the minimum number of visits as required by the models. In Year 1, mentoring for each intervention began at different points in the nine-month school year based on the initial coordination between districts and developers (as described previously). For Xtreme Reading, mentoring began in October and continued through May for an eight-month period. For READ 180, the mentoring began in December and continued through May for a six-month period.

¹⁹ In Year 3, SIM developers confirmed that seven mentoring visits to Chicopee Xtreme Reading teachers was equivalent to the nine required as per the original professional development model based on the training status of those teachers over time.

²⁰ Developers initially did not specify the number of hours required for completion of the online RED course (later they indicated the total was 6 hours). The READ course facilitator also led debriefing sessions with teachers in order to support their efforts in implementing practices learned via the course in their classrooms. However, the debriefing sessions were a supplemental component added by the districts and were not required and thus were not included in ratings.

READ 180 Professional Development

Developers provided their requirements for those teachers with prior years of experience, as reflected in the prior exhibit. Ratings of adequacy or high reflect the *completion of all* planned (and thus required) professional development for covering intervention content. Exhibit 6 presents the ratings for READ 180.

Exhibit 6. READ 180: Ratings of professional development participation (attendance) by teacher

READ 180 Teacher	Professional Development % Year 1	Rating Year 1	Professional Development % Year 2	Rating Year 2	Professional Development % Year 3	Rating Year 3	Professional Development % Year 4	Rating Year 4
1	67%	Moderate	--	--	--	--	--	--
2	33%	Low	--	--	--	--	--	--
3	33%	Low	--	--	--	--	--	--
4	100%	Adequate	50%	Moderate	--	--	--	--
5	67%	Moderate	--	--	--	--	--	--
6	100%	Adequate	--	--	100%	Adequate	n/a	n/a
7	--	--	67%	Moderate	100%	Adequate	100%	Adequate
8	--	--	100%	Adequate	--	--	--	--
9	--	--	100%	Adequate	--	--	--	--
10	--	--	67%	Moderate	--	--	--	--
11	--	--	--	--	50%	Moderate	100%	Adequate
12	--	--	--	--	100%	Adequate	100%	Adequate
13	--	--	--	--	100%	Adequate	50%	Moderate

Note. Implementation levels were defined as: No evidence (0–24%), Low (25–49%), Moderate (50–74%), and Adequate or High (75–100%).

Overall, ratings for the receipt of professional development increased over time from Year 1 (67%) to Year 3 (90%) with a slight decrease in Year 4 (88%) influenced by one teacher unable to participate in all required training sessions. Four of the five returning READ 180 teachers received the minimum professional development hours required.²¹ These teachers received the minimum number of mentoring sessions over the course of the year, on average a total of 23

²¹ One of the five teachers had taught READ 180 for four years and was not required to participate in additional professional development as a result. If a subcomponent such as initial training was not applicable to a teacher, it was not included in that calculation.

hours of professional development provided ongoing via mentoring hours, with a range from 18 to 27 hours. Mentoring time ranged from 115 minutes to 405 minutes and debriefing minutes from 70 minutes to 285 minutes.

Mentoring varied over time. During Year 1, fewer overall mentoring sessions occurred than were planned because the provision of mentoring assistance did not begin until the end of the calendar year as reported by the districts, which resulted in scheduling difficulties. In Year 2, according to district records, the nine monthly mentoring visits began in September 2007 and were provided throughout the academic year as planned.²² In Year 3, the monthly mentoring visits began in September 2008, and the developer indicated eight minimum sessions was now the requirement for first and second year teachers and four sessions was the requirement for third year teachers (a distinct change from prior requirements). In Year 4 the monthly requirements were the same as in Year 3.

*Xtreme Reading Professional Development Requirements*²³

Xtreme Reading professional development requirements were modified. According to the developer, the framework for assessing fidelity of professional development in Year 4 was not based on a defined amount of time, as in Years 1–3, and as required for federal reporting (i.e., numbers of professional development hours as planned and as delivered are required on Annual Performance Reporting or the APR for this grant). Because the developers did not require a minimum amount of professional development to occur in Year 4, scores could not be assigned for this dimension of fidelity for Xtreme Reading. Refer to Section III of the report and refer to

²² Mentoring visits included classroom observations and a debriefing session. In Year 1, survey items were used for scoring; in Year 2 and 3, district and developer records were used. In Year 2, districts expressed concern regarding the rates of participation in professional development activities as reported by teachers. In Year 1, districts indicated that, per their own documentation, all teachers in the study received all of the planned monthly mentoring visits from the developers. Evaluators acknowledge that it is possible teachers under-reported the receipt of monthly professional development visits when responding to the teacher survey. Districts have since requested summaries of mentoring visits (by teacher) from the developers.

²³ In Year 1 of implementation, three full days of initial training were required for Xtreme Reading teachers, comprising both Xtreme Reading and SIM-CERT content (as described previously). In Year 2, district staff and the developer felt that the Xtreme Reading teachers should not receive SIM-CERT training and that the requisite content for Xtreme Reading could be covered in two days rather than three. Due to these modifications to the model as planned, a change was made in initial number of days for professional development prior to the start of the school year.

A9 below for more detail regarding reported changes to the Xtreme Reading intervention throughout the years of the Striving Readers grant.²⁴

Ratings of adequacy or high reflect the *completion of all* planned (and thus required) professional development for covering intervention content. Exhibit 7 presents the ratings for Xtreme Reading.

Exhibit 7. Xtreme Reading: Ratings of professional development participation (attendance) by teacher

Xtreme Reading Teacher	Professional Development % Year 1	Rating Year 1	Professional Development % Year 2	Rating Year 2	Professional Development % Year 3	Rating Year 3	Professional Development % Year 4	Rating Year 4
1	100%	Adequate	--	--	--	--	--	--
2	67%	Moderate	--	--	--	--	n/a	n/a
3	33%	Low	100%	Adequate	100%	Adequate	n/a	n/a
4	67%	Moderate	100%	Adequate	100%	Adequate	n/a	n/a
5	100%	Adequate	--	--	--	--	--	--
6	--	--	0%	No evidence	100%	Adequate	n/a	n/a
7	--	--	100%	Adequate	100%	Adequate	--	--
8	--	--	100%	Adequate	--	--	--	--
9	--	--	--	--	100%	Adequate	n/a	n/a

Note. Implementation levels were defined as: No evidence (0–24%), Low (25–49%), Moderate (50–74%), and Adequate or High (75–100%).

Overall, ratings for the receipt of professional development increased from Year 1 (73%) to Year 3 (100%). In Year 4, ratings could not be assigned due to developer-made modifications to professional development requirements as previously described. In Year 3, all teachers received adequate ratings for professional development attendance. According to model specifications in Years 1–3, teachers with one or more years of experience with the intervention were to receive nine mentoring visits (18 hours or 1080 minutes total) throughout the academic year. In Year 3, all returning Xtreme Reading teachers received the intended professional development in Year 3;

²⁴ Note that both of the interventions indicated they conducted additional mentoring visits “as needed” but the ongoing mentoring rating is based solely on the occurrence of the minimum number of visits as required by the models.

that is, teachers returning for a second or third year received the nine or equivalent required mentoring sessions.

2. Material Provisions Ratings

Teacher survey responses were used to rate the overall adequacy of the materials, technology, and assessments made available to teachers.²⁵ It was determined that self-report data were more reliable for assessing the provision of materials as all required materials were not always in evidence during classroom observations. Seven survey items were used to specify whether or all required materials and/or technology were available for READ 180 implementation. To receive a score of adequate, teachers had to respond “yes” to all seven survey questions.²⁶ Four survey items pertaining to the provision of Xtreme Reading materials²⁷ were included in the survey. To receive a rating of adequate, teachers had to indicate they had received sufficient amounts of all required materials corroborated by district reports. The following exhibits present the ratings related to the provision of materials for READ 180 and Xtreme Reading respectively.

²⁵ In Year 4, a combination of district-reported data and teacher self-report data was used in Year 4 to determine adequacy levels for provision of materials.

²⁶ The survey items for READ 180 in Year 2 required teachers to respond “yes” or “no” when asked: *Does your READ 180 classroom have enough...* (1) student books; (2) materials in its READ 180 library; (3) teacher materials; (4) working computers (including headsets and microph1s) to permit each student to rotate through use of the READ 180 software - each day the class meets; (5) working CD players to permit each student to rotate through use of the audio-books - each day the class meets; (6) READ 180 topic CDs in the classroom; and (7) READ 180 materials & technology... *to implement READ 180 effectively?* These same items were used to score the provision of READ 180 materials in Year 2. In Year 1, one item was used for scoring.

²⁷ The survey items for Xtreme Reading in both Year 1 and Year 2 required teachers to respond “yes” or “no” when asked: *Does your Xtreme Reading classroom have enough of the following materials:* (1) books in the classroom library, (2) student binders, (3) Xtreme Reading posters, and (4) teacher materials? These four items were used in Years 1 and 2 to score the provision of Xtreme Reading materials.

Exhibit 8. READ 180: Ratings of provision of materials/technology by teacher

READ 180 Teacher	Materials % Year 1	Rating Year 1	Materials % Year 2	Rating Year 2	Materials % Year 3	Rating Year 3	Materials % Year 4	Rating Year 4
1	100%	Adequate	--	--	--	--	--	--
2	100%	Adequate	--	--	--	--	--	--
3	100%	Adequate	--	--	--	--	--	--
4	100%	Adequate	100%	Adequate	--	--	--	--
5	100%	Adequate	--	--	--	--	--	--
6	100%	Adequate	--	--	100%	Adequate	100%	Adequate
7	--	--	100%	Adequate	86%	Adequate	71%	Moderate
8	--	--	100%	Adequate	--	--	--	--
9	--	--	0%	No evidence	--	--	--	--
10	--	--	100%	Adequate	--	--	--	--
11	--	--	--	--	71%	Moderate	100%	Adequate
12	--	--	--	--	57%	Moderate	86%	Adequate
13	--	--	--	--	57%	Moderate	43%	Low

Note. Implementation levels were defined as: No evidence (0–24%), Low (25–49%), Moderate (50–74%), and Adequate or High (75–100%).

For READ 180, three of the five teachers (60%) reported having *enough of all of the materials and/or technology* necessary for implementation, and increase from two of the five (40%) in Year 3. Ratings of less than adequate (moderate and low) were based on responses to survey items related to technology such as working computers and CD players, and overall teachers reported receipt of all necessary materials. Although the districts and developers reportedly distributed all of the materials as required, the response to these survey items may be illustrative of a perceived need for more working computers and CD players. Because additional survey items were used in Years 2 through 4 rather than one overall item as used in Year 1, the ratings for the later years were slightly lower in comparison to Year 1 (100%).

Exhibit 9. Xtreme Reading: Ratings of provision of materials/technology by teacher

Xtreme Reading Teacher	Materials % Year 1	Rating Year 1	Materials % Year 2	Rating Year 2	Materials % Year 3	Rating Year 3	Materials % Year 4	Rating Year 4
1	100%	Adequate	--	--	--	--	--	--
2	100%	Adequate	--	--	--	--	100%	Adequate
3	100%	Adequate	0%	No evidence	75%	Adequate	100%	Adequate
4	100%	Adequate	0%	No evidence	100%	Adequate	100%	Adequate
5	100%	Adequate	--	--	--	--	--	--
6	--	--	0%	No evidence	50%	Moderate	100%	Adequate
7	--	--	100%	Adequate	75%	Adequate	--	--
8	--	--	100%	Adequate	--	--	--	--
9	--	--	--	--	100%	Adequate	75%	Adequate

Note. Implementation levels were defined as: No evidence (0–24%), Low (25–49%), Moderate (50–74%), and Adequate or High (75–100%).

In Year 4, all teachers received adequate ratings for the receipt of materials, with 80% of Xtreme Reading teachers reporting they had received *all* of the required materials necessary for implementation. All teachers reported receiving enough teacher binder materials, books in the classroom library (i.e., Bluford books), and Xtreme Reading posters. One of the five teachers reported not receiving sufficient materials for student binders. Because additional survey items were used in Years 2 through 4 rather than one overall item as used in Year 1, the ratings for the latter years were slightly lower in comparison to Year 1 (100%).

3. Classroom Organization – Context Rating

Two subcomponents were used to calculate the overall rating of the adequacy of classroom organization and structure: (1) class time allotted in individual school schedules and (2) adherence to planned teacher-to-student ratios. District-reported information (refer to district-provided dosage charts in this document) was used to determine both subcomponent ratings. Observations were used to confirm district-provided data, and both observations were used to

increase reliability.²⁸ The planned teacher-to-student ratios were 1 to 18 for READ 180 and 1 to 15 for Xtreme Reading. READ 180 requires 90 minutes of intervention class time per day and Xtreme Reading requires 45 minutes of intervention class time per day. Both interventions were to be implemented as add-on interventions to the districts’ regular ELA courses. Exhibits 10 and 11 present ratings for READ 180 and Xtreme Reading, respectively.

Exhibit 10. READ 180: Ratings of classroom organization and structure by teacher

READ 180 Teacher	Class Structure %	Rating Year 1	Class Structure %	Rating Year 2	Class Structure %	Rating Year 3	Class Structure %	Rating Year 4
	Year 1		Year 2		Year 3		Year 4	
1	100%	Adequate	--	--	--	--	--	--
2	100%	Adequate	--	--	--	--	--	--
3	100%	Adequate	--	--	--	--	--	--
4	100%	Adequate	100%	Adequate	--	--	--	--
5	100%	Adequate	--	--	--	--	--	--
6	100%	Adequate	--	--	50%	Moderate	100%	Adequate
7	--	--	100%	Adequate	100%	Adequate	100%	Adequate
8	--	--	100%	Adequate	--	--	--	--
9	--	--	100%	Adequate	--	--	--	--
10	--	--	100%	Adequate	--	--	--	--
11	--	--	--	--	100%	Adequate	100%	Adequate
12	--	--	--	--	100%	Adequate	100%	Adequate
13	--	--	--	--	100%	Adequate	100%	Adequate

Note. Implementation levels were defined as: No evidence (0–24%), Low (25–49%), Moderate (50–74%), and Adequate or High (75–100%).

The ratings for READ 180 increased in Year 4 resulting from the increase in intervention time for one teacher to the expected 90 minutes. The 2009–10 Bell Schedule for academic and non-academic weeks and evaluators classroom observation confirmed the deviation from the expected 90 minutes had been corrected.

²⁸ In cases where observation findings diverged from district reports for class-time, district data were used as the primary data source.

Exhibit 11. Xtreme Reading: Ratings of classroom organization and structure by teacher

Xtreme Reading Teacher	Class Structure %	Rating Year 1	Class Structure %	Rating Year 2	Class Structure %	Rating Year 3	Class Structure %	Rating Year 4
	Year 1		Year 2		Year 3		Year 4	
1	100%	Adequate	--	--	--	--	--	--
2	100%	Adequate	--	--	--	--	100%	Adequate
3	100%	Adequate	100%	Adequate	100%	Adequate	100%	Adequate
4	100%	Adequate	100%	Adequate	100%	Adequate	100%	Adequate
5	100%	Adequate	--	--	--	--	--	--
6	--	--	100%	Adequate	100%	Adequate	100%	Adequate
7	--	--	100%	Adequate	100%	Adequate	--	--
8	--	--	100%	Adequate	--	--	--	--
9	--	--	--	--	100%	Adequate	100%	Adequate

Note. Implementation levels were defined as: No evidence (0–24%), Low (25–49%), Moderate (50–74%), and Adequate or High (75–100%).

In Year 3, the ratings for READ 180 had decreased based on a moderate rating for one teacher due to a less-than-planned intervention time for one of the two class periods observed. The observance of a deviation in the set class structure from the expected 90 minutes was observed to occur only in Year 3 (however, this deviation had been reported since Year 1 via other data sources). Prior observations in this school in Year 1 and Year 2 occurred only during the academic week, and this school operates on a bi-weekly academic schedule. Therefore, the deviation in structure during the non-academic week had not been previously observed nor was it previously reported. As a result, the observations for classes occurring in this school in prior years should have reflected less-than-adequate ratings.

The classroom organization and structure ratings for Xtreme Reading remained adequate for all teachers throughout Years 1–4 of the intervention, indicating the scheduled class period of 45 minutes was adhered to and that the teacher-to-student ratio was not exceeded. Class size for Xtreme Reading courses averaged 12 students per teacher. In Springfield, all three teachers were responsible for providing instruction in both Xtreme Reading and ELA during a 90-minute block time. Scores for classroom organization do not include findings regarding whether 45 minutes were dedicated to each course in a set period of time (i.e., whether students received a dosage of

45 minutes of ELA and 45 minutes of Xtreme Reading as an add-on intervention support). Observations indicated the time and balance of the two courses varied, that is, teachers devoted more overall class time within the 90 minutes to Xtreme Reading and at other times devoted more to ELA. These results are presented as part of the classroom model fidelity described below. Refer to the district dosage chart at the end of this document.

4. Classroom Model Fidelity Ratings

The adequacy of the classroom model implementation was rated in terms of the following four subcomponents: (1) instructional practices²⁹ including use of structured content, research-based instructional methods, and responsive teaching; (2) dosage,³⁰ including use of rotations, pacing for the year, and amount of instructional time;³¹ (3) use of materials and/or technology; and (4) use of assessments to inform instruction.

All ratings were based on observations; the only exceptions were the use of survey data to rate the use of assessments (as this is not an observable component of daily implementation).³² The ratings based on observations represent an occurrence of the practice at that point in time. For each teacher, two observations were used to increase reliability. Scores were based on the observed occurrence of specific subcomponents in *both* instances. That is, when two observations were conducted for a single teacher, a score of adequate was only assigned if the specific subcomponent practice was observed during both classroom visits. The following exhibit presents the ratings for READ 180 in Years 1–4.

²⁹ In Year 1, the instructional practices subcomponent was comprised of only one indicator. In Years 2–4, this subcomponent was refined to include three separate indicators—structured content, research-based methods and responsive teaching to more accurately capture classroom teaching practices based on information received post-Year 1.

³⁰ In Year 1, dosage was a subcomponent in and of itself. In subsequent years, this subcomponent was further refined to include three indicators—use of rotations, pacing for the year, and amount of instructional time. Use of rotations was an indicator only for READ 180. Although this indicator was specific to READ 180, it was included in the overall READ 180 intervention scores because it is the primary method by which the READ 180 classroom model is implemented.

³¹ Instructional time is defined as teacher behavior that directly or indirectly supports the model (i.e., activities and conversations related to the intervention and/or goals of the lesson).

³² Although evaluators were not able to observe teachers more than twice, it was assumed that prescribed intervention activities should be observable in every lesson on any given day.

Exhibit 12. READ 180: Ratings of classroom model fidelity by teacher

READ 180 Teacher	Classroom Fidelity % Year 1	Rating Year 1	Classroom Fidelity % Year 2	Rating Year 2	Classroom Fidelity % Year 3	Rating Year 3	Classroom Fidelity % Year 4	Rating Year 4
1	75%	Adequate	--	--	--	--	--	--
2	100%	Adequate	--	--	--	--	--	--
3	0%	No evidence	--	--	--	--	--	--
4	75%	Adequate	25%	Low	--	--	--	--
5	0%	No evidence	--	--	--	--	--	--
6	33%	Low	--	--	25%	Low	88%	Adequate
7	--	--	63%	Moderate	75%	Adequate	88%	Adequate
8	--	--	88%	Adequate	--	--	--	--
9	--	--	63%	Moderate	--	--	--	--
10	--	--	75%	Adequate	--	--	--	--
11	--	--	--	--	63%	Moderate	63%	Moderate
12	--	--	--	--	63%	Moderate	63%	Moderate
13	--	--	--	--	50%	Moderate	50%	Moderate

Note. Implementation levels were defined as: No evidence (0–24%), Low (25–49%), Moderate (50–74%), and Adequate or High (75–100%).

Based on the four subcomponents (i.e., instructional practices, dosage of the class, use of materials/technology, and use of assessments), all READ 180 teachers (100% or five out of five teachers) were implementing with adequate or moderate fidelity in Year 4. The overall percentage increased Year 3 (55%) to Year 4 (70%).

Exhibit 13. READ 180: Classroom model fidelity subcomponent ratings by teacher

Teacher	Instructional Practices			Dosage		Use of	Use of	
	Structured Content	Research-based methods	Responsive Teaching	Use of Rotations	Pacing for the Year	Instructional Time	Materials	Assessments
6	1	1	1	1	0	1	1	1
7	1	1	1	1	0	1	1	1
11	1	1	1	0	0	0	1	1
12	1	1	1	1	0	1	1	1
13	1	0	0	1	0	0	1	1
	100%	80%	80%	80%	0%	60%	100%	100%

READ 180 Instructional Practices

- Structured content: All five teachers received adequate ratings in the use of structured content during class time.
- Research-based methods: Four of the five teachers used these methods. That is, all teachers covered the skills or content pertaining to one of the READ 180 workshops.³³
- Responsive teaching: Four of the five teachers provided feedback, monitored comprehension, or provided support for acquisition of skills to one or more students.

READ 180 Dosage

- Use of rotations: Four of the five teachers implemented the three basic READ 180 rotations as specified in Year 4.³⁴ Several contextual factors that may have contributed to pacing for the year will be elaborated on in the report sections related to the context of implementation.
- Pacing for the year: None of the teachers received an adequate rating for pacing in Year 4. Teachers reported adding supplemental materials that may have slowed down their implementation pace.
- Use of instructional time: Three of the five teachers demonstrated adequacy for instructional time; that is, more teachers allotted the *full* amount of time to the model-specified instruction in Year 4 as compared to prior years (with the exception of transition time).³⁵

³³ Although it was expected in Springfield-Chicopee that all nine READ 180 workshops be implemented within one academic year, this is not true of other Striving Readers projects implementing READ 180. Across the Striving Readers projects on a national level, yearly pacing varies.

³⁴ For rotations to be considered adequate, observers would have seen the whole-group instruction and all three rotations (small-group, teacher-directed instruction; computer rotation; and independent reading). The presence of the “wrap-up” activity was not included in this score.

³⁵ This rating captures observed occurrences of on-model behavior for a majority of class time (beyond “settling-in” time at the start of class).

- Use of materials: Based on survey responses, all teachers received a rating of adequate for use of materials. Although the materials component describes the provision of materials, the actual use of materials is assessed as outlined in the classroom model. During the classroom observations, students were observed to be using the rBook, reading novels published by Scholastic, or using READ 180 software.
- Use of assessments: Based on survey responses, all teachers received a rating of adequate for the use of READ 180 assessments to inform instruction, representing an increase over time. The ratings of adequacy increased from Year 3, during which only two teachers received an adequate rating for the use of READ 180 assessments.

Exhibit 14 presents classroom model fidelity rating for Xtreme Reading.

Exhibit 14. Xtreme Reading: Classroom model fidelity ratings by teacher

Xtreme Reading Teacher	Classroom Fidelity % Year 1	Rating Year 1	Classroom Fidelity % Year 2	Rating Year 2	Classroom Fidelity % Year 3	Rating Year 3	Classroom Fidelity % Year 4	Rating Year 4
1	100%	Adequate	--	--	--	--	--	--
2	75%	Adequate	--	--	--	--	86%	Adequate
3	75%	Adequate	57%	Moderate	43%	Low	17%	No evidence
4	50%	Moderate	57%	Moderate	57%	Moderate	71%	Moderate
5	0%	No evidence	--	--	--	--	--	--
6	--	--	43%	Low	100%	Adequate	100%	Adequate
7	--	--	43%	Low	86%	Adequate	--	--
8	--	--	43%	Low	--	--	--	--
9	--	--	--	--	57%	Moderate	57%	Moderate

Note. Implementation levels were defined as: No evidence (0–24%), Low (25–49%), Moderate (50–74%), and Adequate or High (75–100%).

In Year 4, ratings decreased slightly for classroom fidelity overall as compared to Year 3, and increased as compared to Years 1 and 2. Of the five Xtreme Reading teachers, 80% (n = 4) implemented the models with adequate or moderate fidelity in Years 3 and 4.

Classroom fidelity scores for three of the returning teachers remained the same as in Year 3 (two teachers consistently received moderate ratings and one teacher received adequate ratings in both years). As in Year 3, a teacher implementing since the initial year had the lowest overall rating, decreasing from adequate to moderate to low to no evidence from Year 1 to Year 4.³⁶ Even though, aggregated classroom fidelity scores have improved over time, only one teacher received adequate scores on each of the seven classroom fidelity subcomponents in Years 3 and 4 (that is, demonstrated 100% classroom fidelity). Exhibit 15 displays subcomponent scores for classroom fidelity in Year 4.

Exhibit 15. Xtreme Reading: Classroom model fidelity subcomponent ratings by teacher

Teacher	Instructional Practices			Dosage	Use of Materials	Use of Assessments
	Structured Content	Research-based methods	Responsive Teaching	Pacing for the Year	Use of Instructional Time	
2	1	1	1	1	1	1
3	1	0	1	0	1	1
4	1	1	1	0	1	1
6	0	0	0	n/a	0	1
9	1	0	0	0	1	1
	80%	40%	60%	25%	80%	100%

Xtreme Reading Instructional Practices

- Structured content: Four of the five teachers (80%) received adequate ratings for structured content, indicating that they were observed to be implementing one of the units in the Xtreme Reading curriculum during both classroom observations (Xpect to Achieve, Possible Selves, Word ID, Word Mapping, Visual Imagery, Self-Questioning, Paraphrasing/Summarizing, or Inferencing).³⁷ The teacher who received an inadequate rating was not observed to be implementing any unit or content from the Xtreme Reading

³⁶ In Year 1, for Xtreme Reading, dosage was measured in terms of weekly lesson plans but not in terms of units completed over the course of the academic year. In Year 1, several Xtreme Reading teachers did not cover all the units as planned for the year; however, this was not captured in the Year 1 scores. Evaluators added pacing in Year 2.

³⁷ In Years 1 and 2, the Xtreme Reading curriculum included a vocabulary unit LINCing. In Years 3 and 4, this unit was removed by developers.

curriculum during either observation. Scores for structured content increased from 60% in Year 3 to 80% in Year 4.

- Research-based methods: As in Year 3, two of the five Year 4 teachers (40%) received adequate ratings for research-based methods, requiring the implementation of three components: activator, advance organizer, and one of the Xtreme Reading practice stages. All teachers implemented an advance organizer during classroom visit.³⁸ The teacher who did not receive an adequate rating for practice stages is the same teacher who did not implement the Xtreme Reading curriculum during either classroom observation.
- Responsive teaching: In Year 4, fewer teachers (60%) exhibited responsive teaching techniques (i.e., providing feedback to students on their academic progress) than in Year 3 (80%).³⁹

READ 180 Dosage

- Pacing for the year: In Year 3, only one of the four teachers was on schedule as planned (four of five teachers were on schedule in Year 3, and none of the teachers had been on schedule in Year 2).⁴⁰ Three of the four teachers who received scores for pacing for the year (all in Springfield and also responsible for covering the ELA curriculum) were behind schedule in covering the curriculum during observations. All of the teachers who did not receive adequate scores for pacing in Year 4 were also responsible for teaching both Xtreme Reading and ELA within a 90-minute literacy block.
- Use of instructional time: In Year 4, four of the five teachers received adequate ratings for use of instructional time. The teacher who received an inadequate rating was observed to implement a lesson that was not part of the Xtreme Reading curriculum. In

³⁸ A rating of adequate on practice stages indicates that teachers were using a particular practice stage to implement a unit from the curriculum. Teachers cannot be scored as adequate on one of the practice stages if they are not delivering content from the curriculum.

³⁹ The two teachers who received inadequate ratings for responsive teaching were observed to be implementing this component of instructional practices for one of the two classroom observations.

⁴⁰ Schools were visited during February and May 2008. Based on the “Option B” pacing calendar selected by Springfield-Chicopee, evaluators should have observed Paraphrasing/Summarizing during week 21 (the week of the first observation) and Inference Strategy during week 34 (the week of the second observation) in order for the pacing to be on target for the year.

contrast to Years 2 and 3, four of the five teachers in Year 4 devoted the full class period of instruction delivering Xtreme Reading content, and that instructional time was not abbreviated due to classroom management issues or to implement ELA curriculum.⁴¹

READ 180 Use of Materials and Assessments

- Use of materials: Based on survey responses, four of the five teachers were rated as adequate in their use of Xtreme Reading materials (e.g., Bluford books, Xtreme Reading worksheets, Xtreme Reading notebooks, etc.) in Years 4, a decrease from Years 2 and 3. In Year 4, all teachers used at least one of the four types of materials during both classroom observations across two years. The one teacher who was rating as inadequate for use of materials was also the teacher who did not provide instruction in the Xtreme Reading curriculum.
- Use of assessments: Based on survey responses, scores for use of assessments to inform instruction increased from 20% in Year 2 to 100% in Years 3 and 4.⁴² All teachers in Years 3 and 4 reported using beginning- and end-of-unit assessments as well as the GRADE assessment at least one time during the academic school year.⁴³

5. Student Behavior Rating

One subcomponent was used to rate on-task student behavior using observation data. To receive a score of adequate, most of the students in a class (75% or more students; 75% or more of the scheduled time) were observed not to be disruptive and appeared to be exhibiting on-task behavior. On-task behavior or student behavioral expectations were not as explicitly defined by model providers relative to other components. Therefore, student behavior ratings were

⁴¹ In Year 4, evaluators scored use of instructional time based on whether at least 35 minutes of class time were used for Xtreme Reading lesson activities. If teachers received a score of 0 on structured content, that is, they did not implement the Xtreme Reading curriculum, they received a score of 0 for use of instructional time. In Years 2 and 3, teachers were scored on use of instructional time based on whether at least 40 minutes of class time was used for Xtreme Reading instruction.

⁴² Two teachers reported not using the GRADE assessment in the teacher survey conducted in Year 4 (as compared to one reporting not using the GRADE in Year 3). However, evaluators received pre- and post-tests of this teacher's students from the district and developer. In this particular case, district records were used as evidence for scoring use of assessments rather than teacher self-report.

⁴³ The use of AIMSweb was introduced in Year 1 but was not extensively used until Year 2 and was later discontinued in Year 3.

considered to be an “indirect” intervention component. Although student behavior is not explicitly linked to teacher practice, these behaviors can affect or mediate intervention outcomes. As a result, this indirect component was observed and rated. On-task behavior includes listening to the teacher, engaging in discourse, using intervention writing materials, using technology as prescribed by the model, and using intervention reading materials. This rating reflects student compliance with teacher directives during the classroom model implementation.⁴⁴

Exhibits 16 and 17 present ratings for student behavior for READ 180 and Xtreme Reading, respectively.

Exhibit 16. READ 180: Ratings of behavior (students on-task) by teacher

READ 180 Teacher	Behavior % Year 1	Rating Year 1	Behavior % Year 2	Rating Year 2	Behavior % Year 3	Rating Year 3	Behavior % Year 4	Rating Year 4
1	0%	No evidence	--	--	--	--	--	--
2	0%	No evidence	--	--	--	--	--	--
3	0%	No evidence	--	--	--	--	--	--
4	100%	Adequate	0%	No evidence	--	--	--	--
5	0%	No evidence	--	--	--	--	--	--
6	100%	Adequate	--	--	100%	Adequate	100%	Adequate
7	--	--	0%	No evidence	0%	No evidence	100%	Adequate
8	--	--	0%	No evidence	--	--	--	--
9	--	--	0%	No evidence	--	--	--	--
10	--	--	0%	No evidence	--	--	--	--
11	--	--	--	--	100%	Adequate	100%	Adequate
12	--	--	--	--	100%	Adequate	100%	Adequate
13	--	--	--	--	0%	No evidence	0%	No evidence

Note. Implementation levels were defined as: No evidence (0–24%), Low (25–49%), Moderate (50–74%), and Adequate or High (75–100%).

Ratings increased from 60% in Year 3 to 80% in Year 4 overall. Ratings increased from 0% in Year 2 to 60% in Year 3 overall.

⁴⁴ Although this rating could be considered to be an indicator of teacher skill (i.e., more skilled teachers are presumably better able to keep students on-task), on-task behavior does not necessarily indicate on-model behavior. For example, in READ 180 students could be working on the computer but not using READ 180 tools. That is, students could be using the Internet for purposes not relevant to their daily lesson.

Exhibit 17. Xtreme Reading: Ratings of behavior (students on-task) by teacher

Xtreme Reading Teacher	Behavior % Year 1	Rating Year 1	Behavior % Year 2	Rating Year 2	Behavior % Year 3	Rating Year 3	Behavior % Year 4	Rating Year 4
1	100%	Adequate	--	--	--	--	--	--
2	100%	Adequate	--	--	--	--	100%	Adequate
3	100%	Adequate	0%	No evidence	100%	Adequate	100%	Adequate
4	100%	Adequate	100%	Adequate	100%	Adequate	100%	Adequate
5	0%	No evidence	--	--	--	--	--	--
6	--	--	100%	Adequate	100%	Adequate	100%	Adequate
7	--	--	0%	No evidence	0%	No evidence	--	--
8	--	--	100%	Adequate	--	--	--	--
9	--	--	--	--	100%	Adequate	100%	Adequate

Note. Implementation levels were defined as: No evidence (0–24%), Low (25–49%), Moderate (50–74%), and Adequate or High (75–100%).

In general, the overall rating of fidelity for Xtreme Reading student on-task behavior increased over time. All of the five teachers received adequate scores for student on-task behavior in Year 4 (100%) as compared to four in Year 3 and Year 1 (80%).

A6: SUBCOMPONENT RATINGS YEARS 1–4

Scores for Teacher Participation in Professional Development Activities

Exhibit 18. READ 180 (Year 1): Ratings of professional development participation (attendance)

Teacher	PD %	PD score	Initial Training	Ongoing Workshops	Ongoing Mentoring
1	2/3=67%	2	1	1	0
2	1/3=33%	1	1	0	0
3	1/3=33%	1	1	0	0
4	1/1=100%	1	1	No data	No data
5	2/3=67%	2	1	1	0
6	1/1=100%	1	1	No data	No data
67%					

Data source: district documents for initial training, teacher survey for ongoing workshops and mentoring

Exhibit 19. READ 180 (Year 2): Ratings of professional development participation (attendance)

Teacher	PD %	PD score	Initial Training	Ongoing Workshops	Ongoing Mentoring
7	2/3=67%	2	1	1	0
8	2/2=100%	2	N/A	1	1
9	2/2=100%	2	N/A	1	1
4	1/2=50%	1	N/A	1	0
10	2/3=67%	2	1	1	0
77%					

Data source: district documents (via FTP site)

Exhibit 20. READ 180 (Year 3): Ratings of professional development participation (attendance)

Teacher	PD %	PD score	Initial Training	Ongoing Workshops	Ongoing Mentoring
7	2/2=100%	1	N/A	1	1=11/8
11	1/2=50%	0	N/A	0	1=17/8
6	2/2=100%	1	N/A	1	1=5/4
12	2/2=100%	1	N/A	1	1=18/8
13	2/2=100%	1	N/A	1	1=15/8
90%					

Data source: district documents (via FTP site)

Exhibit 21. READ 180 (Year 4): Ratings of professional development participation (attendance)

Teacher	PD %	PD score	Initial Training	Ongoing Workshops	Ongoing Mentoring
7	2/2=100%	1	N/A	1	1=4/4
11	2/2=100%	1	N/A	1	1=5/4
6	n/a	n/a	N/A	n/a	n/a
12	2/2=100%	1	N/A	1	1=5/4
13	1/2=50%	0	N/A	0	1=6/4
88%					

Data source: district documents (via FTP site)

Exhibit 22. Xtreme Reading (Year 1): Ratings of professional development participation (attendance)

Teacher	PD %	PD score	Initial Training	Ongoing Workshops	Ongoing Mentoring
1	2/2=100%	2	1	1	No data
2	2/3=67%	2	1	0	1
3	1/3=33%	1	0	1	1
4	2/3=67%	2	1	1	0
5	2/2=100%	2	1	1	No data
73%					

Data source: district documents for initial training and ongoing workshops, teacher survey for ongoing mentoring

Exhibit 23. Xtreme Reading (Year 2): Ratings of professional development participation (attendance)

Teacher	PD %	PD score	Initial Training	Ongoing Workshops	Ongoing Mentoring
6	0/3=0%	0	0	0	0
4	2/2=100%	2	N/A	1	1
7	2/2=100%	2	N/A	1	1
3	2/2=100%	2	N/A	1	1
8	3/3=100%	3	1	1	1
80%					

Data source: district documents (via FTP site)

Exhibit 24. Xtreme Reading (Year 3): Ratings of professional development participation (attendance)

Teacher	PD %	PD score	Initial Training	Ongoing Workshops	Ongoing Mentoring
6	2/2=100%	1	N/A	1	1
4	1/1=100%	1	N/A	N/A	1
7	1/1=100%	1	N/A	N/A	1
3	1/1=100%	1	N/A	N/A	1
9	3/3=100%	1	1	1	1
100%					

Data source: district documents (via FTP site)

Exhibit 25. Xtreme Reading (Year 4): Ratings of professional development participation (attendance)

Teacher	PD %	PD score	Initial Training	Ongoing Workshops	Ongoing Mentoring
6	N/A	0	N/A	N/A	N/A
4	N/A	0	N/A	N/A	N/A
2	N/A	0	N/A	N/A	N/A
3	N/A	0	N/A	N/A	N/A
9	N/A	0	N/A	N/A	N/A
N/A					

Data source: district documents (via FTP site)

Scores for Provision of Materials and Technology

Exhibit 26. READ 180 (Year 1): Ratings of provisions of materials/technology

Teacher	Provision/Availability
1	1/1=100%
2	1/1=100%
3	1/1=100%
4	1/1=100%
5	1/1=100%
6	1/1=100%
100%	

Data source: teacher surveys

Exhibit 27. READ 180 (Year 2): Ratings of provisions of materials/technology

Teacher	Provision/Availability
7	1/1=100%
8	1/1=100%
9	0/1=0%
4	1/1=100%
10	1/1=100%
80%	

Data source: teacher surveys

Exhibit 28. READ 180 (Year 3): Ratings of provisions of materials/technology

Teacher	Provision/Availability
7	6/7=86%
11	5/7=71%
6	7/7=100%
12	4/7=57%
13	4/7=57%
74%	

Data source: teacher surveys

Exhibit 29. READ 180 (Year 4): Ratings of provisions of materials/technology

Teacher	Provision/Availability
7	5/7=71%
11	7/7=100%
6	7/7=100%
12	6/7=86%
13	3/7=43%
80%	

Data source: teacher surveys

Exhibit 30. Xtreme Reading (Year 1): Ratings of provision of materials/technology

Teacher	Materials Provision/Availability
1	1/1=100%
2	1/1=100%
3	1/1=100%
4	1/1=100%
5	1/1=100%
100%	

Data source: teacher surveys

Exhibit 31. Xtreme Reading (Year 2): Ratings of provision of materials/technology

Teacher	Materials Provision/Availability
6	0/1=0%
4	0/1=0%
7	1/1=100%
3	0/1=0%
8	1/1=100%
40%	

Data source: teacher surveys

Exhibit 32. Xtreme Reading (Year 3): Ratings of provision of materials/technology

Teacher	Materials Provision/Availability
6	2/4=50%
4	4/4=100%
7	3/4=75%
3	3/4=75%
9	4/4=100%
80%	

Data source: teacher surveys

Exhibit 33. Xtreme Reading (Year 4): Ratings of provision of materials/technology

Teacher	Materials Provision/Availability
6	4/4=100%
4	4/4=100%
2	4/4=100%
3	4/4=100%
9	3/4=75%
95%	

Data source: teacher surveys

Scores for Classroom Organization

Exhibit 34. READ 180 (Year 1): Ratings of classroom organization and structure

Teacher	Class Structure Score	On-Schedule	Teacher-Student Ratio
1	2/2=100%	1	1
2	2/2=100%	1	1
3	2/2=100%	1	1
4	2/2=100%	1	1
5	2/2=100%	1	1
6	2/2=100%	1	1
100%			

Data source: classroom observation and district-provided schedules

Exhibit 35. READ 180 (Year 2): Ratings of classroom organization and structure

Teacher	Class Structure Score	On-Schedule	Teacher-Student Ratio
7	2/2=100%	1	1
8	2/2=100%	1	1
9	2/2=100%	1	1
4	2/2=100%	1	1
10	2/2=100%	1	1
100%			

Data source: classroom observation and district-provided schedules

Exhibit 36. READ 180 (Year 3): Ratings of classroom organization and structure

Teacher	Class Structure Score	On-Schedule	Teacher-Student Ratio
7	2/2=100%	1	1
11	2/2=100%	1	1
6	1/2=50%	0	1
12	2/2=100%	1	1
13	2/2=100%	1	1
90%			

Data source: classroom observation and district-provided schedules

Exhibit 37. READ 180 (Year 4): Ratings of classroom organization and structure

Teacher	Class Structure Score	On-Schedule	Teacher-Student Ratio
7	2/2=100%	1	1
11	2/2=100%	1	1
6	2/2=100%	1	1
12	2/2=100%	1	1
13	2/2=100%	1	1
100%			

Data source: classroom observation and district-provided schedules

Exhibit 38. Xtreme Reading (Year 1): Ratings of classroom organization and structure

Teacher	Total Class Structure	Class Structure Score	On-Schedule	Teacher-Student Ratio
1	2/2=100%	2	1	1
2	2/2=100%	2	1	1
3	2/2=100%	2	1	1
4	2/2=100%	2	1	1
5	2/2=100%	2	1	1
100%				

Data source: classroom observation and district-provided schedules

Exhibit 39. Xtreme Reading (Year 2): Ratings of classroom organization and structure

Teacher	Total Class Structure	Class Structure Score	On-Schedule	Teacher-Student Ratio
6	2/2=100%	2	1	1
4	2/2=100%	2	1	1
7	2/2=100%	2	1	1
3	2/2=100%	2	1	1
8	2/2=100%	2	1	1
100%				

Data source: classroom observation and district-provided schedules

Exhibit 40. Xtreme Reading (Year 3): Ratings of classroom organization and structure

Teacher	Total Class Structure	Class Structure Score	On-Schedule	Teacher-Student Ratio
6	2/2=100%	2	1	1
4	2/2=100%	2	1	1
7	2/2=100%	2	1	1
3	2/2=100%	2	1	1
9	2/2=100%	2	1	1
100%				

Data source: classroom observation and district chart

Exhibit 41. Xtreme Reading (Year 4): Ratings of classroom organization and structure

Teacher	Total Class Structure	Class Structure Score	On-Schedule	Teacher-Student Ratio
6	2/2=100%	2	1	1
4	2/2=100%	2	1	1
2	2/2=100%	2	1	1
3	2/2=100%	2	1	1
9	2/2=100%	2	1	1
100%				

Data source: classroom observation and district-provided schedules

Scores for Classroom Model Fidelity

Exhibit 42. READ 180 (Year 1): Ratings of classroom model fidelity

Teacher	Total	Instructional rotations/practices	Pacing/dosage	Use of Materials/technology	Use of assessments
1	3/4=75%	1	1	1	0
2	4/4=100%	1	1	1	1
3	0/4=0%	0	0	0	0
4	3/4=75%	1	0	1	1
5	0/4=0%	0	0	0	0
6	1/3=33%	0	0	1	No data
47%					

Data source: classroom observation and teacher survey

Exhibit 43. READ 180 (Year 2): Ratings of classroom model fidelity

Teacher	Total	Structured Content	Research-Based Instructional Methods	Responsive teaching	Use of Rotations	Pacing for the year	Instructional time	Use of materials and/or technology	Use of assessments
7	5/8=63%	1	1	1	0	0	0	1	1
8	7/8=88%	1	1	1	1	0	1	1	1
9	5/8=63%	1	0	1	0	1	0	1	1
4	2/8=25%	0	0	0	0	0	0	1	1
10	6/8=75%	1	1	1	0	0	0	1	1
63%									

Data source: classroom observation and teacher survey

Exhibit 44. READ 180 (Year 3): Ratings of classroom model fidelity

Teacher	Total	Structured Content	Research-Based Instructional Methods	Responsive teaching	Use of Rotations	Pacing for the year	Instructional time	Use of materials and/or technology	Use of assessments
7	6/8=75%	1	1	1	0	1	0	1	1
11	5/8=63%	1	1	1	1	0	0	1	0
6	2/8=25%	0	0	1	0	0	0	1	0
12	5/8=63%	1	1	1	0	0	1	1	0
13	4/8=50%	1	0	0	1	0	0	1	1
55%									

Data source: classroom observation and teacher survey

Exhibit 45. READ 180 (Year 4): Ratings of classroom model fidelity

Teacher	Total	Structured Content	Research-Based Instructional Methods	Responsive teaching	Use of Rotations	Pacing for the year	Instructional time	Use of materials and/or technology	Use of assessments
7	7/8=88%	1	1	1	1	0	0	1	1
11	5/8=63%	1	1	1	1	0	0	1	1
6	7/8=88%	1	1	1	1	0	1	1	1
12	5/8=63%	1	1	1	0	0	0	1	1
13	4/8=50%	1	0	0	1	0	0	1	1
70%									

Data source: classroom observation and teacher survey

Exhibit 46. Xtreme Reading (Year 1): Classroom model fidelity ratings

Teacher	Total	Instructional rotations/practices implemented	Pacing/dosage of the class	Materials and/or technology	Use of assessments
1	2/2=100%	1	No data	1	No data
2	3/4=75%	1	0	1	1
3	3/4=75%	1	0	1	1
4	2/4=50%	1	0	1	0
5	0/2=0%	0	No data	0	No data
60%					

Data source: Classroom observation and teacher survey

Exhibit 47. Xtreme Reading (Year 2): Classroom model fidelity ratings

Teacher	Total	Structured Content	Research-based instructional methods	Responsive teaching	Pacing for the year	Instructional time	Use of materials and/or technology	Use of assessments
6	3/7=43%	1	0	1	0	0	1	0
4	4/7=57%	1	0	1	0	1	1	0
7	3/7=43%	1	0	1	0	0	1	0
3	4/7=57%	1	0	1	0	0	1	1
8	3/7=43%	1	0	1	0	0	1	0
49%								

Data source: classroom observation and teacher survey

Exhibit 48. Xtreme Reading (Year 3): Classroom model fidelity ratings

Teacher	Total	Structured Content	Research-based instructional methods	Responsive teaching	Pacing for the year	Instructional time	Use of materials and/or technology	Use of assessments
6	7/7=100%	1	1	1	1	1	1	1
4	4/7=57%	0	0	1	1	0	1	1
7	6/7=86%	1	1	1	1	0	1	1
3	3/7=43%	0	0	0	1	0	1	1
9	4/7=57%	1	0	1	0	0	1	1
69%								

Data source: classroom observation and teacher survey

Exhibit 49. Xtreme Reading (Year 4): Classroom model fidelity ratings

Teacher	Total	Structured Content	Research-based instructional methods	Responsive teaching	Pacing for the year	Instructional time	Use of materials and/or technology	Use of assessments
6	7/7=100%	1	1	1	1	1	1	1
4	5/7=71%	1	0	1	0	1	1	1
2	6/7=86%	1	1	1	0	1	1	1
3	1/6=17%	0	0	0	N/A	0	0	1
9	4/7=57%	1	0	0	0	1	1	1
68%								

Data source: classroom observation and teacher survey

Scores for Student Behavior

Exhibit 50. READ 180 (Year 1): Ratings of behavior (student on-task)

Teacher	Student on-task
1	0/1=0%
2	0/1=0%
3	0/1=0%
4	1/1=100%
5	0/1=0%
6	1/1=100%
33%	

Data source: classroom observation

Exhibit 51. READ 180 (Year 2): Ratings of behavior (student on-task)

Teacher	Student on-task
7	0/0=0%
8	0/0=0%
9	0/0=0%
4	0/0=0%
10	0/0=0%
0%	

Data source: classroom observation

Exhibit 52. READ 180 (Year 3): Ratings of behavior (student on-task)

Teacher	Student on-task
7	0/1=0%
11	1/1=100%
6	1/1=100%
12	1/1=100%
13	0/0=0%
60%	

Data source: classroom observation

Exhibit 53. READ 180 (Year 4): Ratings of behavior (student on-task)

Teacher	Student on-task
7	1/1=100%
11	1/1=100%
6	1/1=100%
12	1/1=100%
13	0/0=0%
80%	

Data source: classroom observation

Exhibit 54. Xtreme Reading (Year 1): Ratings of behavior (student on-task)

Teacher	Student on-task
1	1/1=100%
2	1/1=100%
3	1/1=100%
4	1/1=100%
5	0/1=0%
80%	

Data source: classroom observation

Exhibit 55. Xtreme Reading (Year 2): Ratings of behavior (student on-task)

Teacher	Student on-task
6	1/1=100%
4	1/1=100%
7	0/1=0%
3	0/1=0%
8	1/1=100%
60%	

Data source: classroom observation

Exhibit 56. Xtreme Reading (Year 3): Ratings of behavior (student on-task)

Teacher	Student on-task
6	1/1=100%
4	1/1=100%
7	0/0=0%
3	1/1=100%
9	1/1=100%
80%	

Data source: classroom observation

Exhibit 57. Xtreme Reading (Year 4): Ratings of behavior (student on-task)

Teacher	Student on-task
6	1/1=100%
4	1/1=100%
2	1/1=100%
3	1/1=100%
9	1/1=100%
100%	

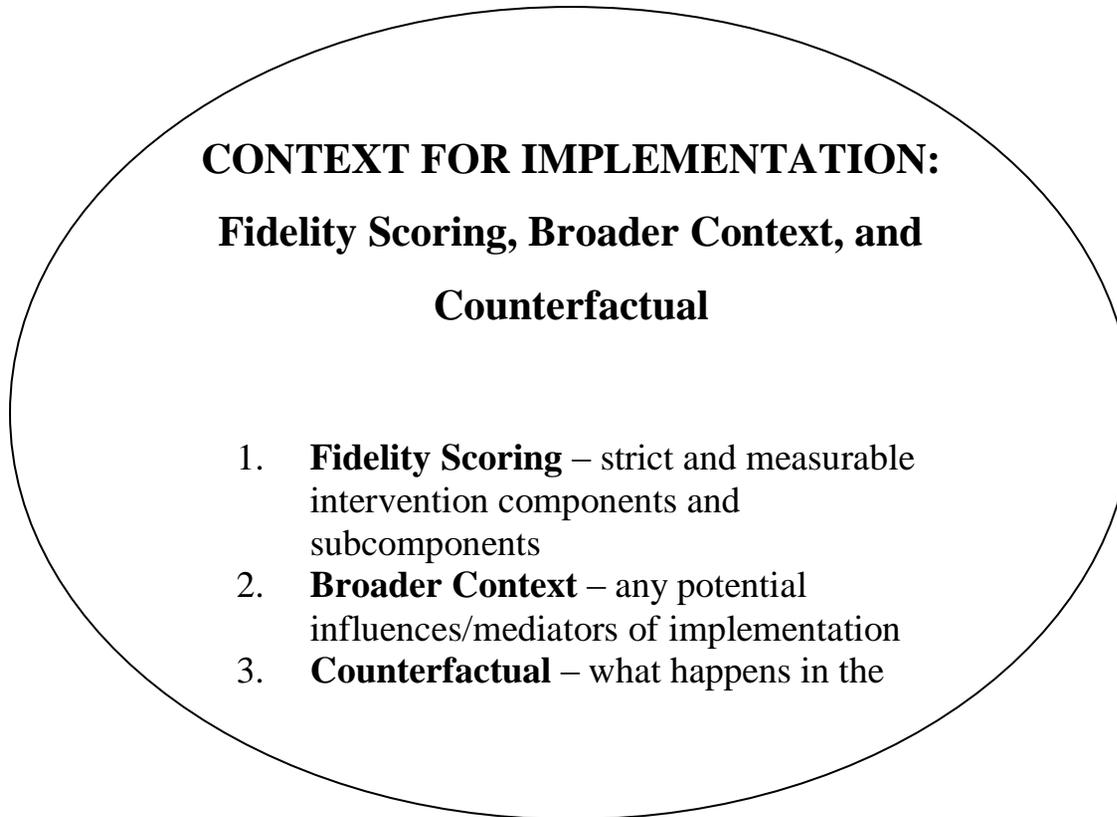
Data source: classroom observation

A7: STRIVING READERS QUALITATIVE ANALYSIS CODEBOOK

Fidelity Scoring, Broader Context, and Counterfactual

This codebook is used for all implementation analysis. Implementation analysis includes fidelity scoring within the five categories (e.g., professional development, materials, classroom organization/structure, classroom model, and student behavior) but also includes the broader context (e.g., teacher adaptations, satisfaction, district policy) not already captured in the fidelity scores. The figure below includes all components of context.

Exhibit 58. Context for implementation – figure representing components



Fidelity Scores: In Year 1, these scores were created using the structure as outlined in the Year 1 and Year 2 summary report. Scores for Year 2 incorporated some of the items provided at that time from the Enhanced Reading Opportunities (ERO) study in our classroom fidelity model ratings.⁴⁵ These components of instruction were incorporated into Years 3 and 4 observation protocols and used in the implementation analysis. Observation protocols contain the evidence to support each score and all are verified for quality assurance by a second reviewer.

Broader Context: Broader context refers to any potential implementation influences/mediators not already captured via the fidelity scoring framework. Broader context topics may include the following: adaptations to the curriculum, satisfaction or buy-in with the intervention, and district and school policies.

General Implementation Analysis Framework: Current guide for coding classroom scripts recorded during observations (observation summaries). The overarching categories were based on our implementation study framework and the fidelity scoring components presented below. Fidelity of implementation scores were based on the observable (wherever possible) and the clearly-defined targeted model specifications for READ 180 and Xtreme Reading.

⁴⁵ Codes modified for Year 2 to include additional subcomponents in the overall scoring of the classroom model fidelity component developed based on Enhanced Reading Opportunities (ERO) study measures for Xtreme Reading fidelity. <http://ies.ed.gov/ncee/pdf/20084015.pdf>

Implementation Fidelity: Components and Subcomponents

Inputs and classroom model are the overarching categories used to assess fidelity of implementation. The scores for these categories were established to assess the fidelity of implementation of each targeted intervention.⁴⁶ The exhibit below displays the data sources used to assign scores for fidelity components and subcomponents.

⁴⁶ Components and ratings presented initially by evaluators at the Striving Readers Program meeting sponsored by the US Department of Education in the spring of 2008 consisted of this structure, but at the time only the classroom model and its subcomponents and ratings were presented. Refer to the prior Year 2 report and appendices available on the US Department of Education website for more information regarding the development of fidelity scores.

Exhibit 59. Fidelity component and subcomponent score - data sources

Major Components and Subcomponents	Primary data source(s): scoring fidelity	Additional data sources: broader context
<i>INPUT: Professional Development Participation (attendance)</i>		
a. Initial training	District Documents	Teacher Survey, Interviews
b. Ongoing workshops, seminars, and/or online courses	District Documents	Teacher Survey, Interviews
c. Ongoing mentoring	District Documents	Teacher Survey, Interviews
<i>INPUT: Materials/Technology/Assessments</i>		
a. (i) Provision/availability: books-library	Teacher Survey	Interviews, Classroom Observations, District Documents
a. (ii) Provision/availability: teacher materials	Teacher Survey	Interviews, Classroom Observations, District Documents
a. (iii) Provision/availability: student materials	Teacher Survey	Interviews, Classroom Observations, District Documents
a. (iv) Provision/availability: technology (READ 180 only)	Teacher Survey	Interviews, Classroom Observations, District Documents
<i>INPUT: Classroom Organization/Structure/Context</i>		
a. On-schedule for intervention class time	District Documents	Classroom Observations, Interviews, District/Developer Observations
b. Teacher-student ratio not exceeded	District Documents	Classroom Observations, Interviews, District/Developer Observations
<i>CLASSROOM MODEL: Classroom Model Fidelity</i>		
a.(i) Instructional practices: structured content	Classroom Observations	District/Developer Observations, Interviews, Teacher Survey
a.(ii) Instructional practices: research-based instructional methods	Classroom Observations	District/Developer Observations,
a.(iii) Instructional practices: responsive teaching	Classroom Observations	District/Developer Observations,
b.(i) Dosage of the class: use of rotations (READ 180 only)	Classroom Observations	District/Developer Observations,
b.(ii) Dosage of the class: pacing for the year	Classroom Observations	District/Developer Observations,
b.(iii) Dosage of the class: amount of instructional time	Classroom Observations	District/Developer Observations,
c. Use of materials and/or technology	Classroom Observations	District/Developer Observations,
d. Use of assessments to inform instruction	Teacher Survey	Interviews, Classroom Observations, District Documents

Note. An additional category, student on-task behavior, was scored using classroom observations for context but not included in the overall implementation fidelity score. Additional data sources for context included district and/or developer observations and interviews.

Exhibit 60. Fidelity component and subcomponent score - codebook

Component / Sub-components	Definition and Scoring	Primary Data Source(s)	Additional Data (Used for Verification)
1. Professional Development Participation (teacher attendance)			
<p>A. Initial training (for teachers new to the interventions ONLY)</p>	<p>Definition: Initial professional development training required, as specified by interventions, before the beginning of school year and the first year that teachers implementing the intervention. These were generally days of summer sessions conducted prior to the school year.</p> <p>-----</p> <p>0 = Not adequate...Attendance (total number of days in attendance at initial training) less than specified by the intervention(s).</p> <p>1 = Adequate...Attendance (total number of days in attendance at initial training) meets minimum requirements as specified by the intervention(s).</p> <p>-----</p> <p>Year 1 READ 180: (Summer/early fall) 2 days of initial training, first day is an introduction to the intervention and second day includes 1 of the 8 seminars total delivered over the year.</p> <p>Xtreme Reading: (Summer/early fall) 2 days of initial training. 2 additional days of SIM-CERT initial training.</p> <p>Year 2 READ 180: (Summer/early fall) 2 days of initial training, first day is intro and second day includes 1 of the 8 seminars total delivered over the year.</p> <p>Xtreme Reading: (Summer/early fall) 2 days for teachers new to Xtreme Reading, no SIM-CERT training required in Year 2.</p> <p>Year 3 READ 180: (Summer/early fall) 2 full days of training, 6 seminars recommended</p> <p>Xtreme Reading: Same as Year 2</p>	<p>Year 1 District report</p> <p>Years 2-4 District report via FTP site. Information provided includes dates/topics/teacher attendance.</p>	<p>Year 1 Surveys asked teachers about receipt of initial training, but question confounded initial/summer with ongoing workshops, given the initial was part of a series.</p> <p>Year 2 Survey items related to professional development are listed below – these were not used for scoring but provided additional information.</p> <p>READ 180: Survey Q19. During 2008-09 school year, days participated in READ 180 training? Q20. During 2008-09 school year, days READ 180 developer visited you in your classroom to observe/coach/support? Q22. Did you participate in online pd this year? Q24. If yes, how many hours did you spend on online pd this year?</p> <p>Xtreme Reading: Survey Q25. During 2007-08 school year, days participated in Xtreme Reading training? Survey Q26. During 2007-08 school year, days Xtreme Reading developer visited you in your classroom to observe/coach/support?</p> <p>Year 3 Survey related to professional development. Items remained the same as in Year 2, but in Year 3, item numbering changed.</p> <p>READ 180: Survey Q19. During 2008-09 school year, days participated in READ 180 training? Q20. During 2008-09 school year, days READ 180 developer visited you in your classroom to observe/coach/support? Q22. Did you participate in online pd this year?</p>

Component / Sub-components	Definition and Scoring	Primary Data Source(s)	Additional Data (Used for Verification)
	<p>Year 4 READ 180: Same as Year 3</p> <p>Xtreme Reading: Same as Year 3</p>		<p>Q23. If yes, how many hours did you spend on online pd this year?</p> <p>Xtreme Reading: Survey Q25. During 2008-09 school year, days participated in Xtreme Reading training? Survey Q19. During 2008-09 school year, days Xtreme Reading developer visited you in your classroom to observe/coach/support?</p>
<p>B. Workshops (seminars, and/or online courses)</p>	<p>Definition: Supplemental training subsequent to the initial training received prior to initial training. This could include online courses or additional seminars/workshops to further develop skills to implement the intervention(s) with fidelity.</p> <p>-----</p> <p>0 = Not adequate...Attendance (total number of days in attendance at ongoing workshops and/or online course participation) less than specified by the intervention(s).</p> <p>1 = Adequate...Attendance (total number of days in attendance at ongoing workshops and/or online course participation) meets minimum requirements as specified by the intervention(s).</p> <p>-----</p> <p>Year 1 READ 180: Total of 6 days of workshops/seminars (6 hours= 1 day. Note that one seminar is delivered the second day of the two-day initial summer training. SO total for ongoing is 7 seminars (3 hours each) PLUS 1 online RED course (1day @ 6 hrs).</p> <p>Xtreme Reading: Total of 4 days of workshops during the school year (Each full-day workshop lasts 6 hours).</p> <p>Year 2 READ 180: Total of 4 days of seminars after the initial 2 days in August. (1) Day 2 Training Oct.3; (2) Day 2 Seminars Oct.30 -- Developing independent readers (AM) and Motivating the READ 180 student (PM); (3) Day 3 Seminars Feb.6 Strategic comprehension (AM) and Using READ 180 data (PM); (4) Day 4 Seminars Mar 28 –</p>	<p>Year 1 District report</p> <p>Years 2-4 District report via FTP site. Information provided includes dates/topics/teacher attendance. Additionally for READ 180, computerized reports were provided showing the number of online sessions completed for the RED course.</p>	

Component / Sub-components	Definition and Scoring	Primary Data Source(s)	Additional Data (Used for Verification)
	<p>Decoding strategies (AM) and Test-taking Strategies (PM). Online training for RED Course also included (7 online sessions per progress report printout). Same number of days of training as Year 1.</p> <p>Xtreme Reading: Year 1 teachers- Total of 5 days of workshops: 10/11/07 (Practice and self-questioning), 12/07/07 (Student progress and visual imagery), 1/31/08 (Summarizing & Paraphrasing), 2/26/08 (Inference) and 3/27/08 OR 3/28/08 (Strategy Integration). Year 2 teachers- Total of 1 day of workshops: 3/27/08 OR 3/28/08 (Strategy Integration).</p> <p>Year 3 READ 180: Year 1 teachers – Total of 6 seminars (3 days total- 3 hours per seminar) recommended after initial training in August PLUS 1 Red online course “READ 180: Best Practices in Reading Intervention” (1 day total).</p> <p>Year 2 teachers - 1 Red online course “Strategies for Teaching Striving Readers (1 day total). No seminars required or recommended. Year 3 teachers – Total of 2 seminars recommended (1 day total- 3 hours) plus 1 Red online course “High School Literacy Comprehension through Active Strategic Reading”</p> <p>Xtreme Reading: Year 1 teachers- Same as Year 2 Year 2 teachers- No ongoing training required Year 3 teachers- No ongoing training required</p> <p>Year 4 READ 180: Same as Year 3</p> <p>Xtreme Reading: Change in model by developer. No minimal amount of days/hours set. Need for professional development workshops and mentoring determined by set of outcomes articulated in Year 4. No scores assigned in Year 4.</p>		
C. Ongoing mentoring	<p>Definition: In-class visits by professional developers to support teacher implementation of the intervention, support can take the form of observation and feedback, modeling lessons, coaching, trouble-shooting, etc.</p>	<p>Year 1 District report for start-time and teacher survey Teacher survey report for actual times of occurrence</p>	<p>Note: Additional information from survey analyzed, but not used for scoring. Inconsistency found between survey responses and district records of coaching visits, which may be due to</p>

Component / Sub-components	Definition and Scoring	Primary Data Source(s)	Additional Data (Used for Verification)
	<p>----- 0 = Not adequate...Mentoring visits (number of days) DO NOT meet minimum amounts as specified by the intervention(s). 1 = Adequate...Mentoring visits (number of days) meet minimum amounts as specified by the intervention(s). -----</p> <p>Year 1 READ 180: One day per month. Note that in Year 1, 6 visits were possible due to late start of implementation-- December- May). Xtreme Reading: One day per month. Note that in Year 1, 8 visits were possible due to late start of implementation-- October-May).</p> <p>Year 2 READ 180: 9 visits over the course of the school year for first and second year teachers. Xtreme Reading: 9 visits over the course of the school year for first and second year teachers.</p> <p>Year 3 READ 180: 8 visits over the course of the school year for first year and second year teachers recommended. 4 visits over the course of the school year for third year teachers recommended. Mentoring for fourth year teachers "as needed" Xtreme Reading: 9 visits over the course of the school year for first, second, and third year teachers. Additional mentoring provided as needed (as determined by SIM group).</p> <p>Year 4 READ 180: Same as Year 3 Xtreme Reading: No minimal number of mentoring visits defined by developer in Year 4 (change to the model). No scores assigned in Year 4.</p>	<p>throughout the year. Q27. How many times has a READ 180 professional developer visited you in your classroom to observe and/or provide coaching/support? Q21. How many times has an Xtreme Reading professional developer visited you in your classroom to observe and/or provide coaching/support? (Response options: 0,1,2,3,4,5,6,7,8,9,10 or more)</p> <p>Note: Districts reports differ from teacher reports</p> <p>Years 2-4 District report via FTP site</p>	<p>recall or how respondents define "developer".</p> <p>Year 2 Xtreme Reading: Survey Q26. During 2007-08 school year, days Xtreme Reading developer visited you in your classroom to observe/coach/support? READ 180: Survey Q27. During 2007-08 school year, days READ 180 developer visited you in your classroom to observe/coach/support?</p> <p>Year 3 Xtreme Reading: Survey Q20. During 2008-09 school year, days Xtreme Reading developer visited you in your classroom to observe/coach/support? READ 180: Survey Q20. During 2008-09 school year, days READ 180 developer visited you in your classroom to observe/coach/support?</p>

Component / Sub-components	Definition and Scoring	Primary Data Source(s)	Additional Data (Used for Verification)
2. Materials / Technology / Assessments			
<p>A. Provision / availability</p>	<p>Definition: Reported provision and availability of the materials interventions specify as required for implementation (prior to implementation). Note that condition was initially discussed but then condition was considered to be implicit in provision/availability.</p> <p>-----</p> <p>0 = Not adequate... Any items = no</p> <p>1 = Adequate... All items = yes</p> <p>-----</p> <p>Year 1 READ 180: One survey item</p> <p>Xtreme Reading: 4 survey items</p> <p>Years 2-4 READ 180: Total of 7 survey items. All must = yes for score to =1.</p> <p>Xtreme Reading: Total of 4 survey items. All must = yes for score to =1.</p>	<p>Year 1 Teacher responses to survey items related to availability of materials</p> <p>READ 180: Q23: Overall, have you been given an adequate supply of the materials you need to implement READ 180 effectively?</p> <p>Xtreme Reading: Teacher survey items Q17, Q11, Q13, Q15</p> <p>Year 2 Same items but item numbering changed</p> <p>READ 180: Survey items with yes/no response option: Q17. Does your READ 180 classroom have enough student books? Q18. Does your READ 180 classroom have enough materials in its READ 180 library? Q19. Does your READ 180 classroom have enough teacher materials? Q20. Does your READ 180 classroom have enough working computers (including headsets and microphones) to permit each student to rotate through use of the READ 180 software each day the class meets? Q21. Does your READ 180 classroom have enough working CD players to permit each student to rotate through use of the audiobooks each day the class meets? Q22. Do you have enough of the READ 180 topic CDs in your classroom? Q23. Do you have enough READ 180 materials & technology to implement READ 180 effectively?</p> <p>Xtreme Reading: Q17. Does your Xtreme Reading classroom have enough of the following materials? Yes/No a. Books in the classroom library b. Student binders c. Xtreme Reading posters d. Teacher material</p>	

Component / Sub-components	Definition and Scoring	Primary Data Source(s)	Additional Data (Used for Verification)
		<p>Years 3-4 Same items but item numbering changed</p> <p>READ 180: Survey items with yes/no response option: Q34a. Does your READ 180 classroom have enough student books? Q34b. Does your READ 180 classroom have enough materials in its READ 180 library? Q34c. Does your READ 180 classroom have enough teacher materials? Q34d. Does your READ 180 classroom have enough working computers (including headsets and microphones) to permit each student to rotate through use of the READ 180 software each day the class meets? Q34e. Does your READ 180 classroom have enough working CD players to permit each student to rotate through use of the audiobooks each day the class meets? Q34f. Do you have enough of the READ 180 topic CDs in your classroom? Q35. Do you have enough READ 180 materials & technology to implement READ 180 effectively?</p> <p>Xtreme Reading: Q29. Does your Xtreme Reading classroom have enough of the following materials? Yes/No a. Books in the classroom library b. Student binders c. Xtreme Reading posters d. Teacher materials</p>	
3. Classroom Organization / Structure / Context			
A. On schedule for intervention class time	<p>Definition: Is the intervention allocated the time required as per developers. Refers to time actually scheduled by the school for the intervention class (i.e., the bell schedule).</p> <p>-----</p> <p>0 = Not adequate... If amount of time scheduled for intervention is less than specified, score 0</p> <p>1 = Adequate... If amount of time scheduled for intervention meets or exceeds time specified, then score 1</p>	<p>Year 1 District chart, observations and schedules</p> <p>Year 2-4 District-provided bell schedule</p>	<p>Year 2 Used coding/scoring of observations for additional context and verification of allotted time. Also used survey Q5: What is the typical length of your class period? To be used as an additional measure to verify allotted time.</p> <p>Year 3 Used coding/scoring of observations for additional context and verification of allotted time. Also used survey Q7: What is the typical length of your class</p>

Component / Sub-components	Definition and Scoring	Primary Data Source(s)	Additional Data (Used for Verification)
	<p>-----</p> <p>READ 180: 90 minutes, 5 days per week</p> <p>Xtreme Reading: 45 minutes, 5 days per week</p>		<p>period? To be used as an additional measure to verify allotted time. Also, survey items Q6, Q8, Q9 are to be used.</p> <p>Year 4 Survey items Q8, Q9, Q10</p>
<p>B. Teacher-student ratio not exceeded</p>	<p>Definition: Ratio does not exceed specifications</p> <p>-----</p> <p>0 = Not adequate... if number of students surpasses the maximum number, score 0</p> <p>1 = Adequate... if number of students does not exceed the maximum established, score 1.</p> <p>-----</p> <p>READ 180: 18 students maximum</p> <p>Xtreme Reading: 15 students maximum</p>	<p>Years 1-2 Observations to score class size cap. One measure used to assess classroom model fidelity.</p> <p>Years 3-4 District-provided rosters as primary-classroom observations as additional data source for verification</p>	
<p>4. Classroom Model Fidelity⁴⁷</p>			
<p>A. Instructional practices followed / dosage⁴⁸</p>	<p>Definition: Classroom model components observed</p> <p>-----</p> <p>0 = Not adequate... all not followed</p> <p>1 = Adequate... all followed</p> <p>-----</p> <p>Year 1 Instructional practices/pacing was a construct with only one measure called “practices/rotations” used for coding Xtreme Reading strategies being taught and for coding the presence of instructional rotations in READ 180. For example, in READ180, SCORE 1 = initial whole group segment PLUS the 3 rotations (20 min each) - wrap-up is</p>		

⁴⁷ Items added to this component from the ERO study (in section a. and section d.).

⁴⁸ In Year 1 this included the word rotations. This was removed in the final Year 1 version.

Component / Sub-components	Definition and Scoring	Primary Data Source(s)	Additional Data (Used for Verification)
	<p>not included.</p> <p>Years 2-4 In Year 2, the construct ‘instructional practices/pacing’ was further refined into 3 categories for coding: structured content (the what), researched based methods (the how), and responsive teaching. READ 180 rotations moved under “dosage” in Year 2.</p> <p>Note: This construct had one measure for Year 1 scoring. In Year 2, this construct was further refined and 3 measures developed and were used.</p>		
A1. Structured Content	<p>Definition: *New measure for Year 2, use of content as specified</p> <p>-----</p> <p>0 = Not adequate... if instructional content is not comprised of instruction in any of the content outlined in the curriculum, then score =0</p> <p>1 = Adequate... if instructional content is comprised of instruction in any of the content outlined in the curriculum, then score =0</p> <p>-----</p> <p>READ 180: Instructional content covers one of the 9 rBook workshops and associated skills.</p> <p>Xtreme Reading: Instructional content is comprised of instruction in one or more of the 7 core reading strategies in the Xtreme Reading curriculum (e.g., Word Mapping, Word Identification, LINCing, self-questioning, visual imagery, summarizing/paraphrasing, and inferencing).</p> <p>Note: Socio-behavioral strategies need not be observed i.e., Achieve, SCORE skills, Possible Selves and Talking together. If any content covered or skills being taught/assessed pertain to one of the 9 rBook workshops or 7 reading strategies in the Xtreme Reading curriculum, then score =1.</p>	<p>Year 1 N/A</p> <p>Years 2-4 Classroom observations</p>	
A2. Research-	<p>Definition: *New measure for Year 2, use of research-based methods as specified</p>	<p>Years 1-4 Classroom observations</p>	

Component / Sub-components	Definition and Scoring	Primary Data Source(s)	Additional Data (Used for Verification)
based Instructional Methodology	<p>-----</p> <p>0 = Not adequate... teacher does not use, then score =0</p> <p>1 = Adequate... teacher does use, then score =0</p> <p>-----</p> <p>READ 180: The teacher uses specific READ 180 instructional strategies during READ 180 teacher directed activities. For example:</p> <p>Whole Group - uses anchor videos and discussions to build background knowledge before reading; creates opportunities to hear models of fluent reading; teaches and models reading skills and strategies, explicit instruction of important academic vocabulary words and word study elements; instruction in key writing types that relate to student’s reading; lessons in grammar, usage and mechanics that focus on common errors; structured engagement routines that involve students in their learning (i.e. RED Routines-- teaching vocabulary, oral cloze, think-pair-share, idea wave, numbered heads, the writing process and peer feedback. (see handout on RED routines).</p> <p>Small Group - teaches and models reading skills and strategies, explicit instruction of important academic vocabulary words and word study elements; instruction in key writing types that relate to student’s reading; lessons in grammar, usage and mechanics that focus on common errors; differentiated instruction in phonics, fluency, vocabulary and word study, spelling, comprehension etc; fluency assessment and practice; RED routines, practice using academic language in discussions and writing; teacher conferences to set goals, check reports, reflect on books, and review rBooks.⁴⁹</p> <p>Xtreme Reading: The teacher is observing using an activator, advance organizer and one of the practice stages.</p>		

⁴⁹ Teacher Implementation Guide (Scholastic, 2005).

Component / Sub-components	Definition and Scoring	Primary Data Source(s)	Additional Data (Used for Verification)
	<p><i>Xtreme Reading Activator</i>—a brief (approximately five minute) warm-up activity conducted at the beginning of class.</p> <p><i>Xtreme Reading advance organizer and/or communication of expectations</i>—includes daily agenda, graphic organizer, verbal or written statement of lesson purpose and learning expectations.</p> <p><i>Xtreme Reading practice stages</i>—the teacher uses learning activities associated with the stages of instruction: describe, model, verbal practice, guided practice, paired practice, independent practice, differentiated practice, and integration and generalization (see p.62 of Year 1 report). Note: do not include Cue-Do-Review (too general). The practice stages involve applying a device or strategy to a reading activity and practicing that given device/strategy.</p>		
A3. Responsive Teaching	<p>Definition: *New Measure in Y2. Teacher provides one or more students with feedback, monitors comprehension, or supports the appropriate application of skills</p> <p>-----</p> <p>0 = Not adequate...if not observed</p> <p>1 = Adequate... if observed, regardless of how many students teacher is being responsive toward or length of time</p> <p>-----</p>	<p>Year 1 N/A</p> <p>Years 2-4 Classroom observations</p>	
B. Dosage of the class	<p>Definition: *New measure for Year 2, dosage as specified</p> <p>-----</p> <p>0 = Not adequate... not met</p> <p>1 = Adequate... met</p> <p>-----</p> <p>Note: This construct had one measure for Year 1 scoring that was called “pacing/dosage of the class”. In Year 2, this construct was further refined and 3 measures were</p>	<p>Years 1-4</p> <p>Xtreme Reading: Teacher survey Survey Q25. How many days/week did you follow the lesson plans? Survey Q 25 (Score =1, if response is “follow lesson plan 5days/week”.</p> <p>READ 180: Classroom observations Score =1, if observed all 3 rotations (1 rotation lasts 20 minutes), and the whole group instructional segment (20 minutes)</p>	

Component / Sub-components	Definition and Scoring	Primary Data Source(s)	Additional Data (Used for Verification)
	<p>developed and used for scoring.</p> <p>The three additional measures are: use of rotations (for READ 180 intervention only); pacing for the year; and amount of instructional time.</p>		
<p>B1. Use of rotations</p>	<p>Definition: READ 180 only - presence of all required rotations (whole-group, small-group, independent reading, READ 180 software, wrap-up).</p> <p>-----</p> <p>0 = Not adequate... not employed</p> <p>1 = Adequate... employed</p> <p>-----</p> <p>Years 2-4</p> <p>READ 180: same as Year 1. Score =1, if observed all 3 rotations (1 rotation lasts 20 minutes), and the whole group instructional segment (20 minutes)</p> <p>Xtreme Reading: Not scored because not applicable</p>	<p>Years 1-4 Classroom observations</p>	
<p>B2. Pacing for the year</p>	<p>Definition: *New measure added in Year 2. Components or strategies/workshops covered in Xtreme Reading/READ 180 at 2 given points in the year are occurring as scheduled.</p> <p>-----</p> <p>0 = Not adequate... covered</p> <p>1 = Adequate... not covered</p> <p>-----</p> <p>Note: Scoring for this measure was based on comparison of school calendar/developer pacing guide with the point in the curriculum the teachers were at during classroom observations. Total of 9 READ 180 workshops, and total of 7 Xtreme Reading units/strategies.</p> <p>READ 180: The first day of the visitation in Y2, Feb.4 was day 154 of the school year. According to pacing schedule and</p>	<p>Year 1 N/A</p> <p>Years 2-4 Classroom observations and other below</p> <p>READ 180: Created pacing calendar as had been done in previous years. Teachers introduce model in week 3. Workshop length ranges from 13-19 days. Snow days not accounted for in pacing calendar.</p> <p>Xtreme Reading: District calendars, and the Option B pacing guide (3 pacing guide options were available. In Year 2, Springfield and Chicopee elected Option B, which, in combination with observation data and district calendars, was used to score pacing for the year.</p>	<p>Note: For additional information, used survey and interview items.</p> <p>READ180: Survey Q44. What is your best estimate of how many days were not used for READ 180 this year (due to testing, assemblies, etc)? Survey Q16. When did you begin the READ 180 curriculum in the fall of 2007? I</p> <p>Interview Q8. Were any workshops or components missed this year?</p> <p>Xtreme Reading: Q38. What is your best estimate of how many days were not used for Xtreme Reading this year (due to assemblies, testing, etc)? Survey Q16. When did you begin the Xtreme Reading curriculum in the fall of 2007?</p> <p>Interview Q8. Were any strategies or components</p>

Component / Sub-components	Definition and Scoring	Primary Data Source(s)	Additional Data (Used for Verification)
	<p>spacing calculations, workshop 6 should be completed between days 84 to 97. By the day 154, T should be finished as workshop 9 should take place between days 125-145. If workshop 6 and workshop 9 observed, then score=1.</p> <p>Xtreme Reading: Visual imagery observed during week 21 (week of first observation) and Inference Strategy observed during week 34 for score=1. If any</p> <p>Years 3-4</p> <p>READ 180: The first day of visitation in Y3, Feb. 9 was day 99 of school year, R180 day 91. Teachers should be on workshop 6. By day of second round of visitation, May 11, school day 153, R180 day 145, teachers should be on workshop 9 or have it completed.</p> <p>Xtreme Reading: Visual imagery observed during week 21 (week of first observation) and Inference Strategy observed during week 34 for score=1.</p>		missed this year? (Use interview question for context)
B3. Amount of instructional time	<p>Definition: *New Measure Year 2. Teacher behavior that supports the model, all activities and conversations are directly related to the intervention and or goals/purpose of the lesson. Class time is spent on activities unrelated to the model.</p> <p>-----</p> <p>0 = Not adequate... less than full amount of time</p> <p>1 = Adequate... full amount of time</p> <p>-----</p> <p>Note: Score =1 if full amount of time allotted to the intervention is devoted to the instruction of the intervention (5 min leeway 9/8/09 - 10 minute leeway September 2010)</p> <p>READ 180: Look at teacher-directed activity only, whole group, small group and wrap up only. Does not include independent reading or software activities.</p>	<p>Year 1 N/A</p> <p>Years 2-4 Classroom observations</p>	

Component / Sub-components	Definition and Scoring	Primary Data Source(s)	Additional Data (Used for Verification)
	<p>Based on observation data, the total would be 90 minutes because at any point in time, there is data collected about the teacher-directed instruction across the rotating groups of students.</p> <p>If there is an interruption in class time (e.g. because of a fire alarm, or MCAS testing) this would be captured in 3a because it's an organizational/structural issue. There, the time spent outside class because of fire alarm time would be excluded from the denominator. Only outside of class events/occurrences would be excluded in the denominator.</p> <p>Xtreme Reading: Amount of instructional time reflects a focus on dosage- or the amount of class-time (during the expected 45min) devoted to Xtreme Reading instruction. If Xtreme Reading is taught for the full 45 minutes of class-time, a '1' will be assigned. If less than 45 minutes of class-time is spent on Xtreme Reading, a '0' will be assigned. Many factors could contribute to loss of instructional time including overlap with ELA [Springfield only], teacher-directed tangents, and difficulties with classroom management and discipline. This construct evaluates whether Xtreme Reading was implemented for the full 45 minutes as planned, regardless of the REASON why the full 45 minutes were not utilized for Xtreme Reading.</p>		
C. Use of materials and/or technology	<p>Definition: Use of intervention materials.</p> <p>-----</p> <p>0 = Not adequate... absence</p> <p>1 = Adequate... presence</p> <p>-----</p> <p>Note: Score =1 if teacher and/or students were observed to be using any one of the intervention materials. The students and teacher must be using these materials in class, mere presence does not count.</p> <p>Years 1-4 Xtreme Reading: Observed use by students and teacher</p>	<p>Year 1 Classroom observations</p> <p>Years 2-4 Same as Year 1</p> <p>Xtreme Reading: Section C, Question 1 and script</p> <p>READ 180: Items throughout protocol</p>	

Component / Sub-components	Definition and Scoring	Primary Data Source(s)	Additional Data (Used for Verification)
	<p>of any one of the following: Bluford books, Xtreme Reading worksheets, Xtreme Reading notebooks/binders, reference to posters, etc.</p> <p>READ 180: Observed use of any one of the following: rBook, READ 180 software, READ 180 novels published by scholastic, audiobooks, etc.</p>		
<p>D. Use of assessments to inform instruction</p>	<p>Definition: Use of assessments in order to inform instruction.</p> <p>-----</p> <p>0 = Not adequate... absence</p> <p>1 = Adequate... presence</p> <p>-----</p> <p>Note: For each assessment, score=1 if teachers reported assessment was administered 1-2 times at a minimum. For overall score to =1, every assessment must have a score of 1. If not, then score =0. For READ 180, teachers must respond that, yes, they have used SAM-generated reports.</p> <p>Year 1 Score = 1 if done once per week as min. requirement based on assumptions/material provided at time (0 if not)</p> <p>Year 2 Xtreme Reading: Assessments include end-of-unit assessments, AimsWeb measures, SRI and Grade. Used survey Q22. How often, per year, do you administer the following assessments? End-of unit assessments, AimsWeb measures, SRI, Grade?</p> <p>READ 180: Assessments include scholastic reading inventory (SRI) for diagnostic information, rSkills tests given after specific workshops to measure acquisition of READ 180 rBook skills, and reports generated by SAM.</p> <p>Year 3 Xtreme Reading: Assessments include beginning of unit and end of unit assessments and Grade. Teachers should not be using SRI (Scholastic Reading Inventory for use with READ 180). Aimsweb was discontinued for Year 3.</p>	<p>Year 1 Teacher survey</p> <p>Xtreme Reading: Q30 Days/week you administer a reading assessment?</p> <p>READ 180: Q43. How many times this year have your students taken the SRI (min 3 times per year = 1), Q44. How many times this year have your students taken the rSkills test (min 5 times per year = 1), Q45. Have you used the reports generated by the Scholastic Achievement Manager (yes = 1)</p> <p>Year 2 Same items but item numbering changed</p> <p>READ 180: Q45. How many times this year have your students taken the SRI? Q46. How many times this year have your students taken an rSkills test? Q47. During the 2007-08 school year, did you use any of the reports generated by the Scholastic Achievement Manager (SAM)?</p> <p>Years 3-4 Same items but item numbering changed</p> <p>Xtreme Reading: Survey Q43. How often, per year, do you administer the following assessments? Beginning of unit assessments, End-of unit assessments, AimsWeb measures, SRI, Grade.</p> <p>READ 180: Q44. How many times this year have your students taken the</p>	

Component / Sub-components	Definition and Scoring	Primary Data Source(s)	Additional Data (Used for Verification)
	READ 180: Same as Year 2	SRI? Q45. How many times this year have your students taken an rSkills test? Q46. During the 2008-09 school year, did you use any of the reports generated by the Scholastic Achievement Manager (SAM)	
5. Student on Task Behavior			
	<p>Definition: Teacher kept students on-task (majority of time – 75%+).</p> <p>-----</p> <p>0 = Not adequate... majority not on task</p> <p>1 = Adequate... majority on task</p> <p>-----</p> <p>Note: If majority of students were on task for 75% or more of the class period, score '1'. If less, score '0.' Although this component was scored, it was not used to arrive at the fidelity implementation score for each teacher.</p> <p>.</p>	<p>Years 1-2 Classroom observations</p> <p>Years 3-4 Same items but item numbering changed</p> <p>Xtreme Reading: Q1J in observation protocol- Overall, do students appear to be on task?</p> <p>READ 180: Composite of 4 items plus overall general rating Q33 (Q8, Q17, Q25, Q27). Q8. What proportion of students are mostly on task during whole-group instructions? Q17. What proportion of students are mostly on task during small-group instruction? Q25. Do student appear to be on task during their reading activities? Q27. What proportion of students appear to be on task during the computer instructional rotation? Q33. Overall, did student behavior interfere with the READ 180 lesson delivery?</p>	

A8: STRIVING READERS INTERVENTION DELIVER

Exhibit 61. Intervention delivery by grade, Years 3 and 4 (2008–09 and 2009–10)

	CHS	CCHS	HST	COMM	PUTNAM A ⁵⁰ Week	PUTNAM B Week
READ 180	90 minutes every day	90 minutes every day	90 minutes every day	90 minutes every day	90 minutes	45 minutes
Xtreme Reading ⁵¹	45 minutes every day	45 minutes every day	45 minutes every day	45 minutes every day	45 minutes	45 minutes
Control Group ⁵²	support normally provided (in or out of class)	support normally provided (in or out of class)	support normally provided (in or out of class)	support normally provided (in or out of class)	support normally provided (in or out of class)	support normally provided (in or out of class)
Business as Usual English Language Arts (ELA) ⁵³	45 minutes	45 minutes	90 minutes via block schedule (1 st or 2 nd semester)	90 minutes via block schedule (every other day)	90 minutes via block schedule	45 minutes via block schedule

Note. The total number of minutes for any given student will be the same, but the weeks in which they receive it varies. This is due to the fact that students do not all have A and B week with the same content. One student’s A week is academic, another student’s A week is a shop week. A or B week students receive 90 minutes. All students receive regularly-provided English language arts (ELA) that differs somewhat between schools and districts, but is based on state and district standards.

⁵⁰ The total number of minutes for any given student will be the same, but the weeks in which they receive it varies. This is due to the fact that students do not all have A and B week with the same content. One student’s A week is academic, another student’s A week is a shop week. A or B week students receive 90 minutes.

⁵¹ SIM initially required SIM-CERT training for all Xtreme Reading teachers but this was not required in subsequent years.

⁵² Districts reported “business as usual” reading support as being sporadic and varied across schools (refer to the report text, Section IV, for more information).

⁵³ The total number of minutes for any given student will be the same, but the weeks in which they receive it varies.

A9: STRIVING READERS INTERVENTION CHANGES OVER TIME

Exhibit 62. READ 180 intervention changes over time (Years 1-4)

Intervention Component	Year 1 2006-07	Year 2 2007-08	Year 3 2008-09	Year 4 2009-10
Professional Development Workshops: Initial Year	Two 6-hr classroom sessions + 6 hrs online	No change from Year 1	No change from Year 1	N/A (all returning teachers)
Professional Development Workshops: Initial Year Seminars	Eight of eight 3-hour seminars	No change from Year 1	Six of eight 3-hour seminars	N/A (all returning teachers)
Coaching: Initial Year	9 of 9 monthly coaching sessions – 2 hrs each	No change from Year 1	8 of 9 monthly coaching sessions – 2 hours each	N/A (all returning teachers)
READ 180 Student Materials: First Year	rBook (green cover) READ 180 student book for whole-class and small-group instruction	No change from Year 1	No change from Year 1	No change from Year 1
READ 180 Student Materials: Second Year	Flex rBook (red cover) READ 180 student book for whole-class and small-group instruction	No change from Year 1	No change from Year 1	No change from Year 1
READ 180 Student Materials: Scholastic Independent Reading books	Standard library	No change from Year 1	Standard library plus additional books (with approval)	Standard library plus additional books (with approval)

Exhibit 63. Xtreme Reading intervention changes over time (Years 1-4)

Intervention Component	Year 1 2006-07	Year 2 2007-08	Year 3 2008-09	Year 4 2009-10
Professional Development: Workshops	Teachers required to receive 1 workshop during 2 nd year of teaching Xtreme Reading	Teachers required to receive workshops only during 1 st year of teaching Xtreme Reading - training provided to 2 nd year teachers in Year 1 was provided to teachers during their 1 st year of implementation	No change from Year 3	Professional development <i>as needed</i> based on outcomes as defined by SIM, and not on a specified amount of training time
Professional Development: On-site Coaching by SIM Professional Developers	Teachers required to receive a minimum of 9 mentoring visits (1 st year teachers only)	No change from Year 2	Teachers required to receive a minimum of 9 mentoring visits (including 2 nd and 3 rd year teachers) - additional mentoring sessions provided on an as-needed basis	Professional development <i>as needed</i> based on outcomes as defined by SIM, and not on a specified amount of training time
Professional Development: Inclusion in SIM-CERT Training	Xtreme Reading teachers required to attend SIM-CERT training sessions	Xtreme Reading teachers not required to attend SIM-CERT training sessions	Xtreme Reading teachers were <i>no longer</i> required to attend SIM-CERT training sessions	Xtreme Reading teachers were <i>no longer</i> required to attend SIM-CERT training sessions
Curriculum	Curriculum consisted of 9 units, including introductory units on student behavior and motivation	Curriculum consisted of units - units on student behavior and motivation were condensed or covered as needed (a supplement to the	Vocabulary unit removed in Year 3	No change from Year 3

		paraphrasing unit, summarizing, was added to the curriculum)		
Pacing Calendar	N/A	Pacing calendar was revised to enable teachers to implement all units of the curriculum by the end of the year	No change from Year 2	Additional monthly calendar submitted (not aligned to option B pacing calendar) - option B pacing calendar used for scoring, as in Years 2 and 3
Xtreme Reading Materials: Student and Teacher	N/A	Additional titles in Xtreme Reading library were added - as per teacher request, additional books were approved for Xtreme Reading lessons (teacher materials were revised)	Teacher and student materials were revised in Year 3	Teacher and student materials were revised in Year 4
Assessments	N/A	N/A	Developers required, then discontinued use of MAZE in Year 3	N/A

APPENDIX B: WHOLE-SCHOOL INTERVENTION

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B1: METHODS

Exhibit 1. Specific implementation research questions

What was the level of implementation and variability of professional development /support for teachers/administrators/literacy coaches?

Professional development – *first or second year implementation training from developers:*

Teachers

- What proportion of teachers received/participated at *different levels* in the *first or second year of implementation* training?*
- What proportion of teachers received/participated in the *first or second year of implementation* training at *an adequate level*?**

*Administrators*¹

- What proportion of administrators received/participated at *different levels* in the *first year of implementation* training?*
- What proportion of administrators received/participated in the *first year implementation* training at *an adequate level*?**

Literacy coaches

- What proportion of literacy coaches received *different levels* of ongoing training?*
- What proportion of literacy coaches received *an adequate level* of training?***

Professional development – *ongoing mentoring from literacy coaches:*²

- What proportion of teachers received *different levels* of ongoing mentoring by coaches?*
- What proportion of teachers received *an adequate level* of ongoing mentoring by coaches?***

What was the level of implementation and variability of classroom instruction?³

- What proportion of teachers implemented the classroom model (frequency of SIM-CERT routine use) at *different levels* of implementation?*
- What proportion of teachers implemented the classroom model as specified by the developers at *an adequate level* of implementation?***

Note: In both exhibits, one asterisk (*) specifies cases in which components of the intervention were examined by level of implementation (e.g., majority of the time, most of the time, some of the time, almost never). Two asterisks (**) specify cases in which both the appropriate level of implementation and the proportion of teachers showing this level of implementation were used to examine intervention implementation.⁴

¹ Districts reported these trainings took place in Year 1 and again in Year 3, but data were not reported at the individual level.

² On-site SIM-CERT-trained literacy coaches provided ongoing mentoring (classroom observations and demonstrations, problem-solving, feedback, etc.) for teaching staff. In Year 3, SIM-certified literacy coaches co-facilitated first and second year trainings with SIM-CERT trainers. Districts reported that literacy coaches met with teachers, but data were not reported at the individual level.

³ Classroom usage requirements remain constant over time, regardless of number of years teachers have been implementing the intervention.

⁴ Exhibits were developed by Abt Associates, the technical assistance provider to Striving Readers evaluators.

Exhibit 2. Research questions and corresponding data sources

Research Questions*	Measures/Data Sources**						
	Surveys/ Interviews				District Records/ Records Review		
	Teacher surveys	Teacher focus groups	District, school administrative staff, and developer interviews	Literacy coaches	Professional development attendance	District and Developer Materials	Class rosters (scheduling)
What was the level of implementation and variability of professional development/support for teachers/administrators?							
<i>Professional development/support (PD) for teachers, administrators, and literacy coaches (initial, ongoing workshops and on-site mentoring)</i>							
Proportion of teachers, coaches, and administrators receiving different levels of training*	√	√	√		√	√	
Proportion of teachers, coaches, and administrators receiving adequate level of training**	√	√	√		√	√	
Proportion of teachers receiving different levels of <i>on-site professional development via coaches</i> *	√	√		√			
Proportion of teachers receiving an adequate level of <i>on-site professional development via coaches</i> **	√	√		√			

Research Questions*	Measures/Data Sources**						
	Surveys/ Interviews				District Records/ Records Review		
	Teacher surveys	Teacher focus groups	District, school administrative staff, and developer interviews	Literacy coaches	Professional development attendance	District and Developer Materials	Class rosters (scheduling)
What was the level of implementation and variability of classroom instruction?							
Proportion of teachers who implemented the classroom model at different levels *	√	√		√		√	
Proportion of teachers who implemented the classroom model at an adequate level **	√	√		√		√	

Note: Refer to the footnotes on the prior exhibit regarding what data were provided and included in analyses.

Whole-School Implementation Data Collected

To evaluate the dosage and intensity of the implementation of the whole-school intervention, SIM-CERT data were collected from four primary sources: (1) surveys administered to all teaching staff at the five participating high schools; (2) interviews conducted with literacy coaches, school and district administrators, and the SIM-CERT developer; (3) focus groups conducted with randomly selected SIM-CERT-trained teachers at each of the five participating high schools; and (4) district and developer records. All data collection activities were conducted each year with the exception of the focus groups, which were conducted in Years 2, 3, and 4. Measures used and methods are provided in the appendices.

Teacher Surveys

The SIM-CERT teacher survey (refer to Appendix C) was designed to elicit information from teachers' regarding their attitudes about SIM-CERT training and the support they received. Additionally, teachers were queried via the survey about the impact of the SIM-CERT program on their teaching practice and on student outcomes. Teacher self-reported patterns of SIM-CERT use in the classroom were also collected via the survey. The survey was administered to all teaching staff, regardless of whether they had participated in SIM-CERT training, and were administered throughout the period of the grant thus far to assess the prevalence of SIM-CERT routine knowledge and use over time.⁵ As in Years 2 and 3, in Year 4 of the grant the survey was administered online. Specifically, a survey link, embedded within a personalized email, was sent to 565 teachers in April 2010 after which three email reminders were sent. The survey link remained open for over one month following the date of the initial email. Across all schools, an 83%⁶ completion rate was achieved. The Striving Readers program team continued this year to try to improve response rates by providing scripted reminders for principals to read over the intercom, to announce during faculty meetings and to send via email. The script detailed the purpose of the survey,

⁵ In the first year of the grant, the survey was administered via a paper-and-pencil format to 452 teachers, with 66% completing surveys. In the second year of the grant, the survey was administered online with a 77% completion rate across all schools.

⁶ Response rate calculated as follows: the number of respondents / the number of emails sent.

emphasized that results would be confidential, and allotted scheduled time for survey completion. Additional efforts to increase the response rate included the provision of incentives; teachers who completed the survey participated in a lottery drawing (random selection) for \$25 gift cards.

Exhibit 3 below provides the number of SIM-CERT respondents versus non-SIM-CERT respondents to the survey from Years 2 to 4, as well as the completion rates per year. Although the overall response rates have remained fairly consistent over time, in Year 4 the fewest number of non-SIM-CERT teachers responded to the survey relative to Years 2 and 3.

Exhibit 3. Response rate per year overall and by SIM-CERT vs. non-SIM-CERT respondents

	2008	2009	2010
Total Surveys Sent	613	584	565
Number Responded			
Non-SIM-CERT:	322	187	99
SIM-CERT:	150 ⁷	275 ⁸	372 ⁹
Total:	472	462	471
Completion Rate	77%	79%	83%

Survey Properties

Reliability was assessed for two key scales of the survey. The first scale consists of six, Likert-type items that ask respondents to rate their level of self-efficacy for using each of the SIM-CERT routines. Standardized alpha for this scale was well within the acceptable range at .89.¹⁰ The second scale on which an alpha coefficient for internal consistency was calculated includes seven items that ask teachers about the degree to which they agree that SIM-CERT training has affected changes in their teaching practice.¹¹ The standardized alpha associated with the data from this scale was high at .96.

⁷ 83 in Springfield; 67 in Chicopee

⁸ 167 in Springfield; 108 in Chicopee

⁹ 229 in Springfield; 143 in Chicopee

¹⁰ See Appendix C for the Year 4 CERT survey: items 18a, 22a, 27a, 32a, 37a, and 42a were included in this scale.

¹¹ See Appendix C for the Year 4 CERT survey: items 43a– 43g were included in this scale.

Characteristics of SIM-CERT Survey Respondents

In each cohort and in both districts, the largest percentage of the Year 4 SIM-CERT-trained survey respondents indicated that they were certified at the professional level (SPS – Cohort 1 = 63%, Cohort 2 = 71%, Cohort 3 = 36%, Cohort 3.5 = 40%, Cohort 4 = 53%, Cohort 4.5 = 39%; CPS – Cohort 1 = 63%, Cohort 2 = 73%, Cohort 3 = 58%, Cohort 4 = 50%). In Years 2 and 3, the largest percentage of teachers was certified at the professional level. In Year 4, across cohorts, the average number of years of teaching experience reported by SIM-CERT teacher survey respondents was 13 in Springfield overall (7 years at their current school) and 13 in Chicopee overall (8 years at their current school). In Year 3, the average number of years of teaching experience was 11 in Springfield overall (6 years at their current school) and 13 in Chicopee overall (8 years at their current school). In Year 2, the average number of years of teaching experience was 15 in Springfield overall (7 years at their current school) and 14 in Chicopee (8 years at their current school).

District documents and the teacher survey were the primary sources of information regarding teacher characteristics.¹²

Literacy Coach, Administrator, and Developer Interviews

Literacy coach, administrator, and developer interviews (included in Appendix C) were designed to gather more in-depth contextual information regarding SIM-CERT planning, implementation, and monitoring from the administrator perspective. In Years 1–4, individual interviews were conducted with SIM-CERT literacy coaches and administration staff within each school, including principals, assistant principals, and English Language Arts department chairs. Other key staff members who could provide information about SIM-CERT implementation were identified for interviews by the district team, including Special Education directors, guidance counselors, Instructional Leadership Specialists, and other

¹² The methods by which evaluators received data on SIM-CERT teacher characteristics changed over time due to SR work group capacity levels. Initially, districts were to provide documentation regarding teacher characteristics but in Years 2–3, this information was also collected via surveys. In Year 4, evaluators received subject area information from district rosters; district-provided information was more accurate than self-report data. In Year 4, the districts had the capacity to provide the information that was originally requested in Year 1.

district administrators. These data were collected in May of each year. In Year 3, additional interviews were conducted in October 2009 with Striving Readers Work Group coordinators and three SIM-CERT developers in order to gather additional contextual information about program implementation.

SIM-CERT Teacher Focus Groups

Group interviews with SIM-CERT teachers were conducted at each of the school sites in April or May in Years 2, 3, and 4 to gather more in-depth contextual information about CERT implementation from the perspective of participating teachers (protocol included in Appendix C). Topics addressed in focus group sessions included: (1) experiences with SIM-CERT training and coaching, (2) use of SIM-CERT in the classroom, and (3) factors that support or impede use of SIM-CERT routines. Fifteen focus group participants were randomly selected from each of the five participating schools by evaluators and represented a diversity of cohorts as well as subject areas and grade levels taught. The number of focus group participants ranged from 5 to 12. Districts budgeted for payment of focus group participant time.

District and Developer Records

District and developer records—including meeting notes, meeting agendas, internal communications, developer debriefing notes, and evaluation summaries—were indexed in a database to document model implementation. Documents pertaining to SIM-CERT implementation were reviewed in Year 3 and Year 4, dating from spring of 2008 to fall of 2010. A team of reviewers conducted a comprehensive content analysis of this documentation using NVivo and developed a data summary.

SIM-CERT-related Data Analysis

SIM-CERT survey data were analyzed descriptively using SPSS v16 and disaggregated by district, cohort and school. Additionally, analyses were conducted with the SIM-CERT survey data to examine the survey's measurement properties. Self-reported implementation data from

the survey were also incorporated into the interrupted time series analyses. A content analysis of interview and focus group data was conducted using NVivo software. Each interview/focus group transcript was coded for common themes and summarized according to data-driven patterns that emerged from the analysis.

B2: INCLUSION AND RECRUITMENT

From the start of the grant, efforts were to be made during the selection process to limit the exposure of READ 180 and Control students to SIM-CERT trained teachers. SIM-CERT was not business-as-usual prior to the Striving Readers grant and could complicate the interpretation of impacts. Prior to grant implementation, the districts developed explicit criteria for selecting and prioritizing teachers for inclusion in SIM-CERT cohorts, to observe developers' SIM-CERT training requirements, and to avoid potentially confounding study results.¹³

The development of criteria was complicated because developer requirements and research design considerations had to be taken into account and balanced. For example, developers initially required English Language Arts (ELA) teachers of Xtreme Reading students to be included in the SIM-CERT training, adding content to Xtreme Reading teachers' professional development. In Year 2, developers and districts determined that Xtreme Reading teachers should not receive separate training in SIM-CERT to better meet district and teacher professional development needs. In Year 3, developers reversed this decision. Documents indicated they again required that Xtreme Reading teachers receive separate training in SIM-CERT given Year 2 experiences. Xtreme Reading teachers were included in SIM-CERT training in Year 4, as in Year 3.¹⁴

Other complications in the establishment of criteria for SIM-CERT inclusion were: (1) the same teachers delivered both Xtreme Reading and ELA in Springfield, necessitating more individual training in an already tight professional development schedule; (2) professional development in each district was both offered and conducted differently; and (3) start-up resulted in little time for explanation or buy-in for the whole-school intervention and plans.

In Year 1, districts were to select 10th or 11th grade science, social studies, and math teachers who teach more than one class/section and do not primarily teach honors classes. If the

¹³ Criteria were established in consultation with evaluators. Considerations were included in the implementation and evaluation plans to ensure model fidelity would be maintained as well as the integrity of the evaluation/study within and across districts.

¹⁴ To the extent possible, Xtreme Reading teachers who also received CERT training have not been included in any analyses or counts related to the training of CERT teachers or to the implementation of the CERT program.

targeted number of teachers was not met, other subject-area teachers who teach 10th, 11th, and 12th grade courses were to be selected. In Year 2, additional upper-grade ELA teachers were included as well as any teachers teaching 11th and 12th grade to fill training slots. In Year 3, districts were to select remaining upper-grade, content-area teachers (additional math and science teachers as well as ELA teachers). General efforts were to be made during the selection process to limit the exposure of READ 180 and Control students to SIM-CERT trained teachers.

Considerations were included in the implementation and evaluation plans to ensure model fidelity would be maintained as well as the integrity of the evaluation/study within and across districts. Participation in SIM-CERT training was to be mandatory and determined in accordance with the previously noted criteria (i.e., content area and grade level).¹⁵

Participants were to be randomly selected from the priority groups, a more equitable process and one avoiding complications in the interpretation of outcomes given *all* teachers were eventually required to participate in SIM-CERT training over the period of the grant. In addition, mandatory district professional development is congruent with business as usual practices for any whole-school initiative. Teachers in the upper grades (beyond ninth grade) were to be given priority in the selection process based on the established criteria for training in both the first and second years as planned. The following table presents the numbers and percentages of teachers in each content area who have been trained in SIM-CERT. The information has been disaggregated by cohort and district.

¹⁵ If only teachers motivated to participate were included, observed outcomes could be the result of such motivation. This selection bias is a threat to the validity of the whole-school study, implemented over time. Selecting from the pool of all required participants, or those identified in groups first, is a method for avoiding selection bias and is often understood to be a more equitable way of including all teachers because all teachers were required to be trained by the conclusion of the grant.

Exhibit 4. Subject areas taught by SIM-CERT teachers ¹⁶

Subject	Cohort 1		Cohort 2		Cohort 3	
	CPS	SPS	CPS	SPS	CPS	SPS
ELA (n = 70)	8(25%)	1(4%)	8(20%)	12(18%)	4(8%)	10(15%)
Science/Health (n = 78)	10(31%)	4(17%)	8(20%)	6(9%)	5(10%)	10(15%)
Math (n = 68)	7(22%)	7(29%)	4(10%)	9(13%)	7(14%)	11(17%)
Social Studies/History (n = 50)	7(22%)	9(38%)	4(10%)	5(7%)	8(16%)	7(11%)
Foreign Language/ESL (n = 38)	0	0	5(12%)	10(15%)	6(12%)	4(6%)
Special Education (n = 64)	0	0	5(12%)	12(18%)	5(10%)	16(25%)
Other (n = 136)	0	3(13%)	7(17%)	13(19%)	16(31%)	7(11%)
Total	32	24	41	67	51	65

Subject	Cohort 3.5		Cohort 4		Cohort 4.5	
	SPS	CPS	SPS	SPS	SPS	
ELA (n = 70)	9(17%)	3(5%)	15(19%)		0	
Science/Health (n = 78)	6(11%)	11(20%)	13(16%)		5(14%)	
Math (n = 68)	11(20%)	5(9%)	7(9%)		0	
Social Studies/History (n = 50)	2(4%)	5(9%)	3(4%)		0	
Foreign Language/ESL (n = 38)	6(11%)	2(4%)	5(6%)		0	
Special Education (n = 64)	7(13%)	5(9%)	14(18%)		0	
Other (n = 136)	13(24%)	24(44%)	22(28%)		31(86%)	
Total	54	55	79		36	

According to Exhibit 4, the majority of SIM-CERT-trained teachers in the initial grant years were from the three content areas (science, math, and social studies), which were specified as “least likely” to confound study findings from the targeted interventions. However, the evaluators have had difficulties obtaining reliable information regarding the grade levels taught by teachers trained in the initial years of the grant. Therefore, it is unclear whether this criterion for SIM-CERT training inclusion was met. Additionally, only Chicopee adhered to the requirement that SIM-CERT teachers be trained on a mandatory basis. Beginning in Year 2, Springfield teachers were recruited for participation in SIM-CERT training on a voluntary basis by coaches. This deviation from the original plan for a school-wide roll-out not only added to the responsibilities of the coaching staff in Springfield but also had potentially unknown affects on the outcomes of the SIM-CERT intervention.

¹⁶ Note that in Years 1–3 data on subject area taught was obtained from CERT teacher surveys and therefore does not represent the entire population of teachers in those cohorts. However, in Year 4, this information was obtained from district records and includes all CERT teachers from Year 4.

B3: SUSTAINABILITY

Creation of Professional Development (PD) Cadre

In the spring of 2008, meetings with the district work group and developer were held to draft a plan for program sustainability, in response to the districts' request. At this time, the developers outlined a plan for developing a cadre of hand-selected PD volunteers who would earn certification by attending after-school PD workshops with Kansas University (KU) coaches, and later deliver PD sessions to teachers undergoing training. A review of developer and district documents suggests that this plan to train a cadre of PD providers (PDers) was intended as another means of facilitating and sustaining school-wide change, though compensation for the PDers was not stipulated. In April 2008, developers described the role of the PDers as *“working to create top-down leadership, building a relationship with the literacy coach, principal and perhaps the ILS, meeting with low-performing teachers and meeting with the principal,”* in addition to serving as liaisons among literacy coaches, ILS personnel, and administrators. PDers would share the burden of the coaches' case loads and ensure continuity in the event of teacher turnover. As noted earlier, PDers were not paid for their time to attend after-school trainings or meetings, and compensation for the delivery of PD to teachers would be at the discretion of the district, according to district documentation.

Certification of the PDers was detailed by the developer in the spring of 2008. In order to become a PDer, the developer stipulated that teachers needed to master 9 of the 14 routines, learn the remainder through self-study and in after-school trainings with the developer, and subsequently be observed presenting the routines in the classroom by a literacy coach. At this stage of apprenticeship, the PDers “present” content and materials and instruct participants at two observed trainings. Literacy coaches reported that the PD cadre is integrated into the coaching model more fully at some schools than at others. At some sites, the training is tied closely with the coach's own work, but in other settings, coaches regarded the cadre's work as independent of their responsibilities. Some schools relied on teacher volunteers to serve as PDers, but in other schools, the coach selected participants based on teacher's proficiency with implementing the SIM-CERT routines.

Developer notes suggest that initial meetings between SIM coaches and potential PDers took place in October of 2008 in Springfield, and in February of 2009 in Chicopee. Trainings experienced low teacher turnout from the outset. In Springfield, the rate of teacher absenteeism in PD cadre training sessions was 50% or higher for three after-school training sessions, according to developer notes. Absenteeism led to their cancellation in Chicopee. Developers noted the high number of scheduling conflicts for teacher after school, but a literacy coach claimed that poor organization of the trainings led most volunteers to drop out. In the spring of 2009, the developer noted that *“alternate ways to get the teachers together may need to be considered”* in district debriefing notes. Due to chronic absenteeism in both districts, the number of PDers who were actively seeking certification was unknown in Year 3.

A review of district and developer documents show that, in Year 4, efforts to recruit and train teachers and staff to become certified SIM-CERT trainers continued. By the end of Year 4, according to developer End-of-Year debrief notes, three Springfield staff members (including one of the literacy coaches) had completed the certification process to become a SIM-CERT PDer. In Chicopee, both literacy coaches had attained certification as SIM PDers. The developer also remarked that 10 additional teachers and/or staff had begun the certification process, four in Springfield (including two literacy coaches) and six in Chicopee. As stated by the developer, *“It is hoped that they will continue their interest and attend the next institute.”* Summary data on the total number of certified PDers at conclusion of the grant will be provided in the Year 5 report.

B4: PROFESSIONAL DEVELOPMENT DELIVERY

SIM-CERT Cohorts Defined

Cohort 1 = Started Year 1, Summer 2006 (August only) and school year 2006–2007 Training

Cohort 2 = Started Year 2, Summer 2007 (June and August in Springfield) and school year 2007–2008 Training

Cohort 3 = Started Year 3, Summer 2008 (June and August in Springfield) and school year 2008–2009 Training

Cohort 3.5 = Started Year 3, January 2009 (SP only) and school year 2009 Training - *not part of original plan*

Cohort 4 = Started Year 4, Summer 2009 (June and August in Springfield) and school year 2009–2010 Training

Cohort 4.5 = Started Year 4, January 2010 (SP only) and school year 2010 Training - *not part of original plan*

Exhibit 5. SIM-CERT training – planned delivery of professional development

	2006–07 school year (Year 1)	2007–08 school year (Year 2)	2008–09 school year (Year 3)	2009–2010 school year (Year 4)	2010–2011 school year (Year 5)	Total
Cohort 1	TOTAL = 4 days Routines covered: Unit Organizer, Framing, LINCing, Concept Mastery	TOTAL = 2 days Routines covered: Course Organizer, Concept Comparison, Integrated Units				6 days
Cohort 2		TOTAL = 4 days Routines covered: Unit Organizer, Framing, LINCing, Concept Mastery	TOTAL = 2 days Routines covered: Course Organizer, Concept Comparison, Integrated Units			6 days
Cohort 3			TOTAL = 4 days Routines covered: Unit Organizer, Framing, LINCing, Concept Mastery	TOTAL = 2 days Routines covered: Course Organizer, Concept Comparison, Integrated Units		6 days
Cohort 4				TOTAL = 4 days Routines covered: Unit Organizer, Framing, LINCing, Concept Mastery	TOTAL = 2 days Routines covered: Course Organizer, Concept Comparison, Integrated Units	6 days

Note. The plans for Year 4 delivery remained the same as in Year 3 based on district and developer information including documentation and additional clarifications. In Year 3, the developer reported that the content to be covered in the second year of training was now optional. Although literacy coach visits to participating teachers occurred often as reported by the districts and coaches, the requirements for these visits were not specified by the developer for inclusion in the planned professional development requirements. No documentation was provided indicating numbers of visits conducted by literacy coaches.

Exhibit 6. SIM-CERT training – Springfield

	2006–07 (Year 1)		2007–08 (Year 2)		2008–09 (Year 3)		2009–10 (Year 4)		Total
	Days	Date	Days	Date	Days	Date	Days	Date	
Cohort 1	2/4	Aug 06	2/2	June/Aug 07					4 of 6
Cohort 2			4/4	June/Aug 07 Dec 07	2/2	June/Aug08			6 of 6
Cohort 3					3/4	June/Aug 08	2/2	June/Aug 09	5 of 6
Cohort 3.5					3/4	Jan/April 09 (2.5 = 3 days)	2/2	June/Aug 09	5 of 6
Cohort 4							3/4	June/Aug 09	3 of 4
Cohort 4.5							1+/4	Jan/Feb 09	1+ of 4

Note. In Springfield, Cohort 1 received only four of the six planned days of training over two years but received an additional day after the two-year period (five of six total). In subsequent years, the six days were completed. Cohort 4.5 received a total of 8 hours of training instead of the requisite 24 hours of training in their first year of implementation (provided either via 2 hours after-school on four weekdays or 4 hours on two Saturdays, January or February).

Exhibit 7. SIM-CERT training – Chicopee

	2006–07 (Year 1)		2007–08 (Year 2)		2008–09 (Year 3)		2009–10 (Year 4)		Total
	Days	Date	Days	Date	Days	Date	Days	Date	
Cohort 1	4/4	Aug/Dec 06 March 07	2/2	Aug 07 March 08					6 of 6
Cohort 2			4/4	Aug/Dec 07 March 08	2/2	Aug/Dec08			6 of 6
Cohort 3					4/4	AugDec08 March 09	2/2	Aug/Dec.09	6 of 6
Cohort 4							4/4	Aug/Dec09 March 10	4 of 4

Exhibit 8. SIM-CERT teacher partial attendance by district and cohort ¹⁷

District	Cohort	Training Date	Partial ¹⁸
CPS	2	August 08	0/42 ¹⁹
	2	December 08	2/41 (4%)
	3	August 08	0/52
	3	December 08	2/52 (4%)
	3	March 09	2/52 (4%)
	3	August 09	3/49 (6%)
	4	August 09	2/54 (4%)
	4	December 09	1/54 (2%)
	4	March 10	0/54
SPS	2	June 08	4/75 (5%)
	2	August 08	1/74 (1%)
	2	June 09	6/72 (8%)
	2	August 09	0/2
	3	June 08	5/59 (8%)
	3	August 08	0/60
	3	June 09	10/58 (17%)
	3	August 09	0/60
	3.5	January 09	22/45 (49%)
	3.5	June 09	3/45 (7%)
	3.5	August 09	0/45
	4	June 09	11/79 (14%)
	4	August 09	8/79 (10%)
	4.5	Jan/Feb 10	36/36 (100%)

¹⁷ Note these numbers may not be congruent with cohort numbers presented in other sections of this report. Discrepancies are due to district variation in documentation.

¹⁸ The remaining teachers who did not have partial attendance on the training date either attended fully or did not attend at all.

¹⁹ Denominators represent the number of teachers still in the district and cohort who should have been able to attend the training sessions, according to district records.

Exhibit 9. SIM-CERT teachers trained by cohort

	Cohort	Number Trained ²⁰	Left the District
SPS	1	47	14
	2	80	8
	3	61	4 ²¹
	3.5	47	2
	4	79	0
	4.5	36	1
SPS Total		350	29
<i>SPS Total Trained with Attrition</i>			<i>321</i>
CPS	1	46	9
	2	43	4
	3	52	0
	4	54	0
CPS Total		195	13
<i>CPS Total Trained with Attrition</i>			<i>182</i>
Grand Totals		545	42

²⁰ These numbers do not take attrition into account. The numbers also do not include coaches. The numbers are based on PD spreadsheets provided by the districts and then imported into SPSS files.

²¹ Some teachers counted in this number did not leave the district completely but are no longer SIM-CERT teachers.

B5: ADMINISTRATIVE ATTRITION

Exhibit 10. Striving Readers administrative oversight

District/School	Staff Member Name	Admin. Position	Grant Year(s)	Notes
Chicopee Public Schools	Rick Rege	Superintendent	1, 2, 3, 4	
" " "	Jim Devine	Asst. Super.	1.5	
" " "	Deb Drugan	Asst. Super.	2, 3, 4	
CPS/Chicopee Comp HS	Stan Kozikowski	Principal	1, 2, 3	
" " "	Derek Morrison	Principal	4	
" " "	Becky Fennesey	Asst. Principal	1, 2, 3, 4	SR admin (other vice principals but not responsible for SR)
" " "	Kris Theriault	Asst. Principal	4	Formerly a SIM-CERT-trained SS teacher and certified SIM-CERT PDer
CPS/ Chicopee HS	Roland Joyal	Principal	1, 2, 3, 4	
" "	Chuck Coscore	Asst. Principal	1, 2, 3, 4	SR admin (other vice principals but not responsible for SR)
Springfield Public Schools	Joe Burke	Superintendent	1, 2	
" " "	Alan Ingram	Superintendent	3, 4	
" " "	Ann Southworth	Asst. Super.	1, 2, 3, 4	
HS of Commerce	Ann Stennett	Principal	1	
" "	Bob Fernandes	Principal	1st half of 2	
" "	Andrea Lewis	Principal	2nd half of 2	Assigned to SR 07–08 school year (assigned herself)
" "	Steve Collins	Principal	3	Assigned to SR 08–09 school year (assigned himself)
" "	Paul Nycz	Principal	4	

District/School	Staff Member Name	Admin. Position	Grant Year(s)	Notes
" "	Lucille Brindisi	Asst. Principal	1st half of 1	Assigned to SR 06–07 school year
" "	Andrea Lewis	Asst. Principal	2nd half of 1	Assigned to SR after Lucille left (Y1 06–07)
" "	Michael Powell	Asst. Principal	2, 3	
" "	John Piponidis	Asst. Principal	1, 2, 3, half of 4	Retired in Y4
" "	Samalid Ramos	Asst. Principal	2, 3, 4	
" "	Edward O'Gilvie	Asst. Principal	3, 4	Grade 11 (hired Sept. 08)
" "	Ryan Kelly	Asst. Principal	4	
Putnam Vocation HS	Kevin McCaskill	Principal	1, 2, 3, 4	
" "	Linda Tammi	Asst. Principal	1	Assigned to SR 06–07 school year
" "	Mary Jane Rickson	Asst. Principal	2	Assigned to SR 07–08 school year
" "	April Huckaby	Asst. Principal	3, 4	Assigned to SR 08–09 school year
" "	Elmore John	Asst. Principal	3, 4	
" "	Dr.Priscilla Gimas	Asst. Principal	3, half of 4	
" "	Shawn Arcidiacono	Asst. Principal	3, 4	
" "	Alfred Carrier	Vocational administrator	3, 4	
" "	Diane Dellatore-Stevens	Vocational administrator	3, 4	Became vocational Director in Y4
" "	Raymond Adams	Vocational administrator	3, 4	
HS of Science & Tech	Karen Lott	Principal	1	
" "	Bill Goodwin	Principal	2	
" "	Ira Brown	Principal	3, 4	Hired October 17, 2008 to replace Bill Goodwin.
" "	Lisa Tassone	Asst. Principal	1, 2, 3, 4	Assigned to SR
" "	Roland Brooks	Asst. Principal	1, 2, 3, 4	
" "	Linda DeVries	Asst. Principal	1, 2, 3, 4	
" "	Vincent Simpson	Asst. Principal	1, 2, 3, 4	
" "	Hunter Short	Asst. Principal	1, 2, 3, 4	

B6: FOCUS GROUP FINDINGS: USE OF SIM-CERT ROUTINES IN THE CLASSROOM

Focus group data collected in Years 3 and 4 provided the following teacher insights about their classroom use of the SIM-CERT routines.

- ***Unit Organizer.*** In Year 3, teachers indicated that they use the Unit Organizer (UO) primarily as a tool to review content, either as preparation for an assessment or as a method of wrapping up a unit. Some teachers also explained that the UO functions as an organizational tool for planning, or in one teacher’s words, a “*roadmap.*” Although the UO is used both at the beginning and end of a unit, most teachers said they relied on it more heavily for unit review. In Year 4, teachers stated that they primarily used the UO to plan and structure units, such as to tie units together or break them up.
- ***Framing.*** Teachers also use the Framing routine as a tool for reviewing content covered in class. In Year 3, teachers indicated that they frequently applied the Frame to a more specific category in the UO to highlight its importance. Teachers considered the Frame the easiest to implement because it requires the least amount of time to prepare and pertains to a concrete and bounded sections of content. One teacher described these paired routines as “*very versatile.*” In Year 4, teachers used the routine to “break things down,” and teach content such as the five-paragraph essay. As in Year 3, teachers indicated that students found this tool most helpful, saying it “*helps [students] organize their thoughts,*” and, “*They tell me that they understand [their homework] better after we’ve done it in frame.*”
- ***LINCing.*** Although some teachers expressed positive opinions regarding the LINCing routine, the majority of teachers in Year 3 and Year 4 stated that they dislike or avoid it. Critics found it to be time-consuming, especially when studying a lot of vocabulary, as well as inappropriate for certain disciplines. Math teachers were

especially critical, claiming that LINCing with math terms was cumbersome. One complained that, “*LINCing takes so much individual time and they get lost in the process, rather than the end product.*” Teachers who were more supportive of the routine taught in the ESL, English, and Science domains.

- ***Other SIM-CERT routines.*** In Year 3, a small number of teachers across schools had positive comments about other SIM-CERT routines such as the Concept Comparison, Course Organizer, and the Self-Questioning routines. Teachers explained that GIST is not user-friendly and rarely mentioned the Concept Mastery routine. In Year 4, the majority of teachers said they were not familiar enough with the other routines to use any of them.

B7: CLASSROOM IMPLEMENTATION EXPECTATIONS AND MONITORING PRACTICES

Although implementation data from school-based coaches were provided in Years 3 and 4, variation in how implementation was defined and measured across sites made classroom model data from coaches and other school staff difficult to aggregate. In Chicopee, literacy coach interview data suggest usage requirements varied by cohort in regard to what constitutes minimum usage in the classroom. Both Chicopee schools incorporated collaborative design or observation of SIM-CERT device implementation by a literacy coach as part of their usage requirements. All Chicopee teachers were also required to develop a portfolio of content-specific devices.²²

In Springfield, classroom usage standards also varied by school site and were reported to be vague or non-existent. According to literacy coaches, there was no minimum requirement for the use of routines, but teachers were supposed to be “using them regularly.” Springfield focus group participants were largely unaware of any requirements for SIM-CERT classroom implementation. One teacher explained that, “we were told various techniques that we were asked to try to implement at different times, but we were never mandated that we had to be doing this.” According to a literacy coach, part of the confusion stemmed from union rules that dictate implementation “expectations,” rather than “requirements,” and that those expectations, in the words of another coach, were “pretty vague.” District staff indicated that the lack of clarity in classroom model specifications resulted in highly varied approaches to measuring fidelity to the model across districts and over time. District and developer records and interviews with literacy coaches, developers, and workgroup coordinators indicated that tools for measuring fidelity included attendance and debriefing logs, classroom observations using

²² In one school, the coach reported that teachers were expected to use the Unit Organizer for all major units throughout the year in one class, other routines “*at least four times*” throughout the year, and collaborative work on CE with a colleague in the spring. In the other school, the coach reported that teachers were supposed to implement the Unit Organizer, although there was no minimum requirement, and either request to be observed or opt for peer observation and collaborative planning. Focus group data supported the notion that collaborative planning about a SIM-CERT routine was part of the assessment, but teachers differed in their understanding of how much they were required to implement. One teacher said that implementation consisted of two Unit Organizers and a frame, but another said she was responsible for the implementation of the Unit Organizer and one other routine.

different site-specific assessment tools, video clips, teacher surveys, non-evaluative walkthroughs, and portfolio reviews.²³

In an effort to standardize district-used fidelity measures, developers met with the SR district team to design a single evaluation protocol in September 2008 (Appendix C includes the final rubrics). The SIM-CERT developer rubric was intended to emphasize quality of implementation, rather than the quantity of devices used, and includes teacher buy-in and collaboration in the use and construction of devices. Some of the scoring criteria were different from the previously used checklist items. For example, *Advanced Mastery* is defined as “uses and integrates routines fluently...thinks in a CE-like way.” Additionally, *Mastery* is defined by the teacher’s comfort level with the materials as well as “[making] positive statements about their value.”

²³ Evaluators reviewed five separate rubrics and checklists, which were designed or modified by the literacy coaches with input from the developers and are being used at various the school sites. Rubrics and checklists are included in Appendix C.

B8: SIM-CERT INTERVENTION CHANGES OVER TIME

Exhibit 11. SIM-CERT changes over time

Intervention Component	Year 1	Year 2	Year 3	Year 4
Selection of SIM-CERT teachers	Upper grade only, Math, Science, and Social Studies teachers	Upper grade and Math, Science, and Social Studies teachers a priority, upper grade ELA teachers added to meet target	Other content-area teachers included (vocational track, foreign language/ESL)	No change from Year 3
Selection of SIM-CERT teachers	25 teachers from various content areas per school per year for a total of 125 teachers SIM-CERT trained per year	Attrition in both districts but 25 teachers per school remains the goal	Additional cohort added mid-year in Springfield only to make up for attrition	Additional cohort added mid-year in Springfield only to make up for attrition
Selection of SIM-CERT teachers	Teacher selection is mandatory	No change in Chicopee – Springfield changes to voluntary	Same as Year 2	Same as Year 3
Professional Development Workshops	Xtreme Reading teachers also receive SIM-CERT PD	Xtreme Reading teachers no longer receive SIM-CERT PD	Xtreme Reading teachers also receive SIM-CERT PD	No change from Year 3
Professional Development Workshops	Two days of initial training before the first year of implementation Two days of ongoing training within the first year of implementation ²⁴ and another two within the second year of	No change from Year 1	No distinction between initial and ongoing training. Teachers should receive 6 days of training across 2 years.	No distinction between initial and ongoing training. Teachers should receive 6 days of training across 2 years.

²⁴ Note that Springfield always conducted ongoing trainings after the end of the school year except for the mid-year cohorts (Cohort 3.5 and 4.5).

Intervention Component	Year 1	Year 2	Year 3	Year 4
	implementation			
Professional Development Workshops	Not defined	Not defined	Content to be covered over two years – Unit Organizer, LINCing, Framing, Concept Mastery, Course Organizer, Concept Comparison, Integrated Units	No change from Year 3
School-based Literacy Coaches	Meet with teachers on an as-needed basis	No change from Year 1	No change from Year 1	No change from Year 1
School-based Literacy Coaches			Coaches required to recruit teachers to assist in SIM-CERT training and assessment of implementation	No change from Year 3

APPENDIX C: MEASURES

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APPENDIX C1

ADMINISTRATOR INTERVIEW PROTOCOLS

ELA Chair, ELA Director, Guidance, Reading ILS, Principal-Vice Principal, SPED
Director, SPED Supervisor, Superintendent

Acknowledgment of Developer Protocol Sources:

Scholastic, Inc. and University of Kansas Center for Research on Learning (KU-CRL)



**The Striving Readers Program
Interview Protocol for ELA Department Chairs/Heads/Supervisors
May 2010**

Introduction

Thank you for taking the time to talk with me today. As you may already know, the Springfield and Chicopee districts have contracted with The Education Alliance at Brown University to conduct the evaluation of the Striving Readers Program. *The purpose of this interview is to learn about Striving Readers implementation from your perspective.*

It's important for you to know that while information from our interviews will be included in the evaluation, you will not be identified by name in any reports. This information will not be shared with your principal or other district personnel. Any information reported about the study, as required by the grant, will be aggregated or combined across groups so that individuals cannot be identified.

Our conversation should take no more than 45 minutes. At the end you will also have the opportunity to reflect on any aspects of the Striving Readers Program that may have been overlooked during our conversation. With your permission, we would also like to tape record this interview. The tapes will be stored in a secure location at Brown University and will not be shared with anyone who is not on the evaluation team. Can we tape this interview?

Before we start, do you have any questions for me?

Date:
Name of person interviewed:
Title:
School:
Name of interviewer:

Background

1. How many years have you been at this school? How many years have you been the ELA department chair/head?
2. Can you describe to me your role and your major responsibilities?

Implementation

3. In what ways, if any, are you involved with the Striving Readers program? [If at the school for 2 years or more]: Has your involvement changed from the 2008-09 school year to the 2009-10 school year? (Note: Year 1 is 2006-07)
Probes: [**Note: probe specifically for Read 180, SIM Xtreme Reading, SIM CERT**].
 - Level of involvement
 - Type of involvement
4. What aspects of Striving Readers are going well so far this year? [**Note: probe specifically for Read 180, SIM Xtreme Reading, SIM CERT**].
Probes:
 - quality and frequency of professional development from program developers
 - availability of course instructional materials and supporting technology
 - administration of student assessments
 - teacher enthusiasm for the program and “buy-in”
 - district and school staffing and workload, etc.
5. What aspects of Striving Readers are *not* going well so far this year? [**Note: probe specifically for Read 180, SIM Xtreme Reading, SIM CERT**].
Probes:
 - quality and frequency of professional development from program developers
 - availability of course instructional materials and supporting technology
 - administration of student assessments
 - teacher enthusiasm for the program and “buy-in”

- district and school staffing and workload, etc.
6. Besides Striving Readers, what kinds of programs or supports does your school provide to students who are struggling with reading?
 - What groups of students receive these supports?
 - How are these students identified (i.e. assessments or process for identifying students)?
 - Who identifies struggling students?
 - Do supports and identification vary from school to school within your district?
 7. Have these reading and literacy supports changed from the 2007-08 school year to this year?
 8. What are the core components of English 9 at this school? What are some elements that all of the ELA 9 courses have in common? In what ways do they differ?
 9. Have the ELA requirements for your district changed from 2006-07 to 2007-08 to 2008-09. If yes, please describe these changes. [Probe for changes in curriculum, pacing, instructional approaches]. For what reasons were these changes made?
 10. What is MCAS prep? Who takes this class? How does it differ from regular English?
 11. In the past five years, what other major *literacy* reform efforts has your school been involved in? How and why were these efforts chosen? Are they still being implemented? Why were they stopped? Have there been any outcomes?

Outcomes

12. In general, what factors support the implementation and the spread of CERT in your school?
13. In general, what are the primary barriers that impact the implementation and spread of CERT in your school?
14. How do you think the Striving Readers programs have affected participating teachers? What evidence have you seen?

15. How do you think the Striving Readers programs have affected participating students? What evidence have you seen?

Wrap-up

16. Do you have any additional questions or comments for us about Striving Readers at this school?



**The Striving Readers Program
Interview Protocol for
English Language Arts, Reading or Curriculum Directors
(District staff)
May 2010**

Introduction

Thank you for taking the time to talk with me today. As you may already know, the Springfield and Chicopee districts have contracted with The Education Alliance at Brown University to conduct the evaluation of the Striving Readers Program. *The purpose of this interview is to learn about Striving Readers implementation from your perspective.*

It's important for you to know that while information from our interviews will be included in the evaluation, you will not be identified by name in any reports. This information will not be shared with school or other district personnel. Any information reported about the study, as required by the grant, will be aggregated or combined across groups so that individuals cannot be identified.

Our conversation should take no more than 45 minutes. At the end you will also have the opportunity to reflect on any aspects of the Striving Readers Program that may have been overlooked during our conversation. With your permission, we would also like to tape record this interview. The tapes will be stored in a secure location at Brown University and will not be shared with anyone who is not on the evaluation team. Can we tape this interview?

Before we start, do you have any questions for me?

Date:
Name of person interviewed:
Title:
School:
Name of interviewer:

Background

1. Can you describe to me your role and your major responsibilities?
 - How long have you been in your current role?
 - How long have you been working in the district?

Implementation

2. In what ways, if any, are you involved with the Striving Readers program? [If at the district for 2 years or more]: Has your involvement changed from the 2008-09 school year to the 2009-10 school year? (Note: Year 1 was 2006-07.)

Probes: [**Note: probe specifically for Read 180, SIM Xtreme Reading, SIM CERT**].

- Level of involvement
- Type of involvement

3. What aspects of Striving Readers are going well so far this year? [**Note: probe specifically for Read 180, SIM Xtreme Reading, SIM CERT**].

Probes:

- quality and frequency of professional development from program developers
- availability of course instructional materials and supporting technology
- administration of student assessments
- teacher enthusiasm for the program and “buy-in”
- district and school staffing and workload, etc.

4. What aspects of Striving Readers are *not* going well so far this year? [**Note: probe specifically for Read 180, SIM Xtreme Reading, SIM CERT**].

Probes:

- quality and frequency of professional development from program developers
- availability of course instructional materials and supporting technology
- administration of student assessments
- teacher enthusiasm for the program and “buy-in”
- district and school staffing and workload, etc.

5. Besides Striving Readers, what kinds of programs or supports does your district provide to students who were struggling with reading?
 - What kinds of students receive these supports?
 - How are these students identified?
 - Who identifies struggling students?
 - Do supports and identification vary from school to school?
6. What are the core components of English 9 in your district? What are some elements that all of the ELA 9 courses have in common? In what ways do they differ?
7. How different are the English Language Arts classes (grades 9-12) from school to school or from teacher to teacher?
8. Have the ELA requirements for your district changed from 2006-07 to 2007-08 to 2008-09 to 2009-10? If yes, please describe these changes. [Probe for changes in curriculum, pacing, instruction]. For what reasons were these changes made?
9. What is MCAS prep? Who takes this class? How does it differ from regular English?
10. In the past five years, what other major *literacy* reform efforts has your school been involved in? How and why were these efforts chosen? Are they still being implemented? Why were they stopped? Have there been any outcomes?
11. Is your district involved in any other reforms or initiatives that have an influence on Striving Readers?

Wrap-up

12. Do you have any additional questions or comments for us about Striving Readers or English language arts/reading at this school?



The Striving Readers Program Interview Protocol for Schedulers/Guidance Counselors May 2010

Introduction

Thank you for taking the time to talk with me today. As you may already know, the Springfield and Chicopee districts have contracted with The Education Alliance at Brown University to conduct the evaluation of the Striving Readers Program. *The purpose of this interview is to learn about Striving Readers implementation from your perspective.*

It's important for you to know that while information from our interviews will be included in the evaluation, you will not be identified by name in any reports. This information will not be shared with your principal or other district personnel. Any information reported about the study, as required by the grant, will be aggregated or combined across groups so that individuals cannot be identified.

Our conversation should take no more than 45 minutes. At the end you will also have the opportunity to reflect on any aspects of the Striving Readers Program that may have been overlooked during our conversation. With your permission, we would also like to tape record this interview. The tapes will be stored in a secure location at Brown University and will not be shared with anyone who is not on the evaluation team. Can we tape this interview?

Before we start, do you have any questions for me?

Date:

Name of person interviewed:

Title:

School:

Name of interviewer:

1. How many years have you been at this school? How many years have you been the in your current job position?
2. Can you describe to me your role and your major responsibilities?

Implementation

3. In what ways, if any, are you involved with the Striving Readers program? [If at the school for 2 years or more]: Has your involvement changed from the 2008-09 school year to the 2009-10 school year?
Probes:
 - Level of involvement
 - Type of involvement
4. What kind of background information or orientation were you given to Striving Readers prior to doing the scheduling of students identified for placement in READ 180, Xtreme or the 9th grade control class?
5. Can you talk me through your process of scheduling students who have been identified as being placed in Read 180, Xtreme Reading, or 9th grade control group English?
 - Who gives you the information about which students are supposed to be placed in Striving Readers classes? How does the communication process work?
 - What do you do when a student's placement in one of the Striving Readers classes conflicts with something the student needs to take?
 - What do you do when a student does not want to be placed in Read 180 or Xtreme Reading?
 - What do you do when a parent does not want their child to be placed in Read 180 or Xtreme Reading?
6. Were you involved in scheduling students for Striving Readers last year? If yes, did the process for scheduling students (as you just described) change from the 2008-09 school year to the 2009-10 school year?

7. Besides Striving Readers, what kinds of programs or supports does your school provide to students who were struggling with reading?
 - What kinds of students receive these supports?
 - How are these students identified?
 - Who identifies struggling students?
 - Do supports and identification vary from school to school within your district?
8. Have these reading and literacy supports changed from the 2008-09 school year to this year?
9. What has been the biggest challenge in terms of scheduling Striving Readers students this year? How have you tackled the challenges? Did you work with anyone who helped work through the challenge?
10. Have any *school* policies or programs affected your work with Striving Readers students? If so, can you describe these?
11. Have any *district* policies or programs affected your work with Striving Readers students? If so, can you describe these?
12. What aspects of Striving Readers are going well so far? [Note: probe specifically for Read 180, SIM Xtreme Reading, SIM CERT].
13. What aspects of Striving Readers are *not* going well so far? [Note: probe specifically for Read 180, SIM Xtreme Reading, SIM CERT].
14. What advice would you have for other schedulers who are participating in a Striving Readers Program?
15. Do you have any additional questions or comments for us?



**The Striving Readers Program
Interview Protocol for Instructional Leadership Specialist (ILS)
May 2010**

Introduction

Thank you for taking the time to talk with me today. As you may already know, the Springfield and Chicopee districts have contracted with The Education Alliance at Brown University to conduct the evaluation of the Striving Readers Program. *The purpose of this interview is to learn about Striving Readers implementation from your perspective.*

It's important for you to know that while information from our interviews will be included in the evaluation, you will not be identified by name in any reports. This information will not be shared with your principal or other district personnel. Any information reported about the study, as required by the grant, will be aggregated or combined across groups so that individuals cannot be identified.

Our conversation should take no more than 45 minutes. At the end you will also have the opportunity to reflect on any aspects of the Striving Readers Program that may have been overlooked during our conversation. With your permission, we would also like to tape record this interview. The tapes will be stored in a secure location at Brown University and will not be shared with anyone who is not on the evaluation team. Can we tape this interview?

Before we start, do you have any questions for me?

Date:
Name of person interviewed:
Title:
School:
Name of interviewer:

Background

1. How many years have you taught at this school?
2. What courses and grades have you taught as a teacher at this school?
3. When did you take on the role of Instructional Leadership Specialist?
4. Can you describe to me your role as an Instructional Leadership Specialist. What are your major duties?
 - Do you observe teachers?
 - Do you model lessons?
 - Do you work with small groups of teachers on given strategies?
 - Do you present information to teachers or administrators?
 - Do you co-plan lessons?
 - Do you assist with student assessment?
 - Any other typical activities?
5. What specific group of teachers do you work with? Who decides which teachers you work with? If **you** decide which teachers to work with, how do you come to that decision?

Implementation

6. In what ways, if any, are you involved with the Striving Readers program? Have you been trained in CERT? [If at the school for 2 years or more]: Has your involvement changed from the 2008-09 school year to the 2009-10 school year? [**Note: probe specifically for Read 180, SIM Xtreme Reading, SIM CERT**].

Probes:

- Level of involvement
- Type of involvement

7. What aspects of Striving Readers are going well so far this year? [**Note: probe specifically for Read 180, SIM Xtreme Reading, SIM CERT**].

Probes:

- quality and frequency of professional development from program developers
 - availability of course instructional materials and supporting technology
 - administration of student assessments
 - teacher enthusiasm for the program and “buy-in”
 - district and school staffing and workload, etc.
8. What aspects of Striving Readers are *not* going well so far this year? [**Note: probe specifically for Read 180, SIM Xtreme Reading, SIM CERT**].
- Probes:
- quality and frequency of professional development from program developers
 - availability of course instructional materials and supporting technology
 - administration of student assessments
 - teacher enthusiasm for the program and “buy-in”
 - district and school staffing and workload, etc.
9. Besides Striving Readers, what kinds of programs or supports does your school provide to students who were struggling with reading?
- What kinds of students receive these supports?
 - How are these students identified?
 - Who identifies struggling students?
 - Do supports and identification vary from school to school within your district?
10. Have these reading and literacy supports changed from the 2007-08 school year to this year?
11. In the past five years, what other major *literacy* reform efforts has your school been involved in? How and why were these efforts chosen? Are they still being implemented? Why were they stopped? Have there been any outcomes?

Outcomes

12. In general, what factors support the implementation and the spread of CERT in school?
13. In general, what are the primary barriers that impact the implementation and spread of CERT in your school?

14. How do you think the Striving Readers programs have affected participating teachers? What evidence have seen during this school year? [**Note: probe specifically for Read 180, SIM Xtreme Reading, SIM CERT**].

15. How do you think the Striving Readers programs have affected participating students? What evidence have you seen? [**Note: probe specifically for Read 180, SIM Xtreme Reading, SIM CERT**].

Wrap-up

Do you have any additional questions or comments for us?



The Striving Readers Program Interview Protocol for School Administrators May 2010

Introduction

Thank you for taking the time to talk with me today. As you may already know, the Springfield and Chicopee districts have contracted with The Education Alliance at Brown University to conduct the evaluation of the Striving Readers Program. The purpose of this interview is to learn about Striving Readers implementation from your perspective.

It's important for you to know that while information from our interviews will be included in the evaluation, you will not be identified by name in any reports. *This information will not be shared with district personnel. Any information reported about the study, as required by the grant, will be aggregated or combined across groups so that individuals cannot be identified.*

Our conversation should take no more 45 minutes. At the end you will also have the opportunity to reflect on any aspects of the Striving Readers Program that may have been overlooked during our conversation.

With your permission, we would also like to tape record this interview. The tapes will be stored in a secure location at Brown University and will not be shared with anyone who is not on the evaluation team. Can we tape this interview?

Before we start, do you have any questions for me?

Date:
Name of person interviewed:
Title:
School:
Name of interviewer:

Background

1. For how many years have you been a principal or vice principal?
2. How many years have you been at this school in this position?
3. Can you describe to me your role and your major responsibilities?
4. In what ways are you involved with the Striving Readers program? [If at the school for 2 years or more]: Has your involvement changed from the 2008-09 school year to the 2009-10 school year? (Note: Year 1 was 2006-07.)
5. Probes: (**probe specifically for Read 180, SIM Xtreme Reading, SIM-CERT**).
 - level of involvement
 - type of involvement

Implementation

6. What types of support have you received from the district to implement Striving Readers during the summer of 2009 and during this academic year?
Probes:
 - quality and frequency of information/communication
 - distribution of course instructional materials
 - availability of technology and technology support
 - coordination efforts related to implementation e.g., coordination of professional development
 - other?
7. What types of support have you received from the program developers (e.g. Scholastic for READ 180 and Kansas University for Xtreme Reading and SIM-CERT) to implement Striving Readers this school year? [**Note: probe specifically for Read 180, SIM Xtreme Reading, SIM-CERT**].
Probes:
 - quality and frequency of technical assistance from program developers

- quality and frequency of professional development from program developers
 - availability of course instructional materials and supporting technology
 - administration of student assessments
 - other?
8. What aspects of Striving Readers are going well so far this year? [**Note: probe specifically for Read 180, SIM Xtreme Reading, SIM CERT**].
9. What aspects of Striving Readers are *not* going well so far this year? [**Note: probe specifically for Read 180, SIM Xtreme Reading, SIM CERT**].
10. How have *district* policies or conditions influenced the implementation of Striving Readers? [Probes: fiscal conditions, teacher-related issues, district programs....]
11. How have *school* policies or conditions influenced the implementation of Striving Readers?
- staff turnover
 - other initiatives or grants being implemented (e.g. Smaller-Learning Communities, Magnet, etc.)
 - scheduling practices
 - AYP status

School Context and Additional Supports for Struggling Readers

12. In general, what factors support the implementation and the spread of CERT in your school?
13. In general, what are the primary barriers that impact the implementation and spread of CERT in your school?
14. What other reform efforts are currently being implemented in your school? How long has each reform been implemented? How do these efforts relate to Striving Readers?
15. In the past five years, what other major *literacy* reform efforts has your school been involved in? How and why were these efforts chosen? Are they still being implemented? Why were they stopped? Have there been any discernible outcomes?
16. Besides Striving Readers, what kinds of programs or supports does your district provide to students who were struggling with reading?

- What kinds of students receive these supports?
- How are these students identified?
- Who identifies struggling students?
- Do supports and identification vary from school to school within your district?

17. Have these reading and literacy supports changed from the 2007-08 school year to this year?

Professional Development

18. During the 2009-10 school year, what professional development activities related to adolescent literacy has your school staff participated in?

Outcomes

19. How do you think the Striving Readers programs have affected participating teachers? What evidence have you seen during this school year? [**Note: probe specifically for Read 180, SIM Xtreme Reading, SIM CERT**]

Probes:

- Teachers' attitudes
- Teachers' experience with the programs
- Teachers' practice
- Teacher satisfaction with their teaching conditions

20. How do you think the programs have affected participating students? What evidence have you seen?

Wrap-up

21. What advice would you have for another school that is currently planning a Striving Readers Program? What are some key decisions they must make? What are some of challenges that can be avoided?

22. Do you have any additional questions or comments for us?



**The Striving Readers Program
Interview Protocol for
Special Education Director
(District level)
May 2010**

Introduction

Thank you for taking the time to talk with me today. As you may already know, the Springfield and Chicopee districts have contracted with The Education Alliance at Brown University to conduct the evaluation of the Striving Readers Program. *The purpose of this interview is to learn about Striving Readers implementation from your perspective.*

It's important for you to know that while information from our interviews will be included in the evaluation, you will not be identified by name in any reports. This information will not be shared with school or district personnel. Any information reported about the study, as required by the grant, will be aggregated or combined across groups so that individuals cannot be identified.

Our conversation should take no more than 45 minutes. At the end you will also have the opportunity to reflect on any aspects of the Striving Readers Program that may have been overlooked during our conversation. With your permission, we would also like to tape record this interview. The tapes will be stored in a secure location at Brown University and will not be shared with anyone who is not on the evaluation team. Can we tape this interview?

Before we start, do you have any questions for me?

Date:
Name of person interviewed:
Title:
School:
Name of interviewer:

Background

1. Can you describe to me your role and your major responsibilities?
2. How long have you been in your current role?
3. How long have you been working in this district office?

Implementation

4. In what ways, if any, are you involved with the Striving Readers program? [If at the district for 2 years or more]: Has your involvement changed from the 2008-09 school year to the 2009-10 school year?

Probes: [**Note: probe specifically for Read 180, SIM Xtreme Reading, SIM CERT**].

- Level of involvement
- Type of involvement

5. What aspects of Striving Readers are going well so far this year? [**Note: probe specifically for Read 180, SIM Xtreme Reading, SIM CERT**].

Probes:

- quality and frequency of professional development from program developers
- availability of course instructional materials and supporting technology
- administration of student assessments
- teacher enthusiasm for the program and “buy-in”
- district and school staffing and workload, etc.

6. What aspects of Striving Readers are *not* going well so far this year? [**Note: probe specifically for Read 180, SIM Xtreme Reading, SIM CERT**].

Probes:

- quality and frequency of professional development from program developers
- availability of course instructional materials and supporting technology
- administration of student assessments
- teacher enthusiasm for the program and “buy-in”
- district and school staffing and workload, etc.

7. Besides Striving Readers, what kinds of programs or supports does your district provide to students who are struggling with reading? How many years have these programs or supports been in place?
8. What groups of students receive these supports? What is the process for identifying struggling readers at your school? What information is used to identify these students?
9. What type of guidance is typically provided to staff responsible for the identification of struggling readers? Who typically identifies struggling students?
10. Do supports and identification vary from school to school within your district?
11. In the past five years, what other major *literacy* reform efforts has your school been involved in? How and why were these efforts chosen? Are they still being implemented? Why were they stopped? Have there been any outcomes?
12. Is your district involved in any other reforms or initiatives that have an influence on English Language Arts or Striving Readers?

Wrap-up

13. Do you have any additional questions or comments for us about Striving Readers at this school?



**The Striving Readers Program
Interview Protocol for
Special Education Supervisor
(Building level)
May 2010**

Introduction

Thank you for taking the time to talk with me today. As you may already know, the Springfield and Chicopee districts have contracted with The Education Alliance at Brown University to conduct the evaluation of the Striving Readers Program. *The purpose of this interview is to learn about Striving Readers implementation from your perspective.*

It's important for you to know that while information from our interviews will be included in the evaluation, you will not be identified by name in any reports. This information will not be shared with school or district personnel. Any information reported about the study, as required by the grant, will be aggregated or combined across groups so that individuals cannot be identified.

Our conversation should take no more than 45 minutes. At the end you will also have the opportunity to reflect on any aspects of the Striving Readers Program that may have been overlooked during our conversation. With your permission, we would also like to tape record this interview. The tapes will be stored in a secure location at Brown University and will not be shared with anyone who is not on the evaluation team. Can we tape this interview?

Before we start, do you have any questions for me?

Date:
Name of person interviewed:
Title:
School:
Name of interviewer:

Background

1. Can you describe to me your role and your major responsibilities?
2. How long have you been in your current role?
3. How long have you been working in this school?

Implementation

4. In what ways, if any, are you involved with the Striving Readers program? [If at the district for 2 years or more]: Has your involvement changed from the 2008-09 school year to the 2009-10 school year?

Probes: [**Note: probe specifically for Read 180, SIM Xtreme Reading, SIM CERT**].

- Level of involvement
- Type of involvement

5. What aspects of Striving Readers are going well so far this year? [**Note: probe specifically for Read 180, SIM Xtreme Reading, SIM CERT**].

Probes:

- quality and frequency of professional development from program developers
- availability of course instructional materials and supporting technology
- administration of student assessments
- teacher enthusiasm for the program and “buy-in”
- district and school staffing and workload, etc.

6. What aspects of Striving Readers are *not* going well so far this year? [**Note: probe specifically for Read 180, SIM Xtreme Reading, SIM CERT**].

Probes:

- quality and frequency of professional development from program developers
- availability of course instructional materials and supporting technology
- administration of student assessments
- teacher enthusiasm for the program and “buy-in”
- district and school staffing and workload, etc.

7. Besides Striving Readers, what kinds of programs or supports does your school provide to students who are struggling with reading? How many years have these programs or supports been in place?
8. What groups of students receive these supports? What is the process for identifying struggling readers at your school? What information is used to identify these students?
9. What guidance or instructions are typically provided to staff responsible for the identification of struggling readers? Who typically identifies struggling students?
10. Do supports and identification vary from school to school within your district?
11. In the past five years, what other major *literacy* reform efforts has your school been involved in? How and why were these efforts chosen? Are they still being implemented? Why were they stopped? Have there been any outcomes?
12. Is your district involved in any other reforms or initiatives that have an influence on English Language Arts or Striving Readers?

Wrap-up

13. Do you have any additional questions or comments for us about Striving Readers at this school?



**The Striving Readers Program
Interview Protocol for
Superintendent and Assistant Superintendent
May 2010**

Introduction

Thank you for taking the time to talk with me today. As you may already know, the Springfield and Chicopee districts have contracted with The Education Alliance at Brown University to conduct the evaluation of the Striving Readers Program. The purpose of this interview is to learn about Striving Readers implementation from your perspective.

It's important for you to know that while information from our interviews will be included in the evaluation, you will not be identified by name in any reports. *This information will not be shared with any school or district personnel.*

Our conversation should take no more 45 minutes. At the end you will also have the opportunity to reflect on any aspects of the Striving Readers Program that may have been overlooked during our conversation.

With your permission, we would also like to tape record this interview. The tapes will be stored in a secure location at Brown University and will not be shared with anyone who is not on the evaluation team. Can we tape this interview?

Before we start, do you have any questions for me?

Date:
Name of person interviewed:
Title:
District:
Name of interviewer:

Background

1. For how many years have you been a superintendent or assistant superintendent?
2. How long have you worked as a superintendent or assistant superintendent in this district?
3. Can you describe to me your major responsibilities?
4. More specifically, in what ways are you involved with the Striving Readers program? [If as district for two or more years]: Has your involvement changed from the 2008-09 school year to the 2009-10 school year?

Probes: [**Note: probe specifically for Read 180, SIM Xtreme Reading, SIM CERT**].

- Level of involvement
- Type of involvement

Implementation

5. This year, what aspects of Striving Readers are going well so far? [**Note: probe specifically for Read 180, SIM Xtreme Reading, SIM CERT**].

Probes:

- cross-district coordination and collaboration
- quality and frequency of technical assistance from program developers
- quality and frequency of professional development from program developers
- availability of course instructional materials and supporting technology
- administration of student assessments
- teacher enthusiasm for the program and “buy-in”
- district and school staffing and workload, etc.

6. This year, what aspects of Striving Readers are *not* going well so far? [**Note: probe specifically for Read 180, SIM Xtreme Reading, SIM CERT**].

Probes:

- cross-district coordination and collaboration
- quality and frequency of technical assistance from program developers
- quality and frequency of professional development from program developers
- availability of course instructional materials and supporting technology
- administration of student assessments
- teacher enthusiasm for the program and “buy-in”
- district and school staffing and workload, etc.

7. This year, are there differences between Springfield and Chicopee in terms of how Striving Readers is being implemented?
8. What data are being gathered related to Striving Readers and how do you use them?

District and State Context

9. What other kinds of major improvement efforts or programs is your district implementing? How do these efforts relate to Striving Readers?
10. Before Striving Readers, what kinds of literacy programs or supports did the district provide for high school students? How many of these programs or supports are still being implemented?
11. How have *district* policies or conditions influenced the implementation of Striving Readers this year? [Probes: fiscal conditions, teacher-related issues, district programs....]
12. In what ways, if any, have *state* policies and actions influenced the implementation of Striving Readers this year?

Initial Outcomes

13. How do you think the programs have affected participating teachers? What evidence have you seen during this school year? [**Note: probe specifically for Read 180, SIM Xtreme Reading, SIM CERT**]
Probes:
 - Teachers' philosophies
 - Teachers' practice
 - Teacher satisfaction with their teaching conditions
14. How do you think the programs have affected participating students? What evidence have you seen?

Wrap-up

15. What advice would you have for another district that is currently planning a Striving Readers Program? What are some key decisions they must make? What are some of challenges that can be avoided?
16. Do you have any additional questions or comments for us?

APPENDIX C2

CLASSROOM OBSERVATION PROTOCOLS

(READ 180, XTREME READING, AND CONTROL CLASSROOMS)

Acknowledgment of Developer Protocol Sources:

Scholastic, Inc. and University of Kansas Center for Research on Learning (KU-CRL)



**Striving Readers:
Classroom Observation Protocol
for Read 180 Enterprise Edition - May 2009**

Section A: Basic Descriptive Information

Date of observation:	
Observer name:	
Teacher name:	
School name:	
Grade level(s):	
Number of teacher aides:	
Number of students enrolled:	
Number of students present:	
Number of students tardy:	
Lesson start time:	
Lesson end time:	

Observers: Please refer to the Striving Readers observation guidelines prior to conducting the observation.

SECTION B.

I. Classroom Organization, Materials, and Equipment

1. In general, does the classroom contain the materials and equipment specified by the READ 180 EE Instructional Model?

Select one

Specify what is missing:

- Student computer area and functioning computers, including headsets and microphones
- Modeled and Independent reading area with comfortable seating
- Small-Group Instructional area
- Whole-Group Instructional area
- Whole-Group Wrap-Up area
- READ 180 Paperback Library, with books labeled by level
- Operational CD players for students to listen to Audiobooks
- TV or projector for viewing Anchor Videos
- Clearly visible guidance and expectations for student performance and behavior

Insert script describing the entire duration of the class below. Also include additional comments about materials and equipment and the spatial organization and layout of the classroom.

II. Instruction

Whole-Group Instruction

Start time:

End time:

Briefly summarize the instructional focus of the whole group instruction. Describe the main task, the teacher's actions, the materials used (noting page numbers if possible), and the students' actions during this segment of the lesson. Below your summary, insert the portion of your classroom script (on previous pages) describing this specific segment of the class.

2. Are the instructional activities part of a READ 180 rBook Workshop?

Select one

If yes, specify which workshop and the page numbers of materials:

3. Do all students have an rBook?

Select one

4. Are students using their rBooks for writing responses to the teacher's questions and prompts?

Select one

5. If some or all of the students are **not** writing in rBooks, do they have notebooks or something similar in which to write responses to teacher's questions and prompts or to complete rBook workshop tasks?

Select one

6. Use the chart on the following page to indicate which **Red Routine(s)** the teacher used to encourage and structure student engagement during Whole-Group Instruction (see **Red Routine** handout). For each **Red Routine** that you observe, indicate (1) whether the teacher makes the purpose and expectations for the routine clear both by providing clear directions and explicitly modeling appropriate participation and/or responses and (2) whether the students appear to know how to follow the routine, as indicated by their active participation (including appropriate verbal interactions with peers and appropriate written and oral responses to teacher prompts).

Does the teacher use any of the Red Routines?

Select one

If the teacher uses at least one routine, complete the chart below as appropriate.

Red Routine	Purpose and Expectations Clear	Students Appear to Know How to Follow Routine
	Yes/No	Yes/No
Teaching Vocabulary	Select one	Select one
Oral Cloze	Select one	Select one
Think(Write)-Pair-Share	Select one	Select one
Idea Wave	Select one	Select one
Numbered Heads	Select one	Select one
Writing Process	Select one	Select one
Peer Feedback	Select one	Select one

7. Briefly describe any other instructional strategies that the teacher uses. For example, you can indicate if the teacher: uses anchor videos and discussions to build background knowledge before reading; creates opportunities to hear models of fluent reading; teaches and models reading skills and strategies; uses explicit instruction of important academic vocabulary words and word study elements; teaches key writing types that relate to student’s reading; delivers lessons in grammar, usage and mechanics that focus on common errors; uses structured engagement routines that involve students in their learning (i.e. RED Routines).

8. What proportion of students are mostly on task during whole-group instruction? (If 75% or more of the students are on task, select “all of them”.)

Select one

9. Does the teacher provide explicit verbal and other feedback on students’ work and their participation in whole-group learning activities?

Select one

10. Does the teacher use any Resources for Differentiated Instruction (RDI) materials in the Whole-Group session?

Select one

(Note: RDI is typically used for targeted small group instruction focusing on reading skills and strategies, writing and grammar, or English language development.)

If yes, indicate which RDI materials.

11. Do the students work with any materials other than those included in READ 180 EE?

Select one

If yes, briefly describe the materials:

12. Does the teacher make explicit connections between the Whole-Group learning activities and the content or focus of the Small-Group instruction that will follow the Whole Group session?

Select one

13. Does the teacher make explicit connections between Whole-Group learning activities and the content and/or assignments in other classes?

Select one

Small-Group Instruction

Start time:

End time:

Briefly summarize the instructional focus of one of the small-group instructional rotation. Describe the main task or focus, teacher's actions, the materials used (noting page numbers if possible), and the students' actions during this segment of the lesson. Briefly describe the instructional strategies the teacher uses in one-on-one instruction, if there are any. Below your summary, insert the portion of your classroom script (on previous pages) describing this specific segment of the class.

14. Does the teacher provide any one-on-one instruction or support during the Small-Group instructional session?

Select one

If yes, approximately how much of the Small-Group Instructional time is devoted to one-on-one instruction?

If yes, select one

15. Use the following chart to indicate which **Red Routine(s)** the teacher uses to encourage and structure student engagement during Small-Group Instruction. For each **Red Routine** that you observe, indicate (1) whether the teacher makes the purpose and expectations for the routine clear both by providing clear directions and explicitly modeling appropriate participation and/or responses and (2) whether the students appear to know how to follow the routine, as indicated by their active participation (including appropriate verbal interactions with peer and appropriate written and oral responses to teacher prompts).

Does the teacher use any of the Red Routines?

Select one

Complete the chart below for each routine observed. Use an 'X' to mark your response.

Red Routine	Purpose and Expectations Clear	Students Appear to Know How to Follow Routine
	Yes/No	Yes/No
Teaching Vocabulary	Select one	Select one
Oral Cloze	Select one	Select one
Think(Write)-Pair-Share	Select one	Select one
Idea Wave	Select one	Select one
Numbered Heads	Select one	Select one
Writing Process	Select one	Select one
Peer Feedback	Select one	Select one

16. Briefly describe any other instructional strategies that the teacher uses. For example, the teacher: teaches and models reading skills and strategies; uses explicit instruction of important academic vocabulary words and word study elements; uses instruction in key writing types that relate to student's reading; uses lessons in grammar, usage and mechanics that focus on common errors; applies differentiated instruction in phonics, fluency, vocabulary and word study, spelling, comprehension etc; conducts fluency assessment and practice; uses RED routines, has students practice using academic language in discussions and writing; uses teacher conferences to set goals, check reports, reflect on books, and review rBooks1[1].)

17. What proportion of students are mostly on task during the small-group instructional rotation? If 75% or more of the students are on task, select "all of them".

Select one

18. Does the teacher provide explicit feedback on student work and their participation in small-group learning activities?

Select one

19. Does the teacher use any Resources for Differentiated Instruction (RDI) materials in the small-group session?

Select one

If yes, which RDI materials does the teacher use?

20. Do the students work with materials other than those included in READ 180 EE?

Select one

If yes, describe the materials

21. Does the teacher make explicit connections between the small-group learning activities and those included in the earlier Whole-Group session?

Select one

22. Does the teacher make explicit connections between Small-Group learning activities and the content and/or assignments in other classes?

Select one

23. If you are able to attend, even partially, to the small-group instructional rotation for the groups you are *not shadowing*, please respond to the following: Did all of the small-group sessions that occurred during the READ 180EE class: **(check all that apply)**:

Have the same focus (e.g. vocabulary/work study, comprehension, writing and grammar, functional literacy)

Rely on the same instructional strategies and activities

Use the same instructional materials

Briefly describe any significant variations in each of these areas to the best of your ability to judge OR note that you were not able to observe enough of the other small-group instructional segments to be able to judge.

Modeled and Independent Reading

Start time:

End time:

Briefly summarize the focus of one of the modeled and independent reading rotation. Describe how many students are reading print books, audiobooks, or writing in logs/journals. Describe what they're reading, listening to or writing, noting titles, if possible. Below your summary, insert the portion of your classroom script (on previous pages) describing this specific segment of the class.

24. Do students who are using the READ 180 Audiobooks appear to be listening and following along with the text?

Select one

25. Do students who are reading appear to be on task in their reading activities? (If 75% or more of the students are on task, select "yes".)

Select one

26. Are students who are writing in reading logs or journals appear to be on task?

Select one

Computer Rotation

Start time:

End time:

Briefly summarize what students are working on during the computer rotation. Below your summary, insert the portion of your classroom script (on previous pages) describing this specific segment of the class.

27. What proportion of students are on task during the computer instructional rotation? (If 75% or more of the students are on task, select "all of them".)

Select one

28. Do any of the students appear to be having trouble using the computers?

Select one

If students have trouble, do they receive help quickly?

If yes, select one

29. Do students appear to be working in more than one zone during the computer rotation?

Select one

Whole-Group Wrap-Up

Start time:

End time:

Briefly summarize the wrap-up. Describe the main task or focus, teacher's actions, the materials used (noting page numbers if possible), and the students' actions during this segment of the lesson. Below your summary, insert the portion of your classroom script (on previous pages) describing this specific segment of the class.

30. Does the teacher review key points in the lessons of reading?

Select one

31. Do students reflect on literacy or learning experiences?

Select one

Classroom Management

Based on the entire observation of the READ 180 EE class, answer the following questions.

32. Are expectations for rotations, student work, and behavior clear and explicit?

Yes, as indicated by clear directions from the teacher

Yes, as indicated by displays that are posted on classroom walls and elsewhere

Yes, as indicated by students' actions

No

33. Overall, did student behavior interfere with the Read 180 lesson delivery?

Select one

34. Overall, did the behavior of the teacher directly support the READ 180 intervention for the entire duration of the class? That is, during all of the class time, were the teacher actions and conversations directly related to the intervention and/or goals of the READ 180 lesson.

Select one

If the teacher was “off” model for 5 minutes or more, indicate the percentage of time the teacher is "off" model and the teacher actions during this “off” time. Consider only teacher-directed activities such as whole group, small group and wrap up.

In other words, how much time was the teacher “off” model and what was the teacher doing during this time?

Post observation interview questions:

1. Were any students absent today? If so, how many students?

2. Was today a typical lesson? Did I observe anything that was unusual for your class? If so, can you tell me more about it?

3. What has this class been working on over the past week?

4. What are you likely to be doing over the next few days?



Striving Readers: Classroom Observation Protocol for XTREME Classrooms May 2009

Section A. Basic Descriptive Information

Observers: Please refer to the Striving Readers observation guidelines prior to conducting the observation.

Date of observation:	
Observer name:	
Teacher name:	
School name:	
Grade level (s):	
Number of teacher aides:	
Number of students present:	
Number of students tardy:	
Lesson start time:	
Lesson end time:	

Section B. XTREME Lesson Description

In a paragraph or two, describe the lesson you observed. This description should be a summary of the notes you took while scripting the lesson. Include enough detail to provide a context for the ratings you will provide and to serve as a vignette. Make sure to note the duration of each major segment (e.g., whole group discussion, small group work, independent seat work, etc) of the lesson in your description. Indicate the percentage of students “on task” for each of the activities observed. (For example, if students were using audiobooks, did they appear to be listening and following along with the text? If students were reading independently, did they appear to be engaged in their reading activities? Were students writing in the logs or journals? Were students actively listening and participating in whole group discussions?)

A sample lesson description is provided in the Guide for your reference.

****Please ask the teacher (if possible right before the observation), what Xtreme unit and what lesson the students will be working on (e.g. Paraphrasing unit, daily lesson for Day 4). Indicate this information in the space below.**

Write your **Lesson Summary** in the space below:



Write your **Lesson Script/Observation Notes** in the space below:

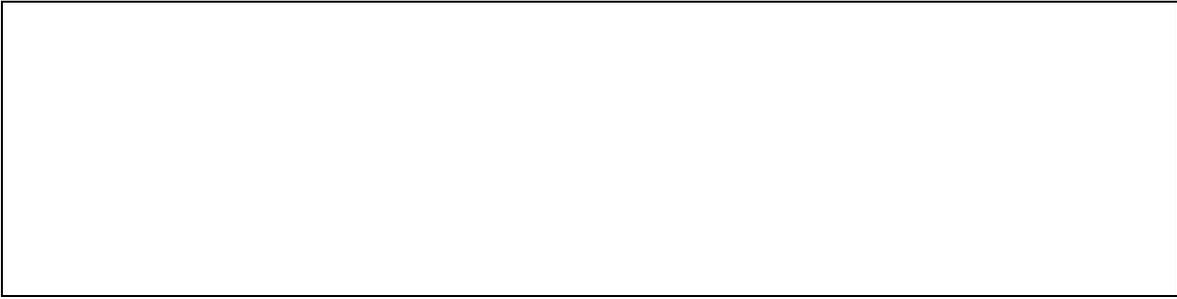
A large, empty rectangular box with a thin black border, intended for writing lesson script or observation notes. The box is centered on the page and occupies most of the vertical space below the instruction.

Section C. Classroom Environment

Indicate whether or not you have observed each element of classroom environment listed below.

1. Classroom Environment Elements	
	Choose "yes", "no", or "don't know" from the selection below.
a) Use of technology (computers, software, audio equipment)	Select one
b) Posters/displays (showing student expectations, ELA standards, self-monitoring charts, rubrics, John Collins, etc.)	Select one
c) Postings and visual displays of vocabulary words (e.g., interactive word wall). Can be ELA or Xtreme.	Select one
d) <u>USE</u> of texts (e.g. classroom libraries, textbooks, class novels, audio books, etc). Note: Can be ELA or Xtreme, mere presence does not suffice.	Select one
e) Are some of the posters/ displays SIM Xtreme posters/ displays	Select one
f) Does the teacher reference to any of these SIM Xtreme posters/ displays during the lesson?	Select one
g) Are the texts used published by Blueford Press and used in the XTREME program?	Select one
h) Are students <u>USING</u> XTREME notebooks and/or materials? (mere presence does not suffice).	Select one
i) In general, does the classroom contain the materials and equipment specified by the XTREME Reading model? (E.g., white 3-ring student or teacher binders, Bluford books, Xtreme posters, Xtreme teacher manuals, etc)	Select one
j) Overall, do students appear to be on task? Select "yes" if 75% or more of the students are on task throughout the entire Xtreme lesson.	Select one

2. For each element observed, please describe. For J in the table above, please specify the percentage of students on task overall.



Section D. SIM XTREME (Instructional activity and focus of the lesson)

Indicate if each teacher action was observed. Indicate “yes” if you observe the activity, regardless of quality and amount of time devoted to it.

Organization of lesson/classroom management

1. To what extent does the teacher:	
	Choose “yes”, “no”, or “don’t know” from the selection below.
a) Introduce class to a start-up activity/activator <ul style="list-style-type: none"> <i>the teacher gives students a short in-seat activity at the start of class</i> 	Select one
b) Provide an advance organizer <ul style="list-style-type: none"> <i>Provide an overview of the daily agenda (i.e. verbally, on board, on overhead)</i> <i>Either introduce new lesson or review and orient students to point in the lesson</i> 	Select one
c) Communicate his or her expectations for students before the activity or transition begins	Select one
d) Monitor student behavior by circulating and visually scanning the room <ul style="list-style-type: none"> <i>Circulate in unpredictable patterns</i> <i>Use proximity to deter misbehavior</i> 	Select one
e) Provide specific, immediate feedback (ON STUDENT BEHAVIOR) during the activity and at the conclusion of the activity <ul style="list-style-type: none"> <i>Calmly, quickly point out incorrect behavior and cue appropriate behavior</i> <i>Recognize appropriate behavior and how it upholds principles of strong learning community</i> 	Select one
f) Refer to appropriate social skills (SCORE) for classroom management, as needed. If no classroom management issues, select no. <ul style="list-style-type: none"> <i>The teacher talks about appropriate social skills such as sharing ideas, complimenting, offering help/encouragement, recommending changes nicely, exercising self-control.</i> 	Select one

2. For each element observed, please describe.

Focus of lesson/major student activities

3. Does the teacher have students:	
	Choose "yes", "no", or "don't know" from the selection below.
a) Do silent reading	Select one
b) Do paired reading	Select one
c) Do guided reading*	Select one
d) Learn or review vocabulary words	Select one
e) Ask questions about what they are reading	Select one
f) Work on their book studies	Select one

*Note: Guided reading can be defined as a teacher coaching a student to read (teacher can be working with a small group or individually, asking probing comprehension questions, providing extra assistance who struggle with reading, etc)

4. Does the teacher cover Xtreme content (e.g. Word Mapping, LINCing, Paraphrasing, Summarizing, etc)? If yes, what page of the binder are students on? Or what lesson?

5. Does the teacher use any of the practice stages? If yes, describe teacher use of Xtreme practice stages (i.e. describe, model**, verbal practice, guided practice, paired practice, independent practice, differentiated practice, integration & generalization). See 'Stages of Extreme Reading Strategy Instruction' handout.

**Note: By modeling, we mean modeling the routine that is being taught or modeling the process. When a teacher provides examples when describing a new routine, this would constitute describing, NOT modeling.

6. Overall, did the behavior of the teacher directly support the Xtreme intervention for the entire duration of the class? That is, during all of the class time, were the teacher actions and conversations directly related to the intervention and/or goals of the Xtreme lesson.

Select one

If the teacher was “off” model for 5 minutes or more, indicate the percentage of time the teacher is "off" model and the teacher actions during this “off” time. In other words, how much time was the teacher “off” model and what was the teacher doing during this time?

7. Does the teacher use responsive teaching techniques (e.g. providing student with feedback regarding academic progress, monitoring comprehension or supporting the application of skills). If yes, please describe.

8. Does the teacher assessment to inform instruction (e.g. fluency checks, end-of-unit assessments, comprehension checks, etc). If yes, please describe.



Striving Readers: Classroom Observation Protocol for Control Classrooms

Section A. Basic Descriptive Information

Observers: Please refer to the Striving Readers observation guidelines prior to conducting the observation.

Date of observation:	
Observer name:	
Teacher name:	
School name:	
Grade level (s):	
Number of teacher aides	
Number of students present:	
Number of students tardy:	
Lesson start time:	
Lesson end time:	

Section B. Lesson Description

In a paragraph or two, describe the lesson you observed. This description should be a summary of the notes you took while scripting the lesson. Include enough detail to provide a context for the ratings you will provide and to serve as a vignette. Make sure to note the duration of each major segment (e.g., whole group discussion, small group work, independent seat work, computer work, etc) of the lesson in your description. Indicate the percentage of students “on task” for each of the activities observed. (For example, if students were using audiobooks, did they appear to be listening and following along with the text? If students were reading independently, did they appear to be engaged in their reading activities? Were students writing in the logs or journals? Were students actively listening and participating in whole group discussions?) A sample lesson description is provided in the Guide for your reference.

Write your **Lesson Summary** in the space below:

Write your **Lesson Script/Observation Notes** in the space below.

A large, empty rectangular box with a thin black border, intended for the user to write their lesson script or observation notes. The box occupies the central portion of the page.

Section C. Classroom Environment

Indicate whether or not you have observed each element of classroom environment listed below.

1. Classroom Environment Elements	
	Choose “yes”, “no”, or “don’t know” from the selection below.
a) Use of technology (computers, software, audio equipment)	Select one
b) Use of Read 180 software	Select one
c) Use of texts (e.g. classroom libraries, textbooks, class novels, audio books, etc)	Select one
d) Use of texts published by Scholastic (red logo) and used in Read 180	Select one
e) Use of texts published by Bluford Press and used in Xtreme Reading Program	Select one
f) Posters/displays (showing student expectations, ELA standards, self-monitoring charts, rubrics, etc.)	Select one
g) Postings and references to vocabulary words (e.g., interactive word wall)	Select one
h) Read 180 posters/displays	Select one
i) SIM Xtreme posters/displays	Select one
j) Teacher reference to any of these posters/displays during the lesson	Select one
k) Students using Read 180 rbooks	Select one
l) Students using XTREME notebooks/material	Select one

2. For each element observed, please describe.

Section D. Contrast to key elements of Read 180 and SIM XTREME (note: include the items that will be used as the fidelity score for both programs??)

Contrast for Read 180:

	Choose “yes”, “no” or “don’t know” from the selection below.
1a) Are the instructional activities part of a READ 180 rBook Workshop?	Select one
1b) Do the instructional activities follow the READ 180 rotation? (e.g., start-up activity, small group skill instruction using Rbook, computer work, independent reading and wrap-up)?	Select one

2. For each element observed, please describe.

3. Are specific RED routines used? See Guide for a description of each routine.

Red Routine	
	Choose “yes”, “no”, or “don’t know” from the selection below.
a) Teaching Vocabulary	Select one
b) Oral Cloze	Select one
c) Think(Write)-Pair-Share	Select one
d) Idea Wave	Select one
e) Numbered Heads	Select one
f) Writing Process	Select one
g) Peer Feedback	Select one

4. Describe the evidence for each RED routine observed:

Contrast for SIM XTREME:

5. Are specific SIM Xtreme routines used? See Guide for a description of each routine.

SIM XTREME Routine	
	Choose "yes", "no", or "don't know" from the selection below.
a) ACHIEVE expectations	Select one
b) Talking Together program	Select one
c) SCORE Skills program	Select one
d) Possible Selves program	Select one
e) Book Study program	Select one
f) Vocabulary LINCing Strategy	Select one
g) Word Mapping Strategy	Select one
h) Self Questioning Strategy	Select one
i) Visual Imagery Strategy	Select one
j) Summarizing Strategy	Select one
k) Paraphrasing Strategy	Select one
l) Inference Strategy	Select one
m) Unit Organizer Routine	Select one
n) Framing Routine	Select one
o) Concept Mastery Routine	Select one
p) Guided Practice	Select one
q) Independent Practice	Select one
r) Co-construction of strategies and routines	Select one

6. Describe the evidence for each SIM XTREME routine observed:

--

Section E. Literacy Strategies

Indicate the evidence observed for each item.

		Evidence
		Choose "yes", "no", or "don't know" from the selection below.
1. Comprehension –		
<i>The teacher prompts students to...</i>		
a. predict what will happen next in fiction or non-fiction texts when reading		Select one
b. verbally summarize passages in their own words		Select one
c. create mental images to deepen their understanding		Select one
d. select or use different reading strategies (e.g., reading for information, reading for detail, skimming, etc.)		Select one
e. answer analytic questions about the text (as opposed to questions focused on factual recall or literal detail)		Select one
f. pay attention to different text structures		Select one
g. monitor their own comprehension and recognize when they don't understand		Select one
h. draw upon students' prior knowledge as they work with text.		Select one
Comprehension Evidence:		
2. Fluency		
<i>The teacher has students...</i>		
a. do paired reading		Select one
b. do choral or echo reading		Select one
c. do silent-reading in class		Select one
d. listen to taped or live read alouds/think alouds		Select one
e. do reading aloud		Select one
f. use technology to practice reading or language arts or strategies		Select one
Fluency Evidence:		
3. Word Attack & Vocabulary		
<i>The teacher discusses, instructs or reviews...</i>		
a. word parts (e.g. suffixes, prefixes, root words (cognates))		Select one
b. decoding rules (e.g., phonics)		Select one

c. parts of speech	Select one
d. inferring meaning using context	Select one
e. other strategies for identifying and learning words that have unfamiliar meanings	Select one
<i>The teacher ...</i>	
f. has students use specialized vocabulary in context	Select one
g. points out key vocabulary while speaking, reading and writing	Select one
h. has students revisit learned vocabulary words	Select one
Word Attack & Vocabulary Evidence:	
4. Writing	
<i>The teacher...</i>	
a. delivers explicit instruction of writing as a process	Select one
b. asks student to do journaling	Select one
c. asks students to take notes	Select one
d. has students engage in free writing, pre-writing or written brainstorming	Select one
e. has students engage in peer conferencing about writing	Select one
f. teaches revision strategies	Select one
g. asks students to write for different goals and audiences	Select one
h. teaches grammar and writing conventions	Select one
Writing Evidence:	
5. Student involvement	
<i>The teacher prompts students to</i>	
a. articulate goals they are working to improve their literacy habits and skills	Select one
b. consider why literacy is relevant and important to students' present and future	Select one
c. consider how student success will be assessed (e.g. rubric/quality indicators, successful exemplars of student work)	Select one
d. Reflect on what they learned (e.g. wrap-up)	Select one
Student Evidence:	
6. Teacher pedagogy	
<i>The teacher engages in...</i>	
a. modeling	Select one
b. guided practice in small groups or pairs with review	Select one
c. feedback and coaching	Select one

d. independent practice with feedback	Select one
Teacher evidence:	

APPENDIX C3

SIM-CERT FOCUS GROUP PROTOCOL

Acknowledgment of Developer Protocol Sources:

University of Kansas Center for Research on Learning (KU-CRL)



The Striving Readers Program SIM-CERT Focus Group Protocol

SETUP: (1) At each seat, place markers, paper “tents,” and the teacher- checklists; (2) record on a whiteboard a “welcome” message including briefly the purpose of the focus group, evaluator names, and our thanks; and (3) include instructions for filling out the checklist as well as the tents - which are to include the teacher name, content area(s) taught, grade level(s) taught, and year first trained in SIM-CERT.

As teachers arrive into the room, point out the instructions on the whiteboard - ask them to create their name tents and complete their brief teacher-checklist. Help as needed.

Introduction

(<5 minutes)

[Facilitator read the following verbatim.]

Hello, my name is *[name of facilitator]* and I’ll be your group discussion leader today. *[Name of documenter]*, my colleague, is here to help me. Thank you for taking the time to talk with us – and to complete the name tents and brief checklist at your seats.

As you already know, the Springfield and Chicopee districts have contracted with The Education Alliance at Brown University to conduct the evaluation of the Striving Readers Program (planned by districts and developers). As part of the evaluation, we are studying the implementation of the whole school intervention across the five participating high schools. The whole school intervention is known as the Content Enhancement Routines or CERT, a component of the Strategic Instruction Model or SIM which was developed by Kansas University. You may have also heard it referred to as **SIM-CERT**.

Each of you has been invited here to help us to learn more about SIM-CERT from your perspective. More specifically, we will be asking for your feedback on SIM-CERT professional development and coaching (including specific strategies you have learned), your use of SIM-CERT routines in the classroom, and factors that support or restrict your use of the strategies you have learned. You were selected at random among those teachers trained in SIM-CERT or CERT in the first year (2006-2007), second year (2007-

2008), or third year of the study (2008-2009). Our conversation should take no more than 1 ½ hours. At the end, you will also have the opportunity to reflect on any aspects of the SIM-CERT that may have been overlooked during our conversation.

While information from our focus group will be included in the evaluation, teachers will not be identified by name in any reports (refer to the confidentiality letter). ***Identifying information is not shared with anyone other than those on the research-evaluation team*** (that is, not with program staff, district staff, or anyone outside of our team).

Although we never identify any individual by name in our reports, your responses may be grouped if there is more than one person. For example, we may report that all teachers trained in the first year indicated X or math teachers noted X. If you have any concerns, let us know.

Icebreaking and Beginning

(5 minutes)

[Facilitator read the following verbatim.]

Let's start by asking each of you to introduce yourself. Tell us your name, what you teach, what grades, and how long you have been teaching (at this school and in general).

[After the icebreaker, read the following verbatim.]

With your permission, we would like to tape record this interview to ensure accuracy.

[Name of documenter] is here to help me record. The tapes will be stored in a secure location at Brown University and will not be shared with anyone who is not on our evaluation team. May we tape this group interview?

Before we start, we have some guidelines we would like to share with you. Please let us know if you have others to add. First, it is really important that you are comfortable and can express yourself openly. Second, there is no right or wrong answer (we are interested in learning about what **YOU** think). Third, you do not have to respond to every question. If you would like to add an idea, that's the time to just jump into the conversation. Finally, if someone else is speaking, please wait for them to finish before you begin. We will do our best to ensure everyone has a chance to share their views.

Finally, if you are in the second or third year of implementing SIM-CERT, please let us know for any given question if there are differences or changes important to note from when you received training to the present.

Do you have any questions before we begin?

I. Use of strategies in the classroom

(25 minutes)

1. What CERT routines and strategies have you received training in?

Prompt: If they say “all” or “all 5 or 6” recap strategies.

[Note: May need to ask them to distinguish the year of training for any given question if they are in Year 2 but do not identify the year they answer for.]

2. What strategies have you used in the classroom and why?

Prompt: Which strategies have you used the most?
Which are the most beneficial for students?
Which are least helpful?

3. Can you describe how you implement these strategies?

Prompt: How do you introduce a new strategy to students?
How do you integrate a strategy into your lesson?
How are opportunities provided for students to practice using a strategy?
How do you monitor student understanding and use of a strategy?

4. How do you decide when to implement a specific strategy?

Prompt: For example, are your decisions based on...
...the nature of the content/lesson you teach?
...student characteristics and learning needs?
...pressure to follow a specific pacing calendar?

5. According to your school or district, what are the requirements for implementing CERT in the classroom?

Prompts: Which routines are you required to implement? Which routines are optional?
How often are you expected to implement the routines?
Does your school or district follow-up on whether CERT-trained teachers are using the routines? How so?
What types of support for implementation are provided (from district or school administrators)?

II. Experience with SIM-CERT professional development (both training provided by developers and support provided by coaches)

(15 minutes)

6. How would you describe the overall usefulness of the initial and ongoing training you received?

Prompt: For example...materials used, quality of instruction, format of the training session, hands-on practice, in the use of GIST, timing and frequency of sessions.

7. What kind of support does your SIM-CERT coach provide?

Prompt: For example...in-class modeling, in-class observation and feedback, troubleshooting, other monitoring, etc.

8. How would you describe the overall usefulness of the support provided by your SIM-CERT coach?

9. What kind of SIM-CERT support do your school administrators provide?

10. How would you describe the overall usefulness of the SIM-CERT support provided by your school administrator?

11. To what extent do you collaborate with other CERT-trained teachers?

12. For those of you trained in the first year or second year (summer of 2006 or summer of 2007), do you have anything you'd like to add about differences or changes in the third year – that you may not have already mentioned?

Prompt: For example...in training, requirements for implementating routines.

III. Factors that impact implementation of routines

(25 minutes)

13. What factors **support** your use of routines in the classroom?

14. What factors **restrict** your use of routines in the classroom?

[Note: Assistant moderator records responses on chart paper. Moderator uses this list as a prompt for the following question.]

15. Of all the **supporting** factors you have named [...read from list], which is the most important factor in the implementation of SIM-CERT in your classroom?

16. Of all the **restricting** factors you have named [...read from list] which is the most important factor in the implementation of SIM-CERT in your classroom?

IV. Overall views of SIM-CERT (functioning as a wrap-up of the conversation)

(10 minutes)

17. How does SIM-CERT impact your teaching?

[Note: Would note that we expect differences for teachers - there may be differences by content areas, levels of experience, or just personal perspectives on teaching and model.]

18. How does SIM-CERT impact the performance of your students?

[Note: Would note that we expect differences reported given teacher differences and student differences.]

V. Q&A

(5 minutes)

19. For those of you trained in the first or second year (summer of 2006 or summer of 2007), do you have anything you'd like to add about differences or changes in the second year – that you may not have already mentioned?

For example... materials, classroom implementation, supports and barriers, impacts on your teaching or students, etc.?

20. Do you have anything you'd like to add about SIM-CERT in general or specific to your school?

21. Do you have any questions for us?

[Note: Here is where you should remind them where to go re: project directors Ann Ferriter and Matt Rigney. Make it clear that Ann/Matt communicate ALL SR activities including research/evaluation to district staff and others – but that they can call me with questions as well specific to the research-evaluation as well.]

APPENDIX C4

SIM-CERT LITERACY COACH INTERVIEW PROTOCOL

Acknowledgment of Developer Protocol Sources:

University of Kansas Center for Research on Learning (KU-CRL)



**The Striving Readers Program
Interview Protocol for CERT Literacy Coaches
May 2010**

Introduction

Thank you for taking the time to talk with me today. As you may already know, the Springfield and Chicopee districts have contracted with The Education Alliance at Brown University to conduct the evaluation of the Striving Readers Program. *The purpose of this interview is to learn about Striving Readers implementation from your perspective.*

It's important for you to know that while information from our interviews will be included in the evaluation, you will not be identified by name in any reports. This information will not be shared with your principal or other district personnel. Any information reported about the study, as required by the grant, will be aggregated or combined across groups so that individuals cannot be identified.

Our conversation should take no more than 45 minutes. At the end you will also have the opportunity to reflect on any aspects of the Striving Readers Program that may have been overlooked during our conversation. With your permission, we would also like to tape record this interview. The tapes will be stored in a secure location at Brown University and will not be shared with anyone who is not on the evaluation team. Can we tape this interview?

Before we start, do you have any questions for me?

Date:

Name of person interviewed:

School:

Name of interviewer:

Background

1. How many years have you worked as a coach? How many years have you been at this school?
2. Have you received CLC certification? What does the certification process entail? Is this a requirement or optional in your work as a coach?

Coaching Role

3. What are your major duties as a SIM-CERT coach? **[Go through all probes below].**
 - Do you lead workshops/training sessions (either at the beginning or during the school year)?
 - Do you observe teachers?
 - Do you model lessons?
 - Do you present information to teachers or administrators?
 - Do you co-plan lessons?
 - Do you assist with student assessment?
 - Do you monitor classroom-level implementation of routines?
 - Any other typical activities?
4. Have your duties changed from 2008-09 to this year? If yes, please elaborate.
5. During this school year, approximately how many teachers have been trained in CERT from your school? Of those teachers, how many teachers have you worked with this year?
6. What routines have teachers been trained in? Does this vary by cohort? Please elaborate. Has the content of the trainings changed from 2008-09 to this year? If yes, please elaborate.
7. Approximately how many teachers from your school have received additional training as part of the CERT cadre? What does this training consist of? How do you work with CERT cadre teachers?
8. How do you determine which teachers to work with?

9. Do you perform activities or have any responsibilities that are not focused on CERT coaching? If yes, can you describe those?
- Do you work with any teachers who have not been trained in CERT?
 - Do you work with any of the Xtreme Reading or READ 180 teachers? If so, can you tell me whom you work with and how you work with them?
 - Any other administrative responsibilities?

Classroom Implementation of Routines

10. How do you monitor implementation of routines in the classroom? What tools do you use for monitoring? [Obtain copy if possible].
11. What are the requirements for classroom implementation of CERT routines? Is there a minimum requirement? Does this vary by cohort? Have these requirements changed from year to year? How were these requirements communicated to you?
12. Of the teachers that have been trained this year, how many teachers are implementing the routines frequently? How many are implementing the routines occasionally? How many are not implementing the routines at all?
13. In your opinion, how many teachers are implementing the routines well? How many less well? What do you think accounts for this difference in implementation?
14. Have CERT implementation levels changed from 2008-09 to this year? If yes, please elaborate.

Implementation Supports and Barriers

15. This year, what types of support have you received from the program developers (KU)?
- Probes:
- Quality and frequency of technical assistance
 - Quality and frequency of professional development
 - Availability of course instructional materials and supporting technology
16. This year, what types of support have you received from the district or from your school?
- Probes:
- Availability of instructional materials (overheads, computers, markers,

and other general classroom resources for CERT teachers)

- Follow-up with teachers with low levels of implementation
- Coordination of professional development activities/logistics
- Negotiations with professional developers
- Communication with school leadership
- General trouble-shooting
- Provision of tools for tracking CERT implementation

17. In general, what factors support the implementation and the spread of CERT in your school?

18. In general, what are the primary barriers that impact the implementation and spread of CERT in your school?

Outcomes

19. How do you think SIM-CERT has affected teaching practice among CERT-trained teachers in your school? What evidence have you seen?

20. How do you think CERT strategies have affected students? What evidence have you seen?

Wrap-up

21. What advice would you have for another school that is implementing SIM-CERT? What are some key decisions they must make? How can some of challenges you discussed earlier be avoided?

22. Do you have any additional questions or comments for us?

APPENDIX C5

TEACHER INTERVIEW PROTOCOLS

(READ 180, XTREME READING, AND CONTROL TEACHERS)

Acknowledgment of Developer Protocol Sources:

Scholastic, Inc. and University of Kansas Center for Research on Learning (KU-CRL)



The Striving Readers Program READ 180 Teacher Interview Protocol May 2010

Introduction

Thank you for taking the time to talk with me today. As you may already know, the Springfield and Chicopee districts have contracted with The Education Alliance at Brown University to conduct the evaluation of the Striving Readers Program. *The purpose of this interview is to learn about READ 180 implementation on a school and district level. This interview is not part of an evaluation of your performance as a teacher.*

It's important for you to know that while information from our interviews will be included in the evaluation, you will not be identified by name in any reports. This information will not be shared with your principal, other district personnel or professional development providers. Any information reported about the study, as required by the grant, will be aggregated or combined across groups so that individuals cannot be identified.

Our conversation should take no more than 45 minutes. At the end you will also have the opportunity to reflect on any aspects of the Striving Readers Program that may have been overlooked during our conversation. With your permission, we would also like to tape record this interview. The tapes will be stored in a secure location at Brown University and will not be shared with anyone who is not on the evaluation team. Can we tape this interview?

Before we start, do you have any questions for me?

Date:

Name of teacher interviewed:

School:

Name of interviewer:

Implementation

1. Is this your first, second, third, fourth year as a READ 180 teacher in the Striving Readers Program?

In thinking about this 2009-10 school year....

2. What aspects of READ 180 are going well so far?
3. What aspects of READ 180 are *not* going well so far?

Teacher Implementation of the Classroom Model

4. What workshop are your students currently doing? What are some of the factors that influence how quickly you move through the workshops? What workshops have you and your students spent the most time on? The least time on?
5. Last year, in the Read 180 survey, teachers said that in a typical week, they made several small changes to the Read 180 model. What are some examples of small changes you may have made in the past few weeks? What are some of the factors that influence whether you make changes?
6. Last year, in the Read 180 survey, some teachers said that in a typical week, they may have made substantial changes to the Read 180 model. Have you made substantial changes in 2009-2010? If so, what are some examples? What are some of the factors that influence whether you make changes?
7. Are you adding materials or curriculum to Read 180? How regularly are you adding these materials or curriculum? Probe for:
 - MCAS?
 - Standards?
 - John Collins writing?
 - Additional writing?
 - School or district requirements?
 - Books or other library materials? [Are books leveled? How do you verify reading levels of the books your students read? Lexile scores?]
 - [For Putnam], regular ELA curriculum

8. Were any READ 180 model components or READ 180 instructional practices added in/left out/not used /used less frequently this year? If yes, which components, which strategies? Was this change developer initiated or was it a teacher-initiated change?
9. How do you use technology in your classroom?
10. This year, is your school or district implementing any policies or programs that affect how you teach READ 180? Probe for:
 - Scheduling issues?
 - District or school assessments?
 - *[At Putnam]* Shop requirements? Pilot status?
 - Attendance policies?
 - Other reforms?
 - Accountability requirements, AYP status, etc?
11. What have been the biggest challenges in implementing READ 180 at your school this year? In what ways have those challenges been addressed?
12. *[For teachers implementing READ 180 for the second, third, or fourth year]:*
Overall, did your classroom implementation of the READ 180 model change from the 2006-07, 2007-08, 2008-09 school year to this school year? If yes, how so?
13. What factors influenced how you implemented READ 180 in 2009-10 as compared to 2006-07, 2007-08, 2008-09?
14. What has been your experience with READ 180 professional development this year? Are there areas in which you feel more training is needed?

Student Information, and Student Outcomes

15. What types of assessments do you use with your Read180 students? How do you use these assessment results? How often do you used these assessments?
 - Scholastic Reading Inventory (SRI)
 - rSkills tests
 - SAM-generated information
 - Reading Counts! Quizzes

16. Are there any aspects of READ 180 that students find difficult? If so, can you describe those?

17. What do your students like best about READ 180? What do they like least?

Wrap-up

18. Do you have any additional questions or comments for us?



The Striving Readers Program Xtreme Reading Teacher Interview Protocol May 2010

Introduction

Thank you for taking the time to talk with me today. As you may already know, the Springfield and Chicopee districts have contracted with The Education Alliance at Brown University to conduct the evaluation of the Striving Readers Program. *The purpose of this interview is to learn about Xtreme Reading implementation on a school and district level. This interview is not part of an evaluation of your performance as a teacher.*

It's important for you to know that while information from our interviews will be included in the evaluation, you will not be identified by name in any reports. This information will not be shared with your principal, other district personnel or professional development providers. Any information reported about the study, as required by the grant, will be aggregated or combined across groups so that individuals cannot be identified.

Our conversation should take no more than 45 minutes. At the end you will also have the opportunity to reflect on any aspects of the Striving Readers Program that may have been overlooked during our conversation. With your permission, we would also like to tape record this interview. The tapes will be stored in a secure location at Brown University and will not be shared with anyone who is not on the evaluation team. Can we tape this interview?

Before we start, do you have any questions for me?

Date:

Name of teacher interviewed:

School:

Name of interviewer:

Implementation

1. Is this your first, second, third, fourth year as an Xtreme Reading teacher in the Striving Readers Program?

In thinking about this 2009-10 school year....

2. What aspects of Xtreme Reading are going well so far?
3. What aspects of Xtreme Reading are *not* going well so far?

Teacher Implementation of the Classroom Model

4. What are the major units of study in the Xtreme curriculum? (If a second, third, or fourth year Xtreme teacher, How was the curriculum changed from year to year?)
5. What are some of the factors that influence how quickly you and your students move through the Xtreme Reading program? Do you have a pacing guide that you follow for Xtreme reading? What strategies have you and your students spent the most time on? The least time on?
6. Last year, in the Xtreme Reading survey, teachers said that in a typical week, they made small changes to the Xtreme Reading lesson plans. What are some examples of small changes you may have made in the past few weeks? What are some of the factors that influence whether you make changes?
7. Last year, in the Xtreme Reading survey, some teachers said that in a typical week, they may have made substantial changes to the Xtreme Reading lesson plans. Have you made substantial changes in 2009-2010? If so, what are some examples? What are some of the factors that influence whether you make changes?

8. Are you adding materials or curriculum to Xtreme Reading? How regularly are you adding these materials or curricula? Probe for:
 - MCAS?
 - Standards?
 - John Collins writing?
 - Additional writing?
 - School or district requirements?
 - Books or other library materials? [Are books leveled? How do you verify reading levels of the books your students read?]

9. Were any Xtreme Reading components or instructional strategies left out/not used/reduced in length this year? If yes, which components, which strategies? Was this change developer initiated or was it a teacher-initiated change?

10. [If not a new teacher], what *other* changes were made this year to Xtreme Reading by Kansas University?

11. How do you use technology in your classroom?

12. FOR SPRINGFIELD TEACHERS ONLY: What has been your experience with teaching Xtreme Reading and English language arts during the same block? Follow ups:
 - How has that influenced your teaching of Xtreme Reading?
 - In a typical week, how much time do you spend on Xtreme Reading versus English language arts?

13. This year, is your school or district implementing any policies or programs that affect how you teach Xtreme Reading? Probe for:
 - Scheduling issues?
 - District or school assessments?
 - At Putnam: Shop requirements? Pilot status?
 - Attendance policies?
 - For Chicopee schools: NEASC (New England Association of Schools and Colleges) accreditation
 - Other reforms?

14. What have been the biggest challenges in implementing Xtreme Reading at your school this year? How and to what extent have those challenges been addressed?

15. *[For teachers implementing Xtreme for the second, third, or fourth year]:* Overall, did your classroom implementation of the Xtreme model change from the 2008-09 school year to this school year? If yes, how so?
16. What factors influenced how you implemented Xtreme Reading in 2009-10 as compared to 2008-09?
17. What has been your experience with Xtreme Reading professional development this year? Are there areas in which you feel more training is needed?

Student Outcomes

18. What types of assessments are you expected to use with Xtreme students? What types of assessments do you use? How do you use these assessment results? How often are these administered? IF not a new teacher: how has use of assessments changed over time?
- Grade
 - End-of-Unit assessments
 - Beginning-of-Unit assessments
 - Scholastic Reading Inventory
 - Aimswebb
 - Other?
19. Are there any aspects of Xtreme Reading that students find difficult? If so, can you describe those?
20. What do your students like best about Xtreme Reading? What do they like least?

Wrap-up

21. Do you have any additional questions or comments for us?



The Striving Readers Program Control Teacher Interview Protocol May 2010

Introduction

Thank you for taking the time to talk with me today. As you may already know, the Springfield and Chicopee districts have contracted with The Education Alliance at Brown University to conduct the evaluation of the Striving Readers Program. *The purpose of this interview is to learn about English Language Arts and Reading at your school. This interview is not part of an evaluation of your performance as a teacher.*

It's important for you to know that while information from our interviews will be included in the evaluation, you will not be identified by name in any reports. This information will not be shared with your principal or other district personnel. Any information reported about the study, as required by the grant, will be aggregated or combined across groups so that individuals cannot be identified.

Our conversation should take no more than 45 minutes. At the end you will also have the opportunity to reflect on any aspects of the Striving Readers Program that may have been overlooked during our conversation. With your permission, we would also like to tape record this interview. The tapes will be stored in a secure location at Brown University and will not be shared with anyone who is not on the evaluation team. Can we tape this interview?

Before we start, do you have any questions for me?

Date:

Name of teacher interviewed:

School:

Name of interviewer:

Teacher background and training

1. How many years have you been teaching?
2. How many years, including this one, have you been teaching at this school?
3. What courses do you teach? What grade levels?
4. What kinds of training or professional development have you had in teaching reading, writing or literacy during the 2006-07, 2007-08, 2008-2009, and 2009-10 school years? What content was covered?
 - Courses?
 - Workshops?
 - Professional development at your school or district?
 - Conferences?

Characterizing curriculum and instruction

5. How many students are enrolled in your 9th grade ELA control class?
6. Tell me about English 9. What are the core components of the curriculum?
 - What are your major reading requirements?
 - What are your major writing requirements?
 - What are your expectations for skills or content?
7. Have the ELA requirements for your district changed from 2006-07 to 2007-08 to 2008-2009 to 2009-10? If yes, please describe these changes. [Probe for changes in curriculum, pacing, instruction].
8. How do you develop your lesson plans? What kinds of resources do you use?
Probes:
 - Ideas/materials from other teachers?
 - Guidance/materials from your department?
 - Websites?
 - Books or manuals?
 - Standards?
 - MCAS?
9. What kinds of formative assessments do you use to assess student growth?

10. Do you divide your students into smaller groups? If so, how do you decide which students to group together? How frequently do you divide students into smaller groups or pairs?
11. What instructional strategies do you use to teach writing in English 9? What types of writing do your students do in class?
12. What instructional strategies do you use to teach reading in English 9?
13. What are your biggest challenges in teaching English 9?
14. How similar are the English 9 classes that are taught in this school? What are some of the major differences?

Reading supports

15. What do your students have difficulty with in reading? What do you do in English 9 to address any difficulties?
16. Do any of the students in this class get extra help with reading or literacy outside of this class? Which groups of students? What kinds of extra help or programs?

Establishing treatment contrast

17. Do you have your students use any technology during your English 9 class? What do students use it for? Probes:
 - Any kind of instructional software?
 - Word processing?
 - Skill building?
 - Spelling practice?
 - Internet research?
 - Audiobooks?
18. Do your students do any independent or self-selected reading during class time?
 - If so, what do they read?
 - If so, how often do they do so?
19. Do you teach any explicit reading or comprehension strategies? If so, can you describe them?

20. Do you provide vocabulary instruction? If so, how do you teach it?
- Where do the words come from?
 - Do you teach any particular strategies for learning or memorizing vocabulary words?
 - Do you teach any decoding strategies for difficult words?
21. Do you teach spelling? If so, how do you teach it?
22. Do you work on reading fluency?
23. Have you ever been trained in Read 180?
- If so, can you tell me when?
 - Have you used any Read 180 materials in your classes this year?
 - Have you used any Read 180 practices in your class this year?
24. Have you ever been trained in the Strategic Instruction Model's Xtreme Reading or any of the Content Enhancement Routine strategies?
- If so, can you tell me when?
 - Have you used any Xtreme Reading materials in your class this year?
 - Have you used any Xtreme Reading practices in your class this year?

Wrap-up

25. Do you have any additional questions or comments for us?

APPENDIX C6

READ 180 TEACHER SURVEY

XTREME READING TEACHER SURVEY

STRATEGIC TEACHER SURVEY

CONTROL TEACHER SURVEY

Acknowledgment of Developer Protocol Sources:

Scholastic, Inc. and University of Kansas Center for Research on Learning (KU-CRL)

Read 180 Teacher Survey 2010

1. About this survey...

This survey contains questions about your background, satisfaction with READ 180 materials and professional development, implementation of READ 180 (i.e., instruction and assessment), as well as your perceptions of this program's impact on students. Your responses are extremely important in helping us understand how READ 180 is being implemented in your school and across the district. No information from this survey will be used to evaluate you in any way. Your responses will be kept confidential and will not be shared with your principal or other district personnel. Lastly, results will be reported in summary form only.

To return to a previous page or move to the next page, please use the arrows at the bottom of the page, not those on the browser navigation bar. If you need to leave the survey before you are finished, simply click "Exit this survey" at the top of the page. To return to the survey, click on the link in your email message again and you will be taken to the first question on the page where you left off. When you reach the end of the survey, click on "Done" to submit your responses. We expect that it will take approximately 30 minutes to complete.

Thank you very much for your help!

Read 180 Teacher Survey 2010

2. Please tell us about yourself...

* 1. How many years have you worked as a teacher? (Count part of a year as one year.)

* 2. How many years have you worked at this school? (Count part of a year as one year.)

3. How many years have you taught READ 180 at this school? (Count part of a year as one year.)

* 4. Please indicate the types of degrees you have earned. (Check all that apply.)

- Bachelor's degree
- Associate's degree
- Master's degree
- Doctorate
- Other professional degree
- None of the above

5. Please indicate the primary field of study for each degree earned (e.g., BA English, MA Secondary Education, etc).

* 6. Please indicate your level of certification.

- Waiver
- Preliminary
- Temporary
- Initial
- Provisional
- Professional
- Other

If other (please specify)

Read 180 Teacher Survey 2010

* 7. How many sections of READ 180 are you currently teaching?

one

two

three

four

five

six

* 8. What is the typical length of your READ 180 class period (in minutes)?

* 9. For each of your READ 180 sections, indicate how many days per week the section meets.

	1 day/week	2 day/week	3 day/week	4 day/week	5 day/week
Section 1	<input type="radio"/>				
Section 2	<input type="radio"/>				
Section 3	<input type="radio"/>				
Section 4	<input type="radio"/>				
Section 5	<input type="radio"/>				
Section 6	<input type="radio"/>				

* 10. In general, throughout the academic year, are the number of days your class meets constant from week to week?

Yes

No

11. If no, please elaborate.

Read 180 Teacher Survey 2010

* **12. For each of your READ 180 sections, indicate the grade level of your students. (Check all that apply.)**

	Grade 9	Grade 10	Grade 11	Grade 12
Section 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section 6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* **13. Are all of your READ 180 students enrolled in regular ELA courses?**

Yes

No

Don't know

14. If no, please elaborate.

* **15. Are you currently teaching other non-READ 180 courses?**

Yes

No

16. If yes, please list the other courses (including grade level) that you are currently teaching (e.g., ELA9).

* **17. Have you had previous experience teaching READ 180 before participating in the Striving Readers Program?**

Yes

No

18. If yes, please list the schools, districts, grade levels, and school years during which you taught READ 180.

Read 180 Teacher Survey 2010

* 19. When did you begin using the READ 180 curriculum in the fall of 2009? (Please indicate week and month, e.g. last week of September, first week of October.)

Read 180 Teacher Survey 2010

3. READ 180 Professional Development and Support

- * 20. During 2009-2010, how many days did you participate in READ 180 training (e.g., group trainings/workshops) in Springfield or Chicopee? (Count a day as 6 hours or more.)

- * 21. During the 2009-2010 school year, how many times did a READ 180 professional developer visit you in your classroom to observe and/or provide coaching/support?

- * 22. During the 2009-2010 school year, how many times did a person from your school or district visit you in your classroom to provide READ 180 support?

- * 23. During the 2009-2010 school year, did you participate in any online professional development provided by READ 180?

Yes

No

24. If yes, what online professional development did you participate in?

25. If yes, how many hours did you spend on online professional development during the 2009-2010 school year?

- * 26. During the 2009-2010 school year, did you use any READ 180 online resources, such as the Ask an Expert or online message boards?

Yes

No

27. If yes, which online resources did you use?

Read 180 Teacher Survey 2010

* 28. Please consider the READ 180 professional development you received during the 2009-2010 school year. Rate the extent to which you agree with each statement. Check N/A if a statement is not applicable to you.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	N/A
a. The training sessions had clear goals for what we should learn	jn	jn	jn	jn	jn	jn
b. The training sessions were well organized	jn	jn	jn	jn	jn	jn
c. The trainers had sufficient experience with the program to answer my questions	jn	jn	jn	jn	jn	jn
d. The trainers motivated me to use the program in prescribed ways	jn	jn	jn	jn	jn	jn
e. The quality of the training MATERIALS was good	jn	jn	jn	jn	jn	jn
f. The quality of the training ACTIVITIES was good	jn	jn	jn	jn	jn	jn
g. The READ 180 professional developers modeled lessons that helped me to better implement the program	jn	jn	jn	jn	jn	jn
h. The READ 180 professional developers provided feedback to me that helped me better implement the program	jn	jn	jn	jn	jn	jn
i. The 2009-2010 training sessions in READ 180 prepared me to implement READ 180 in my classroom	jn	jn	jn	jn	jn	jn
j. On-site coaching by READ 180 professional developers helped me to implement READ 180 in my classroom	jn	jn	jn	jn	jn	jn
k. The online professional development helped me to implement READ 180 in my classroom	jn	jn	jn	jn	jn	jn
l. READ 180 professional developers are responsive to my questions and needs	jn	jn	jn	jn	jn	jn
m. The amount of READ 180 professional development I received this year was sufficient	jn	jn	jn	jn	jn	jn
n. The READ 180 professional development I have received this year was	jn	jn	jn	jn	jn	jn

Read 180 Teacher Survey 2010

of high quality

o. I have enough planning time to prepare and implement the READ 180 routines

jn

jn

jn

jn

jn

jn

p. Meetings with other READ 180 teachers have been helpful as I implement the program

jn

jn

jn

jn

jn

jn

29. Any additional comments about READ 180 professional development?

* 30. In addition to READ 180 professional development, have you participated in CERT workshops or trainings?

jn Yes

jn No

Read 180 Teacher Survey 2010

4. CERT Training

31. When did you attend CERT workshops (e.g., June 2008, August 2009)?

Workshop #1	<input type="text"/>
Workshop #2	<input type="text"/>
Workshop #3	<input type="text"/>
Workshop #4	<input type="text"/>
Workshop #5	<input type="text"/>
Workshop #6	<input type="text"/>

*** 32. Which CERT routines have you received training in?**

	Yes	No
Course Organizer	<input type="checkbox"/>	<input type="checkbox"/>
Unit Organizer	<input type="checkbox"/>	<input type="checkbox"/>
Framing	<input type="checkbox"/>	<input type="checkbox"/>
Lincing	<input type="checkbox"/>	<input type="checkbox"/>
Concept Mastery	<input type="checkbox"/>	<input type="checkbox"/>
Concept Comparison	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>

If other (please specify any other routine you have been trained in):

*** 33. This year, did your school's CERT coach visit your classroom?**

Yes

No

If yes, please specify the purpose of the visit.

5. Professional Support and Training (continued)

34. Other than professional development indicated previously, what other professional development (e.g., trainings, in-class coaching, etc) did you receive this year?

Read 180 Teacher Survey 2010

6. READ 180 Materials and Technology

* **35. Does your READ 180 classroom have enough of the following materials?**

	Yes	No
a. Student books	<input type="radio"/>	<input type="radio"/>
b. Materials in the READ 180 library	<input type="radio"/>	<input type="radio"/>
c. Teacher materials	<input type="radio"/>	<input type="radio"/>
d. Working COMPUTERS (including headsets and microphones) to permit each student to rotate through use of the READ 180 software each day the class meets	<input type="radio"/>	<input type="radio"/>
e. Working CD PLAYERS to permit each student to rotate through use of the audiobooks each day the class meets	<input type="radio"/>	<input type="radio"/>
f. READ 180 topic CDs	<input type="radio"/>	<input type="radio"/>

* **36. In general, do you have enough materials and technology to implement READ 180 effectively?**

Yes

No

37. If no, what other materials and/or technology would you need?

38. Do you have any comments related to READ 180 materials and technology?

Read 180 Teacher Survey 2010

7. Instruction

Think of one of your sections of READ 180 to answer the following questions.

* **39. In the 2009-2010 school year, DURING A TYPICAL WEEK OF FIVE CLASSES, how many days do...**

	never during a typical week	1 day/week	2 days/week	3 days/week	4 days/week	5 days/week
a. most of your students engage in independent reading	jñ	jñ	jñ	jñ	jñ	jñ
b. most of your students use the READ 180 software	jñ	jñ	jñ	jñ	jñ	jñ
c. most of your students participate in a small group instructional segment	jñ	jñ	jñ	jñ	jñ	jñ
d. you teach a whole group instructional segment at the beginning of class	jñ	jñ	jñ	jñ	jñ	jñ
e. you do the whole group "wrap-up" at the end of class	jñ	jñ	jñ	jñ	jñ	jñ

* **40. During the course of ONE MONTH, how often do you check fluency? How are fluency checks accomplished?**

* **41. How often do you make SMALL changes to the activities suggested in the READ 180 Teacher's Manual within a typical week?**

* **42. How often do you make SUBSTANTIAL changes to the activities suggested in the READ 180 Teacher's Manual within a typical week?**

* **43. What is your best estimate of how many days of class were NOT used for READ 180 this YEAR (due to testing, assemblies, final exam week, etc)?**

* **44. Is your instruction generally the same across the sections you teach? If no, please elaborate.**

Read 180 Teacher Survey 2010

8. Assessment

* 45. How many times this year have your students taken the SRI?

* 46. How many times this year have your students taken an rSkills test?

* 47. During the 2009-2010 school year, did you use any of the reports generated by the Scholastic Achievement Manager (SAM)?

Yes

No

48. If you have NOT used the SAM reports, please comment.

* 49. If you have used the SAM reports, rate the extent to which you agree with the following statements.

	Strongly disagree	Disagree	Undecided	Agree	Strongly Agree	N/A
a) SAM data reports help me implement READ 180.	<input type="radio"/>					
b) SAM reports help me differentiate instruction.	<input type="radio"/>					
c) SAM reports help me assess student progress.	<input type="radio"/>					
d) SAM reports help me group students.	<input type="radio"/>					
e) I share information from the SAM reports with school administrators or other school staff.	<input type="radio"/>					
f) I share information from the SAM reports with parents.	<input type="radio"/>					
g) I share information from the SAM reports with students.	<input type="radio"/>					

50. If you have been teaching READ 180 for two or more years, how have the READ 180 student assessments changed over time?

Read 180 Teacher Survey 2010

51. Any general comments about student assessments?

Read 180 Teacher Survey 2010

9. Impact on Students

* **52. Please rate the extent to which you agree with each statement.**

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
a) Most of my students enjoy the READ 180 program in general.	jñ	jñ	jñ	jñ	jñ
b) Most of my students enjoy the READ 180 books and audio books.	jñ	jñ	jñ	jñ	jñ
c) Most of my students enjoy the READ 180 software.	jñ	jñ	jñ	jñ	jñ
d) Most of my students are improving their overall reading skills because of READ 180.	jñ	jñ	jñ	jñ	jñ
e) Most of my students are improving their reading comprehension because of READ 180.	jñ	jñ	jñ	jñ	jñ
f) Most of my students are improving their skills in reading aloud.	jñ	jñ	jñ	jñ	jñ
g) Most of my students are improving their spelling because of READ 180.	jñ	jñ	jñ	jñ	jñ
h) Most of my students are improving their vocabulary because of READ 180.	jñ	jñ	jñ	jñ	jñ
i) Most of my students are benefiting from the READ 180 whole group instruction.	jñ	jñ	jñ	jñ	jñ
j) Most of my students are benefiting from the rSkills work.	jñ	jñ	jñ	jñ	jñ
k) Most of my students are benefiting from the writing they do in READ 180.	jñ	jñ	jñ	jñ	jñ

53. Other comments about how READ 180 is affecting your students?

* **54. Please rate your satisfaction with the READ 180 program.**

	Not at all satisfied			Very satisfied	
Overall, how satisfied are you with the Striving Readers program at your school?	jñ	jñ	jñ	jñ	jñ

Read 180 Teacher Survey 2010

55. What aspects of the Striving Readers program are you most satisfied with? Why?

* 56. What have been the greatest supports you received throughout your implementation of READ 180?

* 57. What have been the greatest obstacles you faced throughout your implementation of READ 180?

58. Any additional comments about READ 180?

1. About this survey...

This survey contains questions about your background, satisfaction with Xtreme Reading materials and professional development, implementation of Xtreme Reading, as well as your perceptions of this program's impact on students. Your responses are very important in helping us understand how Xtreme Reading is being implemented in your school and across the two districts. No information from this survey will be used to evaluate you in any way. Your responses will be kept confidential and will not be shared with your principal or other district personnel. Lastly, findings will be reported in summary form only.

To return to a previous page or move to the next page, please use the arrows at the bottom of the page, not those on the browser navigation bar. If you need to leave the survey before you are finished, simply click "Exit this survey" at the top of the page. To return to the survey, click on the link in your email message again and you will be taken to the first question on the page where you left off. When you reach the end of the survey, click on "Done" to submit your responses. We expect that it will take approximately 30 minutes to complete.

Thank you very much for your help!

2. Please tell us about yourself...

* 1. How many years have you worked as a teacher? (Count part of a year as one year.)

* 2. How many years have you worked at this school? (Count part of a year as one year.)

3. How many years have you taught Xtreme Reading at this school? (Count part of a year as one year.)

* 4. Please indicate the types of degrees you have earned. (Check all that apply.)

- Bachelor's degree
- Associate's degree
- Master's degree
- Doctorate
- Other professional degree
- None of the above

5. Please indicate the primary field of study for each degree earned (e.g., BA English, MA Secondary Education, etc).

* 6. Please indicate your level of certification.

- Waiver
- Preliminary
- Temporary
- Initial
- Provisional
- Professional
- Other

If other (please specify):

* **7. This academic year (2009-2010), are you teaching Xtreme Reading, Strategic or both?**

Xtreme Reading

Strategic

both Xtreme Reading and Strategic

* **8. How many sections of Xtreme Reading are you currently teaching?**

one

two

three

four

five

six

* **9. What is the typical length of your Xtreme Reading class period (in minutes)?**

* **10. For each of your Xtreme Reading sections, indicate how many days per week the section meets.**

	1 day/week	2 days/week	3 days/week	4 days/week	5 days/week
Section 1	<input type="radio"/>				
Section 2	<input type="radio"/>				
Section 3	<input type="radio"/>				
Section 4	<input type="radio"/>				
Section 5	<input type="radio"/>				
Section 6	<input type="radio"/>				

* **11. In general, throughout the academic year, are the number of days your class meets constant from week to week?**

Yes

No

12. If no, please elaborate.

* **13. For each Xtreme Reading section, indicate the grade level of your students. (Check all that apply.)**

	Grade 9	Grade 10	Grade 11	Grade 12
Section 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section 6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* **14. Are all of your Xtreme Reading students enrolled in regular ELA courses?**

Yes

No

Don't know

15. If no, please elaborate.

* **16. Are you currently teaching other non-Xtreme Reading courses?**

Yes

No

17. If yes, please list the other courses (including grade level) that you are currently teaching (e.g., ELA9).

* **18. Have you had previous experience teaching Xtreme Reading before participating in the Striving Readers Program?**

Yes

No

19. If yes, please list the schools, districts, grade levels, and school years during which you taught Xtreme Reading.

* 20. When did you begin using the Xtreme Reading curriculum in the fall of 2009? (Please indicate week and month, e.g., last week of September, first week of October, etc.)

3. Xtreme Reading Professional Development and Support

- * 21. During 2009-2010, how many days did you participate in Xtreme Reading training (e.g., group trainings/workshops) in Springfield or Chicopee? (Count a day as 6 hours or more.)

- * 22. During the 2009-2010 school year, how many times did an Xtreme Reading professional developer visit you in your classroom to observe and/or provide coaching/support?

- * 23. During the 2009-2010 school year, how many times did a person from your school or district visit you in your classroom to provide Xtreme Reading support?

★ **24. Please consider the Xtreme Reading professional development you received during 2009-2010. Rate the extent to which you agree with each statement.**

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	N/A
a. The training sessions had clear goals for what we should learn.	jn	jn	jn	jn	jn	jn
b. The training sessions were well organized.	jn	jn	jn	jn	jn	jn
c. The trainers had enough experience with the program to answer my questions.	jn	jn	jn	jn	jn	jn
d. The trainers motivated me to use the program in the prescribed ways.	jn	jn	jn	jn	jn	jn
e. The quality of the training MATERIALS was good.	jn	jn	jn	jn	jn	jn
f. The quality of the training ACTIVITIES was good.	jn	jn	jn	jn	jn	jn
g. The training sessions in Xtreme Reading prepared me to implement Xtreme Reading in my classroom.	jn	jn	jn	jn	jn	jn
h. On-site coaching by Xtreme Reading professional developers helped me to implement Xtreme Reading in my classroom.	jn	jn	jn	jn	jn	jn
i. The Xtreme Reading professional developers modeled lessons that helped me to better understand how to implement the program.	jn	jn	jn	jn	jn	jn
j. The Xtreme Reading professional developers provided feedback to me that helped me better implement the program.	jn	jn	jn	jn	jn	jn
k. Xtreme Reading professional developers were responsive to my questions and needs.	jn	jn	jn	jn	jn	jn
l. The amount of Xtreme Reading professional development I received this year was sufficient.	jn	jn	jn	jn	jn	jn
m. The Xtreme Reading professional development I received this year was of high quality.	jn	jn	jn	jn	jn	jn
n. I have had enough planning time to prepare and implement the Xtreme	jn	jn	jn	jn	jn	jn

Reading lessons.

o. Meetings with other Xtreme teachers have been helpful as I implement the program.

jn

jn

jn

jn

jn

jn

25. Any additional comments about Xtreme Reading professional development?

	5
	6

*** 26. In addition to Xtreme Reading professional development, have you participated in CERT workshops or trainings?**

jn Yes

jn No

4. CERT Training

27. When did you attend CERT workshops (e.g., June 2008, August 2009)?

Workshop #1	<input type="text"/>
Workshop #2	<input type="text"/>
Workshop #3	<input type="text"/>
Workshop #4	<input type="text"/>
Workshop #5	<input type="text"/>
Workshop #6	<input type="text"/>

* 28. Which CERT routines have you received training in?

	Yes	No
Course Organizer	<input type="checkbox"/>	<input type="checkbox"/>
Unit Organizer	<input type="checkbox"/>	<input type="checkbox"/>
Framing	<input type="checkbox"/>	<input type="checkbox"/>
Lincing	<input type="checkbox"/>	<input type="checkbox"/>
Concept Mastery	<input type="checkbox"/>	<input type="checkbox"/>
Concept Comparison	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>

If other (please specify any other routine you have been trained in)

* 29. This year, did your school's CERT coach visit your classroom?

Yes

No

If yes, please specify the purpose of the visit or visits.

5. Professional Support and Training (continued)

30. Other than the professional development indicated previously, what other professional development did you receive this year?

	5
	6

6. Xtreme Reading Materials and Technology

* **31. Does your Xtreme Reading classroom have enough of the following materials?**

	Yes	No
a. Books in the classroom library (e.g. Bluford books)	jñ	jñ
b. Student binders	jñ	jñ
c. Xtreme Reading posters	jñ	jñ
d. Teacher materials	jñ	jñ

* **32. We are interested in receiving more detailed feedback about the Xtreme Reading program materials used this school year (2009-2010). For each item, please rate Xtreme Reading compared with other curricula you have used.**

	Among the worst			Among the best	
a. Organization of the teacher's manual	jñ	jñ	jñ	jñ	jñ
b. Ease of following the daily lesson plans	jñ	jñ	jñ	jñ	jñ
c. Time required to prepare for daily lessons	jñ	jñ	jñ	jñ	jñ
d. Clarity of purpose for each activity	jñ	jñ	jñ	jñ	jñ
e. Feasibility of completing daily lesson plans within a class period	jñ	jñ	jñ	jñ	jñ
f. Feasibility of completing all program units within the school year	jñ	jñ	jñ	jñ	jñ
g. Interest level of reading materials for my students	jñ	jñ	jñ	jñ	jñ
h. Appropriateness of reading subject matter for my students	jñ	jñ	jñ	jñ	jñ
i. Organization of student notebook	jñ	jñ	jñ	jñ	jñ
j. Interest level of class activities for my students	jñ	jñ	jñ	jñ	jñ
k. Feasibility of applying reading strategies to other classes	jñ	jñ	jñ	jñ	jñ
l. Time needed for administering student assessments	jñ	jñ	jñ	jñ	jñ
m. Quality of unit tests for assessing what students know	jñ	jñ	jñ	jñ	jñ
n. Usefulness of student assessment results for planning instruction	jñ	jñ	jñ	jñ	jñ

*** 33. Have you used technology in your Xtreme classroom/s?**

Yes

No

34. If yes, what specific technology have you used? (Check all that apply.)

a. Powerpoint technology

b. SmartBoard

c. Elmo

d. Overhead projector

e. Audiobooks

f. Videos

g. Other

If other (please specify):

*** 35. In general, do you have enough materials and technology to implement Xtreme Reading effectively?**

Yes

No

36. If no, what other materials and/or technology would you need?

37. Do you have any other comments related to Xtreme materials or technology?

7. Instruction

Think of one of your sections of Xtreme Reading to answer the following questions.

- * **38. In the 2009-2010 school year, DURING A TYPICAL WEEK OF FIVE CLASSES, how many days do...**

	never during a typical week	1 day/week	2 days/week	3 days/week	4 days/week	5 days/week
a. you closely follow the Xtreme lesson plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. your students work on any one of the Xtreme strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. your students engage in independent reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. you administer a reading assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. you engage in vocabulary or word study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- * **39. During the course of ONE MONTH, how often do you check fluency? How are fluency checks accomplished?**

- * **40. How often do you make SMALL changes to the Xtreme lesson plan?**

8. Small Changes Follow-Up

41. When you responded that you make SMALL changes to the Xtreme lesson plan multiple times, were you referring to times per day or per week?

times per day

times per week

9. Substantial Changes

* 42. How often do you make **SUBSTANTIAL** changes to the Xtreme lesson plan?

10. Substantial Changes Follow-Up

43. When you responded that you make SUBSTANTIAL changes to the Xtreme lesson plan multiple times, were you referring to times per day or per week?

times per day

times per week

11. Instruction (continued)

- * 44. What is your best estimate of how many days of class were NOT used for Xtreme Reading this YEAR (due to testing, assemblies, final exam week, etc)?

- * 45. Is your instruction generally the same across the sections you teach? If no, please elaborate.

5

6

12. Classroom level implementation of strategies/ routines

* **46. Please rate how easy or difficult it has been to implement the following aspects of the Xtreme Reading program. Select N/A (not applicable) if you have not yet implemented that component or strategy.**

	Very Difficult	Difficult	Neutral	Easy	Very Easy	N/A
a. ACHIEVE Expectations	jñ	jñ	jñ	jñ	jñ	jñ
b. Talking Together Program	jñ	jñ	jñ	jñ	jñ	jñ
c. SCORE Skills Program	jñ	jñ	jñ	jñ	jñ	jñ
d. Possible Selves Program	jñ	jñ	jñ	jñ	jñ	jñ
e. Book Study Program	jñ	jñ	jñ	jñ	jñ	jñ
f. Vocabulary LINCing Strategy	jñ	jñ	jñ	jñ	jñ	jñ
g. Word Mapping Strategy	jñ	jñ	jñ	jñ	jñ	jñ
h. Word Identification Strategy (DISSECT)	jñ	jñ	jñ	jñ	jñ	jñ
i. Self Questioning Strategy	jñ	jñ	jñ	jñ	jñ	jñ
j. Visual Imagery Strategy	jñ	jñ	jñ	jñ	jñ	jñ
k. Summarizing Strategy	jñ	jñ	jñ	jñ	jñ	jñ
l. Paraphrasing Strategy	jñ	jñ	jñ	jñ	jñ	jñ
m. Inference Strategy	jñ	jñ	jñ	jñ	jñ	jñ
n. Unit Organizer Routine	jñ	jñ	jñ	jñ	jñ	jñ
o. Framing Routine	jñ	jñ	jñ	jñ	jñ	jñ
p. Concept Mastery Routine	jñ	jñ	jñ	jñ	jñ	jñ
q. Verbal practice	jñ	jñ	jñ	jñ	jñ	jñ
r. Guided practice	jñ	jñ	jñ	jñ	jñ	jñ
s. Paired practice	jñ	jñ	jñ	jñ	jñ	jñ
t. Independent practice	jñ	jñ	jñ	jñ	jñ	jñ
u. Differentiated practice	jñ	jñ	jñ	jñ	jñ	jñ
v. Integration and generalization of strategies and routines	jñ	jñ	jñ	jñ	jñ	jñ
w. Co-construction of strategies and routines	jñ	jñ	jñ	jñ	jñ	jñ

13. Assessment

* 47. How often, during the 2009-2010 school year, were the following assessments administered to your Xtreme Reading students?

	never	1-2 times	3-4 times	5-6 times	7-8 times	9 or more times	Don't know
a. Start-of-unit assessments	jñ	jñ	jñ	jñ	jñ	jñ	jñ
b. End-of-unit assessments	jñ	jñ	jñ	jñ	jñ	jñ	jñ
c. AIMSweb measures	jñ	jñ	jñ	jñ	jñ	jñ	jñ
d. The Scholastic Reading Inventory (SRI)	jñ	jñ	jñ	jñ	jñ	jñ	jñ
e. The GRADE	jñ	jñ	jñ	jñ	jñ	jñ	jñ
f. Other assessment	jñ	jñ	jñ	jñ	jñ	jñ	jñ

If other assessment (please specify):

48. If you have been teaching Xtreme Reading for two or more years, how have the Xtreme Reading student assessments changed over time?

49. Any general comments about student assessments?

14. Impact on Students

* **50. Please rate the extent to which you agree with each statement.**

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
a. Most of my students enjoy the Xtreme Reading program in general.	jñ	jñ	jñ	jñ	jñ
b. Most of my students enjoy the Xtreme Reading novels and non-fiction books.	jñ	jñ	jñ	jñ	jñ
c. Most of my students are improving their overall reading skills because of Xtreme Reading.	jñ	jñ	jñ	jñ	jñ
d. Most of my students are improving their reading comprehension because of Xtreme Reading.	jñ	jñ	jñ	jñ	jñ
e. Most of my students are improving their skills in reading aloud because of Xtreme Reading.	jñ	jñ	jñ	jñ	jñ
f. Most of my students are improving their spelling because of Xtreme Reading.	jñ	jñ	jñ	jñ	jñ
g. Most of my students are improving their vocabulary because of Xtreme Reading.	jñ	jñ	jñ	jñ	jñ
h. Most of my students are benefiting from the Xtreme Reading strategies.	jñ	jñ	jñ	jñ	jñ
i. Most of my students are benefiting from the writing they do in Xtreme Reading.	jñ	jñ	jñ	jñ	jñ

51. Other comments about how Xtreme Reading is affecting your students?

5

6

* **52. Please rate your satisfaction with the Xtreme Reading program.**

	Not at all satisfied			Very satisfied	
Overall, how satisfied are you with the Striving Readers program at your school?	jñ	jñ	jñ	jñ	jñ

53. What aspects of the Striving Readers program are you most satisfied with? Why?

5

6

54. If you have been teaching Xtreme for two years or more, do you have any additional comments about developer-initiated changes to the Xtreme Reading program?

*** 55. What have been the greatest supports you received throughout your implementation of Xtreme Reading?**

*** 56. What have been the greatest obstacles you faced throughout your implementation of Xtreme Reading?**

57. Any additional comments about Xtreme Reading?

1. About this survey...

This survey contains questions about your background, satisfaction with English Language Arts materials and professional development, and implementation of English 9. Your responses are very important in helping us understand how English 9 is being implemented in your school and across the two districts. No information from this survey will be used to evaluate you in any way. Your responses will be kept confidential and will not be shared with your principal or other district personnel. Lastly, results will be reported in summary form only.

To return to a previous page or move to the next page, please use the arrows at the bottom of the page, not those on the browser navigation bar. If you need to leave the survey before you are finished, simply click "Exit this survey" at the top of the page. To return to the survey, click on the link in your email message again and you will be taken to the first question on the page where you left off. When you reach the end of the survey, click on "Done" to submit your responses. We expect that it will take approximately 30 minutes to complete.

Thank you very much for your help!

2. Please tell us about yourself...

* 1. How many years have you worked as a teacher? (Count part of a year as one year.)

* 2. How many years have you worked at this school? (Count part of a year as one year.)

3. How many years have you taught English Language Arts (ELA) 9 at this school? (Count part of a year as one year.)

* 4. Please indicate the types of degrees you have earned. (Check all that apply.)

- Bachelor's degree
- Associate's degree
- Master's degree
- Doctorate
- Other professional degree
- None of the above

5. Please indicate the primary field of study for each degree earned (e.g., BA English, MA Secondary Education, etc).

* 6. Please indicate your level of certification.

- Waiver
- Preliminary
- Temporary
- Initial
- Provisional
- Professional
- Other

If other (please specify):

* 7. How many sections of ELA 9 are you currently teaching?

one

two

three

four

five

six

* 8. What is the typical length of your ELA 9 class period (in minutes)?

* 9. For each of your ELA 9 sections, indicate how many days per week the section meets.

	1 day/week	2 days/week	3 days/week	4 days/week	5 days/week
Section 1	<input type="radio"/>				
Section 2	<input type="radio"/>				
Section 3	<input type="radio"/>				
Section 4	<input type="radio"/>				
Section 5	<input type="radio"/>				
Section 6	<input type="radio"/>				

* 10. In general, throughout the academic year, are the number of days your ELA 9 section/s meets constant from week to week?

Yes

No

11. If no, please elaborate.

* 12. Are any of your ELA 9 students enrolled in READ 180 (Enterprise Edition) or Xtreme Reading?

Yes

No

Don't know

13. If yes, please indicate the number of students enrolled and specify whether the students are enrolled in READ 180 (Enterprise Edition) or Xtreme Reading.

	5
	6

*** 14. Are you currently teaching other courses?**

Yes

No

15. If yes, please list the other courses (including grade level) that you are currently teaching (e.g., ELA 11, Print Production 10, Study Skills 9, Drama 11, etc).

	5
	6

*** 16. Have you had previous experience teaching READ 180 or Xtreme Reading before participating in the Striving Readers Program?**

Yes

No

17. If yes, please list the schools, districts, grade levels, and school years during which you taught READ 180 or Xtreme.

READ 180	<input type="text"/>
Xtreme Reading	<input type="text"/>

3. Professional Development and Support

* 18. During 2009-2010, have you attended any professional development sessions?

Yes

No

19. If yes, for each professional development workshop or training session, indicate the topic (e.g., literacy, ELA curriculum, etc) and the duration of the session in hours.

Session #1	<input type="text"/>
Session #2	<input type="text"/>
Session #3	<input type="text"/>
Session #4	<input type="text"/>
Session #5	<input type="text"/>
Session #6	<input type="text"/>

* 20. More specifically, have you participated in CERT workshops or trainings?

Yes

No

4. CERT Training

21. When did you attend SIM-CERT workshops (i.e., June 2008, August 2009)?

Workshop #1	<input type="text"/>
Workshop #2	<input type="text"/>
Workshop #3	<input type="text"/>
Workshop #4	<input type="text"/>
Workshop #5	<input type="text"/>
Workshop #6	<input type="text"/>

* 22. Which routines have you received training in?

	Yes	No
Course Organizer	<input type="checkbox"/>	<input type="checkbox"/>
Unit Organizer	<input type="checkbox"/>	<input type="checkbox"/>
Framing	<input type="checkbox"/>	<input type="checkbox"/>
Lincing	<input type="checkbox"/>	<input type="checkbox"/>
Concept Mastery	<input type="checkbox"/>	<input type="checkbox"/>
Concept Comparison	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>

If other (please specify any other routine you have been trained in):

5. Professional Support and Training (continued)

* 23. During 2009-2010, have you received support in teaching reading or writing?

Yes

No

24. If yes, select the individuals who have provided reading, writing, or literacy support to you. (Check all that apply.)

Instructional Leadership Specialist

Department Chair

CERT literacy coach

READ 180 developers

Xtreme Reading developers

Other

If other (please specify):

25. If yes, please indicate the types of support received. (Check all that apply.)

Classroom observations

Modeling of lessons

Presenting me with information

Co-planning lessons

Assisting me with student assessment

Monitoring my use of instructional practices or strategies

Other

If other (please specify):

26. Any additional comments about professional development or support?

6. Instructional Materials and Technology

- * 27. In thinking about the 2009-2010 school year, what instructional materials have you received for your ELA 9 classes (e.g., student texts or novels, books for a classroom library, etc)?

- * 28. Have you used technology in your ELA 9 classroom?

Yes

No

29. If yes, what specific technology have you used? (Check all that apply.)

- a. Powerpoint technology
- b. SmartBoard
- c. Elmo
- d. Overhead projector
- e. Audiobooks
- f. Videos
- g. Instructional software
- h. Student computers for word processing or internet research

30. Do you have any other comments related to ELA 9 materials or technology?

7. Instruction

Think of one of your ELA 9 sections to answer the following questions.

- * **31. In the 2009-2010 school year, DURING A TYPICAL WEEK OF FIVE CLASSES, how many days do you teach...**

	Never during a typical week	1 day/week	2 days/week	3 days/week	4 days/week	5 days/week
a) word parts (e.g., suffixes, root words, cognates, etc)	jñ	jñ	jñ	jñ	jñ	jñ
b) literary terms	jñ	jñ	jñ	jñ	jñ	jñ
c) vocabulary	jñ	jñ	jñ	jñ	jñ	jñ
d) spelling	jñ	jñ	jñ	jñ	jñ	jñ
e) decoding strategies	jñ	jñ	jñ	jñ	jñ	jñ
f) comprehension strategies (e.g., inferencing, making predictions, etc)	jñ	jñ	jñ	jñ	jñ	jñ
g) writing	jñ	jñ	jñ	jñ	jñ	jñ

- * **32. In the 2009-2010 school year, DURING A TYPICAL WEEK OF FIVE CLASSES, how many days do you incorporate the following into your ELA 9 lessons?**

	Never during a typical week	1 day/week	2 day/week	3 day/week	4 day/week	5 day/week
MCAS preparation	jñ	jñ	jñ	jñ	jñ	jñ
State ELA frameworks and/or standards	jñ	jñ	jñ	jñ	jñ	jñ

- * **33. In the 2009-2010 school year, DURING A TYPICAL WEEK OF FIVE CLASSES, how many days do you administer a reading assessment?**

- * **34. In the 2009-2010 school year, DURING A TYPICAL WEEK OF FIVE CLASSES, how many days do your students...**

	Never during a typical week	1 day/week	2 days/week	3 days/week	4 days/week	5 days/week
a) Read aloud from a text	jñ	jñ	jñ	jñ	jñ	jñ
b) Read silently during class	jñ	jñ	jñ	jñ	jñ	jñ
c) Engage in independent reading	jñ	jñ	jñ	jñ	jñ	jñ
d) Work in groups or pairs	jñ	jñ	jñ	jñ	jñ	jñ

8. Instructional Strategies

* **35. Think of one of the ELA 9 sections you have taught in the 2009-2010 school year to answer the following questions. DURING A TYPICAL LESSON, how often do you . . .**

	Never	Rarely	Sometimes	Always
a) Activate students' background knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Model or demonstrate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Provide guided practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Differentiate instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Provide individualized feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Informally assess students' reading comprehension	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* **36. In a typical day, how much time (in minutes) do you spend on classroom management?**

9. Assessment

37. During the 2009-2010 school year, what assessments (summative or formative) have you used with your ELA 9 students?

Assessment #1	<input type="text"/>
Assessment #2	<input type="text"/>
Assessment #3	<input type="text"/>
Assessment #4	<input type="text"/>

38. For each assessment administered to your students, please describe how you have used the information provided by the assessment?

Assessment #1	<input type="text"/>
Assessment #2	<input type="text"/>
Assessment #3	<input type="text"/>
Assessment #4	<input type="text"/>

39. Any general comments about student assessments?

<input type="text"/>	<input type="text" value="5"/>
<input type="text"/>	<input type="text" value="6"/>

10. Pacing and coverage of the curriculum

* **40. Do you expect to cover the entire ELA 9 curriculum by the end of the 2009-2010 school year?**

Yes

No

41. If no, which is the last text/unit you expect to cover?

* **42. During the 2009-2010 school year, did you add content to the ELA 9 curriculum?**

Yes

No

43. If yes, what did you add?

* **44. During the 2009-2010 school year, did you omit content from the ELA 9 curriculum?**

Yes

No

45. If yes, what did you omit?

* **46. What is your best estimate of how many days of class were NOT used for your ELA 9 control classroom/s during the 2009-2010 school year (due to testing, assemblies, final exam week, etc)?**

11. Additional supports for struggling students

* **47. Do your ELA 9 control students receive supports for reading and writing, IN ADDITION to your ELA 9 class?**

Yes

No

Don't know

48. If yes, which of the following supports for reading and writing do your 9th grade control students receive IN ADDITION to your ELA 9 class? (Check all that apply.)

Reading Improvement

Reading and Writing Lab

READ 180 v.1.6 non-Enterprise

Reading and Writing English

ELL Learning Skills

Lindamood Bell

Summer Reading Clinic

Reading and Writing Enrichment

MCAS English Review/ MCAS prep

Other (please specify)

12. Impact on Students

* **49. Please rate the extent to which you agree with each statement. MOST OF MY STUDENTS...**

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
a. Enjoy ELA 9 in general.	jñ	jñ	jñ	jñ	jñ
b. Enjoy the texts I cover in ELA 9.	jñ	jñ	jñ	jñ	jñ
c. Are improving their overall reading skills because of ELA 9.	jñ	jñ	jñ	jñ	jñ
d. Are improving their reading comprehension because of ELA 9.	jñ	jñ	jñ	jñ	jñ
e. Are improving their skills in reading aloud because of ELA 9.	jñ	jñ	jñ	jñ	jñ
f. Are improving their spelling because of ELA 9.	jñ	jñ	jñ	jñ	jñ
g. Are improving their vocabulary because of ELA 9.	jñ	jñ	jñ	jñ	jñ
h. Are benefiting from the ELA 9 curriculum.	jñ	jñ	jñ	jñ	jñ
i. Are benefiting from the writing they do in ELA 9.	jñ	jñ	jñ	jñ	jñ

50. Other comments about how ELA 9 is affecting your students?

* **51. What have been the greatest supports you received throughout your implementation of ELA 9?**

* **52. What have been the greatest obstacles you faced throughout your implementation of ELA 9?**

53. Any additional comments about ELA 9? Thank you for your participation!

APPENDIX C7

SIM-CERT TEACHER SURVEY

Acknowledgment of Developer Protocol Sources:

University of Kansas Center for Research on Learning (KU-CRL)

CERT Teacher Survey 2010 - High School of Commerce

1. About this Survey...

This survey is part of the Striving Readers evaluation conducted by The Education Alliance at Brown University and it is intended to be completed by ALL teachers within your school. It includes questions about the Content Enhancement Routines for Teachers (CERT) that you may be implementing as part of the Springfield-Chicopee Striving Readers program. Whether you are implementing CERT routines or not, your responses are important in helping us understand the Striving Readers program. No information from this survey will be used to evaluate you in any way. Your responses will be kept completely confidential and stored at a secure location at Brown University. Your individual responses will not be shared with any district or school staff members.

To return to a previous page or move to the next page, use the arrows at the bottom of the page, not those on the browser navigation bar. If you need to leave the survey before you are finished, simply click "Exit this survey" at the top of the page. To return to the survey, click on the link in your email message again and you will be taken to the first question on the page where you left off. When you reach the end of the survey, click on "Done" to submit your responses. We expect that it will take approximately 10 to 30 minutes to complete the survey. If you have been trained in CERT, it will likely take the full 30 minutes. Respondents who complete the survey will be eligible to receive a \$25 Barnes & Noble gift card given out to two randomly selected teachers at each school in appreciation of your attention. Only completed surveys will be eligible for this incentive.

Thank you very much for your help!

CERT Teacher Survey 2010 - High School of Commerce

2. About You

* 1. How many years have you worked as a teacher? (Count part of a year as one year).

* 2. How many years have you worked at this school? (Count part of a year as one year).

* 3. Indicate your level of certification:

Waiver

Preliminary

Temporary

Initial

Provisional

Professional

Other (please specify)

* 4. Beyond teaching, what are your other school-related responsibilities? (Check all that apply).

No other responsibilities

Serving on a school team

Serving as a head of a department, grade or content area

Coordinating/supervising a school program, community outreach efforts, etc.

Conducting before/after school or extended day activities

Other (please specify)

CERT Teacher Survey 2010 - High School of Commerce

3. General Questions

* 5. Please rate the extent to which you agree with each of the following statements.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
a) Teaching vocabulary is an important part of many of my courses.	jn	jn	jn	jn	jn
b) Helping students improve their reading and writing skills is an important part of many of my courses.	jn	jn	jn	jn	jn
c) Teaching strategies for organizing course content is an important part of many of my courses.	jn	jn	jn	jn	jn
d) I feel responsible for helping students improve their reading and writing skills.	jn	jn	jn	jn	jn

4. CERT Participation

* 6. Have you participated in the Content Enhancement Routines for Teachers (CERT) training?

Yes

No

5. CERT Participation

* 7. Was your participation in CERT voluntary or mandatory?

Voluntary

Mandatory

6. CERT Recruitment

* 8. Who recruited you for CERT training? (select all that apply)

- Literacy Coach
- School Administrator (i.e., principal, asst. principal, department chair)
- Other CERT-trained Teacher
- District Staff (i.e., Striving Readers team member, district administrator)
- Other

If you have indicated "Other", please specify.

CERT Teacher Survey 2010 - High School of Commerce

7. CERT Training

* 9. During 2009-10, have you participated in additional CERT professional development to prepare you to train, coach, or support other CERT teachers?

Yes

No

* 10. Please rate the extent to which you agree with each statement.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
a) The 2009-10 training sessions on the Content Enhancement routines prepared me to effectively use these routines in my classroom.	<input type="checkbox"/>				
b) My school's CERT Coach has helped me to implement the CERT routines during the 2009-2010 school year.	<input type="checkbox"/>				
c) My school's CERT Coach has been responsive to my questions and needs during the 2009-2010 school year.	<input type="checkbox"/>				
d) I am pleased with the AMOUNT of CERT professional development I have received from my school thus far this year.	<input type="checkbox"/>				
e) I am pleased with the QUALITY of the CERT professional development I have received from my school thus far this year.	<input type="checkbox"/>				

CERT Teacher Survey 2010 - High School of Commerce

* **11. Please rate the extent to which you agree with each statement (reflecting on the 2009-2010 school year).**

Administrators in my school:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
a) Support teachers' participation in CERT professional development activities.	jn	jn	jn	jn	jn
b) Demonstrate understanding of key ideas underlying CERT.	jn	jn	jn	jn	jn
c) Communicate the expectation that teachers are to implement CERT routines in the classroom.	jn	jn	jn	jn	jn
d) Hold teachers accountable for implementing CERT routines in the classroom.	jn	jn	jn	jn	jn

* **12. Please rate the extent to which you agree with each statement.**

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
a) CERT strategies are easy to integrate into my content area instruction.	jn	jn	jn	jn	jn
b) CERT strategies align with my content area standards.	jn	jn	jn	jn	jn
c) CERT strategies take away time from important content that I need to teach.	jn	jn	jn	jn	jn
d) CERT strategies help students better understand the course content.	jn	jn	jn	jn	jn

CERT Teacher Survey 2010 - High School of Commerce

* 13. Please rate the extent to which you agree with each statement (reflecting on the 2009-2010 school year).

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
a) I had enough planning time to prepare to teach with the CERT routines this year.	jn	jn	jn	jn	jn
b) I had enough time to collaborate with my colleagues about teaching with the CERT routines this year.	jn	jn	jn	jn	jn
c) I received all of the CERT materials I needed to be able to use the routines in my classroom.	jn	jn	jn	jn	jn
d) I found the CERT materials to be user-friendly.	jn	jn	jn	jn	jn

CERT Teacher Survey 2010 - High School of Commerce

8. Please tell us about your previous experience with CERT

* 14. Implementation of CERT (as part of the Striving Readers grant) began in 2006-07. Prior to that, did you ever incorporate CERT routines into your teaching?

Yes

No

9. Course Organizer

* 15. Have you had training (i.e., formal workshops and/or coaching) in the Course Organizer routine in 2009-10? (The Course Organizer routine launches and maintains a course so that students better understand course direction and teacher expectations.)

Yes

No

10. Course Organizer (continued, part 2)

*** 16. Have you used the Course Organizer routine in any of your courses during the 2009-2010 school year?**

Yes

No

11. Course Organizer (continued, part 3)

* 17. How many courses did you plan using the Course Organizer routine during the 2009-2010 school year?

1-2

3-4

5-6

7-8

9 or more courses

CERT Teacher Survey 2010 - High School of Commerce

12. Course Organizer (continued, part 4)

* 18. Please rate the extent to which you agree with each of the following statements (reflecting on the 2009-2010 school year).

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
a) I am confident in my ability to use the Course Organizer routine in my teaching.	jñ	jñ	jñ	jñ	jñ
b) The Course Organizer routine is easy to incorporate into my courses.	jñ	jñ	jñ	jñ	jñ
c) The Course Organizer helps students connect current material to future material.	jñ	jñ	jñ	jñ	jñ
d) The Course Organizer helps students ask meaningful questions.	jñ	jñ	jñ	jñ	jñ

13. Unit Organizer

* 19. Have you had training (i.e., formal workshops and/or coaching) in the Unit Organizer routine in 2009-10? (The Unit Organizer routine introduces a unit of content and helps students understand the relationships among and between content areas.)

Yes

No

14. Unit Organizer (continued, part 2)

*** 20. Have you used the Unit Organizer routine in any of your courses during the 2009-10 school year?**

Yes

No

15. Unit Organizer (continued, part 3)

*** 21. How many units did you plan using the Unit Organizer routine during the 2009-2010 school year?**

1-2

3-4

5-6

7-8

9 or more units

CERT Teacher Survey 2010 - High School of Commerce

16. Unit Organizer (continued, part 4)

* 22. Please rate the extent to which you agree with each of the following statements (reflecting on the 2009-2010 school year).

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
a) I am confident in my ability to use the Unit Organizer routine in my teaching.	jn	jn	jn	jn	jn
b) The Unit Organizer routine is easy to incorporate into my courses.	jn	jn	jn	jn	jn
c) The Unit Organizer helps students to relate course content to bigger course ideas.	jn	jn	jn	jn	jn
d) The Unit Organizer helps students see the structure of the unit.	jn	jn	jn	jn	jn
e) The Unit Organizer helps students remember information for tests or discussions.	jn	jn	jn	jn	jn

17. LINCing

* 23. Have you had training (i.e., formal workshops and/or coaching) in the LINCing routine (for teaching vocabulary) in 2009-10? (The LINCing routine helps students learn and remember the meaning of important terms.)

Yes

No

18. LINCing (continued, part 2)

*** 24. Have you used the LINCing routine (for teaching vocabulary) in any of your courses during the 2009-2010 school year?**

Yes

No

19. LINCing (continued, part 3)

* **25. Please indicate the number of times you have used the LINCing routine this school year? (If used in multiple courses, provide the TOTAL number of times you used the LINCing routine ACROSS courses.)**

1-2

3-4

5-6

7-8

9 or more times

* **26. Please indicate the number of times you have used the LINCing routine in the past 4 weeks?**

0

1-2

3-4

5-6

7-8

9 or more times

CERT Teacher Survey 2010 - High School of Commerce

20. LINCing (continued, part 4)

* 27. Please rate the extent to which you agree with each of the following statements (reflecting on the 2009-2010 school year).

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
a) I am confident in my ability to use the LINCing routine in my teaching.	jn	jn	jn	jn	jn
b) The LINCing routine is easy to incorporate into my courses.	jn	jn	jn	jn	jn
c) The LINCing routine helps students remember the meaning of key vocabulary.	jn	jn	jn	jn	jn

21. Framing

*** 28. Have you had training (i.e., formal workshops and/or coaching) in the Framing routine in 2009-10? (The Framing routine helps students organize a large body of information related to a key topic by focusing on critical main ideas and details.)**

Yes

No

22. Framing (continued, part 2)

*** 29. Have you used the Framing routine in any of your courses during the 2009-2010 school year?**

Yes

No

23. Framing (continued, part 3)

*** 30. Please indicate the number of times you have used the Framing routine this school year? (If used in multiple courses, provide the TOTAL number of times you used the Framing routine ACROSS courses.)**

1-2

3-4

5-6

7-8

9 or more times

*** 31. Please indicate the number of times you have used the Framing routine in the past 4 weeks?**

0

1-2

3-4

5-6

7-8

9 or more times

CERT Teacher Survey 2010 - High School of Commerce

24. Framing (continued, part 4)

* 32. Please rate the extent to which you agree with each of the following statements (reflecting on the 2009-2010 school year).

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
a) I am confident in my ability to use the Framing routine in my teaching.	jn	jn	jn	jn	jn
b) The Framing routine is easy to incorporate into my courses.	jn	jn	jn	jn	jn
c) The Framing routine helps students think critically about targeted topics.	jn	jn	jn	jn	jn
d) The Framing routine helps students identify relationships between course details and main ideas.	jn	jn	jn	jn	jn
e) The Framing routine helps students remember essential details.	jn	jn	jn	jn	jn

25. Concept Mastery

* 33. Have you had training (i.e., formal workshops and/or coaching) in the Concept Mastery routine in 2009-10? (The Concept Mastery routine helps students synthesize critical concepts with prior knowledge by using a graphic organizer to sort examples and non-examples.)

Yes

No

26. Concept Mastery (continued, part 2)

* **34. Have you used the Concept Mastery routine in any of your courses during the 2009-2010 school year?**

Yes

No

27. Concept Mastery (continued, part 3)

* **35. Please indicate the number of times you have used the Concept Mastery routine this school year? (If used in multiple courses, provide the TOTAL number of times you used the Concept Mastery routine ACROSS courses.)**

1-2

3-4

5-6

7-8

9 or more times

* **36. Please indicate the number of times you have used the Concept Mastery routine in the past 4 weeks?**

0

1-2

3-4

5-6

7-8

9 or more times

CERT Teacher Survey 2010 - High School of Commerce

28. Concept Mastery (continued, part 4)

* 37. Please rate the extent to which you agree with each of the following statements (reflecting on the 2009-2010 school year).

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
a) I am confident in my ability to use the Concept Mastery routine in my teaching.	jñ	jñ	jñ	jñ	jñ
b) The Concept Mastery routine is easy to incorporate into my courses.	jñ	jñ	jñ	jñ	jñ
c) The Concept Mastery routine helps students define and explain the meaning of an abstract concept.	jñ	jñ	jñ	jñ	jñ
d) The Concept Mastery routine helps students apply the concept appropriately.	jñ	jñ	jñ	jñ	jñ

29. Concept Comparison

* 38. Have you had training (i.e., formal workshops and/or coaching) in the Concept Comparison routine in 2009-10? (The Concept Comparison routine allows the teacher to consolidate students' understanding of two or more critical concepts by analyzing the salient characteristics of each, sorting them into like and different categories, and then synthesizing conclusions about the concepts).

Yes

No

30. Concept Comparison (continued, part 2)

*** 39. Have you used the Concept Comparison routine in any of your courses during the 2009-2010 school year?**

Yes

No

31. Concept Comparison (continued, part 3)

* **40. Please indicate the number of times you have used the Concept Comparison routine in this school year? (If used in multiple courses, provide the TOTAL number of times you used the Concept Comparison routine ACROSS courses.)**

1-2

3-4

5-6

7-8

9 or more times

* **41. Please indicate the number of times you have used the Concept Comparison routine in the past 4 weeks?**

0

1-2

3-4

5-6

7-8

9 or more times

CERT Teacher Survey 2010 - High School of Commerce

32. Concept Comparison (continued, part 4)

* 42. Please rate the extent to which you agree with each of the following statements (reflecting on the 2009-2010 school year).

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
a) I am confident in my ability to use the Concept Comparison routine in my teaching.	jn	jn	jn	jn	jn
b) The Concept Comparison routine is easy to incorporate into my courses.	jn	jn	jn	jn	jn
c) The Concept Comparison routine helps students understand how two or more related concepts are alike and different.	jn	jn	jn	jn	jn
d) The Concept Comparison routine increases student understanding of each concept selected for comparison.	jn	jn	jn	jn	jn

CERT Teacher Survey 2010 - High School of Commerce

33. Teaching Practices

* 43. Please rate the extent to which you agree with the following statements.

Over time the CERT Program has improved my ability to:

	Strong Agree	Agree	Undecided	Disagree	Strongly Disagree
a) think deeply about what students need to know.	jñ	jñ	jñ	jñ	jñ
b) select and prioritize key content I expect students to learn in my course/unit/lesson.	jñ	jñ	jñ	jñ	jñ
c) create lesson plans that organize key content in ways that students understand.	jñ	jñ	jñ	jñ	jñ
d) help students make connections between the big picture and specific facts and details.	jñ	jñ	jñ	jñ	jñ
e) help students better organize, retain and recall information.	jñ	jñ	jñ	jñ	jñ
f) present content in a way that promotes student engagement and active involvement with learning.	jñ	jñ	jñ	jñ	jñ
g) effect a positive change in student literacy outcomes.	jñ	jñ	jñ	jñ	jñ

CERT Teacher Survey 2010 - High School of Commerce

34. Teaching Practices I

* 44. Please rate the extent to which you agree with the following statements.

Over the last couple of years, I have received professional development that has improved my ability to:

	Strong Agree	Agree	Undecided	Disagree	Strongly Disagree
a) think deeply about what students need to know.	jn	jn	jn	jn	jn
b) select and prioritize key content I expect students to learn in my course/unit/lesson.	jn	jn	jn	jn	jn
c) create lesson plans that organize key content in ways that students understand.	jn	jn	jn	jn	jn
d) help students make connections between the big picture and specific facts and details.	jn	jn	jn	jn	jn
e) help students better organize, retain and recall information.	jn	jn	jn	jn	jn
f) present content in a way that promotes student engagement and active involvement with learning.	jn	jn	jn	jn	jn
g) effect a positive change in student literacy outcomes.	jn	jn	jn	jn	jn

CERT Teacher Survey 2010 - High School of Commerce

35. General Questions I

* 45. Please rate the extent to which you agree with each of the following statements.

Administrators in my school:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
a) Support teachers' participation in professional development activities.	jn	jn	jn	jn	jn
b) Communicate expectations for instructional practices to teachers.	jn	jn	jn	jn	jn
c) Hold teachers accountable for implementing sound instructional practices.	jn	jn	jn	jn	jn

36. Additional Comments

46. Overall, what do you think about the CERT routines?

47. Any additional comments about the CERT routines and strategies or CERT professional development?

48. Any general comments? Thank you for your participation!

37. Thank You

Thank you for completing the survey! Your input is highly valued.

APPENDIX C8

DEVELOPER-COACH PROTOCOLS

Acknowledgment of Developer Protocol Sources:

University of Kansas Center for Research on Learning (KU-CRL)

Unit Organizer Device Checklist

Teacher _____
School: _____
Date _____

Observer _____
Subject: _____

Directions: Put a checkmark (✓) by each behavior that you observe.

Bigger Picture and Unit Names

p. 7 in Unit Organizer manual

- _____ Bigger Picture creates a context for students and is written in the Bigger Picture box.
(Idea or theme holds several units together or helps students understand what multiple units have in common)
- _____ Current Unit Name provides a big idea for the unit and is written in the Current Unit box.
(May be a section of a textbook or name created by teacher or helps student tie together ideas and information)
- _____ Name of the previous unit is written Section 2.
- _____ Name of the next unit is written in Section 3.
- _____ Bigger Picture and Unit Names (previous, current, and next units) hang together and create a coherent context for students.

Unit Map

pp. 7-8 in Unit Organizer manual

- _____ Paraphrase is a clear translation of the main idea of the unit.
- _____ Paraphrase is written in words that the students can easily understand.
- _____ Paraphrase contains words that reveal the central idea that students will learn.
- _____ Paraphrase may be a definition of the main idea.
- _____ Paraphrase is short.
- Content Map depicts how the content of the unit is organized.
- _____ Unit parts (bubbles) contain a few key words for each important part of the unit.
- _____ Unit parts (bubbles) are limited to the most important parts (generally 7 or less).
- _____ Lines are drawn between the shapes to show how the parts are related to the main idea.
- _____ Line labels on the lines show the relationships so that students can read the unit name, paraphrase, and each unit part as a connected, complete sentence.
- _____ Content structure of map is limiting (helps students chunk), connected, linear, hierarchical (shows relationships), and simple.

Unit Relationships

p. 8 in Unit Organizer manual

- _____ Two or more major relationships listed in the Unit Relationships box show how the teacher wants the students to think about key concepts in the unit (higher order thinking skills that are needed to understand the unit).
- _____ Relationships listed are reflected in the paraphrase, the unit parts, and the unit questions.

Unit Questions

p. 8 in Unit Organizer manual

- _____ Four or five questions listed in the Unit Questions box and focus on the big ideas that students should know by the end of the unit.
- _____ Questions are limited to the most important ideas (generally 4-5 questions).
- _____ Unit questions are coherent with the other parts of the unit.

Unit Organizer Implementation Checklist

Teacher _____
School: _____ Subject: _____
Date _____

Observer _____
Full Session _____ or Partial Session _____
Time Start: _____ Time Stop: _____
1st day _____ Subsequent days _____

Directions: Put a checkmark (✓) by each behavior that you observe.

Cue

The teacher...

- _____ Named the Unit Organizer
- _____ Explained how it will help
- _____ Handed out blank Unit Organizers
- _____ Explained expectations
- _____ Elicited information about content on the Unit Organizer that has been covered in the past.
- _____ Used the Unit Organizer to introduce the new/current lesson

Do

Step 1: Create a context

The teacher...

- _____ Announced the name of the new unit
- _____ Wrote the name of the new unit in Section 1
- _____ Elicited the name of the previous unit from students
- _____ Wrote the name of the previous unit in Section 2
- _____ Elicited a summary of the previous unit from students
- _____ Announced or asked the students for the name of the next unit
- _____ Wrote the name of the next unit in Section 3
- _____ Elicited predictions about the next unit from students
- _____ Elicited the relationship of the three units from students
- _____ Wrote a "Bigger Picture" statement in Section 4

Step 2: Recognize content structures

The teacher...

- _____ Explained the essence of the new unit
- _____ Wrote the essence of the new unit in the Paraphrase Oval in Section 5
- _____ Enhances the explanation with a "grabber"
- _____ Introduced each of the major parts of the unit
- _____ Created a geometric shape on the map and filled it in for each major part of the unit

Step 3: Acknowledge unit relationships

The teacher...

- _____ Elicited or explained the major relationships to be explored
- _____ Wrote the relationships in Section 6

Step 4: Frame Unit Questions

The teacher...

- _____ Elicited questions from students that they would like to have answered
- _____ Wrote the questions in Section 7
- _____ Added questions to the list

Step 5: Tie content to tasks

The teacher...

- _____ Reviewed the major activities and assignments for the unit
- _____ Wrote the activities and assignments in Section 8

Unit Organizer Implementation Checklist

Cue

The teacher...

- Named the Unit Organizer
- Explained how it will help
- Handed out blank Unit Organizers
- Explained expectations
- Elicited information about content on the Unit Organizer that has been covered in the past.
- Used the Unit Organizer to introduce the new/current lesson

Do

Step 1: Create a context

The teacher...

- Announced the name of the new unit
- Wrote the name of the new unit in Section 1
- Elicited the name of the previous unit from students
- Wrote the name of the previous unit in Section 2
- Elicited a summary of the previous unit from students
- Announced or asked the students for the name of the next unit
- Wrote the name of the next unit in Section 3
- Elicited predictions about the next unit from students
- Elicited the relationship of the three units from students
- Wrote a "Bigger Picture" statement in Section 4

Step 2: Recognize content structures

The teacher...

- Explained the essence of the new unit
- Wrote the essence of the new unit in the Paraphrase Oval in Section 5
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- Introduced each of the major parts of the unit
- Created a geometric shape on the map and filled it in for each major part of the unit

Step 3: Acknowledge unit relationships

The teacher...

- Elicited or explained the major relationships to be explored
- Wrote the relationships in Section 6

Step 4: Frame Unit Questions

The teacher...

- Elicited questions from students that they would like to have answered
- Wrote the questions in Section 7
- Added questions to the list

Step 5: Tie content to tasks

The teacher...

- Reviewed the major activities and assignments for the unit
- Wrote the activities and assignments in Section 8

Review

- Elicited answers related to questions related to the content on the Unit Organizer
- Elicited answers related to questions to review how the students can use the Unit Organizer

Overall

- Involved the large majority of students throughout the activity
- Ensured that all students were writing on their organizers
- Kept a lively pace
- Entered information on the device in a clear and legible way

Unit Organizer Device Checklist

Bigger Picture and Unit Names

p. 7 in Unit Organizer manual

- Bigger Picture creates a context for students and is written in the Bigger Picture box.
(Idea or theme holds several units together or helps students understand what multiple units have in common)
- Current Unit Name provides a big idea for the unit and is written in the Current Unit box.
(May be a section of a textbook or name created by teacher or help student tie together ideas and information)
- Name of the previous unit is written Section 2.
- Name of the next unit is written in Section 3.
- Bigger Picture and Unit Names (previous, current, and next units) hang together and create a coherent context for students.

Unit Map

pp. 7-8 in Unit Organizer manual

- Paraphrase is a clear translation of the main idea of the unit.
- Paraphrase is short and written in words that the students can easily understand.
- Paraphrase contains words that reveal the central idea that students will learn.
- Content Map depicts how the content of the unit is organized.
- Unit parts (bubbles) contain a few key words for each important part of the unit.
- Unit parts (bubbles) are limited to the most important parts (generally 7 or less).
- Lines are drawn between the shapes to show how the parts are related to the main idea.
- Line labels on the lines show the relationships so that students can read the unit name, paraphrase, and each unit part as a connected, complete sentence.
- Content structure of map is limiting (helps students chunk), connected, linear, hierarchical (shows relationships), and simple.

Unit Relationships

p. 8 in Unit Organizer manual

- Two or more major relationships listed in the Unit Relationships box show how the teacher wants the students to think about key concepts in the unit (higher order thinking skills that are needed to understand the unit).
- Relationships listed are reflected in the paraphrase, the unit parts, and the unit questions.

Unit Questions

p. 8 in Unit Organizer manual

- Four or five questions listed in the Unit Questions box and focus on the big ideas that students should know by the end of the unit.
- Unit questions are coherent with the other parts of the unit.

Unit Schedule

p. 8 in Unit Organizer manual

- Major activities and assignments for the unit are listed in the schedule box with proposed dates.
- Activities and assignments are linked to the mapped parts of the unit & support the learning of the unit.

Expanded Unit Map and Questions

(Mark if used and mark NA if not used.)

p. 8 in Unit Organizer manual

- Expanded map provides a more detailed understanding of the unit concepts.
- Map meets all of the criteria for unit map above (limited to most important information, lines, line labels, coherent with other parts of unit).
- Shapes (square, etc.) show different levels of subtopics and clearly show how the parts are related.

Overall

- Unit Organizer makes abstract and complex ideas more concrete and understandable.
- Information on the device is spaced well (not too much, not too crowded).
- The entire unit is coherent.

	Knowledge of Routines	Quality of Devices	CUE-DO-REVIEW	LINKING STEPS
5 Advanced Mastery: Can guide others	Uses and integrates routines fluently. Approaches his/her content and thinks in "CE-like way." Creates new & unique uses for various routines.	Devices are exemplary as demonstrated by checklists. Checklist scores are advanced (90% or above).	CE devices have become a vital tool for teaching and learning. The teacher helps students understand when and why the various routines are used. CE is part of the culture of the classroom. The teacher effortlessly uses the Cue-Do-Review sequence.	Linking Steps are a routine part of instruction. Students are able to follow Linking Steps more independently. Engagement level is high with all students participating to some degree.
4 Mastery	Uses and integrates many of the routines. Appears comfortable in their use and makes positive statements about their value. Recognizes situations where a different device may have worked better. Able to problem solve with colleagues to resolve learning issues related to CE.	Devices are well-planned and complete. Checklist scores indicate mastery (80-90%).	Uses the Cue-Do, Review sequence fluently. CE is done in partnership with students. The devices are used as a tool for a variety of tasks.	Linking steps are embedded in the instruction process. The device is co-constructed, but is more teacher-led. Teacher explains and models why each piece of the routine is included.
3 Proficient	Appears comfortable using a handful of routines. Does not use routines consistently or in a coordinated way.	Devices are complete. Devices are being used with students and revised. Checklist scores indicate proficiency (80-90%).	Integrates devices into lesson plans. Uses all components of CDR: (CUE), they co-construct (DO), and REVIEW activities are present.	Linking steps are followed carefully. Teacher allows some student input, but often the bubbles or squares are filled in prior to the lesson.
2 Advanced Initial Acquisition	Has received training in 3-5 routines and is beginning to implement those routines.	Device has been planned, but has not been used yet with students.	Implementation is fragmented and may appear uncomfortable with routines/change. There is a tendency to GIVE the devices to students.	Linking steps are not implemented. Device is already complete. Students may copy the device rather than co-developing it.
1 Initial Stage of Acquisition	Has received training in a few routines and is "thinking" about implementation.	Thinking about constructing a device. Devices may be partially completed. Problem areas very noticeable.	Reading about Cue-Do, Review in manual. Thinking about implementing.	Reading about linking steps in manual. Thinking and talking about using Linking Steps.

	Curriculum Alignment w/state standards	Assessment	Instructional Behaviors
5 Advanced Mastery: Can guide others	Vertical alignment of curriculum and state standards are present. Item analysis and state tests have been utilized to develop course content and integrated units with in the department.	Assessment is ongoing and used to monitor student acquisition of critical content and skills. Planning and analysis is done in a continuous cycle to improve the classroom system. All Content Enhancement devices are developed in accordance with depth of knowledge and questioning structure of state assessments.	Exemplary instructional behaviors are consistently demonstrated: 1) explicit instruction of content and community building is present 2) expectations and procedures are clear, and the learning environment is conducive to high challenge and low stress 3) student engagement is high, embedded strategies and Content Enhancement routines are aligned to state standards Teacher exhibits collaborative behaviors and frequently coaches fellow teachers.
4 Mastery	Much of the state curriculum is embedded into the course content, and CER's are constructed to address state standards. Teacher is beginning to collaborate, and commit to a departmental approach to content.	Unit tests/assessments are directly aligned with instructional content and devices. Assessments are used as tools for progress monitoring as well as to guide instruction.	Practices for differentiating instruction are consistently used: advanced organizers, direct, explicit instruction, modeling, guided and independent activities, and post-organizers. Teacher has expressed a desire for coaching others.
3 Proficient	Alignment to state standards is evident in many CER's and teacher is beginning to utilize curriculum benchmarks.	Assessment is used for monitoring student progress, and some alignment to state standards and testing structure is evident.	Instructional practices express the needs of most students. Teacher actively explores ways to improve, and responds well to coaching.
2 Advanced Initial Acquisition	Some evidence of alignment to state standards is present in Content Enhancement devices.	Assessment relies heavily on book facts rather than acquisition of skills and is rarely aligned with state standards.	Teacher is beginning to identify effective instructional behaviors. No learning routines or rituals are in place yet.
1 Initial Stage of Acquisition	No conscious alignment to state standards is evident in the development of course and units.	Assessment is random and not aligned with content and instruction.	Instruction is not explicit or intentional.

Content Enhancement Routines for Teachers – Program and Implementation Rubric		Device: Completed device prepared ahead of time: <input type="checkbox"/> yes <input type="checkbox"/> no		Name: _____ Date: _____		Score (5 to30): _____	
CERT Program		Implementation Add one point for each implementation item checked		Assessment			
Using UO regularly; using other routines in a strategic way. Makes contributions to the CERT community by working with others and sharing ideas.	10	1. Cue: Explains the benefits of the device. <input type="checkbox"/>	10	Explicitly alignment to state standards. Close alignment with unit tests. Consideration given to department and district needs or individualized needs of students. Students are assessed on the most important content.			
Using UO regularly, using other routines as needed.	8	2. Explains the expectations for the students. <input type="checkbox"/>	9	Generally aligned to state standards. Carefully aligned with unit tests. Students are assessed on the most important content.			
Using intermittently. Some implementation issues to be addressed.	6	3. Specified what they need to do to participate in the routine. <input type="checkbox"/>	8	Some alignment to state standards. Some alignment with unit tests.			
Using some routines with uncertain regularity. Room for improvement in several areas.	4	4. Do: Covered all of the Linking steps (boxes). <input type="checkbox"/>	7	Unclear if aligned to state standards. Little alignment to unit tests.			
Trained in at least three routines. Not using or using infrequently and unable to identify specific areas of improvement.	2	5. Involves students in the construction using a blank (or nearly blank) device. <input type="checkbox"/>	6	Missing or unclear connections to assessments.			
		6. Involves a majority of the students. <input type="checkbox"/>	5				
		7. Provides positive and corrective feedback when appropriate. <input type="checkbox"/>	4				
		8. Review: Checked student understanding. <input type="checkbox"/>	3				
		9. Asked (if) questions about the learning process or device. <input type="checkbox"/>	2				
		10. Explained how the students will use the device next. <input type="checkbox"/>	1				

Implementation Scale

Teacher _____ Date _____ Cohort _____

	4	3	2	1	0
Attends P.D.	At least 80% of the time	79-60% of the time	59-35% of the time	34-1% of the time	Never attends trainings
Participation in Coaching Sessions	Seeks out coach for assistance & meets (as needed)	Actively participates (as needed) in coach-initiated sessions	Participates in coaching sessions	Meets informally with Coach with little outcome	Never meets with coach
Construction of Devices	Consistently constructs devices with high fidelity	Consistently constructs devices with fidelity	Constructs inconsistent or incomplete devices	Rarely constructs devices or devices constructed are incomplete	Never constructs devices
Implementation (which includes...) -Cue-Do-Review -CE Class-Culture -Co-Construction -Knowledge of Routines	Consistently with high fidelity	Consistently with fidelity	Low fidelity	Lack of fidelity	No implementation
Classroom Visits	Regularly invites coach to co-teach and/or observe	Regularly allows coach to co-teach and/or observe	Allows coach to model, co-teach, and/or observe CE lessons	Allows coach to observe non-CE lessons	Never allows coach in classroom
Submission of Devices	Consistently & voluntarily	Consistently, when requested	Inconsistently	Rarely	Never

Implementation Code:
 High 19-24 pts.
 Adequate 13-18
 Minimal 5-12
 Non 0-4

Coach _____

Total Points _____

APPENDIX D: TARGETED IMPACTS

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MCAS 44

D1. Teacher Recruitment and Assignment

During the 2006-07 school year, teachers within each of the five participating schools were randomly assigned to teach struggling readers in READ 180, Xtreme Reading, or business-as-usual English Language Arts classes (i.e., the 9th-grade control group). Although teachers were also randomly assigned to either intervention in grades 10 through 12, districts were unwilling to include a control group in these grades. Random assignment was employed to help ensure that teacher quality would be as equally distributed among the conditions as possible. In the subsequent school years, open teaching positions were filled as needed, and teachers were randomly assigned if more than two positions were open at a time. In the final years, the district replaced ninth grade intervention teachers with those teaching the intervention in the upper-grades (non-RCT grades).

Evaluators randomly assigned teachers to the three conditions based on information districts provided regarding their backgrounds. Wherever possible, evaluators stratified assignment based on number of years of teacher experience (two or fewer years teaching) so that teachers new to the profession were assigned and equally distributed across the three conditions. When known, within-district experience was considered as well. After random assignment, intervention teachers participated in READ 180 and Xtreme Reading training.

Per the districts' final implementation plan, the school districts intended to hire a total of 40 "reading literacy teachers." However, final district estimates included 30 newly hired teachers and 10 teachers already employed by the districts, due to the recruitment challenges in Springfield (including an absence of teacher contracts and layoffs the first year).

Although each district decided it would hire teachers individually as their own district employees, they had agreed to use the same job description to ensure that any qualified teacher would be considered qualified in both districts. The job description per the district implementation plan listed preferences for new teacher hires, including: (1) certification in English or reading or in the process of attaining either, (2) five years of experience in teaching

English or reading, (3) some experience in the use of technology for teaching, and (4) availability to attend summer professional development training. In addition, teachers hired for the positions had to agree *as a condition of their employment* to be randomly assigned to one of three conditions: Control, READ 180, or Xtreme Reading. Teachers could not request or choose which condition they were to teach as per hiring requirements.

Job postings were submitted to district human resources staff and distributed copies to school principals for use in interviewing and hiring over the summer. Recruitment venues included local school district job fairs, internal job announcement posting sites, and local newspapers. Striving Readers district staff confirmed that principals provided the “Letter of Teacher Expectations” to all teachers prior to their official hire date. The letter listed job-specific requirements (e.g., collaborating with district staff for data collection, attending professional development as required, adhering to the intervention specifications if assigned to one of the treatment groups, and collecting and reporting student data on reading achievement). In some cases, principals from Springfield and Chicopee actively involved the grant coordinator for Springfield and the SR district team leads in the interviewing and hiring processes.

D2. Research Questions, Measures, and Impact Data Collection

The following were the primary research questions for the impact study.

1. Does participation in READ 180 improve 9th graders' reading achievement as compared to the control group? If so, to what extent and what is the magnitude of the observed difference?
2. Does participation in Xtreme Reading improve 9th graders' reading achievement as compared to the control group? If so, to what extent and what is the magnitude of the observed difference?

The SR district team supported evaluator efforts to obtain complete data as well as provided secondary data they collected while documenting implementation activities. The following exhibit summarizes the data collection process, as well as the measures used for the estimation of student impacts.

Exhibit 1. Summary of measures and data collection schedule

Measure	Reliability	Schedule	Sample	Who Collects
Scholastic Reading Inventory (SRI)	Test-retest reliability ¹ ranged from .78 to .97	Years 0-4: annually, spring <i>(baseline-screening)</i>	All 8 th grade students	District
Massachusetts Comprehensive Assessment System (MCAS): English language arts (ELA)	Internal-consistency reliability ² , Cronbach's alpha .90	Years 0-5: annually, spring <i>(pretest covariate)</i> ^a	All 8 th grade students	District
Stanford Diagnostic Reading Test-4 (SDRT-4)	Test-retest reliability Kuder-Richardson ³ .84 - .90 vocabulary; .91 to .94 comprehension; .88 to .93 scanning	Years 1-2: annually, fall <i>(placement assessed)</i> ^b Years 1-5: annually, spring <i>(outcome)</i>	All 9 th grade <i>striving readers</i> All 9 th grade <i>(all students including striving readers)</i>	District

^a The SDRT-4 was to be administered annually in the fall but was eliminated in response to concerns regarding the testing burden on all parties (SR and non-SR combined).

^b The SDRT-4 was administered to all students school-wide and used for non-RCT placement (students entering 10th, 11th, and 12th grade).

¹ Sources: <http://research.renlearn.com/research/pdfs/57.pdf>; <http://www.proedinc.com/customer/default.aspx>; Scholastic Professional Paper (March, 2006). Internal-consistency reliability was not reported.

² Source: http://www.doe.mass.edu/mcas/1998/techrpt_sum.pdf.

³ Source: SDRT-4 Technical Manual, Harcourt, Inc.

D3. Screening, Random Assignment, and Placement

Once randomized, students were excluded from the study if they met any of the following criteria: (1) their Individual Education Plans (IEPs) explicitly specified a different form of reading support; (2) they lacked the necessary English language or comprehension skills; (3) their parents formally refused participation in the interventions;⁴ (4) they were enrolled off-campus in a “twilight school,” an evening program without a Striving Readers’ program, or in an “early college high school,” a college preparation program;⁵ (5) they had high grade histories and MCAS scores that were at least proficient; or (6) they were deemed “inactive” by the districts, meaning that the district was not able to determine whether they were enrolled in any of the schools. In each district, expected rates of exclusions including general attrition were unknown and therefore estimated by the evaluator (not by the districts).

Students who transferred between any of the five high schools across the two districts were *not* excluded from the study, but were scheduled into the same condition to which they had been previously randomly assigned in their original school.

⁴ Parents with questions about student placement spoke to the coordinators in either district, and then discussed concerns with the vice principals or principals. If, after an explanation of the study and placement parents still requested the student be removed, they were asked to provide a letter stating their request to not have their child participate and the student was removed from the intervention class.

⁵ Off-campus enrollment was the case only in SPS.

Exhibit 2. Spring 2010 assignment timeline

WEEK	TASK
April 2010	Districts complete SRI testing in Grade 8
May 1, 2010 (week of)	Districts anticipate posting all data needed for SRI assignment for Grade 9 – including SASIDS for each file <ul style="list-style-type: none"> • SRI-Lexile scores (with student <i>lastname, firstname</i>) • Updated student level data (for all students, grades 8-12) • Prior MCAS ELA grade 7 (for all students, grade 8)
May 14, 2010	Evaluators post the <i>Grade 9 SRI file</i> with assignments
May 14, 2010	Districts distribute the file (assignment lists) to each school for review and flagging of exclusions or cases to verify
May 17-21, 2010	Districts review file with schools (iterative process) to ensure information is complete and accurate regarding exclusions etc
May 28, 2010	Districts post the final reviewed file for evaluators
May 29, 2010	Evaluators review posted files for complete information (though file is final, some clarifications may be required over the next week or so)
May 2010	Districts complete SDRT-4 testing in Grade 9-12
May 31-11, 2010 (depending upon testing company)	Districts anticipate posting all data needed for SDRT-4 assignment for Grade 9-12 – including SASIDS for each file <ul style="list-style-type: none"> • Note: No other data needed to post. We will have all we need from the data files listed above and posted already (for SRI assignment).
June 14-25, 2010 (two weeks following receipt)	Evaluators post the <i>Grade 10-12 SDRT-4 file</i> with assignments
June 14-25, 2010	Districts distribute the file (assignment lists) to each school for review and flagging of exclusions or cases to verify
June 15-26, 2010	Districts review file with schools (iterative process) to ensure information is complete and accurate regarding exclusions etc
June 28-July 2010	Districts post the final reviewed file for evaluators
June 28-July 2010	Evaluators review posted files for complete information (though file is final, some clarifications may be required over the next week or so)

Note. No additional screening data files are anticipated for assignment other than the files of students tested in the two week screening period (for each assessment, the SRI and SDRT-4). Make-ups are conducted in the two week testing period.

School and district responsibilities are one in the same but referred to in the prior exhibit and throughout as “school” responsibilities. If all data necessary for assignment are received with the test scores, the assignment process is completed within two weeks (generally the eligibility and assignment lists are provided to the SR district team within a few days). The estimated time for the assignment process is dependent upon the following.

1. Timeliness of test data provided
2. Completeness of test data provided – including identifiers and other data necessary for placement
3. Timeliness of the district/school reviews of placed students to flag for exclusion/review
4. Completeness of review – amount of clarification required

There were several factors that influenced the final sample size of teachers and students. Many included barriers related to existing school schedules, context, etc. One complicating factor in the first and second years of the grant was the conversion of one of the five participating high schools to Pilot School status. Because this school had not made adequate yearly progress for several consecutive years, the Massachusetts State Department of Education mandated that it become a Commonwealth Pilot School in 2007-08, the second year of the Striving Readers implementation, as explained earlier in this report. This conversion entailed restructuring the school to become five schools-within-a-school and the notification and planning for this process began in the first year of the Striving Readers implementation.

The actual numbers of teachers hired and assigned were initially based on the numbers of striving readers identified in the screening process and ultimately on the final numbers of those striving readers returning in the fall. Fewer teachers than anticipated were included in the study given that: (1) screening complications resulted in fewer total students assessed; and (2) initial estimates of the qualified population included *all* students with reading abilities two levels below grade down to a first-grade level (rather than a 4th grade level, which SIM developers later specified was the lower threshold of effectiveness for the Xtreme Reading program).

In Year 2 of the grant, developers clarified that teachers were not formally required to sign a contract specifying the requirements of their position for this grant. Contracts were essentially standard district teaching contracts. Given the reduction in qualifying students, many of the SR teachers were used to teach other district and school courses, some of which were intervention classes in the upper grades as well as other general education courses.

Verification and Exclusions

Students were excluded from the study as per the criteria described pre-placement. However, the majority of students were excluded in Years 1-3 based on valid criteria post-placement (42% as compared to 38% pre-placement), occurring in the fall after students had already been placed in their classes. Refer to the exhibit below. Post-placement exclusions were lower overall in Year 3 (in prior years the percentage was approximately 60%) but slightly higher for Year 4 in comparison to Year 3 for two of the three groups. There were a total of 98 students (12.6%) who had been eligible for placement but not placed across years; approximately the same number of student within each year were not placed.

Exhibit 3. Final numbers of the excluded students - by school

Assignment	Cohorts 1 - 4 Total					Total
	CCHS	CHS	Commerce	Putnam	SciTech	
Valid Exclusions <i>Pre-post Enrollment</i>	22	36	134	127	106	425

The verified placement percentages were based on the numbers of those expected for placement (i.e., those in the ITT group). The intent-to-treat sample is presented in the exhibit below.

Exhibit 4. Final numbers of the intent-to-treat randomly assigned students - by school

Assignment	Cohorts 1–4 Total					TOTAL
	CCHS	CHS	Commerce	Putnam	SciTech	
Control	47	35	46	51	42	221
READ 180	38	35	44	54	61	232
Xtreme Reading	46	35	40	59	49	229
Not Placed	3	5	28	32	30	98
Total	134	110	158	196	182	780

The verified placement percentages were based on the numbers of those expected for placement (i.e., those in the ITT group). The intent-to-treat sample is presented in the exhibit below.

Additional information regarding the cohort samples in summary is provided in the exhibit below. Total exclusions overall for Cohort 3 were slightly higher than Cohorts 1 and 2 and changes to expected placement were fewer. Only two students were incorrectly placed in Year based on roster verification (in opposite interventions than originally assigned).

Exhibit 5. Cohort 1-4 randomization descriptive data analysis report

5a. Original randomization spring 2006 – 2009

Intervention	Original Randomization					Excluded prior to school year					Expected Placement **				
	C1	C2	C3	C4	Total	C1	C2	C3	C4	Total	C1*	C2	C3	C4	Total
Control	117	103	102	93	415	17	14	26	9	66	100	89	76	84	349
READ 180	106	101	101	88	396	12	10	33	14	69	94	91	68	74	327
Xtreme	111	96	100	87	394	20	12	22	13	67	91	84	78	74	327
Total	334	300	303	268	1205	49	36	81	36	202	285	264	222	232	1003

* Originally reported as 100, 95, 90 without verification. One READ 180 was excluded due to attendance 5/180 days and one Xtreme exclusion removed due to Roster provided.

** Expected placement as of mid October.

5b. Original randomization spring 2006 -2009 by school and intervention

	Control					READ 180					Xtreme					Grand
	C1	C2	C3	C4	Total	C1	C2	C3	C4	Total	C1	C2	C3	C4	Total	Total
Chicopee Comp High	9	19	15	13	56	7	18	15	13	53	7	19	17	14	57	166
Chicopee High	11	18	12	8	49	12	14	14	7	47	12	13	10	7	42	138
Commerce	39	20	20	22	101	31	20	19	21	91	32	20	20	20	92	284
RL Putnam	32	24	34	25	115	31	26	30	24	111	28	20	32	24	104	330
SHS Sci Tech	26	22	21	24	93	25	23	23	23	94	32	24	21	23	100	287
Total	117	103	102	92	414	106	101	101	88	396	111	96	100	88	395	1205

5c. Final Intent to Treat (ITT) 2006 -2009 by school and intervention

	Control					READ 180					Xtreme					Grand
	C1	C2	C3	C4	Total	C1	C2	C3	C4	Total	C1	C2	C3	C4	Total	Total
Chicopee Comp High	8	18	12	13	51	6	17	9	8	41	9	15	16	12	52	144
Chicopee High	6	10	10	8	34	11	13	7	6	37	7	10	8	6	31	102
Commerce	15	9	10	13	47	20	13	10	11	54	14	10	11	14	49	150
RL Putnam	26	15	17	8	66	22	20	16	11	69	24	16	17	11	68	203
SHS Sci Tech	18	17	7	17	59	18	15	15	18	66	21	14	7	15	56	181
Total	73	69	56	59	257	77	78	57	54	266	75	65	59	58	257	780

5d. Actual placement fall 2006 -2009 by school and intervention

	Control					READ 180					Xtreme					Grand
	C1	C2	C3	C4	Total	C1	C2	C3	C4	Total	C1	C2	C3	C4	Total	Total
Chicopee Comp High	8	17	12	12	49	6	17	8	8	39	9	15	16	12	52	140
Chicopee High	6	10	10	6	32	10	12	7	6	35	6	10	8	6	30	97
Commerce	14	7	10	12	43	16	12	10	9	47	14	7	10	11	42	132
RL Putnam	21	12	11	8	52	20	12	11	10	53	22	14	11	11	58	163
SHS Sci Tech	18	8	4	12	42	18	13	13	17	61	21	11	4	11	47	150
Total	67	54	47	50	218	70	66	49	49	234	72	57	49	52	230	682

Screening and Placement Barriers

In prior years, teachers interviewed across districts reported that they believed some of their students were “misplaced” into the program and were too advanced in terms of literacy skills to be included in a targeted intervention classroom. One reason reportedly was students did not take the tests “seriously,” they hadn’t realized at the time the test was “important,” and therefore they did not perform at their best. However, only a few teachers noted these in later years. Students did score higher in the first year as compared to the second and third years, yet there were no group differences between cohorts (i.e., scores within year were similar across treatment and control groups). Cohort differences were not anticipated given eligible students represented a distinct and narrow sample of those in the population and there were no major shifts in the student population in general.

A process for verification of student data was established prior to the first year to determine whether or not a student’s test score was an accurate representation of his or her reading ability. Districts were to review each case referred or questioned by the school staff (after assignment lists were received for prior MCAS scores as well as grades in ELA) as a way in which to verify reliability of the screening.

As reported by the SR district team, they became aware over time that teachers were not privy to the differences in testing systems and the procedures which had been put in place for schools to review each student assignment. In subsequent testing, according to the SR district team, measures were taken to communicate to administrators, teachers, test proctors, students’ family members, and to students themselves, that all tests for SR were absolutely critical and would determine placement in and out of literacy interventions. Students were specifically advised that tests should be approached with seriousness and with the intention of scoring as highly as possible. In order to address any misunderstanding regarding the screening process in Year 2 of the grant, the Striving Readers Work Group reported developing materials including proctor scripts and written procedures (e.g., a timeline, procedural steps, and accompanying checklists) to assist middle schools with administering high-quality screening of the students in eighth grade

(using the SRI as per district plans). These materials were updated and distributed again in each subsequent year. Refer to the Year 2 report for additional information about prior screening and placement challenges.

D4. Analysis

Pretest Scores

Prior reading achievement data were not entered into the student record before the SRI assessment was conducted as is strongly recommended by the developer. Concerns emerged regarding higher than anticipated standard errors based on no prior level of reading achievement was entered for consideration prior to administration. Based on discussions with the technical assistance provider and the fact that the spring SDRT-4 scores were more highly correlated with the 8th grade MCAS scores ($r = .53$) than with the SRI, it was decided that these MCAS scores would be used as the pretest covariate in the impact models. The independent variables included in the analysis of impacts were:

- the treatment indicators (Xtreme Reading, READ 180, and Control);
- MCAS eighth grade pretest scores;
- cohort and school; and
- student-level demographic characteristics (covariates):
 - special education status;
 - English language learner status;
 - race/ethnicity;
 - socio-economic status as measured by free and reduced lunch status;
 - gender; and
 - age (age over time of test included based on the difference in promotion/retention policies between districts)

The following exhibit presents a detailed list of the variables included in the analyses.

Exhibit 6. Variables included or tested for inclusion (covariates in impact models)

Measurement Construct	Variable	Level	Coding/Range	Comments
Cohort	Cohort_0_1	Student	=1 if data obtained from cohort # =0 else	To be tested for significance. Note: dummy coding and early versus later cohorts (variable not to be included if not significant)*
Gender	Female	Student	=1 if female =0 if male	Based on district CCD coded data regarding status (time invariant)
English Language Learner status	ELL	Student	=1 if student is classified as an English Language Learner =0 else	Based on district CCD coded data regarding status
Free and Reduced Lunch status eligibility/ classification – a proxy for socio economic status	Free_Lunch	Student	=1 if student classified as free or reduced price lunch =0 else	Based on district CCD coded data regarding status
Special Education status	SPED	Student	=1 if student is classified as special education =0 else	Based on district CCD coded data regarding status
Race/ethnicity	Minority	Student	=1 if student is classified as a minority (district codes) =0 else	Based on district CCD coded data regarding status (race/ethnicity state codes will be changing as per districts over time)
Age	Age_over15	Student	=1 if student is over 15 years of age (district codes) =0 else	Based on district data reported for student date of birth (calculation based on April-May time of screening)
School	Sch1, Sch2, Sch3, Sch4	School	=1 if school # =0 else	Based on district data (dummy coding)
MCAS_pre	escaleds8_fnl	Student	Continuous (RANGE 200-280)	MCAS ELA performance scores from Grade 8 (pretest covariate)

Note. A variable to indicate imputed missing SRI scores (if a regression-based model was used) would have been included if the SRI was to be included as the pretest. If Z-scores were to be used, a dichotomous variable indicating type of pretest would have been included. However, as explained, the SRI is no longer used as the pretest covariate.

Decision Rules for Variables

Covariates were initially all included in the models as a block. Empirical evidence was used to keep or remove covariates and the final model was specified based on the inclusion criteria established for the removal of the covariates ($p < .20$). Baseline equivalence testing and correlations among coefficients (to identify possible multicollinearity) were conducted using regression. Post-hoc model assessments were also conducted to assess multicollinearity and to determine the potential influences of outliers (using Cook's distance).

Missing data were assessed for each variable and did not exceed 20% missing (TA communication), the threshold for imputation. The total missing post-test scores was 16% and of the 84% with post-test scores only 83% had pretest scores (all had SRI screening scores but not MCAS scores used in the analytic models as the pretest covariate). Percentages of missing post-test data for the ITT sample by group were: Control = 83%, READ 180 = 86% and Xtreme Reading = 83%. The assumption that missing data were missing at random (MAR) was made, given there were no differences between groups (treatment and control) in rates of "missingness."

The following exhibits present descriptive information about the sample by district and treatment group, respectively. Characteristics are presented for the combined cohorts (the ITT analytic sample characteristics are included in the report text). Students in both districts scored similarly on the SRI reading achievement assessment screen and the MCAS on average, as would be expected if the same group of targeted students was being identified, though Chicopee students in this sample score higher on average as compared to Springfield.

D5. Sample Characteristics

Exhibit 7. Student sample characteristics by treatment: pre- and post-test sample (n = 534)

Characteristics	Intervention			Total (Freq/Mean)
	Control	READ 180	Xtreme Reading	
Minority (%)	29	24	20	74 / 24
Female Gender (%)	52	62	58	172 / 57
Special Education Status (%)	15	14	22	51 / 17
English Language Learner Status (%)	4	2	4	10 / 3.3
Free and Reduced Lunch Status (%)	76	71	81	228 / 76
Attendance (% of total possible days)	91	90	91	272 / 90
MCAS Score (mean)	230.8	230.1	229.9	230.3
Sample size (n)	178	186	170	534

Note. *Other includes combinations of White, Black, Asian, American Indian, Native Hawaiian, and Hispanic.

Exhibit 8. Student sample characteristics by district: pre- and post-test sample (n = 534)

Characteristics	Intervention	
	Chicopee	Springfield
Minority (%)	51	85
Female Gender (%)	51	61
Special Education Status (%)	18	17
English Language Learner Status (%)	1	6
Free and Reduced Lunch Status (%)	60	86
Attendance (% of total possible days)	91	85
MCAS Score (mean)	231.4	228.86
Sample size (n)	239	529

Note. *Other includes combinations of White, Black, Asian, American Indian, Native Hawaiian, and Hispanic.

D6. Impact

A table presenting the final model results is included in the body of the report. The final model includes school by treatment interaction terms and their inclusion may result in an over-specification of the models. The interactions were based on the effect-coded school variable (with interpretation of results for the fifth school).

The following exhibit presents the NCEs for the final model results.

Exhibit 9. NCE and percentile results for the final impact model

	Unadjusted Means			ANCOVA-adjusted Means		
	Control	Treatment		Control	Treatment	
		READ 180	Xtreme Reading		READ 180	Xtreme Reading
<i>Number of Schools =5</i>						
Normal Curve Equivalency (NCE)	32.48	34.47	32.71	29.13	31.80	29.62
NCE SD	12.57	13.43	12.76	22.87	24.24	22.90
Number of Students ^a	215	227	211	178	186	170

^a Sample for the regression-adjusted model was dictated by the numbers with both pre- and post-tests (n =534 with pretest and posttest of those with posttest n = 653 of the ITT sample n = 780).

The following exhibits present the results with treatment and school as well as treatment and cohort interaction terms.

Exhibit 10. Impact of intervention on student reading achievement (SDRT-4): Final model using NCE

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	27981.476 ^a	13	2152.421	18.130	.000	.312
Intercept	6104.474	1	6104.474	51.418	.000	.090
TCode_2	723.752	2	361.876	3.048	.048	.012
ELL	506.970	1	506.970	4.270	.039	.008
SPED	961.152	1	961.152	8.096	.005	.015
Minority sch	1046.451	1	1046.451	8.814	.003	.017
escaleds8_fnl	4715.236	4	1178.809	9.929	.000	.071
CohortYr	10659.756	1	10659.756	89.787	.000	.147
Error	1263.327	3	421.109	3.547	.014	.020
Total	61735.992	520	118.723			
Corrected Total	698111.850	534				
	89717.468	533				

R Squared = .312 (Adjusted R Squared = .295)

Exhibit 11. Impact of intervention on student reading achievement (SDRT-4): Final model using scaled score

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	117304.046 ^a	13	9023.388	17.909	.000	.309
Intercept	148881.132	1	148881.132	295.481	.000	.362
TCode_2	2835.980	2	1417.990	2.814	.061	.011
ELL	2415.392	1	2415.392	4.794	.029	.009
SPED	4272.642	1	4272.642	8.480	.004	.016
Minority	4236.598	1	4236.598	8.408	.004	.016
Sch	19631.542	4	4907.885	9.741	.000	.070
escaleds8_fnl	44302.698	1	44302.698	87.927	.000	.145
CohortYr	4980.440	3	1660.147	3.295	.020	.019
Error	262006.952	520	503.860			
Total	2.401E8	534				
Corrected Total	379310.998	533				

R Squared = .309 (Adjusted R Squared = .292)

Exhibit 12. Impact of intervention on student reading achievement (SDRT-4): Final model with treatment by cohort interaction

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	121627.833 ^a	19	6401.465	12.769	.000	.321
Intercept	149305.004	1	149305.004	297.818	.000	.367
TCode_2	2971.734	2	1485.867	2.964	.053	.011
ELL	2325.123	1	2325.123	4.638	.032	.009
SPED	4878.683	1	4878.683	9.731	.002	.019
Minority	4194.215	1	4194.215	8.366	.004	.016
Sch	18767.571	4	4691.893	9.359	.000	.068
CohortYr	4979.994	3	1659.998	3.311	.020	.019
escaleds8_fnl	43800.109	1	43800.109	87.368	.000	.145
TCode_2 * CohortYr	4323.787	6	720.631	1.437	.198	.017
Error	257683.166	514	501.329			
Total	2.401E8	534				
Corrected Total	379310.998	533				

R Squared = .321 (Adjusted R Squared = .296)

An assessment of treatment and cohort interactions indicated a significant difference at the $p < .05$ level as found in prior analysis. There were cohort differences overall with higher outcome scores in the first cohort as compared to the second and third however this result was consistent across groups. That is, outcome scores in Cohort 1 were higher than those in Cohort 2 and Cohort 3; they were higher for the treatment and control groups alike. Given the challenges in first year implementation of screening and placement, the decrease may reflect more accuracy in the screening process. This hypothesis has some support from the interview data in the second year. These data suggested that students took the tests more seriously; that teachers and test

administrators communicated the importance of the tests to students more clearly; and that the systems were in place to verify data.

Exhibit 13. Impact of intervention on student reading achievement (SDRT-4): Final model with treatment by school interaction

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	123977.062 ^a	21	5903.670	11.838	.000	.327
Intercept	148527.861	1	148527.861	297.831	.000	.368
TCode_2	1817.857	2	908.928	1.823	.163	.007
ELL	2319.941	1	2319.941	4.652	.031	.009
SPED	3890.004	1	3890.004	7.800	.005	.015
Minority	3578.263	1	3578.263	7.175	.008	.014
Sch	18411.493	4	4602.873	9.230	.000	.067
CohortYr	4542.018	3	1514.006	3.036	.029	.017
escaleds8_fnl	44203.727	1	44203.727	88.638	.000	.148
TCode_2 * sch	6673.016	8	834.127	1.673	.102	.025
Error	255333.936	512	498.699			
Total	2.401E8	534				
Corrected Total	379310.998	533				

R Squared = .327 (Adjusted R Squared = .299)

An assessment of treatment and school interactions indicated *no* significance difference at the $p < .05$ level (a change from the prior analysis with three cohorts).

Exhibit 14. Impact of intervention on student reading achievement (SDRT-4): Final model with treatment by school and treatment by cohort interaction

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	128291.168 ^a	27	4751.525	9.578	.000	.338
Intercept	148942.810	1	148942.810	300.235	.000	.372
TCode_2	2265.227	2	1132.614	2.283	.103	.009
ELL	2154.389	1	2154.389	4.343	.038	.009
SPED	4492.029	1	4492.029	9.055	.003	.018
Minority	3575.771	1	3575.771	7.208	.007	.014
sch	17824.993	4	4456.248	8.983	.000	.066
CohortYr	4538.528	3	1512.843	3.050	.028	.018
escaleds8_fnl	43730.080	1	43730.080	88.150	.000	.148
TCode_2 * sch	6663.335	8	832.917	1.679	.101	.026
TCode_2 * CohortYr	4314.105	6	719.018	1.449	.194	.017
Error	251019.830	506	496.087			
Total	2.401E8	534				
Corrected Total	379310.998	533				

R Squared = .338 (Adjusted R Squared = .303)

The interaction terms were not included in the final model. The inclusion of both interaction terms do not meet the <.05 significance level though both meet the <.20 significance level. These terms were not included in the final model given the study is still underpowered without the inclusion of the two remaining cohorts.

Effect Size

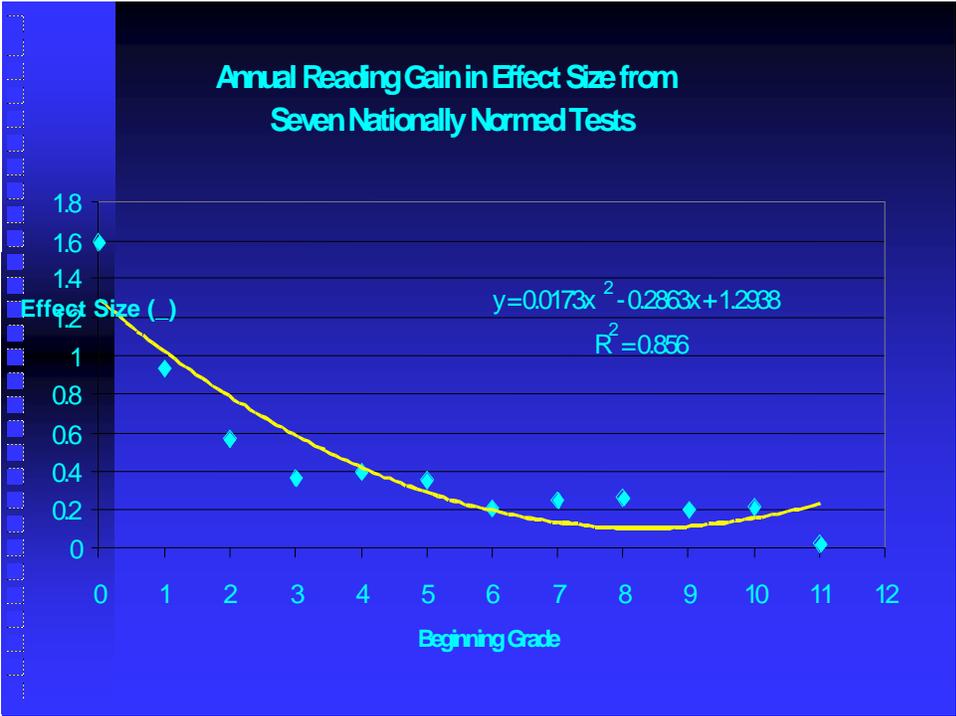
Effect sizes are presented in the text of the report. As quoted from technical assistance guidance: Rosenthal (1994) refers to Option 1 as “Cohen’s *d*” or “Hedges’s *g*”, and refers to Option 2 as “Glass’s Δ ” and states “the pooled *S* – that is, the *S* computed from both groups – tends to provide a better estimate in the long run, of the population standard deviation (Hedges & Olkin, 1986, p.79). However, when the *S*’s based on the two different conditions differ greatly from each other, choosing the control group *S* as the standardizing quantity is a very reasonable alternative. That is because it is always possible that the experimental treatment itself has made the *S* of the experimental group too large or too small relative to the control group (p. 232).”

This formula is described as:

$$SES = \frac{(\bar{y}_{treatment} - \bar{y}_{control})}{\text{standard deviation of control group}}$$

The effect sizes observed, though modest, are not unusual as compared to empirical benchmarks in secondary achievement reading scores. Refer to the following exhibit.

Exhibit 15. Empirical benchmarks for achievement gains in reading



Source: Bloom, Hill, Rebeck Black, & Lipsey, 2006

D7. Cohort Performance Over Time

Cohort performance for the final years will be assessed and presented in the final report. The following included preliminary cohort analysis.

Cohort 1

Following Cohort 1 students across the three years of the intervention revealed that these students followed one of 15 potential paths (see the following three exhibits). The largest gains in average SDRT-4 score from baseline to Year 3 were seen in those students who were in the control group (+25.4 points), those who received two years of the Xtreme intervention (+29.3 points) and those students who received two years of the READ 180 intervention (+21.8 points). One potential explanation for the similarity between the intervention and control groups in the SDRT-4 outcome for Cohort 1 students may be the difficulties (noted in previous reports) with the screening process in the first year of the intervention. In addition, teachers in the control group had more experience teaching ELA and higher levels of education than treatment group teachers which could influence the outcomes as well. Examining the patterns of future cohorts should help to either confirm or call into question this hypothesis.

Exhibit 16. Cohort 1: Control and treatment groups' performance patterns over time

Years of Treatment	Condition	Average SDRT4 Y1	Average SDRT4 Y2	Y1 vs. Y2	Average SDRT4 Y3	Y2 vs. Y3	Baseline to Y3 Change
0	ControlY1 (n = 45)	683.8 (n = 36)	699.5 (n = 31)	+15.7	709.3 (n = 22)	+9.8	+25.4
1	ControlY1 → XtremeY2 (n = 3)	665.7 (n = 3)	702.5 (n = 2)	+36.8	684.5 (n = 2)	-18	+18.8
1	ControlY1 → READ 180Y2 (n = 7)	659.6 (n = 7)	697.6 (n = 7)	+38.0	662.3 (n = 4)	-35.3	+2.7
1	ControlY1 → XtremeY3 (n = 4)	669.5 (n = 4)	659 (n = 4)	-10.5	669 (n = 3)	+10	-5
1	Control Y1 → READ 180 Y3 (n = 5)	662.2 (n = 5)	649.6 (n = 5)	-12.6	665 (n = 4)	+15.4	+2.8
1	READ 180 Y1 (n = 46)	680.05 (n = 44)	691.84 (n = 31)	+ 11.8	696.91 (n = 22)	+5.1	+16.9
1	Xtreme Y1 (n = 49)	679.8 (n = 38)	690.7 (n = 27)	+10.9	699.6 (n = 26)	+8.9	+19.8
2 ^c	READ 180 Y1 → READ 180 Y2 (n = 17)	656.9 (n = 17)	668.6 (n = 12)	+ 11.7	670 (n = 10)	+ 1.4	+13.1
2 ^c	ControlY1 → XtremeY2, Y3 (n = 1)	650 (n = 1)	660 (n = 1)	+10	---	---	---
2 ^c	ControlY1 → READ 180Y2, Y3 (n = 2)	662 (n = 2)	673 (n = 1)	+11	680 (n = 2)	+7	+18
2 ^c	READ 180 Y1 → Xtreme Y2 (n = 2)	684 (n = 2)	693 (n = 1)	+9	---	---	---

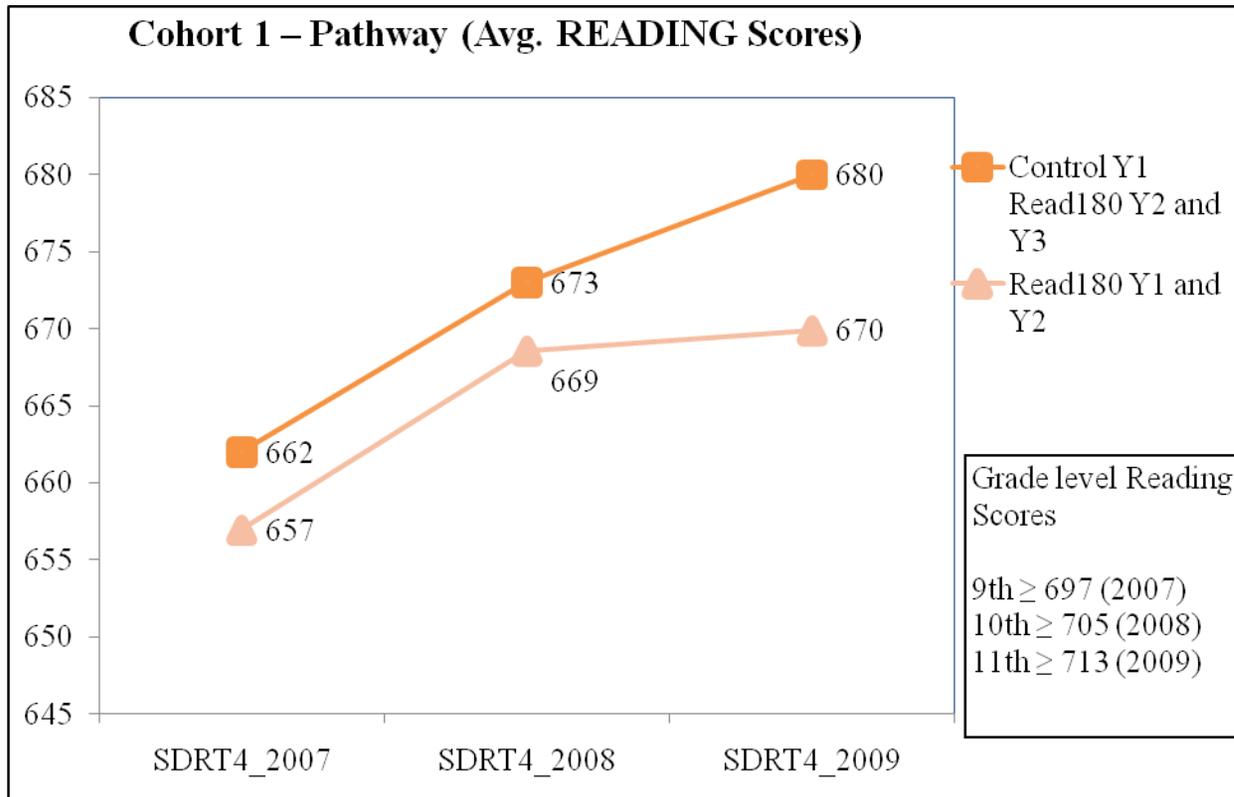
Years of Treatment	Condition	Average SDRT4 Y1	Average SDRT4 Y2	Y1 vs. Y2	Average SDRT4 Y3	Y2 vs. Y3	Baseline to Y3 Change
2 ^C	Xtreme Y1 → Xtreme Y2 (n = 18)	657.1 (n = 16)	683.4 (n = 11)	+26.3	686.4 (n = 9)	+3	+29.3
2 ^C	Xtreme Y1 → READ 180 Y2 (n = 1)	673 (n = 1)	703 (n = 1)	+30	701 (n = 1)	-2	+28
2 ^{NC}	READ 180 Y1 → READ 180 Y3 (n = 5)	675 (n = 5)	660.4 (n = 5)	-14.6	696.8 (n = 5)	+36.4	+21.8
2 ^{NC}	Xtreme Y1 → Xtreme Y3 (n = 4)	656.3 (n = 4)	667.5 (n = 4)	+11.2	673.7 (n = 3)	+6.2	+17.4

^C = consecutive years of treatment; ^{NC} = non-consecutive years of treatment

Note. No group reading at or above grade level

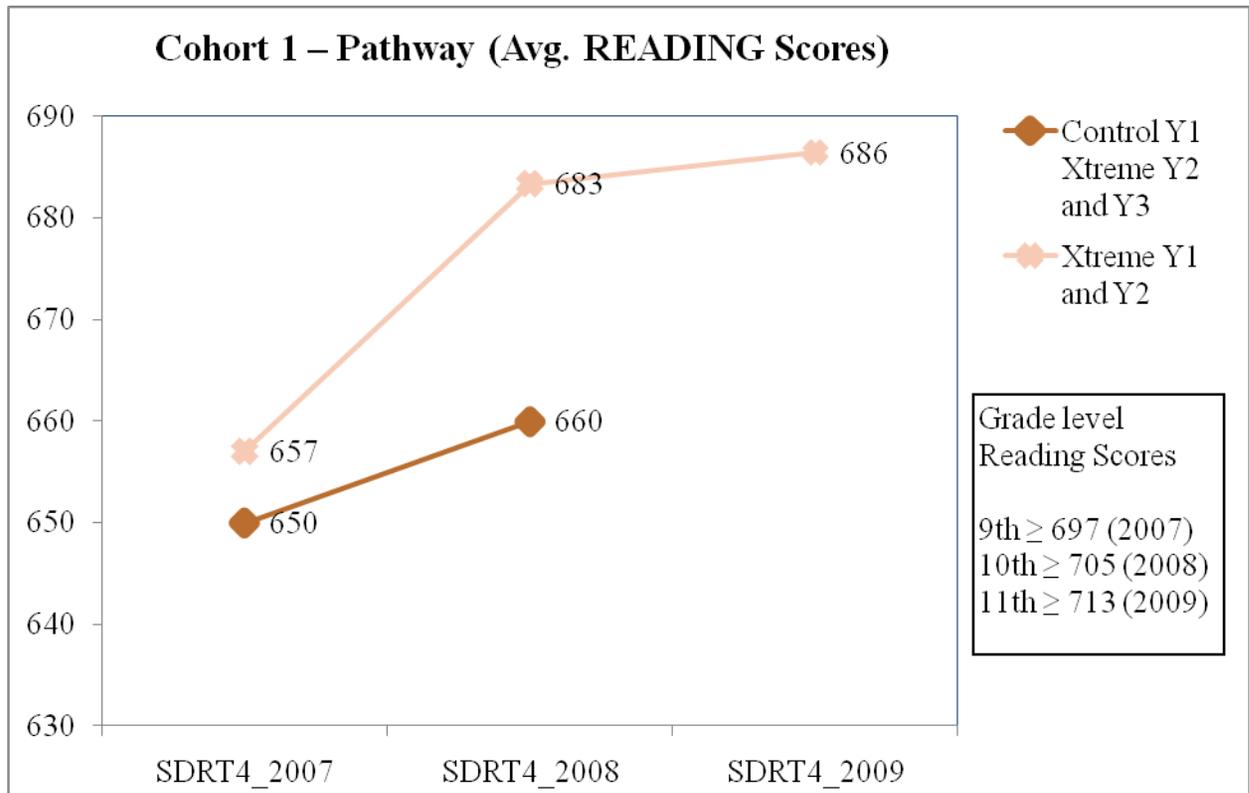
The following exhibits illustrate visually by treatment group results included in the prior tables.

Exhibit 17. Cohort 1 READ 180 SDRT-4 scores across three years of Striving Readers



Note. End of Year 1 = 2007; End of Year 2 = 2008; End of Year 3 = 2009

Exhibit 18. Cohort 1 Xtreme Reading SDRT-4 scores across three years of Striving Readers



Note. End of Year 1 = 2007; End of Year 2 = 2008; End of Year 3 = 2009

Cohort 2

The following three exhibits present the 7 possible paths that Cohort 2 students could follow across two years and the average SDRT-4 scores for each intervention year and each intervention path.

Exhibit 19. Cohort 2: Control and treatment groups' performance patterns over time

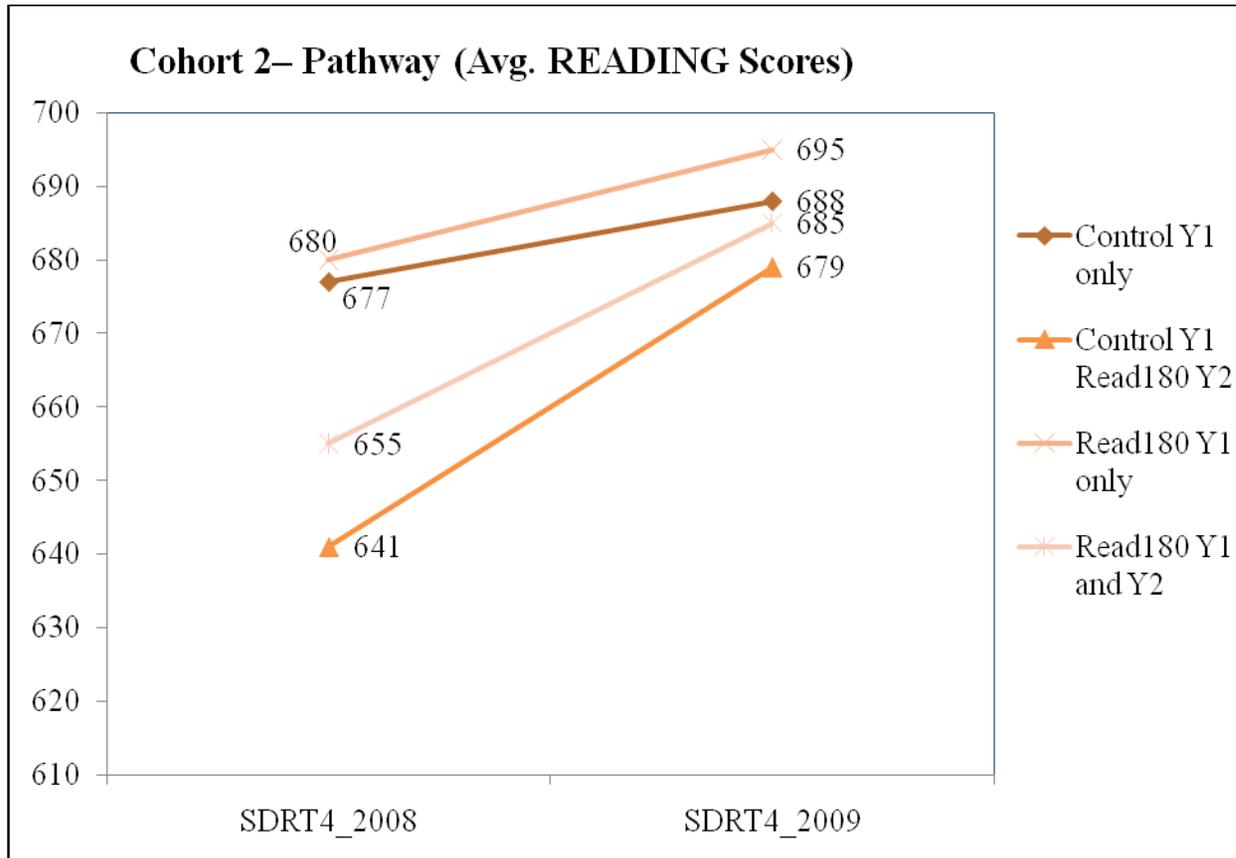
Years of Treatment	Condition	Average SDRT4 Y1	Average SDRT4 Y2	Y1 to Y2 Change
0	ControlY1 (n = 42)	677.1 (n = 29)	688.4 (n = 24)	+11.3
1	ControlY1 → XtremeY2 (n = 5)	660.2 (n = 5)	661.5 (n = 4)	+1.3
1	ControlY1 → READ 180Y2 (n = 7)	641.4 (n = 7)	679 (n = 5)	+37.6
1	READ 180 Y1 (n = 44)	680.1 (n = 34)	695.4 (n = 33)	+15.3
1	Xtreme Y1 (n = 42)	677.9 (n = 32)	691.4 (n = 25)	+13.5
2	READ 180 Y1 → READ 180 Y2 (n = 22)	655.1 (n = 21)	684.9 (n = 16)	+29.8
2	Xtreme Y1 → Xtreme Y2 (n = 15)	656.3 (n = 15)	666.7 (n = 14)	+10.4

Note. No group reading at or above grade level

The largest gains from baseline to the second treatment year were for students who were in the control group in their first year and in READ 180 in their second year (+37.6 points) and for the students who received the READ 180 intervention for two consecutive years (+29.8 points).

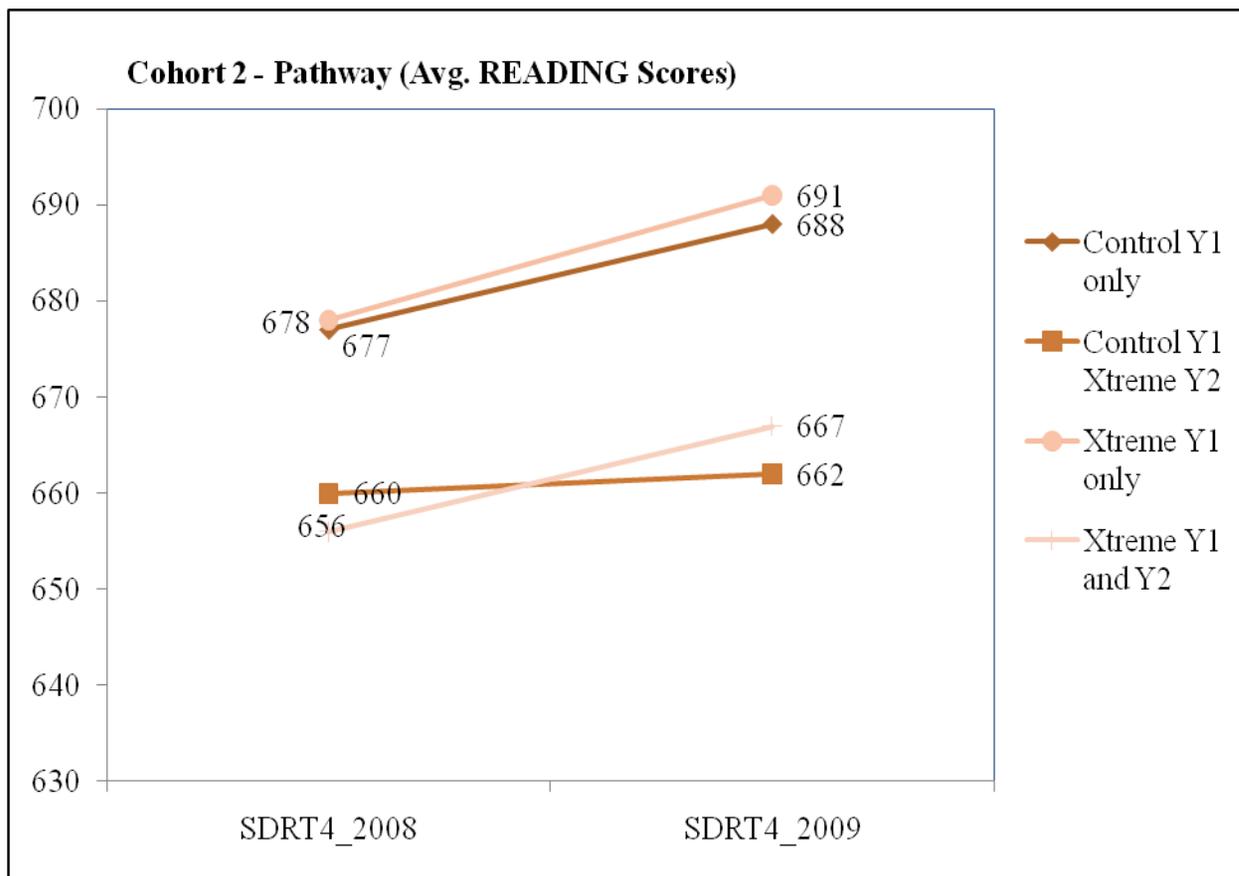
The following exhibits illustrate visually by treatment group results included in the prior tables.

Exhibit 20. Cohort 2 READ 180 SDRT-4 scores across Year 2 and 3 of Striving Readers



Note. End of Year 2 = 2008; End of Year 3 = 2009

Exhibit 21. Cohort 2 Xtreme Reading SDRT-4 scores across Year 2 and 3 of Striving Readers



Note. End of Year 2 = 2008; End of Year 3 = 2009

Cohort 1 vs. Cohort 2

The only similar pattern over time between the two cohorts was that, in both cases, those students who received two consecutive years of READ 180 had the highest gains on average. The absence of results as strong for the control group in Cohort 2 may provide further support for the argument that Cohort 1 findings may be partially attributable to difficulties in screening during the first year of the intervention.

Cohort 1 - At or Above Grade Level

The following exhibit displays the number of students scoring at or above grade level on the SDRT-4 in each year of the intervention by treatment condition and school. The largest number of students scoring at or above grade level on the SDRT-4 across all three years were those in the control group (35 students), those who received one year of READ 180 (27 students) and those who received one year of Xtreme (32 students). The school with the largest number of students scoring at or above grade level on the SDRT-4 was School B (38 students) which had twice as many students in this category as the school with the second largest group of students in this category, School E.

Exhibit 22. Cohort 1: Number of students scoring at or above grade level

Years of Treatment	Condition	Number Scoring At or Above GL Y1	Number Scoring At or Above GL Y2	Number Scoring At or Above GL Y3	School E	School D	School A	School C	School B	Total
0	ControlY1 (n = 45)	9	13	13	Y1 = 3 Y2 = 1	Y2 = 2 Y3 = 4	Y1 = 1 Y2 = 3 Y3 = 2	Y2 = 2 Y3 = 3	Y1 = 5 Y2 = 5 Y3 = 4	35
1	ControlY1 → XtremeY2 (n = 3)	0	1	0		Y2 = 1				1
1	ControlY1 → READ 180Y2 (n = 7)	0	2	0			Y2 = 1		Y2 = 1	2
1	ControlY1 → XtremeY3 (n = 4)	0	0	0						0
1	Control Y1 → READ 180 Y3 (n = 5)	1	0	0					Y1 = 1	1
1	READ 180 Y1 (n = 46)	14	7	6	Y1 = 2 Y2 = 3 Y3 = 3	Y2 = 1 Y3 = 1	Y1 = 4 Y2 = 1 Y3 = 1	Y1 = 2 Y3 = 1	Y1 = 6 Y2 = 2	27
1	Xtreme Y1 (n = 49)	12	11	9	Y1 = 2 Y2 = 2 Y3 = 2	Y1 = 3 Y2 = 2 Y3 = 3		Y1 = 1 Y2 = 1 Y3 = 2	Y1 = 6 Y2 = 6 Y3 = 2	32
2 ^C	READ 180 Y1 → READ 180 Y2 (n = 17)	0	0	1			Y3 = 1			1
2 ^C	ControlY1 → XtremeY2, Y3 (n = 1)	0	0	0						0

Years of Treatment	Condition	Number Scoring At or Above GL Y1	Number Scoring At or Above GL Y2	Number Scoring At or Above GL Y3	School E	School D	School A	School C	School B	Total
2 ^C	ControlY1 → READ 180Y2, Y3 (n = 2)	0	0	0						0
2 ^C	READ 180 Y1 → Xtreme Y2 (n = 2)	1	0	0	Y1 = 1					1
2 ^C	Xtreme Y1 → Xtreme Y2 (n = 18)	0	1	2			Y3 = 1	Y2 = 1 Y3 = 1		3
2 ^C	Xtreme Y1 → READ 180 Y2 (n = 1)	0	0	0						0
2 ^{NC}	READ 180 Y1→ READ 180 Y3 (n = 5)	1	0	1				Y1 = 1		2
2 ^{NC}	Xtreme Y1 → Xtreme Y3 (n = 4)	0	0	0			Y3 = 1			0
Total⁶		38	35	32	19	17	16	15	38	

^C = consecutive years of treatment; ^{NC} = non-consecutive years of treatment

⁶ These numbers do not necessarily represent unique students but rather instances of students scoring at or above grade level over 3 years.

Cohort 2 – At or Above Grade Level

Cohort 2 students scoring at or above grade level in each year of the intervention were predominantly from three groups: those in the control group (11 students), those who received one year of READ 180 (18 students) and those who received one year of Xtreme (14 students). Refer to the following exhibit. The high school with the greatest number of students scoring at or above grade level on the SDRT-4 across both years was School D (22 students).

Exhibit 23. Cohort 2: Number of students scoring at or above grade level

Years of Treatment	Condition	Number Scoring At or Above GL Y1	Number Scoring At or Above GL Y2	School E	School D	School A	School C	School B	Total
0	ControlY1 (n = 42)	6	5	Y1 = 2 Y2 = 1	Y1 = 3 Y2 = 4			Y1 = 1	11
1	ControlY1 → XtremeY2 (n = 5)	0	1		Y2 = 1				1
1	ControlY1 → READ 180Y2 (n = 7)	0	0						0
1	READ 180 Y1 (n = 44)	5	13	Y2 = 2	Y1 = 4 Y2 = 7	Y1 = 1		Y2 = 4	18
1	Xtreme Y1 (n = 42)	4	10	Y2 = 2	Y1 = 2 Y2 = 1	Y1 = 1 Y2 = 2	Y = 1 Y = 2	Y2 = 3	14
2	READ 180 Y1→ READ 180 Y2 (n = 22)	0	0						0
2	Xtreme Y1 → Xtreme Y2 (n = 15)	0	0						0
Total⁷		15	29	7	22	4	3	8	

⁷ These numbers do not necessarily represent unique students but rather instances of students scoring at or above grade level over 2 years.

Cohort 1 vs. Cohort 2 – At or Above Grade Level

The same three groups have the highest numbers of students scoring at or above grade level in both cohorts. For Cohort 2, READ 180 had the highest number of students scoring at or above grade level which is the opposite of the findings for Cohort 1 students. Similarly, in Cohort 2 the control group had the lowest numbers of students scoring at or above grade level which is reversed from what it was for Cohort 1. The high school with the largest number of students scoring at or above grade level differed by cohort.

Cohort 1 - MCAS

The following exhibit displays the number of students from Cohort 1 who scored proficient or advanced on the 10th grade MCAS. The highest numbers of students in this category were from School B. The largest numbers of these students were those who received one year of the READ 180 intervention.

Exhibit 24. Cohort 1: Number of students scoring proficient or above 10th grade

Years of Treatment	Condition	Number Scoring Proficient or Above	School E	School D	School A	School C	School B
0	Control ⁸ (n = 38)	8		2	1	2	3
1	READ 180 (n = 44)	15	2	2	2	3	6
1	Xtreme (n = 37)	8	1	1		1	5
2	READ 180 (n = 13)	5			3		2
2	Xtreme (n = 15)	1			1		
Total School Totals		37	3	5	7	6	16
			156	171	87	83	164

⁸ N's represent the number of students in this group for whom MCAS data were available.

Cohort 2 - MCAS

As displayed in the following exhibit, the majority of Cohort 2 students who scored proficient or above on the 10th grade MCAS came from either School D (16 students) or School B (13 students). The largest number of students who scored proficient or above received one year of the Xtreme intervention (15 students). The second largest group of students to score proficient or above on the MCAS were either from the control group or the group that received one year of READ 180 (each had 13 students).

Exhibit 25. Cohort 2: Number of Students Scoring Proficient or Above 10th Grade MCAS

Years of Treatment	Condition	Number Scoring Proficient or Above	School E	School D	School A	School C	School B
0	Control ⁹ (n = 28)	13	2	6	1		4
1	READ 180 (n = 33)	13	1	6	1	1	4
1	Xtreme (n = 36)	15	2	4	2	3	4
2	READ 180 (n = 15)	1	1				
2	Xtreme (n = 14)	2	1				1
Total School Totals		44	7	16	4	4	13
			177	203	75	69	174

Cohort 1 vs. Cohort 2 - MCAS

In both cohorts a majority of the students scoring proficient or above on the 10th grade MCAS were from School B. While those students who received one year of READ 180 had a majority of students scoring proficient or above in both cohorts, in Cohort 2 a comparable number of students from the other conditions performed equally well on the MCAS.

⁹ N's represent the number of students in this group for whom MCAS data were available.

APPENDIX E: WHOLE-SCHOOL INTERVENTION

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E1: Whole-School Population

Exhibit 1 presents descriptive information about the Chicopee and Springfield student populations, individually and combined.

Exhibit 1. 2009 student characteristics by individual district and combined

	District		Districts
	Chicopee (<i>N</i> = 2801)	Springfield (<i>N</i> = 4603)	Combined (freq/%) (<i>N</i> = 7404)
Race/Ethnicity (%)			
White	72.9	11.6	2577 / 34.8
Black	3.5	28.3	1403 / 18.9
Asian	1.0	1.8	112 / 1.5
American Indian	0.1	0.1	6 / 0.1
Native Hawaiian or Other Pacific Islander	0.2	0.1	8 / 0.1
Other	22.3	58.0	3298/44.5
Gender/Female (%)	50.0	50.2	3714 / 50.2
Special Education Status (%)	15.5	25.3	1599 / 21.6
English Language Learner Status (%)	1.8	12.2	610 / 8.2
Free and Reduced Lunch Status (%)	44.4	73.6	4632 / 62.6
Attendance (%)	85.0	67.2	73.9
MCAS Score (mean)	243.5 ^a	236.9 ^b	239.8 ^c
SDRT-4 Score (mean)	709.5 ^d	673.8 ^e	690.8 ^f

^a*n* = 553. ^b*n* = 679. ^c*n* = 1232. ^d*n* = 2186. ^e*n* = 2455. ^f*n* = 4640.

Note. Other for Race/Ethnicity includes combinations of White, Black, Hispanic, Asian, American Indian, Alaska Native, and Native Hawaiian or other Pacific Islander. The maximum number of days of attendance is 180. Student characteristic data was received from the respective district in May 2009. The respective district provided SDRT-4 scores in July 2009 and MCAS scores in November 2009.

As Exhibit 1 shows, aggregated 2009 student characteristics differ between districts. A statistically significant and higher percentage of Springfield students were reportedly minority students as compared to Chicopee students, 88% and 27%, respectively, $\chi^2(1) = 2876.39$, $p < 0.01$. This difference between districts existed in Springfield and Chicopee in Year 1 (86% and 22%, respectively) and Year 2 (88% and 24%, respectively).

The two school districts had an equal percentage of female students, $\chi^2(1) = 0.04, p = 0.85$ (both had 50%). Twenty-five percent of Springfield students as compared to 16% of Chicopee students had special education student status, $\chi^2(1) = 97.92, p < 0.01$. This is a modest increase for Springfield from Year 1 (23%) and Year 2 (24%) and Chicopee (14% for both Years 1 and 2). Twelve percent of students from Springfield as compared to 2% of students from Chicopee were classified as English language learners, $\chi^2(1) = 248.22, p < 0.01$. These numbers were identical for Chicopee in Year 1 and 2 and similar for Springfield (86% in Year 1 and 88% in Year 2). Finally, seventy-four percent of students in Springfield as compared to 44% in Chicopee qualified for free or reduced-price lunch, $\chi^2(1) = 631.05, p < 0.01$. This percentage increased for both Springfield (68% in Year 1 and 70% in Year 2) and Chicopee (31% in Year 1 and 39% in Year 2).

With respect to the mean number of days in attendance (of the 180 possible days), Chicopee students attended school more often as compared to Springfield students, 153 (85%) and 121 (67%), respectively, $t(2717) = 25.32, p < 0.01$.

Chicopee students scored higher on the MCAS ($M = 243.53, SD = 13.49$) and SDRT-4 ($M = 709.53, SD = 55.50$) on average as compared to Springfield students ($M = 236.85, SD = 13.09$ and $M = 673.82, SD = 94.99$, respectively). The mean MCAS and SDRT-4 score difference between districts was statistically significant ($t(85) = 2.79, p < 0.01, t(1172) = 10.58, p < 0.01$, respectively).

Exhibit 2 presents MCAS and SDRT-4 scores over the Striving Readers grant period for individual schools participating in the grant.

Exhibit 2. Mean scaled SDRT-4 and ELA MCAS scores from participating schools during Striving Readers grant period

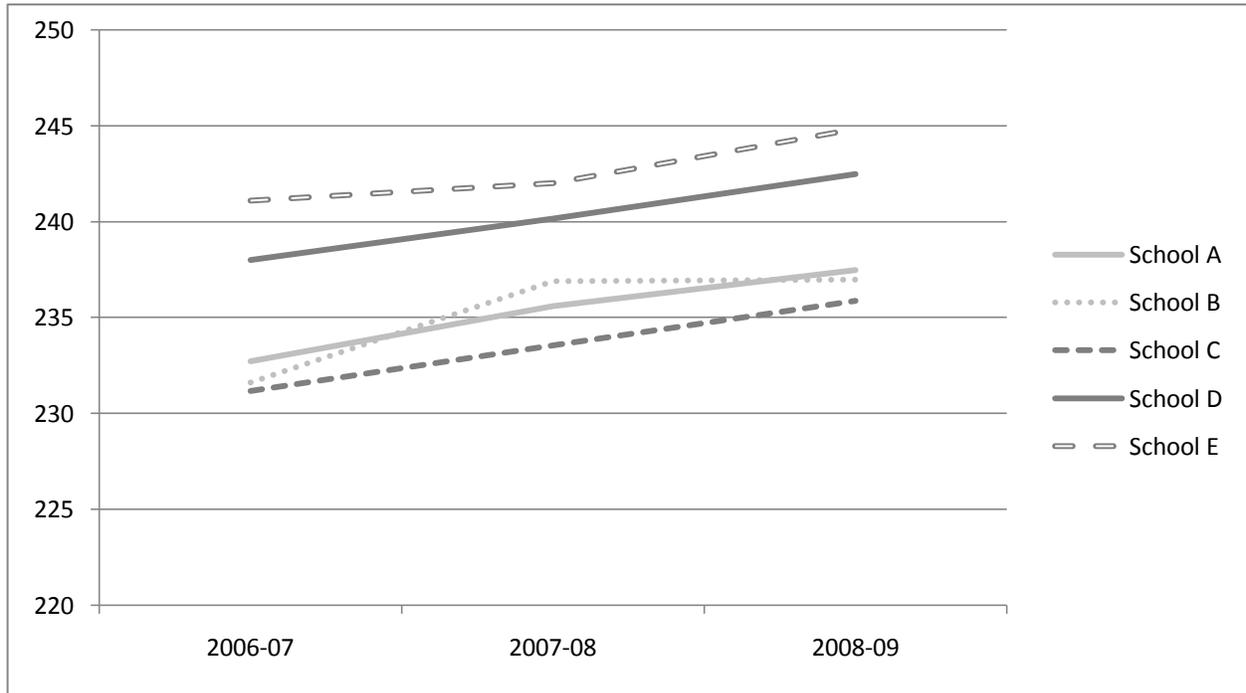
	Year 1 2006-07	Year 2 2007-08	Year 3 2008-09
School A			
SDRT-4	678.52 ^g (46.28)	689.75 ^h (40.39)	683.54 ⁱ (43.49)
MCAS	232.72 ^j (14.17)	235.59 ^k (13.13)	237.48 ^l (14.30)
School B			
SDRT-4	683.48 ^a (34.95)	687.50 ^b (34.90)	686.91 ^c (37.35)
MCAS	231.61 ^d (11.12)	236.89 ^e (11.68)	236.99 ^f (12.17)
School D			
SDRT-4	705.03 ^y (39.98)	709.04 ^z (40.43)	710.81 ^{aa} (42.64)
MCAS	238.01 ^{ab} (12.59)	240.16 ^{ac} (11.96)	242.47 ^{ad} (11.97)
School E			
SDRT-4	708.15 ^s (43.93)	708.08 ^t (46.56)	711.22 ^u (45.70)
MCAS	241.10 ^v (14.50)	242.02 ^w (14.95)	244.83 ^x (15.06)

Note. MCAS scores are equitable across years. Standard deviations are in parentheses. For a breakdown of SDRT-4 scores by grade, see Exhibit 8.

^a*n* =845. ^b*n* =1128. ^c*n* =1167. ^d*n* =360. ^e*n* =374. ^f*n* =361. ^g*n* =759. ^h*n* =678. ⁱ*n* =623. ^j*n* =285. ^k*n* =219. ^l*n* =162. ^m*n* =911. ⁿ*n* =813. ^o*n* =631. ^p*n* =343. ^q*n* =240. ^r*n* =156. ^s*n* =797. ^t*n* =1052. ^u*n* =1070. ^v*n* =346. ^w*n* =262. ^x*n* =248. ^y*n* =904. ^z*n* =1165. ^{aa}*n* =1115. ^{ab}*n* =298. ^{ac}*n* =324. ^{ad}*n* =305.

Exhibit 3 displays MCAS scores over the Striving Readers grant period as well as across individual schools participating in the grant.

Exhibit 3. Participating schools' mean scaled ELA MCAS scores during Striving Readers grant period



As displayed in Exhibit 2 and Exhibit 3, across the three years of the Striving Readers grant, on average, students' MCAS scores have increased by 2.3 points per year (see Exhibit 4). On average, the two participating Striving Readers schools from the Chicopee school district (Schools D and E) performed better on the ELA MCAS as compared to the three participating Striving Readers schools from the Springfield school district (Schools A, B and C). On average, both Schools D and E recorded modest improvements in their ELA MCAS scores across the Striving Readers grant period. School D's average ELA MCAS score has increased by 2 points from Years 1 to 2 and 3 points from Years 2 to 3. For School E, their ELA MCAS scores have improved, on average, by 1 point from Years 1 to 2, and 3 points from Years 2 to 3. For the three participating Springfield high schools, Schools A, B, and C, they too have experienced, on average, modest gains in their ELA MCAS scores across the three years of the Striving Readers grant. School A's ELA MCAS scores increased, on average, by 3 points from Year 1 to 2 and 1

point from Year 2 to 3. School B recorded an average 1 point increase between Years 1 and 2, while their average scores remained the same between Years 2 and 3. The average ELA MCAS score for School C has increased by 3 points from Year 1 to 2 and 2 points from Year 2 to 3.

Exhibit 4 includes models constructed to describe the relationship over the course of the Striving Readers grant period between participating Striving Readers schools' MCAS scores and the percentage of teachers who attended *all* of the required professional development training during their introductory year of SIM-CERT.

Exhibit 4. Taxonomy of fitted multilevel models describing the relationship between participating Striving Readers schools’ MCAS scores and an adequate professional development (PD) rating for SIM-CERT during the grant period

	Model 1	Model 1 (no School B)	Model 2- Final Model	Model 2 (no School B)	Model 3	Model 3 (no School B)	Model 4	Model 4 (no School B)	Model 5	Model 5 (no School B)
Fixed Effects										
Intercept	233.98*** (2.11)	235.37*** (2.04)	235.06*** (1.75)	235.71*** (2.13)	232.14*** (0.64)	234.88*** (1.81)	228.49*** (1.97)	226.20*** (2.34)	227.60*** (3.01)	226.69*** (2.66)
Time			2.30*** (0.26)	2.21*** (0.14)	2.26*** (0.28)	2.19*** (0.14)	2.28*** (0.23)	2.19*** (0.14)	2.28*** (0.24)	2.19*** (0.15)
Adequate PD Rating					9.06*** (1.16)	2.13 (1.33)	4.72~ (2.20)	1.69 (1.35)	7.25 (6.92)	0.21 (4.59)
District							3.60~ (1.76)	5.90* (1.65)	4.44 (2.75)	5.44* (2.06)
PD*District									-1.81 (4.59)	1.04 (2.95)
Random Effects										
σ_{μ}^2	20.25~ (15.71)	15.57 (13.58)	14.80~ (10.62)	17.95 (14.70)	0.67 (0.96)	11.91 (10.51)	0.91 (0.92)	1.85 (1.92)	1.07 (1.13)	1.74 (1.86)
σ_{ϵ}^2	15.65*** (3.74)	8.53*** (2.28)	0.66* (0.31)	0.16* (0.08)	0.77* (0.40)	0.16* (0.09)	0.53* (0.27)	0.15* (0.09)	0.56* (0.30)	0.18~ (0.11)
Goodness-of- Fit										
-2LL	231.4	166.1	53.4	31.9	40.5	27.2	33.8	18.0	28.8	14.0

~ $p < .10$, * $p < .05$, ** $p < .01$, *** $p < .001$

Note. Adequate PD rating = 1 when a teacher attended *all* of the required professional development training during his/her introductory year of SIM-CERT; = 0 when a teacher did not completed *all* of the required professional development training during his/her introductory year of SIM-CERT. While Model 3 shows that teachers’ professional development ratings (Adequate PD Rating) is a significant predictor of MCAS scores, this finding is influenced by one school (School B). Given our limited number of degrees of freedom, we omitted School B from the analysis in order to show its influence on the predictor “Adequate PD Rating.” Standard errors are in parentheses.

Exhibit 5 presents MCAS scores by “proficient” and “less than proficient” over the Striving Readers grant period as well as across individual schools participating in the grant.

Exhibit 5. Percentage of students labeled “proficient” and “less than proficient” on ELA MCAS during Striving Readers grant period

	Year 1 2006-07	Year 2 2007-08	Year 3 2008-09
School A	(n=284)	(n=219)	(n=162)
Proficient	38	41	48
Less than Proficient	63	59	52
School B	(n=360)	(n=374)	(n=361)
Proficient	28	44	48
Less than Proficient	72	56	52
School C	(n=341)	(n=240)	(n=156)
Proficient	30	35	44
Less than Proficient	70	65	56
School D	(n=298)	(n=324)	(n=305)
Proficient	55	52	67
Less than Proficient	45	48	33
School E	(n=346)	(n=262)	(n=248)
Proficient	62	59	70
Less than Proficient	38	41	30

Note. Percentages total 100 and do not include students who were categorized in performance level “other.” MCAS scores are equitable across years.

All three participating Striving Readers schools from the Springfield school district, Schools A, B, and C, have demonstrated an improvement in the percentage of students achieving “proficiency” on the ELA MCAS exam during the Striving Readers grant period (see Exhibit 5). For School A students, the percentage of “proficient” scorers increased from 38% to 41% to 48% in Years 1, 2, and 3, respectively. The percentage of students scoring “proficient” at School B increased from 28% in Year 1 to 44% in Year 2 to 48% in Year 3. In Year 1, 30%, in Year 2, 35% and in Year 3, 44% of School C students were identified as “proficient” in ELA. The two participating Striving Readers schools from the Chicopee school district, Schools D and E,

recorded a modest decrease in percentage of students achieving “proficiency” between Years 1 and 2, 62% to 59% and 55% to 52%, respectively. However, both schools have achieved their highest percentage of “proficient” students in 2008-09, 67% for School D and 70% for School E.

Exhibit 6 includes models constructed to describe the relationship between students’ reading proficiency (as measured by the SDRT-4) and SIM-CERT over the Striving Readers grant period.

Exhibit 6. Taxonomy of fitted multilevel models describing the relationship between students’ reading proficiency (as measured by the SDRT-4) and SIM-CERT over time

	Model 1	Model 2- Final	Model 3	Model 4	Model 5	Model 6
Fixed Effects						
Intercept	691.01*** (6.48)	714.98*** (3.80)	701.89*** (7.45)	714.74*** (4.04)	720.37*** (27.42)	673.23*** (15.31)
Time	2.23* (0.81)	3.02** (0.89)	2.67* (0.81)	3.26* (0.97)	1.48 (1.74)	0.73 (1.41)
% Minority		-0.40*** (0.05)	-0.25* (0.09)	-0.39*** (0.06)	-0.28 (0.11)	-0.10 (0.11)
PD Adequate			13.85~ (6.98)		17.07 (11.68)	15.57 (6.71)
PD Initial				-0.04 (0.05)		
CERT Minimum					-19.56 (33.29)	
CERT Exceeded						33.96 (13.90)
Random Effects						
σ_{μ}^2	204.42~ (146.11)	11.70 (11.79)	10.03 (9.96)	13.51 (13.60)	20.85 (31.51)	5.52 (7.27)
σ_{ϵ}^2	6.61* (3.11)	7.85* (3.71)	6.20* (3.06)	8.05* (4.03)	7.20 (8.07)	4.69 (4.27)
Goodness-of-Fit						
-2LL	84.6	78.5	69.1	82.1	34.8	32.0

~ $p < .10$, * $p < .05$, ** $p < .01$, *** $p < .001$

Note. Adequate PD rating = 1 when a teacher attended *all* of the required professional development training during his/her introductory year of SIM-CERT; = 0 when a teacher did not completed *all* of the required professional development training during his/her introductory year of SIM-CERT. PD Initial = 1 if teacher attended two days of SIM-CERT training at the beginning of the school year; = 0 if teacher did not completed SIM-CERT training at the beginning of the school year. CERT Minimum = 1 if teacher implemented “unit organizer” and one additional SIM-CERT routine; = 0 if teacher did not implement “unit organizer” and one additional SIM-CERT routine. CERT Exceeded = 1 if teacher implemented “unit organizer” and two additional SIM-CERT routines; = 0 if teacher did not implement “unit organizer” and two additional SIM-CERT routines. Standard errors are in parentheses.

Since the implementation of SIM-CERT in 2006-2007, on average, students' reading proficiency scores have increased by 3 points per year (see Exhibit 6). On average, minority students are scoring 0.40 points lower on the SDRT-4 as compared to non-minority students.¹ However, neither the amount of professional development teachers received nor how many CERT strategies they incorporated in their lessons predicted students' reading proficiency scores.

Even though, on average, SDRT-4 scores increased by 3 points per year during the Striving Readers grant period, there was no consistent pattern of results across the five participating Striving Readers schools (see Exhibits 2, 7, and 8). School A recorded an average increase of 10 points between Years 1 and 2, but dropped by an average of 6 points between Years 2 and 3. School B's SDRT-4 scores increased by an average of 4 points from Year 1 to 2, but on average, dropped by 1 point between Years 2 to 3. School C's scores improved between Years 1 and 2 as well as Years 2 and 3, an average of 2 points and 3 points, respectively. School D recorded an average increase of 4 points between Years 1 and 2 and 2 points between Years 2 and 3. School E's average score was consistent from Years 1 and 2, but did increase by an average of 3 points between Years 2 and 3.

Exhibit 7 displays SDRT-4 scores over the Striving Readers grant period as well as across individual schools participating in the grant.

¹ Other Common Core Data, gender, low income, SPED, and ELL, were non-significant predictors of SDRT-4 scores.

Exhibit 7. Participating schools' mean scaled SDRT-4 scores during Striving Readers grant period

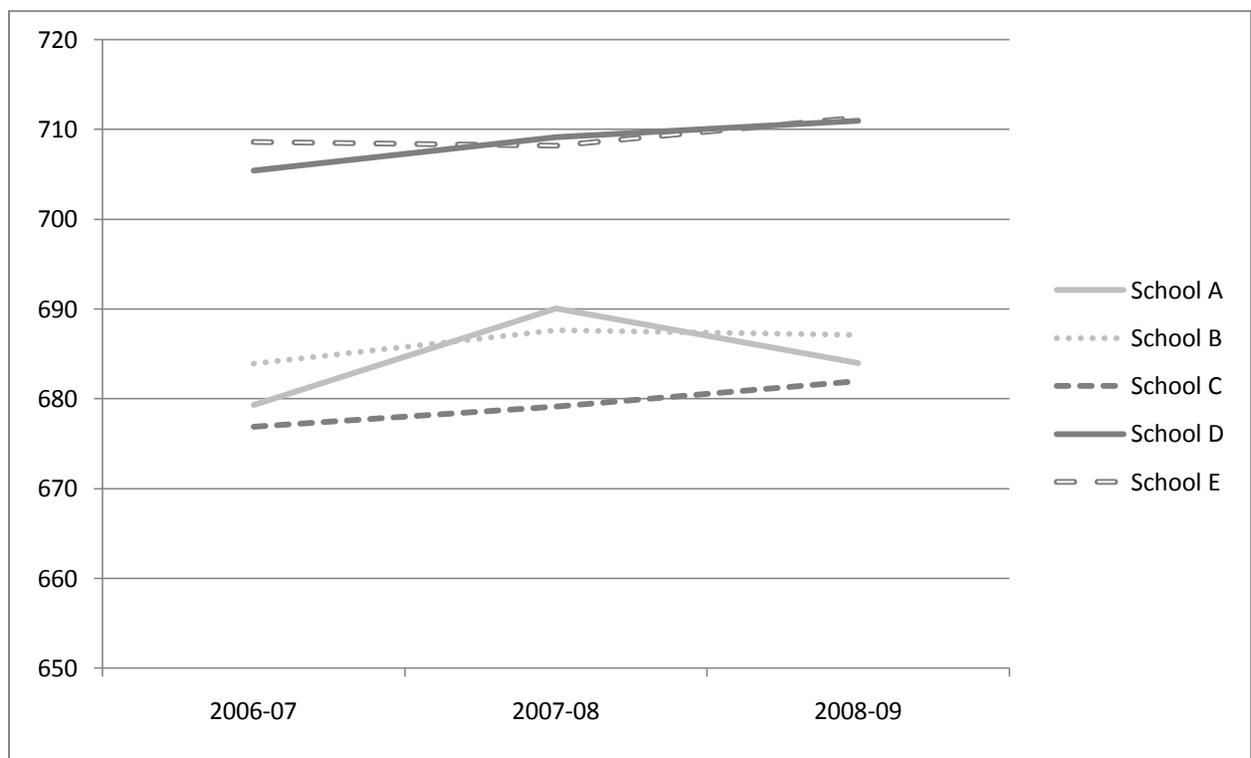


Exhibit 8 presents SDRT-4 scores over the Striving Readers grant period as well as across individual schools and grade levels.

Exhibit 8. Mean scaled grade-level SDRT-4 scores from participating schools during the grant period

	Year 1 2006-07	Year 2 2007-08	Year 3 2008-09
School A	679.29	690.05	683.97
9 th Grade	667.09 ^d	671.61 ^t	672.82 ^{an}
10 th Grade	686.84 ^e	692.63 ^u	682.90 ^{ao}
11 th Grade	686.59 ^f	705.05 ^v	699.38 ^{ap}
12 th Grade	NA	693.86 ^w	687.56 ^{aq}
School B	683.89	687.65	687.08
9 th Grade	684.17 ^a	677.29 ^p	674.85 ^{aj}
10 th Grade	684.25 ^b	690.16 ^q	690.34 ^{ak}
11 th Grade	682.88 ^c	695.48 ^r	697.88 ^{al}
12 th Grade	NA	693.57 ^s	690.52 ^{am}
School C	676.90	679.16	681.96
9 th Grade	659.86 ^g	659.27 ^x	669.18 ^{ar}
10 th Grade	682.25 ^h	687.00 ^y	690.05 ^{as}
11 th Grade	699.05 ⁱ	698.02 ^z	693.43 ^{at}
12 th Grade	NA	682.42 ^{aa}	681.82 ^{au}
School D	705.43	709.13	710.97
9 th Grade	694.32 ^m	696.07 ^{af}	697.53 ^{az}
10 th Grade	707.93 ⁿ	712.09 ^{ag}	716.73 ^{ba}
11 th Grade	716.69 ^o	719.19 ^{ah}	725.04 ^{bb}
12 th Grade	NA	711.67 ^{ai}	705.73 ^{bc}
School E	708.59	708.20	711.35
9 th Grade	702.69 ^j	693.56 ^{ab}	696.12 ^{av}
10 th Grade	709.22 ^k	707.35 ^{ac}	710.74 ^{aw}
11 th Grade	713.81 ^l	724.87 ^{ad}	721.82 ^{ax}
12 th Grade	NA	705.49 ^{ae}	720.88 ^{ay}

Note. Students in 12th grade did not take the SDRT-4 in the 2006-07 school year.

^a_n = 362. ^b_n = 309. ^c_n = 171. ^d_n = 286. ^e_n = 259. ^f_n = 212. ^g_n = 383. ^h_n = 305. ⁱ_n = 221. ^j_n = 244. ^k_n = 314. ^l_n = 237. ^m_n = 343. ⁿ_n = 276. ^o_n = 282. ^p_n = 366. ^q_n = 348. ^r_n = 250. ^s_n = 162. ^t_n = 190. ^u_n = 169. ^v_n = 166. ^w_n = 151. ^x_n = 285. ^y_n = 209. ^z_n = 192. ^{aa}_n = 125. ^{ab}_n = 277. ^{ac}_n = 262. ^{ad}_n = 292. ^{ae}_n = 219. ^{af}_n = 327. ^{ag}_n = 319. ^{ah}_n = 268. ^{ai}_n = 249. ^{aj}_n = 367. ^{ak}_n = 336. ^{al}_n = 246. ^{am}_n = 216. ^{an}_n = 199. ^{ao}_n = 166. ^{ap}_n = 125. ^{aq}_n = 131. ^{ar}_n = 237. ^{as}_n = 173. ^{at}_n = 143. ^{au}_n = 76. ^{av}_n = 308. ^{aw}_n = 273. ^{ax}_n = 235. ^{ay}_n = 252. ^{az}_n = 368. ^{ba}_n = 304. ^{bb}_n = 285. ^{bc}_n = 156.

E2: Relationships of Student Characteristics to Attendance

In Year 3 of the Striving Readers grant, minority students (Minority), English Language Learners (ELL), students receiving free or reduced lunch (FRED), and female (Female) students tended to attend school a lower percentage of days as compared to their counterparts (non-minority, non-ELL, non-FRED, and male students, respectively) (see Exhibit 9). Students from the Chicopee School District tended to attend school a lower percentage of days as compared to students from the Springfield School District. Higher rates of attendance were associated with lower grade levels (e.g., 9th graders tended to attend school more frequently than 12th graders). On average, Springfield students who performed at the 25% of the SDRT-4 had higher rates of attendance as compared to Chicopee students. However, when comparing students from the two districts who performed at the 75% of the SDRT-4, Springfield students did not have higher average rates of attendance. While Springfield students who performed at the 75% of the SDRT-4 had higher rates of attendance as compared to their grade-level Chicopee counterparts, the percentage difference between the two districts was smaller than when comparing students who performed at the 25% of the SDRT-4.

Exhibit 9 presents models constructed to describe the Year 3 relationship between students' percentage of days in school and SIM-CERT.

Exhibit 9. OLS-fitted regression models describing the Year 3 relationship between students' percentage of days in school and common core data (CCD), location, grade level, reading proficiency scores, and their interactions(n = 7404)

Effect		Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7	Model 8	Model 9	Model 10-Final Model
Intercept		0.91*** (0.005)	0.91*** (0.004)	0.88*** (0.01)	0.79*** (0.01)	0.81*** (0.01)	1.01*** (0.03)	0.84*** (0.02)	1.05*** (0.03)	1.04*** (0.03)	1.05*** (0.03)
CCD											
	Minority	-0.07*** (0.005)	- 0.07*** (0.005)	- 0.06*** (0.005)	- 0.03*** (0.006)	-0.02*** (0.003)	-0.01*** (0.003)	-0.01*** (0.003)	-0.01*** (0.003)	-0.01*** (0.003)	-0.01*** (0.003)
	ELL	-0.04*** (0.01)	- 0.04*** (0.01)	- 0.04*** (0.006)	- 0.03*** (0.006)	-0.02*** (0.004)	-0.02*** (0.003)	-0.02*** (0.003)	-0.02*** (0.003)	-0.02*** (0.003)	-0.02*** (0.003)
	SPED	0.00 (0.00)								-0.0001 (0.0002)	
	FRED	-0.00 (0.00)									-0.01*** (0.002)
	Female	-0.01*** (0.004)	- 0.01*** (0.004)	- 0.01*** (0.004)	- 0.02*** (0.004)	-0.01*** (0.002)	-0.01*** (0.002)	-0.01*** (0.002)	-0.01*** (0.002)	-0.01*** (0.002)	-0.01*** (0.002)
Location											
	School (1=A, 2=B, 3=C, 4=D, 5=E)			0.01*** (0.002)							
	District (1=Springfield, 2=Chicopee)				0.07*** (0.006)	0.01*** (0.003)	-0.15*** (0.02)	0.01*** (0.003)	-0.15*** (0.02)	-0.15*** (0.02)	-0.15*** (0.02)
Other											
	Grade (0=12 th , 1=11 th , 2=10 th , 3=9 th)					0.003** (0.001)	0.004** (0.001)	-0.03* (0.01)	-0.03** (0.01)	-0.03** (0.01)	-0.03** (0.01)
	SDRT-4					0.0001*** (0.00001)	- 0.0001*** (0.00004)	0.0001*** (0.00002)	-0.0002*** (0.00005)	- 0.0002*** (0.00005)	-0.0002*** (0.00005)
	District*SDRT-4						0.0002*** (0.00003)		0.0002*** (0.00003)	0.0002*** (0.00003)	0.0002*** (0.00003)
	Grade*SDRT-4							0.00004** (0.00002)	0.00005*** (0.00001)	0.00005** (0.00002)	0.00005** (0.00001)
R ²		4.96	4.94	5.20	6.90	8.46	9.50	8.62	9.71	9.71	9.95

~p<.10,*p<.05,**p<.01,***p<.001Note. Standard errors in parentheses.

E3: Relationships of Student Characteristics and Attendance to Reading Proficiency

In Year 3 of the Striving Readers grant, minority students (Minority), English Language Learners (ELL), and special education students (SPED) tended to receive lower reading proficiency scores on the SDRT-4 test as compared to their counterparts (non-minority, non-ELL, and non-SPED students, respectively) (see Exhibit 10). On average, students from the Chicopee School District scored 15 points higher on the SDRT-4 as compared to students from the Springfield School District. Higher reading proficiency scores were associated with lower grade levels (e.g., 9th graders tended to score higher on the SDRT-4 as compared to 12th graders) and higher attendance rates (e.g., students who attend school a higher percentage of days tended to score higher on the SDRT-4 as compared to students who attend school a lower percentage of days). However, when students attended school a lower percentage of days (e.g., 25% of the academic year), students from higher grades (e.g., 12th graders) were more likely to receive higher scores on the SDRT-4, as compared to students from lower grades (e.g., 9th graders).

Exhibit 10 presents models constructed to describe the Year 3 relationship between students' reading proficiency and SIM-CERT.

Exhibit 10. OLS-fitted regression models describing the Year 3 relationship between students' reading proficiency (as measured by the SDRT-4) and common core data (CCD), location, grade, attendance, and their interactions (n = 7404)

Effect		Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7	Model 8	Model 9- Final	Model 10	Model 11
Intercept		719.25*** (2.21)	719.03*** (1.93)	689.53*** (4.52)	690.06*** (5.83)	699.04*** (5.86)	570.82*** (14.84)	610.54*** (20.61)	743.08*** (40.96)	607.03*** (20.53)	744.64*** (40.96)	774.77*** (42.64)
CCD												
	Minority	-31.76*** (2.47)	-31.78*** (2.46)	-21.15*** (2.86)	-22.44*** (3.03)	-21.54*** (3.00)	-19.34*** (2.99)	-19.01*** (2.99)	-18.35*** (2.99)	-20.29*** (2.91)	-19.38*** (2.91)	-19.09*** (2.91)
	ELL	-28.10*** (3.57)	-28.09*** (3.57)	-26.52*** (3.56)	-26.28*** (3.58)	-26.12*** (3.54)	-23.35*** (3.52)	-23.28*** (3.52)	-24.10*** (3.52)	-23.60*** (3.51)	-24.39*** (3.51)	-24.29*** (3.51)
	SPED	-1.54*** (0.16)	-1.53*** (0.16)	-1.53*** (0.16)	-1.53*** (0.16)	-1.75*** (0.16)	-1.70*** (0.16)	-1.71*** (0.16)	-1.67*** (0.16)	-1.73*** (0.16)	-1.69*** (0.16)	-1.70*** (0.16)
	FRED	-6.25** (2.11)	-6.26** (2.11)	-5.02* (2.11)	-5.30* (2.12)	-5.17* (2.10)	-3.99~ (2.08)	-3.89~ (2.08)	-3.23 (2.08)			
	Female	-0.46 (2.25)										
Location												
	School (1=A, 2=B, 3=C, 4=D, 5=E)			7.05*** (0.98)								
	District (1=Springfield, 2=Chicopee)				15.43*** (2.93)	16.69*** (2.91)	14.49*** (2.89)	14.71*** (2.89)	-118.38*** (29.60)	15.15*** (2.88)	-121.75*** (29.53)	-116.88*** (29.57)
Other												
	Grade (0=12 th , 1=11 th , 2=10 th , 3=9 th)					-11.70*** (1.25)	-11.88*** (1.24)	-53.50*** (15.05)	-11.98*** (1.24)	-54.01*** (15.05)	-11.99*** (1.24)	-49.86*** (15.05)
	Attendance						140.24*** (14.94)	96.65*** (21.67)	-48.73 (44.47)	97.90*** (21.66)	-52.59 (44.41)	-85.61~ (46.27)
	Grade*Attendance							44.94** (16.19)		45.47** (16.19)		40.89* (16.19)
	District*Attendance								144.02*** (31.93)		148.06*** (31.83)	142.99*** (31.88)
R ²		9.54	9.54	10.58	10.10	11.83	13.55	13.70	13.95	13.63	13.90	14.02

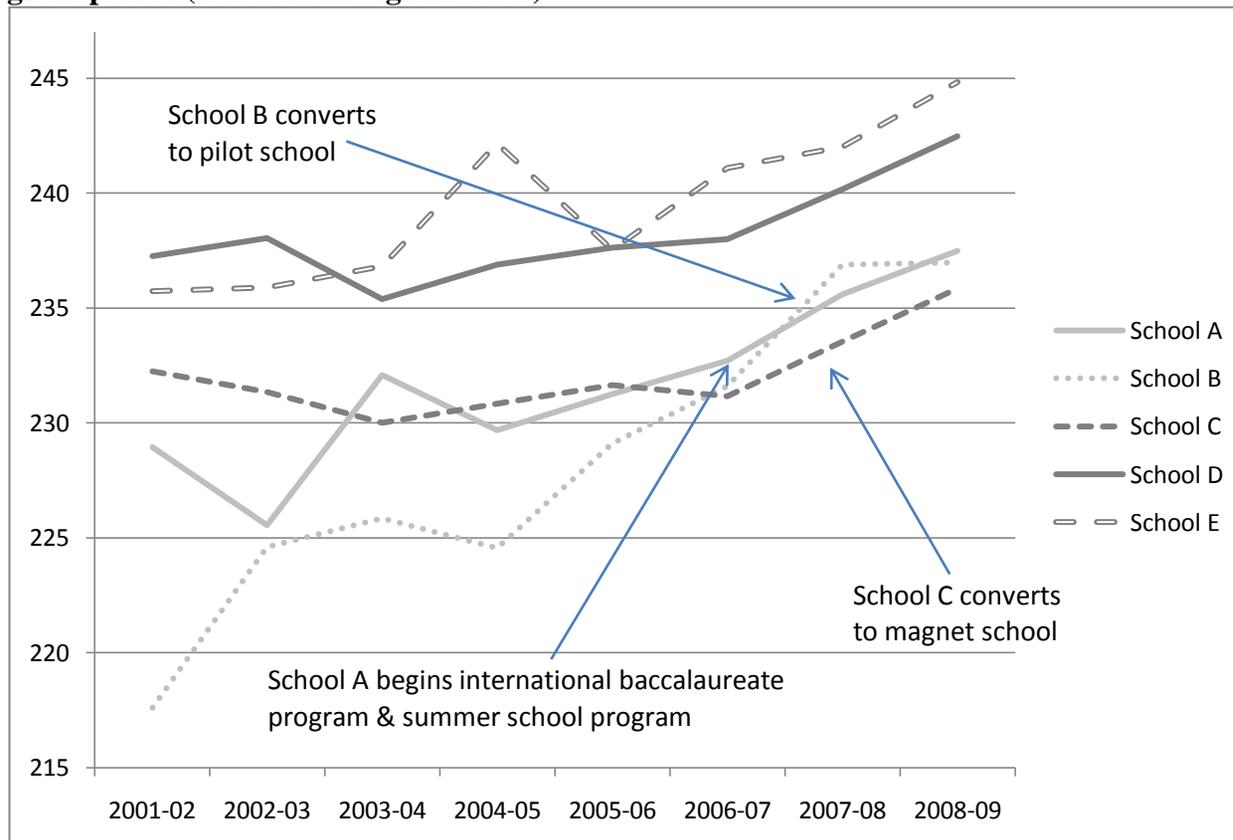
~ $p < .10$, * $p < .05$, ** $p < .01$, *** $p < .001$

Note. Standard errors are in parentheses.

E4: Impacts on Students

Exhibit 11 displays the five participating Striving Readers schools' ELA MCAS scores from 2001-02 through 2008-09, along with additional interventions initiated during the Striving Readers grant period.

Exhibit 11. Participating schools' mean scaled ELA MCAS scores pre-treatment (2001-02 through 2005-06) and during the grant period (2006-07 through 2008-09)



In order to determine how student achievement trends at the five Striving Readers schools compared to statewide trends in student achievement for districts serving similar populations, ELA MCAS scores from 2001-02 through 2008-09 were gathered from four Massachusetts high school districts that had similar student characteristics to the two district participating in the Striving Readers grant (see Exhibit 12). A short interrupted time series analysis revealed both the treatment and comparison schools had increasing slopes during the treatment years. The comparison districts' slope had a slightly steeper average (0.33), but it was not significantly different than the slope for treatment schools in the post-treatment years. Therefore, there is no statistically significant difference in ELA MCAS scores between treatment and comparison schools during the Striving Readers grant period (see Exhibit 13). Furthermore, while both treatment and comparison schools did exhibit a jump in scores between pre- and post-treatment, there was no significant difference in this jump. In conclusion, regardless of the implementation of SIM-CERT, the five Striving Readers schools are performing similarly to comparable schools in the state.

Exhibit 12 displays common core data and ELA MCAS data for two participating districts and four comparison districts.

Exhibit 12. Student sample characteristics for participating districts and comparison districts (2009)

	Chicopee District	Springfield District	District 3	District 4	District 5	District 6
Race/Ethnicity (%)						
White	81.3	41.3	38.9	19.3	6.1	70.8
Black	3.7	47.4	6.7	3.3	1.9	9.4
Asian	1.6	0.9	28.5	0.9	2.4	5.9
American Indian	0.0	0.9	0.1	0.0	0.1	.60
Other*	1.6	3.8	25.6	76.5	89.6	13.3
Female Gender (%)	41.7	58.7	48.1	48.4	47.2	51.6
Special Education Status (%)	16.6	15.1	15.8	23.0	22.1	15.1
First Language Not English (%)	12.9	27.4	43.7	50.9	79.1	28.8
Limited English Proficiency	1.4	12.1	32.4	23.3	23.1	5
Free and Reduced Lunch Status (%)	53.5	82.8	69.7	74.3	86.7	65.5
Attendance (mean)	166.7	163.1	168.9	164.6	167.5	160.3
MCAS Score (%)						
Advanced	12	3	16	8	3	17
Proficient	55.5	39	52	44	43	50
Needs Improvement	26	41.3	24	30	35	26
Failing	7	16	8	18	19	7
Enrollment (mean)	1319	1444	3318	5901	3297	2348

*Other includes combinations of White, Black, Asian, American Indian, Native Hawaiian, and Hispanic.

Exhibit 13 presents models constructed for a short interrupted time series analysis to compare student achievement trends at the five Striving Readers schools to statewide trends in student achievement for high schools serving similar populations.

Exhibit 13. Taxonomy of fitted multilevel models describing the relationship between participating schools' (treatment school = 1) and comparison schools' ELA MCAS scores and SIM-CERT across five years pre-treatment and three study years

	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6
Fixed Effects						
Intercept	234.32*** (2.66)	230.13*** (2.23)	237.19*** (1.69)	237.21*** (1.69)	234.80*** (1.71)	231.52*** (2.17)
Time	0.79* (0.32)				0.66** (0.20)	
Time_BMM		2.30** (0.82)	2.56* (0.79)	2.70** (0.81)		1.97* (0.77)
Spline		4.93*** (0.86)	5.58*** (0.84)	5.29*** (0.92)		4.79*** (0.83)
% Minority			-0.13*** (0.02)	-0.13*** (0.02)		
Additional Interventions				1.37 (1.71)		
Treatment School						-1.13 (2.83)
Treatment School * Spline						-0.12 (1.53)
Treatment School * Spline * Time_BMM						0.33 (1.03)
Random Effects						
σ_{μ}^2	29.61~ (21.69)	21.37~ (15.70)	2.28 (2.50)	2.28 (2.50)	10.05 (8.46)	16.88* (9.34)
σ_{ϵ}^2	5.25** (1.70)	6.66*** (1.64)	6.23*** (1.54)	6.30*** (1.58)	1.54** (0.56)	4.68*** (0.86)
Goodness-of-Fit						
-2LL	124.0	196.5	191.0	187.5	76.0	328.8

~ $p < .10$, * $p < .05$, ** $p < .01$, *** $p < .001$

Note. Time in Model 1 gives the estimated slope in the pre-treatment years (2002, 2003, 2004, 2005, 2006) for treatment schools. In Models 2-4, the baseline mean projection model assumes a pre-treatment slope of 0.79. The coefficient for Time_BMM gives the difference between the time slope during treatment years and the pre-treatment years for SIM-CERT schools. Spline specifies the “jump” in scores between pre-treatment and post-treatment. . Time in Model 5 gives the estimated slope in the pre-treatment years for comparison schools. Model 6 assumes a pre-treatment slope of 0.79 for treatment schools and 0.66 for comparison schools. Treatment Group * Spline gives the difference between the pre-post “jump” in scores of treatment and comparison schools. Treatment Group * Spline * Time_BMM is the estimated impact of SIM-CERT on the slope in the post-treatment years. Standard errors are in parentheses. Time = -5 when 5 years prior to implementation of SIM-CERT, = -4 when 4 years prior to implementation of SIM-CERT, = -3 when 3 years prior to implementation of SIM-CERT, = -2 when 2 years prior to implementation of SIM-CERT, = -1 when 1 year prior to implementation of SIM-CERT, = 0 during first year of SIM-CERT implementation, = 1 during second year of SIM-CERT implementation, = 2 during third year of implementation. Additional intervention = 1 during initial year of implementing intervention in addition to SIM-CERT (see Exhibit 11) and = 0 all other years.

Exhibit 14 displays the five participating Striving Readers schools' and four comparison districts' ELA MCAS scores from 2001-02 through 2008-09.

Exhibit 14. Participating schools' and comparison districts' mean scaled ELA MCAS scores pre-treatment (2001-02 through 2005-06) and during the grant period (2006-07 through 2008-09)

