# Delaware State Improvement Grant (SIG)
# Fiscal Year 2004

# Year 2 Annual Performance Report

**Submitted to the Office of Special Education Programs**
**August 19, 2004**


**Exceptional Children and Early Childhood Group**
**State Department of Education**
**Dover, Delaware**

**Valerie Woodruff**
**Secretary of Education**
**Delaware Department of Education**

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# SECTION I. COVER SHEET

OMB No. 1890-0004
Exp. Date: 10/31/2003

**U.S. Department of Education**
**Grant Performance Report**
**Cover Sheet**

1.) PR/Award No

See Block 5 on the Grant Award Notification.

H323A020012

2.) Project Title

Enter the same title as on the approved application.

Delaware State Improvement Grant

3.) Recipient Information

Repeat from Block 1 on Grant Award Notification. If address has changed, provide the current address.

Name: Paula Burdette
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| City: | State: | Zip+4: |
|---|---|---|
| Dover | DE | 19903-1402 |

4.) Contact Person

Provide the name of the project director or the contact person who is most familiar with the content of the performance report.

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Title: Education Associate
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5.) Performance Reporting Period

Include the interval for the information requested in the performance reporting period. See instructions on page 2 for details.

__11/_01_/_03_ - __10/_31_/_04_ (mm/dd/yy)

6.) Cumulative Expenditures

Report actual budget expenditures for the above performance reporting period. See instructions on page 2 for details.

| | Federal $ | Non-Federal $ |
|---|---|---|
| Current Budget Period | $313,314 | |
| Previous Budget Period | $146,875 | |
| Negotiated Indirect Cost Rate: _5.03% | | |
| Exp. Date: __10/_31/_03 | | |

7.) Annual Certification of Institutional Review Board (IRB) Approval

If applicable, see instructions on page 2 for details on annual IRB approval (Please circle one).

| Yes ____ | No ____ | NA _X__ |
|---|---|---|

Authorized Representative:

To the best of my knowledge and belief, all data in this performance report are true and correct.

| Name (typed or printed): Paula Burdette | Title: Education Associate |
|---|---|
| Signature: | Date: 8/19/04 |

ED Form 524-B

# SECTION II. EXECUTIVE SUMMARY

When Delaware's proposal was written, the needs of students with disabilities in Delaware were summarized in the following manner:

- Statewide reading achievement data show a wide achievement gap between students with and without disabilities. Four-year test results show no improvement.

- Delaware is substantially below the national average on the percent of students with disabilities spending 80% or more of their day in the general education classroom.

To address these critical needs, two major goals have been established.

1. Through the use of trained teachers and the implementation of scientifically-based research regarding the teaching of early literacy and reading skills, preschool, K-3 and 4-12 students with disabilities will make significant reading gains over their baseline (entry level) scores, or against comparable control groups.

2. Through the provision of supports, accommodations, and differentiated instructional strategies, all students with mild and moderate disabilities will gain access and to progress in the general curriculum. Increasing numbers of students will be effectively included in the general education classroom with their non-disabled peers.

## SIG Goal 1 – Pre-Literacy and Literacy skills to improve student achievement

To achieve Goal 1 aimed at improving the early literacy and reading skills for preschool, K-3, and K-12 students with disabilities, the State of Delaware has established three SIG objectives. The objectives for Goals 1 and 2 will be achieved by using a variety of scientifically-based research knowledge and training strategies. Following is a summary of accomplishments and/or planned activities during Years 1 and 2 within the three Goal 1 objectives.

***Objective 1.1:*** **The early literacy skills of 80% of the preschool children ages 3-5 with disabilities will increase through intensive and scientifically-based professional development and follow-up assistance given to their teachers.**

During Year 1, a decision was made to develop new literacy/reading training modules rather than utilizing existing Delaware Department of Education (DDOE) modules. The DDOE, University of Delaware's Center for Disabilities Studies, and the Parent Information Center (PIC) are partnering to develop Level 1 (for parents and paraeducators), Level 2 (a series of six one-hour credit hour undergraduate courses for

non-certified educators in early education sites), and Level 3 (9-12 hour graduate level courses as part of the Early Literacy Cluster for certified early childhood teachers) modules. Level 1 early literacy training was provided in collaboration with Read Aloud. By the end of Year 2, training will have been completed and training provided on Level 2 Modules 1-4. Modules 5-6 training is planned for Year 3. Level 3 Literacy Training has also been provided for approximately 19 early childhood teachers. The PIC and the DDOE have infused parent training into other existing parent training sessions using multiple strategies to reach parents who are difficult to reach. Delaware universities are being encouraged to incorporate SIG training modules into their preservice curriculum.

***Objective 1.2:*** **The reading skills of 80% of the children with disabilities in grades K-3 will improve through intensive and comprehensive professional development, follow-up, and on-site assistance for general and special education teachers within the 12 lowest performing schools selected annually throughout Delaware. This is an expansion on the Reading First Grant.**

Rather than adapting the existing DDOE literacy/reading modules, the Language Essentials for Teachers of Reading and Spelling (LETRS) is being used for training teachers to improve reading skills of children with disabilities. Reading First Coaches, Cadre members, and Reading First Coaches from one non-Reading First district received training on LETRS (Institute I) during Year 1. The trained Reading First Cadre members and Coaches began follow-up training in their schools/districts during Year 2. By the end of Year 2, a LETRS II Institute will have been provided for approximately 100 more Reading Cadres and Coaches. During both Years 1 and 2, the Reading First Coaches, and the Reading Coaches from the non-Reading First districts participated in IST training provided by the University of Maryland to increase their skills in supporting teachers in their work with non-responders who continue to have reading/literacy problems in the classroom.

In order to measure literacy/pre-reading skills, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and the Phonological Awareness Literacy Screening (PALS) was used in both Year 1 and Year 2 to monitor student progress. A protocol is planned, in addition to scripted interventions, for use in Years 2-5 for children who are determined to be non-responders by DIBELS data.

During Year 2, SIG/Reading First Schools (this includes the non-Reading First district) have continued to receive Instructional Support Team training through the University of Maryland (i.e., 16 training sessions for each IST). The University of Maryland's Laboratory for Consultation Teams has also provided ongoing training and support during Year 2 to continually increase IST skills and effectiveness in providing support and assistance to teachers.

During Year 2, fidelity of classroom implementation of scientifically based literacy/reading instruction was measured by the University of Delaware's Education Research and Development (R & D) Center through a teacher survey, classroom

observations, and in-depth interventions with Reading First coaches, principals, and state coordinators.

***Objective 1.3:*** **The reading skills of 70% of the children with disabilities in grades 4-12 will be enhanced through intensive and comprehensive professional development and follow-up, on-site assistance for general and special education teachers in approximately 30 low performing schools selected annually throughout Delaware.**

With the assistance of a Statewide Secondary Professional Development Steering Committee, the DDOE, and university partners have developed a 90-hour cluster, S*uccess for Secondary Struggling Readers* (SSSR) using scientifically based research and a variety of materials from other states including the University of Texas *Struggling Readers*. SSSR training was provided for trainers in 33 schools and 14 school districts during Year 2. The trainers and ISTs were provided on-going coaching within these schools/districts in support of implementing SSSR strategies in the classroom. The University of Delaware's R & D Center is evaluating the impact of SSSR training modules on teacher beliefs, content knowledge, the impact of student achievement using the Diagnostic Assessment of Reading (DAR) and the Word Correct Per Minute (WCPM), and fidelity of implementation using an implementation scale developed for this purpose.

Other Objective 1.3 activities during Year 2 have included training in Reading is Fundamental (RIF) and Creating Independence through Student Owned Strategies (CRISS) to improve reading in the content areas. The PIC and the DDOE also continued to provide information support for parents in the area of literacy and reading.

## SIG Goal 2 – Universal Design and Inclusive School Strategies to Increase Curriculum Access

In order to carry out Goal 2 of the Delaware SIG, two objectives will be achieved. Following is a selected summary of Years 1 and 2 activities for these two objectives.

***Objective 2.1:*** **The numbers of students with mild to moderate disabilities who are successfully included within general education classrooms for at least 80% or more of the school day will increase 10% annually following the implementation of local district inclusive school plans, exceeding 50% and the national average in 5 years.**

During Years 1 and 2, five Inclusive Schools Project modules were developed and piloted in school buildings that requested this training. By the end of Year 3, four additional inclusive school modules will have been developed focused on students with mild and moderate disabilities, containing three academies within each module. Five pilot schools and six other districts participated in training using the modules during Year 2.

The ISTs within the schools continue to be the ongoing vehicle of providing assistance to teachers and other school staff implementing inclusive school practices. Building Leadership Teams use data gathered on individual cases in order to inform their system-wide decision making. Training for the IST has been provided by the University of Maryland's Laboratory for Consultation Teams throughout Year 2. The Laboratory has also provided ongoing support to continually increase IST skills and effectiveness in providing inclusive schools support and assistance to the schools.

***Objective 2.2*: All students with mild to moderate disabilities will have access to the general curriculum, regardless of placement, through universal design learning (UDL) strategies.**

A universal design concept paper was completed during Year 2 and will be disseminated in the schools/school districts. This universal design for learning (UDL) information is being incorporated into existing inclusive school modules developed by the Delaware Inclusive School Initiative.

Four schools have been selected for planning and implementing UDL efforts. The inclusive schools training modules (Objective 2.1) have incorporated the concepts of UDL principals, concepts, and practical applications. The UDL Module #4 provides nine hours of training, eight hours of application, and two hours of reflection. During Year 2, the ISTs received ongoing training in order to increase their skills in providing backup assistance to teachers and other school personnel implementing UDL strategies.

A rubric was developed to be used as a needs assessment for UDL implementation in schools and districts, baseline information regarding the implementation of UDL, and information regarding progress being made toward utilizing UDL principles and practices. The participating schools are currently completing a baseline UDL needs assessment. Based on this assessment, UDL district and school plans will be developed in Year 3.

During Year 2, the PIC and the DDOE provided limited training and information support regarding UDL for parents of students within participating schools/school districts through existing parent training opportunities.

# SECTION III. PROJECT STATUS

Evaluation activities have been built into each phase of the Delaware Improvement Grant using a quantitative process and outcomes conceptual model combined with qualitative information. Process evaluation strategies are tracking the implementation of activities to meet the two SIG goals and objectives (i.e., development of training modules, implementation and completion of site selection, training and technical assistance provided, and parent training/support).

The Education R & D Center, University of Delaware, and the SIG third-party evaluators are partnering to carry out the overall evaluation of the Delaware SIG. During the 5-year SIG, the third-party evaluators will gather significant process and outcomes evaluation information regarding the extent to which the SIG goals, objectives, and activities are being carried out. The R & D Center will gather ongoing studies of implementation fidelity and intermediate program impacts.

During the first several months of Year 1 of the SIG, Delaware had a legislative hiring and contracting freeze that necessitated late hiring of staff and negotiation of contractual arrangements. This delay resulted in a delay in the implementation of several SIG activities. Despite this late start of the SIG, activities during Year 2 have been focused on solidifying the relationship between the SIG and Reading First and on systematically carrying out Goal 1 and Goal 2 objectives and activities.

Section III of this Report is organized around planned as well as Year 1 and Year 2 activities and accomplishments for each of the Goal 1 and Goal 2 objectives. For each goal objective, the original SIG activities are presented, followed by a summary of SIG activities carried out during Year 1 and 2. The appropriate Government Performance and Results Act (GPRA) program performance objectives and indicators (OSEP, May 2004) are referenced to the Delaware SIG activities and accomplishments. A brief discussion of SIG outcomes is provided at the end of both Goal 1 and Goal 2.

Within the discussion of Year 2 activities for both Goals 1 and 2, the Instructional Support Teams (ISTs) were provided training so that they could provide ongoing support and assistance both in the Goal 1 literacy interventions and in Goal 2 inclusive school and Universal Designed Learning (UDL) activities. Drs. Todd Gravois and Ed Gickling, University of Maryland's Laboratory for Consultation Teams, conducted this training. Table 1 below provides a summary of 13 of the IST trainings provided during Year 1 of the SIG.

**Table 1. Evaluation feedback by Instructional Support Team (IST) participants in literacy interventions and Inclusive Schools Initiative (ISI) strategies provided by the University of Maryland during Year 2 of the SIG – Based on a rating of 5 (highest) to 1 (lowest)**.

| Session Title & # of Respondents | Session Date | Objectives and Outcomes were Clear | Information understandable & clearly explained | Session extended my knowledge/ understanding | Topics and information were relevant |
|---|---|---|---|---|---|
| IST Training – 71 Respondents | 11/15/2003 | 4.7 | 4.8 | 4.8 | 4.9 |
| IST Training – Session 2 – 17 Respondents | 1/15/2004 | 4.8 | 4.9 | 5.0 | 5.0 |
| ISI Train the Trainers Module 1 – 19 Respondents | 2/12/2004 | 4.5 | 4.7 | 4.9 | 4.8 |
| ISI Training Session 2 – 11 Respondents | 2/17/2004 | 4.8 | 4.8 | 4.8 | 5.0 |
| IST Train Session 3 – 15 Respondents | 2/18/2004 | 4.6 | 4.5 | 4.5 | 4.7 |
| ISI Train Session 3 – 15 Respondents | 2/20/2004 | 4.9 | 4.9 | 4.9 | 5.0 |
| ISI Training Session 4 – 26 Respondents | 2/23/2004 | 4.7 | 4.5 | 4.9 | 4.7 |
| ISI Training Session 4 – 12 Respondents | 2/24/2004 | 4.3 | 3.9 | 4.7 | 4.5 |
| IST Math or Behavioral Assessment – 31 Respondents | 4/5/2004 | 4.2 | 4.8 | 5.0 | 4.8 |
| IST Regional Demonstration – 9 Respondents | 4/6/2004 | 4.8 | 5.0 | 5.0 | 5.0 |
| IST Regional Demonstration - 14 Respondents | 4/7/2004 | 4.2 | 4.3 | 3.9 | 4.1 |
| IST Orientation Meeting – 18 Respondents | 3/29/2004 | 4.6 | 4.8 | 5.0 | 4.9 |
| IST Training Session – 9 Respondents | 6/18/2003 | 4.1 | 4.2 | 4.3 | 4.3 |
| IST Facilitator Training – 20 Respondents | 6/18/2004 | 4.9 | 4.9 | 4.7 | 4.9 |

## Goal 1: Through the use of trained teachers and the implementation of scientifically-based research regarding the teaching of early literacy and reading skills, preschool, K-3 and 4-12 students with disabilities will make significant reading gains over their baseline (entry level) scores, or against comparable control groups.

To improve the early literacy and reading skills for preschool, K-3, and 4-12 students with disabilities, the State of Delaware is carrying out SIG objectives in the following areas.

1. Intensive and scientifically-based professional development aimed at improved literacy skills for preschool children ages 3-5 (Objective 1).

2. Intensive and scientifically-based professional development aimed at improved literacy skills for children with disabilities in grades K-3 (Objective 2).

3. Intensive and scientifically-based professional development aimed at improved literacy skills for children with disabilities in grades 4-12 (Objective 3).

Throughout the implementation of the following three Goal 1 objectives, teachers were provided professional development through SIG and other personal and/or district activities. The Delaware Education R & D Center conducted a SIG teachers' survey (n=110), in which a series of questions were asked regarding their participation in professional development during the 2003-2004 school year.

The forms of professional development most frequently attended by SIG teachers during the 2003-2004 year were school or district sponsored workshops or in-services, grade level meetings, and reading of professional literature. In regards to their views as to the effectiveness of these professional development activities, at least three-fourths rated them as "very" or "moderately" effective. While only about half of the of the SIG teachers (59%) observed demonstrations of teaching reading in their school or another school, most (90%) rated it as "very" or "moderately" effective. In addition, of those who attended a university course in reading or participated in mentoring in the area of reading instruction serving as the mentor or the mentee, at least 87% rated them as "very" or "moderately" effective.

An additional series of questions was asked of the SIG teachers regarding their participation in professional development during the 2003-04 year. This section illustrates the teachers' perceptions about the impact of the professional development on their instruction practice in reading especially as it relates to struggling readers or students with disabilities.

The results of the SIG Teacher Survey revealed the following:

- Struggling Readers

- Over half (58%) of the SIG teachers stated that they had received adequate professional development to help them use SBRR practices in assisting children who are experiencing difficulties in reading.

- Students with Special Needs

  - Only one-quarter (25%) said they had received adequate professional development in using SBRR to teach reading to children with disabilities.

  - Only 10% felt the professional development in SBRR was adequate in regards to teaching children whose native language is not English.

  - On average, SIG teachers reported having three students with an IEP in their class. The number of students with IEPs in these classes ranged from 0 to 15, with 0 as the most common response (49%).

## ***Objective 1.1:*** **The early literacy skills of 80% of the preschool children ages 3-5 with disabilities will increase through intensive and scientifically-based professional development and follow-up assistance given to their teachers.**

## Planned Activities:

1.1.1 Year 1 – The DDOE will collaborate with the Early Childhood Assistance Program, Head Start programs, school districts, and charter schools to identify programs in which children with disabilities ages 3 and 4 are enrolled. Approximately 50 teachers/early childhood providers will be selected annually to participate in literacy/reading training and follow-up support.

1.1.2 Year 1 – A team of trainers representing the DDOE, Early Childhood Assistance Program, Head Start, and University partners will review and adapt the five scientifically-based training Literacy/Reading Modules already developed by DDOE (phonemic awareness, phonics, word attack skills/vocabulary, comprehension and fluency) to incorporate culturally appropriate pre-literacy skills, a screening tool such as *Get Ready to Read* (Whitehurst), and developmentally appropriate methods to teach the above skills.

1.1.3 Years 1-5 – Three levels of training will be provided for the 50 teachers/providers identified in Activity 1.1.1. The first training level will focus on the adapted Literacy/Reading Modules. Trainees will go back to their program and screen all preschool children, including those with disabilities or developmental delays with the *Get Ready to Read* tool, the *Notari-Syverson's Checklist,* or similar instrument selected by the University of Delaware, Center for Disabilities Study. Based on the findings of this

screening, trainees will implement scientifically-based developmentally appropriate activities to teach pre-literacy/literacy skills (phonemic awareness, phonics, word attack skills/vocabulary, comprehension, fluency, symbolic representation, and print awareness). Using the selected instrument, trainees will gather at least two curriculum-based assessment samples to determine child progress. A DIBELS type instrument will be administered by the Research and Development Center, University of Delaware, to capture pre- and intervention levels of performance.

1.1.4 Years 1-5 – A second level of training will be provided annually for the 50 teachers/providers 3 months later and focus on an analysis of child assessment data and on more intensive learning activities that can be provided to meet individual child needs.

1.1.5 Years 1-5 – The third level of training will be provided annually 6 months later for the 50 teachers/providers focused on expanded knowledge of scientifically-based information regarding pre-literacy/literacy skill development and on activities that parents/families can implement to support the skill development of their child.

1.1.6 Years 1-5 – The training team will provide support, training, and coaching for at least 50 new trainees yearly using web-based and mini-training, and onsite coaching.

1.1.7 Years 1-5 – Institutions of higher education in Delaware will provide telecast and/or coursework for early childhood teachers/providers throughout the state serving preschool children with disabilities and developmental delays. Courses and materials will include *Literature and Literacy for Young Children* and *Emerging Literacy* (EDUC 210), *Young Children Learn to Read and Write* (EDUC 306) at the University of Delaware, *Language Arts in Early Childhood Programs* (ECE 211) at Wilmington College, and *Language and Literacy Development* (12-325) at Delaware State University.

1.1.8 Years 1-5 –The DDOE, through Preschool Special Education Programs, and Early Childhood Assistance Program, and Head Start Programs, will disseminate ongoing scientifically-based information to support the development of pre-literacy, literacy, and early reading skills. Providers serving preschool children with disabilities and developmental delays will obtain this information from bulletin boards on web sites, newsletters, and conference/workshop presentations.

1.1.9 Years 1-5 – The Delaware PTI will provide information and training for parents of preschool children with disabilities who are being served by the 50 teachers/providers selected annually (i.e., strategies for promoting their child's development of pre-literacy and literacy skills such as *Beginning Literacy and Your Child,* and *Get Ready to Read)*.

## Background: Year 1 Accomplishments:

Objective 1 of Goal 1 is focused on increasing the early literacy skills of preschool children ages 3-5 with disabilities through intensive and scientifically-based professional development and follow-up assistance to their teachers.

During Year 1, the SIG Preschool Early Literacy Core Team, including representatives from the DDOE, University of Delaware, Center for Disabilities Studies, and the Parent Information Center or PIC (Delaware's Parent Training and Information Center) partnered to develop Levels 1-3 literacy training modules.

Level l of the annual training is targeted for the parents of the children served by 50 selected teachers/early childhood providers. This Level l training, carried out during Year 1, was aligned with other literacy training efforts (i.e., Read Aloud).

Level 2 training is targeted for non-certified educators in early care and education sites. A series of six one-credit hour college-level undergraduate courses were developed. Content of this training was focused on language/communication/literacy, Early Reading 1 and 2, early literacy instruction, assessment/screening, curriculum, writing, family support, and multicultural issues. A description of the training audience, training objectives, and training topics for the six training modules is included within the *Year 1 Annual Performance Report.*

Level 3 is targeted for 30 certified early childhood teachers and includes three to five graduate level courses (9-12 credit hours), including waived tuition support, and part of the Early Literacy Cluster recognized by the Delaware Professional Standards Board. Level 3 will be offered through a Summer Institute Series.

The Preschool Early Literacy Core Team conducted a search for assessment tools to use with Objective 1 and surveyed the school districts regarding their existing early intervention curriculum so that SIG training could complement and enhance existing curriculum with scientifically-based research and effective practices. Findings indicated that a majority of school districts are not using any planned early childhood curriculum in their preschool special education programs. School district respondents indicated there is an alignment between their preschool and K-12 curriculum.

The PIC (Delaware PTI) and the *Delaware Read Aloud* Program have teamed up to provide Level l sessions jointly. *Delaware Read Aloud* has a series of workshop sessions focused toward "hands-on" activities for parents. During Year 1, the PIC held a number of workshops for the purpose of dissemination of literacy materials for parents and educators: Sparrow Run Community Day, Open Houses (Cedar Lane, Silver Lake, Stanton Middle, A.I. High School Carroft Bush, Marion T. Brandywine, Mt. Pleasant, Lewis, Conrad, AI Middle School, Middletown High School, and Leach).

To assist in providing support to parents, the PIC is utilizing its website to provide information through an early childhood page to parents regarding potential training and

information regarding scientifically-based literacy and pre-reading research.

The following literacy materials were also disseminated by the PIC and the DDOE during Year 1: *No Child Left Behind – Parents Guide*; *Reading Tips for Parents* (Bookmark) *NCLB, 100 Tips for Parents* (U.S. Department of Education); *Teaching Our Youngest – A Guide for Preschool Teachers and Child-Care and Family Providers; A Child Becomes a Reader – Birth to Preschool; Helping Your Preschool Child; Helping Your Child Succeed in School; Helping Your Child Become a Reader;* and ERIC Digest – *Helping Underachieving Boys Read Well and Often*.

During Year 1, preliminary work was completed by the DDOE to explore the development of a SIG website for use during the remaining four years. Due to budget constraints, the website development was postponed for further consideration in Year 2.

Dr. Lesko, Team Leader for Objective 1, had discussions with the Delaware Part C Infant/Toddler office to explore how to integrate parent-focused SIG activities to support parents receiving services within Part C. Specifically, discussions were held around how the parent information modules and Level 2 training modules can be used to support parents receiving Part C services. Two meetings were held with SIG Core Team members, Delaware Part C representatives, and the National Early Childhood Technical Assistance Center to see how to align initiatives of the SIG and Part C.

## Year 2 Activities and Accomplishments:

The SIG Preschool Early Literacy Core Team, including representatives from the DDOE, University of Delaware, Center for Disabilities Studies, and the Parent Information Center or PIC (Delaware's Parent Training and Information Center) continued to partner in the implementation of Objective 1. In addition, an Early Childhood Master Teacher was hired during the final quarter of Year 2, using federal Section 619 IDEA funds.

Level l early literacy training was provided for eight parents within one Reading First school. This training was aligned with other literacy training efforts (i.e., Read Aloud).

The training for Level 2 includes six 1-credit courses (Language/Communication, Literacy, Early Reading 1 and 2, Assessment/Screening/Curriculum, Writing, and Families/Multicultural Issues). A brochure regarding the two Level 2 training modules was developed and disseminated to preschool providers (i.e., Reading First schools, Head Start/Early Childhood Assistance Program [ECAP], and child care staff). The brochure announced an upcoming training workshop in January 2004.

Training participants in this January Level 2 training were self-selected— participants within the Reading First schools' catchment areas received tuition reimbursement following successful completion of the training.

Level 2, Module 1 training was provided for 24 noncertified early childhood

providers: May 1 and 15 in New Castle, as well as April 24 and May 8 in Sussex. A follow-up training is planned for October 2004 (prior to the end of Year 2) after teachers have had a chance to apply their learning to an educational setting. Training using Module 3 (September, 2004) and Module 4 (October, 2004) will be offered in New Castle County and one for Kent/Sussex Counties. Modules 5 and 6 training will be offered in Spring 2005 (Year 3).

Level 3 literacy training is targeted for approximately 19 certified early childhood teachers. It includes three to five graduate level courses (9-12 college credits), as part of the Early Literacy Cluster recognized by the Delaware Professional Standards Board. This Level 3 training was offered through a Summer Institute Series during Summer 2004 (June 21-25 and June 28-July 2 in Newark) with waived tuition cost. Nineteen participants registered for the Summer 2004 training. As a requirement of this summer Level 3 training, training participants are required to participate in a follow-up training in October 2004 to provide mentoring for Level 2 trainees described above.

A survey will be sent to the preschool certified special education teachers in September, 2004 that will serve as a needs assessment to determine future course content for Level 3 training to be provided in Summer 2005 (Year 3).

During Year 2, the Delaware Parent Information Center (PIC) held three workshops at three schools (Bancoft, Martin Luther King, and McCullough) for the purpose of disseminating literacy materials for parents and educators. A PIC booth was provided at the School of Dreams Conference for parents at Delaware State University. An information session was held in December 2004 with Read Aloud Delaware at a kindergarten session in Wilmington. Because of staff turnover in the PIC, other SIG activities carried out by the PIC were limited during Year 2. In November 2004, staff from Read Aloud DE and Jim Lesko conducted a parent dinner and information session at Leasure Elementary in Christina School District. Parents were invited to come with their children to listen to stories, take home a book, and visit a parent information table.

Consistent with Activity 1.1.6, the Head Start State Collaboration Office (Delaware State University) has received a newly funded supplemental grant for the provision of ongoing coaching and consultation for early childhood providers trained in both Levels 2 and 3. This coaching and consultation will be carried out in collaboration with the SIG during Year 3 and following SIG years.

The DDOE has developed a literacy website. During Year 2, the preschool early learning standards were placed on this website. The SIG training providing during the year was aligned with these standards.

During Year 2, the DDOE SIG team continued to work with the DDOE Certification Office and the Professional Standards Board to develop the Early Literacy Endorsement and Literacy Content Cluster for teachers as an incentive to participate in the SIG-supported training and to build a wider network of qualified early childhood special education teachers and service providers.

Strategies continued during Year 2 that were aimed at encouraging Delaware universities to align their reading preservice curriculum with scientifically-based research strategies and the SIG training modules (e.g., mini-grants and other incentives). For example, a three college credit course, Emerging Literacy Course: Supporting Reading, Writing, and Language was developed and offered through the University of Delaware June 21-July 1, 2004.

Objective 1 of Goal 1 assumes that preschool teachers will implement scientifically-based activities to teach pre-literacy/literacy skills to improve special education (and at-risk) students' access to the general education curriculum. The Delaware Education R & D Center conducted a preschool teachers' survey to determine the extent of implementation of scientifically-based activities being utilized. Following is a summary of information received.

- Most of the SIG teachers (84%) reported reading aloud to children in their class daily.

- Most of the SIG teachers reported that daily or 3 to 4 times per week, they
  - have children participate in language games, rhymes, or riddles (90%);
  - sing, rhyme, or clap out the syllables of songs or chants (84%);
  - draw children's attention to the sounds they hear in words (81%), and
  - read stories that have predictable sound patterns (68%).

- Most of the SIG teachers (80%) believe it is somewhat or very important for the children to compare words and word parts in ***heard*** words.

- Some of the SIG teachers may have misconceptions about what is developmentally appropriate for preschool-age children. For example, many (66%) believe it is somewhat or very important for these children to compare words and word parts in ***printed*** words. Also, most of the teachers (81%) reported that it is somewhat or very important for these children to sound out words.

- **Vocabulary**
  - Almost three-quarters (71%) of SIG teachers reported that daily or 3 to 4 times per week, they introduce new vocabulary and ideas before special events.

- **Comprehension**
  - Many of the SIG teachers said that it is somewhat or very important for the children in their class
    - to act out the events in a story they have heard (87%);
    - draw pictures to illustrate a story (82%); and
    - draw pictures and then tell a story to go with the pictures (78%)

    .

- About half (49%) SIG teachers stated that they help children to act out familiar stories at least three times per week.

- **Native Language**
  - Most of the SIG teachers (81%) stated that it is somewhat or very important for children in their class to independently read or look at books written in their native language.

  - Less than half of the SIG teachers (43%) said that they help children in selecting favorite books for story time written in their native language at least three times per week.

- **Literacy**
  - About one-third of the SIG teachers (36%) stated that they introduce children to different kinds of text such as newspaper, maps, box labels, Rich Environment, etc. at least three times per week.

The Delaware Education R & D Center also conducted classroom observations in a random sample of 17 SIG preschool classrooms across the state during the spring of 2004. The observation instrument that was used to guide these sessions was the *Early Language and Literacy Classroom Observation (ELLCO) Toolkit, Research Edition* that was purchased from Paul H. Brookes Publishing Company. Trained observers contracted through the Center for Disability Studies at the University of Delaware conducted the classroom observations (approximately 90 minutes).

The following represents the baseline findings from a selection of some items from the *Early Language and Literacy Classroom Observation* instrument that address the literacy environment and activities.

- **Literacy Environment**
  - Over half of the classrooms (59%) had an area set aside just for book reading. The book area was described as orderly and inviting.

  - About half of the classrooms (47%) had at least 26 books that were easily available to the children. A few of the classrooms (18%) had fewer than 15 books that were easily available to children.

  - Over half of the classrooms (60%) did not have a place for children to listen to recorded books/stories.

  - Most of the classrooms had:
    - an alphabet visible (82%); and
    - word cards with names and familiar words (77%).

  - Many of the classrooms did <u>not</u> have any varieties of:
    - teacher dictation on display in the classroom (59%);

- children's writing on display in the classroom (65%).
- Literacy Activities

- During the observation, most of the SIG teachers (83%) conducted at least one full-group book reading session.

- In about half of the classrooms (53%), the time spent on full-group book reading lasted 5-10 minutes. In some classrooms (29%), full-book reading lasted more than 10 minutes.

- In regard to writing, most of teachers (77%) modeled writing for the students. Although, few of the classrooms (18%) included children attempting to write letters or words.

The following represents a summary of the items from the *Early Language and Literacy Classroom Observation* instrument that address the two remaining components – a) general classroom environment and b) language, literacy, and curriculum. The ratings are averages of all 17 teachers observed on a 5-point scale of 5=exemplary, 4= proficient, 3=basic, 2= limited, and 1= deficient. To earn a score of 5, there must be strong evidence of this characteristic present. To earn a score of 3, there was some evidence of the characteristic present and in classrooms where a 1 is indicated, there is minimal or no evidence of the characteristic.

As indicated by the range of scores on each component, there is great variability across classrooms. In addition, the two components with the highest mean rating (3.06) were classroom management strategies and classroom climate. The component with the lowest mean rating (1.82) was the presence and use of technology. Furthermore, no classrooms received a rating of 4 or 5 for:

- Presence and use of technology;
- Opportunities for child choice and initiative; and
- Recognizing diversity in the classroom.

**Table 2. Two Components of the Preschool Classroom Observations**

| GENERAL CLASSROOM ENVIRONMENT | MEAN RATING | RANGE |
|---|---|---|
| Organization of the Classroom | 2.82 | 1 to 4 |
| Content of the Classroom | 2.47 | 1 to 4 |
| Presence and use of Technology | 1.82 | 1 to 3 |
| Opportunities for Child Choice and Initiative | 2.41 | 1 to 3 |
| Classroom Management Strategies | 3.06 | 1 to 5 |
| Classroom Climate | 3.06 | 1 to 5 |
| **LANGUAGE, LITERACY, AND CURRICULUM** | | |
| Oral Language Facilitation | 2.59 | 1 to 5 |
| Presence of Books | 2.47 | 1 to 4 |

| GENERAL CLASSROOM ENVIRONMENT | MEAN RATING | RANGE |
|---|---|---|
| Approaches to Book Reading | 2.59 | 1 to 4 |
| Approaches to Children's Writing | 2.35 | 1 to 4 |
| Approaches to Curriculum Integration | 2.59 | 1 to 4 |
| Recognizing Diversity in the Classroom | 2.12 | 1 to 3 |
| Facilitating Home Support for Literacy | 2.65 | 1 to 4 |
| Approaches to Assessment | 2.59 | 1 to 4 |

## Related GPRA Objectives and Indicators:

**Part B:** Objective 1, Indicators 1.1 and 1.2; Objective 3, Indicator 3.2
**Part B Preschool**: Objective 1, Indicator 1.3 and Indicator 13.
**Part D State Improvement**: Objective 1, Indicator 1.1; Objective 2, Indicators 2.2 and 2.3.
**Part D Research and Innovation:** Objective 3, Indicator 3.1.
**Part D Personnel Preparation**: Objective 1, Indicator 1.1; and Objective 3, Indicator 3.1.
**Part D Technical Assistance and Dissemination:** Objective 1, Indicators 1.1 and 1.2; Objective 2, Indicators 2.1, 2.2, and 2.3.
**Part D Parent Information Centers**: Objective 1, Indicators 1.1 and 1.2; Objective 2, Indicators 2.1 and 2.2.

## Problems/Issues:

Staff turnover at PIC limited the extent of parent training and information sessions that were developed and held during Year 2. Read Aloud Delaware is preparing the portion for families of preschool students. Plans are that next year, this will all be coordinated through PIC.

***Objective 1.2:*** **The reading skills of 80% of the children with disabilities in grades K-3 will improve through intensive and comprehensive professional development, follow-up, and on-site assistance for general and special education teachers within the 12 lowest performing schools selected annually throughout Delaware. This is an expansion on the Reading First Grant.**

## Planned Activities:

1.2.1 Year 1– The five training Literacy/Reading Modules (phonemic awareness, phonics, word attack skills/vocabulary, comprehension, and fluency) developed by the DDOE for introductory Level l training will be modified by Department staff and outside experts. These Level l Awareness Literacy/Reading Modules align Delaware State Standards and the National Reading Panel recommendations. Modifications to the existing introductory Level I Modules

will incorporate needed supports, services, and accommodations for students with disabilities, as well as cultural and language considerations.

1.2.2 Year 1 – The Exceptional Children and Early Childhood Group will work with the Department Elementary Reading Associate as well as the Center for Disability Studies, and the Teacher Center, University of Delaware, to develop Level II Literacy/Reading Modules that broaden the introductory Level I Awareness Literacy/Reading Modules to include more in-depth training on the five dimensions of classroom management, diagnostic skills, and instructional strategies.

1.2.3 Year 1-5 – Using the introductory Level l Literacy/Reading Modules expanded for students with disabilities, training will be provided with a train-the-trainers model, by the DDOE and outside reading experts, for District Reading Support Teams within the 20 lowest performing elementary schools. The more in-depth Level II Literacy/Reading Modules developed in Activity 1.2.2 will also be piloted during Year 1. The annual selection of low performing schools will be based on information obtained through the Delaware Accountability Program District Reading Support Teams will include reading resource specialists assigned to the District, experienced special education, reading, and Title I teachers.

1.2.4 Year 2-5 – Based on the Year 1 pilot of the more in-depth Level II Literacy/Reading Modules, there will be updated information/training provided (refresher course) for the District Reading Support Teams. During Years 2-5, the revised, more in-depth Level II Literacy/Reading Modules and the introductory Level I Modules will be used to train District Reading Support Teams from the 20 lowest performing elementary schools.

1.2.5 Years 1-5 – Using the introductory Level I and more in-depth Level II Literacy/Reading Modules (pilot content in Year 1 and revised content in Year 2-5 based on the pilot), the District Reading Support Teams, state staff, university partner, consultants, and parent will provide training for special and general education teachers serving K-3 students with disabilities in the selected lowest performing schools. Training will include assessment, planning, and implementation of interventions, as well as ongoing curriculum-based measurement to determine progress of students with disabilities (a total of 100 teachers annually). Training will be open to others, such as members of Child Study Teams, interested general or special education teachers, and parents from other low performing schools. Release time and continuing education credit will be provided with an emphasis upon special education teachers with a temporary or limited standard teaching certificate.

1.2.6 Years 1-5 – Trainees will return to their classrooms and implement scientifically-based literacy/reading practices developed to include ethnically diverse struggling special education readers. Trainees will gather, at least

quarterly, curriculum-based student assessment samples to determine progress. (Use of a project-selected instrument will be required). The DSTP will measure reading achievement gains for students in grades 3-10. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and the Phonological Awareness Literacy Screening (PALS) assessments are administered and scored by classroom teachers to screen, monitor, diagnose, monitor intervention levels of performance, and finally measure end of the year outcomes. The Education Research and Development Center, University of Delaware will be analyzing the data provided by the teacher. Students with intensive needs will be monitored on a regular basis to evaluate whether students are approaching the benchmark trajectory and to make instructional changes accordingly.

1.2.7 Years 1-5 – On-going, on-site coaching will be provided by the District Reading Support Teams following initial training for at least four special education teachers within each of the low performing elementary schools. Initial training will also be provided for teachers newly assigned to these schools prior to receiving on-site coaching. Release time will be provided for both the trainers and trainees to allow time for coaching and mentoring.

1.2.8 Years 1-5 – The District Reading Support Teams will facilitate the development and implementation of building-level teacher support groups so that special and general education teachers can work together to provide effective supports and accommodations for teaching literacy and reading skills (e.g., student support groups, study teams, and peer mentors). Release time will be provided for teacher collaboration and peer support.

1.2.9 Years 1-5 – Using the PTI, information and training will be provided to parents of K-3 children with disabilities in the selected low performing schools. Training will encompass scientifically-based strategies for promoting their child's development of literacy and reading skills using materials such as Beginning Literacy and Your Child, Get Ready to Read, Teach Your Child to Read in 100 Easy Lessons, videos such as Linking Literacy and Play, and other identified or developed materials appropriate for the students.

## Background: Year 1 Accomplishments:

During Year 1, Reading Cadre members and Reading First Coaches serving as District Reading Support Team facilitators from Delaware school districts and DDOE staff received training on the *LETRS* modules. From this trained core, 15 trainers then provided four days of training for all K-3 special and general education teachers in Reading First Schools during July-August 2003 in the *LETRS* modules (i.e., scientifically-based reading research).

During Year 1, the SIG Director and members of the K-3 Early Literacy Core Team met with each district/school reading coach, special education co-facilitator, and principal to provide an orientation for the role of the IST and coaches as an enhancement of their

current instructional support system. In order to clarify the role of the ISTs related to both Goal 1 and Goal 2 activities, a brochure has been prepared entitled "Your Instructional Support Team". This brochure was disseminated throughout the Delaware schools and districts to curriculum and special education directors, Reading First Schools' principals, coaches, and ISTs.

Specific training regarding the coaching role/strategies was provided by Dr. Sharon Walpole, consultant from the University of Delaware, with follow-up support and coaching to the schools l.5 days per month per site. The first training was held on September 25, 2003.

During Year 1, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) instrument was selected as an assessment to be used three times a year to measure initial sounds fluency, phoneme segmentation fluency, nonsense word fluency, letter naming fluency, and oral reading fluency. The DIBELS and the PALS were administered to all students in K-3 within the participating schools during September 15-26, 2003, prior to the end of Year 1. The University of Delaware analyzed the DIBELS and PALS data, and teachers received their reports on this testing.

To provide support to parents of children in K-3 within participating schools, the PIC (Delaware PTI) used its website early childhood page to provide information for parents regarding potential training about scientifically-based literacy and pre-reading research. A number of visitations were held by a PIC representative to the Reading First Schools when they were holding literacy nights for parents. At the meetings, the PIC representative was able to hand out literature on how to help your child with reading and to make a formal presentation.

## Year 2 Activities and Accomplishments:

As indicated in the Year 1 Annual Performance Report, it was determined that the training modules for Objective 2 would be based on LETRS (Language Essentials for Teachers of Reading and Spelling), rather than adapting the existing Literacy/Reading Modules. Two Institutes were planned—the Institute I was basic LETRS training using a train-the-trainers approach, and the Institute II included more in-depth LETRS training with more classroom applications.

As stated earlier, the first LETRS Institute was completed during Year 1 along with make-up sessions for Reading Cadre members and Reading First Coaches in the 12 Reading First schools. In the first quarter of Year 2, make-up sessions were held on October 7-8, 2003 and October 14-15, 2003 at Wilmington College. The trained Reading First Cadre and Coaches began training of teachers in their schools/districts. A LETRS II Institute will have been provided by the end of August, 2004 (Year 2) for approximately 100 more Reading Cadre members and Reading First teachers. In addition, special and general education teachers within an additional school in the Christina School District were provided LETRS training during Year 2. This school has also committed to the use of the DIBELS on-going assessment.

Within the LETRS training, participants were trained in DIBELS (i.e., how to administer and how to use). The DIBELS was administered three times during Year 2 (pre-screening, middle of the year, and as a year outcome measure)—as well as on a bi-weekly basis for students not responding to interventions. In addition, the PALS was administered in Fall 2003 and Spring 2004. During SIG Year 3, DIBELS will continue to be administered—but the PALS will not. During Year 2, the University of Delaware analyzed DIBELS data. In the future, this data will be analyzed through the University of Oregon. Appendix A includes a summary of Year 2 DIBELS and PALS data.

As shown by Appendix A, the DIBELS results are not encouraging. Thirty-three percent of kindergarten students were at risk in the Fall testing on Letter Naming, and Spring results found 31 percent at risk in this area—a small decline of 2 percent. Oral Reading Fluency testing starts in the Winter for first grade students. Twenty-six percent of the students were at risk as shown by the Winter DIBELS, while Spring testing found 25 percent at risk. Testing at the second grade found an increase of 11 percent in the at-risk category of the Spring testing (27 percent to 38 percent). The third grade students also showed a small increase in the percent of students at risk from the Fall to Spring Oral Reading Fluency testing (26 to 28 percent).

One school district, Laurel – a small rural district, implemented a version of Reading First, utilizing a new, approved Core Reading Curriculum and attending and implementing each of the Institutes/LETRS trainings. They were not afforded on-site Reading First Consultation, but began implementing portions of their IST training into their existing IST. In Laurel, 33 percent of kindergarteners were at risk in Fall testing on Letter Naming, and Spring results found only 21 percent at risk – a decline of 12 percent. Ten percent of first grade students were at risk for Oral Reading Fluency as shown on the Winter DIBELS, while Spring testing found 17 percent at risk - an increase of seven percent. Testing at the second grade found an increase of 9 percent in the at-risk category of the Spring testing (32 to 41 percent). The third grade students showed a slight decrease in the percent of students at risk form the Fall to Spring Oral Reading Fluency testing (36 to 32 percent).

Laurel's Spring 2004 DSTP scores for grades 2 & 3 helped them achieve a "superior" school rating. Laurel's second grade scaled score in reading was 403 compared to Reading First schools' 393. Laurel's third grade scaled score was 437 compared to Reading First schools' 434.

During Years 1 and 2, the Reading First Coaches participated in IST training provided by the University of Maryland. This was an effort to train personnel within each school to provide on-going assistance for teachers to work with students who are non-responders and who continue to have reading/literacy problems in the classroom. A protocol is planned for use during Years 3-5 for children determined to be non-performing according to DIBELS data and who are in need more intense instruction. Scripted interventions such as *Early Intervention Reading* by Scott Foresman are currently being urged by the DDOE for use with these students. Scripted programs

include multiple entry points and placement tests and encourage student grouping. LETRS training and IST training also provided teachers with additional strategies to be used with non-responding students. In addition, school districts have Reading First resources to provide additional professional development for their Reading First teachers as well as other strategies for teacher support (e.g., study groups). SIG will provide additional support for teachers of non-responding students during the remaining three years of the SIG grant period. Training for teachers in how to use interventions for non-responding children will occur, as well as training on the use of diagnostic assessments.

During Year 2, Drs. Todd Gravois and Ed Gickling, University of Maryland's Laboratory for Consultation Teams, provided 16 sessions of specific coaching training for each school's IST. A summary of evaluations by the training participants for a number of these sessions is provided earlier in this Report. The content of this training focused on how to provide timely behavioral and academic interventions within the classroom for teachers requesting assistance with a particular student. The training provided was practical and involved real cases/students in the classroom. It also included communication skills, problem solving strategies/collaboration, consultation, and curriculum-based assessment. As part of this training and support, an on-line coach was provided by the University of Maryland Laboratory. Whole team training was provided on August 11, 12, and 13, 2004.

During Year 2, the Reading Coach served as the facilitator of the IST along with a special education person as co-facilitator. The ISTs provided ongoing backup assistance and training for special and general education teachers for students who not responding to explicit instruction utilizing scientifically-based research contained in the *LETRS* modules. Release time was provided for the Reading First Coaches to carry out teacher collaboration and peer support in providing explicit and systematic instruction. During Year 2, the Literacy/Reading Coaches found it difficult to attend both the Reading First and IST training. Given that these coaches are fully trained as IST Facilitators, these schools will forego the eight additional days of in-school support offered by the SIG for their ISTs. Therefore, it was decided that for Year 3, the special education staff person will serve as the co-facilitator of the IST within the participating schools. The Reading First Literacy Coach will serve as a member of the team.

During Year 1, three state coordinators from DDOE received LETRS training. During Year 2, they provided on-going training and technical assistance for the district literacy coaches.

Additional support for special and general education teachers within the participating schools has been provided by a regional person from the University of Florida (Eastern Regional Reading First Technical Assistance Center). This support person has assisted in the interpretation and use of DIBELS data. In addition, a full-day of training was provided for approximately 42 literacy coaches, principals, and curriculum supervisors within the participating schools. A second meeting with principals and literacy coaches is planned for early fall (end of Year 2). Finally, meetings with local curriculum personnel were held every other month throughout Year 2 to discuss district

reading/literacy issues.

To assist in providing support to parents of children in K-3 receiving explicit instruction based on scientifically-based literacy and reading research, the PIC (Delaware PTI) used its website early childhood page to provide information for parents regarding potential training regarding scientifically-based literacy and pre-reading research. During Year 2, PIC also began publishing a bi-monthly news bulletin as well as a PIC newsletter to provide specific information to parents regarding upcoming parent training and other SIG-related information regarding scientifically-based reading and literacy research. As stated above, staff turnover during this year at the PIC limited the extent to which parent information and training activities could be carried out. Even though there were limited SIG activities, PIC staff handed out information at Bancroft, Martin Luther King, and McCullough. PIC also had a booth at a parent conference, School of Dreams, at Delaware State University. A Family Literacy Evening, involving the PIC and the DDOE, was held in May 2004 at Lake Forest North Elementary with 250 families in attendance.

Classroom observations were conducted on a random sample of 14 Reading First classrooms across Delaware during April 2004. The instrument used to guide these observations was the Profile of Scientifically-Based Reading Instruction that was purchased from the Institute for Behavioral Research in Creativity. Training on the use of the instrument was coordinated by the University of Delaware's Education, Research, and Development Center (R & D Center) and was conducted by a reading specialist recommended by the Institute who had significant access to its use. Evaluators from the R & D Center, Reading First Coaches, and the DDOE personnel participated in the training. Caution should be used in the interpretation of these findings due to their limited generalizability. Kindergarten and grades 1-3 teachers were observed in the five essential components of reading identified in the recent literacy/reading research. This observation was part of the evaluation study to determine answers to the following evaluation questions.

- Did Reading First classrooms implement high quality SBRR programs that include instructional content based on the five essential components of reading?
- What changes in teachers' reading pedagogy are evident?
- How is the classroom set up?
- How are students grouped?

The following three data sources were used to gather information regarding the above questions: the Reading First teachers' survey, classroom observations, and in-depth interviews with all Reading First Coaches, principals, and two of the three state coordinators. Findings pointed to the following needs: teacher talk vs. student talk, building comprehension, modeling of instruction in phonics instruction, and the need for structured fluency practicing. Teachers were rated good to excellent in phonemic awareness instruction and in other activities related to teaching phonics, fluency, and comprehension. Data gathered is summarized below.

## Scientifically-Based Literacy Activities – K-3 Teachers' Survey Analysis

- **Phonics & Phonemic Awareness**
  - Almost all (94%) of SIG teachers reported that daily or 3 to 4 times per week, they:
    - draw children's attention to the sounds they hear in words, and
    - say the sounds that letters and letter combinations make.

  - More than half (53%) of SIG teachers reported that *all* of their students regularly say the sounds that letters and letter combinations make; over one-third reported that *most* of their students did this regularly.

- **Vocabulary**
  - Three-quarters (75%) of SIG teachers reported that daily or 3 to 4 times per week, they explicitly teach new vocabulary and concepts before reading.

- **Comprehension**
  - Most (82%) SIG teachers stated that they identify the elements of a story daily or 3 to 4 times per week.

  - Many (70%) of the teachers said that all or most of their students relate their own experiences to those in books.

- **Fluency**
  - Most (83%) SIG teachers said that all or most of their students independently read or look at books written in their native language.

  - Only about half (55%) indicated that all or most of their students reread favorite stories aloud to an adult or peer.

## Scientifically-Based Literacy Activities – Data from Classroom Observations

Classroom observations were conducted by the Delaware Education R & D Center on a random sample of 17 SIG classrooms across Delaware during April 2004. The observation instrument that was used to guide these sessions was the *Profile of Scientifically-Based Reading Instruction* that was purchased from the Institute for Behavioral Research in Creativity. Training on use of the instrument was coordinated by the University of Delaware Education R & D Center and was conducted by a reading specialist recommended by the Institute who had significant success in its use. Evaluators from the R&D Center, literacy coaches, and DOE personnel participated in the training.

It is important to recognize that the number of observations is very small in relation to the size of the group of teachers involved in this program. Caution should be used in the interpretation of these findings due to their limited generalizability.

The following represents a selection of some items from the *Profile of Scientifically-Based Reading Instruction* instrument that address each of the five essential components. Data are separated by Kindergarten and grades 1 through 3 as two separate instruments were used with these two groupings. The ratings are averages of all teachers observed on a 3-point scale of 3=excellent, 2=good, and 1= needs improvement.

## Kindergarten Classrooms

**Reading Aloud.** In most or all of the classrooms observed, the teacher read with expression, showed print and pictures from the book while reading aloud, and led students in shared or choral reading. These activities were usually rated as good to excellent. However, while teachers explicitly talked about new words that the students may not know, the quality was usually rated as needs improvement to good.

In two out of the five classrooms, there was no evidence that the teacher stops periodically to engage students during the reading. In addition, when teachers did engage students, the quality of the engagement was rated as needing improvement. While only three out of the five classrooms provided any evidence that teachers followed up the text with the students after the reading, the quality of the follow up observed was good.

**Book Exploration.** Most of the classrooms provided evidence of the teacher explaining concepts of print such as front and back of the book and reading from left to right as well as using a variety of types of text. Although most of the teachers encouraged independent reading by providing a variety of books as well as time and direction for students in selecting their own reading material, the instructional quality was rated as needs improvement or good. In addition, in three out of the five classrooms teachers modeled reading or remained actively engaged with students while they were reading books.

**Table 3. Kindergarten Classroom Observations & Five Reading Components (n=5)**

| PHONICS | AVERAGE RATING |
|---|---|
| Teacher points out that **letters represent sounds** as the teacher or students write. Teacher and/or students **name letters** and **say the sounds** of those letters. | Good/Excellent (2.8) |
| Teacher encourages students to **write letters that represent certain sounds** when they know some letters and sounds. | Good/Excellent (2.8) |
| Teacher introduces **letters and sounds in groups** (e.g., "s," "a," "t," "m,") **and** immediately **makes words** from those letters (e.g., sam, man, tam). | Good (2.0) |
| **PHONEMIC AWARENESS** | |
| Teacher **focuses** students' attention **on rhyming words** through songs, poems, plays, nursery rhymes, etc. | Good (2.0) |

| | |
|---|---|
| Teacher conducts **phonemic awareness** activities by teaching **one or more** of the following orally or with letters: | Good/Excellent (2.6) |
| Teacher **uses students' names** to identify and teach sounds. | Good/Excellent (2.5) |
| **VOCABULARY** | **AVERAGE RATING** |
| Teacher **introduces** and discusses **new words** through **two or more forms of media** (e.g., pictures, objects, audio-visual media, oral expression, kinesthetic expression). | Good (2.0) |
| Teacher **talks about new words** that students may not know. | Needs Improvement/Good (1.5) |
| Teacher builds and/or discusses **vocabulary relationships** or **concepts** (e.g., Spring: buds, flowers, blooming, wind, rain, thaw, melt). | Needs Improvement/Good (1.75) |
| **FLUENCY** | |
| Teacher **reads with expression** (e.g., varies tone and pitch of voice; reads softly, loudly; shows emotion). | Good/Excellent (2.8) |
| Teacher **leads** students in **shared or choral reading**. | Good (2.4) |
| Teacher has **students read what they have written** while students are seated around or with the teacher | Good (2.2) |
| **COMPREHENSION** | |
| **Before Reading:** Teacher **activates students' background knowledge** while holding the book and showing its pictures. | Good (2.0) |
| **During Reading**: Teacher **stops** periodically **to engage students**. | Needs Improvement (1.33) |
| **After Reading:** Teacher **follows up** text. | Good (2.33) |

**Writing Activities**. All classrooms provided evidence that teachers incorporated writing activities for developing children's personal appreciation of communicative dimensions of print and for exercising print and spelling abilities into daily activities such as pointing out that letters represent sounds and providing opportunities for children to make written representations about themselves and their experiences. In addition, evidence was gathered that indicated on a weekly or periodic basis most to all of the

teachers help students to generate ideas for writing, take dictation of student's oral language while the students draw pictures to go to with their talk, and have students read what they have written. The instructional quality of these activities was good.

**Thematic Activities.** Most teachers used thematic activities and social dramatic play to engage students in literacy-related activities that extend reading and writing. However, the quality of these activities was rated as needs improvement to good.

**Print- and Word-Related Activities**. All of the classrooms at some level incorporated print-related activities for establishing students' ability to recognize and print the letters of the alphabet and word-directed activities for helping students to acquire basic sight vocabulary into instruction. In general, the quality was good to excellent for these instructional activities.

**Phonemic Analysis Activities**. Nearly all of the classrooms provided evidence of high quality phonemic analysis activities. For example, all of the classrooms provided evidence of the teacher conducting phonemic awareness activities by orally teaching one or more of onsets and rimes, segmentation, blending or syllables. Most teachers also focused students' attention on rhyming words through songs, poems, plays, or nursery rhymes.

**Grade 1 to 3 Classrooms**

**Phonemic Analysis Activities**. In many of the classrooms observed, the teacher provided explicit instruction and practice that led to the understanding that spoken words are made up of smaller units of sound. For example, in at least three-fourths of the classrooms the teacher modeled how to identify sounds through rhyming and word families, onsets and rimes, syllables, segmentation, blending, or adding and deleting sounds. In addition, the quality of this instruction was good.

**Word Recognition and Fluency.** Very few teachers used any type of informal reading inventory (commercial or teacher-made) to assess student's word recognition accuracy and reading fluency. In addition, when students began to read independently, evidence of the teacher assisting students in sounding out unknown words encountered in text was present in only one-third of the classrooms observed. Also, only one-third of the classrooms showed any evidence of structured activities for students to practice identifying and using high frequency words. When evidence was found, the quality was usually rated needs improvement or good.

**Table 4. Grades 1-3 Classroom Observations & Five Reading Components (n=12)**

| PHONICS | AVERAGE RATING |
|---|---|
| For beginning readers, the teacher introduces **letters and sounds in groups** (e.g., "s," "a," "t," "m,") **and** immediately **makes words** from those letters (e.g., sam, man, tam). | Needs Improvement/ Good (1.80) |
| Teacher explicitly teaches the **alphabetic principle** | Good (2.0) |
| When students begin to read independently, teacher **models or assists students in sounding out unknown words** encountered in text. | Needs Improvement/ Good (1.63) |
| **PHONEMIC AWARENESS** | |
| Teacher **models how to identify sounds** through one or more of the following: rhyming and word families, onsets and rimes | Good (2.25) |
| Teacher communicates to students the **connection between word work and real reading** in text. | Needs Improvement/ Good (1.80) |
| Teacher **models** or structures activities in which the teacher or the **students say the words and** then say the **separate sounds** (phonemes) in those words. | Good/ Excellent (2.43) |
| **VOCABULARY** | **AVERAGE RATING** |
| Teacher provides **explicit instruction of key vocabulary concepts related to the material** they are reading, including showing illustrations of words and labeling pictures. | Needs Improvement/ Good (1.60) |
| **FLUENCY** | |
| Teacher structures **activities** for students **to practice identifying and using high frequency words.** | Needs Improvement/ Good (1.88) |
| Teacher provides an appropriate amount of **time for students to practice reading books** on their own or in pairs, including students reading aloud. | Good (2.00) |
| Teacher **reads aloud text** that is **above students'** instructional level. | Needs Improvement/ Good (1.88) |
| **COMPREHENSION** | |
| **Before Reading:** Teacher **activates students' background knowledge**. | Needs Improvement/ Good (1.82) |
| **During Reading**: Teacher **stops** periodically **to engage students**. | Needs Improvement/ Good (1.91) |
| **After Reading:** Teacher **follows up** text to ensure understanding. | Needs Improvement/ Good (1.60) |

**Spelling.** While nearly all (92%) classrooms showed evidence that teachers provided explicit instruction on common spelling conventions, only slightly more than half (58%) provided opportunities for students to practice spelling words correctly by writing spelling words in sentences or stories, editing spelling words in text, or playing word games using the correctly spelled words.

**Independent Reading.** While nearly all (92%) of the teachers provided appropriate reading material for students to read at their independent reading level, slightly more than half of the teachers (58%) provided an appropriate amount of time for students to practice reading books on their own or in pairs, including students reading aloud. Even fewer teachers (33%) modeled and provided opportunities for students to talk about what they are reading.

**Comprehension Strategies for Teachers.** Before reading, nearly all of the teachers (92%) activated students' background knowledge. During reading, nearly all of the teachers also stopped periodically to engage students in the reading. Most teachers (75%) also explicitly provided instruction of key vocabulary concepts related to the reading material. However, for each of these activities the quality was rated as needs improvement to good.

**Comprehension Strategies for Students.** Direct instruction about comprehension strategies such as summarizing the main idea, predicting events and outcomes, drawing inferences, and monitoring for coherence and misunderstanding was observed in most of the classrooms (83%). For example, many teachers (83%) modeled how to use one or more comprehension strategies during a guided or shared reading lesson, a mini-lesson, or reading aloud. However, fewer teachers (75%) provided students with guided practice of the comprehension strategy just taught. Even fewer (58%) structured opportunities for students to independently practice the comprehension strategy. Less than half (42%) of the teachers talked about when and where to use the comprehension strategy. In general, the quality was rated as needs improvement to good for each of these instructional activities.

**Daily Assisted Reading.** Nearly all teachers assisted or supported reading and rereading of text written at the instructional reading level daily. In general, the quality of the assistance was rated as needs improvement to good.

**Reading Outside of School**. Nearly all teachers (92%) promoted reading outside of school through at-home reading assignments as well as parent and community involvement. Overall, the quality of this instructional activity was rated as good.

**Role of the Principal – Data from Teacher Survey** In the summer of 2004, SIG teacher participants (K-3) were asked about their school, in particular, their views about their principal and their school's reading program. Based on the critical role that principals play in the success or failure of any school programs, questions of teachers were asked at the end of year one's implementation. At the end of the year, many of the

K-3 teachers declared that their principal always supported the staff's involvement with Reading First (82%) and the IST problem solving process (57%). However, some of the SIG teachers stated that their principal never encourages them to:

- Select reading content and instructional strategies that address individual students' learning (16%),
- Observe exemplary reading teachers (28%).

**Table 5. Reading First Teachers' Views of their Principal's Role**

| Your principal… | Always | Sometimes | Never | Don't know |
|---|---|---|---|---|
| Encourages you to select reading content and instructional strategies that address individual students' learning. | 50% | 33% | 16% | 2% |
| Accepts the noise that comes with an active lesson. | 68% | 27% | 1% | 5% |
| Encourages the implementation of SBRR instructional practices. | 79% | 14% | 4% | 4% |
| Encourages you to observe exemplary reading teachers. | 32% | 37% | 28% | 3% |
| Provides time for teachers to meet and share ideas with one another. | 34% | 51% | 13% | 2% |
| Acts as a buffer between teachers and external pressures (for example, parents, school board). | 42% | 42% | 13% | 4% |
| Attends Reading First trainings. | 39% | 39% | 9% | 14% |
| Ensures few to no interruptions during literacy blocks. | 32% | 53% | 12% | 3% |
| Explicitly states his/her expectations about formal classroom observations during reading instruction. | 56% | 34% | 6% | 4% |
| Supports the staff's involvement with Reading First. | 82% | 12% | 4% | 2% |
| Supports the IST problem-solving process. | 57% | 24% | 3% | 16% |

A parent survey was mailed by the Delaware Education R & D Center to parents in participating schools whose teachers had received training in implementing scientifically based literacy interventions. Following is a summary of the findings:

**Literacy Activities**

- While most parents (85%) indicated they often enjoy reading with their child, a few of the parents (12%) indicated their child often does not like to read aloud to them. Very few parents (7%) argue or fuss with their child when they try to read together.

- Many parents (82%) indicated they often read to their child whenever he or she wants.

- Most parents (89%) reported they tried to sound excited when they read with their child to hold the child's interest.

- Some parents (57%) frequently take advantage of literacy in their environment by pointing out words whenever they go to the grocery store, the pharmacy, or the gas station.

- Some parents often interact with their child while reading by
  - asking their child questions when they read together (62%); and
  - relating the story to their child's life (45%).

**Literacy Beliefs**

- While nearly all parents indicated they want their child to love books (99%) and would like to help their child learn to read, over one-fifth indicated they don't know how to help (22%).

- Nearly all parents indicated that:
  - they play an important role in their child's learning (99%);
  - stories help build their child's imagination (99%);
  - children do better in school when their parents also teach them things at home (99%); and
  - reading helps children to be better speakers and listeners (98%).

- Some parents (66%) have good memories of being read to when they were children; however, some (34%) do not have good memories.

## Related GPRA Objectives and Indicators:

**Part B:** Objective 1, Indicators 1.1 and 1.2; Objective 3, Indicator 3.2
**Part D State Improvement**: Objective 1, Indicator 1.1; Objective 2, Indicators 2.2 and 2.3.
**Part D Research and Innovation:** Objective 3, Indicator 3.1.

**Part D Personnel Preparation**: Objective 1, Indicator 1.1; and Objective 3, Indicator 3.1.
**Part D Technical Assistance and Dissemination:** Objective 1, Indicators 1.1 and 1.2; Objective 2, Indicators 2.1, 2.2, and 2.3.
**Part D Parent Information Centers**: Objective 1, Indicators 1.1 and 1.2; Objective 2, Indicators 2.1 and 2.2.

## Problems/Issues:

During Year 2, concerns emerged regarding the role of reading coaches for Reading First serving as the facilitator of the IST. Reading Coaches indicated that they were unable to attend trainings required by both Reading First and the SIG. After extensive discussion, it was decided that the Reading Literacy Coaches would not be a facilitator or co-facilitator of ISTs during Years 3-5 of the SIG. They would, however, continue to be members of the IST. Co-facilitators of Reading First will be the IST co-facilitator along with the special education co-facilitator. IST support continues to be an important source of support in the third tier of intervention in Reading First schools.

As discussed earlier, staff turnover at the PIC limited parent training and support activities during Year 2. Delaware Parent School is developing and delivering information sessions for parents of Kindergarten through middle school students. Plans for Year 3 include that PIC will assume this responsibility.

## ***Objective 1.3:*** **The reading skills of 70% of the children with disabilities in grades 4-12 will be enhanced through intensive and comprehensive professional development and follow-up, on-site assistance for general and special education teachers in approximately 30 low performing schools selected annually throughout Delaware.**

## Planned Activities:

1.3.1 Year 1 – The SIG staff, including the newly-hired Secondary Reading Associate, will work with the DDOE Reading Associate as well as the Center for Disability Studies and the Teacher Center, University of Delaware, to research, develop, pilot, and revise (based on the pilot) Literacy/Reading Training Modules applicable for grades 6-12 grade struggling readers. The existing Modules (word attack skills/vocabulary, comprehension, and fluency) already developed by DDOE will be utilized as a starting point for the development of these Literacy/Reading Training Modules. Other resources will be utilized such as *CRISS Strategies* (Creating Independent Student Owned Strategies), *Mosaic of Thought of Teaching Comprehension*, and *I Read It, But Don't Get It.*

1.3.2 Year 2-5 – Using the newly developed Literacy/Reading Modules, training

will be provided for District Reading Support Teams in the 30 lowest performing schools using a train of trainer model. DDOE, a university partner, consultant, and a parent partner will provide the training. Reading Support Teams will include a Reading Resource Specialist assigned to each District, an experienced teacher from special education, reading, and Title l.

1.3.3 Years 2-5 – Using the Literacy/Reading Modules training, the District Reading Support Teams, DDOE staff, a university partner, consultants, and a parent partner will provide training for teams of general and special education teachers serving 4-12 grade students with disabilities in selected schools. Training will include screening, planning, and implementation of interventions, as well as ongoing curriculum based measurement to determine progress of students with disabilities (a total of 100 teachers annually). Training will be open to others, such as members of Instructional Support Teams, interested teachers, and parents within the low performing schools. Release time and continuing education credit will be provided for trainers and trainees, particularly for special education teachers with a temporary or limited standard teaching certificate.

## Background: Year 1 Accomplishments:

Objective 1.3 of Goal 1 is focused on increasing the literacy and reading skills of children with disabilities in grades 4-12 through intensive and scientifically-based professional development and follow-up assistance to their teachers.

During Year 1, the SIG Grades 4-12 Literacy/Reading Core Team was formed, directed by Drs. Jo-Ann Baca and Mike Kelley and assisted by one master teacher, Madelyn Jablon, Ph.D. Also members of the Literacy and Reading Core Team are staff from the University of Delaware, Teacher Education Center (Dr. Carol Vukelich and Ms. Bonnie Albertson), adjunct instructor, Ms. Deanne McCurdy, members of the Reading Cadre, as well as teacher leaders recommended by school district special education supervisors and the PTI (Ms. Marie-Anne Aghazadian).

A Statewide Secondary Professional Development Steering Committee was formed to review and evaluate existing training modules/content already developed by the DDOE applicable for grades 4-12, as well as other existing training content from outside Delaware (e.g., *LETRS* or the University of Texas *Struggling Readers*). This Steering Committee met on July 22, 2003 and August 7, 2003. Because it was determined that the new *LETRS* training content applicable for students grades 4-12, namely Book 4 Models 10-12, will not be published Summer 2005, the Steering Committee and the SIG Grades 4-12 Literacy/Reading Core Team decided that training modules would need to be developed for Delaware's use. A Training Writing Committee for Secondary Struggling Readers met on December 15, 2003 (first quarter of Year 2) to begin the development of these training modules. The modules were written to be five full days, delivered in 3-hour workshops or full days, and scheduled according to the needs of the school. The content for the modules is described in the *Year 1 Annual Performance*

*Report.* At the end of Year 1, seven schools from five school districts were identified for participating in Year 2 training. Selection of other sites was still in progress.

As with Objective 1, the PIC used its website, bi-monthly news bulletins, and other communication vehicles to provide information for children in grades 4-12 receiving explicit instruction based on scientifically-based literacy and reading research.

## Year 2 Activities and Accomplishments:

Consistent with SIG Activity 1.3.1, the *Success for Secondary Struggling Readers* (SSSR) was completed in April 2004 by Dr. Jo-Ann Baca, Coordinator of Objective 1.3, and reviewed by Dr. Rachel Karchmer, Literacy Professor, University of Delaware. The SSSR was approved as a two percent salary cluster for training participants. A preview of the modules was held on May 18-19, 2004 by the Module Development Committee. Final refinements were subsequently made. Because there is a great deal of content to master within this 90-hour cluster, a second two percent salary cluster called Reading IMPACT (Integrating Multiple Practices for Activating Comprehension in Teaching) is planned as a follow-up.

The SSSR 90-hour cluster, completed during Year 1, provides teachers with extensive background in current evidenced-based reading research dealing with the literacy needs of diverse learners and special populations. The training cluster contains modules in the following areas: Assessment and Word Identification, Assessment and Fluency, Assessment and Vocabulary, Assessment and Comprehension, and Motivation and Instructional Management in Reading. In addition to the Report of the National Reading Panel, the modules are aligned with the following:

- The University of Texas Special education Research Project entitled, *Effective Instruction for Struggling Secondary Readers: Research Based Strategies* (2001).
- *Language Essentials for Teachers of Reading and Spelling* (LETRS) (Moats, 2003).
- *Meeting the Needs of Struggling Readers: A Resource for Secondary English Language Arts Teachers from the Texas Education Agency and The University of Texas Center for Reading and Language Arts*, www.texasreading.org. (2003).

The ultimate goal of this cluster of the SSSR is to equip teachers with the content knowledge and pedagogy necessary for increasing reading achievement of all students. Through SSSR training, teachers will learn:

- How to enhance their instructional strengths as a teacher of diverse learners, while utilizing knowledge of the findings of the National Reading Panel.
- How to use assessment information to inform instruction in word identification, vocabulary, comprehension, fluency, and instructional management of reading.
- Which reading strategies are research-based and how to select, structure, and integrate them with student needs within existing curriculum.

- What research says about "what good readers do" and "how to help readers internalize strategies to enhance their own reading and to do so independently".
- How to use modeling to help students develop the meta-cognitive habits of good readers, while integrating reading into content areas.

During Year 2 of the SIG, a total of 33 schools and 14 school districts were chosen for participation in Objective 1.3 activities. Training for approximately 30 trainers (using a train-the-trainers model) was carried out by August 2004 (see SIG Activities 1.3.2 and 1.3.3). This 5-day training will be followed up with a second train-the-trainer workshop in September for additional schools (i.e., 2-3 more school districts). The SIG has provided substitute teacher supports, as necessary to allow staff to attend trainings.

Level II LETRS training is planned in December (first quarter of Year 3). During Year 2, planning was initiated for a second SSSR cluster of training that will allow for an additional 2% pay raise for those individuals who have participated in the first cluster of SSSR training. Dr. Carol Tolman from Sopris West will provide this training.

As part of the Memorandum of Agreement between the DDOE and the participating districts/schools, the Delaware Reading Cadres within the participating schools are expected to provide ongoing coaching for teachers within the participating schools in the implementation of scientifically-based literacy/reading practices for struggling readers. In addition, supplementary support in Years 3-5 will also be provided by ISTs within the school districts. Some of the participating school districts have trained ISTs, and some do not. Participating districts/schools are encouraged to participate in the ongoing training provided by the University of Maryland's Laboratory for Instructional Consultation for existing and new ISTs. As ISTs get more fully in place in all of the SSSR districts/schools, the overall coaching and ongoing support capacity will be improved.

Table 6 below provides a summary of feedback received from participants receiving Reading First training and training on word identification, and reading strategies for secondary struggling readers by SIG staff.

**Table 6. Evaluation feedback from Training Participants in strategies for struggling secondary readers – Based on a rating of 5 (highest) to 1 (lowest)**.

| Session Title and # of Respondents | Session Date | Objectives and Outcomes were Clear | Information understandable & clearly explained | Session extended my knowledge/ understanding | Topics and information were relevant |
|---|---|---|---|---|---|
| Reading Strategies for Struggling Readers - 14 Respondents | 11/15/2003 | 4.7 | 4.8 | 4.8 | 4.9 |
| Reading First – 15 Respondents | 3/26/2004 | 4.7 | 4.7 | 4.7 | 4.8 |
| Struggling Readers Workshop – 11 Respondents | 4/22/2004 | 4.7 | 4.7 | 4.7 | 4.6 |
| Reading First – 14 Respondents | 5/7/2004 | 4.6 | 4.6 | 4.6 | 4.4 |
| Word Identification Fluency Success for Secondary Struggling Readers – 14 Respondents | 6/28/2004 | 4.1 | 3.9 | 4.3 | 4.2 |
| Motivation and Classroom Management, Assessment and Comprehension - 18 Respondents | 7/19/2004 | 4.6 | 4.4 | 4.7 | 4.6 |

In addition to the training sessions described above, a Principal's Seminar was held on June 28, 2004 SSSR strategies (research-based interventions for secondary struggling learners). Table 7 provides a summary of evaluation feedback for this seminar.

**Table 7. Evaluation feedback from principals regarding effective intervention strategies for struggling learners – Based on a rating of 5 (highest) to 1 (lowest)**.

| Session Title and # of Respondents | Session Date | Objectives and Outcomes were Clear | Information understandable & clearly explained | Session extended my knowledge/ understanding | Topics and information were relevant |
|---|---|---|---|---|---|
| Principals' Seminar – 14 Respondents | 6/28/2004 | 4.9 | 3.9 | 4.3 | 4.2 |

The University of Delaware's R & D Center will evaluate the impact of the SSSR training modules on teacher beliefs and content knowledge and the impact on students' reading achievement including, but not limited to, surveys and analysis of DSTP. For statewide consistency in the measurement of reading achievement growth, the Diagnostic Assessment of Reading (DAR) will be used with three case study students in the areas of word identification, vocabulary, word analysis, and comprehension. For statewide

consistency in the measurement of reading achievement growth in the area of fluency, a timed measurement of the Words Correct Per Minute (WCPM) will be used with the three case study students in addition to the subtests of the DAR. Through a Memorandum of Agreement, the participating districts/schools purchase these assessment tools and provide liaison support to the University of Delaware R & D Center.

In addition to the DAR and WCPM, the University of Delaware has developed an implementation scale that teachers can utilize to help determine fidelity of implementation (i.e., the extent to which teacher are implementing research-based strategies in literacy/reading). One participating SSSR school district (Capital School District) has asked for a pre-test that can be used for all staff to determine current levels of implementation. Dr. Baca modified a 15 question screening instruments for their use as this pre-test.

Table 8 below provides a summary of feedback from participants in SSSR Pilots held on February 11, 2004 and March 3, 2004.

**Table 8. Participant feedback from SSSR training during Year 1 based on a scale of 5 (high) and l (low) – Based on a rating of 5 (highest) to 1 (lowest)**.

| Session Title & # of Respondents | Session Date | Objectives and Outcomes were Clear | Information understandable & clearly explained | Session extended my knowledge/ understanding | Topics and information were relevant |
|---|---|---|---|---|---|
| SSSR Pilot – 39 Respondents | 2/11/2003 | 4.3 | 4.4 | 4.2 | 4.3 |
| SSSR Mini Pilot – 26 Respondents) | 3/23/2004 | 4.0 | 4.5 | 4.8 | 4.6 |

Other Objective 3 activities include training in RIF (Reading is Fundamental) and CRISS (Creating Independence through Student-Owned Strategies). Twelve school districts have agreed to participate in this additional training, which was begun during September and October of Year 2. The University of Delaware, R & D Center, has been contracted to do research in four of the participating schools involving (1) One group just using CRISS; (2) One group using just RIF; (3) One group not using either program; and (4) One group using both the RIF and CRISS. This is intended to be a longitudinal study. Results will be reported in subsequent years of the SIG.

At the conclusion of SIG Year 1/beginning of Year 2, an Audit of Delaware's Alternative Schools within Kent and Sussex Counties was conducted by Dr. Jo-Ann Baca, Coordinator of Objective 1.2 of the SIG, and Dr. Thomas Downs, Education Consultant. Alternative schools provide support for secondary students with academic problems. This Audit was charged to determine the extent to which reading and writing instruction is being delivered. Information obtained and triangulated in this Audit included classroom observations, site visits, surveys of students and staff, interviews with English Language Arts (ELA) teachers and administrators, and a document review including progress reports, intake data, and report cards.

Findings of the Alternative Schools Audit concluded that the evaluated alternative programs need to use curriculum and instruction that is aligned with state and national standards—although they found that one program, PEAK, was doing a commendable job. The Audit also found that instruction must directly link with the state performance indicators and cannot depend on technology as the main source of instruction even though computers can be an excellent source of supplemental instruction. A number of Audit recommendations were made for implementation of comprehensive core programs that have been found to be effective by the National Reading Panel, supplemental materials, supplemental assessments, technology, and instructional strategies.

During the current Year 2 of SIG, applications were solicited that would provide additional resources to the alternative schools for improvement of English Language Arts. A $64,000 grant was awarded to PEAK and *Because We Can*, which are alternative schools within Kent County. These funds are supporting the adaptation of inservice curriculum, adoption of state standards, software, hardware, after school tutoring, and other areas of Audit Findings.

Consistent with the Objective 1.3 focus on struggling students in grades 4-12, a study was made on the Transition Academy Program throughout Delaware school districts. This study was conducted by Dr. Baca and the University of Delaware, Delaware Center for Teacher Education, in response to the increase in the number of older students who did not "meet the standard" in the 2003 Delaware Student Testing Program (DSTP), especially in math and a decrease in the number of students who score "above the standard" (Noble, Banicky, & Kreisman, 2003). Transition Academies in Delaware were created by the legislature to provide remediation and interventions for 8th grade students who fail to meet the standard on the DSTP in math and/or reading and fail to meet the criteria for promotion. Descriptive data for this study, using a survey and focus groups/interviews, was gathered within 17 of the 19 Delaware districts operating a Transition Academy in their high schools. Findings indicated a variety of support being provided for these students including after school programs, counseling, peer mentoring, teacher advisors, and study skills.

The quantitative data gathered in this study of Transition Academies represents a comparison between the students who scored a Performance Level (PL)1 or a PL2 on the 8th grade DTSP in spring 2002 with those same students who re-took the 8th grade DSTP in spring 2003. Approximately 18% of the students who scored at PL1 or PL2 and who did not "meet the standard" on the 8th grade DSTP did not retake the 8th grade DSTP in reading, and approximately 16% of the students did not retake the 8th grade DSTP in math. Some of these students who did not retake the 8th grade DSTP took the 9th grade DSTP- forms G, H, or I, which is the same level as the 8th grade DSTP. These students' scores are included in this comparison. Other students who did not retake the 8th grade DSTP took the 9th grade DSTP. Those students' scores are not included in this comparison. There are several reasons why a student might not retake the 8th grade DSTP even though he or she did not meet the standard on the 8th grade DSTP including the following: 1) The student had an IEP which stated that he/she should not retake the

8th grade DSTP; 2) The student is a special education student who failed the 8th grade DSTP twice already; 3) The student was promoted to 9th grade based on other indicators; 4) The student took the fall 8th grade DSTP and passed; and 5) Through miscommunication regarding how to properly code a student's grade level, the student was inadvertently coded as a 9th grader, rather than as an 8th grader.

Automation of the retention and promotion lists system in 2002-2003 has helped to correct this problem. Students served in a 9th grade building who did not pass the 8th grade DSTP, unless they met the conditions as outlined in state regulations, should have been coded and counted as 8th graders. As noted, in the year studied, this was not always the case. This discovery affects the results of the study and should be taken into account when drawing conclusion from the study's findings.

In this study, the scores were analyzed in terms of the overall percent of students whose score improved on the 8th grade, or some forms of the 9th grade, DSTP in math and/or reading from spring or summer 2002 to spring 2003. The students' highest score earned was used in all analyses. Further, for ease in reporting, all tests will be referred to as the 8th grade DSTP test; readers will know that some students actually took a DSTP 9th grade test that is a comparable version of the 8th grade DSTP.

**Reading: Overall Improvement**

***Transition Academy Students***

A total of 476 students were enrolled in the Transition Academies – Reading statewide. Of these, 28.6% improved their DSTP scores in reading on the spring 2003 test. In other words, nearly 30% of the students moved from one performance level to the next from a PL1 to a PL2 or higher.

***Classified as 9th Graders Students***

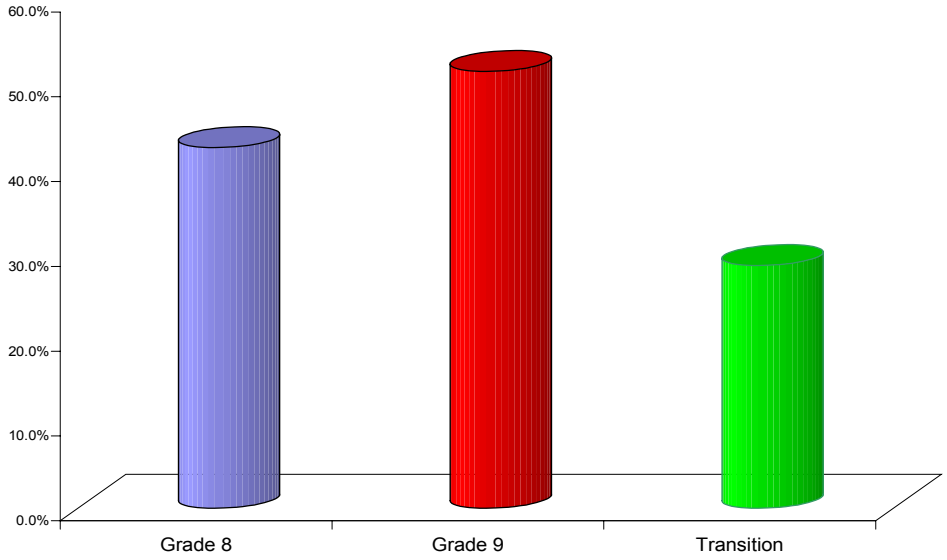
There were 705 students across the state who scored a PL1 or 2 on the 8th grade DSTP - Reading in 2002 who were classified as 9th graders who were not enrolled in a Transition Academy - Reading. Of these, 51.5% improved their reading score in the spring of 2003, moving up at least one performance level.

***Retained in 8th Grade Students***

There were 513 students who did not meet the reading standard on the 8th grade DSTP - Reading in spring 2002 who were retained in 8th grade and housed in an 8th grade building. Of these, 42.5% improved their DSTP reading score in spring 2003.

**Table 9. Comparisons of groups of students with PL1 or 2 in spring or summer 2002 and 2003.**

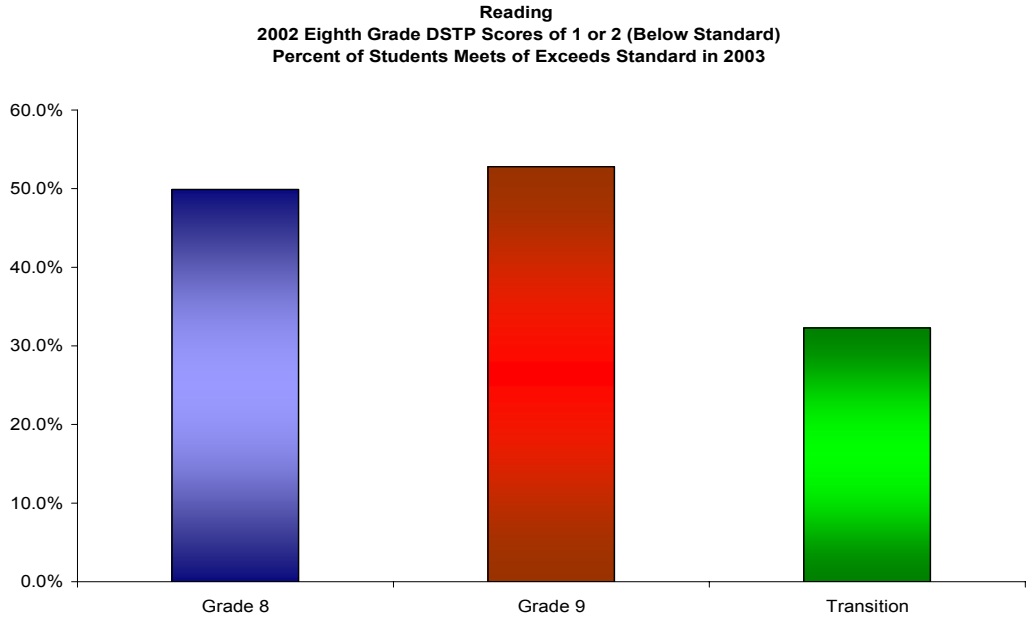
*So, what do the data indicate?*




As indicated in Table 9, participation in a Transition Academy – Reading had the least impact on students' reading performance, as measured by the DSTP – Reading, helping less than 30% of the participating students improve their reading performance on the DSTP – Reading in spring 2003. Students retained in 8th grade and/or promoted to 9th grade tended to perform better on the 8th grade DSTP – Reading spring 2003 test.

*But what percentage of students who improved met the standard (earned a PL3 or above) on the DSTP spring 2003 following their year in a Transition Academy, in 8th grade, or in 9th grade?* One hundred fifty four (32.3%) of the Transition Academy students (N= 476) earned a PL3 or higher. Almost half of the students (256 students out of a total of 513, 49.9%) who were retained in 8th grade scored a PL3 or higher. Finally, of the 705 students who were promoted to 9th grade, 372 (52.8%) met or exceeded the standard. (See Table 10 below.)

**Table 10. Comparisons of students in the three categories who met or exceeded the DSTP standard in reading.**




## Reading Improvement by Subgroups

The performance of general education Transition Academy – Reading students was compared to special education academy students. The performance of special education students who participated in a Transition Academy - Reading program (N=166) and general education students (N=310) who participated in a Transition Academy – Reading program was quite similar. Specifically, 27.7% of the special education students showed growth, as compared to 29.0% of the general education students. Clearly nearly the same percentage of general education and special education Transition Academy students improved their performance on the spring 2003 DSTP-Reading.

The performance of males and females on the DSTP reading revealed the following. Of the Transition Academy – Reading males (N=258), 29.07% showed improvement, while 27.98% of the Transition Academy – Reading females (N=218) showed growth. The percentage of males and females whose performance improved was nearly the same.

Examination of the different ethnic groups revealed that 35.8% of Caucasian Transition Academy – Reading students (N=173) showed gains, while 25.5% of African-American students (N=255) made progress, and 20% of Hispanic (N=45) students showed improvement. The data suggest that the Transition Academies had an impact on a greater percentage of Caucasian students' performance than students in the other two ethnic groups, with a greater percentage of African-American students performing better on the spring 2003 DSTP-Reading than Hispanic students. These findings are depicted

pictorially in the following Tables 11, 12, and 13.

**Table 11: Comparisons by placement and general vs. special education groups**

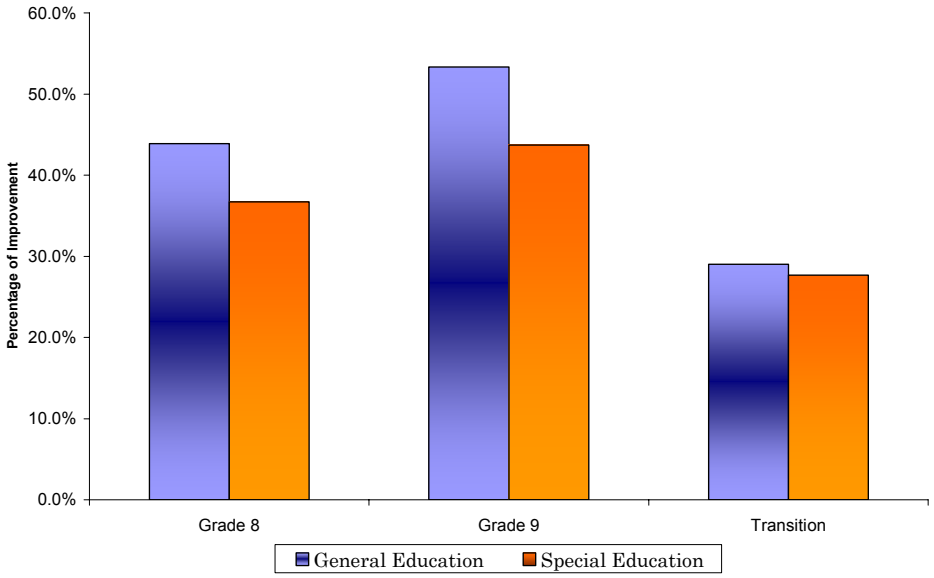



**Table 12: Comparisons by placement and gender**

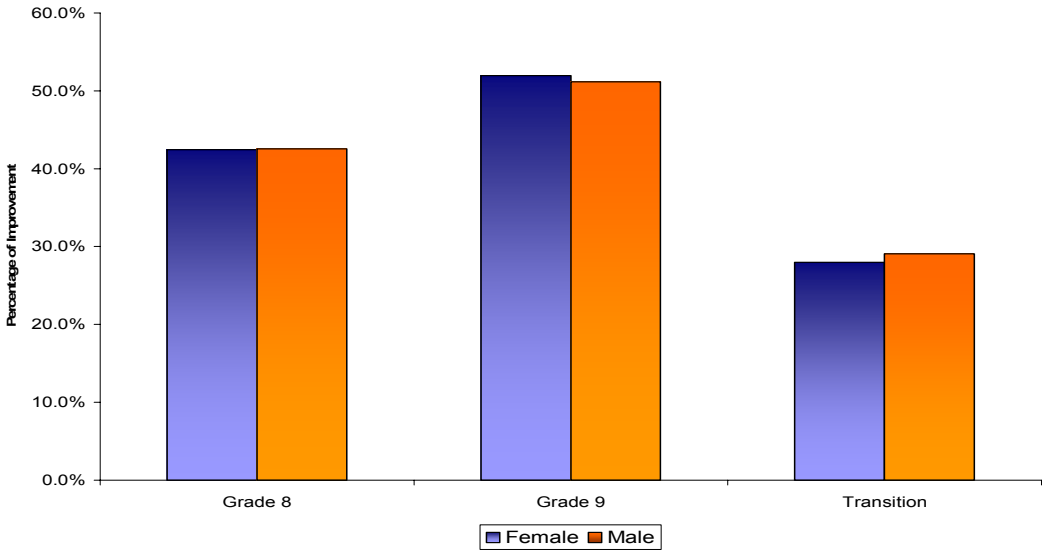
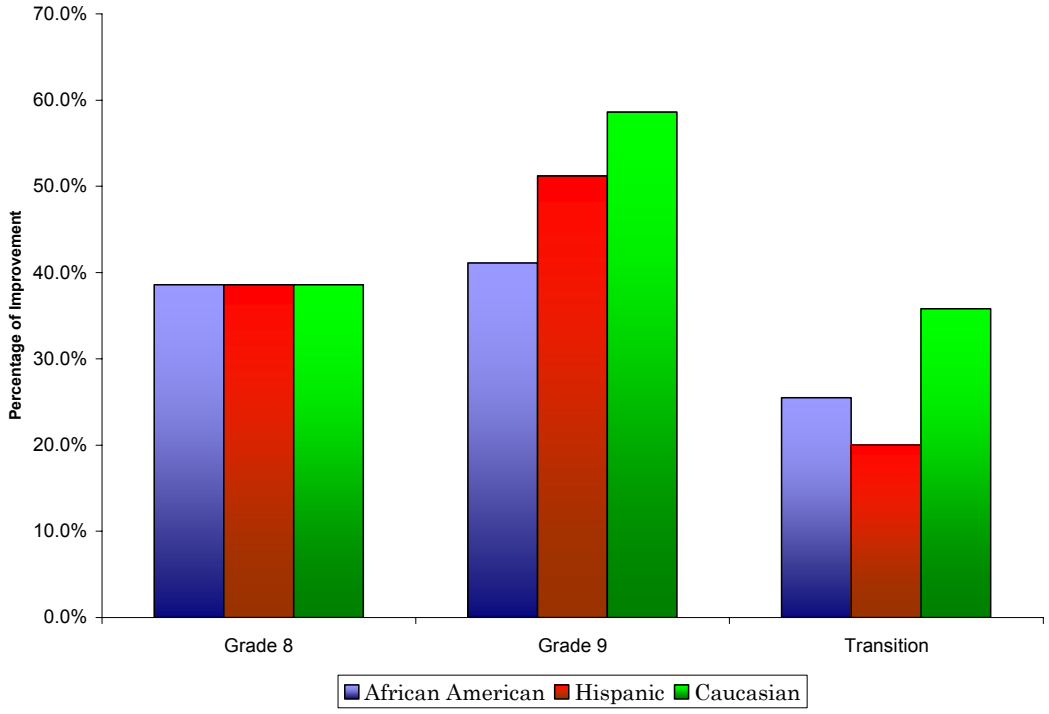


**Table 13. Comparisons by placement and racial groups.**




## Math: Overall Improvement

### Transition Academy Students

In math, there were 847 students in the Transition Academies-Math. Of these, 39.6% improved their performance on their spring 2003 math DSTP test.

### *Classified as 9th graders Students*

Some students who scored a PL1 or 2 on the DSTP in 2002 were classified as 9th graders without being enrolled in a Transition Academy - Math. There were 1,829 students who failed to meet the standard in math on the 8th grade DSTP and who were not served in Transition Academies - Math. Of these, 40.6% showed improvement on the DSTP 8th grade math test.

### *Retained in 8th grade Students*

Of the 464 students who were retained in eighth grade who did not meet the standard on the 8th grade DSTP in math, 41.8% showed improvement.

**Table 14. Comparisons of groups of students with PL1 or 2 in spring or summer 2002 and 2003.**

*So, what do these data show?*

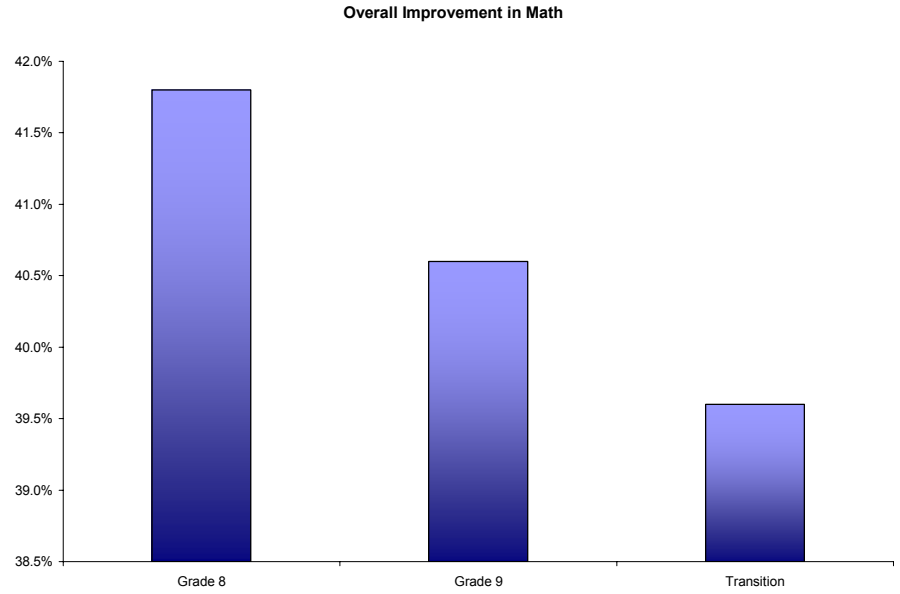
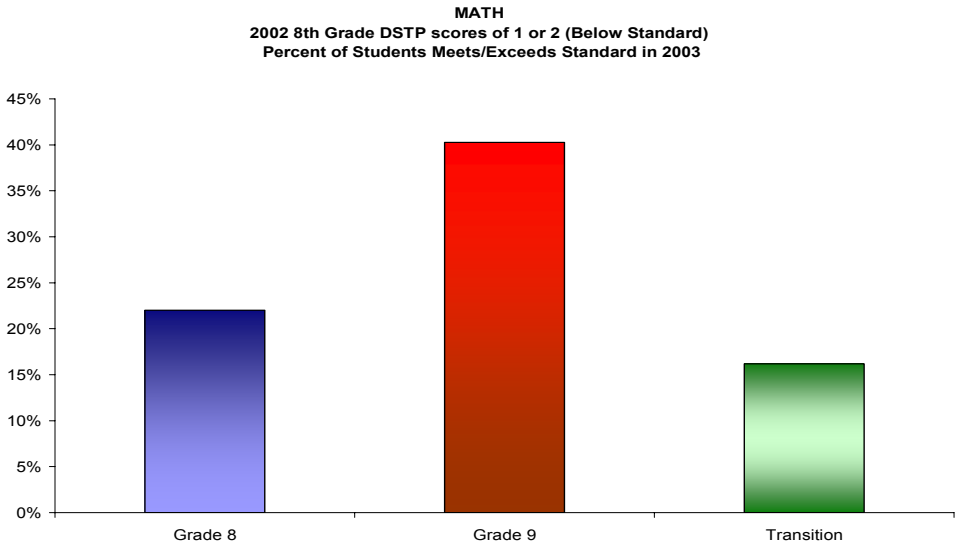



Table 15 provides a pictorial representation of these findings. About the same percentage of students served in each condition --Transition Academy - Math, retained in 8th grade, and promoted to 9th grade—improved their performance on the 8th grade DSTP – Math from spring/summer 2002 to spring 2003.

There was a percentage of students- significantly less than in reading- who was able to meet or exceed the DSTP standard in math. More specifically, 137 of the Transition Academy students (N= 844, 16.2%) met or exceeded the standard on the DSTP-Math in spring 2003. Twenty two% of the students who were retained in 8th grade scored a PL3 or higher. Of the 1,829 students who were classified as 9th graders 737 (40.29%) students met or exceeded the standard. (See Table 15 below.)

**Table 15. Comparisons of the three categories in meeting or exceeding the DSTP standards in math.**




## Math Improvement by Subgroups

Again, comparisons were made across several groups. The growth of special education students within the Transition Academies - Math was compared with that of general education students. The special education students (N=204) within a Transition Academy – Math program appeared to make slightly less academic progress than the general education students (N=640). Specifically, 35.8% of Math Transition Academies' special education students showed growth, as compared to 40.9% general education students.

DSTP-Math gender comparisons revealed the following. Of the Math Transition Academies' males (N=379), 37.9% showed improvement, while 40.9% of the Transition Academies' females (N=465) showed growth.

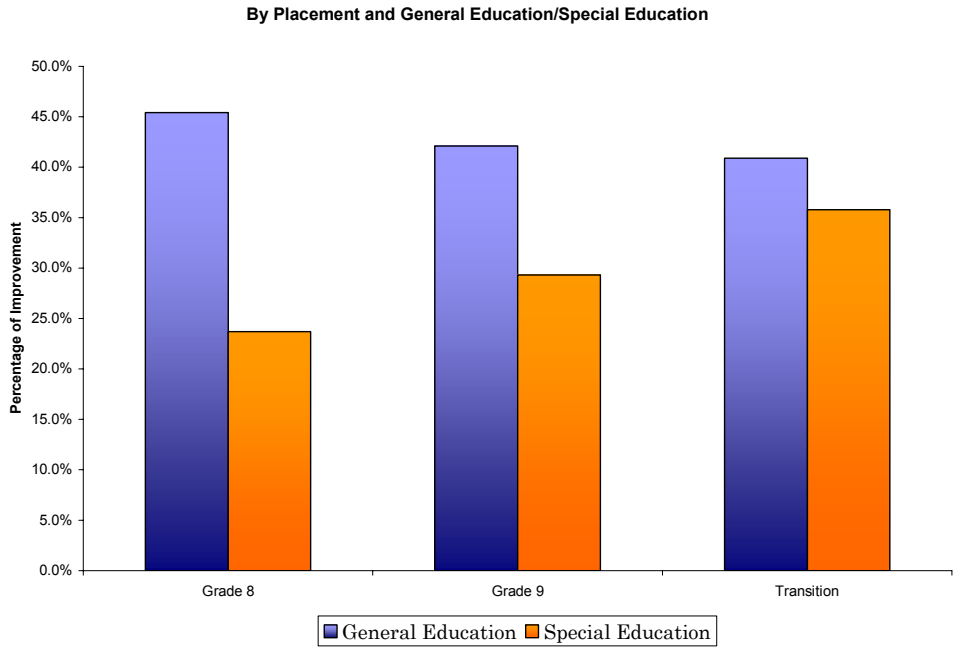
Examination of the ethnic group differences revealed that 45.1% of Caucasian Transition Academy – Math students (N=346) showed gains, 34.9% of the African-American Transition Academy - Math students (N=415) made progress, and 41% of the Hispanic Transition Academy - Math students (N=78) students showed improvement.

A pictorial representation of these findings is presented in Tables 16-18. These data reveal that a slightly higher percentage of general education students than special education students who participated in a Transition Academy – Math improved their performance on the 8th grade DSTP – Math test in spring 2003. Similarly, a slightly higher percentage of females than males who participated in a Transition Academy –

Math improved their performance on the 8th grade DSTP – Math test in spring 2003. Finally, a greater percentage of Caucasian and Hispanic students than African-American students who participated in a Transition Academy – Math improved their performance on the 8th grade DSTP – Math test in spring 2003.

**Table 16. Comparisons by placement and general vs. special education groups.**

*So, what do these data show?*



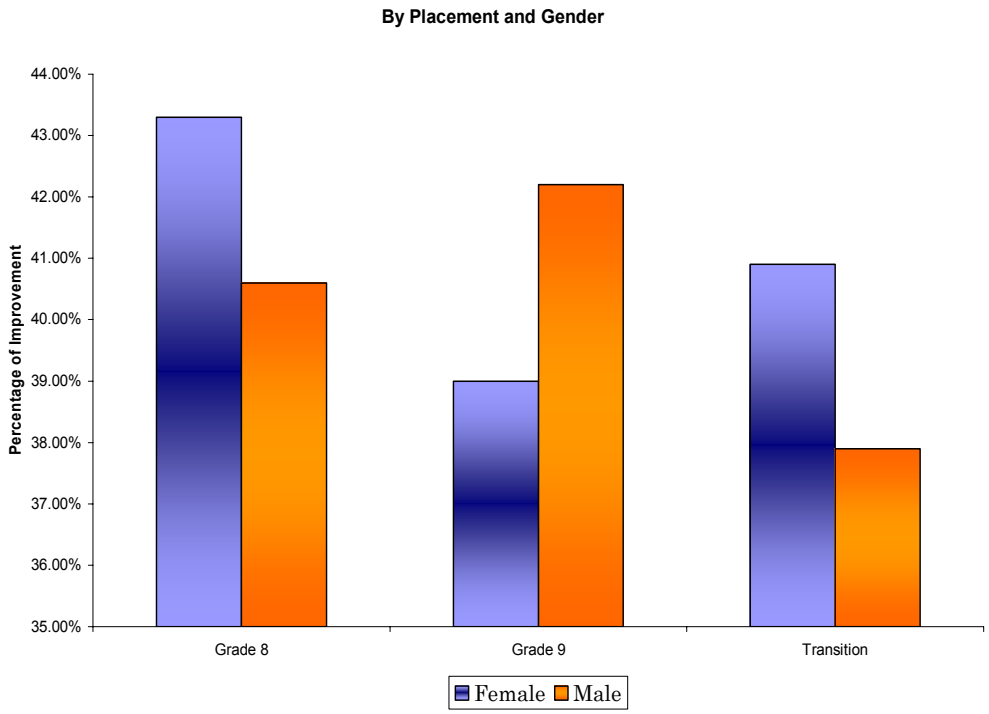
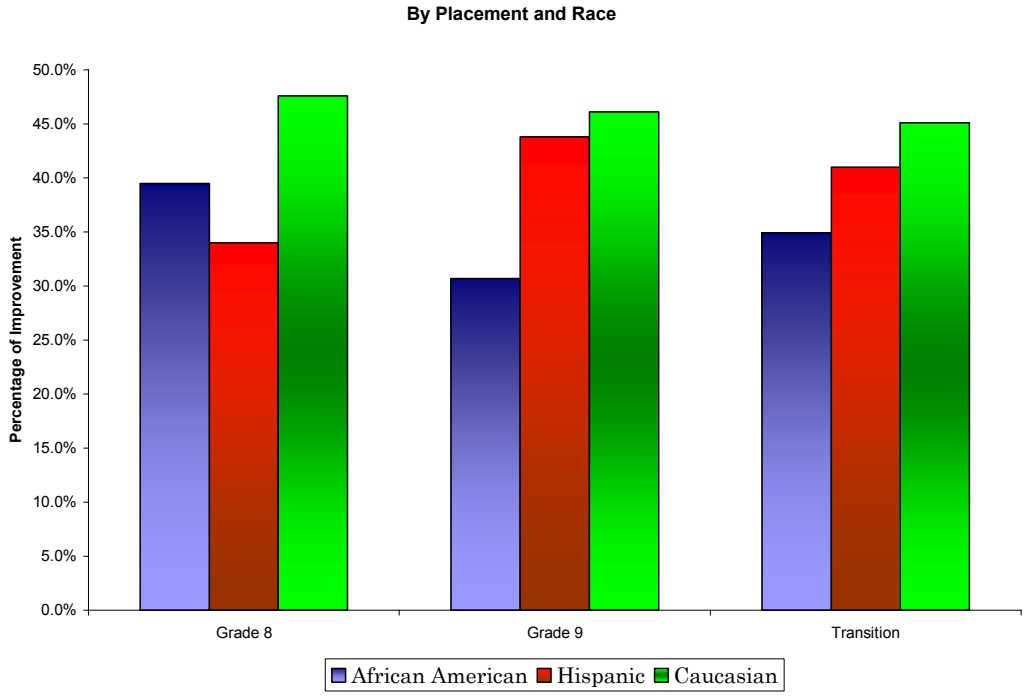



**Table 17. Comparisons by placement and gender.**

**Table 18. Comparisons by placement and racial groups.**



Findings of the above study will help guide training and implementation efforts supported by SIG—particularly in the literacy areas.

The PIC (Delaware PTI) has provided limited information for parents regarding upcoming training regarding scientifically-based literacy and reading research on its website (e.g., secondary struggling readers page). As stated earlier, staff turnover in the PIC has limited their involvement in SIG activities during Year 2. Delaware Parent School is developing and delivering information sessions for parents through middle school students. Plans for next year include the PIC will handle this responsibility.

## Related GPRA Objectives and Indicators:

**Part B:** Objective 1, Indicators 1.1 and 1.2; Objective 2, Indicator 2.1; and Objective 3, Indicator 3.2
**Part D State Improvement**: Objective 1, Indicator 1.1; Objective 2, Indicators 2.2 and 2.3.
**Part D Research and Innovation:** Objective 3, Indicator 3.1.
**Part D Personnel Preparation**: Objective 1, Indicator 1.1; and Objective 3, Indicator 3.1.
**Part D Technical Assistance and Dissemination:** Objective 1, Indicators 1.1 and 1.2; Objective 2, Indicators 2.1, 2.2, and 2.3.
**Part D Parent Information Centers**: Objective 1, Indicators 1.1 and 1.2; Objective 2, Indicators 2.1 and 2.2.

## Problems/Issues:

See Problems and Issues – Goal 1, Objective 1.1. Staff turnover in the PIC impacted their involvement in SIG activities during Year 2. Other than the existence of the PIC website, PIC activities related to Objective 1.3 were limited. Delaware Parent School is developing and delivery information sessions for parents through middle school. Plans for year 3 include that PIC will assume this responsibility.

## Outcomes of Goal 1:

- ✓ Enhanced early literacy/reading skills of preschoolers – 2nd grade, as measured by a tool selected by the University of Delaware Center for Disabilities Studies.
- ✓ Enhanced reading skills of 3rd through 12th grade students, as measured by the DSTP.

Figures 1 and 2 provide information regarding achievement levels for students in both special and general education. The gap between these two groups of students continues to be large; however, it is narrowing at the third and fifth grade levels. The upper grades, however, continue to show a large gap between general and special education students, with little progress toward closing the gap. Goal 1 activities continue to be critical in

achieving better outcomes for students with disabilities at each of these grade levels. Figure 3 provides a baseline achievement information for students with disabilities within target schools impacted by Objectives 2.2 and 2.3 against that of the total State.

**Figure 1. All Students With A Valid Score Meeting/Exceeding The Standard for Grade 3 Reading**

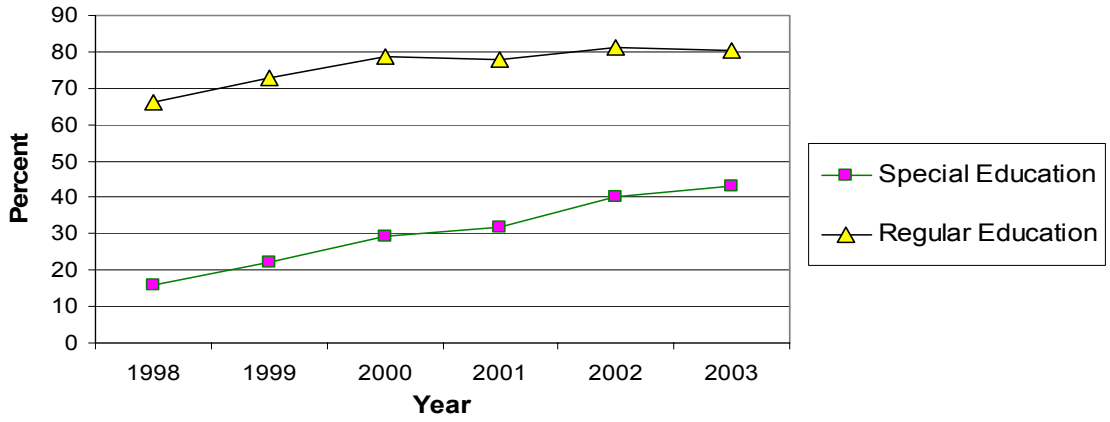



**Figure 2. All Students With A Valid Score Meeting/ Exceeding The Standard in Reading**

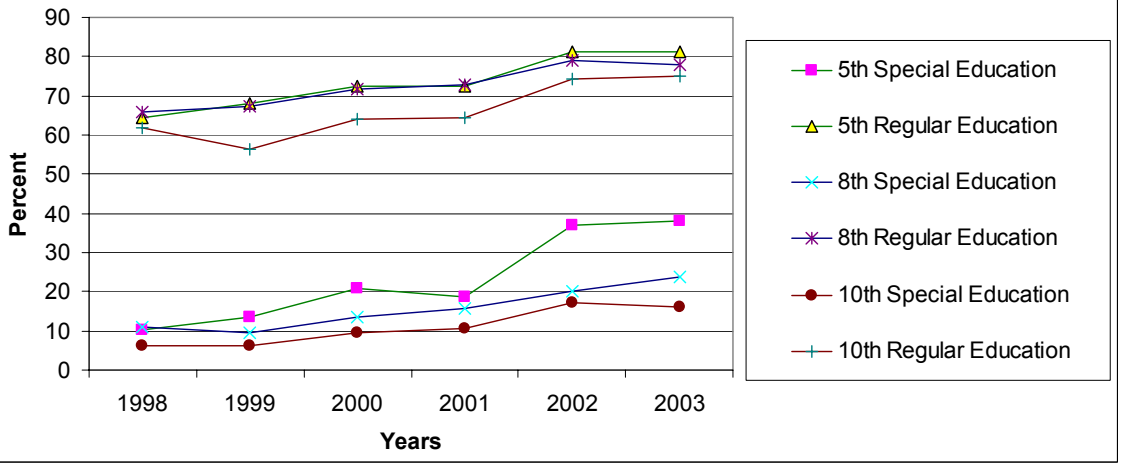
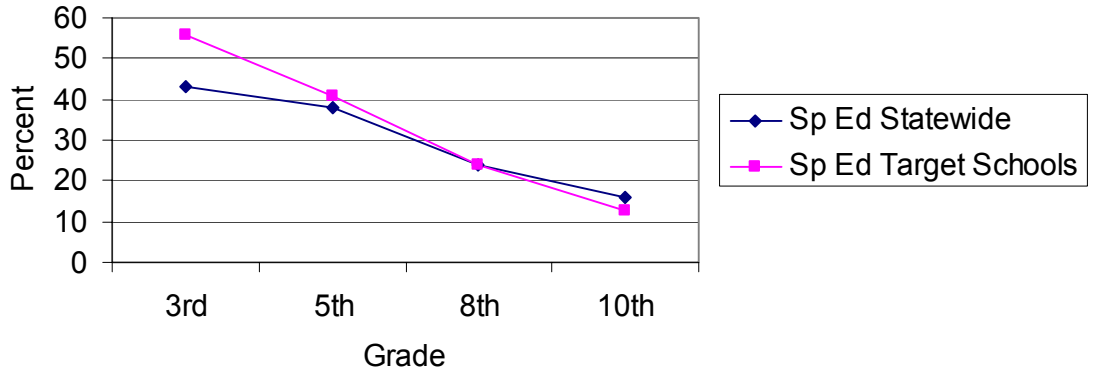
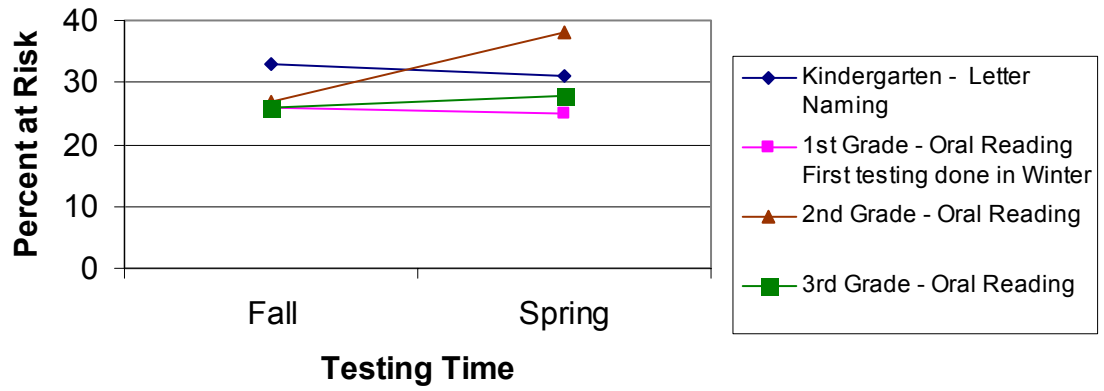


**Figure 3. Special Education Students Meeting or Exceeding the Standard Statewide and in Target Schools on 2003 DSTP**




As discussed in the previous text, DIBELS scores were obtained for participating pilot schools. Results are presented below in Figure 4. As can be noted, little progress was made during Year 2 of the SIG.

**Figure 4. Percent of Children at Risk in the Beginning and End of the School Year on DIBELS Testing**



**Goal 2: Through the provision of supports, accommodations, and differentiated instructional strategies, all students with mild and moderate disabilities will gain access and progress in the general curriculum. Increasing numbers of students will be effectively included in the general education classroom with their non-disabled peers.**

To increase access and progress in the general curriculum by students with disabilities, the State of Delaware is carrying out two Goal 2 objectives in the following areas.

1. Strategic planning and implementation of local district inclusive school plans (Objective 1).
2. Implementation of universal design strategies for making the general curriculum more accessible for students with disabilities (Objective 2).

**Objective 2.1: The numbers of students with mild to moderate disabilities who are successfully included within general education classrooms for at least 80% or more of the school day will increase 10% annually following the implementation of local district inclusive school plans, exceeding 50% and the national average in 5 years.**

## Planned Activities:

2.1.1 Year 1 – Two Master Teachers on loan from Delaware school systems will be hired to spend a 5-year assignment with DDOE carrying out activities related to Objectives 1 and 2 (one Master Teacher supported by SIG resources and the second Master Teacher supported by Part B capacity building funds).

2.1.2 Year 1 – The Master Teachers and the Center for Disabilities Study will develop training modules on research and practice-based inclusive practices for students with mild and moderate disabilities. LRE training modules developed by the Delaware Inclusion Project for students with severe disabilities will be used as a starting point.

2.1.3 A statewide rollout plan for improving inclusive school practices will be implemented in seven school districts and charter schools in Year 1, seven in Year 2, seven in Year 3, and seven in Year 4 (a total of 28 school districts and charter schools).

2.1.4 Years 1-4 – The Master Teachers and staff from the National Institute for Urban School Improvement will provide web-based and on-site training for Instructional Support Teams using the inclusive school training modules.

2.1.5 Years 2 -5 – As part of the local district inclusive school implementation plans, the Instructional Support Teams, Master Teachers, and the National Institute for Urban School Improvement staff will provide inclusive school training for special and general education teachers serving students with disabilities.

2.1.6 Years 2-5 – With the support of release time, the Instructional Support Teams as well as the Master Teachers and staff from the National Institute for Urban School Improvement will provide support to local schools in the implementation of inclusive school practices for students with mild-moderate disabilities.

2.1.7 Years 1-5 – The Master Teachers will implement a bulletin board on the DDOE Web Site that focuses on providing ongoing information for local school district personnel regarding effective inclusive school practices.

## Background: Year 1 Accomplishments:

A Goal 2 Inclusive Schools/Access to the General Curriculum Core Team was organized by the SIG Director, Dr. Paula Burdette, SIG Director. Assisting with this work during Year 1 were Ms. Margaret Colvin, Ms. Lori Duerr, and Dr. Madelyn Jablon, Resident Teachers within DDOE (Activity 2.2.1). Ms. Debby Boyer, University of Delaware, and Dr. Beth Mineo, Director of the Assistive Technology Initiative, are also partnering with DDOE as part of the Inclusive Schools/Access to the General Curriculum Core Team.

Four Inclusive School Project modules were developed and piloted in school buildings that request this training or have been receiving on-going training through the Delaware Inclusive Schools Initiative, which focuses more on inclusion of students with significant or severe disabilities.

During Year 1, the four inclusive school modules were used in schools that requested this training as well as schools that have been participating in the Delaware Inclusive Schools Initiative.

Because the ISTs within the school districts will be the ongoing vehicle of providing timely, on-topic support and assistance to teachers and other school staff for academic and behavioral issues, the University of Maryland's Laboratory for Consultation Teams provided IST training to select ISI schools. Selection criteria included low special education reading and math scores, principal desire and support, and number of DDOE and other initiative is the first three years of implementation. The initial training was provided for core members of the K-3 schools ISTs including the Reading Coach (facilitator), the special education co-facilitator, the principal, and the district contact (curriculum director or other designee).

A brochure, entitled *Your Instructional Support Team*, was prepared to clarify the role of the ISTs related to both Goal 1 and Goal 2 activities. This brochure was disseminated throughout the Delaware schools and districts.

During Year 1, the SIG State Advisory Committee, a subcommittee of the Partners Council for Children with Disabilities, received and gave feedback on the SIG activities related to Goal 2, Objective 2.1 activities. This committee consisted of higher education staff, one curriculum director, one special education director, one building principal, one general education teacher, one special education teacher, one parent of a child with disabilities, and one parent of a typically developing child.

## Year 2 Activities and Accomplishments:

The Goal 2 Inclusive Schools/Access to the General Curriculum Core Team, headed by Dr. Paula Burdette, SIG Coordinator, is described in Year 1 Activities. The Team facilitated the implementation of Goal 2 Objectives and Activities during Year 2. As part of the Team, Lori Duerr has been hired as a staff member, and Karen Jones from Red Clay School District and Dennis Rozumalski from Appoquinimink School District have been selected to be Master Teachers during Year 3 (Activity 2.1.1).

During Year 2, the National Institute on Urban School Improvement (NIUSI) assisted the SIG staff and the Center for Disabilities Studies in the development of additional inclusive schools modules, containing three academies within each. By the end of Year 2, the following Inclusive Schools modules will have been developed (Activity 2.1.2):

1. *Building Leadership Teams*
2. *Mining the Data*
3. *Opening Doors to Inclusive Environments*
4. *Universal Design for Learning*
6. *Assessing and Reporting Student Progress*

Five pilot schools participated in the Objective 2.1 activities during Year 2: North Laurel Elementary, Dover High School, Lake Forest Central, Milton Elementary, and Mariner Middle School. The Inclusive Schools Checklist developed in Year 1 was piloted in North Laurel school district and put into a web-based format (Zoomerang) for use as an inclusive schools self-assessment in the participating schools/districts. By the end of Year 2, the five pilot schools will have utilized the Checklist as a needs assessment to help identify areas of needed improvement, as well as baseline information regarding the current status of inclusive schools features. Meetings were also held by SIG staff with the pilot school principals to discuss planning and capacity building strategies.

During February, March, April, and June 2004 (Year 2): school capacity building teams involving the pilot schools and additional districts (a total of 10 school districts and 35 trainers) were trained in Module 1 (*Building Leadership Teams)*, Module 2 (*Mining the Data*), Module 3 (*Opening Doors to Inclusive Environments*), and Module 6

(*Assessing and Reporting Student Progress*). Training on the other modules within each of the five participating schools is continuing for the capacity building trainers during the remainder of Year 2 and during the first quarter of Year 3. In addition, by the end of Year 2, the trainers will have provided training for others in their schools on at least Modules 1 and 2. The trained capacity building leadership teams serve as ongoing coaches for others in the school implementing inclusive school practices. The DDOE liaisons provide backup support to these school-level teams. (Activity 2.1.5)

Table 19 below provides a summary of participant ratings of the content of inclusive school training provided by Dr. Elizabeth Kozleski from the National Institute of Urban Development during Year 1.

**Table 19. Summary of training participant ratings on inclusive school intervention training provided by the National Institute of Urban Development and an ISI Subcommittee during Year 1 of the SIG - Based on a rating of 5 (highest) and l (lowest).**

| Session Title | Session Date | Objectives and Outcomes were Clear | Information understandable & clearly explained | Session extended my knowledge/ understanding | Topics and information were relevant |
|---|---|---|---|---|---|
| ISI Train the Trainers – Module 1 –19 Respondents | 12/12/2003 | 3.9 | 4.2 | 4.3 | 4.9 |
| ISI Train the Trainers 18 Respondents | 3/9/2004 | 4.8 | 4.6 | 4.6 | 4.8 |
| ISI Train the Trainer Module Unit 3 –18 Respondents | 4/2/2004 | 4.5 | 4.6 | 4.4 | 4.5 |
| Inclusive Schools Train the Trainers – 6 Respondents | 6/21/2004 | 4.7 | 4.7 | 4.8 | 5.0 |
| ISI Subcommittee – 7 Respondents | 2/9/2004 | 4.9 | 4.9 | 4.9 | 4.9 |

A SIG goal is to have an IST in each of the pilot schools supporting inclusive school practices (Activity 2.1.6). To that end, Drs. Todd Gravois and Edward Gickling, University of Maryland's Laboratory for Consultation Teams, provided training in November and December, 2003 and February, April, May, June, and August, 2004 for ISTs in select ISI schools, including other school staff (8-10 members). Release time was provided for participation in this training. This practical training focuses on coaching and problem solving strategies. Participant evaluations of the content of several trainings provided by the University of Maryland during Year 2 is provided earlier in this Report.

As another support to the pilot schools, the DDOE initiated an Inclusive School Cadre that is serving as a Community of Practice. This Cadre includes school district personnel from the pilot schools and other schools/districts in the state as well as DDOE liaisons. The purpose of the Inclusive School Cadre is to increase the awareness of

research-based inclusive school practices, share interventions being implemented in the pilot schools, and problem solve planning and implementation issues. During Year 2, the 14-member Inclusive School Cadre, involving 11 school districts, has met twice and will be meeting monthly during Year 3.

Activity 2.1.4 calls for web-based as well as on-site training for ISTs within participating schools. Following Dr. Paula Burdette and Ms. Debora Hansen, Curriculum and Development Group, DDOE, having taken a 10 week on-line course to learn how to facilitate on-line courses, Southern Region Education Board (SREB) offered them access to a fully-developed course entitled "Differentiating Instruction to Accommodate Learning Styles". This has been offered to approximately 35 pilot school teachers and will begin with a live webcast on August 30, 2004 This will be followed with 20 of these teachers participating in the 10-week on-line course beginning on October 18, 2004 and continuing into Year 3. On-line training in these and other inclusive school practices are being explored.

The Delaware Center for Educational Technology (DCET) agreed to make certain that the participating schools can take advantage of the KDS live Webcast being offered on August 30, 2004 to approximately 35 teachers from the five inclusive schools plus two Red Clay schools. In addition, a team of a DOE educational technology person, DOE professional development staff member, and DOE SIG staff are further exploring the use of on-line training for use with the SIG and other areas of DOE supported staff development.

The SIG bulletin board, including an ISI link, on the DDOE website is being utilized for dissemination of information regarding research-based inclusive school practices, as well as information regarding Goal 2, Objective 1 activities. The completed training Modules 1, 2, 3, 5, and 6 will have been posted on the DDOE website by the end of Year 2.

In an attempt to gather some baseline information for the five schools selected to participate in the Inclusion Schools Initiative, a 4-item survey was conducted during May, 2004, by the Delaware Education R & D Center involving the SIG teachers in these five selected schools. A total of 89 completed surveys were returned. Following is a summary of these four items and data gathered:

**1. Total number of students in your class:**

Mean = 19.8 Standard Deviation = 7.3 Range = 1-30

**2. Total number of students in your class with an IEP:**

Mean = 4.1 Standard Deviation = 4.7 Range = 1-15

**3. What grade level(s) are represented by these students?**

**Table 20. Student grade level of teachers participating in an R & D Center survey.**

| Grade Level | Percent of Teachers |
|---|---|
| Kindergarten | 2.2% |
| 1st | 7.9% |
| 2nd | 21.3% |
| 3rd | 16.9% |
| 4th | 16.9% |
| 5th | 18.0% |
| 6th | 20.2% |
| 7th | 5.6% |
| 8th | 4.5% |
| 9th | 2.2% |
| 10th | 2.2% |
| 11th | 1.1% |
| 12th | 0.0% |

**4. How many teachers (no volunteers, instructional aides, or paraprofessionals) were assigned to be in the room with these students on May 19, 2004 at 9:30 a.m.?**

| | |
|---|---|
| One teacher | 76.4% |
| Two teachers | 23.6% |

While there is great variability in the proportion of students with disabilities in classrooms across the five schools, some patterns emerged. Only half of the classrooms (50%) were structured such that students with disabilities and students without disabilities were in the same classrooms. In addition, few (13%) of the classrooms included students with disabilities in proportions that naturally occur in other public settings (1-10% of the population).

## Related GPRA Objectives and Indicators:

**Part B:** Objective 1, Indicator 1.2; Objective 3, Indicator 3.3.
**Part B Preschool:** Objective 1, Indicator 1.2.
**Part D State Improvement**: Objective 1, Indicator 1.1; Objective 2, Indicators 2.2 and 2.3.
**Part D Research and Innovation:** Objective 1, Indicator 1.1; Objective 3, Indicator 3.1.
**Part D Personnel Preparation**: Objective 1, Indicator 1.1.
**Part D Technical Assistance and Dissemination:** Objective 1, Indicators 1.1 and

1.2; Objective 2, Indicators 2.1, 2.2, and 2.3.
**Part D Parent Information Centers**: Objective 1, Indicators 1.1 and 1.2; Objective 2, Indicators 2.1 and 2.2.

## Problems/Issues:

Staff turnover at PIC limited the extent of parent training and information sessions that were developed and held during Year 2. PIC & DDOE collaborated to develop a plan for building local community capacity for providing information to families in target communities. PIC has now subcontracted with an independent agent to develop Inclusive Schools information sessions, provide the training, and develop a cadre of trainers through the PTAs.

Responsibility for Objective 2.1 successfully transferred to Education Associate, Ms. Lori Duerr.

Development of detailed training modules has taken a minimum of three iterations, causing a one month lag on delivery of the final module to the trainers.

Application for a 2% pay increase for educators based on a cluster of professional development has not been approved, causing some principals and building-based trainers to make the decision to delay initial training for their schools as the pay increase can not be given for training provided prior to this approval.

## ***Objective 2.2*: All students with mild to moderate disabilities will have access to the general curriculum, regardless of placement, through universal design learning (UDL) strategies.**

## Planned Activities:

2.2.1 Year 1 – Two DDOE Master Teachers will review all available research on the application of universal design in providing access to the general curriculum for students with disabilities—particularly the research and practice from the National Center on Accessing the General Curriculum, Center for Applied Special Technology (CAST).

2.2.2 Year 1 – Three school districts will be selected to participate in a pilot effort to implement universal design principles in two curriculum areas aimed at providing expanded access to the general curriculum (i.e., a shift in philosophy from the old paradigm of "fixing students" so they can manage a set of curriculum into a new universal design paradigm that "fixes" the curriculum by making it flexible and adjustable to meet student needs).

2.2.3 Year 1 – Master Teachers and consultants from the National Center on Accessing the General Curriculum and the National Institute for Urban School

Improvement will train key school district personnel in the philosophy, principles, and practices of universal design and systems change.

2.2.4 Year 1 – Master Teachers and consultants from the National Center on Accessing the General Curriculum and the National Institute for Urban School Improvement will assist the three selected school districts to develop a three-year plan for implementing expanded curriculum options, modalities, and strategies, consistent with scientific research regarding universally designed curriculum with two content areas.

2.2.5 Year 1 – Master Teachers will assist school personnel with the three selected school districts to review and adapt student IEPs to better align with the general curriculum so that students are assured of having access to a standards based general curriculum.

2.2.6 Years 2-3 – With the assistance from Master Teachers, national consultants, and an implementation grant from SIG and Part B capacity building funds, the three selected districts will implement their universally-designed curriculum plan in two content areas aimed at providing fuller access to the general curriculum for students with disabilities.

2.2.7 Year 4 – The DDOE Master Teachers will carry out school district evaluations of the changes made in the three districts (i.e., increased number of students with disabilities effectively included in universally designed general education classrooms and curricula).

2.2.8 Year 4 – Three additional school districts will be selected to systematically plan and implement universal curriculum design principles and strategies utilizing Part B capacity building funds for the planning and implementation.

2.2.9 Year 5 – The DDOE Master Teachers will provide training and support to the three new districts committed to shifting toward a universally designed general curriculum.

2.2.10 Years 4 – The DDOE will host a statewide conference on "Assuring Access by Students with Disabilities through a Universally Designed General Curriculum."

2.2.11 Years 1-5 – The DDOE will broadly disseminate information regarding the philosophy, benefits, and strategies of universal curriculum design on their Web Site and through other vehicles such as written materials, conference presentations, and workshops.

2.2.12 Years 2-5 – The Delaware PTI will provide information and training the philosophy, benefits, and strategies of universal design to parents with the selected districts, to help assure general curriculum access by their children

with disabilities (e.g., material already developed by the National Center on Accessing the General Curriculum).

## Year 1 Activities and Accomplishments:

Dr. Paula Burdette, SIG Coordinator, developed a concept paper on universal design for learning (UDL), which was shared with the SIG State Advisory Committee (PCCD subcommittee) on September 10, 2003. Based on this feedback, this paper was revised to be more user-friendly and accessible by a variety of people, including teachers and family members. This concept paper provides information on UDL principles and differentiated instruction as it applies to classrooms serving a wide age and ability range of students with and without disabilities. Using this concept paper, Dr. Burdette made presentations on UDL at the University of Delaware preservice classes to Content Directors at the Delaware DOE, and to the Delaware Teacher-to-Teacher Cadre, a group of district-level teacher consultants.

A CAST training session on UDL was held on September 9, 2003, for school districts participating in Inclusive School Initiative UDL pilot efforts and other interested parties, including representatives from most school districts and two charter schools.

Through a contract with the National Institute on Urban School Improvement, the existing inclusive school modules previously developed by the Delaware Inclusive School Initiative focused on students with more significant disabilities began to be modified for application of inclusive school practices using UDL principles for students with less complex needs (mild to moderate disabilities).

Dr. Burdette and the Core Team members developed a rubric for school building and district level UDL implementation. This rubric was intended to be used as a needs assessment in subsequent SIG years for schools and districts and baseline information regarding the implementation of UDL.

Because of the limited capability of the PIC, the Delaware Parent School has been providing some information regarding UDL to parents associated with Goal 1 activities. In addition, through the Delaware Read Aloud, information regarding UDL has been provided for parents within activities such as Dad's Lunch and Mom's Tea.

The SIG Advisory Committee discussed plans for rolling out UDL in the pilot school sites selected for Year 2 and subsequent years of the SIG.

## Year 2 Activities and Accomplishments:

During Year 2, the UDL concept paper developed by Dr. Burdette, SIG Coordinator in Year 1 was turned into a booklet to be used as an orientation to UDL and a foundation for training for use by the Inclusive Schools Initiative pilot schools. The universal design concept paper will be widely disseminated to school districts, universities, agencies, and organizations across the state through vehicles including direct mailings, the DDOE

website, the PIC website, quarterly principal academies, quarterly special education leadership meetings, the State SIG Advisory Committee, the PCCD, and other conferences and workshops during the first quarter of Year 3.

Consistent with Activity 2.2.11, information regarding UDL was presented in November 2003 (first quarter of Year 2) at the annual *Delaware Inclusion Conference*, in January 2004 at the annual *Liberty and Independence for Everyone* (LIFE) conference, and at various university classes. In addition, consistent with Activity 2.2.10, a statewide UDL conference was held on April 26-27, 2004. This conference was paired with the Delaware Center for Educational Technology Conference. Approximately 128 participants attended the UDL conference from 14 school districts, DDOE, 19 other agencies, parent groups, and four other states. Table 21 below shows a summary of evaluations of the UDL content by the Conference participants:

**Table 21. Overall evaluation feedback by participants at the Year 1 UDL Conference**

| Feedback Item | Do Not Agree | Partly Agree | Generally Agree | Totally Agree | Total N |
|---|---|---|---|---|---|
| 1. The conference facilities were satisfactory. | 0.8% | 3.2% | 19.8% | 76.2% | 126 |
| 2. The location was convenient for me. | 1.6% | 9.4% | 30.5% | 58.6% | 128 |
| 3. The conference gave a good overview of disability related issues. | 0.8% | 5.5% | 34.6% | 59.1% | 127 |
| 4. The dates and times were convenient to me. | 0.0% | 0.8% | 28.9% | 70.3% | 128 |
| 5. The length of conference was appropriate. | 0.8% | 3.1% | 28.9% | 67.2% | 128 |
| 6. The conference registration procedures were clear. | 0.8% | 0.8% | 21.9% | 76.6% | 128 |
| 7. The registration deadline gave me sufficient time to respond | 0.8% | 1.6% | 17.5% | 80.2% | 126 |
| 8. There was sufficient time for each session. | 4.7% | 15.7% | 37.0% | 42.5% | 127 |
| 9. There was adequate time for visiting | 3.1% | 9.4% | 29.9% | 57.5% | 127 |

| Feedback Item | Do Not Agree | Partly Agree | Generally Agree | Totally Agree | Total N |
|---|---|---|---|---|---|
| exhibits. | | | | | |
| 10. The luncheon program/food service was adequate | 1.6% | 6.3% | 33.1% | 59.1% | 127 |
| 11. Opportunities for networking with others were adequate. | 1.6% | 7.8% | 39.8% | 50.8% | 128 |
| 12. Applying for CEUs was clear and simple. | 2.9% | 13.5% | 33.7% | 50.0% | 104 |
| 13. Overall this conference was worthwhile to me | 0.0% | 1.6% | 22.2% | 76.2% | 126 |
| 14. Public areas of the building. | 0.0% | 3.0% | 20.0% | 77.0% | 100 |
| 15. Meeting rooms. | 1.0% | 5.0% | 24.8% | 69.3% | 101 |
| 16. Materials used in the meeting. | 0.0% | 1.0% | 25.5% | 73.5% | 98 |
| 17. Hotel accommodations. | 0.0% | 2.6% | 10.3% | 87.2% | 39 |

Teachers from five schools have been selected to implement UDL efforts: Sussex School District, Sussex Central Middle School – Math; Appoquinimink School District, Silver Lake Elementary – Science; Cape Henlopen School District, Mariner Middle School – Science; and Lake Forest School District, Central Elementary School, and PEAK Alternative High School in Kent County (Activity 2.2.2).

The inclusive school modules developed in Year 2, discussed in Objective 2.1 *Year 2 Activities and Accomplishments*, have incorporated the concepts of UDL. Module #4 – Universal Design for Learning has been specifically developed to provide in-depth knowledge and understanding of UDL concepts, principles, and practical applications. The UDL Module provides nine hours of training, eight hours of application, and two hours of reflection. It explores the definition of UDL, provides examples from schools and classrooms where UDL has been implemented, and examines the contents in which UDL can be adapted. This module and the UDL guidance described above have been used as orientation for participating schools and other interested schools.

Additional UDL training for the participating schools/school districts is planned for the first quarter of Year 3. The October 15 training will specifically involve UDL (Differentiated Instruction, Personalized Learning). Participant evaluation data for these

trainings will be available following submission of this Report.

Dr. Burdette and the Core Team members developed a rubric for school building and district level UDL implementation. This rubric was used by the participating schools by the end of Year 2 as a needs assessment and as baseline information regarding existing and needed universal design application in the content areas of math and science. As the participating schools implement universal design applications during the final months of Year 2 and during Year 3, the DDOE Master Teachers will provide ongoing training and support, as will the ISTs in these schools. During Year 3, the DDOE Master Teachers will also work with the participating schools/districts in developing short and long range UDL plans (Activity 2.2.4).

Activity 2.2.12 calls for the Delaware PTI (PIC) to provide information and training regarding the philosophy, benefits, and strategies of universal design for parents within the participating schools/districts. Because of staff turnover within the PIC during Year 2, these activities did not occur.

Activities of Goal 2 are designed to have a systemic impact on the Delaware schools and school districts. During Year 1, the Delaware Education R & D Center conducted evaluation activities designed to uncover how the SIG program is affecting the school as a system regarding inclusion. To address this objective, data was gathered from three sources including data from the Delaware Educator Poll, the Delaware Public Poll, and the K-3 SIG teacher survey.

**Principles of UDL - Feedback from Delaware teachers**

From October through November of 2003, telephone interviews were conducted with 415 educators (teachers, administrators, and other teaching-related professionals) throughout the state. The results of the statewide Educator Poll revealed the following about Delaware teachers' use of Scientifically Based Reading Research (SBRR) to guide their reading instruction:

- **Instructional Practice**
    - Materials requiring visual or hands-on use were employed most often by teachers. Many teachers reported using textbooks (75%), printed materials (87%), or manipulatives (74%) at least a few times a week.
    - Few teachers (27%) incorporated the student use of tools such as computers every day for instructional purposes.
- **Universal Design and Special Needs Students**
    - Nearly all of the teachers surveyed reported being *very well prepared* (46%) or *somewhat prepared* (46%) to teach students of varying abilities.

- The vast majority (90%) of educators polled believe that the general education curriculum in Delaware schools should be flexible enough to meet the needs of nearly all students, including students with mild to moderate disabilities. However, when asked if their own school could meet the needs such a diverse student body, nearly one-quarter (23%) did not believe that it could.

- Most teachers surveyed (92%) indicated that some barriers limit their success in addressing the diverse learning needs of students in their classrooms. The three barriers most frequently cited were, large number of students in class (32%), not enough time, e.g., for preparation (16%), and not enough appropriate instructional materials (16%).

- The majority (59%) of educators surveyed were *not at all familiar* with the concept of Universal Design for Learning.

- About one-third (31%) of Delaware teachers reported that most teachers feel they should not be expected to work with children with disabilities.

**Principles of UDL - Feedback from Delaware Citizens**

From November 2003 through January 2004, telephone interviews were conducted by the Delaware Education R & D Center of 938 citizens throughout Delaware. The SIG items contained in the Public Poll on the Condition of Education in Delaware are found in Appendix A. The sampling plan for this poll was scientifically developed and data were collected using random digit dialing to obtain a random sample of citizens. The results of the statewide Public Poll revealed the following about beliefs regarding meeting the needs of special needs students.

- **Universal Design and the Role of the Teacher**
  - About half of the citizens (52%) surveyed reported most teachers are not able to work effectively with children with disabilities.

  - The majority (69%) of citizens surveyed were *not at all familiar* with the concept of Universal Design for Learning.

  - About half (56%) of Delaware citizens reported that having to teach students with disabilities places an unfair burden on the majority of classroom teachers.

- **Impact of Inclusion on Students**
  - About two-thirds (69%) of citizens polled believe that the challenge of being in a general education classroom would promote the academic growth of a child with a disability.

  - Many citizens (63%) also believe that the integration of students with mild to moderate disabilities into the general education classroom would not harm the achievement of other students.

**Principles of UDL – Instructional Support Teams**

The K-3 SIG teachers were asked their views about the introduction of an "IST" (Instructional Support Team). IST provides a way to discuss and address academic problems (in any area, not just reading) and behavioral difficulties a student faces. Rather than initiate testing for possible special education referrals, an IST problem solves to find instructional solutions that will be effective.

**Teacher Survey Data**

- About half of the SIG teachers (46%) reported that their school has enhanced their school's instructional support team to provide a case manager/coach to any teacher requesting assistance. Some (30%) did not know if their school had done so.

- Of those who indicated their school had provided a case manager/coach to any teacher requesting assistance, about one-fourth (27%) reported being a member of the IST.

- Most teachers (87%) have requested assistance from the IST at least once during the school year. Almost three-fourths (74%) have requested assistance at least a few times each semester.

- Most of the SIG teachers who have requested and received assistance from the IST (77%) are satisfied with the IST's problem solving process. However, a few (14%) are dissatisfied with the results achieved.

**Table 22. SIG Teachers' Perceptions about their Level of Satisfaction**

| How satisfied are you with: | Very Satisfied | Somewhat Satisfied | Somewhat Dissatisfied | Very Dissatisfied | Don't Know |
|---|---|---|---|---|---|
| The IST's problem solving process? | 27% | 50% | 14% | 2% | 7% |
| | | | | | |
| How collaboratively your case manager worked with you? | 54% | 23% | 14% | 0% | 9% |
| | | | | | |
| How quickly you began working with your case manager? | 44% | 32% | 10% | 2% | 12% |
| | | | | | |
| The amount you learned during the process? | 33% | 48% | 7% | 2% | 10% |
| | | | | | |
| The results you achieved? | 33% | 43% | 12% | 2% | 10% |

## Related GPRA Objectives and Indicators:

**Part B:** Objective 1, Indicator 1.2; Objective 3, Indicator 3.3.
**Part B Preschool:** Objective 1, Indicator 1.2.
**Part D State Improvement**: Objective 1, Indicator 1.1; Objective 2, Indicators 2.2 and 2.3.
**Part D Research and Innovation:** Objective 1, Indicator 1.1; Objective 3, Indicator 3.1.
**Part D Personnel Preparation**: Objective 1, Indicator 1.1.
**Part D Technical Assistance and Dissemination:** Objective 1, Indicators 1.1 and 1.2; Objective 2, Indicators 2.1, 2.2, and 2.3.
**Part D Parent Information Centers**: Objective 1, Indicators 1.1 and 1.2; Objective 2, Indicators 2.1 and 2.2.

## Problems/Issues:

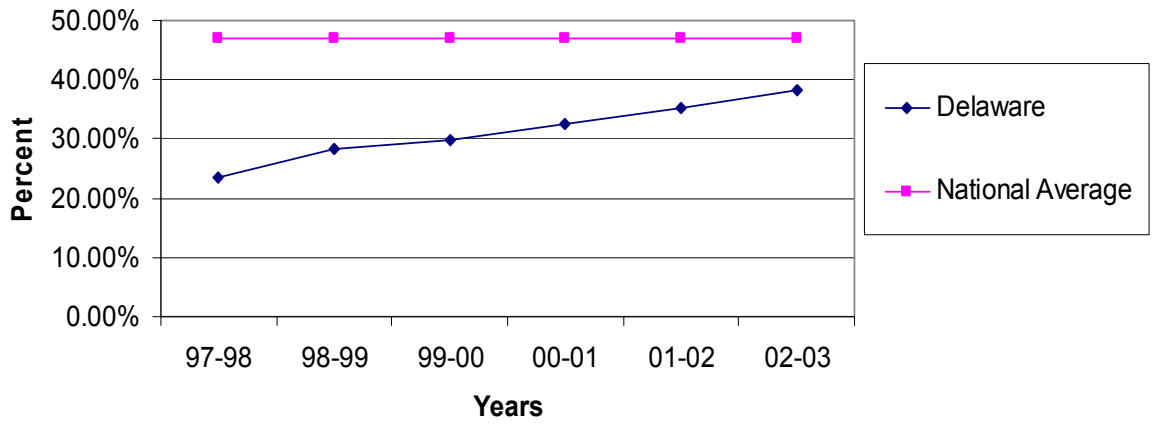
Development of a three-hour academy within the Inclusive Schools Initiative Module will be based on work that we have planned with five science and/or math master teachers in schools spread across the state. This was planned for last school year; however, one of the key teachers had family issues which led to postponement. Plans are to have model lesson plans from each of these teachers by January 2005.

## Outcomes of Goal 2:

- ✓ A 10% annual increase in the number of students with mild to moderate disabilities included with general education classrooms for at least 80% of the time.
- ✓ Annual increases in the percent of students returning to general education and graduating with a diploma.
- ✓ Annual decreases in the number of students dropping out of school.

Educational placement is being tracked over time to determine whether the SIG meets its terminal goal where at least 50 percent of the state's students with mild or moderate disabilities are enrolled in general classrooms at least 80 percent of the time, and that the rate increases 10 percent annually and exceeds the national average by the end of 5 years. As can be seen by Figure 5, the percentage of students with disabilities being served in general education 80% or more of the day is positively increasing and approaching the national average of near 50%.

**Figure 5. Educational Placement in General Education Class 80% or More of the Day**




Annual graduation rates with a regular diploma and dropout data will be tracked to gather additional impact information regarding Goal 2. Figure 6 shows an increase in the number of students in special education receiving a high school diploma from 1999-2000 to 2001-2002. Figure 6 shows a decrease from approximately 7% dropout rate in 1998-1999 and approximately 5.2% in 2001-2002 and in 2002-2003.

**Figure 6 Percent of Special Education Students graduating with Diploma**

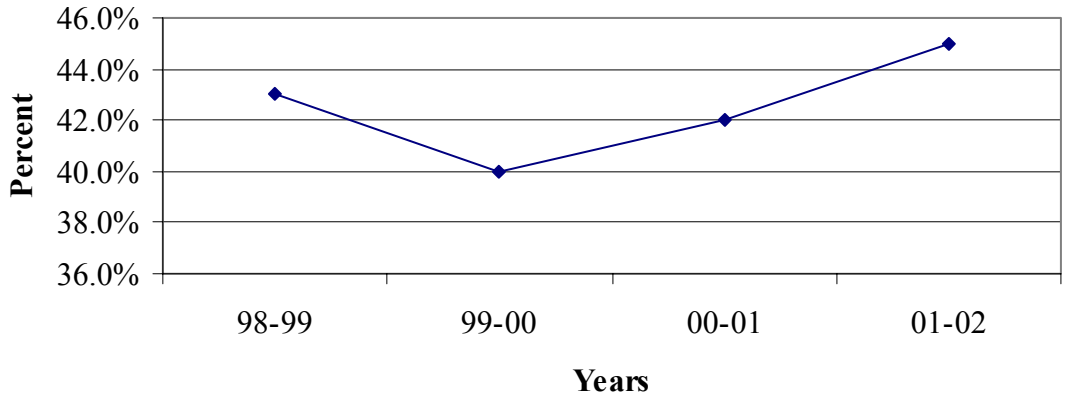
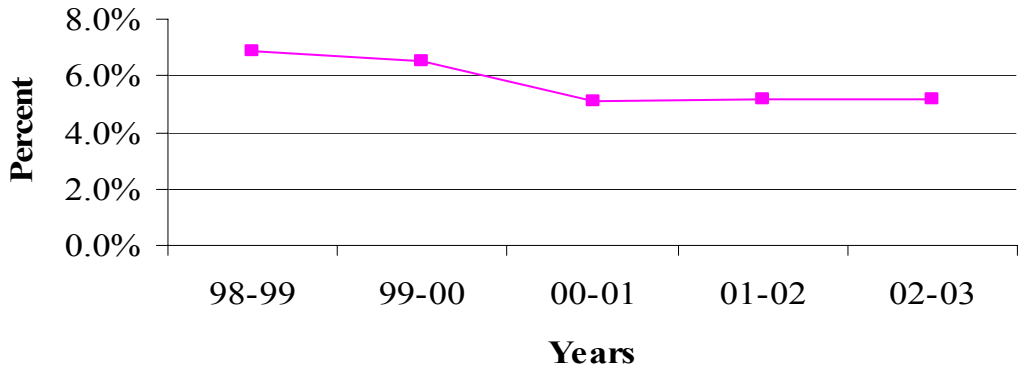



**Figure 7. Percent of Special Education Students Dropping Out of School**



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Baca, Jo-Ann & Downs, T. (August 2003). *Delaware's alternative schools, Kent and Sussex counties, English language arts, curriculum audit.* Dover, DE: Department of Education.

Strazesky, P.B., Grusenmeyer, L., & Shepperson, B. (August 2004). *Evaluation of Delaware's State Improvement Grant Initiative Year 1 Outcome Evaluation Report.* Newark, DE: Delaware Education Research & Development Center.

# SECTION IV. BUDGET INFORMATION

**Grant Performance Report for State Improvement**
**Budget Reporting Period: November 1, 2002 – October 31, 2003**
**Year 1 of Grant/ Grant Award Period November 1, 2002 – October 31, 2007**

| Budget Category | Actual Expenditures for report period | Additional anticipated expenditures by October 31, 2003 | Explanation of anticipated expenditures |
|---|---|---|---|
| **Personnel & Fringe** | $257,334 | | |
| **Contractual** | $186,128 | $108,633 | |
| **Indirect Cost** | $16,727 | | |
| **TOTAL** | **$460,189** | | |

**Explanation of funds not expended at the expected rate**

**Significant Changes to Budget**

# SECTION V. SUPPLEMENTAL INFORMATION

Based on evaluation information, training for pre-school teachers will focus more heavily on what is developmentally appropriate for this age group, how to best support literacy development for English Language Learners, and how to provide literacy rich environments.

Reading First Coaches were trained as IST facilitators along with co-facilitators in order to build capacity. Each of the Reading First schools has begun implementation following the year long training. The co-facilitator has taken over the facilitation position and the Reading First Coach has become a team member along with the principal. Support from DDOE and the University of Maryland will be provided as the facilitators train their teams. The overwhelming expert opinion is that although the upfront time for IST training will support schools in the long term, Reading First DIBELS scores will improve once Coaches are able to be in their buildings.

Based on determined need, a supplemental module will be developed and support given to address teachers' needs in using SBRR to teach reading to students with disabilities and English language learners – specifically addressing the approximately five percent of "non-responders".

For Goal 2, the Instructional Support Team has been replaced by the Building Leadership Team (BLT) because the support needed to implement inclusive environments in schools is building systems change. ISTs focus is on individual cases (teacher/student), not on the system as a whole. While implementing an IST in a school does support systemic change in developing a collaborative teaching and learning environment, a school improvement team or BLT develops the strategic plan to address this issue. The BLT will use data gathered from ISTs and other data in order to develop plans for implementing the Inclusive Schools Initiative.

# APPENDIX A

# DIBELS AND PALS STATEWIDE SUMMARY REPORT

## READING FIRST EVALUATION
## STATEWIDE SUMMARY REPORT (2003-2004 SCHOOL YEAR)

DYNAMIC INDICATORS OF BASIC EARLY LITERACY SKILLS (DIBELS)
PHONOLOGICAL AWARENESS LITERACY SCREENING (PALS)

| | DIBELS | | | | | | | PALS | |
|---|---|---|---|---|---|---|---|---|---|
| | Word Use Fluency* | Initial Sound Fluency | Letter Naming Fluency | Phonemic Segmentaion | Nonsense Word Fluency | Oral Reading Fluency | Retell Fluency* | Word Recognition in Isolation | Oral Reading in Context |
| GradeLevel: **Kindergarten** Term: **Fall 2003** | | At Risk: 29%<br>Some Risk: 27%<br>Low Risk: 44% | At Risk: 33%<br>Some Risk: 24%<br>Low Risk: 43% | | | | | Preprimer: 99%<br>Primer: 0%<br>1st Grade: 0%<br>2nd Grade: 0%<br>3rd Grade: 0%<br>4th Grade: 0% | |
| GradeLevel: **Kindergarten** Term: **Winter 2004** | At Risk: 31%<br>Some Risk: 16%<br>Low Risk: 53% | Deficit: 27%<br>Emerging: 46%<br>Established 27% | At Risk: 29%<br>Some Risk: 21%<br>Low Risk: 50% | At Risk: 45%<br>Some Risk: 30%<br>Low Risk: 25% | At Risk: 45%<br>Some Risk: 21%<br>Low Risk: 34% | | | | |
| GradeLevel: **Kindergarten** Term: **Spring 2004** | At Risk: 18%<br>Some Risk: 18%<br>Low Risk: 63% | | At Risk: 31%<br>Some Risk: 24%<br>Low Risk: 46% | Deficit: 24%<br>Emerging: 33%<br>Established 43% | At Risk: 33%<br>Some Risk: 23%<br>Low Risk: 44% | | | Preprimer: 93%<br>Primer: 3%<br>1st Grade: 2%<br>2nd Grade: 1%<br>3rd Grade: 0%<br>4th Grade: 0% | Readiness: 68%<br>Preprimer-A: 11%<br>Preprimer-B: 6%<br>Preprimer-C: 10%<br>Primer: 2%<br>1st Grade: 2%<br>2nd Grade: 1%<br>3rd Grade: 1%<br>4th Grade: 0% |

Note: (1) Percentages are rounded to the nearest whole percent. Therefore, totals may not add up to 100%. ( ) = subtest is not administered at this time.

* DIBELS's authors do not have established benchmarks for these tests. The interpretation for the Word Use Fluency scores are based on local norms. The Retell Fluency score interpretations give an indicator (good, moderate, or poor) of how well the RF score correlates to the ORF score for a particular child. A Retell Fluency of poor indicates a comprehension concern that is not represented by the ORF score.

**READING FIRST EVALUATION**
**STATEWIDE SUMMARY REPORT (2003-2004 SCHOOL YEAR)**
DYNAMIC INDICATORS OF BASIC EARLY LITERACY SKILLS (DIBELS)
PHONOLOGICAL AWARENESS LITERACY SCREENING (PALS)

| | DIBELS | | | | | | | PALS | |
|---|---|---|---|---|---|---|---|---|---|
| | Word Use Fluency* | Initial Sound Fluency | Letter Naming Fluency | Phonemic Segmentaion | Nonsense Word Fluency | Oral Reading Fluency | Retell Fluency* | Word Recognition in Isolation | Oral Reading in Context |
| GradeLevel: **1st Grade** Term: **Fall 2003** | | | At Risk: 31%<br>Some Risk: 28%<br>Low Risk: 41% | Deficit 36%<br>Emerging: 42%<br>Established 22% | At Risk: 46%<br>Some Risk: 26%<br>Low Risk: 28% | | | Preprimer: 93%<br>Primer: 3%<br>1st Grade: 2%<br>2nd Grade: 1%<br>3rd Grade: 1%<br>4th Grade: 0% | |
| GradeLevel: **1st Grade** Term: **Winter 2004** | At Risk: 18%<br>Some Risk: 16%<br>Low Risk: 66% | | | Deficit 6%<br>Emerging: 23%<br>Established 71% | Deficit 28%<br>Emerging: 44%<br>Established 28% | At Risk: 26%<br>Some Risk: 34%<br>Low Risk: 40% | There may ba a comprehension concern that is not represented by the ORF score for 278 out of 1155 students that tested at this grade level. | | |
| GradeLevel: **1st Grade** Term: **Spring 2004** | At Risk: 15%<br>Some Risk: 23%<br>Low Risk: 62% | | | Deficit 2%<br>Emerging: 12%<br>Established 87% | Deficit 11%<br>Emerging: 35%<br>Established 53% | At Risk: 25%<br>Some Risk: 31%<br>Low Risk: 45% | There may ba a comprehension concern that is not represented by the ORF score for 113 out of 1111 students that tested at this grade level. | Preprimer: 24%<br>Primer: 19%<br>1st Grade: 22%<br>2nd Grade: 17%<br>3rd Grade: 17%<br>4th Grade: 2% | Readiness: 7%<br>Preprimer-A: 4%<br>Preprimer-B: 4%<br>Preprimer-C: 16%<br>Primer: 10%<br>1st Grade: 22%<br>2nd Grade: 17%<br>3rd Grade: 13%<br>4th Grade: 8% |

Note: (1) Percentages are rounded to the nearest whole percent. Therefore, totals may not add up to 100%. ( ) = subtest is not administered at this time.

* DIBELS's authors do not have established benchmarks for these tests. The interpretation for the Word Use Fluency scores are based on local norms. The Retell Fluency score interpretations give an indicator (good, moderate, or poor) of how well the RF score correlates to the ORF score for a particular child. A Retell Fluency of poor indicates a comprehension concern that is not represented by the ORF score.

Delaware Education Research and Development Center

**READING FIRST EVALUATION**
**STATEWIDE SUMMARY REPORT (2003-2004 SCHOOL YEAR)**

DYNAMIC INDICATORS OF BASIC EARLY LITERACY SKILLS (DIBELS)
PHONOLOGICAL AWARENESS LITERACY SCREENING (PALS)

| | DIBELS | | | | | | | PALS | |
|---|---|---|---|---|---|---|---|---|---|
| | Word Use Fluency* | Initial Sound Fluency | Letter Naming Fluency | Phonemic Segmentaion | Nonsense Word Fluency | Oral Reading Fluency | Retell Fluency* | Word Recognition in Isolation | Oral Reading in Context |
| GradeLevel: **2nd Grade** Term: **Fall 2003** | | | | | | At Risk: 27%<br>Some Risk: 31%<br>Low Risk: 42% | | Preprimer: 15%<br>Primer: 21%<br>1st Grade: 18%<br>2nd Grade: 20%<br>3rd Grade: 24%<br>4th Grade: 2% | Readiness: 2%<br>Preprimer-A: 2%<br>Preprimer-B: 7%<br>Preprimer-C: 16%<br>Primer: 14%<br>1st Grade: 15%<br>2nd Grade: 19%<br>3rd Grade: 20%<br>4th Grade: 6% |
| GradeLevel: **2nd Grade** Term: **Winter 2004** | At Risk: 17%<br>Some Risk: 24%<br>Low Risk: 59% | | | | | At Risk: 32%<br>Some Risk: 18%<br>Low Risk: 50% | There may ba a comprehension concern that is not represented by the ORF score for 67 out of 641 students that tested at this grade level. | | |
| GradeLevel: **2nd Grade** Term: **Spring 2004** | At Risk: 19%<br>Some Risk: 20%<br>Low Risk: 62% | | | | | At Risk: 38%<br>Some Risk: 22%<br>Low Risk: 40% | There may ba a comprehension concern that is not represented by the ORF score for 35 out of 639 students that tested at this grade level. | Preprimer: 3%<br>Primer: 5%<br>1st Grade: 6%<br>2nd Grade: 18%<br>3rd Grade: 39%<br>4th Grade: 30% | Readiness: 0%<br>Preprimer-A: 0%<br>Preprimer-B: 0%<br>Preprimer-C: 4%<br>Primer: 2%<br>1st Grade: 8%<br>2nd Grade: 15%<br>3rd Grade: 28%<br>4th Grade: 42% |

Note: (1) Percentages are rounded to the nearest whole percent. Therefore, totals may not add up to 100%. ( ) = subtest is not administered at this time.

* DIBELS's authors do not have established benchmarks for these tests. The interpretation for the Word Use Fluency scores are based on local norms. The Retell Fluency score interpretations give an indicator (good, moderate, or poor) of how well the RF score correlates to the ORF score for a particular child. A Retell Fluency of poor indicates a comprehension concern that is not represented by the ORF score.

Delaware Education Research and Development Center

**READING FIRST EVALUATION**
**STATEWIDE SUMMARY REPORT (2003-2004 SCHOOL YEAR)**

DYNAMIC INDICATORS OF BASIC EARLY LITERACY SKILLS (DIBELS)
PHONOLOGICAL AWARENESS LITERACY SCREENING (PALS)

| | DIBELS | | | | | | | PALS | |
|---|---|---|---|---|---|---|---|---|---|
| | Word Use Fluency* | Initial Sound Fluency | Letter Naming Fluency | Phonemic Segmentaion | Nonsense Word Fluency | Oral Reading Fluency | Retell Fluency* | Word Recognition in Isolation | Oral Reading in Context |
| GradeLevel: **3rd Grade** Term: **Fall 2003** | | | | | | At Risk: 26%<br>Some Risk: 31%<br>Low Risk: 43% | | Preprimer: 3%<br>Primer: 4%<br>1st Grade: 4%<br>2nd Grade: 17%<br>3rd Grade: 56%<br>4th Grade: 17% | Readiness: 1%<br>Preprimer-A: 0%<br>Preprimer-B: 1%<br>Preprimer-C: 2%<br>Primer: 3%<br>1st Grade: 6%<br>2nd Grade: 15%<br>3rd Grade: 42%<br>4th Grade: 31% |
| GradeLevel: **3rd Grade** Term: **Winter 2004** | At Risk: 19%<br>Some Risk: 20%<br>Low Risk: 61% | | | | | At Risk: 33%<br>Some Risk: 34%<br>Low Risk: 33% | There may ba a comprehension concern that is not represented by the ORF score for 51 out of 671 students that tested at this grade level. | | |
| GradeLevel: **3rd Grade** Term: **Spring 2004** | At Risk: 17%<br>Some Risk: 22%<br>Low Risk: 61% | | | | | At Risk: 28%<br>Some Risk: 40%<br>Low Risk: 32% | There may ba a comprehension concern that is not represented by the ORF score for 92 out of 661 students that tested at this grade level. | Preprimer: 1%<br>Primer: 2%<br>1st Grade: 1%<br>2nd Grade: 5%<br>3rd Grade: 31%<br>4th Grade: 61% | Readiness: 0%<br>Preprimer-A: 0%<br>Preprimer-B: 0%<br>Preprimer-C: 0%<br>Primer: 1%<br>1st Grade: 2%<br>2nd Grade: 6%<br>3rd Grade: 17%<br>4th Grade: 72% |

Note: (1) Percentages are rounded to the nearest whole percent. Therefore, totals may not add up to 100%. ( ) = subtest is not administered at this time.

* DIBELS's authors do not have established benchmarks for these tests. The interpretation for the Word Use Fluency scores are based on local norms. The Retell Fluency score interpretations give an indicator (good, moderate, or poor) of how well the RF score correlates to the ORF score for a particular child. A Retell Fluency of poor indicates a comprehension concern that is not represented by the ORF score.

Delaware Education Research and Development Center

# APPENDIX B

# SIG ITEMS FROM THE PUBLIC POLL ON THE CONDITION OF EDUCATION IN DELAWARE CONDUCTED BY THE DELAWARE EDUCATION AND DEVELOPMENT CENTER

## SIG Items from the Public Poll on the Condition of Education in Delaware

| | Very Familiar | Somewhat familiar | Slightly Familiar | Not at all Familiar | Don't Know |
|---|---|---|---|---|---|
| How familiar are you with the concept of Universal Design for Learning? | 4% | 13% | 13% | 69% | <1% |
| To what extent do you agree with the following statements: | Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know |
| The general education curriculum used in Delaware schools should be flexible enough to meet the needs of nearly all students, including students with mild to moderate disabilities. | 39% | 46% | 12% | 3% | 1% |
| The challenge of being in a general education classroom would promote the academic growth of a child with a disability. | 14% | 55% | 22% | 4% | 4% |
| The integration of students with mild to moderate disabilities into the general classroom would not harm the achievement of other students. | 17% | 46% | 28% | 6% | 4% |
| Having to teach children with disabilities places an unfair burden on the majority of classroom teachers. | 13% | 43% | 32% | 7% | 4% |
| I believe that most teachers are not able to work effectively with children with disabilities. | 12% | 40% | 38% | 5% | 5% |
| | **All** | **Some** | **None** | | **Don't Know** |
| How much of the school day should students with mild or moderate disabilities typically spend in a regular classroom? | 23 | 67% | 5% | | 4% |