

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

Table 12: Fidelity of Implementation: Teacher and School Participation in Professional Development

Evaluator Rating of Fidelity of Implementation of Professional Development Activities Year 1 (2006–07)	Evaluator Rating of Fidelity of Implementation of Professional Development Activities Year 2 (2007–08)	Basis for Determining Level of Implementation
Chicago Public Schools, IL		
<i>Chicago Striving Readers Program</i>		
Not calculated	3% of schools at high implementation 58% of schools at medium implementation	High = high attendance at 5 of 5 types of professional development offered Medium = high attendance at some types/moderate attendance at all types of professional development
Danville School District, KY		
<i>Adolescent Literacy Model (ALM)</i>		
<i>Middle schools:</i> 86% of teachers with high participation = adequate fidelity <i>High schools</i> = 84% of teachers with high participation = adequate fidelity <i>Schools with grades 6–12</i> = 100% of teachers with high participation = adequate fidelity	<i>Middle schools:</i> 85% of teachers with high participation = adequate fidelity <i>High schools</i> = 81% of teachers with high participation = adequate fidelity <i>Schools with grades 6–12</i> = 78% of teachers with high participation = below-adequate fidelity	Adequate fidelity = high participation of teachers in training: defined as $\geq 80\%$ of teachers attending at least one day of summer training
Memphis City Schools, TN		
<i>Memphis Content Literacy Academy (MCLA)</i>		
51% of teachers enrolled in fall MCLA course 62% of attending teachers had high attendance	64% of teachers completed fall MCLA course; 80% of attending teachers had high attendance 57% of teachers completed spring MCLA course 77% of attending teachers had high attendance	Adequate participation in MCLA course = completion High attendance = attended 80-100% of professional development sessions offered

Evaluator Rating of Fidelity of Implementation of Professional Development Activities Year 1 (2006–07)	Evaluator Rating of Fidelity of Implementation of Professional Development Activities Year 2 (2007–08)	Basis for Determining Level of Implementation
Newark Public Schools, NJ		
<i>National Urban Alliance (NUA) / New Jersey City University (NJCU)</i>		
0% of schools at high participation 42% of schools at adequate participation	5% of schools at high participation 11% of schools at adequate participation	High participation = > 75% of teachers attended each types of professional development (NUA, NJCU, RCT) Adequate participation = > 50% of teachers attended each type of professional development
Ohio Department of Youth Services (students in juvenile correction facilities)		
Year 1: State Institute for Reading Instruction- Adolescent Literacy(SIRI-AL) and English Language Arts Writing Academy Year 2: High Yield Strategies (HYS)		
<i>SIRI-AL</i> 0% of facilities at high implementation 71% of facilities at moderate implementation <i>Writing Academy</i> 100% of facilities at high implementation	<i>HYS</i> 57% of facilities at high implementation 43% of facilities at moderate implementation	High implementation = attended 75%–100% of professional development offered Moderate implementation = attended 50%–74% of professional development offered
Portland School District, OR		
<i>Strategic Instruction Model Content Enhancement Routines for Teachers (SIM-CERT)</i>		
<i>Middle schools</i> 0% of schools at high implementation 80% of schools at medium implementation <i>High schools</i> 0% of schools at high implementation 75% of schools at medium implementation	<i>Middle schools</i> 0% of schools at high implementation 80% of schools at medium implementation <i>High schools</i> 0% of schools at high implementation 50% of schools at medium implementation	Implementation score for group training: Year 1 score is sum of 4 pts summer training, 3 pts fall training, 2 pts October/November trainings, 1 pt each additional training session subtract 2 pts if not trained in all required Routines) <i>Year 1</i> 4 = 5 or more points 3 = 6–6.9 points 2 = 4–5.9 points 1 = less than 4 points Year 2 score is sum of 4 pts summer training, 3 pts fall training, 2 pts October/November trainings, subtract 2 pts if not trained in all 4

Evaluator Rating of Fidelity of Implementation of Professional Development Activities Year 1 (2006–07)	Evaluator Rating of Fidelity of Implementation of Professional Development Activities Year 2 (2007–08)	Basis for Determining Level of Implementation
		required Routines) Year 2 4 = 5 or more points 3 = 4–4.9 points 2 = 3–3.9 points 1 = less than 3 points
San Diego Unified School District, CA		
<i>Strategies for Literacy Integration across the Curriculum (SLIC)</i>		
<i>Whole school professional development</i> 20% of schools at high implementation 0% of schools at medium implementation <i>Content area professional development</i> 0% of schools at high implementation 20% of schools at medium implementation <i>Individual teacher support</i> 0% of schools at high implementation 0% of schools at medium implementation <i>Total</i> 0% of schools at high implementation 20% of schools at medium implementation	<i>Whole school professional development</i> 0% of schools at high implementation 13% of schools at medium implementation <i>Content area professional development</i> 0% of schools at high implementation 63% of schools at medium implementation <i>Individual teacher support</i> 0% of schools at high implementation 50% of schools at medium implementation <i>Total</i> 0% of schools at high implementation 38% of schools at medium implementation	High participation = > 60% of teachers received at least 27 hours of professional development Medium participation = 20–60% of teachers received at least 27 hours of professional development
Springfield and Chicopee Public Schools, MA		
<i>Strategic Instruction Model Content Enhancement Routines for Teachers (SIM-CERT)</i>		
92% of teachers at adequate participation in initial training 84% of teachers at adequate participation in ongoing training	98% of teachers adequate participation in initial training 24% of teachers adequate in ongoing training 65% of 2 nd year teachers adequate in ongoing training	Adequate participation = attended all required trainings
<i>Source: Striving Readers Year 2 Evaluation Reports (available at: http://www.ed.gov/programs/strivingreaders/performance.html)</i>		